

## **Introduction**

This booklet gives a summary of the GCSE, AS and A-level examination results obtained by students in Year 10, Year 11, Lower Sixth (L6) and the Upper Sixth (U6) in 2007. We appreciate that parents' choice of school for their child is one of the most important decisions they will have to make. Parents want to know that their choice of school will enable their sons and daughters to fulfil their academic potential as well as grow into happy, confident well-rounded individuals - we are very confident that these aspirations are met for the students who come to Princethorpe.

The students who joined us five or seven years ago sat public examinations last year. The spread of academic ability of these groups was significantly wider than cohorts joining the school now. With the increased pressure for places in recent years, the range of academic ability of the cohorts has changed: now the ability of those who are successful ranges from those whose performance in standard tests is at least of national average right up to the most able. There is a very significant increase in the number of highly able children joining the school.

In many institutions, league table positions lead schools to drive up their figures artificially by allowing only the most able to study for A-level. At Princethorpe, we allow Lower Sixth students to embark on an A-level course if they have passed the traditional hurdle of five A\*-C GCSEs. We believe all young people who wish to, and who could benefit from A-level study, should be allowed. Figures do not always show how good results actually are; pupils who achieve their full potential, whether that be four A grades at A-level, or three passes at the lower grades, are equally to be congratulated and cherished. The same applies to pupils' eventual university destinations: a place on a vocational course may be as much of a triumph as a place at a highly selective university. We value the achievements of *all* our pupils.

A good way of judging a school's academic performance is by using a value-added analysis, which compares the level a student has reached on entry to a school (a *baseline test*) with the level which he or she has reached at GCSE or A-level. We use the independent, highly regarded value-added analysis of the CEM Centre at the University of Durham to aid us in assessing and measuring examination performance at all levels. Their value added analysis of recent results show that our students perform significantly better than would be predicted by their baseline tests on entry to the College. In the last two years, their value-added measures put Princethorpe in the top 5% of schools nationally. While we are satisfied with this for now, we aim in this coming year to reach the top 3% of schools nationally.

Our school wants to do so much more than help our students achieve excellent examination results - we offer a caring, supportive and well-ordered educational environment which will encourage students to develop their full potential academically, socially, physically and spiritually. Following our Christian ethos, each member of the school community is valued equally, yet is to be treated individually.

### **Table 1: A-level results**

Most students study four AS subjects in the first year of their Sixth Form and then three in their second year. Another feature is that all courses are modular, with students having to take three units to obtain an AS-level grade and a further three units (A2) to obtain an A-level grade after two years. The table shows the results in 23 A-level subjects. Of the 65 students in last year's U6, almost all were accepted into their first choice of university when the results came out. Leading the way was Doyinsola Alli with 4 A grades and Tony Richards with 3As and one grade B at A-level; Tony also received a letter of commendation from the exam board for his outstanding performance in the Advanced Extension Award in History which was one of the top ten scripts in the country. We were very pleased with the number of students achieving 3 A grades or better.

### **Table 2: AS-level results**

The results presented in Table Two shows the AS results obtained and *certificated* by members of the Lower Sixth at the end of one year of study. Students can repeat some units in order to try and obtain higher AS or A-level grades in the future, so this table only gives a partial picture. This table even excludes a number of students who would have obtained grade Bs if they had "cashed-in" but hope to gain the extra marks required to improve to an overall grade A. We are optimistic that this year group, even though they are the largest ever at Princethorpe, can achieve the best ever A-level results.

### **Table 3: Departmental GCSE results**

The table shows the results in 21 GCSE subjects. All students take GCSEs in English Language, English Literature, Religious Studies, Mathematics and either three separate Sciences or the dual award in Science. Most also take a Modern Language. The remaining subjects on the curriculum are all options.

There was great joy on results day with many significantly exceeding expectations led by Tom Farley (9A\*s and an A grade).

### **Year 10 GCSE results**

This year our Year 10 have taken Religious Studies GCSE a year early. Their results of:

Entries	A*	A	B	C	D	E	%A*&A
128	30	38	29	20	7	4	53%

give us great cause for hope that they can be our best ever group.

#### **Table 4: Historical A-level data**

Every year we report our examination results to ISC – the Independent Schools Council, which collates information from all independent schools and releases data to the media. Table 4 shows this data for A-level and also allows comparisons to be made over the last 8 years. Although this year group did not overhaul last year’s record-breaking class, it remains evident that the trend in A-level results at the College is steadily upwards. Most pleasing and significant is the increase in the higher A-level grades with three quarters of all exams sat being passed at grades A-C, which enables entrance to the most sought after universities.

#### **Table 5: Historical GCSE data**

We also send ISC data on our GCSE results, which is reproduced in this table, together with data for the previous 4 years for comparative purposes. Most pleasing is the record percentage achieving the threshold of 5+ A\*s –Cs and the record number of ‘points’ per candidate, which at 55.74 is better than 9 passes at grade B per student.

Our aim is that each pupil achieves a set of GCSE grades which are at least one grade higher than could reasonably be expected for their ability, based again on independent external tests. Many students achieved remarkable success especially when judged in value-added terms. Our expectation now is that almost all students will achieve a good set of A\*-C grade GCSEs, then achieve A-level grades which will enable them to go to their chosen university.

**Table 1: A-level results by subject (U6 only) 2007**

<b>Subject</b>	<b>Entries</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>	<b>A-E</b>	<b>%</b>
<b>Art</b>	6	3	0	1	0	2	0	6	100.00%
<b>Biology</b>	8	1	2	2	3	0	0	8	100.00%
<b>Chemistry</b>	5	1	1	2	1	0	0	5	100.00%
<b>Classical Civilisation</b>	7	0	2	0	2	3	0	7	100.00%
<b>D&amp;T Product Design</b>	10	2	3	3	2	0	0	10	100.00%
<b>Economics &amp; Business</b>	8	5	3	0	0	0	0	8	100.00%
<b>Drama</b>	5	0	1	3	1	0	0	5	100.00%
<b>English Literature</b>	27	7	6	11	3	0	0	27	100.00%
<b>French</b>	7	2	2	2	1	0	0	7	100.00%
<b>Geography</b>	8	3	1	2	1	1	0	8	100.00%
<b>Government &amp; Politics</b>	11	3	3	4	1	0	0	11	100.00%
<b>History</b>	15	6	3	2	4	0	0	15	100.00%
<b>History of Art</b>	7	0	2	1	2	2	0	7	100.00%
<b>Information Technology</b>	9	0	1	1	2	5	0	9	100.00%
<b>Mathematics</b>	9	4	2	2	1	0	0	9	100.00%
<b>Mathematics Further</b>	3	1	2	0	0	0	0	3	100.00%
<b>Music</b>	6	0	1	2	3	0	0	6	100.00%
<b>Music Technology</b>	1	0	1	0	0	0	0	1	100.00%
<b>Physical Education</b>	10	2	1	5	2	0	0	10	100.00%
<b>Physics</b>	4	0	0	1	1	2	0	4	100.00%
<b>Psychology</b>	5	2	1	0	1	1	0	5	100.00%
<b>Religious Studies</b>	10	2	3	4	1	0	0	10	100.00%
<b>Spanish</b>	4	1	1	2	0	0	0	4	100.00%
<b>TOTAL excl Gen Studies</b>	185	45	42	50	32	16	0	185	100.00%
<b>General Studies</b>	21	2	5	5	3	6	0	21	100.00%
<b>TOTAL incl Gen Studies</b>	206	47	47	55	35	22	0	206	100.00%

**Table 2: AS-level results by department (L6 Only) 2007**  
**(certificated grades only)**

<b>Subject</b>	<b>Entries</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>	<b>A-E</b>	<b>%</b>
<b>Art</b>	11	6	2	0	3	0	0	11	100.0%
<b>Biology</b>	16	2	2	6	4	2	0	16	100.0%
<b>Chemistry</b>	6	2	3	0	0	1	0	6	100.0%
<b>Classical Civilisation</b>	8	1	3	1	2	1	0	8	100.0%
<b>D&amp;T Product Design</b>	10	1	3	6	0	0	0	10	100.0%
<b>Economics &amp; Business</b>	9	3	2	2	2	0	0	9	100.0%
<b>Drama</b>	10	2	3	2	3	0	0	10	100.0%
<b>English Literature</b>	29	2	6	16	4	1	0	29	100.0%
<b>French</b>	5	3	1	0	1	0	0	5	100.0%
<b>Geography</b>	11	4	3	3	0	1	0	11	100.0%
<b>Government &amp; Politics</b>	5	1	0	2	2	0	0	5	100.0%
<b>History</b>	20	10	4	5	1	0	0	20	100.0%
<b>History of Art</b>	7	1	0	0	3	3	0	7	100.0%
<b>Information Technology</b>	2	0	0	0	0	2	0	2	100.0%
<b>Mathematics</b>	13	4	1	4	2	2	0	13	100.0%
<b>Music</b>	5	1	1	2	1	0	0	5	100.0%
<b>Music Technology</b>	2	1	0	1	0	0	0	2	100.0%
<b>Physics</b>	5	2	0	1	1	1	0	5	100.0%
<b>Physical Education</b>	16	5	3	4	2	2	0	16	100.0%
<b>Psychology</b>	8	0	3	2	3	0	0	8	100.0%
<b>Religious Studies</b>	22	2	8	10	0	2	0	22	100.0%
<b>Spanish</b>	4	2	0	2	0	0	0	4	100.0%
<b>Total excl Gen Studies</b>	<b>224</b>	<b>55</b>	<b>48</b>	<b>69</b>	<b>34</b>	<b>18</b>	<b>0</b>	<b>224</b>	<b>100.0%</b>
<b>General Studies</b>	68	11	9	20	16	12	0	68	100.0%
<b>Total incl Gen Studies</b>	<b>292</b>	<b>66</b>	<b>57</b>	<b>89</b>	<b>50</b>	<b>30</b>	<b>0</b>	<b>292</b>	<b>100.0%</b>

**Table 3: GCSE results by subject 2007 (Year 11 only)**

Subject		A*	A	B	C	D	E	F-U	A*-C	%
Art	32	11	8	5	5	3	0	0	29	90.6%
Biology	24	2	10	8	4	0	0	0	24	100.0%
Business & Economics	8	0	2	3	3	0	0	0	8	100.0%
Chemistry	24	4	10	6	4	0	0	0	24	100.0%
D&T: Resistant Mats	25	5	18	2	0	0	0	0	25	100.0%
D&T: Textiles	16	1	7	7	1	0	0	0	16	100.0%
English Language	105	4	23	47	27	4	0	0	101	96.2%
English Literature	105	2	6	21	46	28	2	0	75	71.4%
French	61	4	7	13	20	14	3	0	44	72.1%
Geography	33	4	6	8	9	6	0	0	27	81.8%
German	11	0	4	3	3	1	0	0	10	90.9%
History	31	4	5	11	7	4	0	0	27	87.1%
Home Economics: Food	13	0	6	1	5	1	0	0	12	92.3%
Latin	6	0	1	0	1	4	0	0	2	33.3%
Mathematics	105	4	27	54	17	3	0	0	102	97.1%
Music	11	0	2	6	3	0	0	0	11	100.0%
Physics	24	2	9	9	3	1	0	0	23	95.8%
Physical Education	34	4	5	13	7	4	1	0	29	85.3%
Religious Studies	105	23	32	27	17	4	2	0	99	94.3%
Science Dble Award	162	4	8	34	90	20	6	0	136	84.0%
Spanish	21	4	3	1	4	8	1	0	12	57.1%
<b>Totals</b>	<b>956</b>	<b>82</b>	<b>199</b>	<b>279</b>	<b>276</b>	<b>105</b>	<b>15</b>	<b>0</b>	<b>836</b>	<b>87.4%</b>
		8.6%	20.8%	29.2%	28.9%	11.0%	1.6%			

**Table 4: Historical A-level data**

YEAR	A	B	C	D	E	U	Entries (No. of subjects)	% Pass rate	% Grade A	% Grade A-B	% Grade A-C	No. of cand
2007	46	42	50	32	15	0	185	100	24.9%	47.6%	74.6%	65
2006	39	44	37	14	9	2	145	98.6	26.9%	57.2%	82.7%	49
2005	52	35	38	38	12	0	175	100	29.7%	49.7%	71.4%	59
2004	31	35	40	31	13	5	155	96.8	20.0%	42.6%	68.4%	52
2003	27	30	30	31	12	3	133	97.8	20.3%	42.9%	65.4%	44
2002	27	40	48	33	21	17	186	98.8	14.5%	36.0%	61.8%	63
2001	21	26	27	30	19	18	141	87.2	14.9%	33.3%	52.5%	50
2000	10	15	41	20	18	0	104	100	9.6%	24.0%	63.5%	41
	<b>Total A2 points</b>	<b>Points per subject (A2)</b>	<b>Points per cand (A2)</b>	<b>Entries incl AS except Gen St</b>	<b>Total points</b>	<b>Points per cand</b>	<b>Points per subject</b>	<b>Entries incl Gen eral Studies</b>	<b>Total points</b>	<b>Points per cand</b>	<b>Points per subject</b>	
2007	16240	87.8	250	211	17920	<b>276</b>	<b>83.35</b>	255	20850	321	81.6	
2006	13240	91.3	270	169	15000	<b>306</b>	<b>88.8</b>	190	16550	338	87.1	
2005	15540	88.8	263	194.5	16850	<b>286</b>	<b>86.63</b>	219	18730	317	85.5	
2004	12800	82.6	246	173.5	14160	<b>272</b>	<b>81.61</b>	198	15540	299	78.5	
2003	10980	82.6	250	147	11930	<b>271</b>	<b>81.16</b>	163	12660	288	77.7	
2002	13900	74.7	221	214	15720	<b>250</b>	<b>73.46</b>					

**Table 5: Historical GCSE data**

No of GRADE	2002			2003			2004			2005			2006			2007		
	No	%	Pts	No	%	Pts	No	%	Pts	No	%	Pts	No	%	Pts	No	%	Pts
A*[8]	69	7.8	552	46	4.4	368	61	5.9	488	52	5.3	416	94	8.2	752	82	8.1	656
A [7]	178	20.2	1246	174	16.8	1218	218	21	1526	213	21.8	1491	260	22.7	1820	199	19.7	1393
B [6]	242	27.5	1452	297	28.6	1782	278	26.8	1668	340	34.7	2040	314	27.4	1884	295	29.2	1770
C [5]	255	29	1275	327	31.5	1635	299	28.9	1495	268	27.4	1340	338	29.5	1690	312	30.9	1560
D [4]	98	11.1	392	110	10.6	440	129	12.5	516	72	7.4	288	112	9.8	448	107	10.6	428
E [3]	25	2.8	75	43	4.1	129	38	3.7	114	24	2.5	72	26	2.3	78	15	1.5	45
F [2]	6	0.7	12	30	2.9	60	12	1.2	24	8	0.8	16	2	7.7	4	0	0.0	0
G [1]	0	0	0	8	0.8	8	1	0.1	1	2	0.2	2	1	3.8	1	1	0.1	1
U [0]	7	0.8	0	3	0.3	0	0	0	0	0	0	0	0	0	0	0	0.0	0
<b>No. in Year 11</b>	<b>101</b>			<b>118</b>			<b>118</b>			<b>106</b>			<b>129</b>			<b>105</b>		
<b>No gaining 5+ A*-C</b>	<b>87</b>			<b>109</b>			<b>99</b>			<b>96</b>			<b>116</b>			<b>98</b>		
<b>No gaining 5+ A*-C incl Eng &amp; Maths</b>													<b>111</b>			<b>98</b>		
<b>% gaining 5+A*-C</b>	<b>86.1%</b>			<b>92.4%</b>			<b>83.9%</b>			<b>90.6%</b>			<b>89.2%</b>			<b>93.3%</b>		
<b>% gaining 5+A*-C incl Eng &amp; Maths</b>													<b>86.0%</b>			<b>93.3%</b>		
<b>TOTAL PTS (old)</b>	<b>5004</b>			<b>5640</b>			<b>5832</b>			<b>5665</b>			<b>6717</b>			<b>5853</b>		
<b>AVERAGE PTS per cand</b>	<b>49.5</b>			<b>47.8</b>			<b>49.4</b>			<b>53.4</b>			<b>52.1</b>			<b>55.7</b>		
<b>AVERAGE POINTS per entry</b>	<b>5.69</b>			<b>5.43</b>			<b>5.63</b>			<b>5.78</b>			<b>5.81</b>			<b>5.79</b>		
<b>TOTAL A*-C</b>	<b>744</b>			<b>845</b>			<b>856</b>			<b>874</b>			<b>1012</b>			<b>888</b>		
<b>TOTAL ENTRIES</b>	<b>880</b>			<b>1038</b>			<b>1036</b>			<b>979</b>			<b>1155</b>			<b>1011</b>		
<b>AVERAGE No of A*-C per cand</b>	<b>7.37</b>			<b>7.16</b>			<b>7.25</b>			<b>8.24</b>			<b>7.84</b>			<b>8.46</b>		
<b>% of total entries graded A*-C</b>	<b>84.5%</b>			<b>81.4%</b>			<b>82.6%</b>			<b>89.3%</b>			<b>87.7%</b>			<b>87.8%</b>		