

# Headteacher's Report

March 2024

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Chelmsford County High School for Girls is a proud and progressive grammar school community, committed to excellence in girls' education and empowerment. We are an outstanding school, as designated by a full Ofsted inspection in September 2007 and a subject survey inspection of Mathematics in February 2009. We are a popular school as evidenced by the number of girls who apply to join in Year 7 and Year 12. We are a growing school, increasing from four to five forms of entry in 2015, with a sixth form of entry in September 2020. A vital part of this growth relates to our Fair Access and Partnership Plan (FFAP), which links to our successful Selective Schools Expansion Fund (SSEF) bid.

The School's well-established vision is '**Developing the Leaders of Tomorrow**', which is informed by three broad aims: **the pursuit of excellence; achieving individual potential; contributing to the local and global community.** We have amplified, and so fortified, our School vision and aims, as well as pursued links between subject disciplines, to cultivate core values, which will direct and drive our work: citizenship, distinction, challenge, duty, imagination, enlightenment and diversity.

- (Vision) Developing the leaders of tomorrow – **CITIZENSHIP:** *inspire future citizens to think for themselves and to act for others.*
- (Aim 1) The pursuit of excellence – **DISTINCTION:** *provide students with an outstanding education, with students doing their best in all endeavours.*
- (Aim 2) Fulfilling individual potential – **CHALLENGE:** *motivate students to acquire new knowledge & understanding and stimulate them to develop new skills & attributes.*
- (Aim 3) Contributing to the community – **DUTY:** *ensure students conduct themselves with civility and compassion at all times, supporting each other and looking beyond themselves.*
- English, Sport and Arts subjects – **IMAGINATION:** *enable students to explore new ideas and empathise with the thinking of others, without limitation or risk.*
- Mathematics, Computer Science and Natural Sciences subjects – **ENLIGHTENMENT:** *equip students with the insight and determination to embrace new ideas, technology and innovation, enabling them to contribute to the ever-changing natural and physical world around them.*
- Humanities, Languages and Social Sciences subjects – **DIVERSITY:** *provide students with the tools to respect and celebrate the great diversity of cultures, backgrounds and beliefs, within and beyond the School, whilst recognising that we have more in common than that which divides us.*

The School uses its seven Learner Profile characteristics to provide us with the language and ideas to envisage learning in its broadest sense. We aspire for our students to be articulate, creative, enquiring, knowledgeable, principled, reflective and resilient.



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### Finance

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The 2023/24 budget is extremely tight due to incremental costs of supplies & utilities as well as the teacher and support staff pay rises (the latter of which is entirely unfunded). We are trending towards a breakeven balance and keeping expenditure under close review. The outlook for 24/25 also looks difficult due to sub-inflation funding increments and the refixing due on our gas contracts.

The strategic plan for the swimming pool is ongoing with several companies engaged on working on a viable energy strategy to meet our sustainability requirements that come into force next year, alongside the heating system which is rapidly becoming the end of life.

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### School Development Leaders

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To help uphold our School's vision and aims, this academic year we created new roles for our senior middle leaders: School Development Leaders. The focus of these roles has been to share the strategic development of the school through delivering research-based projects and professional development sessions aligned with the school development plan.

With a key focus on teaching and learning, the School Development Leaders take responsibility for developing the practice of colleagues and impacting on the educational progress for our students beyond their immediate departments.

The areas of focus include:

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

With School Development Leaders also forming a part of the Extended Senior Leadership Team, it is expected that colleagues will assist in developing the school beyond their specified areas (when appropriate).

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### Working with other schools

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We remain strategic partners with two teaching school alliances: the Billerica Teaching School Alliance (BTSA) and the Chelmsford Teaching School Alliance (CTSA). We continue to build our relationship with the TES Institute, with a colleague training in the English Department joining us from this organisation. Furthermore, we continue to evolve our relationships with external training providers, with two trainee colleagues joining us from Mid-Essex ITT. These colleagues are training in both Drama and Modern Foreign Languages.



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

## EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

### Staffing Update

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

Staff Leavers - Autumn 2023/2024	
Charlotte Neal	Education Support Officer
Ayoola Eluyefa	IT Technician
Emma Lewis	Teacher of PE - Maternity Cover
Annie Bennett	Teacher of PE (Supply)

The promotions below are effective from February 2024.

Internal Promotions and Appointments Spring 2024 (effective from February 2024)	
Victoria Goksel	Year Leader (Job Share) - Permanent
Joanne Stevens	Year Leader (Job Share) - Permanent
Preena Kurian	STEM Leader and Associate SLT

Unless indicated otherwise, those listed below will start at CCHS in September 2024.

New Staff - Spring/Autumn 2024	
Eve Percival	Teacher of PE (Supply)
Julie Stack	Data Administration / Invigilation (20 November 23)
Sam Bernard	IT Technician (26 <sup>th</sup> February 2024)
Debbie Vaughan	Teacher of Chemistry
Gemma Windeatt	Teacher of Mathematics
Jane Chittenden	Teacher of Biology

Staff Returning from Maternity Leave - Spring 2024	
Sidnie Sales	Teacher of PE (11 <sup>th</sup> February)
Mrs Abbey Williams	Teacher of Psychology (14 <sup>th</sup> March)

ITT Staff - Spring/Autumn 2024	
Erin Evett	Latin
Daniel Sheldon	Mathematics (moved to a next placement)
Rachelle Neville	Drama (moved to a next placement)
Louis Hardy	German
Rachel White	English



## ADMISSIONS

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

CCHS used this test for the first time on Friday 22<sup>nd</sup> September 2023.

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

### Entrance Test for 2024 Entry

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

### Summary of Total Registrations

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

No. of candidates who:	Attended	%
Lived within the priority area	549	45%
Lived outside the priority area	669	55%

No. of candidates with:	Attended
LAC/PLAC status	4
Pupil Premium eligibility status (priority area)	22
Pupil Premium eligibility status (out of catchment)	36

### Primary School Analysis

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

The Local Authority provide CCHS with a list for ranking in December 2023. This only includes students who have noted CCHS as a preference. This is our first opportunity to gain primary school information.



Partner Primary School	Attended	Offered	%FSM eligibility	2022 23
Lawford Mead	1	0	45.6%	46.4%
Larkrise	2	0	44.5%	47.3%
Parkwood	1	0	42.4%	38.7%
Kings Road	4	1	35.2%	35.7%
Springfield	10	4	28.8%	22.0%
Westlands	12	5	27.6%	29.3%
Trinity Road	1	1	24.3%	26.8%
Meadgate	2	0	20.8%	19.3%
Boreham	0	0	18.1%	16.0%
Maltese Road	9	3	13.5%	15.0%
Moulsham	13	6	13.5%	17.1%
Barnes Farm	8	4	12.8%	14.3%
The Bishops' CofE	3	1	11.7%	13.3%

Top State Schools	Offered
Perryfields Junior School	12
Tyrells Primary Academy	7
Moulsham Junior School	6
Westlands Community Primary School	5
Avanti Court Primary School	4
Barnes Farm Junior School	4
Lee Chapel Primary School	4
Springfield Primary School	4

Top Independent Schools	Offered
St. Anne's School	7
St. Cedd's School	5
Elm Green Prep School	4

### **Pupil Premium Applicants**

	Offered
LAC (within priority area)	1
PPG (within priority area)	15
PPG (out of catchment)	2
<b>Total number of PPG students offered:</b>	<b>18</b>

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

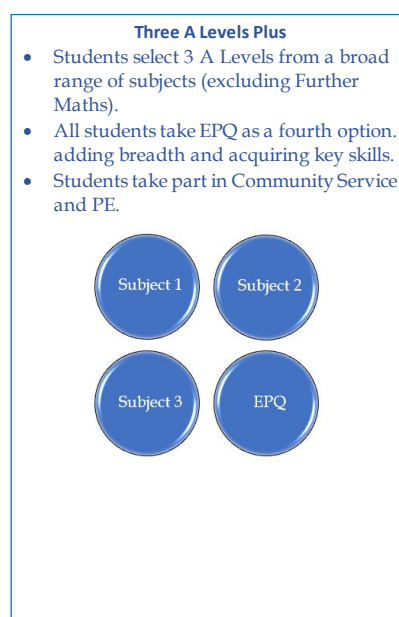
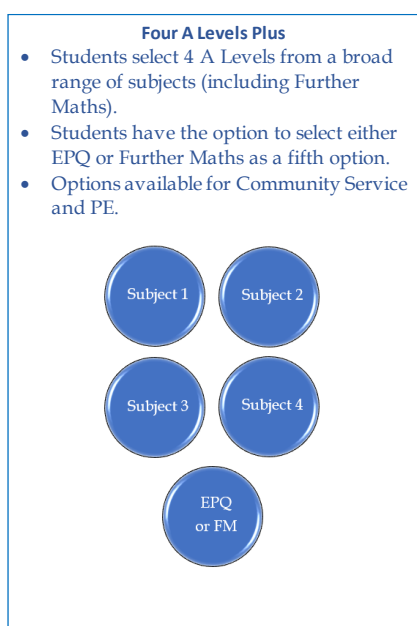
We noted two key areas in our analysis, the first being the number of hours offered for A level courses. The GSHA survey highlighted that we were still slightly adrift from our comparable schools and this academic year we have increased teaching hours to 9 hours across a fortnight for all cohorts over 10 students and 10 hours for Biology, Chemistry, Physics and Mathematics. This is now firmly established in our timetable with positive feedback from all subjects. This additional time gives subject experts the opportunity to give students important feedback, make time for recall activities, exam preparation and intervention.

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

At the time of writing this report we have received 359 applications from students who would be new to CCHS in September 2024. 197 of these students have opted for the Four A Level Plus pathway and 162 for the Three A Level plus pathway.

Our current Year 11 students are currently in the process of selecting their options for the next academic year, their options deadline is the 11<sup>th</sup> March.

The Twin Pathway consists of Four A Levels Plus and Three A Levels Plus outlined below.



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

## ENRICHMENT

### Enrichment Days

After our first Enrichment Day, which was held last October, we are now finalising arrangements for Enrichment Day 2, which is to be held on Tuesday 19<sup>th</sup> March. Activities are as below:

- Visiting primary schools – Languages Day run by Mr Lodge.
- Year 7 – STEM Discovery Day run by Mrs Kurian and Bae Systems visitors.
- Year 8 – English and Drama Day run by Mr Carter.
- Year 9 – Peer Led Sex Education Day run by Mrs Buckley and Year 12 students.
- Year 10 – Eco Conference run by Ms Porter and the Global Citizenship Officials.
- Year 11 – Maths Masterclass run by Mr Coleman.
- Year 12 – Assisting with the above.
- Year 13 – Chemistry and French masterclasses run by Dr Noble and Mme Caffier.

Our third Enrichment Day of the year will take place in early July.

### Year 10 and 12 Prefects

Our new Year 12 prefects took over their roles in January as the Year 13 students stepped down in order to concentrate on their A level studies. The Year 12 prefects have made an excellent and proactive start to their duties, and we look forward to seeing their work bear fruit over the next few months.

Similarly, new Year 10 prefects were appointed in January, and they have also made a great start to their duties.

### House Events

Owing to the changeover in the teams of officials the Spring Term is a slightly quieter period for House Events. However, the 2024 Inter House competition got off to a colorful start with House Pancakes on Shrove Tuesday (13<sup>th</sup> February) and has then continued with House Swimming, Basketball and Badminton overseen by the PE Department. The English Prefects have also assisted the House Officials in running House Debating and we are looking forward to the ever-popular House Cakes in early May.

Our new House Officials presented excellent assemblies to their Houses in February and Miss Holt is looking forward to working with her new team over the next months. Our thanks as always go to Miss Holt for her energy and organisation which are so important to the continued success of the House System.

### CCHS Institute Lectures

Thus far this year we have run a number of academic lectures under the banner of the CCHS Institute:

- Dr Cally Hammond (Caius College, Cambridge) on 'Why study Classics and RS?'





- Dr Georgia Winnett (ARU and Basildon Hospital) on 'Current Research in Renal Medicine'.
- Mr Martin Bracken (Chelmsford Science and Engineering Society) on 'Imaging the universe from light polluted skies'.
- Dr David Ward (University of Cambridge) on 'Seeing with Atoms.'

On Monday 25<sup>th</sup> March we will be welcoming Dr Emma Duchini from the University of Essex. Dr Duchini will be speaking on labour economics.

We are grateful to Mrs Kurian and Mrs Dixon for their help in organising these lectures.

### **CCHS Institute Essay Competition**

In the Autumn of 2023, we launched the CCHS Institute Essay Competition, with a choice of titles aimed at students in each of the key stages. A healthy number of entries were received; these were read and judged in January and the winners were announced in school assembly in February. The winners were:

- Key Stage 3 – Abisola Busari (Year 9) for her essay on whether the proper use of emojis should be taught in school.
- Key Stage 4 – Devanshi Sinha (Year 11) for her essay on whether 'girl power' succeeded.
- Key Stage 5 – Vaishnavi Revelli (Year 13) for her essay on whether we should have borders.

We look forward to next year's competition and are grateful to the CCHS Parents' Association for agreeing to fund the prizes for future competitions.

### **Academic Enrichment Development**

SLT and Extended SLT are currently working on a series of proposals for further academic enrichment to be offered to students in the academic year 2024 to 2025. These will be designed to stretch and challenge our most able students and to develop further the provision we offer students aspiring to admission to the most highly competitive courses.

### **Careers and UCAS**

A very successful Careers Evening was held in February. A wide range of visitors were on hand to speak to students about different career options and we have exciting plans to increase further this range in future years.

Year 11 students have throughout this term been attending personal careers advice appointments with Jane Cure, our Directions Adviser and they have found these sessions to be most valuable as they prepare to submit their A level choices.

We have also developed our work with the Greater Essex Careers Hub – a new initiative designed to support schools in their work to meet the Gatsby benchmarks.

Mrs Hopkins, our Higher Education Advisor, has recently returned from the UCAS Teachers Conference with a range of insights on current developments in the world of admissions to higher education. These she will begin to use as she launches the UCAS process with our current Year 12 students.

The admissions cycle for current Year 13 students continues. We were glad to learn in January that eleven students were successful in receiving offers to study in Oxford and Cambridge and many other students have received or are receiving offers at excellent universities for their



courses of choice. As always, a full higher education report will be made to the Governing Body in the Autumn.

### **Trips and Visits**

This term has seen a good number of trips and visits facilitated for students and many more exciting opportunities are being planned for next term and for next year.

This term's trips:

- A range of PE fixtures for all years.
- A number of debating fixtures organised by the English Department.
- Mock Magistrates Competition, again our entry is organised by the English Department.
- Spanish Theatre Trip for Year 12 students of Spanish.
- MathsFest – a series of lectures in London for Year 12 students.
- Maths Inspiration – a local event for a small number of Y11 students.
- The British leg of the German Exchange – Year 10 and Year 12 CCHS students involved.
- Cambridge Modern Languages Open Day – 10 Year 12 students.
- Victoria and Albert Museum – ‘V and A Innovate Design Awards Day’ – to be attended by Mr Harvey, Miss Stevens and four Year 9 students who have been invited to this finals day on the basis of their project thus far.
- ‘Feel Me’ at the Mercury Theatre in Colchester, Year 10 and Year 12 Drama students.
- Latin Spelling Bee for five Year 8 students.

Residential Trips for next term and thereafter:

- Ypres Salient for current Year 9 – May 2024.
- German leg of the German Exchange – June 2024.
- Nice Study Trip for Year 12 students of French – June 2024.
- Normandy Study Trip for Year 10 students of French – July 2024
- Snowdonia Geography Trip for Year 11 (2024 to 2025) students of Geography – September 2024.
- Ypres Salient for Year 9 (2024 to 2025) – October 2024.
- Mexico Biology Expedition - currently proposed for July 2025 with planning ongoing at the time of writing.

### Developing practice through research

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

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

Engaged **locally**:

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

Engaged **nationally**:

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

Engaged **internationally**:

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

Throughout the Spring Term, as a staff body, we have continued to develop our knowledge and understanding of our whole school CPD focus centred around adaptive teaching. Through our Twilight CPD programme, sessions have been led by the Assistant Headteacher, Teaching and Learning & Staff Development around adaptive teaching as an academic concept; The Deputy Headteacher, Academic, also led a session around the importance of supporting students beyond the classroom and the role of parental engagement in a student's learning journey; with our School Development Leader, focusing on More Able provisions, leading a session on strategies for challenge.

We were pleased to be joined by Cognitive Science specialist, Bradley Busch, from the company InnerDrive for our Staff Development Day in February. Throughout this day Bradley presented on key adaptive teaching concepts, including participation ratio, questions for learning and scaffolding in the classroom. These were effectively presented in a workshop style, while making key links back to appropriate research.

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### Academic Resilience

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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.

At the beginning of the school year, we were fortunate enough to be joined by colleagues from Elevate Education who worked with students in Year 7, 11 and 12 around developing effective study habits. These practices have been built upon across the last term.

The Assistant Headteacher, Teaching and Learning & Staff Development held revision seminars, through our PSHE program with students in Year 11 and 13. These were specifically placed to ensure they could embed these habits as they developed their independent study skills, throughout their revision period, in the build-up to their mock examinations. Moreover, students in Year 10 attended two memory sessions in the Spring Term which focused on keyways to optimise their memory to retain information in the long-term.

Academic and pastoral colleagues also presented to parents and students in Year 11 and 13 at this year's Student and Parent Study Support Webinars. The Deputy Headteacher (Academic), Assistant Headteacher (Teaching and Learning & Staff Development) and relevant Year Leaders gave valuable wellbeing and study advice, as students continue to prepare for the examinations. These were well attended with over 100 families in attendance at both evening events.

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

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Over the past two academic years, we launched to our Year 10 students 'The CCHS Academic Excellence in Research Award' which formed part of our program 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.

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

We are pleased to continue to see a high interest in the Higher Project Qualification. We currently have over 100 students due to submit a draft of their project after the Easter break. Moreover, students who submitted their projects last year are predicted to achieve a headline figure of 100% A\*-B when these are ratified by the examining body in August.

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### **Tracking Attainment**

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

The process gives us insight into our students' attainment and allows us to determine whether our students are on track to achieve their potential. Where we may identify a need for intervention, a holistic approach is taken in consultation with our exceptional pastoral team, SENDCO and academic leaders.

Throughout the year colleagues continue the process of departmental reflection by completing regular reviews against their Departmental Self-Evaluation Forms. Moreover, colleagues



continue to monitor the progress of students through Termly Assessment Analyses. An analysis of student progress was completed by each Subject Leader in the Spring Term. Through this department members considered appropriate interventions and strategies to support the following student groups: PPG, SEND, More Able and Under Attaining.

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### **Student Progress Meetings**

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

These formal meetings take place termly and provide a valuable opportunity for rich, student-centered dialogue. These meetings have been extremely powerful to us in understanding future attainment and providing the most effective learning journey to our students. Last term a student progress meeting took place for every year group. A further student progress meeting took place for Year 13 post their mock examination results, with further meetings to take place across the coming weeks for all year groups.

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### **Homework Club**

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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 Mr Copper, Miss Harrison and Mrs Cross and is supported by sixth form students.

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### **SchooliP**

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During the 2021-22 academic year, we introduced SchooliP, which is an online performance management tool. The objective of the project is to increase colleagues' engagement with their professional development throughout the year and give them an easy to access portal in which to capture their lesson observations, CPD and track their targets. Colleagues have reviewed their 2022-23 targets this term and have identified new targets in consultation with their line manager. These will be reviewed periodically throughout the year and formally reviewed in October 2024.



**Number on Roll**  
**1,186**

Year 7:	180
Year 8:	180
Year 9:	180
Year 10:	180
Year 11:	151
Year 12:	151
Year 13:	164

**2023/24 SEN Register**

**SEN: 47**  
**EHCP: 3**

**Temporary  
Suspensions**

**0**

**Pupil Premium**

**42 students**

**Overall Attendance  
Rate**

**94.6%**

## Ethnicity Numbers 2023-24

<b>Ethnicity Group 2023-24</b>	<b>Whole School</b>
Afghan	1
Albanian	0
Any other Black background	1
Bangladeshi	32
Black - Ghanaian	18
Black - Nigerian	70
Black - Sierra Leonian	1
Black - Sudanese	1
Black Caribbean	1
Filipino	3
Greek/Greek Cypriot	2
Hong Kong Chinese	14
Indian	377
Nepali	1
Other Asian	65
Other Black African	13
Other Chinese	27
Other ethnic group	17
Other mixed background	10
Pakistani	37
Turkish/Turkish Cypriot	2
Vietnamese	1
White - British	388
White - Irish	9
White Eastern European	17
White Other	15
White Western European	8
White and Asian	24
White and Black African	4
White and Black Caribbean	4
White and any other ethnic group	9
Information Not Yet Obtained	2
Refused	12
<b>TOTAL</b>	<b>1186</b>

SEND Report

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- **SEND include:** Autism Spectrum Conditions (ASC), Dyslexia, Tourette's Syndrome, Cognitive processing and working memory difficulties, Sensory Processing Disorder (SPD), Auditory processing disorder (APD), Attention Deficit and Hyperactivity Disorder (ADD/ADHD), Hearing impairment (HI) Social Emotional and Mental Health (SEMH) including acute anxiety and two students with complex medical needs.
- **There are 47 students currently on the SEND register (up from 35 last year and 42 in the Autumn Term)** with a further 3 students likely to move to the SEN register soon, pending receipt of assessment reports from external agencies.
- **3 students have Education Health and Care Plans (EHCP)** and we are waiting to receive the formal outcome from two applications (one in Y9 submitted by the parent, and another in Y10 submitted by HPO).
- **Normal Way of Working (NWW) documents** with support strategies and information about exam access adjustments are **in place for all 47 students on the SEND Register and a further 65 students (down from 77) with medical and other needs.**
- All Autumn Term reviews were undertaken, mostly by HPO but supported by FHR and the Year Leaders, as per the statutory requirements for the One Planning cycle, and the Spring Term reviews are well underway. These will be completed by the end of this half term.
- **Claire Fairchild (CFA), SENDCo Support Assistant** continues to bring her wisdom and experience to supporting and mentoring some of our students with more complex needs. In particular she offers invaluable weekly / fortnightly mentoring sessions to the students with an EHCP, as well as providing support to students who need to work in the Quiet Room space.
- **Two Year 10 students remain key concerns:** One is still unable to attend school and the ECC Education Access team have worked with HPO, MCH and FHR in particular to source appropriate alternative provision for her but without much success. A fortnightly welfare check is undertaken by either HPO or CFA. The other student continues to experience difficulties staying in the classroom and accessing assessments, though there has been progress in relation to this for the Year 10 examinations (the Exams Team have worked closely with CFA and HPO to ensure this student can access their examinations calmly e.g. by always being in the same venue and having one of two carefully chosen invigilators to support them). This student is awaiting the next steps in the EHCNA process ready for an EHCP to be put in place.
- **One Year 9 student is also a concern:** this student has been unable to access her timetabled classroom learning consistently since November and instead completes a number of lessons in the Quiet Room or Library spaces. HPO and FHR have been working closely with parents to further support this student, and an Educational Psychologist has also been consulted.
- **Use of Provision Map software** to streamline record keeping is in the process of being implemented. Training has now been received and documentation will start to be uploaded in the Summer Term.
- **We continue to receive many requests for referral / evidence for assessments by external agencies.** Waiting times for NHS assessments are still up to 2 years.



- **Exams Access Arrangements:** Following the retirement of KAD, we employed a new assessor for Exams Access Arrangements: there were a number of students in Year 11 and Year 13 who needed to be assessed before the end of the Autumn term, as well as those in Years 9, 10 and 12 who still need to be assessed before the end of the academic year.
- **The SEN Parent Coffee Mornings** have been organised again this year. We held the first coffee morning of the academic year in November, and the next is scheduled for March 11<sup>th</sup>. Parents of students new to the SEN register have been pleased to join the 'network' of SEN parents via the WhatsApp group chat that has been created, providing invaluable support to these parents.
- **Staff Training:** staff are kept up to date about the students on the SEN register and any alterations to / new normal way of working documents for all students by HPO. HPO has identified an external-led CPD opportunity for staff to develop better understanding of dyslexia and how to support students with such difficulties (HPO is working with ASE to identify a suitable time for this CPD provision). A further opportunity - coordinated by Essex County Council and our School Inclusion Partner - is currently in discussions with ASE. This would provide all staff with 4 hours of up-to-date Autism training.
- **Work with outside agencies and County SEND team:** Our new School Inclusion Partner is Raj Shina. Raj has proved invaluable since starting to work with us in January, chasing other members of the ECC SEND team for paperwork and working closely with one of our Year 10 students in order to write a supporting report for their EHCNA application. HPO has also worked with Karen Burroughs - a Preparing for Adulthood Advisor - in relation to the EHCP Annual Reviews. MCH, FHR and HPO have continued to work with the Education Access team in relation to the EBSA case.

## Safeguarding

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All staff are aware how to report a concern on **MyConcern** and have signed to confirm that they have received, read, and understood their own copy of the new KCSIE 2022, CCHS Child Protection Policy, Staff Code of Conduct, Prevent Duty and a quick reference summary sheet. We have also circulated the FGM-guidance for schools 2019 to all Year Leaders. It is also available as a document on **MyConcern** that staff can access.

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

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

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

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



- It Could happen Here training run by Jo Barclay and the LADO
- Mental Health First Aiders: fully trained FHR (also trained HPO EHI RDA GSA CMA VGO RCO NLE MCH BCO CFA)
- The DSL is also A Senior Mental Health Practitioner after completing the Anna Freud training paid for by the government grant that was made available this academic year.
- The DSL attends the half termly Safeguarding briefings run by Jo Barclay
- The DSL attends the area BAP meetings.
- The DSL has had updated Exclusions training.
- The DSL has been on ESCB Basic Trauma Training.
- The SPL attended updated attendance training.
- The SPL attended Grief training and uses this to support students experiencing grief.
- VGO attended training on self-harm.
- CBU is attending training on disordered eating by BEAT.

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

The **school nurse** runs a monthly drop-in session. She likes working with the school and often comes back to check in on the students she saw in the previous session.

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

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

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

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

We shared information on how to report safeguarding/pastoral concerns with our parents during the **Year 8 Meet the Tutor Evening, KS4 Information Evening, Year 12 Meet the Tutor Evening** and the **New Parents' Welcome Evening**. Furthermore, information on helpful websites was shared – including relevant information on online safety. We really believe in the power of sharing how to safeguard with our whole community.



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

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Our Leaders of Tomorrow program continues to be successful. Following the biggest ever Entrance Test in school on Friday 22<sup>nd</sup> September – we have just had national offers day on the 1<sup>st</sup> March. We are now waiting for our top 180 to confirm their places – so we can start the induction process and the supportive work with our incoming disadvantaged students. Our outreach work continues with our primary schools – this has been particularly successful with Parkwood – they are fully embracing everything our Year 12 students have to offer. The usual program of visits to our partner primary school will start again after Easter – with current Year 7 students going back to visit their old schools. And, of course, we are preparing for our Annual Open Evening – where we open our doors to our prospective Year 5 students and show them what an opportunity awaits. We are hoping for better weather this year! We are steadily building stronger relationships with our community – which is exciting.

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### General

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#### Deputy Headteacher (Pastoral): Miss Fiona Harrison

We continue our quest to provide amazing pastoral support to all students. The darker months of the year saw a rise in Pastoral Hub use – but all students that visited were greeted with a friendly face and a way forward. We have referred to the Family Hub, Family Solutions, CAMHS, IAPT, Thrive, the school nurse and our own counselling service. Always making sure we work with outside services effectively. Of course, we also had a visit from OFSTED who acknowledged the care and warmth felt within the school.

In Year groups 7 to 11, we are mirroring good practice in the Sixth Form. We have started to run a late detention. If a student is late five times or more then they get a lunchtime detention. Although some parents have not been keen on this approach – we have asked for parental support in upholding our standards. Half a term in – we are already seeing students' attitude changing. Mrs Chumbley is leading on this, and her efforts are working.

The Year Leaders continue to support their Year Groups. Whether this is navigating students through friendship difficulties, how to communicate or finding their place – a great job is being done. Currently, Year 10 students are navigating their way through their Year 10 school examinations – and even though some students have their challenges – they are all trying their best. Year 11 students are enjoying their transition meetings – which means each student has an individual chat to support them with their next steps. This has coincided with Year 11 reports being ready for both students and parents to see. The Year 11 mentoring scheme is also up and running – with many students being supported by various members of staff. Year 9 students are going through the options process, and we are fast approaching both Year 9 and 10 parents' evenings. Year Leaders work tirelessly to keep the hub working effectively – chatting to whoever is in there and using the timers to encourage those a little more reluctant back to class. They also keep their notes up to date on MyConcern – ensuring a clear picture is being built. SSA has returned from maternity leave which has given us the opportunity to have an extra pair of hands until Easter.

It is full steam ahead in the Sixth Form. Year 12 students are rapidly approaching their Year 12 school examinations. They have been keeping EHI busy with requests to drop certain subjects – as well as starting to think about next steps. All new students have settled in well and the year group has gelled well. The UCAS process has started – so it is an exciting time for our Year 12 students. The Year 12 tutors are also mentoring any students who need it – which EHI tracks weekly. Year 13 students are counting down the days now. They know



their final days at CCHS are here, so they are working hard. They have completed their mocks, and they are also doing extra assessments to give them as many chances as possible to be successful. All UCAS references are now in, and the Year 13 tutors are working hard to support them across the finishing line. The team are encouraging attendance with their wheel of fortune – everyone who achieves 100% attendance goes into a draw. They love it - as they can win prizes such as a fast pass to the front of the Costa queue! Home study passes are also hot property – students are starting to realise the importance of earning their pass.

RCO is also working on the 'Wellbeing Award'. We have had to evaluate our support for staff, students, parents/carers, external services, and our use of professional development. RCO had her first meeting with our designated representative, and it went well. We are on track for the award – we are just looking at how we can achieve the highest status.

In all year groups the range and seriousness of pastoral issues which are presented to the team continues to be challenging – however we keep learning and talking so we can best support our students.

### Year Leaders

All Year Leaders deal with individual pastoral problems as they arise, including extended illnesses, family and friendship issues, accusations of bullying, misuse of the internet and occasions of suspected theft. They liaise with students and parents to resolve issues and ensure that all of their girls are working to the best of their ability. They continue to monitor the progress and attainment of the 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 their relevant Parents' Evening. Year Leaders meet regularly and are confident in their support of their cohort.

### Year 7 – Miss Nina Lewis

Year 7 students have had a very busy and productive Spring Term. There has been an excellent uptake of extra-curricular activities with an increase in student-led clubs such as Chess Club and Cubing Club. The Dance Show saw many Year 7 students taking to the stage to perform. The students thoroughly enjoyed the experience and felt truly inspired by the Dance Officials. House Pancakes was a lot of fun, and the Spring Disco was also a popular event. The Krispy cream donut sale was a highlight for many and saw lots of Year 7 students walking down the corridors with a box of twelve donuts each.

Year 7 Wow Wednesday presentations have been fantastic and form group assemblies have been brilliant. They thoroughly enjoyed watching the matinee performance of 'A Midsummer Night's Dream' with lots of students asking how to get involved in the next school production.

### Year 8 – Mrs Sarah Clements & Mrs Hayley Barker

The year continues to be a busy and exciting one with much going on for our fantastic year group! As always, they continue to be involved in the extra-curricular life of the school including sports teams and clubs, music ensembles, drama activities to name but a few. A huge number of the year group were involved in the Christmas Concerts, the Dance Show and more recently the wonderful production of 'A Midsummer Night's Dream', all of which we both thoroughly enjoyed attending. In keeping with our motto this year 'Make it Happen' we have had some students start their own Scrapbooking Club which has been highly successful and given some of our students a very welcome, social yet quiet environment, at lunchtime on Friday's. Other student-led clubs have been suggested and are in the pipeline. We have also now had the results from the 'This is Me' poetry competition and are thrilled



that a number of our students had their poems published in the resultant book! Mrs Barker has a copy if anyone would like to read them.

Some of our students have needed a more targeted level of support with various difficulties they have been experiencing and we have seen some appear quite vulnerable so have therefore acted quickly to access the appropriate support. The Pastoral Team and wider associated team of staff have worked and communicated together particularly successfully so that we can now report all students are receiving regular support and making progress, whether this be a formal referral to external services, regular 'check in and chat' with us as Year Leaders, Art Therapy, seeing the School Counsellor, or making use of the Quiet Room and Pastoral Hub when required.

Looking forward to the rest of the school year we have more House activities, Cabaret Concert auditions, sports events and much more to enjoy. And we continue to enjoy the privilege of being Year Leaders for these remarkable young women in their journey with us here.

### **Year 9 – Mr Bradley Copper**

I am pleased to update you on the noteworthy academic and enriching endeavors undertaken by our Year 9 students during the current academic year's Spring Term.

The standout Enrichment activity for this term for me was the gloriously animated 'House Pancakes', where students explored and celebrated their sense of humour and competitive panache. We also had this year group's second House Debate; fortunately, I had the privilege of judging some of these insightful argumentations, witnessing the students' eloquence, public speaking, and on-the-spot critical thinking skills!

The Options process has commenced, too, setting the stage for upcoming events like Parents' Evening and Options Evening. These occasions mark crucial milestones as students navigate through the decision-making process regarding their academic paths. And while last term I spoke of Culture Fest and Enrichment Day 1 being the focal point of Year 9's busy-ness!, the Spring Term was dominated by an equally exceptionally busy Careers Evening that kicked off our students' GCSE journeys. The evening provided students with valuable insights into various professions, fostering a sense of direction for their future choices. Additionally: I must mention the outstanding Duke of Edinburgh application process that our Year 9 students actively participated in, showcasing resilience and a commitment to personal development.

Academically, the term has been marked by the expected robust academic framework, including another iteration of the Registration timetable with more focus on private and independent study. This change allows students to dedicate significant time to organise and prepare their work as they progress towards their Options choices. From a PSHE perspective, we also welcomed in once again experts from the 'Smashed' workshop group, who offer illuminating and educational insight into the perils of underage drinking.

The commitment to student wellbeing remains a priority at our school. Form Tutors continue to play a crucial role in providing pastoral care, ensuring that each student feels supported and valued. Regular check-ins, open communication channels, and a continued focus on mental health contribute to creating a nurturing environment where students can thrive both academically and emotionally. This is our cornerstone at CCHS. As we reflect on the accomplishments and experiences of Year 9 in this spring term thus far, we take pride in witnessing the growth, resilience, and unity of our students as Form Tutors and Pastoral Leaders. And we eagerly anticipate the continued success and well-being of these young individuals as they progress through their academic journey into the remainder of the year.



### **Year 10 – Miss Jo Stevens & Mrs Victoria Goksel**

Year 10 students have enjoyed a good few months, they have settled into their GCSE subjects and recently began preparing for the Year 10 exams, which ran over the first two weeks following the February half term. Preparations for the Year 10 school exams have included revision sessions in RTP led by Mr Selby and subject leaders sharing tips on how and what to revise for their subjects.

The changes in option classes and core sets have created some expanding friendships groups within the year which has been great. We have had one new student join us, she has had a brilliant start and fits in well with her groups and CCHS in general.

From a pastoral view point the year group unfortunately continues to have a number of significant pastoral concerns. There is still 1 student with long term absence from school. External agencies are now working with her, alongside the SEND team – who continue to provide wellbeing checks, both in person and via TEAMS. She is under CAMHS and undergoing diagnosis for ASD/ADHD. The plan is for her to be educated by Mid-Essex Co-operative Academy.

Another student that has continuing challenges with attending lesson, also has a difficult time attending school – this seems to be in reaction to changes in home life – but again we are working alongside the family, with the SEND Department and a referral for an EHCP has been submitted. Two additional students continue to struggle with poor mental health, which is impacting their ability to remain in lessons and at times attend school. One of these students has made great progress since last year as we have been working closely with her family, and support strategies in place are having a positive impact. The other student has been struggling with anxiety and we have been putting some strategies in place to help with this – we are hoping to see some improvement in attendance now that this has been uncovered.

We have taken advantage of an external agency to provide free counselling through, ‘Thrive’, this has enabled several of our students that were waiting for counselling to be seen, which has been very beneficial.

Heidi Pocock in the SEND Department is continuing to work hard formally assessing and putting in place New Ways of Working for existing and new students with emerging needs, this is already having a positive impact on attendance to, and confidence in lesson.

On a more positive note, we have also had lots of fun again this term. We have enjoyed Decorate a classroom at Christmas which had some of the best efforts we have seen. House Pancakes with some great dressing up, House Karaoke which some of our more vulnerable students took part in, Badminton, Swimming and House Debate.

Our programme of activities across a two weekly timetable has been working well, we continue to include wellbeing activities and finding ways to explore learning styles and personality types to help find coping mechanisms and revision techniques that suit each student.

We are both continuing to thoroughly enjoy roles, we know the students well now and are excited that our positions have now been made permanent with this year group. The Year 10 exams have got off to a great start so far and we are proud of the mature way that the students have approached these.



### **Year 11 – Miss Charlotte Burnham**

Year 11, as ever, have been super busy with preparing for their GCSEs and mocks, attending numerous interventions in between. However, that has not stopped them participating in all of the extra-curricular and House activities. During the last week we have been undertaking the Year 11 report reviews which have given us not only a brilliant insight into the great work they are currently doing and how they are going to maintain this for next few months, but also the students' choices for their future in A Levels and beyond.

This term we have had House Basketball, House Swimming and House Pancakes. The competition is starting to get heated as there are two houses in the running for first place, which I might add, is the first time it has not just been one clear winner. With their newfound competitive nature, it is brilliant to see them battling it out till the end of Year 11 and the end of the House Shield!

Lastly Year 11 students have Enrichment Day 2 coming up, which for them, is a Maths Masterclass. This day starts at ARU, to give students a small insight into what university lecturing will be like, with many different mathematics topics being covered throughout the morning. They will then return to school in the afternoon for different tailored Maths workshops. This day is a great way to consolidate any challenging topics and enables the students to work closely with different members of the Maths Department.

### **Year 12 – Mrs Emma Hiatt**

Our Year 12 students are now settled into the Sixth Form and are feeling more comfortable with routines and expectations. The primary focus for students has of course been to get to grips with their A Level courses, and the majority have established good working habits and are making good progress. TA1 data at the end of the Autumn Term identified those students who were in need of additional support and the Sixth Form tutor team and I have been working with these students each week in 1:1 mentoring sessions during form time, offering support with whatever the student might need from organization, to motivation to, in some cases, specific subject support.

Attendance and punctuality continue to be a priority for us, and it is encouraging to see that students are understanding the importance of high attendance and really trying to be in school as much as they possibly can. The Sixth Form tutors are supporting this process with attendance review conversations for students who have lower attendance, and Mrs Bernard continues to be instrumental in this process as Sixth Form Attendance Officer. In January those students who were meeting all expectations were given home study passes for the first time, allowing them more flexibility in where and when they study. Home study passes are intentionally difficult to access, so that only students who we can be confident are able to independently manage their study time are awarded this privilege.

Once students had found their feet, they were able to look to taking more responsibility within school, both with the Year 12 lunchtime duty rota and with their Prefect roles. As usual there were a high number of applications for the Senior Prefect positions and all other roles were filled with enthusiastic and capable applicants. For many students their prefect roles are a highlight of their time in the Sixth Form, offering an opportunity to be creative and have a real impact on the school community.

Students continue to be in need of support for a wide variety of reasons, including mental health, stress, confidence, friendships and higher education/career plans. Several students have accessed counselling in school, and others have accessed support outside of school either



through the NHS or privately. In Year 12 we have three students with EHCPs, as well as several more on the SEND register. Miss Pocock and I have worked closely this year to support these students as they settle in to A Level courses. All students know they have a number of people within school that they can call on if they are in need of help, and we are proactive in identifying those students who might need a check in, through wellbeing surveys and weekly tutor time sessions.

### **Year 13 - Mrs Rhiannon Connolly**

When we returned to school in January Year 13 students sat their final round of formal mock examinations. The exams all ran very smoothly and all students are fully aware of the expectations surrounding the exams. During this period many students had the added complications of preparing for interviews to courses such as medicine at university, so a number of exams were rescheduled. After the exams the remainder of the cohort sent off their UCAS applications in time for the equal consideration deadline on the 31<sup>st</sup> January. Many of our students have now heard back from all their universities and are making the tough choice of where to firm and where to put as an insurance option. There is a wide range of courses and universities amongst the year group, however York seems to be popular this year. In late January students also found out about Cambridge and Oxford applications. Some were understandably upset but others delighted. Our focus now turns to supporting those who plan to take gap years or who are applying for apprenticeship roles. One student has just been offered a place at Morgan Stanley and is facing the tough choice between that or Cambridge. She is also in the last round of a number of other apprenticeship schemes.

The countdown is now on and the outgoing Senior Prefects are starting to finalise the end of school celebrations with the customary dress up week themes under consideration, I think they have enough ideas for nearly a month! Thinking about the end of their school life is inevitably causing some concern and worry about the future but they are starting to plan and carry out revision. In RTP and tutor time they have looked at how to live independently, finances and other topics that may affect them such as drink spiking. It has been a delight to work with these students and see how they have developed over these two years, they are well prepared for the next stage of life and I look forward to seeing where they head off to.





## Progress and attainment at key stage 4

- ↑ School difference from national has improved from comparator year
- ↑ School difference from national has improved slightly from comparator year
- Similar to comparator year or fewer than 11 pupils
- ↓ School difference from national has weakened slightly from comparator year
- ↓ School difference from national has weakened from comparator year

	2023 cohort/entries	Performance in 2023	2023 value	2023 nat value	1 year	4 year
Overall P8	132	Sig above national and 97th percentile	0.9	0.0	—	—
English P8	132	Sig above national and 97th percentile	1.0	0.0	—	—
Mathematics P8	132	Sig above national and 89th percentile	0.6	0.0	—	—
EBacc P8	132	Sig above national and 95th percentile	0.9	0.0	—	—
Open P8	132	Sig above national and 97th percentile	1.0	0.0	—	—
Science VA	132	Sig above national and 93rd percentile	0.8	0.0	—	—
Languages VA	129	Sig above national and 94th percentile	1.4	0.0	—	—
Humanities VA	131	Sig above national and 90th percentile	0.8	0.0	—	—
Overall A8	154	Sig above national and 100th percentile	82	46	—	—
English A8	154	Sig above national and 100th percentile	16.6	9.8	—	—
Mathematics A8	154	Sig above national and 100th percentile	16.0	9.1	—	—
EBacc A8	154	Sig above national and 100th percentile	25.2	13.4	—	—
Open A8	154	Sig above national and 100th percentile	24.4	13.9	—	—
Science % 4+	154	Sig above national and 100th percentile	100	65	↑	—
Languages % 4+	151	Sig above national and 100th percentile	100	70	—	—
Humanities % 4+	153	Sig above national and 100th percentile	100	62	↑	↑

### Progress 8 score ?

The academic progress that pupils make from the end of key stage 2 to the end of key stage 4. This is based on 8 qualifications.

The banding for this school or college is 'well above average' because the score is greater than or equal to 0.5, and the entire confidence interval is above 0.

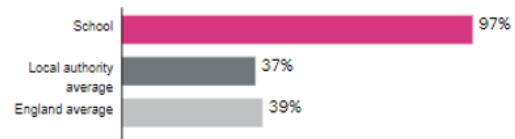
**Banding** WELL ABOVE AVERAGE

**Score** 0.9

**Confidence interval ?** 0.65 to 1.14

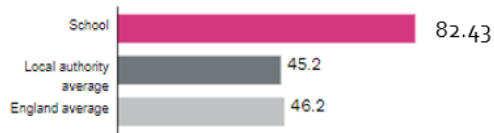
### Entering EBacc ?

A pupil is considered to have entered for the English Baccalaureate if they entered for qualifications in English, maths, sciences, a language and either history or geography.



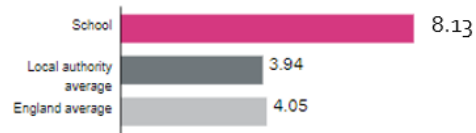
### Attainment 8 ?

Schools get a score based on how well pupils have performed in up to 8 qualifications.

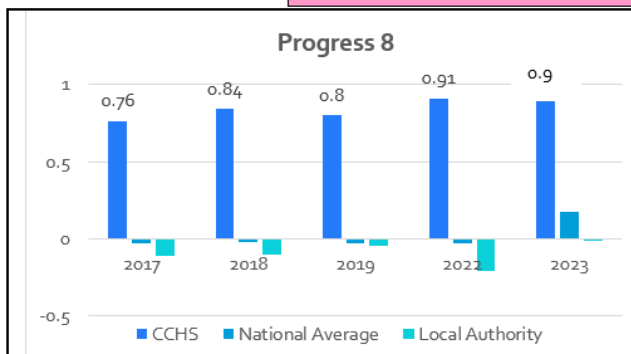


### EBacc average point score ?

The EBacc average points score calculates a pupil's average point scores across the 5 pillars of the English Baccalaureate.

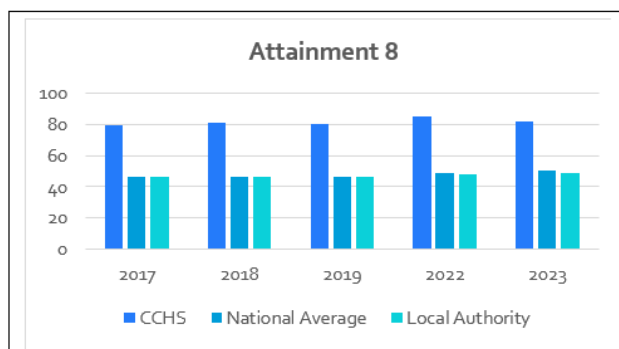


## KS4 Headline Trends



#### Progress 8

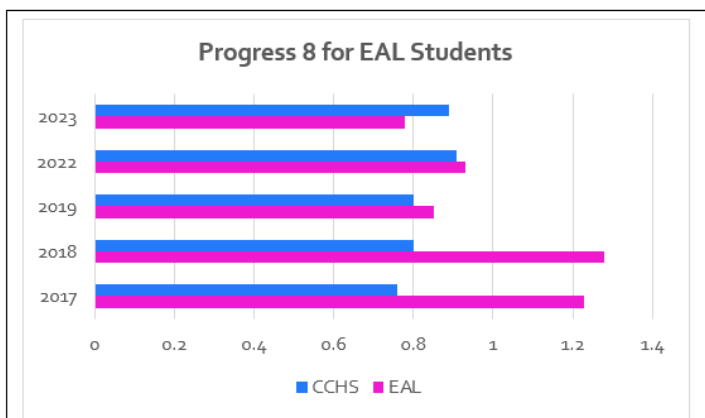
- Overall Progress 8 (0.9) as well as English (0.98), maths (0.57) and open (0.99) elements
- Pupils make approximately 0.9 grade more progress than expected.
- National Average – positive this academic year
- N/B Approximately 20% students do not have prior data.



#### Attainment 8

- Overall Attainment 8 (82.4) as well as English (16.65), mathematics (16.05), EBacc (25.23) and open (24.33) elements
- Similar trend to P8

## EAL



### EAL

- 14 Year 11 students
- Number of EAL students has increased year on year.
- In main school we have an above average number of EAL students
- In our current Year 10 We have almost ¼ EAL.

## Attainment at 16 to 18

- ↑ School difference from national has improved from comparator year
- ↑ School difference from national has improved slightly from comparator year
- Similar to comparator year or fewer than 11 pupils
- ↓ School difference from national has weakened slightly from comparator year
- ↓ School difference from national has weakened from comparator year

	2023 cohort/entries	Performance in 2023	2023 value	2023 nat value	1 year	4 year
A level APS	499.5	Sig above national and 99th percentile	46	34	—	—
Best 3 A levels APS	149	Sig above national and 99th percentile	46	35	—	—
A level AAB %	149	Sig above national and 98th percentile	42	16	—	—

Examination Data	16/17	17/18	18/19	21/22	22/23
GCSE 7-9%	87.4%	86.7%	84%	96%	88%
Progress 8	+0.76	+0.84	+0.80	+0.91	+0.90
Attainment 8	79.84	81.46	80.07	85.1	82.4
A Level A* - B %	75.3%	75.3%	84%	87%	85%
Level 3 Value Added	-0.4	-0.2	+0.02	No data provided due to impact of COVID 19	No data provided due to impact of COVID 19

	Value
<b>Headline Measures</b>	
Cohort information for students at the end of 16 to 18 studies	
Number of students at the end of 16 to 18 studies	154
<b>A level cohort and results</b>	
Number of students at the end of 16 to 18 study with an A level exam entry (for average grade measure)	149
Average point score per A level entry expressed as a grade	A-
Average point score per A level entry	45.84
<b>Disadvantage Measures</b>	
A level cohort – Disadvantaged	
Number of students at the end of 16 to 18 study with an A level exam entry (for average grade measure)	6
Average point score per A level entry expressed as a grade	B+
Average point score per A level entry	44.74