



School Development Plan 2017-18

(Amended October 2017)



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INTRODUCTION

Strategy can imply change, however, when a number of changes have been recently introduced which have led to new developments there is a need to strengthen and refine practice and embed changes to ensure sustained growth.

In September 2015 the School faced a major challenge in the loss of a higher than usual number of Year 11 students, this was in part the consequence of the reduced A level offer. In view of the Governors' decision to remove the IB option from the Sixth Form curriculum, the School created a new post 16 Curriculum offer based around A levels and the EPQ and inspired by the considerable experience acquired by all staff from many years of teaching the IB; this new curriculum was implemented from September 2016.

STRATEGIC VISION

To build on our broad KS3 and 4 curriculum to deliver a personalised KS5 programme of study for the most able, in a supportive environment that prepares our students effectively for academic and personal success and growth in the global context of our modern world and ensures they are confident that their School is central to their future success.

To ensure that changes to curriculum, examination courses, structures and grading enable the students to continue to achieve within the top 5% of schools nationally.

Overriding priorities:

1. To fulfil our aims of striving for excellence, achieving individual potential and contributing to the local and global community.
2. To address the need for improvement in subjects with the most significant discrepancy between targets and outcomes.
3. To empower our staff to develop their practice, our systems and the campus for the future.
4. To plan for and manage school expansion whilst maintaining an outstanding experience for students and staff.
5. To maximise income with student numbers and other streams of funding and provide the most efficient curriculum within the constraints of the budget.
6. To build on the improved retention of Year 11 into the Sixth Form and ensure viability of all subjects on offer.



Section 1 - Leadership & Management Empowering staff to develop their practice, our systems and the campus for the future. (NCH/SLA/MFH/SHO)			
Objectives	Action	Review (including date)	Further Development Required
a) Ensure high standards of leadership and management are maintained at all levels.	Carry out thorough induction of newly appointed leaders through group training sessions, individual mentoring, line management and performance management processes, focusing on standards, skills, systems and personnel management.	<ul style="list-style-type: none"> • Training sessions have taken place. • Positive feedback through line management. • Progress towards performance management objectives. 	
b) Implement changes to staffing, pastoral support and organisation of the site required by expansion in student numbers.	Roll additional management hour through to Year 9, implement new approach to SLT duties by allocating specific areas, organise bus waiting supervision on site for Years 7,8,9, organise new rota for assemblies.	Ongoing review, pastoral reports to SLT and governors' SSMCo.	
c) Monitor impact of admissions policy changes introduced in 2013 (New Priority Area) and 2014 (CEM Entrance Test).	<ul style="list-style-type: none"> • Carry out annual review and present to governors. • Analyse results of first cohort since new priority area was introduced in 2013. 	August 2018	
d) Develop the outreach work to schools with the highest proportion of FSM children.	<ul style="list-style-type: none"> • Continue targeted primary outreach assemblies and attendance at Y5 parents' evenings with Year 9 outreach team. • Develop primary headteacher and Year 5 teacher admissions meeting with a view to increase state school attendance. • Introduce provision of primary teacher twilight training re the demands of the CCHS Entrance Test. (emphasis on Years 4 and 5) 		



Strategic Development Plan 2017-18 Key Objectives

Section 1 - Leadership & Management Empowering staff to develop their practice, our systems and the campus for the future. (NCH/SLA/MFH/SHO)			
Objectives	Action	Review (including date)	Further Development Required
e) Monitor the impact of priority places for children in receipt of the PPG, LAC and previously LAC in the Admissions Policy for entry to Year 7 in 2018.	<ul style="list-style-type: none"> • Analyse first data set for candidates registered to sit the test and report to governors (LAC or PPG) • Report first CCHS Entrance Test results data to governors late autumn term 2017 (LAC or PPG) 	Autumn 2017	
f) Ensure all staff are aware of the Equality Act and its implications for our school.	<ul style="list-style-type: none"> • Raise awareness through Diversity and Inclusion work. • Refine terminology used in school through staff meetings and briefing reminders. 		
g) Implement curriculum changes and address implications of the phasing out of Technology.	Introduce Philosophy to Year 7; English & Maths Subject Leaders to build in the extra time in Years 8 & 9 and monitor impact on progress.		
h) Continue to lobby for the adequate funding of our Site development.	Maintain contact with MPs and Ministers. Prepare the new CIF bid once criteria have been published.		
i) Review the use of the rooms vacated by Technology in time for September 2018.	<ul style="list-style-type: none"> • Implement the use of T1 as a new Sixth Form common room, R27 as a changing room, T4 as English classrooms & English office. • Analyse room use, plan for expansion, and identify shortages. 		
j) Detailed review of expenditure with a view to making further efficiency savings	<ul style="list-style-type: none"> • Focus on non-curriculum expenditure to re-negotiate contracts as applicable; monitor print/copying usage and amend working practice as required. 		



Section 1 - Leadership & Management Empowering staff to develop their practice, our systems and the campus for the future. (NCH/SLA/MFH/SHO)			
Objectives	Action	Review (including date)	Further Development Required
	<ul style="list-style-type: none"> • Complete analysis of curriculum costs 		
k) Development of a revised communication plan and fund-raising initiative for School Enrichment Fund and the Better Buildings Appeal	Compile updated material for inclusion on website and in funding appeals; revise NPWE presentation; develop funding updates for inclusion in termly newsletters; identify potential CSR partners amongst local businesses.		
l) Continued management of premises-related issues relating to increased student numbers	Focus on proactive management of H&S issues; implement other changes as identified.		
m) Review options for the replacement of server hardware versus increased use of cloud storage for School's electronic data.	Engage with Cutter and possible parental expert for analysis of cloud storage; prepare recommendation for F&F Committee; consider extension of current server warranty arrangements.		
n) Re-affirm the School's commitment to the Arts.	Implement Year 2 of the Artsmark development once reviewed by SLA and CLA.		



Section 2: Outcomes for learners Challenging students to achieve their best from KS3 through to KS5 (SLA)			
Objectives	Action	Review (including date)	Further Development Required
a) Implement reviewed KS3 Curriculum	<ul style="list-style-type: none"> • Deliver and monitor Philosophy for Children with Year 7. • Deliver and monitor additional English and Mathematics teaching with Years 8 and 9. 		
b) Implement modified KS3 assessment system	<ul style="list-style-type: none"> • Develop and introduce our TA descriptors to provide clearer feedback on progress from one TA point to the next. • Provide students and parents with an assessment guide, to complement our published KS3 Curriculum booklet. 		
c) Scrutinise outcomes of reformed GCSE courses	<ul style="list-style-type: none"> • Review results (Summer 2017) of reformed (9-1) English and Mathematics courses, using school data and ALPS reports, to identify successes (and share good practice) and development points (to address and improve). • Review Year 11 mock results (Autumn 2017) to ascertain quality of delivery and potential outcomes for second wave reformed (9-1) courses. 		
d) Scrutinise outcomes of reformed A level courses and identify areas of concerns	<ul style="list-style-type: none"> • Review results (Summer 2017) of reformed courses (Art, Biology, Chemistry, Economics, English Literature, History, Philosophy and Psychology), using school data and ALPS reports, to identify successes (and share 		



Section 2: Outcomes for learners Challenging students to achieve their best from KS3 through to KS5 (SLA)			
Objectives	Action	Review (including date)	Further Development Required
	<p>good practice) and development points (to address and improve).</p> <ul style="list-style-type: none"> Analyse reasons for low results in A Level Chemistry, Physics and Economics. AS: Chinese and D&T. Identify specific actions for improvement. Review Year 12 school exam results (Summer 2017) to ascertain quality of delivery and potential outcomes for second wave reformed courses (French, German, Geography, Latin, Music, RS, Spanish and Theatre Studies). 		
e) Monitor the curriculum experiences of students across all key stages through the Year and Subject Review protocol.	Review one year group in each key stage across the academic year, focussing on lesson observations, scrutiny of marked work, student voice meeting and a tutor time learning walk.		
f) Introduce and review new enrichment day activities in KS3 and KS4.	<ul style="list-style-type: none"> New activities will be provided to Year 7, Year 8, Year 9 and Year 10 students. Secure and analyse feedback from students and staff on the success and impact of these activities, with particular attention to supporting and developing CCHS Learner Profile attributes. 		
g) Monitor and review extra-curricular provision in light of expansion.	Analyse provision across year group/key stages and across subject areas.		



Strategic Development Plan 2017-18 Key Objectives

Section 2: Outcomes for learners Challenging students to achieve their best from KS3 through to KS5 (SLA)			
Objectives	Action	Review (including date)	Further Development Required
h) Maintain the range of STEM activities as Technology is phased out.	Physics, Biology, Chemistry, Maths, Computing, Technology Technicians each to lead on a STEM enrichment activity.		



Section 3: Teaching & Learning: Excellence from all and excellence for all in the development of a scholarly school (NMI)			
Objectives	Action	Review (including date)	Further Development Required
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. 	<ul style="list-style-type: none"> • Subject monitoring reviews to be agreed by October. • Government and Politics to be reviewed during 	
b) Identify and address any concerns about teaching and learning caused by the expansion of the school population.	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 address concerns related to teaching and learning.		
c) Remain up to date with new pedagogies, and ensure the best practice is shared between staff.	<ul style="list-style-type: none"> • Regularly share articles and ideas from books read via email and the Teaching and Learning Newsletter. • Further develop the TeachMeet sessions in Staff Meetings, to share best practice. • Reflect on the TeachMeet sessions and personal research to be included in the Teaching and Learning Newsletter for use in Departments. 		
d) Embed the ethos of deep learning.	<ul style="list-style-type: none"> • All of SLT to demonstrate and share effective habits of independent study through assemblies, workshops, CPD 		



Section 3: Teaching & Learning: Excellence from all and excellence for all in the development of a scholarly school (NMI)			
Objectives	Action	Review (including date)	Further Development Required
	<p>programmes and study support groups to encourage a lifelong love of learning in students and staff.</p> <ul style="list-style-type: none"> Encourage staff to research and develop new pedagogical approaches to improve their own practice. (see section c) 		
e) Review marking policies and with careful attention to impact and time efficiency.	<ul style="list-style-type: none"> Review whole school marking policy with working party and compare with policies from similar schools. NMI to amend the policy where necessary. Work with subject and faculty leaders to develop subject specific marking policies that complement and reinforce the whole school policy. 		
f) Review staff and student experience of assessment without levels and make changes where necessary. (See 2b)	<ul style="list-style-type: none"> Review current TA system at KS3 with reference systems from other similar schools and suggest potential changes. Share any changes made with staff, students and parents and review after each round of TA data. 		
g) 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 Maths and English grades with reference to predictions, targets, CAT scores and exam result in other subjects. Review accuracy of target setting in light of findings. Share with SLT and report to Governors. 		



Section 4: Student personal development, behaviour & welfare: Preparing students for their future lives by fostering academic, social and emotional fulfilment. (MFH)			
Objectives	Action	Review (including date)	Further Development Required
a) Develop a wellbeing programme for Years 7 - 11 that reflects on current trends in delivering PSHE to be rolled out in 2018. To research new developments and teaching and benchmark against similar schools.	<ul style="list-style-type: none"> • Consult with Year Leaders on what works well in current PSHE. • Research new thinking behind wellbeing programmes. (possible visit to Wellington College after attending their presentation at GSHA Conference June 2017) • Develop a wellbeing programme that fits our school and our girls' needs to prepare them for leadership of mind, body and their overall wellbeing. 	January 2018. To begin to map out to be rolled out for Year 7 in 2018.	
b) Monitor the impact of TA Action Plans and TA Discussion Weeks. To investigate the possible use of SIMS to link TA and Action Plans.	<ul style="list-style-type: none"> • Monitor our TA discussions with feedback from girls and staff. • Ensure that all data drops impact the students positively in terms of pastoral care and academic progress. • Ensure that all girls discuss their progress at least 3 times a year and that all girls are known re. an expanding school. 	Review at YL Team meeting in Nov 2017	
c) Develop a fair and reasonable parental request for financial contribution to maintain the school counselling programme.	<ul style="list-style-type: none"> • Draft letter and send to parents and monitor responses. • Monitor cost of counselling provision and increased demand re expansion. 		
d) Develop staff and student understanding of Diversity and Inclusion.	<ul style="list-style-type: none"> • Use Diversity and Inclusion training attended on gendered intelligence in July 2017 to raise awareness with staff. 		



Section 4: Student personal development, behaviour & welfare: Preparing students for their future lives by fostering academic, social and emotional fulfilment. (MFH)			
Objectives	Action	Review (including date)	Further Development Required
	<ul style="list-style-type: none"> • Arrange staff training. • Year and Subject Leaders to lead their teams and keep on their agendas. • Include items in school newsletter to raise awareness and celebrate work and awareness within the whole school community. • Undertake research and keep up to date with new findings and the expectations on schools. 		
e) In relation to school expansion: monitor behaviour and standards. Ensure that standards of behaviour remain impeccable across all year groups. Pay particular attention to the expectations with new staff joining the school.	<ul style="list-style-type: none"> • Include reminders in staff meetings and briefings. • SLT presence to maintain high profile in allocated areas of responsibility for duties 2017 - 18. • All staff to follow up issues in relation to infringement and detentions. • Provide positive reinforcement and expectations with the students. 		
f) Review day to day systems: To reorganise staff duties, assemblies, lunchtime rotas, bus and end of day procedures to ensure that the highest possible standard of behaviour, safety and experience is maintained as we expand.	<ul style="list-style-type: none"> • Draw up new duty rota. • Define SLT areas of responsibility. • In main assemblies implement rota with Y13 on stage until changeover to Year 12. • Implement new bus protocol. 		



Strategic Development Plan 2017-18 Key Objectives

Section 4: Student personal development, behaviour & welfare: Preparing students for their future lives by fostering academic, social and emotional fulfilment. (MFH)			
Objectives	Action	Review (including date)	Further Development Required
	<ul style="list-style-type: none"> Reinforce corridor code through tutor team. Whole staff to drive to be led by Pastoral team. 		
g) Review impact and scale of Pupil Premium spending targets and interventions in line with expansion. To be reviewed at Staff and Student Matters Committee Autumn Term 2017.	<ul style="list-style-type: none"> Undertake PPG review. Agree new spending priorities for 2017 - 18 at SSMCCo. Research use of a revision study skills company for selected Year 11/10 students. 		
h) Continue to develop confidence, public speaking, grit and resilience for academic success through tutor time. To complete the final year of the PTI Leadership Programme through <i>Find Your Voice!</i>	<ul style="list-style-type: none"> Complete PTI leadership project completed, Ensure Pastoral Plan for each year group reflects ongoing work regarding confidence building and developing grit and resilience. 	January 2018	



Section 5: Sixth Form: (MPA)			
Objectives	Action	Review (including date)	Further Development Required
a) Continue to focus on developing and strengthening the high quality teaching and learning which takes place in the Sixth Form.	<ul style="list-style-type: none"> • Inaugurate and develop the Sixth Form Teaching and Learning Group, and share the ideas and expertise from this group amongst staff. • Continue to develop the role of the Sixth Form Council in supporting excellent practice in teaching and learning. 	May 2018	
b) Explore ways of increasing success in terms of application to the most competitive universities and courses.	<ul style="list-style-type: none"> • Develop a system of 'academic tutoring' across Sixth Form subjects to ensure proper support for students making competitive applications in all disciplines. • Develop, publicise and encourage attendance at the CCHS Lectures. • Explore opportunities to raise aspirations in Years 9 and 10. • Explore strategies for ensuring a high proportion of realistic applications to Medicine. • Increase monitoring focus in spring term of Year 13 on those holding offers for highly competitive universities and courses. 	February 2018 and then August 2018	
c) Continue our focus on retention of internal students and recruitment of external students so as to maintain healthy numbers in the Sixth Form.	<ul style="list-style-type: none"> • Review successes and areas for development in recruitment and retention 2016 to 17 and plan 2017-18 strategy accordingly. 	Ongoing, final review in September 2018 when numbers are confirmed.	



Section 5: Sixth Form: (MPA)			
Objectives	Action	Review (including date)	Further Development Required
	<ul style="list-style-type: none"> Focus on securing excellent outcomes in summer 2018 		
d) Develop systems and practices to ensure best use of new Common Room.	<ul style="list-style-type: none"> Develop a staff duty rota to monitor use of this space. Set and reinforce high expectations and take swift action if these are not met. Plan for the further development of this space in summer 2018. 	January 2018	
e) Respond to the developing challenges in terms of the needs of our students for pastoral support and guidance for their well-being.	<ul style="list-style-type: none"> Ensure appropriate training and support available for new Year 12 Leader. Continue to enable tutors to play a key role in being a first line of support. Review PSHE program and adjust appropriately to take account of changing circumstances. Respond appropriately to suggestions made via Sixth Form Council. 	June 2018	



Section 6: Glossary of terms

ALPS	A Level Performance System: The student centred approach
CAT	Cognitive Abilities Test
CEM	Centre for Evaluation and Monitoring (Durham)
CIF	Community Infrastructure Fund
CSR Partners	Corporate Social Responsibility Partners
EPQ	Extended Project Qualification
F&F	Facilities & Finance Committee
GSHA	Grammar School Heads' Association
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
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
SSMCo	Staff & Student Matters Committee
TA	Teacher Assessment
YL	Year Leader