

Chelmsford County High School for Girls

PUBLIC EXAMINATIONS REVIEW

2021

Summer 2021 - How Centre Assessed Grades and rank orders were determined

In submitting grades to the examination boards, Chelmsford County High School assiduously followed the guidance issued by the Department for Education and Ofqual. Chelmsford County High School took into consideration a wide range of data on the performance of individual students with pupils only assessed on what they had been taught.

Integrity, as always, animated our work and the process designed and implemented by the 2021 Outcomes Extended Leadership Team was fair, rigorous and professional.

Every student had the right to appeal their grade; each appeal was dealt with in accordance with the examination board guidelines.

The grade allocation process was as follows:

Tier 1

The Senior Leadership Team thoroughly reviewed the guidance and consultation documents issued by DfE and Ofqual. The evidence upon which grades will be based upon has been agreed and the assessment structure has been finalised for the Summer Term. Agreement with regards to the quality assurance process that will be followed prior to the submission of grades has also been determined. This process has been shared and discussed with all Subject Leaders.

Tier 2

Subject Department teams have been asked to provide the following robust, clean, consistent and moderated data for each student:

- internal examination data (mock results, Year 10 exams, Year 12 assessments)
- previous assessment data collected during the course (this could include NEA, in-class assessments, class and homework, observations)
- Teacher Assessment (TA) Data

This data will then be collated, alongside the external data we hold for all our students to build an individual profile for each student. External data includes Fischer Family Trust (FFT), Cognitive Ability Test (CAT), Centre for Evaluation and Monitoring (CEM), and Middle Years Information System (MidYIS). Subject Leaders will be asked to check the data with their teams for quality assurance.

Tier 3

INSET Day – March 2021. Departments produced a schedule of assessment for next term, which will allow all of our students to evidence the knowledge, concepts and skills that they have acquired over the duration of their courses. Timetables detailing these assessments will be shared with students to support their preparations.

Tier 4

Students will take a series of mini (disaggregated) in-class assessments to provide additional evidence to support their grade allocations. Assessments will be internally and, in some subjects, externally moderated to ensure consistent marking and the fair awarding of marks. The results from these assessments will be used to inform the data profile of each of our students.

Should any students be absent during a mini in-class assessment, they will be given the opportunity to take the assessment at the next convenient time, or during the final week of the half term. Students must complete all the mini-assessments, although in unique circumstances special consideration will be reviewed.

Tier 5

Subject Leaders will check the grades entered by each class teacher for quality assurance. As part of this process, they will ensure that class teachers have followed the guidance given, that there was a consistent approach, and that Department level procedures have been followed.

Tier 6

The results of the mini-assessments will be added to the individual data profiles for each student and a grade awarded based on the evidence presented. Using experience and professional judgement, Departments will review these grades against the external data held for each student, as well as our previous distribution of grades in each subject. Once the grades have been assigned, a second member of each Department will then review and approve the grades to provide an additional level of moderation. This process will be enriched and supported by guidance and training from DfE-Ofqual and the examination boards.

Tier 7

Faculty Leaders will then formally sign off the grades and scrutinise the process followed by class teachers and Subject Leaders to ensure a consistent approach has been followed. On a subject by subject basis, the grades will be submitted at Faculty level.

Tier 8

The relevant Year Leaders and our SENCO will then review the grades to provide a further level of quality assurance and ensure that any special considerations have been accounted for.

Tier 9

Grades will then be submitted to the Senior Leadership Team. The Senior Leadership Team will review the grades entered and quality assure the process to ensure consistency. Members of the Senior Leadership Team will meet and discuss the grades within each subject. Grades entered for each student will be scrutinised and where appropriate questions asked to ensure a robust approach has been followed. At the conclusion of this process the grades will be submitted in accordance with the DfE-Ofqual guidelines.

A Level

Subject performance at A* to B grade (accurate as at 6th October 2021)

A2 Raw Data Subject	2020-21 (TAGs)				2019-20 (CAGs)				2018-19			
	Entries	A*	TA2%	A*-B%	Entries	A*	TA2%	A*-B%	Entries	A*	TA2%	A*-B%
Art, Craft & Design	6	3	70	100	10	7	70	100	18	7	94.4	100
Biology	47	15	91	87.23	65	20	91	90.8	64	17	89.1	87.5
Chemistry	45	5	71	82.22	56	12	71	76.8	60	12	70	80
Chinese									1	1	100	100
D&T Product												
Economics	21	9	88	95.24	25	9	88	92	35	5	94.3	82.9
English Literature	25	12	100	96	22	10	100	90.9	22	9	86.4	86.4
French	6	1	100	100	8	2	100	100	13	2	69.2	92.3
Geography	18	9	83	94.44	12	5	83	91.7	22	6	95.5	81.8
German	5	3	100	100	4	3	100	100	5	3	100	100
History	16	4	74	87.5	23	8	74	87	19	3	94.7	84.2
Latin	5	4	100	100	5	4	100	100	13	1	92.3	84.6
Mathematics	48	13	73	91.67	52	18	73	90.4	56	13	58.6	71.4
Further Mathematics	11	3	67	90.91	5	3	67	80	8	4	62.5	100
Music	4	2	67	100	3	2	67	66.7	3	0	33.3	66.7
Physics	15	4	78	86.67	9	3	78	88.9	10	1	45.5	90
Politics	12	7	90	100	10	3	90	80	15	1	86.7	80
Psychology	36	14	95	100	40	9	95	90	23	5	91.3	82.6
Religious Studies	19	5	77	94.74	13	4	77	76.9	7	1	57.1	71.4
Spanish	3	2	100	100	6	4	100	100	8	0	88.9	100
Theatre Studies	7	4	100	100	10	4	100	100	10	1	100	100
TOTALS	349	119	NA	92.26	378	130	NA	88.4	412	92	NA	84
EPQ	13	3.5	NA	96.15	15	7	NA	86.7	19	5.5	NA	86.8
TOTALS	362	122.5	NA	92.4	393	137	NA	88.3	431	97.5	NA	84.1

GCSE

Subject performance at A* and A grade (accurate as at 6th October 2021)

GCSE raw data	2020-21 (TAGs)				2019-20 (CAGs)				2018-19 (Exams)			
Subject	Entries	9/8/7	TA2%	9/8/7%	Entries	9/8/7	TA2%	9/8/7%	Entries	9/8/7	TA2%	9/8/7%
Art	37	35	89.6	94.59	48	38	89.6	79.2	51	36	76.5	70.6
Biology	160	155	97.4	96.88	155	148	97.4	95.5	120	107	91.7	89.2
Chemistry	160	154	87.7	96.25	155	139	87.7	89.7	120	104	85.8	86.7
Chinese	2	2	NA	100	4	4	NA	100	7	4	NA	57.1
Computing	63	60	87.8	95.24	49	42	87.8	85.7	40	27	87.5	67.5
Drama	57	50	95.3	87.72	43	37	95.3	86.1	60	45	90	75
English Language	160	147	96.8	91.25	155	131	96.8	84.5	120	96	90	80
English Literature	160	148	94.2	91.88	155	137	94.2	88.4	120	98	86.7	81.7
French	99	92	89.6	92.93	96	89	89.6	92.7	55	52	87.3	94.6
Geography	86	82	97.4	95.35	77	73	97.4	94.8	74	65	98.6	87.8
German	72	67	92.5	93.06	67	63	92.5	94	72	66	81.9	91.7
History	93	90	90.9	96.77	99	84	90.9	84.9	74	59	89.2	79.7
Latin	28	24	93.0	85.71	43	39	93	90.7	55	45	98.2	81.8
Mathematics	160	146	89.0	91.25	155	140	89	90.3	120	101	67.5	84.2
Music	35	34	90.9	97.14	33	30	90.9	90.9	30	26	86.7	86.7
Physical Education	15	14	100	93.33	19	15	100	79	19	15	100	79
Physics	160	155	86.5	96.88	155	137	86.5	88.4	120	101	87.5	84.2
Religious Studies	52	51	93	98.08	43	41	93	95.4	63	59	81.5	93.7
Spanish	16	14	95	87.5	20	19	95	95	23	22	95	95.7
Add. Language									1	1		100
FSMQ Add Maths					8	5	NA	62.5				
Total (Yr 11)	1615	1520		94.1	1571	1406		90	1344	1126	88	84

SIXTH FORM OUTCOMES & TRANSITION DATA**2020-21**

Year 11	
CCHS Students Continuing into Sixth Form	120
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	5
Sports Scholarship/Performing Arts/Moved	0
Destination Still to be Confirmed	4
CCHS students Entering Apprenticeships	0
External Students Entering CCHS Sixth Form from Other Schools	31
Total cohort entering Year 12	151

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

Year 11 Leavers' Destinations

Destination	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Y11 into Y12 - internal students <i>% of total Year 12 cohort</i>	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	120 79.47
Y11 into Y12 - external students <i>% of total Year 12 cohort</i>	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	31 20.53
Total Cohort	145	146	154	146	146	145	110*	116	127	116	107 <small>incl 1 Y13to Y12</small>	154	151
KEGS	6	13	9	12	8	15	24	34	15	19	22 18.33	14 9.03	18 11.25
Colchester Girls or CRGS	-	-	2	-	3	4	3	2	-	1	5 4.17	1 0.65	2 1.25
Other Grammar Schools (Southend schools)	-	1	-	2	2	4	-	-	1	2	-	1 0.65	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	10 6.25
Comprehensive School	6	3	-	1	2	4	3	2	2	2	3 2.50	13 8.39	2 1.25
Independent School	-	3	1	-	4	3	9	1	3	2	1 0.83	-	2
CCHS Criteria Not Met	?	?	?	?	-	-	-	-	-	2	(5) (4.17)	-	-
Unknown destination	2	-	1	-	-	-	-	-	1	-	5 4.17	2 1.29	5 3.1
Apprenticeship	-	-	-	-	-	1	-	-	-	-	-	-	-
Moving abroad	-	-	-	-	-	-	2	-	-	1	-	-	-
Total <i>% of total Year 11 cohort</i>	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	40/160 25.00

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

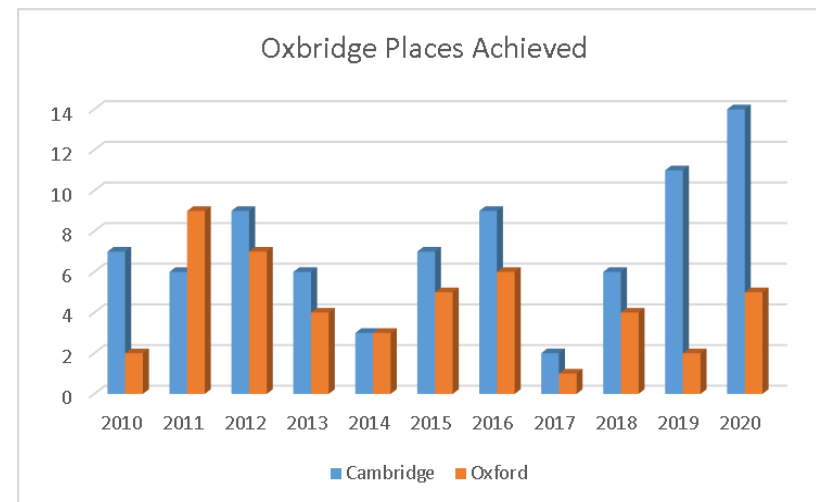
UCAS Data

Year 13 (Cohort 105)	
Students Achieving University Places	105
•Students Achieving Firm Choice University Place	90
•Students Achieving Insurance Choice University Place	6
•Students Achieving University Place through Adjustment	0
•Students Achieving University Place through Clearing	0
•Students Achieving Oxbridge Places	7
Students Progressing to Employment / Training / F.E. (including Art Foundation)	2
Students Taking a Gap Year before Applying / Re-Applying	0
Unplaced/withdrawn/unknown outcome (3 reapplying, 1 OU)	6
Students with Delayed Firm Choice until they have sat October exams.	0

Year 14 and Above	
Students Making First Application to University	0
Students Re-Applying to University	14
•Students Achieving Firm Choice University Place	12
•Students Achieving Insurance Choice University Place	0
•Students Achieving University Place through Adjustment	0
•Students Achieving University Place through Clearing	0
•Students Achieving Oxbridge Places	0

OXBRIDGE APPLICATIONS/OFFERS/PLACES ACHIEVED 2010 TO 2021

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
2021	16	5	5	6	2	2



* = includes Year 14 student