



Achievement Strategy



2023-24, pandemic chronology for each year group

Year 13 (Yr12 2022-23, Yr11 2021-22, Yr10 2020-21, Yr9 2019-20)

Year 11 (Yr10 2022-23, Yr9 2021-22, Yr8 2020-21, Yr7 2019-20)

Year 12 (Yr11 2022-23, Yr10 2021-22, Yr9 2020-21, Yr8 2019-20)

Year 10 (Yr9 2022-23, Yr8 2021-22, Yr7 2020-21, Yr6 2019-20)

Year 9 (Yr8 2022-23, Yr7 2021-22, Yr6 2020-21, Yr5 2019-20)

Year 8 (Yr7 2022-23, Yr6 2021-22, Yr5 2020-21, Yr4 2019-20)

Year 7 (Yr6 2022-23, Yr5 2021-22, Yr4 2020-21, Yr3 2019-20)

*We are a progressive grammar school community,
committed to excellence in girls' education and empowerment*

Our Achievement Strategy is:

Inspired by our school ethos

[Welcome from the Headteacher - Chelmsford County High School for Girls \(cchs.co.uk\)](http://cchs.co.uk)

Centred on our pastoral and specialist support for students

[Keeping our students safe, supported and empowered - Chelmsford County High School for Girls \(cchs.co.uk\)](http://cchs.co.uk)

[SEND - Chelmsford County High School for Girls \(cchs.co.uk\)](http://cchs.co.uk)

Animated by our ambition for all students

[The CCHS Curriculum Mission - Chelmsford County High School for Girls](http://cchs.co.uk)

[Pupil Premium - Chelmsford County High School for Girls \(cchs.co.uk\)](http://cchs.co.uk)

Enriched by our school development initiatives

[Teaching and Learning - Chelmsford County High School for Girls \(cchs.co.uk\)](http://cchs.co.uk)

[Change@CCHS - Chelmsford County High School for Girls](http://cchs.co.uk)

Articulated through our challenge model

[Challenge - Chelmsford County High School for Girls \(cchs.co.uk\)](http://cchs.co.uk)

Achievement Strategy - what do we want for our students?

SCHOOL ETHOS

We amplify, and so fortify, our School vision and aims, as well as pursue links between subject disciplines, to cultivate core values, which direct and drive our work: **citizenship, distinction, challenge, duty, imagination, enlightenment and diversity.**

- Mission *A progressive grammar school community, committed to excellence in girls' education and empowerment.*
- Vision *Developing the leaders of tomorrow – **citizenship**: inspire future citizens to think for themselves and to act for others.*
- Aim *The pursuit of excellence – **distinction**: provide students with an outstanding education, with students doing their best in all endeavours.*
- Aim *Fulfilling individual potential – **challenge**: motivate students to acquire new knowledge & understanding and stimulate them to develop new skills & attributes.*
- Aim *Contributing to the community – **duty**: ensure students conduct themselves with civility and compassion at all times, supporting each other and looking beyond themselves.*
- English, Sport and Arts subjects – **imagination**: enable students to explore new ideas and empathise with the thinking of others, without limitation or risk.
- Mathematics, Computer Science and Natural Sciences subjects – **enlightenment**: equip students with the insight and determination to embrace new ideas, technology and innovation, enabling them to contribute to the ever-changing natural and physical world around them.
- Humanities, Languages and Social Sciences subjects – **diversity**: provide students with the tools to respect and celebrate the great diversity of cultures, backgrounds and beliefs, within and beyond the School, whilst recognising that we have more in common than that which divides us.

Achievement Strategy – how do we realise this, pastorally?

PASTORAL MISSION

Keeping our students **safe, supported** and **inspired**.

Leadership

- Deputy Headteacher, Pastoral (Designated Safeguarding Lead)
- Headteacher (Deputy Designated Safeguarding Lead)
- Deputy Headteacher, Academic (Deputy Designated Safeguarding Lead)
- Assistant Headteacher, Community, Enrichment & Opportunity (Deputy Designated Safeguarding Lead)
- Senior Pastoral Leader (Deputy Designated Safeguarding Lead)
- Year Leader (Deputy Designated Safeguarding Lead)

Safeguarding procedures

- ‘Keeping Children Safe in Education’
- Safeguarding briefings (weekly)
- Pastoral meetings (fortnightly)
- Staff training and updates (termly)
- ‘MyConcern’ records management system
- Staff & Student Matters Governor Committee
- Safeguard alerts between local schools
- Links with external agencies, e.g. CAMHS and EWMHS

Pastoral care

- Form Tutors
- Year Leaders
- Year Leader ‘open door’ policy
- Wellbeing strategy/award
- Pastoral Hub
- Assemblies
- Regular communications from Year Leaders and DHT (Pastoral) - weekly
- Staff Briefing
- Wellbeing section of TA discussions (individual discussions with Form Tutors every half term)

Health care

- Medical room
- First Aiders
- Mental Health First Aiders
- School Nurse
- Counselling service
- Art Therapy sessions
- Young Carer support

SEND

- SENDCo
- SEND Assistant
- SEND quiet/sensory room

Curriculum

- Members of PSHE Association
- Statutory RSE, with broader PSHE programme, tailored for each year group
- Student surveys
- Curriculum Governor Committee

Enrichment

- Enrichment Day activities
- Clubs & Societies
- Public Speaking competitions

Leadership development

- Leadership awards
- Prefect system
- Sixth Form Officials

Communications

- Form representatives
- Student Voice
- Sixth Form Council
- pastoralsupport@cchs email
- change@cchs initiative
- Weekly bulletin (*Laudatio*)
- Termly newsletter (*Communitas*)
- Welcome Meetings
- Meet the Tutor Evenings
- Parents' Evenings
- Reports

Premises

- Morning, break, lunchtime and after school duties
- Security gates
- Fob activated doors
- Fire and Lockdown Drills
- CCTV
- Vape detectors

Achievement Strategy – how do we realise this, academically?

CURRICULUM MISSION

The vital concept which animates our curriculum is **ambition**...

Ambition for our students:

- to ignite a **passion for learning**
- to learn a progressively challenging **body of knowledge** in every subject each year
- to understand a range of increasingly sophisticated **key concepts** in every subject each year
- to appreciate content and conceptual **links between subjects**
- to be inspired to **pursue their curiosity** through extra-curricular and enrichment opportunities

Ambition for our staff:

- to be **active participants** in the design and review of schemes of work
- to be **reflective practitioners** as they teach the curriculum
- to be **critical analysts** as they monitor assessments and scrutinise outcomes
- to both **support and be supported** in their ambitious curriculum practice

Ambition for our school:

- to **honour the legacy** of those who founded our school in 1907, providing a home for girls' academic education
- to **inspire our current community** to achieve their individual and collective best
- to **progress our educational inheritance** through curriculum innovation
- to **create a new chapter** of curriculum excellence for future generations

Our curriculum is distinguished by...

Breadth...

- **appropriate coverage** for our able students across the family of subjects
- STEM (Biology, Chemistry, Physics, Mathematics, Computer Science)
- Literature and Languages (English, French, German, Italian, Latin, Spanish)
- Humanities (Geography, History, Religious Studies)
- The Arts (Art, Drama, Music)
- Social Sciences (Economics, Government & Politics, Psychology)
- Health (Physical Education, PSHE)

Balance...

- appropriate apportioning of **curriculum time**
- **access to all subjects** for each student
- **progression** through KS3 with P4C in Yr7, then Latin in Yr8, sciences in Yr7, Bi, Ch and Ph in Yrs8-9

Challenge...

- **CCHS Challenge Model**
 - Scheduled: habitual challenge, e.g. daily lesson activities
 - Extension: amplified challenge, e.g. KS3 Curriculum Support Booklets
 - Enrichment: deep challenge, e.g. Enrichment Day activities
 - Overarching: cohesive challenge, e.g. Internationalism activities
 - Excellence: examination challenge, e.g. GCSE and A Level
 - Ancillary: complementary challenge, e.g. extra-curricular activities
 - Innovation: novel challenge, e.g. special projects
- **number and range of subjects** at KS3 (x14 Yr7; x16 Yr8 & Yr9)
- **CCHS KS3 Curriculum** (Content, Concepts, Connections and Competencies)
- **GCSE options** structure to realise the EBacc (core, humanities, languages, additional and open choices)
- **A level options** structure to realise access to competitive courses at selective universities

Professional curriculum engagement

- Membership of subject & professional associations and participation in subject-related social media fora
- Engaged locally with Mid-Essex Secondary Heads (**MESH**), Association of Secondary Heads in Essex (**ASHE**), Chelmsford Teaching School Alliance (**CTSA**), Billericay Teaching School Alliance (**BTSA**)
- Engaged nationally with the Grammar School Heads Association (**GSHA**), Successful Selective Girls' Schools (**SSGS**), Prince's Teaching Institute (**PTI**), National Association for Able Children in Education (**NACE**)
- Engaged globally with the International Coalition of Girls' Schools (**ICGS**) and Advancing Girls

2023-24 Operations - what is the focus of pastoral leaders?

PASTORAL ACTIONS

GCSE and A level students

- Transition support for Years 10 and 12 students
- Mentoring programme
- Student Progress Meetings – pastoral support for individual students
- Co-ordination of subject support, with intervention cards for students
- Provision Map to track and evaluate impact of support and interventions
- Leadership Conference for Year 11 students
- Model United Nations Conference for Year 12 students
- Weekly study skills group for Sixth Form students

All students

- Transition support for Year 7 students
- Tutor Time Programmes
- Attendance monitoring and follow-up
- SEND support, including One Plan Meetings
- Responding to pastoral needs, including Pastoral Hub services
- Mental Health First Aid drop-ins
- Young Carer drop-ins
- Parents' Evenings and ongoing communication with parents

2023-24 Operations - what is the focus of academic leaders?

ACADEMIC ACTIONS

GCSE and A level students

- Additional teaching time in the Sixth Form.
- Analysis and use of baseline data from Year 9-Year 10 school exams
- Analysis and use of baseline data from Year 11-Year 12 bridging work
- Workshop on academic reading for Year 12 students
- Study skills support through PSHE Programme and Elevate Education
- Review of TA and school exams/mock data, with follow-up
- Student Progress Meetings – academic support for individual students
- GCSEPod online resources for Years 10 and 11 students
- JSTOR online resources for Year 12 and 13 students
- Development of resource lists for students
- Supervised study periods for Sixth Form students
- Subject-based supervised study sessions for Sixth Form students
- Insights Evenings with parents of Years 11 and 13 students

All students

- Literacy and creative writing support for Year 7 students
- Academic study support with Elevate Education
- SEND classroom toolkits
- Enrichment Day Programme
- CCHS Aspire – programme to support post-A level plans and choices
- CCHS Institute lectures to explore academic interests

2023-24 Operations - what is the focus of all staff?

SCHOOL DEVELOPMENT ACTIONS

Miss Pocock, School Development Leader (SENDCo)

Excellence for All

Autumn Term

Inclusivity for all, including developing Years 7 and 12 induction days to facilitate highly effective transition to the new academic year for all SEND students.

Spring Term

Intervention and early identification of need, including the use of small group support for students.

Summer Term

Training for the future and smooth transitions for new students, including planning strategies for Enrichment Day and other off timetable events to support SEND student participation.

Mr Carter, School Development Leader

Teaching Standards

Autumn Term

Work towards the NACE Challenge Award, including strengthening our culture of challenge through a school challenge framework and staff development opportunities.

Spring Term

Achieve the NACE Challenge Award and progress our school challenge framework.

Summer Term

Develop extended challenge aspect of our school challenge framework.

Mr Lodge, School Development Leader

Learning Experiences

Autumn Term

Implement the introduction of the CCHS Tutoring Programme, and co-ordinate Departmental lesson observations.

Spring Term

Continue to support the CCHS Tutoring Programme and co-ordinate whole school learning walks.

Summer Term

Maintain support of the CCHS Tutoring Programme, reviewing its impact, plus co-ordinating school-wide peer lesson observations.

Mrs Manning, School Development Leader

Whole-school Assessment

Autumn Term

Introduce a feedback policy and monitor staff and student experiences, with a particular focus on KS3 science.

Spring Term

School-wide focus on feedback checks and refinement of our feedback policy, developing KS3 science through learning walks, feedback checks and a review of internal assessments.

Summer Term

Review and evaluate our feedback policy and its implementation, considering the evolution of our Key Principles of Assessment materials.

Mr Harvey, School Development Leader

Creativity across our Curriculum

Autumn Term

Work towards the Artsmark Platinum Award, with high-quality and consistent creativity across the curriculum.

Spring Term

Outreach work with primary partner schools, with creativity as the unifying and driving theme.

Summer Term

Promote student voice and retention in creative subjects.

Mr Rowell, School Development Leader

Data Literacy

Autumn Term

Support staff with our public examinations data analysis process, including work with middle leaders to develop SIMS for behaviour/achievements and intervention tracking.

Spring Term

Support staff with training on SIMS/Excel and FFT through CPD sessions, including investigating a homework system in SIMS.

Summer Term

Monitor the impact of support work and training sessions.