



Prospectus

For 2022 Entry



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Welcome from the Headteacher

*The pastoral wellbeing and academic development
of our students are our prime responsibilities.*

Chelmsford County High School for Girls (CCHS) is a proud grammar school community. CCHS was founded in 1906, and formally opened in 1907, to provide girls with an academic education. We, as the twenty-first century guardians of this significant inheritance, have chosen to honour this legacy by defining and pursuing an ambition for CCHS to be a **progressive grammar school, committed to excellence in girls' education and empowerment.**

We are **pioneering** – increasing to six forms of entry from September 2020, we hold to a determination to achieve even greater social diversity as our community grows and evolves. Working with our increasing number of partner primary schools, we share our expertise regarding teaching able students from all backgrounds to ensure that talent and aspiration are served.

We are **engaged** – teaching & learning practice is strengthened by working with the National Association for Able Children in Education (NACE), with leadership & management practice being developed through our work with the Prince's Teaching Institute (PTI).

We are **dynamic** – students are provided with a wealth of opportunities, as we work with the Association of State Girls' Schools (ASGS) in the UK and the National Coalition of Girls' Schools (NCGS) internationally, to instil confidence, fire ambition and promote advancement.

*We are a culturally diverse and socially inclusive school community.
Our students bring with them an enriching variety of backgrounds
and traditions.*

We have amplified, and so fortified, our School vision and aims, and pursue links between Faculties, to cultivate core values, which direct and drive our work: citizenship, distinction, challenge, duty, imagination, enlightenment and tolerance.

- Developing the leaders of tomorrow – **citizenship**: inspire future citizens to think for themselves and to act for others.
- The pursuit of excellence – **distinction**: provide students with an outstanding education, with students doing their best in all endeavours.
- Fulfilling individual potential – **challenge**: motivate students to acquire new knowledge & understanding and stimulate them to develop new skills & attributes.
- Contributing to the community – **duty**: ensure students conduct themselves with civility and compassion at all times, supporting each other and looking beyond themselves.

- English and Creative Faculties – **imagination:** *enable students to explore new ideas and empathise with the thinking of others, without limitation or risk.*
- Mathematics and Science Faculties – **enlightenment:** *equip students with the insight and determination to embrace new ideas, technology and innovation, enabling them to contribute to the ever-changing natural and physical world around them.*
- Humanities and Languages Faculties – **tolerance:** *provide students with the tools to respect and celebrate the great diversity of cultures, backgrounds and beliefs, within and beyond the School, whilst recognising that we have more in common than that which divides us.*

*CCHS is animated by a passion for learning,
bonded by civility and engaged with our community.*

We are most grateful to have been awarded a substantial capital investment (£6.4 million) by the Government, as part of the Selective Schools Expansion Fund. This means that during her 7 years at the school, your daughter will benefit from major improvements in the facilities: these will include 4 new Science laboratories, 4 new classrooms, a Sports Hall, a new Sixth Form Study Centre & Library and a new Art room.

We work hard to provide our students with a safe, caring and stimulating learning environment, as we write the next chapter in the life of CCHS. This is both our obligation and privilege as we serve and innovate in the spirit of our School motto: Vitai Lampada Ferimus (We Carry the Torch of Life).

Mr Stephen Lawlor
Headteacher



Section 1:

Admissions Policy & Arrangements

ARRANGEMENTS FOR PROSPECTIVE PARENTS

Our virtual open evening film, available to view from our website, is designed to allow prospective students and parents to see and hear about life at CCHS. Relevant documents and further information are available to parents via the school website at www.cchs.co.uk/admissions or from the Admissions Office admissions@cchs.essex.sch.uk on request. We want prospective students and parents to have all the information they need about the School before making choices about secondary education.

ADMISSION ARRANGEMENTS

The formal admissions policy of the Governing Body can be obtained from the School and on the website. Admission to Year 7 is by way of the CCHS Entrance Test. Full details are available via the school website at www.cchs.co.uk/admissions or from the Admissions Office admissions@cchs.essex.sch.uk on request.

The CCHS Entrance Test will take place on Saturday 11th September 2021. A Supplementary Information Form (SIF) must be submitted to the Admissions Office by 4pm, Wednesday 23rd June 2021. The Common Application Form (CAF) must be submitted to the Local Authority by 31st October 2021. Please note that offers of places for entry to Year 7 in September 2022 will be made on the 1st March 2022, which is National Offer Day for all schools. Local Authorities will send a letter to all parents on that date informing them of the outcome of their applications.

There are occasional vacancies in other years within the School. The School will test applicants within the terms of the admission arrangements.

Applications to join the School in years other than Year 7 can be made at any time. Details are available at www.cchs.co.uk/admissions (in-year admissions).

The School welcomes a significant number of students each year from other schools into the Sixth Form. There are special induction arrangements to help new students integrate. The opportunities for extracurricular activities, leadership and personal development in our Sixth Form are tremendous. Please contact: sfadmissions@cchs.essex.sch.uk for more details of entry requirements.

In 2020, 1,215 girls were entered by their parents to sit the selection test, 951 expressed a preference for Chelmsford County High School on their Common Application Form. In the appeals process from 2020 entry, five appeals against failure to gain a place in Year 7 proceeded to a hearing, of which none were successful. Appeals are considered on the merits of each individual case by an Independent Appeal Panel and any particular year's experience is not necessarily a guide to likely success.

Section 2: The School Curriculum

CURRICULAR AIMS AND CONTENT

We have adopted a broad curriculum which satisfies the needs of our highly able students offering the CCHS KS3 Curriculum, two-year GCSE study, followed by A-level courses in our Sixth Form. This is balanced with numerous additional enrichment and extra-curricular opportunities in which all students are expected to commit to taking part, whether in school or after school.

Our CCHS Learner Profile highlights the kind of attributes we want our students to develop. We work with them to become articulate, creative, enquiring, knowledgeable, principled, reflective and resilient. These characteristics are the focus of our programme of study in all subject areas.

Year 7

English
Mathematics
Science
French
German
Geography
History
Philosophy
Art
Computing
Drama
Music
Physical Education
Personal, Social, Health and Economics Education

Years 8 and 9

As above, apart from Science which is taught as Biology, Chemistry and Physics; and Latin which is introduced in Year 8.

Year 9

The courses followed are the same as in Year 8. There are also a range of extended learning and enrichment activities that enable students to develop their learning outside and beyond the KS3 Curriculum.

Year 10 and 11

The core curriculum consists of 6 courses leading to GCSEs in English Language, English Literature, Mathematics, Biology, Chemistry and Physics. We expect our students to also take at least one Humanity (History or Geography), a modern foreign language and preferably a creative subject. Art, Music, Latin, Spanish, Computer Science, R.S. and Drama are also on offer. Alongside these courses, all students continue to follow programmes in Physical Education and to undertake a course which incorporates modules of Religious Studies, Personal, Social, Health and Economics education and Careers. We regularly review the range of GCSE courses we offer and other subjects may be available in the future.

Year 12 and 13

We have devised the CCHS Sixth Form Curriculum, which is animated by core curriculum principles: breadth, balance and challenge. Students are able to construct a personalised programme of advanced level study through our ambitious sixth form curriculum model:

Curriculum

Main timetabled subjects (A levels), reflecting a personalised programme of study.

Super-curriculum

Additional subjects to complement core subject choices, e.g. the Extended Project Qualification (EPQ).

Academic enrichment

Providing additional opportunities to deepen academic interests, e.g. 'Future Learn', lectures and visits.

Extra-curricular

Drama, music and sports activities.

Community

Voluntary work in the School and local community.

Future Study & Careers

Specialist guidance and support, including the PSHE programme.

We respect our sixth formers' maturity and encourage them to take on responsibilities throughout the School and to contribute to the local community. We look to them to help us with their ideas and their involvement in a wide range of activities, knowing that they will make an invaluable contribution and develop their own leadership skills. We hope, too, that they will take full advantage of the opportunities offered to them here in sport, music, art and drama.



The Sixth Form offers students the opportunity to direct their own learning with the guidance of their staff and tutors. Sixth Form study calls for the further development of self-discipline and an awareness of the need to manage time effectively. The Sixth Form is therefore an important transition between the relatively structured Year 11 and the independence students will encounter at University, other Higher Education establishments and in the world of work.

CAREERS

At CCHS we expect every student to aspire to a professional role in her adult life. Throughout the curriculum each student is encouraged to identify her strengths, skills and aptitudes and to reflect on those aspects of her learning she most enjoys with a view to making wise careers choices. There is also a structured careers programme delivered within PSHE for Years 8, 9, 10 and 11 and careers lessons are provided for year 12 students. In addition, students are given focussed assistance, considering requirements for particular career paths and the students' own aspirations, when choosing subjects to study at GCSE or in the Sixth Form. We support all students individually in their preparation for application to university or for other training opportunities.



REVIEW OF THE CURRICULUM: CONCERNS AND COMPLAINTS

The curriculum is under constant review and changes will be introduced from time to time.

Parents who have any concerns about the curriculum and related matters are asked to raise them informally with their daughter's Form Tutor or relevant teacher in the first instance. If this does not produce a sufficient resolution of the issue then it should be raised with the Subject Leader. If the matter cannot be resolved there it should then be referred to the Headteacher or Deputy Headteacher.

Details of arrangements for making a formal complaint relating to the curriculum are available on request at any time from the School Office. There is a separate Complaints Policy that includes a procedure parents can follow to make formal complaints if they are unhappy with any decision, action or inaction of the school. This is available on the School's website.

ORGANISATIONAL STRATEGIES AND TEACHING TECHNIQUES

A variety of organisational strategies and teaching techniques are used throughout the curriculum. This ranges from whole class teaching to individual teaching and includes group activity work. These approaches are used to varying degrees throughout the curriculum when appropriate. We try to use a range of teaching strategies because we appreciate that individual students respond in different ways to styles of teaching and learning. It is a key

school aim to encourage students to become independent learners from early stages in their school career. This means that students will be expected to carry out research, to work together and to attempt new things on their own with guidance from the teacher. There is an emphasis on the use of thinking skills and occasional open-ended tasks in which students have to decide for themselves the criteria for success from the task. High expectations of students, together with the use of praise and encouragement, are considered important to create the required classroom culture.

EXCEPTIONALLY ABLE CHILDREN AND OTHER SPECIAL EDUCATIONAL NEEDS

The School aims to cater for students of outstanding ability. Each subject offers opportunities for extension to students in all years and in particular to sixth formers requiring such support for admission to Higher Education. The School has a Policy Statement for Individual Needs which is available on request. Any other special educational needs will be catered for on an individual basis. The School will ensure that no student is unable to benefit from an education tailored to the needs of the exceptionally able because of physical disability. The School also has a separate Gifted and Talented Policy.

HOMEWORK

Homework is seen as essential in reinforcing and extending students' learning. Students are encouraged to use their logbooks and planners both to organise their homework and to allow parents to support them in so doing.



TEXTBOOKS AND EXERCISE BOOKS

These are provided by the School in most cases, but students are responsible for their care and will be expected to bear the cost of replacement of lost or damaged books. A sturdy bag or case is required to carry books between school and home. Parents are recommended to consider the bag promoted by the National Back Pain Association – or similar design – which encourages a good ergonomic posture and reduces stress on the spine, this is particularly important for the younger students.

Section 3: The School Day

TIMING OF THE SCHOOL DAY

For all students the "working week" in lesson time is 25 hours. Although Sixth Form students may be in lessons for shorter periods of time they are expected to engage in private study during every free lesson period they have.

The School Day begins at 8.45 a.m., when Form Tutors will be in tutor bases ready for registration to begin. We have no bells in the school to signal lesson changes so teachers and pupils ensure promptness at the beginning and end of sessions.

Five minutes for "travelling time" is built into the school day between some lessons, so that they can start promptly at the stated time.

Lesson times are given below:

School opens to students	8.00am
Registration	8.45am
Assembly	8.50am
Period 1	9.10am
Break	
Period 2	10.30am
Period 3	11.35am
Lunch	
Period 4	1.35pm
Period 5	2.40pm
Day End	3.40pm
After-school activities begin	3.45pm
School closes to students	5.30pm

Section 4: Enrichment Activities

All students are given every opportunity to pursue their own areas of interest, both on an individual basis and collectively. There are a number of student committees which involve representatives of each year group in deciding on activities and matters of general interest relevant to the School. Senior students are involved in the work of these groups and they provide a focus for leadership for their peers and the younger students.

The House System is a valuable method of providing opportunities for competitions between Forms and Year groups. Students work in teams whilst having fun by participating in some of the School's more light-hearted activities (the decorated-classroom competition and House Karaoke) together with the more serious: Sports Day, House Swimming and debating competitions. There are numerous and varied societies, both during the lunch-hour and after school.



Music in the School is particularly strong with a wide range of school choirs, orchestras and smaller groups of musicians regularly rehearsing and practising both during the lunch-hour and after school. Many of these groups perform at a high level in school and public performances. Instrumental music teachers attend the school for individual tuition. We offer Music for GCSE and A level study and all lessons take place within our modern, well-resourced Music Centre. Currently we have Symphony Orchestra; Senior Choir; Cantatrici; Concert Orchestra; Show Choir; Swing Band; String Quartet; Senior Flute Choir; Junior Flute Choir; Flute Quartet; Gospel Choir; Rock Band; symphonic wind band and Grade 5 Theory Club. It is expected that students who learn a musical instrument will join an ensemble especially those who think they may be interested in joining a senior ensemble as they progress through school. Our Symphony Orchestra and Cantatrici Choir have for the past two years reached the final of the National Festival of Music for Youth.



The School has a remarkably successful record in competitive sports. Teams and individuals compete and are successful at district, county and national level. The P.E. Department aims to achieve the highest possible standards. The House System exists to give as many students as possible the opportunity to experience competitive sport. Whenever possible, senior students are encouraged to develop their leadership skills through coaching, managing and organising the younger age groups in school teams. The quality of P.E. and Sport both in the classroom and in competition with other schools led to the award of Sportsmark Gold.



Drama is also a very important element in the School's life; GCSE and A level groups produce performances as part of their courses and these often develop into full productions. There are Drama clubs for younger students who participate in at least one production each year, produced and directed by the Sixth Form. Dance is very popular and highly successful with students performing in an annual Dance Show, also organised by senior students.



Individual students have won awards in Art and public speaking is lively with its members reaching national finals, including the prestigious Jack Petchey 'Speak Out' competition. Students have won a number of prizes in national competitions and been awarded a variety of scholarships. In the recent past, students at the school were winners of a national Magistrates' Court competition, national science competition, national Alliance Francaise Essay Writing Competition, awarded Peter Kirk (Language) Scholarships and Ashdown Scholarships. We have a very successful History Society which arranges for regular presentations from key speakers on historical subjects. The School also encourages community involvement and many students are involved in outreach work with local primary schools, charities and community groups. We have been Gold Level members of the Jack Petchey Achievement Award Scheme for some years and students can nominate their peers who make a significant contribution to the local or global community.

All Sixth Form students take the opportunities available to get involved in activities beyond the classroom. These include a broad range of extra-curricular activities and Community Service projects and organising and attending a wide variety of student societies, such as MedSoc, VetSoc and Law Society. We have a well-established bi-annual expedition to Uganda, working with the Living Hope School. We also compete, each year, in the Young Enterprise project. In the recent past, students have entered a number of external competitions, including the British Science Association Gold Crest Award, Schools' Brightest Business Brain Competition and British Biology Olympiad, as well as taking part in the McWhirter Foundation Dicey Conference and the McKinsey Leadership Academy. Others have developed their public speaking skills through our Debating Society, as well as taking part in Model United Nations events.



The CCHS Leadership Conference is an annual event for our Year 11 girls where invited keynote speakers, who have achieved prominence in their chosen profession lead a panel on the topic of 'Young Women into Leadership'.



We attended the International Girls' School Conference in Washington DC in 2012 and in 2013 presented at the National Coalition of Girls' Schools Conference in Boston, USA 'Launching Future Leaders'. *Walk the Walk: Planning and Running a Leadership Conference and the Positive Impact on Your School.* (with the kind support of the Association of State Girls' Schools). We really do take our responsibility of educating the most able girls seriously.

Section 5: Pastoral Support

ARRANGEMENTS FOR PARENTS TO DISCUSS ISSUES WITH STAFF

The parents of each year group are invited to meet the staff formally once a year to discuss their daughter's progress. Should there be a special query; parents are encouraged to contact the school at any time in order to raise the problem immediately. The first point of contact is normally the student's Form Tutor, although a parent may also contact the Year Leader or the Assistant Headteacher- Pastoral. Parents of new entrants are invited to an evening in the summer term before the September in which their daughter is joining the school to meet the Year 7 staff and to be shown around the school. Each girl attends an individual welcome meeting at this time also. Meet the Tutor evenings provide a more informal opportunity for discussion. If a parent has a complaint they are asked to follow the School's Complaints Procedure, which is available from the School Office and on the School Website.

PASTORAL CARE

At CCHS we pride ourselves on the robust, proactive and dynamic pastoral system that we have in place to ensure that all of the girls reach their full potential academically and thrive as individuals also. In Years 7 – 11, each Year group has its own dedicated Year Leader who supports the four Form Tutors in their year group. The Year Leaders monitor the academic progress of their girls and encourage them to make the most of all the opportunities on offer here at CCHS. Most girls thrive and journey through the School without any concerns, however from time to time some of the girls do need extra support and the pastoral team are here to offer that and remove any barriers to learning. We are committed to ensuring that all of our girls develop their self-confidence and we take every opportunity to celebrate achievement. We are working hard to promote emotional intelligence amongst our students as well as ensure that we nurture resilient young women who can compete with confidence in the world. We place great importance on impeccable standards of uniform and behaviour and we expect the girls to reflect our high standards in the community also.



LEADERSHIP PROGRAMME

Students are also given many leadership opportunities and asked to record these on the dedicated pages in their log books. Leadership Awards are given annually to girls who have demonstrated that they are developing leadership characteristics and have taken up a leadership opportunity. Each year group has its own leadership pathway, with many highlighted opportunities along the way.

FIND YOUR VOICE

All girls are encouraged to develop their public speaking skills. Form Assemblies offer a safe and small beginning and from here girls go on to develop their ability to speak to a larger audience. Some girls have excelled at the English-Speaking Union, MACE Debating and the Oxford and Cambridge Union Schools' Debating Competition.

Each year group at CCHS is led by a Year Leader who has the responsibility for their continued progress.

Through the provision of pastoral care, we support each individual by recognising her achievements, raising her self-confidence and by encouraging her to take responsibility for her own learning. A number of approaches are used to encourage students to reflect on their learning and to set themselves targets for improvement.

The students remain in these groups for pastoral care during the first five years of their seven years with us.

The school has an ordered atmosphere, where students take responsibility for their property and their actions; work confidently and are self-motivated while sharing due care and consideration for others. The School's behaviour policy is sent to all students on entry to the School and parents are asked to sign an agreement with the School outlining the expectations that the School, the parents and the student all have of each other.

Each student is given a logbook in which to record homework and it is used as a regular channel of communication between the form tutor and the parents. Parents are encouraged to use their daughter's logbook to monitor progress and commitments and to comment if necessary. They are asked to sign it each week to confirm they have seen it. Where there are concerns, parents should write to, or telephone, the form tutor. In the case of absence, a telephone call on the day of absence to the school should be followed by a brief explanation in writing sent to the form tutor.

Students meet with their tutors for registration at least once a day and time is available for a form assembly at least once a week. Progress is monitored through group and individual consultations with form tutors. Time is also spent on a variety of activities including charity work, house events and other initiatives.



CODE OF BEHAVIOUR

The rationale behind our Code of Conduct is explained in the aims of the School's Behaviour Policy, where we set out our own basic set of expectations regarding student conduct, namely, that our students will behave in such a way as to:

- ☐ Demonstrate their commitment to courtesy as an important personal quality
- ☐ Enable learning to happen
- ☐ Reinforce our sense of all being members of a single school community by the way they treat each other
- ☐ Promote the care of the school environment and resources
- ☐ Promote the reputation of the school in the community
- ☐ Ensure the safety of students

The School attaches importance to recognising and celebrating when students meet expectations in order to reinforce good conduct. Where expectations are not met, action taken will be appropriate to the desired outcome; that is developmental, constructive, supportive and positive. Detention will be used only when time outside the normal school day is needed to put right the results of poor conduct.

ANTI-BULLYING

The school has an anti-bullying policy, which is available on the School website. Students have drawn up their own code of behaviour explaining their expectations of how those in the school community will behave towards each other.

CHILD PROTECTION

Every school is required by Law to have Child Protection procedures. The School has adopted the Essex Guidelines on child protection which, following the requirements of the Keeping Children Safe in Education, September 2019 guidelines, the School operates on the principle that *the welfare of the child is paramount*. As a caring organisation with direct responsibility for children, our first concern must be your child's welfare and therefore there may be occasions when we have to consult other agencies even before we contact you, particularly in relation to Child Protection/ Abuse concerns. Should this be necessary we want to reassure you that any concerns we have about your child will be discussed with you in accordance with guidance given to us by the other agency. The procedures we have to follow in fulfilment of our statutory duty have been laid down by the Essex Safeguarding Children Board (ESCB). Miss Fiona Harrison is the Designated Safeguarding Lead to deal with Child Protection issues within the School.



Section 6: General Information and Policies

OPPORTUNITIES FOR STUDENT RESPONSIBILITY

Opportunities for student responsibility exist throughout the school, in each year group and within each form or tutor group. Students in Years 7-11 have form captain, games captain and music captain responsibilities, as well as being representatives on the student committees set out in the paragraphs below.

There is also a Year 10 Prefect Scheme which is similar to the Prefect Scheme for Sixth Formers. This has been designed to encourage responsibility in the Upper School and to give Year 10 and 11 the opportunity for contribution to school events and activities. The scheme involves helping with a range of activities and initiatives. In addition to this there are Lower School Prefects who are responsible for providing a link between Senior Prefects and the Lower School. They offer support at school functions and events and encourage members of Years 7-11 to give assistance.

In the Sixth Form there is now scope for almost all students to take some responsibility for a particular area of interest. Senior Prefects, Prefects, House Officials, Games Captains, Interact Club Officials, Debating Society Officers and the Student Newsletter Editors are just some of the posts of responsibility available, along with many other examples of clubs and committees set out below. Many Sixth Form students are involved as Form Prefects for a lower school form, assisting the form with their charity work and other form activities. One of the strengths of our Sixth Form is the opportunity to work with younger members of the School within a close community atmosphere.

Students take responsibility for running, or have form or tutor group representatives, on the following clubs and committees:

Student Voice (a student consultation body)
Magazine Editorial Board
Emerge (Christian Union)
Environment Committee
Medical Society
Law Society
Veterinary Society
(this list is not exhaustive)

Clubs tend to be formed as students develop interests and want to share them. All students are involved in House Events and Activities where responsibilities are shared for members to represent their House in Music, Sport, Public Speaking, Debating, Drama and ICT competitions, as well as a variety of fun events in the school year. Students within each form or tutor group are also asked to assist in leading form or tutor group assemblies and some students help to lead Lower School and Full School Assemblies.



RELIGIOUS STUDIES

Parents have the right to withdraw their daughter from Religious Studies and Assemblies and should consult the Headteacher if they wish to exercise this right, so that alternative arrangements can be made.

A PERSONAL DEVELOPMENT PROGRAMME

Our PSHE Programme operates throughout the first five years at the school to cover aspects of Personal, Social and Health Education and continues in the Sixth Form. Although this programme seeks to promote many aspects of the spiritual and moral development of students, it is the aim of the school to enhance these across the whole curriculum, through collective assemblies and the general ethos of the community.

This programme also covers the requirements of the 1986 Education Act regarding sex education. Parents have the right to withdraw their students from some elements of sex education. Provision is made for them to study the resources used in the curriculum should they wish to do so and to discuss issues arising with the Head of PSHE. If a parent wishes to withdraw her daughter from some elements of the sex education programme this request must be made in writing to the Headteacher.

Careers and work-related learning form an integral part of the programme from Year 8 upwards and is delivered both as part of the PSHE programme and on curriculum enrichment days. Work experience is arranged for each Year 11 girl after the summer examinations and many speakers and visits are organised to set the students' academic studies in the context of the adult world.

RELATIONSHIP AND SEX EDUCATION

All students will receive sex education. Students are taught to have respect for life and the feelings of others, to appreciate the importance of family life and parental responsibility and to consider moral frameworks within which relationships exist.

Parents should contact the school if they wish to withdraw their daughter from relationship and sex education or to have more information on the way in which the programme is delivered.

EXAMINATION POLICY AND RESULTS

Students are currently expected to pursue GCSE courses in 10 subjects which are completed at the end of Year 11. Individual variations as to the final number of subjects to be examined can be agreed. In the vast majority of cases the school does not advise students to retake GCSE papers or modules. In exceptional circumstances, where subject and senior staff are in agreement, parents may, however, pay for such a retake.

PARENTS' ASSOCIATION

The Parents' Association is very active and supportive and its generous donations have resulted in many substantial improvements to the school. The Association regularly holds social and educational events to encourage parents to meet each other.

Section 7: Examination Results

CHELMSFORD COUNTY HIGH SCHOOL FOR GIRLS RESULTS 2019

GCSE - 120 students

GCE A Level - 125 students

Subject	9/8/7	Subject	A* A B
Art, Craft & Design	70.59%	Art, Craft & Design	100%
Biology	89.17%	Biology	87.50%
Chemistry	86.67%	Chemistry	80.00%
Computing	67.50%	Chinese	100%
Chinese	57.14%	Economics	82.86%
Drama	76.67%	English Literature	86.36%
English Language	80.00%	French	92.31%
English Literature	81.67%	Geography	81.82%
French	94.55%	German	100%
Geography	87.84%	Politics	80.00%
German	91.67%	History	84.21%
History	79.73%	Latin	84.62%
Latin	81.82%	Mathematics	71.43%
Mathematics	84.17%	Further Mathematics	100%
Music	86.67%	Music	66.67%
Physical Ed	78.95%	Physics	90.00%
Physics	84.17%	Psychology	82.61%
Religious Studies	93.65%	Religious Studies	71.43%
Spanish	95.65%	Spanish	100%
TOTALS	84.07%	Theatre Studies	100%
		TOTALS	83.98%

Section 8: Destination Statistics

APPLICATION FOR UNIVERSITY ENTRY AND PLACES ACCEPTED BY OUR STUDENTS IN 2019

Success rates of our students in receiving offers from universities 2019

Offers Received	529
Offers Received from Russell Group Universities	429
Oxbridge Offers Received	15
Offers Received for Medicine	27
Offers Received for Dentistry	4
Offers Received for Veterinary Science	1
Students Placed at Firm Choice University	77

The table below gives an overview of university places accepted in 2019

Subject Overview (Most Popular)		Destination Overview (Most Popular)	
Medicine	14	Cambridge	11
Other Medical	15	Nottingham	11
Veterinary & veterinary related	1	KCL	8
Dentistry	4	QMUL	7
Science and Engineering	13	UCL	5
Maths, Economics, Finance & Business	14	Durham	4
Humanities & Law	34	Warwick	4
English, MFL & Classics	11	Birmingham	4
Creative	5	Bath/UEA	4
Education	0	Oxford	2



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