

## Press Release - The Ashcombe School

### PUBLIC EXAMINATION RESULTS - SUMMER 2018

#### GCSE RESULTS

This year, the Government has introduced new GCSEs in the majority of subjects following the changes that took place last year in English Language, English Literature and Mathematics. These changes have seen the use of a 9-1 grading system for the majority of subjects. To ensure that pupils this year are not disadvantaged, Ofqual, the independent regulator, has ensured that the number of pupils getting new grades 9-4 will be the same nationally as gained grades A\*-C last year. The short timescales and late delivery of materials have made this a very stressful two years for pupils and teachers, and we are delighted that the hard work and commitment shown has resulted in excellent results across subjects.

- Outstanding individual results:  
- **41 out of 230 pupils gaining 4 or more "top" grades: (9 or 8 or A\*).**

**10:** Rebecca Cleary; Manon Harvey; **9.5:** Georgia Wyatt; **9:** Caitlin Airey; **8.5:** Amelia Sampson; **8:** Liah Putnam; Beth Solman; **7.5:** Daisy Biglands; Hannah Burnett; Raph Nash; Joe Pohlman; Laura Swinson; Ellie Thornton; Seth Wallace; **7:** Billy Murphy; Joe Read; Freddie Taylor; **6.5:** Chris Cornish; **6:** Matt Friend; Ciara Harris; Libby Hounslow; Maddy Loftus; Phoebe Willis; **5.5:** Joanna Davies; Imogen Edwards; **5:** Ewan Banks; Celeste Chong; Katie Hollands; Hugo Hunter; Anya Nohturfft; Nabilah Rahman; Joe Ward; **4.5:** Elfie Farrant; William Goodfellow; **4:** Louis Bowhill; Izzy Croft-Smith; Arthur Freedman-Bowden; Ben Grant; Hannah Morey; Poppy Russell; Louis Stace; :

Georgia Wyatt gained grade 9s in each of the 9 full and 1 short course exams she entered, so 9½ grade 9s !

These pupils have demonstrated an exceptional level of achievement across a broad range of subjects.

Other headline figures include

- **All pupils gained at least one 9-1 (formerly A\*-G) grade.** This is particularly pleasing because we are a comprehensive school taking the full range of ability with no selection or filtering.
- **"first entry" % 9-4 (formerly A\*-C) in:** Maths was **76%**, English Literature **73%**, English Language **73%** . In Science, 70% gained **9-9 to 4-4 (formerly A\*A\*-CC)** with around **30%** getting **9-7 (formerly A\*-A)** grades in each of English, Maths and Science.
- **Over 90% of pupils gained at least 1 "9-4" grade** showing that the curriculum is sufficiently broad and flexible so that virtually all pupils can gain a "9-4" grade in at least one subject.

#### Outstanding subject results included

- **12%** of all students getting a **9-9** (equiv to upper A\*) in **Science**
- **Over 30% achieving grade 9-7 (equiv to A\*-A)** in Art, Computer Science, Geography, History, and Science
- **37%** of students gained at least one **"top" grade (9 or 8 or A\*)**

These are outstanding results which have been achieved by a complete cross-section of young people. The Ashcombe School is a mixed comprehensive which offers places to all young people living within the area regardless of academic ability. Examination achievement is

regarded as an important aspect of the education we provide but not necessarily the most important aspect and we do not manipulate entry to either courses or exams to improve the statistics. We have continually placed the pupils at the centre of our curriculum and tried to alleviate stress for them when tackling the major curriculum changes.

We believe that a number of factors have contributed to all this success of which the hard work of the pupils themselves, the support of their parents and the skill and dedication of our teachers are the most significant. In addition however, for several years, we have used a system of target setting and monitoring at GCSE in which pupils are given clear indication very early in their course as to the results we expect. This is based on a subject by subject analysis of their previous performance. At the same time pupils are challenged to exceed these targeted expectations. Many pupils have risen to this challenge magnificently. Within this process, regular monitoring allowed us to give encouragement throughout and to address the issues of those who were in danger of underachieving before it became too late.

These excellent results demonstrate the effectiveness of high quality teaching coupled with strong management systems and team work. The Ashcombe School has achieved a consistently high standard of examination results for many years now, but it is not complacent and will seek to build on this achievement.