

## **SDP Review - notes for Governors December 2020**

*Commentary from the Headmaster to support the colour coding on the Development Plan to chart our progress after the first term of implementation.*

### Leadership

#### Successes

- The whole school risk assessment and safe return to school plan have been implemented effectively. Attendance of staff and students has been high compared with local and average absence figures. The leadership team has been swift in identifying and isolating students and staff where tests have been positive and the school's tracking systems for staff and students has ensured that "close contacts" have been swiftly identified thus reducing the potential numbers that have needed to self-isolate. The leadership team was swift to implement changes necessitated by the national lockdown in November and ensured the school was fully compliant with Government guidance. To date, we have no evidence that the virus has been transmitted on site.
- The September Evaluation, Review and Priority (ERP) meetings with all Middle Leaders set objectives in line with our whole school Development plan and these have been reflected in the objectives for all teachers through the October appraisal process. Mrs Berks will provide a report on the Appraisal process to the Governors Finance and Resources Committee meeting in the Spring Term as will Miss Davison to the Governors Standards and Curriculum Committee on the impact of the Middle Leaders Forum meetings this term. We are confident that the alignment goal set out in our plan is on track across all Curriculum, Pastoral and Support teams in the school.
- A staff wellbeing survey has been conducted and a new revised policy is being implemented. Miss Davison delivered a report on this area to the Governors Community Committee. It is noted that the Key Action of holding half termly surveys for staff is to be changed to termly in order for these to be both meaningful and enable detailed feedback and response to all stakeholders.
- The Annual safeguarding report was completed and delivered to the Governors Community Committee. Mr Hughes has successfully delivered Keeping Children Safe in Education training for all staff and ensured that the success criteria set out for December has been met.

#### Areas for further development

- The Senior Leadership Team will maintain its focus and work both on ensuring the whole school risk assessment mitigates all risks posed by coronavirus.
- The Senior Leadership Team will continue regular safeguarding training and monitoring to ensure we maintain our culture of vigilance and safety for staff and students.
- January will see the next stage of our ERP monitoring cycle with a review of the past term and new or revised objectives set for the Spring.

## Personal Development

### Successes

- The new Personal Development (PD) programme has been launched incorporating the statutory requirements for Relationship and Sex Education. PD resources are available in a new Google Drive for all form tutors for use in tutor time.
- A staff working party has been formed and already met twice to look at whole school equalities issues and work towards a proposal of Equalities Objectives for Parmiter's to be brought to Governors later this academic year. There has been an initial meeting with a student group from the Sixth Form.
- The Headmaster and a student from Year 13 led a whole school assembly and prompted whole school student debate and discussion around the issues raised by the death of George Floyd in America.
- Extensive work has been done by Senior and Pastoral Middle Leaders to identify students' priorities and concerns across all Year groups with Year 11 and 13 students' examination anxieties and general mental health being addressed by consistent communication and reassurance from key staff and school leaders.
- Opportunities for student leadership across all Year groups have been further extended through the appointment of Lower School House Captains. The deployment of Sixth Form Prefects as break and lunchtime supervisors has helped further promote safe behaviour among Lower School students. The House competition activities have played a significant part in raising the spirits of the wider student body and supporting positive mental health as well as a healthy physical lifestyle.

### Areas for further development

- A survey will be conducted with students experiencing the Personal Development programme so that school leaders can evaluate the extent to which they both understand the rationale and importance of the programme (and value the Relationship and Sex strand of the curriculum).
- A student voice group looking into the Equality issues will be formalised and meet with the staff group to agree on equality objectives which will steer / lead to the creation of a new Equalities Policy.
- A student wellbeing survey will be implemented during the first half of the Spring term.

## Curriculum

### Successes

- Tracking systems through our Assessment, Recording and Reporting (ARR) processes show that students' engagement and progress levels are consistently high and timely interventions have been put in place where a student has been identified as under achieving. There has been no need for any major revisions of the curriculum delivery model in place in September and all subject areas have been able to adapt with confidence to proposals for examination modifications at GCSE and A Level for Summer 2021.
- Staff continue to grow in confidence in their use of Google classroom - evident from the successful delivery of "live" lessons to students in Years 10, 11, 12 and 13 where a significant number of students have had to self isolate. Staff who have been forced to self-isolate have also managed to remotely teach from home to their class in school. As a result the Leadership team have mandated "live" lessons for all Key Stage 4 and 5 students who are absent.
- Plans for continuity of curriculum delivery in the event of partial or full closure have been shared with Middle Leaders who are developing departmental plans. All provision will include live and/or recorded lessons for students in all Key Stages.
- Assessment opportunities and protocols have been carefully led and managed to ensure that they are not only robust but not excessive. Student mental well-being has been a major priority and there has been a focus from leaders on attitudes to learning rather than attainment scores. The practices and expectations embraced by the highest performing curriculum areas - Maths and History/Politics - have been celebrated and shared with all curriculum area leaders such that they are challenged to match these areas' high levels of achievement.
- The new Art and Design Faculty has been successfully implemented and a team ethos has been established uniting the discrete subject specialisms with raised levels of expectation. Parmiter's application for Artsmark accreditation has been launched.
- In spite of significant difficulty and restrictions in place, a full range of extra curricular activities after school and at lunchtime (during the November lockdown) has been in place. Whilst the Duke of Edinburgh Gold expedition was forced to cancel, the school successfully delivered Bronze and Silver Award expeditions for all the students enrolled.

### Areas for further development

- On-going training in place to further raise staff confidence in the use of Google Classroom for remote teaching and learning.
- Teachers are beginning the process of transitioning from Show my Homework to Google Classroom to streamline the digital platforms used in the school.
- Review outcomes of the GCSE trial examinations and management of A Level trials in February. This will be in line with a school response to the latest announcement from the Department for Education on Summer Examinations in 2021.

## Disadvantaged and vulnerable students

### Successes

- Catch up funding has been allocated across Key Stages 3 and 4 ensuring that curriculum areas are resourced appropriately to enable students to catch up independently as well as providing additional contact time in English and Science in Year 11. Tracking data across all subject areas supports teachers reporting no concerns regarding students having fallen behind.
- The SEN Department ERP set out ambitious objectives for pupil progress and the appraisal cycle has seen ambitious objectives set for teachers regarding the Curriculum support classes in Key Stages 3 and 4. Personal Risk Assessments have been put in place for the Teaching Assistants to aid their wellbeing whilst supporting students with Educational Health Care Plans (EHCPs) in class.
- Targeted support is in place for each Pupil Premium student as any underachievement is identified through our ARR cycle. Funding has been deployed to support students with revision materials as well as mentoring as well as enabling engagement with extra curricular activity including Music tuition, Sports Leaders and Duke of Edinburgh participation.
- Every Looked After Child has completed their termly Personal Educational Plan in partnership with the Virtual School. Parmiter's received a £2,000 award for its work with Children Looked After in response to our participation in the Herts For Learning Great Expectations Programme in 2020.

### Areas for further development

- Evaluate progress of disadvantaged and vulnerable students in Year 11 in light of December trial exam feedback and implement a bespoke intervention support programme for Spring term to be evaluated in March.
- Continue to track KS3 and Year 10 disadvantaged and vulnerable pupil progress through the ARR cycle next term. Evaluate impact of Catch up, PP and SEND funding against progress data and modify spending plans where more cost effective interventions are identified.
- Implement Virtual Parents' evenings and evaluate parent, student and staff levels of satisfaction.

## Teaching and Learning (T & L) and Continuing Professional Development (CPD)

### Successes

- All staff have received extensive training and support throughout the term and have successfully delivered remote teaching in school to self isolating students and whilst self isolating teaching from home (across Key Stages 4 and 5).
- Students have received training on Google Classroom through the tutor time programme for Key Stages 4 and 5 and through dedicated curriculum time for Key Stage 3. Student feedback from their experiences of self isolation have been very positive about “live” lessons.
- Positive feedback received on all current trainee teachers from formal observations, Line Manager reports and Mentors’ comments.
- Proposals for the future delivery of Initial Teacher Training (ITT), with the formal end of the Herts and Bucks Teaching School Alliance next September, are progressing well. A proposal for a new extended local partnership with the inclusion of Watford Boys and Girls Grammar schools is in discussion that will see ITT continue to be led by Parmiter’s school. Our current provision has received extensive praise from tutors from the University of Hertfordshire.
- CPD logs are in place in every Department area with personalised programmes for all teaching staff. Significant leadership training has been delivered for Senior and Middle-level school leaders including a session for the SLT led by Associate Governor, Sam Clark. The focus has been on developing shared values with a goal of developing high performing teams across all areas of the school.

### Areas for further development

- Review and evaluate the impact of the new staff induction programme.
- On-going support and training for staff on Google Classroom - to include further sharing of best practice.
- Further discussions and planning involving Headteachers and Senior Leaders across local schools in order to develop the plans for the new ITT partnership to be launched in September 2021.