

# Parmiter's School Development Plan: 2018-2019

---



## **Strategic Objectives and Direction: 2018-2021**

### **Ethos, Values and Well-Being**

*Conduct a whole school review and consultation across the Parmiter's Family to engage all stakeholders with a shared core purpose and set of values. Staff, students, parents, Governors and members of the wider community share the same commitment to fulfilling the school's mission.*

### **Whole Staff Leadership**

*Embed a whole school training programme to develop leadership at all levels of staffing. Staff empowered to innovate and inform strategic and operational decision making. Staff expertise is further utilized to provide support and assistance to partner schools.*

### **Student Leadership**

*Extend student leadership opportunities across all year groups at Parmiter's. It becomes an expectation that every student will experience a leadership position during their time at the school. Students are accountable for their progress, engagement with school life and behaviour.*

### **Quality First Teaching**

*Continuing Professional Development is centred upon extending the most effective practice at Parmiter's across all subject areas in the school. Curriculum areas network with colleagues beyond Parmiter's to ensure they are challenged and supported to provide the very best educational experience for students.*

### **Resources and Site Development**

*Explore wider sources of revenue (and extend current streams) to invest in both the site and state of the art teaching and learning resources. The school site promotes well-being and enriches the working environment for all stakeholders.*

**ETHOS, VALUES AND WELL-BEING**

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

*Conduct a whole school review and consultation across the Parmiter's Family to engage all stakeholders with a shared core purpose and set of values. Staff, students, parents, Governors, alumni and members of the wider community share the same commitment to fulfilling the school's mission.*

<b>Key Action / Success Criteria</b>	<b>Time scale for delivery</b>	<b>SLT Lead</b>	<b>Resource Implications</b>	<b>Governor Monitoring</b>	<b>RAG review (Termly – FGB)</b>
<p><b>1.1</b> Whole school review of our mission statement, values and vision to ensure they are understood and agreed by every member of the school community</p> <p><i>All stakeholders share ownership over the school's Mission and Values and have contributed towards the construction of the new SDP</i></p>	<ul style="list-style-type: none"> <li>• Staff consultation and response document produced – October 2018</li> <li>• Student and Parent surveys completed and response documents produced – December 2018</li> <li>• Governors training and workshop to review mission statement and core purpose – January 2019</li> <li>• New Mission and Values statement produced – May 2019</li> <li>• 3-year vision and SDP 2019-2020 aligned with review – July 2019</li> </ul>	ARE	<p>Kirkland Rowland surveys</p> <p>Governor training costs</p> <p>Staff time allowed for writing statement</p>	<p>Termly Full Governing Body Meetings</p> <p>Governor Training Day – January 2019</p>	<p>Staff survey response document completed and fed back to whole staff / reported to Governors – Student and Parent surveys produced and waiting delivery. Will all be completed this term. Governors will have access to staff, students and parental views and opinions ready for January Training session</p>
<p><b>1.2</b> Implement and monitor the delivery of a staff well-being policy and programme linked to the staff survey findings from June 2018</p> <p><i>High level of staff approval recorded in response to the programme's implementation</i></p>	<ul style="list-style-type: none"> <li>• Staff well-being policy and programme produced and circulated – November 2018</li> <li>• A range of well-being initiatives trialled and reviewed – April 2019</li> <li>• Staff survey – July 2019</li> </ul>	JST	<p>Staff time to write, approve and circulate policy</p> <p>Cost of initiatives (flu jabs staff get subsidised)</p> <p>Survey costs</p>	<p>Community Governing Body Committee meeting February 2019</p> <p>FGB – July 2019</p>	<p>Staff well-being policy is now written and was taken to Community Committee on 20/11/18. Next steps- to produce a “package” of initiatives/offers that make up the putting the policy into practice idea.</p>

Key Action / Success Criteria	Time scale for delivery	SLT Lead	Resource Implications	Governor Monitoring	RAG review (Termly – FGB)
<p>1.3 Assembly programme to celebrate school tradition, ethos and values</p> <p><i>High levels of student engagement in both delivery and response to assembly programme</i></p>	<ul style="list-style-type: none"> <li>Programmes completed and termly student voice meetings reflect strong engagement with review of the school’s mission.</li> <li>Student Congress approves new Mission and Values statement – July 2019</li> </ul>	BHU	Staff time for meetings	<p>Termly Community Governing Body Committee meetings</p> <p>FGB – July 2019</p>	<p>Autumn Term Assembly programme planned and delivered with consistent theme of Parmiter’s tradition</p> <p>Resources for form tutor time based upon assembly themes distributed where appropriate.</p> <p>Increased staff engagement in Main School Assemblies</p>
<p>1.4 Tutor time programme, consistently delivered by all Form Tutors, reinforces reflection and exploration of assembly programme themes</p> <p><i>Effective use of Tutor time enables students to fully reflect and engage on school’s tradition, Values and help shape the vision</i></p>	<ul style="list-style-type: none"> <li>Termly Monitoring and evaluation reports show consistent delivery and high levels of engagement across all years and form groups with themes and activities – July 2019.</li> </ul>	BHU	Staff time for monitoring and evaluation	<p>Termly Community Governing Body Committee meetings</p> <p>FGB – July 2019</p>	<p>Increased communication between Form Tutors and students regarding behaviour guided by weekly data. Examples of good practice shared with HOYs.</p> <p>Increased engagement through scheduled House Competitions to promote each academic department. Currently 92.5% participation rate and increasing.</p> <p>Resources for discussion based upon assembly themes distributed where appropriate.</p>

<p><b>1.5</b> Redevelop the school prospectus and website to improve brand image, clarity of communication and accessibility of information for all users</p> <p><i><b>Parmiter's brand enhanced by new website and prospectus</b></i></p>	<ul style="list-style-type: none"> <li>• New prospectus produced for Open Evening – October 2018</li> <li>• New website operational from November 2018</li> <li>• Content aligned with new Mission and Values statements – July 2019</li> </ul>	HCL	<p>Staff time for design and implementation</p> <p>Printing cost £500-600</p>	<p>Finance and Resources Committee – December 2018</p> <p>FGB – July 2019</p>	<p>Prospectus completed in time for Open Day. Electronic 'flip' version embedded in new website. Content for website reviewed in depth to reflect new 'branding'. Confident that content will be embedded in the new website by the beginning of December. Launch date dependant on IT hosting technicalities.</p>
<p><b>Key Action / Success Criteria</b></p>	<p><b>Time scale for delivery</b></p>	<p><b>SLT Lead</b></p>	<p><b>Resource Implications</b></p>	<p><b>Governor Monitoring</b></p>	<p><b>RAG review (Termly – FGB)</b></p>
<p><b>1.6</b> Increase Governor visibility and further their knowledge and awareness of the school's operational life through greater opportunities for visits and involvement at events and staff meetings/INSET</p> <p><i><b>Governors' knowledge and understanding of the school's operational life is further enhanced and extended</b></i></p>	<ul style="list-style-type: none"> <li>• Governors attend termly INSET days to further awareness about operational life of the school and be accessible for staff comments and communication – April 2019</li> <li>• Evidence of regular Governor visits detailed in termly Governor written and oral reports to Committee and Full Governing Body meetings – July 2019</li> </ul>	HCL	Governor time (voluntary)	Governor visits reported at termly FGB meetings	<p>Enhanced communication to governors of school events and activities. Inclusion of governors at Inset day on the first day of the new academic year. Governors attended Open and Parents Evenings and Inset day in November. Academy Governance article included in Parmiterian magazine to increase student/parental awareness.</p>
<p><b>1.7</b> Review and explore further opportunities for alumni engagement with Parmiter's</p>	<ul style="list-style-type: none"> <li>• Termly reports completed on engagement of alumni with school life – July 2019</li> <li>• Attendance at OP annual dinner – March 2019</li> </ul>	HCL	Staff time for report writing and OP engagement opportunities	Alumni engagement reported by Headmaster at termly FGB meetings	<p>Increasing number of alumni involved in school events and activities; Liberal Studies, Careers Fair, Remembrance Day.</p>

<i>Increasing number of alumni engaged in school events</i>					Intentions to include a facility to record OP data on new website.
---	--	--	--	--	--

## WHOLE STAFF LEADERSHIP

(SLT oversight: MJO/Link Governor: A Mehmet)

*Embed a whole school training programme to develop leadership at all levels of staffing. Staff empowered to innovate and inform strategic and operational decision making. Staff expertise is further utilized to provide support and assistance to partner schools.*

<b>Key Action / Success Criteria</b>	<b>Timescale for delivery</b>	<b>SLT Lead</b>	<b>Resource Implications</b>	<b>Governor Monitoring</b>	<b>RAG review (Termly FGB)</b>
<p><b>2.1</b> Senior Leadership Team (SLT) embedding new structure as well as lines of reporting and accountability</p> <p><i>All SLT members have clear accounts and oversight over their lines of report and share these with FGB</i></p>	<ul style="list-style-type: none"> <li>Curriculum lines of accountability and areas of responsibility published and communicated to staff – September 2018</li> <li>Termly SLT updates provide clear evidence of progress towards accomplishing strategic objectives – July 2019</li> </ul>	MJO	Staff time for meetings and report writing	Termly FGB meetings	<p>Documentation circulated to all staff and Governors showing SLT roles and areas of oversight as well as Lines of Accountability to Middle Leaders.</p> <p>SLT meetings use consistent agenda to ensure regular feedback on all areas of strategic and operational oversight.</p> <p>Line Management Minutes follow common framework and stored in SLT shared area to enable monitoring and oversight from Headmaster</p>
<p><b>2.2</b> Develop and empower Middle Leadership to improve lines of reporting and accountability</p>	<ul style="list-style-type: none"> <li>Standardised line management protocols consistently applied across all leadership and pastoral areas – November 2018</li> </ul>	MJO	Staff time	Reports to Standards and Curriculum Committee	Line Management minutes show that standardised protocols are being consistently applied across all

<p><b>All Middle Leaders provide detailed and justified on-going reports on their areas of responsibility tied into clear objectives for improvement / development</b></p>	<ul style="list-style-type: none"> <li>• Middle Leaders (MLs) create Development plan documents (ERPs) which are monitored, evaluated and reviewed on a termly basis – July 2019</li> <li>• Subject Area Development Plans include training and development programmes in place, led by Middle Leaders, for teacher improvement. These are monitored and reviewed on a termly basis – December 2018</li> </ul>			<p>meetings – February and June 2019</p> <p>Appraisal report to Community Committee meeting – February 2019</p>	<p>leadership and pastoral areas.</p> <p>ERPs process completed by end of September.</p> <p>Introduction of complementary Pastoral process due to be completed before end of term.</p> <p>Middle Leader training around Quality Assurance delivered by Headmaster during November INSET (attended by three Governors)</p>
<p><b>Key Action / Success Criteria</b></p>	<p><b>Timescale for delivery</b></p>	<p><b>SLT Lead</b></p>	<p><b>Resource Implications</b></p>	<p><b>Governor Monitoring</b></p>	<p><b>RAG review (Termly FGB)</b></p>
<p><b>2.3</b> Further develop teacher appraisal to create a process based on reflective practice, development and professional challenge.</p> <p><b>Appraisal documentation provide clear evidence that ALL teachers receive appropriate praise, challenge and support</b></p>	<ul style="list-style-type: none"> <li>• Update policy and related documentation to provide increased guidance for all teaching staff – Sept 2018</li> <li>• Ensure whole school and departmental CPD programmes reflect needs and interests of staff – Jan 2019</li> <li>• Research and present effective and innovative appraisal models for consideration as long term development – July 2019</li> </ul>	<p>EBE</p>	<p>Meeting time / liaison with Union representatives</p> <p>Meeting time / liaisons with other schools &amp; institutions</p>	<p>Termly updates to Standards and Curriculum Committee meetings – November 2018, February and June 2019</p> <p>Policy updates reviewed by F &amp; R committee</p>	<p>Policy and documentation reviewed and updated for 2018-19 cycle. Consultation with union reps. positive. Feedback from Headmaster review of documents – appraisal of high quality, thorough, reflect colleagues' strengths &amp; areas for development, focus on school priorities (e.g. T&amp;L groups).</p>
<p><b>2.4</b> Introduce, monitor and review new strategic leadership of the Sixth Form</p>	<ul style="list-style-type: none"> <li>• Line Management by Deputy Headteacher</li> <li>• Lead and manage recruitment of new Year 12 cohort and oversee effective induction programme – Sept 2018</li> </ul>	<p>JST</p>	<p>Time/cost of surveys</p>	<p>Termly updates to Standards and Curriculum committee – November 2018,</p>	<p>Line management meetings held on a regular (fortnightly) basis with notes shared with Headmaster. Year 12 retention is 100%.</p>

<p><b>High quality of outcomes are maintained under new leadership structure – effectively managing a significant rise in Sixth Form numbers</b></p>	<ul style="list-style-type: none"> <li>• Lead and manage Open Evening for prospective Year 12 students – October 2018</li> <li>• Lead and manage UCAS process – Dec 2018</li> <li>• Mid-year 6<sup>th</sup> Form survey - Feb 2019</li> <li>• Exit questionnaire for Year 13 - June 2019</li> </ul>			February and June 2019	Open Evening – very well attended and an analysis of what went well conducted in a subsequent Line Management meeting as well as ideas for future events. UCAS for 15 <sup>th</sup> October deadline met. Offers now coming in. Non 15 <sup>th</sup> October references on-going.
<p><b>Key Action / Success Criteria</b></p>	<p><b>Timescale for delivery</b></p>	<p><b>SLT Lead</b></p>	<p><b>Resource Implications</b></p>	<p><b>Governor Monitoring</b></p>	<p><b>RAG review (Termly FGB)</b></p>
<p>2.5 To extend participation as a key partner in the Herts and Bucks Teaching School Alliance (and through opportunities offered by the Herts for Learning network) for leaders and staff to be more engaged in system leadership and school to school support</p> <p><b>Parmiter’s reputation for excellent teaching and leadership practice is more widely recognised by Educational authorities across Herts and beyond</b></p>	<p>The Headmaster and Deputy Headteacher actively use the following and other networking opportunities to further enhance Parmiter’s reputation and explore opportunities to learn from best practice elsewhere</p> <ul style="list-style-type: none"> <li>• South West Herts Secondary School Heads (SWSSH) meetings</li> <li>• Teaching School Alliance (TSA) meeting</li> <li>• Collaboration with Herts for Learning (HfL)</li> </ul>	MJO	Staff time for meetings	Termly updates to FGB	Headmaster and / or Deputy Headteacher have attended all network meetings this term including those concerned with admissions and our consortium. Links have been made with Watford Boys and Girls Schools as well as Dame Alice Owens for the Headteachers to work together to meet their shared challenges including whole school funding and managing reductions in expenditure. Head of Geography has been appointed as a Specialist Leader of Education within our TSA.

<p><b>2.6</b> To explore opportunities to provide greater curriculum support for local Primary schools in specialist subject areas</p> <p><b>At least two local primary schools engaged in joint planning/projects by end of Summer term 2019. This can be in core or foundation subjects</b></p>	<ul style="list-style-type: none"> <li>• Liaison with local Primary Head Teachers – December 2018</li> <li>• Discussion with relevant staff to explore practicalities of providing support – March 2019</li> <li>• Deployment of staff factored into curriculum and timetabling for 2019-2020 – June 2019</li> </ul>	GAB	Staff time Cover implications for staff	Termly updates to FGB	Lines of communication opened with Beechfield School, Abbots Langley School, Tanners Wood School and Newberries School. 'Year 7 Ambassadors' at Beechfield on 16/11/18. Head of Modern Foreign Languages in contact with Tanners Wood (Leanne Dickson) regarding staff CPD.
---	--	-----	--	-----------------------	---

## STUDENT LEADERSHIP

(SLT oversight: THE / Link Governor: A O'Brien)

*Extend student leadership opportunities across all year groups at Parmiter's. It becomes an expectation that every student will experience a leadership position during their time at the school. Students are accountable for their progress, engagement with school life and behaviour.*

Key Action / Success Criteria	Timescale for delivery	SLT Lead	Resource Implications	Governor Monitoring	RAG review (Termly FGB)
<p><b>3.1</b> Remodel Prefect system and Student Congress to extend and expand opportunities for leadership and responsibilities across all Key Stages</p> <p><b>Increased number of key student leaders across whole school life and activity who</b></p>	<ul style="list-style-type: none"> <li>• Stream lining of the Prefect System so the position has higher status and standing in the school – <i>will be reviewed again for next round of appointment (March 2019) to start in Summer Term</i></li> <li>• Prefect roles more clearly defined – <i>Sept 2018</i></li> <li>• Prefects taking a more active role supporting staff at break times – <i>ongoing (needs to be monitored re Prefect reliability)</i></li> </ul>	THE	Staff time for operation, organisation and meetings	Termly updates to Community Committee – November 2018, February and May 2019	<p>Prefect system will not be reviewed until March 2019</p> <p>Senior Prefects allocated to each of the five subcommittees. Introduced in assemblies and displayed on the Student Voice noticeboard in the Old Dining Room</p>

<p><b><i>are able to give a clear account of the impact of their work on school development and improvement</i></b></p>	<ul style="list-style-type: none"> <li>• ‘Subject Prefects’ installed across every department – <i>Sept 2018</i></li> <li>• Increase student input and control of student voice – Prefects leading the 5 sub committees and Captains leading on Full Congress – Sept 2018</li> <li>• Prefects to be appointed in YR11 / KS4 – <i>THE to meet with MJO (Autumn Term)</i></li> </ul> <p>Increased responsibility for Form Captains and Vice Captains in KS3 &amp; 4 re communicating Student Voice activity – <i>ongoing throughout year</i></p>				<p>YR11 prefects – THE plans to meet with MJO</p> <p>Form/Vice Captains organised to help collate agenda ideas for Senior Prefects</p>
<b>Key Action / Success Criteria</b>	<b>Timescale for delivery</b>	<b>SLT Lead</b>	<b>Resource Implications</b>	<b>Governor Monitoring</b>	<b>RAG review (Termly FGB)</b>
<p><b>3.2</b> Review communication procedures to ensure that the whole student body are made aware of how issues raised by the Student Congress are being addressed by the SLT</p> <p><b><i>Student voice is a critical part of whole school review, evaluation and improvement planning - with regular reporting of students’ views and proposals at SLT and Governing Body level.</i></b></p>	<ul style="list-style-type: none"> <li>• Increased profile of student voice across the school via assemblies, noticeboards, bulletins, briefing updates - Prefects and committee members organised in the Summer Term – July 2018</li> <li>• Half termly meetings (previously termly) over all three school terms</li> <li>• Increased presence of Prefects in tutor groups; proactive in tutor time, listening to concerns and collecting relevant agenda items prior to meeting</li> <li>• Students assigned to specific sub-committees for better continuity and understanding of remit leading to more productive meetings and positive outcomes</li> <li>• Minutes communicated to Forms via Form Captains and displayed in Form Rooms.</li> <li>• SLT reporting back to students in assemblies re actions</li> </ul>	<p>THE</p>	<p>Staff time for meetings and organisation of students Governor time</p>	<p>Termly updates to Community Committee and Curriculum and Standards Committee – November 2018, February and May 2019</p>	<p>Senior Prefects allocated to each of the five subcommittees. Introduced in assemblies and displayed on the Student Voice noticeboard in the Old Dining Room</p> <p>Student Voice up and running – completed first set of subcommittee meetings. Full Congress meeting in December.</p> <p>Subcommittee members all organised</p> <p>Minutes circulated to Tutor Groups.</p>

	<ul style="list-style-type: none"> <li>Governors invited to meetings</li> </ul>				THE has emailed the dates of the subcommittee meetings to Mary Wheeler who will forward to Governors who are more than welcome to attend.
<b>Key Action / Success Criteria</b>	<b>Timescale for delivery</b>	<b>SLT Lead</b>	<b>Resource Implications</b>	<b>Governor Monitoring</b>	<b>RAG review (Termly FGB)</b>
<p><b>3.3</b> Ensure that student behaviour is exemplary at all times by making expectations more clear and raising expectations of student conduct both in and outside of the classroom</p> <p><i>Student behaviour is exemplary with a reduction in litter, greater punctuality to lessons and a greater appreciation from all students about positive attitudes to learning as well as safer behaviour when traveling to and from the school</i></p>	<ul style="list-style-type: none"> <li>Ensure that behaviour policies and expectations are shared and made explicit for all students and parents / carers – Sept 2018</li> <li>Greater presence and challenge to enforce use of cycle helmets - Sept 2018</li> <li>Staff on duty and tutors consistently and persistently reinforce whole school expectations</li> <li>Positive attitudes to learning are made explicit, led by students through a new Committee and reinforced by all staff in lessons – March 2019</li> <li>Implementation of new reward system provides all staff to reinforce positive attitudes to learning and behaviour through greater recognition, praise and celebration.</li> </ul>	BHU	Staff time for policies and implementation	Termly updates to Community Committee and Curriculum and Standards Committee – November 2018, February and May 2019	<p>New Behaviour Policy has gone home to all students and Home School Agreements requested.</p> <p>Daily morning patrols by SLT and contact with parents have significantly reduced the number of cyclists without a helmet.</p> <p>New behaviour policy including sanctions and rewards has been implemented, reviewed at Nov half-term and findings reported to staff and governors. 'Attitudes to Learning' Student Voice group has also fed back. As of 24/11/18 69% of students had received a reward and 3.9% a sanction.</p> <p>Increased SLT presence around site at key times has been well received by staff.</p>

<p><b>3.4</b> Further promote and expand the House System and the range of activities available.</p> <p><i>Student participation in extra-curricular activity is increased along with a stronger sense of teamwork and community through engagement with other members of their House</i></p>	<ul style="list-style-type: none"> <li>• Development of further opportunities to run alongside existing House competitions – October 2018</li> <li>• Explore further promotion of House representation and identification through the display of banners and images of activities – March 2019</li> <li>• Review of current Colours Award System to ensure greater student recognition whilst conserving an important school tradition - July 2019.</li> <li>• Planning for the celebration of the House Centenary in 2019-20.</li> </ul>	BHU	<p>Staff time for organisation of competitions</p> <p>Display costs</p> <p>Cost of new colours rewards</p>	<p>Termly updates to Community Committee and Curriculum and Standards Committee – November 2018, February and May 2019</p>	<p>Increase in 6<sup>th</sup> Form participation through after school events.</p> <p>Huge increase in participation through new Form time events, currently 92.5% and increasing.</p> <p>Draft Colours Policy submitted to SLT and Colours Committee with a working group to finalise amendments prior to Christmas.</p> <p>Plans to create new House emblems and banners underway and reported back to SLT.</p>
<p><b>Key Action / Success Criteria</b></p>	<p><b>Timescale for delivery</b></p>	<p><b>SLT Lead</b></p>	<p><b>Resource Implications</b></p>	<p><b>Governor Monitoring</b></p>	<p><b>RAG review (Termly FGB)</b></p>
<p><b>3.5</b> Introduce and establish more “business-like” expectations of dress and independent study behaviour across the Sixth Form</p> <p><i>Student appearance is exemplary as is the high level of reliability of student self-management</i></p>	<ul style="list-style-type: none"> <li>• New dress code presented to Sixth Form – Sept 2018</li> <li>• Monitoring by SLT show that students are conforming</li> <li>• Visitors comment on the dress and general maturity of students</li> <li>• Review of accommodation for current cohort and development of site for the future (see 5.5)</li> </ul>	JST	<p>Staff time to monitor</p> <p>See 5.5 for accommodation cost plan</p>	<p>Termly updates to Standards and Curriculum committee – November 2018, February and June 2019</p>	<p>Much improved appearance of students. One or two students need a regular reminder but are dealt with on an individual basis. WRO and APO shared this with staff at a whole – staff briefing on 27/11/18. Accommodation remains an issue but English department have opened up rooms for lunchtime study.</p>

<p><b>3.6</b> Review and explore further opportunities to improve student well-being with particular reference to Pupil Premium plus (PP+) and Pupil Premium (PP) students</p> <p><b><i>Students who are referred to student support receive effective support. PP+ and PP students engage in at least as many opportunities (extra-curricular and trips) as their non PP+ / non PP peers</i></b></p> <p><b><i>Greater equality is evident in participation rates of boys and girls in both student leadership work and participation in Sport</i></b></p>	<ul style="list-style-type: none"> <li>• Emotional well-being policy and procedures updated and implemented - March 2019</li> <li>• Audit of PP+ and PP engagement with student voice and leadership activities as well as extra-curricular clubs – Jan 2019</li> <li>• <a href="#">Audit by Gender of participation in extra-curricular Sport and Student Voice activities</a></li> <li>• Monitor and evaluate effectiveness of Support Team in managing student well-being referrals – March 2019</li> </ul>	JST	Staff time for policies and implementation	Termly updates to Community Committee and Curriculum and Standards Committee – November 2018, February and May 2019	<p>Two colleagues have been given a specific role in developing our work in this area. MHA will work on the LEAP programme as well as introducing a new version for Year 9 (SHINE). HBU is developing an in-house PEP for those on SGO or adopted from care.</p>
--	--	-----	--	---	--

**QUALITY FIRST TEACHING**

(SLT oversight: MTO / Link Governor: N Davison)

*Continuing Professional Development is centred upon extending the most effective practice at Parmiter's across all subject areas in the school. Curriculum areas network with colleagues beyond Parmiter's to ensure they are challenged and supported to provide the very best educational experience for students. The consistent delivery of Quality First Teaching ensures that gaps close for all groups of students.*

<b>Key Action / Success Criteria</b>	<b>Timescale for delivery</b>	<b>SLT Lead</b>	<b>Resource Implications</b>	<b>Governor Monitoring</b>	<b>RAG review (Termly FGB)</b>
<p><b>4.1</b> Introduce and embed whole staff Continuing Professional Development (CPD) programme for 2018-2019.</p> <p><i>The delivery of the programme results in best practice in any curriculum area to be publically identified, celebrated and shared with all staff</i></p>	<ul style="list-style-type: none"> <li>Teaching and Learning (T&amp;L) Groups Project launched with whole staff – Sept 2018</li> <li>Project linked to staff appraisal through objectives and reflections documents – Nov 2018</li> <li>T&amp;L Groups Project promotes discussion and sharing of best practice including colleagues leading T&amp;L briefings - July 2019</li> <li>T&amp;L Celebration day for staff and governors July 2019</li> </ul>	MTO	<p>Cost of materials</p> <p>Designated staff meeting time</p>	Termly updates to Standards and Curriculum Committee meetings – November 2018, February and June 2019	<p>Project launched with literature distributed. Two meetings have taken place and involvement linked to Appraisal objectives. Next meeting 17/1/19. Groups have begun planning delivery of staff briefings. T&amp;L INSET 22/11 had contributions from 10 colleagues sharing T&amp;L advice and tips. Very positive feedback from staff.</p>
<p><b>4.2</b> To ensure there is greater consistency across all curriculum areas in the use of differentiation and targeted questioning to support students of all abilities to excel(CPD) programme for 2018-2019.</p> <p><i>Progress is accelerated for students at all prior ability ranges and across all</i></p>	<ul style="list-style-type: none"> <li>Evidence of differentiated tasks, stretch and challenge and effective questioning across all curriculum areas and Year groups during monitoring and evaluation exercises (learning walks, book looks, curriculum reports) – April 2019</li> <li>A whole school academic intervention strategy has been introduced and Quality Assurance evidence shows that there is a consistency in the high rate of progress made by students across the ability range – July 2019</li> </ul>	GAB	<p>INSET time</p> <p>Meeting and planning time</p> <p>Staffing needs to support intervention work</p>	Termly updates to Standards and Curriculum Committee meetings – November 2018, February and June 2019	<p>Registration intervention taking place across subjects (staff availability permitting). Focus on Year 11 in most depts. Both low and high achievers targeted e.g. Cloud 9 in MFL for stretch and challenge. Parents advised. GAB keeping whole school record of all interventions to ensure appropriate</p>

<i>curriculum areas. The achievement gap closes between Boys and Girls</i>	<ul style="list-style-type: none"> <li>Department and Pastoral intervention targets gender gaps where relevant following each data drop</li> </ul>				distribution of students involved.
<b>Key Action / Success Criteria</b>	<b>Timescale for delivery</b>	<b>SLT Lead</b>	<b>Resource Implications</b>	<b>Governor Monitoring</b>	<b>RAG review (Termly FGB)</b>
<p><b>4.3</b> Address progress and attainment gaps for Pupil Premium (PP), Pupil Premium Plus (PP+)</p> <p><i>The curriculum offer for all PP+ and PP students has been tailored to ensure it is appropriate to meet every student's needs.</i></p> <p><i>Resource allocation and spending per department on PP+ and PP students has clear impact on students' academic progress – as evidenced through the evaluation of in-house PEPs for PP+ students</i></p>	<ul style="list-style-type: none"> <li>All Middle Leaders consistently track and monitor progress of PP students and have intervention plans in place to address under performance – Dec 2018</li> <li>Review and develop LEAP Group – Oct 2018</li> <li>Designate PP coordinators for KS3 and KS4 – Oct 2018</li> <li>Closer monitoring of disadvantaged students through Assessment, Reporting and Recording (ARR)</li> </ul>	GAB	Leadership time allocation	Termly updates to Standards and Curriculum Committee meetings – November 2018, February and June 2019	As above re interventions. MHA to co-ordinate activities for Years 8 and 9. JST/GAB have met with MHA re SHINE & LEAP groups and consider interventions to ensure students are, academically, 'GCSE Ready', e.g. Elevate Education to come in pre KS3 exam. MTO to provide GAB with data relating to PP/PP+ students post gradesheet submission(s).
<p><b>4.4</b> Address progress and attainment gaps for students with Special Educational Needs and Disability (SEND)</p> <p><i>The curriculum offer for all SEND students has been tailored to ensure it is appropriate to meet every student's needs.</i></p>	<ul style="list-style-type: none"> <li>Review the current provision of reduced curriculum and curriculum support – Dec 2018</li> <li>Monitor the effectiveness of functional skills English within this provision and consider Maths functional skills.</li> <li>Keep up-to-date with alternative provision opportunities beyond Parmiter's</li> <li>Introduce "Briefing sessions" focused on SEND and differentiation – Oct 2018</li> </ul>	GAB	Staff time for reviewing, monitoring and implementation	Termly updates to Standards and Curriculum Committee meetings – November 2018, February and June 2019	As above re interventions. MTO to provide GAB with data relating to SEN students post gradesheet submission(s). Year 11 students have sat English Functional Skills Reading examination this half-term already. JWO has delivered one briefing session (ASD focus). KBL has delivered a briefing session about diabetes. GAB

						to give briefing about OCD and its impact on students.
--	--	--	--	--	--	--

<p><b>4.5</b> Ensure that assessment, recording and reporting (ARR) is as timely and worthwhile as possible for all stakeholders. Improve consistency and quality of reporting and empower all students to take ownership of their academic progress and aspirations</p> <p><i>Parents/Carers have a greater understanding of their child's in year school progress. Students are more accountable for the progress they make</i></p>	<ul style="list-style-type: none"> <li>• Centralise target setting through KS3 and introduce a “progress check”</li> <li>• ML team training in assessment tracking</li> <li>• Develop KS4 target setting to involve students in the process</li> <li>• Improve staff awareness of FFT</li> <li>• Update procedure to incorporate progress indicators in KS3</li> <li>• Review expectations of staff workload</li> <li>• Improve engagement and consistency of intervention from HoYs following data collections</li> <li>• Parent questionnaire at all parents’ evenings – superseded in 2018/19 by Kirkland Rowell survey organised by ARE</li> </ul>	MTO	Staff time for monitoring, training and procedure/questionnaire writing	Termly updates to Standards and Curriculum Committee meetings – November 2018, February and June 2019	Centralised target set across KS3 SIMS and guidance to staff issues (through Middle Leaders meeting and staff briefing) First data collections underway with new system Middle Leader training on ARR and FFT provided on 27/11/18 Year group tutor meetings booked to take place post data collections.
<p><b>4.6</b> Key Stages 3, 4 and 5 Curriculum review</p> <p><i>Key Stage 3 and 4 curriculum review ensures that a new model ensures greater financial efficiency and provides provision that meets the needs of all students. Sixth Form curriculum review ensures that all courses are financially viable and students have the breadth of choice required for their future destinations</i></p>	<ul style="list-style-type: none"> <li>• Within the confines of staffing, look to implement the curriculum model constructed during 2017-18.</li> <li>• Consider embedding a differentiated pathway into the curriculum model for able students</li> <li>• Increase the level of challenge across Key Stages 3 and 4 to enable the ‘most-able’ students to be better prepared and practiced at attempting and attaining the very highest outcomes in their academic study</li> </ul>	EBE	Staff time for curriculum implementation	Termly updates to Standards and Curriculum Committee meetings – November 2018, February and June 2019	Curriculum policy updated and guidance given to HoDs to provide clarity on viability of option subjects at GCSE & A Level. Curriculum & staffing for September 2019 currently under discussion. Staffing impact (and thus financial impact) of curriculum changes being modelled. Discussion with MFL about alternative KS3 pathway.

<b>RESOURCES AND SITE DEVELOPMENT</b>		<b>(SLT oversight: JJO / Link Governor: C Partridge)</b>			
<b>Key Action / Success Criteria</b>	<b>Timescale for delivery</b>	<b>SLT Lead</b>	<b>Resource Implications</b>	<b>Governor Monitoring</b>	<b>RAG review (Termly FGB)</b>
<p><b>5.1</b> Strategic plan in place to further extend revenue streams</p> <p><i><b>Aim to increase from £50,400 (£63,000 incl. gift aid) in 2017/18 to £66,400 (£83,000 incl. gift aid) in 2018/19 – July 2019</b></i></p>	<ul style="list-style-type: none"> <li>• Covenant fund - Early September 18 to approach new year 7 parents at PA social event to push the Covenant fund.</li> <li>• In Autumn Term personalised letters to go to parents; a) that contribute regularly, b) that have sent a one off contribution and c) that have never contributed.</li> </ul>	JJO	<p>Staff time: MJO and JJO to approach parents at PA social event.</p> <p>Staff time: HCL and JJO to produce letters and mail merge. JJO and JCA to monitor responses.</p>	Termly updates to Finance and Resources Committee – November 2018, February and June 2019	<p>HCL and JJO have started meeting to update the existing covenant forms and letters. The aim is to personalise the letters to parents when asking for funds.</p> <p>Before the covenant funds letters get sent out to parents, a hard hitting letter re school funding will be compiled by the Headmaster, Chair of Govs and Chair of F &amp; R to be sent out mid-January</p>
<p><b>5.2</b> Complete site development plan.</p> <p><i><b>Provide the Foundation and Trustees with a five to ten-year vision of how the site could be extended to provide state of the art provision for the curricular and extra-curricular life of the school</b></i></p>	<ul style="list-style-type: none"> <li>• JJO working alongside Synergy to produce a detailed plan of the school vision.</li> <li>• 2018/19 Science Block and Heating bid to be submitted.</li> <li>• Parmiter’s site vision can proceed, once Science block is complete to allow old science block to house classes when areas of the school site are being developed.</li> </ul>	JJO	<p>To date, time resource only. Synergy have produced an amount of work free of charge, future work will include a 10% cost fee of the total project (to be included in bids)</p>	Termly updates to Finance and Resources Committee – November 2018, February and June 2019	<p>Synergy have produced a Stage 1 drawing plan of the Headmaster’s “Parmiter’s Vision”.</p> <p>The Science Block and Heating CIF bids are being reviewed for submission in December 18. CIF outcomes will be released end of March, early April 19.</p>

Key Action / Success Criteria	Timescale for delivery	SLT Lead	Resource Implications	Governor Monitoring	RAG review ( <i>Termly FGB</i> )
<p>5.3 Refurbishment plan to ensure that existing buildings and facilities are developed to provide high quality working environments for staff and students.</p> <p><i>The visual aspect of the school befits Parmiter's ethos and ambitions</i></p>	<ul style="list-style-type: none"> <li>JJO /ARE and JTR to produce a refurbishment plan to run alongside cyclical maintenance plan so any work done to buildings can update refurbishment in that area.</li> <li>With an annual budget of £29,000, ARE and JTR can prioritise the refurbishment plan over a number of years starting in 2018/19</li> </ul>	ARE	<p>Annual capital funding to be used to address refurbishment plan £29,000 a year.</p> <p>Look for grants for small projects, i.e. bike sheds, canteen furniture</p>	<p>Termly updates to Finance and Resources Committee – November 2018, February and June 2019</p>	<p>Spoke to F&amp;R at meeting 13/11. Store room by bike shed completed. 6<sup>th</sup> form common room painted. Awaiting arrival of new minibus. School gates to be fixed by the end of November</p> <p>Plan is yet to be documented</p>
<p>5.4 A review of the use of ICT and technology across all areas of the school.</p> <p><i>An action plan in place to ensure that technical resources are engaged and exploited in all areas of curricular and extra-curricular life to promote best practice teaching and learning</i></p>	<ul style="list-style-type: none"> <li>ABA and GLI to run a rolling programme of PC upgrades and development</li> <li>ABA to trial Google classrooms with subject areas and year groups along with Admin and SLT</li> <li>Forge links with local schools using Google Classrooms to share best practice in Teaching and learning using the technology available.</li> <li>ABA and GLI to review infrastructure of the network to allow for feasibility of Google and One to One devices and carry out any relevant work to upgrade and develop the IT infrastructure.</li> <li>ABA to research companies and present to SLT our school preferred Google Partner with justifications for why.</li> </ul>	ABA	<p>Annual IC development budget is £27,000, cut in 2018/19 only</p> <p>Staff time to develop, trial and implement Google classroom</p>	<p>Termly updates to Finance and Resources Committee – November 2018, February and June 2019</p> <p>When appropriate – report to be brought to Standards and Curriculum Committee.</p>	<p>Admin were notified on Google Classroom in November Inset as they will be the first group of users. Training will be on Sports Day 2019. This will be shared with whole staff at Meeting on 3<sup>rd</sup> December</p> <p>The infrastructure has been assessed to upgrade the Wi-Fi to support Google Classroom across the school this academic year ready for September 2019.</p>

Key Action / Success Criteria	Timescale for delivery	SLT Lead	Resource Implications	Governor Monitoring	RAG review (Termly FGB)
<p>5.5 Sixth Form area is refurbished</p> <p><i>Site provides an improved learning environment to support the school's expectations of independent learning</i></p>	<ul style="list-style-type: none"> <li>Sixth form is to be phase 1 of the Parmiter's site vision (following Science Block). This could take a number of years depending on funding opportunities.</li> <li>Sixth form furniture refurbishment needed to make way for efficient tables and benches in Café 6 and common study areas. The best resource sixth form has is 'Young Enterprise', this can be used to raise much needed funds for refurbishment.</li> </ul>	JST	Sixth form students are very successful at Young Enterprise fund raising. PA representative to mentor students to fund raise for sixth form development.	Termly updates to Finance and Resources Committee – November 2018, February and June 2019	<p>Some new tables have been provided which makes the area more suitable for more students. A whiteboard has been added so that it can be used as a large teaching space.</p> <p>Young Enterprise and 6<sup>th</sup> form students are working towards fundraising for the 6<sup>th</sup> form furniture to be updated in Café 6 and the remainder of the 6<sup>th</sup> form common room.</p>

## Key to abbreviations

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

**TEACHING STAFF: 2018-2019**

ABSALOM MS GEMMA	(GAB)	JONES MRS LOUISE	(LJ)
ALLEN JACOB	(JAL)	KAVANAGH MRS JENNY	(JKA)
BAKER ADAM	(ABA)	KENNEDY ALAN	(AKE)
BATES STUART	(SBA)	KOSKY MRS MICHELLE	(MKO)
BEARY MRS CARON	(CBE)	LANGE MS LOUISE	(LLA)
BERKS MRS LIZZY	(EBE)	LAVIN ALISTAIR	(ALA)
BLAMIRE-BROWN ANDREW	(ABB)	LEGG MISS RHIANNA	(RLE)
BLISS MS KATHY	(KBL)	LINCOLN MISS NIAMH	(NLI)
BOORMAN DR TANYA	(TBO)	LLOYD MISS JANET	(JLL)
BOYCE RICHARD	(RBO)	MACLEOD CALLUM	(CMA)
BRETT TONY	(TBR)	MATTHEWS ROBERT	(RMA)
BROOKS MRS GILLIAN	(GBR)	McKAY MISS GEMMA	(GMC)
BUCHANAN JIM	(JBU)	McKENNA-DELANOË MRS GAËLLE	(GMD)
BUNCE HOWARD	(HBU)	McLAUGHLIN CONOR	(CMC)
BUSH MS NEENA	(NBU)	MEADOWS MRS SARAH	(SME)
BUSTAMANTE ALEXIS	(ABS)	MIAH MRS LIPI	(LMI)
CALLANAN MICK	(MCA)	MONKS DR NEALE	(NMO)
CALLINGTON MS DORA	(DCA)	MURPHY MS PATRICIA	(TMU)
CARTER ALEX	(ALC)	MURRAY MRS JULIE	(JMU)
CHAPMAN MISS HELEN	(HCH)	MURRAY MRS SARAH	(SMU)
CLARK PHIL	(PCL)	NICHOLSON MISS CIARA	(CNI)
CLARK MRS KATHARINE	(KCL)	O'DONNELL MS JANE	(JOD)
CLARK TOM	(TCL)	O'MALLEY, MISS LAURA	(LOM)
COAKLEY MISS JENNA	(JEC)	PERKINS TOM	(TPE)
CUMMINGS BEN	(BCU)	PORTER ALEX	(APO)
DAVIES MRS KARINE	(KDA)	POTTLE MRS KATHERINE	(KPO)
DIEZ MANRIQUE MISS JANA	(JMA)	POULTON BEN	(BPO)
DOHERTY NEIL	(NDO)	POULTON MRS SOPHIE	(SPO)
DOTSE MRS ESTHER	(EDO)	POWELL CHRISTOPHER	(CPO)
DRAYSON MRS MARTHA	(MDR)	RANA SAAJAN	(SRA)
FIELD JAMES	(JFI)	RANDALL MRS NADA	(NRA)
FOLGATE MRS LESLEY	(LFO)	REDMOND ASHLEY	(ARE)
FOSTER MRS KATE	(KFO)	RENTON MRS SARAH	(SRE)
FRENCH MS NATASHA	(NFR)	RUSSELL DR EUGENIA	(ERU)
FROY LEWIS	(LFR)	ROWLAND MRS WENDY	(WRO)
GARNISH MISS CHARLOTTE	(CGA)	SAMUELS MISS CHARLOTTE	(CSA)
GRANT MRS VERONICA	(VGR)	SMITH MISS FLEUR	(FSM)
GREEN MRS ANNE	(AGR)	SOMEKH-WINTER MS REGINA	(RSW)
GRIFFITHS MRS MONIKA	(MGR)	SORDILLO MISS ANGELINA	(ASO)
HALL MISS MIRANDA	(MHA)	SOUTHERNWOOD MISS LAURA	(LSO)
HARDING MISS ANNA	(ANH)	STEVENS MRS JAN	(JST)
HARRIS MRS MARY	(MAH)	STYLIANOU MS MELINA	(MST)
HARRIS MISS SARANNA	(SHA)	SWAILE MR BRADLEY	(BSW)
HAYNES TONY	(AHA)	THOMPSON MRS LEONIE	(LTH)
HEATH-WHYTE MRS SORCHA	(SHW)	TOOKEY MICHAEL	(MTO)
HENSON TIM	(THE)	TYACK DR JONATHAN	(JTY)
HOLLOWAY MARK	(MHO)	VEKARIA DR MANISHA	(MVE)
HORNBY MRS SHERENE	(SHO)	WHARTON MRS DONYA	(DWH)
HOOPER MS REBECCA	(RHO)	WOOD MISS JOANNA	(JWO)
HUGHES BRADLEY	(BHU)	WOOD MRS MARIA	(MWO)
JACKSON MISS EMMA	(EJA)	XU BOYANG	(BXU)
JONES LLION	(LJO)	YEO CIARAN	(CYE)
		ZLATOPOLSKIS ALEX	(AZL)