



Parmiter's School Self Evaluation Form (SEF) 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

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Data to be revised in line with IDSR release schedule. Expected dates 16 October 2024, 13 November 2024, 11 December 2024, 5 February 2025, 5 March 2025 & 2 May 2025.

Summary Judgements					
Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management	Sixth Form	Overall Effectiveness
Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding

N.B Our reference to 'Disadvantaged and Vulnerable Students' is defined according to DfE guidance:

Students identified as needing additional support due to various challenges, including eligibility for free school meals, being in or formerly in local authority care, coming from low-income families, having special educational needs or disabilities, being young carers, having a social worker, and those in need of additional support due to mental health issues or challenging family circumstances.

School Context

- Parmiters is a mixed single-academy trust school with 1465 students on roll aged 11-18 (1 dual roll), including 396 in the Sixth Form.
- Parmiter's was last inspected by Ofsted in July 2024. The inspection graded the overall effectiveness of the school and each of the summary areas as 'outstanding'.
- Parmiter's is partially selective and we are part of the SW Herts Consortium for 11 plus entry. The annual intake in Year 7 is 216, with 53 places offered on academic ability and 21 places allocated to students with exceptional musical ability.
- The Headmaster is the incumbent Chair of the South West Herts Secondary Schools Headteachers' association and also the Management Board of Chessbrook Education Support Centre (ESC).
- The two school Deputies chair the local area Secondary school Curriculum and Pastoral leads networking groups.
- Student attendance is consistently well above national averages for all student demographics and has been recognised by the FFT 5 Star attendance award.
- Students' attainment on entry is well above the national average with a typical ability profile being High (60%) Middle (30%) Low (10%).
- Whole school composition
 - Free school Meals - 88 students / 6.0%
 - Pupil Premium - 106 students / 9.9%
 - CLA - 12 students / 0.82%
 - SEND (School Support) - 108 students / 7.4%
 - SEND (EHC Plan) - 35 students / 2.4%
 - EAL - 317 students / 21.6%
- Student stability is 99% and retention from Year 11 into the Sixth Form was 70.1% in Sep 2024.
- Gender balance for the whole school; Male 52.5%, Female 47.5%.
- The ethnicity of our 2024-25 cohort is 45% white (35.1% White British), 6.4% black, 35.4% Asian, 10% mixed heritage, 3.1% other.
- The school is situated in a relatively affluent area. IDACI band funding for students in Years 7 - 11 indicates that 18% of current students attract deprivation funding in IDACI bands C to F. The majority of our students reside in areas that do not attract deprivation funding.
- The school has 97 teaching staff (86.5 FTE) and 81 support staff (56 FTE). The school has a high proportion (67%) of teachers currently remunerated on the Upper Pay Scale.
- We are committed to supporting flexible working where possible and have 32 teaching staff who have P/T contracts (almost a third). Effective timetabling aims to minimise split classes at KS3 & 4 to ensure student experience is not affected by P/T teaching staff.
- Retention of specialist staff is good and there are no notable shortages. The school is currently fully staffed.

Priorities to address this academic year are:

- 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.
- 1.2** Improve subject/faculty level tracking of disadvantaged and vulnerable students to best facilitate student progress through quality first teaching.
- 1.3** Ensure that staff CPD further supports improving outcomes for SEND and vulnerable students via quality first teaching, tailored support and intervention programmes.
- 1.4** Inclusion management of increased complexity of SEND
- 1.5** Maintain a school-wide focus on reading in line with our ambition for all students to read at or above an age-appropriate level by the end of KS3

We are Outstanding because:

- The Quality of Education has been rated Outstanding by Ofsted, in July 2024 this was echoed by staff in the Kirkland Rowell survey. This success is underpinned by clear curriculum aims that align with the school's vision and guide planning and development. Curriculum Leaders follow a rigorous Quality Assurance, ERP (Evaluation, Review, Priority) cycle to evaluate and review their subject areas, ensuring that the curriculum is continually improved at both the whole-school and subject levels.
- **Curriculum Aims:**
 - Enable every student to excel by providing a thoughtfully sequenced curriculum that fosters mastery of foundational knowledge and challenges students with ambitious material.
 - Broaden and nurture students' interests, offering a wide range of subjects and experiences.
 - Develop students' sense of self and community, encouraging reflection and personal growth within a safe environment.
- **Curriculum Sequencing & KS3-4 Focus:** *“From the moment pupils join, typically in Year 7 or Year 12, they quickly settle in. The curriculum is expertly designed to be challenging for all. It builds on what pupils already know and engages them in interesting content from the start.”, Ofsted 2024*
 - KS3 (Years 7-9): Rich and broad curriculum, with deliberate sequencing to build towards clear end points. Notable curricular links include a Year 7 History unit on Parmiter's history and Year 9 Art focused on a former student.
 - KS4 (Years 10-11): The curriculum is broad and balanced, with a high emphasis on creative academic subjects. Modern Foreign Languages (MFL) is core, and the EBacc uptake exceeds 80%. Key metrics from IDSR (2023) indicate strong performance in Progress 8 (90th percentile) and Attainment 8 (95th percentile).
 - KS5 (Year 12 and 13): The academic profile of our 6th form ensures that staff who are experts in their subjects deliver a high quality curriculum bridging from GCSE and also setting our students up for post-18 qualifications. Middle leaders ensure staff are developed to teach at a high level and curriculums flow well.

- **Teaching and Learning (T&L) Strategy:** *“Teachers are experts in the subjects that they teach. They skilfully use highly effective questioning to draw out pupils’ prior learning and to deepen and challenge their thinking”*, Ofsted 2024 The school’s T&L strategy is led by an Assistant Headteacher and supported by staff, whose responsibilities include promoting best practices, developing consistent language across departments, and overseeing the CPD programme. This strategy focuses on retrieval practice, interleaving, inclusion and assessment, ensuring long-term student understanding. Curriculum Leaders review assessment and feedback approaches annually to ensure they balance formative and summative assessment. This process is aligned with the Parmiter’s Learner Principles, a set of guidelines developed with student input, that emphasises metacognition and learning skills.
- **Supporting Students:** The school’s curriculum is adaptable to meet the needs of students requiring modified curricula, including those identified by the SEND team. This includes tailored support, small group provision, and qualifications such as Functional Skills in English and Maths to add breadth.
- In addition, we run several reading and numeracy interventions:
 - **Reading:** Programmes like **Great Big Read** and **Reading the World** aim to engage students with reading, while a tiered intervention programme supports those below age-related expectations.
 - **Numeracy:** A focus on core number skills in Years 7-8 supports vulnerable students through 1:1 tuition by Year 12 students.
 - **Disadvantaged and vulnerable students:** receive enhanced support through study skills programmes and targeted interventions, including Saturday school and study clubs. These efforts contribute to outstanding attendance and strong outcomes for disadvantaged learners.
- **Student and staff Enrichment:** Parmiter’s offers an exceptional range of enrichment opportunities, including local and international trips, industry visits, and partnerships with universities. These experiences enrich students’ classroom learning and cultural capital. The school places a high emphasis on teachers’ subject knowledge, pedagogical content knowledge, and continuous professional development (CPD) through departmental briefings and peer support programmes.
- **Outcomes and beyond Parmiter’s:** KS4 outcomes in the most recent IDSR data (2023) indicate outstanding achievement, with Parmiter’s ranked in the 95th percentile for Attainment 8 (score of 63) and 84th percentile for Progress 8 (+0.5). Students with SEND also performed well, with positive Progress 8 scores across core subjects. The curriculum successfully prepares students for the next stage of their education or careers. Parmiter’s boasts high retention of SEND students into its Sixth Form and strong destinations for all learners, underpinned by an outstanding Gatsby aligned CEIAG (Careers Education, Information, Advice and Guidance) programme.
- **Reviewing systems for Quality of Education:** The curriculum is rigorously evaluated through the school’s quality assurance 3I template and ERP meetings. Internal and external data show that students acquire sufficient knowledge and skills for future learning and employment, with underachievement identified and addressed through targeted interventions.
- In summary, Parmiter’s curriculum is dynamic, inclusive, and well-supported by robust quality assurance processes. Its impact is evident in outstanding academic outcomes and positive student destinations.

Our strengths are:

- Breadth of curriculum and ensuring the curriculum is relevant, ambitious and responsive to external and internal priorities.
- Bespoke provision for SEND learners.
- Academic enrichment both within and beyond the curriculum, for example, Great Big Read, Liberal Studies, Project Pathway, extra curricular programme, programme of subject related workshops, competitions and trips.
- Staff subject knowledge and subject-specialist teaching.
- Parmagogy and Parmiter's Learner focus on effective learning through metacognition, retrieval practices, interleaving.
- Academic outcomes and destinations.

Priorities to address this academic year are:

- 2.1 Embed our system of rewards and consequences, further aligning them with the Parmiter's Learner Traits and school values.
- 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 what level students are meeting them.
- 2.3 Review and refine school attendance processes in line with new national guidance and with a focus on proactive intervention

We are Outstanding because:

- Students embrace the school motto - Nemo sibi nascitur and our core values of Community, Aspiration and Opportunity.
- Leaders ensure that, through very well embedded consistent rewards and sanctions systems, **students behave with consistently high levels of respect for others**. Leaders' focus on the value of rewards helps ensure that students behave consistently very well and have positive attitudes to their education - in 2022-23, 82% of students received a reward whilst only 5.3% students received a sanction.
- The School's 2022/23 suspension rate of 2.66 is significantly lower than the most recently published national data (6.91).
- There are no student group trends for suspensions, although boys are suspended more often than girls. Procedures to reintegrate students provide bespoke support to reduce the number of repeat offenders, repeat suspensions are consistently low. There has been 1 permanent exclusion in the past five academic years.
- As a result of an **effective behaviour policy**, low-level disruption is extremely rare. Where students require support with their behaviour, the Behaviour Policy is personalised and adapted; pastoral staff take effective action and utilise bespoke support which is provided through Chessbrook ESC, Kick, Saracens Foundation, our dedicated Educational Mental Health Practitioner and other external agencies to support student behaviour, progress and achievement.
- Results from the The Hertfordshire Young Person's Health and Wellbeing Survey indicated that Parmiter's students are significantly more likely to **feel safe** in school compared to their peers in other Hertfordshire Schools.
- **School attendance is exemplary** and greatly exceeds the total national average and also for all student groups (overall 96.1% vs 92.1% nationally) as of 20th October 2023. Persistent absence rates and severe absence rates are also significantly lower than national trends - 7% vs 23% nationally. Our attendance figures are consistently awarded FFT's highest accolade.
- We have an exceptional pastoral team led by dedicated Key Stage Leads who oversee the work of Heads of Year and Deputy Heads of Year to ensure that the individual pastoral needs of all students are considered and met.
- Our wider pastoral provision is extensive and utilises the expertise of internal and external professionals to implement a well established programme of pastoral intervention including mentoring, counselling, **behaviour, mental health and wellbeing support**.
- Results from the The Hertfordshire Young Person's Health and Wellbeing Survey indicated that Parmiter's students were more likely to feel that their school was supportive of their emotional health and wellbeing than other Hertfordshire schools.
- Student voice and leadership is **inclusive, impactful and makes tangible contributions to the school community**.
- Our programme of both pastoral and academic peer mentoring led by Year 10 and Year 12 students allows **students to actively support each other in their learning and wellbeing**, whilst positively promoting our values of community, aspiration and opportunity.

- Feedback from learning walks indicate that students are consistently engaged in learning and this is supported by findings from the Kirkland Rowell Survey: where staff gave significantly higher scores for ‘Students’ attitudes to learning’, rating it outstanding, as well as ‘Students’ respect for staff/others’.
- Students are proud to attend their school and **contribute well to the life of the school and/or the wider community** through a wide range of opportunities. In 2022-23 95% of students participated in an extra-curricular club or activity and 71% participated regularly. The level of participation was also high among all key student groups.
- A very small number of students engage in Alternative Provision where this is appropriate and planned to support their individual needs. The arrangements in place to monitor and safeguard AP are proactive and effective.
- Students make **highly positive and tangible contributions** to the life of the school and community through exceptional charity work and supporting the wellbeing of their peers through mentoring and Student Voice committees.
- **Students play a highly active role in creating a positive school environment**, informing decision-making and whole-school initiatives. The Student Voice Equalities Committee has been instrumental in the development of a clear and consistent protocol for pupils, parents and staff to ensure that inappropriate language, prejudice and bias are challenged appropriately. A guidance and language booklet is being developed, which will have been reviewed by staff, parents and ratified by governors prior to implementation.
- Highly effective **internet filtering and monitoring systems** are in place with tracking in place 24 hours a day, classroom cloud and ability to pick up serious concerns and refer to MHST.

Our strengths are:

- Consistently high levels of student conduct and culture of respect for others.
- Consistently high levels of attendance across all year groups and student demographics that are significantly above national averages.
- Opportunities for student leadership and impact of Student Voice.
- Vast range of student-run clubs, societies and activities.
- The quality and breadth of pastoral support provision available to all students.
- Links and partnerships with Chessbrook through collaborative work
- Effective governance of Behaviour & Attitudes, reported termly to the Community Committee and Full Governing Body. Link governors engage with CPD and have recently completed exclusion training (Oct 2023).

Priorities to address this academic year are:

2.4 Enhance the promotion of our extra-curricular provision and develop measures for improved tracking of participation rates

2.5 Review and refinement of current school wide promotion and delivery of SMSC and Fundamental British Values

We are Outstanding because:

- **Personal Development** is a cornerstone of our school culture, deeply ingrained in form time activities, focused lessons, external speakers, and enrichment days. It is consistently rated outstanding by both staff and students. We foster a strong sense of community, aspiration, and opportunity through student leadership roles and active participation in school and wider community initiatives. Safeguarding topics are prioritised through explicit teaching and outstanding pastoral care and mental health support. There is highly effective curriculum planning and interleaving of PD topics that prepares students for life in modern Britain.
- **Character Education** permeates all aspects of academic and pastoral work, aligned with our motto "Nemo sibi nascitur" and values. Students are equipped with the knowledge, skills, and experiences to be resilient, confident, independent, and mentally and physically healthy.
- **Equality, Diversity and Inclusion** is a priority for all stakeholders across the school. Our commitment to EDI is represented in the curriculum, student voice, staff CPD, and school policies.
- We are Recognised nationally for our commitment to student health, wellbeing and creativity through our Artsmark accreditation.
- An extensive range of experiences beyond the taught curriculum are offered, including local, national, and international trips, community-based enrichment activities, and charity work. We promote inclusivity and foster a sense of community through over 200 clubs/activities and house competitions. It is ensured that there is equitable access to opportunities for all students, including those classed as Disadvantaged and Vulnerable.
- **Outstanding pastoral support** promotes positive teacher-student relationships and mental health. Exceptional primary transition ensures a smooth integration into our school culture. Robust pastoral governance and a dedicated Mental Health Support Team enhance the quality of decision-making and support for students.
- **Careers Education** exceeds expectations with extensive work experience and enrichment opportunities. We meet all Gatsby benchmarks and provide unbiased guidance for post-16 and post-18 choices. Our destination outcomes for students post 16 and post 18 are very positive

Our strengths are:

- Extensive and fully inclusive extra curricular programmes and monitoring of engagement for vulnerable students.
- Targeted programmes to extend opportunities and build cultural capital for students classed as Disadvantaged and Vulnerable (HOPP/LEAP/SHINE/CLIMB/REACH).
- Scope of student leadership opportunities and vast range of student-run clubs and societies.
- Student participation and completion rates for the Bronze Duke of Edinburgh Award, with high numbers going on to complete Silver and Gold Awards.
- Outstanding Career Education and Guidance programmes.
- Uptake by students in a vast range of leadership opportunities, including running Student Voice and School Congress meetings.
- Student embodiment of our values.

Priorities to address this academic year are:

- 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
- 3.2 Identify Potential Leaders through analysis of appraisals, audit staff skills/ talents and identify skills/ development needs
- 3.3 Continue to develop Senior Leadership and learning opportunities through collaborative work with internal secondments and external partners
- 3.4 Establish long term vision for securing financial and business model sustainability
- 3.5 Continue to proactively enhance Safeguarding 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.

We are Outstanding because:

- “Trustees, governors and leaders are highly skilled and knowledgeable in their roles. **They share the same clear strategic vision.** This ensures pupils achieve the high aspirations they have for them.” Ofsted 2024
- Leaders ensure that the School’s **primary priority is to safeguard students** and work with the Local Authority Safeguarding Teams to ensure that students at risk of harm are identified and supported in a timely manner. Every member of the SLT is Safer Recruitment trained and allegations about adults are managed very effectively. Leaders regularly seek external scrutiny and validation from the Child Protection Schools Liaison Service whose audits agree that safeguarding at the School is very effective.
- The site is overseen by an extended team of staff led by an Estate Manager who **lives on site** and is able to respond to any issues that may occur beyond the school day and term dates. All adults living on the premises are DBS checked.
- Highly effective systems and processes are in place for **Internet Filtering and Monitoring** to oversee student safety online 24/7, concerns are reported, logged and actioned quickly.
- Leadership of **effective strategies for ensuring students attend school** has been recognised as exceptional by the local authority, who have asked us to partner with another school and support them to improve their attendance.
- Leaders collaborate effectively to ensure that they **communicate a clear and ambitious vision** for providing high-quality education for all students, including students classed as Disadvantaged and Vulnerable, evidenced through data from staff surveys that report higher than national average scores in this aspect of school leadership.
- **Leadership to promote equality and diversity** is highly effective. As outlined in our Equalities Policy, priorities address the curriculum, attainment gaps, challenging biases, stereotypes, and supporting mental health.
- Leaders ensure there is **coherent and consistent communication of leadership aims and vision** through regular staff briefings, INSET and line management. Senior leaders work collaboratively to agree and record ‘areas for discussion’ to be shared with Middle Leaders in fortnightly line management meetings. Line management meetings are kept centrally and reviewed by senior leaders.
- Leaders set **ambitious** objectives for development and prioritise improvement through rigorous self-evaluation and having an effective staffing structure, ensuring there is strategic oversight in all key areas that are identified in our school development plan. Leaders focus on development in weekly SLT strategic meetings and

by regularly reviewing and tracking progress.

- Senior Leaders oversee rigorous QA process and alignment of SDP, ERPs and appraisal that provides a framework for CPD, ensuring that professional development **promotes a common understanding of practice** and aligns with whole-school priorities.
- Parmiter's **promotes and encourages middle and senior leadership CPD** - including participation to take part in the NPQ suite of qualifications. New middle leaders receive comprehensive and bespoke induction training. From April 2024 secondment opportunities onto the SLT together with a bespoke Aspirant Senior Leader CPD programme has been introduced.

Our strengths are:

- Safeguarding and Child Protection.
- Leadership roles at all levels - including Middle Leader empowerment and accountability.
- Governance.
- Networking with local schools and external partners.
- Influence on the wider local educational community through our lead role within the Watford Partnership for Teacher Training.
- Parmagogy and Parmiter's Learner- linked to Student Voice T&L and staff training and development.
- Staff morale, retention and development of strategies for workload management and wellbeing.

Priorities to address this academic year are:

- 5.1 Complete a review of and implement changes to VI Form admissions criteria to enhance post-16 recruitment and retention
- 5.2 Comprehensive review of current VI Form provision, identifying areas for development, and implementing improvements as appropriate including the successful integration of the new Sixth Form team
- 5.3 Successful implementation of new UCAS and Post-18 processes including the wider rollout of the Unifrog platform
- 5.4 Implementation of a coherent and consistent Personal Development programme within the Sixth Form

We are outstanding because:

- The Sixth Form curriculum is ambitious and sets high academic expectations for all students, offering an extensive range of A Level subjects. All subjects are highly valued and the Sixth Form leadership actively encourages students to study a range of A Level subjects to broaden their post-16 academic experience.
- Leaders at all levels are proactive in responding to student recruitment in 'at risk' subjects, hence ensuring we continue to offer the breadth of A Level subjects. Our creative A levels offer students the opportunity to **study subjects that are highly relevant to local employment needs**, responding to the skill shortages that have been identified by several industries and businesses that regularly attend our events.
- The timetable structure is responsive to student demand. A Level option blocks are revised annually based upon requested subject combinations. Whenever possible, Sixth Form Activities option choices are timetabled to respond to requests, e.g. practical food workshops, British Sign Language.
- Effective use of screening data ensures all students undertake a **bespoke and personalised programme of Study Skills** sessions during Year 12, tailored to their individual strengths and weaknesses to support their learning and development. Students requiring additional support to effectively transition to the demand of A Level studies are quickly identified and supported. Retention on A Level study programmes for 2022 was 99% (IDSR).
- All students have the opportunity to study for an Extended Project Qualification (EPQ) in their chosen areas of interest. The quality of the students' completed projects is exceptional as recognised in the outcomes, 82% A-A* in Jan 2022, 77% A-A* in Jan 2023. EPQ is valued by staff and students alike as an opportunity to experience the demands of undertaking university level research and presentations.
- The **work that Sixth Form students complete is of a high standard**, with **relevant and challenging curriculum goals**. Students undertake a coherently planned and sequenced curriculum, with regular assessment, feedback and revision opportunities to support their academic achievement.
- The intent and implementation of the curriculum aligns with the evaluation of the whole school quality of education.
- **At KS5 achievement is outstanding** - The most recently available 2023 IDSR data indicates that our KS5 outcomes were significantly above average for all benchmarks. 96th percentile for A level APS, 95th percentile for Best 3 A levels APS, 97th percentile for AAB%.
- The **impact of the taught curriculum is strong for key groups**, including SEND as outcomes for 2022-23.
- The broader curriculum offering is exceptional, providing **rich and varied experiences in the Sixth Form**. Liberal Studies, Activities programmes and EPQ are all timetabled and treated as an intrinsic part of Sixth Form life.
- Students have access to a wide range of academic enrichment opportunities, examples include the FT advocate programme, Young Reporter scheme (including two winners in 2022), two Enterprise Challenge teams, Model UN, NHS virtual blood transfusion experience, industry-led workshops and visits, a range of national competitions, day visits and residential trips that include a trip to Washington DC and Iceland.

- The careers provision and post-18 information and guidance is exceptional and encourages students to be ambitious about future pathways. Leaders ensure that students get **unbiased advice** about a range of options post 18 and into employment.
- Our annual Universities and Apprenticeships Fair is attended by over 50 further education and university institutions and employers offering apprenticeships. A biennial Careers Fair event is a flagship event for our school, with 55 employers across all careers sectors and talks covering the four key sectors of Science & Medicine, Engineering, Law and Creative Industries. The school engages with an external provider to offer the Apprenticeship Academy; this supports our in-house events - Apprenticeship Awareness Evening and Ask an Apprentice. Students and parent/carer engagement with all these events is excellent, and growing.
- Throughout the year, our Head of Careers works in **partnership with local businesses and industries** who promote various pathways into their industries, including Sky Studios, Warner Brothers, Leonardo, Kori Construction.
- Our Head of Careers coordinates a growing alumni network who provide valuable information and guidance to current students, through lectures and workshops, one-to-one advice and supporting the mock interview process.
- **Preparation for next steps** is exceptional. Students receive outstanding support with the application processes for all post-18 pathways; UCAS, degree apprenticeships or employment. There is a full programme of interview preparation, tailored to each student's specific subject and application process. All students have access to interview preparation workshops led by the Head of Sixth Form, as well as individual interview preparation.
- In the 2023 UCAS cycle, 73% achieved their first choice university place, with a further 12% taking up their insurance offer; these figures are inline with 2022 data. Following 2023 results, 6 students started an apprenticeship, our highest number to date.
- Liberal Studies and a pastoral programme follow both a process of **effective character development** as well as exposing students to a series of topics to trigger wider understanding of the world around them and their social responsibility. Interactions with Form Tutors and Sixth Form staff encourage supportive personalised experiences and developments across their time with us.
- **Highly effective careers and higher education programmes, as well as PD and pastoral sessions** covering personal well-being (including sex and relationship education) are provided and delivered by a wide range of internal and external speakers who introduce students to a variety of political, moral and social issues ensuring students are **equipped for adult life**, with an awareness of their wider social responsibilities.
- The Head of Sixth Form Pastoral **prioritises student wellbeing** and is supported by a dedicated member of support staff. She works with vulnerable students, staff and outside agencies to ensure all students are very well supported. Her status as a DSL also ensures that the School's **highly effective safeguarding practices** are implemented across the Sixth Form.
- Attendance for Sixth Form is excellent.
- Sixth formers **consistently demonstrate highly positive attitudes, engagement and commitment to their education** and demonstrate consistently high levels of respect for others. This is evidenced through Student Voice, student-led assemblies, uptake of opportunities and engagement in student-led activities and societies.
- Sixth Form students make a valuable and **tangible contribution to the wider school community**. The **impact on school life** made by Sixth Form students is extensive, notably through their participation in, and leadership of, Student Voice committees and Student Congress. Recent examples of impact include informing community projects, development of the Parmiter's Learner Principles, forwarding the school's work on EDI and gaining the Artsmark accreditation in 2023.

- Leadership opportunities are offered through the prefect system and via the students' organisation of Sixth Form events (e.g. Quiz night, bowling) and numerous student-led clubs and societies which are both recreational and educational. Over 50 form and academic sixth form prefects work in departments, doing duties and supporting the pastoral and academic provision across the school. Sixth form students in the Sports Leadership Academy support the School Sports Partnership, running numerous events and festivals. Students are encouraged to mentor younger students alongside the more formal **mentoring** system run by pastoral leaders.
- **DofE in the Sixth Form continues to thrive.** In 2022-23 there were 27 students enrolled for Silver and 18 Gold, with our students recently meeting Prince Edward at Buckingham Palace.
- Sixth Form students represent the school at a range of formal and informal occasions; it is an expectation that Year 12 students help to **support whole-school events**. Sixth Form students suggest, organise and deliver fundraising events for our nominated charities and national campaigns. High numbers of students participate in Monday Club, a social club for adults with learning difficulties. It is evident that students **understand their active contributions to society** and that the school instils a sense of social responsibility in students.
- External students integrate extremely well in Year 12 and quickly become valued members of the School community, external students have regularly become leaders e.g school captain in Year 13 over recent years. We receive approximately 700 applications from external students.
- The Sixth Form team regularly seeks feedback from students; end of year interviews for Year 12 and Year 13 questionnaires are scrutinised by leaders to identify areas for development of improvement.

Our strengths are:

- Range of A Level subjects offered and proactive leadership to support and grow 'at risk' subjects.
- The careers provision and post-18 information, guidance and preparation is exceptional so that most students secure their first choice.
- Liberal Studies programme, rated outstanding in student survey (Kirkland Rowell 2023).
- Breadth of provision and student uptake in student leadership opportunities.
- Student embodiment of our values and tangible contribution to school life and that of the wider community.
- Providing opportunities for students to discover new ideas and expand their horizons and wider experience. Students feel included, able to be themselves and feel included within our diverse community.