Parmiter's School Development Plan (SDP) 2024-2025

Nemo sibi nascitur: Our values of community, aspiration and opportunity enable every individual to grow and flourish

Approved by Full Governing Body: 15th October 2024

Last revised: 8th October 2024

Priority 1: Quality of Education			
SLT lead	**Priorities**	**Milestones**	**Success Criteria (Evidence of Impact)**
BHU TCL	**1.1** Review and promotion of best practice in relation to formative and summative assessment practices across the school, ensuring timely and impactful feedback for all students.	• Review of whole school formative assessment processes and analysis of how this informs our summative assessment and ARR procedures. • Staff CPD and sharing of best practice relating to formative assessment and student feedback. • Analysis of student data to assess consistency of practices in relation to assessment. • Dissemination of evidence based research to highlight best practice for assessment and feedback. • Communication of our assessment strategy to all stakeholders. • Redesign report/gradesheet template to include additional information for parents and carers • Whole school analysis of correlation between PCL and teacher forecasts vs public exam outcomes.	• Findings of review shared with SLT through strategic SLT meeting time • Heads of Dept/Faculty are better informed of assessment practices taking place across the school • Staff feedback reports satisfaction of CPD • Learning walks undertaken by SLT and HOD/HOF highlights best practice being embedded by staff • PCL and teacher forecasts correlate more closely with GCSE and A Level outcomes. • Intervention plans are fully informed by assessment and progress data with measurable targets to judge impact • SISRA is used regularly and effectively by Curriculum & Pastoral leaders to monitor student progress.

BHU **GAB**	**1.2** Improve subject/faculty level tracking of disadvantaged and vulnerable students to best facilitate student progress through quality first teaching.	• Improve tracking of Disadvantaged and Vulnerable students in departments and measure progress • Intervention plans are fully informed by assessment and progress data with measurable targets to judge impact • Implement and extend academic learning plans via Edukey (wider Disadvantaged cohort) • Academic mentors to be in place for identified disadvantaged students • Documented approach to how vulnerable students are supported to engage in extra-curricular opportunities • Impact of extra curricular involvement of vulnerable students monitored	• Analysis of academic monitoring across all Key Stages show that the overwhelming majority of vulnerable students are engaged in their learning making value-added progress in relation to their relative starting points
BHU **NMC**	**1.3** Ensure that staff CPD further supports improving outcomes for SEND and vulnerable students via quality first teaching, tailored support and intervention programmes.	• All staff CPD on literacy, supporting reading development through quality first teaching. • Expand expertise, with 2 additional staff completing appropriate reading development training • Refinement of intervention programmes • Implement and monitor impact of personalised support by changing how students are grouped for reading intervention from Sept 2024	• Increasing % of cohort (7, 8 & 9) are classified as above age readers • Decreasing % of cohort (7, 8 & 9) are classified as reading below their age-appropriate level • Increase in progress and attainment metrics for SEND and vulnerable students.
BHU	**1.4** Inclusion management of increased complexity of SEND	• CPD/INSET priorities to develop practice and confidence in delivering quality first teaching. • Manage staff wellbeing and workload concerns over adapting for VI and increasingly complex needs SEND. • Improved data analysis and tracking of assessments data	• All staff are confident and able to differentiate their practice to meet the needs of the students in the classroom. • All staff are well informed of how to meet the needs of all students on the SEND register

		in departments - Access to digital equipment for exams where required - Improved lines of communication with Herts SEND. - Improved collaboration with Herts SEND and associated agencies in relation to supporting students.	- All EHC Plans are current and accurately reflect the individual student's specific needs. - Individual access arrangements are well documented and available to students throughout assessment processes.
ALC **ABA**	**1.5** Maintain a school-wide focus on Literacy in line with our ambition for all students to read at or above an age-appropriate level by the end of KS3	- Clarify with all SLT colleagues vision and aims of 2024-2025 Reading programme - All staff CPD on literacy, supporting reading development through quality first teaching (Ruth Everitt and Jenny Webb) - T&L briefings to share best practice and promote our reading strategy - Refinement of intervention programmes (KCR/MDR/KPO/RSM/DMU) - Implement and monitor impact of personalised support by changing how students are grouped for reading intervention in 2024-2025	- Termly reports to SLT - Termly reports to Governors' Standards and Curriculum Committee Measurable outcomes - July 2025 - Increasing % of cohort (7, 8 & 9) are classified as above age readers - Decreasing % of cohort (7, 8 & 9) are classified as reading below their age-appropriate level

Priority 2: Learner Wellbeing and Development			
SLT lead	**Priorities**	**Milestones**	**Success Criteria (Evidence of Impact)**
GAB **BHU**	**2.1** Embed our system of rewards and consequences, further aligning them with our Parmiter's Learner Traits and school values.	• Implement the revised system across all year groups and departments, ensuring consistency in how rewards and consequences are applied. • Create ongoing support for staff to maintain fidelity to the new system. • Tracking of key data points including reward distributions, behaviour referrals, and engagement with the system at staff and student level. • Ensure the system becomes ingrained in the school's day-to-day culture. • Continue to promote the values and traits across the curriculum, extra-curricular activities, and through leadership opportunities for students.	• Teachers and support staff consistently apply the system across different faculties and year groups, with few reports of discrepancies or confusion. • Data-driven adjustments are made to the system to improve its effectiveness, ensuring it continues to align with evolving needs and values. • On-going feedback from staff, students, and parents/carers reflects high levels of satisfaction with how the system supports behaviour and learning, measured through annual surveys. • Increased recognition of students who consistently demonstrate Parmiter's Learner Traits, reflected in the number of awards or recognitions given. • Observations and feedback indicate that students and staff are regularly using the language of Learner Traits and Value points in daily school life, showing that the system is embedded in the school culture.
BHU **GAB**	**2.2** Improve the consistency with which AtL grades and Parmiter's Value points are awarded to ensure that students, parents and carers are best informed of our expectations and to	• Review AtLs to consider greater alignment with Parmiter's Learner principles. • Strategies to further embed visibility and understanding of Parmiter's Learner, e.g. assemblies and form time activities • Parmiter's Learner 'branding' visible throughout the school • Regular analysis of student conduct data conducted and shared with all stakeholders. • Parmiter's Value points to be included in	• Student surveys report high levels of appreciation of both the bespoke "Learning to Learn" curriculum and The Parmiter Learner strand of the form time programme. • Academic progress and Attitude to Learning grades across all Key Stages show that the overwhelming majority of students are engaged in their learning making value added progress in relation to their relative starting points • The impact leads to an increase in the proportion of 4 and 5 Attitude to Learning grades across all year groups and Key Stages

	what level students are meeting them.	reports and gradesheets. ●	
GAB	**2.3** Review and refine school attendance processes in line with new national guidance and with a focus on proactive intervention.	● Identify students who are at risk of becoming persistently or severely absent. Use predictive analytics to identify warning signs early, such as declining attendance patterns or frequent lateness (KGR). ● Implement a tiered intervention system where low-level interventions (e.g., communication with parents) escalate to more intensive support (e.g., referrals to external agencies) based on the severity of absenteeism, in line with Herts policy. ● Strengthen communication between school and families to ensure parents understand the importance of attendance.	● A measurable increase in the daily average attendance rate across the school, showing that more students are consistently present. ● A decrease in the percentage of students classified as persistently or severely absent (defined as missing 10% or 50% or more of school days respectively). ● A decline in the number of Unauthorised absences, showing that students and parents are more engaged with school attendance requirements. ● A reduction in the number of students arriving late, which can be an early sign of improving attendance habits. ● Students who were identified for intervention (such as those receiving additional support or counselling) show improved attendance over time. ● Higher reported levels of student wellbeing (via surveys or external agency feedback), as consistent attendance is often tied to a sense of belonging and safety at school.
THE TCL	**2.4** Enhance the promotion of our extra-curricular provision and develop measures for improved tracking of participation rates.	● Review of current extra curricular and enrichment provision to relaunch and rebrand using SOCS in September 2025 ● Conduct surveys of student engagement and levels of satisfaction with extra-curricular provision ● To work with a small group of staff to promote and trial the launch of a new tracking system.	● Student data reports high levels of engagement in extra curricular provision (music and sport initially) ● Staff CPD provided on the use of SOCS and reported high levels of satisfaction. ● Pilot group of staff embed the new tracking system in their practice. ● Audit of extra curricular activities completed in preparation for launch in September 2025.

		• Work with GAB to ensure there is a documented approach to participation of disadvantaged students and those classed as vulnerable (music and sport, initially).	
ALC	**2.5** Review and refinement of current school wide promotion and delivery of SMSC and Fundamental British Values	• Audit of Personal Development (PD) programme to map against SMSC criteria • Networking with similar schools to explore SMSC best practice • Review PD/RSE and related policies to refine in line with best practice for SMSC • Discussions with appropriate HoDs/HoYs to explore their SMSC provision • Evaluation and consideration of next steps for SMSC into 2025-2026	• Personal Development (PD) programme documentation evidences clear and planned opportunities to develop students SMSC • Policies are updated and refined to promote clearer understanding of our SMSC provision • High % of HoDs/HoYs are able to articulate through surveys/focus groups how their curriculum supports our students' SMSC development

Priority 3: Staff and School Leadership			
SLT lead	**Priorities**	**Milestones**	**Success Criteria (Evidence of Impact)**
MJO	**3.1** Successful implementation of the new SLT structure to ensure there is an effective team approach to the delivery of whole school priorities and objectives	- Revise protocols for weekly Operational & Strategic meetings - Introduce Headmaster (HM) half termly 121s with all members of the team - Team develop and agree October 2024 SEF and 2024-2025 SDP - Appraisal records of all SLT members demonstrate commitment to team working and building greater trust and transparency across the team - Introduce HM mid year review to appraise impact of SLT appraisal objectives	- Meeting records evidence productivity, collaboration and contribution from all members of the team (SLT google drive) - HM reports (SLT google drive) evidence honest and transparent feedback on team development - SEF shared with FGB (October 2024) Draft SDP approved by FGB (October 2024) - scrutinised and reviewed at subsequent Committee and FGB meetings with final review in July 2025 - HM SLT appraisal report scrutinised by Governors (December 2024) Evidence there is a consistent commitment to an effective team approach - HM report on mid year SLT appraisal reviews scrutinised by Governors (March 2025) Evidence of team collaboration towards the achievement of whole school priorities and objectives
MJO	**3.2** Identify Potential Leaders through analysis of appraisals, audit staff skills/ talents and identify skills/ development needs.	- Ensure all staff who applied for Associate SLT roles have opportunity to engage in bespoke AAHT (Associate Assistant Headteacher) CPD programme and networking opportunities - Identify key group of "Potential Leaders" from November 2024 (Using Training Needs Analysis) with rationale communicated as part of Teacher's Appraisal review - Plan bespoke CPD programme (with coaching component) for newly identified staff - Create strategic plan for developing leadership	- Headmaster's Leadership Development report to termly FGB meetings - Teacher Appraisal Report to Governors Finance and Resources Committee (March 2025) - Support Staff Appraisal review highlighting "Potential Leaders" reported to Governors Finance and Resources Committee (March 2025) - Report to FGB on evaluation and impact of first AAHT cohort as part of termly Leadership Development Report (March 2025) - Report to FGB on appointment of second AAHT cohort as part of termly Leadership Development Report (July 2025)

		opportunities for Support Staff • Review and evaluate impact of first AAHT cohort • Appoint 2 new AAHT colleagues for the April 2025 - August 2026 cohort	
MJO	**3.3** Continue to develop Senior Leadership capacity and learning opportunities through collaborative work with internal secondments and external partners.	• Deployment and impact of new Associate Assistant Headteacher (AAHT) roles and their remit for the academic year • Termly networking opportunities developed through: • Watford Partnership for Teacher Training (WPfTT) • Half-termly local liaison groups - Curriculum Leads, Pastoral Leads, etc... • NPQSL opportunities	• Headmaster's Leadership Development report to termly FGB meetings • Termly CPD reports to Governors' Standards & Curriculum Committee • Surveys of all aspirant leaders and participants on the programmes report high levels of approval for and appreciation of leadership experiences and opportunities • Termly reviews of SDP progress evidence impact of AAHT roles in delivering on SDP intentions and milestones
MJO	**3.4** Establish long term vision for securing financial and business model sustainability	• Three year budget plan for 2024-2025 academic year reviewed and proposed by SLT • Business Director and Headmaster - determine impact of Government funding decisions to ensure financial viability of the school for the coming academic year and the years ahead • Governors & Senior Leaders consider implications for Parmiter's current business model in light of any new educational policies put forward by the new Government	• External Audit report - November 2024 • Scrutiny and challenge from termly Governors Finance & Resources Committee • Long term vision as focus for annual Governing Body Training Day - January 2025 • Impact of 2025-2026 funding announced next Spring factored into proposed three year budget brought to the FGB in July 2025
MHA	**3.5** Continue to proactively enhance Safeguarding	• Ensure that development of Safeguarding Team is such that it provides sufficient capacity and expertise across the team	• Staff training records report all staff have completed programme of Safeguarding related CPD this academic year • Staff surveys and safeguarding audits demonstrate high levels of

		procedures, ensuring that all students feel safe, valued, and protected within the school environment, and that all staff are equipped with the knowledge and skills to identify, report, and prevent safeguarding concerns.	• Expand networking to ensure that we are able to proactively prepare for emerging safeguarding themes. • Effective communication of emerging safeguarding priorities to all stakeholders. • Further develop use of Engage and StaffSafe to improve reporting and recording processes. • Continue to review personal development curriculum and how we 'teach' safeguarding as new safeguarding themes and priorities emerge.	staff confidence competency in reporting safeguarding concerns. • Staff and governor safeguarding quizzes demonstrate sound knowledge of emerging safeguarding themes and priorities. • CPOMs records and incident logs show timely, proportionate and effective interventions in all cases where safeguarding concerns are raised • External and independent auditing of Parmiter's safeguarding practice provides robust evidence that the school is working effectively to keep children safe. • Incidences of child-on-child abuse remain low across all student groups.
HCL	**3.6** To establish an inclusive, engaged and collaborative staff community in support of overall wellbeing	• Effective sharing of information relating to wellbeing services, resources and initiatives • Promote engagement and participation of staff in wellbeing initiatives • Inform better understanding of the school's wellbeing initiatives and offer to all staff	• Staff surveys indicate awareness of the school's wellbeing services, resources and initiatives • An increased number of colleagues are engaged in wellbeing initiatives • Staff surveys (and resource reports) indicate understanding and use of the wellbeing support and resources available

Priority 4: (Site) Parmiter's Estate and Brand

SLT lead	Priorities	Milestones	Success Criteria (Evidence of Impact)
JWH	**4.1** Reduce direct and indirect emissions from our school in working towards UK Net Zero targets	• Conduct a sustainability audit to assess the school's current carbon footprint • Benchmark our carbon footprint against other schools • Implement sustainability measures across the school	• Transition towards renewable energy • Enable sustainable waste management, reduce the amount of waste going to landfill • Promote biodiversity in the school grounds • Reduce the school's supply chain footprint
JWH	**4.2** Ensure the estate is inclusive, safe and allows equal access for all	• Complete an accessibility audit and create action plan • Implementation of action plan following audit and review of H&S governance	• Planned Preventative Maintenance documentation shows that all planned work for the year has been completed • Student and staff surveys show high approval rating for inclusivity and accessibility of site and resources
JWH	**4.3** The learning and working environment is inspiring and well resourced for all staff and students.	• Sharing the vision for the estate with the wider school community • Visible improvements made across the school estate • Development and rationalisation of internal and external branding throughout the estate and buildings. • Implementation of Year 2 of Estate Strategy & Asset Management plan	• Estate Strategy reports show that the school is on track to meet its ambitious long-term development plan • Corporate displays and branding across all areas of the school display a professional visible culture in keeping with the school's Vision and Values • Student Voice Committee meeting records demonstrate high levels of engagement with estate matters • Staff and student survey records detail high approval ratings for learning and working environments and resources
HCL	**4.4** The Parmiter's brand is confirmed, embedded and reflected in the professional	• Apply and embed the new branding in school and in communications including revised social media protocols • Conduct CPD, with branding resources available to staff to encourage maximum	• Parent and carer surveys report high levels of approval for the effectiveness and appropriate nature of Parmiter's communications (including the school's social media accounts) • Staff surveys show high levels of staff awareness and understanding of expectations around the use of the school's

	nature within school and in communication with all stakeholders	promotion of branded school activity and success with all stakeholders and the wider community	branding and protocol in all communication and publications (including social media).

Priority 5: Sixth Form

SLT lead	Priorities	Milestones	Success Criteria (Evidence of Impact)
THE	**5.1** Complete a review of and implement changes to VI Form admissions criteria to enhance post-16 recruitment and retention.	• Identify discrepancies and inconsistencies within current individual subject entry criteria • Examine the impact of GCSE English in terms of Language and Literature across other subjects as a limiting factor • Remove any subjectivity from subject entry criteria - tangible evidence • Start to look at staffing and timetabling in key subjects where we could accommodate more students • Review use of Admissions+ to help fill 'short falls' post results - harvest waiting lists to fill seats • Extended Induction Day in the summer term for external candidates to improve numbers in September	• Updates to entry criteria prior to the Sixth Form Open evening (8 October) • Regular updates to Governors • Meetings with MJO, ABA (curriculum) and JWH re increased staffing in key areas (Maths, Economics, Business) • Working with HoDs to review curriculum at KS4 (and possibly KS3) and the impact this may have on Sixth Form uptake. • Increased numbers in YR12 in September 2025 • Successful Summer Induction to increase numbers, particularly external applicants
THE	**5.2** Comprehensive review of current VI Form provision, identifying areas for development, and implementing improvements as	• Introduce greater accountability measures across the Sixth Form re behaviour, attendance and punctuality and uniform. • Increase the number of timetabled study periods across both YR12 and YR13 to support T&L and develop independent learning / study skills. • Start to review T&L across the Sixth Form in line with the whole school pedagogy.	• Updates to key documents (Code of Conduct, Attendance Procedures and Sixth Form Dress Code) • Communication with staff, students and parents • Updates to Governors • Weekly meetings with the Sixth Form Team (Heads of Year and whole group) • Introduction of a weekly student memo for timely updates and reminders re expectations, but also celebrate successes / pass on positive feedback

	appropriate including the successful integration of the new Sixth Form team.	• To improve staff and student understanding of individual Sixth Form Team roles in terms of responsibilities and expectations. • Improve lines of communication across the team	
THE	**5.3** Successful implementation of new UCAS and Post-18 processes including the wider rollout of the Unifrog platform.	• Support Post 18 lead in her new role • Explore external support re UCAS • Networking opportunities with other Sixth Form centres • Invite Unifrog in to provide training and advice to support an effective roll out in September 2025 • Strategic planning and staff training around changes to our UCAS process with the introduction of Unifrog • UCAS workshops during Enrichment week (internal and external support)	• Regular line meetings with Post 18 lead • Clear communication with Form Tutors regarding expectations and deadlines. Introduce Form Tutor training where support is required. • Sixth Form exit surveys • Analysis of destination data
THE ALC	**5.4** Implementation of a coherent and consistent Personal Development programme within the Sixth Form	• Creation and implementation of a coherent and consistent YR12 form tutor PD programme • Creation and implementation of a coherent and consistent YR3 form tutor PD programme • PD briefings utilised to support Sixth Form tutors with the delivery of the programme • Form tutor CPD to support the quality of the delivery of PD in the sixth form • Student and staff feedback used to inform curriculum updates for 2025-2026	• Student and staff surveys evidence high levels of satisfaction for the PD programme. • PD programme documentation is mapped out and logically sequenced in order to support sixth former students with their transition to adulthood. • Summer term report to SLT • Summer term report to Governors' Standards and Curriculum Committee

Please see table of acronyms here