



Chelmsford County High School for Girls

# School Development Plan 2022-23

**FINAL REVIEW**



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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.*



## School Development Plan 2022-23 Objectives, Actions and Review

| Section 2. <b>Progressive - forward thinking and continuously developing practice, provision, and premises for all student groups.</b> Consider: Fair Access, PPG (main school), Bursary (sixth form), SEND (Yrs 7-13), change@cchs, digital learning, broadening the curriculum, etc. |  |   |   |
|--|--|---|---|
| Area & Objectives  | Action   | Mid-Review (February 2023)  | Final Review and Further Development Required (June 2023)   |
| <b>Fair Access</b><br>Progress our FAPP initiative with more partner schools and additional programmes.  | Refine this as 'Developing the Leaders of Tomorrow' through social mobility. Launch 'The Leaders of Tomorrow Programme'.<br>New Entrance Test - moving away from CEM.<br>Year 2 new style Primary Outreach, including work to dispel myths in the community. | New test agreed - presented to FGB and to staff. Launched on website. Initial organisation in progress. Primary Outreach going out before the Open Eve where possible. All systems go on the revised approach.  | More students registered than last year.<br>Summer school dedicated specifically to PPG students. Links made with primary schools offering the online programme to Kings Road, Lawford Mead and Parkwood. All elements presented going ahead. |
| <b>change@cchs (Disadvantaged)</b><br>Agree a new CCHS Entrance Test for September 2023.   | Complete research on alternatives, consult Goves, decide on new test, and implement.<br>Feedback on ICGS Conference to staff.  | New test options presented to FGB at their Conf on 28.1.23. Agreed to proceed with new provider, Future Stories Enterprise Community. Goves also agreed to the principles of the new 'Leaders of Tomorrow' programme.   | The FSCE CCHS Entrance Test will run on Friday 22 <sup>nd</sup> September.  |
| <b>PPG (Main School)</b><br>Ensure Yrs7-11 disadvantaged students realise their potential.   | Use Provision Map to track spend and impact.<br>Use Student Progress Meetings to inform intervention.<br>Continue with Homework Club.<br>Looking forward - launch of 'Leaders of tomorrow Programme'   | Provision Map is tracking spend. Progress meetings used to identify intervention need. My Tutor being offered. Homework Club continues to be successful - staff working with targeted students. 'Leaders of Tomorrow Programme' approved and spoken about to staff and FGB. | PPG money being used for T&L. Another day of Counselling next year. Homework Club is becoming more popular. PPG students are the focus of Pupil Progress Meetings. Intervention is in place in subjects such as Maths.                        |



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|--|---|---|--|
| Area & Objectives  | Action  | Mid-Review (February 2023)  | Final Review and Further Development Required (June 2023)  |
| <b>Bursary (Sixth Form)</b><br>Ensure Yrs12-13 disadvantaged students realise their potential.   | Circulate names to staff, note on SIMS, solicit suggestions for spend from staff, monitor at department and year group level. Ensure these students in the bracket for other interventions with wider criteria. | Students being supported in lessons and via interventions, as specified in post-TA Student Progress meetings. Spend being monitored.  | Final analysis must wait for August results; however progress has been made in developing range of materials purchased for bursary students. More work remains to be done on raising staff awareness of bursary and its potential. Bursary students included in 'Mytutor' where appropriate..                |
| <b>SEND (Yrs 7-13)</b><br>Ensure students with SEND realise their potential.   | SENCO transition arrangements - draw up and progress a transition plan from KAD to HPO, including inhouse training and formal course accreditation.   | HPO working on her SDL project - making classrooms accessible to all. Work ongoing with the 'classroom toolkit'. HPO observed students and made recommendations to teachers. Training attended. ASHE/ Autism/etc. | HPO appointed as SENDCo for next year. SEND students focus on Pupil Progress Meetings. HPO continues to observe. SEND coffee mornings have been launched to support parents. KAD continues to assess, undertake One Plan meetings and complete referrals. She is also completing a thorough handover to HPO. |
| <b>Digital learning</b><br>Progress lessons from remote schooling to benefit classroom practice.   | Recruit a new ICT colleague to focus on digital learning, supporting teaching staff across all Departments.   | New colleague recruited and settling in very well. Digital Learning Strategy group has met to draw up a plan to link to next year and beyond. Draft Digital Strategy in place for further review.                 | Digital learning strategy under review to include impact of AI.  |



## School Development Plan 2022-23 Objectives, Actions and Review

**Section 2. Progressive – forward thinking and continuously developing practice, provision, and premises for all student groups.** Consider: Fair Access, PPG (main school), Bursary (sixth form), SEND (Yrs 7-13), change@cchs, digital learning, broadening the curriculum, etc.

| Area & Objectives   | Action  | Mid-Review (February 2023)  | Final Review and Further Development Required (June 2023)   |
|---|---|---|---|
| <b>Curriculum offer</b><br>Explore possibilities to broaden the curriculum. | Consider options to offer additional course opportunities, e.g. A level PE. | A level PE included in the Year 12 offer pack.<br>PE staff attending formal training courses on the specification as well as meeting colleagues in other schools who teach this course. | A level PE timetabled for delivery from September 2023. SL of PE engaged with other departments offering NEA to share best practice. New PE colleague recruited for September 2023. |

**Section 3. Grammar (school) – serving the needs and entitlements of our very able students.** Consider: More Able Policy Implementation (Yrs 7-13), Teaching standards (learning walks & lesson observations), Learning standards (assessment practice and work scrutinies), preparation for highly competitive courses (Year 12 into Year 13)

| Area & Objectives   | Action  | Mid-Review (February 2023)   | Final Review and Further Development Required (June 2023)   |
|---|---|--|---|
| <b>Multi-Academy Trusts</b><br>Take positive and forward-thinking steps to respond to the Schools Bill. | Progress research on possible approaches with Govs, including taking legal and other professional advice, and speaking with other schools about possible MAT relationships. | Schools Bill has been removed, including the date of 2030 for schools to be in or on journey to be in MAT. SLT remain vigilant on the MATs matter. | SLA attended Summer GSHA Conference, which included briefing on current MAT thinking, which is 'watch and wait'.  |
| <b>More Able Policy (Yrs 7-13)</b><br>Progress the implementation of the policy across the school.      | Develop working relationship with NACE and Elevate Education to strengthen practice across the school.  | More Able Policy established and students monitored through the TA process. SDL focus on delivering NACE Challenge Award (MCT).                    | Pre-Assessment for NACE Challenge Award booked for July. More Able CPD was delivered to new colleagues as part of NSID. Elevate Sessions booked for September (Yrs 7, 11 and 12). |



| <b>Section 3. Grammar (school) – serving the needs and entitlements of our very able students.</b><br><i>Consider: More Able Policy Implementation (Yrs 7-13), Teaching standards (learning walks &amp; lesson observations), Learning standards (assessment practice and work scrutinies), preparation for highly competitive courses (Year 12 into Year 13)</i> |  |  |  |
|---|--|--|--|
| Area & Objectives   | Action   | Mid-Review (February 2023)   | Final Review and Further Development Required (June 2023)  |
| <b>Teaching standards</b><br>Ensure the highest standards of teaching across Departments.   | Professional learning and practice development - lesson observations and work scrutinies – developing SDLs strategically e.g. MCT, teaching standards and GLO, lesson observations.  | Whole School Learning Walk cycle has taken place for Years 11 & 13 teachers (remainder of teachers reviewed later in the year). 4x Depts have been ‘deep dived’, with targeted support given to Depts that require it.   | Peer-reviewed lesson observations taken place Term 3 (Adaptive Teaching Focus). Whole staff review/learning walks now taken place. Actions: decide upon Learning Review Pro Forma for the next academic cycle.   |
| <b>Learning standards</b><br>Ensure the highest standards of learning across year groups.   | Whole school assessment policy and practice - to embed the work re: EMAs TLR3 assessment project, ensuring a research-informed consistent approach across all subjects and key stages.   | Whole school work scrutiny completed in Depts using the framework of EMAs assessment project. Dept level assessment policies in place and agreed. CPD shared with subject leaders on assessment codes.   | EMA continues to meet with Depts (1x per fortnight) to discuss assessment practices. Action: Assessment Scrutiny to be incl. as part of whole school learning review next year.  |
| <b>UCAS</b><br>Provide excellent support to prepare students for highly competitive course applications (Year 12 into Year 13).   | Continue to support AHO as she develops in this role.<br>Bring on new team for Parent Interviews and support them.<br>Work to rebuild provision for specialist academic interviews.<br>MPA/AHO to support new HODs especially in their efforts to support/encourage students.<br>CCHS Lectures and societies also relevant here. | UCAS cycle successfully completed in terms of references. AHO has embarked on professional qualification as well as leading on introduction of ‘Unifrog’ – an online careers platform. Significant changes now afoot in UCAS references for 2023/4.<br>Parent interviews successfully completed in Autumn Term.<br>A limited number of (very successful) lectures run. | Unifrog set up for Year 12.<br>Staff guidance on new UCAS references published and tutor training underway.<br>Parent interview planning process underway for Autumn 2023.<br>Lecture programme for 2023-24 being planned.<br>AHO weekly seminars for UCAS info. planned and delivery in progress.<br>Revised team of academic specialists being planned for Autumn specialist interviews. |



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

*Consider: More Able Policy Implementation (Yrs 7-13), Teaching standards (learning walks & lesson observations), Learning standards (assessment practice and work scrutinies), preparation for highly competitive courses (Year 12 into Year 13)*

| Area & Objectives   | Action  | Mid-Review (February 2023)   | Final Review and Further Development Required (June 2023)  |
|---|---|--|--|
| <p><b>Public examinations</b><br/>Ensure the best possible experience for our Year 11 and Year 13 students.</p> | <p>Modify lettings business relationships to release the Sports Hall for high candidate number summer term public examinations. Complete the move of the staff work room to an alternate location in order to introduce the current work room (the old Hall) as the secondary examination location for all other public examinations.</p> | <p>Achievement Strategy in place, published to staff, students and parents, outlining a cohesive plan for our Yr11 and Yr13 students, given their particular pandemic experiences.</p> | <p>Maths and English subject days offered in Easter break. Achievement Strategy developed and used to inspire additional support for students, e.g. enhanced feedback and additional support session. Additional week of lessons offered after the start of student leave to elected Year 11 students and all Year 13. Library quiet place for study at all times.</p> |

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

*Consider: Student wellbeing (safeguarding & pastoral care), staff wellbeing (line management & performance management), change@cchs, CCHS Alumnae, PSHE, assemblies etc.*

| Area & Objectives  | Action  | Mid-Review (February 2023)   | Final Review and Further Development Required (June 2023)  |
|--|---|--|--|
| <p><b>Student wellbeing</b><br/>Provide students with a range of school services and external points of support.</p> | <p>Year 2 of Pastoral Hub.<br/>MCH as Senior Pastoral Leader.<br/>Art Therapy offer with JST.<br/>An additional day counselling provision from Renew.<br/>Scheduled MHFA drop-in sessions.<br/>Young Carers drop-in sessions.<br/>Year 2 of Pastoral Cards.</p> | <p>EHI making fine progress in her role supporting Young Carers.<br/>MCH working fabulously as SPL.<br/>We now have 3 full days of counselling.<br/>The school nurse has returned.<br/>JST doing excellent work with Art Therapy – this is a real success.</p> | <p>Young Carers continues to develop. x15 students now identified and supported. x6 of these in Y13 but a number of Y7 and Y8 students are on the radar and attending drop in if no We are adding another day of counselling next year.<br/>The school nurse has returned.</p> |





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| Area & Objectives   | Action   | Mid-Review (February 2023)  | Final Review and Further Development Required (June 2023)  |
|---|--|---|--|
|   | Open Door Policy with pastoral key staff.  | Pastoral Cards are being used and outside services being accessed if needed.<br>CAHMS referrals being used.<br>Using our Social Care link colleague more and more.<br>Pastoral Hub is busy – monitoring use.<br>MHFA every Friday.                                | JST doing excellent work with Art Therapy – this is a real success.<br>Pastoral Cards are being used and outside services being accessed if needed.<br>CAHMS referrals being used.<br>Using our Social Care link colleague more and more.<br>Pastoral Hub is busy, with use being monitored.<br>MHFA every Friday. |
| <b>Staff wellbeing</b><br>Provide staff with enrichment opportunities.                        | As part of our ‘Commitment to Staff’, broaden existing staff enrichment offer (reading, art and dance) to include sports and singing/choir.<br>Adult MHFA drop-in sessions to be offered.                          | ‘Commitment to Staff’ updated with Menopause Policy.<br>Staff school gym offer now taking place.<br>MHFA drop-in sessions now happening weekly with 4 colleagues MHFA-trained.<br>Colleagues utilising mental health provision, referrals made where appropriate. | Additional colleagues trained to support Adult MHFA. Positive feedback from colleagues. Where required, referrals for external support are made.   |
| <b>CCHS Alumnae</b><br>Involve former students in the academic enrichment life of the school. | RCA to continue to work on developing relationships – e.g. Alumnae emails and communications.<br>MPA and Subject Leaders to work on developing lecture/seminar provision under the umbrella of the CCHS Institute. | RCA continues to make excellent progress in developing alumnae relations. Three reunions planned for summer 2023. Excellent support from alumnae at recent Careers Evening and planned for future events.   | Alumnae work a marked success. More talks/lectures from former students to be planned and delivered.   |



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

*Consider: Student wellbeing (safeguarding & pastoral care), staff wellbeing (line management & performance management), change@cchs, CCHS Alumnae, PSHE, assemblies etc.*

| Area & Objectives  | Action   | Mid-Review (February 2023)  | Final Review and Further Development Required (June 2023)   |
|--|--|---|---|
|  | AHN to run a half-termly careers event at lunchtime – alumnae key in this.   |   |   |
| <b>PSHE</b><br>Ensure a coherent set of programmes across each of the three key stages.                                  | PSHE - transition to a whole-school conception and experience of PSHE, with SBU taking on a Yr7-13 brief to create a coherent whole school model. Pilot 'Peer Educators Scheme'. Rebrand RTP as a broader life skills provision.                                   | SBU is looking after the whole school. Moving towards Personal Development Model – the website to be updated with flowcharts showing how we achieve this. Full reform will then be achieved with gained time in the summer. | SBU has completed the reform. She is finalising the Personal Development webpages for the website. This will be launched for September. |
| <b>Assemblies</b><br>Produce an assembly rota to involve a wider range of colleagues, addressing key change@cchs themes. | Extended SLT colleagues to deliver whole school assemblies.<br>House Assemblies to be delivered in-person again.<br>Year Group Assemblies to be delivered in-person again.<br>Responding to world events – keeping assemblies relevant, purposeful and thoughtful. | All assemblies are delivered in person – apart from during school/public examination periods.<br>Extended SLT colleagues are on the assembly rota.  | Completed.<br><br>We have had a variety of assemblies run by a range of colleagues, including the SDLs.                                 |



| Section 5. Education – advancing our expertise in girls’ education.<br><i>Consider: Curriculum development (review, updates &amp; innovation), using ICGS (International Coalition of Girls’ Schools) resources, CCHS CPD Programme, subject specific CPD, CCHS Leadership programme, etc.</i> |  |   |  |
|--|--|---|--|
| Area & Objectives  | Action   | Mid-Review (February 2023)  | Final Review and Further Development Required (June 2023)  |
| <b>Curriculum development</b><br>Review, update and innovate across each of the three key stages.  | Curriculum - refresh the place of the CCHS Learner Profile within the curriculum.  | GSHA Curriculum survey run by CCHS to review our provision is current. Learner Profile being refreshed through PSHE and assemblies. Staff CPD time dedicated to cross-curricular links and schema.  | Following the GSHA survey, work is underway to expand the hours offered in the sixth form for larger subjects.<br>Ongoing reflection of curriculum in departments using the survey to inform decisions.                                |
| <b>Networks</b><br>Support leading the launch of the ICGS.   | Year 2 of our participation on the UK Advisory Board (one of only x7 schools across the country). Helping to establish the UK arm of ICGS as a presence in girls’ education. | SLA and MMU represented CCHS at the Inaugural ICGS UK Conference (London), with MMU presenting on school finance planning.  | SLA attended Summer Term online planning meetings with UK RAB (Regional Advisory Board) colleagues.  |
| <b>CCHS CPD Programme</b><br>Provide a research-informed offer to colleagues.  | Inform our CPD provision with ideas and resources from 2022 ICGS International Conference.   | FHR shared finding from ICGS as part of Leadership Development Programme CPD. Additional research informed CPD reviewed with staff around: meta cognition and curriculum sequencing (schema). CPD offers shared in staff briefing (inc. details from ICGS). | ICGS CPD continues to be shared in briefing minutes. CPD continue to place high emphasis on research (EEF in BfL CPD and key SEND research in APD/SPD CPD). Action: whole school development day focusing on girls’ education in 2023. |
| <b>Subject specific CPD</b><br>Provide a research-informed offer to colleagues in all departments.   | Allocate time through the calendar for colleagues to share best practice and CPD.  | Department CPD time now established with positive feedback from colleagues.   | Dept time continues to be given to CPD. Blended approach of whole school foci and SL foci in meetings.   |
| <b>CCHS Leadership programme</b><br>Recruit a new cohort for the 2022-23 academic year.  | Using the Performance Management process to establish a new cohort of colleagues for this academic year.   | New cohort engaging in a new presentation of the CCHS Leadership Programme, with all members of SLT involved in delivering sessions.  | x7 colleagues due to complete their CCHS Leadership Programme in July 2023. New cohort to be selected in Sept 2023.  |



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

*Consider: Curriculum development (review, updates & innovation), using ICGS (International Coalition of Girls’ Schools) resources, CCHS CPD Programme, subject specific CPD, CCHS Leadership programme, etc.*

| Area & Objectives   | Action   | Mid-Review (February 2023)   | Final Review and Further Development Required (June 2023)  |
|---|--|--|--|
| <b>School Development Leaders</b><br>Review Year 1 and pursue a Year 2+ focus for each colleague. | Year 2 of this senior middle leadership reform, with each SDL having a permanent whole school development focus, linked to school need, identified areas of expertise and declared professional interests. | Our 6 SDLs now have a set development responsibility, linked to their strengths and school needs. These colleagues are also members of a new group - Extended SLT - with Associate SLT status. | Colleagues continue in roles. All colleagues leading CPD in July Inset, contributing to whole school learning walks and continued attendance at Extended SLT mtgs. |

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

*Consider: Extra-curricular & enrichment provision, CCHS Institute (guest speakers, lectures etc.), CCHS Citizenship Programme, Global Citizenship programme, educational trips etc.*

| Area & Objectives  | Action  | Mid-Review (February 2023)   | Final Review and Further Development Required (June 2023)   |
|--|---|--|---|
| <b>Co-curricular provision</b><br>Provide a range of extra-curricular & enrichment offers for each year group and monitor participation. | Re-establish a full Enrichment Day programme for all year groups – x3 days across the year, including work with primary pupils from partner schools re: FAPP. | Enrichment Day 1 took place for the whole school as well as inviting primary colleagues. ED2 planned for March. Duke of Edinburgh’s Bronze and Gold Awards taking place this year. Ypres trip took place for Year 9. | ED2 was delivered for all year groups in March. ED3 is planned for July with primary partner schools attending, with a focus on creativity. |
| <b>CCHS Institute</b><br>Provide a programme of activities across all three terms.   | Year 2 of this initiative. Develop by initially inviting each of the patrons to deliver a talk/lecture/seminar.   | One patron has delivered a very successful lecture. A second planned to be in school in April. Sian Cleaver invited but work commitments on a major international project are leaving her with limited time.         | Plans in progress for five lectures in 2023-24. Publicity work to follow on once dates and personnel have been finalised.                   |



**Section 6. Empowerment – advancing our programmes to empower our students.**  
*Consider: Extra-curricular & enrichment provision, CCHS Institute (guest speakers, lectures etc.), CCHS Citizenship Programme, Global Citizenship programme, educational trips etc.*

| Area & Objectives  | Action  | Mid-Review (February 2023)   | Final Review and Further Development Required (June 2023)  |
|--|---|--|--|
| <b>CCHS Citizenship Programme</b><br>Capitalise on our Learner Profile (curriculum) and PSHE (pastoral) work to create a new programme to address emerging issues. | Establish this across all main school year groups in year 1, with year 2 to extend to the Sixth Form.<br>Bring under the auspices of change@cchs.   | CCHS Citizenship Programme published to staff, students and parents as the Spring Term 1 change@cchs update.   | This continues to be covered during RTP.   |
| <b>Global Citizenship Programme</b><br>Progress this programme through local, national and international charities.  | Year 2 of this project, with a new colleague leading on it.   | JPO has a good set of new officials and is making sound progress in developing strategies and targeting causes. Relations with Nepalese charity re-established and funds sent.   | Need to establish a more regular cycle of fund-raising Fridays. JPO working hard to raise ambitions of her officials.  |
| <b>Educational trips</b><br>Re-establish a coherent provision for all appropriate year groups.   | Investigate opportunities for key year groups, mindful of cost, educational value and Covid-related realities, to experience learning beyond the classroom.   | Ypres trip took place during the Autumn Term. Exchange-style trips in place for later in the year for German and French. Trips planning session held with Dept colleagues who run overseas trips. An outline framework has been put together for review.   | Educational trips are taking place across all year groups, incl. residential trips for Year 10 going to Germany and Nice and Year 12 Geographers to Sussex.  |
| <b>Campus development</b><br>Progress thinking, discussion and planning for a new stage of development.  | Commence planning work with Govs, staff and students for a Sixth Form Centre proposal, including identifying grant/funding opportunities.<br>Develop and implement the first phase of a decarbonisation plan. | Analysis on viability of Sixth Form Centre completed and included in Estate Strategy document. Currently a long-term goal; not financially viable at present time.<br>CIF bid submitted for replacement of main school boilers and replacement of swimming pool boiler - approved for Easter '23 and analysis underway | Estate Strategy document completed and approved.<br>Capital Advisers review undertaken by DfE (voluntary programme) with minimal recommendations.<br>Swim England engaged on swimming pool viability and strategy (boiler replacement deferred until full strategy in place) |



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

*Consider: Extra-curricular & enrichment provision, CCHS Institute (guest speakers, lectures etc.), CCHS Citizenship Programme, Global Citizenship programme, educational trips etc.*

| Area & Objectives | Action  | Mid-Review (February 2023)                                   | Final Review and Further Development Required (June 2023)   |
|-------------------|---|--|---|
|                   | Commence upgrade works for the swimming pool to ensure medium to long term viability. | for carbon efficient replacement of Cadbury building boiler. | Awaiting outcome of CIF bid for boiler replacement project. Better Buildings group reformed as Building a Future for Our Community, with key personnel from school (staff and students), the governing body and the Parents' Association. Swimming Pool fund-raising campaign launched in June. |



## Section 7: Glossary of terms

|              |   |
|--------------|---|
| ALIS         | Advanced Level Information System                   |
| ALPS         | Advanced Level Performance System                   |
| ASGS         | Association of State Girls' Schools                 |
| ASHE         | Association of Secondary Heads in Essex             |
| 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          | Condition Improvement 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                   |
| ICGS         | International Coalition of Girls' Schools           |
| INSET        | In-Service Training                                 |
| ITT          | Initial Teacher Training                            |
| KS           | Key Stage   |
| LAC          | Looked after Children                               |
| MAT          | Multi-Academy Trust                                 |
| MESH         | Mid-Essex Secondary Heads                           |
| MHFA         | Mental Health First Aid(er)                         |
| NACE         | National Association for Able Children in Education |
| NCGS         | National Coalition of Girls' Schools                |
| 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                           |



## School Development Plan 2022-23 Objectives, Actions and Review

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|       |   |
|-------|---|
| SDP   | School Development Plan   |
| SF    | Sixth Form  |
| SIMS  | Management Information System from Capita   |
| SL    | Subject Leader  |
| SLT   | Senior Leadership Team: SLA Stephen Lawlor, MPA Michael Palmer, MMU Melissa Mulgrew, JCR Jo Cross, FHR Fiona Harrison, ASE Adam Selby |
| 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 3 (time-limited paid project)  |
| UKCAT | UK Clinical Aptitude Test   |
| YL    | Year Leader   |