

NEWSLETTER

Issue 27
Winter 2018



Artwork by: Manya Dhadwal, Year 8

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Message from the Headteacher

Dear Parents

Welcome to our first newsletter of the new academic year. You will read about the wealth of extra-curricular activities which have been organised for the students, and in some cases, by the students themselves.

We began the academic year celebrating with Years 11 and 13 their excellent examination successes. We look forward to seeing the girls back from university in April 2019 for their Senior Speech Day. Again this year we have secured a superb guest speaker, Baroness Tanni Grey-Thompson OBE, DL.

As you are aware, I am pleased that we were successful in our bid to the Selective Schools Expansion Fund, and look forward to announcing improvements and building plans in due course. This Fund is conditional to changes in our admissions policy and a public consultation is currently being held regarding proposed changes from September 2020, details can be found on our website.

THE MARY KENYON LECTURE ROOM

In November we opened The Mary Kenyon Lecture Room. We had the pleasure of welcoming special guests, Mary's son Charles, his wife and son. Mary joined CCHS in 1934 and left in 1941 to take a place at Oxford reading English at Somerville College, her Tutor happened to be the Lord of the Rings author, J R R Tolkien. In 1943 she was enlisted to work at Bletchley Park on Enigma decrypts, and came to the School several years running to give talks to our students of her experiences during the War. She was Chair of the Old Girls' Association, wrote a book on the History of CCHS, and her own daughter attended the School. Mary had a life-long association with CCHS, and this is a notable way of remembering Mary.

STAFF NEWS

We are saying goodbye to Mrs Susan Hoefling, Business Manager, at the end of term. Mrs Hoefling has been with us for 5 years, and threw herself, from joining, into the life of the school. She has been instrumental in helping secure the SSEF funding, for which we thank her, and for

her stalwart management of our finances, premises, administration and IT. We wish her well in her new role in London.

Mrs Melissa Mulgrew will join in January as the new Business Manager. She is very familiar with our school having been a pupil at CCHS, mother to a student who completed her A Levels in 2018, and also supporting the Year 10 Dragon's Den activity, and being a member of the CCHS/KEGS Grammaticus Choir.

I would like to share the joyous news that Mrs Sandra Youngs gave birth to a baby girl, Martha, in September, and Mrs Rebekah Smith gave birth to a boy, Ezra, in November.

Miss Emma Cope will start her maternity leave end of January 2019; Mrs Rhiannon Connolly will take over as Acting Year 9 Leader during this period, and we look forward to welcoming Mrs Maria Semeniuk as Teacher of Latin.

Mr Jonathan Harvey will be taking Adoption Leave from January until the end December 2019; Miss Joanne Stevens will be Acting Head of Art, and Mr Christopher Lamberti will be Acting Creative Faculty Leader during his absence. We look forward to welcoming Mrs Shahanara Ahmed as Teacher of Art in January.

Miss Nicole Tanner, Teacher of Biology, who joined in September, will be leaving us in the New Year to pursue a career outside teaching, and we are currently advertising for a replacement.

We welcomed new members of staff in September, who have all settled in well and have begun to make their mark:

- ◆ Mr Martin Jones, Teacher of Mathematics
- ◆ Miss Charlotte Burnham, Teacher of PE
- ◆ Miss Joanne Stevens, Teacher of Art
- ◆ Miss Jenny Vigrass, Teacher of Geography
- ◆ Mrs Karen Greenland, Cover Supervisor and SEN Assistant
- ◆ Mrs Jane Lewis, Admissions Officer
- ◆ Mrs Lorraine Denihan, Receptionist

It remains for me to wish you and your families a Happy Christmas and Peaceful New Year!
Mrs Chapman, Headteacher

Better Buildings Appeal

Mrs Susan Hoefling



Staff and students are all very pleased with the two refurbished classrooms and lecture space which were created over the summer holidays. The School is extremely grateful to all parents, alumnae, governors and other supporters who donated over £93,000 to this project. The lecture space in particular has proved tremendously useful for a variety of School activities and we are proud to formally name it as the Mary Kenyon Lecture Room in memory of one of our most notable alumnae.

The Better Buildings Committee is now in the process of identifying another project for completion over the summer holidays in 2019. Ideas under consideration range from the refurbishment of a Science lab through to improving our Sixth Form catering facilities. Further details on this and how you can support will be provided in due course.

The School was delighted to receive confirmation that it has been awarded capital funding under the Selective Schools Expansion Fund. Planned building works include a new Sports Hall and a new teaching block to replace Bancroft. In addition, it is anticipated that the project will include the refurbishment of the existing gymnasium into a new Learning Resource Centre and the existing Library into new classrooms. Detailed planning is underway and it is expected that building work will commence in the summer of 2019.

The funding awarded covers the building work and the School's application was strengthened by its ability to donate a significant sum towards the project cost from our Better Buildings Appeal. This means we

now need to build up our funds for both future campus development and also for the furniture and equipment required in the new buildings.

Please consider donating to our Better Buildings Appeal. The School has charitable status so you can claim tax relief on your donation and we can reclaim Gift Aid.

You can donate in a number of ways:

⇒ **A monthly standing order:** Click [here](#) for a copy of the contribution form.

⇒ **Regular donations** via our [TotalGiving page](#).

⇒ **Payroll Giving:** Check if your employer offers a 'give as you earn' scheme where your donation is deducted from your salary and paid to the School. Your donation is tax free.

⇒ **Matched Funding:** Find out if your employer operates a matched funding programme whereby the company will match your tax free donation to the School.

Every donation makes a huge difference to the students at CCHS and we are very grateful to all our donors. Updates on our progress and the projects are provided in the termly newsletters and on our [website](#). If you have further questions or any suggestions on how to help with our appeal, please contact our Business Manager, Mrs Melissa Mulgrew via email to mmulgrew@cchs.essex.sch.uk.



From STEM to STEAM, to Renaissance

Jason McBride noted in his article in The Guardian (Saturday, 20th October 2018) that, **“When you win a Nobel prize, you can expect a fair bit of attention. When you are a woman and you win the prize in physics, as the Canadian professor Donna Strickland did, you can expect the level of attention to be overwhelming.”**

McBride interviewed Professor Strickland, noting that the award winning research (published in 1985) relates to a method to generate ultra-short, high-intensity laser pulses without destroying the material amplifying them. “[The] technique, called chirped pulse amplification (CPA), led to the creation of small, incredibly powerful lasers now used in corrective eye surgery, industrial machining and medical imaging”.

Significantly, Professor Strickland is perplexed by the attention being paid to her gender. “Strickland is only the third woman to win the Nobel in physics. The first was Marie Curie, in 1903; the second was the German-born US physicist Maria Goeppert-Mayer, who won in 1963. The fact that female scientists are so often ignored by the Nobel committee, coupled with studies that show women in Stem (science, technology, engineering and mathematics) experience more discrimination, ensured that a lot of the discussion around Strickland’s prize concerned gender.”

Strickland had the following to say about the gender narrative that surrounds her award:

“I know there is certainly a lot of effort right now being placed on equity, diversity and inclusivity. We consider that in our hiring practices and I’ve sat on many of the hiring committees. I was on the board of the Canadian Association of Physicists and we really discussed, as a board, how to incorporate these ideas. So, I’m certainly aware of the climate. But I don’t see myself as a woman in science. I see myself as a scientist. I didn’t think that would be the big story. I thought the big story would be the science.”

Our big story, at CCHS, certainly relates to the science, as well as the technology, the engineering, the arts and the maths. Our ambition is to contribute to bridging the divide, identified in 1959 by the physicist and novelist, C.P. Snow, between science and the arts. Educators do seem to like a snappy acronym. At CCHS, we are moving from STEM (Science Technology Engineering Mathematics) to STEAM (Science Technology Engineering Arts Mathematics). Beyond timetabled lessons, we offer a wealth of extra-curricular and enrichment opportunities in science and mathematics, details can be found on our website: <http://www.cchs.co.uk/extra-curricular/stem/>

Curriculum News

Mr Stephen Lawlor, Deputy Headteacher



Our provision and offer across the arts are equally impressive. To put the puns centre stage, the headliners often steal the show: the annual school production, Dance Show, Christmas, Spring and Cabaret Concerts, Art exhibitions and National Poetry Day presentations; however, our cultural reality is so much more, including our teachers welcoming students into their lessons following their music tuition sessions with our talented peripatetic staff, across a host of instruments, including voice. It is noteworthy that Mr Lamberti (Director of Music) is leading our Artsmark Award project, which is enthusiastically supported by our School Governors.

We have chosen this moment to pursue a holistic approach to creativity generally, under the umbrella of the Artsmark – putting an ‘A’ into STEM; thus, STEAM. We are developing and branding a rich and broad programme of opportunities, with a compelling conception and coherent structure to inspire and release creativity amongst students. We are guided by the notion of the Renaissance woman/man – a person with many talents or areas of knowledge, like Leonardo da Vinci, one of the great creative minds of the Italian Renaissance, hugely influential as an artist and sculptor but

also immensely talented as an engineer, scientist and inventor.

We are inspired by da Vinci to bring together artistic and scientific endeavour by unifying our STEM work and Artsmark project. Our work is united under the conception of courageous creativity, in the spirit of da Vinci and the Renaissance. This is a chance to celebrate the reality of CCHS students – interested and talented in several fields. This new project – our Renaissance Project – will continue to be developed across the year.

In the service of this project, earlier this term, we hosted the Institute of Physics School lecture, entitled ‘The Edge of Time: Frontier Measurements of Time and Frequency’. It was delivered by Dr Rhys Lewis, Head of the Quantum Metrology Institute at the National Physical Laboratory (NPL). The talk covered the challenges faced by scientists and engineers in measuring time accurately, looking at the state-of-the-art methods being implemented at NPL and the prospects for new technologies based on these techniques. In the spirit of our Renaissance Project, the lecture raised as many philosophical as scientific questions.

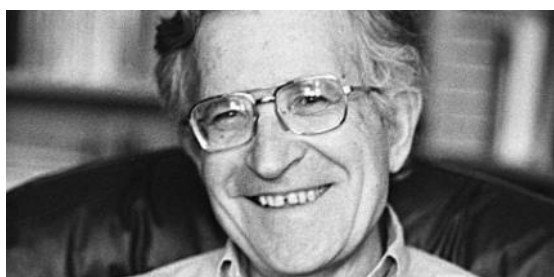


I had the pleasure of hearing Professor Dame Alison Peacock, chair of the newly formed Chartered College of Teaching, speak at the Chelmsford Teaching School Alliance Conference in October. Professor Peacock stated her ambition was that, in the future, teachers will be coming to Britain to learn from us, rather than so many of our teachers going overseas to look for answers. This speaks to the vital relationship between classroom practice and educational research, the result of which should always serve the academic and pastoral needs of students. I would like to share a reflection on educational theory and its relevance and application to teaching practice.



A view from the classroom and the library: practice, theory and professional learning

The sociocultural view of mind and cognition fits within the cultural/situated tradition, seeing mind as non-local and cognition as distributed. In terms of the language-reality dualism developed by Robert McCormick and Patricia Murphy, the cultural/situated tradition dismisses the idea of an objective reality. A fully-fledged sociocultural approach goes further, challenging the idea that language has meaning prior to speech. Peter Wilkin suggests that contemporary naturalists, like the noted public intellectual Professor Noam Chomsky, offer an alternative view, which I think has merit, by adhering to an account of language and truth that accepts that the natural and social world exists as an independent entity and so we can aspire to understand it through our rational dispositions. Wilkin argues that Chomsky's naturalism assumes that theories about the world are not derived solely from our 'language-games' but do have empirical standing. Chomsky recognises that there are no absolute foundations for knowledge certainty, so 'epistemological humility' is required. He contends that our knowledge



about the world and society will change over time and as old ideas are rejected, new ones will be established.

In terms of my practice as a teacher of history, Chris Husbands notes that the work of Mark Bevir provides a 'helpful recent discussion', which I think relates to Chomsky's view of mind and cognition. Bevir rejects the notion of a given past. He suggests that our perceptions of the past depend on theories which come from our own experience; therefore, ideas about the past cannot be verified. However, Bevir argues that sets of ideas about the past can be compared if we use what he calls a logic of comparison. Husbands suggests that Bevir's argument is helpful to us in appraising historical ideas because instead of the confusing question 'is this true?' we can ask: 'does this account - compared to others - meet our criteria for judging ideas?'. As a teacher of history, language is a vital element in trying to understand the past. Working with students to create meanings from the past involves accepting that the way language was used in historical settings and today generates barriers to learning; however, rather than feeling paralysed by this, working with a set of conceptual standards, including whether the evidence is accurate, comprehensive and consistent, allows us to generate ideas which are progressive, fruitful and open.

McCormick and Murphy identify intersubjectivity as vital to a sociocultural view of learning, in terms of forming a common

Curriculum News

Mr Stephen Lawlor, Deputy Headteacher

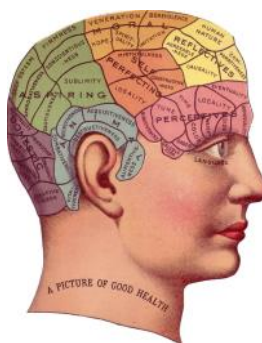


frame of mind. This approach suggests that any meanings an individual has secured have been derived first in interaction with others. I do not find this position wholly convincing, based on my practice, because I think it neglects the ingenuity of the individual. I think it is possible to see, with the ideas of Chomsky and Bevir, that an individual can work to create genuine meanings; but, that these meanings can be extended and enriched when they are brought within the dynamic of collaboration, in terms of critical discussion, modified thinking and shared conclusions. Social constructivists offer a different interpretation, with intersubjectivity seen as a process of community adaption as individuals negotiate meanings by continually modifying their understanding. In light of my critical reflection on the sociocultural approach, with consideration of the ideas of Chomsky and Bevir, and my practice as a teacher of history, I find myself in sympathy with social constructivism.

Allying classroom planning & practice and educational theory & research is an important

professional responsibility. The key aim of the Chartered College of Teaching is to raise the status of teaching. Its noted aspiration is to develop a respected and authoritative voice, like the General Medical Council. Professor Peacock has noted that professional learning is vital here. We have a well-established and successful tradition of continuing professional development at CCHS. We are adding our contribution to a national drive to elevate the teaching profession to a position, which is not only deserved, but vital to ensure student entitlement.

References



- ♦Husbands, C. (1996) *What is history teaching?*, Buckingham, Open University Press
- ♦McCormick, R. & Murphy, P. (2000) 'Curriculum: the case for a focus on learning' in Murphy, P. and Hall, K. (ed.) *Learning and Practice: agency and identities* (2008), London, SAGE Publications
- ♦Wilkin, P. (1997) *Noam Chomsky: on power, knowledge and human nature*, London, Macmillan Press Ltd



The Jack Petchey Foundation Achievement Awards

CCHS students continue to demonstrate their care and interest in charitable and community work. The Jack Petchey Foundation provides a nationally recognised scheme for such altruism to be celebrated. As a gold award School, we are able to recognise the work of nine students, and one member of staff, across an academic year, in relation to school, local, national and international community work. Award winners for the Autumn Term are noted below – congratulations and thank you to them all.

Keira Brown, Year 8, was our September award winner. She achieved her Jack Petchey Foundation Award, following a lovely nomination concerning her charity work. Keira has undertaken fundraising work, including sponsored walks, to raise money for Cancer Research. This is quite special given that she has only just started her second year in secondary school. Fellow students were keen to nominate Keira and were delighted that she received the Award.

Amelia Goldsmith, Year 9, was our October award winner. She achieved her Jack Petchey Foundation Award, following a wonderful nomination concerning her significant work supporting CCHS charity projects. Her peers and members of staff have

rightly recognised that Amelia has been dedicated and tireless in her efforts to ensure that our charity projects are successful and so ensuring we are helping people in the UK and abroad.

Mary-Beth Kogbe, Year 11, was our November award winner. She achieved her Jack Petchey Foundation Award, following a great nomination concerning her significant contribution to a school project. Mary-Beth was a key organiser regarding our Black Excellence Fest 2018. She arranged performance auditions, choreographed an extensive dance medley, all the time motivating other students to participate and do their best.



Year 11 Leadership Conference (sponsored by Birkett Long)

A huge congratulations to Year 11, Miss Harrison and her team for the excellent Leadership Conference held in School on Friday 19th October. 150 girls spent the day exploring leadership and in particular understanding what that means for highly able young women. The keynote speakers were:

Mitra Janes:

Head of Diversity and Inclusion, DLA Piper UK LLP

Val Ross:

Eastern Regional Manager of the Anne Frank Foundation

Harry Gaskell:

Leader of Diversity and Inclusion for Ernst & Young in the UK and Ireland

Heather Melville, OBE, CCMI, JP:

Director for Strategic Partnerships and Head of Business Inclusion Initiatives for RBS

To give you an idea of some of the details of the day and what your daughter has to look forward to in Year 11, we have included some of the workshop details below.

Adult-led workshops included:

- **Triangles, Elephants and First Impressions – How Unconscious Bias Impacts Your Decision Making.** Led by Mitra Janes.
- **Be a Voice for Change.** Led by Val Ross.
- **Creating Your Brand from Today for Tomorrow.** Led by Heather Melville.
- **Running a Business.** Led by Thomas Emmett from Birkett Long LLP, Conference Sponsor.

Student-led workshops included:

Being Your Own Queen 101: How to appreciate your inner beauty in an interactive workshop in a modern society, where hate is starting to Trump love.

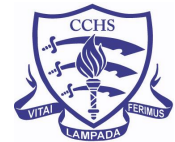
ConfIDANCE: Meet new people through a creative dance workshop designed to boost confidence in dancers of all abilities.

Escape Room: Work together as a team to combat a series of challenges in order to escape the vault. Go head to head against another team, and get out first in the shortest time to win a prize!



Pastoral News

Mrs Maria French, Deputy Head, Pastoral



Gaining Confidence through Singing: A quick reflection on the effect of different musical genres and personal journeys before putting theory into joyous practice!

Let's Get Quizzical: A mash-up of your favourite quiz shows with added physical penalties to improve teamwork and co-operation.

Lizards' Lair: 100% not Dragons' Den, Lizards' Lair challenges participants to fill gaps in the market with their own creative, out-of-the-box thinking and a bit of silly fun.

Scrapbooking: A brief exploration of the history of calligraphy, with plenty of time to practise and perfect your own beautiful script! Also explore photography at an amateur level using professional props and having fun facing challenges.

Speed Mates: A fun, interactive way to get to know people in a short space of time.

Taste the Globe: A selection of delicacies from the four corners of the Earth - let us take your taste buds on a journey you will never forget!



Pastoral Reminders

Find Your Voice!

Girls continue to develop their confidence in public speaking, including speaking out in class. In form time girls are encouraged to present small assemblies to their form on a topic of their choice, discuss items in the news and take an active leadership role.

Leadership Awards

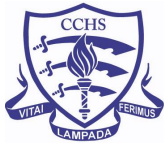
Please encourage your daughter to complete the leadership pages of her log book in advance of the end of the spring term. These awards are



presented annually at the Easter Assembly. All of her leadership experiences should be listed here and nothing is too small.

Meet The Tutor Evenings

It was lovely to meet so many parents at this term's New Parents' Welcome Meeting for Year 7 and Meet the Tutor Evenings for Years 8 and 10. We trust that the opportunity to hear important presentations relevant to your daughter's year group and time set aside to meet the tutor and fellow parents was a useful experience. Congratulations to all of the form captains who spoke so eloquently too, as well as their wonderful Tutors and Year Leaders.



Pastoral News

Mrs Maria French, Deputy Head, Pastoral

Reminders

School Uniform Shop open: Monday 12:35 – 1.30 pm and Wednesday 8:15 – 9:10am. 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. 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.

Counselling

We have managed to extend our counselling provision to 2 full days a week (Tuesday and Thursday by appointment and referral) and the girls are also supported by our School Nurse. (Thursday drop-in check) and some appointments available) If you feel that your daughter needs such support then do not hesitate to get in contact with any member of the pastoral team. The team are pictured below:

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 <https://www.essex.gov.uk/Education-Schools/Schools/Pupil-Parent-Support/Pages/Free-school-meals.aspx>
www.essex.gov.uk/educationawards

Or request an application form from the Education and Awards enquiry line on 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.

Contacts:

Parents may of course contact their tutor, Year Leader or Mrs French if they have any worries.

Year Leaders 2018/19:

Year 7	Mrs Adams
Year 8	Miss Sales
Year 9	Miss Cope/Mrs Connolly
Year 10	Mrs Chumbley
Year 11	Miss Harrison

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



Pastoral News

Mrs Maria French, Deputy Head, Pastoral



PSHE

The PSHE programme covers all aspects of wellbeing including Health and Wellbeing, Relationship and Sex Education and Living in the Wider World, which includes economic wellbeing, careers and the world of work.

Below is an example of some of the subjects covered in each year group.

“Run Hide Tell” is a new topic covering the actions around security concerns and has been presented to all students by their form tutors. Lessons are rotated so by the end of the year all students will access all the topics and receive the same opportunities.

Year 7 have had lessons covering learning, financial capability, puberty, travelling safely and internationalism and will all in turn over the year cover the topics of internet safety, law, lifestyle, relationships and emotional health and first aid. They will all also receive a visit from a serving Fire Officer to highlight the fire safety.

Year 7 students have also seen a Road Safety Drama as part of Safer Essex Roads Partnership's (SERP) road safety programme. This was delivered to highlight key road safety messages at a time when students will be making independent journeys. Students learnt about the importance of being safe and not being distracted around the roads when moving to and from school. The play was delivered by ‘The Riot Act’ and consisted of three actors assuming the roles of three teenagers who are dealing with their own issues and not paying full attention to the roads. After the play the actors conducted an interactive workshop to analyse the story and their characters and to go over some of the hard-hitting facts about the tragedies that occur on the roads in the UK. The students enjoyed the play and left the hall with a fresh perspective on the dangers of being around the roads.



Year 8 have looked at the issues surrounding Internationalism. They will all cover Animal Research, benefiting from a visit by a representative of Understanding Animal Research; Human Rights;

Discrimination; Sustainability and Relationships and Sex Education. They will also receive a visit from a Fire Officer to highlight fire safety in the home during PSHE lessons.

The topics covered by Year 9 students are Personal Safety, which includes a demonstration in self-defence by Ian Arbon, who is 7th Dan (Sichidan) in Wakarishin Jujitsu; Drug Education and Internet Safety; Democracy and Financial Capability; Careers; and Relationship and Sex Education. Visitors from the Samaritans also give a presentation to each class in turn.

Year 9 enjoyed a road safety play, ‘Perfect’ as part of Safer Essex Roads Partnership (SERP) road safety programme and delivered to highlight key messages. This was delivered by ‘Ginificent’ and based upon a real life tragedy of a young girl suffering injuries to her face because she was not wearing a seat belt. This used naturalistic acting, narration, physical theatre, and popular music. After the play the actors conducted an interactive workshop to analyse the story and their characters and to go over some of the hard-hitting facts about the tragedies that occur on the roads in the UK, particularly with this age group. The students enjoyed the play and certainly left the hall with a renewed perspective on the importance of wearing a seat belt.

The topics covered by Year 10 students are Drugs and Internet Safety, Mental Health, Relationship and Sex Education, Skills for Life, Citizenship and Careers. Year 10 also receive a visit from the Teenage Cancer Trust. Year 11 students have lessons on Health, Finance, Driving, Citizenship and Careers. They also cover study skills and organisation to help with the preparation for their GCSE examinations. The Sixth Form team have also given Year 11 students presentations on life in the Sixth Form at CCHS.

All students during the year will cover the same topics for their year group but not at the same time as they are delivered in rotation for each tutor group.



Year 7 Mrs Katharine Adams, Year Leader

This year we have welcomed Mr Jones and Miss Burnham to our tutor team. Under their guidance and that of Mr Steele, Miss Stone, Mrs Connolly and Mrs Guilloux, Year 7 have made a great start, settling in and adapting to the new challenges of being at CCHS. The first set of teacher data shows they are already making great academic progress.

Year 7 are certainly enthusiastic: participation in music ensembles and sports teams is high and the dancers among them are already limbering up for the Dance show in the New Year. We have had a glimpse of their acting and singing talent in House Karaoke (won by 7F) and several of them will shortly be making their drama debut in Oliver. Emily Chen in 7F

has showcased her musical talent by playing for whole school assembly and it was great to see so many of Year 7 at the charity disco where they raised money for the education of 5 young women in Nepal.

On the first enrichment day in October we spent a lovely sunny day at Danbury Outdoors. The girls threw themselves (sometimes quite literally!) into the activities and everyone really enjoyed themselves. Behaviour was impeccable and we were very proud of them.

As I write, plans for House decorated classrooms are beginning to unfurl and work is going on behind the scenes for Internationalism day in February and of course we are all looking forward to the Maths challenge day and the pantomime trip at the end of term.





Year 8 Miss Georgie Sales, Year Leader

Year 8 have thrown themselves into school life this term, whether that's been in lesson, House events, assemblies or extra-curricular clubs. I have thoroughly enjoyed getting to know them as their new Year Leader and I have come to realise what a fantastic and talented year group they are, and I look forward to getting to know them better over the coming years.

This year, Year 8 have started learning the wonderful language of Latin; something in which I know the girls have found very interesting and thought-provoking. Linked with this came Enrichment day one; Roman day! Led by the Latin department, Mr Lodge and Miss Cope, the girls had the chance to create their own mosaics and meet a real life Roman! I managed to see some of the action for myself and what a fascinating day it was.

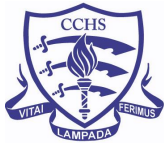
For Internationalism, each form was given a country to research and then create and deliver a unique and interesting presentation in small groups. The winner from each form then competed against the other forms, judged by myself and Mrs Chapman. After some very theatrical performances, a rap, heaps of information (and cake!), the winners were 8C with their very own BBC News Broadcast on Brazil; which even included Jessie Nightingale as our very own weather woman!

Form assemblies so far this year have been a force to be reckoned with, and I have been very impressed with the level of thought and creativity that has gone in to them. I look forward to the next set of form assemblies in the New Year. We have had a varied programme

during form time this year, consisting of lots of different activities, assemblies and quizzes. The main focus being trying new things and challenging yourself. We start the week off with 'Move-it Monday', venturing out into the fresh air and starting our day with a nice walk, and getting to know one another a little better. Form assemblies have been fantastic this year, allowing the girls to find their voice on a topic they are passionate about. The main attraction of the week is 'Form-time Frenzy', where forms go head-to-head in different types of quizzes and winning points for their form. 8F are currently in the lead, but it is very close and all could change with the final quizzes just before Christmas!

In October, twenty-four Year 8 students were given the opportunity to become trained leaders at a primary school event; the Ted Olympics, and what a sterling job they did too! Leading a number of different sporting events, in front of Year 1 students and their teachers. Mr May had the pleasure of accompanying the girls and said they were true ambassadors for the school. They also got to be the mascot! Teachers from the primary schools were in awe of how our students carried themselves and were highly commended for their efforts; well done girls!

It has been a very busy year so far for Year 8, with lots of extra-curricular events happening alongside their studies, as well as the famous House events! We had some spectacular performances in House Karaoke, with 8G narrowly pipping 8F to the top spot with their scary performance of Michael Jackson's, 'Thriller'. Next up, we have the popular House Decorated classrooms! I look forward to the term ahead and to getting to know Year 8 even more!



Year 9

Miss Emma Cope, Year Leader

Year 9 have had an extremely busy term, and have worked very hard at both school and extra-curricular events. They have now been moved into different teaching groups for all subjects and it has been lovely to see them seize the opportunity to make new friends and work with students from different form groups. They are also already considering their GCSE options ready for making firm choices in March.

We have had a very full term of House events, with obstacle, tug of war, karaoke and winter games. Everyone has thrown themselves into the competitions and it is wonderful to see the forms working together to succeed. They have also been working hard on Form Assemblies, with four of the five groups presenting to the upper school on topics ranging from equality in sport, feminism and human rights for children and adults. All students have participated, and it has been wonderful to see the high standard of research and public speaking. This has also been the case in Form Time, where students have given individual presentations to the rest of their form on topics of interest to them; these two activities offer the opportunity for students to gain confidence and practise their public speaking skills. We have also introduced Positive Mondays this year, another weekly Form Time activity, which allows students to lead the class in ways to boost positivity in different areas, such as managing pressure, letting go of anxiety and sleeping well.

On alternate Wednesdays, the whole year group have come together for our Year 9 family tree Internationalism project. It has been wonderful to meet together to celebrate the research which students have done into the history of their families. In the first five presentations, we have already seen such a broad spread of backgrounds and stories from around the world, and it has been a great opportunity to understand the diversity of our year group.

The first Enrichment Day in October was a very special one, since the students had the chance to visit Ypres in the centenary year. The group were led by knowledgeable guides who were able to bring the experiences of the soldiers alive for them, exploring both the fighting which took place and the social aspects of the war. They also visited the city of Ypres and the Menin Gate, as well as many different cemeteries, both German and British. The behaviour and engagement of the students was exemplary at all times, and the staff noted what a credit they were to the school. I am sure that the Forensics Day with the Science Department in December will be equally rewarding, and shows how lucky the students are to have such a varied programme of additional activities.

It has been another fantastic term for Year 9, and I hope they enjoy a restful holiday, so that they are ready to face 2019 with the same enthusiasm.



Year 10

Mrs Marion Chumbley, Year Leader

Year 10 have embarked on their GCSE courses in a mature and diligent manner. On Enrichment Day 1, 50 girls enjoyed their day in Cambridge including a tour around two colleges. It was wonderful to hear them questioning the student tour guides, one a former CCHS girl, about life at Cambridge University. The remainder of the year group stayed in school and participated in the Dragon's Den activity. The groups pitched their various ideas very well and conducted themselves in a professional manner. There will be a second trip to Cambridge in March so that the whole year group will have the same opportunity to find out about life at Cambridge University.

Furthermore, the Year 10 Geographers got stuck in to a day of field work in Epping Forest. They measured and recorded data which they will use in future assessments.

Continuing to build on the Find Your Voice programme the entire year group were fortunate enough to participate in the Jack Petchey Speak Up, Speak Out workshops and we look forward to hearing those students who progressed through to the next round.

We are now looking forward to Enrichment Day 2 and a trip to the Tate Modern Gallery with the Art department.

I wish you all a happy and restful Christmas break.



Year 11

Miss Fiona Harrison, Year Leader

Year 11 have had a fantastic term – they have worked hard and enjoyed all the enriching activities the school has offered.

They have started to think about their Sixth Form subject choices. They attended the school's open evening and the various activities that the Sixth Form team have offered in RTP. The students have also survived their mock examinations. They have a real sense of what the examination period will be like next year – most importantly they know they can do it! We are now moving into TA discussion week, where we will all be celebrating the work that they have done so far this year.

The Year group put on a fabulous Leadership Conference at the end of October – they were all like sponges soaking up everything the day had to offer. They also found the Holocaust survivor's talk on Enrichment Day 1 very emotive. They are now looking forward to the delights that the English Department are preparing for them on Enrichment Day 2 – lots of revision activities in the morning and a chance to see the recent National Theatre Live performance of 'Frankenstein' in the afternoon.

Following such a busy term – I wish you all a happy, healthy and restful break.





Sixth Form News

Dr Michael Palmer, Mrs Hayley Ellen and Mrs Emma Hiett

Year 13 University Interviews and applications

We extend our congratulations to all those Year 13 students who have been asked for university interviews and to all those who have already received conditional offers from many of the universities to which they have applied. We are very fortunate to be able to draw on a team of specialist interviewers to ensure that all who wished to were able to have practice interviews in October and early November as well as some further specialist interviews in school. For future reference we would be particularly grateful to hear from parents who are practising Vets or Dentists or who have recently retired colleagues in these professions. Our interviewers always find the process of interviewing our students to be very rewarding and we know that it makes a huge difference to the confidence of the students when they are invited to 'the real thing'.

The students are very grateful for the extra interview practice that this gives them and for the detailed feedback which allows them to reflect on the interview process. We would like to thank all the interviewers who gave their time and shared their expertise, and to Mr Laurence Wolahan and Mrs Carroll for organising the interviews. We hope for the very best of outcomes for all our students who have been or will be interviewed.

At the time of writing we have almost completed the annual round of UCAS applications; we are grateful to Dr Huckvale for her thoughtful guidance of so many Year 13 students and for the calm and efficient way in which she and the Year 13 tutors have managed this lengthy process.

Year 13 Examinations

Parents will be aware that we have scheduled Year 13 examinations in the first seven days of next term. Whilst we cannot fully replicate the length of examinations that students will sit in the summer without excessively disrupting teaching we hope that these examinations will be useful to students and staff. Subject teachers have been asked to inform students of the general areas which these examinations will test; the hope is that this will enable students to

target their preparation to specific parts of the syllabus.

Year 12 - Prefect Appointments

Congratulations to those Year 12 students who have already been appointed to leadership positions as Senior Prefects, House Officials, Sports Officials and Dance Officials. We are sure that they will enjoy their year in office and learn a very great deal from their work. At the time of writing, staff are considering applications for Subject Prefect roles and these will be announced early next term. We also thank the Year 13 Prefects for their work over the past year; this will be formally recognised in the Prefect Handover Assembly in the second week of next term.

Year 12 - Permission to go offsite

Year 12 students are now coming to the end of their first term in the Sixth Form and have made a good transition to life in the Sixth Form. As a result, from January, they will be allowed to leave the school site after 12.35pm, if they have no further commitments in school in order to travel home and study for a longer period of time, uninterrupted by travel. Students should not organise a regular commitment outside school during this time as there may be commitments which arise in school which do not feature on a student's regular timetable. These are the arrangements already in place for Year 13 students and are a Sixth Form privilege which may be reviewed if a student's progress or organisation give cause for concern. Please note that all Sixth Form students are required to attend every day between 8.45a.m. and 12.35p.m.

End of Term

We have a number of traditions at CCHS which are particular to our School, for example, the Christmas Concert, House Decorated Classrooms, the Languages Assembly and the Carol Service. These are fondly remembered by students for many years after they have left us. As ever, the Sixth Form are particularly busy in supporting these events and we are very grateful for their contribution. We trust they will enjoy these events and in particular that Year 13 students, now in their last year with us, will make the

Sixth Form News

Dr Michael Palmer, Mrs Hayley Ellen and Mrs Emma Hiett



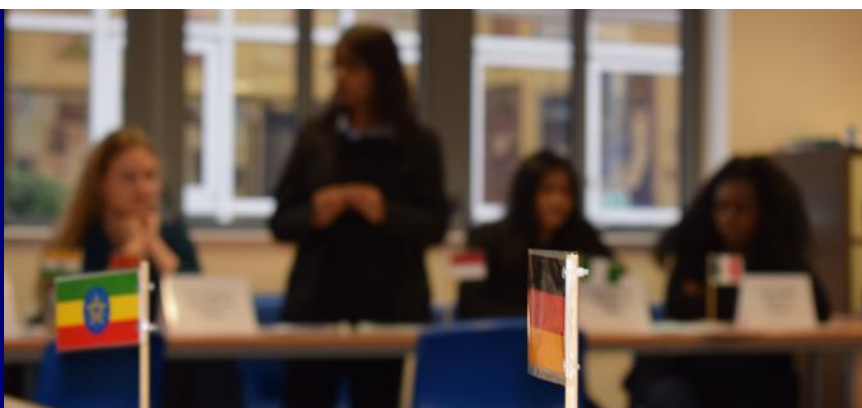
most of these opportunities after a long and demanding term.

All students and staff will have found this to be a very busy term and I would like to wish all Sixth Form students a relaxing holiday. We look forward to welcoming them back in the New Year.

Government 16-18 Bursary

The Government 16-19 Bursary Scheme is available to assist students in continuing in full time education, and is managed internally by the School. A number of awards were made to students earlier in the term but a second chance to apply for funding will be publicised in January; details will be forthcoming at the start of next term.

Model United Nations 2018 'Leadership in a Global Society'



In late October and November Year 12 students immersed themselves in the world of global diplomacy and current global challenges as they undertook an extended role play exercise which culminated in a model United Nations General Assembly.

Able led by Dr Graham and UN Secretaries General Tierney Johnson-Springham, Eera Chadha, Mary Ogunmokun and Sofia Gaeta, Year 12 students took on roles as representatives of 15 countries or as chairs or secretaries of significant United Nations committees. A number of weeks of rolling tutor period lessons were devoted to research about countries and key issues facing the committees on the Environment, Human Rights, Economic and Social affairs, Health and Security. Each country was required to prepare resolutions for discussion at each committee as well as to gain a really good grasp of how their country sees the world and what its main priorities and challenges are both domestically and internationally.

The project culminated with a full day of MUN activity on Friday 23rd November. In the days leading up to this a crisis scenario had been unfolding with regular 'newsflashes'

appearing in the students' inboxes. This scenario involved a mixture of both the imagined (eco-terrorists hijacking an aeroplane and bombing the headquarters of major polluters, as well as an attack on President Putin and the President of Kazakhstan) and the real UN reports on the impact of climate change. On Friday 23rd the morning was spent in committee sessions discussing the submitted resolution and in the afternoon all countries met in the Hall to seek a solution to the unfolding crisis. Debate was fierce, with the representatives of Russia coming under particular pressure. However the assembly did agree a number of steps to try and preserve global peace and order.

This project gave students the opportunity to gain huge insights into the issues that are currently challenging the world as well as the opportunity to work in new teams and to develop their confidence in speaking and argument.

As one student wrote in their evaluation: *"It was really useful to be given the opportunity to research something I would never have researched myself. This has definitely improved my knowledge of current affairs and international politics."*

Introducing the 2019 Senior Prefect Team

Shraddha Arshanapalli

Five years ago, walking to my primary school with my mother we would see the CCHS girls getting off coaches and buses and huddling near every traffic light and I couldn't imagine myself in that position.



Time has flown by since then and throughout my time at CCHS, I have cherished every moment. I have had the opportunity to compete at a national level as part of the Go4SET/Big Bang team, as well as take part in almost every House event inside school - whether that be baking cakes at ungodly hours of the day or singing on stage with my form, allowing me to develop my interpersonal skills.

Currently, I am studying Biology, Chemistry, Maths, Further Maths and EPQ and would love to pursue a career in medicine in the future. I am really looking forward to working with the rest of the Senior Prefect team, as well as having the chance to become more involved in the school community to show my appreciation for the many opportunities that the school has given me through the years.

Anna Champion

It's September 2013, and I, a shy little 11-year-old, am sitting in one of my first ever CCHS assemblies, staring up in admiration at the Senior Prefects and thinking to myself how old and sophisticated they all look. Now, here I am, one of those 'grown-up' role models, and what an honour it is!



Reflecting on the past 5 years, the broad array of opportunities that I have encountered and the nurturing environment of CCHS have moulded me into the person I am today. Without a doubt, a highlight would have to be starring as Jesus in Jesus Christ Superstar, where I loved making connections with girls from all year groups, and saw my stage confidence blossom. The crucifixion was quite

painful though; don't try it at home!

I currently study Biology, Chemistry, Maths and French, along with research into gene therapy for my EPQ. I intend to study medicine, with a keen interest in medical research and volunteering abroad.

The year ahead is bustling with activities that I cannot wait to get stuck into, such as the big summer charity event and the Uganda expedition. Additionally, I look forward to bonding with my fellow Senior Prefects over lunch duties and student voice meetings.

Bethan Evans

With my grandma, mum and aunt all attending CCHS, there was very little pressure on me to get in! Luckily everything went well, and 5 years after first walking through the doors, I couldn't be more grateful for the multitude of opportunities the school has given to me. Throughout my time here, I have participated in a variety of teams and clubs: representing the school at a national level for badminton, playing regularly with the netball team and singing in the school choirs. House events have been a highlight for me and I've loved every minute of arguing and stressing with my form beforehand! Currently, I am studying French, Spanish, Latin and Maths at A-Level alongside the EPQ. I hope to study International Relations or Politics, with Spanish or French at university. However that is a long way away and for now I'm focused on enjoying my year as a Senior Prefect and having as much of an impact as possible.



Lily Follett

At the start of September, when I joined CCHS, I made a promise to myself that I would ensure that my Sixth Form experience would be one without regrets and, so far, I feel as if I have succeeded in fulfilling this wish. From being involved in my first ever school production, and being cast as a principal part (a thought



Senior Prefects



that fills me with both dread and excitement), to participating in numerous House events, or even something as simple as spending lunchtimes socialising, I believe that I have met so many welcoming people and have seized a variety of opportunities. These have enabled me to develop my confidence and determination, amongst other qualities. Alongside these, I am currently studying History, German, Biology and Drama but am highly indecisive and still unsure about what will follow the completion of my A-Levels. To be completely honest, I still do not think that I can completely comprehend that I am now to be a member of the Senior Prefect Team and I am so grateful for yet another opportunity that CCHS has given me.

Lara Gigov

I remember like it was yesterday the day 10 year old me found out I got into CCHS - I cried and told my parents I didn't want to go.



Now, thinking of all the things I would have missed out on had I not come here, I can safely say I've never been happier with any decision I've made. Over the years I've been involved in countless activities and events: I've taken part in 3 dance shows, endless house events and even been a member of the school's gymnastics team, which unfortunately never made it past our first competition! I'm currently studying History, Maths, Economics and Spanish as well as EPQ for my A-Levels, and am taking part in the Young Enterprise competition alongside fundraising for the 2019 expedition to Uganda. I'm thrilled to have been offered a place on this year's Senior Prefect team, and am looking forward to throwing myself into the role, developing my own skills and giving back to the CCHS community.

Wafia Hussain

Having been fortunate enough to have lived in two other countries - Singapore and Qatar over the last 5 years, I have come to experience the different sense of communities that a school can have. CCHS has an excellent sense of community, which has helped me to



settle incredibly well into their Sixth Form. I'm glad I joined! I have come to realise how incredible this school is, having already been provided with multiple opportunities which include participating in a successful ESU Mace Debate, becoming a member of the bar mock team and attending the wonderful array of extra-curricular activities and societies that CCHS has to offer. For A-levels, I am currently studying Biology, Chemistry, Physics, Mathematics and EPQ with the hopes of studying medicine or even law at university, despite the fact that I don't take any essay subjects. I would also like to travel and live in more parts of the world, with the passion for travel instilled in me these past few years. Additionally, in my free time I love to run which has been further developed during my time at CCHS, as I have been given the opportunity to participate in a cross country race. Experiencing all of these wonderful opportunities has made me excited to see what other opportunities I will be able to experience this year, as a Senior Prefect!

Heather Millar

When I decided to apply for the role of Senior Prefect, it made me reflect over my time so far at CCHS. I remember so clearly how I felt when I first started in Year 7 not knowing anyone else at the school. I was shy and frightened of just about everything but I listened to those who encouraged me to join in and try new things and although I am not the best musician, I made lasting friends in the samba band and show choir. I am not the best cook, but I was thrilled to come third in House cakes and I am certainly not the best football player, but I celebrated with my team when we did well in House football! Taking part in many activities over the years has helped me to grow in confidence and as my passion is dance, the dance show has always been a highlight. I am now studying English Literature, Geography, Biology and Psychology as my A levels and although I have yet to decide what I will study at university, I think I might be interested in a career in educational psychology. For now, I am ready to embrace everything that my new role will offer!





Senior Prefects

Abbie Oster

It feels like only yesterday that I took my first steps into this school as a small, yet proud CCHS girl whose backpack was nearly bigger than me, my blazer buttoned up, and my hair tied back in bunches. I look back and realise not much has changed - I am still secretly the shy girl who always worked extremely hard - even for vocabulary tests in Latin, and I guess I will never grow out of my curly hair!



Even though I have now been appointed as a Senior Prefect and although I have now been at this school for over five years, the numbering system for classrooms still confuses me! Some things will never change...

I am interested in studying medicine or biochemistry at university as I really enjoy my A Level subjects - Chemistry, Biology, Maths and Art, along with an EPQ, especially the sciences. Also, I am really excited to play more of an active role in the school community and I hope that I can really make a difference and leave a legacy in a place that I am proud to call my school.

Jessica Shaw

Since arriving at CCHS as a chatty and slightly overgrown 12 year old, I feel I have developed in many different ways - despite remaining just as chatty and just as smiley. I had come to the conclusion that I wanted to become a Senior Prefect relatively early on in the school, and since appointment I have been so excited to get started with the role. I have a passion for Sports and the Arts in particular, and over the years I have really enjoyed being part of the Hockey and Athletics teams; a highlight was definitely attending the National Schools Athletics Finals in Year 10. One of the most rewarding yet slightly terrifying events I have participated in was chairing the Leadership Conference in year 11, which developed my confidence greatly. I currently study Maths, Biology, Chemistry and Art for my A Levels. The question of what I hope to study after Sixth Form is a challenging one to answer, as right now I am torn between



two polar opposite areas - Medicine and Art. I imagine that I will only make my final decision just before I'm required to, and hopefully everything will fall into place. For now I plan to enjoy Sixth Form as much as possible whilst trying my absolute hardest to reach my goal whatever it turns out to be. I can't wait to get stuck into this year as a Senior Prefect, and hope I do the role justice.

Jessica Steadman

I always saw myself as a CCHS girl, to the extent that I refused to apply to any other school when I was 11 years old. However, regardless of my boundless enthusiasm nothing could have prepared me for the experience ahead. In Shakespeare's Othello Iago tells the audience that 'pleasure and action makes the time seem short', a statement which certainly rings true with regards to my five (and a third) years at CCHS. It seems like only yesterday that a little girl was sitting at the front of the hall gazing in wonder at the Senior Prefects sat on the stage in front of her. They seemed so sure of themselves, so confident, nobody could have told this little, slightly over energetic, Year 7 that she would sit in that seat just over 5 years later. While the years have passed inconceivably swiftly I have learnt and grown so much from my experience at CCHS. I have participated in countless events - perhaps the most significant for me was the Jack Petchey Speak Out! Challenge. It was only due to the person CCHS allowed me to become that I was so successful at both regional and national level. My fervour for learning certainly hasn't ceased now that I am in the Sixth Form. I am currently taking A Levels in English, History, Latin and Drama as well as researching the propagandist side of Shakespeare for my EPQ. I am also preparing to take on the role of editor of the school newspaper ('The Torch') in January. I currently aim to study English Literature at university... who else other than an aspirant English student would find a way to worm Othello into this biography? Although while planning ahead for the future is useful I am remaining firmly grounded in the present for the moment, excitedly preparing for my role as a Senior Prefect alongside the amazing new team.





Mexico Expedition 2018

By Freya Mason, Year 13

In July 2018, a group of Year 12 and 13 students made our way to Mexico to complete conservation work with an organisation called Operation Wallacea. We waved goodbye to civilisation for the first week as we arrived in Calakmul, which is part of a tropical jungle and is the second largest outside of the Amazon.

Our jungle journey began with a health and safety talk where we were advised on the dangerous animals in the area and how to combat any bites or stings we might acquire! However, despite fears of all the bugs, tarantulas and snakes we were going to inevitably come across, and a lack of access to running water and Wifi, we all survived with only a few bites and wasp stings!

The environment was hot and humid which made our daily walks through the jungle to collect data difficult, but with the rewards of seeing rare snakes or spider monkeys, we all really threw ourselves into the experience. We completed a mixture of data collections and some involved returning to the camp very late at night, or leaving very early in the morning. We studied birds, bats, amphibians and reptiles, land mammals and butterflies and how their habitats are effected by the changing environment. We were given many once in a lifetime opportunities, such as painting bats toenails to exploring Mayan ruins.

After a week we departed from the jungle and made our way to the beach where we continued with our

next project. We were thankfully greeted in Akumal by air conditioning, pizza and actual beds that made us all very excited! We were split into three groups, some snorkelled for the week, collecting data for herbivory studies to help the research for turtles and fish in the area. Those who could already scuba dive completed transects underwater and assessed the coral bleaching in the area, these two groups also took an ecology course learning about the importance of the coral reef. Additionally, the last group were learning to scuba dive and were fully qualified divers by the end of the week!

The data we collected in these two weeks will then be analysed by the organisation for the rest of the year to help the animals and preserve their habitats and it really made us all feel as if we helped and achieved something. All in all, we had the most amazing trip, and we cannot thank the teachers who organised it enough for the experience.





Year 9 Trip to Ypres

By Sophie Dulake

The first day started with an early morning wake up call, as we stood by the school yawning and ready to eat as much chocolate as possible in Belgium. We clambered onto the coach, still yawning, and immediately tucked into our huge supply of sweets. The coach finally left, and then this moving, emotional trip began.

After getting through the Euro tunnel, and the long drive, whilst watching previously downloaded Netflix and still eating probably too many sweets, we arrived at Lijssenthoek Military Cemetery, on the outskirts of Poperinge. We marvelled at the sheer number of graves, as our helpful guide explained to us that it was a casualty clearing centre, and what the symbols on the graves meant. We also learnt about the only woman officially buried in that cemetery- a heroic, inspiring nurse who died when her tent was bombed. We soon heard more stories about individual soldiers. This was a great introduction to the trip, as it started to teach us about how many people were affected by World War One, including some of our own families. The guides would sometimes manage to find the cemeteries and specific graves of our families, and students were able to pay their respects, which was a rather interesting part of the trip.

We were soon driven to the Bayernwald Trench System, and once we had been briefed not to

jump over the trench, we were allowed to explore the complexity of the German trenches and discover what life was like for the soldiers on the Front. It was a really insightful experience to be lead through the trenches, something almost all of us had not experienced before, we learnt how truly dangerous and scary it was to be constantly under threat of being shelled or attacked. We had a brief glimpse of where we were going to be heading (Ypres town) from the top of the higher ground, and we then soon got to 'Hill 60', the place where we saw a huge crater and to many people's amusement, lots of sheep. We were amazed by how big the crater was, which was caused by British tunnellers leaving lots of explosives under the hill, to purposefully blow up the Germans. The amount of damage caused by the explosives they used in World War I was incredible to us, and we later found out that the extremely uneven ground nearby was because of this.

We then made our way to the town of Ypres, where we finally managed to get our hands on the famous Belgian chocolate we had all been after. We looked around the stunning buildings and infrastructure of Ypres; the beautiful cathedral, the 'Big wheel' and the fancy shops, and then we were finally greeted by a delicious dinner, which was very much appreciated. After that, we took a short walk to the widely known 'Menin Gate', an iconic war memorial which contains the names of the soldiers who died in World War I, who's graves are

unknown. It was another eye-opening experience to see that amongst the hundreds of lists of names of those who lost their lives, each one had a life, a family, friends, and each one were victims of the brutal and terrifying war.

After an exhausting but inspirational and eye-opening day, we finally arrived at the hotel, and after excitedly chatting about what we had seen, got ready for bed and got plenty of sleep for the second and last action-packed day.

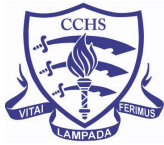
The second day started with a buffet breakfast and then we travelled to Talbot House, a place where soldiers would spend their time away from the fighting. There we learnt about a different part of the soldiers' time in Belgium: we were shown a Chapel, a garden, a small canteen where some of us could play the piano and other rooms where soldiers would relax and have some time away from the fighting. Talbot House gave us the opportunity to learn more about the soldiers' lives and what they liked to do in their pastimes. We also discovered a little about the Belgium people who lived there. From there, we went to Langemark German Cemetery, where we noticed the contrast compared to the Commonwealth cemeteries, and how eerie it was. There were so many differences - this time there were mass graves (in fact, one with thousands of soldiers in it), the graves were a grey colour, creating quite a dark atmosphere and there were the German national trees (the oak tree) towering over the graves. We took a look around, once again asking our tour guides lots of questions, and then we were able to discover where Hitler stood, which was something that felt really strange to us.

After that, we arrived at our penultimate stop of the day - Passchendaele museum, it was full of plenty of war artefacts (including shells, guns and gas masks) which we all took photos of, and we then could walk round the replica of the British trenches, where we investigated some of the shelling bunkers and then headed off to look at some rifles and army uniform with our guides. We were given the opportunity to hold the, thankfully unloaded, gun and the uniform, which one of us even wore! A little while later, it was time to head off to our final stop of the trip: the largest World War

I Cemetery in the world, Tyne Cot. This was the perfect way to end the trip - a reminder of how many lives were lost and how many people were affected. This was where it truly sunk in. We looked around the rows and rows of pristine, white graves and some of us looked for relatives. This was all after we looked at the small display of some interesting artefacts from the war, including touching letters to families telling them about the loss of a loved one in a battle. Soon after, we were taken to the area where there were huge lists of soldiers whose bodies were not found. After laying a poppy wreath and a member of the year saying a few words, we were all asked to place a finger on one of the names. We were told that this was not just a name, it was a life. This person was a son, brother, father, uncle or friend. To finish this clearly emotional trip, one of our guides finished by saying, "We are now going to do something the soldiers couldn't...go home".

After hearing that touching line, we got back on our coaches and made the journey home. Although, the trip was not quite over yet. Unfortunately, my coach got stuck in France, because the shuttle before us had broken down. We were all pretty miserable about this, but we soon learned that singing and playing games whilst waiting by the side of the coach was a very memorable part of the trip! After a few hours delay, we had finally arrived in England. However, this trip will definitely not be forgotten, it truly taught us so much more than a history lesson could. Not only will we be forever grateful for the teachers and guides who organised this trip, and took time out of their lives to do so, we will also be forever thankful for the soldiers who lost their lives for us.





Year 11 Leadership Conference 2018



By Mehzabeen Hakim Year 11 Marketing Prefect

On 19th October 2018, Year 11 held the 7th Annual Leadership Conference organised by the students, with assistance from staff and the Parents' Association. The months of preparation led to a wholly successful event, from the gorgeous decorations of the creative teams, insightful workshops to participate and lead, a welcoming hospitality team and an array of wonderful food, as well as the fantastic guest speakers that were invited.

The day was chaired by Ayesha Karim and Maddy Shaw, leading the schedule of the day and introducing speakers to share their pearls of wisdom. First to speak was Mitra Janes, Head of Diversity and Inclusion, DLA Piper LLP, introduced by Ruby Cristin-Marks. She gave a wonderful talk on first impressions and how we must strive to be the best we can be.

Next was Val Ross, Eastern Regional Manager, Anne Frank Educational Trust, introduced by Eve Percival, who gave an inspirational talk on how you should let your passions drive your ambition.

Following this was Harry Gaskell, Leader of Diversity and Inclusion, Ernst & Young, introduced by myself, Mehzabeen Hakim. Harry gave a perceptive talk on how technology is shaping the world as we speak, and how we must take 'active' action to create change in the world. To finish was Heather Melville, OBE, CCMO, JP, Director for

Strategic Partnerships, RBS, introduced by Adesola Busari. Heather gave a powerful talk on how we shouldn't be afraid of change, and that taking calculated risks should push us out of our comfort zones in order to adapt to new situations.

The conclusion of the guest speakers was then succeeded by questions asked from the floor, with a wide variety of knowledge being shared amongst us all. We then stepped back into the beautifully decorated canteen and were presented with stunning cupcakes and cookies, meticulously prepared by our catering team. After the refreshments we each headed to our designated workshops held by the guest speakers.



Year 11 Leadership Conference 2018



Mitra Janes led her workshop on 'Triangles, Elephants and First Impressions - How Unconscious Bias Impacts Your Decision Making'; Val Ross on 'Be A Voice for Change', Heather Melville on 'Creating Your Brand From Today For Tomorrow' and Thomas Emmett on 'Running a Business'.

We were then ushered back into the hall for an outstanding lunch display, filling our plates multiple times and discussing the events of the day so far and the ones to come. The afternoon handed over the leadership to us, as a number of us led the rest of our Year in our phenomenal workshops, and it's safe to say everyone thoroughly enjoyed them! To give you a flavour of the outstanding workshops on offer:

- ◆ Being your own Queen, by Amber Rajham, Isabella Otely, Lauren Bailey, Mary-Beth Kogbe and Mimi Harris
- ◆ ConfIDANCE, by Amelia Czapska, Holly Neal, Isabella Kelly Medeiros, Olivia Hussey and Sophie Hayter
- ◆ Escape Room, by Antonia Rankin, Molly Strachan, Neve Murphy and Rose Allen
- ◆ Gaining Confidence through Singing, Eloise Barrett and Sarah Maguire
- ◆ Let's get Quizzical, by Amy Brindle, Emily Garriock, Michelle Chimbetete and Sophia Pisano
- ◆ Lizards' Lair, by Isabella Rew, Philippa

Aldrige-Ward, Vijaylakshmi Nath and Tanisha Lohia

- ◆ Scrapbooking, by Alice Nightingale, Ridha Naushad and Vijaylakshmi Nath
- ◆ Speed Mates, by Evelyn Burr, Fleur Smith, Lena Leinemann, Maggie Paterson and Rosie Eastop
- ◆ Taste the Globe, by Lola Bamigbele and Mehzabeen Hakim

All in all, the day was extremely impressive, with all the elements combining into a superb event. Some of us took the advantage of the 'vlog-style' booth set up by our resident film-enthusiast Mr Steele who effortlessly edited them into a wonderful short film to reflect on the day and to remember the memories we created.

We thank Birkett Long who sponsored the conference and for all the teachers who helped us to prepare for this. A special thanks to our Year Leader, Miss Harrison who supporting and leading us throughout our journey!





100 Years on Chelmsford Remembers Them

By Erin Cameron, Year 9

On 7th November, 18 students from Year 9 took part in the '100 Years on Chelmsford Remembers Them' concert and played alongside members from the City of London Sinfonia. Prior to the concert, we were lucky enough to have four musical workshops, led by John K Miles (a professional composer) during which we shared our ideas about what sort of music represented the war.

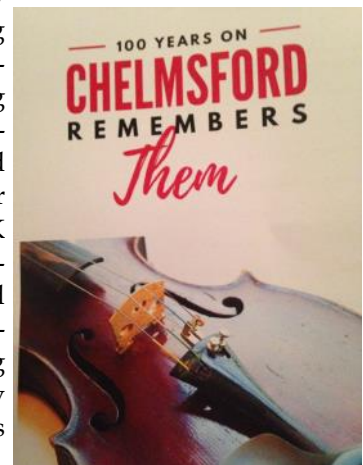
First of all, we listened to and described aspects of music such as 'Banks of Willow Green' by Butterworth. This was the piece that Sofia Barker, Emily Saunders and Temi Awolesi introduced in the concert. We also composed our own short melody and, later in the course, John expertly merged all of our ideas together to create the piece that was played in the concert.

The piece we helped to compose was called 'The Violin'. It tells the story of Private Burchell, a soldier in the First World War, who brought his violin to the various places he fought, including Ypres and Hill 60. He fought in the war at the age of 17, and survived to live to the age of 86. His actual violin was borrowed from the Essex Regiment Museum to be played by a student

during the concert.

The general theme of 'The Violin' starts with the uncertainty about what the soldiers would face as they left home. The piece built to reflect the battle itself, and then finished with the homecoming which tragically, too few soldiers got to experience. Each section had beautiful lyrics which told the story from the soldiers' point of view.

Everyone who took part learnt so many new things and really enjoyed playing with the professionals, and performing to a packed audience. We would like to thank Mr Lamberti, John K Miles, City of London Sinfonia, and the team at the Cathedral for giving us this opportunity and holding this event.



Bar Mock – USA Competition

By Mrs Fiona Selden

New York, New York – so good they named it twice. And after weeks of planning, rehearsing, learning the ins and outs of the American legal system, the team arrived on 15th November 2018. We were all rather exhausted and jet-lagged but we summoned up the energy to go and explore Times Square. And it snowed... it was all rather magical and pretty.

Then the snow melted and the competition hotted up. Two days of gruelling competition: two very long days in Brooklyn Court House. Each day the team had to participate in two three hour trials. They had to be either lawyers or witnesses. The pre-trial arguments were very demanding, with the adult judge in charge drilling the lawyers with tricky questions that had to be answered with reference to case law. Court procedure is very different to the UK; our team had to get to grips with the protocol of entering evidence into court and dealing with, as well making objections. One of the most demanding things in the US com-

petition is the expectation of speaking entirely without notes. Some of the team really tried to rise to this challenge; Puja Patel conducted her final trial entirely without any notes and with great confidence – an excellent achievement. In each round the two round judges had to name two top lawyers, and two top witnesses. Our students were all named at least once.

After the rigours of the competition we were able to relax and enjoy some of the iconic sites of New York City. A particular highlight was a round Manhattan cruise taking in the sites of the city and a close up view of the Statue of Liberty. As we returned, night was falling and the city lit up – perhaps most strikingly, the Empire State Building. We all returned home very tired but very uplifted. Mr Steele and Mrs Selden were particularly impressed with how supportive our students were of one another – and also how they worked out where we were going to eat every day! Thank you ladies.

German Exchange 2018

By Mrs Tina Cannon

The hosting element of the German Exchange was another success for our current Year 9, 10 and 12 students. The German students had an excellent week and we would like to thank the families involved for their great hospitality. The Exchange is still thriving and next year will see the 30 year anniversary of the first exchange with CCHS. If anyone has any contact with former host students, especially from the first exchange, we would be delighted to hear from them. Below are some thoughts from Year 9 and 10 students who took part.

♦ The students arrived on Sunday 18th November and spent the week getting to know English culture. They came into school on Monday and Friday and participated in lessons with their partners. During the week they visited Cambridge, Southend-on-Sea and London. They also visited the Mayor's Parlour in Chelmsford. At the weekend we took them to see more sights in London.

♦ I found this a really interesting experience, and I feel that I made a lot of new friends throughout the week. My highlights of the week included spending time together, bowling, and going out for dinner. I think my exchange really enjoyed going to Madame Tussauds in London, as this was a new experience for me as well as her. She got on really well with my family and we learnt a lot about her family.

♦ I thoroughly enjoyed the experience. One of the highlights was when a group of us all went to Jump Street together. All of the German students were incredibly polite and kind, and we are all looking forward to going to Germany next year.

Please follow the adventures of the German Exchange next year on the German Twitter Account: @CCHSGerman



Houses of Parliament Trip

By
Imogen Dowman
Year 12



On Friday 7th November, a group of Year 12 students and one of our Government and Politics teacher, Mr Hughes, along with Mrs Carroll, embarked on a journey to Westminster in order to endure a tour as well as an hour workshop surrounding the ideologies of voting behaviour and tactics.

Despite the torrential rain for the majority of the morning, we all powered through and were consequently able to see the incredible historic sites which are sprinkled throughout the entirety of Westminster, such as Westminster Abbey, Big Ben, kind of, and of course the Houses of Parliament. The awe-inspiring architecture which surrounded us the entirety of the day enveloped our imaginations to consider how they were created without the use of modern day techniques.

As we had anticipated, once we had reached the Houses of Parliament to take part in our tour, we were all mesmerised by the sheer beauty and gargantuan features which engulfed the entire building. We were greeted by our tour guide who informed us of the rules and regulations of which we had to abide by, such as the fact that we were not able to sit down whilst in the House of Commons, or the House of Lords. We then proceeded to go through airport like security to ensure

everyone's utmost safety. We began our tour by walking in the footsteps of which Queen Elizabeth II walks when she re-opens Parliament once a year. However, because of the ongoing talks surrounding Article 50, we were dutifully informed that Parliament did not shut this year, the first time this decade.

Due to Parliament rarely sitting on a Friday as they return to their constituencies for the weekends to discuss what the week had entailed, we were able to enter both Houses and have a tour of them. The significant difference in detail between the Houses was evident and due to the gold embellishments surrounding the House of Lords, many of us found that more preferable. Once we'd completed our tour, we were guided to the Education Centre where we participated in our workshop. We were split up into three different teams in order to introduce our competitive natures which enabled us to really consider each question. We learnt about the different voting systems each country in United Kingdom participate in, England's being the First Past the Post system. Overall, our day was filled with excitement, inspiration and knowledge which every single student thoroughly enjoyed, thanks to the hard work of Mr Hughes with the help of Mrs Carroll.





Year 11 House Karaoke, by Mehzabeen Hakim

House Karaoke is one of those house events that truly bring the form together to create a magical atmosphere on stage, performing in front of our peers and developing ever-lasting memories.

Year 11 is particularly special, as it is our final year with our form whom we've been with for five years. We've all built special bonds with one another, our house pride fiercer than ever.

And as we are the last year with the four-house cup, the sense of sisterhood is ever-stronger. All Year 11 forms are allowed a medley of songs to perform to, providing reminiscent throwbacks and pure entertainment for both the audience and judges.

All houses performed extremely well as set the standard high for the next Year 11's to come. The results, as they currently stand are: in joint third, as the judges found it particularly difficult to choose were H and S house. H performed many songs within their medley with advanced choreography and excellent acro skills amidst this! S House debuted Mrs Cross during their rendition of Rihanna's 'Umbrella' with a fantastic use of actual umbrellas as props.

2nd place was given to G House who

performed to an equally high standard with their medley including their take on the school hymn and a highly anticipated solo performance from Mr Hughes.

However, 1st place was awarded to C House (well-deserved, if I do say so myself) with an astounding performance, excellent upbeat song choice and carefully crafted choreography and costume.

Nevertheless, the best house won, however, the entire year performed spectacularly and I'm sure our form tutors and year leaders couldn't be more proud. Having been deafened by the screams of joy, I hope we all remember the house events as a key moment as we complete our journey of secondary school and separate off into the future, always remembering those who brought us happiness and laughter.





By Sneha Agasti

Side by Side

Another year draws to a close, and CHIPS has already accomplished so much! Thanks to the help of our own CHIPS volunteers, and some extremely generous parents, at the Year 12 Parents' Evening, Year 7 'Meet The Tutor' Evening, and other such events, we have collectively raised £650 for the charity Side By Side, which provides support and relief for refugees in Northern France. Congratulations to everyone involved!

CHESS

But life has not been simple for the CHIPS representatives outside of Side By Side. Earlier this November, twelve Year 8 and Year 9 representatives took a bus ride to the CHESS homeless shelter, to explore the current problem of homelessness and efforts being made to lessen it. First the students took a tour around the nine rooms that CHESS has, with one room being for disabled homeless people – fortunately, this particular room has only ever been used once, according to the worker who spoke with our students. Our students also got the opportunity to scrutinise the problem a little more closely, by meeting one previously homeless person that was now working for CHESS. She informed our students, that homelessness was 'really scary', and conditions of homelessness could include 'living in a car at one point'.

It was also pointed out to us that many homeless people can have mental health or substance abuse issues, which is often overlooked. In particular, CHESS works

tirelessly to remedy these problems, proved by the fact that people who work for CHESS work extremely long hours, often not reaching home until 1 o'clock in the morning.

The Plastic Issue

Another objective of CHIPS is to reduce the amount of plastic used in schools, as plastic is a disadvantage to the environment. Some changes have already been taking place in our school, such as the fact that plastic cups are now being removed in favour of paper cups.

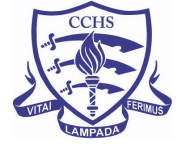
Education

In terms of charity funding, CHIPS has also worked to raise money for education in particular. This includes, for example, the fact that the Year 7 and 8 disco – known commonly as the 'Last Festival Of The Summer' raised money for five Nepalese girls to attend university, who would have otherwise been deprived of this privilege.

£800 has also been raised to send textbooks to Zimbabwe via a charity called Sakubva, which funds the transportation of textbooks from England, to less privileged schools or areas, such as the school in Zimbabwe which received our textbooks. Following this, we were also fortunate to have received two visitors from the charity, who met with us and spoke about how our help was crucial in ensuring a more level playing field, with regards to education.

Merry Christmas to everyone, and may the year ahead bring new tidings, new opportunities, and new luck in achieving our latest goals!

School Production



Oliver! By Jasmine Randall, Year 12

So, it's that time of year again where we are on the run up to our annual school production, and this year we will present 'Oliver' The Musical!

Rehearsals are in full swing and the cast are singing, dancing and raring to go for the performances in January. The cast ranges from Years 7-12 and is all-inclusive with scenes varying from the excitement of a full ensemble scene to some more intimate scenes where the audience can connect with the underlying sadness of the story, particularly through the orphan child and main character, young Oliver Twist - played by the brilliant Chloe Connelly.

The entire cast are working very hard during lunchtimes, after school rehearsals and in their own time to bring the production alive and we are so excited to share all of our hard work with you in 2019!





Music & Learning Resource News

Music

Mr Chris Lamberti

On Wednesday 7th November I accompanied 18 Year 9 students to participate in a special Remembrance concert held at Chelmsford Cathedral. The highlight of the evening was the premier performance of a newly commissioned piece titled "The Violin". Our students were directly involved in developing musical motifs that were ultimately sewn together by the professional composer John K. Miles. The girls had four workshops building up to the main event where they explored the theme of remembrance to mark the centenary of the end of the 1st World War. The girls worked together creating musical ideas and developed lyrics for the final piece.

The piece was performed alongside 4 other local secondary schools and the City of London Sinfonia who are a professional chamber orchestra. Our students worked alongside these professional musicians and got to experience a taste of what life can be like working as a musician. We were fortunate to hear the Orchestra perform pieces composed around the time of the 1st world war from composers such as George Butterworth and Ralph Vaughan Williams.

The new piece was titled "The Violin" as we had a rather special violin at the event. It had been taken to the front line by a local man fighting in the great war and miraculously made it home. It has some unique carvings on the back made by the owner. The instrument itself had a lovely tone and I am told was very nice to play.

The girls thoroughly enjoyed the experience.



Learning Resource Centre

Mrs Angela Martin & Mrs Alexia Treadway,
Librarians

I am completely amazed at the generosity of our wonderful parents. More than 250 books have been bought and donated from the CCHS Library Amazon Wish List, with some parents buying more than a dozen books since we started the project in May 2017. I would like to personally thank each of the parents who have bought books and reassure them that I track the Amazon account carefully to make sure we receive everything purchased from the wish list.

Some of our Year 7 and 8 students were fortunate to be invited to take part in a drama workshop at Great Baddow High School in October. This was to mark the launch of the six shortlisted titles in the Essex Book Awards for 2019. The workshop involved students from all over Essex and everyone had a great time acting out scenes from the chosen books before taking copies back to their schools to read. The Essex Book Awards run from October to March each year with students voting for their favourite book on the eesforschools website. When all the votes have been counted the winning author will be invited to attend the award ceremony at Brentwood School along with selected students.

We are pleased to announce that Holly Smale will be visiting our school in March for our World Book Day celebrations. Holly is best known for her extremely popular Geek Girl books but will also be talking about her new title which is out in 2019. The Geek Girl books will be offered to our lower school students at a special discount in February and can be signed by Holly when she visits CCHS.

*"If you are going to get anywhere in life you
have to read a lot of books!"
—Roald Dahl*



Sports News

Miss Sarah Bellamy, Miss Georgie Sales and Mr Paul May



Cross Country

There were record numbers sign up for running club this year, with nearly all those numbers attending; and it's lovely to see so much interest in middle distance running. We competed at the annual MESSSA District championships on a very wet day at the start of November. After a night of heavy rain, we were expecting lots of mud at Hylands park, and we had plenty of spare clothes and black bin liners at the ready!

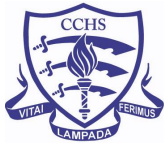
The Year 7's were off first, with our biggest squad of runners yet! With 150 competitors competing, first home for CCHS was Alexa Mann, who used the stamina from her swimming to finish in a fantastic 18th place, closely followed by Chloe Staines in 33rd along with Katelyn Horngold and Rosie James, Year 7 finished in a fine 16th place as a team in the Mid-Essex district. In the Junior competition (Years 8&9), Alice Bower flew round the course finishing in an astonishing 12th place. Alice is also in Year 8, which means in this competition she is running a year out of age, so who knows where she will finish next year! Alice was joined by Zoe Barnard, Emily Brooks and Anica Nicovic to finish in 9th place as a team. There was another top 15 place finish in the Inter girls race (years 9-11), by Bronwyn Dixon-Smith. This was Bronwyn's debut race for CCHS and what a fine one it was, coming home in 11th place. Joined by Isabelle Keegan, Anna Gigov and Daisy Marshall, the team finished in 7th place. The Senior team, comprising of our Sports officials in Year 13, had the shock performance of the day. Most of whom are not cross-country runners and this was also their debut performance, the team finished in a brilliant 2nd place in the district! A big well done to all those who competed, and let's have our fingers crossed for no rain next year!



Swimming

A second year of record numbers at the Year 7 swimming trials, and for the first time, at the Year 8 trials; giving those who have been training hard a second chance of earning their place on the squad. With a large team selected, we were ready for the season ahead! The season started off back at the start of on a late night in October with the Regional swimming championships in Watford. The junior team swam at this event for the first time and were unaware of what to expect; but to say they were excited to swim was an understatement! This was a combined team of Years 7 and 8, pictured left; Molly Ramage, Katie Watley, Grace Phimister, Mo Osilaja, Chloe Staines and Alexa Mann. Competing against various schools within the Southern region, we knew the competition was always going to be extremely tough. But, the girls swam their hearts out and finished in a respectable 32nd place in both the Freestyle and the Medley relay. Well done girls!

In the last week of November we travelled to Great Baddow High School, for the first MESSSA league gala. Year 8 and 9 were joined by the whole of the Year 7 squad, making their debut in their CCHS turquoise squad hats. Year 9 won their competition very comfortably, with some strong swims coming from Sam Ericsson in the backstroke, Florence Cope in the frontcrawl and Zoe Barnard in the individual medley. Grace Phimister captained the Year 8 team to second place, swimming a fine race herself in the butterfly event. In the Year 7 competition, the 'A' team finished in a close second place, whilst the 'B' team swam to victory! Excellent swims came from Megan Terry, Jessica Woods, Charlotte Fowle and Jessica Dolan. Well done to all that swam, especially to year 7 in their first competition, and good luck for the rest of the season!



Parents' Association News

We have had a very busy end to the term with a lot of exciting events. Thank you to everyone who got involved. We could not do it without you and remain very grateful for your continued support in allowing us to hold these events which benefit the school community as a whole.

Highlights from this term included:

- ◆ ***Christmas Jumper and Krispy Kreme™ Doughnut Day***
There were some very tasteful Christmas jumpers which always look so much better with a dusting of sugar! Sold out in 10 minutes.
- ◆ ***Christmas Fayre***
As always this was a fantastic event with professional stalls including jewellery, Christmas wreaths and decorations, silk flowers, books, crochet, "Flashcharts" and Phoenix cards. There were also refreshments and stalls run by each class so thank you for coming and supporting your daughters' hard work. A special thanks for the donation of tickets to see the Nutcracker at the Royal Albert Hall which we were able to raffle.
- ◆ ***Christmas Draw***
Congratulations to all our winners. Once again we had some amazing prizes donated including the first prize of an Apple™ Watch.

As well as the headline events the PA raises funds throughout the year in more low key ways such as the Nearly New Uniform sales. We would particularly like to thank everyone who contributed to the House Recycling event on the 5th November this year which raised an astonishing £734! We also thank everyone who supports us through the "easyfundraising" website and the Co-op cards.

The PA continues to support the School in the purchase of many items that could not be justified from the School budget including enhanced seating areas, the refurbishment of the sixth form common room, equipment in the hall and support for shows. Our next purchase is planned to be a Lighting Desk for the hall.

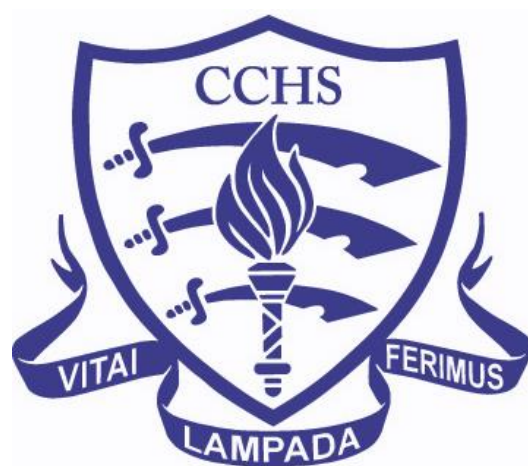
Alison Maguire
Secretary
alisonwhitemaguire@googlemail.com



**Christmas artwork
competition winners:**

Daisy Marshall, Year 10
Christmas Concert
Programme

Hannah Dumalagan,
Year 10
Carol Service Programme



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