



# Headteacher's Report

27<sup>th</sup> March 2020

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## CONTEXT OF THE SCHOOL

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Chelmsford County High School for Girls is a proud and progressive grammar school community, committed to excellence in girls' education and empowerment. We are an outstanding school, 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. We are a growing school, increasing from four to five forms of entry in 2015, with a sixth form of entry phase starting in September 2020. A vital part of this growth relates to our Fair Access and Partnership Plan (FFAP), which links to our successful Selective Schools Expansion Fund (SSEF) bid.

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The School's well-established vision is '**Developing the Leaders of Tomorrow**', which is informed by three broad aims: **the pursuit of excellence; achieving individual potential; contributing to the local and global community.** We will amplify, and so fortify, our School vision and aims, as well as pursue links between Faculties, to cultivate core values, which will direct and drive our work: citizenship, meritocracy, challenge, duty, imagination, enlightenment and tolerance.

- Developing the leaders of tomorrow – **CITIZENSHIP**: inspire future citizens to think for themselves and to act for others.
- The pursuit of excellence – **MERITOCRACY**: provide students with an outstanding education, with students doing their best in all endeavours.
- Fulfilling individual potential – **CHALLENGE**: motivate students to acquire new knowledge & understanding and stimulate them to develop new skills & attributes.
- Contributing to the community – **DUTY**: ensure students conduct themselves with civility and compassion at all times, supporting each other and looking beyond themselves.
- English Faculty (Drama, English and Psychology) and Creative Faculty (Art, Music and PE) – **IMAGINATION.**
- Mathematics Faculty (Computer Science, Economics and Maths) and Science Faculty (Biology, Chemistry and Physics) – **ENLIGHTENMENT.**
- Humanities Faculty (Geography, Government and Politics, History and RS) and Languages Faculty (French, German, Italian, Latin and Spanish) – **TOLERANCE.**

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



### Finance

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Focus continues on managing resources, with expected year end 18-19 deficit approximately £63,000 favourable to forecast. The final numbers will be confirmed as part of the year-end audit process. 2019-20 budget is expected to return to a small surplus of £8,000, largely due to funding for teacher's pay & pension increases, reduction of one Assistant Head for the academic year and change in SLT. The following years are expected to be challenging if the trend in Sixth Form numbers continues, however the operating environment cannot be readily predicted until Government confirms any increased funding that has been indicated.

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In addition:

- We have admitted an additional 10 students in Year 10
  - We have reduced spend on support staff through streamlining processes
  - We continue to move towards moving paper-based administration processes onto technology platforms
  - Russian has been removed as a KS5 offering
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### Professional Development Groups

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This year's Professional Development Groups (PDGs) are focused on further developing excellent practice in terms of teaching and learning in the Sixth Form. Whilst we were very pleased with the improvements in A level results seen in the summer of 2019, it is nonetheless very worthwhile to focus on areas where we may still make improvements.

Under this framework each meeting will have two priorities for discussion.

The first of these will be student progress, with discussions themed in each PDG meeting to reflect their place within the annual cycle, from induction and new starts in September through to the review of Year 12 examination results in July.

The second theme will be a broader discussion of how each department can develop and improve its curriculum offer, looking at topics such as supporting weaker students, challenging the most able students and making best use of assessment. The fifth of the six meetings will give staff from different departments and faculties the opportunity to meet with each other to discuss areas in which there is commonality between them in terms of teaching approaches or in terms of the actual material they teach.

The work of these groups is being monitored by Mrs Ellen (Assistant Head of Sixth Form) and by Dr Palmer. A full report on the outcomes and agreed actions from these meetings will be provided to the Governing Body in the autumn of 2020.

### Focus Groups

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The Focus Groups have been rebranded as School Development Groups (SDGs) to inform School Development Plan initiatives, and align the work of these groups directly to the SDP. The first of which has already taken place. Each SDG has a specific focus directly related to the SDP.

- Staff well-being
- Marking and Assessment
- Citizenship
- Extra-curricular

Faculty is represented on the different SDGs.

### Teaching School Alliances

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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 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.

### Staffing update

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Mrs Maria French, Deputy Headteacher/Pastoral, will be leaving at the end of summer to become Headteacher at Chislehurst Girls' School in Kent. We will be interviewing for an Assistant Headteacher/Pastoral [not Deputy] later this month.

We interviewed 8 candidates for the Assistant Headteacher/Teaching & Learning role in January, and appointed Mrs Jo Cross to the position, she is currently Faculty Leader for Mathematics, Computer Science and Economics, and will remain Faculty Leader, as well as her new position from September.

After 35 years of service to the School, Mrs Melanie Gulliver, Teacher of French, will be retiring in the summer. Mrs Mary Jarvis, who has covered staff illness/maternity cover in the French and German departments over the past 3 years, will become a permanent member of staff, as Teacher of French from September.

Mr Jeremy Mitchell, Teacher of Mathematics, will be retiring in the summer term and we are delighted to have appointed his son, Mr David Mitchell as his replacement. Mr D Mitchell has worked at two other grammar schools, and is currently at CRGS.

Due to long-term illness, Mr Yannick Simonnot will not be returning to his position as Teacher of French. He had been with the School for 17 years and will be sorely missed by his colleagues. We are currently advertising for his position.

From September 2020 we will be delivering A Level Computer Science, and have appointed Mrs Naushin Khan as Subject Leader for Computer Science. Mrs Nina Lewis will step down from this role to concentrate on her Year 7 Leader role, and her teaching of Computer Science.

I am delighted to announce we have appointed two Chemists, who will join in September 2020, Mrs Emily Manning and Mrs Hayley Busby. Mrs Busby will also take on the Year Leader role in the main School from September.

We are currently advertising for two internal appointments, Year 12 Leader and House Co-ordinator. Mrs Emma Hiatt, Year 12 Leader and Teacher of Chemistry, will be going on maternity leave in July, and Mr Mark Rowell, Faculty Leader for Science, will take on a new SIMS role, instead of House Co-ordinator.

Mrs Abby Williams, Subject Leader of Psychology, will be going on maternity leave at the end of summer. We are grateful to Mrs Hayley Ellen, Year 13 Leader/Teacher of RS, who will teach Psychology from September 2020 to July 2021. Mrs Ellen has A Level Psychology teaching experience in her previous school. Mrs Audra Hill, who is currently covering maternity leave for Mrs Laurayne Onuegbu, will remain in post as Teacher of RS during this period.

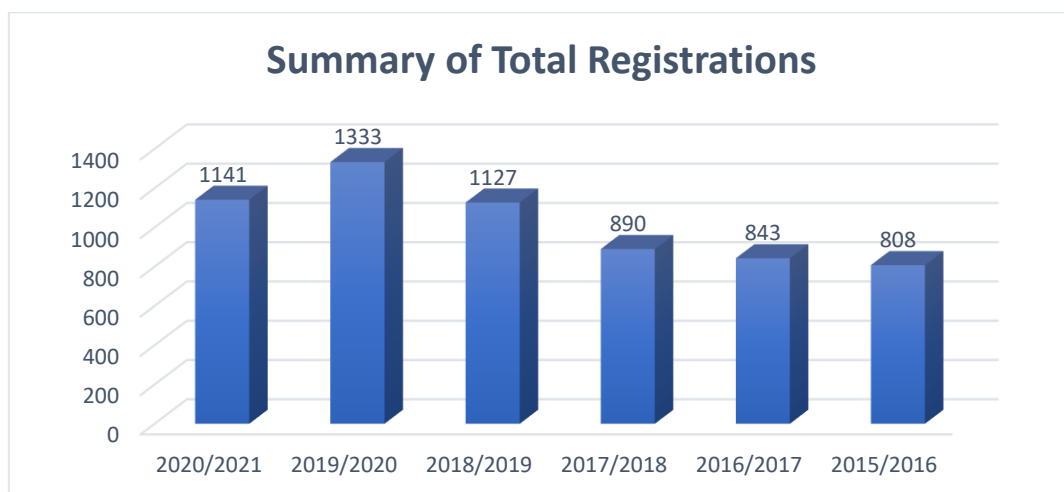


## ADMISSIONS

Admission in Year 7 is through our Entrance test which is administered by CEM and encourages girls from all backgrounds to apply. Around 693 girls sat the test at CCHS in Year 6 for 180 places. Of those 180 students, 80% are admitted from the proximity list and live within 12.5 miles of the school. The other 20% have no proximity restriction.

- 14 main round appeals (11 heard, 1 offered, 2 withdrawn)
- The admissions policy for 2020 now allows for the highest priority to be given to the top thirty applicants, in receipt of Pupil Premium or LAC or previously LAC, who achieved a score within the top or middle bands and live within the 12.5-mile priority area.

### Admissions update for Year 7 2020 Entry



#### Entrance Test held on Saturday 14 September and Monday 23 September 2019

<b>Total no. of candidates registered for the Entrance Test</b>	<b>1141</b>
• CCHS registered/attendance	764/693
• Candidates registered to take the test at an alternative venue*	379
No. of candidates with LAC/PLAC status (priority area)	1/1
No. of candidates with Pupil Premium eligibility status (priority area) registered/attendance	16/12
No. of candidates registered for the entrance test from:	
• State schools	965
• Independent schools	168
• Educated Abroad	2
• Home Educated	6
* Raw marks from the test will be shared with the schools for inclusion in the appropriate standardisation sample	



## ADMISSIONS

<b>Total no of applicants</b>	<b>693</b>
No of applicants who withdrew their application /did not take the test	34
No of applicants who named CCHS as their 1 <sup>st</sup> preference	377
No of applicants with LAC/PLAC status (Priority area)	1*
No of applicants with Pupil Premium status (priority area)	12 *(incl LAC)
No of Applicants from	
State Schools	578
Independent Schools	114
Educated Abroad	2
Home Educated	2
<b>Total no. of allocations made</b>	<b>180</b>
LAC/PLAC status	1*
Pupil Premium (Priority area)	8 (*incl LAC)
No of allocations from:	
State Schools	143
Independent Schools	37
Educated Abroad	0
Home Educated	0
<i>Primary Outreach Schools (10 schools – included above)</i>	20

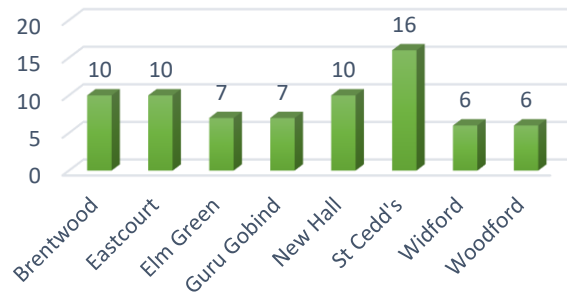
## ADMISSIONS

Schools with largest number of candidates:

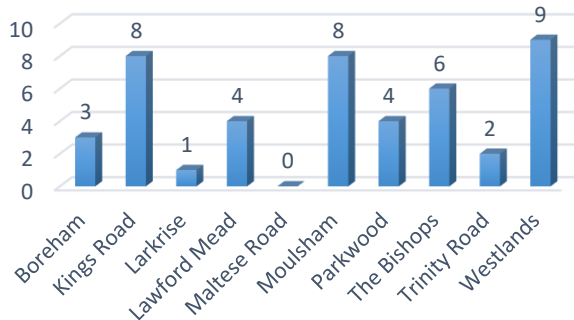
### State Schools



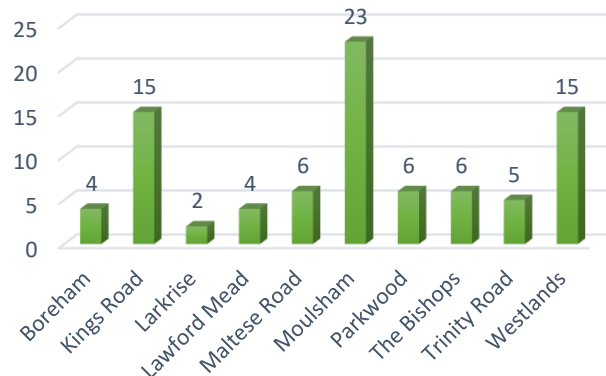
### Independent Schools



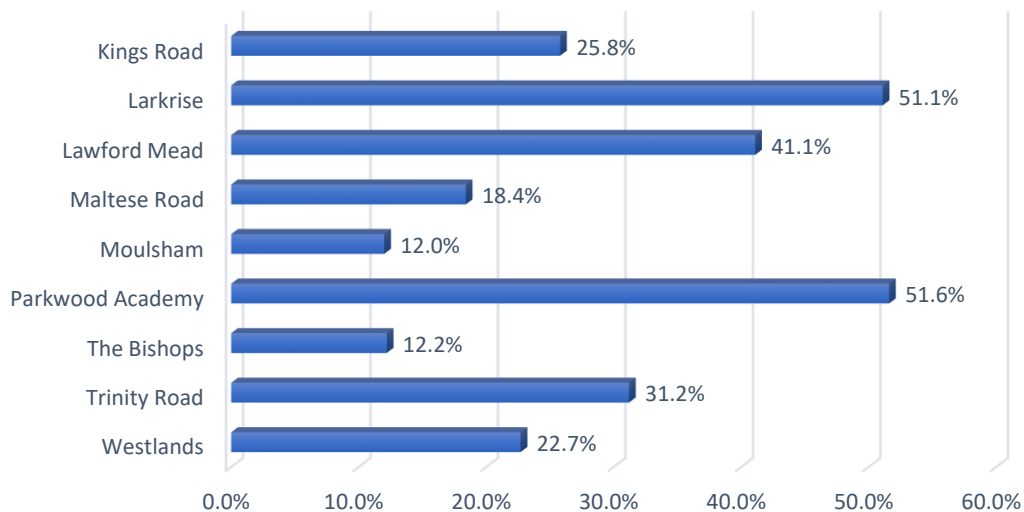
### Year 5 Enrichment Day Masterclass



### Summer School



### Outreach Schools (%FSM eligibility): 2019-20 Pupil Allocations






## CURRICULUM AND ENRICHMENT

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

Highlights – November – December 2019	
<ul style="list-style-type: none"> <li>Oxbridge Interviews</li> <li>Senior Prefect Applications and Selection</li> <li>Senior Maths Challenge</li> <li>House Karaoke</li> <li>German Exchange Visit</li> <li>Physics Olympiad</li> <li>House Winter Games</li> <li>Author Visit</li> <li>UK Parliament Visit</li> </ul>	<ul style="list-style-type: none"> <li>Physics Lecture</li> <li>PA Christmas Fayre</li> <li>Christmas Lunch</li> <li>Christmas Concert</li> <li>PA Christmas Disco – Year 7,8 &amp; 9</li> <li>House Decorated Classroom</li> <li>Engineering Residential Trip</li> <li>Enrichment Day 2</li> <li>Carol Service – Chelmsford Cathedral</li> </ul>
Highlights – January – February 2020	
<ul style="list-style-type: none"> <li>Year 13 Mock Exams</li> <li>Year 9 Options Process Begins</li> <li>Chemistry Olympiad</li> <li>House Swimming</li> <li>Charity Day</li> <li>Production Performance</li> </ul>	<ul style="list-style-type: none"> <li>Oxbridge Evening</li> <li>Intermediate Maths Challenge</li> <li>House Debating</li> <li>Careers Evening</li> <li>ED3</li> <li>Dance Show</li> <li>House Pancakes</li> </ul>

Educational Visits March to July 2020				
20-Mar-20	12	Geography Field Trip	North Yorks	6 days
20-Mar-20	9,10 & 12	German Exchange <span style="color: red;">CANCELLED DUE to Coronavirus restrictions</span>	Backnang	7 days
Apr - 20	9 to 12	French Exchange	Lyon	7 days
10-Jun-20	7	French/History/Art	Normandy	3 days
30-Jun-19	8	German residential	Rhineland	5 days
12 July 2020	12 to 13	Expedition	Mexico	16 days
16 – Jul - 20	tbc	Music Tour	Lake Garda, Italy	5 days

STEM and Artsmark - Renaissance Project
<p>The vision this year is to take a further cohort through the Bronze Award, but this time, focus on Year 8 students, as it is felt that there was scope for a new curriculum initiative with this particular year group. Plans are in place for a new Enrichment Day built around Artsmark for Year 8.</p>

<p>Near the end of this academic year, we will plan to introduce the Silver award.</p>

## CURRICULUM AND ENRICHMENT

### Higher Project Qualification – AQA – Year 10

Plans are underway to introduce the Higher Project Qualification in September 2020 to Year 10 during core RE curriculum. Students will be able to opt into completing the official Level 2 qualification by completing a project built around religion, philosophy or ethics. Students not wishing to complete all of the additional elements required to fulfil the qualification will still complete a project, and will instead be recognised through a prestigious in-house award.



The launch of this project begins during Year 9 Options Evening, and will continue throughout the spring and summer terms.

STEM activity	Year group	Number involved
Bronze CREST	7	12
Silver CREST	9	14
Engineering Education Scheme (EES) / Gold CREST	12	6
Biology Challenge (online)	10	120
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)	30
Essay competitions for Royal College of Science Union Science Challenge and Newnham College Essay competition	12-13	2-3
Nuffield Placements	12	2
GlaxoSmithKline placements	12	4
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

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	Invites 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 - 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

### CCHS DEVELOPING THE MOST ABLE WITH NACE

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The National Association for Able Children in Education (NACE) is an independent charity founded over 35 years ago. Working with member schools, education leaders and practitioners NACE aims to improve provision for more able learners, driving whole-school improvement and raising achievement for all.



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Core principles echo those of our school:

- all able children and young people, regardless of background, should be recognised and have the opportunity to realise their potential
  - ability can be revealed across a broad range of activities
  - providing enriched opportunities for these students can enhance the learning opportunities for all
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- NACE principles are at the core of our T&L focus, including our current strengths and where we would like to develop
- Member accounts have been established for SLT/faculty/department heads
- NACE was launched at the November 2020 Staff Meeting and received positive encouragement from teachers.

**Whole School Data**  
 Period 1<sup>st</sup> November 2019 to 17<sup>th</sup> March 2020

**Number on Roll**  
**987**

Years 7-10: 150 each  
 Year 10: 160  
 Year 11: 155  
 Year 12: 107  
 Year 13: 115

**Overall Attendance Rate**

**94.65%** ↓

**Exclusions**

**2 students** ↑  
**3 days**  
**(Year 8)** ↑

**Pupil Premium**

33 students  
 £935 per student

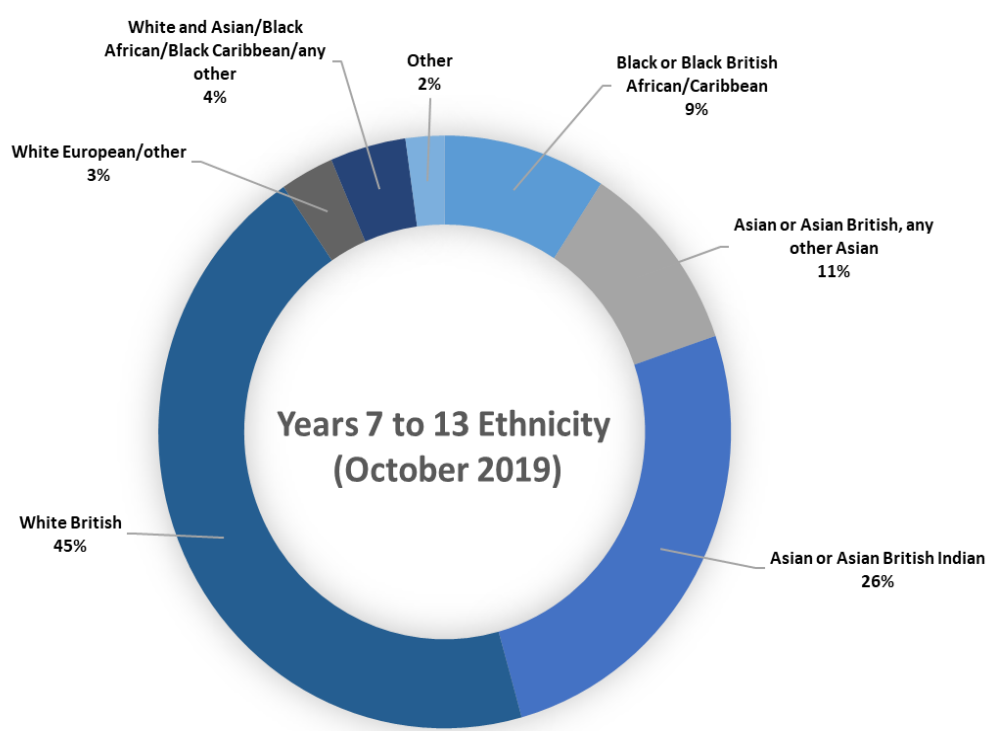
**Income** ↓  
**£30,855**

**2019/20 SEN Register**

**SEN: 21** ↑  
**EHC: 1**

**Ethnicity by Number**

	2019	2018
Black	91	88
Asian/Indian	274	248
White European	35	29
Asian/British	92	101
White British	423	429
Other	55	62



## Main School Students

### Update on Pupil Premium provision October 2019

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The targets for 2019 -20 remain the same as for 2018 – 20 as they have demonstrated that they yield excellent outcomes. We will look to increase spending for 1:1 English and Mathematics tuition. The CCHS Pupil Premium Strategy should also be read in conjunction with this document.

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

**The GCSE outcomes for 2019 demonstrate that the students in receipt of the PPG all achieved 11 GCSEs in the summer of 2019**

- One student achieved 11 GCSEs grades 9-8 (including GCSE English and Mathematics)
- Two students achieved 11 GCSEs grades 9-6 (including GCSE English and Mathematics)
- One student achieved 11 GCSEs grades 8-6 (including Grade 6 and above in GCSE English and Mathematics)
- One student achieved 11 GCSEs grades 7–5 (including Grade 6 in English and Mathematics)

For 2019, we have also drawn up a CCHS Pupil Premium Strategy Document and a PPG FAQ booklet for parents.



## Main School Students

### SEN Report

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All students on the SEN register have had a termly review meeting with parents and external providers, where necessary. We have 19 students on the SEN register in receipt of additional support. The Educational Psychologist and specialist medical, hearing and dyslexia support have been accessed. Access arrangements (SRB and extra time) for public examinations have also been reviewed and are in place for summer. As a first, we have 1 student on an EHCP in Year 8, which brings funding to employ a SEN assistant (Mrs Greenland).

### Safeguarding

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

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

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

- Refresher (Level 3) Safeguarding Training provided by ESCB every 2 Years.
- CEOP (Child Exploitation and Online Protection Agency) WRAP trained (Working to raise Awareness of Prevent) Home Office Prevent Forced Marriage training, Prevention of CSE Champion Training, Domestic Abuse awareness training and the Home office preventing and awareness of FGM training. Year Leaders have also been invited to undertake the Home Office FGM training and the Honour Based Abuse training.
- MFH has also been accredited as a CSE Champion and assessor of CSE risks and is a member of the National Working Group for tackling CSE.
- Mental Health First Aiders: fully trained MFH EHI FHR RDA

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All staff are aware how to report a concern on [MyConcern](#) and have signed to confirm that they have received, read and understood their own copy of KCSIE 2019 part 1, CCHS Child Protection Policy, Staff Code of Conduct, Prevent Duty and a quick reference summary sheet. The new SET procedures for October 2019 has also been circulated. We have also circulated the FGM-guidance for schools 2019 to all Year Leaders. It is also available as a document on [MyConcern](#) that staff can access.

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**All concerns are** logged and reviewed and timely and appropriate referrals are made to Social Care or Family Support. Strategy Meetings, MARAC, Core Groups, Child in Need and Child Protection Case Conferences are always attended by the DSL, except in the sixth form when a DDSL may attend. Regular updates regarding safeguarding and the number of internal lilac form referrals and external referrals to Social Care or the police are provided at **Staff and Student Matters Committee**. This committee is also made aware of any students on a Child in Need Plan or the subject of a Child Protection Plan. The School is represented at all necessary social care, police and court hearings by the Designated Safeguarding Lead.



## Main School Students

### Care and Guidance report Years 7 -11 - The Pastoral Team

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- 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. There has been an increase in complex DV cases and the DSL has attended MARACS and other CP cases.
- The pastoral team continue to refine their 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. We will look to repeat this in 2020.
- Provide 3 days a week counselling from the Sycamore Trust.
- School nurse, Wednesday drop-in clinic.
- MFH, FHR, RDA and EHI have undertaken the Mental Health First Aid Training for Schools- (student, staff and parental awareness.)
- Essex Young People Drug and Alcohol Service (EYPDAS) have trained SLT and this has been cascaded to all staff and a booklet provided for all staff- indicators and awareness. Update 2020.
- MFH has attended a local strategic meeting regarding teenage drug abuse in the locality, led by Essex Police.
- Has a **twitter account** to promote e-safety, Mindfulness, Wellbeing, Year 11 Leadership Conference and other pastoral events such as the Meet the Tutor Evenings. We also use the twitter feed to update students and parents about online safety with updates from CEOP (Child Exploitation and Online Protection Agency), as well as celebrate achievements.
- Liaise with **external agencies**: CAMHS (now EWMHS) Police/GPs School Nurse/Social Care/ Young Carers/YMCA/attend CIN and CP case conferences/ BAP/ Ed. Psych/ Sycamore Counselling, Dyslexia Action, DBIT and Hospital Schools, to name but a few. They also liaise with students and parents to resolve issues and ensure that all of their girls are working to the best of their ability.
- **Monitor progress and attainment of all students** in their year group to ensure that appropriate support is in place to enable them to address issues as early as possible. They provide an Action Plan for those students who need support after each round of TA Data. Year Leaders also play an active role in their Meet the Tutor Evening and Parents' Evening.
- **Organise TA Discussion Week** following TA data to ensure every girl has a 1:1 review, Report Review Day, Y10 Prefect allocation, tutor time and Mindfulness Programme: Developing Grit and Resilience for Academic Success. Ensure highest standards of uniform and behaviour. Run Chat Groups to support some students (e.g. Chocolate Club in Year 7).



## Main School Students

- **Attend** Child Protection Case Conferences and CIN Review Meetings and MARAC.
- Ensure that all students have a Mindful Monday activity and a Find Your Voice! activity in the week, on top of the PSHE provision and varied and inspiring assembly programme.
- **Find Your Voice!** A completed report was presented to the Prince’s Teaching Institute by MFH in February 2018. (The PTI Leadership Mark was awarded for the completed project).
- Coaching embedded in tutor time to develop confidence and skills in speaking out.
- An increase in public speaking opportunities outside of the classroom, not least in the ESU and Oxford and Cambridge debating competitions, Jack Petchey Speak out Final in London, Youth Voice with Essex Youth Parliament.

<p style="text-align: center;"><b>Leadership Awards</b></p> <p>Students in Years 7–11 are awarded leadership badges annually (Easter Assembly) for demonstrating leadership skills and characteristics.</p> <p>250 Leadership Awards have been awarded since 2014.</p>	<p style="text-align: center;"><b>E-Safety</b></p> <p>All students in Years 7 – 11 have received CEOP training, are regularly reminded about safety, their digital footprint, and know how to report abuse through the CEOP report abuse button. Years 8-9 have taken part in the Essex Youth Assembly activity Days and speak out opportunities.</p>	<p style="text-align: center;"><b>FGM Parents Information Session</b></p> <p>Mrs French led a parents’ information session on the new lesson plans for Year 7, tackling the prevention of FGM in schools.</p>
<p style="text-align: center;"><b>Years 10 &amp; 11 Oxbridge Assembly</b></p> <p>Some of the Year 13 offer holders for the Universities of Oxford and Cambridge delivered a superb assembly in order to candidly share with the younger girls, about the Oxbridge application process. The girls explained the rigours, aptitude tests, pre-reading and also the sense of achievement and joy upon receiving an offer. There was some really positive feedback from our younger girls, for whom we hope that this has planted a seed.</p>		<p style="text-align: center;"><b>Mental Health Training</b></p> <p>We have concentrated on mental health training this year and increasing our awareness of local trends and issues regarding drug abuse.</p> <p>Four 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.</p>

### Primary Admissions Outreach work to Year 5

To address the relatively small number of applicants from local primary schools with higher than average rates of FSM pupils and considering research from the Sutton Trust, we continue a robust calendar of assembly visits to Y5 and their parents in their own school setting.

We are in the process of visiting all 13 partner primary schools with our Year 9 outreach team, to ensure that we deliver the message that grammar school is for anyone who is able and that money or opportunity is no barrier to access. We have devised new booklets for parents, badges for the children and our Year 9 outreach team deliver great assemblies, with the support of their Year Leader, Miss Sales, our Admissions Officer, Mrs Lewis and Mrs French.

**Summer School 2019** – a new departure as we held a 2-day summer school with entrance test familiarisation work for all 10 partner primary schools. (available to all girls registered to sit the test) We also added any PPG students registered to sit the test from within the 12.5-mile radius and regardless of which primary school they were from.





## Sixth Form Students

### Care and Guidance report Years 12-13

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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

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Year 12 continue to make excellent progress in their studies and we were pleased to see a good number of them attending our Oxford and Cambridge Information Evening in early February. Since the Prefect Handover Assembly in January Year 12 students have been playing an increasingly significant role in the life of the school in their various prefect roles. The Senior Prefects have been particularly busy, assisting with interviews for the post of Assistant Headteacher and representing CCHS at the Association of State Girls' Schools student conference held recently in London and organised by our own Mrs Bates. The contribution of Year 12 students to the school play *Antigone* was very significant and we thank them for their support. At the time of writing we are still planning internal examinations for Year 12 students in mid-May with the hope that the results of these examinations will help students to begin to think very seriously about their future plans. If we are not able to run these examinations as planned we have a number of alternatives on which we can fall back.

#### Year 13

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Year 13 students are now receiving their final offers from universities and choosing which to hold as firm and insurance choices. They are focused in earnest on the forthcoming examinations and are showing maturity and good sense in their responses to the uncertain times. Sadly, in the circumstances we have had to postpone the Sixth Form Revue but we still hope to be able to run this later in the summer. Year 13 sat A level mock examinations in January and we were pleased with the results of these. A number of students whose performance gave cause for concern re-sat their mocks just after half term and further interventions and support have been arranged for those in need of it; we remain confident that the students will be well rewarded in the summer. In terms of extra-curricular activities, we were tremendously impressed by the hard work of our Dance Officials in choreographing and presenting this year's show 'Ultraviolet 2020' and we thank them and all the other outgoing school officials and subject prefects for their contributions to school life.



## Sixth Form Students

### General

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Sixth Form students in this school are involved in a significant range of extra-curricular clubs and societies, and a very high proportion of these are led by sixth form students. Societies such as MedSoc, Bar Mock and a whole host of others are enabling students to develop their skills and. Both Music and Drama in the school benefit hugely from the commitment to them shown by a number of sixth form students.

The Rolling Tutor Program in the Sixth Form continues to offer much to stretch and challenge our students beyond their academic subjects as well as to give some skills and knowledge that will help them settle successfully into university. Mrs Hiatt has made some significant changes to this program on the basis of a review conducted last year of this program and the effectiveness of these changes will obviously be monitored throughout the year.

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



## Outcomes: KS4 2019 Performance Data

### Data on progress measures

Publication of official (DfE) attainment and achievement data regarding summer 2019 KS4 (GCSE) outcomes was released in February 2020 and is provided below.

<b>Attainment 8</b>	
<b>2019:</b>	<b>80.07</b> (max possible, 90) Disadvantaged, 71.92; Non-Disadvantaged, 80.31
<b>2018:</b>	81.9 (max possible, 90) Disadvantaged, 68.67; Non-Disadvantaged, 82.28 - all reformed, except Graphics, Textiles and Mandarin
<b>2017:</b>	79.8 (max possible, 87.5) - only English Language, English Literature and Mathematics as reformed
<b>2016:</b>	76.5 (max possible, 80) - all unreformed
<b>2015:</b>	75.3 (max possible, 80) - all unreformed
<b>EBacc</b>	
<b>2019:</b>	<b>grades 4+, 98.33%</b> (Disadvantaged, 100%; Non-Disadvantaged, 98.29%); <b>grades 5+, 98.0%</b> (Disadvantaged, 100%; Non-Disadvantaged, 97.93%)
<b>2018:</b>	<b>grades 4+, 98.31%</b> (Disadvantaged, 66.67%; Non-Disadvantaged, 99.13%)
<b>2018:</b>	<b>grades 5+, 95.76%</b> (Disadvantaged, 66.67%; Non-Disadvantaged, 96.52%)
<b>2017:</b>	99.17% (A*-C grades measure)
<b>2016:</b>	100% (A*-C grades measure)
<b>2015:</b>	11% (97.5% when IGCSE Chemistry included)
<b>New EBacc measure</b>	
<i>Introduced in 2018 - DfE use a different EBacc measure now, i.e. EBacc average point score.</i>	
<b>2019:</b>	<b>7.93</b> (maximum possible, 9) Disadvantaged, 7.21; Non-Disadvantaged, 7.95
<b>2018:</b>	<b>8.02</b> (maximum possible, 9) Disadvantaged, 6.71; Non-Disadvantaged, 8.06

### Data on value added measures

#### ALPS KS4 2019 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.

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The **ALPS Quality Indicator** is an overall performance indicator that shows performance across all courses. Our Quality Indicator grade is 2 (“Outstanding”). In 2018 it was also 2, 2017, 2; 2016, 2.

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The **ALPS QI8** Indicator is another overall performance indicator that shows how students have performed across their “best 8” subjects. This measure can give an early indication of how the subjects that will contribute to our Progress 8 score have performed. Our QI8 grade is 2 (“Outstanding”). In 2018 it was 2; 2017 2; 2016, 2.



## Outcomes: KS4 2019 Performance Data

### Subject Value-Added Overview

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- French, Geography, German, Mathematics, and Spanish have the highest scores with 2 (“Outstanding”).
- Biology, Computer Science, English Language, English Literature, History, Music, and RS all score 3 (“Excellent”).
- Chemistry, PE, and Physics have scores of 4 (“Very Good”).
- Drama and Latin score 5.
- Art 6.
- Chinese 7.

### Subject Value-Added overview by Group

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There were no Disadvantaged students from within the 102 students used within the report.

### Data on outcomes for students

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Comparative data on raw outcomes for students – KS4. Successful Selective Girls’ Schools (SSGS) – group of 20 schools.

Year	A*-A % 9/8/7	SSGS Ranking
2019	84.2	5 <sup>th</sup>
2018	87.5	4 <sup>th</sup>
2017	86.4	4 <sup>th</sup>
2016	88.5	5 <sup>th</sup>
2015	85.6	6 <sup>th</sup>

## Outcomes: KS5 Performance Tables 2019

### Data on progress measures

Publication of official (DfE) attainment and achievement data regarding summer 2019 KS5 (A level) outcomes have been released, and are listed below.

Year	Progress Score	Average Results	Points
2019	0.00	A-	45.05
2018	-0.28	B+	42.01
2017	-0.40	B-	37.49

### Data on value added measures

#### ALPS A level 2019 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 5 (“Average”). In 2018 it was 6, 2017, 7; 2016, 5; 2015, 3; 2014, 2; 2013, 5.

### Subject Value-Added Overview

- Red scores and black scores – Biology, Theatre Studies, German, and Psychology score the highest scores with 3 (“Excellent”).
- Chemistry, English Literature, and French score 4 (“Very Good”).
- Art, History, Maths (further), Physics, RS and Spanish score 5 (“Satisfactory to Good”).
- Economics, Geography, Government & Politics, and Mathematics, score 6 (“Below Average”).
- Blue scores – Latin and Music both score 7 (“Less than Satisfactory”).

### Data on outcomes for students 2019

Comparative data on raw outcomes for students 2019 – KS5. Successful Selective Girls’ Schools (SSGS) – group of 20 schools

Year	% A*B	SSGS Ranking
2019	84.1	4 <sup>th</sup>
2018	75.5	10 <sup>th</sup>
2017	79.0	7 <sup>th</sup>
2016	85.2	5 <sup>th</sup>
2015	81.9	10 <sup>th</sup>
2014	88.2	4 <sup>th</sup>
2013	83.6	9 <sup>th</sup>

