



Chelmsford County High School for Girls

PUBLIC EXAMINATIONS REVIEW

2020

Summer 2020 - How Centre Assessed Grades and rank orders were determined

In submitting grades to the examination boards, Chelmsford County High School has assiduously followed the guidance issued by the Department for Education and Ofqual. Chelmsford County High School has taken into consideration a wide range of data on the performance of individual students and on past outcomes per subject at GCSE and A level and used detailed data modelling and the expertise of its staff to generate the grades submitted in June. Chelmsford County High School is confident that the data submitted is both fair and rigorous and does the very best possible for all students.

The process itself was as follows:

Tier 1 The Senior Leadership Team thoroughly reviewed the guidance and consultation documents issued by the Department for Education and Ofqual. The evidence upon which CAGs could be based upon was agreed. Agreement with regards to the quality assurance process that would be followed prior to the submission of CAGs was also determined. This process was then outlined to Subject Leaders.

Tier 2 Class teachers submitted a CAG for each student in each class. Where students were awarded the same grade, class teachers ranked the students within this grade. Higher ranked students were those most likely to achieve that grade had examinations gone ahead, with lower ranked student less likely to achieve that grade had examinations gone ahead. Class teachers were given clear guidance on how to approach this exercise and details about the evidence that should be used to reach a CAG for each student.

- Professional judgement based upon class teacher records of a student's performance over the course of study, including: classwork, homework, book work, participation in performance, if applicable, performance on any non-exam assessment (NEA), and any in-class assessments.
- Internal assessment data: Year 11 and Year 13 mock results and Teacher Assessment (TA) data
- External data: Fischer Family Trust (FFT), Cognitive Ability Test (CAT), Centre for Evaluation and Monitoring (CEM), Middle Years Information System (MidYIS)

Tier 3 Subject Leaders then checked the grades entered by each class teacher for quality assurance. As part of this process they ensured that class teachers had followed the guidance given and that there was a consistent approach. Departments then combined class lists into a complete list of all students entered to sit each qualification this summer. Using comparable evidence and professional judgement, Departments then confirmed the grades to be awarded to each student and where students had been awarded the same grade, they were ranked within each grade. A second member of each Department then reviewed and approved the grades and ranking.

Tier 4 Faculty Leaders then reviewed the grades and ranking entered. In addition, Faculty Leaders scrutinised the process of class teachers and Subject Leaders to ensure a consistent approach had been followed. On a subject by subject basis, the grades and ranking were then approved.

Tier 5 The relevant Year Leaders and SENCo reviewed the grades and ranking to ensure a further level of quality assurance was in place.

Tier 6 Grades were then submitted to the Senior Leadership Team. The Senior Leadership Team reviewed the grades entered and the ranking and quality assured the process from start to finish to ensure consistency. Members of the Senior Leadership Team met and discussed the CAGs within each subject. Grades entered for each student were scrutinised and where appropriate questions were asked to ensure a robust approach had been followed. At the conclusion of this process the grades were approved to be entered via the various examination board facilities. Once the grades were submitted the School's involvement in the process of awarding CAGs was complete.

A Level

Subject performance at A* to B grade (accurate as at 17th September 2020)

A2 Raw Data	2019-20				2019-20				2019-20			
Subject	Entries	A*	TA2%	A*-B%	Entries	A*	TA2%	A*-B%	Entries	A*	TA2%	A*-B%
Art	10	7	70	100	18	7	94.4	100	12	5	75	100
Biology	65	20	91	90.8	64	17	89.1	87.5	48	9	78	68.8
Chemistry	56	12	71	76.8	60	12	70	80	38	4	62	50
Chinese					1	1	100	100	2	0	50	50
D&T Product									3	0	100	33.3
Economics	25	9	88	92	35	5	94.3	82.9	25	3	88	76
English Lit	22	10	100	90.9	22	9	86.4	86.4	31	5	94	83.9
French	8	2	100	100	13	2	69.2	92.3	9	0	67	66.7
Geography	12	5	83	91.7	22	6	95.5	81.8	18	8	100	100
German	4	3	100	100	5	3	100	100	8	1	88	100
Politics	10	3	90	80	15	1	86.7	80	12	0	92	66.7
History	23	8	74	87	19	3	94.7	84.2	30	4	93	76.7
Latin	5	4	100	100	13	1	92.3	84.6	11	0	82	81.8
Mathematics	52	18	73	90.4	56	13	58.6	71.4	52	13	64	78.9
Further Mathematics	5	3	67	80	8	4	62.5	100	8	2	89	87.5
Music	3	2	67	66.7	3	0	33.3	66.7	5	0	100	60
Physics	9	3	78	88.9	10	1	45.5	90	11	2	75	72.7
Psychology	40	9	95	90	23	5	91.3	82.6	20	8	80	75
Religious Studies	13	4	77	76.9	7	1	57.1	71.4	10	2	70	70
Spanish	6	4	100	100	8	0	88.9	100	5	0	80	80
Theatre Studies	10	4	100	100	10	1	100	100	10	1	90	90
TOTALS	378	130		88.4	412	92		84	368	67		75.3
EPQ	15	7	NA	86.7	19	5.5	NA	86.8	35	12	NA	80
TOTALS	393	137	NA	88.3	431	97.5	NA	84.1	403	79	NA	75.5

GCSE

Subject performance at A* and A grade (accurate as at 17th September 2020)

GCSE raw data	2019-20				2018-19				2017-18			
Subject	Entries	9/8/7	TA2	%9/8/7	Entries	9/8/7	TA2	%9/8/7	Entries	A*/A 9/8/7	TA2	%A*/A 9/8/7
Art	48	38	89.6	79.2	51	36	76.5	70.6	35	25	88.6	71.4
Biology	155	148	97.4	95.5	120	107	91.7	89.2	118	112	88.2	94.9
Chemistry	155	139	87.7	89.7	120	104	85.8	86.7	118	106	81.5	89.8
Chinese	4	4	NA	100	7	4	NA	57.1	9	8	NA	88.9
Computer Science	49	42	87.8	85.7	40	27	87.5	67.5	25	21	64	84
Drama	43	37	95.3	86.1	60	45	90	75	42	34	88.1	81
English Language	155	131	96.8	84.5	120	96	90	80	118	94	92.4	79.7
English Literature	155	137	94.2	88.4	120	98	86.7	81.7	119	105	85.7	88.2
French	96	89	89.6	92.7	55	52	87.3	94.6	57	54	75.4	94.7
Geography	77	73	97.4	94.8	74	65	98.6	87.8	85	74	85.9	87.1
German	67	63	92.5	94	72	66	81.9	91.7	70	62	85.7	88.6
History	99	84	90.9	84.9	74	59	89.2	79.7	90	75	93.3	83.3
Latin	43	39	93	90.7	55	45	98.2	81.8	53	47	90.6	88.7
Mathematics	155	140	89	90.3	120	101	67.5	84.2	118	101	80.7	85.6
Music	33	30	90.9	90.9	30	26	86.7	86.7	30	27	86.7	90
Physical Education	19	15	100	79	19	15	100	79	12	9	92.3	75
Physics	155	137	86.5	88.4	120	101	87.5	84.2	118	103	84.9	87.3
Religious Studies	43	41	93	95.4	63	59	81.5	93.7	40	40	83.3	100
Spanish	20	19	95	95	23	22	95	95.7	9	7	57.1	77.8
Technology									54	40	71.8	74.1
Add. Language					1	1		100				
FSMQ Add Maths	8	5	NA	62.5					2	2		100
Total (Yr 11)	1571	1406		90	1344	1126	88	84	1320	1144	83	86.7

SIXTH FORM OUTCOMES & TRANSITION DATA

2019-20

Year 11	
CCHS Students Continuing into Sixth Form	119
CCHS Students Leaving due to not meeting entry criteria	0
CCHS Students Choosing to Move to Other Schools	29
CCHS Students Choosing to Move to Sixth Form Colleges	4
Sports Scholarship/Performing Arts/Moved	1
Destination Still to be Confirmed	2
CCHS students Entering Apprenticeships	0
External Students Entering CCHS Sixth Form from Other Schools	35
Total cohort entering Year 12	154

Year 12	
Students Re-Entering Year 12	0
Students leaving for other Sixth Forms	0
Students leaving for Sixth Form College	0
Students leaving for Employment	0

Year 11 Leavers' Destinations

Destination	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Y11 into Y12 – internal students % of total Year 12 cohort	103 71.03	98 67.12	106 68.83	102 69.86	98 67.12	89 61.37	73 66.36	80 68.96	95 74.80	89 76.72	82 76.64	119 77.27
Y11 into Y12 – external students % of total Year 12 cohort	42 28.96	48 32.87	48 31.16	44 30.13	48 32.87	56 38.62	37 33.63	36 31.03	32 25.19	27 23.27	24 22.43	35 22.72
Total Cohort	145	146	154	146	146	145	110*	116	127	116	107 incl 1 Y13to Y12	154

KEGS	6	13	9	12	8	15	24	34	15	19	22 18.33	14 9.03
Colchester Girls or CRGS	-	-	2	-	3	4	3	2	-	1	5 4.17	1 0.65
Other Grammar Schools (Southend schools)	-	1	-	2	2	4	-	-	1	2	-	1 0.65
Dartford Grammar School (IB)/St Olave's	-	-	-	-	-	-	2	1	-	-	-	-
Performing Arts School	-	-	-	-	-	-	1	-	1	2	-	-
Sixth or FE College	3	2	1	3	3	-	3	-	2	-	2 1.67	5 3.23
Comprehensive School	6	3	-	1	2	4	3	2	2	2	3 2.50	13 8.39
Independent School	-	3	1	-	4	3	9	1	3	2	1 0.83	-
CCHS Criteria Not Met	?	?	?	?	-	-	-	-	-	2	(5) (4.17)	-
Unknown destination	2	-	1	-	-	-	-	-	1	-	5 4.17	2 1.29
Apprenticeship	-	-	-	-	-	1	-	-	-	-	-	-
Moving abroad	-	-	-	-	-	-	2	-	-	1	-	-
Total % of total Year 11 cohort	17 14.16	22 18.33	14 11.66	18 15	22 18.33	31 25.83	47 39.16	40 33.33	25 20.83	31 25.83	38/120 31.67	36/155 23.23

*2015 – 8 did not move into Y13. Similarly, in 2009-2014 a number of students did not proceed into Y13.

UCAS Data

Year 13 (Cohort 115)	
Students Achieving University Places	98
•Students Achieving Firm Choice University Place	79
•Students Achieving Insurance Choice University Place	6
•Students Achieving University Place through Adjustment	0
•Students Achieving University Place through Clearing	13
•Students Achieving Oxbridge Places	19
Students Progressing to Employment / Training / F.E. (including Art Foundation)	0
Students Taking a Gap Year before Applying / Re-Applying	6
Unplaced/ withdrawn/ unknown outcome (3 withdrawn, 2 unknown)	4
Students with Delayed Firm Choice until they have sat October exams.	2

Year 14 and Above	
Students Making First Application to University	1
Students Re-Applying to University	9
•Students Achieving Firm Choice University Place	5
•Students Achieving Insurance Choice University Place	0
•Students Achieving University Place through Adjustment	0
•Students Achieving University Place through Clearing	3
•Students Achieving Oxbridge Places	0

OXBRIDGE APPLICATIONS/OFFERS/PLACES ACHIEVED 2010 TO 2020

Year	Cambridge Applications	Cambridge Offers	Cambridge Places Achieved	Oxford Applications	Oxford Offers	Oxford Places Achieved
2010	21	8	7	13	3	2
2011	15	6	6	22	9	9
2012	25	9	9	22	7	7
2013	15	7	6	28	6	4
2014	17	8	3	20	3	3
2015	22	10	7	16	5	5
2016	17	11	9	14	6	6
2017	14	5	2	7	1	1
2018	26	10	6	17	4	4*
2019	23	13	11	8	2	2
2020	21	14	14	12	5	5

* = includes Year 14 student

