



# A guide to our school



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# Admissions Policy

Entry to the school at age 11, into Year 7, is by academic selection test. Parents should visit the website of the Consortium of Selective Schools (CSSE) [www.csse.org.uk](http://www.csse.org.uk) for details of the entry procedure. Entries are accepted between May-July of Year 5 for the testing in September of Year 6. Tours of the school take place in July by appointment.

We positively welcome students into the Sixth Form from a wide range of other schools, both state and independent. Every year a significant number of students join the school in Year 12. An Information Evening is held in the autumn term when students can meet teachers and Sixth Form students, and find out more about the courses on offer. It is also possible to visit the school on a typical school day.

Additional information regarding entry is available from the school office. The full admissions policy is available on the school website [www.cchsg.com](http://www.cchsg.com)



## A Message from the Chair of Governors

 Our 20 governors are dedicated to working in close partnership with staff, parents and the wider school community. Over the years these partnerships have forged an atmosphere which consistently delivers academic success and an excellent all-round education. We are committed to the ethos of the school which is to support every student, foster individual talent and encourage team effort. By encouraging extra-curricular activities and a broad range of interests, as well as academic success, CCHSG provides a happy environment where our exceptionally bright and enthusiastic students can develop, take risks and emerge as confident young adults.

I am delighted to report that The Governing Body has been recognised as Outstanding during past Ofsted inspections and we will continue to build on this success. Our governors have a broad range of skills and enjoy helping to ensure the students meet the demands and challenges of today's ever-changing world.

The Governing Body look forward to supporting the continued excellence of the school and would welcome comments on how we can work together. If you would like to be part of the successful CCHSG partnerships please share your views with us by contacting Elizabeth Murphy, Clerk to the Governors, via [office@colchestergirls.essex.sch.uk](mailto:office@colchestergirls.essex.sch.uk)

Allan G. Blundell

Chair of Governors

## Transition

A tremendous amount of time and effort is put into making the transition from primary to secondary school as smooth as possible as we know that for many of our students (and parents) this can be an anxious time. Contact is made with feeder primary schools to provide us with relevant background information on our new students. With students from almost 100 different primary schools each year, our community is diverse and welcoming, so students soon make new friends. To ease transition we try where possible to place students in a Form where they know at least one other student.

In July an Induction Evening provides the opportunity for parents and students to meet their Form Group and their Form Tutor. Following this an Induction Day allows students to experience a full day in school with their Form Group and swap contact details for over the summer holiday. A special team of Year 7 students act as the 'Transition Team'. They are involved at all stages and will respond to any emails seeking help or advice.

The first weeks in school have also been organised to make the start of the students' academic career at CCHSG as stress-free as possible. Students benefit from a gentle settling in of routines like having an early lunch, escorts to lessons and assistance in catching the bus home. The PTA also organise a Year 7 Party to help in the bonding of each Form Group.

### Student Progress

We are delighted that the school has been recognised as one of the top performing schools in the county for student progress. This is particularly significant as our students join us already achieving at a high level. We provide them with effective learning opportunities, wide ranging extra-curricular activities and appropriate individual support to ensure that they build on their achievements and fulfil their potential. Regular assessment and monitoring by staff is an important part of ensuring progress and parents also receive regular feedback, as outlined in later sections of this guide.



## Learning and Teaching

At CCHSG we believe in dynamic teaching which inspires students to become independent, resilient and successful learners. We are committed to empowering the learners in our classroom and always endeavour to deliver innovative, varied and emotionally intelligent lessons. In anticipation of our students' current and future needs, our learning environment is constantly growing and adapting, embracing new technology and endeavouring to offer the best possible educational opportunities.

CCHSG is committed to stretching and challenging students' thinking and reasoning skills across all curriculum areas. With this in mind various teaching programmes have been integrated across the school and Creative and Critical Thinking is now taught as a discrete subject in Years 7, 8 and 9.

### The Curriculum

The School's Curriculum exceeds the requirements of the National Curriculum and is designed to:

- be balanced, broadly based, relevant and differentiated to match student needs, aptitudes and abilities
- promote the spiritual, moral, cultural, mental and physical development of each student
- prepare students for the opportunities, responsibilities and experiences of adult life

The school is committed to the principle and practice of equal opportunities in the curriculum and in our school community. We endeavour to ensure that all activities in the school are accessible by every student irrespective of ethnic origin, race, nationality, religion, physical disability, social class or economic background.

*Information about the subjects on offer is based on current planning and may be subject to alteration in response to internal need or external legislation.*

At KS3 (Years 7-9) students study the following subjects:

Art	Healthy Living (Year 7 & 8)
Biology	History
Chemistry	Latin (Year 8 and 9)
Computing	Mathematics
Creative and Critical Thinking	Music
Drama (Year 7)	Personal Social Health and Citizenship Education (including Careers Education)
English	Physical Education
French	Physics
Geography	Religious Studies
German	
<b>Year 8 start GCSE Religious Studies</b>	
Year 9 have the opportunity to take the AQA Level 2 Extended Project Qualification	

At KS4 (Years 10 and 11) students study the following subjects:

<b>Core GCSE courses:</b>	
Biology	Mathematics
Chemistry	Modern Foreign Language (French or German)
English Language	Physics
English Literature	Religious Studies (completed at the end of Year 10)
Humanities subject (History or Geography)	
<b>Additional GCSE courses</b>	
Art	Physical Education
Latin	Psychology
<b>Key Stage 4 Non-examination courses:</b>	
PSHCE Education (including Careers Education)	
Health-Related Fitness and Physical Education are taken by students in core Physical Education	
Religious Education, Citizenship and Computing are delivered as cross-curricular elements	

### Years 12 and 13 (Sixth Form)

Details of the Sixth Form Curriculum are outlined in full in the separate Sixth Form prospectus, available from the School Office or via the website.

# Personal, Social, Health and Citizenship Education

PSHCE permeates the whole ethos of the school, encouraging students to become independent, confident and responsible citizens in preparation for their future role as active participants and leaders in society. The course is delivered through separate timetabled lessons by Form Tutors, specialist teams and outside speakers. Aspects of PSHCE are also delivered through other subjects and curriculum areas, through out-of-school activities and projects and also through involvement in the life of the school and wider community. There is an emphasis on personal development, the acquisition of learning and thinking skills and the encouraging of reflection and target setting. Reflective aspects of the programme also encourage students to build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. Careers education is also delivered within the PSHCE programme which comprises three core strands: Health and Well-being, Relationships and Living in the Wider World (including Economic Well-being.) Students are encouraged to take an active role in the promotion of health and well-being throughout the school, through involvement in groups such as Student Voice, or as part of our team of Youth Health Champions. Sex and Relationships education is delivered as part of the PSHCE and Science programmes of study. Religious Education lessons also provide a forum to explore moral and emotional aspects; allowing students to develop an understanding of personal growth and development as well as human relationships within the context of personal and family life. We would expect all students to attend these lessons, any parents/carers wishing to withdraw their daughter should write to the Headteacher.

## Religious Education

Religious Education is provided in accordance with the 1988 Education Reform Act. The School is non-denominational. All students attend Assembly and Religious Education lessons unless their parent/carer chooses to have them withdrawn, in accordance with the provisions of the Act. Such withdrawal can take place once the Headteacher receives a letter from the parent/carer expressing a wish for their daughter to be withdrawn.

## Careers Information, Advice and Guidance

CCHSG is a RoQA accredited school for Careers Education, Information Advice and Guidance. Careers Education is offered to students as part of the PSHCE programme from Year 7 upwards, covering a range of appropriate topics for each Year Group. In Years 8 and 9 students receive



individual guidance on their GCSE subject choices to ensure that they have the widest possible progression options. Students in Years 10 and 11 consider future Higher Education and employment opportunities. Students are also supported in identifying and developing the general competencies in areas such as organisation, communication, presentation and team working that will enable them to flourish at university and in employment. Specific guidance is given on areas such as preparing CVs and interview techniques. Our Careers Resources Area offers a wide range of paper-based and online reference material. In addition, an independent careers advisor is available should students require further individual guidance.

The process of progression to Higher Education is supported by a comprehensive programme for Year 12 and 13 students, outlined in full in the Sixth Form Prospectus. We encourage and support older students in setting up appropriate work experience. We have close links with Admissions Tutors from a variety of universities including Oxford and Cambridge which means that our advice is constantly updated. Visiting speakers provide students with guidance from the universities' perspective and former students often return to the school to talk about their experiences of applying to Higher Education and life as an undergraduate. The school has an excellent record of students obtaining places on highly selective university courses.

# Homework

Homework is an integral part of learning at all levels in the school. The forms it can take are many. We define 'homework' as work which is set to be done outside the timetabled curriculum, but not necessarily at home; which contains an element of independent study not supervised or directly controlled by a teacher and which represents an extension of the learning activities within the timetabled curriculum.

## General objectives of homework:

There are many reasons for valuing homework. The list below gives some of them; not all have equal weight.

- To encourage students to develop the practice of independent study, perseverance and self-discipline
- To allow practice and reinforcement of skills learnt in the classroom
- To allow students to take responsibility for organising their own learning
- To permit more curriculum content to be covered and more rapid progress to be made
- To open up areas of study, and to make possible the use of materials, resources and sources of information not accessible in the classroom
- To involve parents (and other adults) in students' work
- To encourage creativity and initiative

## Timing

In Year 7 approximately 20-25 minutes of work is set per subject on either a fortnightly or weekly basis. In Years 8 and 9 this increases to 30-40 minutes. By Years 10 and 11 it is expected that students will be spending around two hours per evening on school related tasks. Years 12 and 13 organise their own timetable for homework to meet the deadlines set by their teachers. All timings should be seen as guidelines and are not prescriptive, as students work at very different rates. Teaching staff will always clarify the requirements in terms of the scope of the task and the deadline for completion, with the class, when the work is set.

# Keeping Parents Informed

## Assessment and Reporting

Assessment, both formative and summative, is key to effective teaching and learning and an integral part of ensuring that all students achieve to their full potential. To be effective, assessment needs to draw on a wide range of evidence about students' learning, so students will receive regular informal and formal assessments across all their subject areas. We strive to ensure that all students make appropriate progress and have the knowledge and skills to face the challenges they will be set in later life. Assessment provides us with the basis for effective feedback to students, parents and teachers. We will provide information about student progress and attainment on a regular basis. Challenging targets are set and progress towards those targets is carefully monitored, as is attendance. Assessment and reporting calendars vary across the Year Groups and are shared with students and parents as relevant.

## Parent Voice

At CCHSG we welcome the involvement of parents and carers in promoting high quality education for our students. We run a Parental Voice group which meets at various times throughout the year to provide an opportunity to explore current educational issues and enable an exchange of ideas. A Weekly Bulletin is issued to parents and students via email with details of forthcoming events and a regular E-Newsletter reflects the activities and achievements of our student community. Parents and carers elect Parent Governors for the school's Governing body; these Governors are then able to represent the parental perspective throughout the decision making process of the school.

## PTA

The Parent Teacher Association (PTA) organises fund-raising, social and educational activities for parents, carers and students. All parents/carers are automatically members of the PTA and the Association would like to encourage parents/carers to participate as fully as possible. Full contact details for the PTA Committee and further information about PTA activities are available via the school website.

## Requesting Further Information

Parents are encouraged to visit the school website [www.cchsg.com](http://www.cchsg.com) for further information and copies of school policies.

# The School Day

Bell at 08.43

08.45 Registration and Form Time or Assembly

09.05 Movement Time

09.10 Period 1

10.10 Break

Bell at 10.27

10.30 Period 2

11.30 Movement Time

11.35 Period 3

12.35 Lunch Priority for Year 12 and 13 and lunchtime activity participants until 12.45

Bell at 13.23

13.25 Registration

13.30 Period 4

14.30 Movement Time

14.35 Period 5

Bell at 15.35

## Please Note

Students in Years 7-11 arriving before 08:30 are asked to wait in the Dining Hall, where a breakfast service operates, unless they are being supervised by a specific member of staff. Students in Years 7-11 must leave the building by 16:00 unless they are in a supervised after school club or activity.

## Attendance

CCHSG expects that students will aim to attend school regularly and punctually. The majority of our students have an attendance of 97% or above. Students may only miss school if they themselves are ill. Parents/carers are required to notify the school by telephone on the first day of any student absence and, upon return to school, provide a note explaining the nature of the illness, to be given to the Form Tutor.

In the case of urgent medical appointments, a student must bring either her appointment card or a note from her parents/carers. Before leaving the school premises, students must report to Reception to be signed out. On returning, they should also report to Reception to be signed back in.

For their safety and security, no student may leave the school site for any other reason without the permission of one of the Senior Staff.

## Family Holidays During Term Time

There is no legal entitlement for parents to take their children on holiday during term time; permission for family holidays during term time will not be authorised by the school. Holiday leave taken without formal permission is classified as unauthorised, and could lead to a referral to the Missing Education and Child Employment Service for a fixed penalty charge.

Any absences from school, no matter how few, will hamper progress.

## Lunch Times – School Canteen

The school canteen is extremely popular with both students and staff and is far more multicultural and varied than traditional “school dinners.” All the food is prepared and cooked on site and the weekly menus are publicised in advance via the Student and Parent Bulletins. The wide ranging options include paninis, curries, stir fries, pasta dishes, pizza, a salad bar, baked potatoes, roast lunches and the occasional chip! There are also a wide range of drinks, healthy snacks, fruit and desserts. Prices are competitive and represent good value. Breakfast is also available from 08.00 for those arriving early. Students do have the option to bring packed lunches from home if they wish.

Students can eat their lunch in the Dining Hall or outside. Students are allowed to remain in Form Rooms at lunchtime during winter months provided they adhere to the Form Room Protocols devised and agreed by Student Voice. In fine weather, all students are encouraged to go outside as the school has extensive, pleasant grounds.

# Student Voice and Student Leadership

All students are actively encouraged to take on leadership roles within the school community. Elections are held in March for the Head Girls and Deputy Head Girls, and in September for representatives to serve on Student Voice. Student Voice meets weekly with a Deputy Headteacher to discuss student matters and work on projects within the school such as improving the facilities, the range of healthy food served in the canteen, student well-being and input into the school rewards policies and procedures. Student Voice members publicise the Jack Petchey Award and choose the award recipient each month from nominations. Members of the Student Voice have represented the school at local Student Voice Conferences and have been elected onto the Essex Young Assembly. There are also many other opportunities for students to take on leadership roles such as subject mentors, Form Prefects, Literacy Leaders and Sports Leaders as they progress through the school.



## Extra-Curricular Activities

The wide ranging extra-curricular activities on offer contribute to the vibrancy and creativity of the school and provide an enriching experience for our students. Many subjects offer activities based on areas of the curriculum, such as Art, Science, Languages, History and RE and Inter-Form competitions take place across a wide range of subjects. Many departments also organise a range of extended learning activities such as inviting Guest Speakers into lessons or organising day trips and workshops in conjunction with the wider community and other schools. There are annual Exchange trips to both France and Germany. The school employs Language Assistants in French, German and Chinese, who provide additional curriculum support and extra-curricular opportunities for students. As part of the extra-curricular programme students also have the opportunity to try new skills based activities such as Ballroom Dancing, Fencing and Gardening Club. Most activities take place at lunchtime and after school, with occasional weekend experiences, day visits or workshops.

### Drama and Theatre

As well as a weekly Drama Club, our vibrant and professional Drama Department stages two productions annually. The summer production generally has a cast of over 120 and there are many opportunities for students to get involved either as performers, musicians or supporting as stage crew. All Year 7 take part in productions of both Dickens and open air Shakespeare as part of their English and Drama curriculum.

### Music

Our thriving Music Department runs a wide range of clubs and organises performances throughout the year. Most activities welcome all those wanting to develop their skills and enjoy music with others. There are Junior and Senior choirs, a Wind Band, Sting Ensemble, Guitar Ensemble, Recorder Group, Folk Band, Flute Choir, Ukulele Band and two School Orchestras - School Orchestra I (Grade 5 and above) and School Orchestra II (Up to Grade 5).

### Extra-Curricular PE

The Physical Education Department offers an exceptional range of extra-curricular activities, often on a 'seasonal' basis, with different activities on offer every lunchtime. Some of the sports will have an additional team practice such as netball, football, rounders and tennis, but most clubs are open to all students who wish to participate for fun or exercise.

Our school teams compete successfully at Local, District, Regional and National Levels. We have been very successful in recent years with our Netball, Athletics and Swimming teams. In the Upper School our students can take the Sports Leaders Award, which is a nationally recognised qualification which supports the development of leadership skills. Students may also be involved in organising sporting events for local primary schools. The PE Department also runs a highly successful Gym and Dance Show annually.

Extra-curricular sports clubs currently on offer for various terms throughout the year include: Athletics, Badminton, Basketball, Cricket, Dance, Fencing, Fitness, Football, Gymnastics, Hockey, Netball, Running, Rounders, Swimming, Table Tennis, Tennis, Trampolining, Yoga, and Zumba.

### Duke of Edinburgh's Award Scheme

The school has a very well established DofE programme and is officially accredited to run the Bronze, Silver and Gold Awards, with over 120 students taking part each year. Completion rates are excellent, with a 95% completion of the Bronze Award last year. The participants volunteer with many local and national charities, undertake a range of physical activities, gain new experiences and master a new skill or hone their abilities in an existing one. At each level they also undertake two overnight camping expeditions, which get progressively more challenging as they move from Bronze to Gold.

### Leadership Opportunities

Extra-curricular activities provide students with further opportunities to develop their skills in organisation and leadership. For example students can choose to become Literacy Leaders, Maths Leaders or Language Leaders, promoting these areas of the curriculum through assemblies and other activities. Senior students often run or support with clubs for younger students such as the Medical and Veterinary Society. Extra-curricular activities also provide a forum for students to be supported in representing the school in a range of national competitions such as the Maths Challenge Competition and MFL Spelling Bees. Other extra-curricular activities encourage development of skills such as debating and public speaking. Our teams perform well annually in the European Youth Parliament and in the English Speaking Union public speaking competition. Involvement with Young Enterprise, for older students, provides an opportunity to develop business skills in devising and running a small business.

Extra-curricular activities enable us to:

- Extend the curriculum beyond that offered in timetabled sessions
- Allow scope for practice for school teams, for rehearsals and performances
- Allow students of different ages and abilities to interact
- Allow interaction between staff and students
- Support students in gaining leadership and organisational skills
- Support students wishing to develop and enhance particular skills (Music, Languages)
- Provide an opportunity for students to try new activities and gain new skills and experiences

## Awards and Rewards

A key part of good teaching and developing the potential of our students is ensuring that we recognise their efforts and achievements by giving encouragement and praise. We appreciate the thought and effort our students put into their work and the excellent standards they achieve. Many of our students also make positive contributions to the school community in other ways. Staff are encouraged to actively seek opportunities to praise students both within and beyond lessons. The school firmly believes in the rewarding and praising of outstanding effort as well as the achievement of excellence and that every student should always endeavour to be the best they can be. Our system of rewards allows us to celebrate outstanding effort, the achievement of excellence and also student contribution in all aspects of school life.

Our reward system includes:

- Merit stickers awarded by all staff, these can be for academic or pastoral reasons for example making an excellent effort in class, helping another student, supporting with charity work etc. Bronze, Silver and Gold Merit Certificates are awarded when students reach key points
- 100% attendance certificates for each term and whole year
- Tutor nomination of 'Students deserving of praise' from their Form to receive a letter home to recognise the non-academic contributions many of our students make, e.g. organising charity fundraising, helping other students, assembly presentations etc.
- After our Progress Checks we send letters home to those that have made the most progress, those who have shown a consistently outstanding attitude to learning across their subjects and those who have shown improvement in their attitude to learning
- We participate in the Jack Petchey Award Scheme which allows us to formally recognise students who make an outstanding contribution to their school or wider community

## Behaviour and Relationships

All students are expected to follow the school rules, to treat each other and all members of the school community with respect and to behave sensibly and with consideration both in lessons and around the school. Students should not behave in any way which impedes their own learning or that of others in the class. On the rare occasions where it is necessary, a range of sanctions may be imposed including after-school detentions and exclusion from school.

Bullying, although rare, does occasionally happen. The school takes incidents of bullying very seriously and will always investigate and seek resolution to such incidents. All students and parents are expected to sign the ICT Acceptable Use Policy and are informed of the dangers and issues surrounding e-safety and cyber-bullying. Copies of all school policies are available in full on the website.

## Provision for Students with Special Educational Needs or Disabilities (SEND)

CCHSG is an inclusive school, dedicated to ensuring that every student receives the individual support and care required to achieve her social and educational best. The staff and governors are strongly committed to both inclusion and equal opportunities and will always look at what reasonable adjustments can be made in order to facilitate access for students with special educational needs, irrespective of race, class, ethnicity or social status. The school's Special Educational Needs Co-ordinator (SENCO) is responsible for the provision and monitoring of SEND support. Students with special needs resulting from physical disabilities, sensory impairment or emotional and behavioural difficulties will be given full access to the curriculum so far as it is practicable and desirable.

All staff are regularly trained and updated on SEND issues and are fully involved in the identification and support of students with special educational needs or disabilities. We will consult with parents/carers and liaise with teachers to ensure that teaching practices are appropriate. Our full SEND policy is available on the website.

## Provision for Gifted and Talented Students

The majority of students at CCHSG could potentially be classified as what the Government has historically called 'Gifted and Talented' – defined as "young people with an ability to develop to a level significantly ahead of their year group". The DfE now use the phrase 'Academically More Able Pupils', but regardless of the terminology, it is our duty to assess our pupils thoroughly, know them as individuals and support them to achieve to the very best of their abilities. To this end we have a Lead Teacher with responsibility for Gifted and Talented students across the whole school and our teaching is planned to provide challenging lessons which employ a range of strategies to engage and interest our students. We also ensure that we have a differentiated curriculum to meet the needs of all students, including the extremely able. Within the taught curriculum, for example, student progress is encouraged by:

- Varied groupings for activities
- Development of higher order questioning and thinking skills
- Constantly reviewing and adapting our learning environment to embrace new technology
- Enrichment tasks and extension materials
- Encouragement of students taking responsibility for their own learning, including independent research
- Self and peer evaluation of work
- The opportunity to take GCSEs before the end of Year 11 (for example Religious Studies)
- Creative and Critical Thinking is taught as a discrete subject in Years 7, 8 and 9

Subject knowledge and engagement is also promoted in a number of ways beyond the classroom for example:

- Provision of wide ranging extra-curricular activities and clubs
- National competitions for example the Maths Challenge, Languages Spelling Bees, Biology Olympiad, the Talent 2030 Engineering Competition, Choral Competitions, English Speaking Union Debating Competition and European Youth Parliament
- Links and joint activities, with Gifted and Talented students from other schools
- AQA Level 2 Extended Project Qualification for Year 9
- AQA Level 3 Extended Project Qualification for Year 12
- Alerting students and parents to external opportunities such as those run by GIFT Ltd and Villiers Park master classes and residential courses
- Workshops with external experts on topics such as enterprise education and digital marketing
- Visits to working environments such as Wattisham Airfield and CERN, Switzerland



## Additional Information

### School Uniform

School uniform including a blazer is worn by students in Years 7-11, and smart business dress by students in Years 12 and 13.

The only supplier of some items of uniform is Coes of Ipswich ([www.coes.co.uk](http://www.coes.co.uk)) Please check the school website for specified items.

### Mobile Telephones

We appreciate the long distances some of our students travel to attend CCHSG and understand that a mobile telephone is a helpful in case of emergencies or delays. However, whilst mobile telephones are permitted in a student's bag, they should not be seen or heard around the school site. If a student is found with their mobile telephone out, or if it disturbs the learning environment, it will be confiscated and sanctions applied in line with the school policy.

### The School Fund

The School is a Registered Charity and the additional contributions made by parents and friends of the school to our School Fund enable us to improve and enhance the provision that we can make for our students' education. The Fund is used both to supplement the central funding for basic educational provision and to provide additional facilities and opportunities. For example, it provides for the heating and running costs of the school swimming pool, built many years ago mainly by funds raised by the students then in school. The Fund also buys additional teaching equipment and has enabled an ongoing programme of classroom refurbishment. This year we have been granted government finance to expand the school premises and will need to raise additional funds to furnish and equip six new classrooms.

Parents are asked to donate a set amount each year either annually or monthly to the School Fund. We are of course always delighted to receive larger sums. Parents are encouraged to Gift Aid their donation, ensuring that a yearly contribution of, for example £100 per annum becomes worth approximately £125 to us, as a registered charity.

## Examination Results

We are very proud of the students and their achievements. The school was ranked ninth in the national GCSE League Tables published in 2016; this table included schools from both the state and independent sector.

## Attainment Overview GCSE

### Year on Year Comparisons

	2016	2015	2014	2013	2012
Percentage achieving 8+ A*-A GCSEs	80%	84%	87.5%	81%	85%
Percentage achieving 5+ A*-C GCSEs including English and Mathematics GCSEs	100%	100%	100%	100%	99%
Percentage achieving English Baccalaureate	92%	96%	95.5%	91.7%	87.5%
Percentage achieving expected progress in English	100%	100%	100%	100%	100%
Percentage achieving expected progress in Mathematics	100%	100%	100%	100%	100%

The school was ranked **second** in Essex in 2016

## Summary of Key Stage 4 Examination Results

### Cumulative Percentage

	A*	A	B	C	D	E	F-X
2016	52.4	87.8	98.1	100	100	100	100
2015	46.1	87.4	99.3	99.8	100	100	100
2014	48.3	87.5	98.58	100	100	100	100
2013	40.7	81.4	96.9	99.7	100	100	100
2012	43.3	77.8	94.8	99.4	100	100	100

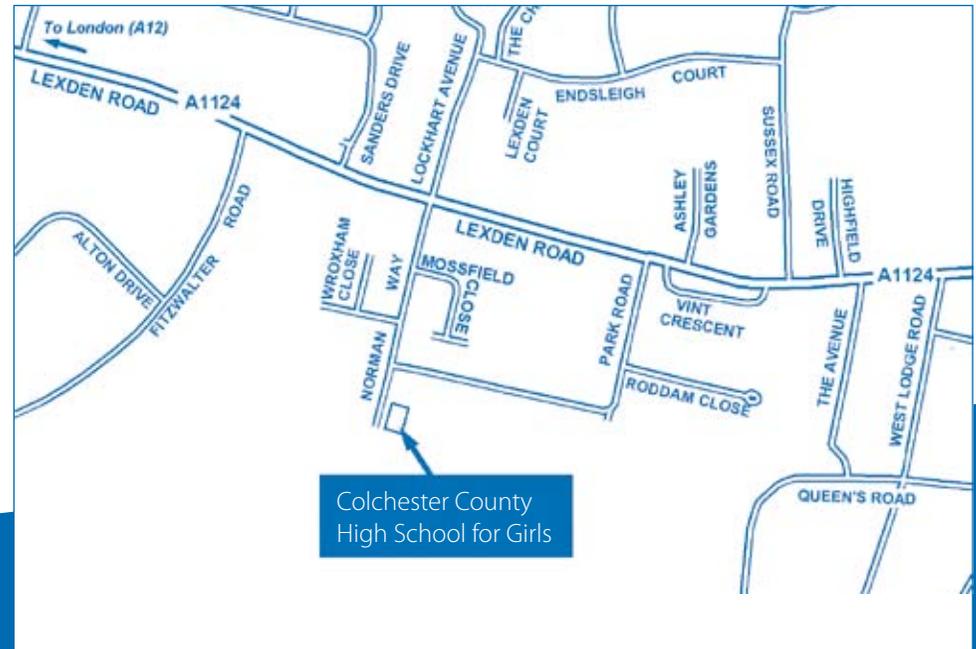
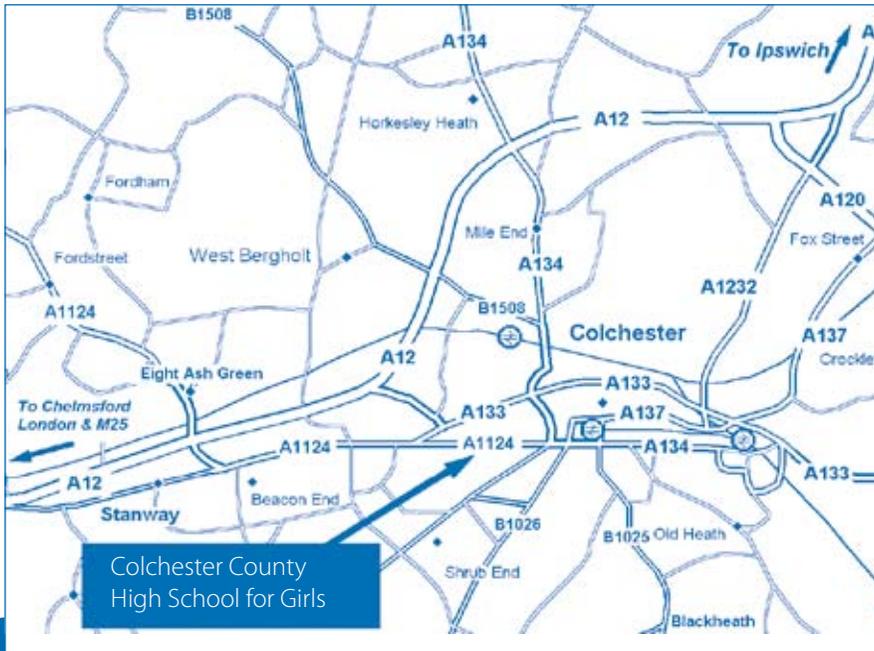
## Attainment Overview A2

### Cumulative Percentage

Summary of A2 Results	A*	A	B	C	D	E	N, U&X
2016	15.8	50.0	82.3	96.3	100	100	100
2015	21.4	58.6	89.1	97.42	99.74	100	100
2014	18.3	55	86	95.48	99.05	100	100
2013	19.9	63.0	89.3	97.7	100	100	100
2012	19.0	57.0	88.2	98.9	100	100	100



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Norman Way, Colchester, Essex CO3 3US  
t: 01206 576973  
e: office@colchestergirls.essex.sch.uk  
www.cchsg.com



## Finding us:

From West: Leave A12 signed Colchester Central, right at roundabout (3rd exit), next left. Norman Way is  $\frac{3}{4}$  mile on right.

From East: Follow A12 around Colchester. Leave at Junction with A1124 signed Cambridge, rejoin A12 eastbound and follow "from West"

From North: Towards town centre on A134 or B1508, after the main railway bridge take 3rd, 2nd, 3rd and 3rd exits at roundabouts. Norman Way is  $\frac{3}{4}$  mile on left.

Note: Please be aware that if using satellite navigation, entering just our postcode can result in a destination which does not allow access to the school, the full address should be entered.