



School Development Plan 2018-19

(Final Review – June 2019)



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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. 	<ul style="list-style-type: none"> The faculty leadership review has identified areas of strength as well as areas for development for each faculty. A plan is in place for each to share their good practice with the others, thereby increasing the quality of every leader's practice. NMI in the process of reviewing INSET needs with a view to planning training sessions. Leadership potential in the process of being identified from performance reviews. Strategies for development will then be implemented. 	<ul style="list-style-type: none"> By the end of the academic year Faculty Leaders will all have shared good practice at Academic Board. <i>Planning to INSET training sessions, leadership development and strategies are due to be reviewed and plans confirmed by the end of the academic year.</i>
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. 	<ul style="list-style-type: none"> Achieved. Achieved. New duties implemented. All repurposed rooms have made significant improvements to the use of the areas. Faculty Leaders are beginning to step up to provide supervision to their areas. 	<ul style="list-style-type: none"> Planning is in hand for 2020 and will be included in the 209-20 development plan.
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. 	<ul style="list-style-type: none"> In place and ongoing following National Offer Day 1 3 2019. In place and ongoing 	



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Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
	<ul style="list-style-type: none"> Review the number of PPG girls applying for a place. Analyse final outcomes for Year 11 as the first CEM cohort. 	<ul style="list-style-type: none"> For summer 2019 results 	
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. 	<ul style="list-style-type: none"> Plans are being developed. Plans are being developed. 	<ul style="list-style-type: none"> Plans in place and shared with Academic Board and due to GB in July.
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 	<ul style="list-style-type: none"> Educate and Celebrate Training very well received by staff. LGBT History Month events run by THU. Stronger staff awareness reported after training. PDG Group in place. 	<ul style="list-style-type: none"> Follow- up from visit of Dr Elly Barnes from Educate and Celebrate- Student leadership training achieved with visit of Jo from Educate and Celebrate may 2019. New student-led LGBTQ+ group set up with support of THU. Support from Gendered Intelligence for pastoral



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		<ul style="list-style-type: none"> Ongoing and always a priority for Pastoral support. 	<ul style="list-style-type: none"> team with transgender students. Strong pastoral support for LGBT students and increased awareness.
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 	<ul style="list-style-type: none"> 5 students were admitted in Year 10 from Sept and have settled in well. With lagged funding the benefits will appear in the 2019-20 funding. Chinese teachers attended CCHS in Oct 18 £600 was received. In progress 	<ul style="list-style-type: none"> 28 students were tested for Year 10 2019, offers made to 10 (Chairman’s Action) No progress made on Chinese student opportunity.
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 	<ul style="list-style-type: none"> Cost efficiency initiatives being refined post successful SSEF bid which will allow for greater economy of scale. Further discussions to be held with newly appointed Head replacement on optimal staffing and subject structure. Contracts continue to be reviewed on a value for money basis, generating savings where possible. All extra-curricular activities are reviewed to ensure cost coverage 	<ul style="list-style-type: none"> Final staffing decisions in progress, to be reported at July GB meeting



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). 	<p>Achieved.</p> <p>Monitoring, through subject and year group reviews is largely very positive. Development points identified and being followed through.</p>	<p>This important objective will also feature in the 2019-20 SDP. Noteworthy that the new Ofsted Framework (from Sep 2019) will have a curriculum focus.</p>
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). 	<p>To be completed closer to end of courses through the DSEF3 process.</p>	<p>To be completed closer to end of courses through the DSEF3 process.</p>
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). 	<p>Case study completed.</p>	<p>CCHS achieved Artsmark Gold Award status in May 2019.</p>
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). 	<p>Case study submitted.</p>	<p>CCHS achieved Artsmark Gold Award status in May 2019.</p>
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-vis timetable and role description accepted (from September 2018). 	<p>Excellent start to the year, with activities and a new board to celebrate STEM. Staff absence has</p>	<p>LMA and PNI have offered and run several lunchtime STEM clubs across the year. LMA with textiles and PNI</p>



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Faculties leading on this provision.	<ul style="list-style-type: none"> LMA in new role as STEM support, formally supporting all Science STEM work, as well as work across Mathematics Faculty (from September 2018). 	<p>meant other colleagues have stepped in to support. LMA providing very good administrative support to STEM work.</p>	<p>with electronics. Well attended by KS3 students.</p>
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). 	<p>Lesson materials amended in light of first year of course.</p> <p>TA1 attitude to learning shows positive work with the course again this year.</p>	<p>TA2 attitude to learning shows positive work with the course again this year. YSI will continue teaching course next year. AMY will also teach the course and co-ordinate material, given her Psychology Subject Leader experience.</p>
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) booklet to staff, students and parents (September 2018). Deliver five enrichment days across the year, with detailed feedback 	<p>Programme of activities published to all students and parents, with reminders before each ED.</p> <p>ED programme up and running with two very successful days of activities so far this year.</p>	<p>ED programme successfully implemented. Students and parents contacted before each ED to highlight each year activity and the place of the CCHS Learner Profile for each year group.</p>



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Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
	(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). 	<p>Successful work with expedition experts and Essex LA to establish a new CCHS Bronze Award scheme for Year 9 students.</p> <p>84 Year 9 students recruited to the new scheme, with 120/150 applying for places.</p>	<p>Scheme has run well, in terms of student retention, attendance and engagement. The plan is to offer the Silver Award for these students next year and recruit another Bronze cohort from Y9.</p>
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). Deliver established and new activities (including lunchtime clubs led by PNI and LMA) during the year to students across all three key stages. 	<p>Work ongoing to draw all strands together. Assemblies used to publicise this new approach. Submission of Artsmark case study will support this work.</p> <p>New activities being offered by both PNI and LMA, which include entering a competition with PNIs work ('Rampaging Chariots').</p>	<p>The Renaissance Project will continue into 2019-20. This will be strengthened by our new Artsmark Gold Award status.</p>



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Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
	<ul style="list-style-type: none"> Establish and maintain new publicity approaches, including a noticeboard in main building and twitter feed, to mark, celebrate and inspire. 	STEM noticeboard established in quad corridor. Noticeboards also up in the STEM room corridor.	

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). 	Current Year 11 cohort demonstrate very pleasing TA1 results: 82.3% 9-7. Students engaging with targeted support, with parents kept informed.	2019 summer public examinations season has started. Students have been well supported with Y11 mentoring systems, as well as revision sessions offered by Departments.
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. 	<ul style="list-style-type: none"> Subject reviews and Year 13 Year Group review have given excellent information. Subject Review meetings have produced individual departmental plans for improving outcomes. These have led to an increase in departmental support sessions (backed up by communications with parents) and a range of other targeted interventions. 	Final statement on this must await the actual A level results.



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)
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Y13 has been rigorously managed in terms of attendance, punctuality and the use of study periods and students are well focused and motivated. Extensive analysis of TA Data and Year 13 Mock Data has led to a program of Mock re-sits, individual mentoring and an increase in supervised study. 	
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). 	<p>DSEF1 process expanded, with development points from these documents updated and reviewed at regular point, e.g. October half-term, Christmas, February half-term, etc.</p> <p>DfE data analysed by SLT to inform ongoing work with Departments.</p>	DSEF1 development points formally followed through with action plans across all Departments. This will be continued next year, to ensure that lessons learnt from one exam season are carried through to support the next cohort of students.
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 	<p>DSEF1 process expanded, with development points from these documents updated and reviewed at regular point, e.g. October half-term, Christmas, February half-term, etc.</p> <p>DfE data analysed by SLT to inform ongoing work with Departments.</p>	DSEF1 development points formally followed through with action plans across all Departments. This will be continued next year, to ensure that lessons learnt from one exam season are carried through to support the next cohort of students.



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Objectives	Action	Mid-Review (February 2019)	Final Review and Further Development Required (June 2019)
	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. • 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. 	<ul style="list-style-type: none"> • One successful lecture run (though some weaknesses exposed by this). • Success in terms of offers at Oxford/Cambridge indicates success in preparing students for these selection processes. • Planning for 2019 to be on agenda at March Academic Board. • BMAT prep course still an option. • Staff development and confidence still to be tackled formally. 	<ul style="list-style-type: none"> • Plans for three more lectures in 2019-2020. • UKCAT/BMAT course now being planned. • Staff development in terms of most competitive courses to be brought into 2019-2020 planning, hopefully on the basis of successful A level results in 2019 boosting confidence and security.



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. 	<p>Learning walks conducted by SLT and faculty leaders in autumn term both as part of the faculty leadership review and the Year 13 review. Best practice identified in the reports and shared with colleagues through the Teaching and Learning bulletin.</p> <p>Subject monitoring review conducted in French and action plan written. Biology is currently being reviewed. English review during week beginning Monday 25th March.</p> <p>Work scrutinies form part of year and subject reviews. Faculty leadership review suggested procedures for work scrutinies to ensure faculty wide consistency. This needs further discussion at academic board.</p>	In view of time pressures on SLT further reviews have had to be postponed until 2019-20
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. 	<p>Lesson observation system set up by TCA online. NMI regularly reviews this to identify patterns, best practice and areas of concern. Lessons observation grades have been used to inform CPD priorities for the medium term.</p> <p>PDGs have met 3 times, each with a specific focus, which was an area for</p>	<p>CPD Programme in process of being planned for 2019-20.</p> <p>PDG reports are due to be reviewed by SLT.</p>



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"> 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. Findings from PDGs about how best to support students at CCHS to be shared with colleagues at the INSET day on 8th July. 	<p>development identified from lesson observations, and subject and year reviews last year. PDG members report every term in the Teaching and Learning bulletin.</p> <p>Planning for 8th July INSET still needs to be confirmed.</p>	In progress.
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 and their possible impact on Teaching at CCHS. Work with AMA to further develop and promote the teaching and learning section of the school library. 	<p>Focus group time directed for professional reading. NMI has shared articles and book suggestions via email. Many subject use the focus time for reading about pedagogy related to their own subject collaboratively.</p> <p>Teaching and learning bulletin each term contains a book review and further suggested reading. Articles shared frequently via email and stored on the network for future use.</p> <p>Colleagues have shown interest in a teaching and learning book club, but this has not been started yet.</p>	<p>Ongoing.</p> <p>Bulletin published each half-term, well received and useful contributions from a number of staff.</p>



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)
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. 	Faculty leadership review has identified some areas which need reviewing. SLT line managers to continue working with faculty leaders to develop a personal action plan related to the findings of the faculty review.	Ongoing, role of Faculty Leaders enhanced.
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. 	<p>Central records set up for all subjects where there is more than one member of staff. These are regularly reviewed.</p> <p>HGR leading an NPQSL project on effective feedback with a relation to workload mentored by NMI. Findings will inform future policy along with the work of the Effective Feedback PDG.</p> <p>TA data reviewed every term. Inconsistencies have been challenged and addressed.</p>	<p>Achieved.</p> <p>Feedback provided at Academic Board, project is ongoing and due to be completed in Autumn 2019.</p> <p>Ongoing and due to take place as part of TA3 process.</p>



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)
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. • Review accuracy of target setting in light of findings. • Share with SLT and report to Governors. 	CAT v GCSE analysis has not been completed yet. MidYis data to also be reviewed in future years, but this is not available for previous year 11 cohorts.	



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. 	<ul style="list-style-type: none"> • Complete: PSHE booklet and online resources all available. New lessons still being added and updated • Achieved • In place but ongoing work for RSE • Yet to benchmark with similar schools • New PSHE Notice board complete and PSHE section in newsletter for first time. All PSHE updates and new schemes of work communicated to parents through reports also. 	<ul style="list-style-type: none"> • Complete and positive feedback. Further work to do on FGM lesson and SRE. • Yet to benchmark with similar schools • All PSHE updates and new schemes of work communicated to parents through reports also and MTT. • All lesson plans now on e- links. Easier access for all staff. • Ongoing useful membership of the PSHE Association.
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 	<ul style="list-style-type: none"> • Membership and meetings attended. • New notice board complete • 5 trained staff mental health first aiders and all advertised to students and parents with MHFA England (Youth) Accredited signs. • 1 completed. • Increased time in place for both • All included in MTT evenings and talk to parents. 	<ul style="list-style-type: none"> • All complete and ongoing with Papyrus training through the BAP. • 5 trained staff mental health first aiders and all advertised to students and parents with MHFA England (Youth) Accredited signs- ongoing and well-advertised to students and parents. • 1 completed. • Increased time in place for both



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)
	<ul style="list-style-type: none"> Introduce new element to MTT talk to parents 		<ul style="list-style-type: none"> All included in MTT evenings and talk to parents. Included in pastoral plans for 2019-20.
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 	<ul style="list-style-type: none"> New duty rota in place and monitored. Multiple reminders and higher profile given to importance of duties. In place and ongoing through staff meetings and weekly briefings. On going 	<ul style="list-style-type: none"> Reminders at staff meetings and Year leader meetings and all in place. A priority for SDP form 2019-20 to maintain as we expand. Year Leader planning in place in YL Development Plans – all included as targets.
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 	<ul style="list-style-type: none"> In place – work of KAD and Karen Greenland to support in Y7. In place and ongoing – implementation of SEN review week to support this work. Well used and monitored /ongoing In place and reviewed. 	<ul style="list-style-type: none"> In place and ongoing. All highlighted in SEN Development Plan. In place and ongoing – implementation of SEN review week to support this work. Well used and monitored /ongoing In place and reviewed.



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 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 	<ul style="list-style-type: none"> Review underway and development of Pupil Premium Spending Strategy. All girls aware of where to access support and supplies-made known to all girls- all posters up around school. 	<ul style="list-style-type: none"> Pupil Premium Strategy in place from Outreach work through to the CCHS Journey and support available. Support booklet for parents now live on website. To be presented at S&S Matters Committee summer term 2019.
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. 	<ul style="list-style-type: none"> Ongoing and PTI project to be published by PTI in annual review this year. Ongoing and successful area of school that all departments work on. 	<ul style="list-style-type: none"> Ongoing and a target for all year groups 7 – 11 as we plan for next year. Ongoing and successful area of school that all departments work on.
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. 	<ul style="list-style-type: none"> In place and hugely successful. Presented to Staff and Student Matters Committee. All meetings attended and training up to date. ‘County Lines’ drama shown to Y9- Jan 2019 Membership in place. Successful Healthy Schools award and request to present on pastoral work at Mid-Essex Healthy Schools Award Day. 	<ul style="list-style-type: none"> All in place and safeguarding work is maintained as a high priority. All training needs up to date. Booked in for next year. Membership in place. Successful Healthy Schools Award Presentation completed. Excellent feedback from Mid-Essex Healthy Schools Award Day.



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 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. 	<ul style="list-style-type: none"> Not yet done. New reporting system implemented to improve teacher workload. Excellent feedback from staff. Monitoring- ongoing. On-going. 	<ul style="list-style-type: none"> Not yet done. New reporting – positive feedback at Academic Board. System implemented to improve teacher workload. Monitoring- ongoing. On-going.



Section 6: Glossary of terms

ALPS	A Level Performance System	RTP	Rolling Tutor Period (to deliver PSHE)
ASD	Autistic Spectrum Disorder	SEN(Co)	Special Educational Needs (Co-ordinator)
BHP	Behaviour & Attendance Partnerships	SF	Sixth Form
BMAT	Biomedical Admissions Test	SIMS	Management Information System from Capita
CAT	Cognitive Abilities Test	SLT	Senior Leadership Team:
CEM	Centre for Evaluation and Monitoring (Durham)		NCH: Nicole Chapman
CPD	Continuous Professional Development		SLA: Stephen Lawlor
CSE	Child Sexual Exploitation		MFH: Maria French
CSR Partners	Corporate Social Responsibility Partners		MPA: Michael Palmer
DSEF	Department Self Evaluation		NMI: Nick Minnican
DofE	Duke of Edinburgh's Awards	MMU: Melissa Mulgrew	
EPQ	Extended Project Qualification	Staff initials	PNI: Peter Nicholls
F&F	Facilities & Finance Committee		LMA: Lena Madle
GSHA	Grammar School Heads' Association		AMA: Angela Martin
INSET	In-Service Training		HGR: Helena Graham
KS	Key Stage		YSI: Yannick Simonnot
LAC	Looked after Children	AMY: Abby Maynard	
MTT	Meet the Tutor	SSMCo	Staff & Student Matters Committee
NPWE	New Parents' Welcome Evening	T&L	Teaching & Learning
PDG	Professional Development Group	TA	Teacher Assessment
PPG	Pupil Premium Girls	UKCAT	UK Clinical Aptitude Test
PSHE	Personal, social, health and education	YL	Year Leader
PTI	The Prince's Teaching Institute		