



Chelmsford County High School *for Girls*

School Development Plan 2023-24

FINAL REVIEW

Section	Title	Page
1.	School Ethos - Introduction	3
2.	Progressive - forward-thinking and continuously developing practice and provision for all student groups	4-6
3.	Grammar (school) - serving the needs and entitlements of our very able students	7-9
4.	Community - maintaining and strengthening a sense of community, which is vital in a growing school	10-11
5.	Education - advancing our expertise in girls' education	12-14
6.	Empowerment - advancing our programmes to empower students	15-16
7.	Glossary of Terms	17-18

2023-24, pandemic chronology for each year group

- Yr13 (Yr12 2022-23, Yr11 2021-22, Yr10 2020-21, Yr9 2019-20)
- Yr11 (Yr10 2022-23, Yr9 2021-22, Yr8 2020-21, Yr7 2019-20)
- Yr12 (Yr11 2022-23, Yr10 2021-22, Yr9 2020-21, Yr8 2019-20)
- Yr10 (Yr9 2022-23, Yr8 2021-22, Yr7 2020-21, Yr6 2019-20)
- Yr9 (Yr8 2022-23, Yr7 2021-22, Yr6 2020-21, Yr5 2019-20)
- Yr8 (Yr7 2022-23, Yr6 2021-22, Yr5 2020-21, Yr4 2019-20)
- Yr7 (Yr6 2022-23, Yr5 2021-22, Yr4 2020-21, Yr3 2019-20)



School Development Plan for the 2023-24 academic year Areas, Objectives, Actions and Review commentary

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 for the 2023-24 academic year Areas, Objectives, Actions and Review commentary

Section 2. Progressive – forward-thinking and continuously improving practice, provision and premises for all student groups.			
Area & Objectives	Actions	Mid-Review (February 2024)	Final Review and Further Development Required (June 2024)
<p>School inspection <i>Remain Ofsted-ready (and then Ofsted compliant), with SLT planning, staff training and Governor briefings. (SLT)</i></p>	<ol style="list-style-type: none"> 1. Update and maintain SLT planning document. 2. Deliver staff training/updates during Staff Briefings, Staff Meetings, INSET Days and Twilight CPD sessions. 3. Deliver briefings to Govs during Committee and FGB mtgs. 4. Establish CCHS inspection data dashboard. 	<p>Inspection took place on Tuesday 23rd & Wednesday 24th January 2024. School judged Outstanding across all categories: Overall Effectiveness, Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management and Sixth Form Provision. Safeguarding is judged as either Effective or Ineffective; our Safeguarding was judged as Effective.</p> <p>SLT undertaking a reflections exercise to capture our experiences of the inspection, to inform ongoing work.</p>	<p>Reflections exercise completed. We are staying abreast of Ofsted news, as we enter our 4-year cycle, after which we will receive a Section 8 (monitoring visit), which will not involve subject ‘deep dives’, given a recent change made by Sir Martyn Oliver (His Majesty’s Chief Inspector).</p>
<p>School Self-Evaluation <i>Review and refine our SEF, involving all staff, as in 2021. (SLT)</i></p>	<ol style="list-style-type: none"> 1. Use an INSET Day to review all elements of our 2021-23 SEF. 2. Involve all members of staff, support and teaching, using the ASCL SEF framework and guidance. 3. Use July 2023 SEF to inform CPD and Performance Management 	<ol style="list-style-type: none"> 1. Completed. 2. Completed. 3. Completed. 	<p>We will undertake another SEF exercise during the 2024-25 academic year.</p>
<p>SLT reform <i>DHTs to have through-school responsibilities, with reframed AHT post to focus on community, enrichment & opportunity. (SLT)</i></p>	<ol style="list-style-type: none"> 1. FHR to lead on pastoral Yrs7-13. 2. JCR to lead on academic Yrs7-13. 3. ASE to lead on T&L Yrs7-13. 4. MPA to lead on a reformed AHT role, with an emphasis on community, enrichment & opportunity. 	<ol style="list-style-type: none"> 1. Underway. 2. Underway. 3. Underway. 4. Underway. 	<p>All ongoing. The October 2024 Performance Management Review process will provide a formal point of reflection on these reforms. SLT colleagues, as always, are working hard and successfully.</p>



School Development Plan for the 2023-24 academic year Areas, Objectives, Actions and Review commentary

Section 2. Progressive – forward-thinking and continuously improving practice, provision and premises for all student groups.			
Area & Objectives	Actions	Mid-Review (February 2024)	Final Review and Further Development Required (June 2024)
<p>change@cchs <i>Transition to new SENDCo and broader conception and practice of SEND provision. (FHR)</i></p>	<ol style="list-style-type: none"> 1. Begin Year 1 of HPOs role as SENDCo, including implementing the next stage of a training plan. 2. CNE to become part of SEND team to support with the development of HPOs SEND classroom toolkit provision. 	<ol style="list-style-type: none"> 1. Underway. 2. CNE left CCHS for another opportunity. CFA's (SEND Assistant) hours have been increased. 	<ol style="list-style-type: none"> 1. First year successful – HPO will embark on the NPQSENDCO next year. She has registered for the course.
<p>New CCHS Entrance Test <i>Transition from CEM to FSCE test provider. (FHR)</i></p>	<ol style="list-style-type: none"> 1. Institute new CCHS Entrance Test, with FSCE provider. 2. Review first presentation and provide feedback to FSCE. 	<ol style="list-style-type: none"> 1. First FSCE Entrance test presented, September 2023. 2. Completed. 	<ol style="list-style-type: none"> 1. Completed. 2. Completed.
<p>Students from a disadvantaged background <i>Track, monitor and support every student (Year 3 of Student Progress Meetings, Year 2 of Achievement Strategy). (ASE, FHR, MMU)</i></p>	<ol style="list-style-type: none"> 1. Each student (Yrs7-13) from a disadvantaged background to have a detailed data and interventions profile created and maintained – achievement trajectory. 2. Prioritise Yrs10-13 students, taking account of their pandemic experience chronology. 3. Maximise the technology available through SIMS and/or Provision Map to create these profiles. 4. Liaise with Data team (MRL, CDA) to create appropriate and functioning profiles. 	<ol style="list-style-type: none"> 1. PPG/SF Disadvantaged review at all Student Progress Meetings. 2. Recovery Premium and 16-19 Tuition Fund used to support disadvantaged students with Academic Tutoring through the CCHS Tutoring Programme. 3. Track interventions and tutoring through provision map. 4. MMU delivered training to SLT, YLs and SLs, re: Provision Map as a data profiling/tracking tool. 	<ol style="list-style-type: none"> 1. All students data profiled through TA YL spreadsheet and SIMs. This includes: TA and exam assessment data. Students from PPG/Disadvantaged/SEND and under attaining reviewed at Student Progress Meetings. 2. Key interventions currently being submitted through Provision Map (actions assigned by SBM). 3. As above. 4. MRL and CDA updating YL spreadsheets and SIMs to advance our tracking of student progress. <p>Action: Maximise Provision Map as data profiling tool.</p>



School Development Plan for the 2023-24 academic year Areas, Objectives, Actions and Review commentary

Section 2. Progressive – forward-thinking and continuously improving practice, provision and premises for all student groups.

Area & Objectives	Actions	Mid-Review (February 2024)	Final Review and Further Development Required (June 2024)
<p>Students with SEND <i>Track, monitor and support every student. (Year 3 of Student Progress Meetings, Year 2 of Achievement Strategy). (ASE, FHR, MMU)</i></p>	<ol style="list-style-type: none"> 1. Each student (Yrs7-13) with SEND requirements to have a detailed data and interventions profile created and maintained – achievement trajectory. 2. Prioritise Yrs10-13 students, taking account of their pandemic experience chronology. 3. Maximise the technology available through SIMS and/or Provision Map to create these profiles. 4. Liaise with Data team (MRL, CDA) to create appropriate and functioning profiles. 	<ol style="list-style-type: none"> 1. SEND review at all Student Progress Meetings. 2. Recovery Premium used to support SEND students with Academic Tutoring through the CCHS Tutoring Programme. 3. Track interventions and tutoring through provision map. 4. MMU delivered training to SLT, YLs and SLs, re: Provision Map as a data profiling/tracking tool. 	<ol style="list-style-type: none"> 1. All students data profiled through TA YL spreadsheet and SIMs. This includes: TA and exam assessment data. Students from PPG/Disadvantaged/SEND and under attaining reviewed at Student Progress Meetings. 2. Key interventions currently being submitted through Provision Map (actions assigned by SBM). 3. As above. 4. MRL and CDA updating YL spreadsheets and SIMs to advance our tracking of student progress. <p>Action: Maximise Provision Map as data profiling tool.</p>



School Development Plan for the 2023-24 academic year Areas, Objectives, Actions and Review commentary

Section 3. Grammar (school) – serving the needs and entitlements of our very able students.			
Area & Objectives	Action	Mid-Review (February 2024)	Final Review and Further Development Required (June 2024)
<p>Achievement Strategy <i>Refine our Achievement Strategy - Achievement Strategy 2.0 - to the experiences and needs of two groupings of students: exam year group students and all students.</i> (JCR)</p>	<ol style="list-style-type: none"> 1. Review the pandemic years for these two cohorts. 2. Devise appropriate support and interventions, with SLT, SL and Extended SLT, including a new internal tutoring programme, inspired by the work at Wycombe High School for Girls. 3. Publish updated Achievement Strategy to staff, students and parents. 4. Expand the Student Progress Meetings to incorporate school exams and assessments. 	<ol style="list-style-type: none"> 1. Completed. 2. Underway. 3. Completed. 4. Underway. 	<p>Plan in place to hold meetings with relevant colleagues to create an Achievement Strategy for 2024-25, learning lessons from this year and last year. This will include going beyond actions for exam cohorts and non-exam cohorts, to specifying actions for each individual year group.</p>
<p>Data to inform student support <i>Progress MRLs SDL work, with focus on data literacy (Year 3 of Faculty-SDL reform).</i> (JCR, ASE, MMU)</p>	<ol style="list-style-type: none"> 1. Progress the induction of the new Exams & Data Assistant to strengthen the work of data services across the school. 2. Develop data team (MRL, CDA, Exams Office) work, with JCR and ASE. 3. Provide a rolling programme of staff training, with ASE, and updates to develop data use across all Departments. 4. Embed FFT in subject analysis (DSEF1 and TA) 5. Establish PPG and Bursary analysis/data dashboard. 	<ol style="list-style-type: none"> 1. Underway. 2. Underway. Developing MRL role to include Data Analytics. 3. Ongoing. 4. Underway. 5. Provision Map platform being used for this. 	<p>MRL role has been redefined to reflect the focus on data analytics, Work is progressing in terms if developing the current TA structure to include external data in our internal reporting (FFT). Student progress meetings taking place using data to identify students for intervention and allow discussion between pastoral and academic teams. Creation of set based analytics to support the Achievement Strategy.</p>



School Development Plan for the 2023-24 academic year Areas, Objectives, Actions and Review commentary

Section 3. Grammar (school) – serving the needs and entitlements of our very able students.			
Area & Objectives	Action	Mid-Review (February 2024)	Final Review and Further Development Required (June 2024)
<p>CCHS Aspire <i>Devise and progress an Oxbridge applications strategy. (MPA, ASE)</i></p>	<ol style="list-style-type: none"> 1. Align UCAS process with More Able Policy. 2. Identify exceptionally able, using key data, to create Aspire Route through all key stages, to include curricular and extra-curricular opportunities. 3. Institute role model relations to provide aspirational and informed support for students. 4. As part of CCHS Aspire, create and develop an in-house tutoring system. 	<ol style="list-style-type: none"> 1. In development. 2. In development. 3. In development. 4. In development. 	<p>Work undertaken across the year with SLT, Extended SLT and other key colleagues, to plan this provision. Sub-group work for KS3, GCSE and Sixth Form cohorts to take place in the second part of the Summer Term, to finalise our actions for 2024-25.</p>
<p>NACE <i>Secure NACE Challenge Award and build teaching & learning vision and practice around this. (ASE, JCR)</i></p>	<ol style="list-style-type: none"> 1. Continue to create a culture of More Able and Challenge across the CCHS Community. 2. Submit Challenge Award documentation. 3. Pursue NACE visit. 4. Publicise Award journey and next steps. 	<p>More-Able students identified for whole school using CAT, CEM, MidYIS data. Subject Able now tracked through TA process. Colleagues identified subject able at TA1. More-Able CPD delivered through Adaptive Teaching Twilight session.</p>	<p>Evidence gathering during Term 3. Final assessment to take place 27th September 2024.</p> <p>Action: MCT/ASE to review framework for final submission in Summer Term.</p>
<p>Teaching standards <i>Progress MCTs SDL work, with focus on KS5 (Year 3 of Faculty-SDL reform). (ASE)</i></p>	<ol style="list-style-type: none"> 1. Identify best practice by subject family (STEM, the arts, languages, etc.). 2. Use learning walks, data and feedback to create an appropriate action plan and agenda (in consultation with MCT/GLO). 	<ol style="list-style-type: none"> 1. MCT to support GLO with March observation cycle to review key areas of strengths/areas for development across departments reviewed. 2. ASE/GLO/MCT to review summative data to consider 	<p>MCT has had an active involvement in Deep Dives and is part of the central feedback team which decides upon appropriate actions for progression. Due to Ofsted experience who school review was reduced – further work to take place,</p>



School Development Plan for the 2023-24 academic year Areas, Objectives, Actions and Review commentary

Section 3. Grammar (school) – serving the needs and entitlements of our very able students.			
Area & Objectives	Action	Mid-Review (February 2024)	Final Review and Further Development Required (June 2024)
	3. Use this to inform deep dives and learning walks/learning obs.	appropriate steps moving forward. 3. As above (2).	re: the identification of best practice throughout next year.
School standards <i>Embed the CCHS Citizenship Programme across all year groups. (MPA, FHR)</i>	1. YLs, with oversight of MPA and support from MCH, to develop programmes of activities and opportunities for their year groups. 2. Integrate this programme into the developing whole school wellbeing programme.	1. MPA to discuss with MCH. 2. Wellbeing programme underway. First assessment for the Wellbeing Award done – we are on course for silver and thinking about how to achieve gold. Gold is the aim.	Wellbeing Award preparation ongoing – RCO leading.
GSHA Curriculum Survey <i>Devise curriculum strategy, informed by survey results. (JCR)</i>	1. SLT to review feedback and identify next steps. 2. Extended SLT to be consulted. 3. From September 2023: progress the increase of KS5 teaching time from Maths and Sciences subjects to other subjects. 4. From September 2024: implement changes to KS5 curriculum to provide differentiated programmes of study for students.	1. Ongoing. 2. Ongoing. 3. Underway, increase to 10 hours for STEM September 2023. 4. Published to students and parents. Year 11 are currently in the process of selecting the pathways for next academic year.	New A level Pathways launched ready for September 2024. Developing a Core Maths pilot Year 12 for September 2024 using insight from the survey. Continued review of curriculum provision across all key stages.



School Development Plan for the 2023-24 academic year Areas, Objectives, Actions and Review commentary

Section 4. Community – maintaining and strengthening a sense of community, which is vital in a growing school.			
Area & Objectives	Action	Mid-Review (February 2024)	Final Review and Further Development Required (June 2024)
Commitment to staff <i>Develop enrichment provision for colleagues. (SLT)</i>	<ol style="list-style-type: none"> 1. Develop sports offer, with GSA and SBE. 2. Establish Staff Choir, with SHU and CLA. 3. Relaunch Staff Panto, with new SL of Drama & Theatre Studies. 	<ol style="list-style-type: none"> 1. Ongoing. 2. Underway. 3. Deferred. 	Planning meeting held with MGU, and work started to re-introduce the staff panto (sshh!) during the 2024-25 academic year.
Assemblies <i>Involve an even broader range of staff and students in our assembly programme. (MPA, FHR)</i>	<ol style="list-style-type: none"> 1. Review key cultural moments and religious occasions, building suitable assembly speakers to address them. 2. Develop social media messaging, with RS Department, to celebrate school diversity. 3. Devise a schedule, using Old Hall and Sports Hall, to ensure more whole school assemblies can run, in light of frequent use of Main Hall for exams. 	<ol style="list-style-type: none"> 1. Key events such as Ramadan – information given through form time programme. Also explored thorough the assemblies run by the form groups during Year Group assemblies. 	<ol style="list-style-type: none"> 1. FHR met with Imam to support information sharing.
Duties <i>Develop student prefect operations to support SLT, Extended SLT and CCHS Citizenship Programme. (MPA, FHR)</i>	<ol style="list-style-type: none"> 1. MPA to institute half-termly training for Sixth Form Duty Prefects, including introducing feedback protocol for SLT of particular issues/insights. 2. Widen the role of eco-monitors to include both the outside and inside environs of the campus. 3. Develop form monitors, to complement work of eco-monitors, who will share responsibility for keeping form rooms orderly. 	<ol style="list-style-type: none"> 1. Briefings have taken place. 2. A rota is in place for Eco monitors – BCO leading. 3. Ongoing. 	BCO continues to lead on the Eco Monitors – it will be added as a form responsibility next year.



School Development Plan for the 2023-24 academic year Areas, Objectives, Actions and Review commentary

Section 4. Community – maintaining and strengthening a sense of community, which is vital in a growing school.			
Area & Objectives	Action	Mid-Review (February 2024)	Final Review and Further Development Required (June 2024)
Sustainable campus development <i>Include SLT, Governors, staff, PA, parent and student input. (MMU)</i>	<ol style="list-style-type: none"> 1. Progress swimming pool modernisation fundraising project via 'Building a Future for our Community' group. 2. Review Estates Strategy document, with a focus on sustainable development opportunities. 3. Identify and pursue appropriate CIF bids. 	<ol style="list-style-type: none"> 1. Ongoing in conjunction with 2. 2. Awaiting quotes for increased PV capability (including harnessing electricity already generated) and LED upgrades 3. Submitted and awaiting outcomes 	<ol style="list-style-type: none"> 1 & 2 ongoing – Climate Action Plan will be in place for September 3. One successful bid – art block window replacement and asbestos removal. Work will take place over Summer and to October half term.
Charity <i>Identify local, national and international charities to support. (MPA, MMU)</i>	<ol style="list-style-type: none"> 1. Local charity to support those who are homeless. 2. National charity to support girls' education. 3. International charity to support girls' empowerment. 	<ol style="list-style-type: none"> 1. Ongoing. 2. Ongoing. 3. Ongoing. 	
Creativity across our school: Artsmark & Arts Award <i>Progress JHAs SDL work (Year 3 of Faculty-SDL reform). (MPA)</i>	<ol style="list-style-type: none"> 1. JHA to gather evidence of creativity across all subjects. 2. Exemplars to be shared and celebrated via social media platforms, Laudatio and Communitas. 	<ol style="list-style-type: none"> 1. Underway. 2. Underway. 	
Feedback from community <i>Run surveys with parents, students and staff. (JCR, MMU)</i>	<ol style="list-style-type: none"> 1. Parent Survey in Autumn Term – analyse, utilise and celebrate. 2. Student Survey in Spring Term – analyse, utilise and celebrate. 3. Staff Survey in Summer Term – analyse, utilise and celebrate. 	<ol style="list-style-type: none"> 1. Completed and circulated 2. In progress ready for launch at the start of the summer term. 3. Deferred. 	Parent survey completed and shared Autumn term. Student Survey live May 2024.



School Development Plan for the 2023-24 academic year Areas, Objectives, Actions and Review commentary

Section 5. Education – advancing our expertise in girls’ education.			
Area & Objectives	Action	Mid-Review (February 2024)	Final Review and Further Development Required (June 2024)
<p>Timetable <i>Frame timetable construction with agreed principles of best practice for CCHS context. (JCR)</i></p>	<ol style="list-style-type: none"> 1. JCR, strategic lead – curriculum and staffing planning. 2. DMI, operational lead – lesson scheduling and rooming. 3. CDA, technical support – working with JCR and DMI. 	<p>Team in place, transition year in terms of roles. DMI already advancing planning.</p>	<p>DMI adding insight and innovation to the timetable process. To be reviewed once timetable process is complete.</p>
<p>Yr12 Admissions <i>Maintain at least the same number of students in the Yr11-12 transitioning cohort, preferably x160 students. (JCR, MMU)</i></p>	<ol style="list-style-type: none"> 1. Progress schedule of events, including SF Open Evening (Autumn Term), SF Insights Evening (Spring Term), Taster Lessons (Spring Term), Keeping-in-touch comms and publicity (Summer Term) and recruitment days (Summer holidays). 2. Transition into Year 12 programme to support external students and establish learning behaviour. 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing. Developing current framework. 	<p>Events have taken place with positive feedback from prospective students. Revisited branding of Sixth Form admission, for example the invitations and new look prospectus. Increased communication with students. Plans in place for induction activities and summer admissions. Trustee conference focussing on Sixth Form admissions.</p>
<p>Digital learning <i>Year 1 of our Digital Learning Strategy. (ASE, MMU)</i></p>	<ol style="list-style-type: none"> 1. Specify actions and milestones per year group through a relevant action plan. 2. Specify actions and milestones and per subject. 3. Build digital learning into Achievement Strategy 2.0, including the use GCSEPod and AI. 	<p>A clear and cohesive DL strategy in place. Created a Digital Learning Working Party composed of teaching/support staff. Attended CPD on AI at ICGS EGS. Shared AI practice with colleagues through CPD (Staff Meeting; 9th Jan '24). MCT continues to promote GCSEPod to students/colleagues. Next Steps: AI Policy.</p>	<p>ASE/MJO attended first inaugural AI conference at Brentwood School. This was to inform CPD priorities for Twilight sessions next year. Digital Learning Working Party continues to meet half-termly. 2x AI seminars to take place for colleagues on Inset Day. Academic Integrity and Honesty agreements updated to take into account AI. Next Steps: CPD focus for 2024-25.</p>



School Development Plan for the 2023-24 academic year Areas, Objectives, Actions and Review commentary

Section 5. Education – advancing our expertise in girls’ education.			
Area & Objectives	Action	Mid-Review (February 2024)	Final Review and Further Development Required (June 2024)
<p>Networking. <i>Year 2 of our leading membership of (UK) ICGS. (SLT)</i></p>	<ol style="list-style-type: none"> 1. SLA to continue role on Regional (UK) Advisory Committee. 2. CCHS to contribute to the developmental work of the ICGS group. 3. Publicise our institutional contributions and achievements. 4. CCHS to host Autumn Term SSGS Conference. 	<ol style="list-style-type: none"> 1. Ongoing. 2. SLA proposal for a new type of student conference, involving alumnae and current students. 3. Ongoing via Staff Briefing and Weekly Bulletin. 4. Completed, with several CCHS colleagues involved. 	<ol style="list-style-type: none"> 1. Ongoing. SLA invited to become the new Chair of the group. This was politely declined, given our ambition to become involved in other groups as well, e.g. GSA. SLA supported ICGS at networking event in London re: GSHA Conference. 2. This was agreed and the planning is proceeding, with FHR. 3. Ongoing.
<p>Staff expertise <i>Launch ICGS-informed CPD programme. (ASE)</i></p>	<ol style="list-style-type: none"> 1. Identify support for new/recent colleagues vis-à-vis working in a girls’ school and with highly able students. 2. Identify support for established colleagues. 3. Continue to develop research inspired CPD programme. 	<ol style="list-style-type: none"> 1. More Able training delivered in New Staff Training. 2. Established colleagues are given time to complete NPQ programmes. 14 people (either enrolled on have completed) involved in NPQ training. 3. Adaptive Teaching CPD programme: sessions have explored – AT Methodology; More-Able; Scaffolding; Questioning. 	<ol style="list-style-type: none"> 1. ICGS training advertised weekly to colleagues, inc: ‘New to Girls School’ training. 2. Established colleagues are given time to complete NPQ programmes. 16 people (either enrolled on have completed) involved in NPQ training. 3. Adaptive Teaching CPD programme: sessions have explored – AT Methodology; More-Able; Scaffolding; Questioning, SEND. ICGS Girls’ School Inset Day took place 4th July.
<p>Learning standards</p>	<ol style="list-style-type: none"> 1. Identify best practice by year group. 	<ol style="list-style-type: none"> 1. GLO has organised whole school review in March to review key areas of 	<ol style="list-style-type: none"> 1. GLO continues to develop Deep Dive and review practices, inc: updating PMR practices. GLO



School Development Plan for the 2023-24 academic year Areas, Objectives, Actions and Review commentary

Section 5. Education – advancing our expertise in girls’ education.			
Area & Objectives	Action	Mid-Review (February 2024)	Final Review and Further Development Required (June 2024)
<p><i>Progress GLOs SDL work, with KS5 focus (Year 3 of Faculty-SDL reform). (ASE)</i></p>	<ol style="list-style-type: none"> 2. Build into CPD provision for teaching staff. 3. Use this to inform ‘deep dives’ and learning walks/learning obs. 	<p>strengths/ areas for development across departments reviewed.</p> <ol style="list-style-type: none"> 2. ASE/GLO/MCT to review summative data to consider appropriate steps moving forward. 3. As above (2). 	<p>is part of the central feedback team which decides upon appropriate actions for progression.</p> <ol style="list-style-type: none"> 2. Review meetings from Deep Dives summarise appropriate CPD steps and shared with colleagues. 3. Deep Dives always take an adaptive approach based on school and department need.
<p>Curriculum breadth <i>Introduce A level PE course. (JCR)</i></p>	<ol style="list-style-type: none"> 1. GSA and SBE to teach Year 12 PE group. 2. Maintain and strengthen relations with link schools (Great Baddow High School and The Coopers’ Company and Coborn School). 3. Continue to deliver high quality STEM provision, developing the offering where possible via expanded team PKU, LCA, PNI. 4. Year 2 of Academic Projects initiative - introduce Year 11 to EPQ and Year 9 to HPQ. Consider how to optimise delivery. 	<ol style="list-style-type: none"> 1. In progress. 2. Visits have taken place, resources shared. 3. Ongoing. 4. Summer Term for Year 9. 	<p>Year 12 PE established, with PE Department engaging in CPD and working with SDLS as they develop the curriculum and assessment structure.</p> <p>STEM provision ‘impressive’ by Ofsted. The STEM team continue to delivery internal clubs and engage with Arkwright, Leonardo, BAE, STEM Leaders and other programmes. Development opportunities for STEM leaders being reviewed.</p> <p>Successful second year of Academic Projects, strong feedback from students and subject leaders. Both teams increasing in experience. High level of HPQ entry in Year 10.</p>



School Development Plan for the 2023-24 academic year Areas, Objectives, Actions and Review commentary

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

Area & Objectives	Action	Mid-Review (February 2024)	Final Review and Further Development Required (June 2024)
			Continued high levels of attainment in EPQ.

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

Area & Objectives	Action	Mid-Review (February 2024)	Final Review and Further Development Required (June 2024)
Whole-school wellbeing programme <i>Launch wellbeing programme across Year 7-13. (FHR)</i>	<ol style="list-style-type: none"> FHR and MCH to publish wellbeing programme. Progress partnership work with the London Academy of Excellence (pioneered an award-winning wellbeing programme). Individual YLs to progress particular strands of the programme. 	<ol style="list-style-type: none"> Ongoing – launched with wellbeing ambassadors. Ongoing relationship with LAE – review how it is going in summer term. Ongoing. RCO leading on the Wellbeing Award – first meeting done – on target for silver with ideas on how to progress to gold. Thinking about how we can take it international – ICGS? RCO attending wellbeing network for Mid. 	<ol style="list-style-type: none"> Will be relaunched in the New Year. This is ongoing. RCO to finalise and submit our application.
Prefects <i>Develop leadership opportunities for KS3 students. (MPA)</i>	<ol style="list-style-type: none"> Use PE Ambassadors as an inspiration to create new KS3-based prefect posts and leadership opportunities. 	<ol style="list-style-type: none"> In development. 	<ol style="list-style-type: none"> In development.
Academic enrichment and inspiration <i>Year 3 of CCHS Institute. (MPA)</i>	<ol style="list-style-type: none"> Each SL to arrange a lecture on a 3-year rota basis. MPA to broaden the range of CCHS Institute patrons. 	<ol style="list-style-type: none"> Ongoing. In development. Publicity shared through both social media, and 	<ol style="list-style-type: none"> Ongoing. In development. Publicity shared through both social media, and assemblies. MPA



School Development Plan for the 2023-24 academic year Areas, Objectives, Actions and Review commentary

Section 6. Empowerment – advancing our programmes to empower students.			
Area & Objectives	Action	Mid-Review (February 2024)	Final Review and Further Development Required (June 2024)
	3. Develop termly CCHS Institute Newsletter	assemblies. MPA successfully introduced the CCHS Institute Essay competition across three students groups: KS3, GCSE and A level. Competition launched in the Autumn Term. Prizes announced and presented in Spring Term assemblies.	successfully introduced the CCHS Institute Essay competition across three students groups: KS3, GCSE and A level. Competition launched in the Autumn Term. Prizes announced and presented in Spring Term assemblies.
Social mobility <i>Launch the Leaders of Tomorrow Programme. (FHR)</i>	1. FHR, CMA and NLE to devise and pursue Year 1 of the Leaders of Tomorrow programme.	1. Launched. Year 12 students in working with Parkwood at the moment. They had been working with Lawford Mead too. About to launch the next phase with creativity in the community. Awaiting our PPG students to confirm places before going ahead with the next step of the programme – getting them ready for Sept. Primary outreach starting again – ready for the next entrance test.	1. Complete. Leaders of Tomorrow Programme – 4 sessions English/Maths/German/Philosophy offered to all 18 students coming in. Plan for intervention programme to start in the new year. LoT work with Parkwood complete. Review meeting happening. Going into Year 2 and bringing St Pius onboard. A great success.
Empowerment through assessment	1. EMA to work with every SL to review KS5 assessment practice. 2. 2023 results analysis used to specify actions and milestones.	1. Ongoing 2. Ongoing	Assessment principles in place. Regular department book reviews with feedback.



School Development Plan for the 2023-24 academic year Areas, Objectives, Actions and Review commentary

Section 6. Empowerment – advancing our programmes to empower students.			
Area & Objectives	Action	Mid-Review (February 2024)	Final Review and Further Development Required (June 2024)
<i>Progress EMAs assessment work, with focus on KS5 (Year 3 of Faculty-SDL reform). (JCR)</i>	3. KS5 best practice for CCHS context to be identified and published.	3. Working with EMA. Learning walks to help inform best practice.	EMA working with subject leaders to ensure assessment is effective, balancing workload and feedback. Digital assessment records established across all departments.
Learning beyond the classroom <i>Re-establish programme of overseas educational trips. (MPA)</i>	1. Identify trip opportunities for each KS3 year group. 2. Assemble appropriate staffing for each trip. 3. Run each trip, with a feedback and review protocol.	1. In development via the Enrichment Day Programme. ‘Big trip’ for senior students launched with Operation Wallacea (science-based trip to Mexico) 2. Ongoing. 3. Ongoing.	1. In development via the Enrichment Day Programme. ‘Big trip’ for senior students launched with Operation Wallacea (science-based trip to Mexico) 2. Ongoing. 3. Ongoing.
Careers Education, Information, Advice and Guidance <i>Year 2 of Gatsby Benchmarks. (MPA)</i>	1. Further develop CEIAG programmes for all year groups. 2. Fully embed use of Unifrog online platform. 3. MPA to identify appropriate individuals from the CCHS Alumnae and parent body to support programmes.	1. Ongoing via Careers Development Plan. 2. Unifrog has now been rolled out to several year groups. 3. In development.	1. Ongoing via Careers Development Plan. 2. Unifrog has now been rolled out to several year groups. 3. In development.



School Development Plan for the 2023-24 academic year Areas, Objectives, Actions and Review commentary

Section 7: Glossary of terms

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
FSCE	Future Stories Community Enterprise
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
NACE	National Association for Able Children in Education
NPWE	New Parents' Welcome Evening
PLAC	Previously Looked After Child
PPG	Pupil Premium Grant
PSHE	Personal, Social, Health and Economic education
PTI	Prince's Teaching Institute
RTP	Rolling Tutor Period (to deliver PSHE)
SDL	School Development Leader
SDP	School Development Plan
SEF	School Evaluation Form



School Development Plan for the 2023-24 academic year Areas, Objectives, Actions and Review commentary

SENDCo	Special Educational Needs Co-ordinator
SF	Sixth Form
SIMS	School Information Management System (from Capita)
SL	Subject Leader
SLT	Senior Leadership Team: SLA Stephen Lawlor, JCR Jo Cross, FHR Fiona Harrison, MMU Melissa Mulgrew, MPA Michael Palmer, ASE Adam Selby
SPL	Senior Pastoral Leader
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