



# School Development Plan 2020-21

First Review



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*A progressive grammar school community, committed to excellence in girls' education and empowerment*

Our core inspiration is our established **School vision**. To enable us to fulfil our vision, we pursue three broad **School aims**. We have amplified, and so fortified, our School vision and aims, and pursued links between Faculties, to cultivate core **School values**, to help direct and drive our work: citizenship, distinction, challenge, duty, imagination, enlightenment and community.

- **Developing the leaders of tomorrow – citizenship:** inspire future citizens to think for themselves and to act for others.
- **The pursuit of excellence – distinction:** provide students with an outstanding education, with students doing their best in all endeavours.
- **Fulfilling individual potential – challenge:** motivate students to acquire new knowledge & understanding and stimulate them to develop new skills & attributes.
- **Contributing to the community – duty:** ensure students conduct themselves with civility and compassion at all times, supporting each other and looking beyond themselves.
- **English and Creative Faculties – imagination:** enable students to explore new ideas and empathise with the thinking of others, without limitation or risk.
- **Mathematics and Science Faculties – 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 and Languages Faculties – community:** 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.



<b>Section 1 - Leadership &amp; Management</b> Empowering staff to develop their practice, our systems and the campus for the future. (SLA, ELE, MPA, JCR, FHR and MMU)			
Objectives	Action	Mid-Review (February 2021)	Final Review and Further Development Required (June 2021)
<p><b>1. Review, update and create policies in relation to the Change@CCHS initiative, and consider a CCHS Change Charter</b></p>	<ul style="list-style-type: none"> <li>a) Update the General Equality Policy to reflect local and global changes, and our own Change initiative.</li> <li>b) General review of all policies that the change@CCHS initiative might impact upon</li> <li>c) Review existing anti-racism frameworks/charters, legislation and research material to help develop a set of defined principles</li> <li>d) Carry out an evaluation of progress made and impact had – make necessary improvements</li> <li>e) ongoing process of reflection, impact review and improvement</li> </ul>		
<p><b>2. Fair Access and Partnership Plan: implementation programme</b></p>	<ul style="list-style-type: none"> <li>a) JLE and FHR to build stronger relationships with the feeder schools. JLE to liaise.</li> <li>b) Revise the idea of going into assemblies. Are we reaching the students we want to reach?</li> <li>c) Revise how we reach parents – try to break down the barriers – preconceived ideas about Grammar schools.</li> </ul>		



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Objectives	Action	Mid-Review (February 2021)	Final Review and Further Development Required (June 2021)
<b>3. SSEF related campus development project completion</b>	<ul style="list-style-type: none"> <li>a) Complete teaching block and sports hall in May &amp; July 2021 within budget</li> <li>b) Commence library and art repurposing works in July 2021.</li> </ul>		
<b>4. Staff well-being (from 2019/20 SDG) Charter to be introduced</b>	<ul style="list-style-type: none"> <li>a) Using the feedback from last year's SDG - formulate a charter to roll out to staff. For example, review emailing out of hours. Use the example provided by Newport Girls' High School to frame our Charter.</li> </ul>		
<b>5. Launch and establish new House: Angelou (A House)</b>	<ul style="list-style-type: none"> <li>a) Organise House Officials in Y13 and then Y12.</li> <li>b) Organise House Meetings for Year 12 and Year 7.</li> <li>c) House Officials to work especially with Y7 to motivate and build identity.</li> </ul>		
<b>6. Undertake School Self-Evaluation exercise</b>	<ul style="list-style-type: none"> <li>a) Complete on additional March (2021) INSET day.</li> <li>b) Use materials from the ASCL SEF Toolkit.</li> <li>c) Involve all members of staff - support and teaching, in mixed teams, focusing on a particular aspect of school service and provision.</li> </ul>		
<b>7. Plan for a student survey: Kirkland Rowell next year</b>	<ul style="list-style-type: none"> <li>a) Agree questions and timing of the survey.</li> </ul>		



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<b>Objectives</b>	<b>Action</b>	<b>Mid-Review (February 2021)</b>	<b>Final Review and Further Development Required (June 2021)</b>
<b>8. Launch new fundraising initiative with CCHS Alumnae</b>	Identify suitable tools for alumnae tracking and increase alumnae engagement ahead of launching fundraising activity.		
<b>9. 'Celebrating Girls' Education festival (plan 2020/21 to run 2021/22)</b>	2020/21 planning phase		



<b>Section 2 – Curriculum:</b> 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. (ELE and JCR)			
Objectives	Action	Mid-Review (February 2021)	Final Review and Further Development Required (June 2021)
<p><b>1. As part of the Change@CCHS initiative, conduct a curriculum review to ensure the design and delivery of our programmes of study minimise the barriers that students, regardless of dispositional, circumstantial or cultural background, may face in accessing and engaging with our curriculum.</b></p>	<p>a) Use a framework, such as, UCL’s IOE Inclusive Curriculum Health Check, to reflect on and where identified, progress our curriculum</p> <p>b) Subject Leaders to use departmental time to reflect on schemes of work, topics covered, resources used, and lesson content and discussion points to ensure curriculum engages and is accessible to all</p>		
<p><b>2. Harness 21<sup>st</sup> century technology to showcase a 21<sup>st</sup> century curriculum.</b></p> <p><b>Use e-portfolios to demonstrate student’s progress towards the CCHS Learner Profile attributes.</b></p> <p>Taken from the NCGS Conference in June 2020, <i>A Curriculum for the 21<sup>st</sup> Century</i>, Director of STEAM, Madeira School, Philadelphia, US</p>	<p>Learner Profile e-portfolio</p> <p>a) Students in KS3, compile an electronic collection of evidence and artefacts taken from their learning across the curriculum, to demonstrate their progress towards each of the Learner Profile skills.</p> <p>b) Achievement is recognised by achieving the CCHS Learner Profile Award.</p>		



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Objectives	Action	Mid-Review (February 2021)	Final Review and Further Development Required (June 2021)
<p><b>3. Recognise the impact of multimodal lessons, pop culture and competition, on girls’ engagement and long-term memory retention.</b></p> <p>Taken from the US evidence-based book ‘Teaching Girls’</p>	<ul style="list-style-type: none"> <li>a) Recognising the limitations in place due to social distancing this may have to build slowly, or be postponed until 2021.</li> <li>b) Cascade findings from the academic research conducted by Peer Kuriloff, Shannon Andrus, and Charlotte Jacobs in their book <i>Teaching Girls</i>, through staff meetings, T&amp;L email snippets and articles and think pieces provided prior to departmental meetings.</li> <li>c) Building on the work started during the last academic year around spaced learning and cognitive memory, encourage multimodal lesson content, the use of pop culture and competition to aid student engagement and involvement in lessons, and subsequently increase memory retention.</li> <li>d) Observe increased student interaction during lesson observations and drop-ins.</li> <li>e) Measure the impact of engagement through Academic Student Voice and Departmental Review feedback.</li> </ul>		





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Objectives	Action	Mid-Review (February 2021)	Final Review and Further Development Required (June 2021)
<p><b>4. CCHS Curriculum Conference:</b> (Conference title to follow but focus will be on girls' education)</p>	<p><b>2020/21 planning phase</b></p> <ul style="list-style-type: none"> <li>a) Devise a list of Girls' schools (SSGS and beyond) and conduct some initial online research into curriculum offering/ideas.</li> <li>b) Start networking phase to begin to recruit a broad range of speakers.</li> <li>c) Identify a Keynote speaker</li> <li>d) Put together a conference agenda</li> <li>e) Publish event</li> </ul> <p><b>2021/2022 to run</b></p>		
<p><b>5. Foster a passion for learning in all sixth form students through an enhanced lecture, lunch &amp; learn programme</b></p> <p>Taken from the Passion for Learning project, S. Lawlor, NPQH</p>	<p>Lecture, Lunch &amp; Learn</p> <ul style="list-style-type: none"> <li>a) Increase the number of lectures for sixth form students by utilising the time and resources of a support staff member (AGI?).</li> <li>b) Reach out to the community and beyond using social media platforms such as LinkedIn to invite in speakers</li> <li>c) Produce a calendar of events year on year and improve publicity of lecture events</li> </ul>		



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Objectives	Action	Mid-Review (February 2021)	Final Review and Further Development Required (June 2021)
	<ul style="list-style-type: none"> <li>d) Create a conference style ethos where delegates (students) move into break out groups and are involved in discussions and debates over lunch</li> <li>e) Complement this with lectures delivered by our own students culminating in a TED talk style event.</li> </ul>		
<b>6. Use 'challenge model' (JCR-NACE)</b>	<ul style="list-style-type: none"> <li>a) Using the NACE Challenge framework assess and reflect on where we are currently as a school and develop action plan to address any opportunities.</li> <li>b) Launch the CCHS Academic Excellence in Research Award to Year 10 as a starter to introducing the HPQ.</li> </ul>		
<b>7. Identify and pursue CPD specific to girls' education: subject specific pedagogy (JCR)</b>	<ul style="list-style-type: none"> <li>a) Utilise the research available through NCGS to identify key themes which complement and extend our current provision for girls' education. Work with other members of ASGS to identify recommended CPD.</li> </ul>		



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Objectives	Action	Mid-Review (February 2021)	Final Review and Further Development Required (June 2021)
	b) Continue to research and share understanding of how girls learn. Revisit understanding shared by Joanne Deak on educating girls, share with students and staff.		



<b>Section 3: Academic Results and Sixth Form Retention:</b> This Sixth Form of choice for able girls because of our track record in terms of experience, results, university preparations and success. (MPA, ELE, JCR, FHR)			
Objectives	Action	Mid-Review (February 2021)	Final Review and Further Development Required (June 2021)
<b>1. Change@CCHS: services and provision review and changes</b>	<ul style="list-style-type: none"> <li>a) Include BAME data in SIMS reporting and DSEF to support and encourage staff to actively recognise variance in attainment when analysing data. This could then be followed up during dept / faculty meetings to ensure disparity between groups is addressed. Promoting regular discussion will provide a reminder about day to day teaching practice.</li> <li>b) Student anonymity when marking exam papers</li> </ul>		
<b>2. Progress NACE Challenge Award work</b>	<ul style="list-style-type: none"> <li>a) Identify key areas of the sixth form with established excellence in extending more able students and share this specialist knowledge internally.</li> <li>b) Use the NACE Challenge Framework to identify areas of strength and opportunity.</li> </ul>		
<b>3. Collate and share exemplars of KS3 work to demonstrate our CCHS KS3 Curriculum standards approach</b>	<ul style="list-style-type: none"> <li>a) Departments to review and update schemes of work, at KS3 that reflect feedback from KS4 and 5 examiner reports and exam board feedback</li> </ul>		



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Objectives	Action	Mid-Review (February 2021)	Final Review and Further Development Required (June 2021)
	<ul style="list-style-type: none"> <li>b) Departments to review curriculum maps to ensure they are coherent, structured, and that the sequence of lessons make sense when enacted.</li> <li>c) Departments to share schemes of work to open up opportunities for dialogue between colleagues, leading to the development of cross-curricular links and ensuring consistency across the school.</li> </ul>		
<b>4. Launch our CCHS Institute project</b>	<ul style="list-style-type: none"> <li>a) Establish 'The CCHS Institute – a home for academic engagement, enquiry and enlightenment', as a new project/entity.</li> <li>b) Have a regular publication (<i>CCHS Cogitare</i>) to showcase the range of academic endeavours, e.g. print the essays students submit to university and national competitions, commission original pieces of work, have a section for pieces written by the alumnae, staff etc.</li> <li>c) Bring the CCHS Lecture Series, student societies/clubs, etc. under the umbrella of this new enterprise.</li> </ul>		



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Objectives	Action	Mid-Review (February 2021)	Final Review and Further Development Required (June 2021)
	<ul style="list-style-type: none"> <li>d) Create new opportunities/platforms for students and staff to pursue and share their academic interests. We could set essays/projects for students and award prizes/titles, e.g. CCHS scholar.</li> <li>e) Have existing students, alumnae, as well as members of staff. Given the diversity of our student population, encourage a range of contributions.</li> <li>f) Seek sponsorship (corporate or academia) to finance lecture events and high-quality publication of work, etc.</li> </ul>		
<p><b>5. Progress the work carried out last year in terms of recording and rewarding participation in our rich and vibrant range of extra-curricular activities by developing the idea of an extra-curricular passport</b></p>	<ul style="list-style-type: none"> <li>a) First steps, to conduct research into possible physical passport resource</li> <li>b) Cascade ideas about initiative to staff</li> <li>c) Cascade to students, parents</li> <li>d) Consider publishing initiative to wider community via social media channels as a PR exercise</li> <li>e) Students are issued with a physical passport in which they record participation in a range of extra-curricular activities</li> </ul>		



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<b>Objectives</b>	<b>Action</b>	<b>Mid-Review (February 2021)</b>	<b>Final Review and Further Development Required (June 2021)</b>
	f) Evaluation of impact carried out by staff and students to obtain feedback on initiative g) Improvements made where necessary - and decision made whether to continue		



<b>Section 4: Teaching &amp; Learning:</b> Excellence from all and excellence for all in the development of a scholarly school. (JCR, FHR and ELE)			
Objectives	Action	Mid-Review (February 2021)	Final Review and Further Development Required (June 2021)
<b>1. Change@CCHS: CPD and practice review and changes</b>	<ul style="list-style-type: none"> <li>a) Include regular anti-racism discussions during department meetings to ensure involvement from all staff levels.</li> <li>b) Inclusion of a reference to BAME in lesson observations – It is important here to recognise the value of this and not include as a tick box exercise.</li> <li>c) Re-introduce the BAME attainment standard as part of initial teacher training.</li> <li>d) External speaker Mitra Janes spoke at our initial inset day on diversity and anti-racism.</li> <li>e) Cascade the online training from Equality and Diversity to faculties.</li> <li>f) Engage with Equality and Diversity school’s network sharing research and key topics.</li> <li>g) Create an internal resource bank for staff to access.</li> </ul>		
<b>a) Modify and progress FAPP Plan to take account of COVID-19 disruption</b>	<ul style="list-style-type: none"> <li>a) Where possible continue with outreach work and summer schools.</li> <li>b) Review enrichment programme to support a Year 5 G+T day if possible – outside?</li> </ul>		





## School Development Plan 2020-21 Key Objectives

<b>Section 4: Teaching &amp; Learning:</b> Excellence from all and excellence for all in the development of a scholarly school. (JCR, FHR and ELE)			
Objectives	Action	Mid-Review (February 2021)	Final Review and Further Development Required (June 2021)
	<ul style="list-style-type: none"> <li>c) Develop support should physical support not be available. For example, core subject videos and worksheets. Availability of FROG.</li> <li>d) JLE and FHR building relationships with feeder schools to maximise PPG uptake.</li> </ul>		
<b>b) Support staff with broader student profile in Y7: x180 and admissions change</b>	<ul style="list-style-type: none"> <li>a) Faculties and departments are being asked to allocated meeting time to consider the broader student profile and reflect on how we can best support these students.</li> <li>b) Cross-faculty Professional Development Group have been established to use directed time to monitor and review progress through the year.</li> <li>c) Assessment, review and intervention to take place throughout academic year.</li> <li>d) Change in the actual policy to give more of the FAPP students a chance to join the school.</li> </ul>		
<b>e) T&amp;L practice adjustments to take account of growing school</b>	<ul style="list-style-type: none"> <li>a) As part of the approach to remote schooling departments are reviewing where they can share resources and make sensible adjustments to marking,</li> </ul>		



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<b>Section 4: Teaching &amp; Learning:</b> Excellence from all and excellence for all in the development of a scholarly school. (JCR, FHR and ELE)			
<b>Objectives</b>	<b>Action</b>	<b>Mid-Review (February 2021)</b>	<b>Final Review and Further Development Required (June 2021)</b>
	<p>maintaining high quality feedback while managing teacher input.</p> <p>b) Research driven teaching and learning programme including sharing of best practise.</p> <p>c) Utilise and review our internal and external student data to monitor, track and support progress.</p>		



<b>Section 5: Student Wellbeing: Students' personal development, behaviour and welfare. (FHR, MPA)</b>			
<b>Objectives</b>	<b>Action</b>	<b>Mid-Review (February 2021)</b>	<b>Final Review and Further Development Required (June 2021)</b>
<b>1. Change@CCHS: assemblies and events review and changes</b>	a) Launch BHM 1/10/10. This is a programme of events including: assemblies, workshops and film showings. b) Leading on from this - we do not want the impact just to be for the month - we want this to be long lasting - evolving. c) The 'Stand up, Speak out' initiative will be launched. This will encourage students to speak out about things they are passionate about - but it will also get them to think about the integrity/impact of their words. d) 'The Change Committee' will launch. Students, teachers and parents will be invited to have a voice through our 'Change committee'. This will meet termly?		
<b>2. Devise and launch an online CCHS Lecture Series</b>	a) See proposals in T&L section above. JCR and MPA to work together on this?		
<b>3. Progress our School Citizenship project (from 2019/20 SDG)</b>	a) Review School Citizenship project and look at how we can implement some of this into RTP - SBU target on PM.		



<b>Section 5: Student Wellbeing: Students' personal development, behaviour and welfare. (FHR, MPA)</b>			
<b>Objectives</b>	<b>Action</b>	<b>Mid-Review (February 2021)</b>	<b>Final Review and Further Development Required (June 2021)</b>
<b>4. Progress our differentiated rewards project (from 2019/20 SDG)</b>	<ul style="list-style-type: none"> <li>a) I have met with MRO to put in place a differentiated rewards system on SIMS.</li> <li>b) MRO is running an SDG on this so we will use the outcomes to inform the rewards.</li> <li>c) Consider what else we can put in place apart from 'Excellence' and 'Achievement' this limits the number of students celebrated.</li> </ul>		
<b>5. Develop student wellbeing in light of COVID lockdown.</b>	<ul style="list-style-type: none"> <li>a) Week 3 TA style Wellbeing chats to gauge how the students are feeling since their return to school.</li> <li>b) Data to be analysed by the Year Leaders and HOFs to devise an intervention plan.</li> <li>c) Wellbeing/Taking Care of your Mental Health ½ day for Year 12 students and potentially Year 11. In light of Lockdown and the feedback from the wellbeing chats.</li> <li>d) Form Time programme to tailor to meet the students' needs. For example, Breakfast Club with Year 7/Move it Monday Year 10.</li> <li>e) Year 11 Mentors to support the academic catch up.</li> </ul>		



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<b>Objectives</b>	<b>Action</b>	<b>Mid-Review (February 2021)</b>	<b>Final Review and Further Development Required (June 2021)</b>
	f) Researching PEP from the Mental Health Foundation. Could this work for our students?		
<b>6. Develop our public speaking work: from 'find your voice' to 'Stand up, speak out'</b>	a) Stand up, speak out is being launched from BHM. This will help the students to understand the impact of their words and think about their integrity, b) YL's will roll this out as part of their form times. Assemblies and workshops will also be used to encourage the students to consider how to use their voice.		



## 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
FAPP	Fair Access and Partnership Plan
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	<b>Senior Leadership Team:</b> SLA Stephen Lawlor, MFH Maria French. ELE Emma Ledwidge, MPA Michael Palmer, MMU Melissa Mulgrew
SSEF	Selective Schools Expansion Fund
SSMCo	Staff & Student Matters Committee
T&L	Teaching & Learning
TA	Teacher Assessment
UKCAT	UK Clinical Aptitude Test
YL	Year Leader