



CAMPBELL COLLEGE

Est 1894

Results

2018



Results



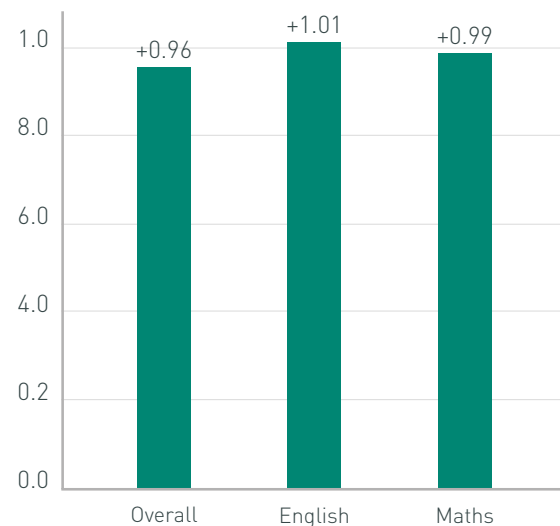
Adding Value to Individuals

“The core ethos at Campbell College is centred around celebrating the individual. We have always measured our success in terms of how each pupil improves and progresses on his own individual academic journey. League tables listing results and percentage of A–C grades are one dimensional and do not tell the whole story. The real story of how a school delivers should be judged by many factors – both academic and pastoral.”*

“Pastorally, a child should be happy and safe. Academically, schools should be measured by how the individual pupil progresses. This must take into consideration where a pupil starts academically, as well as where they finish. As a College that is only 70% academically selective, we are proud to have a broad intake and measure our success on the value we add to each pupil. Our report cards are geared to the individual and measure his performance against his potential – not just against his peers.”

“In order to compare schools effectively and understand the quality and impact of teaching provision, there is an increased recognition across the UK as to the use of ‘Value Added’ measurements. These allow ‘like for like’ comparisons to be made. Using CAT test results – a standardised test carried out in schools throughout the UK – we have been working with education bodies to establish a system that will track each pupil’s academic progression from CAT scores in Year 8 and Year 11 to actual performance at GCSE.”

Value added compared to other UK Schools
UK school average is represented as 0.0



“The 2018 GCSE results represent the first cohort to be measured in this way and the results are interesting to see. The statistics demonstrate how our total cohort of pupils have added at least one grade at GCSE from their predictions provided by earlier CAT testing. A testament to our teachers and the difference they make to each individual.”

“We should not be judging success solely on A–C %. The real story is always more than one dimensional.”*

Robert Robinson, MBE
Headmaster

Diversity is Key for Future Proofing our Students

A-Level Students hit the high note as Music, Language and Art come out top.

“The landscape of education is shifting as we adapt to prepare students for a rapidly changing workplace. In recent years Campbell College has broadened its curriculum provision for 6th Form in recognition of these changes. Supporting diversity is key to future proofing our students. We must prepare them for many different pathways – not just the traditional ones.”
Robert Robinson, MBE, Headmaster of Campbell College Belfast.

108 students at Campbell College opened their A-Level results in August 2018 to reveal a picture that reflects this drive for diversity. Creativity and languages emerged as top performers with 100% of entrants achieving A* grade in Art and 100% A*–C performance in French, German, Music and Moving Image. In addition, with the increased recognition of the BTEC qualification by Russell Group institutions, 25% of students at Campbell College opted to sit one or more BTEC subjects alongside A Levels, with half of these pupils achieving the top grade – a starred Distinction (D*).

Mr Robinson continues, *“Three things were notable in our results in 2018. Firstly, the strong performance in languages, arts and music demonstrates the power of an all-boys educational environment to encourage and nurture creativity. Secondly, the shift towards BTEC and the recognition of this qualification by leading universities has justified our increased provision in this area. It is important that, as a College which encourages diversity, we offer a broad curriculum.”*

“Finally, we were delighted that those students who joined us in 6th Form performed very strongly – turning around their academic performance in a short period of time – a reflection of our teaching and what it can deliver. Congratulations to all pupils, parents and staff for the team effort and we wish all our leavers the very best as they progress on many different paths.”

Congratulations to the following students who achieved 3 A*/As; Head Prefect John Harrison (Chemistry, Mathematics and History), Michael Sullivan achieved 3 A*/As in Chemistry, Mathematics and Physics, Rory Dennis (Biology, Chemistry and German), Adam Catherall (Biology, Chemistry and Physics) and Mathew Kane (Chemistry, German and Mathematics).

BTEC performance was particularly strong and congratulations to Adam Manley who achieved top marks with two starred Distinctions (D*) and one Distinction (D). Oisín Kiernan celebrated two starred Distinctions (D*) whilst Ben McClurg, Paul McConnell, Euan Bailie, Ben Bishop, Mathew Carlisle, Josh Irwin, Jack Preston, Benjamin Yau, Jack Thompson and Jared Duval all received one starred Distinction (D*).

Congratulations also to two students who chose different paths; Gary Hunt successfully secured his place at the Royal Birmingham Conservatoire of Music and Ben McClurg, who took up a tennis scholarship in the US.

The individual pathways chosen by the 2018 cohort include Medicine, Biological Science, Music, Sports Science, Business, Film and more. As Head of Careers, Mrs Sarah Coetzee comments, *“The world of careers is changing rapidly and schools have to keep pace, recognising the diversity of pathways our students are now considering. Creating the right pathways for their individual strengths is key to ensuring that they leave school heading in a direction that is right for them.”*





GCSE Results – Summer 2018

Subject	Entries		Percentage of students achieving grade				
	Total	A*	A	B	C	D	E
Art and Design	20	70.0	20.0	5.0	5.0	0.0	0.0
Biology	68	2.9	20.6	39.7	23.5	7.4	2.9
Business Studies	50	0.0	16.0	18.0	30.0	20.0	10.0
Chemistry	67	14.9	29.9	34.3	7.5	9.0	1.5
Chinese	8	100.0	0.0	0.0	0.0	0.0	0.0
Computing	12	16.7	16.7	25.0	16.7	16.7	8.3
Design and Technology	28	0.0	17.9	25.0	32.1	10.7	14.3
Drama	39	2.6	15.4	48.7	33.3	0.0	0.0
English Language	132	3.8	22.7	31.1	35.6	6.8	0.0
English Literature	100	4.0	20.0	26.0	30.0	19.0	1.0
IGCSE in English as an Additional Language	12	0.0	0.0	33.3	33.3	8.3	8.3
French	38	13.2	10.5	23.7	31.6	13.2	0.0
Geography	63	0.0	17.9	25.4	19.0	25.4	14.3
German	16	6.3	25.0	31.3	25.0	6.3	6.3
History	58	12.1	20.7	32.8	20.7	13.8	0.0
Hospitality and Catering	15	0.0	6.7	20.0	20.0	26.7	26.7
Information Technology	23	0.0	13.0	26.1	21.7	13.0	21.7
Leisure and Tourism	7	0.0	28.6	28.6	42.9	0.0	0.0
Mathematics	144	17.4	22.2	22.2	31.3	6.9	0.0
Further Mathematics	25	44.0	36.0	20.0	0.0	0.0	0.0
Motor Vehicle (MVRUS)	15	6.7	40.0	40.0	13.3	0.0	0.0
Music	8	0.0	37.5	37.5	12.5	12.5	0.0
PE	40	0.0	7.5	30.0	30.0	27.5	5.0
Physics	62	16.1	27.4	32.3	12.9	8.1	1.6
Religious Studies FC*	11	18.2	27.3	18.2	36.4	0.0	0.0
Religious Studies SC*	117	2.6	14.5	18.8	32.5	24.8	5.1
Science Double Award**	64	0.0	12.5	39.1	28.1	12.5	4.7
Science Single Award	8	0.0	0.0	37.5	50.0	12.5	0.0
Spanish	48	6.3	8.3	31.3	45.8	8.3	0.0

* Religious Studies (Full Course and Short Course were graded 9 - 1. Equivalent grades have been assigned in this table.)

** Double Award taken by 32 students. Each receives two grades, hence 64 grades overall.



A Level – Summer 2018

Subject	Entries		Percentage of students achieving grade					
	Total	A*	A	B	C	D	E	U
Art and Design	15	100	0.0	0.0	0.0	0.0	0.0	0.0
Biology	14	0.0	28.6	21.4	14.3	7.1	21.4	7.1
Business Studies	15	0.0	13.3	6.7	60.0	6.7	6.7	6.7
Chemistry	16	6.3	25.0	37.5	12.5	18.8	0.0	0.0
Chinese	7	0.0	0.0	85.7	14.3	0.0	0.0	0.0
Computer Science	8	0.0	0.0	50.0	12.5	0.0	25.0	12.5
Drama	16	0.0	0.0	12.5	37.5	31.3	18.8	0.0
D&T Product Design	12	0.0	8.3	8.3	58.3	25.0	0.0	0.0
English Literature	10	0.0	10.0	40.0	30.0	20.0	0.0	0.0
French	5	0.0	0.0	0.0	100.0	0.0	0.0	0.0
Geography	18	0.0	11.1	16.7	38.9	11.1	22.2	0.0
German	6	16.7	50.0	16.7	16.7	0.0	0.0	0.0
History	15	6.7	6.7	40.0	33.3	13.3	0.0	0.0
Information Technology	6	0.0	0.0	0.0	0.0	50.0	50.0	0.0
Mathematics	27	7.4	22.2	37.0	11.1	14.8	7.4	0.0
Further Mathematics	-	-	-	-	-	-	-	0.0
Media Studies	6	0.0	0.0	16.7	50.0	33.3	0.0	
Moving Image Arts	9	0.0	22.2	66.7	11.1	0.0	0.0	0.0
Music	4	0.0	50.0	0.0	50.0	0.0	0.0	0.0
Physics	14	0.0	14.3	21.4	35.7	21.4	7.1	0.0
Politics	14	0.0	14.3	42.9	21.4	14.3	7.1	0.0
Religious Studies	10	0.0	10.0	20.0	30.0	30.0	10.0	0.0
Spanish	6	0.0	0.0	50.0	33.3	16.7	0.0	0.0
Sports Science	10	0.0	10.0	30.0	30.0	20.0	0.0	10.0

Subject	Entries		Percentage of students achieving grade		
	Total	Distinction*	Distinction	Merit	Pass
BTEC Business	10	0.0	20.0	60.0	20.0
BTEC Hospitality	12	8.3	41.7	33.3	16.7
BTEC Sport	17	52.9	5.9	29.4	11.8
BTEC Travel & Tourism	11	36.4	27.3	27.3	9.1



Tertiary Education: The Next Step

Our 2018 leavers continued the trend for diversity with a wide variety of options selected. 90% of Year 14 students applied through UCAS in 2018 and there was a rise in the proportion of applicants gaining places - 85% compared to 82% in 2017 and 80% in 2016.

Institution	Accepted 2017	Accepted 2018
Aberdeen	1	1
Aberystwyth	1	0
Bath	0	3
Birmingham	0	2
Bournemouth	2	0
Brighton	0	2
Bristol	0	1
Cambridge	1	0
Cardiff	0	1
Cardiff Metropolitan	0	1
Coventry	1	1
Cumbria	0	1
De Montford	0	1
Dundee	5	2
Durham	3	2
East Anglia	0	1
Edinburgh	5	0
Essex	0	1
Exeter	1	0

Institution	Accepted 2017	Accepted 2018
Glasgow	2	2
Gloucestershire	2	0
Heriot-Watt	3	1
Keele	1	0
Loughborough	2	2
Liverpool John Moores	8	2
Manchester Metropolitan	1	1
Newcastle	4	2
Northumbria	3	17
Plymouth	0	2
Portsmouth	2	0
Queen's University Belfast	7	9
Salford	1	1
Southampton Solent	1	2
Swansea	1	0
Stirling	2	2
Teeside	1	0
Ulster	10	14



Campbell College Junior School Achievements

Campbell College welcomes boys from the age of three into our Kindergarten and, as each boy progresses through into our Junior School, the foundations for their performance at GCSE and A Level are firmly laid in these early stages of their educational journey. In Campbell College Junior School our boys are challenged to be the best they can be throughout their time in Key Stage 1 and 2. It is wonderful to hear them speak with pride about the personal bests they have achieved, and we are very proud of what they accomplish both in and outside of the classroom.

Assessment is an integral part of the teaching and learning process, and the analysis of assessment data is used to identify learning targets and track individual pupil progress.

Communication			
2017 - 2018	Levels		
Key Stage 1	1	2	3
Northern Ireland Summary (Boys)	14%	72%	13%
Campbell Junior School	6%	68%	26%

Communication			
2017 - 2018	Levels		
Key Stage 2	3	4	5
Northern Ireland Summary (Boys)	19%	62%	13%
Campbell Junior School	8%	81%	8%

Using Mathematics			
2017 - 2018	Levels		
Key Stage 1	1	2	3
Northern Ireland Summary (Boys)	11%	71%	17%
Campbell Junior School	0%	74%	26%

Using Mathematics			
2017 - 2018	Levels		
Key Stage 2	3	4	5
Northern Ireland Summary (Boys)	17%	57%	21%
Campbell Junior School	10%	44%	46%

Using ICT			
2017 - 2018	Levels		
Key Stage 1	3	4	5
Northern Ireland Summary (Boys)	10%	83%	5%
Campbell Junior School	0%	71%	29%

Using ICT			
2017 - 2018	Levels		
Key Stage 2	3	4	5
Northern Ireland Summary (Boys)	14%	78%	5%
Campbell Junior School	6%	92%	0%

It is important to note that this assessment data has been produced by CEA, based on submitted returns from approximately 14% of primary schools. The remaining schools did not submit returns, due to industrial action.

