CCHSG E-Newsletter

11 February 2026

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Executive Principal's Notes

The Sound of Music

After months of preparation, over 130 students from Year 7 to Sixth Form delivered a magical production of Rodgers and Hammerstein's "The Sound of Music" on 4–6 February. Accompanied by the school orchestra, the cast performed classics like "Do-Re-Mi" and "Climb Every Mountain" to packed audiences. I thoroughly enjoyed the performance, which was a brilliant showcase of student creativity and collaboration, both on stage and behind the scenes. I would also like to extend my sincere thanks to the many teaching and support staff who attended or contributed to the show; your support was clearly visible and greatly valued. Particular thanks go to our Head of Drama, Mrs Cudmore-Rice and our Head of Music, Mrs Jefferies.

New Classroom Block

We are pleased to announce that the new block is complete and now in use. This extension seamlessly expands the Sixth Form area and provides three additional classrooms, office space and toilet facilities. Please see the floor plan and photographs of the build on the next page. We are delighted to have been able to provide these additional facilities which will benefit the whole school community. This investment reaffirms our commitment to ensuring that students benefit from the highest-quality learning environment which is safe, professional, comfortable and student-centred. To further enhance our facilities, future developments will include state-of-the-art padel courts, a dining hall extension, and an additional fully enclosed, heated canopy for year-round outdoor seating.

Home Farm Primary School Ofsted Inspection

Last month saw the Ofsted inspection of Home Farm Primary School, our first experience as a Trust of inspection under the new framework. The inspection process went well; however, as always, we cannot share any provisional outcomes at this stage. This new system marks a major departure from the past. Notably, single-word overall effectiveness judgements have been replaced by an evaluation of six core areas independently: Inclusion, Curriculum and Teaching, Achievement, Attendance and Behaviour, Personal Development and Wellbeing, and Leadership and Governance. The updated process is rigorous,

THE SUNDAY TIMES SCHOOLS GUIDE 2026 STATE SECONDARY SCHOOL OF THE YEAR EAST ANGLIA

demanding, and no less challenging than the previous framework, with a strong emphasis on depth, evidence, and professional dialogue. I thank our colleagues at Home Farm for their hard work and resilience. They are a brilliant, dedicated team and I am extremely impressed with their positivity and the support they all provided.

Headteacher Appointment – The Trinity School
Following an intensive and highly rigorous recruitment process involving the Local Governing Body, Headteachers across the Trust, and Trustees, we are pleased to confirm the appointment of Edward Turner, currently Deputy Headteacher at Thurstable School, as the new Headteacher of The Trinity School. The two-day selection process was exceptionally thorough, reflecting the importance of this role to our community. We look forward to welcoming him to Alpha Trust and to the school.

As we finish this half term, we would like to thank all our parents for their ongoing support. Our students have worked incredibly hard and shown great community spirit, and we are very proud of all they have achieved. We are also grateful to our dedicated staff, whose commitment continues to make a real difference every day.

We wish everyone a restful and enjoyable half term break.

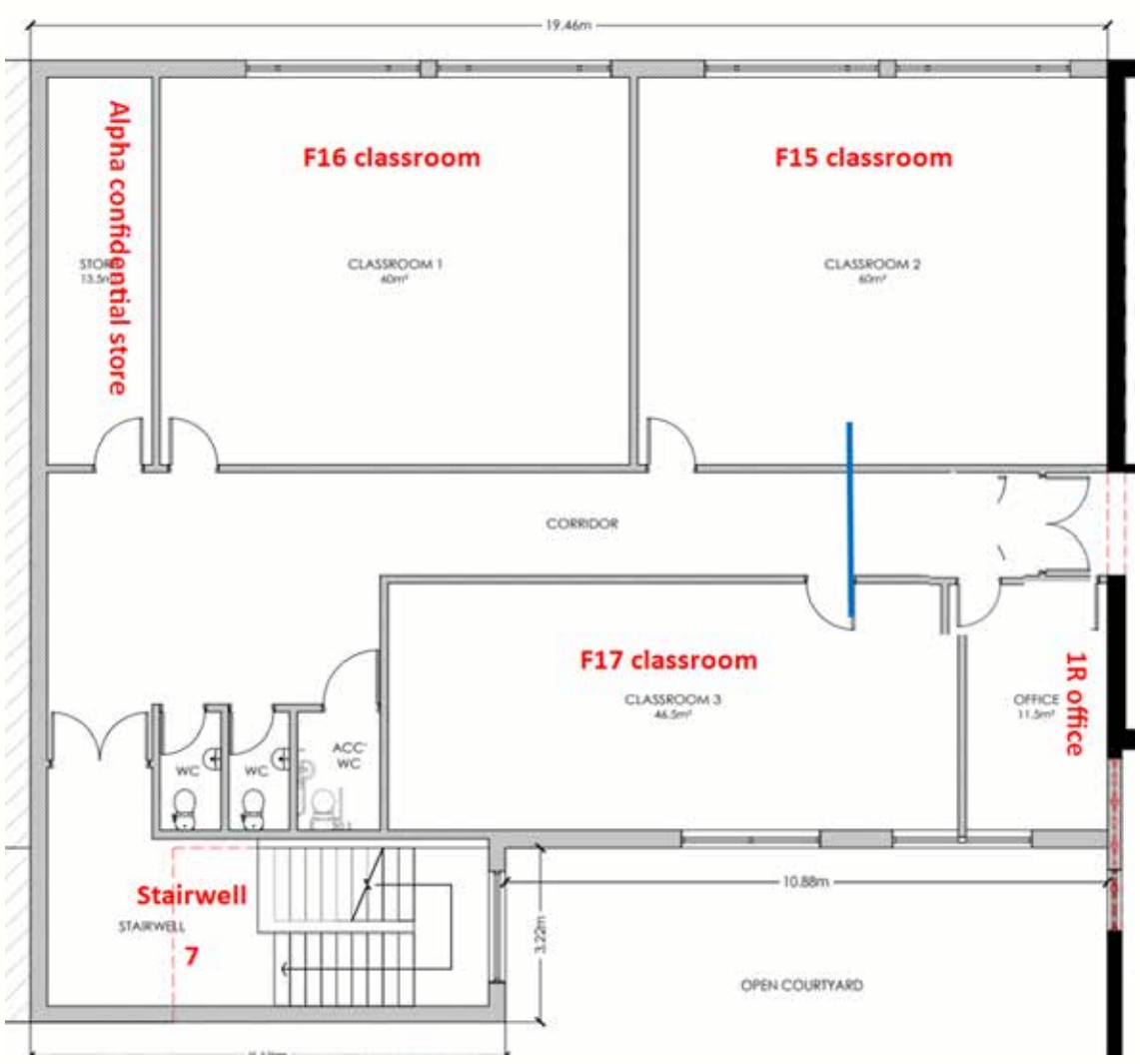
Mrs Gillian Marshall MSc NPQH
Executive Principal & CEO











Plan of the newly-opened extension on the first floor.



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

National Computing Quality Mark

CCHSG has been recognised for delivering high-quality computing education, developing students' digital skills and preparing them for the future.

The National Computing Quality Mark is awarded by the National Centre for Computing Education and recognises excellence of computing education offered by a school as part of their curriculum development through the Computing Quality Framework (CQF).

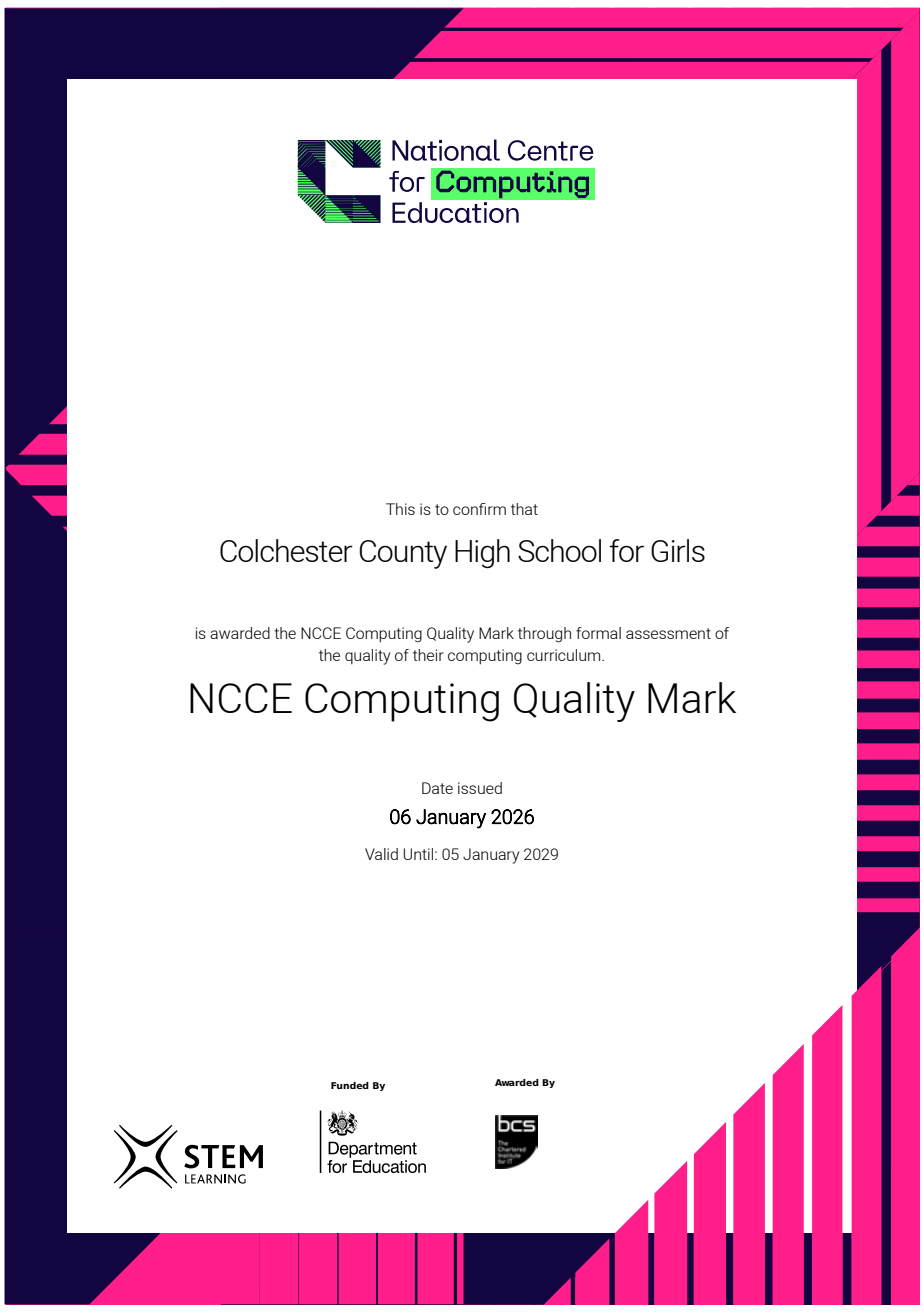
The National Centre for Computing Education (NCCE) is funded by the Department for Education and supporting partners and aims to improve the provision of computing education in England. It is delivered by STEM Learning. www.teachcomputing.org

CCHSG completed all seven aspects of the CQF in order to receive the Computing Quality Mark, which recognises achievement in:

- Leadership and vision
- Curriculum
- Teaching, learning and assessment
- Workforce development
- Addressing the needs of each pupil
- Enrichment, destinations and careers
- Impact and outcomes

Claire Garside, senior lead facilitator at the NCCE, said:
Congratulations to CCHSG on becoming an NCCE 'Computing Quality Mark' school! They are among the schools leading the way to deliver high standards in computing education. The Computing Quality Mark recognises the quality of their provision, which ensures that all students receive the computing skills and knowledge so valuable for today and in their future careers.

Since the NCCE's establishment in 2018, it has engaged with 60,000 teachers from more than 20,000 schools in England and created the Teach Computing Curriculum which has seen over one million downloads of lessons. NCCE also supports students studying AS and A level computer science through the Isaac Computer Science platform.



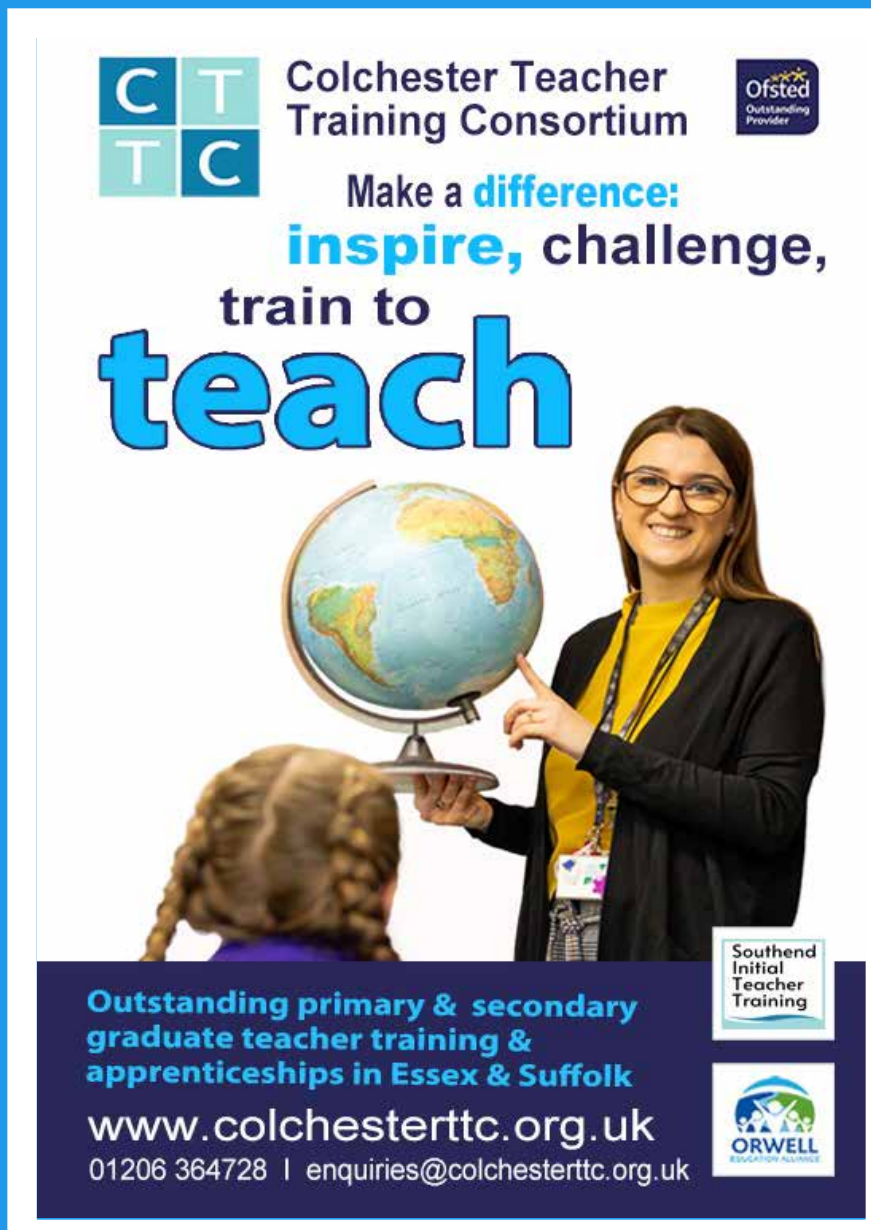






Colchester Teacher Training Consortium

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 is a partnership, which now extends to over 100 schools across Essex and Suffolk. The consortium has been successfully providing teacher training for the past 18 years and now annually trains around 100 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

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.

Now recruiting trainees for September 2026

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.

Destinations of trainees graduating in July 2025:

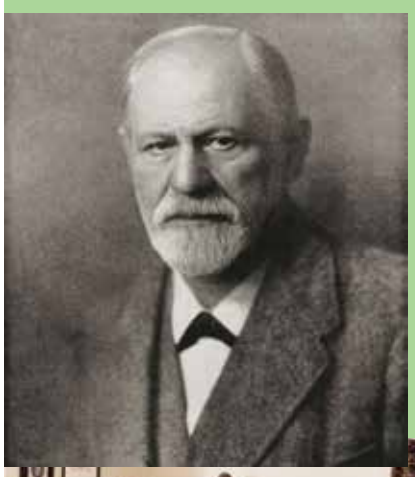
Primary trainees – 100% of trainees secured employment for September 2025, with 62% of trainees securing posts at CTTC partnership schools. Destinations included special schools, coastal schools and rural schools across Essex, Suffolk and Norfolk.

Secondary trainees – 94% of trainees secured posts for September. Over the past 5 years, 60% of trainees have secured posts at partnership schools. Destinations include schools in Essex and Suffolk, with a variety of types of school, including urban, 11-16 and 11-18, as well as Sixth Form colleges.

GCSE Year 9 Psychology Trip

The Freud Museum

Located in Hampstead, this was the home of Sigmund Freud and his daughter Anna Freud. It is preserved as a "time capsule" containing the family's original furniture and vast collections. Highlights include the iconic original Psychoanalytic Couch where Freud's patients practiced free association. Freud's study is preserved exactly as it was during his lifetime, featuring his desk and a collection of over 2,000 antiquities. Visitors can also explore Anna Freud's room, which is dedicated to her pioneering work in child psychoanalysis.





Students said:

On 8 December, Year 9 GCSE students visited the Sigmund Freud Museum and the Bethlem Museum of the Mind. Sigmund Freud (1856 - 1939) was the founder of psychoanalysis, which explores the concept of how the mind works and methods of helping people in mental distress. He was one of the most influential figures of the twentieth century and his contribution to psychology is still very relevant today. When the Nazis took over Austria in 1938, Freud was forced to flee. He fled to London, where his home, now known as the Sigmund Freud Museum, with all his belongings are still preserved, frozen in time, from all those years ago. Visiting the Sigmund Freud museum was an absolutely phenomenal experience and I was especially awed by all his ancient artefacts, ornaments and paintings. His psychoanalytic couch is especially significant as this is where he treated his patients through talking therapy. We even got to actually sit on it and roleplay being him giving advice to a patient! It is often said that his intricate carpeting and ancient statues were a way to create a homely sense of comfort for patients.

Within the museum, lie his workspace, calm yet silently eerie, as well as Anna Freud's room, who was a pioneer in child psychology. Towards the end, we were given a presentation exploring his theories and introduced to real-life patient remedies that Freud undertook.

Anishka Shrivastava

Something that everyone enjoyed was the replica of Freud's famous couch. This is where Freud would use the "Talking Cure" to help his clients/patients. Many people enjoyed it, and had fun making role-plays where one person would pretend to be Freud, while the other would pretend to be a patient looking for answers. Fun fact - this couch was the original replica used in the 2023 film "Freud's Last Session". I found it amazing that Freud - thinking that sculptures are the most supreme form of art - owned more than 2500 sculptures! We also enjoyed the fact that on the stairs there is a Christmas tree. Everyone was able to write a wish for something that they truly desire, and hang it on the tree.

Ayaat Mahfuzul

The Bethlem Museum of the Mind

Opened in 2015, the museum is dedicated to the history of mental healthcare, exhibiting an internationally renowned collection of archives, art, and historical objects. A significant focus is placed on works by former patients, including intricate paintings by Richard Dadd and the famous cat illustrations of Louis Wain. Displays include medical instruments, patient records, and historical archives that trace the hospital's evolution from the 1247 origins as a priory to modern psychiatric care.

We also went to the Bethlem Museum of the Mind, which was the first institution in the UK to specialise in the care of the mentally ill (it was founded in 1247!) In the image below, you can see me standing next to "Melancholy Madness", by Caius Gabriel Cibber, which was originally one of a pair which adorned the gates of the hospital's Moorfields site. These sculptures encourage reflection on the immoral treatment given to patients with mental health problems in early hospitals. The museum collection includes an archive of paintings, objects and artefacts that depict the evolution of medical treatment from labelling and diagnosis to freedom and constraint.

Overall, I would strongly recommend going on this trip as it was fascinating to learn and explore a wide array of new things. **Anishka Shrivastava**





The Sound of Music

For many months, a dedicated cast and crew of over 130 talented students worked tirelessly to prepare a fantastic CCHSG version of this classic Rodgers and Hammerstein musical. Since the iconic film adaptation premiered in 1965, “The Sound of Music” has captured the hearts of millions, remaining one of the most-watched films of all time. On 4, 5 & 6 February students brought that same magic to our school stage. Accompanied by the rich, live sounds of the school orchestra, the evening featured iconic songs such as “Do-Re-Mi” and “Climb Every Mountain.” We thank Emma Wright and Delinda Banks whose Jack Petchey Award contributed towards the costume hire for this production Costumes were hired from Thespis Theatrical Costumiers. Thanks go to Mrs Cudmore-Rice, Director, Designer and Choreographer and Mrs Jefferies, Musical Director. We ae also grateful to all the staff who helped backstage and front of house during the evenings of the performance. Refreshments before the show and during the interval were kindly provided by volunteers from the CCHSG PTFA.

Mrs Cudmore-Rice said: “*In addition to the acting and music, the production was a wonderful celebration of the creativity, discipline, and collaborative spirit of our students from Sixth Form to Year 7, both on stage and behind the scenes*.”













"P*laying Maria in the Sound of Music has been such a big honour, especially for my last show at CCHSG. Being able to sing uplifting songs, such as "Do Re Mi" and "Lonely Goatherd", always makes me feel happy. These past seven years of taking part in the school's yearly productions has brought on so many great opportunities for friendships across all Year Groups. A large group of people come together as a community and work cohesively to produce a brilliant show, while maintaining a friendly and joyful atmosphere. All of us Year 13s will miss this school, but especially this space that has allowed us to grow into the people we are today and truly express ourselves. And all we have left to say is: So long, farewell!"*
Julia Wojciechowska, Year 13 student





Students can also work in other areas of the production including helping backstage or with sound and lighting:

"*Being part of the backstage crew is fun and rewarding because we all have our roles to play - mirroring our talented cast on stage - from managing set pieces, props and curtains to dressers and chaperones. Our job is to make sure things run as smoothly as possible, whether that be changing the set or assisting in the cast's quick changes. We experience a whole different side of the show. We watch from the wings and listen out for our cues to take action. We react to what's happening on stage. Then to tie it all together we have the efforts of our wonderful lighting and sound team, front of house members and the band".*
A J Sunega, Year 13 student





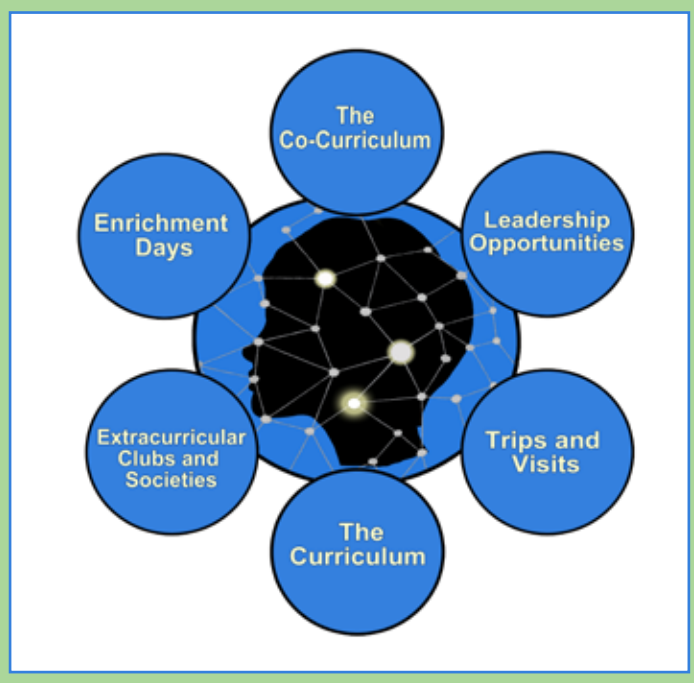




CCHSG Matrix Days

The Year 9 Matrix blends the transition between the accelerated two-year Key Stage 3 programme and the three year Key Stage 4 programme. The Matrix consists of a flexible and balanced curriculum, the co-curriculum, STEM opportunities, trips and visits, optional instrument lessons and a programme of enrichment days.

The Matrix provides opportunities for students to access subject areas they may no longer be formally studying as part of their GCSE preferences. Across the school enrichment days focus on Computer Science, Creative Arts, Geography, History, the environment, wellbeing and Enterprise Education.



Year 8 Graphics Matrix Day - 29/30 January

Year 8 Graphics Day provided an opportunity for students to explore a wide range of creative and technical skills within the world of Graphic Design. Throughout the day, students heard from industry professionals who shared insights into their careers and described what a typical day in the field looks like.

Students worked in Graphics and Computer Science where they took part in a series of engaging, hands on projects designed to inspire creativity, problem solving, and design thinking.











16 October 2025 or 16 December 2025	**History** Students learn about the History of Germany, from Democracy to Dictatorship 1980-1945. **Geography** Global Development – the issues. Development simulation. Tackling the development gap. Natural Hazards – "Disasters are not natural". Volcanic Hazard - decision making task. Global Hazard - awareness and management. *Students will follow the Humanities two-day programme for the subject they are no longer formally studying. If students have chosen to study both Humanities to GCSE they will follow a tailored enrichment programme for Geography.*
21 November 2025	**Religion and Worldviews** Students explore diverse global traditions and cultures, such as Totem Poles, the Day of the Dead, and the role of mythology in religion.
14 January 2026	**Creative Arts Matrix Day** The day consists of a variety of workshops in Art, Dance and Music. During the day students have the opportunity to develop their creative and performance skills based on a central theme.
27 January 2026	**Holocaust Education Day** The aims of the day are to develop understanding of the Holocaust and evaluate how such an event was possible in the 20th century. This is also an excellent enrichment opportunity for all students to experience an engaging historical environment that encourages students to develop key skills like analysis and evaluation.
25 March 226 or 26 March 2026	**Computer Science in a Day** Session 1 Students work in small groups to learn content from Unit 1 of GCSE Computer Science Specification. They learn about hardware and software, how computers work and how we get them to work for us. Each group has at least one computer science student to guide and support them in completing tasks and challenges. The groups' success in the challenges earns them rewards that they can then use to plan which hardware they would like to purchase to build the ultimate gaming PC. Session 2 Students work in small groups to learn content from Unit 2 of GCSE Computer Science Specification. They learn about algorithms, programming, computational thinking, and logic. Each group has at least one computer science student to guide and support them in completing tasks and challenges. The groups' success in the challenges earns them rewards that they can then use to plan which software they would like to purchase to run on their ultimate gaming PC.
Thursday 16 April 2026	**Enterprise Day** The day provides an insight unto the world of business and the financial markets with particular focus on teamwork, entrepreneurship and decision making as well as developing understanding of trading on the stock market.
Tuesday 2 June 2026 / Wednesday 3 June 2026	**Computing** Teaching Programming skills The Basics, Variables and assignments, If statements, Strings & String manipulation, Maths, For Loop, While Loop, Random, Turtle Graphics, Numeric Arrays, Tuples, Lists and Dictionaries, 2D Lists and Dictionaries, reading and writing to a text file, reading and writing to a .csv file, Sub-programs: Functions and procedures, TKinter GUI (Graphical User Interface). Careers in computing presentation Guest speaker, Stephanie Bazeley, senior programmer at Team JunkFish, a leading game developer in Scotland. Career opportunities in programming, game production and computer science and opportunities in STEM industries. Pair Programming Challenge Students work in pairs to create a quiz game / AI chatbot or text-based adventure game.
Thursday 2 July 2026	**Electronics** The brief for the day is to design, make and describe the theory behind some automatic systems, principally automatic lighting and heating systems. This brings together elements of computing and the physics of electrical systems that have been covered in Year 7 and Year 8.
Monday 6 July 2026	**Environmental Sustainability** Living in a sustainable world, Fast Fashion
Tuesday 10 March 2026	**Healthy Lives Day** A day to explore physical, mental and social wellbeing. On this day, students explore how to improve their mental wellbeing and cope with challenges such as stress and anxiety through art therapy and relaxation tasks. Students will have the chance to explore their physical wellbeing and find ways to keep physically active in later life. Students also explore ways to improve their social wellbeing by practicing talking topics and sentence starters.

Matrix Days

This table summarises the Year 9 Matrix Days planned for the 2025/26 academic year.

There are separate programmes for each Year Group.



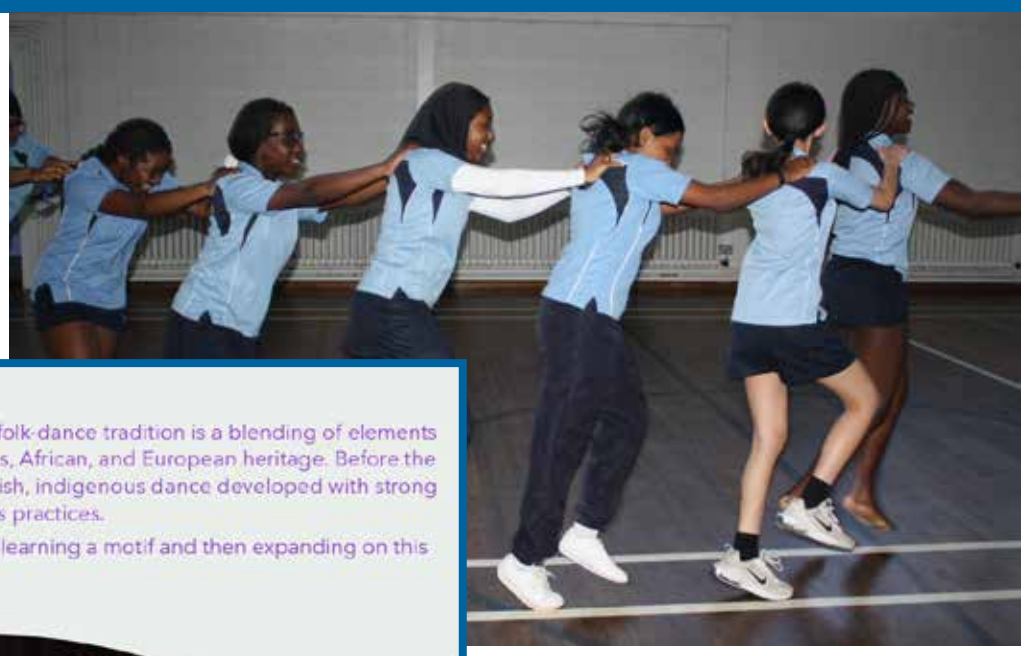






Year 9 Creative Arts Matrix Day - Mexico





Dance

Mexico's modern folk-dance tradition is a blending of elements from its Indigenous, African, and European heritage. Before the arrival of the Spanish, indigenous dance developed with strong ties to the religious practices.

Today you will be learning a motif and then expanding on this in groups.







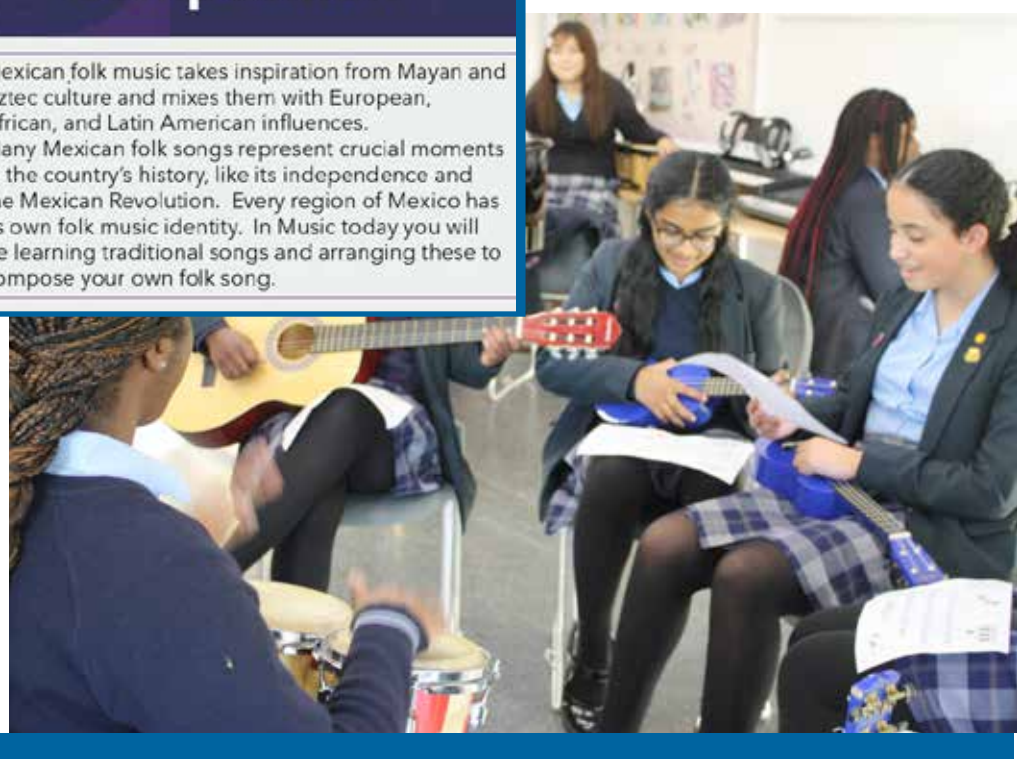




Music Performance and Composition

Mexican folk music takes inspiration from Mayan and Aztec culture and mixes them with European, African, and Latin American influences.
Many Mexican folk songs represent crucial moments in the country's history, like its independence and the Mexican Revolution. Every region of Mexico has its own folk music identity. In Music today you will be learning traditional songs and arranging these to compose your own folk song.






Art Workshop
• Mexican textiles are a key part of Mexican culture and the central piece of the identity of all of its civilizations. This is how they owned who they were and distinguished themselves from one another.
• As a year group you will be creating an Otomi Tapestry which will be displayed in school.






Origin and History
Otomi Textiles originates from the Hidalgo province in Mexico, in the central highlands.
• The Otomi culture can be traced back to the pre-Aztec Mesoamerican era, suggesting these embroidery traditions existed thousands of years ago.
• According to local legend, hunters discovered a cave filled with paintings of mythical animals. They traced the designs and brought them home, where women recreated them in embroidery—marking the birth of Otomi art.
• Initially, Otomi embroidery started with just black and red to pay homage to the cave drawings
• The distinctive colourful style however, emerged in the 1960s, when central Mexico suffered extreme drought and economic difficulties, so the local people, who relied on agricultural income, returned to their ancient cultural techniques as a new source of income. Adding colour to provide wider appeal.
Original
Post 1960
Original





CCHSG Connect

Class of 1986 Reunion

On Saturday, 17 January, CCHSG was pleased to host a nostalgic reunion for the Class of 1986. Alumnae gathered to share fond stories of their time at the school, with many bringing personal photographs and examining the School Magazines sourced from the CCHSG archive. Ms Stubbs led the group on a guided tour of the building, which included a walk down the F corridor—the former home of their form rooms. The visit offered a chance to reflect on how much the school has evolved since 1984, when this year group was in Year 11 and the school consisted of only four forms of entry. The event was a great success, and the school looks forward to staying in touch with these former students through CCHSG Connect.







Please help us reach out to our former students using your own networks. We are always keen to hear news of past students and to share their achievements.

Alumni Newsletter

Our Alumni Newsletter now publishes quarterly. Join our mailing list by contacting Kate Stubbs via

kstubbs@cchsg.com or complete the online form at:

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

Ella Fogg - Barrister (Class of 2019)



At A Level, I studied French, Economics, English Literature and History. After completing my A levels, I went on to study Law at the University of Cambridge. I then completed the Bar Course, which is the professional qualification required to become a barrister. In 2023, I was formally called to the Bar by Middle Temple, one of the four Inns of Court in England and Wales.

I am a qualified barrister practising at 1 King's Bench Walk, a specialist family law chambers in London. I completed my pupillage (the final stage of barrister training) in October 2025. I have a busy and varied family law practice, which includes both child cases and financial remedies work. This can range from determining how a couple's finances should be divided on divorce to urgent child abduction cases and complex trials involving contested allegations of domestic abuse.

I spend most days in court and regularly travel around the country for hearings, from the High Court in central London to courts further afield such as Lincoln and Exeter. As well as oral advocacy, a significant part of my work involves written advocacy and I regularly draft legal documents and skeleton arguments. While the hours can be long, I find the work extremely rewarding.
Ella Fogg (Interview with Mme Ollite)

In the MFL *Poliglot* Magazine Ella describes how studying French at A Level was foundational for a career at the Bar, contributing to clear communication, agility in responding to unexpected situations, and attention to detail required in legal work.

See www.cchsg.com/mfl-magazine/

PÔLÍGLÖT
Celebrating Language and Culture

Alumni Progression Posters





Calling CCHSG Alumni

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

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

See alumni stories on our website here

Past students can provide their details for a poster via the link below. We would love to hear from you! https://forms.office.com/e/mgpBciiYFv

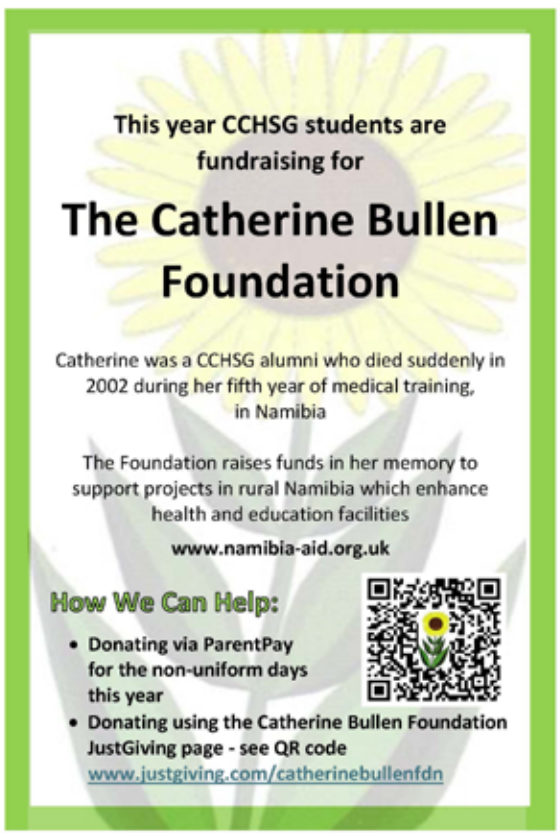
Please contact Kate Stubbs, at kstubbs@cchsg.com with any alumni related questions or ideas.

Sixth Form News

Charity Day (Non Uniform)

On Friday 16 January, students came to school dressed in costumes, with everyone enjoying the theme "Come dressed as something starting with the first letter of your name". Students had fun wearing colourful, inventive, fun outfits, and trying to guess each other's inspiration. Everyone who participated was so creative: some dressed up as fictional characters, some as celebrities, and some even as specific objects. It was lovely to see that so many people had put effort their costumes and were enjoying the day.

Not only was this a fun opportunity for students, but a fantastic fundraiser for the charities that we are supporting this year. Funds from CCHSG 2025-2026 non-uniform days are split fifty-fifty between The Catherine Bullen Foundation and The Next Chapter.



The Catherine Bullen Foundation is a special charity to our school, as it was set up in remembrance of a CCHSG alumna who lost her life while completing medical work experience in Namibia. The Foundation now supports the creation of infrastructure for local communities in rural Namibia, including access to education and healthcare facilities. Mr & Mrs Bullen visit CCHSG annually to present a Year 13 student award in Catherine's memory.

The Next Chapter has a more local impact: it is a women's refuge charity that operates in the Colchester and Tendring area, providing safe accommodation and support for women and children escaping domestic abuse.

The work done by both of these charities is essential, and we hope our donations will help them continue their amazing work. The CCHSG school community is proud to support these projects and was lucky to be able to do this through the exciting non-uniform day last month.

Gabrielle Yeboa-Henaku









Examination Warm Up Sessions

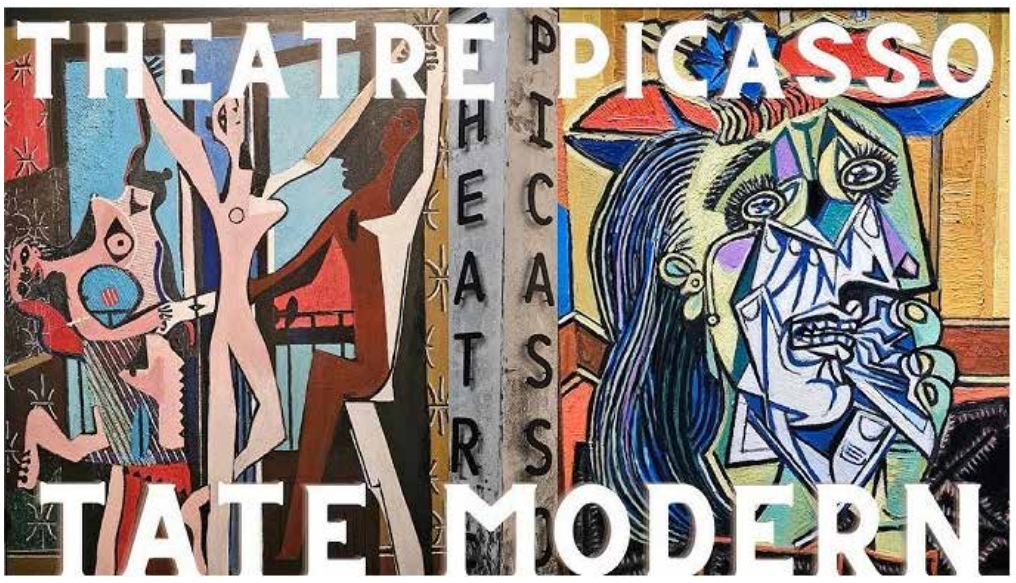
During the week beginning 19 January, as Year 13 students embarked on their mock examinations, a strategic new initiative designed to bolster both academic performance and student wellbeing was introduced.

Recognising the high-pressure nature of this assessment period, examination warm-up sessions were introduced. These targeted workshops were held in the immediate lead-up to each scheduled exam, providing students with a dedicated space to gather before entering the hall. During these sessions, subject specialists delivered "top tips" and bespoke strategies tailored to the specific demands of each paper, ensuring that key concepts and exam techniques were fresh in students' minds to help them maximise their potential marks.

Head of Sixth Form, Mrs Hughes said:
"*Beyond the academic benefits, the initiative served a valuable pastoral purpose. By gathering in a familiar and supportive environment with their teachers, the sessions helped to dissipate pre-exam nerves. The structured transition allowed students to enter their exams in a composed, focused, and positive frame of mind, empowering them to perform to the best of their abilities*".

Year 11 & 13 Art Trip to the Tate Modern

On 12 January, Year 11 and Year 13 Art students travelled by coach from Colchester to London for a wonderfully inspiring visit to the Tate Modern, where they explored the newly opened “Picasso at the Theatre” exhibition.



This major show marks the centenary of the production of Picasso’s “The Three Dancers” and highlights Picasso’s lifelong fascination with performance, staging and movement an exciting extension of the themes we study in class.

As part of the Art curriculum, our students learn about Cubism and Picasso’s pivotal role in shaping modern art. Seeing his works up close allowed them to deepen their understanding of the bold forms, fractured perspectives and expressive techniques that define this movement. The exhibition provided rich examples of how Picasso applied these stylistic ideas not only to painting, but also to set design, costume work and theatrical collaborations. Encountering Cubist influences in such a dynamic context proved especially valuable for both Year Groups.



One of the standout pieces for students was “The Weeping Woman”, a work we introduce in Year 8. Viewing this powerful painting in person with its vivid colour pallet, energy, and emotional intensity brought the artwork to life in a way that simply isn’t possible in the classroom. It was wonderful to see students connect their prior learning with new insights, noticing details and techniques they now have the maturity and confidence to appreciate fully.

The exhibition also fed directly into the coursework that Year 11 and Year 13 are currently developing. Picasso’s experimental approach to character, movement and dramatic composition offered fresh inspiration, sparking thoughtful discussions, rapid sketches and renewed energy for their own projects. Many students left with a wealth of visual references and ideas to explore further in their sketchbooks.

Overall, this was a highly enriching and enjoyable educational trip. Students engaged brilliantly with the exhibition, represented the school with maturity, and gained first hand experience of artworks that continue to influence their studies.



Opportunities like this demonstrate the lasting impact of seeing world class art in person, broadening understanding, fuelling creativity and strengthening cultural awareness. We look forward to seeing how the experience shapes and elevates their upcoming work. Thank you to the staff and students that helped to make this trip so successful and memorable. **Mrs Saunders**



“*It was interesting to see the variety of art from different artists. The 3D works particularly took my interest and it gave me new ideas and inspiration for my own artwork*.”
Niamh Gillen, Year 13 Art Student

CCHSG Rewards and Awards

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

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



Merits to be awarded for the following categories:

- **A**cademic achievement
- **W**ider school or extracurricular activities
- **A**ttendance at clubs and societies
- **R**ole Model – for doing the right thing
- **D**etermination – for effort
- **S**ocial – for helping others

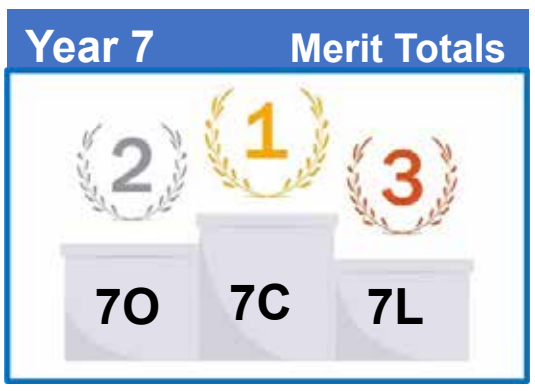


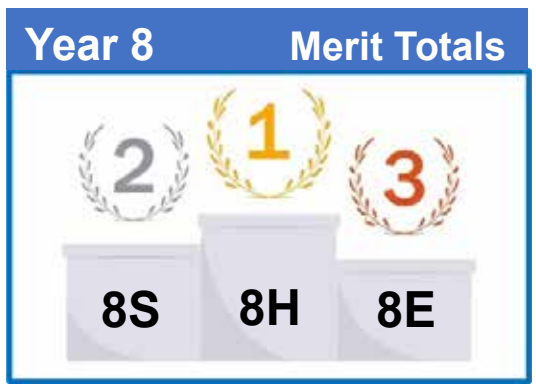


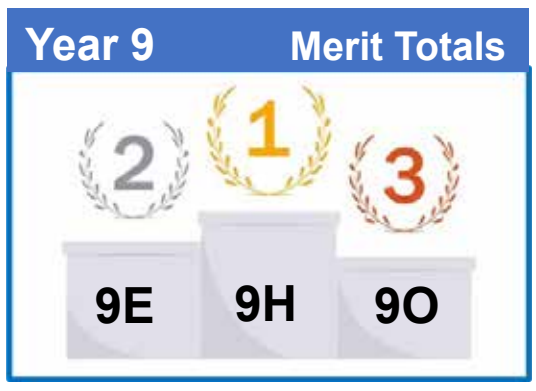


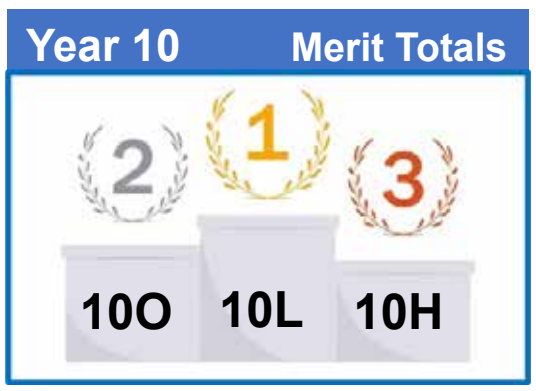
AWARDS Merits

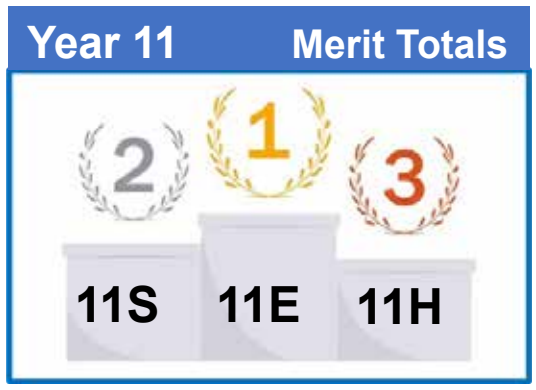
Latest Totals – February 2026

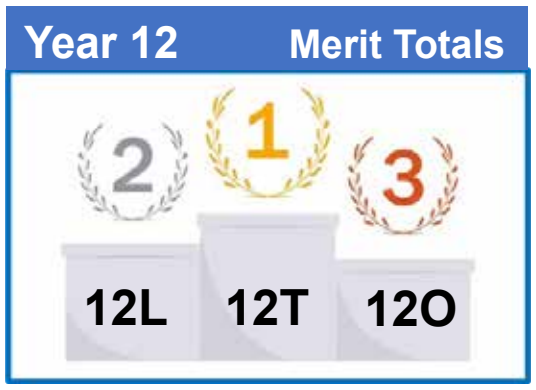


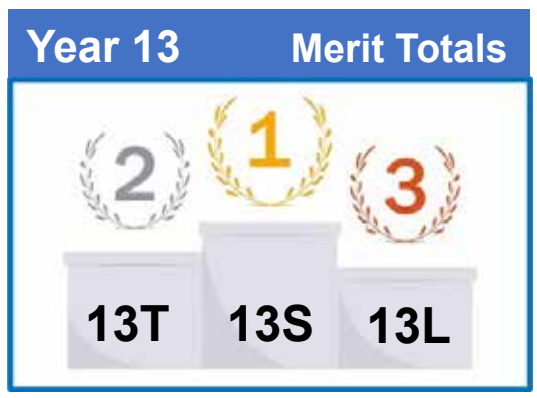












PTFA Fundraising

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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 www.stikins.co.uk to order online.

CCHSG Archive Project - Memories Recalled

On 30 January, the History Ambassadors, with Mrs Sanderson and Ms Stubbs, were delighted to welcome a group of alumnae who had attended CCHSG during the 1940s, 50s and 60s. Students spent time chatting with their guests and recording their memories of school life, including uniform, lunches, extracurricular activities, sport and social events. They were also eager to explore how academic learning and examinations have changed over the decades. Several visitors had been students at CCHSG during the war and immediate post-war years, and they offered fascinating insights into everyday life under rationing and other restrictions.



The History Ambassadors are now collating the recordings and preparing a summary of their findings, which will be shared on our website and in Year Group assemblies during the summer term. We are very grateful to Mrs Della Parker, Mrs Jean Johnson, Mrs Liz White, Miss Kathleen Wilson, Miss Eileen Warner and Mrs Jo Edwards for taking part in the project.



Mrs Sanderson said: "*Meeting ex-students from CCHSG was a fascinating experience for our Year 8 and Year 10 History Ambassadors to engage with. They thoroughly enjoyed listening to their stories and learning about their experiences, which gave a real insight into what life was life at CCHSG from the 1940s onwards. They are very much looking forward to sharing this with the wider school community later in the year.*"



CCHSG Archive - Spotlight on 1944-1954

"*In 1938 when the school magazine last appeared, the war had just begun – now the war has been won. One generation has spent most of its school life under that shadow which is now lifted to our great thankfulness… School citizenship, like ordinary citizenship, means facing up to the difficulties and differences of the present and adjusting ourselves to them with good humour – this was wise advice in 1939 and is so still in 1945, but then it was easier to carry out than it is now.*" Mrs King - foreword to 1944 School Magazine.

At the end of August 1939, the Staff were recalled to Colchester in order to help with the reception and billeting of evacuees. The school itself, once reopened, welcomed several individual evacuees and "*two large groups from Harwich and Clacton who came to us temporarily*".

"*A certain number of our girls left Colchester for other parts of the England, and we could not begin School until the trenches were ready. The "trenches" referred to were air raid shelters, which were used periodically, "sometimes several times in one day*". As Miss King recalls, a bomb did fall on Castle Park one Friday evening, blowing out all the windows at the back of Grey Friars, (1944, p2).

The 1944-45 edition of the school magazine resumed in much the same format as pre-war. There was celebration as events such as the annual Sports Day resumed.

Youth Service Group
During and after the Second World War, CCHS ran an active Youth Service Group, created to support the war effort. Students collected a wide variety of salvage items, grew produce for hospitals, sent clothing to the French Resistance, and wrote to international pen-friends—a practice that continued long after the war.

The school "adopted" HMS Greenfly, a naval trawler, and regularly sent gifts to its crew. Fundraisers even helped the sailors buy musical instruments. The ship's captain, Lt. Cmdr. Douglas Orr, thanked the students and encouraged them to be politically aware citizens. After the war, some Youth Service Group activities continued, such as knitting garments for China and donating books to hospitals and the ATS.

International Links
CCHSG developed strong European connections: Dutch exchanges were especially active. Dutch children visited Colchester, and CCHSG staff and students travelled to the Netherlands to learn korfball. Students from Colchester also stayed with Dutch families in Zwolle. French Easter Schools began in 1945, with Parisian students visiting England and reciprocal visits each summer. German exchanges started in 1950 with a school in Leverkusen, producing memorable culinary experiences.

Digital copies of School Magazines from 1909 to 1999 can be found on the school website: https://www.cchsg.com/about-cchsg/history-of-cchsg/



HOCKEY TEAM — 1st XI.

School Life, 1945–1950
School magazines recorded a busy calendar of societies, lectures, cultural trips, and sports. Students visited theatres, art galleries, London institutions, and Parliament. Visiting speakers addressed a wide range of topics from "Aid to Greece" to "Coal-Gas." Political forums featured parliamentary candidates explaining their party platforms.

Geography fieldwork, Youth Hostelling trips, and a rapidly developing music programme—including orchestras, choirs, and festivals—became regular features. Interform choral competitions began in 1947, and a Music Club and Recorder Society appeared in the early 1950s. The school library grew in importance, gaining a dedicated room in 1949 with 1,600 books and a new classification system. Miss King emphasised reading as essential to independent thought.

Service and Community
The school supported Dr Barnardo's Homes, with students raising significant funds and volunteering at children's homes in Kelvedon and Chichester.

Old Girls' Association (OGA)
Membership expanded after the war, with alumnae reporting in from across the world. Many served in wartime women's military branches (WAAF, ATS, WRNS). Stories included running a large RAF canteen and various posts in the UK and abroad. The OGA held reunions, and in 1950 Miss King hosted a special garden party for married former students and their children.



C.C.H.S. Prefects and Miss Steabben the Deputy Head Mistress. 1951-2.

French Language Immersion Visit

From 17 to 19 October 2025, Year 11 GCSE French students embarked on a weekend trip to the picturesque towns of Boulogne-sur-Mer and St Omer. Coming just after the end of our strenuous mock exams, the trip was an amazing way to decompress while spending time with friends.



We also had the opportunity to explore towns that were relatively unknown to all of us, all while practising our French in real-life situations.



Our immersion in the language began immediately. On the first evening, we took part in crêpe making, which introduced us to new vocabulary linked to French baking and recipe instructions. Learning words such as *fouetter* (to whisk), along with revisiting imperatives, helped consolidate grammar we had previously studied in lessons.



The immersion continued throughout the weekend. During our town trail around Boulogne-sur-Mer and our visit to the cathedral, we used our reading and listening skills to understand information about the area's rich history and culture. Interacting with vendors at the market — from olive sellers to samosa makers — provided another chance to practise our speaking. My friends and I were perhaps a little too enthusiastic at the fruit and vegetable stall, as we ended up being given free oranges… which may have been the best orange I've had in a long time!



We spent the final day in St Omer, exploring impressive gardens, historic cathedrals, and — most memorably — lots of French bakeries. Using our French to buy lemon tarts, chocolate slices, éclairs, and of course, baguettes, was a highlight for all of us. These treats made the perfect addition to our lunch, and the phrase "faire un pique nique" echoed throughout our group as we enjoyed our last moments in France.



Ultimately, the French trip was an incredible opportunity for us to practise our language skills. French was woven into everything we did, challenging us while also enriching our confidence and capability in the subject. As a Year Group, we are immensely grateful to the French Department and all the teachers who made the trip possible. Their organisation and support gave us countless wonderful memories that we will all cherish. **Semilore Ajibola, Year 11**

MFL Magazine

The MFL Department have launched a new magazine - “Poliglot”. Created by our Language Ambassadors, the magazine is a celebration of the incredible diversity of languages and cultures that enrich our school community and the wider world. Inside, you will find articles, interviews, creative pieces, and fun features—all designed to inspire curiosity and foster a love for languages.

“*To learn a language is to have one more window from which to look at the world.*” Chinese Proverb

The first edition of the magazine is now on the website - why not take a look? www.cchsg.com/mfl-magazine/



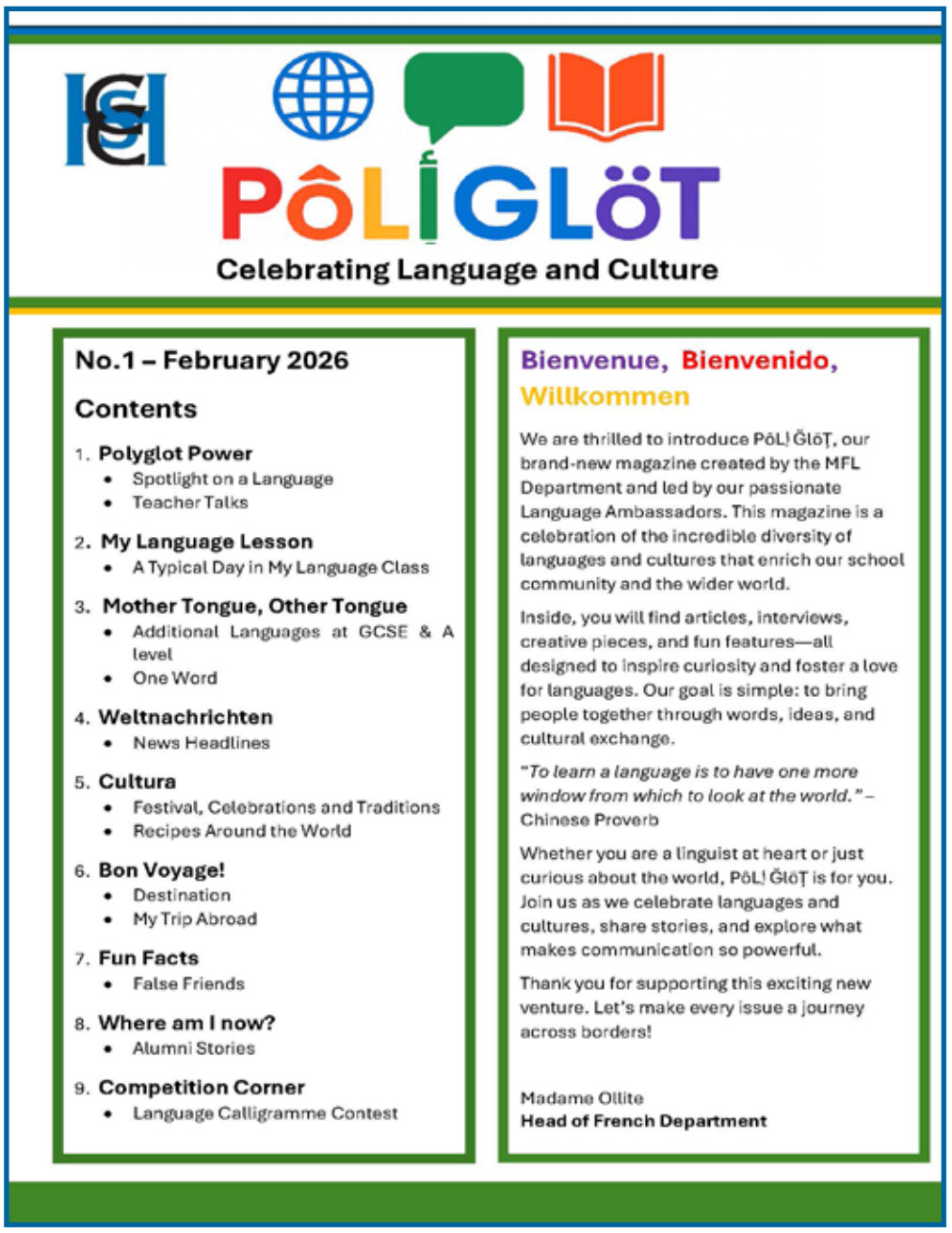
COMPETITION CORNER

Language Calligramme Contest: When Words Become Art

Create art using words in different languages.

Design a stunning calligram using a word from any language you love. Shape your text into art (hand-drawn only).

Submit your masterpiece to 25lotgeringjonesa@cchsg.com and see your work featured in our next issue!



PôLĺGlöT

Celebrating Language and Culture

No.1 – February 2026

Contents

1. **Polyglot Power**
   - Spotlight on a Language
   - Teacher Talks
2. **My Language Lesson**
   - A Typical Day in My Language Class
3. **Mother Tongue, Other Tongue**
   - Additional Languages at GCSE & A level
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5. **Cultura**
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Bienvenue, Bienvenido, Willkommen

We are thrilled to introduce PôL!ĞlöŢ, our brand-new magazine created by the MFL Department and led by our passionate Language Ambassadors. This magazine is a celebration of the incredible diversity of languages and cultures that enrich our school community and the wider world.

Inside, you will find articles, interviews, creative pieces, and fun features—all designed to inspire curiosity and foster a love for languages. Our goal is simple: to bring people together through words, ideas, and cultural exchange.

“To learn a language is to have one more window from which to look at the world.” – Chinese Proverb

Whether you are a linguist at heart or just curious about the world, PôL! ĞlöŢ is for you. Join us as we celebrate languages and cultures, share stories, and explore what makes communication so powerful.

Thank you for supporting this exciting new venture. Let’s make every issue a journey across borders!

Madame Ollite
Head of French Department

WELTNACHRICHTEN

News headlines- UK rejoining the Erasmus Scheme

The UK has recently announced that it will rejoin the Erasmus scheme from 2027 as part of the Prime Minister’s new “post-Brexit reset deal.” The UK originally left Erasmus six years ago after Brexit and replaced it with the Turing Scheme. Now, rejoining Erasmus means that British students will once again be able to spend a year abroad at European universities as part of their degree without paying extra fees. The agreement also works both ways: European students will be able to study in the UK under the same conditions.



One important change this time is that Erasmus will cover a wider range of people, including apprentices, adult learners, educators, and more—not just university students. Many people see this as a positive step because it gives learners more opportunities, encourages cultural exchange, and helps young people gain valuable skills and experiences abroad. It has also been described as a move that could help improve relations between the UK and the EU after years of tension following Brexit.

However, not everyone agrees. Some argue that the cost—around £570 million—and the fact that the current deal only covers the years 2027–2028 makes it uncertain whether the benefits are worth it. Others point out that the Turing Scheme, which the UK already runs, is cheaper and has a global rather than European focus. But many students say they find Turing unreliable and much harder to apply for than Erasmus, which has a long-established structure.

Despite these debates—especially around the cost and the continued arguments about Brexit—there is still a lot of excitement among students. Over 100,000 UK students could benefit in the first year alone, which shows how big the impact could be.

From a student’s perspective, I think it’s a great opportunity. I understand why the UK might want to rebuild stronger ties with the EU, and Erasmus offers experiences you can’t fully get anywhere else. But at the same time, the high cost and the limited two-year agreement make the future uncertain. It feels like one of those situations where we’ll just have to wait and see what happens next.

Clara Dylewska, Year 9

CULTURA

Festivals, Celebrations and Traditions

Carnival in Brazil (*13 February to 21 February*)



Brazil is huge, and Carnival varies a lot. There is no single “Brazilian Carnival.”

Rio: Known for glamorous samba parades

Salvador: Is more music-focused and has a trio elétrico (A massive music truck with singers performing live.)

Recife/Olinda: Lots of colourful umbrellas, fast frevo dancing, and huge parade puppets up to 15 feet tall.

How does Carnival work?

Months before: planning and creation
Samba schools choose a theme, write their samba song, design costumes, and plan floats. Large teams of artists, musicians, choreographers, and builders work for months because the parade is huge and highly detailed.

Carnival week: street parties (blocos)
Before the main parades, blocos take over the city with their own bands, themes, and routes. People follow them through the streets, dancing and singing. Some are massive; others are small and more local. This is the more informal, “anyone can join” side of Carnival.

Main nights – Sambadrome parades
The official parades happen over a few nights, especially Sunday and Monday for the top schools. Each school has a set time to perform and follows a pre-set order. They present an opening performance, flag bearer, floats, dance groups, the drum section, singers, and a full story told through music, costumes, and movement. Judges score everything live.

The Carnival Champion

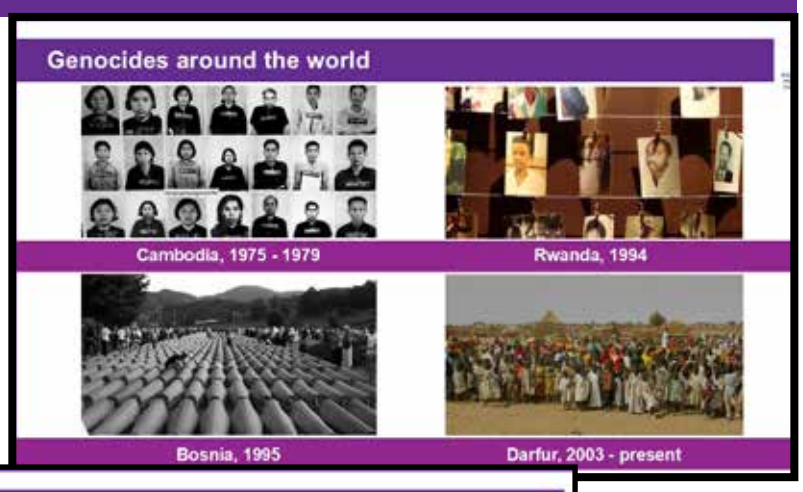


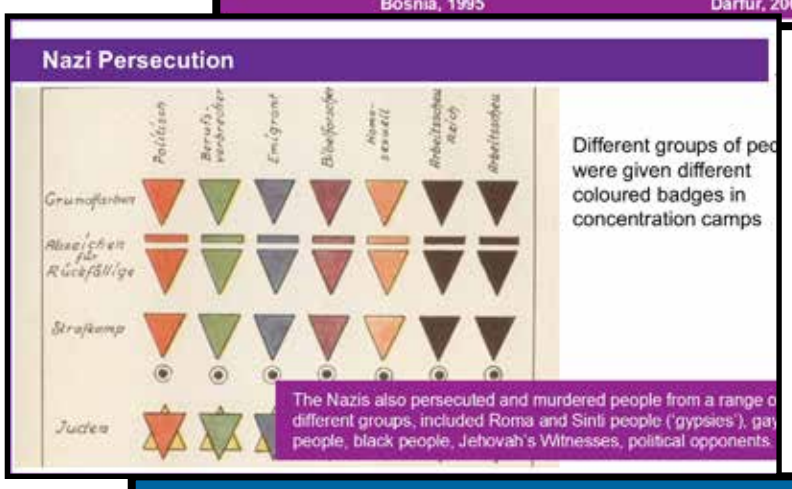
Winning Rio Carnival is like winning the World Cup of samba. It brings national recognition, pride for the community, and a place in Carnival history (and in the champions’ parade!)

Holocaust Memorial Day - 27 January 2026

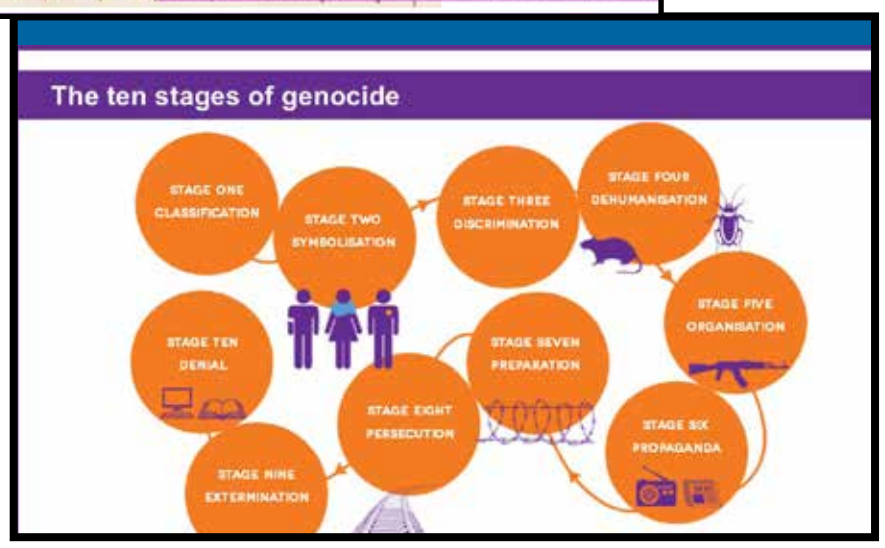
Holocaust Memorial Day (HMD) is observed annually on January 27, marking the anniversary of the liberation of the Auschwitz concentration camp by the Red Army in 1945. The day is central to remembering the six million Jews murdered during the Holocaust, as well as the millions more killed under Nazi persecution of other groups and in subsequent genocides recognised by the UK government, including those in Cambodia, Rwanda, Bosnia, and Darfur. The Holocaust Memorial Day Trust encourages remembrance to counter the prejudice and systematic persecution that persists today, urging everyone to stand up for an inclusive society.

This year's theme "Bridging Generations" highlights the crucial role of the next generation in preserving the memory of the Holocaust and carrying it forward. Year 9 students explored relevant themes in a day of workshop activities led by Mr Kidby and Mr Paz.









Dora Love Prize 2026

CHANGING MINDS
CHANGING LIVES

The Dora Love Prize, named after Holocaust survivor and educator Dora Rabinowitz Love, is an annual school prize informed by the Holocaust. It gives secondary school students the opportunity to learn about the Holocaust in a way that makes it relevant for them and inspires citizenship and democratic activism to put an end to identity-based prejudice, discrimination, marginalisation and violence in our communities today. Dora Love passed away in 2011, and the Dora Love Prize continues her work.

Every year, the Dora Love Prize has a different theme or emphasis, often shadowing the theme set by the UK Holocaust Memorial Day for that year. It starts out with a day of workshops by historians and creative artists, and a talk by a Holocaust survivor. CCHSG Dora Love Team attended the Holocaust Awareness Workshop for students in Years 8 to 10.

Following this introduction, students have five months to work on their project before presenting it to a panel of judges which includes Dora's daughter Janet Love, herself a leading anti-apartheid freedom fighter, democratic activist and politician in South Africa.



Mr Paz at the Holocaust Education Trust

After completing a 10-day course at the world leading Holocaust studies centre Yad Vashem in Israel in 2023, Mr Paz recently completed a weeklong course in the Lublin area of Poland exploring *Operation Reinhard* with the Holocaust Education Trust and the institute Grodzka Gate. *Operation Reinhard* was the code name for the Nazi plan to murder the Jews in the territories of the General Government in occupied Poland.



Mr. Paz was interested to learn about pre-war Jewish life, and was particularly surprised to find out about the diverse and varied pre-war Jewish community. His itinerary covered several key sites of the Holocaust including three extermination camps: Sobibor, Majdanek and Lublin. This last site functioned simultaneously as a forced-labour camp and an extermination camp.

In addition, Mr Paz visited an infamous site in the forest outside of the town of Jozefow where, in 1942, a thousand Jewish men, women and children were murdered.



The Holocaust Education Trust course also explored the painful reality of “liberation,” illustrating how many survivors found themselves homeless while Europe struggled to address a massive refugee crisis. Rather than a simple homecoming, the post-war period was marked by displaced persons camps and the difficult search for a new place to belong.

The course also emphasised hearing the voices of individual victims and aimed to give as much agency as possible to them. Among the countless stories were:



Hannah Szenes, was a Jewish woman who joined the British army to train as a paratrooper and go behind enemy lines in Hungary to help the resistance against the Nazis. Szenes is remembered in Israel as a national heroine, and also known for her poetry. Her most famous poem, *A Walk to Caesarea* (“Eli, Eli”), is frequently recited in commemorations.



Petr Ginz, was a talented Czechoslovak teenager. He dreamed of space and science fiction and dedicated his time in the camps to drawing and editing a newsletter for other prisoners, itself a form of resistance. His diary was published in English as “The Diary of Petr Ginz 1941–1942” in 2008.



Dr Emanuel Ringelblum (1900–1944) was a Polish-Jewish historian, social activist, and politician best known for creating the *Oneg Shabbat* (Joy of the Sabbath) archive, the most comprehensive clandestine record of life in the Warsaw Ghetto. In 1940, Ringelblum founded a secret group of scholars and activists to document every facet of Jewish life under Nazi occupation. The archive included diaries, newspapers, official reports, and even ephemeral items like tram tickets and sweet wrappers. As the ghetto faced liquidation, the archive was buried in three separate locations in metal boxes and milk cans. Two of the caches were recovered after the war (in 1946 and 1950), while the third remains missing.

Mr Paz was particularly moved by the session on the 'last words' of the murdered. These were documents that were if not their literal last word, the last thing we are aware of that survives by that person. One is the poem 'Dream' by Abramek Koplowich. Mr Paz would encourage people to watch and read the poem and to contemplate its message.

https://www.youtube.com/watch?v=tWP7prW_Dfg

Jessica Bell - Jack Petchey Award



Jessica Bell received a Jack Petchey Award. She was nominated by her Guides troupe for her kindness to others, enthusiasm and her resilience as well as for following her passion for drama and earning a role in “Charlie and the Chocolate Factory” at the Mercury Theatre. She attended an award ceremony and was handed her award by the Mayor.

“*It meant the world to me to be nominated for a Jack Petchey award. Once I received my certificate and an invite to their Girlguiding awards presentation, I was delighted. It meant so much to be recognised for my achievements in Girlguiding, and I had a brilliant evening reviewing my award and watching others be recognised for their achievements.”*

Jessica

For many years CCHSG has been involved with the Jack Petchey Foundation. Sir Jack Petchey CBE set up the Foundation to encourage young people in London and Essex to work hard and reach their full potential. He believes each and every young person should be given the chance to achieve. As he always says; *“If you think you can, you can! The Achievement Awards are primarily about recognising those who put in the effort and do their best.”*

The programme recognises the outstanding achievements of young people by giving them awards for their hard work and positive impact in their community. Each term the CCHSG community is asked to nominate Jack Petchey Achievement Award winners - students who have gone above and beyond to achieve in any aspect of their lives. An important part of the scheme is the involvement of young people in selecting the award winners for their hard work and efforts. The idea is that students recognise and celebrate the success of their peers. At CCHSG, students, staff and parents are asked to nominate students to receive the award.

Kalliopi Shatta - LAMDA Achievement

Congratulations to Kalliopi Marie Shatta, in Year 7, who has achieved a The London Academy of Music and Dramatic Art (LAMDA) Distinction (A-Level equivalent). LAMDA is a renowned UK drama school founded in 1861, offering acting training and globally recognized speech/drama exams.

My Journey in Drama

My journey in drama began at Stagecoach in Ipswich when I was four, opening a world where I discovered my passion for drama, music, and self-expression. I love drama for how it lets me embody different characters and express their emotions truthfully. Through LAMDA, I explored themes from Ancient Greece to the Victorian era and into the modern period, completing my grades in just 17 months with distinction.

For my Grade 8 performance, I portrayed Antigone (Sophocles, 441 BCE), Jane (“Alan’s Wife” by Elizabeth Robins and Florence Bell, 1893), and Cynthia (“Goodbye Charles” by Gabriel Davis, 2012). In 15 minutes of solo acting, I took my examiner on a journey through time, shifting from a grieving yet resilient sister to a vulnerable mother with little support, and finally to a modern, independent woman struggling with identity and the fear of being lost in love.

I have also been inspired by director Katie Mitchell, whose focus on emotional truth and psychological realism has shaped my more structured, expressive acting style. Looking ahead, I am especially passionate about musical theatre and enjoy performing songs from musicals with my guitar at open-mic nights. Drama has given me the confidence to share my voice and creativity, and I am excited to see where this journey takes me next.

Kalliopi





LAMDA

CCHSG Apprenticeship Week



Higher Apprenticeship Starts by Sector
(Level 4 and above during the 2024/25 academic year in England).

- Business, Administration and Law: 103,890
- Engineering and Manufacturing Technologies: 46,070
- Health, Public Services and Care: (Data combined within broader categories, but is the second most popular area overall after Business, Admin & Law)
- Digital Technology: 31,410 starts (across all levels, but the majority is in higher levels and it is a fast-growing area)
- Construction, Planning and the Built Environment: 24,590

CCHSG hosted a week of events for students in Years 10 to 13 who are interested in finding out more about degree apprenticeships. These sessions offered valuable insights into what degree apprenticeships are, the application process, and the opportunities they provide.

The sessions covered:

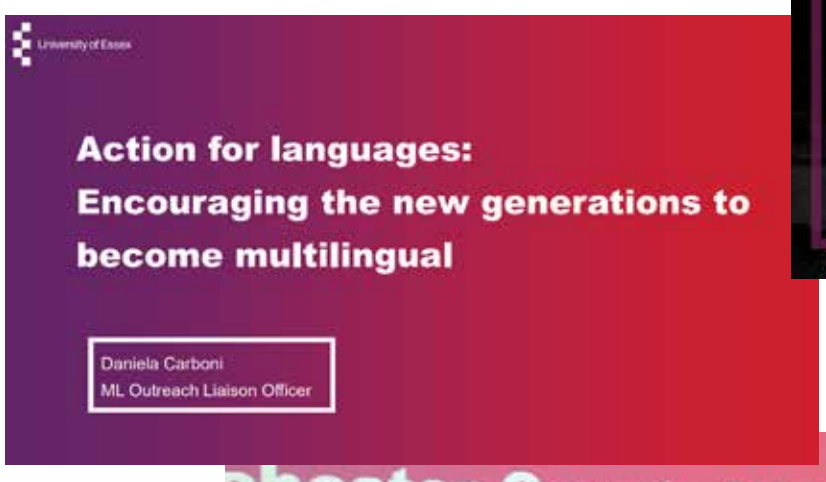
- Deep Dive into Degree Apprenticeships: Why apply, and how to apply. The session included a Q&A with current Year 13 students who have applied or are currently applying.
- Insight into architecture: A virtual talk on degree apprenticeships with Scott Brownrigg, award-winning international design practice specialising in architecture, master planning, urbanism and interior design.
- CCHSG Alumna Izzy Wratten discussed her degree apprenticeship with Deloitte in financial services.
- Life of a Law Apprentice: Virtual talk with DWF, a leading global provider of integrated legal and business services.
- Sizewell C presented their degree apprenticeships in nuclear power. Their Early Careers programmes include graduate schemes, apprenticeships, industrial placements, and internships.

Thanks go to Miss Clark, who organised the programme of events for students.

Daniela Cardoni - University of Essex

On 15 January 2026, we were delighted to welcome Daniela Carboni, Senior Lecturer in the Department of Language and Linguistics at the University of Essex, who delivered an engaging talk on the importance of learning languages.





During her presentation, Mrs Carboni highlighted the many benefits of speaking multiple languages, not only for communication, but also for enhancing job prospects and supporting cognitive development. She also explained that careers involving languages are less likely to be affected by AI because of the essential role of cultural understanding and geolocation-specific expertise.



It was a very enjoyable and insightful morning, and student feedback was very positive. Several students left the session feeling inspired to consider studying A Level languages, and others approached Mrs Carboni afterwards to ask about language-related degrees at the University of Essex.

PE Department - Spring Term 1

We were delighted to welcome students back this term with some exciting news: our brand-new fitness suite is now open for lessons! Students have already enjoyed exploring fitness training, building strength and endurance, and learning how to structure effective workout plans.

Across the PE curriculum, students have been busy developing new skills in swimming, basketball, table tennis, gymnastics, and dance. Our extracurricular programme also remains as popular as ever, offering badminton, swimming, football, netball, table tennis, indoor athletics, cricket, and basketball throughout the week.

On 13 January, our badminton teams travelled to Chelmsford County High School for Girls for a friendly match in preparation for the national competition. This provided invaluable experience, giving players the opportunity to test different doubles combinations. Our Under 14 and Under 16 teams also competed on 26 January in the local round of the national competition—both teams performed brilliantly and have progressed to the next stage, taking place the week beginning 9 February.

This half term has seen fantastic progress from our Sixth Form netball squad, who played closely contested matches against both Sigma Sixth and Colchester Sixth Form College. Our Year 11s finished their season on a high, securing a well earned win against Thomas Lord Audley in their final fixture. Meanwhile, our Under 16s remain in the Essex Plate competition following a strong victory over Becket Keys. We now look ahead to our next match against Shoeburyness School, where a win would take us through to the semi-finals.

On Saturday 17 January, two of our Year 9 athletes represented North Essex at the Cross Country Championships at Writtle University. On an extremely challenging course and against a highly competitive field, they placed 23rd and 43rd—a brilliant achievement.

The Under 16 and Under 14 football teams have made an impressive start, travelling to Paxman School on 20 January and securing wins in their opening matches of the season.

On 21 January, our table tennis team competed in the regional round of the national tournament, displaying exceptional skill and determination. They won all their matches to reach the final, where they were narrowly



Sixth Form Netball Team



Nancy & Jemima at the Cross Country Championships



U13 table tennis squad - 2nd in the region



Year 8 Basketball Team



Year 11 Basketball Team

defeated by a very strong table tennis academy. Their sportsmanship throughout was outstanding.

Our basketball teams have had an excellent start to the season. The Year 8 squad, in particular, have won their opening matches and are showing great progress thanks to their hard work and focus during training.

Our Interform “Just Dance” competitions kicked off on Monday 2 February, bringing with them amazing energy, creativity, and some fantastic themed outfits. We can’t wait to see how the event progresses.

The PE department is incredibly proud of all our students for their commitment, enthusiasm, and sporting excellence so far this year. We look forward to an exciting term ahead with even more achievements to celebrate.

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…

Sara Kelly



CLUB: Colchester Swimming and Waterpolo Club

INSPIRATION: Summer MacIntosh

TRAINING SCHEDULE: 10+ hours per week

RECENT ACHIEVEMENTS: 1st in East Region and 1st in Essex for 3k open water swim

LONG TERM GOAL: Nationals

PRE-COMP MEAL: pasta, even if its in the morning. Smaller snacks like bananas and granola bars throughout day.

PTFA

PTFA CONTACTS:

Chair: Anni Cullen
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Registered Charity No. 110464





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 to order.

Nearly New Uniform Update

The next Nearly New Uniform and Books Sale will take place on Saturday 21 March in the main hall from 10.00-12.30.

If you have any unwanted uniform items, or revision books, in good condition, the PTFA is pleased to accept donations at any time of the year. Donations can be placed in the blue wheelie bins outside reception.

We are currently understaffed on our uniform team, so we would kindly ask that all items are washed, and if possible ironed, prior to donation.



