2021-2022

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| GCSE | Functional Skills | ELC |
| |  |  |  |  | | --- | --- | --- | --- | | subject | Candidates | Results x  candidate | Exam board | | MATHS  Foundation | 1 | 2 x 1 | Pearson | | Science comb | 2 | U x 1  X x 1 | CIE | | PHOTO | 1 | 6 x 1 | AQA | | Art and design | 1 | 3 x 1 | AQA | | **TOTAL**  **ABOVE 4** | 5 courses | **1 (20%)** |  | | **TOTAL**  **1-9** | 5 courses | **3 (60%)** |  | | **Entries with no results** | 5 courses | **2 (40%)** |  | |  |  |  |  | | |  |  |  |  | | --- | --- | --- | --- | | subject | Candidates | results | Exam board | | ICT  Level 1 | 6 | U x 5  Pass x 1 | OCR | | English | 3 | Pass x3 | AQA | | **TOTAL PASS RATE** | 9 courses | **4 (44%)** |  |   AWARDS   |  |  |  |  | | --- | --- | --- | --- | | subject | candidates | Results | Exam Board | | Maths  Award in number and measure | 3 | U x3 | Pearson | | **TOTAL PASS RATE** | 3 courses | **0 (0%)** |  | | |  |  |  |  | | --- | --- | --- | --- | | subject | Candidates | results | Exam board | | MATHS | 5 | 2 x 3  3 x 2 | AQA | | SCIENCE  Single award | 8 | U x 4  1 x1  2 x 2  3 x 1 | Pearson | | Further science | 2 | 1 x 1  2 x 1 | Pearson | | history | 7 | U x 3  2 x 2  3 x 2 | OCR | | geography | 2 | X x 2 | OCR | | **TOTAL PASS RATE** | 24 courses | **15 (62.5%)** |  | | **Entries with no results** | 24 courses | **9 (37.5%)** |  | |

This year’s cohort had fewer entrants for GCSE’s. There were fewer students of the correct age or academic ability. This year there have been more entries for Functional skills and entry level qualifications due to factors of both age and academic ability.

Older students who had chosen to stay at PHS were poor attenders and therefore missed out on learning opportunities and national set exam days.

School Year 2020-2021

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| GCSE | Functional Skills | ELC |
| |  |  |  |  | | --- | --- | --- | --- | | subject | Candidates | Results x  candidate | Exam board | | ENGLISH  language | 6 | 4 x4  5 x1  6 x1 | AQA | | First language English | 6 | U x1  2 x1  3 x2  4 x1  5 x1 | CIE  iGCSE | | MATHS  Foundation | 5 | 2 x1  3 x1  4 x3 | Edexcel | | Science comb | 3 | U x1  E x1  C x1 | CIE iGCSE | | SCIENCE  Coord sciences double award | 1 | 5-5 x1 | CIE  iGCSE | | Chemistry | 1 | 5 x1 | CIE | | Physics | 1 | 5 x1 |  | | PHOTO | 4 | 1 x1  4 x1  6 x2 | AQA | | Art and design | 4 | 1 x1  2 x1  5 x1  8 x1 | AQA | | Geography | 1 | 2 x1 | OCR | | history | 5 | 2 x3  3 x1  6x1 | OCR | | Citizenship studies | 6 | U x2  4 x2  5 x1  8 x1 | OCR | | Business studies | 1 | 5 x1 | Pearson | | **TOTAL**  **ABOVE 4** | 38  GCSE courses | **23 (60.5%)** |  | | **TOTAL**  **1-9** | GCSE courses | **34 (89.5%)** |  | | **Entries with no results** | 3  GCSE courses | **4 (10.5%)** |  | |  |  |  |  | | |  |  |  |  | | --- | --- | --- | --- | | subject | Candidates | results | Exam board | | ICT  Level 1 | 3 | Pass x3 | OCR | | ICT  Level 2 | 1 | Pass x1 | OCR | | **TOTAL PASS RATE** |  | **4 (100%)** |  |   AWARDS   |  |  |  |  | | --- | --- | --- | --- | | subject | candidates | Results | Exam Board | | Maths  Award in number and measure | 3 | Level 1 Pass x3 | Edexcel | | **TOTAL PASS RATE** |  | **3 (100%)** |  |  |  |  |  |  | | --- | --- | --- | --- | | CAMNAT |  |  |  | | subject | **candidates** | **results** | **Exam board** | | Health and wellbeing: Child development | 2 | 2 x2 | OCR | | TOTAL PASS RATE |  | **2 (100%)** |  | | |  |  |  |  | | --- | --- | --- | --- | | subject | Candidates | results | Exam board | | MATHS | 3 | Level 3 x3 | AQA | | SCIENCE  Single award | 3 | Level2 x2  Level 1 x1 | AQA | | Further science | 3 | Level 2 x3 | edexcel | | **TOTAL PASS RATE** | 9  courses | **(100%)** |  | | **Entries with no results** | 0  courses | **0 (0%)** |  | |

This year qualifications have been determined by teacher assessed grades or TAG’s. The TAG assessments were a combination of classroom assessments, mock examinations and classroom work. In 2020, PHS managed to obtain qualifications in 6 GCSE subjects and in 2021 this has increased to 13 GCSE subjects with a pass rate of 60.5%. Business Studies was offered through external tutors and a CAMNAT qualification in health and wellbeing: child development was first offered

**School Year 2019-2020**

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| GCSE | Functional Skills | ELC |
| |  |  |  |  | | --- | --- | --- | --- | | subject | Candidates | results | Exam board | | ENGLISH  language | 1 | 5 | AQA | | First language English | 1 | 3 | Cambridge  iGCSE | | MATHS  Foundation | 1 | 2 | Edexcel | | MATHS  Higher | 1 | 6 | Edexcel | | SCIENCE  Coord sciences double award | 2 | 2-2 x1  4-4x1 | Cambridge  iGCSE | | PHOTO | 1 | 1 x1 | AQA | | **TOTAL**  **ABOVE 4** | 3  GCSE courses | **4 (44%)** |  | | **TOTAL**  **1-9** | 6  GCSE courses | **9 (100%)** |  | | **Entries with no results** | 0  GCSE courses |  |  | | |  |  |  |  | | --- | --- | --- | --- | | subject | Candidates | results | Exam board | | ENGLISH  Level 2 | 1 | 1 pass | AQA | | MATHS  Level 1 | 2 | Pass x2 | AQA | | ICT  Level 1 | 2 | Pass x2 | OCR | | ICT  Level 2 | 3 | Pass x3 | OCR | | **TOTAL PASS RATE** |  | **5 (100%)** |  |   AWARDS   |  |  |  |  | | --- | --- | --- | --- | | subject | candidates | Results | Exam Board | | Maths  Award in number and measure | 3 | Level 1 Pass x3 | Edexcel | | **TOTAL PASS RATE** |  | **3 (100%)** |  | | |  |  |  |  | | --- | --- | --- | --- | | subject | Candidates | results | Exam board | | ENGLISH step up to English | 9 | Level 3 x5  No pass x5 | AQA | | MATHS | 4 | Level 1 x1  Level 2 x1  Level 3 x2 | AQA | | SCIENCE  Single award | 3 | Level2 x3 | AQA | | Further science | 7 | Level 2 x4  Level 3 x3 | edexcel | | **TOTAL PASS RATE** | 23  courses | **(100%)** |  | | **Entries with no results** | 0  courses | **0 (0%)** |  | |
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This year entries are based on teacher assessment and not formal examination due to the Covid crisis. All examinations were cancelled for the June series. Pupils were put forward who would have passed their formal examinations. Some pupils were not entered due to the absence of formal examination. These pupils lacked classwork to justify entering them during these difficult circumstances. During a normal examination year these pupils would have been entered. Putting them forward this year would have put them in a disadvantage.