



Chelmsford County High School for Girls

PUBLIC EXAMINATIONS REVIEW

2017

(Amended October 2017)

1. This document is a review of the outcomes of the public examinations of the 2017 cohorts (pending outstanding re-marks). It aims to provide governors with an overview of trends over the past 3 years in terms of the overall grades and subject grades. Alongside actual results the initial overall target (see Para 3) for a subject is provided for comparison. Information also includes the number of entries in each subject. This is the number of students who have sat the examinations in the subject and is relevant in terms of assessing its popularity and understanding the challenges for staff teaching large cohorts as well as understanding the impact 1 or 2 students' results can have on an overall figure. Whilst we are using percentage for ease of reference, the significance of the figures is to be read along with the size of the cohort.
2. All Subject Leaders have a Subject Review meeting with the Headteacher and their SLT and Faculty Leader line manager in September. They complete a detailed analysis of the results of all students in their subject (SEF1). It is a requirement for all individual teachers to provide evidence of their own analysis of the results of their own groups. These analyses are done jointly when teachers share a group. They are collated by the Subject Leader who has discussed their results with the teachers concerned and built their analyses into the subject review. This ensures that all teachers take full ownership of the results for which they are accountable. They present an overview of the numbers of students in their group who have met or exceeded their targets and those who have achieved below their target. They are also required to focus their analysis on the students who are on the Ethnic Minority Register. Teachers are then asked to explain reasons for success or underachievement and indicate whether they did anything differently which produced different results that year, and what strategies they will use in the coming year. These reviews form part of the formal performance management process.
3. At the start of each course rigorous and aspirational targets are set. These numerical targets form the basis of the monitoring of the progress of the students throughout the year. On a termly basis, teachers report in the form of a grade how their students are progressing towards their target grade. This information is collated and analysed by Subject Leaders who then follow up with their staff the students causing concern in their subject, and prepare action plans accordingly. Year Leaders have an overview of the students in their year group and identify and follow up any students causing concern across a number of subjects, and create an action plan for each student who needs to improve. Staff are aware that progress towards subject and whole school targets is now also presented to governors. Initial Subject targets are also included in the analyses. These processes ensure a rigorous approach with a positive impact on outcomes, as well as highlighting issues as they emerge, hence the marked difference between target and outcome in some subjects.
4. Results tables focus on the top grades as our students are expected to achieve them in the majority of their subjects. Any results at C grade or below at A' Level and GCSE, or level 4 and below at IB, require an explanation which features in the Subject Review.

1. IB Diploma and certificates

1i - Subject performance at levels 7 to 5 (accurate as at 13th September 2017)

SUBJECT	2016-17						2015-16						2014-15					
	Entries	7	6	5	Target% 7/6/5 levels	Actual% 7/6/5 levels	Entries	7	6	5	Target% 7/6/5 levels	Actual% 7/6/5 levels	Entries	7	6	5	Target% 7/6/5 levels	Actual% 7/6/5 levels
Art SL	3	0	1	2	100	100												
Art HL	4	1	3	0	100	100	3	2	1	0	100	100	1	0	0	1	100	100
Biology SL	6	0	2	2	83	66.67	3	1	0	2	100	100	1	1	0	0	100	100
Biology HL	6	0	2	4	100	100	11	2	4	3	100	81.82	11	0	4	5	100	81.8
Chemistry SL	3	0	0	1	100	33.33	2	0	0	1	100	50	3	0	0	2	100	66.7
Chemistry HL	8	0	1	2	100	37.50	9	0	3	0	89	33.33	11	0	2	5	91	63.6
Chinese B SL							5	0	3	2	100	100	2	0	2	0	100	100
Design Tech SL	3	0	2	1	100	100	1	0	0	1	100	100	1	0	0	1	100	100
Design Tech HL	4	0	4	0	100	100	3	0	1	2	100	100	3	0	2	1	100	100
Economics SL							10	2	5	2		90						
Economics HL	5	1	3	1	100	100	3	0	2	0	100	66.67	4	0	1	3	100	100
English SL	11	0	2	9	100	100	10	0	3	5	100	80	14	2	7	5	100	100
English HL	12	0	8	4	100	100	10	2	5	2	100	90	9	3	5	1	100	100
French SL	3	0	0	2	100	66.67	6	0	1	4	100	83.33	5	0	2	3	100	100
French HL	9	0	3	3	100	66.67	1	0	1	0	100	100	4	0	1	2	100	75
Geography SL	4	0	3	1	100	100	4	3	0	1	100	100	2	1	1	0	100	100
Geography HL	6	4	2	0	100	100	2	1	0	1	100	100	2	2	0	0	100	100
German SL	9	0	6	3	100	100	3	1	1	1	100	100	2	1	1	0	100	100
German HL	4	0	4	0	100	100	2	0	2	0		100	1	0	1	0	100	100
History HL	8	3	2	3	100	100	5	2	2	1	100	100	8	5	0	3	100	100
History SL	1	0	0	1	100	100	2	0	2	0	100	100	5	0	2	3	100	100
Italian Ab SL	12	0	2	5	100	58.33	14	1	4	5	100	71.43	13	4	2	3	100	69.2
Latin SL	1	1	0	0	100	100	2	0	2	0	100	100	1	0	0	1	100	100
Latin HL	4	1	1	1	100	75	1	0	1	0	100	100	2	1	1	0	100	100
Mandarin AB													1	0	0	0	0	0
Maths St SL	16	2	7	5	100	87.5	11	3	7	1	100	100	5	1	2	2	100	100
Mathematics SL	4	1	1	1	100	75	5	0	2	1	60	60	10	0	0	4	100	40
Mathematics HL	3	0	1	1	100	66.67	4	0	0	1	75	25	8	0	0	2	100	25
Music HL	2	0	1	1	100	100							3	1	1	1	100	100
Physics SL							2	0	0	2	100	100	3	0	2	1	100	100
Physics HL	2	0	1	0	100	50	3	1	1	1	100	100	2	1	1	0	100	100
Philosophy SL													3	1	2	0	100	100
Psychology SL	2	0	0	2	100	100							4	0	2	2	100	100
Psychology HL	8	1	4	3	100	100	7	2	4	1	100	100	4	0	0	4	100	100
Russian Ab SL							4	3	1	0	100	100	4	2	2	0	100	100
Spanish SL	2	0	2	0	100	100												
Spanish HL	3	2	0	1	100	100												
Spanish Ab SL							5	1	1	3	100	100	8	2	5	1	100	100
TOTALS	176	22	71	59			141	25	52	41			160	28	51	56		
%		12.5	40.3	33.5	99.4	86.4		17.7	36.9	29.1	98.7	83.7		17.5	31.9	84.4	98.1	84.4

IB

IB results were overall well in line with our expectations. All students passed the diploma and we were particularly pleased with the results of those four students who achieved over 38 points out of a possible 45, placing them in the top 10% of IB students in the world. Whilst some results may look lower than expected there were a number of pastoral issues that were of direct relevance to students' outcomes.

Higher Level Mathematics results were for a number of reasons more encouraging than in many previous years and we were also very pleased with results in Theatre Arts and Technology. We had not previously entered candidates for Theatre Arts and our mixture of A level and Diploma students all achieved either 6 or 7. In Technology progress had been affected by a number of issues and the results were excellent. In the Languages, Art and Music (as well as Technology and Theatre) we entered a mixture of A level and Diploma students and the results achieved by the A level students were very commendable.

IB students have taken up places at a range of universities and we are pleased that we have been able to end our teaching of the IB Diploma on a positive note with successful outcomes for the students who chose to study this challenging course.

2. A2 Level

2i - Subject performance at A* to B grade (accurate as at 13th September 2017)

A2 Raw Data Subject	2016/17				2015/16				2014/15			
	Entries	A*	Target%	A*-B%	Entries	A*	Target%	A*-B%	Entries	A*	Target%	A*-B%
Art					10	5	100	90	13	2	100	84.6
Biology	45	8	91.1	75.6	54	12	96	79.6	51	15	100	84.3
Chemistry	40	1	80	57.5	49	4	82	81.6	40	6	95	75
German					8	2	100	87.5	9	1	100	88.9
Economics	27	3	96.3	77.8	25	2	100	92	33	4	100	87.8
English Lit	16	5	100	87.5	26	0	92	88.5	27	6	100	77.8
French					9	2	89	77.8	10	0	100	70
Geography	19	2	100	89.5	18	6	100	94.4	28	12	100	100
History	17	4	100	82.4	24	4	100	91.7	33	3	100	81.8
Latin					7	2	100	100	12	3	100	91.7
Maths	45	6	80.5	82.2	56	12	93	78.6	71	12	97	73.2
Further Maths	4	2	100	100	12	3	100	91.7	7	3	100	85.7
Physics	18	0	94.7	44.4	10	3	90	80	17	2	94	70.6
Psychology	19	1	89.5	84.2	30	4	100	86.7	22	0	100	86.4
Religious St.	5	0	100	80	7	0	100	85.7	4	0	75	75
Theatre St.					7	4	100	100	5	0	100	100
TOTALS	255	32	90.3	75.3	352	65	95	85.2	382	69	98	81.7
General St.	37	3	NA	40.5	68	8	NA	58.8	78	18	NA	57.7
TOTALS	292	35	NA	70.9	420	73	NA	81	460	87	NA	77.6

A Level

A2 results were overall much better than had at one time been anticipated. Obviously a number of students had given up subjects in which they performed poorly at AS, but even so a number sat A levels without having demonstrated success at AS.

In the reformed subjects performance at AS was not *directly* relevant as the marks are not cumulative and in unreformed A Levels resits will have helped to raise marks. However the headline A level figures are much better than those achieved by this cohort at AS level. Given the issues with parts of this cohort (loss of a higher than ideal proportion of our most able students in response to the removal of a number of subjects at A level) it is testimony to their hard work and to the work of staff that the relatively satisfactory outcomes were achieved. The Mathematics department deserve particular credit for the level of improvement in grades in their subject between AS and A2. Successful outcomes in reformed subjects should also be noted and the hard work of staff in responding to the challenges of these new specifications deserves to be properly recognised.

University outcomes were on the whole satisfactory but the conversion of offers to places for Oxford, Cambridge and Medicine was disappointing. Particular circumstances partially explain two missed offers at Cambridge, but this was not the best year for our success rate for these challenging institutions and courses.

Disappointing performance in their Year 12 AS in 2016, and other issues relating to the IB/AL curriculum are relevant here but we are not complacent on the need to return swiftly to our previous levels of success.

Results in Physics and Chemistry and up to a point in Economics are a concern this year. Following a detailed review specific explanations and points for action will be identified.

3. AS Level

3i - Subject performance at A and B grade (accurate as at 13th September 2017)

AS Raw Data	2016/17						2015/16						2014/15					
	Entries	A*	A	B	% AB Target	% AB Actual	Entries	A	B	% AB Target	% AB Actual	Entries	A	B	% AB Target	% AB Actual		
Art		-										10	6	4	100	100		
Biology		-					51	19	13	81	62.8	61	30	19	87	80.3		
Chemistry		-					52	6	11	85	32.7	60	19	20	79	65		
Chinese	8	-	1	0	100	12.5												
D&T: Product	9	-	0	0	100	0												
German		-										15	11	3	100	93.3		
Economics		-					30	6	11	93	56.7	32	10	14	100	75		
English Lit		-					18	10	1	95	61.1	34	11	15	97	76.5		
French		-										14	8	2	100	71.4		
Geography		-					20	16	3	100	95	24	19	1	92	83.3		
Gov & Politics	5	-	5	5	92.3	83.3												
History		-					20	9	7	100	80	26	14	10	100	92.3		
Latin		-										9	6	1	89	77.8		
Mathematics	66	-	27	15	94.7	63.6	59	19	6	92	42.4	77	33	14	95	61		
Physics		-					25	5	6	92	44	23	6	3	96	39.1		
Psychology		-					23	10	3	88	56.5	37	22	4	100	70.3		
Religious St.		-					5	2	1	60	60	9	2	3	100	55.6		
Theatre St.		-										7	6	1	100	100		
TOTAL	95	-	33	20	96.7	55.8	303	102	62	89	54.1	438	203	114	93	72.4		
General St.		-					84	15	22	NA	44.1	111	43	36	NA	71.2		
EPQ	35	12	11	5	NA	80												
TOTAL	130	12	44	25	NA	62.3	387	117	84	NA	51.9	549	246	150	NA	72.1		

AS

AS examinations were sat in Mandarin, Government and Politics, Design and Technology and Mathematics. Only in Mathematics was the cohort of significant size. In Mandarin and DT the results were both surprising and disappointing and in both cases investigations are ongoing as to why such low marks were achieved. In Government and Politics the results were very pleasing, particularly for the first cohort we had entered for this subject. In Mathematics the results were in the main very good and most students who did not perform well have acknowledged that they should not continue to study the subject.

Year 12 students also sat internal school examinations in those subjects not examined at AS level; their performance in these examinations has formed part of the Year 12 TA3 data set. However, results were encouraging overall and we are hopeful of excellent outcomes for this cohort in terms of university entrance and final A level grades in 2018.

The whole D&T cohort had a re-mark, no grades or marks changed. The scripts were then re-called and reviewed by Mrs Williams who taught the course. She agreed that the students had performed badly in the 6 hour Innovation Challenge examination: whilst they had followed the guidance they had not extended their detail to be more creative and show the required depth. The students who have continued the subject will re-sit the AS.

A review of the Mandarin results (first for this school) will establish reasons for the disappointing outcome, and we will review whether to allow the whole group to go on to A2 or simply to concentrate on re-sitting AS.

4 GCSE

4i - Subject performance at A* and A grade (accurate as at 13th September 2017)

GCSE raw data	2016-17				2015-16				2014-15			
	Entries	A*/A 9/8/7	Target	%A*/A	Entries	A*/A	Target		Entries	A*/A	Target	%A*/A
Art (Fine)	38	29	84	76.3	43	38	79	88.4	37	27	97	72.9
Biology	120	106	92	88.3	120	102	94	85	118	104	85	88.1
Chemistry	120	109	96	90.8	120	106	98	88.3	119	102	92	85.7
Chinese	8	6		75								
German	67	65	96	97	74	71	95	96	80	70	79	87.5
Drama	42	37	88	88.1	44	41	80	93.2	48	47	96	97.9
English Language	120	99	98	82.5	120	113	86	94.2	120	113	92	94.2
English Literature	120	106	93	88.3	120	107	86	89.2	120	99	92	82.5
French	64	53	94	82.8	56	47	82	83.9	53	37	85	69.8
Geography	84	72	100	85.7	88	69	89	78.4	88	64	84	72.7
History	72	66	93	91.7	78	70	87	89.7	79	74	98	93.7
Computing	33	28	100	84.9	21	14	100	66.7	14	13	100	92.8
Latin	56	53	93	94.6	53	50	98	94.3	57	47	97	82.5
Mathematics	120	108	88	90	120	110	95	91.7	120	105	90	87.5
Music	27	23	93	85.2	18	16	100	88.9	17	14	88	82.4
Physics	120	96	98	80	120	98	98	81.7	120	102	88	85
Religious St.	44	38	100	86.4	46	45	91	97.8	47	40	94	85.1
Spanish	28	25	93	89.3	16	14	100	87.5	16	16	93	100
Technology	45	34	89	75.6	43	36	94	83.7	48	41	98	85.2
Double Engineering					40	39		97.5	28	19	100	67.9
ICT-Yr 9	119	119		100					120	120	100	100
PE-Yr 10									26	20	68	76
Add. Language	6	6		100	6	6		100	3	3		100
FSMQ Add Maths	7	4		57.1								
Religious St.					1	0		0				
Total (Yr 11)	1400	1222	93.6	87.3	1444	1277	91	88.3	1343	1146	88	85.3

GCSE

These results are overall very pleasing and an improvement on the past 2 years. This was the first year affected by the new demands of the reformed courses in English and Mathematics in terms of increased content and rigour of assessment; this was coupled with the new grading system which includes the additional stretch and challenge of the new grading which includes grade 9 (equivalent to A**). Results in English Literature have remained on a par with previous years although the Language results were disappointing. This will be an area of focus for the new Subject Leader for English.

The Mathematics results were exceptionally high when we consider the proportion of grade 9 at 37.5% which a great testament to the work of the team led by the new Subject Leader. Nationally the proportion of grade 9s fell between 2 and 3%, ours was 31% which a superb achievement which will have encouraged the staff who lead the other subjects working towards the first cohort in 2018.

An overall figure of over 87% A*A is excellent with particular successes in the sciences, German, History and Latin.

SIXTH FORM OUTCOMES & TRANSITION DATA**2016-17**

Year 11	
CCHS Students Continuing into Sixth Form	95
CCHS Students Leaving at CCHS Request due to GCSE Results	3
CCHS Students Choosing to Move to Other Schools (of whom 4 have chosen independent schools)	20
CCHS Students Choosing to Move to Sixth Form Colleges	2
CCHS students Entering Apprenticeships	0 known
External Students Entering CCHS Sixth Form from Other Schools	31

Year 12	
Students Re-Entering Year 12	1
Students leaving for other Sixth Forms	2
Students leaving for Sixth Form College	0
Students leaving for Employment	0

UCAS Data

Year 13	
Students Achieving University Places	85
•Students Achieving Firm Choice University Place	56
•Students Achieving Insurance Choice University Place	17
•Students Achieving University Place through Adjustment	1
•Students Achieving University Place through Clearing	8
•Students Achieving Oxbridge Places	3
Students Progressing to Employment / Training / F.E. (including Art Foundation)	1
Students Taking a Gap Year before Applying / Re-Applying	12*

* This is the number who applied this year, were unsuccessful and chose not to go into Clearing or who withdrew. I do not know how many of these intend to reapply. I also do not know how many of the year 13 who did not apply this year (2017) intend to apply for the first time in 2018. 94 Year 13 students applied in 2017.

Year 14 and Above	
Students Making First Application to University	2
Students Re-Applying to University	8
•Students Achieving Firm Choice University Place	5
•Students Achieving Insurance Choice University Place	2
•Students Achieving University Place through Adjustment	0
•Students Achieving University Place through Clearing	1
•Students Achieving Oxbridge Places	0

UCAS Entry 2017 Applications, Offers and Destinations

Overview of applications:

- 104 applicants, 94 from year 13 and 10 from year 14.
- 494 courses applied for, 346 (70%) to Russell group institutions.
- 13 applicants for medicine.
- 21 applications to Oxford or Cambridge.

Applications to offers:

- Overall success rate 414/494, 83.8%
- Success rate to Russell group 291/346, 84.1%
- Success rate for Oxford and Cambridge 6/21, 28.6%
- Success rate for Medicine 24/48, 50%

Places gained:

- 60 students, (58%) were accepted onto their firm offer places, 30 of whom did not meet their offer.
- 17 students (16%) were accepted onto their insurance offer places, 15 of whom did not meet their offer.
- 27 students, 26% have either withdrawn, received a new or revised offer through Clearing or are eligible for Clearing (24/08/17)

University	Number of students
Exeter	9
Birmingham, Nottingham,	6
Cardiff, Durham, Southampton	5
Warwick	4
KCL, QMUL, Surrey	3

Subject area	Number of students
Medicine	4
Medically related	11
Dentistry	4
Veterinary medicine and science	1
Law	1
Mathematics, Economics, Finance and Business	11
Science and Engineering	16
English, MFL and Classics	7
Humanities	18
Creative	3
Education	2

OXBRIDGE APPLICATIONS/OFFERS/PLACES ACHIEVED 2006 TO 2017

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

