



SCHOOL CONTEXT

CCHS is a heavily over-subscribed girls grammar school with an increasing roll in both the main school and Sixth Form

Student No.	2019	2020	2021	
Whole School	987	1062	1145 (projected)	1260 DfE approved maximum capacity Main School = 900 Sixth Form = 360
11-16 (main school)	765	800	830 (projected)	
16-18 (sixth form)	222	262	315 (projected)	

The number of Disadvantaged and students with SEND is significantly lower than the National Average

	2019	2020	2021	
Disadvantaged	34 (3.4%)	33 (3.5%)		N/A 15.9% ⁺
SEND	16* (1.6%)	21* (2.2%)		N/A 11.1% ⁺ *1 EHCP included in these figures

⁺Academic Year 2019/20 - Schools, pupils and their characteristics.gov.uk

The school location deprivation indicator is in quintile 5 (most deprived) of all schools.

The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.

Deprivation Indicator

- The school is in one of the most deprived areas in the country
- Yet our school population is made up of students whose postcodes are in the least deprived.
- We need to do more to serve our local community hence why our FAPP work is so vital.

ETHNICITY

The largest ethnic groups with 5% or more were:

White British - 40%

Asian or Asian British Indian - 17%

Asian or Asian British Any other Asian background - 9%

Black or Black British African - 9%

White any other white background - 5%

There were learners from **11** of the 17 ethnic groups.

Ethnicity

- Diverse student population
- Our largest single ethnic group is White British
- NA largest single ethnic group is white. In state-funded secondary school NA White British 65%

OUTCOMES

The Government has announced that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020. All outcomes are based on the academic year 2018/19. To illustrate trends, data from the academic years 16/17, 17/18 are also included where relevant.

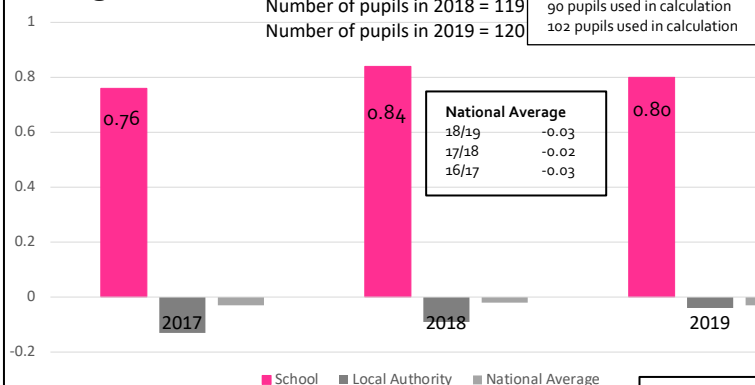
Examination Data	16/17	17/18	18/19
GCSE 7-9%	87.4%	86.7%	84%
Progress 8	+0.76	+0.84	+0.80
Attainment 8	79.84	81.46	80.07
A Level A* - B %	75.3%	75.3%	84%
Level 3 Value Added	-0.4	-0.2	+0.02

KS4 Headline Trends

Progress 8

Number of pupils in 2017 = 120
Number of pupils in 2018 = 119
Number of pupils in 2019 = 120

89 pupils used in calculation
90 pupils used in calculation
102 pupils used in calculation



Progress 8

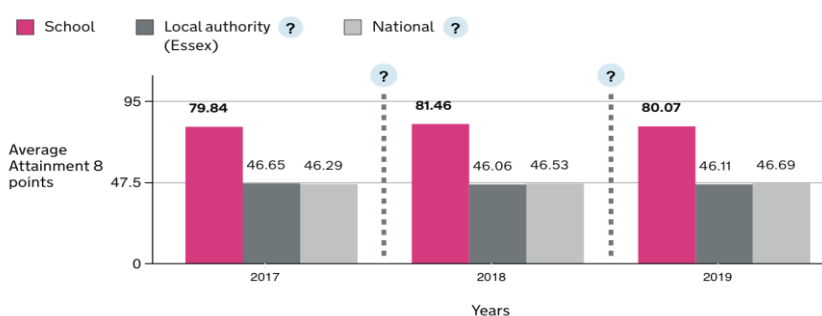
- P8 well above NA
- In the highest 20% of all schools (OFSTED IDSR)
- P8 is stable
- Pupils make approximately $\frac{3}{4}$ grade more progress than expected
- NA pupils make less than expected progress on average
- Trend follows national picture
- Picture in Essex is improving
- Approximately 20% students do not have prior data and are not included in P8 or A8 scores

Attainment 8

- Same trend as P8
- Well above NA and local picture
- Average grade for subjects in our school = 8

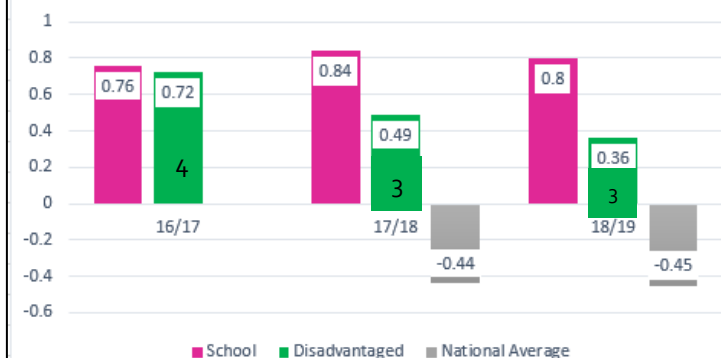
Attainment 8 ?

Number of pupils in 2017 = 120
Number of pupils in 2018 = 119
Number of pupils in 2019 = 120



Disadvantaged

Progress 8 Trend - Disadvantaged



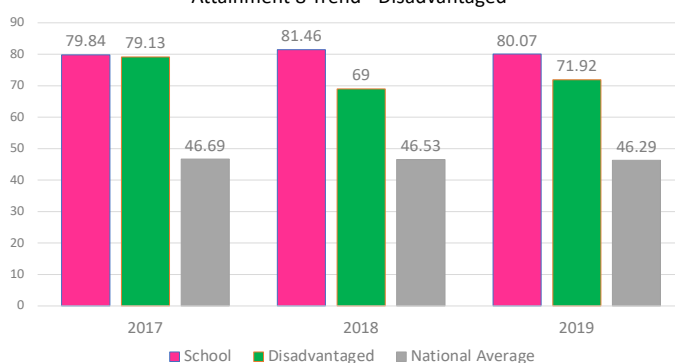
Progress 8 - Disadvantaged

- Disadvantaged P8 trend is showing a downward trajectory
- However, disadvantaged students in our school do better than those nationally
- Disadvantaged students made up only 3% of students included within this data. National average 25%.
- Argument exists. Small number means it's more difficult to make an impact to figures, however, with so few students we have capacity to ensure targeted support
- Prior attainment data shows that the gap at the end of KS2 was minimal.

Attainment 8 - Disadvantaged

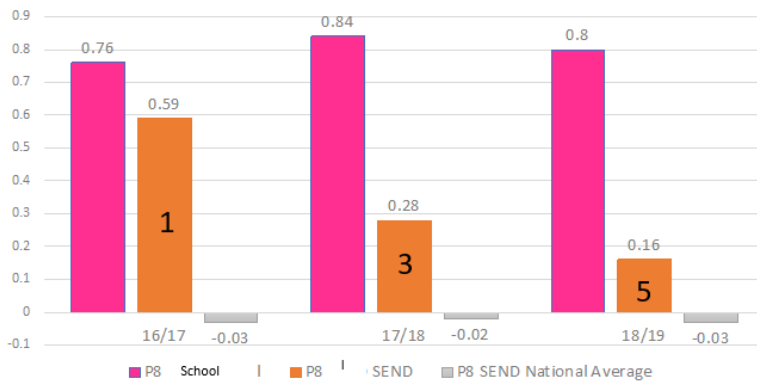
- A8 is also lower for our Disadvantaged students as well
- Average grade for non-disadvantaged students is 8
- For disadvantaged this is 7.3

Attainment 8 Trend - Disadvantaged



SEND

Progress 8 Trend - SEND



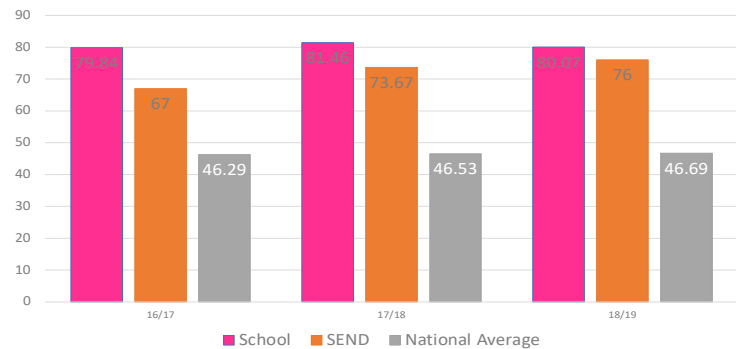
Progress 8 - SEND

- Again small numbers but our SEND students make less progress than non-SEND students
- In 18/19 our SEND students made up 4% of the cohort. The national average is 11%
- Same argument – small numbers
- Last year our SEND students made only marginally more progress than expectations – expectations = 0
- Our SEND students are still making more progress than the national average

Attainment 8 - SEND

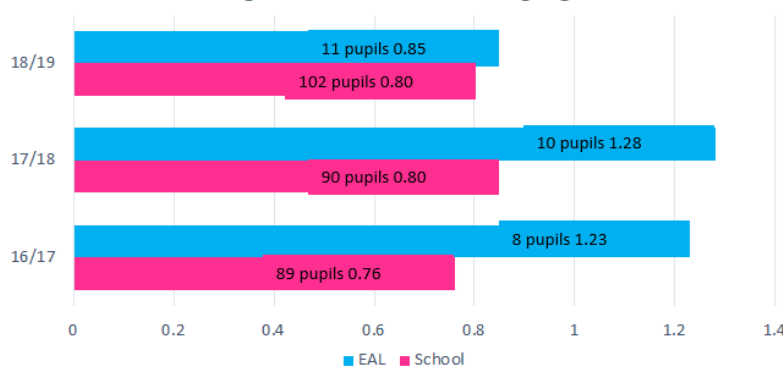
- Similar trajectory to P8
- Below school average

Attainment 8 Trend - SEND



EAL

p8 English as an Additional Language

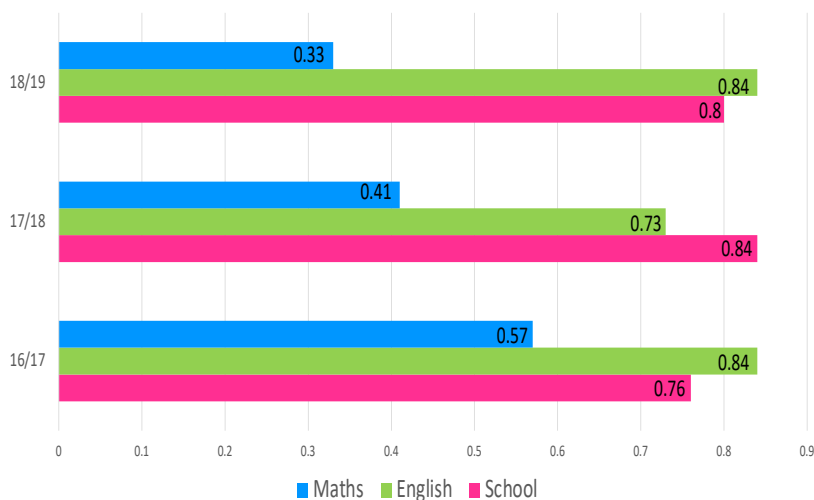


EAL

- Number of EAL students has increased year on year but not in line with our increased intake in % terms
- However, the progress of our EAL students is in decline
- For example, if the trajectory for EAL continues, then we may well hit a stumbling block in a few years time.
- If you look at the number of EAL students in our current Year 8 We have almost ¼ EAL. If the rate of progress continues to decline then this could have a significant impact on student progress and headline figures.
- This is a group that needs to be tracked.

MATHS AND ENGLISH

Progress 8 - Maths and English Element



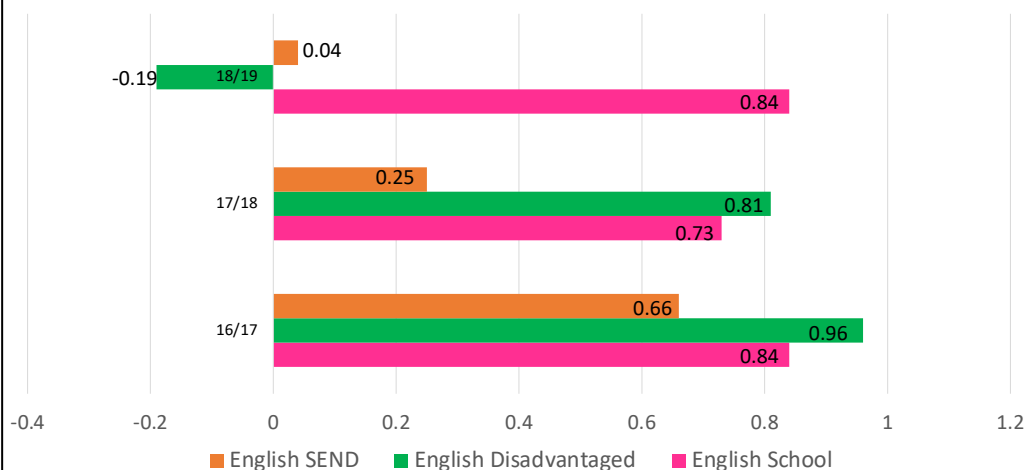
P8 Maths & English

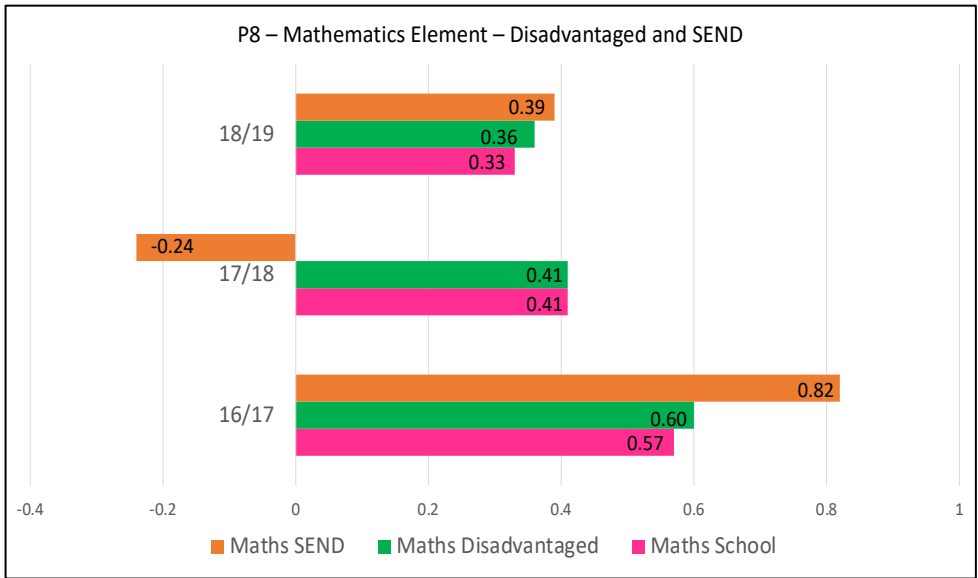
- The English element of Progress 8 (0.8) was significantly above the national average and in the highest 20% of all schools in 2019 as well as in 2018 and 2017. (Ofsted IDSR Document)
- There is nothing significant or exceptional to highlight for the mathematics element of Progress 8 in 2019, therefore no conclusions can be drawn from this data. (Ofsted IDSR Document)
- English results are roughly in line with the school P8
- Maths are below
- There is a noticeable downturn for maths
- Given that GCSE results for maths are good, we can conclude that students have prior attainment data in maths, but do not continue to make the same levels of progress
- I used the filter tools available to delve a little deeper and filtered to White British only
- 72 students. Their maths progress was 0.16. As a reminder the school progress was 0.33

P8 English Disadvantaged & SEND

- For the last 2 years our Disadvantaged English students have performed well, but there was a decline in 2019
- Our SEND students show a downward trend in English
- Case studies will be essential in providing contextual information here

P8 English Element Disadvantaged and SEND





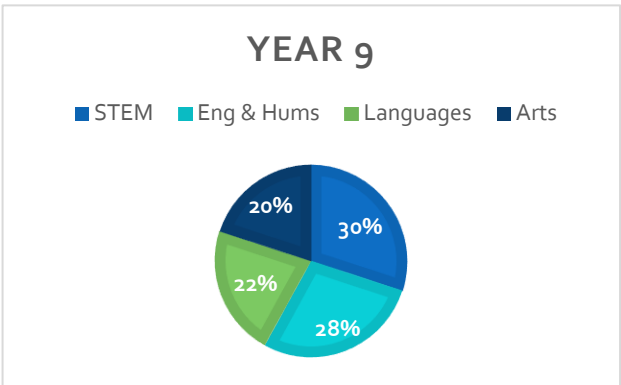
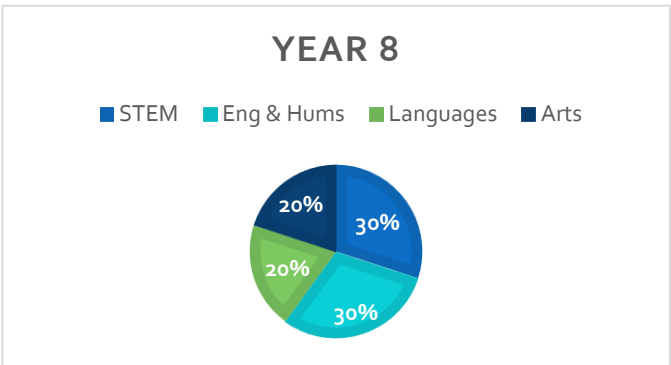
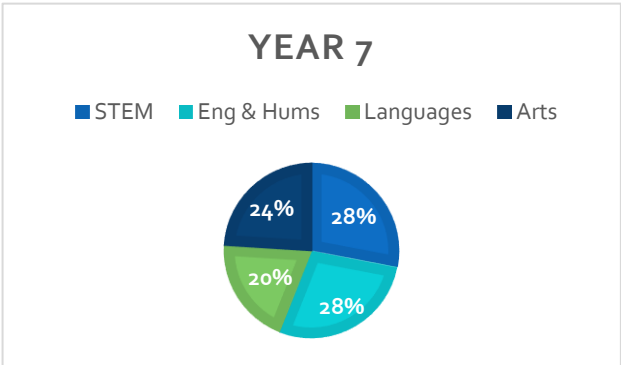
P8 Maths Disadvantaged & SEND

- In maths, our disadvantaged students perform better than non-disadvantaged students in the school
- The same can be said of our SEND students, with the exception of 2018 where there was a decline
- As before, we will need case studies to provide context

CURRICULUM

KS3

Curriculum time



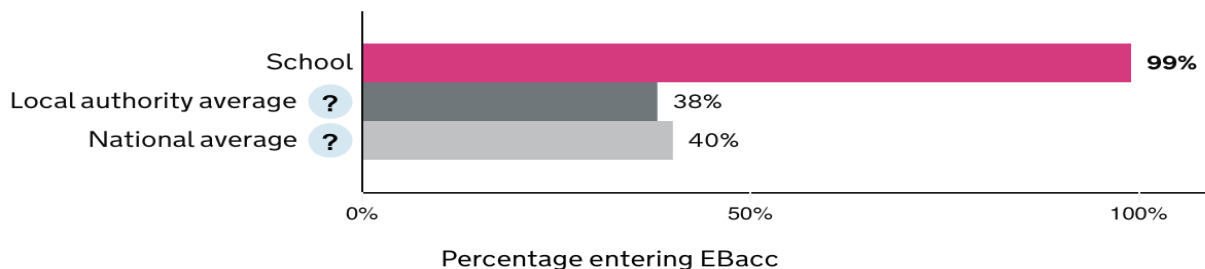
Curriculum KS3

- Broad and balanced curriculum at KS3

KS4

Percentage entering English Baccalaureate ?

Number of pupils = 120

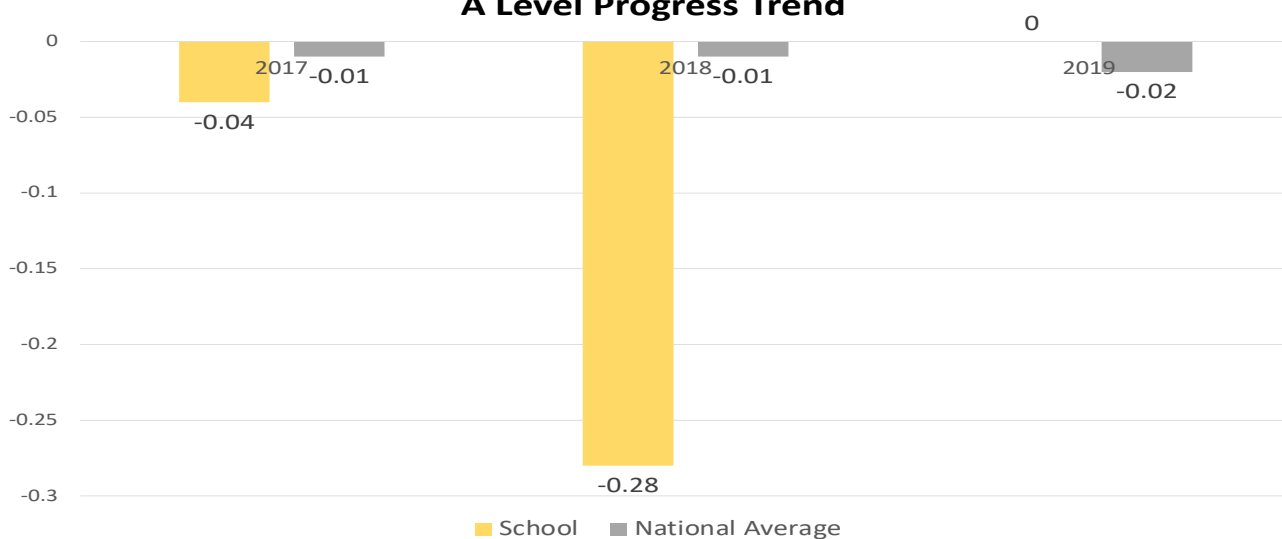


Curriculum KS4

- The Ofsted IDSR commentary says "The subjects of the EBacc form a strong academic foundation for the key stage 4 curriculum. The EBacc entry rate in this school in 2019 was 99%."
- 1 student did not enter for the language element of the Ebacc – 99% cohort
- 100% Disadvantaged entered
- 100% SEND entered
- I did not make this available to you, but worthy of note:
- Value added in: Science (0.7), Languages (1.7), humanities (0.6)
- The Ofsted IDSR commentary says that this was significantly above the national average and in the highest 20% of all schools in 2019 as well as in 2018 and 2017.
- Ebacc VA in 2019 was 0.94
- Ebacc VA for Disadvantaged was 0.75

KS5 HEADLINE TRENDS

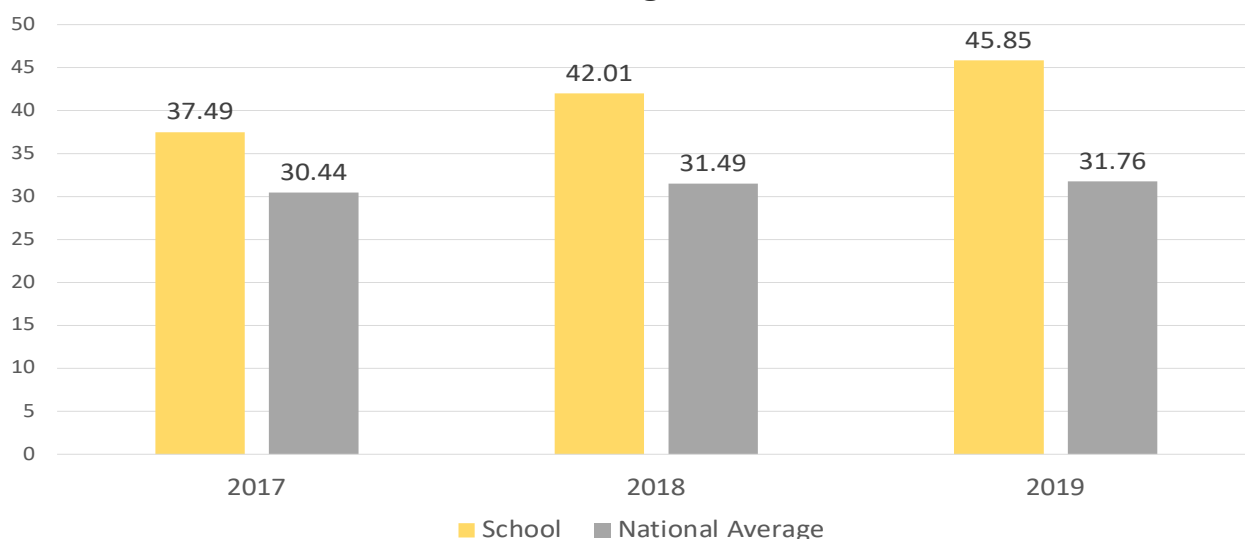
A Level Progress Trend



A Level Progress

- Following a disappointing year in 2018, students in 2019 made expected progress = 0
- This is better than the national average but progress made was not at the same rate as KS4.
- Students have still made progress, because remember 0 = progress in line with expectations, it's just that the rate of progress has slowed.

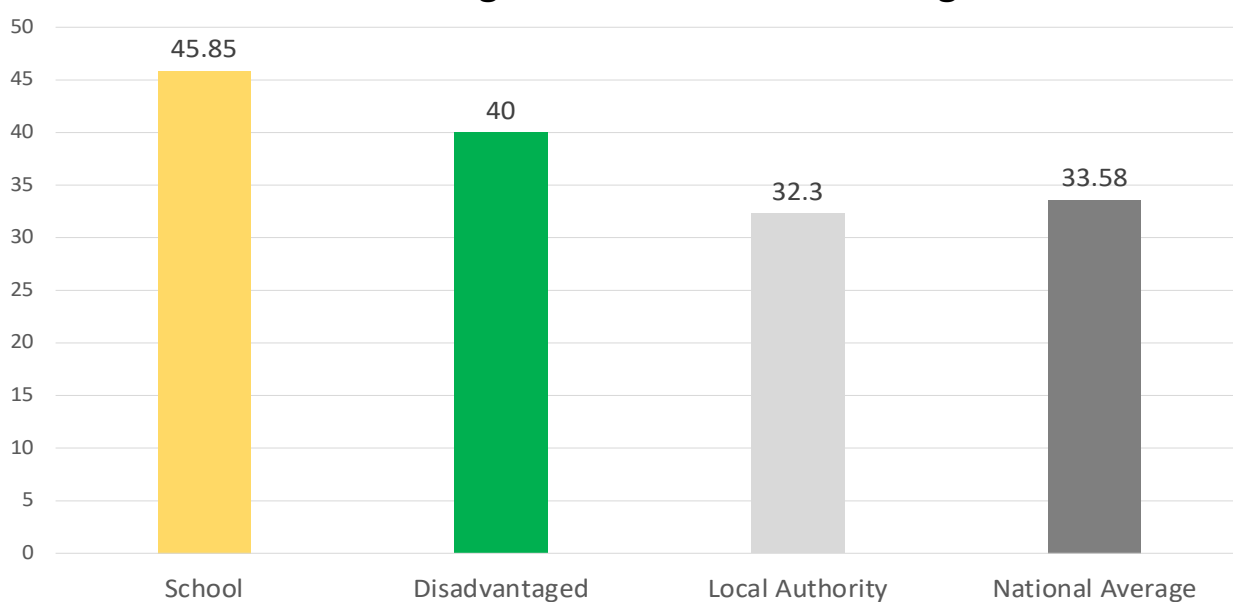
A Level - Average Point Score



A Level APS

- Our Average Point Score at KS5 is showing a pleasing upward trend which follows, but is significantly above the NA.

2019 – Average Point Score - Disadvantaged



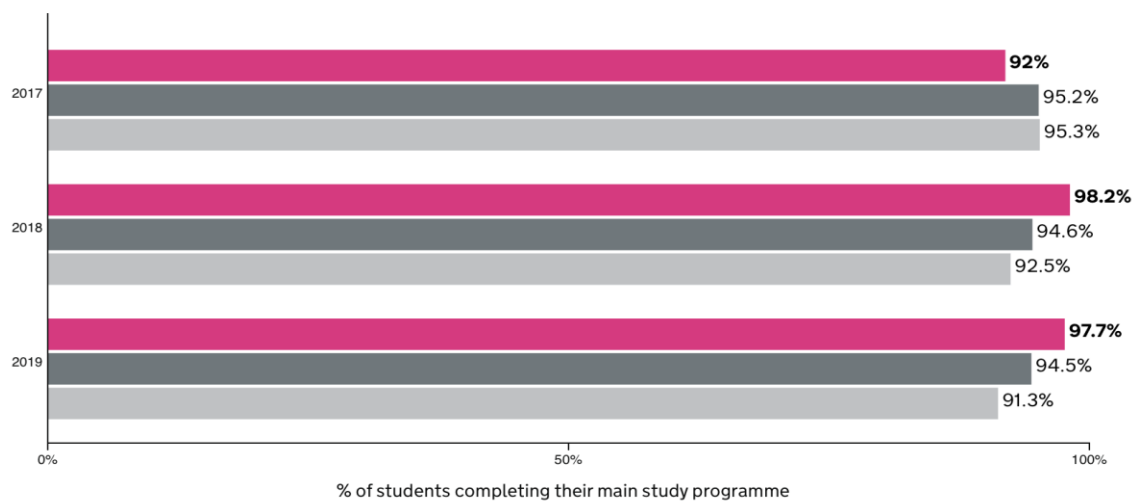
APS - Disadvantaged

- Students have still made progress, because remember 0 = progress in line with expectations, it's just that the rate of progress has slowed.

% of students completing their main study programme ?

[View as table](#)

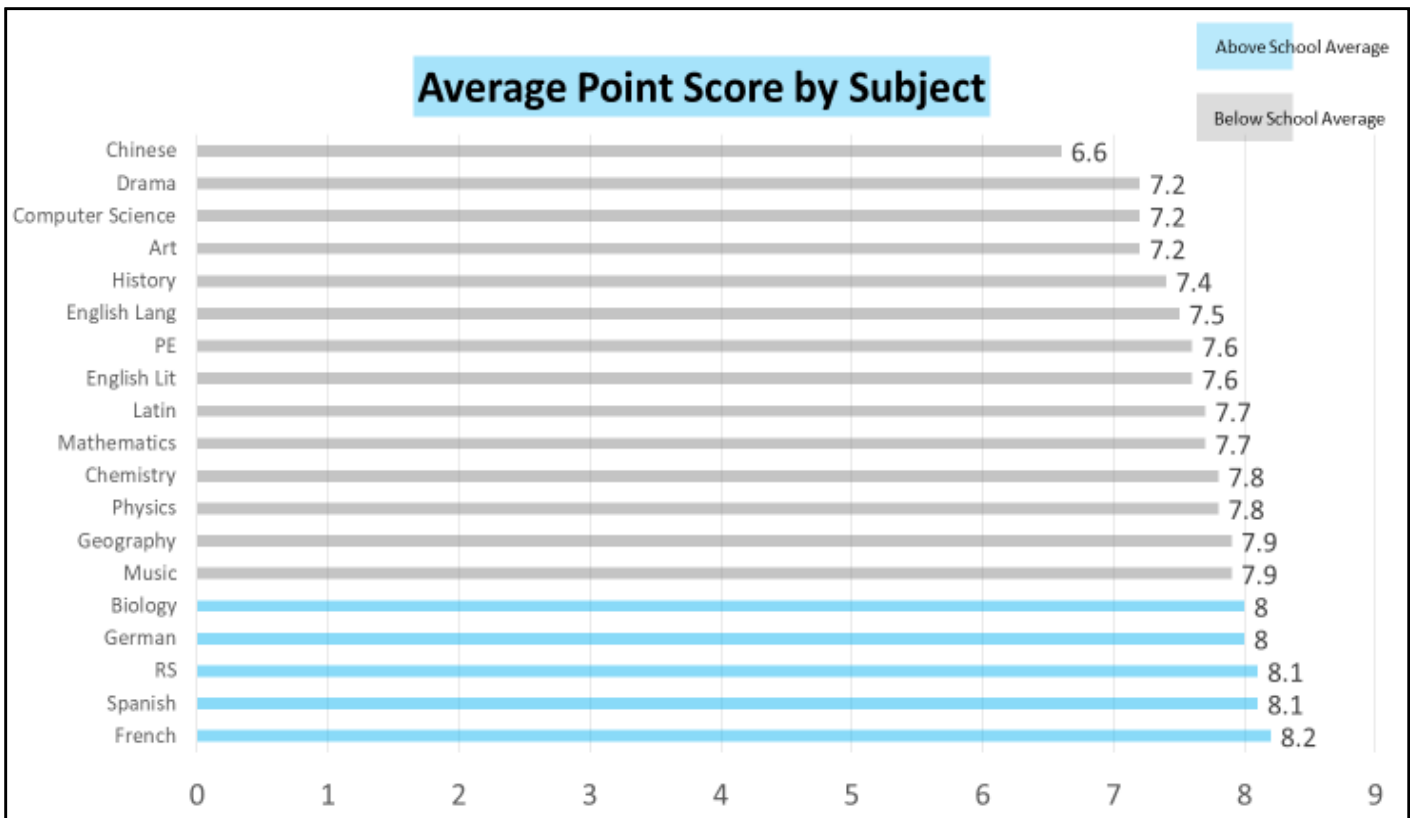
■ School / college ■ Local authority state-funded schools / colleges ■ England state-funded schools / colleges



Completion of study

- Students have still made progress, because remember o = progress in line with expectations, it's just that the rate of progress has slowed.

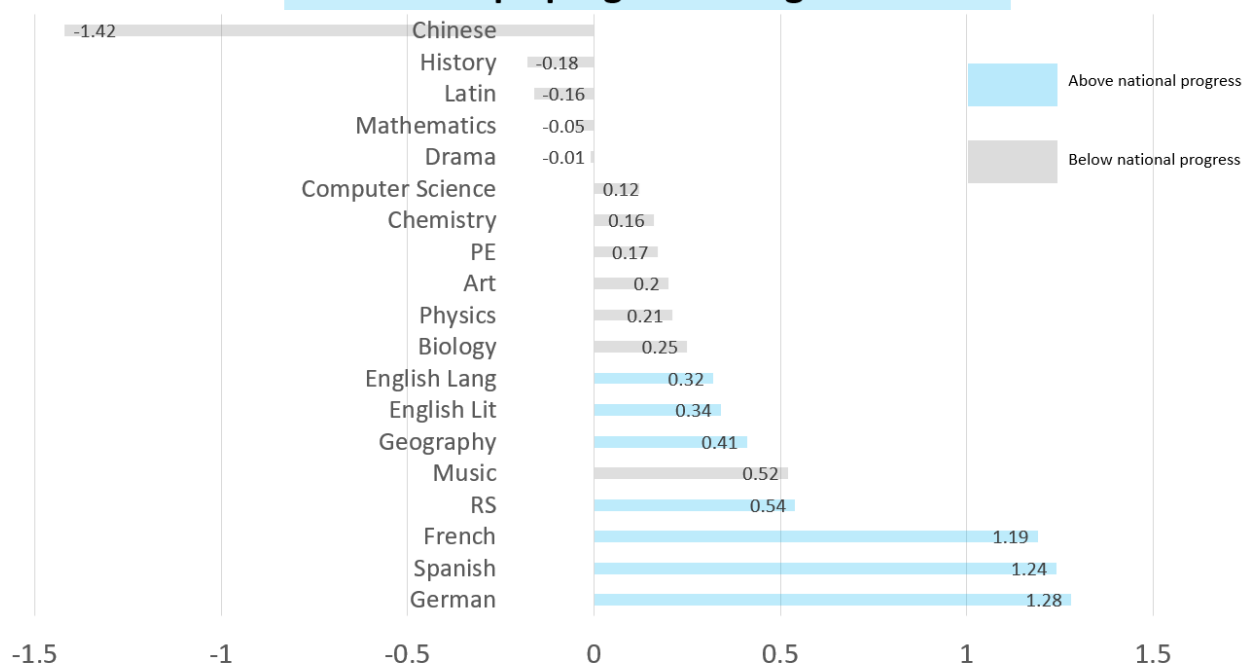
SUBJECT OUTCOMES



Average Point Score by Subject

- The subjects of:
- Biology
- German
- RS
- Spanish
- French
- Scored on or above the school APS which is 8

2019 FFT Pupil progress in Avg Point Score



Pupil Progress in APS by Subject

- When taking into account students' prior attainment, students made progress above the national average in:
- English Lang
- English Lit
- Geography
- RS
- French
- Spanish
- German
- Students did made progress in:
- C.S
- Chemistry
- PE
- Art
- Physics
- Biology
- But this was lower than the national picture
- Students in:
- Drama
- Maths
- Latin
- History
- Chinese
- Made less than expected progress which was also below the NA

KS5 ALPS

Subject	Entries	Expected Points	Actual Points	Score	Grade
A - Art (Craft)	6	670.30	820	1.25	2
A - Biology	48	5,595.36	5,380	0.96	2
A - Chemistry	46	5,413.00	4,320	0.76	6
A - Drama & Theatre Studies	7	751.33	900	1.21	2
A - Economics	21	2,427.60	2,480	1.02	4
A - English Literature	24	2,754.90	2,820	1.03	3
A - French	6	707.15	680	0.95	5
A - Geography	18	2,064.09	2,080	1.01	4
A - German	5	597.33	540	0.89	6
A - Government & Politics	12	1,343.40	1,560	1.18	2
A - History	16	1,816.73	1,720	0.94	6
A - Latin	5	597.33	620	1.05	3
A - Mathematics	48	5,651.51	5,020	0.87	6
A - Maths (Further)	11	1,312.97	1,100	0.81	7
A - Music	4	473.33	440	0.92	5
A - Physics	15	1,763.63	1,440	0.78	6
A - Psychology	36	4,105.84	4,400	1.08	2
A - Religious Studies	19	2,100.85	2,180	1.04	4
A - Spanish	3	357.82	400	1.14	2
Totals	350	40,504.47	38,900.0	-	-

Pupil Progress in APS by Subject

- Most progress was made in:
- Art
- Biology
- Drama & T/S
- Gov/Pol
- Psychology
- Spanish
- English Literature

SUMMARY

Summary

- A gap exists between School P8/A8 and Disadvantaged and SEND P8/A8
- Progress for EAL students is good but in decline
- English P8 scores are roughly in line with school P8 scores, this also applies to our disadvantaged students.
- Our SEND students are not performing as well in English
- Maths P8 scores are lower than the school average P8
- Our students prior attainment data in maths is strong and we need to keep the momentum
- A particular focus is needed on White British girls in maths
- Disadvantaged students are roughly in line with the rest of the school in maths, but SEND students do better.
- Students do not make the same levels of progress in KS5 as they do in KS4
- We have further work to do in serving our community

Worthy of note

- Autumn term students make less progress (+0.66) than spring and summer born (+0.89)
- Students who have registered ethnicity as Indian make the most progress overall, in English and in Maths (+1.04)
- Students registered as White, Black Caribbean and Pakistani all make less progress than the school 0.80
- Subjects that outperform others are:
 - German, Spanish, French, RS and Music
- Subjects offering lower levels of progress are:
 - History, Latin, Mathematics and Drama