

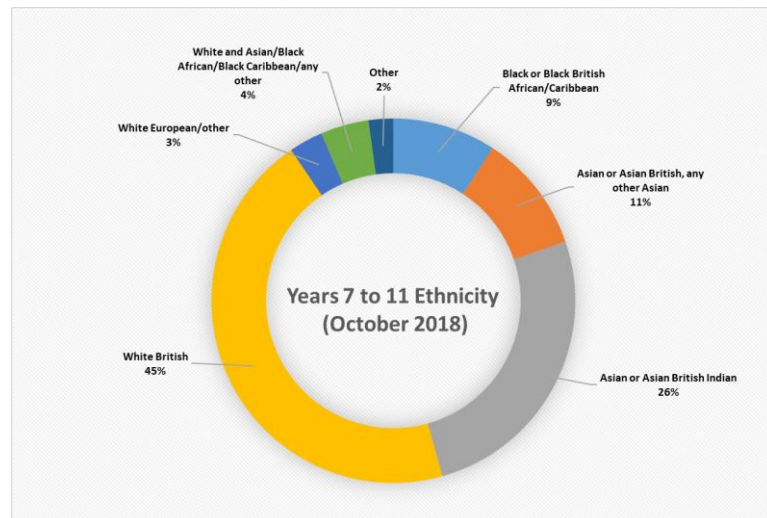
Context of the School

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.

Key Pastoral Factors as at 18th March 2019

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		All Years	
Free School Meals	2.67%	4	2.00%	3	2.00%	3	0.65%	1	1.67%	2			2.40%	3	1.66%	16
English as Add'l Language	2.00%	3	6.00%	9	8.67%	13	24.52%	38	21.67%	26	22.41%	26	12.80%	16	13.56%	131
Pupil Premium	2.67%	4	4.00%	6	3.33%	5	6.45%	10	2.50%	3	2.59%	3	2.40%	3	3.52%	34
Medical Condition	18.00%	27	31.33%	47	35.33%	53	37.42%	58	35.00%	42	28.45%	33	32.00%	40	31.06%	300
Young Carer													0.80%	1	0.10%	1
SEN Status	2.00%	3	0.67%	1	2.00%	3	1.29%	2	4.17%	5	2.59%	3	0.80%	1	1.86%	18



Total Number on Roll as at 12th March 2019

Year 7	150
Year 8	150
Year 9	150
Year 10	155
Year 11	120
Year 12	116
Year 13	125
Total Years 7-11	725
Total Years 12-13	241
All Years	966

NB: One student left Year 13 in January 2019 on health reasons, but hopes to return in September 2019 to re-start Year 13.

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.
- Since March 2018 to date: there have been 14 main round appeals and 6 in-Year appeals – No appeals were upheld.
- 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 was held in June 2018: 1,720 Headteacher talk tickets were allocated and an estimate of approximately 2,000 visitors, possibly more attended.
- The Admissions Policy for 2019 was revised, in accordance with the OSA recommendation, and published at the end of February 2019.

Admissions Update for Year 7 2019 Entry

1. 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>	

Total no of applicants	707
No of applicants who withdrew their application/did not take test	40
No of applicants who named CCHS as their 1 st preference	385
No of applicants with LAC/PLAC status (priority area)	0
No of applicants with Pupil Premium eligibility status (priority area)	8
No of applicants from:	
State Schools	549
Independent Schools	113
Educated Abroad	3
Home Educated	2

Total no of allocations made	150
LAC/PLAC status	0
Pupil Premium (Priority area)	2
No of allocations from:	
State Schools	119
Independent Schools	31
Educated Abroad	0
Home Educated	0
<i>Outreach Schools (10 schools)</i>	<i>13</i>

2. The state schools with the largest number of:

Candidates:	Avanti Court Primary (30) Newbury Park Primary (21) Lee Chapel Primary (17) Barnes Farm Junior (15) Mildmay Junior, Moulsham Junior & The Bishops (14)
Applicants:	Avanti Court Primary (23) Lee Chapel Primary (10) Barnes Farm Junior, Mildmay Junior & Newbury Park Primary (9)

3. The independent schools with the largest number of:

Candidates:	Eastcourt (18), Brentwood (15), St Cedds (14), Elm Green & Widford Lodge (12), St Annes (10), Ursuline Prep (9)
Applicants:	Eastcourt and St Cedds (11), Brentwood, Elm Green and Ursuline Prep (8) Widford Lodge & St Annes (6)

4. 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)
Applicants:	Boreham (1), Kings Road (5), Larkrise (1), Lawford Mead (6), Maltese Road (4), Moulsham (8), Parkwood (2), The Bishops (8), Trinity Road (1), Westlands (8)

Outreach Schools (%FSM eligibility): 2018/19 allocations

Kings Road (29.7%), Larkrise (48.5%), Lawford Mead (39%), Maltese Road (26.9%), Parkwood Academy (60.1%), The Bishops (14.4%), Trinity Road (34.6%), Westlands (26.5%)

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 regarding recruitment into the Sixth Form, currently we have received 161 external applications for September 2019.

Effectiveness of leadership and management

Staff development update

Each teacher has identified their own CPD priorities for this year and will use the combination of Professional Development Groups, Focus Groups and INSET days to work towards these and reflect on their own practice. Colleagues will be asked to review these at the end of the year.

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, with a focus on curriculum development at Key Stage 5. 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.

Maria French started the NPQH (National Professional Qualification for Headship) course. Helena Graham (Humanities Faculty Leader) has started the NQSL (National Professional Qualification for Senior Leadership) Course in October with a focus of efficient and effective feedback strategies. The CCHS Leadership Development Programme is currently being reviewed, with an expectation to start a new cohort during the summer term. This programme is framed by our CCHS Leadership Profiles. Following the Faculty leadership review, colleagues have been identified as experts in a specific area of practice; they will be delivering short training sessions at academic board.

Sheri Watt and Oliver Steele (both English) have successfully completed their NQT induction. Charlotte Burnham (PE), Martin Jones (Maths) and Jennifer Vigrass (Geography) have all successfully completed their first term of their NQT induction programme. Aleks Goodier (Maths) has successfully completed his Initial Teacher Training with us using TES Connect, he has his final QTS assessment on 25th March. This year we have also hosted a trainee in Chemistry with Billericay Education Consortium (BEC), who was very complimentary about his placement at CCHS.

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. We look to develop this partnership further by running sessions in the summer term for secondary colleagues about stretching the most able in English, Maths and Science.

Each Professional Development Group (PDG) has met three times this year so far. 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
- Creativity and Diversity

Representatives from each group will present the best strategies that have been identified for our context to staff at the INSET day on Monday 8th July. Colleagues have also written reports for each issue of the Teaching and Learning bulletin which is published at the end of each term.

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. We have structured the course using our Learner Profile attributes. The course encourages students to speak out more freely and assists them in articulating their arguments in other subjects.

Careers Guidance

The DfE has 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 has been 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	18 October 2018
Curriculum Committee	14 November 2018 & 13 February 2019
Facilities & Finance Committee:	21 November 2018 & 6 March 2019
Full GB EGM	27 November 2018
Staff & Student Matters Committee	28 November 2018 & 20 March 2019
Staff Pay Committee	28 November 2018
Management Committee:	7 December 2018 & 13 March 2019
Governor Conference & AGM	26 January 2019

Visits 2018/19:

Yr 11 Leadership Conference - 19 October	Richard Brown, Mary Argent
Governor Visit – 29 October	Richard Vass
School Carol Service – 19 December	Mary Argent, Ruth Neave
School Production 'Oliver' – 30 Jan to 1 Feb	Mary Argent, Ros Cornish, Peter Cook, Ruth Neave, Lauren Smith, Mike Worboys, Yvonne Wickers
Plastic Lecture – 4 February	Steve Miles, Mike Worboys
Dance Show – 1 March	Steve Miles

Staffing update

We are delighted to announce following the Headteacher interviews, appointing Stephen Lawlor, Deputy Head as the new Headteacher from September 2019 following Nicole Chapman's retirement.

We have experienced a number of long-term absences since Christmas, due to personal circumstances.

Mrs Rebekah Smith, Teacher of Geography, gave birth to a son in November 2018, her replacement Miss Jenny Vigrass has settled in exceptionally well.

Mr Lewis Copsey resigned in December on health issues, and we are advertising for his replacement.

Miss Emma Cope, Teacher of Latin, went on maternity leave in February 2019 and gave birth to a daughter; her replacement, Mrs Maria Semeniuk, Teacher of Latin has settled in well, and Mrs Rhiannon Connolly is Acting Year 9 Leader.

Mrs Laurayne Onuegbu gave birth prematurely in February, the baby was due in May, both mother and baby are doing well, and we have advertised for her replacement whilst on maternity leave.

At the end of February, Nicole Tanner, NQT of Biology left to follow a career outside of teaching, her teaching is covered by existing Biology teachers, a retired teacher and a supply teacher, and we are seeking a permanent replacement.

It is unfortunate, but Mrs Shahanara Ahmed, Teacher of Art, has had to resign due to serious personal issues. She joined in January 2019 following Jonathan Harvey's adoption leave for 12 months; we are seeking a replacement.

After 17 years at CCHS, Mrs Alison Lamb, Education Support Officer, left on 14th March 2019 to re-locate to Derbyshire, her position has been advertised.

Mr Oliver Steele, Teacher of English has resigned and will leave in August 2019 to pursue a career in media, and interviews will take place in March. We have appointed Mr Bradley Copper, as an NQT who joins on 1st July 2019.

Dr Helen Huckvale is stepping down from her role as UCAS Co-ordinator and we will be interviewing internal applicants in March.

KS4 2018 Performance data

Data on progress measures

DfE Key Stage 4 Performance Tables (January 2019)

Progress 8 score: 0.84 (2017, 0.76; 2016, 0.52; 2015, 0.63)
0.84 means CCHS students averaged over four-fifths of a GCSE grade above their similar ability peers nationally. Noted as “well above average” by DfE, i.e. “about 14% of schools in England”.

English P8: 0.74 (2017, 0.84; 2016, 0.69; 2015, 0.95)

Maths P8: 0.41 (2017, 0.57; 2016, 0.25; 2015, 0.37)

EBacc P8: 0.98 (2017, 0.93; 2016, 0.55; 2015, 0.65)

Open P8: 1.04 (2017; 0.65; 2016, 0.55; 2015, 0.57)

Attainment 8 score per pupil: 81.42 (2017; 79.84; 2016, 76.39; 2015, 75.25)

English A8: 16.13 English double-weighted (2017, 16.33)

Maths A8: 15.65 Maths double-weighted (2017, 15.95)

EBacc A8: 25.24 3 EBacc subjects, e.g. sciences, computer science, geography, history and languages (2017, 24.13)

Open A8: 24.40 3 Open subjects, i.e. remaining EBacc subjects and other approved qualifications (2017, 23.43)

Number of **disadvantaged students**: 3 (2017, 4; 2016, 2; 2015, 4)

Progress 8 for disadvantaged students: 0.47 (2017, 0.72; 2016, 0.80; 2015, 0.32)

P8 score for disadvantaged pupils – English: 0.82 (2017, 0.96)

P8 score for disadvantaged pupils – Maths: -0.12 (2017, 0.60)

P8 score for disadvantaged pupils – EBacc: 0.60 (2017, 0.69)

P8 score for disadvantaged pupils – Open: 0.51 (2017, 0.68)

Average **Attainment 8** score per disadvantaged students: 68.67 (2017, 79.13; 2016, 78.00; 2015, 69.60)

A8 score for disadvantaged pupils – English: 14.67 (2017, 16.50)

A8 score for disadvantaged pupils – Maths: 12.67 (2017, 16.00)

A8 score for disadvantaged pupils – EBacc: 21.00 (2017, 23.25)

A8 score for disadvantaged pupils – Open: 20.33 (2017, 23.38)

Comparative data on DfE Key Stage 4 Performance Tables (January 2019)

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

Progress 8: 0.84, SSGS ranking 9th (2017, 0.76, SSGS 11th; 2016, 0.52, SSGS 8th)

Attainment 8: 81.5, SSGS ranking 6th (2017, 79.8, 3rd; 2016, 76.4, SSGS 3rd)

%EBacc: 96, SSGS ranking 3rd (2017, 98, 1st; 2016, 100, SSGS 1st)

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 Q18** 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 Q18 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.

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

Personal development, behaviour and welfare

Session Attendance Summary (04 Sep 2018 - 11 Mar 2019)								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Attendance	97.97%	97.43%	97.05%	96.84%	94.38%	93.78%	88.54%	95.45%
Authorised	2.02%	2.47%	2.76%	3.07%	5.61%	5.90%	10.84%	4.37%
Unauthorised	0.02%	0.02%	0.01%	0%	0.02%	0.31%	0.57%	0.12%
Persistent Absence >=10%	2	5	6	8	10	13	65	109
AEA	1.37%	1.22%	1.74%	1.94%	2.86%	0.85%	3.19%	1.84%
Present	96.60%	96.21%	95.31%	94.90%	91.52%	92.93%	85.35%	93.61%
Lates	1.25%	1.11%	1.66%	2.26%	1.41%	2.68%	2.43%	1.79%
Exclusions (04 Sep 2018 - 12 Mar 2019)								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Number of Exclusions	1	0	0	0	0	0	0	1
Total Days	3	0	0	0	0	0	0	3
Maximum Duration	3	0	0	0	0	0	0	3
Number of Permanent Exclusions	0	0	0	0	0	0	0	0

Update on Pupil Premium provision

As of March 2019, we have 26 students in receipt of the pupil premium funding. Each student brings in a ring-fenced funding stream of £935 = £24,310

- 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 (Sept 2018) 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.

SEN Report All students on the SEN register have had a termly review meeting with parents and external providers, where necessary. We have 18 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	17
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.
- Mid-Essex Stay Safe Conference- Prevention of Teenage Suicide and promoting positive emotional health and mental wellbeing in young people. March 2019.
- CSE training- County Lines March 2019.
- 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 KAD EHI FHR RDA

All staff are aware how to report a concern under the **new electronic system of MyConcern**. This has been reported back to Staff and Student Matters Committee. The DSL, Maria French and DDSL, Nicole Chapman, Michael Palmer and Katharine Adams can also see all concerns raised under the new system, which also analyses referrals and the nature of concern. The system has been an excellent investment.

All concerns are logged electronically 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 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 has attended a local strategic meeting regarding teenage drug abuse in the locality, led by Essex Police, Refresher (Level 3) Safeguarding Training provided by ESCB every 2 Years, Mid-Essex Stay Safe Conference- Prevention of Teenage Suicide and promoting positive emotional health and mental wellbeing in young people. March 2019 and CSE training- County Lines March 2019.
- 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.
- 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:** 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!** The completed report has been published in the Prince's Teaching Institute annual report in 2019.
- 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

- We are devising an action plan to increase the number of disadvantaged children registering to sit the test at our school. A question and answer sheet has already been drawn up to be sent to all of the 10 primary schools and to put on our website. We are in the process of visiting all 10 of the named schools with the highest percentage of FSM students. We take our Year 9 outreach team and speak at assemblies to the children and parents. A familiarisation booklet is also given out. Primary Headteacher and Year 5 teacher outreach meeting will be held in the Spring term also, and this will be the 5th annual event. A second Maths Summer school is planned for 2019 to increase access for disadvantaged students.
- A team of Year 9 girls will also represent at the Healthy Schools Awards Ceremony- after a successful inspection earlier this year on Find Your Voice! The girls will speak at Chelmsford race course to children and teachers from all over the County on their chosen topics of Plastic and Refugees.

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 Harrison and her team organized a first-class event.

All parents 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. For the second year running, we have decided to include some main school students in the **Cathedral Senior Speech Day in April 2019**, and will also continue to have the **Junior Speech Days for July 2019**. The Pastoral team have met this year to receive **LGBTQ+** training, and feedback from Gendered Intelligence. This was also presented to SLT.

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

Year Group Reviews

The **Year 13** review took place across the week beginning Monday 3rd December 2018, and continued into week beginning Monday 10th December 2018. The students in this year group are studying reformed A levels in all of their courses. This review was undertaken using a different approach to the usual year group review.

Summary

Learning walks	Student engagement is a real strength across the vast majority of subjects, as is the frequency and quality of questioning by teachers.
Tutor time walk	An established programme of activities exists to enable tutors to both care for their tutees and stimulate their thinking.
Student voice	Students feel challenged in their lessons and supported through well managed questioning phases and learning activities.
Subject Leader feedback	Refinements have been made to course plans and resources, with Subject Leaders making use of a range of opportunities, including examination board contacts and social media platforms, to address questions.
Attendance	Student attendance and study period engagement is better this year.
Monitoring	This is an effective means to provide feedback to the Year Leader, who can then work with colleagues to plan and implement interventions to best support vulnerable students.

The **Year 11** review took place across the week beginning Monday 14th January 2019. The students in this year group are studying reformed (9-1) GCSE courses.

Summary

The findings of this review demonstrate that eight of the ten areas for development from the previous review have been strengthened, in terms of evidenced teaching & learning practice, marking & assessment practice and student voice feedback.

Work will continue to strengthen assessment practice, to ensure that all students are provided with regular and detailed feedback to support their understanding of examination requirements and their own academic development needs.

Quality of teaching, learning and assessment

Faculty Leadership Review

The faculty leadership review took place over the fortnight beginning 12th November. The review followed a different approach to previous subject reviews with the aim of identifying and sharing the best practice amongst faculty leaders. The Faculty Leader job description informed the process of gathering evidence.

- All faculty leaders are experienced teachers and can identify good teaching practice across their departments.
- Faculty leaders are aware of the areas of strength in their faculty and have highlighted areas for development both in terms of their faculty as a whole and in terms of their leadership development.
- Line management meetings with subject leaders, which have a predetermined agenda were more consistent.
- There are many areas of strength identified, but these are not consistent across all faculties, especially in relation to the use of faculty meeting time.
- Most faculty leaders require further support at having difficult conversations and challenging underperformance.

Guidance about the use of Faculty meetings, specifically with a focus on Teaching and Learning, has been provided to all faculty leaders.

Faculty Leaders have been provided with a document that identifies the best practice and who demonstrated it during the review. Each faculty leader will present a short training session at academic board about their area of expertise.

A training session about having difficult conversations will be produced and offered to all middle leaders in the summer term.

French Subject Review

The French subject Review took place during the week beginning the 3rd March with a focus on Key Stage 5.

- The schemes of work and common assessment tasks are reviewed regularly in department meetings to ensure that anything learnt from the previous cycle has been addressed and to ensure a balance between the different skill areas required for learning a language.
- All of the teachers in the department are highly experienced, however there is a tendency for them to work independently, more opportunities for collaborative planning and monitoring would be advisable to improve efficiency and consistency of practice.
- All teachers in the subject need to be committed to collaborative planning and sharing of resources to ensure the experience of students is consistent between classes.
- There currently only a central record of the results from the internal exams for years 9-13. This does not include the common assessment tasks, or anything for years 7 and 8. If the database was updated to include these it would benefit the Subject Leader in her monitoring of both consistency and performance of colleagues.

The Subject Leader, Faculty Leader and SLT line manager have together written an action plan based on these findings, which is reviewed monthly by the faculty leader and SLT line manager. Significant progress has already been made both in terms of collaboration and the central record of assessment.

Biology Subject KS5 Review

The Biology subject review took place during the week beginning 4th February. The report is currently being finalised and will be published in time for the next Curriculum Committee.

Future Reviews

There will be an English Subject Review during the week beginning 25th March and an SEN review during the week beginning 29th April.

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 hugely effective in monitoring attendance and punctuality and in dealing with the daily concerns of their students. More serious matters are dealt with by the Year Leaders or the Head of Sixth Form. The Sixth Form Administrative Officer also plays a vital role in supporting the work of the pastoral team. She provides weekly reports on attendance and punctuality is most effective in her liaison with parents and students and her support of all aspects of the work of the Sixth Form. Regular meetings of tutors and team members allow for effective communication and responses to different situations.

Year 13

Year 13 students sat mock examinations in January. Whilst many students did well these examinations did highlight some concerns. Students who achieved low grades have recently re-sat these mock papers and an extensive programme of mentoring and subject support has been put in place. Students at risk of underachieving have also been subject to closer supervision in their study periods than would be normal for Year 13 students. At the time of writing results from mock re-sits are not completely finalised but early indications are reasonably positive.

Year 13 have been receiving their UCAS offers and are now focusing effectively on the work necessary for them to achieve the terms of these offers. 16 students in Year 13 have been made offers from the universities of Oxford and Cambridge. In terms of other 'highly competitive courses' a number of students have also received offers for Dentistry and Medicine and we await further news on these subjects. We are working hard to support all students in achieving the terms of their offers and also ensuring that they enjoy the various events which are run to celebrate the end of their time in this school. Governors may wish to note that Year 13 study leave will be starting earlier than would have been our choice. This is a result of the decision of the examination boards to timetable a number of A level examinations before the May half term. Staff are working hard to ensure that all the necessary work is completed in a slightly shorter time frame than would have been idea.

Year 12

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

The 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. This programme was extensively reviewed last year and the changes made in response to suggestions from students have been widely appreciated.

Sixth Form students in this school are involved in a huge range of extra-curricular clubs and societies, and a very high proportion of these are led by sixth form students; Year 12 students have recently begun to take over these roles. Activities such as Young Enterprise and societies such as MedSoc, Bar Mock and a whole host of others are enabling students to develop their skills and knowledge Both Music and Drama in the school benefit hugely from the commitment to them shown by a number of sixth form students and at the time of writing we have just completed the run of another very impressive Dance Show and looking forward to the Spring Concert later in the term.

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

KS5 Performance Tables 2018

Data on progress measures

DfE 16-19 Performance Tables (January 2019)

Average point score per academic entry expressed as a grade: B+ (2017, B; 2016, B+; 2015, B+)

Average point score per academic entry: 42.08 (2017, 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: 41.5 (2017, 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+ (2017, B; 2016, A-)

Average point score per entry in best three A levels: 44.09 (2017, 41.11; 2016, 46.11)

Value Added: -0.27 (2017, -0.36; 2016, -0.06, not stat. sig.)

Noted as “below average” by DfE, i.e. “about 24% of schools or colleges in England”.

Number of **disadvantaged students**: 4 (2017, 8)

Average point score per academic entry expressed as a grade: C+ (2017, C+)

Average point score per academic entry: 34.40 (2017, 34.40)

Value Added: -0.04 (2017, -0.26)

Comparative data on DfE 16-19 Performance Tables (January 2019)

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

Academic value added score: -0.27, SSGS ranking 17th (2017, -0.36, SSGS 20th; 2016, -0.06, SSGS 9th)

Average result: B+, SSGS ranking 6th (2017, B, 3rd; 2016, B+, SSGS 3rd)

Data on value added measures

ALPS (Advanced Level Performance System) 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
- Christmas Concert
- Enrichment Day 2
- Institute of Physics Lectures
- School Production
- Dance Show
- Enrichment Day 3
- Year 12 Association of State Girls' Schools Student (ASGS) Leadership Conference
- Spring Concert

Educational Visits

Date	Year	Nature of Activity	Location	Duration
31/10/18	11,12 &13	Theatre trip	Chelmsford	0.5 day
2/11/18	12 &13	Expedition training	Peak District	3 days
15/11/18	13	Bar Mock	New York	8 days
18/12/18	7	Pantomime	Southend	0.5 day
18/12/18	10	Art	London	1 day
7/12/18	12	G&P-Houses of Parliament	London	1 day
mid-Dec 18	12	EES Residential	University of Cambridge	3 days
24/1/19	10, 12 &13	Theatre trip	London	0.5 days
30/1/19	8	Faraday Challenge	ARU	1 day
7/2/19	13	Art	Amsterdam	3 days
27/2/19	8	Cryptology Day	Bletchley Park	1 day
27/2/19	11	Maths Study Day	Chelmsford	1 day
22/3/19	9,10 & 12	German Exchange	Backnang	7 days
24/3/19	12	Geography field-trip	North Yorkshire	6 days
6/5/19	9 to 12	French Exchange	France	7 days
12/6/19	7	Normandy	France	3 days
13/6/19	8	Biology field-trip	Essex	1 day
13/6/19	9	Theatre trip	London	0.5 day
25/6/19	8	German residential	Rhineland	5 days
10/7/19	8	Theatre trip	London	0.5 day
mid-July 2019	12 to 13	Expedition	Uganda	19 days

Association of State Girls' Schools (ASGS) Student Leadership Conference 'A World of Possibilities' – Friday 8th March 2019

We would like to thank Richard Brown, Governor, for facilitating the use of the Ernst & Young offices in Canary Wharf for the ASGS Student Conference, held on International Women's Day, Friday 8th March 2019, and we also thank his team for their invaluable support behind the scenes in the lead-up to the conference and on the day.

Nicole Chapman and Hazel Bates agreed, on behalf of the ASGS to organise the student conference for members of the Association of State Girls' Schools, following their organisation of successful conferences for headteachers in the past. Twenty schools, including CCHS, sent 4 Year 12 students each and one member of staff. CCHS, plus 2 other schools ran workshops throughout the day. Richard Brown also arranged for EY young professional to run a workshop on their journeys so far.

We were grateful to secure guest speakers, who were inspiring, energetic, passionate, and open with their personal journeys:

- Dame Helena Morrissey, DBE, Head of Personal Investing, Legal & General
- Jules Chappell, OBE (former UK Ambassador), Director, London & Partners
- Dr Jess Wade, Physicist, Imperial College London
- Dr Shola Mos-Shogbamimu, US Attorney/UK Solicitor, Women's Activist and Editor
- Dr Marina Della Giusta, Associate Professor of Economics, University of Reading
- Tania Noakes, Mountain Guide, ex-British Army Officer, and former CCHS student, was unable to attend in person, but filmed her speech from a snowy mountain peak in Switzerland



CCHS Students



Dame Helena Morrissey



Dr Jess Wade & Jules Chappell, OBE



Dr Marina Della Giusta



Dr Shola Mos-Shogbamimu

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

We are developing and branding 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.

Plan

We are 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).

We are inspired by Da Vinci to bring together artistic and scientific endeavour, unifying our STEM work and Artsmark project. We are using 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 is being united under the conception of courageous creativity, in the spirit of Da Vinci and the Renaissance. We are developing and branding this as the 'Renaissance Project'.

Artsmark Award

Chris Lamberti (Director of Music) has finalised and submitted our Artsmark case study document. We are awaiting feedback from the Arts Council. We are grateful to Mike Worboys (Chair of Curriculum Committee) for his support and advice during this process.

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