



School Development Plan 2021-22

Mid Term Review – February 2022



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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. 	<ul style="list-style-type: none"> a) A re-write of the Equalities Policy took place and was tabled at SLT. This was sent to GB approval on 18th October 2021 b) Governor approval received, and revised policy uploaded to CCHS website in November 2021 c) Policy changes were discussed with our Change & Diversity Prefects and with members of SLT d) The curriculum at CCHS continues to be re-framed in relation to change@ as subject leaders evaluate their curriculum offering. This work has been bolstered further with 2 SDL's focussing on change@ for their project work. e) As above. f) a CCHS Change Framework has now been written and approved by our GB. This will now provide a set of standards with which we can continue to measure our progress with the change initiative. 	



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)
		g) Regular updates are provided by staff, students, and me as project lead.	
2. Modify and progress FAPP Plan to take account of COVID-19 disruption.	<ul style="list-style-type: none"> a) Re-establish our in-person working relationship with our partner primary schools. 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. 	<ul style="list-style-type: none"> a) Working with the Senior Prefects and NLE to re-establish the links. We will continue to work with the Partner Primaries and work on getting it right (post COVID) before we expand out to others. b) Speaking to Lawford Mead about how we can do this - this will be linked with the Year 12 community Service in the future. c) Working with NLE - contacting primary Schools. We will be visiting with Year 7 students - so potential students can see somebody they may recognise. d) There will be an Admissions Helpdesk at our Open Evening - 28th April. This will go alongside a 'dispelling uniform myths' desk and a general enquiry desk run by our Primary Outreach Senior Prefects. e) A flyer has been produced - with student and parent voice on it to 	



School Development Plan 2021-22 Key Objectives

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>promote the Open Evening. A banner is going on the website.</p> <p>f) Summer School will run on 6th/7th July. Familiarisation, etc. We are also hoping to run a family day in the holidays to invite along disadvantaged families. Enrichment Days are happening - A primary languages Enrichment is running on 23rd February.</p> <p>g) Content updated, work in progress to reflect the primary enrichment days.</p>	
3. SSEF related campus development project completion.	<p>a) Completion of SSEF funded project (gym to library conversion).</p> <p>b) Revisit descoped aspects of conversion project (additional dining space) for financial viability/proposals for funding to Governors.</p> <p>c) Successful completion of all snagging and defects on SSEF related works.</p>	<p>a) SSEF project completed.</p> <p>b) Descoped aspects not financially viable currently.</p> <p>c) Defects ongoing until end of retention period (August 2022).</p>	



<p>4. Expand fundraising initiatives, sourcing grant opportunities.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> a) PCH to assist with engaging Sport England in further conversations regarding pool funding. b) Unsuccessful Wolfson Foundation bid for science equipment to be resubmitted in May. c) Suggested Gobs Conference plan provided, now superseded by SF retention & recruitment strategy work. To be undertaken with Gobs input. d) No carbon reduction initiatives funding available as yet. 	
<p>5. Change@CCHS: Continue student voice activities, form-time education programme and assemblies, in conjunction with our Change & Diversity Prefects.</p>	<ul style="list-style-type: none"> 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 our education programme in relation to the protected characteristics, to be delivered during form-time and assemblies. c) Trial initiatives, such as a fishbowl, to continue educating staff in relation to matters 	<ul style="list-style-type: none"> a) Half-termly meetings ran throughout the 2020-21 and was a valuable forum with which to listen to and share ideas and address any concerns. b) Our new Change & Diversity Prefects for 2022/23 have recently been appointed and will work with us on a range of ideas that we already have to celebrate our cultural diversity. We will look to extend this this year to facilitate outside speakers and organisations to work with our young people. This was sadly inhibited last year due to Covid restrictions. LGBTQ+ History 	



	<p>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>	<p>Month Assembly to Whole School on Friday 25th February.</p> <p>c) Ongoing.</p> <p>d) Film Soc has been running successfully throughout the last year with good attendance. The students covered a whole range of topics pertaining to the protected characteristics and have asked and been granted approval to continue to run the club throughout the forthcoming year.</p>	
<p>6. Support staff with broader student profile in Yr7: x180 and admissions change.</p>	<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. Introduction of 360 reviews as part of TA programme.</p>	<p>a) Departments have been given time to review our broader student profile in regular meetings and in the new TA reviews.</p> <p>b) INSET time dedicated to FAPP and to deepening understanding of how we can support our disadvantaged students. This half term colleagues will be given 1 hour of department time to review recommended research and put in place action plans following inset.</p> <p>c) Student progress meetings ('war rooms') taking place, actions and interventions shared.</p>	



<p>7. Further development on meeting the needs of pupils with SEND (SEF).</p>	<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. 	<ul style="list-style-type: none"> a) Staff training scheduled for Summer Term. b) Student progress meetings taking place, actions and interventions shared. c) Ongoing. Mentoring is in place for Year 11 students. 	
<p>8. Reduce attainment gap for disadvantaged students (SEF).</p>	<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. 	<ul style="list-style-type: none"> a) Provision Map has been purchased. This is being trialled with Year 10. This maps the spend and looks at the impact on attainment. This will be rolled out to whole school and SEN in the new year – if successful. It is looking promising. b) Staff training delivered on February INSET day, to be supported with directed time for colleagues to put together individual action plans. c) Termly student progress meetings taking place for each PPG and SEN student, including academic teams and pastoral. d) Homework Club starting Feb 2022, with x8 Sixth Form students ready to support. 	



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. 	<ul style="list-style-type: none"> a) Due to staff absences within the Computer Science department this initiative remains in the planning stages. b) As above. c) As above. d) As above. e) INSET training sharing new online tool to help students with recall and embedding. Training delivered for colleagues on new white boards. f) Now that we have appointed another member of our IT team with a particular focus on digital learning, we can begin to evaluate current practice and identify areas for improvement. g) Complete. 	



Section 3. Grammar (school) – serving the needs and entitlements of our very able students. <i>(Consider: More Able Policy, NACE, Academic Resilience initiative, PTI projects, work with other grammar schools, etc.)</i>			
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. 	<ul style="list-style-type: none"> a) Continued work with ‘Elevate’ into Year 11 with positive feedback from students, and ongoing parent engagement. b) More Able training (Feb INSET day) delivered to all staff, with the creation of more able ‘flag’ on SIMS. 	
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. 	<ul style="list-style-type: none"> a) MCT SDL project looking at enrichment activity for Year 10 as they enter Year 11 (further information to follow). Elevate programme expanded to include Year 11. b) Teaching and Learning included in meet the tutor evenings. Transition points highlighted as part of academic resilience project c) Students to complete projects this academic year with qualification in 2022-2023. High take up for HPQ – letters going out to parents. 	
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. 	<ul style="list-style-type: none"> a) New TLR3 developed to support delivery of NACE challenge model. ASE delivered More Able training (Feb INSET Day). 	



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	<ul style="list-style-type: none"> b) Academic Resilience programme (see point 3) to support students with the transition to A Level studies. 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. 	<ul style="list-style-type: none"> b) Year 12 received ‘Elevate’ session at the start of the year to help support the transition, extremely well received. Some Year 13 students included. c) Ongoing project – MCT. d) Ongoing. 	
5. Develop opportunities for inter-disciplinary learning to take place across the school year (SEF).	<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. 	<ul style="list-style-type: none"> a) Work to begin reviewing and revising existing curriculum maps took place during Feb Staff Meeting. Updates will be published on our website to include KS4 and KS5 as well. During this body of work school staff will identify opportunities for collaborative work across subjects. b) Plans for a future INSET or staff meeting to share updated curriculum maps and identify cross-curricular projects, work enrichment will then take place. c) As above. d) Ongoing. 	



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Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
	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. <i>(Consider: Student safety and wellbeing, assembly programme and link to change@cchs, Alumnae network, etc.)</i>			
Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
<p>1. Develop links between main school and sixth form PSHE and SMSC and improve links to academic curriculum and vice versa (SEF).</p>	<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. 	<ul style="list-style-type: none"> a) Started in February 2022. b) New PSHE plan sent to all year groups. In main School - all Form Tutors teach ever aspect of the curriculum to ensure a full overview of the provision. LM meeting with main School and 6th Form PSHE leaders. c) Ongoing - working with Essex to explore training. d) Ongoing. 	
<p>c) Progress our School Citizenship project (from 2019/20 SDG).</p>	<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. 	<ul style="list-style-type: none"> a) CCHS Citizenship Project is in progress. Working with HBU/CBU to finalise a programme that can revisited each year. b) 'The Two Johns' have provided training to all students and parents. Karen Calleja - continues to support as PCSO. Many outside agencies as well as Essex Safeguarding Team can be contacted to help support our work with students. 	



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)
d) 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. 	<ul style="list-style-type: none"> a) Ongoing. b) Ongoing. 	

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(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)
e) 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 	<ul style="list-style-type: none"> a) Complete. Friday 1pm in the Pastoral Hub. Promoted on the display in the Pastoral corridor. b) Year Leaders have walkie talkies – there is a timetable of available YL’s in the office/Hub. CMA is on-call, and she has the CCTV access to the Hub. All students have a ‘In need of help?’ card. c) Complete. It is beautiful and it is working wonders. It is used 	



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(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)
	other schools in the community - sharing good practice.	<p>every day and gives sanctuary for students in need.</p> <p>d) Complete. I presented at each MtT. We also disseminated the same information to the students via assemblies.</p> <p>e) Ongoing. DSL also attends Jo Barclay's (LA) Safeguarding briefings.</p>	



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)
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. 	<ul style="list-style-type: none"> a) The first stage of the planning phase is to attend the NCGS conference in Boston in June 2022 to participate in a global conference. From here, we will develop ideas for speakers including our keynote. b) We have several different networks that we can tap into such as NCGS, SSGS/ASGS, ASHE and GSHA as well as networking with other grammar schools and schools within our local community. Networking through all these sources continues. As soon as we identify a clear conference focus, we will be able to utilise this expertise. c) As above. d) As above. e) As above. 	
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. 	<ul style="list-style-type: none"> a) A proposal was submitted to deliver a session at the NCGS Global Forum in Boston Massachusetts, which was approved and will be delivered in 	



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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> person June 2022. Ongoing engagement with research from NACE, Cambridge and NCGS. b) Engaged with GSA research project. All schools keen to share best practice and to engage with other girls’ schools. c) ‘Elevate’ ran a staff CPD session on September’s INSET Day; very well received by colleagues. 	

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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 	<ul style="list-style-type: none"> d) Research and termly reviews from E&D shared with all colleagues in change area of virtual CPOD on teams. e) Ongoing – regular updates taking place. f) Projects ongoing, initial work has taken place with History, English, and RS. This has been extremely well received by 	



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(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)
	support departments and explore opportunity g) Continue engagement with Equality and Diversity’s school network. h) Engage with Cambridge University’s Equality, Diversity, and Inclusion group. i) Develop our ‘grow our own’ approach to teacher and staff recruitment through RCOs IIT TLR3 project.	students. Twilight session planned for all staff. g) Ongoing. h) Ongoing. i) New trainees with Essex Schools Direct in History, Chemistry, Physics. Ongoing placements through Cambridge for Latin and AGU training with TES Institute.	

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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).	a) Continue to develop lessons from remote schooling.	a) Protocol in place and established to support students remote	



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Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> learning and colleagues remote teaching. b) Twilight and inset dedicated to improving and sharing research-based T&L practice. c) Enhanced TA process in place, now using FFT for external data. Training has been delivered to year and subject leaders. d) TLR Assessment project established, and session delivered on Feb INSET day with follow up time in departments. Ongoing. e) T&L regular attendance at Sixth Form council – positive and useful. To develop into student voice. f) Adjustments made where required (for example postponing twilight to allow focus on exams). g) Observation template developed and used, subject leader learning walks taking place currently. Ofsted proforma used for English ‘Deep Dive’. 	



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Objectives	Action	Mid-Review (February 2022)	Final Review and Further Development Required (June 2022)
		h) Twilight session delivered for staff CPD, regular items shared in bulletin. Importance revisited as part of T&L training Feb INSET Day.	



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.	a) Complete. There were 3 Keynote speakers and a range of workshops. All students thoroughly enjoyed the day, and we were able to welcome other schools in the community.	
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.	a) Ongoing through assemblies, form assemblies, the Leadership Conference, PSHE and the up-and-coming Citizenship Project. b) Assemblies delivered by MCH due to FHR absence. c) Year Leaders provide set programmes so this is explored in Form Time.	
3. Launch our CCHS Institute project.	a) Identify suitable patrons from amongst our alumnae.	a) Patrons identified and approached. Four of those approached have agreed to assist.	



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(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)
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> b) Publicity material is on the website; this will be updated as plans for 2022 become firmer. c) A launch letter has gone out – will need re-emphasis when the 2022 prog. is finalised. d) First termly newsletter scheduled for March 2022. e) JCR. MPA and HEL to form Institute Steering Group. 	
<p>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).</p>	<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. 	<ul style="list-style-type: none"> a) The number of sporting opportunities has increased considerably and there are plans for these to increase further with equipment in our fitness studio and the appointment of Head of Sport. b) The Enrichment Day model was adapted and cascaded to students via an assembly, staff via a staff meeting and our GB via Curriculum Committee. c) Our values now provide the core thread that runs through our Enrichment Day provision. We have run one successful ED so far for primary schools with a second in the planning. 	



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)
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> d) Ongoing. e) Ongoing. f) Work on this has already begun as we now insist upon evaluations to be conducted following any trip outside of a Local Area trip or visit. Now that we are in a better position with regards to Covid our full enrichment offering can continue, and we can reignite the evaluation process of on-site activities. g) Initial discussions about this have taken place but were put on hold due to the cost element. With the new Head of Sport role this needs to be revisited. h) Since taking up the role, PKU has put in place several STEM related opportunities for our students including Arkwright, Industrial Cadets, work with Leonardo, Olympiad opportunities, as well as inhouse STEM clubs. 	



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



School Development Plan 2021-22 Key Objectives

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
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