

## Headteacher's Report to Governors and School Self-Evaluation Form October 2017

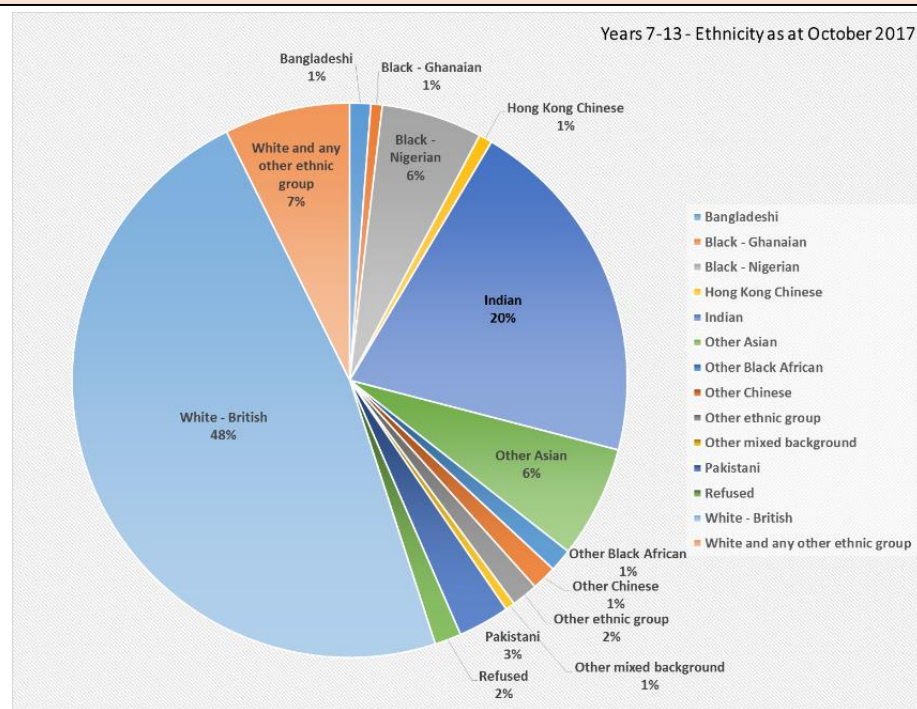
### Context of the School

Chelmsford County High School for Girls is a Grammar School with Academy status. We were the first secondary school in the Essex LA to become an Academy in January 2011. 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.

The School's vision is **Developing the Leaders of Tomorrow** with three broad aims: **the pursuit of excellence; achieving individual potential; contribution to the local and global community.** The School uses its 7 Learner Profile characteristics to provide a dimension to teaching & learning, assessment, curriculum design and extra-curricular provision; we aim for our students to be: articulate, creative, enquiring, knowledgeable, principled, reflective and resilient.

Nbr on Roll	
Year 7	150
Year 8	150
Year 9	150
Year 10	120
Year 11	119
Year 12	127
Year 13	110
Years 7-11	689
Years 12-13	237
<b>All Years</b>	<b>926</b>

KS2 prior attainment of KS3 and KS4 students 2017						
Average fine points score at KS2						
Sep-17	School	National	Difference	Sig %	Coverage	
Year 11	36	28.7	7.3	Sig +	75.8	
Year 10	35.8	28.9	6.9	Sig +	85	
Year 9	36	28.9	7.1	Sig +	85.3	
Year 8	Data not yet available from DfE					
Year 7	Data not yet available from DfE					



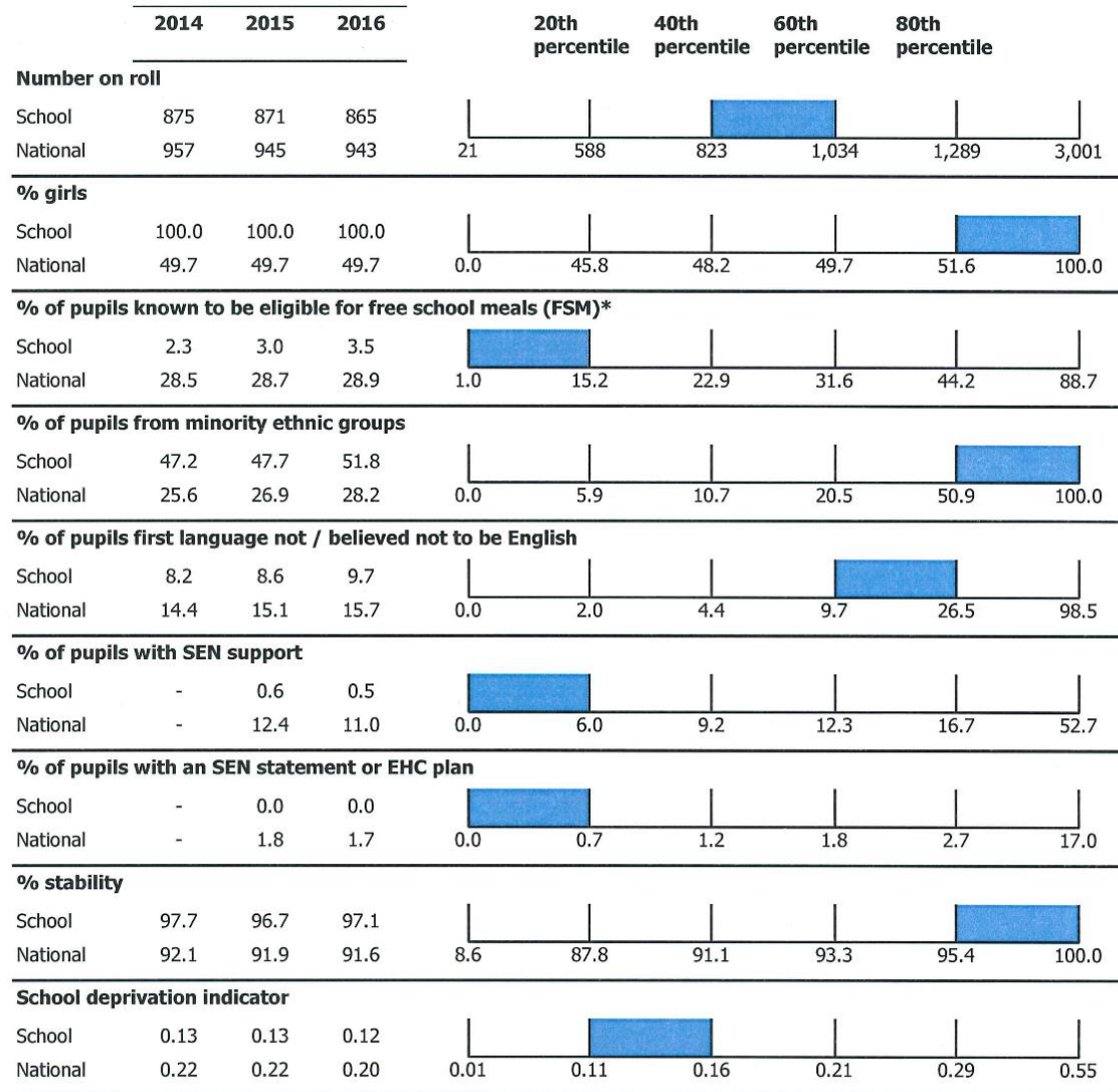
### Key Pastoral Factors

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		All Years	
Free School Meals	3.33%	5	2.67%	4	3.33%	5	2.50%	3	2.52%	3	2.36%	3	0.92%	1	2.59%	24
English as Add'l Language	4.00%	6	8.67%	13	24.67%	37	20.83%	25	22.69%	27	13.39%	17	14.68%	16	15.24%	141
Pupil Premium			2.00%	3	6.00%	9	3.33%	4	2.52%	3	2.36%	3			2.38%	22
Medical Condition	25.33%	38	29.33%	44	34.00%	51	30.00%	36	31.09%	37	29.92%	38	24.77%	27	29.30%	271
SEN Needs	0.67%	1	2.67%	4	2.67%	4	3.33%	4	2.52%	3	0.79%	1	1.83%	2	2.05%	19

We are awaiting data from DfE for 2017.

## Basic characteristics trend

This shows some key indicators for your school, together with national averages for maintained mainstream Secondary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.



## Admissions

Admission in Year 7 is through our Entrance test which is administered by CEM and encourages girls from all backgrounds to apply. Around 900 girls sit the test in Year 6 for 150 places. Of those 150 students, 80% are admitted from the proximity list and live within 12.5 miles of the school. The other 20% have no proximity restriction.

The admissions policy for 2018 now allows for the highest priority to be given to the top ten applicants, in receipt of Pupil Premium or LAC or previously LAC, who scored highest in the entrance test (providing the cut-off mark is met). The cut off mark will be determined at 2% lower than the last score offered on National Offer Day in the preceding year for those living within the 12.5 mile priority area.

There is no restriction on proximity for admission to the Sixth Form: students gain places in rank order based on their performance at GCSE; the minimum requirement is 6 A grades and 2 B grades in their best 8 GCSE grades, and having completed a good level 2 qualification in a language.

### Admissions Update for Year 7 2018 Entry

1. Entrance Test held on Saturday 16 September and Monday 25 September 2017:

Total no. of candidates registered for the Entrance Test	1127
CCHS attendance	723
Candidates registered to take the test at an alternative venue*	363
No. of candidates with LAC/PLAC status (priority area)	1
No. of candidates with Pupil Premium eligibility status (priority area)	16
No. of candidates registered for the entrance test from:	
State schools	933
Independent schools	188
Educated Abroad	3
Home Educated	3

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

2. The state schools with the largest number of candidates:  
Newbury Park (24), Moulsham (23), Buttsbury (14), Shenfield St. Mary's (13), Gearies, Kings Road and The Bishops (11)
3. The independent schools with the largest number of candidates:  
St Cedd's (14), Eastcourt, Elm Green and St Anne's (12), Brentwood, Gidea Park and New Hall (8)
4. Year 5 Enrichment Day Masterclass Project:  
Boreham (0), Kings Road (11), Larkrise (3), Lawford Mead (8), Maltese Road (3), Moulsham (23), Parkwood Academy (3), The Bishops (11), Trinity Road (9), Westlands (9)

Outreach Programme (%FSM eligibility):

Kings Road (29.5%), Larkrise (37%), Lawford Mead (28.9%), Parkwood Academy (49.7%), Trinity Road (25.3%)

## Effectiveness of leadership and management

At senior level the most significant challenges centre around managing efficiently the school's limited income whilst maintaining high quality of experience for our students. The decision to phase out Technology has been implemented relatively smoothly: students and their parents have mostly accepted the decision, no staff have had to be made redundant at this stage and we are exploring how we can redeploy the two remaining technicians. The staffing reduction is planned to achieve a financial saving of £53,344; one of the rooms has been converted to a much needed Sixth Form common room.

Another significant area has been recruitment with into the Sixth Form. The concerted action plan presented at the Governor Conference, has been implemented and there has been a substantial reduction in the number of students opting to attend KEGS Sixth Form.

Focus on developing the leadership skills of all the staff, as well as the students, remains a priority.

The School continues to use its own staff leadership standards; they are divided into 3 levels: classroom teacher, middle leader, senior leader. They are used as a reference for identifying strengths, and development needs, during the performance management process. This is a highly effective way of focusing on the leadership development of the staff.

Beyond the School CCHS has links with a range of external partners and the following additional roles: PGCE Training Partner, NPQH Leadership Development. MESH, Mid-Essex Secondary Heads group, ASHE, the Chelmsford and the Billericay Teaching Schools. The School holds the International School Award and Artsmark Gold Award. The Headteacher is a member of the Grammar School Heads' Association Steering Group, the ASGS Steering Group (having been Chair in 2014 and 2015) and a National College LLE, Professional Partner and Pupil Premium Reviewer.

## Effectiveness of leadership and management

### Staff development update

The Professional Development Group (PDG) meetings for last academic year focused on assessment for learning. Each teacher completed their individual record of professional development, to provide a review of their development this year, including: professional development groups, developmental peer lesson observations, research projects and external courses. It is also worth noting that we are in the fourth year of assigning specific funds to each Faculty for external training courses. This has resulted in Faculty Leaders being more directly involved in discussions with their colleagues, to ensure that money is being spent on key training priorities across the year. Stephen Lawlor (Deputy Headteacher) has finalised his two project pieces in relation to his NPQH (National Professional Qualification for Headship) course and is proceeding to final assessment in early September. Ten middle leader colleagues are participating in a CCHS Leadership Programme, which is being delivered by Nicole Chapman, Stephen Lawlor and Maria French across the 2016-17 and 2017-18 academic years. This programme is framed by our CCHS Leadership Profiles. We remain strategic partners with two teaching school alliances: the Billericay Teaching School Alliance (BTSA) and the Chelmsford Teaching School Alliance (CTSA). Hayley Ellen (Assistant Head of Sixth Form and teacher of RS) and Emma Hiatt (teacher of Chemistry and Year 12 Leader, as of September 2017) are completing their participation in a DfE funded programme entitled 'Women in Leadership'. This is being delivered by BTSA, with some sessions being hosted by us. We continue to contribute to the CTSA professional development programme. Heidi Pocock (Geography Subject Leader), Emma Hiatt (teacher of Chemistry), Jonathan Harvey (Art Subject Leader) and Mrs Chapman delivered training sessions last academic year and staff will run similar session this year. The first professional development group meetings of the year has taken place with a focus on differentiation, with Hayley Ellen chairing a specific group that is looking into stretch and challenge in sixth form. Each teacher is currently planning their own development priorities for the year.

### Curriculum update

All **Key Stage 3** year groups are now being taught the CCHS KS3 Curriculum, which is animated by four key elements: content – core subject knowledge to foster disciplinary understanding; concepts – subject specific, as well as broad, open concepts, to encourage deep thinking; connections – cross-subject links to create interdisciplinary thinking; and competencies– attribute/skill development to produce well-rounded learners. As we are no longer teaching Technology (DT) at KS3, we have introduced a new course in Year 7: Philosophy. This is based on the established and renowned 'Philosophy for Children' (P4C) project. Our Philosophy course is framed by the seven attributes of our learner profile: articulate, creative, enquiring, knowledgeable, principled, reflective and resilient. We have provided additional teaching time in Years 8 and 9 to English and Mathematics. The delivery of reformed **GCSEs** is underway in all subjects now, in both Year 10 and Year 11. The reformed GCSEs are fully linear. Grades will awarded on the basis of examinations taken at the end of two years of study. A\*-G grades have been replaced with a 9-1 grading system. Reformed **A level** courses are being taught across all subjects in Year 12. We have introduced (GCSE) ab initio courses in both Italian and Russian in Year 12. A new Year 12 cohort has been recruited to the Extended Project Qualification (EPQ) course. Reformed A levels are fully linear, with grades being awarded on the basis of examinations taken at the end of two years of study. These final examinations will contain a wider variety of questions, including more extended essay questions. Unreformed courses in Mathematics and Further Mathematics, Government & Politics and Mandarin are being taught for the final time in Year 13.

### Governors – Summary of meetings and visits since the last report

Sixth Form Appeals:	29 <sup>th</sup> August 2017
Management Committee:	22 <sup>nd</sup> September 2017
Sixth Form Bursary Meeting:	22 <sup>nd</sup> September 2017
New Parents' Welcome Evening:	26 <sup>th</sup> September 2017
The Dame Margaret Joan Anstee Centre for Languages:	11 <sup>th</sup> October 2017



## Staffing update

We started the 2017/18 academic year with a full complement of staff.

In August, we were able to appoint Mr Peter Dollery, Teacher of Computing from September to December 2017 to cover the computing lessons before Miss Nina Walsh joins as Subject Leader for Computing in January 2018.

Ms Virginie Caffier and Mrs Mary Colwell are covering French in Mr Yannick Simonnot's absence for the foreseeable future.

### New Staff 2017/18



Virginie Caffier  
Teacher of French



Christ Lamberti  
Director of Music



Matt Carter  
Subject Leader of English



Nick Minnican  
Assistant Head, T&L and  
Teacher of Chemistry



Peter Dollery  
Teacher of Computing  
(September to December 2017)



Bethany Stone  
NQT of Mathematics



Aleks Goodier  
NQT of Mathematics



Nina Walsh  
Subject Leader of Computing  
(joins January 2018)



Julie Hadley  
Teacher of Technology  
(1 day per week on a Friday)



Helen Wang  
NQT of Mathematics



Sheri Haward  
NQT of English



Kevin Clark  
Assistant Caretaker

## DfE KS4 Performance Tables 2017

### Commentary on progress measures

#### DfE Key Stage 4 Performance Tables (validated)

Progress 8 score – 0.69 (2016, 0.52; 2015, 0.63)

0.69 means CCHS students averaged just over two thirds of a GCSE grade above their similar ability peers nationally.

English P8: 0.74 (2016, 0.69; 2015, 0.95)

Maths P8: 0.51(2016, 0.25; 2015, 0.37)

EBacc P8: 0.87 (2016, 0.55; 2015, 0.65)

Open P8: 0.58 (2016, 0.55; 2015, 0.57)

Attainment 8 score per pupil: 79.03 (2016, 76.39; 2015, 75.25)

English double-weighted

Maths double-weighted

3 EBacc subjects, e.g. sciences, computer science, geography, history and languages

3 Open subjects, i.e. remaining EBacc subjects and other approved qualifications

Number of **disadvantaged students** – 4 (2016, 2; 2015, 4)

Progress 8 for disadvantaged students – 0.77 (2016, 0.80; 2015, 0.32)

Average Attainment 8 score per disadvantaged students – 79.13 (2016, 78.00; 2015, 69.60)

<b>GCSE 2017</b>	
Progress 8	0.69
English progress	0.74
Maths progress	0.51
Ebacc progress	0.87
Open progress	0.58
Progress 8 disadvantaged	0.77
Progress 8 disadvantaged Maths	0.64
Progress 8 disadvantaged English	1.02
Progress 8 disadvantaged Ebacc	0.72
Progress 8 disadvantaged Open	0.73

### Commentary on outcomes for students

Comparative data on raw outcomes for students – KS4

Year	A*-A %	SSGS Ranking out of 20 schools
2017	86.4%	4 <sup>th</sup>
2016	88.5%	5 <sup>th</sup>
2015	85.66%	6 <sup>th</sup>
2014	84.41%	8 <sup>th</sup>
2013	86.95%	4 <sup>th</sup>

### Targets for Year 11 2017-18 Grades 7-9

	Year 10				
	Target	TA1	TA2	TA3	Cohort
<b>Subjects</b>	95.7	81.1	84.9	82.3	120

## Personal development, behaviour and welfare

### Session Attendance Summary (01 Sep 2016 - 21 Jul 2017)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Attendance	98.32%	97.17%	97.08%	96.80%	85.09%	86.38%	79.39%	92.42%
Authorised	1.68%	2.83%	2.90%	3.20%	14.90%	13.62%	20.61%	7.58%
Unauthorised	0%	0%	0.02%	0%	0%	0%	0%	0.01%
Persistent Absence >=10%	1	6	6	4	120	84	101	322
AEA	2.56%	3.28%	2.93%	5.35%	0.70%	3.74%	1.73%	2.95%
Present	95.76%	93.89%	94.15%	91.45%	84.39%	82.63%	77.66%	89.46%
Lates	1.39%	1.15%	1.09%	2.21%	2.20%	1.35%	1.99%	1.58%

### Conduct Summary (01 Sep 2016 - 21 Jul 2017)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Behaviour Incidents	20	28	15	14	9	0	0	86
Achievements	422	190	112	79	79	3	2	887
Behaviour Points	20	29	15	14	9	0	0	87
Achievement Points	422	190	112	79	79	3	2	887

### Exclusions (01 Sep 2016 - 21 Jul 2017)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Number of Exclusions	2	0	0	0	0	0	0	2
Total Days	6	0	0	0	0	0	0	6
Maximum Duration	5	0	0	0	0	0	0	5
Number of Permanent Exclusions	0	0	0	0	0	0	0	0

### Update on Pupil Premium provision and Sept. 2017

All Pupil Premium Grant students achieve at least in line with the rest of their cohort if not above. **Income PPG budget for 2017 – 18 = x 23 students @ £935 = £ 21,505. Budget Plans.**

- Data tracking to identify the gaps with scheduled support from the Finance Office. Year Leaders to track students and monitor closely.
- High profile of students in receipt of Pupil Premium. High impact, low cost.
- Parent awareness of Pupil Premium availability and suggested interventions. High impact and low cost. All parents have been written to (8.9.2017) asking if they would like to suggest an intervention.
- Effective Teaching and Learning. High impact no extra cost.
- Careers information and advice, including our own Leadership Conference: Targeted support. 1:1 and small group extra tuition.
- Counselling to facilitate wellbeing.
- The full range of educational experiences: trips and visits.
- Learning a musical instrument to maximise participation in the life of the school and promote wellbeing and academic progress.
- Attendance and punctuality monitoring. High impact, low cost.
- Supported self-study: after-school study available in room 6. High impact, low cost.
- Staff, Parent or child requests for educational materials (For example, calculator, maths set, art pencils, stationery, revision books for home use.)
- (contingency for extra 1:1 or further leadership and learning opportunities that may arise during the academic year ) Parents, staff and students are involved in suggesting interventions. All students in receipt of the pupil premium are tracked and monitored carefully by their Year Leader. We have identified the need to have a PPG ambassador in the English and Mathematics Departments for 2017 – 18.

**SEN Report** All students on the SEN register have had a review meeting with parents and external providers, where necessary. We have 15 students on the SEN register in receipt of additional support. The Educational Psychologist and specialist medical, hearing and dyslexia support have been accessed. Access arrangements (SRB and extra time) for public examinations have also been reviewed and are in place for summer. **2017:** The SEN Register to date is summarised as follows.

Special Education Needs (SEN) support	<b>15</b>
Education, Health and Care (EHC) Plans	<b>0</b>

### Safeguarding:

All staff receive, (including governors and the PA)

- regular Safeguarding Training
- PREVENT Duty training
- CSE (Child Sexual Exploitation) training and awareness
- A presentation on British Value)

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

- Refresher (Level 3) Safeguarding Training provided by ESCB every 2 Years.
- CEOP (Child Exploitation and Online Protection Agency) WRAP trained (Working to raise Awareness of Prevent) Home Office Prevent Forced Marriage training, CSE champion training, Domestic Abuse awareness training and the Home office preventing and awareness: FGM training. Year leaders have also been invited to undertake the Home Office FGM training.

**All staff are aware** how to report a concern and have signed to confirm that they have received, read and understood their own copy of KCSIE 2016 part 1, CCHS Child Protection Policy, Staff Code of Conduct, Prevent Duty and a quick reference summary sheet and have access to Report a Concern 'lilac sheets'.

**All concerns are** logged and reviewed and timely and appropriate referrals are made to Social Care or Family Support. Child In Need and Child Protection Case Conferences are always attended by School. Regular updates regarding safeguarding and the number of internal lilac form 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. MPA and KAD are also now trained as Deputy Designated Safeguarding Leads. The safeguarding and deputy safeguarding governor undertook a visit to the DSL on 27<sup>th</sup> June 2017. A report was written and presented to the governing body in the summer term 2017.



## Care and Guidance report Y7 -11: The Pastoral Team:

- Deal with **individual pastoral problems** as they arise, including self-harm, low self- esteem, extended illnesses, family and friendship issues, accusations of bullying, misbehaviour, misuse of the internet and occasions of suspected theft.
- Support families and students with pastoral needs with support and guidance meetings with parents.
- School nurse, Wednesday drop-in clinic.
- 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**: CAMHS (now EWMHS) Police/GPs School Nurse/Social Care/ Young Carers/YMCA/attend CIN and CP case conferences/ BAP/ Ed. Psych/ Sycamore Counselling, Dyslexia Action, DBIT and Hospital Schools, to name but a few. They also liaise with students and parents to resolve issues and ensure that all of their girls are working to the best of their ability.
- **Monitor progress and attainment of all students** in their year group to ensure that appropriate support is in place to enable them to address issues as early as possible. They provide an Action Plan for those students who need support after each round of TA Data. Year Leaders also play an active role in their Meet the Tutor Evening and Parents' Evening.
- **Organise TA Discussion Week** following TA data to ensure every girl has a 1:1 review, Report Review Day, Y10 Prefect allocation, tutor time and Mindfulness Programme: Developing Grit and Resilience for Academic Success. Ensure highest standards of uniform and behaviour. Run Chat Groups to support some students (e.g. Chocolate Club in Year 7)
- **Attend** Child Protection Case Conferences and CIN Review Meetings.
- Have been researching **Mindfulness** and developing strategies for developing grit and resilience for academic success. Pastoral Leaders have attended training and the team have undertaken a review of our provision in this area. We have looked at courageous and the work of Diana Osagie and values driven leadership, *Untangled* by Lisa Damour and other books dealing with leadership and developing resilience.
- Ensure that all students have a Mindful Monday activity and a Find Your Voice! activity in the week, on top of the PSHE provision and varied and inspiring assembly programme.
- **Find Your Voice!** A report was presented to the Prince's Teaching Institute by MFH in February 2017, to assess the impact of Find Your Voice! project. (The PTI Leadership Mark was awarded Feb 2017)
- Coaching embedded in tutor time to develop confidence and skills in speaking out.
- An increase in public speaking opportunities outside of the classroom, not least in the ESU and Oxford and Cambridge debating competitions, Jack Petchey Speak out Final in London, Youth Voice with Essex Youth Parliament.

## 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 /considering research from the Sutton Trust, we instigated outreach visits to Y5 parents and children in their own school. We are monitoring the increased number of applicants from these schools. Schools visited in 2017 with the Year 9 student outreach team: King's Road Primary School ( Year 5 parents' evenings and class assembly with KEGS), Larkrise Primary School, Lawford Mead Primary School, Trinity Road Primary School, Parkwood Academy talks to parents and children in assemblies February - March 2017. **We aim to extend this provision next year.** Primary Headteacher and Year 5 teacher outreach meeting was held on 21.4.2017: this is the 4<sup>th</sup> annual event, which is very well attended and is an excellent opportunity to receive feedback from our local primary schools. Relationships are being consolidated, which feeds into the success of our primary outreach work.

### **Leadership Awards:**

Girls in Years 7 – 11 are awarded with leadership badges annually (Easter Assembly) for demonstrating leadership skills and characteristics. **School Nurse:** Kate Morgan, our School nurse holds a drop-in clinic every Wednesday for all years. She has recently given us an extra hour at no extra cost to make appointments for girls who need extra time.

### **E-Safety:**

All girls in Years 7 – 11 have received CEOP training and are regularly reminded about safety and their digital footprint. All girls know how to report abuse through the CEOP report abuse button. Members of the pastoral team **attended developing resilience training** on the last day of the Spring Term (*Provide*) and Emma Cope wrote a paper to capture this training which was shared amongst the team. The team also attended training on dealing with anxiety in young people, provided by our **Educational Psychologist** and hosted by KEGS. Year 9 hosted **the Anne Frank exhibition** in July, We were the first school in Essex to do so.

### **Leadership Conference**

Year 10 are ready for their Year 11 Leadership Conference. Miss Sales has worked hard to prepare her cohort for their conference. **All parent e –school report replies** are nearly in for the academic year and this gives us the final piece of feedback from our parent body. This can be responded to and archived for review by all staff members. Capturing this voice is essential for evaluation and review. We have decided to include some main school students in the **Cathedral Senior Speech Day in April 2018**, and in the meantime we are busy planning our **Junior Speech Days for July 2017**. The Pastoral team have met this year to receive **LGBTQ+** training, and feedback from Gendered Intelligence. This was also presented to SLT. Courageous Leadership training attended. Some of the resources for this workshop were from a recent **Women into Headship Summit** at the Mulberry School in January 2017. The team also received a paper on the book *Untangled* by Lisa Damour. Miss Harrison presented this after her recent training. We considered the implications of the book and the seven transitions when guiding girls through adolescence and into adulthood. The team also considered a summer dress after this had been raised at student voice.

## Quality of teaching, learning and assessment

### Reviews since the last report and key messages

#### Quality of Teaching, Learning and Assessment

We suspended the published schedule of subject reviews, which is based on a 3 year cycle, and instead linked review energy to examination outcomes. Having reviewed examination outcomes across KS4 and KS5 in September, and looking at examination outcome trends, i.e. the last three years, we pursued the following subject review schedule this year to support these areas in particular and to ensure that SLT energy was devoted in a strategic manner:

- Computing (GCSE)
- Mathematics (KS5)
- Physics (KS4 & KS5)
- Geography (KS4)

Alongside these subject review, we have conducted two year group reviews: Year 8 and Year 10. The Year 8 review allowed us to understand the experiences of our first 150 cohort. The Year 10 review allowed us to gather data on the first year group to undertake all of their subjects as reformed (9-1) courses. You will find a summary of the year 10 review below.

Staff meetings now have a *TeachMeet* element which allows all staff the opportunity to present a topic of interest to colleagues. This 30 minute teaching and learning slot is also reported on in the Teaching and Learning Newsletter.

Having reviewed the outcomes at KS4 and KS5 in September 2017 we have decided to schedule the following subject reviews for 2017-18:

- Government and Politics
- Chemistry (KS5)

Three further subjects will be reviewed this academic year, but further discussion is needed before these areas can be decided.

We will also be conducting year reviews for year 13 and year 11 to focus on the delivery of the new GCSE and A level syllabi. In addition to this we will conduct a year review for year 7.

## Summary of Year 10 review (May 2017)

### Areas of Strength (excellent & good practice)

#### Teaching practice

- Lesson observations – standard 1: set high expectations which inspire, motivate and challenge students; standard 3: demonstrate good subject and curriculum knowledge; standard 4: plan and teach well-structured lessons.
- Work scrutiny – standard 1b: set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; standard 3b: demonstrate an understanding of and take responsibility for promoting high standards of literacy.
- Student voice – teacher management of class discussions.
- Progress since previous (June 2014) Year 10 Review – the points of strength above demonstrate practice development in relation to finding 1: strike a consistent balance between channelling student energy and enthusiasm and controlling some students’ attempts to dominate and perform; finding 3: consistently model and enforce the use of appropriate language during Q&A and discussions to ensure eloquence and accuracy, and to provide another means to develop students’ public speaking skills.

#### Learning practice

- Lesson observations - standard 1: set high expectations which inspire, motivate and challenge students; standard 7: manage behaviour effectively to ensure a good and safe learning environment.
- Work scrutiny – standard 2c: guide pupils to reflect on the progress they have made and their emerging need; standard 2e: encouraging students to take a responsible and conscientious attitude to their own work and study.
- Student voice – teachers empowering students, e.g. leading parts of lessons.
- Progress since previous (June 2014) Year 10 Review – the points of strength above demonstrate practice development in relation to finding 2: capitalise on leadership development
- Opportunities by assigning a group chair/leader to steer the work of groups during collaborative learning.

#### Assessment practice

- Lesson observations – standard 2: promote good progress and outcomes by students; standard 6: make accurate and productive use of assessment.
- Work scrutiny – standard 6b: make use of formative and summative assessment to secure pupils’ progress; standard 6d: give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- Student voice – providing feedback through using a WWW-EBI convention to ensure clarity and precision.
- Progress since previous (June 2014) Year 10 Review – the points of strength above demonstrate practice development in relation to finding 4: strike a balance between routine ‘tick and flick’ and detailed marking to ensure a greater regularity of significant written/recorded assessment feedback; finding 5: provide reasonable and developed targets for improvement to inform the next steps for students, with references to these targets appearing in later work to then form the basis for developed progress comments.
- Tutor time
- Clear routines and good habits, which set the tone for the day. Students actively involved in presenting assemblies and organising events.

### Areas for Development

- Lesson observations – standard 5: adapt teaching to respond to the strengths and needs of all pupils.
- Work scrutiny – standard 4c: set homework to consolidate and extend the knowledge and understanding pupils have acquired.
- Student voice – provide detailed guidance/training on how to take notes; greater use of WWW-EBI marking feedback approach across subject areas.
- Progress since previous (June 2014) Year 10 Review – the points of development above demonstrate the need for further practice refinement in relation to finding 6: ensure students are given clear direction about effective note-taking strategies across their subjects so their exercise books and files are fit for purpose regarding review and revision.

## The effectiveness of the 16 to 19 study programmes

All students follow an academic A Level programme in the 6th form. Students begin Year 12 studying four A levels with the option of also studying Further Mathematics, Russian GCSE, Italian IB ab initio or the Extended Project Qualification. The EPQ is completed for examination in the summer of Year 12 and some students choose to reduce their workload for Year 13 by ceasing to study one of their subjects once they have clearer ideas of their strengths and weaknesses and of the requirements of their future studies.

### Care and Guidance report Y12-13

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

#### Year 13

The major focus of Year 13 at this time of year is the UCAS process. Tutors and the Sixth Form team are working hard with students to ensure that their applications are as strong as possible, particularly supporting the writing of personal statements. Dr Huckvale, Head of Careers and UCAS is offering excellent advice and is particular focused on helping students to make appropriate choices. This year we have a very healthy number of students who are applying to the most competitive courses and we look forward to a healthy success rate from these applications. Tutors and the Sixth Form Team have also been busy advising students on their Year 13 studies, particularly in terms of the decisions which need to be made over continuing with three or four (or more) subjects to A2. We were pleased with the successes of our students in their internal examination papers last summer (although some areas for work were obviously identified) and the results in AS Mathematics and in AS Government and Politics were pleasing. Some concerns remain over outcomes in AS Mandarin and AS Design and Technology.

We were particularly pleased by the news that Harriet Smith had won the Gould Prize for essays in English Literature awarded by Trinity College, Cambridge and that Ariadne Cook was runner up for the History Essay Prize awarded by Christ's College, Cambridge.

#### Year 12

The Year 12 tutor team (augmented by some colleagues new to the team, and ably led by Mrs Hiatt in her new role as Leader of Year 12) have been focused on ensuring the best possible start to Year 12 for all students. We were very pleased with the high number of students who chose to remain at CCHS for their Sixth Form studies as well as with the number of strong applicants we were able to admit to Year 12 from other schools. Our Year 12 students have made an excellent start to their studies and our now beginning to involve themselves fully in a huge range of extra-curricular activities. They will shortly also begin to think about making applications for prefect posts.

The Rolling Tutor Program in the Sixth Form continues to offer much to stretch and challenge our students beyond their academic subjects as well as to give some skills and knowledge that will help them settle successfully into university. We are now beginning to plan this year's Year 12 Model United Nations Conference, under the banner of 'Leadership in a Global Society' and anticipate a high level of debate and discussion of some pressing global issues.

Sixth Form students in this school are involved in a huge range of extra-curricular clubs and societies, and a very high proportion of these are led by sixth form students. Recently The Torch, the CCHS newspaper, continues to be ably led by an efficient team of Year 13 students. Similarly societies such as MedSoc, Bar Mock and a whole host of others are enabling students to develop their skills and knowledge. Both Music and Drama in the school benefit hugely from the commitment to them shown by a number of sixth form students and rehearsals are now underway for the Christmas Concert, Carol Service and the School Production of Macbeth. The school Senior Prefects have been intensely busy this term assisting staff with a huge range of visitors and other activities. They are proud of the success of their fundraising event Bluefest which was held in July and which raised £2149 for Mid and North Essex MIND.

The Sixth Form team is now beginning again the yearly cycle of planning and managing the successful transition of students from Year 11 into Year 12 and of publicising our Sixth Form to potential applicants from other schools. After this summer's substantial reduction in the number of students choosing to leave this school after GCSEs we are quietly confident that our new team and a range of revised approaches and strategies will again help students to see that at CCHS they will indeed enjoy 'a Sixth Form experience like no other'.

## DfE KS5 Performance Tables 2017

### Commentary on outcomes for students 2017

Comparative data on raw outcomes for students 2016 – KS5 Successful Selective Girls’ Schools (SSGS) – group of 20 schools

%A\*-B, 79.0%, SSGS ranking, 7<sup>th</sup>

2016, 85.23, SSGS 5<sup>th</sup>  
 2015, 81.94, SSGS 10<sup>th</sup>  
 2014, 88.21%, SSGS 4<sup>th</sup>  
 2013, 83.66%, SSGS 9<sup>th</sup>

A Level	2017
Average Point Score per A Level qualification expressed as a grade	B
Average Point Score per A Level qualification	38.4
% students achieving AAB or higher, with two facilitating subjects	36.8%
Average Points per entry in best 3 A levels	B
Average Points per entry in best 3 A levels	41.18

Targets for 2018 are under review to reflect changes in student subject choices.

### Commentary on progress measures

DfE 16-18 Performance Tables (unvalidated)

Average point score per academic entry expressed as a grade: B (2016, B+; 2015, B+)

Average point score per academic entry: 38.45 (2016, 42.40)

*A\* 60 points, A 50 points, B 40 points, etc.*

% of students who achieve 3 A levels at grades AAB or higher, with 2 in facilitating subjects – 36.8% (2016, 53.4; 2015, 56%)

***The Russell Group, which represents 24 leading UK universities, defines facilitating subjects as:***

*English literature, History, Modern languages, Classical languages, Maths and further maths, Physics, Biology and Chemistry.*

Average points per entry in best three A levels expressed as a grade: B (2016, A-)

Average point score per entry in best three A levels: 41.18 (2016, 46.11)

Value Added: not yet released (2016, -0.06, not stat. sig.)

Number of **disadvantaged students**: 8

Average point score per academic entry expressed as a grade: C+

Average point score per academic entry: 34.71



### **Additional Information**

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

- Talk by Richard Monk, Former United Nations Police Commissioner in Bosnia and Kosovo.
- Visit by the High Sheriff of Essex, Simon Hall, MBE
- Black Excellence Week

On 11<sup>th</sup> October a number of Language students, Senior and Event Prefects will be involved in the Dame Margaret Joan Anstee Centre for Languages official naming ceremony, with special guests: His Excellency The Ambassador of Bolivia and His Excellency The Ambassador of Angola. Unfortunately, Tessy Antony, Princess of Luxembourg has sent her apologies, but will record a video for us to show at the event.

The Year 11 Leadership Conference will be held on Friday 20<sup>th</sup> October, guest speakers include:

- Sir Simon Fraser, Former Permanent-Under Secretary at the FCO, now advises companies on Brexit
- Emma Boggis, Chief Executive, Sport & Recreation Alliance. Previously worked with Prime Minister David Cameron, Lord Coe during the Olympic bid, Deputy Head of Mission at the British Embassy in Madrid, and an Army Officer. Emma was a student of CCHS.
- Heather Melville, Director at RBS, she spoke to the students last year.
- Mitra Janes, Governor

### **Enrichment Days:**

See schedule overleaf for 2017/18.

## Overview of Enrichment Days 2017-18

YEAR GROUP	<u>Enrichment Day 1</u> <i>Thursday 12<sup>th</sup> Oct 2017</i>	<u>Enrichment Day 2</u> <i>Friday 15<sup>th</sup> Dec 2017</i>	<u>Enrichment Day 3</u> <i>Wednesday 21<sup>st</sup> Feb 2018</i>	<u>Enrichment Day 4</u> <i>Thursday 14<sup>th</sup> June 2018</i>	<u>Enrichment Day 5</u> <i>Wednesday 11<sup>th</sup> July 2018</i>
<b>7</b>	Danbury Outdoor Centre (Pastoral) KAD off-site	Maths Team Challenge (Mathematics) JMI on-site Pantomime (Drama) SFO off-site	Internationalism Day (French et al.) YSI on-site	Normandy trip (French-Art-History) (13 <sup>th</sup> to 15 <sup>th</sup> ) KAD off-site	CREST/ STEM Discovery Day (Science) MRL/MNI on-site
<b>8</b>	Roman Culture Day (Latin) GLO on-site	Music Day (Music) CLA on-site	Cryptography Day/ Bletchley Park Visit (Latin) GLO off-site	Biology field trip (Science) GPR off-site	Theatre Trip (Mathilda) (English) SFO/ MCA off-site
<b>9</b>	Ypres trip (History) TSA off-site	CSI/ Forensics Day (Science) DNO on-site	Newspaper Day (English) MCA on-site	Theatre Day Workshops SFO on-site Theatre trip (Drama) SFO off-site	Peer Led Sex Education & Citizenship Day (PSHE) MFH on-site
<b>10</b>	Univ. of Cambridge trip (Careers) MCO/ RCA off-site	Art trip to Tate Britain (Creative) JHA off-site	Scrapheap Challenge (Science) MMI on-site Model United Nations (History) HGR on-site	Elizabethan Day (History & English) HGR on-site	Dragons' Den Day (Enterprise) JMO on-site
<b>11</b>	Internationalism (Langs) MGU on-site Holocaust Speaker (RS) HEL on-site	Cold War Day (History/German) HGR & SYO on-site	Maths Masterclass (Maths) JCR off-site AM on-site PM		
<b>12</b>		ED leadership/support	ED leadership/support	Economics Day on site JMO	ED leadership/support
	EPQ Roadshow HEL on-site	EPQ Roadshow HEL on-site		ED leadership/support	
<b>13</b>	ED leadership/support	ED leadership/support	Economics Day on site JMO		
			Drama rehearsal on site SFO		
			ED leadership/support		
<b>Primary</b>	AG&T/Challenge day with Primary pupils - English, Drama & Psychology with Sixth Form support SFO on-site		AG&T/Challenge day with Primary pupils - Languages with Sixth Form support MGU on-site	AG&T/Challenge day with Primary pupils - Mathematics JCR on-site	AG&T/Challenge day with Primary pupils - Music with Sixth Form support CLA on-site