



# CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

## SIXTH FORM 2018 Key Stage 5 Outcomes

### Progress

Progress of students at Key Stage 5 is measured using a 'Value Added' measure, which provides a comparison between the average progress of the students in your institution compared with national average. An institution with a positive value added score has therefore, on average, 'added value' to the students' achievement across their study programmes.

Students' start-points are calculated based on their achievement at Key Stage 4 (GCSE/Level 2).

### Progress: Academic Programmes (A levels and other academic equivalents)

In 2017, the Sixth Form achieved a positive value added score for Academic programmes, the highest in the school's history. For the past three years, students at Cannock Chase High School Sixth Form have made progress on Academic programmes that is not statistically different to that of the national average.

	<i>National</i>	2016	2017	2018
Academic Value Added Score	0.00	-0.07	+0.02	-0.15

### Progress: Applied General Programmes (Broad Vocational, such as Level 3 BTEC qualifications)

BTEC qualifications were significantly amended for certification of results in 2018, to include an externally assessed element of all courses.

	<i>National</i>	2016	2017	2018
Applied General Value Added Score	0.00	0.80	0.48	0.18

### Progress: Disadvantaged Students\* on Academic Programmes

*\*Students are regarded as disadvantaged at post 16 if, at the end of Key Stage 4 study, they were entitled to Free School Meals or had been entitled at some point since Year 6 of Key Stage 2, were a Looked After Child or had been adopted from care.*

The number of Disadvantaged students within a 16-19 study programme is traditionally very small.

	2016			2017			2018		
	All	Disad.	Non-Disad.	All	Disad.	Non-Disad.	All	Disad.	Non-Disad.
<b>Academic Value Added Score</b>	-0.07	0.05	-0.09	+0.02	-0.03	N/A	-0.15	-0.68	N/A

## Attainment

The attainment of students indicates the actual grades attained, irrespective of the students' prior attainment at Key Stage 4. It would, therefore, be true to say that students starting Key Stage 5, having achieved national average attainment at Key Stage 4, should go on to achieve national average levels of attainment at the end of 16-19 study.

### Attainment: Academic Programmes

In 2018, the average attainment of students at Cannock Chase High School Sixth Form was equivalent to a C=. The attainment of those students regarded as disadvantaged on Academic programmes was, when expressed as the equivalent of one A level grade, a C-. 18.2% of students achieved AAB or higher in at least two facilitating subjects, placing Cannock Chase High School as the best performing Sixth Form in the Cannock and Rugeley area for performance in facilitating subjects (2018). Cannock Chase High School also achieved above the Staffordshire average of 29.41 for Academic qualifications in 2018.

	<b>2016 National/Comparator</b>	<b>2018 All Learners</b>	<b>2018 Disadvantaged</b>	<b>2018 Non-Disadvantaged</b>
<b>Average Point Score per Entry</b>	33.3	30.16	27.27	30.18
<b>Expressed as a Grade</b>	C+	C=	C-	C=

*Due to a change in methodology in 2016 in how the Department for Education measure attainment at Key Stage 5, attainment headlines are not directly comparable with previous years, hence the omission of historical attainment data.*

### Attainment: Applied General Programmes

In 2018, the Level 3 applied general qualifications changed significantly to include external assessments. At Cannock Chase High School, students have still outperformed the national average on applied general courses, achieving one grade higher than the national average on applied general qualifications. Our Disadvantaged learners have also outperformed the national average on applied general programmes. Cannock Chase High School achieved higher than the Staffordshire average of 30.96 for Applied General programmes in 2018.

	<b>National/Comparator</b>	<b>All Learners</b>	<b>Disadvantaged</b>	<b>Non-Disadvantaged</b>
<b>Average Point Score per Student</b>	28.45	31.29	28.50	33.37
<b>Expressed as a Grade</b>	Merit+	Dist.-	Merit+	Dist.

Due to a change in methodology in 2016 in how the Department for Education measure attainment at Key Stage 5, attainment headlines are not directly comparable with previous years, hence the omission of historical attainment data.

## Level 2 English/Maths Re-Takes

Students who enter Key Stage 5, having not achieved a minimum of a grade C at GCSE in English and Maths, are required to re-take the qualification post 16. Post 16 providers are measured on the progress made by these students on the respective programmes during their 16-19 study.

These scores show how much progress students made in English and Maths qualifications such as GCSE re-takes, between the end of Key Stage 4 and the end of the 16-19 study. A positive score means that, on average, students got higher grades at 16 to 19 than at Key Stage 4. A negative score means that, on average, students got lower grades than at Key Stage 4. Students are included in these measures if they did not achieve a grade C or higher in their GCSE or equivalent by the end of Key Stage 4 in that subject.

In 2017, students re-taking GCSE English and/or GCSE Maths at Cannock Chase High School Sixth Form, as part of 16-19 study, on average made positive progress from the grade they achieved at Key Stage 4, despite the average progress made by 16-19 students nationally and in Staffordshire being negative.

	<i>2018 National</i>	<i>2017 Staffordshire</i>	<b>2017 CCHS (all students)</b>	<b>2018 CCHS (all students)</b>	<b>2018 CCHS (disadvantaged students)</b>
<b>English Re-take Progress Score</b>	0.06	-0.21	1.00	1.00	1.00
<b>Maths Re-take Progress Score</b>	0.05	-0.23	0.38	1.00	1.50

## Retention

2018 published retention data is yet to be released by the DfE.

In 2017, 98% of students undertaking Academic programmes at Cannock Chase High School Sixth Form were retained and assessed in the Sixth Form. This is above the national average of 94% for students studying Academic programmes, showing that more students than nationally expected stay at Cannock Chase High School for their 16-19 studies. When reviewing Disadvantaged students, 100% of those learners classed as Disadvantaged completed their Core Learning Aim, above the national figure of 94%.

Of all the students who were enrolled on Applied General qualifications, 74% of students were trailed in the Sixth Form and completed their Core Learning Aim. Of those students who were classed as disadvantaged, 60% of learners completed their Core Learning Aim.

At Technical Level, 100% of students were retained, assessed and, therefore, completed their Core Learning Aim. This is above the national figure of 83% for Technical Level qualifications.

## Destinations

Of the 2018 graduating cohort, 0% of students became NEET (not in education, employment or training).

The chart below indicates the destinations of 16-19 leavers in 2018. We are incredibly proud of the successes of our Leavers in 2018. One student secured a place at the University of Oxford to study Mathematics, another a place at the University of Birmingham to study Medicine, and nearly one fifth of our cohort secured a place at a Russell Group university.

