



Headteacher's Report

15th October 2020

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

- Developing the leaders of tomorrow – **CITIZENSHIP**: inspire future citizens to think for themselves and to act for others.
- The pursuit of excellence – **DISTINCTION**: provide students with an outstanding education, with students doing their best in all endeavours.
- Fulfilling individual potential – **CHALLENGE**: motivate students to acquire new knowledge & understanding and stimulate them to develop new skills & attributes.
- Contributing to the community – **DUTY**: ensure students conduct themselves with civility and compassion at all times, supporting each other and looking beyond themselves.
- English Faculty (Drama, English and Psychology) and Creative Faculty (Art, Music and PE) – **IMAGINATION.**
- Mathematics Faculty (Computer Science, Economics and Maths) and Science Faculty (Biology, Chemistry and Physics) – **ENLIGHTENMENT.**
- Humanities Faculty (Geography, Government and Politics, History and RS) and Languages Faculty (French, German, Italian, Latin and Spanish) – **COMMUNITY.**

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.



REMOTE SCHOOLING POLICY

To give a consistent, inclusive approach to remote schooling in the event that we have another full or partial lockdown.

Key Points:

- All subjects will use Microsoft teams to give students consistency
- Student engagement will be monitored by subject teacher and support offered if required
- All streamed lessons to be recorded for students unable to attend
- Our Computer Science department will be giving all main school students an introduction to Microsoft Teams

Scenario	Remote schooling response
Full lockdown	<ul style="list-style-type: none"> • All students will follow their current timetable • Lesson duration will reduce to 50 minutes. • Homework will be set for KS5, however, there will be a reduction for KS4 and minimal homework set for KS3 <p>Lessons will be live streamed where possible. Resources will be provided on Microsoft Teams.</p> <p>Where live streaming is not possible resources and guidance from the subject teacher will be shared on Microsoft Teams.</p> <p>For consistency and engagement lessons will be a mix of online engagement, independent and group work.</p> <p>Feedback will be given to students via Microsoft Teams.</p>
Staff are well but isolating	<p>Lessons to be taught by subject specialist in accordance with the proposal for full lockdown.</p> <p>Cover supervisors will facilitate streaming lessons into classrooms.</p>
Student bubble in lockdown	<p>Lessons will be live streamed where possible. Resources will be provided on Microsoft Teams.</p> <p>Where live streaming is not possible resources and guidance from the subject teacher will be shared on Microsoft Teams.</p> <p>Students will be expected to dial in promptly at the start of the lesson. All live lessons will be recorded for students unable to access them at the normal time.</p> <p>Student engagement will be monitored through Microsoft Teams.</p>

	Lesson time will reduce to 50 minutes to allow students thinking time and a break from their screens between lessons.
Student Absence	<p>Normal absence protocol applies if the student is unwell.</p> <p>If a student is in isolation:</p> <ul style="list-style-type: none"> • KS5 – where possible lessons will be live streamed. If this is not possible work and resources will be made available on Microsoft Teams. • KS4 – if possible lessons will be live streamed or a dial in will be facilitated. If this is not possible work and resources will be made available on Microsoft Teams. • KS3 - All work and resources will be made available on Microsoft Teams

Students recording videos on Teams

The school's privacy setting is such that videos from September 2020 should only be shared with specific groups and people. To check that any member of our school community has selected the correct privacy settings please refer to the information in one of the following links:

<https://docs.microsoft.com/en-us/stream/portal-permissions>

<https://itservicecentre.derby.ac.uk/hc/en-us/articles/360013370499-Microsoft-Stream-and-video-permissions>



Finance

Due to the unusual operating conditions experienced this year, the final accounts will not be confirmed until we have concluded the year end process. The impact of cancelled lettings during school closure was significant, however there will be some offset through utilities savings and general running costs. All insurance claims for cancelled trips filed prior to September have paid out to date – one final claim remains that was filed early September.

2020-21 budget is expected to return a surplus of approximately £54,000 following the government increase in funding of £5,000 per KS3 &4 pupils. This number does not include the one-year COVID catch up funding. The increased intake over budget estimate in Year 12 numbers is expected to reduce the forecast deficit in 21/22 from £89,000 to £39,000 which leaves us with a small cumulative surplus if no other factors change and offsets the loss sustained due to the inability to admit additional Year 10 students this year.

Professional Development Groups

This academic year the Professional Development Groups will be held in departments to give colleagues the opportunity to work together on plans for remote schooling in preparation for another full or partial lockdown.

The first meeting will be structured to allow each department to reflect on their experiences, to determine which aspects of remote learning went well and to consider how to overcome any barriers there may have been to student progress. Departments will also be asked to review the Remote School policy and ensure that colleagues understand the expectations and that they have the tools required to deliver high quality teaching and assessment remotely.

From this point the agenda of the PDGs will reflect current research on remote learning and our own experiences of the impact of COVID-19 on our school community this academic year.

The work of these groups is being monitored by Mrs Jo Cross (Assistant Headteacher, Teaching and Learning) and by Dr Palmer. A full report on the outcomes and agreed actions from these meetings will be provided to the Governing Body in the autumn of 2020.

Focus Groups

The Focus Groups have been rebranded as School Development Groups (SDGs) to inform School Development Plan initiatives, and align the work of these groups directly to the SDP. The first meeting will be taking place the week commencing 21st September. Each SDG has a specific focus directly related to the SDP.

- **Citizenship:** maintaining impeccable standards, contributing to the local and national community
- **Change@CCHS:** using the faculty structure to support the work of the Change@CCHS project
- **NACE,** National Association for Able Children in Education: inspiring the most able
- **Student Profile:** supporting the CCHS Fair Access Plan
- **Student Wellbeing:** differentiated rewards system

Each SDG is chaired by a Year Leader and a Faculty Leader/representative to ensure that both elements of our school are represented. All faculties are represented in each group.

Teaching School Alliances

We remain strategic partners with two teaching school alliances: the Billericay Teaching School Alliance (BTSA) and the Chelmsford Teaching School Alliance (CTSA). This year we are also developing a partnership with the TES Institute with the hope of supporting one of their trainees later in the year. We continue to develop close links with local primary schools. Our ten primary partner schools will continue to be supported with resources from each CCHS Department to support the work of meeting the needs of able pupils – particularly at KS2.

Aleks Goodier, Jennifer Vigrass and Bradley Copper all successfully completed their NQT year last academic year. This year we are supporting Alexia Treadway with her part-time PGCE with BEC. Later in the year we will host two trainees for their second placement, one in Mathematics and one in Latin.

Staffing update

We have begun the year with a full complement of staff. Since our last report in October 2019, the following changes have taken place:

Four members of staff left in the summer term 2020:

- Mrs Maria French, Deputy Headteacher has taken up a headship appointment at a girls' school in Kent.
- Mrs Mel Gulliver, Teacher of French and Mr Jeremy Mitchell, Teacher of Mathematics retired after 35 years and 11 years of service, respectively.
- Mr Yannick Simonnot, Teacher of French to pursue a career outside of teaching.

Maternity Leave – July 2020 to January 2021:

- Mrs Emma Hiatt, Teacher of Chemistry and Year 12 Leader; and Mrs Abby Williams, Subject Leader of Psychology both went on maternity leave in the summer term.
- Mrs Emily Manning, Teacher of Chemistry is due to take maternity leave from 24th November 2020, and Mrs Sheri Watt, Teacher of English is due to take maternity leave in January 2021, we are in the process of recruiting for maternity cover.

Internal Appointments from September 2020:

- **Mrs Jo Cross**, Assistant Headteacher, Teaching & Learning, and Faculty Leader for Mathematics, replacing Mr Nicholas Minnican
- **Miss Fiona Harrison**, Acting Assistant Headteacher, Pastoral, replacing Mrs Maria French
- **Mrs Sabina Buckley**, additional role as PSHE Co-ordinator



- **Miss Charlotte Burnham**, Year 9 Leader
- **Mrs Hayley Ellen**, Acting Subject Leader for Psychology, during Mrs Williams' maternity leave
- **Mrs Jacqui Hicks**, Acting Year 12 Leader during Mrs Hiatt's maternity leave absence
- **Miss Stephanie Holt**, additional role as House Co-ordinator
- **Mrs Mary Jarvis**, Teacher of French
- **Mr Chris Lamberti**, additional role as Assistant Timetabler
- **Mrs Jane Lockwood**, Subject Leader for Mathematics
- **Mrs Laurayne Onuegbu**, Subject Leader for RS & Philosophy returned from maternity leave in April 2020, during her leave we employed **Ms Audra Hill** to cover as Teacher of RS; Ms Hill remains as Teacher of RS to cover for Mrs Ellen, who will be teaching Psychology this year (as noted above)
- **Mr Mark Rowell**, additional role as Leader of SIMS data

External Appointments from April-September 2020

- You may recall we were in the process of appointing Dr Claire Stebbing on a short-term basis as Teacher of Chemistry, which ended in December; Mrs Emma Dougall replaced her at the end of January until July 2020. Prior to lockdown we were able to appoint Mrs Hayley Busby and Mrs Emily Manning, both teachers of Chemistry who joined in September 2020. Mrs Busby was also appointed Year 8 Leader; Mrs Manning informed us in the summer term that she will be going on maternity leave in November 2020 as mentioned above.
- Miss Vanessa Kersey, Teacher of English
- Mrs Naushin Khan, Subject Leader for Computing
- Mr David Mitchell, Teacher of Mathematics, with Department leadership & management responsibilities
- Miss Jaqueline Silverio, Teacher of French

Autumn Term 2020:

Dr Helena Graham, Faculty Leader of Humanities will retire on 31st December 2020 after 21 years of service, we are in the process of recruiting for a Teacher of History and Government & Politics. We will appoint a Faculty Leader of Humanities in due course.

Mrs Michelle Nicoll, Teacher of Physics will be on Sabbatical Leave this academic year, following the passing of her husband, and to concentrate on her young family.

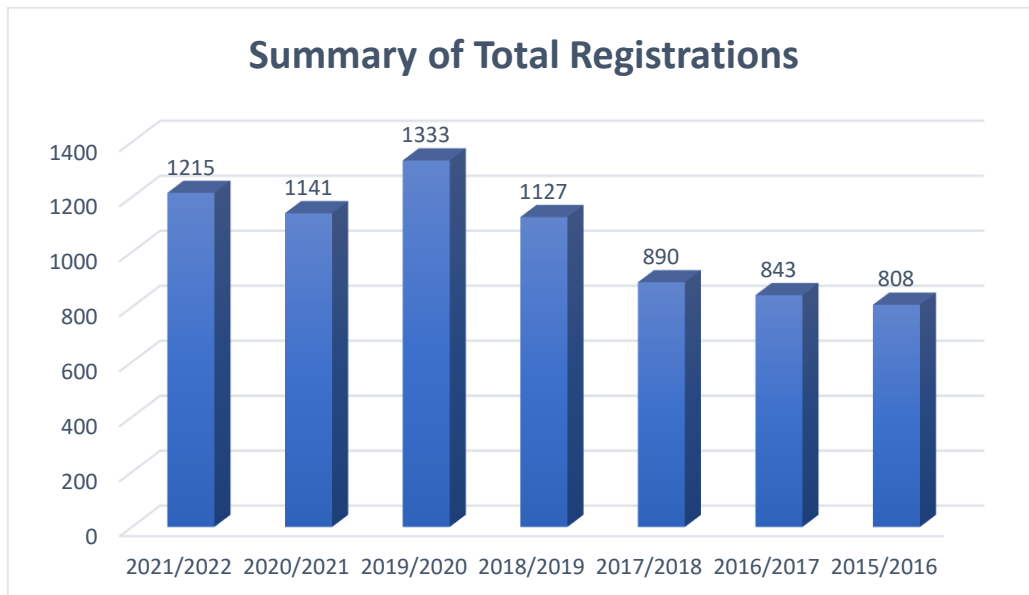
Mrs Vivienne Sheehan, Science Technician is currently on Sabbatical Leave this term.

ADMISSIONS

Admission in Year 7 is through our Entrance test which is administered by CEM and encourages girls from all backgrounds to apply. Around 693 girls sat the test at CCHS in Year 6 for 180 places. Of those 180 students, 80% are admitted from the proximity list and live within 12.5 miles of the school. The other 20% have no proximity restriction.

- 5 main round appeals (5 heard, 0 upheld)
- The admissions policy for 2020 now allows for the highest priority to be given to the top thirty applicants, in receipt of Pupil Premium or LAC or previously LAC, who achieved a score within the top or middle bands and live within the 12.5-mile priority area.

Admissions update for Year 7 2020 Entry

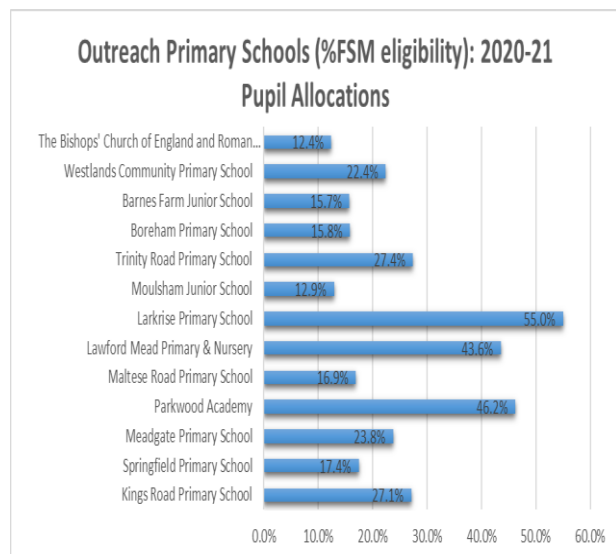
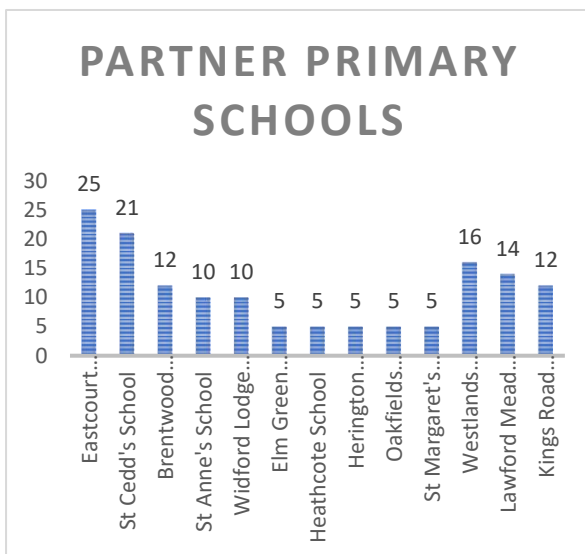
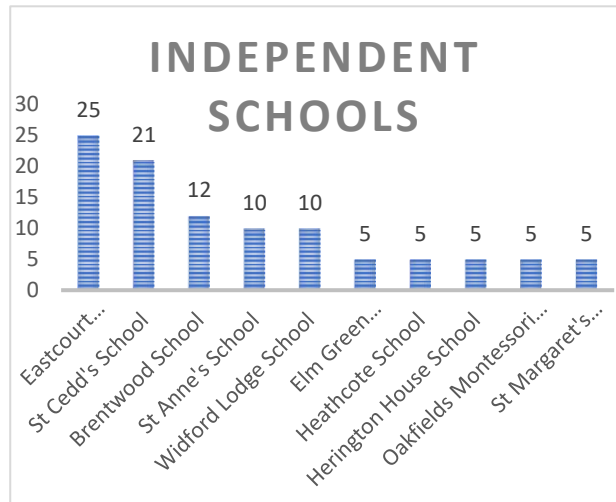
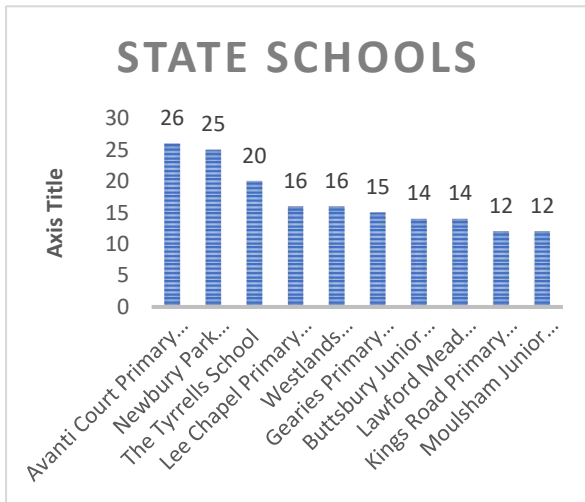


- **The Entrance Test will be held from Monday 19 October to Thursday 22 October.** There will be 7 sessions of approximately 115 candidates per session. All tests will be held in the hall. Six candidates have special access arrangements and will sit the test in a separate room (S5).
- Candidates will enter and leave the school through the back-doors to the hall to ensure no cross-contamination with our students. Morning candidates will register from 9am and leave by 12.15pm; afternoon candidates will register at 1:45pm and leave by 5pm.
- Candidates have been grouped by primary school and home location, to minimize cross-infection and to preserve the integrity of the test.

ADMISSIONS

Total no. of candidates registered for the Entrance Test	1215
• CCHS registered/attendance	805
• Candidates registered to take the test at an alternative venue*	410
No. of candidates with LAC/PLAC status (priority area)	1
No. of candidates with Pupil Premium eligibility status (priority area) registered/attendance	14
No. of candidates registered for the entrance test from:	
• State schools	1040
• Independent schools	170
• Educated Abroad	1
• Home Educated	4
<i>* Raw marks from the test will be shared with the schools for inclusion in the appropriate standardisation sample</i>	

Schools with largest number of candidates:



CURRICULUM AND ENRICHMENT

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

Highlights – September-October 2020
<ul style="list-style-type: none"> • Year 7 Murder Mystery event • New Parents' Welcome Evening – virtual event • House event – Form Quiz • European Day of Languages • Black History Month • Bronze Arts Award – Year 9 • Eton X Future Skills Online • Student Council • Student Voice • CHips Meetings

Educational Visits 2020-21				
12- Sep - 20	11	DofE Cohort Silver Practice Expedition	Riffhams Camp Site	2 days
26- Sep 20	10	DofE Cohort Bronze Practice Expedition	Skreens Park	2 days
21-Sep-20	13	Geography Field Trip	Olympic Park, Stratford	1 day
06-Oct-20	13	Geography Field Trip	Olympic Park, Stratford	1 day
07-Oct-20	13	Geography Field Trip	Walton on the Naze	1 day
21 Oct -20	10	Geography Trip	Epping Forest	1 day
21 – Oct -20	13	Biology Field Trip	Flatford Mill	1 day

HPQ - CCHS Academic Excellence in Research
<p>Following our success in Year 12 with the Extended Project Qualification, this academic year we have launched a research programme for our Year 10 students, CCHS Academic Excellence in Research.</p> <p>The Core RS curriculum has been redesigned to mirror the programme of skills required for the Higher Project Qualification enabling our students to work on a SMSC (Social, Moral, Spiritual or Cultural) project of their choosing while developing key research and project management skills.</p> <p>The completed projects will be presented in form groups at the end of the academic year. Outstanding projects will then be given the opportunity to be presented at a research fair for the whole year group. All projects will be celebrated with the opportunity to receive The CCHS Academic Excellence in Research Award for an outstanding project and certificates for projects awarded gold, silver or bronze.</p> <p>We would like to give students receiving The CCHS Academic Excellence in Research Award the opportunity to work towards the Higher Project Qualification, the HPQ. This will involve additional taught skills development sessions and our ability to facilitate this will be reviewed as the academic year progresses.</p>



CURRICULUM AND ENRICHMENT

In order to prioritise Teaching & Learning, we stripped back the calendar for the first half-term, however, there is a desire and a willingness from both staff and students alike, to re-engage with our extra-curricular programme, and we are all looking at creative ways to do so.

Below, are some of the suggestions that have already been proposed:

Activity
Lip Sync Karaoke House Event
Spatula and Balloon House Tennis
House Decorated Classroom
Eco Week
Year 12 Cake Sale
Med Soc
Jack Petchey Speak Out – Year 10
Visiting Theatre Company - An Inspector Calls – Year 10
Year 8 Electronics Club
Year 7 & 8 Sewing Club
Biochem Soc
Year 7 Science Club
Crest Club Year 9
Mental Health Fundraising Day
Film Club - library
Christmas Carols
Drama Production - Monologues

As further ideas are suggested, they will be added to the list, and a schedule of enrichment activities will be published to students and parents prior to the half-term break, with a view to running them thereafter.

CCHS DEVELOPING THE MOST ABLE WITH NACE

We continue to work closely with NACE, The National Association for Able Children in Education. NACE is an independent charity founded over 35 years ago. Working with member schools, education leaders and practitioners NACE aims to improve provision for more able learners, driving whole-school improvement and raising achievement for all.



Core principles echo those of our school:

- all able children and young people, regardless of background, should be recognised and have the opportunity to realise their potential
- ability can be revealed across a broad range of activities
- providing enriched opportunities for these students can enhance the learning opportunities for all

The NACE Challenge Award provides a framework to assess and develop the work we already do to extend the most able. Completion of the award provides recognition of school-wide high-quality provision for more able learners within a context of challenge for every student.

Celebrate and Enhance

- Working with NACE and towards the NACE Challenge Award will allow us to celebrate the existing work we do in extending and enriching the learning journey of our students
- In parallel they will support us in enhancing our focus for all students, ensuring every student has the opportunity to reach their full potential

Resources available through NACE

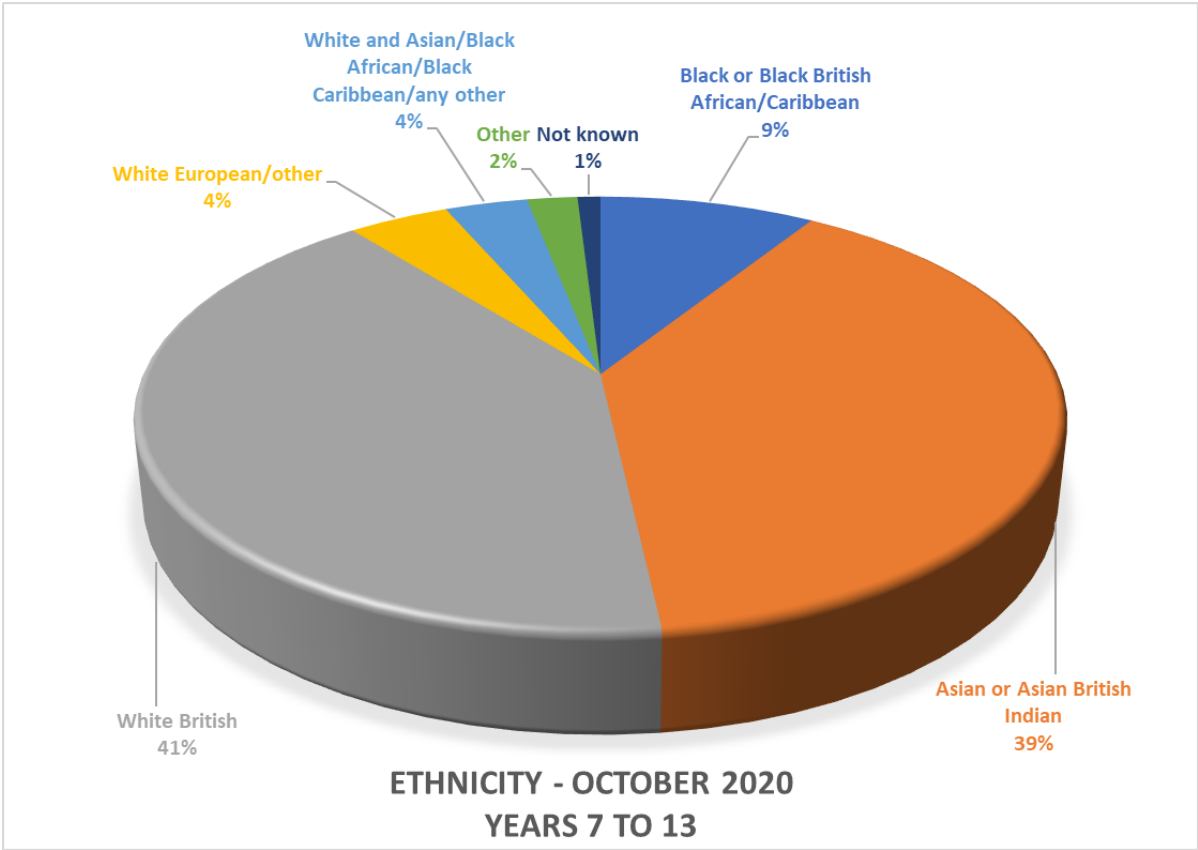
- Our membership with NACE allows us to access tailored resources, webinars and CPD all designed to support and develop our current practice
- Resources are designed for a straight forward roll out to staff and students without placing additional demands on our teaching teams. Examples include:
 - Oxbridge questions for all subjects
 - Research on how we can use our data to enhance provision
 - Webinars include: differentiation and the more able, effective questioning, how to engage with and in research

CCHS and NACE

- NACE was launched last academic year to all staff with extremely positive feedback.
- Research on pedagogy for more able students has been cascaded to all staff
- Colleagues have attended NACE CPD looking at different aspects of the curriculum and teaching and learning
- Webinars have been well attended by a number of colleagues
- NACE principles will be at the core of our T&L focus this academic year.
- NACE Challenge Award will be used as framework for SDG

Whole School Data

<p style="text-align: center;">Number on Roll 1,049</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Year 7:</td><td style="text-align: right;">180</td></tr> <tr><td>Year 8:</td><td style="text-align: right;">149</td></tr> <tr><td>Year 9:</td><td style="text-align: right;">150</td></tr> <tr><td>Year 10:</td><td style="text-align: right;">150</td></tr> <tr><td>Year 11:</td><td style="text-align: right;">160</td></tr> <tr><td>Year 12:</td><td style="text-align: right;">154</td></tr> <tr><td>Year 13:</td><td style="text-align: right;">106</td></tr> </table>	Year 7:	180	Year 8:	149	Year 9:	150	Year 10:	150	Year 11:	160	Year 12:	154	Year 13:	106	<p>Overall Attendance Rate</p> <p style="font-size: 24px;">96.20%</p> <p style="font-size: 36px; color: #4a7ebb;">↑</p>	<p>Exclusions</p> <p style="font-size: 36px;">0</p> <p style="font-size: 36px; color: #4a7ebb;">↓</p>							
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<p>Pupil Premium</p> <p>23 students £955 per student</p> <p style="font-size: 24px;">Income</p> <p style="font-size: 24px;">£21,965</p> <p style="font-size: 36px; color: #4a7ebb;">↓</p>	<p>2020/21 SEN Register</p> <p style="font-size: 24px;">SEN: 20</p> <p style="font-size: 24px;">EHCP: 1</p> <p style="font-size: 36px; color: #4a7ebb;">↑</p>	<p>Ethnicity by Number</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">2020</th> <th style="text-align: center;">2019</th> </tr> </thead> <tbody> <tr> <td>Black/British African--</td> <td style="text-align: center;">94</td> <td style="text-align: center;">91</td> </tr> <tr> <td>Asian/Indian -----</td> <td style="text-align: center;">412</td> <td style="text-align: center;">366</td> </tr> <tr> <td>White British -----</td> <td style="text-align: center;">431</td> <td style="text-align: center;">423</td> </tr> <tr> <td>White European -----</td> <td style="text-align: center;">44</td> <td style="text-align: center;">35</td> </tr> <tr> <td>Other -----</td> <td style="text-align: center;">58</td> <td style="text-align: center;">55</td> </tr> <tr> <td>Not known -----</td> <td style="text-align: center;">10</td> <td style="text-align: center;">8</td> </tr> </tbody> </table> <p style="font-size: 36px; color: #4a7ebb; text-align: right;">↑</p>		2020	2019	Black/British African--	94	91	Asian/Indian -----	412	366	White British -----	431	423	White European -----	44	35	Other -----	58	55	Not known -----	10	8
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Main School Students

Update on Pupil Premium provision October 2020

The targets for 2020 -21 remain the same as for 2019 – 20 as they have demonstrated that they yield excellent outcomes. We will look to increase spending for 1:1 English and Mathematics tuition. The CCHS Pupil Premium Strategy should also be read in conjunction with this document. An addition this year is the work we will do with the 7 PPG Fair Access students to 'close the gap'.

1. Data tracking to identify the gaps with scheduled support from the Finance Office. Year Leaders to track students and monitor closely.
2. High profile of students in receipt of Pupil Premium. High impact, low cost.
3. Parent awareness of Pupil Premium availability and suggested interventions. High impact and low cost. All parents have been written to (Sept 2018) asking if they would like to suggest an intervention.
4. Effective Teaching and Learning. High impact no extra cost.
5. Careers information and advice, including our own Leadership Conference: Targeted support. 1:1 and small group extra tuition.
6. Counselling to facilitate wellbeing.
7. The full range of educational experiences: trips and visits.
8. Learning a musical instrument to maximise participation in the life of the school and promote wellbeing and academic progress.
9. Attendance and punctuality monitoring. High impact, low cost.
10. Staff, Parent or child requests for educational materials (For example, calculator, maths set, art pencils, stationery, revision books for home use.)
11. (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.
12. All students to be supplied with the materials needed should we go into Lockdown again.
13. Laptops went out to PPG students that could not access Remote Learning during Lockdown.

The GCSE outcomes for 2020 demonstrate that the students in receipt of the PPG all achieved at least 10 GCSEs in the summer of 2020:

- Three students achieved 10 GCSEs grades 9-8 (including GCSE English and Mathematics)
- Three students achieved 10 GCSEs grades 9-7 (including GCSE English and Mathematics)
- One student achieved 10 GCSEs grades 9-6 (including Grade 8 in both GCSE English and Mathematics)
- One student achieved 10 GCSEs grades 7-6 (including GCSE English and Mathematics)
- One student achieved 11 GCSEs grades 9-5 (including Grades 6 and above in GCSE English and Mathematics)
- One student achieved 10 GCSEs grades 7-5 (including Grades 5 and above in GCSE English and Mathematics)
- One student achieved 10 GCSEs grades 8-4 (including Grades 4 and above in GCSE English and Mathematics)

For 2020, access has been given to the CCHS Pupil Premium Strategy Document



Main School Students

SEN Report

All students on the SEN register have had a termly review meeting with parents and external providers, where necessary. We have 20 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 are under review for the summer. As a first, we have 1 student on an EHCP in Year 9, which brings funding to employ a SEN assistant (Mrs Greenland). Regular review meetings were conducted in Lockdown – and support is in place to manage the transition back to fulltime education.

Safeguarding

All staff receive, (including governors, invigilators, peripatetic teachers and the PA):

- regular Safeguarding Training
- PREVENT Duty training
- CSE (Child Sexual Exploitation) training and awareness
- Updated at least annually

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

- Refresher (Level 3) Safeguarding Training provided by ESCB every 2 Years.
- Home Office Prevent Forced Marriage training, the Home office preventing and awareness of FGM training. Year Leaders have also been invited to undertake the Home Office FGM training and the Honour Based Abuse training.
- Mental Health First Aiders: fully trained HPO EHI FHR RDA

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 2020, 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 concerns are logged and reviewed, timely and appropriate referrals are made to Social Care or Family Support. Strategy Meetings, MARAC, Core Groups, Child in Need and Child Protection Case Conferences are always attended by the DSL, except in the sixth form when a DDSL may attend. Regular updates regarding safeguarding and the number of 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.



Main School Students

Care and Guidance report Years 7 -11 - The Pastoral Team

Main School Students

- We deal with **individual pastoral problems** as they arise, including supporting girls with complex family needs, mental health and self-harm, low self-esteem, extended illnesses, family and friendship issues, accusations of bullying, misbehaviour, misuse of the internet and occasions of suspected theft. We also deal with complex cases re. transgender issues and seek the support of Gendered Intelligence and the school nursing team. Support families with DV concerns. There has been an increase in complex DV cases and the DSL has attended TAFS. CP/CIN conferences and core groups.
- The pastoral team continue to refine their transgender protocol in line with the advice from Gendered Intelligence to support some students and their families.
- LGBTQ+= training for all staff 5.10.2018 by Dr Elly Barnes MBE from Educate and Celebrate. We will look to repeat this in due course.
- Provide 3 days a week counselling from the Sycamore Trust.
- School nurse, Thursday appointment service – 2 hours - Saffron.
- FHR, RDA, HPO and EHI have undertaken the Mental Health First Aid Training for Schools- (student, staff and parental awareness.) VGO is completing it in October.
- Essex Young People Drug and Alcohol Service (EYPDAS) have trained SLT and this has been cascaded to all staff and a booklet provided for all staff- indicators and awareness. Update 2020.
- Has a **twitter account** to promote e-safety, Mindfulness, Wellbeing, Year 11 Leadership Conference and other pastoral events such as the Meet the Tutor Evenings. We also use the twitter feed to update students and parents about online safety with updates from CEOP (Child Exploitation and Online Protection Agency), as well as celebrate achievements.
- Liaise with **external agencies**: EWMHS/Police/GPs/School, Nurse/Social, Care/Young Carers/YMCA/attend CIN and CP case conferences/ BAP/ Ed. Psych/ Renew Counselling, Dyslexia Action, DBIT and Hospital Schools, to name but a few. They also liaise with students and parents to resolve issues and ensure that all of their girls are working to the best of their ability.
- **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 behavior. Run Chat Groups to support some students (e.g. Breakfast Club in Year 7).



Main School Students

- In lockdown Year Leaders supported remotely – thorough MS Teams, questionnaires, phone calls to parents. The students were invited in for Wellbeing Meetings. We also ran a Key Worker bubble for students who were on their own at home due to their parents working.
- In Week 3 of the new term we put in place a week of Wellbeing discussions during form time to support students return to school. Year Leaders are reviewing the information with it then being shared with Faculty Leaders.
- **Attend** Child Protection Case Conferences and CIN Review Meetings and MARAC.
- Ensure that all students have a Mindful Monday activity and a Stand up, Speak out activity in the week, on top of the PSHE provision and varied and inspiring assembly programme.
- An increase in public speaking opportunities outside of the classroom, not least in the ESU and Oxford and Cambridge debating competitions, plus the Jack Petchey Speak out virtual final.

• Primary Admissions Outreach work to Year 5

To address the relatively small number of applicants from local primary schools with higher than average rates of FSM pupils and considering research from the Sutton Trust, we continue a robust calendar of assembly visits to Y5 and their parents in their own school setting. We are monitoring the increased number of applicants from these schools. We visited all 10 partner primary schools as outlined in the FAPP. Obviously COVID had an impact on this year's plans. We have taken in 7 students on the FAPP – they have been welcomed into the school. We will work to address any needs these students may have.

Sixth Form Students

Care and Guidance report Years 12-13

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 effective in monitoring attendance and punctuality and in dealing with the daily concerns of their students. More serious matters are dealt with by the Year Leaders or the Head of Sixth Form. The Sixth Form Administrative Officer also plays a vital role in supporting the work of the pastoral team. She provides weekly reports on attendance and punctuality, is most effective in her liaison with parents and students, and her support of all aspects of the work of the Sixth Form. Regular meetings of tutors and team members allow for effective communication and responses to different situations.

Year 12

The new Year 12s have made an excellent start to their sixth form studies and are now properly settled in their chosen subjects. Whilst we were still disappointed that a number of students chose to leave the school after Year 11 we must accept the reality of greater mobility at this age than we were once used to. We are pleased with the quality of those who chose to remain with us and of those who chose to join this school from others. Considerable effort changes were made to our processes for GCSE Results Day and recruitment into Year 12; some of these were 'forced' upon us by the Covid19 situation and others had been planned since last summer. We were able to deploy a large team of staff both to contact internal students to congratulate them and encourage them to return to CCHS and to make offers to students looking to join us from elsewhere. This resulted in a much larger intake of students new to the school than we have recruited for many years and a much clearer sense of the intentions of our own Year 11s.

Mrs Hicks has taken over as Year Leader for Year 12 for this year as Mrs Hiatt is on maternity leave and we welcome her to the team. She and the Year 12 tutors are monitoring the students closely and a more formal monitoring exercise will be carried out just before half term. We have been very pleased with the seriousness with which the students have applied themselves to their new courses and with the progress they have made thus far. Whilst their return to school after so many months away has thrown up some challenges we have been impressed with the way all our new Year 12s have adapted to those things in the current school environment which are rather different to normal. We will shortly begin the process of appointing school officials and subject prefects and look forward to handing the leadership of many aspects of the school over to them in due course. Similarly, the leadership of student societies will soon be handed over to the next cohort.

Year 13

At the time of writing we are in the midst of processing the first tranche of UCAS applications, those for the universities of Oxford and Cambridge and for Medicine, Dentistry and Veterinary Medicine. A very healthy proportion of the year group fall into this category and we are currently working hard to ensure that these applicants are properly supported in their final preparations for entrance tests, interviews and admissions tests. Many of these applicants are very strong and we hope to report on the success of very many of them in due course.



Sixth Form Students

We have been rigorous in our analysis of the Year 12 exam results and many have given up studying their fourth subject the better to concentrate on their best subjects. Having completed 'summer assessments' remotely in May and been extremely well engaged in remote learning throughout the period of 'remote schooling' our Year 13 students are in an excellent position to continue to make progress over the rest of this year. As in Year 12 the return to school has thrown up a number of pastoral issues and these are being dealt with sensitivity and insight by Mrs Ellen. We remain confident that however A levels pan out in the summer of 2021 our students will be well-prepared.

General

Sixth Form students in this school are involved in a significant range of extra-curricular clubs and societies, and a very high proportion of these are led by sixth form students. Societies such as MedSoc, Bar Mock and a whole host of others are enabling students to develop their skills and. Both Music and Drama in the school benefit hugely from the commitment to them shown by a number of sixth form students. Whilst many of these activities necessarily went into suspension during remote schooling we are working hard to reinvigorate this vital aspect of the school and are confident that we will be successful in doing so. Sadly, some activities which necessitate older students working with younger students will either remain suspended or move online in the current situation but we are sure that students and staff will be resourceful in responding to current challenges.

The Rolling Tutor Program in the Sixth Form continues to offer much to stretch and challenge our students beyond their academic subjects as well as to give some skills and knowledge that will help them settle successfully into university. Mrs Buckley is managing this program this year (during Mrs Hiett's maternity leave) and we have no doubt that the students will continue to find these lessons of great value.

In both year groups the range and seriousness of pastoral issues which are presented to the sixth form team continues to be challenging. Many of these issues have no immediate solution and we continue to work with a range of external bodies to support those students whose needs are greatest. We feel that our expertise is growing very fast but also that there is no sign of a diminution in the scale of the problems we face. The sixth form team are working more closely than ever with the pastoral team in the main school to respond to the needs of all students and to share expertise.



Outcomes: KS4 2019 Performance Data

Data on progress measures

We are awaiting the publication of official (DfE) attainment and achievement data regarding summer 2020 KS4 (GCSE) outcomes. Provisional school data is provided below.

Attainment 8	
2020:	80.0 (max possible, 90)
2019:	79.9 (max possible, 90) Disadvantaged, 71.0; Non-Disadvantaged, 80.1
2018:	81.9 (max possible, 90) Disadvantaged, 68.67; Non-Disadvantaged, 82.28 - all reformed, except Graphics, Textiles and Mandarin
2017:	79.8 (max possible, 87.5) - only English Language, English Literature and Mathematics as reformed
2016:	76.5 (max possible, 80) - all unreformed
En & Ma	
2020:	grades 4+, 100.00%; grades 5+, 99.00%
2019:	grades 4+, 98.33% (Disadvantaged, 100%; Non-Disadvantaged, 98.29%);
2019:	grades 5+, 95.83% (Disadvantaged, 100%; Non-Disadvantaged, 95.73%)
2018:	grades 4+, 98.31% (Disadvantaged, 66.67%; Non-Disadvantaged, 99.13%)
2018:	grades 5+, 95.76% (Disadvantaged, 66.67%; Non-Disadvantaged, 96.52%)
2017:	99.17% (A*-C grades measure)
2016:	100% (A*-C grades measure)
New EBacc measure	
<i>EBacc average point score.</i>	
2020:	8.10 (maximum possible, 9)
2019:	7.79 (maximum possible, 9) Disadvantaged, 7.09; Non-Disadvantaged, 7.81
2018:	8.02 (maximum possible, 9) Disadvantaged, 6.71; Non-Disadvantaged, 8.06

Data on value added measures

ALPS KS4 2020 report

ALPS use a specific grading system: 1 (better or equal to the best score achieved in the indicator – “Outstanding”) to 9 (scoring below the lowest score achieved in the indicator – “Poor”). Top scores are 1-3 (Red, within or exceeds the top 25%). Middling scores are 4-6 (Black). Worst scores are 7-9 (Blue, within or is worse than the bottom 25%). As KS2 prior attainment data is used (provided directly to us by DfE), we do not have data for all students as many attended independent schools or state primaries, which did not co-operate with the DfE re: KS2 tests.

The **ALPS Quality Indicator** is an overall performance indicator that shows performance across all courses. Our Quality Indicator grade is 2 (“Outstanding”). In 2018 it was also 2, 2017, 2; 2016, 2.

The **ALPS QI8** Indicator is another overall performance indicator that shows how students have performed across their “best 8” subjects. This measure can give an early indication of how the subjects that will contribute to our Progress 8 score have performed. Our QI8 grade is 2 (“Outstanding”). In 2018 it was 2; 2017 2; 2016, 2.



Outcomes: KS4 2020 Performance Data

Subject Value-Added Overview

- Biology, Chinese, Computer Science, Drama, English Language, English Literature, French, Geography, German, History, Mathematics, Music, Religious Studies, Spanish all have the highest scores with 2 (“Outstanding”).
- Chemistry, Latin, Physical Education, Physics all score 3 (“Excellent”).
- Art & Design have a score of 4 (“Very Good”).

Subject Value-Added overview by Group

There were no Disadvantaged students from within the 112 students used within the report.

Data on outcomes for students

Comparative data on raw outcomes for students – KS4. Successful Selective Girls’ Schools (SSGS) – group of 20 schools.

Year	A*-A % 9/8/7	SSGS Ranking
2020	89.4	-
2019	83.9	5 th
2018	87.5	4 th
2017	86.4	4 th
2016	88.5	5 th

Outcomes: KS5 Performance Tables 2020

Data on progress measures

We are awaiting the publication of official (DfE) attainment and achievement data regarding summer 2020 KS5 (A level) outcomes.

Data on value added measures

ALPS A level 2020 report

ALPS use a specific grading system: 1 (better or equal to the best score achieved in the indicator – “Outstanding”) to 9 (scoring below the lowest score achieved in the indicator – “Poor”). Top scores are 1-3 (Red, within or exceeds the top 25%). Middling scores are 4-6 (Black). Worst scores are 7-9 (Blue, within or is worse than the bottom 25%). ALPS use KS4 prior attainment to generate minimum expected grades for students. Students are given one minimum expected grade to cover all of their subjects, rather than individual targets/grades for different subjects.

The **ALPS Quality Indicator** is an overall performance indicator that shows performance across all courses. Our Quality Indicator grade is 5 (“Average”). In 2018 it was 6, 2017, 7; 2016, 5; 2015, 3; 2014, 2; 2013, 5.

Subject Value-Added Overview

- Red scores – Biology, Theatre Studies, Geography, German, Latin, Music, Psychology with a 2 (“Outstanding”)
- Black scores – Chemistry, Economics, English Literature, French, Government & Politics, History, Mathematics, Physics, Religious Studies, Spanish with a 3 (“Excellent”).
- Art & Further Maths with a score of 4 (“Very Good”).

Subject Value-Added overview by Group

There were no Disadvantaged students from within the 115 students used within the report.

Data on outcomes for students 2020

Comparative data on raw outcomes for students 2020 – KS5. Successful Selective Girls’ Schools (SSGS) – group of 20 schools

Year	% A*B	SSGS Ranking
2020	88.1	-
2019	83.5	4 th
2018	75.5	10 th
2017	79.0	7 th
2016	85.2	5 th