

# Headteacher's Report

October 2022

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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 subject disciplines, to cultivate core values, which will direct and drive our work: citizenship, distinction, challenge, duty, imagination, enlightenment and diversity.

- (Vision) Developing the leaders of tomorrow – **CITIZENSHIP**: *inspire future citizens to think for themselves and to act for others.*
- (Aim 1) The pursuit of excellence – **DISTINCTION**: *provide students with an outstanding education, with students doing their best in all endeavours.*
- (Aim 2) Fulfilling individual potential – **CHALLENGE**: *motivate students to acquire new knowledge & understanding and stimulate them to develop new skills & attributes.*
- (Aim 3) 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**: *enable students to explore new ideas and empathise with the thinking of others, without limitation or risk.*
- Mathematics, Computer Science and Natural Sciences subjects – **ENLIGHTENMENT**: *equip students with the insight and determination to embrace new ideas, technology and innovation, enabling them to contribute to the ever-changing natural and physical world around them.*
- Humanities, Languages and Social Sciences subjects – **DIVERSITY**: *provide students with the tools to respect and celebrate the great diversity of cultures, backgrounds and beliefs, within and beyond the School, whilst recognising that we have more in common than that which divides us.*

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

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The 2021/22 year end process is underway, however we are anticipating a small surplus.

The 2022/23 forecast is challenging following the higher than budgeted proposed teacher and support staff pay increases. We now anticipate that without unplanned savings we will be £100,000 in deficit at year end. This figure however includes the £40k contingency and higher energy costs than are likely to materialize and we expect to be able to trend towards a breakeven situation. The energy price cap has limited impact on our financials due to the timing and rates at which we fixed. Only our most recent contract is in scope, with a limited impact of approximately £8,000.

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

### School Development Leaders

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To help uphold the School's vision and aims we have developed the role of School Development Leader. The aim of this role is to share the strategic development of the school through focusing on an area of Teaching and Learning across the School. The specific focus of each of these areas enables colleagues to research, develop and action relevant practices, for the improvement of relevant practices across the School.

With a key focus on teaching and learning the School Development Leaders take accountability for developing the practice of colleagues and impacting on the educational progress for our students beyond their immediate Departments.

The areas of focus include:

- Excellence for All (SEND)
- Creativity across the Curriculum
- Data Literacy
- Whole School Assessment
- Teaching Standards – Classroom Practice
- Learning Standards – Observations and Reviews

With School Development Leaders also forming a part of the Extended Senior Leadership Team, it is expected that colleagues will assist in developing the School beyond their specified areas (when appropriate).

### Working with other schools

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We continue to work with our partner primary schools through our enrichment day activities. 8 schools attended our first science enrichment day in October, these included Lawford Mead, Parkwood Academy, Westlands, Larkrise, Kings Road, Moulsham, Bishops CofE and Barnes Farm.

## EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

### Staff Leavers - Autumn 2022

Elaine Pitt	Cover Supervisor
Nirmala Kamma	Science Technician
Geoff Brignell	Examination Invigilator
Helen McGrath	Senior Assistant to the Headteacher
Jennie Thrower	Finance Officer
Emma Millar	Teacher of French
Jessica Smith	Assistant Finance Officer

### New Staff - Autumn 2022

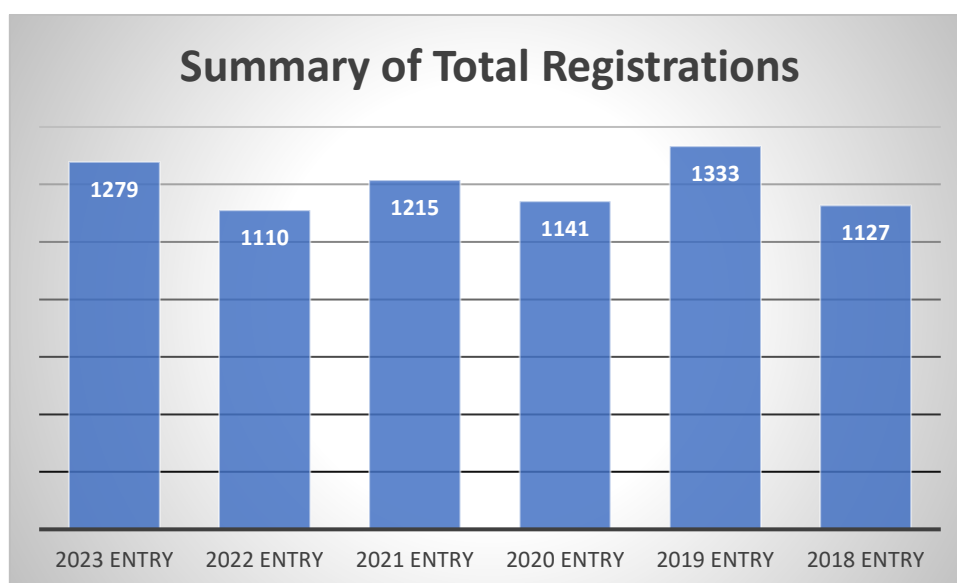
Jon Sheldon	Trainee Teacher - Mathematics
Lindsay Hooper	Cover Supervisor (casual)
Ayoola Eluyefa	IT Technician - Teaching & Learning Focus
Faye Thoburn	Senior Assistant to the Headteacher

## ADMISSIONS

Admission in Year 7 is through our Entrance Test which is administered by CEM and encourages girls from all backgrounds to apply. For September 2024 admission, 1,114 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 for the school. The other 20% have no proximity restriction.

6 main round appeals were held in June 2022 (6 heard, 0 upheld).

The Admissions Policy allows for the highest priority to be given to the top thirty applicants, in receipt of Pupil Premium or LAC or PLAC, who achieved a score within the top or middle bands and live within the 12.5-mile priority area.

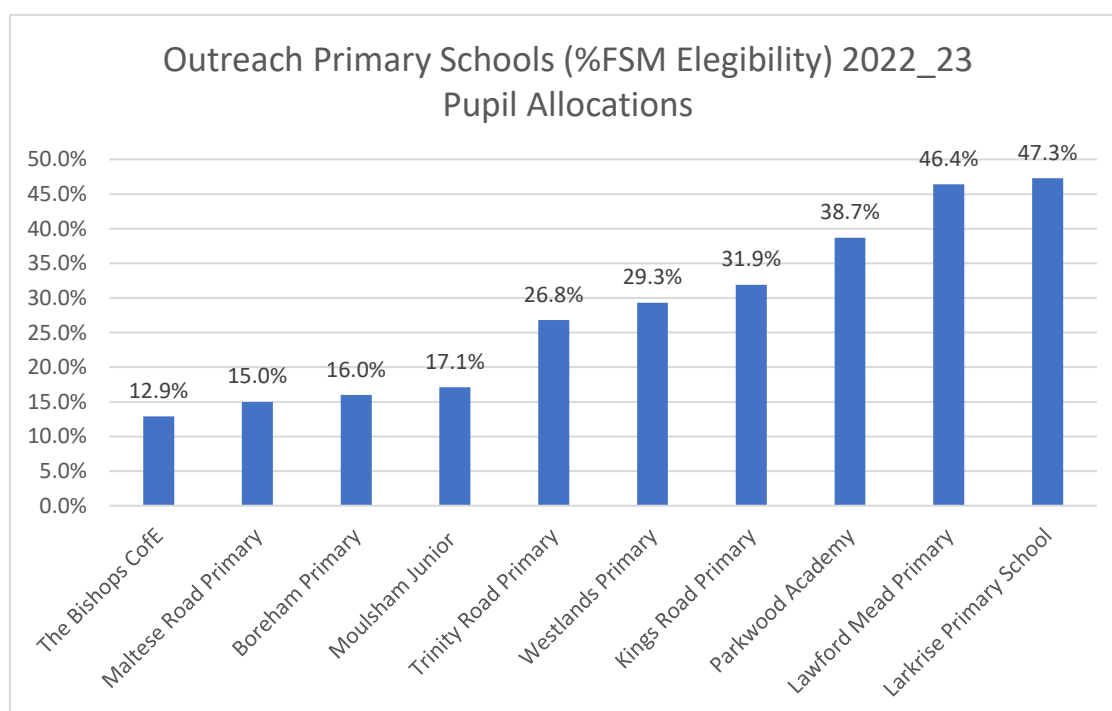
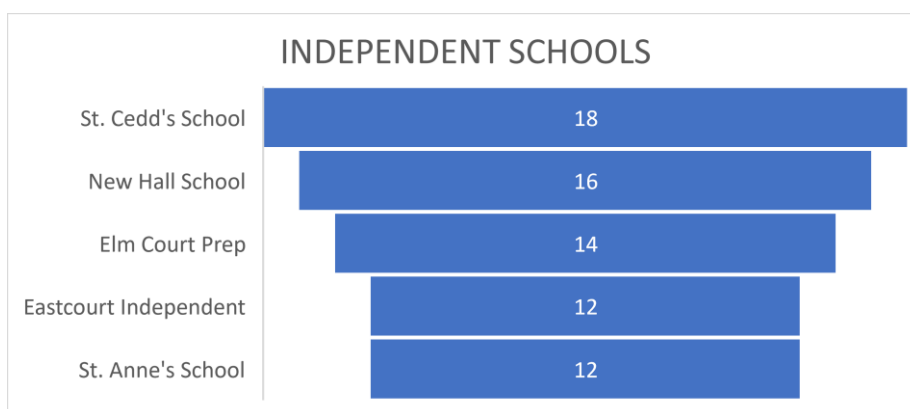
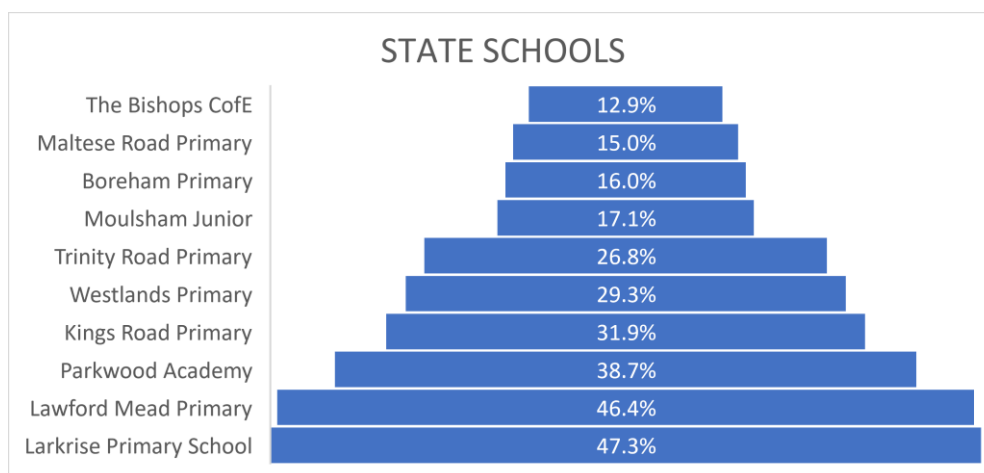


The Entrance Test was held on Tuesday 20<sup>th</sup> September 2022. There were 2 sessions, one in the morning and the other in the afternoon. We held two supplementary test days on Monday 26<sup>th</sup> September 2022 and Wednesday 28<sup>th</sup> September 2022.

<b>Total No. of Candidates who registered for the Entrance Test</b>	<b>1279</b>
• CCHS Test Centre – registered / attended	1198 / 1114
• Registered at an alternative venue*	57
No. of Candidates with LAC/PLAC status – registered / attended	6 / 5
No. of Candidates with PPG status (priority area) – registered / attended	23 / 21

*\*Raw marks from the test will be shared with the schools for inclusion in the appropriate standardisation sample*

<b>Total No. of Candidates who registered for the Entrance Test from: (for CCHS Test Centre)</b>	
• State Schools	1033
• Independent Schools	157
• Educated Abroad	2
• Home Educated	6



Other Primary Schools with a high %FSM eligibility pupil allocations for 2022-2023:

- St. Pius X Catholic Primary School 24.4%
- St. Michael's CofE Junior School 23.4%
- Baddow Hill Junior School 20.1%

## CURRICULUM AND ENRICHMENT

This is the first academic year in which students studying A level Biology, Chemistry, Physics and Mathematics in both Year 12 and Year 13 will be taught for 9 hours across the fortnight. The increased content of these subjects was recognised last academic year when the 9<sup>th</sup> hour was introduced for Year 12.

Feedback from the Subject Leaders has been extremely positive as over the last year the additional time has allowed subject teachers to focus on the skills that were harder to develop during the pandemic. Going forward the 9<sup>th</sup> 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 as well as active revision techniques. For the time-being students studying other A level subjects will continue to receive 8 hours of tuition, we will continue to review this provision.

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

### Highlights – September to October 2022

- Elevate Education – Year 7 & Year 12
- Year 12 Meet the Tutor Evening
- Year 8 Meet the Tutor Evening
- KS4 information evening
- Fresher's Fayre – Year 12
- House Football – All Years
- Mid-Essex U13 Cricket Finals
- New Parents' Welcome Evening – Year 7
- Jack Petchey Speak Out
- Black History Month
- Enrichment Day 1
- PA School Disco – Year 7
- Year 10 Duke of Edinburgh practice and qualifying expeditions
- Restart the Heart
- Year 13 Theatre Studies Showcase Evening
- Leadership Conference – Year 11

### Educational Trips and Visits September and October

YR13 Stratford Visit	YR13	09 September 2022
Duke of Edinburgh - YR10 Bronze training	YR10	17 September 2022
U13 Cricket Match - Shenfield	U13	22 September 2022
Snowdonia Sept 2022	YR11	26-29th Sept 2022
Hockey U16	U16	30 September 2022
U16 Netball – Brentwood	U16	04 October 2022
U14 Netball - Brentwood	U14	05 October 2022
Duke of Edinburgh - Qualifier	YR10	08 October 2022
Flatford Mill 2022	6th Form	10 October 2022
U16 CESSA Netball Tournament	U16	11 October 2022
YPRES - History	YR9	13-14th Oct 2022
Tennis Regional Finals - Sutton	YR 11 + 10	13 October 2022
Epping Field Trip	YR 10	17 October 2022
Cross Country - First Round National Cup Champion School		18 October 2022
Cambridge Greek Theatre Play	YR12	19 October 2022
Science Lecture - Physics - London	YRS 12&13	08 November 2022

## Enrichment Days Update 2022/23

We remain committed to high quality enrichment activities for our students and continually seek opportunities to supplement our curriculum provision with inspiring and enlightening events. This academic year we are embracing the return to trips and visits with a trip to Ypres for Year 9 students, our first overseas trip since the pandemic.

Our increased roll meant that last academic year we trialled a new approach to enrichment days. Rather than whole school events we led year group focussed activities. In many respects this was successful, however this impacted the previous gravitas that came with a whole school event.

Keen to re-establish the importance of this provision whilst balancing the demands of a growing school we are now moving to a model of three whole school enrichment days across the academic year. This enables us to dedicate three days during the calendar year where the whole school celebrates as a community the enrichment provision that we have on offer. The model of three days rather than five was chosen as it maintains some flexibility for other events to take place across the academic year, for example the Jack Petchey speak out challenge and the A Level Science live trip.

Feedback and research indicates that our KS3 students appreciate taking part in new experiences whereas our KS4 & KS5 students place increased value upon learning time and enrichment enabling them to put theoretical curriculum learning into practice. The activities per year group have been planned with this approach in mind.

Our work with primary school pupils through our Enrichment Day programme continues to be an essential part of our Fair Access and Partnership Plan. During our first enrichment day Year 5 students joined us in school to working with our Science Department on their day 'Fizz, Pop, Bang!'.

This year's enrichment programme is plentiful and we are absolutely delighted that we are able to offer so many varied activities to our students.

### **Enrichment Day 1 Activities: Thursday 13<sup>th</sup> October**

Primary students: Fizz, Pop, Bang!

Year 7: Languages Day

Year 8: Creative Fest

Year 9: Ypres

Year 10: Careers

Year 11: English Masterclass including a visiting theatre company: Romeo and Juliet

Year 12: Prefects are supporting the above activities and undertaking self-study

Year 13: Maths Masterclass and A Level Theatre Studies



## 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)
- The Saffron Teaching Schools Hub (STSH)

### Engaged **nationally**:

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

### Engaged **internationally**:

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

We are also looking to expand our current evidence informed provisions by exploring More-Able strategies and practices in collaboration with Southend High School for Boys (SHSB). In September 2022, the Assistant Headteacher, Teaching and Learning, visited SHSB to review their More-Able practices through an audit of their policies and provisions; a review of challenge in the classroom, through lesson observations and reviews; and discussions with their Headteacher and SLT about ways in which they challenge students in the classroom. The Assistant Headteacher will now collate an action plan to implement strategies across CCHS.

## 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.

As part of this work, we continue to engage 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 Years 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'. During the autumn term, Elevate Education have worked with our Students in Year 7 and Year 12, exploring the sessions: 'Study Skills Kick Start' and 'Study Sensei' respectively.

The feedback from the sessions this half-term was outstanding with 99% 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:

*'It was really helpful to know each step on what to do when you're revising'*

*'It was much more useful than expected, with interesting and unique analogies and stories to support my learning'*

*'10/10 really helpful to have someone's advice and help, especially someone with recent experience and knowledge of using these techniques'*

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

In the 2020-21 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. This fantastic foundation was built upon last year as students were offered the opportunity to enter for the formal HPQ qualification. This qualification will continue to be offered to Year 10 students this year.

Over the course of the academic year, our Year 10 students are given the opportunity to conduct a research project with a Social, Moral, Spiritual or Cultural focus. Guided by their course tutors, students planned their research, evaluated, analysed and developed 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. All students will be celebrated through 'The CCHS Academic Excellence in Research Award' as well as some entering for the formal qualification. At present, 33x students from our 2021-23 cohort are on track to achieve a formal HPQ.

### **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 we continue to develop the process of using the external data that we have available, e.g., Fischer Family Trust (FFT). Training was given during 2020-21 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, SENDCo and academic leaders.

During the Autumn term, Subject Leaders completed a Department Self Evaluation Document reviewing the outcomes of their respective 2020-22 GCSE and A-Level cohorts. This review involved the following comparisons: class-by class; a review of this data against previous cohorts; and a review of this data against FFT predictions. Moreover, Subject Leaders gave a general overview of the department's overall strengths and areas for development.

### **Student Progress Meetings**

Student Progress Meetings continues to bring together the Academic team, Pastoral support team, SENDCo and Curriculum Coordinator to look at our students' progress and where appropriate determine appropriate intervention and support.

These formal meetings take place termly and provide a valuable opportunity for rich, student-centered dialogue. Already these meetings have been extremely powerful to us in understanding future attainment and providing

the most effective learning journey to our students. This term, so far, Student Progress Meetings have taken place for Year 10 and 11.

### **Homework Club**

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Through the Student Progress Meetings, an identified a need for a regular homework club was recognised, for students in Key Stage 3 and Key Stage 4. Primarily to support our disadvantaged or vulnerable students, we hold a weekly session after school on a Wednesday which is run by Miss Harrison and Mrs Cross and supported by sixth form students. This began during the last academic year and has continued into the 2022-23 year.

### **SchooliP**

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In the previous academic year (2021-22) we introduced SchooliP which is an online performance management tool. The objective of the project is to increase colleagues' engagement with their professional development throughout the year and give them an easy to access portal in which to capture their lesson observations, CPD and track their targets.

The latest round of Performance Management was held using this system. In the previous academic year, colleagues were asked to set multiple objectives and highlight actions to undertake to complete these objectives. Colleagues reviewed these objectives and actions during the Performance Management Day on 7<sup>th</sup> October, while identifying objectives and actions for the current academic year.

As previously stated, SchooliP is a platform for capturing lesson observations and reviews for individual, departmental and central monitoring. Our School Development Leader for Observations and Standards is currently reviewing how we can best maximise this system for the needs our colleagues and our School.

**Number on Roll**  
**1,163**

Year 7:	180
Year 8:	180
Year 9:	180
Year 10:	153
Year 11:	154
Year 12:	167
Year 13:	149

**2022/23 SEN Register**

**SEN: 28**  
**EHCP: 2**

**Temporary  
Suspensions**

**0**

## MAIN SCHOOL STUDENTS

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#### Update on Pupil Premium provision

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#### Update on Pupil Premium provision for the academic year 2021 - 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 have increased spending for 1:1 English and Mathematics tuition through MyTutor and continue to provide study skills workshops with Elevate as the feedback was excellent. We have had Jon Skelton in with Year 8 doing Life coach sessions to alleviate anxiety. We have looked at CPD to ensure the spend is used to best enable our PPG students. This has included MHFA training.

- 33 eligible students including 1 previously Looked After Child.
- Anticipated Income £31,791 plus £6,000 Recovery Premium.
- Carry forward funds from previous years of £26,585.

#### Summary of PPG Expenditure for 2021/22

As at the end of August 2022, approximately £26,400 has been spent from the Pupil Premium Grant across a variety of areas:

1.	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.	£4,102
2.	Revision guide and resources: ensure students have access to relevant study materials.	£2,047
3.	The full range of educational experiences: trips and visits, enrichment activities and extra-curricular activities.	£3,628
4.	Learning a musical instrument to maximise participation in the life of the school and promote wellbeing and academic progress.	£6,488
5.	Uniform support – essential for attendance and wellbeing.	£1,139
6.	Staff Training	£955
7.	Provision Map software to enable enhanced tracker of Pupil Premium spend and the effectiveness of interventions.	£1,615
8.	Contribution to My Tutor small group tutoring (use of Recovery Premium)	£2,700
9.	Contribution to the year 11 Leadership Conference	£989
10.	Year 8 life coach workshops and Maths Masterclass	£1,300
11.	Wellbeing support for specific students	£302
12.	Study skills workshops run by Elevate an outside company who use young speakers to motivate students.	£1,130

The new PPG Grant Strategy can be found on our website: [Pupil Premium - Chelmsford County High School for Girls \(cchs.co.uk\)](https://www.cchs.co.uk/pupil-premium)

## SEN Report

- **28 students on SEND register, (down from 33), including 11 currently in the 6<sup>th</sup> Form (up from 10) 2 students with an Education Health and Care plan (EHCP).** 2 further additions to the register imminent, pending outcomes of external diagnostic assessments.
- **SEN include** Autism Spectrum Conditions (ASC), Dyslexia, Cognitive processing and working memory difficulties, Sensory Processing Disorder (SPD) Attention Deficit and Hyperactivity Disorder (ADD/ADHD) Hearing impairment (HI) Social Emotional and Mental Health (SEMH) including acute anxiety.
- **New intake: 2 students with known SEND joined us in September:** One with a hearing impairment and one with complex medical needs which will require considerable support and adjustments.
- **Normal Way of Working (NWW) documents** with support strategies and information about exam access adjustments **are in place for all 28 students on the SEND register and a further 45+ with SF+ status (some form of Access arrangements students (up from 42) with medical and other needs.**
- **Autumn term One Plan meetings** have started, and notes of key points emailed to staff.
- **Claire Fairchild, SENDCo support assistant,** is providing valuable mentoring for our EHCP and other students in a quiet space, supporting with, co-ordination of meetings and SEN administration. We are looking forward to using the new **Provision Map software** to streamline record keeping processes.
- **Work with outside agencies and the county SEND team continues:**
  - **The Hearing support specialist teacher** visited in person for the first time in 2 years and we intend to book staff training for supporting students with HI for early next term.
  - **The preparation for adulthood (PfA) liaison officer** met our EHCP Students in Year 10 to ensure we are meeting our statutory duty to prepare students with SEND for adult life.
  - **The termly meeting with the SEND inclusion partner and the Educational Psychologist** was helpful in identifying support strategies for several students with more complex needs, and the **Educational Psychologist** subsequently visited school twice to work directly with one Year 8 student who is displaying quite challenging behaviours and to provide suggestions for staff about her and another Year 8 who is struggling to come into school because of acute anxiety.
- KAD has attended **local SENDCo cluster meetings on trauma perceptive practice** and further training about recent changes to the SEND inspection by Ofsted which has been cascaded to all staff. More recently, KAD and HPO have attended training about the Green Paper on forthcoming changes to SEND provision and services.
- KAD is now out of school having a medical procedure. FHR, Year Leaders, HPO and Clair Fairchild will all work together to keep thing running smoothly.

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 RCO NLE MCH)
- 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.
- The DSL has had updated Exclusions training.

**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.

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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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### 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 visits to Year 5 students in their own school setting.

From March to May, Mrs Lewis and Mrs Maslin visited the following Primary Schools:  
Kings Road, Parkwood, Maltese Road, Trinity Road, Westlands, Bishops CofE and Barnes Farm.

We were joined by 2 Senior Prefects plus Year 7 students who originally came from that Primary School. We hoped they would recognise familiar faces and realise CCHS can be for them too.

We introduced our new “CCHS chat”, a very informal approach where the students could ask questions about the exam and life at CCHS. Our Senior Prefects then led a familiarisation quiz, showing them questions that could appear in the Entrance Test. Each student was given a bag at the end containing 4 familiarisation booklets and an information guide giving key dates and other information about the provisions we provide for PPG students.

The results for the recent Entrance Test are due imminently. We hope to see a difference in the number of girls from local primary school scoring high enough to gain a place at CCHS.

For this academic year we have welcomed a total of 24 students from our partner primary schools. Although none of them are PPG, we are delighted with the numbers and how they are rising every year.

Kings Road	3 students
Lawford Mead	2 students
Maltese Road	2 students
Moulsham Junior	8 students
Parkwood	2 students
The Bishops	2 students
Westlands	5 students

We continue to work hard to increase these numbers, 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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**Dr Michael Palmer – Assistant Headteacher; Head of Sixth Form**  
**Mrs Emma Hiett –Assistant Head of Sixth Form; Year 13 Leader**  
**Mrs Rhiannon Connolly - Assistant Head of Sixth Form; Year 12 Leader**

**Year 12**

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We were pleased to welcome over 50 students new to the school in September and they have quickly begun to work well with those students who moved up into our Year 12 from Year 11 at CCHS. The move into Sixth Form study is a time of considerable change for all students and can be challenging for those moving schools. However Mrs Connolly and the Year 12 tutors have supported all our students over the past weeks and helped them to settle quickly into a new rhythm. Staff will submit monitoring grades on student performance (for internal use only) this week and these grades will inform further planning in terms of 'Access to the Curriculum' lessons and other focused support.

As is usual at the start of Year 12 we have responded supportively to a good number of requests from students to change their options; whilst there is a good deal of work involved in these changes it is clearly in everyone's interests to accommodate requests for change as far as is possible. The window for these changes is now closed (unless exceptional circumstances obtain) and we look forward to the students making excellent progress in their subjects.

We are very pleased that (owing to a good deal of hard work from the school timetablers) we are now able to timetable a good number of supervised study periods for our Year 12 students. In these lessons they will work under the supervision of staff in the Old Library and it is much hoped that these sessions will help them make the very best of the non-contact time which is on their timetables.

We are very pleased that following the 'Freshers' Fair' in September the Year 12 students have thrown themselves into attending the wide range of clubs and societies on offer and we look forward to them taking over running these activities in due course. At the time of writing we are beginning to encourage Year 12 students to think about applications for the variety of Prefect roles which they will shortly be able to apply for; we are sure that we will have a strong range of applications for all these important posts. Other school activities such as Young Enterprise are also now up and running once again.

**Year 13**

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The autumn term of Year 13 is a tremendously busy time for both staff and students.

We started this term with some opportunities for students who had underperformed in their May examinations to re-sit certain papers; these tests happened on the INSET days in September and the results thereof have informed further support which is now on offer to certain students.

Following detailed analysis of last summer's internal examination results and discussions with students we have seen a good number of students dropping the fourth subject which they studied in Year 12. Obviously, we and they hope that by concentrating on three subjects from now on they will be able to produce their absolute best results in next summer's examinations.

At the time of writing we are in the final throes of processing the 'early entrant' UCAS applications for this year. Over 70 students have chosen to make applications to Oxford or Cambridge or to Medicine, Dentistry or Veterinary Medicine. We look forward to further supporting the students in their preparations for interviews. In this regard we are grateful to those CCHS parents who have volunteered to organize and to conduct practice interviews for our students. Our particular gratitude to Mr Dharma and Dr Uscategui for coordinating this initiative. Many students are now working hard on their NEA essays (in English, Geography and English) and their preparation for the various university entrance tests which are set for admission to the most highly competitive courses.

## General

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We were delighted to welcome 125 visitors from Year 11 at other schools and our own Year 11s to our recent Sixth Form Open Evening and are grateful for the support of our Year 12 and Year 13 students in making this event such a success. The process of recruiting both internal and external students into Year 12 for September 2023 will follow a similar pattern to previous years.

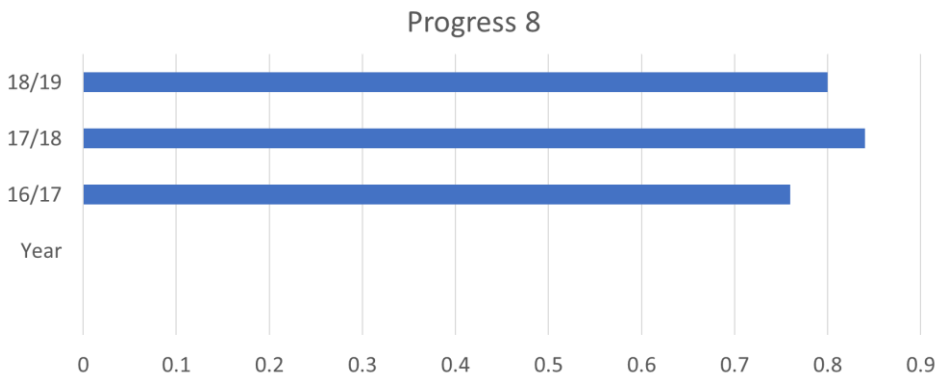
The Rolling Tutor Program in the Sixth Form continues to offer much to stretch and challenge our students beyond their academic subjects as well as to give some skills and knowledge that will help them settle successfully into university. Mrs Hiett has done much excellent work in adapting this program on the basis of feedback from staff and students and she has now passed over responsibility for this area to Mrs Buckley.

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. Mrs Hiett has done a great deal of work to secure the school the Bronze Award for Young Carers and continues to support students who have these responsibilities.

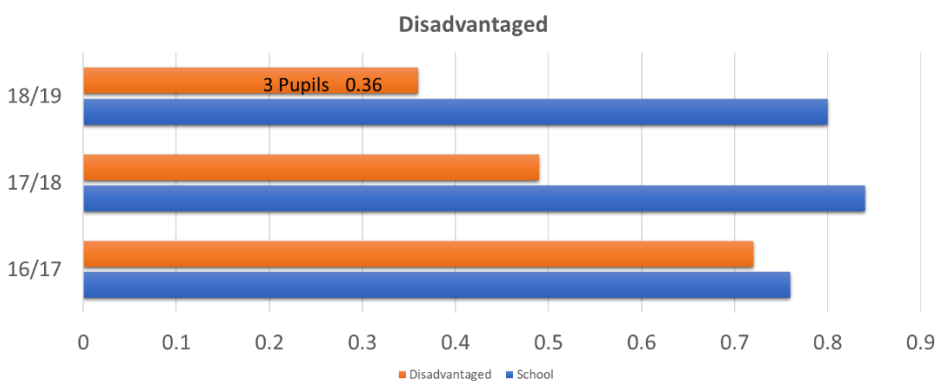
Support for SEND students and students who come from financially disadvantaged backgrounds continues to be a considerable priority. For the former we obviously work very closely with Mrs Adams and Mrs Fairchild. For the latter we are grateful to Mrs Thrower for her excellent work supporting the Sixth Form Bursary students and we look forward to working with her replacement. We are also continually reviewing the nature of the support we are able to provide to our disadvantaged students.

## Progress 8 Trend

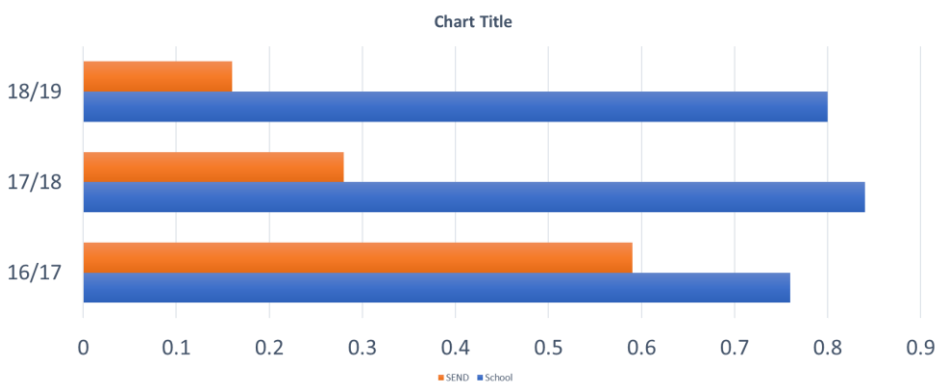
National Average  
18/19 -0.03  
17/18 -0.02  
16/17 -0.03






## Disadvantaged P8 Trend



## SEND P8 Trend



## Progress score

Progress score <sup>?</sup>			
	2017	2018	2019
School / college progress score	-0.4	-0.28	0
Confidence interval <sup>?</sup>	(-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	 Below average	 Below average	 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 <sup>?</sup>			
	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

# A Level - Subject performance at A\* to B grade (accurate as at 13<sup>th</sup> September 2022)

A2 Raw Data	2021-22				2021-22 (TAGs)				2019-20 (CAGs)				2018-19			
Subject	Entries	A*	TA2%	A*-B%	Entries	A*	TA2%	A*-B%	Entries	A*	TA2%	A*-B%	Entries	A*	TA2%	A*-B%
Art	11	5.0	91.0	100.0	6	3.0	83.0	100.0	10	7.0	70.0	100.0	18	7.0	94.4	100.0
Biology	79	28.0	83.0	81.0	47	15.0	83.0	87.2	65	20.0	91.0	90.8	64	17.0	89.1	87.5
Chemistry	69	19.0	79.0	85.5	45	5.0	76.0	82.2	56	12.0	71.0	76.8	60	12.0	70.0	80.0
Chinese	-	-	-	-	-	-	-	-	-	-	-	-	1	1.0	100.0	100.0
Computer Science	8	4.0	100.0	87.5	-	-	-	-	-	-	-	-	-	-	-	-
D&T Product	-	-	-	-	-	-	-	-	-	-	88.0	-	-	-	-	-
Economics	34	6.0	97.0	85.3	21	9.0	90.0	95.3	25	9.0	100.0	92.0	35	5.0	94.3	82.9
English Lit	25	11.0	92.0	88.0	25	12.0	92.0	76.0	22	10.0	100.0	90.9	22	9.0	86.4	86.4
French	15	10.0	87.0	100.0	6	1.0	83.0	66.7	8	2.0	83.0	100.0	13	2.0	69.2	92.3
Geography	14	9.0	100.0	92.9	18	9.0	89.0	88.9	12	5.0	100.0	91.7	22	6.0	95.5	81.8
German	5	5.0	100.0	100.0	5	3.0	80.0	80.0	4	3.0	90.0	100.0	5	3.0	100.0	100.0
Politics	15	4.0	100.0	80.0	12	7.0	100.0	100.0	10	3.0	90.0	80.0	15	1.0	86.7	80.0
History	23	5.0	91.0	91.3	16	4.0	94.0	50.0	23	8.0	74.0	87.0	19	3.0	94.7	84.2
Latin	5	3.0	100.0	100.0	5	4.0	100.0	100.0	5	4.0	100.0	100.0	13	1.0	92.3	84.6
Mathematics	75	36.0	80.0	97.3	48	13.0	85.0	91.7	52	18.0	73.0	90.4	56	13.0	58.6	71.4
Further Mathematics	15	8.0	93.0	100.0	11	3.0	73.0	90.9	5	3.0	67.0	80.0	8	4.0	62.5	100.0
Music	8	2.0	100.0	100.0	4	2.0	100.0	100.0	3	2.0	67.0	66.7	3	0.0	33.3	66.7
Physics	24	8.0	75.0	87.5	15	4.0	80.0	87.0	9	3.0	78.0	88.9	10	1.0	45.5	90.0
Psychology	49	19.0	90.0	100.0	36	14.0	100.0	100.0	40	9.0	95.0	90.0	23	5.0	91.3	82.6
Religious Studies	12	3.0	92.0	100.0	19	5.0	95.0	94.7	13	4.0	77.0	76.9	7	1.0	57.1	71.4
Spanish	5	2.0	100.0	100.0	3	2.0	100.0	100.0	6	4.0	100.0	100.0	8	0.0	88.9	100.0
Theatre Studies	11	5.0	100.0	100.0	7	4.0	100.0	100.0	10	4.0	100.0	100.0	10	1.0	100.0	100.0
TOTALS	502	192.0	87.2	87.5	349	119.0	87.8	92.3	378	130.0	83.9	88.4	412	92.0	80.5	84.0
EPQ	26	3.0	-	76.5	13	3.5	-87.7	96.2	15	7.0	-	86.7	19	5.5	-	86.8
TOTALS	528	195.0	87.2	86.9	362	122.5	87.7	92.4	393	137.0	83.7	88.3	431	97.5	80.5	84.1

## A Level – Examinations Only - Subject performance at A\* to B grade (accurate as at 13<sup>th</sup> September 2022)

A2 Raw Data	2021-22				2018-19			
Subject	Entries	A*	TA2%	A*-B%	Entries	A*	TA2%	A*-B%
Art	11	5.0	91.0	100.0	18	7.0	94.4	100.0
Biology	79	28.0	83.0	81.0	64	17.0	89.1	87.5
Chemistry	69	19.0	79.0	85.5	60	12.0	70.0	80.0
Chinese	-	-	-	-	1	1.0	100.0	100.0
Computer Science	8	4.0	100.0	87.5	-	-	-	-
D&T Product	-	-	-	-	-	-	-	-
Economics	34	6.0	97.0	85.3	35	5.0	94.3	82.9
English Lit	25	11.0	92.0	88.0	22	9.0	86.4	86.4
French	15	10.0	87.0	100.0	13	2.0	69.2	92.3
Geography	14	9.0	100.0	92.9	22	6.0	95.5	81.8
German	5	5.0	100.0	100.0	5	3.0	100.0	100.0
Politics	15	4.0	100.0	80.0	15	1.0	86.7	80.0
History	23	5.0	91.0	91.3	19	3.0	94.7	84.2
Latin	5	3.0	100.0	100.0	13	1.0	92.3	84.6
Mathematics	75	36.0	80.0	97.3	56	13.0	58.6	71.4
Further Mathematics	15	8.0	93.0	100.0	8	4.0	62.5	100.0
Music	8	2.0	100.0	100.0	3	0.0	33.3	66.7
Physics	24	8.0	75.0	87.5	10	1.0	45.5	90.0
Psychology	49	19.0	90.0	100.0	23	5.0	91.3	82.6
Religious Studies	12	3.0	92.0	100.0	7	1.0	57.1	71.4
Spanish	5	2.0	100.0	100.0	8	0.0	88.9	100.0
Theatre Studies	11	5.0	100.0	100.0	10	1.0	100.0	100.0
TOTALS	502	192.0	87.2	87.5	412	92.0	80.5	84.0
EPQ	26	3.0	-	76.5	19	5.5	-	86.8
TOTALS	528	195.0	87.2	86.9	431	97.5	80.5	84.1

## A level Results

Headlines:

- TA1 86.8% - TA2 87.2% - actual 86.9%
- 8 subjects with 100% A\*-B grades: Art, French, German, Latin, Further Maths, Music, Religious Studies and Spanish
- Very strong % A\*-A: 69.44

By way of context:

- In 2019, the most recent normal examinations year, the %A\*-B was 84.11 (2018, 75.34%; 2017, 75.39%; 2016, 85.23%; 2015, 82%)
- In 2020, with Centre Assessed Grades, it was 88%
- In 2021, with Teacher Assessed Grades, it was 92%

With a return to public examinations this year, albeit with some modifications for students re: course content, etc. the figure is 86.06%.

TA1, in November 2021, indicated 86.8%, with TA2, in February 2022, showing 87.2%, again demonstrating that teachers were accurately analysing student performance.

Seven subjects (Art, French, German, Latin, Further Maths, RS and Spanish) all show 100% A\*-B. Really encouraging that Chemistry secured 85.29%. The first cohort results for Computer Science are strong: 87.50%. Significantly, in 2019 we had 57.52% A\*-A, with 69.44% A\*-A this year.

6 of the 20 SSGS members reported their AL results to The Times listing, published on Friday 18th August:

- Stratford Girls' Grammar, Warwickshire: 29.9%A\*, 89.7%A\*-B (x100 students)
- Tonbridge Grammar, Kent: 36.8%A\*, 88.9%A\*-B (x141 students)
- CCHS: 37.8%A\*, 86.9%A\*-B (only full ALs counted so our EPQ not included) (x148 students)
- Newstead Wood, Kent: 35%A\*, 84.9%A\*-B (x207 students)
- Newport Girls' High, Shropshire: 21%A\*, 81.4%A\*-B (x98 students)
- Lancaster Girls' Grammar: 26.7%A\*, 80.5%A\*-B (x128 students)

In terms of Essex grammar schools, only one reported results:

- KEGS: 44.2%A\*, 93.3%A\*-B (x180 students)

## GCSE - Subject performance at A\* and A grade (accurate as at 13<sup>th</sup> September 2022)

GCSE raw data	2021-22				2020-21 (TAGs)				2019-20 (CAGs)				2018-19			
Subject	Entries	7 8 9	TA2%	%A*/A 9/8/7	Entries	7 8 9	TA2%	%9/8/7	Entries	7 8 9	TA2%	%9/8/7	Entries	A*/A 9/8/7	TA2	%A*/A 9/8/7
Art	28	28.0	96.4	100.0	37	35.0	91.9	94.6	48	38.0	89.6	79.2	51	36.0	76.5	70.6
Biology	149	141.0	94.0	94.6	160	155.0	95.6	96.9	155	148.0	97.4	95.5	120	107.0	91.7	89.2
Chemistry	149	139.0	91.9	93.3	160	154.0	93.1	96.3	155	139.0	87.7	89.7	120	104.0	85.8	86.7
Chinese	2	2.0	-	100.0	2	2.0	-	100.0	4	4.0	-	100.0	7	4.0	NA	57.1
Computer Science	77	75.0	93.5	97.4	63	60.0	93.7	95.2	49	42.0	87.8	85.7	40	27.0	87.5	67.5
Drama	57	56.0	94.7	98.2	57	50.0	91.2	87.7	43	37.0	95.3	86.1	60	45.0	90.0	75.0
English Language	149	139.0	96.6	93.3	160	147.0	91.9	91.9	155	131.0	96.8	84.5	120	96.0	90.0	80.0
English Literature	149	140.0	96.6	94.0	160	148.0	90.6	92.5	155	137.0	94.2	88.4	120	98.0	86.7	81.7
French	93	92.0	90.4	98.9	99	92.0	90.9	92.9	96	89.0	89.6	92.7	55	52.0	87.3	94.6
Geography	84	83.0	98.8	98.8	86	82.0	90.7	95.4	77	73.0	97.4	94.8	74	65.0	98.6	87.8
German	62	59.0	95.2	95.2	72	67.0	88.9	93.1	67	63.0	92.5	94.0	72	66.0	81.9	91.7
History	79	73.0	95.0	92.4	93	90.0	94.6	96.8	99	84.0	90.9	84.9	74	59.0	89.2	79.7
Latin	29	26.0	92.9	89.7	28	24.0	89.3	85.7	43	39.0	93.0	90.7	55	45.0	98.2	81.8
Mathematics	149	142.0	83.2	95.3	160	146.0	85.6	93.3	155	140.0	89.0	90.3	120	101.0	67.5	84.2
Music	30	30.0	96.7	100.0	35	34.0	97.1	97.1	33	30.0	90.9	90.9	30	26.0	86.7	86.7
Physical Education	10	10.0	90.0	100.0	15	14.0	86.7	93.3	19	15.0	100.0	79.0	19	15.0	100.0	79.0
Physics	149	143.0	89.3	96.0	160	155.0	93.1	96.9	155	137.0	86.5	88.4	120	101.0	87.5	84.2
Religious Studies	33	32.0	97.0	97.0	52	51.0	88.5	98.1	43	41.0	93.0	95.4	63	59.0	81.5	93.7
Spanish	15	15.0	100.0	100.0	16	14.0	87.5	87.5	20	19.0	95.0	95.0	23	22.0	95.0	95.7
Add. Language	1	1.0	-	100.0	-	-	-	-	-	-	-	-	1	1.0	-	100.0
FSMQ Add Maths	17	82.0	-	64.7	-	-	-	-	8	5.0	-	62.5	-	-	-	-
Total (Yr 11)	1511	1426.0	93.1	94.4	1615	1520.0	91.6	94.1	1571	1406.0	92.1	90.0	1344	1126.0	86.8	84.0



# GCSE – Examinations Only - Subject performance at A\* and A grade (accurate as at 13<sup>th</sup> September 2022)

GCSE raw data	2021-22				2018-19			
Subject	Entries	7 8 9	TA2%	%A*/A 9/8/7	Entries	A*/A 9/8/7	TA2	%A*/A 9/8/7
Art	28	28.0	96.4	100.0	51	36.0	76.5	70.6
Biology	149	141.0	94.0	94.6	120	107.0	91.7	89.2
Chemistry	149	139.0	91.9	93.3	120	104.0	85.8	86.7
Chinese	2	2.0	-	100.0	7	4.0	NA	57.1
Computer Science	77	75.0	93.5	97.4	40	27.0	87.5	67.5
Drama	57	56.0	94.7	98.2	60	45.0	90.0	75.0
English Language	149	139.0	96.6	93.3	120	96.0	90.0	80.0
English Literature	149	140.0	96.6	94.0	120	98.0	86.7	81.7
French	93	92.0	90.4	98.9	55	52.0	87.3	94.6
Geography	84	83.0	98.8	98.8	74	65.0	98.6	87.8
German	62	59.0	95.2	95.2	72	66.0	81.9	91.7
History	79	73.0	95.0	92.4	74	59.0	89.2	79.7
Latin	29	26.0	92.9	89.7	55	45.0	98.2	81.8
Mathematics	149	142.0	83.2	95.3	120	101.0	67.5	84.2
Music	30	30.0	96.7	100.0	30	26.0	86.7	86.7
Physical Education	10	10.0	90.0	100.0	19	15.0	100.0	79.0
Physics	149	143.0	89.3	96.0	120	101.0	87.5	84.2
Religious Studies	33	32.0	97.0	97.0	63	59.0	81.5	93.7
Spanish	15	15.0	100.0	100.0	23	22.0	95.0	95.7
Technology	-	-	-	-	-	-	-	-
Add. Language	1	1.0	-	100.0	1	1.0	-	100.0
FSMQ Add Maths	17	82.0	-	64.7	-	-	-	-
Total (Yr 11)	1511	1426.0	93.1	94.4	1344	1126.0	86.8	84.0

## GCSE Results

Headlines:

- TA1 92.5% - TA2 93.1% - actual 94.4%
- 4 subjects with 100% 9-7 grades: Art, Music, PE, Spanish
- All subjects at 90%+ 9-7
- Very strong % 9-8: 86.33

By way of context:

- In 2019, the most recent normal examinations year, the % 9-7 was 84.15% (2018, 86.7%; 2017, 86.4%; 2016, 88.50%)
- In 2020, with Centre Assessed Grades, it was 88.36%
- In 2021, with Teacher Assessed Grades, it was 93.94%

The figure for this year (of modified public examinations) is **94.4% 9-7** – the strongest GCSE results the school has ever seen.

TA1 (Teacher Assessment), in November 2021, indicated 92.5%, with TA2, in February 2022, indicating 93.1%, demonstrating that teachers know their students very well.

Only one subject sits below 90% (Latin) and the % 9-7 is still 89.66% for that subject. Four subjects secured 100% 9-7 grades: Art, Music, PE and Spanish. In terms of the core: English Language 93.29%; English Literature 93.96%; Maths 95.30%; Biology 94.59%; Chemistry 93.29%; Physics 95.97%.

9 of the 20 SSGS (Successful Selective Girls' Schools) members reported their GCSE results to The Times listing, published on Friday 26th August:

- The Henrietta Barnet School; 94% 9-8, 99% 9-7 (x103 students)
- CCHS: 84% 9-8, 94% 9-8 (x149 students)
- The Tiffin Girls' School, Kingston-upon-Thames: 85% 9-8, 95% 9-7 (x177 students)
- Newstead Wood, Kent: 79% 9-8, 93% 9-7 (x158 students)
- King Edward VI Camp Hill, Birmingham: 79% 9-8, 90% 9-7 (x147 students)
- Newport Girls' High, Shropshire: 71% 9-8, 90% 9-7 (x83 students)
- Tonbridge Grammar School, Kent: 71% 9-8, 88% 9-7 (x180 students)
- Wolverhampton Girl's High School: 64% 9-8, 84% 9-7 (x142 students)
- Lancaster Girls' Grammar: 57% 9-8, 77% 9-7 (x143 students)

In terms of Essex grammar schools, three reported results:

- KEGS: 80% 9-8, 94% 9-7 (x150 students)
- Colchester Royal: 65% 9-8, 84% 9-7 (x120 students)
- Westcliff Boys: 63% 9-8, 82% 9-7 (x177 students)

## SEND

There were four students with Special Educational Needs in this year group:

<u>Student 1</u>	<u>Student 2</u>	<u>Student 3</u>	<u>Student 4</u> (very late diagnosis)
TA2: BABA	TA2: BBB	TA2: CBD	TA2: CCC
Actual: SSAC	Actual: SSB	Actual: CBD	Actual: ABB

**PPG**

	<b>non-SEN</b>	84	90	95	97.1
<b>Average Grade</b>	<b>Overall</b>	7.7	8	8.2	8.4
	<b>PPG</b>	6.8	7.6	7.4	7.9
	<b>non-PPG</b>	7.7	8	8.2	8.4
	<b>SEN</b>	7	7.6	7.3	8
	<b>non-SEN</b>	7.8	8	8.2	8.4
<b>Value Add *</b>	<b>Overall</b>	- 0.02	- 0.11	0.68	0.18
	<b>PPG</b>	- 0.42	- 0.65	0.12	- 0.06
	<b>non-PPG</b>	- 0.01	- 0.07	0.7	0.2
	<b>SEN</b>	- 0.35	- 0.75	- 0.03	0.06
	<b>non-SEN</b>	- 0.01	-0.1	0.72	0.2

	<b>2019</b>	<b>2020</b>	<b>2021**</b>	<b>2022</b>
<b>Overall</b>	120	155	160	151
<b>PPG</b>	3	11	5	5
<b>SEN</b>	5	2	9	7

\* Value Add - 2019-21 this was defined as the comparison between the school assigned target grade and awarded grade. In 2022 we have redefined Value Add as the difference between the grade awarded and the FFT target. FFT use KS2 data to assign a target grade per subject for each student. At present this only applies to students with KS2 data (approximately 70% of students).

\*\* 2021 one student was both PPG and SEND.