



*Inspiring the leaders of tomorrow to think for themselves and act for others*

## MESSAGE FROM MR LAWLOR

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This week saw Year 9 students undertaking their residential trip to Ypres, to support their studies in History in relation to the First World War, with the associated links to Art, English and Religious Studies. As a teacher of History myself, I have been on such trips many times over the years. The fieldtrip is full of cultural import: some realised in the immediacy of the experience; some revealed over time with the benefit of reflection.

Next month will see national, and indeed international, events to commemorate the 80th anniversary of WW2 D-Day landings (Operation Overlord). This will surely prove to be a significant occasion of remembrance. From our perspective as a school community, such moments shine a light on the importance of knowing things: remembering, understanding, respecting and reflecting. At a time when technology, social media, cyberspace and artificial intelligence seem front and centre, it is fitting that human beings, their experiences, capacities, frailties, heroism and sacrifices will receive rightful attention.

As we end the first part of the Summer Term, I thank the CCHS community for the work, support and encouragement that has served us so well during the past weeks. I wish CCHS families all the best for the half-term week. We look forward to welcoming students and colleagues back for the final phase of this academic year, which will see the Art Exhibition, Cabaret Concert, Sports Day, and much more.

# SPOTLIGHT

A graphic of a spotlight shining down from the top right corner onto the word 'SPOTLIGHT'.

*We are fortunate to work with a range of colleagues who have recently engaged with, or continue to engage with, external agencies to support their professional development. This not only supports in developing their role in our school, or developing their work as classroom practitioners, but also enables us as a wider school community to engage with educational research to improve our whole school practices. This spotlight feature acts as a mechanism to showcase to our school community the ongoing professional development work undertaken by our talented staff.*

## *Mr Selby*

As an English teacher involved in the wider 'Change and Diversity' programme in school, I'm fascinated by how we will develop as a profession in the future. I've been to various ResearchEd and BAME Educator conferences, follow TeamEnglish on Twitter and am enduringly fascinated by the latest research in cognition, education and its impact on society. Like all of us, I always like ways to improve my teaching practice and develop as a teacher, which is why I chose this NPQ entitled 'Leading Teacher Development' during the 2023-24 academic year. This is mainly delivered through online learning, as well as attending seminars and day conferences, where effective ideas and strategies can be discussed and shared with other teachers. The main aim of this NPQ is to equip teachers and middle leaders with the knowledge, skills and concepts needed to become adept in supporting initial teacher training, early career teachers as well as the wider development of all colleagues across the school.

Modules covered mentoring and instructional coaching-based approaches to teacher development, ITT and ECT provision; how children learn – covering retrieval practice and modelling examples in lesson observations of trainee teachers, as well as within my own teaching, to ensure that these techniques have the maximum impact on student learning. We watched videos on best practice, which were very useful and I suggested this as a way we could improve our own CPD in school.

When it came to the final assessment, I was given a scenario in which I was the Assistant Principal of an oversubscribed Academy for ages 4-16, with a high turnover of staff and plenty of ECTs. Equipped with the new lingo learnt from the course, I created a hypothetical professional development programme using words such as granular – meaning small bit by bit and buy-in, which is the process by which you get teachers to support the CPD programme. I suggested mentoring within school and low-stakes peer observations, but also aimed to create a cohesive school culture. My assessment was broken into sections, with each covering a different aspect of this programme, its delivery, rationale, and ways to sustain the changes over time. If we failed one section, we failed all. However, when submitting it online, I copy pasted the same section twice, which I found out only after the deadline. I was convinced that despite all the days spent in seminars, the extra hard work and research, I had jeopardised my chances of passing, thanks to a very avoidable and silly mistake.

Coming away from the course quite despondently, my colleagues at CCHS buoyed me up. Indeed, after this NPQ, I will feel enduringly grateful to be part of this vibrant teaching community, which welcomes discourse and innovation, research-oriented continual professional development, as well as tried and tested strategies for ensuring success amongst our students. The NPQ gave me a glimpse into an alternative: the stifling environment of some major academies. Here, teachers aren't allowed any agency in the classroom, such as to adapt their resources according to their students' needs and similarly, students are kept under very strict control – with teachers proudly advocating mottos like 'Sweat the small stuff.' The enduring memory of this was on our session on instructional coaching: using a 'praise sandwich,' a teacher's use of whiteboards was criticised. We watched the 'ideal' practice of a group of Y11s silently turning their white boards to the teacher to a count of 3; the synchronisation of this process was of paramount importance. 1,2,3 and turn, the teacher had to practice with her mentor – 1,2, 3 and turn... It felt dystopian, to say the least.

This course has really renewed my empathy for our students undergoing more critically important assessments as we speak as I've learnt I can still make school-girl errors. Funnily enough, I passed the NPQ despite this, but the main boon of the course is that my existing good teaching practices have been consolidated and rehearsed. Most importantly, I've a clearer vision of the future of education, which should empower and support teachers as experts in the classrooms, rather than micro-manage their every move. Empowered and supported teachers will naturally create empowered and confident students, able to think creatively and take risks; this is fundamentally important in the era of AI.

Mrs S. Watt  
Teacher of English



# Student Achievements

Have you got some news to share?  
If so, please email Mrs Gross ([jgross@cchs.co.uk](mailto:jgross@cchs.co.uk)) and attach a photo or logo, if applicable.

Following an interview in March, Olivia, (11C), earned a place on the two week summer Stage Management course with the National Youth Theatre. She attended a welcome meeting last night and they explained that only 10% of people who audition were accepted after the highest number of applicants they have had for many years.



Congratulations, Olivia!



On Sunday 19th May, Sophie, (10F), performed a one hour concert with her Music teacher, to raise money for the Special Care Baby Unit in Colchester.

They played a range of music through the ages, starting in the early 1500's and finishing in the year 2000, detailing interesting historical musical facts as they guided the audience through a 'History of Music'.

Almost £400 was raised which is a fantastic achievement.

Well Done, Sophie!

Everly, (8H), who scored a combined total of 52 points in her individual events of long jump and 200m in the first round of the National Athletics Competition. This contributed to her teams overall score on the day, which has meant that the Junior Girls team will be competing in an Regional A Final for the next round of the competition.



Well done, Everly



Please follow our CCHS PE Department Twitter account to keep up to date with our sporting news

@[CCHS4GPE](https://twitter.com/CCHS4GPE)



Please follow our PE Instagram account for everything PE & Sport.

@[pe\\_cchs](https://www.instagram.com/pe_cchs)





# ARTIST OF THE WEEK



**ARTIST OF THE WEEK- Chineme in Year 7 for her fantastic research homework!**

**What a brilliant crochet bag! We love it.**



Many congratulations to the CCHS German Department on securing a UK-German School Partnerships Bursary with UK-German Connection.

<https://cchs.co.uk/academic/curriculum-overview/german/https://ukgermanconnection.org>



Year 10 & 12 Art Trip

Wednesday 5th June

German Exchange Trip  
to Backnang

Friday 7th June

Year 12 Nice Trip

Monday 10th June

Year 13 Book Return

Friday 14th June



# The International Coalition of Girls' Schools

In July 2022, CCHS became one of the founding UK schools of the International Coalition of Girls' Schools (ICGS). ICGS is now the leading advocate for girls' schools globally.

The work of ICGS is to advance the mission of girls' schools. Girls' schools play a vital role in educating and empowering girls, which is essential to overcoming our world's greatest challenges, from climate change to human rights, from global health to sustainable human development. The purpose of ICGS is to nurture the girls who will become the indispensable women leaders of tomorrow. We, at CCHS, will continue our work and commitment to excellence in girls' education and empowerment. When it comes to girls' education, there is always more we can do, together.

To help remind families how a girls' school will engage, challenge, inspire, and prepare their daughters, the International Coalition of Girls' Schools is pleased to provide reasons to attend a girls' school, all supported by research. Girls' schools create an inspirational environment and foster academic achievement.

## Inspirational Environments

Girls' schools champion the educational needs of girls. Single-sex programs ... create an institutional and classroom climate in which female students can express themselves freely and frequently, and develop higher order thinking skills.

Dr. Rosemary C. Salomone, St. John's University, Public Single-Sex Schools: What Oprah Knew

A notable majority of girls' school students indicated that they have strong learning goals; they are intent to learn as much as possible, to completely master the material, and to understand the content of their classes as thoroughly as possible.

The Positive Effects of the Girls' School Environment: An Analysis of PISA Data, Macquarie Marketing Group study of the Organisation for Economic Co-operation and Development's (OECD) Programme for International Student Assessment (PISA)

The robust learning environment encountered by students at all-girls schools is highlighted by a recent survey of high school students. The girls' responses provide unequivocal support for the value of an all-girls educational environment.

Dr. Richard A. Holmgren, Steeped in Learning: The Student Experience at All-Girls Schools

## Academic Achievement

Girls' schools create a culture of achievement. More than 80 percent of girls' school graduates consider their academic performance to be highly successful.

Dr. Linda Sax, UCLA, Women Graduates of Single-Sex and Coeducational High Schools: Differences in their Characteristics and the Transition to College

Nearly 80 percent of girls' school students report that most of their classes challenge them to achieve their full academic potential, compared to 72 percent of girls at coeducated independent and 44 percent at coeducated public schools.

Dr. Richard A. Holmgren, Allegheny College, Steeped in Learning: The Student Experience at All-Girls Schools



Please be aware of your surroundings when dropping off and picking up students to and from school. The area directly outside our school, in Broomfield Road, is a very busy thoroughfare. A vehicle which is not parked safely can be dangerous for other vehicles, as can dropping off students in the buslane.



# ROAD SAFETY

## Next week in PSHE – Friday 17th May, Period 5

Year 7 – Careers talk with Dr Hiner

Year 8 – Mental health – 8F Fire safety talk.

Year 9 – Grief and Bereavement \*

Year 10 – Donations – stem cells. – 10A Samaritans talk.

Year 11. – Study leave.

Year 12 – UCAS preparation with tutors.

Year 13 – Study leave.

\* Please note that Yr9 will be learning about grief and bereavement over the next two weeks. Obviously as a school, we understand that this is a sensitive issue, although we do believe that this is an important issue to discuss with the students. The lessons are written by the UK bereavement charity – Winston's Wish – <https://www.winstonswish.org/> and are age-appropriate and deal with this sensitive issue with care and consideration.

If you would like any more information, please contact the PSHE coordinator – [sbuckley@cchs.co.uk](mailto:sbuckley@cchs.co.uk) or Year 9 Leader – [Boopper@cchs.co.uk](mailto:Boopper@cchs.co.uk)



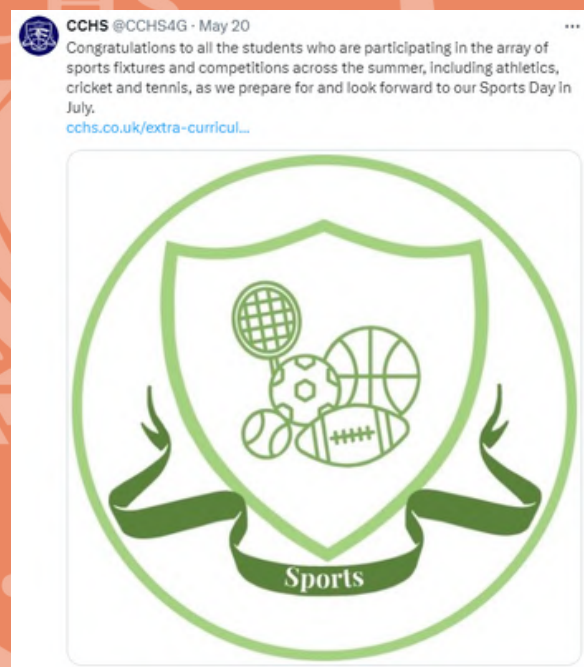
We are thrilled to announce that 70 of our Year 8 students have successfully completed the Bronze Arts Award, marking a significant achievement in their educational journey and artistic development.

The Bronze Arts Award, a prestigious recognition in the field of arts education, requires students to engage deeply with various art forms, develop their creative skills, and demonstrate their ability to plan, create, and reflect on artistic projects. This accomplishment is a testament to the hard work, dedication, and creativity of our students.

The success of our Year 8 students in achieving the Bronze Arts Award sets a strong foundation for their future endeavours, whether in further arts education or other academic pursuits. We are incredibly proud of their accomplishments and look forward to seeing their continued growth and contributions to the arts.

Mr Harvey  
Subject Leader of Art & School Development Leader

# On CCHS socials this week...



[twitter.com/CCHS4G](https://twitter.com/CCHS4G)



[instagram.com/cchs4g/](https://www.instagram.com/cchs4g/)



[facebook.com/cchsessex](https://www.facebook.com/cchsessex)



[youtube.com/@chelmsfordcountyhighschool2697](https://www.youtube.com/@chelmsfordcountyhighschool2697)



# Summer Term Parent Support Series

## *Free Parent Webinars*

*Join us and Elevate Education for FREE  
60- minute webinars designed to help you  
support your child's studies at home.*

**[Click here to Register](#)**

*In the Summer Term, we'll cover:*

**How To Help Your Child Alleviate  
Stress**

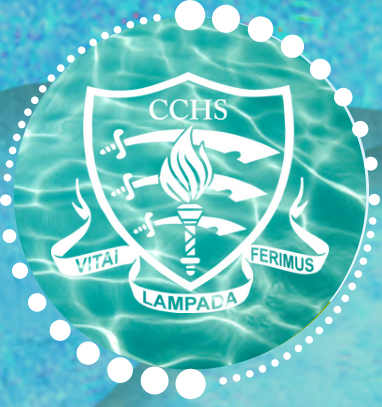
- 18th June @6:00pm

**How To Get (& Keep) Your  
Child Motivated**

- 2nd July @6:00pm







# CCHS

# SWIMATHON



**21ST JUNE 2024**

**Help us save our pool!**

Please donate using the QR  
code or the link below

**Reference - Swimathon &  
child's name**



**How far can we swim ?**

**The length of the**

**Chelmer River ?**

**English Channel ?**

**or even the Amazon ?**

[www.totalgiving.co.uk/appeal/  
Keep-CCHS-Swimming](http://www.totalgiving.co.uk/appeal/Keep-CCHS-Swimming)





# Chelmsford County High School for Girls

## Keep on swimming!

### Context

The CCHS swimming pool was built in the 1960s, partly from funds raised by CCHS families. Dedicated upgrading and maintenance work over the years has ensured that the pool has served generations of students and young people across the Chelmsford community.

At the moment, our pool supports the PE curriculum for our 1,162 students, as well as nearly 200 pupils from five local primary schools, and nearly 600 young people from the wider community who use our pool with clubs.

Our swimming pool is truly a community pool.

### Goal

Now is the time to modernise this important community resource to preserve it for future generations of students, pupils and young people. We are asking for your support now, just as the CCHS community rallied in the 1960s to ensure a pool was built, to help us achieve this important goal.

### Fundraising

We estimate that the pool will require up to £250,000 over the next two years to bring it back to a suitable condition to support swimming in our community for the foreseeable future.

Our immediate need is to replace our aged boiler and gas pipework, which will cost approximately £35,000.

We will be organising some sponsored events and other fundraising activities, however if you are able to support us with any amount, we have a fundraising page available at <https://www.totalgiving.co.uk/appeal/Keep-CCHS-Swimming>

