

Context of the School

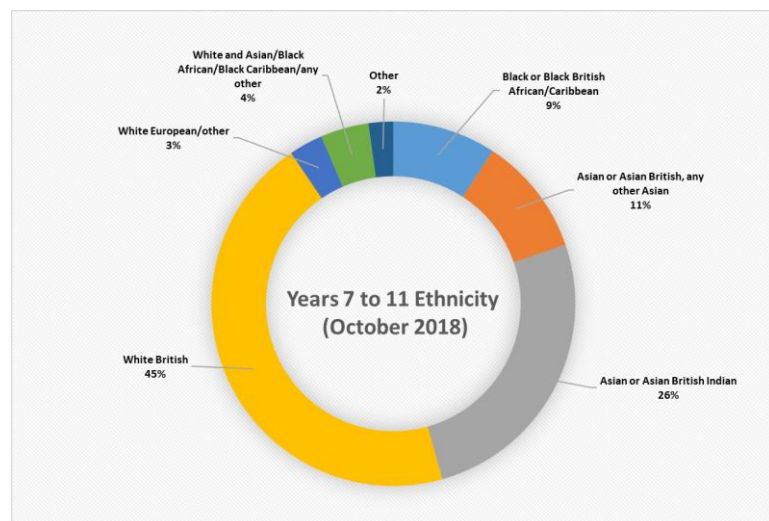
Chelmsford County High School for Girls is a Grammar School with Academy status. We were the first secondary school in the Essex LA to become an Academy in January 2011. We are an Outstanding School, as designated by a full Ofsted inspection in September 2007 and a subject survey inspection of Mathematics 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 24th June 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 | 19.33% | 29 | 32.67% | 49 | 35.33% | 53 | 38.06% | 59 | 35.00% | 42 | 31.03% | 36 | 32.80% | 41 | 31.99% | 309 |
| 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 |



Pupil Numbers

As at 24th June 2019

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | All Years |
|-----------------------|--------|--------|--------|---------|---------|---------|---------|-----------|
| Pupils of this school | 150 | 150 | 150 | 155 | 120 | 116 | 125 | 966 |
| Single Reg | 150 | 150 | 150 | 155 | 120 | 116 | 125 | 966 |
| Total Pupil Numbers | 150 | 150 | 150 | 155 | 120 | 116 | 125 | 966 |

NB: One student left Year 13 in January 2019 for 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:

- 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

Teachers have been involved in working as members of specific Professional Development Groups (PDG) this year, with associated work taking place during Focus Group time, peer lesson observations and on INSET days. Faculty Leaders were directly involved in discussions with their colleagues about external training, to ensure that money has been spent on key training priorities across the year, with a focus on curriculum development at Key Stage 5.

INSET Days

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/presentation on new Ofsted.

Continuing Professional Development

Teachers completed a short online pro forma at the start of the academic year, a Disaggregated INSET Plan, to set their professional development course for the year in relation to 5 hours devoted to Professional Development Groups; 2 hours devoted to developmental peer lesson observations; and 3 hours devoted to CPD work with Primary School colleagues. Alongside this, 4 hours of Focus Group time was dedicated to professional reading, reflection and recording. Each PDG has had a specific focus directly related to one of the Teaching & 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 the Teaching & Learning bulletin. Alongside this, inspired by the 'TeachMeet' model, 30 minutes of each staff meeting has been dedicated to teaching & learning strategies, with presentations by colleagues from different faculties.

Newly Qualified Teachers

Charlotte Burnham (PE), Martin Jones (Maths) and Jennifer Vigrass (Geography) are all nearing the end of their NQT induction programmes. Aleks Goodier (Maths), who successfully completed his Initial Teacher Training with us via the TES Institute, will soon embark on his NQT induction programme.

Initial Teacher Training

This year we have hosted a trainee in Chemistry with the Billericay Education Consortium (BEC). The trainee, Robert Nash, was very complimentary about his placement at CCHS.

Leadership Development

Maria French continues to work on her NPQH (National Professional Qualification for Headship) course. Helena Graham (Humanities Faculty Leader) continues to work on her NPQSL (National Professional Qualification for School Leadership) course. The CCHS Leadership Development Programme has been reviewed – a new cohort of colleagues will be recruited to participate. This programme is framed by our CCHS Leadership Profiles. Following the Faculty leadership review, colleagues have been identified as experts in a specific areas of practice. They have been delivering short training sessions during Academic Board meetings this year.

Teaching School Alliances

We remain strategic partners with two teaching school alliances: the Billericay Teaching School Alliance (BTSA) and the Chelmsford Teaching School Alliance (CTSA). 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

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 have benefitted 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 have again taught Philosophy (inspired by the highly-regarded 'Philosophy for Children' project), to Year 7 students. We structure 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 will require the teaching of PSHE to be mandatory in the future (from September 2019). Our PSHE programme has been readied for this.

Governors – Summary of meetings and visits since the last report

| | |
|-----------------------------------|-----------------------|
| Full GB Meeting | 29 March 2019 |
| Facilities & Finance Committee | 01 May & 26 June 2019 |
| Curriculum Committee | 22 May 2019 |
| Management Committee | 14 June 2019 |
| Staff & Student Matters Committee | 3 July 2019 |

Visits 2018/19:

| | |
|--|---|
| School Spring Concert – 20-21 March 2019 | Ros Cornish, Lauren Smith, Richard Vass, Yvonne Wickers |
| Senior Speech Day – 24 April 2019 | Full Governing Body |
| Governor Visit – 1 May 2019 | Duncan Stevens |
| Governor Visit – 14 June 2019 | Yvonne Wickers |
| Safeguarding Visit – 14 June 2019 | Ros Cornish, Yvonne Wickers |

Staffing update 2018/2019

| Name | Title | Replacing |
|--------------------------------------|-----------------------------------|---------------------|
| Miss Amanda Bray | Teacher of Biology | Helen Huckvale |
| Mr Brad Copper (NQT) | Teacher of English | Oliver Steele |
| Mrs Anna-Maria Hawke | Teacher of Art | JHA/Shahanara Ahmed |
| Mrs Jacqui Hicks | Teacher of Biology | Nicole Tanner |
| Ms Audra Hill | Teacher of RS | Laurayne Onuegbu |
| Mrs Stephanie Holt | Teacher of Maths | Zubeyde Simms |
| Mrs Emma Ledwidge | Deputy Headteacher | Stephen Lawlor |
| Mrs Jane Lockwood | Teacher of Maths | Zubeyde Simms |
| Ms Penny Porter | Subject Leader for German | Sandra Youngs |
| Mr Adam Selby | Head of Drama | Sally Foley |
| Mrs Maria Semeniuk | Teacher of Latin | Emma Cope |
| Miss Jenny Day | BEC Trainee - Science | |
| Mrs Melissa Mulgrew | Business Manager | Susan Hoefling |
| Mrs Fay Lodge | Science Technician | Alex Lewis |
| Mrs Clair Maslin | Education Support Officer | Alison Lamb |
| Alison Pudney (internal appointment) | Administration Support - Pastoral | Christine Weakley |
| Jessica Smith | Finance Officer | Fran Nel |
| TBA | Teacher of Chemistry | Abigail Lawrence |

We have made the following internal appointments from September 2019:

Graham Lodge, Faculty Leader for Languages
 Matt Carter, Faculty Leader for English
 Virginie Caffier, Subject Leader of French

At the time of writing there remain 2 vacancies: (i) Teacher of Chemistry and (ii) Science Technician.

KS4 2018 Performance data

Data on progress measures

Inspection Data Summary Report (April 2019) and 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 Inspection Data Summary Report (April 2019) and 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 - 21 Jun 2019)

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | All Years |
|--------------------------|--------|--------|--------|---------|---------|---------|---------|-----------|
| Attendance | 97.89% | 97.38% | 96.90% | 96.92% | 85.18% | 88.02% | 77.70% | 92.23% |
| Authorised | 2.11% | 2.62% | 2.81% | 2.85% | 14.82% | 11.74% | 22.08% | 7.63% |
| Unauthorised | 0% | 0% | 0% | 0.03% | 0% | 0.24% | 0.22% | 0.06% |
| Persistent Absence >=10% | 4 | 2 | 2 | 3 | 119 | 68 | 125 | 323 |
| AEA | 2.74% | 1.53% | 2.16% | 2.53% | 1.95% | 1.50% | 2.21% | 2.11% |
| Present | 95.15% | 95.85% | 94.73% | 94.39% | 83.23% | 86.51% | 75.48% | 90.12% |
| Lates | 1.13% | 1.17% | 1.61% | 2.23% | 1.39% | 2.62% | 2.08% | 1.72% |

Exclusions (04 Sep 2018 - 24 Jun 2019)

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | All Years |
|--------------------------------|--------|--------|--------|---------|---------|---------|---------|-----------|
| Number of Exclusions | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| Total Days | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 6 |
| Maximum Duration | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 3 |
| Number of Permanent Exclusions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Update on Pupil Premium provision

As of June 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. All staff, including invigilators and volunteers, have received their refresher safeguarding training.
- The DSL has recently attended the 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. Two Year Leaders have attended the prevention of teenage suicide course provided by Papyrus, June 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 have devised a Pupil Premium Strategy to increase the number of disadvantaged children registering to sit the test at our school. A question and answer booklet has already been drawn up to be sent to all of the 10 primary schools and to put on our website. We have visited 9 of the 10 of the named schools with the highest percentage of FSM students. We took our Year 9 outreach team and delivered assemblies to the children and parents. Primary Headteacher and Year 5 teacher outreach meeting was held in the Spring Term also, and this will be the 5th annual event. A Familiarisation Summer School is underway 1-2 July 2019, to increase the success rate for children from our 10 partner primary schools and PPG students registered to sit the test this September.
- **Transition: The Individual Family Welcome Meetings** have now all taken place for the new Year 7 intake. Girls with extra needs were given a quieter space with extra time. All girls have the opportunity to have juice and biscuits with girls from their form group before their welcome meeting and then make a uniform fitting appointment with Simmonds, our uniform suppliers. (all girls have a 30 minute 1:1 uniform fitting on a Saturday in June and July in the languages foyer and classrooms) Through these meetings we are able to capture the girls' aspirations and talents, so that they can hit the ground running in September. The new intake also came in again for their **Taster Day on 26th June**, where they enjoyed a carousel of lessons and got to finally meet their current Year 7 pen pal and enjoy a picnic lunch together.
- **Leadership Awards:** Girls in Years 7 – 11 were awarded 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.
- **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. 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.
- **The PSHE programme** has undergone many changes after a consultation through Student Voice last year. Some examples of the visitors that we have had in school so far this term are: the Fire Service, Self –Defence with Ian Arbon, The Samaritans, The Teenage Cancer Trust, Road Safety theatre Co. '*Dead End*' with Year 11.
- We have also trialed new lessons on 'Run Hide Tell', Mental Health, Relationship and Sex Education, Democracy, Careers and Positive Body image. Three Year 9 and 10 students have worked to produce new lesson plans on citizenship.

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.

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.

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 Hiatt

Year 12 students have recently sat internal school examinations. Results for these were made available to students on the 19th June and discussions are ongoing about whether or not students should continue with three or with four subjects to A level. Subject teachers, tutors and the Sixth Form Team will work closely with students to ensure that the best decisions are made; some students have been required to give up a fourth subject to pursue those in which they have performed much better. In the second half of the summer term Year 12 students focus on their university aspirations and on researching the most suitable courses for them. Clearly their desire to visit as many universities as possible has to be balanced with their need to be in lessons and this balance continues to be a matter of negotiation. Students will also make much use of the excellent support available in school from Dr Huckvale, Mrs Hopkins (Higher Education Adviser from September) and from their tutors and teachers. The Rolling Tutor Program in the Sixth Form continues to offer much to stretch and challenge our students beyond their academic subjects as well as to give some skills and knowledge that will help them settle successfully into university. Mrs Hiatt is currently planning for next year's program.

Year 13 – Mrs Ellen

At the time of writing Year 13 students have officially left the school and have almost all now completed their A level examinations. The students enjoyed a variety of activities to mark the end of their time in the school and were successful in balancing these with the need for real hard work in preparation for their examinations. Governors will be aware that under the reformed A level system this summer's examinations are the final assessment of two year's work in all subjects and thus students no longer benefit from any continuous assessment or resit opportunities. However, indications are that we are on course for a good performance from this cohort. A level results will be available on 15th August and we look forward to celebrating excellent grades and university places.

General

Sixth Form students in this school are involved in a huge range of extra-curricular clubs and societies, and a very high proportion of these are led by sixth form students; Year 12 students are now leading and developing these activities. Societies such as MedSoc, Bar Mock and a whole host of others are enabling students to develop their skills and. Both Music and Drama in the school benefit hugely from the commitment to them shown by a number of sixth form students and whilst the summer term does see something of a lull in such activities as examinations take priority we are much looking forward to next year's performances.

The Sixth Form team is continuing to work on the yearly cycle of planning and managing the successful transition of students from Year 11 into Year 12. We have just delivered the Sixth Form Induction Day for prospective Year 12s and made the best possible use of the enthusiasm and commitment of our current students to convince both our own Year 11s and applicants from other schools that this school is the best option for their Sixth Form studies. We remain confident that the excellent teaching and wider educational experience on offer in this school will again produce a healthy number of Year 12 students in September.

KS5 Performance Tables 2018

Data on progress measures

Inspection Data Summary Report (April 2019) and 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 Inspection Data Summary Report (April 2019) and 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 during the Summer term 2019

| Date | Year | Nature of Activity | Location | Duration |
|---------------|----------|--------------------|-----------|----------|
| 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 |

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

We have achieved the Artsmark Gold Status Award.

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 |

Conclusion

As this is my final report to the governors I wish to place on record that the past 12 years and one term have been some of the most enjoyable, as well as some of most challenging in my 46-year career in education.

I have greatly enjoyed working with and for such wonderful students whose intellectual interest and energy are second to none. It has been incredibly gratifying to watch them develop into the young women who have fledged with confidence and the determination to find their place in the world. I hope they remember to make a difference in their world and to remain true to what their school has taught them.

Leading the staff has posed occasional challenges as some have found it more difficult than others to live up to the high standards expected of them, but I am proud to have guided the careers of so many. Much is expected of all our staff, teachers and support staff and they go well beyond the terms of their contracts, always prepared to give their students great opportunities within and beyond the classroom.

I am proud of the senior leadership team who have an unwavering commitment to the students, the staff and the good name of the School; as a team they offer a range of skills and experiences which provide highly effective - because consistent - messages to our community. I am proud to have grown headteachers, and particularly pleased that Stephen will take over from me and lead the school into the next phase of its history. The quality of our safeguarding and pastoral support is second to none, thanks to Maria and Michael's leadership of their teams of Year Leaders. I believe this is one of the significant improvements we have made.

Whilst people matter more than the buildings, I still feel that our students deserve the best we can afford and I am pleased to have raised nearly £10 million over the years to extend the dining hall, create new classrooms at the front of the school, and a languages centre with a language lab. The creation of the sixth form loft, the re-purposing of the technology rooms into a lecture theatre, a second sixth form common room and new classrooms have provided a more effective use of space.

I am proud of the changes we have made to our entrance test which have proved effective in bringing in girls who deserve to be with us because of their ability rather than their parents' ability to pay for tuition. Our vision and practice working with primary schools with the most deprived is beginning to have the desired impact and has been recognised as worthy of a significant investment by DfE. There is more work to be done and it is well under way with the commitment of all our staff and our students.

The long awaited campus development plans are finally coming to fruition with the new teaching block and sports hall which will transform our facilities and bring sport, science, art and the library into the 21st century. I am pleased that Melissa has already demonstrated immense skills and determination to follow the legacy.

I cannot express the sadness I, the SLT and our whole community have felt about the loss of one of our own, Nick, who had such potential and made his mark in the short time he was with us.

Finally, I wish to thank governors for being our critical friends, helping us with tough decisions but also believing in our ability to deliver the School's vision with dwindling resources. I also wish to place on record the amazingly supportive work of Hazel, my PA, and thank Wendy for her patience and advice in her role as Clerk to Governors.

Nicole Chapman
Headteacher