CCHSG E-Newsletter

24 March 2021

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CCHSG in the 1970s

Executive Principal's Notes

Over the past few weeks we have welcomed back our students, for the second time this academic year, and we are all very pleased to have our community back together again. Things are definitely now moving in the right direction; it is fantastic news that so many staff have now been vaccinated, including some of the clinically vulnerable; this is something to celebrate. However, we must continue to fight this virus, persevere, and diligently follow the guidelines and Covid 19 safety procedures. We thank all the students and their families for their continuing support and understanding. The staff also deserve great credit for the quality of education that they have continued to provide despite all the challenges. We are always keen to evaluate our work to inform development and progress. Later in the e-newsletter you can read the very positive results of our recent parental survey about online learning.

Alongside the timetabled curriculum a remarkable number of additional activities have also continued virtually. Student Voice and the Wellbeing Ambassadors remain active and meet regularly. Also finding ways to continue virtually are the Year 12 Young Enterprise Group, the Debate Club, Language Leaders, and History Society. The English Department have been running a very successful "Book of the Month" and you can read about the virtual World Book Day activities organised by our librarians later in the newsletter.

Site development has also continued, with a large, paved canopy area now located between the Sports Hall and Art block, to create a permanent sheltered outdoor facility. At a later point we will landscape the area and utilise the lighting.

Alpha Teaching School Hub



I thank all the staff who supported with our recent successful application to become one of the new national network of 87 Teaching School Hubs. The Alpha Teaching School Hub, with CCHSG as lead

school, will provide a centre of excellence for teacher training and professional development, working in collaboration with other schools in the Babergh, Colchester, Ipswich and Tendring areas. This provides an exciting opportunity to work in partnership with schools, teacher training providers, local authorities, other teaching schools and curriculum hubs. In addition to providing high quality professional development for staff across the schools, the Teaching School Hub will improve the recruitment and retention of teachers and ultimately have a positive impact on the outcomes for all the students across our designated area and beyond.

CCHSG already leads the North East Essex Teaching School Alliance (NEETSA), supporting professional development for teachers across schools in N.E. Essex and this work will continue and develop as part of the new programme. The Teaching School Hub will also deliver new specialist national professional and leadership qualifications for classroom teachers and school leaders.

Alpha Trust will continue to play a significant role in the delivery of school-based initial teacher training (ITT) through Colchester Teacher Training Consortium, an outstanding ITT provider, which has its base at CCHSG and works in partnership with Colchester, Tendring and Ipswich primary and secondary schools. The Trust currently includes The Gilberd School, Manningtree High School and Home Farm Primary School. The new Trinity School, which opens in September 2021, will also be part of the Alpha Trust. We are delighted to have appointed a Head of School for Trinity School, Mr Mark Orrin, currently Vice Principal at The Gilberd, will take up the post at Easter. As Trinity opens in September; initially based on The Gilberd school site, we are now officially a five school Multi Academy Trust (MAT).

Throughout this period of uncertainly we have continued to build and plan for the future. As you may remember, we were successful in our Condition Improvement Fund (CIF) bid earlier in the academic year. This fund provides additional Government finance for capital projects addressing issues with the condition of existing buildings. Work will shortly begin to replace old roofing on the main building, now over 60 years old and also to add solar panels, providing a sustainable power source, in line with our drive to become more eco-friendly.

Colchester Teacher Training Consortium (CTTC) has been highly successful, training increasing numbers of new primary and secondary teachers every year. To facilitate this expansion, we have recently had plans approved for the extension of the CTTC base in the S block, and this is currently out for tender. The new build will also include office accommodation for the Teaching School Hub.

Finally I would like to again praise the kindness shown by our community, the tireless effort of our staff and acknowledge those who have suffered such terrible loss. As Spring flowers emerge we now see rays of sunshine and hope. We wish everyone a safe and restful Easter break.

Mrs Gillian Marshall
Executive Principal

Staff Retirement

Mr Lyndon Hopkins retires as Alpha Trust Chief Financial Officer and CCHSG School Business Manager at the end of April.

Mr Hopkins was appointed in July 2015 as School Business Manager and has made a significant contribution to the recent expansion and huge improvement of the premises at CCHSG.

In addition to this outstanding achievement he navigated the member schools through the conversion process from standalone academies (SAT) to the Alpha Multi Academy Trust (MAT). I would like to thank him for his service to the school and hard work and wish him a very happy retirement.



The Boy, The Mole, The Fox and The Horse
By Charlie Mackesy

For daily news updates follow CCHSG on Facebook @colchestergirls or Twitter @CCHSG_

CTTC

Would you like your daily work to make a real difference to the lives of others? Are you looking for new opportunities and the chance to develop new skills while pursuing a professional career pathway? If you already have a degree you could qualify as a teacher in Primary or Secondary education with a year of training. CTTC is validated by the University of Greenwich to deliver a PGCE course, offered at either professional or postgraduate level, the latter providing 120 credits towards Master's level study.

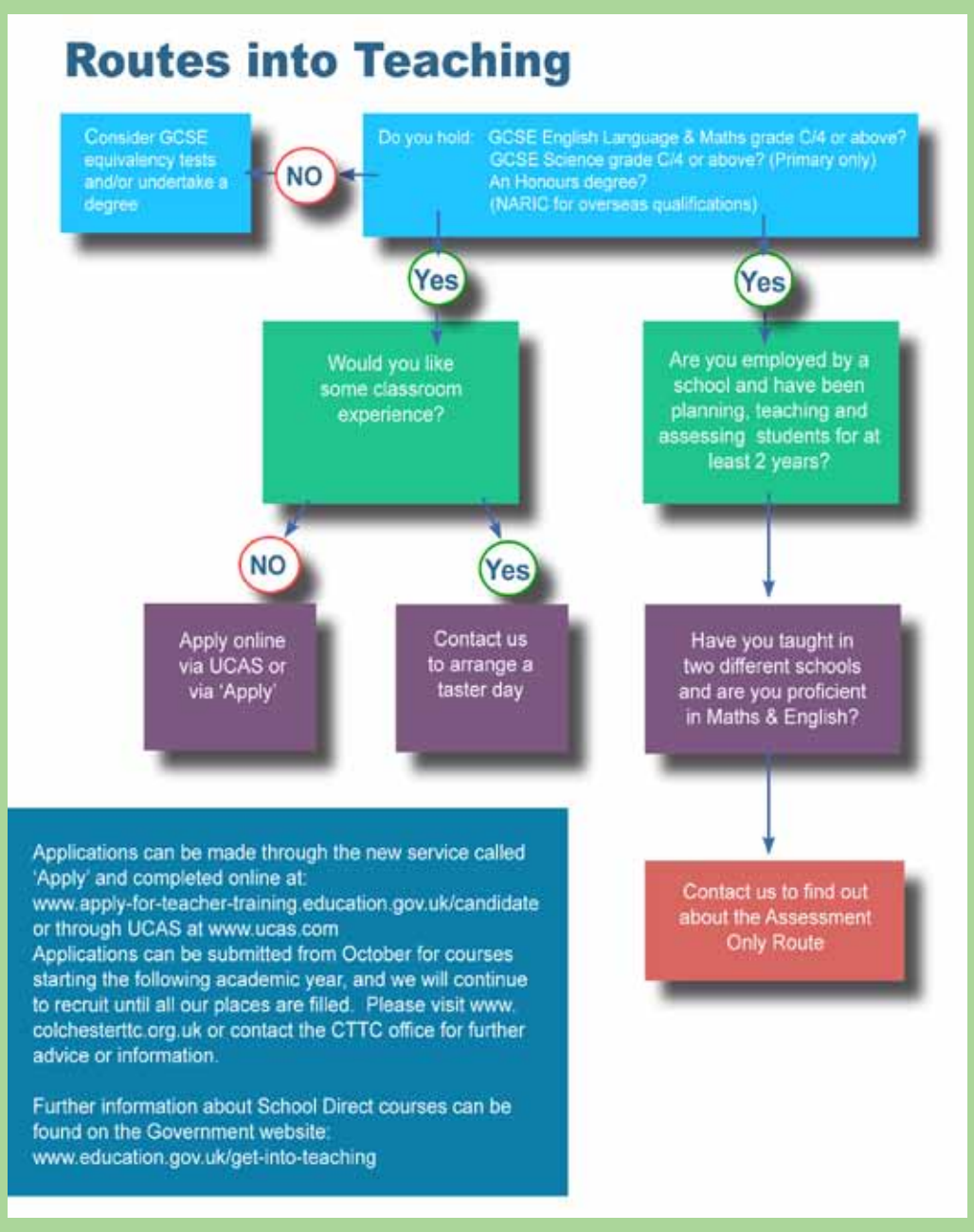
Now Recruiting Trainees for September 2021

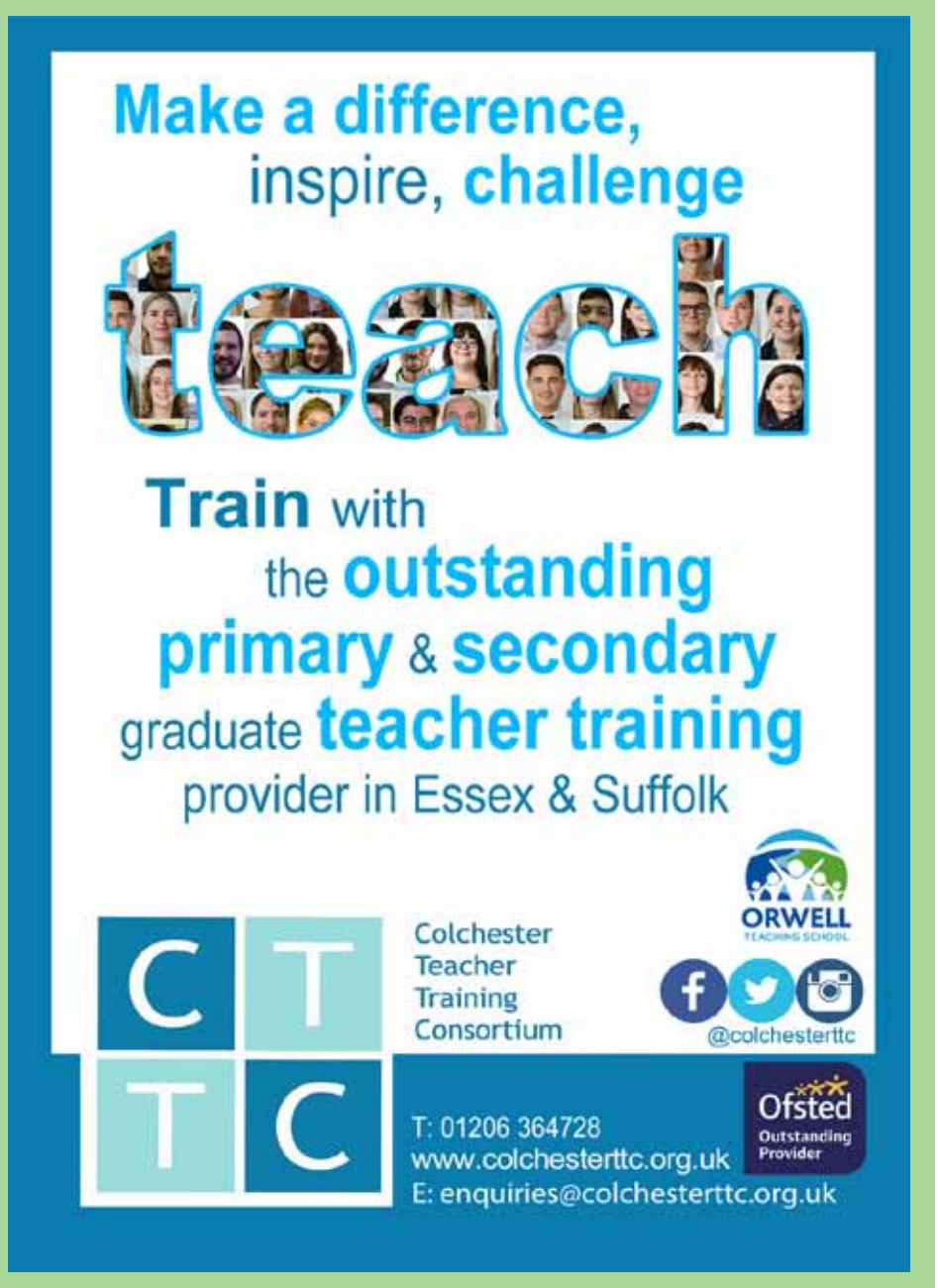
Established in 2004, the CTTC partnership of local schools annually trains around 100 primary and secondary teachers from its bases at CCHSG and in Ipswich.

The school centred programme, recognised by Ofsted as outstanding, allows trainees to gain Qualified Teacher Status (QTS) through a combination of taught sessions and practical training alongside colleagues in schools. Pastoral support and mentoring is a strength of the programme and local schools are keen to employ trainees from the partnership, with many NQTs and former trainees moving quickly into leadership and management roles.

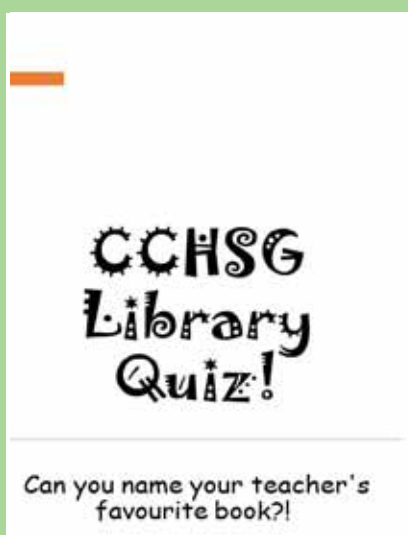
For further information call 01206 364728 see www.colchesterttc.org.uk or contact enquiries@colchesterttc.org.uk

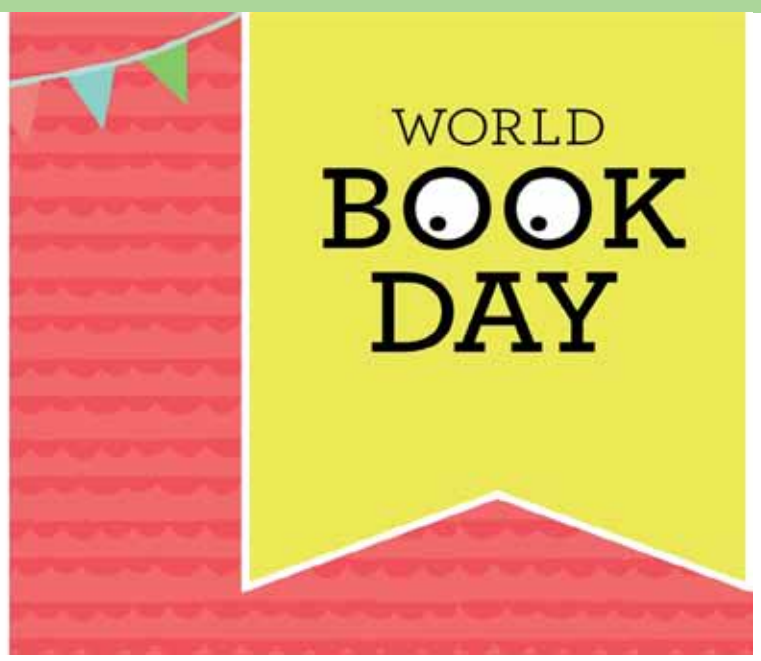






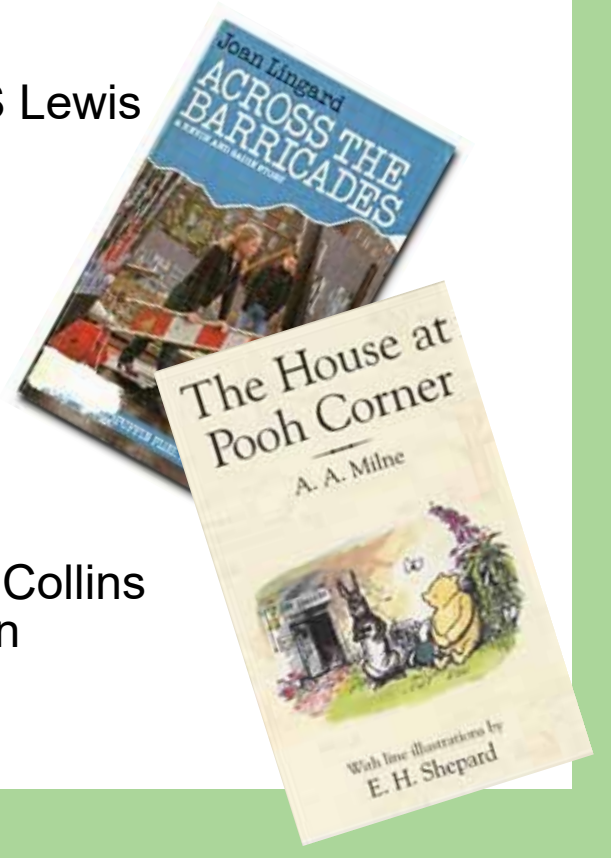
World Book Day 2021



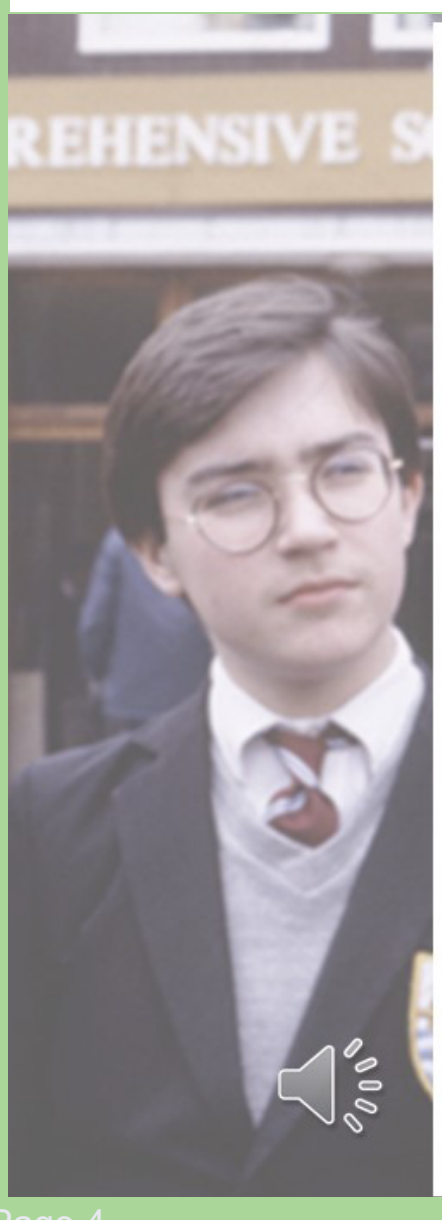


Our Librarians, Mrs Cox and Mrs Craig, organised a quiz with a difference to mark World Book Day this year. Staff were invited to read from their favourite books. Students listened to the recordings and tried to identify the relevant book. Congratulations to the winners:
1st Place - Freya Baker
2nd Place - Oluwatiseyitan Ojuri
3rd Place - Emily Cooper

Miss Bowdidge	"The Lion, the Witch and the Wardrobe" – C S Lewis
Mrs Hanlon	"Across the Barricades" – Joan Lingard
Mrs Craig	"Geek Girl" – Holly Smale
Mrs Cox	"To Kill a Mockingbird" - Harper Lee
Mrs Adkinson	"The House at Pooh Corner" – A A Milne
Miss Hodgkinson	"Felix the Railway Cat" – Kate Moore
Miss Seager	"Life on Air" - David Attenborough
Miss Withers	"Warm Bodies" – Isaac Marion
Mr King	"Danny Champion of the World" – Roald Dahl
Mrs Bradnum	"Wolf Brother" - Michelle Paver
Mrs Croxon	"The Ballad of Songs and Snakes" - Suzanne Collins
Mrs Davidson	"The Haunting of Hill House" – Shirley Jackson
Mrs Frost	"Gone With the Wind" – Margaret Mitchell
Miss Barrett	"This is Going to Hurt"– Adam Kay



Miss Alexander - "The Secret Diary of Adrian Mole aged 13 ¾ "- Sue Townsend



Thursday January 1st
Bank Holiday in England, Ireland, Scotland and Wales

These are my New Year's resolutions:
1. I will help the blind across the road.
2. I will hang my trousers up.
3. I will put the sleeves back on my records.
4. I will not start smoking.
5. I will stop squeezing my spots.
6. I will be kind to the dog.
7. I will help the poor and ignorant.
8. After hearing the disgusting noises from down-stairs last night, I have also vowed never to drink alcohol.

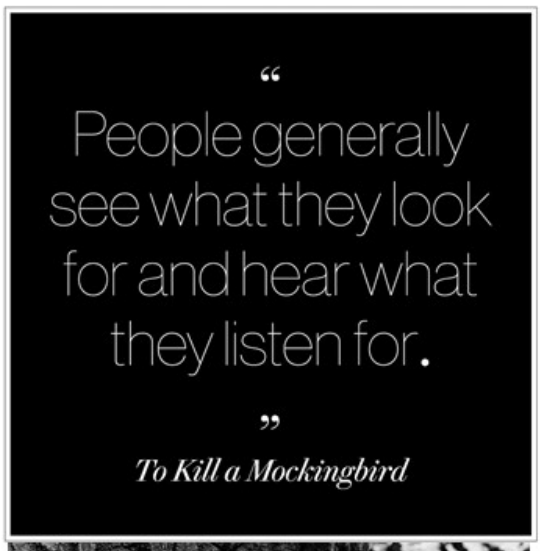
My father got the dog drunk on cherry brandy at the party last night. If the RSPCA hear about it he could get done. Eight days have gone by since Christmas Day but my mother still hasn't worn the green lurex apron I bought her for Christmas! She will get bathcubes next year.

Just my luck, I've got a spot on my chin for the first day of the New Year!



Mrs Cox

“To Kill a Mockingbird” - Harper Lee

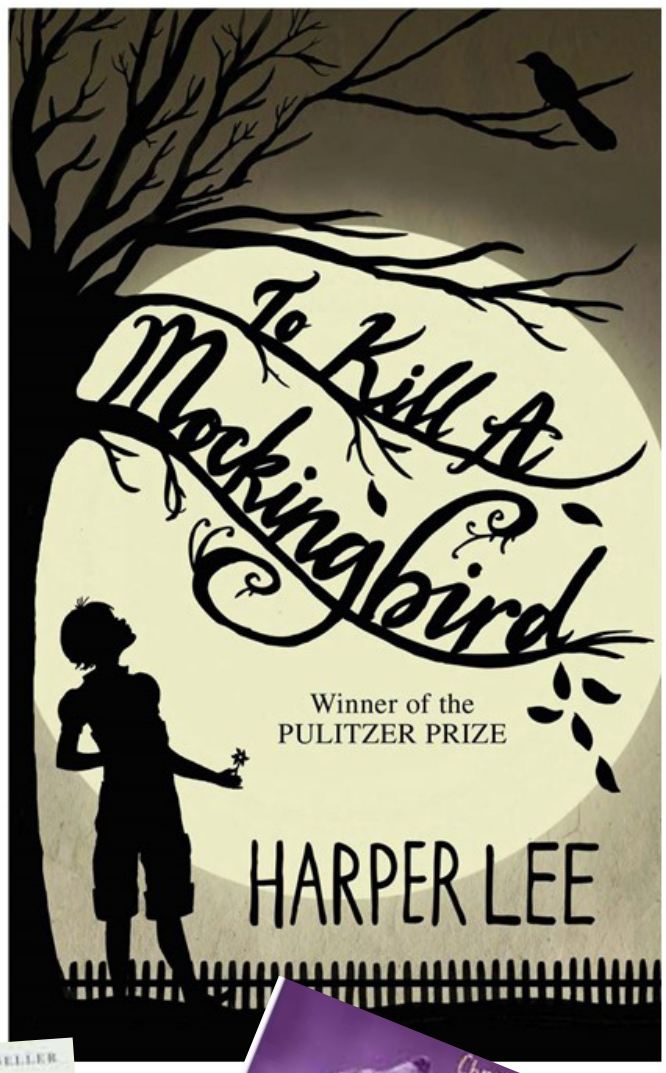




Neighbors bring food with death and flowers with sickness and little things in between. Boo was our neighbor. He gave us two soap dolls, a broken watch and chain, a pair of good-luck pennies, and our lives. But neighbors give in return. We
never put back into the tree what we took out of it: we had given him nothing, and it made me sad.

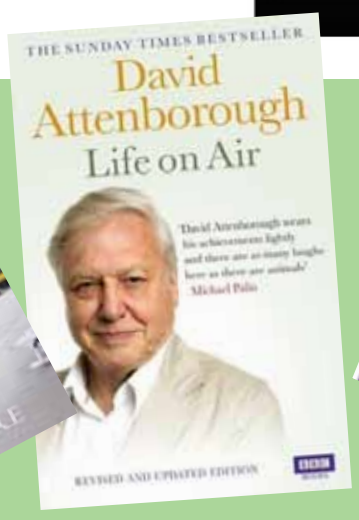
I turned to go home. Street lights winked down the street all the way to town. I had never seen our neighborhood from this angle. There were Miss Maudie’s, Miss Stephanie’s—there was our house, I could see the porch swing—Miss Rachel’s house was beyond us, plainly visible. I could even see Mrs. Dubose’s.

I looked behind me. To the left of the brown door was a long shuttered window. I walked to it, stood in front of it, and turned around. In daylight, I thought, you could see to the postoffice corner.











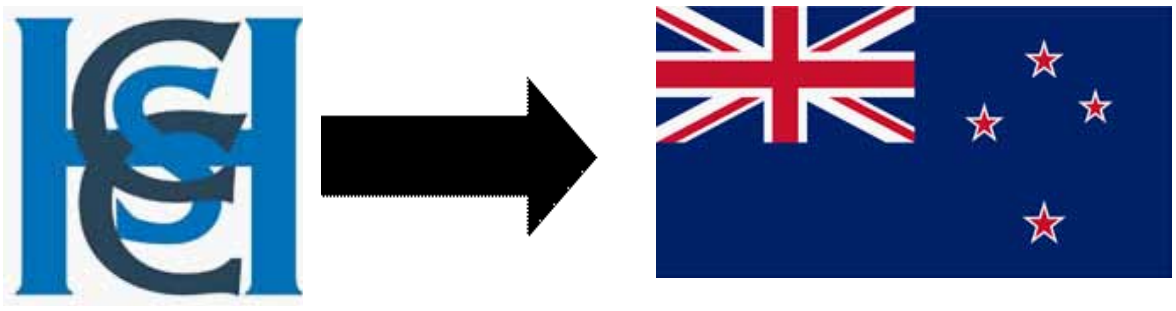
PE Department Distance Challenge Result

The PE department set a challenge to see how far we could Walk, Run or Cycle around the world without leaving our local areas between 8th and 21st February. As a whole school community of students and staff we managed a total distance of 21,914.5KM. This means that we were able to travel from CCHSG to Wellington, New Zealand (with 3,179.6 km to spare, which means we could have gone on to Adelaide in Australia as an extra trip!). Well done to everyone who took part in the challenge. Here are the top scores from students and staff. We congratulate students on the hard work during online learning, We are very happy to have students back in PE lessons at school.

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Eveline Gaydon 160.1km	Lauren Holmes Cook- 153.26km	Tanmaya Ramachandran 157km	Rebekah Nicholson 187.7km	Jade Etim 300km
Danielle Alalade 160km	Ella- Louise Western 127.6km	Rachel Varghese 150.1km	Shreenithi Vetrivel 117.92km	Maddy Allen 230.2km
Mufaro Mavhinga 158.5km	Emily Bean 96.3 km	Imogen Jones 142km	Tilly Sharp 65.7km	Shaleeza Frooqui 212km
Celine Chan 106km	Shona Jheelan 77km	Anna Prince 130km	Catherine McAllister 45km	Felicia Oladimeji 108.8km

STAFF:

Miss Curtis- 219.3KM
Miss Bowdidge- 134.7km
Miss Barrett- 133.8km
Dr Martin- 103.2km
Mrs Church- 103km
Miss Cass – 93km



National Archive - Creative Writing Competition

We congratulate Sandali Dharmarathna on winning the Key stage 3 category of the National Archives competition based on their collection of pauper documents called "Workhouse Voices".

In the spring of 2020 The National Archives Education Service released a themed collection of historical documents entitled: 'Workhouse Voices: What did Paupers say about the Poor Law.' The collection represents a small sample of the letters that have been identified and transcribed as part of 'In Their Own Write', an Arts Humanities Research Council funded project, 2018 to 2021, which uses letters from paupers and other poor people, to investigate the lives of the poor between 1834 and 1900.

To celebrate the release of the collection students were invited to write a short story of no more than 450 words inspired by the documents. They were asked to create realistic characters, good background detail on the workhouse system, a sense of location, interesting language, description and dialogue which reflects the time.

The competition was judged by children's author Sharon Gosling. Sharon said of the story:

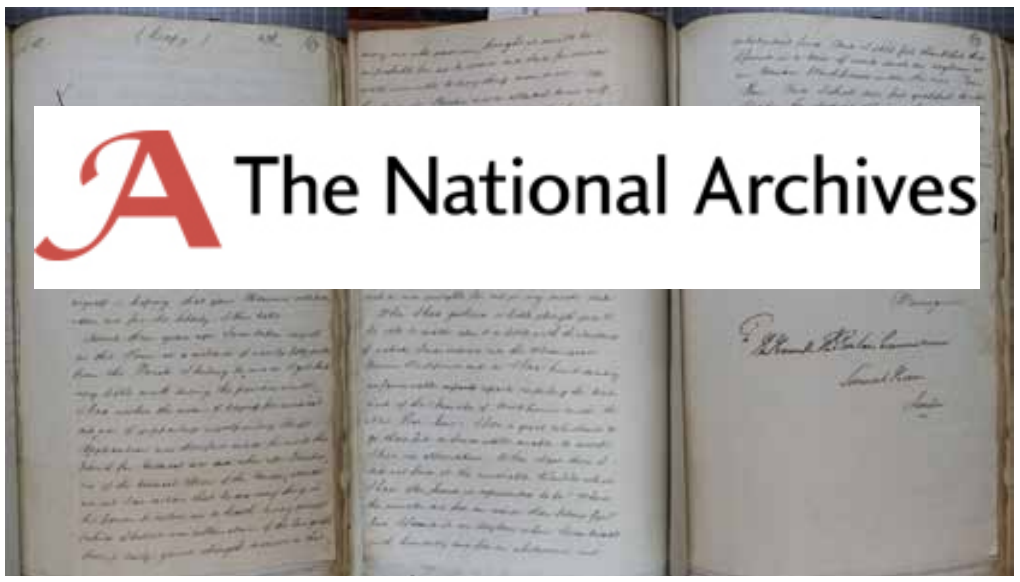
There was some very evocative vocabulary and descriptions in this piece. I particularly liked the use of 'scrumptious' and the idea that the kitchen of the workhouse was where 'all the commotion and noise are born'. I thought the final paragraph was particularly powerful, and cleverly hinted at a link between this historical story and the strife still experienced by many children in the world today.

Sandali's story 'The Life of a Workhouse Girl' has been published on the National Archive's website and as part of a downloadable eBook alongside the other winners and runners-up.

You can find the published entries here: https://nationalarchives.gov.uk/education/resources/workhouse-voices-creative-writing/

'I thought about how the children were treated back then and put myself in their shoes. I explored the meaning into the workhouses and linked that to my writing. My English lessons with Miss Alexander helped a lot as well, especially as I got most of my information from the lessons on the workhouses.

When I found out that I won across the UK, I felt as if my heart was going to burst open of joy! This was such a relief, especially during this pandemic as I was able to involve myself and communicate more with others though my writing. We should all know that we are all here for each other through the hard times.'
Sandali Dharmarathna – 7H



The Life of a Workhouse Girl

By Sandali Dharmarathna

Misfortune falls upon me. I have nowhere to be. No connections to my past. No one who loves me. I am just a lonely orphan that lives in a horrible workhouse.

Why must my life be so hard? What is life like outside these stone walls? What is life like when you are free to do as you please when you please?

I want to see the world - go on adventures - not stay here, in this England workhouse, in misery and loathsome self-pity. I want to feel the warmness of the radiant sun on my skin. I want to eat succulent, scrumptious food. Someday, I would be able to uplift my melancholy, pensive state of life. Wherever I go, it is like a living dungeon; time seems to stand still in this state – not moving, stuck in this meaningless rut.

Toiling day and night, infinitely just for some scraps of food. I work in the kitchen of the workhouse: where all the commotion and noise are born. The head cook shows a stench of cruelty to the others yet not to me. I have always wondered why. It seems as though even in such an unequal world; I am unknowingly saved for reasons I cannot begin to fathom. I am one of many homeless orphan children who work to the core. Children should have the right to have a little fun in life, however my unavoidable lack of a home and family lead me to be dragged back here every time I try to escape.

Message from the Wellbeing Ambassadors

Tips to help you get to sleep:

1. Try to ensure it is as dark as possible in your room. This will help with the release of melatonin and overall, your ability to fall asleep. You can test this out by extending your hand at arm's length, if you can't see your hand the room is dark enough

2. Try removing noise distractions as even the sound of a ticking clock can induce stress and anxiety, preventing your from falling asleep. Try switching to a silent/vibrating alarm clock and keeping it on the other side of the room. This will also help prevent you from constantly checking the time and calculating how much sleep you will get if you fall asleep now, as this will only encourage a restless night. Additionally, it will make it more difficult to hit the snooze button in the morning, so you'll find it easier to get out of bed.

3. Having a book and pen beside your bed and writing down any thoughts you have in your mind that may be preventing you from falling asleep, can act as a form of release and help you to fall asleep faster.

4. Limit your use of devices before going to bed in order to allow your brain time to get ready for sleep. During this time, you could have a nice relaxing bath and add a few drops of lavender essential oil or perhaps use lavender scented beauty products e.g., body lotion or pillow spray.

5. Setting a bedtime routine will also help. Developing a bedtime routine and sticking to it as well as going to bed at roughly the same time each night will give your brain enough time to prepare for sleeping and your body enough time to relax.

6. You could also carry out linguistic exercises. Below is an example of an exercise you can carry out yourself:

Step 1 - Get comfortable in bed.

Step 2 - Choose a word you'll start with. It's best when it's a shorter word, four or five letters long. If you have strong vocabulary base, you can choose longer words. However, the game will require greater mental effort then, and can prevent you from sleeping if it's too complicated.

Step 3 - Start playing. Take a word, switch up a single letter to create a new word, then do the same thing again and again. It should go something like this:
"TAKE" – "CAKE" – "MAKE" – "LAKE" – "LANE" – "SANE" – "SALE"

Step 4 - If you've run out of ideas, start over with a new word. Do this over and over until you feel your mind drifting off into sleep.

For advice for on looking after the mental health and wellbeing of children or young people during the coronavirus outbreak go to:
gov.uk/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing

Wellbeing Ambassadors 2020/21

Year 10


Eva Jones 10C


Zubiya Jafri 10E


Shannen Smith 10H

Year 11


Josie Hepworth 11L


Maisy Ekins Malcolm 11L


Tumi Adeusi 11E


Emma Geddes 11H

Year 12


Lily Crabb 12O


Annaise O'Brien 12C


Eleanor Frost 12E

Year 13


Mia Urwin 13O


Emily Chen 13E


Victoria Utti 13H


Lizzie Finch 13L

AA-WellbeingTeam@cchsg.com

Any student who needs wellbeing support, should please contact the relevant Year Leader or their Form Tutor who can advise and signpost suitable resources and support organisations.



www.actionforhappiness.org/mindful-march

Healthy Living Recipes

Frittata is not only healthy as it is packed full with nutrients, but it is also quick and easy to make. You really can put what you like into it. You can also add in chillies, or paprika to give it a twist. Have a go and remember if you like it, try it, there is nothing wrong with experimenting and it can be fun too!



Anything goes Frittata!

Ingredients:
3/4 eggs, 50ml Milk (optional)
A selection of your favourite ingredients…….
Spring onion/red onions/white onions, ham/other cooked meats, peppers, cherry tomatoes, mushrooms, courgette, spinach, sliced leeks, sweetcorn etc.
Fresh herbs
Cheddar cheese/Feta cheese/ cottage cheese (or other type of cheese)
This is only an idea, put into it what you like
Salt and pepper to season

Method:
Prepare your ingredients by slicing and dicing any vegetables or cooked meat you are using into small chunks. Grate cheddar and drain any liquid from feta or mozzarella if you are using them.
In a jug break your eggs, add in 50ml of milk if using. Season with salt and pepper and beat well with a fork. You can also add in any dried herbs or spices at this stage too.
Place a tablespoon of oil into a small/medium sized non-stick frying pan. Heat gently and then add in your vegetables to gently soften (don't and in sweetcorn tomatoes or peas at this stage as you will over cook them).
Spread the softened vegetables over the base of your pan and pour over the egg mixture making sure it covers the whole base of your pan.
Heat up your grill to a high setting at this stage, as you are going to be putting the pan underneath it to cook the top of your frittata.
Into the cooking egg sprinkle over any remaining ingredients and gently heat through for 2-3 minutes.
Place the frittata under the grill and heat until the centre is set and not wobbly and your cheese, if using, is a golden brown in colour. Enjoy on its own or with some good old baked beans or sweet potato wedges.

Mug cakes are a super way of having a single portion of warm, freshly made cake super quick. They are easy and fun to make too! I have made many variations and my personal favourite is mixed with a protein powder and some fresh berries and yogurt. If you do add in a handful of berries, it will certainly add to the nutrient quality of the dish. Please make sure the mug you use is microwave safe and be careful that it has cooled a little before tucking in.

Warming Mug Cake

Ingredients:
4 tbsp self-raising flour (tbsp means tablespoon)
4 tbsp caster sugar
2 tbsp cocoa powder
1 medium egg
3 tbsp milk
3 tbsp vegetable oil or sunflower oil
a few drops of vanilla essence or other essence (orange or peppermint work well)
2 tbsp, raspberries, chocolate chips, nuts, or raisins etc. (optional)

Method:
Add 4 tbsp self-raising flour, 4 tbsp caster sugar and 2 tbsp cocoa powder to the largest, microwave safe mug you have (to stop it overflowing in the microwave) and mix.
Add 1 medium egg and mix in as much as you can, but don't worry if there's still dry mix left.
Add the 3 tbsp milk, 3 tbsp vegetable or sunflower oil and a few drops of vanilla essence and mix until smooth, before adding 2 tbsp chocolate chips, nuts, or raisins, if using, and mix again.
Centre your mug in the middle of the microwave oven and cook on high for 1½ -2 minutes, or until it has stopped rising and is firm to the touch. Let it cool slightly and eat straight from the mug or run a knife around the edge and upturn it into a bowl and serve with toppings of your choosing.



Spring is just around the corner and with that brings lots of lovely fresh summery dishes. Baked feta pasta is so simple but tastes wonderful and with only a handful of ingredients than can pack such a tasty punch, it is certainly one to try. Cherry tomatoes are full of vitamins and minerals that promote good health. They are packed with vitamin C, which plays a major part in many body functions.



Baked Feta Pasta

Ingredients:
1 large pack cherry tomatoes
2 shallots quartered, or 1 onion cut into chunks
3 cloves garlic, smashed (optional)
2 tbsp extra virgin olive oil
Freshly ground salt
Crushed red pepper flakes
1 block feta
3 sprigs fresh thyme or 2 teaspoons dried
280g pasta
Zest of 1 lemon (optional)
Shredded basil (optional)

Method:
Preheat oven to 190 °C. In a large ovenproof skillet or medium baking dish, combine tomatoes, shallot, garlic, and most of the olive oil. Season with salt and red pepper flakes and toss to combine.

Place feta into centre of tomato mixture and drizzle top with remaining olive oil. Scatter thyme over tomatoes. Bake for 40 to 45 minutes, until tomatoes are bursting and feta is golden on top.

Meanwhile, in a large pot of salted boiling water, cook pasta according to package instructions. Reserve ½ cup pasta water before draining.

Add the cooked pasta to the skillet/dish with tomatoes and feta and put in the reserved pasta water and lemon zest (if using) stir until completely combined. Garnish with basil before serving with a fresh green salad or some green beans and broccoli.



Ras el Hanout

This Moroccan Tagine is full of colour and flavour, as it uses a traditional Moroccan spice mix; Ras el Hanout. It can be found in the supermarket spice racks and is an inexpensive but very useful store cupboard ingredient to have. The mixture usually consists of over a dozen spices, in different proportions. Commonly used ingredients include cardamom, cumin, clove, cinnamon, nutmeg, mace, allspice, dry ginger, chili peppers, coriander seed, peppercorn, sweet and hot paprika, fenugreek, and dry turmeric. So, you can see why it add so much flavour to your dish!

Moroccan Chicken Tagine



Ingredients (serves 2):
1 teaspoon of coconut or olive oil
1 red and 1 green pepper chopped into slices
1 red onion
1 or 2 cloves of garlic finely diced
2 diced chicken breasts
3 teaspoons of Ras el hanout
Pinch of cinnamon
Pinch of chilli flakes
Salt and pepper
1 tablespoon tomato puree
1 tin chopped tomatoes
Fresh chopped coriander (optional)

Method:
Heat your oil in a non-stick pan and add the peppers and onions over a medium heat to soften.

Add the diced chicken breasts turning regularly until lightly browned all over.

Now add in your Ras el hanou, cinnamon, chilli flakes, garlic, salt and pepper making sure you coat the chicken with the spices.

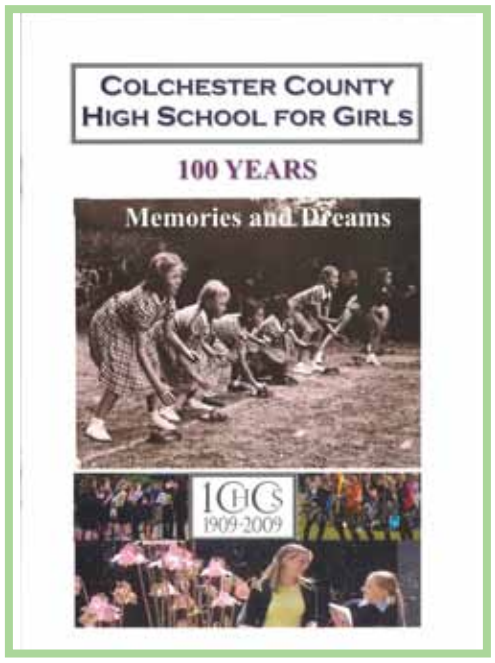
Add in your tomato puree and tinned tomatoes and stir well

Simmer for 15-20 minutes.

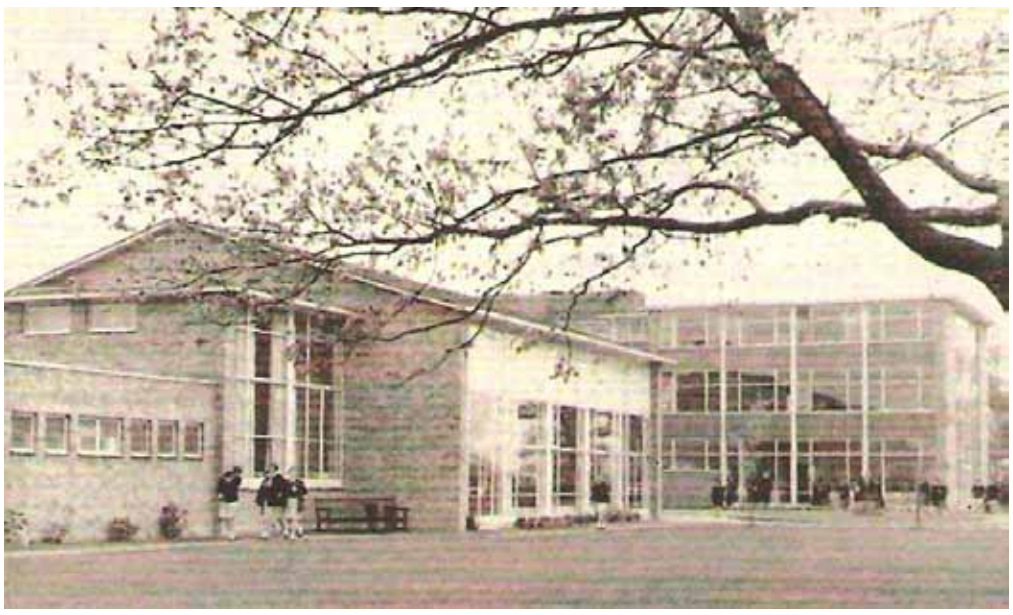
Serve with brown rice or couscous, or a handful of your favourite salad leaves.

History of CCHSG - Part 2 (see previous edition for Part 1)

This article uses information from the booklet produced as part of the school's centenary celebrations in 2009. Over the next few months we will be creating a section on our website about the history of the school, so that all our archive material and links to other research sources can be made publicly available.



In 1957, Colchester County High School for Girls became united on one site when the new premises were opened at Norman Way, where the school is today. In 1956 Miss King retired after 25 years at CCHSG. She was presented with a travelling clock and a patchwork bedspread which every girl in school had helped to embroider. It was the new Headteacher Miss Katherine Vashon Baker, who, as she wrote in the 1953 School Magazine, "after many years of disappointment and hopes deferred", was in charge of supervising the school's move to Norman Way in 1957. The plan, originally mooted before WWII, had taken some 30 years to come to fruition.



The new, rather more functional 1950s school building took some getting used to after the elegant surroundings of Georgian Grey Friars. Miss Vashon Baker summed up the mixed feelings in her opening speech: *"We cannot but feel great regret at leaving Grey Friars where the girls and staff have found peace and serenity, but we must all feel a sense of thankfulness that plans for transferring the school to new buildings and uniting it under the same roof, plans started 30 years go, are at last fulfilled."*

"…how much having a school in one building will mean to us, you all will know. And to this must be added many other things we have longed for; good laboratories, proper provision for Domestic Science, a full-sized and fully equipped gymnasium, and a hall where we can all meet…. The school will still be the same school in all the ways that matter. We shall carry with us all the rich endowment of tradition, and friendship and ideals of the past years and former generations."



Miss KatherineVashon Baker

Under Miss Vashon Baker's leadership, a House system was introduced, and a Parent-Teacher Association was formed. The students and parents added to the school facilities by raising funds to build a swimming pool – something that some of the students involved were later to come to regret, as covering the pool was not something that could be afforded and heating was not introduced until 1966, when an average of 240 girls were using the pool every day.

Even at this initial stage there was a shortage of classrooms on the site, and a number of temporary "demountable" buildings, which were much disliked as poorly insulated and noisy, were installed. Although "temporary" these demountables were not finally demolished until 2018 – and in 2021 one, used as a store, still remains.

Miss Joan Hasler, a graduate of Lady Margaret Hall, Oxford, became CCHSG's next Headmistress in 1967. This was a period during which the national education system was changing, with comprehensive co-educational schools being widely introduced. CCHSG continued to pursue a selective education policy, with the school growing in popularity. At this stage there were three forms of entry, with just 96 students in each year group.

Mrs Jean Goodfellow succeeded Miss Hasler in 1976 and held the post for the next 11 years. During this time she oversaw the school's move, as part of a national change, from centrally managed Local Education Authority funding, to devolved budgets as a "grant maintained" school. "*When I arrived the budget was £30,000"* she recalled. *"When I left it was more than £1.8 million. We were able to do so much more as a grant maintained school. We were able to choose what to spend our money on and when it was appropriate to spend it."*

For daily news updates follow CCHSG on Facebook @colchestergirls or Twitter @CCHSG_



Over time there have been series of extensions to the original building, and new buildings added to the site. The first major expansion was under the leadership of Dr Aline Black, who in 1996 was responsible for the “technology block” extension of the main building.

The Headship of Mrs Elizabeth Ward (1998- 2009) saw a modernisation and development of various aspects of the school. The new Science building (S block), new facilities for the Sixth Form and the “mSchool”, Music, Mathematics and the Mind (Creative & Critical Thinking) were built largely with funds raised by the school itself. By 2005 the school role had expanded to 767. During this time the school also became involved with the management of the Colchester SCITT (School Centred Initial Teacher Training Consortium), later to become Colchester Teacher Training Consortium (CTTC).

Under the leadership of Mrs Gillian Marshall, from 2009, the school development has not only focused on substantially improving the facilities and equipment available for students but also on developing educational networks and working in partnership with other schools. In April 2013, North East Essex Teaching School Alliance (NEETSA) was set up, with CCHSG becoming lead school. This collaborative partnership provided professional development for teachers across local schools for 9 years, prior to the subsuming of its role under that of the Alpha Teaching School Hub.

In 2017, with CCHSG as lead school, Colchester Teacher Training Consortium (CTTC) was moved in to rooms which were adapted in the S block, to form its Colchester base. CTTC works in partnership with Colchester, Tendring and Ipswich primary and secondary schools and annually trains around 100 new teachers.

CCHSG became lead school in the Alpha Multi Academy Trust in March 2018, initially working with the Gilberd School and later joined by Manningtree High School and Home Farm Primary School. The new Trinity School, which opens in September 2021, will also be part of the Alpha Trust. Under the grammar school expansion scheme in December 2018, CCHSG, by committing to fair access and partnership working, was granted funding to increase the school’s role. From September 2020 the intake became 197 students, in 6 Forms.

In 2021 CCHSG was successful in applying to become part of a new national network of 87 Teaching School Hubs. The Alpha Teaching School Hub will provide a centre of excellence for teacher training and professional development, working in collaboration with other schools in the Babergh, Colchester, Ipswich and Tendring areas.

Alongside the development of the school’s leadership role and the wider partnership working, the improvement of the facilities and resources for students on the school site during this decade has been very extensive. While much of the funding for these projects has been gained through careful preparation of bids to central government, by Mrs Marshall and the Senior Team, school fundraising through the PTFA and parental contributions have also been significant. Funding all these projects has at times also required creative thinking. For example, the lovely patio dining area for Sixth Formers, with its heaters and rattan furniture, was funded by Mrs Marshall, Mrs Moss and Mrs Jackson providing summer holiday training for Irish teachers, preparing them to return from abroad to teach in the UK.

Site development is listed in greater detail in a later item, but highlights from this period include the major development of the Sixth Form facilities to provide a separate entrance atrium, lecture theatre, IT suite, and additional classrooms. A new and much needed sports hall opened in 2019 providing excellent indoor facilities. Part of this project was the rebuilding of the swimming pool, with adjoining changing rooms; which ends 60 years of students walking across the carpark wrapped in towels.
In 2020 an entire teaching block was created to provide a new and much expanded Library and three art studios, including a dedicated Sixth Form studio space.

Throughout CCHSG’s long history one thing remains consistent, its leadership by generations of talented and dedicated women who aspired, and continue to aspire, to provide the very best in education and opportunity for the students in their care.



If you have historic postcards or images of the school that we may not have seen, we would be delighted to add them to our digital archive.
Contact
Ms Kate Stubbs
kstubbs@cchsg.com

The Big Build 1957 - 2021





CCHSG moved to the site on Norman Road in 1957. As the building was newly built, and provided, in the words of Headteacher Miss Vashon Barker, "*good laboratories, proper provision for Domestic Science, a full-sized and fully equipped gymnasium, and a hall where we can all meet…"* **Since that time the school has doubled in size and the site has undergone an amazing amount of development.**

1996

The first major addition on the site was in 1996 when the S Block was added, with two laboratories and what became a Food Technology room on the first floor.



2002

A major two-storey extension to the main building took place to provide a Sixth Form block, common room and study room plus ground floor science rooms.



2007

Music and Drama gained additional facilities alongside a base for the Maths Department, within the separate building known as the "M school" (Maths, Music and "Mind").

2010 - 11

New changing rooms were installed by the gym and a dance studio was created at the back of the gym.



2011

A new main entrance and reception area was developed, modernising the appearance of the school and the swimming pool gained a new cover. The extensive cloakrooms were gradually removed from the ground floor, and over several years the spaces were converted to offices and classrooms. Lockers were provided for students throughout the building.



2013-14

The ill-fitting Crittall windows were replaced throughout the site and distinctive new frames and panelling installed. The MFL department gained a new Language Laboratory.



2015

A pleasant Sixth Form patio area with heated canopies was developed, adjoining the dining room.

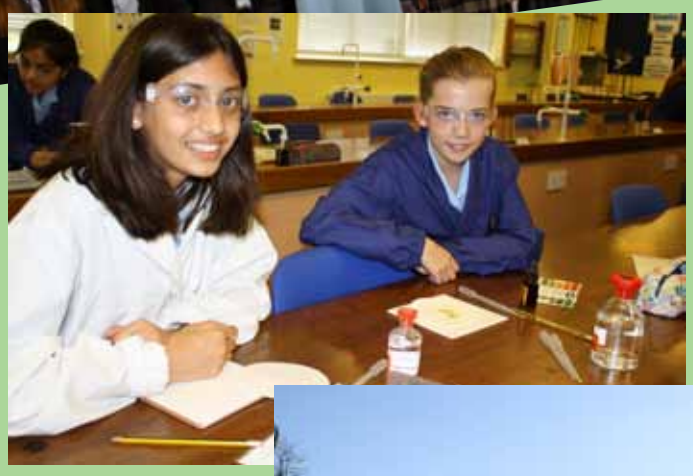




2016

Across the site security was improved, with new fencing and automatic security gates. A large, multi-purpose extension was added to the Dining Hall. The netball courts were resurfaced.





2017-18

Colchester Teacher Training Consortium relocated to classrooms and offices created in S Block. A stunning new Sixth Form Centre with resource room, separate entrance atrium and lecture theatre was built. One of the interior courtyards was converted to create an additional outdoor dining area for Sixth Formers. A ground floor extension provided new classrooms and fully equipped Healthy Living Room.



2017

The Wolfson Laboratory was created.

2018

A much needed new Sports Hall was built providing extensive indoor facilities, with 3 classrooms and new changing facilities. The swimming pool was replaced and upgraded



2019

The refurbishment of classrooms, corridors and communal areas is an ongoing process and in 2019 the main hall had its parquet flooring restored, stage and walls repainted and new curtains. The replacement of old lighting throughout the building with new LED daylight bulbs is also an ongoing process.



2020

A new block was added to the site, housing an extensive new library on the first floor, and 3 superb art studios on the ground floor. The previous Art rooms and library were converted to classrooms. The Sixth Form gained their own refectory area and an extension to the mSchool provided further additional classrooms.



2021

A large permanent canopy area was installed beside the sports hall.

Yr 12 European Youth Parliament Regionals



The European Youth Parliament is one of the largest European platforms for political debate, intercultural encounters, European civic education and the exchange of ideas for young people in Europe. Since its founding in 1987, hundreds of thousands of young people have taken part in national, regional and international EYP sessions, built friendships across borders and learnt useful skills.

The organisation aims to promote intercultural understanding and peace by bringing young Europeans with different backgrounds closer together to share ideas, opinions and practices. Participants become a network of diverse, young leaders, equipped with the knowledge and skills needed to positively shape the world around them.

Congratulations to all eleven students who participated in this year's EYP. Unlike previous times, the 2021 sessions had to accommodate online participation, but students did not miss out in the least! Each member was assigned to a Committee; working together with others from across the South East of England to provide resolutions for some of the most pressing current affairs. The complete event was split across the weekends: Saturday encompassed stimulating teamwork activities and icebreakers, finished with a lively evening quiz. Sunday was focused on the general assembly and active debate, where members from each Committee would propose and defend their motions, facing fast-paced attacks and criticisms from other students.

Diti Gupta, Zeina Eweiss and Nikita Karri all delivered measured proposition speeches, laying out the terms of the issue and their Committees' efforts to respond effectively. Their powerful speeches tackled the ongoing misinformation epidemic, cyberviolence against women, and the use of pesticides, respectively.

The EYP organisers managed to invigorate participants through fun games, incorporating platforms such as 'Slack' and 'Miro' helped energise collaboration and encourage chat during the teambuilding activities. Sarah Altikriti from 12H described the whole event as a "unique and exhilarating experience, giving me the opportunity to meet new people and foster new friendships. I really felt this gave me a confidence-boost and allowed us to expand our public-speaking skills".

During the general assembly on the Sunday, Sameera Bhalotra-Bowers (Civil Liberties, Justice and Home Affairs Committee) and Alice Bell (Committee on Culture and Education) also brought up some thought-provoking points in their attack speeches.

A big well done to Dhruvina Patel, Chinwendu Memeh, Madison Ellis, Sarah Altikriti and Eleanor Carmel, all of whom spoke eloquently during the Open Debate; and we wish the best of luck to Diti Gupta, Alice Bell, Zeina Eweiss and Sameera Bowers who will soon be preparing for the National competition in August.

The students of Year 12 would like to provide the greatest thanks to Mr Paz who guided us through the complete process of EYP and made us aware of such a remarkable opportunity. The European Youth Parliament is an organisation run by young people for young people, working to empower their peers to be "open-minded, tolerant and active citizens". Everyone who participated this year regarded the event positively and would strongly encourage future students to find out about debating for EYP and take advantage of the opportunity next year.

Nikita Karri 12E

EUROPEAN YOUTH PARLIAMENT
UNITED KINGDOM

UKMT Intermediate Maths Challenge

Year 10 students at CCHSG did fantastically well this year's UKMT intermediate maths challenge achieving 5 Gold, 30 silver and 53 Bronze awards. To recognize the highest performers in the Challenge, the UKMT award the top-scoring 40% of participants Bronze, Silver and Gold certificates in the ratio 3:2:1. In addition, they invite around 8000 entrants to take part in either the Grey or Pink Kangaroo, depending on their school year.

Our congratulations to Arabella Johnson for achieving the 'best in school accolade, as well as qualifying for the Pink Kangaroo, which takes place on the 18th/19th March. Also, Shereen Bansal, Catherine McAllister, Inika Prakash and Summer Xia qualified for Pink Kangaroo. Again many congratulations to all the students who participated in what is a very tough challenge, and good luck to those going on to the next round.
Mrs Roshen

United Kingdom Mathematics Trust

The Student Economist

Year 12 student Nikita Karri is calling for articles from anyone in Year 12-13 interested in writing about any current affairs - whether it be political, social, or relating to economics, for her newly founded online journal, "The Student Economist". Please email 15KarriN@cchsg.com

"The Student Economist aims to broaden the minds of those who read our articles, whilst expanding the futures of our great writers. Joining The Student Economist not only enables your articles to be visible to our reader base, but can be the vital work experience that goes on your CV/UCAS application to propel you into your future."

www.thestudenteconomist.co.uk

CCHSG Young Enterprise – WeFold Designs

WeFold Designs, continue to sell their Origami greetings cards for all occasions. The cards are £2.50 each and all orders are packed in Covid-safe conditions (masks, hand sanitiser, etc). All deliveries are by post for an additional £1.50 or £2 for first class. Email: we folddesigns@gmail.com

Origami Cards

We have 4 new origami card designs available to order now! If you are interested please visit our website, email us or find us on the social media platforms below. All our packaging is done with sanitized hands and whilst wearing facemasks. We are pleased to be able to offer postage to your home address for just £1.50.

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Send your loved ones a card that includes a DIY origami present for then to fold themselves.

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Thank you for supporting our Young Enterprise!

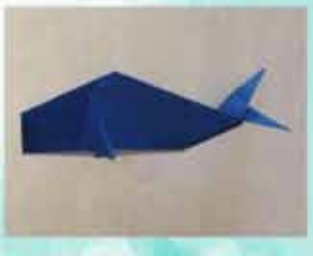
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Email: wefolddesigns@gmail.com
Facebook: @WeFold Essex
Instagram: @wefolddesigns

Cards are £2.50 each or packs of 4 are available for £8.50



The Whale One



The Covid One





The Bunting One







The Floral Heart One



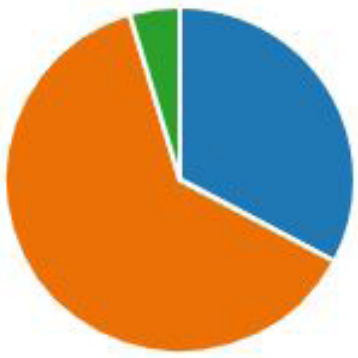
Online Learning - Findings of Parental Survey

Thank you to all those families who took the time to give us feedback via the January survey about their experience of online learning. There were 454 responses in total. The information collected has contributed to our ongoing evaluation and development processes.

1. How available are subject staff via messages on school email or Teams (both Live streaming and using the chat function) during lesson time?

More Details

Outstanding	149
Good	284
Acceptable	21
Poor	0



2. How available are Form Tutors via messages on school email or Teams (both Live streaming and using the chat function) during Morning Tutor time?

More Details Insights

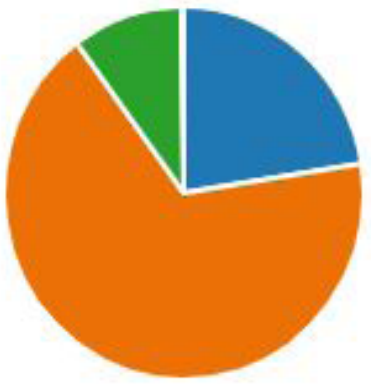
Outstanding	210
Good	225
Acceptable	18
Poor	1



3. What is the quality of interaction with subject staff via messages on school email or Teams?

More Details

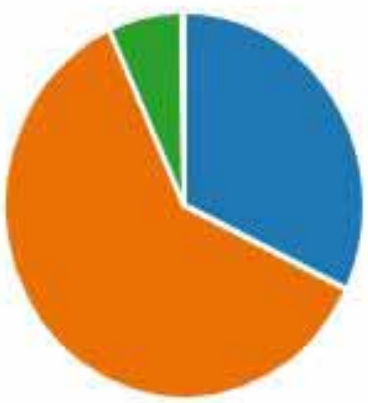
Outstanding	102
Good	306
Acceptable	45
Poor	1



4. What is the quality of interaction with Form Tutors via messages on school email or Teams?

More Details Insights

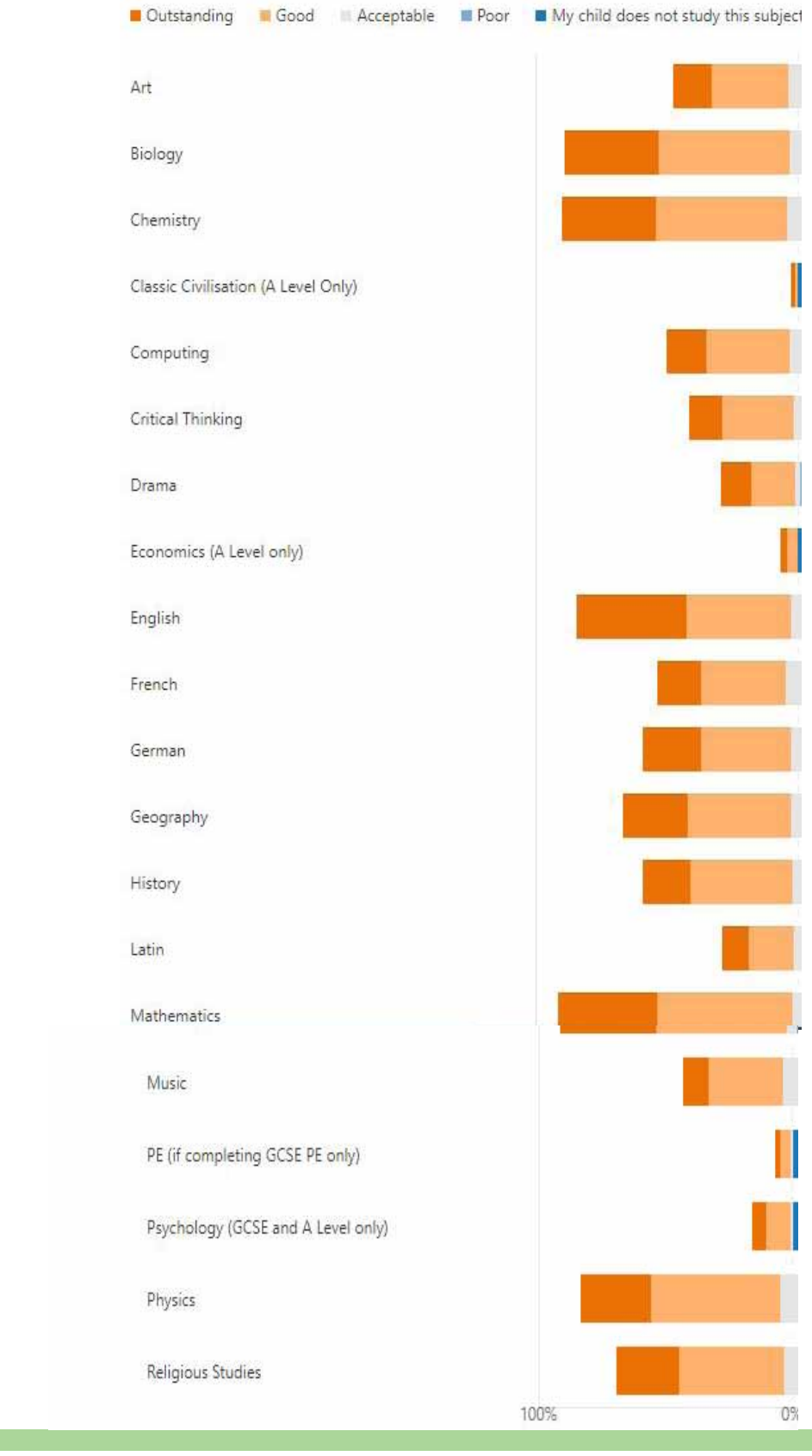
Outstanding	146
Good	277
Acceptable	30
Poor	1



Reasons why parents/students had rated aspects of the provision outstanding. *This is a representative sample - there were 112 responses of "outstanding" in total:*

- My daughter is kept focused as she would have been if she was in school. The live learning brings learning alive to her making it real.
- *** has been a fantastic, responsive communicator and other teachers seem to respond quickly and be proactive about reaching out if work is not submitted.
- Absolutely fantastic education delivery from CCHSG!!!
- They respond immediately and answer any queries with detail.
- Have rated outstanding because not only Form tutors and teachers are available during school hours but I have seen replies from them out of hours too.
- Staff are always available and very supportive, We really appreciate the teachers' efforts at this time.
- When in a lesson, the teachers frequently check the chat section on teams and look at who has raised their hands, and that really helps students who have queries.
- Accounting for the huge learning curve required by all parties we are very pleased by the offerings thus far.
- The use of breakout rooms to encourage student conversation is a very good idea. The lessons are more interactive using the 'raise your hand' feature on teams.
- Voice over PowerPoints are very useful.
- The teachers are always there during lessons and I'm confident if I need to contact them they get back to me.
- I like being able to work in small groups in some lessons
- It is very helpful being able to contact the teachers when we need to.
- Just the right amount of work, teachers available and responsive, lessons are interesting and engaging.
- Live lessons are great for communication and all teachers are available during lessons too on teams
- Form Tutor is very supportive, offers help and seeks feedback. Subject staff are pro-active and always reply promptly.
- Lessons are engaging and teachers are quick to reply to any messages sent.
- They make my daughter to feel that she is physically present in the classroom at school.

How has your child found the learning in the following subjects? (This includes use of 'Live Lessons' on Teams, tasks set on SharePoint, length of time it takes to complete tasks and any homework that might be set).

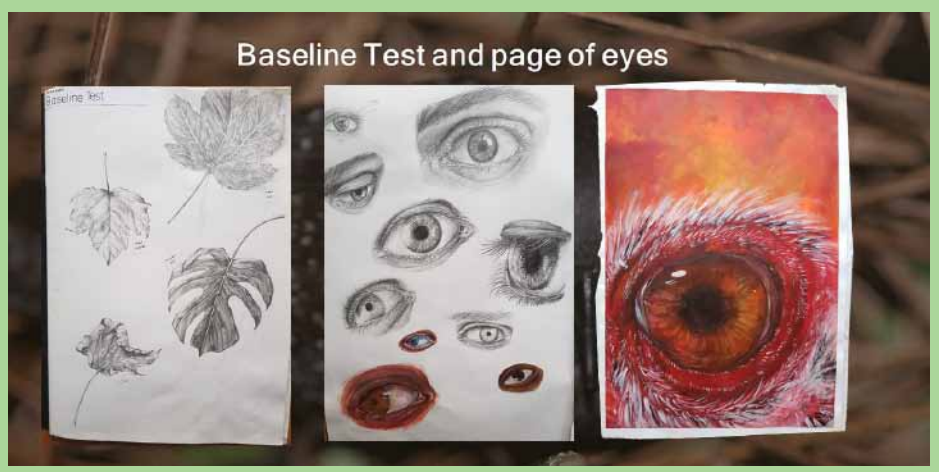


Areas for Development Raised by Parents/Students:

- **Encourage screen breaks between lessons;** In response we *asked staff to allow 10 minutes break between lessons*.
- **Audio problems;** *In response staff were encouraged to come in to school and work in empty classrooms if their home connection was unreliable.*
- **Inconsistency of experience across Form Groups;** *Senior staff undertook virtual drop ins to lessons and Form Time.*
- **Students and staff should turn on cameras to improve engagement and connection;** *Staff generally had their cameras on, students were encouraged to do this, and reminded via the student bulletin that they were welcome to do so if they chose. Students using cameras at home must ensure that they are in a neutral setting or use a blurred background and that they are appropriately dressed.*

GCSE Art, Year 9 Natural Forms

Year 9 Art GCSE students have been studying natural forms. Their activities include making observational studies, experimenting with different materials and techniques and looking at responses by other artists.







Aisha Erkaboeva



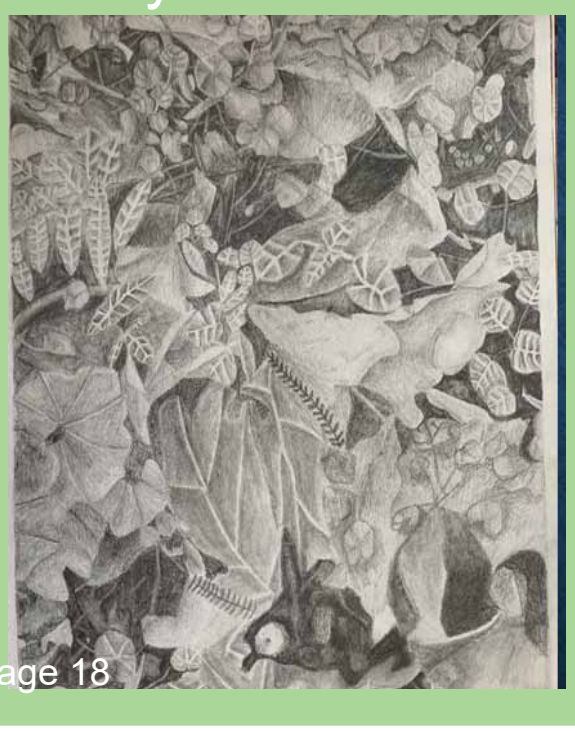


Lucy McCrudden





Molly Nee









Amelie Murray





Asmi Bhatia



Ira Saxena





PTFA

It's easy to get involved and costs you nothing. Sign up to support Colchester County High School for Girls PTFA Click **here.**

https://www.easyfundraising.org.uk/causes/colchestercountygirlspta

easyfundraising feel good shopping

Stallholders Wanted for our 2021 PTFA Christmas Market.



One of our biggest and most successful fundraising events of the year is the much anticipated and well attended PTFA Christmas Market, which had to be cancelled last year for obvious reasons. We are now beginning to organise this year's event and we are looking for stallholders to join us in making this year's Christmas Market bigger and merrier than ever! The event is always very popular and well attended as it is open to the whole school and local community. It is well publicised via social media and local village magazines. Suggested stalls include:

- Christmas decorations
- Seasonal crafts
- Gifts
- Jewellery
- Handbags or bags of any kind
- Knitted produce
- Books/Cards
- Sweets
- Cotton candy
- Unique baked goods
- Paintings/artworks
- Any kind of unique products
- Skincare
- Health products

If you have any other kind of products to sell, we would like to hear from you. Spaces are limited and will fill up fast. Please register your interest early to avoid disappointment. For further details and booking form:
Email: cchsgptfa@gmail.com
Contact: Agness O'Brien Mobile: 07951 511653
NOTE: In the event of cancellation by the organiser, you will receive a FULL REFUND or be invited to trade, should you choose, via a virtual Christmas Market.

Second Hand Uniform & Revision Books Sale

Date: **Saturday 15 May 2021**
Time: **0900-1600 hours**
Venue: **CCHSG Gymnasium**

Subject to Covid-19 regulations, a one-day second hand uniform and revision books sale is planned for Saturday 15 May 2021. In order to ensure social distancing and the safety of all concerned, the sale will be by appointment only through an online booking system. Only 6 sets of one parent and one child will be admitted during each 15 minute time slot.

The online booking system will be available from Monday 3 May 2021. We regret that we cannot take advance reservations for items. Sales will be on a first come first served basis. Please note that this is likely to be the only sale for existing students during this academic year.



Donations Requested

If you are having a sort out, we will gratefully accept your donations of outgrown uniform and revision books, via the wheelie bins outside reception. Please ask students to deposit items from Monday-Thursday only. This is to allow 72 hours for the clothes and books to become sterile. They will be collected by the PTFA every Monday morning. Thank you in advance for responding to this appeal.

PTFA CONTACTS:

Chair: Agness O'Brien
Tel. 01376 573694 or 07951 511653

cchsgptfa@gmail.com