CCHSG E-Newsletter

16 July 2026

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Executive Principal's Notes

This half term has been full of celebration and memorable experiences across the school. Year 11 students marked the completion of their examinations with a special celebration at East Mersea Hall, while Year 13 enjoyed a Leavers' Ball at Wivenhoe House. The Sports Awards Evening recognised the achievements, resilience and teamwork of our talented athletes across a wide range of sports. The Summer Show "Castaway Classics" was a joyful showcase of CCHSG creativity, talent and community, with the usual huge cast of over 150 students involved in many different roles. Students also enjoyed a range of end-of-year activities, including a Year 7 Bushcraft residential, visits to Jimmy's Farm (Year 8) and Chessington World of Adventures (Year 9), Year 12's student-led Spirit Day, and a bowling trip for Year 10, who will also visit Thorpe Park in the autumn. Staff rounded off the year with their own celebratory gathering. Congratulations to our students on completing their examinations. They should be incredibly proud of what they have achieved.

To all our stakeholders: remember that your future is full of possibilities. Believe in yourselves, be confident in your abilities and never be afraid to dream big. With hard work, courage and self-belief, you can be anything you want to be and achieve more than you may ever imagine.

Aerospace Careers Programme

We are pleased to continue our long-standing partnership with ACP, an organisation that provides independent and up-to-date careers guidance focused on the engineering, aerospace and aviation industries. As part of our commitment to preparing students for emerging technologies and future careers, this collaboration helps broaden awareness of sectors at the cutting edge of innovation. The ACP allows us to develop the school's association with companies such as Boston Dynamics that are at the forefront of machine learning. In the autumn term, we will once again host an ACP technology roadshow, giving students the opportunity to engage with interactive experiences such as drone simulators, virtual reality 3D design and a flight simulator, bringing future technologies to life in our school.

Use of Artificial Intelligence (AI)
As outlined earlier in the year, we are making significant progress in exploring how AI can be used safely, ethically and effectively to support learning and school life. Programmes such as NotebookLM, Gemini, Canva, 3CX, Zendesk AI Agents and Microsoft Copilot are becoming fully integrated into our working lives in school. AI will complement, not replace, the expertise of our teachers by helping to personalise learning, provide additional practice opportunities and reduce time spent on routine administrative tasks. We are also investigating ways in which AI can improve efficiency across the school while maintaining high standards of safeguarding and data protection. Alongside staff development, students are learning how to use AI responsibly, critically evaluate AI-generated content and uphold academic integrity, preparing them for an increasingly digital future.

Sixth Form September 2026
We are proud of the outstanding academic achievement, enrichment opportunities and strong sense of community that define our Sixth Form. Following the completion of our new building project in January, students are already benefiting from additional dedicated Sixth Form facilities. In response to student feedback, we are also redesigning the common room and refectory to create improved study and social spaces ready for September. In addition, from September we will be introducing Wednesday afternoon enrichment time (off timetable) for all Sixth Form students, providing greater opportunities for volunteering, sport, extracurricular activities and wider personal development.

Grammar Sixth Form September 2027
As previously notified, from September 2027 our Sixth Form admissions arrangements will broaden to allow a proportion of the 50 external places to be offered to male students, while all existing selective grammar school entry requirements will remain unchanged. Full details can be found in the admissions policy on our website. Teaching for all A level courses will continue to take place at CCHSG, with the exception of boys' PE, which will utilise the excellent sports facilities at The Gilberd School. All Year 11 students and their families are warmly invited to attend the Sixth Form Open Evening on Wednesday 21 October, 2026.

Building Development
There are a number of exciting new developments to the facilities planned over the next academic year. Over the summer holidays, padel courts are being installed ready for student use in September. Subject to planning permission, we will also be installing a further outdoor canopy with toilet facilities. Reflecting on the impact of the recent extreme weather on teaching and learning, we have also decided to prioritise the installation of air conditioning in key areas of the school, helping to provide a more comfortable environment for students and staff throughout the year.

As we reach the end of another successful year, we would like to thank our students for their hard work, enthusiasm and commitment, and our staff for their dedication and professionalism. We are also extremely grateful to our parents and carers for their continued encouragement and support, which play such an important role in the success of our school community. We wish all our families a relaxing, enjoyable and well-deserved summer break and look forward to welcoming students back in September.



Mrs Gillian Marshall MSc NPQH
Executive Principal & CEO

We say farewell and thank you to members of staff who are leaving CCHSG at the end of this academic year:

Mrs Emma Barber
Returning to the school she once attended as a student, Mrs Barber stepped into the role of Head of English in 2019 with confidence, dedication, and an unwavering commitment to excellence. She nurtured a thriving department, supporting and inspiring colleagues who owe so much to her kindness, mentorship, and guidance. Following maternity leave, Mrs Barber returned to CCHSG as Second in English, continuing to be a valued source of support for her colleagues. Her passion for teaching and commitment to her students have remained evident in everything she does. Mrs Barber leaves having made a truly lasting impact on the school community.

Mrs Lesley Harrington
Mrs Harrington started at CCHSG in November 2020 and throughout her time at the school, she has been a constant source of care, support and reassurance for countless students and families at CCHSG. Her kindness, patience and unwavering commitment to the wellbeing of our students have made a lasting difference to our school community. Whether offering a listening ear, providing practical guidance, or simply being a reassuring presence during difficult times, Mrs Harrington has helped students navigate the challenges of school life, celebrating their successes and supporting them through setbacks. Her compassion, professionalism and genuine concern for young people have earned the respect and appreciation of students, staff and parents alike. She leaves with our warmest appreciation, thanks and best wishes as she sets up her new business.

Mrs Julie Ward
Over the past ten years, Mrs Ward has made an invaluable contribution to our school community through her warmth, dedication and steadfast support for our Year 9, 10 and 11 students. A trusted adult to countless young people, she has always taken the time to listen, encourage and guide them. Mrs Ward has helped students build confidence, overcome difficulties and celebrate success, while working closely with families and staff to support the best possible outcomes. We are deeply grateful for all that Mrs Ward has given to CCHSG. Her kindness, professionalism and sense of humour will be greatly missed by colleagues and students alike. We wish her every happiness and success in the next chapter of her journey.

Miss Phoebe Clark
Miss Clark joined the school in April 2024 as Head of Religion and World Views and Careers Lead. Miss Clark has demonstrated a genuine passion for learning, inspiring students both within the classroom and through a range of enriching opportunities providing students with memorable learning experiences beyond the classroom. She has successfully established work experience programmes for Years 10 and 12, alongside developing an extensive programme of external speakers representing a wide range of professional sectors, enhancing students' aspirations and career awareness. We thank Miss Clark for all of her contributions to our CCHSG community and we send her our very best wishes for the future.

Mrs Sam Upsher
Mrs Upsher has been part of the CCHSG community for 10 years: seven as a student and, for the past three, as a valued member of our Latin and Classical Civilisation department. Mrs Upsher has supported with many extracurricular activities within the department and has also contributed beyond the classroom, supporting numerous trips, both in the UK and abroad, and whole school productions. We wish Mrs Upsher every success in the future.

Mr James Townsend-Lang
Since joining the school in June 2023, Mr James Townsend-Lang has further developed our outstanding Reprographics Department. He has played a key role in enhancing the quality and presentation of both our internal and external communications and marketing materials. Mr Townsend-Lang has also been instrumental in expanding the department's commercial provision, helping to establish a successful additional service alongside its core support for the school. We thank Mr Townsend-Lang for his significant contribution and wish him every success in the future.

Mr York Deavers
Mr Deavers joined CCHSG in September 2023 and has made a significant contribution to the school community. In addition to teaching Economics, he assumed leadership of our Young Enterprise programme, demonstrating a strong commitment to enriching students' experiences beyond the classroom. Under his guidance, our Young Enterprise teams achieved outstanding success, with one team receiving the Company Journey Award and another being named Best Company in Essex. A team subsequently progressed to the Essex and London Regional Finals. We are grateful to Mr Deavers for his dedication, enthusiasm and valuable contribution to CCHSG, and we wish him every success in the future.

Mr Jamie Garland
Mr Garland joined the school in 2020 and was proactive in adapting to the challenges of teaching both beyond the traditional laboratory environment and during periods of remote learning. Appointed Head of Chemistry in 2024, he has led the department with professionalism, enthusiasm and a steadfast commitment to excellence. Throughout his time at the school, Mr Garland has made a significant and valued contribution to the academic and wider life of the community, an example of which is his regular support of PTFA events. We extend our sincere thanks for his dedication and commitment to CCHSG and wish him every success, happiness and fulfilment in the future.

Year 11 Students (as of September 2026) and their families are warmly invited to attend the

Sixth Form Open Evening
Wednesday 21 October 2026

UK Schools Music Festival Awards



The UK Schools Music Festival is an online competition celebrating young musical talent, allowing students to submit recorded performances from their schools or homes. This accessible format enables participants from across the UK to showcase their skills in a range of musical styles and ensembles. The festival encourages creativity, confidence, and musical development while providing valuable feedback from experienced adjudicators. By sharing performances digitally, students can connect with a wider community of young musicians and celebrate their achievements in a supportive and inspiring environment. We are delighted that CCHSG students were among those who received awards.

Congratulations to:
Elizabeth Pampapathi (Oboe - Silver, Intermediate Level)
Raahini Thoroughgood (Flute - Silver, Junior Level)
Larissa Agbalenyo (Clarinet - Silver, Intermediate Level)
Emilia Bennett, (Clarinet - Bronze, Intermediate Level)
Marnie Raven, (Piano - Bronze, Intermediate Level)
Elodie Bennett (Clarinet - Silver & Singing - Gold, Intermediate Level)

UK Schools Music Festival

https://www.ukschoolsmusicfestival.com/

Year 9 Magistrates Court Mock Trial Winners

CCHSG Mock Trial Team Becomes London's Regional Champions! By Anishka Shrivastava

The Magistrates Mock Trial Competition is an extracurricular activity that aroused many of our interests. The competition involved preparing and presenting a fictional criminal case in a real courtroom. It was a truly enriching and valuable experience as we were given insight into a world of law and order and actual magistrates and legal professionals judged the contest.

Preparation

Every Monday and Friday lunchtime, our Magistrates Team worked tirelessly with the help of Simran Dasoar and Mr Paz, month after month, practising opening and closing speeches, as well as direct and cross examinations. Our lawyers, Anishka Shrivastava and Sara Minocha (representing the prosecution) and Eve Ogunledun and Sanvi Sajjan (representing the defence), worked particularly hard as they devised elaborate arguments and questions.

Our witnesses, Adiba Shikhi, Jessica Bell, Rosemary Fish and Emma Borra spent this time learning their statements and getting into character. Our legal advisor, Clara Dylewska, the usher, Morgan Cross, and the 3 magistrates, Fatima Erkaboeva, Isobel Roots and Alba Huckle, also played an important role.



The London Mock Trial Regional Final

On 6 June 2026, our team attended Regional Finals at Croydon Crown Court. As soon as we entered, we were awestruck by the number of schools taking part – there were at least 20 other schools from all over the country, who had won their local heats. In fact, there was even a school that came all the way from Northern Ireland!

Firstly, our prosecution team were up against the Aylesbury High School. Our first prosecution lawyer, Anishka, delivered an outstanding opening speech that shook the opposition and set the bar for the beginning of the trial. Both Adiba and Anishka confidently coordinated their direct examination and Adiba defended well against the opposition's lawyer in the cross. Next, Sara examined Jessica, who both performed



fantastically, building a clear and concise narrative. Jessica was successful in defending herself and shutting down questions in her cross. Next, Anishka cross-examined the defendant exceptionally, creating extensive pressure through her carefully manipulated questions and even asking the witness to read their statement. Later, the judge even came up to her and commended her for getting a 10 out of 10 cross, saying she had a 'career in law waiting for her'! Sara maintained pressure through her further questioning, asking meticulously worded questions, which threw the witness off track. Clara delivered a wonderful speech at the end, highlighting the relevant laws and using them to question points made by both the prosecution and defence. With that, the prosecution team were off to a tremendous start!

Secondly, our defence team were up. Eve skilfully executed the cross examination against the opposition, planting seeds of doubt on the prosecution's idea of events. Like the prosecution, she also asked the witness to read their statement! Both Rosemary and Eve calmly delivered the direct examination with Rosemary defending herself so well in the cross that even the lawyer was stumped on what to say! Sanvi and Emma were incredible in their crosses and examination, highlighting weaknesses in the witness's statements and diverting answers to questions methodically. Morgan was particularly commended for their excellent usher skills. This created a rock-solid finish to CCHSG's performance.

When "CCHSG" was announced as the winners and we all erupted into excitement and utter shock. We were victorious and our dreams had become a reality! As we received our certificates and shields, we realised that we were now the official champions of London and Essex, having won the final round! In addition, we also had the opportunity to meet legal professionals. They shared valuable insights into their careers and experiences. We were also honoured to meet the High Sheriff of Essex and the Vice Lord Lieutenant of Essex, who spoke about their roles and highlighted the importance of the law within their work, including its connection to the Crown. From the initial preparation to meeting other schools and distinguished guests, this has been an unforgettable experience. Here are some quotes from the team:

"It was a truly phenomenal experience that gave me insight into a whole world of law! I really enjoyed working with such a fabulous, hard-working team and presenting in a real court with professionals. I am now considering law as a possible future career" - Anishka Shrivastava (lawyer)

"It was a great experience, I learnt a lot and really enjoyed it. Though I am not sure about law as a career, this competition has definitely developed skills that can help me in whatever career I choose." - Alba (magistrate)

"Being a lawyer in the Magistrates Competition was an incredible role and experience; I developed so much knowledge about the legal system. I 100% recommend this to anyone who is interested in law or just wants to develop their skills." - Eve (lawyer)

"Joining later in the year, I was worried about time- but I greatly recommend this as it was an amazing experience! I learned a lot about this career, and Magistrates has improved my skills in writing, organisation and summarising complex information." – Clara (legal advisor)

"As I am considering being a barrister, this was a great experience to be able to learn about the judicial system as a whole. I was a magistrate and I developed important skills such as quick thinking and formulating eloquent answers on the spot." - Izzy (magistrate)

"It was an eye-opening experience on how court cases work as a whole. Being a witness was so fun and this opportunity led me to be more confident in public speaking. I have talked to many people I wouldn't normally and met so many new people. I really enjoyed it." -Adiba (witness)

"The insight into the legal system, experience in a court paired with meeting professionals really made this competition an unforgettable experience. I am so happy that I decided to do this competition, and I highly recommend doing it, especially if law is a field you are interested in the future.'' - Emma (witness)

"I was one of the lead magistrates for the Court Trials. I highly enjoyed having to listen and configure my own arguments against the other teams, while barely doing any work, I'd recommend the role if you're laidback" - Fatima (magistrate)

Finally, we would like to say a massive thank you to Mr Paz for guiding us throughout the process and for sharing his insight, not giving up on us even in our toughest times and believing in us. We are also grateful to Simran Dasoar, in Year 10, who helped us enormously.



Year 13 Leavers' Ball

Year 13 enjoyed their Leavers' Ball, with disco and buffet, held at Wivenhoe House, University of Essex.

We thank Year 13 for all that they have contributed to the CCHSG community and wish them every happiness and success in the future.





































A level Geography Field Trip - Mersea

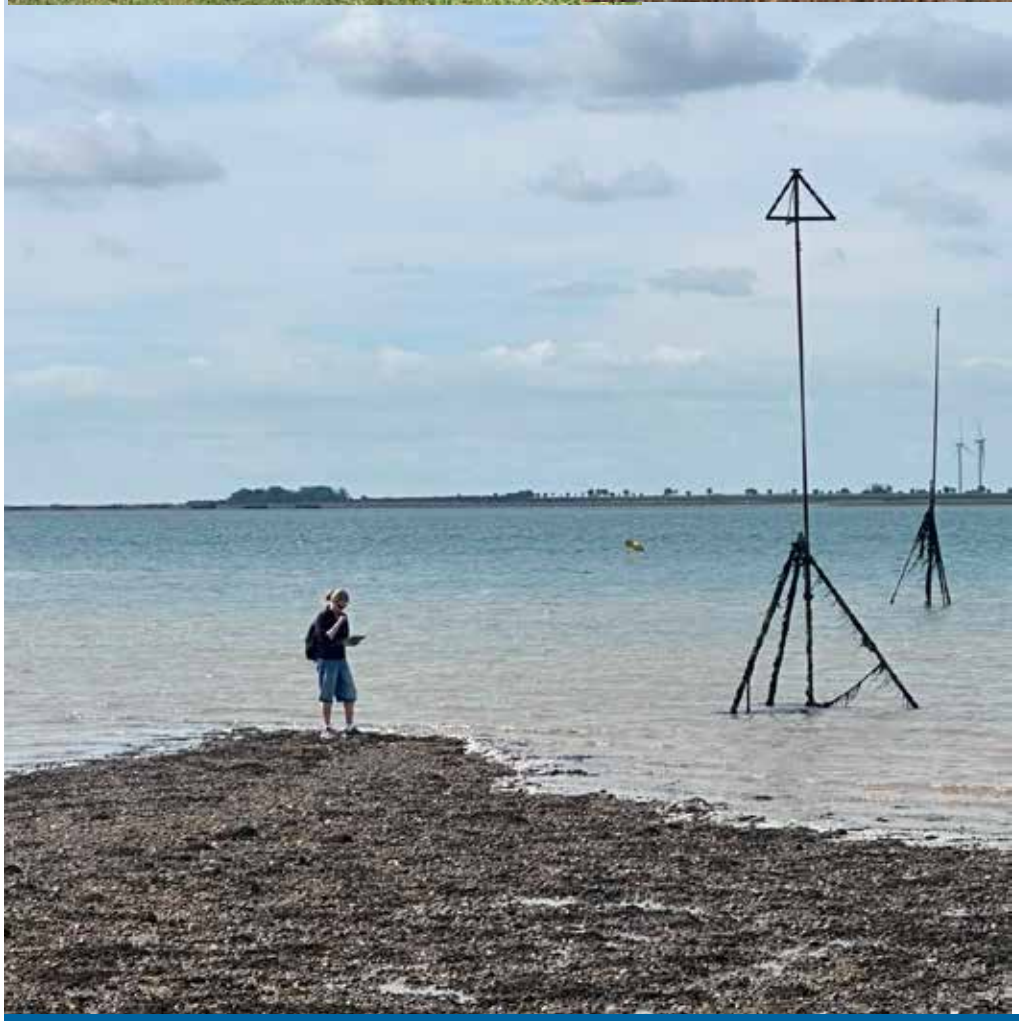








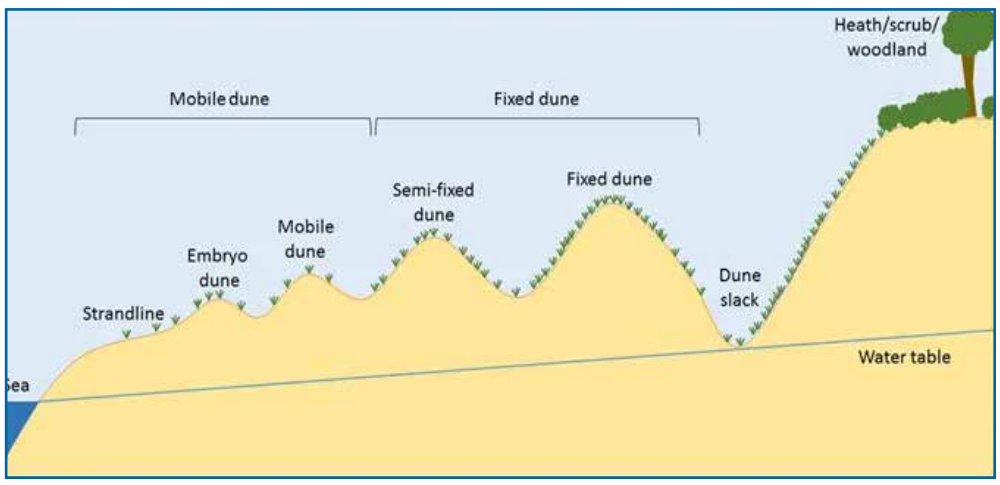




A level Geography students visited Mersea and Colchester as part of their Non-Examined Assessment (NEA) preparations, conducting pilot studies and supporting the taught elements of the A level course. Pilot studies play a critical role in A level. They allow students to test methodologies, identify flaws, and refine data collection tools before committing to their final investigations.

Core Purposes of Pilot Studies in NEA

- Testing Equipment: Verifies that digital sensors, physical tools, or software work correctly in the field.
- Refining Methodology: Uncovers practical flaws in sampling strategies, quadrat sizes, or survey questions.
- Assessing Feasibility: Determines if the chosen location or sample size can realistically yield enough data.
- Mitigating Risk: Identifies potential health, safety, or ethical issues before the full investigation begins.
- Boosting Confidence: Familiarises students with field techniques.



During the field trip to Mersea, we spent the day carrying out various fieldwork and sampling techniques such as beach profiling and flood risk assessments, in preparation for our Independent Geographical Investigations. We had the opportunity to walk down part of the West Mersea coastline and learn about how the place had changed over the years, referencing concepts such as gentrification and coastal management, combining Human and Physical Geography.

The day solidified our understanding of key coastal geomorphology, for instance sand dune and salt marsh succession. It was overall a really useful and enjoyable trip in allowing us to investigate and contextualise theory from our lessons. After a long day of collecting data both in the Town Centre and along the coastline, we celebrated with some ice cream. **Zopheen**

Year 10 Geography Field Trip



Geography at GCSE level extends far beyond classroom theory; it demands active engagement with real-world environments and empirical research. Year 10 undertook field trips to Walton-on-the-Naze and Ipswich as part of their preparation for Paper 3, Geographical Applications, where they design, execute, and critically evaluate a fieldwork enquiry investigation. The Paper 3 examination does not merely require a descriptive account of the students' field trips. Instead, a significant portion of the paper presents students with "unseen" fieldwork datasets from unfamiliar locations, challenging them to detect flaws in methodology and data presentation. During this trip students conduct a fieldwork enquiry investigation under the supervision of Geography department staff. By actively conducting these investigations, students have cultivated high-level analytical skills, statistical literacy, and critical insight.



Urban Regeneration – Ipswich Waterfront field trip
by Raji Visveswaran in 10H

During our geography field trip to the Ipswich Waterfront, we investigated the extensive urban regeneration that has transformed the area from a declining industrial port into a modern, vibrant marina. We began by conducting environmental quality surveys and land-use mapping to assess how different zones have been redeveloped. Walking along the water front, we documented the mix of old and new architecture, noting how the historic docks and grain warehouses have been converted into in – demand apartments, restaurants, and university buildings like the University of Suffolk. What I enjoyed most was getting the opportunity to see the town through a different lens; I learnt that seeing historic buildings preserved alongside modern architecture showed that physical improvement doesn't mean erasing a town's heritage. While the hypothesis, "The Ipswich Waterfront regeneration project has improved the physical and human environment", is largely true, it ultimately demonstrated that urban regeneration is a highly complex process. It created a bustling hub for students and a few tourists. However, it also became evident that these benefits aren't always evenly distributed, as some social inequalities can remain just a few streets away from the main redeveloped zone. Here, although the buildings vary, the history still exists. Adjacent to the modern day buildings, the waterfront has a unique diversity that is not often found in modern cities.



Coastal Management – Walton on the Naze
by Iris Walker

As part of our fieldwork, we also went to Walton on the Naze. Here, we investigated whether coastal management is effective in protecting the coastline. We were able to contrast areas of defended and undefended coastline, allowing us to compare the two areas and ultimately come to a conclusion as to what effects the coastal management schemes were having on the shape of the beach. To investigate this, we used a clinometer to measure the angles of the slope on the beach. We found that the undefended area of the coastline had a steeper beach, with larger, more angular sediment, proving, to some extent, our hypothesis. However, we saw that the coastal management schemes had their drawbacks, for example the groynes were largely ineffective as they were in such bad repair, and the sea wall was unattractive and made it inconvenient and difficult for people to access the beach. My favourite part of the trip was finding out about the Crag Walk. This serves two purposes: it is a coastal defence, as well as an educational and scenic route along the coast. Along the walk, there are regular information boards, where we could learn about the process of building the walk, the costs, and the erosion processes in action at Walton on the Naze.

Thank you to the Geography Department for their organisation and leadership of these interesting trips.

Year 11 Celebration Evening

Year 11 enjoyed a fabulous evening at East Mersea Hall to celebrate the end of year. Students particularly enjoyed the pizzas fresh from the onsite oven. Thanks to all the staff who helped with the organisation and to Mrs Daniels, Mrs Ward, Mrs Ashworth and all the Tutor Team who attended.

We wish Year 11 an excellent summer break and look forward to seeing many of them in the Sixth Form in September.



























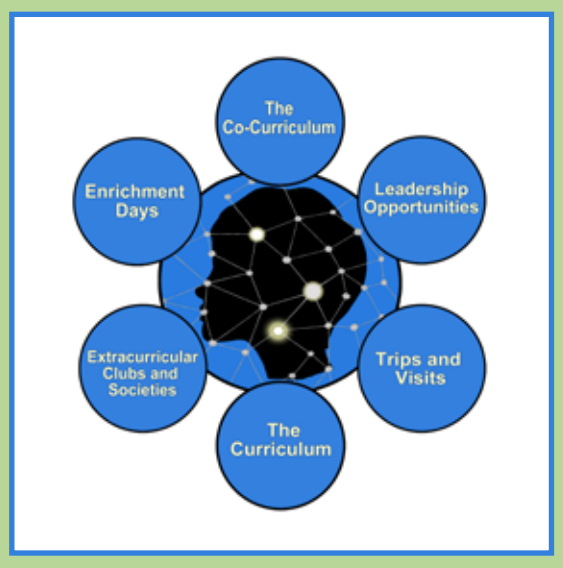








Year 9 Electronics Matrix Day



The CCHSG Matrix consists of a flexible and balanced curriculum, the co-curriculum, STEM opportunities, trips and visits, optional instrument lessons and a programme of enrichment days.

The Matrix provides opportunities for students to access subject areas they may not be formally studying as part of their timetabled curriculum.

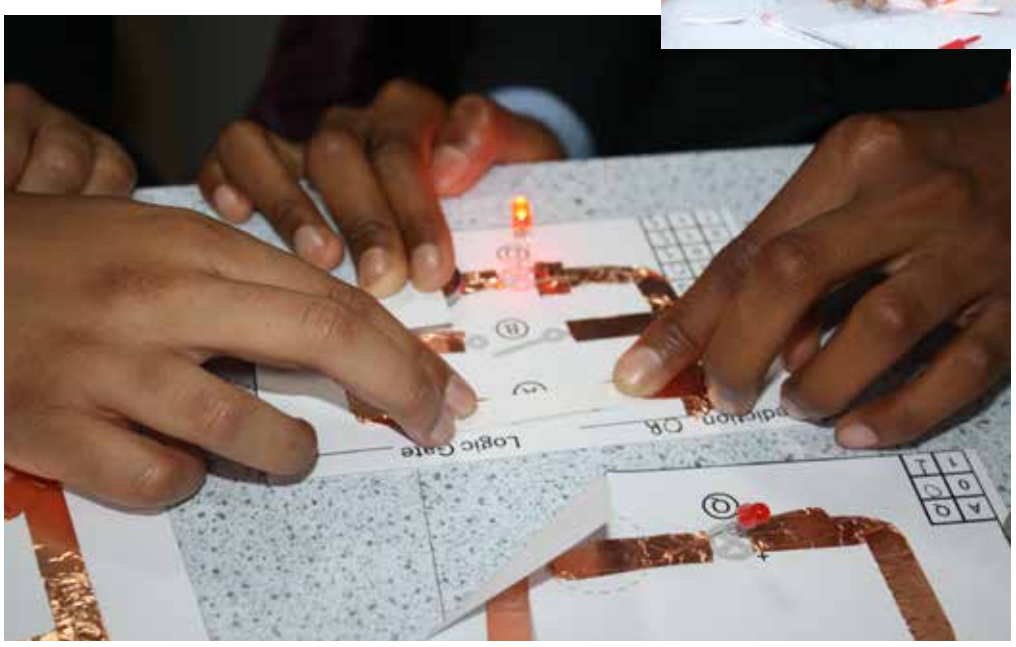
The Electronics Day was shockingly fun. The students learnt that even the humble food blender is a sophisticated piece of electronic engineering. All without having to take one apart or hurting themselves in the process!

The day kicked off with an introduction to electronics before diving straight into the hands-on stuff: building logic gates from scratch. Wiring these circuits by hand demanded patience and precision, making the moment their LEDs blinked to life incredibly rewarding.

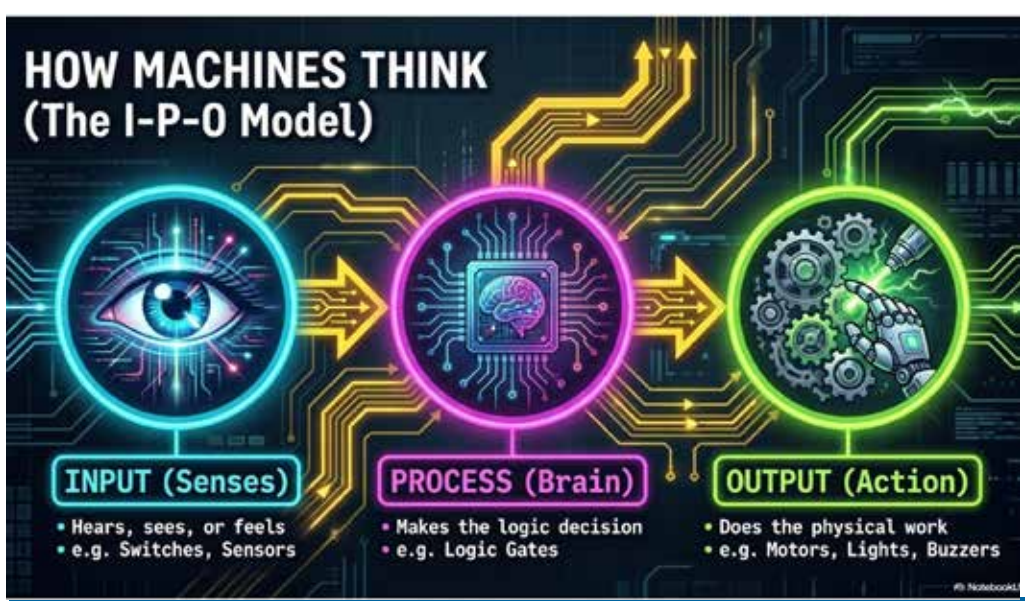
The highlight saw students utilizing these gates to solve real-world problems. The next generation of tech innovators is well on its way—watch out LG, Samsung, and Apple!

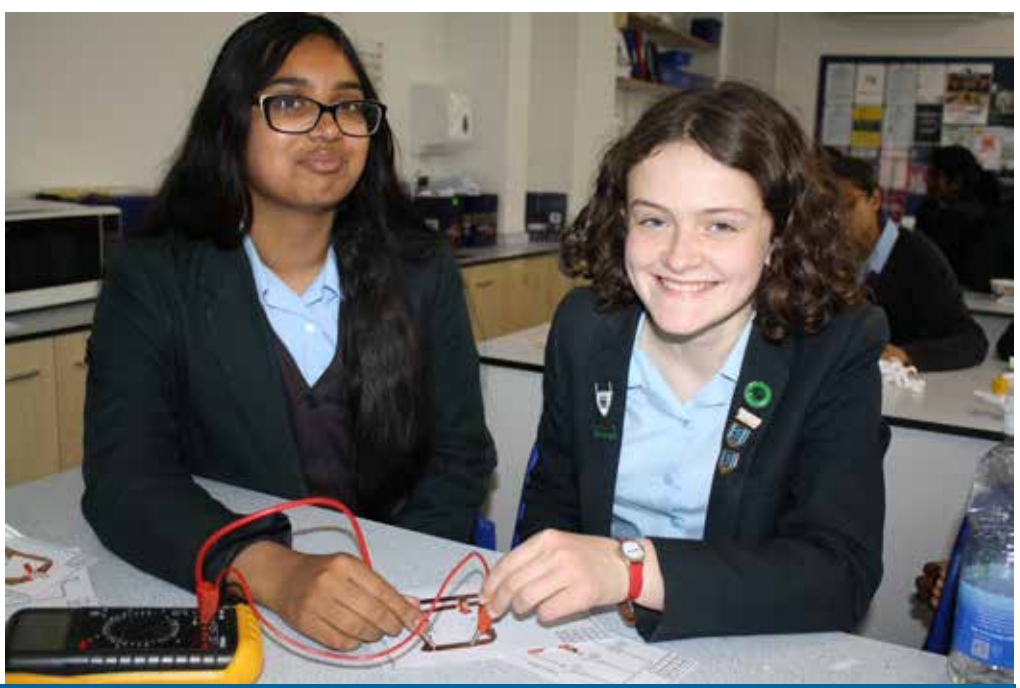












History Trip to Ypres, Belgium

Belgium – Learning Through Empathy by Tehzeeb Azmee, Lucy Rees, Didi Ivanova and Elizabeth Osborne.

This term we delved into the world that so many soldiers lived through. We explored trenches, memorial sites, cemeteries and museums. We paid our respects to those who fought for their country and learnt about the harsh reality of war. From the battlefields to even chocolate shops, learning more about this topic was an eye-opener for all. A message this trip has given is that we should always love those closest to us and never forget those who lost their lives fighting for themselves and their family.

One of the destinations we went to was Flanders Field, which is a beautiful memorial graveyard, home to many courageous soldiers who risked their cosy lives to provide us with freedom. As we entered, we were breath taken with the beauty of this place of remembrance. The way that the Belgium community takes care of the cemetery shows us that people still commemorate this tragic part of the world's history. What really left me speechless is how many nameless graves there are, which is horrifying. At the end of our visit to Flanders field, we had a little remembrance celebration. I was honoured to be chosen to perform the ritual of placing the CCHSG poppy wreath. It made me realise how special it is to remember these people who died for our freedom.



The Ypres trip was an amazing, interesting and humbling experience – trenches, cemeteries, memorials. Looking at the cemeteries really gave us the opportunity to pay our respects and explore our learning on an emotional level. I feel it's so important to have an empathy for those in the past as that's what shapes our future. Going to Belgium helped us grow in perspective. When we went to the Langemark German Military Cemetery (which was where the German soldiers of WW1 were buried), our understanding of the war on a greater scale changed. It was not just our allied soldiers who died - German soldiers suffered too, soldiers who had families. In the German cemetery, there were mass graves, unlike the other cemeteries we visited, where each soldier had a grave with their names, ages, regiment and religion engraved on them. The difference was haunting. Although, both were equally important monuments for remembrance.

We visited the Ypres Reservoir Commonwealth War Graves



Commission Cemetery, this was a truly emotional end, we were taught about the pillboxes, which were these concrete bunkers, made of thick reinforced concrete. Soldiers would be sheltered in them with rifles and guns. The back door always remained open in case of emergency. After covering some more history, we came to another area in the cemetery, which was surrounded with the engraved names of fallen soldiers. This was a wonderful way to honour and respect the soldiers that had died. We had a very heartfelt remembrance speech, after which we placed a poppy wreath to pay our respects. A particular line from the act of remembrance really stood out and stayed in my head: "*We are going to do what they never got to do - go home.*"

Remembering humans who faced a harsh and traumatic reality is so important in our world. This experience is one that will stay in our memories as both educational and powerful. It increased our awareness of the consequences conflict.

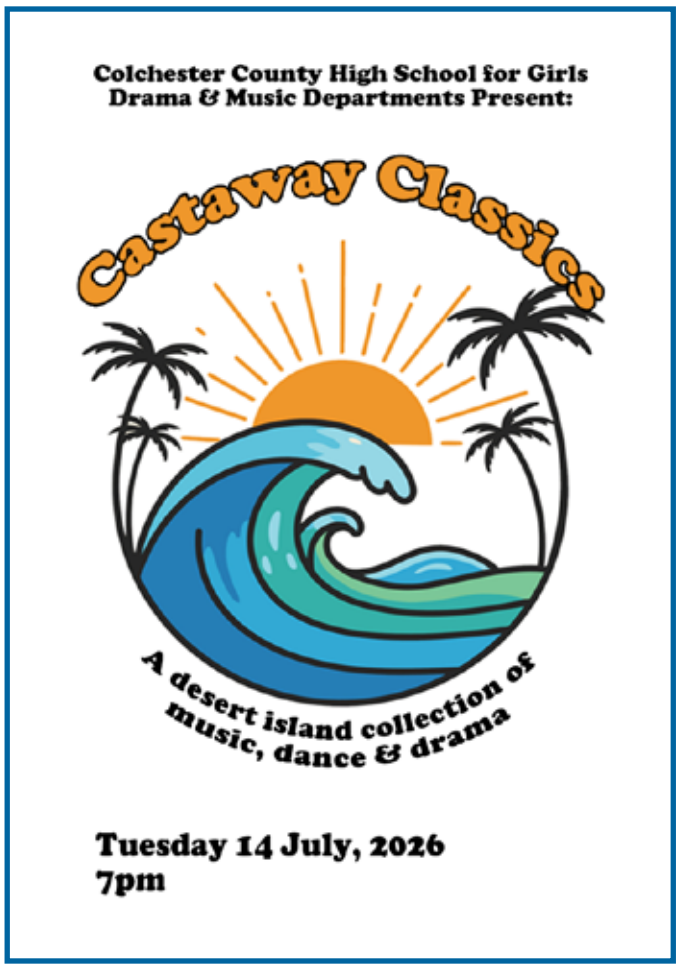


Castaway Classics - CCHSG Summer Show

This year our summer show had a “desert island discs” theme, with music chosen by staff. Music was performed to a sell-out audience by students from The Bluebirds, The Nightingales and the Bella Voces choirs and a range of individuals and small groups. The evening also featured the Year 8 Drama Club’s production of “Percival the Performing Pig”, directed by Megan Sainty and the audience participated enthusiastically with the chants called for in the hilarious play “Captain Blackboot’s Island”.

We are very grateful to all those Sixth Form students and staff who helped back stage and front of house. Particular thanks go to Mrs Cudmore-Rice who directed and choreographed the production and to the Musical Director, Mrs Bartle. Refreshments were kindly provided by volunteers from the CCHSG PTFA.

We look forward to our Winter Concert in December and the next school production, “Hairspray” in Spring 2026.

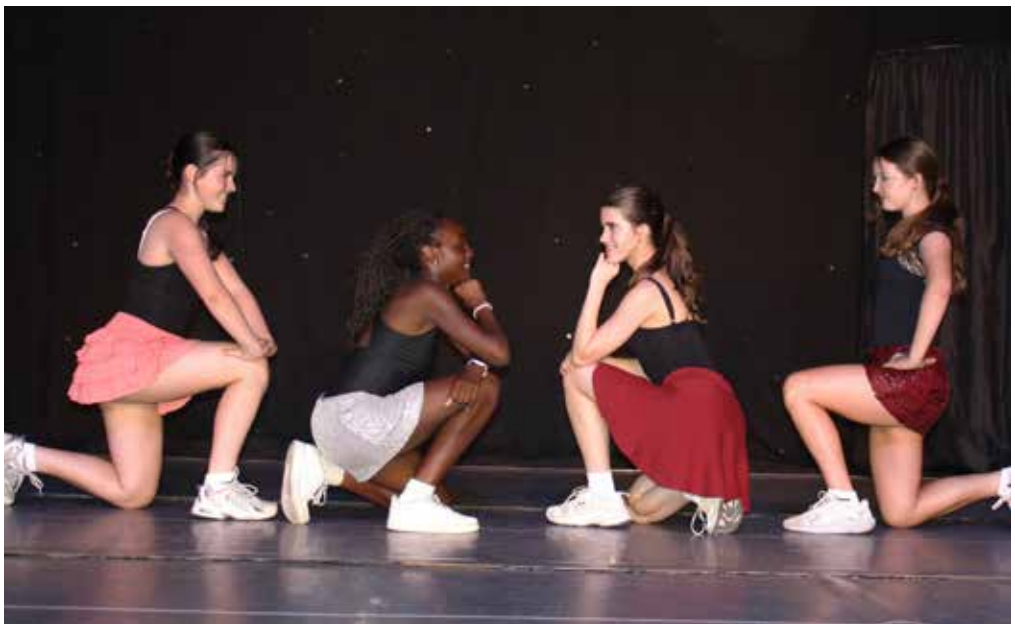
























Year 7 and 8 Interform Maths Challenge

The Annual Year 7 and Year 8 Interform Maths Challenges began with a competitive first round, as each Form battled it out between themselves to determine the top four mathematicians to represent them in the final. After impressive performances across the board, the following Year 8 students were selected:

- 8C: Hamnah A, Durva D, Abisola A, Abigail M
- 8O: Shi Wen B, Fatema M, Dara G, Salina B
- 8L: Josephine G, Divine O, Isabelle F, Alyssa B
- 8H: Olivia S, Annabel D, Navya S, Hanshika A
- 8E: Bertille, Ashmi, Hawi, Aarna
- 8S: Liba K, Maliha Y, Jasmine C, Evangeline S









In the Year 8 final, all teams showed great mathematical reasoning and teamwork, making it a very closely contested event. After a series of challenging rounds, it was 8O who claimed first place with a remarkable 90 points, the highest score achieved across both Year Groups.

Year 8 Results

3rd Place – 8H (75 points): Olivia S, Annabel D, Navya S, Hanshika A

2nd Place – 8L (80 points): Josephine G, Divine O, Isabelle F, Alyssa B

1st Place – 8O: Shi Wen B, Fatema M, Dara G, Salina B



Year 7

The students selected to represent the Year 7 Form Groups were:

- 7C: Amandine J, Jia M, Jessica W, Himasri K
- 7O: Michelle C, Zia K, Shambhavi M, Vamika B
- 7L: Vedasri G, Emaiyaal K, Eesha A, Amara T
- 7H: Ananya S, Zehra S, Rasvitha M, Lola L
- 7E: Jessica O, Anna T, Laasya T, Advika V
- 7S: Prinaka S, Maddie W, Rosemary P, Risansa R

The final round for Year 7 was a tense and competitive event, with all teams demonstrating fantastic mathematical thinking, communication, and collaboration. It was 7O who secured victory with an outstanding 66 points.

Year 7 Results
3rd Place – 7E (59 points): Jessica O, Anna T, Laasya T, Advika V
2nd Place – 7S (60 points): Prinaka S, Maddie W, Rosemary P, Risansa R
1st Place – 7O (66 points): Michelle C, Zia K, Shambhavi M, Vamika B









A huge congratulations to all the students who took part in the finals. Their commitment, teamwork and mathematical ability made both competitions a great success. Special thanks also go to the Sixth Form helpers, Mrs Bradnum for organising the badges, and the Maths Department for supporting the competitions throughout. Thanks go to Mr Glease for organising the challenge.





CCHSG Connect

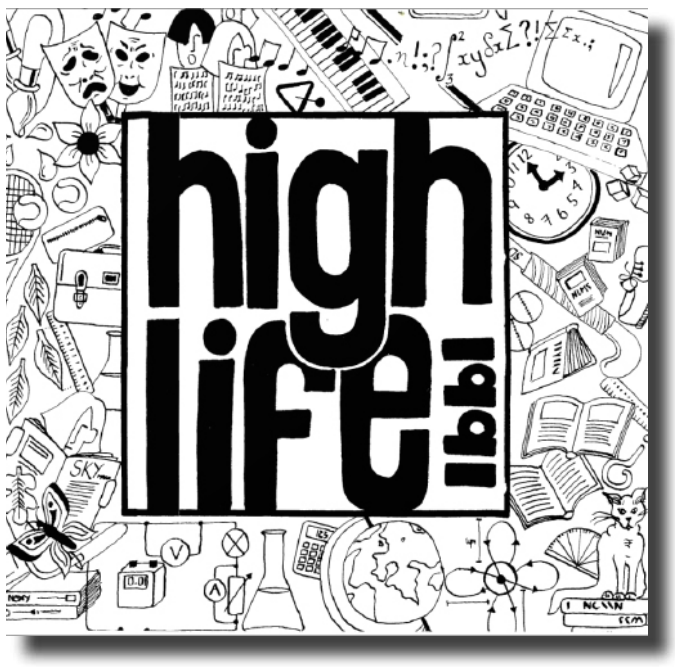
Upcoming Reunion Event

A celebratory reunion event is scheduled to mark a 50 year anniversary this year.

Saturday 12 September:
Students who started at CCHSG in 1976.

Contact:
karen@mosaicpublicity.co.uk





Digital copies of School Magazines from 1909 to 1999 can be found on the school website:

https://www.cchsg.com/about-cchsg/history-of-cchsg/

Calling CCHSG Alumni

Would you like to be part of our "progression wall" of Alumni Profile Posters?

We have now installed the first phase of our progression posters in the main ground floor corridor. We are aiming to capture the stories of our CCHSG alumni, whose diverse pathways will interest and inspire current students.

See alumni stories on our website here

Past students can provide their details for a poster via the link below. We would love to hear from you!

https://forms.office.com/e/mgpBciiYFv

Please contact Kate Stubbs, at kstubbs@cchsg.com with any alumni related questions or ideas.



Alumni Newsletter

Our Alumni Newsletter now publishes quarterly. Join our mailing list by contacting Kate Stubbs via kstubbs@cchsg.com or complete the online registration form at:

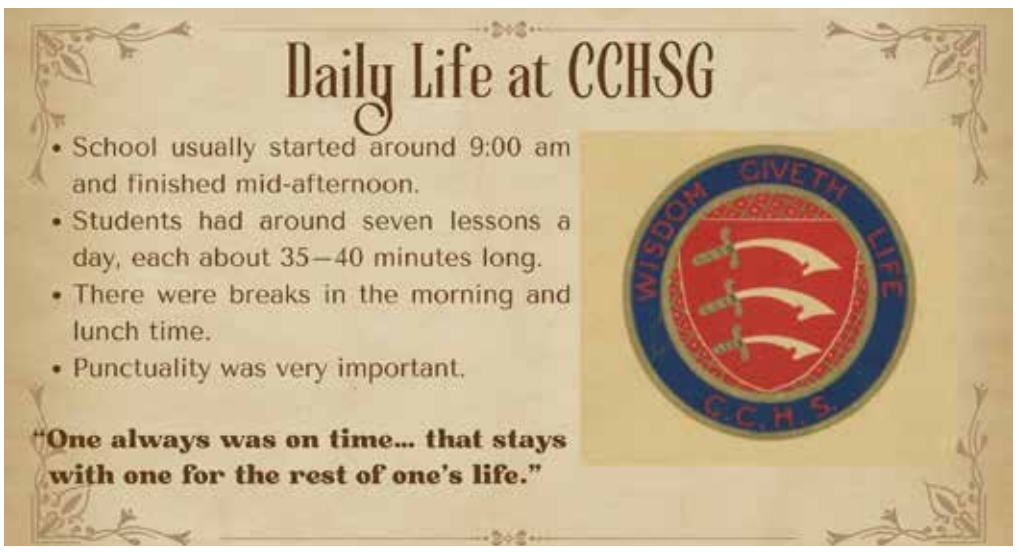
https://forms.office.com/e/jzfYqJ7dhj

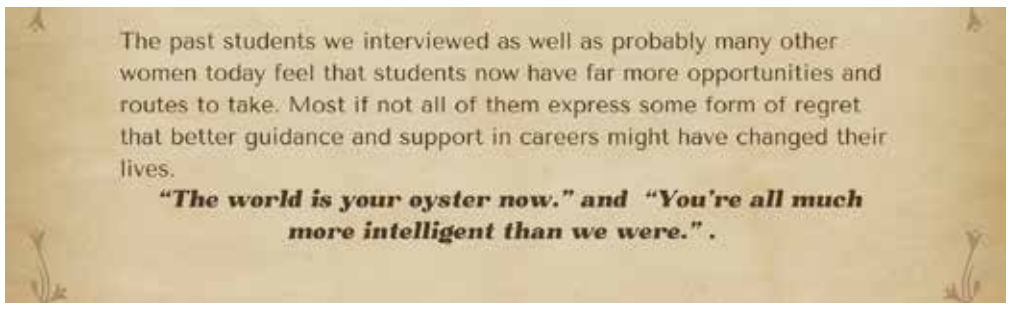
CCHSG Memories Recalled

Earlier in the year our History Ambassadors, Rebecca, Tammy, Saanvi, Rushda, Mirium, Olive, Elizabeth, Issy, and Jasmine, with Mrs Sanderson, were delighted to welcome to school a group of alumnae who had attended CCHSG during the 1950s and 60s. Students had planned a range of topics to focus on and the morning went very quickly with lively conversations about everything from school life, sports and extracurricular activities to the post-war experiences of those here in the 1950s. The students were particularly surprised to hear about the lack of careers guidance and planning for progression after school.

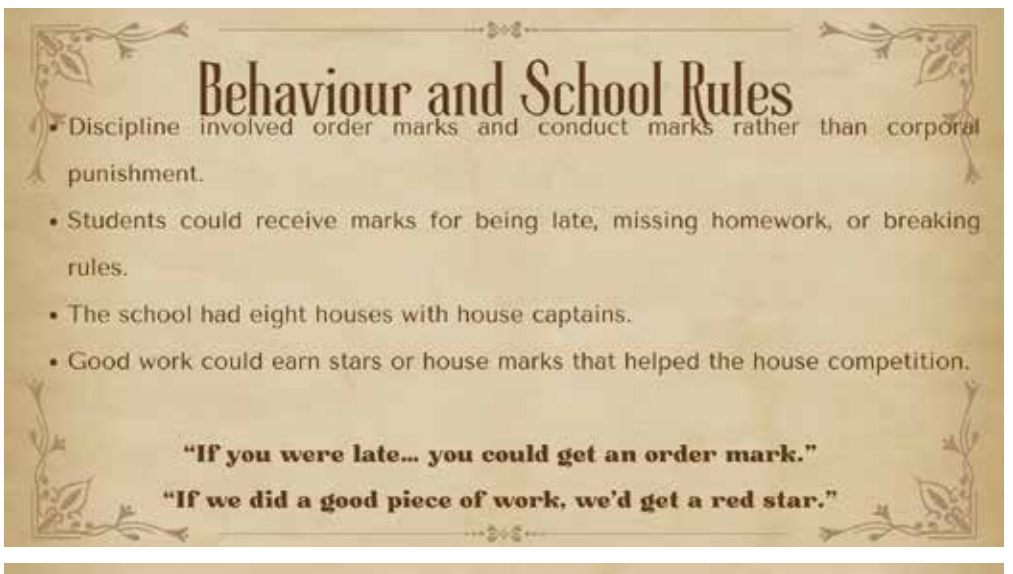
Following the meeting the History Ambassadors transcribed the recordings and met over a series of weeks to prepare a summary of their findings. The main topic areas covered were general school life, academic life, extracurricular opportunities, post-war experiences and job opportunities after CCHSG. The students shared their findings as a corridor display. They have also presented assemblies to all Year Groups over the past few weeks, highlighting the differences and similarities in the experiences of current students and those of 70 years ago.







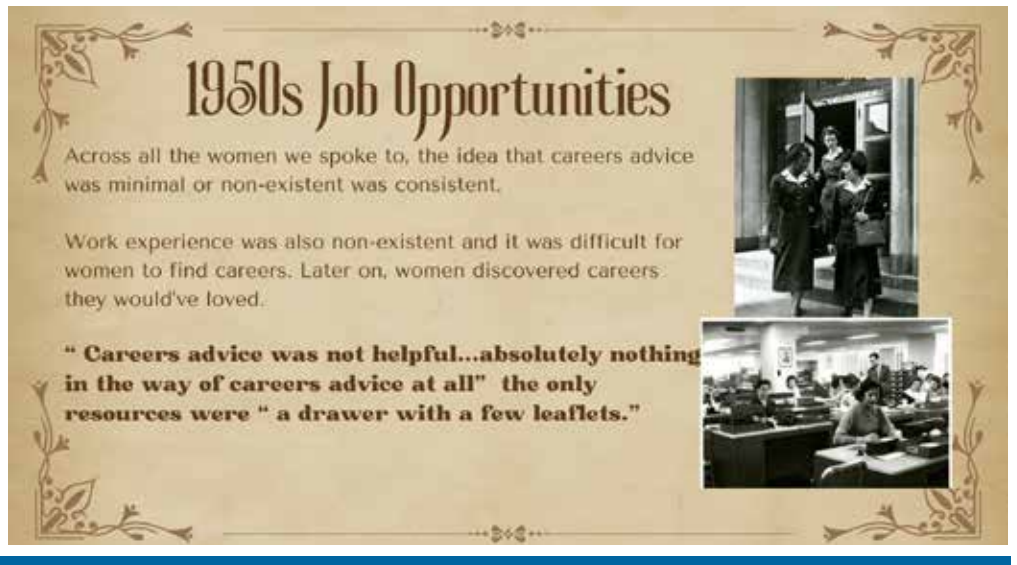
We are very grateful to Mrs Della Parker, Mrs Liz White, Miss Kathleen Wilson, Mrs Jo Edwards, Mrs Jean Johnson and Miss Eileen Warner who took part in the project. Particular thanks go to Mrs Jean Johnson for her support in organising participants and co-ordinating the event.











Old Girls' Association Annual General Meeting







We were very pleased to welcome the Old Girl's Association to the school to hold their AGM again this year. On behalf of the CCHSG staff and students Dr Stubbs thanked the OGA for continuing to present the annual Leaver's Award. She also thanked Mrs Liz White for speaking at the Leaver's Assembly and making the presentation. Sophie Cliff was delighted to receive the Leaver's Award. Her letter of thanks to the OGA Committee was read at the meeting.

Historic CCHSG Uniform

As the CCHSG school archive continues to grow with donations from past students, we have been pleased to receive items of past uniform. Some of these are now on display in the school foyer.

We were particularly pleased to have a summer dress, blazer and red beret by donated by Mrs Jane Osborne. These were worn by her mother Ivy Coad who attended CCHSG from 1933. Students were also very interested to see items donated by Rachel Hardy, past Head Girl at CCHSG, who was kind enough to send in her summer dress and blazer from the 1970s. In the past, the summer dresses were made using specific patterns, by the mothers of the students, and the material and style changed over the decades.

We are always keen to receive additions to the school archive. Please contact Kate Stubbs at kstubbs@cchsg.com.



CCHSG Archive - School Magazines 1960-69

The 1960s were a decade of rapid social change in Britain, and CCHSG reflected many of these developments. Students encountered new ideas about youth culture, television, consumerism, women's rights and international affairs through debates, school societies and magazine contributions. References to teddy boys, television aerials, motorways and driving show how national trends influenced school life. Careers talks, advertisements from local businesses and banks, and discussions about equal pay highlighted expanding opportunities for women in education and employment.

Under the leadership of Headteacher Miss Vashon Baker until 1966, and later Miss Hasler, the school maintained a busy programme of academic, cultural and social activities. Numerous societies organised visits to places such as Kew Gardens, the London Planetarium and Colchester Zoo, while students also participated in community service through groups such as the Old People's Welfare Society and the International Voluntary Service.

Music and drama flourished throughout the decade. Choirs, orchestras and ensemble groups regularly performed in concerts and competitions. Notable achievements included participation in the BBC's Let the People Sing competition and joint productions with Colchester Royal Grammar School, including Noye's Fludde, Dido and Aeneas and The Play of Daniel. Sport also remained central to school life, with strong involvement in hockey, netball, tennis, swimming and cross-country running.

A major milestone was the school's Jubilee Year in 1960, celebrating fifty years of CCHSG. Extensive fundraising by students, staff, parents and Old Girls enabled the opening of a long-awaited swimming pool. The Jubilee also provided an opportunity to celebrate the achievements of former pupils working in medicine, education, research, public service and overseas development.

The decade was not without challenges. Plans to reorganise secondary education and introduce comprehensive schools threatened the school's future. However, determined campaigning by Miss Baker, students and Old Girls helped preserve CCHSG as an independent grammar school. International trips, the Duke of Edinburgh's Award Scheme reflected the expanding opportunities available to students. First mentioned in the 1962-3 edition, the Duke of Edinburgh Award was initially available to students through the Red Cross. Early categories were Design for Living, Service, Adventure and Interest. "The Design for Living section helps a girl to become a good homemaker and the choice of subjects may be made from three categories – Grooming and Poise, Setting Up Your Home and Running Your Home" (p14).

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SCHOOL CALENDAR

Autumn Term, 1962.

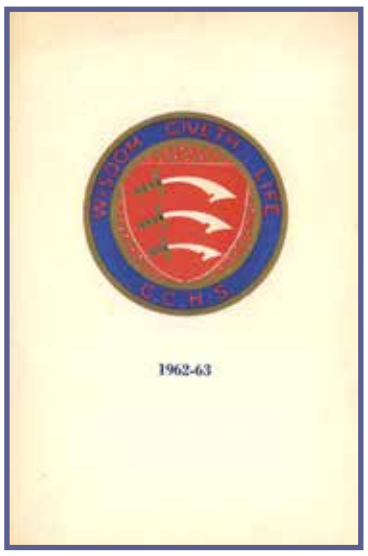
Sept.	6th	Term begins.
"	14th	Old Girls' Association: Mothers and babies.
"	15th	Dedication Service at St. Peter's Church.
Oct.	2nd	Talk by Miss Buchanan on Africa.
"	8th	Harvest Festival.
"	10th	County Careers Talk by Miss Kerr for Upper VIths.
"	22nd	VIth Form party to the Planetarium for a lecture on "The Astronomical and Astrological ideas of Chaucer as used in "The Franklyn's Tale"."
"	24th	VIth Form group visited The Dairy Show.
"	27th	The Historical Society visited Norwich Castle.
Nov.	2nd-6th	Half Term.
"	9th	Party of VIths, Upper VIths and Middle VIths to "Hamlet" at the Colchester Repertory Theatre.
"	22nd	Prize Giving. G.C.E. Ordinary Level began.
Dec.	13th-14th	Carol Service.
"	20th	Term ended.

Spring Term, 1963.

Jan.	9th	Term began.
"	12th	Party of VIth Forms to "Peer Gynt" at the Old Vic.
"		C.G.A. Winter Meeting.
"	30th	School examinations.
Feb.	12th	Talk by Donald Grant on "Rivalry for Leadership in the Modern World".
"	22nd-25th	Half Term.
March	8th	VIth Form Conference at the Gilberd Technical School.
"	20th-22nd	Performances of "Noye's Fludde" with the Royal Grammar School at St. Botolph's Church.
"	28th	Careers Talk by Miss Hilton for Middle VIths.
April	2nd	Term ended.

Summer Term, 1963.

April	23rd	Term began.
"	27th	The Historical Society visited Hatfield House and Lamer How.
		The Natural History Society's expedition to Fleetings bee Wick Nature Reserve.
"	29th	VIth Form Party to the Geological Museum.
May	31st	Talk by Mr. Callin to Lower IVths.
		Upper IVth Parents' Meeting with address by Dr Bartlett.
June	3rd-7th	Whitsun Holiday.
"	17th	G.C.E. Advanced Level examinations began.
"	18th	Lower IVths expedition on the Thames.
"	25th	G.C.E. Ordinary Level began.
July	11th	The Historical Society expedition to the Stour Valley for VIths.
"	16th	The Natural History Society's expedition to the Norfolk Broads.
		VIths and Upper VIths visited the Houses of Parliament.
"	18th	Junior Sports Day.
"	19th	S.C.M. VIth Form Conference at St. Osyth's.
"	20th	O.G.A. Annual General Meeting.
"	24th	Term ended.



1962-63



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MAGAZINE COMMITTEE

Editor: Rosemary Richardson.

Staff Editor and Treasurer: Miss Wiggins.

Secretary: Patricia Kerman.

Treasurer: Roberta Hall.

Committee Members: A. Miller (Lower VI), D. Betts (Lower VI), E. Bailey (Upper V), V. Farthings (Upper V), S. James (Middle V), L. Roberts (Lower V), R. Corbett (Upper IV).

FOREWORD

Dear Girls past and present,

I am writing this just after Prize Giving and making my report on the School Year. It has been a happy one, I think, and one marked very specially by outstanding academic successes. Veronica Wilson and Caroline Elam both won open scholarships in Classics, Caroline at both Lady Margaret Hall, Oxford and at Newnham College, Cambridge. Nola Thurlow was not merely the only woman to get a First in Physics at Oxford this year, but the first to do so, I believe, for something like eleven years. These are excellent results of which we are all proud, I am sure.

During the year two members of Staff have retired after many years' service to the School. Miss Stephens left in January, and I am sure many of you old girls will have happy memories of the visits she organised to Leverkusen. Mrs. Casey left in July. Many old girls will remember with gratitude Mrs. Casey's care and concern for them in the Lower School. Her interest did not end there but continued through the Upper School, and she was very ready to welcome old girls at school and in the Old Girls' Association. We hope we shall often see her, both at School and Old Girls' Association meetings.

Many of you will have heard with great regret of the death of Sybil Wheeler (née Gosling). Her husband has most kindly presented an annual prize in her memory. We are very grateful to him, and very glad to have a memorial to an old girl, who was so faithful and loyal to the Old Girls' Association, and so distinguished in civic and social activities.

Yours affectionately,

KATHARINE VASHON BAKER.



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We were greatly indebted to the Lord Bishop of Colchester for his excellent chairmanship. His rendering of "Drink to me only", during a sing-song in the Common room after Epilogue one evening, was memorable.

M. Guppus and M. Corbett (Upper VI).

THE DUKE OF EDINBURGH'S AWARD SCHEME

Last year Heather Hyland, Deidre Jowett and I studied for the Duke of Edinburgh's Bronze Award, through the Red Cross. This is the first time that members of the Red Cross in this Area have entered the Scheme.

The Scheme for girls was started in the autumn of 1958 as a limited experiment, but it has now extended throughout the country. The work is not competitive and is divided into four principal groups — Design for Living, Service, Adventure and Interest.

The Design for Living section helps a girl to become a good homemaker and the choice of subjects may be made from three categories — Grooming and Poise, Setting Up Your Home and Running Your Home. The Service section is to develop a girl's capacity for caring for others. For this purpose she has to be trained in First Aid and Nursing, Mothercraft and Child Care or another similar activity. The Adventure section involves expeditions which cover a day, in the Bronze stage, and five nights for the Gold Award, and lectures on the Country Code, Fire Precautions, etc. The Interest section is split up under four headings — Physical Activities, The Arts, Craftsmanship and General Pursuits.

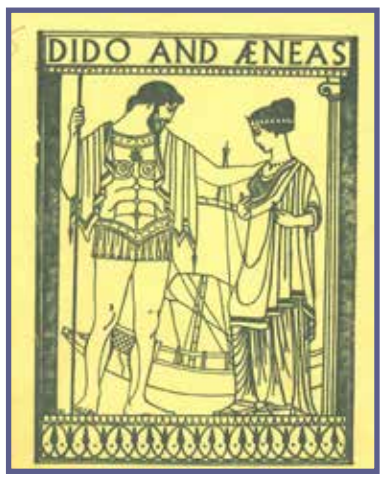
In the Design for Living, Service and Adventure all three of us took the same subject, but in the Interest section, Heather chose Photography, Deirdre chose Knitting and I chose Cycling.

We were all very proud to be presented with the Bronze Badge and the Certificate by Sir Tom Hickinbotham, at the beginning of this year. Having been successful in obtaining the Bronze Award we immediately began working for the Silver Award, and we hope we shall all be successful in order that we can start working even harder for the Gold Award. We are also very proud to be the first members of this School to enter for the Scheme but we hope many others will follow our example — it's good fun and worthwhile.

Sandra Levey (Upper 5 Z).

NOYE'S FLUDDE

Our first notice that there was something unusual in the air came at the end of the summer term last year. The Choir was, in fact, told very little, but, as usual at the County High School, rumours spread fast and furiously. In spite of the fact that the new venture was thought to be associated with the Christmas activities, on more





French Language Immersion Trip to Paris

On 26 June, our Year 10 French class set off on an exciting four-day trip to France. After an early start, we travelled by coach to Dover with our driver Dale, where we boarded the ferry to Calais. During the crossing, we enjoyed breakfast, explored the ferry and admired the views across the English Channel. Our first stop in France was the Kyriad Eco Premiere Classe Paris - our hotel for the next four days. The rooms were pretty and cosy, and some had balconies which gave us a beautiful view of the Paris skyline

After dropping our bags at the hotel, we headed to the Monte Carlo Self Service Restaurant for our dinner reservation. The buffet gave us many options for our drinks, main courses and desserts. We enjoyed the chance the try French cuisine. Straight after eating; we travelled to La Tour Eiffel, seeing the Arc de Triomphe on the way. We had the opportunity to take photos at the base of the tower and explore the garden before going back for a good night's rest.

On the second day we were woken up at 8am to eat our continental breakfast at the hotel. They offered loads of French pastries including crêpes, croissants, pain au chocolat. We had a busy day full of sightseeing ahead of us, starting with the Sacré-Cœur and Montmartre area. We took a class photo and climbed up to the top to see the view of Paris from above. During our climb we saw the many love lockets placed on the fences surrounding the cathedral and placed one as a memory for both our classes.

We headed straight to the Louvre and took some tourist style photos before moving to the Les Halles area where we were allowed to shop in the Westfield, Forum des Halles, have lunch and practice using our French speaking skills. After our shopping sprees, we went to see the Notre Dame for more photos and souvenirs before eating at the HD Diner which had a cute retro theme with amazing food and desserts. To round off the day, we travelled to the river Seine for a river cruise perfectly timed for us to see the Eiffel Tower sparkle, and catch some thunderstorms and rain for the first time in the extremely hot trip, before heading to bed.

The highlight of the trip was undoubtedly Disneyland Paris! The weather was fantastic, allowing us to make the most of the thrilling rides, exciting attractions and magical atmosphere. Although the journey home was long, everyone agreed the trip was an unforgettable experience. It gave us the chance to experience French culture, improve our language skills and make lasting memories with our classmates. A huge thank you to all the teachers who organised and accompanied the trip. It was an amazing experience that we will remember for years to come!
By Fiona Abraham and Larissa Agbalenyo

The French Immersion trip to Paris was a fantastic way to engage in the language and culture as well as a great opportunity to travel abroad. We had the chance to experience a French shopping trip, with many of us ordering and conversing in French at Europe's largest mall, Westfield Forum des Halles. Additionally we were able to see many famous landmarks whilst touring Paris including the Notre Dame Cathedral and a night time view of the Eiffel Tower whilst on a river cruise, which was one of our favourite parts of the trip. On Sunday we got to experience the magic of Disneyland Paris where we spent a wonderful day with friends going on rides and buying cute souvenirs. We also saw the importance of languages as many of the staff were multilingual enabling them to communicate with international tourists. Overall we think the French trip was one of the highlights of the year and would definitely do something like it again. **By Rebecca Sholoye and Simran Dasoar**







UK Biology Challenge Competition

Twelve Year 10 students took part in the Biology Challenge, run by UK Biology Competitions (UKBC). This is an online science competition for students aged 13 to 15 which aims to spark curiosity about nature and reward knowledge beyond the school curriculum. The competition features two 25-minute online multiple-choice papers, taken at school under teacher supervision. Questions assess GCSE biology topics alongside general knowledge of natural history, flora, and fauna.

The following students got a silver award: Senaya, Sophia and Akshara.

Bronze : Manaswini, Ekaterina, Phoebe, Nithila, Aarna and Saffanah

Highly commended: Tanvee, Rebecca and Advita

UK Biology Competitions (UKBC) questions are usually multiple-choice, but they often test application of knowledge, data analysis, and biological reasoning rather than simple recall. The Biology Challenge and British Biology Olympiad frequently include unfamiliar contexts that require you to apply core biological principles. Here are some example questions in a UKBC style:

1. Ecology
A population of rabbits grows rapidly after a mild winter. Which factor is most likely to limit further population growth?

A. Increased mutation rate
B. Limited food availability
C. Increased photosynthesis

2. Genetics
In pea plants, purple flowers (P) are dominant to white flowers (p). Two heterozygous plants are crossed. What proportion of offspring would be expected to have white flowers?

A. 0%
B. 25%
C. 50%
D. 75%

Answer 1 = B
Explanation: As populations increase, resources such as food become limiting.

Answer 2 = B
Explanation: Pp × Pp gives 1 PP : 2 Pp : 1 pp.

Home Farm Year 5 Science at CCHSG





We were delighted to welcome Year 5 students from Home Farm School for an exciting Science Taster Session. In groups of 20 the students rotated through Biology, Chemistry and Physics activities, giving them a chance to experience each of the three sciences in our laboratories.

In Biology, students became mini-scientists as they used microscopes to investigate fascinating insects and other tiny organisms found in ponds and moss. They enjoyed discovering a hidden world that is usually invisible to the naked eye. In Chemistry, students explored the world of acids and alkalis by testing the pH of everyday household substances. Using universal indicator, they observed a rainbow of colour changes and learnt how scientists use these reactions to identify different materials. In Physics, students put their mathematical and investigative skills to the test by calculating speed. They measured the distance travelled and the time taken for cars to race down a ramp, before using their results to work out how fast the cars were moving.

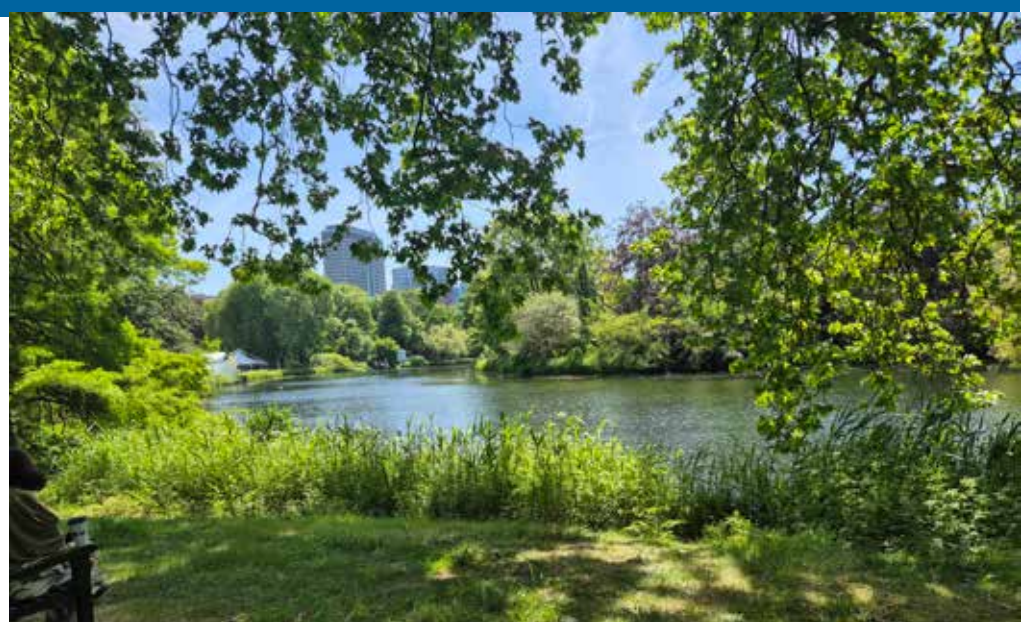
The enthusiasm and curiosity shown throughout the day were wonderful to see. The students asked thoughtful questions and most importantly, they had great fun while learning and exploring the exciting world of science. We look forward to welcoming Home Farm students back again soon.

Duke of Edinburgh Award 70th Anniversary

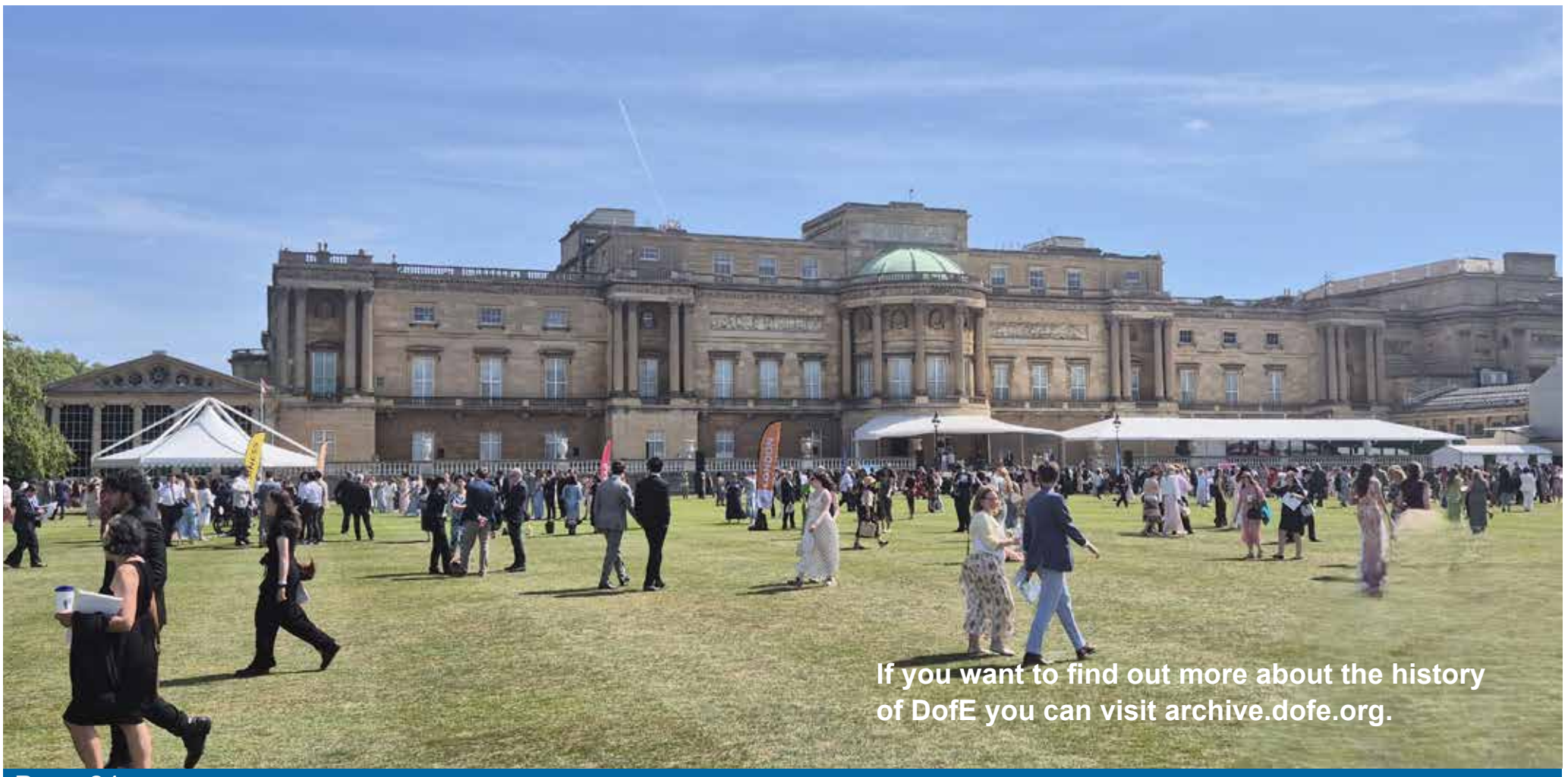
On 22 May I was very fortunate to represent the school at a Gold Duke of Edinburgh Award celebration event at Buckingham Palace Gardens in recognition of the 70th anniversary of the charity. 6000 guests were invited including Gold award achievers, their families and representatives for every DofE Licensed organisation. It was a very warm day which added to the festival like atmosphere in the grounds. Each guest was able to visit the tea tent to receive a cupcake and a cup of Twining's Garden Party Tea in a reusable DofE branded mug.



There were speeches from the West Terrace from HRH Prince Philip, Duke of Edinburgh, Jake Humphrey (CBBC, BBC's F1 Coverage) and DofE Youth Ambassador Evie who navigated her own DofE journey with cerebral palsy, dyslexia and a visual impairment. Her speech gave me a whole new perspective on kissing gates. After the main speeches Prince Philip moved through the garden to greet some of the guests. There were also three satellite stages with talks from Lucy Shepherd, Drew Walker, Hugh Bonneville, Tabitha Stoecker, Alex Jones and Larry Lamb.



As part of the 70th anniversary celebrations all Gold award holders present were invited to contribute to a collective artwork and were able to visit the DofE Archive display. This was a really interesting display about the history of the award scheme and I was surprised to learn of the initial differences in the award scheme for boys and girls. In 1956 the award scheme opened to boys and had four sections; Rescue and Public Service Training, The Expedition, Pursuits and Fitness whereas the girls scheme launched in 1958 and had sections titled Design for Living, Interests, Adventure and Giving Service. In 1980 the sections were fully unified to offer one award scheme for all young people and the sections we recognise today were introduced in 2008. In between talks, guests were able to explore Buckingham Palace gardens, play garden games, take photos with various DofE props or relax and listen to the two excellent Military bands in attendance. Having completed both my Bronze and Silver awards in my teens and having supporting DofE for 16 years in various roles as an adult it was an absolute privilege to represent CCHSG at this event and I look forward to following the journeys of our current award participants and hope that they will get to experience a Gold Award celebration themselves. **Miss Barrett**



If you want to find out more about the history of DofE you can visit archive.dofe.org.

Healthy Living

The summer term has been a busy and exciting one in Healthy Living, with students across Years 7 and 8 developing a range of practical cooking skills while producing some fantastic dishes.

Year 7 students rose to the challenge of making homemade gnocchi from scratch. This project allowed them to build confidence with key kitchen techniques, including boiling and mashing potatoes before carefully shaping their own gnocchi by hand. Students then prepared an accompanying pesto, choosing either a traditional green pesto or a vibrant red version. They enjoyed experimenting with hand blenders and exploring how different herbs, spices and ingredients could create unique flavours. It has been wonderful to see students become more independent in the kitchen and take pride in producing such impressive results.

Year 8 students have been mastering pastry-making with a choice of sweet or savoury galettes. They learned the rubbing-in method to create a light, flaky pastry before designing and preparing their own fillings. From fruity sweet combinations to creative savoury options, students demonstrated both skill and imagination in their final products. As with any baking project, there were some fantastic successes and the occasional crumble along the way, but these moments provided valuable learning opportunities and plenty of laughter. Most importantly, students showed resilience, enthusiasm and a willingness to try new techniques.

Throughout the term, it has been a pleasure to watch students develop their practical skills, creativity and confidence in the kitchen. Their enthusiasm and hard work have been evident in every lesson, and they should be very proud of what they have achieved. I am already looking forward to welcoming next year's students onto the rotation and seeing what culinary creations they will produce.

Miss Dennis









Recipe for Gnocchi

Ingredients:

1kg floury potatoes (e.g. King Edward)
300g plain flour

Method:

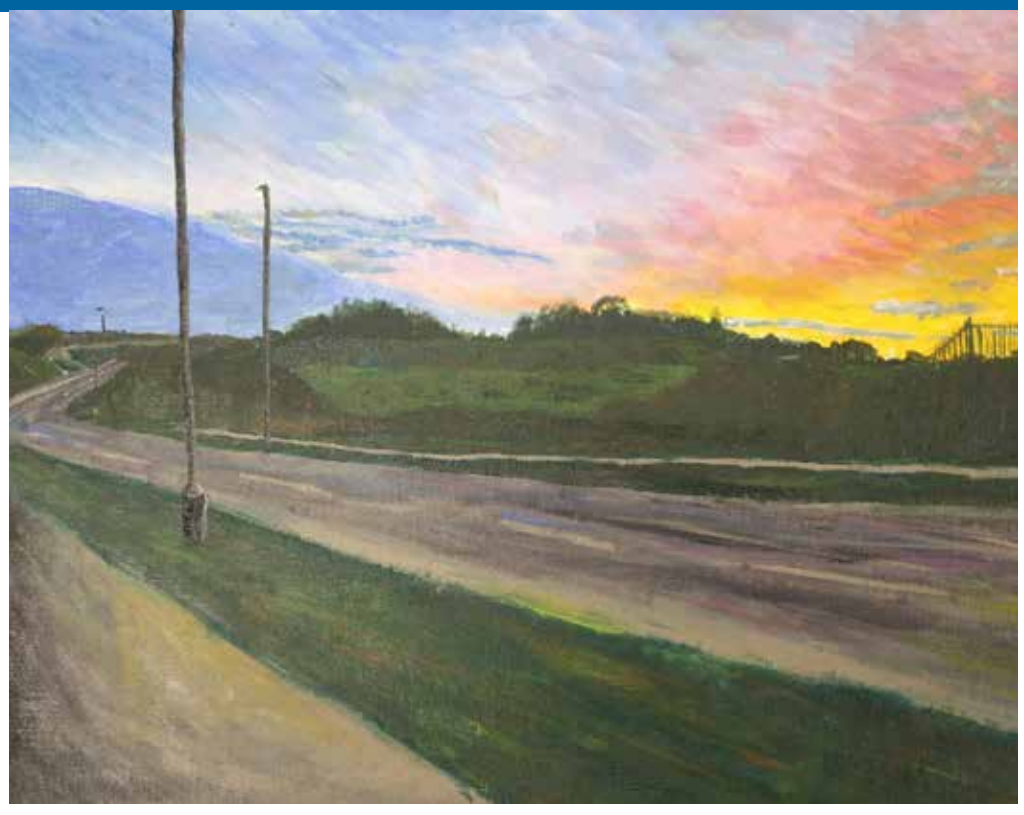
1. Fill saucepan ¾ full with water and a pinch of salt and bring to boil
2. Peel potato and cut into even chunks
3. Boil in salted water for 15-20 minutes
4. (Green pesto) - Roughly chop garlic, spinach and basil together, add peas, cheese/nutritional yeast, lemon juice, seasonings, oil, and blend
4. (Red pesto) - Roughly chop garlic, dice red pepper and tomatoes, add grated cheese/nutritional yeast, add oil and seasoning and blend
5. Remove potatoes into mixing bowl and allow to steam dry before mashing until smooth and lump-free and leave to cool
6. Add the flour and pinch of salt and gently bring together with hands to form dough (handle as little as possible to keep gnocchi light)
7. Shape into small balls
8. Add gnocchi to the boiling water. When they float to the surface, drain and serve with the pesto

Year 7 Art - Landscape Project

This term, Year 7 developed studies inspired by Impressionist artists and explored how painters captured changing light, atmosphere, and colour in the landscape.

Students learned about expressive Impressionist techniques, including broken brushwork and colour theory, experimenting with warm and cool colours and complementary colours. They then explored effects of light to create depth and mood in their own landscape paintings.

This project can be viewed in the online gallery in the Art curriculum area of our website.

















CCHSG Rewards and Awards

Award categories Year 7 – Year 13	AWARDs required in academic year	Students awarded with:
Bronze	50	Certificate & badge
Silver	100	Certificate & badge
Gold	150	Certificate & badge (enter prize draw)
Platinum	200	Certificate & badge (enter prize draw)

Teachers will be awarding your merit points throughout the whole academic year. You will be acknowledged for your outstanding achievements in each end of term assembly.



Merits to be awarded for the following categories:

Academic achievement
Wider school or extracurricular activities
Attendance at clubs and societies
Role Model – for doing the right thing
Determination – for effort
Social – for helping others

Student Voice was involved in a review of the Rewards and Awards system. Students requested that more merits are awarded for doing the right thing and for involvement in school life. This has resulted in the current system of AWARDS:

- All merits are to be awarded on SIMS and staff are encouraged to award two or three merits per lesson
- Students will receive these awards through their whole school journey, Year 7 to Year 13 to ensure continuity and clear expectations
- Students will be acknowledged for their merits at the end of term and the end of year assembly
- The total number of AWARDS merits each student achieves will also be included in progress checks and signposted in end of year Tutor Reports

Students who achieve Gold or Platinum will be entered in a special draw at the end of the year for a 'big prize'.



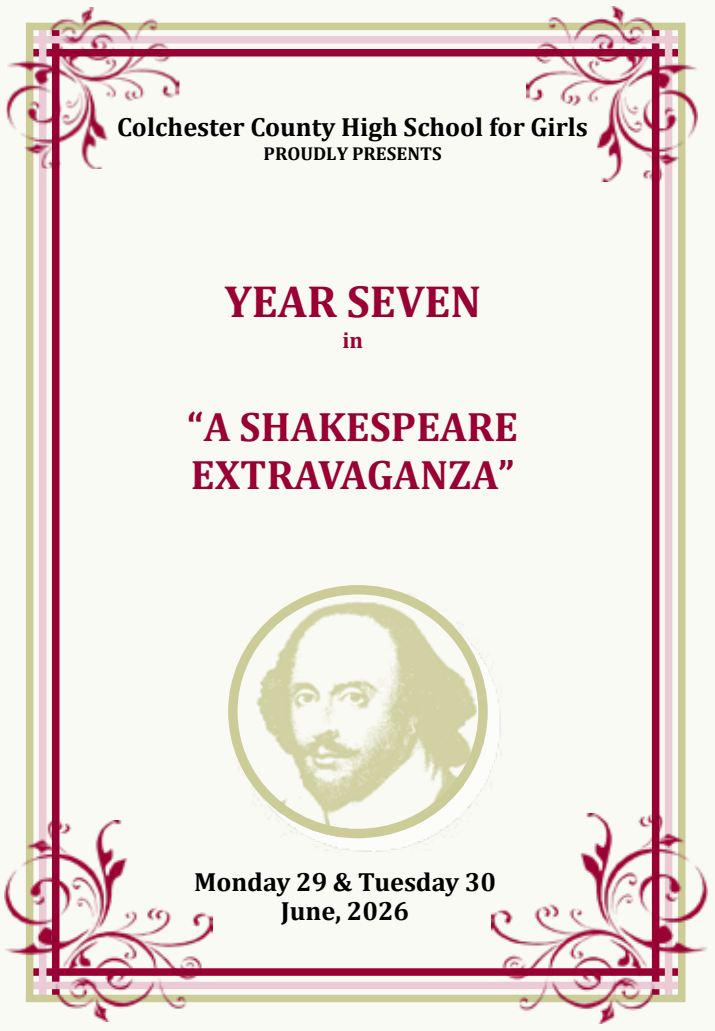
AWARDS Merits
Latest Totals – July



Year 7 Shakespeare

Congratulations to Year 7 for their excellent performances of Shakespeare plays, “Macbeth”, “The Tempest” and “A Midsummer Night’s Dream”, and “Much Ado About Nothing” which were prepared during their Drama lessons. Thanks go to Head of Drama, Mrs Cudmore-Rice and Mr Fogarty, who taught the groups. We are also grateful to all the staff and Sixth Form students who supported with the production.

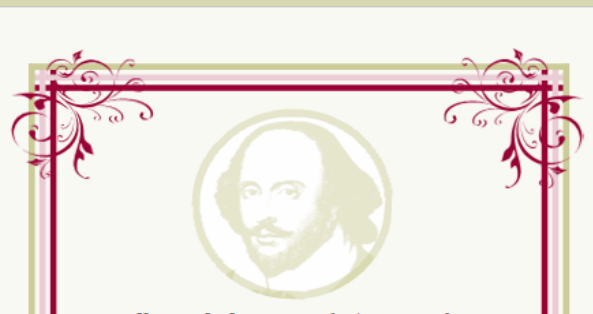












William Shakespeare (1564-1616)

Shakespeare is widely considered the greatest dramatist of all time, as well as the most influential writer in the history of the English language. Among Shakespeare's greatest contributions to the English language was the origination of hundreds of words and phrases that English speakers use to this day. These have enriched the language making it more colourful and expressive.

“MUCH ADO ABOUT NOTHING”

Count Claudio falls in love with Hero, the daughter of his host. Hero's cousin Beatrice (a confirmed spinster) and Benedict (an eternal bachelor) are each duped into believing the other is in love with them. Claudio is deceived by a malicious plot and denounces Hero as unchaste before they marry. She faints and is believed dead, but recovers to be proved innocent by a chance discovery. Benedict wins Beatrice's love defending her cousin's honour, and to his surprise, Claudio is reunited with Hero, who he believed dead.

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“THE TEMPEST”

Prospero uses magic to conjure a storm and torment the survivors of a shipwreck, including the King of Naples and Prospero's treacherous brother, Antonio. Prospero's slave, Caliban, plots to rid himself of his master, but is thwarted by Prospero's spirit-servant Ariel. The King's young son Ferdinand, thought to be dead, falls in love with Prospero's daughter Miranda. Their celebrations are cut short when Prospero confronts his brother and reveals his identity as the usurped Duke of Milan. The families are reunited and all conflict is resolved. Prospero grants Ariel his freedom and prepares to leave the island.

“MACBETH”

Three witches tell the Scottish general Macbeth that he will be King of Scotland. Encouraged by his wife, Macbeth kills the reigning King. Macbeth becomes King of Scotland but is plagued by feelings of insecurity. He remembers the prophecy that Banquo's descendants will inherit the throne and arranges for Banquo and his son Fleance to be killed. In the darkness, Banquo is murdered, but his son escapes the assassins. At his state banquet that night, Macbeth sees the ghost of Banquo and worries the courtiers with his mad response. Macbeth seeks out the witches who say that he will be safe until a local wood, Birnam Wood, marches into battle against him. He also need not fear anyone born of woman. Macbeth feels safe in his remote castle at Dunsinane until he is told that Birnam Wood is moving towards him. Malcolm's army is carrying branches from the forest as camouflage for their assault on Macbeth's stronghold.

“A MIDSUMMER NIGHT’S DREAM”

Four Athenians run away to the forest only to have Puck the fairy makes both of the boys fall in love with the same girl. The four run through the forest pursuing each other while Puck helps his master play a trick on the fairy queen. In the end, Puck reverses the magic, and the two couples reconcile and marry. Meanwhile, a group of working men are preparing a play of the tragic love-story of Pyramus and Thisbe to present before the Duke Theseus on his wedding day.

www.shakespeare.org.uk

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THE PRODUCTION TEAM

7C,7L and 7E
Directed and Choreographed
by Mrs M Cudmore-Rice

7S , 7H and 7O
Directed and Choreographed
by Mr P Fogarty

Original Music for "The Tempest" and "A Midsummer Night's Dream" composed and performed
by Miss S Bugden

Stage Management: Jessica Bell, Megan Sainty

Assistant Stage Manager: Amelia-Esther Sote

Lighting: Ava Vangapalli, Hanna Rowe
Sound: Mya Atkins, Edie Gunton

Properties Managers: Francesca Rhodes, Isabella Kopecka

Stage Crew & Make-up: Catalina Hooper, Aurora Maclean-Poulter, Isabel Bunting, Jesudunbarin Dare, Emma Borra, Maryam Ahmad, Tiana Madani

Chaperones: Ioana Mihai, Gabi Cullen, Harshini Katta, Grace King, Rida Kamal, Ana Satvendira, Isha Sapre

WITH THANKS TO

Front of House and Back Stage Staff:
Mrs S Watkins, Mrs A Meadows, Mrs S Upsher

Front of House: Cora Davies, Lauren Newiss, Annika Majevadia, Scarlett Webb, Isabela Peachey, Sophie O'Neill, Emily Wrighton, Frances Stapley

Publicity, Programme and Posters:
Ms K Stubbs, Mr J Townsend-Lang

Online ticketing: Mrs S Aves

Special thanks to the Site Team:
Mr J Kalisz, Mr A Cunningham, Mr M Hipperson, Mr H Ellis, Mrs C Conway

We would like to take this opportunity to thank all the staff and students who have been involved in helping the students get this production off the ground. It does take a lot of people willing to give up their time to produce evenings such as these and without these individuals, it would not be possible.

We are such stuff
As dreams are made of, and our little life
Is rounded with a sleep
The Tempest, IV.i.



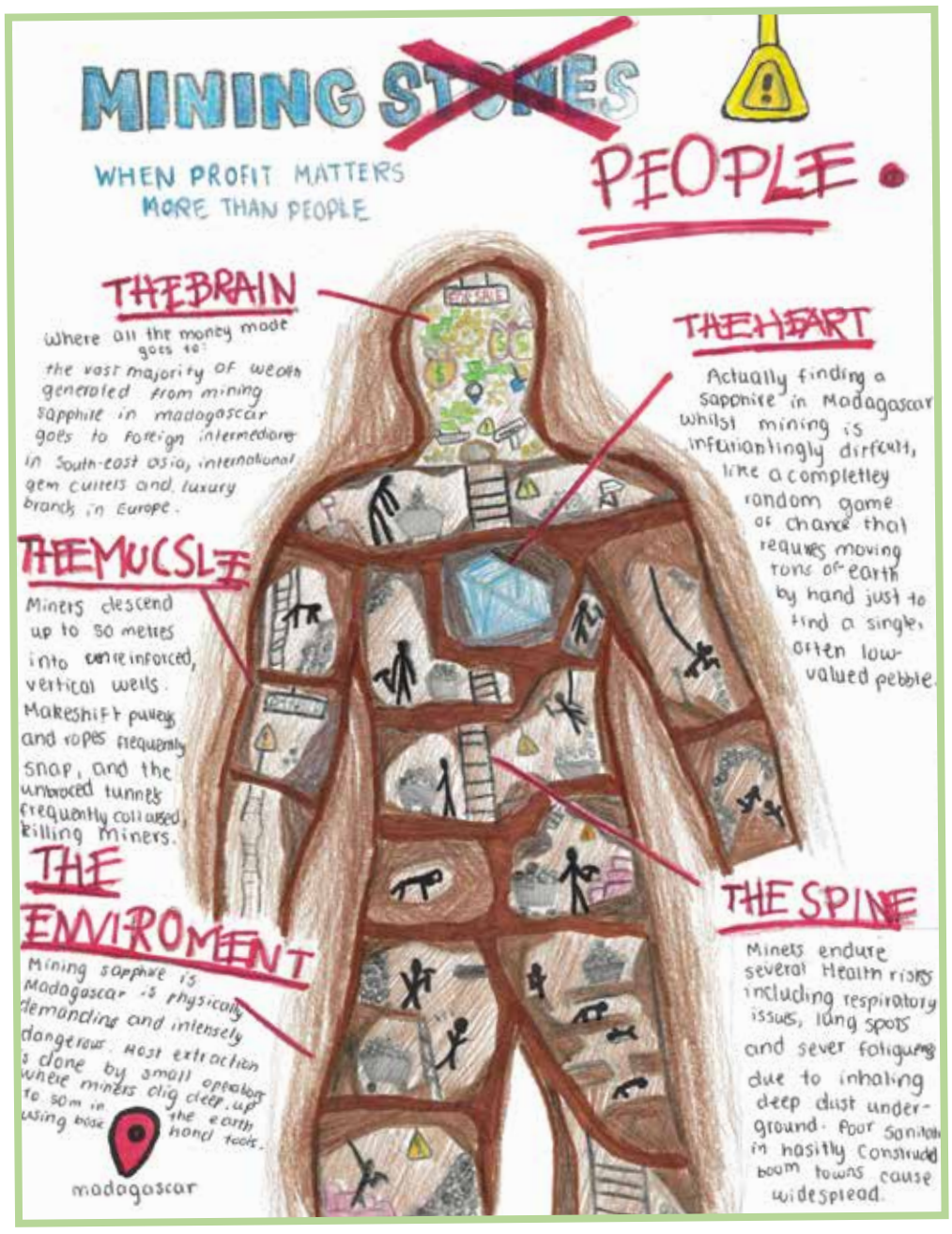
Year 8 Geography - The Hidden Cost of Sparkle

This term, Year 8 geographers have been investigating the complex links between mining, sustainability and global trade through a fascinating case study of sapphire mining in Madagascar. Building on their learning about the environmental, social and economic dimensions of sustainable development, students explored an important question: What is the true price of a sapphire?

The unit began with a hands-on “Mining for Chocolate” activity, where chocolate chip cookies represented land and valuable mineral resources. Students quickly discovered that extracting as many “resources” as possible often caused significant damage to the surrounding environment. The activity highlighted the challenges faced by mining companies and the difficulties of restoring land once it has been disturbed. It also encouraged students to consider the relationship between economic gain and environmental impact.

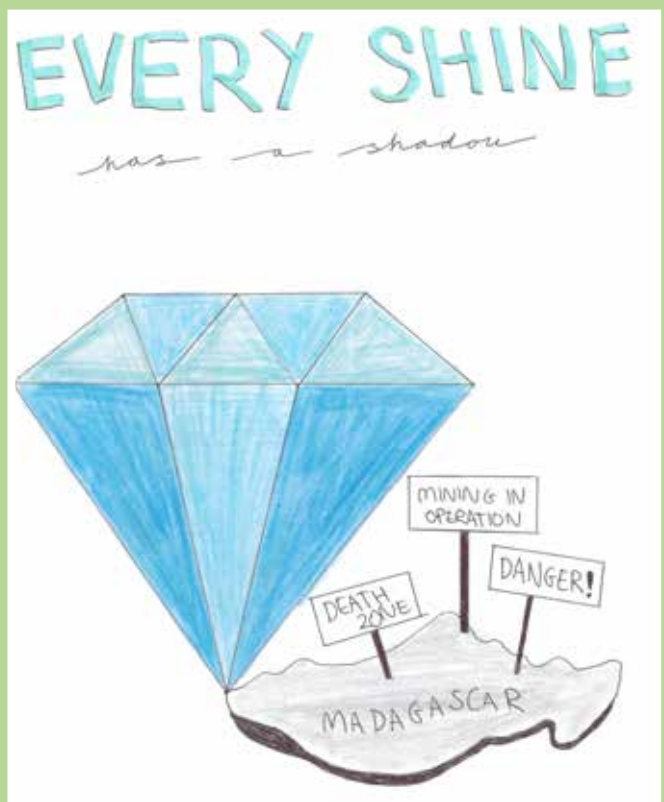
Students then turned their attention to Madagascar, where sapphire mining has brought both opportunities and challenges. Through news reports, videos and class discussions, they investigated working conditions in mining communities, the distribution of profits within the global sapphire supply chain, and the environmental consequences of mining, including deforestation and habitat loss. They were encouraged to think critically about who benefits from the industry and how consumer choices can influence practices around the world.

To conclude the topic, Year 8 students produced a series of satirical posters and logos inspired by professional awareness campaigns. Using humour, symbolism and thoughtful design, they reimagined sapphire industry branding to expose issues such as environmental degradation, poor working conditions, inequality and unsustainable resource use. Their work demonstrated not only creativity but also an impressive understanding of sustainability, globalisation and ethical consumerism. The resulting posters are both eye-catching and thought-provoking, challenging viewers to look beyond the beauty of a gemstone and consider the wider impacts of its journey from mine to market.





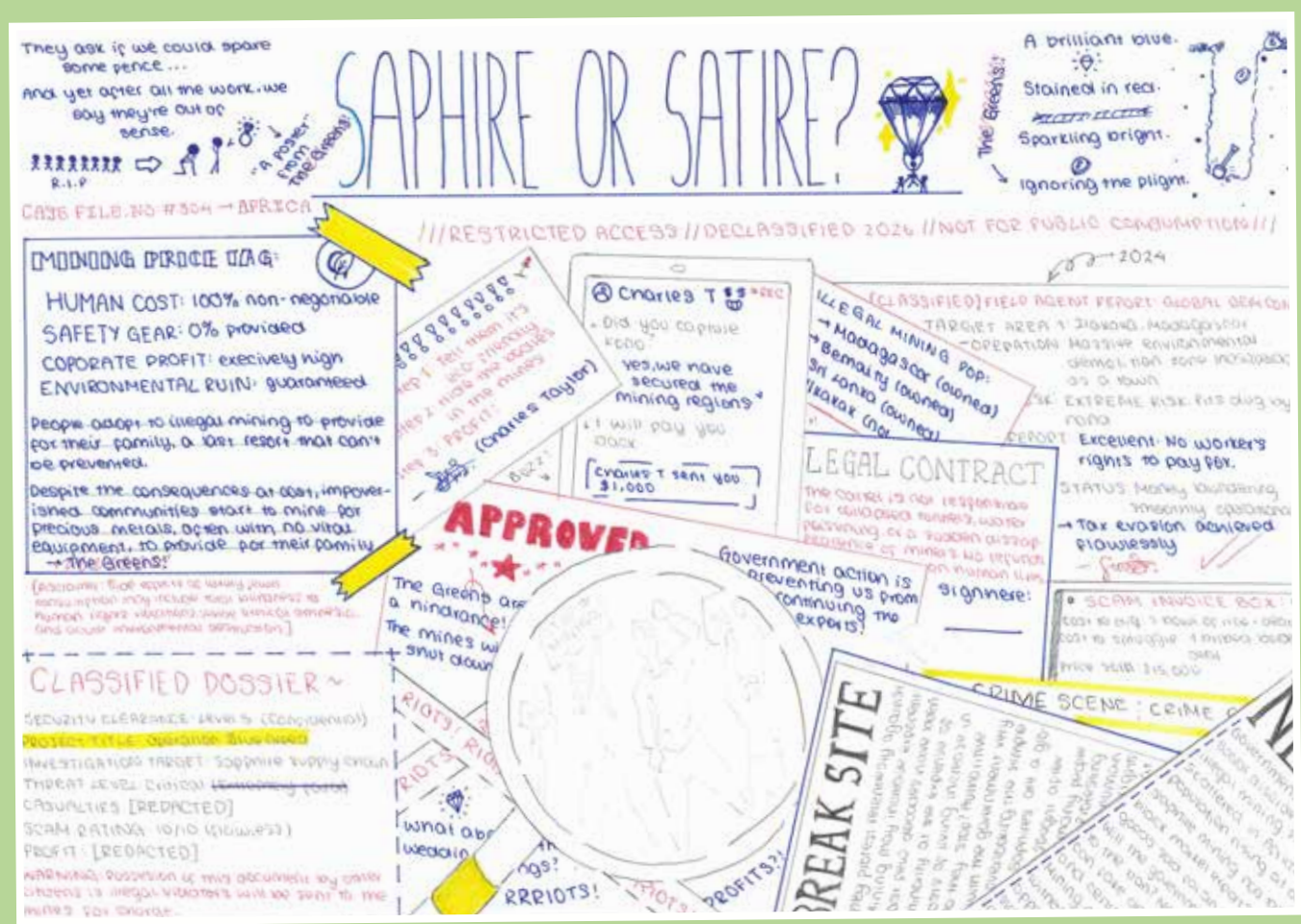


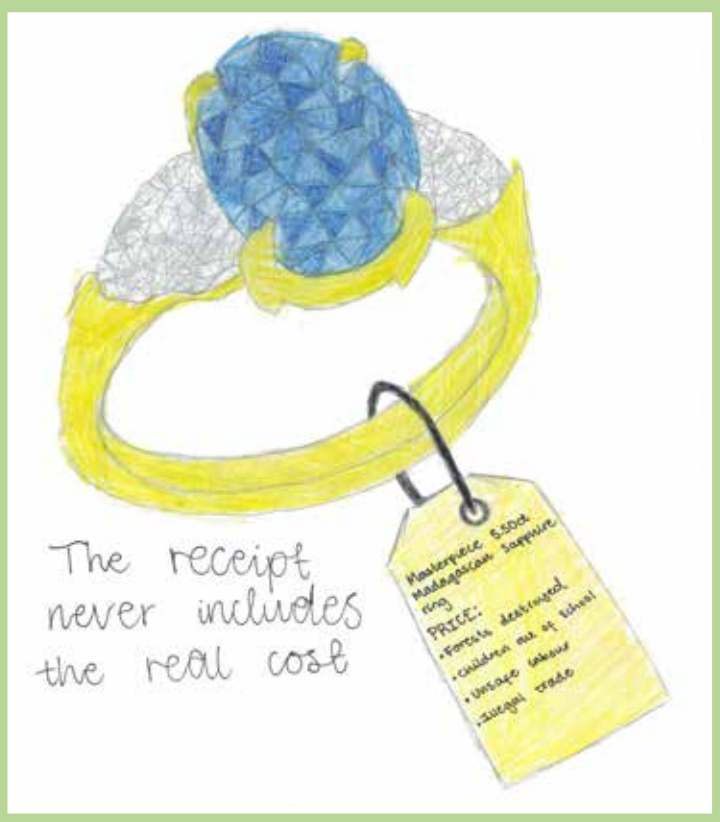






was it really worth it?





Through this project, students showed that geography is about far more than places. It is about understanding the connections between people, environments and the decisions that shape our world.

Well done to all of Year 8 for their insightful and creative work. Their posters illustrate that even the smallest consumer choices can raise important questions about sustainability and our responsibility to people and the planet.

Alumna Sophie Baker Visits CCHSG

As CCHSG's youngest psychologists size up future career paths, a former student seized the chance to tell them the story of how a law degree kept her Psychology studies alive long after she hung up her kilt.



The Psychology Society at CCHSG is known for our innovative weekly topics, lively slideshow animations, and eye-opening polylogue. Our most irresistible trait, however, is without a doubt our wonderful committed members, who gather each Monday to widen our knowledge (or as Piaget would say, expand our schemas) just that little bit more each week. Rather than strolling across the field or idling in the canopy, our lunchtimes in G3 have seen us debate everything from murders to airport crushes, discuss anything from exam procrastination to sibling dynamics, and throw ourselves into history lessons spanning time and country.



For our penultimate session, we were grateful to be joined by Sophie Baker, a CCHSG alumna now gearing up for a third year at the esteemed University of Warwick. What brings her back to the psychology department may well surprise you - after all, the commonalities between law and psychology seem unclear at first. In fact, it is a major reason why Sophie struggled to identify what her own next steps may be. Enthralled by public service but drawn by introspection, Sophie spent a large part of her Year 12 torn between equally fascinating disciplines. What she sought to teach our budding psychologists is that the broad strokes we are often tempted to simplify our options into - STEM career, creative career - can still contain the perfect blend of our interests and talents, whatever this may look like. For some, this could be blending music and business into a career selling the next song of the summer. For Sophie, this was blending law and psychology into a career tackling public inquiries.

The House of Commons summarises a public inquiry as an investigation which is initiated by a government minister in response to an event of great public concern. Sophie explained the psychology of law using the example of the Grenfell Tower fire of 2017, a tragedy born from 'incompetence, dishonesty and greed'. The subsequent public inquiry was helped along by the professionals who, behind the scenes, employed psychological principles in their investigations with those affected. These near-invisible workers managed the facts from both sides, building a rapport with the victims' families and comprehending their thought processes to portray a holistic collection of statistics and heartbreaks to the court of law. The role is not without its challenges; Sophie passionately highlighted the paradoxical job description. Working in public inquiries means prioritising the facts of the event while respecting the feelings of those affected. At the same time, the inherent distress of trauma survivors prevents us, and even them, on occasion - from collecting a clear recount of the facts of the traumatic event, a dilemma that we cover more in depth at A-Level.

Sophie's visit to PsychSoc offered attendees a nuanced insight into the paths each of us will walk to day one in our dream careers, direct from a primary source. For instance, in response to eager questions from some of our law-focussed members, Sophie eased their concerns regarding work experience, instead pointing out how well-positioned they were as prospective lawyers who already had identified their interests. Psychology based careers do not always require Psychology degrees, and gaining this understanding early on will render all of our paths forward considerably lighter. Moreover, the society was doubtlessly thrilled to see the impressive ventures CCHSG students progress to - both educationally and personally.

Cynthia Nampewo

We extend our thanks to Sophie for such an insightful presentation and we hope that she will visit PsychSoc again in the future.



Monica Malagala - English Schools Athletics

Congratulations to Monica Malagala (Year 11). We are delighted to celebrate Monica's outstanding achievement at the English Schools Athletics Championships on July 11/12. She represented Essex and secured second place in the Intermediate Girls' Shot Put.

Monica achieved a fantastic new personal best of 15.26m, an exceptional performance that has earned her qualification to represent England at the Schools International Athletic Board (SIAB) Track and Field International Competition in Belfast. This is a remarkable accomplishment and a testament to Monica's hard work, dedication and talent. We are incredibly proud of her success and wish her the very best of luck as she competes for England.

Well done, Monica – and good luck in Belfast!







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PE Department News

As another busy and successful sporting year comes to a close, we would like to celebrate the outstanding achievements, commitment and enthusiasm shown by our students across a wide range of competitions and events. The second half of the summer term began with cricket success on Wednesday 10 June, when our Under 15 Cricket Team competed at Bentley Cricket Club in the Essex Tournament. The students had a fantastic experience, played some excellent cricket and successfully progressed through to the next round. Well done to everyone involved.

On Monday 8 June, our Year 8 Rounders Team took part in the District Rounders Tournament. The team faced some very strong opposition and competed with determination throughout. A special mention goes to Annabel for her excellent performances.

Athletics featured heavily throughout the term. On Friday 12 June, our Year 7 & 8 and Year 9 & 10 Athletics Teams travelled to the Regional B Track and Field Cup at Chelmsford Athletics Centre. All students represented the school superbly, with standout performances from Adanna in the discus, Emilia in the 800m, and Ella in the 200m.

Our students also demonstrated their leadership skills on Wednesday 17 June, when our Sports Leaders took on coaching and officiating roles at Colchester Cricket Club. They showed great maturity, confidently coaching younger participants and refereeing matches throughout the event.

One of the highlights of the year was our Annual Sports Day, held on Monday 22 June. It was wonderful to see every student taking part, whether in the track events, field competitions or the ever-popular wacky races. The atmosphere was fantastic, with students fully embracing the day and supporting one another. There were some exceptional individual performances, including Rosemary in the 100m, Thia in the 800m, Divine in the High Jump, and Emma L in the Javelin.

The celebrations continued on Wednesday 24 June with our Annual Sports Presentation Evening. It was a lovely occasion, recognising the hard work, dedication and achievements of students across all year groups. Congratulations to all award winners, and thank you to everyone who attended and helped make the evening so special.

Rounders success returned on Monday 6 July, when our Year 10 Team competed in the District Rounders Tournament. After a brilliant day of competition, they joined our Year 9 Team as District Champions. This was a fantastic achievement and a testament to the hard work and commitment shown throughout the season. The following day our athletics teams competed at the District Athletics Championships. Students performed exceptionally well across all events, and it was particularly pleasing to welcome back several of our Year 11 students to represent the school



Sports Presentation Evening 2025-2026


Year 10 Relay Winners - Sports Day


Year 8 Relay Team at District Athletics


Year 10 Rounders Team - District Champions

once again. Congratulations to Adanna, Thia, Monica, Ella, Annabelle, Shindara and Zara, along with many others, for securing first-place finishes in their events. Well done to every student who competed and represented the school with pride.

On Saturday 13 June, some of our students competed for North East Essex at the Essex Schools Athletics Championships. Congratulations to Monica, Ella C, Georgia, Megan H, Adanna, Edeigh, Shindara and Milana on their fantastic achievement. We are very proud of their hard work and dedication in representing both North East Essex and the school. Well done to all involved!

Looking back over the year, it has been a truly remarkable period for sport. Students have had the opportunity to compete in a wide variety of activities, including Netball, Football, Basketball, Cross Country, Badminton, Table Tennis, Swimming, Rounders, Athletics and Cricket. Across all of these sports, we have celebrated successes while also witnessing significant growth, resilience and development within our teams. Thank you to all students, staff, coaches and supporters who have contributed to another fantastic year of school sport. We are incredibly proud of everything that has been achieved and look forward to building on this success next year. Here's to another successful sporting season in 2026/27!

Stay active over the summer break, and we look forward to welcoming everyone back in September for another exciting year of competition and achievement.
Miss Freeman



CCHSG Sporting Excellence and Team of the Year 2026 - Monica



CCHSG Sports Personality 2026 - Georgia

Please follow the PE Instagram account for regular updates from the PE department: @CCHSGPE

Athlete in the Spotlight

Every half term the PE Department selects athletes to be in our "Athlete Spotlight". Athletes are invited to share their sporting success in and outside school as well as their training schedule, long-term goals and more! This half term's Athlete in The Spotlight…

Adanna Udechuku



CLUB: Chelmsford Athletics Club

TRAINING SCHEDULE: Training on Tuesdays, Thursdays and Sundays. Gym on Mondays, Wednesdays, Fridays (warm up, drills, conditioning, basic machine exercises) Saturdays (lifting, strength and power training)

RECENT ACHIEVEMENTS: English Schools Champion and Junior Girls Records Holder. UK U16 Discus and Shot Put Number One

LONG TERM GOAL: Junior Commonwealth Games in Malta 2027, European U18 Championships in Latvia 2028

INSPIRATION: Amy Hunt- Her combination of athletic and academic achievement (Cambridge graduate)

PREMATCH MEAL: Toast with scrambled eggs, yogurt and pineapple

PTFA

Registered Charity No. 1110464

PTFA CONTACTS:

Chair: Anni Cullen
cchsgptfa@gmail.com

Registered Charity No. 110464





Thank you to everyone who has supported CCHSG PTFA, in what has been another very successful year.

We wish all the staff, students and their families an enjoyable summer break.



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