

Parmiter's School Development Plan: 2020-2021



School Context

| | | | | | | |
|----------------------|------|---------------|-----|--|-----------------------------|-----|
| Students | 1427 | Male | 745 | | Staff | 228 |
| | | Female | 682 | | Teaching Staff (fte) | 92 |
| | | | | | Support Staff (fte) | 62 |
| Pupil Premium | 84 | SEN | 159 | | | |
| CLA | 11 | EHCP | 27 | | Governors | 12 |
| FSM | 58 | EAL | 194 | | Associate Governors | 4 |
| Services | 1 | | | | | |

Accreditations and partnerships

- Music Mark accreditation - recommended by the Hertfordshire Music Service and is national recognition for providing excellence in Music education. (2019)
- Physical Education - Association for PE Quality Mark award with distinction (one of seventeen schools nationally to have achieved the award with distinction). The school also holds the Schools Games Gold Award. (2018)
- Parmiter's is a strategic partner in the Herts and Bucks Teaching School Alliance (TSA) leading on Initial Teacher Training (ITT).
- Participation in DfE (national) project on Reducing Teacher Workload, in conjunction with Alban TSA. (2019-2020)
- Parmiter's is the Lead school for the local area Pearson Maths Hub - providing CPD events (2018-Present)
- The Headmaster is the Chair of the South West Herts Secondary School Heads Forum (SWHSSH) and represents the Forum on the Executive Board of the Herts Association of Secondary School Headteachers (HASSH)

Key:

| | | | |
|----------|-----------------------|--|-----------------|
| Complete | In progress, on track | In progress, behind schedule but recoverable | Not yet started |
|----------|-----------------------|--|-----------------|

Development Review: 2019-20

Continuing Professional Development (CPD) strategy - Google Classroom - Google Classrooms has been embedded in the day to day life of Parmiter's both in administration and Teaching and Learning. All staff participated in INSET and were provided with a comprehensive personalised CPD program, which 100% of staff rated good or better. Over 82% of all staff are now very happy to use Google within Teaching and Learning an increase of this percentage is growing daily.

Disadvantaged strategy - The Headmaster and Deputy Headteacher/DSL engaged in the Herts For Learning (HfL) "Great Expectations" programme providing an opportunity to network and further develop Parmiter's 'Cultural Capital' programme for our disadvantaged students. The impact of this work is chronicled in the HfL publication from July 2020

Leadership strategy - Leadership remodelling for September 2020 has led to greater capacity to both lead CPD and support Middle Leaders in promoting consistency of excellent practice from all staff at Parmiter's. The Evaluation, Review and Priorities cycle has been further developed such that Senior Leaders and Governors are provided with termly opportunities to scrutinize and challenge the Pastoral work undertaken across all three Key Stages as well as the work undertaken by the Special Educational Needs and Disability team.

Managing coronavirus and lockdown - On-site provision was facilitated for 81 students during the closure period in addition to the provision for Year 10 & 12 students directed by the government. Action was taken to support vulnerable students and their families through additional measures such as regular contact, access to counselling services, delivery of food parcels and loans of ICT equipment. Extensive planning took place over the summer to provide a safe but familiar learning environment on our return. All plans were shared with staff and additional measures implemented in response to staff feedback and regular review.



Science Block build - September 2020 will see the beginning of the construction of a brand new £4 million Science block due for opening in September 2021

[Three Year Ambition Document](#)

[School Vision](#)

[SLT Roles and Areas of Oversight](#)

| 1 - Leadership | | SLT oversight: MJO | | | |
|---|-------------|---|-----------------|-----|-----|
| Goal: Leadership at all levels is robust and persistent such that the highest professional standards are met by every single member of staff | | | | | |
| Key actions 2020-2021 | SLT lead | Success criteria (including timescales) | Progress (GBAR) | | |
| | | | Dec | Mar | Jul |
| Ensure protocols and procedures for return to school are finalised, communicated and implemented such that there is full compliance from staff and students | BHU | Risks are identified and mitigated against and staff and students feel safe and secure as they return to school. Attendance of staff and students remains consistently high with absence relative to confirmed cases of Covid 19. (December 2020) Regular monitoring and evaluation processes ensure updates are implemented as occasion demands and the school is able to respond appropriately and effectively to any changes in Government policy. (December 2020) | | | |
| Align the ERPs and appraisal process with the school development plan so that every member of staff is contributing to the overall vision of the school Include as a priority in this year's ERPs process to create the space in which to have honest discussions about team dynamics and take meaningful steps to improving this Develop a three-part SLT development programme to be delivered once a term over the course of the academic year Develop a six-part programme to be delivered through the Middle Leaders' Forums (one per half term) over the course of the academic year that supports their development as leaders Develop high-performing teams across the school | NDA | The objectives set out and tracked through the ERP process are clearly aligned with the whole school goals identified in the SDP (December 2020) Evidence from ERP meetings and whole school quality assurance exercises provide demonstrable proof that all team members are aligned in their working practice and make meaningful contributions to achieving the Department objectives set out for the academic year (March 2021) Develop high-performing teams across the school (July 2021) | | | |

| | | | | | |
|--|------------|---|--|--|--|
| <p>Work with SLT to ensure existing processes and procedures are fit for purpose, including ERPs, appraisal and others TBC</p> <p>Conduct a detailed review of the existing wellbeing policy in conjunction with unions to understand its strengths and weaknesses. Update policy for review by unions, SLT and governors by 23 October 2020.</p> <p>Support ARE in devising and administering half termly staff surveys so that they become a useful mechanism for listening to staff and assessing the effectiveness of wellbeing initiatives.</p> | <p>NDA</p> | <p>Formalise commitment to reducing workload and improving staff wellbeing (December 2020)</p> <p>Staff responses to half termly surveys show that these are valued and lead to meaningful responses from Senior Leaders in responding to wellbeing and workload concerns (March 2021)</p> <p>Policy has been approved and embraced by all school stakeholders (July 2021)</p> |  | | |
| <p>Safeguarding practices are well defined and a culture of vigilance embedded across the school, with all staff and students trained and confident about raising concerns and aware of the correct protocol for doing so.</p> | <p>BHU</p> | <p>Students and staff are protected, feel safe and know how to communicate concerns and understand the process for doing so. This is evident through feedback from students, parents and carers. (December 2020)</p> <p>All staff are confident in their ability to recognise the signs of abuse and are proactive in their reporting of concerns. This is regularly monitored through staff training responses and cause for concern form completion. (December 2020)</p> <p>Dissemination of critical information to members of the safeguarding and pastoral teams, is timely and thorough through increased use of CPOMS. (December 2020)</p> |  | | |

| 2 - Personal development | | SLT oversight: THE | | | |
|--|-------------|---|-----------------|-----|-----|
| <p>Goal: Every Parmiter's student strives to be self-assured and caring, an active and well-rounded citizen with integrity, who respects others and contributes to society. Staff are fiercely proud and committed to their school.</p> <p><i>Our primary aim is for each Parmiterian to aspire to find a path that best suits the individual, having developed the discipline, moral character and resilience to become a considerate and responsible member of society.</i></p> | | | | | |
| Key actions 2020-2021 | SLT lead | Success criteria (including timescales) | Progress (GBAR) | | |
| | | | Dec | Mar | Jul |
| <p>Rationalise Personal Development (PD) programme</p> <p>More coherent programme - half termly themes based around the school aims and ethos. Time afforded to PD during tutor time to supplement work covered in lessons. This will be further reinforced during assemblies when they are permitted.</p> <p>LDE is leading and delivering all lessons at KS3. CBE is overseeing KS4, liaising with AGR and MST. Resources being constantly reviewed, updated and created.</p> | THE | <p>The Personal Development programme has been launched to both students and staff so that they understand both the rationale and importance of PD as a whole school initiative. (December 2020)</p> <p>Personal Development will have a positive impact on the social and emotional well being of our students in both the short and long term. (March 2020)</p> | | | |
| <p>Relationships & Sex Education</p> <p>Delivery of the new curriculum started from September 2020. LDE and CBE have been sent copies of the updated policy document and have been made aware of the changes. CPD for staff required.</p> | THE | <p>The curriculum meets statutory requirements and staff and students value this new provision (March 2021)</p> | | | |
| <p>Staff working party to be convened this half term to examine and review equality issues for all groups, both in and out of</p> | THE | <p>Staff and students feel that their voice has been heard regarding key issues relating to equalities including the Black Lives Matter movement (March 2021)</p> | | | |

| | | | | | |
|---|-----|---|--|--|--|
| the classroom. Following this, we will set up a student group which will become part of Student Voice. | | Equalities Objectives are set by the school's Leadership Team and approved by the Full Governing Body (July 2021) | | | |
| Surveys are conducted every term to enable an action plan to be put in place to address any concerns raised and create high levels of reassurance to all adults and students in the safety and well being measures put in place at Parmiter's | ARE | Staff and student well being priorities and concerns identified and addressed (December 2020, March 2021 & July 2021) | | | |

| 3 - Curriculum | | SLT oversight: EBE | | | |
|--|---------------------|--|------------------------|------------|------------|
| Goal: Parmiter’s students experience a curriculum offer that provides breadth, promotes creativity and fosters a love of independent learning | | | | | |
| Key actions 2020-2021 | SLT lead | Success criteria (including timescales) | Progress (GBAR) | | |
| | | | Dec | Mar | Jul |
| All schemes of work and curriculum plans are adapted to ensure recovery programmes are in place to ensure every student is on track to secure appropriate age and prior attainment levels of achievement | EBE | High levels of student engagement and achievement levels are reported across all curriculum levels and are seen through the ARR calendar (December 2020, March 2021 & July 2021) | | | |
| All curriculum areas to have a high quality remote learning curriculum provision in place to meet the needs of all students in the event of partial or full school closure | ABA | In the event of partial or full school closure all curriculum areas can switch seamlessly to offer high quality remote learning curriculum provision, which is Quality Assured by Senior and Middle Leaders (December 2020) Protocols and strategies for any events are planned for in advance and staff are aware of what is expected in each event in advance. (December 2020) | | | |
| Review and amend where necessary assessment practices across all curriculum areas. School examinations and class assessments are planned carefully to reflect end of year/key stage objectives. Results are scrutinised by HoD and discussed with LM to quality assure. | GAB | Standardisation and moderation practices are timely and rigorous to ensure consistency in approach to assessment across all teaching groups within cohorts. (December 2020) A culture of high expectations, embodied through challenging assessment, sees all curriculum areas aspire to match the achievement levels of the highest performing subjects at GCSE and A Level (March 2021) | | | |
| Embed effective leadership and teamworking practice across the new Art / DT Faculty The school begins the process of securing Artsmark status. | EBE | The distinct Creative Arts subject areas work more collaboratively to promote creativity among the student body and there is an increase in the numbers of students opting for GCSE and A Level Creative subjects. (March 2021) | | | |

| | | | | | |
|--|-----|---|--|--|--|
| | | Parmiter's becomes increasingly recognised as a centre of excellence for the Arts (July 2021) | | | |
| Provision is reviewed in line with the measures necessary to keep staff and students safe in line with Coronavirus protocols. A schedule of activity is in place that enables all students to have access to a high quality enrichment programme | ARE | Plan and implement a broad range of extracurricular activities which leads to high levels of uptake (December 2020) | | | |

| 4 - Disadvantaged and vulnerable students | | SLT oversight: GAB | | | |
|--|-------------|--|-----------------|-----|-----|
| Goal: Students from disadvantaged backgrounds and those with special educational needs or disabilities leave Parmiter's with the qualifications, confidence and skills they need to be personally and economically successful in their future life | | | | | |
| Key actions 2020-2021 | SLT lead | Success criteria (including timescales) | Progress (GBAR) | | |
| | | | Dec | Mar | Jul |
| Heads of Department/Key Stage are empowered to lead opportunities for students in KS3 and 4 to access interventions. Resources quality-assured before purchase to ensure value and efficacy. | GAB | Catch up funding strategy used in a timely and effective manner - Achievement tracking show that where gaps were identified in the Autumn Term, interventions are leading to these being closed (March 2021) | | | |
| Clear objectives set out in the SEND ERP to ensure that Teaching Assistants are deployed effectively and that differentiation strategies are aligned with clear achievement expectations in every subject area | GAB | SEND students are able to access the full curriculum offer such that they fulfil their true potential at every stage of their school life. (December 2020, March 2021 & July 2021) | | | |
| Structured enrichment and academic support for PP/PP+ students are timely and effective. School-wide tracking of provision, overseen by HOKS, to ensure consistency of approach. Staff awareness is sustained with all stake-holders knowing how to request support. | GAB | PP/PP+ students are able to access the full curriculum offer such that they fulfil their true potential at every stage of their school life. (December 2020, March 2021 & July 2021) | | | |
| To work closely with the virtual school to ensure all looked after children and young people are provided with the best possible care and support in their education and beyond. | BHU | Positive relationships with carers, social workers and the virtual school facilitate a well-informed and holistic approach to supporting our CLA students. (December 2020) PEPs and CLA reviews are constructive and beneficial in planning for and implementing any additional support and intervention including the allocation of PP+ funding. (December 2020) | | | |

| | | | | |
|--|--|---|--|--|
| | | Our CLA students feel valued and have a sense of attachment to our school community in which they have a significant role to play. (March 2021) | | |
|--|--|---|--|--|

| 5 - Teaching and Learning (T&L) and Continuous Professional Development (CPD) | | SLT oversight: ABA | | | |
|---|---------------------|--|------------------------|------------|------------|
| Goal: Parmiter's provides a world class on-site and virtual educational offer that inspires commitment and independence from all students | | | | | |
| Key actions 2020-2021 | SLT lead | Success criteria (including timescales) | Progress (GBAR) | | |
| | | | Dec | Mar | Jul |
| Investment in training and IT resources. Increased Chromebook capacity on site to allow for a greater amount of blended learning opportunities across the school. For staff and students regular training opportunities and T&L briefings and CPD opportunities where appropriate to aid in the roll out. | ABA | All staff are confident users of Google Classroom and additional technologies such that they are able to deliver off site remote teaching and ensure excellent learning resources are available for all students on-line (December 2020) Staff are innovative, share best practice and network with other schools to ensure Parmiter's practice is at the forefront of best practice across the country (March 2021) | | | |
| All students receive training in how to use Google Classroom to facilitate their learning both within and outside of the classroom. A pastoral programme is put in place to ensure that they are also trained how to use technology appropriately and responsibly | BHU | All students take responsibility for their own learning and value the opportunities provided for them here at Parmiter's. (December 2020) Attitude to Learning data reflect a growing confidence amongst all students in their ability and willingness to use Google Classroom and IT to facilitate their independent learning (March 2021) Communication with all parents and carers is highly effective such that they are able to both support and "challenge" their children with their independent learning. (March 2021) | | | |
| New staff induction - Quality Assurance of induction is reviewed via the new staff logbook program. Parmiter's Siblings program continues and grows with its support features for new staff. | ABA | All new staff to Parmiter's feel fully integrated into the Parmiter's Family and they see the induction programme as an instrumental feature of their successful integration (March 2021) | | | |

| | | | | | |
|--|-----|---|--|--|--|
| <p>Initial Teacher Training (ITT) delivery and planning for September 2021</p> <p>Review current programme and work with South West Herts partners in developing a new offer following the end of Teaching School Alliances in August 2021</p> | ABA | <p>A very successful and effective program in place for ITT training, which is fully Quality Assured across mentoring and leadership. ITT has a very high success rate in developing teachers who are trained and ready for the challenges of working in any school environment by the end of the school Year 2020-21 (July 2021)</p> <p>Parmiter's continues to lead a flourishing Training Alliance from September 2021 (July 2021)</p> | | | |
| <p>Extend the opportunities for staff training and development through wider networks that deliver Continuous Professional Development - targeting pedagogy and leadership</p> | ABA | <p>Fully personalised CPD program in place for staff at any career level utilising local networks as well as the National College Platform (December 2020)</p> <p>Parmiter's School is used as a case study school in how we integrate flexible and personalised CPD (July 2021)</p> | | | |

KEY TO ABBREVIATIONS

| | |
|------|--|
| ARR | Assessment, Reporting and Recording |
| CLA | Children Looked After |
| CPD | Continuing Professional Development |
| EAL | English as an Additional Language |
| EHCP | Educational Health Care Plan |
| ERPs | Evaluation, Review and Priorities |
| F&R | Finance and resources (Governing Body committee) |
| FFT | Fischer Family Trust |
| FGB | Full Governing Body |
| FSM | Free School Meals |
| HfL | Herts for Learning |

| | |
|----------------|---|
| HoD | Head/s of Department |
| HOKS | Head/s of Key Stage |
| HOY | Head/s of Year |
| ICT | Information Communication Technology |
| ITT | Initial Teacher Training |
| KS | Key Stage |
| MLs | Middle Leaders |
| PEP | Personal Education Plan |
| PP/PP+ | Pupil Premium |
| SDP | School Development Plan |
| SEND | Special Educational Needs and Disability |
| SLT | Senior Leadership Team |
| SWHSSH | South West Herts Secondary Schools Headteachers |
| T&L | Teaching and Learning |
| TSA | Teaching Schools Alliance |