



# **Self-Evaluation Form (SEF) 2021-22**

## Overview of ethos and practice

**Safeguarding** Our commitment to our students' safety and wellbeing is demonstrated through the pastoral personnel, systems and services we have in place as detailed in our 'Keeping our students safe, supported and empowered' document: leadership, safeguarding procedures, pastoral care, health care, SEND, curriculum, enrichment, leadership development, communications, and premises.

**Quality of Education** *Ethos* 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. *Practice* To realise our vision and aims, we have institutionalised curriculum challenge, i.e. demanding and stimulating experiences across the School. Our challenge model has seven elements: scheduled (habitual); extension (amplified); enrichment (deep); overarching (cohesive); excellence (examination); ancillary (complementary); innovation (novel). We strengthen our curriculum provision and teaching & learning practice through a holistic vision of education, allying our academic and pastoral staff and systems. We progress all practice through a research-informed staff development: From teacher training to educational leadership – nurturing and inspiring the teachers and school leaders of tomorrow through excellence in personalised training and development.

**Behaviour & Attitudes** *Ethos* Vision: Developing the leaders of tomorrow – citizenship: inspire future citizens to think for themselves and to act for others. Aim 3: Contributing to the community – duty: ensure students always conduct themselves with civility and compassion, supporting each other and looking beyond themselves. *Practice* Our pastoral personnel and systems ensure high standards are maintained, through dedicated Year Leaders for each year group, form tutor teams taking their form groups through the school from Year 8 to 11, following a KS2-KS3 transition year with a specialist Year 7 team. Our Citizenship Programme provides a formal framework for: everyday behaviour, making face-to-face interactions a force for: respectful exchanges of ideas, broadening horizons, forging lasting friendships; online behaviour, making social media interactions a force for: positive engagement, supporting one another, celebrating successes.

**Personal Development** *Ethos* 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. *Practice* Our CCHS KS3 Curriculum, allied with our GCSE and A level programmes of study, provide students with broad and balanced curriculum experiences, promoting personal development. Our rich range of extra-curricular opportunities, including our reformed Enrichment Day programme, complement and strengthen this personal development.

**Leadership & Management** *Ethos* Mission: a progressive grammar school community, committed to excellence in girls' education and empowerment. *Practice* Progressive – forward thinking and continuously developing practice, provision, and premises for all student groups, e.g., Fair Access & Partnership Plan, PPG, SEND, change@cchs, campus development, etc. Grammar (school) – serving the needs and entitlements of our very able students, e.g. More Able Policy, NACE, Academic Resilience initiative, PTI projects, work with other grammar schools, etc. Community – maintaining and strengthening a sense of community, which is vital in a growing school, e.g., student safety and wellbeing, assembly programme and link to change@cchs, Alumnae network, etc. Education – advancing our expertise in girls' education, e.g., engagement with NCGS, 'Girls' Education' Conference, CPD provision, including CCHS Leadership Programme, etc. Empowerment – advancing our programmes to empower our students, e.g., 'Stand up, speak out' initiative, CCHS Institute project, Global Citizenship programme, etc.)

**Sixth Form Ethos** Ultimately, we are a scholarly school. School - an institution which promotes and believes in the transformative power of knowledge and understanding, a thinking and *intellectually* adventurous institution. Leadership - consistently articulating a coherent vision of the purpose of learning to all stakeholders. Students - interested, reflective and knowledgeable lifelong learners, with the time and inclination to think. Staff - interested, reflective and knowledgeable lifelong learners. Reading widely and thinking laterally, with an interest in the subject specialisms of colleagues. Governors and Parents - valuing excellence in all senses and understanding the need for reflection, knowledge, and wisdom. **Practice** A dedicated and experienced Sixth Form lead on post-16 provision and practice, including pastoral care from two Assistant Heads of Sixth Form, academic leadership from the Head of Sixth Form, UCAS support from the Higher Education Adviser, and broader advice and guidance from the Careers Co-ordinator. Significant leadership opportunities within the school, including community service, provide students with a balanced post-16 experience, as they get ready for life as young adults.

School Context	Revision date: September 2021	Author: SLA
<b>Students</b>	<p>We are an 11-18 girls' grammar school, opened in 1907, with academy status since 2011.            Year 7: 180 students; Year 8: 180 students; Year 9: 150 students; Year 10: 155 students; Year 11: 149 students; Year 12: 151 students; Year 13: 151 students - whole school total: 1,116 students.            SEND: 23 students (2%), including 1 student with an EHCP, and 8 students in the Sixth Form            Pupil Premium Grant: 37 students (4.55%)</p>	
<b>Staffing</b>	<p>Leadership: 6; Teachers - Full Time: 38; Teachers - Part Time: 27; Teachers - Music Peripatetic - Part Time: 12            Support Staff - Full Time - All Year: 6            Support Staff - Full Time - Term Time or Term Time Plus: 12            Support Staff - Part Time - Term Time or Term Time Plus: 29            Number of permanent contracted staff: 130            Casual Staff - Zero Hours (Supply Teachers, Invigilators, Cover Supervisors): 39            TOTAL Staff on Payroll: 169</p>	
<b>Other features</b>	<p>The school location deprivation indicator is in quintile 5 (most deprived) of all schools.            The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.            The school is in receipt of Selective Schools Expansion Fund (SSEF) monies, which has allowed us to pursue our Fair Access and Partnership Plan (FAPP), involving increasing to six forms of entry from September 2020, the construction of a sports centre, a teaching block, and the re-purposing our gym to become a new library and study centre.</p>	

Overall Effectiveness		Overall: 1	Last revision date: September 2021	Author: SLA, ELE, MPA, MMU, JCR, FHR
Sub-criterion	Grade	Main strengths and opportunities		
Quality of Education	1	<p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>• Students benefit from an ambitious curriculum with high stretch and challenge integrated throughout.</li> <li>• Our approach is inclusive, with all students being offered the full curriculum (on occasion adjustments may be made after consultation) with the same high expectations for all.</li> <li>• Subject experts provide a rich learning experience in all subjects and detailed student tracking allows appropriate support and intervention if required.</li> <li>• Outcomes are excellent.</li> </ul> <p><u>Opportunities</u></p> <ul style="list-style-type: none"> <li>• Curriculum – highlighting cross-curricular links to support students’ schema learning.</li> <li>• Teaching and Learning – increase academic enrichment and knowledge retrieval, enhance our More Able, SEN and PPG provision with detailed termly reviews.</li> <li>• School Development Leaders – opportunity to broaden the impact of teaching and learning initiatives across the school and use research to develop our practice.</li> </ul>		
Behaviour & Attitudes	1	<p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>• Our expectations of behaviour and attitude are high.</li> <li>• Behaviour and attitudes are the responsibility of all members of staff.</li> <li>• Students are aware of our expectations, which are clearly stated in Logbook and on Infringement Card.</li> <li>• Sanctions are given in line with our behaviour policy.</li> <li>• Positive behaviour is celebrated with the use merits logged on SIMS.</li> <li>• Positive relationships are built between staff and students – this helps to foster the exemplary behaviour and attitudes.</li> </ul> <p><u>Opportunities</u></p> <ul style="list-style-type: none"> <li>• Consider a wider use of internal inclusion as a way of finessing our disciplinary procedures as our school grows.</li> <li>• Use opportunities, such as Meet the Tutor Evenings, to discuss expectations with parents – so we all work together as a community. This is especially important regarding online behaviour beyond school.</li> </ul>		

<p><b>Personal Development</b></p>	<p>1</p>	<p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>• We have a strong Pastoral Team, who work together with staff across school, and with outside agencies, to ensure all students are supported to develop. We liaise with the School Nurse, EWHMS, the Family Hub and the PCSO.</li> <li>• All students are given the opportunity to use their voice. This can be done through form time assemblies, Student Voice, clubs, and our change@cchs initiative.</li> <li>• We have an experienced and well-qualified SENCO, who supports all students when needed.</li> <li>• Our charity and Global Citizenship programmes give students the ability to get involved and provide platforms for specific issues.</li> </ul> <p><u>Opportunities</u></p> <ul style="list-style-type: none"> <li>• Returning to as many extra-curricular and enrichment activities as possible, including educational trip and languages exchanges, which all provide a wealth of personal development opportunities.</li> <li>• To carry on working with Elevate Education to enable out students to become even more resilient.</li> <li>• All Year Leaders to complete the Mental Health First Aid training.</li> </ul>
<p><b>Leadership &amp; Management</b></p>	<p>1</p>	<p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>• We are an ambitious and progressive community with a committed Senior Leadership Team.</li> <li>• Senior Leadership Team and Middle Leaders are visible daily and operate an open-door policy for all staff,</li> <li>• Staff wellbeing is a key focus.</li> <li>• An extensive CPD programme is in place for all staff and opportunities for progression, development opportunities and role changes in place.</li> <li>• Strong financial management is in place, with a robust set of internal controls.</li> </ul> <p><u>Opportunities</u></p> <ul style="list-style-type: none"> <li>• Further adoption of technologies to reduce workload and improve efficiency of internal processes (e.g., performance management).</li> <li>• Continue to develop the organisation structure alongside a growing student cohort to ensure we have a robust succession plan and offer development opportunities to even more staff.</li> </ul>
<p><b>Safeguarding</b></p>		<p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>• Our safeguarding provision and practice are effective in keeping our students safe, supported, and empowered.</li> <li>• As a school community, we use MyConcern to log all safeguarding concerns.</li> <li>• Staff, students, and parents know who the DSL is. A list of the DSL/DDSLS is up in every form room alongside the current Child Protection Policy.</li> <li>• Pastoral systems and routes to report safeguarding concerns have been shared at INSET, Meet the Tutor evenings and during whole school assemblies. The DSLs email address is also on the out of hours email message.</li> <li>• Regular training and updates are given to all staff. This is recorded on MyConcern and a central record.</li> <li>• The key documents such as KCSIE are on MyConcern for all staff to access at any time.</li> <li>• Students are supported by their Year Leaders and AHT Pastoral – safeguarding discussions are held in pairs to ensure full support is given.</li> </ul>

		<ul style="list-style-type: none"> <li>• Referrals are completed to outside agencies, such as the Family Hub and the Police.</li> <li>• The full main school and sixth form combined pastoral teams meet for a briefing each Friday morning to ensure everyone's needs have been met before the weekend and to share best practice.</li> <li>• Wellbeing checks during TA discussions as usual practice.</li> <li>• During the lockdowns, we had a robust programme of support. Year Leader's followed up if students were not attending lessons. We checked on students' wellbeing throughout and supported parents. We implemented wellbeing checks on lockdown returns during week 3 to ensure full support was in place. Pastoral conversations also continued post-CAG and post-TAG with students.</li> <li>• RSE has been written in and highlighted in the PSHE curriculum.</li> <li>• Recruitment always includes a colleague who has been on safer recruiting training.</li> </ul> <p><u>Opportunities</u></p> <ul style="list-style-type: none"> <li>• DDSLs supporting with the review of historic safeguarding cases during SLT meetings.</li> <li>• PSHE curriculum is being reviewed to take account of pupils' feedback - 'Ask Baskets' to be trialled.</li> </ul>
<p><b>Sixth Form</b></p>	<p>1</p>	<p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>• Our Sixth Form provision is excellent. Our students are offered a rich and challenging curriculum, the boundaries of which are not confined by the set syllabi. Students and staff strive to be thoughtful, reflective, and intellectually adventurous, and on this basis, outcomes are excellent - a tribute to the very high quality of work by both teachers and students.</li> <li>• Sixth Form students benefit from an excellent pastoral support system which makes appropriate and timely use of expert knowledge to help students navigate any barriers to their learning. They also receive very high-quality support in terms of their preparation for university entrance and for other opportunities. Students' progress is regularly monitored, and this informs targets, teaching, and pastoral strategies.</li> <li>• Students have access to and participate fully in the rich and diverse extra-curricular life of the school. This enables them to follow and develop their own interests beyond the curriculum, affording them valuable opportunities to develop leadership skills and other significant personal characteristics.</li> </ul> <p><u>Opportunities</u></p> <ul style="list-style-type: none"> <li>• The opportunity exists to develop even further the way in which we can support students with particular needs, such as SEN, the financially disadvantaged or those who face other obstacles to their progress. Work in this direction will be clearly linked to a whole-school focus on key students who might more fully achieve their potential.</li> <li>• The development of the CCHS Institute will help the school bring even greater focus to the intellectual ambition of our students. It will help us to capitalise on the talents and successes of our alumnae, and of many other supporters of the school, to showcase achievements and to inspire our students to learn more and understand better the complexities of their curricular subjects.</li> </ul>

Quality of Education	Overall: 1	Last revision date: September 2021	Author: Staff, ELE, JCR, SLA
<p><b>Summary</b></p>	<ul style="list-style-type: none"> <li>• Our curriculum offer and teaching &amp; learning provision are outstanding. The breadth of curriculum and aspirations for all students create a high quality, high achieving environment, which benefits all students.</li> <li>• If curriculum adjustments are required, they are made on an individual basis with consultation with the student, their family, academic and pastoral teams, i.e., a holistic vision of education.</li> <li>• Student data (school-level and externally produced) is used to monitor the individual attainment of each student and to provide intervention and support if required.</li> <li>• Teaching staff provide a broad range of academic enrichment for all students.</li> <li>• We review, reflect upon and develop our practice through CPD by being engaged locally (Chelmsford Teaching School Alliance, Billericay Teaching School Alliance), nationally (Association of State Girls' Schools, Successful Selective Girls' Schools, National Association for Able Children in Education, the Prince's Teaching Institute) and internationally (National Coalition of Girls' School, 'Advance Girls').</li> </ul>		
<p><b>Even Better:</b> <i>To continue to be outstanding, we need to...</i></p>	<ul style="list-style-type: none"> <li>• Add an even greater level of depth to our student tracking with 'war room' reviews bringing together Year Leaders, SENCO, School Development Leaders, SLT to create a 360 view of our PPG, SEN, and More Able students to enable even earlier identification if support is required. Expand this approach to include all students who are not on track to achieve their potential. Continue to use CPD to enhance skill set for SLs and YL.</li> <li>• Continue to develop our active engagement with research-based approaches to academic resilience, recall and memory. Great work has been shared previously in staff training; we can achieve an even greater level of consistency.</li> <li>• Develop our existing Student Voice forum to understand from our students the impact of different teaching and learning techniques. Develop the roles of the Teaching &amp; Learning Prefects to capture insight from our students, e.g., leading 'fishbowl' discussions to inform our practice and inform staff training.</li> <li>• Strengthen cross-subject work from the CCHS KS3 Curriculum to identify and capitalise on additional cross-curricular links, using these to build even deeper understanding for our students (schema learning).</li> </ul>		

Behaviour & Attitudes	Overall: 1	Last revision date: September 2021	Author: Staff, FHR, SLA
<p><b>Summary</b></p>	<ul style="list-style-type: none"> <li>• ‘What you ignore, you permit. What you permit you condone’. We are vigilant, including during</li> <li>• We have exceptionally high day-to-day behaviour standards for our students. By looking after the smaller things, we avoid the big ones. Students are aware of expectations and these are reiterated by their Form Tutors, Year Leaders, SLT.</li> <li>• An infringement card is used, which works alongside the clearly delineated expectations in students’ Logbooks. We escalate and deal with any behavioural issues in line with our Behaviour Policy.</li> <li>• All behaviour and attitude expectations, in-school and online, are reiterated at Meet the Tutor Evenings – when AHP speaks to parents directly – this includes online behaviour.</li> <li>• Good behaviour is celebrated with points that are logged on SIMS, which reinforce positive interactions and effort.</li> <li>• We take pride in the culture of respectful relationships between students and teachers in our school, with teachers always modelling exemplary behaviour to their students.</li> <li>• Staff are present in the main corridors with the Headteacher and SLT being present in corridors at every changeover, breaktimes and lunchtimes. Year Leaders are visible during form time, encouraging all to be involved in their form time programme.</li> <li>• We work with external agencies, local and national, to benefit from their expertise, advice, and guidance.</li> </ul>		
<p><b>Even Better:</b> <i>To continue to be outstanding, we need to...</i></p>	<ul style="list-style-type: none"> <li>• Return to typical school life post-covid will offer a range of opportunities to re-emphasise school community, culture, and spirit, whilst forging closer social bonds between year groups, including assemblies, concerts, productions, house and sports events, awards events, enrichment, etc.</li> <li>• As the pupil population continues to grow, with our SSEF/FAPP projects, we will develop our duty protocol through student prefects and staff volunteers, to model and monitor standards of behaviour.</li> <li>• Implement a new mobile phone policy to delineate the beneficial uses of mobile phones as teaching &amp; learning devices and their use beyond lessons.</li> <li>• Consider a wider use of internal inclusion as a way of finessing our disciplinary</li> </ul>		



Personal Development	Overall: 1	Last revision date: September 2021	Author: Staff, FHR, SLA
<p><b>Summary</b></p>	<ul style="list-style-type: none"> <li>• As a Pastoral team and a staff body we support every students’ personal development. Pastoral support is key to personal development. All Year Leaders work tirelessly with their year groups forging excellent relationships and links with home. We provide the wraparound care that every student is entitled to. Each student has a one-to-one discussion with their form tutor to discuss their TA data before this is released – this includes a wellbeing check at the same time.</li> <li>• We work with an experienced School Nurse, who is trusted by the community to support the work we do. We also have a Mental Health Frist Aid drop-in every Friday lunchtime. Counselling is provided when needed and we work with outside services which our school nurse recommends and refers.</li> <li>• Form time supports personal development, through the form time programmes devised by Year Leaders. We encourage time to reflect on a variety of age-appropriate matters. We have a quiet room if needed which is also attached to our SENCO’s office.</li> <li>• Our SENCO supports inclusivity for all with her care and attention.</li> <li>• Each student has a voice, and this can be heard in all areas of the school: form time, assemblies, lessons, student voice, or during an extra-curricular role. We give Years 10-11 students the opportunity to be Prefects across a range of areas. Students are encouraged to ‘stand up and speak out’, as well as being inspired to take ownership of their words and speak with integrity.</li> <li>• We encourage and facilitate charity and voluntary work through our CHIPS roles and Global Citizenship programme, and also provide platforms for specific issues, e.g., environmental concerns through our Eco Committee. We promote exploration of equality and diversity by supporting events such as Pride Month, Black History Month and encouraging students to make a difference through the change@cchs initiative.</li> <li>• Our work with Elevate Education has enabled us to develop a greater sense of resilience in our students across several year groups.</li> </ul>		
<p><b>Even Better:</b> <i>To continue to be outstanding, we need to...</i></p>	<ul style="list-style-type: none"> <li>• Share the new Healthy Schools framework with staff.</li> <li>• Develop the Academic Resilience programme to all Year groups.</li> <li>• Explore additional opportunities offered through our NACE membership.</li> <li>• Develop staff knowledge and understanding of students’ personal development matters through the broader CPD programme.</li> <li>• Continue to review extra-curricular provision as part of our change@cchs initiative to ensure diversity and inclusivity.</li> <li>• Facilitate all Year Leaders being trained as Mental Health First Aiders.</li> <li>• Establish a Pastoral Hub, to complement the SEN Quiet Room and Medical Room provision and services for our students.</li> </ul>		

Leadership & Management	Overall: 1	Last revision date: September 2021	Author: Staff, MMU, SLA
<p><b>Summary</b></p>	<ul style="list-style-type: none"> <li>• Our ambition for our school community is declared through our ethos (vision, aims and values), operationalised annually through our School Development Plan (and complementary Department/ Area Development Plans), and framed by our 5-yearly Strategic Development Plans.</li> <li>• The HT is supported by a committed team of colleagues: one Deputy Headteacher, three Assistant Headteachers, a Business Manager and a Senior Assistant. High visibility of SLT, senior middle leaders and middle leaders on duty each day.</li> <li>• Leadership across the school is strong, including the support staff teams who ensure collaboration across the school. We review and reform our leadership practice, e.g., Faculty Leaders transitioning to School Development Leaders.</li> <li>• The SLT and Governing Body are ambitious for the school, particularly developing the social diversity of the pupil population and ethnic diversity of the school staff. This includes a new sense of mission: ‘a progressive grammar school community, committed to girls’ education and empowerment’; as well as an amplification and fortification of the established school vision and aims to progress a set of values: citizenship, distinction, challenge, duty, imagination, enlightenment, and diversity.</li> <li>• SLT colleagues have an open-door approach to their daily leadership habits, which supports, encourages, and inspires their colleagues. This flows through the entire staff, with support staff and teaching staff being equally valued.</li> <li>• Our CPD Programme, including the CCHS Leader Programme and TLR3 projects, provide many routes for staff to progress their careers, including promotions and role changes for support staff colleagues. All levels of the staff in school are valued and cared for, as demonstrated through our ‘Commitment to Staff’.</li> <li>• SLT colleagues are open to the fact that there are areas we want to develop and are responsive to discussion with staff, though Staff Voice, collaborative CPD activities and staff involvement in the School Evaluation Framework (SEF) process.</li> </ul>		
<p><b>Even Better:</b> <i>To continue to be outstanding, we need to...</i></p>	<ul style="list-style-type: none"> <li>• Continue to review and make appropriate changes to staff roles, as the pupil population continues to increase, e.g., seconds in subject Department, Year Leader Assistants, etc.</li> <li>• Reviewing the use of ICT to enrich teaching &amp; learning experiences within and beyond the classroom.</li> <li>• Continue to involve all staff (teaching and support) in strategic development through the SEF process.</li> <li>• Complete a new post-2022 Strategic Development Plan, with a focus on increasing the social diversity of the pupil population (disadvantaged students) and detailing the new stage of our campus development (sixth form centre).</li> </ul>		

Sixth Form	Overall: 1	Last revision date: September 2021	Author: Staff, MPA, HEL, EHI, SLA
<p><b>Summary</b></p>	<ul style="list-style-type: none"> <li>• The provision made by the CCHS Sixth Form is strong across the curriculum challenge, pastoral support, and enrichment opportunities.</li> <li>• Students attend well, work extremely hard and are motivated to succeed in their studies of a curriculum which is both challenging and delivered to a high standard.</li> <li>• Outcomes are of a high standard.</li> <li>• Processes and expectations are always clear and well thought out.</li> <li>• The support offered to students is first rate; tutors, pastoral leaders and subject staff work together to respond to the individual needs of all students, both in terms of pastoral support and academic support, as well as in terms of clear and appropriate guidance for UCAS and progression beyond school.</li> <li>• Sixth form students have a wealth of opportunities open to them in terms of leadership development, super-curricular challenge, and chances to make meaningful contributions to the school community, the local community and more broadly through projects and educational trips.</li> <li>• The CCHS Sixth Form provides leadership in terms of our scholarly school ambition, through the developing CCHS Institute.</li> </ul>		
<p><b>Even Better:</b> <i>To continue to be outstanding, we need to...</i></p>	<ul style="list-style-type: none"> <li>• The Sixth Form team are aware of the opportunities that exist to further develop the focus and effectiveness of the mentoring and support of individual students.</li> <li>• Much progress has been made in supporting SEN students, both in lessons and (for example) over UCAS but this work will be developed further.</li> <li>• Similarly, we will develop the use made of SF bursary money to ensure that students are encouraged to make the best use of any money they are entitled to.</li> <li>• As the experience of remote schooling grows more distant, we will work to ensure that all students are engaged in the extra-curricular life of the school.</li> <li>• Similarly, we will make increasing use of alumnae and visitors to provide an even wider variety of careers advice and super-curricular opportunities; the development of the CCHS Institute will be vital in this last.</li> </ul>		