

Headteacher's Report

June 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 in all categories, as designated by a full Ofsted inspection in January 2024. We are a popular school as evidenced by the number of girls who apply to join in Year 7 and Year 12. We are a growing school, increasing from four to five forms of entry in 2015, with a sixth form of entry in September 2020. A vital part of this growth relates to our Fair Access and Partnership Plan (FFAP), which links to our successful Selective Schools Expansion Fund (SSEF) bid.

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

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

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



Finance

The 2023/24 budget is extremely tight due to incremental costs of supplies and 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 2024/25 looks very challenging due to sub-inflation funding increments, partial grants covering the teacher pay and pension increases and the refixing due on our gas contracts. The budget will not be clear until post-election since the Government recommendations regarding teacher pay will not be released prior to this.

The strategic plan ('green solution') 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.

School Development Leaders

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

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

The 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).

Working with other schools

We remain strategic partners with one teaching schools' alliance: the Billerica Teaching School Alliance (BTSA). 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 are welcoming two trainees from this provider in 2024-25, training in Religious Studies and English. 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. In 2024-25, we welcome more trainees from Mid-Essex ITT in the following subjects: Psychology, Art, Physics and History.

Finally, we continue to work with various schools this academic year. The Assistant Headteacher (Teaching and Learning & Staff Development) has joined a working party for Digital Learning set up by the SSGS and pioneered by the Deputy Headteacher at Stratford Girls' Grammar School. The Assistant Headteacher (Teaching and Learning & Staff Development) has also collaborated with Tonbridge Grammar School, sharing the principles and practices of our Tutoring Programme. We also have the Deputy Headteacher from Alec Hunter Academy meeting with the Deputy Headteacher (Pastoral) in July to collaborate and share key practices.

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	
Abbey Williams	Teacher of Psychology
Paul Copas	Teacher of Clarinet and Saxophone - Retired
Stevie Millen	Teacher of Music
Lorraine Denihan	Receptionist and Student Filing Clerk
Felix Hustede	German Assistant (temporary placement)

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

New Staff - Autumn 2024	
Debbie Vaughan	Teacher of Chemistry
Gemma Windeatt	Teacher of Mathematics
Jane Chittenden	Teacher of Biology
Tanya Demsey	Teacher of English
Maria Mears	Educating Support Officer (24 th June 2024)
Zak Barrett	Musical Instrumental Teacher

Staff leaving on Maternity Leave - Summer 2024	
Amanda Noble	Early July 2024

ITT Staff Movement - Summer 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

ITT Staff Placements - Autumn 2024	
Charlotte Cant	English
Sasha Gilbert	Religious Studies
Iqra Fatima	Physics



Rachel Kelly	Art (P/T)
Shepali Begum	Psychology (P/T)
Amy Plunkett (CCHS Alumna)	History

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 able children from all backgrounds, with a focus on social mobility.

CCHS used this test for the first time on Friday 22nd 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

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

Admissions and Applications for September 2024 (as of 18th June 2024)

CCHS has received **five** rejections since National Offer Day, and we have offered in line with our oversubscription criteria.

Criterion	Applications considered	Places offered	Places accepted
Looked after children and previously looked after children who achieved a score up to 5 marks below an eligible score.	2	1	1



Applicants in receipt of Pupil Premium who have achieved a score up to 5 marks below and eligible score within the 12.5-mile priority area.	21	15	15
Applicants living at a permanent address within the 12.5-mile priority area.	350	129	129
Applicants irrespective of where they live.	148	35	35 (2 x PPG)

The applications considered were those where a preference for this School was entered on the Common Application Form. **565 applicants named CCHS as a preference.**

Primary School Analysis

Allocations as of 18 th June 2024	2024 Entry	2023 Entry	2022 Entry
State Schools	150	144	146
Independent Schools	27	34	33
Home Schooled	3	2	1

Partner Primary School	Attended	Accepted	%FSM eligibility
Lawford Mead	1	1	45.6%
Larkrise	2	0	44.5%
Parkwood	1	0	42.4%
Kings Road	4	3	35.2%
Springfield	10	4	28.8%
Westlands	12	8	27.6%
Trinity Road	1	1	24.3%
Meadgate	2	0	20.8%
Boreham	0	0	18.1%
Maltese Road	9	3	13.5%
Moulsham	13	6	13.5%
Barnes Farm	8	4	12.8%
The Bishops' CofE	3	1	11.7%

Top State Schools	Offered	Accepted
Perryfields Junior School	12	12
Tyrells Primary Academy	7	7
Westlands Community Primary School	8	8
Moulsham Junior School	6	6

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



Appeals

16 appeals lodged, with 10 held on 11th and 12th June 2024 – awaiting results.

CURRICULUM

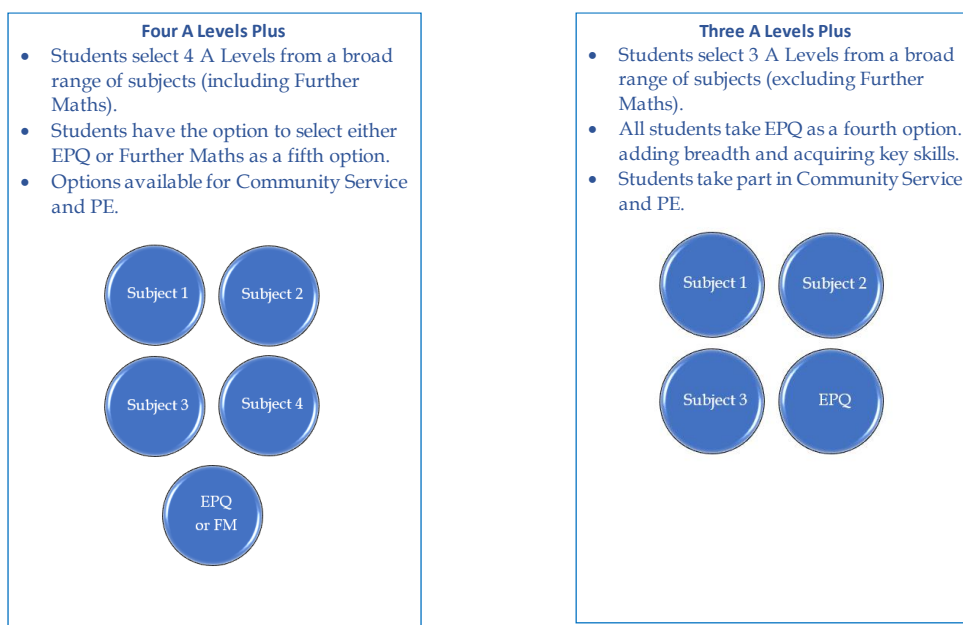
This academic year, we have launched our Twin Pathways programme for the Sixth Form and increased teaching time in certain subjects. Both initiatives have received positive feedback from colleagues and students.

Teaching time for our STEM subjects in Years 12 and 13 has been increased to 10 hours over a fortnight, in line with national trends observed in the 2023 GSHA survey¹. Science colleagues have used these additional hours to increase the number of practicals offered and provide bespoke revision and examination technique sessions. The Maths department has similarly used the extra time for exam technique and revision. Subjects with more than 10 students have had their hours increased by an hour per fortnight, allowing for additional support for our students.

The new Twin Pathways programme has had a positive impact on Sixth Form applications. As of this report, we have received 391 applications from students who would be new to CCHS in September 2024. Of these applicants, 213 have opted for the Four A Level Plus pathway, and 178 for the Three A Level Plus pathway.

Our students also benefit from bespoke timetables. This academic year, we have been able to create schedules that allow all of our Year 11 students to take their preferred options.

The Twin Pathway options are outlined below.



^[1] The 2022 GSHA Curriculum Survey: – 81 schools participated including 10 SSGS Schools: Altrincham Grammar School for Girls, CCHS, King 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 Days

After our successful second Enrichment Day, which was held last March, we are now finalising arrangements for Enrichment Day 3, which is to be held on Monday 8th July. Activities are as below:

- Visiting primary schools – Creative Day led by Mr Harvey.
- Year 7 – Visit to Stubbers Activity Centre led by Mrs Lewis.
- Year 8 – Aspects of the Ancient World Day led by Mr Lodge.
- Year 9 – STEM and CSI/Forensics Day led by Dr Noble.
- Year 10 – HPQ and Holocaust Awareness Day led by Mrs Onuegbu and Mr Thompson.
- Year 12 – UCAS Day led by Mrs Hopkins.

We are discussing the arrangements for next year's three Enrichment Days, but we do not envisage any significant changes being made to the system, given that the offer works well and provides students with considerable variety.

Years 10 and 12 Prefects

Our Years 10 and 12 Prefects are making excellent progress in their roles and the support which they offered to the whole school open evening in April was much appreciated. Currently the Senior Prefects are working on their plans for the school summer festival which will take place in July, and we are looking forward to an excellent community celebration on that afternoon.

House Events

The cycle of House Events has continued this term, with a range of sporting competitions (including House Cricket, a new venture for CCHS and a refashioned school tennis competition organised by Miss Holt. We also had the ever-popular House Cakes to celebrate the school's 117th birthday and were able to donate substantial amounts of cake to the CHESS homeless shelter. Students are now preparing their entries for the biannual House Music competition and planning their teams for our annual Sports Day. We are grateful to Caroline Penn (who studied at CCHS from 2011 to 2018) and who now works as a professional musician, for agreeing to be our visiting judge for the House Music competition. Our thanks as ever go to Miss Holt for her energy, enthusiasm and organization, which did so much to make the House system successful.

CCHS Institute Lectures

After a successful series of lectures in this academic year we are currently organising next year's offering and look forward to publicising details of our confirmed speakers soon.

Development of Academic Enrichment

Work continues on proposals for the further development of our work to support, stretch and challenge our most able students. Further details on these proposals and the progress of this initiative will be shared with trustees at the autumn meeting of the SSMC.

Careers and UCAS

After the success of the Careers Evening in February, Dr Hiner is now planning a new event to take place in late June. This will be an 'Experience of the World of Work Day' for Year 10 and will involve all of Year 10 students visiting a workplace for part of the day. Many students will take advantage of connections with parents and family friends, but we are also planning a number of visits to companies local to the school in case there are students who have

difficulty in arranging their own visit. These visits will give students an excellent opportunity to learn more about the world of work and allow us more effectively to demonstrate that we are fulfilling Gatsby Benchmarks 5 and 6 ('Encounters with Employers and Employees' and 'Experiences of Workplaces'). These visits are to be distinctly different from traditional work experience placements and we are sure that our students will find them to be valuable.

We are working hard with our Year 12 students in the early stages of the UCAS process and making good use of the Unifrog tool to support this work. Students will receive their predicted grades on Tuesday 18th June and this information will help them make good decisions on the universities and courses for which they wish to apply. Each student may ask for up to two days off school in this Half Term and two days in the next Half Term to attend university open days; many university open days also take place at weekends. We will also be welcoming several visitors (former students of CCHS) who are currently studying at a range of universities to our UCAS Enrichment Day on July 8th and are sure that this day will be very useful to all our Year 12 students as they think about universities, apprenticeships and other options.

Trips and Visits

The Summer Term is always a busy time for trips and visits, especially for foreign residential trips. This term's trips:

- Ypres Salient for current Year 9 - May 2024.
- Year 9 Bronze Duke of Edinburgh - May 2024.
- Theatre Trip - *Nye*, May 2024.
- STEM visit to Leonardo - June 2024 and several other local STEM visits.
- Year 10 and 12 visit to the Saatchi Gallery - June 2024.
- Year 12 Geography visit to Stratford - June 2024.
- Year 10 History Trip to Globe Theatre and Golden Hinde - June 2024.
- Year 10 and 12 trip to ARU Health Care Expo - June 2024.
- Industrial Cadets Prizegiving - June 2024.
- German leg of the German Exchange - June 2024.
- Nice Study Trip for Year 12 students of French - June 2024.
- Wimbledon Tennis - July 2024.
- Physics trip to Adventure Island - July 2024.
- Year 12 Geography trip to Yorkshire - July 2024.
- Gospel Choir visit to National Festival of Music for Youth - July 2024
- Year 10 (small group) visit to Emmanuel College Cambridge - July 2024.
- Normandy Study Trip for Year 10 students of French - July 2024
- Stubbers Activity Day for Year 7 - July 2024.

Residential Trips for next term and thereafter:

- Year 11 Geography trip to North Wales - September 2024.
- Year 9 History trip to the Ypres Salient - October 2024
- German Exchange 2025 - March and June 2025.
- Year 10 French trip to Normandy - June 2025.
- Year 12 Geography trip to Yorkshire - June 2025.
- Mexico Biology Trip - July 2025



Developing practice through research

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

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

Engaged **locally**:

- Saffron Teaching Schools' Hub (STSH)
- Mid-Essex ITT

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, a session has been led by the SENDCo centred around considering the role of adaptive teaching for SEND students.

We are due to hold our School Development Inset Day on 4th July. This will focus on the important topic of Girls' Education. In the morning session senior leaders will deliver sessions centred around the importance of girls' education; the role girls' schools play in society; and the important cultures which exist in single sex girls' settings. Moreover, planning is underway for our programme of professional development for 2024-25. This will have two key strands: pastoral and digital learning.

Academic Resilience

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

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

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.

Targeted students were invited into School during the Easter Period to attend a variety of revision sessions. GCSE sessions were held in Mathematics and English; with A Level sessions being held in: Religious Studies, Biology, Mathematics, English, Theatre Studies, Economics, Physics and Music.

For those who required further support in the build up to formal external examinations, students were invited to attend an additional week of school once study leave had commenced. For GCSE students this involved studying in the library with subject teachers coming to provide support during allocated lesson periods. For A Level students this involved studying in the Sixth Form common room and contacting teachers for targeted support and intervention.

The CCHS Academic Excellence in Research Award

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 97.9% A*-B when these are ratified by the examining body in August. Moreover, in our current Year 10 cohort we have 83 students currently enrolled in the formal Higher Project Qualification. These students are due to submit their first formal piece of assessed work (their academic presentations) at the end of June.

Tracking Attainment

As part of our teaching and learning practice, we continue to track the attainment of all students using internal teacher assessment data and are developing this process to use the



external data that we have available, e.g., Fischer Family Trust (FFT). Training has been given to all subject leaders and year leaders on how to access and analyse this important data.

The process gives us insight into our students' attainment and allows us to determine whether our students are on track to achieve their potential. Where we may identify a need for intervention, a holistic approach is taken in consultation with our exceptional pastoral team, 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 Summer Term. Through this department members considered appropriate interventions and strategies to support the following student groups: PPG, SEND, More Able and Under Attaining. It was also decided, post this review of data, that interventions would begin for Year 10 students in the Summer Term (opposed to the Autumn Term, as was last year) to maximise students preparation and confidence for their Year 11 Mock Examinations and their subsequent Summer Examinations (due to take place in 2025).

Student Progress Meetings

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-centred dialogue. These meetings have been extremely powerful to us in understanding future attainment and providing the most effective learning journey to our students. This term a student progress meeting took place for every year group.

Homework Club

Through the Student Progress Meetings, we identified a need for a regular homework club for students in Key Stage 3 and Key Stage 4. Primarily to support our disadvantaged or vulnerable students, we hold a weekly session after school on a Wednesday which is run by Mr Copper, Miss Harrison and Mrs Cross and is supported by sixth form students. . This term we also have two Year 10 students receiving external tuition, through the CCHS Tutoring Programme, at Homework Club.

SchooliP

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.



Whole School Data (as 19th June 2024)

<p>Number on Roll 1,186</p> <p>Year 7: 180 Year 8: 180 Year 9: 180 Year 10: 180 Year 11: 151 Year 12: 151 Year 13: 164</p>	<p>2023/24 SEN Register</p> <p>SEN: 48 EHCP: 3</p>	<p>Temporary Suspensions</p> <p>2</p>
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<p>Pupil Premium</p> <p>42 students</p>	<p>Overall Attendance Rate</p> <p>91.2%</p>
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Ethnicity Numbers 2023-24

Ethnicity Group 2023-24	Whole School
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
TOTAL	1186

WHOLE SCHOOL - STUDENTS

SEND Report

- **SEND includes:** Autism Spectrum Conditions (ASC), Dyslexia, 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, Tourette's Syndrome (TS) and three students with complex medical needs.
- **48 students are currently on the SEND register.**
- **3 students (all in Year 12) have an Education Health and Care Plan (EHCP); one student (in Year 10) is awaiting an EHC needs assessment** (which informs the draft EHCP), and we are in the process of applying for two more EHCPs: one in Y9 and one in Y10. One additional student in Year 9 has pursued a home-referral for an EHCP (as their academic / school-focused data does not fully reflect their complex needs). All three of the students with EHCPs in Year 12 have had their formal Annual Reviews undertaken, involving CCHS staff, the students and their parents, as well as members of the ECC SEND team (our School Inclusion Partner Raj Shina and the Preparing for Adulthood Advisor Karen Burroughs). The ECC team have also contacted us to inform us of a Year 11 student in a different school who has named our school as their preferred placement for Sixth Form (September 2024 start) in their existing EHCP.
- **Normal Way of Working (NWW) documents** with support strategies and information about exam access adjustments are **in place for all 48 students on the SEND Register and a further 72 students with medical and other needs**. Discussions are currently being undertaken with two more students – both in Year 9 – in relation to their emerging learning needs, with a view to implementing a normal way of working document for these students too.

- **Summer Term One Plan meetings are currently underway: they are all being completed in accordance with the SEND code of practice.**
- **Supplementary transition meetings for 5 Year 7 students are being undertaken as part of the Year 6 Welcome Meetings programme to facilitate a smooth transition to CCHS. HPO will meet with both the students and their parents.**
- **2 SEN Transition Days are being organised for the start of the Autumn Term following the success of these days at the start of this academic year:** Year 7 and Year 12 students will be invited into school at the end of August, while Years 8, 9, 10, 11 and 13 will be invited into school on Wednesday 4th September. During their time in school, students will be able to familiarise themselves with their timetables, form rooms and locker spaces, and will be able to ask questions to support them in feeling better prepared for the start of the new academic year.
- **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 meets weekly with each of the students with an EHCP to support them with the organisation of their work and any other difficulties they are currently facing. In addition, she supports students who need to use the Quiet Room SEN space to self-regulate and complete their classwork away from their classroom setting. This can involve setting up the appropriate technology to facilitate online tutoring sessions during Curriculum Adjustment time; requesting and organising work for students to undertake in a quiet space; and supporting students with self-regulation. This has become a very time-consuming process, especially as the level of need has increased across all year groups, which can mean administrative support to the SENCO cannot always be undertaken. In discussion with FHR and RDA she adapted her hours, now supporting the SEN space Monday to Thursday from 8:15am to 2:45pm to enable even more effective support to staff and students. The space can be difficult to manage on Fridays, and between 2:45 and 3:40pm when HPO may be teaching / CFA is not in school. We continue to review how the space is managed as student needs evolve.
- **2 Year 10 students and 1 Year 9 student continue to be key concerns:** 1 Year 10 student is currently unable to attend school. HPO and FHR have been working with an Engagement Facilitator (EF) from the Local Authority to support this student and her family but, owing to the deterioration in this situation (the student has not attended school at all since October, despite making a promising start in September) we have referred to both Education Access and CAMHS as advised by the EF. Alternative provision has been offered to this student – initially this was via a small group environment in Chelmsford library. She was not able to attend this. A review meeting was held at the start of the Summer Term following a no-show from the Education Access team in the previously arranged meeting. A Therapeutic LSA has visited the student at home – there have been 3 sessions held so far (there will be 10 in total) but the provision was interrupted by the LSA’s other commitment (Exam Invigilation and Jury Service). Another review meeting is scheduled for 05.06.24. Another Year 10 student who continues to experience difficulties staying in the classroom, is still being ably supported by CFA and HPO. Together, new strategies for managing missed work and helping the student to recognise and regulate their emotions / sensory processing have been developed, with some successes. HPO has submitted an EHCNA application for this student to obtain further support – this has been approved for further assessment. She managed to sit the majority of her Year 10 examinations and is doing better than she had been this time last year. The Year 9 student – who demonstrated difficulties last year with illegible handwriting – has received an ASD diagnosis and is currently experiencing significant sensory processing difficulties. HPO and CFA are working to develop strategies to support her in accessing her learning from the Quiet Room if she feels unable to work in the classroom. This is ongoing. A referral is being made to Education



Access and an EHC Needs Assessment (EHCNA) request is being compiled by HPO. A request for support has also been made to the designated Educational Psychologist for our school, Helen O'Neill, but no communication has yet been received.

- **Use of Provision Map software** to streamline record-keeping: online training videos have been made available to CFA and HPO. These colleagues will be undertaking further work to improve our use of this software. This work is a key priority as the number of students requiring SEND support continues to rise.
- **Many requests continue to be received for referral and for evidence for assessments by external agencies.** Waiting times for NHS assessments are still up to 2 years, so many parents are opting to pursue private referrals. Many GP surgeries are also placing increasing responsibility for ASD / ADHD referrals onto schools, requiring online referrals for assessment via NELFT and suggesting strongly to parents that GPs no longer have anything to do with these referrals/assessments (which is not the case). We will continue to support our students and their families as best we can.
- **Examination Access Arrangements:** A new professional relationship has been established with an external assessor (Anna Graham) following Katharine's retirement. Whilst HPO is able to put in place 'Centre delegated adjustments' for many students – for example, the use of supervised rest breaks, laptops, smaller rooms etc. – any student requiring 25% extra time or more must be assessed by a qualified assessor. The first round of assessments took place in the Autumn Term, with a second round of assessments scheduled for Monday 8th July.
- **The SEND Parent Community Coffee Mornings** continue once more this year with the next one taking place on Monday 17th June. These were introduced last academic year and are coordinated by CFA. Informal feedback from parents suggests that these opportunities have been a great success and have been well attended. Parents have formed their own WhatsApp group, with several of our more experienced parents offering support to their less experienced peers. A good mix of 'established' SEN parents and those new to the community will be joining us on the 17th.
- **Staff Training:** Following on from the training delivered last academic year by HPO, in the capacity as SDL, on adaptive teaching and the sensory needs of SEND students, ASE (with a small section from HPO) has since delivered a further session on adaptive teaching, with HPO introducing and distributing an 'Inclusive Classroom Toolkit' to each Subject Leader to facilitate the embedding of adaptive and inclusive teaching in every classroom. HPO will be delivering two further sessions this academic year: a Twilight session on June 18th, designed to be a practical, interactive session for staff to work collaboratively to identify effective ways for adapting their teaching and learning approaches / resources for a variety of specific student needs, and a workshop during the Staff INSET day on July 4th focusing on the Exams Access Arrangements process. HPO has also secured a full-day of training – the Good Autism Practice course led by the ECC SEND Team – for the February INSET day in 2025.
- **Work with outside agencies and County SEND team:** HPO, FHR and MCH meet every 6-8 weeks (online) with members of the Education Access team from the Local Authority to support the EBSA student in Year 10. HPO also meets termly with Raj Shina, our School Inclusion Partner, and Karen Burroughs (Preparing for Adulthood Advisor) has supported each of the EHCP Annual Reviews.
- Finally, HPO and CFA continue to manage the reorganisation and evolution of the SEN space – a designated work area has been created for students to work in if and when necessary. Sixth



Form students, for instance, make use of the space for mentoring sessions and study periods. Main School students use it when they feel unable to access their learning from their classroom, but are able to work in a smaller, quieter environment. A sensory space has also been created to support SEND students – especially those with acute anxiety and/or ASD – to self-regulate. The space has kindly been ‘kitted out’ with equipment and resources funded by Clair Maslin’s Jack Petchey Award.

Safeguarding

All staff are aware how to report a concern on **MyConcern** and have signed to confirm that they have received, read, and understood their own copy of the new KCSIE 2023, CCHS Child Protection Policy, Staff Code of Conduct, Prevent Duty and a quick reference summary sheet. We have also circulated the FGM-guidance for schools 2019 to all Year Leaders. It is also available as a document on **MyConcern** that staff can access

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

- Regular Safeguarding Training – including Level 2 Safeguarding Training.
- PREVENT Duty training
- Updated at least annually.

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

- Refresher (Level 3) Safeguarding Training provided by ESCB every 2 Years.
- Home Office Prevent Forced Marriage training, the Home Office preventing and awareness of FGM training. Year Leaders have also been invited to undertake the Home Office FGM training and the Honour Based Abuse training.
- Harmful Sexual Behaviour 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 KAD RCO NLE MCH TBE)
- The DSL is also A Senior Mental Health Practitioner after completing the Anna Freud training paid for by the government grant that was made available this academic year.
- The DSL attends the half termly Safeguarding Briefings run by Jo Barclay and the Chelmsford DSL meetings.
- The DLS attends BAP meetings.
- The DSL has had updated Exclusions training.
- The DSL has been on ESCB Basic Trauma Training and Level 1 TPP training.
- The DSL meets with the Safeguarding Governor regularly to discuss the role.
- The DSL and Headteacher check the SCR every half term.

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 **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 – June 2024

- We deal with **individual pastoral problems** as they arise, including supporting students with complex family needs, mental health and self-harm, low self-esteem, extended illnesses, family and friendship issues, accusations of bullying, misbehavior, misuse of the internet and occasions of suspected theft. We support families with DV concerns. There has been an increase in complex DV cases, and the DSL has attended TAFS. Furthermore, there has been an increase in support needed post-lockdown especially with anxiety, disordered eating and OCD.
- We provide 20 hours a week of counselling with Renew.
- We have a Pastoral Hub, Quiet Room and Sensory Room. Each is available to support the students in their own way.
- We have a large group of staff who are trained Mental Health First Aiders. We run a drop in every Friday at 1pm.
- FHR completed Senior Mental Health training with Anna Freud.
- SLA/FHR have attended the initial TPP training.
- FHR has met with the local Imam.
- Jon Skelton delivered a ‘run your own race’ assembly with Year 11. The students are enthusiastic about his work. He then did a bespoke workshop with a group of students.
- Liaise with **external agencies**: CAMHS/Police/GPs/School Nurse/Social Care/Young Carers/YMCA/attend CIN and CP case conferences/BAP/Ed.Psych/Renew Counselling, Dyslexia Action, to name but a few. They also liaise with students and parents to resolve issues and ensure that all of the students are working to the best of their ability. This includes having extremely difficult conversations about parental conduct in the home.
- Emma Hiatt has led on the work for Young Carers Award – we are a silver school, and we are working towards gold. She runs a drop in for students on Friday lunchtime at 1pm.
- We are working towards the wellbeing award. Rhiannon Connolly is leading in this.
- **We monitor progress and attainment of all students** in their year group to ensure that appropriate support is in place to enable them to address issues as early as possible. They provide an Action Plan for those students who need support after each round of TA Data. This is then discussed in the Student Progress Meetings with DSL.
- **Organise TA Discussion Week** following the release of TA data to ensure every student has a 1:1 review, Report Review Day, Y10 Prefect allocation and tutor time. Ensure highest standards of uniform and behavior. Run Chat Groups to support some students (e.g., Hot Chocolate club in Year 7).

- Organise Parents' Evenings and Meet the Tutor Evenings – as a team we believe in 'wrap around care'. This gives parents the opportunity to come into school.
- Ensure that all students have a Mindful Monday activity and a 'Stand up, speak out' activity in the week, on top of the PSHE provision and varied and inspiring assembly programme.
- We facilitate meetings with Kids Inspire and Thrive who provide one-to-one support for some of our students.
- Clair Maslin is part of the Pastoral Team – she is non-teaching so is on hand to support struggling students.

Primary Admissions Outreach work to Year 5

As part of our pledge to work with local Primary Schools we visit as many of our Partner Primary Schools as possible during the Spring/Summer Term. We coincide this with Admissions being open, in the hope it will help families learn about and access our school.

Mrs Lewis and Mrs Maslin visited a selection of Partner Primary schools.

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

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

Year 6 to 7 Transition

A large proportion of time during the second half of the Summer Term is dedicated to our transition programme. Our 2024 intake have just completed their welcome meetings. They all had an individual meeting with a member of staff and then they joined the other members of their form in some ice breaker games. They all thoroughly enjoyed their time in school. Some may have been apprehensive on arrival, but by the time they left they were smiling and chatting away! Nina and I met all the 'Leaders of Tomorrow' students which was an absolute privilege – meaning they have that specialised support from the start. We will be welcoming them in again on Wednesday 26th June for their taster day. Nina has put together a wonderful programme which will enable them to get a real flavour of the school. As always, they will get to meet their PenPals and enjoy a teaser of our House system. The PE staff continue to run their weekly sports sessions for our 2024 intake.

Leaders of Tomorrow

Nina Lewis has led the Leaders of Tomorrow provision this year. She took it from an idea and made it work. We have worked with two primary schools – Parkwood and Lawford Mead. Nina worked with a group of Year 12 students to provide intervention in the classroom fortnightly. They have mainly focused on Mathematics and English, but at times they have been led by the need of the teacher. We have also provided an Art session for the students.



We have recently made links with St Pius school – we will be running an Entrance test club there next year, as well as supporting in the classroom. Our Mathematics department have also agreed to do some CPD with their staff. Our relationships in the community are growing and we are breaking down the boundaries that stop highly able students from a disadvantaged background applying for our school. New this year, are the Leaders of Tomorrow sessions which are running after school on a Monday with our incoming 18 disadvantaged students. These sessions include Maths, English, Languages and Philosophy. The buzz in the air has been palpable – they are loving coming into their school and working closely with staff.

Free School Meals

Parents are reminded, via every school newsletter, of the path to apply for Free School Meals. This information is also on the school website and goes out in the admissions

Deputy Headteacher (Pastoral): Miss Fiona Harrison

As the academic year draws to a close, pastoral care and safeguarding remain at the forefront of our minds. We are currently looking at who we will need to check in with over the holidays – these are completed via Teams by the team. The hub continues to be a sanctuary – however it is only ever a stop gap to facilitate the students getting back into a lesson. We continue to work with outside agencies when applicable to enable our students to access the best support possible. We continue to work hard as a team to always be there for our students.

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We also have many things to look forward to during the last few moments of this academic year. Year 7 will be going to Stubbers again on Monday 8th July. It gives them a chance to work together whilst – raft building, swinging from high ropes, climbing various apparatus or through team games. This is always a fabulous day full of joy. We are also looking forward to the up-and-coming Year 5 Summer School. This is the next cycle of our ‘Leaders of Tomorrow’ provision. We will welcome in all the disadvantaged students who have registered for the test to work with them on English and Mathematics – plus we will run some familiarisation. This is the next phase in the plan to make sure all students access the test on an even playing field.



We look forward to getting all our students to the summer holidays mentally fit and ready to enjoy their break!

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

The Summer Term has been a busy one and Year 7 are coming to the realisation that their first year at CCHS is almost complete. This has sparked a surge in energy, and they are really making the most of their time by joining new clubs and setting traditions for next year...such as boardgames at break time.

For many Year 7 students, Open Evening was their first experience of a large-scale formal event taking place at school. Two Year 7 students spoke on stage during the Headteacher's talk where they spoke about life at CCHS. Others acted as proud tour guides who were very popular with our visitors' sharing stories about their own experiences of the transition from primary to secondary school.

Primary Outreach visits have also taken place with our Year 7 students once again taking on a vital role in this important piece of work. Year 7 students spoke honestly with Year 5 students about preparations for the entrance test and helped to combat misconceptions about CCHS.

Naturally at this time of year preparations for Sports Day and House Drama are at hand, which everyone is looking forward to. This term also marks the start of the transition events for our new intake. The welcome meetings were a success and pen pal letters have been exchanged. In addition to this, Taster Day is approaching. This is where our Year 7 students really have their moment, they share their own words of wisdom during the Pen Pal picnic and help to facilitate conversation between our new intake. They fill a very important role during this day and add an incredible amount of value.

Finally, Stubbers Adventure Day is due to take place soon and Year 7 are absolutely buzzing about it.

Year 8 - Miss Sidnie Sales

It has been another productive, yet exciting term for Year 8; with various events and trips and some are still to look forward to. Form time continues to set the year group off to a good day, with structured activities, quizzes, and assemblies. The 'Friday Frenzy' quizzes are still very popular, 8A are the recent winners for this term and enjoy their prize during tutor time.

We celebrated the Schools' birthday with the popular House Cakes, where 8F absolutely smashed it. We also took part in House Swimming and House Tennis, both of which were a



great success. Year 8 also took part in the Mathematics Challenge, which again the year group took in their stride, where 49 students got through to the Kangaroo Challenge and 1 student got through to the Olympiad which is a huge achievement.

Year 8 are an extremely talented year group, one of the most talented I have seen from lots and lots of musicians, to incredibly great athletes and artists, to great actresses and so much more and beyond. The highest numbers for auditioning for Bussy Malone, of course come from Year 8. The students in Year 8 continue to be very happy in school and enjoying all that is put on offer to them. I am super proud of them all thus far.

I look forward to carrying the girls through to Year 9 and starting the options process with them, as well as, watching them grow and develop in to articulate young woman.

Year 9 – Mr Bradley Copper

I am pleased to share the highlights of the academic and extracurricular activities undertaken by our Year 9 students during this Summer Term. It has been yet another jam-packed and successful moment for the year group.

Key highlights this term were the lively preparation for House Music, recent auditions for the school production, and trials for the Cabaret Concert, which showcased the students' creativity and teamwork in equal measure. We of course also have Sports Day on students' lips and on the horizon. Additionally, our students participated in the newest sports event: House Cricket, further enhancing their sporting spirit in a new guise, led by Mr. May. A major event was the successful two-day Year 9-wide trip to Ypres, organised by the History Department, which provided an enriching educational experience without question, receiving wondrous feedback from staff, students, and parents. The trip was both respectful and intellectually stimulating, offering a profound, evocative insight into historical events. It was a pleasure for me to be able to support as their Year Leader and witness their exceptional behaviour.

As this term progresses, students are deeply engaged in exam preparation for their end-of-years. This included an RTP session and two dedicated assemblies to support their studies. We are also proud of the Year 9 students who completed the Duke of Edinburgh Award, as mentioned in my previous report, demonstrating their resilience and commitment to personal growth—particularly noteworthy while in a damp tent! Academically, we have also introduced an updated Registration timetable that emphasises revision-focused activities. This change allows students to better organise and prepare their work as they look forward to their GCSEs.

Our school and year team continues to prioritise the wellbeing of our students. Form Tutors play a pivotal role in offering pastoral care, ensuring every student feels at home and supported. Regular check-ins, open communication, and a focus on mental health, as we always say, create a nurturing environment that fosters both academic and emotional growth. As we look back on the accomplishments of Year 9 this term, we are proud of their growth, resilience, and unity.

Year 10 – Mrs Jo Stevens & Mrs Victoria Goksel

Year 10 did very well in their Year 10 exams, we were able to recognise and amend exam access needs and speak to those students that may have needed additional support. It was a great opportunity to have this experience in preparation for public exams next year.



From a pastoral viewpoint, the year group continues to have several significant pastoral concerns. There is still 1 student with long term absence from school, her situation remains the same and both the SEND department and external agencies are working with her.

We continue to support the three students that were struggling with attending school and lessons, alongside the SEND department, making use of the quiet room and hub, to prevent school avoidance. Some additional students have been added to our close watch and safety plan list due to safeguarding issues.

The external counselling via Thrive, continues to work well for some of our students, the first few have now completed the sessions with positive outcomes and some new students are starting too. We also are taking advantage of the session via Renew within school, with positive feedback from students.

Heidi Pocock in the SEND department is continuing to work alongside new students and families as more barriers to learning and SEND needs are explored/diagnosed. This has resulted in new 'Normal Way of Working', documents that are distributed to staff to help with best practice for everyone. We have also discussed and will be likely implementing considerations for curriculum adjustments for 2 students this term to allow them to have the best opportunity to be successful in their remaining subjects.

We have lots of things coming up to look forward to, with trips to Germany, France and the Saatchi gallery for some of our students. House Music and Sporting events. Academically, we have also introduced an interventions programme early, starting this term - to ensure we are best supporting those students that need it, across all subjects. This is run within each department, by teaching staff at lunchtime, before and after school.

The wellbeing activities within our tutor programme are working well as a time for students to have some time for themselves, we are also adding in some time for tutors to reflect and have conversations, to ensure the effectiveness of the intervention programme being put in place.

For us as Year Leaders, throughout this next term, we are looking forward to the planning of the Leadership Conference, getting ready to contact guest speakers, working with our Prefect teams and the PTA to get things started!

Each term we feel we are becoming more familiar with the year group, having got to know the students individually, their friendship groups, academic and pastoral needs. We are proud of what they are achieving and continue to encourage them.

Year 11 - Miss Charlotte Burnham

Wow, well what a year it has been from start to finish. To note a few big events Year 11 have had this year the Leadership Conference, Year 11 mocks, enrichment days, countless house events, our celebration day and let's not forget their formal GCSE examinations!

Firstly, to recap our brilliant celebration day, we started the day with form tutors for their last form time in the main school. It is so lovely to see the brilliant rapport that they make as a form group being the only group they are in from Year 7! We started with House cakes and then onto the ultimate Benchball competition where the sprint finish to the House shield was on! There was an incredible amount of team spirit and the competitiveness for their Houses, it had definitely not depleted. Then lunchtime was in the main hall with dominos and shirt signing to start and then last but definitely not least all of our incredible performances. Of



course, there was a little surprise from the form tutors and me, we 'tried' to dance using some of the iconic Beyoncé choreography, as well as a whole school good luck to Year 11 video.

The current Year 11 will now start their transition into Sixth Form and there are many opportunities to give them the best start. They will be invited to an induction day, take part in taster lessons for some of the subjects they are interested in taking for A level and they have already had their transition meetings to help them make informed decisions for their future. Furthermore, they will have access to a whole range of optional bridging work to help get them started with their best foot forward.

It is true what they say, teamwork does make the dream work and of course none of this would have been possible without the dream team that is the Year 11 form tutors! A massive shout out to them for all their hard work, it definitely did not go unnoticed.

Year 12 - Mrs Emma Hiatt

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

The UCAS process was introduced to students earlier this year and once the examinations were out of the way the information and support provided to students has increased, with significant time set aside in form time and rolling tutor period to support students through this process. Mrs Hopkins, our Higher Education Advisor, has led on this work and is currently dealing efficiently with the very large numbers of students wishing to discuss their plans for university, and Dr Hiner, Head of Careers, has arranged for a significant proportion of the year group to meet with an external career's adviser for independent advice. We are also seeing a continuing increase in interest in degree apprenticeships as an alternative to university.

This cohort continues to need significant pastoral support, with the need seeming to increase every year. The Sixth Form tutors continue to be committed to providing the best support, both academic and wellbeing. A number of tutors have also been working more closely with students in need of increased support and the efforts of the tutors to support some of our most vulnerable students is much appreciated. This year we have highlighted our disadvantaged students at various points throughout the year, to keep these students most in need of our support at the forefront of our minds. We have been able to offer mentoring and advice, to arrange for them to go on trips and other opportunities, and where needed to purchase resources. These students are making good progress, and whilst it is difficult to link this back to specific actions, it is pleasing to see.

Year 13 - Mrs Rhiannon Connolly

Since the last report we have said goodbye to our Year 13 students and as I write they are just about to enter the last week of their exams. Their last week of term was full of the usual tradition of dress up week with costumes ranging from stars to fried eggs to the whole of the Toy Story gang...I am not quite sure how the two students joined up as Slinky made it to their



different lessons! The Leavers Reception evening was very well attended by parents, with many sad that their child's time here at CCHS was ending. The Leavers Assembly went well, thanks to Dr Palmer's organisational skills, and there were lots of tears, both of sadness but also of joy at the times they had and memories they have made at CCHS. No sooner had they left but they returned to either study or sit exams.

The new Sixth Form Common Room became the Year 13 study space, and it has been well used throughout the exam period, as has the Library, with more students finding it easier and more beneficial to study in school. The exams have all run smoothly. There were a number of students who struggled with anxiety and had panic attacks in the early exam period, but all sat their papers successfully. Thank you to Miss Pocock and the Exams office for being so accommodating with the individual needs of the students and changing arrangements at the last minute. One student was unable to sit one paper due to a sickness bug but did sit the other two papers for that subject. Book return day took place on the day of the last exam, and this will be the last time we see the students. I wish them well in the future and look forward to taking over Year 12 in September.

School Outcomes 2023

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.

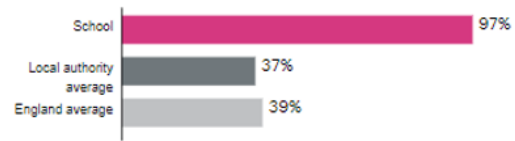
Banding WELL ABOVE AVERAGE

Score 0.9

Confidence interval ? 0.65 to 1.14

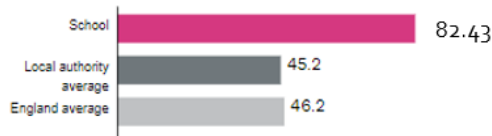
Entering EBacc ?

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.



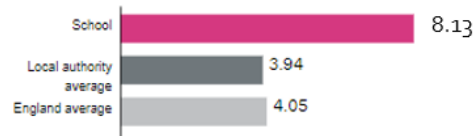
Attainment 8 ?

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

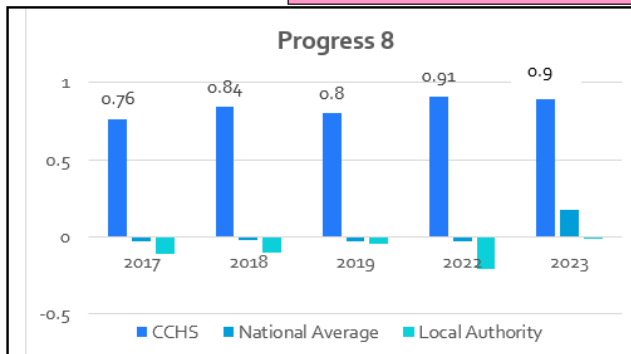


EBacc average point score ?

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

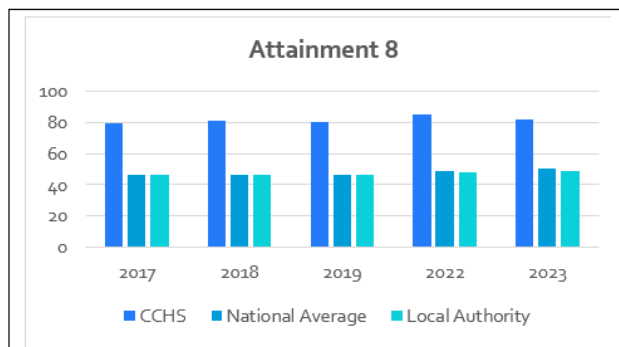


KS4 Headline Trends



Progress 8

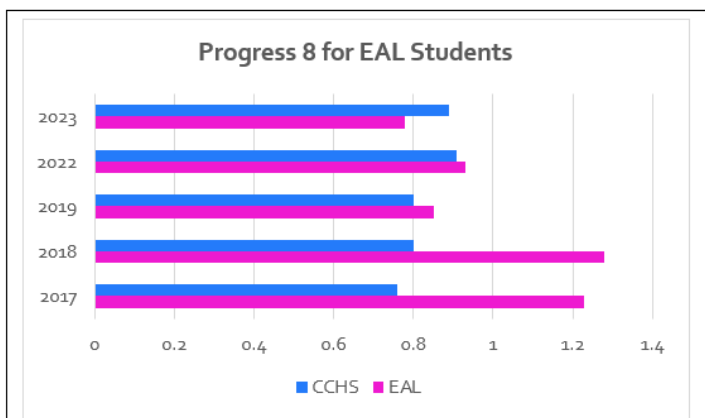
- Overall Progress 8 (0.9) as well as English (0.98), maths (0.57) and open (0.99) elements
- Pupils make approximately 0.9 grade more progress than expected.
- National Average – positive this academic year
- N/B Approximately 20% students do not have prior data.



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
Headline Measures	
Cohort information for students at the end of 16 to 18 studies	
Number of students at the end of 16 to 18 studies	154
A level cohort and results	
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
Disadvantage Measures	
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