Headteacher - Mr Stephen Lawlor

CCHS *Laudatio*

16th June 2023

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

MESSAGE FROM MR LAWLOR

On Friday 9th June, I attended a meeting of headteacher colleagues of girls' grammar schools from across the country. It was an important opportunity to both share ideas about our pastoral and academic work here at CCHS and hear about the projects taking place in other girls' grammar schools. We will host the Autumn Term Conference and look forward to welcoming colleagues from other girls' schools, as we continue to work together to progress our shared commitment to excellence in girls' education and empowerment.

This national work speaks to our broader engagement with girls' schools around the world, through our membership of the International Coalition of Girls' Schools (ICGS). Indeed, we were a founding member of ICGS in July last year. Please see below three of the ICGS infographics about the place and power of girls' schools.

International coalition of girls' schools - Chelmsford County High School for Girls (cchs.co.uk)

icgs International Coalition of Girls' Schools

The Girls' School ADVANTAGE

BY THE NUMBERS

OUR VISION 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 Twenty Alumnae of Single-Sex Schools

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.

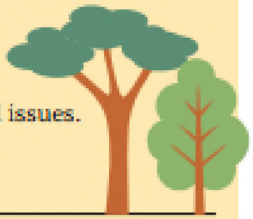
Bridge racial divides
They help promote racial understanding.

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.



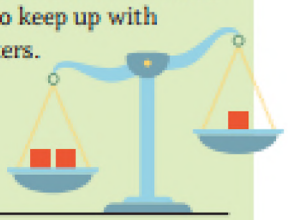
Use the power of their voice
They publicly communicate their opinions about causes.

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: Rogers-Field, Tiffani Fostering Academic and Social Engagements: An Investigation into the Effects of All-Girls Education in the Transition to University – University of Missouri-Kansas City, and Sax, 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

WHERE GIRLS LEARN BEST

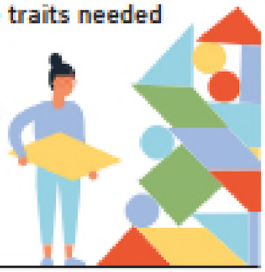
▶ Research findings "reveal a consistent portrait of girls' school graduates who are more engaged academically and socially than their coeducated peers ... these results demonstrate differences in areas of critical importance in the twenty-first century for women as they enter university and beyond"

—*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

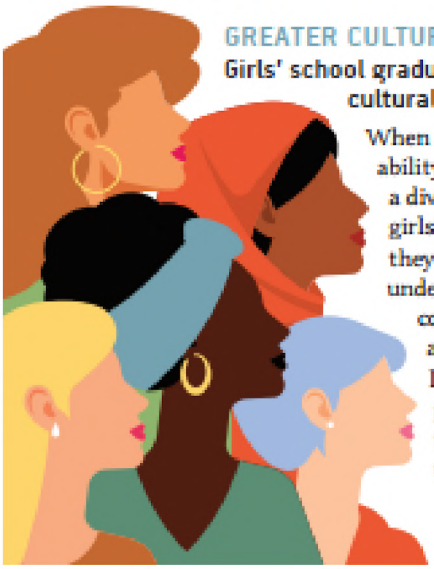
Girls' schools encourage collaboration and understanding.

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.

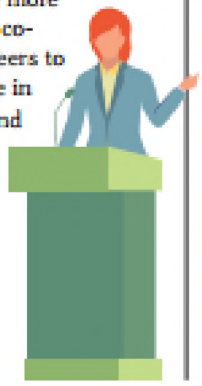
When asked about their ability to work and live in a diverse society, 75% of girls' school graduates say they value improving their understanding of other countries and cultures and are nearly 10% more likely than coeducated peers to have the goal to help promote racial understanding.



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

SPOTLIGHT

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

This academic year has been an exciting one for both of us in our new roles as joint Year Leaders of Year 9. We work collaboratively alongside the other pastoral leaders and our wonderful tutor team, under the guidance of Miss Harrison, to share ideas and good practice. It has been an important time for Year 9 students, and we have supported them in making their GCSE option choices and preparing for and completing their first round of school examinations. We are thoroughly enjoying getting to know the students and look forward to finding ways to make their school journey a positive one. Being a Year Leader is a wonderful role that puts you front and centre in looking out for the well being of the students in your care.

We have both been fortunate to dedicate time over the last few years to train as Mental Health First Aiders with MHFA England. In this role we offer drop in sessions to all year groups where we will listen and support students through a vast and complex array of emotions and difficulties. Additionally, Miss Stevens is also qualified in Bloom Mental Health UK and Therapeutic Arts (Articulate) with the British Association of Art Therapists and is now also offering Therapeutic Arts sessions in the hub.

With these new roles, we hope to continue to find ways to implement our experiences, and support students with their wellbeing in school, academically and emotionally. We are looking forward to what the rest of the year brings.

Mrs Goksel and Miss Stevens

Year Leaders for Year 9

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.

Stella, (9S), achieved her Girl Guiding Gold Award - this is the highest award you can receive as a girl guide and Stella was the first in her unit to do so.

Well done, Stella!

psych soc

Psych soc is open to all years and running in V11 every Friday at 1pm (second lunch). We encourage students across all years to come along to get a taste of what psychology is all about.

For sixth form students we hope to expand your knowledge beyond the psychology A-level course and cover a range of topics to interest you whichever A-levels you are studying. This week the presentation is on the Baader-Meinhof phenomenon. If you have never heard of it then come along and find out more as it is definitely something you will have experienced.

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ARTIST OF THE WEEK

ARTIST OF THE WEEK is
Alice, Year 12, for her colour pencil drawing. So skilful, well done!

Head Injury and Concussion

New national guidelines have been agreed to reduce the long-term issues around concussion.

We ask you as parents to help us by emailing asheldon@cchs.co.uk as soon as your daughter is diagnosed with a concussion. If this has taken place outside school, it is especially important as we do not get told by external agencies if your daughter has had a head injury and/or has concussion.

Please see link for further information: https://www.sportandrecreation.org.uk/policy/research-publications/concussion-guidelines.
Thank you for your support.

Student Achievements

Have you got some news to share?
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Chiara, (10H), has just been elected as the Youth MP for Braintree and Uttlesford as a member of the UK Youth Parliament. This role includes meeting with MPs and councillors for the area, running campaigns, organising events, making speeches and debating, all usually taking place in the Chambers of the House of Commons.

Chiara was already an elected member of the Young Essex Assembly beforehand as one of its Braintree representatives after a county-wide ballot amongst young people in Essex; but she has now won the Assembly's inner elections in order to be officially elected as a Youth MP in order to represent Essex on a national scale.

Congratulations, Chiara!

YoungWriters® Est. 1991

The following students' poems have all been selected to appear in a published poetry book following their successful entries to a competition run by Young Writers.

Year 7
Tanmayi
Isabelle
Riya
Sofia
Scarlett
Jasmine
Emily
Shu
Evie
Emily
Anika

Year 8
Riya
Manasa
Maya
Abisola
Anika
Johanna
Ananya
Tayami
Vaishnavi
Amelia
Simran
Nicole

Year 9
Maryam

Year 10
Dvija
Chiara
Krithika

elevate education

Tuesday 20th June

How to Help Get (& Keep) Your Child Motivated

Click here to register for free

We're excited to announce that next week Elevate Education will be hosting its first free webinar of the term for parents.

Elevate Education works with our students, delivering high impact workshops on study skills, motivation, wellbeing, and exam preparation. By tuning into their webinar series you will learn how you can help better support your children at home through reinforcing the skills they learn at school:

Here's what Elevate will be covering on the night:

✅ What impact does praise and reassurance have on your child's motivation?

✅ What are the best type of goals to be setting with your child?

✅ How can you help your child create meaningful and lasting motivation?