

Headteacher's Report to Governors and School Self-Evaluation Form July 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.

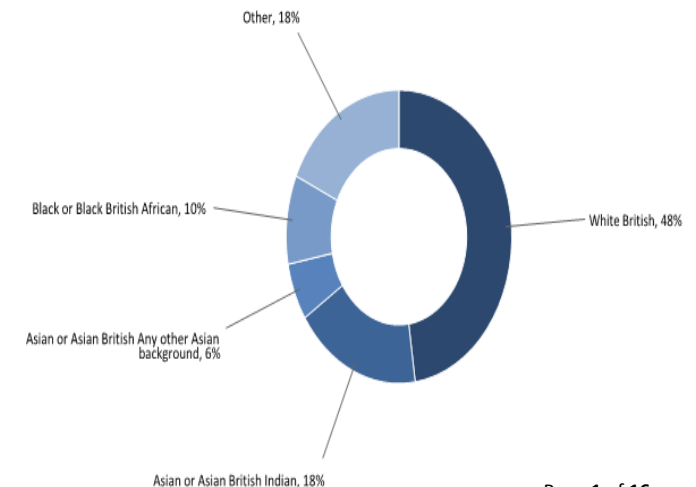
Prior Attainment (final data for 2016-17)

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 11th June 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	29.33%	44	34.00%	51	35.33%	53	34.17%	41	31.93%	38	31.50%	40	27.52%	30	32.11%	297
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.
- 13 main round appeals and several in-Year appeals – outcome unknown at time of typing.
- 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.
- Open Evening – June 2018: 1,720 Headteacher talk tickets; an estimate of approximately 2,000 visitors, possibly more.

Admissions Update for Year 7 2018 Entry

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
<i>* (Raw marks from the test will be shared with the schools for inclusion in the appropriate standardisation sample).</i>	

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.	

Total no. of allocations	150	No. of applicants from:	
No. of applicants who named CCHS as their 1 st preference	138	State schools	108
No. of applicants with LAC/PLAC status (priority area)	0	Independent schools	41
No. of applicants with Pupil Premium eligibility status (priority area)	2	Educated Abroad	0
		Home Educated	1

	The state schools with the largest number of:	The independent schools with the largest number of:
Candidates:	Newbury Park (24), Moulsham (23), Buttsbury (14), Shenfield St. Mary's (13)	St Cedd's (14), Eastcourt, Elm Green and St Anne's (12), Brentwood, Gidea Park and New Hall (8)
Applicants:	Moulsham (21), The Bishops and Kings Road (11), Newbury Park and Shenfield St. Mary's (10)	St Cedd's and Elm Green (10), St Anne's Prep (9), Gidea Park (8)

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

1. Management of Resources

We have made some progress towards implementing the deficit reduction strategies: The latest figures reported to the Facilities & Finance Committee show that the initial in-year deficit of £179k has been reduced to £152k and the forward budget planning for 2018-19 showed an initial in-year deficit of £169k which has been reduced to £130k. These reductions are the result of tight monitoring of expenditure and careful management of the staffing budget through judicious appointments.

In addition:

NCH's consultancy work has brought in additional income.

We have admitted an additional 5 students in Year 10.

We have removed Mandarin and Classical Civilisation for our Year 12 curriculum from September 2018.

2. Management of Staff

There have been a number of long term sickness absences throughout the year which have been managed to ensure specialist subject teachers have been employed to cover lessons with little impact on the quality of student experience.

Our 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.

3. Sixth Form

Concerted action plan presented at the Governor Conference, is being implemented with regarding to recruitment into the Sixth Form.

Effectiveness of leadership and management

Staff development update

INSET Days

We have held two successful INSET days thus far. Our final INSET day will take place in June. Several activities will take place on this day: whole-staff child protection training; feedback from our Professional Development Groups; time for colleagues to work in their Departments vis-à-vis curriculum and assessment development; as well as invigilator training vis-à-vis our entrance test day.

Continuing Professional Development

Our Professional Development Group (PDG) project is coming to end for this academic year. All PDGs have had a broad focus on differentiation this year, linked to findings from subject and year groups reviews, namely: teachers' standard 5, 'adapt teaching to respond to the strengths and needs of all pupils'. In addition, a specialist Sixth Form PDG has run, with a focus on KS5 differentiation strategies. We have continued with our approach of assigning specific funds for each Faculty in order to pay for training courses and conference provided off-site. Staff will soon be completing their Individual Records of Professional Development, in order to detail their reflections on how different elements of CPD provision have informed and strengthened their practice.

Newly Qualified Teachers

Our NQT colleagues continue to be supported through the final phase of their induction: Scheherazade (Sheri) Watt, English, mentored by Matt Carter (English Subject Leader); Bethany Stone, Mathematics, mentored by Marion Windeatt (Teacher of Mathematics & Year Leader); and Oliver Steele, English, mentored by Fiona Harrison (Teacher of English & Year Leader).

Initial Teacher Training

We continue our ITT work with the TES Institute. Aleks Goodier, Mathematics (mentored by Jo Cross, Mathematics Subject Leader) successfully completed his B Placement at Chelmer Valley High School. Amelia Williams, Classics (University of Cambridge), has finished her B Placement with us. Emma Cope (Teacher of Latin & Year Leader) was her subject mentor.

Leadership Development

Ten middle leader colleagues successfully completed the CCHS Leadership Programme, which spanned the 2016-17 and 2017-18 academic years. Two of these colleagues (Matt Carter, English Subject Leader and Graham Lodge, Latin Subject Leader) will be working on a DfE sponsored middle leadership programme together, allowing them to build on their training with us. A new cohort of colleagues will be recruited to work with SLT across the 2018-19 and 2019-20 academic years vis-à-vis the CCHS Leadership programme.

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).

School to School Support

We are using 3 hours of disaggregated INSET time, within Departments, to produce materials to support primary school colleagues in our outreach partnership with their work in teaching able pupils. This experience will benefit CCHS colleagues, as they reflect upon their own practice, and links well to our general CPD focus – differentiation.

We are working with Amy Clark of Bromfords School and Terri Gray of Woodlands School on development their strategies for stretch and challenge of their most able students. Both spend a day in school observing lessons and reviewing our School strategies.

Effectiveness of leadership and management

Curriculum update

Following the phasing out of Technology at KS3, extra teaching time has been allocated to English and Mathematics. In addition, a new subject, Philosophy (inspired by the highly-acclaimed 'Philosophy for Children' movement), had been taught for the first time to Year 7 students. The course has encouraged students to speak out more freely and assisted them in articulating their arguments in other subjects. Current Year 9 students have completed their GCSE option choices. All student choices have been successfully accommodated. This cohort will be the first to undertake a 10 subject programme of study, instead of 11 subjects. This structural change was made in light of the demands of reformed (9-1) GCSEs, and was informed by a benchmarking exercise with other SSGS institutions. Interestingly, no negative comments were received from parents about this change.

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).

Governors – Summary of meetings and visits since the last report

Facilities & Finance Committee:	13 March 2018, 2 May 2018 & 20 June 2018
Audit Committee & Full GB	9 March 2018
Curriculum Committee:	16 May 2018
Staff & Student Matters Committee:	21 March 2018 & 13 June 2018
Management Committee:	21 May 2018
Governors' Strategic Plan Workshop:	24 April 2018
Governors' Consultation Meeting:	25 June 2018

Staffing update

Mr Alex Lewis, Science Technician and Miss Marianne Appleton, Receptionist have both settled in well since joining after Easter.

Mr Martin Jones (Maths), Miss Nicole Tanner (Biology) and Miss Charlotte Burnham (PE) will be joining in July 2018 as Newly Qualified Teachers; and Miss Joanne Stevens, (Art) will join in September 2018, on a part-time basis.

Mrs Sandra Youngs, Subject Leader for German will start maternity leave end of August, and from September, Ms Mary Colwell, who is currently employed covering French, will become Teacher of German. Mrs Julie Bennett, Mrs Tina Cannon, and Mrs Sue Gilbert will oversee the German Department in Mrs Youngs' absence.

Mrs Rebekah Smith, Teacher of Geography will be going on maternity leave in October/November 2018, and we have advertised for maternity cover.

Internal Staff changes:

- Mrs Jo Cross was appointed Faculty Leader for Mathematics, Economics & Computing in June 2018.
- Mr Graham Lodge will be Acting-Faculty Leader for Languages from September 2018, to alleviate the pressure from Mrs Mel Gulliver's workload, given her personal circumstances.

At the end of summer we will saying goodbye to:

- Dr Gayle Pratt, Teacher of Biology, who will be joining Great Baddow High School on a full-time basis.
- Mrs Zubeyde Simms, Teacher of Maths, will be joining Harwich & Dovercourt School.
- Mrs Helen Wang, Teacher of Maths, will be joining the London Academy of Excellence.

Governors Visits:

Jason Oster (22 May 2018)
Mike Worboys (5 June 2018)

DfE KS4 Performance Tables 2017 (as previously reported)

Commentary on progress measures

DfE KS4 Performance Tables (validated, January 2018) & DfE/Ofsted Key Stage 4 Inspection Data Summary Report (IDSR) (amended, March 2018)

Progress 8 score: 0.80 (2016, 0.52; 2015, 0.63)

0.80 means CCHS students averaged just over four-fifths 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: 80.00 (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) & IDSR (amended, March 2018)

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

P8: 0.80, SSGS ranking 11th (2016, 0.52, SSGS 8th)
 A8: 80.0, 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%	85%		119

Personal development, behaviour and welfare

Session Attendance Summary (04 Sep 2017 - 22 Jun 2018)								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Attendance	97.81%	97.30%	96.81%	96.80%	85.75%	88.68%	80.89%	92.68%
Authorised	2.11%	2.68%	3.13%	3.14%	14.22%	11.14%	17.52%	7.07%
Unauthorised	0.02%	0.02%	0.05%	0.06%	0.03%	0.09%	1.59%	0.22%
Persistent Absence >=10%	2	4	5	5	115	76	105	312
AEA	2.83%	1.42%	2.51%	2.59%	1.45%	2.59%	2.24%	2.24%
Present	94.98%	95.89%	94.30%	94.21%	84.30%	86.10%	78.65%	90.45%
Lates	1.29%	1.20%	2.06%	1.42%	2.33%	2.21%	3.31%	1.91%

Exclusions (04 Sep 2017 - 25 Jun 2018)								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Number of Exclusions	0	3	0	0	2	0	0	5
Total Days	0	7	0	0	4	0	0	11
Maximum Duration	0	3	0	0	2	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

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
- 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.
- CEOP (Child Exploitation and Online Protection Agency) WRAP trained (Working to raise Awareness of Prevent) Home Office Prevent Forced Marriage training, Prevention of 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.
- Mental health First Aiders: fully trained MFH EHI FHR RDA

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 staff are reminded of SET procedures and location. Advised to keep on desktop.

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, RDA 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 school staff training to update our knowledge on 6.3.2018- complete
- 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. We also deal with complex cases re. transgender issues and seek the support of Gendered Intelligence and the school nursing team. Support families with DV concerns.
- 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: LHI ECO, NCH and MFH 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.

Two Mathematics Workshops in July 2018 for Year 5 girls - 2 schools with highest percentage FSM children invited. New initiative. (JCR)

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. 4 members of the pastoral team have been fully trained as mental health first aiders. Also new initiative: drama presentation provided by Essex highlighting 'County Lines' and drug education.

Quality of teaching, learning and assessment

Reviews since the last report and key messages

Monitoring

The **Mandarin Review**, dated February 2018 was completed in June. This review focused exclusively on the Mandarin courses in the Sixth Form, especially with reference to the change of course from A Level to PreU. The report concludes that the PreU course is better suited to the students at CCHS as some of the examination could be completed in English, however the Mandarin teacher has concerns that her level of English is not sufficient enough to mark these. Support from colleagues to address these concerns has been offered. The lessons observed demonstrate that teaching is personalised to each student's needs using very effective differentiation techniques.

The **Year 10 Year Group Review**, dated January 2018, was informed by the findings of the previous Year 10 review, which took place in June 2017. Given the wholesale reform of GCSE courses it was deemed important to review the experiences of this second cohort of students studying reformed GCSEs. The findings of this review demonstrate that two of the three areas for development from the previous (recent) review have been strengthened, in terms of evidenced teaching & learning and marking & assessment practice. Continued development work will take place to further strengthen differentiation practice, to ensure that the learning needs of all students are recognised and addressed.

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 Sixth 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 12 – MRS HIETT

Year 12 students have recently sat internal school examinations. Results for these will be available in late June and will inform decisions about whether or not students should continue with three or with four subjects to A level. Subject teachers, tutors and the Sixth Form Team will work closely with students to ensure that the best decisions are made. In the second half of the summer term Year 12 students focus on their university aspirations and on researching the most suitable courses for them. Clearly their desire to visit as many universities as possible has to be balanced with their need to be in lessons and this balance continues to be a matter of negotiation. Students will also make much use of the excellent support available in school from Dr Huckvale and from their tutors and teachers.

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 has conducted a review of this program and is using the outcomes of this review to inform her planning for next year's program.

YEAR 13 – MRS ELLEN

At the time of writing Year 13 students have officially left the school and are now sitting their A level examinations. The students enjoyed a variety of activities to mark the end of their time in the school and were successful in balancing these with the need for real hard work in preparation for their examinations. Governors will be aware that under the reformed A level system this summer's examinations are the final assessment of two year's work in all subjects apart from Government and Politics, Mathematics and Mandarin. In these three subjects AS results from 2017 will still play a role in the 2018 results. In all other subjects the 'end of course assessment' model has marked a new departure for students and for (most) staff. However all the indications are that we are on course for a strong performance from this cohort. Governors will remember that a high number of students did choose to leave this school rather than to continue in this cohort. However many of the students new to the school who (in part) replaced them have been very impressive and we are hopeful that the difficulties in retention in 2016 will not adversely affect our results in 2018.

GENERAL

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 are now leading and developing these activities. Societies such as MedSoc, Bar Mock and a whole host of others are enabling students to develop their skills and. Both Music and Drama in the school benefit hugely from the commitment to them shown by a number of sixth form students and whilst the summer term does see something of a lull in such activities as examinations take priority we are much looking forward to next year's performances.

The Sixth Form team is continuing to work on the yearly cycle of planning and managing the successful transition of students from Year 11 into Year 12. We are currently in the final stages of planning the Sixth Form Induction Day which will take place in late June and will be making the best possible use of the enthusiasm and commitment of our current students to convince both our own Year 11s and applicants from other schools that this school is the best option for their Sixth Form studies. 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 (as previously reported)

Commentary on progress measures

DfE 16-18 Performance Tables (validated, January 2018) & DfE/Ofsted Inspection Data Summary Report (IDSR) (amended, March 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)

A 60 points, A 50 points, B 40 points, etc.*

% 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

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 - A*/A/B

	Year 13			
	Target	TA1	TA2	Cohort
Subjects	92%	86%	80%	110

Curriculum Enrichment

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

Events and activities highlights

- Senior Speech Day
- Year 8 Cyber First Competition winners - meeting HRH Prince Andrew, The Duke of York at Buckingham Palace
- Bar Mock and Magistrates Court competitions
- Young Enterprise
- Jack Petchey 'Speak Out' Challenge
- Go4Set competitions
- Summer sporting competitions
- Representing CCHS at the 100th Commonwealth Service Anniversary at Chelmsford Cathedral.
- House events: Cakes, Debating, Tennis, Rounders, Show
- Years 11 and 13 final assemblies
- Year 13 Sixth Form Revue, and farewell reception
- Representing CCHS at the Women of the Future Annual Ambassadors Reception
- Alumnae Reunions for the Classes of 1965 and 1988.
- Refugee Week – fundraising
- Representing CCHS at the Order of St Michael & St George Annual Reception
- Afternoon 'Rush for Rights' Festival in aid of the charity 'Womankind'
- Art Exhibition
- Cabaret Concert
- Sports Day
- Junior Speech Days
- Final assemblies

Educational Visits

03/10/2017	12 & 13	Italian exchange	Treviso/Venice	KAD	5 days
30/10/2017	13	Biology Field Trip	Flatford Mill	MRL	3 days
12/10/2017	9	History	Ypres	TSA	2 days
Dec 2017	12	EES Residential	Cambridge	MNI	2 days
05-Feb-18	11	Berlin trip	Berlin	SYO	4 days
08-Feb-18	13	Art trip	Paris	JHA	3 days
10-Feb-18	mixed	Music Tour	Budapest	CLA	5 days
23-Mar-18	12 & 13	Final of Bar Mock Challenge	Cardiff	FSE	1.5 days
22-Apr-18	12	Geography Field Trip	North Yorks.	HPO	6 days
04-Jun-18	9, 10 & 12	German Exchange	Backnang	SSP	7 days
13-Jun-18	7	French/History/Art	Normandy	KAD	3 days
26-Jun-18	8	German residential	Rhineland	SYO	5 days
04-May-18	9 to 12	French Exchange	France	VCA	7 days
15-Jul-18	12 to 13	Expedition	Mexico	MRL	16 days

Proposals STEM and Artsmark - Renaissance Project

Context

Technology has been removed from the taught curriculum at KS3 and has been phased out vis-a-vis KS4 and KS5. Science and Mathematics STEM activities have been brought to the fore now. We have embarked on securing the Artsmark award, with Chris Lamberti leading this work.

Opportunity

We have a moment now to pursue a holistic approach to creativity generally, under the umbrella of the Artsmark, encompassing STEM.

Rationale

Develop and brand a rich and broad programme of opportunities, with a compelling conception and coherent structure to inspire and release creativity amongst students, building confidence and cementing loyalty to their School.

Proposal

Be guided by the notion of the Renaissance woman/man – a person with many talents or areas of knowledge. With reference to Leonardo Da Vinci specifically:

Da Vinci was one of the great creative minds of the Italian Renaissance, hugely influential as an artist and sculptor but also immensely talented as an engineer, scientist and inventor (BBC History website).

Be inspired by Da Vinci to bring together artistic and scientific endeavour. Unify our STEM work and Artmark project. Use the Artsmark award process to provide a 'home' and sense of direction to our STEM work. The work in the Arts generally and STEM subjects should be united under the conception of courageous creativity, in the spirit of Da Vinci and the Renaissance. This is a chance to celebrate the reality of CCHS students – interested and talented in several fields.

Develop this and brand it as the 'Renaissance Project'.

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