



Chelmsford County High School for Girls



Governor Visit Report Form

Governors are reminded not to make any reference to specific staff members or students by name.

Name of Governor:	Sarah de Souza-Ingle
Date of Visit:	Tuesday 16 January 2024
Focus of Visit:	Sixth form facilities, Careers and Enrichment
Lessons/Areas visited:	Assembly in hall Sixth form study and common room areas Year 11 German lesson Meetings with key staff
Summary of activities undertaken: (eg observing classes, talking to staff and pupils, looking at resources) Assembly celebrating the CCHS community and its work in girls' education at a local and national level Tour of sixth form spaces: Year 12 and 13 common rooms/study spaces, Costa, alternative computing areas and study spaces including old library and new library and break-out rooms Observed Year 11 German lesson Meetings with staff to run through Unifrog platform, discuss HPQ/EPQ, UCAS, careers provision and enrichment and extra-curricular opportunities	
General Comments: I spent the morning in school to gain a better understanding of sixth-form provision and whole-school careers and enrichment opportunities. Staff were kind enough to create a really fantastic and thorough programme to enable me to gain great insights into these areas. I was able to observe girls in their study periods making use of the sixth-form spaces for both year groups. In both cases, it was a pleasure to see them studying independently and in groups with plenty of space and with access to lots of areas to study in the way they would like. There were many free computers as well as space for girls to set up their own laptops if they wished. There was plenty of available table space and a harmonious atmosphere everywhere I visited. All areas, with the exception of one computer room, were in use and it was particularly pleasing to see the break-out rooms and main library full with sixth-formers alongside a Year 8 class having a library lesson. Following this, I sat in on a Year 11 end of topic German lesson. Girls were encouraged to learn vocabulary through song which they did with excellent behaviour while also enjoying the music and humour of the video they watched. Next, I met with the HE Advisor and we talked at length about the HPQ (KS4) and EPQ (KS5) and the benefits it can bring the girls in terms of research preparation for next steps as well as to support their applications to HE. There are two staff members to support the delivery of these qualifications and I observed the software used to help staff and students track their project outlines and development of their final pieces over time in production logs. We discussed the	

team's aspirations to give Year 13s in future the opportunity to drop in to lectures given for these qualifications to support them in their enrichment preparations.

We also discussed Unifrog, a piece of software which is relatively new to school, having been introduced less than a year ago. At present, four year groups have access to this software, however the intention is that the whole school will have access by the end of the academic year. Unifrog allows students to research careers and university courses and take part in personality and skills quizzes among many other tools. They can save and return to this information as they build a profile in their journey to university or other next steps. It allows staff to input into the software and record when Gatsby Benchmarks are being met through events or activities, which is very helpful for reporting. It also allows staff to see which students have completed which tasks and activities on the website to help support them with their plans and questions around next steps. Finally, it also allows staff to track destinations of students after leaving school for up to five years which is something schools are asked to do. It is a really powerful piece of software that is obviously invaluable to all who use it. (Parents are also given a login.)

Following this, I had discussions with key staff around UCAS and careers and enrichment opportunities.

We discussed Oxbridge applications and the challenges around applications across competitive subjects as well as the change in A-level offerings next year. Staff spend much time preparing the girls for entrance interviews by supporting groups who may be applying for similar subjects with additional content and ideas for further reading as well as mock interviews.

We also discussed the reasonably recent popularity of other Russell Group universities among the girls such as UCL and Imperial College. In addition to specifically supporting girls applying to highly competitive degrees, the team are able to offer all girls one-on-one sessions to discuss their UCAS applications and options, and the school additionally employs an external independent careers advisor from Directions to support students in their journey to making an application. This colleague also works with KEGS and has many years of experience in working with our school community and understands the unique needs of Grammar School students.

Every subject at A-level has a society – some run by students alone and some by staff and students. There are lectures and essay competitions and external opportunities are broadcast by email by the Careers Co-ordinator e.g. careers films on Speakers for Schools or work experience opportunities.

There is a Year 10 careers day in Autumn; this year it had 14 speakers and there is a Careers Evening in February for Years 9 and 12. There are usually about 40 representatives from different professions although it is becoming harder to populate.

With the girls the team is working with, there is no 'one size fits all' and it seems obvious that the offering given to sixth-form students by this devoted team is very much bespoke. Two members of the team have taken or are taking the Careers Leadership Qualification.

Departmental audits also take place to monitor careers progression and ensure there are sufficient opportunities in the super-curriculum.

The school undertakes a Compass audit that generates a report to show how the school's careers provision compares to other schools. CCHS had a recent score of 79% compared to a national average of 67%.

In the future, the team hopes that as the school grows and the applications process becomes more competitive, more curriculum time may be given over to careers and UCAS to further prepare the girls for next steps.

The school is also now also working closely with the Greater Essex Careers Hub; a new initiative, and there are already encouraging signs that the support on offer from it will be useful in helping address careers provision.

Points Relevant to School Development Plan (if applicable):

Work is in progress to review more able in younger years through CCHS Aspire and work on Oxbridge strategy. Development of CEIAG programmes across years (section 6 SDP)

Work is also well underway to embed Unifrog fully into school (section 6 SDP)

(see comments above)

Summary of what was learned:

The careers and enrichment provision seems to be excellent with a dedicated team that are keen to ensure that all girls experience support over time.

This is unique school context with highly able girls, so focus is given to ensure the right sort of careers provision is available for these needs.

There is always more that can be done in any area of school provision and the team hopes to plan more opportunities over time bearing in mind other workload and curriculum constraints.

There is a good budget for careers and enrichment provision and as the school grows and applications for HE become increasingly competitive, time and resource will need to follow for the school to maintain a competitive edge.

UCAS and careers provision is high on the school's agenda and the girls have access to a wealth of support and information and clearly make the most of it.

I would like to thank the staff for their generous time in allowing me the time to ask questions and gain insights on behalf of the governing body.

Name in Block Capitals: SARAH DE SOUZA-INGLE

Date: 16/01/24