

Year 8 Meet the Tutor Evening

Thursday 14th September





- Mission
- Ethos
- People
- Practice
- Premises



*A progressive grammar school community,
committed to excellence in girls' education and empowerment.*

- **Progressive** – forward thinking and continuously developing practice, provision and premises for all student groups.
- **Grammar (school)** – serving the needs and entitlements of our very able students.
- **Community** – maintaining and strengthening a sense of community, which is vital in a growing school.
- **Education** – advancing our expertise in girls' education.
- **Empowerment** – advancing our programmes to empower our students.



Our ethos

Amplify and strengthen our School vision and aims, as well as pursue links between subjects, to advance core values, which will direct and drive our work – our **ethos**:

Developing the leaders of tomorrow – **citizenship**

The pursuit of excellence – **distinction**

Fulfilling individual potential – **challenge**

Contributing to the community – **duty**

English, Sport and Arts subjects – **imagination**

Mathematics, Computer Science and Natural Sciences subjects – **enlightenment**

Humanities, Languages and Social Sciences subjects – **diversity**



People

- Our teachers are passionate subject specialists.
- Our support staff are committed and well-qualified.
- Our Governors are highly supportive and experienced.



Practice

Engaged **locally**:

- Chelmsford Teaching School Alliance (CTSA)
- Billericay Teaching School Alliance (BTSA)

Engaged **nationally**:

- Prince's Teaching Institute (PTI)
- National Association for Able Children in Education (NACE)

Engaged **internationally**:

- International Coalition of Girls' School (ICGS)
- 'Advance Girls' research projects



Premises

- New teaching block
- New science labs
- New Sports Centre
- New Library & Study Centre
- New outside lunch area



GCSE Results



88% 9-7 grades



GCSE Results

- Kendrick School 91.2% 9-7
- Altrincham Grammar School for Girls, 91% 9-7
- **CCHS, 88.03% 9-7**
- Colchester County High School for Girls, 87.6% 9-7
- Newport Girls' High School, 82% 9-7
- Wolverhampton Grammar School for Girls, 76.5% 9-7
- Lancaster Girls' Grammar School, 62.6% 9-7
- Wirral Grammar School for Girls, 59.2% 9-7
- The Tiffin Girls' School, 45.8% 9-7

SSGS (Successful Selective Girls' Schools) submitted results for The Times GCSE listing on Friday 25th August 2023



A Level Results



85% A*-B grades



A Level Results

- The Tiffin Girls' School, 88.5% A*-B
- **CCHS, 85% A*-B**
- Kendrick School, 82.6% A*-B
- Colchester County High School for Girls, 81.2% A*-B
- Newstead Wood School, 78.5% A*-B
- Lancaster Girls' Grammar School, 73.7% A*-B
- Newport Girls' High School, 69.7% A*-B
- King Edward VI Handsworth School, 61.7% A*-B
- Wirral Grammar School for Girls, 60% A*-B

SSGS (Successful Selective Girls' Schools) submitted results for The Times AL listing on Friday 18th August 2023



Our Achievement Strategy is:

Inspired by our school ethos

[Welcome from the Headteacher - Chelmsford County High School for Girls \(cchs.co.uk\)](#)

Centred on our pastoral and specialist support for students

[Keeping our students safe, supported and empowered - Chelmsford County High School for Girls \(cchs.co.uk\)](#)

[SEND - Chelmsford County High School for Girls \(cchs.co.uk\)](#)

Animated by our ambition for all students

[The CCHS Curriculum Mission - Chelmsford County High School for Girls](#)

[Pupil Premium - Chelmsford County High School for Girls \(cchs.co.uk\)](#)

Enriched by our school development initiatives

[Teaching and Learning - Chelmsford County High School for Girls \(cchs.co.uk\)](#)

[Change@CCHS - Chelmsford County High School for Girls](#)

Articulated through our challenge model

[Challenge - Chelmsford County High School for Girls \(cchs.co.uk\)](#)



Achievement Strategy - what do we want for our students?

SCHOOL ETHOS

Achievement Strategy - how do we realise this, pastorally?

PASTORAL MISSION

Achievement Strategy - how do we realise this, academically?

CURRICULUM MISSION

2023-24 Operations - what is the focus of pastoral leaders?

PASTORAL ACTIONS

2023-24 Operations - what is the focus of academic leaders?

ACADEMIC ACTIONS

2023-24 Operations - what is the focus of all staff?

SCHOOL DEVELOPMENT ACTIONS



Teaching and Learning

Mr A. Selby

Assistant Headteacher, Teaching and Learning



Chelmsford County High School for Girls

Teaching and Learning



A New Year – New Opportunities:

- *We are committed to pursuing excellence in teaching and learning, and so offering an outstanding experience for every one of our students.*
- *Our curriculum is ambitious, rich, and challenging and we are continually looking for ways in which we can deliver highly academic subject content in a dynamic, enjoyable, and successful manner for all students.*



Teaching and Learning



Our approach to Teaching and Learning:

- Research engaged:
 - Saffron Teaching Schools Hub
 - International Coalition of Girls' Schools
 - Elevate Education
 - National Association for Able Children in Education



The National Association of Able Children in Education

Core Principles

NACE's work is guided by the following core principles, which unite their diverse network of member schools, professionals and partner organisations:

- *The education of more able learners is a whole-school endeavour to be embraced by all school leaders.*
- *Addressing the needs of more able learners will raise achievement for a much wider group of learners in a school.*
- *Providing for more able learners is not about labelling, but about creating a curriculum and learning opportunities which allow all students to flourish.*
- *Ability can be revealed across a range of specific domains or more generally, and not only in traditional academic subjects.*
- *An ethos of high expectations and aspirations is a central plank for any school providing for more able learners.*
- *Teachers are central to providing challenging and enriching education, and their professional development is paramount.*
- *Ability is a fluid concept: it can be developed through challenge, opportunity and self-belief.*



nace 
National Association for Able Children in Education

Elevate Education

What they do?

- They work with our students throughout the School.
- They use Action Research to inform their ideas for effective study skills and habits. They then teach these to students.
- They solely focus on the skills that make a good learner, so that students can apply it to all areas of their learning.



Elevate Education's Autumn Term Parent Webinar Series

Elevate Education delivers high-impact workshops to our students that help to develop their study skills, motivation, and exam preparation. Over the next term, you're invited to join their parent webinar series, where you can help **support your child at home by reinforcing the skills they're learning at school.**

Register today at: <https://get.elevatecoaching.info/uk/schoolwebinar>

How to Get (And Keep) Your Child Motivated - 19th September 6:00pm

How You Can Help Your Child Manage Their Time - 3rd October 6:00pm

How You Can Help Your Child Prepare for Exams - 17th October 6:00pm

How You Can Help Improve Your Child's Memory - 14th November 6:00pm

How You Can Build Resilience in Your Child - 28th November 6:00pm

How to Help Your Child Alleviate Stress - 12th December 6:00pm



Teaching and Learning



How you can best support your child's education?

- A Good Night's Sleep...
 - Having a good night's sleep prior to learning allows students to better learn and memorise content.
 - When tired students struggle to focus and as such struggle to retain information that is taught to them.



Teaching and Learning



How you can best support your child's education?

- Seeing results as part of the process, not as the final outcome.
 - Results at this stage are built for reflection.
 - Instead of viewing this as a fixed object, encourage reflection for a positive way forward.



The Pastoral World at CCHS

Miss Fiona Harrison
Deputy Headteacher, Pastoral

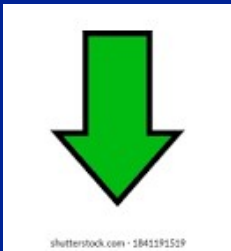
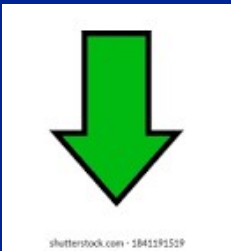
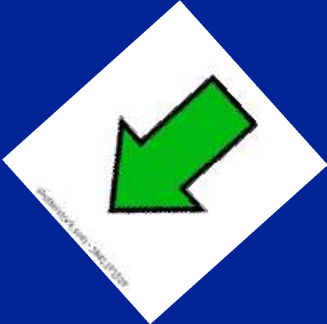




FEELING OVERWHELMED



TELL SOMEONE



FORM TUTOR

YEAR LEADER

**MRS CHUMBLEY
SPL**

**MISS HARRISON
DSL**



Mrs Chumbley (Senior Pastoral Leader)





Safeguarding at CCHS
Do you have a Safeguarding concern?



Please report any issues to:

<p>Miss F Harrison</p> <p>Designated Safeguarding Lead</p> <p>Deputy Headteacher</p>		<p>Mr S Lawlor</p> <p>Deputy Designated Safeguarding Lead</p> <p>Headteacher</p>	
<p>Mrs J Cross</p> <p>Deputy Designated Safeguarding Lead</p> <p>Deputy Headteacher</p>		<p>Dr M Palmer</p> <p>Deputy Designated Safeguarding Lead</p> <p>Assistant Headteacher</p>	
<p>Mrs M Chumbley</p> <p>Deputy Designated Safeguarding Lead</p> <p>Senior Pastoral Leader</p>		<p>Mrs N Lewis</p> <p>Deputy Designated Safeguarding Lead</p> <p>Year 7 Leader</p>	

Tel : 01245 352 592

Email: pastoralsupport@cchs.co.uk

Fiona Harrison
Designated Safeguarding Lead
fharrison@cchs.essex.sch.uk



Early intervention:

- Form Tutors
- Year Leaders
- Mental Health First Aiders
- School Nurse
- Renew Counselling
- SENCO
- CAMHS
- Art Therapy with Miss Stevens



POSITIVE MENTAL HEALTH

- PROTECTIVE FACTORS- connected
- RISK FACTORS - disconnected
- MENTAL HEALTH FIRST-AIDERS IN SCHOOL





Mental Health First Aiders
Supporting Student wellbeing at
Chelmsford County High School for Girls



<p>Miss F Harrison Deputy Headteacher, Pastoral Designated Safeguarding Lead</p> 	<p>Miss H Pocock SENDCCO Teacher of Geography</p> 
<p>Mrs M Chumbley Senior Pastoral Leader Teacher of Mathematics</p> 	<p>Mrs N Lewis Year 7 Leader Teacher of Computer Science</p> 
<p>Mrs E Hiatt Assistant Head of Sixth Form Year 12 Leader Teacher of Chemistry</p> 	<p>Mrs R Connolly Assistant Head of Sixth Form Year 13 Leader Teacher of Physics</p> 
<p>Mrs V Goksel Year 10 Leader Teacher of Biology</p> 	<p>Miss J Stevens Year 10 Leader Teacher of Art</p> 
<p>Miss G Sales Subject Leader of P.E.</p> 	<p>Mrs R Dale HR & Admin Manager</p> 
<p>Mrs C Maslin Admissions Officer Pastoral Administrator</p> 	

Lunchtime drop-in every Friday at 1pm in Meeting Room 1.



Young carers drop-in Friday lunchtime 12.35 to 1pm

Congratulations

Chelmsford County High School for Girls, Essex

has successfully gained a bronze
Young Carers in Schools Award

Charity Registration No. 221124
© The Children's Society 2021.
Photo: Getty. Photo posed by model. MCB168/1221

**CARERS
TRUST**

&

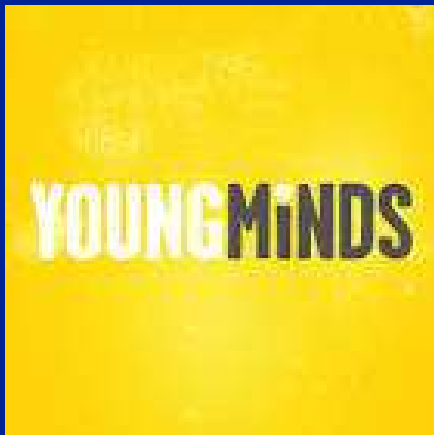
**The
Children's
Society**



Chelmsford County High School for Girls

Essex CAMHS (Child and Adolescent Mental Health Services) Instagram:





A place where young people aged 10-16 can learn how to look after their emotional and mental health and find ways to help them bounce back when life gets tough.



Don't mess with
'The Big Three' in the first
two decades of life



Sleep Hydration Nutrition



Sleep:



Headspace

Headspace is a science-backed app in mindfulness and meditation, providing unique tools and resources to help reduce stress, build resilience, and aid better sleep.





Friendships

Friendships can be really positive. Having friends that make you feel good about yourself is important. Being a good friend is also important. If you are feeling like you do not have good friendships, feel lonely, or find it difficult to get on with other people there are lots of resources here that may help.



How to feel confident saying no when you're feeling pressured

[Support and advice for if you are worried about being pressured by your friends and strategies for how to get better at saying no when you want to.](#) →

Friendship Guide for Young People

[Advice and Tips for Young People by Young People on Friendships](#)

How to support a friend

<https://www.mind.org.uk/information-support/for-children-and-young-people/how-to-support-a-friend/> ↗

BeFree Positive Relationships Service

[BeFree Positive Relationships Service is for 10–18 year old females, including transgender individuals, living in Kent.](#) ↗



Emotions and Behaviours

It's normal to experience a variety of feelings as we encounter different situations in life so try not to think of certain emotions as being 'bad' or 'negative' as all emotions are valid.



How I cope:

A YOUNG PERSON'S GUIDE

Strategies and sources of support that young people use in difficult times.

Described by over 70 young people as part of the HeadStart research project and developed for this guide by the HeadStart National Young People's Group.

www.ucl.ac.uk/children-policy-research/how-i-cope-young-persons-guide

Activities



Doing different activities to:

Take your mind off your problems, have fun and relax

Everyone has their own activities that they find helpful

For example:

- Jigsaws and other types of puzzles
- Making things
- Watching TV or movies
- Writing poetry
- Drawing
- Listening to music

When **don't** activities help?

When you get frustrated with the activity, like when you can't find the right piece for your puzzle

Techniques



Using different techniques to try to regulate your emotions

Whether you use a particular technique depends on the situation

For example:

- Counting to 10 to calm down when you are angry
- The 54321 exercise - being aware of your senses

When **don't** techniques help?

Sometimes you can forget to use a technique in the heat of the moment

Ignoring, distracting and disengaging



Disengaging from problems by:

- Distracting yourself
- Forgetting problems
- Putting problems out of your mind
- Ignoring problems and people who are upsetting you (like bullies)

When **doesn't** this help?

Sometimes you need to try and solve a problem, rather than ignore it.

Positive thinking



Trying to see the positive side of difficult situations

Thinking positive thoughts to cheer yourself up

Not giving up

For example:

- Feeling proud of your achievements
- Realising why you don't need to worry about something

When **doesn't** this help?

Thinking positively can sometimes be really hard to do

Acceptance



Waiting for problems to go

Becoming used to difficult situations

Accepting that some aspects of life can be hard

This is helpful when:

- There are things that you can't control
- When you have to do something that you don't want to do

When **doesn't** this help?

Acceptance isn't helpful if a situation is really bad or if it could hurt you

Responding vs Reacting



Handling arguments with others by either:

Responding

- Taking a breath and thinking about what you are going to do next - Standing up for yourself or making peace
- Seeing both sides of the argument, understanding each other, and then discussing it
- Talking to a teacher or parent about it first

Reacting

- Doing what immediately comes into your mind

When **doesn't** this help?

Reacting isn't always the best thing to do as it can lead to more conflict.

Bottling it up



Preferring not to talk about your problems with others.

When **doesn't** this help?

Bottling it up rarely helps.

Think of it like a glass of water:

- If you hold onto the glass for an hour then it gets heavier
- If you hold onto it for even longer then your hand goes dead
- Talking to people is like putting the glass down on the table

You can't talk to everyone. You can try out different people to talk to.

Talking



Talking to someone who you have built trust with, for example, family, pets, school staff, or friends.

You need to find the right person - personality is important.

The right person:

- Cares about you
- Wants to hear what you say
- Validates what you are going through in your own terms

When is talking **unhelpful**?

When people are dismissive of what you are going through

Mental Health and Wellbeing Practitioners

Receiving guidance and support.

Someone who will:

- Listen
- Understand
- Help you find solutions
- Not just give an automated response

Listening to understand, not just to reply, is important.

Practitioners can talk to other people in your life to make sure that everyone's on the same page.

When **don't** practitioners help?

When they don't understand you or when they focus on the negative



Your daughter's digital footprint What goes online stays online.....



How can they be a
good citizen on
Social Media?
How can we help
them?



The impeccable digital footprint and the 21st century girl.

- Instagram, Snapchat, **Whatsapp**, Tick Tock, Facebook, Twitter, BeReal...
- No to anonymous social media platforms.
- Once it's out there....you can't get it back.
Guard your privacy!

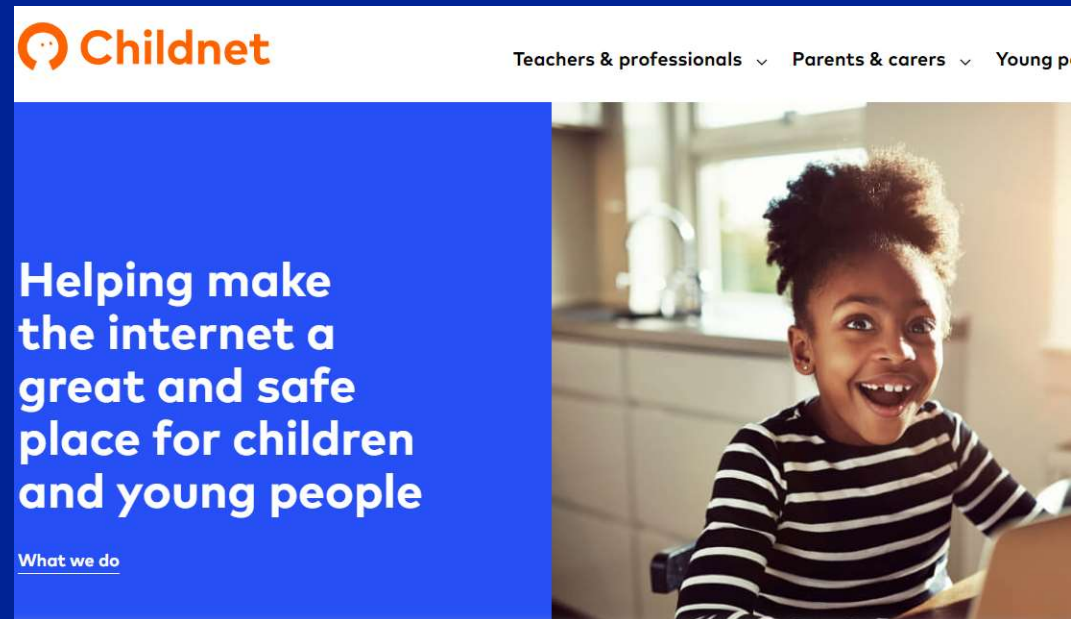


Should I be concerned about WhatsApp as a parent/carer?

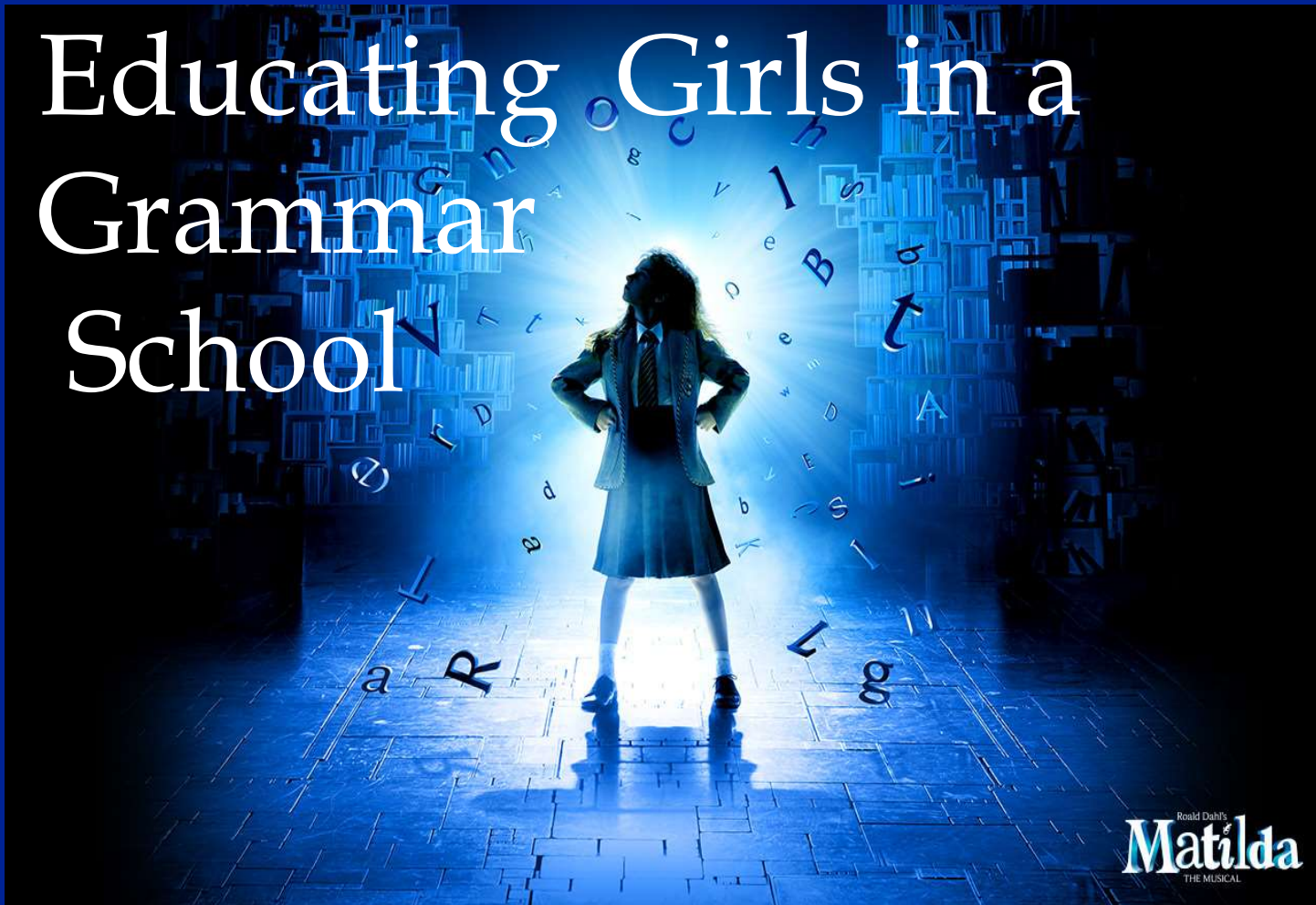
- WhatsApp is a great way for young people to socialise with their friends.
- Children can only talk to existing contacts on their phone. Although this may feel safer, it's still important to remember that some content shared may not be appropriate for children, or they have contacts (strangers) in their phone who they have never met face to face.
- Likewise, as with all social media, caution is advised over your child's digital footprint, particularly the content (photos, videos and messages) they choose to share via WhatsApp. Once shared, it can be copied, re shared and posted anywhere online.



Internet-savvy students



Educating Girls in a Grammar School



Chelmsford County High School for Girls

Make Year 8 Count...

- It's all change with the pastoral team – get to know their new Tutor and Year Leader.
- Student Voice
- Assemblies
- Enrichment Days
- Latin!
- Friendships



- Dance show
- Bar Mock Trial
- School production
- Med. Soc.
- Leading a music ensemble
- STEM club
- Writing for the school newspaper
- Charity work
- Speaking at a conference
- A leader of learning in the classroom
- Music recital in assembly



Attendance

How does attendance affect outcomes for pupils?

- Being in school is important to your child's achievement, wellbeing, and wider development. Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results.
- Government research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well.
- **What are the risks of missing a day of school?**
- Every moment in school counts, and days missed add up quickly. For example, a child in Year 8 who is absent for three days over a half term could miss 15 lessons in total.
- The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments.



Absence

- We cannot support holidays during term time.
- Any 'Leave of Absence' form submitted is considered – the final decision is at Mr Lawlor's discretion.
- If your child needs to leave school for an appointment – then you must collect her. We cannot let students leave in the middle of the day.



Uniform

- Please see our updated 'School Uniform' in the logbook.

School Uniform

WINTER COAT
It should be of a length to adequately cover the length of the blazer. It should not be made of leather or denim. Hoodies should not be worn as a replacement for a coat and may not be worn underneath a blazer.

SCHOOL SCARF
Optional uniform: navy and lilac school scarf.

MAKE-UP
Make-up is not allowed for students in Years 7 and 8. Years 9 and 10 may wear discreet make-up only. Light foundation or concealer and mascara. No eye liner, lipstick or blusher. Eyebrows must be natural and not painted or stencilled.

JEWELLERY
Jewellery, other than a simple and discreet religious symbol around the neck, is NOT permitted. **Only plain gold/silver studs are allowed if your child has pierced ears and only one in each ear lobe. Nose piercings are NOT permitted.**

HAIR
Hair colour should be within the range of natural hair shades; colours such as pink, blue and purple are NOT permitted.
At this school we recognise and celebrate our students' identities. CCHS is proud to adopt the Halo Code. We welcome Afro-textured hair worn in all styles including, but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals; weaves, wigs, headscarves and wraps (navy blue or black).
For reasons or safety, long hair must be tied back with a plain navy blue, black or white ribbon or slide. (no mixed colours or patterns.)



The Halo Code

Our school champions the right of staff and students to embrace all Afro-hairstyles. We acknowledge that Afro-textured hair is an important part of our Black staff and students' racial, ethnic, cultural, and religious identities, and requires specific styling for hair health and maintenance.

We welcome Afro-textured hair worn in all styles including, but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves, wigs, headscarves, and wraps.

At this school, we recognise and celebrate our staff and students' identities. We are a community built on an ethos of equality and respect where hair texture and style have no bearing on anyone's ability to succeed.



We need to work together!



Year 8 Meet the Tutor Evening

Thursday 14th September



Time to meet the Tutor:

- Tutors will escort parents to their child's form room:
 - A4 8A Mr Coleman
 - V8 8C Mrs Ralph / Mrs Cullum
 - V9 8F Mrs Day / Ms Millen
 - A1 8G Ms Vasudevan
 - V7 8H Miss Kersey
 - A3 8S Miss Untereiner

