



Chelmsford County High School for Girls

PUBLIC EXAMINATIONS REVIEW

2018

(Updated - 5th November 2018)

A2 Level

Subject performance at A* to B grade (accurate as at 5th November 2018)

A2 Raw Data	2017/18				2016/17				2015/16			
Subject	Entries	A*	TA2%	A*-B%	Entries	A*	Target%	A*-B%	Entries	A*	Target%	A*-B%
Art	12	5	75	100					10	5	100	90
Biology	48	9	78	68.8	45	8	91.1	75.6	54	12	96	79.6
Chemistry	38	4	62	50	40	1	80	57.5	49	4	82	81.6
Chinese	2	0	50	50								
D&T Product	3	0	100	33.3								
Economics	25	3	88	76	27	3	96.3	77.8	25	2	100	92
English Lit	31	5	94	83.9	16	5	100	87.5	26	0	92	88.5
French	9	0	67	66.7					9	2	89	77.8
Geography	18	8	100	100	19	2	100	89.5	18	6	100	94.4
German	8	1	88	100					8	2	100	87.5
Gov & Pol	12	0	92	66.7								
History	30	4	93	76.7	17	4	100	82.4	24	4	100	91.7
Latin	11	0	82	81.8					7	2	100	100
Maths	52	13	64	78.9	45	6	80.5	82.2	56	12	93	78.6
Further Maths	8	2	89	87.5	4	2	100	100	12	3	100	91.7
Music	5	0	100	60								
Physics	11	2	75	72.7	18	0	94.7	44.4	10	3	90	80
Psychology	20	8	80	75	19	1	89.5	84.2	30	4	100	86.7
Religious St.	10	2	70	70	5	0	100	80	7	0	100	85.7
Spanish	5	0	80	80								
Theatre St.	10	1	90	90					7	4	100	100
TOTALS	368	67	82	75.3								
EPQ	35	12	NA	80								
TOTALS	403	79	NA	75.5	255	32	90.3	75.3	352	65	95	85.2

A Level

This cohort sat the new specification A Level in all but Maths, Further Maths and Government & Politics. The new specification does not allow re-sits throughout the course.

Our headline figure of 75% A*/A/B was disappointing as lower than TA data had led us to anticipate and also lower than our optimistic predictions.

There were, however, many excellent outcomes both in terms of subjects and students. The results in German, Geography, Art and Theatre Studies were very impressive as indeed they were in Further Mathematics. Whilst it is true that these subjects have relatively small cohorts and do not tend to attract students who are likely to struggle it is nonetheless important to celebrate their achievements and the success of staff in accurately identifying the best ways to achieve excellent results.

50% of results were at A or A*, which is approximately double the national average. 36 students (34% of the cohort) achieved 3 or more grades at A or A* and this has enabled them to take up places at leading universities for highly competitive courses. This high performance at the top end of the ability range is well in line with the results in 2016 which was the last year in which we were not badly affected by students leaving at the end of Year 11. It is therefore encouraging to record continuing excellent performance from the most able students who chose to remain at CCHS.

A number of factors help to explain the overall disappointing figure: the most significant being that too many students as a proportion of the year group underperformed. With a small year group the effect of any one student's underperformance has a greater effect on the overall average than would be the case in a larger year group. Each grade at C or below lowered the overall average by just under 0.3%. Therefore the low grades achieved by a number of students with known and intractable issues which hampered their performance was to lower the overall percentage of A*/A/B by 6%. Similarly a relatively small reduction in the number of low grades would have generated a considerable rise in the percentage of high grades. We must also remember that we lost 40 students from this cohort, the majority of whom would have achieved A and B grades at A level. Whilst we replaced a proportion of them, the new students were not on average as able as those they replaced. It is also worth noting that the majority of C and below grades were achieved in the students' 4th subject.

To record this fact is not to deny that these results do still give us cause for some serious concerns. If the lower end of these results are compared to the 2016 results we see a worrying increase in the number of C and D grades. It is also clear that the results in a number of departments (Biology, Chemistry, History and Music) did not produce results that were as good as we would have hoped. In part these disappointments can be explained by issues with new examination specifications or with particular students. However, all departments (and these four in particular) are conducting forensic reviews of their results and focusing on making improvements. The new facility for 'question level analysis' will be fully utilised and we will also take full advantage of the fact that examination boards are once again offering feedback courses to staff. The Sixth Form team and tutors will be sharpening their focus on students who are at risk of achieving low grades and we are confident that substantial 'marginal gains' will be made here.

The overall picture is not as good as we would have hoped. However, our disappointment should not blind us to the very real successes achieved and the exaggerated impact of a small number of disappointing results.

Year 12

Subject performance at A and B grade (accurate as at 5th November 2018)

Raw Data	2017/18					2016/17				
	Entries	A*	A	B	% A*B	Entries	A*	A	B	%A*B
EPQ	40	11	17	7	87.5	35	12	11	5	80
TOTAL	40	11	17	7	87.5	35	12	11	5	80

Year 12

Year 12 only have formal results in EPQ, which is worth half an A Level.

In 2017 we introduced formal Year 12 examinations which have been used, in the absence of AS results, to inform the UCAS predictions.

A rigorous and approach has been adopted in advising students to drop subjects where they have achieved poorly in their Year 12 examinations. Taking this into account the TA3 overall figure for this cohort has risen to 85.9% A*B.

GCSE

Subject performance at A* and A grade (accurate as at 5th November 2018)

GCSE raw data	2017-18				2016-17				2015-16			
Subject	Entries	A*/A 9/8/7	TA2	%A*/A 9/8/7	Entries	A*/A 9/8/7	Target	%A*/A	Entries	A*/A	Target	
Art (Fine)	35	25	88.6	71.4	38	29	84	76.3	43	38	79	88.4
Biology	118	112	88.2	94.9	120	106	92	88.3	120	102	94	85
Chemistry	118	106	81.5	89.8	120	109	96	90.8	120	106	98	88.3
Chinese	9	8	NA	88.9	8	6		75				
Drama	42	34	88.1	81	42	37	88	88.1	44	41	80	93.2
English Language	118	96	92.4	81.4	120	99	98	82.5	120	113	86	94.2
English Literature	119	105	85.7	88.2	120	106	93	88.3	120	107	86	89.2
French	57	54	75.4	94.7	64	53	94	82.8	56	47	82	83.9
Geography	85	74	85.9	87.1	84	72	100	85.7	88	69	89	78.4
German	70	62	85.7	88.6	67	65	96	97	74	71	95	96
History	90	76	93.3	84.4	72	66	93	91.7	78	70	87	89.7
Computer Science	25	21	64	84	33	28	100	84.9	21	14	100	66.7
Latin	53	48	90.6	90.6	56	53	93	94.6	53	50	98	94.3
Mathematics	118	101	80.7	85.6	120	108	88	90	120	110	95	91.7
Music	30	27	86.7	90	27	23	93	85.2	18	16	100	88.9
Physical Education	12	9	92.3	75								
Physics	118	103	84.9	87.3	120	96	98	80	120	98	98	81.7
Religious St.	40	40	83.3	100	44	38	100	86.4	46	45	91	97.8
Spanish	9	7	57.1	77.8	28	25	93	89.3	16	14	100	87.5
Technology	54	41	71.8	75.9	45	34	89	75.6	43	36	94	83.7
Add. Language					6	6		100	6	6		100
FSMQ Add Maths	2	2		100	7	4		57.1				
Religious St.									1	0		0
Total (Yr 11)	1320	1149	83	87	1328	1161	93.6	87.4	1444	1277	91	88.3

GCSE

By way of context it is worth noting two sets of changes from previous years:

1. This cohort was the first to be admitted with the new proximity criterion. Generally, students admitted from beyond 12.5 miles have, on average, a higher entrance test score, however, this reduction in the proportion of girls from beyond 12.5 miles has not adversely affected outcomes.
2. Apart from Technology and Chinese all subjects were examined with the new 9-1 grading system.

Credit must be given to teachers and students for those outstanding results when information from examination boards in relation to standards for each grade and boundaries between grades remained unclear throughout the course.

It is worth noting the particular successes of these subjects achieving around 90% with large cohorts, namely Biology, Chemistry, English Literature, French, Music and Religious Studies.

SIXTH FORM OUTCOMES & TRANSITION DATA**2017-18**

Year 11	Cohort 119
CCHS Students Continuing into Sixth Form	88
CCHS Students Leaving due to not meeting entry criteria	2
CCHS Students Choosing to Move to Other Schools (of whom 2 have chosen independent schools)	24
CCHS Students Choosing to Move to Sixth Form Colleges	0
IB	2
Sports Scholarship/Performing Arts/Moved Abroad	3
CCHS students Entering Apprenticeships	0
External Students Entering CCHS Sixth Form from Other Schools	28
Total cohort entering Year 12	116

Year 12	
Students Re-Entering Year 12	0
Students leaving for other Sixth Forms	1
Students leaving for Sixth Form College	0
Students leaving for Employment	0

Year 11 Leavers' Destinations

Destination	2013	2014	2015	2016	2017	2018
KEGS	8	15	24	34	15	19
Other Grammar Schools	5	4	3	2	1	3
Dartford Grammar School (IB)/St Olave's	-	-	2	1	-	1
Millennium School of Performing Arts/Ballet School	-	-	1	-	1	-
Sixth or FE College	3	-	3	-	2	-
Comprehensive School	2	4	3	2	2	2
Independent School	4	3	9	1	3	2
The Brit School for Performing Arts	-	-	-	-	-	1
CCHS Criteria Not Met	-	-	-	-	-	2
Unknown destination	-	-	-	-	1	-
Apprenticeship	-	1	0	-	-	-
Moving abroad	-	-	2	-	-	1
Total	22	27	47	40	25	31

UCAS Data

Year 13 (Cohort 109)	
Students Achieving University Places	90
•Students Achieving Firm Choice University Place	62
•Students Achieving Insurance Choice University Place	10
•Students Achieving University Place through Adjustment	0
•Students Achieving University Place through Clearing	18
•Students Achieving Oxbridge Places	9
Students Progressing to Employment / Training / F.E. (including Art Foundation)	4
Students Taking a Gap Year before Applying / Re-Applying	8
Unplaced/withdrawn/unknown outcome (3 withdrawn, 2 unknown)	7

Year 14 and Above (within the 10)	
Students Making First Application to University	3
Students Re-Applying to University	7
•Students Achieving Firm Choice University Place	9
•Students Achieving Insurance Choice University Place	0
•Students Achieving University Place through Adjustment	0
•Students Achieving University Place through Clearing	1
•Students Achieving Oxbridge Places	1

OXBRIDGE APPLICATIONS/OFFERS/PLACES ACHIEVED 2010 TO 2018

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*

* = includes Year 14 student