Chelmsford County High School for Girls

School Development Plan
2022-23

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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 developing practice, provision, and premises for all student groups. *Consider: Fair Access, PPG (main school), Bursary (sixth form), SEND (Yrs 7-13), change@cchs, digital learning, broadening the curriculum, etc.*			
Area & Objectives	**Action**	**Mid-Review (February 2023)**	**Final Review and Further Development Required (June 2023)**
Fair Access Progress our FAPP initiative with more partner schools and additional programmes.	Refine this as 'Developing the Leaders of Tomorrow' through social mobility. Launch 'The Leaders of Tomorrow Programme'. New Entrance Test – moving away from CEM. Year 2 new style Primary Outreach, including work to dispel myths in the community.		
change@cchs (Disadvantaged) Agree a new CCHS Entrance Test for September 2023.	Complete research on alternatives, consult Govs, decide on new test, and implement. Feedback on ICGS Conference to staff.		
PPG (main school) Ensure Yrs7-11 disadvantaged students realise their potential.	Use Provision Map to track spend and impact. Use Student Progress Meetings to inform intervention. Continue with Homework Club. Looking forward – launch of 'Leaders of tomorrow Programme'		
Bursary (sixth form) Ensure Yrs12-13 disadvantaged students realise their potential.	Circulate names to staff, note on SIMS, solicit suggestions for spend from staff, monitor at department and year group level. Ensure these students in the bracket for other interventions with wider criteria.		

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Area & Objectives	**Action**	**Mid-Review (February 2023)**	**Final Review and Further Development Required (June 2023)**
SEND (Yrs 7-13) Ensure students with SEND realise their potential.	SENCO transition arrangements - draw up and progress a transition plan from KAD to HPO, including inhouse training and formal course accreditation.		
Digital learning Progress lessons from remote schooling to benefit classroom practice.	Recruit a new ICT colleague to focus on digital learning, supporting teaching staff across all Departments.		
Curriculum offer Explore possibilities to broaden the curriculum.	Consider options to offer additional course opportunities, e.g. AL PE.		

Section 3. Grammar (school) – serving the needs and entitlements of our very able students. *Consider: More Able Policy Implementation (Yrs 7-13), Teaching standards (learning walks & lesson observations), Learning standards (assessment practice and work scruitinies), preparation for highly competitive courses (Year 12 into Year 13)*			
Area & Objectives	**Action**	**Mid-Review (February 2023)**	**Final Review and Further Development Required (June 2023)**
Multi-Academy Trusts Take positive and forward-thinking steps to respond to the Schools Bill.	Progress research on possible approaches with Govs, including taking legal and other professional advice, and speaking with other schools about possible MAT relationships.		
More Able Policy (Yrs 7-13) Progress the implementation of the policy across the school.	Develop working relationship with NACE and Elevate Education to strengthen practice across the school.		
Teaching standards Ensure the highest standards of teaching across Departments.	Professional learning and practice development - lesson observations and work scrutinies – developing SDLs strategically e.g. MCT, teaching standards and GLO, lesson observations.		
Learning standards Ensure the highest standards of learning across year groups.	Whole school assessment policy and practice - to embed the work re: EMAs TLR3 assessment project, ensuring a research-informed consistent approach across all subjects and key stages.		

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Area & Objectives	**Action**	**Mid-Review (February 2023)**	**Final Review and Further Development Required (June 2023)**
UCAS Provide excellent support to prepare students for highly competitive course applications (Year 12 into Year 13).	Continue to support AHO as she develops in this role. Bring on new team for Parent Interviews and support them. Work to rebuild provision for specialist academic interviews. MPA/AHO to support new HODs especially in their efforts to support/encourage students. CCHS Lectures and societies also relevant here.		
Public examinations Ensure the best possible experience for our Year 11 and Year 13 students.	Modify lettings business relationships to release the Sports Hall for high candidate number summer term public examinations. Complete the move of the staff work room to an alternate location in order to introduce the current work room (the old Hall) as the secondary examination location for all other public examinations.		

Section 4. Community – maintaining and strengthening a sense of community, which is vital in a growing school. *Consider: Student wellbeing (safeguarding & pastoral care), staff wellbeing (line management & performance management), change@cchs, CCHS Alumnae, PSHE, assemblies etc.*			
Area & Objectives	**Action**	**Mid-Review (February 2023)**	**Final Review and Further Development Required (June 2023)**
Student wellbeing Provide students with a range of school services and external points of support.	Year 2 of Pastoral Hub. MCH as Senior Pastoral Leader. Art Therapy offer with JST. An additional day counselling provision from Renew. Scheduled MHFA drop-in sessions. Young Carers drop-in sessions. Year 2 of Pastoral Cards. Open Door Policy with pastoral key staff.		
Staff wellbeing Provide staff with enrichment opportunities.	As part of our 'Commitment to Staff', broaden existing staff enrichment offer (reading, art and dance) to include sports and singing/choir. Adult MHFA drop-in sessions to be offered.		
CCHS Alumnae Involve former students in the academic enrichment life of the school.	RCA to continue to work on developing relationships – e.g. Alumnae emails and communications. MPA and Subject Leaders to work on developing lecture/seminar provision under the umbrella of the CCHS Institute. AHN to run a half-termly careers event at lunchtime – alumnae key in this.		

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Area & Objectives	**Action**	**Mid-Review (February 2023)**	**Final Review and Further Development Required (June 2023)**
PSHE Ensure a coherent set of programmes across each of the three key stages.	PSHE - transition to a whole-school conception and experience of PSHE, with SBU taking on a Yr7-13 brief to create a coherent whole school model. Pilot 'Peer Educators Scheme'. Rebrand RTP as a broader life skills provision.		
Assemblies Produce an assembly rota to involve a wider range of colleagues, addressing key change@cchs themes.	Extended SLT colleagues to deliver whole school assemblies. House Assemblies to be delivered in-person again. Year Group Assemblies to be delivered in-person again. Responding to world events – keeping assemblies relevant, purposeful and thoughtful.		

Section 5. Education – advancing our expertise in girls' education. *Consider: Curriculum development (review, updates & innovation), using ICGS (International Coalition of Girls' Schools) resources, CCHS CPD Programme, subject specific CPD, CCHS Leadership programme, etc.*			
Area & Objectives	**Action**	**Mid-Review (February 2023)**	**Final Review and Further Development Required (June 2023)**
Curriculum development Review, update and innovate across each of the three key stages.	Curriculum - refresh the place of the CCHS Learner Profile within the curriculum.		
Networks Support leading the launch of the ICGS.	Year 2 of our participation on the UK Advisory Board (one of only x7 schools across the country). Helping to establish the UK arm of ICGS as a presence in girls' education.		
CCHS CPD Programme Provide a research-informed offer to colleagues.	Inform our CPD provision with ideas and resources from 2022 ICGS International Conference.		
Subject specific CPD Provide a research-informed offer to colleagues in all departments.	Allocate time through the calendar for colleagues to share best practice and CPD.		
CCHS Leadership programme Recruit a new cohort for the 2022-23 academic year.	Using the Performance Management process to establish a new cohort of colleagues for this academic year.		
School Development Leaders Review Year 1 and pursue a Year 2+ focus for each colleague.	Year 2 of this senior middle leadership reform, with each SDL having a permanent whole school development focus, linked to school need, identified areas of expertise and declared professional interests.		

Section 6. Empowerment – advancing our programmes to empower our students. *Consider: Extra-curricular & enrichment provision, CCHS Institute (guest speakers, lectures etc.), CCHS Citizenship Programme, Global Citizenship programme, educational trips etc.*			
Area & Objectives	**Action**	**Mid-Review (February 2023)**	**Final Review and Further Development Required (June 2023)**
Co-curricular provision Provide a range of extra-curricular & enrichment offers for each year group and monitor participation.	Re-establish a full Enrichment Day programme for all year groups – x3 days across the year, including work with primary pupils from partner schools re: FAPP.		
CCHS Institute Provide a programme of activities across all three terms.	Year 2 of this initiative. Develop by initially inviting each of the patrons to deliver a talk/lecture/seminar.		
CCHS Citizenship Programme Capitalise on our Learner Profile (curriculum) and PSHE (pastoral) work to create a new programme to address emerging issues.	Establish this across all main school year groups in year 1, with year 2 to extend to the Sixth Form. Bring under the auspices of change@cchs.		
Global Citizenship Programme Progress this programme through local, national and international charities.	Year 2 of this project, with a new colleague leading on it.		
Educational trips Re-establish a coherent provision for all appropriate year groups.	Investigate opportunities for key year groups, mindful of cost, educational value and Covid-related realities, to experience learning beyond the classroom.		
Campus development Progress thinking, discussion and planning for a new stage of development.	Commence planning work with Govs, staff and students for a Sixth Form Centre proposal, including		

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	identifying grant/funding opportunities. Develop and implement the first phase of a decarbonisation plan. Commence upgrade works for the swimming pool to ensure medium to long term viability.		

Section 7: Glossary of terms

ALIS	Advanced Level Information System
ALPS	Advanced Level Performance System
ASGS	Association of State Girls' Schools
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
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
NCGS	National Coalition of Girls' Schools
NPWE	New Parents' Welcome Evening
PPG	Pupil Premium Girls
PSHE	Personal, social, health and education
PTI	Prince's Teaching Institute
RTP	Rolling Tutor Period (to deliver PSHE)
SENCO	Special Educational Needs Co-ordinator
SDL	School Development Leader

SDP	School Development Plan
SF	Sixth Form
SIMS	Management Information System from Capita
SL	Subject Leader
SLT	Senior Leadership Team: SLA Stephen Lawlor, MPA Michael Palmer, MMU Melissa Mulgrew, JCR Jo Cross, FHR Fiona Harrison, ASE Adam Selby
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