

School Development Plan 2018-19

(Mid Term Review – Feb 19)



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Section 1 - Leadership & Management Empowering staff to develop their practice, our systems and the campus for the future. (NCH/SLA/MFH/SHO)			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
1. Ensure highest quality of leadership and management at all levels.	<ul style="list-style-type: none"> Carry out a review of the effectiveness of faculty leadership & implement required improvements. Analyse performance management reviews of all leaders & set up required in-school training sessions. Identify leadership potential & arrange shadowing & coaching & mentoring. 	<p>The faculty leadership review has identified areas of strength as well as areas for development for each faculty.</p> <p>A plan is in place for each to share their good practice with the others, thereby increasing the quality of every leader's practice.</p> <p>NMI in the process of reviewing INSET needs with a view to planning training sessions.</p> <p>Leadership potential in the process of being identified from performance reviews.</p> <p>Strategies for development will then be implemented.</p>	
2. Ensure efficient and effective management of operational changes due to Year 4 of expansion.	<ul style="list-style-type: none"> Review aspects identified in expansion implementation plan. Increase staffing in Year 10 Amend circulation in dining hall Monitor use of newly created classrooms & lecture theatre. Raise levels of supervision around school & at the end of the day. 	<p>Achieved.</p> <p>Achieved.</p> <p>New duties implemented.</p> <p>All repurposed rooms have made a significant improvements to the use of the areas.</p> <p>Faculty Leaders are beginning to step up to provide supervision to their areas.</p>	
3. Ensure effectiveness of admissions policy.	<ul style="list-style-type: none"> Analyse proportion of girls from outreach schools sitting the test and applying for a place. Review the number of PPG girls applying for a place. 	<ul style="list-style-type: none"> In place and ongoing following National Offer Day 13 2019. In place and ongoing 	



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Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
	<ul style="list-style-type: none"> Analyse final outcomes for Year 11 as the first CEM cohort. 	<ul style="list-style-type: none"> For summer 2019 results 	
4. Ensure progress through implementation of strategies identified in SSEF.	<ul style="list-style-type: none"> Support SSEF application by developing curriculum enrichment day offer to include new Creative Day (July 2019) to complement PE (October 2018), Languages (February 2019) and Mathematics (June 2018). Support SSEF application by developing curriculum aspect of outreach work with 10 primary partner schools. Update and develop curriculum support materials (supporting the most able) for use by KS2 primary colleagues. 	<p>Plans are being developed.</p> <p>Plans are being developed.</p>	
5. LGBT+ awareness of all staff.	<ul style="list-style-type: none"> Whole staff training – <i>Educate and Celebrate</i> Dr Elly Barnes MBE October 2018- <i>Developing an LGBT Friendly School</i> Analyse impact on staff's awareness & understanding of related issues. PDG- to incorporate Diversity and Inclusion- LGBT+ student support group. Develop our pastoral support for students from Year Leader team 	<ul style="list-style-type: none"> Educate and Celebrate Training very well received by staff. LGBT History Month events run by THU. Stronger staff awareness reported after training. PDG Group in place. Ongoing and always a priority for Pastoral support. 	



Section 1 - Leadership & Management Empowering staff to develop their practice, our systems and the campus for the future. (NCH/SLA/MFH/SHO)			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
6. Work towards achieving an in-year balanced budget: a. Generate additional income.	<ul style="list-style-type: none"> Admit additional students into Year 10 China consultancy - pursue opportunity to deliver SLT training for Mr Wen Pursue the idea of offering a stay for Sixth Form Chinese students 	<p>5 students were admitted in Year 10 from Sept and have settled in well. With lagged funding the benefits will appear in the 2019-20 funding. Chinese teachers attended CCHS in Oct 18 £600 was received.</p> <p>In progress</p>	
b. Develop cost reduction initiatives	<ul style="list-style-type: none"> Initial list presented to F&F Committee in June 2018 Specific items are being costed for further discussion in Autumn Term Continued review of contract renewals to generate further savings Continued review of extra-curricular activities to ensure costs are appropriately covered 	<p>Cost efficiency initiatives being refined post successful SSEF bid which will allow for greater economy of scale.</p> <p>Further discussions to be held with newly appointed Head replacement on optimal staffing and subject structure.</p> <p>Contracts continue to be reviewed on a value for money basis, generating savings where possible. All extra-curricular activities are reviewed to ensure cost coverage</p>	



Section 2 – Curriculum: Maintain throughout the School a breadth of curriculum that values equally the Creative Arts, Maths, Science, Humanities, English, Classics, Languages and Social Sciences in the Sixth Form. (SLA)

Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
1. Provide students with a challenging and well-rounded education.	<ul style="list-style-type: none"> Offer a broad and balanced curriculum for students across all key stages (September 2018). Deliver a high-quality learning experience, through the curriculum, for all students. Monitor and quality assure through line management system (June 2019). 	<p>Achieved.</p> <p>Monitoring, through subject and year group reviews is largely very positive. Development points identified and being followed through.</p>	
2. Ensure students experience a positive and enjoyable education.	<ul style="list-style-type: none"> Collate student feedback data from Department survey activities and analyse at SLT and Academic Board. Focus on transition points, i.e. Y9 (end of KS3), Y11 (end of GCSEs) and Y13 (end of A levels). 	To be completed closer to end of courses through the DSEF3 process.	
3. Complete Artsmark accreditation process.	<ul style="list-style-type: none"> Complete School Case Study, following final research, analysis and write-up activities, including processing feedback from student, staff and parent surveys (Autumn Term). 	Case study completed.	
4. Secure Artsmark accreditation.	<ul style="list-style-type: none"> Submit School Case Study to Arts Council. Continue to work with bridge advisor to inform inclusion of key elements (final submission by February 2019). 	Case study submitted.	
5. Offer a developed extra-curricular STEM offer, with the Science and Mathematics Faculties leading on this provision.	<ul style="list-style-type: none"> MNI in new role as STEM Co-ordinator, with allocated time vis-à-vis timetable and role description accepted (from September 2018). LMA in new role as STEM support, formally supporting all Science STEM work, as well as work across 	<p>Excellent start to the year, with activities and a new board to celebrate STEM. Staff absence has meant other colleagues have stepped in to support.</p> <p>LMA providing very good administrative support to STEM work.</p>	



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Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
	Mathematics Faculty (from September 2018).		
6. Provide curriculum opportunities appropriate for an ambitious school.	<ul style="list-style-type: none"> Offer Philosophy (for Children) course to Y7, with revised programme of study, to embed structured discussion, i.e. philosophy line, to ensure confidence-building for all students (September 2018). Deliver Philosophy (for Children) course to Y7, with discussions between teachers to monitor student participation. Use three TA windows as formal monitoring and reporting periods vis-à-vis 'attitude to learning' measure (TA1, November 2018; TA2 February 2019; TA3 June 2019). 	<p>Lesson materials amended in light of first year of course.</p> <p>TA1 attitude to learning shows positive work with the course again this year.</p>	
7. Provide curriculum enrichment opportunities appropriate for a progressive school.	<ul style="list-style-type: none"> Offer five enrichment days across the year, involving all Faculties, with a range of activities for each year group. Publish Curriculum Enrichment Programme (2018-19) booklet to staff, students and parents (September 2018). Deliver five enrichment days across the year, with detailed feedback (framed by the CCHS Learner Profile) from activity leaders analysed by SLT (October, December, February, June and July). 	<p>Programme of activities published to all students and parents, with reminders before each ED.</p> <p>ED programme up and running with two very successful days of activities so far this year.</p>	



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Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
8. Provide extra-curricular opportunities appropriate for a holistic school.	<ul style="list-style-type: none"> Develop new CCHS DofE scheme, with Chelmsford City Do E as our expedition provider and Essex County Council as our licencing authority (June-September 2018). Launch new CCHS DofE scheme to Year 9 students (Bronze Award) and transfer exiting CCHS students, working directly with Chelmsford City scheme to new CCHS scheme (October-November 2018). 	<p>Successful work with expedition experts and Essex LA to establish a new CCHS Bronze Award scheme for Year 9 students.</p> <p>84 Year 9 students recruited to the new scheme, with 120/150 applying for places.</p>	
9. Establish a new scientific-artistic programme to develop and strengthen existing curricular and extra-curricular provision.	<ul style="list-style-type: none"> Prepare and publish new programme (Renaissance Project, bringing together scientific and artistic endeavour) to bring STEM work under the umbrella of Artsmark. Encompass headline, extra-curricular and competitions relating to Science, Maths, Computing, Art, Drama and Music (Autumn Term). Deliver established and new activities (including lunchtime clubs led by PNI and LMA) during the year to students across all three key stages. Establish and maintain new publicity approaches, including a noticeboard in main building and twitter feed, to mark, celebrate and inspire. 	<p>Work ongoing to draw all strands together. Assemblies used to publicise this new approach. Submission of Artsmark case study will support this work.</p> <p>New activities being offered by both PNI and LMA, which include entering a competition with PNIs work ('Rampaging Chariots').</p> <p>STEM noticeboard established in quad corridor. Noticeboards also up in the STEM room corridor.</p>	



Section 3: Academic Results and Sixth Form Retention: This Sixth Form of choice for able girls because of our track record in terms of experience, results, university preparations and success. (SLA/MPA)			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
1. The School will achieve outstanding GCSE examination results.	<ul style="list-style-type: none"> Line management and Year Leader/Pastoral monitoring, informed by TA data analysis, subject and year group review findings, to ensure excellent delivery of GCSE curriculum. Value Added = 0. On average all achieve their targets (August 2019). 	Current Year 11 cohort demonstrate very pleasing TA1 results: 82.3% 9-7. Students engaging with targeted support, with parents kept informed.	
2. The School will achieve outstanding A level examination results.	<ul style="list-style-type: none"> Line management and Year Leader/Pastoral monitoring, informed by TA data analysis, subject and year group review findings, to ensure excellent delivery of A level curriculum. Value Added = 0. On average all achieve their targets (August 2019). Especial focus to be on reducing the number of low grades and supporting students at risk of under achievement. Detailed review (September 2018) of strengths and areas for development in both departments and in terms of whole school strategies for improving outcomes, with actions to follow. 	<ul style="list-style-type: none"> Subject reviews and Year 13 Year Group review have given excellent information. Subject Review meetings have produced individual departmental plans for improving outcomes. These have led to an increase in departmental support sessions (backed up by communications with parents) and a range of other targeted interventions. Y13 has been rigorously managed in terms of attendance, punctuality and the use of study periods and students are well focused and motivated. Extensive analysis of TA Data and Year 13 Mock Data has led to a program of Mock re-sits, individual mentoring and an increase in supervised study. 	
3. Use DfE and commercial data reports to analyse KS4 outcomes and inform school improvement.	<ul style="list-style-type: none"> Scrutinise results of all (9-1) GCSE courses, using school data and KS4 	DSEF1 process expanded, with development points from these documents updated and reviewed at	



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Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
	<p>ALPS reports, to identify successes (and share good practice) and development points (to address and improve) (September 2018).</p> <ul style="list-style-type: none"> Develop analysis using DfE (Analyse School Performance) data to inform Departmental interventions and support. (December-January). 	<p>regular point, e.g. October half-term, Christmas, February half-term, etc.</p> <p>DfE data analysed by SLT to inform ongoing work with Departments.</p>	
4. Use DfE and commercial data reports to analyse KS5 outcomes and inform school improvement.	<ul style="list-style-type: none"> Scrutinise results of all A level courses, using school data and KS5 ALPS reports, to identify successes (and share good practice) and development points (to address and improve) (September 2018). Develop analysis using DfE (Analyse School Performance) data to inform Departmental interventions and support (December-January). 	<p>DSEF1 process expanded, with development points from these documents updated and reviewed at regular point, e.g. October half-term, Christmas, February half-term, etc.</p> <p>DfE data analysed by SLT to inform ongoing work with Departments.</p>	
5. Continue to develop the academic challenge offered to Sixth Form students so as to best prepare them for success in admission to highly competitive courses.	<ul style="list-style-type: none"> Development of the CCHS Lecture Series to offer academic challenge in a range of subjects. Improve monitoring of departmental offers to those preparing for admissions tests and interviews. Plan to run a BMAT preparation course (in conjunction with other schools?) in summer 2019. 	<ul style="list-style-type: none"> One successful lecture run (though some weaknesses exposed by this). Success in terms of offers at Oxford/Cambridge indicates success in preparing students for these selection processes. Planning for 2019 to be on agenda at March Academic Board. BMAT prep course still an option. 	



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Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
	<ul style="list-style-type: none">• Ensure staff (especially those new to the school or new as SF tutors) are confident in preparing students to succeed at the highest level.	<ul style="list-style-type: none">• Staff development and confidence still to be tackled formally.	



Section 4: Teaching & Learning: Excellence from all and excellence for all in the development of a scholarly school (NMI)			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
a) Monitor the quality of teaching and learning across the school; to share good practice and identify areas for development to address.	<ul style="list-style-type: none"> Co-ordinate termly whole school learning walks involving SLT and Faculty leaders. Use evidence used to identify good practice to share at the TeachMeet sessions. Conduct subject monitoring reviews, share reports with faculty leader, subject leader and SLT to inform and action plan written. Report to Governors' Curriculum Co. Co-ordinate work scrutiny by subject leaders, faculty heads and SLT to ensure consistency between and within subject areas. 	<p>Learning walks conducted by SLT and faculty leaders in autumn term both as part of the faculty leadership review and the Year 13 review. Best practice identified in the reports and shared with colleagues through the Teaching and Learning bulletin.</p> <p>Subject monitoring review conducted in French and action plan written. Biology is currently being reviewed. English review during week beginning Monday 25th March.</p> <p>Work scrutinies form part of year and subject reviews. Faculty leadership review suggested procedures for work scrutinies to ensure faculty wide consistency. This needs further discussion at academic board.</p>	
b) Develop a CPD programme which directly addresses the areas of development from lesson observations, subject reviews and year reviews.	<ul style="list-style-type: none"> Lesson observations and monitoring reports and analysed to identify common themes. Professional development groups (PDGs) set up to address: stretch 	<p>Lesson observation system set up by TCA online. NMI regularly reviews this to identify patterns, best practice and areas of concern. Lessons observation grades have been used to inform CPD priorities for the medium term.</p> <p>PDGs have met 3 times, each with a specific focus, which was an area for development identified from lesson observations, and subject and year</p>	



Section 4: Teaching & Learning: Excellence from all and excellence for all in the development of a scholarly school (NMI)			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
	<p>and challenge, effective feedback, sixth form teaching and creativity across the curriculum. PDGs to meet 5 times.</p> <ul style="list-style-type: none"> Findings from PDGs about how best to support students at CCHS to be shared with colleagues at the INSET day on 8th July. 	<p>reviews last year. PDG members report every term in the Teaching and Learning bulletin.</p> <p>Planning for 8th July INSET still needs to be confirmed.</p>	
c) Actively promote and embed the concept of professional reading and reflection for professional development.	<ul style="list-style-type: none"> Provide opportunities (focus group time) to be directed for reading and reflections. Provide frequent suggestions of authors, books, blog posts and articles for colleague to read to aid their professional learning Develop a regular Teaching and Learning book club to read and discuss recent publications and their possible impact on Teaching at CCHS. Work with AMA to further develop and promote the teaching and learning section of the school library. 	<p>Focus group time directed for professional reading. NMI has shared articles and book suggestions via email. Many subject use the focus time for reading about pedagogy related to their own subject collaboratively.</p> <p>Teaching and learning bulletin each term contains a book review and further suggested reading. Articles shared frequently via email and stored on the network for future use.</p> <p>Colleagues have shown interest in a teaching and learning book club, but this has not been started yet.</p>	
d) Identify and address any concerns about teaching and learning caused by the	<ul style="list-style-type: none"> SLT line managers to meet with faculty leaders to identify concerns and review the last 2 years and to create an action plan as required to 	<p>Faculty leadership review has identified some areas which need reviewing. SLT line managers to continue working with faculty</p>	



Section 4: Teaching & Learning: Excellence from all and excellence for all in the development of a scholarly school (NMI)			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
expansion of the school population.	address concerns related to teaching and learning.	leaders to develop a personal; action plan related to the findings of the faculty review.	
e) Review marking policies and practices with careful attention to consistency, impact and time efficiency.	<ul style="list-style-type: none"> • Ensure subject leaders have central records for assessments to be recorded on to monitor their staff. • Review whole school marking policy with working party and compare with policies from similar schools. NMI to amend the policy where necessary. Embed appropriate findings from the effective feedback PDG (See 4b) • Work with subject and faculty leaders to develop subject specific marking policies that complement and reinforce the whole school policy. • Review TA data and identify practices, which would improve consistency both within and between subject areas. 	<p>Central records set up for all subjects where there is more than one member of staff. These are regularly reviewed.</p> <p>HGR leading an NPQSL project on effective feedback with a relation to workload mentored by NMI. Findings will inform future policy along with the work of the Effective Feedback PDG.</p> <p>TA data reviewed every term. Inconsistencies have been challenged and addressed.</p>	
f) Further develop understanding of the 9-1 grading system at KS4 to inform accurate target setting. (See 2c)	<ul style="list-style-type: none"> • Conduct detailed analysis of all GCSE 9-1 grades with reference to predictions, targets, CAT scores and exam result in other subjects. • Review accuracy of target setting in light of findings. 	<p>CAT v GCSE analysis has not been completed yet.</p> <p>MidYis data to also be reviewed in future years, but this is not available for previous year 11 cohorts.</p>	



Section 4: Teaching & Learning: Excellence from all and excellence for all in the development of a scholarly school (NMI)			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
	<ul style="list-style-type: none">• Share with SLT and report to Governors.		



Section 5: Student and Staff wellbeing (MFH): Student personal development, behaviour & welfare and staff well-being			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
Continue to refine and implement the new Wellbeing PSHE Programme.	<ul style="list-style-type: none"> • New programme presented to staff in a coherent booklet and all lessons and overviews on R Drive. • PSHE Association membership. • Adopt new materials from the PSHE Association. • Compare PSHE programme with similar girls' schools for benchmarking. • Newly designed resources and notice board. 	<ul style="list-style-type: none"> • Complete: PSHE booklet and online resources all available. New lessons still being added and updated • Achieved • In place but ongoing work for RSE • Yet to benchmark with similar schools • New PSHE Notice board complete and PSHE section in newsletter for first time. All PSHE updates and new schemes of work communicated to parents through reports also. 	
To raise the profile of positive mental health in school and raise awareness of the sources of help.	<ul style="list-style-type: none"> • Membership of Prevention of Teen Suicide Local Consortium. • New notice board for students – highlighting sources of support • Staff trained Mental Health First Aiders- develop and raise profile in school. • Deliver several whole school assemblies to raise the profile of a mentally healthy school. • Increased school nurse and counsellors contact time • Introduce new element to MTT talk to parents 	<ul style="list-style-type: none"> • Membership and meetings attended. • New notice board complete • 5 trained staff mental health first aiders and all advertised to students and parents with MHFA England (Youth) Accredited signs. • 1 completed. • Increased time in place for both • All included in MTT evenings and talk to parents. 	



Section 5: Student and Staff wellbeing (MFH): Student personal development, behaviour & welfare and staff well-being			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
To maintain impeccable behaviour and standards as we expand as a School.	<ul style="list-style-type: none"> Increased staff presence – new staff duty rota- to monitor Standards and expectations reinforced with staff, students at parents Maintain close contact with Simmonds our uniform supplier as well as school shop 	<ul style="list-style-type: none"> New duty rota in place and monitored. Multiple reminders and higher profile given to importance of duties. In place and ongoing through staff meetings and weekly briefings. On going 	
Develop our SEN provision and Student Quiet Room	<ul style="list-style-type: none"> Increased provision for SEN students Develop expertise of staff with the provision of training- hearing/ ASD for staff Develop new student quiet room Develop role of special needs assistant in the classroom 	<ul style="list-style-type: none"> In place – work of KAD and Karen Greenland to support in Y7. In place and ongoing – implementation of SEN review week to support this work. Well used and monitored /ongoing In place and reviewed. 	
Develop our spending provision of Pupil Premium	<ul style="list-style-type: none"> In view of increased income – to review spending priorities and the needs of students. Develop a strategy to end period poverty through PPG 	<ul style="list-style-type: none"> Review underway and development of Pupil Premium Spending Strategy. All girls aware of where to access support and supplies- made known to all girls- all posters up around school. 	
Continue to develop and raise the profile of Find your Voice	<ul style="list-style-type: none"> To maintain a high profile after completion of the PTI Leadership Project in 2018. 	<ul style="list-style-type: none"> Ongoing and PTI project to be published by PTI in annual review this year. 	

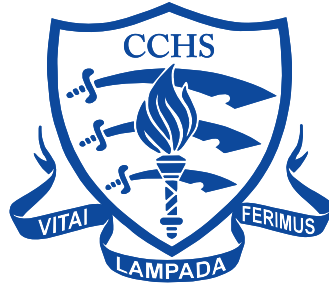


Section 5: Student and Staff wellbeing (MFH): Student personal development, behaviour & welfare and staff well-being			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
	<ul style="list-style-type: none"> • Further develop speak out opportunities and develop public speaking opportunities. 	<ul style="list-style-type: none"> • Ongoing and successful area of school that all departments work on. 	
Develop our safeguarding expertise as we grow as a school.	<ul style="list-style-type: none"> • <i>My Concern</i> – introduce E-system for reporting internal concerns as we grow as a school. • CSE prevention champion-through member ship of the national CSE prevention consortium- develop area of expertise in safeguarding. • ‘County lines’ – drama for wellbeing/ safeguarding introduced • Membership of Pastoral Leads Group mid- Essex to enhance our understanding of the local picture. 	<ul style="list-style-type: none"> • In place and hugely successful. Presented to Staff and Student Matters Committee. • All meetings attended and training up to date. • ‘County Lines’ drama shown to Y9- Jan 2019 • Membership in place. Successful Healthy Schools award and request to present on pastoral work at Mid-Essex Healthy Schools Award Day. 	<ul style="list-style-type: none"> •
Develop and raise the profile of staff wellbeing.	<ul style="list-style-type: none"> • To share items with staff to raise awareness and opportunities for staff wellbeing. • To monitor the reporting system across the year groups in line with reviewing staff workload. Implement new reporting system for Years 7 – 9. • To respond to the needs and concerns of staff as we grow as a school. 	<ul style="list-style-type: none"> • Not yet done. • New reporting system implemented to improve teacher workload. Excellent feedback from staff. Monitoring- ongoing. • On-going. 	



Section 6: Glossary of terms

ALPS	A Level Performance System: The student centred approach
BMAT	Biomedical Admissions Test
CAT	Cognitive Abilities Test
CEM	Centre for Evaluation and Monitoring (Durham)
CIF	Community Infrastructure Fund
CPD	Continuous Professional Development
CSR Partners	Corporate Social Responsibility Partners
EPQ	Extended Project Qualification
F&F	Facilities & Finance Committee
GSHA	Grammar School Heads' Association
INSET	In-Service Training
KS	Key Stage
LAC	Looked after Children
NPWE	New Parents' Welcome Evening
PPG	Pupil Premium Girls
PSHE	Personal, social, health and education
PTI	The Prince's Teaching Institute
RTP	Rolling Tutor Period (to deliver PSHE)
SENCO	Special Educational Needs Co-ordinator
SF	Sixth Form
SIMS	Management Information System from Capita
SLT	Senior Leadership Team: NCH: Nicole Chapman SLA: Stephen Lawlor MFH: Maria French MPA: Michael Palmer NMI: Nick Minnican MMU: Melissa Mulgrew
SSMCo	Staff & Student Matters Committee
T&L	Teaching & Learning
TA	Teacher Assessment
UKCAT	UK Clinical Aptitude Test
YL	Year Leader



Chelmsford County High School for Girls

School Strategic Plan

2018-2022

(Approved by the Full GB on 29th March 2019)



SCHOOL VISION

CCHS, a World Class School that prepares young women for a World Class Future; the school of choice for able girls from all backgrounds, for our academic success, pastoral support, and breadth of opportunity.

CCHS aims to “Develop the Leaders of Tomorrow” in the belief that our students will play a leading role in whichever field of their professional future and their personal life they choose.

We have three broad aims:

1. **The pursuit of excellence:** this pervades every aspect of our work; we expect the very best of our students and ourselves, and work with them to engender a lifelong love of learning.
2. **Achieving individual potential:** we support each student in recognising her unique talents and work with her across an exciting range of opportunities in order to help her fulfil her potential.
3. **Contribution to the local and global community:** we develop in our students a sense of responsibility towards others and encourage them to make positive contributions within their school and local community and beyond.

In order to achieve the school vision the Strategic Plan will need to address the following:

Link to:

1. Breadth of Curriculum and Rounded Education
2. Academic Results and retention
3. Financial Viability
4. Campus Development
5. Admissions Policy



1. CURRICULUM:

Maintain throughout the School a breadth of curriculum that values equally the Creative Arts, Maths, Science, Humanities, English, Classics, Languages and Social Sciences in the Sixth Form.

- Within the financial constraints a competitive offer will ensure all students flourish and reach their potential, experience a well-rounded enjoyable education and within an orderly environment which celebrates diversity.
- The School will complete and secure Artsmark accreditation, demonstrating a commitment to creativity across the curriculum and the school. This will include a developed extra-curricular STEM offer, with the Science and Mathematics Faculties leading on this provision.
- The School will continue to develop confidence, leadership skills and provide outstanding pastoral support.
- The School will develop grit and resilience through a robust well-being programme.
- The School will plan for the expansion by one form of entry from 2020, address the implications for managing the curriculum and groups.
- Outstanding opportunities encourage participation in local, national and international conferences and competitions with the opportunity to hear from high calibre, inspirational speakers.
- Monitor through termly reports to governors and evidence through bulletin, newsletter.

2. ACADEMIC RESULTS AND RETENTION:

The Sixth Form of choice for able girls because of our track record in terms of experience, results, university preparations and success.

- The School will achieve outstanding examination results at GCSE and A Level that place CCHS at the top end of similar schools within Essex and nationally.
- This will continue to be achieved through the recruitment and retention of high calibre staff within the required succession planning.
- The new GCSE grading and A level rigour will be addressed in a robust way using ALPS and DfE evaluation tools, including the identification of addressing (Maths, Chemistry, Physics) in-school variations.
- The School will develop strategies to address the implications of the Fair Access Plan and put in place the one-to-one support required for students who have gaps in their prior learning.



Year 12 Admissions Targets			
2018-19	2019-20	2020-21	2021-2022
135 in Year 12	145 in Year 12	160 in Year 12	165 in Year 12
Year 13 Results ALPS Targets			
Value added = 0 On average all achieve their targets	Positive A proportion achieve above target	Increased A high proportion achieve above target	Increased A high proportion achieve above target

3. FINANCIAL VIABILITY: To achieve a balanced in-year budget by 2020-21


1. Implement range of cost reductions which include:
 - a. Keep all expenditure under close scrutiny.
 - b. Review staffing structure.
2. Generate additional income:
 - a. Admit additional students in Year 10.
 - b. Keep under review the opportunity for expansion to 6FofE.
 - c. Consultancy.
 - d. Links with China school and potential summer school.
 - e. Set up fee paying Maths GCSE revision – grade 4 and top grades.
 - f. Grow sponsorship across all school events.
3. Monitor through termly reports to Governors.
4. Monitor the financial impact of expansion to 6 FofE.



4. CAMPUS DEVELOPMENT: Improve the quality of accommodation to highest standard across the curriculum area and address overcrowding

2018-19	2019-20	2020-21	2021-22
1. Consider sale of house/land to generate income. 2. Re-apply for CIF funding. 3. Continual review of in-house projects. 4. Manage successful SSEF bid.	1. Identify project(s) for parental contributions. 2. Re-apply for CIF funding for minor condition projects. 3. Continue to manage successful SSEF bid: a. New teaching block. b. Sports Hall. 4. Re-purpose the gym and the library floor	1. Consider new in-house capital development projects.	Consider how to make better use of the current caretaker's house and Sixth Form house (build a new Sixth Form Centre)

5. ADMISSION POLICY: To increase number, quality and range of applicants to the School, ensuring that able girls, irrespective of their social background are admitted.

2018-19	2019-20	2020-21	2021-22
Analyse impact of 80/20 split on GCSE outcomes.	Analyse the impact of CEM on GCSE outcomes.	Build data analysis. Analysis impact of reduced number of GCSEs. Monitor impact of the 2020 admissions policy in the context of PP pupils sitting the test and achieving a place.	Continue close monitoring
Monitor impact of Previously or Looked After Children clause introduced in 2018.	Keep under review. 		
Sixth Form: Remove the requirement for a GCSE Modern language entry requirement.		Sixth Form: Review the impact of removing the GCSE Modern language entry requirement.	Monitor the impact of increased numbers in Year 11 over 2 years.