



Achievement Strategy



2025-26, pandemic chronology for each year group

Yr13 (Yr12, 2024-25 Yr11 2023-24, Yr10 2022-23, Yr9 2021-22, Yr8 2020-21, Yr7 2019-20)

Yr12 (Yr11, 2024-25, Yr10 2023-24, Yr9 2022-23, Yr8 2021-22, Yr7 2020-21, Yr6 2019-20)

Yr11 (Yr10, 2024-25, Yr9 2023-24, Yr8 2022-23, Yr7 2021-22, Yr6 2020-21, Yr5 2019-20)

Yr10 (Yr9 2024-25, Yr8 2023-24, Yr7 2022-23, Yr6 2021-22, Yr5 2020-21, Yr4 2019-20)

Yr9 (Yr8 2024-25, Yr7 2023-24, Yr6 2022-23, Yr5 2021-22, Yr4 2020-21, Yr3 2019-20)

Yr8 (Yr7 2024-25, Yr6 2023-24, Yr5 2022-23, Yr4 2021-22, Yr3 2020-21, Yr2 2019-20)

Yr7 (Yr6 2024-25, Yr5 2023-24, Yr4 2022-23, Yr3 2021-22, Yr2 2020-21, Yr1 2019-20)

*We are an ambitious 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 \(cchs.co.uk\)](https://www.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 \(cchs.co.uk\)](https://www.cchs.co.uk)

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

Animated by our ambition for all students

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

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

Enriched by our school development initiatives

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

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

Articulated through our challenge model

[Challenge - Chelmsford County High School for Girls \(cchs.co.uk\)](https://www.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 *An ambitious 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 Board of Trustees Committee
- Safeguard alerts between local schools
- Attend the local BAP meeting
- Links with external agencies, e.g. CAMHS (Child and Adolescent Mental Health Services), Thrive, N.O.W.S, ARMS, etc.
- TAF (Team Around the Family) meetings (attend and facilitate)
- Attendance at all Child Protection/Child in Need conferences and core groups

Pastoral care

- Form Tutors
- Year Leaders
- Year Leader 'open door' policy
- Schools Mental Health Gold Award, with the Carnegie Centre of Excellence for Mental Health in Schools
- Young Carers Silver Award, with the Carers Trust & The Children's Society
- Young Carers drop-in
- Pastoral Hub
- Assemblies
- Regular communications from Year Leaders and DHT (Pastoral) - weekly
- Staff Briefing - weekly
- Wellbeing section of TA discussions (individual discussions with Form Tutors every half-term)
- Wellbeing questionnaires
- Mental Health drop-in
- Bereavement support
- Mentoring

Health care

- Medical room
- First Aiders
- Mental Health First Aiders
- School Nurse
- Counselling service

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
- Trustees - Staff & Student Matters Committee and Curriculum Committee

Enrichment

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

Leadership development

- Peer mentoring
- Prefect system
- Sixth Form Officials

Communications

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

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
- **Arts:** Art, Drama/Theatre Studies and Music
- **English:** English Language and English Literature
- **Health:** Physical Education and Personal, Social, Health & Economic education (PSHE)
- **Humanities:** Geography, History and Religious Studies
- **Languages:** Classical – Latin; Modern Foreign Languages – French, German (Yrs 11 & 13) and Spanish
- **Social Sciences:** Economics, Politics and Psychology (all KS5)
- **STEM:** Biology, Chemistry, Computer Science, Further Maths (KS5), Mathematics and Physics
- **KS4 Academic Project:** Higher Project Qualification (HPQ)
- **KS5 Academic Project:** Extended Project Qualification (EPQ)

- **Innovations:** CCHS Philosophy (Yr7), CCHS Design (Yr8), OCR FSMQ Mathematics (KS4), Edexcel Russian (GCSE extra-curricular, KS5), OCR Ancient History (GCSE extra-curricular, mixed year groups) and CCHS Enrichment & Wellbeing Programme (KS5)

Balance...

- appropriate apportioning of **curriculum time**
- **access to all subjects** for each student
- **progression** through KS3, e.g. Philosophy (for Children) in Yr7, then Design in Yr8; sciences in Yr7, then Biology, Chemistry and Physics 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's and A-levels
 - 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**) and Association of Secondary Heads in Essex (**ASHE**)
- 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**)

2025-26 Operations - what is the focus of pastoral leaders?

PASTORAL ACTIONS

- **Whole School Pastoral Initiatives**
 - Wellbeing Strategy framed by School Mental Health Gold Award
 - Tutors/Year Leaders/ Senior Pastoral Leader
 - Pastoral Cards
 - Whole School Pastoral Assembly
 - MHFA drop-in sessions every Friday lunchtime
 - Young Carers drop-in every Friday lunchtime
 - Meet the Tutor presentations to all parents
 - TA discussions, with wellbeing elements, informing Action Plans
 - Student Progress Meetings, with pastoral perspective and input
 - Year Leader 'open door' approach
 - Pastoral Hub
 - SEND Area/Quiet Room
 - Renew Counselling
 - 'Thrive' by Mind
 - TPP (Trauma Perceptive Practice)
 - Specialised bereavement support
 - PSHE – Rolling Tutor Periods
 - Working with Karen Calleja, our local PCSO
 - School Nurse
 - Work with support services, including CAMHS and Social Care
 - Work on attendance and punctuality
 - Infringement cards
 - Late detentions
 - MS Teams check-ins over the holiday periods when needed
 - Support meetings/discussions with parents
 - Online safety awareness
- **Year 7**
 - Transition: Welcome Meetings/Taster Day
 - Specialist Year 7 Tutor Team and Year Leader
 - 'Leaders of Tomorrow' Programme for relevant students
 - 'Choc and Chat' Group
 - Bespoke form time programme
 - 'Big sister' relationship with pen pals
 - New Parents' Welcome Evening, including pastoral element
- **Year 8**
 - Bespoke form time programme
 - 'Leaders of Tomorrow' Programme for relevant students
 - Focus on forming secure friendships, with Tutor/Year Leader vigilance
 - 'Meet the Tutor' Evening, with new tutor team
 - Pastoral input with class groupings

- **Year 9**
 - 'Confidence' Workshops
 - Support with GCSE options process
 - Building resilience for first overnight school trip
 - Support with 'growing up', including through PSHE Programme
- **Year 10**
 - KS4 Information Evening for Parents, including pastoral element
 - 'Thrive' by Mind
 - Encouragement to plan and attend subject interventions
- **Year 11**
 - Jon Skelton's 'Run your Own Race' Assembly and Workshop
 - The Leadership Conference
 - Bespoke form time programme
 - Additional Parents' Evening appointments to provide specific support
 - Transition discussions, preparing for the CCHS Sixth Form
 - Mentoring
- **Year 12**
 - Enrolment Event
 - Drug Awareness Assembly, with K9 support
 - Meet the Tutor Evening
 - Home Study Pass
 - Attendance 'Wheel of Fortune'
 - One-to-one support
 - Support with university, degree apprenticeship, etc. applications
- **Year 13**
 - Transition support, preparing for life beyond school
 - Home Study Pass
 - Attendance 'Wheel of Fortune'
 - Form tutor discussions
 - Work with NSPCC on personal safety
 - Support with keeping safe in the outside world

2025-26 Operations – what is the focus of academic leaders?

ACADEMIC ACTIONS

- **Whole School Academic Initiatives**
 - Student Progress Meetings, with academic support for students
 - Review of TA and school exam data, with support provided
 - Study skills session during PSHE/RTP sessions
 - Development of resource lists for students
 - Parents' Evenings, with study and revision information provided
 - Enrichment Day Programme
 - CCHS Institute lectures & seminars to explore academic interests
 - CCHS Mentoring Programme to provide student-to-student support
 - CCHS Aspire Programme to support students across each key stage
 - EEF Embedding Formative Assessment Staff Development
- **Year 7**
 - Elevate Education kick-start sessions
 - Baseline assessments to inform curriculum planning
 - Skills assessments and support
 - CAT (Cognitive Abilities Test) analysis
 - CCHS Mentoring Programme
 - 'Leaders of Tomorrow' programme, with subject support
 - Philosophy (for Children) timetabled lessons
 - CCHS Mentoring Programme, with Year 12 students (Community Service)
 - Literacy and creative writing focus
- **Year 8**
 - Ongoing academic support and monitoring
 - 'Leaders of Tomorrow' programme, with subject support
 - CCHS Mentoring Programme
 - Literacy and creative writing focus
 - CCHS Mentoring Programme, with Year 12 students (Community Service)
 - Maintaining breadth and challenge of the curriculum
- **Year 9**
 - Support with GCSE Options selection
 - CCHS Mentoring Programme
 - CCHS Aspire Programme
 - GCSEPod resources
 - Year 9 assessments to facilitate feedback for the start of GCSE courses
 - MidYIS analysis
 - CCHS Mentoring Programme, with Year 12 students (Community Service)
- **Year 10**
 - Summer Term interventions programme
 - CCHS Mentoring Programme
 - CCHS Aspire Programme

- Parents' Evenings, with academic work advice
- Study Skills guidance to parents, including Elevate Education webinars
- **Year 11**
 - Study skills sessions, through PSHE/RTP and assemblies
 - Elevate Education, 'Ace Your Exams', session
 - Spring Term exam preparation, using assessment feedback
 - Year 11 Mathematics and English Masterclasses
 - Easter School revision sessions
 - CCHS Mentoring Programme
 - CCHS Aspire Programme
 - Examination Preparation Evening
 - Year 11 Academic Expectations Evening
 - Year 11 Academic Mentoring Programme
 - Subject support through programme of interventions and clinics
 - CCHS Tuition Programme
 - Study skills information to parents
 - Parents' Evening, with academic work advice
 - Year 11 Study Support Programme (all subjects)
- **Year 12**
 - Twin pathway A-level structure
 - CCHS Aspire Programme
 - CCHS Alumnae Mentoring Programme
 - Study skills information to parents
 - JSTOR online resources provided
 - Supervised Sixth Form study periods
 - Parents' Evening, with academic work advice
 - University entrance applications and entrance test support
 - University academic transition support via CCHS Institute
- **Year 13**
 - Study skills sessions, through PSHE/RTP and assemblies
 - Elevate Education, 'Study Sensei', session
 - Spring Term exam preparation, using assessment feedback
 - Enrichment provision for A-level courses
 - Easter School revision sessions
 - Examination Preparation Evening
 - Subject support through interventions and clinics
 - Study skills information to parents
 - Parents' Evening, with academic work advice
 - JSTOR online resources provided
 - Supervised Sixth Form study periods
 - University academic transition support via CCHS Institute
 - Year 13 Academic Expectations Evening
 - Year 13 Study Support Programme (all subjects)

2025-26 Operations – what is the focus of all staff?

SCHOOL DEVELOPMENT ACTIONS

Miss Pocock, School Development Leader (SENDCo) **Excellence for All**

Autumn Term

- Support the transition of SEND students to a new academic year, especially those in Years 7 and 12, who are coming from other schools.
- Continue to work with Year Leaders and parents to ensure all students admitted to CCHS in September 2025 with SEND needs are identified and supported appropriately.
- Start the 2025-26 One Planning cycle with all students on the SEND register using the graduated approach to recognise progress and identify areas for development.

Spring Term

- Create a CPD opportunity for developing staff understanding and awareness of dyslexia.
- Work with the Exams Office to ensure all examination access arrangements are in place for Year 11, Year 12 and Year 13 students in advance of the GCE and GCSE examinations commencing.

Summer Term

- Work with the SEND register students to create a 'Welcome Booklet' for new SEND students ready for the 2026 intake of Years 7 and 12 students.

Mr Carter, School Development Leader **Challenge and Ambition**

Autumn Term

- Complete review of 2024-5 Aspire sessions.
- Agree revised plans for 2025-6.
- Develop a forum for showcasing the Aspire project work.
- Identify students by the end of September.
- Commence revised programme.
- Explore more opportunities for academic seminars and arrange (in conjunction with departments) a minimum of four.
- Develop system for supporting 'aspire alumnae' in Years 11 and 13.

Spring Term

- Continue with planned Aspire programme.
- Make arrangements for a repeat visit to the Oxford Open Day.
- Revisit the 2024-5 Year 10 group to discuss progress/aspirations/choices, etc.

Summer Term

- Ensure Aspire presentations are completed in a timely fashion and shared appropriately.
- Complete Oxford visit.
- Review provision for the next year.

Mr Lodge, School Development Leader
Teaching Standards & Learning Experiences

Autumn Term

- Begin annual cycle of lesson observations.
- Organise and co-ordinate two Subject Reviews.
- Lead Education Endowment Foundation (EEF), 'Embedding Formative Assessment' (EFA) Teacher Learning Community (TLC).

Spring Term

- Organise and co-ordinate Extended SLT lesson visit period.
- Organise and co-ordinate two Subject Reviews.
- Lead EEF TLC.

Summer Term

- Arrange and oversee peer observations schedule.
- Organise and co-ordinate one Subject Review.
- Lead EEF TLC.

Mrs Manning, School Development Leader
Whole School Assessment

Autumn Term

- Launch the EFA CPD programme, focusing on whole school formative feedback strategies.
- Support practice to develop our whole school feedback approach, including the 'closing of the feedback loop'.
- Support analysis of public examinations outcomes.

Spring Term

- Monitor the effectiveness and implementation of the EFA CPD programme.
- Continue to review the use of AI to enhance student learning through feedback.
- Review Year 11 and Year 13 mock exams and Year 10 school exams to optimise student learning from assessment feedback.

Summer Term

- Reflect on the effectiveness and implementation of the EFA CPD programme, sharing best practice.
- Organise the sharing of assessment best practice and evaluate feedback protocol.
- Review Year 12 school exams and Year 9 school exams to optimise student learning from assessment feedback.

Mr Harvey, School Development Leader
Creativity across the Curriculum

Autumn Term

- Devise a new-style lesson observation pro forma to capture information on creativity in the classroom.
- Conduct lesson observations to evaluate the presence of creativity in classroom practice.
- Conduct new wave of Arts Award (Bronze) projects, supporting individual students.

Spring Term

- Progress our Artsmark project, with an updated statement of intent.
- Collect quantitative and qualitative data for Artsmark submission.
- Conduct assessment for each Arts Award (Bronze) project.

Summer Term

- Devise and deliver Year 3 of creative outreach 'Leaders of Tomorrow' session.
- Develop a programme of CPD for partner primary schools exploring 'Creativity in the Primary Curriculum'.
- Provide guidance to support teachers with incorporating creativity features in lessons.

Mr Rowell, School Development Leader
Data and Analytics

Autumn Term

- Analysis of GCSE and A-level results, and CAT data to inform teaching & learning.
- Production of the Teacher Assessment (TA) data for intervention and student insight.
- Analysis of Year 11 mock exams to inform support and intervention.

Spring Term

- Analysis of Year 13 mock exams and Year 10 school exams to inform support and intervention strategies.
- Presentation of TA2 data to inform interventions provision.
- Ongoing use of data to monitor student performance and interventions insight.

Summer Term

- Analysis of Year 12 school exams and predicted grades to inform support and intervention strategies.
- Production of TA3 data to inform interventions provision.
- Ongoing use of data to monitor student performance and interventions insight.