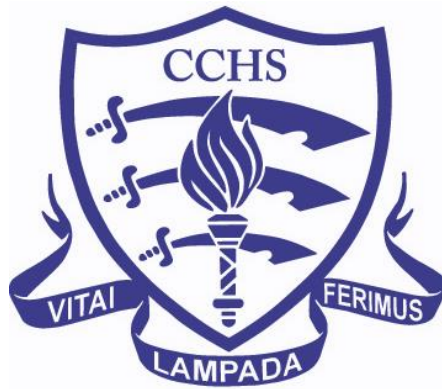


NEWSLETTER

Issue 21
Spring 2017



Dance Show 2017

Contents



In Memoriam: Mary Kenyon (née Humphrys) 1922-2017	3
Message from Headteacher	4
Curriculum & Enrichment News	6
Pastoral News	9
Sixth Form News	14
School News:	
Mulberry Youth Conference	14
Interview with Emma-Jane Kirby, BBC Correspondent	15
Women of the Future – Ambassadors' Reception	16
Young Enterprise – Team Millennium	16
Work Experience – Glaxo SmithKline	17
Maths Enrichment Day	19
Jesus Christ Superstar production	20
Italian Exchange	21
Year 10 Review	21
My First Impressions of CCHS	22
An Inspector Calls	22
Table Tennis	22
Learning Resource Centre	23
Music	23
Sports News	24
Better Buildings Appeal	27



Follow us on Twitter
@CCHS4G



In Memoriam Mary Kenyon (1922-2017)



Mary joined CCHS in April 1934. She was an active member of the community during her school days, then as a parent and as a member of the Old Girls' Association.

During her school days she was a Prefect, School and House Captain (Tancock), Sub-Editor of the school magazine and Social Literary Treasurer.

Her report card mentioned "*she was an excellent, capable and reliable student, who was courteous in manner and had good powers of judgment and understanding in dealing with others.*"

In 1941 Mary went to study English at Somerville College, Oxford—she was the first CCHS Oxfordian, achieving a BA. Her English Tutor was J R R Tolkien, however, the course was shortened to 2 years by the Government, due to WWII.

Mary remembers that during the war women at the university were required to do 12 hours community service, such as making camouflage netting,

waitressing, first aid and air raid wardens, Mary was an ARW.

After taking their degrees in 1943, all women were called-up to help with the war effort. A Mr Fletcher from the Foreign Office spoke to the young women at Somerville, looking to recruit "*for vital work of national importance, totally secret.*" Mary was selected to work at Bletchley Park, and was told never to speak to anyone about her work. By 1945 there were 10,000 employees, the silence was not broken for another 40 years.

Mary was based in Hut 6, to work on Enigma, '*in a humble*



capacity', according to her writings. Hut 6 was the crypt analytical section where Alan Turing, the Enigma Codebreaker, was also based.



On 8th May 1945, Mary took leave to attend a friend's wedding, which turned out to be VE Day; when she returned to Bletchley, she was refused admission. All contents of Hut 6 had been burned by order of Prime Minister Winston

Churchill. It was a strange end to her employment.

After Bletchley, Mary did not return to Somerville to complete the course, instead she worked with the novelist Graham Greene, one of the great writers of the 20th century, at the publishing firm Eyre & Spottiswoode, where she met her husband Max, a writer and critic; they had three children, living for a short time in Bloomsbury, and were part of a circle of friends including the Poet Laureate John Betjeman.

In 1948 Mary and Max moved back to Essex, and she concentrated on bringing up her children. Her daughter, Suzanna attended CCHS in the 1970s and Mary became Chair of the Old Girls' Association. In 1982 she published '*A History of Chelmsford County High School*', a copy of which can be found in the school library.

Over the past few years, Mary has spoken to our Year 8 students each year about her life at CCHS, and Bletchley.

Not only was she a supporter of CCHS, but also founded the Hutton Preservation Society, and from the age of 12, she was a long-standing supporter of the Royal British Legion. In 2013 she was honoured by the British Legion for her 65 years of service.

Students will perform at Mary's Memorial Service on Monday 10th April 2017 at 1pm, All Saints Church, Hutton.

She will be missed by many staff and students.



Message from the Headteacher

Dear parents and friends of CCHS

As we end another busy and somewhat challenging term it is so heart-warming to hear of the latest successes of our students:

A Year 10 team were runners up in the Big Bang Junior Final competition for the Aquatic Pacer they had designed; it helps people train for long distance swimming without the need for a coach as it indicates at the end of a training session how well they have done. It is an electronic traffic light system. They were particularly proud to be approached by Future Water Association and invited to participate in their UK Junior Water competition, taking place in May.



Year 10 student, Jessica Steadman won the Central Essex Regional Final of the Jack Petchey 'Speak Out' Challenge, with her on 'The End Game', a discourse on immortality. This competition was won last year by Caitlin Farrell who was invited to be Master of Ceremony at this year's event.



Year 12 Young Enterprise team Millennium won Best Presentation, Best Company Report and Best Overall Company at the Central Essex Area Finals. They are through to the County Final in May.



Over the course of the Spring term we have been fortunate to experience many wonderful performances produced by the Drama, Music and Sports Departments, including the superb production of Sir Andrew Lloyd Webber and Tim Rice's 'Jesus Christ Superstar'; the annual Dance Show and Spring Concerts. Our thanks go to all staff and students involved in these events for their hard work in organising, co-ordinating and performing and to parents for supporting our talented young girls.

We have been successful in sporting competitions this term, reaching National finals, particularly with the Junior Badminton team, more details follow in the Sports section. I would like to wish the Swimming Team the very best of luck in the competitions in Malta during the Easter break.

Congratulations to our fantastic students for their impressive successes and thank you to the staff and the parents who support them!

As parents are aware, school funding is becoming increasingly challenging which has inevitably led to our reviewing our expenditure with a view to making substantial efficiency savings. Phasing out the IB has already achieved savings which will continue in 2017-18. Having taken a close look at our



Message from the Headteacher

curriculum and at the cost of delivering subjects, the recruitment position and the premises implications, we have decided to phase out Technology. In practice this means that there will not be Year 10 GCSE or Year 12 A level from September 2017. The programmes of study for those reformed courses are aimed at a more practical approach; our students who aspire to careers in engineering and design will continue to be well served by studying Mathematics, Sciences and Art & Design. We shall be exploring ways of maintaining opportunities for the students to continue to be involved in competitions and enrichment opportunities, including Arkwright Scholarships, through the sciences.

As we gradually decommission Technology rooms we have decided to use T1 to create an additional Sixth Form common room for which Year 11 will be invited to contribute their ideas. This is part of a broader programme of campus development to serve our Sixth Form and to develop our School more generally.

I understand that there has been a rather alarmist article published in a local newspaper recently regarding the potential impact of the Government's plans to introduce a National Funding Formula to apportion school funds. I can reassure parents that no formula has been finalised as yet; however, as the main funding is generated by pupil numbers parents will understand why the Governors decided to increase our intake by one form of entry in Year 7 from September 2015; this will contribute to achieving a level of economies of scale and help fund increases in the costs of employing staff.

You can see why parental contributions to PA activities, Enrichment and Better Buildings Appeal have become all the more crucial in the current climate of austerity. We

are grateful to all those who support. (Please see page 27 for details.)

The Easter break will be the start of some serious revision for our last cohort of IB students, we wish them good luck; no doubt Year 11, AS and A level students will also be planning to give attention to their revision although they have more time to look ahead.

Mrs Laurayne Onuegbu, Subject Leader for RS has now started her maternity leave, with Miss Laura Carey taking over her teaching and pastoral duties whilst away. We look forward to hearing her news very soon.

I hope you all have the opportunity for some relaxation.

Happy Easter.

With best wishes.

Nicole Chapman
Headteacher



Curriculum & Enrichment News

Mr Stephen Lawlor, Deputy Headteacher

Our School community: making a difference and creating memories

Year 11 students have now made their A level course choices, as they prepare to move into their Sixth Form. Year 9 students will shortly finalise their GCSE courses. These are exciting times for the students as they personalise their programmes of study by making decisions and taking control.

Our School encourages such student empowerment in so many ways. During lessons, across all year groups and subjects, girls are able to work on their own, with their peers and on novel activities, including role-plays and presentations. Subject Departments seek feedback from students about lesson activities to understand what works best. The girls are always forthcoming in this regard, providing us, as their teachers, with ideas and fresh perspectives.

The initiative and industry shown by our students is impressive and a real inspiration to the staff of the School. It would not be feasible to chronicle the full range and depth of this work; but I would like to provide some insight from my own experience over a two week period.

School Magazine

A new team of students, led by Charlotte Abbott and supported by Mr Warner, published their first edition of 'The Torch' before half-term. The issue was a testament to an engaged, inquisitive and informed student

community. The articles and features demonstrated a range of interests and perspectives. I was particularly impressed with the manner in which students worked in the service of a common endeavour. They worked with purpose, passion and pride.

Production



The stunning production of Jesus Christ Superstar is one that will be remembered for many years to come. For those who came to see the show, which was presented on three evenings, the experience clearly had a significant impact. The responses from audience members after each performance were universally positive. The actors and musicians spoke to our intellects, emotions and spirits. I was able to witness the cast and crew gathering at the end of the final performance. This was a special occasion – a moment of communal celebration and thanks. The senior students, who supported Mrs Foley and Mr McGee with the production, spoke with such grace and gratitude. A magnificent finale to a superb cultural experience. They were a group of students from all year groups, who were inspired to excellence.

Some weeks ago Dr Graham mentioned to me that Bethany Diggins (Year 10), one of our hard-working members of the CHIPS team (Charity and Inter-

nationalism Perfects), had an idea to support Vision Aid Overseas. This charity works to provide people around the world with specialist eye-care and glasses, to help improve their quality of life. In a typical example of student initiative, Bethany delivered assemblies to the full School. She spoke with determination and zeal, without notes or cards. Bethany inspired the School community to collect unwanted glasses to support people who need our help – a caring student and a responsive School community.

The three examples noted above provide a mere glimpse of the rich variety of opportunities which distinguish our School.



To offer opportunities is one thing – what I think is remarkable is the verve and style with which our students embrace them. What may be less obvious, at least in the moment, to the students, is that the work they undertake on such projects, creates legacies which become part of the School's collective memory. In years to come, when they meet up at reunions, they will reminisce about these experiences and recall that they were not simply members of a special community; but that they helped to shape and enrich that very same community – they will remember that they made a difference.



Curriculum & Enrichment News

Mr Stephen Lawlor, Deputy Headteacher

Educational reform

Given the recent and ongoing national debate about the role and place of grammar schools in our education system, an interesting article has appeared on the BBC News website – please see below.

It charts the experiences of Norma Jennings, who was a student at Harold Hill Grammar School in the 1960s. Her fond memories of excellent teachers, engaging lessons and extra-curricular activities resonate so well with what we offer at CCHS in the 21st century.

Why grammars refuse to be written off

*Sean Coughlan Education
correspondent, BBC News*

4 November 2016

The debate about creating new grammar schools in England has heard many attacks on the negative impact of selection. But to understand the durable appeal of grammars, there's a need to consider a different type of evidence, the personal experiences of former pupils, who can feel that their memories have been shouted down in all the political exchanges. Norma Jennings has helped to write the history of her old school - Harold Hill Grammar School - which was abolished as a grammar school in 1973. And her memories encapsulate how the grammars have retained such a hold on the post-War imagination. She sent a copy of the book to Prime Minister Theresa May with a letter about what she thought had been lost when most of the grammar system was scrapped. Harold Hill Grammar School was built in the mid-1950s to serve new overspill estates built in Essex to accommodate thousands of east London families needing homes after the Second World War Two.

Post-War social planning

It was a piece of deliberate social planning, designed to take the brightest children and create a new generation of professionals. Mrs Jennings, who left the school in 1963, says it's

easy to forget how radical and "revolutionary" all this seemed. Working-class children were being given the chance to have an education that would never have been within the reach of their parents. For these children, the first generation of the post-War welfare state, this was a system of free milk and opportunity, and Harold Hill was part of a wave of hundreds of new secondary schools built for an expanding, ambitious population. Mrs Jennings's memories also refer to another touchstone of grammar schools - the strong impression made by teachers. At a recent reunion, she said, there were stories of pupils who had kept in touch with their former teachers all their lives.

Female role models

For schoolgirls in the 1950s, unlikely to come across many women in professions, female teachers were inspiring role models for staying in education and having a career. Mrs Jennings talks of the "intellectual life of the school", separate from academic achievement, with teachers setting up all kind of clubs and societies, and leaving pupils with a "stamp of curiosity". It was also a time of assumed values, when the head teacher could unselfconsciously write about staff being able to "distinguish what is first-rate from what is not". Much of the symbolism and the cut-and-paste Latin might have been borrowed from public schools. But what made grammar

Curriculum & Enrichment News

Mr Stephen Lawlor, Deputy Headteacher



schools so distinctive was that the pupils were not from the playing fields of Eton but the overspill estates of Essex. And these schools, with a strong sense of their own identity, often left an intense impression on those who spent time there. Harold Hill was very much a "product of its time", says Mrs Jennings. And it's hard to know how much the school could be separated from the era. This was a time of boys being known only by their surnames, teachers wearing gowns, there were hymns and prize-givings, boys and girls were segregated into separate playgrounds and miscreants faced the cane. It was also a type of education available only to the minority who passed the 11-plus.

End of an era

But as a child Mrs Jennings was not aware of such debates, and she says there was no sense of social separation. You can only remember the schooldays you had - and not what it meant for those who missed out. Harold Hill's history also touches on another long shadow over the grammar debate. How grammar schools were closed has left an often unhappy legacy, with a sense of schools being dismantled without sufficient care for what was being lost. Mrs Jennings says it would have been better if there had been a way to adapt the selection system, rather than shutting down the grammar schools. She says the mergers with secondary moderns were often rushed and disruptive, with buildings scattered across different sites. Mrs Jennings went on to train as a teacher and spent a happy career in comprehensives, but she still describes the way grammars were abolished as a "disaster".

Many former grammar teachers struggled in their new environments. And there was a whole demographic of pupils at school who faced this upheaval in the 1970s - with a long wake of turbulence, as former grammars readjusted to their new identity.

Disrupted generation

Mrs May is one of the most high profile of this generation, starting at a grammar that became a comprehensive. And who knows how much this has been a shaping experience? Harold Hill's merger with a secondary modern was not to be long-lasting. The comprehensive that emerged has also disappeared, and the site has now been redeveloped for housing. Nothing exists of it apart from the memories of former pupils. Another former pupil of Harold Hill, Colin Sparrow, says his grammar school days were a "melting pot" of different social classes and a very positive experience. But he says if the grammar system had survived, the school would have been "a very different animal" from the one he attended in the 1960s. In terms of whether they were elitist, he quotes Labour Prime Minister Clement Attlee, speaking in 1945: "I am myself in favour of an educational system which will break down class barriers, and will preserve the unity of the nation, but I am also in favour of variety and entirely opposed to the abolition of old traditions and the levelling down of everything to dull uniformity." Reconciling those ambitions still seems to be as elusive.

Remembering Harold Hill Grammar School by Don Martin and Norma Jennings, Lavenham Press, Suffolk



Pastoral News

Mrs Maria French, Assistant Headteacher, Pastoral

The Pastoral Team are delighted that the School has once more been awarded the Prince's Teaching Institute Leadership Award for the school-wide work on our Find Your Voice! Project. At Meet the Tutor Evenings, during form time and in lessons girls have been encouraged to find their voice. There are so many opportunities across the school for girls to develop their public speaking skills. Girls start with form assemblies and then graduate to Year or Whole School assemblies, and some girls enter competitions which hone their debating skills with the support of the English Department.

Please do encourage your daughter to speak out in class and to join some of the many clubs and activities that present such a safe environment for the girls to speak up, express and opinion, or question something of interest. Girls can be seen sharing their family histories in Year 9 Internationalism Assemblies, speaking to the whole staff about Black History (pictured below, with Dr Graham.)



Clubs

There are so many clubs and activities on offer in school, many of which are student-led. Some of the new clubs which are led by the younger girls are Junior Debate Soc, Harry Potter Club and Nap Soc! There really is something for everyone. Just

a small selection from last week's daily notices which don't include the regular sports and music groups are: Senior Political Debate Society Years 10-13, Musical Theatre Club Years 8-9, Linguistics Club Years 10-13, Literary Debate Club Years 7-10, Creative Writing Club Years 7-9, Psychology Society All Years, Origami Club Years 7, German Film Club Years 7-11, Football Club - All Years, Art Club Years 7-8, Philosophy of History Years 10-13. I could go on for another side of A4, but you get the idea! Please encourage your daughter if you feel that she could get more out of her school day or indeed give back and take a lead!

Easter Assemblies and the Annual Leadership Awards Presentations:

Next week some girls will be awarded the leadership badges for developing their leadership skills. Since the awards were launched in 2014, over 250 leadership badges have been presented. Recipients will be announced in the next newsletter.



Primary School Outreach Team

In order to encourage girls from less privileged backgrounds to apply to our school and to come and visit us at open evening, we have recently completed a tour of local primary schools with our Year 9 outreach team. We have been



speaking to Year 5 students and their parents and our girls have talked with great passion about the joy of attending their school and the many opportunities that come their way as a result. Below are some pictures of our outreach team who were superb ambassadors and spoke with great confidence about their thoughts on grammar school being for anyone, regardless of background. Their message was "if you love learning, love reading and numbers and feel that you want to give the entrance test a go, come and visit us on open evening." Thank you to Miss Cope and Mrs Hilling too.



CCHS Pastoral Team:



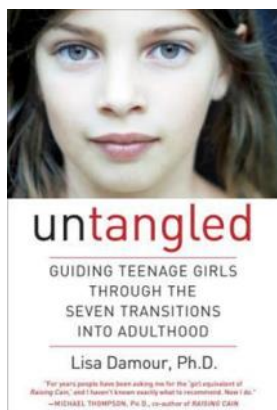
Follow us on twitter

The pastoral team has a twitter account that posts news and items that may support you and your daughter, particularly relating to internet safety. Please do follow us, so that we can share items on this and other important subjects.

Pastoral News

Mrs Maria French, Assistant Headteacher, Pastoral

We have been studying Untangled and thought some parents might like to read it too. The team have also been studying some work relating to Courageous Leadership and Values-Driven leadership after recent training, so that we might model this with your daughters. We have been considering what it means to lead authentically as women, in order that we might lead the girls even more successfully.



checking in the group chat?) so homework is at the dining table?

All families find their own solutions and the girls were interested to hear how everyone's solutions are quite different, but all agreed that phones in bedrooms at night time was a major sleep-hindrance. Few could resist opening a new Snapchat or WhatsApp message. Girls were also reminded how to keep themselves safe on the internet, not to accept friend requests from anyone they don't know and how to report anything that they are worried about. We always remind the girls of the CEOP website and report abuse button. Finally, many of the girls reported that their parents were addicted to Candy Crush and the like; we don't believe them, of course!

lance with a siren and flashing blue lights in use will expect pedestrians to stay on the pavement and not try to use the crossing, even if it is on the green person.

Whilst it may seem unnecessary, we still find that there are girls who persist in taking risks with their own safety and that of others. We are on a busy main road and girls need to remember that they should only attempt to cross the surrounding roads at a marked pedestrian crossing and whilst wholly abiding by the signals. We are grateful for your support in this matter to keep all of our girls safe. Often younger girls will follow the older ones and so there is a communal duty and expectation that we all stick to the rules.

Social media

We have almost completed the next round of internet safety with the younger girls and thought that you may like to reflect on some of the issues that we discuss in school. Some girls report that they keep their phones switched on and get distracted by Snapchat, in particular, whilst trying to get off to sleep or complete homework or.....talk to their family! We have discussed the different ways that families manage this issue.

- ⇒ Phones on the landing/ parents' room at night/ no phones upstairs?
- ⇒ Wifi off at bedtime!
- ⇒ No phones at the dinner table.
- ⇒ Phones are helpful for homework (research/ music/

Reminders

◆ **School Uniform Shop** open Wednesday 8:15 - 9:10am and Friday 12:35 - 1:35. May I remind parents that girls must wear a knee length skirt to comply in Years 7 - 11 and we do appreciate your support to ensure that high standards are maintained.

There is also a very extensive and great quality nearly new uniform shop for any parent that may wish to use this service. This is kindly run by the Parents' Association.

◆ **Road Safety:** We would be grateful if you could reinforce the rules about crossing the road safely at home. Please remind the girls that an ambu-

◆ **Free School Meals:** If you are in receipt of a qualifying benefit: Income Support, Job Seekers Allowance-Income Based, Child Tax Credit (Working Tax Credit is not a qualifying benefit. There are some non-qualifying benefits) If your taxable annual household income is less than £16,190.

If the above apply you may qualify for free school lunches. HOW TO APPLY: Go online to www.essex.gov.uk/educationawards or call 0845 603 2200. Please be assured that we always deal discreetly and sensitively with any girls in receipt of free school meals and there is no embarrassment or knowledge to other girls.

◆ **Student email helpline:** studentsupport@cchs.essex.sch.uk



Year 7

Mrs Katharine Adams, Year Leader

Year 7 are feeling well and truly integrated into school life now with many having taken part in the Dance show and several in the cast for Jesus Christ Superstar. Participation in House events is strong and competition sometimes fierce!

All forms have presented their first assembly and the standard was really impressive with a wide variety of themes and styles even extending to a mock debate between Hilary Clinton and Donald Trump on US election day.

The atmosphere on the recent Internationalism Enrichment day was lovely. A great deal of hard work and creativity had gone into devising the board games about the countries studied and enjoyment was evident as the girls went round and played each other's games in the afternoon. Girls also enjoyed the recent visit of author Saci Lloyd to our library.

At the time of writing the latest set of academic data is through and tutors will once again be reviewing this with each student, giving advice and encouragement to help them make even more progress.

Finally 7G said goodbye to their lovely form tutor Mrs Onuegbu on Friday as she began her maternity leave. She was thrilled with the gifts they bought for her and the personal messages sent. We wish her well and eagerly await news of her baby in due course. In the meantime we look forward to welcoming Mrs Carey to the Year 7 tutor team next week.



Year 8

Mrs Marion Windeatt, Year Leader

Thank you to all parents who came along to the Year 8 Parents' Evening earlier this term. There was a very positive atmosphere with staff, parents and students taking the opportunity to celebrate successes and discuss areas for improvement.

Year 8 students took part in Roman Day on Enrichment day 3. This offered an opportunity to speak to "real" Roman soldiers and to design and make their own mosaic. It was a fun and informative day thanks to the Latin Department. The students continue to impress me with their commitments to extra curricular activities. Many of them contributed to the highly successful Dance show as well as some pupils performing in Jesus Christ Superstar; both shows were a delight to watch. Well done!



Year 9

Miss Fiona Harrison, Year Leader

This term has seen Year 9 choosing their options. They started the process with a talk from Mr Lawlor and then they had the Options Evening to give them the opportunity to speak to students who actually take the subjects. They then had Parents' Evening and the yearly reports to evaluate how they are doing in the different subjects before making their final choices. It is an exciting time for the year group, as it gives them the chance to have a little say in the shape of their education for the first time.

For Enrichment Day 3 the girls created their own newspaper. They took on roles from the news room and produced a newspaper by the 3.40pm deadline. All of the girls were engaged by the project and they produced many interesting articles on things like women's rights and the Jaffa Cake! Furthermore, the girls loved getting dressed up for House Pancakes - H house won in Year 9. I think it had something to do with their 'famous couple' costume, as they dressed as President Trump and a wall!

We are looking forward to the summer term. Although the year group have examinations they also have lots of fun things to look forward to. I'd like to wish you a lovely Easter Break - let's hope the sun makes an appearance soon.



Year 10

Miss Georgie Sales, Year Leader

It's been another busy term for Year 10, with lots of extra-curricular opportunities as well as trips, school productions and lots of revision and exams!

Year 10 started the term with their new Prefect badges pinned to their blazers. They had applied for these roles before Christmas, writing a small application to their chosen subject or area. They certainly have stepped up to the mark, helping at parents' evenings, options evening and various lunch time and after school clubs or fixtures. One of the first events being the annual Sports Presentation Evening where the PE prefects organised and hosted the entire evening.

The school production is always a popular event, and this year saw five Year 10 girls take on the lead roles. Anna Champion, Stella Cleveland, Mary Ogunmokon, Millie Ward and Jemima Hall all performed tremendously. It was fantastic for me as their Year Leader, to see the girls in the lead roles and aside from their PE lessons! As well as these girls there was also a vast number of other Year 10's involved, both in acting, music and behind the scenes production. Well done to all!

Last term saw Year 10 take on the Jack Petchey Speak Out competition. Every single student had to create a speech, and deliver to their peers on a topic of their choice. There were winners from each form and those winners presented their speech to the whole year group, as well as judges. The speeches were phenomenal. I commend the girls for their utter determination and dedication. The eventual winner was Jessica Steadman, who competes in the next round of the competition before the Easter Holidays. Good luck Jess!



Another popular school production is the Dance Show, which saw a record number of Year 10 girls dancing on stage. Dancing in the Year dance, street, contemporary, senior ballet, afrobeats and more, the girls did a fantastic job, and I look forward to next year's show.

To finish off a very busy term the girls had their Year 10 examinations. The girls surpassed expectation with the way they presented themselves. I am sure they are glad the exams are finished but I am sure they will have learnt a lot about the whole process. Well done ladies, on your exams and on another excellent term.



Pastoral News

Year 11

Miss Emma Cope, Year Leader

As we have approached the final months before GCSE examinations, the students have, as ever, been working extremely hard. However, it has been lovely to see this work punctuated with fun. I have particularly enjoyed the Form Assemblies delivered this term, and have found their positive topics an uplifting way to begin the day. We have enjoyed random acts of kindness, birthday bingo, a live rendition of The Lion King, and even a visit from Sophie the dog, to remind us how important companionship is. The students have become such confident and eloquent speakers and it is a delight to see. Some of the students participated in the Dance Show, and it is a wonderful to see how much they have developed their skills over the years. It is especially lovely to see them dancing together in the year group dances. A few of the girls were also part of the School Production, Jesus Christ Superstar, and did a fantastic job as technical assistants. On their Enrichment Day in February, the students were very lucky to participate in a Maths day, with a morning of lectures at Anglia Ruskin University and afternoon activities in School. This was brilliant preparation for their GCSE, with an extremely memorable and helpful day.

On the academic side, I am always extremely impressed by the diligent attitude the students have towards their work and this was especially evident when reading their reports. It was a real pleasure to participate in some of their report reviews this year, in combination with their options discussions. It was fantastic to hear the students reflect on their learning with such maturity, to hear the subjects they wish to study in the Sixth Form and their plans for the future. Having been with the group since Year 8, it is hard to believe that this will be my final few weeks as Year Leader before they move into the capable hands of the Sixth Form Team; it will certainly be an emotional moment.

I hope that next year they may still be popping into my office to update me on all they are doing. They are an exceptional group and I wish them every success with their forthcoming examinations.

Year 11 through the years:

2012



2013



2014



2015



2016



Sixth Form

Dr Michael Palmer, Assistant Headteacher/Sixth Form



This has been another busy and successful term for our Sixth Form students and many of their achievements are covered in more detail elsewhere in this newsletter.

Year 13

Year 13 students have been busy with work for their examinations; this last term has seen the submission of many pieces of coursework and also the completion of the oral examinations in foreign languages. Whilst this has been hard work for both students and their teachers we look forward to this work being well rewarded on IB and A level results days. Year 13 students have also continued to receive offers from their chosen universities and in turn to begin to make their firm and insurance choices. Dr Huckvale continues to offer advice and guidance to students as they make these choices.

We are now planning the series of events which take place next term to celebrate the time which our Year 13 students have spent in this school. We hope that parents and students will both note the date of the Leavers' Reception on the 24th May and we look forward to seeing as many as possible of you there. This event takes place the evening before the Year 13 Leavers' Assembly on Thursday 25th and the beginning of A level study leave. At the time of writing our IB students have only three weeks left in school before their own study leave begins on April 21st and we will hope their examinations enable them to show the benefits of the hard work they have done in the past two years.

Year 12

Year 12 students have made great strides both in their learning and also in the prefect roles which they took on just after Christmas. The energy with which they have approached both aspects of their school life is most commendable. We have also been impressed by the large number of students who have written or are writing essays for the various essay competitions run by universities. Similarly a large number of students recently took a practice 'Thinking Skills Assessment' run by Cambridge International Assessment and we hope

that this will give them valuable feedback on the skills which will be needed in many of the entrance tests now run by universities.

Next term Year 12 students will be sitting a mixture of AS and internal school examinations in the period between May 15th and June 7th and we envisage the results for the internal papers begin available on the 3rd July. Clearly these results (and the AS results which will be available in August) will play a major role in determining the predicted grades which the school supplies to support the students' UCAS applications; we would encourage all students to prepare for these examinations with their accustomed seriousness. It will therefore be difficult for us to allow students to miss school in order to attend university open days in the weeks leading up to these examinations.

Mulberry Youth Conference at Mulberry School for Girls, London

On 23rd February 2017, twelve Year 12 students were accompanied by Mrs Ellen and Mrs Carroll to the above conference, this year's theme being 'Young Voices Unite'. The day consisted of Panel discussions followed by a Q and A session, as well as student speeches and small group workshops on themes such as 'Beyond the Headscarf', 'Building Bridges Not Walls', 'Interfaith Skills', 'Refugees, Migrants and Asylum' and 'Send My Friend to School'.



There were opportunities not only to hear experienced speakers who motivated and inspired the students with speeches on how they had risen above challenges they have faced in their lives, but also to hear students speak on subjects and issues about which they feel passionate. The day was informative and empowering, encouraging students to make a difference in areas that matter to them. The experience was much enjoyed by all who attended.



Interview with Emma-Jane Kirby, BBC Correspondent by Rebecca Pope, Year 12

Emma-Jane Kirby was a student at CCHS from 1981 to 1988, before going on to study English language and literature at St. Edmund Hall, University of Oxford. After graduating, Emma-Jane began work experience at BBC Radio Oxford before a few years later becoming a producer at BBC Radio 5 Live and subsequently a reporter for Woman's Hour on BBC Radio 4. In 2001 Emma-Jane began working as a foreign correspondent. She has had a series of postings in Europe, most recently in Paris as the France correspondent.

In September 2016, Emma-Jane published *The Optician of Lampedusa*, a non-fiction novel telling the story of an Italian optician who, on a boating trip with 7 friends witnessed firsthand the trauma faced by hundreds of migrants drowning in a huge shipwreck. The optician and his friends managed to pull 47 people from the water, but he rejects being labelled a hero and instead insists we recognise the collective failure of Europe to welcome and aid political migrants, allowing hundreds to board boats made for 10 daily in the hope of reaching refugees. *The Optician of Lampedusa* is available in the CCHS library.



Here are Emma-Jane's responses to the 5 questions we posed to her.

What are your funniest and most prominent memories of CCHS?

I used to do impressions of some of the teachers. Quite a few of the teachers actually, although not too many of them were aware... The religious affairs teacher used to let me take the class when she was tired though- she even let me wear her jacket and glasses while I mimicked her. Our wonderfully irreverent art teacher, Mrs Edge, used to let me practice my impressions while I drew still lifes for my art A level- I always knew when I'd got better at one of them as she used to reward me with a custard cream. I also remember our uniform when we first arrived at the school- we had striped blue skirts and tunics made from a fabric which felt something between steel, wool and the fibre-glass stuff that's used to insulate lofts and attics. If you accidentally brushed your fingers down the tunic quickly, your skin would bleed. When I was in year 7 we got taken to see a show at the Civic Centre in Chelmsford. To our delight, the seats were covered in the same striped material as our tunics. That was the end of the striped blue uniform, although the A line acrylic skirts that replaced them weren't exactly a Godsend either. The headmistress made us walk up to the stage and kneel down before her. If your skirt didn't skim the floor as you knelt, it was deemed too short and you were forced to let the hem down or buy another. Many of my friends were experts at letting the hem down on the train or bus into school and avoid detention and then hoiking and stitching them back up again at break time

to ensure maximum street cred on the walk home past KEGS. Sadly, I couldn't sew.

What house were you in, and what was your favourite house event?

First of all I was in Tancock house which was yellow, and I was junior captain. Then the houses were disbanded when I was in year 9 or something and were replaced with the imaginatively named C, H and S houses. I was captain of the red H house which meant I got to sit on the stage every morning in assembly and try to make the year 7s laugh by pulling funny faces at them. I had been voted in as one of 3, what we called then, 'school officials' (Head Girl) but I was vetoed by the upper echelons of power, probably because they knew I couldn't help pulling funny faces at year 7...

What did you want to be when you were in year 7?

Probably still a vet at that stage before it became clear that my talents in the maths and science fields were...(how to put this kindly?)... a little limited.

If you could tell your year 7 self one thing, what would it be?

Not to give up at maths. I wish I had a better grasp of maths now.

What did you do at A level and how did it help your career?

English, French, History, Art and General Studies. Essay subjects are obviously perfect training for journalists and writers and having a second language has certainly helped me climb the foreign correspondent ladder.

Women of the Future – Ambassadors Reception Year 12 Senior Prefects

On 22nd March we were given the opportunity to attend the 'Women of the Future' event in London. We set off quite naïve, questioning what the day would entail and what exactly we should expect. The warm welcome and incredible venue (which featured an indoor aquarium!) soon put us at ease and throughout the day we were advised to 'act like sponges' in order to soak up all the advice, questions and enthusiasm that seemed to be bouncing off the walls.



After speaking with and listening to some of the most inspirational speakers we have met, we concluded that passion and genuine ardour were the key components to become a 'leader of tomorrow'. One speaker in particular who left us all inspired highlighted that you should have two hands in leadership: one to reach for the stars, and the other to help someone up with you. Overall, the event was exceptionally well received and we have been left with a new-found passion and vigour to embark on our futures with.



Young Enterprise: Team Millennium By Francoise Labode

Team Millennium is proud to present to you 'Just-In-Case', the handy pocket that goes on the back of your phone so that you have all of your essentials on you at all times, just in case! This product combined two 'problems' that we wanted to solve. Firstly, reducing the chances of people being out and about only to discover that they have left their money/ key/ train ticket at home and thereby finding themselves in a bit of a pickle. The second issue we wanted to solve was surrounding the idea of safety, especially when young people are out at night and have a bag with them that could be stolen. To address a second safety aspect we designed our own 'Just-In-Case' cards that have the details of an emergency contact on them so that people can always get home.

So far Team Millennium has sold over 100 units at various selling venues including



Meadows shopping centre and at CCHS's music concert! We have engaged with our consumers on numerous levels from social media to a whole school assembly which showed our 'Just-In-Case' promotional video. So far we have been runners up of the 'Best Company' award and have won the 'Best Business Plan' award of Essex. We have also won Best Company Report, Best Presentation and Best Overall Company at the Central Essex finals on 29th March 2017.

We will keep selling the 'Just-In-Case' throughout the academic year so be sure to get one!



Any questions then please email us:

ye.millennium@gmail.com



Our Work Experience at Glaxo SmithKline

By Emily Hufton,
Jennifer Guy and
Elizabeth Hodges, Year 12

As part of their outreach, GSK runs an annual work experience for Year 12 students during the February half term, for subjects including Biology, Chemistry, Engineering, and Animal Biology. We were fortunate enough to be selected as members of the final 90 from the 300 applicants.

BIOLOGY

Not only did work experience in the biology sector of GSK provide a fascinating insight into the company, but it also allowed us to implement some of the theory covered in the A-Level curriculum, which was an invaluable experience. Whilst the first day mainly involved more chemical analysis than pure biology, this was still of interest both in terms of chemistry learnt in school and its pharmaceutical application in the grand scheme of drug production. Later practicals and talks were far more subject-specific, as we were able to use an electron microscope, track disease outbreaks, conduct a PCR, and learn about gene therapy and gene toxicology. These activities were immensely interesting, in that they provided a rare opportunity to implement studied theory in a lab environment whilst further developing our knowledge and skills in peripheral areas. Wednesday focused upon simulation and interaction with experts, as the

morning activity was attempting to plan the route of a drug to market, taking into account the ethical and financial concerns of the real-world scenario, and the afternoon entailed a careers carousel, which was highly beneficial in highlighting the diverse career options post-degree, and also the possibility of apprenticeships or Industrial Placements. The week concluded with our Industrial Cadet presentations and then award-giving, providing the opportunity for us to reflect on the week and hone our soft skills. Overall, the experience was truly enlightening, enabling us to gain an appreciation of a variety of potential future pathways and deepen our subject-specific and general pharmaceutical knowledge.

CHEMISTRY

Like the biologists, the chemists also learnt about a variety of analytical techniques and their applications throughout the research and development process.

On Tuesday, we had 2, 3-hour lab sessions, the first involving a drug testing simulation: we tested for steroids, sedatives and produced a serial dilution to work out the maximum allowed concentration of sedative. This was later followed by a titration. Our afternoon session looked at the quantitative analysis of the caffeine concentration in a variety of drinks and we dealt with tiny samples less than 0.05ml.

Wednesday brought us to the Physical Properties laboratory

where we learnt about the usage of scanning electron microscopes to investigate the structure of different drugs and to also identify any impurities in samples. The apprentice operating the microscope showed us the hooks on the legs of a fly and we now recognise just how hairy spiders are! Thereafter, we played a game with members of the clinical trials team to emphasise the importance of being able to meet time constraints in producing drugs and the good management of logistics. A brief tour of the pilot plant followed where our guide highlighted the importance of drug stability and how thorough GSK are in maintaining sterile conditions within the plant. We were told that the site we were working at spent £1.5 billion last year on pharmaceutical lactose (the main tablet binding agent) alone, which seemed ridiculous to us at first. The "meet-the-experts" talk in the afternoon was enlightening as we learned to appreciate the vast number of careers available at the company.

Our penultimate activity of the placement was a simulation of tablet coating at the GMS facility, modelling how the analytical chemists have to produce a coating which will disintegrate at the right time. Our "tablets" were Skittles and the stomach acid was replaced by lemonade; the aim was to coat the sweets in such a way that, when placed in the lemonade, the colour would not release before 120 seconds had passed or begin to release after 130 seconds. We then designed methods for how we would

achieve this and tested each other's methods - my partner and I designed the most effective method as we achieved results closest to the specified constraints. The experience culminated with a tour of the GMS facility where we observed how rigorously the drugs are tested before being produced and marketed.

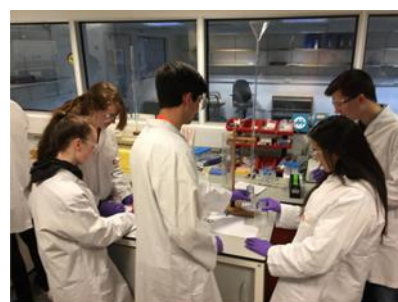
Anyone interested in a career in the STEM subjects or even Medicine should really consider applying for the GSK work experience as it enables you to develop soft skills, network with staff and to improve your awareness of the different career paths available.

ENGINEERING

As part of the industrial cadet scheme GSK laid on a series of talks, tours and activities in order to stimulate our interest in our chosen area and to simulate a week in the life of, in my case,

an engineer. The activities ranged from designing a reactor in teams, even choosing which pipes and valves were needed to pump the reactants into the reactor, to coding model conveyor belts and dipping our toes into electrical engineering through wiring up and testing motion sensors. We toured various labs and saw the machinery needed to produce the tablets and had quite animated and interactive talks on how they manufacture their drugs and apprenticeship opportunities. At this point it is important to note that not only did the experience focus on Engineering, but also the more technical and logistical side of the company. After a talk on logistics we were given the task of arranging the preparation of a drug in teams where we had to consider the health and, whether we needed to purchase new machinery (in which case we would need to train workers), timings and the costs involved, whilst also run-

ning off to department meetings. Here we were thrown curveballs such as a reduction in staff labour on a certain day due to Patrick going on holiday, which we had to work around to ensure that the drug was made on time. However, though this was most definitely fun, everyone (including biologists and chemists) had a meet the expert's session which was definitely the most useful. Set up like speed dating, we went around in threes and had five minutes to speak to around 25 different people each with various jobs all within the STEM (science, technology, engineering and maths) sphere who currently work at GSK. Overall, it was a fascinating and full on experience and one which I would highly recommend to anyone unsure about pursuing a career within STEM or as an engineer and to those who have their heart set on engineering.



Maths Enrichment Day - February 2017

By Charlotte Ireson

After many rigorous discussions on where on earth the Anglia Ruskin university actually was, it turned out that going out of the train station and turning right really was the best way forward and so we eventually began our expedition, (with a little help from Google Maps...) As we walked into the Canteen-esque environment that seemed to have been invaded by our fellow mathematical comrades, we were swarmed by a large group of paramedics and wondered who had managed to cause an accident already. After gaining the thankful knowledge that the paramedics were just training, we began the climb up to the mezzanine floor area where we were to meet. We were greeted by Mrs French and some beautiful bean bags where we could replenish our energy levels after our tiring start. Then we were forced away from the bean bags and ushered into the lecture theatre for the introduction to the day.



Our second challenge of the day was to get to sit next to our friends, (a highly important aspect that must not be undermined.) After successfully swerving all obstacles that were

placed before us, we took our seats and proceeded to struggle with the odd seat trays. We managed to manoeuvre them into position just in time, as the movie trailer began.

The stars of the show were introduced with calculated flair. Mitchell, Cross, Cousins, Windeatt, Simms and Gorshia - a dream team if I ever saw one. We knew that we were in for a treat. Once the formal introductions were over we settled down to some hardcore mathematics with the first session of the day.

In all, surds with Simms was going well until my colleague and I noticed a fatal error on the board. We whispered to each other. What was going on? Surely $\sqrt{9} + \sqrt{16}$ didn't equal 5. Our brains whirled into action to double check our answer when suddenly, the doors at the back of the lecture hall burst open and armed police officers thundered down the stairs with venom in their eyes. Everybody looked round, unsure of what to do. It was only when the recognisable figure of Mrs Windeatt came into focus that the whole auditorium took a sigh of relief as they realised it wasn't a bomb scare and the worst they could come out with was a detention. But it quickly materialised that it was not us who were under scrutiny, but the apple pi of my eye, Mrs Simms! Witness statements were gathered as the mystery unravelled. Mrs Simms had made a mathematical error (albeit a staged one)! Once again the room fell to silence. What would the police officers do to her? Then the misconception police visibly softened, as a bright young student solved the problem, nullifying Mrs Simms' guilt. At the end of Mrs Simms'

presentation she left the stage to a vast round of applause and Mrs Cousins took to the spotlight in a seamless transition.



Proofs. The dreaded $2n$ and $2n+1$ that had the brightest of minds perplexed. I started the lesson with almost no knowledge on the subject and ended feeling like a proofs expert. I finally understood the sheer beauty of Circle theorems and all the trials and tribulations they brought with them. After the enlightenment, 120 newly born mathematical Buddha's were released into the wild and left to roam the university campus. The groups of no less than three soon sniffed out their prey in the form of cupcakes. Rumour soon spread and the table was attacked from every angle. They were really rather delicious and replenishing our minds and stomachs, we re-entered the lecture theatre ready for the next instalment of our training.

Next up was Mrs Cross, who had a unique take on personalised problem solving. She soon had 120 apprentices calculating how many selfies were taken at the dance show and how much water was in bottles at Mr Steel's new house bottle flipping competition. However most poignant

ant of all, was the grass vs pavement to the swimming pool problem. Where pavement, (and Miss Bellamy), triumphed as it was mathematically proved to be the fastest route. After 5 years of simply believing, I now knew the truth.

After a thorough final briefing from our in-house examiner (Mr Mitchell), we were herded back to school. Making sure to pay special attention to the roads with Dr Palmer kindly helping us across the most treacherous crossings of our voyage.



On arriving back at school we ate our lunch and made our way to our allocated session. I headed to room 15, where Mrs Cousins and vectors awaited my arrival. I was then hit by the hard reality that there would be no Misconception Police to correct my errors before I dare make them in this lesson, we would have to do the hard work ourselves. After a very successful hour, I made my way to room 10 with the rest of my group. After our break, we were faced by a challenging lesson of 3D Trigonometry and I regretted not having my calculator. With some of the problems embodying the incomprehensible questions from University Challenge, there were quite literally cries of joy as people around the room successfully answered question

correctly. Slowly but surely this joy spread as more and more of the students in the class became successful 3D Trigonometrists. After 60 minutes had passed Mr Mitchell handed out Feedback forms and instructed us to go to the canteen for our debrief.



I think it's fair to say by the positivity that these forms were met with when handed out, that the Maths Enrichment day was simply fantastic. A thoroughly exciting day and an excellent opportunity to improve our maths skills in preparation for our GCSE, in which I will definitely never incorrectly add surds again.

Jesus Christ Superstar By Mary Ogunmoken, Year 10

Being a part of the Jesus Christ superstar musical this school year has been a great experience and one that I will never forget. Opportunities like this one make memories that last forever. Each and every rehearsal had led up to three nights of amazing performances.

When I was performing on stage as Caiaphas with my fellow priests and singing with my partner in crime, Priya Gupta, I felt this rush on stage with each and every song I had performed. Everyone was really

supportive towards one another which gave a very positive energy and made me feel more confident in myself and in my peers. This had been my first production of any kind, ever! So once I had received a role, I was extremely happy. In our school there is a great amount of talent so when I saw the rest of the cast list I wasn't surprised, and I believe that this is the reason why the show was so successful. The production also gave me a chance to meet students across different year groups and get to know them better.

My favourite part of it all was the rehearsing of the group numbers, even the ones my character wasn't in! In Jesus Christ Superstar there is never a dull moment. It has the profound religious side of it and the fun rock and pop musical component as well. Mrs Foley and Mr McGee couldn't have chosen a better musical to get us all involved in because this was something CCHS may have not done before. The musical is so different in the sense that it has no words. Every single word is spoken in song, which made things easier for me to remember as I'm more of a singer than an actress.



Overall, from the audition process to the rehearsals to the performance, I have had the most wonderful time throughout the whole process with all of the cast. I wouldn't have traded the experience for anything.



Italian Exchange visit

By Evie Stoneman

On Sunday 12th March, we wished a warm benvenuti to our Italian exchange partners in preparation for a week of questioning "how do you say this in Italian" whilst our Italian amici skilfully rattled off beautiful prose in almost pitch perfect English.

The first day was all about us finding our footing and getting to know one another, with some partners venturing to Southend Adventure Island to show the Italians the thrills of an English seaside theme park whilst others risked the hordes of shoppers at Westfield. Most had their first taste of a Sunday Roast Dinner and were pleasantly surprised by both the spuds and Yorkshire puddings.

On Monday we were blessed with the sun and whilst some were indoors experiencing lessons at an English school first-hand, those of us with study periods that day were granted the opportunity to show our exchanges what Chelmsford has to offer. The biggest hit was decidedly Primark with its absurdly cheap prices, but lunch out-



side the Cathedral also went down a treat. That evening we all ambled down to City Bowl,

hidden away behind Anglia Ruskin University, to enjoy a little friendly competition as a group and partake in Olivia's outstanding homemade cake.

Following a tiring day in London for the Italians, once again the sun provided a perfect backdrop to the beautiful city of Cambridge. With only minor complaints of aching feet, we set off on a tour of the different colleges, intrigued by stories of great discoveries and amused by the various pranks played by students over the years. Once we had finished ooh-ing and aah-ing at the breath-taking stained glass windows of King's College Chapel, we had some free time to track down the cheapest "Cambridge" sweat-shirts before returning back to school. As a group, we then treated our exchanges to a "cheeky Nandos" for a true representation of England's fine cuisine, which was very well received.



Our final day with our Italian partners after yet another trip of sightseeing in London was spent in school in normal lessons. Though perhaps less exciting than the other places they had visited during the week, it was nice to share this ordinary experience with them and provide an insight into the English education system.

Holding back tears at the thought of separation, on Saturday we bade farewell to our Italian exchanges. It was as we were waving goodbye to their coach that we realised we had

made life-long friends and were excited for a summer of brushing up on our Italian skills in anticipation for what we know will be a wonderful week in Treviso and Venice in October.

Year 10 Review

By Shruti Sinha, Lola Asekun & Lauren Waters, Year Leader Prefects

Year 10 has been an exciting experience for us, both socially and academically as we prepare for our GCSEs. We've realised that moving from Year 9 into Year 10 comes with great responsibilities, which we were made aware of when towards the start of Year 10 we were told we had the chance to take on prefect roles. For these roles we had to write a letter of application stating the role in which we would like to take on and explain the characteristics we have which are suited to the role. We felt that this was a useful skill to practice for the future when applying for a job. These roles made us appreciate the school and how much work gets put into the school which we may not have realised before.

At the end of February, continuing to the start of March, Year 10 had to sit mock examinations as practice for the November mocks in Year 11. This was an interesting experience for us in terms of learning; preparation before the exams and reflecting on our results. Reflection is important as it enables us to establish our strengths and weaknesses in a subject, and work out areas in which to improve. As Year 10s we will not be put down by discouraging results - we see it as an opportunity to perform better next time.

My first impressions of CCHS joining Year 10

By Aishwarya Bandaru, Year 10

Year 10, so far, has been a wonderful year (even the supposedly dreadful mocks in February weren't as awful as they could have been). Whether it be because of classmates, House events, or the general lively atmosphere of the school, I immediately found myself welcomed from the day I began my CCHS journey last year. Friendly faces meet me at every corridor, teachers are incredibly helpful and lessons generally tend to be interesting. The encouragement from all corners of the school combined with the ambition of my fellow peers is definitely something that can be considered to be unique to CCHS.

Reflecting back on the decision I made to move schools last year in July, I could never have known what was in store for me from that defining moment onwards. However, I'm certainly glad that I made the decision I had as I'm sure I would have succumbed into an inevitable chorus of what ifs had things happened differently.

An Inspector Calls Article by Abbie Oster, Year 10

Despite the play *An Inspector Calls* being first performed almost 75 years ago, in 1945, the concepts and ideas that can be derived from this thought provoking play are still relevant today. It speaks so strongly because powerful meaning is taken from its roots. It demands a recognition to notice issues such as the rights of the lower class and the treatments of women. Therefore, these issues seem just as pertinent today in the modern world.

At the start of the production, there is a small, intricately detailed dolls

house shown on stilts that seems to be unstable and is too small for its inhabitants. Crammed inside the delicate interior are the Birling family, wealthy and confident. The house, elevated slightly above the ground, is being watched by the mysterious Inspector Goole and some ragged-looking children, peering in with wonder. One thing that received a particularly funny outburst from the audience was when someone had to get out the house they had to crawl out of a front door that was half their size. Maybe it was meant to bring a sea of laughter, maybe it was just a faulty prop, no one will ever know.

As the play continues, Inspector Goole introduces each character and their connection to the terrible death of Eva Smith, an innocent girl being punished for being in the wrong place at the wrong time.

I won't go into the plot in any more detail as I don't wish to spoil the story for future students, but I will say that the concepts of J.B. Priestley's play has a resounding effect on the audience and leaves questions hovering in their minds.

Dance Show by Anna Nicholas, Year 10

The end of February saw the latest CCHS dance show when "Formation" was brought to life. From ballet to tap to lyrical, girls of all ages took part. As usual, the cultural medley of Afrobeats, Salsa and Bollywood was a firm favourite amongst the crowd and the year dances provided the opportunity for everyone to have a go. This year, the officials decided to open with a James Bond inspired piece and later on, the audience were also treated to a Michael Jackson medley. The 80's inspired finale gave everyone the chance to show their

appreciation for the hard work that had clearly been put into the show.

For me, this was my fourth dance show and even as year 10, we are still one of the most enthusiastic year groups, managing to have two year dances each year from. I enjoyed the whole experience but my favourite dances had to be my street-style year dance and of course, our "Beat it" section of the Michael Jackson inspired medley. On behalf of everyone that participated, thank you once again to the dance officials and all the staff that assisted them. The show would be nothing without you. Here's to 2018!

Table Tennis By Annabel Sweeney, 8F

In early November 2016, the CCHS under 13s Table Tennis Team competed in our first competition, the County Road of the Jack Petchey Team competition. We managed to beat the teams from other schools and win this round of the tournament, making us County Champions! We were then lucky enough to qualify for the Regional Finals in Bournemouth, in March. We were up against some tough competition, playing against a number of nationally ranked players, but sadly we just missed out on third place. It was a great experience for us all to get the opportunity to play at such a competitive event. Afterwards, we drove to the nearby beach where Mr May kindly bought us all ice-creams!



Thank you to Mr May and Lucy Carrington for accompanying us to the competition.



Learning Resource Centre

Mrs Angela Martin, Librarian

Our World Book Day author visit was a huge success with Saci Lloyd regaling the Year 7 students with how she incorporates her passion for global issues into her fiction books. She spoke humorously of observing everyday life to bring her characters alive and how budding authors should always have a pen (or tablet!) to hand to note down thoughts and ideas for their next project.



Her advice to 'swallow the frog' took a while to work out but everyone did see the point of this quote and even Mrs Dale was impressed enough to recommend this idea to others! More than 80 of Saci Lloyd's books were sold on the day and there are still a few copies of Quantum Drop available to buy at £5 each.

The Essex Book Awards are run every year by the School Library Service with the winner picked by secondary school students from the shortlisted 6 titles in March. This year, CCHS students were privileged to be invited to the Awards Ceremony where the top author was announced, along with prizes given to the student who has posted the best book review on the Essex

Book Award blog. Read the Spring Library News to find out the winners and see the photos of the Ceremony.

Languages play a key role in life at CCHS which is why the library has subscribed to several publications in French, Spanish, German and Italian. There are also more than 50 books in both French and German plus others in Spanish, Italian and Russian, all of which can be borrowed for 3 weeks for the students and their families to read. To find resources available in the school library just type in the author or title in the search box on the homepage of the VLE www.vcchs.co.uk.

The CCHS Library Twitter page was set up in 2015 to encourage a love of everything to do with information and reading in particular. Do take a look to see what has been happening in the library and also planned events for the future @cchs_library1

"Swallow the frog"
(Do the most difficult thing of your day first)
Saci Lloyd

Music

Mr Alex McGee

Much has happened in Music since the turn of the year. January saw over 100 girls sing, play and dance in Jesus Christ Superstar. This challenging production was expertly presented by the girls and the musical and theatrical quality on show was truly exceptional. Thanks should also go to

Mr Mitchell and Mrs Grey for their musical support.



While in the final stages of preparation for the show a record number of girls were also gearing up for the annual Spring Concerts. These two nights of music making illustrated another sizable leap forward in the quality of musical performance and professionalism of the girls.



This term has also seen a group of Year 9 students play a key role in the composition and performance of an original work in conjunction with the City of London Sinfonia. This year's performance took place at the Civic Theatre and was very well received by all.



Sports News

Miss Sarah Bellamy and Miss Georgie Sales

NETBALL

Once again, it has been a very busy term with lots of fixtures, we have been lucky with the weather, and didn't have too many fixtures cancelled and managed to play several rearranged games from the Autumn term. We still do not know the results of the MESSSA Netball Leagues, they should come out in late April. CCHS have organised all the CESSA Netball Tournaments again this year and we must thank our PE Prefects and Sports Officials for helping us to make them run so smoothly. Sadly, we did not come away with any trophies but the teams worked very hard to perform their best. Hopefully, we will have better luck next year.

BADMINTON

Having won the County Championships in January our Junior Badminton team represented Essex in the East Region Finals that took place in Suffolk on 20th March. The team won both their group matches 5-0, and then went on to play a team from Hertfordshire in the Final and won that match 5-0 as well. They therefore qualified as Champions of the East for the National Schools Finals on 7th May at the National Badminton Centre in Milton Keynes. The team; Alicia Chu, Mia Hilsden, Arushi Agrawal, Maitreyi Bhatawadekar, Surabhi Srivastava, played superbly and we wish them well for the National Finals.



CRICKET

Mr May has been working hard with our Cricket teams and entered our U13 and U15 teams into the Essex Indoor Cricket competition. Considering the school do not have a Sports hall to practice in they did extremely well. However, the U15 team were not able to reach the Essex Finals this year, but with being only Year 9 they have every chance to make it next year. The U13 did qualify for the Finals this year and came 4th overall after some very close games. We wish all the girls luck in the outdoor season.

FOOTBALL – MESSSA GIRLS LEAGUE

Year 7/8 combined team have



worked hard in training and during matches winning all but one match. They are waiting to hear who they play next in the semi-final. Well done to both the team and Mr Lodge. The PE department and the students are very grateful to the Parents' Association for the new football kit and look forward to wearing it for matches in the future.

SWIMMING

The swimming squads have been superb again, resulting in them all having a very successful year. We are still awaiting the final results but with most of the teams winning all their galas, we hope they will be

Champions once again. The MESSSA Swimming Relay Galas were postponed this year due to a problem with the host school's pool. We are hoping that the event will be rearranged for early next term.

ESSA SWIMMING RELAYS

For the third year running, our Intermediate team qualified for the National Finals and competed in both the Freestyle and Medley Relays at the London Aquatic Centre once again. The team qualified from their heats to compete in the final for both relays and came 5th in the Medley and 7th in the Freestyle. An outstanding result considering nearly all the other schools are either Private or Swimming Academies.

National Finals Intermediate Team – Millie Ward, Rebecca Watt, Megan Samuels, Lauren Scott, Scarlett Morine.

HOCKEY

We have been lucky to have Richard Ross come in and coach the students on a Friday afternoon and we hope that if the numbers stay high, we can start booking some fixtures for the lower years. Sue Hoare has kindly been coming in to work with a couple of Year 7 students to find us a Goalkeeper for matches.





Sports News

Miss Sarah Bellamy and Miss Georgie Sales



Through Chelmsford Hockey Club, we were also able to take 13 students to a Hockey Coaching day held at Chelmer Park. They were coached in the morning, before competing in a tournament in the afternoon. The girls thoroughly enjoyed their day and learnt a lot from it.

Thank you to Mrs Sheldon for accompanying and supervising the students at the event.



Sky Sports Athletics Masterclass

On Tuesday 21st March, twenty-five Year 9 & 10 students were invited to attend an Athletics Masterclass with Darren Campbell. They also met Tim Prendergast and Daniel Caines who are Athlete mentors for Sky Sport. From the photos, you can see that they thoroughly enjoyed the day. The relay masterclass session was filmed and we look forward to seeing the result. We felt the day was very useful for the students and it has definitely

inspired them to trust in their abilities to be successful. Thank you to Tomi Owoye and Lana Street for writing their reports about the day.

Sky Sports Masterclass Speakers by Tomi Owoye 10S

The Sky Sports masterclass was a really enjoyable and rewarding experience for all that attended. We had talks from three former athletes who all come from very different backgrounds with varying sporting experiences.

We all enjoyed hearing about Tim Prendergast's story which informed us about the importance of overcoming obstacles and not to let failure stop



us. At the age of 8, Tim discovered he was beginning to lose his sight. Despite many knock-downs and confidence issues along the way, Tim slowly began to believe in his ability after being told by a PE teacher that he wasn't limited and that running was something he could do in year 9. Rather than focusing on what he lacked, he



thought positively about things he still had, such as two working legs. With only 5% of the sight he once had, Tim repre-

sented New Zealand at his second Paralympic Games in Athens, (2004) winning a gold medal in the T13 800 metres contest. This was certainly a defining moment in his career. Tim taught us a lot about not taking things we have for granted and made us appreciate what we have a lot more. He also taught us that there is truly nothing which is impossible with confidence in your ability.

Darren Campbell, someone a lot of us were familiar with before meeting, revealed to us the struggle to grow up in an unfriendly environment with the aspiration to be to be successful. He shared his experiences with teachers who would tell him his ambitions were unrealistic and he was more likely to end up in prison. He elaborated on the importance of team spirit which opened



our eyes to see what was necessary for our team to progress even further. Unfortunately setbacks such as injury stopped him from reaching his goals, but his determination allowed him to rebound, leading him to have over 21 medals to his name, including Olympic gold for the 4x100m relay in 2004, and Olympic silver for the 200m at the 2000 Sydney



Sports News

Miss Sarah Bellamy and Miss Georgie Sales



Games. "I told myself that if I ever won the gold I would use it to inspire others," Campbell told us. Campbell's determination and drive to help others in any way he can is very inspiring. He is an excellent role model for all.

The last talk we received was from Daniel Caines, he focused on goal setting and overcoming pressure. Having two parents who were previously international athletes, and uncles who were successful professional footballers was certainly a lot for Daniel to live up to in his



younger years. Within two years, Caines went from having never won a single race in his life to being one of the best sprinters in the country. He is one of Great Britain's top runners over 400m and was the youngest World Indoor Champion for Great Britain. Now retired, he enjoys a highly successful career in which he was World, Commonwealth, European and Europa Cup Champion in the 400m and 4x400m relay, representing his country at two Olympic Games. Despite the pressure to live up to his parents' good name, he made sure setbacks didn't stop him. "We think failure is inevitable, but you have to strive to find reasons why you can achieve. Only then can individuals begin to realise their own potential." He proved to us that what seemed virtually impossible became a reality. We now understand that in life, we can overcome challenging times with boldness, self-belief and little more sleep.

To conclude, this was a really truly rewarding day for us all and we are grateful for the opportunity. Personally, I learnt a lot about different aspects of athletics such as preparation for the games and the correct mindset to have. A lot of us particularly enjoyed being able to touch real Olympic medals and even get their autographs.

These speeches have left us very inspired and have definitely encouraged us to work even harder in our training to reach the National Track & Field Cup Finals in the Summer term.

Relay Masterclass, By Lana Street 9C

Throughout the day we did a few team building activities to improve our communication, trust and belief, the main one being a relay changeover race. We were split in teams of five; ours consisting of, Mia, Lana, Adesola, Eilidh and Rebecca. Having spent some time practicing we were ready to compete. The competition was to see who could get the baton from the back to the front of the line the fastest with the slowest team being eliminated until there was a winning team. Adesola's negotiation with Darren, ensured there would be a prize for the winning team; a signed relay baton.

We have to say that we never expected to get through the first round. To start with we were the worst by far but with the guidance from Daniel Caines, who helped us to work on our technique. Also with the encouragement from Darren Campbell, who believed in us

right from the start even though we were the underdogs and gave us a positive attitude, we ended up coming through and being victorious. There were four rounds and a practice round in total. During the practice round we dropped the baton and came last, but we were resilient and did not give up. In the next three rounds we came last but other teams had dropped the baton and been disqualified. Finally it looked like luck was on our side, however we were now up against the fastest team and favourites to win. Darren Campbell did not give up on us though he still believed that we could win and with his inspirational pep talk we managed to pull through and become victorious.



This would not have been possible though without the help of our mentors Darren Campbell, Daniel Caines and Tim Prendergast. And finally we are really grateful for this wonderful opportunity that the PE department gave us. Thank you.

Relay Changeover Champions

Mia Hilsden, Lana Street, Adesola Busari, Eilidh Deacon and Rebecca Anderson





Better Buildings Appeal

Did you know if one parent, per family, donated **£2.50** per week, the cost of a standard cup of coffee, over the course of 12 months we would raise over **£100k?**

Your help is required for much needed funding

Please support our Better Buildings Appeal. You can contribute in the following ways:

⇒ Set-up a monthly contribution via Standing Order. Visit our [website](#) to download a form.

⇒ Make a one-off contribution via ParentPay to Better Buildings Donation.

⇒ Investigate whether your employer offers a matched-funding scheme.



Seeking new members for the Better Buildings Appeal Committee

If you have a passion for fund-raising, we need your help! We are determined to improve our facilities to further your daughter's education, but require much needed funds.

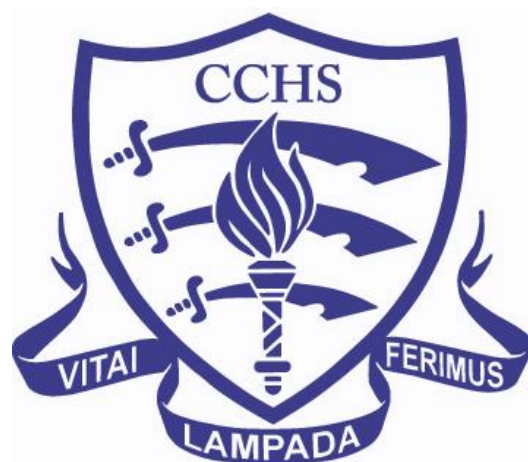
Our next meeting takes place on Tuesday 9th May at 5pm, Room 3

Please contact:
hbates@cchs.essex.sch.uk

if you are able to attend the meeting and can help in any other way.



Thank you for your support!



Chelmsford County High School for Girls

Broomfield Road

Chelmsford

Essex CM1 1RW

T: 01245 245707 . E: office@cchs.essex.sch.uk

 @CCHS4G