



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

MESSAGE FROM MR LAWLOR

World Teacher's Day (which took place on Saturday 5th October) is held annually around the globe. It commemorates the anniversary of the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers, which sets benchmarks regarding the rights and responsibilities of teachers. In its real-world context, such days are celebrations of all those who work in schools, which is certainly so at CCHS. Each and every colleague who works in our classrooms, offices, the kitchen, who clean and ready the campus, who mend and take care of the buildings, etc. contributes to our shared collective effort.

So the story goes, during a visit to the NASA Space Centre in 1962, President Kennedy noticed a cleaner carrying a broom. He interrupted his tour, walked over to the man and said: "Hi, I'm Jack Kennedy, what are you doing?" The cleaner responded: "I'm helping to put a man on the moon, Mr President." What is wonderful about all our school staff is that colleagues fully understand they are contributing to a significant enterprise. This came through clearly during our Ofsted inspection in January and our NACE assessment in September; colleagues articulated compelling responses to questions about our school, the students and our shared purpose.

This common purpose was on full display this week with our Black History Month Assembly and Black Excellence Fest activities. Students, supported by Mrs Watt, Mrs Cross and Miss Harrison, delivered a wonderful assembly to the entire school around the theme of reclaiming narratives. We also had a series of cultural events, including public speaking, film, music and dance performances. Like Culture Fest Week and other recently introduced events and activities, we are establishing new traditions in our school community.

And on the subject of brilliant students, we hosted the inaugural UK ICGS Student Leadership Symposium here at CCHS today. I have the privilege to be one of the seven headteachers on the UK Regional Advisory Council of the International Coalition of Girls' Schools (ICGS). We at CCHS were keen to see a new type of student conference for Sixth Formers, hosted in a girls' school, with the programme devised by students from several girls' schools, with all the keynote speakers and workshop facilitators being girls' school alumnae. This is exactly what took place today at CCHS.

Thanks to the tremendous work of Miss Harrison, Miss Burnham and the team here at CCHS, we welcomed students and staff from girls' schools across the country. The voices, ideas and vision of brilliant young women were front and centre throughout, during an inspirational day of keynote addresses, workshops and networking.

With events and activities like this across a week, one is powerfully reminded of how fortunate we are to work with the fantastic girls and young women who grace our schools.



D e s i d e r a t a

G O P L A C I D L Y amid the noise

and the haste, and remember what peace there may be in silence. As far as possible, without surrender, be on good terms with all persons. Speak your truth quietly and clearly; and listen to others, even to the dull and the ignorant; they too have their story.

Avoid loud and aggressive persons; they are vexatious to the spirit. If you compare yourself with others, you may become vain or bitter, for always there will be greater and lesser persons than yourself.

Enjoy your achievements as well as your plans. Keep interested in your own career, however humble; it is a real possession in the changing fortunes of time.

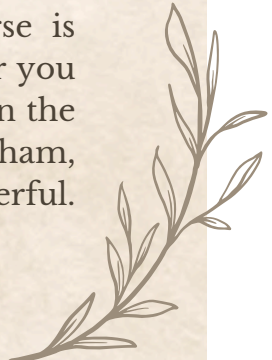
Exercise caution in your business affairs, for the world is full of trickery. But let this not blind you to what virtue there is; many persons strive for high ideals, and everywhere life is full of heroism. Be yourself. Especially do not feign affection. Neither be cynical about love; for in the face of all aridity and disenchantment, it is as perennial as the grass.

Take kindly the counsel of the years, gracefully surrendering the things of youth. Nurture strength of spirit to shield you in sudden misfortune. But do not distress yourself with dark imaginings. Many fears are born of fatigue and loneliness.

Beyond a wholesome discipline, be gentle with yourself. You are a child of the universe no less than the trees and the stars; you have a right to be here.

And whether or not it is clear to you, no doubt the universe is unfolding as it should. Therefore be at peace with God, whatever you conceive Him to be. And whatever your labors and aspirations, in the noisy confusion of life, keep peace in your soul. With all its sham, drudgery and broken dreams, it is still a beautiful world. Be cheerful. Strive to be happy.

by Max Ehrmann ©1927



Dear CCHS Community,

Linked to our school recently being accredited with the NACE (National Association for Able Children in Education) Challenge Award, please see below the feedback from the NACE Assessors, which is a wonderful celebration of our work together as a school community.

Yours faithfully,
Mr Lawlor.



Summary of strengths for provision and outcomes

- This is a school in which students can safely make new discoveries, accept challenges, and take risks. Learning is a joyful experience, shared equally by teachers and students. One student said, “our teachers trust us to come up with intellectual arguments and our knowledge is respected and seen as equal with the teachers’.”
- All teachers are committed to providing a cognitively challenging experience both within and beyond lessons. Middle leaders are empowered to implement subject specific frameworks to support adaptive teaching, based on the whole school model. This provides each subject with a unique identity, allowing students to flourish through a wide range of challenges.
- Outcomes for students are consistently high. In 2023 progress 8 was 0.9 and attainment 8 was 82.4 with all students gaining 5 or above in mathematics and English. The quality of overall provision was evident in that all students, regardless of background or potential barriers, progressed almost a grade beyond baseline expectation, gaining high grades across all subject areas.
- These high standards have been maintained in 2024 with an 85% success rate for grades 7 to 9 at GCSE and a similar percentage for A* to B at A level. Following these high levels of performance, almost all students progress onto university, with some taking a Gap Year and others accessing professional apprenticeships.
- The school has a curriculum challenge model which provides demanding and stimulating experiences for students. Habitual challenge is central to teaching and learning. The seven elements of the model are: scheduled; extension; enrichment; overarching; excellence; ancillary and innovation.
- Among the enrichment opportunities offered to students are the Close Reading Group and the Elite Challenge Award: opportunities for students from key stages 4 and 5 to engage in academically and intellectually challenging reading and research. They build skills in preparation for ELAT or similar examinations and Oxbridge applications. The award is achieved following a 90- minute assessment which demands both conceptual and linguistic analysis. Students have expressed their enjoyment and enthusiasm for writing at this standard with some successfully entering wider writing competitions or applying to Oxbridge colleges.
- Elite participation for mathematics and sciences are encouraged through STEM projects and mathematics or science Olympiads.
- A wide range of participatory opportunities exist across all areas of the curriculum, with clubs or external partnerships providing experience, challenge, and enrichment. Music plays a strong part in the life of the school with over forty ensembles. Students also have sporting and performance opportunities which include an annual dance show.
- A Global Citizenship programme develops charity and community work enhanced by a wide range of community-based initiatives. Outreach to local primary schools is an important commitment for the school with teachers and students supporting learning and ambition.
- The CCHS Institute programme caters to more able students both within and beyond the curriculum, offering a wide range of academic enrichment opportunities.

- The school is aware of the risks to wellbeing for highly able students. The pastoral system is exemplary. A well-structured and robust system is in place providing help and advice on issues such as perfectionism, anxiety, mental health, and well-being and includes support for young carers. Parents receive information on the support available and have access to additional guidance through parent webinars.

- Parents are delighted with the experiences their children receive and the ways in which they are able to blossom. Parents who have more than one child in school speak of the ways in which their children are treated as individuals with different needs and capabilities. They recognise the ambitious culture where their children do not realise they are being challenged and love it. They say that their children are confident in their learning. They are allowed to determine their own rate of learning in a trusting environment.

- Younger students said that if they did not know something or had difficulty the teacher would take them back to the correct point in their learning and then provide appropriate questions or challenges which allowed them to move forward. They had great confidence in the care and support given by their teachers. The older students had well developed metacognitive skills and spoke about the ways in which they could now think and learn. One student said: “having secure knowledge helps you come up with new ideas. The fun thing is, connecting the knowledge. When one thing reminds you of another it gets exciting - like knitting in your brain.”

- The school has made a commitment to widen participation and accepts up to thirty students a year who are eligible for free school meals and have the potential to achieve well. Their learning is supported and tracked so that potential barriers to learning are identified and addressed.

Summary of strengths for teaching and learning

- The school has a shared language and understanding of all that curriculum embodies. In the broadest sense learners are expected to become: articulate; creative; enquiring; knowledgeable; principled; reflective and resilient.

- Teachers are well informed with strong subject knowledge. Their professional learning includes developing an awareness of current educational research and its effectiveness within classroom practice. The teaching and learning handbook provides detailed information on how to implement teaching principles and strategies. Adaptive teaching, principles of instruction, interdisciplinary teaching, creativity, and metacognition are among the toolkit of pedagogical instruments being used in classrooms.

- Ten lessons were observed. These evidenced the positive impact that this expertise has on the taught curriculum. These included observations from all key stages and included both core and wider curriculum. Additionally, a lunchtime performance celebrating culture was seen. This not only demonstrated the talent of the students but also showed the strong and supportive school community present at the event.

- The joy of learning, which exists in the school, can be partly attributed to the strong interpersonal relationships which exist in the classrooms. Students are intellectual but humble learners. Their teachers are highly skilled, respectful, and sensitive to the needs of those in the classroom. All practice seen was learning led which made the tasks almost invisible as the learning came to the fore. The learning moved at pace with pauses for discussion or reflection after which learning moved to greater depth or breadth.

- Teachers have a deep understanding of pedagogy. In all classes the careful choice of activities lifted the lid on learning. Students stepped up to the challenge and made thoughtful and insightful contributions. In Latin this was seen when an art stimulus was used for conversation based around perceptions at that time.

- The quality of discussion and questioning allowed students to develop their thinking and bring latent knowledge to the fore. In all the observed lessons, students were able to refine and deepen their understanding through dialogic discourse and intellectual challenge. An example of this was seen in a biology lesson during which students acquired new knowledge relating to glucose and starches and linked this to their prior understanding of photosynthesis.

- Teachers orchestrated retrieval in a sophisticated and highly effective manner at all points in the lesson which enabled students with varied experience to step forward. This was particularly evident in a history lesson in which students were able to use their knowledge of the Tudor period to discuss existing and emerging religious beliefs.

- Students were in control of their learning and both teachers and students were comfortable to take a step back in the learning to reflect or reconsider and then move forward. In mathematics lessons, the big question was the initial focus of the lesson and provided the greatest challenge. As students approached the problem and engaged in discourse, the teacher was able to identify a key learning point within the conceptual zone. Together they could deconstruct their ideas and then reconstruct their thinking, through support, to improve their processing and achieve a solution.

- Outside lessons, direct tutoring support has been implemented using former students so that the tutor has a relationship with subject leaders. Potential underachievement is then tracked, and students receive targeted support.

Dear CCHS Community,

RE: Arrival at and departure from school

I have received feedback from local residents about their experiences during periods when students are arriving at and departing from school. Each week, in our Friday bulletin, we include a reminder about the importance of road safety at these times. Local residents have raised associated issues, with some parents parking inappropriately, e.g. across driveways, and dangerously, e.g. on footpaths.

CCHS has been part of this local community since 1907 and our relationships with and respect for our local community are very important to us, as I know they will be for you. Clearly we are a big school, as all the other local schools are. You may have noticed that CCHS senior staff are out on gate duty each morning and afternoon to ensure the safety of students as they leave, board buses and coaches, etc.

I ask for your continued vigilance and co-operation, please, to ensure that if you are dropping off or collecting your daughter, you remain mindful of the local residents around the school, including First Avenue, Corporation Road, Swiss Avenue, Westfield Avenue and Elms Drive, please.

Thank you in advance for your support with this – it is appreciated.

Yours faithfully,

Mr Lawlor.

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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/picking up students in the buslane.



**ROAD
SAFETY**



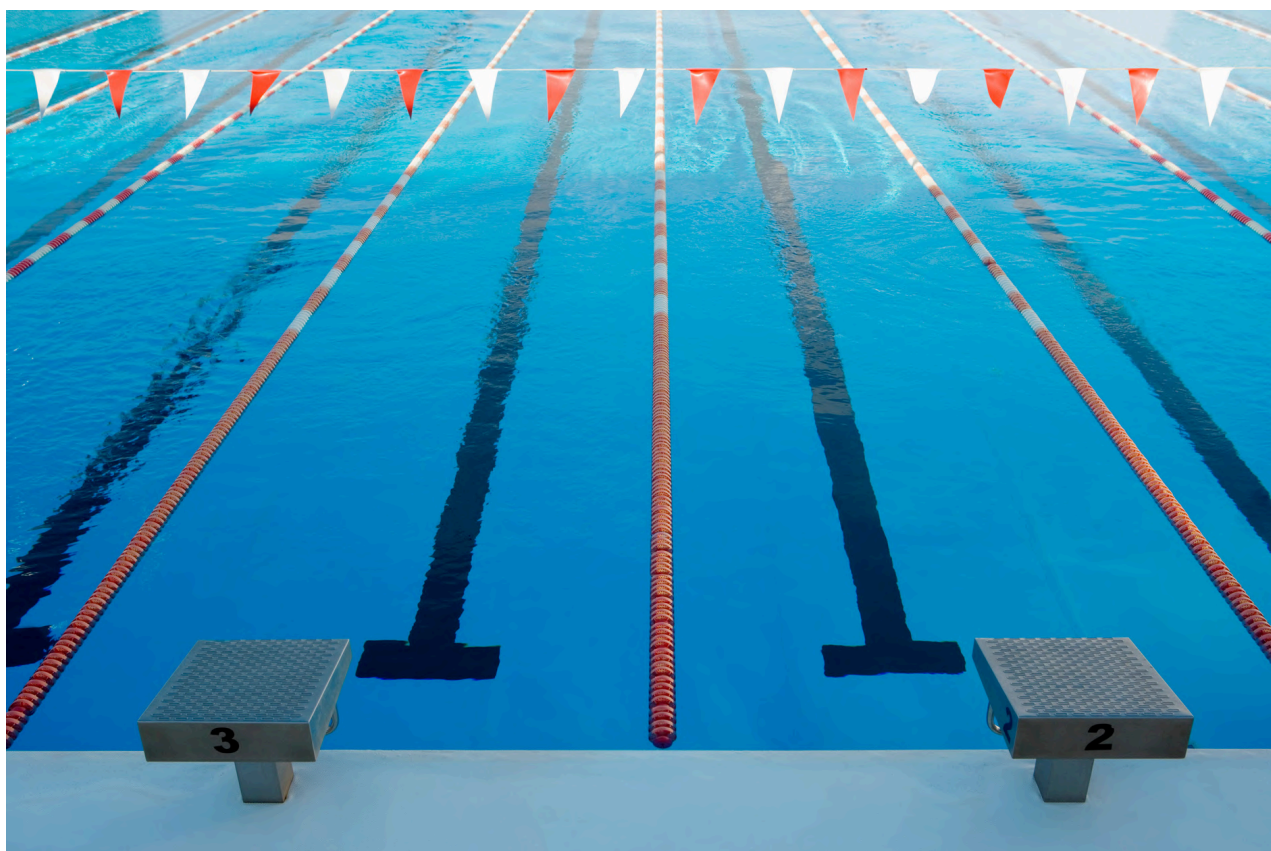
Student Achievements

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

A team of students recently competed in the East Region Swimming Championships and following on from this (hopefully) the National Finals in Birmingham. To qualify for the Nationals we need to be within the top 30 fastest times in the country.

CCHS took one senior team - Alexa, (13FSE), Sophie, (13MCT), Gracie, (12DNO), and Kesia, (11A).

We were unsure what to expect or what the standard was going to be like but we attended and won both relays. The girls have put us in a really strong position for qualifying for Nationals based on last years times that qualified, and we have performed within those times.



We are delighted to let you know that you have been commended by judges Vanessa Kisuule and Jack Underwood in the Foyle Young Poets of the Year Award 2024 for your poem 'Instructions for a Sleep Routine'. You were selected as one of the 85 commended poets from over 17,000 entries by young poets from across the world, which is a hugely impressive achievement. Congratulations!

Instructions for a Sleep Routine

10pm. Frog-blinking into darkness. "Let the mind wander..." says the Headspace man. Well, let's wander. The infernal desert, rogue at 40mph; my rascal horse kicks up sand. I live in the straight-set, crocodilian, searingly rugged Wild West, Steeped and air-fried in tradition. The saloon doors swing, hazardous. Would I be happier there? No, comes the answer, I would be dead of heatstroke.

11pm. bedtime. lying then sitting then lying then staring. worrying. worrying about the clock.
when i need to hear it, the ticking will stop. that day, the ticking inside will stop, too;
time is my last idol; impartial, eternal, pure; i understand this: the inside beats
and if, one day, it stops to catch its breath? in mimicry of the outside, i am
the pendulum will not save me then. a reflective surface, copying deafeningly.

11:30pm. Recently, I've tried to be interested in British things like Morrissey and saying sorry to automatic doors. I write poems about my heritage with words italicised in Hindi. I feel italicised. Feeling italicised means, I feel stressed and slightly askew all the time, tightroping the knife-edge of oblivion. I'm leaning over the abyss, Michael-Jackson-style. Things are great, really.

12am. a surge rushing up the throat. i hate this amniotic feeling don't
make me confront it. primeval truths cartwheel in the recesses;
i was there, in the belly of the beast. (For nine months, that is. Ha-ha. Sorry, mum. Love you.)

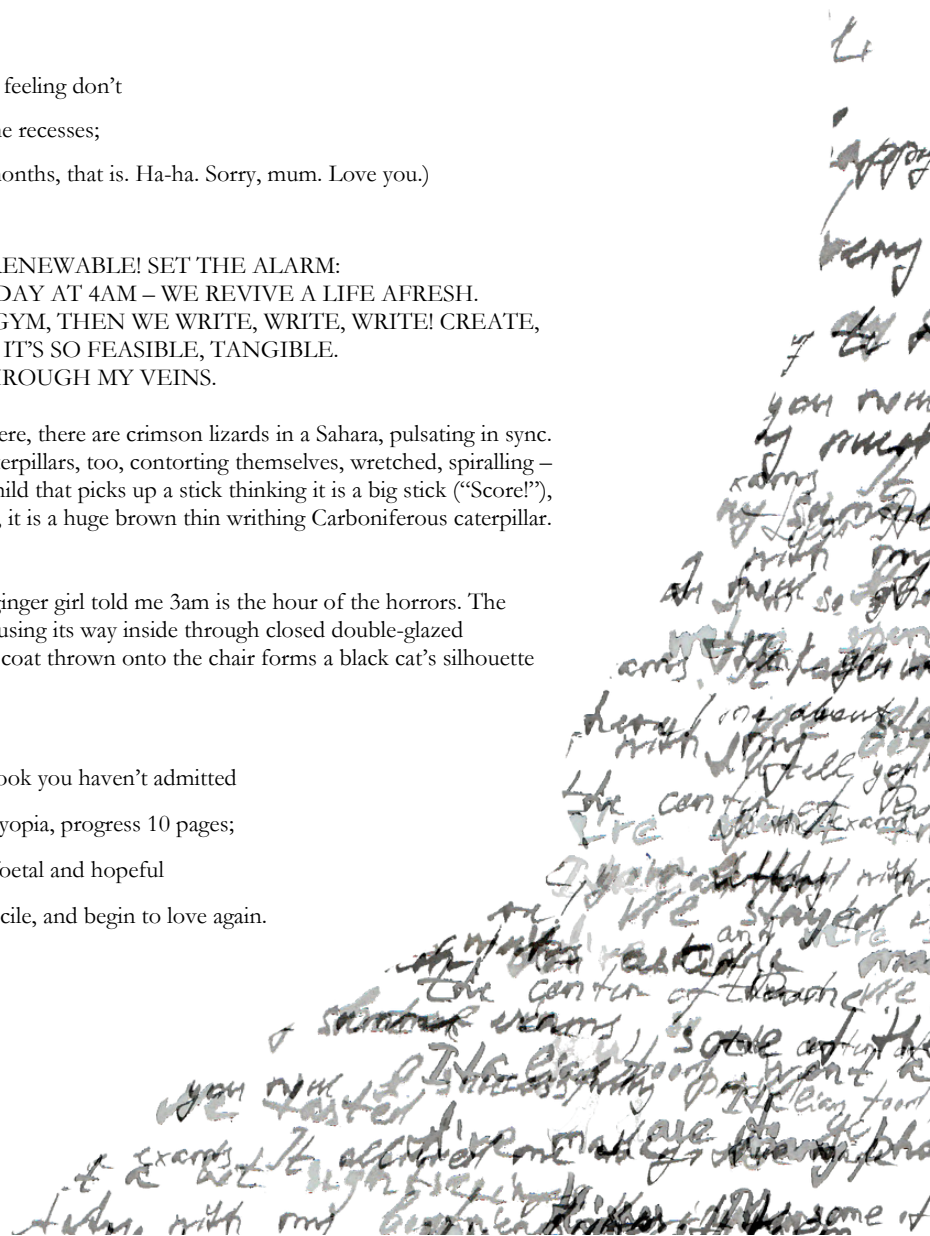
1am. LIFE IS NON-RENEWABLE! SET THE ALARM:
TOMORROW AT 4AM – MEANING, TODAY AT 4AM – WE REVIVE A LIFE AFRESH.
TOMORROW (TODAY), A WALK, A RUN, THE GYM, THEN WE WRITE, WRITE, WRITE! CREATE,
MORE THAN WE CONSUME. IT'S SO FEASIBLE, TANGIBLE.
IT IS FIZZING THROUGH MY VEINS.

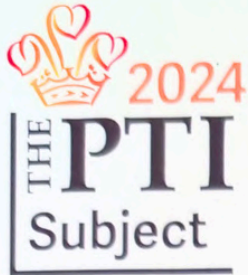
2am. somewhere, there are crimson lizards in a Sahara, pulsating in sync.
there are caterpillars, too, contorting themselves, wretched, spiralling –
there is a child that picks up a stick thinking it is a big stick ("Score!"),
but actually, it is a huge brown thin writhing Carboniferous caterpillar.

3am. The inevitable memory: the sleepover where that ginger girl told me 3am is the hour of the horrors. The windchime tinkers, cervine and ghoulish, somehow suffusing its way inside through closed double-glazed windows. God protect me. Something, protect me. The coat thrown onto the chair forms a black cat's silhouette and that feels protective enough.

4am. turn off that blasted alarm. thoughtfully, select a book you haven't admitted
you hate. read begrudgingly in dim light, worsen your myopia, progress 10 pages;
then embrace the book, in your arms like a teddy bear, foetal and hopeful
that somewhere in sleep, you both will commune, reconcile, and begin to love again.

by Devanshi





Hugh Rayment-Pickard
Hugh Rayment-Pickard, Co-Director

This is to certify that the

English and Maths

departments at

**Chelmsford County High School for
Girls**

have been awarded

The PTI Subject Leadership Mark

2024

For:

*Increasing challenge within the curriculum
Enthusing pupils with activities beyond the curriculum
Developing the staff's own specialist subject knowledge
Developing subject-based links outside school*

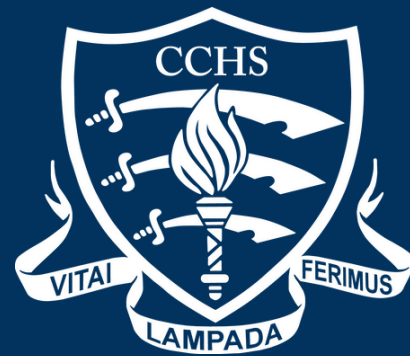
University of Warwick European Day of Languages KS3 winner

As part of the European Day of Languages, a number of organisations have been running competitions. Saisha in 7S designed this poster on the theme of Languages for Peace and was lucky enough to be selected as one of the KS3 winners. She has been presented with a certificate and a £10 gift voucher.

Well done, Saisha!



CCHS PA 2024



Christmas Pudding Sale



TRADITIONAL PLUM PUDDING, SERVES 4 £7.50
SPONGE PUDDING, SERVES 3/4
(LEMON OR TOFFEE) £7
PARENTPAY UNTIL 23RD OCT
NO REFUNDS OR RETURNS
DELIVERY BY MID DECEMBER

PLEASE NOTE PUDDINGS ARE MADE IN A FACTORY WHERE
NUTS ARE USED (PLUM PUDDING CONTAINS NUTS)

Next week in PSHE – Tuesday 15th October – Period 5.

Year 7 – Learner Profile with Mrs Cross and Mr Selby

Year 8 – Fake news

Year 9 – Good and Bad influences – Self-defence 9C

Year 10 – Run, hide & tell and L4 Friendship skills.

Year 11. – Leadership conference preparation.

Year 12 – Consent – part 1

Year 13 – Independent living – part 2

ARTIST OF THE WEEK



ARTIST OF THE WEEK- Chloe in 9G. We are very impressed with her colour pencil drawing. Well done.

On CCHS socials this week...



CCHS @CCHS4G · 2h

We are delighted to be hosting the ICGS Student Leadership Symposium today, welcoming students and colleagues from girls' schools across the country.

International coalition of girls' schools - Chelmsford County High School for Girls (cchs.co.uk)



International
Coalition of
Girls' Schools
Advancing Girls'
Education Globally



CCHS @CCHS4G · Oct 8

This year's theme for Black History Month is, 'Reclaiming Narratives'.
Change@CCHS - Chelmsford County High School for Girls
Black History Month 2024



CCHS @CCHS4G · Oct 10

We are looking forward to our Black Excellence Fest assembly and activities today, with our Change & Diversity Prefects, students and staff.

Change@CCHS - Chelmsford County High School for Girls



CCHS @CCHS4G · 22h

"The overall objective of World Mental Health Day is to raise awareness of mental health issues around the world and to mobilize efforts in support of mental health."

who.int

Pastoral - Chelmsford County High School for Girls (cchs.co.uk)



World Health
Organization



CCHS @CCHS4G · Oct 7

We are looking forward to more House Indoor Athletics this week!
cchs.co.uk/extra-curricul...



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)

Black Excellence Fest

Black Excellence Fest was held on Thursday lunchtime. There were performances and food.

The film, 'Belle,' was screened in the Old Hall after school.



CCHS PA are pleased to announce an autumn term Pre-Loved Uniform Sale.

These sales help to raise much needed funds for the school and help parents to purchase uniform for a fraction of the new cost.

Orders will be processed on a first come first serve basis. We will email you to confirm the total price and ask you to pay online to the PA account. Once payment is received, the orders will be packaged and sent into school for distribution week commencing 4th November.

Please note that PE tops and sweatshirts often have names embroidered on them. You can either unpick and re-embroider your daughter's name or use a sew-on or iron-on label over the top of the old name.

We will always send you the best quality clothing that we have available, but please keep in mind that this is pre-loved uniform and the condition of items can vary. Please note that returns cannot be accepted.



CCHS PA

Pre-Loved Uniform Sale

Please scan the QR code or follow the link to complete an order form.



Price List

- *Blazer - £22.50
- *6th Form Blazer - £11.50
- *Scarf - £10
- *Skirts - £15
- *Jumpers - £10
- *Sleeveless Jumpers - £7.50
- *Blouse - £5
- *Hoodie - £10
- *PE Sweatshirt - £5
- *PE Polo Shirt - \$5
- *Tracksuit Bottoms - £6
- *Shorts - £5
- *Skort - £5
- *Swimsuit - £8
- *Hockey Socks - £2.50
- *Shin Pads - £3
- *Swim Hat - £3
- *Base Layer Leggings - £5

<https://forms.office.com/r/PTrME0zPP7>

Orders by
Sunday 20th
October

Sale





Books for the Library!

In the John Moore Library we like to make sure that the students have access to the most up to date books to enhance both their learning and reading for pleasure.

Please consider helping us to keep our stock fresh by donating a book from our Amazon wishlist

Click [HERE](#) to access the list

**Thank you
Mrs Howell and Mrs Davis**



PA

Halloween Disco

Years 7-9

When?
18th October
7-9pm

Halloween
costumes! Prize
for best outfit!

Bring cash & card,
there will be games,
food and things to
buy!

£8 on ParentPay,
or £10 to pay on
arrival



Autumn Term Parent Support Series

elevate
education

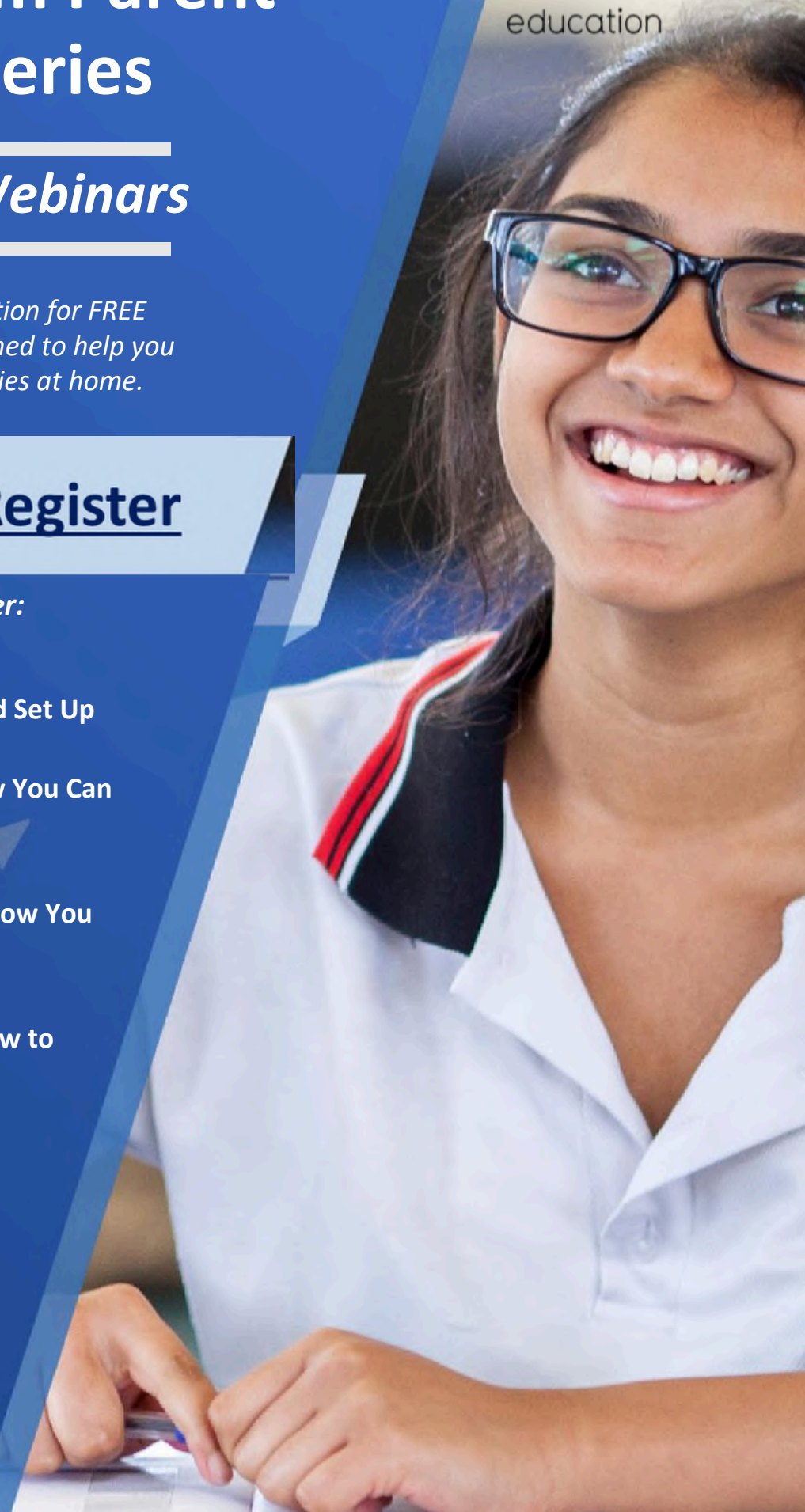
Free Parent Webinars

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 Autumn Term, we'll cover:

1. **How You Can Help Your Child Set Up for Success in Exams**
- 15th October @6:00pm **How You Can**
2. **Help Improve Your Child's Memory**
- 19th November @6:00pm **How You**
3. **Can Build Resilience in Your Child**
- 3rd December @6:00pm **How to**
4. **Help Your Child Alleviate Stress**
- 17th December @6:00pm





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>

