

ACADEMIC YEAR

2025-26



SCHOOL DEVELOPMENT PLAN

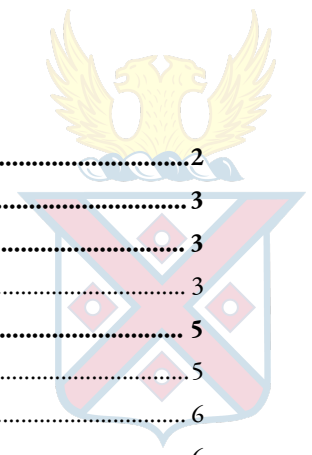
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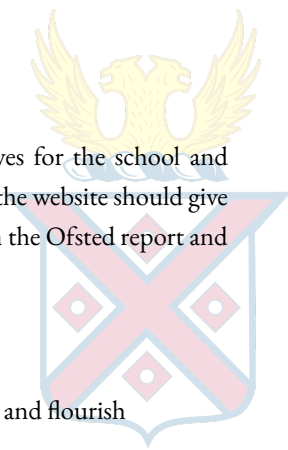


Nemo sibi nascitur: Our values of community, aspiration and opportunity enable every individual to grow and flourish



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1. Introduction

Within this School Development Plan (SDP), you will find the context, the recent history, the objectives for the school and priorities for the forthcoming academic year which are driven by our school vision and ethos. The SDP and the website should give any interested stakeholder a picture of where the school is currently at and the direction it is heading, with the Ofsted report and Self Evaluation Form (SEF) providing an overview of the school's current position.

1.1 Our School Vision & Ethos

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

Parmiter's School is committed to:

- The pursuit of excellence in all that we do
- Providing a broad education designed to enable every young person to achieve their full potential and make the most of their talents
- Creating a healthy, happy, disciplined and supportive environment which promotes an independent work ethic and a love of learning;
- Engendering respect for individuality and difference so that all will feel secure and equally valued;
- Nurturing a sense of social responsibility and spiritual and personal development;
- Fostering integrity, confidence, resilience, creativity, good manners and sensitivity to the needs of others.

At the heart of the Parmiter's learning experience is our curriculum. However, learning at Parmiter's encompasses far more than the knowledge and skills developed in the classroom. Students enjoy an enviable range of clubs, societies and enrichment activities and our Personal Development programme. Supported by our exceptional careers guidance, these opportunities provide an all round educational experience that is the foundation for future success.

Students at Parmiter's School experience a curriculum, co-curricular offer and opportunities for personal development which contribute to a well-balanced education, developing the abilities and skills of individuals so that they take a valuable, positive and active place in society.

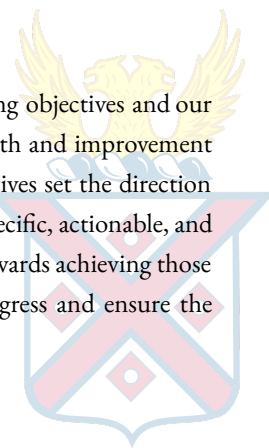
1.2 Strategic Planning Process

The strategic planning process is underpinned by a comprehensive review of the school's current performance the findings of which are outlined in our School Evaluation Form (SEF). The review is guided and informed by internal data (e.g. attainment, attendance, pupil progress) and consideration of the latest external frameworks (e.g. Ofsted reports, national curriculum changes). This review process leads to the identification of key strengths and areas for development.

Following the review process, the Senior Leadership Team, in consultation with staff, governors, parents/carers, and students, will lay out a clear vision and set ambitious, measurable objectives, aligned with the school's values and educational priorities. The details of which are outlined in this School Development Plan. Progress towards our ambitious objectives is mapped through action plans in which the following are clearly defined and applied using the 'mission command' model:

- Desired outcome
- Resources available
- Time-frame
- The responsible and accountable parties.

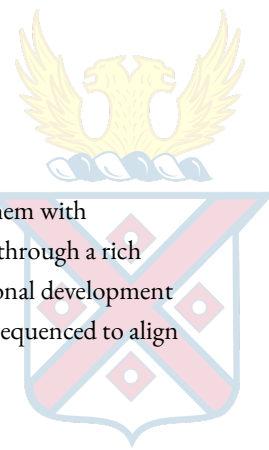




Within our School Development Plan, both a clear distinction and crucial link exist between our overarching objectives and our annual priorities. The objectives represent the broad, strategic aspirations for the school's long-term growth and improvement across key areas, such as academic excellence, community engagement, and student aspiration. These objectives set the direction and define what we aim to achieve over a sustained period. Conversely, our annual priorities are the more specific, actionable, and time-bound areas of focus identified each academic year. They delineate how we will systematically work towards achieving those broader objectives, outlining the critical steps, initiatives, and resource allocation necessary to drive progress and ensure the successful realisation of our strategic vision.

The responsibility and accountability for the phases of the strategic planning process are as follows:

Strategic Planning Phase	Responsible	Accountable
1.2.1 Strategic Planning Details of the planning cycle, the priorities for this year and the format of the plans.	SLT	Academy Governance
1.2.2 Our Objectives Specific, measurable goals across key domains, representing the tangible outcomes the school seeks to achieve over a medium-term horizon.	SLT	Academy Governance
1.2.3 Key Performance Indicators (KPIs) and Targets Empirical evidence base for measuring success, using quantifiable metrics to objectively assess progress towards strategic objectives, enable data-driven decision-making, and ensure accountability.	SLT	Academy Governance
1.2.4 Whole-School Priorities and Action Plans Actionable steps for the upcoming academic year, detailing initiatives and responsibilities to operationalize the strategic vision and ensure its on-the-ground execution.	SLT	SLT
1.2.5 Evaluation, Review and Priorities (ERPs) Granular, department-specific implementations that operationalise the whole school priorities and strategic objectives outlined in the SDP.	Middle Leaders	SLT
1.2.6 Appraisals Aligning personal professional development goals with the whole school priorities and strategic objectives, ensuring individual contributions directly support the school's overall development plan.	Staff members	Line manager



2. Strategic Planning

2.1 Continued Professional Development

We are committed to supporting all staff in reaching the highest professional standards and aim to provide them with opportunities for development and supporting pathways suited to all stages of their careers. We provide this through a rich variety of development opportunities that promote growth, expertise, and impact. Our continuous professional development (CPD) programme fosters a culture of learning across the staff community and is strategically designed and sequenced to align with whole-school and teaching and learning priorities.

The programme is underpinned by the following values:

Community – We believe that the best professional growth happens through shared expertise, dialogue, and collective problem-solving.

Aspiration – Professional learning should uplift, energise and deepen professional fulfilment, contributing positively to both staff wellbeing and school culture.

Opportunity – A clear and open system empowers staff to take ownership of their development and make informed choices about their learning journey.

Growing – We are committed to learning from others and contributing to the wider educational landscape.

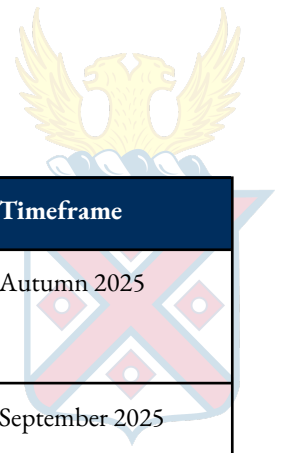
Flourishing – Professional learning should lead to meaningful change. Staff are supported to reflect on and evidence the difference their development makes and impact it has in the classroom and beyond.

Central to our approach is Parmagogy—the school’s distinctive model of pedagogy and professional learning. This underpins a comprehensive framework that includes a range of initiatives such as Watford Partnership for Teacher Training (WPfTT), bespoke support for ITT and ECT colleagues, and robust, structured induction processes.

Teaching and Learning development is supported by regular breakfast CPD sessions and staff briefings, delivered as part of a structured meeting calendar. Staff also have the opportunity to engage with the Middle Leaders Forum (ML Forum) and create personalised Professional Development Plans (PDPs), as well as appraisals, that reflect their individual goals and needs.

This integrated approach combines whole-school CPD, subject-specific development, and INSET opportunities to ensure every member of staff is supported in their ongoing professional journey. Colleagues also benefit from our dedicated Teaching and Learning website, which provides access to up-to-date research, bulletins, and resources from all training sessions and development activities.

2.2 Whole School Training Priorities



Course / CPD	Staff Member(s)	Timeframe
New Staff Induction Programme	ASM, JRU, MIK, ASA, BDO, DHA, CCL, HGU, MAL, DAL, STA, RMA, DRO, SHA, MPE, EHA	Autumn 2025
Safeguarding Children Training	All staff	September 2025
Prevent Training	All staff	June 2026
Cyber Security Training	All staff	October 2025
Safer Recruitment Training	SLT / Governors	2025-26
Designated Safeguarding Lead Refresher	BCU BHU GAB	December 2025 May 2026 July 2026
Teaching Apprenticeship	ATH	2025-26
PGCE Programme	CCL, HGU, MAL, DAL, VAC, AFE	2025-26
Early Career Teacher - Year 1 / WPfTT Programme	AWI, MIK & ASA	2025-26
Early Career Teacher - Year 2 / WPfTT Programme	IKE, SCI & ICH	2025-26
Senior Leader Apprenticeship	ALC	2025-26
Moving to new Headship Programme (HFL)	ASM	2025-26

2.3 Financial Planning

Despite the current extremely challenging financial climate, the financial position of the school remains secure. The approved budget for 2025-26 and the forecasts for the following two years show a small in-year surplus. The budget is reviewed and adjusted on a continuous, rolling basis throughout the year using the most up-to-date staffing structures. In building our financial assumptions, we consult with professional bodies such as the Institute of School Business Leadership (ISBL), Association of School and College Leaders (ASCL), as well as local finance professional networks.

Due to tight public finances and rapidly rising costs, it is likely that schools will continue to see real term funding cuts in the coming years. Whilst nationally the student population is projected to fall by around 2% between 2025 and 2027, due to the long-term success and popularity of the school, we are confident that this will not negatively impact our ability to fulfil our Published Admissions Number (PAN) moving forwards.

We will continue to look for efficiencies where possible without negatively impacting the student or staff experience. The most notable of these efficiencies in recent years has been the installation of LED lighting across the school and the installation of solar panels on the main block, which, together with other measures, have resulted in a 46% reduction in our electricity consumption since 2018. This figure will increase further when we see the full-year effect of the solar panels in the 2025 calendar year.

Developing our school lettings remains a key focus, which not only generates valuable income for the school but also serves as a hugely beneficial resource for the local community.

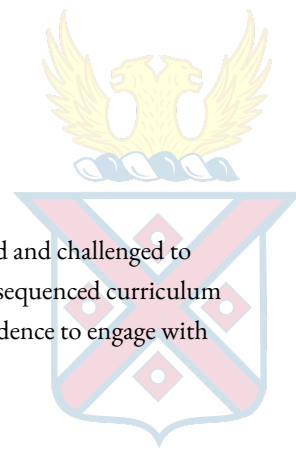
A detailed Asset Management Plan is in place, which is a key tool in recording and managing our estate needs sustainably and proactively. Recent Condition Improvement Fund (CIF) bids to proceed with phase one of window walling of the main block and the replacement of internal fire doors in the main block were both successful and this work will commence in the summer of 2025.

2.4 Evaluation

The School Development Plan and ERPs are subject to regular reviews throughout the year and are evaluated through line management. SLT and Heads of Departments will monitor and review the plans and associated outcomes to ensure these are included in the school self-evaluation.

3. Timeframes

Phase	Timeframe
Planning by SLT in conjunction with Middle Leaders	Summer Term 2025
SEF presented to the Full Governing Body	July 2025
SDP approved by the Full Governing Body	October 2025
ERP Priorities and Action Plans agreed with Middle Leaders	October 2025
Progress update #1 presented to Full Governing Body	December 2025
ERP Review #2	February 2026
Progress update #2 presented to Full Governing Body	March 2026
ERP Review #3	June 2026
Progress update #3, SEF and new SDP presented to Full Governing Body	July 2026



4. Our Strategic Aims

4.1 Our Strategic Aims

We aim to enable every student to excel

We provide a structured and supportive learning experience through which all students are nurtured, guided and challenged to understand, expand and ultimately achieve their potential now and in their future. We offer a thoughtfully sequenced curriculum that encourages academic progress by allowing all students to master the foundations and develop the confidence to engage with ambitious and challenging material.

We aim to broaden and nurture students' interests

We actively encourage students to take advantage of the wealth of available co-curricular opportunities with a mindset that is positive and resilient to the possibility of failure and the learning that can be taken from it. We ensure all students have the opportunity to engage with and enjoy the richness of a wide range of subjects and experiences, and encourage them to pursue those they are passionate about.

We aim to develop students' sense of self and community

We foster a welcoming community that celebrates individuality within a culture of social responsibility, empowering students to be proactive in both its promotion and development. We provide a safe environment in which all students can reflect on and evolve their personal points of view and understand these in relation to the world around them.

5. Our Strategic Objectives

5.1 Community Objectives

- 5.1.1 Establish and maintain open, effective communication channels with parents and carers, actively involving them in their child's education and the wider school community.
- 5.1.2 Parents and carers value the school and rate it as the school of choice in our priority postcode areas.
- 5.1.3 All students feel proud to be at the school and feel they contribute to its development.
- 5.1.4 The school is a hub for the local area, promoting community cohesion through partnerships and extended use.
- 5.1.5 The school and our students benefit from partnerships with a range of external agencies.
- 5.1.6 Students' positive school experience is reflected through the high attendance rates at school
- 5.1.7 A whole school strategy is in place to promote sustainability.

5.2 Aspiration Objectives

- 5.2.1 Academic outcomes are amongst the very best in the country at all key stages.
- 5.2.2 The attainment gap is smaller than the national average for all key groups, including disadvantaged status, demographic and sex.
- 5.2.3 The school offers a broad and balanced curriculum at all key stages, delivered by subject specialists in all areas.
- 5.2.4 Lesson planning and teaching reflect the needs of groups and individuals within classes in order to maximise attainment and progress.
- 5.2.5 Staff consistently set challenging expectations for all students, regardless of background, and provide the necessary support to meet them.
- 5.2.6 Post-16 and post-18 destination data demonstrate that students have been able to access the courses, institutions and careers that they have aspired to.
- 5.2.7 The school continues to be rated as 'Exceptional' by Ofsted in all areas.



5.3 Opportunity Objectives

- 5.3.1 Meaningful platforms are in place for students to contribute to school decision-making, express their views, and take on leadership roles that positively impact the school environment and culture.
- 5.3.2 All students participate in a diverse range of co-curricular activities, clubs, and trips that cater to varied interests and talents, promoting personal development, well-being, and skill acquisition beyond the academic curriculum.
- 5.3.3 The school provides a meaningful and effective professional development programme that supports teachers in delivering consistently outstanding lessons, utilising evidence-informed pedagogical approaches, and effectively adapting their delivery to meet the needs of all learners.
- 5.3.4 The school has a leading role in teacher training and development in the local area through the WPfTT.
- 5.3.5 Staff development and wellbeing is key to our success. We will work closely with our staff to develop their full potential, maintain a healthy work-life balance and seek job satisfaction.
- 5.3.6 Annual staff turnover remains low
- 5.3.7 Students progress to the next stage of their education and/or working life equipped with relevant skills and the knowledge of pathways available.
- 5.3.8 The efforts of our students are reflected through participation and success in local, national and international competitions and events.

6. Key Performance Indicators

Below are the Key Performance Indicators (KPIs) against which we will monitor our ongoing progress towards our 3-yearly strategic objectives.

6.1 Community Objectives KPIs

- 6.1.1 More than 90% of parents rate school communication as Good or better via parent surveys
- 6.1.2 Applications for places in Year 7 are above 1500
- 6.1.3 More than 90% of students say they are proud to be a part of Parmiter's School via student surveys
- 6.1.4a Increase utilisation rates of the astro-turf pitch and sports hall from 2024-25
- 6.1.4b Attendance rates at parents evenings are in excess of 90%
- 6.1.5 List the range of external agencies the school works with and their purpose
- 6.1.6a School attendance rate for year 7 to 10 is greater than 95%; Persistent absence rate is below 10%
- 6.1.6b Staff medical and illness absence rate is below 5%
- 6.1.7 Suspension and exclusion rates remain significantly below national averages

KPI	Target	2024-25	2023-24	2022-23
Whole School Attendance	95%	94.3%	93.5%	93.6%
FSM6 Attendance	90%	88.2%	87.3%	87.0%
Persistent Absence	7%	17.2%	22.3%	19.1%
Permanent Exclusions	0	0	1	0
Suspension Rate	2.5	2.18	2.07	1.96

- 6.1.8 Climate action plan in place by January 2026 and carbon emissions reduced by 50% by 2032 when compared against a 2017 baseline. (In line with DfE targets)



6.2 Aspiration Objectives KPIs

6.2.1a/ 6.2.2 GCSE Outcomes aim to place us as the number one school in the country according to The Times/ top 1% of schools

	P8*	A8	Grade 9	Grade 7+	Grade 5+	Grade 4+
Target	0.7	69.0	22%	60%	90%	95%
2024-25	N/A	66.5	18.4%	55.3%	84.7%	92.3%
2023-24	0.74	68.3	21.6%	59.3%	86.2%	93.4%
2022-23	0.50	63.5	13.4%	49.0%	83.0%	91.7%

KPI	Target	2024-25	2023-24	2022-23
Number of students achieving 33 points from best 6 GCSEs	180	170	172	163
Number of internal students enrolling in the VI Form	160	148	146	138
Number of external students enrolling in the VI Form	60	76	48	62
Year-on-year closing of the disadvantage gap Attainment 8 Progress 8 5+ in Maths & English	Year-on-Year decrease	52.0 / 66.5 N/A 53.8% / 81.3%	49.3 / 68.3 -0.07 / 0.74 42.9% / 87.9%	45.5 / 64.7 -0.59 / 0.57 54% / 79%
Year-on-year closing of the gender gap Attainment 8 Progress 8 5+ in Maths & English	Year-on-Year decrease	64.2 / 69.2 N/A 79.5% / 83.3%	67.4 / 69.5 0.64 / 0.89 84.7% / 81.6%	60.8 / 66.2 0.4 / 0.59 70% / 84%

6.2.1b A Level Outcomes aim to place us as the number one school in the country according to The Times/ top 1% of schools

	APS per Entry	Grade A*	Grade A*-A	Grade A*-B	Grade A*-C
Target	43	20%	50%	80%	90%
2024-25	40.5	12.2%	37.5%	71.0%	88.6%
2023-24	42.5	16.9%	49.9%	76.2%	88.1%
2022-23	41.9	16.8%	44.9%	71.2%	88.5%

6.2.3 100% of subjects are taught by a subject specialist

6.2.4 In school disadvantaged attainment gap is narrowing and students continue to perform better than students nationally

6.2.5a More than 90% of students say their lessons are challenging and help them to make progress through student surveys

6.2.6a More than 90% of students achieve their first choice destination at the next stage of their education or employment

6.2.7 School to be rated as 'Outstanding'/'Exceptional' in all areas via peer/ external review or Ofsted inspection



6.3 Opportunity Objectives KPIs

- 6.3.1 More than 90% attendance at student voice meetings and 100% of student leadership roles are filled
- 6.3.2 More than 95% of students participate in co-curricular activities
- 6.3.3 More than 90% of staff rate professional development as good or better via staff survey
- 6.3.4 More than 90% of WPfTT trainees are employed on completion of their training
- 6.3.5 More than 90% of staff rate their well-being as good or better via staff survey
- 6.3.6 Annual staff turnover rate is below 5%
- 6.3.7 100% completion rate for the Gatsby Benchmarks
- 6.3.8 List students selected for local, national and international competitions and events or representation.

6.4 Financial KPIs

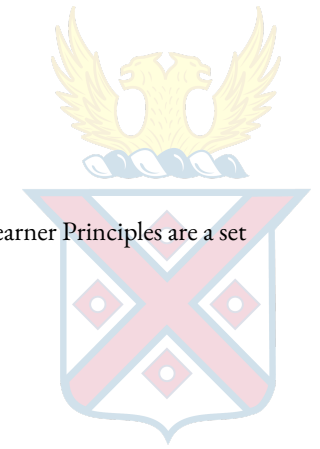
- 6.4.1 To reduce the structural deficit by at least £60,000 in 2025/26.
- 6.4.2 Future school revenue budgets include provision for reduction of the structural deficit by £60,000 per year
- 6.4.3 Build reserves of 3.5%/5% of annual income (or 1/12 of expenditure)
- 6.4.4 Staff salaries do not exceed 80% of total school revenue income
- 6.4.5 The ratio of pupils to teachers is in line with or less than 16.7:1 (national average 2024 [here](#))
- 6.4.6 No negative bank balance
- 6.4.7 The school remains solvent
- 6.4.8 Unqualified teaching staff not on an accredited training route account for less than 5% of the Leadership and Teaching staff
- 6.4.9 Unqualified teaching staff on an accredited training route account for less than 10% of the Leadership and Teaching staff
- 6.4.10 The school achieves at least £140,000 lettings profit in the 2025/26 financial year



7. Whole School Priorities & Action Plans

7.1 Our 3-Year Development Planning Agenda

2025-2026	2026-2027	2027-2028
<ol style="list-style-type: none"> 1. Further embed the Parmiter's Learning Principles 2. Promote, embed and develop the use of Parmagogy across the school and beyond 3. Create a world class environment and experience for The Parmiter's Family <p>—</p> <ol style="list-style-type: none"> 1. Broaden the offer of WPfTT to include NPfTL 2. Develop understanding of the new Ofsted Inspection Framework 3. Consider and respond appropriately to Government (eg. SEND review, Curriculum review, Ofsted Inspection Framework and White Paper) 4. Prepare for the celebrations of 50 years at Garston/ since Bethnal Green 	<ol style="list-style-type: none"> 1. Create a school development plan to respond to the needs highlighted via the KPIs in 2025-2026 2. Address any emerging trends arising following the publication of the examination results in August 2026 and the IDSR 3. Ensure that staff are 'Ofsted confident' with regard to communicating with inspectors when they visit the school 4. Broaden the offer of WPfTT to include a peer review service for schools 5. Celebrating our 50th year at Garston/ since Bethnal Green 	<ol style="list-style-type: none"> 1. Create a school development plan to respond to the needs highlighted via the KPIs in 2025-2026 2. Address any emerging trends arising following the publication of the examination results in August 2027 and the IDSR 3. Ensure we are prepared to 'Do ourselves justice' with regard to potential Ofsted inspection 4. Embed the recent growth of services offered by the WPfTT and attempt to recruit more schools 5. Conclude our celebrations for the 50th year at Garston/ since Bethnal Green



7.1 Priorities for the Year Ahead

Following the completion of our whole school review process, Parmiter's School has identified three key priorities for 2025-26.

7.1.1 Priority 1 - Further embed the Parmiter's Learner Principles (BHU)

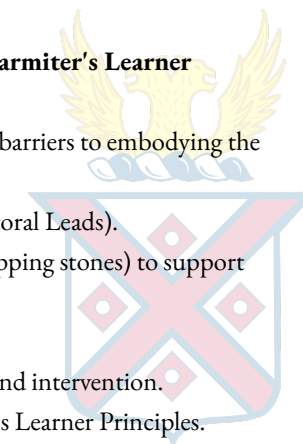
The Parmiter's Learner principles were developed in 2024 as part of a whole school initiative led by the Teaching and Learning student voice committee. The Parmiter's Learner Principles are a set of traits that provide students with an understanding of how to become exceptional independent learners to allow them to grow.

Fully embed Parmiter's Learner Principles across all departments, faculties and year groups.

- Use of Department Meeting/ collaborative planning time to explicitly link schemes of work, lesson plans and assessment to the Parmiter's Learner Principles
 - Departmental Schemes of Work (SOWs) explicitly reference at least two Parmiter's Learner Principles
 - Lessons/ assessments reviewed (e.g. during learning walks or internal moderation) contain clear annotations or specific activities that demonstrate an explicit link to at least one Parmiter's Learner Principle.
 - 100% of department meeting agendas from September-December 2025 include a standing item related to "Embedding Parmiter's Learner Principles."
- Consistently reinforce the Learner Principles through whole-school communication such as assemblies, newsletters, website and displays
 - Whole-school assemblies (or year-group assemblies where relevant) over the January-July 2026 period explicitly feature or reference at least one Parmiter's Learner Principle.
 - School newsletters include at least one article, highlight, or dedicated section that explicitly links an event, achievement, or aspect of school life to a Parmiter's Learner Principle.
 - By March 2026: At least 5 prominent whole-school display areas (e.g. main hall, library, key corridors, reception) clearly exhibit the Parmiter's Learner Principles.
 - By July 2026 classrooms have a visible display (e.g. poster, mini-display board) of the Parmiter's Learner Principles.
 - By July 2026: Survey of parents, carers and students reveals that at least 60% are aware of "Parmiter's Learner Principles" as a concept guiding the school's approach to learning.
- Identify and share areas of good practice during learning walks, ML Forum time and INSET
 - 85% of teachers report feeling confident in their ability to explicitly link their SOWs and lesson plans to the Parmiter's Learner Principles. 70% report actively learning from colleagues' shared good practice in this area.
 - At least 20 identified examples of "strong or exceptional practice" in embedding the Learner Principles are documented and formally shared with relevant staff.
 - Schedules for at least two Middle Leader Forum meetings (over the 2026-2027 academic year) demonstrate dedicated discussion, sharing of good practice, and collaborative problem-solving related to embedding the Learner Principles across departments.
 - At least two INSET days or dedicated twilight sessions planned for the 2026-2027 academic year include specific sessions where teachers or departments present and share their successful strategies for embedding the Parmiter's Learner Principles.

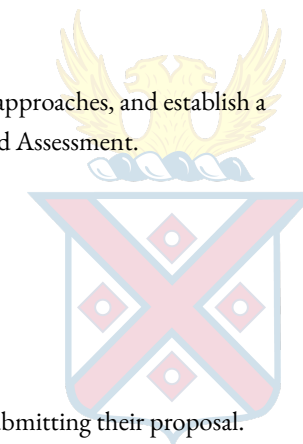
Ensure all students, particularly those with Special Educational Needs and other vulnerable learners, are actively engaged with and empowered to utilise Parmiter's Learner Principles, fostering their independence, self-efficacy, and equitable access to a high-quality learning experience.

- Conduct a comprehensive audit of how SEND and vulnerable students currently interact with the curriculum and school environment, specifically looking for barriers to embodying the Parmiter's Learner Principles.
 - By December 2025: A formal, written audit report is produced and disseminated to relevant stakeholders (SLT, SENDCO, Heads of Department, Pastoral Leads).
 - From January 2026: The audit report serves as the primary basis for developing the next set of targeted strategies and interventions (the subsequent stepping stones) to support SEND and vulnerable learners in embodying the Learner Principles.
- Educate all staff on using a "graduated approach" to identify when a student is struggling to access a principle and how to provide appropriate levels of support and intervention.
 - By December 2025: 95% of teaching staff and key support staff (TAs, pastoral) complete the dedicated training on the graduated approach to Parmiter's Learner Principles.
 - By November 2025: 80% of staff can accurately describe the concept of a "graduated approach" in relation to the Learner Principles and identify at least three examples of specific interventions at different levels (e.g., Quality First Teaching, Targeted Support, Specialist Provision).
 - By April 2026: Early informal learning walk feedback or departmental reviews begin to note instances where teachers are explicitly considering the Learner Principles when discussing student support needs.
- Develop accessible versions of the Parmiter's Learner Principles, using visual aids, simplified language, and alternative formats and implement a consistent visual display of the principles throughout the school using accessible formats
 - By March 2026: A complete set of Parmiter's Learner Principles resources exists in at least three distinct accessible formats (e.g., simplified text with bespoke visuals/symbols, large print, an audio version, or a highly visual story-boarded version) based on audit recommendations.
 - By April 2026: 100% of classrooms have a visible display of the Parmiter's Learner Principles using at least one of the accessible formats.
 - By April 2026: At least 8-10 prominent communal areas (e.g., main hall, library, dining hall, key corridors, SEND provision areas, pastoral offices) have consistent visual displays of the Learner Principles using accessible formats.
 - By June 2026: Through informal discussions or a brief student "walk-around" activity, 70% of a sampled group of SEND and vulnerable students can correctly identify at least one of the Learner Principles when pointed to its accessible display.
- Integrate discussions about the Parmiter's Learner Principles into regular check-ins and support sessions for SEND and vulnerable students.
 - By July 2026: Designated support staff (TAs, counsellors, mentors, form tutors for targeted groups) consistently integrate explicit discussions about Parmiter's Learner Principles into their regular 1:1 check-ins or small group support sessions with SEND and vulnerable students as evidenced in meeting notes.
 - By July 2026: Anecdotal feedback and observation confirm that accessible versions of the Parmiter's Learner Principles are being actively used by support staff during these discussions.



7.1.2 Priority 2 - Promote, embed and develop the use of Parmagogy across the school and beyond (ABA)

Launched in 2023 by our Teaching and Learning (T&L) Leads, Parmagogy is Parmiter's pedagogical framework. It's designed to foster the sharing of best practices, align approaches, and establish a common language for T&L, ensuring consistency without uniformity. Parmagogy is built upon six core pillars: Planning, Inclusion, Language, Instruction, Retrieval, and Assessment.

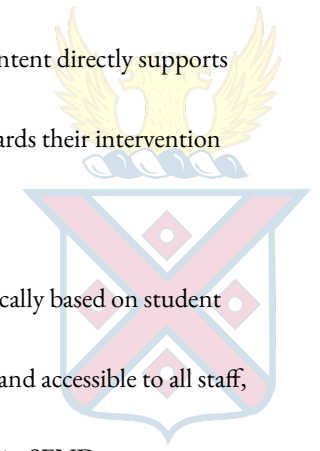


Fully embed Parmagogy across all departments.

- Review the NPfL website and prepare to deliver the programme across The Watford Partnership in the 2026-2027 academic year.
 - By January 2026: Key staff to complete training/ familiarisation with programme
 - By April 2026: Strategy, action plan and timeline agreed/ sessions are scheduled for 2026-27. Participants are identified and initiative is launched.
 - By April 2026: NPfL website updated and resources to support NPfL projects published.
 - By July 2026: At least 8 initially selected participants sign up for the Non-Positional Teacher Leadership Programme from within Parmiter's School, submitting their proposal.
 - Network Events and venues agreed for academic year 2026-27
- Consistently reinforce Parmagogy through whole-school communication such as briefings, INSET/ new staff induction, website and displays.
 - By June 2026: Updated materials for new staff induction.
 - By July 2026: Parmagogy is explicitly featured as a topic or an underlying theme in whole-staff/SLT-led briefings/INSET days and at least overtly reference or integrate Parmagogy principles
 - By July 2026: 100% of new staff joining the school between March 2025 and July 2026 receive dedicated, explicit induction to Parmagogy, including its six pillars and practical expectations.
 - By July 2026: The school's public website links prominently to the dedicated Parmagogy website, its six pillars, and its importance to teaching and learning at Parmiter's. This website is updated with relevant examples or news at least once per term.
 - By January 2026: Prominent communal staff areas (e.g. staff room, faculty offices) display clear, consistent visual representations of Parmagogy's six pillars.
 - By July 2026: An internal staff survey indicates that 95% of staff can correctly identify at least five of Parmagogy's six pillars and articulate its overall purpose.

Develop the Inclusion pillar to ensure that the attainment gap decreases during the academic year 2025-26, while enhancing support systems to identify and address diverse student needs, including mental health and SEND, to ensure equitable access to high-quality learning.

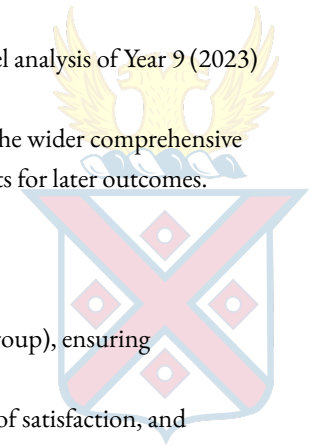
- Enhance the provision of targeted interventions for disadvantaged students and those with SEND, ensuring these are closely aligned with classroom learning.
 - By December 2025: A clear, updated school-wide document outlining enhanced targeted intervention provision is produced and shared with all staff.
 - By November 2025: 90% of staff involved in delivering targeted interventions (TAs, specific teachers) complete bespoke training on enhanced intervention strategies and the new alignment with classroom learning.
 - By December 2025: 80% of class teachers and intervention deliverers report (via staff survey) feeling confident in their understanding and implementation of the mechanisms for aligning interventions with classroom learning.



- By July 2026: 90% of intervention deliverers can provide specific examples of how they actively collaborate with class teachers to ensure intervention content directly supports in-class learning.
- By July 2026: Intervention lead(s) can present clear progress data for students receiving targeted interventions, demonstrating measurable progress towards their intervention goals for at least 85% of the students.
- Ensure the consistency of SEND support across classes, allocation of TAs and promotion of best practice using EEF research.
 - By September 2025: A formal, evidence-based TA allocation plan for 2025-2026 is produced and disseminated, detailing how TAs are deployed strategically based on student need (EHCPs, SEND register, disadvantaged status) and EEF guidance.
 - By November 2025: A comprehensive internal policy/guidance document on "Consistent SEND Support and Effective TA Deployment" is published and accessible to all staff, explicitly referencing EEF research and outlining expectations for consistent support and fostering student independence.
 - By March 2026: 90% of TAs and 80% of class teachers complete dedicated training sessions on EEF's best practices for TAs and fostering independence in SEND support.
 - By July 2026: Learning walk observations (conducted by SLT/SENCo) specifically focused on SEND support note consistent application of EEF-informed best practices in at least 70% of observed lessons where TAs are present. (e.g., TAs promoting independence, using small group work, providing scaffolding rather than doing the work).
 - By July 2026: Qualitative feedback from teachers, TAs, and students (via surveys or interviews) indicates a noticeable improvement in the consistency and effectiveness of SEND support across different classes.
- Develop the use of Assess Plan Do Review (APDR) process and provision mapping for SEND students to monitor how effectively the curriculum meets their needs.
 - By December 2025: A standardised, clear, and comprehensive ADPR process and provision mapping framework is fully documented and disseminated to all relevant staff. This includes clear templates, guidance on target setting, and data input/output expectations.
 - By April 2026: 80% of staff trained can articulate the purpose of the ADPR cycle and how their input contributes to school-wide provision mapping and curriculum evaluation for SEND students.
 - By April 2026: 100% of identified SEND students (those on the SEND register and receiving SEN Support) have completed their first ADPR review cycle using the new/refined process, with updated targets and provision plans.
 - By April 2026: A comprehensive school-wide provision map is generated (or updated), aggregating data from individual ADPR cycles to provide an overview of provision and student progress for SEND students across different curriculum areas.
 - By June 2026: The initial analysis of the provision map data identifies at least 3-5 specific areas within the curriculum where a significant proportion of SEND students are consistently struggling or excelling, providing concrete evidence for future curriculum adaptation discussions at a whole-school or departmental level.

Complete an internal review of assessment and reporting practices, with actionable recommendations for developing the 'Assessment' pillar of Parmagogy and prepare to launch a new system by September 2026.

- Subject level analysis of end of Year 9 student outcomes (2023) vs. 2025 public exam results.



- By November 2025: A detailed internal report (or a significant section of the overall Assessment Review report) is produced, presenting the subject-level analysis of Year 9 (2023) outcomes against 2025 public exam results.
- By November 2025: The analysis clearly highlights at least 3-5 specific subject areas or assessment practices that warrant deeper investigation as part of the wider comprehensive assessment review. This means the data effectively pinpoints areas where the curriculum or assessment practices may not be optimally preparing students for later outcomes.
- Consultation with parents, carers and all teaching staff
 - By December 2025: Achieve a minimum 80% completion rate for the staff assessment and reporting survey.
 - By December 2025: Achieve a minimum 20% participation rate from parents/carers in the assessment and reporting consultation (via survey or focus group), ensuring representation across different year groups/demographics.
 - By December 2025: A compiled summary of all stakeholder feedback (staff, parents/carers) is produced, detailing key themes, common concerns, areas of satisfaction, and suggestions related to current assessment and reporting practices.
 - By December 2025: The feedback summary clearly identifies at least 3-5 key priorities or areas of focus for improvement in assessment and reporting from the perspective of parents/carers and staff, which will directly inform the recommendations of the main assessment review report.
- Collaboration with local schools to identify areas of best practice
 - By February 2026: Successful engagement with at least 3-5 local schools known for strong assessment practices, involving direct visits, structured discussions, or detailed virtual meetings.
 - By February 2026: A concise summary document (e.g., 2-3 pages) is produced outlining key areas of best practice observed or discussed in partner schools, specifically relating to assessment and reporting. This document highlights transferable ideas and potential models for Parmiter's.
 - By February 2026: The findings from this collaboration are explicitly referenced and integrated into the "recommendations" section of the main Assessment Review Report (due March 2026), providing external validation or inspiration for proposed changes.
- Use of Department Meeting Time and Middle Leader Forum time to standardise and implement KS3 assessment processes and reporting procedures.
 - By July 2026: A finalised set of updated, standardised assessment and reporting procedures and corresponding resources (e.g., policy document, common rubrics, feedback templates, data entry guidelines) is approved by SLT and formally disseminated to all staff.
 - By July 2026: All necessary pre-launch preparation is complete, including any communication with parents, updates to school management systems, Google Classroom, or reporting templates, ensuring a smooth operational launch in September 2026.

Ensure that at least 90% of KS3 students are reading and writing at or above age-related expectations through whole-school literacy strategies, targeted interventions, staff training and consistent progress tracking.

- Review and enhance Year 7 reading intervention programmes to ensure they are targeted, evidence-based, and effectively support students in closing literacy gaps



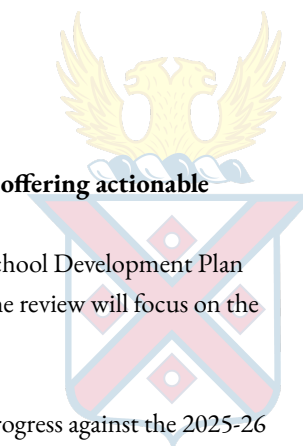
- Increasing % of cohort (7, 8 & 9) are classified as above age readers current % are: Year 7 87%, Year 8 87% and Year 9 85%
- Decreasing % of cohort (7, 8 & 9) are classified as below age readers current % are: Year 7 13%, Year 8 13% and Year 9 15%
- Teaching and Learning Literacy briefings to share best practice and maintain a high profile for literacy strategies
 - By July 2026: A minimum of three whole-staff T&L Literacy briefings are conducted between September 2025 and July 2026, with clear agendas and documented content.
 - Learning walks evidence effective literacy practices across subjects
- Curriculum Leaders monitor and track literacy progress through data analysis, student work reviews, and adapt strategies as needed
 - Curriculum leaders effectively use literacy data to inform curriculum decisions and adapt subject-specific reading and writing strategies
 - Students demonstrate improved reading comprehension and confidence with subject-specific texts, evidenced through assessments, class discussions, and quality assurance processes
 - By July 2026: The Literacy Lead can produce a summary report of whole-school KS3 literacy progress, explicitly including the percentage of KS3 students performing at or above age-related expectations in reading and writing at the end of the academic year (July 2026). This data directly feeds into the overarching action's success metric.
- Disciplinary Literacy. Throughout 2025-2026 curriculum leaders continue to embed subject specific reading strategies to deepen students' disciplinary understanding.
 - Curriculum leaders create subject specific reading guidance for students e.g. Read like a...
 - Students demonstrate clear comprehension and engagement with discipline-specific texts, reflected in assessments, classroom discussions and quality assurance processes
- Disciplinary Literacy: Investigate CPD approaches to support curriculum leaders in identifying effective subject specific writing strategies.
 - By April 2026: A detailed, actionable "Disciplinary Writing CPD Plan" is produced and approved by SLT.
 - Curriculum leaders demonstrate a clear understanding of best practice for subject specific writing strategies

7.1.3 Priority 3 - Create a world class environment and experience for The Parmiter's Family (ASM)

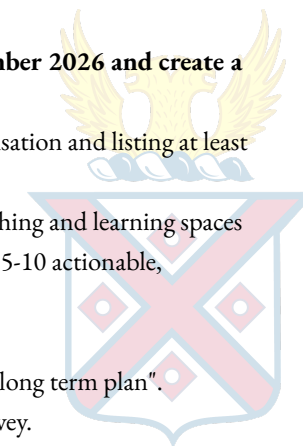
Create a world-class environment to enhance the experience for teachers, students and the whole Parmiter's Family so every individual can flourish.

Complete a formal external review of the School Development Plan (2025-26), providing an independent evaluation of progress against key objectives and offering actionable recommendations to inform the strategic priorities for the 2026-27 academic year.

- A comprehensive, objective, and independent external review to evaluate the school's progress against the strategic aims and priorities outlined in the 2025-26 School Development Plan (SDP). This review will serve to validate the school's own self-evaluation and provide expert, unbiased insights to inform the next phase of strategic planning. The review will focus on the effectiveness of key initiatives and the overall impact of the plan's implementation.
 - The external reviewer will submit a formal, comprehensive written report that is on time and within the agreed-upon scope.
 - The report will provide a clear and objective validation of the school's self-evaluation. It will explicitly confirm whether the school's assessment of its progress against the 2025-26 SDP's key objectives is accurate and well-supported by evidence.
 - The report will contain a clear, concise, and prioritised list of at least 5-7 specific recommendations. These recommendations will be practical and directly usable to inform the strategic aims and objectives of the 2026-27 SDP.
 - The report will acknowledge and celebrate key successes and areas of significant strength, providing positive reinforcement and a clear foundation on which to build.
 - The report is formally presented to and discussed by the Governing Body, and its findings are accepted as a key input for future strategic decisions.
 - The key recommendations from the external review are explicitly integrated into the objectives and key performance indicators of the subsequent School Development Plan (SDP). This is the ultimate measure of success—the school has not only received feedback but has actively used it to drive tangible improvements.
 - Following the review, all key stakeholders (SLT, Heads of Department, Governors) have a shared understanding of the review's findings and the reasons for any shifts in strategic priorities. This is achieved through formal briefings and clear communication of the report's main points.
- Design peer review programme via The Watford Partnership to be piloted at Parmiter's School during the 2026-2027 academic year.
 - By October 2025, review the new Ofsted Toolkit and Operating Guidance to use as a base for a new programme of peer review to be designed for The Watford Partnership Schools, led by Parmiter's.
 - By December 2025, design a skeleton plan for what a two day peer review could look like including: who would make up the review team and what evidence gathering activities could be included.
 - By February 2026, present plans to other Watford Partnership headteachers to gauge the potential for 'buy in' and to refine the plans.
 - By April 2026, complete Watford Partnership Review Toolkit for use on peer reviews from the academic year 2026-2027.
 - By May 2026, agree the dates for a pilot review at Parmiter's School to take place in the Autumn term of 2026-2027 and confirm who the review team will be.



Using the latest research, optimise the teaching and learning experience through modernising the physical environment in at least 10% of spaces by September 2026 and create a long-term plan.

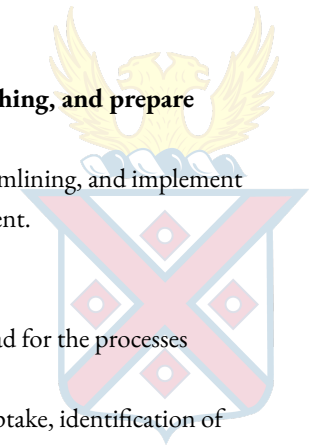


- By December 2025, in collaboration with middle leaders, complete an audit of all teaching and learning spaces, identifying the top 10% most in need of modernisation and listing at least 5-10 actionable, low/no-cost improvements that can be implemented immediately.
 - By December 2025: A comprehensive report is produced and presented to SLT and Governors. The report includes: A clear scoring/ranking of all teaching and learning spaces based on modernisation needs. Explicit identification of the top 10% (by number of spaces) most in need of modernisation. A prioritised list of at least 5-10 actionable, low/no-cost improvements for immediate implementation, with estimated effort/cost where applicable.
 - By February, 2026: An action plan for immediate implementation of low/no-cost improvements is approved and assigned to relevant staff.
 - By February 2026: The audit findings directly inform the scope and focus of the "Research optimal teaching environments" and the "Develop a costed long term plan".
 - By July 2026: staff and students can identify improvements to their environment having a positive impact on their school experience via the school survey.
- By April 2026, a working group led by SLT, collaborating with middle leaders, will complete research on optimal physical teaching environments for diverse subjects, compiling a concise best-practice report with illustrative examples and key design principles relevant to Parmiter's School.
 - By April 2026: A concise "Optimal Teaching Environments Best Practice Report" is produced and presented to SLT. The report includes: Summaries of key research findings on physical learning spaces (e.g., acoustics, lighting, flexible furniture, technology integration). Illustrative examples from other schools/institutions. Key design principles and recommendations for Parmiter's, tailored to different subject areas where relevant.
 - By June 2026: The findings and design principles from this report are explicitly integrated into the development of the "costed long term plan for implementation"
- By July 2026, based on the audit and research findings, develop and gain SLT/Governors' approval for a comprehensive, multi-phase, costed long-term plan (5-10 years) for modernising teaching and learning environments, specifically outlining how at least 10% of spaces will be completed by September 2027.
 - By June 2026: A comprehensive, multi-phase (5-10 year) "Modernising Learning Environments Plan" is formally approved by SLT and the Governing Body. The plan includes: Detailed proposals for each phase of modernisation, identifying specific spaces. Comprehensive costings for each phase, including materials, labour, technology, and contingency. A clear timeline, explicitly outlining how at least 10% of teaching and learning spaces will be completed by September 2027. Integration of findings from the audit and research
 - By July 2026: The approved long-term plan provides all necessary financial and project details to immediately begin identifying and securing funding opportunities for the first phase, short, medium and long term projects.
- By July 2026, identify and apply for a minimum of three external funding opportunities (e.g., grants, trusts, alumni appeals) specifically targeting school environment modernisation, aiming to secure at least the funds for the estimated cost for the first phase (10%) of renovations by September 2027.
 - By July 2026: Applications for a minimum of three distinct external funding opportunities are submitted, all directly aligned with funding the modernisation plan.
 - By July 2026: At least funds for the estimated cost for the first phase of renovations (targeting 10% of spaces) is secured through successful grant awards, pledges, or confirmed internal allocation.

- By September 2026: Renovation work has been planned for at least 10% of teaching and learning spaces, directly utilising the secured funding.

Comprehensive review of MIS and system add-ons usage to strengthen the use in school and streamline systems by September 2026.

- Complete a comprehensive audit of current MIS (SIMS) usage and system add-ons, including a review of information communication to stakeholders and the implications of SIMS Next Gen on existing processes (e.g. Assessment Manager); produce a comparative analysis with alternative features/providers, resulting in a prioritised set of recommendations for system optimisation and streamlining.
 - A detailed "MIS Usage and Optimisation Audit Report" will be produced and formally presented to SLT and Governors. The report includes: An assessment of current SIMS usage efficiency (e.g. identifying 3-5 key areas of inefficiency or underutilised features). Analysis of stakeholder communication clarity/consistency. A clear understanding of the impact and timeline of SIMS Next Gen's feature rollout on current processes (especially Assessment Manager). A comparative analysis of at least 2-3 viable alternative MIS solutions or key add-on providers. A prioritised list of 5-10 actionable recommendations for MIS system optimisation, streamlining workflows, and improving stakeholder communication.
 - SLT formally approves the strategic direction for MIS optimisation based on the audit's recommendations, including decisions regarding adoption of new features, add-ons, or potential long-term MIS migration.
 - Feedback (e.g. via survey or focus group) from at least 70% of sampled staff and parents indicates improved understanding or reduced confusion regarding key information communicated via MIS/school systems compared to the start of the audit (baseline to post-audit recommendations feedback).
- Research, select, procure, and begin the roll-out of a new or enhanced parent communication application, ensuring a minimum of 75% of active parent/carers accounts are set up and engaged with initial features (e.g. messaging, attendance notifications) by May 2026.
 - A new or enhanced parent communication application is formally procured, integrated with SIMS, and fully configured for launch.
 - A minimum of 75% of active parent/carers accounts are successfully set up and show initial engagement (e.g., logged in at least once, sent a message, viewed a notification).
 - An initial survey of engaged parents/carers indicates that at least 80% find the new app easy to use and beneficial for receiving school communications.
- Design and deliver targeted training programmes to upskill 90% of relevant staff on optimised MIS features and streamlined processes, demonstrating a measurable improvement in efficiency and data accuracy by September 2026.
 - At least 90% of identified relevant staff complete their assigned targeted MIS training modules.
 - A post-training survey indicates that at least 80% of trained staff report increased confidence and competence in using the optimised MIS features and streamlined processes.
 - Key processes identified in the initial audit (e.g., daily attendance recording, behaviour incident logging, assessment data entry, report generation) show at least a 20% reduction in time taken or a 10% reduction in errors, as measured against pre-training baseline data.

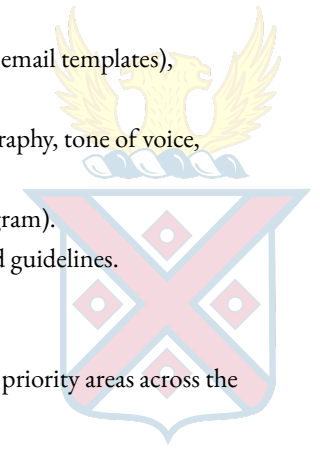


Establish and implement an integrated AI and immersive EdTech / Digital Strategy to drive innovation in teaching and learning, enhance quality-first teaching, and prepare students for a thriving digital future.

- Conduct a review of current staff management systems (appraisal, CPD, staff absence, learning walks), identify opportunities for digital modernisation and streamlining, and implement at least two new digital tools or integrated processes to enhance efficiency, reduce administrative workload, and improve data insights for strategic staff development.
 - At least two new digital tools or integrated processes are successfully designed and tested for managing appraisal, CPD, staff absence, or learning walks.
 - New systems are operational
 - Post-implementation feedback (e.g. survey data) from affected staff indicates that at least 70% perceive a measurable reduction in administrative workload for the processes supported by the new tools/integrations.
 - The new systems/processes demonstrate improved data capture and reporting capabilities for strategic staff development (e.g. easier tracking of CPD uptake, identification of common absence trends, streamlined learning walk feedback analysis), as evidenced by a brief report to SLT.
- Establish and gain SLT approval for a comprehensive, integrated AI and Digital Strategy and accompanying CPD programme for all teaching staff, explicitly outlining how AI/EdTech will drive innovation in teaching and learning, enhance quality-first teaching, and identify at least three specific administrative processes to be streamlined to reduce staff workload, ready for pilot implementation from May 2026.
 - A comprehensive "AI and Digital Strategy for Teaching and Learning" document is formally approved by SLT and Governors.
 - A detailed CPD programme plan for all teaching staff, aligned with the AI/Digital Strategy, is approved.
 - All resources and initial training for the first phase/pilot of the AI/Digital strategy and CPD programme are prepared, enabling immediate commencement of pilot activities.
- Successfully implemented a 'Follow Me' printing system across the school, ensuring 100% of staff and students are able to use the system, resulting in a measurable reduction in print waste and improved printing efficiency by July 2026.
 - The 'Follow Me' printing system is fully implemented, configured, and operational across all network printers in the school.
 - 100% of staff and students are able to successfully use the 'Follow Me' printing system for their daily printing needs.
 - Printing reports demonstrate a measurable reduction (e.g. 15-25%) in total paper consumption and toner usage compared to the baseline usage from Sept 2024-July 2025

Develop and fully embed a cohesive marketing and branding strategy for the Parmiter's corporate brand, ensuring consistent visual presence and appearance across the school.

- Conduct a comprehensive audit of Parmiter's existing physical branding and visual presence across the school site (signage, displays, visuals), identify key areas of inconsistency or underdevelopment, and produce a detailed report with prioritised recommendations for visual branding enhancements.
 - A detailed "Physical Branding and Visual Presence Audit Report" is produced and formally presented to SLT.
 - The audit findings are explicitly referenced and integrated into the development of a cohesive marketing and branding strategy.

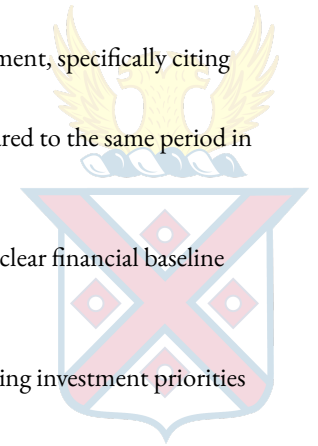


- Develop and fully implement new brand guidelines for all digital platforms (website, social media) and external communications (e.g., newsletters, prospectuses, email templates), ensuring 100% adherence to the new guidelines across all official school digital communications and publications.
 - A comprehensive, updated "Parmiter's Corporate Brand Guidelines" document is formally approved by SLT, covering logo usage, colour palette, typography, tone of voice, written and digital/communication standards/ templates.
 - A review confirms 100% adherence to the new brand guidelines across the school's official website and main social media profiles (e.g., Facebook, Instagram).
 - A sample review of 10-15 recent official external communications (e.g., newsletters, email, parent letters) demonstrates 90% adherence to the new brand guidelines.
 - 100% of staff with communication responsibilities confirm access to and understanding of the new brand guidelines and templates.
- Based on the audit recommendations and new brand guidelines, procure and install new or updated displays, visuals, and signage in at least 50% of the identified priority areas across the school site, ensuring consistent visual presence and alignment with the corporate brand.
 - New or updated displays, visuals, and signage are successfully procured and installed in at least 50% of the priority areas identified in the initial audit.
 - A post-installation review confirms 95% adherence to the new corporate brand guidelines for all newly installed/updated physical branding elements.
 - A survey of staff and visitors (e.g. parents during school events) indicates a perceived improvement in the overall professional appearance and consistency of school branding by at least 70% of respondents.

Develop the sporting facilities and experience for the students and community stakeholders to ensure we are offering the best possible experience and generating more income from lettings

- Conduct a comprehensive audit of all existing sporting facilities and equipment (indoor and outdoor), assessing current condition, safety compliance, aesthetic appeal, and suitability for both school and community use, resulting in a prioritised report detailing required repairs, maintenance, and potential upgrade areas.
 - A detailed "Sporting Facilities and Equipment Audit Report" is produced and formally presented to SLT and Governors.
 - The audit findings are explicitly integrated into the development of the action plan and inform the strategic decisions for equipment purchases.
- Based on the facility audit findings and a review of sports centre income/finance, develop and gain SLT approval for a phased action plan detailing essential repairs, ongoing maintenance schedule, and proposed facility upgrades for core sports areas, including detailed costings, timelines, and responsibilities.
 - A comprehensive, phased "Sporting Facilities Development Action Plan" is formally approved by SLT and the Governing Body.
 - The approved action plan provides all necessary details to immediately begin procurement processes and seek funding for the immediate and short-term phases.
- Procure and install new or upgraded sporting equipment (e.g. fitness machines, sport-specific gear, digital scoreboards) in at least three key identified areas (e.g.gym, sports hall, outdoor courts), directly enhancing the experience for students and community users, as outlined in the approved action plan.
 - New or upgraded sporting equipment is successfully procured, installed, and fully operational in at least three key identified areas (e.g., Fitness Suite, Main Sports Hall, Outdoor Netball/Tennis Courts), as per the approved action plan.

- Initial feedback from students (via survey) and community users (via feedback form/survey) indicates at least 80% satisfaction with the upgraded equipment, specifically citing improved experience or greater range of activities.
- Tracked usage data (e.g., student participation in relevant clubs, community booking hours for upgraded areas) shows an increase of at least 10% compared to the same period in 2025.
- Conduct an in-depth review of the current income, expenditure, and operational model of the Parmiter's Sports Centre lettings and core facilities, establishing a clear financial baseline and identifying at least three specific opportunities to enhance revenue generation and cost efficiency.
 - A detailed "Sports Centre Financial & Operational Review Report" is produced and presented to SLT.
 - The findings and recommendations from this financial review are explicitly integrated into the "Sporting Facilities Development Action Plan", influencing investment priorities and income generation targets.

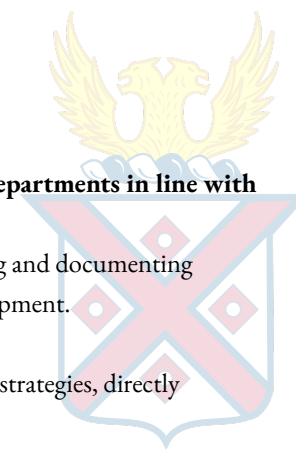


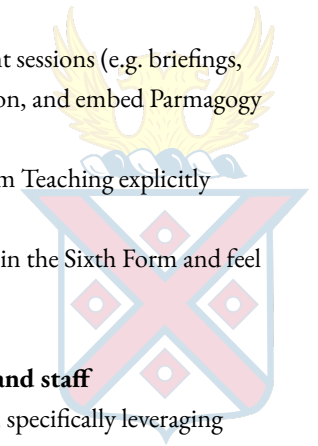
7.1.4 Sixth Form aspects of the School Development Plan (THE)

Strategic leadership and achievement of the 16 to 19 study programmes; learners' preparedness for their next steps and development of wider opportunities.

Leaders will have an accurate understanding of the Teaching and Learning strategies employed throughout the Sixth Form, sharing good practice across departments in line with Parmagogy and the Parmiter's Learner traits.

- Head of Sixth Form and relevant SLT will implement a structured programme of focused learning walks across all Sixth Form departments, specifically observing and documenting current teaching and learning strategies, student engagement, and the characteristics of effective Sixth Form lessons, to identify key strengths and areas for development.
 - Structured learning walks are completed across all Sixth Form departments, with documented observations.
 - A summary report is produced linked to Parmagogy outlining 3-5 key strengths and 3-5 key areas for development in Sixth Form teaching and learning strategies, directly informed by the learning walk findings.
 - A concise document or presentation defining "What an effective Sixth Form lesson looks like at Parmiter's," incorporating Parmagogy and Learner traits, is drafted based on the observations.
 - Actions are taken to implement improvements at department level and impact positively on teaching and learning as evidenced via further learning walks and an improvement in student results.
- Design and administer comprehensive surveys of Sixth Form teaching staff and Sixth Form students, gathering quantitative and qualitative feedback on specific Teaching and Learning strengths, challenges, and preferences within the Sixth Form, and analyse results to inform strategic Teaching and Learning development.
 - At least 90% of Sixth Form teaching staff and 90% of Sixth Form students complete their respective surveys.
 - The survey findings provide a platform for discussions with all key stakeholders to share good practice, identify specific needs, and support identified areas for improvement(e.g. assessment review, independent study planning, CPD programme).
 - By July 2027, students report improving experience via surveys.
- Head of Sixth Form, in collaboration with the Deputy Headteacher (Student Progress) and department leads, will conduct a review of current Sixth Form assessment practices (types, frequency, purpose, and feedback mechanisms), identify best practices and inconsistencies.
 - A "Sixth Form Assessment Review" document is produced, detailing current practices, identified strengths, inconsistencies, and areas for improvement.
 - The review culminates in a set of prioritised recommendations for optimising Sixth Form assessment strategies, specifically focused on supporting student progress and independent learning, and aligning with Parmagogy.
 - These assessment recommendations are explicitly incorporated into the overall understanding of Sixth Form Teaching and Learning and inform subsequent CPD planning.





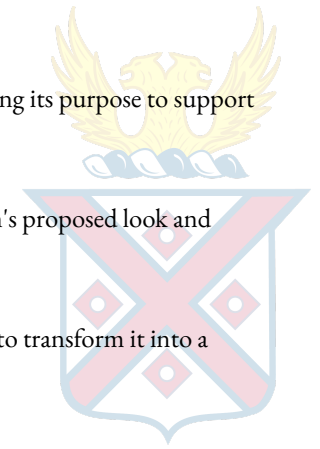
- Leveraging insights from learning walks, surveys, and assessment reviews, organise and deliver at least two dedicated Sixth Form-focused professional development sessions (e.g. briefings, INSET slots, Middle Leader meetings) specifically designed to share identified good practices in Teaching and Learning, promote cross-departmental collaboration, and embed Parmagogy and Parmiter's Learner traits in Sixth Form teaching.
 - Dedicated Sixth Form-focused professional development sessions are successfully delivered to relevant teaching staff sharing good practices in Sixth Form Teaching explicitly linking to Parmagogy and Parmiter's Learner traits.
 - A post-CPD survey indicates that at least 85% of Sixth Form teaching staff report increased awareness of effective Teaching and Learning strategies within the Sixth Form and feel more confident in implementing them

Complete review of practices relating to students' next steps ensuring enhanced support, streamlined processes, and a reduction in workload for students and staff

- Develop and implement a comprehensive training and support program for all Sixth Form Form Tutors /relevant subject teachers involved in the UCAS process, specifically leveraging UNIFROG and appropriate AI tools to reduce workload, improve consistency, and elevate the quality of student references.
 - 100% of Sixth Form Form Tutors have received training and demonstrated an understanding of UNIFROG, the UCAS guidance and ethical AI usage to help reduce workload.
 - All A Level teaching staff will have completed the training program, demonstrating understanding of improved processes, UNIFROG features, and ethical AI usage.
 - A review of a sample of UCAS references from across the Year 13 Form Tutors to ensure high-quality, and consistent content.

Embed the new, split cohort form structure to best serve students and tutors, including a review of Tutor Time activities, the Personal Development programme, and our next steps provision.

- Fully embed optimised UCAS and next steps support processes within the new split-cohort form structure, ensuring clear allocation of dedicated tutor time and Personal Development (PD) sessions for Year 13s, building on previous UNIFROG and AI training to maximise efficiency and quality of application support.
 - A formalised schedule is published clearly outlining dedicated tutor time and PD session slots for Year 13s specifically for UCAS, apprenticeship, and employment application support.
 - Year 13 students confirm they understand when and how to access next steps support and utilise the dedicated tutor time/PD sessions.
 - A survey of Year 13 Form Tutors indicates that they feel confident in providing UCAS/next steps support within the new structure and perceive that the allocated time and tools (UNIFROG, AI) have reduced their workload.
- Conduct a comprehensive review of the Sixth Form Personal Development (PD) programme and Tutor Time activities in light of the new split-cohort structure. This will also include plans to include statutory RS into the Sixth Form model.
 - Review of the current PD curriculum, survey staff and students
 - Plan for the delivery of statutory RS provision within the PD/Form Time programme, networking with other centres to ensure best practice at Parmiter's
 - RS modules are included in the PD/Form Time programme



Begin planning to refurbish the Sixth Form study spaces to better promote independent learning, looking at structured supervision.

- Create an agreed and costed plan in place for a refurbishment of Sixth Form Library into a modern, multi-functional independent learning space, re-envisioning its purpose to support diverse study needs with upgraded IT provision.
 - Costed plan delivered to JWH so that budgetary arrangements can be considered
 - Revised plan and timescales presented to Sixth Form student voice provide anecdotal evidence indicating student satisfaction with the Common Room's proposed look and functionality, with a significant majority rating it as a more "aspirational" and versatile space for well-being, study, and social interaction.
- Implement a phased plan for the continued improvement of the Sixth Form spaces, starting with the Common Room, upgrading furniture, décor, and facilities to transform it into a more aspirational and versatile space, then moving on to the Old Library, updating furniture and decor to nurture independent learning.
 - By April 2027: Completed refurbishment of the priority areas identified by initial planning.
 - By July 2027: Observation and anecdotal evidence indicates student satisfaction with the priority areas new look and functionality, with a significant majority rating it as a more "aspirational" and versatile space for well-being, study, and social interaction.

Launch accredited and non-accredited research projects to elevate student academic autonomy and achievement.

- Launch a fully structured "Parmiter's Project Qualification (PPQ)" programme as a non-accredited research pathway, providing a meaningful alternative for students who withdraw from or do not pursue the Extended Project Qualification (EPQ) or Core Maths Program (if offered in 2026), ensuring at least 80% of eligible students successfully complete a research project and present their findings.
 - The "Parmiter's Project Qualification (PPQ)" programme is formally launched, with a fully developed curriculum, student handbook, and supervisor guidance document.
 - All those who withdrew from the EPQ are enrolled in the PPQ, and 90% of enrolled students successfully complete and present their research projects.