



Achievement Strategy



2024-25, pandemic chronology for each year group

Year 13 (Yr12 2023-24, Yr11 2022-23, Yr10 2021-22, Yr9 2020-21, Yr8 2019-20)

Year 12 (Yr11 2023-24, Yr10 2022-23, Yr9 2021-22, Yr8 2020-21, Yr7 2019-20)

Year 11 (Yr10 2023-24, Yr9 2022-23, Yr8 2021-22, Yr7 2020-21, Yr6 2019-20)

Year 10 (Yr9 2023-24, Yr8 2022-23, Yr7 2021-22, Yr6 2020-21, Yr5 2019-20)

Year 9 (Yr8 2023-24, Yr7 2022-23, Yr6 2021-22, Yr5 2020-21, Yr4 2019-20)

Year 8 (Yr7 2023-24, Yr6 2022-23, Yr5 2021-22, Yr4 2020-21, Yr3 2019-20)

Year 7 (Yr6 2023-24, Yr5 2022-23, Yr4 2021-22, Yr3 2020-21, Yr2 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](mailto:Change@CCHS)

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

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

- SENCo
- 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, 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. GCSEs 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**) and Advancing Girls

2024-25 Operations - what is the focus of pastoral leaders?

PASTORAL ACTIONS

- **Whole School Pastoral Initiatives**
 - Wellbeing Strategy, including entering for the Wellbeing 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 grief 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
 - Focus on forming secure friendships, with Tutor/Year Leader vigilance
 - 'Meet the Tutor' Evening, with new tutor team
 - Pastoral input into class groupings

- **Year 9**
 - 'Confidence' Workshops
 - Support with GCSE options process and experience
 - 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 and other applications
- **Year 13**
 - Transition support, preparing for university life and support
 - Home Study Pass
 - Attendance 'Wheel of Fortune'
 - Form tutor discussions
 - Work with NSPCC on personal safety
 - Support with keeping safe in the outside world

2024-25 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 to explore academic interests
 - CCHS Aspire programmes to support students across each key stage
- **Year 7**
 - Elevate Education kick-start sessions
 - Baseline assessments to inform curriculum planning
 - Skills assessments and support
 - CAT Analysis
 - CCHS Tuition Programme
 - 'Leaders of Tomorrow' programme, with subject support
 - Philosophy (for Children) timetabled lessons
 - Mentoring Programme, with Year 12 students (Community Service)
 - Literacy and creative writing focus
- **Year 8**
 - Ongoing academic support and monitoring
 - Literacy and creative writing focus
 - Mentoring Programme, with Year 12 students (Community Service)
 - Maintaining breadth and challenge of the curriculum
- **Year 9**
 - Support with GCSE Options selection
 - GCSE Pod resources
 - Year 9 assessments to facilitate feedback for the start of GCSE courses
 - MidYIS analysis
 - Year 12 mentoring programme
- **Year 10**
 - Summer Term interventions programme
 - Parents' Evenings, with academic work advice
 - Study Skills guidance to parents, including Elevate Education webinars
 - GCSE Pod resources as part of KS3-KS4 transition
- **Year 11**
 - Study skills sessions, through PSHE/RTP and assemblies
 - Elevate Education, 'Ace Your Exams', session
 - Spring Term exam preparation, with using assessment feedback

- Year 11 Mathematics and English Masterclasses
- Easter School revision sessions
- CCHS Tuition programme
- Examination Preparation Evening
- Year 11 Academic Expectations Evening
- Subject support through programme of interventions and clinics
- CCHS Tuition Programme
- Study skills information to parents
- Parents' Evening, with academic work advice
- GCSE Pod resources as part of programmed revision
- **Year 12**
 - Twin pathway A Level structure
 - Study skills information to parents
 - JSTOR Online resources provided
 - Supervised Sixth Form study periods
 - University entrance applications and entrance tests support
- **Year 13**
 - Study skills sessions, through PSHE/RTP and assemblies
 - Elevate Education, 'Study Sensei', session
 - Spring Term exam preparation, with using assessment feedback
 - Enrichment provision for A Level courses
 - Easter School revision sessions
 - CCHS Tuition Programme
 - 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 lectures

2024-25 Operations – what is the focus of all staff?

SCHOOL DEVELOPMENT ACTIONS

Miss Pocock, School Development Leader (SENDCo)

Excellence for All

Autumn Term

- Begin NPQSENCO course/qualification
- Review the current 'normal way of working' documentation to make it more user friendly for staff
- To develop the role of newly deployed and additional colleague in supporting the SEND service and space

Spring Term

- Continue NPQSENCO course/qualification
- Further develop staff knowledge and understanding of autism
- Review and refine the organisation of examinations paperwork

Summer Term

- Continue NPQSENCO course/qualification
- Review the trial implementation of the new normal way of working documentation, rolling this out across all Key Stages
- Review SEND staffing deployment, refining our approach in advance of the new academic year

Mr Carter, School Development Leader

Challenge and Ambition

Autumn Term

- Achieve NACE Challenge Award
- Review teaching & learning with 'challenge for all' focus
- Undertake 'extra-curricular walks'

Spring Term

- Develop CCHS Challenge Framework
- Develop and lead CPD on CCHS Challenge Framework

Summer Term

- Develop extra-curricular elements of CCHS Challenge Framework
- Learning walks with 'challenge for all focus'
- Develop extension Summer School programme
- Develop 'Elite Challenge' projects

Mr Lodge, School Development Leader

Teaching Standards & Learning Experiences

Autumn Term

- Begin annual cycle of lesson observations, informed by DSEF1 process
- Organise and co-ordinate two 'deep dives'
- Support CCHS Tutoring Programme

Spring Term

- Develop observations cycle, informed by Achievement Strategy
- Organise and co-ordinate two 'deep dives'
- Support CCHS Tutoring Programme

Summer Term

- Arrange and oversee peer observations schedule
- Organise and co-ordinate two 'deep dives'
- Support CCHS Tutoring Programme

Mrs Manning, School Development Leader

Whole-school Assessment

Autumn Term

- Continue to develop our whole school feedback approach, including the 'closing of the feedback loop'
- Support analysis of public examinations outcomes
- Review Year 11 mock exams to optimise student learning from assessment feedback

Spring Term

- Continue to review the use of AI to enhance student learning through feedback
- Develop school wide documentation relating to AI use
- Review Year 13 mock exams and Year 10 school exams to optimise student learning from assessment feedback

Summer Term

- Evaluate feedback protocol across the school
- Organise the sharing of assessment best practice
- Review Year 12 school exams and Year 9 school exams to optimise student learning from assessment feedback

Mr Harvey, School Development Leader

Creativity across our Curriculum

Autumn Term

- Devise a new-style lesson observation pro forma to capture information on creativity in the classroom
- Conduct new-style 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 a new 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 2 of creative outreach session re: Leaders of Tomorrow
- Complete a report on the findings from lesson observations re: creativity features
- Provide guidance to support teachers re: 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 Assessed 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 Teacher Assessment 2 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 Teacher Assessment 3 data to inform interventions provision
- Ongoing use of data to monitor student performance and interventions insight