



CANNOCK CHASE HIGH SCHOOL

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

SIXTH FORM

2019 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>	2017	2018	2019
Academic Value Added Score	<i>0.00</i>	+0.02	-0.15	-0.03

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>	2017	2018	2019
Applied General Value Added Score	<i>0.00</i>	0.48	0.18	0.10

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.

	2017			2018			2019		
	All	Disad.	Non-Disad.	All	Disad.	Non-Disad.	All	Disad.	Non-Disad.
Academic Value Added Score	+0.02	-0.03	N/A	-0.15	-0.68	N/A	-0.03	0.14	N/A



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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 2019, 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-. When looking at progress and attainment for academic programmes, Cannock Chase High School is the highest achieving secondary school in the Cannock area. Cannock Chase High School also achieved progress in academic qualifications in line with the Staffordshire average of 29.99

	2019 National Comparator	2019 Staffordshire Average	2019 All Learners	2019 Disadvantaged
Average Point Score per Entry	32.79	29.99	28.91	26.56
Expressed as a Grade	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 26.52 for Applied General programmes in 2019.

	2019 National Comparator	2019 Staffordshire Average	2019 All Learners	2019 Disadvantaged
Average Point Score per Student	28.00	26.52	35.32	34.38
Expressed as a Grade	Merit+	Merit +	Distinction	Distinction

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 2019, 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.

	<i>2019 National</i>	2018 CCHS (all students)	2019 CCHS (all students)	2019 CCHS (disadvantaged students)
English Re-take Progress Score	<i>0.15</i>	1.00	1.50	1.50
Maths Re-take Progress Score	<i>0.10</i>	1.00	0.60	0.50

RETENTION

In 2019, 97.1% 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.

Of all the students who were enrolled on Applied General qualifications, 69.2% of students were trailed in the Sixth Form and completed their Core Learning Aim.

In 2019, no students at Cannock Chase High School were enrolled on Technical qualifications, meaning that a retention figure is not available.



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DESTINATIONS

Of the 2019 graduating cohort, 0% of students became NEET (not in education, employment or training).

The chart below indicates the destinations of 16-19 leavers in 2019. We are incredibly proud of the successes of our Leavers in 2019. Whilst only 8% of a cohort went to a Russell Group University, we are exceptionally proud of our students who make the decisions to go to institutions where they feel most comfortable, and enrol on unique courses not available at many institutions.

