

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

Context of the School

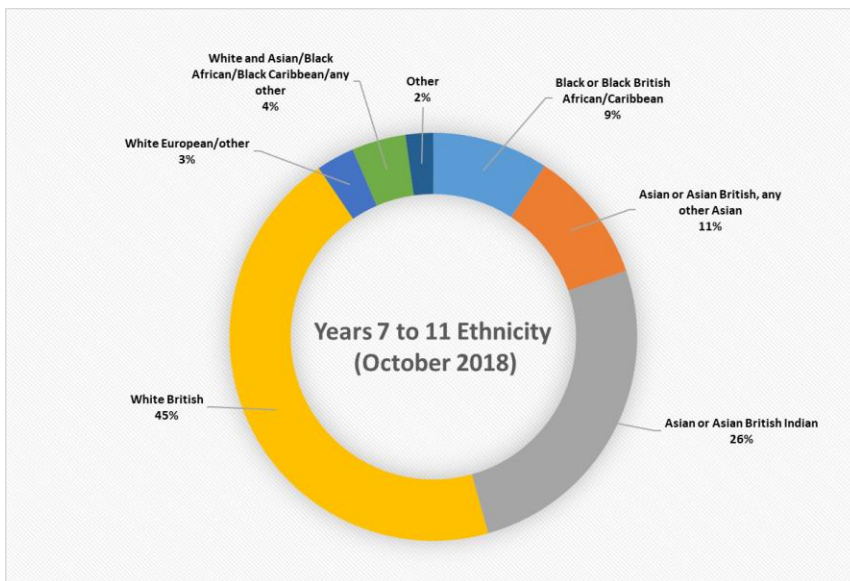
Chelmsford County High School for Girls is a Grammar School with Academy status. We were the first secondary school in the Essex LA to become an Academy in January 2011. We are an Outstanding School, as designated by a full Ofsted inspection in September 2007 and a subject survey inspection of Mathematics 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.

The start of term has been very positive and all staff are on board to focus on our priorities to improve A2 results as well as Year 11 into 12 retention.

In preparation for the SSEF application, I made personal contact with the headteachers of King's Road, Larkrise, and Parkwood primary schools to present our ideas for further collaboration, and in particular supporting their disadvantaged able girls. Stephen Lawlor collated a document entitled "*Resources and ideas to support challenge across the curriculum*". It had been prepared by subject leaders across the school, and aimed at supporting colleagues in primary schools in extending their most able pupils. It was well received, and we are pursuing the suggestion that our Sixth Formers run extension Maths and English workshops for disadvantaged able girls. This will be part of Year 12 Community Service.

Three teachers from the Pingxiang and Xiangdong Yuncheng Experimental Schools, China, spent 3 days at our school during the first week in October. Their training focused on Leadership and Management; Subject Review and Performance Management; Pastoral Structure and Care; School Curriculum; Differentiation and Student Assessment; and Good Habits, Moral Education. They were also involved in lesson observations, and observations of the Year 10 Meet the Tutor Evening, as well as enrichment activities, and discussion with Senior Prefects.



Key Pastoral Factors as at 5 October 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	2.00% 3	0.65% 1	0.83% 1		1.59% 2	1.34% 13
English as Add'l Language	1.33% 2	6.00% 9	8.67% 13	24.52% 38	21.67% 26	22.41% 26	12.70% 16	13.44% 130
Pupil Premium	2.00% 3	4.00% 6	3.33% 5	5.16% 8	2.50% 3	1.72% 2	1.59% 2	3.00% 29
Medical Condition	14.67% 22	30.00% 45	34.67% 52	36.13% 56	34.17% 41	26.72% 31	30.95% 39	29.58% 286
SEN Needs	1.33% 2	0.67% 1	2.00% 3	2.58% 4	4.17% 5	2.59% 3	0.79% 1	1.96% 19

Total Number on Roll as at 1st October 2018

Year 7	150
Year 8	150
Year 9	150
Year 10	155
Year 11	120
Year 12	116
Year 13	126
Total Years 7-11	725
Total Years 12-13	242
All Years	967

Admissions

- Admission in Year 7 is through our Entrance test which is administered by CEM and encourages girls from all backgrounds to apply. Over 1000 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.
- 16 main round appeals and several in-Year appeals – No appeals were upheld.
- 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 2019 Entry

Entrance Test held on Saturday 15 September and Monday 24 September 2018:

Total no. of candidates registered for the Entrance Test	1333
CCHS attendance	968
Candidates registered to take the test at an alternative venue*	365
No. of candidates with LAC/PLAC status (priority area)	2
No. of candidates with Pupil Premium eligibility status (priority area)	11
No. of candidates registered for the entrance test from:	
State schools	1144
Independent schools	180
Educated Abroad	3
Home Educated	6
<i>* (Raw marks from the test will be shared with the schools for inclusion in the appropriate standardisation sample).</i>	

Year 5 Enrichment Day Masterclass:

Candidates:	Boreham (2), Kings Road (10), Larkrise (3), Lawford Mead (11), Maltese Road (8), Moulsham (15), Parkwood (4), The Bishops (14), Trinity Road (3), Westlands (10)
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Outreach Schools (%FSM eligibility):

Kings Road (30.1%), Larkrise (47.5%), Lawford Mead (37.9%), Maltese Road (23.9%), Parkwood Academy (62.1%), The Bishops (16%), Trinity Road (35.5%), Westlands (26.6%)

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.
- We have reduced the number of sets in Year 13 by 7 across the following subjects: English, Psychology, Mathematics, Economics, Chemistry, Geography and Government & Politics.

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.

We continue to be mindful of maintaining a healthy staff; to that effect, we offered a flu jab to all staff on 5th October 2018. Teaching staff are also able to take a Workload Management day off school to help alleviate pressure. These are taken for report writing, review, exam marking and at any other personal pressure points.

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

The Professional Development Group (PDG) meetings for last academic year focused on differentiation. Each teacher completed their individual record of professional development, to provide a review of their development this year, including: professional development groups, developmental peer lesson observations, research projects and external courses. Faculty Leaders are still directly involved in discussions with their colleagues about external training, to ensure that money is being spent on key training priorities across the year. Two of our INSET days have been disaggregated to facilitate professional development group work. We have had two of the three standard INSET days:

- INSET Day 1: Tuesday 4th September 2018 Staff, pastoral, PSHE and subject meetings
- INSET Day 2: Friday 5th October 2018 Performance Management (teaching staff) including a presentation entitled An LGBT+ Friendly School by Dr Ellie Barnes.
- INSET Day 3: Monday 8th July 2019 Development Planning/PSHE Handover including presentations from the professional development groups.

Stephen Lawlor (Deputy Headteacher) has successfully completed his NPQH (National Professional Qualification for Headship) course and Maria French started the programme in October. Ten middle leader colleagues completed the a CCHS Leadership Programme, which was delivered by Nicole Chapman, Stephen Lawlor and Maria French across the 2016-17 and 2017-18 academic years. This programme is framed by our CCHS Leadership Profiles. Helena Graham (Humanities Faculty Leader) is starting the NPQSL (National Professional Qualification for School Leadership) Course in October. Bethany Stone (Maths) successfully completed her NQT and we currently have five NQTs at different stages of their NQT year, 3 of whom are new to the school. Aleks Goodier (Maths) is successfully completing his Initial Teacher Training with us using TES Connect. Last year we hosted a trainee in Latin with Cambridge University and this year we are hosting a trainee in Chemistry with BEC (Billericay Educational Consortium).

We remain strategic partners with two teaching school alliances: the Billericay Teaching School Alliance (BTSA) and the Chelmsford Teaching School Alliance (CTSA). We continue to develop close links with local primary schools. Our ten primary partner schools have now been provided with a pack of resources from each CCHS Department to support the work of meeting the needs of able pupils – particularly at KS2.

The first professional development group meetings of the year has taken place. Each PDG has a specific focus directly related to one of the Teaching and Learning foci:

- Differentiation – stretch and support
- Effective feedback
- Sixth form teaching and learning
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Each teacher is currently planning their own development priorities for the year.

Effectiveness of leadership and management

Curriculum update

With our change to the curriculum for the current Year 10 cohort, i.e. one fewer course being studied, students in this year group are now benefitting from an additional hour of teaching (per fortnight) across their four option subjects. When they move into Year 11 next year, they will have additional time for English and Mathematics. 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. We are again teaching Philosophy (inspired by the highly-regarded 'Philosophy for Children' project), to Year 7 students. The course encourages students to speak out more freely and assists them in articulating their arguments in other subjects.

Careers Guidance

The DfE has recently published new guidance on Careers. The (newly appointed) Head of Careers is to review the document to assess the changes and convene a meeting with relevant School staff in the Summer Term. His 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.

PSHE

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

Governors – Summary of meetings and visits since the last report

Audit Committee & Full GB	6 July 2018
Management Committee:	25 September 2018
Facilities & Finance Committee:	10 October 2018

Governors Visits:

Steve Miles, Mike Worboys, Jason Oster & Ros Cornish – New Year 7 Parents Welcome Evening (24 September 2018)

Staffing update

Mrs Susan Hoefling, Business Manager has resigned as of 31st December 2018 to take up a position in a Livery Company based in London. Her role has been advertised, we will shortlist on 18th October, to interview on 29th October 2018.

Miss Jenny Vigrass will join on 15th October, as Teacher of Geography, maternity cover for Mrs Rebekah Smith, who will be going on leave end of October.

Miss Emma Cope, Year Leader and Teacher of Latin, will go on maternity leave in the New Year. Mrs Rhiannon Connolly, Teacher of Chemistry, will take over her position as Acting Year Leader from 1st January 2019, and we will advertise for a part-time Teacher of Latin end of October, to interview mid-November.

Mrs Lara Hilling resigned as Admissions Officer end of August to join the NHS; Mrs Jane Lewis took up the position on 1st September and oversaw the Entrance Test day on 8th September. We were grateful for Mrs Hilling's help and support as well on this day.

Miss Marianne Appleton, Receptionist resigned end of August; Mrs Lorraine Denihan has replaced her as of 2nd October 2018 on a trial basis. Mrs Denihan was originally a midday assistant, cover supervisor and responsible for student filing, which she will continue to facilitate the latter in her new position.

Mrs Alison Lamb, Education Support and Timetabling will be moving to Yorkshire before Christmas, we will advertise her role once a move date has been confirmed.

Mrs Lena Madle, who was a Technology Technician, will continue to assist and run clubs of this nature, but is now responsible as the administrator for the Maths Department and also cover supervisor.

Mr Martin Jones (Maths), Miss Nicole Tanner (Biology), Miss Charlotte Burnham (PE) and Miss Joanne Stevens, (Art) have settled in well this term. Mr Peter Dollery and Mrs Rosemary Jones are currently job sharing in the Maths Department, following the departure of Mrs Zubeyde Simms in the summer. We will interview for a Teacher of Maths on 15th October. Mrs Karen Greenland, who joined late last year as a cover supervisor, will work closely with Mrs Katharine Adams, in the capacity of a SEN Assistant.

At the end of July, Mr Ian Roberts, our Hockey Coach passed away suddenly after a short illness. Miss Burnham has taken over the coaching of Hockey.

KS4 2018 Performance data

Data on progress measures

We are awaiting the publication of official (DfE) attainment and achievement data regarding summer 2018 KS4 (GCSE) outcomes. Provisional school data is provided below.

Attainment 8

2018: 81.9 (maximum possible, 90) Disadvantaged (3 students), 68.67; Non-Disadvantaged, 82.28 - all reformed, except Graphics, Textiles and Mandarin
 2017: 79.8 (maximum possible, 87.5) - only English Language, English Literature and Mathematics as reformed
 2016: 76.5 (maximum possible, 80) - all unreformed
 2015: 75.3 (maximum possible, 80) - all unreformed

EBacc

2018: grades 4+, 98.31% (Disadvantaged, 66.67%; Non-Disadvantaged, 99.13%)
2018: grades 5+, 95.76% (Disadvantaged, 66.67%; Non-Disadvantaged, 96.52%)
 2017: 99.17% (A*-C grades measure)
 2016: 100% (A*-C grades measure)
 2015: 11% (97.5% when IGCSE Chemistry included)

New EBacc measure

From this year, DfE will use a different EBacc measure, i.e. EBacc average point score.

2018: 8.02 (maximum possible, 9) Disadvantaged, 6.71; Non-Disadvantaged, 8.06

Data on outcomes for students

Comparative data on raw outcomes for students – KS4

Year	A*-A % 9/8/7	SSGS Ranking out of 20 schools
2018	87.5%	4 th
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

Data on value added measures

ALPS KS4 2018 report

ALPS use a specific grading system: 1 (better or equal to the best score achieved in the indicator – “Outstanding”) to 9 (scoring below the lowest score achieved in the indicator – “Poor”). Top scores are 1-3 (Red, within or exceeds the top 25%). Middling scores are 4-6 (Black). Worst scores are 7-9 (Blue, within or is worse than the bottom 25%). As KS2 prior attainment data is used (provided directly to us by DfE), we do not have data for all students as many attended independent schools or state primaries, which did not co-operate with the DfE re: KS2 tests.

The **ALPS Quality Indicator** is an overall performance indicator that shows performance across all courses. Our Quality Indicator grade is 2 (“Outstanding”). In 2017 it was also 2; 2016, 2.

The **ALPS QI8** Indicator is another overall performance indicator that shows how students have performed across their “best 8” subjects. This measure can give an early indication of how the subjects that will contribute to our Progress 8 score have performed. Our QI8 grade is 2 (“Outstanding”). In 2017 it was 2; 2016, 2.

Subject Value Added Overview

Biology, Chemistry, Computer Science, Drama, English Language, English Literature, French, Geography, German, History, Mathematics, Music, Physics and RS have the highest scores with 2 (“Outstanding”). Latin, PE and Spanish all score 3 (“Excellent”). Art, Graphics and Textiles have scores of 4 (“Very Good”).

Subject value added overview by Group

Disadvantaged students (x3 students) performed better than non-disadvantaged students in the following subjects: English Language, French and Music.

Disadvantaged students matched the performance of non-disadvantaged students in the following subjects: English Literature, Geography, German and Music.

Disadvantaged students performed worse (not significantly so) than non-disadvantaged students in the following students: Art, Biology, Chemistry, Graphics, History, Latin, Mathematics, PE and Spanish.

Personal development, behaviour and welfare

Session Attendance Summary (04 Sep 2018 - 05 Oct 2018)								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Attendance	98.84%	98.07%	97.17%	97.99%	97.96%	97.35%	94.63%	97.51%
Authorised	1.16%	1.82%	1.81%	1.98%	1.96%	1.84%	4.48%	2.09%
Unauthorised	0%	0.10%	0.10%	0.03%	0.08%	0.29%	0.39%	0.13%
Persistent Absence >=10%	2	6	7	5	5	4	22	51
AEA	0%	0.02%	0.13%	0.12%	10.56%	0.04%	0.90%	1.46%
Present	98.84%	98.05%	97.05%	97.86%	87.40%	97.31%	93.73%	96.05%
Lates	1.63%	0.99%	1.73%	2.04%	1.59%	1.98%	2.26%	1.73%
Exclusions (04 Sep 2018 - 08 Oct 2018)								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Number of Exclusions	0	0	0	0	0	0	0	0
Total Days	0	0	0	0	0	0	0	0
Maximum Duration	0	0	0	0	0	0	0	0
Number of Permanent Exclusions	0	0	0	0	0	0	0	0

Update on Pupil Premium provision

As of October 2018, we have 26 students in receipt of the pupil premium funding. Each student brings in a ring-fenced funding stream of £935 = £24,310

1. Data tracking to identify the gaps with scheduled support from the Finance Office. Year Leaders to track students and monitor closely.
2. High profile of students in receipt of Pupil Premium. High impact, low cost.
3. Parent awareness of Pupil Premium availability and suggested interventions. High impact and low cost. All parents have been written to (Sept 2018) asking if they would like to suggest an intervention.
4. Effective Teaching and Learning. High impact no extra cost.
5. Careers information and advice, including our own Leadership Conference: Targeted support. 1:1 and small group extra tuition.
6. Counselling to facilitate wellbeing.
7. The full range of educational experiences: trips and visits.
8. Learning a musical instrument to maximise participation in the life of the school and promote wellbeing and academic progress.
9. Attendance and punctuality monitoring. High impact, low cost.
10. Supported self-study: after-school study available in room 6. High impact, low cost.
11. Staff, Parent or child requests for educational materials (For example, calculator, maths set, art pencils, stationery, revision books for home use.)
12. (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.

SEN Report All students on the SEN register have had a termly review meeting with parents and external providers, where necessary. We have 19 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. As a first, we have 1 student on an EHCP in Year 7, which brings funding to employ an SEN assistant (Mrs Greenland).

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

Special Education Needs (SEN) support	18
Education, Health and Care (EHC) Plans	1

Safeguarding:

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

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

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

- Refresher (Level 3) Safeguarding Training provided by ESCB every 2 Years.
- 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 of FGM training. Year Leaders have also been invited to undertake the Home Office FGM training and the Honour Based Abuse 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 2018 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:

- MFH, FHR, RDA and EHI have undertaken the Mental Health First Aid Training for Schools- (student, staff and parental awareness.)
- Essex Young People Drug and Alcohol Service (EYPDAS) have trained SLT and this has been cascaded to all staff and a booklet provided for all staff- indicators and awareness.
- MFH has attended a local strategic meeting regarding teenage drug abuse in the locality, led by Essex Police.
- 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, misbehavior, 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.
- The pastoral team have devised a transgender protocol in line with the advice from Gendered Intelligence to support some students and their families.
- LGBTQ+= training for all staff 5.10.2018 by Dr Elly Barnes MBE from Educate and Celebrate.
- 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.
- 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.
- 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 was held in the Spring Term and this will be the 5th annual event. 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

Year 7 Review took place across the week beginning Monday 4th June 2018. The students in this year group were studying their first year of the CCHS KS3 Curriculum. The findings of this review demonstrated that six of the seven areas for development from the previous review had been strengthened, in terms of evidenced teaching & learning practice, marking & assessment practice and student voice feedback. Continued developmental work will take place to enhance both differentiation and assessment practice, to ensure that the needs of all students are attended to, including providing them with clear and frequent performance and improvement feedback.

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 ELLEN

The new Year 12s have made an excellent start to their sixth form studies and are now properly settled in their chosen subjects. Whilst we were disappointed that a number of students chose to leave the school after Year 11 we are pleased with the quality of those who chose to remain with us and of those who chose to join this school from others.

Mrs Ellen has regularly canvassed staff for their feedback on how their students are progressing and a more formal monitoring exercise will be carried out just before half term. We have been very pleased with the seriousness with which the students have applied themselves to their new courses and with the progress they have made thus far. We will shortly begin the process of appointing school officials and subject prefects and look forward to handing the leadership of many aspects of the school over to them in due course. Similarly the leadership of student societies will soon be handed over to the next cohort.

YEAR 13 – MRS HIETT

At the time of writing we are in the midst of processing the first tranche of UCAS applications, those for the universities of Oxford and Cambridge and for Medicine, Dentistry and Veterinary Medicine. 62% of the year group fall into this category and we are currently working hard to ensure that these applicants are properly supported in their final preparations for entrance tests, interviews and admissions tests. Many of these applicants are very strong and we hope to report on the success of very many of them in due course.

We have been rigorous in our analysis of the Year 12 exam results and many students (approximately 50%) have given up studying their fourth subject the better to concentrate on their best subjects. In the light of some challenges highlighted by the Year 13 results in the summer of 2018 we are devoting considerable energies to addressing the learning needs of those who are at risk of underperforming in their A levels. Many strategies are being deployed here and we will report on their efficacy when we report on the outcomes of the Year 13 January examinations in due course.

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. 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. 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 Hiatt has made some significant changes to this program on the basis of a review conducted last year of this program and the effectiveness of these changes will obviously be monitored throughout the year.

In both year groups the range and seriousness of pastoral issues, which are presented to the sixth form team continues to be challenging. Many of these issues have no immediate solution and we continue to work with a range of external bodies to support those students whose needs are greatest. We feel that our expertise is growing very fast but also that there is no sign of a diminution in the scale of the problems we face.

KS5 Performance Tables 2018

Data on progress measures

We are awaiting the publication of official (DfE) attainment and achievement data regarding summer 2018 KS5 (A level) outcomes.

Data on value added measures

ALPS A level 2018 report

ALPS use a specific grading system: 1 (better or equal to the best score achieved in the indicator – “Outstanding”) to 9 (scoring below the lowest score achieved in the indicator – “Poor”). Top scores are 1-3 (Red, within or exceeds the top 25%). Middling scores are 4-6 (Black). Worst scores are 7-9 (Blue, within or is worse than the bottom 25%). ALPS use KS4 prior attainment to generate minimum expected grades for students. Students are given one minimum expected grade to cover all of their subjects, rather than individual targets/grades for different subjects.

The **ALPS Quality Indicator** is an overall performance indicator that shows performance across all courses. Our Quality Indicator grade is 6 (“Below Average”). In 2017 it was 7; 2016, 5; 2015, 3; 2014, 2; 2013, 5.

Subject Value Added Overview

Red scores and black scores – Geography shows the highest score with 2 (“Outstanding”). Theatre Studies and Psychology score 3 (“Excellent”). Biology, German and Physics score 4 (“Very Good”). Art, English, Mathematics and RS score 5 (“Satisfactory to Good”). Chemistry, Maths (Further), and Spanish score 6 (“Below Average”).

Blue scores – Technology, Economics, French, Government & Politics, History and Music all score 7 (“Less than Satisfactory”). Mandarin and Latin score 8 (“Relatively Poor”).

Data on outcomes for students 2018

Comparative data on raw outcomes for students 2018 – KS5 Successful Selective Girls’ Schools (SSGS) – group of 20 schools

%A*-B, 75.5%, SSGS ranking, 10th

2017	79.00	SSGS 7 th
2016	85.23	SSGS 5 th
2016	85.23	SSGS 5 th
2015	81.94	SSGS 10 th
2014	88.21	SSGS 4 th
2013	83.66	SSGS 9 th

Curriculum Enrichment

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

Events and activities highlights

- Freshers' Fayre
- House Obstacle, Tug of War and Football
- Year 7 Murder Mystery event
- New Parents' Welcome Evening
- European Day of Languages
- Sports Awards Evening
- National Poetry Day
- Enrichment Day 1
- Year 11 Student Leadership Conference

Educational Visits

22-Sep-18	11	Geography Trip	Wales	HPO	4.5 days
11-Oct-18	9	Battlefield trip	Ypres	TSA	2 days
08-Oct-18	13	Biology Field trip	Flatford Mill	MRL	2.5 days
09-Nov-18	12 to 13	Expedition training	peak district	FHR	weekend
15-Nov-18	13-Jan	Bar Mock America	new York	FSE	8 days
mid dec 18	12	EES Residential	cambridge	MNI	3 days
07-Feb-19	13	Art trip	Amsterdam	JHA	3 days
24-Mar-19	12	Geography Field Trip	North Yorks	HPO	6 days
06-May-18	9 to 12	French Exchange	France	MGU	7 days
22-Mar-19	9,10 & 12	German Exchange	Backnang	SSP	7 days
12-Jun-19	7	French/History/Art	Normandy	MGU	3 days
25-Jun-19	8	German residential	Rhineland	TCA/JBE	5 days
mid July 2019	12 to 13	Expedition	Uganda	FHR	19 days
tbc	tbc	Berlin trip	Berlin		4 days

2019 2020

01-Oct-19	12 & 13	Italian exchange	Treviso/Venice	KAD	5 days
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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