



School Development Plan 2017-18

(FINAL Review)



Section	Title	Page
	Introduction & Strategic Vision	3
1	Leadership & Management	4
2	Outcomes for learners	7
3	Teaching & Learning	10
4	Student personal development, behaviour & welfare	13
5	Sixth Form	18
6	Glossary of Terms	21



INTRODUCTION

Strategy can imply change, however, when a number of changes have been recently introduced which have led to new developments there is a need to strengthen and refine practice and embed changes to ensure sustained growth.

In September 2015 the School faced a major challenge in the loss of a higher than usual number of Year 11 students, this was in part the consequence of the reduced A level offer. In view of the Governors' decision to remove the IB option from the Sixth Form curriculum, the School created a new post 16 Curriculum offer based around A levels and the EPQ and inspired by the considerable experience acquired by all staff from many years of teaching the IB; this new curriculum was implemented from September 2016.

STRATEGIC VISION

To build on our broad KS3 and 4 curriculum to deliver a personalised KS5 programme of study for the most able, in a supportive environment that prepares our students effectively for academic and personal success and growth in the global context of our modern world and ensures they are confident that their School is central to their future success.

To ensure that changes to curriculum, examination courses, structures and grading enable the students to continue to achieve within the top 5% of schools nationally.

Overriding priorities:

1. To fulfil our aims of striving for excellence, achieving individual potential and contributing to the local and global community.
2. To address the need for improvement in subjects with the most significant discrepancy between targets and outcomes.
3. To empower our staff to develop their practice, our systems and the campus for the future.
4. To plan for and manage school expansion whilst maintaining an outstanding experience for students and staff.
5. To maximise income with student numbers and other streams of funding and provide the most efficient curriculum within the constraints of the budget.
6. To build on the improved retention of Year 11 into the Sixth Form and ensure viability of all subjects on offer.



Strategic Development Plan 2017-18 Key Objectives

Section 1 - Leadership & Management Empowering staff to develop their practice, our systems and the campus for the future. (NCH/SLA/MFH/SHO)			
Objectives	Action	Mid-Review (February 2018)	Final Review and Further Development Required (June 2018)
a) Ensure high standards of leadership and management are maintained at all levels.	<ul style="list-style-type: none"> Carry out thorough induction of newly appointed leaders through group training sessions, individual mentoring, line management and performance management processes, focusing on standards, skills, systems and personnel management. 	<ul style="list-style-type: none"> Training sessions have taken place. Positive feedback through line management. Progress towards performance management objectives. 	<ul style="list-style-type: none"> First cohort (10 middle leaders) has completed the CCHS Leadership Programme, i.e. six twilight sessions with SLT across the 2016-17 and 2017-18 academic years. Need to now identify a new cohort to work with.
b) Implement changes to staffing, pastoral support and organisation of the site required by expansion in student numbers.	<ul style="list-style-type: none"> Roll additional management hour through to Year 9, implement new approach to SLT duties by allocating specific areas, organise bus waiting supervision on site for Years 7,8,9, organise new rota for assemblies. 	<ul style="list-style-type: none"> Ongoing review, pastoral reports to SLT and Governors' SSMCo; SLT allocated specific supervision areas of responsibility. Bus waiting area inside gates implemented for younger students. New assembly rota implemented & working well 	<ul style="list-style-type: none"> Year Leader Team working effectively and reports all discussed at SSMCo. To be strengthened further next year with multiple duty days for SLT and Senior Leaders. Continue with new bus waiting area for Years 7 -9 Monitor assembly with extra 30 Sept 2018
c) Monitor impact of admissions policy changes introduced in 2013 (New Priority Area) and 2014 (CEM Entrance Test).	<ul style="list-style-type: none"> Carry out annual review and present to governors. Analyse results of first cohort since new priority area was introduced in 2013. 	<ul style="list-style-type: none"> To be completed once final offer process has been implemented. Some discussion at Governor Conference Jan 2018 To be done in August 2018 when GCSE results are available. 	<ul style="list-style-type: none"> Ongoing when results available. Aug 2018
d) Develop the outreach work to schools with the highest proportion of FSM children.	<ul style="list-style-type: none"> Continue targeted primary outreach assemblies and attendance at Y5 parents' evenings with Year 9 outreach team. Develop primary headteacher and Year 5 teacher admissions meeting with a view to increase state school attendance. Introduce provision of primary teacher twilight training re the demands of the CCHS Entrance Test. (emphasis on Years 4 and 5) 	<ul style="list-style-type: none"> Outreach work to x 8 primary schools with highest % PPG students underway Jan 2018. Year 9 speak out team in place to deliver assemblies to Ys 4 and 5. (KEGS joining) Decision: only to invite state schools for March 2018 and review timing. Mathematics faculty researching funding for primary staff CPD delivery from: https://www.gov.uk/guidance/strategic-school-improvement-fund. 	<ul style="list-style-type: none"> Full programme delivered at the identified schools. Complete. Primary Headteacher meeting with positive feedback (state Primary schools only). Two new Maths G&T days for Year 5 girls.



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e) Monitor the impact of priority places for children in receipt of the PPG, LAC and previously LAC in the Admissions Policy for entry to Year 7 in 2018.	<ul style="list-style-type: none"> Analyse first data set for candidates registered to sit the test and report to governors (LAC or PPG) Report first CCHS Entrance Test results data to governors late autumn term 2017 (LAC or PPG) 	<ul style="list-style-type: none"> Autumn '17: Update in paperwork for Governor Conference Jan 2018 (<i>x1 LAC - did not achieve mark above cut-off score. X 16 PPG girls sat test, x12 applied, - x4 above cut-off mark.</i>) Complete. This will inform further outreach work. Ongoing monitoring post offer date. 	<ul style="list-style-type: none"> Impact presented to SSMC and discussed for further review at FGM Meeting.
f) Ensure all staff are aware of the Equality Act and its implications for our school.	<ul style="list-style-type: none"> Raise awareness through Diversity and Inclusion work. Refine terminology used in school through staff meetings and briefing reminders. 	<ul style="list-style-type: none"> All staff made aware in staff meeting. Ongoing work. 	<ul style="list-style-type: none"> All staff have been made aware through presentation at Staff Meeting. YL Meetings. Regular referral to in relation to pastoral work/ complex cases
g) Implement curriculum changes and address implications of the phasing out of Technology.	<ul style="list-style-type: none"> Introduce Philosophy to Year 7; English & Maths Subject Leaders to build in the extra time in Years 8 & 9 and monitor impact on progress. 	<ul style="list-style-type: none"> Curriculum changes have been implemented. TA1 (attitude to learning) demonstrates that Year 7 students are responding very well to their Philosophy work (January 2018). 	<ul style="list-style-type: none"> Continue supporting English and Mathematics by providing additional teaching time at KS4 - part of strategic curriculum reform to reduce the number of courses studied by KS4 students (from 11 courses to 10) in the future.
h) Continue to lobby for the adequate funding of our Site development.	<ul style="list-style-type: none"> Maintain contact with MPs and Ministers. Prepare the new CIF bid once criteria have been published. 	<ul style="list-style-type: none"> Letters of support received from Vicky Ford & Priti Patel; Ray Gooding visited the School in Nov.17, still waiting for a letter re support. 	<ul style="list-style-type: none"> CIF application unsuccessful for the 4th time, appeal has been lodged. ECC confirmed support for expansion but NO capital funding. Letter to Secretary of State who confirmed capital figures allocated to ECC for provision of places.
i) Review the use of the rooms vacated by Technology in time for September 2018.	<ul style="list-style-type: none"> Implement the use of T1 as a new Sixth Form common room, R27 as a changing 	<ul style="list-style-type: none"> Provisional change of use agreed for T2 and T3. Plans/costings to be developed 	<ul style="list-style-type: none"> Project agreed at June 2018 F&F meeting.



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	<ul style="list-style-type: none"> room, T4 as English classrooms & English office. Analyse room use, plan for expansion, and identify shortages. 	<ul style="list-style-type: none"> for review by the F&F Committee in April 2018. Rooming implications analysis has been completed for discussion at the Governors' Conference Jan 2018. 	<ul style="list-style-type: none"> Cap Dev approved project cost June 2018 Work due to be completed by September 2018 Rooming analysis for 5FE completed and will be monitored for remainder of 5FE expansion. Rooming analysis for 6FE completed and will be factored into building plans for a possible increase to 6FE
j) Detailed review of expenditure with a view to making further efficiency savings	<ul style="list-style-type: none"> Focus on non-curriculum expenditure to re-negotiate contracts as applicable; monitor print/copying usage and amend working practice as required. Complete analysis of curriculum costs 	<ul style="list-style-type: none"> January 2018 – ongoing review of contracts as renewal dates approach. Scrupulous examination of staffing expenditure eliminates trapped periods & additional cost of per-timers. Continued focus on Curriculum spend. 	<ul style="list-style-type: none"> Forecasted in-year budget deficit of £179K reduced to ~ £152K. This has been achieved through prudent financial management across a number of areas and improved performance in some of the unrestricted income lines. Forecasted in year-budget deficit for 18_19 has reduced from £169K in March 2018 to £130K in June 2018. Achieved through savings in staff costs (appointment of NQTs); reduced curriculum budget following course changes in 17_18; cumulative savings across other cost centres; increase in various unrestricted income lines. Continued tight financial management in 18_19 to reduce in-year deficit still further. Continued development of longer-term deficit reduction strategies for detailed review at F&F committee.
k) Development of a revised communication plan and fund-raising	<ul style="list-style-type: none"> Compile updated material for inclusion on website and in funding appeals; revise NPWE presentation; develop 	<ul style="list-style-type: none"> January 2018 – BBA section of School website has been updated with current campus development plans. Online 	<ul style="list-style-type: none"> TotalGiving online fundraising page and CCHS Facebook page in use.



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Objectives	Action	Mid-Review (February 2018)	Final Review and Further Development Required (June 2018)
initiative for School Enrichment Fund and the Better Buildings Appeal	funding updates for inclusion in termly newsletters; identify potential CSR partners amongst local businesses.	fundraising page has been developed and details included in newsletter to Alumnae and parents. Facebook fundraising and student video completed & due to be launched in Spring 2018.	<ul style="list-style-type: none"> • Student video for BBA appeal available on School website. • Targeted fundraising appeal for smaller scale project (T2/T3 conversion) launched with regular updates provided via school communications.
l) Continued management of premises-related issues relating to increased student numbers	<ul style="list-style-type: none"> • Focus on proactive management of H&S issues; implement other changes as identified. 	<ul style="list-style-type: none"> • January 2018 – ongoing. No major issues to report. Science H&S review scheduled for February 2018. 	<ul style="list-style-type: none"> • Completion of a number of in-house projects and ongoing maintenance work. • Successful H&S spot audits in Science and Art departments. • No major H&S incidents reported in 17_18 academic year.
m) Review options for the replacement of server hardware versus increased use of cloud storage for School's electronic data.	<ul style="list-style-type: none"> • Engage with Cutter and possible parental expert for analysis of cloud storage; prepare recommendation for F&F Committee; consider extension of current server warranty arrangements. 	<ul style="list-style-type: none"> • January 2018 – analysis is ongoing. Likely to recommend renewing server warranties for a further 12 months whilst further review is undertaken. 	<ul style="list-style-type: none"> • Replacement server hardware versus increased cloud storage decision deferred to 18_19 in order to allow more time for detailed analysis. • Server warranties extended to March 2019
n) Re-affirm the School's commitment to the Arts.	<ul style="list-style-type: none"> • Implement Year 2 of the Artsmark development once reviewed by SLA and CLA. 	<ul style="list-style-type: none"> • CLA is building contacts with other Artsmark schools to inform our work (January 2018). 	<ul style="list-style-type: none"> • Consider linking our STEM work to the Artsmark, i.e. capitalising on theme of creativity at the heart of Artsmark to frame the next stage of our STEM work – Renaissance project.



Strategic Development Plan 2017-18 Key Objectives

Section 2: Outcomes for learners Challenging students to achieve their best from KS3 through to KS5 (SLA)			
Objectives	Action	Mid-Review (February 2018)	Final Review and Further Development Required (June 2018)
a) Implement reviewed KS3 Curriculum	<ul style="list-style-type: none"> Deliver and monitor Philosophy for Children with Year 7. Deliver and monitor additional English and Mathematics teaching with Years 8 and 9. 	<ul style="list-style-type: none"> TA feedback indicates positive launch of new Year 7 Philosophy course. Feedback via line management process demonstrates the value of the additional time for English and Mathematics (January 2018). 	<ul style="list-style-type: none"> The additional time for the two core subjects at KS3 will be developed with planned changes at KS4.
b) Implement modified KS3 assessment system	<ul style="list-style-type: none"> Develop and introduce our TA descriptors to provide clearer feedback on progress from one TA point to the next. Provide students and parents with an assessment guide, to complement our published KS3 Curriculum booklet. 	<ul style="list-style-type: none"> TA descriptors have been modified, following the work of the TA working party and SLT consideration. Parents have been provided with clear explanations of the descriptors and the context of assessment work, i.e. high-performing selective school (January 2018). 	<ul style="list-style-type: none"> As we move through TA2 and TA3 this academic year, parental feedback will be analysed to inform any further adjustments.
c) Scrutinise outcomes of reformed GCSE courses	<ul style="list-style-type: none"> Review results (Summer 2017) of reformed (9-1) English and Mathematics courses, using school data and ALPS reports, to identify successes (and share good practice) and development points (to address and improve). Review Year 11 mock results (Autumn 2017) to ascertain quality of delivery and potential outcomes for second wave reformed (9-1) courses. 	<ul style="list-style-type: none"> The English and Mathematics results were excellent, with ALPS scores of 2 (outstanding – between 90th and 99th percentile). DSEF1 examinations analysis allowed Subject Leaders and department staff to reflect and make necessary changes, e.g. formalising the structure of speaking and listening element of English, modelling this on MFL orals. Mock results have been analysed to inform intervention strategies with students, including staff and sixth form mentors (January 2018). 	<ul style="list-style-type: none"> DSEF1 in 2018 Autumn Term will provide an opportunity to analyse the first complete set of 9-1 outcomes.
d) Scrutinise outcomes of reformed A level courses and identify areas of concerns	<ul style="list-style-type: none"> Review results (Summer 2017) of reformed courses (Art, Biology, Chemistry, Economics, English Literature, History, Philosophy, Physics 	<ul style="list-style-type: none"> ALPS data indicated an issue with value added scores for Chemistry, Physics and Mathematics (7, less than satisfactory). This has been followed up with 	<ul style="list-style-type: none"> All members of Physics Department have attended KS5 assessment focused CPD course. Need to capitalise on contacts made at this event.



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Objectives	Action	Mid-Review (February 2018)	Final Review and Further Development Required (June 2018)
	<p>and Psychology), using school data and ALPS reports, to identify successes (and share good practice) and development points (to address and improve).</p> <ul style="list-style-type: none"> Analyse reasons for low results in A Level Chemistry, Physics and Economics. AS: Mandarin and Product Design. Identify specific actions for improvement. Review Year 12 school examination results (Summer 2017) to ascertain quality of delivery and potential outcomes for second wave reformed courses (French, German, Geography, Latin, Music, RS, Spanish and Theatre Studies). 	<p>Chemistry Department Review to identify new strategies. Physics Review, undertaken in summer term, is being used to frame development work in that Department, which has also been linked to Performance Management. Mathematics being directly line managed by SLT colleague, as the Faculty Leader (January 2018).</p> <ul style="list-style-type: none"> Future status of KS5 Mandarin under review. Y11-12 option numbers will be a determining factor. Product Design students supported during Autumn Term by a specialist subject teacher (January 2018). Year 12 examination results analysed, with adjustments made to course materials and interventions put in place during Autumn Term for certain students (January 2018). 	<ul style="list-style-type: none"> Recommendation in Chemistry Review for Department to make links with colleagues in similar schools. Too few students opted to study Mandarin re: current Y11 students and external applicants, so Mandarin will not run in Y12 across 2018-19. Product Design students continued to be supported by a qualified teacher and two highly experienced Technology Technicians during the Spring and Summer Terms. Their coursework was marked by specialist colleagues from another school.
e) Monitor the curriculum experiences of students across all key stages through the Year and Subject Review protocol.	<ul style="list-style-type: none"> Review one year group in each key stage across the academic year, focussing on lesson observations, scrutiny of marked work, student voice meeting and a tutor time learning walk. 	<ul style="list-style-type: none"> First of three planned year reviews has taken place – Year 13 (November). Report findings shared with staff and will be presented to Curriculum Committee Governors (January 2018). 	<ul style="list-style-type: none"> Change made to planned review schedule to allow us to again monitor the experience of Year 10 students, studying reformed GCSE courses.
f) Introduce and review new enrichment day activities in KS3 and KS4.	<ul style="list-style-type: none"> New activities will be provided to Year 7, Year 8, Year 9 and Year 10 students. 	<ul style="list-style-type: none"> New Forensics Day activity for Year 9 students (ED2) was very successful (January 2018). 	<ul style="list-style-type: none"> This new activity will be continued next year.



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Section 2: Outcomes for learners Challenging students to achieve their best from KS3 through to KS5 (SLA)			
Objectives	Action	Mid-Review (February 2018)	Final Review and Further Development Required (June 2018)
	<ul style="list-style-type: none"> Secure and analyse feedback from students and staff on the success and impact of these activities, with particular attention to supporting and developing CCHS Learner Profile attributes. 	<ul style="list-style-type: none"> SLT has reviewed feedback in relation to ED1 and ED2 – very positive feedback (January 2018). 	<ul style="list-style-type: none"> SLT has reviewed feedback from ED3 and ED4 – very positive feedback (June 2018).
g) Monitor and review extra-curricular provision in light of expansion.	<ul style="list-style-type: none"> Analyse provision across year group/key stages and across subject areas. 	<ul style="list-style-type: none"> Extra-curricular programme up and running, with several new clubs introduced by Year 7 students. The programme demonstrates a wealth of opportunities across all subject areas, including two clubs being run by Technology technicians (January 2018). 	<ul style="list-style-type: none"> 2018-19 programme shows new activities, which were thought of and established by KS3 students, e.g. film animation club.
h) Maintain the range of STEM activities as Technology is phased out.	<ul style="list-style-type: none"> Physics, Biology, Chemistry, Maths, Computing, Technology Technicians each to lead on a STEM enrichment activity. 	<ul style="list-style-type: none"> Detailed programme of STEM opportunities has been collated and published to students and staff (January 2018). 	<ul style="list-style-type: none"> Idea to link our STEM work with our Artsmark project.



Strategic Development Plan 2017-18 Key Objectives

Section 3: Teaching & Learning: Excellence from all and excellence for all in the development of a scholarly school (NMI)			
Objectives	Action	Mid-Review (February 2018)	Final Review and Further Development Required (June 2018)
a) Monitor the quality of teaching and learning across the school; to share good practice and identify areas for development to address.	<ul style="list-style-type: none"> • Co-ordinate termly whole school learning walks involving SLT and Faculty leaders. Use evidence used to identify good practice to share at the TeachMeet sessions. • Conduct subject monitoring reviews, share reports with faculty leader, subject leader and SLT to inform and action plan written. Report to Governors' Curriculum Co. • Co-ordinate work scrutiny by subject leaders, faculty heads and SLT to ensure consistency between and within subject areas. 	<ul style="list-style-type: none"> • Subject monitoring reviews were agreed by October. Government and Politics, Chemistry, Mandarin and French to be reviewed during this academic year. • Government and Politics reviewed during week beginning 20th November. Findings shared with subject leaders, SLT and governors. • Chemistry Reviewed during week beginning 4th December. Findings shared with subject leaders, SLT and governors. 	<ul style="list-style-type: none"> • Mandarin to be reviewed during the week beginning Monday 5th February. Completed and findings shared. • French to be reviewed during week beginning Monday 19th March. Deferred to next year. • Faculty leadership review to take place during week beginning 23rd April. Currently being planned.
b) Identify and address any concerns about teaching and learning caused by the expansion of the school population.	<ul style="list-style-type: none"> • SLT line managers to meet with faculty leaders to identify concerns and review the last 2 years and to create an action plan as required to address concerns related to teaching and learning. 	<ul style="list-style-type: none"> • Concerns minuted in line management meetings. 	<ul style="list-style-type: none"> • Concerns need to be collated into one document and presented to SLT. Concerns addressed by SLT as they arose, eg Computer access, textbooks etc.
c) Remain up to date with new pedagogies, and ensure the best practice is shared between staff.	<ul style="list-style-type: none"> • Regularly share articles and ideas from books read via email and the Teaching and Learning Newsletter. • Further develop the TeachMeet sessions in Staff Meetings, to share best practice. • Reflect on the TeachMeet sessions and personal research to be included in the 	<ul style="list-style-type: none"> • First edition of the new Teaching and Learning Newsletter at the end of the autumn term containing articles by a variety of staff. • Maths, English and Science presented TeachMeet sessions on 31st October, Humanities, Languages and Creative faculties presented TeachMeet sessions on 9th January. • TeachMeet schedule modified in January to allow more time for each sessions. 	<ul style="list-style-type: none"> • Notice board in staff room to be used to share articles of interest about teaching and learning. Set up and updated.



Strategic Development Plan 2017-18 Key Objectives

Section 3: Teaching & Learning: Excellence from all and excellence for all in the development of a scholarly school (NMI)			
Objectives	Action	Mid-Review (February 2018)	Final Review and Further Development Required (June 2018)
	Teaching and Learning Newsletter for use in Departments.	<ul style="list-style-type: none"> Articles of interest shared frequently by NMI via email. 	
d) Embed the ethos of deep learning.	<ul style="list-style-type: none"> All of SLT to demonstrate and share effective habits of independent study through assemblies, workshops, CPD programmes and study support groups to encourage a lifelong love of learning in students and staff. Encourage staff to research and develop new pedagogical approaches to improve their own practice. (see section c) 	<ul style="list-style-type: none"> Leadership Matters book club set up by NMI- running fortnightly. Staff requested to discuss TeachMeets, T&L Newsletter and other CPD at department and faculty meetings. Professional development groups have met twice (week beginning 11th September 2017 and 20th November 2017) to discuss differentiation and the strategies teachers have tried and are developing. 	<ul style="list-style-type: none"> Leadership matters book club finished the book and have written article for next edition of the Teaching and Learning Bulletin. Professional development groups have met 5 times and will be presenting their ideas at the INSET day on 25th June.
e) Review marking policies and with careful attention to impact and time efficiency.	<ul style="list-style-type: none"> Review whole school marking policy with working party and compare with policies from similar schools. NMI to amend the policy where necessary. Work with subject and faculty leaders to develop subject specific marking policies that complement and reinforce the whole school policy. 	<ul style="list-style-type: none"> Still to be implemented 	<ul style="list-style-type: none"> Guidance on smart marking shared in the Teaching and Learning Bulletin.
f) Review staff and student experience of assessment without levels and make changes where necessary. (See 2b)	<ul style="list-style-type: none"> Review current TA system at KS3 with reference systems from other similar schools and suggest potential changes. Share any changes made with staff, students and parents and review after each round of TA data. 	<ul style="list-style-type: none"> Working party established in September 2017. New criteria for KS3 TA data written and shared with governors at curriculum committee on 29th November. TA1 analysis shared with SLT in December 2017. Reviewed in 	<ul style="list-style-type: none"> TA subject leader analysis to be reviewed to ensure efficiency. TA2 analysis complete. TA3 analysis underway.



Section 3: Teaching & Learning: Excellence from all and excellence for all in the development of a scholarly school (NMI)			
Objectives	Action	Mid-Review (February 2018)	Final Review and Further Development Required (June 2018)
		departments during subject meetings on week beginning 27 th November.	
g) Further develop understanding of the 9-1 grading system at KS4 to inform accurate target setting. (See 2c)	<ul style="list-style-type: none"> • Conduct detailed analysis of Maths and English grades with reference to predictions, targets, CAT scores and exam result in other subjects. • Review accuracy of target setting in light of findings. • Share with SLT and report to Governors. 	<ul style="list-style-type: none"> • Analysis of average GCSE outcomes compared to 11+ and CAT conducted in January 2018 demonstrated very little correlation. 	<ul style="list-style-type: none"> • In future years we will have access to CEM and MidYis data to compare with.



Strategic Development Plan 2017-18 Key Objectives

Section 4: Student personal development, behaviour & welfare: Preparing students for their future lives by fostering academic, social and emotional fulfilment. (MFH)			
Objectives	Action	Mid-Review (February 2018)	Final Review and Further Development Required (June 2018)
a) Develop a wellbeing programme for Years 7 - 11 that reflects on current trends in delivering PSHE to be rolled out in 2018. To research new developments and teaching and benchmark against similar schools.	<ul style="list-style-type: none"> • Consult with Year Leaders on what works well in current PSHE. • Research new thinking behind wellbeing programmes. (possible visit to Wellington College after attending their presentation at GSHA Conference June 2017) • Develop a wellbeing programme that fits our school and our girls' needs to prepare them for leadership of mind, body and their overall wellbeing. 	<ul style="list-style-type: none"> • Still to map out /to be rolled out for Year 7 in 2018. • Jan 2018: Student PSHE survey completed. • PSHE curriculum map complete. • SRE research complete. • New DfE paper on PSHE for 1st teaching in 2019 will now drive this work. • Underway and ongoing project. • In response to new careers Ed stipulation, a thorough review of our programme in summer term. 	<ul style="list-style-type: none"> • A block of time is needed to review this and plan ahead. New statutory duties for schools regarding PSHE. • Underway and ongoing. • New peer-led relationship and sex education course planned for July 2018. • Ongoing to increase content for Mental Health Training, LGBTQ+ discussion and awareness, positive relationships and economic education. • This is an ongoing project that should be rolled over to next year as changes bed in. • New Theatre presentations booked in on 'County Lines' and Drug awareness.
b) Monitor the impact of TA Action Plans and TA Discussion Weeks. To investigate the possible use of SIMS to link TA and Action Plans.	<ul style="list-style-type: none"> • Monitor our TA discussions with feedback from girls and staff. • Ensure that all data drops impact the students positively in terms of pastoral care and academic progress. • Ensure that all girls discuss their progress at least 3 times a year and that all girls are known re. an expanding school. 	<ul style="list-style-type: none"> • Reviewed at YL Team meeting in Nov 2017 – complete. Excellent feedback with TA discussion weeks. • Cited in PTI leadership project Jan 2018. • Excellent impacts and actions plans. • All in place and underway- Jan 2018. 	<ul style="list-style-type: none"> • All in place and underway- June 2018 and very positive feedback. • Not linked to SIMS yet- unclear if this is possible. • Excellent 1:1 time that has benefitted all students and their progress. • Very important to maintain as we expand as a school, to know each student.
c) Develop a fair and reasonable parental request for financial contribution to maintain the school counselling programme.	<ul style="list-style-type: none"> • Draft letter and send to parents and monitor responses. 	<ul style="list-style-type: none"> • Letter drafted and ready- use where appropriate. 	<ul style="list-style-type: none"> • Money still coming from Pastoral budget and PPG fund. • Too expensive for most families/ not been appropriate under the



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Section 4: Student personal development, behaviour & welfare: Preparing students for their future lives by fostering academic, social and emotional fulfilment. (MFH)			
Objectives	Action	Mid-Review (February 2018)	Final Review and Further Development Required (June 2018)
	<ul style="list-style-type: none"> Monitor cost of counselling provision and increased demand re expansion. 	<ul style="list-style-type: none"> Extra counselling provided in response to additional need. Demand always outstrips supply – waiting list in operation, but significant improvement and reduction in waiting time. NB. Significant work Autumn term and Spring term, so far – raising awareness mental health issues/ extended counselling provision. School website updated Jan 2018 and new notice board. MFH Mental Health Conference 2017. MFH, EHI and FHR qualification Mental Health First Aid training in Schools (2 day). <i>(MFH also accredited CSE and Mental Health School Champion.)</i> 	<p>circumstances with the families involved this year. Letter is ready to go when appropriate.</p> <ul style="list-style-type: none"> NB. Significant work so far – raising awareness mental health issues/ extended counselling provision. School website updated 2018 ongoing-and new notice board. MFH attended Mental Health Conference 2018. MFH, EHI and FHR qualified Mental Health First Aiders- Youth in Schools. YL training also undertaken. Extensive use of school nurse to augment counselling provision.
<p>d) Develop staff and student understanding of Diversity and Inclusion.</p>	<ul style="list-style-type: none"> Use Diversity and Inclusion training attended on gendered intelligence in July 2017 to raise awareness with staff. Arrange staff training. Year and Subject Leaders to lead their teams and keep on their agendas. Include items in school newsletter to raise awareness and celebrate work and awareness within the whole school community. Undertake research and keep up to date with new findings and the expectations on schools. 	<ul style="list-style-type: none"> AMY and AHO fed back to SLT from gendered Intelligence/ Educate and Celebrate. Support of LGBTQ+ group in place. In place. Article written for the Torch. Jan '18. Diversity Prefects appointed to focus on issues of sexuality, gender, race and diversity, etc. Part of the student voice feedback re. PSHE. Ongoing and active. Jan 2018. 	<ul style="list-style-type: none"> Year and Subject Leaders have led their teams and kept on their agendas. Include items in school newsletter to raise awareness and celebrate work and awareness within the whole school community. Significant work with students, and their families to support complex cases. Greater profile in assemblies this academic year. <p>Greater focus in PSHE programme.</p>



Strategic Development Plan 2017-18 Key Objectives

Section 4: Student personal development, behaviour & welfare: Preparing students for their future lives by fostering academic, social and emotional fulfilment. (MFH)			
Objectives	Action	Mid-Review (February 2018)	Final Review and Further Development Required (June 2018)
			<ul style="list-style-type: none"> • Frequently discussed at Year Leader line management meetings and PSHE feedback with the students. • Continue to use Gendered Intelligence, Educate and Celebrate and publications of interest and relevance.
e) In relation to school expansion: monitor behaviour and standards. Ensure that standards of behaviour remain impeccable across all year groups. Pay particular attention to the expectations with new staff joining the school.	<ul style="list-style-type: none"> • Include reminders in staff meetings and briefings. • SLT presence to maintain high profile in allocated areas of responsibility for duties 2017 - 18. • All staff to follow up issues in relation to infringement and detentions. • Provide positive reinforcement and expectations with the students. 	<ul style="list-style-type: none"> • Ongoing. • Ongoing and active. • Regular reminders. Year Leader briefings. • Ongoing work from the pastoral team and wider staff- all years. 	<ul style="list-style-type: none"> • This is ongoing and always monitored at tutor and YL line management meetings. Evaluated as a strength of the school. • Uniform and standards checks. • Reminders to staff in briefings. • Strong pastoral lead and reminders to staff. • End of year benchmarking presented annually to SLT re detentions/ exclusions/ attendance to monitor trends. • Frequent reminders to all staff with new colleagues in mind.



Strategic Development Plan 2017-18 Key Objectives

Section 4: Student personal development, behaviour & welfare: Preparing students for their future lives by fostering academic, social and emotional fulfilment. (MFH)			
Objectives	Action	Mid-Review (February 2018)	Final Review and Further Development Required (June 2018)
f) Review day to day systems: To reorganise staff duties, assemblies, lunchtime rotas, bus and end of day procedures to ensure that the highest possible standard of behaviour, safety and experience is maintained as we expand.	<ul style="list-style-type: none"> • Draw up new duty rota. • Define SLT areas of responsibility. • In main assemblies implement rota with Y13 on stage until changeover to Year 12. • Implement new bus protocol. • Reinforce corridor code through tutor team. • Whole staff to drive to be led by Pastoral team. 	<ul style="list-style-type: none"> • In place and subject to ongoing review. • In place • In place and the accommodation in whole school assemblies still works despite expansion. (Ongoing review for Sept 2018.) • In place. • Ongoing. • Ongoing. 	<ul style="list-style-type: none"> • This will continue until the impact of expansion rolls through all year groups. • Assembly ongoing • Increase staff duties 2018 – 19 for SLT and Senior Middle Leaders. • Sixth form seating on stage in place. • New bus protocol working well. • Corridor code reinforced but ongoing for 2018 – 19. • We must keep this on our agenda as a staff re. expansion
g) Continue to develop and consolidate the SEN work of the school in line with expansion	<ul style="list-style-type: none"> • Raise profile of SEN work and adjustments through staff meeting and briefings • Ensure all staff are aware and apply the strategies identified by the SENCO for supporting the SEN students they teach. • Embed cycle of review meetings and monitor impact of necessary adjustments • Develop proactive approach to identifying examination adjustments in 	<ul style="list-style-type: none"> • Regular review in LM meetings. • SENCO national award for schools achieved through KAD: successful completion. Autumn 2017. • Regular reminders provided by SENCO in briefings and by email. High profile and governor visit x 2. • Pastoral team working with SENCO – review meetings and adjustments. • In place and documented. Updates provided at S&S Matters Comm. • SENCO actively working on this with the Examinations Officer. 	<ul style="list-style-type: none"> • Ongoing as we expand, but excellent work and feedback. • KAD is highly effective as SENCO upon completion of training. • New Student Quiet Room for ASD and other students. • Regular meetings and papers to SSMC. • Strong Governor support. • Whole staff training at staff meeting presented. • YL support and involvement. • Strong collaboration with Examinations Officer and SENCO and Pastoral Team re adjustments.



Strategic Development Plan 2017-18 Key Objectives

Section 4: Student personal development, behaviour & welfare: Preparing students for their future lives by fostering academic, social and emotional fulfilment. (MFH)			
Objectives	Action	Mid-Review (February 2018)	Final Review and Further Development Required (June 2018)
	line with JCQ requirements to be applied in tests, mocks and formal examinations		
h) Review impact and scale of Pupil Premium spending targets and interventions in line with expansion. To be reviewed at Staff and Student Matters Committee Autumn Term 2017.	<ul style="list-style-type: none"> • Undertake PPG review. • Agree new spending priorities for 2017 – 18 at SSMCo. • Research use of a revision study skills company for selected Year 11/10 students. 	<ul style="list-style-type: none"> • Undertaken and letters out to parents. (review on website) • Positive +0.75 in Progress 8 data for GCSE 2017. • Agreed and on website. • Ongoing. 	<ul style="list-style-type: none"> • Letters all out to parents • Relentless staff requests/ reminders and initiatives to support PPG students • Excellent 1:1 support • Study leave support for PPG students in Y11 with extra teaching 1:1 • Most PPG money spent for 2017 – 18. • YL regular monitoring of PPG students.
i) Continue to develop confidence, public speaking, grit and resilience for academic success through tutor time. To complete the final year of the PTI Leadership Programme through <i>Find Your Voice!</i>	<ul style="list-style-type: none"> • Complete PTI leadership project completed • Ensure Pastoral Plan for each year group reflects ongoing work regarding confidence building and developing grit and resilience. 	<ul style="list-style-type: none"> • PTI project complete (although the work of Find Your Voice will continue) Jan 2018. MFH to present at PTI Conference 6.2.2018. • An ongoing and integral part of the work of the pastoral team through tutor time programme and chat groups and speak out opportunities. 	<ul style="list-style-type: none"> • Ongoing • Conscious move for students to lead in whole school assemblies • Regular feedback at Student Voice. • Ongoing integral work of pastoral team. • Y9 Confidence Booster sessions with Basildon Youth Theatre.(PPG funding)



Strategic Development Plan 2017-18 Key Objectives

Section 5: Sixth Form: (MPA)			
Objectives	Action	Mid-Review (February 2018)	Final Review and Further Development Required (June 2018)
<p>a) Continue to focus on developing and strengthening the high quality teaching and learning which takes place in the Sixth Form.</p>	<ul style="list-style-type: none"> • Inaugurate and develop the Sixth Form Teaching and Learning Group, and share the ideas and expertise from this group amongst staff. • Continue to develop the role of the Sixth Form Council in supporting excellent practice in teaching and learning. 	<ul style="list-style-type: none"> • The SF T and L group has held a number of meetings focusing on bridging gaps between GCSE and AL, questioning and differentiation, independent learning, and technology for learning. Future sessions are planned on assessment and intervention and also on active learning. Peer observations have been planned and a report on the work of the group will shortly appear in the T and L bulletin. • The minutes of the SF Council show that discussion of T and L has continued to be the primary focus of each meeting and led to constructive student feedback shared & discussed at Academic Board 	<ul style="list-style-type: none"> • The work of the group will continue for the rest of this year and into next and strategies will be developed for monitoring its impact. • The work of the group in 2017-2018 was presented to staff at the INSET Day on 25th June. • The Chair and Secretary of the SFC are working on developing the quality of discussion of these points in forms so as to produce a wider range of discussion points for the SF Council meetings. • To be kept under review in 2018-2019.
<p>b) Explore ways of increasing success in terms of application to the most competitive universities and courses.</p>	<ul style="list-style-type: none"> • Develop a system of 'academic tutoring' across Sixth Form subjects to ensure proper support for students making competitive applications in all disciplines. • Develop, publicise and encourage attendance at the CCHS Lectures. • Explore opportunities to raise aspirations in Years 9 and 10. 	<ul style="list-style-type: none"> • Academic Tutoring and the CCHS Lectures are to be discussed at the Academic Board on January 30th, as will raising aspirations in Years 9 and 10. Papers have been written to promote discussion of these issues. • Detailed plans will be drawn up after this discussion. • In the current cycle and from a year group of 109 the following figures apply: 	<ul style="list-style-type: none"> • June 2018 – After discussion at Academic Board plans are in place for three lectures to take place in 2018-19 and invitations are to be sent in July 2018 so as to allow publicity in September 2018. • Similarly academic support has been discussed at Academic Board and departments provided with information on student intentions/aims. Departments have been required to provide support and this and its effects will be monitored closely.



Strategic Development Plan 2017-18 Key Objectives

Section 5: Sixth Form: (MPA)			
Objectives	Action	Mid-Review (February 2018)	Final Review and Further Development Required (June 2018)
c) Continue our focus on retention of internal students and recruitment of external students so as to maintain healthy numbers in the Sixth Form.	<ul style="list-style-type: none"> • Review successes and areas for development in recruitment and retention 2016 to 17 and plan 2017-18 strategy accordingly. • Focus on securing excellent outcomes in summer 2018 	<ul style="list-style-type: none"> • Ongoing, final review in September 2018 when numbers are confirmed. • Events in the autumn term were successful as reviewed in Jan '18 and we are currently planning Options Discussions with Year 11. 	<ul style="list-style-type: none"> • Options Discussions took place as per schedule. • Year 11 into 12 Induction Day recently took place (repeating successful day from last summer) and feedback was positive. • Staff have offered excellent support to Year 11 students in the lead up to and during their GCSEs; students feel well supported by the school. • This issue will continue to be 'live' for the foreseeable future. However we are confident that we are addressing it by providing excellent support and guidance and by emphasising the benefits of SF education here. Results in 2018 (of which we have high hopes) should allow us to tell a very positive story.
d) Develop systems and practices to ensure best use of new Common Room.	<ul style="list-style-type: none"> • Develop a staff duty rota to monitor use of this space. • Set and reinforce high expectations and take swift action if these are not met. • Plan for the further development of this space in summer 2018. 	<ul style="list-style-type: none"> • Informal supervision seems to be working well and the Year 12 students have developed good study habits. 	<ul style="list-style-type: none"> • New SFCR has been well used and few problems have arisen. Further changes in use of space are largely on hold pending review of catering arrangements.
e) Respond to the developing challenges in terms of the needs of our students for pastoral support and guidance for their well-being.	<ul style="list-style-type: none"> • Ensure appropriate training and support available for new Year 12 Leader. • Continue to enable tutors to play a key role in being a first line of support. 	<ul style="list-style-type: none"> • New Year 12 Leader has attended or is booked on relevant INSET, and both Year Leaders are working effectively to develop the tutors in their teams. This is particular necessary (and indeed 	<ul style="list-style-type: none"> • Tutor Review is being carried out at the time of writing; this will generate suggestions for future developments of tutor role.



Section 5: Sixth Form: (MPA)			
Objectives	Action	Mid-Review (February 2018)	Final Review and Further Development Required (June 2018)
	<ul style="list-style-type: none"> • Review PSHE program and adjust appropriately to take account of changing circumstances. • Respond appropriately to suggestions made via Sixth Form Council. 	<p>successful) in Year 12 where there are a number of less experienced tutors.</p> <ul style="list-style-type: none"> • EHI has carried out a 'focus group' review on the RTP provision and will discuss this at SF Council on 25th January with a view to bring changes in for 2018-9. Some 'in year' changes already made in response to events. 	<ul style="list-style-type: none"> • PSHE curriculum is currently being reviewed in the light of feedback from a student focus group and developments are planned for 2018-9.



Section 6: Glossary of terms

ALPS	A Level Performance System: The student centred approach
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
F&F	Facilities & Finance Committee
GSHA	Grammar School Heads' Association
INSET	In-Service Training
KS	Key Stage
LAC	Looked after Children
NPWE	New Parents' Welcome Evening
PPG	Pupil Premium Girls
PSHE	Personal, social, health and education
PTI	The Prince's Teaching Institute
RTP	Rolling Tutor Period (to deliver PSHE)
SENCO	Special Educational Needs Co-ordinator
SF	Sixth Form
SIMS	Management Information System from Capita
SLT	Senior Leadership Team: NCH: Nicole Chapman SLA: Stephen Lawlor MFH: Maria French MPA: Michael Palmer NMI: Nick Minnican SHO: Susan Hoefling
SSMCo	Staff & Student Matters Committee
T&L	Teaching & Learning
TA	Teacher Assessment
YL	Year Leader