Chelmsford County High School *for* Girls

School Development Plan 2023-24

Section	Title	Page
1.	**School Ethos –** Introduction	3
2.	**Progressive** – forward-thinking and continuously developing practice and provision for all student groups	4-6
3.	**Grammar** (school) – serving the needs and entitlements of our very able students	7-9
4.	**Community** – maintaining and strengthening a sense of community, which is vital in a growing school	10-11
5.	**Education** – advancing our expertise in girls' education	12-14
6.	**Empowerment** – advancing our programmes to empower students	15-16
7.	**Glossary** of Terms	17-18

2023-24, pandemic chronology for each year group

- **Yr13 (Yr12 2022-23, Yr11 2021-22, Yr10 2020-21, Yr9 2019-20)**
- **Yr11 (Yr10 2022-23, Yr9 2021-22, Yr8 2020-21, Yr7 2019-20)**
- **Yr12 (Yr11 2022-23, Yr10 2021-22, Yr9 2020-21, Yr8 2019-20)**
- **Yr10 (Yr9 2022-23, Yr8 2021-22, Yr7 2020-21, Yr6 2019-20)**
- **Yr9 (Yr8 2022-23, Yr7 2021-22, Yr6 2020-21, Yr5 2019-20)**
- **Yr8 (Yr7 2022-23, Yr6 2021-22, Yr5 2020-21, Yr4 2019-20)**
- **Yr7 (Yr6 2022-23, Yr5 2021-22, Yr4 2020-21, Yr3 2019-20)**

A progressive grammar school community, committed to excellence in girls' education and empowerment

Section 1. School Ethos (vision, aims and values)

- (Vision) Developing the leaders of tomorrow – **CITIZENSHIP**: *inspire future citizens to think for themselves and to act for others.*
- (Aim 1) The pursuit of excellence – **DISTINCTION**: *provide students with an outstanding education, with students doing their best in all endeavours.*
- (Aim 2) Fulfilling individual potential – **CHALLENGE**: *motivate students to acquire new knowledge & understanding and stimulate them to develop new skills & attributes.*
- (Aim 3) 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.*

Section 2. Progressive – forward-thinking and continuously improving practice, provision and premises for all student groups.			
Area & Objectives	**Actions**	**Mid-Review (February 2024)**	**Final Review and Further Development Required (June 2024)**
School inspection ***Remain Ofsted-ready (and then Ofsted compliant), with SLT planning, staff training and Governor briefings.*** **(SLT)**	1. Update and maintain SLT planning document. 2. Deliver staff training/updates during Staff Briefings, Staff Meetings, INSET Days and Twilight CPD sessions. 3. Deliver briefings to Govs during Committee and FGB mtgs. 4. Establish CCHS inspection data dashboard.		
School Self-Evaluation ***Review and refine our SEF, involving all staff, as in 2021.*** **(SLT)**	1. Use an INSET Day to review all elements of our 2021-23 SEF. 2. Involve all members of staff, support and teaching, using the ASCL SEF framework and guidance. 3. Use July 2023 SEF to inform CPD and Performance Management		
SLT reform ***DHTs to have through-school responsibilities, with reframed AHT post to focus on community, enrichment & opportunity.*** **(SLT)**	1. FHR to lead on pastoral Yrs7-13. 2. JCR to lead on academic Yrs7-13. 3. ASE to lead on T&L Yrs7-13. 4. MPA to lead on a reformed AHT role, with an emphasis on community, enrichment & opportunity.		
change@cchs ***Transition to new SENDCo and broader conception and practice of SEND provision.*** **(FHR)**	1. Begin Year 1 of HPOs role as SENDCo, including implementing the next stage of a training plan. 2. CNE to become part of SEND team to support with the		

Section 2. Progressive – forward-thinking and continuously improving practice, provision and premises for all student groups.			
Area & Objectives	**Actions**	**Mid-Review (February 2024)**	**Final Review and Further Development Required (June 2024)**
	development of HPOs SEND classroom toolkit provision.		
New CCHS Entrance Test ***Transition from CEM to FSCE test provider.*** **(FHR)**	1. Institute new CCHS Entrance Test, with FSCE provider. 2. Review first presentation and provide feedback to FSCE.		
Students from a disadvantaged background ***Track, monitor and support every student (Year 3 of Student Progress Meetings, Year 2 of Achievement Strategy).*** **(ASE, FHR, MMU)**	1. Each student (Yrs7-13) from a disadvantaged background to have a detailed data and interventions profile created and maintained – achievement trajectory. 2. Prioritise Yrs10-13 students, taking account of their pandemic experience chronology. 3. Maximise the technology available through SIMS and/or Provision Map to create these profiles. 4. Liaise with Data team (MRL, CDA) to create appropriate and functioning profiles.		
Students with SEND ***Track, monitor and support every student. (Year 3 of Student Progress Meetings, Year 2 of Achievement Strategy).*** **(ASE, FHR, MMU)**	1. Each student (Yrs7-13) with SEND requirements to have a detailed data and interventions profile created and maintained – achievement trajectory. 2. Prioritise Yrs10-13 students, taking account of their pandemic experience chronology.		

Section 2. Progressive – forward-thinking and continuously improving practice, provision and premises for all student groups.			
Area & Objectives	**Actions**	**Mid-Review (February 2024)**	**Final Review and Further Development Required (June 2024)**
	3. Maximise the technology available through SIMS and/or Provision Map to create these profiles. 4. Liaise with Data team (MRL, CDA) to create appropriate and functioning profiles.		

Section 3. Grammar (school) – serving the needs and entitlements of our very able students.			
Area & Objectives	**Action**	**Mid-Review (February 2024)**	**Final Review and Further Development Required (June 2024)**
Achievement Strategy ***Refine our Achievement Strategy - Achievement Strategy 2.0 - to the experiences and needs of two groupings of students: exam year group students and all students.*** **(JCR)**	1. Review the pandemic years for these three cohorts. 2. Devise appropriate support and interventions, with SLT, SL and Extended SLT, including a new internal tutoring programme, inspired by the work at Wycombe High School for Girls. 3. Publish updated Achievement Strategy to staff, students and parents. 4. Expand the Student Progress Meetings to incorporate school exams and assessments.		
Data to inform student support ***Progress MRLs SDL work, with focus on data literacy (Year 3 of Faculty-SDL reform).*** **(JCR, ASE, MMU)**	1. Progress the induction of the new Exams & Data Assistant to strengthen the work of data services across the school. 2. Develop data team (MRL, CDA, Exams Office) work, with JCR and ASE. 3. Provide a rolling programme of staff training, with ASE, and updates to develop data use across all Departments. 4. Embed FFT in subject analysis (DSEF1 and TA) 5. Establish PPG and Bursary analysis/data dashboard.		

Section 3. Grammar (school) – serving the needs and entitlements of our very able students.			
Area & Objectives	**Action**	**Mid-Review (February 2024)**	**Final Review and Further Development Required (June 2024)**
CCHS Aspire ***Devise and progress an Oxbridge applications strategy.*** **(MPA, ASE)**	1. Align UCAS process with More Able Policy. 2. Identify exceptionally able, using key data, to create Aspire Route through all key stages, to include curricular and extra-curricular opportunities. 3. Institute role model relations to provide aspirational and informed support for students. 4. As part of CCHS Aspire, create and develop an in-house tutoring system.		
NACE ***Secure NACE Challenge Award and build teaching & learning vision and practice around this.*** **(ASE, JCR)**	1. Continue to create a culture of More Able and Challenge across the CCHS Community. 2. Submit Challenge Award documentation. 3. Pursue NACE visit. 4. Publicise Award journey and next steps.		
Teaching standards ***Progress MCTs SDL work, with focus on KS5 (Year 3 of Faculty-SDL reform).*** **(ASE)**	1. Identify best practice by subject family (STEM, the arts, languages, etc.). 2. Use learning walks, data and feedback to create an appropriate action plan and agenda (in consultation with MCT/GLO). 3. Use this to inform deep dives and learning walks/learning obs.		

Section 3. Grammar (school) – serving the needs and entitlements of our very able students.			
Area & Objectives	**Action**	**Mid-Review (February 2024)**	**Final Review and Further Development Required (June 2024)**
School standards ***Embed the CCHS Citizenship Programme across all year groups.*** **(MPA, FHR)**	1. YLs, with oversight of MPA and support from MCH, to develop programmes of activities and opportunities for their year groups. 2. Integrate this programme into the developing whole school wellbeing programme.		
GSHA Curriculum Survey ***Devise curriculum strategy, informed by survey results.*** **(JCR)**	1. SLT to review feedback and identify next steps. 2. Extended SLT to be consulted. 3. From September 2023: progress the increase of KS5 teaching time from Maths and Sciences subjects to other subjects. 4. From September 2024: implement changes to KS5 curriculum to provide differentiated programmes of study for students.		

Section 4. Community – maintaining and strengthening a sense of community, which is vital in a growing school.			
Area & Objectives	**Action**	**Mid-Review (February 2024)**	**Final Review and Further Development Required (June 2024)**
Commitment to staff ***Develop enrichment provision for colleagues.*** **(SLT)**	1. Develop sports offer, with GSA and SBE. 2. Establish Staff Choir, with SHU and CLA. 3. Relaunch Staff Panto, with new SL of Drama & Theatre Studies.		
Assemblies ***Involve an even broader range of staff and students in our assembly programme.*** **(MPA, FHR)**	1. Review key cultural moments and religious occasions, building suitable assembly speakers to address them. 2. Develop social media messaging, with RS Department, to celebrate school diversity. 3. Devise a schedule, using Old Hall and Sports Hall, to ensure more whole school assemblies can run, in light of frequent use of Main Hall for exams.		
Duties ***Develop student prefect operations to support SLT, Extended SLT and CCHS Citizenship Programme.*** **(MPA, FHR)**	1. MPA to institute half-termly training for Sixth Form Duty Prefects, including introducing feedback protocol for SLT of particular issues/insights. 2. Widen the role of eco-monitors to include both the outside and inside environs of the campus. 3. Develop form monitors, to complement work of eco-monitors, who will share responsibility for keeping form rooms orderly.		

Section 4. Community – maintaining and strengthening a sense of community, which is vital in a growing school.			
Area & Objectives	**Action**	**Mid-Review (February 2024)**	**Final Review and Further Development Required (June 2024)**
Sustainable campus development ***Include SLT, Governors, staff, PA, parent and student input.*** **(MMU)**	1. Progress swimming pool modernisation fundraising project via 'Building a Future for our Community' group. 2. Review Estates Strategy document, with a focus on sustainable development opportunities. 3. Identify and pursue appropriate CIF bids.		
Charity ***Identify local, national and international charities to support.*** **(MPA, MMU)**	1. Local charity to support those who are homeless. 2. National charity to support girls' education. 3. International charity to support girls' empowerment.		
Creativity across our school: Artsmark & Arts Award ***Progress JHAs SDL work (Year 3 of Faculty-SDL reform).*** **(MPA)**	1. JHA to gather evidence of creativity across all subjects. 2. Exemplars to be shared and celebrated via social media platforms, Laudatio and Communitas.		
Feedback from community ***Run surveys with parents, students and staff.*** **(JCR, MMU)**	1. Parent Survey in Autumn Term – analyse, utilise and celebrate. 2. Student Survey in Spring Term – analyse, utilise and celebrate. 3. Staff Survey in Summer Term – analyse, utilise and celebrate.		

Section 5. Education – advancing our expertise in girls' education.			
Area & Objectives	**Action**	**Mid-Review (February 2024)**	**Final Review and Further Development Required (June 2024)**
Timetable ***Frame timetable construction with agreed principles of best practice for CCHS context.*** **(JCR)**	1. JCR, strategic lead – curriculum and staffing planning. 2. DMI, operational lead – lesson scheduling and rooming. 3. CDA, technical support – working with JCR and DMI.		
Yr12 Admissions ***Maintain at least the same number of students in the Yr11-12 transitioning cohort, preferably x160 students.*** **(JCR, MMU)**	1. Progress schedule of events, including SF Open Evening (Autumn Term), SF Insights Evening (Spring Term), Taster Lessons (Spring Term), Keeping-in-touch comms and publicity (Summer Term) and recruitment days (Summer holidays). 2. Transition into Year 12 programme to support external students and establish learning behaviour.		
Digital learning ***Year 1 of our Digital Learning Strategy.*** **(ASE, MMU)**	1. Specify actions and milestones per year group through a relevant action plan. 2. Specify actions and milestones and per subject. 3. Build digital learning into Achievement Strategy 2.0, including the use GCSEPod and AI.		
Networking. ***Year 2 of our leading membership of (UK) ICGS.*** **(SLT)**	1. SLA to continue role on Regional (UK) Advisory Committee.		

Section 5. Education – advancing our expertise in girls' education.			
Area & Objectives	**Action**	**Mid-Review (February 2024)**	**Final Review and Further Development Required (June 2024)**
	2. CCHS to contribute to the developmental work of the ICGS group. 3. Publicise our institutional contributions and achievements. 4. CCHS to host Autumn Term SSGS Conference.		
Staff expertise ***Launch ICGS-informed CPD programme.*** **(ASE)**	1. Identify support for new/recent colleagues vis-à-vis working in a girls' school and with highly able students. 2. Identify support for established colleagues. 3. Continue to develop research inspired CPD programme.		
Learning standards ***Progress GLOs SDL work, with KS5 focus.*** **(ASE)**	1. Identify best practice by year group. 2. Build into CPD provision for teaching staff. 3. Use this to inform 'deep dives' and learning walks/learning obs.		
Curriculum breadth ***Introduce A level PE course.*** **(JCR)**	1. GSA and SBE to teach Year 12 PE group. 2. Maintain and strengthen relations with link schools (Great Baddow High School and The Coopers' Company and Coborn School). 3. Continue to deliver high quality STEM provision, developing the		

Section 5. Education – advancing our expertise in girls' education.			
Area & Objectives	**Action**	**Mid-Review (February 2024)**	**Final Review and Further Development Required (June 2024)**
	offering where possible via expanded team PKU, LCA, PNI. 4. Year 2 of Academic Projects initiative - introduce Year 11 to EPQ and Year 9 to HPQ. Consider how to optimise delivery.		

Section 6. Empowerment – advancing our programmes to empower students.			
Area & Objectives	**Action**	**Mid-Review (February 2024)**	**Final Review and Further Development Required (June 2024)**
Whole-school wellbeing programme *Launch wellbeing programme across Year 7-13.* **(FHR)**	1. FHR and MCH to publish wellbeing programme. 2. Progress partnership work with the London Academy of Excellence (pioneered an award-winning wellbeing programme). 3. Individual YLs to progress particular strands of the programme.		
Prefects *Develop leadership opportunities for KS3 students.* **(MPA)**	1. Use PE Ambassadors as an inspiration to create new KS3-based prefect posts and leadership opportunities.		
Academic enrichment and inspiration *Year 3 of CCHS Institute.* **(MPA)**	1. Each SL to arrange a lecture on a 3-year rota basis. 2. MPA to broaden the range of CCHS Institute patrons. 3. Develop termly CCHS Institute Newsletter		
Social mobility *Launch the Leaders of Tomorrow Programme.* **(FHR)**	1. FHR, CMA and NLE to devise and pursue Year 1 of the Leaders of Tomorrow programme.		
Empowerment through assessment *Progress EMAs assessment work, with focus on KS5 (Year 3 of Faculty-SDL reform).* **(JCR)**	1. EMA to work with every SL to review KS5 assessment practice. 2. 2023 results analysis used to specify actions and milestones. 3. KS5 best practice for CCHS context to be identified and published.		
Learning beyond the classroom	1. Identify trip opportunities for each KS3 year group.		

Section 6. Empowerment – advancing our programmes to empower students.			
Area & Objectives	**Action**	**Mid-Review (February 2024)**	**Final Review and Further Development Required (June 2024)**
Re-establish programme of overseas educational trips. **(MPA)**	2. Assemble appropriate staffing for each trip. 3. Run each trip, with a feedback and review protocol.		
Careers Education, Information, Advice and Guidance ***Year 2 of Gatsby Benchmarks.*** **(MPA)**	1. Further develop CEIAG programmes for all year groups. 2. Fully embed use of Unifrog online platform. 3. MPA to identify appropriate individuals from the CCHS Alumnae and parent body to support programmes.		

Section 7: Glossary of terms

ASHE	Association of Secondary Heads in Essex
BAME	Black, Asian, and Minority Ethnic
BHM	Black History Month
BMAT	Biomedical Admissions Test
CAT	Cognitive Abilities Test
CEM	Centre for Evaluation and Monitoring (Durham)
CIF	Condition Improvement Fund
CPD	Continuous Professional Development
CSR Partners	Corporate Social Responsibility Partners
EPQ	Extended Project Qualification
FAPP	Fair Access and Partnership Plan
F&F	Facilities & Finance Committee
FFT	Fischer Family Trust
FSCE	Future Stories Community Enterprise
GSHA	Grammar School Heads' Association
ICGS	International Coalition of Girls' Schools
INSET	In-Service Training
ITT	Initial Teacher Training
KS	Key Stage
LAC	Looked after Children
MAT	Multi-Academy Trust
MESH	Mid-Essex Secondary Heads
NACE	National Association for Able Children in Education
NPWE	New Parents' Welcome Evening
PLAC	Previously Looked After Child
PPG	Pupil Premium Grant
PSHE	Personal, Social, Health and Economic education
PTI	Prince's Teaching Institute
RTP	Rolling Tutor Period (to deliver PSHE)
SDL	School Development Leader
SDP	School Development Plan

SEF	School Evaluation Form
SENDCo	Special Educational Needs Co-ordinator
SF	Sixth Form
SIMS	School Information Management System (from Capita)
SL	Subject Leader
SLT	Senior Leadership Team: SLA Stephen Lawlor, JCR Jo Cross, FHR Fiona Harrison, MMU Melissa Mulgrew, MPA Michael Palmer, ASE Adam Selby
SPL	Senior Pastoral Leader
SSEF	Selective Schools Expansion Fund
SSGS	Successful Selective Girls' Schools
SSMCo	Staff & Student Matters Committee
TA	Teacher Assessment
T&L	Teaching & Learning
TLR3	Teaching & Learning Responsibility 3 (time-limited paid project)
UKCAT	UK Clinical Aptitude Test
YL	Year Leader