



School Development Plan (SDP) 2021-22



Section	Title	Page
1.	Introduction – School Ethos	3
2.	Progressive – forward thinking and continuously developing practice and provision for all student groups	4-8
3.	Grammar (school) – serving the needs and entitlements of our very able students	9-11
4.	Community – maintaining and strengthening a sense of community, which is vital in a growing school	12-13
5.	Education – advancing our expertise in girls’ education	14-16
6.	Empowerment – advancing our programmes to empower our students	17-18
7.	Glossary of Terms	19-20



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: IDSR, Fair Access & Partnership Plan, PPG, SEND, change@cchs, campus development, etc.)			
Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
<p>1. Change@CCHS: Ongoing review of our policies and curriculum in relation to change@cchs.</p>	<ul style="list-style-type: none"> a) Table CCHS policies on the SLT agenda that are linked to or feed into change@CCHS on an annual basis. b) Revise and refine, where necessary, and follow up for GB ratification. c) Where appropriate seek input from the wider CCHS community regarding policies in relation to change@CCHS. d) As part of our SEF work, evaluate, review, and refine the CCHS curriculum offering. e) As part of our DSEF work, evaluate, review, and refine the CCHS curriculum in relation to subjects. f) Use a combination of available frameworks to devise our own change@CCHS charter in relation to protected characteristics. g) Continue to provide regular updates for publication on our website. 		
<p>2. Modify and progress FAPP Plan to take account of COVID-19 disruption.</p>	<ul style="list-style-type: none"> a) Re-establish our in-person working relationship with our partner primary schools. 		



Section 2. Progressive - forward thinking and continuously developing practice, provision, and premises for all student groups. (Consider: IDSR, Fair Access & Partnership Plan, PPG, SEND, change@cchs, campus development, etc.)

Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
	<ul style="list-style-type: none"> Investigate growing the partnership, e.g. Broomfield Road Primary. b) Pursue student homework clubs or involvement with '11+' groups in our partner primary schools. c) Deliver student led assemblies/visits – talking to potential students/parents. d) Provide help with enrolling for the test. e) Advertise in the community challenging the myths about grammar schools. f) Use the Enrichment Days and Summer School to show pupils this school could be for them. g) Develop the new CCHS Inspire webpage with more content and activities. 		
3. SSEF related campus development project completion.	<ul style="list-style-type: none"> a) Completion of SSEF funded project (gym to library conversion). b) Revisit descoped aspects of conversion project (additional dining space) for financial viability/proposals for funding to Governors. 		



Section 2. Progressive – forward thinking and continuously developing practice, provision, and premises for all student groups. (Consider: IDSR, Fair Access & Partnership Plan, PPG, SEND, change@cchs, campus development, etc.)			
Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
	c) Successful completion of all snagging and defects on SSEF related works.		
4. Expand fundraising initiatives, sourcing grant opportunities.	a) Investigate, in conjunction with ECC/Active Essex, opportunities for sourcing funding for swimming pool works. b) Identify and apply for additional sources of funding for science equipment. c) Begin scoping of next phase of campus development (Sixth Form Centre), followed by fundraising strategy. d) Engage with further funded carbon reduction initiatives with an eventual goal to replace the antiquated, costly heating system.		
5. Change@CCHS: Continue student voice activities, form-time education programme and assemblies, in conjunction with our Change & Diversity Prefects.	a) Continue half-termly meetings with C & D Prefects in Year 10 and Year 12 as a means of listening to student body ideas and concerns, addressing them, and collaborating on awareness days/events/activities etc. b) Facilitate collaboration with C&D Prefects and outside speaker/organisation to continue		



Section 2. Progressive - forward thinking and continuously developing practice, provision, and premises for all student groups. (Consider: IDSR, Fair Access & Partnership Plan, PPG, SEND, change@cchs, campus development, etc.)			
Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
	<p>our education programme in relation to the protected characteristics, to be delivered during form-time and assemblies.</p> <p>c) Trial initiatives, such as a fishbowl, to continue educating staff in relation to matters pertaining to the protected characteristics.</p> <p>d) In conjunction with C&D Prefects, facilitate Film Soc as a means of addressing issues pertaining to the protected characteristics through the medium of film.</p>		
6. Support staff with broader student profile in Yr7: x180 and admissions change.	<p>a) Departments will continue to dedicate meeting time to consider the broader student profile and reflect on how we can best support these students (SEF).</p> <p>b) SDL project on inclusive education will engaged with staff and students across the year to deepen our understanding of how we can best support these students.</p> <p>c) Assessment, review, and intervention to continue throughout academic year.</p>		



Section 2. Progressive - forward thinking and continuously developing practice, provision, and premises for all student groups. (Consider: IDSR, Fair Access & Partnership Plan, PPG, SEND, change@cchs, campus development, etc.)			
Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
	Introduction of 360 reviews as part of TA programme.		
7. Further development on meeting the needs of pupils with SEND (SEF).	<ul style="list-style-type: none"> a) Staff training on strategies for supporting students with SEND (SEF). b) Termly 360 reviews for each student with SEND as part of TA process. All departments to dedicate meeting time to support our SEN students. c) Identify mentors for SEND students. 		
8. Reduce attainment gap for disadvantaged students (SEF).	<ul style="list-style-type: none"> a) Forensically identify and track PPG student progress. b) Introduce staff training on strategies for supporting students with PPG needs. c) Termly 360 reviews for each PPG student. d) Identify mentors for PPG students. e) Provide a resource box for all PPG students. f) Establish a homework club run by sixth form and/or DofE students to fulfil volunteering element. 		



Section 3. Grammar (school) – serving the needs and entitlements of our very able students.

(Consider: More Able Policy, NACE, Academic Resilience initiative, PTI projects, work with other grammar schools, etc.)

Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
<p>1. Harness 21st century technology to showcase a 21st century curriculum – use e-portfolios to demonstrate student’s progress towards the School’s vision, aims and values.</p>	<ul style="list-style-type: none"> a) Students in KS3, compile an electronic collection of evidence and artefacts taken from their learning across the curriculum, to demonstrate their progress towards the School vision, aims, and values. b) Achievement to be recognised through CCHS awards. c) In conjunction with Computer Science SL, devise an e-portfolio using web-based software to catalogue student evidence in achieving our vision, aims and values. d) Enhance the portfolio with evidence gained via our Enrichment Days. e) Review findings from THUs ICT TLR3 project to benefit all subject areas. f) Devise a digital learning strategy re: curriculum ambitions and teaching & learning practice. g) Recruit a third member of the IT Team: ‘Digital Learning’ focus. 		



Section 3. Grammar (school) – serving the needs and entitlements of our very able students. (Consider: More Able Policy, NACE, Academic Resilience initiative, PTI projects, work with other grammar schools, etc.)			
Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
2. Use our 'challenge model' more explicitly and broadly.	<ul style="list-style-type: none"> a) Deliver programme of Academic Resilience tailored to each stage of learning (SEF). b) Build on the work outlined in our More Able Policy to ensure differentiated challenge is provided. 		
3. Academic Resilience (SEF).	<ul style="list-style-type: none"> a) Initiate a programme of Academic Resilience from Year 7 to 13 to support our students in developing key skills. b) Review the key transition points to determine student needs at the different stages of education and ensure we are best equipping our students for the next step in their education. c) Review and enhance the Year 10 CCHS Academic Excellent in Research programme. 		
4. Progress NACE Challenge Award work.	<ul style="list-style-type: none"> a) Continue to develop the NACE framework in school, teaching to the top, raising attainment for all students. b) Academic Resilience programme (see point 3) to support students with the transition to A Level studies. 		



Section 3. Grammar (school) – serving the needs and entitlements of our very able students.
(Consider: More Able Policy, NACE, Academic Resilience initiative, PTI projects, work with other grammar schools, etc.)

Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
	<ul style="list-style-type: none"> c) School Development Leader project focussing on Academic resilience and challenge. d) By the end of the academic year, review our preparedness to apply for the NACE Challenge Award. 		
<p>5. Develop opportunities for inter-disciplinary learning to take place across the school year (SEF).</p>	<ul style="list-style-type: none"> a) Allocate time for Subject Leaders to share curriculum maps at KS3, 4 & 5 and look for opportunities to work collaboratively across subjects. b) Departments to share GCSE and AL schemes of work to open-up opportunities for dialogue between colleagues, leading to the development of cross-curricular links (as we have with the CCHS KS3 Curriculum). c) Refine and adapt any existing SoW/curriculum sequencing, in order to work collaboratively. d) Evaluate success of collaboration from students’ and staff point of view. 		



Section 4. Community - maintaining and strengthening a sense of community, which is vital in a growing school.
(Consider: Student safety and wellbeing, assembly programme and link to change@cchs, Alumnae network, etc.)

Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
1. Develop links between main school and sixth form PSHE and SMSC and improve links to academic curriculum and vice versa (SEF).	<ul style="list-style-type: none"> a) Reintroduction of staff meetings will enable discussion on key projects e.g. change@cchs. b) SMSC policy to be shared with all staff and regularly updated c) Arrange external CPD in staff meetings, for example PSHE. d) Celebrate more cultures in RS and PSHE, in a programmed manner. 		
2. Progress our School Citizenship project (from 2019/20 SDG).	<ul style="list-style-type: none"> a) Use our developing CCHS Citizenship project to work with students so they all communicate with each other appropriately. b) Work with outside agencies, such as 'The Two Johns', Educate and Celebrate' and our local PCSO to support our work with students. 		
3. Progress our differentiated rewards project (from 2019/20 SDG).	<ul style="list-style-type: none"> a) Initial differentiated rewards programme established, this to be developed and celebrated throughout the next academic year (SEF). b) Investigate opportunities to better utilise the SIMS functionality for students: homework, timetables, information. 		



Section 4. Community - maintaining and strengthening a sense of community, which is vital in a growing school.

(Consider: Student safety and wellbeing, assembly programme and link to change@cchs, Alumnae network, etc.)

Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
4. Develop student wellbeing in light of Covid lockdowns.	<ul style="list-style-type: none"> a) Offer Mental First Aid drop-in weekly sessions for students. b) Develop Year Leader availability, supported by CMA (new Pastoral Support colleague). c) Meeting Room 1 to be turned into a Pastoral Hub. d) Educate parents about our pastoral processes via MtT events. e) DSL (Designated Safeguarding Lead) to attend DSL meetings with other schools in the community - sharing good practice. 		



Section 5. Education – advancing our expertise in girls’ education. <i>(Consider: develop engagement with NCGS, ‘Girls’ Education’ Conference, CPD provision, including CCHS Leadership Programme, etc.)</i>			
Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
1. CCHS Conference: ‘Educating girls’ (curriculum focus).	<ul style="list-style-type: none"> a) 2021 planning phase. a) Using a list provided by SSGS/ ASGS schools, instigate, and collaborate with schools willing to become involved in professional development beyond their own and conduct some initial online research into curriculum offering/ ideas. b) Start networking phase to begin to recruit a broad range of speakers. c) Identify a Keynote speaker. d) Put together a conference agenda. e) Publish event - 2021/2022 to run. 		
2. Identify and pursue CPD specific to girls’ education: subject specific pedagogy.	<ul style="list-style-type: none"> a) Continued engagement with Cambridge, NACE and NCGS to identify and to drive research relevant to our students. b) Initiating contact with other SSGS/ ASGS schools, using ALPS data to identify key areas for sharing best T&L practice. c) Share research from Elevate Education and the Academic Resilience project as part of staff CPD. 		



Section 5. Education – advancing our expertise in girls’ education.
(Consider: develop engagement with NCGS, ‘Girls’ Education’ Conference, CPD provision, including CCHS Leadership Programme, etc.)

Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
3. Change@CCHS: CPD and practice review and changes.	<ul style="list-style-type: none"> d) Finalise roll out of Equality and Diversity’s online training to all staff. e) Continue to update central CPD (MS) Teams with relevant and up to date information on Change issues. f) SDL Project focussed on broadening the curriculum to support departments and explore opportunity g) Continue engagement with Equality and Diversity’s school network. d) Engage with Cambridge University’s Equality, Diversity, and Inclusion group. e) Develop our ‘grow our own’ approach to teacher and staff recruitment through RCOs IIT TLR3 project. 		



Section 5. Education – advancing our expertise in girls’ education.

(Consider: develop engagement with NCGS, ‘Girls’ Education’ Conference, CPD provision, including CCHS Leadership Programme, etc.)

Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
4. Teaching & Learning practice adjustments to take account of our growing school (SEF).	<ul style="list-style-type: none"> a) Continue to develop lessons from remote schooling. b) Develop more research-driven teaching and learning practices. c) Utilise and review our internal and external student data to monitor, track and support progress. d) Develop a new whole school approach to assessment optimising student impact and managing workload. e) Introduce T&L student voice with discussions and fishbowl activities with students. f) Continue to review teacher workload, adjusting where required. g) SDL project to review our monitoring and standards, to support teaching and learning, optimising student impact and managing workload. h) SDL project focussing on meta-memory and knowledge retrieval to include both students and colleagues. 		



Section 6. Empowerment – advancing our programmes to empower our students. <i>(Consider: ‘Stand up, speak out’ initiative, CCHS Institute project, Global Citizenship programme, etc.)</i>			
Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
1. CCHS Conference: ‘Empowering girls’ (pastoral/life skills focus).	a) The Leadership Conference this year has the title and theme of ‘Empower’. This will run on Friday 22 nd October. Students from the wider community will be invited. The aim is to have speakers that empower our students through a range of careers. This will be complemented by workshops to support our focus.		
2. Develop our public speaking work: from ‘find your voice’ to ‘Stand up, speak out’.	a) Encouraging students to stand up and have a voice, but to do it in the right way. b) To be launched in FHR assembly in October. c) Ongoing work during Form Time programmes.		
3. Launch our CCHS Institute project.	a) Identify suitable patrons from amongst our alumnae. b) Produce publicity material and outline programme/list of activities. c) Launch to students, parents, governors, and the wider community. d) Termly newsletter and other publicity activities.		



Section 6. Empowerment – advancing our programmes to empower our students.

(Consider: ‘Stand up, speak out’ initiative, CCHS Institute project, Global Citizenship programme, etc.)

Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
4. 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 (SEF).	<ul style="list-style-type: none"> a) Increased building use and facilities for extra-curricular opportunities. b) Adapt existing Enrichment Day model to ensure more focus upon transition opportunities for KS2 – KS3. c) Adapt existing Enrichment Day model to ensure KS3 has a focus on our School values. d) Introduce the CCHS extra-curricular passport as enhancement to the vision, aims and values e-portfolio. e) Record participation rates of enrichment and extra-curricular clubs for review and evaluation and from a H&S perspective. f) Evaluation of impact carried out by staff and students to obtain feedback on initiative. g) Consider coaches for PE clubs to increase personnel availability. h) Develop STEM offer through PKUs TLR3 project. 		



Section 7: Glossary of terms

ALIS	Advanced Level Information System
ALPS	Advanced Level Performance System
ASGS	Association of State Girls' Schools
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	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
FFT	Fischer Family Trust
GSHA	Grammar School Heads' Association
HOF	Head of Faculties
INSET	In-Service Training
ITT	Initial Teacher Training
KS	Key Stage
LAC	Looked after Children
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 Project
SF	Sixth Form
SIMS	Management Information System from Capita
SL	Subject Leader
SLT	Senior Leadership Team: SLA Stephen Lawlor, ELE Emma Ledwidge, MPA Michael Palmer, MMU Melissa Mulgrew, JCR Jo Cross, FHR Fiona Harrison



School Development Plan 2021-22 Key Objectives

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 (time-limited paid project)
UKCAT	UK Clinical Aptitude Test
YL	Year Leader