



Chelmsford County High School *for Girls*

School Development Plan 2024-25

FINAL

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

2024-25, pandemic chronology for each year group

- **Yr13** (**Yr12 2023-24, Yr11 2022-23, Yr10 2021-22, Yr9 2020-21, Yr8 2019-20**)
- Yr12 (Yr11 2023-24, Yr10 2022-23, Yr9 2021-22, Yr8 2020-21, Yr 7 2019-20)
- **Yr11** (**Yr10 2023-24, Yr9 2022-23, Yr8 2021-22, Yr7 2020-21, Yr6 2019-20**)
- Yr10 (Yr9 2023-24, Yr8 2022-23, Yr7 2021-22, Yr6 2020-21, Yr5 2019-20)
- Yr9 (Yr8 2023-24, Yr7 2022-23, Yr6 2021-22, Yr5 2020-21, Yr4 2019-20)
- Yr8 (Yr7 2023-24, Yr6 2022-23, Yr5 2021-22, Yr4 2020-21, Yr3 2019-20)
- Yr7 (Yr6 2023-24, Yr5 2022-23, Yr4 2021-22, Yr3 2020-21, Yr2 2019-20)



School Development Plan for the 2024-25 academic year Areas, Objectives, Actions and Review commentary

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.*



School Development Plan for the 2024-25 academic year Areas, Objectives, Actions and Review commentary

| Section 2. Progressive – forward-thinking and continuously improving practice, provision and premises for all student groups. | | | |
|--|--|----------------------------|---|
| Area & Objectives | Actions | Mid-Review (February 2025) | Final Review and Further Development Required (June 2025) |
| School inspection <i>Remain Ofsted-compliant. (SLT)</i> | <ol style="list-style-type: none"> 1. Maintain the CCHS inspection data dashboard. 2. Continue updates for staff and briefings for governors. 3. Establish and maintain a new document noting hyperlinks to key sources evidence for each Ofsted judgement descriptor across all judgement areas. | | |
| CCHS Entrance Test <i>Year 2 of FSCE entrance test. (FHR)</i> | <ol style="list-style-type: none"> 1. Following review of Year 1 experience and feedback to FSCE, run our second presentation FSCE test in September. | | |
| Social Mobility <i>Year 2 of Leaders of Tomorrow Plan and Programme. (FHR)</i> | <ol style="list-style-type: none"> 1. FHR, NLE and CMA to pursue Year 2 of the Leaders of Tomorrow plan and programme. Working with different schools in the community. | | |
| Students from a disadvantaged background and students with SEND <i>Track, monitor and support every student (Year 4 of Student Progress Meetings, Year 3 of Achievement Strategy). (ASE, FHR, MMU)</i> | <ol style="list-style-type: none"> 1. Use Provision Map for each student (Yrs7-13) from a disadvantaged background and those with SEND to record intervention actions and data. 2. Prioritise Yrs10-13 students, taking account of their pandemic experience chronology. 3. MRL and CDA to provide data analytics and SIMS modules support. | | |
| CCHS Institute | <ol style="list-style-type: none"> 1. Identify and secure more patrons for the CCHS Institute. | | |



School Development Plan for the 2024-25 academic year Areas, Objectives, Actions and Review commentary

| Section 2. Progressive – forward-thinking and continuously improving practice, provision and premises for all student groups. | | | |
|--|---|----------------------------|---|
| Area & Objectives | Actions | Mid-Review (February 2025) | Final Review and Further Development Required (June 2025) |
| <i>Develop our Institute project. (MPA)</i> | 2. Include more members of the CCHS Alumnae in the lecture programme. | | |
| SEND <i>Year 2 for SENDCo and broader conception and practice of SEND provision. (FHR)</i> | 1. Year 2 of HPOs role as SENDCo, including implementing the next stage of the training and development plan. 2. Year 2 of CFAs developed role. | | |
| change@cchs <i>Instigate a framework for key activities and events to provide an academic year structure for change@cchs work, including CPD for staff, and investigate the Inclusion Quality Mark (IQM). (JCR, FHR)</i> | 1. Autumn Term Theme: cultural awareness and celebration. Anchor: Black History Month. CCHS: Black Excellence Fest and Culture Fest Week. 2. Spring Term Theme: feminism and gender equality. Anchor: International Women's Day (8 th March). CCHS: Alumnae celebration. 3. Summer Term Theme: respect and diversity. Anchor: Pride Month (June). CCHS: PrideFest. 4. Identify and progress appropriate CPD opportunities for staff, and investigate the Inclusion Quality Mark (IQM) and South Asian Heritage Month (SAHM). | | |



School Development Plan for the 2024-25 academic year Areas, Objectives, Actions and Review commentary

| Section 3. Grammar (school) – serving the needs and entitlements of our very able students. | | | |
|---|---|----------------------------|---|
| Area & Objectives | Action | Mid-Review (February 2025) | Final Review and Further Development Required (June 2025) |
| <p>Achievement Strategy <i>Refine our Achievement Strategy - Achievement Strategy 3.0 - to the experiences and needs of each year group. (JCR, FHR, ASE)</i></p> | <ol style="list-style-type: none"> 1. Devise appropriate support and interventions, with SLT and Extended SLT, including Year 2 of the CCHS Tutoring Programme. 2. Publish updated Achievement Strategy to staff, students and parents. 3. Embed use of Provision Map in Student Progress Meetings. | | |
| <p>Data to inform student support <i>Progress MRLs SDL work, with new Data and Analytics Leader focus (Year 4 of Faculty-SDL reform). (JCR, FHR, ASE, MMU)</i></p> | <ol style="list-style-type: none"> 1. Institute developed MRL role: Data and Analytics Leader. 2. MRL to provide reports to SLT to support Student Progress Meetings, including FFT subject analysis. 3. Provide a rolling programme of staff training, with ASE, within CPD programme. | | |
| <p>CCHS Aspire & CCHS Institute <i>Introduce Oxbridge-Exceptionally Able strategy under the umbrella of the CCHS Institute. (MPA)</i></p> | <ol style="list-style-type: none"> 1. Identify the exceptionally able, using key data and teacher input, to create Aspire Route through all key stages, to include curricular and extra-curricular opportunities. 2. Develop role model relations with the alumnae to provide aspirational and informed support for students. | | |



School Development Plan for the 2024-25 academic year Areas, Objectives, Actions and Review commentary

| Section 3. Grammar (school) – serving the needs and entitlements of our very able students. | | | |
|---|--|----------------------------|---|
| Area & Objectives | Action | Mid-Review (February 2025) | Final Review and Further Development Required (June 2025) |
| Teaching standards <i>Progress MCTs SDL work, with focus on CCHS Aspire initiative (Year 4 of Faculty-SDL reform). (MPA, ASE)</i> | <ol style="list-style-type: none"> MCT to work with MPA and ASE on Year 1 of the CCHS Aspire initiative. MCT to focus on the identified exceptionally able, with their classroom, enrichment and homework experiences. | | |
| CCHS KS5 Curriculum <i>Quality assure Year 1 of running our A level twin pathways reform. (JCR)</i> | <ol style="list-style-type: none"> Review 2023-24 increased KS5 teaching time. Monitor September 2024+ implementation of changes to KS5 curriculum pathways. | | |
| CCHS KS4 Curriculum <i>Quality assure Year 1 of new (nationally introduced) MFL GCSE courses. (JCR)</i> | <ol style="list-style-type: none"> Support Subject Leaders with implementation of new GCSE courses. Prepare for Year 2 of courses. | | |
| CCHS KS3 Curriculum <i>Progress update of KS3 curriculum. (JCR)</i> | <ol style="list-style-type: none"> Identify and progress next steps for curriculum reform, taking account of school needs, sector picture and national trends, e.g. inhouse Design course in Yr8. | | |



School Development Plan for the 2024-25 academic year Areas, Objectives, Actions and Review commentary

| Section 4. Community – maintaining and strengthening a sense of community, which is vital in a growing school. | | | |
|--|--|----------------------------|---|
| Area & Objectives | Action | Mid-Review (February 2025) | Final Review and Further Development Required (June 2025) |
| Green solutions for campus modernisation and development <i>Swimming pool modernisation project and CIF project completion & LED lighting. (MMU)</i> | <ol style="list-style-type: none"> 1. Progress green solution swimming pool modernisation project, including pool plan B, i.e. if pool cannot be saved, alternative use of the building. 2. Complete Vernon-Harcourt CIF bid project and LED lighting work across older parts of the campus. 3. Review Estates Strategy and update as necessary with requirements specified by central authorities. | | |
| School finances <i>Sound and stable financial planning and implementation. (MMU)</i> | <ol style="list-style-type: none"> 1. Review Govt decisions re: staff pay and school funding updates. 2. Progress necessary actions to ensure sound and stable school finances. | | |
| Charity <i>Identify local, national and international charities to support. (MPA, MMU)</i> | <ol style="list-style-type: none"> 1. Local charity to support those who are homeless. 2. National charity to support girls' education. 3. International charity to support girls' empowerment. | | |
| Staff Panto <i>Continue work to reintroduce a Staff Panto. (SLT)</i> | <ol style="list-style-type: none"> 1. MGU, with SLT and wider support, to continue planning and organising for two Staff Panto performances in the Spring Term. | | |
| Feedback from community <i>Run surveys with parents, students and staff. (JCR, FHR, MMU)</i> | <ol style="list-style-type: none"> 1. Parent Survey in Autumn Term – analyse, utilise and celebrate. 2. Student Survey in Spring Term – analyse, utilise and celebrate. | | |



School Development Plan for the 2024-25 academic year Areas, Objectives, Actions and Review commentary

| Section 4. Community – maintaining and strengthening a sense of community, which is vital in a growing school. | | | |
|---|--|----------------------------|---|
| Area & Objectives | Action | Mid-Review (February 2025) | Final Review and Further Development Required (June 2025) |
| | 3. Colleague feedback gathered through Staff Voice meetings; analysed and actioned – all year round. | | |
| Pastoral personnel and wellbeing programme <i>New Year Leader colleagues as permanent members of the team and School Wellbeing Programme. (FHR)</i> | 1. Support new Year Leaders in their roles. 2. Planning work for the expansion of the Pastoral Team, with consideration of a second Senior Pastoral Leader. 3. Progress whole school wellbeing programme, continuing link with the London Academy of Excellence (LAE). 4. Explore (wellbeing) supervision for YL and Senior Pastoral staff. | | |
| Yr12 Admissions <i>Maintain at least the same number of students in the Yr11-12 transitioning cohort, preferably x160+ students. (JCR, MMU)</i> | 1. Review ‘roadmap’ of events from 2023-24 AY and August Yr12 Admissions process, making necessary adjustments. 2. Plan for managing the transition of our first x180 cohort. | | |



School Development Plan for the 2024-25 academic year Areas, Objectives, Actions and Review commentary

| Section 5. Education – advancing our expertise in girls’ education. | | | |
|---|--|----------------------------|---|
| Area & Objectives | Action | Mid-Review (February 2025) | Final Review and Further Development Required (June 2025) |
| School personnel <i>Support Departments with maternity leave. (JCR, MPA, ASE)</i> | 1. SLT line managers to monitor (fortnightly via LM mtgs) the various maternity cover solutions in place across Biology, English, German, History and PE Departments. | | |
| Digital learning <i>Year 2 of our Digital Learning Strategy, with a focus on AI and the opportunities afforded by the use of mobile phones as learning devices in lessons. (ASE, MMU)</i> | 1. Review Year 1 plan. 2. Specify new actions and milestones per year group, including the use of mobile phones as learning devices in lessons. 3. Build digital learning into Achievement Strategy 3.0, with a focus on AI. | | |
| Staff expertise <i>Implement pastoral thread to CPD Programme. (FHR, ASE)</i> | 1. FHR and ASE to Identify key pastoral related components. 2. Plan for when and who to deliver the content. | | |
| International Coalition of Girls’ Schools <i>Progress our use of ICGS resources and materials to support teachers’ CPD. (ASE)</i> | 1. Provide regular updates from the ICGS website and new briefings. 2. Link to July 2024 INSET Day on girls’ education and girls’ schools. | | |
| National Coalition for Able Children in Education <i>Progress our work with NACE, following our securing the Challenge Award. (ASE)</i> | 1. Secure the NACE Challenge Award in the Autumn Term. 2. Incorporate Challenge Award features in staff offer, e.g. CPD, and student offer, e.g. CCHS Aspire. | | |
| Learning standards <i>Progress GLOs SDL work, with focus on ‘deep dives’ and lesson</i> | 1. GLO to work with ASE on ‘deep dives’ and lesson visits and observations elements of | | |



School Development Plan for the 2024-25 academic year Areas, Objectives, Actions and Review commentary

| Section 5. Education – advancing our expertise in girls’ education. | | | |
|---|--|----------------------------|---|
| Area & Objectives | Action | Mid-Review (February 2025) | Final Review and Further Development Required (June 2025) |
| <p><i>visits and observations (Year 4 of Faculty-SDL reform). (ASE)</i></p> | <p>Achievement Strategy, informed by Student Progress Meetings.</p> <p>2. GLO to support CCHS Aspire work re: identified exceptionally able, with their classroom and extra-lesson experiences.</p> | | |
| <p>Assessment <i>Progress EMAs assessment work, with focus on enhanced whole school assessment culture and systems, including opportunities afforded by AI (Year 4 of Faculty-SDL reform). (JCR)</i></p> | <p>1. EMA, MCT, GLO, JHA and MRL to agree a plan, working with JCR and ASE, with AI opportunities a key feature.</p> <p>2. Materials & Training across the 2024-25 AY.</p> <p style="margin-left: 20px;">a. EMA - assessment strategies and tools</p> <p style="margin-left: 20px;">b. JHA - formative assessment input</p> <p>3. Coaching & Mentoring across the 2024-25 AY</p> <p style="margin-left: 20px;">a. MCT - supporting students</p> <p style="margin-left: 20px;">b. GLO - supporting teachers</p> <p style="margin-left: 20px;">c. Results & Review across the 2024-25 AY</p> <p style="margin-left: 20px;">d. MRL - data and analytics</p> | | |



School Development Plan for the 2024-25 academic year Areas, Objectives, Actions and Review commentary

| Section 6. Empowerment – advancing our programmes to empower students. | | | |
|---|---|----------------------------|---|
| Area & Objectives | Action | Mid-Review (February 2025) | Final Review and Further Development Required (June 2025) |
| ICGS UK <i>Arrange and run a new type of student conference for members of ICGS UK schools. (FHR)</i> | <ol style="list-style-type: none"> 1. Agree format with ICGS UK Regional Advisory Board. 2. Plan conference keynotes and workshops with alumnae and students. 3. Host conference for girls' schools nationally. | | |
| Extra-Curricular <i>Create e-profiles for students to record participation and achievements. (MPA, MMU)</i> | <ol style="list-style-type: none"> 1. Identify appropriate IT platform. 2. Create parameters framed by our 7 school values (citizenship, distinction, challenge, duty, imagination, enlightenment, diversity). 3. Introduce to pilot groups, i.e. KS3. 4. Develop DofE offer via DVAs TLR3 project. 5. Include details of trip offers on website | | |
| Learning beyond the classroom <i>Final planning and running of big overseas educational trip. (MPA)</i> | <ol style="list-style-type: none"> 1. Support trip staff with planning re: Operation Wallacea trip (July 2025) to Mexico. 2. Monitor student preparations. 3. Provide an overview of all educational trips on our website to provide parents, etc. with a chronology of opportunities for their daughters. | | |
| Careers Education, Information, Advice and Guidance (CEIAG) <i>Establish an Extended CEIAG Team – the Aspire Group. (MPA)</i> | <ol style="list-style-type: none"> 1. Establish a broader operational conception of CEIAG, with a leadership team (MPA, AHO, AHN), extended group (Subject | | |



School Development Plan for the 2024-25 academic year Areas, Objectives, Actions and Review commentary

| Section 6. Empowerment – advancing our programmes to empower students. | | | |
|---|---|----------------------------|---|
| Area & Objectives | Action | Mid-Review (February 2025) | Final Review and Further Development Required (June 2025) |
| | <p>Leaders), specialist group (Oxbridge and professions) and community group (alumnae and parents) to support our students.</p> <p>2. Introduce and use the Unifrog online platform with more year groups.</p> <p>3. All subject departments to create and maintain CEIAG related displays and materials.</p> | | |
| <p>STEM <i>Develop STEM offering through PKUs permanent STEM Leader role. (JCR)</i></p> | <p>1. Devise and implement STEM plan, building on excellent Ofsted feedback.</p> <p>2. Continue to develop provision with PKU in rebranded role.</p> | | |
| <p>Artsmark & Arts Award <i>Progress JHAs SDL work (Year 4 of Faculty-SDL reform). (MPA)</i></p> | <p>1. JHA to submit application to Arts Council England for the Platinum Artsmark Award.</p> | | |
| <p>The Arts <i>Develop Arts offering through JHAs Artsmark and Arts Award role. (MPA)</i></p> | <p>1. Devise and implement an Arts plan, including a Creative Week, with pop-up art, dance, drama and music elements.</p> | | |

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 |



School Development Plan for the 2024-25 academic year Areas, Objectives, Actions and Review commentary

| | |
|-------|---|
| 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 |