

# STATES OF JERSEY

## OFFICIAL REPORT

**TUESDAY, 6th NOVEMBER 2018**

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[9:32]

**The Roll was called and the Dean led the Assembly in Prayer.**

## **COMMUNICATIONS BY THE PRESIDING OFFICER**

### **1. Welcome to His Excellency The Lieutenant Governor**

**The Bailiff:**

First, on Members' behalf, may I welcome His Excellency the Lieutenant Governor? [**Approbation**]

## **APPOINTMENT OF MINISTERS, COMMITTEES AND PANELS**

### **2. Nomination of the Connétable of Trinity as a member of the Planning Committee**

**The Bailiff:**

Under Appointment of Ministers, Committees and Panels, there is a nomination of the Connétable of Trinity as a member of the Planning Committee.

#### **2.1 Deputy R. Labey of St. Helier (Chairman, Planning Committee):**

We are allowed 9 members on the Planning Committee; I am up to 8 at the moment, so there is a vacancy and I am delighted to tell the Assembly that the Constable of Trinity has agreed to take the vacant space, if they are agreeable. The Constable is a former vice-chairman of the Planning Committee and was a huge asset to the committee in the last session, so I commend him to the House.

**The Bailiff:**

Seconded? [**Seconded**] Are there any other nominations? Very well, I declare the Connétable of Trinity is elected. [**Approbation**]

## **QUESTIONS**

### **3. Written Questions**

**Request for ruling by Presiding Officer on a written answer provided by the Chief Minister  
Deputy J.H. Perchard of St. Saviour:**

Excuse me, I am terribly sorry to interrupt. Would this be an appropriate time to voice my dissatisfaction with the answer to question 4?

**The Bailiff:**

You consider that it does not answer the ...?

**Deputy J.H. Perchard:**

Not in full, Sir, no.

**The Bailiff:**

Very well, thank you.

[9:45]

Deputy Perchard, I think your challenge to the answer you have been given is the first time the Bailiff has had to deal with us. Can you just tell me what your objection is to why you say it is not full enough?

**Senator J.H. Perchard:**

Sorry, I was not sure if you wanted me to elaborate or not.

**The Bailiff:**

I do now, yes.

**Deputy J.H. Perchard:**

A lot of the information that I requested is available online and with some mild Googling I have a lot of the information myself, but for obvious reasons I would like formally presented within the Chamber. Obviously, there are some aspects to which I do not have access, such as the request for numbers of boards with Portuguese or Polish heritage or those who have disability. But in terms of gender it took me less than an hour. I contest the argument that there was not sufficient time. I am of course willing to accept, if the Chief Minister requests longer I am happy to accept it at the next sitting, but it is certainly available information, and I contest the idea that it is not available.

**Senator J.A.N Le Fondré:**

Can I help to clarify matters?

**The Bailiff:**

Can I just have a quick look at the question and the answer?

**Senator J.A.N. Le Fondré:**

I think the point is an important one and I am hoping the Deputy will receive an email shortly from officers to try and arrange a meeting. The issue is I too... in fact a number of us thought that the first parts of the question were relatively easy to answer, unfortunately the discussion then went it is not because in today's world one cannot necessarily assume from Googling something by looking at a photograph, they are either male, female, because they might be non-binary and that bit also comes into the discussion around G.D.P.R. (General Data Protection Regulation) disclosures. That is why we wanted a discussion as to the level of detail one wanted. Also the volume of information required, I cannot remember the exact number but there are a lot of boards which are captured by the definition to the answer, which is why it would take a while to bring the information together. It would be just useful to try and have a brief conversation with the Deputy offline, as it were, to try and then achieve the answer that she is looking for. That was it. It was a case of trying to be helpful rather than hinder.

**Deputy J.H. Perchard:**

I am not entirely sure of the protocol at this precise moment but can you please remind me of what Standing Orders does allow me to say and do at this moment in time? Am I allowed to reject the comments of the Chief Minister?

**The Bailiff:**

I am inviting you to say what you want to about the comments of the Chief Minister.

**Deputy J.H. Perchard:**

Of course you cannot identify someone's gender by their photograph or indeed a disability or indeed a heritage, which is exactly why I have asked for the information. If there are G.D.P.R. issues, and of course I accept there may be restrictions but I am trying to examine whether we have diversity and inclusion in our boards, and we clearly do not. I would just like the evidence to be formalised so that I can proceed with any policy initiatives that I would like to pursue as a result. I cannot change this legislation without evidence, and that is all I am seeking.

**The Bailiff:**

Thank you very much.

**3.1 DEPUTY J.M. MAÇON OF ST. SAVIOUR OF THE CHAIRMAN OF THE STATES EMPLOYMENT BOARD REGARDING KEY PERFORMANCE INDICATORS FOR THE CHIEF EXECUTIVE OFFICER: [WQ.228/2018]**

## Question

Will the Chairman advise whether key performance indicators for the new Chief Executive Officer of the States have been agreed and, if not, will she state why not and when they will be agreed; and will she also state whether they will be published?

## Answer

The Chief Executive's performance framework process and associated KPI's is being developed with the support of an independent assessor under the guidance of the Chief Minister.

It is anticipated that this will be finalised in the next few weeks. This will be published as necessary and regular updates provided as appropriate.

The recent publication of the government strategic priorities will provide the basis of the framework until 2020.

## **3.2 DEPUTY J.H. PERCHARD OF ST. SAVIOUR OF THE MINISTER FOR EDUCATION REGARDING A BREAKDOWN OF EXAM GRADES BY SUBJECT AND BY GENDER: [WQ.229/2018]**

### Question

Will the Minister provide a breakdown of the grades achieved in (a) GCSE, (b) A-level and (c) equivalent examinations such as the International Baccalaureate, by subject and by gender in each of the last five years?

### Answer

Figures below cover GCSEs, A levels and equivalent qualifications taken at States schools and Private schools in Jersey, with the exception of 2018 GCSE results which are presented for States schools only.

Results are shown against the academic year where pupils finished KS4 and KS5 for GCSEs and equivalent results and A levels and equivalent qualifications respectively. In some cases the exams may have been sat in earlier academic years.

Results have been extracted from GCSE and A level analysis spreadsheets and databases which were generated for the purposes of producing the GCSE and equivalent results report<sup>1</sup> and the A level and equivalent results report<sup>2</sup> produced annually by the Education Department.

All results presented for 2018 are currently provisional as final results will not be collected from schools until after the October half term which allows time for appeals and remarks to be received and entered into the school computer systems.

Results day information for A levels is presented for 2018. A level equivalent qualification results for 2018 are not currently available at this time as these will not be collected from schools and colleges until after the October half term.

Results have been discounted to ensure that the best grade for each pupil in that subject and qualification type is presented, with the exception of 2018 A level results as pupil level data has not yet been analysed.

Numbers less than 5 have been suppressed to prevent disclosure of potentially identifiable information.

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<sup>1</sup> Education Department, GCSE and Equivalent results in Jersey 2016 to 2017, published 11 June 2018, <https://www.gov.je/Government/Pages/StatesReports.aspx?ReportID=3694>

<sup>2</sup> Education Department, A level and Equivalent results in Jersey 2016 to 2017, published 11 June 2018, <https://www.gov.je/Government/Pages/StatesReports.aspx?ReportID=3693>

**Table 1: GCSE and equivalent results 2014-2018**

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	1&2	BTEC	1/2	1	Applied Sciences	F	L1P	8
2015	1&2	BTEC	1/2	1	Applied Sciences	M	L1P	<5
2015	1&2	BTEC	1/2	1	Applied Sciences	F	L2P	14
2015	1&2	BTEC	1/2	1	Applied Sciences	M	L2P	13
2015	1&2	BTEC	1/2	1	Applied Sciences	F	L2M	<5
2015	1&2	BTEC	1/2	1	Applied Sciences	F	L2D	<5
2015	1&2	BTEC	1/2	1	Applied Sciences	F	L2Dstar	<5
2016	1&2	BTEC	1/2	1	Applied Sciences	F	L1P	<5
2016	1&2	BTEC	1/2	1	Applied Sciences	F	L2P	8
2016	1&2	BTEC	1/2	1	Applied Sciences	M	L2P	<5
2016	1&2	BTEC	1/2	1	Applied Sciences	F	L2M	<5
2016	1&2	BTEC	1/2	1	Business Studies	F	Q	<5
2016	1&2	BTEC	1/2	1	Business Studies	F	L1P	10
2016	1&2	BTEC	1/2	1	Business Studies	M	L1P	9
2016	1&2	BTEC	1/2	1	Business Studies	F	L2P	6
2016	1&2	BTEC	1/2	1	Business Studies	M	L2P	14
2016	1&2	BTEC	1/2	1	Business Studies	F	P	5
2016	1&2	BTEC	1/2	1	Business Studies	F	L2M	6
2016	1&2	BTEC	1/2	1	Business Studies	M	L2M	6
2016	1&2	BTEC	1/2	1	Business Studies	F	M	9
2016	1&2	BTEC	1/2	1	Business Studies	F	D	9
2016	1&2	BTEC	1/2	1	Business Studies	F	L2D	<5
2016	1&2	BTEC	1/2	1	Business Studies	F	Dstar	8
2016	1&2	BTEC	1/2	1	Business Studies	F	L2Dstar	<5
2016	1&2	BTEC	1/2	1	Business Studies	M	L2Dstar	<5
2017	1&2	BTEC	1/2	1	Business Studies	M	U	<5
2017	1&2	BTEC	1/2	1	Business Studies	F	L1P	<5
2017	1&2	BTEC	1/2	1	Business Studies	M	L1P	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	1&2	BTEC	1/2	1	Business Studies	F	L2P	<5
2017	1&2	BTEC	1/2	1	Business Studies	M	L2P	<5
2017	1&2	BTEC	1/2	1	Business Studies	F	L2M	<5
2017	1&2	BTEC	1/2	1	Business Studies	M	L2M	<5
2017	1&2	BTEC	1/2	1	Business Studies	F	L2D	<5
2017	1&2	BTEC	1/2	1	Business Studies	M	L2Dstar	<5
2018	1&2	BTEC	1/2	1	Business Studies	F	L1P	<5
2018	1&2	BTEC	1/2	1	Business Studies	F	L2P	<5
2018	1&2	BTEC	1/2	1	Business Studies	M	L2P	<5
2018	1&2	BTEC	1/2	1	Business Studies	F	L2M	<5
2018	1&2	BTEC	1/2	1	Business Studies	M	L2M	<5
2018	1&2	BTEC	1/2	1	Business Studies	F	L2D	<5
2018	1&2	BTEC	1/2	1	Business Studies	F	L2Dstar	<5
2015	1&2	BTEC	1/2	1	Computer Architecture / Systems	M	U	<5
2015	1&2	BTEC	1/2	1	Computer Architecture / Systems	F	L1P	<5
2015	1&2	BTEC	1/2	1	Computer Architecture / Systems	M	L1P	5
2015	1&2	BTEC	1/2	1	Computer Architecture / Systems	F	L2P	<5
2015	1&2	BTEC	1/2	1	Computer Architecture / Systems	M	L2P	7
2015	1&2	BTEC	1/2	1	Computer Architecture / Systems	M	L2M	<5
2016	1&2	BTEC	1/2	1	Computer Architecture / Systems	M	U	<5
2016	1&2	BTEC	1/2	1	Computer Architecture / Systems	F	L1P	<5
2016	1&2	BTEC	1/2	1	Computer Architecture / Systems	M	L1P	11
2016	1&2	BTEC	1/2	1	Computer Architecture / Systems	F	L2P	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	1&2	BTEC	1/2	1	Computer Architecture / Systems	M	L2P	5
2016	1&2	BTEC	1/2	1	Computer Architecture / Systems	F	L2M	<5
2016	1&2	BTEC	1/2	1	Computer Architecture / Systems	M	L2M	<5
2016	1&2	BTEC	1/2	1	Computer Architecture / Systems	M	L2D	<5
2016	1&2	BTEC	1/2	1	Computer Architecture / Systems	M	L2Dstar	<5
2017	1&2	BTEC	1/2	1	Computer Architecture / Systems	M	U	<5
2017	1&2	BTEC	1/2	1	Computer Architecture / Systems	F	L2P	<5
2017	1&2	BTEC	1/2	1	Computer Architecture / Systems	M	L2P	8
2017	1&2	BTEC	1/2	1	Computer Architecture / Systems	F	L2M	<5
2017	1&2	BTEC	1/2	1	Computer Architecture / Systems	M	L2M	<5
2018	1&2	BTEC	1/2	1	Computer Architecture / Systems	M	U	<5
2018	1&2	BTEC	1/2	1	Computer Architecture / Systems	F	L1P	<5
2018	1&2	BTEC	1/2	1	Computer Architecture / Systems	M	L1P	9
2018	1&2	BTEC	1/2	1	Computer Architecture / Systems	F	L2P	<5
2018	1&2	BTEC	1/2	1	Computer Architecture / Systems	M	L2P	12
2018	1&2	BTEC	1/2	1	Computer Architecture / Systems	F	L2M	<5
2018	1&2	BTEC	1/2	1	Computer Architecture / Systems	M	L2M	5
2015	1&2	BTEC	1/2	1	Dance: General	F	L1P	<5
2015	1&2	BTEC	1/2	1	Dance: General	F	L2P	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	1&2	BTEC	1/2	1	Dance: General	M	L2P	<5
2015	1&2	BTEC	1/2	1	Dance: General	F	L2M	<5
2015	1&2	BTEC	1/2	1	Dance: General	M	L2M	<5
2015	1&2	BTEC	1/2	1	Dance: General	F	D2star	<5
2017	1&2	BTEC	1/2	1	Dance: General	F	Q	5
2017	1&2	BTEC	1/2	1	Dance: General	M	Q	5
2016	1&2	BTEC	1/2	1	Music Studies (General)	F	L1P	<5
2016	1&2	BTEC	1/2	1	Music Studies (General)	F	L2P	5
2016	1&2	BTEC	1/2	1	Music Studies (General)	M	L2P	<5
2016	1&2	BTEC	1/2	1	Music Studies (General)	F	L2M	8
2016	1&2	BTEC	1/2	1	Music Studies (General)	M	L2M	5
2016	1&2	BTEC	1/2	1	Music Studies (General)	M	L2D	<5
2016	1&2	BTEC	1/2	1	Music Studies (General)	F	L2Dstar	<5
2017	1&2	BTEC	1/2	1	Music Studies (General)	F	L1P	<5
2017	1&2	BTEC	1/2	1	Music Studies (General)	M	L1P	<5
2017	1&2	BTEC	1/2	1	Music Studies (General)	F	L2P	8
2017	1&2	BTEC	1/2	1	Music Studies (General)	M	L2P	<5
2017	1&2	BTEC	1/2	1	Music Studies (General)	F	L2M	<5
2017	1&2	BTEC	1/2	1	Music Studies (General)	M	L2M	7
2017	1&2	BTEC	1/2	1	Music Studies (General)	F	L2D	<5
2018	1&2	BTEC	1/2	1	Music Studies (General)	M	L1P	<5
2018	1&2	BTEC	1/2	1	Music Studies (General)	F	L2P	<5
2018	1&2	BTEC	1/2	1	Music Studies (General)	M	L2P	<5
2018	1&2	BTEC	1/2	1	Music Studies (General)	F	L2M	<5
2015	1&2	BTEC	1/2	1	Science (General/Combined)	F	U	13
2015	1&2	BTEC	1/2	1	Science (General/Combined)	M	U	16
2015	1&2	BTEC	1/2	1	Science (General/Combined)	F	L1P	34
2015	1&2	BTEC	1/2	1	Science (General/Combined)	M	L1P	24
2015	1&2	BTEC	1/2	1	Science (General/Combined)	F	L2P	11

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	1&2	BTEC	1/2	1	Science (General/Combined)	M	L2P	12
2015	1&2	BTEC	1/2	1	Science (General/Combined)	F	L2M	<5
2016	1&2	BTEC	1/2	1	Science (General/Combined)	F	Q	<5
2016	1&2	BTEC	1/2	1	Science (General/Combined)	M	Q	<5
2016	1&2	BTEC	1/2	1	Science (General/Combined)	F	U	<5
2016	1&2	BTEC	1/2	1	Science (General/Combined)	M	U	<5
2016	1&2	BTEC	1/2	1	Science (General/Combined)	F	L1P	22
2016	1&2	BTEC	1/2	1	Science (General/Combined)	M	L1P	27
2016	1&2	BTEC	1/2	1	Science (General/Combined)	F	L2P	20
2016	1&2	BTEC	1/2	1	Science (General/Combined)	M	L2P	12
2016	1&2	BTEC	1/2	1	Speech & Drama	M	L1P	<5
2016	1&2	BTEC	1/2	1	Speech & Drama	F	L2P	<5
2016	1&2	BTEC	1/2	1	Speech & Drama	M	L2P	<5
2016	1&2	BTEC	1/2	1	Speech & Drama	F	L2M	6
2016	1&2	BTEC	1/2	1	Speech & Drama	M	L2M	<5
2016	1&2	BTEC	1/2	1	Speech & Drama	F	L2Dstar	<5
2016	1&2	BTEC	1/2	1	Speech & Drama	M	L2Dstar	<5
2017	1&2	BTEC	1/2	1	Speech & Drama	F	Q	7
2017	1&2	BTEC	1/2	1	Speech & Drama	M	Q	6
2017	1&2	BTEC	1/2	1	Speech & Drama	F	L2P	<5
2017	1&2	BTEC	1/2	1	Speech & Drama	M	L2P	<5
2017	1&2	BTEC	1/2	1	Speech & Drama	M	L2M	<5
2017	1&2	BTEC	1/2	1	Speech & Drama	F	L2Dstar	<5
2017	1&2	BTEC	1/2	1	Speech & Drama	M	L2Dstar	<5
2018	1&2	BTEC	1/2	1	Speech & Drama	M	L1P	<5
2018	1&2	BTEC	1/2	1	Speech & Drama	M	L2P	<5
2018	1&2	BTEC	1/2	1	Speech & Drama	F	L2M	<5
2018	1&2	BTEC	1/2	1	Speech & Drama	M	L2M	<5
2018	1&2	BTEC	1/2	1	Speech & Drama	F	L2Dstar	5



Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	1&2	BTEC	1/2	1	Sports Studies	F	U	<5
2016	1&2	BTEC	1/2	1	Sports Studies	M	U	5
2016	1&2	BTEC	1/2	1	Sports Studies	F	L1P	<5
2016	1&2	BTEC	1/2	1	Sports Studies	M	L1P	5
2016	1&2	BTEC	1/2	1	Sports Studies	F	L2P	<5
2016	1&2	BTEC	1/2	1	Sports Studies	M	L2P	9
2016	1&2	BTEC	1/2	1	Sports Studies	F	L2M	<5
2016	1&2	BTEC	1/2	1	Sports Studies	M	L2M	5
2016	1&2	BTEC	1/2	1	Sports Studies	M	L2D	<5
2016	1&2	BTEC	1/2	1	Sports Studies	F	L2Dstar	<5
2016	1&2	BTEC	1/2	1	Sports Studies	M	L2Dstar	<5
2017	1&2	BTEC	1/2	1	Sports Studies	F	U	<5
2017	1&2	BTEC	1/2	1	Sports Studies	M	U	<5
2017	1&2	BTEC	1/2	1	Sports Studies	F	L1P	<5
2017	1&2	BTEC	1/2	1	Sports Studies	M	L1P	<5
2017	1&2	BTEC	1/2	1	Sports Studies	F	L2P	<5
2017	1&2	BTEC	1/2	1	Sports Studies	M	L2P	5
2017	1&2	BTEC	1/2	1	Sports Studies	F	L2M	<5
2017	1&2	BTEC	1/2	1	Sports Studies	M	L2M	7
2017	1&2	BTEC	1/2	1	Sports Studies	F	L2D	<5
2017	1&2	BTEC	1/2	1	Sports Studies	M	L2Dstar	<5
2014	CE2	BTEC	2	1	Business Studies	M	C	<5
2015	CE2	BTEC	2	1	Business Studies	M	Q	<5
2015	CE2	BTEC	2	1	Business Studies	M	U	<5
2015	CE2	BTEC	2	1	Business Studies	F	P	<5
2015	CE2	BTEC	2	1	Business Studies	M	P	<5
2016	CE2	BTEC	2	1	Business Studies	F	P	<5
2016	CE2	BTEC	2	1	Business Studies	M	P	9
2016	CE2	BTEC	2	1	Business Studies	M	M	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	CE2	BTEC	2	1	IT	F	P	<5
2015	CE2	BTEC	2	1	IT	M	P	<5
2014	CE2	BTEC	2	1	Music Studies (General)	M	Q	<5
2014	CE2	BTEC	2	1	Music Studies (General)	F	U	<5
2014	CE2	BTEC	2	1	Music Studies (General)	M	U	<5
2014	CE2	BTEC	2	1	Music Studies (General)	F	P	<5
2014	CE2	BTEC	2	1	Music Studies (General)	M	P	5
2015	CE2	BTEC	2	1	Speech & Drama	M	D	<5
2015	CE2	BTEC	2	1	Speech & Drama	F	Dstar	<5
2014	EC2	BTEC	2	2	Applied Sciences	F	U	<5
2014	EC2	BTEC	2	2	Applied Sciences	M	U	<5
2014	EC2	BTEC	2	2	Applied Sciences	F	C	21
2014	EC2	BTEC	2	2	Applied Sciences	M	C	16
2014	EC2	BTEC	2	2	Applied Sciences	F	P	22
2014	EC2	BTEC	2	2	Applied Sciences	M	P	32
2014	EC2	BTEC	2	2	Applied Sciences	F	B	<5
2014	EC2	BTEC	2	2	Applied Sciences	M	B	<5
2014	EC2	BTEC	2	2	Applied Sciences	F	M	<5
2014	EC2	BTEC	2	2	Applied Sciences	M	M	<5
2014	EC2	BTEC	2	2	Business Studies	F	CC	<5
2014	EC2	BTEC	2	2	Business Studies	M	CC	5
2014	EC2	BTEC	2	2	Business Studies	F	P	8
2014	EC2	BTEC	2	2	Business Studies	M	P	17
2014	EC2	BTEC	2	2	Business Studies	F	BB	8
2014	EC2	BTEC	2	2	Business Studies	M	BB	7
2014	EC2	BTEC	2	2	Business Studies	F	M	5
2014	EC2	BTEC	2	2	Business Studies	M	M	12
2014	EC2	BTEC	2	2	Business Studies	M	AA	<5
2014	EC2	BTEC	2	2	Business Studies	F	D	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	EC2	BTEC	2	2	Business Studies	M	D	<5
2014	EC2	BTEC	2	2	Business Studies	F	Dstar	9
2014	EC2	BTEC	2	2	Business Studies	M	Dstar	5
2015	EC2	BTEC	2	2	Business Studies	F	P	6
2015	EC2	BTEC	2	2	Business Studies	M	P	21
2015	EC2	BTEC	2	2	Business Studies	F	M	<5
2015	EC2	BTEC	2	2	Business Studies	M	M	16
2015	EC2	BTEC	2	2	Business Studies	F	D	10
2015	EC2	BTEC	2	2	Business Studies	M	D	<5
2015	EC2	BTEC	2	2	Business Studies	F	Dstar	9
2015	EC2	BTEC	2	2	Business Studies	M	Dstar	7
2016	EC2	BTEC	2	2	Business Studies	F	P	<5
2016	EC2	BTEC	2	2	Business Studies	M	P	14
2016	EC2	BTEC	2	2	Business Studies	F	M	<5
2016	EC2	BTEC	2	2	Business Studies	M	M	<5
2016	EC2	BTEC	2	2	Business Studies	F	D	<5
2016	EC2	BTEC	2	2	Business Studies	F	Dstar	<5
2016	EC2	BTEC	2	2	Business Studies	M	Dstar	7
2016	EC2	BTEC	2	2	Dance: General	F	P	<5
2016	EC2	BTEC	2	2	Dance: General	M	P	<5
2016	EC2	BTEC	2	2	Dance: General	F	M	<5
2016	EC2	BTEC	2	2	Dance: General	F	Dstar	7
2016	EC2	BTEC	2	2	Dance: General	M	Dstar	<5
2014	EC2	BTEC	2	2	IT	F	C	<5
2014	EC2	BTEC	2	2	IT	M	C	<5
2014	EC2	BTEC	2	2	IT	F	CC	5
2014	EC2	BTEC	2	2	IT	M	CC	11
2014	EC2	BTEC	2	2	IT	F	B	<5
2014	EC2	BTEC	2	2	IT	F	BB	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	EC2	BTEC	2	2	IT	M	BB	7
2014	EC2	BTEC	2	2	IT	M	AA	<5
2015	EC2	BTEC	2	2	IT	M	U	<5
2015	EC2	BTEC	2	2	IT	F	P	<5
2015	EC2	BTEC	2	2	IT	M	P	14
2015	EC2	BTEC	2	2	IT	F	M	<5
2015	EC2	BTEC	2	2	IT	F	D	<5
2015	EC2	BTEC	2	2	IT	M	D	<5
2015	EC2	BTEC	2	2	IT	M	Dstar	<5
2014	EC2	BTEC	2	2	Music Studies (General)	F	Q	<5
2014	EC2	BTEC	2	2	Music Studies (General)	F	U	<5
2014	EC2	BTEC	2	2	Music Studies (General)	F	P	9
2014	EC2	BTEC	2	2	Music Studies (General)	M	P	12
2014	EC2	BTEC	2	2	Music Studies (General)	F	M	6
2014	EC2	BTEC	2	2	Music Studies (General)	M	M	<5
2014	EC2	BTEC	2	2	Music Studies (General)	M	Astar	<5
2014	EC2	BTEC	2	2	Music Studies (General)	F	Dstar	<5
2014	EC2	BTEC	2	2	Music Studies (General)	M	Dstar	<5
2015	EC2	BTEC	2	2	Music Studies (General)	M	U	<5
2015	EC2	BTEC	2	2	Music Studies (General)	F	P	7
2015	EC2	BTEC	2	2	Music Studies (General)	M	P	7
2015	EC2	BTEC	2	2	Music Studies (General)	F	M	5
2015	EC2	BTEC	2	2	Music Studies (General)	M	M	<5
2015	EC2	BTEC	2	2	Music Studies (General)	F	D	<5
2015	EC2	BTEC	2	2	Music Studies (General)	F	Dstar	8
2015	EC2	BTEC	2	2	Music Studies (General)	M	Dstar	<5
2016	EC2	BTEC	2	2	Music Studies (General)	F	P	<5
2016	EC2	BTEC	2	2	Music Studies (General)	M	P	<5
2016	EC2	BTEC	2	2	Music Studies (General)	F	M	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	EC2	BTEC	2	2	Speech & Drama	F	P	9
2014	EC2	BTEC	2	2	Speech & Drama	M	P	8
2014	EC2	BTEC	2	2	Speech & Drama	F	M	7
2014	EC2	BTEC	2	2	Speech & Drama	M	M	8
2014	EC2	BTEC	2	2	Speech & Drama	F	D	<5
2014	EC2	BTEC	2	2	Speech & Drama	M	D	<5
2014	EC2	BTEC	2	2	Speech & Drama	F	Dstar	<5
2014	EC2	BTEC	2	2	Speech & Drama	M	Dstar	<5
2015	EC2	BTEC	2	2	Speech & Drama	M	P	<5
2015	EC2	BTEC	2	2	Speech & Drama	M	D	<5
2015	EC2	BTEC	2	2	Speech & Drama	F	P	6
2015	EC2	BTEC	2	2	Speech & Drama	M	P	10
2015	EC2	BTEC	2	2	Speech & Drama	F	M	8
2015	EC2	BTEC	2	2	Speech & Drama	M	M	7
2015	EC2	BTEC	2	2	Speech & Drama	F	D	<5
2015	EC2	BTEC	2	2	Speech & Drama	M	D	<5
2015	EC2	BTEC	2	2	Speech & Drama	F	Dstar	11
2015	EC2	BTEC	2	2	Speech & Drama	M	Dstar	8
2016	EC2	BTEC	2	2	Speech & Drama	M	P	6
2016	EC2	BTEC	2	2	Speech & Drama	F	M	<5
2016	EC2	BTEC	2	2	Speech & Drama	M	M	<5
2016	EC2	BTEC	2	2	Speech & Drama	M	D	<5
2016	EC2	BTEC	2	2	Speech & Drama	M	Dstar	<5
2015	EC2	BTEC	2	2	Sports Studies	F	P	<5
2015	EC2	BTEC	2	2	Sports Studies	M	P	16
2015	EC2	BTEC	2	2	Sports Studies	F	M	<5
2015	EC2	BTEC	2	2	Sports Studies	M	M	6
2015	EC2	BTEC	2	2	Sports Studies	F	D	<5
2015	EC2	BTEC	2	2	Sports Studies	M	D	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	EC2	BTEC	2	2	Sports Studies	F	Dstar	7
2017	1&2	CNAT	1/2	1	Learning theory	M	L1M	<5
2017	1&2	CNAT	1/2	1	Learning theory	F	L2P	<5
2015	1&2	CNAT	1/2	1	Sports Studies	M	L2P	<5
2015	1&2	CNAT	1/2	1	Sports Studies	M	L2M	<5
2016	1&2	CNAT	1/2	1	Sports Studies	F	L2M	<5
2016	1&2	CNAT	1/2	1	Sports Studies	M	L2M	<5
2016	1&2	CNAT	1/2	1	Sports Studies	F	L2D	<5
2017	1&2	CNAT	1/2	1	Sports Studies	F	L2P	<5
2017	1&2	CNAT	1/2	1	Sports Studies	M	L2P	<5
2018	1&2	CNAT	1/2	1	Sports Studies	M	U	<5
2018	1&2	CNAT	1/2	1	Sports Studies	M	L1P	<5
2018	1&2	CNAT	1/2	1	Sports Studies	F	L1M	<5
2018	1&2	CNAT	1/2	1	Sports Studies	M	L1M	<5
2018	1&2	CNAT	1/2	1	Sports Studies	F	L1D	<5
2018	1&2	CNAT	1/2	1	Sports Studies	M	L1D	5
2018	1&2	CNAT	1/2	1	Sports Studies	F	L2P	<5
2018	1&2	CNAT	1/2	1	Sports Studies	M	L2P	<5
2018	1&2	CNAT	1/2	1	Sports Studies	F	L2M	<5
2018	1&2	CNAT	1/2	1	Sports Studies	M	L2M	<5
2018	1&2	CNAT	1/2	1	Sports Studies	F	L2D	<5
2018	1&2	CNAT	1/2	1	Sports Studies	M	L2D	<5
2014	CE2	DIDA	2	1	Computer Appreciation/Introduction	F	U	<5
2014	CE2	DIDA	2	1	Computer Appreciation/Introduction	M	U	14
2014	CE2	DIDA	2	1	Computer Appreciation/Introduction	M	C	7
2014	CE2	DIDA	2	1	Computer Appreciation/Introduction	F	P	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	CE2	DIDA	2	1	Computer Appreciation/Introduction	M	P	6
2015	CE2	DIDA	2	1	Computer Appreciation/Introduction	M	U	5
2015	CE2	DIDA	2	1	Computer Appreciation/Introduction	M	C	17
2015	CE2	DIDA	2	1	Computer Appreciation/Introduction	F	B	<5
2015	CE2	DIDA	2	1	Computer Appreciation/Introduction	M	B	12
2015	CE2	DIDA	2	1	Computer Appreciation/Introduction	F	A	<5
2015	CE2	DIDA	2	1	Computer Appreciation/Introduction	M	A	<5
2016	CE2	DIDA	2	1	Computer Appreciation/Introduction	M	U	10
2016	CE2	DIDA	2	1	Computer Appreciation/Introduction	F	C	<5
2016	CE2	DIDA	2	1	Computer Appreciation/Introduction	M	C	10
2016	CE2	DIDA	2	1	Computer Appreciation/Introduction	M	B	9
2017	CE2	DIDA	2	1	Computer Appreciation/Introduction	M	C	<5
2017	CE2	DIDA	2	1	Computer Appreciation/Introduction	M	B	5
2018	CE2	DIDA	2	1	Computer Appreciation/Introduction	M	C	6
2018	CE2	DIDA	2	1	Computer Appreciation/Introduction	F	B	<5
2018	CE2	DIDA	2	1	Computer Appreciation/Introduction	M	B	5
2018	CE2	DIDA	2	1	Computer Appreciation/Introduction	M	A	<5
2016	CE2	ECDL	2	1	Computer Appreciation/Introduction	F	M	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	CE2	ECDL	2	1	Computer Appreciation/Introduction	M	D	5
2016	CE2	ECDL	2	1	Computer Appreciation/Introduction	F	Dstar	<5
2016	CE2	ECDL	2	1	Computer Appreciation/Introduction	M	Dstar	7
2017	ASB	GCE	3	2	French Language	F	B	<5
2017	ASB	GCE	3	2	French Language	F	A	<5
2017	ASB	GCE	3	2	Portuguese	F	C	<5
2017	ASB	GCE	3	2	Portuguese	M	C	<5
2017	ASB	GCE	3	2	Portuguese	M	B	<5
2017	ASB	GCE	3	2	Portuguese	F	A	<5
2018	ASB	GCE	3	2	Portuguese	M	D	<5
2018	ASB	GCE	3	2	Portuguese	M	C	<5
2016	ASB	GCE	3	2	Science (General/Combined)	M	C	<5
2016	ASB	GCE	3	2	Science (General/Combined)	M	B	<5
2016	ASB	GCE	3	2	Science (General/Combined)	M	A	<5
2018	9DA	GCSE	1/2	2	Science Double Award	M	11	<5
2018	9DA	GCSE	1/2	2	Science Double Award	F	21	<5
2018	9DA	GCSE	1/2	2	Science Double Award	M	21	<5
2018	9DA	GCSE	1/2	2	Science Double Award	F	22	6
2018	9DA	GCSE	1/2	2	Science Double Award	M	22	10
2018	9DA	GCSE	1/2	2	Science Double Award	F	32	12
2018	9DA	GCSE	1/2	2	Science Double Award	M	32	18
2018	9DA	GCSE	1/2	2	Science Double Award	F	33	18
2018	9DA	GCSE	1/2	2	Science Double Award	M	33	13
2018	9DA	GCSE	1/2	2	Science Double Award	F	43	22
2018	9DA	GCSE	1/2	2	Science Double Award	M	43	19
2018	9DA	GCSE	1/2	2	Science Double Award	F	44	24
2018	9DA	GCSE	1/2	2	Science Double Award	M	44	19



Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2018	9DA	GCSE	1/2	2	Science Double Award	F	54	17
2018	9DA	GCSE	1/2	2	Science Double Award	M	54	20
2018	9DA	GCSE	1/2	2	Science Double Award	F	55	34
2018	9DA	GCSE	1/2	2	Science Double Award	M	55	47
2018	9DA	GCSE	1/2	2	Science Double Award	F	65	6
2018	9DA	GCSE	1/2	2	Science Double Award	M	65	6
2018	9DA	GCSE	1/2	2	Science Double Award	F	66	8
2018	9DA	GCSE	1/2	2	Science Double Award	M	66	<5
2018	9DA	GCSE	1/2	2	Science Double Award	F	76	<5
2018	9DA	GCSE	1/2	2	Science Double Award	M	76	8
2018	9DA	GCSE	1/2	2	Science Double Award	F	77	<5
2018	9DA	GCSE	1/2	2	Science Double Award	M	77	<5
2018	9DA	GCSE	1/2	2	Science Double Award	M	87	<5
2018	9DA	GCSE	1/2	2	Science Double Award	F	88	<5
2018	9DA	GCSE	1/2	2	Science Double Award	M	88	<5
2018	9DA	GCSE	1/2	2	Science Double Award	F	98	<5
2018	9DA	GCSE	1/2	2	Science Double Award	F	99	<5
2018	9FC	GCSE	1/2	1	Art & Design	M	2	6
2018	9FC	GCSE	1/2	1	Art & Design	F	3	8
2018	9FC	GCSE	1/2	1	Art & Design	M	3	6
2018	9FC	GCSE	1/2	1	Art & Design	F	4	13
2018	9FC	GCSE	1/2	1	Art & Design	M	4	6
2018	9FC	GCSE	1/2	1	Art & Design	F	5	27
2018	9FC	GCSE	1/2	1	Art & Design	M	5	10
2018	9FC	GCSE	1/2	1	Art & Design	F	6	21
2018	9FC	GCSE	1/2	1	Art & Design	M	6	6
2018	9FC	GCSE	1/2	1	Art & Design	F	7	26
2018	9FC	GCSE	1/2	1	Art & Design	M	7	8
2018	9FC	GCSE	1/2	1	Art & Design	F	8	18

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2018	9FC	GCSE	1/2	1	Art & Design	M	8	<5
2018	9FC	GCSE	1/2	1	Art & Design	F	9	24
2018	9FC	GCSE	1/2	1	Art & Design	M	9	<5
2018	9FC	GCSE	1/2	1	Biology	F	U	<5
2018	9FC	GCSE	1/2	1	Biology	M	U	5
2018	9FC	GCSE	1/2	1	Biology	F	1	9
2018	9FC	GCSE	1/2	1	Biology	M	1	7
2018	9FC	GCSE	1/2	1	Biology	F	2	13
2018	9FC	GCSE	1/2	1	Biology	M	2	8
2018	9FC	GCSE	1/2	1	Biology	F	3	12
2018	9FC	GCSE	1/2	1	Biology	M	3	25
2018	9FC	GCSE	1/2	1	Biology	F	4	12
2018	9FC	GCSE	1/2	1	Biology	M	4	15
2018	9FC	GCSE	1/2	1	Biology	F	5	17
2018	9FC	GCSE	1/2	1	Biology	M	5	25
2018	9FC	GCSE	1/2	1	Biology	F	6	9
2018	9FC	GCSE	1/2	1	Biology	M	6	29
2018	9FC	GCSE	1/2	1	Biology	F	7	10
2018	9FC	GCSE	1/2	1	Biology	M	7	24
2018	9FC	GCSE	1/2	1	Biology	F	8	8
2018	9FC	GCSE	1/2	1	Biology	M	8	11
2018	9FC	GCSE	1/2	1	Biology	F	9	<5
2018	9FC	GCSE	1/2	1	Biology	M	9	5
2018	9FC	GCSE	1/2	1	Chemistry (General)	M	U	<5
2018	9FC	GCSE	1/2	1	Chemistry (General)	F	1	<5
2018	9FC	GCSE	1/2	1	Chemistry (General)	M	1	<5
2018	9FC	GCSE	1/2	1	Chemistry (General)	F	2	<5
2018	9FC	GCSE	1/2	1	Chemistry (General)	M	2	9
2018	9FC	GCSE	1/2	1	Chemistry (General)	F	3	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2018	9FC	GCSE	1/2	1	Chemistry (General)	M	3	9
2018	9FC	GCSE	1/2	1	Chemistry (General)	F	4	8
2018	9FC	GCSE	1/2	1	Chemistry (General)	M	4	15
2018	9FC	GCSE	1/2	1	Chemistry (General)	F	5	12
2018	9FC	GCSE	1/2	1	Chemistry (General)	M	5	26
2018	9FC	GCSE	1/2	1	Chemistry (General)	F	6	13
2018	9FC	GCSE	1/2	1	Chemistry (General)	M	6	25
2018	9FC	GCSE	1/2	1	Chemistry (General)	F	7	6
2018	9FC	GCSE	1/2	1	Chemistry (General)	M	7	12
2018	9FC	GCSE	1/2	1	Chemistry (General)	F	8	<5
2018	9FC	GCSE	1/2	1	Chemistry (General)	M	8	15
2018	9FC	GCSE	1/2	1	Chemistry (General)	F	9	<5
2018	9FC	GCSE	1/2	1	Chemistry (General)	M	9	11
2018	9FC	GCSE	1/2	1	Computer Science	M	2	<5
2018	9FC	GCSE	1/2	1	Computer Science	F	3	<5
2018	9FC	GCSE	1/2	1	Computer Science	M	3	7
2018	9FC	GCSE	1/2	1	Computer Science	F	4	<5
2018	9FC	GCSE	1/2	1	Computer Science	M	4	<5
2018	9FC	GCSE	1/2	1	Computer Science	F	5	<5
2018	9FC	GCSE	1/2	1	Computer Science	M	5	7
2018	9FC	GCSE	1/2	1	Computer Science	M	6	7
2018	9FC	GCSE	1/2	1	Computer Science	F	7	<5
2018	9FC	GCSE	1/2	1	Computer Science	M	7	<5
2018	9FC	GCSE	1/2	1	Computer Science	F	8	<5
2018	9FC	GCSE	1/2	1	Computer Science	M	8	<5
2018	9FC	GCSE	1/2	1	Computer Science	M	9	<5
2018	9FC	GCSE	1/2	1	Dance: General	F	3	<5
2018	9FC	GCSE	1/2	1	Dance: General	F	4	<5
2018	9FC	GCSE	1/2	1	Dance: General	F	5	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2018	9FC	GCSE	1/2	1	Dance: General	F	7	<5
2018	9FC	GCSE	1/2	1	Dance: General	F	8	<5
2018	9FC	GCSE	1/2	1	Dance: General	F	9	<5
2017	9FC	GCSE	1/2	1	English Language	F	U	<5
2017	9FC	GCSE	1/2	1	English Language	M	U	6
2017	9FC	GCSE	1/2	1	English Language	F	1	5
2017	9FC	GCSE	1/2	1	English Language	M	1	18
2017	9FC	GCSE	1/2	1	English Language	F	2	20
2017	9FC	GCSE	1/2	1	English Language	M	2	43
2017	9FC	GCSE	1/2	1	English Language	F	3	48
2017	9FC	GCSE	1/2	1	English Language	M	3	90
2017	9FC	GCSE	1/2	1	English Language	F	4	52
2017	9FC	GCSE	1/2	1	English Language	M	4	77
2017	9FC	GCSE	1/2	1	English Language	F	5	87
2017	9FC	GCSE	1/2	1	English Language	M	5	92
2017	9FC	GCSE	1/2	1	English Language	F	6	56
2017	9FC	GCSE	1/2	1	English Language	M	6	77
2017	9FC	GCSE	1/2	1	English Language	F	7	43
2017	9FC	GCSE	1/2	1	English Language	M	7	35
2017	9FC	GCSE	1/2	1	English Language	F	8	35
2017	9FC	GCSE	1/2	1	English Language	M	8	17
2017	9FC	GCSE	1/2	1	English Language	F	9	15
2017	9FC	GCSE	1/2	1	English Language	M	9	5
2018	9FC	GCSE	1/2	1	English Language	F	U	<5
2018	9FC	GCSE	1/2	1	English Language	M	U	<5
2018	9FC	GCSE	1/2	1	English Language	F	1	<5
2018	9FC	GCSE	1/2	1	English Language	M	1	9
2018	9FC	GCSE	1/2	1	English Language	F	2	7
2018	9FC	GCSE	1/2	1	English Language	M	2	21

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2018	9FC	GCSE	1/2	1	English Language	F	3	25
2018	9FC	GCSE	1/2	1	English Language	M	3	45
2018	9FC	GCSE	1/2	1	English Language	F	4	31
2018	9FC	GCSE	1/2	1	English Language	M	4	51
2018	9FC	GCSE	1/2	1	English Language	F	5	50
2018	9FC	GCSE	1/2	1	English Language	M	5	72
2018	9FC	GCSE	1/2	1	English Language	F	6	51
2018	9FC	GCSE	1/2	1	English Language	M	6	57
2018	9FC	GCSE	1/2	1	English Language	F	7	26
2018	9FC	GCSE	1/2	1	English Language	M	7	37
2018	9FC	GCSE	1/2	1	English Language	F	8	17
2018	9FC	GCSE	1/2	1	English Language	M	8	15
2018	9FC	GCSE	1/2	1	English Language	F	9	5
2018	9FC	GCSE	1/2	1	English Language	M	9	<5
2017	9FC	GCSE	1/2	1	English Literature	F	U	<5
2017	9FC	GCSE	1/2	1	English Literature	M	U	7
2017	9FC	GCSE	1/2	1	English Literature	F	1	6
2017	9FC	GCSE	1/2	1	English Literature	M	1	21
2017	9FC	GCSE	1/2	1	English Literature	F	2	26
2017	9FC	GCSE	1/2	1	English Literature	M	2	49
2017	9FC	GCSE	1/2	1	English Literature	F	3	48
2017	9FC	GCSE	1/2	1	English Literature	M	3	67
2017	9FC	GCSE	1/2	1	English Literature	F	4	52
2017	9FC	GCSE	1/2	1	English Literature	M	4	72
2017	9FC	GCSE	1/2	1	English Literature	F	5	80
2017	9FC	GCSE	1/2	1	English Literature	M	5	70
2017	9FC	GCSE	1/2	1	English Literature	F	6	66
2017	9FC	GCSE	1/2	1	English Literature	M	6	60
2017	9FC	GCSE	1/2	1	English Literature	F	7	41

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	9FC	GCSE	1/2	1	English Literature	M	7	41
2017	9FC	GCSE	1/2	1	English Literature	F	8	25
2017	9FC	GCSE	1/2	1	English Literature	M	8	24
2017	9FC	GCSE	1/2	1	English Literature	F	9	9
2017	9FC	GCSE	1/2	1	English Literature	M	9	10
2018	9FC	GCSE	1/2	1	English Literature	F	U	<5
2018	9FC	GCSE	1/2	1	English Literature	M	U	<5
2018	9FC	GCSE	1/2	1	English Literature	F	1	10
2018	9FC	GCSE	1/2	1	English Literature	M	1	25
2018	9FC	GCSE	1/2	1	English Literature	F	2	21
2018	9FC	GCSE	1/2	1	English Literature	M	2	41
2018	9FC	GCSE	1/2	1	English Literature	F	3	33
2018	9FC	GCSE	1/2	1	English Literature	M	3	55
2018	9FC	GCSE	1/2	1	English Literature	F	4	63
2018	9FC	GCSE	1/2	1	English Literature	M	4	68
2018	9FC	GCSE	1/2	1	English Literature	F	5	63
2018	9FC	GCSE	1/2	1	English Literature	M	5	70
2018	9FC	GCSE	1/2	1	English Literature	F	6	37
2018	9FC	GCSE	1/2	1	English Literature	M	6	48
2018	9FC	GCSE	1/2	1	English Literature	F	7	19
2018	9FC	GCSE	1/2	1	English Literature	M	7	25
2018	9FC	GCSE	1/2	1	English Literature	F	8	10
2018	9FC	GCSE	1/2	1	English Literature	M	8	24
2018	9FC	GCSE	1/2	1	English Literature	F	9	8
2018	9FC	GCSE	1/2	1	English Literature	M	9	8
2018	9FC	GCSE	1/2	1	Food Technology	F	U	<5
2018	9FC	GCSE	1/2	1	Food Technology	M	U	<5
2018	9FC	GCSE	1/2	1	Food Technology	F	1	<5
2018	9FC	GCSE	1/2	1	Food Technology	M	1	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2018	9FC	GCSE	1/2	1	Food Technology	F	2	8
2018	9FC	GCSE	1/2	1	Food Technology	M	2	<5
2018	9FC	GCSE	1/2	1	Food Technology	F	3	<5
2018	9FC	GCSE	1/2	1	Food Technology	M	3	5
2018	9FC	GCSE	1/2	1	Food Technology	F	4	7
2018	9FC	GCSE	1/2	1	Food Technology	M	4	<5
2018	9FC	GCSE	1/2	1	Food Technology	F	5	9
2018	9FC	GCSE	1/2	1	Food Technology	M	5	5
2018	9FC	GCSE	1/2	1	Food Technology	F	6	8
2018	9FC	GCSE	1/2	1	Food Technology	M	6	<5
2018	9FC	GCSE	1/2	1	Food Technology	F	7	6
2018	9FC	GCSE	1/2	1	Food Technology	M	7	<5
2018	9FC	GCSE	1/2	1	Food Technology	F	8	10
2018	9FC	GCSE	1/2	1	Food Technology	M	8	<5
2018	9FC	GCSE	1/2	1	Food Technology	F	9	10
2018	9FC	GCSE	1/2	1	French Language	F	U	<5
2018	9FC	GCSE	1/2	1	French Language	M	U	<5
2018	9FC	GCSE	1/2	1	French Language	M	1	<5
2018	9FC	GCSE	1/2	1	French Language	F	2	6
2018	9FC	GCSE	1/2	1	French Language	M	2	9
2018	9FC	GCSE	1/2	1	French Language	F	3	23
2018	9FC	GCSE	1/2	1	French Language	M	3	31
2018	9FC	GCSE	1/2	1	French Language	F	4	25
2018	9FC	GCSE	1/2	1	French Language	M	4	33
2018	9FC	GCSE	1/2	1	French Language	F	5	57
2018	9FC	GCSE	1/2	1	French Language	M	5	38
2018	9FC	GCSE	1/2	1	French Language	F	6	24
2018	9FC	GCSE	1/2	1	French Language	M	6	13
2018	9FC	GCSE	1/2	1	French Language	F	7	29

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2018	9FC	GCSE	1/2	1	French Language	M	7	15
2018	9FC	GCSE	1/2	1	French Language	F	8	25
2018	9FC	GCSE	1/2	1	French Language	M	8	9
2018	9FC	GCSE	1/2	1	French Language	F	9	18
2018	9FC	GCSE	1/2	1	French Language	M	9	6
2018	9FC	GCSE	1/2	1	Geography	M	U	<5
2018	9FC	GCSE	1/2	1	Geography	F	1	<5
2018	9FC	GCSE	1/2	1	Geography	M	1	<5
2018	9FC	GCSE	1/2	1	Geography	F	2	<5
2018	9FC	GCSE	1/2	1	Geography	M	2	9
2018	9FC	GCSE	1/2	1	Geography	F	3	5
2018	9FC	GCSE	1/2	1	Geography	M	3	16
2018	9FC	GCSE	1/2	1	Geography	F	4	7
2018	9FC	GCSE	1/2	1	Geography	M	4	12
2018	9FC	GCSE	1/2	1	Geography	F	5	12
2018	9FC	GCSE	1/2	1	Geography	M	5	18
2018	9FC	GCSE	1/2	1	Geography	F	6	13
2018	9FC	GCSE	1/2	1	Geography	M	6	30
2018	9FC	GCSE	1/2	1	Geography	F	7	7
2018	9FC	GCSE	1/2	1	Geography	M	7	20
2018	9FC	GCSE	1/2	1	Geography	F	8	<5
2018	9FC	GCSE	1/2	1	Geography	M	8	16
2018	9FC	GCSE	1/2	1	Geography	F	9	<5
2018	9FC	GCSE	1/2	1	Geography	M	9	7
2018	9FC	GCSE	1/2	1	History	M	U	<5
2018	9FC	GCSE	1/2	1	History	F	1	<5
2018	9FC	GCSE	1/2	1	History	M	1	<5
2018	9FC	GCSE	1/2	1	History	F	2	<5
2018	9FC	GCSE	1/2	1	History	M	2	12



Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2018	9FC	GCSE	1/2	1	History	F	3	10
2018	9FC	GCSE	1/2	1	History	M	3	24
2018	9FC	GCSE	1/2	1	History	F	4	14
2018	9FC	GCSE	1/2	1	History	M	4	21
2018	9FC	GCSE	1/2	1	History	F	5	23
2018	9FC	GCSE	1/2	1	History	M	5	23
2018	9FC	GCSE	1/2	1	History	F	6	18
2018	9FC	GCSE	1/2	1	History	M	6	31
2018	9FC	GCSE	1/2	1	History	F	7	14
2018	9FC	GCSE	1/2	1	History	M	7	28
2018	9FC	GCSE	1/2	1	History	F	8	11
2018	9FC	GCSE	1/2	1	History	M	8	13
2018	9FC	GCSE	1/2	1	History	F	9	15
2018	9FC	GCSE	1/2	1	History	M	9	<5
2017	9FC	GCSE	1/2	1	Maths (General)	F	U	11
2017	9FC	GCSE	1/2	1	Maths (General)	M	U	15
2017	9FC	GCSE	1/2	1	Maths (General)	F	1	23
2017	9FC	GCSE	1/2	1	Maths (General)	M	1	39
2017	9FC	GCSE	1/2	1	Maths (General)	F	2	33
2017	9FC	GCSE	1/2	1	Maths (General)	M	2	39
2017	9FC	GCSE	1/2	1	Maths (General)	F	3	49
2017	9FC	GCSE	1/2	1	Maths (General)	M	3	40
2017	9FC	GCSE	1/2	1	Maths (General)	F	4	83
2017	9FC	GCSE	1/2	1	Maths (General)	M	4	77
2017	9FC	GCSE	1/2	1	Maths (General)	F	5	96
2017	9FC	GCSE	1/2	1	Maths (General)	M	5	88
2017	9FC	GCSE	1/2	1	Maths (General)	F	6	47
2017	9FC	GCSE	1/2	1	Maths (General)	M	6	59
2017	9FC	GCSE	1/2	1	Maths (General)	F	7	49

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	9FC	GCSE	1/2	1	Maths (General)	M	7	51
2017	9FC	GCSE	1/2	1	Maths (General)	F	8	31
2017	9FC	GCSE	1/2	1	Maths (General)	M	8	30
2017	9FC	GCSE	1/2	1	Maths (General)	F	9	19
2017	9FC	GCSE	1/2	1	Maths (General)	M	9	15
2018	9FC	GCSE	1/2	1	Maths (General)	F	U	6
2018	9FC	GCSE	1/2	1	Maths (General)	M	U	7
2018	9FC	GCSE	1/2	1	Maths (General)	F	1	21
2018	9FC	GCSE	1/2	1	Maths (General)	M	1	21
2018	9FC	GCSE	1/2	1	Maths (General)	F	2	36
2018	9FC	GCSE	1/2	1	Maths (General)	M	2	32
2018	9FC	GCSE	1/2	1	Maths (General)	F	3	34
2018	9FC	GCSE	1/2	1	Maths (General)	M	3	38
2018	9FC	GCSE	1/2	1	Maths (General)	F	4	65
2018	9FC	GCSE	1/2	1	Maths (General)	M	4	47
2018	9FC	GCSE	1/2	1	Maths (General)	F	5	62
2018	9FC	GCSE	1/2	1	Maths (General)	M	5	67
2018	9FC	GCSE	1/2	1	Maths (General)	F	6	47
2018	9FC	GCSE	1/2	1	Maths (General)	M	6	63
2018	9FC	GCSE	1/2	1	Maths (General)	F	7	36
2018	9FC	GCSE	1/2	1	Maths (General)	M	7	38
2018	9FC	GCSE	1/2	1	Maths (General)	F	8	30
2018	9FC	GCSE	1/2	1	Maths (General)	M	8	22
2018	9FC	GCSE	1/2	1	Maths (General)	F	9	15
2018	9FC	GCSE	1/2	1	Maths (General)	M	9	14
2018	9FC	GCSE	1/2	1	Music Studies (General)	F	1	<5
2018	9FC	GCSE	1/2	1	Music Studies (General)	F	2	<5
2018	9FC	GCSE	1/2	1	Music Studies (General)	M	2	<5
2018	9FC	GCSE	1/2	1	Music Studies (General)	F	3	8

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2018	9FC	GCSE	1/2	1	Music Studies (General)	M	3	9
2018	9FC	GCSE	1/2	1	Music Studies (General)	F	4	<5
2018	9FC	GCSE	1/2	1	Music Studies (General)	M	4	<5
2018	9FC	GCSE	1/2	1	Music Studies (General)	F	5	6
2018	9FC	GCSE	1/2	1	Music Studies (General)	M	5	<5
2018	9FC	GCSE	1/2	1	Music Studies (General)	F	6	8
2018	9FC	GCSE	1/2	1	Music Studies (General)	M	6	<5
2018	9FC	GCSE	1/2	1	Music Studies (General)	F	7	6
2018	9FC	GCSE	1/2	1	Music Studies (General)	M	7	<5
2018	9FC	GCSE	1/2	1	Music Studies (General)	F	8	5
2018	9FC	GCSE	1/2	1	Music Studies (General)	M	8	<5
2018	9FC	GCSE	1/2	1	Music Studies (General)	F	9	<5
2018	9FC	GCSE	1/2	1	Photography	F	2	<5
2018	9FC	GCSE	1/2	1	Photography	M	2	<5
2018	9FC	GCSE	1/2	1	Photography	M	3	8
2018	9FC	GCSE	1/2	1	Photography	F	4	8
2018	9FC	GCSE	1/2	1	Photography	M	4	12
2018	9FC	GCSE	1/2	1	Photography	F	5	6
2018	9FC	GCSE	1/2	1	Photography	M	5	11
2018	9FC	GCSE	1/2	1	Photography	F	6	8
2018	9FC	GCSE	1/2	1	Photography	M	6	10
2018	9FC	GCSE	1/2	1	Photography	F	7	9
2018	9FC	GCSE	1/2	1	Photography	M	7	<5
2018	9FC	GCSE	1/2	1	Photography	F	8	11
2018	9FC	GCSE	1/2	1	Photography	M	8	<5
2018	9FC	GCSE	1/2	1	Photography	F	9	6
2018	9FC	GCSE	1/2	1	Photography	M	9	<5
2018	9FC	GCSE	1/2	1	Physics (General)	M	2	<5
2018	9FC	GCSE	1/2	1	Physics (General)	F	3	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2018	9FC	GCSE	1/2	1	Physics (General)	M	3	5
2018	9FC	GCSE	1/2	1	Physics (General)	F	4	6
2018	9FC	GCSE	1/2	1	Physics (General)	M	4	11
2018	9FC	GCSE	1/2	1	Physics (General)	F	5	10
2018	9FC	GCSE	1/2	1	Physics (General)	M	5	17
2018	9FC	GCSE	1/2	1	Physics (General)	F	6	9
2018	9FC	GCSE	1/2	1	Physics (General)	M	6	23
2018	9FC	GCSE	1/2	1	Physics (General)	F	7	10
2018	9FC	GCSE	1/2	1	Physics (General)	M	7	20
2018	9FC	GCSE	1/2	1	Physics (General)	F	8	<5
2018	9FC	GCSE	1/2	1	Physics (General)	M	8	16
2018	9FC	GCSE	1/2	1	Physics (General)	F	9	<5
2018	9FC	GCSE	1/2	1	Physics (General)	M	9	18
2018	9FC	GCSE	1/2	1	Religious Studies	F	1	<5
2018	9FC	GCSE	1/2	1	Religious Studies	M	1	<5
2018	9FC	GCSE	1/2	1	Religious Studies	F	2	<5
2018	9FC	GCSE	1/2	1	Religious Studies	M	2	<5
2018	9FC	GCSE	1/2	1	Religious Studies	F	3	8
2018	9FC	GCSE	1/2	1	Religious Studies	M	3	<5
2018	9FC	GCSE	1/2	1	Religious Studies	F	4	11
2018	9FC	GCSE	1/2	1	Religious Studies	M	4	<5
2018	9FC	GCSE	1/2	1	Religious Studies	F	5	16
2018	9FC	GCSE	1/2	1	Religious Studies	M	5	<5
2018	9FC	GCSE	1/2	1	Religious Studies	F	6	21
2018	9FC	GCSE	1/2	1	Religious Studies	M	6	<5
2018	9FC	GCSE	1/2	1	Religious Studies	F	7	16
2018	9FC	GCSE	1/2	1	Religious Studies	M	7	<5
2018	9FC	GCSE	1/2	1	Religious Studies	F	8	10
2018	9FC	GCSE	1/2	1	Religious Studies	M	8	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2018	9FC	GCSE	1/2	1	Religious Studies	F	9	16
2018	9FC	GCSE	1/2	1	Religious Studies	M	9	<5
2018	9FC	GCSE	1/2	1	Spanish	M	U	<5
2018	9FC	GCSE	1/2	1	Spanish	F	1	<5
2018	9FC	GCSE	1/2	1	Spanish	F	2	<5
2018	9FC	GCSE	1/2	1	Spanish	M	2	<5
2018	9FC	GCSE	1/2	1	Spanish	F	3	6
2018	9FC	GCSE	1/2	1	Spanish	M	3	11
2018	9FC	GCSE	1/2	1	Spanish	F	4	7
2018	9FC	GCSE	1/2	1	Spanish	M	4	6
2018	9FC	GCSE	1/2	1	Spanish	F	5	22
2018	9FC	GCSE	1/2	1	Spanish	M	5	11
2018	9FC	GCSE	1/2	1	Spanish	F	6	<5
2018	9FC	GCSE	1/2	1	Spanish	M	6	6
2018	9FC	GCSE	1/2	1	Spanish	F	7	15
2018	9FC	GCSE	1/2	1	Spanish	M	7	13
2018	9FC	GCSE	1/2	1	Spanish	F	8	22
2018	9FC	GCSE	1/2	1	Spanish	M	8	<5
2018	9FC	GCSE	1/2	1	Spanish	F	9	7
2018	9FC	GCSE	1/2	1	Spanish	M	9	7
2018	9FC	GCSE	1/2	1	Speech & Drama	F	2	<5
2018	9FC	GCSE	1/2	1	Speech & Drama	F	3	<5
2018	9FC	GCSE	1/2	1	Speech & Drama	M	3	<5
2018	9FC	GCSE	1/2	1	Speech & Drama	F	4	7
2018	9FC	GCSE	1/2	1	Speech & Drama	M	4	5
2018	9FC	GCSE	1/2	1	Speech & Drama	F	5	6
2018	9FC	GCSE	1/2	1	Speech & Drama	M	5	6
2018	9FC	GCSE	1/2	1	Speech & Drama	F	6	6
2018	9FC	GCSE	1/2	1	Speech & Drama	M	6	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2018	9FC	GCSE	1/2	1	Speech & Drama	F	7	<5
2018	9FC	GCSE	1/2	1	Speech & Drama	M	7	<5
2018	9FC	GCSE	1/2	1	Speech & Drama	F	8	<5
2018	9FC	GCSE	1/2	1	Speech & Drama	M	8	5
2018	9FC	GCSE	1/2	1	Sports Studies	M	1	<5
2018	9FC	GCSE	1/2	1	Sports Studies	M	2	<5
2018	9FC	GCSE	1/2	1	Sports Studies	F	3	5
2018	9FC	GCSE	1/2	1	Sports Studies	M	3	20
2018	9FC	GCSE	1/2	1	Sports Studies	F	4	10
2018	9FC	GCSE	1/2	1	Sports Studies	M	4	7
2018	9FC	GCSE	1/2	1	Sports Studies	F	5	5
2018	9FC	GCSE	1/2	1	Sports Studies	M	5	15
2018	9FC	GCSE	1/2	1	Sports Studies	F	6	18
2018	9FC	GCSE	1/2	1	Sports Studies	M	6	16
2018	9FC	GCSE	1/2	1	Sports Studies	F	7	10
2018	9FC	GCSE	1/2	1	Sports Studies	M	7	8
2018	9FC	GCSE	1/2	1	Sports Studies	F	8	8
2018	9FC	GCSE	1/2	1	Sports Studies	M	8	10
2018	9FC	GCSE	1/2	1	Sports Studies	F	9	<5
2018	9FC	GCSE	1/2	1	Sports Studies	M	9	14
2014	DA	GCSE	1/2	2	Health Studies	F	D	<5
2014	DA	GCSE	1/2	2	Health Studies	F	C	8
2014	DA	GCSE	1/2	2	Health Studies	F	B	<5
2014	DA	GCSE	1/2	2	Health Studies	M	B	<5
2014	DA	GCSE	1/2	2	Health Studies	F	A	<5
2015	DA	GCSE	1/2	2	Health Studies	F	DD	<5
2015	DA	GCSE	1/2	2	Health Studies	F	CC	5
2015	DA	GCSE	1/2	2	Health Studies	F	BC	8
2015	DA	GCSE	1/2	2	Health Studies	F	BB	11

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	DA	GCSE	1/2	2	Health Studies	M	BB	<5
2015	DA	GCSE	1/2	2	Health Studies	F	AB	<5
2015	DA	GCSE	1/2	2	Health Studies	M	AB	<5
2015	DA	GCSE	1/2	2	Health Studies	F	AA	<5
2016	DA	GCSE	1/2	2	Health Studies	M	CC	<5
2016	DA	GCSE	1/2	2	Health Studies	F	BC	<5
2016	DA	GCSE	1/2	2	Health Studies	M	BC	<5
2016	DA	GCSE	1/2	2	Health Studies	F	BB	<5
2016	DA	GCSE	1/2	2	Health Studies	F	AA	<5
2017	DA	GCSE	1/2	2	Health Studies	F	DD	<5
2017	DA	GCSE	1/2	2	Health Studies	F	CC	<5
2017	DA	GCSE	1/2	2	Health Studies	F	CD	<5
2017	DA	GCSE	1/2	2	Health Studies	F	BB	5
2017	DA	GCSE	1/2	2	Health Studies	F	BC	<5
2018	DA	GCSE	1/2	2	Health Studies	F	EE	<5
2018	DA	GCSE	1/2	2	Health Studies	F	DD	<5
2018	DA	GCSE	1/2	2	Health Studies	F	CC	<5
2018	DA	GCSE	1/2	2	Health Studies	M	CC	<5
2018	DA	GCSE	1/2	2	Health Studies	F	CD	<5
2018	DA	GCSE	1/2	2	Health Studies	F	BB	<5
2018	DA	GCSE	1/2	2	Health Studies	F	BC	<5
2016	DA	GCSE	1/2	2	Science Double Award	F	DD	<5
2016	DA	GCSE	1/2	2	Science Double Award	F	CD	<5
2016	DA	GCSE	1/2	2	Science Double Award	F	CC	<5
2016	DA	GCSE	1/2	2	Science Double Award	F	BC	<5
2017	DA	GCSE	1/2	2	Science Double Award	F	EF	<5
2017	DA	GCSE	1/2	2	Science Double Award	F	CC	5
2017	DA	GCSE	1/2	2	Science Double Award	F	BB	6
2017	DA	GCSE	1/2	2	Science Double Award	F	BC	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	DA	GCSE	1/2	2	Science Double Award	F	AA	<5
2017	DA	GCSE	1/2	2	Science Double Award	F	AB	<5
2017	DA	GCSE	1/2	2	Science Double Award	F	AstarA	<5
2018	DA	GCSE	1/2	2	Science Double Award	F	U	<5
2018	DA	GCSE	1/2	2	Science Double Award	F	FF	<5
2018	DA	GCSE	1/2	2	Science Double Award	F	EE	<5
2018	DA	GCSE	1/2	2	Science Double Award	F	EF	<5
2018	DA	GCSE	1/2	2	Science Double Award	F	DD	<5
2018	DA	GCSE	1/2	2	Science Double Award	M	DD	<5
2018	DA	GCSE	1/2	2	Science Double Award	F	DE	<5
2018	DA	GCSE	1/2	2	Science Double Award	F	CC	<5
2018	DA	GCSE	1/2	2	Science Double Award	F	CD	<5
2018	DA	GCSE	1/2	2	Science Double Award	F	BB	<5
2018	DA	GCSE	1/2	2	Science Double Award	F	BC	<5
2018	DA	GCSE	1/2	2	Science Double Award	F	AB	<5
2014	DA	GCSE	1/2	2	Sports Studies	F	D	<5
2014	DA	GCSE	1/2	2	Sports Studies	M	D	<5
2014	DA	GCSE	1/2	2	Sports Studies	F	C	<5
2014	DA	GCSE	1/2	2	Sports Studies	M	C	23
2014	DA	GCSE	1/2	2	Sports Studies	F	CC	<5
2014	DA	GCSE	1/2	2	Sports Studies	M	CC	<5
2014	DA	GCSE	1/2	2	Sports Studies	F	B	<5
2014	DA	GCSE	1/2	2	Sports Studies	M	B	23
2014	DA	GCSE	1/2	2	Sports Studies	F	BB	<5
2014	DA	GCSE	1/2	2	Sports Studies	M	BB	<5
2014	DA	GCSE	1/2	2	Sports Studies	F	A	5
2014	DA	GCSE	1/2	2	Sports Studies	M	A	10
2014	DA	GCSE	1/2	2	Sports Studies	M	Astar	<5
2015	DA	GCSE	1/2	2	Sports Studies	M	CD	<5



Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	DA	GCSE	1/2	2	Sports Studies	F	CC	<5
2015	DA	GCSE	1/2	2	Sports Studies	M	CC	<5
2015	DA	GCSE	1/2	2	Sports Studies	F	BC	<5
2015	DA	GCSE	1/2	2	Sports Studies	M	BC	6
2015	DA	GCSE	1/2	2	Sports Studies	F	BB	<5
2015	DA	GCSE	1/2	2	Sports Studies	M	BB	8
2015	DA	GCSE	1/2	2	Sports Studies	F	AB	<5
2015	DA	GCSE	1/2	2	Sports Studies	M	AB	8
2015	DA	GCSE	1/2	2	Sports Studies	F	AA	<5
2015	DA	GCSE	1/2	2	Sports Studies	M	AA	<5
2015	DA	GCSE	1/2	2	Sports Studies	F	AstarA	<5
2016	DA	GCSE	1/2	2	Sports Studies	M	BC	<5
2016	DA	GCSE	1/2	2	Sports Studies	F	BB	<5
2016	DA	GCSE	1/2	2	Sports Studies	M	BB	8
2016	DA	GCSE	1/2	2	Sports Studies	F	AB	<5
2016	DA	GCSE	1/2	2	Sports Studies	M	AB	6
2016	DA	GCSE	1/2	2	Sports Studies	F	AA	<5
2016	DA	GCSE	1/2	2	Sports Studies	M	AA	<5
2016	DA	GCSE	1/2	2	Sports Studies	F	AstarA	<5
2017	DA	GCSE	1/2	2	Sports Studies	M	CD	<5
2017	DA	GCSE	1/2	2	Sports Studies	M	BC	<5
2017	DA	GCSE	1/2	2	Sports Studies	M	AB	<5
2014	FC	GCSE	1/2	1	Additional Maths	M	U	<5
2014	FC	GCSE	1/2	1	Additional Maths	M	C	<5
2014	FC	GCSE	1/2	1	Additional Maths	F	B	<5
2014	FC	GCSE	1/2	1	Additional Maths	M	B	8
2014	FC	GCSE	1/2	1	Additional Maths	F	A	12
2014	FC	GCSE	1/2	1	Additional Maths	M	A	10
2014	FC	GCSE	1/2	1	Additional Maths	F	Astar	17

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	FC	GCSE	1/2	1	Additional Maths	M	Astar	6
2015	FC	GCSE	1/2	1	Additional Maths	M	U	6
2015	FC	GCSE	1/2	1	Additional Maths	F	X	<5
2015	FC	GCSE	1/2	1	Additional Maths	M	X	<5
2015	FC	GCSE	1/2	1	Additional Maths	F	C	<5
2015	FC	GCSE	1/2	1	Additional Maths	M	C	5
2015	FC	GCSE	1/2	1	Additional Maths	F	B	6
2015	FC	GCSE	1/2	1	Additional Maths	M	B	14
2015	FC	GCSE	1/2	1	Additional Maths	F	A	15
2015	FC	GCSE	1/2	1	Additional Maths	M	A	14
2015	FC	GCSE	1/2	1	Additional Maths	F	A^	<5
2015	FC	GCSE	1/2	1	Additional Maths	F	Astar	10
2015	FC	GCSE	1/2	1	Additional Maths	M	Astar	12
2016	FC	GCSE	1/2	1	Additional Maths	M	U	<5
2016	FC	GCSE	1/2	1	Additional Maths	M	X	<5
2016	FC	GCSE	1/2	1	Additional Maths	F	C	<5
2016	FC	GCSE	1/2	1	Additional Maths	M	C	<5
2016	FC	GCSE	1/2	1	Additional Maths	F	B	7
2016	FC	GCSE	1/2	1	Additional Maths	M	B	11
2016	FC	GCSE	1/2	1	Additional Maths	F	A	18
2016	FC	GCSE	1/2	1	Additional Maths	M	A	15
2016	FC	GCSE	1/2	1	Additional Maths	F	A^	6
2016	FC	GCSE	1/2	1	Additional Maths	M	A^	<5
2016	FC	GCSE	1/2	1	Additional Maths	F	Astar	18
2016	FC	GCSE	1/2	1	Additional Maths	M	Astar	15
2017	FC	GCSE	2	1	Additional Maths	F	U	8
2017	FC	GCSE	2	1	Additional Maths	M	U	16
2017	FC	GCSE	2	1	Additional Maths	F	C	20
2017	FC	GCSE	2	1	Additional Maths	M	C	37

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	GCSE	2	1	Additional Maths	F	B	21
2017	FC	GCSE	2	1	Additional Maths	M	B	20
2017	FC	GCSE	2	1	Additional Maths	F	A	24
2017	FC	GCSE	2	1	Additional Maths	M	A	13
2017	FC	GCSE	2	1	Additional Maths	F	A^	<5
2017	FC	GCSE	2	1	Additional Maths	M	A^	<5
2017	FC	GCSE	2	1	Additional Maths	F	Astar	13
2017	FC	GCSE	2	1	Additional Maths	M	Astar	7
2018	FC	GCSE	2	1	Additional Maths	F	U	7
2018	FC	GCSE	2	1	Additional Maths	M	U	14
2018	FC	GCSE	2	1	Additional Maths	F	C	7
2018	FC	GCSE	2	1	Additional Maths	M	C	11
2018	FC	GCSE	2	1	Additional Maths	F	B	12
2018	FC	GCSE	2	1	Additional Maths	M	B	11
2018	FC	GCSE	2	1	Additional Maths	F	A	24
2018	FC	GCSE	2	1	Additional Maths	M	A	11
2018	FC	GCSE	2	1	Additional Maths	F	A^	<5
2018	FC	GCSE	2	1	Additional Maths	M	A^	5
2018	FC	GCSE	2	1	Additional Maths	F	Astar	8
2018	FC	GCSE	2	1	Additional Maths	M	Astar	<5
2014	FC	GCSE	1/2	1	Additional Science	F	G	<5
2014	FC	GCSE	1/2	1	Additional Science	F	F	<5
2014	FC	GCSE	1/2	1	Additional Science	M	F	5
2014	FC	GCSE	1/2	1	Additional Science	F	E	7
2014	FC	GCSE	1/2	1	Additional Science	M	E	7
2014	FC	GCSE	1/2	1	Additional Science	F	D	29
2014	FC	GCSE	1/2	1	Additional Science	M	D	26
2014	FC	GCSE	1/2	1	Additional Science	F	C	52
2014	FC	GCSE	1/2	1	Additional Science	M	C	49

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	FC	GCSE	1/2	1	Additional Science	F	B	44
2014	FC	GCSE	1/2	1	Additional Science	M	B	25
2014	FC	GCSE	1/2	1	Additional Science	F	A	18
2014	FC	GCSE	1/2	1	Additional Science	M	A	7
2014	FC	GCSE	1/2	1	Additional Science	F	Astar	<5
2014	FC	GCSE	1/2	1	Additional Science	M	Astar	<5
2015	FC	GCSE	1/2	1	Additional Science	M	Q	<5
2015	FC	GCSE	1/2	1	Additional Science	M	U	<5
2015	FC	GCSE	1/2	1	Additional Science	M	G	<5
2015	FC	GCSE	1/2	1	Additional Science	M	F	<5
2015	FC	GCSE	1/2	1	Additional Science	F	E	<5
2015	FC	GCSE	1/2	1	Additional Science	M	E	7
2015	FC	GCSE	1/2	1	Additional Science	F	D	23
2015	FC	GCSE	1/2	1	Additional Science	M	D	30
2015	FC	GCSE	1/2	1	Additional Science	F	C	59
2015	FC	GCSE	1/2	1	Additional Science	M	C	53
2015	FC	GCSE	1/2	1	Additional Science	F	B	30
2015	FC	GCSE	1/2	1	Additional Science	M	B	23
2015	FC	GCSE	1/2	1	Additional Science	F	A	22
2015	FC	GCSE	1/2	1	Additional Science	M	A	8
2015	FC	GCSE	1/2	1	Additional Science	F	Astar	7
2016	FC	GCSE	1/2	1	Additional Science	F	U	<5
2016	FC	GCSE	1/2	1	Additional Science	F	G	<5
2016	FC	GCSE	1/2	1	Additional Science	M	G	<5
2016	FC	GCSE	1/2	1	Additional Science	F	F	5
2016	FC	GCSE	1/2	1	Additional Science	M	F	9
2016	FC	GCSE	1/2	1	Additional Science	F	E	8
2016	FC	GCSE	1/2	1	Additional Science	M	E	28
2016	FC	GCSE	1/2	1	Additional Science	F	D	39

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	FC	GCSE	1/2	1	Additional Science	M	D	55
2016	FC	GCSE	1/2	1	Additional Science	F	C	67
2016	FC	GCSE	1/2	1	Additional Science	M	C	58
2016	FC	GCSE	1/2	1	Additional Science	F	B	47
2016	FC	GCSE	1/2	1	Additional Science	M	B	18
2016	FC	GCSE	1/2	1	Additional Science	F	A	24
2016	FC	GCSE	1/2	1	Additional Science	M	A	<5
2016	FC	GCSE	1/2	1	Additional Science	F	Astar	<5
2017	FC	GCSE	1/2	1	Additional Science	M	U	<5
2017	FC	GCSE	1/2	1	Additional Science	F	G	<5
2017	FC	GCSE	1/2	1	Additional Science	M	G	<5
2017	FC	GCSE	1/2	1	Additional Science	F	F	<5
2017	FC	GCSE	1/2	1	Additional Science	M	F	5
2017	FC	GCSE	1/2	1	Additional Science	F	E	10
2017	FC	GCSE	1/2	1	Additional Science	M	E	19
2017	FC	GCSE	1/2	1	Additional Science	F	D	38
2017	FC	GCSE	1/2	1	Additional Science	M	D	53
2017	FC	GCSE	1/2	1	Additional Science	F	C	56
2017	FC	GCSE	1/2	1	Additional Science	M	C	66
2017	FC	GCSE	1/2	1	Additional Science	F	B	55
2017	FC	GCSE	1/2	1	Additional Science	M	B	28
2017	FC	GCSE	1/2	1	Additional Science	F	A	20
2017	FC	GCSE	1/2	1	Additional Science	M	A	<5
2017	FC	GCSE	1/2	1	Additional Science	F	Astar	<5
2017	FC	GCSE	1/2	1	Additional Science	M	Astar	<5
2014	FC	GCSE	1/2	1	Applications of Maths	F	E	<5
2014	FC	GCSE	1/2	1	Applications of Maths	M	E	<5
2014	FC	GCSE	1/2	1	Applications of Maths	F	D	6
2014	FC	GCSE	1/2	1	Applications of Maths	F	C	18

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	FC	GCSE	1/2	1	Applications of Maths	M	C	10
2014	FC	GCSE	1/2	1	Applications of Maths	F	B	28
2014	FC	GCSE	1/2	1	Applications of Maths	M	B	24
2014	FC	GCSE	1/2	1	Applications of Maths	F	A	9
2014	FC	GCSE	1/2	1	Applications of Maths	M	A	17
2014	FC	GCSE	1/2	1	Applications of Maths	F	Astar	<5
2014	FC	GCSE	1/2	1	Applications of Maths	M	Astar	<5
2015	FC	GCSE	1/2	1	Applications of Maths	F	D	12
2015	FC	GCSE	1/2	1	Applications of Maths	M	D	<5
2015	FC	GCSE	1/2	1	Applications of Maths	F	C	35
2015	FC	GCSE	1/2	1	Applications of Maths	M	C	18
2015	FC	GCSE	1/2	1	Applications of Maths	F	B	16
2015	FC	GCSE	1/2	1	Applications of Maths	M	B	23
2015	FC	GCSE	1/2	1	Applications of Maths	F	A	13
2015	FC	GCSE	1/2	1	Applications of Maths	M	A	17
2015	FC	GCSE	1/2	1	Applications of Maths	F	Astar	<5
2015	FC	GCSE	1/2	1	Applications of Maths	M	Astar	6
2016	FC	GCSE	1/2	1	Applications of Maths	F	E	<5
2016	FC	GCSE	1/2	1	Applications of Maths	M	E	<5
2016	FC	GCSE	1/2	1	Applications of Maths	F	D	9
2016	FC	GCSE	1/2	1	Applications of Maths	M	D	<5
2016	FC	GCSE	1/2	1	Applications of Maths	F	C	25
2016	FC	GCSE	1/2	1	Applications of Maths	M	C	15
2016	FC	GCSE	1/2	1	Applications of Maths	F	B	30
2016	FC	GCSE	1/2	1	Applications of Maths	M	B	27
2016	FC	GCSE	1/2	1	Applications of Maths	F	A	12
2016	FC	GCSE	1/2	1	Applications of Maths	M	A	16
2016	FC	GCSE	1/2	1	Applications of Maths	F	Astar	<5
2016	FC	GCSE	1/2	1	Applications of Maths	M	Astar	6

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	FC	GCSE	1/2	1	Arabic	F	Astar	<5
2014	FC	GCSE	1/2	1	Art & Design	F	X	<5
2014	FC	GCSE	1/2	1	Art & Design	M	X	<5
2014	FC	GCSE	1/2	1	Art & Design	M	F	<5
2014	FC	GCSE	1/2	1	Art & Design	F	E	<5
2014	FC	GCSE	1/2	1	Art & Design	M	E	6
2014	FC	GCSE	1/2	1	Art & Design	F	D	16
2014	FC	GCSE	1/2	1	Art & Design	M	D	23
2014	FC	GCSE	1/2	1	Art & Design	F	C	37
2014	FC	GCSE	1/2	1	Art & Design	M	C	37
2014	FC	GCSE	1/2	1	Art & Design	F	B	72
2014	FC	GCSE	1/2	1	Art & Design	M	B	38
2014	FC	GCSE	1/2	1	Art & Design	F	A	33
2014	FC	GCSE	1/2	1	Art & Design	M	A	27
2014	FC	GCSE	1/2	1	Art & Design	F	Astar	46
2014	FC	GCSE	1/2	1	Art & Design	M	Astar	16
2015	FC	GCSE	1/2	1	Art & Design	F	G	<5
2015	FC	GCSE	1/2	1	Art & Design	M	G	<5
2015	FC	GCSE	1/2	1	Art & Design	F	F	<5
2015	FC	GCSE	1/2	1	Art & Design	M	F	7
2015	FC	GCSE	1/2	1	Art & Design	F	E	<5
2015	FC	GCSE	1/2	1	Art & Design	M	E	7
2015	FC	GCSE	1/2	1	Art & Design	F	D	16
2015	FC	GCSE	1/2	1	Art & Design	M	D	12
2015	FC	GCSE	1/2	1	Art & Design	F	C	45
2015	FC	GCSE	1/2	1	Art & Design	M	C	33
2015	FC	GCSE	1/2	1	Art & Design	F	B	43
2015	FC	GCSE	1/2	1	Art & Design	M	B	27
2015	FC	GCSE	1/2	1	Art & Design	F	A	44

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Art & Design	M	A	25
2015	FC	GCSE	1/2	1	Art & Design	F	Astar	58
2015	FC	GCSE	1/2	1	Art & Design	M	Astar	17
2016	FC	GCSE	1/2	1	Art & Design	F	X	<5
2016	FC	GCSE	1/2	1	Art & Design	F	E	5
2016	FC	GCSE	1/2	1	Art & Design	M	E	<5
2016	FC	GCSE	1/2	1	Art & Design	F	D	9
2016	FC	GCSE	1/2	1	Art & Design	M	D	9
2016	FC	GCSE	1/2	1	Art & Design	F	C	31
2016	FC	GCSE	1/2	1	Art & Design	M	C	15
2016	FC	GCSE	1/2	1	Art & Design	F	B	46
2016	FC	GCSE	1/2	1	Art & Design	M	B	19
2016	FC	GCSE	1/2	1	Art & Design	F	A	40
2016	FC	GCSE	1/2	1	Art & Design	M	A	15
2016	FC	GCSE	1/2	1	Art & Design	F	Astar	39
2016	FC	GCSE	1/2	1	Art & Design	M	Astar	13
2017	FC	GCSE	1/2	1	Art & Design	M	G	<5
2017	FC	GCSE	1/2	1	Art & Design	F	F	<5
2017	FC	GCSE	1/2	1	Art & Design	M	F	<5
2017	FC	GCSE	1/2	1	Art & Design	F	E	6
2017	FC	GCSE	1/2	1	Art & Design	M	E	7
2017	FC	GCSE	1/2	1	Art & Design	F	D	11
2017	FC	GCSE	1/2	1	Art & Design	M	D	11
2017	FC	GCSE	1/2	1	Art & Design	F	C	37
2017	FC	GCSE	1/2	1	Art & Design	M	C	19
2017	FC	GCSE	1/2	1	Art & Design	F	B	50
2017	FC	GCSE	1/2	1	Art & Design	M	B	11
2017	FC	GCSE	1/2	1	Art & Design	F	A	38
2017	FC	GCSE	1/2	1	Art & Design	M	A	15



Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	GCSE	1/2	1	Art & Design	F	Astar	48
2017	FC	GCSE	1/2	1	Art & Design	M	Astar	12
2014	FC	GCSE	1/2	1	Astronomy	M	E	<5
2014	FC	GCSE	1/2	1	Astronomy	M	C	<5
2014	FC	GCSE	1/2	1	Astronomy	M	B	<5
2014	FC	GCSE	1/2	1	Astronomy	M	Astar	<5
2016	FC	GCSE	1/2	1	Astronomy	M	C	<5
2016	FC	GCSE	1/2	1	Astronomy	M	A	<5
2016	FC	GCSE	1/2	1	Astronomy	M	Astar	<5
2014	FC	GCSE	1/2	1	Biology	M	F	<5
2014	FC	GCSE	1/2	1	Biology	F	E	<5
2014	FC	GCSE	1/2	1	Biology	M	E	9
2014	FC	GCSE	1/2	1	Biology	F	D	13
2014	FC	GCSE	1/2	1	Biology	M	D	27
2014	FC	GCSE	1/2	1	Biology	F	C	42
2014	FC	GCSE	1/2	1	Biology	M	C	53
2014	FC	GCSE	1/2	1	Biology	F	B	48
2014	FC	GCSE	1/2	1	Biology	M	B	43
2014	FC	GCSE	1/2	1	Biology	F	A	62
2014	FC	GCSE	1/2	1	Biology	M	A	39
2014	FC	GCSE	1/2	1	Biology	F	Astar	29
2014	FC	GCSE	1/2	1	Biology	M	Astar	19
2015	FC	GCSE	1/2	1	Biology	F	F	<5
2015	FC	GCSE	1/2	1	Biology	F	E	<5
2015	FC	GCSE	1/2	1	Biology	M	E	<5
2015	FC	GCSE	1/2	1	Biology	F	D	9
2015	FC	GCSE	1/2	1	Biology	M	D	10
2015	FC	GCSE	1/2	1	Biology	F	C	36
2015	FC	GCSE	1/2	1	Biology	M	C	36

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Biology	F	B	55
2015	FC	GCSE	1/2	1	Biology	M	B	41
2015	FC	GCSE	1/2	1	Biology	F	A	41
2015	FC	GCSE	1/2	1	Biology	M	A	55
2015	FC	GCSE	1/2	1	Biology	F	Astar	46
2015	FC	GCSE	1/2	1	Biology	M	Astar	34
2016	FC	GCSE	1/2	1	Biology	M	X	<5
2016	FC	GCSE	1/2	1	Biology	F	F	<5
2016	FC	GCSE	1/2	1	Biology	F	E	<5
2016	FC	GCSE	1/2	1	Biology	M	E	<5
2016	FC	GCSE	1/2	1	Biology	F	D	5
2016	FC	GCSE	1/2	1	Biology	M	D	18
2016	FC	GCSE	1/2	1	Biology	F	C	24
2016	FC	GCSE	1/2	1	Biology	M	C	41
2016	FC	GCSE	1/2	1	Biology	F	B	43
2016	FC	GCSE	1/2	1	Biology	M	B	53
2016	FC	GCSE	1/2	1	Biology	F	A	45
2016	FC	GCSE	1/2	1	Biology	M	A	52
2016	FC	GCSE	1/2	1	Biology	F	Astar	62
2016	FC	GCSE	1/2	1	Biology	M	Astar	35
2017	FC	GCSE	1/2	1	Biology	F	U	<5
2017	FC	GCSE	1/2	1	Biology	F	F	<5
2017	FC	GCSE	1/2	1	Biology	M	F	<5
2017	FC	GCSE	1/2	1	Biology	F	E	<5
2017	FC	GCSE	1/2	1	Biology	M	E	<5
2017	FC	GCSE	1/2	1	Biology	F	D	8
2017	FC	GCSE	1/2	1	Biology	M	D	20
2017	FC	GCSE	1/2	1	Biology	F	C	17
2017	FC	GCSE	1/2	1	Biology	M	C	36

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	GCSE	1/2	1	Biology	F	B	35
2017	FC	GCSE	1/2	1	Biology	M	B	43
2017	FC	GCSE	1/2	1	Biology	F	A	52
2017	FC	GCSE	1/2	1	Biology	M	A	38
2017	FC	GCSE	1/2	1	Biology	F	Astar	54
2017	FC	GCSE	1/2	1	Biology	M	Astar	23
2018	FC	GCSE	1/2	1	Biology	F	E	<5
2018	FC	GCSE	1/2	1	Biology	F	D	<5
2018	FC	GCSE	1/2	1	Biology	F	C	<5
2018	FC	GCSE	1/2	1	Biology	F	B	18
2018	FC	GCSE	1/2	1	Biology	F	A	20
2018	FC	GCSE	1/2	1	Biology	F	Astar	40
2014	FC	GCSE	1/2	1	Business Studies	M	U	<5
2014	FC	GCSE	1/2	1	Business Studies	F	F	<5
2014	FC	GCSE	1/2	1	Business Studies	M	F	<5
2014	FC	GCSE	1/2	1	Business Studies	F	E	<5
2014	FC	GCSE	1/2	1	Business Studies	M	E	5
2014	FC	GCSE	1/2	1	Business Studies	F	D	8
2014	FC	GCSE	1/2	1	Business Studies	M	D	13
2014	FC	GCSE	1/2	1	Business Studies	F	C	14
2014	FC	GCSE	1/2	1	Business Studies	M	C	12
2014	FC	GCSE	1/2	1	Business Studies	F	B	8
2014	FC	GCSE	1/2	1	Business Studies	M	B	6
2014	FC	GCSE	1/2	1	Business Studies	F	A	6
2014	FC	GCSE	1/2	1	Business Studies	M	A	<5
2014	FC	GCSE	1/2	1	Business Studies	F	Astar	<5
2014	FC	GCSE	1/2	1	Business Studies	M	Astar	<5
2015	FC	GCSE	1/2	1	Business Studies	F	G	<5
2015	FC	GCSE	1/2	1	Business Studies	M	F	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Business Studies	F	E	<5
2015	FC	GCSE	1/2	1	Business Studies	M	E	7
2015	FC	GCSE	1/2	1	Business Studies	F	D	6
2015	FC	GCSE	1/2	1	Business Studies	M	D	12
2015	FC	GCSE	1/2	1	Business Studies	F	C	8
2015	FC	GCSE	1/2	1	Business Studies	M	C	17
2015	FC	GCSE	1/2	1	Business Studies	F	B	8
2015	FC	GCSE	1/2	1	Business Studies	M	B	24
2015	FC	GCSE	1/2	1	Business Studies	F	A	<5
2015	FC	GCSE	1/2	1	Business Studies	M	A	11
2015	FC	GCSE	1/2	1	Business Studies	F	Astar	<5
2015	FC	GCSE	1/2	1	Business Studies	M	Astar	<5
2016	FC	GCSE	1/2	1	Business Studies	M	U	<5
2016	FC	GCSE	1/2	1	Business Studies	M	E	<5
2016	FC	GCSE	1/2	1	Business Studies	F	D	<5
2016	FC	GCSE	1/2	1	Business Studies	M	D	5
2016	FC	GCSE	1/2	1	Business Studies	F	C	6
2016	FC	GCSE	1/2	1	Business Studies	M	C	9
2016	FC	GCSE	1/2	1	Business Studies	F	B	9
2016	FC	GCSE	1/2	1	Business Studies	M	B	12
2016	FC	GCSE	1/2	1	Business Studies	F	A	7
2016	FC	GCSE	1/2	1	Business Studies	M	A	<5
2016	FC	GCSE	1/2	1	Business Studies	F	Astar	<5
2016	FC	GCSE	1/2	1	Business Studies	M	Astar	<5
2017	FC	GCSE	1/2	1	Business Studies	M	U	<5
2017	FC	GCSE	1/2	1	Business Studies	F	G	<5
2017	FC	GCSE	1/2	1	Business Studies	M	G	<5
2017	FC	GCSE	1/2	1	Business Studies	F	F	<5
2017	FC	GCSE	1/2	1	Business Studies	M	F	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	GCSE	1/2	1	Business Studies	F	E	5
2017	FC	GCSE	1/2	1	Business Studies	M	E	10
2017	FC	GCSE	1/2	1	Business Studies	F	D	<5
2017	FC	GCSE	1/2	1	Business Studies	M	D	8
2017	FC	GCSE	1/2	1	Business Studies	F	C	13
2017	FC	GCSE	1/2	1	Business Studies	M	C	15
2017	FC	GCSE	1/2	1	Business Studies	F	B	19
2017	FC	GCSE	1/2	1	Business Studies	M	B	15
2017	FC	GCSE	1/2	1	Business Studies	F	A	10
2017	FC	GCSE	1/2	1	Business Studies	M	A	<5
2017	FC	GCSE	1/2	1	Business Studies	F	Astar	<5
2017	FC	GCSE	1/2	1	Business Studies	M	Astar	<5
2018	FC	GCSE	1/2	1	Business Studies	M	G	<5
2018	FC	GCSE	1/2	1	Business Studies	F	F	<5
2018	FC	GCSE	1/2	1	Business Studies	M	F	<5
2018	FC	GCSE	1/2	1	Business Studies	M	E	5
2018	FC	GCSE	1/2	1	Business Studies	F	D	11
2018	FC	GCSE	1/2	1	Business Studies	M	D	6
2018	FC	GCSE	1/2	1	Business Studies	F	C	13
2018	FC	GCSE	1/2	1	Business Studies	M	C	22
2018	FC	GCSE	1/2	1	Business Studies	F	B	21
2018	FC	GCSE	1/2	1	Business Studies	M	B	11
2018	FC	GCSE	1/2	1	Business Studies	F	A	<5
2018	FC	GCSE	1/2	1	Business Studies	M	A	<5
2018	FC	GCSE	1/2	1	Business Studies	F	Astar	<5
2014	FC	GCSE	1/2	1	Chemistry (General)	F	E	<5
2014	FC	GCSE	1/2	1	Chemistry (General)	M	E	<5
2014	FC	GCSE	1/2	1	Chemistry (General)	F	D	<5
2014	FC	GCSE	1/2	1	Chemistry (General)	M	D	12

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	FC	GCSE	1/2	1	Chemistry (General)	F	C	34
2014	FC	GCSE	1/2	1	Chemistry (General)	M	C	32
2014	FC	GCSE	1/2	1	Chemistry (General)	F	B	56
2014	FC	GCSE	1/2	1	Chemistry (General)	M	B	56
2014	FC	GCSE	1/2	1	Chemistry (General)	F	A	54
2014	FC	GCSE	1/2	1	Chemistry (General)	M	A	42
2014	FC	GCSE	1/2	1	Chemistry (General)	F	Astar	42
2014	FC	GCSE	1/2	1	Chemistry (General)	M	Astar	20
2015	FC	GCSE	1/2	1	Chemistry (General)	F	X	5
2015	FC	GCSE	1/2	1	Chemistry (General)	M	E	<5
2015	FC	GCSE	1/2	1	Chemistry (General)	F	D	8
2015	FC	GCSE	1/2	1	Chemistry (General)	M	D	14
2015	FC	GCSE	1/2	1	Chemistry (General)	F	C	41
2015	FC	GCSE	1/2	1	Chemistry (General)	M	C	33
2015	FC	GCSE	1/2	1	Chemistry (General)	F	B	54
2015	FC	GCSE	1/2	1	Chemistry (General)	M	B	46
2015	FC	GCSE	1/2	1	Chemistry (General)	F	A	39
2015	FC	GCSE	1/2	1	Chemistry (General)	M	A	70
2015	FC	GCSE	1/2	1	Chemistry (General)	F	Astar	41
2015	FC	GCSE	1/2	1	Chemistry (General)	M	Astar	30
2016	FC	GCSE	1/2	1	Chemistry (General)	F	F	<5
2016	FC	GCSE	1/2	1	Chemistry (General)	F	E	<5
2016	FC	GCSE	1/2	1	Chemistry (General)	M	E	<5
2016	FC	GCSE	1/2	1	Chemistry (General)	F	D	9
2016	FC	GCSE	1/2	1	Chemistry (General)	M	D	23
2016	FC	GCSE	1/2	1	Chemistry (General)	F	C	24
2016	FC	GCSE	1/2	1	Chemistry (General)	M	C	47
2016	FC	GCSE	1/2	1	Chemistry (General)	F	B	38
2016	FC	GCSE	1/2	1	Chemistry (General)	M	B	49

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	FC	GCSE	1/2	1	Chemistry (General)	F	A	50
2016	FC	GCSE	1/2	1	Chemistry (General)	M	A	53
2016	FC	GCSE	1/2	1	Chemistry (General)	F	Astar	51
2016	FC	GCSE	1/2	1	Chemistry (General)	M	Astar	23
2017	FC	GCSE	1/2	1	Chemistry (General)	F	E	<5
2017	FC	GCSE	1/2	1	Chemistry (General)	M	E	<5
2017	FC	GCSE	1/2	1	Chemistry (General)	F	D	6
2017	FC	GCSE	1/2	1	Chemistry (General)	M	D	17
2017	FC	GCSE	1/2	1	Chemistry (General)	F	C	28
2017	FC	GCSE	1/2	1	Chemistry (General)	M	C	38
2017	FC	GCSE	1/2	1	Chemistry (General)	F	B	39
2017	FC	GCSE	1/2	1	Chemistry (General)	M	B	45
2017	FC	GCSE	1/2	1	Chemistry (General)	F	A	46
2017	FC	GCSE	1/2	1	Chemistry (General)	M	A	40
2017	FC	GCSE	1/2	1	Chemistry (General)	F	Astar	45
2017	FC	GCSE	1/2	1	Chemistry (General)	M	Astar	22
2018	FC	GCSE	1/2	1	Chemistry (General)	F	D	<5
2018	FC	GCSE	1/2	1	Chemistry (General)	F	C	5
2018	FC	GCSE	1/2	1	Chemistry (General)	F	B	15
2018	FC	GCSE	1/2	1	Chemistry (General)	F	A	26
2018	FC	GCSE	1/2	1	Chemistry (General)	F	Astar	35
2018	FC	GCSE	1/2	1	Chinese	F	Astar	<5
2014	FC	GCSE	1/2	1	Computer Science	F	X	<5
2014	FC	GCSE	1/2	1	Computer Science	M	C	<5
2014	FC	GCSE	1/2	1	Computer Science	M	B	<5
2014	FC	GCSE	1/2	1	Computer Science	M	A	6
2014	FC	GCSE	1/2	1	Computer Science	F	Astar	<5
2014	FC	GCSE	1/2	1	Computer Science	M	Astar	<5
2015	FC	GCSE	1/2	1	Computer Science	M	F	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Computer Science	M	E	<5
2015	FC	GCSE	1/2	1	Computer Science	M	D	<5
2015	FC	GCSE	1/2	1	Computer Science	F	C	<5
2015	FC	GCSE	1/2	1	Computer Science	M	C	6
2015	FC	GCSE	1/2	1	Computer Science	F	B	<5
2015	FC	GCSE	1/2	1	Computer Science	M	B	15
2015	FC	GCSE	1/2	1	Computer Science	M	A	<5
2016	FC	GCSE	1/2	1	Computer Science	M	C	<5
2016	FC	GCSE	1/2	1	Computer Science	F	B	<5
2016	FC	GCSE	1/2	1	Computer Science	M	B	8
2016	FC	GCSE	1/2	1	Computer Science	F	A	<5
2016	FC	GCSE	1/2	1	Computer Science	M	A	6
2016	FC	GCSE	1/2	1	Computer Science	M	Astar	<5
2017	FC	GCSE	1/2	1	Computer Science	M	U	<5
2017	FC	GCSE	1/2	1	Computer Science	M	G	<5
2017	FC	GCSE	1/2	1	Computer Science	M	F	<5
2017	FC	GCSE	1/2	1	Computer Science	F	E	<5
2017	FC	GCSE	1/2	1	Computer Science	M	E	<5
2017	FC	GCSE	1/2	1	Computer Science	M	D	<5
2017	FC	GCSE	1/2	1	Computer Science	M	C	<5
2017	FC	GCSE	1/2	1	Computer Science	F	B	<5
2017	FC	GCSE	1/2	1	Computer Science	M	B	7
2017	FC	GCSE	1/2	1	Computer Science	F	A	5
2017	FC	GCSE	1/2	1	Computer Science	M	A	8
2017	FC	GCSE	1/2	1	Computer Science	F	Astar	<5
2017	FC	GCSE	1/2	1	Computer Science	M	Astar	<5
2018	FC	GCSE	1/2	1	Computer Science	F	Astar	<5
2015	FC	GCSE	1/2	1	Computer Technology	M	X	<5
2015	FC	GCSE	1/2	1	Computer Technology	F	E	<5



Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Computer Technology	M	E	<5
2015	FC	GCSE	1/2	1	Computer Technology	F	D	5
2015	FC	GCSE	1/2	1	Computer Technology	M	D	8
2015	FC	GCSE	1/2	1	Computer Technology	F	C	10
2015	FC	GCSE	1/2	1	Computer Technology	M	C	8
2015	FC	GCSE	1/2	1	Computer Technology	F	B	7
2015	FC	GCSE	1/2	1	Computer Technology	M	B	6
2015	FC	GCSE	1/2	1	Computer Technology	F	A	<5
2015	FC	GCSE	1/2	1	Computer Technology	M	A	14
2015	FC	GCSE	1/2	1	Computer Technology	M	Astar	7
2016	FC	GCSE	1/2	1	Computer Technology	M	F	<5
2016	FC	GCSE	1/2	1	Computer Technology	M	E	5
2016	FC	GCSE	1/2	1	Computer Technology	M	D	<5
2016	FC	GCSE	1/2	1	Computer Technology	F	C	<5
2016	FC	GCSE	1/2	1	Computer Technology	M	C	12
2016	FC	GCSE	1/2	1	Computer Technology	F	B	<5
2016	FC	GCSE	1/2	1	Computer Technology	M	B	17
2016	FC	GCSE	1/2	1	Computer Technology	F	A	<5
2016	FC	GCSE	1/2	1	Computer Technology	M	A	9
2016	FC	GCSE	1/2	1	Computer Technology	F	Astar	<5
2016	FC	GCSE	1/2	1	Computer Technology	M	Astar	<5
2017	FC	GCSE	1/2	1	Computer Technology	M	U	<5
2017	FC	GCSE	1/2	1	Computer Technology	M	G	6
2017	FC	GCSE	1/2	1	Computer Technology	M	F	12
2017	FC	GCSE	1/2	1	Computer Technology	F	E	<5
2017	FC	GCSE	1/2	1	Computer Technology	M	E	18
2017	FC	GCSE	1/2	1	Computer Technology	F	D	5
2017	FC	GCSE	1/2	1	Computer Technology	M	D	26
2017	FC	GCSE	1/2	1	Computer Technology	F	C	5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	GCSE	1/2	1	Computer Technology	M	C	47
2017	FC	GCSE	1/2	1	Computer Technology	F	B	6
2017	FC	GCSE	1/2	1	Computer Technology	M	B	57
2017	FC	GCSE	1/2	1	Computer Technology	F	A	8
2017	FC	GCSE	1/2	1	Computer Technology	M	A	24
2017	FC	GCSE	1/2	1	Computer Technology	F	Astar	<5
2017	FC	GCSE	1/2	1	Computer Technology	M	Astar	<5
2018	FC	GCSE	1/2	1	Computer Technology	M	F	<5
2018	FC	GCSE	1/2	1	Computer Technology	F	E	<5
2018	FC	GCSE	1/2	1	Computer Technology	M	E	<5
2018	FC	GCSE	1/2	1	Computer Technology	M	D	6
2018	FC	GCSE	1/2	1	Computer Technology	M	C	7
2018	FC	GCSE	1/2	1	Computer Technology	F	B	<5
2018	FC	GCSE	1/2	1	Computer Technology	M	B	8
2018	FC	GCSE	1/2	1	Computer Technology	F	A	<5
2018	FC	GCSE	1/2	1	Computer Technology	M	A	11
2018	FC	GCSE	1/2	1	Computer Technology	F	Astar	<5
2018	FC	GCSE	1/2	1	Computer Technology	M	Astar	<5
2014	FC	GCSE	1/2	1	Current Affairs	M	G	<5
2014	FC	GCSE	1/2	1	Current Affairs	M	F	<5
2014	FC	GCSE	1/2	1	Current Affairs	M	E	6
2014	FC	GCSE	1/2	1	Current Affairs	M	D	9
2014	FC	GCSE	1/2	1	Current Affairs	M	C	6
2014	FC	GCSE	1/2	1	Current Affairs	M	B	<5
2014	FC	GCSE	1/2	1	Current Affairs	M	A	<5
2015	FC	GCSE	1/2	1	Current Affairs	M	X	<5
2015	FC	GCSE	1/2	1	Current Affairs	M	G	<5
2015	FC	GCSE	1/2	1	Current Affairs	M	F	<5
2015	FC	GCSE	1/2	1	Current Affairs	M	E	7

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Current Affairs	M	D	<5
2015	FC	GCSE	1/2	1	Current Affairs	M	C	7
2015	FC	GCSE	1/2	1	Current Affairs	M	B	6
2015	FC	GCSE	1/2	1	Current Affairs	M	A	<5
2015	FC	GCSE	1/2	1	Current Affairs	M	Astar	<5
2016	FC	GCSE	1/2	1	Current Affairs	M	G	<5
2016	FC	GCSE	1/2	1	Current Affairs	M	E	<5
2016	FC	GCSE	1/2	1	Current Affairs	M	D	<5
2016	FC	GCSE	1/2	1	Current Affairs	M	C	<5
2016	FC	GCSE	1/2	1	Current Affairs	M	B	<5
2016	FC	GCSE	1/2	1	Current Affairs	M	A	<5
2016	FC	GCSE	1/2	1	Current Affairs	M	Astar	<5
2017	FC	GCSE	1/2	1	Current Affairs	M	F	<5
2017	FC	GCSE	1/2	1	Current Affairs	M	E	8
2017	FC	GCSE	1/2	1	Current Affairs	M	D	8
2017	FC	GCSE	1/2	1	Current Affairs	M	C	11
2017	FC	GCSE	1/2	1	Current Affairs	M	B	5
2017	FC	GCSE	1/2	1	Current Affairs	M	A	<5
2014	FC	GCSE	1/2	1	D & T Product Design	F	C	9
2014	FC	GCSE	1/2	1	D & T Product Design	F	B	6
2014	FC	GCSE	1/2	1	D & T Product Design	F	A	7
2014	FC	GCSE	1/2	1	D & T Product Design	F	Astar	<5
2015	FC	GCSE	1/2	1	D & T Product Design	F	C	<5
2015	FC	GCSE	1/2	1	D & T Product Design	F	B	<5
2015	FC	GCSE	1/2	1	D & T Product Design	F	A	9
2015	FC	GCSE	1/2	1	D & T Product Design	F	Astar	<5
2016	FC	GCSE	1/2	1	D & T Product Design	F	X	<5
2016	FC	GCSE	1/2	1	D & T Product Design	F	D	<5
2016	FC	GCSE	1/2	1	D & T Product Design	F	C	6

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	FC	GCSE	1/2	1	D & T Product Design	F	B	6
2016	FC	GCSE	1/2	1	D & T Product Design	F	A	6
2016	FC	GCSE	1/2	1	D & T Product Design	F	Astar	<5
2017	FC	GCSE	1/2	1	D & T Product Design	F	D	<5
2017	FC	GCSE	1/2	1	D & T Product Design	F	C	5
2017	FC	GCSE	1/2	1	D & T Product Design	F	B	5
2017	FC	GCSE	1/2	1	D & T Product Design	F	A	8
2017	FC	GCSE	1/2	1	D & T Product Design	F	Astar	<5
2018	FC	GCSE	1/2	1	D & T Product Design	F	D	<5
2018	FC	GCSE	1/2	1	D & T Product Design	F	C	<5
2018	FC	GCSE	1/2	1	D & T Product Design	F	B	8
2018	FC	GCSE	1/2	1	D & T Product Design	F	A	8
2018	FC	GCSE	1/2	1	D & T Product Design	F	Astar	<5
2014	FC	GCSE	1/2	1	D & T Resistant Materials	M	U	<5
2014	FC	GCSE	1/2	1	D & T Resistant Materials	M	G	<5
2014	FC	GCSE	1/2	1	D & T Resistant Materials	M	F	6
2014	FC	GCSE	1/2	1	D & T Resistant Materials	M	E	9
2014	FC	GCSE	1/2	1	D & T Resistant Materials	M	D	23
2014	FC	GCSE	1/2	1	D & T Resistant Materials	F	C	<5
2014	FC	GCSE	1/2	1	D & T Resistant Materials	M	C	28
2014	FC	GCSE	1/2	1	D & T Resistant Materials	F	B	<5
2014	FC	GCSE	1/2	1	D & T Resistant Materials	M	B	24
2014	FC	GCSE	1/2	1	D & T Resistant Materials	F	A	<5
2014	FC	GCSE	1/2	1	D & T Resistant Materials	M	A	14
2014	FC	GCSE	1/2	1	D & T Resistant Materials	M	Astar	12
2015	FC	GCSE	1/2	1	D & T Resistant Materials	F	X	<5
2015	FC	GCSE	1/2	1	D & T Resistant Materials	M	G	<5
2015	FC	GCSE	1/2	1	D & T Resistant Materials	M	F	10
2015	FC	GCSE	1/2	1	D & T Resistant Materials	M	E	12

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	D & T Resistant Materials	F	D	<5
2015	FC	GCSE	1/2	1	D & T Resistant Materials	M	D	28
2015	FC	GCSE	1/2	1	D & T Resistant Materials	M	C	23
2015	FC	GCSE	1/2	1	D & T Resistant Materials	M	B	19
2015	FC	GCSE	1/2	1	D & T Resistant Materials	F	A	<5
2015	FC	GCSE	1/2	1	D & T Resistant Materials	M	A	10
2015	FC	GCSE	1/2	1	D & T Resistant Materials	F	Astar	<5
2015	FC	GCSE	1/2	1	D & T Resistant Materials	M	Astar	8
2016	FC	GCSE	1/2	1	D & T Resistant Materials	F	U	<5
2016	FC	GCSE	1/2	1	D & T Resistant Materials	M	U	<5
2016	FC	GCSE	1/2	1	D & T Resistant Materials	M	X	<5
2016	FC	GCSE	1/2	1	D & T Resistant Materials	M	G	<5
2016	FC	GCSE	1/2	1	D & T Resistant Materials	F	F	<5
2016	FC	GCSE	1/2	1	D & T Resistant Materials	M	F	8
2016	FC	GCSE	1/2	1	D & T Resistant Materials	M	E	10
2016	FC	GCSE	1/2	1	D & T Resistant Materials	F	D	<5
2016	FC	GCSE	1/2	1	D & T Resistant Materials	M	D	29
2016	FC	GCSE	1/2	1	D & T Resistant Materials	F	C	<5
2016	FC	GCSE	1/2	1	D & T Resistant Materials	M	C	29
2016	FC	GCSE	1/2	1	D & T Resistant Materials	F	B	5
2016	FC	GCSE	1/2	1	D & T Resistant Materials	M	B	22
2016	FC	GCSE	1/2	1	D & T Resistant Materials	M	A	8
2016	FC	GCSE	1/2	1	D & T Resistant Materials	M	Astar	<5
2017	FC	GCSE	1/2	1	D & T Resistant Materials	M	U	7
2017	FC	GCSE	1/2	1	D & T Resistant Materials	M	G	<5
2017	FC	GCSE	1/2	1	D & T Resistant Materials	F	F	<5
2017	FC	GCSE	1/2	1	D & T Resistant Materials	M	F	12
2017	FC	GCSE	1/2	1	D & T Resistant Materials	F	E	<5
2017	FC	GCSE	1/2	1	D & T Resistant Materials	M	E	20

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	GCSE	1/2	1	D & T Resistant Materials	F	D	<5
2017	FC	GCSE	1/2	1	D & T Resistant Materials	M	D	21
2017	FC	GCSE	1/2	1	D & T Resistant Materials	F	C	<5
2017	FC	GCSE	1/2	1	D & T Resistant Materials	M	C	30
2017	FC	GCSE	1/2	1	D & T Resistant Materials	F	B	<5
2017	FC	GCSE	1/2	1	D & T Resistant Materials	M	B	22
2017	FC	GCSE	1/2	1	D & T Resistant Materials	F	A	<5
2017	FC	GCSE	1/2	1	D & T Resistant Materials	M	A	10
2017	FC	GCSE	1/2	1	D & T Resistant Materials	M	Astar	<5
2018	FC	GCSE	1/2	1	D & T Resistant Materials	M	G	<5
2018	FC	GCSE	1/2	1	D & T Resistant Materials	F	F	<5
2018	FC	GCSE	1/2	1	D & T Resistant Materials	M	F	<5
2018	FC	GCSE	1/2	1	D & T Resistant Materials	F	E	<5
2018	FC	GCSE	1/2	1	D & T Resistant Materials	M	E	<5
2018	FC	GCSE	1/2	1	D & T Resistant Materials	F	D	<5
2018	FC	GCSE	1/2	1	D & T Resistant Materials	M	D	10
2018	FC	GCSE	1/2	1	D & T Resistant Materials	F	C	<5
2018	FC	GCSE	1/2	1	D & T Resistant Materials	M	C	18
2018	FC	GCSE	1/2	1	D & T Resistant Materials	F	B	<5
2018	FC	GCSE	1/2	1	D & T Resistant Materials	M	B	23
2018	FC	GCSE	1/2	1	D & T Resistant Materials	F	A	<5
2018	FC	GCSE	1/2	1	D & T Resistant Materials	M	A	18
2018	FC	GCSE	1/2	1	D & T Resistant Materials	M	Astar	<5
2014	FC	GCSE	1/2	1	D & T Textiles Technology	F	F	<5
2014	FC	GCSE	1/2	1	D & T Textiles Technology	F	D	<5
2014	FC	GCSE	1/2	1	D & T Textiles Technology	F	C	<5
2014	FC	GCSE	1/2	1	D & T Textiles Technology	F	B	<5
2014	FC	GCSE	1/2	1	D & T Textiles Technology	F	A	<5
2018	FC	GCSE	1/2	1	Dutch	M	Astar	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	FC	GCSE	1/2	1	Economics	M	X	<5
2014	FC	GCSE	1/2	1	Economics	M	F	<5
2014	FC	GCSE	1/2	1	Economics	M	E	<5
2014	FC	GCSE	1/2	1	Economics	M	D	<5
2014	FC	GCSE	1/2	1	Economics	M	C	9
2014	FC	GCSE	1/2	1	Economics	M	B	<5
2014	FC	GCSE	1/2	1	Economics	M	A	6
2015	FC	GCSE	1/2	1	Economics	M	E	6
2015	FC	GCSE	1/2	1	Economics	M	D	5
2015	FC	GCSE	1/2	1	Economics	M	C	<5
2015	FC	GCSE	1/2	1	Economics	M	B	11
2015	FC	GCSE	1/2	1	Economics	M	A	<5
2016	FC	GCSE	1/2	1	Economics	M	U	<5
2016	FC	GCSE	1/2	1	Economics	M	F	<5
2016	FC	GCSE	1/2	1	Economics	M	E	6
2016	FC	GCSE	1/2	1	Economics	M	D	<5
2016	FC	GCSE	1/2	1	Economics	M	C	10
2016	FC	GCSE	1/2	1	Economics	M	B	5
2016	FC	GCSE	1/2	1	Economics	M	A	7
2017	FC	GCSE	1/2	1	Economics	M	G	<5
2017	FC	GCSE	1/2	1	Economics	M	F	<5
2017	FC	GCSE	1/2	1	Economics	M	D	<5
2017	FC	GCSE	1/2	1	Economics	M	C	<5
2017	FC	GCSE	1/2	1	Economics	M	B	6
2017	FC	GCSE	1/2	1	Economics	M	A	<5
2018	FC	GCSE	1/2	1	Economics	F	C	<5
2014	FC	GCSE	1/2	1	English Language	M	U	<5
2014	FC	GCSE	1/2	1	English Language	F	G	<5
2014	FC	GCSE	1/2	1	English Language	M	G	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	FC	GCSE	1/2	1	English Language	F	F	8
2014	FC	GCSE	1/2	1	English Language	M	F	8
2014	FC	GCSE	1/2	1	English Language	F	E	11
2014	FC	GCSE	1/2	1	English Language	M	E	33
2014	FC	GCSE	1/2	1	English Language	F	D	56
2014	FC	GCSE	1/2	1	English Language	M	D	73
2014	FC	GCSE	1/2	1	English Language	F	C	94
2014	FC	GCSE	1/2	1	English Language	M	C	132
2014	FC	GCSE	1/2	1	English Language	F	B	129
2014	FC	GCSE	1/2	1	English Language	M	B	106
2014	FC	GCSE	1/2	1	English Language	F	A	96
2014	FC	GCSE	1/2	1	English Language	M	A	51
2014	FC	GCSE	1/2	1	English Language	F	Astar	35
2014	FC	GCSE	1/2	1	English Language	M	Astar	<5
2015	FC	GCSE	1/2	1	English Language	M	U	<5
2015	FC	GCSE	1/2	1	English Language	F	X	<5
2015	FC	GCSE	1/2	1	English Language	M	X	<5
2015	FC	GCSE	1/2	1	English Language	M	G	<5
2015	FC	GCSE	1/2	1	English Language	F	F	<5
2015	FC	GCSE	1/2	1	English Language	M	F	16
2015	FC	GCSE	1/2	1	English Language	F	E	16
2015	FC	GCSE	1/2	1	English Language	M	E	41
2015	FC	GCSE	1/2	1	English Language	F	D	55
2015	FC	GCSE	1/2	1	English Language	M	D	99
2015	FC	GCSE	1/2	1	English Language	F	C	120
2015	FC	GCSE	1/2	1	English Language	M	C	139
2015	FC	GCSE	1/2	1	English Language	F	B	115
2015	FC	GCSE	1/2	1	English Language	M	B	109
2015	FC	GCSE	1/2	1	English Language	F	A	108



Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	English Language	M	A	32
2015	FC	GCSE	1/2	1	English Language	F	Astar	17
2015	FC	GCSE	1/2	1	English Language	M	Astar	9
2016	FC	GCSE	1/2	1	English Language	M	U	<5
2016	FC	GCSE	1/2	1	English Language	F	X	<5
2016	FC	GCSE	1/2	1	English Language	F	G	<5
2016	FC	GCSE	1/2	1	English Language	M	G	5
2016	FC	GCSE	1/2	1	English Language	F	F	5
2016	FC	GCSE	1/2	1	English Language	M	F	14
2016	FC	GCSE	1/2	1	English Language	F	E	14
2016	FC	GCSE	1/2	1	English Language	M	E	33
2016	FC	GCSE	1/2	1	English Language	F	D	40
2016	FC	GCSE	1/2	1	English Language	M	D	78
2016	FC	GCSE	1/2	1	English Language	F	C	102
2016	FC	GCSE	1/2	1	English Language	M	C	139
2016	FC	GCSE	1/2	1	English Language	F	B	101
2016	FC	GCSE	1/2	1	English Language	M	B	86
2016	FC	GCSE	1/2	1	English Language	F	A	106
2016	FC	GCSE	1/2	1	English Language	M	A	46
2016	FC	GCSE	1/2	1	English Language	F	Astar	56
2016	FC	GCSE	1/2	1	English Language	M	Astar	18
2017	FC	GCSE	1/2	1	English Language	M	U	<5
2017	FC	GCSE	1/2	1	English Language	M	X	<5
2017	FC	GCSE	1/2	1	English Language	F	E	7
2017	FC	GCSE	1/2	1	English Language	M	E	8
2017	FC	GCSE	1/2	1	English Language	F	D	14
2017	FC	GCSE	1/2	1	English Language	M	D	22
2017	FC	GCSE	1/2	1	English Language	F	C	24
2017	FC	GCSE	1/2	1	English Language	M	C	35

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	GCSE	1/2	1	English Language	F	B	30
2017	FC	GCSE	1/2	1	English Language	M	B	6
2017	FC	GCSE	1/2	1	English Language	F	A	57
2017	FC	GCSE	1/2	1	English Language	F	Astar	26
2018	FC	GCSE	1/2	1	English Language	F	U	<5
2018	FC	GCSE	1/2	1	English Language	M	U	12
2018	FC	GCSE	1/2	1	English Language	M	G	<5
2018	FC	GCSE	1/2	1	English Language	F	F	<5
2018	FC	GCSE	1/2	1	English Language	M	F	8
2018	FC	GCSE	1/2	1	English Language	F	E	15
2018	FC	GCSE	1/2	1	English Language	M	E	22
2018	FC	GCSE	1/2	1	English Language	F	D	36
2018	FC	GCSE	1/2	1	English Language	M	D	50
2018	FC	GCSE	1/2	1	English Language	F	C	55
2018	FC	GCSE	1/2	1	English Language	M	C	55
2018	FC	GCSE	1/2	1	English Language	F	B	48
2018	FC	GCSE	1/2	1	English Language	M	B	18
2018	FC	GCSE	1/2	1	English Language	F	A	50
2018	FC	GCSE	1/2	1	English Language	M	A	<5
2018	FC	GCSE	1/2	1	English Language	F	Astar	36
2018	FC	GCSE	1/2	1	English Language	M	Astar	<5
2014	FC	GCSE	1/2	1	English Language & Literature	F	U	<5
2014	FC	GCSE	1/2	1	English Language & Literature	M	U	<5
2014	FC	GCSE	1/2	1	English Language & Literature	F	G	<5
2014	FC	GCSE	1/2	1	English Language & Literature	M	G	<5
2014	FC	GCSE	1/2	1	English Language & Literature	F	F	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	FC	GCSE	1/2	1	English Language & Literature	M	F	11
2014	FC	GCSE	1/2	1	English Language & Literature	F	E	21
2014	FC	GCSE	1/2	1	English Language & Literature	M	E	26
2014	FC	GCSE	1/2	1	English Language & Literature	F	D	40
2014	FC	GCSE	1/2	1	English Language & Literature	M	D	44
2014	FC	GCSE	1/2	1	English Language & Literature	F	C	10
2014	FC	GCSE	1/2	1	English Language & Literature	M	C	29
2014	FC	GCSE	1/2	1	English Language & Literature	F	B	6
2014	FC	GCSE	1/2	1	English Language & Literature	M	B	6
2014	FC	GCSE	1/2	1	English Language & Literature	F	A	<5
2014	FC	GCSE	1/2	1	English Language & Literature	M	A	<5
2015	FC	GCSE	1/2	1	English Language & Literature	M	U	<5
2015	FC	GCSE	1/2	1	English Language & Literature	M	G	<5
2015	FC	GCSE	1/2	1	English Language & Literature	F	F	<5
2015	FC	GCSE	1/2	1	English Language & Literature	M	F	<5
2015	FC	GCSE	1/2	1	English Language & Literature	F	E	8
2015	FC	GCSE	1/2	1	English Language & Literature	M	E	18
2015	FC	GCSE	1/2	1	English Language & Literature	F	D	32

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	English Language & Literature	M	D	53
2015	FC	GCSE	1/2	1	English Language & Literature	F	C	47
2015	FC	GCSE	1/2	1	English Language & Literature	M	C	39
2015	FC	GCSE	1/2	1	English Language & Literature	F	B	16
2015	FC	GCSE	1/2	1	English Language & Literature	M	B	10
2016	FC	GCSE	1/2	1	English Language & Literature	F	U	<5
2016	FC	GCSE	1/2	1	English Language & Literature	M	U	<5
2016	FC	GCSE	1/2	1	English Language & Literature	F	G	<5
2016	FC	GCSE	1/2	1	English Language & Literature	M	G	<5
2016	FC	GCSE	1/2	1	English Language & Literature	F	F	<5
2016	FC	GCSE	1/2	1	English Language & Literature	M	F	<5
2016	FC	GCSE	1/2	1	English Language & Literature	F	E	<5
2016	FC	GCSE	1/2	1	English Language & Literature	M	E	9
2016	FC	GCSE	1/2	1	English Language & Literature	F	D	15
2016	FC	GCSE	1/2	1	English Language & Literature	M	D	34
2016	FC	GCSE	1/2	1	English Language & Literature	F	C	22
2016	FC	GCSE	1/2	1	English Language & Literature	M	C	40
2016	FC	GCSE	1/2	1	English Language & Literature	F	B	28

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	FC	GCSE	1/2	1	English Language & Literature	M	B	12
2016	FC	GCSE	1/2	1	English Language & Literature	F	A	7
2016	FC	GCSE	1/2	1	English Language & Literature	M	A	<5
2014	FC	GCSE	1/2	1	English Literature	M	U	<5
2014	FC	GCSE	1/2	1	English Literature	F	G	<5
2014	FC	GCSE	1/2	1	English Literature	F	F	<5
2014	FC	GCSE	1/2	1	English Literature	M	F	7
2014	FC	GCSE	1/2	1	English Literature	F	E	9
2014	FC	GCSE	1/2	1	English Literature	M	E	20
2014	FC	GCSE	1/2	1	English Literature	F	D	19
2014	FC	GCSE	1/2	1	English Literature	M	D	39
2014	FC	GCSE	1/2	1	English Literature	F	C	73
2014	FC	GCSE	1/2	1	English Literature	M	C	71
2014	FC	GCSE	1/2	1	English Literature	F	B	101
2014	FC	GCSE	1/2	1	English Literature	M	B	87
2014	FC	GCSE	1/2	1	English Literature	F	A	84
2014	FC	GCSE	1/2	1	English Literature	M	A	59
2014	FC	GCSE	1/2	1	English Literature	F	Astar	29
2014	FC	GCSE	1/2	1	English Literature	M	Astar	5
2015	FC	GCSE	1/2	1	English Literature	F	U	<5
2015	FC	GCSE	1/2	1	English Literature	M	U	<5
2015	FC	GCSE	1/2	1	English Literature	F	G	<5
2015	FC	GCSE	1/2	1	English Literature	M	G	<5
2015	FC	GCSE	1/2	1	English Literature	F	F	<5
2015	FC	GCSE	1/2	1	English Literature	M	F	12
2015	FC	GCSE	1/2	1	English Literature	F	E	9
2015	FC	GCSE	1/2	1	English Literature	M	E	23

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	English Literature	F	D	23
2015	FC	GCSE	1/2	1	English Literature	M	D	64
2015	FC	GCSE	1/2	1	English Literature	F	C	64
2015	FC	GCSE	1/2	1	English Literature	M	C	81
2015	FC	GCSE	1/2	1	English Literature	F	B	117
2015	FC	GCSE	1/2	1	English Literature	M	B	85
2015	FC	GCSE	1/2	1	English Literature	F	A	85
2015	FC	GCSE	1/2	1	English Literature	M	A	57
2015	FC	GCSE	1/2	1	English Literature	F	Astar	35
2015	FC	GCSE	1/2	1	English Literature	M	Astar	12
2016	FC	GCSE	1/2	1	English Literature	M	U	<5
2016	FC	GCSE	1/2	1	English Literature	F	G	<5
2016	FC	GCSE	1/2	1	English Literature	M	G	<5
2016	FC	GCSE	1/2	1	English Literature	F	F	<5
2016	FC	GCSE	1/2	1	English Literature	M	F	15
2016	FC	GCSE	1/2	1	English Literature	F	E	10
2016	FC	GCSE	1/2	1	English Literature	M	E	23
2016	FC	GCSE	1/2	1	English Literature	F	D	24
2016	FC	GCSE	1/2	1	English Literature	M	D	60
2016	FC	GCSE	1/2	1	English Literature	F	C	69
2016	FC	GCSE	1/2	1	English Literature	M	C	115
2016	FC	GCSE	1/2	1	English Literature	F	B	138
2016	FC	GCSE	1/2	1	English Literature	M	B	87
2016	FC	GCSE	1/2	1	English Literature	F	A	90
2016	FC	GCSE	1/2	1	English Literature	M	A	67
2016	FC	GCSE	1/2	1	English Literature	F	Astar	64
2016	FC	GCSE	1/2	1	English Literature	M	Astar	11
2017	FC	GCSE	1/2	1	English Literature	F	D	<5
2017	FC	GCSE	1/2	1	English Literature	F	C	9

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	GCSE	1/2	1	English Literature	F	B	22
2017	FC	GCSE	1/2	1	English Literature	F	A	28
2017	FC	GCSE	1/2	1	English Literature	F	Astar	41
2018	FC	GCSE	1/2	1	English Literature	F	C	<5
2018	FC	GCSE	1/2	1	English Literature	F	B	23
2018	FC	GCSE	1/2	1	English Literature	F	A	35
2018	FC	GCSE	1/2	1	English Literature	F	Astar	46
2014	FC	GCSE	1/2	1	Food Science/Technology	M	F	<5
2014	FC	GCSE	1/2	1	Food Science/Technology	M	E	<5
2014	FC	GCSE	1/2	1	Food Science/Technology	F	D	<5
2014	FC	GCSE	1/2	1	Food Science/Technology	M	D	<5
2014	FC	GCSE	1/2	1	Food Science/Technology	F	C	5
2014	FC	GCSE	1/2	1	Food Science/Technology	F	B	12
2014	FC	GCSE	1/2	1	Food Science/Technology	M	B	<5
2014	FC	GCSE	1/2	1	Food Science/Technology	F	A	7
2014	FC	GCSE	1/2	1	Food Science/Technology	F	Astar	<5
2015	FC	GCSE	1/2	1	Food Science/Technology	M	U	<5
2015	FC	GCSE	1/2	1	Food Science/Technology	M	G	<5
2015	FC	GCSE	1/2	1	Food Science/Technology	M	F	<5
2015	FC	GCSE	1/2	1	Food Science/Technology	F	E	<5
2015	FC	GCSE	1/2	1	Food Science/Technology	M	E	7
2015	FC	GCSE	1/2	1	Food Science/Technology	F	D	<5
2015	FC	GCSE	1/2	1	Food Science/Technology	M	D	<5
2015	FC	GCSE	1/2	1	Food Science/Technology	F	C	6
2015	FC	GCSE	1/2	1	Food Science/Technology	M	C	<5
2015	FC	GCSE	1/2	1	Food Science/Technology	F	B	12
2015	FC	GCSE	1/2	1	Food Science/Technology	F	A	11
2015	FC	GCSE	1/2	1	Food Science/Technology	F	Astar	5
2016	FC	GCSE	1/2	1	Food Science/Technology	F	G	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	FC	GCSE	1/2	1	Food Science/Technology	M	G	<5
2016	FC	GCSE	1/2	1	Food Science/Technology	F	F	<5
2016	FC	GCSE	1/2	1	Food Science/Technology	M	F	<5
2016	FC	GCSE	1/2	1	Food Science/Technology	F	E	<5
2016	FC	GCSE	1/2	1	Food Science/Technology	M	E	8
2016	FC	GCSE	1/2	1	Food Science/Technology	F	D	6
2016	FC	GCSE	1/2	1	Food Science/Technology	M	D	<5
2016	FC	GCSE	1/2	1	Food Science/Technology	F	C	14
2016	FC	GCSE	1/2	1	Food Science/Technology	M	C	6
2016	FC	GCSE	1/2	1	Food Science/Technology	F	B	24
2016	FC	GCSE	1/2	1	Food Science/Technology	M	B	<5
2016	FC	GCSE	1/2	1	Food Science/Technology	F	A	14
2016	FC	GCSE	1/2	1	Food Science/Technology	M	A	<5
2016	FC	GCSE	1/2	1	Food Science/Technology	F	Astar	<5
2017	FC	GCSE	1/2	1	Food Science/Technology	M	U	<5
2017	FC	GCSE	1/2	1	Food Science/Technology	F	G	<5
2017	FC	GCSE	1/2	1	Food Science/Technology	M	G	<5
2017	FC	GCSE	1/2	1	Food Science/Technology	F	F	<5
2017	FC	GCSE	1/2	1	Food Science/Technology	M	F	12
2017	FC	GCSE	1/2	1	Food Science/Technology	F	E	5
2017	FC	GCSE	1/2	1	Food Science/Technology	M	E	7
2017	FC	GCSE	1/2	1	Food Science/Technology	F	D	8
2017	FC	GCSE	1/2	1	Food Science/Technology	M	D	<5
2017	FC	GCSE	1/2	1	Food Science/Technology	F	C	12
2017	FC	GCSE	1/2	1	Food Science/Technology	M	C	<5
2017	FC	GCSE	1/2	1	Food Science/Technology	F	B	11
2017	FC	GCSE	1/2	1	Food Science/Technology	F	A	7
2017	FC	GCSE	1/2	1	Food Science/Technology	F	Astar	9
2018	FC	GCSE	1/2	1	Food Science/Technology	M	G	<5



Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	FC	GCSE	1/2	1	French Language	F	G	<5
2014	FC	GCSE	1/2	1	French Language	M	G	<5
2014	FC	GCSE	1/2	1	French Language	F	F	<5
2014	FC	GCSE	1/2	1	French Language	M	F	5
2014	FC	GCSE	1/2	1	French Language	F	E	9
2014	FC	GCSE	1/2	1	French Language	M	E	16
2014	FC	GCSE	1/2	1	French Language	F	D	32
2014	FC	GCSE	1/2	1	French Language	M	D	36
2014	FC	GCSE	1/2	1	French Language	F	C	73
2014	FC	GCSE	1/2	1	French Language	M	C	55
2014	FC	GCSE	1/2	1	French Language	F	B	62
2014	FC	GCSE	1/2	1	French Language	M	B	53
2014	FC	GCSE	1/2	1	French Language	F	A	54
2014	FC	GCSE	1/2	1	French Language	M	A	37
2014	FC	GCSE	1/2	1	French Language	F	Astar	42
2014	FC	GCSE	1/2	1	French Language	M	Astar	25
2015	FC	GCSE	1/2	1	French Language	F	G	<5
2015	FC	GCSE	1/2	1	French Language	M	G	<5
2015	FC	GCSE	1/2	1	French Language	F	F	<5
2015	FC	GCSE	1/2	1	French Language	M	F	5
2015	FC	GCSE	1/2	1	French Language	F	E	17
2015	FC	GCSE	1/2	1	French Language	M	E	19
2015	FC	GCSE	1/2	1	French Language	F	D	44
2015	FC	GCSE	1/2	1	French Language	M	D	35
2015	FC	GCSE	1/2	1	French Language	F	C	67
2015	FC	GCSE	1/2	1	French Language	M	C	60
2015	FC	GCSE	1/2	1	French Language	F	B	54
2015	FC	GCSE	1/2	1	French Language	M	B	45
2015	FC	GCSE	1/2	1	French Language	F	A	66

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	French Language	M	A	39
2015	FC	GCSE	1/2	1	French Language	F	Astar	39
2015	FC	GCSE	1/2	1	French Language	M	Astar	26
2016	FC	GCSE	1/2	1	French Language	F	G	<5
2016	FC	GCSE	1/2	1	French Language	M	G	<5
2016	FC	GCSE	1/2	1	French Language	F	F	<5
2016	FC	GCSE	1/2	1	French Language	M	F	<5
2016	FC	GCSE	1/2	1	French Language	F	E	9
2016	FC	GCSE	1/2	1	French Language	M	E	13
2016	FC	GCSE	1/2	1	French Language	F	D	28
2016	FC	GCSE	1/2	1	French Language	M	D	25
2016	FC	GCSE	1/2	1	French Language	F	C	67
2016	FC	GCSE	1/2	1	French Language	M	C	51
2016	FC	GCSE	1/2	1	French Language	F	B	69
2016	FC	GCSE	1/2	1	French Language	M	B	31
2016	FC	GCSE	1/2	1	French Language	F	A	43
2016	FC	GCSE	1/2	1	French Language	M	A	32
2016	FC	GCSE	1/2	1	French Language	F	Astar	56
2016	FC	GCSE	1/2	1	French Language	M	Astar	21
2017	FC	GCSE	1/2	1	French Language	M	U	9
2017	FC	GCSE	1/2	1	French Language	F	G	<5
2017	FC	GCSE	1/2	1	French Language	M	G	11
2017	FC	GCSE	1/2	1	French Language	F	F	5
2017	FC	GCSE	1/2	1	French Language	M	F	14
2017	FC	GCSE	1/2	1	French Language	F	E	7
2017	FC	GCSE	1/2	1	French Language	M	E	10
2017	FC	GCSE	1/2	1	French Language	F	D	33
2017	FC	GCSE	1/2	1	French Language	M	D	31
2017	FC	GCSE	1/2	1	French Language	F	C	62

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	GCSE	1/2	1	French Language	M	C	59
2017	FC	GCSE	1/2	1	French Language	F	B	54
2017	FC	GCSE	1/2	1	French Language	M	B	51
2017	FC	GCSE	1/2	1	French Language	F	A	47
2017	FC	GCSE	1/2	1	French Language	M	A	26
2017	FC	GCSE	1/2	1	French Language	F	Astar	39
2017	FC	GCSE	1/2	1	French Language	M	Astar	8
2018	FC	GCSE	1/2	1	French Language	F	Astar	<5
2015	FC	GCSE	1/2	1	Further Additional Science	F	E	<5
2015	FC	GCSE	1/2	1	Further Additional Science	F	C	<5
2017	FC	GCSE	1/2	1	Further Additional Science	M	B	<5
2017	FC	GCSE	1/2	1	Further Additional Science	M	Astar	<5
2014	FC	GCSE	1/2	1	Geography	M	U	<5
2014	FC	GCSE	1/2	1	Geography	M	G	<5
2014	FC	GCSE	1/2	1	Geography	F	F	<5
2014	FC	GCSE	1/2	1	Geography	M	F	10
2014	FC	GCSE	1/2	1	Geography	F	E	<5
2014	FC	GCSE	1/2	1	Geography	M	E	28
2014	FC	GCSE	1/2	1	Geography	F	D	11
2014	FC	GCSE	1/2	1	Geography	M	D	19
2014	FC	GCSE	1/2	1	Geography	F	C	12
2014	FC	GCSE	1/2	1	Geography	M	C	35
2014	FC	GCSE	1/2	1	Geography	F	B	18
2014	FC	GCSE	1/2	1	Geography	M	B	31
2014	FC	GCSE	1/2	1	Geography	F	A	10
2014	FC	GCSE	1/2	1	Geography	M	A	21
2014	FC	GCSE	1/2	1	Geography	F	Astar	<5
2014	FC	GCSE	1/2	1	Geography	M	Astar	8
2015	FC	GCSE	1/2	1	Geography	M	U	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Geography	M	X	<5
2015	FC	GCSE	1/2	1	Geography	M	G	<5
2015	FC	GCSE	1/2	1	Geography	F	F	<5
2015	FC	GCSE	1/2	1	Geography	M	F	11
2015	FC	GCSE	1/2	1	Geography	F	E	<5
2015	FC	GCSE	1/2	1	Geography	M	E	18
2015	FC	GCSE	1/2	1	Geography	F	D	5
2015	FC	GCSE	1/2	1	Geography	M	D	24
2015	FC	GCSE	1/2	1	Geography	F	C	17
2015	FC	GCSE	1/2	1	Geography	M	C	27
2015	FC	GCSE	1/2	1	Geography	F	B	24
2015	FC	GCSE	1/2	1	Geography	M	B	41
2015	FC	GCSE	1/2	1	Geography	F	A	23
2015	FC	GCSE	1/2	1	Geography	M	A	37
2015	FC	GCSE	1/2	1	Geography	F	Astar	20
2015	FC	GCSE	1/2	1	Geography	M	Astar	13
2016	FC	GCSE	1/2	1	Geography	M	U	<5
2016	FC	GCSE	1/2	1	Geography	F	G	<5
2016	FC	GCSE	1/2	1	Geography	M	G	<5
2016	FC	GCSE	1/2	1	Geography	F	F	<5
2016	FC	GCSE	1/2	1	Geography	M	F	<5
2016	FC	GCSE	1/2	1	Geography	F	E	<5
2016	FC	GCSE	1/2	1	Geography	M	E	7
2016	FC	GCSE	1/2	1	Geography	F	D	6
2016	FC	GCSE	1/2	1	Geography	M	D	30
2016	FC	GCSE	1/2	1	Geography	F	C	10
2016	FC	GCSE	1/2	1	Geography	M	C	29
2016	FC	GCSE	1/2	1	Geography	F	B	32
2016	FC	GCSE	1/2	1	Geography	M	B	42

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	FC	GCSE	1/2	1	Geography	F	A	32
2016	FC	GCSE	1/2	1	Geography	M	A	36
2016	FC	GCSE	1/2	1	Geography	F	Astar	21
2016	FC	GCSE	1/2	1	Geography	M	Astar	28
2017	FC	GCSE	1/2	1	Geography	M	U	<5
2017	FC	GCSE	1/2	1	Geography	F	G	<5
2017	FC	GCSE	1/2	1	Geography	M	G	<5
2017	FC	GCSE	1/2	1	Geography	F	F	<5
2017	FC	GCSE	1/2	1	Geography	M	F	8
2017	FC	GCSE	1/2	1	Geography	F	E	<5
2017	FC	GCSE	1/2	1	Geography	M	E	11
2017	FC	GCSE	1/2	1	Geography	F	D	11
2017	FC	GCSE	1/2	1	Geography	M	D	27
2017	FC	GCSE	1/2	1	Geography	F	C	10
2017	FC	GCSE	1/2	1	Geography	M	C	36
2017	FC	GCSE	1/2	1	Geography	F	B	25
2017	FC	GCSE	1/2	1	Geography	M	B	53
2017	FC	GCSE	1/2	1	Geography	F	A	22
2017	FC	GCSE	1/2	1	Geography	M	A	39
2017	FC	GCSE	1/2	1	Geography	F	Astar	29
2017	FC	GCSE	1/2	1	Geography	M	Astar	19
2018	FC	GCSE	1/2	1	Geography	F	E	<5
2018	FC	GCSE	1/2	1	Geography	F	D	<5
2018	FC	GCSE	1/2	1	Geography	F	C	<5
2018	FC	GCSE	1/2	1	Geography	F	B	<5
2018	FC	GCSE	1/2	1	Geography	F	A	17
2018	FC	GCSE	1/2	1	Geography	F	Astar	28
2014	FC	GCSE	1/2	1	German	F	D	<5
2014	FC	GCSE	1/2	1	German	F	C	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	FC	GCSE	1/2	1	German	F	B	<5
2014	FC	GCSE	1/2	1	German	F	A	<5
2015	FC	GCSE	1/2	1	German	F	C	<5
2015	FC	GCSE	1/2	1	German	F	B	<5
2015	FC	GCSE	1/2	1	German	F	A	8
2016	FC	GCSE	1/2	1	German	F	D	<5
2016	FC	GCSE	1/2	1	German	F	C	<5
2016	FC	GCSE	1/2	1	German	F	B	<5
2016	FC	GCSE	1/2	1	German	F	A	<5
2016	FC	GCSE	1/2	1	German	M	A	<5
2016	FC	GCSE	1/2	1	German	F	Astar	<5
2017	FC	GCSE	1/2	1	German	F	D	9
2017	FC	GCSE	1/2	1	German	F	C	<5
2017	FC	GCSE	1/2	1	German	F	B	11
2017	FC	GCSE	1/2	1	German	F	A	<5
2017	FC	GCSE	1/2	1	German	F	Astar	<5
2014	FC	GCSE	1/2	1	Graphic Design	M	U	<5
2014	FC	GCSE	1/2	1	Graphic Design	M	G	<5
2014	FC	GCSE	1/2	1	Graphic Design	M	F	<5
2014	FC	GCSE	1/2	1	Graphic Design	M	E	<5
2014	FC	GCSE	1/2	1	Graphic Design	M	D	<5
2014	FC	GCSE	1/2	1	Graphic Design	F	C	<5
2014	FC	GCSE	1/2	1	Graphic Design	M	C	<5
2014	FC	GCSE	1/2	1	Graphic Design	F	B	<5
2014	FC	GCSE	1/2	1	Graphic Design	M	B	13
2014	FC	GCSE	1/2	1	Graphic Design	F	A	<5
2014	FC	GCSE	1/2	1	Graphic Design	M	A	7
2014	FC	GCSE	1/2	1	Graphic Design	M	Astar	<5
2015	FC	GCSE	1/2	1	Graphic Design	M	U	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Graphic Design	M	G	<5
2015	FC	GCSE	1/2	1	Graphic Design	F	F	<5
2015	FC	GCSE	1/2	1	Graphic Design	M	F	8
2015	FC	GCSE	1/2	1	Graphic Design	M	E	7
2015	FC	GCSE	1/2	1	Graphic Design	F	D	<5
2015	FC	GCSE	1/2	1	Graphic Design	M	D	10
2015	FC	GCSE	1/2	1	Graphic Design	F	C	<5
2015	FC	GCSE	1/2	1	Graphic Design	M	C	11
2015	FC	GCSE	1/2	1	Graphic Design	F	B	<5
2015	FC	GCSE	1/2	1	Graphic Design	M	B	<5
2015	FC	GCSE	1/2	1	Graphic Design	F	A	<5
2015	FC	GCSE	1/2	1	Graphic Design	M	A	6
2015	FC	GCSE	1/2	1	Graphic Design	F	Astar	<5
2015	FC	GCSE	1/2	1	Graphic Design	M	Astar	<5
2016	FC	GCSE	1/2	1	Graphic Design	M	U	<5
2016	FC	GCSE	1/2	1	Graphic Design	M	G	<5
2016	FC	GCSE	1/2	1	Graphic Design	M	F	<5
2016	FC	GCSE	1/2	1	Graphic Design	F	E	<5
2016	FC	GCSE	1/2	1	Graphic Design	M	E	5
2016	FC	GCSE	1/2	1	Graphic Design	F	D	<5
2016	FC	GCSE	1/2	1	Graphic Design	M	D	11
2016	FC	GCSE	1/2	1	Graphic Design	F	C	6
2016	FC	GCSE	1/2	1	Graphic Design	M	C	11
2016	FC	GCSE	1/2	1	Graphic Design	F	B	<5
2016	FC	GCSE	1/2	1	Graphic Design	M	B	<5
2017	FC	GCSE	1/2	1	Graphic Design	M	G	<5
2017	FC	GCSE	1/2	1	Graphic Design	F	E	<5
2017	FC	GCSE	1/2	1	Graphic Design	M	E	<5
2017	FC	GCSE	1/2	1	Graphic Design	F	D	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	GCSE	1/2	1	Graphic Design	M	D	8
2017	FC	GCSE	1/2	1	Graphic Design	F	C	7
2017	FC	GCSE	1/2	1	Graphic Design	M	C	8
2017	FC	GCSE	1/2	1	Graphic Design	F	B	5
2017	FC	GCSE	1/2	1	Graphic Design	M	B	<5
2017	FC	GCSE	1/2	1	Graphic Design	M	A	<5
2018	FC	GCSE	1/2	1	Graphic Design	F	E	<5
2018	FC	GCSE	1/2	1	Graphic Design	M	D	5
2018	FC	GCSE	1/2	1	Graphic Design	F	C	5
2018	FC	GCSE	1/2	1	Graphic Design	M	C	10
2018	FC	GCSE	1/2	1	Graphic Design	F	B	<5
2018	FC	GCSE	1/2	1	Graphic Design	M	B	9
2018	FC	GCSE	1/2	1	Graphic Design	F	A	<5
2018	FC	GCSE	1/2	1	Graphic Design	M	A	<5
2018	FC	GCSE	1/2	1	Graphic Design	M	Astar	<5
2014	FC	GCSE	1/2	1	Health Studies	F	U	<5
2014	FC	GCSE	1/2	1	Health Studies	F	F	<5
2014	FC	GCSE	1/2	1	Health Studies	F	E	<5
2014	FC	GCSE	1/2	1	Health Studies	F	D	<5
2014	FC	GCSE	1/2	1	Health Studies	F	C	<5
2014	FC	GCSE	1/2	1	Health Studies	F	B	8
2014	FC	GCSE	1/2	1	Health Studies	F	A	5
2015	FC	GCSE	1/2	1	Health Studies	M	U	<5
2015	FC	GCSE	1/2	1	Health Studies	M	G	<5
2015	FC	GCSE	1/2	1	Health Studies	F	F	<5
2015	FC	GCSE	1/2	1	Health Studies	F	D	<5
2015	FC	GCSE	1/2	1	Health Studies	F	C	12
2015	FC	GCSE	1/2	1	Health Studies	F	B	18
2015	FC	GCSE	1/2	1	Health Studies	M	B	<5



Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Health Studies	F	A	<5
2016	FC	GCSE	1/2	1	Health Studies	F	D	<5
2016	FC	GCSE	1/2	1	Health Studies	M	D	<5
2016	FC	GCSE	1/2	1	Health Studies	M	C	<5
2016	FC	GCSE	1/2	1	Health Studies	F	B	<5
2017	FC	GCSE	1/2	1	Health Studies	F	D	<5
2017	FC	GCSE	1/2	1	Health Studies	F	C	<5
2017	FC	GCSE	1/2	1	Health Studies	F	B	6
2018	FC	GCSE	1/2	1	Health Studies	F	E	<5
2018	FC	GCSE	1/2	1	Health Studies	F	D	<5
2018	FC	GCSE	1/2	1	Health Studies	F	C	6
2018	FC	GCSE	1/2	1	Health Studies	F	B	<5
2018	FC	GCSE	1/2	1	Health Studies	M	B	<5
2014	FC	GCSE	1/2	1	History	M	U	<5
2014	FC	GCSE	1/2	1	History	M	G	<5
2014	FC	GCSE	1/2	1	History	F	F	<5
2014	FC	GCSE	1/2	1	History	M	F	8
2014	FC	GCSE	1/2	1	History	F	E	9
2014	FC	GCSE	1/2	1	History	M	E	24
2014	FC	GCSE	1/2	1	History	F	D	16
2014	FC	GCSE	1/2	1	History	M	D	30
2014	FC	GCSE	1/2	1	History	F	C	29
2014	FC	GCSE	1/2	1	History	M	C	41
2014	FC	GCSE	1/2	1	History	F	B	46
2014	FC	GCSE	1/2	1	History	M	B	45
2014	FC	GCSE	1/2	1	History	F	A	49
2014	FC	GCSE	1/2	1	History	M	A	47
2014	FC	GCSE	1/2	1	History	F	Astar	38
2014	FC	GCSE	1/2	1	History	M	Astar	12

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	History	F	U	<5
2015	FC	GCSE	1/2	1	History	M	U	<5
2015	FC	GCSE	1/2	1	History	M	X	<5
2015	FC	GCSE	1/2	1	History	F	G	<5
2015	FC	GCSE	1/2	1	History	M	G	5
2015	FC	GCSE	1/2	1	History	F	F	<5
2015	FC	GCSE	1/2	1	History	M	F	8
2015	FC	GCSE	1/2	1	History	F	E	9
2015	FC	GCSE	1/2	1	History	M	E	17
2015	FC	GCSE	1/2	1	History	F	D	17
2015	FC	GCSE	1/2	1	History	M	D	24
2015	FC	GCSE	1/2	1	History	F	C	32
2015	FC	GCSE	1/2	1	History	M	C	39
2015	FC	GCSE	1/2	1	History	F	B	35
2015	FC	GCSE	1/2	1	History	M	B	57
2015	FC	GCSE	1/2	1	History	F	A	59
2015	FC	GCSE	1/2	1	History	M	A	48
2015	FC	GCSE	1/2	1	History	F	Astar	35
2015	FC	GCSE	1/2	1	History	M	Astar	12
2016	FC	GCSE	1/2	1	History	F	U	<5
2016	FC	GCSE	1/2	1	History	M	U	<5
2016	FC	GCSE	1/2	1	History	F	X	<5
2016	FC	GCSE	1/2	1	History	F	G	<5
2016	FC	GCSE	1/2	1	History	M	G	5
2016	FC	GCSE	1/2	1	History	F	F	<5
2016	FC	GCSE	1/2	1	History	M	F	8
2016	FC	GCSE	1/2	1	History	F	E	<5
2016	FC	GCSE	1/2	1	History	M	E	17
2016	FC	GCSE	1/2	1	History	F	D	13

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	FC	GCSE	1/2	1	History	M	D	27
2016	FC	GCSE	1/2	1	History	F	C	24
2016	FC	GCSE	1/2	1	History	M	C	46
2016	FC	GCSE	1/2	1	History	F	B	41
2016	FC	GCSE	1/2	1	History	M	B	52
2016	FC	GCSE	1/2	1	History	F	A	57
2016	FC	GCSE	1/2	1	History	M	A	39
2016	FC	GCSE	1/2	1	History	F	Astar	45
2016	FC	GCSE	1/2	1	History	M	Astar	18
2017	FC	GCSE	1/2	1	History	M	U	<5
2017	FC	GCSE	1/2	1	History	M	G	5
2017	FC	GCSE	1/2	1	History	F	F	<5
2017	FC	GCSE	1/2	1	History	M	F	6
2017	FC	GCSE	1/2	1	History	F	E	11
2017	FC	GCSE	1/2	1	History	M	E	16
2017	FC	GCSE	1/2	1	History	F	D	12
2017	FC	GCSE	1/2	1	History	M	D	31
2017	FC	GCSE	1/2	1	History	F	C	15
2017	FC	GCSE	1/2	1	History	M	C	34
2017	FC	GCSE	1/2	1	History	F	B	27
2017	FC	GCSE	1/2	1	History	M	B	38
2017	FC	GCSE	1/2	1	History	F	A	39
2017	FC	GCSE	1/2	1	History	M	A	42
2017	FC	GCSE	1/2	1	History	F	Astar	46
2017	FC	GCSE	1/2	1	History	M	Astar	16
2014	FC	GCSE	1/2	1	Hospitality/Catering Studies	F	U	<5
2014	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	F	<5
2014	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	E	<5
2014	FC	GCSE	1/2	1	Hospitality/Catering Studies	F	D	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	D	<5
2014	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	C	<5
2014	FC	GCSE	1/2	1	Hospitality/Catering Studies	F	B	<5
2014	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	B	<5
2015	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	G	<5
2015	FC	GCSE	1/2	1	Hospitality/Catering Studies	F	F	<5
2015	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	F	<5
2015	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	E	<5
2015	FC	GCSE	1/2	1	Hospitality/Catering Studies	F	D	<5
2015	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	D	<5
2015	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	C	5
2015	FC	GCSE	1/2	1	Hospitality/Catering Studies	F	B	<5
2015	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	B	<5
2016	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	F	<5
2016	FC	GCSE	1/2	1	Hospitality/Catering Studies	F	E	<5
2016	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	E	5
2016	FC	GCSE	1/2	1	Hospitality/Catering Studies	F	D	<5
2016	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	D	<5
2016	FC	GCSE	1/2	1	Hospitality/Catering Studies	F	C	<5
2016	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	C	<5
2016	FC	GCSE	1/2	1	Hospitality/Catering Studies	F	B	<5
2016	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	B	<5
2017	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	U	<5
2017	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	G	<5
2017	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	F	<5
2017	FC	GCSE	1/2	1	Hospitality/Catering Studies	F	E	<5
2017	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	E	<5
2017	FC	GCSE	1/2	1	Hospitality/Catering Studies	F	D	<5
2017	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	D	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	C	<5
2017	FC	GCSE	1/2	1	Hospitality/Catering Studies	M	B	<5
2014	FC	GCSE	1/2	1	IT	F	G	<5
2014	FC	GCSE	1/2	1	IT	M	G	<5
2014	FC	GCSE	1/2	1	IT	F	F	<5
2014	FC	GCSE	1/2	1	IT	M	F	6
2014	FC	GCSE	1/2	1	IT	M	E	16
2014	FC	GCSE	1/2	1	IT	F	D	5
2014	FC	GCSE	1/2	1	IT	M	D	31
2014	FC	GCSE	1/2	1	IT	F	C	9
2014	FC	GCSE	1/2	1	IT	M	C	36
2014	FC	GCSE	1/2	1	IT	F	B	14
2014	FC	GCSE	1/2	1	IT	M	B	45
2014	FC	GCSE	1/2	1	IT	F	A	14
2014	FC	GCSE	1/2	1	IT	M	A	26
2014	FC	GCSE	1/2	1	IT	M	Astar	<5
2015	FC	GCSE	1/2	1	IT	F	G	<5
2015	FC	GCSE	1/2	1	IT	M	G	<5
2015	FC	GCSE	1/2	1	IT	F	F	<5
2015	FC	GCSE	1/2	1	IT	M	F	5
2015	FC	GCSE	1/2	1	IT	F	E	5
2015	FC	GCSE	1/2	1	IT	M	E	11
2015	FC	GCSE	1/2	1	IT	F	D	9
2015	FC	GCSE	1/2	1	IT	M	D	22
2015	FC	GCSE	1/2	1	IT	F	C	23
2015	FC	GCSE	1/2	1	IT	M	C	34
2015	FC	GCSE	1/2	1	IT	F	B	25
2015	FC	GCSE	1/2	1	IT	M	B	24
2015	FC	GCSE	1/2	1	IT	F	A	30

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	IT	M	A	24
2015	FC	GCSE	1/2	1	IT	F	Astar	10
2015	FC	GCSE	1/2	1	IT	M	Astar	<5
2016	FC	GCSE	1/2	1	IT	F	U	<5
2016	FC	GCSE	1/2	1	IT	M	G	<5
2016	FC	GCSE	1/2	1	IT	F	F	<5
2016	FC	GCSE	1/2	1	IT	M	F	<5
2016	FC	GCSE	1/2	1	IT	F	E	<5
2016	FC	GCSE	1/2	1	IT	M	E	14
2016	FC	GCSE	1/2	1	IT	F	D	6
2016	FC	GCSE	1/2	1	IT	M	D	21
2016	FC	GCSE	1/2	1	IT	F	C	<5
2016	FC	GCSE	1/2	1	IT	M	C	29
2016	FC	GCSE	1/2	1	IT	F	B	<5
2016	FC	GCSE	1/2	1	IT	M	B	38
2016	FC	GCSE	1/2	1	IT	F	A	5
2016	FC	GCSE	1/2	1	IT	M	A	15
2016	FC	GCSE	1/2	1	IT	F	Astar	6
2016	FC	GCSE	1/2	1	IT	M	Astar	6
2014	FC	GCSE	1/2	1	Italian	F	E	<5
2014	FC	GCSE	1/2	1	Italian	F	B	<5
2014	FC	GCSE	1/2	1	Italian	F	A	10
2014	FC	GCSE	1/2	1	Italian	M	A	<5
2014	FC	GCSE	1/2	1	Italian	F	Astar	19
2015	FC	GCSE	1/2	1	Italian	M	C	<5
2015	FC	GCSE	1/2	1	Italian	F	B	<5
2015	FC	GCSE	1/2	1	Italian	F	A	7
2015	FC	GCSE	1/2	1	Italian	F	Astar	13
2015	FC	GCSE	1/2	1	Italian	M	Astar	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	FC	GCSE	1/2	1	Italian	F	C	<5
2016	FC	GCSE	1/2	1	Italian	F	B	6
2016	FC	GCSE	1/2	1	Italian	M	B	<5
2016	FC	GCSE	1/2	1	Italian	F	A	6
2016	FC	GCSE	1/2	1	Italian	M	A	<5
2016	FC	GCSE	1/2	1	Italian	F	Astar	14
2017	FC	GCSE	1/2	1	Italian	F	D	<5
2017	FC	GCSE	1/2	1	Italian	F	C	<5
2017	FC	GCSE	1/2	1	Italian	M	C	<5
2017	FC	GCSE	1/2	1	Italian	F	B	<5
2017	FC	GCSE	1/2	1	Italian	F	A	5
2017	FC	GCSE	1/2	1	Italian	F	Astar	9
2018	FC	GCSE	1/2	1	Italian	F	B	<5
2018	FC	GCSE	1/2	1	Italian	M	B	<5
2018	FC	GCSE	1/2	1	Italian	F	A	9
2018	FC	GCSE	1/2	1	Italian	M	A	<5
2018	FC	GCSE	1/2	1	Italian	F	Astar	8
2018	FC	GCSE	1/2	1	Italian	M	Astar	<5
2018	FC	GCSE	1/2	1	Latin	F	Astar	<5
2014	FC	GCSE	1/2	1	Law/Legal Studies	F	U	<5
2014	FC	GCSE	1/2	1	Law/Legal Studies	F	G	<5
2014	FC	GCSE	1/2	1	Law/Legal Studies	F	E	<5
2014	FC	GCSE	1/2	1	Law/Legal Studies	M	E	<5
2014	FC	GCSE	1/2	1	Law/Legal Studies	F	D	<5
2014	FC	GCSE	1/2	1	Law/Legal Studies	M	D	<5
2014	FC	GCSE	1/2	1	Law/Legal Studies	F	C	<5
2014	FC	GCSE	1/2	1	Law/Legal Studies	F	B	<5
2015	FC	GCSE	1/2	1	Law/Legal Studies	M	U	<5
2015	FC	GCSE	1/2	1	Law/Legal Studies	M	G	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Law/Legal Studies	M	F	<5
2015	FC	GCSE	1/2	1	Law/Legal Studies	F	E	<5
2015	FC	GCSE	1/2	1	Law/Legal Studies	M	E	<5
2015	FC	GCSE	1/2	1	Law/Legal Studies	F	D	<5
2015	FC	GCSE	1/2	1	Law/Legal Studies	M	D	<5
2015	FC	GCSE	1/2	1	Law/Legal Studies	F	C	6
2015	FC	GCSE	1/2	1	Law/Legal Studies	M	C	<5
2015	FC	GCSE	1/2	1	Law/Legal Studies	F	B	<5
2014	FC	GCSE	1/2	1	Learning Theory	F	G	<5
2014	FC	GCSE	1/2	1	Learning Theory	F	F	12
2014	FC	GCSE	1/2	1	Learning Theory	F	E	14
2014	FC	GCSE	1/2	1	Learning Theory	M	E	<5
2014	FC	GCSE	1/2	1	Learning Theory	F	D	23
2014	FC	GCSE	1/2	1	Learning Theory	F	C	15
2014	FC	GCSE	1/2	1	Learning Theory	F	B	10
2014	FC	GCSE	1/2	1	Learning Theory	M	B	<5
2015	FC	GCSE	1/2	1	Learning theory	F	U	<5
2015	FC	GCSE	1/2	1	Learning theory	F	G	<5
2015	FC	GCSE	1/2	1	Learning theory	F	F	11
2015	FC	GCSE	1/2	1	Learning theory	F	E	8
2015	FC	GCSE	1/2	1	Learning theory	F	D	11
2015	FC	GCSE	1/2	1	Learning theory	M	D	<5
2015	FC	GCSE	1/2	1	Learning theory	F	C	18
2015	FC	GCSE	1/2	1	Learning theory	F	B	11
2015	FC	GCSE	1/2	1	Learning theory	F	A	<5
2016	FC	GCSE	1/2	1	Learning theory	F	F	5
2016	FC	GCSE	1/2	1	Learning theory	M	F	<5
2016	FC	GCSE	1/2	1	Learning theory	F	E	10
2016	FC	GCSE	1/2	1	Learning theory	F	D	15



Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	FC	GCSE	1/2	1	Learning theory	F	C	19
2016	FC	GCSE	1/2	1	Learning theory	M	C	<5
2016	FC	GCSE	1/2	1	Learning theory	F	B	8
2016	FC	GCSE	1/2	1	Learning theory	F	A	<5
2017	FC	GCSE	1/2	1	Learning theory	F	U	<5
2017	FC	GCSE	1/2	1	Learning theory	M	U	<5
2017	FC	GCSE	1/2	1	Learning theory	F	G	<5
2017	FC	GCSE	1/2	1	Learning theory	F	F	10
2017	FC	GCSE	1/2	1	Learning theory	F	E	14
2017	FC	GCSE	1/2	1	Learning theory	F	D	17
2017	FC	GCSE	1/2	1	Learning theory	F	C	13
2017	FC	GCSE	1/2	1	Learning theory	F	B	11
2017	FC	GCSE	1/2	1	Learning theory	F	A	5
2018	FC	GCSE	1/2	1	Learning theory	F	G	<5
2018	FC	GCSE	1/2	1	Learning theory	F	F	9
2018	FC	GCSE	1/2	1	Learning theory	M	F	<5
2018	FC	GCSE	1/2	1	Learning theory	F	E	9
2018	FC	GCSE	1/2	1	Learning theory	F	D	17
2018	FC	GCSE	1/2	1	Learning theory	F	C	19
2018	FC	GCSE	1/2	1	Learning theory	F	B	15
2018	FC	GCSE	1/2	1	Learning theory	F	A	8
2018	FC	GCSE	1/2	1	Learning theory	F	Astar	<5
2014	FC	GCSE	1/2	1	Maths (General)	M	Q	<5
2014	FC	GCSE	1/2	1	Maths (General)	F	U	<5
2014	FC	GCSE	1/2	1	Maths (General)	M	U	<5
2014	FC	GCSE	1/2	1	Maths (General)	F	X	<5
2014	FC	GCSE	1/2	1	Maths (General)	M	X	<5
2014	FC	GCSE	1/2	1	Maths (General)	F	G	<5
2014	FC	GCSE	1/2	1	Maths (General)	M	G	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	FC	GCSE	1/2	1	Maths (General)	F	F	18
2014	FC	GCSE	1/2	1	Maths (General)	M	F	15
2014	FC	GCSE	1/2	1	Maths (General)	F	E	34
2014	FC	GCSE	1/2	1	Maths (General)	M	E	35
2014	FC	GCSE	1/2	1	Maths (General)	F	D	65
2014	FC	GCSE	1/2	1	Maths (General)	M	D	74
2014	FC	GCSE	1/2	1	Maths (General)	F	C	143
2014	FC	GCSE	1/2	1	Maths (General)	M	C	167
2014	FC	GCSE	1/2	1	Maths (General)	F	B	73
2014	FC	GCSE	1/2	1	Maths (General)	M	B	78
2014	FC	GCSE	1/2	1	Maths (General)	F	A	31
2014	FC	GCSE	1/2	1	Maths (General)	M	A	44
2014	FC	GCSE	1/2	1	Maths (General)	F	Astar	30
2014	FC	GCSE	1/2	1	Maths (General)	M	Astar	14
2015	FC	GCSE	1/2	1	Maths (General)	F	U	<5
2015	FC	GCSE	1/2	1	Maths (General)	M	U	<5
2015	FC	GCSE	1/2	1	Maths (General)	F	X	<5
2015	FC	GCSE	1/2	1	Maths (General)	M	X	<5
2015	FC	GCSE	1/2	1	Maths (General)	F	G	12
2015	FC	GCSE	1/2	1	Maths (General)	M	G	10
2015	FC	GCSE	1/2	1	Maths (General)	F	F	20
2015	FC	GCSE	1/2	1	Maths (General)	M	F	26
2015	FC	GCSE	1/2	1	Maths (General)	F	E	24
2015	FC	GCSE	1/2	1	Maths (General)	M	E	29
2015	FC	GCSE	1/2	1	Maths (General)	F	D	49
2015	FC	GCSE	1/2	1	Maths (General)	M	D	57
2015	FC	GCSE	1/2	1	Maths (General)	F	C	144
2015	FC	GCSE	1/2	1	Maths (General)	M	C	160
2015	FC	GCSE	1/2	1	Maths (General)	F	B	69

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Maths (General)	M	B	73
2015	FC	GCSE	1/2	1	Maths (General)	F	A	38
2015	FC	GCSE	1/2	1	Maths (General)	M	A	52
2015	FC	GCSE	1/2	1	Maths (General)	F	Astar	35
2015	FC	GCSE	1/2	1	Maths (General)	M	Astar	34
2016	FC	GCSE	1/2	1	Maths (General)	F	U	5
2016	FC	GCSE	1/2	1	Maths (General)	M	U	5
2016	FC	GCSE	1/2	1	Maths (General)	F	X	<5
2016	FC	GCSE	1/2	1	Maths (General)	F	G	7
2016	FC	GCSE	1/2	1	Maths (General)	M	G	<5
2016	FC	GCSE	1/2	1	Maths (General)	F	F	15
2016	FC	GCSE	1/2	1	Maths (General)	M	F	23
2016	FC	GCSE	1/2	1	Maths (General)	F	E	29
2016	FC	GCSE	1/2	1	Maths (General)	M	E	28
2016	FC	GCSE	1/2	1	Maths (General)	F	D	58
2016	FC	GCSE	1/2	1	Maths (General)	M	D	57
2016	FC	GCSE	1/2	1	Maths (General)	F	C	115
2016	FC	GCSE	1/2	1	Maths (General)	M	C	154
2016	FC	GCSE	1/2	1	Maths (General)	F	B	71
2016	FC	GCSE	1/2	1	Maths (General)	M	B	65
2016	FC	GCSE	1/2	1	Maths (General)	F	A	52
2016	FC	GCSE	1/2	1	Maths (General)	M	A	53
2016	FC	GCSE	1/2	1	Maths (General)	F	Astar	37
2016	FC	GCSE	1/2	1	Maths (General)	M	Astar	23
2017	FC	GCSE	1/2	1	Maths (General)	F	G	6
2017	FC	GCSE	1/2	1	Maths (General)	M	G	5
2017	FC	GCSE	1/2	1	Maths (General)	F	F	<5
2017	FC	GCSE	1/2	1	Maths (General)	M	F	<5
2017	FC	GCSE	1/2	1	Maths (General)	F	E	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	GCSE	1/2	1	Maths (General)	M	E	<5
2017	FC	GCSE	1/2	1	Maths (General)	F	D	10
2017	FC	GCSE	1/2	1	Maths (General)	M	D	<5
2017	FC	GCSE	1/2	1	Maths (General)	F	C	16
2017	FC	GCSE	1/2	1	Maths (General)	M	C	17
2017	FC	GCSE	1/2	1	Maths (General)	F	B	8
2017	FC	GCSE	1/2	1	Maths (General)	M	B	7
2017	FC	GCSE	1/2	1	Maths (General)	F	A	<5
2017	FC	GCSE	1/2	1	Maths (General)	M	A	<5
2017	FC	GCSE	1/2	1	Maths (General)	F	Astar	<5
2018	FC	GCSE	1/2	1	Maths (General)	F	G	<5
2018	FC	GCSE	1/2	1	Maths (General)	M	G	<5
2018	FC	GCSE	1/2	1	Maths (General)	F	F	<5
2018	FC	GCSE	1/2	1	Maths (General)	M	F	8
2018	FC	GCSE	1/2	1	Maths (General)	F	E	8
2018	FC	GCSE	1/2	1	Maths (General)	M	E	7
2018	FC	GCSE	1/2	1	Maths (General)	F	D	11
2018	FC	GCSE	1/2	1	Maths (General)	M	D	17
2018	FC	GCSE	1/2	1	Maths (General)	F	C	25
2018	FC	GCSE	1/2	1	Maths (General)	M	C	31
2018	FC	GCSE	1/2	1	Maths (General)	F	B	<5
2018	FC	GCSE	1/2	1	Maths (General)	M	B	<5
2018	FC	GCSE	1/2	1	Maths (General)	F	A	<5
2018	FC	GCSE	1/2	1	Maths (General)	M	A	<5
2018	FC	GCSE	1/2	1	Maths (General)	F	Astar	<5
2014	FC	GCSE	1/2	1	Media Studies	F	E	<5
2014	FC	GCSE	1/2	1	Media Studies	M	E	<5
2014	FC	GCSE	1/2	1	Media Studies	F	D	<5
2014	FC	GCSE	1/2	1	Media Studies	M	D	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	FC	GCSE	1/2	1	Media Studies	F	C	<5
2014	FC	GCSE	1/2	1	Media Studies	M	C	7
2014	FC	GCSE	1/2	1	Media Studies	F	B	<5
2014	FC	GCSE	1/2	1	Media Studies	M	B	7
2014	FC	GCSE	1/2	1	Media Studies	F	A	6
2014	FC	GCSE	1/2	1	Media Studies	M	A	<5
2015	FC	GCSE	1/2	1	Media Studies	M	G	<5
2015	FC	GCSE	1/2	1	Media Studies	F	F	<5
2015	FC	GCSE	1/2	1	Media Studies	M	F	<5
2015	FC	GCSE	1/2	1	Media Studies	F	E	<5
2015	FC	GCSE	1/2	1	Media Studies	M	E	6
2015	FC	GCSE	1/2	1	Media Studies	F	D	10
2015	FC	GCSE	1/2	1	Media Studies	M	D	<5
2015	FC	GCSE	1/2	1	Media Studies	F	C	8
2015	FC	GCSE	1/2	1	Media Studies	M	C	<5
2015	FC	GCSE	1/2	1	Media Studies	F	B	<5
2015	FC	GCSE	1/2	1	Media Studies	M	B	<5
2015	FC	GCSE	1/2	1	Media Studies	F	A	<5
2015	FC	GCSE	1/2	1	Media Studies	M	A	<5
2015	FC	GCSE	1/2	1	Media Studies	F	Astar	<5
2016	FC	GCSE	1/2	1	Media Studies	M	F	<5
2016	FC	GCSE	1/2	1	Media Studies	M	E	<5
2016	FC	GCSE	1/2	1	Media Studies	F	D	<5
2016	FC	GCSE	1/2	1	Media Studies	M	D	<5
2016	FC	GCSE	1/2	1	Media Studies	F	C	<5
2016	FC	GCSE	1/2	1	Media Studies	M	C	6
2016	FC	GCSE	1/2	1	Media Studies	F	B	10
2016	FC	GCSE	1/2	1	Media Studies	M	B	<5
2016	FC	GCSE	1/2	1	Media Studies	F	A	22

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	FC	GCSE	1/2	1	Media Studies	M	A	<5
2016	FC	GCSE	1/2	1	Media Studies	F	Astar	8
2017	FC	GCSE	1/2	1	Media Studies	F	E	<5
2017	FC	GCSE	1/2	1	Media Studies	M	E	<5
2017	FC	GCSE	1/2	1	Media Studies	F	D	<5
2017	FC	GCSE	1/2	1	Media Studies	M	D	5
2017	FC	GCSE	1/2	1	Media Studies	F	C	17
2017	FC	GCSE	1/2	1	Media Studies	M	C	7
2017	FC	GCSE	1/2	1	Media Studies	F	B	27
2017	FC	GCSE	1/2	1	Media Studies	F	A	25
2017	FC	GCSE	1/2	1	Media Studies	F	Astar	12
2018	FC	GCSE	1/2	1	Media Studies	M	E	<5
2018	FC	GCSE	1/2	1	Media Studies	F	D	<5
2018	FC	GCSE	1/2	1	Media Studies	M	D	<5
2018	FC	GCSE	1/2	1	Media Studies	M	C	<5
2018	FC	GCSE	1/2	1	Media Studies	F	B	<5
2018	FC	GCSE	1/2	1	Media Studies	F	A	<5
2014	FC	GCSE	1/2	1	Method in Maths	F	F	<5
2014	FC	GCSE	1/2	1	Method in Maths	F	D	<5
2014	FC	GCSE	1/2	1	Method in Maths	M	D	<5
2014	FC	GCSE	1/2	1	Method in Maths	F	C	16
2014	FC	GCSE	1/2	1	Method in Maths	M	C	8
2014	FC	GCSE	1/2	1	Method in Maths	F	B	15
2014	FC	GCSE	1/2	1	Method in Maths	M	B	8
2014	FC	GCSE	1/2	1	Method in Maths	F	A	<5
2014	FC	GCSE	1/2	1	Method in Maths	M	A	<5
2014	FC	GCSE	1/2	1	Method in Maths	M	Astar	<5
2015	FC	GCSE	1/2	1	Method in Maths	M	X	<5
2015	FC	GCSE	1/2	1	Method in Maths	F	D	6

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Method in Maths	M	D	<5
2015	FC	GCSE	1/2	1	Method in Maths	F	C	26
2015	FC	GCSE	1/2	1	Method in Maths	M	C	21
2015	FC	GCSE	1/2	1	Method in Maths	F	B	29
2015	FC	GCSE	1/2	1	Method in Maths	M	B	30
2015	FC	GCSE	1/2	1	Method in Maths	F	A	15
2015	FC	GCSE	1/2	1	Method in Maths	M	A	14
2015	FC	GCSE	1/2	1	Method in Maths	F	Astar	<5
2015	FC	GCSE	1/2	1	Method in Maths	M	Astar	<5
2016	FC	GCSE	1/2	1	Method in Maths	M	X	<5
2016	FC	GCSE	1/2	1	Method in Maths	F	D	<5
2016	FC	GCSE	1/2	1	Method in Maths	F	C	21
2016	FC	GCSE	1/2	1	Method in Maths	M	C	18
2016	FC	GCSE	1/2	1	Method in Maths	F	B	26
2016	FC	GCSE	1/2	1	Method in Maths	M	B	25
2016	FC	GCSE	1/2	1	Method in Maths	F	A	29
2016	FC	GCSE	1/2	1	Method in Maths	M	A	18
2016	FC	GCSE	1/2	1	Method in Maths	F	Astar	<5
2016	FC	GCSE	1/2	1	Method in Maths	M	Astar	8
2014	FC	GCSE	1/2	1	Music Studies (General)	F	F	<5
2014	FC	GCSE	1/2	1	Music Studies (General)	M	F	<5
2014	FC	GCSE	1/2	1	Music Studies (General)	F	E	<5
2014	FC	GCSE	1/2	1	Music Studies (General)	M	E	<5
2014	FC	GCSE	1/2	1	Music Studies (General)	F	D	<5
2014	FC	GCSE	1/2	1	Music Studies (General)	M	D	7
2014	FC	GCSE	1/2	1	Music Studies (General)	F	C	10
2014	FC	GCSE	1/2	1	Music Studies (General)	M	C	7
2014	FC	GCSE	1/2	1	Music Studies (General)	F	B	17
2014	FC	GCSE	1/2	1	Music Studies (General)	M	B	12

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	FC	GCSE	1/2	1	Music Studies (General)	F	A	8
2014	FC	GCSE	1/2	1	Music Studies (General)	M	A	5
2014	FC	GCSE	1/2	1	Music Studies (General)	F	Astar	5
2014	FC	GCSE	1/2	1	Music Studies (General)	M	Astar	<5
2015	FC	GCSE	1/2	1	Music Studies (General)	M	U	<5
2015	FC	GCSE	1/2	1	Music Studies (General)	M	X	<5
2015	FC	GCSE	1/2	1	Music Studies (General)	M	G	<5
2015	FC	GCSE	1/2	1	Music Studies (General)	F	F	<5
2015	FC	GCSE	1/2	1	Music Studies (General)	M	E	5
2015	FC	GCSE	1/2	1	Music Studies (General)	F	D	<5
2015	FC	GCSE	1/2	1	Music Studies (General)	M	D	10
2015	FC	GCSE	1/2	1	Music Studies (General)	F	C	6
2015	FC	GCSE	1/2	1	Music Studies (General)	M	C	12
2015	FC	GCSE	1/2	1	Music Studies (General)	F	B	14
2015	FC	GCSE	1/2	1	Music Studies (General)	M	B	9
2015	FC	GCSE	1/2	1	Music Studies (General)	F	A	12
2015	FC	GCSE	1/2	1	Music Studies (General)	M	A	13
2015	FC	GCSE	1/2	1	Music Studies (General)	F	Astar	<5
2016	FC	GCSE	1/2	1	Music Studies (General)	F	G	<5
2016	FC	GCSE	1/2	1	Music Studies (General)	M	G	<5
2016	FC	GCSE	1/2	1	Music Studies (General)	F	D	<5
2016	FC	GCSE	1/2	1	Music Studies (General)	M	D	5
2016	FC	GCSE	1/2	1	Music Studies (General)	F	C	<5
2016	FC	GCSE	1/2	1	Music Studies (General)	M	C	11
2016	FC	GCSE	1/2	1	Music Studies (General)	F	B	9
2016	FC	GCSE	1/2	1	Music Studies (General)	M	B	11
2016	FC	GCSE	1/2	1	Music Studies (General)	F	A	24
2016	FC	GCSE	1/2	1	Music Studies (General)	M	A	<5
2016	FC	GCSE	1/2	1	Music Studies (General)	F	Astar	5



Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	FC	GCSE	1/2	1	Music Studies (General)	M	Astar	<5
2017	FC	GCSE	1/2	1	Music Studies (General)	M	G	<5
2017	FC	GCSE	1/2	1	Music Studies (General)	F	F	<5
2017	FC	GCSE	1/2	1	Music Studies (General)	M	F	<5
2017	FC	GCSE	1/2	1	Music Studies (General)	F	E	<5
2017	FC	GCSE	1/2	1	Music Studies (General)	M	E	9
2017	FC	GCSE	1/2	1	Music Studies (General)	F	D	<5
2017	FC	GCSE	1/2	1	Music Studies (General)	M	D	8
2017	FC	GCSE	1/2	1	Music Studies (General)	F	C	9
2017	FC	GCSE	1/2	1	Music Studies (General)	M	C	11
2017	FC	GCSE	1/2	1	Music Studies (General)	F	B	15
2017	FC	GCSE	1/2	1	Music Studies (General)	M	B	8
2017	FC	GCSE	1/2	1	Music Studies (General)	F	A	11
2017	FC	GCSE	1/2	1	Music Studies (General)	M	A	<5
2017	FC	GCSE	1/2	1	Music Studies (General)	F	Astar	9
2017	FC	GCSE	1/2	1	Music Studies (General)	M	Astar	<5
2014	FC	GCSE	1/2	1	Photography	F	A	<5
2015	FC	GCSE	1/2	1	Photography	M	E	<5
2015	FC	GCSE	1/2	1	Photography	M	D	<5
2015	FC	GCSE	1/2	1	Photography	F	C	5
2015	FC	GCSE	1/2	1	Photography	M	C	6
2015	FC	GCSE	1/2	1	Photography	F	B	<5
2015	FC	GCSE	1/2	1	Photography	M	B	<5
2015	FC	GCSE	1/2	1	Photography	F	A	<5
2015	FC	GCSE	1/2	1	Photography	M	A	<5
2015	FC	GCSE	1/2	1	Photography	F	Astar	<5
2016	FC	GCSE	1/2	1	Photography	M	F	<5
2016	FC	GCSE	1/2	1	Photography	F	E	<5
2016	FC	GCSE	1/2	1	Photography	M	E	9

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	FC	GCSE	1/2	1	Photography	F	D	<5
2016	FC	GCSE	1/2	1	Photography	M	D	<5
2016	FC	GCSE	1/2	1	Photography	F	C	6
2016	FC	GCSE	1/2	1	Photography	M	C	15
2016	FC	GCSE	1/2	1	Photography	F	B	16
2016	FC	GCSE	1/2	1	Photography	M	B	8
2016	FC	GCSE	1/2	1	Photography	F	A	13
2016	FC	GCSE	1/2	1	Photography	M	A	5
2016	FC	GCSE	1/2	1	Photography	F	Astar	11
2016	FC	GCSE	1/2	1	Photography	M	Astar	5
2017	FC	GCSE	1/2	1	Photography	F	E	<5
2017	FC	GCSE	1/2	1	Photography	M	E	<5
2017	FC	GCSE	1/2	1	Photography	F	D	8
2017	FC	GCSE	1/2	1	Photography	M	D	9
2017	FC	GCSE	1/2	1	Photography	F	C	16
2017	FC	GCSE	1/2	1	Photography	M	C	16
2017	FC	GCSE	1/2	1	Photography	F	B	20
2017	FC	GCSE	1/2	1	Photography	M	B	9
2017	FC	GCSE	1/2	1	Photography	F	A	15
2017	FC	GCSE	1/2	1	Photography	M	A	<5
2017	FC	GCSE	1/2	1	Photography	F	Astar	11
2017	FC	GCSE	1/2	1	Photography	M	Astar	7
2014	FC	GCSE	1/2	1	Physics (General)	M	Q	<5
2014	FC	GCSE	1/2	1	Physics (General)	M	F	<5
2014	FC	GCSE	1/2	1	Physics (General)	F	E	<5
2014	FC	GCSE	1/2	1	Physics (General)	M	E	<5
2014	FC	GCSE	1/2	1	Physics (General)	F	D	12
2014	FC	GCSE	1/2	1	Physics (General)	M	D	19
2014	FC	GCSE	1/2	1	Physics (General)	F	C	37

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	FC	GCSE	1/2	1	Physics (General)	M	C	51
2014	FC	GCSE	1/2	1	Physics (General)	F	B	52
2014	FC	GCSE	1/2	1	Physics (General)	M	B	36
2014	FC	GCSE	1/2	1	Physics (General)	F	A	59
2014	FC	GCSE	1/2	1	Physics (General)	M	A	41
2014	FC	GCSE	1/2	1	Physics (General)	F	Astar	28
2014	FC	GCSE	1/2	1	Physics (General)	M	Astar	22
2015	FC	GCSE	1/2	1	Physics (General)	F	G	<5
2015	FC	GCSE	1/2	1	Physics (General)	F	E	<5
2015	FC	GCSE	1/2	1	Physics (General)	M	E	<5
2015	FC	GCSE	1/2	1	Physics (General)	F	D	8
2015	FC	GCSE	1/2	1	Physics (General)	M	D	10
2015	FC	GCSE	1/2	1	Physics (General)	F	C	38
2015	FC	GCSE	1/2	1	Physics (General)	M	C	27
2015	FC	GCSE	1/2	1	Physics (General)	F	B	51
2015	FC	GCSE	1/2	1	Physics (General)	M	B	48
2015	FC	GCSE	1/2	1	Physics (General)	F	A	38
2015	FC	GCSE	1/2	1	Physics (General)	M	A	50
2015	FC	GCSE	1/2	1	Physics (General)	F	Astar	37
2015	FC	GCSE	1/2	1	Physics (General)	M	Astar	33
2016	FC	GCSE	1/2	1	Physics (General)	F	E	<5
2016	FC	GCSE	1/2	1	Physics (General)	M	E	<5
2016	FC	GCSE	1/2	1	Physics (General)	F	D	7
2016	FC	GCSE	1/2	1	Physics (General)	M	D	9
2016	FC	GCSE	1/2	1	Physics (General)	F	C	27
2016	FC	GCSE	1/2	1	Physics (General)	M	C	44
2016	FC	GCSE	1/2	1	Physics (General)	F	B	35
2016	FC	GCSE	1/2	1	Physics (General)	M	B	49
2016	FC	GCSE	1/2	1	Physics (General)	F	A	48

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	FC	GCSE	1/2	1	Physics (General)	M	A	51
2016	FC	GCSE	1/2	1	Physics (General)	F	Astar	52
2016	FC	GCSE	1/2	1	Physics (General)	M	Astar	31
2017	FC	GCSE	1/2	1	Physics (General)	F	E	<5
2017	FC	GCSE	1/2	1	Physics (General)	M	E	<5
2017	FC	GCSE	1/2	1	Physics (General)	F	D	6
2017	FC	GCSE	1/2	1	Physics (General)	M	D	17
2017	FC	GCSE	1/2	1	Physics (General)	F	C	30
2017	FC	GCSE	1/2	1	Physics (General)	M	C	29
2017	FC	GCSE	1/2	1	Physics (General)	F	B	38
2017	FC	GCSE	1/2	1	Physics (General)	M	B	33
2017	FC	GCSE	1/2	1	Physics (General)	F	A	42
2017	FC	GCSE	1/2	1	Physics (General)	M	A	44
2017	FC	GCSE	1/2	1	Physics (General)	F	Astar	45
2017	FC	GCSE	1/2	1	Physics (General)	M	Astar	32
2018	FC	GCSE	1/2	1	Physics (General)	F	E	<5
2018	FC	GCSE	1/2	1	Physics (General)	F	D	<5
2018	FC	GCSE	1/2	1	Physics (General)	F	C	5
2018	FC	GCSE	1/2	1	Physics (General)	F	B	21
2018	FC	GCSE	1/2	1	Physics (General)	F	A	22
2018	FC	GCSE	1/2	1	Physics (General)	F	Astar	32
2015	FC	GCSE	1/2	1	Polish	F	B	<5
2015	FC	GCSE	1/2	1	Polish	M	A	<5
2015	FC	GCSE	1/2	1	Polish	M	Astar	<5
2016	FC	GCSE	1/2	1	Polish	M	B	<5
2016	FC	GCSE	1/2	1	Polish	F	A	<5
2016	FC	GCSE	1/2	1	Polish	M	A	<5
2017	FC	GCSE	1/2	1	Polish	M	U	<5
2017	FC	GCSE	1/2	1	Polish	F	D	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	GCSE	1/2	1	Polish	F	C	<5
2017	FC	GCSE	1/2	1	Polish	F	B	<5
2017	FC	GCSE	1/2	1	Polish	M	B	<5
2017	FC	GCSE	1/2	1	Polish	F	A	<5
2017	FC	GCSE	1/2	1	Polish	M	A	<5
2018	FC	GCSE	1/2	1	Polish	F	C	<5
2018	FC	GCSE	1/2	1	Polish	M	B	<5
2018	FC	GCSE	1/2	1	Polish	F	A	<5
2018	FC	GCSE	1/2	1	Polish	M	A	<5
2018	FC	GCSE	1/2	1	Polish	F	Astar	<5
2014	FC	GCSE	1/2	1	Portuguese	M	X	<5
2014	FC	GCSE	1/2	1	Portuguese	M	F	<5
2014	FC	GCSE	1/2	1	Portuguese	M	D	<5
2014	FC	GCSE	1/2	1	Portuguese	F	C	<5
2014	FC	GCSE	1/2	1	Portuguese	M	C	<5
2014	FC	GCSE	1/2	1	Portuguese	F	B	6
2014	FC	GCSE	1/2	1	Portuguese	M	B	5
2014	FC	GCSE	1/2	1	Portuguese	F	A	19
2014	FC	GCSE	1/2	1	Portuguese	M	A	20
2014	FC	GCSE	1/2	1	Portuguese	F	Astar	5
2014	FC	GCSE	1/2	1	Portuguese	M	Astar	<5
2015	FC	GCSE	1/2	1	Portuguese	F	F	<5
2015	FC	GCSE	1/2	1	Portuguese	M	F	<5
2015	FC	GCSE	1/2	1	Portuguese	M	E	<5
2015	FC	GCSE	1/2	1	Portuguese	M	D	<5
2015	FC	GCSE	1/2	1	Portuguese	F	C	<5
2015	FC	GCSE	1/2	1	Portuguese	M	C	<5
2015	FC	GCSE	1/2	1	Portuguese	F	B	8
2015	FC	GCSE	1/2	1	Portuguese	M	B	9

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Portuguese	F	A	16
2015	FC	GCSE	1/2	1	Portuguese	M	A	17
2015	FC	GCSE	1/2	1	Portuguese	F	Astar	<5
2015	FC	GCSE	1/2	1	Portuguese	M	Astar	6
2016	FC	GCSE	1/2	1	Portuguese	F	X	<5
2016	FC	GCSE	1/2	1	Portuguese	F	F	<5
2016	FC	GCSE	1/2	1	Portuguese	M	F	<5
2016	FC	GCSE	1/2	1	Portuguese	M	E	<5
2016	FC	GCSE	1/2	1	Portuguese	M	D	<5
2016	FC	GCSE	1/2	1	Portuguese	F	C	<5
2016	FC	GCSE	1/2	1	Portuguese	M	C	6
2016	FC	GCSE	1/2	1	Portuguese	F	B	13
2016	FC	GCSE	1/2	1	Portuguese	M	B	12
2016	FC	GCSE	1/2	1	Portuguese	F	A	12
2016	FC	GCSE	1/2	1	Portuguese	M	A	11
2016	FC	GCSE	1/2	1	Portuguese	F	Astar	<5
2016	FC	GCSE	1/2	1	Portuguese	M	Astar	<5
2017	FC	GCSE	1/2	1	Portuguese	M	G	<5
2017	FC	GCSE	1/2	1	Portuguese	M	F	<5
2017	FC	GCSE	1/2	1	Portuguese	F	E	<5
2017	FC	GCSE	1/2	1	Portuguese	M	E	6
2017	FC	GCSE	1/2	1	Portuguese	F	D	<5
2017	FC	GCSE	1/2	1	Portuguese	M	D	<5
2017	FC	GCSE	1/2	1	Portuguese	F	C	<5
2017	FC	GCSE	1/2	1	Portuguese	M	C	6
2017	FC	GCSE	1/2	1	Portuguese	F	B	11
2017	FC	GCSE	1/2	1	Portuguese	M	B	10
2017	FC	GCSE	1/2	1	Portuguese	F	A	24
2017	FC	GCSE	1/2	1	Portuguese	M	A	17

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	GCSE	1/2	1	Portuguese	F	Astar	<5
2017	FC	GCSE	1/2	1	Portuguese	M	Astar	<5
2018	FC	GCSE	1/2	1	Portuguese	F	G	<5
2018	FC	GCSE	1/2	1	Portuguese	M	F	<5
2018	FC	GCSE	1/2	1	Portuguese	F	D	<5
2018	FC	GCSE	1/2	1	Portuguese	M	D	<5
2018	FC	GCSE	1/2	1	Portuguese	F	C	<5
2018	FC	GCSE	1/2	1	Portuguese	M	C	<5
2018	FC	GCSE	1/2	1	Portuguese	F	B	11
2018	FC	GCSE	1/2	1	Portuguese	M	B	12
2018	FC	GCSE	1/2	1	Portuguese	F	A	10
2018	FC	GCSE	1/2	1	Portuguese	M	A	13
2018	FC	GCSE	1/2	1	Portuguese	F	Astar	<5
2014	FC	GCSE	1/2	1	Psychology (General)	M	G	<5
2014	FC	GCSE	1/2	1	Psychology (General)	F	F	<5
2014	FC	GCSE	1/2	1	Psychology (General)	F	E	<5
2014	FC	GCSE	1/2	1	Psychology (General)	M	E	<5
2014	FC	GCSE	1/2	1	Psychology (General)	F	D	7
2014	FC	GCSE	1/2	1	Psychology (General)	M	D	<5
2014	FC	GCSE	1/2	1	Psychology (General)	F	C	8
2014	FC	GCSE	1/2	1	Psychology (General)	M	C	<5
2014	FC	GCSE	1/2	1	Psychology (General)	F	B	<5
2014	FC	GCSE	1/2	1	Psychology (General)	M	B	<5
2014	FC	GCSE	1/2	1	Psychology (General)	F	A	<5
2015	FC	GCSE	1/2	1	Psychology (General)	M	F	<5
2015	FC	GCSE	1/2	1	Psychology (General)	F	E	<5
2015	FC	GCSE	1/2	1	Psychology (General)	M	E	<5
2015	FC	GCSE	1/2	1	Psychology (General)	F	D	<5
2015	FC	GCSE	1/2	1	Psychology (General)	M	D	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Psychology (General)	F	C	11
2015	FC	GCSE	1/2	1	Psychology (General)	M	C	8
2015	FC	GCSE	1/2	1	Psychology (General)	F	B	9
2015	FC	GCSE	1/2	1	Psychology (General)	M	B	<5
2015	FC	GCSE	1/2	1	Psychology (General)	F	A	5
2015	FC	GCSE	1/2	1	Psychology (General)	M	A	<5
2016	FC	GCSE	1/2	1	Psychology (General)	F	X	<5
2016	FC	GCSE	1/2	1	Psychology (General)	M	G	<5
2016	FC	GCSE	1/2	1	Psychology (General)	F	F	5
2016	FC	GCSE	1/2	1	Psychology (General)	F	E	<5
2016	FC	GCSE	1/2	1	Psychology (General)	F	D	5
2016	FC	GCSE	1/2	1	Psychology (General)	M	D	<5
2016	FC	GCSE	1/2	1	Psychology (General)	F	C	<5
2016	FC	GCSE	1/2	1	Psychology (General)	M	C	<5
2016	FC	GCSE	1/2	1	Psychology (General)	F	B	6
2016	FC	GCSE	1/2	1	Psychology (General)	M	B	<5
2016	FC	GCSE	1/2	1	Psychology (General)	F	A	<5
2016	FC	GCSE	1/2	1	Psychology (General)	M	A	<5
2017	FC	GCSE	1/2	1	Psychology (General)	F	U	<5
2017	FC	GCSE	1/2	1	Psychology (General)	M	G	<5
2017	FC	GCSE	1/2	1	Psychology (General)	F	F	7
2017	FC	GCSE	1/2	1	Psychology (General)	M	F	<5
2017	FC	GCSE	1/2	1	Psychology (General)	F	E	6
2017	FC	GCSE	1/2	1	Psychology (General)	M	E	5
2017	FC	GCSE	1/2	1	Psychology (General)	F	D	6
2017	FC	GCSE	1/2	1	Psychology (General)	M	D	<5
2017	FC	GCSE	1/2	1	Psychology (General)	F	C	<5
2017	FC	GCSE	1/2	1	Psychology (General)	M	C	<5
2017	FC	GCSE	1/2	1	Psychology (General)	F	B	5



Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	GCSE	1/2	1	Psychology (General)	F	A	<5
2017	FC	GCSE	1/2	1	Psychology (General)	F	Astar	<5
2018	FC	GCSE	1/2	1	Psychology (General)	F	F	5
2018	FC	GCSE	1/2	1	Psychology (General)	M	F	<5
2018	FC	GCSE	1/2	1	Psychology (General)	F	E	<5
2018	FC	GCSE	1/2	1	Psychology (General)	M	E	7
2018	FC	GCSE	1/2	1	Psychology (General)	F	D	7
2018	FC	GCSE	1/2	1	Psychology (General)	M	D	<5
2018	FC	GCSE	1/2	1	Psychology (General)	F	C	10
2018	FC	GCSE	1/2	1	Psychology (General)	M	C	<5
2018	FC	GCSE	1/2	1	Psychology (General)	F	B	7
2018	FC	GCSE	1/2	1	Psychology (General)	M	B	<5
2018	FC	GCSE	1/2	1	Psychology (General)	F	A	<5
2014	FC	GCSE	1/2	1	Religious Studies	F	U	<5
2014	FC	GCSE	1/2	1	Religious Studies	F	G	<5
2014	FC	GCSE	1/2	1	Religious Studies	M	F	<5
2014	FC	GCSE	1/2	1	Religious Studies	F	E	6
2014	FC	GCSE	1/2	1	Religious Studies	M	E	6
2014	FC	GCSE	1/2	1	Religious Studies	F	D	10
2014	FC	GCSE	1/2	1	Religious Studies	M	D	16
2014	FC	GCSE	1/2	1	Religious Studies	F	C	33
2014	FC	GCSE	1/2	1	Religious Studies	M	C	58
2014	FC	GCSE	1/2	1	Religious Studies	F	B	33
2014	FC	GCSE	1/2	1	Religious Studies	M	B	47
2014	FC	GCSE	1/2	1	Religious Studies	F	A	21
2014	FC	GCSE	1/2	1	Religious Studies	M	A	40
2014	FC	GCSE	1/2	1	Religious Studies	F	Astar	<5
2014	FC	GCSE	1/2	1	Religious Studies	M	Astar	20
2015	FC	GCSE	1/2	1	Religious Studies	M	X	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Religious Studies	F	G	<5
2015	FC	GCSE	1/2	1	Religious Studies	M	G	<5
2015	FC	GCSE	1/2	1	Religious Studies	F	F	<5
2015	FC	GCSE	1/2	1	Religious Studies	M	F	<5
2015	FC	GCSE	1/2	1	Religious Studies	M	E	5
2015	FC	GCSE	1/2	1	Religious Studies	F	D	10
2015	FC	GCSE	1/2	1	Religious Studies	M	D	10
2015	FC	GCSE	1/2	1	Religious Studies	F	C	17
2015	FC	GCSE	1/2	1	Religious Studies	M	C	31
2015	FC	GCSE	1/2	1	Religious Studies	F	B	35
2015	FC	GCSE	1/2	1	Religious Studies	M	B	54
2015	FC	GCSE	1/2	1	Religious Studies	F	A	31
2015	FC	GCSE	1/2	1	Religious Studies	M	A	67
2015	FC	GCSE	1/2	1	Religious Studies	F	Astar	21
2015	FC	GCSE	1/2	1	Religious Studies	M	Astar	23
2016	FC	GCSE	1/2	1	Religious Studies	F	U	<5
2016	FC	GCSE	1/2	1	Religious Studies	F	G	5
2016	FC	GCSE	1/2	1	Religious Studies	M	G	<5
2016	FC	GCSE	1/2	1	Religious Studies	F	F	11
2016	FC	GCSE	1/2	1	Religious Studies	F	E	16
2016	FC	GCSE	1/2	1	Religious Studies	M	E	<5
2016	FC	GCSE	1/2	1	Religious Studies	F	D	24
2016	FC	GCSE	1/2	1	Religious Studies	M	D	18
2016	FC	GCSE	1/2	1	Religious Studies	F	C	37
2016	FC	GCSE	1/2	1	Religious Studies	M	C	51
2016	FC	GCSE	1/2	1	Religious Studies	F	B	49
2016	FC	GCSE	1/2	1	Religious Studies	M	B	57
2016	FC	GCSE	1/2	1	Religious Studies	F	A	42
2016	FC	GCSE	1/2	1	Religious Studies	M	A	52

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	FC	GCSE	1/2	1	Religious Studies	F	Astar	21
2016	FC	GCSE	1/2	1	Religious Studies	M	Astar	25
2017	FC	GCSE	1/2	1	Religious Studies	F	U	<5
2017	FC	GCSE	1/2	1	Religious Studies	M	U	<5
2017	FC	GCSE	1/2	1	Religious Studies	F	G	<5
2017	FC	GCSE	1/2	1	Religious Studies	M	G	<5
2017	FC	GCSE	1/2	1	Religious Studies	F	F	7
2017	FC	GCSE	1/2	1	Religious Studies	M	F	<5
2017	FC	GCSE	1/2	1	Religious Studies	F	E	12
2017	FC	GCSE	1/2	1	Religious Studies	M	E	13
2017	FC	GCSE	1/2	1	Religious Studies	F	D	24
2017	FC	GCSE	1/2	1	Religious Studies	M	D	21
2017	FC	GCSE	1/2	1	Religious Studies	F	C	28
2017	FC	GCSE	1/2	1	Religious Studies	M	C	30
2017	FC	GCSE	1/2	1	Religious Studies	F	B	51
2017	FC	GCSE	1/2	1	Religious Studies	M	B	40
2017	FC	GCSE	1/2	1	Religious Studies	F	A	54
2017	FC	GCSE	1/2	1	Religious Studies	M	A	25
2017	FC	GCSE	1/2	1	Religious Studies	F	Astar	20
2017	FC	GCSE	1/2	1	Religious Studies	M	Astar	5
2017	FC	GCSE	1/2	1	Russian	F	Astar	<5
2014	FC	GCSE	1/2	1	Science (General/Combined)	F	U	<5
2014	FC	GCSE	1/2	1	Science (General/Combined)	M	X	<5
2014	FC	GCSE	1/2	1	Science (General/Combined)	F	G	<5
2014	FC	GCSE	1/2	1	Science (General/Combined)	M	G	<5
2014	FC	GCSE	1/2	1	Science (General/Combined)	F	F	<5
2014	FC	GCSE	1/2	1	Science (General/Combined)	M	F	9
2014	FC	GCSE	1/2	1	Science (General/Combined)	F	E	14
2014	FC	GCSE	1/2	1	Science (General/Combined)	M	E	30

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2014	FC	GCSE	1/2	1	Science (General/Combined)	F	D	32
2014	FC	GCSE	1/2	1	Science (General/Combined)	M	D	33
2014	FC	GCSE	1/2	1	Science (General/Combined)	F	C	90
2014	FC	GCSE	1/2	1	Science (General/Combined)	M	C	75
2014	FC	GCSE	1/2	1	Science (General/Combined)	F	B	48
2014	FC	GCSE	1/2	1	Science (General/Combined)	M	B	52
2014	FC	GCSE	1/2	1	Science (General/Combined)	F	A	25
2014	FC	GCSE	1/2	1	Science (General/Combined)	M	A	26
2014	FC	GCSE	1/2	1	Science (General/Combined)	F	Astar	14
2014	FC	GCSE	1/2	1	Science (General/Combined)	M	Astar	11
2015	FC	GCSE	1/2	1	Science (General/Combined)	F	U	<5
2015	FC	GCSE	1/2	1	Science (General/Combined)	M	U	5
2015	FC	GCSE	1/2	1	Science (General/Combined)	F	G	6
2015	FC	GCSE	1/2	1	Science (General/Combined)	M	G	9
2015	FC	GCSE	1/2	1	Science (General/Combined)	F	F	5
2015	FC	GCSE	1/2	1	Science (General/Combined)	M	F	20
2015	FC	GCSE	1/2	1	Science (General/Combined)	F	E	16
2015	FC	GCSE	1/2	1	Science (General/Combined)	M	E	27
2015	FC	GCSE	1/2	1	Science (General/Combined)	F	D	38
2015	FC	GCSE	1/2	1	Science (General/Combined)	M	D	45
2015	FC	GCSE	1/2	1	Science (General/Combined)	F	C	92
2015	FC	GCSE	1/2	1	Science (General/Combined)	M	C	102
2015	FC	GCSE	1/2	1	Science (General/Combined)	F	B	68
2015	FC	GCSE	1/2	1	Science (General/Combined)	M	B	47
2015	FC	GCSE	1/2	1	Science (General/Combined)	F	A	53
2015	FC	GCSE	1/2	1	Science (General/Combined)	M	A	31
2015	FC	GCSE	1/2	1	Science (General/Combined)	F	Astar	7
2015	FC	GCSE	1/2	1	Science (General/Combined)	M	Astar	<5
2016	FC	GCSE	1/2	1	Science (General/Combined)	F	U	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2016	FC	GCSE	1/2	1	Science (General/Combined)	M	U	<5
2016	FC	GCSE	1/2	1	Science (General/Combined)	F	G	<5
2016	FC	GCSE	1/2	1	Science (General/Combined)	M	G	<5
2016	FC	GCSE	1/2	1	Science (General/Combined)	F	F	5
2016	FC	GCSE	1/2	1	Science (General/Combined)	M	F	7
2016	FC	GCSE	1/2	1	Science (General/Combined)	F	E	25
2016	FC	GCSE	1/2	1	Science (General/Combined)	M	E	45
2016	FC	GCSE	1/2	1	Science (General/Combined)	F	D	58
2016	FC	GCSE	1/2	1	Science (General/Combined)	M	D	71
2016	FC	GCSE	1/2	1	Science (General/Combined)	F	C	86
2016	FC	GCSE	1/2	1	Science (General/Combined)	M	C	74
2016	FC	GCSE	1/2	1	Science (General/Combined)	F	B	70
2016	FC	GCSE	1/2	1	Science (General/Combined)	M	B	36
2016	FC	GCSE	1/2	1	Science (General/Combined)	F	A	42
2016	FC	GCSE	1/2	1	Science (General/Combined)	M	A	27
2016	FC	GCSE	1/2	1	Science (General/Combined)	F	Astar	<5
2016	FC	GCSE	1/2	1	Science (General/Combined)	M	Astar	6
2017	FC	GCSE	1/2	1	Science (General/Combined)	F	U	<5
2017	FC	GCSE	1/2	1	Science (General/Combined)	M	U	5
2017	FC	GCSE	1/2	1	Science (General/Combined)	F	X	<5
2017	FC	GCSE	1/2	1	Science (General/Combined)	F	G	6
2017	FC	GCSE	1/2	1	Science (General/Combined)	M	G	17
2017	FC	GCSE	1/2	1	Science (General/Combined)	F	F	21
2017	FC	GCSE	1/2	1	Science (General/Combined)	M	F	27
2017	FC	GCSE	1/2	1	Science (General/Combined)	F	E	36
2017	FC	GCSE	1/2	1	Science (General/Combined)	M	E	52
2017	FC	GCSE	1/2	1	Science (General/Combined)	F	D	70
2017	FC	GCSE	1/2	1	Science (General/Combined)	M	D	56
2017	FC	GCSE	1/2	1	Science (General/Combined)	F	C	96

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	GCSE	1/2	1	Science (General/Combined)	M	C	75
2017	FC	GCSE	1/2	1	Science (General/Combined)	F	B	68
2017	FC	GCSE	1/2	1	Science (General/Combined)	M	B	40
2017	FC	GCSE	1/2	1	Science (General/Combined)	F	A	39
2017	FC	GCSE	1/2	1	Science (General/Combined)	M	A	23
2017	FC	GCSE	1/2	1	Science (General/Combined)	F	Astar	10
2017	FC	GCSE	1/2	1	Science (General/Combined)	M	Astar	<5
2018	FC	GCSE	1/2	1	Science (General/Combined)	F	U	5
2018	FC	GCSE	1/2	1	Science (General/Combined)	M	U	7
2018	FC	GCSE	1/2	1	Science (General/Combined)	F	G	<5
2018	FC	GCSE	1/2	1	Science (General/Combined)	M	G	<5
2018	FC	GCSE	1/2	1	Science (General/Combined)	F	F	<5
2018	FC	GCSE	1/2	1	Science (General/Combined)	M	F	<5
2014	FC	GCSE	1/2	1	Spanish	F	G	<5
2014	FC	GCSE	1/2	1	Spanish	F	F	<5
2014	FC	GCSE	1/2	1	Spanish	M	F	<5
2014	FC	GCSE	1/2	1	Spanish	F	E	<5
2014	FC	GCSE	1/2	1	Spanish	M	E	<5
2014	FC	GCSE	1/2	1	Spanish	F	D	14
2014	FC	GCSE	1/2	1	Spanish	M	D	6
2014	FC	GCSE	1/2	1	Spanish	F	C	18
2014	FC	GCSE	1/2	1	Spanish	M	C	15
2014	FC	GCSE	1/2	1	Spanish	F	B	19
2014	FC	GCSE	1/2	1	Spanish	M	B	9
2014	FC	GCSE	1/2	1	Spanish	F	A	34
2014	FC	GCSE	1/2	1	Spanish	M	A	15
2014	FC	GCSE	1/2	1	Spanish	F	Astar	12
2014	FC	GCSE	1/2	1	Spanish	M	Astar	11
2015	FC	GCSE	1/2	1	Spanish	F	F	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Spanish	F	E	<5
2015	FC	GCSE	1/2	1	Spanish	M	E	<5
2015	FC	GCSE	1/2	1	Spanish	F	D	<5
2015	FC	GCSE	1/2	1	Spanish	M	D	7
2015	FC	GCSE	1/2	1	Spanish	F	C	11
2015	FC	GCSE	1/2	1	Spanish	M	C	15
2015	FC	GCSE	1/2	1	Spanish	F	B	21
2015	FC	GCSE	1/2	1	Spanish	M	B	18
2015	FC	GCSE	1/2	1	Spanish	F	A	26
2015	FC	GCSE	1/2	1	Spanish	M	A	14
2015	FC	GCSE	1/2	1	Spanish	F	Astar	20
2015	FC	GCSE	1/2	1	Spanish	M	Astar	23
2016	FC	GCSE	1/2	1	Spanish	F	G	<5
2016	FC	GCSE	1/2	1	Spanish	M	G	<5
2016	FC	GCSE	1/2	1	Spanish	F	E	7
2016	FC	GCSE	1/2	1	Spanish	M	E	7
2016	FC	GCSE	1/2	1	Spanish	F	D	8
2016	FC	GCSE	1/2	1	Spanish	M	D	10
2016	FC	GCSE	1/2	1	Spanish	F	C	18
2016	FC	GCSE	1/2	1	Spanish	M	C	13
2016	FC	GCSE	1/2	1	Spanish	F	B	24
2016	FC	GCSE	1/2	1	Spanish	M	B	16
2016	FC	GCSE	1/2	1	Spanish	F	A	33
2016	FC	GCSE	1/2	1	Spanish	M	A	16
2016	FC	GCSE	1/2	1	Spanish	F	Astar	23
2016	FC	GCSE	1/2	1	Spanish	M	Astar	15
2017	FC	GCSE	1/2	1	Spanish	F	G	<5
2017	FC	GCSE	1/2	1	Spanish	F	F	7
2017	FC	GCSE	1/2	1	Spanish	M	F	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	GCSE	1/2	1	Spanish	F	E	7
2017	FC	GCSE	1/2	1	Spanish	M	E	5
2017	FC	GCSE	1/2	1	Spanish	F	D	13
2017	FC	GCSE	1/2	1	Spanish	M	D	11
2017	FC	GCSE	1/2	1	Spanish	F	C	20
2017	FC	GCSE	1/2	1	Spanish	M	C	10
2017	FC	GCSE	1/2	1	Spanish	F	B	25
2017	FC	GCSE	1/2	1	Spanish	M	B	14
2017	FC	GCSE	1/2	1	Spanish	F	A	21
2017	FC	GCSE	1/2	1	Spanish	M	A	10
2017	FC	GCSE	1/2	1	Spanish	F	Astar	27
2017	FC	GCSE	1/2	1	Spanish	M	Astar	10
2014	FC	GCSE	1/2	1	Speech & Drama	F	X	<5
2014	FC	GCSE	1/2	1	Speech & Drama	F	E	<5
2014	FC	GCSE	1/2	1	Speech & Drama	M	E	5
2014	FC	GCSE	1/2	1	Speech & Drama	F	D	<5
2014	FC	GCSE	1/2	1	Speech & Drama	M	D	<5
2014	FC	GCSE	1/2	1	Speech & Drama	F	C	17
2014	FC	GCSE	1/2	1	Speech & Drama	M	C	11
2014	FC	GCSE	1/2	1	Speech & Drama	F	B	28
2014	FC	GCSE	1/2	1	Speech & Drama	M	B	13
2014	FC	GCSE	1/2	1	Speech & Drama	F	A	46
2014	FC	GCSE	1/2	1	Speech & Drama	M	A	6
2014	FC	GCSE	1/2	1	Speech & Drama	F	Astar	9
2014	FC	GCSE	1/2	1	Speech & Drama	M	Astar	<5
2015	FC	GCSE	1/2	1	Speech & Drama	F	E	<5
2015	FC	GCSE	1/2	1	Speech & Drama	M	E	<5
2015	FC	GCSE	1/2	1	Speech & Drama	F	D	<5
2015	FC	GCSE	1/2	1	Speech & Drama	M	D	<5



Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Speech & Drama	F	C	21
2015	FC	GCSE	1/2	1	Speech & Drama	M	C	6
2015	FC	GCSE	1/2	1	Speech & Drama	F	B	32
2015	FC	GCSE	1/2	1	Speech & Drama	M	B	10
2015	FC	GCSE	1/2	1	Speech & Drama	F	A	30
2015	FC	GCSE	1/2	1	Speech & Drama	M	A	5
2015	FC	GCSE	1/2	1	Speech & Drama	F	Astar	<5
2016	FC	GCSE	1/2	1	Speech & Drama	F	D	<5
2016	FC	GCSE	1/2	1	Speech & Drama	M	D	<5
2016	FC	GCSE	1/2	1	Speech & Drama	F	C	16
2016	FC	GCSE	1/2	1	Speech & Drama	M	C	12
2016	FC	GCSE	1/2	1	Speech & Drama	F	B	20
2016	FC	GCSE	1/2	1	Speech & Drama	M	B	6
2016	FC	GCSE	1/2	1	Speech & Drama	F	A	20
2016	FC	GCSE	1/2	1	Speech & Drama	M	A	8
2016	FC	GCSE	1/2	1	Speech & Drama	F	Astar	14
2017	FC	GCSE	1/2	1	Speech & Drama	M	G	<5
2017	FC	GCSE	1/2	1	Speech & Drama	F	F	<5
2017	FC	GCSE	1/2	1	Speech & Drama	M	E	9
2017	FC	GCSE	1/2	1	Speech & Drama	F	D	5
2017	FC	GCSE	1/2	1	Speech & Drama	M	D	6
2017	FC	GCSE	1/2	1	Speech & Drama	F	C	18
2017	FC	GCSE	1/2	1	Speech & Drama	M	C	7
2017	FC	GCSE	1/2	1	Speech & Drama	F	B	29
2017	FC	GCSE	1/2	1	Speech & Drama	M	B	7
2017	FC	GCSE	1/2	1	Speech & Drama	F	A	37
2017	FC	GCSE	1/2	1	Speech & Drama	M	A	5
2017	FC	GCSE	1/2	1	Speech & Drama	F	Astar	13
2017	FC	GCSE	1/2	1	Speech & Drama	M	Astar	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2018	FC	GCSE	1/2	1	Speech & Drama	F	C	<5
2018	FC	GCSE	1/2	1	Speech & Drama	F	B	<5
2018	FC	GCSE	1/2	1	Speech & Drama	F	A	6
2018	FC	GCSE	1/2	1	Speech & Drama	F	Astar	<5
2014	FC	GCSE	1/2	1	Sports Studies	M	F	<5
2014	FC	GCSE	1/2	1	Sports Studies	F	E	7
2014	FC	GCSE	1/2	1	Sports Studies	M	E	9
2014	FC	GCSE	1/2	1	Sports Studies	F	D	12
2014	FC	GCSE	1/2	1	Sports Studies	M	D	27
2014	FC	GCSE	1/2	1	Sports Studies	F	C	24
2014	FC	GCSE	1/2	1	Sports Studies	M	C	43
2014	FC	GCSE	1/2	1	Sports Studies	F	B	22
2014	FC	GCSE	1/2	1	Sports Studies	M	B	30
2014	FC	GCSE	1/2	1	Sports Studies	F	A	15
2014	FC	GCSE	1/2	1	Sports Studies	M	A	18
2014	FC	GCSE	1/2	1	Sports Studies	F	Astar	7
2014	FC	GCSE	1/2	1	Sports Studies	M	Astar	<5
2015	FC	GCSE	1/2	1	Sports Studies	M	X	<5
2015	FC	GCSE	1/2	1	Sports Studies	M	F	<5
2015	FC	GCSE	1/2	1	Sports Studies	F	E	<5
2015	FC	GCSE	1/2	1	Sports Studies	M	E	13
2015	FC	GCSE	1/2	1	Sports Studies	F	D	9
2015	FC	GCSE	1/2	1	Sports Studies	M	D	24
2015	FC	GCSE	1/2	1	Sports Studies	F	C	25
2015	FC	GCSE	1/2	1	Sports Studies	M	C	50
2015	FC	GCSE	1/2	1	Sports Studies	F	B	27
2015	FC	GCSE	1/2	1	Sports Studies	M	B	47
2015	FC	GCSE	1/2	1	Sports Studies	F	A	13
2015	FC	GCSE	1/2	1	Sports Studies	M	A	24

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Sports Studies	M	Astar	<5
2016	FC	GCSE	1/2	1	Sports Studies	M	F	<5
2016	FC	GCSE	1/2	1	Sports Studies	F	E	5
2016	FC	GCSE	1/2	1	Sports Studies	M	E	6
2016	FC	GCSE	1/2	1	Sports Studies	F	D	19
2016	FC	GCSE	1/2	1	Sports Studies	M	D	37
2016	FC	GCSE	1/2	1	Sports Studies	F	C	30
2016	FC	GCSE	1/2	1	Sports Studies	M	C	58
2016	FC	GCSE	1/2	1	Sports Studies	F	B	32
2016	FC	GCSE	1/2	1	Sports Studies	M	B	46
2016	FC	GCSE	1/2	1	Sports Studies	F	A	12
2016	FC	GCSE	1/2	1	Sports Studies	M	A	23
2016	FC	GCSE	1/2	1	Sports Studies	F	Astar	<5
2016	FC	GCSE	1/2	1	Sports Studies	M	Astar	7
2017	FC	GCSE	1/2	1	Sports Studies	M	F	<5
2017	FC	GCSE	1/2	1	Sports Studies	F	E	10
2017	FC	GCSE	1/2	1	Sports Studies	M	E	18
2017	FC	GCSE	1/2	1	Sports Studies	F	D	16
2017	FC	GCSE	1/2	1	Sports Studies	M	D	35
2017	FC	GCSE	1/2	1	Sports Studies	F	C	18
2017	FC	GCSE	1/2	1	Sports Studies	M	C	45
2017	FC	GCSE	1/2	1	Sports Studies	F	B	21
2017	FC	GCSE	1/2	1	Sports Studies	M	B	32
2017	FC	GCSE	1/2	1	Sports Studies	F	A	13
2017	FC	GCSE	1/2	1	Sports Studies	M	A	11
2017	FC	GCSE	1/2	1	Sports Studies	F	Astar	15
2017	FC	GCSE	1/2	1	Sports Studies	M	Astar	11
2018	FC	GCSE	1/2	1	Sports Studies	F	U	<5
2018	FC	GCSE	1/2	1	Sports Studies	F	F	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2018	FC	GCSE	1/2	1	Sports Studies	M	F	<5
2018	FC	GCSE	1/2	1	Sports Studies	F	E	<5
2018	FC	GCSE	1/2	1	Sports Studies	M	E	6
2018	FC	GCSE	1/2	1	Sports Studies	F	D	<5
2018	FC	GCSE	1/2	1	Sports Studies	M	D	6
2018	FC	GCSE	1/2	1	Sports Studies	M	C	8
2018	FC	GCSE	1/2	1	Sports Studies	F	B	<5
2018	FC	GCSE	1/2	1	Sports Studies	M	B	<5
2018	FC	GCSE	1/2	1	Sports Studies	M	A	<5
2014	FC	GCSE	1/2	1	Statistics	F	U	<5
2014	FC	GCSE	1/2	1	Statistics	M	C	<5
2016	FC	GCSE	1/2	1	Statistics	M	D	<5
2016	FC	GCSE	1/2	1	Statistics	F	C	<5
2016	FC	GCSE	1/2	1	Statistics	M	A	<5
2015	FC	GCSE	1/2	1	Textiles/Fabrics (Industrial)	F	C	6
2015	FC	GCSE	1/2	1	Textiles/Fabrics (Industrial)	F	B	<5
2016	FC	GCSE	1/2	1	Textiles/Fabrics (Industrial)	F	E	<5
2016	FC	GCSE	1/2	1	Textiles/Fabrics (Industrial)	F	B	<5
2014	FC	GCSE	1/2	1	Tourism	F	D	<5
2014	FC	GCSE	1/2	1	Tourism	M	D	<5
2014	FC	GCSE	1/2	1	Tourism	F	C	<5
2014	FC	GCSE	1/2	1	Tourism	M	C	<5
2014	FC	GCSE	1/2	1	Tourism	F	B	<5
2014	FC	GCSE	1/2	1	Tourism	M	B	5
2014	FC	GCSE	1/2	1	Tourism	F	A	<5
2014	FC	GCSE	1/2	1	Tourism	F	Astar	<5
2015	FC	GCSE	1/2	1	Tourism	F	C	<5
2015	FC	GCSE	1/2	1	Tourism	M	C	6
2015	FC	GCSE	1/2	1	Tourism	F	B	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2015	FC	GCSE	1/2	1	Tourism	M	B	<5
2015	FC	GCSE	1/2	1	Tourism	F	A	<5
2015	FC	GCSE	1/2	1	Tourism	M	A	<5
2015	FC	GCSE	1/2	1	Tourism	F	Astar	<5
2016	FC	GCSE	1/2	1	Tourism	M	F	<5
2016	FC	GCSE	1/2	1	Tourism	M	E	<5
2016	FC	GCSE	1/2	1	Tourism	M	D	<5
2016	FC	GCSE	1/2	1	Tourism	F	C	<5
2016	FC	GCSE	1/2	1	Tourism	M	C	<5
2016	FC	GCSE	1/2	1	Tourism	F	B	<5
2016	FC	GCSE	1/2	1	Tourism	M	B	<5
2017	FC	GCSE	1/2	1	Tourism	M	D	5
2017	FC	GCSE	1/2	1	Tourism	F	C	<5
2017	FC	GCSE	1/2	1	Tourism	M	C	6
2017	FC	GCSE	1/2	1	Tourism	F	B	<5
2017	FC	GCSE	1/2	1	Tourism	M	B	5
2017	FC	GCSE	1/2	1	Tourism	F	A	<5
2017	FC	GCSE	1/2	1	Tourism	M	A	6
2017	FC	GCSE	1/2	1	Tourism	F	Astar	<5
2017	FC	GCSE	1/2	1	Tourism	M	Astar	<5
2018	FC	GCSE	1/2	1	Tourism	M	F	<5
2018	FC	GCSE	1/2	1	Tourism	F	E	<5
2018	FC	GCSE	1/2	1	Tourism	M	E	<5
2018	FC	GCSE	1/2	1	Tourism	M	D	5
2018	FC	GCSE	1/2	1	Tourism	F	C	<5
2018	FC	GCSE	1/2	1	Tourism	M	C	<5
2018	FC	GCSE	1/2	1	Tourism	M	B	<5
2018	FC	GCSE	1/2	1	Tourism	M	A	<5
2017	FC	L1L2	1/2	1	Preparation for Work	F	E	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	FC	L1L2	1/2	1	Preparation for Work	M	E	<5
2017	FC	L1L2	1/2	1	Preparation for Work	M	D	<5
2017	FC	L1L2	1/2	1	Preparation for Work	F	C	<5
2017	FC	L1L2	1/2	1	Preparation for Work	M	C	<5
2017	FC	L1L2	1/2	1	Preparation for Work	F	B	<5
2017	FC	L1L2	1/2	1	Preparation for Work	M	B	<5
2018	FC	L1L2	1/2	1	Preparation for Work	F	E	<5
2018	FC	L1L2	1/2	1	Preparation for Work	M	E	<5
2018	FC	L1L2	1/2	1	Preparation for Work	F	D	<5
2018	FC	L1L2	1/2	1	Preparation for Work	M	C	<5
2017	FC	L1L2	1/2	1	Use of Maths	F	U	<5
2017	FC	L1L2	1/2	1	Use of Maths	M	G	<5
2017	FC	L1L2	1/2	1	Use of Maths	F	F	<5
2017	FC	L1L2	1/2	1	Use of Maths	M	F	<5
2017	FC	L1L2	1/2	1	Use of Maths	M	E	<5
2017	FC	L1L2	1/2	1	Use of Maths	F	C	<5
2017	FC	L1L2	1/2	1	Use of Maths	M	C	<5
2018	FC	L1L2	1/2	1	Use of Maths	M	E	<5
2018	FC	L1L2	1/2	1	Use of Maths	M	D	<5
2017	L2	NQF	1/2	1	Business Studies	M	L1P	<5
2017	L2	NQF	1/2	1	Business Studies	F	L2P	<5
2017	L2	NQF	1/2	1	Business Studies	M	L2P	<5
2017	L2	NQF	1/2	1	Business Studies	F	L2M	<5
2017	L2	NQF	1/2	1	Business Studies	M	L2D	<5
2017	L2	NQF	1/2	1	Business Studies	M	L2Dstar	<5
2018	L2	NQF	1/2	1	Business Studies	F	U	<5
2018	L2	NQF	1/2	1	Business Studies	F	L1P	<5
2018	L2	NQF	1/2	1	Business Studies	M	L1P	<5
2018	L2	NQF	1/2	1	Business Studies	F	L2P	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2018	L2	NQF	1/2	1	Business Studies	M	L2P	5
2018	L2	NQF	1/2	1	Business Studies	F	L2M	5
2018	L2	NQF	1/2	1	Business Studies	M	L2M	<5
2018	L2	NQF	1/2	1	Business Studies	F	L2D	<5
2018	L2	NQF	1/2	1	Business Studies	M	L2D	<5
2018	L2	NQF	1/2	1	Business Studies	M	L2Dstar	<5
2017	L2	NQF	2	1	Computer Appreciation/Introduction	M	M	6
2017	L2	NQF	2	1	Computer Appreciation/Introduction	F	D	<5
2017	L2	NQF	2	1	Computer Appreciation/Introduction	M	D	6
2017	L2	NQF	2	1	Computer Appreciation/Introduction	F	Dstar	<5
2017	L2	NQF	2	1	Computer Appreciation/Introduction	M	Dstar	9
2018	L2	NQF	2	1	Computer Appreciation/Introduction	F	M	<5
2018	L2	NQF	2	1	Computer Appreciation/Introduction	M	M	<5
2018	L2	NQF	2	1	Computer Appreciation/Introduction	F	D	<5
2018	L2	NQF	2	1	Computer Appreciation/Introduction	M	D	<5
2018	L2	NQF	2	1	Computer Appreciation/Introduction	M	Dstar	8
2017	L2	NQF	1/2	1	Dance: General	F	L2P	<5
2017	L2	NQF	1/2	1	Dance: General	M	L2M	<5
2018	L2	NQF	1/2	1	Dance: General	F	L2P	<5
2018	L2	NQF	1/2	1	Dance: General	F	L2M	<5
2018	L2	NQF	1/2	1	Dance: General	M	L2M	<5
2018	L2	NQF	1/2	1	Dance: General	F	L2Dstar	<5
2017	L2	NQF	1/2	1	Music Studies (General)	M	U	<5

Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	L2	NQF	1/2	1	Music Studies (General)	F	L1P	<5
2017	L2	NQF	1/2	1	Music Studies (General)	M	L1P	<5
2017	L2	NQF	1/2	1	Music Studies (General)	F	L2P	<5
2017	L2	NQF	1/2	1	Music Studies (General)	M	L2P	5
2017	L2	NQF	1/2	1	Music Studies (General)	F	L2M	<5
2017	L2	NQF	1/2	1	Music Studies (General)	F	L2D	<5
2018	L2	NQF	1/2	1	Music Studies (General)	F	L2P	<5
2018	L2	NQF	1/2	1	Music Studies (General)	M	L2P	<5
2018	L2	NQF	1/2	1	Music Studies (General)	F	L2M	<5
2018	L2	NQF	1/2	1	Music Studies (General)	M	L2M	6
2018	L2	NQF	1/2	1	Music Studies (General)	F	L2D	<5
2018	L2	NQF	1/2	1	Music Studies (General)	F	L2Dstar	<5
2018	L2	NQF	1/2	1	Music Studies (General)	M	L2Dstar	<5
2017	L2	NQF	2	1	Small Business Management	M	L2P	<5
2017	L2	NQF	2	1	Small Business Management	F	P	<5
2017	L2	NQF	2	1	Small Business Management	M	P	<5
2017	L2	NQF	2	1	Small Business Management	F	L2M	<5
2017	L2	NQF	2	1	Small Business Management	M	L2M	<5
2017	L2	NQF	2	1	Small Business Management	M	M	<5
2017	L2	NQF	2	1	Small Business Management	F	L2D	<5
2017	L2	NQF	2	1	Small Business Management	M	L2D	<5
2018	L2	NQF	2	1	Small Business Management	F	P	8
2018	L2	NQF	2	1	Small Business Management	M	P	32
2018	L2	NQF	2	1	Small Business Management	F	M	<5
2018	L2	NQF	2	1	Small Business Management	M	M	<5
2018	L2	NQF	2	1	Small Business Management	F	D	<5
2017	L2	NQF	1/2	1	Speech & Drama	M	U	<5
2017	L2	NQF	1/2	1	Speech & Drama	F	L1P	<5
2017	L2	NQF	1/2	1	Speech & Drama	M	L1P	5



Year	Qualification Level	Qualification Type	Level	Size	Subject	Gender	Grade	Number of Pupils
2017	L2	NQF	1/2	1	Speech & Drama	F	L2P	5
2017	L2	NQF	1/2	1	Speech & Drama	M	L2P	6
2017	L2	NQF	1/2	1	Speech & Drama	F	L2M	7
2017	L2	NQF	1/2	1	Speech & Drama	M	L2M	<5
2017	L2	NQF	1/2	1	Speech & Drama	F	L2D	<5
2017	L2	NQF	1/2	1	Speech & Drama	M	L2D	<5
2017	L2	NQF	1/2	1	Speech & Drama	F	L2Dstar	<5
2017	L2	NQF	1/2	1	Speech & Drama	M	L2Dstar	<5
2018	L2	NQF	1/2	1	Speech & Drama	M	L1P	<5
2018	L2	NQF	1/2	1	Speech & Drama	F	L2P	<5
2018	L2	NQF	1/2	1	Speech & Drama	M	L2P	<5
2018	L2	NQF	1/2	1	Speech & Drama	F	L2M	<5
2018	L2	NQF	1/2	1	Speech & Drama	M	L2M	<5
2018	L2	NQF	1/2	1	Speech & Drama	M	L2Dstar	<5

**Table 2: A-level and equivalent results 2014-2017**

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	A Level	3D Design	D	M	<5
2014	A Level	Art & Design	A*	F	<5
2014	A Level	Art & Design	B	F	<5
2015	A Level	Art & Design	A	F	10
2015	A Level	Art & Design	A	M	<5
2015	A Level	Art & Design	A*	F	16
2015	A Level	Art & Design	A*	M	<5
2015	A Level	Art & Design	B	F	8
2015	A Level	Art & Design	B	M	<5
2015	A Level	Art & Design	C	F	6
2015	A Level	Art & Design	C	M	<5
2015	A Level	Art & Design	D	F	<5
2016	A Level	Art & Design	A	F	<5
2016	A Level	Art & Design	A*	F	<5
2016	A Level	Art & Design	B	F	<5
2014	A Level	Biology	A	F	<5
2014	A Level	Biology	A	M	7
2014	A Level	Biology	A*	F	7
2014	A Level	Biology	A*	M	<5
2014	A Level	Biology	B	F	12
2014	A Level	Biology	B	M	11
2014	A Level	Biology	C	F	10
2014	A Level	Biology	C	M	15
2014	A Level	Biology	D	F	5
2014	A Level	Biology	D	M	9
2014	A Level	Biology	E	F	5
2014	A Level	Biology	E	M	<5
2014	A Level	Biology	U	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	A Level	Biology	A	F	13
2015	A Level	Biology	A	M	7
2015	A Level	Biology	A*	F	9
2015	A Level	Biology	A*	M	<5
2015	A Level	Biology	B	F	16
2015	A Level	Biology	B	M	9
2015	A Level	Biology	C	F	10
2015	A Level	Biology	C	M	8
2015	A Level	Biology	D	F	6
2015	A Level	Biology	D	M	7
2015	A Level	Biology	E	F	5
2015	A Level	Biology	E	M	6
2016	A Level	Biology	A	F	16
2016	A Level	Biology	A	M	10
2016	A Level	Biology	A*	F	<5
2016	A Level	Biology	A*	M	7
2016	A Level	Biology	B	F	12
2016	A Level	Biology	B	M	14
2016	A Level	Biology	C	F	12
2016	A Level	Biology	C	M	8
2016	A Level	Biology	D	F	12
2016	A Level	Biology	D	M	<5
2016	A Level	Biology	E	F	<5
2016	A Level	Biology	E	M	<5
2017	A Level	Biology	A	F	9
2017	A Level	Biology	A	M	10
2017	A Level	Biology	A*	F	5
2017	A Level	Biology	A*	M	<5
2017	A Level	Biology	B	F	15

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	A Level	Biology	B	M	10
2017	A Level	Biology	C	F	14
2017	A Level	Biology	C	M	8
2017	A Level	Biology	D	F	11
2017	A Level	Biology	D	M	6
2017	A Level	Biology	E	F	<5
2017	A Level	Biology	E	M	5
2017	A Level	Biology	U	M	<5
2014	A Level	Business Studies	A	F	<5
2014	A Level	Business Studies	A	M	<5
2014	A Level	Business Studies	A*	F	<5
2014	A Level	Business Studies	A*	M	<5
2014	A Level	Business Studies	B	F	<5
2014	A Level	Business Studies	B	M	5
2014	A Level	Business Studies	C	F	8
2014	A Level	Business Studies	C	M	9
2014	A Level	Business Studies	D	F	5
2014	A Level	Business Studies	D	M	<5
2014	A Level	Business Studies	E	F	<5
2014	A Level	Business Studies	E	M	<5
2014	A Level	Business Studies	U	M	<5
2015	A Level	Business Studies	A	F	<5
2015	A Level	Business Studies	A	M	8
2015	A Level	Business Studies	A*	F	<5
2015	A Level	Business Studies	A*	M	<5
2015	A Level	Business Studies	B	F	5
2015	A Level	Business Studies	B	M	12
2015	A Level	Business Studies	C	F	11
2015	A Level	Business Studies	C	M	10

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	A Level	Business Studies	D	F	5
2015	A Level	Business Studies	D	M	<5
2015	A Level	Business Studies	E	F	<5
2015	A Level	Business Studies	E	M	<5
2015	A Level	Business Studies	U	F	<5
2016	A Level	Business Studies	A	F	5
2016	A Level	Business Studies	A	M	<5
2016	A Level	Business Studies	A*	F	<5
2016	A Level	Business Studies	A*	M	<5
2016	A Level	Business Studies	B	F	7
2016	A Level	Business Studies	B	M	14
2016	A Level	Business Studies	C	F	8
2016	A Level	Business Studies	C	M	19
2016	A Level	Business Studies	D	F	<5
2016	A Level	Business Studies	D	M	9
2016	A Level	Business Studies	E	F	<5
2016	A Level	Business Studies	E	M	<5
2016	A Level	Business Studies	U	M	<5
2017	A Level	Business Studies	A	F	<5
2017	A Level	Business Studies	A	M	<5
2017	A Level	Business Studies	A*	F	<5
2017	A Level	Business Studies	B	F	8
2017	A Level	Business Studies	B	M	13
2017	A Level	Business Studies	C	F	13
2017	A Level	Business Studies	C	M	13
2017	A Level	Business Studies	D	F	7
2017	A Level	Business Studies	D	M	<5
2017	A Level	Business Studies	E	F	<5
2014	A Level	Chemistry	A	F	7

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	A Level	Chemistry	A	M	9
2014	A Level	Chemistry	A*	F	<5
2014	A Level	Chemistry	A*	M	<5
2014	A Level	Chemistry	B	F	8
2014	A Level	Chemistry	B	M	13
2014	A Level	Chemistry	C	F	6
2014	A Level	Chemistry	C	M	8
2014	A Level	Chemistry	D	F	<5
2014	A Level	Chemistry	D	M	<5
2014	A Level	Chemistry	E	F	<5
2014	A Level	Chemistry	E	M	<5
2015	A Level	Chemistry	A	F	12
2015	A Level	Chemistry	A	M	9
2015	A Level	Chemistry	A*	F	<5
2015	A Level	Chemistry	A*	M	<5
2015	A Level	Chemistry	B	F	14
2015	A Level	Chemistry	B	M	12
2015	A Level	Chemistry	C	F	<5
2015	A Level	Chemistry	C	M	<5
2015	A Level	Chemistry	D	M	<5
2015	A Level	Chemistry	E	M	<5
2016	A Level	Chemistry	A	F	10
2016	A Level	Chemistry	A	M	11
2016	A Level	Chemistry	A*	F	<5
2016	A Level	Chemistry	A*	M	<5
2016	A Level	Chemistry	B	F	<5
2016	A Level	Chemistry	B	M	8
2016	A Level	Chemistry	C	F	7
2016	A Level	Chemistry	C	M	10

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	A Level	Chemistry	D	F	<5
2016	A Level	Chemistry	D	M	<5
2016	A Level	Chemistry	E	F	<5
2017	A Level	Chemistry	A	F	7
2017	A Level	Chemistry	A	M	<5
2017	A Level	Chemistry	A*	F	<5
2017	A Level	Chemistry	A*	M	8
2017	A Level	Chemistry	B	F	10
2017	A Level	Chemistry	B	M	9
2017	A Level	Chemistry	C	F	9
2017	A Level	Chemistry	C	M	<5
2017	A Level	Chemistry	D	F	<5
2017	A Level	Chemistry	D	M	<5
2017	A Level	Chemistry	E	F	<5
2017	A Level	Chemistry	E	M	<5
2017	A Level	Computer Science	A	M	<5
2017	A Level	Computer Science	B	M	<5
2017	A Level	Computer Science	C	F	<5
2017	A Level	Computer Science	C	M	<5
2017	A Level	Computer Science	D	M	<5
2017	A Level	Computer Science	E	M	<5
2017	A Level	Computer Science	U	M	<5
2015	A Level	Computing	D	M	<5
2016	A Level	Computing	A	M	<5
2016	A Level	Computing	B	M	<5
2016	A Level	Computing	C	M	<5
2016	A Level	Computing	D	F	<5
2016	A Level	Computing	D	M	<5
2016	A Level	Computing	U	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	A Level	D&T	A	F	<5
2014	A Level	D&T	A	M	<5
2014	A Level	D&T	A*	M	<5
2014	A Level	D&T	B	F	<5
2014	A Level	D&T	B	M	<5
2014	A Level	D&T	C	M	<5
2014	A Level	D&T	D	F	<5
2014	A Level	D&T	E	M	<5
2015	A Level	D&T	A*	M	<5
2015	A Level	D&T	C	M	<5
2015	A Level	D&T	E	M	<5
2016	A Level	D&T	A	F	<5
2016	A Level	D&T	A	M	8
2016	A Level	D&T	A*	M	<5
2016	A Level	D&T	B	F	<5
2016	A Level	D&T	B	M	<5
2016	A Level	D&T	C	F	<5
2016	A Level	D&T	C	M	<5
2016	A Level	D&T	D	M	<5
2017	A Level	D&T	A	M	<5
2017	A Level	D&T	A*	F	<5
2017	A Level	D&T	A*	M	<5
2017	A Level	D&T	B	F	<5
2017	A Level	D&T	B	M	<5
2017	A Level	D&T	E	M	<5
2017	A Level	D&T	U	M	<5
2015	A Level	D&T	A	F	<5
2015	A Level	D&T	A	M	<5
2015	A Level	D&T	A*	F	<5



Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	A Level	D&T	B	M	<5
2015	A Level	D&T	C	F	<5
2015	A Level	D&T	C	M	6
2015	A Level	D&T	D	M	<5
2015	A Level	D&T	E	M	<5
2015	A Level	D&T	U	M	<5
2014	A Level	D&T: Product Design	A*	F	<5
2014	A Level	D&T: Product Design	B	M	5
2014	A Level	D&T: Product Design	C	F	<5
2014	A Level	D&T: Product Design	C	M	<5
2014	A Level	D&T: Product Design	D	F	<5
2014	A Level	D&T: Product Design	D	M	<5
2015	A Level	D&T: Product Design	B	M	<5
2015	A Level	D&T: Product Design	D	F	<5
2015	A Level	D&T: Product Design	D	M	<5
2015	A Level	D&T: Product Design	E	M	<5
2016	A Level	D&T: Product Design	A	M	<5
2016	A Level	D&T: Product Design	B	M	<5
2016	A Level	D&T: Product Design	C	M	<5
2016	A Level	D&T: Product Design	D	F	<5
2016	A Level	D&T: Product Design	D	M	<5
2016	A Level	D&T: Product Design	E	M	<5
2017	A Level	D&T: Product Design	A	M	<5
2017	A Level	D&T: Product Design	C	M	<5
2017	A Level	D&T: Product Design	D	F	<5
2017	A Level	D&T: Product Design	E	F	<5
2017	A Level	D&T: Product Design	E	M	5
2014	A Level	Drama & Theatre Studies	B	M	<5
2014	A Level	Drama & Theatre Studies	C	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	A Level	Drama & Theatre Studies	B	F	<5
2016	A Level	Drama & Theatre Studies	B	M	5
2017	A Level	Drama & Theatre Studies	A	F	<5
2017	A Level	Drama & Theatre Studies	A	M	<5
2017	A Level	Drama & Theatre Studies	B	F	<5
2017	A Level	Drama & Theatre Studies	B	M	<5
2014	A Level	Economics	A	M	<5
2014	A Level	Economics	B	M	7
2014	A Level	Economics	C	F	<5
2014	A Level	Economics	C	M	<5
2014	A Level	Economics	E	F	<5
2014	A Level	Economics	U	M	<5
2015	A Level	Economics	A	M	<5
2015	A Level	Economics	A*	F	<5
2015	A Level	Economics	A*	M	<5
2015	A Level	Economics	B	M	<5
2015	A Level	Economics	C	M	<5
2015	A Level	Economics	D	M	<5
2016	A Level	Economics	A	M	5
2016	A Level	Economics	A*	F	<5
2016	A Level	Economics	A*	M	<5
2016	A Level	Economics	B	F	<5
2016	A Level	Economics	B	M	<5
2016	A Level	Economics	C	F	<5
2016	A Level	Economics	C	M	<5
2017	A Level	Economics	A	F	<5
2017	A Level	Economics	A	M	<5
2017	A Level	Economics	A*	M	<5
2017	A Level	Economics	B	M	5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	A Level	Economics	C	F	<5
2017	A Level	Economics	C	M	<5
2014	A Level	English Lang.	A	F	6
2014	A Level	English Lang.	A	M	<5
2014	A Level	English Lang.	B	F	7
2014	A Level	English Lang.	B	M	<5
2014	A Level	English Lang.	C	F	13
2014	A Level	English Lang.	C	M	<5
2015	A Level	English Lang.	B	F	5
2015	A Level	English Lang.	B	M	<5
2015	A Level	English Lang.	C	F	<5
2015	A Level	English Lang.	C	M	<5
2015	A Level	English Lang.	D	F	<5
2015	A Level	English Lang.	D	M	<5
2015	A Level	English Lang.	E	M	<5
2016	A Level	English Lang.	A	F	<5
2016	A Level	English Lang.	B	F	<5
2016	A Level	English Lang.	B	M	<5
2016	A Level	English Lang.	C	F	9
2016	A Level	English Lang.	C	M	7
2016	A Level	English Lang.	D	F	<5
2016	A Level	English Lang.	D	M	<5
2017	A Level	English Lang.	A	F	<5
2017	A Level	English Lang.	A	M	<5
2017	A Level	English Lang.	B	F	<5
2017	A Level	English Lang.	C	F	8
2017	A Level	English Lang.	C	M	6
2017	A Level	English Lang.	D	F	8
2017	A Level	English Lang.	D	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	A Level	English Lang.	E	F	<5
2017	A Level	English Lang.	E	M	<5
2014	A Level	English Lang. & Lit.	A	F	<5
2014	A Level	English Lang. & Lit.	A	M	<5
2014	A Level	English Lang. & Lit.	A*	F	<5
2014	A Level	English Lang. & Lit.	B	F	9
2014	A Level	English Lang. & Lit.	B	M	<5
2014	A Level	English Lang. & Lit.	C	F	<5
2014	A Level	English Lang. & Lit.	C	M	<5
2014	A Level	English Lang. & Lit.	D	F	8
2014	A Level	English Lang. & Lit.	D	M	<5
2014	A Level	English Lang. & Lit.	E	F	<5
2015	A Level	English Lang. & Lit.	A	F	<5
2015	A Level	English Lang. & Lit.	A*	F	<5
2015	A Level	English Lang. & Lit.	A*	M	<5
2015	A Level	English Lang. & Lit.	B	F	6
2015	A Level	English Lang. & Lit.	B	M	8
2015	A Level	English Lang. & Lit.	C	F	<5
2015	A Level	English Lang. & Lit.	C	M	7
2015	A Level	English Lang. & Lit.	D	F	6
2015	A Level	English Lang. & Lit.	D	M	8
2015	A Level	English Lang. & Lit.	E	F	<5
2015	A Level	English Lang. & Lit.	E	M	<5
2016	A Level	English Lang. & Lit.	A	M	<5
2016	A Level	English Lang. & Lit.	B	F	<5
2016	A Level	English Lang. & Lit.	B	M	7
2016	A Level	English Lang. & Lit.	C	F	5
2016	A Level	English Lang. & Lit.	C	M	<5
2016	A Level	English Lang. & Lit.	D	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	A Level	English Lang. & Lit.	D	M	7
2016	A Level	English Lang. & Lit.	E	F	<5
2017	A Level	English Lang. and Lit.	A	F	<5
2017	A Level	English Lang. and Lit.	B	F	<5
2017	A Level	English Lang. and Lit.	B	M	7
2017	A Level	English Lang. and Lit.	C	F	6
2017	A Level	English Lang. and Lit.	C	M	<5
2017	A Level	English Lang. and Lit.	D	F	<5
2017	A Level	English Lang. and Lit.	D	M	<5
2014	A Level	English Lit.	A	F	13
2014	A Level	English Lit.	A	M	<5
2014	A Level	English Lit.	A*	F	<5
2014	A Level	English Lit.	A*	M	<5
2014	A Level	English Lit.	B	F	30
2014	A Level	English Lit.	B	M	13
2014	A Level	English Lit.	C	F	20
2014	A Level	English Lit.	C	M	16
2014	A Level	English Lit.	D	F	5
2014	A Level	English Lit.	D	M	8
2014	A Level	English Lit.	E	F	<5
2014	A Level	English Lit.	E	M	<5
2015	A Level	English Lit.	A	F	16
2015	A Level	English Lit.	A	M	<5
2015	A Level	English Lit.	A*	F	6
2015	A Level	English Lit.	A*	M	<5
2015	A Level	English Lit.	B	F	26
2015	A Level	English Lit.	B	M	12
2015	A Level	English Lit.	C	F	38
2015	A Level	English Lit.	C	M	7

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	A Level	English Lit.	D	F	14
2015	A Level	English Lit.	D	M	<5
2015	A Level	English Lit.	E	F	<5
2015	A Level	English Lit.	E	M	<5
2016	A Level	English Lit.	A	F	10
2016	A Level	English Lit.	A	M	<5
2016	A Level	English Lit.	A*	F	12
2016	A Level	English Lit.	A*	M	<5
2016	A Level	English Lit.	B	F	23
2016	A Level	English Lit.	B	M	10
2016	A Level	English Lit.	C	F	25
2016	A Level	English Lit.	C	M	11
2016	A Level	English Lit.	D	F	11
2016	A Level	English Lit.	D	M	8
2017	A Level	English Lit.	A	F	17
2017	A Level	English Lit.	A	M	6
2017	A Level	English Lit.	A*	F	<5
2017	A Level	English Lit.	A*	M	<5
2017	A Level	English Lit.	B	F	28
2017	A Level	English Lit.	B	M	9
2017	A Level	English Lit.	C	F	25
2017	A Level	English Lit.	C	M	10
2017	A Level	English Lit.	D	F	<5
2017	A Level	English Lit.	D	M	6
2014	A Level	Fine Art	A	F	16
2014	A Level	Fine Art	A	M	6
2014	A Level	Fine Art	A*	F	<5
2014	A Level	Fine Art	A*	M	<5
2014	A Level	Fine Art	B	F	9

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	A Level	Fine Art	B	M	5
2014	A Level	Fine Art	C	F	<5
2014	A Level	Fine Art	C	M	<5
2014	A Level	Fine Art	D	F	<5
2014	A Level	Fine Art	D	M	<5
2015	A Level	Fine Art	B	M	<5
2015	A Level	Fine Art	C	M	<5
2015	A Level	Fine Art	D	M	<5
2015	A Level	Fine Art	E	M	<5
2016	A Level	Fine Art	A	F	10
2016	A Level	Fine Art	A	M	5
2016	A Level	Fine Art	A*	F	<5
2016	A Level	Fine Art	A*	M	5
2016	A Level	Fine Art	B	F	14
2016	A Level	Fine Art	B	M	5
2016	A Level	Fine Art	C	F	<5
2016	A Level	Fine Art	C	M	5
2016	A Level	Fine Art	D	F	<5
2016	A Level	Fine Art	U	F	<5
2017	A Level	Fine Art	A	F	15
2017	A Level	Fine Art	A	M	8
2017	A Level	Fine Art	A*	F	10
2017	A Level	Fine Art	A*	M	<5
2017	A Level	Fine Art	B	F	12
2017	A Level	Fine Art	B	M	8
2017	A Level	Fine Art	C	F	5
2017	A Level	Fine Art	C	M	5
2017	A Level	Fine Art	D	F	<5
2017	A Level	Fine Art	D	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	A Level	Fine Art	E	M	<5
2014	A Level	French	A	F	11
2014	A Level	French	A	M	<5
2014	A Level	French	A*	F	<5
2014	A Level	French	A*	M	<5
2014	A Level	French	B	F	<5
2014	A Level	French	B	M	<5
2014	A Level	French	C	F	6
2014	A Level	French	C	M	<5
2014	A Level	French	D	F	<5
2015	A Level	French	A	F	<5
2015	A Level	French	B	F	<5
2015	A Level	French	C	F	<5
2015	A Level	French	C	M	<5
2015	A Level	French	D	F	<5
2016	A Level	French	A	F	5
2016	A Level	French	A	M	<5
2016	A Level	French	A*	F	<5
2016	A Level	French	A*	M	<5
2016	A Level	French	B	F	7
2016	A Level	French	B	M	7
2016	A Level	French	C	F	<5
2016	A Level	French	C	M	<5
2016	A Level	French	D	F	<5
2016	A Level	French	D	M	<5
2016	A Level	French	E	F	<5
2016	A Level	French	E	M	<5
2017	A Level	French	A	F	<5
2017	A Level	French	A	M	<5



Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	A Level	French	A*	F	<5
2017	A Level	French	A*	M	<5
2017	A Level	French	B	F	5
2017	A Level	French	B	M	<5
2017	A Level	French	C	F	<5
2017	A Level	French	C	M	<5
2017	A Level	French	D	F	<5
2017	A Level	French	E	F	<5
2017	A Level	French	E	M	<5
2015	A Level	French	A	F	6
2015	A Level	French	A	M	<5
2015	A Level	French	A*	F	<5
2015	A Level	French	B	F	<5
2015	A Level	French	B	M	<5
2015	A Level	French	C	F	<5
2015	A Level	French	D	F	<5
2014	A Level	Further Maths	A	M	<5
2014	A Level	Further Maths	A*	M	<5
2014	A Level	Further Maths	B	M	<5
2014	A Level	Further Maths	C	M	<5
2014	A Level	Further Maths	D	M	<5
2016	A Level	Further Maths	A	F	<5
2016	A Level	Further Maths	A	M	<5
2016	A Level	Further Maths	A*	F	<5
2016	A Level	Further Maths	A*	M	<5
2016	A Level	Further Maths	B	F	<5
2016	A Level	Further Maths	B	M	<5
2016	A Level	Further Maths	C	M	<5
2016	A Level	Further Maths	D	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	A Level	Further Maths	A	F	<5
2017	A Level	Further Maths	A	M	<5
2017	A Level	Further Maths	A*	F	<5
2017	A Level	Further Maths	A*	M	<5
2017	A Level	Further Maths	B	M	<5
2017	A Level	Further Maths	C	M	<5
2017	A Level	Further Maths	D	F	<5
2014	A Level	Geography	A	F	<5
2014	A Level	Geography	A	M	<5
2014	A Level	Geography	B	M	<5
2014	A Level	Geography	C	F	7
2014	A Level	Geography	C	M	5
2014	A Level	Geography	D	F	<5
2014	A Level	Geography	D	M	<5
2014	A Level	Geography	E	F	<5
2014	A Level	Geography	E	M	<5
2015	A Level	Geography	A	F	7
2015	A Level	Geography	A	M	<5
2015	A Level	Geography	A*	F	<5
2015	A Level	Geography	B	F	5
2015	A Level	Geography	B	M	<5
2015	A Level	Geography	C	F	<5
2015	A Level	Geography	C	M	5
2015	A Level	Geography	D	F	<5
2015	A Level	Geography	D	M	<5
2015	A Level	Geography	E	M	<5
2016	A Level	Geography	A	F	<5
2016	A Level	Geography	A	M	<5
2016	A Level	Geography	B	F	6

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	A Level	Geography	B	M	7
2016	A Level	Geography	C	F	7
2016	A Level	Geography	C	M	5
2016	A Level	Geography	D	F	6
2016	A Level	Geography	D	M	5
2016	A Level	Geography	E	F	<5
2016	A Level	Geography	E	M	<5
2016	A Level	Geography	U	F	<5
2017	A Level	Geography	A	F	8
2017	A Level	Geography	A	M	<5
2017	A Level	Geography	A*	F	<5
2017	A Level	Geography	A*	M	<5
2017	A Level	Geography	B	F	7
2017	A Level	Geography	B	M	12
2017	A Level	Geography	C	F	6
2017	A Level	Geography	C	M	5
2017	A Level	Geography	D	M	7
2017	A Level	Geography	E	F	<5
2017	A Level	Geography	E	M	<5
2014	A Level	German	A	F	<5
2014	A Level	German	A	M	<5
2015	A Level	German	B	F	<5
2016	A Level	German	A	F	<5
2014	A Level	History	A	F	9
2014	A Level	History	A	M	7
2014	A Level	History	A*	F	<5
2014	A Level	History	A*	M	<5
2014	A Level	History	B	F	22
2014	A Level	History	B	M	19

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	A Level	History	C	F	9
2014	A Level	History	C	M	14
2014	A Level	History	D	F	<5
2014	A Level	History	D	M	12
2014	A Level	History	E	F	<5
2014	A Level	History	E	M	<5
2015	A Level	History	A	F	8
2015	A Level	History	A	M	12
2015	A Level	History	A*	F	<5
2015	A Level	History	A*	M	<5
2015	A Level	History	B	F	27
2015	A Level	History	B	M	20
2015	A Level	History	C	F	13
2015	A Level	History	C	M	17
2015	A Level	History	D	F	8
2015	A Level	History	D	M	5
2015	A Level	History	U	M	<5
2016	A Level	History	A	F	14
2016	A Level	History	A	M	12
2016	A Level	History	A*	F	<5
2016	A Level	History	A*	M	<5
2016	A Level	History	B	F	27
2016	A Level	History	B	M	28
2016	A Level	History	C	F	21
2016	A Level	History	C	M	10
2016	A Level	History	D	F	10
2016	A Level	History	D	M	7
2016	A Level	History	E	F	<5
2017	A Level	History	A	F	10

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	A Level	History	A	M	15
2017	A Level	History	A*	F	<5
2017	A Level	History	A*	M	<5
2017	A Level	History	B	F	20
2017	A Level	History	B	M	8
2017	A Level	History	C	F	15
2017	A Level	History	C	M	11
2017	A Level	History	D	F	<5
2017	A Level	History	D	M	5
2017	A Level	History	E	M	<5
2015	A Level	Home Economics	C	F	<5
2015	A Level	Home Economics	D	F	<5
2014	A Level	ICT	A	F	<5
2014	A Level	ICT	A	M	6
2014	A Level	ICT	B	F	<5
2014	A Level	ICT	B	M	9
2014	A Level	ICT	C	F	<5
2014	A Level	ICT	C	M	6
2014	A Level	ICT	D	F	<5
2014	A Level	ICT	D	M	<5
2014	A Level	ICT	E	F	<5
2014	A Level	ICT	E	M	7
2014	A Level	ICT	U	M	<5
2015	A Level	ICT	A	F	<5
2015	A Level	ICT	B	F	<5
2015	A Level	ICT	B	M	5
2015	A Level	ICT	C	F	<5
2015	A Level	ICT	C	M	7
2015	A Level	ICT	D	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	A Level	ICT	D	M	5
2015	A Level	ICT	E	M	<5
2015	A Level	ICT	U	M	<5
2016	A Level	ICT	A	F	<5
2016	A Level	ICT	A	M	<5
2016	A Level	ICT	B	F	<5
2016	A Level	ICT	B	M	<5
2016	A Level	ICT	C	F	<5
2016	A Level	ICT	C	M	5
2016	A Level	ICT	D	F	<5
2016	A Level	ICT	D	M	8
2016	A Level	ICT	E	M	5
2017	A Level	ICT	A	M	<5
2017	A Level	ICT	B	F	<5
2017	A Level	ICT	B	M	<5
2017	A Level	ICT	C	F	<5
2017	A Level	ICT	C	M	6
2017	A Level	ICT	D	F	<5
2017	A Level	ICT	D	M	7
2017	A Level	ICT	E	F	<5
2017	A Level	ICT	E	M	<5
2014	A Level	Italian	A	F	<5
2014	A Level	Italian	A*	F	<5
2014	A Level	Italian	B	F	<5
2014	A Level	Italian	C	F	<5
2014	A Level	Italian	D	F	<5
2015	A Level	Italian	A	F	<5
2015	A Level	Italian	B	F	<5
2016	A Level	Italian	A	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	A Level	Italian	B	F	5
2016	A Level	Italian	C	F	<5
2017	A Level	Italian	A	F	<5
2017	A Level	Italian	B	F	<5
2017	A Level	Italian	C	F	<5
2014	A Level	Maths	A	F	11
2014	A Level	Maths	A	M	18
2014	A Level	Maths	A*	F	<5
2014	A Level	Maths	A*	M	7
2014	A Level	Maths	B	F	10
2014	A Level	Maths	B	M	8
2014	A Level	Maths	C	F	7
2014	A Level	Maths	C	M	11
2014	A Level	Maths	D	F	<5
2014	A Level	Maths	D	M	6
2014	A Level	Maths	E	M	7
2014	A Level	Maths	U	F	<5
2015	A Level	Maths	A	F	13
2015	A Level	Maths	A	M	18
2015	A Level	Maths	A*	F	8
2015	A Level	Maths	A*	M	7
2015	A Level	Maths	B	F	16
2015	A Level	Maths	B	M	15
2015	A Level	Maths	C	F	<5
2015	A Level	Maths	C	M	6
2015	A Level	Maths	D	F	<5
2015	A Level	Maths	D	M	<5
2015	A Level	Maths	E	F	<5
2015	A Level	Maths	E	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	A Level	Maths	U	M	<5
2016	A Level	Maths	A	F	10
2016	A Level	Maths	A	M	11
2016	A Level	Maths	A*	F	7
2016	A Level	Maths	A*	M	9
2016	A Level	Maths	B	F	7
2016	A Level	Maths	B	M	17
2016	A Level	Maths	C	F	<5
2016	A Level	Maths	C	M	10
2016	A Level	Maths	D	F	<5
2016	A Level	Maths	D	M	5
2016	A Level	Maths	E	F	<5
2016	A Level	Maths	E	M	<5
2016	A Level	Maths	U	F	<5
2016	A Level	Maths	U	M	<5
2017	A Level	Maths	A	F	13
2017	A Level	Maths	A	M	18
2017	A Level	Maths	A*	F	8
2017	A Level	Maths	A*	M	12
2017	A Level	Maths	B	F	6
2017	A Level	Maths	B	M	9
2017	A Level	Maths	C	F	6
2017	A Level	Maths	C	M	10
2017	A Level	Maths	D	F	<5
2017	A Level	Maths	D	M	7
2017	A Level	Maths	E	F	<5
2017	A Level	Maths	E	M	<5
2015	A Level	Maths Further	A*	M	<5
2015	A Level	Maths Further	B	F	<5



Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	A Level	Maths Further	B	M	<5
2015	A Level	Maths Further	C	F	<5
2015	A Level	Maths Further	C	M	<5
2014	A Level	Media Studies	A	F	9
2014	A Level	Media Studies	A	M	<5
2014	A Level	Media Studies	A*	F	<5
2014	A Level	Media Studies	A*	M	<5
2014	A Level	Media Studies	B	F	14
2014	A Level	Media Studies	B	M	7
2014	A Level	Media Studies	C	F	<5
2014	A Level	Media Studies	C	M	9
2014	A Level	Media Studies	D	F	<5
2014	A Level	Media Studies	D	M	<5
2015	A Level	Media Studies	A	F	11
2015	A Level	Media Studies	A	M	<5
2015	A Level	Media Studies	A*	F	<5
2015	A Level	Media Studies	B	F	19
2015	A Level	Media Studies	B	M	11
2015	A Level	Media Studies	C	F	11
2015	A Level	Media Studies	C	M	6
2015	A Level	Media Studies	D	F	<5
2015	A Level	Media Studies	D	M	<5
2016	A Level	Media Studies	A	F	5
2016	A Level	Media Studies	A	M	<5
2016	A Level	Media Studies	B	F	14
2016	A Level	Media Studies	B	M	5
2016	A Level	Media Studies	C	F	9
2016	A Level	Media Studies	C	M	10
2016	A Level	Media Studies	D	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	A Level	Media Studies	D	M	<5
2016	A Level	Media Studies	U	M	<5
2017	A Level	Media Studies	A	F	8
2017	A Level	Media Studies	A	M	<5
2017	A Level	Media Studies	A*	F	<5
2017	A Level	Media Studies	A*	M	<5
2017	A Level	Media Studies	B	F	21
2017	A Level	Media Studies	B	M	12
2017	A Level	Media Studies	C	F	10
2017	A Level	Media Studies	C	M	14
2017	A Level	Media Studies	D	F	<5
2017	A Level	Media Studies	D	M	8
2017	A Level	Media Studies	E	M	<5
2014	A Level	Music	A	F	<5
2014	A Level	Music	A	M	<5
2014	A Level	Music	B	M	<5
2014	A Level	Music	C	F	<5
2014	A Level	Music	C	M	<5
2014	A Level	Music	D	M	<5
2014	A Level	Music	E	M	<5
2015	A Level	Music	A	F	<5
2015	A Level	Music	B	F	<5
2015	A Level	Music	B	M	<5
2015	A Level	Music	C	M	<5
2015	A Level	Music	D	M	<5
2015	A Level	Music	E	M	<5
2015	A Level	Music	U	F	<5
2016	A Level	Music	A	F	<5
2016	A Level	Music	A	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	A Level	Music	B	F	<5
2016	A Level	Music	B	M	<5
2016	A Level	Music	C	F	<5
2016	A Level	Music	C	M	<5
2016	A Level	Music	D	F	<5
2016	A Level	Music	D	M	<5
2016	A Level	Music	E	F	<5
2017	A Level	Music	A	M	<5
2017	A Level	Music	C	F	<5
2017	A Level	Music	C	M	<5
2017	A Level	Music	D	F	<5
2017	A Level	Music	D	M	<5
2017	A Level	Music	E	F	<5
2014	A Level	Music Technology	A	M	<5
2014	A Level	Music Technology	B	F	<5
2014	A Level	Music Technology	B	M	<5
2014	A Level	Music Technology	C	F	<5
2014	A Level	Music Technology	C	M	5
2014	A Level	Music Technology	D	M	<5
2014	A Level	Music Technology	E	F	<5
2015	A Level	Music Technology	A	M	<5
2015	A Level	Music Technology	B	M	7
2015	A Level	Music Technology	C	F	5
2015	A Level	Music Technology	C	M	8
2015	A Level	Music Technology	D	M	<5
2016	A Level	Music Technology	A	M	<5
2016	A Level	Music Technology	B	F	<5
2016	A Level	Music Technology	B	M	6
2016	A Level	Music Technology	C	F	5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	A Level	Music Technology	C	M	6
2016	A Level	Music Technology	D	F	<5
2016	A Level	Music Technology	D	M	<5
2016	A Level	Music Technology	E	M	<5
2017	A Level	Music Technology	B	F	5
2017	A Level	Music Technology	B	M	6
2017	A Level	Music Technology	C	F	<5
2017	A Level	Music Technology	C	M	7
2017	A Level	Music Technology	D	F	<5
2017	A Level	Music Technology	D	M	<5
2017	A Level	Music Technology	E	F	<5
2017	A Level	Music Technology	E	M	<5
2014	A Level	P.E.	A	M	<5
2014	A Level	P.E.	B	F	<5
2014	A Level	P.E.	B	M	<5
2014	A Level	P.E.	C	M	<5
2014	A Level	P.E.	D	F	<5
2014	A Level	P.E.	D	M	7
2014	A Level	P.E.	E	F	<5
2014	A Level	P.E.	E	M	<5
2015	A Level	P.E.	A	F	<5
2015	A Level	P.E.	A	M	<5
2015	A Level	P.E.	B	F	<5
2015	A Level	P.E.	B	M	6
2015	A Level	P.E.	C	F	<5
2015	A Level	P.E.	C	M	<5
2015	A Level	P.E.	D	F	<5
2015	A Level	P.E.	D	M	<5
2015	A Level	P.E.	E	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	A Level	P.E.	E	M	<5
2016	A Level	P.E.	A	F	<5
2016	A Level	P.E.	A	M	6
2016	A Level	P.E.	B	F	<5
2016	A Level	P.E.	B	M	6
2016	A Level	P.E.	C	F	<5
2016	A Level	P.E.	C	M	5
2016	A Level	P.E.	D	F	<5
2016	A Level	P.E.	D	M	6
2016	A Level	P.E.	E	F	<5
2016	A Level	P.E.	E	M	<5
2017	A Level	P.E.	A	F	<5
2017	A Level	P.E.	A	M	5
2017	A Level	P.E.	B	F	<5
2017	A Level	P.E.	B	M	10
2017	A Level	P.E.	C	F	<5
2017	A Level	P.E.	C	M	<5
2017	A Level	P.E.	D	F	<5
2017	A Level	P.E.	D	M	<5
2017	A Level	P.E.	E	F	<5
2017	A Level	P.E.	E	M	<5
2014	A Level	Performance Studies	A	F	<5
2014	A Level	Performance Studies	A*	F	<5
2014	A Level	Performance Studies	B	F	6
2014	A Level	Performance Studies	B	M	<5
2014	A Level	Performance Studies	C	F	<5
2014	A Level	Performance Studies	D	F	<5
2014	A Level	Performance Studies	D	M	<5
2015	A Level	Performance Studies	A	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	A Level	Performance Studies	B	F	9
2015	A Level	Performance Studies	C	F	6
2015	A Level	Performance Studies	C	M	<5
2015	A Level	Performance Studies	D	F	<5
2015	A Level	Performance Studies	D	M	<5
2015	A Level	Performance Studies	E	F	<5
2016	A Level	Performance Studies	A	F	<5
2016	A Level	Performance Studies	B	F	6
2016	A Level	Performance Studies	C	F	5
2016	A Level	Performance Studies	D	F	<5
2016	A Level	Performance Studies	D	M	<5
2016	A Level	Performance Studies	E	M	<5
2017	A Level	Performance Studies	A	F	<5
2017	A Level	Performance Studies	A	M	<5
2017	A Level	Performance Studies	B	F	8
2017	A Level	Performance Studies	C	F	6
2017	A Level	Performance Studies	C	M	<5
2017	A Level	Performance Studies	D	F	<5
2017	A Level	Performance Studies	D	M	<5
2017	A Level	Performance Studies	E	F	<5
2015	A Level	Philosophy	A	F	<5
2015	A Level	Philosophy	A	M	<5
2015	A Level	Philosophy	B	M	<5
2015	A Level	Philosophy	C	F	<5
2016	A Level	Philosophy	A	F	<5
2016	A Level	Philosophy	B	F	<5
2016	A Level	Philosophy	B	M	<5
2016	A Level	Philosophy	C	F	<5
2016	A Level	Philosophy	C	M	5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	A Level	Philosophy	D	M	<5
2016	A Level	Philosophy	E	M	<5
2017	A Level	Philosophy	A	M	<5
2017	A Level	Philosophy	B	F	10
2017	A Level	Philosophy	B	M	<5
2017	A Level	Philosophy	C	F	5
2017	A Level	Philosophy	C	M	<5
2017	A Level	Philosophy	D	F	<5
2017	A Level	Philosophy	D	M	<5
2014	A Level	Photography	A	F	6
2014	A Level	Photography	A	M	<5
2014	A Level	Photography	A*	F	8
2014	A Level	Photography	A*	M	<5
2014	A Level	Photography	B	F	18
2014	A Level	Photography	B	M	8
2014	A Level	Photography	C	F	9
2014	A Level	Photography	C	M	7
2014	A Level	Photography	D	F	<5
2014	A Level	Photography	D	M	<5
2015	A Level	Photography	A	F	20
2015	A Level	Photography	A	M	<5
2015	A Level	Photography	A*	F	10
2015	A Level	Photography	A*	M	<5
2015	A Level	Photography	B	F	19
2015	A Level	Photography	B	M	10
2015	A Level	Photography	C	F	5
2015	A Level	Photography	C	M	6
2015	A Level	Photography	D	F	<5
2015	A Level	Photography	D	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	A Level	Photography	U	M	<5
2016	A Level	Photography	A	F	<5
2016	A Level	Photography	A*	F	7
2016	A Level	Photography	A*	M	<5
2016	A Level	Photography	B	F	18
2016	A Level	Photography	B	M	<5
2016	A Level	Photography	C	F	9
2016	A Level	Photography	C	M	5
2016	A Level	Photography	D	F	<5
2016	A Level	Photography	D	M	<5
2017	A Level	Photography	A	F	<5
2017	A Level	Photography	A	M	<5
2017	A Level	Photography	A*	F	18
2017	A Level	Photography	A*	M	<5
2017	A Level	Photography	B	F	10
2017	A Level	Photography	B	M	6
2017	A Level	Photography	C	F	10
2017	A Level	Photography	C	M	<5
2017	A Level	Photography	D	M	5
2017	A Level	Photography	X	F	<5
2014	A Level	Physics	A	F	<5
2014	A Level	Physics	A	M	9
2014	A Level	Physics	A*	F	<5
2014	A Level	Physics	A*	M	<5
2014	A Level	Physics	B	F	<5
2014	A Level	Physics	B	M	8
2014	A Level	Physics	C	M	7
2014	A Level	Physics	D	F	<5
2014	A Level	Physics	D	M	6



Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	A Level	Physics	E	F	<5
2014	A Level	Physics	E	M	7
2015	A Level	Physics	A	F	<5
2015	A Level	Physics	A	M	6
2015	A Level	Physics	A*	M	5
2015	A Level	Physics	B	F	<5
2015	A Level	Physics	B	M	10
2015	A Level	Physics	C	M	10
2015	A Level	Physics	D	F	<5
2015	A Level	Physics	D	M	<5
2015	A Level	Physics	U	M	<5
2016	A Level	Physics	A	F	<5
2016	A Level	Physics	A	M	11
2016	A Level	Physics	A*	F	<5
2016	A Level	Physics	A*	M	<5
2016	A Level	Physics	B	F	<5
2016	A Level	Physics	B	M	7
2016	A Level	Physics	C	F	<5
2016	A Level	Physics	C	M	7
2016	A Level	Physics	D	F	<5
2016	A Level	Physics	D	M	<5
2016	A Level	Physics	E	M	<5
2017	A Level	Physics	A	F	<5
2017	A Level	Physics	A	M	10
2017	A Level	Physics	A*	F	<5
2017	A Level	Physics	A*	M	<5
2017	A Level	Physics	B	F	<5
2017	A Level	Physics	B	M	7
2017	A Level	Physics	C	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	A Level	Physics	C	M	<5
2017	A Level	Physics	D	F	<5
2017	A Level	Physics	D	M	<5
2017	A Level	Physics	E	M	<5
2014	A Level	Portuguese	A	F	<5
2014	A Level	Portuguese	B	F	<5
2014	A Level	Portuguese	B	M	<5
2014	A Level	Portuguese	C	F	<5
2014	A Level	Portuguese	C	M	<5
2014	A Level	Portuguese	U	M	<5
2015	A Level	Portuguese	A	F	<5
2015	A Level	Portuguese	A*	F	<5
2015	A Level	Portuguese	B	F	6
2015	A Level	Portuguese	C	F	<5
2015	A Level	Portuguese	C	M	<5
2015	A Level	Portuguese	D	F	<5
2015	A Level	Portuguese	E	F	<5
2016	A Level	Portuguese	A	F	<5
2016	A Level	Portuguese	B	F	<5
2016	A Level	Portuguese	C	F	<5
2016	A Level	Portuguese	D	M	<5
2016	A Level	Portuguese	U	F	<5
2016	A Level	Portuguese	U	M	<5
2017	A Level	Portuguese	A	F	<5
2017	A Level	Portuguese	A	M	<5
2017	A Level	Portuguese	B	F	<5
2017	A Level	Portuguese	B	M	<5
2017	A Level	Portuguese	C	F	<5
2017	A Level	Portuguese	D	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	A Level	Portuguese	E	F	<5
2017	A Level	Portuguese	U	M	<5
2017	A Level	Portuguese	X	M	<5
2014	A Level	Psychology	A	F	9
2014	A Level	Psychology	A	M	6
2014	A Level	Psychology	A*	F	<5
2014	A Level	Psychology	B	F	18
2014	A Level	Psychology	B	M	6
2014	A Level	Psychology	C	F	8
2014	A Level	Psychology	C	M	10
2014	A Level	Psychology	D	F	12
2014	A Level	Psychology	D	M	6
2014	A Level	Psychology	E	F	5
2014	A Level	Psychology	E	M	<5
2014	A Level	Psychology	U	F	<5
2014	A Level	Psychology	U	M	<5
2015	A Level	Psychology	A	F	13
2015	A Level	Psychology	A	M	10
2015	A Level	Psychology	A*	F	10
2015	A Level	Psychology	A*	M	<5
2015	A Level	Psychology	B	F	15
2015	A Level	Psychology	B	M	7
2015	A Level	Psychology	C	F	16
2015	A Level	Psychology	C	M	7
2015	A Level	Psychology	D	F	<5
2015	A Level	Psychology	D	M	11
2015	A Level	Psychology	E	F	<5
2015	A Level	Psychology	E	M	<5
2016	A Level	Psychology	A	F	17

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	A Level	Psychology	A	M	<5
2016	A Level	Psychology	A*	F	8
2016	A Level	Psychology	B	F	21
2016	A Level	Psychology	B	M	14
2016	A Level	Psychology	C	F	32
2016	A Level	Psychology	C	M	9
2016	A Level	Psychology	D	F	9
2016	A Level	Psychology	D	M	6
2016	A Level	Psychology	E	F	<5
2016	A Level	Psychology	E	M	5
2017	A Level	Psychology	A	F	12
2017	A Level	Psychology	A	M	<5
2017	A Level	Psychology	A*	F	<5
2017	A Level	Psychology	A*	M	<5
2017	A Level	Psychology	B	F	21
2017	A Level	Psychology	B	M	13
2017	A Level	Psychology	C	F	16
2017	A Level	Psychology	C	M	<5
2017	A Level	Psychology	D	F	12
2017	A Level	Psychology	D	M	10
2017	A Level	Psychology	E	F	<5
2017	A Level	Psychology	E	M	<5
2017	A Level	Psychology	U	F	<5
2014	A Level	Religious Studies	A	F	<5
2014	A Level	Religious Studies	A	M	<5
2014	A Level	Religious Studies	A*	M	<5
2014	A Level	Religious Studies	B	F	5
2014	A Level	Religious Studies	B	M	<5
2014	A Level	Religious Studies	C	F	6

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	A Level	Religious Studies	C	M	<5
2014	A Level	Religious Studies	D	F	<5
2014	A Level	Religious Studies	D	M	<5
2015	A Level	Religious Studies	A	F	5
2015	A Level	Religious Studies	A	M	<5
2015	A Level	Religious Studies	A*	F	<5
2015	A Level	Religious Studies	B	F	<5
2015	A Level	Religious Studies	B	M	5
2015	A Level	Religious Studies	C	F	<5
2015	A Level	Religious Studies	C	M	5
2015	A Level	Religious Studies	D	F	5
2015	A Level	Religious Studies	D	M	<5
2016	A Level	Religious Studies	A	F	<5
2016	A Level	Religious Studies	A	M	<5
2016	A Level	Religious Studies	B	F	<5
2016	A Level	Religious Studies	B	M	<5
2016	A Level	Religious Studies	C	F	<5
2016	A Level	Religious Studies	C	M	<5
2016	A Level	Religious Studies	D	F	<5
2016	A Level	Religious Studies	D	M	<5
2016	A Level	Religious Studies	E	M	<5
2017	A Level	Religious Studies	A	F	<5
2017	A Level	Religious Studies	A*	F	<5
2017	A Level	Religious Studies	B	F	10
2017	A Level	Religious Studies	B	M	<5
2017	A Level	Religious Studies	C	F	5
2017	A Level	Religious Studies	D	F	<5
2017	A Level	Religious Studies	E	F	<5
2017	A Level	Religious Studies	U	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	A Level	Sociology	A*	M	<5
2014	A Level	Sociology	B	M	<5
2014	A Level	Sociology	C	F	<5
2014	A Level	Sociology	D	F	<5
2014	A Level	Sociology	E	F	<5
2014	A Level	Sociology	U	M	<5
2015	A Level	Sociology	A	F	<5
2015	A Level	Sociology	A	M	<5
2015	A Level	Sociology	B	F	<5
2015	A Level	Sociology	B	M	<5
2015	A Level	Sociology	C	F	6
2015	A Level	Sociology	D	F	<5
2015	A Level	Sociology	D	M	<5
2015	A Level	Sociology	E	F	<5
2016	A Level	Sociology	A	F	<5
2016	A Level	Sociology	B	F	<5
2016	A Level	Sociology	B	M	<5
2016	A Level	Sociology	C	F	6
2016	A Level	Sociology	C	M	<5
2016	A Level	Sociology	D	F	<5
2016	A Level	Sociology	D	M	<5
2017	A Level	Sociology	A	F	<5
2017	A Level	Sociology	A*	M	<5
2017	A Level	Sociology	B	F	6
2017	A Level	Sociology	B	M	<5
2017	A Level	Sociology	C	M	<5
2017	A Level	Sociology	D	F	<5
2017	A Level	Sociology	U	F	<5
2014	A Level	Spanish	A	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	A Level	Spanish	A*	M	<5
2014	A Level	Spanish	B	F	<5
2014	A Level	Spanish	B	M	<5
2014	A Level	Spanish	C	F	<5
2014	A Level	Spanish	C	M	<5
2014	A Level	Spanish	D	F	<5
2015	A Level	Spanish	A	F	<5
2015	A Level	Spanish	A	M	<5
2015	A Level	Spanish	B	F	<5
2015	A Level	Spanish	B	M	<5
2015	A Level	Spanish	C	F	<5
2015	A Level	Spanish	D	F	<5
2016	A Level	Spanish	A	F	<5
2016	A Level	Spanish	A*	M	<5
2016	A Level	Spanish	B	F	9
2016	A Level	Spanish	B	M	<5
2016	A Level	Spanish	C	F	<5
2016	A Level	Spanish	C	M	<5
2016	A Level	Spanish	D	F	<5
2016	A Level	Spanish	D	M	<5
2017	A Level	Spanish	A	F	<5
2017	A Level	Spanish	A	M	6
2017	A Level	Spanish	B	F	<5
2017	A Level	Spanish	B	M	<5
2017	A Level	Spanish	C	F	<5
2017	A Level	Spanish	C	M	<5
2017	A Level	Spanish	D	F	<5
2017	A Level	Spanish	E	F	<5
2014	A Level	Textiles	A	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	A Level	Textiles	A*	F	<5
2014	A Level	Textiles	B	F	<5
2014	A Level	Textiles	C	F	<5
2015	A Level	Textiles	A	F	<5
2015	A Level	Textiles	A*	F	<5
2015	A Level	Textiles	B	F	<5
2015	A Level	Textiles	C	F	5
2016	A Level	Textiles	A*	F	<5
2016	A Level	Textiles	B	F	<5
2016	A Level	Textiles	D	F	<5
2016	A Level	Textiles	E	F	<5
2017	A Level	Textiles	A	F	<5
2017	A Level	Textiles	A*	F	<5
2017	A Level	Textiles	B	F	<5
2017	A Level	Textiles	C	F	5
2017	A Level	Textiles	E	F	<5
2016	Art Foundation	Art Foundation	D	F	<5
2016	Art Foundation	Art Foundation	D	M	<5
2016	Art Foundation	Art Foundation	P	F	6
2016	Art Foundation	Art Foundation	P	M	<5
2017	Art Foundation	Art Foundation	D	F	<5
2017	Art Foundation	Art Foundation	D	M	<5
2017	Art Foundation	Art Foundation	P	F	<5
2017	Art Foundation	Art Foundation	P	M	<5
2014	AS Level	Art & Design	B	F	<5
2015	AS Level	Art & Design	X	M	<5
2014	AS Level	Biology	A	F	<5
2014	AS Level	Biology	B	M	<5
2014	AS Level	Biology	C	F	5



Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	AS Level	Biology	C	M	<5
2014	AS Level	Biology	D	F	<5
2014	AS Level	Biology	D	M	<5
2014	AS Level	Biology	E	F	5
2014	AS Level	Biology	E	M	<5
2014	AS Level	Biology	U	F	<5
2015	AS Level	Biology	A	F	<5
2015	AS Level	Biology	B	M	<5
2015	AS Level	Biology	C	F	<5
2015	AS Level	Biology	C	M	<5
2015	AS Level	Biology	D	F	<5
2015	AS Level	Biology	D	M	<5
2015	AS Level	Biology	E	M	<5
2015	AS Level	Biology	U	M	<5
2016	AS Level	Biology	A	F	<5
2016	AS Level	Biology	B	F	<5
2016	AS Level	Biology	C	F	<5
2016	AS Level	Biology	C	M	<5
2016	AS Level	Biology	D	F	<5
2016	AS Level	Biology	D	M	<5
2016	AS Level	Biology	E	F	<5
2016	AS Level	Biology	E	M	<5
2016	AS Level	Biology	U	F	5
2016	AS Level	Biology	X	F	<5
2017	AS Level	Biology	A	F	<5
2017	AS Level	Biology	A	M	<5
2017	AS Level	Biology	B	F	<5
2017	AS Level	Biology	B	M	<5
2017	AS Level	Biology	C	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	AS Level	Biology	C	M	<5
2017	AS Level	Biology	D	F	7
2017	AS Level	Biology	D	M	<5
2017	AS Level	Biology	E	F	10
2017	AS Level	Biology	E	M	<5
2017	AS Level	Biology	U	F	<5
2017	AS Level	Biology	U	M	<5
2017	AS Level	Biology	X	M	<5
2016	AS Level	Business	A	M	<5
2016	AS Level	Business	E	M	<5
2017	AS Level	Business	C	F	<5
2017	AS Level	Business	C	M	<5
2017	AS Level	Business	D	F	<5
2017	AS Level	Business	D	M	<5
2017	AS Level	Business	E	F	<5
2017	AS Level	Business	E	M	<5
2017	AS Level	Business	U	F	5
2017	AS Level	Business	U	M	<5
2017	AS Level	Business	X	F	<5
2014	AS Level	Business Studies	C	F	<5
2014	AS Level	Business Studies	C	M	5
2014	AS Level	Business Studies	D	M	<5
2014	AS Level	Business Studies	E	F	<5
2014	AS Level	Business Studies	E	M	<5
2014	AS Level	Business Studies	U	M	<5
2015	AS Level	Business Studies	B	M	<5
2015	AS Level	Business Studies	C	F	<5
2015	AS Level	Business Studies	C	M	<5
2015	AS Level	Business Studies	D	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	AS Level	Business Studies	U	F	<5
2015	AS Level	Business Studies	U	M	<5
2016	AS Level	Business Studies	B	M	<5
2016	AS Level	Business Studies	C	M	<5
2016	AS Level	Business Studies	D	M	<5
2016	AS Level	Business Studies	E	F	<5
2016	AS Level	Business Studies	E	M	<5
2014	AS Level	Chemistry	A	M	<5
2014	AS Level	Chemistry	B	F	<5
2014	AS Level	Chemistry	B	M	<5
2014	AS Level	Chemistry	C	F	<5
2014	AS Level	Chemistry	C	M	6
2014	AS Level	Chemistry	D	F	5
2014	AS Level	Chemistry	D	M	<5
2014	AS Level	Chemistry	E	F	<5
2014	AS Level	Chemistry	E	M	<5
2015	AS Level	Chemistry	A	F	<5
2015	AS Level	Chemistry	B	F	<5
2015	AS Level	Chemistry	B	M	<5
2015	AS Level	Chemistry	D	F	<5
2015	AS Level	Chemistry	D	M	<5
2015	AS Level	Chemistry	E	F	<5
2015	AS Level	Chemistry	E	M	<5
2015	AS Level	Chemistry	U	F	<5
2015	AS Level	Chemistry	U	M	<5
2016	AS Level	Chemistry	B	F	<5
2016	AS Level	Chemistry	B	M	<5
2016	AS Level	Chemistry	C	F	8
2016	AS Level	Chemistry	C	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	AS Level	Chemistry	D	F	5
2016	AS Level	Chemistry	D	M	<5
2016	AS Level	Chemistry	E	F	<5
2016	AS Level	Chemistry	E	M	<5
2016	AS Level	Chemistry	U	F	<5
2016	AS Level	Chemistry	U	M	<5
2016	AS Level	Chemistry	X	F	<5
2017	AS Level	Chemistry	A	M	<5
2017	AS Level	Chemistry	B	F	<5
2017	AS Level	Chemistry	B	M	<5
2017	AS Level	Chemistry	C	F	<5
2017	AS Level	Chemistry	C	M	<5
2017	AS Level	Chemistry	D	F	<5
2017	AS Level	Chemistry	D	M	5
2017	AS Level	Chemistry	E	F	<5
2017	AS Level	Chemistry	E	M	<5
2017	AS Level	Chemistry	U	F	6
2017	AS Level	Chemistry	U	M	<5
2017	AS Level	Chemistry	X	F	<5
2016	AS Level	Computer Science	D	M	<5
2016	AS Level	Computer Science	E	M	<5
2016	AS Level	Computer Science	U	M	<5
2017	AS Level	Computer Science	A	M	<5
2017	AS Level	Computer Science	D	M	<5
2017	AS Level	Computer Science	E	M	<5
2017	AS Level	Computer Science	U	F	<5
2014	AS Level	Computing	A	M	<5
2014	AS Level	Computing	C	M	<5
2015	AS Level	Computing	U	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	AS Level	Computing	D	M	<5
2014	AS Level	D&T	A	M	<5
2014	AS Level	D&T	C	F	<5
2014	AS Level	D&T	E	F	<5
2015	AS Level	D&T	A	M	<5
2016	AS Level	D&T	A	F	<5
2017	AS Level	D&T	B	F	<5
2017	AS Level	D&T	B	M	<5
2017	AS Level	D&T	C	F	<5
2017	AS Level	D&T	E	M	<5
2014	AS Level	D&T: Product Design	C	M	<5
2014	AS Level	D&T: Product Design	E	M	<5
2016	AS Level	D&T: Product Design	E	F	<5
2017	AS Level	D&T: Product Design	C	F	<5
2017	AS Level	D&T: Product Design	D	M	<5
2017	AS Level	Drama & Theatre	A	F	<5
2017	AS Level	Drama & Theatre	C	M	<5
2014	AS Level	Economics	A	M	<5
2014	AS Level	Economics	B	M	<5
2014	AS Level	Economics	C	M	<5
2015	AS Level	Economics	A	F	<5
2015	AS Level	Economics	A	M	<5
2015	AS Level	Economics	B	M	<5
2015	AS Level	Economics	C	M	<5
2015	AS Level	Economics	D	M	<5
2016	AS Level	Economics	A	M	<5
2016	AS Level	Economics	B	F	<5
2016	AS Level	Economics	B	M	<5
2016	AS Level	Economics	C	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	AS Level	Economics	C	M	<5
2016	AS Level	Economics	D	M	<5
2016	AS Level	Economics	E	F	<5
2017	AS Level	Economics	B	M	<5
2017	AS Level	Economics	C	F	<5
2017	AS Level	Economics	C	M	<5
2017	AS Level	Economics	D	F	<5
2017	AS Level	Economics	D	M	<5
2017	AS Level	Economics	E	F	<5
2017	AS Level	Economics	E	M	<5
2014	AS Level	English Lang.	C	M	<5
2014	AS Level	English Lang.	D	M	<5
2015	AS Level	English Lang.	B	M	<5
2015	AS Level	English Lang.	C	F	<5
2017	AS Level	English Lang.	B	F	<5
2017	AS Level	English Lang.	B	M	<5
2017	AS Level	English Lang.	C	F	<5
2017	AS Level	English Lang.	D	F	<5
2017	AS Level	English Lang.	E	F	<5
2017	AS Level	English Lang.	E	M	<5
2017	AS Level	English Lang.	U	F	<5
2017	AS Level	English Lang.	U	M	<5
2017	AS Level	English Lang.	X	M	<5
2014	AS Level	English Lang. & Lit.	B	M	<5
2015	AS Level	English Lang. & Lit.	B	M	<5
2015	AS Level	English Lang. & Lit.	C	M	<5
2015	AS Level	English Lang. & Lit.	D	M	<5
2015	AS Level	English Lang. & Lit.	E	M	<5
2016	AS Level	English Lang. & Lit.	B	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	AS Level	English Lang. & Lit.	C	M	<5
2016	AS Level	English Lang. & Lit.	D	F	<5
2017	AS Level	English Lang. and Lit.	C	F	<5
2017	AS Level	English Lang. and Lit.	C	M	<5
2017	AS Level	English Lang. and Lit.	D	M	<5
2014	AS Level	English Lit.	A	F	<5
2014	AS Level	English Lit.	B	F	<5
2014	AS Level	English Lit.	B	M	<5
2014	AS Level	English Lit.	C	M	<5
2014	AS Level	English Lit.	D	M	<5
2014	AS Level	English Lit.	E	M	<5
2015	AS Level	English Lit.	A	F	<5
2015	AS Level	English Lit.	B	F	<5
2015	AS Level	English Lit.	C	F	5
2015	AS Level	English Lit.	C	M	<5
2015	AS Level	English Lit.	D	M	<5
2015	AS Level	English Lit.	E	F	<5
2016	AS Level	English Lit.	B	F	5
2016	AS Level	English Lit.	B	M	<5
2016	AS Level	English Lit.	C	F	6
2016	AS Level	English Lit.	C	M	<5
2016	AS Level	English Lit.	D	F	5
2016	AS Level	English Lit.	E	F	<5
2017	AS Level	English Lit.	A	F	<5
2017	AS Level	English Lit.	B	F	<5
2017	AS Level	English Lit.	B	M	<5
2017	AS Level	English Lit.	C	F	5
2017	AS Level	English Lit.	C	M	<5
2017	AS Level	English Lit.	D	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	AS Level	English Lit.	D	M	<5
2017	AS Level	English Lit.	E	F	<5
2017	AS Level	English Lit.	E	M	<5
2017	AS Level	English Lit.	U	M	<5
2017	AS Level	English Lit.	X	F	<5
2014	AS Level	Environmental Studies	B	F	<5
2014	AS Level	Environmental Studies	B	M	<5
2014	AS Level	Environmental Studies	C	F	<5
2014	AS Level	Environmental Studies	E	F	<5
2014	AS Level	Environmental Studies	U	M	<5
2014	AS Level	Fine Art	A	F	<5
2014	AS Level	Fine Art	B	F	<5
2014	AS Level	Fine Art	C	F	<5
2014	AS Level	Fine Art	C	M	<5
2014	AS Level	Fine Art	D	M	<5
2014	AS Level	Fine Art	E	F	<5
2016	AS Level	Fine Art	A	M	<5
2016	AS Level	Fine Art	C	M	<5
2016	AS Level	Fine Art	D	F	<5
2016	AS Level	Fine Art	E	F	<5
2017	AS Level	Fine Art	A	F	<5
2017	AS Level	Fine Art	B	F	<5
2017	AS Level	Fine Art	B	M	<5
2017	AS Level	Fine Art	C	F	<5
2017	AS Level	Fine Art	E	M	<5
2014	AS Level	French	A	F	<5
2014	AS Level	French	B	F	<5
2014	AS Level	French	B	M	<5
2014	AS Level	French	C	F	<5



Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	AS Level	French	C	M	<5
2014	AS Level	French	D	F	<5
2014	AS Level	French	D	M	<5
2014	AS Level	French	E	F	<5
2014	AS Level	French	E	M	<5
2015	AS Level	French	A	F	<5
2015	AS Level	French	B	M	<5
2015	AS Level	French	C	F	<5
2015	AS Level	French	D	M	<5
2016	AS Level	French	A	F	<5
2016	AS Level	French	B	M	<5
2016	AS Level	French	C	F	<5
2016	AS Level	French	C	M	<5
2016	AS Level	French	D	F	<5
2016	AS Level	French	D	M	<5
2016	AS Level	French	E	F	<5
2017	AS Level	French	A	M	<5
2017	AS Level	French	C	F	<5
2017	AS Level	French	C	M	<5
2017	AS Level	French	D	F	<5
2017	AS Level	French	D	M	5
2017	AS Level	French	E	F	<5
2017	AS Level	French	U	F	<5
2014	AS Level	Further Maths	A	F	<5
2014	AS Level	Further Maths	A	M	<5
2014	AS Level	Further Maths	C	F	<5
2014	AS Level	Further Maths	C	M	<5
2014	AS Level	Further Maths	D	M	<5
2016	AS Level	Further Maths	A	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	AS Level	Further Maths	A	M	<5
2016	AS Level	Further Maths	B	M	<5
2017	AS Level	Further Maths	A	M	<5
2017	AS Level	Further Maths	B	M	<5
2017	AS Level	Further Maths	C	F	<5
2017	AS Level	Further Maths	D	F	<5
2014	AS Level	Geography	B	M	<5
2014	AS Level	Geography	D	M	<5
2015	AS Level	Geography	A	M	<5
2016	AS Level	Geography	A	F	<5
2016	AS Level	Geography	A	M	<5
2016	AS Level	Geography	U	F	<5
2017	AS Level	Geography	A	M	<5
2017	AS Level	Geography	D	M	<5
2014	AS Level	History	A	F	<5
2014	AS Level	History	B	F	<5
2014	AS Level	History	B	M	<5
2014	AS Level	History	C	F	<5
2014	AS Level	History	C	M	<5
2014	AS Level	History	D	F	<5
2014	AS Level	History	E	F	<5
2014	AS Level	History	E	M	<5
2015	AS Level	History	A	F	<5
2015	AS Level	History	A	M	<5
2015	AS Level	History	B	F	<5
2015	AS Level	History	C	F	<5
2015	AS Level	History	C	M	<5
2016	AS Level	History	A	M	<5
2016	AS Level	History	B	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	AS Level	History	B	M	<5
2016	AS Level	History	C	F	<5
2016	AS Level	History	C	M	<5
2016	AS Level	History	D	F	<5
2016	AS Level	History	E	F	<5
2016	AS Level	History	X	F	<5
2017	AS Level	History	A	F	<5
2017	AS Level	History	B	F	<5
2017	AS Level	History	B	M	<5
2017	AS Level	History	C	F	<5
2017	AS Level	History	C	M	<5
2017	AS Level	History	D	F	<5
2017	AS Level	History	D	M	<5
2017	AS Level	History	E	F	<5
2017	AS Level	History	E	M	<5
2017	AS Level	History	U	F	<5
2017	AS Level	History	U	M	<5
2017	AS Level	History	X	F	<5
2017	AS Level	History	X	M	<5
2015	AS Level	Home Economics	D	F	<5
2014	AS Level	ICT	A	M	<5
2014	AS Level	ICT	B	M	<5
2014	AS Level	ICT	D	F	<5
2014	AS Level	ICT	D	M	<5
2014	AS Level	ICT	E	F	<5
2014	AS Level	ICT	E	M	<5
2015	AS Level	ICT	C	M	<5
2016	AS Level	ICT	B	M	<5
2016	AS Level	ICT	C	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	AS Level	ICT	D	M	<5
2017	AS Level	ICT	A	M	<5
2017	AS Level	ICT	B	M	<5
2017	AS Level	ICT	C	M	<5
2017	AS Level	ICT	D	F	<5
2017	AS Level	ICT	D	M	<5
2017	AS Level	ICT	E	F	<5
2017	AS Level	ICT	E	M	<5
2014	AS Level	Italian	A	F	<5
2014	AS Level	Italian	E	F	<5
2015	AS Level	Italian	B	F	<5
2015	AS Level	Italian	C	F	<5
2016	AS Level	Italian	D	F	<5
2017	AS Level	Italian	D	F	<5
2017	AS Level	Italian	E	F	<5
2014	AS Level	Maths	B	F	<5
2014	AS Level	Maths	B	M	<5
2014	AS Level	Maths	C	F	<5
2014	AS Level	Maths	C	M	<5
2014	AS Level	Maths	D	F	<5
2014	AS Level	Maths	D	M	<5
2014	AS Level	Maths	E	F	5
2014	AS Level	Maths	E	M	<5
2015	AS Level	Maths	A	F	<5
2015	AS Level	Maths	B	F	<5
2015	AS Level	Maths	B	M	<5
2015	AS Level	Maths	C	F	<5
2015	AS Level	Maths	C	M	<5
2015	AS Level	Maths	D	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	AS Level	Maths	D	M	<5
2015	AS Level	Maths	E	F	<5
2015	AS Level	Maths	E	M	<5
2015	AS Level	Maths	U	F	<5
2016	AS Level	Maths	B	F	<5
2016	AS Level	Maths	B	M	<5
2016	AS Level	Maths	C	F	<5
2016	AS Level	Maths	C	M	<5
2016	AS Level	Maths	D	F	<5
2016	AS Level	Maths	D	M	<5
2016	AS Level	Maths	E	F	<5
2016	AS Level	Maths	E	M	<5
2016	AS Level	Maths	U	F	<5
2016	AS Level	Maths	X	F	<5
2017	AS Level	Maths	A	F	<5
2017	AS Level	Maths	B	F	<5
2017	AS Level	Maths	C	F	<5
2017	AS Level	Maths	C	M	<5
2017	AS Level	Maths	D	F	<5
2017	AS Level	Maths	D	M	<5
2017	AS Level	Maths	E	F	<5
2017	AS Level	Maths	E	M	<5
2017	AS Level	Maths	U	F	<5
2017	AS Level	Maths	U	M	<5
2015	AS Level	Maths Further	A	F	<5
2015	AS Level	Maths Further	B	F	<5
2015	AS Level	Maths Further	C	F	<5
2014	AS Level	Media Studies	A	F	<5
2014	AS Level	Media Studies	A	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	AS Level	Media Studies	B	F	<5
2014	AS Level	Media Studies	C	F	<5
2014	AS Level	Media Studies	E	F	<5
2015	AS Level	Media Studies	A	M	<5
2015	AS Level	Media Studies	B	F	<5
2015	AS Level	Media Studies	B	M	<5
2015	AS Level	Media Studies	C	F	<5
2015	AS Level	Media Studies	C	M	<5
2015	AS Level	Media Studies	D	F	<5
2015	AS Level	Media Studies	D	M	<5
2015	AS Level	Media Studies	E	F	<5
2015	AS Level	Media Studies	E	M	<5
2016	AS Level	Media Studies	A	F	<5
2016	AS Level	Media Studies	B	F	<5
2016	AS Level	Media Studies	B	M	<5
2016	AS Level	Media Studies	C	F	<5
2016	AS Level	Media Studies	C	M	<5
2016	AS Level	Media Studies	D	F	<5
2016	AS Level	Media Studies	E	F	<5
2017	AS Level	Media Studies	B	F	<5
2014	AS Level	Music	B	F	<5
2014	AS Level	Music	B	M	<5
2014	AS Level	Music	C	F	<5
2014	AS Level	Music	C	M	<5
2014	AS Level	Music	D	F	<5
2014	AS Level	Music	D	M	<5
2015	AS Level	Music	C	F	<5
2015	AS Level	Music	D	M	<5
2016	AS Level	Music	A	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	AS Level	Music	C	F	<5
2016	AS Level	Music	D	F	<5
2016	AS Level	Music	E	F	<5
2017	AS Level	Music	A	M	<5
2017	AS Level	Music	E	M	<5
2017	AS Level	Music	U	F	<5
2014	AS Level	Music Technology	C	F	<5
2014	AS Level	Music Technology	C	M	<5
2014	AS Level	Music Technology	D	F	<5
2015	AS Level	Music Technology	B	M	<5
2015	AS Level	Music Technology	C	F	<5
2016	AS Level	Music Technology	C	F	<5
2016	AS Level	Music Technology	D	M	<5
2014	AS Level	P.E.	A	M	<5
2014	AS Level	P.E.	B	F	<5
2014	AS Level	P.E.	C	M	<5
2014	AS Level	P.E.	D	F	<5
2014	AS Level	P.E.	D	M	<5
2014	AS Level	P.E.	E	F	<5
2014	AS Level	P.E.	E	M	<5
2015	AS Level	P.E.	B	F	<5
2015	AS Level	P.E.	B	M	<5
2015	AS Level	P.E.	D	M	<5
2015	AS Level	P.E.	E	M	<5
2016	AS Level	P.E.	A	M	<5
2016	AS Level	P.E.	C	M	<5
2016	AS Level	P.E.	E	F	<5
2016	AS Level	P.E.	E	M	<5
2017	AS Level	P.E.	E	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	AS Level	P.E.	E	M	<5
2014	AS Level	Performance Studies	A	F	<5
2014	AS Level	Performance Studies	A	M	<5
2014	AS Level	Performance Studies	B	F	<5
2014	AS Level	Performance Studies	B	M	<5
2014	AS Level	Performance Studies	C	F	5
2014	AS Level	Performance Studies	C	M	<5
2014	AS Level	Performance Studies	D	F	<5
2015	AS Level	Performance Studies	B	F	<5
2015	AS Level	Performance Studies	C	M	<5
2016	AS Level	Performance Studies	D	F	<5
2016	AS Level	Performance Studies	D	M	<5
2017	AS Level	Performance Studies	E	F	<5
2014	AS Level	Philosophy	D	F	<5
2014	AS Level	Philosophy	E	F	<5
2015	AS Level	Philosophy	C	F	<5
2016	AS Level	Philosophy	B	F	<5
2016	AS Level	Philosophy	C	M	<5
2016	AS Level	Philosophy	E	F	<5
2017	AS Level	Philosophy	A	M	<5
2017	AS Level	Philosophy	C	M	<5
2017	AS Level	Philosophy	D	M	<5
2017	AS Level	Philosophy	E	M	<5
2017	AS Level	Philosophy	U	F	<5
2017	AS Level	Philosophy	U	M	<5
2017	AS Level	Philosophy	X	F	<5
2014	AS Level	Photography	A	F	<5
2014	AS Level	Photography	A	M	<5
2014	AS Level	Photography	B	F	<5



Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	AS Level	Photography	C	F	<5
2014	AS Level	Photography	C	M	<5
2014	AS Level	Photography	D	F	<5
2014	AS Level	Photography	D	M	<5
2014	AS Level	Photography	E	M	6
2014	AS Level	Photography	U	M	<5
2015	AS Level	Photography	A	M	<5
2015	AS Level	Photography	B	M	<5
2015	AS Level	Photography	C	M	6
2015	AS Level	Photography	D	F	<5
2015	AS Level	Photography	D	M	<5
2016	AS Level	Photography	A	F	<5
2016	AS Level	Photography	A	M	13
2016	AS Level	Photography	B	M	<5
2016	AS Level	Photography	C	F	<5
2016	AS Level	Photography	C	M	<5
2016	AS Level	Photography	E	F	<5
2017	AS Level	Photography	A	F	<5
2017	AS Level	Photography	A	M	<5
2017	AS Level	Photography	B	F	<5
2017	AS Level	Photography	B	M	5
2017	AS Level	Photography	C	F	<5
2017	AS Level	Photography	C	M	<5
2017	AS Level	Photography	D	F	<5
2017	AS Level	Photography	X	F	<5
2014	AS Level	Physics	A	F	<5
2014	AS Level	Physics	A	M	<5
2014	AS Level	Physics	B	M	<5
2014	AS Level	Physics	C	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	AS Level	Physics	D	F	<5
2014	AS Level	Physics	D	M	<5
2014	AS Level	Physics	E	F	<5
2014	AS Level	Physics	E	M	<5
2015	AS Level	Physics	A	M	<5
2015	AS Level	Physics	B	F	<5
2015	AS Level	Physics	C	M	<5
2015	AS Level	Physics	E	M	<5
2016	AS Level	Physics	A	F	<5
2016	AS Level	Physics	C	F	<5
2016	AS Level	Physics	D	M	<5
2016	AS Level	Physics	E	F	<5
2016	AS Level	Physics	E	M	<5
2016	AS Level	Physics	U	F	<5
2016	AS Level	Physics	X	F	<5
2017	AS Level	Physics	A	F	<5
2017	AS Level	Physics	B	F	<5
2017	AS Level	Physics	B	M	<5
2017	AS Level	Physics	C	M	<5
2017	AS Level	Physics	D	F	<5
2017	AS Level	Physics	D	M	<5
2017	AS Level	Physics	E	F	<5
2017	AS Level	Physics	U	F	<5
2017	AS Level	Physics	X	M	<5
2016	AS Level	Portuguese	E	M	<5
2016	AS Level	Portuguese	U	F	<5
2017	AS Level	Portuguese	B	F	<5
2017	AS Level	Portuguese	B	M	<5
2014	AS Level	Psychology	A	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	AS Level	Psychology	B	F	<5
2014	AS Level	Psychology	C	F	<5
2014	AS Level	Psychology	D	F	<5
2014	AS Level	Psychology	D	M	<5
2014	AS Level	Psychology	E	F	<5
2014	AS Level	Psychology	E	M	5
2014	AS Level	Psychology	U	F	<5
2015	AS Level	Psychology	B	F	<5
2015	AS Level	Psychology	C	F	<5
2015	AS Level	Psychology	C	M	<5
2015	AS Level	Psychology	D	F	<5
2015	AS Level	Psychology	D	M	<5
2015	AS Level	Psychology	E	F	<5
2015	AS Level	Psychology	E	M	<5
2015	AS Level	Psychology	U	M	<5
2016	AS Level	Psychology	B	F	<5
2016	AS Level	Psychology	C	F	<5
2016	AS Level	Psychology	C	M	<5
2016	AS Level	Psychology	D	F	<5
2016	AS Level	Psychology	D	M	<5
2016	AS Level	Psychology	E	F	<5
2016	AS Level	Psychology	E	M	<5
2016	AS Level	Psychology	U	F	<5
2016	AS Level	Psychology	U	M	<5
2016	AS Level	Psychology	X	F	<5
2017	AS Level	Psychology	A	F	5
2017	AS Level	Psychology	B	F	<5
2017	AS Level	Psychology	B	M	<5
2017	AS Level	Psychology	C	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	AS Level	Psychology	C	M	<5
2017	AS Level	Psychology	D	F	6
2017	AS Level	Psychology	D	M	<5
2017	AS Level	Psychology	E	F	<5
2017	AS Level	Psychology	E	M	<5
2017	AS Level	Psychology	U	F	<5
2017	AS Level	Psychology	U	M	<5
2017	AS Level	Psychology	X	F	5
2014	AS Level	Religious Studies	A	F	<5
2014	AS Level	Religious Studies	A	M	<5
2014	AS Level	Religious Studies	B	M	<5
2014	AS Level	Religious Studies	C	F	<5
2014	AS Level	Religious Studies	D	F	<5
2014	AS Level	Religious Studies	D	M	<5
2014	AS Level	Religious Studies	E	F	<5
2015	AS Level	Religious Studies	U	F	<5
2016	AS Level	Religious Studies	C	F	<5
2016	AS Level	Religious Studies	C	M	<5
2016	AS Level	Religious Studies	E	M	<5
2016	AS Level	Religious Studies	U	F	<5
2014	AS Level	Science	A	M	10
2014	AS Level	Science	B	M	8
2014	AS Level	Science	C	M	<5
2017	AS Level	Science	A	M	5
2017	AS Level	Science	B	M	<5
2017	AS Level	Science	C	M	<5
2015	AS Level	Sociology	B	F	<5
2015	AS Level	Sociology	C	M	<5
2016	AS Level	Sociology	C	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	AS Level	Sociology	C	M	<5
2016	AS Level	Sociology	D	F	<5
2016	AS Level	Sociology	E	M	<5
2017	AS Level	Sociology	D	M	<5
2014	AS Level	Spanish	B	F	<5
2014	AS Level	Spanish	C	F	<5
2014	AS Level	Spanish	C	M	<5
2014	AS Level	Spanish	D	F	<5
2015	AS Level	Spanish	C	M	<5
2015	AS Level	Spanish	D	F	<5
2015	AS Level	Spanish	D	M	<5
2015	AS Level	Spanish	E	M	<5
2016	AS Level	Spanish	A	F	<5
2016	AS Level	Spanish	C	F	<5
2016	AS Level	Spanish	C	M	<5
2016	AS Level	Spanish	D	F	<5
2016	AS Level	Spanish	D	M	<5
2017	AS Level	Spanish	A	M	<5
2017	AS Level	Spanish	B	M	<5
2017	AS Level	Spanish	C	F	<5
2017	AS Level	Spanish	C	M	<5
2014	AS Level	Textiles	A	F	<5
2015	AS Level	Textiles	C	F	<5
2017	AS Level	Textiles	A	F	<5
2017	AS Level	Textiles	B	F	<5
2014	BTEC 90 Credit Diploma	Art & Design	DD	F	<5
2015	BTEC 90 Credit Diploma	Business	MP	M	<5
2014	BTEC 90 Credit Diploma	Health & Social	MM	F	<5
2014	BTEC 90 Credit Diploma	Travel & Tourism	PP	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	BTEC Certificate	Health & Social	P	F	<5
2017	BTEC Certificate	Health & Social	M	F	<5
2017	BTEC Certificate	hospitality	X	F	<5
2016	BTEC Certificate	IT	P	F	<5
2017	BTEC Certificate	IT	X	M	<5
2014	BTEC Diploma	Business	MP	F	<5
2015	BTEC Diploma	Business	DM	M	<5
2016	BTEC Diploma	Business	DD	M	<5
2016	BTEC Diploma	Business	MM	F	<5
2016	BTEC Diploma	Business	MP	M	<5
2016	BTEC Diploma	Business	PP	F	<5
2016	BTEC Diploma	Business	PP	M	<5
2014	BTEC Diploma	Health & Social	D*D	F	<5
2014	BTEC Diploma	Health & Social	DM	F	<5
2014	BTEC Diploma	Health & Social	MM	F	<5
2014	BTEC Diploma	Health & Social	MP	F	<5
2017	BTEC Diploma	Health & Social	D*D*	F	<5
2017	BTEC Diploma	Health & Social	DD	F	<5
2017	BTEC Diploma	Health & Social	MM	F	<5
2017	BTEC Diploma	Health & Social	MP	F	<5
2017	BTEC Diploma	Health & Social	PP	F	<5
2015	BTEC Diploma	Health & Social	DD	F	<5
2014	BTEC Diploma	IT	MM	M	<5
2015	BTEC Diploma	IT	DM	F	<5
2017	BTEC Diploma	IT	MM	M	<5
2017	BTEC Diploma	IT	MP	M	<5
2017	BTEC Diploma	IT	X	M	<5
2015	BTEC Diploma	Media	MP	M	<5
2014	BTEC Diploma	Sport	MM	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	BTEC Diploma	Sport	PP	M	<5
2016	BTEC Diploma	Sport	DM	F	<5
2016	BTEC Diploma	Sport	PP	M	<5
2015	BTEC Diploma	Sport	PP	M	<5
2014	BTEC Diploma	Travel & Tourism	MP	M	<5
2016	BTEC Diploma	Travel & Tourism	MM	M	<5
2016	BTEC Diploma	Travel & Tourism	MP	F	<5
2014	BTEC Ext. Diploma	Art & Design	D*D*D	F	<5
2014	BTEC Ext. Diploma	Art & Design	D*D*D	M	<5
2014	BTEC Ext. Diploma	Art & Design	D*D*D*	F	<5
2014	BTEC Ext. Diploma	Art & Design	D*DD	F	<5
2014	BTEC Ext. Diploma	Art & Design	DDD	F	<5
2014	BTEC Ext. Diploma	Art & Design	DDM	M	<5
2014	BTEC Ext. Diploma	Art & Design	MMM	F	<5
2014	BTEC Ext. Diploma	Art & Design	MMP	F	<5
2016	BTEC Ext. Diploma	Art & Design	D*D*D	F	<5
2016	BTEC Ext. Diploma	Art & Design	D*D*D*	F	<5
2016	BTEC Ext. Diploma	Art & Design	D*DD	F	<5
2016	BTEC Ext. Diploma	Art & Design	DDD	F	<5
2016	BTEC Ext. Diploma	Art & Design	DDM	F	6
2016	BTEC Ext. Diploma	Art & Design	DMM	F	<5
2016	BTEC Ext. Diploma	Art & Design	MMM	F	<5
2016	BTEC Ext. Diploma	Art & Design	MMM	M	<5
2015	BTEC Ext. Diploma	Art & Design	D*D*D*	F	<5
2015	BTEC Ext. Diploma	Art & Design	D*DD	F	<5
2015	BTEC Ext. Diploma	Art & Design	DDD	M	<5
2015	BTEC Ext. Diploma	Art & Design	DDM	F	<5
2014	BTEC Ext. Diploma	Business	D*D*D	F	<5
2014	BTEC Ext. Diploma	Business	D*D*D*	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	BTEC Ext. Diploma	Business	DDD	F	<5
2014	BTEC Ext. Diploma	Business	DDD	M	<5
2014	BTEC Ext. Diploma	Business	DDM	F	<5
2014	BTEC Ext. Diploma	Business	DDM	M	<5
2014	BTEC Ext. Diploma	Business	DMM	M	<5
2014	BTEC Ext. Diploma	Business	MMM	M	<5
2014	BTEC Ext. Diploma	Business	MMP	M	<5
2016	BTEC Ext. Diploma	Business	D*D*D	F	<5
2016	BTEC Ext. Diploma	Business	D*D*D*	F	<5
2016	BTEC Ext. Diploma	Business	D*D*D*	M	<5
2016	BTEC Ext. Diploma	Business	D*DD	F	<5
2016	BTEC Ext. Diploma	Business	DDD	F	<5
2016	BTEC Ext. Diploma	Business	DDD	M	<5
2016	BTEC Ext. Diploma	Business	DDM	M	<5
2016	BTEC Ext. Diploma	Business	DMM	M	<5
2016	BTEC Ext. Diploma	Business	MMM	M	<5
2016	BTEC Ext. Diploma	Business	MMP	F	<5
2016	BTEC Ext. Diploma	Business	MMP	M	<5
2015	BTEC Ext. Diploma	Business	D*D*D	M	<5
2015	BTEC Ext. Diploma	Business	D*D*D*	F	7
2015	BTEC Ext. Diploma	Business	D*D*D*	M	<5
2015	BTEC Ext. Diploma	Business	D*DD	F	<5
2015	BTEC Ext. Diploma	Business	D*DD	M	<5
2015	BTEC Ext. Diploma	Business	DDM	F	<5
2015	BTEC Ext. Diploma	Business	DMM	F	<5
2015	BTEC Ext. Diploma	Business	DMM	M	<5
2015	BTEC Ext. Diploma	Business	MMP	M	<5
2014	BTEC Ext. Diploma	Health & Social	D*D*D	F	<5
2014	BTEC Ext. Diploma	Health & Social	D*D*D*	F	<5



Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	BTEC Ext. Diploma	Health & Social	D*DD	F	<5
2014	BTEC Ext. Diploma	Health & Social	DDD	F	<5
2014	BTEC Ext. Diploma	Health & Social	DDM	F	<5
2014	BTEC Ext. Diploma	Health & Social	DMM	F	<5
2014	BTEC Ext. Diploma	Health & Social	MMM	F	<5
2014	BTEC Ext. Diploma	Health & Social	PPP	F	<5
2016	BTEC Ext. Diploma	Health & Social	D*D*D	F	<5
2016	BTEC Ext. Diploma	Health & Social	D*D*D	M	<5
2016	BTEC Ext. Diploma	Health & Social	D*D*D*	F	<5
2016	BTEC Ext. Diploma	Health & Social	D*D*D*	M	<5
2016	BTEC Ext. Diploma	Health & Social	D*DD	F	<5
2016	BTEC Ext. Diploma	Health & Social	DDM	F	<5
2016	BTEC Ext. Diploma	Health & Social	MMM	F	<5
2016	BTEC Ext. Diploma	Health & Social	MMP	F	<5
2016	BTEC Ext. Diploma	Health & Social	MMP	M	<5
2016	BTEC Ext. Diploma	Health & Social	MPP	F	<5
2016	BTEC Ext. Diploma	Health & Social	PPP	F	<5
2016	BTEC Ext. Diploma	Health & Social	PPP	M	<5
2017	BTEC Ext. Diploma	Health & Social	D*D*D	F	<5
2017	BTEC Ext. Diploma	Health & Social	D*D*D*	F	8
2017	BTEC Ext. Diploma	Health & Social	D*DD	F	<5
2017	BTEC Ext. Diploma	Health & Social	DDD	F	<5
2017	BTEC Ext. Diploma	Health & Social	DDM	F	<5
2017	BTEC Ext. Diploma	Health & Social	DMM	F	<5
2017	BTEC Ext. Diploma	Health & Social	MMM	F	<5
2017	BTEC Ext. Diploma	Health & Social	MPP	F	<5
2015	BTEC Ext. Diploma	Health & Social	D*D*D*	F	<5
2015	BTEC Ext. Diploma	Health & Social	D*DD	F	<5
2015	BTEC Ext. Diploma	Health & Social	DDD	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	BTEC Ext. Diploma	Health & Social	DMM	F	<5
2015	BTEC Ext. Diploma	Health & Social	MMM	F	<5
2015	BTEC Ext. Diploma	Health & Social	MMP	F	<5
2015	BTEC Ext. Diploma	Health & Social	PPP	F	<5
2014	BTEC Ext. Diploma	IT	D*D*D	F	<5
2014	BTEC Ext. Diploma	IT	D*D*D	M	<5
2014	BTEC Ext. Diploma	IT	D*D*D*	M	<5
2014	BTEC Ext. Diploma	IT	DDM	M	<5
2016	BTEC Ext. Diploma	IT	D*D*D	M	<5
2016	BTEC Ext. Diploma	IT	D*D*D*	F	<5
2016	BTEC Ext. Diploma	IT	D*D*D*	M	<5
2016	BTEC Ext. Diploma	IT	D*DD	M	<5
2016	BTEC Ext. Diploma	IT	DDD	M	<5
2016	BTEC Ext. Diploma	IT	DDM	M	<5
2016	BTEC Ext. Diploma	IT	DMM	M	5
2016	BTEC Ext. Diploma	IT	MMM	M	<5
2016	BTEC Ext. Diploma	IT	MPP	M	<5
2017	BTEC Ext. Diploma	IT	D*D*D	F	<5
2017	BTEC Ext. Diploma	IT	D*D*D	M	5
2017	BTEC Ext. Diploma	IT	D*D*D*	M	8
2017	BTEC Ext. Diploma	IT	D*DD	F	<5
2017	BTEC Ext. Diploma	IT	DDD	M	<5
2017	BTEC Ext. Diploma	IT	DDM	M	<5
2017	BTEC Ext. Diploma	IT	DMM	F	<5
2017	BTEC Ext. Diploma	IT	DMM	M	<5
2017	BTEC Ext. Diploma	IT	MMM	M	<5
2017	BTEC Ext. Diploma	IT	MMP	F	<5
2017	BTEC Ext. Diploma	IT	MMP	M	<5
2015	BTEC Ext. Diploma	IT	D*D*D	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	BTEC Ext. Diploma	IT	D*D*D*	M	5
2015	BTEC Ext. Diploma	IT	DDD	M	<5
2015	BTEC Ext. Diploma	IT	DMM	F	<5
2014	BTEC Ext. Diploma	Media	MMM	M	<5
2014	BTEC Ext. Diploma	Media	MMP	F	<5
2014	BTEC Ext. Diploma	Media	MMP	M	<5
2014	BTEC Ext. Diploma	Media	MPP	M	<5
2014	BTEC Ext. Diploma	Media	PPP	F	<5
2016	BTEC Ext. Diploma	Media	D*D*D*	F	<5
2016	BTEC Ext. Diploma	Media	DDD	F	<5
2016	BTEC Ext. Diploma	Media	DDD	M	<5
2016	BTEC Ext. Diploma	Media	DDM	F	<5
2016	BTEC Ext. Diploma	Media	DDM	M	<5
2016	BTEC Ext. Diploma	Media	DMM	F	<5
2016	BTEC Ext. Diploma	Media	MMM	F	<5
2016	BTEC Ext. Diploma	Media	MMP	M	<5
2015	BTEC Ext. Diploma	Media	D*DD	M	<5
2015	BTEC Ext. Diploma	Media	DDM	F	<5
2015	BTEC Ext. Diploma	Media	DDM	M	<5
2015	BTEC Ext. Diploma	Media	DMM	F	<5
2015	BTEC Ext. Diploma	Media	DMM	M	<5
2015	BTEC Ext. Diploma	Media	MMP	F	<5
2015	BTEC Ext. Diploma	Media	MMP	M	<5
2014	BTEC Ext. Diploma	Sport	D*D*D	F	<5
2014	BTEC Ext. Diploma	Sport	D*D*D	M	5
2014	BTEC Ext. Diploma	Sport	D*D*D*	F	5
2014	BTEC Ext. Diploma	Sport	D*D*D*	M	<5
2014	BTEC Ext. Diploma	Sport	D*DD	F	<5
2014	BTEC Ext. Diploma	Sport	D*DD	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	BTEC Ext. Diploma	Sport	DDD	M	<5
2014	BTEC Ext. Diploma	Sport	DDM	F	<5
2014	BTEC Ext. Diploma	Sport	DDM	M	<5
2014	BTEC Ext. Diploma	Sport	DMM	F	<5
2014	BTEC Ext. Diploma	Sport	DMM	M	<5
2014	BTEC Ext. Diploma	Sport	MMM	F	<5
2014	BTEC Ext. Diploma	Sport	MMM	M	<5
2014	BTEC Ext. Diploma	Sport	MPP	M	<5
2014	BTEC Ext. Diploma	Sport	PPP	M	<5
2016	BTEC Ext. Diploma	Sport	D*D*D	F	<5
2016	BTEC Ext. Diploma	Sport	D*D*D	M	5
2016	BTEC Ext. Diploma	Sport	D*D*D*	M	6
2016	BTEC Ext. Diploma	Sport	D*DD	M	<5
2016	BTEC Ext. Diploma	Sport	DDD	F	<5
2016	BTEC Ext. Diploma	Sport	DDD	M	<5
2016	BTEC Ext. Diploma	Sport	DDM	M	9
2016	BTEC Ext. Diploma	Sport	DMM	F	<5
2016	BTEC Ext. Diploma	Sport	DMM	M	<5
2016	BTEC Ext. Diploma	Sport	MMM	M	<5
2016	BTEC Ext. Diploma	Sport	MMP	M	5
2016	BTEC Ext. Diploma	Sport	MPP	M	<5
2016	BTEC Ext. Diploma	Sport	PPP	M	<5
2017	BTEC Ext. Diploma	Sport	D*D*D*	M	<5
2017	BTEC Ext. Diploma	Sport	D*DD	M	<5
2017	BTEC Ext. Diploma	Sport	DDM	M	<5
2017	BTEC Ext. Diploma	Sport	DMM	M	<5
2017	BTEC Ext. Diploma	Sport	MMM	M	<5
2017	BTEC Ext. Diploma	Sport	MPP	M	<5
2017	BTEC Ext. Diploma	Sport	PPP	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	BTEC Ext. Diploma	Sport	D*D*D	F	<5
2015	BTEC Ext. Diploma	Sport	D*D*D	M	<5
2015	BTEC Ext. Diploma	Sport	D*D*D*	F	<5
2015	BTEC Ext. Diploma	Sport	D*D*D*	M	<5
2015	BTEC Ext. Diploma	Sport	D*DD	F	<5
2015	BTEC Ext. Diploma	Sport	DDD	M	<5
2015	BTEC Ext. Diploma	Sport	DDM	M	<5
2015	BTEC Ext. Diploma	Sport	MMM	M	<5
2015	BTEC Ext. Diploma	Sport	MPP	F	<5
2015	BTEC Ext. Diploma	Sport	MPP	M	<5
2014	BTEC Ext. Diploma	Travel & Tourism	DDD	F	<5
2016	BTEC Ext. Diploma	Travel & Tourism	D*D*D	F	<5
2016	BTEC Ext. Diploma	Travel & Tourism	DDD	F	<5
2016	BTEC Ext. Diploma	Travel & Tourism	DDM	F	<5
2016	BTEC Ext. Diploma	Travel & Tourism	MMM	F	<5
2017	BTEC Ext. Diploma	Travel & Tourism	D*D*D*	F	<5
2017	BTEC Ext. Diploma	Travel & Tourism	D*DD	F	<5
2017	BTEC Ext. Diploma	Travel & Tourism	DDD	F	<5
2017	BTEC Ext. Diploma	Travel & Tourism	DDM	F	<5
2017	BTEC Ext. Diploma	Travel & Tourism	MMM	M	<5
2017	BTEC Ext. Diploma	Travel & Tourism	MMP	F	<5
2017	BTEC Ext. Diploma	Travel & Tourism	PPP	M	<5
2015	BTEC Ext. Diploma	Travel & Tourism	D*D*D	F	<5
2015	BTEC Ext. Diploma	Travel & Tourism	DMM	F	<5
2015	BTEC Ext. Diploma	Travel & Tourism	MMM	F	<5
2015	BTEC Ext. Diploma	Travel & Tourism	MPP	M	<5
2014	BTEC Sub. Diploma	Business	D*	F	<5
2016	BTEC Sub. Diploma	Business	D	F	<5
2016	BTEC Sub. Diploma	Business	D*	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	BTEC Sub. Diploma	Business	M	F	<5
2017	BTEC Sub. Diploma	Business	D	F	<5
2017	BTEC Sub. Diploma	Business	D*	F	6
2017	BTEC Sub. Diploma	Business	M	F	<5
2016	BTEC Sub. Diploma	Health & Social	P	F	<5
2014	BTEC Sub. Diploma	IT	P	M	<5
2017	BTEC Sub. Diploma	IT	D*	F	<5
2017	BTEC Sub. Diploma	IT	D*	M	<5
2017	BTEC Sub. Diploma	IT	M	F	<5
2017	BTEC Sub. Diploma	IT	P	F	<5
2017	BTEC Sub. Diploma	IT	P	M	<5
2014	BTEC Sub. Diploma	Media	P	M	<5
2014	BTEC Sub. Diploma	Sport	D	M	<5
2014	BTEC Sub. Diploma	Sport	P	M	<5
2016	BTEC Sub. Diploma	Sport	P	M	<5
2017	BTEC Sub. Diploma	Sport	D	M	<5
2016	C&G Diploma	Beauty Therapy	P	F	7
2015	C&G Diploma	Beauty Therapy Diploma	P	F	11
2016	CACHE Award	Childcare & Education	C	F	<5
2017	CACHE Award	Childcare & Education	A	F	<5
2017	CACHE Award	Childcare & Education	D	F	<5
2016	CACHE Diploma	CACHE Dip. Childcare & Education	A	F	10
2016	CACHE Diploma	CACHE Dip. Childcare & Education	B	F	<5
2016	CACHE Diploma	CACHE Dip. Childcare & Education	C	F	<5
2016	CACHE Diploma	CACHE Dip. Childcare & Education	D*	F	9
2017	CACHE Diploma	CACHE Dip. Childcare & Education	A	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	CACHE Diploma	CACHE Dip. Childcare & Education	B	F	7
2017	CACHE Diploma	CACHE Dip. Childcare & Education	C	F	<5
2017	CACHE Diploma	CACHE Dip. Childcare & Education	D*	F	9
2017	CACHE Diploma	CACHE Dip. Childcare & Education	X	F	<5
2015	CACHE Diploma	Child Care Diploma	A	F	8
2015	CACHE Diploma	Child Care Diploma	A	M	<5
2015	CACHE Diploma	Child Care Diploma	B	F	<5
2015	CACHE Diploma	Child Care Diploma	C	F	<5
2015	CACHE Diploma	Child Care Diploma	D	F	<5
2014	CACHE Diploma	Diploma Child Care	A	F	13
2014	CACHE Diploma	Diploma Child Care	B	F	<5
2017	Cambridge Certificate	Cambridge Cert. Business	D*	F	<5
2017	Cambridge Certificate	Cambridge Cert. Sport	M	F	<5
2017	Cambridge Diploma	Cambridge Dip. Art & Design	DM	F	<5
2017	Cambridge Diploma	Cambridge Dip. Art & Design	MP	F	<5
2017	Cambridge Diploma	Cambridge Dip. Business	D*D	F	<5
2017	Cambridge Diploma	Cambridge Dip. Business	D*D	M	<5
2017	Cambridge Diploma	Cambridge Dip. Business	D*D*	F	<5
2017	Cambridge Diploma	Cambridge Dip. Business	D*D*	M	<5
2017	Cambridge Diploma	Cambridge Dip. Business	DD	F	<5
2017	Cambridge Diploma	Cambridge Dip. Business	DD	M	<5
2017	Cambridge Diploma	Cambridge Dip. Business	DM	F	<5
2017	Cambridge Diploma	Cambridge Dip. Business	DM	M	<5
2017	Cambridge Diploma	Cambridge Dip. Business	MM	M	<5
2017	Cambridge Diploma	Cambridge Dip. Business	PP	F	<5
2017	Cambridge Diploma	Cambridge Dip. Business	PP	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	Cambridge Diploma	Cambridge Dip. Sport	D*D*	F	<5
2017	Cambridge Diploma	Cambridge Dip. Sport	D*D*	M	<5
2017	Cambridge Diploma	Cambridge Dip. Sport	MM	F	<5
2017	Cambridge Diploma	Cambridge Dip. Sport	MP	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Art & Design	D*D*D	F	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Art & Design	D*D*D	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Art & Design	D*D*D*	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Art & Design	D*DD	F	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Art & Design	D*DD	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Art & Design	DDD	F	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Art & Design	DDM	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Art & Design	MMP	F	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Business	D*D*D	F	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Business	D*D*D	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Business	D*D*D*	M	7
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Business	D*DD	F	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Business	D*DD	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Business	DDD	F	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Business	DDD	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Business	DDM	F	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Business	DDM	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Business	DMM	F	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Business	MMM	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Business	X	M	<5



Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Media	D*D*D	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Media	DDM	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Media	MMM	F	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Media	MMP	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Media	MPP	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Sport	D*D*D	F	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Sport	D*D*D	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Sport	D*D*D*	F	10
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Sport	D*D*D*	M	5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Sport	DDD	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Sport	DDM	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Sport	DMM	F	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Sport	DMM	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Sport	MMM	M	<5
2017	Cambridge Ext. Diploma	Cambridge Ext. Dip. Sport	MPP	M	<5
2017	Cambridge Intro. Diploma	Cambridge Intro. Dip. Media	P	M	<5
2017	Cambridge Sub. Diploma	Cambridge Sub. Dip. Business	DM	F	<5
2017	Cambridge Sub. Diploma	Cambridge Sub. Dip. Sport	DM	F	<5
2017	Cambridge Sub. Diploma	Cambridge Sub. Dip. Sport	DM	M	<5
2017	Cambridge Sub. Diploma	Cambridge Sub. Dip. Sport	MP	M	<5
2017	Cambridge Sub. Diploma	Cambridge Sub. Dip. Sport	PP	M	<5
2014	CISI Certificate	CISI	D	F	<5
2014	CISI Certificate	CISI	M	F	<5
2014	CISI Certificate	CISI	M	M	<5
2015	CISI Certificate	CISI	M	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	CISI Certificate	CISI	P	M	<5
2016	CISI Certificate	CISI	A	F	<5
2016	CISI Certificate	CISI	B	F	<5
2016	CISI Certificate	CISI	B	M	<5
2016	CISI Certificate	CISI	C	F	<5
2016	CISI Certificate	CISI	D	F	<5
2017	CISI Certificate	CISI	A	F	<5
2017	CISI Certificate	CISI	A	M	<5
2017	CISI Certificate	CISI	C	F	<5
2017	CISI Certificate	CISI	D	F	<5
2017	CISI Certificate	CISI	D	M	<5
2017	Core Maths	Cert. Mathematics	B	M	<5
2017	Core Maths	Cert. Mathematics	E	F	<5
2014	IB Diploma	IB	25	M	<5
2014	IB Diploma	IB	26	F	<5
2014	IB Diploma	IB	27	F	<5
2014	IB Diploma	IB	28	F	<5
2014	IB Diploma	IB	30	F	<5
2014	IB Diploma	IB	31	F	<5
2014	IB Diploma	IB	31	M	<5
2014	IB Diploma	IB	32	F	<5
2014	IB Diploma	IB	33	F	<5
2014	IB Diploma	IB	34	F	<5
2014	IB Diploma	IB	35	M	<5
2014	IB Diploma	IB	36	F	<5
2014	IB Diploma	IB	37	M	<5
2014	IB Diploma	IB	38	M	<5
2014	IB Diploma	IB	41	F	<5
2014	IB Diploma	IB	42	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	IB Diploma	IB	25	F	<5
2015	IB Diploma	IB	26	F	<5
2015	IB Diploma	IB	27	F	<5
2015	IB Diploma	IB	28	M	<5
2015	IB Diploma	IB	29	F	<5
2015	IB Diploma	IB	30	F	<5
2015	IB Diploma	IB	31	F	<5
2015	IB Diploma	IB	31	M	<5
2015	IB Diploma	IB	34	F	<5
2015	IB Diploma	IB	35	F	<5
2015	IB Diploma	IB	38	F	<5
2015	IB Diploma	IB	38	M	<5
2015	IB Diploma	IB	40	F	<5
2015	IB Diploma	IB	40	M	<5
2016	IB Diploma	IB	24	M	<5
2016	IB Diploma	IB	25	F	<5
2016	IB Diploma	IB	28	F	<5
2016	IB Diploma	IB	29	F	<5
2016	IB Diploma	IB	30	M	<5
2016	IB Diploma	IB	31	F	<5
2016	IB Diploma	IB	32	F	<5
2016	IB Diploma	IB	32	M	<5
2016	IB Diploma	IB	35	F	<5
2016	IB Diploma	IB	36	F	<5
2016	IB Diploma	IB	37	F	<5
2016	IB Diploma	IB	42	F	<5
2017	IB Diploma	IB	24	M	<5
2017	IB Diploma	IB	26	M	<5
2017	IB Diploma	IB	27	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2017	IB Diploma	IB	28	F	<5
2017	IB Diploma	IB	29	F	<5
2017	IB Diploma	IB	30	F	<5
2017	IB Diploma	IB	32	F	<5
2017	IB Diploma	IB	32	M	<5
2017	IB Diploma	IB	35	M	<5
2017	IB Diploma	IB	36	F	<5
2017	IB Diploma	IB	37	F	<5
2017	IB Diploma	IB	38	M	<5
2017	IB Diploma	IB	39	F	<5
2015	IB HL Certificate	Biology IB HL Cert.	4	F	<5
2015	IB HL Certificate	Economics IB HL Cert.	4	F	<5
2015	IB HL Certificate	Economics IB HL Cert.	4	M	<5
2015	IB HL Certificate	Economics IB HL Cert.	6	M	<5
2015	IB HL Certificate	English IB HL Cert.	3	F	<5
2016	IB HL Certificate	IB HL Cert. Chemistry	2	M	<5
2016	IB HL Certificate	IB HL Cert. Economics	3	F	<5
2017	IB HL Certificate	IB HL Cert. Economics	6	M	<5
2017	IB HL Certificate	IB HL Cert. Economics	7	M	<5
2016	IB HL Certificate	IB HL Cert. English	5	F	<5
2016	IB HL Certificate	IB HL Cert. English	5	M	<5
2016	IB HL Certificate	IB HL Cert. Psychology	4	F	<5
2016	IB HL Certificate	IB HL Cert. Psychology	4	M	<5
2015	IB HL Certificate	Physics IB HL Cert.	2	F	<5
2015	IB HL Certificate	Psychology IB HL Cert.	4	F	<5
2015	IB SL Certificate	Chemistry IB SL Cert.	2	F	<5
2015	IB SL Certificate	English IB SL Cert.	4	F	<5
2015	IB SL Certificate	Environment IB and Cert.	4	F	<5
2015	IB SL Certificate	French IB SL Cert.	4	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2016	IB SL Certificate	IB SL Cert. Environment	4	F	<5
2016	IB SL Certificate	IB SL Cert. French	4	F	<5
2016	IB SL Certificate	IB SL Cert. French	5	M	<5
2016	IB SL Certificate	IB SL Cert. Maths	2	M	<5
2016	IB SL Certificate	IB SL Cert. Maths	3	F	<5
2016	IB SL Certificate	IB SL Cert. Physics	3	M	<5
2015	IB SL Certificate	Italian IB SL Cert.	3	F	<5
2015	IB SL Certificate	Maths IB SL Cert.	2	F	<5
2014	IFS Certificate	IFS Cert.	B	F	<5
2014	IFS Certificate	IFS Cert.	B	M	<5
2014	IFS Certificate	IFS Cert.	C	F	5
2014	IFS Certificate	IFS Cert.	C	M	9
2014	IFS Certificate	IFS Cert.	D	F	<5
2014	IFS Certificate	IFS Cert.	D	M	<5
2014	IFS Certificate	IFS Cert.	U	M	<5
2015	IFS Certificate	IFS Cert.	A	F	<5
2015	IFS Certificate	IFS Cert.	A	M	<5
2015	IFS Certificate	IFS Cert.	B	F	<5
2015	IFS Certificate	IFS Cert.	C	F	<5
2015	IFS Certificate	IFS Cert.	C	M	<5
2015	IFS Certificate	IFS Cert.	D	F	<5
2016	IFS Certificate	IFS Cert.	A	F	<5
2016	IFS Certificate	IFS Cert.	C	F	<5
2017	IFS Certificate	IFS Cert.	A	F	<5
2017	IFS Certificate	IFS Cert.	A	M	<5
2017	IFS Certificate	IFS Cert.	B	F	<5
2017	IFS Certificate	IFS Cert.	B	M	<5
2014	IFS Diploma	IFS Diploma	A	F	<5
2014	IFS Diploma	IFS Diploma	A	M	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2014	IFS Diploma	IFS Diploma	B	F	9
2014	IFS Diploma	IFS Diploma	B	M	<5
2014	IFS Diploma	IFS Diploma	C	F	<5
2014	IFS Diploma	IFS Diploma	C	M	<5
2015	IFS Diploma	IFS Diploma	A	F	<5
2015	IFS Diploma	IFS Diploma	A	M	<5
2015	IFS Diploma	IFS Diploma	B	F	6
2015	IFS Diploma	IFS Diploma	B	M	<5
2015	IFS Diploma	IFS Diploma	C	F	5
2015	IFS Diploma	IFS Diploma	C	M	6
2015	IFS Diploma	IFS Diploma	D	F	<5
2015	IFS Diploma	IFS Diploma	D	M	<5
2016	IFS Diploma	IFS Diploma	A	F	9
2016	IFS Diploma	IFS Diploma	A	M	6
2016	IFS Diploma	IFS Diploma	B	F	10
2016	IFS Diploma	IFS Diploma	B	M	12
2016	IFS Diploma	IFS Diploma	C	F	5
2016	IFS Diploma	IFS Diploma	C	M	<5
2016	IFS Diploma	IFS Diploma	D	F	<5
2016	IFS Diploma	IFS Diploma	D	M	<5
2017	IFS Diploma	IFS Diploma	A	F	8
2017	IFS Diploma	IFS Diploma	A	M	5
2017	IFS Diploma	IFS Diploma	A*	F	<5
2017	IFS Diploma	IFS Diploma	A*	M	<5
2017	IFS Diploma	IFS Diploma	B	F	8
2017	IFS Diploma	IFS Diploma	B	M	9
2017	IFS Diploma	IFS Diploma	C	F	5
2017	IFS Diploma	IFS Diploma	C	M	<5
2015	Project	Extended Project	A	F	<5

Year	Qualification Type	Subject	Grade	Gender	Number of Pupils
2015	Project	Extended Project	B	F	<5
2015	Project	Extended Project	C	F	<5
2016	Project	Extended Project	A	M	<5
2016	Project	Extended Project	A*	F	<5
2016	Project	Extended Project	B	F	<5
2016	Project	Extended Project	X	F	<5
2017	Project	Extended Project	A	M	<5
2017	Project	Extended Project	A*	F	<5

**Table 3: A level results 2018**

Subject	Gender	Grade	Count
Art	F	A*	<5
Art	M	A	<5
Art	M	B	<5
Art	M	C	<5
Art	M	D	<5
Biology	F	A	19
Biology	F	A*	<5
Biology	F	B	23
Biology	F	C	16
Biology	F	D	8
Biology	F	E	7
Biology	M	A	7
Biology	M	A*	<5
Biology	M	B	9
Biology	M	C	9
Biology	M	D	5
Biology	M	E	<5
Biology	M	U	<5
Business Studies	F	A	<5
Business Studies	F	A*	<5
Business Studies	F	B	11
Business Studies	F	C	7
Business Studies	F	D	5
Business Studies	F	U	<5
Business Studies	M	A	7
Business Studies	M	A*	<5
Business Studies	M	B	13



Subject	Gender	Grade	Count
Business Studies	M	C	21
Business Studies	M	D	<5
Business Studies	M	E	<5
Chemistry	F	A	13
Chemistry	F	A*	8
Chemistry	F	B	10
Chemistry	F	C	10
Chemistry	F	D	5
Chemistry	M	A	7
Chemistry	M	A*	9
Chemistry	M	B	5
Chemistry	M	C	<5
Chemistry	M	D	<5
Computer Science	M	A	<5
Computer Science	M	B	<5
Computer Science	M	C	<5
Computer Science	M	D	<5
Dance	F	B	<5
Dance	F	C	<5
Dance	F	D	<5
Design Technology	M	A	<5
Design Technology	M	B	<5
Drama	F	A	7
Drama	F	B	11
Drama	F	C	6
Drama	F	D	5
Drama	F	E	<5
Drama	M	B	6

Subject	Gender	Grade	Count
Drama	M	C	6
Drama	M	D	<5
Drama	M	E	<5
Economics	F	A*	<5
Economics	F	B	<5
Economics	M	A	5
Economics	M	B	7
Economics	M	C	<5
Economics	M	D	<5
English Language	F	A	<5
English Language	F	A*	<5
English Language	F	B	12
English Language	F	C	6
English Language	M	A	<5
English Language	M	A*	<5
English Language	M	B	<5
English Language	M	C	<5
English Language	M	D	<5
English Language and Literature	F	A	<5
English Language and Literature	F	B	5
English Language and Literature	F	C	5
English Language and Literature	F	D	<5
English Language and Literature	M	A	<5
English Language and Literature	M	B	<5
English Language and Literature	M	C	<5
English Literature	F	A	9
English Literature	F	A*	<5
English Literature	F	B	21

Subject	Gender	Grade	Count
English Literature	F	C	18
English Literature	F	D	14
English Literature	F	E	<5
English Literature	F	U	<5
English Literature	M	A	5
English Literature	M	A*	<5
English Literature	M	B	10
English Literature	M	C	10
English Literature	M	D	<5
Fine Art	F	A	6
Fine Art	F	A*	5
Fine Art	F	B	9
Fine Art	F	C	8
Fine Art	M	A	<5
Fine Art	M	A*	<5
Fine Art	M	B	<5
Fine Art	M	C	<5
Fine Art	M	D	<5
Fine Art	M	E	<5
French	F	A	<5
French	F	B	6
French	F	C	<5
French	F	D	<5
French	M	A	<5
French	M	A*	<5
French	M	B	<5
Further Maths	F	A	<5
Further Maths	F	A*	<5

Subject	Gender	Grade	Count
Further Maths	M	A	6
Further Maths	M	A*	<5
Further Maths	M	B	<5
Geography	F	A	15
Geography	F	B	8
Geography	F	C	<5
Geography	F	D	<5
Geography	M	A	8
Geography	M	A*	<5
Geography	M	B	6
Geography	M	C	10
Geography	M	D	<5
History	F	A	16
History	F	A*	<5
History	F	B	22
History	F	C	18
History	F	D	8
History	M	A	6
History	M	A*	5
History	M	B	15
History	M	C	13
History	M	D	6
History	M	E	<5
IT	F	A	<5
IT	F	B	<5
IT	F	C	<5
IT	F	D	<5
IT	F	E	<5

Subject	Gender	Grade	Count
IT	M	A	<5
IT	M	B	<5
IT	M	C	12
IT	M	D	7
IT	M	E	<5
Italian	F	A*	<5
Italian	F	B	<5
Italian	F	C	<5
Maths	F	A	14
Maths	F	A*	15
Maths	F	B	9
Maths	F	C	7
Maths	F	D	<5
Maths	F	E	<5
Maths	M	A	16
Maths	M	A*	16
Maths	M	B	17
Maths	M	C	8
Maths	M	D	<5
Maths	M	E	<5
Maths	M	U	<5
Media Studies	F	A	7
Media Studies	F	A*	<5
Media Studies	F	B	10
Media Studies	F	C	<5
Media Studies	F	D	<5
Media Studies	M	A	<5
Media Studies	M	B	6

Subject	Gender	Grade	Count
Media Studies	M	C	7
Media Studies	M	D	<5
Music	F	A	<5
Music	F	B	<5
Music	F	C	<5
Music	F	D	<5
Music	F	E	<5
Music	M	A	<5
Music	M	B	<5
Music	M	D	<5
Music Technology	F	B	<5
Music Technology	F	C	<5
Music Technology	F	D	<5
Music Technology	M	A	<5
Music Technology	M	B	9
Music Technology	M	C	5
Music Technology	M	D	<5
PE	F	A	<5
PE	F	A*	<5
PE	F	B	<5
PE	F	C	<5
PE	F	D	<5
PE	M	A	6
PE	M	A*	<5
PE	M	B	6
PE	M	C	8
PE	M	D	<5
PE	M	E	<5

Subject	Gender	Grade	Count
PE	M	U	<5
Performance Studies	F	B	<5
Philosophy	F	A	5
Philosophy	F	B	5
Philosophy	F	C	6
Philosophy	F	D	<5
Philosophy	F	E	<5
Philosophy	M	A	<5
Philosophy	M	B	<5
Philosophy	M	C	<5
Philosophy	M	U	<5
Photography	F	A	11
Photography	F	A*	8
Photography	F	B	13
Photography	F	C	8
Photography	F	D	<5
Photography	F	E	<5
Photography	M	A	<5
Photography	M	A*	<5
Photography	M	B	<5
Photography	M	C	<5
Photography	M	D	5
Photography	M	E	<5
Physics	F	A	<5
Physics	F	B	<5
Physics	F	C	<5
Physics	F	D	<5
Physics	F	U	<5

Subject	Gender	Grade	Count
Physics	M	A	11
Physics	M	A*	5
Physics	M	B	8
Physics	M	C	7
Physics	M	D	6
Physics	M	E	<5
Product Design	F	D	<5
Product Design	M	A*	<5
Product Design	M	B	<5
Product Design	M	C	5
Product Design	M	D	<5
Psychology	F	A	12
Psychology	F	A*	6
Psychology	F	B	24
Psychology	F	C	14
Psychology	F	D	6
Psychology	M	A	5
Psychology	M	A*	<5
Psychology	M	B	7
Psychology	M	C	<5
Psychology	M	D	7
Psychology	M	E	<5
Religious Studies	F	B	<5
Religious Studies	F	C	<5
Religious Studies	M	B	<5
Religious Studies	M	C	<5
Religious Studies	M	D	<5
Sociology	F	A	<5



Subject	Gender	Grade	Count
Sociology	F	A*	<5
Sociology	F	B	6
Sociology	F	C	<5
Sociology	F	D	<5
Sociology	F	E	<5
Sociology	M	A	<5
Sociology	M	B	7
Sociology	M	C	<5
Sociology	M	D	<5
Sociology	M	U	<5
Spanish	F	A	<5
Spanish	F	A*	<5
Spanish	F	B	5
Spanish	F	C	5
Spanish	F	D	<5
Spanish	M	A	<5
Spanish	M	B	<5
Spanish	M	C	<5
Textiles	F	D	<5

### **3.3 DEPUTY J.H. PERCHARD OF ST. SAVIOUR OF THE CHAIRMAN OF THE STATES EMPLOYMENT BOARD REGARDING EQUAL PAY FOR WORK OF EQUAL VALUE WITHIN THE PUBLIC SECTOR: [WQ.230/2018]**

#### **Question**

Does the States Employment Board have a formal policy, or position, on equal pay for work of equal value and, if so, how is it made publicly available?

How does the States Employment Board monitor whether the States provides equal pay for work of equal value?

What assessment, if any, has the States Employment Board made of which demographic groups of employees are most vulnerable to being paid less than other employees doing work of equal value and what steps are being taken to ensure that such employees are not so affected?

#### **Answer**

There is not currently a specific equal pay for work of equal value policy in place. However, there is an overarching Equality and Diversity policy which promotes the values of equality, fairness and diversity within the workforce. This policy is available to view here:

<https://www.gov.je/Working/WorkingForTheStates/Policies/Pages/EqualityDiversity.aspx>

The States Employment Board (SEB) governs reward under a set of agreed principles, which includes equal pay for work of equal value. The recent Workforce Modernisation programme, which was rejected at ballot by the large pay groups / trade unions, was designed around the principles of equal pay for equal value to mitigate the risk to the States of Jersey as an employer.

The States undertakes Job Evaluation via Hay and Agenda for Change to provide an independent assessment of the value of each job across the different services. Disparity within and between services, when identified, has been reported to the States Employment Board this includes between some Civil Servants and Nurses and Midwives and Manual Workers and Energy from Waste Operators.

The 2018/2019 pay offers, approved by SEB in July 2018, were designed to go a long way to addressing these concerns.

### **3.4 DEPUTY J.H. PERCHARD OF ST. SAVIOUR OF THE CHIEF MINISTER REGARDING THE COMPOSITION OF BOARDS APPOINTED BY THE STATES: [WQ.231/2018]**

#### **Question**

Will the Chief Minister advise how many, and what percentage, of the members of each of the boards appointed by the States (including boards of States-owned bodies and bodies for which the States is the majority shareholder) are:

- (a) male;
- (b) female;
- (c) non-binary;
- (d) disabled;
- (e) of Portuguese heritage; and
- (f) of Polish heritage;

will he state what the stipulated minimum and maximum lengths of tenure are for board members and how long each current board member has served; will he publish the diversity and inclusion policy for appointments to such bodies; and if no such policy exists, will he explain why?

#### **Answer**

Jersey Appointment Commission guidelines apply to bodies appointed by the States, including incorporated entities and bodies appointed by the Assembly as scheduled in the constitution, and including term links and the principles of equal opportunity and diversity.

#### **Guidance:**

<https://www.gov.je/government/departments/chiefministers/chiefministerssections/jerseyappointmentscommission/pages/guidelinesrecruitmentsenioremployeesappointeesindependents.aspx>

**Constitution:** [https://statesassembly.gov.je/SiteCollectionDocuments/States%20Assembly/2018.10.31%20-%20Constitution%20of%20the%20States%20of%20Jersey%20\(Green%20Sheets\).pdf](https://statesassembly.gov.je/SiteCollectionDocuments/States%20Assembly/2018.10.31%20-%20Constitution%20of%20the%20States%20of%20Jersey%20(Green%20Sheets).pdf)

A diversity monitoring form is also available for applicants, enabling information to be collected and collated.

However, the information requested in relation to *all* the existing board members of *all* the bodies scheduled cannot be collated in the time available for this question to be answered. Indeed, it is unclear if all the information requested is held by all the relevant bodies.

Nevertheless, this is an important matter. We want the best individuals in our community to serve, in a way that delivers the best outcomes for the public – and to achieve this we need to promote interest from across our community.

I would welcome a discussion with Deputy Perchard on how we might better achieve this.

### **3.5 DEPUTY R.J. WARD OF ST. HELIER OF THE MINISTER FOR TREASURY AND RESOURCES REGARDING THE FUNDING AVAILABLE FOR PUBLIC SECTOR PAY AWARDS IN 2018: [WQ.232/2018]**

#### **Question**

Further to her answers to Written Question 110/2018, in which she said that £12.293 million was available for pay and workforce modernisation in 2017 (of which £4.767 million had been allocated for the recurring effects of the 2017 pay award), and to Oral Question 113/2018, in which she said that £6.7 million was allocated in the Medium Term Financial Plan for pay awards in 2018, will the Minister explain how these two answers can be reconciled and clarify how much funding is available for pay awards in 2018?

#### **Answer**

In the interest of clarity for members, the written question the Deputy refers to actually stated that £12.293 million was a provision within Central Contingencies for pay and workforce modernisation in **2018** not 2017.

A consequence of a 3 year plan is that any provisions for pay awards and other workforce modernisation costs must take into account any recurring effect of decisions made in years 1 and 2.

For example, £4.767 million was allocated in 2018 as the recurring effect of the 2017 award as explained in the answer to written question 110/2018.

Year 2 of a 3 year plan assumes the year 1 provision is repeated in year 2 plus a further provision for year 2 itself. In year 3 you have to provide for years 1 and 2 again with a further new provision for year 3.

In the MTFP Addition that provision was £12.293 million in year 2 which was made up of year 1's provision of £5.6 million and year 2's new provision of £6.7 million, as stated in the answer to oral question 113/2018.

Again, for clarity these sums of money that have been provided for include funding not just pay awards but also for other Workforce Modernisation costs. They include a provision for the increased costs to the employer of moving from the old PECRS (Public Employees' Contributory Retirement Scheme) pension scheme to the new PEPS (Public Employees' Pension Scheme) care (career averaged revalued earnings) Scheme and a provision for the increases to the Pre1987 debt repayment.

Of the sums provided for in the MTFP Addition after deducting the recurring effect of the 2017 award and the PECRS to PEPS cost increases and the Pre1987 Debt repayments, £5.6 million remains available in 2018.

### **3.6 DEPUTY R.J. WARD OF ST. HELIER OF THE MINISTER FOR HOME AFFAIRS REGARDING VACANCIES WITHIN UNIFORM SERVICES: [WQ.233/2018]**

#### **Question**

Further to the response to Written Question 201/2018, will the Minister advise –

- (a) which of the 42.9 uniform services posts identified as vacancies in the response to that question are planned to be lost in order to contribute to the £30 million of savings identified in the Chief Minister's speech of 10th October 2018 to the Chamber of Commerce;
- (b) how many of these posts, if any, have already been lost and what savings have been made as a consequence; and
- (c) what operational effects this loss of posts will have on uniform services?

#### **Answer**

- (a) The new Department for Justice and Home Affairs has a vision to deliver a ‘whole systems approach’ to criminal justice. The department is currently developing a Target Operating Model based on the principles of prevention, early intervention, collaboration, co-operation and integration. This work is ongoing and involves representatives from all of the services which currently form part of the department. Accordingly, and until this work is complete, it is not possible to state how many of the posts that were identified as vacancies in the response to written question 201/2018 might be impacted. It is also not possible at present to confirm if all of the 42.9 posts identified as vacancies in the response to written question 201/2018 indeed remain as vacancies at the current time. Work is ongoing in this regard.
- (b) Work is currently being undertaken as described in the answer to (a). It is possible to confirm that no posts have yet been lost as part of a contribution to the £30 million of savings identified in the Chief Minister’s speech of 10th October 2018 to the Chamber of Commerce.
- (c) With reference to the responses to (a) and (b), it is not possible at the present time to respond fully to this part of the question. The principles behind the development of the Justice and Home Affairs Department’s proposed Target Operating Model are aimed at achieving a modern, effective and efficient criminal justice system and to maintain, and where possible enhance, the effectiveness of the response provided by Jersey’s emergency services.

### **3.7 DEPUTY R.J. WARD OF ST. HELIER OF THE MINISTER FOR THE ENVIRONMENT REGARDING CARBON INEQUALITY: [WQ.234/2018]**

#### **Question**

Will the Minister undertake to submit for discussion by the Council of Ministers the report from Oxfam entitled ‘Extreme Carbon Inequality’, published on 2nd December 2015; and will the Minister also undertake to provide for members his assessment of Jersey’s position in respect of the report’s findings, taking into account the Island’s investment in fossil fuels and the carbon footprints of high-wealth individuals which are attracted to Jersey as a matter of policy?

#### **Answer**

I am not an expert in the report that is quoted but understand that it highlights links between the ‘high carbon footprint’ (‘average lifestyle consumption footprint’) associated with the lifestyles of the richest global citizens compared to those outside the OECD countries.

Jersey reports annually on its carbon emissions<sup>3</sup> and per capita the Island performs relatively well in comparison to other developed countries.

- Jersey’s per capita emissions of carbon are 3.8 t/CO<sub>2</sub>/person,
- the UK’s are 7.1 t/CO<sub>2</sub>/person,
- and Guernsey’s are 6.4 t/CO<sub>2</sub>/person.

In comparison, the carbon emissions of some of the poorest and most vulnerable countries quoted in the Oxfam report are as follows:

- Brazil (0.69 t/CO<sub>2</sub>/person),
- Bangladesh (0.23 t/CO<sub>2</sub>/person),
- and South Africa (2.05 t/CO<sub>2</sub>/person).

As Minister for the Environment, I don’t have responsibility for the Assembly’s policy on the criteria by which high-wealth individuals are attracted to Jersey. I am advised that no assessment is currently made of their global carbon footprint as part of the due diligence undertaken when assessing high-wealth individuals.

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<sup>3</sup> <http://www.aether-uk.com/Resources/Jersey-Infographic>

The question also queries the Island's investment in fossil fuels within our investment portfolio. Investment decisions are a matter for the Minister for Treasury and Resources. It is my understanding that the carbon impact of the Island's investment portfolio is not specifically taken into account. The States does not directly intervene in the activities of the investment managers, its ethical framework is implemented through the appointment of investment managers and the mandate under which these managers act. During the appointment process, carried out by the Department for the States Treasury and Exchequer, due consideration is given to the manager's approach to Environmental, Social and Governance ("ESG") risk. When making investment decisions, investment managers are required, where relevant, to give consideration to risks in their assessment of value. Through this process, investment managers are expected to incorporate the potential risk and value impact of ESG factors into their investment decisions, having regard to the information that is readily available at the time of the decision. The Minister for Treasury and Resources intends for this to encourage investment in companies with good governance and responsible management.

In view of the wide ranging impact of this report I do not propose to take the Oxfam report for discussion to the Council of Ministers at this time. However, I will undertake to discuss this matter with other Ministers, particularly the Minister for Treasury and Resources, the Minister for Economic Development, Tourism, Sport and Culture and the Minister for International Development.

Reducing Jersey's carbon emissions is a priority matter to me and The Energy Plan outlines numerous actions to reduce emissions by 2050 in line with global targets. I believe that reducing the emissions from all Islanders should be our focus and the Energy Plan sets the strategic context and actions for achieving this. I hope I can count on Deputy Ward's support in achieving these aims and am always happy to meet him to discuss this further.

### **3.8 DEPUTY R.J. WARD OF ST. HELIER OF THE MINISTER FOR SOCIAL SECURITY REGARDING SOCIAL SECURITY STAFF ON TEMPORARY AND ZERO-HOUR CONTRACTS: [WQ.235/2018]**

#### **Question**

Will the Minister advise –

- (a) how many temporary contracts are currently being used for Social Security staff; and
- (b) how many of these are zero-hour contracts;

and will she state whether it is her policy that temporary and zero-hour contracts should become a permanent feature of 'One Gov' employment arrangements for the Social Security department?

#### **Answer**

There are no Social Security staff employed directly on zero hours contracts.

The Social Security Department has 36 temporary agency workers working in the department on a variety of projects.

The Minister does not hold information on the contractual arrangements between the recruitment agencies and individuals. The Department engages Recruitment Agencies to supply temporary workers to work in the Department. These temporary workers are not employed by the Department. The Department's decision to engage temporary agency workers for these tasks accords with JACS guidance.

The Minister considers that the Department's current use of temporary agency workers is appropriate given the Department's workload and obligations. The Department must be able to act quickly to set up new projects and initiatives, provide support to customers following changes in legislation, pilot new ideas where permanent funding has not been established and cover short-term fluctuations in workloads.

Individual ministers do not determine employment policy within their operational departments. Overall employment policy for the public sector is set by the States Employment Board. The Board confirmed its policy in its response to written question 224/2018, which stated

“The States of Jersey will continue to use different employment frameworks as part of the need to ensure effective headcount management and protect permanent employees in a period of change. They will support the proposed introduction of the Target Operating Model and associated restructures by maintaining an agile and flexible workforce structure.”

**3.9 DEPUTY G.P. SOUTHERN OF ST. HELIER OF THE MINISTER FOR EDUCATION REGARDING COVER ARRANGEMENTS FOR TEACHER ABSENCE: [WQ.236/2018]**

**Question**

Further to the response to Written Question 206/2018, will the Minister –

- (a) inform members what agreement, if any, is currently in place with the teaching unions regarding any limits to the amount of cover provided for teacher absence, whether planned (i.e. training or maternity) or unplanned (i.e. sickness) by –
  - i. teachers;
  - ii. teaching assistants; or
  - iii. supply teachers;
- (b) state how the department, or others involved, can monitor whether any such agreement is being met, given the absence of a consistent record of planned absence across schools;
- (c) also inform members whether the cost of supply teachers is centrally funded or individually funded by schools; and
- (d) state, for the years 2015 to 2018, the total number of days required from supply teachers in the primary and secondary sectors?

**Answer**

- (a) i) Teachers: There is an agreement in place in the Terms and Conditions of Service for Teachers – page 10, paragraph 14 “*undertaking an appropriate share of collective responsibilities including substitution for an absent colleague subject to guaranteed non-teaching time*”.
- ii) Teaching Assistants: No agreement as these staff are Civil Servants
- iii) Supply Teachers: An agreement is not in place for this group due to the nature of the role being on an ‘as and when required’ basis.
- (b) Monitoring of the teachers agreement is carried out within schools by the Head Teacher.
- (c) If there is a central requirement, e.g. a decision is made centrally, costs will be funded centrally, otherwise individual schools fund from their budget. Paternity and Maternity is centrally funded. Schools pay the first 5 days of any long term sickness, the balance is funded centrally. Other cover, including short term sickness, backfill of secondments, PPA and Moderation, is funded by the school budget.
- (d)

<b>Total days required from supply teachers</b>				
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018*</b>
Primary sector	6,250	6,554	6,277	4,161
Secondary sector	2,308	1,602	1,529	1,083

\*2018 total to September only

### **3.10 DEPUTY G.P. SOUTHERN OF ST. HELIER OF THE MINISTER FOR EDUCATION REGARDING VACANCIES WITHIN TEACHING STAFF: [WQ.237/2018]**

#### **Question**

Further to the response to Written Question 201/2018, will the Minister –

- (a) advise whether a figure of 29 vacancies in teaching staff at this point in the academic year is unprecedented or has been recorded before;
- (b) explain how this figure is linked to the 44.6 Education Department vacancies listed in part (a) of the response and the figure of 20.4 ‘Teacher’ vacancies shown in the appendix to the response; and
- (c) give details of where the 20.4 ‘Teacher’ vacancies are to be found (i.e. in which schools or services) and of the measures, if any, that have been put in place to mitigate the absence of such qualified teachers?

#### **Answer**

- (a) Anecdotally it is not unusual to have this number of vacancies as this is a snap shot in time, however there is no specific data set that can be used to confirm this. There are 42 schools plus Highlands College in Jersey and therefore, this figure equates to less than one vacancy per school or college. 29 Teaching vacancies represent 3% of total Teacher workforce.
- (b) In the Appendix of question 201, the 29 vacancies are made up of the following:

Heads and Deputies: 5.0  
Lecturers: 3.6  
Teachers: 20.4

The remaining 15.6 vacancies for Education consists of support staff which include Teaching Assistants, Technicians, Lunchtime Supervisors, Administration staff, Caretakers, Cleaners and Youth Workers.

- (c) Of the 20.4 vacancies listed, they are as follows:

Primary Schools: 6.94  
Secondary Schools: 2.0  
Fee paying Schools: 2.06  
Evaluation and Standards: 0.96  
Contingency: 8.44

The contingency is unbudgeted FTE used by the Department under the following circumstances: growth in demographics for the new academic year, allocation of FTE where income is being received to fund a Teaching post for example ECOF (Every Child Our Future), or to run additional courses in our Further Education provision (Highlands College) and also to provide flexibility for Jersey Premium initiatives. As mitigation, we have a comprehensive list of qualified supply Teachers who are able to fill vacancies within schools until permanent positions are recruited to.

### **3.11 DEPUTY G.P. SOUTHERN OF ST. HELIER OF THE CHIEF MINISTER REGARDING STAFF SAVINGS WITHIN THE PUBLIC SECTOR: [WQ.238/2018]**

#### **Question**

Further to the response to Written Question 201/2018, which indicated that savings of approximately £24 million would be achieved if 639 currently vacant posts were not filled, and further to the response to Written Question 212/2018, in which the Minister for Health and Social Services stated that 123 of 335.6 vacancies in front-line services were currently subject to active recruitment, and in light of his statement to the Chamber of Commerce regarding sustainable savings of £30 million, will the Chief Minister undertake to provide

members with information on where savings arising in respect of staffing will be achieved before a vote is taken on the 2019 Budget?

**Answer**

As outlined by Connétable Taylor on the 23rd October 2018, the overall spending limit established in the MTFP, as approved by the Assembly, will remain in place for 2019.

However, over the remainder of this year and next, £30 million of savings within this overall spending limit will be identified and delivered in 2019. This will help us to tackle a £30 million structural deficit in 2020, as explained in the draft Budget.

Other corporate and public sector organisations have done this, and the due diligence work undertaken as part of the ‘One Government’ programme shows that the States of Jersey can do this too.

As such, instead of detailed departmental allocations before the budget debate, work will continue on assessing and calibrating savings in areas such as contract management, asset consolidation, automation and online services, back office rationalisation, and reducing layers of management. This will include responsible headcount management – of which vacancy rates is a part. This will deliver better value for money, while continuing to recruit to essential positions, such as health professionals.

At the same time, invest to save initiatives, pressing public service needs, and investments to support the Corporate Strategic Policy, will also be examined as part of a new, streamlined and States-wide approach to investment decisions, targeting budget to where it is needed most in the public service.

These new arrangements will be brought together for consideration by the Council of Ministers, as explained by Connétable Taylor, later this year, in a new Transition Report which will be presented to the Assembly before the end of the year, including a savings allocation criteria and assessment process.

All reallocations of budget between departments in the Transition Report will be governed by the new procedures established in P1/2018, providing the required flexibility as well as the necessary oversight, as part of ongoing improvements to our public sector.

Then, in June 2019, the four-year Government Plan will be lodged, including the fine detail of government activities planned for 2020, and the priorities for 2021-23.

This approach is far preferable to the savings programmes of the past – which have been based on departmental savings and growth, and have been deficient in corporate working, measurable and controlled savings initiatives, or the fundamental restructuring of our public services that is needed. This has restricted our ability to deliver improvements in service delivery and value for money.

**3.12 DEPUTY G.P. SOUTHERN OF ST. HELIER OF THE CHAIRMAN OF THE STATES  
EMPLOYMENT BOARD REGARDING THE USE OF FIXED-TERM CONTRACTS,  
ZERO-HOUR AGREEMENTS AND AGENCY STAFF IN THE PUBLIC SECTOR:  
[WQ.239/2018]**

**Question**

Further to the response to Written Question 224/2018, in which the Chairman provided information in respect of the use of fixed-term contracts, zero-hour agreements and agency staff, will the Chairman –

- (a) inform members of the departments in which these three categories of engagement are used, along with a brief description of job title;
- (b) state the length of the fixed-term contracts used, whether these contracts were renewable and the length of service of those people working on such contracts;
- (c) state whether the zero-hour agreements used meet the 2016 guidelines for such agreements issued by the Jersey Advisory and Conciliation Service; and
- (d) state whether the agency staff in question were also engaged on the basis of zero-hour agreements?

**Answer**

- (a) the table below shows, by department, the three types of engagement requested in the Written Question 224/2018:



Department	Fixed Term Contract	Zero Hours Contracts	Agency Assignments	Total
Chief Minister's Department -	18		26	44
Comm. and Const. Affairs (CCA)	17	43	6	66
Department for Infrastructure	11	1	22	34
Department of the Environment	2	2	6	10
Economic Development	6	52		58
Education Department	141	536	5	682
External Relations	7		1	8
Health & Social Services	100	494	36	630
Jersey Fleet Management	2			2
Non Ministerial States Funded	6	12	9	27
Social Security	20		36	56
States Assembly	1			1
Treasury and Resources	26		28	54
<b>Total</b>	<b>357</b>	<b>1,140</b>	<b>175</b>	<b>1,672</b>

Roles covered from the above agreements vary greatly and are roles across all pay groups within the States of Jersey, examples include:

- Administration / Civil Service Specialist Roles (IT, Project Management, HR, Tax, Accounting)
- Nurses & Midwives
- Teachers
- Lunch supervisors
- Allied Health Professionals
- Manual Workers
- Residential child care officers
- Doctors & Consultants

In general fixed terms contracts include a full spectrum of posts, agency workers in the main work across administrative and management positions, lunch supervision.

The majority of zero hours workers are made up of retained fire fighters, sessional youth workers, bank nurses, allied health professionals, health care assistants, teachers, teaching assistants and casual sports workers. In some cases these contracts are akin to a variable hours contracts and may incur additional benefits where work is more frequent or the individual is paid a retainer (i.e. retained fire fighter)

- (b) The length of fixed term contracts range from 3 months – 7 years, with the average length of the fixed terms contract being 2.1 years.
- a. Of the 375 staff on fixed term contracts, 88 have had their contracts extended. All contracts can be renewed or extended with appropriate permissions if the reason for the contract continues.
  - b. The average length of service for staff on fixed term contracts is 5.5 Years (excluding individuals employed through supported work scheme schemes)
- (c) All zero hours contracts issued by the States of Jersey are aligned to good practice.
- (d) Agency staff are employed directly by the agency and their contractual terms will vary. When such staff are employed by the SOJ, they will normally be working a specified number of hours.

### **3.13 DEPUTY G.P. SOUTHERN OF ST. HELIER OF THE CHIEF MINISTER REGARDING THE REORGANISATION OF THE PUBLIC SECTOR: [WQ.240/2018]**

#### **Question**

Will the Chief Minister undertake to consider the PWC publication from 2015 entitled 'Redefining Local Government' and to provide his assessment of the extent, if any, to which the development of the Target Operating Model for the public sector matches the principles outlined in that publication, particularly with regard to Figure 2 (regarding where savings arise) and the subjects of outsourcing and staff terms and conditions?

#### **Answer**

On initial review, my assessment is that the PWC publication from 2015 entitled 'Redefining Local Government' is a sensible document, and indeed, it has shared components with our Target Operating Model, including a focus on digital, data analytics, and strategic planning frameworks. This is welcome.

However, while we can learn from approaches taken elsewhere, and past practises locally, including with reference to the elements in Figure 2 - such as outsourcing, collaborative working, shared services, and staff terms and conditions - our government must determine its own course, with reference to the approaches adopted by local government, but also other jurisdictions.

Indeed, Jersey faces distinct circumstances, including some distinct advantages - such as being able to make our laws and determine how we raise income, and arguably a greater ability as a small Island community to work collaboratively across the political spectrum and across the private and public sectors. We must therefore learn, while fashioning our own solutions.

### **3.14 DEPUTY C.S. ALVES OF ST. HELIER OF THE MINISTER FOR INFRASTRUCTURE REGARDING UNOCCUPIED BUILDINGS WITHIN STATES OF JERSEY OWNERSHIP: [WQ.241/2018]**

#### **Question**

Will the Minister –

- (a) list any buildings, and their addresses, under States of Jersey ownership which have not been occupied or utilised for over a year;
- (b) state when any such building were last in use; and
- (c) state what ongoing costs, if any, are associated with any such buildings?

#### **Answer**

There are a total of 22 buildings, or in two cases substantial parts of buildings, across 13 sites that have been unoccupied for over a year. There are a variety of reasons for the properties being unoccupied, which include:

- Vacation prior to demolition or redevelopment
- Vacated for refurbishment or maintenance works
- Void properties awaiting re-use by States departments or re-letting to a third party

The property details, including addresses, are not made public, because it is deemed that its disclosure could lead to the properties in question being targeted by criminals and becoming the targets of vandalism.

These vacant buildings have incurred a combination of maintenance and refurbishment works costs associated with bringing them back into usable order or ensuring they are safe and secure until they are redeveloped or demolished.

In addition, there are holding costs including parish rates, inspection and utility costs.

I would be happy to meet with the Deputy to provide her with information on the specific properties.

**3.15 DEPUTY C.S. ALVES OF ST. HELIER OF THE MINISTER FOR SOCIAL SECURITY REGARDING MEASURES TO INCREASE THE LEVEL OF THE MINIMUM WAGE: [WQ.242/2018]**

**Question**

Following the presentation of ‘Minimum Wage Rates for 2019: Employment Forum’s recommendation and Minister’s response’ (R.131/2018), what further measures, if any, is the Minister putting in place to increase the minimum wage to 45% of the average wage?

**Answer**

In accordance with the Employment (Jersey) Law 2003, before setting a minimum wage rate each year, the Minister must refer the matter to the Employment Forum for consultation and the Forum must make a recommendation to the Minister. The Minister will initiate the next minimum wage review early next year and, following consultation in 2019, the Forum will recommend a minimum wage for 2020.

As part of their review in 2019, the Forum will take into account the States aspiration for the minimum wage to reach 45% of average earnings subject to consideration of the economic conditions and the impact on competitiveness and employment of the low paid in Jersey.

The States Assembly agreed in early 2018 (P.121/2017, as amended) that the minimum wage should reach a figure equivalent to 45% of average earnings by 2020 subject to consideration of the economic conditions and the impact on competitiveness and employment of the low paid in Jersey.

The Minister has made an Order that will increase the minimum wage rate, as recommended by the Employment Forum, to reach 43.4% of mean weekly earnings on 1 October 2019.

**3.16 DEPUTY C.S. ALVES OF ST. HELIER OF THE CHAIRMAN OF THE STATES EMPLOYMENT BOARD REGARDING ARRANGEMENTS FOR PEOPLE LEAVING EMPLOYMENT WITH THE STATES OF JERSEY: [WQ.243/2018]**

**Question**

Will the Chairman advise –

- (a) of those who have left employment with the States in the last 5 years, across all departments, what percentage have had exit interviews;
- (b) what percentage of such interviews were conducted by management within their department and not by the Human Resources function; and
- (c) what were the top three reasons for leaving given in such interviews?

**Answer**

- (a) This information is not held centrally
- (b) This information is not held centrally
- (c) This information is not held centrally

Exit interview guidance and documentation is provided on the States intranet for use by managers as necessary. In the event their local intranet does not provide access, their HR Business Partner will provide access. Any employee who is leaving can ask for an exit interview.

As part of a detailed policy refresh of employment frameworks, the conduct of exit interviews by line managers as part of their core accountabilities will be reinforced and access to exit interview guidance and documentation provided on the States intranet for use by managers will be highlighted.

**3.17 DEPUTY M.R. HIGGINS OF ST. HELIER OF H.M. ATTORNEY GENERAL REGARDING UNSUCCESSFUL PROSECUTIONS IN THE MAGISTRATE’S COURT: [WQ.244/2018]**

**Question**

Will H.M. Attorney General advise members how many unsuccessful prosecutions have occurred in the Magistrate’s Court in each of the past three years and of the resultant amount of money paid out by the Crown in costs to defence lawyers; and will he state the rationale for the payment of such costs and how the figures in such cases were determined?

**Answer**

An unsuccessful prosecution is generally regarded as a case in which the defendant has entered a plea of “not guilty” and upon which the court has acquitted the defendant having heard evidence at trial.

All cases are subject to continual review. Where, following a defendant entering a plea of “not guilty”, circumstances arise whereby either the evidential or public interest tests are no longer satisfied then the prosecution will be brought to an end by the offering of no evidence and the defendant will be discharged.

The number of Magistrate’s Court cases prosecuted by the Law Officers’ Department in the past three years can be broken down as follows:

<b>Year</b>	<b>Total Number of Magistrate’s Court Cases</b>	<b>No. of Guilty Pleas</b>	<b>No. of cases in which No Evidence was Offered</b>	<b>No. of Trials</b>	<b>No. of acquittals following trial</b>
2015	513	407	88	18	3
2016	528	468	43	17	1
2017	504	431	54	19	5
2018 (as at 30/10)	240*	202	10	28	7

\*In 2017 a system was introduced whereby legal advisers from the Law Officers’ Department provide early pre-charge advice in the majority of cases. The success of the system can be seen in the comparative reduction of the number of cases which “No Evidence” has been offered.

These figures only relate to cases which have been prosecuted by the Law Officers’ Department. A substantial number of more straightforward cases are presented by Centeniers. The Law Officers’ Department conducts all contested cases and trials.

The percentage of acquittals after a trial from 2015 to date as a percentage of the total number of cases prosecuted by the Law Officers’ Department is 0.9%.

The power of the criminal courts to order the payment of costs in criminal proceedings is provided for in the Costs in Criminal Cases (Jersey) Law 1961 (“the Law”).

Article 2(1)(c) of the Law provides that where any person is prosecuted or tried before either the Royal Court or the Magistrate’s Court, the court may, if the accused is discharged from prosecution or acquitted, order the payment out of public funds of the costs of the defence. The costs payable shall be such sums as appear to the court reasonably sufficient to compensate the accused for the expenses properly incurred by the accused in carrying on the defence.

In practice, unless there are good reasons not to do so the Court will order that an acquitted defendant be paid their reasonable costs under the principle that costs follow the event. An example where the court may refuse to make such an order is where a defendant has lead the Prosecution to believe that the case against the defendant is stronger than it actually is.

Article 2(7) of the Law states that the amount of costs ordered to be paid shall be ascertained by the Judicial Greffier.

In practice, the Law Officers' Department will consider whether the Defendant's claim for costs is reasonable, and if so, the costs payable to the Defendant's advocate are agreed if the Judicial Greffier agrees that the amount agreed is reasonable. If the Law Officers' Department does not consider the Defendant's claim for costs to be reasonable the Judicial Greffier will be asked to assess the claim for costs in a process that is known as taxation of costs whereby the Judicial Greffier considers the reasonability of the work undertaken.

The following table shows the defence costs claimed and allowed in the Magistrates' Court for the years 2015 to date:

Year	Amount Claimed £	Amount Allowed £
2015	144,654.78	81,471.27
2016	291,156.18	184,044.71
2017	145,133.58	84,216.45
2018 (to date)	237,017.35	Figures not finalised.

### **3.18 DEPUTY M.R. HIGGINS OF ST. HELIER OF H.M. ATTORNEY GENERAL REGARDING STUDIES INTO UNSUCCESSFUL PROSECUTIONS IN THE MAGISTRATE'S COURT: [WQ.245/2018]**

#### **Question**

Will H.M. Attorney General explain what studies, if any, have been carried out into unsuccessful prosecutions in the Magistrate's Court and the reasons for the lack of success; and will he agree to publish the reports and findings arising from any such studies?

#### **Answer**

The standard of proof in criminal proceedings is a necessarily high one. The Magistrate will only convict a defendant before the court if the Magistrate is satisfied so that they are sure of the defendant's guilt i.e. beyond reasonable doubt. The test that is applied by Centeniers in deciding whether a person should be charged with an offence is not the same. The Centenier must be satisfied that there is sufficient evidence to provide a realistic prospect of conviction against the defendant on each charge.

It is inevitable, therefore, that there will be cases where a defendant is quite properly charged with an offence but for which ultimately, having heard the evidence, the Magistrate is not sure of guilt.

Whenever a defendant is acquitted after a trial in the Magistrate's Court the Legal Adviser from the Law Officer's Department who conducted the trial will provide a debrief to their line manager. All acquittals after trial are also the subject of discussion in Criminal Team Meetings to establish whether there are any lessons to be learnt from the case.

There are no "studies" as such into unsuccessful prosecutions in the Magistrate's Court. The Law Officers' Department works on the basis of continual improvement of systems, processes and practice to ensure that all cases tried in the Magistrate's Court are done so professionally.

### **3.19. DEPUTY M.R. HIGGINS OF ST. HELIER OF THE MINISTER FOR HOME AFFAIRS REGARDING THE USE OF BODY CAMERAS BY OFFICERS OF THE STATES OF JERSEY POLICE: [WQ.246/2018]**

#### **Question**

Will the Minister advise members whether all uniformed police officers responding to calls for assistance wear body cameras and whether such officers are required to activate their camera on arriving at an alleged crime scene, and whether all officers attending an incident and dealing with a suspect must subsequently provide the footage from their camera as evidence (i.e. not just the arresting officer); and will he further explain how this evidence is stored and how long the evidence from the camera is retained?

#### **Answer**

The States of Jersey Police is committed to making the most efficient use of its resources and to obtaining the best evidence through the utilisation of new technology, including bodyworn video in all appropriate circumstances.

All Community Officers are trained and have access to bodyworn video. All police officers must ensure that they take possession of a camera at the start of their tour of duty.

Recording guiding principles are:

- The camera should be switched on when footage might support ‘professional observation’ or would corroborate what would be written in a pocket book;
- The decision to record or not to record any incident remains with the user;
- The user should be mindful that failing to record incidents that are of evidential value may require explanation in court.

In the event that a camera is not utilised, or inoperable, then the officer must record and justify the reasons in their pocket notebook.

The recording officer should also at the commencement of any recording, where practicable, make a verbal announcement to indicate why the recording has been activated. If possible, this should include:

- Date, time and location;
- Confirmation, where practicable, to those present that the incident is now being recorded using both video and audio.

All officers who attend an incident are required to follow these protocols.

All material obtained during an incident, including bodyworn video, is subject to the guidelines on disclosure issued by the Attorney General.

The camera system is supported and managed by Digital Evidence Management Software (DEMS). This provides a full audit trail ensuring evidential continuity is maintained.

Evidential recordings are retained in line with code of practice on the Management of Police Information (MOPI). All other recordings are kept for 30 days in compliance with Data Protection Legislation.

### **3.20 DEPUTY M.R. HIGGINS OF ST. HELIER OF THE CHIEF MINISTER REGARDING APPLICATIONS FOR ENTITLED STATUS UNDER REGULATION 2(1)(E) OF THE CONTROL OF HOUSING AND WORK (RESIDENTIAL AND EMPLOYMENT STATUS) (JERSEY) REGULATIONS 2013: [WQ.247/2018]**

#### **Question**

Will the Chief Minister advise –

- (a) how many successful applicants for Entitled status under Regulation 2(1)(e) of the Control of Housing and Work (Residential and Employment Statues) (Jersey) Regulations 2013 have been admitted into the Island in each of the last 5 years;
- (b) how many houses such applicants have purchased as their main residence in the Island;
- (c) how many such applicants have the right to purchase other residential and commercial properties in the Island;

and will the Chief Minister state whether he has any information on the number and value of the properties purchased in each category?

#### **Answer**

- (a) The table below shows how many successful applicants for Entitled status under Regulation 2(1)(e) of the Control of Housing and Work (Residential and Employment Statues) (Jersey) Regulations 2013 have been admitted into the Island in each of the last 5 years:

YEAR	NO. OF ARRIVALS
2014	16
2015	22
2016	14
2017	20
2018 (to 31/10/2018)	25

(b) The table below shows how many houses such applicants have purchased as their main residence in the Island (figures relate to first purchase of main place of residence):

YEAR	NO. OF PURCHASES AS MAIN RESIDENCE
2014	21
2015	11
2016	11
2017	20
2018 (to 31/10/2018)	11

(c) All approved applicants are permitted to establish a property development company, in the same way that other businesses operate in the Island. In common with any other developers, any freestanding units of residential accommodation developed must be sold on completion of the development.

In addition, they are able to purchase residential property in their own name that has either (i) been unoccupied for more than 2 years, and/ or (ii) on the market for sale for more than 2 years, and lease that property to persons with Entitled or Licensed status.

Finally, purchase residential property adjoining their main place of residence in Jersey, where it can be demonstrated that the adjoining property more naturally falls within the same curtilage as the property already owned and occupied as their main residence. If approved by the Assistant Chief Minister, it is expected that the purchase would proceed in the same person or company name as the main residence, and that the purchase may be subject to conditions.

*The Population Office do not routinely maintain statistics on these property transactions, including their value. However, given the relatively small number of 2(1)(e) transactions, on review they estimate 18 properties have been purchased in the above ways since 2014.*

As to commercial property, anyone can acquire and own commercial property whether they live in Jersey or not, irrespective of their residential status.

### **3.21 DEPUTY M.R. HIGGINS OF ST. HELIER OF THE CHAIRMAN OF THE STATES EMPLOYMENT BOARD REGARDING INVESTIGATIONS INTO EMPLOYEES IN THE PUBLIC SECTOR ARISING FROM THE WORK OF THE INDEPENDENT JERSEY CARE INQUIRY: [WQ.248/2018]**

#### **Question**

Further to the responses to Written Questions 207/2018 and 208/2018, will the Chairman advise whether all investigations into named and unnamed members of the public sector who were suspended following evidence given to the Independent Jersey Care Inquiry into their actions involved both the States of Jersey Police and the Law Officers' Department and, if so, what the nature and extent of that involvement was; will she advise who ultimately took the decision that such employees could return to work; and will the Chairman explain what action she has personally taken to ensure she is satisfied with the independence and robustness of those investigations and with any decisions to allow such employees to return to work?

#### **Answer**

The consideration of the evidence available in relation to the named members was undertaken by senior members of the Law Officers' Department, Social Services, Police and HR. This included reviewing of documents and other evidence available to the group. The decision in relation to any further action required was taken collectively by the group. The recommendations of the Group were approved by the HSSD Director and Director of Education and Chief Executive of the time.

The decision had already been executed under the previous SEB. I have personally not taken any further action.

### **3.22 DEPUTY C.S. ALVES OF ST. HELIER OF THE MINISTER FOR SOCIAL SECURITY REGARDING THE SAFEGUARDS IN PLACE WHEN SANCTIONS ARE IMPOSED UNDER THE INCOME SUPPORT SYSTEM: [WQ.249/2018]**

#### **Question**

What safeguards, if any, are in place when imposing sanctions under the Income Support system, for example when removing the adult component for 13 weeks for those who have left employment?

#### **Answer**

In situations where a sanction might affect other vulnerable people in the household, such as very young children, the facility exists for the Minister to make a discretionary payment so that some support is maintained to the household.

For jobseekers a key safeguard built into the sanction system is that a person will receive first verbal and then a written warning to warn them if they risk getting a financial penalty. This means that a person who is sanctioned must have repeatedly ignored warnings from their employment advisor. Most people who get a written warning change their behaviour and avoid a financial penalty. In other cases, an individual may have taken the decision to leave a job without thinking about how this would affect their ability to rely on the benefit system for support. Most people who leave work either discuss their situation with Income Support beforehand or leave work through no fault of their own. These people aren't financially penalised.

Anybody who receives a financial sanction from Income Support receives a letter that describes the effect of the sanction and explains the reasons why they were given it. They have the right to supply evidence to show that the sanction was wrongly applied and to request a second decision from a different officer. If they disagree with this second decision they have the right to appeal to an independent tribunal.

When an officer is required to sanction somebody the decision is never taken lightly. The work of the determining officers and the sanction process itself are regularly reviewed to make sure sanctions are applied fairly, consistently and, for jobseekers, only as a last resort when verbal and written warnings have failed. The sanction process is subject to quality control by a senior member of staff and extenuating circumstances are always considered.

There are specific checks and balances used within the Department to make sure that vulnerable people are identified, and where appropriate referred to another agency as an alternative to a financial penalty. In the very small minority of claims where the sanction could lead to a loss of all Income Support, a background report is produced and submitted to an internal safeguarding panel. This report will look at the needs of any children or vulnerable adults, and consider whether another agency should be involved before the claim is closed.

Details of the Income Support sanction process are included on the gov.je web site - <https://www.gov.je/Benefits/IncomeSupport/Pages/IncomeSupportSanctions.aspx>

## **4. Oral Questions**

### **4.1 Deputy K.F. Morel of St. Lawrence of the Minister for Children and Housing regarding measures to improve the affordability of housing in the private sector: [OQ.173/2018]**

Following the Minister's recent decision to limit rises in social housing rents, what measures, if any, is he investigating to improve the affordability of housing in the private sector?

**Senator S.Y. Mézec (The Minister for Children and Housing):**



I have said that I want to pursue a similar policy in relation to private sector rents. In my response to the Rent Controls e-petition I stated that one of the options we will consider is rent stabilisation measures that require landlords to provide longer leases with restricted in-tenancy rent increases. This is just one of a number of measures that I will consider in order to improve the quality and affordability of private rented accommodation in Jersey. One of my other priorities, for example, is to introduce a ban on particular letting agent fees for tenants.

**4.1.1 Deputy K.F. Morel:**

Thank you for your response. When you are assessing these different measures that you are looking at, are you modelling how they may affect the markets or are you just going to try new measures and see what happens?

**Senator S.Y. Mézec:**

That is a good question. There are some measures that I included in the Rent Controls petition's response, other than the ones I have just mentioned that the States has already made the decision to pursue, so from my position it is just a case of implementation. But later this year the Council of Ministers is going to consider a terms of reference for a Housing Policy Development Board and some of that work will be undertaken by that Policy Development Board, which will want to utilise the expertise that we can have available to us, and I am sure that modelling will be part of that process.

**4.1.2 Deputy S.M. Wickenden of St. Helier:**

I thought, after seeing this question, I would peruse the Senator's manifesto where one of the comments on it on page 24 is that if a Reform Jersey member becomes Minister for Children and Housing in the next Government they will ban letting agent fees for tenants immediately. Could he give us an update on his timescales please?

**Senator S.Y. Mézec:**

I am glad he studied the manifesto in detail; it is a fantastic read and I am very pleased that we are delivering on many of the policies we had in that manifesto, including one of our pledges, which was to investigate rents measures and we envisaged that this would take some time to do and that is of course what the Housing Policy Development Board will do. Upon becoming Minister for Children and Housing I immediately asked my officers to put together options for looking at letting agent fees because there is ongoing work in the U.K. (United Kingdom) at the moment with the Tenancy Act that they are looking to put forward there, and I have had a set of options put to me and I will be examining those and hope to report back shortly on what progress we can make with those. I do not envisage that is something that the Housing Policy Development Board will need to look at because I think it is more simple than that.

**The Bailiff:**

We come to question 2. I think question 2 falls away; the comments have been lodged?

**Deputy M. Tadier of St. Brelade:**

May I make a comment? I find it unfortunate that a Back-Bencher effectively bringing this proposition has to lodge a question asking for the comments. There were lots of emails going back and forward to the Minister for Health and Social Services and the comments were already available on Wednesday and I see no reason that they could not have been published and it effectively means that I have had to waste a question in order to get comments that should have been publicly available for this debate.

**The Bailiff:**

Minister, do you want to say anything?

**Deputy R.J. Renouf of St. Ouen:**

I would be grateful to respond. I do not really understand why the Deputy is so anxious about this. We had a useful meeting on Wednesday I think in which I shared with the Deputy what were then draft comments. The Deputy indicated that he would probably defer his proposition and Members will recall receiving an email from Deputy Tadier to that effect. I therefore decided to defer lodging the comments rather than release them at that time and cause confusion in the light of the Deputy's email that he was deferring the debate. Thereafter the Deputy changed his mind and I therefore lodged comments in the usual way within the time period.

**The Bailiff:**

We will stop there because the question has fallen away. No doubt it will be returned to during the debate later on this sitting. We come to question 3, which Deputy Southern will ask of the Minister for External Relations or the Assistant Minister.

**4.2 Deputy G.P. Southern of St. Helier of the Minister for External Relations regarding the provisions of the Draft Taxation (Companies – Economic Substance) (Jersey) Law 201-: [OQ.175/2018]**

Will the Minister advise whether, by restricting the Economic Substance Law, P.132/2018, to resident companies only, the law will only apply to some 13 per cent of Jersey companies and not to those incorporated outside the Island and trading within it; and whether, if such companies' profits are not recorded, Jersey will have any means to assess whether such profits have local economic substance and thereby meet the Code of Conduct Group's test?

**Connétable R.A. Buchanan of St. Ouen (Assistant Minister for External Relations - rapporteur):**

I thank the Deputy for his question. The answer is that the draft law will apply to 100 per cent of Jersey resident companies, whether they are incorporated in Jersey or not. It correctly uses the residency test already established in Jersey under the Income Tax Law 1961. This is a test on being managed and controlled in Jersey. The draft law comes from the Code of Conduct Group on Business Taxation and is therefore appropriate for Jersey to use this residency test. For the avoidance of doubt, this test does include 11,000 companies, which are incorporated outside of Jersey, but are managed and controlled within the Island. All Jersey resident companies will have to complete a revised tax return, which will require them to provide the information related to the Economic Substance Law.

**4.2.1 Deputy G.P. Southern:**

Approximately, in percentage terms, or in real terms, how many companies will be included in the data-gathering process to decide on economic substance in Jersey?

**The Connétable of St. Ouen:**

I anticipated the Deputy's question. There are 48,000, approximately, Jersey-resident companies, either incorporated in the Island or outside the Island, that are managed in the Island.

**4.2.2 Deputy G.P. Southern:**

They form the bulk or part of the number of companies being assessed to see if they pass the economic substance test, is that the case?

**The Connétable of St. Ouen:**

Yes; that is indeed the case. If they are resident and controlled in the Island then they will be caught by the substance test.

**The Bailiff:**

I think the question was whether they formed the bulk of the companies that have to be assessed.

**The Connétable of St. Ouen:**

The only answer I can find is, if they pass the “controlled in Jersey” test, the company is controlled within the Island, then they will be caught by the substance test. The number I have is there are 48,000 such companies in our sights, which will be caught.

**4.2.3 Deputy M.R. Higgins of St. Helier:**

Can the Assistant Minister elaborate on that 48,000 companies controlled within the Island? There may be 48,000 registered in the Island but is the Assistant Minister trying to say that, every one of them, the decisions are being made by a board in Jersey or are they just being managed in the sense of registered here, they put in the returns and, so on?

**The Connétable of St. Ouen:**

In essence they are controlled. To pass the substance test they will have to be controlled in the Island. That means that decisions about running the company will have to be taken by the board of directors of that company in the Island and they will have to pass other tests about economic activity in the Island. So that broadly is the figure of companies that will be caught by this and until we start applying the test it is very difficult to have exact numbers. Some of those companies may just disappear and decide not to apply. But broadly speaking it is about 48,000 companies.

**4.2.4 Deputy G.P. Southern:**

On a completely different matter in a sense, and this is about procedural leave, could the Assistant Minister state why the original lodged proposition had to be withdrawn and replaced by the one we are talking about today, P.132?

**The Bailiff:**

You are right; that is completely different. Do you feel able to say anything?

**The Connétable of St. Ouen:**

There was a procedural error when the original proposition was lodged and it was an old version and it has now been withdrawn and the version to be debated is the correct version. So I apologise to the House on behalf of the External Relations Department; it was their error and we have corrected it.

**The Bailiff:**

We come to question 4 but, Deputy Ward, I understand that, as the Minister is away, you have agreed to receive a written answer?

**Deputy R.J. Ward of St. Helier:**

Yes, I would like to have a supplementary question, if possible, to the Assistant Minister.

**The Bailiff:**

I do not see how you can have a supplementary when we have not had an answer yet.

**Deputy R.J. Ward:**

Can I ask a question?

**The Bailiff:**

Assistant Minister, are you in a position to answer question 4? I understood it had been agreed that a written answer would be provided.

**The Connétable of St. Ouen:**

Yes, it has been provided. We do have a response, it is not very exciting but I am happy to provide it if necessary.

**The Bailiff:**

Very well, Deputy Ward, you have a question to ask the Assistant Minister.

#### **4.3 Deputy R.J. Ward of the Minister for External Relations regarding funding allocation for the purpose and preparation in respect of Brexit: [OQ.176/2018]**

Given that the draft 2019 Budget states that the previous Council of Ministers supported additional recurring expenditure for 2016 to 2019 for the response and preparation in respect of Brexit, will the Minister advise how much of that funding has been spent to date and how much is allocated for spending to the end of 2019; and what the main areas of expenditure have been?

[10:00]

**The Connétable of St. Ouen (Assistant Minister for External Relations - rapporteur):**

I thank the Deputy for his question. The figures are as follows: for 2016 £328,000 was allocated, none of which was spent; for 2017 £1.18 million was allocated of which £703,327 was spent; for this year £1.553 million was allocated of which £838,315 has been spent to date; for next year, 2019, £1.95 million has been allocated and obviously we have not spent it yet. In terms of breakdown of the costs, for 2017 £541,000 was spent on staffing costs and £161,000 was spent on non-staff costs and essentially those were travel, equipment and use of consultants. For this year's to date we spent £737,778 on staffing costs and £100,537 on non-staffing costs. The Government departments that have incurred these costs are External Relations, the Law Officers, Financial Services and Digital Economy, the Offices of the Chief Executive, Growth, Housing and Environment, the Law Draftsman, Justice and Home Affairs.

##### **4.3.1 Deputy R.J. Ward:**

May I ask, given from my calculations £328,000 were left in 2016, £479,673 were left in 2017, and £714,809 was left in 2018, if this money is to be then removed from the Budget do we not require more flexibility given the uncertainty of Brexit, as there is nearly £1.5 million left there that could be lost at the time when there are recurring costs that could affect members of our society?

**The Connétable of St. Ouen:**

I thank the Deputy for the question, I have some sympathy with his views about the M.T.F.P. (Medium-Term Financial Plan), which is proving to be very inflexible, and all I can do is take his request back to the Minister and get back to him with a response to it. But, yes, I have some sympathy with his point of view on that.

##### **4.3.2 Deputy R.J. Ward:**

May I follow up? Is there not a point in the Jersey Finance Law ... there is a provision in part 2(c) of one: "If the Council of Ministers are satisfied there is a serious threat to economic, environmental or social well-being of Jersey which requires an immediate response" the money can be retained for expenditure, and would Brexit not come into this criteria given the huge uncertainty that we have and the effect on Islanders and the direct effect on some of our Islanders?

**The Bailiff:**

I think that is outside the scope of the Assistant Minister for External Relations.

**4.3.3 Deputy M. Tadier:**

Given the huge amount of underspends that have occurred, or not occurred I suppose, in terms of the Brexit spending, how does the Minister's department justify putting effectively a tax on E.U. (European Union) residents who are already in the Island, perhaps arguably when they are the least able to afford this and they did not decide or vote for Brexit at all?

**The Bailiff:**

Deputy, are you referring to the proposed charge, which the Minister for Home Affairs is introducing, because, if so, that does not seem to me to be a matter within the responsibility of the External Relations.

**Deputy M. Tadier:**

Thank you for the clarification. I know that we have a One Gov policy and that money is easily moved.

**The Bailiff:**

Good try, Deputy. Good try.

**Deputy M. Tadier:**

But does the Minister believe that, given the controversy that is about to erupt about this charge and whether it is justified, that some of that underspend could be allocated to the Home Affairs Department?

**The Connétable of St. Ouen:**

I thank the Deputy for his question. I am impressed by his efforts to let it land on my table, but all I can do, because clearly it is not something I am in control of... but I will have a discussion with the Minister in question and we will get back to him with a response on that point. I cannot give any assurances at this stage unfortunately.

**The Bailiff:**

Final supplementary?

**Deputy R.J. Ward:**

No, thank you.

**4.4 Connétable K. Shenton-Stone of St. Martin of the Minister for the Environment regarding discussions with Jersey Electricity in respect of emission limits for its plant: [OQ.167/2018]**

Given that Jersey Electricity's website states that it is currently in discussion with the Environment Protection Department and Environmental Health over suitable emission limits for its plant, will the Minister detail what discussions have either taken place with Jersey Electricity or are planned; and will he state whether any exemptions for Jersey Electricity in respect of their emission levels are being considered?

**Deputy J.H. Young of St. Brelade (The Minister for the Environment)**

The emissions from the Jersey Electricity's Power Station at La Collette are not regulated by legislation. There have been only limited discussions between the J.E.C. (Jersey Electricity Company) and departmental officers regarding this matter in recent years, the last discussion being

in 2016. However, by agreement made with the Health Officers in 2013, the J.E.C. operates a self-regulation programme and the company's stated intention is that their power station will comply with the E.U. Industrial Emissions Directive 2010/75EU. This deals with polluting emissions from industrial installations of which there are very few in Jersey. The power plant would in fact though be exempted under the E.U. Directive because it is run for less than 500 hours per annum. The E.U. is doing a review of best techniques and the findings on that review are awaited. I am sorry to say we do not have any information from the J.E.C. of the results of their spot tests, which they carried out after 2000 when they replaced earlier monitoring equipment and removed it.

#### **4.4.1 The Connétable of St. Martin:**

Would it be possible to obtain the information from the J.E.C. because, if you try to look into them, they are not a very transparent company, it is very difficult to get any information about them or their emission levels? But when they say they are monitoring their own levels, what do they deem as suitable levels and are they based on environmental data or financial considerations?

#### **The Bailiff:**

Is the Minister prepared to ask the J.E.C. to answer those questions?

#### **Deputy J.H. Young:**

I think I would like to say something, if I may, I apologise for not being able to answer that question properly, being out of the Island and only getting back yesterday. I asked for this information myself. I have asked for the information on the emission levels and I have not received that information. I will follow up and make sure we get it. The only thing I would say is I do have information in detail on the number of hours run by the 4 diesel plants and the 3 gas plants, but of course, as the Constable knows, these are effectively backup plants, which are run occasionally and for maintenance to ensure the Island has that essential. But I will persist in getting that information. But one last comment, the majority of emissions in Jersey do in fact come from vehicle transport, not from industrial emissions.

#### **4.4.2 Connétable M.K. Jackson of St. Brelade:**

Would the Minister confirm that, given that the emissions from the flues of the E.f.W. (Energy from Waste) plant are rigorously monitored, would it be appropriate that the flues coming from the J.E.C. installation going out through the same chimney should be equally monitored?

#### **Deputy J.H. Young:**

In principle, I agree with the Constable. The Constable, I am sure, will be aware when I was told there were about 8 flues in that chimney and only 2 of them are regulated, which are the ones that the Minister for Infrastructure looks after, so that is good news. I think the problem we have is obviously that the level of emissions, the throughput through the E.f.W. plant is continual, and so this is something that regular monitoring works. Where, when you have diesel plant that starts up periodically, irregularly, there is kind of a different need. What the J.E.C. say is that there is no variation in the levels. I am afraid the reality is diesel pollutes.

#### **4.4.3 Deputy K.F. Morel:**

I believe the Minister said La Collette plant will comply with the E.U. Regulation 2010. Can we take it as read then that currently it does not comply with this regulation?

#### **Deputy J.H. Young:**

I am sorry to say, again I sought that clarification. The information I was given yesterday was given to us through the Jersey Electricity Company was ambiguous and I put it no higher than that on whether the emission levels, the compliance relied upon the derogation, which exists in the E.U. standard, for if plants are operated less than 500 hours per year. I also do not have the information

about whether all diesel plants are run at the same time. If they are, obviously if they run separately, different rules apply. I am sorry to say I am waiting for that and I will come back with that information perhaps in a written answer or circulate it to Members, if Members would like.

#### **4.4.4 Senator S.C. Ferguson:**

When the Minister follows up with the J.E.C. for information on the emissions, will he make sure they give him the answers about the particulates that come with the emissions because it is the less than 2½ millimetres, I think, is it, particulates are probably the part that do most damage. So will he include that in his request?

#### **Deputy J.H. Young:**

Yes, I will, but to be fair to the J.E.C., I could read a long answer here that says that the J.E.C. use what is called primary abatement techniques where they seek to modify the generation units or the fuel to reduce emissions. So, for example, J.E.C. uses low sulphur fuel to avoid excess sulphur in there and also they use water fuel and multiplication units in diesel engines, which reduce nitrogen dioxide emission levels by 10 to 15 per cent. I do not know how that applies to particulates but, again, I will seek that information. I am sorry to be in this position but there is no formal legislation, at the moment we have to rely on the Nuisance Law.

#### **4.4.5 Deputy R.J. Ward:**

May I ask the Minister, when you look at the emissions, can you look particularly at the emissions around the Jersey Field Squadron area where we know that their roof has been eroded over the years and it is likely that it is from the emissions of sulphur? Even low sulphur fuel can produce sulphur dioxide, produce acid rain, and can produce localised erosion. I know that has been happening, so can I please urge you to do perhaps checks to the areas very close to where sporadic emissions happen?

#### **Deputy J.H. Young:**

I think to answer that I would have to be in the realms of speculation. Obviously, the history of that chimney, it has been there since the early days of the power plant, and all sorts of different equipment has been on the end of it pumping out emissions. Obviously the T.A. (Territorial Army) unit next door has also been there at the same time, will have experienced the outfall from those chimneys. The J.E.C. have told me pre-2000 there was limited dust and gas monitoring for the flue but a decision was taken at that time in the 2000s not to replace that system because of the costs. That is why the agreement was made to move to spot testing and self-regulation. At the moment I am not able to present the results about how effective that is.

#### **4.4.6 Deputy R. Labey:**

Is the Minister aware that residents of Havre des Pas find, if they leave their windows open, an unnaturally large amount of dust and sooty deposits appear very soon on their window sills and is that not something that the Environment Department should be taking a look at?

#### **Deputy J.H. Young:**

Yes, I think there is no question about it that this is clearly a gap in our legislative framework. To whether or not the regulatory system would work when we have plants used on a very small number of hours I do not know, I would have to take advice, but historically I do remember when the plant was used on a more ongoing basis - before we had the cable links - I do remember a history of boats being covered in smut and filth and they had to be cleaned. So I am absolutely sure that those flues have a chequered history, but there is no question, to be fair to the J.E.C., they have attempted to improve things. I think maybe the best way for Members is for me to release the answer, the details that I have been given by the J.E.C. to present their side of the situation.

## **The Connétable of St. Martin:**

I thank the Minister and look forward to receiving further information because I think it is in the public interest to know how the emissions are monitored and just what they are. Thank you.

## **Information subsequently provided to the Minister for the Environment by the Jersey Electricity Company Limited:**

Jersey Electricity Response to SOJ Emissions Questions 20/11/2018

### **Introduction**

This note has been prepared to address the points raised further to the Oral Question raised on the 6th of November regarding Jersey Electricity's emissions.

### **Background**

In financial year 2017/18, Jersey Electricity (JE) imported 95% of its electricity from France. The remaining 5% was generated on island. Of this 5%, 4.8% was produced by the Energy from Waste plant and 0.2% by Jersey Electricity's own generation plant. This paper relates to Jersey Electricity's on island generation.

With 3 submarine cable connections to France providing the majority of Jersey's electricity, JE maintains on island generation in case of emergencies or where extreme weather results in exceptional high demands such as that experienced at the end of February 2018.

In addition, work in 2018 has been undertaken to enhance the capacity of these cable connections further. The impact of this will be to further reduce the need for JE to operate its on island generation.

A significant proportion of the operating hours contributing to the 0.2% relates to test running of the machines to ensure a state of readiness is maintained. In terms of duration, 0.2% equates to a total of 244 hrs across all JE's generation units.

### **EU IED 2010 Compliance**

Under the EU directive, generation units operating for less than 500 hrs per year are exempt from complying with the emissions requirements.

Without this derogation, JE would need to modify its plant to comply with the standards set for units that operate for more than 500 hrs per year.

### **Running of Multiple Generation Units**

Test running of generation is typically carried out one unit at a time. Where required, for example during the peak demand period at the end of February 2018, multiple units are operated at the same time for short periods during the peak load periods typically around lunch time and late evening. This does not affect the application, or compliance with the EU Directive however.

### **Plant Emissions**

JE publishes its emission data on its website and in the Annual Reports and Accounts. JE Operates 5 Diesel Units at La Collette, 4 of which are the same type and make. The typical emission results for these units is as follows for a unit running at full power using gas oil and heavy fuel oil: Jersey Electricity Response to SOJ Emissions Questions 20/11/2018

<b>Parameter</b>	<b>Values</b>	
	<b>Gas Oil</b>	<b>Heavy Fuel Oil</b>
Total Particulate Matter	29.7 mg/m <sup>3</sup>	110 mg/m <sup>3</sup>
Oxides of Nitrogen (as NO <sub>2</sub> )	4,360 mg/m <sup>3</sup>	4,695 mg/m <sup>3</sup>
Sulphur Dioxide	117 mg/m <sup>3</sup>	1,882 mg/m <sup>3</sup>
Carbon Monoxide	385 mg/m <sup>3</sup>	329 mg/m <sup>3</sup>



Oxygen 12.3 % v/v 12.3 % v/v  
Reference Conditions: 273K, 101.3kPa, dry gas, 3% oxygen.

**4.5 Deputy S.M. Ahier of St. Helier of the Minister for Infrastructure regarding the provision of premises for Brighter Futures: [OQ.177/2018]**

Will the Minister advise the Assembly whether he will support Brighter Futures by providing premises for the organisation from Jersey Property Holdings' portfolio of unused properties?

**Deputy K.C. Lewis (The Minister for Infrastructure):**

Jersey Property Holdings have been provided with a list of requirements for the property needs of Brighter Futures. There are no properties within the existing portfolio, unused or otherwise, that meet these requirements. Officers of Property Holdings are happy to work with Brighter Futures and officers of the relevant client department to identify any properties on the market that could meet their needs. Any proposals would need to be supported by a business case that identifies a source for one-off and ongoing funding requirements.

[10:15]

**The Bailiff:**

Just before we come to supplementaries, Senator Moore, may I just ask you, question 7, which you are putting to the Minister for Children and Housing, is this about Brighter Futures as well? It looks like it.

**Senator K.L. Moore:**

It is, yes.

**The Bailiff:**

Can I tell Members that question 6 is strictly about property; they are property questions only, which is to go to the Minister for Infrastructure.

**4.5.1 Deputy S.M. Ahier:**

Of course Brighter Futures supports families with complex needs, including parents and carers. They require additional premises in the west of the Island to cope with increased demand. Will the Minister endeavour to find suitable premises for them?

**Deputy K.C. Lewis:**

Yes, Brighter Futures is a stand-alone charity. The States has no statutory responsibility for accommodating them but has provided accommodation at the Bridge. But of course it is a wonderful charity and we will endeavour to support them whenever possible by finding suitable premises if and when available.

**4.5.2 Deputy J.M. Maçon of St. Saviour:**

We know Brighter Futures have started and are looking to extend their provision within Georgetown, but given the lack of community facilities available within that area, can I recommend to the Minister that he look at the Samarès site, not only for perhaps developing community provision there, but also perhaps a school?

**Deputy K.C. Lewis:**

Indeed, I am obliged to the Deputy. It is a school that Brighter Futures are occupying at the moment, the former St. Mark School. They do a wonderful job and, if suitable premises can be found, we would be more than happy to support them in that.

#### **4.5.3 Deputy R. Labey:**

Does the Minister know what percentage of properties in the portfolio are currently unused and also can the people of Jersey be forgiven for the perception that the brightest idea that Property Holdings have for most of its portfolio is to sell the properties?

#### **Deputy K.C. Lewis:**

We do not have suitable premises at the moment but we will endeavour to assist this charity in finding suitable premises. We have a varied portfolio of buildings but we will be disposing of some that would be too expensive to maintain and leave empty, so it is an ongoing process. But, as I say, if we can find somewhere suitable for Brighter Futures we would be more than happy to do so.

#### **4.5.4 Senator S.C. Ferguson:**

Brighter Futures is an excellent charity doing some excellent work. However, there are also a number of other excellent charities doing excellent work. One of the things that we have been trying to do over the years is to have one building, which will accommodate a number of charities, so that the administrative costs can be spread. Can Property Holdings not look at that sort of approach rather than each charity coming to them and saying: "I need a property"? Can we not look at a building where a number of charities can work together? For instance, if the western fire station is no longer used, that will be an excellent base for a number of charities in the west.

#### **Deputy K.C. Lewis:**

The Senator makes an excellent point that we could have a huge sort of station for various charities, but, as they say, it is location, location, location, and we do not have anything in suitable locations that would be suitable at the moment. I have an entire list of requirements from Brighter Futures and none of them meet the requirements of any building we have at the moment. But we will carry on looking and should such a building become available we would be happy to pursue it.

#### **4.5.5 Senator K.L. Moore:**

Has the Minister or his officers been in discussions with our social housing provider, Andium, to consider incorporating facilities in their new buildings that will be able to house services for different groups such as Brighter Futures, but also others, perhaps Age Concern who wish to offer services that will enhance the community and offer a greater intergenerational living?

#### **Deputy K.C. Lewis:**

Yes, more than happy to take that on board. But, as I say, the size of premises required by Brighter Futures do not match that criteria at the moment. But if suitable premises came on board that could accommodate more than one charity, we would be happy to look at it.

#### **Senator K.L. Moore:**

Sorry, the question was a direct: "Has the Minister been in discussions?"

#### **The Bailiff:**

Have you had discussions with Andium, was the question?

#### **Deputy K.C. Lewis:**

I have not had discussions with Andium but I will check with officers to see if they have.

#### **4.5.6 Deputy G.P. Southern:**

Since this is turning into a bidding war, I may as well get my tuppence worth in, and St. Helier - north of St. Helier - also is in dire need of a community centre. Will he consider talking with my Constable and Andium to seek to identify sites in the north of town?

**Deputy K.C. Lewis:**

Well the north of town comes around to Brighter Futures, which is in the former St. Mark's Primary School, which is north of town. Happy to talk to the Constable of St. Helier at any time if he has anything on his property portfolio, but I am afraid we do not at the moment and there is nothing in the private domain that would suit. As I say, I have a list of requirements from Brighter Futures, more than happy to discuss that with the Deputy, but nothing we have at the moment meets that criteria.

**4.5.7 Deputy L.M.C. Doublet of St. Saviour:**

If a property is found for Brighter Futures or other charities, would the Minister agree to not charge rent on these properties so that the charities can use their funds for helping the community?

**Deputy K.C. Lewis:**

That is a bit of an awkward situation. If we support one charity we have to support all charities under States funding. But at the moment Brighter Futures operates on licence and at the moment there is no charge for that licence as it is on a rolling programme. Charges are made for obviously periodic testing, lights, building maintenance, bookings, staff areas. There is also a large 25-space car park provided for the Bridge.

**4.5.8 Deputy S.M. Wickenden:**

I do not know if the Minister fully heard Deputy Labey's question, so I will ask part of it again. What percentage of properties that Property Holdings have are currently unused?

**Deputy K.C. Lewis:**

I do have that list somewhere. I will be more than happy to provide that to the Deputy, but, as I say, there is nothing that would be suitable at the moment.

**4.5.9 Deputy K.F. Morel:**

The Minister has referred a few times to the list of requirements that Brighter Futures has given him and given Property Holdings. With any requirements for any organisations there is a prioritisation of those requirements. Can the Minister confirm that Property Holdings is in an ongoing dialogue with Brighter Futures because I am sure Brighter Futures, like any organisation, would not expect every single one of those requirements to be delivered and, as buildings come up, there would probably be flexibility within that list depending on the buildings that are available.

**Deputy K.C. Lewis:**

It is quite an extensive list but, like with anything in Jersey at the moment, we are 9 miles by 5 miles, so anything that comes up will in fact be a sort of compromise. But talks are indeed ongoing.

**4.5.10 Deputy S.M. Ahier:**

With reference to written question 14 that was tabled today, the answer was that there is a total of 22 buildings that have been unoccupied for over a year. Why are these buildings not being refurbished and being made available for Brighter Futures and other similar charities in the Island?

**Deputy K.C. Lewis:**

Simply because they are not suitable. All charities have their various requirements. A lot of buildings are not suitable. Some buildings are maintained, some are leased, some are sold on, it is a rolling programme, but we are more than happy to talk to any charity with their requirements if they come up with a suitable business case.

#### **4.6 Senator K.L. Moore of the Minister for Children and Housing regarding funding to provide support services for families at risk: [OQ.171/2018]**

Given that funding has not been forthcoming in the past to provide vital support services offering long-term improvements in outcomes for families at risk, and that this has resulted in a support programme being cut back by a community and voluntary sector provider, will the Minister assure the Assembly that a bid to expand such provision will be made as a matter of priority in the forthcoming Government plan?

#### **Senator S.Y. Mézec (The Minister for Children and Housing):**

The Common Strategic Policy identified putting children first as a key priority of this political term. The policy describes a commitment to learning from the Care Inquiry by improving services to children. A key principle included within this policy is early help, which commits services to working better together so that problems experienced by children and families do not escalate to crisis. The policy statement will inform the priorities that will feature in the forthcoming 2019 Transition Plan and Government Plan of 2020 to 2023 and its attendant business planning cycles. Any subsequent commissioning for services for children from the community voluntary sector will continue to be consistent with the procurement process, which is consistent with the Public Finances Law.

#### **4.6.1 Senator K.L. Moore:**

That was rather difficult to understand with so much jargon in one answer, however it was pleasing to hear the Minister talk about early health because of course these programmes are offered to tier 3 families and, if offered at an earlier stage to tier 2 families also, are about preventing a situation becoming worse and that family potentially becoming a tier 4 family, which is children being put into care. So my question to the Minister is that, for commissioning bodies, and that goes for any charitable commissioning body, when will the timelines be set in order for them to be able to plan and prioritise their bids to the Government?

#### **Senator S.Y. Mézec:**

I can completely align myself with the comments made by the Senator at the start of her remarks and I think that we have to commit to accepting that where an agency is best placed to deliver a particular service then it absolutely should have our support and we should be involved in discussions with those bodies to ensure that they are best placed and able to do that with the certainty that is required from that. What I cannot say to the Senator at this point is exactly what the process is going to be because we are moving towards the next Government Plan and so there is still uncertainty as to what the contents of that plan is going to be. But what I can give her my personal guarantee on is that the community and voluntary sector organisations out there that are doing fantastic work supporting our children will certainly have my support. I will be one voice around the table consistently arguing to make sure that we work best with them to provide for those young people, children and families in Jersey, so that they do not escalate in the way that the Senator described before.

#### **4.6.2 Deputy L.M.C. Doublet:**

As part of this work, would the Minister agree to discuss with his fellow Ministers the question of whether rents should be charged to these charities and, if rents do have to be charged, could he perhaps pursue with his fellow Ministers that the rents should purely be for covering costs and not any further?

#### **Senator S.Y. Mézec:**

I do not think it is necessarily right to have a blanket rule because different organisations will have different needs and different capabilities of contributing. But what I do know is that the Minister for Education has requested a comprehensive review of the Education property portfolio by Jersey

Property Holdings, and particularly with the case that has been referred to here, and we may see some good discussions take place there about what are the best arrangements for those organisations in future.

#### **4.6.3 Deputy G.P. Southern:**

Will the Minister ensure that, where service level agreements are made with charitable organisations in order to deliver particular services for children, that such service level agreements are made to last for at least 3, and preferably 5, years so that certainty of funding may be maintained?

#### **Senator S.Y. Mézec:**

I personally think that is an excellent idea. It does provide those organisations with the certainty that they require so that they know that they can deliver these services for these people. That is something that I agree with absolutely and I will raise that and, if we attempt to look at short-term arrangements, then I will challenge those and make sure we get the best arrangements that are possible.

#### **4.6.4 Deputy K.F. Morel:**

Would the Minister confirm whether his policy of putting children first does in fact include support for families and does he agree with the idea that the only way to put children first is to support families and to help them at all levels, even when they are adults, or is he looking after their children?

#### **Senator S.Y. Mézec:**

Absolutely and this is referred to in the Strategic Plan. I certainly agree with that in principle but, as well as agreeing with that in principle, I do think that it is right that we bear in mind that there are unfortunately sometimes very sad circumstances where families, for whatever reason, are not capable of providing the best support to those children and young people and in those instances the state must intervene to make sure those young people are safe and can thrive.

[10:30]

#### **4.6.5 Senator K.L. Moore:**

With significant funds being transferred from contingencies that were unspent into the Stabilisation Fund, would the Minister consider making a bid to the Treasury Department to use some of those funds to ensure that these services are continued this year and until the time of the Government Plan?

#### **Senator S.Y. Mézec:**

I have to say that we are in a very uncomfortable and inflexible situation right now with regards to public finances as a result of the previous Medium Term Financial Plan, which I would just remind the Senator that I voted against as I did not support it. I am not particularly comfortable with the situation we are in and the restrictions there are on how we can allocate funding, where there are underspends here or where there is a greater need here, it is a far from ideal situation, and I look forward to this Government changing those rules so we do not find ourselves in this position in future.

#### **4.7 Deputy K.G. Pamplin of St. Saviour of the Minister for Health and Social Services regarding a review of ‘Health and Social Services: A New Way Forward’ (P.82/2012): [OQ.170/2018]**

Following the response of the Department for Health and Community Services to the report of the Comptroller and Auditor General on the department’s governance arrangements, will the Minister be undertaking a review of the provisions of P.82/2012 once the new H.C.S. (Health and Community Services) board and committee structure is in place?

#### **The Deputy of St. Ouen (The Minister for Health and Social Services):**

We are not simply waiting until new structures are in place, we are doing work at the moment to take stock of progress that we have made on P.82 and consider the model that brings together health and care services in Jersey. This may result in different plans for the delivery of the benefits described in P.82 but it remains consistent with the principles of P.82 to deliver safe sustainable care closer to home to support people to live their healthy lives. Senator Ferguson asked me a very similar question on 25th September 2018 and I undertook to return to the States with a progress report before Easter of next year.

#### **4.7.1 Deputy K.G. Pamplin:**

I thank the Minister for his comments. I referred to P.82, which has made some really interesting bedtime reading of late, which I apologise to my daughter for, but service redesign on this scale it says has never been proposed by a States of Jersey department. As the Comptroller raises a lot of issues about the governance, will part of the review of P.82 be looking to bring it back to the Assembly to see what parts of P.82 were in fact undeliverable and, given the changes going on and the new people coming to the Island looking at the changes and where the primary care model of Jersey could develop in the next few years, this could come back to the States Assembly to debate?

#### **The Deputy of St. Ouen:**

I think it quite possible. It is impossible just at the moment to say a firm yes or no to that because we are still doing the work around the review. But clearly there are major issues, such as how we might fund primary care, which I imagine is not just something for one department, but would involve the whole Council of Ministers and quite possibly a debate in this Assembly. But I cannot say for certain exactly what might return; all this is under review and in the planning stage.

#### **The Bailiff:**

Deputy, how old is your daughter? Are you really reading her States propositions? I am quite worried about that.

#### **Deputy K.G. Pamplin:**

Yes, and it is a nice moment to say good morning to the class of year 5 at St. Lawrence Primary School who are indeed watching this Assembly, and in fact I am being replaced by my daughter who will be taking my seat next Monday, so look out. **[Approbation]**

#### **4.8 Deputy J.M. Maçon of the Minister for Treasury and Resources regarding the remuneration of high-ranking officers of arms-length bodies: [OQ.166/2018]**

Is it the Minister's assessment that the processes followed to decide the remuneration and benefits of high-ranking officers of arm's-length bodies, or bodies of which the States is a major shareholder, are robust; and, if it is not, will she explain why not and what changes she would propose?

#### **Deputy S.J. Pinel of St. Clement:**

I would ask that my Assistant Minister, Deputy Ash, answer the question as he has delegated responsibilities for States-owned entities.

#### **Deputy L.B.E. Ash of St. Clement (Assistant Minister for Treasury and Resources - rapporteur):**

I would like firstly to make clear that I am responding to this question as the shareholder representative for the bodies in which the States of Jersey is the only or majority shareholder. So I am unable to comment on grant-funded arm's-length bodies such as Jersey Finance, Visit Jersey, and many others for which I do not have responsibility. The boards of the States-owned entities and of those that are majority owned are required to adhere to the principles as set out in the U.K. Corporate

Governance Code, which specifically addresses remuneration and requires them to establish a remuneration committee of independent non-executive directors to determine policy and the setting of pay for executive directors and senior staff. A guiding principle, as set out in the code, is that executive remuneration should be aligned to the company's purpose and values and be clearly linked to the successful delivery of the company's long-term strategy. I believe therefore that robust processes are in place and these are in accordance with the best practice. However, as part of my new role as Assistant Minister with responsibility for the shareholder role, I have been asked by the Minister to undertake a review of our relationships with these companies as set out in the various memoranda of understanding. Some of these are now quite old, some of them are nearly 10 years old, and thus are being reviewed and that is for all across the board. This will include processes relating to executive director remuneration and, as such, I would not be proposing any changes at the current time until this review has been completed. I would also like the Assembly to note that the C. and A.G. (Comptroller and Auditor General) has recently commenced a review under the rather snappy title of Remuneration for States-Owned Companies and Arm's-Length Organisations. To the extent the review highlights any issues that require changes to be made, I would certainly consider making those changes.

#### **4.8.1 Deputy J.M. Maçon:**

I thank the Assistant Minister for quite a comprehensive response and certainly some of the reviews that will be ongoing. Perhaps then will the Assistant Minister be able to quash a rumour that the Minister for Treasury and Resources was presented with a *fait accompli* when it came to a level of remuneration in one of these bodies, which would have been a retrospective decision? Is the Assistant Minister able to confirm or deny that situation?

#### **Deputy L.B.E. Ash:**

An interesting question, a *fait accompli* is probably rather a strong word, but on one of the bodies concerned we did have a situation where pay negotiations had taken place before the Minister and I took office. Following those negotiations and the implementation of that pay increase, there were, how shall I put it, robust discussions had by myself and the board. Following that robust discussion, mutual agreement to both the satisfaction of myself and that board have been reached. I obviously cannot disclose the exact details because it would not be fair in this forum to disclose them. Suffice it to say, I did keep the Minister for Children and Housing and the Chief Minister aware of that situation.

#### **4.8.2 Senator S.C. Ferguson:**

I thought we were dealing with transparency. However, I do notice that the States of Jersey Development Company has only made a profit through revaluations, in other words it is an unrealisable or imaginary profit. Does the Minister or the Assistant Minister not think that this is not evidence of robust processes and perhaps these need to be revised?

#### **Deputy L.B.E. Ash:**

The S.o.J.D.C. (States of Jersey Development Company) pay considerable amounts back every year; they are making a profit. I think it is very easy at times to look under the old saying of the price of everything, the value of nothing, and if I could go through some of the things these companies are doing because I think it is very important. I think it is very relevant when we are questioning the amounts of the salaries.

#### **The Bailiff:**

The question is about processes.

#### **Deputy L.B.E. Ash:**

Processes I think are very solid. As I said, we are reviewing the memoranda of understanding. We also have board reviews going on, independent ones. In my dealings with these companies I think they are rock solid as far as process.

**4.8.3 Senator S.C. Ferguson:**

I would like to follow up with perhaps the comments from the briefing we had from Jersey Telecom where they said that 70 per cent of their revenue came from their overseas investments but only 30 per cent of the profit, which means that 30 per cent of the revenue and 70 per cent of the profit come from local business. Are we dealing with sound processes here as well? Would the Assistant Minister like to comment?

**The Bailiff:**

Sorry, Assistant Minister, I do not see how that follows the question about the remuneration of officers of that body.

**Senator S.C. Ferguson:**

If the remuneration of officers is based on the performance of the company, which is what robust processes mean, then if they have such a lopsided trading setup then do we have the robust processes in place? Are we questioning things properly?

**Deputy L.B.E. Ash:**

We are talking profits, whether they are gleaned on-Island or off-Island, these companies, which were set up for exactly that purpose, was to create profits. They are not the only one of our arm's-length companies that are dealing away from Jersey. It is part of the whole aim of these companies is to act as companies, as commercial entities.

**4.8.4 Deputy R. Labey:**

The Assistant Minister said that negotiations were already advanced before he took office, and his Minister. Were those negotiations with the Treasury team, ministerial team, at the time? In the continuing discussions with the Assistant Minister, was a reduction in the proposed increases that we are talking about achieved and does he feel the outcome that was finally arrived at is appropriate? I know it is 3 questions; I hope you got them.

**Deputy L.B.E. Ash:**

I will have to test my memory here. The first one, it was in place once we came. These negotiations took place right through 2015, 2016, 2017, and they were in place when the Minister and I took office. Did we think of reducing those gains? No, we did not. It is very difficult to go back retrospectively to someone and say: "You cannot have that money." Did I think the money is fair? What is fair in salaries these days? It is fair within the market spectrum of these salaries. These salaries are all high in these companies; I fully realise that, but those are the market salaries. There is no one being paid outwith what market levels are. Sorry, the third part of your question, could you just refresh my mind?

**Deputy R. Labey:**

I would just say that we are not dealing with the market, with a company, for instance, like Andium Homes, are we? It is a special circumstance.

**Deputy L.B.E. Ash:**

We are still dealing though with the market remuneration for someone heading up a housing association, and Andium Homes is a very large housing association. It has done tremendous work in Le Squez, it has done tremendous work in town, and a lot of that is down to the sort of people we



have on the board of directors and running those companies. If we want to get someone in on £50,000 a year I am sure we could, we would find many people, whether they would be able to provide the job that Andium are doing I would very much doubt.

#### **4.8.5 Deputy K.F. Morel:**

I just wanted to clarify, and we have almost got there, but when referring to wanting to keep negotiations quiet and secret, the Assistant Minister did not mention the organisation that he was talking about and in the interests of transparency I think he should for the record say which organisation he is talking about.

#### **The Bailiff:**

There was not one mentioned in the question either.

#### **Deputy L.B.E. Ash:**

I am happy to say the organisation, if it is going to help, concerned was Andium Homes and, as I say, that issue has been resolved.

#### **4.8.6 Deputy R.J. Ward:**

Given the answer you gave, a key part of the process, and we are talking about processes that say remuneration is the purpose and value of the company, and so how does very high salaries in a company such as Andium, which is there to provide social housing for the people of this Island, how does that round peg fit in the square hole given that the drivers are about profit and not provision of quality and affordable housing?

[10:45]

#### **Deputy L.B.E. Ash:**

The drivers are not just about profit. The main driver of Andium Homes is to provide affordable housing at a social level. That is the main driver. The profit angle, if there is a profit, and much of it is not, it is repaying a bond that the States provided, they draw down from that bond and they provide the social housing requested; that is their job.

#### **4.8.7 Deputy G.P. Southern:**

The Assistant Minister mentioned the market for executives in arm's-length management organisations. How does that compare with the market for public sector workers in general?

#### **Deputy L.B.E. Ash:**

I am not responsible for the market for public sector workers but I would imagine that our public sector workers are within the market median. You cannot compare chief executive pay with across-the-board pay offers to someone else. That just is not the way it works in senior companies; it does not work in any senior company I know where you would take someone's C.E.O. (chief executive officer) pay and compare it with the market median pay across the pay levels. It just does not work like that.

#### **The Bailiff:**

Forgive me here, Deputy, it was a tongue-in-cheek question from Deputy Southern and the answer is: it is a smaller market, is it not? Can we come on now to a final supplementary, Deputy Maçon?

#### **4.8.8 Deputy J.M. Maçon:**

The Assistant Minister talks about the ongoing reviews. I wonder if you could illuminate us as to when the timeline for those reviews are, when they are expected to commence, when they are expected to conclude, and what level of information will be provided to the Assembly?

**Deputy L.B.E. Ash:**

I am hopeful that all reviews would be completed in the early part of next year, certainly by the end of March.

**4.9 Deputy M.R. Higgins of the Minister for External Relations regarding discussions with European Union officials in respect of economic substance requirements for companies based in Jersey: [OQ.183/2018]**

In relation to the Minister's proposals to meet the E.U.'s substance requirements for companies based in Jersey, will he explain whether these proposals have been discussed with E.U. officials and, if so, what their response to them has been?

**The Connétable of St. Ouen (Assistant Minister for External Relations - rapporteur):**

I thank the Deputy for his question. In response, officials in our government have been in close discussion with counterparts in the E.U. throughout last year, discussing the development of Jersey's response to the Code of Conduct Group on Economic Substance. This has included multiple meetings in Brussels with European Commission department officials responsible for taxes in this area, TAXUD, as well as conference calls and email correspondence. It is fair to say these discussions have been challenging but constructive with the intended result to both parties always being to draft the legislation that would address the Code of Conduct's concern on Economic Substance within Jersey, and the result of these discussions can be seen in P.132. This of course is in line with Senator Gorst's commitment to the States on November 2017, committing Jersey to address these concerns. Members will note that any final decision on the Code of Conduct Group process is made by the E.U.'s Economic and Financial Affairs Council, known as Ecofin. Ecofin is made up of the economists and finance ministers for all member states of the E.U. and is therefore a political council. The final decision of Ecofin is one that is ultimately up to the members of the council, but the Assembly should rest assured that this legislation is specifically designed to reach a positive conclusion in this process.

**4.9.1 Deputy M.R. Higgins:**

Can the Assistant Minister tell us whether the specific proposals in the proposition have been put to and discussed with the group in Europe? I know you have outlined all the discussions that have been going on for over a year; I am talking about a specific proposal and what the reaction has been to date.

**The Connétable of St. Ouen:**

I thank the Deputy for his question. The legislation that we have to be discussed in a few weeks' time has been specifically shared with E.U. officials and they are content that it will satisfy the requirements of the substance test.

**4.9.2 Deputy G.P. Southern:**

Could the Assistant Minister inform Members when he expects that approval to be granted from Ecofin; when will he be back in this House saying we have approval?

**The Connétable of St. Ouen:**

I thank the Deputy and it is one of his "when" questions. It is not a particularly easy answer. Jersey has until the end of this year to approve the legislation and at some stage in the early part of the new year the council will meet and will either approve it or not approve it. I am not able to give the Minister a specific date at the moment, but I will share that date with the Assembly as soon as I am aware of it.

#### **4.9.3 Deputy M.R. Higgins:**

Is the Assistant Minister able to tell us whether the proposals we are putting forward are also the same proposals being put forward by Guernsey and the Isle of Man and whether they have had any discussions with the European Commission as to the acceptability?

#### **The Connétable of St. Ouen:**

I thank the Deputy for his question. Jersey has been working with the other Crown Dependencies who have been developing their own legislation in this respect. They have also had discussions with the same groups and we believe their legislation is very similar to ours and will address the concerns in the same way. I have not read the Isle of Man or Guernsey's legislation but I am led to believe it is pretty similar to ours and does satisfy the concerns of the E.U. Commission as well.

#### **4.10 Deputy K.G. Pamplin of the Minister for Economic Development, Tourism, Sport and Culture regarding the viability of Fort Regent in its current form: [OQ.172/2018]**

Given figures from the Treasury show that Fort Regent has seen net expenditure over income of more than £800,000 in the last 3 years, will the Minister advise for how many years the Fort can remain functioning safely and economically on that basis in its current form?

#### **Senator S.W. Pallett (Assistant Minister for Economic Development, Tourism, Sport and Culture - rapporteur):**

The Minister is currently out of the Chamber. I think he was going to delegate this question to myself.

#### **The Bailiff:**

He was. I am so sorry; I was a bit slow on the uptake, he has asked that you deal with it.

#### **Senator S.W. Pallett:**

I thank the Deputy for the question, but before answering the question I need to acknowledge that the Minister for Infrastructure is effectively the landlord for Fort Regent and carries the building maintenance responsibilities with the Minister for Economic Development, Tourism, Sport and Culture through a delegation to myself providing facilities within the Fort as a tenant. Taking the financial element of the question first, neither the facilities within Fort Regent nor at our other sports centres are expected to return a profit. Sports centres right across the British Isles are operated as a public service. The challenge is to provide good sporting facilities while minimising the burden to the taxpayer. In that regard, we need to face the fact that the age and complexity of Fort Regent makes it extremely expensive to maintain. Premises and maintenance expenditure on the complex have exceeded £500,000 per annum in each of the last 3 years, and this is under a policy of carrying out only the necessary maintenance to keep it operational while the future use of the site is determined. The question of how many years the Fort can house the existing uses safely is really for the Minister for Infrastructure to answer as a landlord. What I can say is I will ensure the right actions are taken the moment the Minister for Infrastructure or his officials notify me that the complex is no longer safe or beyond economical use. I wish to stress that the Assembly really must have agreed a sustainable use for the Fort Regent site before that date arrives. I know that the Chief Minister is keen to move the process forward and I am committed to helping determine the future of Fort Regent in any way I can.

#### **4.10.1 Deputy K.G. Pamplin:**

I welcome the Senator's comments. I want to refer, if I can, to some comments he made to the media recently where he said that he felt that time is running out to revive the Fort and Ministers need to back someone to take on what will be a difficult and long-overdue task. In fact going on to say we

are at a crossroads with the Fort, it is getting to the stage where we do not have much time left to take action. Given his comments and what he has just said, will he be urging that, as we go on, giving this money to continue the maintenance, which is clearly going on, and increasing, that crossroads has been passed and we have to take action now?

**Senator S.W. Pallett:**

I could not agree with the Deputy more. Those comments were made because I believe that is where we are. I think the severity of the current situation is accepted by the Chief Minister. I have spoken to him very recently about putting together what will be a working party that will move forward with this. The steering group was doing good work prior to the elections; I would like to see that work carried on, but I think we are at a crossroads; I think the amount of money we currently spend on the building is not sustainable moving forward and we do need a long-term future. But all of us in here want a long-term sustainable future and a successful Fort Regent. But if I asked everybody in here they would all say something different as to what that future use would be, and there is the conundrum. We need to find out and we need to work out what that future use will be and I think it does need to be sustainable and it needs to be viable.

**4.10.2 Deputy R. Labey:**

Is part of the problem this dual nature of the responsibility in that one department, Infrastructure, holds the purse strings and yet the policy initiative is coming from the Sport Department or the Economic Development Department, and is there a danger that these properties fall between 2 stools in that regard? I am thinking of the Havre des Pas Lido, which seems to have suffered from the same syndrome.

**Senator S.W. Pallett:**

The Deputy picks on what I think has been one of the potential issues and a problem. I agree with him. One of the things I will be asking both the Chief Minister and the Minister for Infrastructure for is that whoever takes over the responsibility for moving this project forward has a delegated responsibility for those buildings. In terms of the sports division, I think it would be more sensible if the Minister or Assistant Minister that has responsibility for developing sport has delegated responsibility for the sports facilities and their future. We are currently looking at a sports facility strategy moving forward. Some of that work has been completed but there is more work to do. It would be easier if it came under the roof of one Minister or one Assistant Minister, so I agree with him.

**4.10.3 Deputy K.G. Pamplin:**

Can I just ask the Senator that, given his comments and his passion for this, will he be seeking the role of the champion for moving Fort Regent going forward, just so I get that clarification from the Chief Minister?

**Senator S.W. Pallett:**

I have made my feelings known to the Chief Minister and other Ministers as well that, he is right, I do have a passion for sport and I do have a passion for Fort Regent, as many of us do, because many of us have a long history with the building and I want to see it used for public use and retained for public use. So the answer is yes, I would like to lead that piece of work, but that is not in my control. I have made it clear that I think it does need to have a political champion. If it is me, great, if it is not me then I will put pressure on the political champion to make sure it moves forward. But the answer is yes, I would love to be involved with it and I would love to be the person that gets some momentum with this project.

**4.11 Senator K.L. Moore of the Minister for Children and Housing regarding the publication of the Objective Household Needs Survey: [OQ.182/2018]**

When will the Objective Housing Needs Survey be published?

**Senator S.Y. Mézec (The Minister for Children and Housing):**

By January.

**The Bailiff:**

Find a supplementary out of that.

**4.11.1 Senator K.L. Moore:**

It is very easy. I am told that the first draft was circulated in June, so why the delay?

**Senator S.Y. Mézec:**

I did not see a first draft in June and there was initially a plan to have this published much earlier in the year. That plan was set by the previous Minister for Housing and, as happens when a new Council of Ministers comes in, sometimes timelines can get disrupted and there are other people who want to see things before they are published. It was only I think 2 weeks ago that myself and the Minister for the Environment had the opportunity to meet Dr. Michael Bullock who prepared the report and discuss it with him. The Council of Ministers has this on our agenda for 12th December to note this report and it will be published very soon after that. I will say that I am disappointed that it has taken this long, and to those who have been eager to see it I of course apologise. I do think this is embarrassing but sometimes there is disruption when new governments take over.

**Senator K.L. Moore:**

I thank the Senator for his answer.

**4.12 Deputy R.J. Ward of the Minister for Treasury and Resources regarding growth bids submitted by the arms-length arts organisations: [OQ.181/2018]**

Will the Minister advise what growth bids have been submitted by the arm's-length arts organisations, the Arts Centre, the Opera House and ArtHouse Jersey, for 2019 and, if such growth bids have been submitted, to what extent they will be met?

**Deputy S.J. Pinel (The Minister for Treasury and Resources):**

We are currently nearing the end of year 3 of the current 4-year Medium Term Financial Plan. This means overall spending is set for 2018 and 2019 with the only additions possible being through allocations of growth in the Budget 2019 or through allocation by myself of contingency funding. Arm's-length organisations cannot submit requests for growth in the budget or for contingency. Only States departments can do this. I can confirm no requests were received from departments for growth in the 2019 Budget that related to arts bodies.

[11:00]

As part of a review of funding for 2018 and 2019, all departments were asked at the start of August to submit business cases to support any potential calls they thought they may have on contingency funding for those years. Many requests have been received and there is very limited contingency funding available to allocate. All of the requests are being considered by the new Investment Appraisal Board, which I set up in August to replace the many convoluted and cumbersome ways to request additional funding. I am aware that there are some concerns over this process but I am impressed with the improved rigour that gives me greater assurance when allocating contingency funding. To be clear, I still do this; civil servants are advising me, not making the decisions. To

finally answer the question, I can confirm that requests for additional funding have been received relating to on-Island arts organisations. Until such time as I make a public decision, I really do not think it is appropriate to be discussing their financial affairs in public.

**4.12.1 Deputy R.J. Ward:**

Thank you for the answer. Can I just confirm that any bids will be forthcoming in 2019 so that money is not lost during the shackles of the M.T.F.P.?

**Deputy S.J. Pinel:**

The shackles of the M.T.F.P. have been referred to beforehand by the Minister for Children and Housing. It is particularly difficult, which is why this Government is changing the finance transformation into a 4-year but on an annual rolling basis, so that we are not as shackled. Bids for growth increase by the year, so growth would be allocated in 2016, 2017, 2018 and 2019, but of course they are recurring bids so they will be there in 2019.

**4.12.2 Deputy G.P. Southern:**

Can I ask the Minister whether there has been any involvement, any invite, to consult with the Assistant Minister for Culture during these latest bids?

**Deputy S.J. Pinel:**

The way it works now, as I mentioned in my opening remarks, is the Investment Appraisal Board receive the bids, who are then asked to recommend the bids in a prioritisation way to the Chief Executive Officer and the Treasurer, who then advise the Minister for Treasury and Resources as to the priority of the bids received.

**4.12.3 Deputy G.P. Southern:**

Is the Minister saying then that the bids, the origin of bids, must be individual departments themselves making a bid to you?

**Deputy S.J. Pinel:**

Yes, it has to come through the department to the Investment Advisory Board.

**The Bailiff:**

Final supplementary?

**Deputy R.J. Ward:**

No, thank you very much.

**4.13 Deputy K.F. Morel of the Minister for Education regarding gender equality in computer studies: [OQ.174/2018]**

With 111 males and 2 females currently studying computing at Highlands, will the Minister advise the Assembly as to the measures she is taking, if any, to encourage young women to choose to study computing and thereby to ensure Jersey's future digital sector is fully representative of the Island's population and not just dominated by men?

**Senator T.A. Vallois (The Minister for Education):**

These numbers are disappointing but I am pleased to advise the Deputy that the take-up for G.C.S.E. (General Certificate of Secondary Education) computer studies is much more promising with 40 per cent of this year's cohort being girls up from 32 per cent last year. Female role models are an encouragement for the take-up of computing in this year at Le Rocquier School, the launch of a new

industry standard digital design G.C.S.E. course called D.E.C. (Design Engineer Construct), which has seen 25 per cent of the 21 students being girls. A local female undergraduate studying engineering at Bath met with students and parents during the launch. In September, one of the U.K.'s most influential female advisers on cybersecurity spoke at Beaulieu School to over 150 students about the exciting careers in cyber, and especially why girls are particularly valued in this field. There are a wide range of initiatives, past and future, that I hope will encourage more young women to study computing and go on to successful careers in the digital sector. Three of our secondary schools entered teams in the U.K. Cyberfest girls' competition and this continues to be promoted by the department each year.

**4.13.1 Deputy K.F. Morel:**

If the Minister looks at statistics for all Highlands College courses, she will find that there is a clear division with men studying male jobs and women studying female jobs, little evidence of breaking down these barriers. Does the Minister agree that there is a cultural problem within the education sector that teaches boys and girls that they are only fit for certain types of work?

**Senator T.A. Vallois:**

I think I would go further than that. I think there is a cultural issue in our society in terms of the way women and men were deemed to be able or not able to do certain things within the remits of their capabilities. I think it is a western world issue personally, and it is something we have grown up with and we need to start breaking down those barriers. So I think, yes, absolutely it is in education, but it is also across society. But we need to look at all the different initiatives that are being done in various different areas of the world that we could possibly bring on board and use as a better way to change that point of view of people and encourage breaking down that divide and encouraging women and young girls in terms of addressing the S.T.E.M. (Science, Technology, Engineering and Maths) subjects in particular.

**4.13.2 Deputy G.P. Southern:**

The list of initiatives goes on and that is very admirable but is she aware that, of these 2 females at Highlands College, one, who had successfully passed the second stage of her online security qualification, found out that the level 3 that she wanted to progress to was not being run this particular year and has left the Island as a result of that in order to seek somewhere where she can continue her skills and her training and one of 2 we lost.

**Senator T.A. Vallois:**

No, I was not aware of it, but I thank the Deputy for bringing it to my attention. I will of course take it on board and particularly ask my Assistant Minister to closely look at the offers on at Highlands College as he has delegation; Deputy Maçon has delegation with regards to Highlands and further and higher education.

**4.13.3 Deputy L.M.C. Doublet:**

The Minister referred to the demographics of the G.C.S.E. cohort in I.C.T. (information and communications technology). Does she have the figures for the demographics of the A-Level cohorts in this subject and is she aware whether the subject is being offered at A-Level, especially in the single-sex private schools?

**Senator T.A. Vallois:**

I do not have that number in front of me for A-Levels but I can get it to everyone. I will make sure the department sends it around to all States Members. I believe there is a course in terms of A-levels but I will clarify that in the email. So I will get the department to send an email around to all States Members to inform them of where we are with regards to that higher education level.

#### **4.13.4 Senator S.C. Ferguson:**

Has the Minister any idea of the numbers of pupils at primary school level learning to code and what the sort of male/female division - if I am allowed to say that, I do not know - what the gender division is at that level?

#### **Senator T.A. Vallois:**

I do not have that figure for primary school. In terms of coding for primary schools, it is something that I am particularly interested in making sure that we have some form of standard across all schools so that all children are experiencing a similar level of provision. But I have first-hand seen the provision they provide at St. John's School. I can tell you it is a very close 50/50 in terms of the children that are taking part, but I can only say that from what I have seen first-hand. But I can certainly ask the department to get those figures and apply it to the same email with regards to the A-levels so everyone can see that information.

#### **4.13.5 Senator S.C. Ferguson:**

Does the Minister not think that provided the girls and boys at that age at primary school level... provided the girls realise they probably can do the subject better than quite a lot of the boys, then the whole sort of discrimination structure will start to just fall away, does the Minister not agree?

#### **Senator T.A. Vallois:**

I am not about to start a gender war here in terms of who is better and who is not better, but we are all equally different and we are capable of all doing different things. One of the most encouraging things that I saw in terms of the coding is where these children are having extra participation lessons in terms of supporting each other. So you have children who are advancing themselves above each other and then going to support each other in terms of how they move forward that coding programme. That is both boys and girls. It is just something that should not be an issue. I do not think we should be seeing females as incapable of doing any particular jobs but in the same way I do not think we should be seeing males as being incapable of doing any jobs, such as the modified known caring and nursing and all those types of female-dominated working areas, but there are men that do that too. We are slowly closing down those barriers but it does take a lot of effort, a lot of work to do that, but I think everyone recognises it.

#### **4.13.6 Deputy K.F. Morel:**

I am pleased that the Minister mentioned the initiatives that are ongoing at the moment. As the C.E.O. of Flybe recently stated: "Young women cannot be what they cannot see." So, without these initiatives, we really will get nowhere in changing things. I just wanted to ask the Minister whether she understood the importance in the digital sector of breaking down these gender barriers because of the way technology shapes our society immediately. At the moment we have had 50 years of a digital sector, which is entirely shaped by men, and shaped by men of one particular ethnicity. Senator Ferguson is shaking her head and I do agree there are notable exceptions to my statement but it has, in the main, at the commercial level, been shaped by men. The technologies we use today, social media, *et cetera*, are principally shaped by men. Because of that, the way we interact via these technologies and the way we are shaped as a society is being affected and without women being there on the 50/50 basis we will continue to have our digital society shaped in one particular way. I just wanted to understand if the Minister understood the importance of that particular sector.

#### **Senator T.A. Vallois:**

I absolutely do. I think it is the same for most industries but I completely understand the digital industry side of things. From my point of view, as Minister for Education, education opens up a world of opportunities for anybody that wants to be able to do any particular areas and, like the



Deputy states, they cannot really go into it if they do not know about it and they do not have the opportunities to be able to get on to that ladder. In terms of the digital industry side of things with Digital Jersey and the women in tech now as well who are bolstering and moving forward with things like the B.I.M.A. (British Interactive Media Association) D-Day event that they hold at the Fort Regent that will be coming up. It becomes more of a known event, it becomes more of a norm in society, and the need for any industry to have both participation of male and female I think is intrinsically important because we all think differently - I hope we all think differently - and we all challenge each other in different ways. Women sometimes come at it from a different point of view, but men do also, so I do recognise that issue. But we are moving forward, but I think we need to move forward as a society and engage with each other in terms of the different types of opportunities that we can take on board.

**Information subsequently provided by the Minister for Education:**

**1. Numbers and gender breakdown of young people currently studying A Level Computing**

Table below relates to numbers studying either A-Level Computer Science or BTEC Level 3 IT.

<b>Year of completion</b>	<b>Number of students</b>	<b>% Male</b>	<b>% Female</b>
2017	45	76	24
2018	50	76	24
2019 (current Year 13)	60	70	30
2020 (current Year 12)	58	79	21

**2. Availability of A Level Computing across all the secondary schools**

Victoria College and Hautlieu currently run A-Level Computer Science, Beaulieu, Jersey College for Girls and De La Salle run BTEC Level 3 ICT courses

This can change year on year however, depending on most suitable courses for student profile, staffing specialisms and having viable numbers opting for the courses.

BTEC Level 3 courses are very relevant to students progressing into digital related careers.

**3. Gender divide between children in primary school doing coding**

All children in Primary schools follow the Computing Framework as part of their curriculum, so there is no gender divide, this only occurs from Key Stage 4 (Age 14) onwards when students choose their GCSE and A-level options.

**4.14 Deputy M. Tadier of the Minister for Infrastructure regarding feedback from the Jersey Taxi Drivers Association regarding recent changes to the industry: [OQ.180/2018]**

What feedback, if any, has the Minister had from the Jersey Taxi Drivers Association with regards to the recent changes made to the industry, including in relation to fares and charges for waiting times?

**Deputy K.C. Lewis (The Minister for Infrastructure):**

Further to the meetings with the Jersey Taxi Drivers Association, the feedback centres around 2 aspects of the taxi review. Firstly, they have requested that the waiting time charge, which is applied in traffic, returns to the previous level of 11 miles per hour as opposed to the revised 7 miles per hour. Secondly, they believe that issuing of purple plates will see more vehicles trying to access limited space on the public ranks and, as such, wish to halt the process. On both the above points, I have been provided with no objective information to justify these claims or to explain why this would be in the customers' interest. Taxicabs have just received a 3.3 per cent R.P.I. (retail price index) taxi increase in tariffs. The tariffs remain within the highest 10 per cent in the U.K. on a par with Cheltenham and Guildford, among others, reflecting the cost of living in Jersey.

[11:15]

**4.14.1 Deputy M. Tadier:**

While it is not my place to speak on behalf of the Taxi Drivers Association, does the Minister accept that the 3.3 per cent increase in tariffs is not an average overall increase in the remuneration that taxi drivers effectively receive? They would argue that there is, for example, a 30 per cent loss in waiting times and in extras that they were able to charge before and so the increase that the Minister referred to is not necessarily a representative one. Does the Minister accept this?

**Deputy K.C. Lewis:**

There was a certain amount of levelling out, but consultation was carried out with the industry over fares, resulting in an overall fare increase of 3.3 per cent linked to the March 2018 R.P.I. and this was recently implemented.

**4.14.2 Deputy J.M. Maçon:**

How will the Minister demonstrate that the changes put forward by his predecessor have been of benefit to the public, how will that be demonstrated?

**Deputy K.C. Lewis:**

There was some disruption but there was considerable loss of taxis and cabs at the harbours and airports, or should I say the cabs had to wait in one area and taxis in another, so there was at times of high demand a lack of transport returning people to their homes or to town. The flow of taxis and cabs has increased at the harbours and airports.

**4.14.3 Deputy J.M. Maçon:**

I think perhaps the Minister did not quite hear my question. How will the department demonstrate, how will they prove, that the changes put forward have been of benefit to the public?

**Deputy K.C. Lewis:**

We have the statistics that show that. This has been monitored closely and I am more than happy to get these statistics to the Deputy.

**4.14.4 Deputy R.E. Huelin of St. Peter:**

I am not going to do myself any favours with the Jersey taxi drivers by mentioning this, but has the Minister considered totally revolutionising the service that we have and going to some of the disruptive technologies that are used on a global basis like Uber?

**Deputy K.C. Lewis:**

We do not have Uber in Jersey, but both taxis and cabs have their own apps now where the vehicle can be summoned, so I do believe that is an equivalent. Of recent times, the Taxi Drivers Association have introduced their own app so they are able to take on rank business and also private hire business.

**4.14.5 Deputy R. Labey:**

I do understand the difficulties at the airport with taxis and coming in. Last night at 8.30 p.m. it was particularly acute because one flight was a little delayed so flights arrived together and there was a queue of about 30. But when one takes the cab you can hear them in constant contact with the airport and the various cabbies trying to get back as quickly as possible. I just wonder if there should be some information on or around the taxi shelter there so that visitors and others can be assured that a taxi will come eventually, maybe some estimation as to approximate times, just so that we are keeping people informed that they will get home via a taxi.

**Deputy K.C. Lewis:**

Indeed; it is very difficult. The converse is quite true that taxi drivers can look at their phones and see when planes are coming in and at what time the plane is landing and time their pickups accordingly. Of course it is beneficial to taxi and cab owners if they can be taking a fare to the airport to coincide with that so they do not have a wasted journey. But it is very difficult to have a sign up at the airport to say there is a taxi or cab on the way, they do have at times marshals on duty at the harbour and the airport who can summon cabs by radio if there is a sudden demand with the public coming off the plane.

**4.14.6 Deputy M. Tadier:**

I thank the Minister for his answers so far. There was talk previously I think by the last Minister about a 6-month review taking place on the new taxi regulations. Will the Minister confirm whether this has taken place or whether it is still an intention to have a review of a bedding-in period for the new regulations?

**Deputy K.C. Lewis:**

I believe there is a review, I think possibly January, but I need to get back to the Deputy on that.

**4.15 Deputy M.R. Higgins of the Chairman of the States Employment Board regarding her secret meeting with union leaders: [OQ.184/2018]**

Will the chairman update Members on her recent meeting with union leaders and advise whether she has found any means of avoiding strike action by public sector workers?

**Senator T.A. Vallois (Chairman, States Employment Board):**

The States Employment Board met with all trade unions, except for the nursing unions who were unavailable, on Thursday, 25th October. It is anticipated the board will meet with nursing unions the week commencing 12th November. The meeting was constructive with the trade unions presenting a detailed explanation of their concerns and the board listening and questioning as necessary. The board met yesterday, 5th November, to discuss in detail with officers the current status of the pay negotiations. All parties have an obligation to avoid disruption to public services, but equally all parties must recognise that any award must be affordable and sustainable in the public finances.

However, the board has authorised officials to hold further meetings with trade unions with a view to resolving matters quickly.

**4.15.1 Deputy M.R. Higgins:**

Can I ask the Minister on what basis these meetings will take place? If there has been no agreement to date, the Minister I believe was looking at options to try and deal with it, can she explain some of those options to this Assembly?

**Senator T.A. Vallois:**

There were 5 options that were put in front of us, which were extremely complex options, because this is not just about the pay situation, there were many issues that the unions had with regards to what was being put forward. We have looked at restructuring. The States Employment Board have agreed to a new restructure of the pay offer and we have asked our officers to go out and speak to the trade unions to negotiate with them as to whether that would be an acceptable offer.

**4.15.2 Deputy G.P. Southern:**

In the light of the impasse we still seem to be in on this issue, will the Minister draw the attention of the Council of Ministers to Article 9(2) of the Public Finances (Jersey) Law 2005, which states that the Council of Ministers may lodge a proposition for the purposes described in paragraph 1, which would be to alter the expenditure budget of the M.T.F.P., if the Council of Ministers is satisfied that there is a serious threat to the economic, environmental, or social well-being of Jersey, which requires an immediate response. Further, does she think that the impasse we have over public sector pay is such a threat to the economic and social wellbeing of the Island?

**Senator T.A. Vallois:**

I am happy to raise Article 9 of the Public Finances Law. I am sure the Council of Ministers are already aware but I will raise that because the pay offer that the States Employment Board have restructured will be going to the Council of Ministers next week for them to see sight of. I would also draw the Deputy's attention to the fact that we have to recognise that we cannot put forward additional funding if there is to be a deficit. That is stated in Article 9(4) of the said Law. But I would be happy also to ask the Council of Ministers to ensure we have appropriate legal advice on the basis of that legislation as well.

**The Bailiff:**

Final supplementary.

**Deputy M.R. Higgins:**

No, I will leave it as it is. Thank you.

**4.16 Deputy G.P. Southern of the Chief Minister regarding his proposals to deliver savings in productivity improvements and vacancy management: [OQ.179/2018]**

Following the answer given by his Assistant Minister to Oral Question 161/2018, when he understood that Members would see the measures proposed to save £30 million through productivity improvements and vacancy management before the 2019 Budget, will the Chief Minister publish his proposals today to allow detailed study by Members before the scheduled debate and, if not, why not; and will he explain how those savings measures are sustainable?

**Senator J.A.N. Le Fondré (The Chief Minister):**

As outlined in the response to the written question on the subject, which is 238/2018, proposals for 2019 will be available before the end of the year in the Transition Report and that will be based on

the work that has been taking place to transform the public sector, which is around delivering productivity improvements, supporting investment in the common priorities, and that will have to be done within the expenditure limits approved by the previous Assembly for 2019.

**4.16.1 Deputy G.P. Southern:**

In other words, if I may, we will not be aware of how these cuts are to be delivered, whether they are sustainable or not, or any detail in fact of the plans going forward, until after the Budget has been voted on. Does the Chief Minister not consider this is a lamentable state of affairs?

**Senator J.A.N. Le Fondré:**

Sorry, I was very tempted to give a very concise response, which is no. So the issue is that the deficit that we are trying to address is in 2020, therefore it is during 2019 that we need to get the measures in place. It is not for the beginning of 2019 and that is the crucial thing. The measures that policy will be talking about is about responsible vacancy management, but it is also things like - which are referred to in the question - improvements in contract management, stronger emphasis of back office, buying things together, doing things once, things like customer services, avoiding excessive costs though we have quite a dispersed asset base; these are all the kind of first line of attack for what we are trying to do. Therefore I do believe they are sustainable.

**4.16.2 Deputy G.P. Southern:**

Second supplementary: has the Chief Minister paid sufficient attention to the response outlined by the Minister for Health and Social Services that all of the 300-plus jobs that he was aware of were front line essential services being delivered. Does that not knock into a cocked hat his estimate that he can produce £24 million, £30 million or £40 million of savings without affecting directly front line services? Is it not a fact that he cannot issue any assurances on not affecting front line services?

**Senator J.A.N. Le Fondré:**

Sorry, again I am very tempted just to say no, it does not knock it into a cocked hat.

**4.16.3 Deputy R.J. Ward:**

Can I ask - given the 639 vacancies that were also identified in another written question - your priority for a loss of some of those vacancies, would it be healthcare workers, teachers, nurses? I have asked this question of your Assistant Minister and there seemed to be no clarity in the answer there.

**Senator J.A.N. Le Fondré:**

I should apologise to Deputy Southern because I was answering his question as he worded it. The point is that at this stage we know that there is an issue in 2020, we know we have to address it, and one of the measures that is going to take place, it is not the only measure, will be about responsible vacancy management. At this stage it was a modelling exercise that was done that identified it is slightly more than £30 million from recollection and that then gives us confidence that we can achieve it. Now, put it into context, firstly, as was previously identified, and as Deputy Southern is aware, this is consistent with the findings of the Corporate Service Scrutiny Panel I think 2 years ago of the 2016 M.T.F.P., which Deputy Southern and certain others all voted for. So that is why I am comfortable with the principle and basically it is something that we have been carrying for a very long time, we have been carrying vacancy rates of around 12 per cent. That is way too high and therefore that implies therefore it is basic cash management issues; there are savings that come out of that. But there are other measures in there, so it is not just vacancy management. I think that is where the details will be brought together at a higher level than the Transition Plan and they will be worked on through the Government Plan in 2019. I hope that helps clarify matters.

**4.16.4 Deputy R.J. Ward:**

Is it not the case that what we cannot afford is to put £50 million into a Contingency Fund at a time when we have a serious need within our public services to, not only maintain, but to build the services that this Island needs?

**Senator J.A.N. Le Fondré:**

Firstly, we are not spending the money, do not forget, the money is still available if it was needed. Secondly, the advice from the F.P.P. (Fiscal Policy Panel) is to rebuild the Stabilisation Fund and it obviously is a reprioritisation, if the Assembly agrees, from a previous decision to put it into the Strategic Reserve, which locks it down far more. But do not forget, there is no magic money tree in this thing. We have to make sure we can deal with recurring savings rather than just applying one-off lumps of money to solving a recurring issue. I think that is the fundamental principle we have to understand.

[11:30]

**4.16.5 Deputy G.P. Southern:**

Yes, and I do wish the Chief Minister would stop reminding me of a mistake I made voting for that right-wing solution to our problems. But now it has become clear I am directly opposed to those moves, and it may have escaped the Chief Minister's notice that last week I asked his Assistant Minister what alternatives he had to vacancy management in order to achieve his aims of saving £30 million to £40 million and he did not have an answer. Does the Chief Minister know what the alternatives to mere vacancy management are in delivering his goals?

**Senator J.A.N. Le Fondré:**

Am I allowed to say: "Yes, I do"? Sorry, I am pulling Deputy Southern's leg slightly. Yes, there are some alternatives and, for example, we are aware that one of the pressures on the £30 million is arising from the £15 million increase in the supplementation grant that will take place in 2020. One easy solution there is to do exactly what the previous Council of Ministers did, which is essentially put it off against capital receipts effectively rather than as a revenue item. So what I am trying to say is, so when one brings these things together, it is all around making sure that the deficit in 2020 is sorted out on a sustainable basis. My personal view - and I know we have had that discussion - it will be a longer piece of work. The issue around supplementation is a short-term fix, but there is a medium-term fix we have to put in place. But as a short-term fix that would, for example, partially solve the problem, as I said, coupled with, as part of the picture, responsible vacancy management but also the other efficiency measures we have to put in place. I am sure the Deputy will be asking me further questions in questions without notice.

**Deputy G.P. Southern:**

If I may, will the Minister at least give a list of the measures he has under consideration apart from...

**The Bailiff:**

You have had your final supplementary.

**4.17 The Connétable of St. Martin of the Minister for Health and Social Services regarding the encouragement of registration for organ donation in Jersey: [OQ.168/2018]**

Will the Minister inform Members what efforts, if any, are being made to encourage registration for organ donation in Jersey; and will he also state what measures have been taken to work with those members of the public who signed up to the Jersey Organ Donation when applying for a driving licence to ensure that their interest in registering is actioned?

**The Deputy of St. Ouen (The Minister for Health and Social Services):**

I welcome the question from the Connétable and I hope that we might be able to involve her in a drive to encourage registration in the organ donation register which is being planned for next year in advance of the coming into force of the Human Transplantation and Anatomy (Jersey) Law which was passed by this Assembly last year. That will introduce what is often called the opt-in, so that members of the public, if they have a strong objection to their organs being made available in right circumstances, will be able to opt-out of the scheme, otherwise there will be a presumption set out in the law that organs could be recovered, always subject of course to wishes that may be expressed by an individual during their lifetime and, importantly, always subject to the wishes of the family in those tragic circumstances where this question arises. Thank you.

**4.17.1 The Connétable of St. Martin:**

I thank the Minister for his answer and I would be delighted to help with the campaign, which I believe has £20,000 set aside. I also would like to pay tribute to the MacLachlan family who set up Love Hearts. I believe they were first in consultation with the States in 2012/2013 and we are now at the end of 2018, so I hope that the campaign starts very soon in the new year. Thank you.

**The Bailiff:**

Your question, Connétable?

**The Connétable of St. Martin:**

Sorry, I just wanted to know when the Appointed Day Act would be and my follow-on question was when the campaign for the £20,000 that has been set aside was going to start.

**The Deputy of St. Ouen:**

I regret I cannot yet be precise about dates; they have yet to be worked through. But like the Connétable, I would like to pay tribute to Mr. Neil MacLachlan, a consultant in our hospital, who has worked tirelessly to promote the cause of organ donation. He has been a great help to the department in pushing through this legislation and is actively involved, and plans to be involved, in the campaign that we will be carrying out.

**4.17.2 The Connétable of St. Saviour:**

In the campaign that you will be carrying out, could you emphasise that although permission is given by the person who is sadly passing away, the family still have the final say? I think it is very important for people to be aware that their family can go against their wishes. I find this part of the whole idea very, very upsetting because if I have said I wish to have my organs donated, I think it is very upsetting that the family can go against my final wishes. So I hope the campaign will say: "You are very welcome but your family will have the final say." I think that needs to be brought home very, very well.

**The Deputy of St. Ouen:**

The Connétable is correct because no medical practitioner would want to be in a situation where they are forcibly removing organs from a body against the wishes of a family. That does not arise in the U.K., it is not the intended model here. It is the model in some countries but it is not, and I would not favour that, and clearly the Assembly did not wish to consider that model when we passed the law. So what the Connétable says is the case, that family could therefore override the wishes, the express wishes, of an individual but this highlights the importance of talking about wishes with your family ahead of time. Let them know if you wish to be an organ donor and the reasons why you wish to give life to somebody else and seek to persuade your family if they have fears over that, that those fears can be overcome, and ask them to respect wishes. I hope that most families would respect the wishes of a loved one in those circumstances.

#### **4.17.3 The Connétable of St. Saviour:**

Will you be mentioning that in the campaign, please?

#### **The Deputy of St. Ouen:**

Yes, we will mention that. We will try and make it crystal clear of the possible limitations, if the Minister sees it that way, stressing though that the desirability of speaking among families, not just about the question of organ donation but about the question of how we might want to all be looked after in circumstances where we cannot express our wishes, what sort of care might we need *in extremis* when we cannot express our wishes. Thank you.

#### **4.17.4 Deputy D. Johnson of St. Mary:**

Can I simply repeat the practical point, which I raised when this matter was up for debate, that lawyers - and the Minister will need no reminding of this - have a part to play in this. I gather in the U.K. it is almost standard practice for lawyers taking instructions for wills to ask the obvious question. I urge that any publicity taken by the Minister involves the Law Society in making sure that happens here. Thank you.

#### **The Deputy of St. Ouen:**

Yes, we can certainly encourage lawyers to discuss these things with their clients but it is not really sufficient in the case where a possible organ donation scenario has arisen to then go and circulate all the lawyers in the Island to ask whether the person had left a will leaving his wishes expressed. It is more important to discuss those wishes I think with family and with your own G.P. (General Practitioner) so that any medical notes made by the G.P.s will be available to the hospital practitioners at that time. So it is important to discuss it with everyone, in answer to the Deputy, lawyers included, but lawyers are just one group of people who should know these wishes.

#### **The Bailiff:**

A final supplementary or are you ...

#### **The Connétable of St. Martin:**

I would just like to thank the Minister and say that if I am asked to help on the campaign I will be expressing the Connétable of St. Saviour's wishes that people are made fully aware of all the facts and that they do have the ability to override their loved-one's wishes, but I would have thought that they should really do what their loved-one would want them to do. I will be pushing to get the campaign started as soon as possible. Thank you.

### **5. Questions to Ministers without notice - The Minister for Home Affairs**

#### **The Bailiff:**

Very well, that brings that part of question time to an end. We now come to questions to Ministers without notice. The first question period is for the Minister for Home Affairs and I call on the Deputy of St. Martin.

#### **5.1 Deputy S.G. Luce of St. Martin:**

Farming is full of uncertainties but one of the greatest concerns to farmers at the moment is the availability of staff and the uncertainty of not knowing if they will have agricultural workers returning for next year's potato season. I have spoken to the Minister a few times about this recently, can he report any progress?

#### **Connétable L. Norman of St. Clement (The Minister for Home Affairs):**



One of the difficulties in helping the farmers is that Jersey is a member of the Common Travel Area which means that our immigration rules have to - not exactly mirror - align with other members of the Common Travel Area: the United Kingdom, Ireland, and the other Crown Dependencies, but there have been some changes recently. A week or 2 ago I met with the Jersey Farmers' Union and representatives of the Jersey Royal Company. I listened to their case which was extremely well put and supported with detailed evidence. Discussions are still going on but I am very confident that I might be able to - well I am pretty sure I will be able to - offer some support to the farming industry. There are some details which yet have to be ironed out but I hopefully will be in a position to make a statement on this issue within the next week or 2.

## **5.2 Deputy R.J. Ward:**

With the answer to question 176 today in mind, given there are significant underspends through 2016 to 2018, why was this money earmarked for Brexit not used for in-house I.C.T. officer contracts and I.T. (information technology) updates for the new settlement scheme rather than passing the burden on to specific parts of our community? Can I ask that part of the £714,809 available now in 2018 as an underspend to be used as a matter of urgency to end the proposed and unfair charge to E.U. residents?

### **The Connétable of St. Clement:**

I do not think that the proposed charge for the settlement status for someone to have absolute right permanently to enjoy the benefit of remaining in Jersey, or in the British Isles for that matter, is an excessive charge. The cost of running the settlement scheme will be something like £500,000 and we are simply looking to recover that cost. In the United Kingdom they are charging some £65 for each individual. I think Guernsey is intending to follow us. When you think about it, Deputy Ward talks about an unfair charge, but all of us who want to take our cars to France are going to have to pay an M.O.T. (Ministry of Transport) charge of £40 to £60 every 3 years. Now that is not my fault. That is not my fault; I did not vote to leave Brexit. So to do that and then to say it is not fair for somebody to pay £25 to have the right to stay in the British Isles for ever with a one-off charge I think is really stretching reality a little bit.

### **5.2.1 Deputy R.J. Ward:**

The point of the matter is, this is not a charge that E.U. residents had any control over and it is not an option. It is divisive to our community and there is money available through Brexit funding, and has been for the last few years, that has actively not been used when it could have been. I think that we have an opportunity here to end this divisive charge where we can, right now, so that we do not give the wrong messages that are so wrong in the U.K., so divisive and has led to so much uncertainty through the U.K. that we do not need to have on this Island.

### **The Connétable of St. Clement:**

The idea of the settlement scheme is to provide absolute certainty, absolute certainty to E.U. nationals who have lived in Jersey for 5 years. There is no money in the Home Affairs' budget to provide the service for free. If the Treasury or another department wishes to provide us with that money, great, I will not object to it whatsoever, but certainly there is no money available in the Home Affairs' budget for such generosity.

[11:45]

### **Deputy R.J. Ward:**

Can I just follow up to that?

### **The Bailiff:**

No, you have had 2 goes already. I have a string of Members wanting to ask.

**5.3 Deputy K.F. Morel:**

Does the Minister envisage any deportations as a result of the implementation of the settled status scheme and, if so, what cost for these has been included in the budget for the scheme's operations?

**The Connétable of St. Clement:**

I have no reason to believe that there will be need for any deportations. But if there were, of course it is something we would do in the best interests of the Island but I am not anticipating any such moves.

**5.3.1 Deputy K.F. Morel:**

So there is nothing in the budget for deportations, is that correct?

**The Connétable of St. Clement:**

If any such move was necessary, it would come out of our current budget which is used for such purposes.

**5.4 Deputy S.M. Ahier:**

Will the Minister advise the Assembly whether he has any plans to centralise the allocation of firearm certificates to replace the antiquated system of having the Constables issue them? **[Members: Oh!]**  
**[Laughter]**

**The Connétable of St. Clement:**

Could I say absolutely not? We have a robust and fair regime for the issuing of firearm certificates, at least as good as in the United Kingdom and probably better. The Constables are responsible for making sure that the person applying for the certificate is a proper person to hold such a licence but they have to carry out security checks, they have to check with the medical professionals. There is absolutely no need, no need for any change.

**5.4.1 Deputy S.M. Ahier:**

Should the Constable of St. Clement require a firearm, Article 2A of the Firearms Law states that he would have to go to the Minister for Home Affairs. **[Laughter]** Given that the Constable of St. Clement and the Minister for Home Affairs in this Assembly are the same person, would the Minister for Home Affairs be happy to issue the Constable of St. Clement a firearm's licence or does either the Constable or the Minister think perhaps there might be a better way? **[Laughter]** **[Approbation]**

**The Bailiff:**

Are you a fit and proper person, Connétable? **[Laughter]**

**The Connétable of St. Clement:**

To be absolutely honest, I have got no doubt whatsoever that I am a fit and proper person **[Laughter]** to hold a firearm. **[Approbation]** But the Deputy need not worry, I have no wish or desire to hold a firearm certificate and therefore will not be making an application to myself for such a licence.

**The Bailiff:**

There will be no more supplementary questions.

**5.5 The Deputy of St. Mary:**

Could the Minister confirm that as reported in the *J.E.P. (Jersey Evening Post)* last May a consultation has been launched into the Island's firework regulations that this will address such

matters as notice to neighbours, degree of noise and safety of animals, as well as public safety? Given that firework displays are no longer limited to November, could he give some indication as to when he might be placed to bring forward the relevant proposition?

**The Connétable of St. Clement:**

The plan was to bring the regulations under the amended Explosives Law. The amendment to the Explosives Law was withdrawn a few months ago, mainly because of a timing issue with the election. It is my intention to bring that back before the end of the year and also to follow that up with regulations which would require the Constables to be the licensing authority because there is no licensing authority at the moment for public firework displays, which would include the notification of neighbours, the setting of times, how long they are to go on for and making sure that all the safety arrangements are in place. That would be for public displays. We have no intention to bring in regulations for private displays but then we are going to have to be very careful about how we describe a public display and a private display. It is quite clear that the display that the Deputy was talking about was clearly a public display because public were invited. If there were a display in my back garden, it would clearly be a private display but then you get other situations where there might be private displays in the grounds of a hotel or something like that. I would suggest that they should be classified as a public display because the public have access to them. I think it is important legislation which will be coming through, hopefully, as I say, lodging the amendments to the Explosives Law by the end of the year and asking the States to approve regulations at the beginning of next year.

**5.6 Connétable D.W. Mezbourian of St. Lawrence:**

The Fire Service was stretched over the weekend with multiple callouts. Will the Minister confirm that the service is running below the recommended minimum operating level?

**The Connétable of St. Clement:**

I am not aware they are operating below the minimum recommended level. Recommended by who? Certainly, and I am sure the States would join me in congratulating the States of Jersey Fire and Rescue Service for their work at the weekend. [Approbation] It is a shame that it is because of fireworks that they were called out. Certainly the watches are operating at full level. Currently we have a complement of 67 firefighters; we are down 5 at the moment due to unexpected retirements but a recruitment process is in train to replace those. It does take quite a bit of time because of training and everything else but hopefully early in the new year we will be back to full strength.

**5.7 Deputy K.G. Pamplin:**

My question was very similar to the Constable. I would just like to hear his response to their statement released on Sunday where they talk about their service they were involved with on Sunday where they go on to say: “Simultaneously a fourth fire engine was despatched to a minor incident in St. Helier leaving the Island without cover due to all resources being allocated to incidents.” I would like to hear some further clarification and responding to their statement.

**The Connétable of St. Clement:**

I have not yet had a full briefing from the Deputy Fire Chief but I am absolutely sure that if another incident had occurred which threatened property and life, a fire engine would have been despatched from one of the relatively minor issues that were being dealt with at the time to save life and property because the incident at St. John was minor and put out very quickly; I am not sure about the St. Helier one. Certainly the gorse fire at Grève de Lecq, while not being large, it was close to property and needed attention. The Fire Service are resourceful enough and aware enough to dedicate their resources to where it is most appropriate.

### **5.8 Senator S.W. Pallett:**

I have spoken directly with the Minister about this issue but I understand that the identity verification checks, criminal record checks process previously carried out through the Jersey Vetting Bureau is to be provided externally through a range of providers. What is currently a free service for volunteers in various voluntary and sector groups will now come at a cost to applicants. Does the Minister have concerns that this may limit or possibly reduce those wishing to volunteer around the Island and why was the decision made?

### **The Connétable of St. Clement:**

The decision was made because the Vetting Bureau was getting less and less business and was being a burden on the taxpayer but we do recognise ... and also of course there are facilities; I think there are about 900 different units throughout the British Isles where people can obtain the vetting information. But the vetting unit is continuing now until the end of the year and I am hoping, and indeed expecting, that a new arrangement involving another charity might come to fruition in early course.

### **5.9 Deputy M.R. Higgins:**

Could the Minister tell Members if Mr. Mick Gradwell, the former senior investigating officer who was found to have leaked confidential police documents to a national journalist during the child abuse investigation, Operation Rectangle, is or has been employed to do any work or consultancy for the States of Jersey Police or the Island authorities in the last 6 months?

### **The Connétable of St. Clement:**

I am not aware of any such arrangement.

### **5.10 Deputy G.P. Southern:**

Given the Minister's intention to charge for settled status wherein it does not matter how long the person has been here: they could have just arrived; they could have been here 5 years; they could have been here 10 or beyond, the only criteria is that they should be an E.U. national, does he not run the risk of breaking our own Discrimination Law?

### **The Connétable of St. Clement:**

I would need legal advice on that question.

### **5.11 The Connétable of St. Brelade:**

We have up for debate in a couple of weeks' time a proposal that local vehicles undertake mandatory testing. Given there are a lot of foreign vehicles in the Island, would the Minister confirm that the Customs Department under his remit are in a position in resource terms to cope with filtering those foreign vehicles which may come into the Island and confirm that they in fact have their own testing regime in place?

### **The Connétable of St. Clement:**

The Customs and Immigration Service are a very versatile service and they will carry out whatever duties the States require of them. Obviously they will have to decide on where the resources are most needed at any particular time. The particular incident situation that the Constable has described, to be honest, I have not yet given any serious thought to but now that he has raised it I will do.

## **6. Questions to Ministers without notice - The Chief Minister**

### **The Bailiff:**

That brings that part of question time to an end. My apologies to Deputy Le Hegarat, the Connétable of St. Lawrence and Senator Pallett who wanted to ask further questions; time is up. We now come to questions for the Chief Minister.

**Senator S.C. Ferguson:**

I wrote it down; this was my mistake.

**The Bailiff:**

That is not a question.

**6.1 Senator S.C. Ferguson:**

Sorry, Sir. Will the Chief Minister support the provision of joint facilities for charities being included in the office strategy?

**Senator J.A.N. Le Fondré (The Chief Minister):**

Just before I start, can I, as a former Deputy of St. Lawrence and also a former parent of pupils at St. Lawrence School, endorse the comments from Deputy Pamplin, wherever he is - there we are - just to say to Year 5, who apparently will have made it this far and watching the proceedings, that they are doing very well, and to give my greetings to Miss Pamplin and the rest of her Year 5 classmates and her teachers, but particularly to endorse the work of the Greffe in this particular piece of work that we do [**Approbation**] because if you have not done it, it is a fabulous thing that the schools go through. I speak as a parent and obviously as a politician. In relation to the question from the Senator, yes, I was thinking all this through as we were having discussions in the questions earlier today, and my recollection that when we were looking at the original office strategy back in days gone by, we were trying to see if there could be provision provided for certain types of facilities that charities at that point were looking for. So if it was still appropriate, and it does depend on what those facilities might be, I would endorse that absolutely, but it would be very much a case of certainly wishing to look at it or welcome looking at it.

**6.2 Deputy L.M.C. Doublet:**

With the Minister's focus on productivity levels in the States sector workforce, but also the levels of absence in the workforce associated with stress and related illnesses, would he consider a trial similar to that which was conducted in New Zealand whereby employees in a particular company were offered a 4-day working week for the same amount of pay? It was an unmitigated success. Would he consider offering, similar to voluntary redundancies, this voluntary 4-day week for perhaps a 10 per cent reduction in pay which would save money and hopefully have a positive impact on employees' mental health and productivity?

**Senator J.A.N. Le Fondré:**

I would certainly be willing to discuss the matter further with the Deputy to understand how the scheme would work, if that is an answer.

**6.3 Deputy K.F. Morel:**

Could the Chief Minister confirm whether the move of government staff into premises at Broad Street has been delayed until March and, if so, could he give the reason for this delay?

**Senator J.A.N. Le Fondré:**

I have not been updated on any delay but I do know that refurbishment works I think have taken slightly longer. So I am expecting a briefing in the next couple of weeks on the matter, and I will revert back to the Deputy at that point.

**6.4 Senator K.L. Moore:**

Yesterday the Chief Minister acknowledged that his Government has the resources this year and next to resolve public sector pay issues. Would he then agree that the forthcoming transitional report could in fact unlock that issue on a sustainable basis going forward?

**Senator J.A.N. Le Fondré:**

The point is that we have a deficit forecast for 2020 and that is the matter that we are trying to address.

**6.5 The Connétable of St. Lawrence:**

Will the Chief Minister give a guarantee that any proposed future savings will not result in our Fire Service being required to operate below the recommended operating levels that put lives at risk?

**Senator J.A.N. Le Fondré:**

I am very reluctant to give any guarantee at any point because one can sometimes trip over but that point of principle that the Constable is referring to, I think all of us would support.

[12:00]

**6.6 Deputy G.P. Southern:**

What attention has the Chief Minister paid to Article 9(1) of the Public Finances (Jersey) Law which states: "Once a medium term financial plan has been approved by the States (a) the total amount of net States expenditure approved for a financial year to which the plan relates may only be varied on a proposition lodged in accordance with paragraph (2)"? I will not go into details of paragraph (2) but what attention has the Minister paid to Article 9(1) and (2) to provide a possible solution to the impasse we have achieved with our public sector workers?

**Senator J.A.N. Le Fondré:**

I have not directly considered it but I would say that my focus at the moment is on the deficit that is arising in 2020 and that is outside the period of the present M.T.F.P.

**6.7 Deputy M.R. Higgins:**

Next Monday is the tenth anniversary of the suspension of the former Chief of Police, Mr. Graham Power. I know there has been much criticism of that suspension which I think many people felt was illegal, but a disservice is still being done to the former Chief Constable in the sense that the case against him that was produced by Wiltshire is on the States website but his defence is not. Will the Chief Minister undertake to put his defence on the website so that people can see both sides of the argument?

**Senator J.A.N. Le Fondré:**

Given that it relates to a personnel issue and an individual, I would definitely want some legal advice on that before making any such commitment, but I am happy to look at it.

**6.8 Deputy K.F. Morel:**

Does the Chief Minister agree that there really is no point in revisiting the decision taken as to the location of the hospital if there are no nurses available to work in it because they are on strike?

**Senator J.A.N. Le Fondré:**

I think we are conflating 2 matters here. So, obviously location of the hospital, as the Deputy is aware, there is a board about to report and let us see what the outcome of that is. In relation to the pay situation, as the Deputy Chief Minister, Senator Vallois, has previously alluded to, the States Employment Board met yesterday. There will be some information coming out from the Council of Ministers I believe next week and I think we will see how the events roll out from that.

## **STATEMENTS ON A MATTER OF OFFICIAL RESPONSIBILITY**

### **The Bailiff:**

Well, if there are no further questions for the Chief Minister then that brings that question time to an end. There is nothing under J for Personal Statements and we now have Statements on a Matter of Official Responsibility and Senator Vallois, the Minister for Education, wishes to make a statement.

### **7. The Minister for Education - statement regarding the independent review of the head teacher appointment process at First Tower School**

#### **7.1 Senator T.A. Vallois (The Minister for Education):**

During questions without notice at the Assembly sitting of 10th July 2018, Deputy C.S. Alves asked me what action I had taken in response to the concerns of parents following the appointment of a new head teacher at First Tower School. I advised the Deputy that I would be asking the Jersey Appointments Commission to review the appointment. I am able to confirm that the Jersey Appointments Commission have completed an independent review at my request and found no evidence to suggest that the appointment to the position of head teacher was not made on merit. There were aspects of the appointment process that could have been improved and the commission has met with department officials to discuss the results and the areas where improvements should be made. The concerns of the parents in question from the Deputy have provided a challenge to our processes which I welcome. They have served as a catalyst for the independent audit and identification of opportunities for improvement. The delivery of these improvements will assure me, parents, teachers and all stakeholders that our appointments are robust and fair and in accordance with best practice principles and procedure. I am pleased to advise Members that the commission are providing further support to the department by actively overseeing the appointment of head teachers until they are assured that improvements are embedded. The recent appointment of a new head teacher for Springfield School was the first to be overseen and the commission have confirmed to me that the process was fair, efficient and conducted in accordance with best practice principles and procedure. I thank the commission for their independent review and ongoing assistance and I welcome their comments on the constructive engagement of department officials and the improvements that are already evidenced. I hope Deputy Alves and Members recognise the proactive steps we have taken to provide assurance on the First Tower School and future head teacher appointments.

### **The Bailiff:**

Are there any questions for the Minister on this statement? None? Good, thank you very much.

## **PUBLIC BUSINESS**

### **8. Importation of Waste for treatment in the Jersey Energy from Waste plant (P.104/2018)**

#### **The Bailiff:**

Then we come to Public Business. The first item of Public Business is P.104, the Importation of Waste for treatment in the Jersey Energy from Waste plant lodged by the Minister for Infrastructure and I ask the Greffier to read the proposition.

#### **The Greffier of the States:**

The States are asked to decide whether they are of opinion to approve the principle of waste importation into Jersey for treatment in the Island's Energy from Waste plant for recovery.

## **8.1 Deputy K.C. Lewis (The Minister for Infrastructure):**

Today I would like the Assembly to approve the principle of waste importation into Jersey for treatment in our energy recovery facility at La Collette. I am bound to come back to the States for approval by a decision made back in 2010, some Members will remember it, which said that until the principle of waste importation had been discussed and approved by the States Assembly, we could not progress any further on the matter of importation. Eight years on and the issues which led to the States decision are no longer valid. At that time the new energy recovery facility had not finished being built and there were concerns about whether it would be irresponsible to discuss taking Guernsey's waste when it would be arguable as to whether performance would meet design criteria. Well, after 7 years of operation we can be fairly clear on its performance. It has had 2 planned maintenance shut downs every year and there is the odd time in between when it has had to shut down or partially shut down for a particular issue, like damage caused by a large engine block being disposed of as black bag waste but has generally been coping well with our waste. Another issue brought up at the time was the environmental damage: what environmental harm could come from the importation of waste? Here people were thinking about: what comes out of the chimney, the emissions and what ash is left at the end of the process? I am grateful to the Minister for the Environment for publishing his comments which give Members a more comprehensive reassurance that the Island is being safeguarded. There is very little or no adverse impact. Time has certainly moved on. The energy recovery facility, rather than being viewed as a great unknown, is now just seen as business as usual. We have a valuable asset and we need to make the most of it. An opportunity has arisen, not one we were soliciting but one which was brought to us. Currently we are in a healthy position of having spare capacity in our plant. It was built with a 25-year life span and therefore large enough to deal with the predicted amount of waste increase. We could utilise a very small proportion of that spare capacity by disposing of Alderney's waste for them but we would not be doing so out of the goodness of our hearts. We would be asking for a fair price, that is £150 per tonne. This figure was derived from analysing and apportioning our operating costs and our fixed costs. Alderney would be paying their fair share just as Jersey does but we are not looking to make a profit. However, this also brings about a bit of income into the Jersey economy. There will be harbour dues and local handling and transportation. It is hard to find a downside to this arrangement. Yes, there will be one more container per week on our roads but it will only be travelling the very short distance from the harbour to La Collette and the container will be sealed to eliminate any issues of refuse seepage or odour. So in summary, I am coming back for an in-principle approval for the importation of waste because that was what the States decision charged me with doing. This has been prompted by an approach from Alderney for processing just 600 tonnes of their black bag waste per annum. This equates to less than generated by our smallest Parish. The energy recovery facility last year processed about 75,000 tonnes but this has a capacity for 105,000 tonnes, so has 30,000 tonnes of spare capacity. There is very little environmental impact, the treatment process is regulated, and emissions are compliant, and this would not change. Since 2016, ash has been exported and the fees paid by Alderney would cover the cost of their portion of the export cost; therefore, there will be no legacy issues. Alderney waste would be subject to the same regulation as Jersey's. An initial inspection of their waste confirms that they meet the necessary criteria for acceptance. The terms and conditions of the contract will make provision for eventualities such as planned or unforeseen shut downs, *et cetera*, and the benefits we enjoy will be an income to offset the cost of operation, generation of additional electricity, enough to power 100 homes, better efficiency of the plant, and a small boost to the Island's economy from a global environmental perspective, providing a solution which is less impactful than other possible solutions, such as export to the U.K. or France and improving Channel Island links. By the way, Members may have noticed I am referring to the La Collette plant as an energy recovery facility and not the Energy from Waste plant. Earlier this year the environmental regulator confirmed it as an R1 efficiency status which, according to E.U.



standards, certifies the plant to a high efficiency level suitable for waste import. I hope that Members will agree with me and see this as a great opportunity and I make the proposition.

## **8.2. Importation of Waste for treatment in the Jersey Energy from Waste plant (P.104/2018) - amendment (P.104/2018 Amd.)**

### **The Bailiff:**

Is the proposition seconded? **[Seconded]** We have an amendment lodged by the Connétable of St. Clement and I ask the Greffier to read the amendment.

### **The Greffier of the States:**

Page 2, after the word “recovery” insert the following words “and to agree that any surplus revenue derived from the processing of off-Island waste will be earmarked for spending on the following projects (a) environmental improvements on the eastern side of the incinerator at La Collette, St. Helier, including tree planting; (b) interpretation facilities relating to the Ramsar site which abuts the promontory of La Collette II; (c) improvements to encourage access for walking, cycling and such leisure activities as may be feasible in the vicinity of La Collette, including fishing, boating and swimming; (d) improvements in the area surrounding the incinerator, including the promenade, La Collette Gardens and the wooded areas of South Hill; (e) any other environmental improvement projects which the Minister for the Environment deems appropriate”.

### **The Bailiff:**

Connétable, with apologies, St. Helier.

### **8.2.1 Connétable A.S. Crowcroft of St. Helier:**

This amendment could easily have been brought by the Constable of St. Clement given that his parishioners are particularly affected by the visual damage caused to the Island by the incinerator. Let me just begin by talking terminology. The Minister was pleased to report that we no longer have an E.f.W. but we have an E.R.P. (Energy Recovery Plant). It is an incinerator, let us call it by its name. I have to admit at the start of proposing this amendment that I am to some extent biased against what we are doing down at La Collette for reasons which I allude to in my report but, clearly, I did not go into a great deal of length about it, and I am not going to speak much about today. That, as I say, is history, we are where we are, we have built an enormous incinerator at the front of our capital which blights the approach to St. Helier for many people arriving by sea and also blights a lot of people’s homes living, not only in St. Helier, but in St. Clement and further down the east coast. So let us call it an incinerator, we are not in Orwell’s 1984 yet; let us call it what it is, it burns waste. It does of course have some useful by-products such as heating. I accept the Minister’s comment that it is, as incinerators go, a pretty good one. It has passed all the current standards in terms of emissions, the ash is being exported and his department is doing a lot to encourage recycling to make sure that useful materials are not burnt in the incinerator.

[12:15]

Members may wonder how many times I am going to use the word “incinerator” in the course of my speech and may even have a wager on it. He did say in his remarks, and I quote “very little or no adverse impact.” I do not think anyone is saying that incinerators, however well-regulated they are, have no impact. I think there is an impact from the chimney; there may be an impact from ash handling depending on any human error that creeps into the process in getting the ash off the Island and, indeed, there may be some impact from the transportation of the waste from whichever port it comes into to the incinerator. I am not just talking about this little amount of Alderney waste and, I agree with the Minister, it is tiny; we are talking about a container a week. It is not an issue. But if Members look at the proposition, it is not about Alderney’s waste, it is about accepting the principle

of importing waste into Jersey. That is why I thought it was important to bring an amendment because I thought Members needed the opportunity to discuss whether in the future if, for example, we do manage to do a deal with our sister Island of Guernsey and we do manage to take their waste, it is a fascinating question. I have spoken to Guernsey politicians about why they are sending it to Scandinavia and who missed a trick on this side of the water in terms of getting Guernsey's waste. But of course I am not going to argue at any great length that we should be taking Guernsey's waste because, as I say in my report, there is no absolutely safe way of burning waste; far better to recycle and to pursue a zero-waste policy, as indeed they do in New Zealand and other environmentally-advanced communities. So what I am asking here today is, it seems to me quite logical, that if there was a surplus from the importation of waste further down the track - I do not think there will be much surplus from taking Alderney's waste but if we were to take another community's there might well be - that the Minister would allow the Minister for the Environment ... I am not saying the Constable of St. Helier should have access to these funds, I am saying these funds should be spent by the Minister for the Environment on environmental improvements in the immediate vicinity of the incinerator. That seems to me entirely logical and if I had been the Minister, I would have accepted the amendment and in a year's time I would probably have said to the Constable when he asked the question in the States: "What surplus? There has been no surplus." If the question came up again in a couple more years' time I would have said: "Still no surplus, sorry, Constable. Look at the cost of running this plant" and so on. So, I was quite surprised to receive the Minister's comments because it seemed to me that what I was trying to do was to draw attention back to the environmental impact building an incinerator at La Collette has had on the communities of the south of Jersey. But anyway, he has provided comments which are quite interesting. I think it is a shame that whenever I seem to be dealing with the Ministers of certain departments, they cannot resist having a swipe at St. Helier. I did make it quite clear in this report that this is not about St. Helier trying to get money off the States, this is about the States putting a windfall, because essentially we are talking about windfall money here, into something which the Island values very much, which is its environment. But he says at the end of his comments that of course now the States are paying rates and the incinerator is paying rates, why does the Parish not use this money to spend on the environment, which is a fairly shocking misunderstanding. I do not know whether it is deliberate or not but it is a complete misunderstanding of how the Rates Law works and what the Parishes are entitled to do with the rates money that they receive from property in their borders. But I am not going to go on at length, I do not want to personalise this at all. It seems to me this is just a reasonable way of directing attention back on to the natural environment of Jersey, the need for more funding. Did we not just hear now from the Chief Minister that his pockets are empty, there is no money for anything? Apart from the spin doctors, there is no money for the police or the nurses and here we have the prospect of a windfall and I am saying: why not spend it on environmental improvements? I also listed these points here because I think it is important to keep reminding the States that the last Island Plan was successfully amended by me to make sure that La Collette was not turned into an industrial wasteland but that the opportunities for improving access were fully looked into. It is not true to say that the access to La Collette has been stopped by the fuel farm and such others because the Island Plan, as amended, now says that Minister for the Environment will conduct a feasibility study into improving access to La Collette. We have already seen some limited access to that headland for the public, which is good. So I think this is a well-intentioned and, I believe, a fully supportable amendment. People may say it is academic. The Minister could turn around, as I said before, and say there is no surplus to spend on the environment but at least I want to put this down as a marker that the environment of Jersey, particularly of the capital, is being compromised by the building of the incinerator and there should be some money in the kitty to mitigate that impact. I maintain the amendment.

**The Bailiff:**

Is the amendment seconded? **[Seconded]** Does any Member wish to speak on the amendment?

### **8.2.2 Deputy K.F. Morel:**

I thank the Constable for bringing this amendment. I agree with the Constable's wish to focus on the environment with this proposition; well, with the Minister's proposition. I think sometimes it is forgotten. We do call it the Energy from Waste plant and it is an incinerator first and foremost and perhaps it would be less awkward to be referring to it as an Energy from Waste plant all the time. We put in far more rubbish than we get energy out of it, so to speak. But ultimately, I think the reasons for supporting this amendment really come down to the fact that when you look back at the propositions, or the proposals and the plans before the incinerator was built, is that area has not been looked after in the way that it was said it would be looked after. That area does not have the trees surrounding the incinerator that we were told it would have. Also, that was one of the most biologically diverse areas of Jersey's seas before that reclamation area was built and it is an area which unfortunately has been ignored and very often, even at an urban level, is being ignored. I am sure many of the Deputies from that area would agree. So I think when looking at this proposition, we are talking about fairly small amounts of money on an annual basis and rather than them just going into a pot, I think we could do a lot more for the community by directing it to specific projects, as the Constable has suggested. So, in my view, I think this is an amendment worth supporting.

### **8.2.3 The Connétable of St. Brelade:**

I think, based on the comment from the Minister with regard to this amendment, he does object too much and I think the amendment has merit. But I would ask the Constable just how he interprets the line in the Minister's comment where he says: "We also pay new Parish rates for the E.R.P. in La Collette activities." I just wondered in fact how, with his knowledge, he understands that the E.R.P. is rated.

### **The Bailiff:**

Does any other Member wish to speak? Deputy Young. The Minister for the Environment. I could not make up my mind which to call you. **[Laughter]**

### **8.2.4 Deputy J.H. Young:**

I prefer Deputy of St. Brelade on this occasion. I think the Constable has done a very positive thing by lodging this amendment. I think he reminds us of the history about when the original vision of land reclamation in St. Helier, in our recent phase of life, was done there was a very clear vision that we would add to this valuable land and we would be able to have community use and have facilities and access; improve public access. There was even a proposal for an urban park which would run from Pier Road through South Hill right across the Bluff and into La Collette in the long term. Of course, that was a very long and painful debate when the land reclamation decision was made. It was not a matter of great choice, it was the matter of: "What on earth do we do with this non-combustible rubbish?" and that is what we had to do. So I think it was accepted as a principle, and the Constable has reminded us here that there were some very important principles that went along with those planning decisions which are still extant in the Island Plan. Policy SCO 5 sets out those aspirations. Now it is unfortunately a fact that those visions have been prevented from coming into being because of the serious problem as a result of the fuel farm and the restrictions on public safety as a result of the Buncefield fire, which meant that the new provisions means that the original aspirations for that area were going to have to be limited by the need to remove as far as possible people from living and working around those hazardous installations. I think at the moment we have not resolved this, but I certainly believe it is a long-term aspiration that should still be in the Island Plan of the future for the long-term relocation of that fuel farm. That I think would unlock the possibility in the very long term of achieving a more community use for that valuable land and not having it - and I mean no disrespect to the Minister for Infrastructure or his successors because he is the one with money - it was never intended that La Collette would be our engineering backyard. It was intended that this

would be an available community asset, land reclaimed at massive public expenditure with huge potential. But we had to accept the inevitability of an E.f.W. plant and there is no question that plant has been very successful and replaced a polluting plant in a busy residential area in Bellozanne. Full marks to the Minister, his predecessors and their teams, their officers, for ensuring that the degree of compliance with regulation of that plant has now been met. But in my view in the longer term, mainly I believe the medium term, we should be looking at waste minimisation as a long-term strategy and not see this as a continuing factor we have to live with forever. Again, I am hopeful that our long-term planning frameworks in the Island Plan will address this. So I think the Constable has done us a real favour by reminding us of some principles, and of course what has been said in terms of practicality is absolutely right. The Constable says: “Look, yes, this opportunity to help Alderney” and I will talk about that later, which I share very much, and the impact is minimal on us, but if there is income derived, what is wrong with the principle of putting that into environmental enhancements because we know in the 2019 Budget there is nothing. We have got a straitjacket from the previous administration that we cannot break out of and so that is disappointing. So here we have an opportunity ... and of course the Minister for Infrastructure has got complete control because if there is no surplus, as has been said, there is no money to be allocated and that is it. So I do not know why we are having this debate. I think frankly this should be approved and let us get on with the main debate.

#### **8.2.5 The Deputy of St. Martin:**

In a previous life I was a Member of this Assembly who brought forward a proposition to change the incinerator, as the Constable calls it, into a recovery facility and I was pleased to do that. I think it is important that the States always make the best of their assets and their ability to make money. However, I was also in a previous life, and I continue to be now, very enthusiastic about turning, especially the east side of La Collette, into a public facility. Anybody who has had the ability to walk down on that area will realise how vast it is and the potential there for views to the east is phenomenal. It could be really, really wonderful and I share the Constable’s frustration that the beautification of that area and the access that the public should have to it has taken so long. We had previously of course the large number of containers full of asbestos; in the previous Assembly we managed to lose those and we have got rid of that. That was a holdup to public access that is no longer there. So I will support the Constable in this amendment. I think it is really important anything we can do to progress as quickly as possible access for the public to that area and let us make it look even better than it does now.

#### **8.2.6 Deputy M. Tadier:**

The first question to ask is” if this does not generate a surplus, why would we want to import rubbish from elsewhere to burn in Jersey’s incinerator, as the comments suggest? The implication is, the comments say, well if you understand how the gate fees work in the future then you will realise that there will not be a surplus or anything significant to talk of. So what we are effectively saying is that the starting point is we import rubbish from Alderney or elsewhere to subsidise our own refuse collection and disposal costs in Jersey to keep the costs of disposing in Jersey lower than they would be if we did not import rubbish.

[12:30]

Which sends the message out that it is good to dispose of rubbish when we know that the wider States policy first of all is reduce, reuse and recycle. We have not got to grips with that as an Island yet, even in the last 10, 20 years when other jurisdictions have and they focus on reduction on reuse and then recycling, we have not even got a proper Island-wide recycling scheme. But I will not stray too much into the next part of the debate but I think it is important to contextualise that, so the point is that we should be looking to have a surplus. The second point that I would make is that the real cost

of dealing with the Island's rubbish is not simply about the collection of that rubbish and the operating costs of the incinerator. It is much wider than that. There are often intangible costs, as well as tangible costs, which could be environmental, which could be psychological to do with the way that the whole Island works and the way we still have a throwaway society. I think this is some of the things that the Constable of St. Helier is trying to address; it is the intangible costs environmentally that are nonetheless very real and which need to be considered as an overall part of our strategy. Now I am confused as to why the comments have been issued to oppose this. Is it a governmental stance or is it simply a departmental stance? Because when I look at the proposed Common Strategic Policy priority, my initial eyes are drawn of course to the cultural and environmental areas where one of the key pillars of the Common Strategic Policy says that we will protect and value our environment. It says: "By embracing environmental innovation and ambition, by protecting the natural environment through conservation protection, sustainable resource use and demand management, and by improving the built environment, to retain the sense of place, culture and distinctive local identity." Is this not exactly what the Constable of St. Helier is trying to do with the request for interpretation, with a focus on activities that may be carried out in the Ramsar site, be they simply ones of leisure, and appreciating the surroundings there or being more active, things to do with boating and walking and cycling, *et cetera*. These are things which I am sure we can all support, even if we are not linked to the Department for Economic Development, Sport and Culture. I think these are aspirations which we should generally be supporting. When we also look down a little bit further to the common themes, the 6 common themes of the Common Strategic Plan is that we will enable Islanders to lead active lives and benefit from the arts, culture and heritage. I would argue that the arts, culture and heritage is not simply something that occurs at the art centre or a music festival; it is about how we appreciate our natural heritage as well as the less tangible aspects of those things. Another common theme is that we will make St. Helier a more desirable place to live, work, do business and visit. It is a shame that we simply have to rely on the Constable of St. Helier to do that; of course he will do that and of course the many good Deputies that we have in St. Helier will also want to see that. But I thought this was a common theme that we all wanted to see. I do not think I need to go on anymore other than to say that I am disappointed with the Minister for Infrastructure when we have seen his colleague at Environment is quite able to support this. I think most of us are able to support this. There is a bigger debate of course to be had around about whether we should be importing waste from outside of the Island. I know that for a long time we have been a very successful offshore finance centre and it seems that we start to become also an offshore refuse centre; but we will leave that for the next part of the debate. But certainly I would be disappointed if anyone thinks that they would vote against this, and if they are voting against it I would like to hear from them, including the Minister for Infrastructure.

### **8.2.7 Connétable C.H. Taylor of St. John:**

I think it prudent that one should point out that the Medium Term Financial Plan which the Assembly agreed some years ago is the guiding factor. D.f.I. (Department for Infrastructure) were reliant upon their budgets going forward during the 4 years of the Medium Term Financial Plan to instigate waste charges. However, the previous Assembly agreed not to introduce waste charges and so they, as a result, are having to draw on contingencies and other sources of revenue to keep D.f.I. in the balance. We need to remember that is what the Assembly agreed, and now we are bashing them again. They are trying to do a good job; let us give them some encouragement. These are small gains; let them keep those small gains and encourage them to become more efficient, because if we continually take the rewards away - however small they are - the incentive for trying to do better is undermined. I would urge everyone in the Assembly to oppose this. While I strongly support environmental measures and make it quite clear my farming background, my love of the countryside; there are few people who are more passionate than myself. But in order to do so we need to have a balanced approach and I would urge Members to support the main proposition but to reject the amendment.

### **8.2.8 Deputy K.C. Lewis:**

The Energy Recovery Facility, or incinerator if you wish to call it that, has no gate fee. So there is currently no mechanism for offsetting the cost of running by charging the users of the service. The money we pay in our rates is for the Parish or the Parish's contractor to take the waste away, and it is obviously incinerated at the Energy from Waste plant. In order to operate the Energy Recovery Facility it requires an annual budget of some £5 million to £6 million in revenue and capital expenditure, which is funded from general taxation. Against this expenditure requirement an income of £90,000 only goes a small way to offset these costs. A projected income from Alderney of £90,000 must be balanced against the cost of providing the service; the charge of £150 per tonne has been set as the cost of running the energy facility on a user pays basis. As such there is no surplus revenue; the gate fee has been selected as a cost recovery. The Energy Recovery Facility was paid for by the public of Jersey and so if there is any surplus income arising from that importation of waste then the surplus ideally should be used in the following order of need: that is to offset the running costs of the Energy Recovery Facility, improve maintenance budget to a level required to carry out scheduled maintenance, be used to improve recycling rates and fund waste related projects, return to the States revenue for allocation to areas of priority in accordance with financial directors. Growth, Housing and Environment agreed with some points raised in Constable Crowcroft's amendment as suitable areas for improvements when funding is made available, such as the planting requirements on the eastern side of the Energy Recovery Facility, improvements to La Collette gardens and wooded areas at South Hill, and the funding for the specific item should not come in at the expense of funding to the Energy Recovery Facility as budgets are increasingly challenged. I support the application for funding for these areas but this is not the right use of this particular user pays type of income. One of the main drivers behind this project is in trying to help a neighbour with a waste problem when Jersey is in the ideal position to do so. It would be a great shame if an argument over how the very minimal, if at all, surplus income is spent would prevent us from acting as a good neighbour and failing to support the intent of the original proposition. Using any surplus income to be set aside for St. Helier misses the point of this user pays charge, which is intended to cover the cost of processing the waste. It is noted that as well as the Energy Recovery Facility, St. Helier also has the main harbour and port facilities which will gain additional work as a result of the proposed import. A St. Helier-based business will likely be unloading the waste and providing a new revenue stream and work for local business. With respect to the planting on the eastern bank it has been very much as expected in the challenging salt spray conditions. It is difficult to say how many trees have survived from the original planting, but the overall effect has been groups of trees, rather than one mass of trees, is now establishing well. The faster growing trees growing on the lower more sheltered areas are approximately 5 metres tall. It was never the intention to screen the building but rather soften the appearance of the mound by integrating it into the landscape. In answer to a few of the other queries, as the Minister for the Environment has pointed out, we cannot open too much of La Collette at the moment because of regulations regarding the fuel farm, but when that is sorted we would be delighted to do so. Members will be aware that we have the final 2 sections of the link on the bridge areas of the French harbour and English harbour at La Collette in the process of being constructed, which will mean that people will be able to cycle from La Corbiere all the way to Havre des Pas in complete and utter safety. We did have problems with salt attacking the trees, as the Constable of St. Helier will know, who has tried putting planters down at Havre des Pas, the sea can be quite vicious at times and does take its toll. We do have a plan in process. As the Constable of St. Helier is aware, my officers will be discussing with his officers in the very near future a plan for the Havre des Pas area and the great improvements that we will be making there. So this is not the road to take; we are doing it but we are going along another route and I urge Members to reject the amendment. Thank you.

### **8.2.9 Senator K.L. Moore:**

I shall endeavour to be brief as I realise we are coming up to the lunchtime adjournment. I had not anticipated speaking in this debate as I thought it was a no-brainer, yet the Assistant Chief Minister raised the point that this amendment would take away the incentive to the department to raise additional funds. But also not agreeing to the amendment takes away the incentive to Members to fund and find funding for a project that we have committed to in our manifestos, and that we feel we have committed to in our tax with the public that we represent here. The Minister has just outlined the priority list that the department has for any additional funds that are raised by this plant, and it is my view that if you were to ask the public what they would rather their money was spent on they would most certainly go for the Constable of St. Helier's suggestions over and above the list of priorities that the Minister has just shared with us. Therefore, I will be supporting the amendment.

**The Bailiff:**

Well we have now reached just about 12:45 p.m.

**LUNCHEON ADJOURNMENT PROPOSED**

**The Bailiff:**

The adjournment is proposed. The States now stand adjourned until 2.15 p.m. this afternoon.

[12:43]

**LUNCHEON ADJOURNMENT**

[14:15]

**Deputy K.C. Lewis:**

In discussion with colleagues I have decided to accept the Constable of St. Helier's amendment.

**[Approbation]**

**The Bailiff:**

Well we have started the debate, it still needs to be voted on. Does any other Member wish to speak in light of what the Minister has just said? Very well, Connétable, do you wish to reply? Presumably not at great length.

**8.2.10 The Connétable of St. Helier:**

No, I just want to thank everyone who supported the amendment and I am very grateful to the Minister for his accepting the amendment. I look forward to seeing that surplus spent on the environment.

**Deputy J.A. Martin:**

Can we have the appel please, sir?

**The Bailiff:**

The appel is called for. I invite Members to return to their seats. The vote is on whether to adopt the amendment to P.104 as proposed by the Connétable of St. Helier, and I ask the Greffier to open the voting.

<b>POUR: 37</b>		<b>CONTRE: 0</b>		<b>ABSTAIN: 0</b>
Senator S.C. Ferguson				
Senator J.A.N. Le Fondré				
Senator T.A. Vallois				
Senator K.L. Moore				
Senator S.W. Pallett				
Senator S.Y. Mézec				

Connétable of St. Helier				
Connétable of St. Clement				
Connétable of St. Lawrence				
Connétable of St. Brelade				
Connétable of Grouville				
Connétable of St. Peter				
Connétable of St. Mary				
Connétable of St. Ouen				
Connétable of St. Martin				
Deputy J.A. Martin (H)				
Deputy G.P. Southern (H)				
Deputy K.C. Lewis (S)				
Deputy M.R. Higgins (H)				
Deputy J.M. Maçon (S)				
Deputy of St. Martin				
Deputy of St. Ouen				
Deputy S.M. Wickenden (H)				
Deputy of St. Mary				
Deputy G.J. Truscott (B)				
Deputy J.H. Young (B)				
Deputy L.B. Ash (C)				
Deputy K.F. Morel (L)				
Deputy G.C.U. Guida (L)				
Deputy of St. Peter				
Deputy of Trinity				
Deputy of St. John				
Deputy M.R. Le Hegarat (H)				
Deputy S.M. Ahier (H)				
Deputy J.H. Perchard (S)				
Deputy R.J. Ward (H)				
Deputy K.G. Pamplin (S)				

### **8.3 Importation of Waste for treatment in the Jersey Energy from Waste plant (P.104/2018) - as amended**

#### **8.3.1 Deputy J.H. Young:**

I had hoped I would have a bit more time to prepare. In the course of the preparation for this proposition a number of Members did ask me - and in fact members of the public - about the environmental regulation that applies between the officers of the regulatory part of this new super department, I cannot even remember the name of it now; Growth, Housing and Environment. Of course the Minister for Infrastructure and myself, we both have political functions involving part of those teams, so there is almost like an enshrined poacher/gamekeeper position in there which personally I have expressed concern about. It is not very sensible for the future and I have asked it to be looked at, and the Director of Regulation is looking at that with the Director General Department. I think the good news is that at the moment that degree of regulation and effectiveness that separates the regulation of the Energy from Waste plant and its emissions, and the regulation of those emissions is working well. There is no evidence or concern that the new structure that unfortunately built in that conflict is giving practical problems. But I mention it now so that in the future when indeed the regulations come back from the changes made by the last Council of Ministers in the new One Government structure, that Members are aware that in my view we need to ensure that that important separation of regulatory functions and operational activities is maintained. At the



moment it is a very high standard. I can remember when what used to be called an incinerator - and now we are not allowed to say that anymore - was heavily criticised for its emissions, and I can remember ... this was the previous incinerator in Bellozanne, which was a very big source of concern and problems for residents. I think, to everybody's credit, we have ended up with a hugely improved facility, and also solutions have been found to the issues of dealing with the residues, which was always an issue when the E.f.W. plant, or lack of it, was commissioned was to ensure that its residues were effectively ... we did not leave a legacy behind by accumulated waste mountains in La Collette in buried pits or otherwise in the way that the U.K. has a legacy situation in its landfill sites, as indeed our neighbours, Guernsey. We have avoided that so I think our infrastructure team have done extraordinarily well in producing a top quality plant that has now reached all the best international standards, its emissions are monitored, its waste risings are exported out of the Island, the international agreements are complied with; and I think it is a natural step now for the change that the Minister for Infrastructure has proposed for us to go along with. I know that the officers that I spoke of earlier, the regulatory team, have it in hand with the Minister for Infrastructure's officers to ensure that all ends of the chain of refuse transmission from what is proposed up in Alderney right through into the bunker at La Collette is all intended to be done in the most controlled way so that any problems are avoided. So full marks for that. But I think I want to just mention one thing, is that Members will know that I have had ... there has been some working in Alderney and I am very aware of the difficulties that our neighbour suffers from very, very limited, extremely contained resources. I am delighted that the Island has been able to respond to the political overtures from their President and from their States Members to do this, and I think it is an excellent example of something that I have long advocated, of greater Channel Islands co-operation. So today, yes, we are just in a small way doing this arrangement but I think the principle of co-operation and working together is going to be even more important in the post-Brexit world. Having said that, I think it was the Constable of St. Helier earlier who flagged-up the possibility or at least the potential possibility that our closer neighbours, Guernsey, may at some stage change their minds. Obviously, the quantities of Guernsey's waste are a lot more significant and the consequences of allowing that would have to be reviewed. So in the note I put, that Members may not have read, I have made it plain that the impact of such a further extension other than the Alderney shipping of waste would have to be subject to very close scrutiny indeed on the environmental emissions. So I am making that clear, that my commitment to it is not open-ended but I think my commitment to this particular stage, it is a worthwhile movement and I support it strongly.

### **8.3.2 Deputy J.H. Perchard:**

I appreciate what has been stated previously, that as far as plants or incinerators go that this is a particularly effective or efficient one, but I do have a concern just on some of the kind of basic numbers. We have been told in the report that the plant can cope with 105,000 tonnes of waste and that we are currently producing 75,000, so we have the capacity to handle 30,000 more tonnes of waste. Over the last 10 years in Jersey the population has increased by 11,000. If we project forward, assuming the same level of population growth, within 40 years our plant will be at full capacity, taking into account our own Island's population without taking into account the contribution of Alderney, which I appreciate is very, very small. However, of course that contribution will result in that 40 years coming to a smaller number, but also where is the long-term plan? Where is the 50-year vision? Are we going to build another one when we are at capacity in 40 years' time? Where is the environmental policy accompanying this proposition that says that in the next 40 years we aim to reduce waste production itself? Where are the proactive recycling initiatives alongside it? Where is the 50-year vision? I appreciate all the comments that have been made previously about the money that it will produce and the fact that as we currently stand we could do it, we could cope with that very, very tiny extra amount of waste. But particularly with environmental policy I really do feel that we should be looking much further ahead than the scope of this document, and even with the

amendment I would suggest that because of the reasons I have outlined that we at the very least postpone this until it is accompanied with not only a sustainable environment policy but also a population policy to counter the points I have raised.

### **8.3.3 Deputy R.J. Ward:**

I will start off by saying that I did vote for the amendment because if we are going to raise money in this way I believe it is healthy for it to be spent on environmental improvements, and particularly in St. Helier, in my own Parish, of course. However, I do have concerns about accepting this and the concerns are as follows: it sends a message that our genuine commitment to lowering waste and being more sustainable as a society is somewhat weak. The economic income, as mentioned before, can very quickly become something that we rely upon to pay for our essential services, and the nature of where that money is coming from and the product of it - i.e. burning things that are mostly made of plastic will produce CO<sub>2</sub>, will produce carbon particulates, and will produce environmental pollutants in the long term - should not be a future source for this Island for its necessary income. We need to look much further ahead, and I agree with Deputy Perchard very strongly on this, in terms of the way that we are taking our incomes. Our environmental responsibility is real, it is tangible, and it is urgent, and by promoting this facility we risk becoming literally a dumping ground for others' waste, and even today we have spoken about taking in Guernsey's waste, which would be a significant increase in the amount. The argument is this: it provides an easy way out for not cutting down waste, for not getting rid of plastics. It provides a facility that means there is a short term, which very quickly becomes a long-term solution to other people's waste and our own. I am sure that Bellozanne itself was once heralded as a solution to our waste situation and probably heralded as a very safe and a very clean way to get rid of it, but it has been proved during that time that it certainly was not that. I do not believe that would be the case for this facility either. I think we need to drive the reduction in waste before we start to accept other people's waste, and what I would like to see - if this is voted for - is at least it is reviewed in a couple of years' time and there should be some targets for Alderney to be reducing their waste and, therefore, if we can get then to a situation where we do not have to burn waste on such a small island then we do not have to rely on that money and we are quite happy to not have that money. I do believe that running the incinerator, - as I would call it because that is what it does - at full capacity is a success for this Island. Unfortunately it is a facility that we should be looking ahead to not having to use if our environment is truly to be sustainable and we are truly to have a situation in our society where we do not produce the waste and exploit our planet consistently. I would like to ask whether there are tolerance levels for the type of waste that we are taking in, i.e. will its emissions be controlled because it is not our waste, will it be increasing glass which will damage the incinerator, we have spoken about that a lot, indeed I have spent a life in my house arguing about that with the people I live with but we will not go into that. Finally there is the environmental cost, and I mentioned before about CO<sub>2</sub> and about the other particulates and emissions that come from modern plastics and different materials. It is in a very concentrated area around Havre des Pas as well, and we have already talked about areas of emissions which we need to be very, very wary of if we were to increase the amount of burning that we take on in that plant. Finally, I believe this is the wrong direction for the future of Jersey and indeed the planet. We are a small jurisdiction but if you act locally and think globally then we may have some sort of solution to the environmental problems that we all face. So I am minded to vote against this proposition, thank you.

### **8.3.4 Deputy G.C. Guida of St. Lawrence:**

I will start with my environment cap and say that waste is the biggest sin of the 21st century so, yes, we have 100 years in front of us where it is the one thing that we must work against.

[14:30]

Our incineration plant or Energy Recovery Plant is a fantastic device; it is an extraordinary device that gives us a stopgap measure, breathing space for the next 20 years. It does not stop anything; it does not stop recycling, it does not stop saving, it does not stop trying to reduce this incredible amount of waste that our civilisation produces. This will be our biggest, biggest problem in 100 years. Now, we are trying to collaborate with the other Channel Islands. We are a group, we are neighbours, we have a similar history and we are trying to collaborate with them, and we have worked over the years in trying to invest together in solutions. When we designed the plant the idea was it would be a plant for 3 islands, and we started talking and saying: "We will spend the money and we can burn everybody's waste." This of course had all sorts of political issues and did not happen, but that is how it started. Now we have the chance to help one of our sister islands which will never have the capability on its own to have such a device; the scale is not right for Alderney. We are close enough together that carbon dioxide emitted by one island is going to affect the other islands; we are all breathing the same air. If that carbon dioxide is produced by a Guernsey landfill being filled with Alderney waste it is much, much worse for the environment than if we burn it in our state-of-the-art facility, which scrubs everything and disposes of it adequately. So this is about investing together. One example of the islands investing together in a facility that helps the 3 of them. I do hope that this will be an example to follow for the future when we can again invest in very large plants, very large facilities that all islands can use together, so I will be voting for this and I urge everybody to vote for.

### **8.3.5 Deputy K.F. Morel:**

I would like to thank Deputy Ward, Deputy Perchard and Deputy Guida for raising the issue of waste as a global problem. It is there that I would like to start because I would like to think about how our decision, if we were to adopt this proposition, is going to help Alderney address its waste reduction issues. We have to imagine, if you are on an island and you are churning out waste and it is shipped away waste no longer becomes their problem. It is easily burnt and easily forgotten about. Perhaps one of the things that I would have liked to have seen in this proposition would be a commitment to try and encourage Alderney to deal with waste reduction, and perhaps this is now a lever that we could use to encourage that island to do so. While saying that I also agree with Deputy Ward that we need to deal with our waste issues. We need to reduce waste and we need to do it as quickly as possible. There is a real sense, as I go around the Island, that we are beginning to drown in litter. Whether it is on the beaches, in the country lanes; it is everywhere at the moment and it is a horrible indictment for the way we live our lives and the way we just throw things in the bin. So if possible I would like to ask the Minister, if this proposition is adopted, to consider ways that he might instruct his department to work with the authorities in Alderney to see ways to promote waste reduction in that island. Perhaps we could even next year only take 550 tonnes off them and see how they deal with that. Outside of that, one other concern I have with this proposition is that it is very open-ended. I think there is a community-minded aspect to this, if we want to help Alderney. We also have talked about Guernsey and, yes, I believe we should also help Guernsey. If as the Channel Islands we can deal with waste, both reducing it and disposing of it as one, I think it will help us work together in other areas as well, and we must think of ourselves as one Channel Island and deal with this together. But I would ask the Minister, are there plans to extend the scope of our importation of waste? Are we going to go looking to other jurisdictions? Are we going to see if we can fill the full 105,000 possible quota that we could take in order to increase revenues, as Deputy Ward was suggesting? That is the only problem I have with this proposition is its open-ended nature. This is not a proposition that says from the Channel Islands only or from Alderney only; it speaks about just importing waste. So I would like to have reassurances from the Minister that for the time being at least, or certainly without avoiding the Assembly, he would bring back anything back to the Assembly if he was, let us say, wanting to help Brittany deal with its waste or the south of England deal with their waste. I would like to see that before the Assembly rather than just going ahead by

Ministerial Decision, as could be the case I believe with the proposition in its current state. That said, I do disagree with Deputy Ward, I do think we should support this proposition. I think it is the community-minded thing to do. There are minor commercial impacts which are quite good and I am very pleased to have seen the amendment adopted as well, which will help us direct any spending of a surplus. But, yes, I think this proposition raises a number of issues and in itself it does not really get to grips with those issues and it would have been nice to have seen those issues dealt with in the proposition as well.

### **8.3.6 The Connétable of St. Helier:**

We have had a number of extremely good speeches, particularly from new Members, and I could not help thinking when Deputy Morel was speaking just now that I wish he and Deputy Perchard and Deputy Ward had been here in this Assembly when I and other Members tried to stop the States replacing a failing incinerator with another incinerator. But that is history and we failed but I wish they had been here to rally us to the barricades. It is ironic, is it not, that Guernsey, whenever they have tried to build an incinerator they have had crowds outside their parliament building urging politicians not to do it. Some Guernsey States Members have told me that they failed to make a decision to build what we now have to call an Energy Recovery Facility. I think they succeeded and I think the pressure of grass roots environmentalism in Guernsey was the reason why Guernsey Members made the right decision not to build an incinerator. Of course it is also I suppose some comfort to Members, Deputy Morel - or Deputy Ward it might have been - was concerned that they had got rid of their problems so they will not need to worry. Well of course they are going to have to pay for every tonne of waste they export, and already we are seeing, certainly in our sibling island of Guernsey, I was there recently and outside almost every door in St. Peter Port I saw a bag of plastic bottles and cans, a sack of paper and card, and remarkably kitchen waste in a separate container. They are already doing 3 collections in Guernsey of recyclables. The kitchen waste of course is going off and one does not like to think about what process that must be like; it is going off to the U.K. in vats. So my view is that by not having to build incinerators in Alderney and Guernsey they have a perfect ability now to reduce their waste. They have to pay for every kilogram they give to us and so of course they are going to want to do that for financial reasons as well as environmental reasons. I think the Members that have spoken after my amendment has been accepted - particularly Deputy Ward, who I thought spoke far better, if I may say so, about the environment than the Minister for the Environment sorry, Deputy - but the Deputy said he strongly supported this proposition. Well if I end up voting for it, it will be - as I think the former Deputy Bob Hill used to say - holding my nose. Indeed I only brought my amendment because I could see the proposition going through quite easily, given how easily the States adopted the proposition to build an incinerator, and I thought: "We have got to do something to make this more palatable." But I have to say that I, and I know a lot of people who live in the southern area, not just in St. Helier but St. Clement as well, anything which appears to validate the monstrous thing we have built on our foreshore next to a Ramsar site is a bad thing. We should not be sending out the message - I do not think anyway - as an Assembly that we think incineration can be justified because it will heat another 100 homes, it will provide a bit of extra revenue, and it gets our neighbouring Channel Islands out of a jam. I think for me this is a difficult vote because, as I say, I do not support incineration, and perhaps the only note of hope I have heard is from some of the newer Deputies who have spoken about this being a stopgap; this incinerator of ours being a way of managing waste while we, as islands, pursue waste minimisation and advance recycling so that when this incinerator has run its course we can turn it into something useful like an art gallery and not build another incinerator at the end. Thank you.

### **Deputy J.H. Young:**

Can I ask the Constable for clarification since he was critical of my speech? I would like to clarify a point if I may, sir.

**The Bailiff:**

If you are asking him to clarify one of his points you are able to do that. If you ...

**Deputy J.H. Young:**

I would like to find a roundabout way ...

**The Bailiff:**

Excuse me, Deputy. If you are asking him to give you some advice about how to improve your speeches, I think you should do that afterwards. [Laughter]

**8.3.7 The Connétable of St. Brelade:**

Rubbish is a very emotive subject, interestingly enough. It is something that we do not really want to admit to having to deal with but we have to deal with it. Effectively it seems to me there are 2 elements of rubbish that we have to deal with at the plant at La Collette. Principally we have the household side, which seems to affect us all, and then the business side which has quite an output of rubbish, which the plant has to deal with. The costs that are applied to either stream is open to debate and I think there is further discussion to be had on that. We mentioned earlier on - I think the Constable of St. Helier mentioned - that the adoption of the project to build the incinerator at La Collette went through easily; well I can assure him that that was not the case and I think, having been involved at the time, this Assembly elected by a small margin to build it down there rather than at Bellozanne I do recall. I think my vote went towards Bellozanne and that was the recommendation of the solid waste strategy at the time. But democracy reigned, it was built down there. There was various alternative disposal suggestions or alternative technologies put forward and these are in fact laid out in the solid waste strategy, which is quite interesting, and I dug out a copy. I think as time goes on, given that this plant has a life of 20 to 25 years it will not be long before we need to start looking at what the alternatives are, and I suspect that the future alternatives will not be incineration. Technology will have advanced and we will be looking at some other form. I do believe we should take lessons from what Guernsey are doing; I do not think Guernsey got it right but they have picked up elements, as has been alluded before, in terms of recycling which are probably better than the approaches we are taking at the moment so let us get the best out of their book. Anyone that cares to go down and visit the incinerator at La Collette, which I am sure the Minister will be pleased to give guided tours, would be alarmed at what goes into the bunker and the volumes that go in there. While those who have spoken towards minimising the waste streams we have at present are absolutely correct. We are having to deal with the here and now and that is not going to change overnight, so we have to have the facility to deal with the problem we have and the waste we are putting into our bins now. I am slightly concerned that the department have adopted what I might describe as a philanthropic approach to dealing with Alderney. While I appreciate their problem and we have to be community-minded, I do not see that we should have to do it without profit, and I think in any business dealing these days it is accepted there has to be a profit element. Notwithstanding that, I can understand that we cannot overprice our offering to Alderney, who will clearly choose their best option and may take it elsewhere, but I would urge for the future - if there were to be future discussions - that a profit element is discussed. We are very good in this Chamber at spending money but perhaps not so good at bringing it in. So finally, I think that this is a sensible approach. I am environmentally minded. I am aware of the regulations surrounding the present plant and the controls over the emissions, and I think provided those are kept up to speed, in conjunction with the amount of waste being put through it, that the present proposal should be accepted.

[14:45]

**8.3.8 The Deputy of St. Martin:**

I was not going to speak but the Constable of St. Helier has got me to my feet. Him and I think very much alike on many environmental issues, and I spoke about those at La Collette this morning. When he said that we hoped that our current incinerator is the last one we ever build I would tend to agree with him, because there are ways we could do much better with our recycling. But I disagreed with just about everything else he said, and that is the reason I am on my feet. I am going to support this proposition because when it comes down to environmental credentials surely burning rubbish and turning it into electricity and heat is better than putting it in a hole in the ground. I do not agree with him that Guernsey have necessarily got it all right. They are charging a great deal of money for waste because they have an infill site which is full, and they have to do that to encourage their population to recycle more and think more carefully. Maybe that is a downfall of our incinerator because it is very easy for our population to use it as a facility to create energy and heat and not to think about recycling. But the younger generation certainly have recycling very much more in their minds than myself and my peers, and I hope for the future that we will do very much better. But I think in the here and now that we just heard about from the Constable of St. Brelade we need to continue to incinerate and make some good out of this rubbish that we are getting rid of. We certainly do not want to be putting it in a hole in the ground, causing environmental problems for the future. I will be voting in favour.

**The Bailiff:**

Does any other Member wish to speak? Then I call on the Minister to reply.

**8.3.9 Deputy K.C. Lewis:**

I thank all Members who have spoken. If I could start with Deputy Young, our Minister for the Environment, I congratulate him for rasping his way through. I know he is suffering badly with a head cold but he has done really well. Regarding the arrangements with Guernsey, our sister island, I believe they have a 3-year deal - I am not privy to the exact details - and their waste is going to be split and half is going to the U.K. for I believe incineration and the other half is going to Sweden, Linköping, where it will be incinerated; and the other half is being remediated in some way. I thank him for his comments. The main problem originally, which was with, I think, P.17/2010 is Members were very concerned about a legacy issue, that why should we take somebody else's refuse because we will end up with their ash and we do not want that going into landfill, especially the fly ash. Not so long ago arrangements were put in place so the bottom ash and the fly ash are both exported to the U.K. for remediation and treatment and recycling; so we do not have that legacy issue, which is a terrific bonus. Deputy Perchard mentioned recycling; that is basically why we have more capacity in our energy plant is because we are recycling more now so we have extra capacity. The unit was built for a 25-year term of office, if you like, so we have got a long way to go. Where we will go in 25 years I do not know, possibly wave power or more wind power, but we still have the refuse that we need to get rid of. So if we send it to the U.K. for incineration is that morally right? I will leave that with Members. Deputy Ward I thank for his comments. Again with fly ash and bottom ash, as I say, that is being dealt with now. Deputy Guida I thank for his kind words. Deputy Morel mentioned working closer with Alderney, which is in fact what my department is doing. My department has been to Alderney and they have literally gone through samples of their rubbish and they are very happy with the quality of rubbish that will be coming down. It will be in sealed containers, as I have mentioned previously, to keep out any spillage whatsoever, likewise any odour. There will not be any odour into the atmosphere. With the Energy from Waste plant, in the tipping hall I believe there is between a 4 per cent and 7 per cent negative pressure, so once it is tipped and the burners are on it is sucking air through the unit itself, so all odours go through the incineration process. Basically my brief originally when it was first mooted to take waste from elsewhere was it cannot be at the cost to the public purse, to the people of Jersey; and we have stuck to that. I have not a clue on the deal they have with Sweden and the U.K. in Guernsey but I wish them well. That

is the way they are going. The Constable of St. Brelade I thank for his comments. It has been a long and tortuous road with this Energy from Waste plant, or incinerator if you wish; but we have inherited it. It was started by our first Minister, carried on by the now Constable of St. Brelade. At that time I was an Assistant, so I did not pick the shape or style of this what was then the Energy from Waste plant. But that was out of our hands and, as I say, we are where we are. I would prefer something like the Isle of Man which had more curves to it, and could possibly blend in more with the landscape; but that is again out of our hands. The Deputy of St. Martin I thank for his kind comments, but we are doing more recycling and - as Deputy Perchard mentioned - we could possibly do more, which we are doing more. Most Parishes now are doing some form of recycling; I would like to see that increase. We have a huge recycling programme down at La Collette; I am more than happy to give Members a tour of La Collette should they so wish to see the recycling if they have not already done so. Likewise the Energy Recovery Unit down there if they wish to see that too. It is a complete open book. As I say, there is no legacy here but this is where we go forward now. I thank Members for their contributions and I maintain the proposition and ask for the appel.

### The Bailiff:

The appel is called for. I invite Members to return to their seats. The vote is on whether to accept P.104 as amended, Importation of Waste for treatment in the Jersey Energy from Waste Plant. I ask the Greffier to open the voting.

<b>POUR: 38</b>		<b>CONTRE: 9</b>		<b>ABSTAIN: 0</b>
Senator L.J. Farnham		Connétable of St. Helier		
Senator S.C. Ferguson		Deputy M. Tadier (B)		
Senator J.A.N. Le Fondré		Deputy M.R. Higgins (H)		
Senator T.A. Vallois		Deputy J.M. Maçon (S)		
Senator K.L. Moore		Deputy R. Labey (H)		
Senator S.W. Pallett		Deputy S.M. Wickenden (H)		
Senator S.Y. Mézec		Deputy J.H. Perchard (S)		
Connétable of St. Clement		Deputy R.J. Ward (H)		
Connétable of St. Lawrence		Deputy C.S. Alves (H)		
Connétable of St. Saviour				
Connétable of St. Brelade				
Connétable of Grouville				
Connétable of St. John				
Connétable of Trinity				
Connétable of St. Peter				
Connétable of St. Mary				
Connétable of St. Ouen				
Connétable of St. Martin				
Deputy J.A. Martin (H)				
Deputy G.P. Southern (H)				
Deputy of Grouville				
Deputy K.C. Lewis (S)				
Deputy S.J. Pinel (C)				
Deputy of St. Martin				
Deputy of St. Ouen				
Deputy L.M.C. Doublet (S)				
Deputy of St. Mary				
Deputy G.J. Truscott (B)				
Deputy J.H. Young (B)				
Deputy L.B. Ash (C)				
Deputy K.F. Morel (L)				

Deputy G.C.U. Guida (L)				
Deputy of St. Peter				
Deputy of Trinity				
Deputy of St. John				
Deputy M.R. Le Hegarat (H)				
Deputy S.M. Ahier (H)				
Deputy K.G. Pamplin (S)				

**Deputy K.C. Lewis:**

I thank Members for their support.

**9. Ruling by Presiding Officer on a written answer provided by the Chief Minister**

**The Bailiff:**

This morning I was asked by Deputy Perchard to make a ruling in relation to a written answer given by the Chief Minister to her question numbered 4 on the list. The question asked for particular details and to make this ruling make sense to members of the public who might be listening I will just read the question: “Will the Chief Minister advise how many and what percentage for the members of each of the boards appointed by the States - including boards of States-owned bodies and bodies of which the States is a majority shareholder - are male, female, non-binary, disabled, of Portuguese heritage and of Polish heritage? Will he state what the stipulated minimum and maximum lengths of tenure are for board members and how long each current board member has served? Will he publish the diversity and inclusion policy for appointments for such bodies, and if no such policy exists will he explain why?” The Chief Minister has provided a reply which first of all refers to some links which no doubt due to my own inadequacy I was not able to follow, but at best it would seem that they are only general statements of policy. The Chief Minister also gave an answer in which he said: “A diversity monitoring form is also available for applicants enabling information to be collected and collated, however the information requested in relation to all [and that is emphasised] existing board members of all [again emphasised] the bodies scheduled cannot be collated in the time available for this question to be answered. Indeed it is unclear if all the information requested is held by all the relevant bodies.” He then goes on to say in his answer this was an important matter, the Government wants the best individuals in the community to serve in a way that delivers the best outcomes to the public, and needs to promote interests from across the community. He then concludes: “I would welcome discussion with Deputy Perchard on how we might better achieve this.” Just in passing, if I may say from the Chair, that that last sentence is one which is frequently used in this Assembly, understandably because Ministers want to seem helpful to Back-Benchers asking questions. But the purpose of question time is to obtain public information and not to receive information privately behind closed doors. **[Approbation]** Therefore, as a general rule it is in my view not a policy to be pursued in giving an answer. So the question for me now is whether or not the answer is relevant. Standing Order 12(2)(a) says: “A Member who gives a written answer to a question must give an answer that is directly relevant to the question asked.” Then when the answer is challenged before me the answer is: “The Bailiff must give his or her opinion no later than 9.30 a.m. on the day after the matter is so referred as to whether there has been a breach of paragraph (2)(a), is it directly relevant.” I do not think the answer can be said to be breaching the Standing Order. Or course it does prompt other questions but I do not think that it can be said to breach the Standing Order and these are the reasons. Deputy Perchard said: “He does not give a full answer.” That may well be true; in my experience in this Assembly it is quite rare for any person questioned to give a very full answer and answer everything that they might have been asked. That is in some respects the nature of politics and it is the nature of politics that the questioner then has to find some more questions to



ask to get the further information that is needed. In this case there is no doubt that the answer that has been given does prompt other questions. It prompts the questions, for example, as to what information the Chief Minister does have because it is clear he says he has some. It is clear then that it prompts the question what information he does not have and whether he agrees to ask the relevant bodies to produce that subject; of course to the data protection regulations and related human rights of respect for private and family life. It may be that the production of statistical information would not run into any difficulties of that kind in any event. The question as framed at the moment possibly does cause those difficulties. Is it directly relevant if the Chief Minister says: "I cannot answer this question because I have not had time. I cannot answer this question because the relevant bodies do not necessarily have all the information anyway"? I cannot reach any conclusion that that is not directly relevant to the question that is being put and, therefore, there has been no breach of the Standing Order.

## **10. Immigration (Biometric Information) (Jersey) Order 2018: extension to Jersey by Order in Council (P.105/2018)**

### **The Bailiff:**

We now come to the next item on the Order Paper, which is the Immigration (Biometric Information) (Jersey) Order 2018: Extension to Jersey by Order in Council, P.105, lodged by the Chief Minister. I ask the Greffier to read the proposition.

### **The Greffier of the States:**

The States are asked to decide whether they are of opinion – to agree, pursuant to Article 31 of the States of Jersey Law 2005, that a request be made to Her Majesty in Council for the making of an Order in Council that would extend to Jersey, with appropriate modifications – (a) section 145 of the Immigration and Asylum Act 1999; (b) sections 126 to 128 and section 164 of the Nationality, Immigration and Asylum Act 2002; and (c) sections 8 and 14(3), paragraphs 3 and 4 of Schedule 2, section 73(6), and paragraph 19 of Schedule 9 of the Immigration Act 2014, as summarised in the report attached to this proposition

### **The Bailiff:**

I understand the Minister for Home Affairs is to represent this?

### **Senator J.A.N. Le Fondré:**

Yes.

[15:00]

### **10.1 The Connétable of St. Clement (The Minister for Home Affairs - rapporteur):**

This proposition asks for the agreement of the States that a request is made to Her Majesty in Council for the Order in Council to be made extending those sections that the Greffier just read out to be extended to Jersey. This Order in Council, if agreed, would not of itself impose any requirement to provide biometric information, it simply enables the States to make regulations at a future time requiring biometric information to be provided in connection with relevant immigration applications. If we choose to make regulations we will, therefore, have to agree the exact nature of the information that can be required, and until such regulations are made nothing at all will change. As Members will see from the report attached to the proposition the immediate need for these enabling powers relates to the grant to E.U. citizens of leave to remain in Jersey after withdrawal of the U.K. from the European Union. While I cannot speak to the precise detail of the future draft regulations I can confirm to Members that if the Assembly allows the Order in Council to be made the intention as

regards the E.U. settlement scheme is to require the furnishing of a photograph by the applicant. Just a photograph; nothing more. Before closing I want to express my gratitude to the Home Affairs Scrutiny Panel for the interest they have shown in this proposition, and I hope that Members will be able to agree that the request be granted for this Order in Council to be made. I make the proposition.

**The Bailiff:**

Is the proposition seconded? [**Seconded**]

**10.1.1 Deputy R.J. Ward:**

On the Home Affairs Scrutiny Panel we did have a briefing on this and I just want to reiterate a couple of things just to ensure this is an enabling law which, therefore, will allow debate on any future increase in regulations for biometric analysis. It will have to be brought to this Assembly if we were to increase anything beyond the photograph, i.e. fingerprint, iris scan, or indeed D.N.A. (deoxyribonucleic acid). We also will need future legislation, if you could confirm, for an electronic passport. That is quite an important confirmation given the changes that might happen post-Brexit if we know what they will be. I think it is very important that the Assembly is very wary that any law that enables future change requires us to be very aware of the implications of that future change when it comes to the Assembly, and that we are the check and balance along with scrutiny on what level of biometric information we want to gain from the residents of our Island.

**10.1.2 Deputy K.F. Morel:**

If ever there was a law designed to enrage me I believe this is it. It is being forced upon us by the U.K. We have very little say in this law. Not only that but it raises massive issues of privacy, the most personal privacy, our own biological state, who we are and what we are; and yet because it is being foisted on us by the U.K. we have very little say or understanding of the effects that that will bring. I appreciate there is not much we can do about this, and I do also understand that in the briefing that the Minister mentioned with the Environment Scrutiny Panel that he was made aware of the fears that some of us have about where this may go. Today he mentioned that it is a photograph that will be required. That is fine but the law also talks about iris and fingerprints. Tomorrow it could be talking about D.N.A. This is the beginning of the road and this is a road that we need to be very, very aware that we are taking. I understand, though I have not checked with Hansard, that in that briefing the Scrutiny Panel asked the Minister if he would be willing to consider the creation of a panel to adjudicate on future draft regulations that are brought forward and how that might impinge on privacy. I understand that the Minister's response was positive and I hope that is the case because certainly when regulations are brought that is exactly the sort of regulation that I would like to see included in there. As I have said, and I am not going to keep labouring the point, I understand that we do not have much choice in this; if we were to reject this then all sorts of problems will arise with the Common Travel Area, and so on. But as you do vote, most likely for this proposition, I ask you to be aware of its implications and I ask you to understand that as the U.K. asks us to do things it is driving us down a particular road and that is a road which, as Deputy Ward mentioned earlier, when talking about settled status in the questions to the Minister, does include division. It includes saying: "These people are different to these people. These people, we want your fingerprints; we want your photos; we may one day want your D.N.A. These people we are not worried about." So it is a law that has the potential to create division. It is a law that has the potential to stamp over your most intimate privacy: the D.N.A. that is held within you and the Government - the U.K. Government, I hasten to add - asking for that on record. So please do what you have to do. I know that as an Assembly we are expected to vote for this, but do so being very aware of what this law means and its implications for the future.

**10.1.3 Senator S.C. Ferguson:**

Now I may have misunderstood it when I was going through the proposition, but it seemed to me that we were changing regulations to orders. I get a bit twitchy when I see regulations being changed to orders, and I get even more twitchy when I read that the purpose of the order is to enable the authorities to take biometric details, personal details, from the public. Now the Minister may well correct me if I misunderstood it, but I still am twitchy about this one, because while it is maintained that it is to protect the public, I think along with my colleagues that it is a process we should treat with great caution. These are allegedly processes which are being used in the U.K. to protect the population, and if this is the case how does a 30 year-old man be allowed to sign up for a school in a G.C.S.E. class in Suffolk and be allowed to pass himself off as 14 or 15? Interestingly, all sorts of regulations and processes are being brought into existence and, as far as I know, they have not been brought to the Assembly. Take passports, for example. I have a constituent who is retired. He wants to travel to the U.K. but needs photographic I.D. He does not drive, which rules out a driving licence, so he thought he would get a passport. He is a British citizen from the south of England and has spent a fair amount of time in the Forces and travelled to various overseas postings with the Forces, and he has lived and worked in Jersey ever since he came out of the Forces and married a Jersey girl. All he wants is a passport so he has identification when he flies to the U.K. to attend a regimental dinner. I have here a copy of the letter which he received from the Passport Office regarding his application. He has never held a passport and obviously at 65 he does need to make proper application. But I am told that the Forces do not need passports when they are travelling overseas. Perhaps the Minister can correct me on that one too. But the list is interesting, to say the least. They have sent him a note saying that he needs his birth certificate: fine, that is no problem, marriage certificate, driving licence - well, he has not got one - bus pass, work-issued I.D. card, student cards, club or professional organisation membership cards, vehicle registration document - well, he does not drive - utility bills, bank statement, credit card statement, insurance policy, examination certificates and school reports for an over 65 year-old. You know, while a degree of caution in issuing documents which will allow free movement is justifiable, I do wonder whether this could be construed as overkill or mission creep. Perhaps the Minister for Home Affairs could establish whether these more stringent requirements were brought to the States before imposition. I presume it was round about 2015 when production of our passports reverted to the U.K. Certainly the guidance notes that you get when you are looking up getting a passport, which were issued in 2017, make no mention of these various requirements and documents. I am concerned that the biometric requirements might also be subject to mission creep and what starts out as fingerprints, as a C.R.B. (Criminal Records Bureau) check, photo and physical description might well end up with compulsory D.N.A. listing and sundry other esoteric physical records. I do wonder if our fellow Crown Dependencies are also being forced to follow the same procedures. I await the Minister's comments in his closing speech.

#### **The Bailiff:**

Does any other Member wish to speak? If not, I call on the Minister to reply.

#### **10.1.4 The Connétable of St. Clement:**

Firstly, could I say this? This proposition has nothing whatsoever to do with passports, but I am sure that Senator Ferguson would be pleased to know that the Passport Office will not issue such a document until they can be absolutely sure that the person who is applying for the passport is who he says he is and is entitled to a British passport. The British passport is one of the most valuable documents you can hold. Therefore I think it is right that the Passport Office makes sure that they only issue them to people who are entitled to. Deputy Ward, absolutely right. If this Order in Council is extended to Jersey it is simply enabling and any biometric information that might be required under any scheme under the Immigration Act will come to this Assembly for voting on all forms of regulation. That is why I could not quite understand what Senator Ferguson was talking about when

changing regulations for orders. No, we are not. Any request, any requirement for biometric information under the Immigration Act will be made by regulation by this Assembly, not by order of the Minister. I can understand Deputy Morel's concerns, but I would say to him this is not being foisted on us. We are entering into this scheme, into this Order of Council, voluntarily. That is why it is before this Assembly today. We have the choice, the absolute right, to accept it or to reject it. That is our choice. But to reject it, I think is dangerous because we have, as the Deputy intimated, very little room to manoeuvre as members of the Common Travel Area. If we were no longer members of the Common Travel Area we would not have ease of access to the U.K. and to the other islands. We would then require passports and so on to enter into them, and economically and socially I do not think that is a very good idea. I have no idea why some 30 year-old was attending a school but perhaps that is an indication that some sort of settlement scheme, some sort of I.D., should be required so that people like that cannot do that. That is the sort of thing we are trying to do. As I said in my opening remarks, when the settlement scheme comes into play, when I bring the regulations forward later on this year or in January - it will be early next year - the requirement will be a photograph. No one objects to a photograph in a passport or driving licence or bus pass, and that is all we will be asking for. If ever a time comes when we want to extend it to fingerprints or iris, whatever that is called, certainly not D.N.A. because I do not think D.N.A. is biometrics. There are other things. It will be a matter for this Assembly to decide whether it is appropriate. Not a Minister - this Assembly. I maintain the proposition.

### **The Bailiff:**

All those in favour of adopting the proposition kindly show. The appel is called for. I invite Members return to their seats. The vote is on P.105, Immigration (Biometric Information) (Jersey) Order 2018. I ask the Greffier to open the voting.

<b>POUR: 42</b>	<b>CONTRE: 3</b>	<b>ABSTAIN: 0</b>
Senator L.J. Farnham	Senator S.C. Ferguson	
Senator J.A.N. Le Fondré	Deputy K.F. Morel (L)	
Senator T.A. Vallois	Deputy J.H. Perchard (S)	
Senator K.L. Moore		
Senator S.W. Pallett		
Senator S.Y. Mézec		
Connétable of St. Helier		
Connétable of St. Clement		
Connétable of St. Lawrence		
Connétable of St. Saviour		
Connétable of St. Brelade		
Connétable of Grouville		
Connétable of St. John		
Connétable of Trinity		
Connétable of St. Peter		
Connétable of St. Mary		
Connétable of St. Ouen		
Connétable of St. Martin		
Deputy J.A. Martin (H)		
Deputy G.P. Southern (H)		
Deputy of Grouville		
Deputy K.C. Lewis (S)		
Deputy M. Tadier (B)		
Deputy M.R. Higgins (H)		
Deputy J.M. Maçon (S)		
Deputy S.J. Pinel (C)		

Deputy of St. Martin				
Deputy of St. Ouen				
Deputy L.M.C. Doublet (S)				
Deputy of St. Mary				
Deputy G.J. Truscott (B)				
Deputy J.H. Young (B)				
Deputy L.B. Ash (C)				
Deputy G.C.U. Guida (L)				
Deputy of St. Peter				
Deputy of Trinity				
Deputy of St. John				
Deputy M.R. Le Hegarat (H)				
Deputy S.M. Ahier (H)				
Deputy R.J. Ward (H)				
Deputy C.S. Alves (H)				
Deputy K.G. Pamplin (S)				

**The Bailiff:**

We now come on to 3 items of legislation and I am going to ask the Greffier to preside.

[15:15]

**11. Draft Sexual Offences (Consequential Amendments) (Jersey) Regulations 201- (P.106/2018)**

**The Greffier of the States (in the Chair):**

The next item of business is the Draft Sexual Offences (Consequential Amendments) (Jersey) Regulations 201- (P.106), lodged by the Minister for Home Affairs. I ask the Greffier to read the citation.

**The Deputy Greffier of the States:**

Draft Sexual Offences (Consequential Amendments) (Jersey) Regulations 201-. The States make these Regulations under Article 46 of the Sexual Offences (Jersey) Law 2018.

**11.1 The Connétable of St. Clement (The Minister for Home Affairs):**

In adopting the Sexual Offences Law earlier this year we comprehensively restructured and codified most of the sexual offences that can be committed in Jersey. This will have a far-reaching, positive effect on the experience of victims and bring the treatment of those offences more into the 21st century. But the side effects of that long overdue and wholesale revision is that there is now a number of new sexual offences, many of which consist of those offences that previously existed under customary law and others that have been abolished entirely. This means that some domestic regulations, which are listed in the report and indeed in the Articles, that relied upon the names and definitions of the old customary law sexual offences may need to be amended to take account of the new position, and this is what these amending Regulations do. As the title says, it is consequential on us adopting the Sexual Offences Law and amends the laws which are mentioned in the report to reflect the new situation. I propose the citation.

**The Greffier of the States (in the Chair):**

Are the principles seconded? **[Seconded]** Does any Member wish to speak on the principles in the Regulations? If not, those Members who are in favour kindly show. The appel has been called for on the principles of the Draft Sexual Offences (Consequential Amendments) (Jersey) Regulations. I ask Members who are not in the Chamber to take their seats. I ask the Greffier to open the voting.

<b>POUR: 43</b>		<b>CONTRE: 0</b>		<b>ABSTAIN: 0</b>
Senator L.J. Farnham				
Senator S.C. Ferguson				
Senator J.A.N. Le Fondré				
Senator T.A. Vallois				
Senator K.L. Moore				
Senator S.W. Pallett				
Senator S.Y. Mézec				
Connétable of St. Helier				
Connétable of St. Clement				
Connétable of St. Lawrence				
Connétable of St. Saviour				
Connétable of St. Brelade				
Connétable of Grouville				
Connétable of St. John				
Connétable of Trinity				
Connétable of St. Peter				
Connétable of St. Mary				
Connétable of St. Ouen				
Connétable of St. Martin				
Deputy J.A. Martin (H)				
Deputy of Grouville				
Deputy K.C. Lewis (S)				
Deputy M.R. Higgins (H)				
Deputy J.M. Maçon (S)				
Deputy S.J. Pinel (C)				
Deputy of St. Martin				
Deputy of St. Ouen				
Deputy L.M.C. Doublet (S)				
Deputy R. Labey (H)				
Deputy of St. Mary				
Deputy G.J. Truscott (B)				
Deputy J.H. Young (B)				
Deputy L.B. Ash (C)				
Deputy G.C.U. Guida (L)				
Deputy of St. Peter				
Deputy of Trinity				
Deputy of St. John				
Deputy M.R. Le Hegarat (H)				
Deputy S.M. Ahier (H)				
Deputy J.H. Perchard (S)				
Deputy R.J. Ward (H)				
Deputy C.S. Alves (H)				
Deputy K.G. Pamplin (S)				

**The Greffier of the States (in the Chair):**

Deputy Ward, this falls to your panel, I believe. Do you wish to call it in?

**Deputy R.J. Ward (Chairman, Education and Home Affairs Scrutiny Panel):**

No, I believe they are just corrections to make updates for the laws as they were updated.

**The Greffier of the States (in the Chair):**

Thank you very much. There are 11 Regulations. How do you wish to deal with them, Minister?

**11.2 The Connétable of St. Clement:**

They do what they said on the tin and what I said in my opening remarks. I would like to propose them *en bloc* and will attempt to answer any questions.

**The Greffier of the States (in the Chair):**

Are the Regulations seconded? **[Seconded]** Does any Member wish to speak on the Regulations? In that case, those Members who are in favour kindly show. Those against? The Regulations have been adopted. Minister, Third Reading? Seconded? **[Seconded]** Does any Member wish to speak on Third Reading of the Regulations? Those Members who are in favour of the Regulations in Third Reading kindly show. The appel has been called for. On the Regulations before us in Third Reading, I ask Members to return to their seats.

<b>POUR: 42</b>		<b>CONTRE: 0</b>		<b>ABSTAIN: 0</b>
Senator L.J. Farnham				
Senator S.C. Ferguson				
Senator J.A.N. Le Fondré				
Senator T.A. Vallois				
Senator K.L. Moore				
Senator S.W. Pallett				
Senator S.Y. Mézec				
Connétable of St. Helier				
Connétable of St. Clement				
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Connétable of St. Mary				
Connétable of St. Ouen				
Connétable of St. Martin				
Deputy J.A. Martin (H)				
Deputy of Grouville				
Deputy K.C. Lewis (S)				
Deputy J.M. Maçon (S)				
Deputy S.J. Pinel (C)				
Deputy of St. Ouen				
Deputy L.M.C. Doublet (S)				
Deputy R. Labey (H)				
Deputy S.M. Wickenden (H)				
Deputy of St. Mary				
Deputy G.J. Truscott (B)				
Deputy J.H. Young (B)				
Deputy L.B. Ash (C)				
Deputy G.C.U. Guida (L)				
Deputy of St. Peter				
Deputy of Trinity				

Deputy of St. John				
Deputy M.R. Le Hegarat (H)				
Deputy S.M. Ahier (H)				
Deputy J.H. Perchard (S)				
Deputy R.J. Ward (H)				
Deputy C.S. Alves (H)				
Deputy K.G. Pamplin (S)				

## 12. Draft Marriage and Civil Status (Sexual Offences Amendment) (Jersey) Regulations 201- (P.107/2018)

### The Greffier of the States (in the Chair):

The next item is the Draft Marriage and Civil Status (Sexual Offences Amendment) (Jersey) Regulations 201- (P.107), also lodged by the Minister for Home Affairs. I ask the Greffier to read the citation.

### The Deputy Greffier of the States:

Draft Marriage and Civil Status (Sexual Offences Amendment) (Jersey) Regulations 201-. The States make these Regulations under Article 2 of the Legislation (Amending Power) (Jersey) Law 1999.

### 12.1 The Connétable of St. Clement (The Minister for Home Affairs):

This really is a very minor technical amendment. The Sexual Offences Law repeals the provision in the Marriage and Civil Status Law that provides defences to certain sexual offences where a marriage is void because the other party is under age. When the Sexual Offences Law was debated in March of this year that provision was in Article 2(2) of the Marriage Law. After the debate on 26th June 2018 the Assembly approved an Appointed Day Act which activated amendment number 4 in the Marriage Law and the relevant provision now sits in Article 4(2). So now the provision in the Sexual Offences Law will target the wrong provision if it is not amended. This amendment will simply serve to enact the intentions of the Assembly in approving the Sexual Offences Law as it existed at the time of its adoption. I propose the principle.

### The Greffier of the States (in the Chair):

Is the principle seconded? [**Seconded**] Does any Member wish to speak on the principles? If not, those in favour ... the appel has been called for on the principles of the Draft Marriage and Civil Status (Sexual Offences Amendment) Regulations. Members have had the chance I think to return to their seats. I ask the Greffier to open the voting.

<b>POUR: 44</b>		<b>CONTRE: 0</b>		<b>ABSTAIN: 0</b>
Senator L.J. Farnham				
Senator S.C. Ferguson				
Senator J.A.N. Le Fondré				
Senator T.A. Vallois				
Senator K.L. Moore				
Senator S.W. Pallett				
Senator S.Y. Mézec				
Connétable of St. Helier				
Connétable of St. Clement				
Connétable of St. Lawrence				
Connétable of St. Saviour				
Connétable of St. Brelade				
Connétable of Grouville				
Connétable of St. John				



Connétable of Trinity				
Connétable of St. Peter				
Connétable of St. Mary				
Connétable of St. Ouen				
Connétable of St. Martin				
Deputy J.A. Martin (H)				
Deputy of Grouville				
Deputy K.C. Lewis (S)				
Deputy M. Tadier (B)				
Deputy J.M. Maçon (S)				
Deputy S.J. Pinel (C)				
Deputy of St. Martin				
Deputy of St. Ouen				
Deputy L.M.C. Doublet (S)				
Deputy R. Labey (H)				
Deputy S.M. Wickenden (H)				
Deputy of St. Mary				
Deputy G.J. Truscott (B)				
Deputy J.H. Young (B)				
Deputy L.B. Ash (C)				
Deputy G.C.U. Guida (L)				
Deputy of St. Peter				
Deputy of Trinity				
Deputy of St. John				
Deputy M.R. Le Hegarat (H)				
Deputy S.M. Ahier (H)				
Deputy J.H. Perchard (S)				
Deputy R.J. Ward (H)				
Deputy C.S. Alves (H)				
Deputy K.G. Pamplin (S)				

**Deputy R.J. Ward (Chairman, Education and Home Affairs Scrutiny Panel):**

They do seem to be a logical correction of reference in 2 laws that have been changed. There is no problem from the Scrutiny Panel.

**The Greffier of the States (in the Chair):**

Thank you very much. These also seem to do what they say on the tin, Minister, are you taking these *en bloc*?

**12.2 The Connétable of St. Clement:**

Yes, I propose the Article.

**The Greffier of the States (in the Chair):**

Is the Article seconded? **[Seconded]** Does any Member wish to speak on the Regulations? If not, those Members who are in favour kindly show. Those against? The Regulations have been adopted. Third Reading, Minister? Seconded? **[Seconded]** Does any Member wish to speak on Third Reading? If not, those Members who are in favour of the Regulations in Third Reading ... the appel has been called for on the Third Reading of these Regulations. Members have had the opportunity to return, I think. So I would ask the Greffier to open the voting.

<b>POUR: 43</b>		<b>CONTRE: 0</b>		<b>ABSTAIN: 0</b>
Senator L.J. Farnham				

Senator S.C. Ferguson				
Senator J.A.N. Le Fondré				
Senator T.A. Vallois				
Senator K.L. Moore				
Senator S.W. Pallett				
Senator S.Y. Mézec				
Connétable of St. Helier				
Connétable of St. Clement				
Connétable of St. Lawrence				
Connétable of St. Saviour				
Connétable of St. Brelade				
Connétable of Grouville				
Connétable of St. John				
Connétable of St. Peter				
Connétable of St. Mary				
Connétable of St. Ouen				
Connétable of St. Martin				
Deputy J.A. Martin (H)				
Deputy of Grouville				
Deputy K.C. Lewis (S)				
Deputy M. Tadier (B)				
Deputy J.M. Maçon (S)				
Deputy S.J. Pinel (C)				
Deputy of St. Martin				
Deputy of St. Ouen				
Deputy L.M.C. Doublet (S)				
Deputy R. Labey (H)				
Deputy S.M. Wickenden (H)				
Deputy of St. Mary				
Deputy G.J. Truscott (B)				
Deputy J.H. Young (B)				
Deputy L.B. Ash (C)				
Deputy G.C.U. Guida (L)				
Deputy of St. Peter				
Deputy of Trinity				
Deputy of St. John				
Deputy M.R. Le Hegarat (H)				
Deputy S.M. Ahier (H)				
Deputy J.H. Perchard (S)				
Deputy R.J. Ward (H)				
Deputy C.S. Alves (H)				
Deputy K.G. Pamplin (S)				

### **13. Draft Sexual Offences (Jersey) Law 2018 (Appointed Day) Act 201- (P.108/2018)**

#### **The Greffier of the States (in the Chair):**

Next, we have the Draft Sexual Offences (Jersey) Law 2018 (Appointed Day) Act 201- (P.108), which has been lodged by the Minister for Home Affairs. I ask the Greffier to read the citation.

#### **The Deputy Greffier of the States:**

Draft Sexual Offences (Jersey) Law 2018 (Appointed Day) Act 201-. The States make this Act under Article 49 of the Sexual Offences (Jersey) Law 2018.

### **13.1 The Connétable of St. Clement (The Minister for Home Affairs):**

If the States approve this Appointed Day Act the Sexual Offences Law will come into effect in its entirety on 23rd November this year. I am very pleased to be proposing this Appointed Day Act but I also think it is right to highlight the work of my predecessor, the previous Minister, the then Deputy of St. Peter, now Senator Kristina Moore [Approbation], I who I know was a driving force behind this work. On both our behalves, I think - if I may speak for the Senator as well - I thank all of those who have been involved in bringing us to this point, be these our own officials at Home Affairs, Law Officers, law drafters and everyone who formed part of the Criminal Justice System Board Working Group. I am really delighted and honoured to propose the Appointed Day Act.

#### **The Greffier of the States (in the Chair):**

Is the Appointed Day Act seconded? [Seconded] Does any Member wish to speak on the Act?

##### **13.1.1 Deputy J.M. Maçon:**

I would like to echo the Minister's comments. Certainly being the previous chair of the Scrutiny Panel; we worked very well with Senator Moore and I think a big round of thanks should also go to the work that Senator Vallois put through on this particular piece of legislation. She worked very hard on it from the Scrutiny perspective as well. So I just want to put that on the record. [Approbation]

#### **The Greffier of the States (in the Chair):**

Does any other Member wish to speak on the Appointed Day Act? If not, I call on the Minister to reply.

##### **13.1.2 The Connétable of St. Clement:**

I am grateful for Deputy Maçon's comments and echo them and maintain the proposition.

#### **The Greffier of the States (in the Chair):**

Those Members who are in favour of the Appointed Day Act kindly show. Those against? The Act has been adopted.

### **14. Medicinal Cannabis: right to prescribe by medical professionals (P.113/2018)**

#### **The Greffier of the States (in the Chair):**

We now move on to the final proposition, Medicinal Cannabis: right to prescribe by medical professionals, which has been lodged by Deputy Tadier, P.113, and I ask the Greffier to read the proposition.

#### **The Deputy Greffier of the States:**

The States are asked to decide whether they are of opinion - (a) that all medical professionals with the right to prescribe should be permitted to prescribe – (i) Cannabis; (ii) Cannabis-derivatives; (iii) individual cannabinoids; (iv) pharmaceutically-created cannabis-derived products (including Dronabinol, Epidiolex, Nabilone and Sativex); and (b) to request the Minister for Health and Social Services to present the relevant changes to the law necessary to give effect to this decision to the States Assembly no later than 28th February 2019, consulting, as appropriate, on the details of implementation with the Misuse of Drugs Advisory Council.

##### **14.1 Deputy M. Tadier:**

Thank you to the Deputy Greffier for reading that out. What becomes apparent is that after about 10 years in the Assembly you develop some niche areas of interest and expertise, although in my case it

is by no means very exhaustive in the case of medicinal cannabis. But nonetheless it has become a niche interest. But that is because it has become apparent to me through lots of constituency work, which it has to be said extends beyond the boundaries of the small enclave of St. Brelade No. 2, if I can call it an enclave - I do not know if it is geographically correct, but Members will understand what I am getting at. It is that these kinds of issues do not respect Parish boundaries and they certainly do not respect socioeconomic class or the normal political divisions. I think what we have today in the debate about medicinal cannabis and its usage and who can prescribe it and who can access it is really something that transcends the usual political divide. As I have said that health, and ill-health in particular, is something that shows no respect to social class or to wealth. We know that people can be struck down by the whole list of illnesses that I may refer to in a moment. I think it is absolutely fundamental that people and patients and our constituents have access to the correct medication at the right time, and that they access it in a timely manner without being subjected to unnecessary hurdles or put through unnecessary requests that are perhaps unusual and would not be required elsewhere and that certainly will not be required in the future. We can understand, I think, why the word "cannabis" and certainly those who may have memories of the old black and white films about reefer madness, *et cetera*, that there is a long legacy of fear and misinformation that has been perpetuated about certain recreational drugs. That is absolutely not what we are talking about today. I have even had it put to me that why are you asking for doctors to be able to prescribe cannabis? Surely they cannot do that. I understand cannabis derivatives or cannabinoids or pharmaceutically-created cannabis; that is OK. But surely we are not expecting G.P.s to be able to prescribe cannabis. The bottom line is because medicinal cannabis is cannabis, and you could even put it the other way round and say cannabis is medicinal cannabis. It is just a case of how it is used. You can go into a pharmacy; in Jersey you can go into the Co-op or supermarket and buy 10 packs or however many packs of Nurofen, and you can take those for a narcotic effect, and unfortunately in Jersey people do. I know some people who are addicted to those kinds of drugs ... who are addicted over the counter or pharmacy drugs, which are readily available. Drugs can be misused or they can be used correctly and that is no different for medicinal cannabis. I want to talk very briefly about some of the benefits that medicinal cannabis has and it goes back to a recent statement that our former Minister for Health and Social Services said in 2017. I seem to remember at the time he was particularly proud that Jersey was the first place in the British Isles that was leading on this issue; the first statement to be made; a year before the Barnes report had come out. That was a report that had been commissioned by the U.K. Government to look impartially at all the evidence that had been amassed through the various studies and to look at the efficacy of cannabis as a medicine. The Minister for Health and Social Services at the time said that as a principle conclusion that the report stated: "It is clear from this review that cannabis does have medicinal value and that the continuing placement of cannabis under schedule 1 of the U.K. Misuse of Drugs Act, which thus states it is of no medical value, is inaccurate and misleading."

[15:30]

But what we had after that statement is a long period of white sound, you could call it. Okay, there was a very small modification to the actual practice. You had one strain of medicinal cannabis called Sativex which is essentially T.H.C. (tetrahydrocannabinol), one of the active ingredients, it is suspended in alcohol; it is put into a little pot and it is sprayed on to the tongue. That was already available anyway on a private prescription. That is what you call a licensed product. You have licensed and unlicensed medicines, both of which can be prescribed and both of which do get prescribed by G.P.s. So at this point I am mindful to ask if there is a handout that should have been prepared. There are 2 appendices which I had prepared to circulate to States Members. I am just wondering if they might be ready during the course of this debate, and that really explains some of the arguments. I would hope they would be circulated during the opening rather than necessarily the closing of this debate.

### **The Greffier of the States (in the Chair):**

They are about to be distributed.

### **Deputy M. Tadier:**

Thank you, Sir. The 2 of those basically, without the words of merriment from Deputy Russell Labey; he can have those words of merriment later hopefully. I think people get fixated on the language and because, by and large, we are all lay people; we do not necessarily understand the nuances. The Minister may want to talk about this. He touched on them in his comments. You have licensed and unlicensed products. The issue that was touched upon in the Barnes Report shows that the very nature of cannabis being illegal, and not just illegal but being in schedule 1, which was incorrect in the first place - it should never have been under Schedule 1 because it is a medicine and it does have medicinal value and therapeutic value - meant that for years and years tests and clinical trials have been very limited on the medical usage of cannabis. But nonetheless the Barnes Report did collate all the evidence, and in my report I have just summarised that. What was found is that his paper, which was a joint paper by Dr. Barnes and his daughter, showed that there is good evidence for efficacy in treatment of pain, spasticity, for other neurological disorders, for nausea, for vomiting and for anxiety. They found that there was moderate evidence for efficacy in Parkinson's disease, to help sleep disorders, to help fibromyalgia, post-traumatic stress disorder, appetite stimulation; most of that was in the context of H.I.V. (Human Immunodeficiency Virus) infection for that study. But nonetheless, as a general rule, we know that cannabis derivatives and cannabis itself is able to stimulate appetite and that it has some limited evidence for efficacy in the following: in epilepsy, in bladder dysfunction, especially, and also in the context of neurological disorders, and M.S. (Multiple Sclerosis), glaucoma, control of agitation in dementia and Tourette's Syndrome. I remember sitting down in the coffee room watching a video, showing it to the Minister for Health and Social Services - I think it was the former Minister for Health and Social Services - during one of the many sittings when I have had to put a question to him about where are we with medicinal cannabis, when is it coming? The answer would always be: "Well, I am just as frustrated as you are. We have an issue with law drafting time, X, Y, and Z." This goes back to 2014. Members might remember, if they were here in 2014, I had to bring a proposition for 3 individuals. It was on the back of petitions for 3 individuals who wanted access to medicinal cannabis. It was within the gift of the Minister for Health and Social Services at the time to grant their wishes, but it was denied by the Assembly and it was not followed up. It was not granted by the Minister ultimately who had the ability to do that. Things have moved on so much since then, but we find ourselves in the unfortunate position again when, rather than this Assembly and this Island claiming its autonomy and its ability to affect legislation, and we are told so often that it is great that we have this Assembly which can be swift afoot to put legislation through when it is so necessary. When it comes to helping our own individuals in the Island, when it comes back to social legislation, things take so long. I am disappointed that it seems to have either taken the lodging of this proposition, and coincidentally it has happened at the same when the U.K. has made a decision. They made a political decision. The Government and their Minister said we have to recognise medicinal cannabis. Their Minister for Health over there has made the consequential changes, which came into effect last week. That is going to help tens of thousands of people in the U.K. Jersey is unfortunately doing it because we have to. We have to do this because otherwise we will be out of step with the U.K., so there will, necessarily, have to be some changes that are put in place because otherwise people can just travel to the U.K., get it prescribed over there, bring it back and that will happen. But is that not an unfortunate situation to be in when we could have done this 4 years ago? We could have stopped the suffering that we are going to hear about, I know, from other constituency representatives, so I am not going to labour the point there. Those points are already on record. There are real people in this Island, in our Parishes and in our constituencies, who are suffering unnecessarily, who either have to do without their medicine or they have to make do with suboptimal medicines because we know that many of the

medications that can be prescribed by G.P.s are often very addictive. They are very powerful, they have strong and significant side effects and they are also affected by the law of diminishing returns. If you are dependent on a strong opioid and you have been on that for a few years, it is probably going to be much less effective than when you started taking it. It is going to have a corollary of side effects, which sometimes can rival the actual main symptoms that you are trying to keep under control and it could become addictive anyway. We are talking about opioids here. Opium itself is a drug; it is something that used to be smoked by artists and it has got its own problems and it can be used recreationally, and we do not want to encourage opium use. But we do not seem to have a problem with opioid use, it has its place and we know that there are side effects. When people talk about the good cannabis and the bad cannabis, the C.B.D. (cannabidiol) and the T.H.C.; that is an overly simplistic way to look at it. People talk about the T.H.C. in the cannabis getting you high but, of course, it is a balance of the side effects versus the treatment and the symptoms. It is always a trade-off and I think this is accepted. What this debate is going to boil down to, I think and I hope, is about who has the right, initially, to prescribe these products? We are a very small island and we have got a small pool of consultants at the hospital and we have got an even smaller pool of those who are able to prescribe these products at the moment. It is, effectively, just Sativex. There are other licensed products that could be prescribed now by G.P.s and they routinely do not get prescribed because there is a cost attached to it. Even though these are licensed products, they are not on the Social Security list for free dispensation by the pharmacies and that is something that we need to look at in the future. But there is a strong argument to empower the G.P. community, which is much broader in Jersey and that is why I was pleased to have the letter of support from Professor Barnes, which was distributed earlier in the week, which I was hoping might be in front of Members but Members can refer to it if they have their iPads. He was broadly supportive of what is being done in the U.K.; I might just read from it. But he qualifies that saying: "My concern for the U.K. and for Jersey is that prescription is only allowed by doctors on the specialist register." In our case it would be 2 or 4 consultants at the hospital who may be very busy, who may not necessarily be in Jersey all the time and who may not be publicly available because they might be also doing private work. He says: "GPs are excluded. While this has some superficial appeal, I must emphasise that it is the cannabis expertise that is required and not disease-specific expertise." Because, of course, the variety of conditions that cannabis can treat goes across the illness spectrum: "Very few doctors, consultants and G.P.s included, have such expertise." He says: "I cannot see a logic in restricting prescription to a hospital consultant, which narrows the pool of expertise, particularly in Jersey." He then goes on to say that he would suggest that: "Interested doctors be encouraged to train in cannabis medicine and then they are able to prescribe usually in a shared-care arrangement with the consultant and multidisciplinary team and G.P." He explains: "There are online courses available." He has also kindly offered to provide training for those G.P.s in Jersey. I think he said free of charge but we can probably clarify that, to be able to train them up and to be able to give them expertise in that area. He said he would be happy to assist and he believes that the changes that we are debating today, as in this proposition, would assist many people in Jersey to improve their quality of life considerably. He says: "I hope the proposition passes" and he would be happy to assist as much as possible in the development of a wider policy in this regard. I think there is another reason why I am concerned that it should be left to hospital consultants; on top of the fact that they are very busy individuals, that hospital waiting times are already very long, is that we are dealing with people who have often very complex needs but the needs often have a commonality that relate to chronic pain or spasticity or something that can be helped, and it is often when people have exhausted other avenues. I am not going to read this all out, partly because I think there is an ongoing complaint, which is in the background, but he has given this advice about the experience that he has derived from somebody who is a relative, who has had an experience at the hospital. He says: "Patients are expected to have an initial consultation with a doctor." Of course you pay to see your G.P.: "Then you need to be prescribed to either see a physiotherapist, an occupational therapist and a psychologist." You have

got people turning up there and one of the things that they are asked to do is, as they put it to me, go and see a shrink. If they have got a very simple need: “I have got a demonstrably and long-term illness, which anybody could see, which is well-known to my G.P. but then I get made to go through all these hoops, including to go and see a shrink.” The idea there that they are conveying is that it is quite demeaning: “Then I have to attend another consultation with the doctor, then await a decision on whether the said doctor will let the patient have Sativex or not and this is not guaranteed. This process is taking at least 2 months. Anyone trying to gain access to Sativex is forced to go through this pathway, no matter how much pain they are in.” It goes on to say: “During the course of our conversations with this consultant, he indicated there were 16 people on the Sativex trial. He stated at the meeting there were only 2 doctors allowed to prescribe Sativex; himself and an M.S. consultant. The impression I gained was that this person, either on his own or with hospital management, are deliberately making it as difficult as possible to gain access to Sativex and C.B.D. medications.” The argument that is sometimes put to me is, we do not know if G.P.s want to prescribe cannabis, we do not know if they have the wherewithal or the knowledge to prescribe it. But we do not know whether those at the hospital, who are in a much smaller number, have ever been asked or wanted to do that. There is strong evidence from the many interactions I have had with people who have been to the Pain Clinic that this was something that was foisted upon the consultants by the previous Minister for Health and Social Services and it is not necessarily something they are comfortable with anyway. That is why I think we need as many people as possible who can develop the expertise in this emerging area of medicine. You only need to look to other places like Canada, Israel and places in Europe where they are developing regulated, tested medication, which is effective, produced to very high standards. It would not be licensed in the U.K. yet but that is because the U.K. is so very far behind and we can expect to see these products being licensed. It is quite routine as well for G.P.s to be able to prescribe unlicensed products when it is in the best interest of their patients to do that. These are professionals who have spent many years studying. The key thing for me is that these are the ones who know their patients the best. These people who are very ill might have to go and see the doctor 2 or 3 times a month, 2 or 3 times a quarter, subject to affordability and they have already got a strong relationship with their G.P.s, and this is about care in the community; I think about empowering the G.P.s, respecting them as professionals and helping develop those areas of expertise. I do not think I need to make any more arguments. I hope that people might have come here with an inclination to support this, notwithstanding that there will be comments perhaps to the negative from the Minister. But I look forward to those and look forward to the debate.

#### **The Bailiff:**

Is the proposition seconded? [**Seconded**] Does any Member wish to speak?

#### **14.1.1 The Connétable of St. Brelade:**

Just if I may ask the Deputy, I am trying to establish what consultations he has had with G.P.s generally in the Island because quite clearly to me feedback from them is essential in this proposition.

[15:45]

#### **14.1.2 Deputy K.F. Morel:**

I would like to start by thanking Deputy Tadier for his dogged work on this proposition. I know he has been working on this for a very long time. I know he has spoken to many people who suffer as a result of this prohibition. It has taken a lot of work to bring this here and I thank him for that. It is interesting that, as we debate this, what I believe is the correct step, countries like Canada and Uruguay have taken other steps to legalise cannabis for recreational issues. This, in itself, suggests to me that the idea that we have a prohibition for medicinal use is now morally incorrect and untenable as a result. At university I had the pleasure of living with a history student for 3 years and one of the subjects he studied back then was the prohibition of cannabis back in the 1920s and 1930s.

It is interesting how its medicinal use has got lost and the benefits of its medicinal use has got lost in what was or seemed to be really an industrial ... it was the paper industry, the medicines industry, their desire to stamp this down for their own patented products to be used in place of it. As a result of those commercial attempts to stop what is the useful medicine being available to people from back then, the 1930s, we are here now debating the idea that, should we use quite simply a medicine to help alleviate people's suffering? For me, if this House was to stand on the idea that, no, we prefer people to suffer rather than to use cannabis as a medicine, then I think we have to look very hard at ourselves and wonder why we are saying this. Because the evidence, as Deputy Tadier has said, is that cannabis does have medicinal properties, they are very clear medicinal properties. I have also spoken to people in this community who are suffering as a result and who are in great pain but have found that cannabis does help relieve their suffering. Some of them, we know, have been prosecuted as a result of that, of their use as well. We are, potentially, sending people to prison because they are in pain and we will not allow them to have a medicine to relieve their suffering. I find that a very difficult position to hold. I urge this House to look at what is the clear evidence that, as a medicine, cannabis is very useful. Cannabis can help members of our own society relieve pain. It is not just pain, it is also actual conditions; glaucoma was mentioned and other things. Finally, bring this House to a point in the 21st century where we can rectify those wrongs of the early 20th century that have led us to the point here today. Please, I urge you all to support this proposition.

#### **14.1.3 The Deputy of St. Peter:**

Let me please share the experience and challenges of 2 St. Peter's residents. Firstly, let us call him Dan broke his back in a motorbike accident 14 years ago; he is still only 30. He is paraplegic and paralysed from the chest down. He is normally positive and tries his best to live as normal a life as his debilitation will allow. The injury has left him in chronic pain. Up until 5 years ago Dan was self-medicating by growing cannabis in his garden. He had no need for chemical drugs and was living a reasonably positive and relatively pain-free life. Unfortunately for Dan, his neighbour reported him to the police, who raided his house. He was arrested, subsequently bound over and clearly cannot risk reoffending, as he fears he will end up in La Moye. Dan suffers from spasms and cramps in his stomach and legs, pain in his nerves, neck, back joints, regular bladder and stomach infections, constipations. Dan is type 1 diabetic and, worst of all, suffers from P.T.S.D. (Post-Traumatic Stress Disorder) and depression. Four years ago Dan took an overdose, obviously he survived. He is now on a cocktail of drugs, including Tramadol and Diazepam, to try and alleviate all of the above. He is also on drugs to alleviate the side effects of the drugs that he is on. Many of the drugs are highly addictive and known to have long-term detrimental side effects, such as high blood pressure, liver and kidney damage. This has to have an effect on his life expectancy. Dan is convinced that medical cannabis removes dependency on these very strong and powerful drugs, will reduce his pain and significantly increase his quality of life. I quote his desperate plea: "Been paralysed for 14 years, now starting to take its toll. Things are starting to get worse. All I ask is for you to grant me something to improve my life and make things much better for me." Secondly, let us call him Edward had a slipped disc, which was operated on 20 years ago. This has left him with numerous damages to the spine, including osteoporosis and spondylitis throughout the lumbar spine. Edward's history is long and complicated. But the large major event was 5 years ago when Edward was diagnosed with a severe brain injury. It is major damage to the left-hand side, which affects some motions, memory and he suffers from chronic cluster headaches. These are so unbearable that if you Google it you will find it is known for the right reasons and obvious reasons as the suicide headache. Edward spirals into serious depression and for a stage tried to use alcohol as his way out. Suicide was considered on at least 10 occasions. All the while Edward is virtually housebound with little energy and the desire to participate in life. What energy he has, he has helped keeping St. Peter's churchyard tidy. Like Dan he is on a similar cocktail of heavy drugs for pain and muscle spasms. He suffers undignified bladder problems, desperate constipation. He has no appetite and



feels permanently sick. Edward's quote: "I am being killed by pharmaceutical drugs, when there is an alternative natural product out there. Please, give me the opportunity to prove it works. What sort of life is this?" The common theme between these 2 is they have both done enormous research into the benefits of medicinal cannabis. They are both convinced it will bring a dramatic improvement to their lives. They will go from surviving in chronic pain, from day-to-day poisoning themselves with incredibly strong pharmaceutical drugs to, hopefully, being able to return to and contribute to society and share the skills and the compassion that they clearly have to offer. There is no other way out for them. Who are we to deny them the opportunity of a pain-free life? Let us not deny them hope for the future. [Approbation]

#### **14.1.4 Deputy J.M. Maçon:**

As part of the health team, we had a briefing with the head of the Pain Clinic and the Chief Pharmacist in order to understand how we should approach this proposition. I am sure Members would have read the comments from the Minister for Health and Social Services in great detail. I just want to point out that this debate is not: should cannabis be a medicine or not be a medicine? We are already at the stage where we understand that, yes, it does have health benefits. The point of this particular debate is: how should this particular product be issued? That is what this debate is about and the form in which that should take. One of the issues that was raised with us from our qualified officers was looking at the proposition, part (a), which looks at cannabis, cannabis derivatives, individual cannabinoids and the pharmaceutically available cannabis-derived products. The Minister will correct me if I am wrong but I think part (iv) of this particular proposition is superfluous because, technically, that is already available. What we are looking at today is about whether cannabis should be available to people in its raw form; that is how I interpret Deputy Tadier's proposition, should we prescribe cannabis? I understand that to be in the raw form and what are the health implications for that? When we heard from the head of the Pain Clinic what he started talking about was the issue around dosage. For clinicians to prescribe things, what they want is the ability to know how strong a medicine is and that they can regularly rely upon the strength of that particular product. The issue of if you prescribe cannabis in its raw form, how do you guarantee the dosage of that particular product, which will vary, depending on the particular plant or leaves that you are using at the time? Which is why we are having problems with this particular proposition because we cannot, for clinical reasons and for medical reasons, guarantee the dosage. What we understood from the practitioners is that is something that they want when prescribing a medicine and this should always be clinician-led. The issue is, when you look at other medicines it is how you go through the medicine regime. For example, the same type of reasons that Deputy Morel talked about, there are other products that provide pain relief. They used to be called medical poisons because in some cases, yes, they can provide medical benefits but, of course, with any health practice it is always looking at the cost-benefit analysis of what a substance will do to your body. Sometimes clinicians have to take those decisions, something that is still a poison but it might, in the short term or long term, help you. It is not exactly the same but go with me because I am looking about how we licence a medicine, is we, for example, know that opium has medicinal benefits but we do not, therefore, prescribe poppy sacks for people and say: "There you go, go away and take it." This is what is being asked for in the form of cannabis; here was the raw product - or if I am wrong I am sure Deputy Tadier will swiftly correct me when he sums up - but, as I read it, it is asking for the raw product. Even in the Barnes report when it looks at looking at the aspects of medicinal cannabis, even then it discourages the smoking of the product. He does look at the vaporising of the product but, again, it also points out that there are so many variables within that; the size of the ventilator, how that is done, whether you are looking... and, again, this is the point I am trying to make, is about the regular and consistency of the dosage. This proposition is causing us problems in that what is being asked for does not do that. The point I am trying to make here, it is not saying cannabis is not a medicine or does not have medicinal property, the issue is around how it is taken and whether our doctors support how it is taken. What

is being asked for at the moment is not something that we have advice from our officers that that is something that at the moment they support. Of course, it would be a disservice to this Assembly that we not make them aware of that. We might have other opinions on cannabis, its use, whether it should be decriminalised; what is the sense of putting people in prison for using it and do we not have other criminals to look at? Should it be a business? Would it be beneficial to our agriculture business within the Island? That is another debate; that is a different debate; that is not the debate that is before us today. What we are asking for is how we in Jersey go about licensing different medicines; that is the debate. There is a regime that we have in order to do that. Again, you can make the same emotional arguments; we know cancer treatments, there are people casting at different cancer treatments that have not been approved, for example, by N.I.C.E. (National Institute for Health and Care Excellence) or the other regulatory bodies here. How do you make that particular argument about what should be allowed and what should not be allowed? Certainly it should not be politicians making that decision, it should be the clinicians and we have to go on clinical advice. At the moment our G.P.s and those officers that I have already referred to have not said that we have the clinical advice to proceed in what is being asked for. I hope that has helped inform the Assembly in making their decisions. If they want to have a decriminalisation debate, that is fine but that is another debate; that is not the one we are having today. We have got to resolve this issue of dosage inconsistency for patients. None of us here want to see anyone suffer unnecessarily, of course not. But there is a medical regime which we should be going through and, really, is it for the political process to be dabbling in that? We will see, will we not?

#### **14.1.5 Deputy J.H. Perchard:**

I am finding this debate very difficult because, of course, the stories, the personal stories and experiences that we hear are incredibly moving, emotive and have moved me. Of course, there is a general agreement that certain cannabis-based drugs do provide some level of medicinal support. But what I am grappling with, and what I hope Deputy Tadier will resolve for me in his summing up, is that the research is a lot more divided than I think is often presented on this topic. When we are looking at studies people often say for every study in favour of something you can find a study against it and that is certainly true.

[16:00]

But the quality of those studies is what we should be looking at; the number of people in the trials, the reputation of the specific publication in which the study is presented, are very good indicators of the quality of the study. With this in mind and with this debate looming I undertook lots of reading from what I consider to be reputable medical journals and I find them divided themselves and that, for me, poses a real question of uncertainty because if those experts ... and remember people who produce these studies are the experts, they are world-renowned medical experts who have undertaken years and years and years of academic study and dedicated their lives to the pursuit of very specific niche academic interests. When that community is divided, I do not feel very equipped to then make a decision on behalf of other people's well-being and health. What has permeated through most of the studies I have read is the conclusion that, yes, there are definite benefits to cannabis for a very specific niche of patients, particularly those with M.S. However, what has also been stated repeatedly on both sides of the argument, is that the long-term effects have not been well-documented in proper research: "The potential psychiatric long-lasting effects, such as psychosis and depression", I am reading from one of the studies here: "Cognitive deficits and addiction" have not been suitably examined. On a short-term basis pain is relieved and when I say "short term" I am talking about the period of 6 to 8 weeks pain is certainly relieved. But that is as far as I have personally been able to go when it comes to carrying out research in this myself. Obviously, there is a conversation I have to have myself before the end of this debate about whether I should vote in favour and, therefore, let other medical experts make that decision for me in a way when they come to prescribe things or

whether or not this uncertainty in the academic realm itself is good enough reason to reject the proposition. I say this while remaining on the fence at the moment and welcoming some kind of light to be shed. If the Deputy does indeed have any particular references to studies that help clarify some of the points I have raised, I would be very, very keen to see them and witness them. I am very much in favour of being swayed by evidence but at the moment the evidence does not seem to exist in the academic world at least.

#### **14.1.6 Deputy S.M. Ahier:**

First things first, as of 1st November, which was last Thursday, medicinal cannabis has already been available on prescription in Great Britain. In supporting Deputy Tadier's proposition, we will be following the example set by the British Government, which has now made it legal for some 80,000 medical practitioners to prescribe cannabis products. The Home Secretary clarified back in July that he had sought the advice of 2 sets of independent advisers and that these advisers had all concluded that this was the right way forward. The Advisory Council on the Misuse of Drugs in England the Misuse of Drugs Advisory Council here in Jersey have both recommended allowing doctors to prescribe cannabis-based products in circumstances they deem clinically appropriate. It is also worth mentioning that the move seems to have enjoyed broad support since Mr. Javid made his announcement. I would like to keep this brief. Deputy Tadier's proposition asks only whether we believe that doctors should be able to prescribe this controlled substance should they see a medical reason for doing so. We are not being asked for our medical opinion, rather we are being asked to trust the professional judgments of our medical practitioners. We are not being asked today about the possibility of legalising cannabis for recreational use, we are being asked simply whether doctors should be able to prescribe medicinal cannabis if they feel their patients could benefit from it. According to the Home Secretary, the decision to make cannabis available on prescription was undertaken to assist patients with, and I quote: "An exceptional clinical need." If indeed there are such patients in England, Scotland and Wales, then it stands to reason that there must be patients in similar need here in Jersey. It is for this reason that I am in support of the proposition. **[Approbation]**

#### **14.1.7 Connétable R. Vibert of St. Peter:**

Firstly, I would like to say that I fully support the legalisation of medical cannabis products. However, as Deputy Maçon pointed out, this proposition is somewhat different to what the U.K. have just legalised. The U.K. have legalised medical cannabis products, they have not legalised doctors prescribing raw cannabis. As a Centenier and in a Parish where we dealt with all postal importations of cannabis products, I had the opportunity to speak with quite a large number of particularly young people. I can remember 3 or 4 cases where they had suffered the adverse effects of cannabis, which had led to depression, in one case psychosis. In fact we were able to help those people, rather than put them through the system. You cannot simply use the term "cannabis" because cannabis has many different varieties; some are high in the T.H.C. element, which causes depression and psychosis. Therefore, in its present form I would not support the proposition, simply because it goes beyond what the U.K. have done recently and it does not make proper distinction between cannabis itself and cannabis products. Before I could support it that definition would have to be made.

#### **14.1.8 Deputy T. Pointon of St. John:**

I do not have a lot to say this afternoon but I am concerned that people in speaking about this matter have in the background of their mind the scaremongering that is around in relation to cannabis. For many, many years cannabis has been seen to be that psychoactive drug that drives everybody into a psychiatric crisis and then moves them on into addiction of other sorts, that is addiction to morphine, heroin, other opiate drugs that are currently very dangerous but very widely used by the medical profession to treat pain, to treat anxiety, to treat a myriad of malady that would be part of the myriad

of maladies that cannabis could assist with. These drugs I just mentioned and name but a few, Tramadol, Codeine, Fentanyl, Morphine; they are all opiate derivatives, they are all highly addictive and there are many people in our society addicted to them. I was at one time in my life in charge of an addiction unit in the city of Cambridge. I have just been back there for a short while and it was enjoyable as well. But that addiction unit treated a whole crowd of heroin addicts but these heroin addicts were all leading very informed lives. They were university lecturers, they were university professors who had become addicted because of illegal heroin. They had not started with cannabis, they were in the fortunate position to be able to afford heroin. But they were leading successful lives and we were able to assist them to get away from it. Cannabis has never been the same issue for drug addiction services. It has always been an issue of legality and we have been prosecuting people for years for taking what is a relatively mild drug. To be able to use cannabis for medicinal purposes will greatly assist those people in our society who have pain, Parkinson's, M.S. and other medical difficulties, for which the medical profession have very short supplies of appropriate medication. Let us bring medical cannabis into the frame to allow the medical fraternity to offer the drug to people who need it.

#### **14.1.9 Deputy R.J. Ward:**

I would like to speak in favour of this proposition for a number of very simple points. We have an opportunity here to provide relief from pain and suffering to many in a very simple way. To move on from that emotive argument - and I do realise that some people are trying to look technically - what this does is gives access to a drug in the same way so many other commonly used drugs, which are more damaging, and opiate derivatives has already been said, but it does so with the professionalism and the ability and the knowledge of G.P.s that people trust. I would say there is one other key thing, this is also a very patient-led drug due to the need of specific individuals who know their condition or are looking very specifically to alleviate their conditions using a drug that they know works. That is so important that we enable people to deal with their own ailments if we are going to have a health system that works for them. There are pieces of evidence, many pieces of evidence, Professor Michael Barnes's letter that is here and there will be many references. I think we have to be very careful that we can look for evidence against just about anything. But what we do, and to sum up, by enabling this law is we give every opportunity for a G.P. who knows their patient to help engage with that patient, who knows their condition, using a chemical that is far less destructive than the opiates that they only have the choice to use at the moment. I very much hope that you can support this proposition.

#### **14.1.10 The Deputy of St. Ouen:**

I had the pleasure of meeting at least one of the constituents that the Deputy of St. Peter has spoken about and he put an excellent case forward and the description of how he lives his life was quite heart-rending. One can only have empathy with people in that situation who are suffering severe degrees of pain. I have met others who tell me that also and wish to take medicinal cannabis. But I am asking Members not to support Deputy Tadier's proposition today and instead I will be asking Members to let the process go forward, which I have explained before in questions, whereby under advice I will shortly be making an order that will enlarge the facility for our hospital consultants to be able to prescribe, and I will explain why. In Jersey, like other jurisdictions, we are, therefore, taking a cautious step-by-step approach in this area. The reason for that caution is very good because the extent to which cannabis and cannabis-derived products have a medical benefit does remain subject to debates. Deputy Perchard has alluded to this. This is because for a long, long time all forms of cannabis have been illegal, so there has been very little research done and studies. That is now being undertaken but it is only at an early stage and it is true that the long-term effects of cannabis are still under debate. Far better to be cautious, not to be the leader among the British Isles but to take a step-by-step approach. The current position is that all doctors, including G.P.s, are currently

legally able to prescribe Dronabinol, Nabilone and Sativex because those are licensed medicines and they have undergone all the clinical trials you would expect for a licensed medicine and they are able to confirm safety and effectiveness in pain relief. Doctors, including G.P.s, have been able to prescribe those for over 10 years. The other licensed medicine, Epidiolex, will soon receive its similar authorisation as a medicine and, again, that will be able to be legally prescribed by a doctor. Those are the medicines that Deputy Tadier mentions in part (a)(iv) of his proposition. There is no need for the States to pass a resolution saying that doctors or G.P.s should be able to prescribe those; they can. But there are coming on to the markets various cannabis-based products that are not licensed medicines.

[16:15]

This is where the difficulty arises because they have not undergone clinical trials to confirm safety and effectiveness. But some of them are manufactured or produced to good manufacturing practice standards and standards that are recognised throughout the E.U. and the U.K. My predecessor Minister previously announced his intention to make an order under the Misuse of Drugs legislation, permitting certain specialist hospital doctors in Jersey to legally prescribe those quality assured products, even though they are not licensed medicines, as such. As I have commented before in answering questions in this Assembly, the drafting seems to have taken an inordinate time, but I am advised that the final draft will be prepared by the end of this week. However, at this time, in accordance with drafting instructions, the draft order will not enable G.P.s to legally prescribe those products. That reflects the advice provided by the Misuse of Drugs Advisory Council to my predecessor. It also reflects the situation in the U.K. Deputy Ahier may have been under the misapprehension that in the U.K. all doctors, including G.P.s could now prescribe these products. That is not the case. The U.K. have limited their prescribing to specialist doctors, in effect, hospital consultants only. The Misuse of Drugs Advisory Council will be considering this issue again very shortly. It is meeting on 20th November. On its agenda it is considering whether G.P.s should be able to prescribe all these cannabis-based products or unlicensed medicines. I do recall that its former advice was that it should be limited to the specialists in our hospitals. Those specialists can make decisions on prescribing cannabis-based products on a case-for-case basis only when the patient has an unmet clinical need that cannot be met by licensed medicines. It is important to realise that any prescribing and dispensing of unlicensed products comes with additional professional responsibilities for both the prescriber and the dispensing pharmacist, because there is no assurance of clinical trials and there is no licensing process for these products. The prescriber has to take responsibility and accept the liability for any adverse reactions associated with the products use. There is no clinical data to demonstrate the safety and effectiveness of those products. There is nothing known about what the optimum dose of those products might be or what the frequency of administration should be or what the short and long-term side effects might be. In addition, there are limited studies supporting a clear expiry date for any of the products. It is frequently the case that the unlicensed products come without detailed patient information. We know that when we have a licensed medicine there is often a crinkly sheet of paper in the box and you roll it out and there is very small print with loads and loads of information if you wanted to read it all. The unlicensed products, I understand, come with very little of that. So it is imperative, I suggest, to recognise the limitations and the risks of using unlicensed products. That is why the General Medical Council in the U.K. has issued guidelines to those consultants in the U.K. that are able to prescribe. Deputy Tadier has circulated those guidelines. They make clear that unlicensed medicines may be prescribed where there is no suitably licensed medicine that will meet the patient's needs. The prescriber must also be satisfied that there is sufficient evidence or experience of using the medicine to demonstrate its safety and efficacy, take responsibility for prescribing the medicine and for overseeing the patient's care, monitoring and any follow-up treatment or ensure that arrangements are made for another suitable doctor to do so and make a clear, accurate and legible record of all medicines prescribed and, where

you are not following common practice, your reasons for prescribing an unlicensed medicine. If such guidelines have to be followed, and I do stress that these unlicensed medicines should only be prescribed where there is no suitably licensed medicine that would meet the patient's need, then I am sure that a patient in that situation would already be under the care of a consultant. If their G.P., with them, has gone down the road of trying to address the pain they are suffering and tried all the licensed medicines recommended and still cannot find an answer, that patient would have long before been placed under the care of one of our consultants. With the concept of shared care, it is not just the G.P. that should take the responsibility of prescribing a product when a patient like that would be under the care of the consultant. The G.P. and the consultant should be working together and I expect would be working together to address the needs and to work out whether they think that a cannabis product, an unlicensed medicine, would be an appropriate prescription to make in that case. I cannot practically see a scenario where a G.P. would automatically write out a prescription for this unlicensed product, because the G.P. must first go through all the licensed medicines to address the patient's needs. If those licensed medicines do not work, that patient very much more than likely will already be under the care of a consultant. It is safe to proceed on the basis that the previous Minister proposed, and the order that is coming forward will put in place these unlicensed products should be prescribed at this stage only by consultants. The head of the Pain Clinic at the Jersey General Hospital is fully supportive of that arrangement and he stresses the need for a proper medical pathway to facilitate informed consent. I would like to point out, in the note that Deputy Tadier has circulated to us, the email he received from Professor Barnes, who he calls in aid of his proposition. However, Professor Barnes says: "It is cannabis expertise that is required and not disease-specific expertise." Very few doctors, consultants and G.P.s have such expertise. I know this was read during Deputy Tadier's speech, but I would like to repeat it. Professor Barnes says: "I cannot see the logic in restricting prescription to hospital consultants, which narrows the pool of expertise, particularly in Jersey." But he does go on to say: "I suggest that some interested doctors are encouraged to train in cannabis medicine and are then able to prescribe." So not even the expert view that is called upon by Deputy Tadier, supports the prescribing of these products by all G.P.s. Professor Barnes is suggesting that there needs to be an expertise to prescribe and doctors should be trained in cannabis medicine before they can. He is being cautious. He accepts that not all should have the powers to prescribe. He is adopting a step-by-step approach also. For the moment, I believe the best course of action would be to limit prescribing to our senior clinicians and those with most expertise in medicine. I have said that the Misuse of Drugs Advisory Council is meeting on 20th November and that was one of the reasons why I had understood Deputy Tadier had initially suggested deferring this debate, but he has not. I could not ask for the Council's meeting to be brought forward prior to this debate, because it involves a lot of busy people who sit on the Council. However, they will be meeting and I can seek their advice. I know they will already be considering whether G.P.s generally should be able to prescribe, but I can seek their advice and I would be willing, and I can undertake to do that, if the Assembly supports this approach. I would seek their advice upon the online courses or other training that might be available to G.P.s and their view on training G.P.s in the community to prescribe. So that we ensure, before any unlicensed medicines are made generally available in the community, they are carefully assessed and patients will not be exposed to undue risk. At the moment, I do not believe there is any appetite from G.P.s to be able to prescribe these products. None have made that request to my department. It seems to me that States Members have not received any emails or letters in support of the proposition from local G.P.s. We know when we discuss the retail industry we get the Chamber of Commerce and many retailers writing to us. When we discuss labour shortages in agriculture we get Farmers Union and farmers writing to us. Here we are discussing what G.P.s should be able to prescribe, but I am not aware of any movement, any great wish yet, from G.P.s to be able to prescribe unlicensed medicines and take the responsibility for doing so. I would urge Members not to take the great leap suggested by Deputy Tadier's proposition, but instead to allow the step-by-step approach to be taken, as I have suggested. I thank Members.

#### **14.1.11 Deputy J.A. Martin:**

The Minister has some of what I was going to say, because it was based partly on the email from Professor Michael Barnes. He has read the proposition with regard to medical cannabis. Medical for ... medicinal cannabis is in the next sentence. I want to ask the Deputy when he sums up, because the jury is out for me at the moment, but (a)(i) says “cannabis”. Now, I know it has got to be prescribed, but what does this cannabis ... I have heard what the Minister for Health and Social Services has said. I understand there are lots of derivatives from cannabis that is absolutely fantastic for pain. I agree with what the Deputy of St. John said, that they are fantastic for pain and as good as what we are already prescribing. Some people are getting hooked on really high doses of painkillers. I am not against. Every time Deputy Tadier has brought anything on medicinal cannabis and the petitions he brought I supported him. Like him, I know some of the families that this affects. However, I get so angry when I think Deputy Tadier and the Minister for Health and Social Services are nearly there, but had a chat, could not wait, push it through, because this is me and I want to push it through. I am sorry, I am talking about the Deputy who is behind me, but that is just the way it is. He could have worked further with the Minister for Health and Social Services. I have not heard one argument yet to say: “Do not; it is not good for your health.” That was 10 years ago. That was 5 years ago. Everyone knows now. And the world is moving very quickly to say: “Yes, get it. Let us have it. Prescribe it. Let the people who need it, if it stops them having a fit every 2 seconds, absolutely. If it is your child or your elderly parent, whatever, whatever, whatever, if it is you, you want this stuff. I just do not think the Deputy has gone about this final bit the right way. Anyone who can prescribe ... we have nurse prescribers. If you read it literally, nurses could prescribe. If we had done the little bits of tweaking and waited 2 weeks, I think we would have had the whole thing near enough through. I am still uncomfortable, because I do want to support this. The Deputy of St. Peter and the Deputy of St. John talk about that these are not being textbook cases, these are people’s lives.

[16:30]

I am forced now to want to say: why does that say “cannabis”? Why does that say everyone who can prescribe? It is too much. If the Deputy had sat down properly and spoke to the Minister, I think he did, tweaked it, put it off a week, we would have all been humming all the way home. I will listen to the Deputy, but I just think he has put me and probably a lot of other people in a very awkward position, because everything in my body says I want this to go through, I want to make sure they are getting the right stuff, the strong stuff, but this to me does not do it. Thank you.

#### **14.1.12 Senator K.L. Moore:**

Really this follows very quickly on from Deputy Martin. I thought it was a good opportunity to remind Members of one of the stories from *A Doctor’s Occupation*, which as everybody will know is an excellent account of a G.P.’s experiences serving the public here in the Island during the Occupation. One of those stories seems very relevant and quite pertinent today, in that the doctor, Dr. Lewis ... at one point the Germans decided that they were going to allow brandy to be prescribed to members of the public for a brief period. So Dr. Lewis experienced a flurry of activity as people called him up and said that they had various different ailments and they required a tot of brandy as a prescription to help them with said ailment. It was a story that was recounted with some comedy in the book. However, it does have a little relevance because in taking this step that Deputy Tadier is asking us to take today we are making quite a bold step. I do though thoroughly sympathise with some of those patients that the Deputy of St. Peter referred to. Having met with one of them in particular, he did describe very clearly his desire not to take another pharmaceutical and that was the reason why he was not keen to take a medicinal cannabinoid product, but to take cannabis itself. We are being put in a very difficult position today. As Deputy Martin just said, a little additional time might have seriously helped. I appreciate that the Deputy of St. John has a lot more hands-on

experience than I do myself, but to say that this is a relatively mild drug when there is a wide gamut of cannabis derivatives. My own personal experience is I know of at least 2 lives that have been substantially cut short or ruined by psychosis that has been caused by cannabis products. I would suggest to the Assembly that as an Island we have been relatively quick to respond to this changing and developing situation and to take the leap to bring this forward by February of next year just seems a little too quick. I think the Minister is trying to be helpful to Members by providing a compromise position for us to move carefully into a position that can help people who are in need and requesting a different approach and a different form of pain relief. I will not be supporting Deputy Tadier's proposition.

#### **14.1.13 Deputy G.P. Southern:**

I too considered not speaking at all, until I heard the current Minister for Health and Social Services give his speech. I thought it was quite fascinating to see a legal mind find a way through contradictory evidence and suggest that his was the best way forward. Despite calling into the question: dosage, safety, testing and even efficacy, which is without doubt established, he described what Deputy Tadier wanted as a great leap, when in fact it is a small step. I believe the science is established and the efficacy is proven. We had this great fuss about what unlicensed products means and what off-label might mean. The danger was that these G.P.s or others would be prescribing drugs willy-nilly. What we have is off-label means that the medicine is being used in a way that is different to that described in the licence. Some examples of off-label uses are using a medicine for a different illness to that stated in the licence. Doctors may have found that the medicine works very well for a particular illness or condition, which has not been tested. This use may be supported by expert groups, but the drug manufacturer has not extended the licence. So it is a normal process, using one drug, which is proven to be safe, in many cases, for another particular situation; using a medicine in an age group outside the licensed range, so prescribing for children or for the elderly, again perfectly acceptable and perfectly capable of being monitored and used properly by a doctor and using medicine at a higher dose than is usually stated in the licence or in a clinical manner, amending the dose to suit. Unlicensed use means medicine as has a licence is other countries sometimes, but not the U.K. It has to be imported, because it is not available in the U.K. Again, it is something that has been tested, by others, but not by the U.K. yet, so not wild, random use, but tested and careful use. Medicine has a licence but needs to be made up to be taken in an unlicensed formulation. Again, the licences are very specific. This is usually as a specially prepared liquid for someone who has difficulty swallowing licensed tablets. Occasionally medicine has no licence at all. These are often medicines used for treating rare illnesses. The manufacturer may have decided it was too expensive to carry out clinical trials or it would be too difficult to find enough patients for the clinical trials needed to get a licence. So occasionally there is a medicine that is genuinely unlicensed because simply it is incapable of being clinically tested on enough people to receive a license. Nonetheless, that does not make it some dangerous bogeyman practice. In fact, what we have is careful prescription by doctors, whether they are G.P.s or consultant specialists. Here, I must turn to the Minister for Health and Social Services' argument, particularly when he was quoting the words of Professor Michael Barnes, who has written the latest report, an in-depth report: "My concern for the U.K. and for Jersey is that prescription is allowed only by doctors on the specialist register." Ask yourself: how long does it take to get a specialist appointment on this Island at the moment for whatever your illness, painful or otherwise? It is standardly months and, in some cases, a year long in order to get to see a specialist. That is what is being suggested to us now. G.P.s are excluded. While this has some superficial appeal, I must emphasise that it is cannabis expertise and not disease specific expertise. Very few doctors, hospital consultants and G.P.s have such expertise. I cannot see the logic in restricting prescription to hospital consultants, which narrows the pool of expertise. What he is saying is, yes and some G.P.s will want to gain that expertise to be able to prescribe appropriately and under clinical conditions appropriate to the client. Yet, the Minister for Health and



Social Services found an objection in those words. I, for one, cannot see how that logically holds together. Some, but not all, will want to prescribe and will feel comfortable prescribing and will use their usual expertise well. That is the prospect. It is not a leap in the dark or otherwise. It is a small step.

#### **14.1.14 Deputy R. Labey:**

I do not think I can agree with Senator Moore that we have been relatively quick here or the approach by the Minister for Health and Social Services that it is careful step-by-step approach. It feels to me like the Health Department politicians have dragged their heels on this issue. I think they need a kick, a boost, and that is why I will be supporting Deputy Tadier. My knowledge of this only extends to a couple of programmes I made for the BBC in the mid-1990s about senior citizens having to get cannabis where they could to relieve tremendous pain and it was extremely effective pain relief. The trouble with spending a lot of time deciding on the minutiae and the niceties of who should prescribe it is that people are self-prescribing cannabis every night on street corners at dusk, doing deals with drugs dealers to take back to their spouse, who might be in their 70s or 80s, so they can crumble something in their yoghurt and finally the person can get pain relief. I have seen it. When you have seen it first-hand it ... pain is not noble. Suffering does not bring you closer to your particular deity. Suffering and pain is misery. It is life destroying. If I can do one thing in this Assembly to hasten people's pain relief then I will do that thing. I will take that thing. I listened to the speeches of the Deputy of St. Peter and the Deputy of St. John, which I think were very, very important speeches in this debate. If the Constable of St. Peter has an issue with part (a)(i) or the first part or just the word "cannabis", I am sure Deputy Tadier will explain it in his summing up, but you do not have to vote for that particular part of the proposition, do you? We need to push this along. I have to commend Deputy Tadier's work on this issue. People want to run a mile from anything that is drug related, but this is medicinal. I met a woman the other day, out of desperation she had gone up to the Jersey hemp people and picked up some hemp oil and had somehow taken it, I do not know how, and do you know what? It did relieve her pain. That is a different thing, but it did relieve her pain. Just imagine if she can get the appropriate medicinal cannabis, it is going to completely change her life. People are using unlicensed drugs. Unlicensed drugs are saving lives day in day out. I am not the only one in this Assembly who knows somebody under treatment and the clinician has said: "Would you like to try this, it is on trial at the moment? It is not licensed yet." I know a woman who had a non-Hodgkin lymphoma diagnosis in the mid-1990s, was told: "Spend the next 12 months doing exactly what you do, because that is how long you have got. But: "Oh, we have this, if you want to try it. You are going to have to sign a disclaimer and we can put you on this." She is still here today, defying all logic. So people are using unlicensed drugs. People are self-prescribing, self-medicating. Every single prescription you can pick up from a G.P., you can potentially abuse and overdose on by taking too much. I am not sure how you overdose on cannabis, perhaps it is possible, but I am not sure. I am not an expert. However, I do know this, we need to push politicians and the departments responsible along on this issue. We need to give them a kick. This is what this proposition will do. It will send an important message.

[16:45]

We have waited too long for this. People are suffering. People are in pain. We can do something to relieve their pain a little bit quicker. If we can do that today, we should take that opportunity, and I certainly will be.

#### **14.1.15 Senator J.A.N. Le Fondré:**

It is a bit difficult to follow that last speech because there is obviously a lot of passion and lot of emotion in there. I think the comment I would say is that if one follows the comments of the Minister for Health and Social Services, he is expecting an order this week. I do not know why it is taking

him so long but there is a change coming and that is a step forward and that is progress. I am very pleased to follow the comments both by Deputy Martin and Senator Moore. I just really want to emphasise, in my view there has been a sea change from my point of view and also comments from the Minister for Health and Social Services. This is unknown territory, to an extent. I will just add, and I know Deputy Tadier has placed a degree of reliance on Professor Barnes's work and he did some work for the A.P.P.G. (All-Party Parliamentary Group) in Westminster on this. But I am not entirely clear, I do not know the background. There is a suggestion he may be a pro-campaigner in some shape or form anyway for some limited legalisation of cannabis, so it may well depend on what angle you come from as to the nature of the report for basing a lot of that information on. But it is also clear that certainly ... and this is very much researched by Google, which is not a good place to be, is that the chairman of the Royal College of Psychiatrists is quoted as saying that: "Cannabis contained significant health risks for some individuals; use increases the risk of developing psychosis, depression and anxiety." Just picking up the comments from Deputy Perchard, and that is the question: what is the risk? But I just want to come down to the actual proposition, to an extent and this is where other people have already made the comments and I might wish to direct a comment or a query towards the Solicitor General if it is appropriate. Because obviously my interpretation of (a)(i) is it says "cannabis", it does not say "medicinal cannabis" or anything along those lines. Really, I was just wondering, is this, effectively, legalising cannabis for all intents and purposes? I do not know if the Solicitor General can comment on that or whether the Solicitor General has got any information as to how this proposition relates to what has been approved in the United Kingdom in terms of the legislation side and then I would like to carry on if he is able to comment.

**The Bailiff:**

Solicitor General, are you able to help us?

**Mr. M.H. Temple Q.C., H.M. Solicitor General:**

Yes, Sir. The U.K. have passed what are known as regulations, which came into force on 1st November, this month. The definition adopted is in regulation 3 of those regulations and it says that: "It relates to a cannabis-based product for medicinal use in humans." That definition has 3 criteria that need to be met; the first is that it is or contains cannabis, cannabis resin, cannabidiol or a cannabinoid-derivative, so that is the first part. On its face taken alone, that would seem to indicate that it does include cannabis. But then there are 2 other parts to the definition, which also need to be fulfilled. The second part is that it is produced for medicinal use in humans and then the third part is that it is a medicinal product or a substance or preparation for use as an ingredient of or in the production of an ingredient of a medicinal product. A key part of what has been approved in the U.K. is that the particular substance has to be a medicinal product. A medicinal product is one that is defined in their legislation under the Human Medicines Regulations. A key question is whether cannabis, in its raw form, has been approved as a medicinal product under the Human Medicines Regulations 2012. I would be surprised if it has but maybe that is something that the Advisory Council could assist with. But it is a complex definition in the U.K. legislation. Looking more widely, the proposition, as I take it, is not seeking to legalise cannabis broadly, it has obviously got to be prescribed by a doctor, whether that be a G.P. or a specialist consultant. But the definition in the U.K. legislation is a complex one.

**The Bailiff:**

I am sure you are better informed.

**Senator J.A.N. Le Fondré:**

I was going to say we are better informed but I am not sure if that is informed for the debate or not. I think I shall take that as saying that the area is complex and that it is probably more complicated than just writing cannabis down on the top of a proposition. I think, from that basis, I am in the

position that ... and I do not know if the Deputy is doing this in different parts or not but for parts (i), (ii) and (iii) of part (a) I am getting exceptionally twitchy, in any shape or form, giving endorsement to a product that we do not know what we are endorsing. I think part (iv) is relatively erroneous because, effectively, that is what, if I have understood it correctly, the Minister for Health and Social Services is going to be introducing in broad terms hopefully when he will have a draft in front of him some time in the next week or 2 weeks; I think he said the end of this week. On that basis, I will not be supporting the proposition. I think part (iv) is a small step, I grant that. In fact I think it is quite a large step from where we were 5 years ago and I think it is a welcome step. I think that is what the Minister is going to be following. Parts (i), (ii) and (iii) are, in my view, not a small step; they are a very large step. I go back to the point, I think other Members have referred to it, Deputy Perchard particularly, we do not know the impact on individuals and I think that could be an issue. For me, I shall not be supporting the proposition.

**14.1.16 Deputy J.H. Young:**

I think like many Members I share the frustration about the time it has taken to progress this vital subject. I empathise with the people who are suffering. I want to help them and it seems to be a shame that this whole subject has got down in what I might describe, without being overly critical, but medical legal politics. Having worked in the health service like now I know how close those things can be. I am trying to find a way forward out of that and I very much share Deputy Martin's concerns. It is a shame that we have got a proposition that is not ideal but, nonetheless, being faced with this choice of just kicking it out and not making any progress at all I ask myself: what are the elements in this proposition that we can sign up to and get this thing moving progressively? I also sat down and, on my little handheld here, looked at the U.K. changes introduced on 1st November and I picked up a couple of points. They are big players but made on the basis that our health professionals want to retain this as a consultant service but really the proposition talks about medical professionals. I look and I see that the U.K. have proposed a specialist register and I look and find there is a procedure for G.P.s to be admitted to that register. I think that is very different to saying that only hospital consultants can do this, knowing, as I do know, experiences I have heard, the length of time that it can get referrals to specialist doctors. I ask myself, look, are there not safeguards in this proposition that we can go with? For example, part (b), it seems to me that part (b) gives the Minister for Health and Social Services complete control because he is going to bring back to this Assembly a draft law and it says: "To give effect." In other words, whatever we decide today it is going to come back here in a law and we are going to debate it. If Members do not like different Articles there can be debates on those Articles and we can make decisions. But at least we can move forward and it particularly says let us have that law by February 2019, which I think is really important. I share the concerns about point (a)(i), that is the first thing I looked at. I thought raw cannabis, no, that cannot be right, not for medical purposes because with all ...

**Deputy M. Tadier:**

Would the Deputy give way? I have refrained up until now but let us not add new words, it does not say "raw cannabis"; it says "cannabis", which simply mirrors what is being proposed in the U.K. schedule, so let us not add the word "raw".

**Deputy J.M. Maçon:**

Can we have some advice from the S.G. (Solicitor General) about whether that is the case?

**The Bailiff:**

Are you able to help the Assembly on that, Solicitor General?

**The Solicitor General:**

Sorry, what is the question?

**The Bailiff:**

The question is whether the word “cannabis” includes raw cannabis.

**Deputy M. Tadier:**

That is not the question. What I understood, and if I may be permitted to ask the Solicitor General, is that from what I understood he read a list out of the schedule in the U.K., which includes cannabis and medicinal cannabis. If the Deputy missed that, as Assistant Minister, he might be ...

**Deputy J.M. Maçon:**

That is not the question I was pertaining to because the Solicitor read out the U.K. regs, which ... do we interpret part (a)(i) as including raw cannabis? Deputy Tadier is saying it follows the U.K. line but that is not what is in the proposition.

**The Bailiff:**

The question that you put was: does the word “cannabis” include raw cannabis?

**Deputy J.M. Maçon:**

Yes, Sir.

**The Bailiff:**

That is the question the Solicitor was asked to address, if he can.

**The Solicitor General:**

My interpretation of the word “cannabis” is that it is cannabis in its natural form. Now if the Deputy agrees that that means raw cannabis then I would also agree with that. I repeat though that the regulations in the U.K., what they are approving is a 3-part definition of cannabis-based product for medicinal use in humans. The first limb is that it is or contains cannabis and various other cannabis-derived substances. Then the second part is that it is produced, so it has to be cannabis or other cannabis-based substances produced for medicinal use in humans. Then the third part, it is a medicinal product so it has to have been classed as a medicinal product. I do not know whether cannabis, in its natural form or any of these other cannabis-based substances, have been approved in fact as medicinal products.

**The Bailiff:**

Deputy, would you like to resume your speech?

**Deputy J.H. Young:**

I was about to say that my reading of the various papers we have had circulated by Deputy Tadier is that the U.K. has approved cannabis-derived medicinal products, which seems to chime in with what was said. I want to hear what Deputy Tadier agrees with because it seems to me there is a strong case for him in putting it to the vote asking for at least part (a)(i) to be dealt with and voted on separately, because the one thing that I have noted from all the paperwork I have read, is that what G.P.s will need, whatever medical professional ends up as a result of this important reform prescribing, it needs to be a product which is a consistent product and one which is known and they can use and understand. I think, myself, that I am definitely ... where that takes me is I do not think I can go for (a)(i) if it is raw cannabis but I go with the others because it seems to me (a)(ii) says “cannabis-derivatives”. That seems to be pretty close to cannabis-derived medical products to me. So I will sign up to that one. Then on point (b), absolutely give the Minister for Health and Social Services the task of bringing back the law and if details need to be ironed out by then or amendments come as a result of the advisory report that is going to come, so be it, we can progress it. But

otherwise we are faced with, again, not progressing this at all. I am going to give qualified support to this proposition.

**The Bailiff:**

Does any other Member wish to speak? If not, I call on Deputy Tadier to reply.

**14.1.17 Deputy M. Tadier:**

The first thing to say is that in the age of democracy, and what I mean by that, in the age of the internet, is that the monopoly of knowledge is no longer a thing that any one group of individuals can say that they have. It has been a very humbling experience and it is not a word that I use very often, because I think that is often misused. Because I know that there will be people outside this Assembly who are experts in the area of cannabis because they have spent hours, days and weeks, studying this area.

[17:00]

If there was such a thing as a degree or a PhD that could be awarded in this subject they would be the ones that would have it. I can imagine they have probably been frustrated listening to me, in a similar way that I have been frustrated listening to Members of the Assembly, in some cases, because I understand that we all have specialisations and we cannot be experts in everything. When I hear this argument, and I will address it initially - and I am going to try and stay calm because I think that is important - but clearly it is an area that I am passionate about by proxy for the many people out there who desperately need this. They have been waiting long enough. There was a time when the Ministers for Health and Social Services in Jersey - and I say "Ministers for Health and Social Services" because it has taken a couple of them to get to this point. We have been dragged to this point by the U.K. essentially to keep up with them - where they wanted to be leading. Jersey was going to be the first place in the British Isles. We were going to do it properly. Now we are being dragged behind and we are possibly passing ... if we go with the Minister's proposals, we will be passing suboptimal non-Jersey specific legislation, which is not the best for our community. Where do Members think I got this list from? Do they think I just made it up and thought one day: "Well, what shall we have? Cannabis would be quite nice for doctors to be able to prescribe, and then cannabis derivatives and then individual cannabinoids and pharmaceutically-created cannabis-derived products including Dronabinol, Epidiolex, Nabilone and Sativex." Sativex is cannabis. So Members are saying: "We would like you to take the stuff that gets you high in cannabis so all the stuff that makes you high and also helps you and makes you feel relaxed and helps you sleep, you can have all that but you cannot have the cannabis." It is a bit like saying: "You can have sugar but you cannot eat chocolate because chocolate is bad for you. But you can have the sugar, you can have as much sugar as you like as long as that is distilled into a form and then prescribed by a doctor." Because that is complete nonsense. Part of the medicinal products that are out there in the market are cannabis. But they are specifically produced medicinal purposes, and that is exactly what the Solicitor General read out. So some of the products that will be prescribed in Canada are cannabis but they are not smoked cannabis because that is not how it is prescribed. It is cannabis that may, for example, be put in a cup of tea. It may be cannabis that is consumed orally in the form of an oil. If it is in fact the derivatives. So there is a danger if people say ... a bit like looking at a wine list when you are not an expert in a restaurant. You think: "Well, I do not really know about wine so what do I do here? I do not want to look foolish. I better not get the cheapest one but I am not going to get the most expensive. Let us try and be middle of the road and let us go for this one", which is the bog standard second cheapest of wine. Then you get it and realise it is not very nice and you could get it for a fiver in the market. The analogy is probably a compromised one but I know that food and drink analogies go down well in this Assembly. There are people out there scratching their heads saying: "Members do not get it." This is the risk when you try and get people making decisions who are not

experts. The counter question is: who are the best people to be making the decisions in this? There is a very strong risk if you leave it in the hands of one or 2 individuals, and with the greatest respect, because if we ask the question: who are the most trusted people in society - and this would be hopefully a segue in a moment into my next point - the most trusted people in our society generally tends to be firefighters, teachers, doctors and nurses. We can imagine who the least respected and trusted people in society are. We will not talk about that. There is a reason for that. It is because people trust the knowledge and the relationships that are built up by these individuals, especially when we think of teachers, how much time children and adults come into contact with teachers, but doctors and nurses and the personal relationships that I was talking about with G.P.s. Where does Deputy Maçon, who I know was speaking I think today as an Assistant Minister for Health and Social Services - he has many hats which he can wear, I am sure in this Assembly - and he has discharged his duty as the Assistant Minister for Health and Social Services very laudably today in his speech. But where does Deputy Maçon think that this raw cannabis, this evil raw cannabis, which is completely different to medicinal cannabis of course... it is the same thing. It is produced to medical grade in many countries around the world. They are far ahead of us.

**Deputy J.M. Maçon:**

Will the Member give way?

**Deputy M. Tadier:**

I will not give way. It is rhetorical. Where does the Health Department think that this cannabis is coming from? G.P.s are not going to be going out to a dodgy street corner in the middle of the night saying: "Excuse me, mate, have you got any brown or any hash that I can buy off you because I need to prescribe it to my patients." They will not be doing that. The whole point here is that rather than having one individual at the hospital who is making decisions, who with the greatest of respect may have gone to medical school quite a while ago and is part of a different generation, a generation when it was told that cannabis is really bad, everybody is subject to political influence and has their own opinions. Is it better to let the policy over the next few years, as it will develop in Jersey and the U.K. and in the rest of the world, is it better to leave that in the hands of a couple of individuals or does it need to be bottomed down, and have much more consultation? My Constable asked about consultation. What I have done over the last 10 years is I have had a lot of consultation and feedback from the patients themselves. If you want people who become experts in an area it is sufficient to give them years of pain and suffering and then they will be very expert and adept at finding the best ways to alleviate their pain, whether it is through changing their lifestyle, but also the best and most effective medicines that they can take. It is quite germane that although this is not a debate about the legalisation of cannabis, it is a debate about the criminalisation of sick people because unfortunately people who do not want to take addictive drugs and who cannot be prescribed medicinal cannabis or cannabis, as it will be called, but prescribed for medicinal purposes, in some cases have to turn to the black market and have to turn to that very shady unregulated and uncontrolled area, which is of concern not only to all of us but in particular to the Minister for Home Affairs. They have to rely on a criminal network with an undefined product, whereas we should be saying to them: "You can get a product which has been tested." This talk about licensed versus unlicensed is completely unhelpful because we know a lot of these products are unlicensed simply because there have not been the medical trials in this country because the drug has been illegal up until now. But in Canada, in Israel, in other places in Europe, including the Netherlands, they are far ahead on this and this stuff already exists. We do not need to recreate the wheel. The idea that a G.P. in Jersey, who needs to sign up to this, and will be bound by the guidelines for prescribing any kind of medication, whether it is licensed or unlicensed, will need to look at this. They will need to look at part 69(iv) which says that: "The patient needs a medicine in a formulation that is not specified in an applicable licence." There will be cases where unlicensed drugs need to be prescribed and that they need to be satisfied that there is

sufficient evidence or experience for using the medicine to demonstrate its safety and efficacy. What I would ask Members is that they would support this, in its entirety. I am not too bothered if people vote for part (iv), and that was really put in there as a catch-all because I wanted to make sure that any new products that become available on the market, which are pharmaceutically created, and perhaps synthetic, which do not already exist, I wanted to make sure that they are caught by part (iv) because I would not want the Minister saying: "You have passed this today as the *status quo* but any new products would not be caught there." I think we can support part (iv) because it is a safety mechanism but I would not want Members to think that they found this mystical middle ground, which does not exist by saying: "We will vote for parts (ii), (iii) and (iv) but we will not vote for part (i) because today is a debate about medicinal cannabis. That does include cannabis in a form but which is prescribed by those who are most able to do that. I think Deputy Perchard asked some questions. I hope she has made up her mind now to support this proposition but if she has not, I would say this one last thing is that the evidence for the effectiveness of cannabis as a medicine is not in dispute. What is in dispute is to what extent is it effective. There is a big debate about whether it is a super-drug, which I do not think is true, or whether it is just a very good drug to have in the toolkit for G.P.s and clinicians to prescribe. That is where the debate is. What Professor Barnes did in the report that I put a link to in the original proposition - it is some 100 pages so I did not recreate it all - and I hope some Members have had a chance to read it or at least the summary, is he said that there is good evidence, there is moderate evidence, and there is some evidence. When scientists, and he is a professor of neurology with an expertise obviously in pharmaceuticals at Newcastle University... they tend to be very conservative in the sense that they would only admit evidence that has been proven. While there might be inconclusive studies that have not been done in any great depth, we know that there is a variety and a whole host of evidence out there, good evidence, as he would call it, for a whole host of issues that I think many of us ... that the list is so long, I am not going to bother reading it out. But I do ask Members for their support knowing that the safety and the fallback position is that the proposition needs to come back from the Minister for Health and Social Services. There is a reason I brought it forward. In fact, I just left it for today where it should have been in the first place, because it makes sense for the States to make a decision today on the evidence. This is a political decision. In the U.K. it has been a political decision. Whether it is led from the top or from G.P.s it is done with political motivations. That political motivation must be always to make the best decisions for our constituents, the best decisions for our patients in the G.P. community, which also includes clinicians of the hospital. What this allows is for more of a conversation to take place, which is patient-driven, and patient-led via the very important step, that is the G.P. in the community so that they can feed back to the consultants, expertise can be developed, but always listening to the needs of the patients. So I do ask Members for their support and thank them for listening. If I can also thank the many people out there who I know have contacted other States Members and who have suffered for very long and driven the changes both here and in the U.K.

**The Bailiff:**

Deputy, did I understand you want separate votes on (a)(i), (a)(ii), (a)(iii) and (a)(iv)?

**Deputy M. Tadier:**

I am happy to do that, Sir, even though I advised caution about how Members should vote but I think it is logical to let people choose.

**The Bailiff:**

It is your choice.

**Deputy M. Tadier:**

I think I am happy to do that, Sir.

**The Bailiff:**

The appel is called for. I invite Members to return to their seats. The first vote therefore is on (a)(i): “That all medical professionals with the right to prescribe should be permitted to prescribe cannabis.” I ask the Greffier to open the voting.

<b>POUR: 27</b>		<b>CONTRE: 20</b>		<b>ABSTAIN: 0</b>
Senator L.J. Farnham		Senator S.C. Ferguson		
Senator T.A. Vallois		Senator J.A.N. Le Fondré		
Senator K.L. Moore		Connétable of St. Clement		
Senator S.W. Pallett		Connétable of St. Brelade		
Senator S.Y. Mézec		Connétable of Grouville		
Connétable of St. Helier		Connétable of St. John		
Connétable of St. Lawrence		Connétable of Trinity		
Connétable of St. Saviour		Connétable of St. Peter		
Connétable of St. Mary		Deputy K.C. Lewis (S)		
Connétable of St. Ouen		Deputy M.R. Higgins (H)		
Connétable of St. Martin		Deputy J.M. Maçon (S)		
Deputy J.A. Martin (H)		Deputy S.J. Pinel (C)		
Deputy G.P. Southern (H)		Deputy of St. Martin		
Deputy of Grouville		Deputy of St. Ouen		
Deputy M. Tadier (B)		Deputy of St. Mary		
Deputy L.M.C. Doublet (S)		Deputy G.J. Truscott (B)		
Deputy R. Labey (H)		Deputy J.H. Young (B)		
Deputy S.M. Wickenden (H)		Deputy of Trinity		
Deputy L.B. Ash (C)		Deputy M.R. Le Hegarat (H)		
Deputy K.F. Morel (L)		Deputy J.H. Perchard (S)		
Deputy G.C.U. Guida (L)				
Deputy of St. Peter				
Deputy of St. John				
Deputy S.M. Ahier (H)				
Deputy R.J. Ward (H)				
Deputy C.S. Alves (H)				
Deputy K.G. Pamplin (S)				

**The Bailiff:**

I ask the Greffier to reset the system. I take now a vote on (a)(ii), and ask the Greffier to open the voting.

<b>POUR: 32</b>		<b>CONTRE: 15</b>		<b>ABSTAIN: 0</b>
Senator L.J. Farnham		Senator S.C. Ferguson		
Senator T.A. Vallois		Senator J.A.N. Le Fondré		
Senator K.L. Moore		Connétable of St. Clement		
Senator S.W. Pallett		Connétable of St. Brelade		
Senator S.Y. Mézec		Connétable of Grouville		
Connétable of St. Helier		Connétable of St. John		
Connétable of St. Lawrence		Connétable of Trinity		
Connétable of St. Saviour		Deputy K.C. Lewis (S)		
Connétable of St. Peter		Deputy S.J. Pinel (C)		
Connétable of St. Mary		Deputy of St. Martin		
Connétable of St. Ouen		Deputy of St. Ouen		
Connétable of St. Martin		Deputy G.J. Truscott (B)		
Deputy J.A. Martin (H)		Deputy of Trinity		



Deputy G.P. Southern (H)		Deputy M.R. Le Hegarat (H)		
Deputy of Grouville		Deputy J.H. Perchard (S)		
Deputy M. Tadier (B)				
Deputy M.R. Higgins (H)				
Deputy J.M. Maçon (S)				
Deputy L.M.C. Doublet (S)				
Deputy R. Labey (H)				
Deputy S.M. Wickenden (H)				
Deputy of St. Mary				
Deputy J.H. Young (B)				
Deputy L.B. Ash (C)				
Deputy K.F. Morel (L)				
Deputy G.C.U. Guida (L)				
Deputy of St. Peter				
Deputy of St. John				
Deputy S.M. Ahier (H)				
Deputy R.J. Ward (H)				
Deputy C.S. Alves (H)				
Deputy K.G. Pamplin (S)				

**The Bailiff:**

I ask the Greffier to reset and open the voting for (a)(iii).

<b>POUR: 32</b>	<b>CONTRE: 15</b>	<b>ABSTAIN: 0</b>
Senator L.J. Farnham	Senator S.C. Ferguson	
Senator T.A. Vallois	Senator J.A.N. Le Fondré	
Senator K.L. Moore	Connétable of St. Clement	
Senator S.W. Pallett	Connétable of St. Brelade	
Senator S.Y. Mézec	Connétable of Grouville	
Connétable of St. Helier	Connétable of St. John	
Connétable of St. Lawrence	Connétable of Trinity	
Connétable of St. Saviour	Deputy K.C. Lewis (S)	
Connétable of St. Peter	Deputy S.J. Pinel (C)	
Connétable of St. Mary	Deputy of St. Martin	
Connétable of St. Ouen	Deputy of St. Ouen	
Connétable of St. Martin	Deputy G.J. Truscott (B)	
Deputy J.A. Martin (H)	Deputy of Trinity	
Deputy G.P. Southern (H)	Deputy M.R. Le Hegarat (H)	
Deputy of Grouville	Deputy J.H. Perchard (S)	
Deputy M. Tadier (B)		
Deputy M.R. Higgins (H)		
Deputy J.M. Maçon (S)		
Deputy L.M.C. Doublet (S)		
Deputy R. Labey (H)		
Deputy S.M. Wickenden (H)		
Deputy of St. Mary		
Deputy J.H. Young (B)		
Deputy L.B. Ash (C)		
Deputy K.F. Morel (L)		
Deputy G.C.U. Guida (L)		
Deputy of St. Peter		
Deputy of St. John		

Deputy S.M. Ahier (H)				
Deputy R.J. Ward (H)				
Deputy C.S. Alves (H)				
Deputy K.G. Pamplin (S)				

**The Bailiff:**

I ask the Greffier to reset; (a)(iv) and I ask the Greffier to open the voting.

<b>POUR: 39</b>		<b>CONTRE: 6</b>		<b>ABSTAIN: 1</b>
Senator L.J. Farnham		Connétable of St. Brelade		Senator J.A.N. Le Fondré
Senator S.C. Ferguson		Connétable of Trinity		
Senator T.A. Vallois		Deputy K.C. Lewis (S)		
Senator K.L. Moore		Deputy G.J. Truscott (B)		
Senator S.W. Pallett		Deputy M.R. Le Hegarat (H)		
Senator S.Y. Mézec		Deputy J.H. Perchard (S)		
Connétable of St. Helier				
Connétable of St. Clement				
Connétable of St. Lawrence				
Connétable of St. Saviour				
Connétable of Grouville				
Connétable of St. John				
Connétable of St. Peter				
Connétable of St. Mary				
Connétable of St. Ouen				
Connétable of St. Martin				
Deputy J.A. Martin (H)				
Deputy G.P. Southern (H)				
Deputy of Grouville				
Deputy M. Tadier (B)				
Deputy M.R. Higgins (H)				
Deputy J.M. Maçon (S)				
Deputy S.J. Pinel (C)				
Deputy of St. Ouen				
Deputy L.M.C. Doublet (S)				
Deputy R. Labey (H)				
Deputy S.M. Wickenden (H)				
Deputy of St. Mary				
Deputy J.H. Young (B)				
Deputy L.B. Ash (C)				
Deputy K.F. Morel (L)				
Deputy G.C.U. Guida (L)				
Deputy of St. Peter				
Deputy of Trinity				
Deputy of St. John				
Deputy S.M. Ahier (H)				
Deputy R.J. Ward (H)				
Deputy C.S. Alves (H)				
Deputy K.G. Pamplin (S)				

**The Bailiff:**

We now take the vote on paragraph (b) requesting the Minister for Health and Social Services to present the relevant law changes. I ask the Greffier to open the voting.

<b>POUR: 45</b>	<b>CONTRE: 2</b>	<b>ABSTAIN: 0</b>
Senator L.J. Farnham	Connétable of St. John	
Senator S.C. Ferguson	Connétable of Trinity	
Senator J.A.N. Le Fondré		
Senator T.A. Vallois		
Senator K.L. Moore		
Senator S.W. Pallett		
Senator S.Y. Mézec		
Connétable of St. Helier		
Connétable of St. Clement		
Connétable of St. Lawrence		
Connétable of St. Saviour		
Connétable of St. Brelade		
Connétable of Grouville		
Connétable of St. Peter		
Connétable of St. Mary		
Connétable of St. Ouen		
Connétable of St. Martin		
Deputy J.A. Martin (H)		
Deputy G.P. Southern (H)		
Deputy of Grouville		
Deputy K.C. Lewis (S)		
Deputy M. Tadier (B)		
Deputy M.R. Higgins (H)		
Deputy J.M. Maçon (S)		
Deputy S.J. Pinel (C)		
Deputy of St. Martin		
Deputy of St. Ouen		
Deputy L.M.C. Doublet (S)		
Deputy R. Labey (H)		
Deputy S.M. Wickenden (H)		
Deputy of St. Mary		
Deputy G.J. Truscott (B)		
Deputy J.H. Young (B)		
Deputy L.B. Ash (C)		
Deputy K.F. Morel (L)		
Deputy G.C.U. Guida (L)		
Deputy of St. Peter		
Deputy of Trinity		
Deputy of St. John		
Deputy M.R. Le Hegarat (H)		
Deputy S.M. Ahier (H)		
Deputy J.H. Perchard (S)		
Deputy R.J. Ward (H)		
Deputy C.S. Alves (H)		
Deputy K.G. Pamplin (S)		

## **ARRANGEMENT OF PUBLIC BUSINESS FOR FUTURE MEETINGS**

### **The Bailiff:**

We have now come to the end of the list and ask the chairman of P.P.C. to propose the arrangement of public business.

**15. Deputy R. Labey (Chairman, Privileges and Procedures Committee):**

There are no changes to the arrangement of public business as published on the Consolidated Order Paper for 20th November. I do think we should talk about the sitting on 4th December. There continues to be an avalanche of propositions for that date. Before I put a proposition before the House as regards that sitting, I think the Chief Minister ...

**The Bailiff:**

Sorry, proposition before ...?

**Deputy R. Labey:**

Before the Assembly, forgive me. I had been doing so well. The Chief Minister, I think, is going to suggest moving some propositions forward.

**15.1 Senator J.A.N. Le Fondré:**

In an aim to try and assist the Assembly, it is very much a decision of the Assembly, whichever way one wants to play it, I was wondering whether - and I have briefly discussed it with the Deputy Le Hegarat, as chairman of the relevant Scrutiny Panel, and I understand she and the panel are supportive of this - is in relation to the Regulation of Care propositions, which would be P.125, 126, 127, 128 and 129, what the mood of the Assembly would be to bring them forward to the next sitting. It is very much in the hands of the Assembly but that would seem to alleviate a load on the final sitting of the year. Can I just add: there is a presentation scheduled and that is due to be shifted anyway because one of the people giving the presentation has been summonsed for jury service. So that will have to be rescheduled in people's diaries anyway.

**The Bailiff:**

This will involve changing the lodging period.

**Senator J.A.N. Le Fondré:**

I should say, it means shortening the lodging period. It is very much in the hands of Members. It is purely to assist and the Members would have to vote for themselves.

**The Bailiff:**

So to help Members, Standing Order 26(7) applies: "The States may reduce the minimum lodging period if they are of the opinion that it is in the public interest to do so."

**Deputy G.P. Southern:**

How long has it been lodged?

**The Bailiff:**

It was lodged on 23rd October, so that will be debating just slightly under 4 weeks. Is that proposition seconded? **[Secinded]**

**Senator K.L. Moore:**

I was going to second it, but I have another issue to raise.

**The Bailiff:**

We will come to your other issue, if I may, in a moment. Very well, the proposition seconded is to move the Regulation of Care propositions, P.125, 126, 127, 128 and 129 on to the agenda for 20th

November if the States consider it is in the public interest to shorten the lodging period to allow that to take place. Those Members in favour of that proposition kindly show. Those against? Those seem to be moved to 20th November.

**15.2 Senator K.L. Moore:**

The Corporate Services Scrutiny Panel would like to ask that the Draft Damages Law, P.131, is moved to the following sitting, which would be in January.

**15.2.1 Senator J.A.N. Le Fondré:**

Just to seek the indulgence of the Assembly, I am seeking information because ... speaking personally obviously I have absolutely no issues at all. The crucial thing is the date of the next Privy Council sitting and we are just waiting for clarification on that. Provided it does not cause any significant delays because the issue around the Damages Law - there will also be a presentation to States Members on that - is to assist in future litigation potentially. There is a risk that if the delay is such that we miss the Privy Council there may be an issue in relation to future litigation. I am just seeking some advice on that. If it does not cause any problems in relation to the Privy Council dates, and I believe they have yet to be published, then we would have absolutely no issue in that going to the next sitting. I was just wondering if we could perhaps wait until the 20th to agree on that finally, or at the latest date, and we will do that earlier if we can.

**Senator K.L. Moore:**

We are happy to continue our correspondence on that matter.

**The Bailiff:**

Very well, so the proposition is not made today. Anything else, chairman?

**15.3 Deputy R. Labey:**

Members might want to consider having questions on Monday, 3rd December. I am indifferent but I feel it is fair to put this to the Assembly. There are 2 schools of thought on this in that moving question time to the day before the debate relaxes Members into filling the time with longer speeches on the Tuesday, Wednesday and Thursday, or alternatively that it does buy some time. I think I make that proposition and leave it for Members to decide whether they wish to do that. I do know that some Members are not available on that Monday, they are travelling back to the Island, and what have you. We do have the Deputy Bailiff, who has made himself available to preside. It would not start until 2.45 p.m. because there are schools in the Assembly on that morning. So it would be 2.45 p.m. for questions on Monday, 3rd December, if that is what Members wish to do. I make that proposition for them to decide.

**The Bailiff:**

Is that seconded? [**Seconded**] All those in favour of adopting that proposition kindly show. Those against? That seems to be adopted. So if Members would like to put in their diaries that the States will sit at 2.45 p.m. on 3rd December for the purposes of dealing with questions. Nothing else arises and the States therefore stands adjourned until 9.30 a.m. on 20th November.

**ADJOURNMENT**

[17:23]