

# **School Development Plan 2019-20**

**(Mid Term Review – Feb 20)**



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We are a successful and growing grammar school community, committed to fair access.

Our core inspiration is our established **School vision**: developing the leaders of tomorrow.

To enable us to fulfil our vision, we pursue three broad **School aims**:

1. The pursuit of excellence.
2. Fulfilling individual potential.
3. Contributing to the community.

The School Development Plan (SDP) details our ambition for the year, as we aspire to continuously improve. A leading priority, which features in all sections of the SDP, relates to growing and developing our Sixth Form.



<b>Section 1 - Leadership &amp; Management</b> Empowering staff to develop their practice, our systems and the campus for the future. (SLA, MFH, ELE, MPA and MMU)			
Objectives	Action	Mid-Review (February 2020)	Final Review and Further Development Required (June 2020)
1. Develop our School ethos in line with our SSEF and FAPP work.	<ul style="list-style-type: none"> <li>a) Present 'progressive grammar school, committed to excellence in girls' education and empowerment' to all stakeholders.</li> <li>b) Work with staff, governors and students on developing core values to complement and strengthen vision and aims.</li> <li>c) Develop publicity (weekly bulletin, newsletter and website) to inform and strengthen community cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>a) Staff and students spoken to during meetings and assemblies. All parents written to.</li> <li>b) Faculties have worked in pairs to develop amplifications statements in relation to value points: Maths and Science, enlightenment; English and Creative, imagination; Humanities and Languages, tolerance.</li> <li>c) Bulletin now 'Laudatio' (celebration). Newsletter now 'Communitas' (community). Latin words used to link to our grammar school heritage and status. Website updated.</li> </ul>	
2. Generate additional income and pursue cost reduction strategies.	<ul style="list-style-type: none"> <li>a) Continue to pursue income opportunities and monitor competitive pricing versus other schools.</li> <li>b) Implement energy saving strategies identified and review each contract for efficient procurement at renewal.</li> </ul>	<ul style="list-style-type: none"> <li>a) Income management continues to be carefully managed alongside our VAT limits. We remain high income generators in comparison to other schools and will review the VAT registration need as the new facilities complete</li> <li>b) Energy contracts are due for renewal in October and likely to be significantly lower than current fixed tariff.</li> </ul>	
3. Improve Year 11-12 retention and recruitment.	<ul style="list-style-type: none"> <li>a) Gather and analyse feedback from students/parents about their decisions to leave us at the end of Year 11. Autumn Term.</li> </ul>	<ul style="list-style-type: none"> <li>a) Sample of parents of leavers called, with feedback provided to Academic Board and Governors.</li> </ul>	



## School Development Plan 2019-20 Key Objectives

Section 1 - Leadership & Management Empowering staff to develop their practice, our systems and the campus for the future. (SLA, MFH, ELE, MPA and MMU)			
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	<ul style="list-style-type: none"> <li>b) Have more personnel to support the Sixth Form Team, e.g. SLT, main school Year Leaders and support staff, during post-results admissions phase.</li> <li>c) Make follow-up calls to all students until clear, prompt answers are provided. Contact, post-results, students who attended the Sixth Form Open Evening, but who did not formally apply.</li> </ul>	<ul style="list-style-type: none"> <li>b) New August recruitment plan devised by SLT, which includes differentiated comms with students, depending on how and when they have engaged with us, more colleagues identified to support and new venues for the team agreed.</li> <li>c) Links to point above.</li> </ul>	
4. Ensure effective operational management of SSEF new build.	<ul style="list-style-type: none"> <li>a) Formation of working party with regular meeting updates (minimum monthly during term time) which will report back to Governing Body.</li> <li>b) Detailed reporting on costs and variations to evidence cost control to Finance &amp; Facilities Committee / FGB.</li> <li>c) Devise and launch new fund-raising appeal, and approach to recognising those who give, with new message: 'building a future for our girls'. Launch at New Parents' Welcome Evening, then at Meet the Tutor Events and with the Alumnae.</li> </ul>	<ul style="list-style-type: none"> <li>a) Key colleagues consulted and updated, as appropriate, on the progress of the work.</li> <li>b) F&amp;F and FGB colleagues have been regularly updated.</li> <li>c) New campaign launched to parents and alumnae. <b>Need to now consider increasing capacity and expertise in relation to enterprise and public relations, i.e. recruiting a new colleague.</b></li> </ul>	



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Objectives	Action	Mid-Review (February 2020)	Final Review and Further Development Required (June 2020)
5. Ensure effective implementation of FAPP (Fair Access and Partnership Plan) Development Plan.	<ul style="list-style-type: none"> <li>a) Summer school achieved- success (July 2019).</li> <li>b) Increase in registrations from PPG students for 2019 test and 2020 entry.</li> </ul>	a) FAPP first review document sent to DfE Nov 2020.	
6. Ensure efficient and effective management of operational changes due to Year 5 of expansion.	<ul style="list-style-type: none"> <li>a) Assembly timetable managed, one-way system in place and increase in staff duty presence.</li> <li>b) Introduce new Sixth Form duty support for SLT at lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>a) Timetable and student movement managed.</li> <li>b) Year 12 Duty Prefects now supporting SLT at lunchtime.</li> </ul>	
7. Ensure highest quality of leadership and management at all levels.	<ul style="list-style-type: none"> <li>a) Induction programme for Curriculum DHT, ELE: strategic overview (Summer Term 2019) and operational practice (Autumn Term 2019).</li> <li>b) New Staff Induction Programme for Subject Leader of Drama, ASE, during Autumn Term 2019.</li> <li>c) Induction monitoring of and support for newly promoted middle leaders (English Faculty Leader, MCT; Year 7 Leader, NWA) through line management system across the Autumn Term 2019.</li> <li>d) Effective leadership and management system and relationships: regular written feedback from scheduled meetings analysed and discussed; regular line management meetings with</li> </ul>	<ul style="list-style-type: none"> <li>a) DHT has settled in very well, leading her areas and supporting the team and school.</li> <li>b) New Staff Induction Programme successfully delivered.</li> <li>c) Monitoring and support is ongoing.</li> <li>d) Operational integrity has been maintained.</li> </ul>	



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	<p>action points identified and pursued; SLT challenge of and support for assigned middle leader colleagues regarding pastoral wellbeing and academic performance indicators (across the full academic year).</p> <p>e) Leadership development strategy, with Faculty Leaders and Year Leaders chairing School Development Groups and Subject Leaders chairing department-based Professional Development Groups. July 2020.</p>	<p>e) SDGs and PDGs up and running, being chaired by key leadership colleagues. Second cohort of colleagues (teaching and support staff), 18 in total, selected and working with SLT on CCHS Leadership Programme.</p>	
<p>8. Review and prepare for the new Ofsted Framework.</p>	<p>a) SLA attendance at ASCL briefing and GSHA Conference (Summer Term 2019).</p> <p>b) Staff training on key 'Quality of Education' element in July 2019 INSET Day.</p> <p>c) Departments to produce curriculum vision statements and update Department e-Handbooks (Autumn Term 2019).</p> <p>d) Staff training on new Ofsted Framework during September 2019 INSET Day.</p> <p>e) Governor training with external expert colleague (Autumn Term 2019).</p>	<p>a) Completed, with feedback provided to relevant colleagues and governors.</p> <p>b) Completed.</p> <p>c) Completed.</p> <p>d) Completed.</p> <p>e) External trainer could not support. SLT provided governors with training (overview, curriculum,</p>	



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		pastoral and sixth form) during GB Conference Day in January 2020.	
9. Develop and raise the profile of staff well-being.	a) School Development Group on staff well-being to be chaired by Faculty Leader (GLO) and Year Leader (FHR), with representatives from all six Faculties. To meet 4 times across the year, making recommendations in the Summer Term 2020.	a) Wellbeing group meetings taking place. SLT passing relevant materials to FHR and GLO to inform their work with colleagues. SLT have worked on a 'Wellbeing Charter' (using template provided by colleagues at Newport Girls' School), which has been passed to SDG for discussion and finalising.	





## School Development Plan 2019-20 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. (ELE and MFH)			
Objectives	Action	Mid-Review (February 2020)	Final Review and Further Development Required (June 2020)
1. Maintain high quality provision for students with a challenging and broad education, with a focus on the quality of A level provision and delivery.	<ul style="list-style-type: none"> <li>a) Departments to review and update GCSE and A level schemes of work, using examiner reports and exam board feedback during Autumn Term.</li> <li>b) Departments to review curriculum maps to ensure they are coherent, structured, and that the sequence of lessons make sense when enacted.</li> <li>c) Compose curriculum intent statements for all subjects in line with new Ofsted framework – Autumn Term.</li> <li>d) Collate schemes of work to open up opportunities for dialogue between colleagues, leading to the development of cross-curricular links – Autumn Term.</li> </ul>	<ul style="list-style-type: none"> <li>a) Subject Leaders have used feedback from exam boards, moderator reports and question level analysis to tweak and update schemes of work</li> <li>b) During departmental and faculty meetings, S/L and F/L have led staff training and discussions on sequencing of lessons. This has then led to adaptations and improvements to the structure of SOW.</li> <li>c) Curriculum Intent statements have been written for all subjects and collated into a Curriculum Intent Overview Document.</li> <li>d) Schemes of work are now centrally located to improve the sharing of information and improve cross-curricular links.</li> </ul> <p style="color: red;">Potential for a Joint-planning Inset in the summer term?</p>	
2. Maintain a rich and vibrant experience for students including positive and enjoyable extra-curricular activities and continue to record participation/achievement in extra-curricular/enrichment activities.	<ul style="list-style-type: none"> <li>a) All faculty areas to continue offering lunchtime/after school extra-curricular activities and publish these centrally.</li> </ul>	<ul style="list-style-type: none"> <li>a) CCHS students continue to enjoy a wide variety of lunchtime and after school extra-curricular activities. Further ideas and suggestions have been discussed with the PA, who are willing to fund additional enrichment opportunities, but building work</li> </ul>	



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Objectives	Action	Mid-Review (February 2020)	Final Review and Further Development Required (June 2020)
	<ul style="list-style-type: none"> <li>b) Devise and introduce extra-curricular registers of participation.</li> <li>c) Evaluate provision to improve participation rates.</li> </ul>	<p>scheduled has prevented us from actioning this. To be revisited.</p> <p>b) CLA and NLE have advised that online registers of participation were trialled during the Christmas concert period and were successful. Currently devising ways to roll this out across the school.</p> <p>c) As per the SDG, staff are keen to evaluate participation rates and obtain feedback. Current discussion ongoing with regards to who could oversee this.</p>	
3. Develop scientific-artistic programme to strengthen STEM and Artsmark work.	<ul style="list-style-type: none"> <li>a) Write and submit new Artsmark statement of intent.</li> <li>b) Introduce Arts Award project for KS3 students, following pilot.</li> <li>c) Science and Mathematics faculties develop a STEM club to be run during lunchtimes.</li> <li>d) Continue to run the Renaissance Project with KS3 students.</li> </ul>	<ul style="list-style-type: none"> <li>a) The Artsmark statement of intent has now been submitted.</li> <li>b) The Arts Award project will be launched to Year 8 next year in a new and exciting ED activity.</li> <li>c) There are plans to introduce a coding club for KS3 students when new member of staff joins after Easter as a means of collaborating with science and their use of Raspberry Pi.</li> <li>d) CLA is in discussion with SBU to get the Renaissance Project underway.</li> </ul>	
4. Complete development work relating to our Artsmark Gold Award.	<ul style="list-style-type: none"> <li>a) Pursue sponsorship from the external organisation, Leonardo, to further support work completed as</li> </ul>	<ul style="list-style-type: none"> <li>a) Financial sponsorship from Leonardo has not been forthcoming, however, we have</li> </ul>	



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Objectives	Action	Mid-Review (February 2020)	Final Review and Further Development Required (June 2020)
	part of the Artsmark Gold Award accreditation.	utilised their expertise and personnel, and students have visited Leonardo for trips and visits.	
5. Provide additional enrichment opportunities to students.	<ul style="list-style-type: none"> <li>a) Continue with ED programme.</li> <li>b) Review ED provision in light of growing school, e.g. 180 in 2020 Year 7 – could have 90 to Normandy and 90 to Rhineland when they are in Year 8.</li> <li>c) Continue CCHS DofE Bronze Award for Year 9.</li> <li>d) Introduce CCHS DofE Silver Award for Year 10.</li> <li>e) Encourage participation in local, national and international conferences and competitions with the opportunity for students to hear from high calibre, inspirational speakers.</li> </ul>	<ul style="list-style-type: none"> <li>a) ED programme has continued as planned this year</li> <li>b) A revised ED schedule has been drafted for 2020/21 with particular attention given to the increased cohort.</li> <li>c) A new Expedition Provider has been found. DofE launch event held. Students issued with online portal details. Groupings and information event complete.</li> <li>d) As above.</li> <li>e) The Lecture Series continues to be a success with a number of speakers already having visited during autumn term.</li> </ul>	
6. Ensure that we are compliant for compulsory RSE (Relationship and Sex Education) from September 2020.	<ul style="list-style-type: none"> <li>a) Relationship and sex education mapping underway for Years 7 – 11. PSHE Association materials used and Year 9 Peer-Led Relationship and Sex Ed Day.</li> </ul>	<ul style="list-style-type: none"> <li>a) RSE planning and mapping through PSHE Association well underway. Robust RSE planning in place already, just review in light of new requirements.</li> </ul>	



<b>Section 3: Academic Results and Sixth Form Retention:</b> This Sixth Form of choice for able girls because of our track record in terms of experience, results, university preparations and success. (MPA and ELE)			
Objectives	Action	Mid-Review (February 2020)	Final Review and Further Development Required (June 2020)
1. The School will achieve outstanding A level examination results.	<ul style="list-style-type: none"> <li>a) Build on the strength of the 2019 examination results both in departments (especially through the work of the PDGs) and as a pastoral team.</li> <li>b) Emphasis on attendance, punctuality and use of study periods.</li> <li>c) Ensure that all students study the curriculum most appropriate to them and intervene as appropriate to minimise impact of weak grades in a fourth subject.</li> <li>d) Support departmental interventions with rewards and sanctions from the pastoral team.</li> </ul>	<ul style="list-style-type: none"> <li>a) PDGs working effectively and focusing on developing approaches to SF T and L.</li> <li>b) Attendance and punctuality are being rigorously monitored. Autumn term – Year 12 average 94% attendance (includes one student with substantial medical related absence); Year 13 average 93%.</li> <li>c) This intervention more of point for after Year 12 summer exams but work continues with Year 13s – most of those weak in a fourth subject have already given up.</li> <li>d) Sanctions well used and parents contacted as appropriate; rewards need to be looked at.</li> </ul>	
2. Use DfE and commercial data reports to analyse KS5 outcomes and inform school improvement.	<ul style="list-style-type: none"> <li>a) Use ALPS/ALIS evaluation tools to address rigour of new A level curriculum and grading system, and to identify, for intervention, in-school variations.</li> <li>b) Work to ensure that departments are fully focused on students from ‘vulnerable groups’.</li> </ul>	<ul style="list-style-type: none"> <li>a) External training booked – originally for ELE and CDA, now transferred to JCR.</li> <li>b) Data summary sheets following TA data refined. Now more user friendly and focussed on impact. Vulnerable groups now clearly identified.</li> </ul>	



## School Development Plan 2019-20 Key Objectives

<b>Section 3: Academic Results and Sixth Form Retention:</b> This Sixth Form of choice for able girls because of our track record in terms of experience, results, university preparations and success. (MPA and ELE)			
Objectives	Action	Mid-Review (February 2020)	Final Review and Further Development Required (June 2020)
	c) Review what, when and how data is shared and used with staff so as to ensure that staff make the best use of any information they are given.	c) ALPS and FFT courses to be attended by JCR and CDA in spring term should address this, as we have access to useful information at S/L level that we could access and share more readily.	
3. 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.	a) Develop the CCHS Lecture Programme so as to ensure students are exposed to academic excellence. b) Work with departments via the PDGs to promote reflection and action on building academic challenge into their SoWs and lessons. c) Ensure AHO as HEA is confident in advising students on their applications to highly competitive courses.  d) Work with departments to develop the academic challenge on offer in each subject. PDG 3 will be focused on this. e) Widen the pool of mock interview providers on which CCHS is able to draw.	a) Two lectures held already; plans ongoing to develop a coherent plan for 2020-21.  b) PDG work is proceeding satisfactorily and a report will be collated in due course.  c) AHO has performed excellently in her new role and the students have much appreciated her knowledge, enthusiasm and commitment. So far (Medicine offers largely not yet received) offers from Highly competitive courses are panning out well. d) Review of PDG 3 needed to review practice; further developments to follow this.  e) Limited success here – currently those we have relied on in the past are happy to continue and this year the range of subjects required was	



## School Development Plan 2019-20 Key Objectives

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. (MPA and ELE)			
Objectives	Action	Mid-Review (February 2020)	Final Review and Further Development Required (June 2020)
		relatively small. However, range of new supporters in mind for 2020 if required.	
4. Strengthen the standing and prestige of the CCHS Sixth Form.	<ul style="list-style-type: none"> <li>a) Research, consult and introduce Sixth Form jacket/blazer, including school crest badge.</li> <li>b) Sixth Form students to speak at all main school Meet the Tutor Events.</li> <li>c) Develop communication links Alumnae network to promote CCHS.</li> </ul>	<ul style="list-style-type: none"> <li>a) meeting in place with Simmonds Feb 2020 after initial planning meeting Dec 2019.</li> <li>b) Complete.</li> <li>c) Excellent work (much of it by RCA) means that Alumnae Network is being actively promoted – successful newsletter and Facebook. Alumnae Twitter will start in May. Database used to send out information about job opportunities etc. Ideally would have more Facebook group members signed up to database – tactics for this to be considered.</li> </ul>	
5. Develop Sixth Form study space provision and widen the supervision of study periods.	<ul style="list-style-type: none"> <li>a) Ensure best use is made of all space available whilst recognising the limitations imposed by the building project.</li> <li>b) Be rigorous in monitoring use of supervised study and ensure excellent attendance.</li> <li>c) Monitor and respond to (if not anticipate) pressure points on</li> </ul>	<ul style="list-style-type: none"> <li>a) Monitoring of study periods continues – ‘new’ spaces provided in library (well used) and in Room 3 (less well used); clear expectations set.</li> <li>b) HEL and RCA have been very clear on this and sanctions for non-attendance at supervised study periods have been well used.</li> <li>c) Pressure points noted and extra staffing deployed to support</li> </ul>	



## School Development Plan 2019-20 Key Objectives

<b>Section 3: Academic Results and Sixth Form Retention:</b> This Sixth Form of choice for able girls because of our track record in terms of experience, results, university preparations and success. (MPA and ELE)			
Objectives	Action	Mid-Review (February 2020)	Final Review and Further Development Required (June 2020)
	<p>library resources and the librarians' time.</p> <p>d) Explore and pursue alternative possibilities for Sixth Form study facilities.</p>	<p>librarians in the busiest study periods. Discussions proceeding with librarians about after school opening in the run up to examinations.</p> <p>d) Thus far no massive need has arisen for extra study space. However if (as hoped) Year 12 is to be bigger next year this will need to be explored before September.</p>	
6. The School will achieve outstanding GCSE examination results.	<p>a) Results review, analysis, action cycle, with new DSEF1 action planning.</p> <p>b) CPD provision to support excellent curriculum practice.</p> <p>c) Continue to develop work of Y11 pastoral team so as to minimise barriers to student progress.</p>	<p>a) DSEF1 Action plans in place with updates complete for HT2. Completion of HT3 due after half-term. These help to frame SLT link meetings and department meetings.</p>	
7. Use DfE and commercial data reports to analyse KS4 outcomes and inform school improvement.	<p>a) Use DfE evaluation tool to address rigour of new GCSE level curriculum and grading system, and to identify, for intervention, in-school variations.</p> <p>b) Review what, when and how data is shared and used with staff.</p>	<p>a) External training booked – originally for ELE and CDA, now transferred to JCR. ALPS and FFT courses to be attended by JCR and CDA in spring term should address this, as we have access to useful information at S/L level that we could access and share more readily.</p> <p>b) Data summary sheets following TA data refined. Now more user friendly and focussed on impact. Vulnerable groups now clearly identified.</p>	



<b>Section 4: Teaching &amp; Learning:</b> Excellence from all and excellence for all in the development of a scholarly school. (MFH, MPA and ELE)			
<b>Objectives</b>	<b>Action</b>	<b>Mid-Review (February 2020)</b>	<b>Final Review and Further Development Required (June 2020)</b>
1. Provide a collaborative and research-informed CPD programme, with a focus on A level subject knowledge.	a) Establish department-based Professional Development Groups, with Subject Leaders chairing meetings. There will be one meeting per half-term with disaggregated INSET time provided for staff to read, reflect and write-up. July 2020.	a) CPD Programme published to staff. PDG meetings are taking place, within subject teams.	
2. Deepen staff expertise in relation to meeting the needs of the most able, through engagement with well-established and highly-regarded projects (NACE Challenge Award), which will support meeting the needs of Sixth Form students.	a) NACE Challenge Award introduced at staff meeting Sept 2019. JCR to lead in conjunction with PTI. Registration to be completed and costs finalised. b) Both DHT to attend and deliver at the National Coalition of Girls' Schools in the USA, June 2020, bringing back research to share and develop girls' education network. c) DHT (Curr.) and AHT (HoSF) to meet with colleagues at the London Academy of Excellence to learn about their T&L practices, with a focus on Sciences and Maths.	a) in place and ongoing with first paper presenting an update Feb 2020. Registration all complete and interested staff online. Budget agreed. b) All in place for June 2020- presentation of Find Your Voice – MFH PTI leadership project. c) London Academy of Excellence visited and experience cascaded at SLT level. Uniform, publicity and increased teaching hours were the main areas of focus – all of which are being developed further at CCHS.	
3. Strengthen the practice of professional reading and reflection to inform and support professional development, with a focus on general A level pedagogy.	a) All Departments to participate in exam board feedback sessions. b) Develop Library holding of articles and books to support staff. July 2020.	a) Completed, when available from exam boards, with other opportunities capitalised on, including webinars. b) Ongoing.	





## School Development Plan 2019-20 Key Objectives

<b>Section 4: Teaching &amp; Learning:</b> Excellence from all and excellence for all in the development of a scholarly school. (MFH, MPA and ELE)			
Objectives	Action	Mid-Review (February 2020)	Final Review and Further Development Required (June 2020)
	c) Develop sharing practice in department meetings to focus on specialist knowledge as well as specialist pedagogy. Line management instruction and meeting minutes. July 2020.	c) Ongoing.	
4. Monitor the quality of teaching & learning across the school, with a focus on the Sixth Form: Year 13 in the Autumn Term and Year 12 in the Spring Term.	a) Introduce learning walks and work scrutiny programme across the Faculties, Autumn Term 2019. Introduced plans at Staff Meeting Sept 2019.	a) Learning walks undertaken in Autumn Term and observations week undertaken in KS5 and KS4- papers written and presented at academic board and to governors.	
5. Strengthen understanding of excellence at KS3 vis-à-vis our standards assessment/progress model.	a) Collate, share and analyse exemplars of KS3 work across all relevant subjects. March 2020. b) Develop CCHS KS3 Standards approach with clear examples of excellence in content mastery, etc. July 2020.	Needs to be carried through to Summer Term and next academic year – SLT capacity issues.	
6. Review marking policies and practices, with careful attention to consistency, impact and time efficiency.	a) Marking/assessment School Development Group to be chaired by MCT and MCH, overseen by ELE, to meet 4 times across the year and report recommendations in the Summer Term 2020.	a) Groups underway.	
7. Establish and run School Development Groups to inform SDP initiatives.	a) Four groups will run: staff well-being, marking/assessment, citizenship and extra-curricular. Each group will comprise of members from the six faculties, will be chaired by a Faculty	a) Groups underway.	



## School Development Plan 2019-20 Key Objectives

<b>Section 4: Teaching &amp; Learning:</b> Excellence from all and excellence for all in the development of a scholarly school. (MFH, MPA and ELE)			
<b>Objectives</b>	<b>Action</b>	<b>Mid-Review (February 2020)</b>	<b>Final Review and Further Development Required (June 2020)</b>
	Leader and a Year Leader, with each group overseen by a DHT. Four meetings will take place across the academic year. July 2020.		



<b>Section 5: Student Wellbeing: Students' personal development, behaviour and welfare. (MFH)</b>			
<b>Objectives</b>	<b>Action</b>	<b>Mid-Review (February 2020)</b>	<b>Final Review and Further Development Required (June 2020)</b>
1. Maintain impeccable behaviour and standards, as we expand.	<ul style="list-style-type: none"> <li>a) Plans and guidance circulated to all staff in September. Tutor and YL meetings reiterated standards and expectations.</li> <li>b) Increased visibility of staff with new duty rota and guidance.</li> </ul>	<ul style="list-style-type: none"> <li>a) YL meeting. Standards reiterated in tutor briefings and staff briefing and staff meeting.</li> <li>b) Extra duties and visibility from SLT and Y12 duty prefects in place at lunchtime.</li> </ul>	
2. Continue to develop provision and practice for particular student groups, notably SEND and PPG.	<ul style="list-style-type: none"> <li>a) All PPG and SEN information circulated with guidance at the beginning of term.</li> <li>b) SENCO to undertake learning walks. All One Plan meetings up to date.</li> <li>c) Parents of PPG students made aware of possible suggested interventions, Sept 2019. Letter and review of spending published on website.</li> <li>d) Continues high profile of these students.</li> </ul>	<ul style="list-style-type: none"> <li>a) PPG spends well underway.</li> <li>b) SEN One Plan meetings underway.</li> <li>c) SEN aspect to SLT meeting planned.</li> <li>d) Plenty of staff reminders for PPG spends and reported to Staff and Student Matters Committee.</li> </ul>	
3. Raise the profile of positive mental health in school and raise awareness of sources of help.	<ul style="list-style-type: none"> <li>a) High profile in form time.</li> <li>b) Staff who are mental health first aiders advertised.</li> <li>c) Student notice board for 'where to go for support'</li> <li>d) High profile at all Autumn Meet the Tutor Evenings.</li> </ul>	<ul style="list-style-type: none"> <li>a) Remains high profile in form time.</li> <li>b) Children's mental health awareness leaflet published by students for students. Focus group with MFH Feb 2020.</li> <li>c) All MTT evenings raised this issue and areas for support.</li> <li>d) Continues as a thread of YL team meetings.</li> </ul>	



<b>Section 5: Student Wellbeing: Students' personal development, behaviour and welfare. (MFH)</b>			
<b>Objectives</b>	<b>Action</b>	<b>Mid-Review (February 2020)</b>	<b>Final Review and Further Development Required (June 2020)</b>
	<ul style="list-style-type: none"> <li>e) Discussed at YL team meeting Sept 2019- resilience and the ability to bounce back- protective factors and risk factors.</li> <li>f) Mental health assembly delivered by MFH - Summer Term 2019 - tutor work to build on this.</li> <li>g) Advertise school nurse drop- ins and renew counselling. Other online sources of help advertised- celebrated in Healthy Schools Award 2019- including LGBT support. PYN student leadership training (Pride Youth Network) with Dr Elly Barnes- Educate and celebrate- June 2019.</li> </ul>	<ul style="list-style-type: none"> <li>g) School nurse advertised and takes an active role in in-school support. LGBT support group and LGBT History Month marked in school.</li> </ul>	
4. Develop diversity and inclusion awareness across the school.	<ul style="list-style-type: none"> <li>a) Increased coverage in PSHE. Educate and Celebrate- staff training and student training 2019- achieved.</li> <li>b) YL expertise in supporting transgender students.</li> <li>c) Posters and language expectations around the school remain high.</li> <li>d) Celebration of cultures and religion through black History Month, Assembly rota, Islamic Youth Society etc.</li> </ul>	<ul style="list-style-type: none"> <li>a) Continues through PYN communications and LGBT group. Diversity prefects in place in school.</li> <li>b) YL have a checklist for supporting transgender pupils in school.</li> <li>d) Continues celebration of diversity and inclusion across the school community- Black History Month, Islamic Society etc.</li> </ul>	

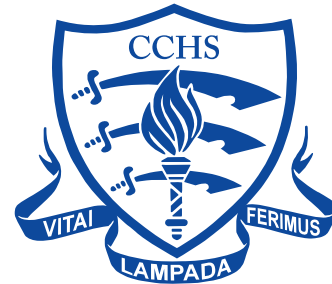


<b>Section 5: Student Wellbeing: Students' personal development, behaviour and welfare. (MFH)</b>			
<b>Objectives</b>	<b>Action</b>	<b>Mid-Review (February 2020)</b>	<b>Final Review and Further Development Required (June 2020)</b>
5. Raise the profile of risk-taking and overcoming setbacks through tutor time activities.	a) All YLs have developed a pastoral development plan and have a programme of events to support this aim. In place July 2019.	a) Ongoing throughout form time.	
6. Continue to develop and raise the profile of 'Find your Voice' and developing confidence.	a) A robust programme continues in form time programme and as part of YL development plan. b) Increased speak out opportunities for all students. c) Chat groups - YL invite. d) Small group confidence building groups- speak out run by Basildon Youth theatre in school. Achieved Summer 2019.	a) MFH Y7 assembly on <i>Find Your Voice!</i> Feb 2020. b) Presentation of <i>Find Your Voice!</i> confirmed at International Girl' School Conference. June 2020. c) Chat groups up and running.	
7. Develop the main assembly programme to specifically address the range of cultures, traditions and faiths within the School.	a) In place for September 2019.	a) Ongoing.	
8. Refine and monitor school systems that track and monitor the academic and pastoral progress of students as we expand as a school.	a) All action plans in place and parent report replies in place.	a) Ongoing and awaiting new school data tracking programme to support monitoring as the school grows.	



## Section 6: Glossary of terms

ALPS	A Level Performance System: The student-centred approach
BMAT	Biomedical Admissions Test
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
FAPP	Fair Access and Partnership Plan
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	<b>Senior Leadership Team:</b> SLA Stephen Lawlor, MFH Maria French. ELE Emma Ledwidge, MPA Michael Palmer, MMU Melissa Mulgrew
SSEF	Selective Schools Expansion Fund
SSMCo	Staff & Student Matters Committee
T&L	Teaching & Learning
TA	Teacher Assessment
UKCAT	UK Clinical Aptitude Test
YL	Year Leader



**Chelmsford County High School for Girls**

# **School Strategic Plan**

## **2018-2022**

**(Approved by the Full GB on 29<sup>th</sup> March 2019)**



#### 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.
- The School will plan for the expansion by one form of entry from 2020, address the implications for managing the curriculum and groups.
- 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) in-school variations.
- The School will develop strategies to address the implications of the Fair Access Plan and put in place the one-to-one support required for students who have gaps in their prior learning.



Year 12 Admissions Targets			
2018-19	2019-20	2020-21	2021-2022
135 in Year 12	145 in Year 12	160 in Year 12	165 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	Increased A high proportion 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. Monitor the financial impact of expansion to 6 Forms of Entry



## School Development Plan 2019-20 Key Objectives

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

2018-19	2019-20	2020-21	2021-22
1. Consider sale of house/land to generate income. 2. Re-apply for CIF funding. 3. Continual review of in-house projects. 4. Manage successful SSEF bid.	1. Identify project(s) for parental contributions. 2. Re-apply for CIF funding for minor condition projects. 3. Continue to manage successful SSEF bid: a. New teaching block. b. Sports Hall. 4. Re-purpose the gym and the library floor	1. Consider new in-house capital development projects.	1. Consider how to make better use of the current caretaker's house and Sixth Form house (build a new Sixth Form Centre)

### 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	2021-22
Analyse impact of 80/20 split on GCSE outcomes.	Analyse the impact of CEM on GCSE outcomes.	Build data analysis.  Analysis impact of reduced number of GCSEs. Monitor impact of the 2020 admissions policy in the context of PP pupils sitting the test and achieving a place.	Continue close monitoring
Monitor impact of Previously or Looked After Children clause introduced in 2018.	Keep under review. <span style="font-size: 2em; color: gray;">→</span>		
Sixth Form: Remove the requirement for a GCSE Modern language entry requirement.		Sixth Form: Review the impact of removing the GCSE Modern language entry requirement.	Monitor the impact of increased numbers in Year 11 over 2 years.