



School Development Plan 2021-22

Final Review – June 2022



Section	Title	Page
1.	Introduction – School Ethos	3
2.	Progressive – forward thinking and continuously developing practice and provision for all student groups	4-9
3.	Grammar (school) – serving the needs and entitlements of our very able students	10-13
4.	Community – maintaining and strengthening a sense of community, which is vital in a growing school	14-16
5.	Education – advancing our expertise in girls’ education	17-21
6.	Empowerment – advancing our programmes to empower our students	22-23
7.	Glossary of Terms	24-25



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. g) Regular updates are provided by staff, students, and me as project lead. 	<ul style="list-style-type: none"> a) The Equalities Policy will continue to be reviewed as part of the policy review cycle and any recommended changes proposed by the Equality and Human Rights Commission will be included and implemented. b) The curriculum is a live entity and will always undergo adaptations as a result. Diversification of the CCHS curriculum will continue to be of the utmost importance and throughout 2022/23 will include the proposed GCSE curriculum changes that are filtering through from examination boards. c) Ideas from the NCGS Conference in Boston will be incorporated into the curriculum intent, implementation, impact cycle. d) C&D Prefects will continue to drive the project forward.



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>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. 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 promote the Open Evening. A banner is going on the website. f) Summer School will run on 6th/7th July. Familiarisation, etc. We are also hoping to run a family day in the holidays to 	<ul style="list-style-type: none"> a) The Senior Prefects, NLE and Year 7 students from the schools visited went into Partner Primary Schools. We talked to all female groups and broke out into chat groups. The SP's also went through some familiarisation questions to show the students that they can do the test. This will continue next year – we have seen a positive increase in applications. b) We have made links with Partner Primary Schools. c) We will continue to his next year. NLE was fabulous when talking to the potential students. d) We had an admissions Helpdesk at Open Evening – and Simmonds and our Primary outreach students. All stalls were successful. We also ran the Open Evening as admissions opened. We are now looking at our biggest ever Entrance Test. We will continue this next year. e) A flyer went to our Partner Primary schools. f) We are running Summer School this year. We will look at the



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>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>	<p>family holiday day in the future. We are going to be looking at this as a social mobility programme in 2022/3 - so this will be part of the programme.</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>Final defects and snagging underway - final account expected to be agreed post retention period at the end of August.</p>



School Development Plan 2021-22 Key Objectives

<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 Goves Conference plan provided, now superseded by SF retention & recruitment strategy work. To be undertaken with Goves input. d) No carbon reduction initiatives funding available as yet. 	<ul style="list-style-type: none"> a) Insurance revisit on 3rd July to ascertain whether they are willing to fund any repairs. Decision re grant funding application will be taken after this. b) Wolfson Foundation application resubmitted – awaiting outcome. c) Pending outcome of pool insurance visit. d) Energy audit agreed for 2022 in order to apply for new round of decarbonisation fund opening in October.
<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 pertaining to the protected characteristics. 	<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 Month Assembly to Whole School on Friday 25th February. c) Ongoing. 	<ul style="list-style-type: none"> a) Continuation of the half-termly meetings with the Change & Diversity Prefects to continue as they are the driving force behind the Change initiative. b) Further work to be done with regards to bringing in external speakers as this did not happen this year. c) Students will lead on a Cultural Festival in the autumn term which will mark the end of their year as Prefects and provide a wonderful event to celebrate the cultural diversity of the school



School Development Plan 2021-22 Key Objectives

	<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>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>a) Additional department meetings have been dedicated to the review of TA data have given colleagues the opportunity to focus on these students and discuss support required.</p> <p>b) During the Spring term inset day CPD was shared on our FAPP and how we can best support disadvantaged students. Following this CPD has continue in department with time dedicated to a review of our provision.</p> <p>c) Student progress meetings this academic year have allowed key people to meet to review our student's data and collectively discuss our provision. These are now established and will take place next academic year as well.</p>



School Development Plan 2021-22 Key Objectives

<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. 	<ul style="list-style-type: none"> a) This term Katharine (SENDCo) will be delivering two pieces of training to teaching staff on ADHD and Autism, this addresses the immediate need of our student body. Plans are already in place for this training to continue next academic year. b) Student progress meetings this academic year have allowed key people to meet to review our student's data and collectively discuss our SEND provision. These are now established and will take place next academic year as well. Department TA reviews have also allowed departments time to discuss our provision and strategies for support. c) This will be an action point for next year.
<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. 	<ul style="list-style-type: none"> a) We piloted Provision Map with Year 10 but this will be rolled out to all year groups and SEND students. b) During the Spring term inset day CPD was shared on our FAPP and how we can best support disadvantaged students. Following this CPD has continue in department with time dedicated to a review of our provision.



School Development Plan 2021-22 Key Objectives

		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> c) Ongoing termly student progress meetings in place as well as dialogue between pastoral and academic teams regarding student support. d) Homework Club ongoing.
--	--	--	--

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 form THUs ICT TLR3 project to benefit all subject areas. 	<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. 	<ul style="list-style-type: none"> a) THU to deliver additional CPD on the final Inset of the year as project closes.



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)
	<ul style="list-style-type: none"> 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. 		
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. 	<ul style="list-style-type: none"> a) Work with Elevate ongoing with sessions already planned for Year 7 and Year 12 in September. Parents have been attending the online parent webinars. b) Ongoing – More Able training delivered to new colleagues at NSID.
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. 	<ul style="list-style-type: none"> a) MCT led sessions with Year 10 on perfectionism (following a course from NACE), positive and productive feedback. b) Elevate established for key transition points (7,10,12). Teaching and Learning support at meet the tutor evenings. c) Outstanding support for the HPQ project from Year 10 with 76 keen to enter for the formal qualification. Excellent feedback from students. To be developed as part of Academic Project Coordinators role.



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)
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. 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"> a) New TLR3 developed to support delivery of NACE challenge model. ASE delivered More Able training (Feb INSET Day). 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. 	<ul style="list-style-type: none"> a) More able CPD delivered to new colleagues, ongoing. b) Work with Elevate ongoing and well received. c) Sessions for Year 10 delivered on perfectionism, to be reviewed with Academic and Pastoral for future initiatives. d) Audit in final stages of completion, a fantastic celebration of the work we do in school.
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. 	<p>CCHS KS3 Curriculum fully reviewed, updated and republished to staff, students, parents, as well as being hosted on the website. One of the four features of this work relates to Connections – links between subjects across the curriculum.</p>



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)
	d) Evaluate success of collaboration from students' and staff point of view.	c) As above. d) Ongoing.	



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)
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. 	<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. 	<ul style="list-style-type: none"> a) Ongoing. b) Continuity next year as the PSHE lead will look after main school and 6th form. c) Ongoing.
c) 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. 	<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. 	<ul style="list-style-type: none"> a) JCR and FHR to bring ideas back from Boston - Girls' Education Conference. b) Karen Calleja continues to work with individual students for us. Ongoing.
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 	<ul style="list-style-type: none"> a) Ongoing. b) Ongoing. 	



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)
	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)
e) Develop student wellbeing in light of Covid lockdowns.	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.	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 every day and gives sanctuary for students in need. d) Complete. I presented at each MtT. We also disseminated the same information to the students via assemblies.	For next year we are introducing Art Therapy – JST will run small group sessions and 1to1 sessions. We will have an extra day of counselling next year due to high demand and a lack of nursing service.



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)
		e) Ongoing. DSL also attends Jo Barclay's (LA) Safeguarding briefings.	



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. 	<ul style="list-style-type: none"> a) An application to speak at the NCGS Conference was completed and a proposal submitted. This was accepted as a seminar. b) JCR & FHA to speak at the conference and network with colleagues in order to put together a proposal for the CCHS Curriculum Conference. c) EMT has shared an outline of ideas for the Curriculum Conference that will now be led by JCR.
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 	<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 person June 2022. Ongoing 	<ul style="list-style-type: none"> a) FHR and JCR to present at the Global NCGS Conference in Boston. Research and ideas will be brought back to school June 2022. b) Ongoing engagement with relevant bodies and research.



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)
	<ul style="list-style-type: none"> 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"> 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. 	<ul style="list-style-type: none"> c) Ongoing staff CPD delivered.

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 	<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 students. Twilight session planned for all staff. g) Ongoing. 	<ul style="list-style-type: none"> a) Continued engagement with Equality and Diversity. b) Ongoing – regular updates shared. c) Excellent project delivered by Heidi Pocock with work shared on broadening the curriculum in key subjects. Twilight session run for all colleagues to review the curriculum, reflect on practice and inform. d) Ongoing. e) Ongoing.



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)
	<ul style="list-style-type: none"> 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 ITT TLR3 project. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> f) Ongoing – successful support of colleagues this year, currently recruiting for next academic year.

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 	<ul style="list-style-type: none"> a) Protocol in place and established to support students remote learning and colleagues remote teaching. b) Twilight and inset dedicated to improving and sharing research-based T&L practice. 	<ul style="list-style-type: none"> a) Remote and Hybrid schooling protocol in place with policies and training complete. b) Research driven T&L CPD delivered throughout the year using inset days and twilight sessions.



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)
	<p>monitor, track and support progress.</p> <p>d) Develop a new whole school approach to assessment optimising student impact and managing workload.</p> <p>e) Introduce T&L student voice with discussions and fishbowl activities with students.</p> <p>f) Continue to review teacher workload, adjusting where required.</p> <p>g) SDL project to review our monitoring and standards, to support teaching and learning, optimising student impact and managing workload.</p> <p>h) SDL project focussing on meta-memory and knowledge retrieval to include both students and colleagues.</p>	<p>c) Enhanced TA process in place, now using FFT for external data. Training has been delivered to year and subject leaders.</p> <p>d) TLR Assessment project established, and session delivered on Feb INSET day with follow up time in departments. Ongoing.</p> <p>e) T&L regular attendance at Sixth Form council – positive and useful. To develop into student voice.</p> <p>f) Adjustments made where required (for example postponing twilight to allow focus on exams).</p> <p>g) Observation template developed and used, subject leader learning walks taking place currently. Ofsted proforma used for English ‘Deep Dive’.</p> <p>h) Twilight session delivered for staff CPD, regular items shared in bulletin. Importance revisited as part of T&L training Feb INSET Day.</p>	<p>c) FFT training delivered to subject and year leaders, now integrated into TA process.</p> <p>d) Assessment project still developing with set of agreed principles in place to inform department policies. These have been shared at a staff meeting with feedback invited from subject leaders. Ongoing.</p> <p>e) Ongoing.</p> <p>f) Additional Adult Mental Health First Aider trained (TWA) to support colleagues. Continued review of workload and adjustments made where appropriate (for example tutor comments on Years 7 – 10 reports).</p> <p>g) MRL has led the project on Metacognition and Retrieval leading CPD sessions and sharing ideas and insight via the weekly briefing and academic bulletin. An additional session will take place on the next inset day. Going forward this work will be supported by SLT and departments will be given time to discuss and plan. Ongoing.</p>



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).	<ul style="list-style-type: none"> a) The Leadership Conference this year has the title and theme of ‘Empower’. This will run on Friday 22nd 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> a) Complete – planning for next year is happening – lead by CBU. b) Ongoing.
2. Develop our public speaking work: from ‘find your voice’ to ‘Stand up, speak out’.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> a) Ongoing. b) Ongoing.
3. Launch our CCHS Institute project.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> a) Patrons identified and approached. Four of those approached have agreed to assist. 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. 	<ul style="list-style-type: none"> a) A number of lectures and talks have taken place; these have been well attended and much appreciated. b) The Omicron variant and associated disruption in the winter did prevent a number of live lectures going ahead.



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. 	<ul style="list-style-type: none"> d) First termly newsletter scheduled for March 2022. e) JCR. MPA and HEL to form Institute Steering Group. 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. 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 	<ul style="list-style-type: none"> c) Further work is required to pin down the programme for 2022 and to publicise this. In 2022-23 we will blend an approach from our traditional (previous) model, with some of the features from this year’s restart/compromise efforts. There will be three EDs, with activities for each year group on these days, including bringing in primary pupils from partner schools on each of these days.



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)
		<p>regards to Covid our full enrichment offering can continue, and we can reignite the evaluation process of on-site activities.</p> <p>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.</p> <p>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.</p>	



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
SSEF	Selective Schools Expansion Fund



School Development Plan 2021-22 Key Objectives

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