CCHSG E-Newsletter

27 March 2024

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Executive Principal's Notes

The second half of the spring term may have been short this year, nonetheless, as the newsletter illustrates, we certainly seem to have managed to fit in a huge variety of activities. I particularly enjoyed our Week of Languages which culminated in the Evening of Languages. As you can see later in the newsletter, this showcase of language skills through musical, drama and dance performances, representing different cultures and countries, was a joyful celebration of our vibrant and diverse school community. Thanks go to the Languages Department and all the staff who supported with the event, to the Sixth Form students who devised and led many of the items, to Mme Ollite who produced and directed the show and to all the wonderful students who took part. Particular mention must go to Mr Page and our Chinese Assistant Mr Li, who starred as a magnificent singing duo, bringing the house down with a Chinese rendition of "Glory Days". As we had a Local Governing Board Meeting on the same evening they were invited to open the meeting with a special performance, which the governors loved!

I also very much enjoyed meeting parents and students at the Year 8 Key Stage 4 Information Evening. The high attendance level of parents and the positive energy in the room were a testament to the hard work and commitment of our staff in making this such an informative and engaging event. I have been delighted to receive many compliments from parents who were impressed by the professionalism of our staff, their passion for their subjects and their commitment to helping students make informed decisions about their future pathways. Our curriculum is planned to ensure that students continue to experience a broad and balanced education as they begin their GCSE courses. The CCHSG Year 9 Matrix blends the transition between the accelerated two year Key Stage 3 programme and the three year Key Stage 4 programme while providing students with a broad base of knowledge and skills on which to build. The Year 9 curriculum provides opportunities for students to access subject areas they may no longer be formally studying as part of their GCSE preferences. Enrichment days during the year focus on Computer Science, Creative Arts, Geography, History, the environment, Religion and Worldviews, wellbeing and Enterprise Education.



This half term we also had a four-day Ofsted Inspection of Colchester Teacher Training Consortium, the primary and secondary teacher training provision based at CCHSG. I extend my deepest gratitude to all the CTTC staff for their

leadership, dedication and unwavering commitment. The Inspection team commented on their positive and professional approach. Strong subject knowledge, pedagogy and thoroughness were evident throughout. A special note of appreciation goes to our trainee teachers who presented themselves with confidence and resilience, showcasing their readiness for the challenges of the profession. While we still await the official outcome, we are confident that the hard work and dedication displayed by all participants will reflect positively in the report.

I am always impressed by the range and quality of the extracurricular activities provided by our staff and Sixth Form students. A current list of available activities can be found on the student area of the website at LINK

CCHSG Ofsted Report 2024
To view online:
LINK

We encourage all students to take full advantage of these excellent opportunities. As these are key weeks for our Year 11 and Year 13 students in their exam preparations, I am grateful to all the staff who are running additional lunchtime and after school revision sessions. Students have also been given the timetable for optional voluntary top-up activities which are running during the Easter holidays. As we approach the examination season, I would encourage students to have confidence in their abilities and to accept and relish challenge. As Eleanor Roosevelt famously said:

"Courage is more exhilarating than fear and in the long run it is easier. We do not have to become heroes overnight. Just a step at a time, meeting each thing that comes up, seeing it is not as dreadful as it appeared, discovering we have the strength to stare it down."

As we bid farewell to yet another term, it is with mixed emotions that we announce the departure of one of our members from the school community. Mr Matthew Summers, one of our World Religion teachers will be moving to North Norfolk. He has been an integral part of our school, weaving wisdom and compassion into the fabric of our Religious Studies department. His passion for the subject has ignited curiosity and sparked meaningful discussions within our classrooms. Beyond his role as a teacher, Mr Summers has worked on the Leadership Team, developing Careers and leading whole school worship. During lockdown he supported all staff with the development of live, online lessons. This work supported the entire community. As we express our heartfelt gratitude to him, we also extend our best wishes for the journey that lies ahead.

I wish all our staff, students and their families an enjoyable and restful Easter break.

Mrs Gillian Marshall MSc NPQH
Executive Principal & CEO

CCHSG Alumni – CCHSG Connect

Over this academic year we are working with the education charity Future First to help us build an even more thriving professional and social network among our alumni community. We would very much like to get back in touch with past students and enable them to benefit from links to our wider alumni network. In addition, our former students have wide ranging experience and expertise which could be hugely beneficial in informing and inspiring our current students. Please help us reach out to our former students using your own networks. Past students can sign up at:

https://www.futurefirsthub.org.uk/register/cchsgconnect



For regular news updates follow CCHSG on Facebook @colchestergirls or Twitter @CCHSG



Year 5 – Open Week Tours

Monday 1 July – Friday 5 July, 2024
For 11+ entrants and parents. Entry to Year 7 in September 2025.

We invite prospective students and parents/carers to find out more about Colchester County High School for Girls (CCHSG) by visiting the school for a tour during our Open Week.

Tours are led by our school staff and students. Booking is essential – see https://www.trybooking.com/uk/DDNK

Year 5 – Information Evening

Wednesday 12 June, 2024, 19.00 – 20.00

Due to high demand for places at this talk, there is a limit of two adults per family and tickets can only be booked for parents/carers. Prospective students are encouraged to attend the Open Week tours. Please book seats at the talk via https://www.trybooking.com/uk/DDPS

Chinese Proficiency Test - Outstanding Test Centre

CCHSG is delighted to have been recognised as an Outstanding Test Centre for the Chinese Proficiency Test. The HSK (Hanyu Shuiping Kaoshi) test is China's only official test of Chinese language proficiency for non-native speakers. It is open to foreign students, overseas Chinese, and members of ethnic minority groups in China, and provides the global standard for Chinese language proficiency from beginner to advanced level. It also provides a concrete demonstration of a student's ability to prospective employers, foreign institutions and other international organisations.

HSK
Chinese Proficiency Test
汉语水平考试

The test is administered by Chinese Testing International Co Ltd (CTI), a professional international Chinese education and examination service that is affiliated with the Centre for Language Education and Cooperation and a member of Chinese Plus.

Mr Page represented CCHSG and was presented with the award by the Chinese Proficiency Test UK Committee in London.

During the evening, there were a variety of key-note speakers from prestigious colleges such as UCL, SOAS and Sheffield University focusing on the importance of promoting the learning of Chinese language within the UK.


荣誉证书

Colchester County High School for Girls 被评为2023年度英国汉语考试最佳考点。

特此
恭贺并颁此证

英国汉语考试委员会
2024年3月9日

Award Certificate

It is hereby certified that *Colchester County High School for Girls* is selected as an Outstanding Test Center of the 2023 UK Chinese Proficiency Test.

Chinese Proficiency Test UK Committee
9th March 2024

HSK 汉语水平考试 HSKK 汉语水平口语考试 YCT 中小学生汉语考试 BCT 商务汉语考试

Psychology Department

Visiting Speaker
Ex-Police Officer Mr Loftus

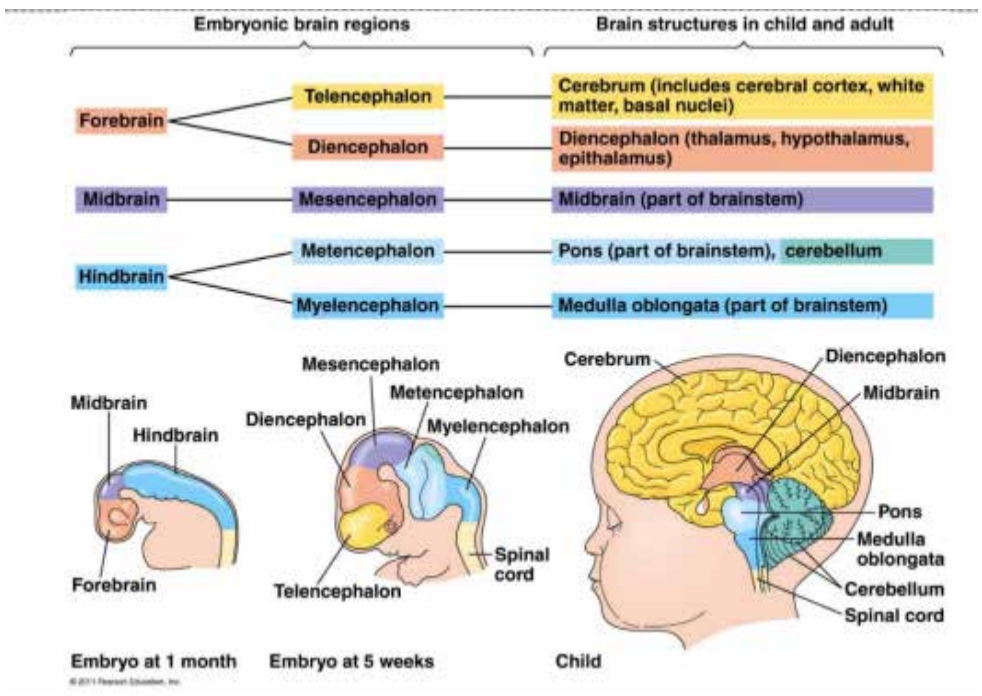


Mrs Phillip's group of Year 13 A Level Psychology students have been studying Forensic Psychology as part of the AQA Psychology specification. To explore one of the practical applications of forensics, the class were delighted to have a visit from CCHSG's very own former Police Officer; Mr Loftus. Mr Loftus discussed the role that forensics plays in detection of crime and enabled our class to gain a deeper understanding of the importance of forensic evidence in not only convicting someone of a crime, but also piecing together every aspect of what happened when the crime took place.

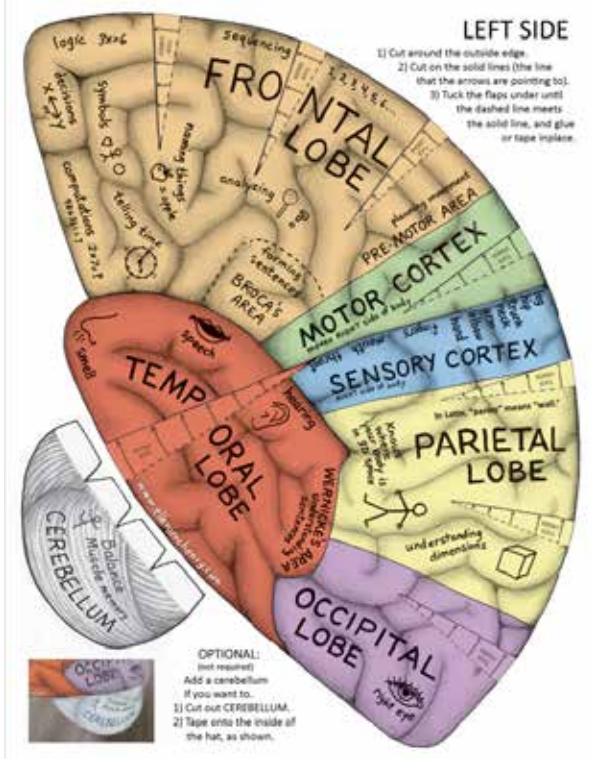
Forensic psychology has deep rooted history, with psychologists over the years aiming to provide explanations for why people may be part of offending behaviour and what may cause their antisocial behaviour. When Mr Loftus came in and spoke to our class, he spoke about some previous cases that he attended during his years of work and the general consensus in the class was shock when he relayed what had happened in each case.

Speaking about the forensics behind road traffic incidents allowed our class to gain a further insight into the importance of such small bits of evidence and how highly trained people can detect the most minute of details which can paint a much larger picture for the case at hand. As we were learning about offender profiling in class (meaning this talk aided our understanding of our specification), it was fascinating to see the practical applications and how their work is able to improve society for everyone. **Sophie Baker**

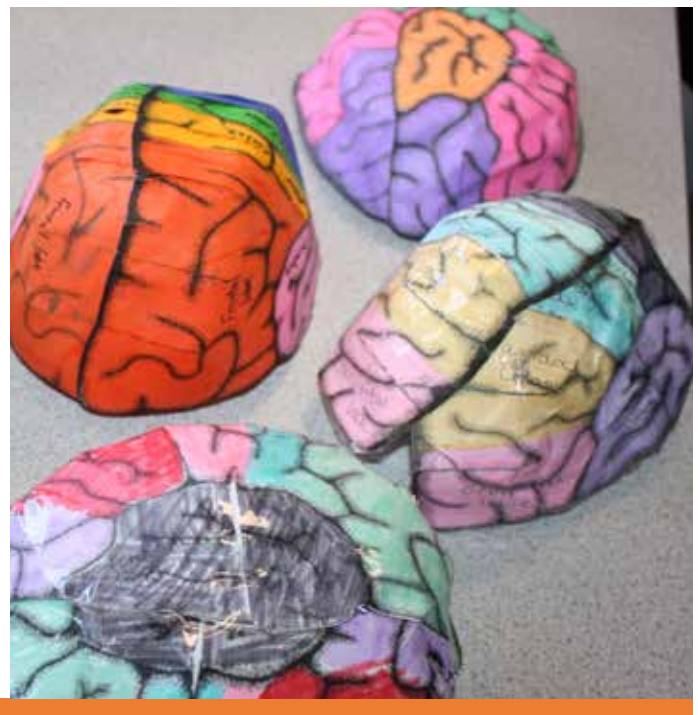
Year 9 Psychology - Brain Hats



Year 9 Psychology students have been studying the early development of the human brain. This involves being able to identify and understand the functions of different areas of the brain including the forebrain, hindbrain, cerebellua and medulla. They made "brain hats" as visual reminders of their learning.







Careers linked to Psychology

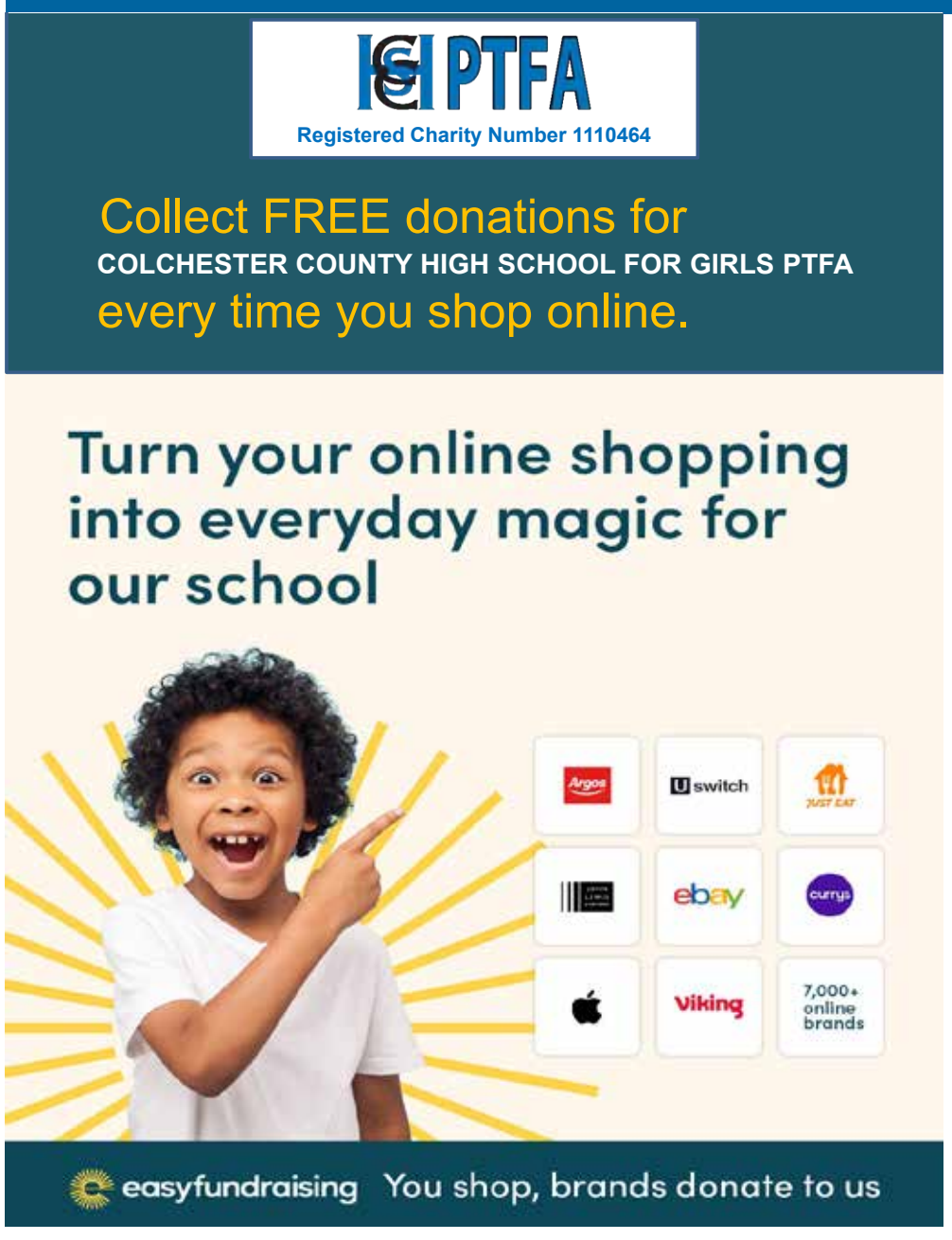


PsychSoc is a popular lunchtime club which runs on Mondays each week. The Society provides a forum for debate and discussion. Are you interested in why we behave the way we do? Why are we obedient? What makes us aggressive? Is OCD caused by the brain? These and many other issues are covered in PsychSoc. This term the WARMS (Mind's Wellbeing and Resilience Mental Health Service) team who are based at CCHSG visited the group to give a presentation about their career pathways As well as jobs with direct links to the study of Psychology, the subject also provides the student with transferable skills which can be utilised within many careers including medicine, dentistry, law, forensics, social work, teaching, advertising and business management. It is extremely useful in any career which involves people or understanding people.

It was very interesting as I didn't know how they got into their careers and how many different areas psychology can branch into. From neuropsychology to forensic psychology, psychology can help many careers in one way or another. The WARMS team were very enthusiastic and open to questions, willing to help us explore different pathways. The presentation opened so many possibilities for my future. I cannot wait to find out about new careers in psychology and open new pathways for me to consider.

Ella Connor 9L

PTFA Easyfundraising





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

St Mary's Public Speaking Competition

On Tuesday 13 February, three Year 10s, Beatrix Drakeford, Kuhu Rajadhyaksha and me, Harshita Ramanand walked with Mr. Paz (a very tiring 15 min walk!) to St. Mary's to participate in the annual public speaking competition.

When we got there, we were greeted with a warm welcome from the teachers at the school and soon had some squash and cookies to refresh ourselves (definitely tasty!). There were many schools including St. Benedict's, CRGS and The Gilberd, who were all friendly rivals through previous competitions such as the Magistrates Mock Trial Competition every year. We were then seated in the hall, handed leaflets with the programme of day whilst St. Mary's welcomed us and showed us how to start the evening with a demonstration.

In this competition, you have the Chairman, who introduces the speaker and their chosen topic, the Speaker – getting 5 mins on their topic – and finally the Vote of Thanks, finishing off with an amazing summary. The first to compete were CRGS, with their take on how the Quatar World Cup 2022 affected human rights, particularly those of workers employed on the building projects.

Next up, we had St. Benedict's on girls' mental health and the Gilberd who did their speech on the relevance of politics especially in school. At last, it was finally our turn; we'd quickly gone through each of our roles and – we were up there on that stage. Kuhu, our Chairman did a lovely introduction of the speech and I, as the speaker had to choose and finally perform my speech ("Who We Are" – my take on human rights!). Finishing off, Beatrix Drakeford gave an amazing summary and questions to keep the audience hooked (inviting



a few chuckles). We did it. With the audience and judges asking us many questions afterwards, we enjoyed a warm dinner (with pasta on the menu) and patiently waited for the results to be announced.

As a speaker, I was very grateful to receive best speaker of the competition after working on the speech for weeks! And very well done to the rest of our team, Kuhu and Beatrix, for their hard work. Last but not the least, thank you to Mr. Paz for helping us to push ourselves as we really enjoyed taking part in the St. Mary's Public Speaking Competition.
Harshita Ramanand

Cambridge International Open Chess Tournament

Congratulations to Ruqayyah Rida, who earlier this month, won the top women's prize at the Cambridge International Open Chess Tournament with 5.5/9 and a near-2200 rating performance.

By defeating GM Mark Hebden, one of the legends of the 1970s English Chess Explosion, in the sixth round, Rida became probably the third youngest female player ever to defeat a grandmaster, outpaced only by 10-year-old Carissa Yip (now the US women's champion) against GM Alexander Ivanov at the 2014 New England Open, and by 11-year-old Judit Polgar against GM Lev Gutman at Brussels 1987. What followed was even better, as Rida drew her round-seven game against the popular chess author GM Peter Wells to become most probably the youngest female player ever to score against two GMs in successive classical games. Wells wrote: "Very impressed with Ruqayyah – not just her sensible play, but her reaction afterwards and contributions to the commentary. A fantastic achievement."

Rida said that Bobby Fischer is her chess hero, John Nunn her favourite English player, and Glenn Flear her coach. Her ambition is to continue playing for England in the next biennial under-16 Olympiad in 2025.

Full article appeared in the Guardian on 1 March.
https://www.theguardian.com/sport/2024/mar/01/chess-adams-wins-seventh-straight-first-prize-as-englands-girls-set-records



Classical Subjects at CCHSG and Beyond

Latin

Here at CCHSG, your Latin journey starts in year 8. If you choose to study GCSE (and maybe even A-Level Latin), grammar and vocabulary is only the beginning of the world that will be opened up to you – you'll also get to explore Latin literature, such as the 'Aeneid' and the work of Roman writers like Cicero and even Julius Caesar himself. It's fascinating and if you think you may be interested in the classics, understanding one of the original languages lets you access the ancient world on a much deeper level. If you don't study Latin at CCHSG, classics degrees at most universities let you study it in a crash course or throughout your degree, or you could even explore it with online resources. Let's be honest – the language isn't changing, and it will always be there for you to start!













Classical Civilisation

Classical Civilisation can act as both and introduction to or a continuation of studying Ancient Rome and Greece. Whether you have previously studied an ancient language or not, ClassCiv allows you to dive into the culture of these Ancient Empires. You will achieve this through studying the work of Homer and Virgil in their ancient epics the Iliad and the Aeneid, the development of Greek sculptures and architecture and Greek Religion. ClassCiv is only available at A-Level at CCHSG but acts as a good alternative to Latin A-Level for someone who hasn't studied ancient languages before but wants to learn more about the ancient world.

Archaeology

When you think of archaeology, you are likely to think of excavations and digs, but this is not all it is. Archaeology is the study of human history using material remains, these can be separated into two groups: artifacts and features. Artifacts are portable remains (pottery, tools, etc) while features are non-portable remains (buildings and ditches). These are used to learn how people lived in the past and can be very useful when there are no written records of a particular civilisation or culture.

Linguistic Learning

'Vers' is the Latin word for spring, but the Romans split their year up differently to how we do, into two halves called 'agricultura' and 'planta'. Agricultura took place between late autumn and early spring, during which time famers would sow seeds and prepare the ground for warmer weather and the growing season. Planta spanned from late spring to early autumn, when crops and plants grew and food could be harvested and traded. Gardening and the season of spring was very important to the Romans – their gardens contained beautiful plants, many of which took their names from myths. Hyacinth flowers are a symbol of early spring and regrowth and take their name from Hyacinthus, a Greek god – Narcissus flowers such as daffodils are named after Narcissus himself, a man who provoked the anger of the gods by rejecting Echo's love. When he fell in love with his own reflection in a spring, he pined away and was turned into a flower where he stood.



Latin Phrases of the Season

Audere est facere –
to dare is to do

Sic infit – so it begins

Una hirundo non facit ver –
one swallow does not make a summer

Year 7 - Dickens “A Christmas Carol”

Year 7 have been working in their Drama lessons with Mrs Cudmore-Rice and Mr Fogarty to prepare performances of the classic story “A Christmas Carol”. This novella by Charles Dickens was first published in 1843. It is divided into five “staves” or chapters, which were each performed by a different Form Group.

The plot follows the life of Scrooge, who lives in wilful ignorance of the needs of those around him. He doesn't believe it is his responsibility to help others until he is visited by three ghosts who help him change his ways. Scrooge then reforms, making significant differences in the lives of those around him through his newfound generosity.

Like many of Dickens’ other works, “A Christmas Carol” was written as a work of social commentary. Dickens had a lifelong devotion to helping the underprivileged due to his own family’s experiences with debtors prison, which forced him to drop out of school as a boy and work in a factory.





























CCHSG French Assistant

Introducing our French Assistant - Mlle Henneron



I live in the North of France, in the Pas-de-Calais. I grew up in a small village called Le Parcq and moved to Boulogne-sur-Mer to study English at university. I got a bachelor's degree in British and American Literature, Language and Civilization. I have never been to England before, except on a school trip to Canterbury ten years ago, and a three-day trip to London with my family twelve years ago.

I think England has splendid landscapes, and an extremely rich history. I like discovering new English dishes and going shopping in the charity shops around town. English people also have the knack to creating amazing shows and musicals! The number of charity shops around Colchester is also much appreciated!

I find that there are quite a few differences between British and French schools. First, I must talk about the uniforms! We don't have them yet in France but, there are talks going on at the moment about implementing them in a hundred schools in September. Secondly, I was surprised to learn that there were no monitors in CCHSG, and that the teachers were regularly on duty to assure the students' wellbeing. In France, there are monitors in every school, and they are the people in charge of opening and closing the school gates, overviewing the students when the teachers are not on site, dealing with students who are late to school, etc. They are also responsible of discipline on site. Paradoxically, French schools don't have WARMS teams, or pastoral teams either. My last remark will be on the difference between the French "baccalauréat", and the A Levels. I love the idea of students picking only the subjects they want to study and being already prepared for university by leading individual research projects on subjects that interest them.

The British foods that I most enjoy are crumpets and cheddar cheese. Cinnamon rolls, and bacon and cheese bites are also a nice discovery. To be honest, I really miss French food: I wasn't in France for the traditional "galette" in January, or for the "crêpes" for Pancakes' Day. I miss my granny's Sunday roast dinner: turkey with peaches, green beans, roast potatoes, cheese and apple pie or cream puffs. I think what I miss most is pastries: I miss going to the bakery for a "Too good to go" and picking a millefeuille or a merveilleux. If we talk about more regional food, I miss going to the chip stall on the beach with my friends, and I would go to France and back to eat typical North waffles!

When it comes to teaching French at CCHSG, I think that theoretically the challenges are the same whatever the language you want to learn: to be ready to accept that this language doesn't work like yours, and that you have to understand and adapt to its own logic : you can't translate word by word ("on the right" will be translated into "à droite", and not "à la droite") for example. Now, for an English speaker, from what I see in class, I guess the biggest challenge is conjugation, which is understandable, as French is very tricky in that regard.

I think learning English is a challenge, and what I find particularly complex are the phrasal verbs and the idioms. So, I try to improve my vocabulary by learning lists, and by reading as much as I can. What helped me learning the language was to ask for help from people who were far more advanced than I was, and to listen to podcasts about British and American culture, as it improved my listening comprehension and my general knowledge.

In my opinion, learning a language always comes with understanding people speaking this language a bit better. So, learning to speak a foreign language leads to a better understanding of people throughout the world. If you travel to a foreign country, local people will feel grateful if you at least try to speak to them in their mother tongue, as a sign of respect. Besides, learning foreign languages is never without benefit. You never know where life will lead you, and this skill may grant to access to new business opportunities for instance.





Why Study a Language at A level at CCHSG?

Christina: BA French & German, King's College, London

I finished my A levels at CCHSG in French, German and History. I then went on to study French and German at King's College London. I am now working as an English Language Assistant in Vienna. A level French provided me with the confidence to pursue my degree, since there was a lot of support and focus on individual progress.

Ella: BA Law University of Cambridge

I studied French, Economics, English and History. I have first class BA in Law from University of Cambridge. I have been called to the bar by Middle Temple and currently work as a paralegal at Peters May LLP, assisting on the full range of family law matters. Studying French at A level has undoubtedly improved my confidence and presentation skills and equipped me well for a career at the Bar.

Maddie: BA Photography, Falmouth University

I studied French, English and Art at A level. I went to Falmouth university in Cornwall to Study BA photography which I graduated with a first class honours. I included French within my degree through French poetry. I created a photo book with photographs accompanied by French and English poetry. My work won a Gold award in London last summer and I think having the French connection and aspect to my work helped me achieve this.

Ella: BA Law University of Cambridge

I studied French, Economics, English and History. I have first class BA in Law from University of Cambridge. I have been called to the bar by Middle Temple and currently work as a paralegal at Peters May LLP, assisting on the full range of family law matters. Studying French at A level has undoubtedly improved my confidence and presentation skills and equipped me well for a career at the Bar.

Amy: MSc Biology, University of Oxford

I studied French, Biology and Physics. I then went on to study Biology at Oxford, where I specialised in conservation and sustainability. As part of my Master's, I spent a month researching elephant seismic communication in Kenya, working with researchers from all over the world. I now work as a sustainability consultant for The Carbon Trust, and, thanks to my language skills, I am able to work with the EU team and their French clients.

Riannon: BA History, University of Cambridge

I studied French, English Language and History at A level, and graduated from Cambridge with a degree in History. I was able to read primary and secondary sources in French, which broadened the range of material that I could study and enriched my understanding of the past. I also still use French-language news outlets, as I now work at the BBC and I'm training to become a journalist. I know the language skills I learnt at CCHSG will continue to expand my horizons going forward.

Languages Week

At CCHSG we are proud to have students speaking over 30 languages including Irish, French, German, Spanish, Hungarian, Dutch/ Flemish, Italian, Greek, Turkish, Kurdish, Farsi/Persian, Arabic, Mauritian Creole, Tamil, Malayalam, Hindi, Urdu, Telugu, Gujarati, Bengali, Nepali, Sinhala, Burmese, Vietnamese, Cantonese, Hong Kong Chinese, Mandarin, Korean, Japanese, Igbo, Yoruba and Chichewa. Cultures and traditions emanate from the four corners of the world. Our Languages Week activities culminated in the Evening of Languages, a celebration in poetry, music, dance and song, of some of the many languages and cultures of the CCHSG community. The evening was much enjoyed by all and we thank Mme Ollite, who produced and directed the show and all the staff and Sixth Form students who helped to organise the event.

Language, Culture and Diversity Week

11-15 March, 2024

Join the MFL Department to celebrate some of the many languages and cultures of the CCHSG community.



Form Time	Assembly in the Hall The Big MFL Quiz – A box of chocolates for the winning form
Whole school	Starters: 26 Cross-Curricular activities
MFL lessons	Cultural and Enrichment activities
Canteen	Italian, Chinese, German, Indian and French specialities on the menu!
Evening of Languages 12 March 18.00 - 20.00	A colourful evening for students to celebrate and share the language, dress, arts and culture of some of the many countries represented within our school community. Featuring the African Caribbean Society: poetry, dance and song, the French Club: play -"Ratatouille", the Korean Club: dance, the Tamil Club: Indian classical dance, the South Asian Society: dance and fashion show, the Spanish Club: song and many more.

An Evening of Languages









It was a truly stunning display of the cultural and language diversity that makes CCHSG such an enriching place for all its students, and it was a joy to see everyone celebrating this so proudly.

Parent of Year 8 Student


ENGLISCH
TURNEN
MUSIK
KUNST
DEUTSCH
MATHE













World Book Day

World Book Day is an event promoted by UNESCO to encourage young people to read. Established in 1995, the day is held in some countries on 23 April 1995, to mark the death of Shakespeare and Spanish chronicler Inca Garcilaso de la Vega. In the UK World Book Day is celebrated on the first Thursday of March to avoid clashes with the Easter half term and St George's day. Every child in full time education is given a voucher to spend on books which is sponsored by National Book Tokens.

To celebrate World Book Day, on Thursday 7 March, the English department organised a range of events to promote a love of reading within school:

All week, the department ran a "Shelfie" competition, to find out who in the school has the most creatively decorated shelves! Students were encouraged to take a picture of their best-decorated bookshelf, whether the books were stacked in interesting ways, colour coded, or had ornaments on display that link to their books of choice.

On Wednesday 6 March, each Form was tasked to decorate their Form Room door to celebrate a particular book or genre. There were some innovative displays this year, promoting some excellent books to our students. After lengthy deliberation, the English department announced this year's winners: KS3 Winner: 8L, KS3 Runner-Up: 8E, KS4 Winner: 9E, KS4 Runner-Up: 9H, KS5 Winner: 13C, KS5 Runner-Up: 12S

Thursday registration saw Form Tutors sharing an extract from a novel they enjoy during DEAR, (Drop Everything and Read). Tutors also used this time to discuss the books the Tutor Group were reading: and create a recommended reading list.

On Friday 8 March, Years 7 and 8 were tasked to design a book spine for their favourite book.











Scarlett Webb, English Ambassador (8L)]

To celebrate World Book Day, the English department organised a door decorating competition, open to all students, praising the wonders of reading. World Book Day is an annual celebration of reading and is commemorated by avid readers worldwide. At CCHSG, students decorate their Form Room door inspired by a particular book, chosen by the class. We had some stunning artworks throughout the school. The winner of KS3 was my Form, 8L, with a Harry Potter “Platform 9 and 3/4” themed door.

















World Book Week - Shelfies

Clara Dylewska, English Ambassador (7S)

As part of the World Book Week events, the English department organised a shelf-decorating competition, where you send pictures of your bookshelves/bookcases to Ms Lawson - and the most stunning bookshelf wins!

It may seem like something that only this school does, but I have managed to find quite a few online competitions for “shelfies”. This competition has been a fun way to learn about people. It's great fun for anyone who loves reading and even people who like art and decorating!

I find it nice to see my favourite book on another person's shelf, along with nicely decorated bookshelves!



Emma Wright



Isabelle Baddiley Hubbard



Juliette L'Estrange

What I will miss most about CCHSG

The first thing I read in Mrs. Davidson’s English club was Cranford by Elizabeth Gaskell. We would read a chapter a day – which ensured that none of us found Cranford too intimidating, despite it being written in 1853! Each day, we would all discuss our reactions to the dramatic events that took place (I won’t spoil it for you!) and reading the chapter before seeing everyone else’s thoughts, while sitting on the bus, quickly became the highlight of my day.

We read a wide variety of different things: from Pamela to Anthony and Cleopatra; from The Rape of the Lock to The Knight of the Burning Pestle; from Volpone by Ben Johnson – a very funny play, from the same time as Shakespeare was writing – to Little Women, which I had never read before and found absolutely delightful. However, unquestionably my favourite time with the English club was when we did a course on Ancient Greek plays, over last summer, where every day we would read three Greek tragedies. At the time, there was building work going on outside my house and the builders definitely gave me an odd look after I overdramatically shouted the part of Creon in Antigone. At the end of the course, we voted on the best plays, protagonists; antagonists etc. and I found it enlightening to hear everyone else’s opinions (even if everyone was completely and utterly wrong for not voting the Bacchae as the best play!) and then we did a quiz - which I won and have not stopped bragging about.

As I prepare to leave CCHSG to study English Literature at university, a decision which was firmly influenced by the fun I had in English club, I have Mrs. Davidson to thank for organising the English club. As we are currently finishing an overview of the development of English Literature, from medieval mystery plays to modern works, I find that the fun, melodramatic and fascinating readings of poems and plays will be what I miss most about CCHSG.

Holly Winsbury Cutts - Year 13

National Careers Week

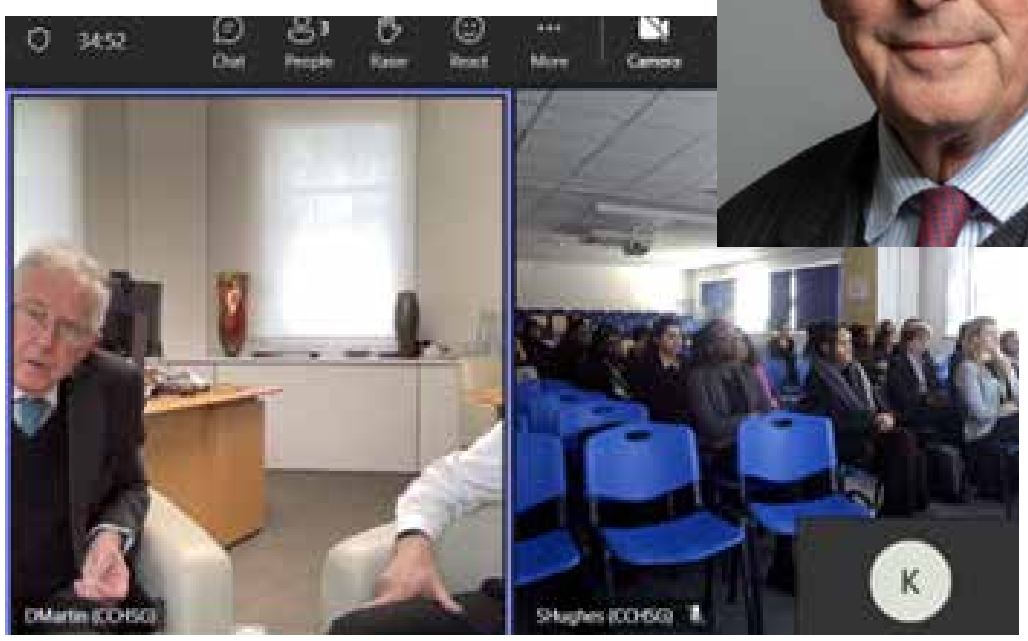
National Careers Week (NCW) is a celebration of careers guidance and free resources in education across the UK. The aim is to provide a focus for careers guidance activity at an important stage in the academic calendar to help support young people leaving education. Staff at CCHSG brought careers to the fore by:

- Using skill based learning in lessons e.g. team work/collaboration, problem solving, independent learning to remind students that these are key skills that are respected and needed in any work place environment.
- Linking specific topics to careers, including those outside the immediate subject.
- Discussing which careers students are interested in and why.

Lord William Waldergrave

We were very grateful to have our key note speaker for the week, Lord William Waldergrave, joining us on Teams from Coutts Bank in London, to talk about his extensive and prestigious career in politics. William Arthur Waldegrave, Baron Waldegrave of North Hill, is a British Conservative Party politician who served as a Cabinet Minister from 1990 until 1997, and is a member of the Tory Reform Group. Since 1999, he has been a life peer in the





House of Lords. Since 2009, Lord Waldegrave has been the Provost of Eton College and he was inaugurated as Chancellor of the University of Reading in 2016. He has been a Director of Coutts & Company, a member of the Royal Bank of Scotland Group, since 2012.

Lord Waldergrave described his journey in politics, starting as a civil servant working in the office of Ted Heath during the 1970s trade union conflicts. This period saw the three-day week, strikes and national power cuts. His first job was with the General Electric Company and he stood for Parliament initially at Bristol, where he was elected in 1979. He described the "Westminster Bubble", and recommended that those interested in politics should gain experience in the "real world" first. He suggested roles like that of a local counsellor were of great value in enabling you to become familiar with the area that you want to represent. As Lord Waldergrave put it *"All politics is in the end local."*

Lord Waldergrave was asked which qualities he thought made a successful politician. His view was that the capacity to persuade people was crucial, and also emotional intelligence. In this age of social media he cautioned that a thick skin is also required and expressed concern that people would be put off entering politics for fear of having to deal with social media abuse.

Lord Waldergrave served mostly under Conservative Prime Minister Margaret Thatcher in the 1980s and 1990s. He discussed how her views were more right wing than his own and how each party actually represents quite a wide range of different views. When asked what it was like working under Margaret Thatcher he said that he had found her both brave and sensible, although he didn't agree with all her decisions. He remembered her always being much nicer to younger people and those less senior. As the first woman Prime Minister, he said, she had faced a lot of what he referred to as "*patronising old-style male prejudice*" and he would always think of her as a great person. Working with her was like "*a rollercoaster, high risk and great fun*". He reflected that Thatcherism as current supporters promote it, is not what he experienced. Thatcher was trained as a lawyer as well as scientist, and was educated at a girls' grammar school.

Lord Waldergrave was asked whether he had worked for or against the Government when he was in the civil service. He explained that in this role you are neither for or against. You provide a service – but can advise against and should be free to raise views and argue. The civil service provides a non political corporate memory so sometimes civil servants have more experience of what works and what doesn't – for example when Margaret Thatcher decided to introduce the poll tax, a tax on voters, the civil service was strongly against this. It did prove to be a huge mistake, leading to riots across the country. He advised that it was helpful as a Minister to have worked in the civil service as you appreciate the difficulties. The historic TV series "Yes Minister", he claimed, although now dated, remained quite a realistic representation of relationships between Ministers and their civil service advisors.

He encouraged students to take an active role in society and consider leadership through political involvement as he said: *"If good people don't come forward, then bad people will".*

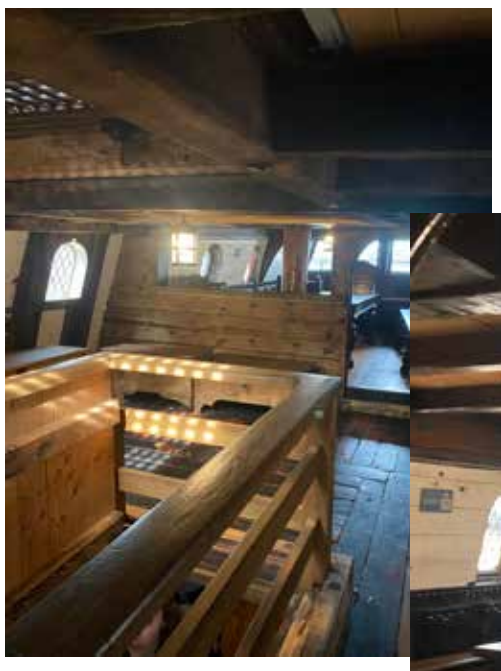


Year 11 History Trip to the ‘Golden Hinde’

Every year the AQA board gives us a historic environment which will be the topic of the 16 mark question in the Elizabethan England Paper. This year, the environment chosen was ‘The Americas and Drake’s circumnavigation (1577-1580)’

To get an efficient grasp of information on this topic, the history department organised a trip to a replica of the ‘Golden Hinde’- the ship Drake sailed in during his circumnavigation of the globe. The original ship was not maintained and rotted away, although the remains have been turned into a chair in the Bodleian Library at the University of Oxford.

This trip was extremely fascinating and enjoyable. The staff were kind and helpful, feeding us with useful information and answering any questions posed to them. We learnt a lot of both useful and interesting facts about the ship. Those on crew could be as young as five. Their main job would be to run down to the hold - the bottom of the ship where treasure, food and gunpowder was kept as it was the only dry place and gunpowder must be dry to work. They collected barrels of gunpowder and ran back up to where the canons were held. Holding two barrels at a time, swaying with the ship as they walked, they were given the nickname ‘powder-monkeys’. They were given this job due to low ceilings in the ship which meant that taller, older men wouldn’t be able to run around as easily and quickly.



We were shown around the ship, including parts where the richest men on the voyage



would have slept, and the dining area for Drake and his closest. We also saw some of the weapons that the crew would have used to fight with such as a longbow. On the gun deck, we were also shown the strong canons and the different types of aggressive cannon balls used for the destruction of enemy ships. Overall, the trip was brilliant and brought a range of information to everyone that could not be easily obtained elsewhere.

by Mayukha Bhatt 11O



The original Golden Hinde’s voyage of plunder and exploration began in 1577 when Francis Drake sailed from England with five ships and 164 men. Drake took them around Cape Horn and into the Pacific Ocean. He raided unsuspecting Spanish towns and shipping along the west coast of South America in 1578.

Drake then sailed north, probably as far as British Columbia, in hopes of returning to England via the Northwest Passage. When his search for it proved unsuccessful, he returned to England by sailing west across the Pacific and around Africa. The English were overjoyed with the Golden Hinde’s adventure and the riches she carried. Queen Elizabeth I immediately designated the ship a national treasure. Crowds of people paid admission to go aboard what was only the second vessel to circumnavigate the globe. To put her accomplishment in modern perspective, the Golden Hinde was the equivalent of a spacecraft that had gone to the moon and returned.

Colchester Teacher Training Consortium





Are you, or is anyone you know, interested in training to be a teacher?

If you already have a degree, or are currently studying for a degree, now is the time to explore the opportunities to train to teach in Primary or Secondary education with CTTC.

CCHSG is lead school for Colchester Teacher Training Consortium (CTTC), one of the best training providers in the area. The school centred programme, recognised by Ofsted as outstanding, allows trainees to gain Qualified Teacher Status (QTS) and a Postgraduate Certificate in Education (PGCE) through a combination of taught sessions and practical training alongside colleagues in schools.

CTTC is currently recruiting applicants for September 2024 and graduates can qualify as a teacher in Primary or Secondary education with just a year of training. Part time routes, for both Primary and Secondary, are available and tax-free bursaries of up to £28,000 can be claimed by eligible trainee teachers in certain subjects. The starting salary for teachers is currently £30,000 and many former trainees have moved quickly into leadership and management roles.

CCHSG would be pleased to help with organising a school taster experience or providing advice from subject staff for anyone interested in exploring this pathway.

Further information will be available at the upcoming

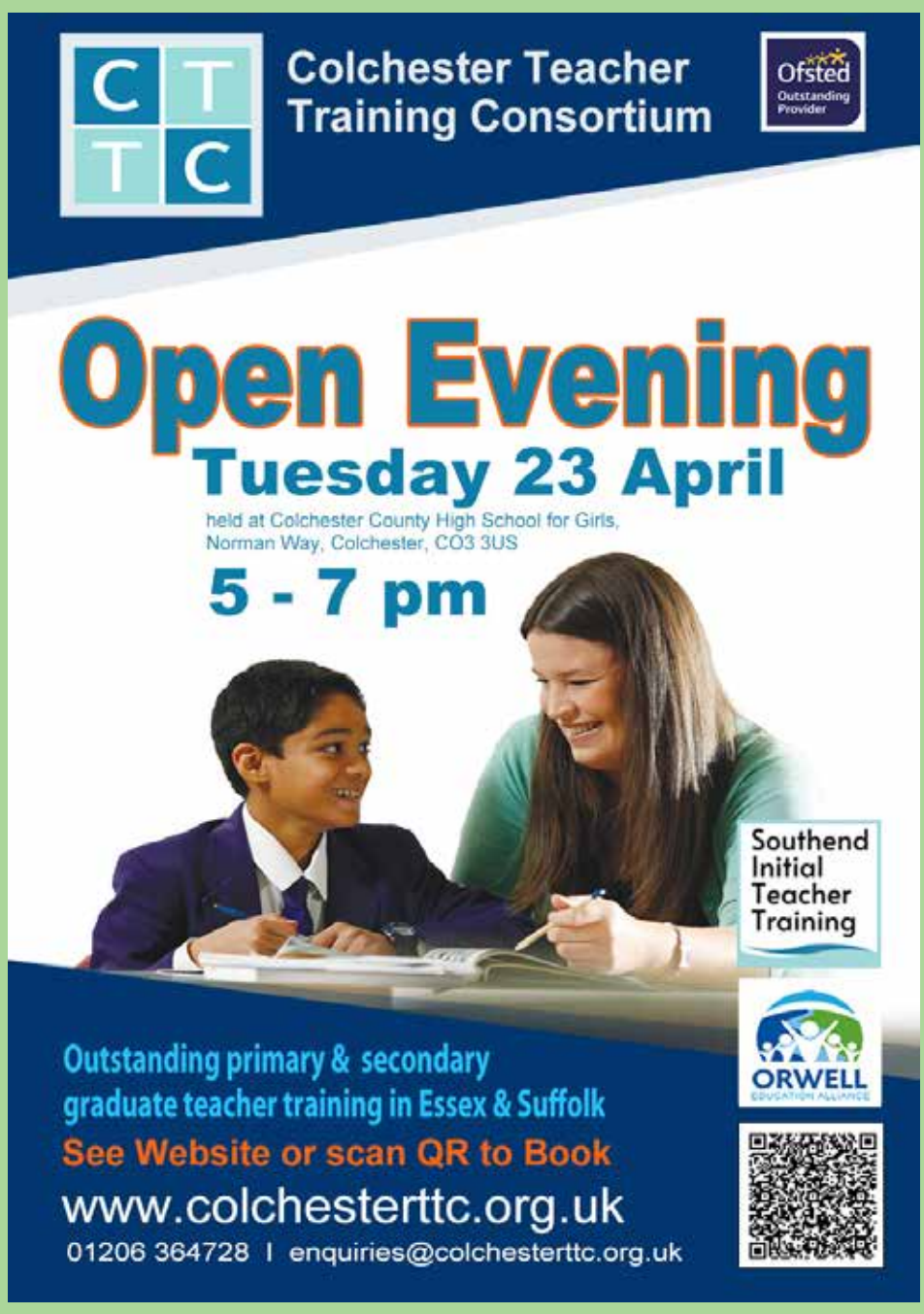
CTTC Open Evening, on Tuesday 23 April, 17.00 – 19.00

See www.colchesterttc.org.uk to book, call 01206 364728 or email enquiries@colchesterttc.org.uk

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01206 364728
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enquiries@colchesterttc.org.uk

Ofsted Outstanding Provider

Music Department Spring Recital









GCSE and A Level Music students performed with great professionalism and skill at their evening recital. The invited audience were delighted by the quality of the performances.

Well done to all the students involved and thank you to Mrs Jefferies and Mrs Sharp for co-ordinating the event.

The programme:

Solo piano: Grace Ajani playing "The Sad Ghost"

Piano duet: Celine Chan and Comfort Odejimi playing "Gold Rush"

Martha Simpkins sang "Father in Heaven"

Flute duet: Niamh Cullen and Emma Kingston playing "Chinese Lanterns"

Soupamika Binu Nair sang "Always Remember Us This Way" from "A Star is Born"

Piano duet: Hayley Sandum with Mrs Jefferies playing "Pastorale"

Pop Band: Jade Fawehinmi and Aniya Zamee performed "My Love Is Mine"

Singing duet: Lipika Fangoo and Monica Bui performed "Whole New World"

String Quartet: Monica Bui, Aradhya Goyal, Aishani Srikanth and Ellen Heppell performed "Smooth Criminal"

Cornet: Maisy Brookes performed "Moon River"

Piano duet: Navita Kondreddi and Mrs Jefferies performed "Paris Blues"

String duet: Celeste Bell and Sophia Tse performed "The Swan"

Eva Bareham sang "Someone to Watch Over Me"

The Magistrates' Court Mock Trial Competition

Congratulations to the CCHSG Team who were victorious in the recent regional heat of the Magistrates' Court Mock Trial Competition for 12-14 year olds. The competition, run as part of the "Smartlaw" programme, organised by Young Citizens, helps young people understand how the legal justice system works.

MAGISTRATES COURT:
A day filled with the Law and Order!
by Semilore Ajibola 9S

"Magistrates Court"- it was an extracurricular activity that piqued mine (and many others) interest. After our success in the regional heat on the 16 of March at the Basildon Crown Court, I would like to take this opportunity to explain our preparation of the case, the day itself and share some the experience.

Our endless practicing of opening and closing speeches, cross examinations and examination in chiefs took place every Monday and Friday lunchtime. We were guided by Mr Paz and several members of the Year 10 Magistrates team, especially Harshita. Our four witnesses, Maryam Raheel, Atiya Rahman, Anna-Maria Birsan and Vandana Manivannan also spent this time learning their statements, how to defend themselves whilst on the stand and they were given time to get themselves truly engrossed in their characters. Anna's performance on the day as Chris Wheeler (a middle-aged taxi driver) was deemed as "Oscar worthy" by a lead magistrate at our heat! The case was one of alleged assault after a night out. Jo Goodwin and Chris Wheeler had never previously met, they were only brought together through this taxi ride to the station of Castletown. Yet the night turned sour, prompting arguments between the two. In their statements there was a discrepancy over the alleged assault that occurred in a car park. Did Jo kick Chris in the abdomen? This question was what we were to dispute in court.

First round: our defence team and witnesses were up; going against the Deanes School. With a confident cross of Chris Wheeler Imogen noticed his weaknesses and challenged them, even asking him to look at his statement. Saanvi, the second defence lawyer also provided an examination of her witness that illustrated the amount of practice we had all undergone, sealing the deal for the defence side. They proved Jo Goodwin innocent and Vandana walked free (after being locked in a glass box for most of this round). Second round: now it was our prosecution side's turn to attempt to prove Jo Goodwin's guilt. Despite being unsuccessful in this there were some stellar performances from our witnesses (Anna and Atiya) and lawyers (myself and Abhistha). Receiving no EBI's in this round, I confidently delivered my opening speech. Anna utilised her dramatic skill to cry on the stand as the alleged victim of assault. Atiya provided piercing comebacks during her cross examination and finally, Abhistha, the second prosecution lawyer, once again challenged her witness during her cross. If I say so myself- I believe this was the best performance of our prosecuting side so far!

Suspense. It built as certificates of participation were given out by the High Sherriff of Essex and the Royal Lieutenant. A pause. Anticipation grew. Pulses raced. In a Crown Court filled with six secondary schools, each with an abundance of outspoken, confident and outgoing students, the silence deafened. Waiting. More waiting. "And the winners are Colchester County High School for Girls!". We all erupted into raucous shrieking of pure excitement, yet there was an element of disbelief - the group of us reduced from professional women of the law to hysterical, giggling schoolgirls. Regional winners! We were crowned the best in Essex. All of us would be going through to the next round!

Here are some quotes from our team:

"It was a rewarding experience that I shan't forget, and I can't wait until the next round! It gave me an experience of what it's like to work in the area of law and provided further career opportunities!" – Esther Godwin (magistrate)

"*It was a great social experience and I made amazing memories!"*- Anna-Maria Birsan (witness)

"It was a good life experience and helped build a lot of critical skills and is good for thinking on your feet. In general, it was interesting to see how a court case might play out!" – Abhistha Kodam (lawyer)

"It was a really enjoyable experience, helping develop my note taking skills and teamwork!" – Kate Hodgson (court reporter)

"It was an amazing experience to see how a real court case panned out and how crucial every part is in a trial!" – Enaiyah Rashid (court artist)

"It was an incredible experience and a great opportunity to work together as a team on something we all worked so hard on. I will never forget it." – Willow Cross (usher)

As a group, we are all extremely grateful to Mr Paz for his dedication and for organising this experience and we also thank our Year 10 helpers. We look forward to preparing for the next round and engrossing ourselves in the forthcoming case and the world of law and order!



Colchester Rotary Club Young Artist Competition

Congratulations to Neili Onaya de Costa who won the KS3 section of the local heat of the Rotary Club Young Artist Competition this month.

The theme for this year was ‘Rebuilding Lives and Rebuilding Communities’. This is one of the three unifying themes Rotary International in Great Britain and Ireland (Rotary GB&I) is using to link all the service projects Rotary clubs undertake in and with their communities, and the people in them, locally, nationally and internationally.

The theme for the Young Artist Competition was simplified as ‘Rebuilding’ to allow young people to interpret the idea in their own way. The competition aims to encourage young people to:

- be creative
- develop skills in using traditional, contemporary or digital media
- demonstrate interpretation of the topic
- express personal ideas through a selected medium

Neili’s image depicted a phoenix which she thought was relevant to the theme as:

“A better person should rebuild themselves from their own past mistakes, just in the same way the phoenix is reborn from its own ashes.”



Neili’s work will now progress on to the District Finals of the competition and we wish her every success.

Updates from the PE Department

Netball



Year 7 are progressing well in the Essex Cup Competition. With some stand out performances against St Martins on 18 March.

We would like to thank all the students involved with netball this year, it has been a fantastic year for netball at CCHSG. Special thanks go to Sixth Form students Christa Ugorji and Gabrielle Ngah Ateba for all of their help at training sessions and matches.

Badminton



Both the KS3 and KS4 Badminton Teams won the County Round of the National Schools Badminton Championships and progressed through to represent Essex at the Regional Finals on Monday 18 March. All students involved were fantastic and displayed some outstanding skills. The KS3 team came 3rd overall in the region, which is a fantastic achievement, especially for the 3 Year 7s involved who were playing against teams made up of Year 9s! The KS4 team won all their matches on the day and were therefore crowned regional champions, they now go on to compete in the National Finals representing London and South East in April. Well done to all students involved.

Gymnastics

Our KS3 Gymnastics Team competed in the Essex & East Region Secondary Floor & Vault Team Gymnastics Championship where they placed 6th overall.



Basketball

Our Year 7 team placed 2nd in their 3v3 Colchester Tournament, with some stand out performances across the board. They showed great resilience, but sadly lost out on the title against Phillip Morant School. The Year 8 team are through to the Semi Finals for the Colchester Basketball League against St Benedict's.

Football



Our U15 Football Team have been competing in the English Schools Cup after making it through the first two rounds, they then beat the Alec Hunter School 9-0. Unfortunately, the students narrowly lost 2-1 against King John in a very suspenseful and competitive game where some excellent football was displayed.

Athlete in the Spotlight

Every half term the PE Department will be selecting 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…

EDEIGH IRVINE



CLUBs:
Complete Dance Studios/
Chelmsford Netball Club/ Valley green fc

TRAINING SCHEDULE: Netball & Football x1+match Dance varies

CURRENT STANDING: 4th place at the Dance World Cup in Braga, Portugal representing Team England and Elite Dance Champion

RECENT ACHIEVEMENTS:
- 1st place out of 21 competitors at the London Indoor Games at Lee Valley Indoor Arena (28 January 2024)
- 3rd place out of 14 at the South of England Championships with a Personal Best of 12.30m (14 January 2024)

LONG TERM GOAL: To be in the West End
To play for England Lionesses

INSPIRATION:
- Ella Toone

PRE-COMPETITION MEAL:
Rice Krispies

PTFA

PTFA CONTACTS:

Chair: Anni Cullen
cchsgptfa@gmail.com

Registered Charity No. 110464

PTFA Quiz & Pizza Night: Friday 26 April 19.00-21.30

Following the hugely successful sold out Quiz Night last year, we are pleased to invite you to 2024's PTFA Quiz & Pizza Night hosted by our fabulous regular Quizmaster, Julian Roper.

Tickets: (available via Classlist):

Family : £25.00 (2 Adults + 2 Children)
Adult : £10.00 (18 years and over)
Child : £5.00 (17 years and under

Ticket price includes vegetarian pizza, chicken wings/vegetable nuggets, garlic bread, onion rings and salad.

Teams of 6-8 or we can find you a team on the night. This promises to be an excellent event! Tickets are limited so please do book early to avoid disappointment





Nearly New Uniform and Revision Books Sale

The Spring Term's Nearly New Uniform Sale was held on Saturday 16 March and raised an amazing £1,262. The PTFA would like to thank all the volunteers who helped run the sale and our dedicated uniform team, without whom we could not continue to offer this invaluable service to our school community.

Uniform Team Appeal

The PTFA is urgently appealing for volunteers to join our friendly Nearly New Uniform team. After the summer term we will be losing a few integral members of the team, and so we are appealing for volunteers so that we can continue to offer good quality, affordable nearly new uniform to our school community. If you are interested in joining, please email cchsgptfa@gmail.com

CCHSG PTFA wishes all the CCHSG students, staff and their families a happy holiday break.

