



# Headteacher's Report

June 2022

<b>Context</b>	<b>2</b>
<b>Effectiveness of Leadership &amp; Management</b>	<b>3</b>
<b>Admissions</b>	<b>5</b>
<b>Curriculum &amp; Enrichment</b>	<b>7</b>
<b>Teaching &amp; Learning</b>	<b>10</b>
<b>Whole School Data</b>	<b>11</b>
<b>Main School students</b>	<b>12</b>
<b>Sixth Form students</b>	<b>17</b>
<b>Outcomes</b>	<b>19</b>

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 2021/22 environment continues to be managed carefully and is trending towards a break even point, which without use of the contingency in place will be c.£40k surplus. Incremental costs of supplies and trips continue to be monitored for future forecasting.

The 2022/23 budget is in draft following the recent release of the General Annual Grant and 16-19 funding and is expected to be sufficient despite incremental forecasting for energy costs.

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

---

### 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 School Development Projects include:

- Change@CCHS – Broadening the Curriculum
- Change:CCHS – Inclusivity (LGBTQ+ and Disadvantaged)
- Monitoring and Standards
- Meta memory and knowledge retrieval
- Academic Resilience

Throughout the academic year Twilight CPD sessions have been used to share understanding and insight as well as delivering important CPD to our colleagues.

---

### Working with other schools

---

We remain strategic partners with two teaching school alliances: the Billericay Teaching School Alliance (BTSA) and the Chelmsford Teaching School Alliance (CTSA). We continue to build our relationship with the TES Institute, with one of our support colleagues now training with us via the TES programme. This academic year we have also engaged with Essex Schools Direct, and we have welcomed three colleagues through this programme to train with us this year.

We continue to develop close links with local primary schools and are maintaining the ‘Year 5 Inspire’ section on our website. We will also be running a Summer School (during term-time) for disadvantaged students who will be sitting our entrance test in September.

### Staffing update

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

Staff Leavers - Summer 2022	
Emma Matthews	Deputy Headteacher
Mary Jarvis	Teacher of French
Yinka Badmus	Teacher of Chemistry
Naushin Khan	Subject Leader of Computer Science
Ian Woolway	Guitar Tutor
Hayley Ellen	Subject Leader of Psychology/ Assistant Head of Sixth Form
Melissa White	Teacher of Mathematics
Christine Roberts	IT Support Engineer ( <i>left CCHS: 24/06/2022</i> )

The promotions below are effective from September 2022.

Internal Promotions and Appointments - Summer 2022 (effective from September 2022)	
Jo Cross	Deputy Headteacher (Academic)
Fiona Harrison	Deputy Headteacher (Pastoral)
Adam Selby	Assistant Headteacher Teaching and Learning & CPD
Marion Chumbley	Senior Pastoral Leader
Rhiannon Connolly	Assistant Head of Sixth Form/Sixth Form Year Leader
Brad Copper	Year Leader (Main School)
Amy Hopkins	EPQ Coordinator (shared role)
Laurayne Onuegbu	EPQ Coordinator (shared role)
Alex Goodier	Subject Coordinator of Further Mathematics and More Able Provision (all key stages)
David Mitchell	Second in Charge of Mathematics Department
Chris Lamberti	Timetable Leader

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

External Appointments - Summer 2022	
Jane Dixon	Subject Leader of Economics ( <i>started at CCHS 19/04/2022</i> )
Kathryn Hunt	Teacher of History
Andrew Woodward	Teacher of Physics
Stephanie Hutton	Teacher of Music (part-time)
Jane O'Reilly	Teacher of Economics
Ayo Edu	Teacher of Mathematics
Maud Lavastre	Teacher of French
Jennifer Porter	Subject Leader - Psychology & Global Citizenship Coordinator
Luke Moller	Teacher of Biology

In addition, a number of Examination Invigilators have been employed to assist with both internal and external examinations.



## ADMISSIONS

Admission in Year 7 is through our Entrance Test which is administered by CEM and encourages girls from all backgrounds to apply. Our Admissions Policy for 2022 allows for the highest priority to be given to the top 30 applicants in receipt of Pupil Premium, LAC or previously LAC, who achieved a score within the top or middle bands and live in the 12.5 mile priority area.

No. of candidates registered for the Entrance Test	1110
Attended CCHS Test	928
Attended alternative venue	37
Withdrawn/no show	145

### Summary of Total Registrations

2022 Entry	1110
2021 Entry	1215
2020 Entry	1141
2019 Entry	1333
2018 Entry	1127

No. of candidates with:	Attended	Offered (On National Day)	Accepted (as of 27.06.2022)
LAC/PLAC status	4	0	2
Pupil Premium eligibility (priority area)	13	4	4
Pupil Premium eligibility (out of catchment)	21	2	1

No. of candidates from:	Attended	Offered (On National Day)	Accepted (as of 27.06.2022)
State Schools	826	141	146
Independent Schools	130	37	33
Home Educated	7	2	1
Educated Abroad	2	0	0

Partner Primary Schools:	Attended CCHS Summer School	Attended Test	Offered	Accepted (as of 27.06.2022)	%FSM eligibility	
Barnes Farm	8	8	3	3	15.7%	
Boreham	0	0	0	0	15.8%	
Kings Road	6	6	3	3	27.1%	
Larkrise	1	1	0	0	55%	
Lawford Mead	8	8	2	2	43.6%	2 PPG attended, 0 offered
Maltese Road	8	9	2	2	16.9%	
Meadgate	1	2	0	0	23.8%	



Moulsham	16	16	6	8	12.9%	
Parkwood	3	4	2	2	46.2%	
Springfield	8	9	2	2	17.4%	
The Bishops	10	10	1	2	12.4%	1 PPG attended, 0 offered
Trinity Road	4	5	0	0	37.4%	
Westlands	11	12	5	5	22.4%	

State Schools	Largest Number of Candidates	Offers	Accepted as of 27.06.22
Avanti Court	23	4	4
Buttsbury	14	1	2
Lee Chapel	13	8	8
Moulsham	16	6	8
Newbury Park	21	1	1
Parkhill	13	1	2
Westlands	12	5	5

Independent Schools:	Largest Number of Candidates	Offers	Accepted as of 27.06.22
Avon House	5	0	0
Brentwood	9	4	3
Eastcourt	18	4	4
Elm Green	17	2	2
St. Annes	8	7	7
St. Cedds	18	11	11
Woodford Green	6	1	0

- 6 main round appeals were held in June 2022 (6 heard, 0 upheld).
- The admissions policy for 2023 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.

## CURRICULUM AND ENRICHMENT

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

April 2022 – June 2022
<ul style="list-style-type: none"> <li>• Senior Speech Day</li> <li>• Commemoration Day</li> <li>• House Cakes</li> <li>• Year 13 Parents' Farewell evening</li> <li>• Year 13 Leavers' Assembly</li> <li>• Year 11 Leavers' Event</li> <li>• Junior physics challenge</li> <li>• Junior biology Challenge</li> <li>• House Tug of War</li> <li>• Jack Petchey Speak Out Competition</li> <li>• House photography</li> <li>• House tennis</li> <li>• Art Exhibition</li> <li>• Just Dance Event</li> <li>• Writtle music performance</li> <li>• New intake welcome meetings</li> <li>• Artist in Residence</li> <li>• Year 6 athletics event</li> <li>• Industrial Cadets Gold and Bronze project celebration days</li> <li>• Choir Fest</li> </ul>

Educational Visits 2021-22				
Date	Year	Activity	Location	Duration
23/04/22 - 24/04/22	10	Duke of Edinburgh's Award Qualifier	Skreens Park	2 days
18/05/22	8	Team-building event	Stubbers Activity Centre	1 day



## Summer Term Activities





## Developing practice through research

---

We remain committed to pursuing excellence in teaching and learning, and so offering an outstanding experience for every one of our students. Our curriculum is ambitious, rich and challenging and we are continually looking for ways in which we can deliver highly academic subject content in a dynamic, enjoyable and successful manner for all students.

To develop our teaching and learning practice we engage locally, nationally and internationally with up-to-date and relevant academic research.

### Engaged **locally**:

- Chelmsford Teaching School Alliance (CTSA)
- Billericay Teaching School Alliance (BTSA)

### Engaged **nationally**:

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

### Engaged **internationally**:

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

## Academic Resilience

---

Working with these leaders in educational research has allowed us to identify specific study skills and personal attributes beneficial for students at different stages of their secondary education. This insight has inspired a bespoke programme of academic enrichment and resilience for our students starting in Year 7 and continuing through to Year 13.

The goal of this programme is to give each student the opportunity to develop, practice and build key academic and personal skills, which will benefit them throughout their school careers, as well as with their future ambitions.

As part of this work, we continue to engage with Elevate Education, an award-winning training company who specialise in delivering research based, high impact workshops on study skills, motivation, wellbeing, and exam preparation. To date Elevate have worked with students in Years 7, 8, 10, 11 and 12 and the impact on our students has been outstanding. Elevate have run age-appropriate seminars for our students including 'Study Skills Kick Start', 'Ace your Exams', 'Student Elevation' and 'Study Sensei'.

The feedback from the sessions has been outstanding with over 97% of students stating that it was time well spent and that they would recommend the sessions to future year groups. Examples of the feedback from students include:

*'I believe this will have a great positive impact on my education and life in general'*

*'10/10, it was very helpful and eased my worries about studying for tests'*

*'It's beneficial to approach everything in smaller steps rather than all in one big go'*

*'I now know how to increase motivation, have a growth mindset and to work smart'*



Parents have also been invited to join Elevate's parent webinar series with monthly seminars sharing research and information on how families can best support their children at home. Information on these sessions has been included in the weekly celebrations.

---

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

---

Last academic year we launched to our Year 10 students 'The CCHS Academic Excellence in Research Award' which formed part of our programme of academic enrichment. This fantastic foundation has been built upon this year as students have been offered the opportunity to enter for the formal HPQ qualification.

Over the course of the academic year, our Year 10 students have been given the opportunity to conduct a research project with a Social, Moral, Spiritual or Cultural focus. Guided by their course tutors, students planned their research, evaluated, analysed and developed their project ready to present a final research piece at the end of the academic year. This course has been structured to allow students to develop critical thinking, time management, project management, as well as research and presentation skills. All students will be celebrated through 'The CCHS Academic Excellence in Research Award' as well as some entering for the formal qualification.

---

### **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, SENCO and academic leaders.

---

### **Student Progress Meetings**

---

To optimise this important area of our work, this academic year we have enhanced our teacher assessment process with the introduction of Student Progress Meetings which brings together the Academic team, Pastoral support, SENDCo and Curriculum to look at our student's progress and where appropriate determine appropriate intervention and support.

These formal meetings take place termly and provide a valuable opportunity for rich, student-centered dialogue. Already these meetings have been extremely powerful to us in understanding future attainment and providing the most effective learning journey to our 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. The trial has been extremely successful, and we will be continuing with this initiative next academic year.



## SchoolIP

---

This academic year we have 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.

### Whole School Data (as 27<sup>th</sup> June 2022)

<b>Number on Roll</b> <b>1,110</b>  Year 7: 180 Year 8: 179 Year 9: 149 Year 10: 154 Year 11: 149 Year 12: 151 Year 13: 148	<b>2021/22 SEN Register</b>  <b>SEN: 33</b> <b>EHCP: 2</b>	<b>Temporary Suspensions</b>  <b>3</b>
--	---	--

MAIN SCHOOL STUDENTS

**Update on Pupil Premium provision June 2022**

The aims for the PPG spend during 2021 -22 largely remain the same as for 2018–20 as they have demonstrated that they yield excellent outcomes. We have increased spending for 1:1 English and Mathematics tuition through MyTutor and continue to provide study skills workshops with Elevate as the feedback was excellent.

We have had Jon Skelton in with Year 8 doing Life coach sessions to alleviate anxiety. We have looked at CPD to ensure the spend is used to best enable our PPG students. This has included MHFA training.

- 33 eligible students including 1 Looked After Child.
- Anticipated Income £31,791.
- Carry forward funds from previous years £26,585.

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

As at the end of June 2022, approximately £20,250 has been spent from the Pupil Premium Grant across a variety of areas:

1. Staff costs: Year Leader time: Data tracking to identify any gaps in student progress and to monitor students closely. Work to remove any barriers to learning. Targeted extra 1:1 tuition prioritising Mathematics and English, as well as small group tuition.	£3,115
2. Revision guide and resources: ensure students have access to relevant study materials.	£1,220
3. The full range of educational experiences: trips and visits and enrichment activities.	£4,141
4. Learning a musical instrument to maximise participation in the life of the school and promote wellbeing and academic progress.	£6,488
5. Uniform support – essential for attendance and wellbeing.	£1,136
6. Mental health training for year leaders.	£560
7. Provision Map software to enable enhanced tracker of Pupil Premium spend and the effectiveness of interventions.	£1,615
8. Extra-curricular activities supported.	£845
9. Study skills workshops run by Elevate an outside company who use young speakers to motivate students.	£1,130

All PPG students have made progress in line with the rest of the cohort, and many have exceeded their targets.

The new PPG Grant Strategy can be found on our website.

SEN Report

---

- **33 students on SEND register, (up from 27), including 10 currently in the 6<sup>th</sup> Form (up from 8) 2 students with an Education Health and Care plan (EHCP).** 2 further additions to the register imminent, pending outcomes of external diagnostic assessments.
- **SEN include** Autism Spectrum Conditions (ASC), Dyslexia, Cognitive processing and working memory difficulties, Sensory Processing Disorder (SPD) Attention Deficit and Hyperactivity Disorder (ADD/ADHD) Hearing impairment (HI) Social Emotional and Mental Health (SEMH) including acute anxiety.
- **New intake: 2 students with known SEND joining us in September:** One with a hearing impairment and one with complex medical needs which will require considerable support and adjustments. **Individual transition meetings** for both have been scheduled this term.
- **Normal Way of Working (NWW) documents** with support strategies and information about exam access adjustments **are in place for all 33 students on the SEND register and a further 48 students (up from 42) with medical and other needs.**
- **Summer term One Plan meetings** are almost complete, and notes of key points emailed to staff. KAD has provided **SENDCO input to post Year 12 exams meetings** for some students on the SEND register.
- **Claire Fairchild, SENDCO support assistant, has made a great start** and is providing valuable mentoring for our EHCP students and helping with co-ordination of meetings and general SEN administration. We are looking forward to using the new **Provision Map software** to streamline record keeping processes.
- **Work with outside agencies and the county SEND team continues:**
  - **The Hearing support specialist teacher** visited in person for the first time in 2 years and we intend to book staff training for supporting students with HI for early next term.
  - **The preparation for adulthood (PfA) liaison officer** met our EHCP Students in Year 10 to ensure we are meeting our statutory duty to prepare students with SEND for adult life.
  - **The termly meeting with the SEND inclusion partner and the Educational Psychologist** was helpful in identifying support strategies for several students with more complex needs, and the **Educational Psychologist** subsequently visited school twice to work directly with one Year 8 student who is displaying quite challenging behaviours and to provide suggestions for staff about her and another Year 8 who is struggling to come into school because of acute anxiety
- **KAD has completed several school reports to feed into diagnostic assessments by external agencies and conducted further exams access arrangements assessments** for some Year 10 and Year 9 students bringing the total number of assessments this year to 33. Good progress is being made in our quest to be more proactive rather than reactive in identifying learning support needs. The school's work to evidence and provide appropriate adjustments was well received in the recent Exams Access Arrangements inspection.

- KAD has attended **local SENDCo cluster meetings on trauma perceptive practice** and further training about recent changes to the SEND inspection by Ofsted which has been cascaded to all staff. More recently, KAD and HPO have attended training about the Green Paper on forthcoming changes to SEND provision and services.
- Between now and the end of term, there will be two whole staff training sessions on supporting students with ADHD and Autism delivered by KAD.

## Safeguarding

---

**All staff are aware** how to report a concern on **MyConcern** and have signed to confirm that they have received, read, and understood their own copy of the new KCSIE 2021, CCHS Child Protection Policy, Staff Code of Conduct, Prevent Duty and a quick reference summary sheet. We have also circulated the FGM-guidance for schools 2019 to all Year Leaders. It is also available as a document on **MyConcern** that staff can access.

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

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

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

- Refresher (Level 3) Safeguarding Training provided by ESCB every 2 Years.
- Home Office Prevent Forced Marriage training, the Home office preventing and awareness of FGM training. Year Leaders have also been invited to undertake the Home Office FGM training and the Honour Based Abuse training.
- Harmful sexual Abuse Training run by Jo Barclay.

Mental Health First Aiders: fully trained FHR (also trained HPO EHI RDA GSA CMA VGO KAD HEL NLE MCH)

- The DSL is also A Senior Mental Health Practitioner after completing the Anna Freud training paid for by the government grant that was made available this academic year.
- The DSL attends the half termly Safeguarding briefings run by Jo Barclay and the Chelmsford DSL meetings.

**All concerns are** logged and reviewed, and timely and appropriate referrals are made to Social Care or Family Support. Strategy Meetings, MARAC, Core Groups, Child in Need and Child Protection Case Conferences are always attended by the DSL, except in the Sixth Form when a DDSL may attend. Regular updates regarding safeguarding and the number of MyConcern referrals and external referrals to Social Care or the police are provided at **Staff and Student Matters Committee**. This committee is also made aware of any students on a Child in Need Plan or the subject of a Child Protection Plan. The School is represented at all necessary social care, police, and court hearings by the Designated Safeguarding Lead.



Care and Guidance report Years 7 -11 - Pastoral Team

---

- We deal with **individual pastoral problems** as they arise, including supporting students with complex family needs, mental health and self-harm, low self-esteem, extended illnesses, family and friendship issues, accusations of bullying, misbehavior, misuse of the internet and occasions of suspected theft. We also deal with complex cases re. transgender issues and seek the support of Gendered Intelligence and the school nursing team. We support families with DV concerns. There has been an increase in complex DV cases and the DSL has attended TAFS, CP/CIN conferences and core groups. Furthermore, there has been an increase in support needed post-lockdown especially with anxiety and OCD.
- The pastoral team continue to refine their transgender protocol in line with the advice from Gendered Intelligence to support some students and their families.
- LGBTQ+ training for all staff 2.9.21 by Dr Elly Barnes MBE from Educate and Celebrate.
- Provide 10 hours a week of counselling with Renew.
- HEL, KAD, VGO, MCH, NLE, CMA, JHI, FHR, RDA, HPO and EHI have undertaken the Mental Health First Aid Training for Schools (student, staff and parental awareness.)
- FHR completed Senior Mental Health training with Anna Freud.
- Jon Skelton running a weekly self-esteem workshop with Year 8 students who are particularly anxious. He has also delivered a 'run your own race' assembly with Year 11. The students are really enthusiastic about his work.
- Has a **twitter account** to promote e-safety, Mindfulness, Wellbeing, Year 11 Leadership Conference and other pastoral events such as the Meet the Tutor Evenings. We also use the twitter feed to update students and parents about online safety with updates from CEOP (Child Exploitation and Online Protection Agency), as well as celebrate achievements.
- Liaise with **external agencies**: EWMHS/Police/GPs/School Nurse/Social Care/Young Carers/YMCA/attend CIN and CP case conferences/ BAP/ Ed. Psych/ Renew Counselling, Dyslexia Action, DBIT and Hospital Schools, to name but a few. They also liaise with students and parents to resolve issues and ensure that all of their girls are working to the best of their ability.
- We are working towards the Young Carers Award - this is highlighting a need for this service. EHI is leading.
- **Monitor progress and attainment of all students** in their year group to ensure that appropriate support is in place to enable them to address issues as early as possible. They provide an Action Plan for those students who need support after each round of TA Data. This is then discussed in the Student Progress Meeting with DSL and Year Leader having full input. Year Leaders also play an active role in their Meet the Tutor Evening and Parents' Evening.

- **Organise TA Discussion Week** following TA data to ensure every student has a 1:1 review, Report Review Day, Y10 Prefect allocation, tutor time and Mindfulness Programme: Developing Grit and Resilience for Academic Success. Ensure highest standards of uniform and behavior. Run Chat Groups to support some students (e.g., Breakfast Club in Year 7).
- Organise Parents' Evenings and Meet the Tutor Evenings – as a team we believe in 'wrap around care'. This gives parents the opportunity to come into school.
- **Attend** Child Protection Case Conferences and CIN Review Meetings and MARAC.
- Ensure that all students have a Mindful Monday activity and a 'Stand up, speak out' activity in the week, on top of the PSHE provision and varied and inspiring assembly programme.
- We have the Pastoral Hub at the front of school – this is a haven for a 'time out' in school. It is working well, and we are finding it is well used.
- We facilitate meetings with Kids Inspire and CWP's who provide one-to-one support for some of our students.
- Clair Maslin is now part of the Pastoral Team – she is non-teaching so is on hand to support struggling students.

### **Primary Admissions Outreach work to Year 5**

---

To address the relatively small number of applicants from local primary schools with higher-than-average rates of FSM pupils and considering research from the Sutton Trust, we continue a robust calendar of visits to Year 5 students in their own school setting.

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

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

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

We have welcomed x9 more students on the FAPP. We will work to address any needs these students may have – for example we run a weekly homework club where students can work with 6<sup>th</sup> form Students and staff. We are working hard to increase this number. We believe working with the community will help – many believe our school is an independent school. We are hoping Sixth form students can go into homework clubs/11+ clubs to work with our potential students and get alongside the most able in our immediate community. We are also looking at whether the test we use is the best one for our FAPP pledge.





We now have half-termly FAPP meetings where a variety of staff meet to triangulate plans and further our vision.

## SIXTH FORM STUDENTS

### Care and Guidance report Years 12-13

---

**Dr Michael Palmer - Assistant Headteacher; Head of Sixth Form**  
**Mrs Emma Hiett - Assistant Head of Sixth Form; Year 12 Leader**  
**Mrs Hayley Ellen - Assistant Head of Sixth Form; Year 13 Leader**

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 focus of the Summer Term for Year 12 has been their examinations at the beginning of May. Students worked hard to prepare for these formal assessments and coped well with the stresses and anxieties associated with important examinations. The results of these examinations were published to students in mid-June and the Sixth Form Team, form tutors and teaching staff are all working together to support students moving forwards. As ever, most students have achieved excellent results and are excitedly planning applications to the universities and courses of their choice. There have also been some disappointments and some students will now benefit from very close academic monitoring and support moving forward into Year 13.

The year group has benefitted from an early start in their preparations for university applications this year, with sessions on UCAS and Personal Statements in RTP lessons in March. Students have more recently been able to spend time researching different courses and universities under the guidance and supervision of their form tutors. Mrs Hopkins, our Higher Education Advisor, has led on this work and is currently dealing efficiently with the very large numbers of students wishing to discuss their plans for university, and Dr Hiner, Head of Careers, has arranged for a significant proportion of the year group to meet with an external careers advisor for independent advice.

Pastoral support continues to be in high demand from students who are very aware of the challenges they will face as independent adults as well as needing to cope with the day-to-day stresses that come with being a teenager and an A Level student. The Sixth Form tutors have been delivering additional PSHE content during form time each week and students have appreciated the introduction to things such as credit cards, tenancy agreements and payslips. Several tutors have also been working more closely with students in need of increased support and the efforts of the tutors to support some of our most vulnerable students is much appreciated.



## Year 13

---

At the time of writing Year 13 students are approximately halfway through their A level examinations. The general feedback has been positive, with students feeling that they have been able to make the best use of their knowledge and that the pre-exam information provided by the examination boards has been broadly helpful. It is important to remember that this year group did not sit their GCSE examinations and that their A levels are therefore their first experience of a full set of public examinations. Additionally, their experience of Year 12 was disrupted initially by a range of Covid precautions and then by a 10-week period of remote schooling. We are proud of the maturity with which all our students have approached these examinations and are confident that they are as well prepared as possible.

In May we were delighted to be able to celebrate the end of our Year 13 students' time at CCHS. We were particularly pleased to be able to hold our traditional 'Leavers' Reception' for students and parents for the first time since 2019; a convivial evening was much enjoyed by all. The Year 13 Leavers' assembly provided a fitting conclusion to our celebrations.

At the conclusion of their examinations, Year 13 students will return to school to hand in their textbooks and then depart for their well-earned summer break. We will then work with them again in August when A level results are issued. Mrs Hopkins, our Higher Education Adviser, has worked tirelessly to support all students as they have chosen their firm and insurance choices and she and other staff will again be on hand to support students in August. We will then hope to continue to hear of their achievements and successes via our various Alumnae networks.

On this last point we would like to draw the attention of the Governing Body to the excellent work which Mrs Rowan Carroll has been doing to develop links with our former students and to keep them informed of events at CCHS. Mrs Carroll made great strides in this work in her former role as Sixth Form Administrative Officer and she continues to do excellent work in her new role as Alumnae Development Officer. We would also like to note the excellent support given to students, tutors and the Sixth Form team by Mrs Theresa Bernard who has taken over as Sixth Form Administrative Officer.

## General

---

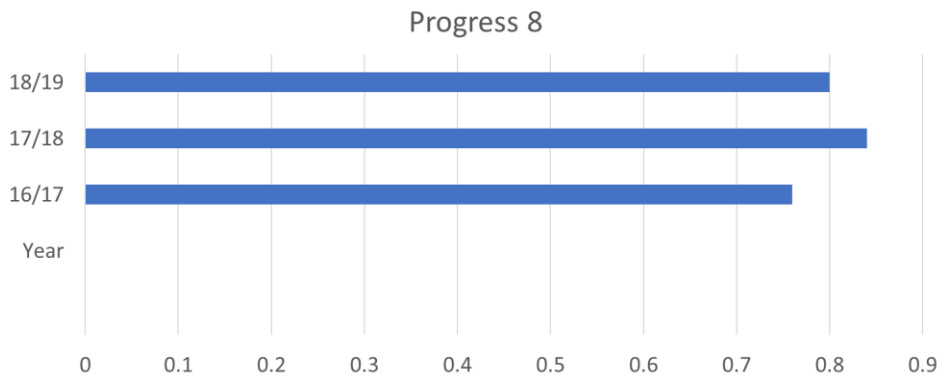
Students and staff have worked hard to keep the extra-curricular life of the school flourishing. Whilst the first part of the summer term does see something of a lull in such activities as examinations take priority, we are much looking forward to several events in June and July and then to an exciting range of events in the autumn and winter.

The Sixth Form team is continuing to work on the yearly cycle of planning and managing the successful transition of students from Year 11 into Year 12. We are glad that this year we will again be able to offer an in person Sixth Form Induction Day for prospective Year 12s from this school and from other schools. We have done much over the past nine months to publicise our Sixth Form offer and to keep in touch with those who have applied to study here. We pioneered a new 'Sixth Form Insights Evening' in January and welcomed 81 students for taster lessons in March. We are confident that this will result in a good number of well-qualified external applicants competing for places in Year 12 in August. Similarly, we are expecting that a very healthy number of our current Year 11 students will choose to stay in this school for their Sixth Form studies.

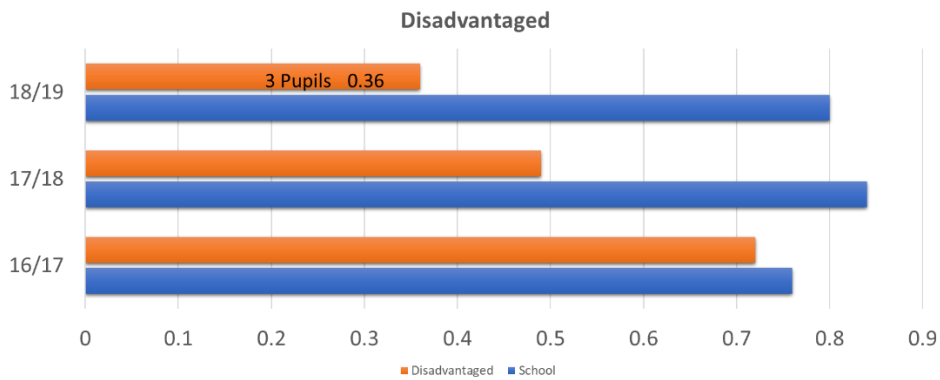


### Progress 8 Trend

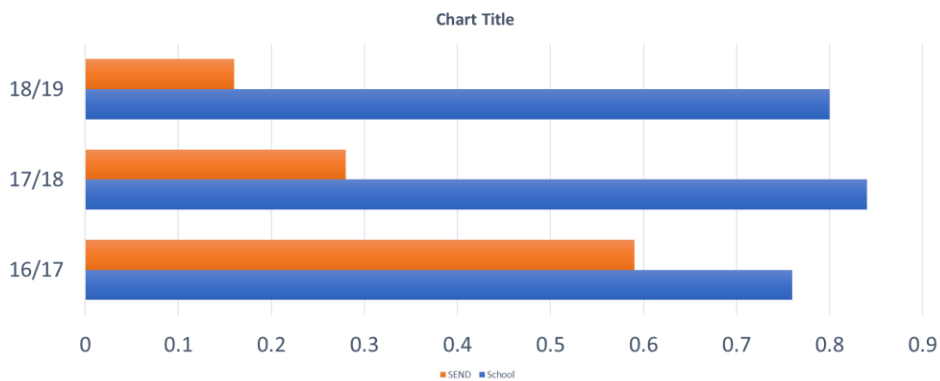
National Average  
 18/19 -0.03  
 17/18 -0.02  
 16/17 -0.03



### Disadvantaged P8 Trend



### SEND P8 Trend



## Progress score

Progress score <span>?</span>			
	2017	2018	2019
School / college progress score	-0.4	-0.28	0
Confidence interval <span>?</span>	(-0.52 to -0.29) <a href="#">More score details</a>	(-0.38 to -0.17) <a href="#">More score details</a>	(-0.1 to 0.11) <a href="#">More score details</a>
Progress description	<span style="color: orange;">■</span> Below average	<span style="color: orange;">■</span> Below average	<span style="color: yellow;">■</span> Average
Local authority state-funded schools / colleges	<a href="#">NA</a>	<a href="#">NA</a>	<a href="#">NA</a>
England state-funded schools / colleges	-0.01	-0.01	-0.02

## 3 year trend

Average results <span>?</span>			
	2017	2018	2019
School / college	B-	B+	A-
Points	37.49	42.01	45.85
Local authority state-funded schools / colleges	C	C	C+
Points	30.44	31.49	31.76
England state-funded schools / colleges	C	C+	C+
Points	31.14	32.12	32.87