



Inspiring the leaders of tomorrow to think for themselves and act for others

MESSAGE FROM MR LAWLOR

In July 2022, CCHS became one of the founding UK schools of the International Coalition of Girls' Schools (ICGS). ICGS is now the leading advocate for girls' schools globally. In an important development, the 185 member schools of the Alliance of Girls' Schools Australasia (AGSA) will officially join with ICGS. The merger will be complete in January 2024. This effort will unite more than 550 girls' schools across 21 countries, representing more than 350,000 students. The work of ICGS is to advance the mission of girls' schools. Girls' schools play a vital role in educating and empowering girls, which is essential to overcoming our world's greatest challenges, from climate change to human rights, from global health to sustainable human development. The purpose of ICGS is to nurture the girls who will become the indispensable women leaders of tomorrow. We, at CCHS, will continue our work and commitment to excellence in girls' education and empowerment.

Working with our Community - Chelmsford County High School for Girls (cchs.co.uk)

ICGS – The International Coalition of Girls' Schools is the leading advocate for girls' education worldwide. (girlsschools.org)

The Girls' School ADVANTAGE

WHERE GIRLS LEARN BEST

► Research findings "reveal a consistent portrait of girls' school graduates who are more engaged academically and socially than their coeducated peers ... these results demonstrate differences in areas of critical importance in the twenty-first century for women as they enter university and beyond"

—Fostering Academic and Social Engagement: An Investigation into the Effects of All-Girls Education in the Transition to University

STRONGER ACADEMIC SKILLS

Girls' school students acquire traits needed for academic success.

Graduates of girls' schools are more likely than coeducated peers to frequently seek alternative solutions to a problem and explore topics on their own, even when not required.



STRONGER ACADEMIC SKILLS

Girls' schools develop critical thinkers.

More than 2/3 of girls' school graduates report frequently supporting their arguments with logic.

GREATER CULTURAL COMPETENCY

Girls' schools encourage collaboration and understanding.

Graduates of girls' schools count their respect for others with different beliefs and their ability to work cooperatively with diverse people as strengths.



GREATER CULTURAL COMPETENCY

Girls' school graduates help bridge cultural and racial divides.

When asked about their ability to work and live in a diverse society, 75% of girls' school graduates say they value improving their understanding of other countries and cultures and are nearly 10% more likely than coeducated peers to have the goal to help promote racial understanding.



INCREASED POLITICAL ENGAGEMENT

Girls' school graduates are committed to social improvement.

Graduates of girls' schools are more likely than co-educated peers to plan to vote in elections and to publicly voice their opinion about a cause.



STRONGER COMMUNITY INVOLVEMENT

Girls' school graduates value giving back to their community.

Girls' school grads are more likely than coeducated peers to have a goal of participating in community action initiatives and to think it's essential to become involved in environmental issues.

HIGHER SCIENCE SELF-CONFIDENCE

Girls' schools are leading the way in closing the gender gap in STEM.

Graduates of girls' schools report greater confidence than coeducated peers in their ability to use technical science skills, understand scientific concepts, generate a research question, explain study results, and determine appropriate data collection.



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Sources: Fostering Academic and Social Engagement: An Investigation into the Effects of All-Girls Education in the Transition to University

The Girls' School ADVANTAGE

Who are girls' school graduates?

★ ★ ★ THEY ARE ETHICAL, GLOBALLY MINDED CHANGEMAKERS. ★ ★ ★

Research shows girls' school graduates, compared to coeducated peers, are more likely to exhibit the following characteristics:

GREATER CULTURAL COMPETENCY

Respect cultural differences

They value improving their understanding of other countries and cultures.



Bridge racial divides

They help promote racial understanding.



Value diversity of thought

They count their desire to understand others with different beliefs as a strength.



Encourage collaboration

They view their ability to work cooperatively with diverse people as a strength.



STRONGER COMMUNITY INVOLVEMENT

Build environmental awareness

They become involved in environmental issues.



Use the power of their voice

They publicly communicate their opinions about causes.



Impact their communities

They deem it essential to participate in community social action initiatives.



Value giving back

They are frequently active in volunteer work.



INCREASED POLITICAL ENGAGEMENT

Value being informed citizens

They aspire to keep up with political matters.



Commit to civic duty

They plan to vote in elections.



Engage in civil discourse

They discuss politics with friends.



Advocate for change

They value influencing political structures.



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Sources: Riggers-Park, Tiffani. *Fostering Academic and Social Engagement in Investigation into the Effects of All-Girls Education in the Transition to University* – University of Missouri-Kansas City, and See, Linda. *Women Graduates of Single-Sex and Coeducational High Schools: Differences in Their Characteristics and the Transition to College* – University of California, Los Angeles



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The Girls' School ADVANTAGE

BY THE NUMBERS



To elevate women's leadership worldwide by educating and empowering students to be ethical, globally minded **changemakers**.



93%

of girls' school grads say they were offered **GREATER LEADERSHIP OPPORTUNITIES** than peers at coed schools, and 80% have held leadership positions since graduation.

A MAJORITY OF GIRLS' SCHOOL GRADS REPORT

★★★★ **HIGHER** ★★★★★
SELF-CONFIDENCE
OVER THEIR COED PEERS.



80%

of girls' school students report that most of their classes challenge them to **ACHIEVE THEIR FULL ACADEMIC POTENTIAL**, compared to 72% of girls at coed independent schools and 44% at coed public schools.

Students attending girls' schools experience **HIGHER LEVELS OF SUPPORT** from their classmates and teachers than do their peers at coed schools.



Girls' school grads are **6X MORE LIKELY** to consider majoring in STEM subjects, compared to girls who attend coed schools.
Science Technology Engineering Math



2/3 OF STUDENTS AT GIRLS' SCHOOLS EXPECT TO EARN A GRADUATE OR PROFESSIONAL DEGREE.



>80% OF GIRLS' SCHOOL GRADUATES CONSIDER THEIR ACADEMIC PERFORMANCE HIGHLY SUCCESSFUL.

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Sources: Stepped in Learning: The Student Experience at All-Girls Schools; Women Graduates of Single-Sex and Coeducational High Schools: Differences in Their Characteristics and the Transition to College; and The Girls' School Experience: A Survey of Young Women of Single-Sex Schools

SPOTLIGHT

A graphic of a spotlight beam shining down onto a circular spot on a dark blue background.

Each week, a member of staff provides a brief outline of their work in the school in our 'Spotlight' feature. This will enable the CCHS community to appreciate the nature, importance and impact of the industrious and talented staff who work at our school. Allied with our wonderful students, encouraging parents and supportive governors, our school community is blessed with people who are committed to excellence in girls' education and empowerment.

Mr Lawlor

Great teaching is the foundation of a successful school. In my work as School Development Leader I have been focusing on working with Mr Selby and Mr Lodge to ensure that we maintain excellent levels of teaching and classroom practice around the school, in order to deliver a truly outstanding learning experience for our students.

I have also been working on developing academic resilience among the student body, to help develop a positive and confident mindset in students as they make progress in their learning throughout their seven years at CCHS.

Mr M. Carter

School Development Leader



Student Achievements

Have you got some news to share?
If so, please email Mrs Gross (jgross@cchs.co.uk) and attach a photo or logo, if applicable.

Mia and her team, Bishop's Stortford Rugby Club girls' U12, came first at Eton Manor girls' U12 rugby festival.

While they easily won their group stage matches, they had a really tough opponent for the final and had to dig deep for that final push.

They did manage to win 3-2, and came home victorious.

Well done, Mia!



WELL DONE!



Last weekend Ophelia, (8F), competed in the British National Championships in Cheerleading.

Teams from all regions of the country competed and Ophelia's team came 1st and are now Junior Level 3 National Champions.

Well done, Ophelia!





Student Achievements

Have you got some news to share?
If so, please email Mrs Gross (jgross@cchs.co.uk) and attach a photo or logo, if applicable.

Kavya, (11C), has published her second book - the sequel to Ravens and Ransom which was published two years ago. The new book is called Diamonds in Delhi which you can find via the link below.

https://www.amazon.co.uk/dp/B0BYY3RHGL/ref=mp_s_a_1_1?crid=3OHIDFF4M17TI&keywords=kavya+agilan&qid=1679298782&srefix=kavya+agilan%2Caps%2C101&sr=8-1

[Congratulations, Kavya!](#)



CCHS Athlete of the Week

This week's athlete of the week is Camilla, (9F), for her fantastic efforts in the recent gala against New Hall, and all galas this year. She is a brilliant swimmer, a great asset to the team, and an excellent role model to those in younger year groups.

Well done, Camilla!



Please follow our CCHS PE Department Twitter account to keep up to date with our sporting news

[@CCHS4GPE](#)



Please follow our PE Instagram account for everything PE & Sport.

[@pe_cchs](#)





Student Achievements

Have you got some news to share?
If so, please email Mrs Gross (jgross@cchs.co.uk) and attach a photo or logo, if applicable.



Ellie, (7C), competed in the British Triathlon East regional series and came 10th in the Walden duathlon (run-bike-run) last Saturday.

The following day she competed in the Braintree Swim England March regional qualifier and got two Bronze medals in her 50m freestyle and 100m backstroke.

Congratulations, Ellie!



Arushi, (11G), has achieved her Black/Gold belt in Kung Fu after passing her graded exam.

Congratulations, Arushi!





Student Achievements

Have you got some news to share?
If so, please email Mrs Gross (jgross@cchs.co.uk) and attach a photo or logo, if applicable.

Avika, (7G), has achieved her Blue/Brown belt in Kung Fu after passing her graded exam.

Well done, Avika!



**ARTIST OF
THE WEEK**

ARTIST OF THE WEEK!

Nelly, in Year 9, for this outstanding portrait.

Well done, Nelly.

