



Chelmsford County High School *for Girls*

School Development Plan 2024-25

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2024-25, pandemic chronology for each year group

- **Yr13** (**Yr12 2023-24, Yr11 2022-23, Yr10 2021-22, Yr9 2020-21, Yr8 2019-20**)
- Yr12 (Yr11 2023-24, Yr10 2022-23, Yr9 2021-22, Yr8 2020-21, Yr 7 2019-20)
- **Yr11** (**Yr10 2023-24, Yr9 2022-23, Yr8 2021-22, Yr7 2020-21, Yr6 2019-20**)
- Yr10 (Yr9 2023-24, Yr8 2022-23, Yr7 2021-22, Yr6 2020-21, Yr5 2019-20)
- Yr9 (Yr8 2023-24, Yr7 2022-23, Yr6 2021-22, Yr5 2020-21, Yr4 2019-20)
- Yr8 (Yr7 2023-24, Yr6 2022-23, Yr5 2021-22, Yr4 2020-21, Yr3 2019-20)
- Yr7 (Yr6 2023-24, Yr5 2022-23, Yr4 2021-22, Yr3 2020-21, Yr2 2019-20)



School Development Plan for the 2024-25 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 2024-25 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 2025)	Final Review and Further Development Required (June 2025)
School inspection <i>Remain Ofsted-compliant. (SLT)</i>	<ol style="list-style-type: none"> 1. Maintain the CCHS inspection data dashboard. 2. Continue updates for staff and briefings for governors. 3. Establish and maintain a new document noting hyperlinks to key sources evidence for each Ofsted judgement descriptor across all judgement areas. 		
CCHS Entrance Test & Social Mobility <i>Year 2 of FSCE test and associated Leaders of Tomorrow Programme. (FHR)</i>	<ol style="list-style-type: none"> 1. Following review of Year 1 experience and feedback to FSCE, run our second presentation FSCE test in September. 2. FHR, CMA and NLE to devise and pursue Year 1 of the Leaders of Tomorrow programme. 		
Students from a disadvantaged background and students with SEND <i>Track, monitor and support every student (Year 4 of Student Progress Meetings, Year 3 of Achievement Strategy). (ASE, FHR, MMU)</i>	<ol style="list-style-type: none"> 1. Use Provision Map for each student (Yrs7-13) from a disadvantaged background and those with SEND to host interventions actions and data. 2. Prioritise Yrs10-13 students, taking account of their pandemic experience chronology. 3. MRL and CDA to be involved re: Data Analytics and SIMS modules. 		
CCHS Institute & ICGS UK <i>Plan for a new aspect: CCHS Online, providing resources to support girls' education within beyond our campus. (SLT)</i>	<ol style="list-style-type: none"> 1. Write a plan, including personnel, resources and milestones. 2. Begin creating resources with staff and students. 		



School Development Plan for the 2024-25 academic year Areas, Objectives, Actions and Review commentary

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Area & Objectives	Actions	Mid-Review (February 2025)	Final Review and Further Development Required (June 2025)
	<ol style="list-style-type: none"> 3. Finalise the appropriate platform/medium to host materials, e.g. part of our website. 4. Identify and secure more patrons for the CCHS Institute. 		
<p>SEND <i>Year 2 for SENDCo and broader conception and practice of SEND provision. (FHR)</i></p>	<ol style="list-style-type: none"> 1. Year 2 of HPOs role as SENDCo, including implementing the next stage of the training and development plan. 2. Year 2 of CFAs developed role. 		
<p>change@cchs <i>Instigate a framework for key activities and events to provide an academic year structure for change@cchs work, including CPD for staff, and investigate the Inclusion Quality Mark (IQM). (JCR, FHR)</i></p>	<ol style="list-style-type: none"> 1. Autumn Term Theme: cultural awareness and celebration. Anchor: Black History Month. CCHS: Black Excellence Fest and Culture Fest Week. 2. Spring Term Theme: feminism and gender equality. Anchor: International Women's Day (8th March). CCHS: TBC. 3. Summer Term Theme: respect and diversity. Anchor: Pride Month (June). CCHS: Pride Assembly and Pride flag. 4. Identify and progress appropriate CPD opportunities for staff and investigate the Inclusion Quality Mark (IQM). 		



School Development Plan for the 2024-25 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 2025)	Final Review and Further Development Required (June 2025)
<p>Achievement Strategy <i>Refine our Achievement Strategy - Achievement Strategy 3.0 - to the experiences and needs of two groupings of students: exam year group students and all students.</i> (JCR, ASE)</p>	<ol style="list-style-type: none"> 1. Devise appropriate support and interventions, with SLT and Extended SLT, including Year 2 of the CCHS tutoring programme. 2. Publish updated Achievement Strategy to staff, students and parents. 3. Embed use of Provision Map in Student Progress Meetings. 		
<p>Data to inform student support <i>Progress MRLs SDL work, with new Data and Analytics Leader focus (Year 4 of Faculty-SDL reform).</i> (JCR, ASE, MMU)</p>	<ol style="list-style-type: none"> 1. Institute developed MRL role: Data and Analytics Leader. 2. MRL to provide reports to SLT to support Student Progress Meetings, including FFT subject analysis. 3. Provide a rolling programme of staff training, with ASE, within CPD programme. 		
<p>CCHS Aspire & CCHS Institute <i>Introduce Oxbridge-Exceptionally Able strategy under the umbrella of the CCHS Institute.</i> (MPA, ASE)</p>	<ol style="list-style-type: none"> 1. Identify the exceptionally able, using key data and teacher input, to create Aspire Route through all key stages, to include curricular and extra-curricular opportunities. 2. Develop role model relations with the alumnae to provide aspirational and informed support for students. 		



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Area & Objectives	Action	Mid-Review (February 2025)	Final Review and Further Development Required (June 2025)
<p>Teaching standards <i>Progress MCTs SDL work, with focus on CCHS Aspire initiative (Year 4 of Faculty-SDL reform). (ASE)</i></p>	<ol style="list-style-type: none"> 1. MCT to work with MPA and ASE on Year 1 of the CCHS Aspire initiative. 2. MCT to focus on the identified exceptionally able, with their classroom and homework experiences. 		
<p>GSHA Curriculum Survey <i>Use survey results to inform curriculum review and reform proposals. (JCR)</i></p>	<ol style="list-style-type: none"> 1. Review 2023-24 increased KS5 teaching time. 2. Monitor September 2024+ implementation of changes to KS5 curriculum pathways. 3. Identify next steps for curriculum reform, taking account of school needs, sector picture and national trends, e.g. inhouse Design course in Yr8. 		



School Development Plan for the 2024-25 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 2025)	Final Review and Further Development Required (June 2025)
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. Progress pool plan B, i.e. if pool cannot be saved, alternative use of the building. 3. Review Estates Strategy document, with a focus on sustainable development opportunities. 4. Identify and pursue appropriate CIF bids. 		
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. 		
Artsmark & Arts Award <i>Progress JHAs SDL work (Year 4 of Faculty-SDL reform). (MPA)</i>	<ol style="list-style-type: none"> 1. JHA to submit application to Arts Council England for the Platinum Artsmark Award. 2. JHA to co-ordinate a programme of arts events across the year, involving, art, creative writing, drama, music and poetry. 		
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. 		



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<p>Pastoral personnel and programmes systems <i>New Year Leader colleagues as permanent members of the team and School Wellbeing Programme. (FHR)</i></p>	<ol style="list-style-type: none"> 1. Support new Year Leaders in their roles. 2. Planning work for the expansion of the Pastoral Team, with consideration of a second Senior Pastoral Leader. 3. Progress whole school wellbeing programme, with continued link with the London Academy of Excellence. 		



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Section 5. Education – advancing our expertise in girls’ education.			
Area & Objectives	Action	Mid-Review (February 2025)	Final Review and Further Development Required (June 2025)
Yr12 Admissions <i>Maintain at least the same number of students in the Yr11-12 transitioning cohort, preferably x160+ students. (JCR, MMU)</i>	<ol style="list-style-type: none"> 1. Review ‘roadmap’ of events from 2023-24 AY and make necessary adjustments. 2. Plan for managing the transition of our first x180 cohort. 		
Digital learning <i>Year 2 of our Digital Learning Strategy, with a focus on AI and the opportunities afforded by the use of mobile phones as learning devices in lessons. (ASE, MMU)</i>	<ol style="list-style-type: none"> 1. Review Year 1 plan. 2. Specify new actions and milestones per year group, including the use of mobile phones as learning devices in lessons. 3. Build digital learning into Achievement Strategy 3.0, with a focus on AI. 		
Staff expertise <i>Implement pastoral thread to CPD Programme. (ASE, FHR)</i>	<ol style="list-style-type: none"> 1. Identify key pastoral related components. 2. Plan for when and who to deliver the content. 		
Learning standards <i>Progress GLOs SDL work, with focus on CCHS Aspire initiative (Year 4 of Faculty-SDL reform). (ASE)</i>	<ol style="list-style-type: none"> 1. GLO to work with MPA and ASE on Year 1 of the CCHS Aspire initiative. 2. GLO to focus on the identified exceptionally able, with their classroom and homework experiences. 		
Assessment <i>Progress EMAs assessment work, with focus on enhanced whole school assessment culture and systems, including opportunities afforded by AI (Year 4 of Faculty-SDL reform). (JCR)</i>	<ol style="list-style-type: none"> 1. EMA, MCT, GLO and MRL to agree a plan, working with JCR and ASE, with Ai opportunities a key feature. 2. Materials & Training across the 2024-25 AY 		



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Section 5. Education – advancing our expertise in girls’ education.			
Area & Objectives	Action	Mid-Review (February 2025)	Final Review and Further Development Required (June 2025)
	<ul style="list-style-type: none"> a. EMA - assessment strategies and tools b. JHA - formative assessment input 3. Coaching & Mentoring across the 2024-25 AY <ul style="list-style-type: none"> a. MCT - supporting teachers b. GLO - supporting students c. Results & Review across the 2024-25 AY d. MRL - data and analytics 		



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Section 6. Empowerment – advancing our programmes to empower students.			
Area & Objectives	Action	Mid-Review (February 2025)	Final Review and Further Development Required (June 2025)
ICGS UK <i>Arrange and run a new type of student conference for members of ICGS UK schools. (SLA, JCR, FHR)</i>	<ol style="list-style-type: none"> 1. Agree format with ICGS UK Regional Advisory Board. 2. Plan conference keynotes and workshops with alumnae and students. 3. Host conference for girls’ schools nationally. 		
Extra-Curricular <i>Create e-profiles for students to record participation and achievements. (MPA, MMU)</i>	<ol style="list-style-type: none"> 1. Identify appropriate IT platform. 2. Create parameters of framed by our 7 school values (citizenship, distinction, challenge, duty, imagination, enlightenment, diversity). 3. Introduce to pilot groups, i.e. KS3. 4. Develop DofE offer via DVAs TLR3 project. 5. Include details of trip offers on website 		
Learning beyond the classroom <i>Final planning and running of big overseas educational trip. (MPA)</i>	<ol style="list-style-type: none"> 1. Support trip staff with trip planning. 2. Monitor student preparations. 3. Provide an overview of all educational trips on our website to provide parents, etc. with a chronology of opportunities for their daughters. 		
Careers Education, Information, Advice and Guidance (CEIAG) <i>Establish an Extended CEIAG Team – the Aspire Group. (MPA)</i>	<ol style="list-style-type: none"> 1. Establish a broader operational conception of CEIAG, with a leadership team (MPA, AHO, AHN), extended group (Subject Leaders), specialist group 		



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	<p>(Oxbridge and professions) and community group (alumnae and parents) to support our students.</p> <ol style="list-style-type: none"> 2. Introduce and use the Unifrog online platform with more year groups. 3. All subject departments to create and maintain CEIAG related displays and materials. 		
<p>STEM <i>Develop STEM offering through PKUs permanent STEM Leader role. (JCR)</i></p>	<ol style="list-style-type: none"> 1. Devise and implement STEM plan, building on excellent Ofsted feedback. 2. Continue to develop provision with PKU in rebranded role 		

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
SENDCo	Special Educational Needs Co-ordinator



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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