



Achievement Strategy



2026-27, pandemic chronology for each year group

Yr13 (Yr12, 2025-26 Yr11 2024-25, Yr10 2023-24, Yr9 2022-23, Yr8 2021-20, Yr7 2020-21, Yr6 2019-20)

Yr12 (Yr11, 2025-26, Yr10 2024-25, Yr9 2023-24, Yr8 2022-23, Yr7 2021-22, Yr6 2020-21, Yr5 2019-20)

Yr11 (Yr10, 2025-26, Yr9 2024-25, Yr8 2023-24, Yr7 2022-23, Yr6 2021-22, Yr5 2020-21, Yr4 2019-20)

Yr10 (Yr9 2025-26, Yr8 2024-25, Yr7 2023-24, Yr6 2022-23, Yr5 2021-22, Yr4 2020-21, Yr3 2019-20)

Yr9 (Yr8 2025-26, Yr7 2024-25, Yr6 2023-24, Yr5 2022-23, Yr4 2021-22, Yr3 2020-21, Yr2 2019-20)

Yr8 (Yr7 2025-26, Yr6 2024-25, Yr5 2023-24, Yr4 2022-23, Yr3 2021-22, Yr2 2020-21, Yr1 2019-20)

Yr7 (Yr6 2025-26, Yr5 2024-25, Yr4 2023-24, Yr3 2022-23, Yr2 2021-22, Yr1 2020-21, Reception 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)
- Sixth Form 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, Senior Pastoral Leader, Sixth Form Leader
- 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 (member of SLT)
- 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 and Spanish
- **Social Sciences:** Economics, Politics and Psychology (all KS5)
- **STEM:** Biology, Chemistry, Computer Science, Further Maths (KS5), Mathematics, GCSE Statistics, FSMQ 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), 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**), Saffron Teaching Schools Hub (STSH) 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**)

2026-27 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/Sixth Form Leader
- Pastoral Hub 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
- MHST support. Individual and group work. Transition and important milestone assemblies.
- 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, Family Solutions 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 including MHST talk
- 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' relationships with pen pals
- Friendship support
- 'Go Us' Confidence workshop
- New Parents' Welcome Evening, including pastoral element
- Bespoke leadership roles

- **Year 8**
 - Bespoke form time programme
 - 'Leaders of Tomorrow' Programme for relevant students
 - Focus on forming secure friendships, with Tutor/Year Leader vigilance
 - Friendship/kindness focused assemblies
 - 'Meet the Tutor' Evening, with new tutor team
 - Pastoral input with class groupings
 - Bespoke leadership roles
- **Year 9**
 - 'Confidence' Workshops
 - Support with GCSE options process
 - Building resilience for first overnight school trip
 - Support with 'growing up', including through PSHE Programme
 - Bespoke leadership roles
- **Year 10**
 - KS4 Information Evening for Parents, including pastoral element
 - 'Thrive' by Mind
 - Encouragement to plan and attend subject interventions
 - Additional Parents' Evening appointments to provide specific support
 - Prefect – leadership opportunity
- **Year 11**
 - The Leadership Conference
 - Bespoke form time programme
 - Additional Parents' Evening appointments to provide specific support
 - Transition discussions, preparing for the CCHS Sixth Form
 - Mentoring
 - MHST assembly – coping with exam stress
 - Supporting interventions – balancing need with demand
- **Year 12**
 - Taster Day
 - 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
 - Prefect – leadership opportunity
- **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

2026-27 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
 - Effective review of the curriculum at subject level to ensure it meets the needs of our students
- **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
 - 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
 - Additional parent consultations with senior colleagues to support student potential
 - 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)
 - Fortnightly progress review meetings with Year Leader
 - Additional parent consultations with senior colleagues to support student potential
- **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
 - Additional parent consultations with senior colleagues to support student potential
- **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)
 - Fortnightly progress review meetings with Year Leader
 - Additional parent consultations with senior colleagues to support student potential

2026-27 Operations – what is the focus of all staff?

SCHOOL DEVELOPMENT ACTIONS

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

Work will focus on developing challenge, academic enrichment and on maintaining NACE status. 'CCHS Challenge' will be introduced across departments to ensure that Teaching & Learning aligns with the need consistently to challenge our able students.

Autumn Term.

- Develop CCHS Challenge Framework.
- Develop super-curricular elements of Aspire.
- Development of CCHS Institute and scheduling of seminars/lectures for the year.
- Plan for CCHS First in the Family project – 'closing the familiarity gap', working with colleagues and our *Leaders of Tomorrow* initiative.
- Work with colleagues on publicity and support for applications to Oxford and Cambridge.

Spring Term.

- Roll out of CCHS Challenge Framework.
- Continue programmes of seminars/lectures.
- Run workshops for the FiF project, culminating in a university visit.
- Organise and record staff Oxbridge Interview podcasts.
- Work towards a CCHS Symposium, possibly to take place in summer 2027.

Summer Term.

- CCHS Elite Challenge.
- Review seminars and lectures.
- Conclude FiF project.
- Run CCHS Symposium.

Mr Lodge, School Development Leader **Teaching Standards & Learning Experiences**

Autumn Term

- Begin annual cycle of lesson observations (departmental and school development).
- Organise and co-ordinate learning reviews (with a specific yearly focus centred around inclusion).
- Lead the Whole School Performance Management process, including support colleagues with UPS applications.
- 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 learning reviews (with a specific yearly focus centred around inclusion).

- Lead EEF TLC.

Summer Term

- Arrange and oversee peer observations schedule.
- Organise and co-ordinate learning reviews (with a specific yearly focus centred around inclusion).
- Lead EEF TLC.

Mrs Manning, School Development Leader **Whole School Assessment**

Autumn Term

- Reflect on strengths and areas of development for the whole school CPD programme, 'Embedding Formative Assessment', making necessary amendments and preparing materials as necessary.
- Consider strategies to encourage staff to focus on whole school formative feedback strategies, that align with the targets of the whole school CPD project, including the 'closing of the feedback loop'.
- Support analysis of public examinations outcomes.

Spring Term

- Continue to monitor the effectiveness and implementation of the EFA CPD programme, working to ensure the best outcomes from the project.
- 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

- As the EFA project closes, reflect on the effectiveness, monitoring and implementation of the EFA CPD programme, at a school-wide level.
- Organise the sharing of assessment best practice and evaluate feedback protocol. Consider next EFA steps.
- 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

- Review creative approaches against the Artsmark framework and update our school's action plan for creativity and Arts Mark.
- 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 4 of creative outreach 'Leaders of Tomorrow' session.
- Develop Year II of our CPD programme 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.
- Training on use of interventions in SIMS to record attendance at intervention (roll out).
- To produce 'How to' guides for using interventions in SIMS 7 and SIMS Next Gen.
- Support use of reporting to monitor attendance at interventions.
- Promote the use of Provision Map, including consistent recording of mentoring sessions.
- Collaborate with IT on the implementation of SIMS Next Gen, making effective use of its features where beneficial.

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.
- Expand the use of SIMS to monitor engagement and participation for extra-curricular activities.

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.
