



Headteacher's Report

October 2021

Context	2
Effectiveness of Leadership & Management	3
Admissions	6
Curriculum & Enrichment	8
Teaching & Learning	9
Whole School Data	10
Main School students	11
Sixth Form students	15
Outcomes	17

Chelmsford County High School for Girls is a proud and progressive grammar school community, committed to excellence in girls' education and empowerment. We are an outstanding school, as designated by a full Ofsted inspection in September 2007 and a subject survey inspection of Mathematics in February 2009. We are a popular school as evidenced by the number of girls who apply to join in Year 7 and Year 12. We are a growing school, increasing from four to five forms of entry in 2015, and from Five to six forms of entry from September 2020. A vital part of this growth relates to our Fair Access and Partnership Plan (FFAP), which links to our successful Selective Schools Expansion Fund (SSEF) bid.

The School's well-established vision is '**Developing the Leaders of Tomorrow**', is informed by three broad aims: **the pursuit of excellence; achieving individual potential; contributing to the local and global community**. We have amplified, and so fortified, our School vision and aims, as well as pursued links between subject disciplines, to cultivate core values, which now direct and drive our work: citizenship, distinction, challenge, duty, imagination, enlightenment and diversity.

- 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 endeavors.
- 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, Sport and Arts subjects – **IMAGINATION**.
- Mathematics, Computer Science and Natural Sciences subjects – **ENLIGHTENMENT**.
- Humanities, Languages and Social Sciences subjects – **DIVERSITY**.

The School uses its seven Learner Profile characteristics to provide the language and ideas to envisage learning in its broadest sense. We aspire for our students to be: articulate, creative, enquiring, knowledgeable, principled, reflective and resilient.



Finance

The 2020/21 operating conditions continued to improve towards the end of the academic year resulting in a significantly improved outlook trending towards approximately £40k surplus, aided by resumption of a full lettings schedule and exam fee rebates.

The approved 2021/22 budget is expected to return a surplus of approximately £33k and incremental sixth form numbers over the budget assumption has increased the forward-looking forecast surplus, which still also contains £40k contingency.

The SSEF project continues to progress well, with variations minimized. Final accounts will be communicated once the final phase (new library) is completed at the end of September.

School Development Leaders

To help uphold the School's vision and aims, we have created new roles for our senior middle leaders: School Development Leaders. The focus of these roles is to share the strategic development of the school through delivering research-based projects and professional development sessions aligned with the School Development Plan.

With a key focus on teaching and learning, the School Development Leaders take responsibility for developing the practice of colleagues and impacting on the educational progress of our students across the school.

The School Development Projects include:

- Change@CCHS - Broadening the Curriculum
- Change:CCHS - Inclusivity (LGBTQ+ and Disadvantaged)
- Monitoring and Standards
- Meta-memory and knowledge retrieval
- Academic Resilience

Twilight CPD sessions will be used throughout the academic year to support this work as well as delivering important CPD opportunities to our colleagues.

Working with other schools

We remain strategic partners with two teaching school alliances: the Billericay Teaching School Alliance (BTSA) and the Chelmsford Teaching School Alliance (CTSA). We continue to build our relationship with the TES Institute, with one of our support colleagues now training with us via the TES programme. This academic year we have also engaged with Essex Schools Direct, and we have welcomed two colleagues through this programme to train with us this year.

We continue to develop close links with local primary schools and are maintaining the 'Year 5 Inspire' section on our website. We will also be running a Summer School (during term-time) for disadvantaged students who will sitting our entrance test in September.

Staffing update

Staff Leavers – Autumn 2021

Rebekah Smith	Cover Supervisor – family relocating
Stephanie Church	Education Support Officer – health concerns

Internal Promotions and Appointments – Autumn 2021

Mrs Preena Kurian	STEM Lead
Mrs Rhiannon Connolly	ITT Project Lead

External Appointments – Autumn 2021

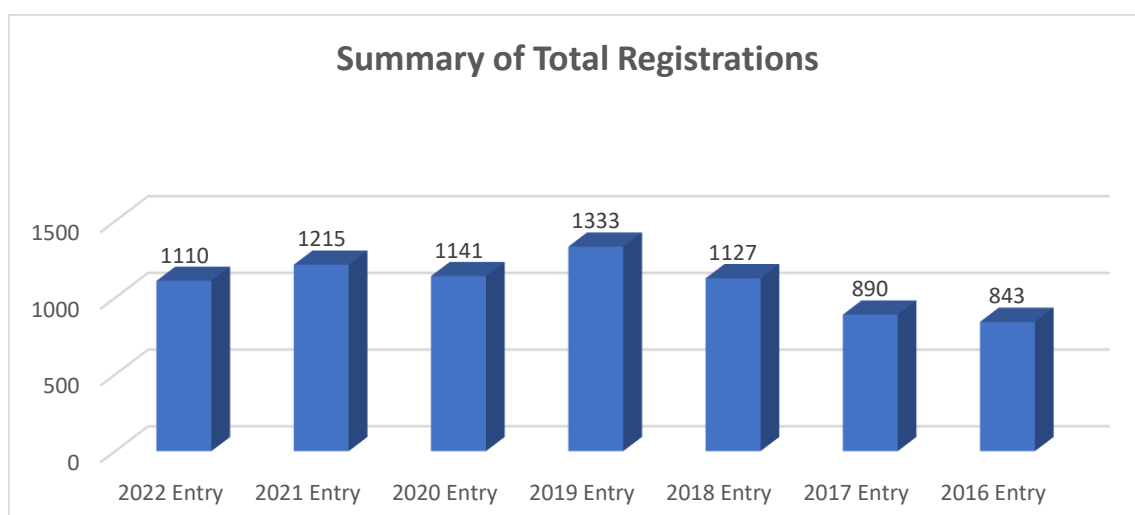
Mrs Angela Brown	Office Supervisor & PA to the Deputy Headteacher
Miss Kimberley Madle	Cover Supervisor (Casual basis)

ADMISSIONS

Admission in Year 7 is through our Entrance test which is administered by CEM and encourages girls from all backgrounds to apply. Around 693 girls sat the test at CCHS in Year 6 for 180 places. Of those 180 students, 80% are admitted from the proximity list and live within 12.5 miles of the school. The other 20% have no proximity restriction.

- 9 main round appeals were held in May 2021 (9 heard, 0 upheld)
- The admissions policy for 2022 now allows for the highest priority to be given to the top thirty applicants, in receipt of Pupil Premium or LAC or previously LAC, who achieved a score within the top or middle bands and live within the 12.5-mile priority area.

Admissions update for Year 7 2022 Entry

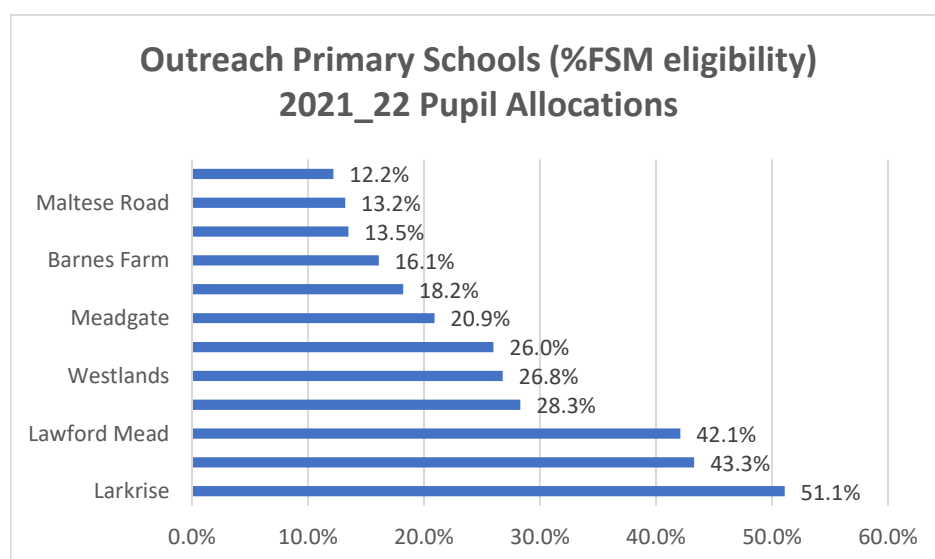
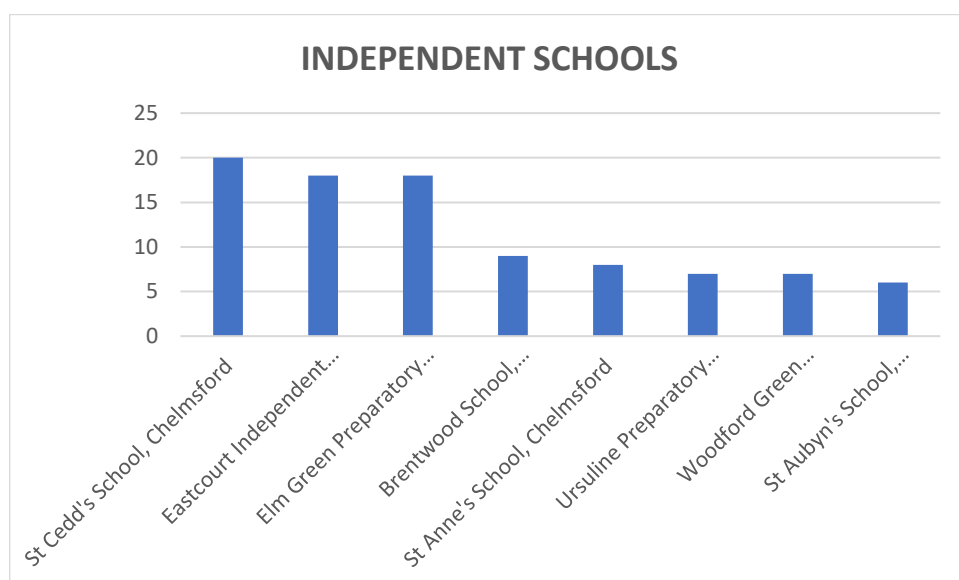
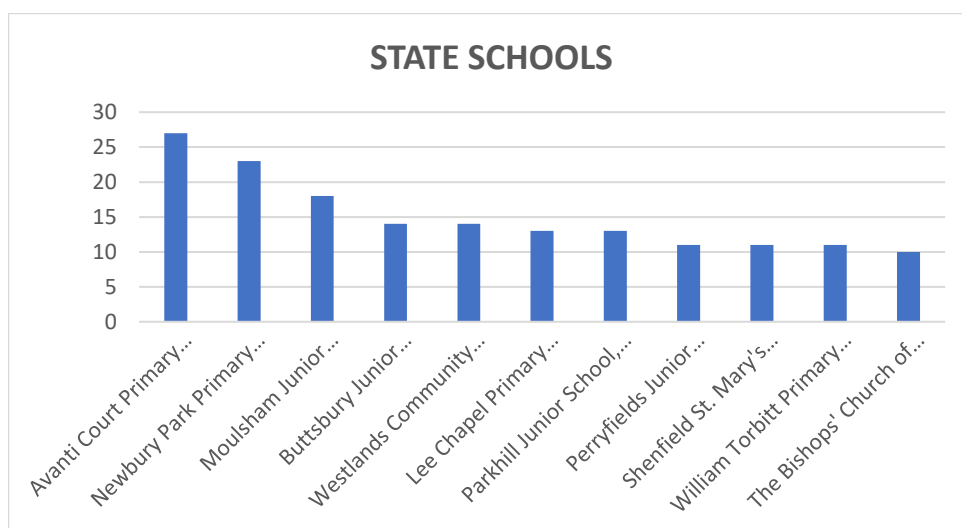


- **The Entrance Test was held on Saturday 11th September 2021.** There were 2 sessions, one in the morning and the other in the afternoon. We held two supplementary test days on Monday 20th September and Monday 27th September.

Total no. of candidates registered for the Entrance Test	1110
• CCHS registered/attendance	1084/924
• Candidates registered to take the test at an alternative venue*	26
No. of candidates with LAC/PLAC status (priority area)	2
No. of candidates with Pupil Premium eligibility status (priority area) registered/attendance	14/12
No. of candidates registered for the entrance test from:	
• State schools	958
• Independent schools	142
• Educated Abroad	2
• Home Educated	8
* Raw marks from the test will be shared with the schools for inclusion in the appropriate standardisation sample	



Schools with largest number of candidates:



CURRICULUM AND ENRICHMENT

This academic year 2021/22 students studying A level Biology, Chemistry, Physics and Mathematics in Year 12, will be taught for 9 hours across the fortnight. The increased content of these subjects means that the ninth hour will not only enable class teachers to deliver theoretical and practical aspects in more depth, but it will also provide time to build in recall and retrieval practice and active revision techniques. For the time-being students studying these subjects in Year 13, continue to receive 8 hours a fortnight, along with the remaining A' level subjects, but the educational value of the ninth hour will be fully evaluated to help inform future decisions around curriculum time.

Students will enjoy a usual range of opportunities and extra-curricular activities, including:

Highlights – September-October 2021	
<ul style="list-style-type: none"> • Elevate Education – Year 7 & Year 12 • British Science Festival – Year 12 • Year 12 Meet the Tutor Evening • Year 8 Meet the Tutor Evening • Fresher's Fayre – Year 12 • House Football – All Years • Mid-Essex U13 Cricket Finals • New Parents' Welcome Evening – Year 7 • Splendid Workshops – Drama • Jack Petchey Speak Out • KS4 Information Evening • Black History Month • House Balloon Tennis • Year 8 & Primary School STEM Enrichment Day • House Obstacle • PA School Disco – Year 7 • Restart the Heart • Year 13 Theatre Studies Showcase Evening • Leadership Conference – Year 11 	

Educational Visits 2021-22				
20 – Sep 21	Yr11	Snowdonia Geography Residential	YHA Pen y Pas	4 days
29 – Sep 21	Yr9	Cyber First Celebratory Event	Maclaren Technology Centre	1 day
29-Sep-21	Yr13	Geography Field Trip	Walton-on-the-Naze	1 day
30 – Sep- 21	Yr13	Geography Field Trip	Margate	1 day
04-Oct-21	Yr13	Geography Field Trip	Walberswick	1 day
05 – Oct - 21	Yr13	Geography Trip	Stratford	1 day
20- Oct -21	Yr10	Geography Trip	Epping Forest	1 day



Enrichment Days Update 2021/22

For some time, we have been looking at revising our existing Enrichment Day model, in order to balance high quality experiences for our students with our increased roll. The success of our growing school does at times require us to reflect on whether our current provision is realistic, workable, and importantly, sustainable for future years.

If the established Enrichment Day provision were to continue, we would find ourselves with 5 dedicated Enrichment Days across the school where all year groups were off timetables at the same time for the duration of 6 hours. With 7 large year groups inevitably, the result would mean constraints upon human, physical and financial resources.

The first change we have made, therefore, is to make the move from whole school ED's to year group ED's

For obvious reasons, revision to Enrichment Days was put on hold, as much of our enrichment and extra-curricular activities were suspended, but it was already becoming increasingly apparent to us during the academic year 2019 that certain venues were unable to take our entire cohort of 180 at the same time. We therefore needed to split year group so that they could attend on separate days, which meant that enrichment was already starting to sit outside of the 5 designated days.

For this reason, the second change we have made is to remove the 5 dedicated Enrichment Days.

A large part of enrichment is that it provides an opportunity for students to take what they have learnt in the classroom and build upon it. For this reason, the flexibility to go on a trip or organise a visiting speaker at a time that suits the curriculum is paramount.

This is another reason why the removal of 5 fixed days is a positive one.

There are many benefits to concentrating on year group Enrichment Days, but primarily it is the scope that it gives us to focus on the needs of each of the key stages. During an assembly to students during the week commencing 20th September 2021, recognition of these specific needs was outlined:

We recognise that our KS3 students appreciate new experiences and an opportunity to work with students from the local community, whereas our KS4 & KS5 students place increased value upon learning time and enrichment that enables them to put theoretical curriculum learning into practice.

As part of our Fair Access and Partnership Plan (FAPP) our work with primary school students through our Enrichment Day programme is an essential part of the familiarisation and promotional process. By singling out Enrichment Days for our primary students we give it the status and profile that it needs

This year, our calendar is looking full, and our hopes are high as we look optimistically to giving students back the aspect of their education that was perhaps impacted more than any other, that of enrichment.

Developing practice through research

We remain committed to pursuing excellence in teaching and learning, and so offering an outstanding experience for every one of our students. Our curriculum is ambitious, rich, and challenging and we are continually looking for ways in which we can deliver highly academic subject content in a dynamic, enjoyable and successful manner for all students.

To develop our teaching and learning practice we engage locally, nationally, and internationally with up to date and relevant academic research.

Engaged **locally**:

- Chelmsford Teaching School Alliance (CTSA)
- Billericay Teaching School Alliance (BTSA)

Engaged **nationally**:

- Association of State Girls' Schools (ASGS)
- Prince's Teaching Institute (PTI)
- National Association for Able Children in Education (NACE)

Engaged **internationally**:

- National Coalition of Girls' School (NCGS, based in the USA)
- 'Advance Girls' research projects

Academic Resilience

Working with these leaders in educational research has allowed us to identify specific study skills and personal attributes beneficial for students at different stages of their secondary education. This insight has inspired a bespoke programme of academic enrichment and resilience for our students starting in Year 7 and continuing through to Year 13.

The goal of this programme is to give each student the opportunity to develop, practice and build key academic and personal skills, which will benefit them throughout their school careers, as well as with their future ambitions.

The CCHS Academic Excellence in Research Award

As part of our programme of academic enrichment, our Year 10 students are invited to participate in 'The CCHS Academic Excellence in Research Award'. Over the course of the academic year, students are given the opportunity to conduct a research project with a Social, Moral, Spiritual or Cultural focus. Guided by their course tutors, students plan their research, evaluate, analyse, and develop their project ready to present a final research piece at the end of the academic year. This course has been structured to allow students to develop critical thinking, time management, project management, as well as research and presentation skills.

Inspired by our success in Year 12 with the EPQ the course was launched last academic year and was a huge success and celebrated with awards for our students during the summer term.

Tracking Attainment

As part of our teaching and learning practice, we continue to track the attainment of all students using internal teacher assessment data and are developing this process to use the




external data that we have available, e.g., Fischer Family Trust (FFT). Training has been given to all Subject Leaders on how to access and analyse this important data.

The process gives us insight into our students' attainment and allows us to determine whether our students are on track to achieve their potential. Where we may identify a need for intervention, a holistic approach is taken in consultation with our exceptional pastoral team, SENCO and academic leaders.



Whole School Data (as 7th October 2021)

<p>Number on Roll</p> <p>1,116</p> <p>Year 7: 180 Year 8: 180 Year 9: 150 Year 10: 155 Year 11: 149 Year 12: 151 Year 13: 151</p>	<p>Overall Attendance Rate</p> <p>96.15%</p>	<p>Temporary Exclusions</p> <p>0 </p>																					
<p>Pupil Premium</p> <p>38 students £955 per student</p> <p>Income</p> <p>£32,470</p>	<p>2021/22 SEN Register</p> <p>SEN: 22 EHCP: 1</p>	<p>Ethnicity by Number</p> <table> <thead> <tr> <th></th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Black/British African -</td> <td>94</td> <td>96</td> </tr> <tr> <td>Asian/Indian -----</td> <td>412</td> <td>497</td> </tr> <tr> <td>White British-----</td> <td>431</td> <td>409</td> </tr> <tr> <td>White European -----</td> <td>44</td> <td>32</td> </tr> <tr> <td>Other-----</td> <td>58</td> <td>55</td> </tr> <tr> <td>Not known-----</td> <td>10</td> <td>27</td> </tr> </tbody> </table>		2020	2021	Black/British African -	94	96	Asian/Indian -----	412	497	White British-----	431	409	White European -----	44	32	Other-----	58	55	Not known-----	10	27
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Update on Pupil Premium provision October 2021

PPG SPENDING PLANS FOR 2021-22

The aims for the PPG spend during 2021 -22 largely remain the same as for 2018–20 because they have demonstrated that they yield excellent outcomes. We will look to increase spending for 1:1 English and Mathematics tuition and continue to provide study skills workshops with Elevate as the feedback was excellent. We also aim to focus on CPD to ensure the spend is used to best enable our PPG students.

37 eligible students including 1 Looked After Child.

Anticipated Income £33,383.

Carry forward funds from previous years £26,565.

Pupil Premium Grant spending review

For academic year 2020/21:

- Pupil Premium Grant funding (PPG) received for the academic year was: £29,070.
- This was based on 31 eligible students, including 1 Looked After Child.
- Secondary Schools receive £955.00 per student.
- Carry forward funds from previous years £15,884.
- It is important to note that 20/21 was not a normal year in schools due to the COVID Pandemic. Therefore, our PPG spend look slightly different this year.

The main barriers to educational achievement faced by eligible students can occur on a number of levels. For some girls there are gaps in attainment in English or Mathematics, which then become the prioritised targeted intervention. Rapid and sustained progress is expected, due to the nature of the School and the cohort. The students can receive 1:1 lessons from our own highly experienced staff. These are benchmarked against the context of our School, not the national picture. It is expected that all students will achieve a grade 7 – 9 in English and Mathematics.

For some students, the barriers present as involvement in the life of the School and their overall wellbeing. Ours is a trip-rich school and many students play a musical instrument. We have studied the research about the benefits of learning a musical instrument and consider this to be an important spending priority to aid their overall academic progress and result in improved wellbeing and involvement in the life of the School through one of the many ensembles or orchestras. We also prioritise involvement in curriculum-related trips that will enhance learning and progress as well as the many enrichment day opportunities.

The effect of PPG spending is monitored by the Assistant Headteacher – Pastoral, Year Leaders, and the Pastoral Team (documented in the Action Plans).



Summary of PPG: Plans and Expenditure for 2020/21

1. Parent awareness of Pupil Premium availability and suggested interventions. Letter sent to all parents at the beginning of the academic year, highlighting
2. school spending priorities and seeking parental suggestion for interventions for their daughter. High profile of students in receipt of Pupil Premium. (minimal cost)
3. High quality Teaching and Learning for all. (no extra cost)
4. Staff costs: £3,997 Year Leader time: Data tracking to identify any gaps in student progress and to monitor students closely. Work to remove any barriers to learning. Targeted extra 1:1 tuition prioritising Mathematics and English, as well as small group extra tuition.
5. Revision guide and resources: £2,576. Ensure students have access to relevant study materials.
6. The full range of educational experiences: £3,687: trips and visits and enrichment activities.
7. Learning a musical instrument to maximise participation in the life of the school and promote wellbeing and academic progress. £6,500
8. Free School Meal Top Up vouchers in the summer holiday £1,440; supporting all families in lockdown with sufficient nutrition
9. Loan of laptops (no extra cost): ensure all students could access lessons remotely during the pandemic
10. Attendance and punctuality monitoring. (no extra cost)
11. Uniform support – essential for attendance and wellbeing. £ 129
12. Supported self-study: after-school study area available.
13. Staff, Parent or child requests for educational materials (For example, calculator, maths set, art pencils, stationery, revision books for home use.)
14. (contingency for extra 1:1 or further leadership and learning opportunities that may arise during the academic year).
15. Study skills workshops run by Elevate an outside company who use young speakers to motivate students.

All PPG students have made progress in line with the rest of the cohort, and many have exceeded their targets.



SEN Report

All students on the SEN register have had a termly review meeting with parents and external providers, where necessary. We have 25 students on the SEN register in receipt of additional support. The Educational Psychologist and specialist medical, hearing and dyslexia support have been accessed. Access arrangements (SRB and extra time) for public examinations are under review for the summer. We continue to have 1 student on an EHCP who is now in Year 10, which brings funding to employ a SEN assistant (Mrs Greenland). Regular review meetings were conducted in Lockdown – and support is in place to manage the transition back to fulltime education.

Safeguarding

All staff receive, (including governors, invigilators, peripatetic teachers, and the PA):

- regular Safeguarding Training
- PREVENT Duty training
- CSE (Child Sexual Exploitation) training and awareness
- updated at least annually

The Designated Safeguarding Lead (DSL) has attended the following training:

- Refresher (Level 3) Safeguarding Training provided by ESCB every 2 Years.
- Home Office Prevent Forced Marriage training, the Home office preventing and awareness of FGM training. Year Leaders have also been invited to undertake the Home Office FGM training and the Honour Based Abuse training.
- Mental Health First Aiders: fully trained FHR (also trained HPO EHI RDA GSA CMA LHI

All staff are aware how to report a concern on **MyConcern** and have signed to confirm that they have received, read, and understood their own copy of the new KCSIE 2021, CCHS Child Protection Policy, Staff Code of Conduct, Prevent Duty and a quick reference summary sheet. We have also circulated the FGM-guidance for schools 2019 to all Year Leaders. It is also available as a document on **MyConcern** that staff can access.

JST VGO KAD HEL)

- The DSL attends the half termly Safeguarding briefings run by Jo Barclay and the Chelmsford DSL meetings.

All concerns are logged and reviewed, and timely and appropriate referrals are made to Social Care or Family Support. Strategy Meetings, MARAC, Core Groups, Child in Need and Child Protection Case Conferences are always attended by the DSL, except in the sixth form when a DDSL may attend. Regular updates regarding safeguarding and the number of MyConcern referrals and external referrals to Social Care or the police are provided at **Staff and Student Matters Committee**. This committee is also made aware of any students on a Child in Need Plan or the subject of a Child Protection Plan. The School is represented at all necessary social care, police, and court hearings by the Designated Safeguarding Lead.

Care and Guidance report Years 7 -11 - The Pastoral Team

- We deal with **individual pastoral problems** as they arise, including supporting girls with complex family needs, mental health and self-harm, low self- esteem, extended illnesses, family and friendship issues, accusations of bullying, misbehavior, misuse of the internet and occasions of suspected theft. We also deal with complex cases re. transgender issues and seek the support of Gendered Intelligence and the school nursing team. Support families with DV concerns. There has been an increase in complex DV cases, and the DSL has attended TAFS. CP/CIN conferences and core groups.
- The pastoral team continue to refine their transgender protocol in line with the advice from Gendered Intelligence to support some students and their families.
- LGBTQ+= training for all staff 5.10.2018/2.9.21 by Dr Elly Barnes MBE from Educate and Celebrate. We will look to repeat this in 2020.
- Provide 3 days a week counselling from the Sycamore Trust.
- School nurse, Tuesday appointment service – 2 hours - Tina.
- HEL, KAD, VGO, GSA, CMA, JHI, FHR, RDA, HPO and EHI have undertaken the Mental Health First Aid Training for Schools- (student, staff, and parental awareness.)
- Essex Young People Drug and Alcohol Service (EYPDAS) have trained SLT and this has been cascaded to all staff and a booklet provided for all staff- indicators and awareness. Update 2020.
- Has a **twitter account** to promote e-safety, Mindfulness, Wellbeing, Year 11 Leadership Conference, and other pastoral events such as the Meet the Tutor Evenings. We also use the twitter feed to update students and parents about online safety with updates from CEOP (Child Exploitation and Online Protection Agency), as well as celebrate achievements.
- Liaise with **external agencies**: EWMHS/Police/GPs/School Nurse/Social Care/Young Carers/YMCA/attend CIN and CP case conferences/ BAP/ Ed. Psych/ Renew Counselling, Dyslexia Action, DBIT and Hospital Schools, to name but a few. They also liaise with students and parents to resolve issues and ensure that all of their girls are working to the best of their ability.
- **Monitor progress and attainment of all students** in their year group to ensure that appropriate support is in place to enable them to address issues as early as possible. They provide an Action Plan for those students who need support after each round of TA Data. Year Leaders also play an active role in their Meet the Tutor Evening and Parents' Evening.
- **Organise TA Discussion Week** following TA data to ensure every girl has a 1:1 review, Report Review Day, Y10 Prefect allocation, tutor time and Mindfulness Programme: Developing Grit and Resilience for Academic Success. Ensure highest standards of

uniform and behavior. Run Chat Groups to support some students (e.g. Breakfast Club in Year 7).

- In lockdown Year Leaders supported remotely – thorough MS Teams, questionnaires, phone calls to parents. The students were invited in for Wellbeing Meetings. We also ran a Key Worker bubble for students who were on their own at home due to their parents working.
- Organise Parents’ Evenings and Meet the Tutor Evenings – as a team we believe in ‘wrap around care’. This gives parents the opportunity to come into school.
- **Attend** Child Protection Case Conferences and CIN Review Meetings and MARAC.
- Ensure that all students have a Mindful Monday activity and a ‘Stand up, speak out’ activity in the week, on top of the PSHE provision and varied and inspiring assembly programme.

Primary Admissions Outreach work to Year 5

To address the relatively small number of applicants from local primary schools with higher than average rates of FSM pupils and considering research from the Sutton Trust, we continue a robust calendar of assembly visits to Y5 and their parents in their own school setting. As we couldn’t visit the schools during COVID we offered online opportunities to speak with our students to all 10 partner primary schools as outlined in the FAPP.

We have welcomed 8 more students on the FAPP. We will work to address any needs these students may have. We are working hard to increase this number. We believe working with the community will help – many believe our school is an Independent school. We are hoping Sixth form students can go into homework clubs/11+ clubs to work with our potential students and get alongside the most able in our immediate community.

Care and Guidance report Years 12-13

The Sixth Form Pastoral Team continues to respond effectively to the needs and concerns of students in Years 12 and 13. The first point of call for each student is their tutor and the tutors are ably led by the Year Leaders for Years 12 and 13. The tutors are effective in monitoring attendance and punctuality and in dealing with the daily concerns of their students. More serious matters are dealt with by the Year Leaders or the Head of Sixth Form. The Sixth Form Administrative Officer also plays a vital role in supporting the work of the pastoral team. She provides weekly reports on attendance and punctuality, is most effective in her liaison with parents and students, and her support of all aspects of the work of the Sixth Form. Regular meetings of tutors and team members allow for effective communication and responses to different situations.

Year 12

We were pleased with the retention and recruitment into Year 12 this September although there is some reason to believe that the fact that we were not able to bring external applicants into CCHS at all last year may have hampered our recruitment; some student to whom we made offers accepted them and then later withdrew, perhaps because they had had no opportunity to develop a relationship with CCHS.

However, we have a good sized year group (in excess of the minimum assumed for budgetary calculations) and the students have made an excellent start to their courses. We welcomed Mrs Hiett back from maternity leave in July and she is fast getting to know her new year group and is supporting them most effectively. At the time of writing, we have just commenced the Sixth Form Autumn Monitoring exercise and this, together with the TA1 data will inform our support of the students over the rest of the year. Our new Year 12 students have much enjoyed getting involved in the reinvigorated extra-curricular life of the school as clubs and societies have restarted in a way that was largely not possible last year. We will shortly begin the process of appointing Year 12 students to various posts of responsibility in the school and are looking forward to working with them over the next months.

Year 13

Mrs Ellen has worked closely with Year 13 students to support them in their curricular choices after the Year 12 examinations. Many students have now decided to focus their studies on three rather than four subjects to give themselves the best possible chance of success in next summer's examinations.

UCAS predicted grades were issued in July, based on each student's Year 12 examination results and individual work across Year 12. On the basis of these grades, students are now completing their UCAs applications. Just under 50% of the year group are making applications for Oxford, Cambridge, Medicine, Dentistry and Veterinary Medicine and these applications will be submitted to UCAS by October 15th, with entrance tests to follow in November and interviews for many courses starting in December.

We are grateful to Mr Laurence Wolahan and his team of parent interviewers who have once again undertaken to offer practice interviews to those of our students who wish for them.



Those applying for other university courses will submit their forms in November and as ever we support them and those not applying to university with the same rigorous process as the 'early applicants' benefit from.

Whilst the national picture for summer examinations in June 2022 is yet to be absolutely confirmed, we are assuming that exams will be a significant part of the assessment picture and on this basis are planning Y13 mock examinations to take place in January. Issues raised by these papers will then be addressed over the spring term.

We are grateful to all our Y13 students who have worked so hard this year and last to sustain and develop the extra-curricular life of the school. Particular thanks are due to Miss Holt and the House Officials and to the Senior Prefects for their leadership. The Senior Prefect team are also to be congratulated on their successful event 'Born this Way' which (despite the considerable challenges of Covid and much else besides) raised £1600 for the charity Young Minds.



General

Sixth Form students in this school are involved in a significant range of extra-curricular clubs and societies, and a very high proportion of these are led by sixth form students. Societies such as MedSoc, Bar Mock and a whole host of others are enabling students to develop their skills and. Both Music and Drama in the school benefit hugely from the commitment to them shown by several sixth form students. Whilst many of these activities necessarily went into suspension during remote schooling, we are working hard to reinvigorate this vital aspect of the school and are confident that we will be successful in doing so.

The Rolling Tutor Program in the Sixth Form continues to offer much to stretch and challenge our students beyond their academic subjects as well as to give some skills and knowledge that will help them settle successfully into university. Mrs Hiett manages this program with skill and sensitivity and has brought in several changes for this year to reflect recent events on a local and national scale.

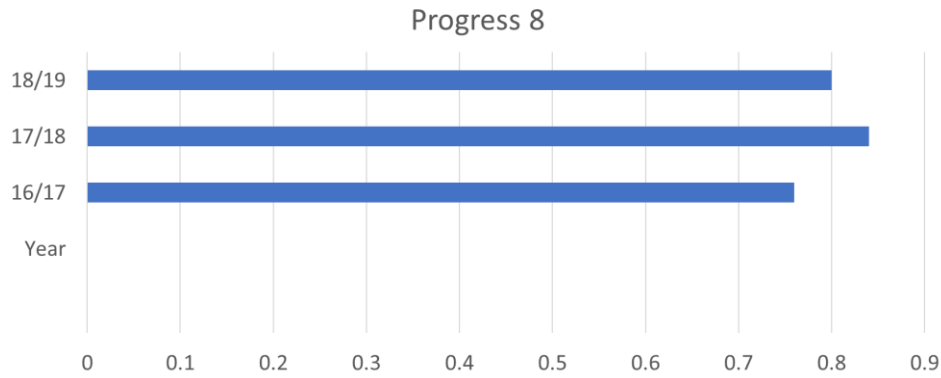
We have no doubt that the students will continue to find these lessons of great value.

In both year groups the range and seriousness of pastoral issues which are presented to the sixth form team continues to be challenging. Many of these issues have no immediate solution and we continue to work with a range of external bodies to support those students whose needs are greatest. We feel that our expertise is growing very fast but also that there is no sign of a diminution in the scale of the problems we face. The sixth form team are working more closely than ever with the pastoral team in the main school to respond to the needs of all students and to share expertise.

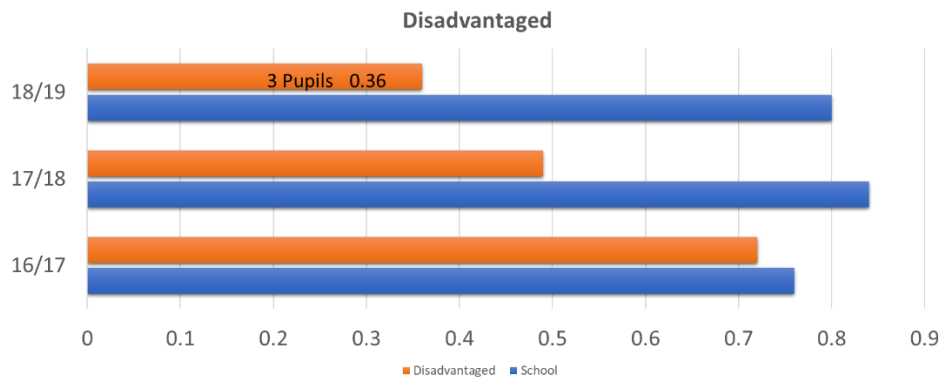
Outcomes: KS4 2019 Performance Data

Progress 8 Trend

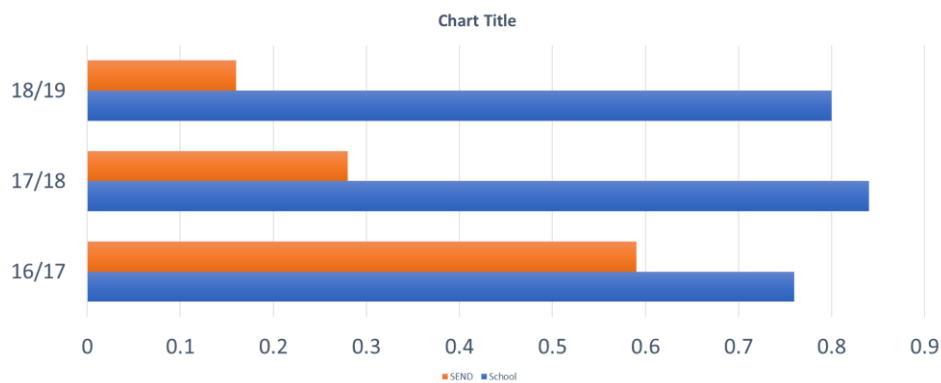
National Average	
18/19	-0.03
17/18	-0.02
16/17	-0.03



Disadvantaged P8 Trend



SEND P8 Trend



Progress score

Progress score ?			
	2017	2018	2019
School / college progress score	-0.4	-0.28	0
Confidence interval ?	(-0.52 to -0.29) More score details	(-0.38 to -0.17) More score details	(-0.1 to 0.11) More score details
Progress description	■ Below average	■ Below average	■ Average
Local authority state-funded schools / colleges	NA	NA	NA
England state-funded schools / colleges	-0.01	-0.01	-0.02

3 year trend

Average results ?			
	2017	2018	2019
School / college	B-	B+	A-
Points	37.49	42.01	45.85
Local authority state-funded schools / colleges	C	C	C+
Points	30.44	31.49	31.76
England state-funded schools / colleges	C	C+	C+
Points	31.14	32.12	32.87