CCHSG E-Newsletter

3 April 2025

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Executive Principal's Notes

We congratulate our colleagues at The Gilberd School which has been recognized in the recent Ofsted inspection as maintaining its outstanding status. The report highlights the dedication and ambition of the school leaders, who have successfully fostered an environment where students feel well-prepared for their next steps in education and life. The inspectors praised the deep, rich learning that occurs across the school and the constantly high quality of the work produced. The commendable balance between academic courses and activities and opportunities which support personal development, was also noted. "Many pupils take on responsibilities because they see the importance of making a contribution. This sense of commitment helps pupils develop into compassionate, confident young people, who are ready for life beyond school". Student behaviour and safeguarding were also praised, alongside the positive and focused learning environment. "Pupils are highly motivated and respect each other's right to learn. This helps create a safe, welcoming, inclusive culture where everyone is seen as equal and valued for who they are." You can read the full report here: HERE

One of the many benefits of being part of a Multi-Academy Trust like Alpha Trust, is the enhanced opportunity for collaboration among the partnership schools. This collaborative environment not only enriches the professional experiences of our staff by allowing them to share good practice and expertise, but it also provides our students with invaluable cross-MAT learning activities and opportunities. Collaborative working also fosters innovation and supports continuous improvement for all the schools across the partnership. Schools across the Trust also benefit from Trust membership in other ways. Economies of scale mean that together we can negotiate contracts and services that represent better value for money. Operating as a Trust we also have access to certain government funds, such as the School Capital Allowance, which has allowed improvements to facilities across the Trust schools.



Our parents and families are a crucial part of the CCHSG community. We are grateful to the many parents who take the time to support the school and the students by attending concerts, performances and information events. This half term

it was pleasing to see a full house at our annual “Evening of Languages” organised by Mme Ollite and the MFL Department. The event, which aims to promote acquisition of languages, featured performances highlighting just some of the many languages spoken by our students—there are over 40 in total. This enjoyable evening was a true celebration of the richness and diversity of cultures represented within the school. A further noteworthy event this half term was the day of workshop sessions delivered by the British Army Band. After a series of sectional string, woodwind, brass and percussion sessions and rehearsals, our musicians had the fantastic opportunity of joining the full band in a rousing performance viewed by students and staff. It was also pleasing to be able to talk informally with some of the many parents who attended the KS4 Curriculum Evening earlier in the month. The highly informative session was very positively received by the students, providing them with additional support in making decisions about their GCSE choices.

In the spirit of continuous improvement and innovation, our development of the school site continues at a pace. The major new building project over the upcoming months will be the creation of a second floor over the single storey ground floor extension. This will provide us with the welcome addition of four teaching rooms. We also have plans for the addition of a multi-gym for our staff and students, designed to promote fitness and wellbeing. Use of the tennis courts will also be extended by the provision of lighting, carefully planned to avoid any inconvenience to neighbouring properties. As part of our renovation efforts, we are pleased to inform you that the remodelling and refurbishment of the toilets in M school has been completed successfully. Moreover, the renovation of two sets of ground floor toilets in the main building is planned for the summer break. These new facilities, constructed as individual cubicles rather than partitions, to enhance privacy, have a clear line of sight from the corridor to prioritize safeguarding.

As we approach the end of another busy term, we are hugely grateful to all our staff for their continued dedication and commitment. The provision of additional revision sessions, academic mentoring, and extra resources have been invaluable in supporting our students as they prepare for their upcoming GCSE and A Level examinations. I also commend the students themselves for their hard work and resilience during this key time in their academic journey. It is great to see the whole school community working together to create an environment of support and encouragement.

We wish everyone an excellent Easter break.

Mrs Gillian Marshall MSc NPQH
Executive Principal & CEO



This year CCHSG students are fundraising for

The Catherine Bullen Foundation

Catherine was a CCHSG alumni who passed away suddenly in 2002 during her fifth year of medical training, in Namibia

The Foundation raises funds in her memory to support projects in rural Namibia which enhance health and education facilities

www.namibia-aid.org.uk

How We Can Help:

- **Donating via ParentPay for the non-uniform days this year**
- **Donating using the Catherine Bullen Foundation JustGiving page - see QR code or www.justgiving.com/catherinebullenfdn**

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

Colchester Teacher Training Consortium

Do you know anyone interested in training to teach primary or secondary with a local, Ofsted Outstanding provider? Graduates can qualify with a year's training and bursaries are available for some subject areas.



CTTC are holding an Open Evening on Thursday 24 April between 5pm – 7pm. The event will be an opportunity to find out more about the training programme with CTTC, financial support available (including bursaries) and advice for your application and interview. CTTC are also offering a series of online information events in March, April and May. These include specific events on primary and secondary teaching. Please visit the website for further information and to register your interest.

Apprenticeship Route into Teaching with CTTC

Trainees will be paid to train to teach Primary or Secondary by following the Apprenticeship route, whilst still following CTTC's highly rated training programme and having access to the fantastic support and opportunities CTTC provides.

Routes into Teaching

Do you have a Degree?
You can apply if you are currently studying towards a Degree.
Do you hold GCSE English Language and Maths at Grade 4/C or above?
Do you hold GCSE Science Grade 4/C or above? (for Primary teaching, 3-7 and 5-11)
GCSE equivalency tests are accepted.

Yes

Apply online via DfE 'Apply'.
https://www.gov.uk/apply-for-teacher-training
We offer four routes.

Would you like to gain some teaching experience?

Yes

Please contact us to arrange a school work experience in a consortium primary or secondary school

Tuition Fee

The tuition route fees are £9,200. Student Finance England offer loans and grants to help fund this. Bursaries and scholarships may also be available in certain shortage subjects.

On this route you will teach alongside a class teacher, four days per week and spend one day participating in our core programme, undertaking training and subject studies.

The course leads to QTS and a PGCE with Master's credits

Salaried & Apprenticeship

If you have relevant school experience or are already working as an unqualified teacher, you may be eligible for our Salaried route or apprenticeship.

Salary received will be at least the minimum of the unqualified teacher pay scale.

On this route you will teach a 50-80% timetable and spend one day per week participating in our core programme, undertaking training and subject studies.
The course leads to QTS with the option of a PGCE.

Assessment Only

If you are employed by a school and have been planning, teaching and assessing students for at least two years, you may be eligible for our Assessment Only route.

You must have taught in two different schools and be proficient in Maths and English.

CTTC is a partnership, which now extends to over 100 schools across Essex and Suffolk, who have been providing teacher training for the past 18 years. The consortium annually trains around 70 Primary and Secondary teachers from its base at CCHSG.

"Trainees benefit from the highest quality training and support" (Ofsted 2024).

The school centred programme allows trainees to gain Qualified Teacher Status (QTS) through a combination of taught sessions and practical on the job training in managing classes and planning lessons alongside colleagues in local schools.

"*Trainees value immensely the first class experience they receive, preparing them exceptionally well to take on their first teaching role"* (Ofsted 2024).

www.colchesterttc.org.uk
Email enquiries@colchesterttc.org.uk

Year 7 “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, one Christmas, by three ghosts who help him change his ways. Scrooge then reforms, and is able to improve the lives of others through his newfound generosity.

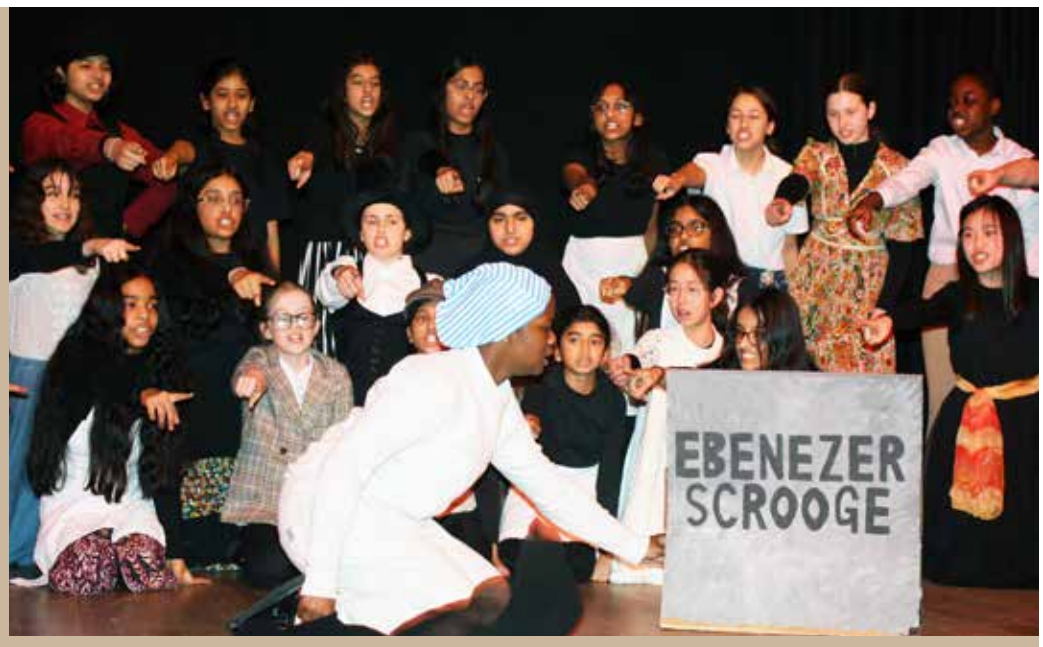
Like many of Dickens’ other works, “A Christmas Carol” was written as a work of social commentary. Dickens had a lifelong devotion to helping the underprivileged due to his own family’s experiences with debtor’s prison, which forced him to drop out of school as a boy and work in a factory.










EBENEZER
SCROOGE

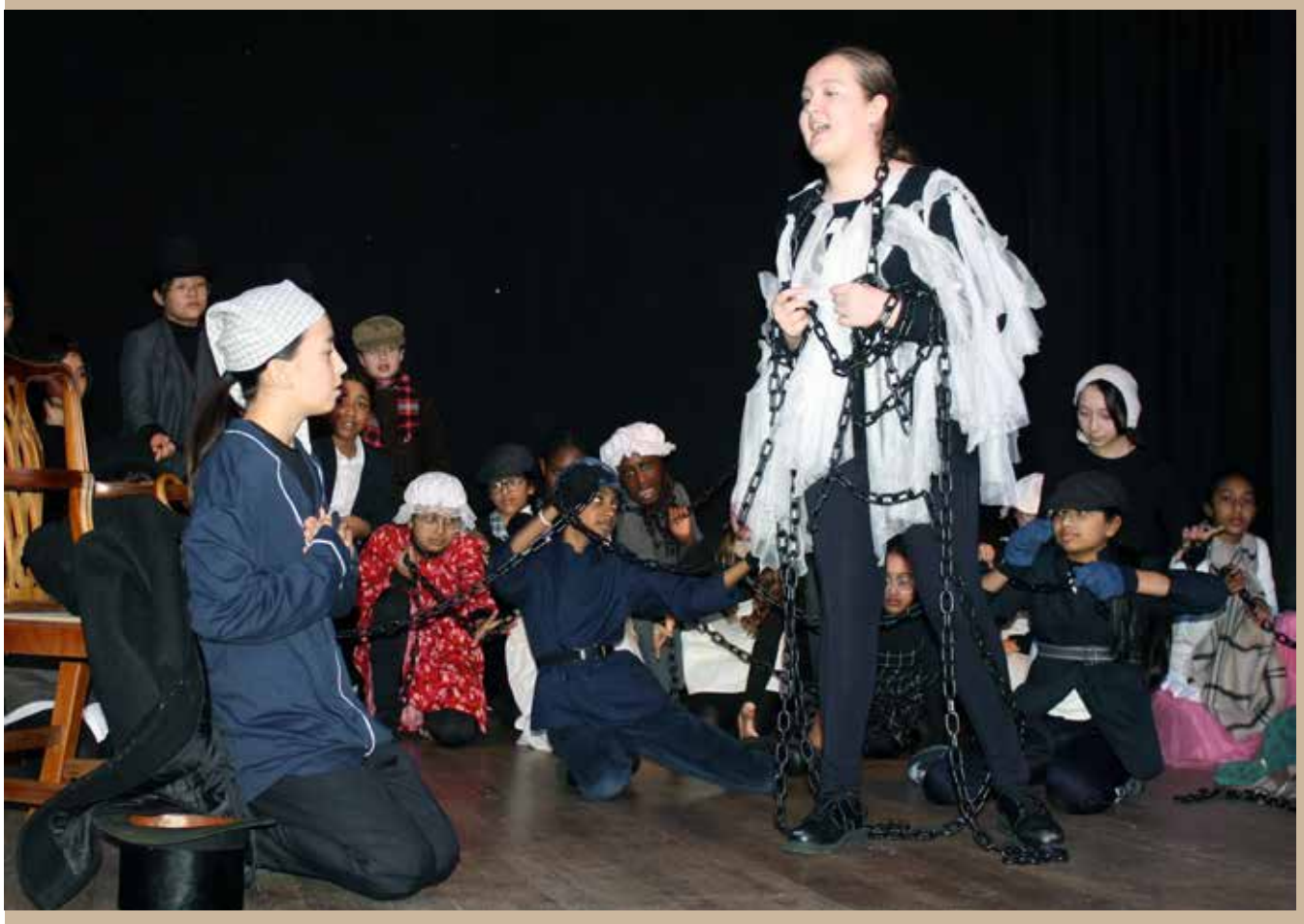














Year 11 History Trip to Hardwick Hall

Recently, Year 11 History students took a trip half way up the country to Derbyshire - to Hardwick Hall! Fun fact: If you are a Harry Potter fan, you may well recognise Hardwick Hall as the exterior and some interior filming of the Malfoy household!



As part of our GCSE History course, for Elizabethan England, it was imperative for us to learn about the architecture of the 1600s for our 16 mark question in the paper: “How the architectural designs of the Renaissance impacted the structure of the building in the Elizabethan period”, and “How wealth and innovation impacted the design of the house”.



Hardwick Hall is an example of an Elizabethan country house, built between 1590-97. With ‘more glass than wall’, the jaw dropping building



now owned by the National Trust was built for Elizabeth Hardwick, better known as Bess of Hardwick. A woman who married four times, the wealth from her marriages provided her the possibility of building such a home, with three floors each growing in height as you go up the house. Known for her intelligence, business mind and organisational ability, Bess certainly inspired students. The position of the house was remarkably beautiful; it was situated on a hill with panoramic views from each and every angle. Wide, winding staircases indefinitely tired us out, but the sights were worth it. Also, the gardens stretch out to what seems all the way back to Colchester, consisting of an orchard, vegetable and herb gardens, and green fields that seem to go on forever.

However, beautiful it is, it is also imperative to mention the intellectual design of the house. Completely filled with artwork, the paintings and tapestries allude to Bess’s persona. For example, the story of Penelope and Ulysses was depicted in the Great Chamber on the walls through frieze tapestries, mirroring Bess’s loyalty and sincerity. Importantly, Bess’s area of exercise and relaxation, the Long Gallery, again festooned with intricate artwork, was perhaps one of the most interesting rooms. It was built from oak timbers, that expand and contract depending on the weather!

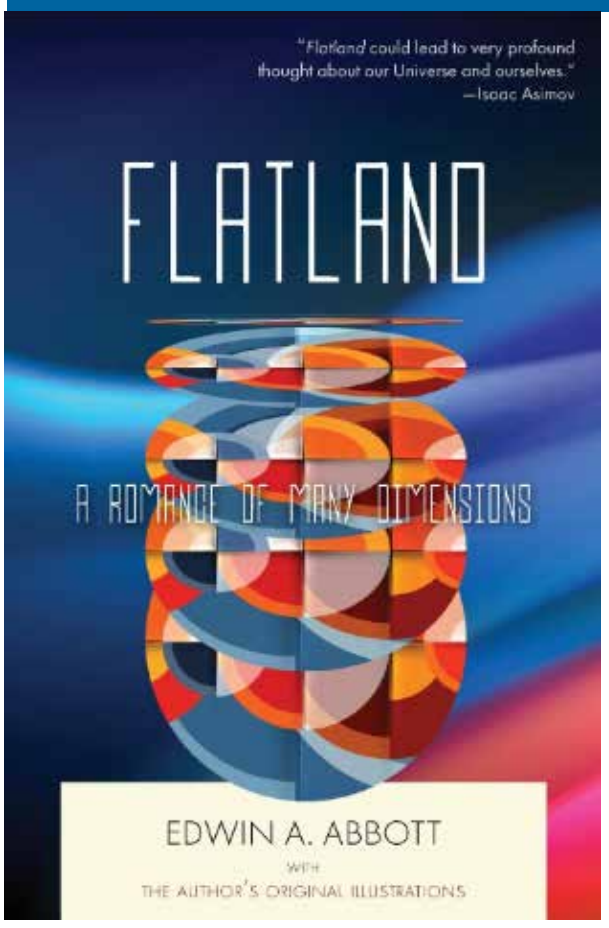
Despite the four hours drive both ways, everyone obviously found the trip really worthwhile. Feeling ‘’at peace’’ and ‘amazed at the clever detail’’ are some phrases uttered by those who were sleep deprived from the 6am start!

From the “ES” initials on the turret to her personal coat of arms at every entrance, Bess truly stamped her identity on Hardwick Hall so that visitors nearly 400 years later remember who IS the head of her household.

Gen Ahillan



Year 8 Maths Extracurricular Day: Exploring Flatland



On our recent Year 8 extracurricular day, the entire Year Group of 192 students, gathered in the main hall to delve into the fascinating world of Flatland: A Romance of Many Dimensions, a classic mathematical and philosophical novella by Edwin A. Abbott. The book explores a two-dimensional world inhabited by geometric shapes and offers a unique perspective on dimensions.

The story explores the limitations of understanding higher dimensions, as its inhabitants only perceive length and width, but not height. Through the narrative, Flatland illustrates the challenges faced when trying to understand dimensions beyond our own, such as the third dimension.

Learning about Flatland has several benefits:

1. Understanding Higher Dimensions: It helps grasp the concept of dimensions beyond the familiar three (length, width, and height), which is foundational in fields like physics and geometry.

2. Critical Thinking: It encourages thinking beyond the obvious, promoting creativity in problem-solving and perspective-taking.

3. Mathematical Visualization: The story enhances spatial reasoning, which is vital for disciplines like mathematics, engineering, and computer science.

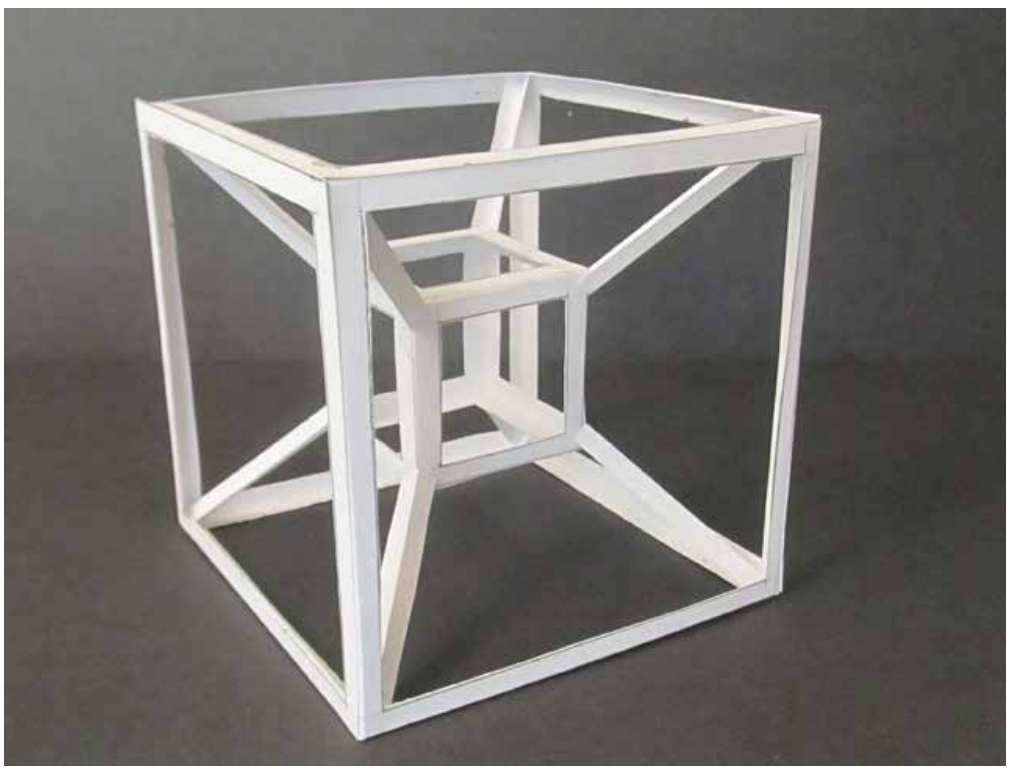
4. Philosophical Insight: It also stimulates philosophical inquiry into the nature of reality, knowledge, and perception.

In essence, learning about Flatland promotes both a deeper mathematical understanding and broader intellectual curiosity.

Throughout the day, students engaged in activities designed to help them explore the core concepts of Flatland. They considered what it would be like to live in a two-dimensional world, investigated how a 3D object might appear to a 2D being, and discussed the deeper themes of perspective, logic, and the unknown. The sessions encouraged curiosity and critical thinking, as students applied their mathematical knowledge to visualise and interact with dimensions beyond their everyday experience.

The event was a fantastic opportunity for students to see mathematics in a new light, blending creativity, problem-solving, and theoretical exploration. It was wonderful to see them so engaged in discussions and activities, broadening their mathematical horizons in an interactive and thought-provoking way.

We would like to thank Mrs Burnett for her hard work in making the day such a success.



European Youth Parliament

Congratulations to the Year 12 team who have made it through to the national European Youth Parliament Competition in Liverpool in July. EYP supports the development of young people into politically aware and responsible citizens by involving them in European political thinking and promoting intercultural understanding.

The national competition involves working as a team to create a resolution to an issue they have chosen. Delegates then take part in a general assembly where they debate the session's resolutions. Participants are judged on teamwork, ambassadorial qualities, development, and participation. The best school teams from each National Session are selected to represent the United Kingdom at International Sessions and Forums, held across the entire EYP network.

The European Youth Parliament is one of Europe's largest youth platforms for civic education, intercultural encounters, and the exchange of ideas. EYP is represented in 40 countries across Europe and around 25,000 young people take part in EYP events every year.

EUROPEAN YOUTH PARLIAMENT
UNITED KINGDOM

Cambridge University Hands-on Maths Fair







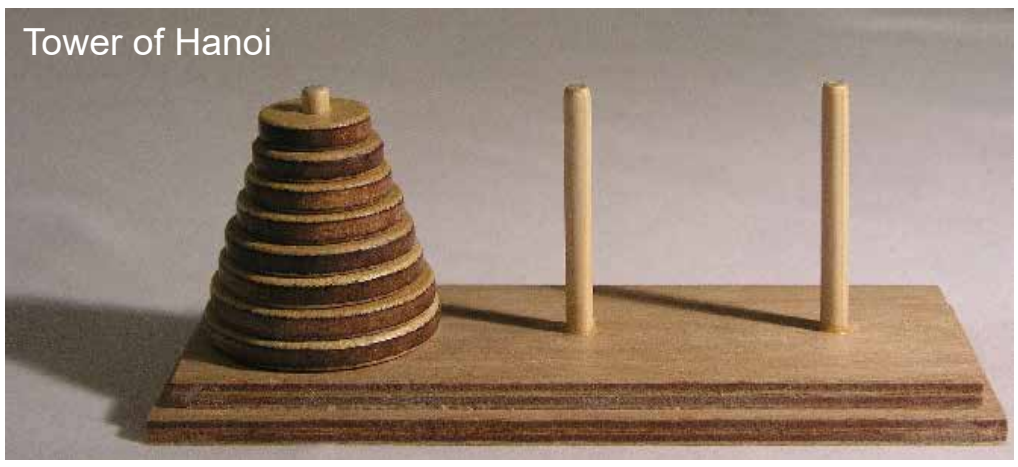


"A mathematician, like a painter or a poet, is a maker of patterns", said the famous Cambridge mathematician G.H Hardy.

Students, accompanied by Mr Adamson, worked with staff and students from the Cambridge University Department of Maths and Theoretical Physics, to explore creative thinking and reasoning and develop problem-solving skills with hands-on mathematical activities and games. The Hands-on Maths Fair is part of the 2025 Cambridge Festival.

Highlights of their experience included a workshop session with esteemed mathematician Charlie Gilderdale (well known for his work with the Millennium Mathematics Project — NRICH programme). Students undertook challenges and puzzles related to extending noughts and crosses to higher dimensions and different combinations of winning lines.

In the Department of Computer Science students met the computer scientists who run the well-known resource, Isaac Physics. They also explored how AI can help cure insomnia, and reduce stress and found out about technology that can measure heartbeat and breathing rate using an ear bud. Students were set challenging puzzles such as a binary search and tower of Hanoi.


Tower of Hanoi

In the Department of Material Science students learnt about gallium nitride and had a crash course on quantum tunnelling. They also looked into the development of LEDs and discovered how challenging making a blue LED is and why this won a Nobel prize. They looked at pieces of a jet engine and learnt about how the alloys were constructed. Students also enjoyed meeting the Department of Maths cat.

Students said:

"A multitude of enriching activities which contributed to my appreciation of maths"

"It was a great opportunity and I would love to go again!"

"Isaac Physics stickers were great"

"Great day out with Pi Club!"

Our thanks to Mr Adamson for organising the trip.

UNIVERSITY OF CAMBRIDGE

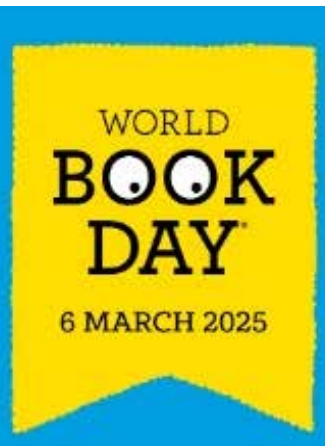
World Book Day

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. CCHSG English Department organised a range of activities to celebrate and share a love of reading. Staff dressed up as their favourite book characters.









Working as Form Groups, students were invited to enter the CCHSG Book Diorama Competition. Using only recycled materials, they produced some amazing models – including an actual cake! The winners were:

Best Y7: 7H (Mr Men and Little Miss)
Best Y8: 8H (A Series of Unfortunate Events)
Best Y9: 9H (crime genre)
Best Y10/Y11: 10O (A Little Mermaid)
Best Y12: 12E (A Good Girl's Guide to Murder)
Best Y13: 13E (Where's Wally?)

There are also individual prizes for creativity, including best use of edible materials (8S, for their Roald Dahl inspired diorama), most creative (9S, creating a visual representation of Alice falling down the rabbit hole) and most current (13H, for an up-to-date diorama of Peppa Pig). The overall winner, demonstrating a brilliant use of recycled materials and teamwork is 10L for their Lorax diorama.















Sara Minocha (English Ambassador)

In honour of World Book Day, the English Department came together and created a whole week of fantastically fun festivities to commemorate the occasion and encourage us to venture into the wonderful world of reading!

All over the globe, World Book Day is an annual tradition kept alive by everyone and anyone who loves to enjoy a good book. At CCHSG, students were given the opportunity to participate in a “Book Lanyard Challenge” which was an inspired way to encourage us to find out more about books that pique our interest and to talk to others about books. We ventured around the school, enquiring about different teachers’ favourite books; this allowed us to bond with our teachers and peers whilst also developing a love of reading! It was a challenging task, but it was amazing to go around the school and talk to all the teachers - and get some new books on my wish-list! For the whole of Year 8, this was a great way to de-stress during exam week. The Lanyard Hunt had over 180 participants, with 59 overall winners.

Another celebration of World Book Day was when all the English Ambassadors were tasked with creating a World Book Day quiz. Each Year Group’s English ambassadors collaborated on one round of the quiz, and this allowed us to get to know each other better and share our knowledge with the whole school.











GCSE & A level PE visit to Essex University

On Monday 3 March, the Year 9 GCSE PE and Year 12 A level PE students went to Essex University School of Sport, Rehabilitation and Exercise Sciences to participate in a session on performance profiling and injury screening. The day involved many fitness tests which allowed students to see their scores for many different components of fitness such as flexibility, balance, speed, agility and many more. Students had an excellent insight into the university and learnt about many different careers that sport can lead to. The School of Sport, Rehabilitation and Exercise Sciences (or SRES) provides industry-led degree programmes that are driven by research excellence and real-world application. SRES offers a wide range of taught undergraduate and postgraduate courses, postgraduate research programmes, and continuing professional development opportunities in sport and exercise science, sports psychology, strength and conditioning, sports performance and coaching, physiotherapy, and sports therapy.

Year 9 GCSE PE
Anantashree Arun

Upon my arrival Essex University I was impressed by the vast beautiful campus and state of the art sports facilitates. I enjoyed my time there as the staff were lovely and welcoming. As it is a campus university, another highlight of the day was sitting near the beautiful lake and eating my lunch with my friends and wandering around the shops and food area.

Throughout the day we did a range of fitness tests such as the hand grip test, reaction time test, vertical jump test and many more. My favourite was probably the balance test where we had to stretch our legs on a large ruler like machine to measure our flexibility whilst maintaining balance. Just before we left the university, we were also given university branded water bottles to remember our time there. Overall I really enjoyed the day and looking around the university!

Year 12 A level PE
Samantha Yearwood

The sports screening trip to Essex University was an incredibly engaging experience that provided valuable insights into the mechanics of various sporting activities. Through hands-on demonstrations, we were able to analyse the biomechanical aspects of performance. This practical exposure not only enhanced my understanding of how athletes optimise their abilities but also emphasised the importance of injury prevention and rehabilitation in sports. Overall, the trip was both educational and inspiring, deepening my appreciation for the science behind athletic performances.

My experience at Essex University
Saanvi Agrawal

Visitng the SRES was an enlightening experience. As we arrived on the campus, we were welcomed by the team and were talked through a presentation about the facilities and opportunities available at the university. After this, we began a range of fitness testing that we are unable to carry out at school. After successfully completing the fitness tests, we were taken on a tour of the campus and used some of the facilities in the sport science school.

All in all, I think the most memorable experience that I gained from this trip was the introduction to higher levels of education with P.E. I also enjoyed pushing my friends across the floor as we tested each other's quadrilateral strength. Overall, I think I gained a lot from this opportunity.







Chisola Chitambala from “The Apprentice” visits CCHSG



Journey from Failure to Success

Students from Years 9 to 13 had the incredible opportunity to attend an inspiring talk by “The Apprentice” contestant Chisola Chitambala.
She shared her remarkable journey, from struggling with her A levels to becoming a children’s nurse and eventually stepping into the world of business. Her story was one of resilience, determination, and self-belief, showing us that setbacks do not define our future. Instead, she encouraged us to view failures as stepping stones to success, reminding us that perseverance and hard work can lead to incredible opportunities.

“*One of the key things I hope to prove to myself is my ability to consistently step outside my comfort zone and thrive in unfamiliar and challenging business situations. I want to demonstrate that I can navigate uncertainty with confidence, tackling tasks head-on even when the path forward isn’t immediately clear.*”
Chisola Chitambala

During the session, we had the chance to ask Chisola questions about her experiences, including how she stayed motivated when things didn’t go as planned. She spoke openly about the challenges she faced and the lessons she learned along the way, offering valuable advice about school, career choices, and life in general. Her words resonated with many of us, particularly her emphasis on believing in ourselves and never letting fear hold us back.
The talk left us feeling empowered and motivated to take control of our own futures, knowing that setbacks are just part of the journey. We are incredibly grateful to Chisola for sharing her story with such honesty and encouragement.

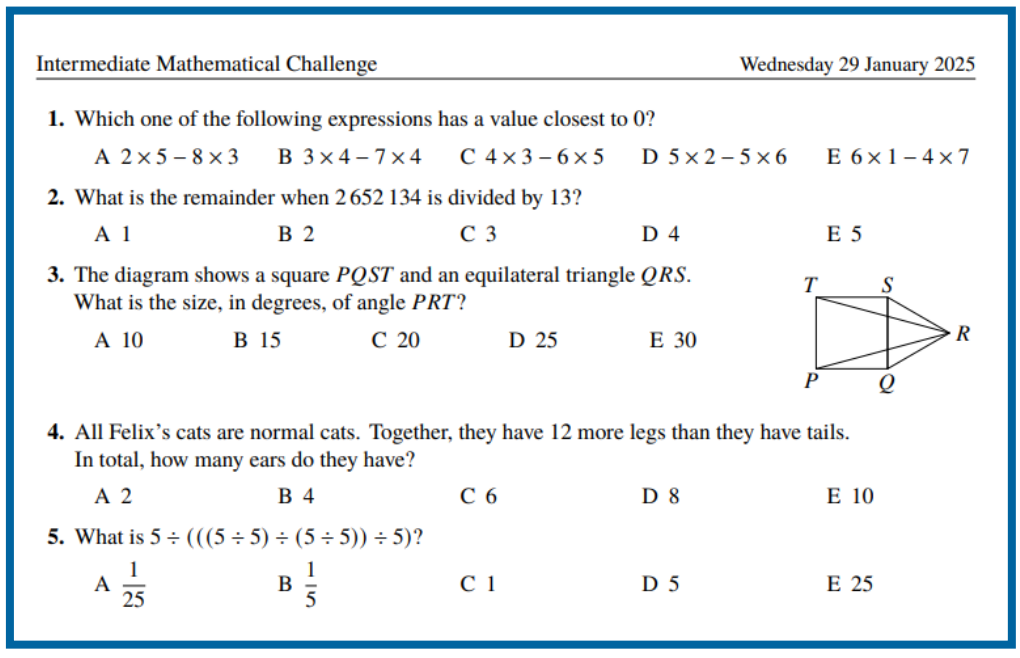
Remember the words of Walt Disney: “The way to get started is to quit talking and begin doing”. A huge thank you also goes to Mrs. Knight for organizing this amazing experience—we all left feeling truly inspired!
Nora Leugue-Yomba, Year 11



UKMT Intermediate Challenge

Year 10 students at CCHSG did fantastically well this year’s UKMT intermediate challenge achieving 20 Gold, 44 silver and 61 Bronze awards. The United Kingdom Mathematics Trust (UKMT) awards certificates in the ratio of 3:2:1 to the top-scoring 50% of participants in the Intermediate Maths Challenge (IMC). This means that roughly 8% of entrants receive Gold, 17% Silver, and 25% Bronze.

IMC involves a 60-minute, 25 multiple choice challenge. It encourages mathematical reasoning, precision of thought and fluency. The problems on the Intermediate Maths Challenge are designed to make students think, most are accessible yet still challenge those with more experience. Congratulations to the 18 students who qualified for Pink kangaroo, which took place on 20 March.



Intermediate Mathematical Challenge — Wednesday 29 January 2025

1. Which one of the following expressions has a value closest to 0?

A $2\times5-8\times3$ B $3\times4-7\times4$ C $4\times3-6\times5$ D $5\times2-5\times6$ E $6\times1-4\times7$

2. What is the remainder when 2 652 134 is divided by 13?

A 1 B 2 C 3 D 4 E 5

3. The diagram shows a square $PQST$ and an equilateral triangle QRS.
What is the size, in degrees, of angle PRT?

A 10 B 15 C 20 D 25 E 30

4. All Felix’s cats are normal cats. Together, they have 12 more legs than they have tails.
In total, how many ears do they have?

A 2 B 4 C 6 D 8 E 10

5. What is $5 \div (((5 \div 5) \div (5 \div 5)) \div 5)$?

A $\frac{1}{25}$ B $\frac{1}{5}$ C 1 D 5 E 25

National Apprenticeship Week



Apprenticeship Week, held from 10-14 February, prompted an engaging and informative series of events here at CCHSG designed to raise awareness of apprenticeship opportunities, particularly degree apprenticeships. With the support of our student careers team, Sai Mogudampally and Anna Bamford, activities aimed to deepen students' understanding of apprenticeships, encouraging them to consider alternative routes to higher education and career success.

Each day of the week, students participated in different apprenticeship-themed Tutor Group activities, designed to introduce students to the many opportunities that apprenticeships offer, while also helping them understand the benefits of pursuing vocational training alongside academic qualifications. The sessions were designed to provide practical, real-world knowledge, sparking interest and allowing students to explore various career pathways.

On Thursday, 13 February, when we welcomed a number of guest speakers to engage with our students.



Mark Hurworth – British Army Lead Recruiter for Senior Talent in the South East of England

Mark delivered an inspiring talk about the Army Scholarships available to students. He explained the variety of opportunities within the army, the benefits of joining, and the support provided to those who pursue a career with the armed forces. Students learned about the pathways into senior roles through apprenticeships and scholarships, broadening their perspective on alternative career routes.

Degree Apprenticeship Talk with CBRE Group

CBRE Group, Inc. is the world's largest global commercial real estate services and investment firm. Three current degree apprentices Nanak Bahl, Anna Hill, and George Foyle spoke to students in Years 10-13, offering first-hand insight into degree apprenticeships.



CCHSG alumni Layla Hackett, shared her experiences of completing a degree apprenticeship with Arup

The final day of Apprenticeship Week featured a talk from former CCHSG student Layla Hackett, who shared her experiences of completing a degree apprenticeship with Arup. Arup is a global engineering and sustainable development consultancy with a focus on the built environment. Layla gave an inspiring presentation on her gap year experience and how it helped her in her apprenticeship journey. She emphasised the importance of gaining real-world experience, building skills outside the classroom, and the value of working while studying towards a degree. After the talk, Layla joined us for a lunchtime drop-in question and answer session, where students had the opportunity to ask her questions about the degree apprenticeship process, the benefits, and how to make the most of this pathway. Layla's presence was particularly impactful as a role model who has successfully navigated the world of degree apprenticeships.

Throughout the week, subject teachers signposted degree apprenticeships in their lessons, connecting degree apprenticeships with academic disciplines and career paths. Teachers highlighted the relevance of vocational training within their subject areas, providing students with a clear understanding of how they could pursue further study and work experience simultaneously. Students found the week was both informative and helpful, leaving them feeling more confident and knowledgeable about degree apprenticeships and how to pursue them.



A Week at LSEG: Insightful Work Experience

During last half term holiday, two of our A Level Economics students, Millie McLean and Anuji Madanayake, were given the incredible opportunity of spending a week on work experience at the London Stock Exchange Group (LSEG). This prestigious organisation is a leading global financial markets infrastructure and data provider that operates connected businesses to serve customers across the entire financial markets chain. The students gained valuable insights into the world of finance, trading, and market operations.

Throughout the week, Millie and Anuji were immersed in a range of activities that helped them understand the complexities of financial markets. They had the chance to work alongside professionals in various departments, from market analysis to risk management, and participated in real-world discussions about economic trends and the impact of financial decisions on both a local and global scale. One of the highlights of their time at LSEG was shadowing a team of market analysts who gave them an insider's perspective on how data is used to predict market movements. They also learned about the role of stock exchanges in global trade, the importance of financial regulation, and how technology is transforming the financial industry.

Both Millie and Anuji were particularly fascinated by the high-stakes environment of the trading floor and the fast-paced nature of decision-making in the financial world. The experience also allowed them to see how their classroom knowledge in economics could be applied in real-life scenarios, reinforcing their passion for the subject and sparking an interest in pursuing finance-related careers.

Reflecting on the experience, Millie said, "It was an eye-opening week that gave me a deeper understanding of how markets function and the economic forces at play. I'm excited to bring back the insights I've gained into my studies and future career plans."

Anuji shared, "The opportunity to work alongside experts in the field was invaluable. It really made me appreciate the depth of knowledge and skills required to thrive in the financial sector."

Both Millie and Anuji are grateful for the experience and would like to thank LSEG for the opportunity to learn in such a dynamic environment. We look forward to seeing how their work experience will influence their future academic and career aspirations.



LSEG

Careers Week



National Careers Week from 3-7 March provided a focused opportunity for subject staff to outline progression routes within their subject areas. We also invited a number of guest speakers to deliver talks to our Year 9 to 13 students at lunchtime in the Lecture Theatre. We are very grateful to our speakers for providing students with invaluable insight into their career pathways and working life.

Tuesday: Physiotherapist, Bethany Diggins
Wednesday: Architect, Julia Cameron
Thursday: F1 Engineer, Abbie Wallace
Friday: Financial Advisor, Matthew Hill

The National Careers Service provides high quality, free and impartial careers advice, information and guidance. Available to anyone aged 13+
nationalcareers.service.gov.uk/

National Careers Service
Helping you take the next step

Evening of Languages

At CCHSG we are proud to have students speaking over 40 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. Students celebrated with an evening showcasing linguistic and cultural diversity.

Acts included: Year 13 Rock Band, Year 12 French Students, Les Cancannettes, Les Choristes de Year 7, Chinese Club, South Asian Society, Afro-Caribbean Society, German Club, Spanish Club and K-Pop Dance Club alongside other solo and group performances. We thank all the staff involved. Particular thanks go to our language assistants who worked with the groups and Mme Ollite, who co-ordinated the show.

Language, Culture & Diversity Week



17-21 March, 2025

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 Throughout the week	Starters: Cross-Curricular activities
MFL lessons Throughout the week	Cultural and Enrichment activities
Lunchtime Clubs **Special editions** Activities start 1.40 prompt – all welcome	**Monday:** Design and fill your Schultüte with Mrs Armour in T10 **Tuesday** : Make your own Poisson d'Avril with Mlle Prévost and Fantine in G7 **Wednesday**: Get your mask ready for the Italian Carnival with Miss Picciau in T11 **Thursday**: Discover Chinese Flower painting with Mr Page and Regina in the Art Block **Friday**: Enjoy a tour of Latin America with Miss Picciau in T10
Evening of Languages 19 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, the South Asian Society, K-Pop Dance Club, the French Club, the Spanish Club, the German Club, the Chinese Club and many more. Tickets free – book via https://www.trybooking.com/uk/ELVV












Ce Soir
CHAT

















Why Study Languages? Hear from our Alumni

Poppy: French & Spanish University of Cambridge

I honestly cannot recommend languages A Level enough. The improvement in my speaking was so satisfying and rewarding, and I had so much support and encouragement from my teachers. The course is very useful for real life conversation, and we studied a book and film which I really enjoyed. Looking back, my French classes were a highlight of my week. The small class sizes meant we had lots of time for interesting discussion. I have always loved doing French outside school and I think it's a good way to connect different countries.

Megan: Law Queen Mary University of London

I left CCHSG in 2023 having studied French, English Literature and History at A Level. I am currently studying Law at Queen Mary University of London. Although French is not a part of my degree, it remains a part of my life as I use the skills developed throughout my A Level to read books and watch television series to relax in my free time. I have found that the skills learnt during my French A Level have been the most transferable to my everyday life by aiding my analysis of texts, which is vital in my degree.

Riannon: 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 am training to become a journalist. I know the language skills I learnt at CCHSG will continue to expand my horizons going forward.

Ellee: French & Linguistics, University of Oxford

I left CCHSG in 2020 with A Levels in French, Psychology, and Biology. The knowledge I gained during my French A Level has been super helpful and applicable. The exposure to literature and film gave me a good base to further expand upon through my degree, and gifted me with the opportunity to enjoy novels in another language. During my year abroad, I made unforgettable memories and friends for life, and that would not have been possible without the French A Level starting it all off. When I moved to Paris I stayed in the apartment of a friend who I had first met in Year 12, when we were paired through CCHSG's French Exchange programme!

Year 13 Certificate Tea

We were delighted to host some of our Class of 2024, who returned to CCHSG to catch up with staff and students over tea and cakes, while collecting their A Level certificates. Several of the group will be coming back in to school over the coming months to share their experiences and insights with our current students.



English Speaking Union - Shakespeare

To the future potential contestants, who I would like to influence to embrace their love of Shakespeare:

I am Anishka Shrivastava from 8L and on the 6 March 2025, I was fortunate to represent CCHSG in the English Speaking Union's Performing Shakespeare Competition at Brentwood School. It was an incredible experience during which I performed my monologue, 'Is this a dagger?' (from Shakespeare's "Macbeth") in front of an audience of judges, parents and contestants.

There were five other schools with a total of 16 other participants, who performed speeches from various Shakespeare plays. It was highly competitive and it was a joy to see the dramatic expressions and emotional actions that were used to convey the various interpretations of Shakespeare's representation of issues in his society: in my case, corrupted ambition. In addition, I am delighted to say that I am one of only three contestants to move on to the Regional Finals, where I will face many other talented performers!

I would like to express my thanks to Mr Paz and my parents for supporting me throughout my journey.

Anishka Shrivastava (8L)

ENGLISH-SPEAKING UNION

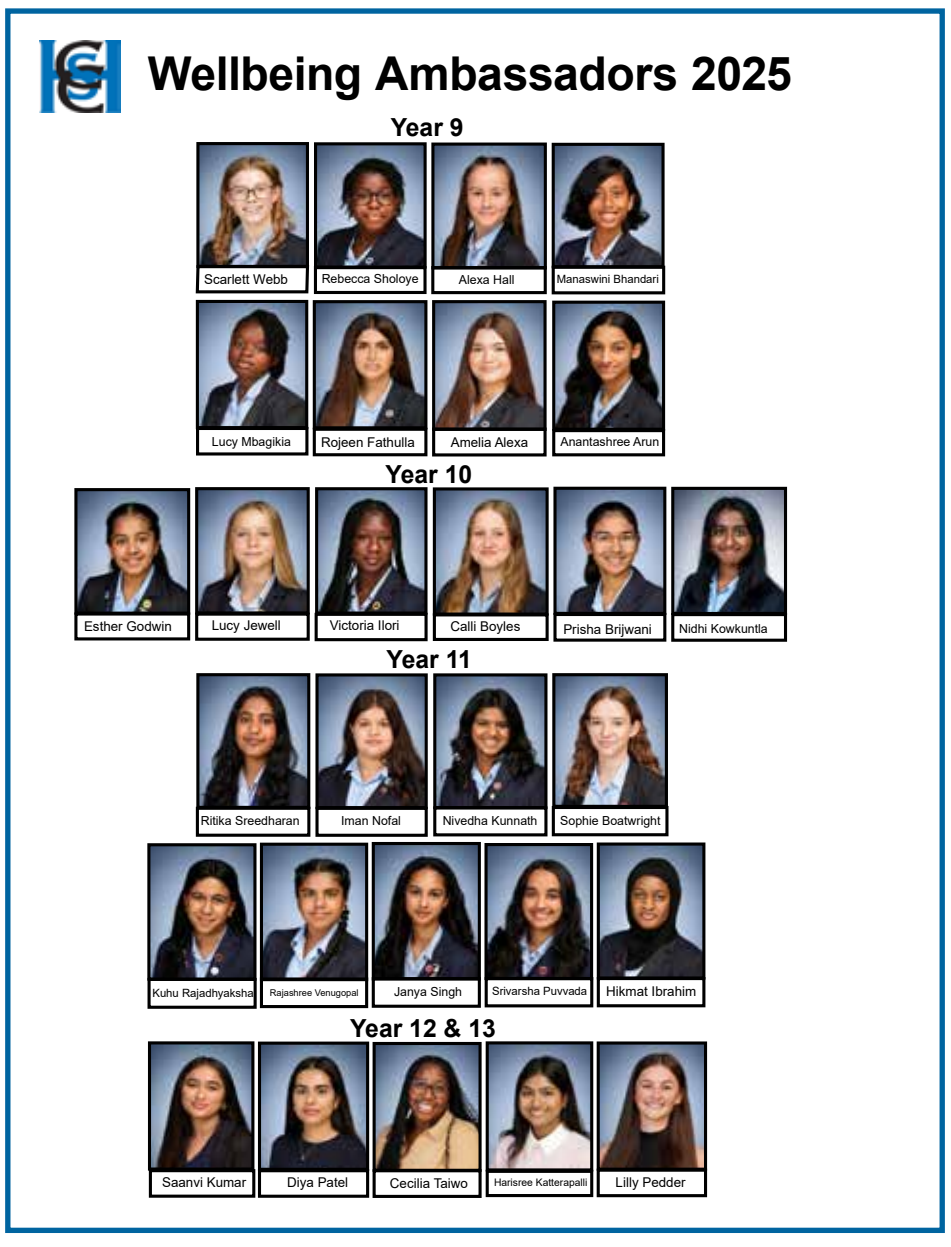
discovering voices



Wellbeing Ambassadors

The CCHSG Wellbeing Ambassadors work to promote positivity and supportive attitudes across the school. Mindfulness is a strategy that some people find helpful.

Mindfulness is a mental state that is achieved by focusing your awareness on the present moment while calmly acknowledging and accepting your feelings, thoughts and bodily sensations. It involves paying attention to what is going on inside and outside us, moment by moment. It's easy to stop noticing the world around us and lose touch with how our bodies are feeling due to the of stresses of everyday life. A key part of mindfulness is being aware of our thoughts, feelings and being able to reconnect with our bodies. We can do this by paying attention to the sights, sounds, smells and tastes of the present moment. By being aware of the present moment, it can help us to enjoy the world around us more and understand ourselves better, which will lead to a more positive mental wellbeing.
You can be more mindful by doing simple things such as: take a mindful break, practise some breathing exercises, go for a walk, some mindful colouring, practice some yoga or even just recite some positive affirmations. With exam season approaching make sure to take time for your mental health and practice some mindfulness to ensure positive mental and physical wellbeing. – Janya Singh



Crime Scene Forensics in A level Psychology

Year 13 Psychology students were met by POLICE DO NOT CROSS tape for an afternoon of crime solving in a re-construction of a crime scene in G23. Mrs Phillips guided each class step by step to explore what it could be like as a Forensic Investigator to put learning into practice as part of the A Level Psychology specification.

Forensic psychology is about the psychology of crime. This A Level psychology topic looks at explanations of why people commit crimes, ways of using psychology to catch criminals, and the psychology of punishing crime and preventing criminals from reoffending:

- Offender profiling
- Biological explanations of criminal behaviour (including genes, and neural factors)
- Psychological explanations of criminal behaviour
- Dealing with criminal behaviour (including custodial sentencing, behaviour modification, anger management, and restorative justice)



Here are some quotes from the Year 13s explaining their experience of the role play during their practical lesson activity as the crime unfolded:

"Together we led an investigation into the murder of Deid Mann. Confronted with the crime scene, we collected forensic evidence such as DNA samples and matched fingerprints to our suspects. After interviewing a range of suspects and collecting qualitative data, we were successfully led to the motive of the crime, and correctly identified the murderer."
Lilly Pedder (Lead Inspector)

"It was a great experience in learning how forensic psychologists would handle evidence and analyse them! Having the chance to interview witnesses meant that we could practice techniques (like recreating the scene by asking them to describe what the party was like) and by working as a group, we could split up into gathering information from the scene and from the testimonies. It taught me that (if there is a next time) using the 'top-down' approach might be better in creating a profile for the killer, such as who was most likely to create a disorganised crime scene."
Ayur Kelzang (Lead Inspector)



"As the forensic pathologist, I was responsible for collecting the evidence gathered from the police detectives and analysing it to see if we could gather clues from the crime scene. It was interesting to see all the ways evidence could be collected and processed, from fingerprint analysis to the autopsy report, as more aspects of the crime began to unravel."
Irede Okubadejoi (Forensic Pathologist)

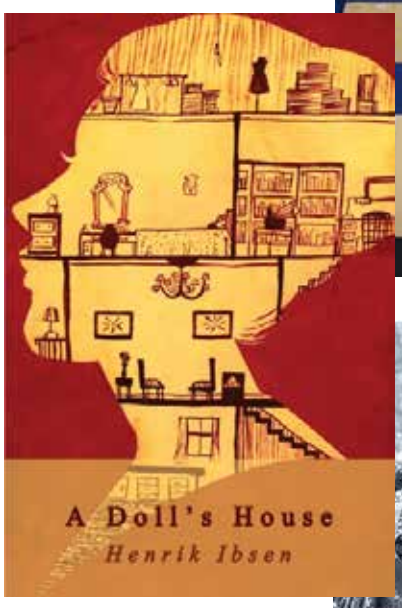
"My crime was displayed to the class and they had to use forensic psychology knowledge to interview me and use the clues to trace the crime back to me. They had to avoid my genius red herrings and analyse evidence efficiently to solve the case."
Maddie Strevens (The Murderer)



Owen Teale Visits CCHSG



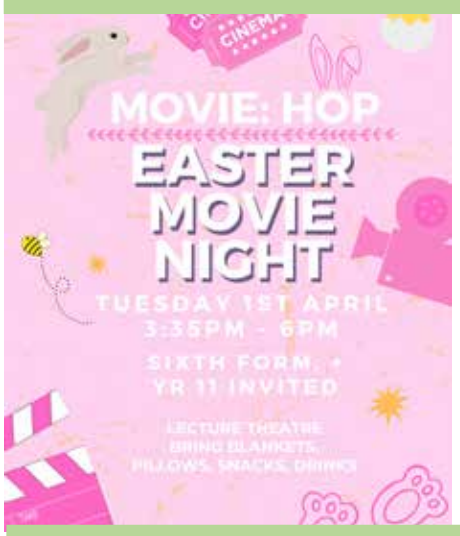
On the 28 February, Owen Teale, best known for his role as Alliser Thorne in TV show *Game of Thrones* came to CCHSG to talk to our English Literature A Level students. One of our topics in English covers the play "A Doll's House" by Henrik Ibsen, published in 1879. Owen Teale played one of the main characters, Torvald Helmer in Anthony Page's 1996 production of "A Doll's House" which debuted in the West End and then progressed onto Broadway in April of 1997. For this role, Teale won a Tony Award for Best Featured Actor in a Play. He gave us insights into how he developed the character of Torvald, while also sharing funny stories of productions and his own thoughts and feelings about the play itself as well as its characters.





Students had the opportunity to ask questions about his experiences and he responded with very thoughtful answers, expressing his interest in our studies. We had many interesting topics of discussion, one of which was debating whether Kristine was in the wrong for allowing Helmer to find out about the forgery, when Nora had been nothing but a good friend to her. His insight gave us all some good critical quotes for the character of Helmer, while also allowing us to understand the character more in depth. Special thanks go to Miss Watling for organising this opportunity.

Movie Night



On Tuesday 1 April from 15.35 the Sixth Form hosted a movie night featuring Easter movie "Hop".

All Sixth Form and Year 11 students were invited to attend. It was great to see the lecture theatre full of students, relaxing and enjoying snacks and popcorn. The Movie Night was a new initiative this year, but it has now become very much a part of the Sixth Form, and Year 11, calendar. More events will be planned in the autumn term.



Charity Fundraising

This year CCHSG students are fundraising for The Catherine Bullen Foundation. Catherine was a CCHSG alumni who passed away suddenly in 2002 during her fifth year of medical training, in Namibia. The Foundation raises funds in her memory to support projects in rural Namibia which enhance health and education facilities www.namibia-aid.org.uk

Mr and Mrs Bullen are regular visitors to CCHSG, presenting the annual Catherine Bullen Memorial Prize to a Year 13 student who is progressing on to medical training.



Music at CCHSG

School Rock Prom – Friday 14 March



Dusk is CCHSG's rock band which has been rehearsing weekly since September 2023. The band is composed of five Year 13 members - Ira Saxena and Martha Simpkins who are the singers, rhythm guitarists and pianists, Sophia Manjura on lead guitar, Maisy Brookes on bass guitar and Katie Shine on drums. The band recently headlined the School's Rock Prom at Colchester Arts Centre, playing a 15 minute set, and their performance was a raging success, resulting in the audience requesting an encore of "Smells Like Teen Spirit." Later this year the band will be returning to B-Fest for a performance.



As the previous winners of the B-Fest competition in 2024, they were awarded a £100 cash prize and the opportunity to open for the sold out Festival this year. This will be the bands last time performing together before future academic pursuits.

British Army Band Workshop – Thursday 20 March



CCHSG Concert Orchestra had the fantastic opportunity of performing with the British Army Band on Thursday 20 March. This also allowed students to learn more about the Royal Corps of Army Music, as well as play alongside professional, working musicians.

The Royal Corps of Army Music is the public face of the British Army and supports National and Defence interests around the globe, where its specialist musical abilities cross international languages and cultures. These specialist musical capabilities include symphonic wind bands, mounted band, brass bands, string orchestra, rock and pop groups and fanfare trumpeters. The musicians have performed in many well-known concert venues including the Royal Albert Hall, as well as marching through towns and cities, Beating the Retreat and performing at State Ceremonial occasions.

THE ROYAL CORPS OF ARMY MUSIC

ARMY



Students had a full joint band rehearsal, followed by a sectional rehearsal. They then rejoined together to rehearse and perform a concert to all students in Year 7. This allowed our musicians to perform the pieces that they had learnt during the day, including "The Lion King Medley" and "The Great Escape". We thank all the British Army musicians involved in the day for providing the students with such an interesting and memorable experience.

Psychology Trips

Jack the Ripper Walking Tour & Bow Street Police Museum

A level Psychology students undertook a Jack the Ripper Walking Tour around the Whitechapel area and visited the Bow Street Police Museum for a lecture and workshop on Crime and Punishment.

It was a fun experience going on the tubes as a group, since it put the importance of location more into perspective, so I better understood geographical profiling when doing the Jack the Ripper walking tour. The tour itself was very interesting, especially as the tour guide was engaging and good at explaining the details of what happened during the “Autumn of Terror.” Having a visual aid also added to the experience, since it helped us understand how scary it must have been at the time - particularly the drawing of the murder scene of Mary Jane Kelly. It all helped in explaining how criminal profiling at the time was difficult, so it made me appreciate the methods we use today (such has identifying fingerprints).

The next part of our journey was the Bow Street Police Museum, where we had the chance to read about the past policing efforts (like special constables who were picked at random to serve) and present that information to the group. We could also look around the cells and hear from videos of former police officers about their experiences- like how they used to 'walk the beats'. It was impressive seeing the court dock where famous people once stood, like Oscar Wilde! Not to mention, walking around Covent Garden and eating lunch with friends in the sun was also quite nice. Overall, this field trip benefitted me a lot in helping me understand the development of criminology over time.

Ayur KelKang in Year 13

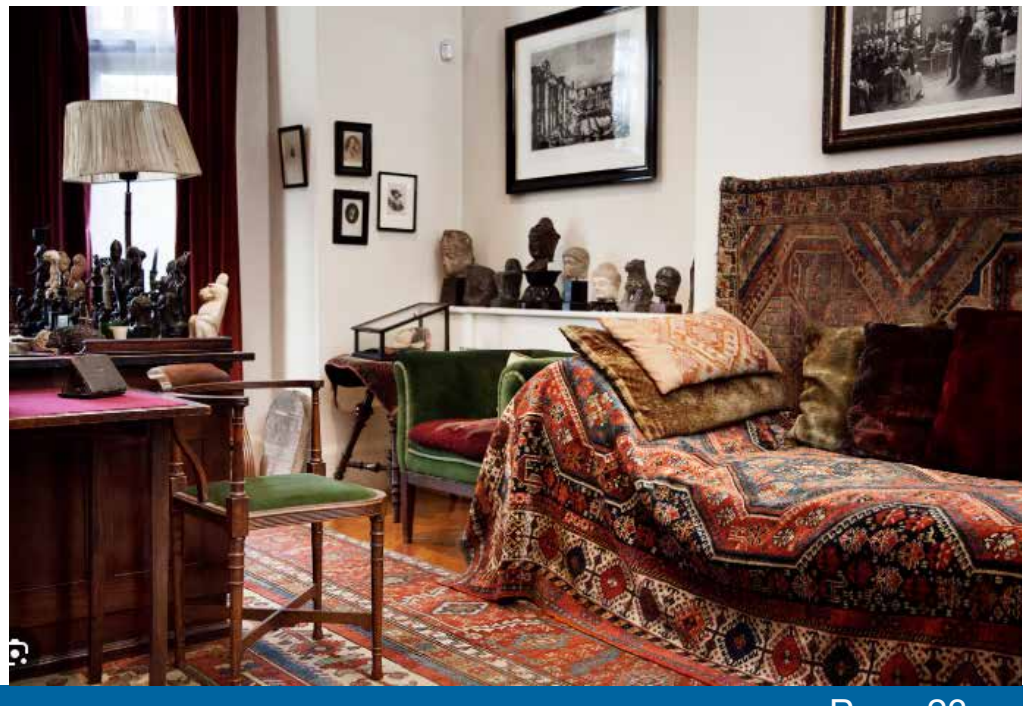
GCSE Psychology - visit to the Freud and Bethlem Museums

We started our day bright and early, travelling up to the Freud Museum (the house where Sigmund Freud spent his final years.) Immediately, everyone was stunned by the beautiful exterior and interior. Walking through the house was a one of a kind experience, especially as we had the pleasure of seeing Freud's couch, often regarded as one of the most famous pieces of furniture, especially as it is seen as a key element of psychoanalysis. We also had the opportunity to learn more about the study of Little Hans, a five-year-old boy that Freud studied and used as evidence for his theory of the Oedipus Complex, which links into our next topic about sleeping and dreaming. We then travelled to the Bethlem Museum of the Mind, which presented the chance to look around a unique art collection from Charlotte Johnson Wahl, a truly stunning collection of paintings that allows a viewer to begin to understand her mental illnesses and how they affected her, and those around her. The Museum itself allowed us all to gain a deeper understanding into mental health and how treatment has changed over time, including about how the first mental health patients were 'cured' and what their diagnoses were. A great day out - thank you to the psychology teachers for organising the trip.

Calli Boyles

The trip to the Freud and Bethlem Museums was such a surreal experience. Starting with Freud, I knew a bit about him and his work prior to this trip and I strongly disagreed with him (and quite frankly, still do, especially after the riveting discussion we all had at the museum). However, what I do appreciate is that I always disregarded his ideas for the lack of empirical evidence, but after seeing the extensive amounts of notes, documents, and especially books he made and read, I began to question my pre-existing ideas about his work. The quotes displayed around the museum were very powerful; for me, the quote about creative writers being “apt to know a whole host of things between heaven and earth of which our philosophy has not yet let us dream” was one that instantly connected with me. The biggest thing that struck me in our visit to this museum was his vast collection of artefacts from cultures all over the world, especially Greek and Roman ones. The feeling of visiting the Freud Museum is hard to put in words, because where I stand on his ideas hasn’t changed much, but it feels like my eyes have just been opened to Freud as a person.

The Bethlem Museum was very intriguing too. The museum gave a fascinating insight into the experiences and thoughts of the patients that were once treated there via the creative works, they displayed. It was refreshing to see the emphasis upon the positive side of these mental health illnesses, as such captivating artworks were only produced because of such circumstances, and I really admired that the museum didn’t shy away from exploring the negatives of what once used to be their treatments. We enjoyed the interactivity of this museum, as well as learning about the changes in diagnosis and treatment of mental health illnesses overtime, even including the acceptability and usage of the label ‘mental health illness’ and seeing the very moving statues of ‘melancholia’ and ‘mania’. Overall, it was such an engaging, enriching experience, and I absolutely loved it!



History of CCHSG - 1958 - 2020

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 had originally been mooted before WWII.

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."*

"The greatest single advantage in the new building is that each room has been designed for its special purpose".

"To our school, housed in separate buildings for so many years, the Hall in which the whole school can meet for daily assembly is one of our greatest pleasures."

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 the final one, used as a store, was removed.

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 substantially improved our premises and we established a budget for in-service education for staff. We were able to choose what to spend our money on and when it was appropriate to spend it."*

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

CCHSG Headteachers

1909-13	Miss Mary Collins
1913-27	Miss Winifred Crossthwaite
1923-52	Miss Ruth King
1953-67	Miss Katherine Vashon Baker
1967-76	Miss Joan Hasler
1976-86	Mrs Jean Goodfellow
1987-98	Dr Aline Black
1998-09	Mrs Elizabeth Ward
2009-	Mrs Gillian Marshall (Executive Principal)

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, and later Alpha Teacher Development. 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 70 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 opened in September 2021, also became part of the Alpha Trust. Under the grammar school expansion scheme in December 2018, CCHSG, by demonstrating its continued commitment to fair access and partnership working, was granted funding to increase the school's role. From September 2020 the intake became 197 students, in six Forms.

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.

Site development highlights from this period include the major extension of the Sixth Form centre 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 and committed teaching staff who aspired, and continue to aspire, to provide the very best in education and opportunity for the students in their care.



Staff vs Students Hockey Match 1956
(by kind permssion of Mrs Jean Johnson)



Sports Day in the 1960s



The New Building at Norman Way



A Level Chemistry in the 1990s

If you have any historic photographs of the school that you are happy to share, we would be delighted to add them to our digital archive. Contact Kate Stubbs kstubbs@cchsg.com

PE Department - Spring Term 2

The CCHSG PE department have had a very successful spring term. Our Year 7 and 8 classes have continued to develop their knowledge in a range of sports and our Year 9-11 classes have shown great skills and teamwork throughout their core PE lessons. Our Year 11 exam classes have finished their assessments in practical and completed their coursework whilst managing GCSE revision. Most are doing this whilst also regularly training and playing sport. Our extracurricular PE clubs have continued to be very popular with a wide range of sports offered and opportunities to represent the school. As the winter sports season comes to an end, our summer sports timetable begins after Easter with a range of different sports including athletics, rounders and cricket. The PE department is looking forward to seeing high levels of participation in this. We are also looking forward to the continuation of the interform competitions which the students have very much enjoyed. The PE extra-curricular timetable can be found on the school website as well as on the PE notice board.

NEESSA Competitions

Our Year 10 team join our Year 8 and 9 netball teams as NEESSA champions! Our Sixth Form netball teams continue to develop as a team and work together. Our football teams have had some excellent performances against local teams. Our Year 8 basketball teams have won all the matches in their pool and are though to the semi-finals of the NEESSA league.

Our Year 9 basketball team came runners up in their pool which has also got us through to the semi-finals. Our Year 10 team showed excellent skill levels and have qualified for the semi-finals. Our Year 11 team have also made it through to the semi-finals! Good luck to these teams, hopefully we can make some finals!

Our swimming teams competed at the NEESSA swimming gala and won the overall girls trophy with two teams coming first and two teams coming second place.


Year 10 Basketball Team - NEESSA Finalists


Year 9 Basketball Team


Year 7 Swimming Team


Year 8 Sports Hall Athletics Team


Year 8 Indoor Athletics Team

County/Regional Competitions

Our Year 7 netball team are continuing to progress in the Essex Cup competition, we were through to the semi-finals where we came up against a strong team and unfortunately lost. The Year 7 team have progressed incredbily this year and we are looking forward to next year's season.

Our Year 7 athletics team competed in the indoor athletics competition at Lee Valley. We had some stand out performances from Ella C in hurdles and Isabelle in long jump! Well done to the whole team, there are lots more athletics events to come.

Our Year 7 and 8 athletics teams qualified for the county final of the National Sports Hall athletics competition. Our athletes competed very well and finished sixth and seventh place in the county.

Well done to our under 16 Badminton team who are National Champions after competing in the National finals at National Badminton Centre in Milton Keynes!



Interform Competitions

Well done to all the Forms that competed in the "Just Dance" interform competition! We had great fun and the year 10 sports leaders enjoyed judging the best costume competitions. This half term, the students have enjoyed taking part in the football interform tournament from Monday 24 March to Monday 31 March. Our Year 10 sports leaders showed excellent leadership and organisational skills in running this event. The PE department would like to congratulate our students on their efforts this have term and wish all our students a restful Easter break.

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

Athlete in the Spotlight

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

Isobel Maddison



CLUB:
Chelmsford Hockey Club
and Billericay Cricket Club

TRAINING SCHEDULE:
3x a week Hockey, 2x a week Cricket

RECENT ACHIEVEMENTS:
England Hockey Talent Academy, Essex Cricket U15s

LONG TERM GOAL:
England Hockey Player or England Cricket Player

INSPIRATION:
Hollie Pearne Webb and Lauren Bell

PREMATCH MEAL:
Chicken Pasta or Risotto

CCHSG PTFA

PTFA CONTACTS:

Chair: Anni Cullen
cchsgptfa@gmail.com

Registered Charity No. 110464



Following the hugely successful Quiz Nights held in recent years, we are pleased to invite you to another Family Quiz Night in the Main Hall on Friday 25 April, 19.00-21.30. Ever wondered if your family was the brainiest within the CCHSG network? Now is your chance to find out!
Tickets:

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

Teams of 6-8 or we can find you a team on the night.

A choice of meals is included in the ticket price. Please make your selection from scampi and chips, chicken nuggets and chips, sausages and chips and a vegetarian option of vegetable nuggets and chips, when you purchase your ticket.

Tickets can be purchased via Classlist at www.classlist.com. Search for our school and sign up. Come up with a fun, catchy team name. If you have a team of 6-8 members and want a table reserved in your name, please email us at cchsgptfa@gmail.com. Please note that there will be a raffle draw, snack stall and licensed bar at this event. Places are limited and will sell out, so book early to avoid disappointment. We look forward to seeing you.

Easyfundraising Appeal

Since the PTFA joined the easyfundraising scheme, parents have raised over £6k for the PTFA by shopping online. Over 7000 brands are taking part. If you're still thinking of booking a summer holiday this year, travel companies such as Walt Disney World Travel, Tui, Expedia, Booking.com and more are supporting the scheme. 216 of our parents have already joined. To support CCHSG PTFA through easyfundraising please visit: https://www.easyfundraising.org.uk/causes/colchestercountygirlspta







CCHSG PTFA earns up to 30% commission on all sales of these multipurpose name labels for all school items. Stikins are an easy self-adhesive solution with no sewing needed. CCHSG PTFA have been allocated a unique code 35809 for parents to use. Visit https://www.stikins.co.uk

The PTFA thanks everyone for their support this term and wishes all students and their families an enjoyable break.

