

Headteacher's Report to Governors and School Self-Evaluation Form March 2018

Context of the School

Chelmsford County High School for Girls is a Grammar School with Academy status. We were the first secondary school in the Essex LA to become an Academy in January 2011. We are an Outstanding School, as designated by a full Ofsted inspection in September 2007 and a subject survey inspection of Mathematics in February 2009. We are a popular school as evidenced by the number of girls who apply to join in Year 7 and Year 12.

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

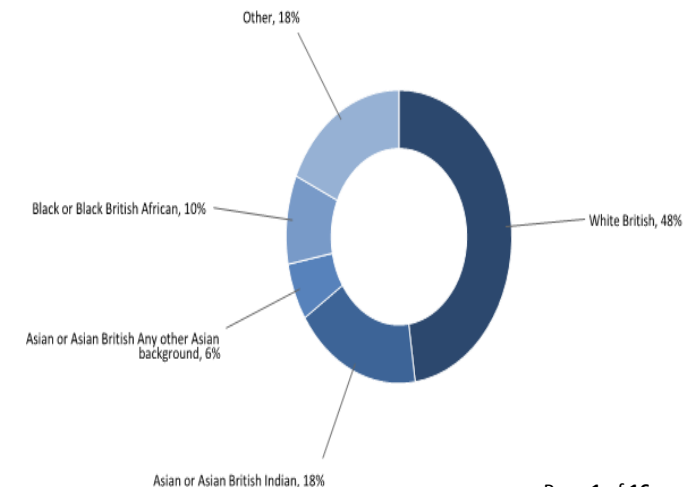
Prior Attainment (final data for 2016-17)

School year	Key stage 2 attainment by national curriculum year group (Years 8-11)									
	Average points score at key stage 2				% by prior attainment					
	Coverage	School	National	Difference	Low		Middle		High	
					School %	National average %	School %	National average %	School %	National average %
Year 11	25.8%	35.6	28.5	7.1	0	13	0	48	100	39
Year 10	24.2%	36.0	28.7	7.3	0	13	1	45	99	42
Year 9	15.0%	35.8	29.0	6.8	0	11	0	45	100	44
Year 8	14.7%	36.0	28.9	7.1	0	11	0	47	100	43

Nbr on Roll	
Year 7	150
Year 8	150
Year 9	150
Year 10	120
Year 11	119
Year 12	127
Year 13	109
Years 7-11	689
Years 12-13	236
All Years	925

School year	Key stage 2 attainment by national curriculum year group (Year 7 only, with new KS2 assessments)									
	Reading				Maths				Writing	
	Average scaled score		% achieving the expected standard		Average scaled score		% achieving the expected standard		% achieving the expected standard	
	School	National	School %	National average %	School	National	School %	National average %	School %	National average %
Year 7	115.3	102.2	100	67	114.4	102.7	100	71	100	75

This school has 15 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Key Pastoral Factors (as at 14th February 2018)

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		All Years	
Free School Meals	2.00%	3	2.00%	3	0.67%	1	0.83%	1			1.57%	2	0.92%	1	1.19%	11
English as Add'l Language	5.33%	8	8.67%	13	24.67%	37	21.67%	26	22.69%	27	13.39%	17	14.68%	16	15.57%	144
Pupil Premium	0.67%	1	2.00%	3	6.00%	9	4.17%	5	2.52%	3	2.36%	3			2.59%	24
Medical Condition	26.67%	40	33.33%	50	34.67%	52	32.50%	39	31.93%	38	30.71%	39	25.69%	28	30.92%	286
SEN Needs	0.67%	1	2.00%	3	2.67%	4	3.33%	4	3.36%	4	0.79%	1	1.83%	2	2.05%	19

Basic characteristics trends (final data for 2016-17)

Up to Key stage 4 basic characteristics trends						
Breakdown	2015		2016		2017	
	School	National	School	National	School	National
Male %	0.0	50.3	0.0	50.3	0.0	50.2
Female %	100.0	49.7	100.0	49.7	100.0	49.8
Ever 6 FSM %	3.0	28.7	3.5	28.9	3.5	28.5
Minority ethnic groups %	47.7	26.9	51.8	28.2	51.6	29.5
SEN with EHC plan %	0.0	1.8	0.0	1.7	0.0	1.7
SEN support %	0.6	12.4	0.5	11.0	1.1	10.7
Number on roll	871	945	865	943	874	950
English additional language %	8.6	15.1	9.7	15.7	10.0	16.3
Stability %	96.7	91.9	97.1	91.6	98.0	91.5
School deprivation indicator	0.13	0.22	0.12	0.20	0.12	0.20

Basic characteristics by national curriculum year group (final data for 2016-17)

Basic characteristics by national curriculum year group						
National curriculum year group	Number on roll	Female %	Ever 6 FSM %	Minority ethnic group %	First language not English %	Special educational needs %
7	150	100	2	49	7	2
8	150	100	6	56	11	1
9	120	100	3	41	11	2
10	120	100	3	51	11	3
11	120	100	3	63	9	1
Post-Compulsory	214	100	N/A	50	11	0

Admissions

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

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

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

Admissions Update for Year 7 2018 Entry

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

Total no. of candidates registered for the Entrance Test	1127
CCHS attendance	723
Candidates registered to take the test at an alternative venue*	363
No. of candidates with LAC/PLAC status (priority area)	1
No. of candidates with Pupil Premium eligibility status (priority area)	17
No. of candidates registered for the entrance test from:	
State schools	933
Independent schools	188
Educated Abroad	3
Home Educated	3
* (Raw marks from the test will be shared with the schools for inclusion in the appropriate standardisation sample).	

Total no. of applicants	697
No. of applicants who withdrew their application / did not take test	3 / 51
No. of applicants who named CCHS as their 1 st preference	410
No. of applicants with LAC/PLAC status (priority area)	1
No. of applicants with Pupil Premium eligibility status (priority area)	12
No. of applicants from:	
State schools	519
Independent schools	119
Educated Abroad	3
Home Educated	2
7 girls have been removed from the priority list as they were not permanently living with 12.5 miles when they registered for the entrance test.	

2. The state schools with the largest number of:

Candidates:	Newbury Park (24), Moulsham (23), Buttsbury (14), Shenfield St. Mary's (13)
Applicants:	Moulsham (21), The Bishops and Kings Road (11), Newbury Park and Shenfield St. Mary's (10)

Governors will receive a verbal update of offers at the GB meeting due to be held post offer day (1st March 2018).

3. The independent schools with the largest number of:

Candidates:	St Cedd's (14), Eastcourt, Elm Green and St Anne's (12), Brentwood, Gidea Park and New Hall (8)
Applicants:	St Cedd's and Elm Green (10), St Anne's Prep (9), Gidea Park (8)

4. Year 5 Enrichment Day Masterclass:

Candidates:	Boreham (0), Kings Road (11), Larkrise (3), Lawford Mead (8), Maltese Road (3), Moulsham (23), Parkwood (3), The Bishops (11), Trinity Road (9), Westlands (9)
Applicants:	Kings Road (11), Larkrise (1), Lawford Mead (7), Maltese Road (3), Moulsham (21), Parkwood (3), The Bishops (11), Trinity Road (5), Westlands (7)

Outreach Schools (%FSM eligibility):

Kings Road (29.5%), Larkrise (45.4%), Lawford Mead (40.2%), Maltese Road (33.3%), Parkwood Academy (63.4%), The Bishops (17.4%), Trinity Road (38.1%), Westlands (28%)

Effectiveness of leadership and management

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

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

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

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

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

Effectiveness of leadership and management

Staff development update

INSET Days

In October we held our Performance Management INSET Day for teachers. On this day, teaching staff also continued their work in relation to new GCSE and A level courses. This day also included an all staff training session, led by Stephen Lawlor and Alison Lamb in relation to critical incidents and risk assessment for educational trips and visits. Our final INSET day will take place in June, which will have a departmental and PSHE focus.

Continuing Professional Development

We are developing our Professional Development Group (PDG) project this year, by devoting 5 hours of disaggregated INSET time, i.e. one meeting each half-term up to the first part of the Summer Term, to the project. All PDGs have a broad focus on differentiation across 2017-18. The rationale for this is: the need to 'adapt teaching to respond to the strengths and needs of all pupils' (Teacher standard 5), has been identified as a development feature in subject and year reviews and we have welcomed several new colleagues to CCHS across the past two years; therefore, we must ensure that they are comfortable with and effective in their differentiation practice at such a high achieving school. Hayley Ellen (Year 13 Leader) is chairing a specific PDG which meets more regularly to identify differentiation strategies in the sixth form. Hayley has been given a regular column in the termly teaching and learning newsletter to feedback, and will be running sessions during the staff meeting. Individual teachers have decided the exact differentiation development foci to animate their PDG work. Teachers have completed a short pro forma, a Disaggregated INSET Plan, to set their professional development course for the year in relation to PDGs (5 hours), departmental focus group time (4 hours), gifted and talented workshops with primary schools (3 hours) and developmental peer lesson observations (2 hours). We will again use our Individual Record of Professional Development at the end of the year to allow teachers to reflect on the impact of their CPD experiences. Following the 'New Staff Induction Day', in July 2017, which included several briefings by senior staff and time with subject colleagues, we will support our new teaching colleagues during their induction year across four key strands: close support from Department & Faculty colleagues; personalised support from a non-Department 'buddy'; information support through a series of briefings with senior and key staff; and ongoing support from members of SLT.

Newly Qualified Teachers

Abigail Lawrence and Rebekah Smith Successfully completed their NQT year with us last year. This year we welcomed Scheherazade (Sheri) Watt, Bethany Stone and Oliver Steele as NQTs. Oliver trained with us last year and as a result was appointed as a permanent member of teaching staff. Sheri is being mentored by Matthew Carter (Subject Leader for English), Bethany is being mentored by Marion Windeatt (Year Leader for Year 9), and Oliver is being Mentored by Fiona Harrison (Year Leader for Year 10). Megan Clark, former CCHS student on the Teach First Scheme, is on a placement with us this term.

Helen Wang who trained and practised in China is developing her skills to suit our expectations.

Initial Teacher Training

We continue our ITT work with the TES Institute. Aleks Goodier has joined us as an unqualified teacher of Maths and we are training him, with the formal support of the TES Institute. Jo Cross (Maths Subject Leader) is mentoring Aleks. He has impressed us with his professionalism and his subject knowledge. Amelia Williams joined us in the Spring Term as a Classics trainee from the University of Cambridge. Emma Cope (teacher of Latin & Year Leader) will be her subject mentor.

Leadership Development

Stephen Lawlor (Deputy Headteacher) has completed his National Professional Qualification for Headship course and has been awarded NPQH. We will continue to actively develop leadership within our School by involving middle leaders and other colleagues in leading Professional Development Groups. These provide excellent opportunities for individuals to work with a range of colleagues in different settings, allowing them to challenge themselves and develop their leadership experience and skills. We are continuing with our leadership shadowing protocol, again allying it with Performance Management feedback. Ten middle leader colleagues are participating in a CCHS Leadership Programme, which is being delivered by Nicole Chapman, Stephen Lawlor and Maria French. This was started last year and continues into this year. This programme is framed by our CCHS Leadership Profiles. This cohort will finish during the spring term and we are planning to start the programme again with a new cohort later on in the year which is likely to include other members of SLT in the delivery. We will consider using worthwhile whole-school projects as vehicles for leadership development opportunities for colleagues.

Teaching School Alliances

We remain strategic partners with two teaching school alliances: the Billericay Teaching School Alliance (BTSA) and the Chelmsford Teaching School Alliance (CTSA). At the moment we are focussing on initial teacher training with BTSA and professional development with CTSA. Last year we offered a programme of twilight professional development workshops with KEGS, St John Payne and Chelmer Valley High School as part of our work with CTSA. This involved the following colleagues taking a lead on delivering sessions: Emma Hiatt (teacher of Chemistry); Heidi Pocock (Geography Subject Leader); Mel Gulliver (Languages Faculty Leader); and Nicole Chapman. We will continue to work with CTSA to offer similar sessions this year.

Effectiveness of leadership and management

Curriculum update

Following the phasing out of Technology at KS3 extra teaching time has been allocated to English and Maths and early information suggests that the additional time is having a positive effect. In addition, a new subject, Philosophy, had been introduced for Year 7 students. The course will encourage students to speak out more freely, and assist them in articulating their arguments in other subjects in higher years. The content of the Philosophy course will be passed to other staff in the Summer Term at the end of the first presentation of the course.

• **Careers Guidance**

The DfE has recently published new guidance on Careers. The Head of Careers is to review the document to assess the changes and convene a meeting with relevant School staff in the Summer Term. Her findings will be reported back to the Curriculum Committee in due course. There are specific requirements which the Governing Body need to ensure are being covered by the School and that the concept of work experience for students has been raised in the document. The School is required to adhere to the new regulations by 2020.

• **PHSE**

PHSE is being reviewed by the Government. As an Academy the School is not currently obliged to teach PHSE, but has chosen to do so as it is good practice in supporting personal development. The Government now wants the teaching of PHSE mandatory in the future (from September 2019).

Staffing update

All new staff have settled in well. A verbal update will be available at the meeting.

- Nina Walsh, Subject Leader for Computing joined in January 2018, and we thanked Peter Dollery for covering this subject from September to December 2017. Peter is now covering the Year 13 and Year 11 Technology lessons up to May 2018.
- Virginie Caffier and Mary Colwell are continuing to cover French in Yannick Simonnot's absence.
- Laurayne Onuegbu, Subject Leader for RS returned from maternity leave in February, and we thanked Laura Carey for her work during this period.
- Aleks Goodier is undertaking his second 4 week placement at Chelmer Valley High School in February/March.
- Lisa Barker, Teacher of Art and Textiles, will be leaving at the end of Term. A replacement will be appointed from September 2018.
- Lewis Copsey, Science Technician left in February to pursue pharmaceutical research.

Governors – Summary of meetings and visits since the last report

Facilities & Finance Committee:	9 October 2017 & 15 November 2017
Audit Committee & Full GB	13 October 2017
Curriculum Committee:	21 November 2017 and 7 February 2018
Staff & Student Matters Committee:	4 December 2017
Staff Pay Committee:	4 December 2017
Management Committee:	8 December 2017 & 2 February 2018
Governors' Conference & AGM	27 January 2018

Governors Visits:

Lauren Smith (15 November 2017)
Yvonne Wickers (28 November 2017)
Ruth Neave (11 January 2018)
Richard Brown (2 February 2018)

DfE KS4 Performance Tables 2017

Commentary on progress measures

DfE Key Stage 4 Performance Tables (validated, January 2018)

Progress 8 score: 0.76 (2016, 0.52; 2015, 0.63)

0.76 means CCHS students averaged just over three-quarters of a GCSE grade above their same ability peers nationally. Noted as “well above average” by DfE, i.e. “about 12% of schools in England”.

English P8: 0.84 (2016, 0.69; 2015, 0.95)
 Maths P8: 0.57 (2016, 0.25; 2015, 0.37)
 EBacc P8: 0.93 (2016, 0.55; 2015, 0.65)
 Open P8: 0.65 (2016, 0.55; 2015, 0.57)

Attainment 8 score per pupil: 79.84 (2016, 76.39; 2015, 75.25)

English A8: 16.33 English double-weighted
 Maths A8: 15.95 Maths double-weighted
 EBacc A8: 24.13 3 EBacc subjects, e.g. sciences, computer science, geography, history and languages
 Open A8: 23.43 3 Open subjects, i.e. remaining EBacc subjects and other approved qualifications

Reformed points for English Language, English Literature and Mathematics, i.e. 9-1. All other GCSEs were unreformed, with an adjusted point score in place, i.e. A* 8.5 points, A 7 points, B 5.5 points, etc. English double-weighted, so maximum 18 points (best English result counted). Maths double-weighted, so maximum 18 points. 3 EBacc subjects, e.g. sciences, computer science, geography, history and languages – maximum 25.5 points. 3 Open subjects, i.e. remaining EBacc subjects and other approved qualifications – maximum 26 points (English Language/Literature could feature here, with 9 points possible). Maximum total per student was: 18 + 18 + 25.5 + 26 = 87.5

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

Progress 8 for disadvantaged students: 0.72 (2016, 0.80; 2015, 0.32)

English: 0.96
 Maths: 0.60
 EBacc: 0.69
 Open: 0.68

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

English: 16.50
 Maths: 16.00
 EBacc: 23.25
 Open: 23.38

Comparative data on DfE Key Stage 4 Performance Tables (validated, January 2018)

Successful Selective Girls’ Schools (SSGS) – group of 20 schools

P8: 0.76, SSGS ranking 11th (2016, 0.52, SSGS 8th)
 A8: 79.8, SSGS ranking 3rd (2016, 76.5, SSGS 3rd)
 %EBacc: 98, SSGS ranking 1st (2016, 100, SSGS 1st)

Commentary on outcomes for students

Comparative data on raw outcomes for students – KS4

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

Year 11 2017-18 Grades 7-9

	Year 11				Cohort
	Target	TA1	TA2	TA3	
Subjects	95%	83%			119

Personal development, behaviour and welfare

Session Attendance Summary (04 Sep 2017 - 13 Feb 2018)								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Attendance	97.56%	97.06%	96.77%	96.66%	92.59%	93.92%	86.14%	94.76%
Authorised	2.44%	2.93%	3.23%	3.32%	7.35%	5.73%	12.69%	5.04%
Unauthorised	0%	0.01%	0%	0.02%	0.05%	0.29%	1.01%	0.17%
Persistent Absence >=10%	3	6	8	6	24	18	70	135
AEA	1.65%	0.17%	2.32%	3.24%	1.94%	1.10%	3.22%	1.87%
Present	95.91%	96.89%	94.45%	93.42%	90.66%	92.82%	82.92%	92.89%
Lates	1.52%	1.49%	2.19%	1.56%	2.76%	2.12%	3.35%	2.08%

Exclusions (04 Sep 2017 - 14 Feb 2018)								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Number of Exclusions	0	1	0	0	0	0	0	1
Total Days	0	3	0	0	0	0	0	3
Maximum Duration	0	3	0	0	0	0	0	3
Number of Permanent Exclusions	0	0	0	0	0	0	0	0

NOTE: Persistent Absence figures seem high in Years 11 and 13, but this is due to the fact that including absences recorded for Study Leave for Mock exams, takes large numbers below the 90% threshold. It is a DfE requirement to record Study Leave Absences this way on our Database.

Update on Pupil Premium provision and September 2017

All Pupil Premium Grant students achieve at least in line with the rest of their cohort if not above.

Income PPG budget for 2017 – 18 = x 23 students @ £935 = £ 21,505. Budget Plans.

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

SEN Report All students on the SEN register have had a review meeting with parents and external providers, where necessary. We have 16 students on the SEN register in receipt of additional support. The Educational Psychologist and specialist medical, hearing and dyslexia support have been accessed. Access arrangements (SRB and extra time) for public examinations have also been reviewed and are in place for summer.

2018: The SEN Register to date is summarised as follows.

Special Education Needs (SEN) support	16
Education, Health and Care (EHC) Plans	0

Safeguarding:

All staff receive, (including governors and the PA)

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

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

- Refresher (Level 3) Safeguarding Training provided by ESCB every 2 Years.
- CEOP (Child Exploitation and Online Protection Agency) WRAP trained (Working to raise Awareness of Prevent) Home Office Prevent Forced Marriage training, CSE champion training, Domestic Abuse awareness training and the Home office preventing and awareness: FGM training. Year Leaders have also been invited to undertake the Home Office FGM training.
- MFH has also been accredited as a CSE Champion and assessor of CSE risks and is a member of the National Working Group for tackling CSE.

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

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

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

- The team have updated their Mental Health Training in Jan 2018: Bespoke training provided by Dr Dollery – (prevention of teenage suicide, national lead.)
- MFH, FHR and EHI have undertaken the Mental Health First Aid Training for Schools. We will then lead on whole staff training in June 2018.
- Essex Young People Drug and Alcohol Service (EYPDAS) will deliver whole school staff training to update our knowledge on 6.3.2018
- MFH and MPA will attend a local strategic meeting regarding teenage drug abuse in the locality, led by Essex Police on 27.2.2018.
- We deal with **individual pastoral problems** as they arise, including supporting girls with complex family needs, mental health and self-harm, low self- esteem, extended illnesses, family and friendship issues, accusations of bullying, misbehaviour, misuse of the internet and occasions of suspected theft.
- Support families and students with pastoral needs with support and guidance meetings with parents and referrals to Family Operations Hub, if necessary.
- Provide 3 days a week counselling from the Sycamore Trust. (increased by 1 day for 2018)
- School nurse, Thursday drop-in clinic.
- Has a **twitter account** to promote e-safety, Mindfulness, Wellbeing, Year 11 Leadership Conference and other pastoral events such as the Meet the Tutor Evenings. We also use the twitter feed to update students and parents about online safety with updates from CEOP (Child Exploitation and Online Protection Agency), as well as celebrate achievements.
- Liaise with **external agencies**: CAMHS (now EWMHS) Police/GPs School Nurse/Social Care/ Young Carers/YMCA/attend CIN and CP case conferences/ BAP/ Ed. Psych/ Sycamore Counselling, Dyslexia Action, DBIT and Hospital Schools, to name but a few. They also liaise with students and parents to resolve issues and ensure that all of their girls are working to the best of their ability.
- **Monitor progress and attainment of all students** in their year group to ensure that appropriate support is in place to enable them to address issues as early as possible. They provide an Action Plan for those students who need support after each round of TA Data. Year Leaders also play an active role in their Meet the Tutor Evening and Parents' Evening.
- **Organise TA Discussion Week** following TA data to ensure every girl has a 1:1 review, Report Review Day, Y10 Prefect allocation, tutor time and Mindfulness Programme: Developing Grit and Resilience for Academic Success. Ensure highest standards of uniform and behaviour. Run Chat Groups to support some students (e.g. Chocolate Club in Year 7)
- **Attend** Child Protection Case Conferences and CIN Review Meetings.
- Have been researching **Mindfulness** and developing strategies for developing grit and resilience for academic success. Pastoral Leaders have attended training and the team have undertaken a review of our provision in this area. We have looked at courageous leadership and the work of Diana Osagie and values driven leadership, *Untangled* by Lisa Damour and other books dealing with leadership and developing resilience.
- Ensure that all students have a Mindful Monday activity and a Find Your Voice! activity in the week, on top of the PSHE provision and varied and inspiring assembly programme.
- **Find Your Voice!** A completed report was presented to the Prince's Teaching Institute by MFH in February 2018. (The PTI Leadership Mark was awarded for the completed project)
- Coaching embedded in tutor time to develop confidence and skills in speaking out.
- An increase in public speaking opportunities outside of the classroom, not least in the ESU and Oxford and Cambridge debating competitions, Jack Petchey Speak out Final in London, Youth Voice with Essex Youth Parliament.

Primary Admissions Outreach work to Year 5

To address the relatively small number of applicants from local primary schools with higher than average rates of FSM pupils and considering research from the Sutton Trust, we continue a robust calendar of assembly visits to Y5 and their parents in their own school setting.

We are monitoring the increased number of applicants from these schools. Schools visited in 2018 with the Year 9 student outreach team: King's Road Primary School (Year 5 parents' evenings and class assembly with KEGS), Larkrise Primary School, Lawford Mead Primary School, Trinity Road Primary School, Parkwood Academy talks, The Bishops School and Westlands Primary School. This is an extension of provision from last year. Staff involved: MFH LHI ECO and NCH have all led a student team at the schools.

Primary Headteacher and Year 5 teacher outreach meeting will be held in the Spring Term and this will be the 5th annual event. This is extremely well attended and is an excellent opportunity to receive feedback from our local primary schools. Relationships are being consolidated.

Leadership Awards:

Girls in Years 7 – 11 are awarded with leadership badges annually (Easter Assembly) for demonstrating leadership skills and characteristics. In total 250 Leadership Awards have been given out since they were first introduced in 2014.

E-Safety:

All girls in Years 7 – 11 have received CEOP training and are regularly reminded about safety and their digital footprint. All girls know how to report abuse through the CEOP report abuse button. Years 8 and 9 have taken part in the Essex Youth Assembly activity Days and speak out opportunities.

Leadership Conference:

The Year 11 Leadership Conference continues to be a highlight of the school calendar and an excellent opportunity for our older girls. This year Miss Sales and her team organized a first-class event.

All parent submit e –school report replies and this gives us the final piece of feedback from our parent body. This can be responded to and archived for review by all staff members. Capturing this voice is essential for evaluation and review. We have decided to include some main school students in the **Cathedral Senior Speech Day in April 2018**, and will also continue to have the **Junior Speech Days for July 2018**. The Pastoral team have met this year to receive **LGBTQ+** training, and feedback from Gendered Intelligence. This was also presented to SLT. Courageous Leadership training attended.

Mental Health Training: the team have concentrated on mental health training this year and increasing our awareness of local trends and issues regarding drug abuse.

Quality of teaching, learning and assessment

Reviews since the last report and key messages

Monitoring

- The **Year 13 Year Group Review** dated November 2017, referred back to two previous reports: the IB Year 12 & 13 Report undertaken in January 2015 and the Year 13 A2 Report undertaken in January 2014. Many positive things had happened since the last reports. The key finding was that all subjects were currently dealing with new courses, in terms of both content and assessment arrangements, and that refinements would be made by teachers as their experience of the new courses develops and as new materials are provided by the examination boards. The cycle for reviews does not now follow a set timetable but takes place in response to the needs of the School, following examination results, staff changes, curriculum reform, etc. It was noted that unless there are particular reasons, the School aims to review one year group from each key stage annually. It was also noted that specific year group matters are also addressed within subject reviews, which can have a specific key stage focus.
- The **Government & Politics Review** took place in November 2017. It was noted that this was only the second year of a new course and that the subject was only taught in the Sixth Form. The aim of the review was to get an insight into how the course was progressing. The quality of lessons was generally very good, but some inconsistency with essay marking was reported; this issue had been taken up with the Subject Leader and further marking audits are to be undertaken. Only History teachers are used for teaching the subject as the content of the course is strongly History-based, i.e. contemporary history which explains why History teachers are delivering the course.
- The **Chemistry Review** took place in December 2017 and specifically focused on KS5. Most findings of the previous review have now been addressed where possible and relevant. There had been a slight improvement in AS Chemistry results, but a big difference in AS results was evident between internal and external Year 12 students although the gap narrowed by A2 results. Additional access support lessons are due to be offered to all Year 12. Mandatory attendance at extra subject clinics is implemented with students with the greatest need. It was noted that Chemistry was an enabling subject for certain university courses, many additional students choose to take the subject for this reason rather than having high ability in the subject. All observed lessons were very good and there were no concerns with the teaching of the subject. The concept of sharing best practice is being undertaken by the Department. There is a pronounced requirement for Maths within Chemistry and that students who also studied Maths tended to do well at Chemistry. This was becoming more evident with the content of the new course.

The effectiveness of the 16 to 19 study programmes

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

Care and Guidance report Y12-13

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

Year 13

The Governing Body will be aware of the impact on the school, and on Year 13 in particular of the death in November of a former student of this school who would have been in Year 13 here had she not left the school at the end of Year 11. The Sixth Form Team and Mrs French worked very hard to support students who were affected and are still affected by this tragedy, and also to respond to some of the issues that have been raised as a consequence of it.

Year 13 students have been receiving their UCAS offers and are now beginning really to focus on the work necessary for them to achieve the terms of these offers. 13 students in Year 13 (and one from 'Year 14') have been made offers from the universities of Oxford and Cambridge; more information on this was tabled at the Governors' Conference in January. A number of students have also received offers for Dentistry and Medicine and we await further news on these subjects. Year 13 students sat internal examinations in January and have been using the results of these to help them set their priorities for their final two half terms of schooling. These results, together with TA2 results will inform the measures taken by tutors and subject teachers to support students in their preparations for examinations. We are looking forward both to ensuring that the students have the best support for their work and also that they enjoy the various events which are run to celebrate the end of their time in this school.

Year 12

Year 12 students have been making excellent progress in their lessons and are now beginning to think hard about university options and the various activities that will help them make appropriate applications and indeed be successful in those applications. They have also recently taken over posts of responsibility as Senior Prefects, House Officials, Sports Officials and Dance Officials as well as prefects for subjects and other activities. We look forward to working with them in these roles. The Senior Prefects are currently planning activities for the school to commemorate the centenary of the first women's suffrage in 1918.

The Rolling Tutor Program in the Sixth Form continues to offer much to stretch and challenge our students beyond their academic subjects as well as to give some skills and knowledge that will help them settle successfully into university. Mrs Hiett is currently conducting a review of this program so as to ensure that it continues to meet the needs of our students.

Sixth Form students in this school are involved in a huge range of extra-curricular clubs and societies, and a very high proportion of these are led by sixth form students; Year 12 students have recently begun to take over these roles. Societies such as MedSoc, Bar Mock and a whole host of others are enabling students to develop their skills and knowledge and we are delighted that our student led Bar Mock team will be representing the school in the national finals in Cardiff in late March. Both Music and Drama in the school benefit hugely from the commitment to them shown by a number of sixth form students and at the time of writing we are midway through the run of another very impressive Dance Show and looking forward to the Spring Concert later in the term. The recent production of *Macbeth* was outstanding and particular tribute must be paid to three Year 13 students (Lucy Wickers, Caroline Penn and Abigail Palmer) who wrote and orchestrated all the incidental music which was performed by students as part of the play. Few schools in the country can boast a Music Department which can nurture such a depth of talent and produce students with the confidence to take on such responsibility.

The Sixth Form team is working on the yearly cycle of planning and managing the successful transition of students from Year 11 into Year 12. All Year 11 students have had support in choosing their Sixth Form options and we have also received a very healthy number of applicants from other schools. We remain confident that the excellent teaching and wider educational experience on offer in this school will again produce a healthy number of Year 12 students in September.

DfE KS5 Performance Tables 2017

Commentary on progress measures

DfE 16-18 Performance Tables (validated, January 2018)

Average point score per academic entry expressed as a grade:	B (2016, B+; 2015, B+)
Average point score per academic entry:	38.38 (2016, 42.40)
<i>A* 60 points, A 50 points, B 40 points, etc.</i>	
% of students who achieve 3 A levels at grades AAB or higher, with 2 in facilitating subjects:	36.0% (2016, 53.4; 2015, 56%)
The Russell Group, which represents 24 leading UK universities, defines facilitating subjects as:	
English literature, History, Modern languages, Classical languages, Maths and Further Maths, Physics, Biology and Chemistry.	
Average points per entry in best three A levels expressed as a grade:	B (2016, A-)
Average point score per entry in best three A levels:	41.11 (2016, 46.11)
Value Added:	-0.36 (2016, -0.06, not stat. sig.)
Noted as “below average” by DfE, i.e. “about 28% of schools or colleges in England”.	
Number of disadvantaged students:	8
Average point score per academic entry expressed as a grade:	C+
Average point score per academic entry:	34.40
Value Added:	-0.26

Commentary on outcomes for students 2017

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

%A*-B, 79.0%, SSGS ranking, 7th

2016	85.23	SSGS 5 th
2015	81.94	SSGS 10 th
2014	88.21	SSGS 4 th
2013	83.66	SSGS 9 th

Comparative data on DfE 16-19 Performance Tables (validated, January 2018)

Successful Selective Girls’ Schools (SSGS) – group of 20 schools

Academic value added score:	-0.36,
SSGS ranking	20th (2016, -0.06, SSGS 9th)
Average result:	B, SSGS ranking 3rd (2016, B+, SSGS 3rd)
Best 3 A levels:	B, SSGS ranking 4th (2016, A-, SSGS 2nd)
%AAB+ & 2+facilitating subjects:	36.0,
SSGS ranking	10th (2016, 53.4, SSGS 5th)

Year 13 2017-18 A Level

	Year 13			
	Target	TA1	TA2	Cohort
	A*A/B	A*A/B		
Subjects	92%	86%		110

Curriculum Enrichment

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

Events and activities highlights

- Model United Nations with Year 12, arranged by Dr Graham and Dr Palmer
- English Speaking Union competitions, arranged by the English Department
- Jack Petchey 'Speak Out' workshops, arranged by the English Department
- Macbeth production, organised by Mrs Foley and supported by Mr Lamberti
- Dance Show, organised by Miss Bellamy
- House events: Decorated classrooms, Karaoke, Pancakes and Debating, co-ordinated by Mr Rowell
- CCHS Lecture Series: Emily Fraser, Special Assistant to the Director of the United Nations Institute for Training and Research
- Careers Talks by: Emma Gauntlet, Easyjet Pilot and former student; and Marina Della Giusta, Associate Professor of Economics at Reading University, The Very Rev'd Nicholas Henshall, Dean of Chelmsford Cathedral.
- Careers Evening for Years 9 and 12
- Through to the national finals for Bar Mock competition (Sixth Form), Cardiff and GCHQ, Manchester (Year 8)

Educational Visits

Our residential and overseas trip across the Autumn Term and first part of the Spring Term have been very successful. They included a new study visit to Paris for Sixth Form artists and a Music Tour to Budapest.

- October 2017, Years 12-13, Italian Exchange, 5 days
- October 2017, Year 13, Biology Field Trip, Flatford Mill, 3 days
- October 2017, Year 9, History enrichment trip, Ypres, 2 days
- December 2017, Year 12, Engineering Education Scheme, Cambridge, 2 days
- February 2018, Year 11, History-German enrichment trip, Berlin 4 days
- February 2018, Year 13, Art study visit, Paris, 3 days
- February 2018, Mixed, Music Tour, Budapest, 5 days

Our first Enrichment Day this year saw Year 7 students enjoying a day of outdoor pursuits at the Danbury Centre. This day, led by Mrs Adams, allowed students to work in teams and to challenge themselves. Year 8 students, led by Mr Lodge, had a day focused on the culture of Ancient Rome. They created mosaics and listened to the experiences of ancient Romans through the work of colleagues from a re-enactment society. Year 9 students, led by Mrs Saw, Dr Graham, Dr Palmer and Mrs French, participated in a two day visit to Ypres and the surrounding historical sites. This was a significant moment for students to contextualise their studies in History, in relation to the military and social aspects of the First World War. Mrs Cousins led Year 10 students on a day visit to the University of Cambridge. Year 11 were privileged to listen to the testimony of Leslie Kleinman, a Holocaust survivor. This important talk was arranged by Mrs Ellen, in partnership with the Holocaust Educational Trust. We were delighted to welcome members of the Chelmsford Jewish community as guests. In the afternoon, Year 11 students attended languages workshops, arranged by Mrs Gulliver. Mrs Ellen also arranged for a Leeds University academic to visit us to work with Year 12 students on their Extended Project Qualification (EPQ) studies. Sixth Form students supported our primary project with Mrs Foley. The project involved nearly 50 Years 4-5 girls from seven local primary schools spending the day with us, exploring different aspects of Shakespeare's work: literary, dramatic and psychological.

Our second Enrichment Day allowed Year 7 students to experience a morning of mathematics challenges, arranged by Mr Mitchell. They then attended an afternoon pantomime performance. Mr Lamberti arranged a day of music-making for Year 8, with students recording a Christmas song, which was showcased during our Christmas Assemblies. Year 9 students had a new and fascinating CSI-forensics day, organised by Dr Noble. Mr Harvey led Year 10 students on a tour of Tate Britain. Year 11 students attended a series of Cold War-themed workshops in school, co-ordinated by Dr Graham and Mrs Youngs. Mrs Ellen again arranged for a Leeds University academic to visit us to work with Year 12 students on their EPQ studies.

Our third Enrichment Day provided an opportunity for Year 7 student to finalise their Internationalism projects, overseen by Mrs Maynard. Year 8 students spent an exciting day at Bletchley Park, learning about the important work of WW2 code-breakers. This new trip was organised by Mr Lodge. Year 9 students worked in teams across the day to produce several newspapers, supported by Mr Carter and a team of teachers. Year 10 students had a varied day, working with Mrs Nicoll on a Scrapheap Challenge project and with Dr Graham on an MUN scenario. Mrs Cross arranged for Year 11 students to experience a maths masterclass day, attending offsite lectures in the morning and returning to school in the afternoon to attend a series of workshops. We were delighted to welcome back former students, who returned to lead some of the workshops. Sixth Form students worked on their Economics, Theatre Studies and EPQ studies, with Mr Moore, Mrs Foley and Mrs Ellen. Mr Harvey arranged for a professional artist to visit us to work with Year 12 students. Sixth Form students supported our primary project with Mrs Gulliver and Mrs Guilloux. The project involved over 70 Years 4-5 girls from nine local primary schools, working with Year 12 students on several language learning activities. As ever, it was a delight to welcome primary pupils and their staff to our School.

STEM Projects

Science

STEM activity	Year group	Number involved
Bronze CREST	7	<i>Not until Summer</i>
Silver CREST	9	18 in 2017
Engineering Education Scheme (EES) / Gold CREST	12	6
Biology Challenge (online)	10	120
Biology intermediate Olympiad	12	<i>Not until Summer</i>
Biology Olympiad	13 /12	15
Cambridge Chemistry Challenge	12	10-20
Chemistry Olympiad	13	10
Physics Challenge (online)	10	120
Year 11 Physics Challenge	11	15-20
AS Physics Challenge	12	14
Physics Olympiad Round 1	13	5
Artful Physics	11	4
Science week	7-9 (Year 12 help)	Approximately 30
Essay competitions for Royal College of Science Union Science Challenge and Newnham College Essay competition	12-13	2-3
Nuffield Placements	12	2 applied this year
GlaxoSmithKline placements	12	4 this year
Sci Challenge (European)	7-11	<i>No longer running (no funding)</i>
RSCU Science challenge (1500 word essay/ article or 5 mins video challenge)	10-13	2-3
Arkwright Scholarship	11-12	3
Secondary Leaders award	8-12	25
Smallpeice Trust STEM project	12	4

Mathematics

STEM activity	Year group & numbers involved
Junior UK Maths Challenge	Whole of Year 8, with 20 invitees from Year 7
Junior UKMC Kangaroo	Invitation only for Years 7&8 - approximately 5 students
Intermediate UK Maths Challenge	Whole of Year 10 with 20 invitees from Year 11 and Year 9
Intermediate UKMC Kangaroo	Invitation only for Year 7&8 - approximately 5 students
Senior UK Maths Challenge	Invitees from Year 12 and Year 13 - 30 students
Senior UKMC Kangaroo	Invitation only for Year 7&8, one or two students
Origami Club	Years 7 to 8 invited - 15 attendees
Lego project – engineering and programming	10 Year 7 and 8 students led by Year 13 students, 10-20 attendees, two sixth form project managers
Maths Society	4 sixth form coordinators - 10 attendees

Overview of Enrichment Days 2017-18

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