



# Headteacher's Report

March 2022

Context	2
Effectiveness of Leadership & Management	3
Admissions	5
Curriculum & Enrichment	7
Teaching & Learning	10
Whole School Data	12
Main School students	13
Sixth Form students	18
Outcomes	21

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, with a sixth form of entry in 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**', which 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 subjects disciplines, to cultivate core values, which will 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 Faculty (Drama, English and Psychology) and Creative Faculty (Art, Music and PE) – **IMAGINATION**.
- Mathematics Faculty (Computer Science, Economics and Maths) and Science Faculty (Biology, Chemistry and Physics) – **ENLIGHTENMENT**.
- Humanities Faculty (Geography, Government and Politics, History and RS) and Languages Faculty (French, German, Italian, Latin and Spanish) – **DIVERSITY**.

The School uses its seven Learner Profile characteristics to provide us with 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 2021/22 environment continues to be managed carefully and is trending towards a break event point, which without use of the contingency in place will be c.£40k surplus. Incremental costs of supplies and trips continue to be monitored for future forecasting.

The 2022/23 budget is in draft following recent release of General Annual Grant and 16-19 funding and is expected to sufficient despite incremental forecasting for energy costs.

The SSEF final account has not yet been agreed – both parties are reviewing submissions for accuracy and potential offsets

### 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 for our students beyond their immediate departments.

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 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 - Spring 2022	
Nicole Dawson	Maternity leave
Amy Cutmore	Maternity leave
Katharina Goettl	Maternity leave
Lesley Hiskett <i>Sixth Administration Officer/ PA to Head of Sixth Form</i>	Early retirement
Charlie Watson <i>Science Technician</i>	Pursue career outside of the education sector

Internal Promotions and Appointments - Spring 2022	
Mr Adam Selby	More Able Coordinator
Mrs Emily Manning	Assessment Lead

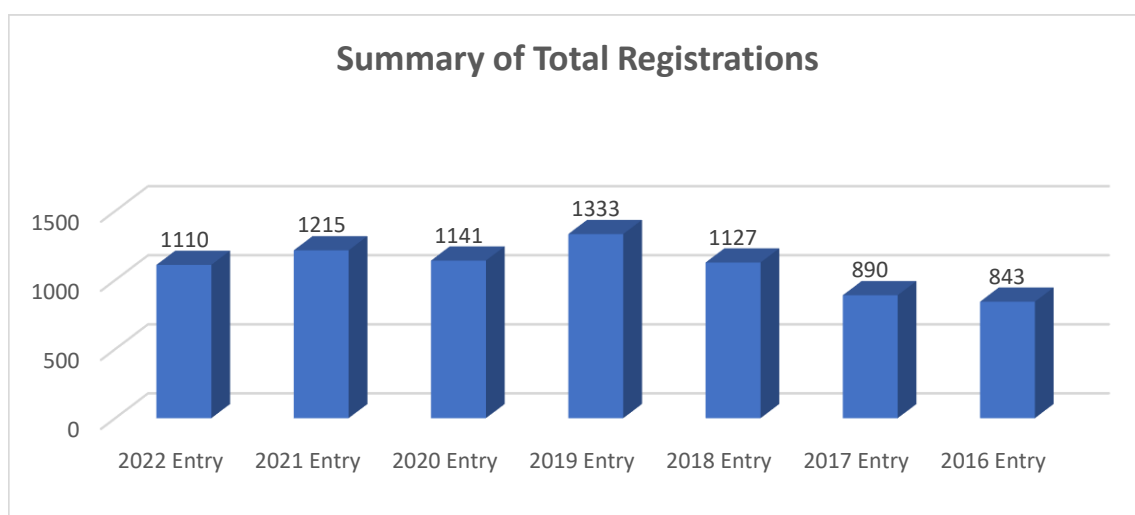
External Appointments - Spring 2022	
Mr Scott Coleman	Subject Leader - Mathematics
Mr Rupert Thompson	Subject Leader - History (maternity cover)
Mr Sebastian Sikora	English Teacher (maternity cover)
Mrs Hayley Barker	English Teacher (maternity cover)
Geeta Puri	Biology Teacher
Claire Fairchild	SENDCo Support Assistant
Connie Lam	Examinations Invigilator
Lucy Howchen	Examinations Invigilator
Louise Grant	Examinations Invigilator
Nirmala Kamma	Science Technician
Teresa Wood	Cover Supervisor
Alison Sweeney	Cover Supervisor
Rowan Carroll	Alumnae Development and Sixth Form Support Officer
Mrs Theresa Bernard	Sixth Administration Officer/PA to Head of Sixth Form

## ADMISSIONS

Admission in Year 7 is through our Entrance test which is administered by CEM and encourages girls from all backgrounds to apply. Around 928 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 2023 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

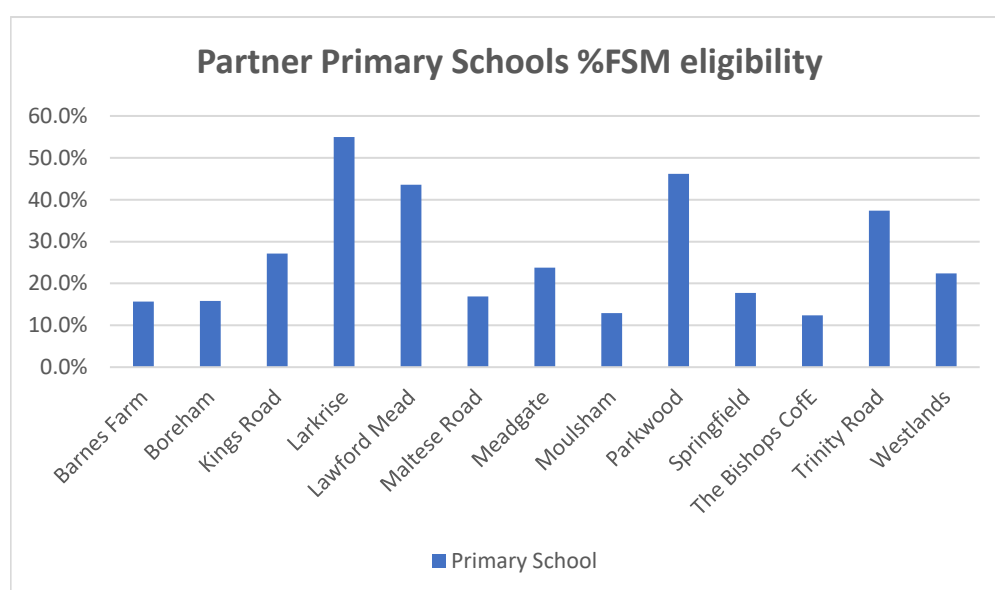
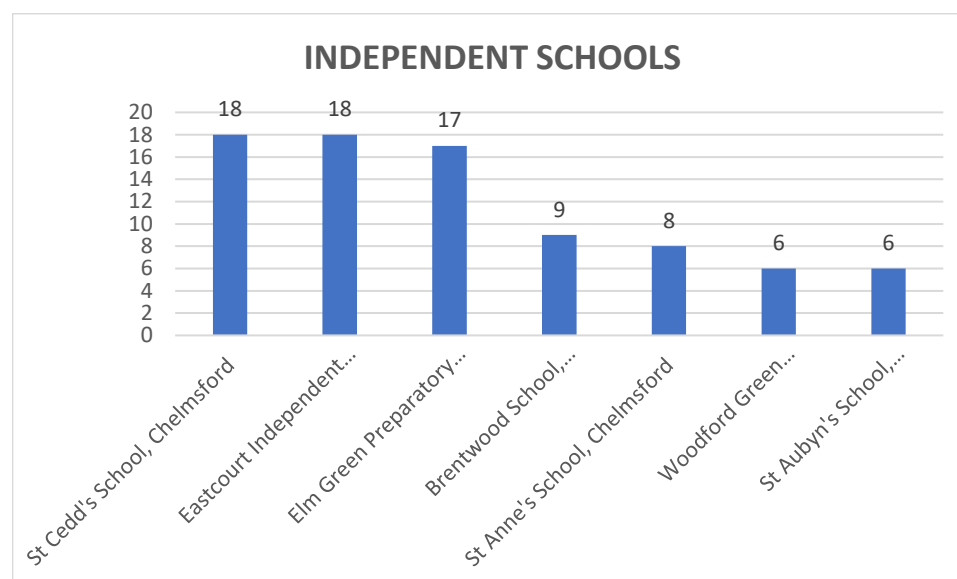
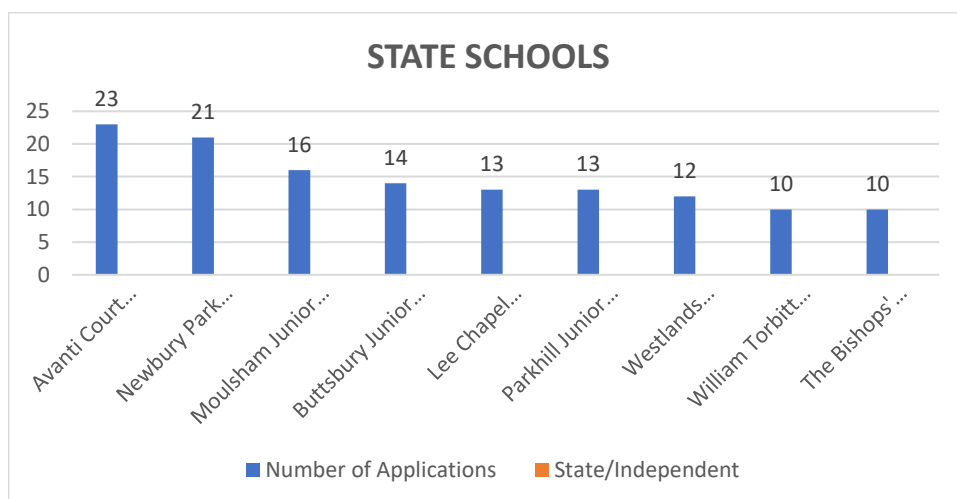


- **The Entrance Test was held on Saturday 11<sup>th</sup> September 2021.** There were 2 sessions, one in the morning and the other in the afternoon. Due to unforeseen circumstances, we held 2 supplementary test days on Monday 20<sup>th</sup> September and Monday 27<sup>th</sup> September.

<b>Total no. of candidates registered for the Entrance Test</b>	<b>1110</b>
• Attended CCHS Test	928
• Attended alternative venue*	37
• No. of candidates with LAC/PLAC status (priority area)	4
• No. of candidates with Pupil Premium eligibility status (priority area)	13
<b>No. of candidates attended the Entrance Test from:</b>	
• State schools	826
• Independent schools	130
• Educated Abroad	7
• Home Educated	2
* 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

Students have enjoyed their usual richness of extra-curricular activities, including:

### November 2021 – March 2022

- House Football
- Climate Change & COP26 Event
- House Obstacle
- Black History Month
- Sixth Form Open Evening
- School Disco – Year 7 & 8
- Theatre Studies Showcase Evening – Year 13
- MUN Event – Year 12
- PA Christmas Fayre
- House Karaoke
- Duke of Edinburgh Gold Launch Event – Year 12
- Jack Petchey Speak Out – Year 10
- Elevate Education – ‘Ace your Exams’ – Year 11
- Juliet Mushens Literary Agent Lecture
- Industrial Cadets Gold Award
- Young Enterprise Event
- Women in IT
- Christmas Jumper and Doughnut Day
- House Decorated Classrooms
- Drama workshop– Year 7
- Christmas Concert
- Languages Assembly
- CCHS Institute: ‘Mutiny! History some would rather forget?’ Dr Callum Easton
- Chemistry Olympiad
- School Production
- CCHS Institute: ‘The Southern Gothic’ Dr Katie McGettigan
- Senior Physics Challenge
- Oxford & Cambridge Information Evening
- Arkwright Aptitude Exam
- Industrial Cadets Bronze – Year 9
- Intermediate Maths Challenge
- House Debate
- UK Language Olympiad
- House Benchless Bench ball
- PA Doughnut Sale
- Primary and Year 9 Enrichment Day
- Dance Show
- House Pancakes
- Industrial Cadets (Gold) Leonardo Engineers
- World Book Day events
- Women’s History Month
- International Women’s Day events
- House Basketball
- House Tug of War
- Spring Concert



Educational Visits 2021-22				
Date	Year	Activity	Location	Duration
29 - Nov - 21	10	Jack Petchey Final	Cambridge Theatre, Cambridge	1 day
14 - Dec - 21	7	Pantomime	Cliffs Pavilion, Southend	1 day
20 -Jan -22	12 & 13	Legacy of East Germany film trip - Year 12	London	1 day
05 - Feb - 22	8	CyberFirst Girls Competition Final	Ipswich	1 day
8, 10, 14 - Mar - 22	9	Harry Potter Studio Tour trip	Leavesden	1 day
25- Mar -22	8	Bletchley Park Trip	Milton Keynes	1 day

### Enrichment Days Update 2021/22

On Wednesday 23<sup>rd</sup> February we were delighted to welcome pupils from seven primary schools for a day of languages learning and a chance to see a preview of our Dance Show!





Staff and our Year 9 students worked really hard to make the day a wonderful success. The primary students and their teachers were glowing about every aspect of the day.

Here are some examples of the student feedback received:

*"This was the best day ever! I really want to come to this school"*

*I really enjoyed watching the Dance Show and one day hope that I can do that!"*

*"The teachers here are all really kind and help you learn new stuff"*

*"I liked being able to talk to the Year 9 students about CCHS and it has made me want to come here"*

Our Primary Enrichment Days form an integral part of our Fair Access Plan (FAPP) to support familiarisation and promotion.

We are already planning our third and final Primary Enrichment Day in June where primary aged students will join our Year 7 students for a day of sport and games enabling us to share and show off our wonderful new facilities.



### Developing practice through research

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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

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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.

As part of this work we have engaged with Elevate Education, an award-winning training company who specialise in delivering research based, high impact workshops on study skills, motivation, wellbeing, and exam preparation. To date Elevate have worked with students in Year 7, 8, 10, 11 and 12 and the impact on our students has been outstanding. Elevate have run age-appropriate seminars for our students including 'Study Skills Kick Start', 'Ace your Exams', 'Student Elevation' and 'Study Sensei'.

The feedback from the sessions has been outstanding with over 97% of students stating that it was time well spent and that they would recommend the sessions to future year groups. Examples of the feedback from students include:

'I believe this will have a great positive impact on my education and life in general'

'10/10, it was very helpful and eased my worries about studying for tests'

'It's beneficial to approach everything in smaller steps rather than all in one big go'



‘I now know how to increase motivation, have a growth mindset and to work smart’

Parents have also been invited to join Elevate’s parent webinar series with monthly seminars sharing research and information on how families can best support their children at home. Information on these sessions has been included in the weekly celebrations.

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### **The CCHS Academic Excellence in Research Award**

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Last academic year we launched to our Year 10 students ‘The CCHS Academic Excellence in Research Award’ which formed part of our programme of academic enrichment.

Over the course of the academic year, our Year 10 students were 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. Students work was celebrated at the end of the summer term with a series of certificates presented in school.

This fantastic initiative is continuing this academic year and we are expanding the opportunity for students by inviting them to submit their projects for the HPQ, higher Project Qualification which comes before the EPQ which we offer in Year 12. Students will complete their projects for ‘The CCHS Academic Excellence in Research Award’ this academic year and those that would like to enter for the HPQ will submit their completed projects for the 2023 award series. This initiative has been extremely well received by all our students and the feedback has been outstanding.

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### **Tracking Attainment**

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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 and Year 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.

### **Student Progress Meetings**

To optimize this important area of our work this academic year we have enhanced our teacher assessment process with the introduction of Student Progress Meetings which bring together the Academic team, Pastoral support, SENDCo and Curriculum to look at our students progress and where appropriate determine appropriate intervention and support. These meetings have been extremely powerful to us in understanding future attainment and providing the most effective learning journey to our students.



## School Development Leaders

The restructure of the faculty system has allowed us to create senior middle leader roles which focus on 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 accountability for developing the practise of colleagues and impacting on the educational progress for our students beyond their immediate departments.

Two of the current projects are focussed on supporting change@cchs with Miss Pocock looking at Diversity and the Curriculum and Mr Harvey leading work on Inclusion, LGBTQ+ and our Fair Access Plan. Mr Rowell is researching meta-memory and knowledge retrieval and how we can optimise our teaching to support student learning. The essential area of academic resilience and high challenge, high achievement is being led by Mr Carter and Mr Lodge is conducting a full review of our teaching standards and how we can best support each other to positively impact our classroom practice.

### Whole School Data (as 18<sup>th</sup> March 2022)

<b>Number on Roll</b> <b>1,113</b>  Year 7: 180 Year 8: 180 Year 9: 149 Year 10: 154 Year 11: 149 Year 12: 151 Year 13: 150	<b>Overall Attendance Rate</b>  <b>92.4%</b>	<b>Temporary Exclusions</b>  <b>0</b>																					
<b>Pupil Premium</b>  33 students £955 per student  <b>Income</b> <b>£31,791</b>	<b>2021/22 SEN Register</b>  <b>SEN: 25</b> <b>EHCP: 2</b>	<b>Ethnicity by Number</b>  <table><thead><tr><th></th><th>2021</th><th>2022</th></tr></thead><tbody><tr><td>Black/British African--</td><td>96</td><td>96</td></tr><tr><td>Asian/Indian -----</td><td>497</td><td>494</td></tr><tr><td>White British -----</td><td>409</td><td>409</td></tr><tr><td>White European -----</td><td>32</td><td>32</td></tr><tr><td>Other -----</td><td>55</td><td>55</td></tr><tr><td>Not known -----</td><td>27</td><td>27</td></tr></tbody></table>		2021	2022	Black/British African--	96	96	Asian/Indian -----	497	494	White British -----	409	409	White European -----	32	32	Other -----	55	55	Not known -----	27	27
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### Update on Pupil Premium provision March 2022

The aims for the PPG spend during 2021 -22 largely remain the same as for 2018-20 as 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.

- 33 eligible students including 1 Looked After Child.
- Anticipated Income £31,791.
- Carry forward funds from previous years £26,585.

### Summary of PPG Expenditure for 2021/22

As at the end of February 2022, approximately £17,500 has been spent from the Pupil Premium Grant across a variety of areas:

0. Staff costs: 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 tuition.	£2,005
1. Revision guide and resources: ensure students have access to relevant study materials.	£1,930
2. The full range of educational experiences: trips and visits and enrichment activities.	£1,560
3. Learning a musical instrument to maximise participation in the life of the school and promote wellbeing and academic progress.	£6,488
4. Uniform support – essential for attendance and wellbeing.	£1,041
5. Mental health training for year leaders.	£560
6. Provision Map software to enable enhanced tracker of Pupil Premium spend and the effectiveness of interventions.	£1,615
7. Extra-curricular activities supported.	£1,165
8. Study skills workshops run by Elevate an outside company who use young speakers to motivate students.	£1,130

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

The new PPG Grant Strategy can be found on our website.





## SEN Report

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- **27 students on SEN register, (up from 26). Including 8 currently in the 6<sup>th</sup> Form.** We now have **two students with an Education Health and Care plan EHCP** after the successful application last term for support for a Year 10 student. There are several further additions to the register imminent, pending outcomes of diagnostic assessments.
- **Normal Way of Working (NWW) documents** with ideas for support strategies and information about exam access adjustments **are in place for all 27 students on the SEN register and a further 42 students (up from 27) with medical and other needs.**
- **SEN include** Autism spectrum conditions (ASC), Dyslexia, Cognitive processing and working memory difficulties, Attention Deficit and Hyperactivity Disorder (ADD/ADHD) Hearing impairment (HI) Social emotional and mental health (SEMH) including acute anxiety.
- **Spring term One Plan meetings are well under way and parents have been keen to come into school to meet.** Key notes from meetings are emailed to staff.
- **In an exciting new departure, we have appointed Mrs Claire Fairchild in a new role of SENCo support assistant.** Claire will be joining us next week and sharing some of the regular SEND work and paperwork. We are looking forward to being able to expand our provision in future months as this role evolves.
- **Mrs Karen Greenland** who has done such sterling work supporting our SEN students in many ways and roles over the last few years is now teaching in the German department. We are very grateful for all she has done
- **We continue to work closely with outside agencies and the county SEND team.** We have a new Hearing Specialist teacher attached to our school who will visit next term and new county Inclusion Partner and Educational Psychologists are also in post. We have recently sought advice from the School Engagement Facilitator to help one of our year 11 students who has been finding it hard to come into school and the Educational Psychologist will be visiting next week to work with one of our Year 10 students and her family.
- After a mammoth Post-Covid catch up effort, **assessments for exam access arrangements are complete and adjustments in place for Year 11 and 13.** We now move onto Year 10 and 12. We have also been trying to assess some younger students as we work to improve our capacity for identifying learning support needs as early as possible.
- There has been a huge demand for school reports to feed into diagnostic assessments by external agencies particularly for ADHD and ASD assessments. Subject staff have been amazing at returning information despite the frequency with which they are being asked for feedback.

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## Safeguarding

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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.
- Harmful sexual Abuse Training run by Jo Barclay.
- Mental Health First Aiders: fully trained FHR (also trained HPO EHI RDA GSA CMA VGO KAD HEL NLE MCH)

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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.

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- The DSL is also A Senior Mental Health Practitioner after completing the Anna Freud training paid for by the government grant that was made available this academic year.
- 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

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- We deal with **individual pastoral problems** as they arise, including supporting students 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. We 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. Furthermore, there has been an increase in support needed post-lockdown especially with anxiety and OCD.
- 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 2.9.21 by Dr Elly Barnes MBE from Educate and Celebrate.
- Provide 10 hours a week of counselling with Renew.
- School nurse, Tuesday appointment service – 2 hours - Tina.
- HEL, KAD, VGO, MCH, NLE, CMA, JHI, FHR, RDA, HPO and EHI have undertaken the Mental Health First Aid Training for Schools- (student, staff and parental awareness.)
- FHR completed Senior Mental Health training with Anna Freud.
- Jon Skelton running a weekly self-esteem workshop with Year 8 students who are particularly anxious. He has also delivered a 'run your own race' assembly with Year 11. The students are really enthusiastic about his work.
- 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.
- We are working towards the Young Carers Award – this is highlighting a need for this service. EHI is leading.
- **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. This is then discussed in the Student Progress Meeting with DSL and Year Leader having



full input. 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 student 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).
- 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.
- We now have the Pastoral Hub at the front of school – this is a safe haven for a 'time out' in school. It is working well and we are finding it is well used.
- We facilitate meetings with Kids Inspire and CPW's who provide one-to-one support for some of our students.
- Clair Maslin is now part of the Pastoral Team – she is non-teaching so is on hand to support struggling students.

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### Primary Admissions Outreach work to Year 5

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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 visits to Y5 students in their own school setting. We are very excited to introduce our new 'cchs chat' – where Year 7 students who have joined us from the Primary School, we are visiting will get to talk to the Year 5 students about their journey. We are hoping they will recognise familiar faces and realise CCHS can be for them too. We also have our Primary Outreach Prefects supporting with the role – we want to build links post pandemic.

We have welcomed 9 more students on the FAPP. We will work to address any needs these students may have – for example we run a weekly homework club where students can work with 6<sup>th</sup> form Students and staff. 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. We are also looking at whether the test we use is the best one for our FAPP pledge.

We now have half termly FAPP meetings where a variety of staff meet to triangulate plans and further our vision.



### Care and Guidance report Years 12-13

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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

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Our Year 12 students continue to work hard and at the time of writing are beginning to prepare themselves for their summer examinations. The results of these examinations will be put together with assessments carried out throughout the year to determine the UCAS predicted grades which we will enter for them. A number of students have already begun to show their academic ambition by entering university essay competitions and we look forward to hearing of the results to these in due course.

We are delighted with the progress which many students have made, both academically and in terms of their new prefect posts. All our senior officials attended a prefect training morning in January and this gave them valuable time to plan for their time in post. Since then the House Officials have overseen a number of events and begun to build relationships with the younger students in their houses. Similarly the Global Citizenship Officials have run a number of events to raise money for the Ukraine and for the Nepalese education charity which this school has supported for some time. Our new Senior Prefects have been excellent and their support of a number of high profile events to do with student recruitment has been invaluable.

We are very glad to report that other extra-curricular activities continue to make a post-pandemic comeback. As well as the dance, drama, sport and music which are mentioned elsewhere in this report we were very pleased to be able to reengage with 'Women of the Future' as they restart their live events. Dr Hiner, Mrs Carroll and four students attended a recent meeting at the headquarters of TSB and found it most interesting.

Whilst we are pleased with the academic progress of our students it is apparent that the experience of remote schooling and the pandemic continues to have consequences for many. These is apparent both in terms of some insecurities in knowledge and understanding and also in terms of a rising number of pastoral issues relating to anxiety. We are working very hard to support all students according to their needs and are engaging with parents on a weekly and in some cases a daily basis in order to ensure that support is tailored to the particular needs of each student.

## Year 13

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Year 13 students have, at the time of writing, completed two sets of mock examinations. This unusual situation has occurred in consequence of the various decisions and suggestions made by Ofqual and others. We currently await the results of the second set of mocks.

On the basis of the autumn TA data and the January mocks Mrs Ellen has arranged a very significant amount of personalized intervention and support for students whose need thereof has been identified. Mrs Ellen, Mrs Cross and Dr Palmer have also held two additional sessions for parents with a view to involving them more in the ways in which we are seeking to support their daughters. Further support will be offered in the final weeks of students' A level courses.

Students are now making their firm and insurance university choices. We are very impressed with the range of offers they have received from excellent institutions. In particular we are encouraged by the fact that 20 students are holding offers from the universities of Oxford and Cambridge. Mrs Hopkins continues to provide excellent support to our students in her role as Higher Education Adviser and has done a huge amount to support students whose personal circumstances have meant that they need particular support. Mrs Hopkins recently attended the annual UCAS advisers conference and brought back much excellent information on the increasingly challenging landscape of university admissions. Particularly it was made clear at this conference that national grade inflation in 2020 and 2021 compelled universities to take higher numbers of students than they would normally have done; in consequence the next few years will be extremely competitive as universities seek to restore their equilibrium.

As in Year 12 students are presenting with a range of pastoral concerns and staff are working hard to support them with these. It is again clear that the continuing impact of the pandemic continues to be a major factor here. However we are also beginning to arrange the traditional events which mark the end of school for Year 13 and are hopeful that these events and the spirit in which they will be run will do much to bring our students' disrupted experience of education to a suitable close.

## General

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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 a number of 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 Hiatt manages this program with skill and sensitivity and has brought in a number of 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.



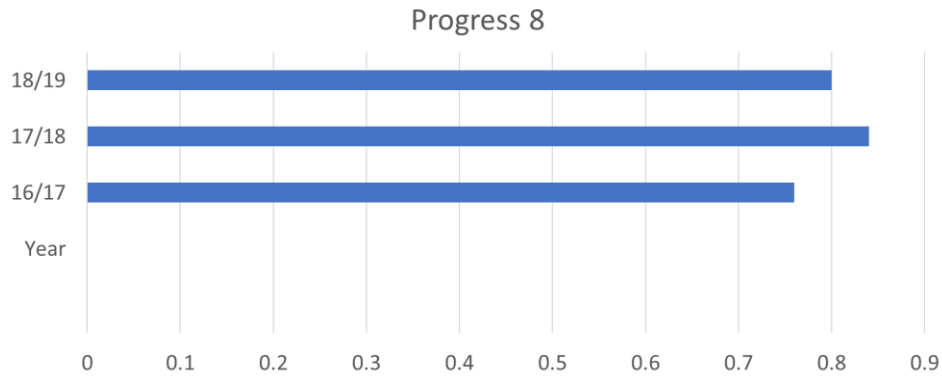
In both year groups the range and seriousness of pastoral issues which are presented to the sixth form team continues to be challenging. Many of these issues have no immediate solution and we continue to work with a range of external bodies to support those students whose needs are greatest. We feel 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.



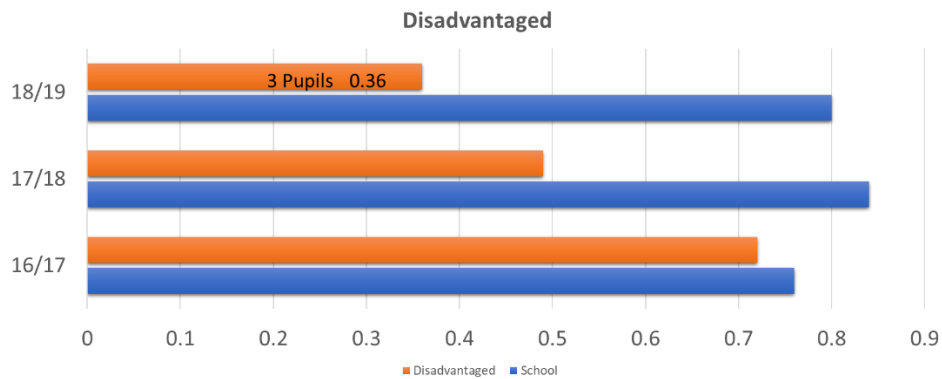
## Outcomes: KS4 2019 Performance Data

### Progress 8 Trend

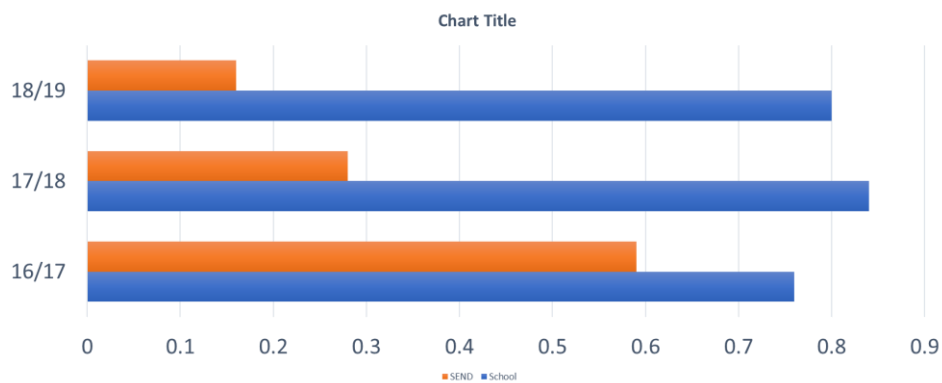
National Average	
18/19	-0.03
17/18	-0.02
16/17	-0.03



### Disadvantaged P8 Trend



### SEND P8 Trend



## Progress score

Progress score <span>?</span>			
	2017	2018	2019
School / college progress score	-0.4	-0.28	0
Confidence interval <span>?</span>	(-0.52 to -0.29) <a href="#">More score details</a>	(-0.38 to -0.17) <a href="#">More score details</a>	(-0.1 to 0.11) <a href="#">More score details</a>
Progress description	<span style="color: orange;">■</span> Below average	<span style="color: orange;">■</span> Below average	<span style="color: gold;">■</span> Average
Local authority state-funded schools / colleges	<a href="#">NA</a>	<a href="#">NA</a>	<a href="#">NA</a>
England state-funded schools / colleges	-0.01	-0.01	-0.02

## 3 year trend

Average results <span>?</span>			
	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