

## **Parmiter's School Development Plan: 2019-2022**

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## School Context

<b>Students</b>	1438	<b>Male</b>	734		<b>Staff</b>	220
		<b>Female</b>	704		<b>Teaching Staff (fte)</b>	90
					<b>Support Staff (fte)</b>	60
<b>Pupil Premium</b>	90	<b>SEN</b>	150			
<b>CLA</b>	12	<b>EHCP</b>	22		<b>Governors</b>	13
<b>FSM</b>	58	<b>EAL</b>	194			
<b>Services</b>	1					

### Accreditations and partnerships

- Music Mark accreditation - recommended by the Hertfordshire Music Service and is national recognition for providing excellence in Music education. (2019)
- Physical Education - Association for PE Quality Mark award with distinction (one of seventeen schools nationally to have achieved the award with distinction). The school also holds the Schools Games Gold Award. (2018)
- Parmiter's is a strategic partner in the Herts and Bucks Teaching School Alliance (TSA) leading on Initial Teacher Training (ITT). 6 members of staff have been designated through the TSA as Specialist Leaders in Education
- Participation in DfE (national) project on Reducing Teacher Workload, in conjunction with Alban TSA. (2019-2020)
- Parmiter's is the Lead school for the local area Pearson Maths Hub - providing CPD events (2018-Present)
- The Headmaster is the Chair of the South West Herts Secondary School Heads Forum (SWHSSH) and represents the Forum on the Executive Board of the Herts Association of Secondary School Headteachers (HASSH)
- Parmiter's School is jointly responsible for running the Pastoral Leads group in the local area. It provides CPD and opportunities to share ideas and resources with other Pastoral Deputies and their teams.

### Key:

Complete	In progress, on track	In progress, behind schedule but recoverable	Not yet started
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## Strategic Review: 2018-2019

- **Impact of Teaching and Learning (T&L) Continuing Professional Development (CPD) strategy**

In 2018-19 Mike Tookey introduced the T&L working groups, the T&L bulletin and a T&L website. All teaching staff were involved in a T&L group. The themes of the groups were Behaviour for Learning, Classroom Climate, Cognitive Load Theory, Dialogic Teaching, Differentiation, Engagement & Motivation, Literacy, Marking & Feedback, Memory, Metacognition, Principles of Instruction and Teach Like a Champion. Each group were recommended one or more pieces of literature / research related to their theme. Staff met during meeting and/or INSET time to discuss the theory and practice of their T&L theme. Each group presented a summary of their discussions / ideas / trials to the staff body, either through INSET sessions, staff meeting or staff briefings. The **impact** saw all teaching staff members exposed to best practice pedagogy and ensured staff collaborated beyond their own curriculum areas to witness best practice across all teaching areas at Parmiter's. For 2019-20 leadership over this work has been devolved to three experienced Middle Leaders, Sarah Murra., Adam Baker and Chris Powell (under the oversight of Lizzy Berks) to facilitate a more peer led approach for all teaching staff.

- **Impact of new Leadership Models - SLT and Sixth Form**

Following the retirement of Andy Biggs, the opportunity arose in 2018-19 to internally promote two experienced Middle Leaders, Brad Hughes and Gemma Absalom onto the SLT to support strategic leadership over behaviour and the Curriculum / Assessment. For the Sixth Form two Middle Leaders, Alex Porter and Wendy Rowland were appointed as joint Leaders over Key Stage 5. The **impact** saw capacity at SLT improve and thus enable the focus for the strategic work on T&L cited above. Further initiatives, including the introduction of a new Rewards and Sanctions points log as well as Intervention tracking and monitoring, were also made possible. Both significantly improved our strategic ability to monitor and track students' behaviour, progress and contribution to whole school life. With the departure of Mike Tookey, the appointments have become permanent Assistant Headteacher roles, overseeing Behaviour and Attendance and Data / Raising Standards. Whilst Sixth Form Leadership saw the effective management of a Year 13 group with significant issues concerning Mental Health and Well Being, workload was such that for 2019-20 Tim Henson has been asked to take strategic oversight along with leadership over whole-school student Personal Development.

- **Impact of new Quality Assurance model and Middle Leader development**

September 2018 saw the implementation of the school's new Evaluation, Review and Priorities (ERPs) documentation and meeting cycle involving all Curriculum Area leaders and the Headmaster, Raising Standards Lead and the SLT Line Manager. In November a similar process was put in place for Heads of Year. The **impact** has improved the capacity of school leaders to scrutinize and challenge Middle Leaders on the progress of all groups of students across all Key Stages and as a result this Autumn it has been possible to judge the Summer outcomes in line with predictions and the themes that came out of the termly meetings. Where concerns or issues had been raised, strategies and interventions to address them have, in the main, proved to be successful as outcomes broadly matched or in some cases exceeded Curriculum Area predictions. Whilst the success of the overwhelming majority of Curriculum Area ERPs is clearly evident, the Pastoral ERPs, led by Heads of Year proved to be variable in terms of their effectiveness. The process led to the decision to create two new Key Stage Leader roles for 2019-2020 each of whom will be involved in a termly ERP meeting to provide a chance for SLT to scrutinize and monitor the progress both academically and pastorally of individual and groups of students across KS3 and KS4. In addition, two new ERPs will be introduced for the Sixth Form and SEND.

- **Impact of Budget Recovery Plan**

In September 2019, the three year budget predicted that the school would be moving into a deficit position over time unless action were to be taken. The Governors and Headmaster over saw the implementation of a Budget Recovery Plan with a view to ensuring that this was addressed. Key to the plan was the reduction of contact time across Sixth Form lessons as well as clear decision making about the running of GCSE and A Level classes that were not cost effective in terms of the number of students wishing to follow the courses. The **impact** saw a saving of £250,000 over time and thus returned the budget to a balanced status and enabled the school to forecast a balanced budget over the coming three years. It should also be noted that whilst Key Stage 5 contact time has been reduced, the Parmiter's curriculum time allocation still compares favourably with many other similar schools (9 hours of teaching time over two weeks compared with the more common 8 hours).

- **Success of Condition Improvement Fund (CIF) bids - New Science Block**

**Impact:** In March 2019, the school was notified that its two CIF bids - one for a new Science Block (£3.9 million) and the other to address the state of the school's heating system (£278,000) - had been successful. A working party, including Governor input, was put in place and appointed Synergy as the company to oversee the design and support the school in the selection of the Contractor to conduct the building work. The work is still at the planning stage with building work currently due to begin in May 2020.

## 1. PERSONAL DEVELOPMENT

(SLT oversight: JST / Link Governor: Laurence Pilgrim)

### *Vision for 2022 (Wildly Ambitious Goals WAGs)*

*1.1 Well-being of staff and students is a key priority and judged by all stakeholders as excellent. This includes mental, social and physical health.*

*1.2 Character education is at the forefront of all that we do and judged by all stakeholders as excellent. It is embedded into the curriculum, form time and assemblies and forms a basis for all personal interactions.*

*1.3 The new school uniform will have been rolled out across the school and all students will wear their uniform smartly and with pride. All students will wear their uniform immaculately not only at school but on the journey to and from. They exhibit a genuine pride that they are Parmiterians.*

*1.4 All students actively seek leadership roles and responsibilities as they move through the school.*

*1.5 All students demonstrate a positive attitude for learning with low level disruption eliminated from all lessons. Bullying is completely eliminated along with incidents of unkindness.*

<b>Key Actions 2019-2020</b>	<b>Time scale for delivery</b>	<b>SLT Lead</b>	<b>Resource Implications</b>	<b>Success Criteria</b>	<b>Governor Monitoring</b>
<b>1.1.1</b> Staff Well-being policy in place and review cycle determined.	Meetings with union reps planned for second half of autumn term 2019	JST	Meeting time. Funding for resources agreed	Policy in place and being referred to as appropriate	Community Committee
<b>1.1.2</b> Student Emotional Well-being policy reviewed	Governors Community Committee November 2019	JST	Time	Policy approved	Community Committee
<b>1.1.3</b> Mental Health Audit completed	End of academic year.	JST	Time for audit work and preparation of paperwork	Audit complete and ready for application for Kitemark.	Community Committee
<b>1.1.4</b> Access external agency support to work with targeted	End of academic year.	JST		Increased support in place for student body.	Community Committee

students identified with well-being concerns.			Minor financial cost, possibly though PP funding.		
<b>1.2</b> Personal Development audit completed (to include character education, cultural capital, FBV, resilience, careers etc.)	Carried out over the Spring term 2020. Working with CBE and other key staff. All staff briefings and twilight INSET (3/2/20).	THE	Time and possible attendance on courses. Visits to other schools to share good practice	Audit complete and schemes of work developed in subject areas where this is relevant	Community Committee
<b>1.3.1</b> Monitor uniform via behaviour logs.	Regular checks on SIMS Behaviour logs each term.	BHU	Time	Baseline figures for this year obtained.	Community Committee
<b>1.3.2</b> Review uniform and PE Kit partnerships.	Ongoing throughout the academic year.	BHU	Time	Affordable high quality uniform available to all students.	Community Committee
<b>1.4.1</b> To review the role and responsibilities of students beyond the Prefect system.	Opportunities identified as part of the Pastoral ERP process with input from HOY.	BHU	Time	Areas for development identified and more students actively involved in leadership roles.	Community Committee
<b>1.4.2</b> School congress well attended by students in KS3 & KS4 and committees feed into main meeting.	Reviewed on a meeting by meeting basis. First meetings to take place in Nov/Dec.	THE	Time	Increased participation in Student Voice Groups and relevant discussion points raised at full congress.	Community Committee
<b>1.4.3</b> Promote the importance of student leadership and provide increased opportunities for students to participate in leadership roles across the school.	Ongoing throughout 2019-20. Reviewed termly.	BHU	Time. Small cost for rewards / promotion.	Increased focus on student leadership across the school and more students actively involved. Student leadership valued and celebrated.	Community Committee

<p><b>1.5.1</b> Embed role of Key Stage Leads with a particular focus on proactive behaviour interventions.</p> <p><b>1.5.2</b> Increased pastoral involvement at Form Tutor level.</p> <p><b>1.5.3</b> Improved tracking and earlier intervention regarding behaviour and attendance.</p>	<p>Over the academic year. Reviewed termly as part of the new Pastoral ERP process.</p> <p>Over the academic year. Reviewed termly as part of the new Pastoral ERP process.</p> <p>Over the academic year. Reviewed termly.</p>	<p>BHU</p> <p>BHU</p> <p>BHU</p>	<p>Time</p> <p>Time</p> <p>Time</p>	<p>Fewer negative behaviour logs when compared with 2018-19, greater intervention at Middle Leader level reducing SLT involvement too early.</p> <p>Positive relationships formed between Form Tutors and tutor groups.</p> <p>Reduction in detentions issued and increased punctuality across the school.</p>	<p>Community Committee</p> <p>Community Committee</p> <p>Community Committee</p>
<p><b>Further Actions to fulfil WAGs 2020-2022</b></p>	<p><b>1.1</b> - Mental Health Kitemark paperwork submitted by the end of 2020-21</p> <p><b>1.2</b> - New schemes of work developed for Life Skills and also assembly programme reflects work that is needed.</p> <p><b>1.3</b> - Comparison of year on year data for uniform transgressions. Work to determine if other uniform suppliers should/could be used to maximise choice for parents whilst maintaining standards. Simplified Sixth Form uniform code to address the disparity between male and female dress codes</p> <p><b>1.4</b> - Consideration of Year 11 “ prefects”</p> <p><b>1.5</b> - Review homework policy in relation to detentions received. Further development and use of Restorative Practice.</p>				
<p><b>GBAR - December 2019</b></p>	<p><b>1.1.1</b> - Meeting with Union rep scheduled for 27/11/19 - to be rescheduled</p> <p><b>1.1.2</b> - Policy approved by Governors 19/11/19</p> <p><b>1.1.3</b> - BHU attended mental health conference (Nov). JST/BHU attended South-West Pastoral Leads meetings. Audit to be scheduled for Spring Term.</p> <p><b>1.1.4</b> - New ‘Supporting You’ course being delivered working with students who suffer from stress and anxiety. Plans to roll course out further in Spring Term. Family Support Worker time has been allocated to three families this term, and has had a positive impact.</p> <p><b>1.2</b> - Briefing (1/10/19) to launch Character Education to staff.</p>				

	<p><b>1.3.1</b> - We have noted a slow increase in the trouser option being worn as the colder weather approaches. Uniform indiscretions remain low and isolated.</p> <p><b>1.3.2</b> - BHU and JST to meet with possible new uniform suppliers on 4th December. PA second-hand uniform sales continue to be a success.</p> <p><b>1.4.1</b> - Student leadership discussed at Middle Leaders Meeting and reviewed in Pastoral ERP 1. Areas for development identified.</p> <p><b>1.4.2</b> - Student Voice launched with first meetings taking place in Nov/Dec. Form Captains selected and process for selection of school captains underway.</p> <p><b>1.4.3</b> - New leadership criteria introduced to School Colours and applied to Senior School Colours and Full School Colours for the first time at Colours Committee Meeting on 27th Nov (Awarded Xmas 2019). Year 7 Ambassadors programme launched to Year 7 in assembly and first student academic ambassadors selected, Sporting and Creativity Ambassadors to be selected later in Spring and Summer Terms. Student Mentor training scheduled for 10th December, mentoring to begin in January. Student led assembly programme well underway and feedback from staff has been very positive.</p> <p><b>1.5.1</b> - The first pastoral ERP meetings have taken place, key priorities for each Key Stage have been set for review in February. Heads of Key Stage have presented to staff at INSET and staff briefings.</p> <p><b>1.5.2</b> - Key Stage Meeting and presentations on the role of the Form Tutor. Staff briefing delivered outlining expectations. Increased resources made available to Form Tutors. New programme of Student led Form Assemblies established.</p> <p><b>1.5.3</b> - New tracking documents in place for behaviour, attendance, punctuality and intervention are now accessible on Google Drive. Audit of Pastoral intervention carried out and key actions logged.</p>
<b>GBAR - April 2020</b>	
<b>GBAR - July 2020</b>	



## 2. Quality of Education

(SLT oversight: EBE / Link Governor: Niki Davison)

*Vision for 2022 (Wildly ambitious goals WAGs)*

- 2.1 *Teaching and learning practice is outstanding across the school, with our innovative practice recognised outside of Parmiter's.*
- 2.2 *We will have a fully cohesive KS3 curriculum that blends knowledge and skills in order to fully prepare our students for the rigours of GCSE. There will be clear evidence that MLs work collaboratively across their subject areas.*
- 2.3 *A differentiated, but not divisive, curriculum pathway at KS3 & 4 ensures no student is left behind.*
- 2.4 *Full range of MFL being studied at A Level with class sizes of 10+. / A significant increase in take up of Arts/Humanities/English at A level.*
- 2.5 *Students entering the school under the Music criterion will take a full and active part in school music and opt to study GCSE Music / A Level Music*
- 2.6 *ICT is used seamlessly and responsibly in lessons by students at all key stages to enhance engagement and learning.*

<b>Key Actions 2019-2020</b>	<b>Time scale for delivery</b>	<b>SLT Lead</b>	<b>Resource Implications</b>	<b>Success Criteria</b>	<b>Governor Monitoring</b>
<b>2.1.1</b> Ensure an ongoing programme of T&L development for all teaching staff and TAs through: <ul style="list-style-type: none"> <li>● T&amp;L development groups</li> <li>● T&amp;L briefings</li> <li>● T&amp;L bulletin</li> <li>● T&amp;L website</li> </ul>	T&L development group launch September 2019, staff sign up by November 2019, group meetings ongoing. T&L briefings at regular intervals during the academic year. Half termly T&L bulletins. Development of T&L website.	EBE	Time of T&L group leads.	Profile of T&L remains high, with a greater range of staff sharing best practice.	Standards & Curriculum committee meetings.
<b>2.1.2</b> Develop INSET day/twilight programmes that allow staff to personalise	November 2019 INSET day to include choice of sessions for teaching staff and TAs.	EBE	Cost of any external training providers.	Positive feedback from staff on INSET sessions.	Standards & Curriculum committee meetings.

their in-house T&L based CPD.	Twilight programmes to be developed to allow some personalisation.				
<b>2.1.3</b> Create an in-house CPD directory based on staff's appraisal professional development plan.	Autumn term second half - directory to be 'built' from CPD plans in appraisal. Directory to be shared with staff.	EBE	ABA time	Staff benefit from CPD with / by peers during academic year.	Standards & Curriculum committee meetings.
<b>2.2</b> Mapping of key skills & knowledge by subject across KS3 through HoDs and line managers.	By February 2020, completed template for each subject outlining KS3 curriculum. Increased knowledge of KS3 curriculum by line manager and SLT. By March 2020 KS3 curriculum map to provide HoDs & SLT with a clear overview of the curriculum.	EBE	LM meeting time. Time to amalgamate information.	HoDs can easily identify areas of commonality, conflict, duplication etc at KS3. Actions agreed.	Standards & Curriculum committee meetings.
<b>2.3</b> To research an alternative KS3 pathway for those requiring additional support to access the curriculum because of literacy and/or numeracy needs.	By February 2020 to have investigated the KS3 curricula of schools with similar intake profiles. To review current curriculum provision with SENCO. To make recommendations for short, medium and long term curriculum developments.	EBE	Time to visit other schools. Meeting & planning time.	Greater progress of those students starting Year 7 with lower levels of academic prior attainment.	Standards & Curriculum committee meetings.
<b>2.4.1</b> Newly appointed TiC KS4 German to reinvigorate subject along with JOD. Cloud 9 groups for most able GCSE linguists.	A Level option numbers in December 2019 indicates increased uptake for MFL subjects.	GAB	Support for staff as requested.	MFL subjects in the A Level curriculum offer for Sept 2020.	Standards & Curriculum committee meetings.
<b>2.4.2</b> Increase visibility of the departments outside of Parmiter's.	Autumn Term: Art/Photography to exhibit at public venues. MFL department to host Glastonbury goes global session, to include students from other schools. Application for ArtsMark completed. Application for Platinum Schools' Games Mark by PE department. Summer Term: Drama department to attend Edinburgh Fringe Festival (Summer 2020)	Line Managers	Staff time/cover to research, apply, organise events. Associated costs.	Increase in external applicants for Arts, Humanities & MFL subjects at A Level.	Standards & Curriculum committee meetings.

<p><b>2.5</b> To research an alternative KS3 pathway for those who enter the school on music entry criterion.</p>	<p>By February 2020 to have investigated the KS3 curricula of schools with Music entry criteria. To review current curriculum provision with Director of Music. To make recommendations for short, medium and long term curriculum developments.</p>	<p>EBE</p>	<p>Time to visit other schools. Meeting &amp; planning time.</p>	<p>To ensure a stimulating and challenging Music curriculum for those with an aptitude.</p>	<p>Standards &amp; Curriculum committee meetings.</p>
<p><b>2.6.1</b> Systematic trial of use of Google Classroom &amp; Chromebooks across KS3 &amp; 4.</p>	<p>Autumn 2019 staff CPD programme differentiated for early adopters using Google/Chromebooks in T&amp;L and all other staff. First half term: History KS3 trial. Second half term: Geography KS4 trial. CLA and post-CLA students to trial use of Chromebooks for home study. (5 got, 4 on order). Spring Term: Science &amp; Music to trial. Summer Term: A form group to trial use across the curriculum.</p>	<p>EBE</p>	<p>Briefing, INSET sessions. Costs of Google / Chromebook implementation.</p>	<p>Positive feedback from staff and students.</p>	<p>Termly updates to FGB.</p>
<p><b>2.6.2</b> All staff to be issued with Chromebook</p>	<p>Summer 2019: All staff to be issued with Chromebook. INSET scheduled for 29 June 2020.</p>	<p>EBE</p>	<p>INSET. Costs of Google / Chromebook implementation.</p>	<p>Positive feedback from staff and students.</p>	<p>Update to FGB.</p>
<p><b>Further Actions to fulfil WAGs 2020-2022</b></p>	<p><b>2.1</b> - T&amp;L website to go live to audience beyond Parmiter's. Host annual/biennial T&amp;L conference and ongoing CPD opportunities for Hertfordshire schools targeting internal and external attendees. T&amp;L student sub-committee works alongside staff to plan and deliver sessions for the November INSET and/or T&amp;L briefings. Fully personalised CPD opportunities for all staff at Parmiter's. Enhance T&amp;L related CPD feedback and evaluation systems to provide greater evidence of impact, assess value for money, and ensure widest best practice shared as widely as possible. To apply to be part of the Research School Network as/when an application round open.</p> <p><b>2.2</b> - To increase departmental development time to allow pedagogy focused meetings, by department and cross-curricular, to develop areas identified by KS3 mapping.</p> <p><b>2.3</b> - To provide a tailored pre-GCSE programme (e.g. from May half term of Year 9) for those students who may find it challenging to access GCSE courses).</p> <p><b>2.4</b> - Alumni / Yr 13 students studying A Levels in Arts, Humanities &amp; MFL to promote skills &amp; knowledge developed through these subjects - and promote future pathways. Hosting of subject enrichment sessions at KS4 for external students (as well as internal) across greater range of subjects. Celebrating of alumni success through with talks/ events/workshops open to all.</p>				

	<p><b>2.5</b> - Implementation and review of any suggested curriculum changes.</p> <p><b>2.6</b> - Invest in additional class sets of Chromebooks to enable 2 / 3 other departments to develop use of Google Classroom to enhance T&amp;L. September 2021 roll out of 1-1 devices programme for students. Work towards becoming a reference school for Google in the local area.</p>
<b>GBAR - December 2019</b>	<p><b>2.1.1</b> - 58 staff have signed up to work with a T&amp;L development group (these were non-compulsory). Groups are: LEAP/CLIMB/SHINE, Differentiation, Google in T&amp;L, Literacy across the Curriculum, Memory/Revision, Metacognition, Restorative Practice. Two T&amp;L briefing sessions led by different members of staff (JTY, SHA, LFR, GAB, EMO). T&amp;L bulletin 1 circulated to all staff and reflected themes from first half term briefings. T&amp;L website updated by ABA.</p> <p><b>2.1.2</b> - INSET on 28/11/19 programme allows staff to choose two of six sessions to allow some personalisation.</p> <p><b>2.1.3</b> - ABA has mapped all CPD requests and offers indicated on teaching staff's professional development plans. Directory to be shared with staff.</p> <p><b>2.2</b> - No progress to date. EBE to develop template.</p> <p><b>2.3</b> - EBE to raise as agenda item at Curriculum Deputies meeting on 26/11/19.</p> <p><b>2.4.1</b> - Initial A Level option choices suggest A Level French, German and Spanish will run in Year 12 September 2020</p> <p><b>2.4.2</b> - A Level Photography exhibited John Lewis Watford (November 2019). MFL Glastonbury Goes Global hosted for Yr 9 students (October 2019) - student work exhibited outside Boardroom. Ongoing work in other areas.</p> <p><b>2.5</b> - EBE to raise as agenda item at Curriculum Deputies meeting on 26/11/19.</p> <p><b>2.6.1</b> - History trial completed first half Autumn term. Feedback positive, wifi infrastructure worked well, engagement good, analysis shows a reduction in gap between boys and girls classwork effort grades (see ABA NPQSL). 5 x CLA/post-CLA students issued with Chromebooks, 4 more ordered for students. Geography trial ongoing second half Autumn term.</p> <p><b>2.6.2</b> - No action to date (other than INSET day in school calendar).</p>
<b>GBAR - April 2020</b>	
<b>GBAR - July 2020</b>	

### 3. STUDENT PROGRESS

(SLT oversight: GAB / Link Governor: John Hubbard)

*Vision for 2022 (Wildly ambitious goals WAGs)*

*3.1 For HODs and KSLs to assume responsibility for identifying under-achievers and subsequently removing barriers to academic progress in their subject.*

*3.2 Assessment works for all - it is not burdensome for staff, it provides meaningful, reliable data and it provides students with a genuine understanding of their progress to date and next steps.*

*3.3 There will be no achievement/attainment gap between any of the disadvantaged groups and their non-disadvantaged peers*

*3.4 Boys will make the same progress and attain the same as the girls - achieved by the boys improving and not the girls come down to meet them.*

<b>Key Actions 2019-2020</b>	<b>Time scale for delivery</b>	<b>SLT Lead</b>	<b>Resource Implications</b>	<b>Success Criteria</b>	<b>Governor Monitoring</b>
<b>3.1</b> All HODS and HOKS actively using data in departmental tracking	Roll-out of SISRA to Middle Leaders for active use by end of the year.	GAB	INSET time for SISRA training	Time saved for MLs	Termly reports to Standards and Curriculum Committee
<b>3.2</b> Review of ARR regularly with staff consultation regarding workload	ARR calendar for academic year 2020-2021 constructed and reviewed by staff, including union representatives, by Easter.	GAB	Time (to allow staff to have meaningful input)	Adjustments made to calendar if necessary	Termly reports to Standards and Curriculum Committee
<b>3.3.1</b> Effective use of SEN ERP	SEN ERP to be completed	JST	Meeting time	Records of actions and outcomes.	Termly reports to Standards and Curriculum Committee
<b>3.3.2</b> Pastoral ERP meeting outcomes to inform intervention strategies	KS3 and 4 ERPS in place	BHU		ERP documentation and minutes of meetings	
<b>3.3.3</b> Continued improvement of cultural capital and aspiration amongst disadvantaged students	LEAP, SHINE, CLIMB in place and HOPP established by Christmas. Plans in place for next year's Year 11 cohort. Led by HOKS.	JST	PP and PP+ funding to pay for the trips and resources. Need	Improved cultural awareness of students. Better	

			to consider factoring in costs of cover.	engagement in school, with attendance and behaviour being key aspects of this.	
<b>3.4</b> To raise the profile of potentially under-achieving boys (Year 11)	Post-data drops, use of SISRA to generate reports based on High KS2 attainment. Interventions as appropriate (HODS/HOKS)	GAB	Cost of intervention	Gap between boys and girls Progress 8 score narrows in 2020 with P8 score positive for all groups of boys	Termly reports to Standards and Curriculum Committee
<b>Further Actions to fulfil WAGs 2020-2022</b>	<p><b>3.1</b> - SISRA use by all MLs with other staff coming on board over the next year</p> <p><b>3.2</b> - ARR calendar supported by all staff with workload reduction strategies evident</p> <p><b>3.3</b> - Further refinement of all ERPS; Year 11 group established and running for Autumn and Spring term 2020. Evaluation of the impact of the groups bearing in mind that a lot of this will be “soft” data</p> <p><b>3.4</b> - On-going monitoring and intervention</p>				
<b>GBAR - December 2019</b>	<p><b>3.1</b> - SISRA demonstration to MLs on 18.11.19. MLs issued with usernames and passwords.</p> <p><b>3.2</b> - Not applicable at this time.</p> <p><b>3.3.1</b> - SEN ERP meeting 1 scheduled and HST working with PP/PP+ students on weekly/fortnightly basis</p> <p><b>3.3.2</b> - Both ERPs meetings for autumn term have taken place, Interventions underway including HST work</p> <p><b>3.3.3</b> - Significant number of trips/activities organised for groups. Watford FC Premier League Inspire programme running weekly with Year 8 group.</p> <p><b>3.4</b> - KS2 data checked and identification of students in place. Elevate booked for ‘Finishing Line’ session March 2020. English department making this cohort a focus this year.</p>				
<b>GBAR - April 2020</b>					
<b>GBAR - July 2020</b>					

**4. SIXTH FORM** (SLT oversight: THE / Link Governor: Gordon Wilson)

*Vision for 2022 (Wildly ambitious goals WAGs)*

- 4.1 Parmiter's Sixth Form will have a reputation for both academic excellence and outstanding pastoral care.
- 4.2 A strategic and effective Sixth Form recruitment programme to enable a broad and balanced curriculum offer.
- 4.3 Students will evolve into mature, independent learners as they transition through Year 12 and 13.
- 4.4 Sixth Form uniform will be smart and business like for all students.
- 4.5 Study periods will be organised, offering a variety of academic opportunities as well as activities which promote personal development.
- 4.6 Student Voice will be steering new ideas and whole school initiatives, as well as shaping school policies.
- 4.7 Student Leadership is highly valued and embedded throughout the Sixth Form, benefiting the whole school community.

<b>Key Actions 2019-2020</b>	<b>Time scale for delivery</b>	<b>SLT Lead</b>	<b>Resource Implications</b>	<b>Success Criteria</b>	<b>Governor Monitoring</b>
<p><b>4.1.1</b> Continued scrutiny of individual academic performance throughout the A Level course, with targeted interventions where appropriate.</p>	<p>Review of effectiveness of current cycles of academic monitoring to take place 2019-20. Consideration of feedback from year 13 on what would have helped develop their academic focus earlier. Trial factual content tests for A Level subjects for Year 12s in 2019-20 with potential roll out across all A Levels form 2020-21 to take place at the end of the Autumn term, using self marking Google Docs or equivalent. Research into intervention strategies for those that are not making effective and contextual progress.</p>	<p>GAB</p>	<p>Timing, possible staffing in the futures</p>	<p>Increased early interventions, increased sense from staff that students are more able to progress. Year 13 feedback confirming they felt aware of their</p>	<p>Standards and Curriculum Committee</p>

	Longer term potentially increasing staffing to provide academic support for sixth formers on a one-to-one basis as the sixth form grows.			progress and well supported.	
<b>4.1.2</b> Close monitoring and recording of students where there are concerns about wellbeing. Clear and effective communication leading to the appropriate level of intervention.	Ongoing via use of SIMS, Sixth Form team meetings as well as communication with Form Tutors, teaching staff as well as parents/ carers.	THE	Time	Improved well-being and mental health in the Sixth form	Community
<b>4.2</b> Strategic recruitment of both internal and external students in 'shortage subjects'	Review uptake in each subject from the 2018-19 cycle to see rates of returns, to then be compared with the 2019-20 cycle to analyse trends emerging.  Continue to make considered sequences of offers to external students. Target shortage subjects with subject specific afternoons with relevant HODs to increase sense of inclusion prior to GCSEs. Consider offering shortage A Levels in Languages and the Arts on a lower rate of internal interest.	THE	Staff time to undertake analysis.  Staff time to undertake recruitment activities.	Sixth Form at full capacity - 210+ students in YR12 and YR13. Improved numbers in targeted subjects	Standards and Curriculum Committee



<p><b>4.3</b> Programme devised to nurture the transition through the Sixth Form, developing the character traits and independence in preparation for life post Parmiter's</p>	<p>Initial exploration of assessment tools to ascertain student's individual independent learning abilities (initially the SMALSI test).</p> <p>Trial group in 2019-20 to determine effectiveness and accuracy of the SMALSI test as well as subsequent intervention strategies to build up independent learning techniques that specific students need to develop to be able to become effective independent learners.</p> <p>Consider either developing own internal system for analysing SMALSI results or acquiring unlimited electronic marking permissions, dependent on the usefulness of the test OR consider alternative to SMALSI if it is not suitable.</p> <p>Conduct research review into effective environments and cultures to encourage and nurture independent learning and promote to all staff to understand the rationale behind environmental decision making.</p> <p>Conduct visits to Universities to review what students need to be able to do to be effective on degree level studies and roll this back into our practise in Sixth Form.</p> <p>Conduct interviews, data gathering from our former students of their experiences of their own skills' effectiveness versus their peers from other schools to see where are the strengths and weaknesses are and roll the outcomes back into A Level teaching.</p> <p>Roll out to full Year 12 in autumn term of 2020.</p>	<p>THE</p>	<p>Initial costs of SMALSI or equivalents. Staff time to undertake research and visits.</p> <p>Future provision of targeted support staff a distinct possibility.</p>	<p>Students leave Parmiters as capable and competent independent learners - world ready</p>	<p>Standards &amp; Curriculum Committee</p>
<p>SDP December 2019</p>					

<p><b>4.4</b> Review of the uniform policy so it is fair for all. The dress code will be clear and simple. Students meet expectation thanks to consistent application of policy across the staff.</p>	<p>Sixth Form Team to meet in the Spring Term to discuss a more viable uniform policy that is simple and clear for both students and staff.</p> <p>Meet with representatives of the student body to gauge the student view.</p>	<p>THE</p>	<p>LM and subsequent SLT and Governors meetings</p>	<p>A uniform policy that is consistent and adhered to by all students - improved appearance</p>	<p>Community Committee</p>
<p><b>4.5.1</b> Clear protocols for the different study rooms to create learning cultures.</p>	<p>Make use of outcomes from reviews in 6.4 to harness effective support to promote independent learning without damaging its development. Conducting early interventions with students not making effective independent study decisions and work effectively with them.</p> <p>Long term, provision of targeted support to small groups to assist development of key skills and approaches.</p>	<p>THE</p>	<p>Time for meetings with relevant staff</p>	<p>Study periods are purposeful. Improved academic results.</p>	<p>Standards and Curriculum Committee</p>
<p><b>4.5.2</b> Devise a programme of meaningful activities, both academic and recreational, outside of A Level lessons</p>	<p>Sixth Form Team to conduct visits to other Sixth Forms in a range of contexts to develop ideas regarding wider experience outside the A Level programmes.</p> <p>Sixth Form Team to develop programme in response to both the ideas used elsewhere and their effect upon the student experience and personal development.</p> <p>Trial programme during 2019-20.</p> <p>Roll out new programme from 2020-21</p>	<p>THE</p>	<p>Will require timetabled hours and commitment of staffing, space and budget.</p>	<p>Study periods at Parmiter's are purposeful and valued by students.</p>	<p>Standards and Curriculum Committee</p>
<p><b>4.6</b> Ensure all Student Voice subcommittee meetings take</p>	<p>THE to communicate more effectively with all stakeholders and ensure meetings are happening.</p>	<p>THE</p>	<p>Time for meetings</p>	<p>Student Voice shaping</p>	<p>Community Committee</p>

place as scheduled which then set the agenda for the School Congress. Ideas can then be discussed by SLT leading to positive outcomes.	Minutes of all meetings to be communicated across the school to raise/maintain the profile of student voice.			decision making with tangible outcomes.	
<b>4.7</b> Raise the profile of leadership across the Sixth Form so that roles are relevant and meaningful - opportunities to help support both the school and fellow students.	Developing programmes in 6.4 and 6.6.2 gives opportunities for Year 13s to run aspects of the wider programme and lead Year 12s in activities etc.  Diversify roles and provide them with real input that is properly considered and has tangible difference.  Include Sixth Form Team at all levels to ensure that decisions and involvement fit in with previously delineated objectives.	THE	Time for meetings	Strong, visible Sixth Form role models.  Leadership aspire to by students in KS3 & KS4	Community Committee
<b>Further Actions to fulfil WAGs 2020-2022</b>	New Sixth Form buildings, designed to comfortably accommodate student numbers and provide purposeful study facilities. Dedicated Sixth Form staff to support the running of a larger Sixth Form.				
<b>GBAR - December 2019</b>	<p><b>4.1.1</b> - SISRA have recently released their KS5 platform which will be used for academic monitoring post data drops.</p> <p><b>4.1.2</b> - SIM monitoring system in place to report pastoral concerns. Half termly KS5 tutor meeting have been installed this year - a forum where Form Tutors can raise concerns and share ideas.</p> <p><b>4.2</b> - The admissions policy has been updated and in-house protocols have been clarified with the support of the Admissions Committee. The recruitment process will start next term.</p> <p><b>4.3</b> - This has been discussed at Sixth Form team meetings. APO has purchased the SMALSI software which will be used to audit current student learning strategies.</p> <p><b>4.4</b> - This has been discussed at Sixth Form Team meetings - recognised current uniform code is not fit for purpose. To be discussed in greater deal next term</p> <p><b>4.5.1</b> - Initial discussions regarding the increased contact time the student have in light of the reduced teaching hours. Meetings planned with EBD re timetabling better supervised study this year and look at the long term picture from September 2020. The students have been spoken to regarding our expectations in their study periods.</p> <p><b>4.5.2</b> - WRO and APO are arranging visits to other Sixth Forms to gather ideas.</p>				

	<p>4.6 - The first round of subcommittee meetings are currently underway with a Full Congress meeting planned at the end of this term.</p> <p>4.7 - Sixth Form Team to meet to review current leadership opportunities and look at ways to improve and develop leadership. Meeting with MJO regarding whole school vision.</p>
<b>GBAR - April 2020</b>	
<b>GBAR - July 2020</b>	

## 5. SITE DEVELOPMENT AND RESOURCES

(SLT oversight: JJO / Link Governor: Chris Partridge)

### *Vision for 2022 (Wildly ambitious goals WAGs)*

*5.1 The new Science block will be fully operational and a beacon of excellence in the local area.*

*5.2 Make greater use of 6th form conference area.*

*5.3 Upgrade the fire alarm system and update fire doors and fire safety equipment.*

*5.4 Update the Sports Centre including creating a Function Room in the Pavilion and relocate the existing Fitness Suite into the existing Function Room.*

*5.5 Whole school recycling and waste programme involving different school stakeholders (student body, teaching and support staff representatives, catering/cafe 6 manager and premises staff).*

*5.6 Ensure the school seeks “value for money” and distributes DfE and other grant resources appropriately to enable every department and area of the school is able to develop and achieve standards set out in the School Development Plan.*

<b>Key Actions 2019-2020</b>	<b>Time scale for delivery</b>	<b>SLT Lead</b>	<b>Resource Implications</b>	<b>Success Criteria</b>	<b>Governor Monitoring</b>
<b>5.1.1</b> PPM document produced and updated for scrutiny	Produced for implementation by January 2020 , Given to F & R in February 2020 followed by regular updates	JJO	JTR/JJO and premises time at staff costs		Termly report to Finance and Resources Committee
<b>5.1.2</b> Coordinate with Synergy, Science Department and SLT	Design by early November 2019, planning to be submitted by mid-November 2019 and tender		Start paying fees to Synergy, staff time for meetings		Periodic updates to SLT, Science Dept, F &

regards to the design, tender, and planning process	documents out to possible principle contractors by end November 2019				R and board of Governors
<b>5.1.3</b> Building of the Science Block	February/March appoint principal contractor for building to start in May 2020 and aim to complete in June/July 2021		£3.65m - DfE £300k - Salix loan <u>£200k</u> - f/raising £4.15 million		Periodic updates to SLT, Science Dept, F & R and board of Governors
<b>5.1.4</b> Move the IT server room out of old Science Block to relocate to the Main Block	Planning in November/December 2019, appoint a different contractor to move the fiber cables to the main building before June 2021		Estimated £200 - £250k (to be confirmed)		Periodic updates to SLT, Science Dept, F & R and board of Governors
<b>5.1.5</b> Demolish old Science Block to make room for a larger landscaped recreational area for students	July/August 2021 demolish the old Science Block		estimated £200 - £250k (to be confirmed)		Periodic updates to SLT, Science Dept, F & R and board of Governors
<b>5.2.1</b> Organise furniture to make efficient use of space	Order furniture for 6th Form in September	JJO	£2,000, funds to come from 6th form & furniture budget		Termly report to Finance and Resources Committee
<b>5.2.2</b> Allocate another area for 6th form study	Allocate in September for immediate use by 6th form students		No cost just space implications		
<b>5.2.3</b> Redecorate the 6th form common room to make the space more welcoming and marketable	Organise with maintenance team to redecorate the green room		£3,000		
<b>5.3</b> CIF bid for new alarm system and fire safety	Meeting in October 2019 for Dec 2019 bid deadline and outcome of success in April 2020	JJO	£100 - £120 k, sch to contribute £20%		Termly report to Finance and Resources Committee

<p><b>5.4</b> Produce an improvement plan for the Sports Centre facilities and work with premises team for implementation</p>	<p>JTR/BHU and TCL working to produce a list of maintenance issues in and around the Sports Centre, JTR to assign time for execution</p>	<p>BHU</p>	<p>Significant time and financial considerations.</p>	<p>Updated and improved facility with a sustainable maintenance programme in place.</p>	<p>Termly report to Finance and Resources Committee</p>
<p><b>5.5.1</b> Organise strategic meetings of key staff to enable whole school efficient recycling programme</p> <p><b>5.5.2</b> Add more water fountains to withdraw the sale of single use plastic bottles holding water</p> <p><b>5.5.3</b> Implement a waste system that includes recycling waste in the canteen, Cafe 6, outside spaces and school bin compound</p>	<p>Start meetings in spring term for formulating a plan</p> <p>JTR to install two more water fountains in key areas so students can fill up their own bottles by March 2020. Reduce bottled water sales and investigate juices in recyclable cartons by Easter 2020</p> <p>Investigate and organise new bin systems for canteen/cafe 6, playgrounds and large school bins for waste collection</p>	<p>JJO</p> <p>JJO</p> <p>JJO</p>	<p>Staff time for meetings and planning</p> <p>£700 for water fountains and installation</p> <p>£500 from PA plus an additional £2,000 for new visible bins</p>	<p>Student and staff awareness of school community contribution to becoming environmentally friendly</p>	<p>Termly report to Finance and Resources Committee</p>
<p><b>5.6.1</b> Periodically budget monitor, salaries, cash flow and management accounts</p> <p><b>5.6.2</b> Create ERPS for Catering, premises, grounds, and Sports Centre</p>	<p>Monthly and termly monitoring to ensure budgets and cash flows are accurate and appropriate</p> <p>JJO to document LM meetings with areas for improvement to be addressed along with targets to measure successes. Previous Sports Centre ERP to be reviewed with new Sports Centre Manager.</p>	<p>JJO</p> <p>JJO</p>	<p>Staff time</p>	<p>Improved accountability and progress monitoring.</p>	<p>Termly report to Headmaster, Audit and Finance &amp; Resources Committees</p>

<p><b>Further Actions to fulfil WAGs 2020-2022</b></p>	<p>5.1 - Following the successful Science Block build, move towards phase two and three of a whole school building improvement programme to improve catering, sixth form and teaching spaces. This will include external spaces for break and lunchtimes.</p> <p>5.2 - Future plan for a large 6th form space &amp; the premises team could move on to a whole school internal redecoration phase to create a uniform internal look for school departments and corridors.</p> <p>5.3 - Other CIF bids for drainage, electric and lighting around the site as well as larger developmental builds (6th form, drama, and main building)</p> <p>5.4 - Investigate function room and Pavilion development for the improvement of the sports facilities as they are now tired and in need of updating</p> <p>5.5 - Students and staff to be aware and consciously lower the carbon footprint of Parmiter’s School</p> <p>5.6 - Accumulate a contingency to enable emergency works to be addressed without placing the school at high risk of closure</p>
<p><b>GBAR - December 2019</b></p>	<p>5.1.1 - PPM draft form to be formatted for easy accessible usage.</p> <p>5.1.2 - Science Building designs finalised, planning has gone in and tender documents are being sent to potential contractors</p> <p>5.1.4 - Planning has started to produce an action re the IT server room</p> <p>5.2 - Furniture and space has been organised for 6th form students to study more efficiently and effectively</p> <p>5.3 - Alarm bid is being written for the deadline of 12th December</p> <p>5.4 - Programme of maintenance work underway. New ceiling and lighting installed in one of the changing rooms, painting of key areas has begun. Universal Services have audited and quoted for servicing current equipment. Funding bid to local charity submitted for Fitness Suite equipment.</p> <p>5.5 - No meetings organised to date</p> <p>5.6.1 - Budget monitoring/cash flow is ongoing</p> <p>5.6.2 - First Sports Centre ERP completed by former Sports Centre Manager, to be reviewed following period of induction for KKU.</p>
<p><b>GBAR - April 2020</b></p>	
<p><b>GBAR - July 2020</b></p>	



**6. Leadership and Governance** (SLT oversight: MJO / Link Governor: Alp Mehmet)

*Vision for 2022 (Wildly ambitious goals WAGs)*

- 6.1 *Confident and highly effective leadership is evidenced across all areas of the school.*
- 6.2 *Staff appreciate the effort of leaders to reduce workload and report high levels of morale.*
- 6.3 *Quality recruitment and high levels of retention reflect the attraction of Parmiter’s as a workplace.*
- 6.4 *Students, Parents and the wider community report high levels of pride in and appreciation of Parmiter’s.*
- 6.5 *The culture of Safeguarding is exemplary ensuring that adults and students enjoy a safe, well informed and vigilant school environment.*
- 6.6 *Governance is exemplary ensuring that vision and strategy are clear, leaders are held to account and resources are well managed.*
- 6.7 *Parmiter’s engagement with the wider educational community ensures staff and students have access to best practice training and learning opportunities (nationally and internationally).*
- 6.8 *School celebrations for 2022 are able to reflect and promote Parmiter’s as a World Renowned School for Educational Excellence.*

<b>Key Actions 2019-2020</b>	<b>Time scale for delivery</b>	<b>SLT Lead</b>	<b>Resource Implications</b>	<b>Success Criteria</b>	<b>Governor Monitoring</b>
6.1 Implementation and trialing of new ERPs for SEND, Sixth Form and Key Stages 3 and 4.	ERPs to be developed over this academic year. At least two review meetings to have taken place per ERP by the end of the academic year	JST	Meeting and planning time	An effective mechanism is in place for SLT and Governors to challenge and scrutinise key Middle Leaders on the Quality of Education, Behaviour and	Termly review by the Community and Standards and Curriculum Committees  Individual Governors invited into school to meet with Middle Leaders

				Personal Development across their areas of strategic oversight	
<b>6.2</b> Participation in DfE (national) project on Reducing Teacher Workload, in conjunction with Alban TSA.	Initial report to be submitted to DfE by [tbc] Feedback to whole staff/FGB later in academic year as/when DfE publishes national report	GAB	Chromebooks INSET	Positive feedback from staff in trial dept. Publication in national report.	Report to FGB in Spring and Summer terms
<b>6.3.1</b> Extend recruitment strategies	NQT fairs, advertise to graduates, further develop alumni links.	EBE	Time, advertising costs, recruitment costs.	Fully staffed, strong fields for advertised posts.	Standards & Curriculum staffing updates.
<b>6.3.2</b> Review and restructure the leadership of ITT such that it is an embedded part of the whole school vision of Parmiter's recruitment and retention as well as staff CPD	Review current role and job description of ITT lead - December 2019 Develop new role and job description for submission to Governing Body - December 2019 Advertise and recruit for implementation from May 2020	EBE	Advertising and recruitment costs	Strategic plan is in place to achieve ambitious vision for staff recruitment and development by 2022	Board Meeting - December 2019  Standards and Curriculum termly meetings 2020
<b>6.4.1</b> Re-introduce parental surveys to align with Parent Evening calendar	From December 2019 surveys will be sent out to coincide with Parents' Evenings to gather feedback in line with the Ofsted Parents' questionnaire to inform school leaders of any concerns or issues and enable the SLT to address and feedback to parents on these	ARE	Survey costs	Governors and School Leaders are fully informed about parental levels of satisfaction regarding our provision	Termly Community Committee meetings from Spring 2020

<b>6.4.2</b> Implement termly student focus groups	A cycle of half termly meetings that during the academic year will feature representational groups of students from each year cohort voicing their views including what they perceive to be the strengths and areas of improvement	ARE	Meeting time	Governors and School Leaders are fully informed about parental levels of satisfaction regarding our provision	Termly Community Committee meetings from Spring 2020
<b>6.5.1</b> Safeguarding training for staff	All staff to have completed the three-year Safeguarding training by December 2019	JST	Cost of on-line system. Time for staff to complete training.	Spreadsheet will show completion rates	Termly Community Committee meetings from Spring 2020
<b>6.5.2</b> Governor safeguarding training	Governors to have completed Safeguarding for Governance				
<b>6.5.3</b> New staff training	New staff trained as and when they join the school.			Action plan in place	
<b>6.5.4</b> Three - year action plan	3-year Safeguarding Action plan in place and first year completed by the end of academic year		DSL team time to work on plan and for meeting with Safeguarding Governors		
<b>6.6</b> Governor training to focus on Leadership expectations as set out in Ofsted Framework 2019	Consultant to lead training session with all Governors alongside SLT in January 2020	HCL	Consultant fee	All Governors feel confident in their ability to scrutinise and challenge school leaders in line with Ofsted expectations	Governing Body Meetings
<b>6.7.1</b> Enrol as a member of the Watford Chamber of Commerce	Autumn Term 2019 - Parmiter's to join the Watford Chamber of Commerce Spring / Summer Terms - Explore opportunities to engage local business with Parmiter's school	MJO	£180 enrolment for the Chamber of Commerce	New opportunities have been opened up for staff and students.	Termly updates to FGB

	life and open up opportunities for staff and students to engage with work experience and volunteering in the local community			Parmiter's brand is enhanced in the community	
<b>6.7.2</b> Develop partnership work with the Independent sector (Sherborne and Eton schools) as well as schools in Bethnal Green such as Morpeth School.	Autumn Term 2019 - MJO to visit schools to discuss opportunities for collaborative working between staff as well as students for follow through during Spring and Summer Terms 2020	MJO		New opportunities have been opened up for staff and students.	Termly updates to FGB
<b>6.8</b> Formation of 2022 Working Party	A series of meetings involving representatives from Parmiter's school and associated bodies such as the Foundation, Alumni and the Parmiter's Charity to meet to form proposals	HCL		Plans are in place and a Task Group has been established for the next academic year to finalise the tercentenary "activities" and celebration	Report to FGB - Summer 2020
<b>Further Actions to fulfil WAGs 2020-2022</b>	<p><b>6.1</b> - Quality Assurance (EBE) Year 2 / Reporting to Governors (MJO) Year 3</p> <p><b>6.2</b> - Student use of Chromebooks rolled out. Google training for staff to facilitate the sharing and access to resources plus the streamlining of assessment</p> <p><b>6.3</b> - Expansion of our ITT / R&amp;R strategy</p> <p><b>6.4</b> - Further develop of role of student leaders such that they begin to report directly to SLT and Governing Body meetings</p> <p><b>6.5</b> - Second year of Safeguarding Action plan completed by end of 2020-21 and third year by 2021-2022</p> <p><b>6.6</b> - Governor networks across similar local schools</p> <p><b>6.7</b> - Business and Chamber of Commerce links</p> <p><b>6.8</b> - More detailed planning and decision making about "events"</p>				
<b>GBAR - December 2019</b>	<p>Review for FGB - 10th December 2019 - Progress update</p> <p><b>6.1</b> - Curriculum ERP meetings involving all Curriculum Leads held with Headmaster by October. Priorities set and reflected through Objective setting as part of Appraisal process completed by November. Initial KS4 ERP meeting held 8th November 2019 providing detailed overview of student progress (including Disadvantaged and gender), current impact of intervention</p>				

	<p>work as well as the priorities set for further progress of key groups (to be evaluated by the end of February 2020). SEND ERP meeting scheduled for early December. SEN ERP meeting 1 has been scheduled</p> <p><b>6.2</b> - GAB attended training in July and follow-up booked for 12.12.19. Research protocol submitted on time and project run. Awaiting instruction from Alban TSA re project write-up.</p> <p><b>6.3.1</b> - M Howard to attend London NQT recruitment fair. M Howard in contact with agency that recruits graduates and trains through remote PGCE with Coventry University.</p> <p><b>6.3.2</b> - Proposal to be brought to FGB in December 2019 for new SLT role which will take oversight for ITT and align with CPD strategy.</p> <p><b>6.4.1</b> - New surveys have been drafted for Years 12 and 13 and will be sent out before the close of the Autumn Term. SLT and Middle Leaders were on hand at recent Sixth Form Parents evenings to hear feedback from parents. Informal Parents' Evening for Years 7 and 12 were held in the opening weeks of the school term to provide an opportunity for parents and carers to feedback their children's experience of the start of their Secondary schooling and Sixth Form. Very positive verbal feedback received in the main with any concerns being passed onto Heads of Year for resolution. Year 11 survey sent out before half term</p> <p><b>6.4.2</b> - Headmaster is meeting with every student in Year 13 to receive feedback on their experience to date of Parmiter's Sixth Form as well as their current plans for Post 18 destinations.</p> <p><b>6.5.1</b> - More than 90% completion as of 25/11/19</p> <p><b>6.5.2</b> - Some governors are yet to complete this. email sent to Safeguarding Governors to alert them</p> <p><b>6.5.3</b> - Currently not applicable as new staff have been included in 5.5.1</p> <p><b>6.5.4</b> - Survey for Sixth form is ready to be sent out 2/12/19. Completed surveys for Year 12 and 13 and Year 11 went out 11/2/20</p> <p><b>6.6</b> - Consultant booked to deliver training with all Governors and SLT during Training day on Saturday 18th January</p> <p><b>6.7</b> - Parmiter's has enrolled as a member of the Watford Chamber of Commerce and a meeting has been arranged with leaders of the institution and key staff at Parmiter's for 13 December. Headmaster is due to visit Sherborne school on Friday 6th December</p> <p><b>6.8</b> - Working group has met twice since the start of term and has begun to form a draft overview of events to mark the tercentenary. Discussions have been opened and meetings held with St Alban's Cathedral, the Lord Lieutenant of Hertfordshire, Parmiter's Almshouses Charity and OP Society Bethnal Green (including the Old Parmiterian's Football Club).</p>
<b>GBAR - April 2020</b>	
<b>GBAR - July 2020</b>	

## KEY TO ABBREVIATIONS

<b>ARR</b>	Assessment, Reporting and Recording
<b>CPD</b>	Continuing Professional Development
<b>ERPs</b>	Evaluation, Review and Priorities
<b>F&amp;R</b>	Finance and resources (Governing Body committee)
<b>FFT</b>	Fischer Family Trust
<b>FGB</b>	Full Governing Body
<b>HfL</b>	Herts for Learning
<b>HOKS</b>	Head/s of Key Stage
<b>HOY</b>	Head/s of Year
<b>ICT</b>	Information Communication Technology
<b>KS</b>	Key Stage
<b>LEAP</b>	Learn, Engage, Aspire, Progress
<b>MLs</b>	Middle Leaders
<b>OP</b>	Old Parmiterians
<b>PA</b>	Parents' Association
<b>PP</b>	Pupil Premium
<b>SDP</b>	School Development Plan
<b>SEND</b>	Special Educational Needs and Disability
<b>SLT</b>	Senior Leadership Team
<b>SMALSI</b>	School Motivation and Learning Strategies Inventory
<b>SWHSSH</b>	South West Herts Secondary Schools Headteachers
<b>T&amp;L</b>	Teaching and Learning
<b>TSA</b>	Teaching Schools Alliance

<b>UCAS</b>	Universities and Colleges Admissions Service
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