



Headteacher's Report

June 2023

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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

The 2022/23 environment continues to be managed carefully and is trending towards a break even point. Incremental costs of supplies, supplier contracts and trips continue to be causing strain on the budget and is being monitored closely for future forecasting.

The 2023/24 budget is in draft following the recent release of the General Annual Grant and 16-19 funding, and is expected to place a significant burden on the budget whilst the prospect of potentially unbudgeted pay increments (at whichever level these are agreed) remains in place. Our energy contracts for 7 meters (of 11) are due to be refixed shortly (for August and October start dates), which is estimated to add an additional £100k pa burden over our costs this year.

The other area of focus for the coming year is the viability and strategic plan for the swimming pool. Options are under review following Swim England feedback.

School Development Leaders

To help uphold our School's vision and aims, this academic year we created new roles for our senior middle leaders: School Development Leaders. The focus of these roles has been 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 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

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 three 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 be sitting our entrance test in September.

EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

Staffing update

Unless indicated otherwise, colleagues listed below will leave at the end of the summer term.

Staff Leavers – Summer 2023	
Alison Pudney	Attendance Officer and Pastoral Support
Rowan Carroll	Alumnae Development & Sixth Form Support Officer (including Community Service)
Geeta Puri	Teacher of Biology
Katharine Adams	SENDCo

The promotions below are effective from September 2023.

Internal Promotions and Appointments – Summer 2023 (effective from September 2023)	
Dr Michael Palmer	Assistant Head, Community, Enrichment and Opportunity
Sarah Clements	Year Leader Year 8 (Job Share)
Hayley Barker	Year Leader Year 8 (Job Share)
Victoria Goksel	Year Leader Year 10 (Job Share)
Jo Stevens	Year Leader Year 10 (Job Share)
Heidi Pocock	School Development Leader - SENDCo
Jennifer Vigrass	Subject Leader of Geography

Unless indicated otherwise, those listed below will start at CCHS in September.

External Appointments – Summer 2023	
Ashleigh Cullum	Teacher of PE
Kate Ralph	Teacher of Chemistry
Natalie Day	Subject Leader of Drama & Theatre Studies
Kalbinder Reilly	Teacher of Mathematics
Samantha Styles	Assistant Examinations officer
Smita Kempster	Attendance Officer

In addition, a number of Examination Invigilators have been employed to assist examinations.



ADMISSIONS

Admission in Year 7 is through our Entrance Test which is administered by CEM and encourages girls from all backgrounds to apply. Our Admissions Policy for 2023 allows for the highest priority to be given to the top 30 applicants in receipt of Pupil Premium, LAC or previously LAC, who achieved a score within the top or middle bands and live in the 12.5 mile priority area.

No. of candidates registered for the Entrance Test	1,279
Attended CCHS Test	1,113
Attended alternative venue	79
Withdrawn/no show	87

Summary of Total Registrations

2023 Entry	1,279
2022 Entry	1,110
2021 Entry	1,215
2020 Entry	1,141
2019 Entry	1,333

No. of candidates with:	Attended	Offered (On National Day)	Accepted (as of 27.06.2022)
LAC/PLAC status	5	1	1
Pupil Premium eligibility (priority area)	22	12	12
Pupil Premium eligibility (out of catchment)	23	0	0

No. of candidates from:	Attended	Applied	Accepted (as of 27.06.2022)
State Schools	956	647	144
Independent Schools	150	116	34
Home Educated	6	5	2
Educated Abroad	1	0	0



Partner Primary Schools:	Attended CCHS Summer School	Attended Test	Offered	Accepted (as of 27.06.2022)	Primary School %FSM eligibility	PPG
Barnes Farm	7	7	1	1	14.3%	1 PPG
Boreham	1	1	1	1		1 PPG
Kings Road	10	10	5	5	35.7%	
Larkrise	3	4	3	3	47.3%	1 PPG
Lawford Mead	6	7	2	2	46.4%	1 PPG
Maltese Road	8	7	3	3	15.0%	
Meadgate	0	1	1	1	19.3%	
Moulsham	20	21	3	3	17.1%	1 PPG
Parkwood	4	4	1	1	38.7%	
Springfield	8	9	5	5	22.0%	
The Bishops	6	7	6	6	13.3%	
Trinity Road	4	5	2	2	26.8%	
Westlands	10	13	2	2	29.3%	1 PPG

- 10 main round appeals were held in June 2023 (10 heard, none successful).

CURRICULUM AND ENRICHMENT

Despite this being Exams Season, our students have still enjoyed their usual richness of extra-curricular activities, including:

April 2023 – June 2023
<ul style="list-style-type: none"> • Senior Speech Day • Commemoration Day • Coronation Cakes • Year 13 Parents' Farewell evening • Year 13 Leavers' Assembly • Year 11 Leavers' Event • STEM challenges (including UKMT) • House tennis and basketball • Jack Petchey Speak Out Competition • Junior Maths Challenge • Art Exhibition • New intake welcome meetings • Year 6 athletics events • Industrial Cadets Gold and Bronze project celebration days • Cambridge Chemistry Challenge • House Rounders • Cabaret Concert • CCHS Summer Festival • House Drama

Educational Visits April – June 2023				
Date	Year	Activity	Location	Duration
1-2/04/2023	9	Duke of Edinburgh – Bronze	Danbury Park	2 days
16/05/2023	9	Company Visit to Leonardo	Basildon	1 day
23/05/2023	12	Women of the Future Ambassadors	London	1 day
05-09/06/2023	10	Nice Trip (1)	Nice	5 days
19-23/06/2023	12	West Sussex Fieldtrip	Truleigh Hill	5 days
23-30/06/2023	10/12	German Exchange	Backnang	8 days
26-30/06/2023	10	Nice Trip (2)	Nice	5 days
28/06/2023	12	Royal Holloway University – Psychology Trip	London	1 day
30/06/2023	9	CSES Texpo Competition @ ARU	Chelmsford	1 day
1-2/07/2023	9	Duke of Edinburgh – Bronze Qual	Skreens Park	2 days
06/07/2023	12	Physics of Fun – Adventure Island	Southend	1 day
10/07/2023	7	Stubbers Adventure Centre	Upminster	1 day
12/07/2023	9	Nationwide Code Explorer Day	London	1 day



Summer Term Activities

Enrichment Day 3 – 10th July

This term we have the last of this academic year's enrichment days. It has been wonderful to return to the whole school enrichment model which and feedback from staff and students has been extremely positive.

The Enrichment Model has been built to complement the CCHS Learner Profile.

Year group	Learner Profile	ED3 Activity
Year 7	Resilient	Stubbers
Year 8	Enquiring	Latin
Year 9	Enlightenment	STEM
Year 10	Citizenship	HPQ and Holocaust
Year 12	Knowledgeable	UCAS
Primary schools	Creative	Art, Drama and Music

Residential Trips

Following the success of the Year 9 trip to Nice earlier in the academic year this term we have three overseas trips taking place for our Year 10 students. Our French scholars are heading to Nice for a week of planned educational activities as well as the chance to immerse themselves in the local culture. The trip was so popular that the French department are actually running the trip twice this term to ensure we can accommodate as many students as possible.

Our German exchange return visit also takes place this term, continuing the long running relationship we have with the school in Backnang (Chelmsford's twin town), near Stuttgart in South Germany. Students will have the opportunity to attend lessons, go on excursions and spend time with the families of their German partners.

Our Year 12 Geographers are heading to West Sussex for their fieldwork, this is a new venue for our school and the team conducted a 'fact finding' mission prior to the trip to ensure that they were able to deliver on the important aspects of field work in a new location.

Year 9 Duke of Edinburgh's Award students also have their qualifying expedition this term having completed their practice one with great success at the end of the Spring term. This time they are headed to Skreens Park, led by Jenny Vigrass and the company Adventure Expeditions.

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**:

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

Throughout the summer term, we continue to work with external agencies and different schools to share and develop our practices. This term, we conducted a pre-assessment with the National Association for Able Children in Education (NACE). This involved auditing our school's more-able provisions against the NACE Challenge Award Framework (a recognised award for school's that provide a culture of challenge in their settings). We will continue to develop our relationship with NACE over the coming months to achieve this status in the next academic year.

Moreover, we continue to work with Wycombe High School to develop our practices throughout the Sixth Form. The Deputy Headteacher (Academic) and the Assistant Headteacher (Teaching & Learning and Staff Development) met with Wycombe High School's lead practitioner for Sixth Form to discuss their in-house tutoring programme. This is an idea we look to adapt and replicate in our own setting throughout 2023-24.

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'. We have commissioned Elevate Education to work with students in Year 7, 11 and 12 again 2023-24.

Parents continue to engage in 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 continues to be included in the weekly celebrations.

Moreover, we continue to focus on 'Perfectionism' as an academic trait, often seen in more-able students. Our School Development Leader, Matt Carter, continues to work with staff, through delivering CPD in this area, and students through specific workshops and one-to-one support.

The CCHS Academic Excellence in Research Award

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. This fantastic foundation has been built upon this year as students have been offered the opportunity to enter for the formal HPQ qualification.

Over the course of the academic year, our Year 10 students have been 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. 46 students were submitted for formal assessment in the HPQ this academic year, in Year 11, with 58 students currently on track for a submission in Year 10.

Tracking Attainment

As part of our teaching and learning practice, we continue to track the attainment of all students using internal teacher assessment data and are developing this process to use the external data that we have available, e.g., Fischer Family Trust (FFT). Training has been given to all subject leaders 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.

This term, colleagues have continued to review their departmental data by completing a Teacher Assessment analysis for Term 3. They identified students for concern as part of this document and contextualised interventions that would be put in place to move forward. Moreover, colleagues also completed a DSEF3 which enables a reflection of departmental processes as a whole, not just data.

Student Progress Meetings

To optimise this important area of our work, this academic year we have enhanced our teacher assessment process with the introduction of Student Progress Meetings which brings together the Academic team, Pastoral support, SENDCO and Curriculum to look at our student's 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. These meetings have been extremely powerful to us in understanding future attainment and providing the most effective learning journey to our students. This term, meetings have taken place which review each year group in the school. A robust intervention programme was subsequently actioned for those students who we identified as requiring further intervention.

Homework Club

Through the Student Progress Meetings, we identified a need for a regular homework club 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. The trial has been extremely successful, and we will be continuing with this initiative next academic year.

SchooliP

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. We continue to use this system and are planning on increasing our use of this over the coming year.

Number on Roll
1,162

Year 7:	180
Year 8:	180
Year 9:	180
Year 10:	153
Year 11:	154
Year 12:	166
Year 13:	149

2022/23 SEN Register

SEN: 35
EHCP: 2

**Temporary
Suspensions**

0

Pupil Premium

38 students
£957.70 per student

Income
£36,392.50

**Overall Attendance
Rate**

92.11%

Ethnicity Numbers 2022-23

Ethnicity Group 2022-23	Whole School
Afghan	2
Albanian	1
Any other Black background	1
Bangladeshi	21
Black - Congolese	1
Black - Ghanaian	14
Black - Nigerian	60
Black - Sierra Leonian	2
Black - Sudanese	1
Black Caribbean	2
Filipino	4
Greek/Greek Cypriot	1
Hong Kong Chinese	10
Indian	346
Italian	1
Nepali	2
Other Asian	70
Other Black African	11
Other Chinese	22
Other ethnic group	14
Other mixed background	12
Pakistani	38
Turkish/Turkish Cypriot	1
Vietnamese	2
White - British	408
White - Irish	6
White Eastern European	15
White Other	13
White Western European	11
White and Asian	18
White and Black African	5
White and Black Caribbean	1

White and any other ethnic group	11
Information Not Yet Obtained	25
Refused	10
TOTAL	1162

MAIN SCHOOL STUDENTS

Update on Pupil Premium provision June 2023

Number of Pupil Premium Students for 22/23 is 38 (includes 3 Looked After Children)

Anticipated income for 22/23 is £36,392.50. Funds carried forward from previous years £35,519 and an additional £9,384 of Recovery Premium funds.

Data for Pupil Premium spend is based on the transaction in the school PSF system as at 19th June 2023.

Summary of PPG Expenditure for 2022/23

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.	£2,935.82
2. Revision guides and curriculum resources: ensure students have access to relevant study materials.	£905.35
3. The full range of educational experiences: trips and visits and enrichment activities.	£6,823.15
4. Learning a musical instrument to maximise participation in the life of the school and promote wellbeing and academic progress.	£5,462.00
5. Uniform and travel support – essential for attendance and wellbeing.	£1,114.74
6. Christmas Hampers for our PPG students.	£896.11
7. Provision Map software to enable enhanced tracker of Pupil Premium spend and the effectiveness of interventions.	£1,356.66
8. Bus Pass provided for 3 of our students	£1,157.00
9. Study skills workshops run by Elevate an outside company who use young speakers to motivate students.	£1,422.68
10. Counselling subsidy	£8,872.20
11. Anxiety Assembly & Workshop	£410.00
12. GCSE Pod	£1,596.88
13. Frog Familiarisation Portal – access given to all PPG students who have registered for the CCHS Entrance Test.	£750.00
14. Council Chamber	£612.00
15. Other items, including stationary, books, sanitary supplies	£729.47

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

- **SEN include:** Autism Spectrum Conditions (ASC), Dyslexia, Cognitive processing and working memory difficulties, Sensory Processing Disorder (SPD) Auditory processing disorder (APD) Attention Deficit and Hyperactivity Disorder (ADD/ADHD) Hearing impairment (HI) Social Emotional and Mental Health (SEMH) including acute anxiety and two students with complex medical needs.
- **35 students currently on SEND register (up from 34),** A further 4 students likely to move to the SEN register soon pending receipt of assessment reports from external agencies.
- **2 students have Education Health and Care plan (EHCP)** and we are in early stages of applications for two more EHCP's one Year 8, one Year 9.
- **Normal Way of Working (NWW) documents** with support strategies and information about exam access adjustments **in place for all 35 students on the SEND Register and a further 81 students (up from 77) with medical and other needs.**
- **All spring term One Plan meetings were completed in accordance with the SEND code of practice** and summer term reviews are well underway.
- Following the student Welcome meetings, plans are in hand for **supplementary transition meetings for 3 students who will be joining the school in September with known SEN needs.**
- **Claire Fairchild (CFA), SENDCo Support Assistant** continues to bring her wisdom and experience to supporting and mentoring some of our students with more complex needs. This has become a time- consuming process which has sometimes prevented her from being able to offer full admin support for other areas of SEN work.
- **Two Year 9 students remain key concerns:** One, is still unable to attend school and the education access team have tried to source appropriate home tuition for her but without much success. The other, who is experiencing difficulties staying in the classroom, is still being ably supported by CFA. She has made good progress building rapport and has started to work on strategies to help her regulate emotions and recognise triggers for difficulties.
- **Use of Provision Map software** to streamline record keeping: **No progress here.** In order to implement the system effectively those inputting data will need appropriate training and time, neither of which have been available. The school will need to make headway with this as the numbers of students with some form of SEN sport continues to rise to ensure that information is centralised and easily accessible.
- **Still receiving many requests for referral and for evidence for assessments by external agencies.** Waiting times for NHS assessments are still up to 2 years. Numbers for exam access arrangements were the highest ever this year. KAD will have completed **30 exam access assessments this year as in-house assessor.**
- At the start of this term CFA coordinated the **inaugural coffee morning for parents of students on the SEN register.** A great success and well attended. Parents formed their own WhatsApp group and several of our more experienced parents have been offering support to their less experienced peers. We plan to hold the second morning coffee morning on 17th July

- **Staff Training: HPO**, in her capacity as SDL with focus on SEN, provided training for staff on adaptive teaching and the sensory needs of SEND students and has recently attended SENCO cluster training on Emotionally based school avoidance (EBSA) and **KAD** led whole staff training on the impact of Sensory Processing Disorder and Auditory Processing Disorder on 15th June
- **Work with outside agencies and County SEND team:** KAD met online with member of the school inclusion team in the absence of our regular send inclusion partner who is on sickness absence. We have also had another change of educational psychologist.

Finally, a full programme of induction and handover will be provided to HPO as she takes up her new role as SENDCo next term.

Safeguarding

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.

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 Behaviour Training run by Jo Barclay.
- It Could happen Here training run by Jo Barclay and the LADO
- Mental Health First Aiders: fully trained FHR (also trained HPO EHI RDA GSA CMA VGO KAD RCO NLE MCH TBE)
- 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.
- The DSL has been on ESCB Basic Trauma 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.

MAIN SCHOOL STUDENTS

Care and Guidance report Years 7 -11 - Pastoral Team

- 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.
- 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 have the Pastoral Hub at the front of school – this is a 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 CWP'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.

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.



We have welcomed x9 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 6th 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.

SIXTH FORM STUDENTS

Care and Guidance report Years 12-13

Sixth Form General – Dr Michael Palmer

We continue to focus considerable energies on recruitment into the Sixth Form. In March we were pleased to welcome just over 80 Year 11 students from 34 different schools for Year 12 taster lessons. Each of our visitors attended two Year 12 lessons alongside our current Year 12 students, giving them valuable opportunities to understand more about the nature of Sixth Form teaching and learning in this school. We are now looking forward to our Sixth Form Induction Day which Mrs Hiett is organising. This will take place on 30th June and give both current CCHS Year 11 students and applicants from other schools much useful information before their summer break and will help enable them to make the strongest start to their Sixth Form studies. We are again looking forward to very healthy numbers taking up Year 12 places in September.

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 continued to develop our work supporting Young Carers and Mrs Bernard (our Sixth Form Administrator) is shortly to undergo Mental Health First Aid training.

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 Neale for her excellent work supporting the Sixth Form Bursary students. We are also continually reviewing the nature of the support we are able to provide to our disadvantaged students and have again this year been able to access support for students resident in certain postcode areas under the terms of the 16 to 19 tuition fund which offers support for students in the aftermath of the pandemic.

The Sixth Form Team also continues to develop its work with former students of the school. Our particular thanks are due to Mrs Rowan Carroll who has worked for the past 15 months to support the development of Alumnae relations and is shortly to leave CCHS to pursue other opportunities. Mrs Carroll was instrumental in the highly successful Senior Speech Day held in Chelmsford Cathedral just after Easter and has also helped to organise 3 separate reunions for former students during the summer term as well as managing our alumnae social



media accounts. She has also provided much support to the school's Community Service Programme for Year 12 students. Her energy and efficiency will be much missed.

Year 12 – Mrs Rhiannon Connolly.

The first year of our student's 6th form has passed very quickly. Many of the students who joined our school in September blended in seamlessly and those who initially struggled to adapt have grown in confidence over the year. Senior prefects were appointed, along with house officials and department prefects ready to start their roles in January. Since then, they have involved themselves in running the societies and creating others such as ChemSoc. Other clubs such as British Sign Language have also been launched, run entirely by year 12 students. The House officials have been very enthusiastic and have often been seen encouraging all year groups to participate.

In May year 12 students sat their end of year examinations and have recently found out their grades and predicted grades ready for their UCAS applications. Mrs Hopkins has launched this process to the students, and all are currently filling in their details and looking at possible universities. Many students are visiting a number of universities over the next month, including Cambridge and Oxford. We have also launched the platform Unifrog, which enables the students to compile shortlists of universities and courses dependant on their predicted grades, ranking them as either aspirational, solid or safe. Every student has registered and are using it regularly. Tutors will be undergoing training to enable them to use this platform to help write their references following the new UCAS changes.

In the remaining weeks we have many students visiting universities & undertaking work experience. We have one of our Arkwright scholars undertaking a week's work experience at McLaren in the lead up to the F1 grand prix at Silverstone. We also have the Senior Prefects festival which is being organised at the moment. Year 12 students are also helping at the induction day later this month, ready to pass on their advice as to how to approach the start of sixth form. It has been a busy year and the students are looking forward to having a rest in the Summer ready to restart in September.

Year 13 – Mrs Emma Hiett

Year 13 are currently midway through their A Level examinations and, so far, they have gone smoothly and students seem to be cautiously optimistic about their preparation and the papers that they have completed. This year group did not sit GCSE examinations and, although they did sit formal examinations in Year 12 and in January of Year 13, these are the first set of public examinations for this cohort. This has caused some increased nervousness for some students, but on the whole they are coping very well.

We have therefore seen quite a few students in school since they began their study leave in mid-May, including several who have attended every day. Many students report feeling better able to focus at school, and prefer to continue with the familiar school routine. Others have been accessing support with examination stress and anxiety, as well as meeting teachers to ask questions and discuss their revision.

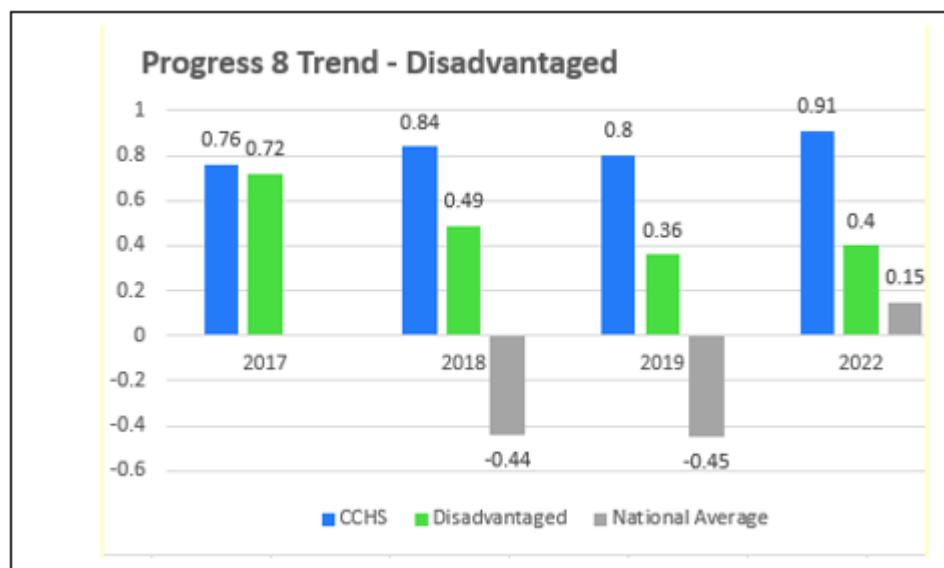
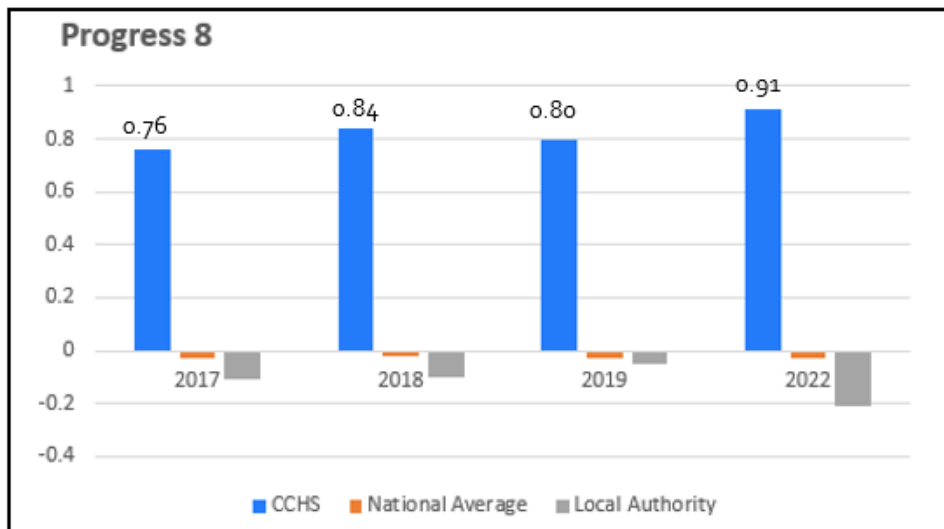
Earlier in the term we enjoyed celebrating their time at CCHS with the usual dressing up week and Leavers' Reception, and a final assembly on their last day in which we were reminded again that we are lucky to have such talented musicians and singers amongst the student body.

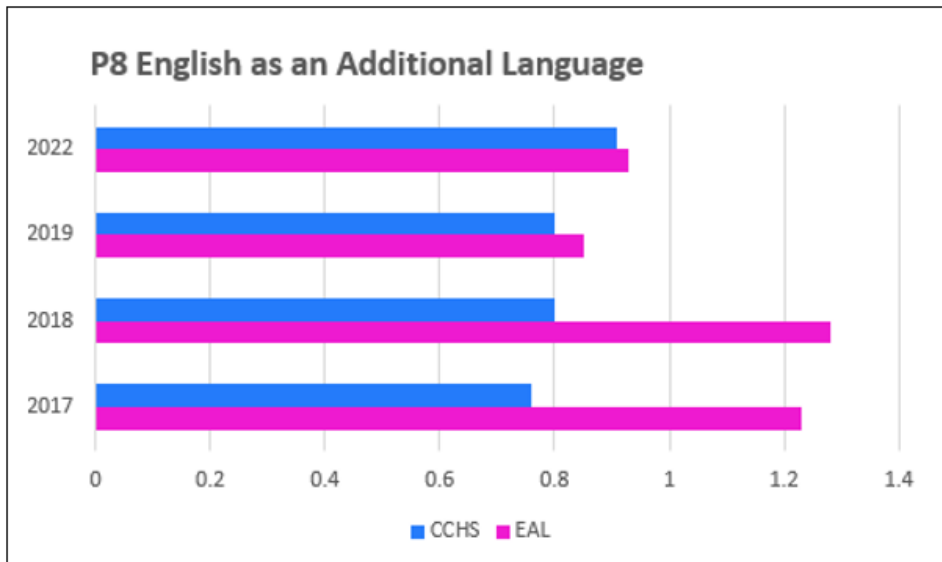
At the end of the examination period Year 13 students will return to school to hand in their textbooks before a well-deserved summer break. A number of students have volunteered their time on the upcoming Sixth Form Induction Day, to share what they have learnt about being a successful Sixth Form student with prospective Year 12 students. In August we will be supporting students as they receive their examination results and university places are confirmed. Mrs Hopkins, our Higher Education Adviser, and other staff will be available to



assist students making decisions on August 17th and following days, as well as to congratulate all Year 13 students on the results of their hard work over the past two years.

Outcomes: KS5 Performance Tables 2020





Outcomes: KS5 Performance Tables 2022

*Please note that KS5 do not have value added data due to Covid-19 and CAGs

