Headteacher's Report

October 2023

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CONTEXT OF THE SCHOOL

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-year end is underway and expected to be showing a break-even situation on operating costs.

The 2023/24 budget is extremely tight due to incremental costs of supplies & utilities as well as the teacher and support staff pay rises (the latter of which is entirely unfunded). The outlook for 24/25 also looks difficult due to lower sixth form numbers than anticipated in 23/24 plus the re-fixing of our gas contracts.

The other area of focus for the coming year is the ongoing strategic plan for the swimming pool, alongside the heating system which is rapidly becoming the end of life.

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:

- SEND - Excellence for all
- Creativity across the Curriculum
- Data Literacy
- Whole School Assessment
- Teaching Standards – Classroom Practice
- Learning Standards – Classroom Experiences

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 a colleague training in the English Department joining us from this organisation. Furthermore, we continue to evolve our relationships with external training providers, with two trainee colleagues joining us from Mid-Essex ITT. These colleagues are training in both Drama and Modern Foreign Languages.

Finally, we continue to work with various schools this academic year. We continue to work with Wycombe High School (ICGS partner school) centered around academic tutoring and have modelled our own tutoring programme on the model used by Wycombe High School.

EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

Staffing Update

Unless indicated otherwise, colleagues listed below will leave at the end of the Summer Term.

Staff Leavers – Autumn 2023	
Charlotte Neale	Education Support Officer

The promotions below are effective from September 2023.

Internal Promotions and Appointments – Autumn 2023 (effective from October 2023)	
Sara Muhammad	Teacher of Psychology - Permanent (PT)

Unless indicated otherwise, those listed below will start at CCHS in October 2023.

New Staff – Autumn 2023	
Daniela Nobrega	Education Support Officer

ADMISSIONS

Admission in Year 7 is through our Entrance Test which is administered by Future Stories Community Enterprise Ltd (FSCE). Established in 2022, their drive has always been to make grammar school entrance testing more accessible to all children, with a focus on social mobility.

CCHS used this test for the first time on Friday 22nd September 2023.

Our Admissions Policy for 2024 allows for the highest priority to be given to the top 30 applicants in receipt of Pupil Premium, LAC or previously LAC, who achieve a score 5 points below an 'eligible score'.

Entrance Test for 2024 Entry

No. of candidates registered for the Entrance Test	1,380
Attended CCHS Test	1,218
Withdrawn/no show	158
Did not sit test, will provide a body of work due to a medical condition	2
Due to sit a late test in November	2

Summary of Total Registrations

2023 Entry	1,279
2022 Entry	1,110

2021 Entry	1,215
2020 Entry	1,141
2019 Entry	1,333

LAC / PLAC / PPG

No. of candidates with:	Registered	Attended
LAC/PLAC status	5	4
Pupil Premium eligibility	59	54

Primary School Information

On 29th September 2023, the determination from the Office of the Schools Adjudicator (OSA) advised that we could no longer ask parents to provide primary school information when registering for the Entrance Test.

Therefore, we do hold any data relating to how many students registered are from state schools, independent schools, taught overseas or home educated.

Partner Primary Schools

We ask parents to check a box to confirm whether their daughter attends one of our partner primary schools when they register for the Entrance Test.

A total of 120 students from these schools registered.

Partner Primary School %FSM

	2023_24	2022_23
Lawford Mead Primary & Nursery	**45.6%**	46.4%
Larkrise Primary School	**44.5%**	47.3%
Parkwood Academy	**42.4%**	38.7%
Kings Road Primary School	**35.2%**	35.7%
Springfield Primary School	**28.8%**	22.0%
Westlands Community Primary School	**27.6%**	29.3%
Trinity Road Primary School	**24.3%**	26.8%
Meadgate Primary School	**20.8%**	19.3%
Boreham Primary School	**18.1%**	16.0%
Maltese Road Primary School	**13.5%**	15.0%
Moulsham Junior School	**13.5%**	17.1%
Barnes Farm Junior School	**12.8%**	14.3%
The Bishops' CofE and Roman Catholic Primary School	**11.7%**	13.3%

Appeals

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

CURRICULUM

As part of CCHS's progressive approach to grammar school education, we continually review our curriculum offer to ensure our provision is ambitious, broad and balanced while meeting the needs of our highly able students. As part of this practice, we have reviewed our current Sixth Form provision alongside that of comparable schools through the 2022 GSHA Curriculum Survey[1].

We noted two key areas in our analysis, the first being the number of hours offered for A level courses. We were fortunate last academic year to increase the hours for A level Biology, Chemistry, Physics and Mathematics in both Year 12 and Year 13 to 9 hours across the fortnight. This was received with positive feedback from subject teachers and the results in Biology and Maths give strong evidence to support this additional provision. The GSHA survey highlighted that we were still slightly adrift from our comparable schools and this academic year we increased teaching hours to 9 hours across a fortnight for all cohorts over 10 students and 10 hours for Biology, Chemistry, Physics and Mathematics. This additional time gives subject experts the opportunity to give students important feedback, make time for recall activities, exam preparation and intervention.

The second area highlighted by the GSHA survey was the number of A levels offered to students at the start of Year 12. Trend analysis from the 2016 GSHA survey to the 2022 GSHA survey highlighted a significant change with 74% of responders offering 3 A Levels at the start of Year 12. This insight, coupled with our own trend analysis led to the launch of our Twin Pathway programme which was launched successfully at our recent Sixth Form open evening. The Twin Pathway consists of Four A Levels Plus and Three A Levels Plus outlined below.

Four A Levels Plus

- Students select 4 A Levels from a broad range of subjects (including Further Maths).
- Students have the option to select either EPQ or Further Maths as a fifth option.
- Options available for Community Service and PE.

Three A Levels Plus

- Students select 3 A Levels from a broad range of subjects (excluding Further Maths).
- All students take EPQ as a fourth option. adding breadth and acquiring key skills.
- Students take part in Community Service and PE.

[1] *The 2022 GSHA Curriculum Survey: – 81 schools participated including 10 SSGS Schools: Altrincham Grammar School for Girls, CCHS, Kind Edward VI Camp Hill School for Girls, Lancaster Girls' Grammar, Newport Girls' High School, Newstead Wood School, Queen Mary's high School, Stratford Girls', Tiffin School, Woodford County High School.*

ENRICHMENT

Enrichment Day One will take place on 12th October with the following activities taking place:

- Visting primary schools will have a science day entitled 'Fizz, Bang, Pop'. We will be welcoming around 40 visiting students for this day run by Mr Rowell.
- Year 7 students will take part in a Languages Day.
- Year 8 students will be enjoying a creative day led by Mr Harvey and Mr Lamberti.
- Year 9 students will be exploring cultural diversity in activities led by Mrs Watt.
- Year 10 students will be welcoming a range of former students to speak to them about careers. Dr Hiner is leading this day.
- Year 11 students will have an English masterclass led by Mr Carter and his colleagues.
- A large number of Year 12 students will support the work of the primary students and Years 7 and 8 students.
- Year 13 Mathematicians will have a math masterclass. Many other Year 13 students will be preparing for university admission tests.

Subsequent Enrichment Days will take place on 19th March and 8th July.

Wider enrichment activities are once again up and running with a huge range of clubs and societies meeting each week. Year 12 students were recently introduced to the range of activities on offer for them at our Freshers Fair and tutors and Year Leaders in all years are continuing to encourage their students to engage as fully as possible in the rich diet of activities that are on offer.

We have also hosted two very successful academic lectures thus far this term and look forward to another in early December. This has given students great opportunities to think beyond the curriculum. We will also be launching our 'CCHS Institute Essay Competition' which will similarly encourage students to show their interest in learning and thinking beyond set syllabi.

A number of residential and oversea trips have been planned for the coming year:

- Year 9 – visit to Ypres in late May.
- Year 10 students of French - visit to Normandy in June.
- Year 10 and 12 students of German – exchange with our partner school in Backnang. We will host our German friends in March, and they will host our students in June.

A residential trip for our Year 8 students is currently under consideration.

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)
- Saffron Teaching Schools' Hub (STSH)
- Billericay Teaching School Alliance (BTSA)

Engaged **nationally**:

- Prince's Teaching Institute (PTI)
- National Association for Able Children in Education (NACE)

Engaged **internationally**:

- International Coalition of Girls' Schools (ICGS)
- 'Advance Girls' research projects

Throughout the Autumn Term, we continue to work with external agencies and different schools to share and develop our practices. This term, our Assistant Headteacher, Teaching and Learning & Staff Development attended the International Coalition of Girl's Schools 'Education Symposium' at the Benenden School in Kent. This event considered the role of Girls' Schools in an evolving society and promoted girls' education as a positive impact on young women. He attended sessions considering research in girls' schools and the use of technology and artificial intelligence in the classroom. The findings from this symposium will be shared with school colleagues later in the year, when we dedicate an inset day to girls' education.

Considering the role of research, and using this to inform staff practices, we have four colleagues who have enrolled to complete National Professional Qualifications. The areas currently being studied and explored are leadership, teacher development and leading learning. We continue to promote professional development and higher education opportunities to our staff through our CPD bulletin, included in our weekly staff briefing.

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, 9, 11, 12 and 13, and the impact on our students has been outstanding. Elevate joined us in September to run the following sessions: 'Study Skills Kick Start' for Year 7, 'Ace your Exams' for Year 11 and 'Study Sensei' for Year 12.

A benefit of working with Elevate is that they provide parental webinars to support parents on following up with key strategies and research introduced in Elevate's sessions. Information on these sessions continues to be included in the weekly celebrations.

The CCHS Academic Excellence in Research Award

Over the past two academic years, 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 next academic year, our Year 10 students will be given the opportunity to conduct a research project with a Social, Moral, Spiritual or Cultural focus. Guided by their course tutors, students will plan their research, evaluate, analyse and develop their projects 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.

We are pleased to report that the students who submitted work for the externally recognised Higher Project Qualification achieved outstanding outcomes. The cohort achieved 100% A*-B for their submitted projects. The success of the course also continues to be demonstrated by this year's uptake of students, with currently 150 students expressing interest in submitting a Higher Project Qualification assignment for external review.

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 completed an exam review analysis of their summer results through the Departmental Self Evaluation Form (DSEF1) process. Colleagues complete an evaluative analysis of their summer results prior to a meeting to discuss these with the Headteacher and the Line Manager. In this meeting, they also submit and review an action plan outlining how they intend to progress and overcome any areas of development found in the DSEF1 process.

Student Progress Meetings

To optimise this important area of our work, 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, appropriate colleagues met to discuss and review the progress of Year 11 students.

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.

SchooliP

During the 2021-22 academic year, 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. Colleagues have reviewed their 2022-23 targets this term and have identified new targets in consultation with their line manager. These will be reviewed periodically throughout the year and formally reviewed in October 2024.

Whole School Data (as 29th September 2023)

Number on Roll	
1,183	
Year 7:	180
Year 8:	180
Year 9:	178
Year 10:	180
Year 11	151
Year 12:	150
Year 13:	164

2023/24 SEN Register

SEN: 42
EHCP: 3

Temporary Suspensions

0

Pupil Premium

42 students

Overall Attendance Rate

96.9%

Ethnicity Numbers 2023-24

Ethnicity Group 2023-24	Whole School
Afghan	1
Albanian	0
Any other Black background	1
Bangladeshi	31
Black - Ghanaian	17
Black - Nigerian	70
Black - Sierra Leonian	1
Black - Sudanese	1
Black Caribbean	1
Filipino	3
Greek/Greek Cypriot	2
Hong Kong Chinese	14
Indian	377
Nepali	1
Other Asian	65
Other Black African	13
Other Chinese	27

Other ethnic group	17
Other mixed background	10
Pakistani	37
Turkish/Turkish Cypriot	2
Vietnamese	1
White - British	385
White - Irish	9
White Eastern European	17
White Other	15
White Western European	8
White and Asian	24
White and Black African	4
White and Black Caribbean	4
White and any other ethnic group	9
Information Not Yet Obtained	4
Refused	12
TOTAL	1183

SEND Report

- **SEND 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.

- **There are 42 students currently on the SEND register (up from 35)** with a further 5 students likely to move to the SEN register soon, pending receipt of assessment reports from external agencies.
- **3 students have Education Health and Care Plans (EHCP) a**nd we are in the early stages of applications for two more EHCPs (one in Year 9, one in Year 10).
- **Normal Way of Working (NWW) documents** with support strategies and information about exam access adjustments are **in place for all 43 students on the SEND Register and a further 61 students (down from 77) with medical and other needs**.

- A**ll Summer Term One Plan meetings were completed by KAD in accordance with the SEND code of practice** and Autumn term reviews are now underway, with Year 10 and Year 12 meetings prioritised for before October half term to support the start of examination courses for these year groups.

- **Supplementary transition meetings were organised and conducted by HPO for 3 Year 7 students and 4 Year 12 students who joined the school in September with known SEN needs.**

- **Transition:** For the first time this year, students on the SEN register were invited into school before the Main School Autumn Term return to support their transition back to school after the summer break: Year 7 and Year 12 students were invited in on Tuesday 29th August, with students in Years 8-11 and Year 13 invited in for one-hour sessions on Wednesday 6th September.

- **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**.** In particular she offers invaluable weekly / fortnightly mentoring sessions to the students with an EHCP, as well as providing support to students who need to work in the Quiet Room space.

- **Five Year 10 students remain key concerns**: One is still unable to attend school and the ECC Education Access team have worked with MCH and FHR in particular to source appropriate home tuition for her but without much success. A second is also struggling to attend school but has made progress so far this term by attending most morning sessions, with Art lessons also attended in the afternoon if scheduled for Period 4. HPO and FHR are working with a SEND Engagement Facilitator to support the continued improvement in attendance. The other three are experiencing difficulties staying in the classroom; two are being ably supported by CFA and the use of the SEND Quiet Room (with good progress made in terms of these students recognising the triggers for their difficulties and learning how to self-regulate), and the other is supported by VGO, JST and CMA.

- **Use of Provision Map software** to streamline record keeping has not yet been implemented. Appropriate training will be needed when this becomes available, to support effective use of the software.

- **We continue to receive many requests for referral / evidence for assessments by external agencies.** Waiting times for NHS assessments are still up to 2 years. Following the retirement of KAD, we will need to employ a new assessor for Exams Access Arrangements: there are a number of students in Year 11 and Year 13 who will need to be assessed before the end of the Autumn term, as well as those in Years 9, 10 and 12 who will need to be assessed before the end of the academic year.

- The SEN Parent Coffee Mornings will be organised again this year. We plan to hold the first coffee morning in November. Parents of students new to the SEN register have been pleased to join the 'network' of SEN parents via the WhatsApp group chat that has been created, providing invaluable support to these parents.

- **Staff Training:** staff are kept up to date about the students on the SEN register and any alterations to / new normal way of working documents for all students by HPO. HPO has identified an external-led CPD opportunity for staff to develop better understanding of dyslexia and how to support students with such difficulties (HPO is working with ASE to identify a suitable time for this CPD provision).

- **Work with outside agencies and County SEND team:** Our new School Inclusion Partner is Valentine Scott, and our new Educational Psychologist is Helen O'Neill, both of whom will be meeting with HPO and SLA on October 9th for our annual Strategic Planning Meeting. HPO and FHR have met online with a SEND Engagement Facilitator to discuss one of the EBSA cases. The EF will be working with the parents, student and CCHS staff to continue to support this student. MCH, FHR and HPO have been working with the Education Access team in relation to the other EBSA case.

Update on Pupil Premium Provision September 2023

Number of Pupil Premium Students for 23/24 is 38 (includes 4 Looked After Children and 1 Service Child)

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 2022, 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 and peripatetic teachers):

- 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 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
- The DSL attends the area BAP meetings.
- The DSL has had updated Exclusions training.
- The DSL has been on ESCB Basic Trauma Training.
- The SPL attended up dated attendance training.
- The SPL attended Grief training and uses this to support students experiencing grief.

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. 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.

The **school nurse** runs a monthly drop-in session. She likes working with the school and often comes back to check in on the students she saw in the previous session. Social
Care is pushing us to use School Nurse sessions to refer for things like ASD/ADHD – but we encourage families to use the GP.

We continue to have **RENEW** counsellors to support our students. We offer 20 hours of counselling weekly. We have a good relationship with RENEW and have recommended them to other schools in the area.

We offer a **Mental Health First Aid** drop in every Friday at 1pm in the Pastoral Hub. This gives all students the opportunity to 'drop in' and seek help if they need it. Our team are seeing numbers increasing.

We also have a **Young Care**r drop in every Friday at 12.35 in the Pastoral Hub. Emma Hiett has just applied for the Silver Award – she is doing great things with this work. We are seeing the number of young carers rising – so this is really important work.

I ran the **whole school assembly** last week – I talked about the pastoral world, wellbeing, and safeguarding. All students have now been introduced to both the safeguarding and pastoral team. I shared relevant websites and top tips!

We shared information on how to report safeguarding/pastoral concerns with our parents during the **Year 8 Meet the Tutor Evening** and the **New Parents' Welcome Evening**. Furthermore, information on helpful websites was shared – including relevant information on online safety. We really believe in the power of sharing how to safeguard with our whole community.

Primary Admissions Outreach work to Year 5 – the Leaders of Tomorrow

Our Leaders of Tomorrow program is off to a flying start. We ran the biggest ever Entrance Test in school on Friday 22nd September – which was a success. We have been working closely with FSCE and they have been so supportive. We are now launching the outreach work with three of our partner primary schools – Lawford Mead, Kings Road and Parkwood. Nina Lewis is working with nearly 50 of our Year 12 students through the community service element of their timetable. She will be working with them to plan and support the Year 5 students from our partner primary schools with Maths, English, and Creative Writing. This will help those students from a disadvantaged background access the test and let them know that our school might just be for them. We are steadily building stronger relationships with our community – which is exciting.

General

We were delighted to welcome 138 of our current Year 11 students and 164 external students attended from other schools 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 returning and new 2024 is already underway with our new look prospectus.

A Level - Subject performance at A* to B grade (accurate as at 21st September 2023)

A2 Raw Data	2022-23 (Exams)				2021-22 (Modified Exams)				2021-22 (TAGs)				2019-20 (CAGs)				2018-19 (Exams)			
Subject	Entries	A*	TA2%	A*-B %	Entries	A*	TA2%	A*-B %	Entries	A*	TA2%	A*-B %	Entries	A*	TA2%	A*-B %	Entries	A*	TA2%	A*-B %
Art	11	8	73	100.0	11	5	91	100	6	3	83	100	10	7	70	100	18	7	94.4	100
Biology	67	17	84	88.1	79	28	83	81	47	15	83	87.2	65	20	91	90.8	64	17	89.1	87.5
Chemistry	52	4	77	71.2	69	19	79	85.5	45	5	76	82.2	56	12	71	76.8	60	12	70	80
Computer Sci	10	0	80	90.0	8	4	100	87.5	-	-	-	-	-	-	-	-	-	-	-	-
Economics	35	8	83	77.1	34	6	97	85.3	21	9	90	95.3	25	9	100	92	35	5	94.3	82.9
English Lit	38	6	100	89.5	25	11	92	88	25	12	92	76	22	10	100	90.9	22	9	86.4	86.4
French	19	5	88	94.7	15	10	87	100	6	1	83	66.7	8	2	83	100	13	2	69.2	92.3
Geography	17	6	89	82.4	14	9	100	92.9	18	9	89	88.9	12	5	100	91.7	22	6	95.5	81.8
German	3	1	100	100.0	5	5	100	100	5	3	80	80	4	3	90	100	5	3	100	100
History	28	1	95	71.4	23	5	91	91.3	16	4	94	50	23	8	74	87	19	3	94.7	84.2
Latin	2	0	100	100.0	5	3	100	100	5	4	100	100	5	4	100	100	13	1	92.3	84.6
Mathematics	63	19	75	88.9	75	36	80	97.3	48	13	85	91.7	52	18	73	90.4	56	13	58.6	71.4
Further Maths	10	4	90	100.0	15	8	93	100	11	3	73	90.9	5	3	67	80	8	4	62.5	100
Music	6	0	100	50.0	8	2	100	100	4	2	100	100	3	2	67	66.7	3	0	33.3	66.7
Physics	21	2	76	66.7	24	8	75	87.5	15	4	80	87	9	3	78	88.9	10	1	45.5	90
Politics	21	1	95	90.5	15	4	100	80	12	7	100	100	10	3	90	80	15	1	86.7	80
Psychology	60	18	73	85.0	49	19	90	100	36	14	100	100	40	9	95	90	23	5	91.3	82.6
Religious Stu	14	3	100	100.0	12	3	92	100	19	5	95	94.7	13	4	77	76.9	7	1	57.1	71.4
Spanish	4	0	50	75.0	5	2	100	100	3	2	100	100	6	4	100	100	8	0	88.9	100
Theatre Stud	15	1	100	100.0	11	5	100	100	7	4	100	100	10	4	100	100	10	1	100	100
TOTALS	496	104	83.7	84.68	502	192	87.2	87.5	349	119	87.8	92.3	378	130	83.9	88.4	412	92	80.5	84.0
EPQ (½ A Level)	37	4.5	-	50.0	26	3	-	76.5	13	3.5		96.2	15	7	-	86.7	19	5.5	-	86.8
TOTALS	533	109	83.7	85.23	528	195	87.2	86.9	362	123	87.7	92.4	393	137	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 21st September 2023)

A2 Raw Data	2022-23				2021-22 (Modified)				2018-19			
Subject	Entries	A*	TA2%	A*-B %	Entries	A*	TA2%	A*-B%	Entries	A*	TA2%	A*-B%
Art	11	8	73	**100.0**	11	5	91.0	**100.0**	18	7.0	94.4	**100.0**
Biology	67	17	84	**88.1**	79	28	83.0	**81.0**	64	17.0	89.1	**87.5**
Chemistry	52	4	77	**71.2**	69	19	79.0	**85.5**	60	12.0	70.0	**80.0**
Computer Science	10	0	80	**90.0**	8	4	100.0	**87.5**	-	-	-	-
Economics	35	8	83	**77.1**	34	6	97.0	**85.3**	35	5.0	94.3	**82.9**
English Lit	38	6	100	**89.5**	25	11	92.0	**88.0**	22	9.0	86.4	**86.4**
French	19	5	88	**94.7**	15	10	87.0	**100.0**	13	2.0	69.2	**92.3**
Geography	17	6	89	**82.4**	14	9	100.0	**92.9**	22	6.0	95.5	**81.8**
German	3	1	100	**100.0**	5	5	100.0	**100.0**	5	3.0	100.0	**100.0**
History	28	1	95	**71.4**	23	5	91.0	**91.3**	19	3.0	94.7	**84.2**
Latin	2	0	100	**100.0**	5	3	100.0	**100.0**	13	1.0	92.3	**84.6**
Mathematics	63	19	75	**88.9**	75	36	80.0	**97.3**	56	13.0	58.6	**71.4**
Further Maths	10	4	90	**100.0**	15	8	93.0	**100.0**	8	4.0	62.5	**100.0**
Music	6	0	100	**50.0**	8	2	100.0	**100.0**	3	0.0	33.3	**66.7**
Physics	21	2	76	**66.7**	24	8	75.0	**87.5**	10	1.0	45.5	**90.0**
Politics	21	1	95	**90.5**	15	4	100.0	**80.0**	15	1.0	86.7	**80.0**
Psychology	60	18	73	**85.0**	49	19	90.0	**100.0**	23	5.0	91.3	**82.6**
Religious Studies	14	3	100	**100.0**	12	3	92.0	**100.0**	7	1.0	57.1	**71.4**
Spanish	4	0	50	**75.0**	5	2	100.0	**100.0**	8	0.0	88.9	**100.0**
Theatre Studies	15	1	100	**100.0**	11	5	100.0	**100.0**	10	1.0	100.0	**100.0**
TOTALS	**496**	**104**	**83.7**	**84.68**	**502**	**192**	**87.2**	**87.5**	**412**	**92.0**	**80.5**	**84.0**
EPQ (½ A Level)	37	4.5	-	**50.0**	26	3	-	**76.5**	19	5.5	-	**86.8**
TOTALS	**533**	**109**	**83.7**	**85.23**	**528**	**195**	**87.2**	**86.9**	**431**	**97.5**	**80.5**	**84.1**

A Level Results

Headlines

- TA1 86.5% - TA2 83.7% - actual 85.23% (inc EPQ)
- 7 subjects with 100% A*-B grades: Art, EPQ, Further Maths, German, Latin, Religious Studies and Theatre Studies
- 6 subjects with 88%+ A*-B grades: Biology, Computer Science, English Literature, French, Government & Politics and Mathematics
- Strong %A*-A: 58.89 (inc EPQ) (was 69.67 last year)

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 88.30%
- In 2021, with Teacher Assessed Grades, it was 92.40%
- In 2022, with modified public examinations, it was 86.35%

2023 results

With a return to normal public examinations this year, with no modifications from the central authorities for students re: course content, etc. – thus, our Achievement Strategy approach – the figure is 85.23% (inc EPQ).

TA1, in November 2022, indicated 86.5%, with TA2, in February 2023, showing 83.7%, demonstrating that teachers were accurately analysing student performance.

7 subjects (Art, EPQ, Further Math, German, Latin, Religious Studies and Theatre Studies) all show 100% A*-B. The second cohort results for Computer Science (90%), are even stronger than last year (87.50%), with strength in Biology (88.06%) and Mathematics (88.89%) as well, the two subjects with the largest number of students (Biology 67 students; Mathematics 63 students). We also saw 90%+ results in French (94.74%) and Politics (90.48%).

13/20 subjects are on or above the school average: Art, Biology, Computer Science, English Literature, French, German, Government & Politics, Latin, Mathematics, Further Maths, Psychology, Religious Studies and Theatre Studies.

7/20 subjects are below school average: Chemistry, Economics, Geography, History, Music, Physics and Spanish.

We are closely reviewing the results in Chemistry, History, Physics and Music through exam board systems and our own DSEF1 (Department Self-Evaluation Form 1) process.

Summary overview	Number of students	%A*-B
All students	149	85.23
Disadvantaged (bursary)	6	78.9
Non-disadvantaged	143	84.5
SEND	12	81.9
Non-SEND	137	84.7
Returning students	121	87.7
New to CCHS	28	68.9

(Data as of 4th September 2023)

The data above shows a difference in relation to disadvantaged and non-disadvantaged cohorts, which will be carefully reviewed. There is a difference in relation to SEND and non-SEND cohorts, but not a significant one. There is a significant difference between the returning and new cohorts, which will be carefully reviewed. Emma Hiett (Year 12 Yr Leader) has embarked on a TLR3 project, agreed in the Summer Term, to investigate and strengthen the Yr11-Yr12 transition, which will also form the basis of her NPQ qualification.

Comparative data

This data was gathered using The Times results listing (Friday 18th August), the ASHE results spreadsheet (Tuesday 22nd August) and information published on school websites:

SSGS (Successful Selective Girls' Schools)
10 of the 20 members reported their results re: %A*-B grades:

- The Tiffin Girls' School, 88.5
- Altrincham Grammar School for Girls, 85
- **CCHS, 84.8**
- Kendrick School, 82.6
- Colchester County High School, 81.2
- Newstead Wood School, 78.5
- Lancaster Girls' Grammar School, 73.7
- Newport Girls' High School, 69.7
- King Edward VI Handsworth School, 61.7

- Wirral Grammar School for Girls, 60.0

Essex
6 of the 8 Essex grammar schools reported their results re: %A*-B grades:

- CRGS, 93.7
- KEGS, 86.5
- **CCHS, 84.8**
- Colchester County High School, 81.2
- Westcliff High School for Boys, 73.7
- Southend High School for Boys, 70.2

MESH (Mid-Essex Secondary Heads)
11 of the 15 members reported their results re: %A*-B grades:

- KEGS, 86.5
- **CCHS, 84.8**
- Moulsham High School, 60.4
- The Boswells School, 57.6
- SJP, 53.6
- Plume, 50.2
- Chelmer Valley High School, 48.3
- The Sandon School, 36.3
- William de Ferrers School, 31.0
- Ormiston Rivers Academy, 26.3
- Hylands, 14.3

New entrance test partnership
The 3 members of the Future Stories Community Enterprise entrance test group:

- Reading School (Boys), 89.9
- Colyton Grammar School (Mixed), 86.6
- **CCHS, 84.8**

UCAS – Oxbridge

Given the low number of Oxbridge interviews secured by and offers made to our Year 13 students, we had already identified this as an area to address in our planning for the 2023-24 SDP. With the release of A level results and UCAS outcomes in August, we saw 3 of our students achieve places at Cambridge, with none at Oxford.

Given that CCHS and KEGS have comparable A level outcomes this year (CCHS 85% A*-B, Yr13 year group of 149 students; KEGS 86.5% A*-B, Yr13 year group of 191 students), there is a significant disparity in relation to secured Oxbridge places: CCHS, 4; KEGS, 26 (gleaned from their AL results website publicity), which we must address and remedy.

Top-end results profiles:

CCHS, Yr13 cohort of x149 students: x54 students achieved 3+ A* grades, with x21 achieving 4 A* grades.

KEGS, Yr13 cohort of x191 students: x31 students achieved 3+ A* grades, with x15 achieving 4 A* grades.

With a smaller cohort of students, our Year 13 year group has a stronger top-end grade profile, with fewer Oxbridge places secured.

Summary

Our updated and now whole-school Achievement Plan for 2023-24 provides a framework for our next steps to support our students. Action plans per subject and level, derived from our public examinations review process (DSEF1), allied with School Development Leader projects, supported through our CPD for staff, will provide the ideas, energy and drive for the 2023-24 academic year.

It is noteworthy that our Chemistry results are below the school average for both GCSE (-3.61%) and A level (-14.07%). Given issues with results in this subject pre-pandemic, its significance in terms of popularity amongst students - both internal and external - and its importance for medicine-related university courses, this subject will be very carefully reviewed with a closely monitored action plan derived from the DSEF1 process.

We will be opening a new aspect to our results and UCAS analysis process, with a focus on reviewing and strengthening our Oxbridge work, including developing a pre-Sixth Form dimension to UCAS/Oxbridge work and more securely aligning this with our whole school More Able Policy and practice – which will be bolstered by our ongoing NACE (National Association for Able Children in Education) Challenge Award initiative.

GCSE - Subject performance at grades 7-9 (accurate as at 21st September 2023)

GCSE raw data	2022- 23 (Exams)				2021-22 (Modified Exams)				2020-21 (TAGs)				2019-20 (CAGs)				2018-19 (Exams)			
Subject	Entries	7 8 9	TA2%	% 9/8/7	Entries	7 8 9	TA2%	% 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	25	22	76	**88**	28	28	96.4	**100**	37	35	91.9	**94.6**	48	38	89.6	**79.2**	51	36	76.5	**70.6**
Biology	154	138	93.5	**89.6**	149	141	94	**94.6**	160	155	95.6	**96.9**	155	148	97.4	**95.5**	120	107	91.7	**89.2**
Chemistry	154	131	87	**85.1**	149	139	91.9	**93.3**	160	154	93.1	**96.3**	155	139	87.7	**89.7**	120	104	85.8	**86.7**
Chinese	-	-	-	-	2	2	-	**100**	2	2	-	**100**	4	4	-	**100**	7	4	NA	**57.1**
Comp Science	71	65	88.7	**91.6**	77	75	93.5	**97.4**	63	60	93.7	**95.2**	49	42	87.8	**85.7**	40	27	87.5	**67.5**
Drama	49	38	87.8	**77.6**	57	56	94.7	**98.2**	57	50	91.2	**87.7**	43	37	95.3	**86.1**	60	45	90	**75**
English Lang	154	136	94.2	**88.3**	149	139	96.6	**94.6**	160	147	91.9	**91.9**	155	131	96.8	**84.5**	120	96	90	**80**
English Lit	154	132	94.2	**85.1**	149	140	96.6	**94**	160	148	90.6	**92.5**	155	137	94.2	**88.4**	120	98	86.7	**81.7**
French	108	97	91.7	**89.8**	93	92	90.4	**98.9**	99	92	90.9	**92.9**	96	89	89.6	**92.7**	55	52	87.3	**94.6**
Geography	86	76	90.7	**88.4**	84	83	98.8	**98.8**	86	82	90.7	**95.4**	77	73	97.4	**94.8**	74	65	98.6	**87.8**
German	49	41	75.5	**83.7**	62	59	95.2	**95.2**	72	67	88.9	**93.1**	67	63	92.5	**94**	72	66	81.9	**91.7**
History	88	81	95.5	**92.1**	79	73	95	**92.4**	93	90	94.6	**96.8**	99	84	90.9	**84.9**	74	59	89.2	**79.7**
Latin	24	22	95.8	**91.7**	29	26	92.9	**89.7**	28	24	89.3	**85.7**	43	39	93	**90.7**	55	45	98.2	**81.8**
Mathematics	154	139	84.4	**90.3**	149	142	83.2	**95.3**	160	146	85.6	**93.3**	155	140	89	**90.3**	120	101	67.5	**84.2**
Music	30	30	86.7	**100**	30	30	96.7	**100**	35	34	97.1	**97.1**	33	30	90.9	**90.9**	30	26	86.7	**86.7**
Physical Ed	24	17	87.5	**70.8**	10	10	90	**100**	15	14	86.7	**93.3**	19	15	100	**79**	19	15	100	**79**
Physics	154	134	88.3	**87**	149	143	89.3	**96**	160	155	93.1	**96.9**	155	137	86.5	**88.4**	120	101	87.5	**84.2**
Religious Stu	58	56	87.9	**96.6**	33	32	97	**100**	52	51	88.5	**98.1**	43	41	93	**95.4**	63	59	81.5	**93.7**
Spanish	23	21	91.3	**91.3**	15	15	100	**100**	16	14	87.5	**87.5**	20	19	95	**95**	23	22	95	**95.7**
Total (Yr 11)	**1559**	**1372**	**89.7**	**88.26**	**1511**	**1426**	**93.1**	**95.64**	**1615**	**1520**	**91.6**	**94.1**	**1571**	**1406**	**92.1**	**90.0**	**1344**	**1126**	**86.8**	**84.0**
Additional GCSEs	4	3	-	**75**	1	1	-	**100**	-	-	-	-	-	-	-	-	1	1	-	**100**

Other Examinations taken by Year 11 in 2023	Entries	A*	E	B	A*-B	A*-B%	C	D	E
Year 11 FSMQ Additional Maths	33	0	24	5	29	87.9%	2	1	1
Year 11 HPQ	47	11	23	13	47	100%			

GCSE – Examinations Only - Subject performance at grades 7-9 (accurate as at 21st September 2023)

GCSE raw data	2022-23				2021-22				2018-19			
Subject	Entries	7 8 9	TA2%	%A*/A 9/8/7	Entries	7 8 9	TA2%	%A*/A 9/8/7	Entries	A*/A 9/8/7	TA2	%A*/A 9/8/7
Art	25	22	76	**88**	28	28	96.4	**100.0**	51	36	76.5	**70.6**
Biology	154	138	93.5	**89.6**	149	141	94.0	**94.6**	120	107	91.7	**89.2**
Chemistry	154	131	87	**85.1**	149	139	91.9	**93.3**	120	104	85.8	**86.7**
Chinese	-	-	-	-	2	2	-	**100.0**	7	4	NA	**57.1**
Computer Science	71	65	88.7	91.6	77	75	93.5	**97.4**	40	27	87.5	**67.5**
Drama	49	38	87.8	**77.6**	57	56	94.7	**98.2**	60	45	90.0	**75.0**
English Language	154	136	94.2	**88.3**	149	139	96.6	**94.6**	120	96	90.0	**80.0**
English Literature	154	131	94.2	**85.1**	149	140	96.6	**94.0**	120	98	86.7	**81.7**
French	108	97	91.7	**89.8**	93	92	90.4	**98.9**	55	52	87.3	**94.6**
Geography	86	76	90.7	**88.4**	84	83	98.8	**98.8**	74	65	98.6	**87.8**
German	49	41	75.5	**83.7**	62	59	95.2	**95.2**	72	66	81.9	**91.7**
History	88	81	95.5	**92.1**	79	73	95.0	**92.4**	74	59	89.2	**79.7**
Latin	24	22	95.8	**91.7**	29	26	92.9	**89.7**	55	45	98.2	**81.8**
Mathematics	154	139	84.4	**90.3**	149	142	83.2	**95.3**	120	101	67.5	**84.2**
Music	30	30	86.7	**100**	30	30	96.7	**100.0**	30	26	86.7	**86.7**
Physical Education	24	17	87.5	**70.8**	10	10	90.0	**100.0**	19	15	100.0	**79.0**
Physics	154	134	88.3	**87**	149	143	89.3	**96.0**	120	101	87.5	**84.2**
Religious Studies	58	56	87.9	**96.6**	33	32	97.0	**100.0**	63	59	81.5	**93.7**
Spanish	23	21	91.3	**91.3**	15	15	100.0	**100.0**	23	22	95.0	**95.7**
Total (Yr 11)	**1559**	**1372**	**89.7**	**88.26**	**1511**	**1426**	**93.1**	**95.64**	**1344**	**1126**	**86.8**	**84.0**

GCSE Results

Headlines

- TA1 89.9% - TA2 89.7% - actual 88.26%
- 8 subjects with 90%+ 9-7 grades: Biology, French, History, Latin, Mathematics, Music, Religious Studies and Spanish
- Strong %9-8: 71.90(was 83.97 last year)

Context

- In 2019, the most recent normal examinations year, the % 9-7 was 84.15 (2018, 87.05%; 2017, 88.01%)
- In 2020, with Centre Assessed Grades, it was 89.42%
- In 2021, with Teacher Assessed Grades, it was 94.07%
- In 2022, with modified public examinations, it was 95.71%

2023 results

With a return to normal public examinations this year, with no modifications from the central authorities for students re: course content, etc. – thus, our Achievement Strategy approach – the figure is 88.03%.

TA1 (Teacher Assessment), in November 2022, indicated 89.9%, with TA2, in February 2023, indicating 89.7%, demonstrating that teachers know their students very well.

1 subject (Music) secured 100% 9-7. 9 subjects (Biology, Computer Science, French, History, Latin, Mathematics, Music, Religious Studies and Spanish) all show 90%+ 9-7. In our first HPQ (Higher Professional Qualification – the GCSE equivalent of the EPQ – we saw 100%A*-B grades.

12/18 subjects are on or above the school average: Art, Biology, Computer Science, English Language, French, History, Latin, Mathematics, Music, Physics, Religious Studies and Spanish.

6/18 subjects are below the school average: Chemistry, Drama, English Literature, Geography, German and Physical Education.

We are closely reviewing the results in Drama and PE through exam board systems and our own DSEF1 (Department Self-Evaluation Form 1) process.

Summary overview	Number of students	%9-7
All students	154	88.03
Disadvantaged (PPG)	8	87.34
Non-disadvantaged	146	87.84
SEND	27	83.51
Non-SEND	127	88.80

(Data as of 4th September 2023)

The data above shows a close alignment in relation to disadvantaged and non-disadvantaged cohorts. There is a difference in relation to SEND and non-SEND cohorts, which will be carefully reviewed. We have a new SENDCo in post now, Heidi Pocock, who has already started to progress practice and provision in this important area.

Comparative data

This data was gathered using The Times results listing (Friday 25th August), the ASHE results spreadsheet (Tuesday 29th August) and information published on school websites:

SSGS (Successful Selective Girls' Schools)
9 of the 20 members reported their results re: %9-7 grades:

- Kendrick School 91.2
- Altrincham Grammar School for Girls, 91
- **CCHS, 88.03**
- Colchester County High School, 87.6
- Newport Girls' High School, 82
- Wolverhampton Grammar School for Girls, 76.5
- Lancaster Girls' Grammar School, 62.6
- Wirral Grammar School for Girls, 59.2
- The Tiffin Girls' School, 45.8

Essex
6 of the 8 Essex grammar schools reported their results re: %9-7 grades:

- **CCHS, 88.03**
- Colchester County High School, 87.6
- KEGS, 86.6
- CRGS, 85.5
- Westcliff High School for Boys, 79
- Southend High School for Boys, 71

MESH (Mid-Essex Secondary Heads)
12 of the 15 members reported their results re: %9-7 grades:

- **CCHS, 88.03**
- KEGS 86.6
- Moulsham High School, 33.3
- Great Baddow High School, 25.0
- The Boswells School, 20.6
- Chelmer Valley High School, 18.6
- SJP, 17.3
- Ormiston Rivers Academy, 16.1
- Plume, 15.3
- The Sandon School, 14.5
- William de Ferrers School, 13.6
- Hylands School, 10.1

New entrance test partnership
The 3 members of the Future Stories Community Enterprise entrance test group:

- Reading School (Boys), 88.2
- **CCHS, 88.03**
- Colyton Grammar School (Mixed), 83

A LEVEL - SEND

There were seven A level students with Special Educational Needs in this year group:

Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7
TA2: CCCC	TA2: CCC	TA2: AAB	TA2: SAA	TA2: CBC	TA2: CBE	TA2: BCB
Actual: SACA	Actual: CDB	Actual: SAA	Actual: BAA	Actual: DBB	Actual: CCE	Actual: BBA

GCSE – PPG & SEND

		2019	2020	2021	2022	2023
% 9 - 7	Overall	84	89	94	95.5	88.03
	PPG	48	77	76	90.6	87.34
	non-PPG	85	90	95	95.6	87.84
	SEN	67	85	77	87	83.51
	non-SEN	84	90	95	97.1	88.80
Average Grade	Overall	7.7	8	8.2	8.4	8.01
	PPG	6.8	7.6	7.4	7.9	7.82
	non-PPG	7.7	8	8.2	8.4	8.02
	SEN	7	7.6	7.3	8	7.93
	non-SEN	7.8	8	8.2	8.4	8.02
Value Add *	Overall	-0.02	-0.11	0.68	0.18	0.36
	PPG	-0.42	-0.65	0.12	-0.06	0.21
	non-PPG	-0.01	-0.07	0.7	0.2	0.37
	SEN	-0.35	-0.75	-0.03	0.06	0.24
	non-SEN	-0.01	-0.1	0.72	0.2	0.40

(Data as of 4th September 2023)

Numbers of students

	2019	2020	2021**	2022	2023
Overall	120	155	160	151	154
PPG	3	11	5	5	8
SEN	5	2	9	7	9**

* 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).
**SEND Includes E and K codes only.