

School Development Plan 2018-19



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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 2019)	Final Review and Further Development Required (June 2019)
1. Ensure highest quality of leadership and management at all levels.	<ul style="list-style-type: none"> • Carry out a review of the effectiveness of faculty leadership & implement required improvements. • Analyse performance management reviews of all leaders & set up required in-school training sessions. • Identify leadership potential & arrange shadowing & coaching & mentoring. 		
2. Ensure efficient and effective management of operational changes due to Year 4 of expansion.	<ul style="list-style-type: none"> • Review aspects identified in expansion implementation plan. • Increase staffing in Year 10 • Amend circulation in dining hall • Monitor use of newly created classrooms & lecture theatre. • Raise levels of supervision around school & at the end of the day. 		
3. Ensure effectiveness of admissions policy.	<ul style="list-style-type: none"> • Analyse proportion of girls from outreach schools sitting the test and applying for a place. • Review the number of PPG girls applying for a place. • Analyse final outcomes for Year 11 as the first CEM cohort. 		



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Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
4. Ensure progress through implementation of strategies identified in SSEF.	<ul style="list-style-type: none"> • Support SSEF application by developing curriculum enrichment day offer to include new Creative Day (July 2019) to complement PE (October 2018), Languages (February 2019) and Mathematics (June 2018). • Support SSEF application by developing curriculum aspect of outreach work with 10 primary partner schools. Update and develop curriculum support materials (supporting the most able) for use by KS2 primary colleagues. 		
5. LGBT+ awareness of all staff.	<ul style="list-style-type: none"> • Whole staff training – <i>Educate and Celebrate</i> Dr Elly Barnes MBE October 2018- <i>Developing an LGBT Friendly School</i> • Analyse impact on staff’s awareness & understanding of related issues. • PDG- to incorporate Diversity and Inclusion- LGBT+ student support group. • Develop our pastoral support for students from Year Leader team 		



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Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
6. Work towards achieving an in-year balanced budget: a. Generate additional income.	<ul style="list-style-type: none"> • Admit additional students into Year 10 • China consultancy – pursue opportunity to deliver SLT training for Mr Wen • Pursue the idea of offering a stay for Sixth Form Chinese students • 		
b. Develop cost reduction initiatives	<ul style="list-style-type: none"> • Initial list presented to F&F Committee in June 2018 • Specific items are being costed for further discussion in Autumn term • Continued review of contract renewals to generate further savings • Continued review of extra-curricular activities to ensure costs are appropriately covered 		



School Development Plan 2018-19 Key Objectives

Section 2 – Curriculum: Maintain throughout the School a breadth of curriculum that values equally the Creative Arts, Maths, Science, Humanities, English, Classics, Languages and Social Sciences in the Sixth Form. (SLA)			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
1. Provide students with a challenging and well-rounded education.	<ul style="list-style-type: none"> • Offer a broad and balanced curriculum for students across all key stages (September 2018). • Deliver a high-quality learning experience, through the curriculum, for all students. Monitor and quality assure through line management system (June 2019). 		
2. Ensure students experience a positive and enjoyable education.	<ul style="list-style-type: none"> • Collate student feedback data from Department survey activities and analyse at SLT and Academic Board. Focus on transition points, i.e. Y9 (end of KS3), Y11 (end of GCSEs) and Y13 (end of A levels). 		
3. Complete Artsmark accreditation process.	<ul style="list-style-type: none"> • Complete School Case Study, following final research, analysis and write-up activities, including processing feedback from student, staff and parent surveys (Autumn Term). 		
4. Secure Artsmark accreditation.	<ul style="list-style-type: none"> • Submit School Case Study to Arts Council. Continue to work with bridge advisor to inform inclusion of key elements (final submission by February 2019). 		
5. Offer a developed extra-curricular STEM offer, with the Science and Mathematics	<ul style="list-style-type: none"> • MNI in new role as STEM Co-ordinator, with allocated time vis-à- 		



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Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
Faculties leading on this provision.	<ul style="list-style-type: none"> vis timetable and role description accepted (from September 2018). LMA in new role as STEM support, formally supporting all Science STEM work, as well as work across Mathematics Faculty (from September 2018). 		
6. Provide curriculum opportunities appropriate for an ambitious school.	<ul style="list-style-type: none"> Offer Philosophy (for Children) course to Y7, with revised programme of study, to embed structured discussion, i.e. philosophy line, to ensure confidence-building for all students (September 2018). Deliver Philosophy (for Children) course to Y7, with discussions between teachers to monitor student participation. Use three TA windows as formal monitoring and reporting periods vis-à-vis ‘attitude to learning’ measure (TA1, November 2018; TA2 February 2019; TA3 June 2019). 		
7. Provide curriculum enrichment opportunities appropriate for a progressive school.	<ul style="list-style-type: none"> Offer five enrichment days across the year, involving all Faculties, with a range of activities for each year group. Publish Curriculum Enrichment Programme (2018-19) 		



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Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
	booklet to staff, students and parents (September 2018). <ul style="list-style-type: none"> • Deliver five enrichment days across the year, with detailed feedback (framed by the CCHS Learner Profile) from activity leaders analysed by SLT (October, December, February, June and July). 		
8. Provide extra-curricular opportunities appropriate for a holistic school.	<ul style="list-style-type: none"> • Develop new CCHS DofE scheme, with Chelmsford City Do E as our expedition provider and Essex County Council as our licencing authority (June-September 2018). • Launch new CCHS DofE scheme to Year 9 students (Bronze Award) and transfer exiting CCHS students, working directly with Chelmsford City scheme to new CCHS scheme (October-November 2018). 		
9. Establish a new scientific-artistic programme to develop and strengthen existing curricular and extra-curricular provision.	<ul style="list-style-type: none"> • Prepare and publish new programme (Renaissance Project, bringing together scientific and artistic endeavour) to bring STEM work under the umbrella of Artsmark. Encompass headline, extra-curricular and competitions relating to Science, Maths, Computing, Art, Drama and Music (Autumn Term). 		



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Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
	<ul style="list-style-type: none"> Deliver established and new activities (including lunchtime clubs led by PNI and LMA) during the year to students across all three key stages. Establish and maintain new publicity approaches, including a noticeboard in main building and twitter feed, to mark, celebrate and inspire. 		



Section 3: Academic Results and Sixth Form Retention: This Sixth Form of choice for able girls because of our track record in terms of experience, results, university preparations and success. (SLA/MPA)			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
1. The School will achieve outstanding GCSE examination results.	<ul style="list-style-type: none"> • Line management and Year Leader/Pastoral monitoring, informed by TA data analysis, subject and year group review findings, to ensure excellent delivery of GCSE curriculum. Value Added = 0. On average all achieve their targets (August 2019). 		
2. The School will achieve outstanding A level examination results.	<ul style="list-style-type: none"> • Line management and Year Leader/Pastoral monitoring, informed by TA data analysis, subject and year group review findings, to ensure excellent delivery of A level curriculum. Value Added = 0. On average all achieve their targets (August 2019). Especial focus to be on reducing the number of low grades and supporting students at risk of under achievement. • Detailed review (September 2018) of strengths and areas for development in both departments and in terms of whole school strategies for improving outcomes, with actions to follow. 		



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Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
3. Use DfE and commercial data reports to analyse KS4 outcomes and inform school improvement.	<ul style="list-style-type: none"> • Scrutinise results of all (9-1) GCSE courses, using school data and KS4 ALPS reports, to identify successes (and share good practice) and development points (to address and improve) (September 2018). • Develop analysis using DfE (Analyse School Performance) data to inform Departmental interventions and support. (December-January). 		
4. Use DfE and commercial data reports to analyse KS5 outcomes and inform school improvement.	<ul style="list-style-type: none"> • Scrutinise results of all A level courses, using school data and KS5 ALPS reports, to identify successes (and share good practice) and development points (to address and improve) (September 2018). • Develop analysis using DfE (Analyse School Performance) data to inform Departmental interventions and support (December-January). 		
5. Continue to develop the academic challenge offered to Sixth Form students so as to best prepare them for success in admission to highly competitive courses.	<ul style="list-style-type: none"> • Development of the CCHS Lecture Series to offer academic challenge in a range of subjects. • Improve monitoring of departmental offers to those preparing for admissions tests and interviews. 		



School Development Plan 2018-19 Key Objectives

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Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
	<ul style="list-style-type: none">• Plan to run a BMAT preparation course (in conjunction with other schools?) in summer 2019.• Ensure staff (especially those new to the school or new as SF tutors) are confident in preparing students to succeed at the highest level.		



Section 4: Teaching & Learning: Excellence from all and excellence for all in the development of a scholarly school (NMI)			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
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. 		
b) Develop a CPD programme which directly addresses the areas of development from lesson observations, subject reviews and year reviews.	<ul style="list-style-type: none"> • Lesson observations and monitoring reports and analysed to identify common themes. • Professional development groups (PDGs) set up to address: stretch and challenge, effective feedback, sixth form teaching and creativity across the curriculum. PDGs to meet 5 times. 		



School Development Plan 2018-19 Key Objectives

Section 4: Teaching & Learning: Excellence from all and excellence for all in the development of a scholarly school (NMI)			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
	<ul style="list-style-type: none"> Findings from PDGs about how best to support students at CCHS to be shared with colleagues at the INSET day on 8th July. 		
c) Actively promote and embed the concept of professional reading and reflection for professional development.	<ul style="list-style-type: none"> Provide opportunities (focus group time) to be directed for reading and reflections. Provide frequent suggestions of authors, books, blog posts and articles for colleague to read to aid their professional learning Develop a regular Teaching and Learning book club to read and discuss recent publications ant their possible impact on Teaching at CCHS. Work with AMA to further develop and promote the teaching and learning section of the school library. 		
d) 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. 		



Section 4: Teaching & Learning: Excellence from all and excellence for all in the development of a scholarly school (NMI)			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
e) Review marking policies and practices with careful attention to consistency, impact and time efficiency.	<ul style="list-style-type: none"> • Ensure subject leaders have central records for assessments to be recorded on to monitor their staff. • Review whole school marking policy with working party and compare with policies from similar schools. NMI to amend the policy where necessary. Embed appropriate findings from the effective feedback PDG (See 4b) • Work with subject and faculty leaders to develop subject specific marking policies that complement and reinforce the whole school policy. • Review TA data and identify practices, which would improve consistency both within and between subject areas. 		
f) 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 all GCSE 9-1 grades with reference to predictions, targets, CAT scores and exam result in other subjects. 		



School Development Plan 2018-19 Key Objectives

Section 4: Teaching & Learning: Excellence from all and excellence for all in the development of a scholarly school (NMI)			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
	<ul style="list-style-type: none">• Review accuracy of target setting in light of findings.• Share with SLT and report to Governors.		



Section 5: Student and Staff wellbeing (MFH) Student personal development, behaviour & welfare and staff well-being			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
Continue to refine and implement the new Wellbeing PSHE Programme.	<ul style="list-style-type: none"> • New programme presented to staff in a coherent booklet and all lessons and overviews on R Drive. • PSHE Association membership. • Adopt new materials from the PSHE Association. • Compare PSHE programme with similar girls' schools for benchmarking. • Newly designed resources and notice board. 		
To raise the profile of positive mental health in school and raise awareness of the sources of help.	<ul style="list-style-type: none"> • Membership of Prevention of Teen Suicide Local Consortium. • New notice board for students – highlighting sources of support • Staff trained Mental Health First Aiders- develop and raise profile in school. • Deliver several whole school assemblies to raise the profile of a mentally healthy school. • Increased school nurse and counsellors contact time • Introduce new element to MTT talk to parents 		



Section 5: Student and Staff wellbeing (MFH) Student personal development, behaviour & welfare and staff well-being			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
To maintain impeccable behaviour and standards as we expand as a School.	<ul style="list-style-type: none"> • Increased staff presence – new staff duty rota- to monitor • Standards and expectations reinforced with staff, students at parents • Maintain close contact with Simmonds our uniform supplier as well as school shop 		
Develop our SEN provision and Student Quiet Room	<ul style="list-style-type: none"> • Increased provision for SEN students • Develop expertise of staff with the provision of training-hearing/ ASD for staff • Develop new student quiet room • Develop role of special needs assistant in the classroom 		
Develop our spending provision of Pupil Premium	<ul style="list-style-type: none"> • In view of increased income – to review spending priorities and the needs of students. • Develop a strategy to end period poverty through PPG 		
Continue to develop and raise the profile of Find your Voice	<ul style="list-style-type: none"> • To maintain a high profile after completion of the PTI Leadership Project in 2018. • Further develop speak out opportunities and develop public speaking opportunities. 		

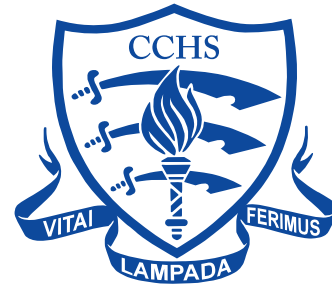


Section 5: Student and Staff wellbeing (MFH) Student personal development, behaviour & welfare and staff well-being			
Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
Develop our safeguarding expertise as we grow as a school.	<ul style="list-style-type: none"> • <i>My Concern</i> – introduce E-system for reporting internal concerns as we grow as a school. • CSE prevention champion-through member ship of the national CSE prevention consortium- develop area of expertise in safeguarding. • ‘County lines’ – drama for wellbeing/ safeguarding introduced • Membership of Pastoral Leads Group mid- Essex to enhance our understanding of the local picture. 		
Develop and raise the profile of staff wellbeing.	<ul style="list-style-type: none"> • To share items with staff to raise awareness and opportunities for staff wellbeing. • To monitor the reporting system across the year groups in line with reviewing staff workload. Implement new reporting system for Years 7 – 9. • To respond to the needs and concerns of staff as we grow as a school. 		



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



Chelmsford County High School for Girls

School Strategic Plan

2018-2021



SCHOOL VISION

CCHS, a World Class School that prepares young women for a World Class Future; the school of choice for able girls from all backgrounds, for our academic success, pastoral support, and breadth of opportunity.

CCHS aims to “Develop the Leaders of Tomorrow” in the belief that our students will play a leading role in whichever field of their professional future and their personal life they choose.

We have three broad aims:

1. **The pursuit of excellence:** this pervades every aspect of our work; we expect the very best of our students and ourselves, and work with them to engender a lifelong love of learning.
2. **Achieving individual potential:** we support each student in recognising her unique talents and work with her across an exciting range of opportunities in order to help her fulfil her potential.
3. **Contribution to the local and global community:** we develop in our students a sense of responsibility towards others and encourage them to make positive contributions within their school and local community and beyond.

In order to achieve the school vision the Strategic Plan will need to address the following:

Link to:

1. Breadth of Curriculum and Rounded Education
2. Academic Results and retention
3. Financial Viability
4. Campus Development
5. Admissions Policy



1. CURRICULUM:

Maintain throughout the School a breadth of curriculum that values equally the Creative Arts, Maths, Science, Humanities, English, Classics, Languages and Social Sciences in the Sixth Form.

- Within the financial constraints a competitive offer will ensure all students flourish and reach their potential, experience a well-rounded enjoyable education and within an orderly environment which celebrates diversity.
- The School will complete and secure Artsmark accreditation, demonstrating a commitment to creativity across the curriculum and the school. This will include a developed extra-curricular STEM offer, with the Science and Mathematics Faculties leading on this provision.
- The School will continue to develop confidence, leadership skills and provide outstanding pastoral support.
- The School will develop grit and resilience through a robust well-being programme.
- Outstanding opportunities encourage participation in local, national and international conferences and competitions with the opportunity to hear from high calibre, inspirational speakers.
- Monitor through termly reports to governors and evidence through bulletin, newsletter.

2. ACADEMIC RESULTS AND RETENTION:

The Sixth Form of choice for able girls because of our track record in terms of experience, results, university preparations and success.

- The School will achieve outstanding examination results at GCSE and A Level that place CCHS at the top end of similar schools within Essex and nationally.
- This will continue to be achieved through the recruitment and retention of high calibre staff within the required succession planning.
- The new GCSE grading and A level rigour will be addressed in a robust way using ALPS and DfE evaluation tools, including the identification of addressing (Maths, Chemistry, Physics) of in-school variations.



Year 12 Admissions Targets		
2018-19	2019-20	2020-21
135 in Year 12	145 in Year 12	160 in Year 12
Year 13 Results ALPS Targets		
Value added = 0 On average all achieve their targets	Positive A proportion achieve above target	Increased A high proportion achieve above target

**3. FINANCIAL VIABILITY:
To achieve a balanced in-year budget by 2020-21**

1. Implement range of cost reductions which include:
 - a. Keep all expenditure under close scrutiny.
 - b. Review staffing structure.

2. Generate additional income:
 - a. Admit additional students in Year 10.
 - b. Keep under review the opportunity for expansion to 6FofE.
 - c. Consultancy.
 - d. Links with China school and potential summer school.
 - e. Set up fee paying Maths GCSE revision – grade 4 and top grades.
 - f. Grow sponsorship across all school events.


3. Monitor through termly reports to Governors.



**4. CAMPUS DEVELOPMENT:
Improve the quality of accommodation to highest standard across the curriculum area and address overcrowding**

2018-19	2019-20	2020-21
1. Consider sale of house/land to generate income. 2. Re-apply for Funding. 3. Continual review of in-house projects.	1. Action following funding bid. 2. Continue. 3. Identify project for parental contributions.	1. New teaching block. 2. Sports Hall.

**5. ADMISSION POLICY:
To increase number, quality and range of applicants to the School, ensuring that able girls, irrespective of their social background are admitted.**

2018-19	2019-20	2020-21
Analyse impact of 80/20 split.	Analyse the impact of CEM.	Build data analysis. Analysis impact of reduced number of GCSEs.
Monitor impact of Previously or Looked After Children clause introduced in 2018.	Keep under review. 	
Sixth Form: Review the requirement for a GCSE Modern language.	Consult	Introduce