ACADEMIC YEAR

2026-27

SCHOOL DEVELOPMENT PLAN









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For Approval by the Academy Governance

July 2026

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 School Priorities 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, Department for Education Guidance, 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
1.2.4 Whole-School Priorities and Action Plans Actionable steps for the upcoming academic year, detailing initiatives and responsibilities to operationalise 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	ARI, JRA, JUT, NHI, TSI	Autumn 2026
Safeguarding Children Training	All staff	September 2026
Prevent Training	All staff	June 2026
Allergies and anaphylaxis for school staff	All staff	July 2026
Reasonable force in schools	All staff	July 2026
Cyber Security Training	All staff	October 2026
Safer Recruitment Training	TCL, THE	October 2026
Designated Safeguarding Lead Refresher	GAB OCA MHA BCU BHU	July 2028 March 2027 February 2027 November 2027 March 2028
PGCE Programme	VAC (until Jan '27), NHI, TSI, ARI, JRA	2026-27
Early Career Teacher - Year 1 / WPfTT Programme	JUT, ATH	2026-27
Early Career Teacher - Year 2 / WPfTT Programme	AWI, MIK & ASA	2026-27
Senior Leader Apprenticeship	ALC	2025-27

2.3 Financial Planning

Despite the current extremely challenging financial climate, the financial position of the school remains secure. The approved budget for 2026-27 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. 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.

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 2026
SEF presented to the Full Governing Body	July 2026
SDP approved by the Full Governing Body	July 2026
ERP Priorities and Action Plans agreed with Middle Leaders	October 2026
Progress update #1 presented to Full Governing Body	December 2026
ERP Review #2	February 2027
Progress update #2 presented to Full Governing Body	March 2027
ERP Review #3	June 2027
Progress update #3, SEF and new SDP presented to Full Governing Body	July 2027

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
6.1.2a Distance allocation remains under 1km
6.1.2b Allocation via academic test requires a score above 215
6.1.3c Allocation via music test requires 100% on part 1 and 44/45 marks on part 2
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 hours of school facilities out of hours
6.1.4b Attendance rates at Consultation Evenings are in excess of 90%
6.1.5 List the range of external agencies the school works with and their purpose

Agency	Purpose
Chessbrook Education Support Centre	Behaviour mentoring
Hertfordshire Virtual School	Support for CLA students
Herts SEND Team	Support for students with SEND
Harrow SEND Team	Support for students with SEND
Herts Safeguarding Children Partnership	Safeguarding advice and guidance

Hertfordshire Services for Young People	Bespoke adolescence to adulthood transition support
Three Rivers Mental Health Support Team	1:1 and small group mental health support and whole school education programmes
Dignify	Healthy relationships education
South West Herts Partnership	Bespoke family support work

6.1.6a School attendance rate for Year 7-11 is greater than 96%; Persistent absence rate is below 7%

KPI	Target	2025-26	2024-25	2023-24	2022-23
Whole School Attendance	96%	95.8%	94.3%	93.5%	93.6%
FSM6 Attendance	92%	87.4%	88.2%	87.3%	87.0%
Persistent Absence	7%	20%	17.2%	22.3%	19.1%
Permanent Exclusions	0	1	0	0	0
Suspension Rate	1.8	1.48	2.12	1.93	1.96
National suspension rate	N/A	11.3%	10.88	11.31	9.33

6.1.6b Staff medical and illness absence rate is below 5%

6.1.7 Suspension and exclusion rates remain significantly below national averages

6.1.8 On track to reduce carbon emissions 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	0.8	68.5	22%	60%	87%	94%
2025-26	0.82[1]	65.7	18.2%	53.4%	83.7%	90.2%
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	2025-26	2024-25	2023-24	2022-23
Number of students achieving 33 points from best 6 GCSEs	180	161	170	172	163

[1] SISRA estimate as there is no official P8 this academic year as students did not sit national exams at the end of year 6 due to the pandemic

Number of internal students enrolling in the VI Form	160	148	148	146	138
Number of external students enrolling in the VI Form	60	75	76	48	62
Year-on-year closing of the disadvantage gap Attainment 8 Progress 8 5+ in Maths & English	Year-on-Year decrease	43.7 / 67.6 N/A 50% / 89.3%	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	65.4 / 66.1 N/A 84.8% / 87.9%	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	17%	50%	77%	90%
2025-26	42.5	18%	46.9%	74.5%	88.8%
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
6.2.5 More than 90% of students say their lessons are challenging and help them to make progress through student surveys
6.2.6 More than 90% achieve their required destination, be it a firm or insurance university place, degree apprenticeship or a voluntary GAP year prior to reapplying in Year 14
6.2.7 School to be rated as '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
6.3.2a More than 95% of students participate in co-curricular activities
6.3.2b SOCS provides accurate data on student participation in co-curricular and allows us to address trends
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.

Representative Honour	Number of Students
Professional Football Academies	8

County Athletics (inc UK No.1 U15 G Hurdles and No.1 U17 B Pole Vault)	5
County Hockey	3
County Golf	1
County Badminton (inc. GB Singles and Doubles Champion)	4
County Tennis	1
County Cricket	6
National Futsal	1
National Diving	1
Team GB Fencing	2
British Schools' Ski Squad	3
International Cheer	4

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 (Secondary national average 2025 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 £160,000 lettings profit in the 2025/26 financial year
6.4.11 The school has a "clean" audit findings report with no "internal control deficiencies" - **Next Review 2029**

7. Whole School Priorities & Action Plans

7.1 Our 3-Year Development Planning Agenda

2026-2027	2027-2028	2028-2029
1. Ensure that 'Every Second Counts' by maximising the productivity of student and staff time in school 2. Parmagogy - Assessment: Promote and develop the use of the new Parmiter's Curriculum Levels 3. Create a world class environment and experience for The Parmiter's Family 4. Address any emerging trends arising following the publication of the examination results in August 2026 and the IDSR 5. Ensure that staff are 'Ofsted confident' with regard to communicating with inspectors when they visit the school 6. Broaden the offer of WPfTT to include a peer review service for schools 7. Consider and respond appropriately to Government (eg. SEND review, Curriculum review, Ofsted Inspection Framework and White Paper) 8. Celebrating our 50th year at Garston/ since Bethnal Green	1. Create a school development plan to respond to the needs highlighted via the KPIs in 2026-2027 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	1. Create a school development plan to respond to the needs highlighted via the KPIs in 2027-2028 2. Address any emerging trends arising following the publication of the examination results in August 2028 and the IDSR 3. Address any School Priorities identified by likely Ofsted Inspection in the Summer of 2028 4. Develop services offered by the WPfTT and attempt to recruit more schools - Consider if there is a mechanism for Parmiter's School to become an 'Appropriate Body' 5. Grow the Old Parmiterians' Society in Garston

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 2026-27. Priority one is in the first year on the school development plan and is therefore in the research and problem solving phase. Priority two is in its second year as a school priority and therefore the focus is on implementing and developing strategies that have been previously created. Priority three is in its third year on the development plan and is being embedded into the school's practice and refined.

7.1.1 Priority 1 - Every Second Counts (ASM)

By empowering our expert staff and phenomenal students to maximise every moment, whether through high-impact classroom pedagogy, streamlined workflows that reduce admin, or optimised school-wide systems. We aspire over the next three years to ensure that every second spent at Parmiter's elevates the educational experience and allows everyone to grow and flourish.

Develop, publish and implement an Inclusion strategy in line with new Inclusive Mainstream Fund (IMF)

- **By the end of September 2026, audit and review the current SEND Information report**
    - Identification of priority Ordinarily Available Provision areas
    - Identification of Professional Learning requirements and associated costs along with nominated staff

- **By December 2026, draft the Inclusion Strategy produced inline with DfE template**
    - Understand the requirements for new strategy and share these with relevant staff for input
    - Governing body to approve strategy document in advance of December deadline for publication
    - In August 2027, national performance measures demonstrate an increase in progress and attainment for disadvantaged students and a narrowing of progress and attainment gaps against their non-disadvantaged peers.

- **By July 2027, implement new system for provision mapping and Individual Support Plans (ISPs)**
    - Explore functionality of SIMS Next Gen
    - Streamlined records of interventions and resources
    - Staff can easily access all information from one source
    - Records are updated 'live' to ensure consistency and accuracy

By July 2027, ensure that our co-curricular provision across the school aligns with the new enrichment framework and is underpinned by accurate data, staff understanding and student voice

- **Understand DFE Enrichment Benchmarks here**

- By September 2026, staff will be briefed on the enrichment framework and expectations re-set in regards to accurate register taking. All staff will understand a level of the framework's requirements and their role in delivering it.

- **Complete regular engagement and student satisfaction reports, highlighting key areas of current provision and groups of students to target.**
  - Completed termly reports identifying under-engaged students or groups and complete focus groups to identify barriers to participation.
  - Carry out focus group meetings with those disaffected students. Disaffected students' engagement increases term by term.
  - By July 2027, complete 3 student voice sessions. Clear evidence of student views on the offer and provision adapted based on feedback. Students report a high level of satisfaction in the provision.

- **Map current provision against new enrichment benchmarks**
  - By July 2027, our current provision will be mapped against the new enrichment benchmarks with a clear gap analysis showing where our provision meets, exceeds or falls short of benchmarks with an action plan to close identified gaps.

- **Ensure consistent use of SOCS across all activities**
  - Lead staff briefing and new staff induction session on how to use SOCS and remind colleagues on reporting attendance.
  - Subject specific revision groups for KS4 are added to SOCS
  - Accurate and consistent data across all clubs/activities that includes reliable reporting to support evaluation and benchmarking.

To deliver an ambitious, well-sequenced personal development curriculum that meets the new framework from September 2026 and supports the wellbeing, character and life-readiness of every student.

- **Deliver a parent and carer information event on Personal Development**
  - Parents are informed and confident about RSE content. The event receives positive parent feedback and good attendance.
  - Calendar Personal Development Parent and Carer Information Evening as an annual event

- **Liaise with Head of Year and Heads of Key Stage on emerging issues and behaviour trends to ensure our provision is continually adapted**
  - Use the November and April Middle Leaders Forum (Pastoral) to have focused time to discuss trends in behaviour and emerging issues.
  - Create action points to close gaps and ensure stronger cross-pastoral collaboration
  - Learning Walks in conjunction with Heads of Year to monitor delivery and implementation of lessons.

- **Monitor and review implementation of Personal Development Lessons in Sixth Form**

- **Audit the new taught curriculum against the framework ensuring compliance**
  - A completed mapping document showing where the curriculum meets framework requirements.

- **Use student voice findings to directly improve Personal Development Provision**

- Carry out 3 student voice surveys and any trends identified across terms.
- Clear evidence of 'you said, we did' actions. Increased student engagement and satisfaction with Personal Development Curriculum Lesson

By July 2027, ensure that non-teaching areas of the school have their work celebrated and reviewed in the same way as other departments to ensure they are making a positive, sustained and transformational impact on the students and staff experience

- **Introduce an ERP cycle for the Sports Centre**
  - Achieve a minimum 85% satisfaction rating in the annual survey of regular external hirers
  - Improve the net profitability of the Sports Centre by reducing operational overheads and increasing facility utilisation rates.
  - Monitoring inspections evidence improved upkeep and tidiness of facilities and equipment.

- **Introduce an ERP cycle for Network Resources**
  - Arrange an initial Summer Meeting to set up an ERP document and targets by June 2026
  - Bring in line ERP meetings with Curriculum areas by Sep 2026

By December 2026, create a new Form Time Programme and raise the profile of the Form Tutor's role.

- **Work with HoKS on reviewing the Form Time Programme**
  - By January 2027 Head of Key Stage to complete a review of the form time programme
  - By April 2027, HoKS to have completed a revised form time programme
  - A pilot group of form tutors to 'test' the new form time programme.

- **Monitor the effectiveness of Form Tutors through student voice, staff feedback and pastoral data. Work with Heads of Key Stage to review and redefine Form Tutor responsibilities to ensure consistency across year groups.**
  - A shared set of expectations is implemented across the school through INSET/pastoral meetings.
  - Students report positive relationships with tutors and increased confidence in seeking support through survey feedback.
  - A revised Form Tutor role description and expectations document is produced and shared with all staff by September 2027

By July 2027, increase overall whole-school attendance from 93% to 96%, reduce persistent absence (under 90%) from 25% to under 7%, and automate first-day absence triage so that 100% of unexplained absences receive direct parental contact by 9:30am daily.

- **By July 2027, develop and embed a whole-school Attendance Strategy Pathway that ensures timely, graduated and impactful interventions, leading to improved attendance and reduced persistent absence**
  - By September 2026, introduce that Heads of Key Stage discuss attendance during line management meetings with a particular focus on vulnerable cohorts (Persistent

Absentees, SEND, Pupil Premium)/ Improvement on the 2025/2026 difference of 5.8% for vulnerable students.
    - By September 2026, increase the frequency of communication with parents/carers by providing regular attendance updates and up-to-date attendance figures for students of concern.
    - By September 2026, develop a graduated Attendance Strategy Pathway outlining targeted and intensive interventions with clear thresholds and responsibilities.
    - By September 2026, develop a tracking system for monitoring and evaluating interventions to ensure support is consistent across the year groups.
    - By December 2026, deliver Professional Learning to pastoral staff, attendance team and SLT on implementation of the pathway.

By July 2027, reduce school-wide lesson transition delay so all students arrive inside their designated classroom within 3 minutes of the transition bell—and active learning begins within 2 minutes of arrival.

- **Create consistent transition timing across year groups by eliminating early lunch privileges for cover lessons and tapering Year 7 early lunch access by October Half Term.**
    - By September, remove entitlement to early lunches for cover lessons and reduce this for Year 7 by October Half Term
    - Between September and December, Heads of Year deliver consistent assembly messaging on punctuality and lesson transitions, reinforcing the expectation that students move promptly between lessons and arrive ready to learn. Assemblies will contextualise lateness within the wider school expectation that lessons finish and begin on time, with targeted messages informed by year-group punctuality data.

- **Coordinated messaging targeting students and staff, including Sixth Form, led by Heads of Year through assemblies and staff reminders focused on precise lesson start/end times.**
    - Between September and December, increase messaging regarding lessons ending and starting on time, including Sixth Form Lessons

- **Embed consistent "Do Now" entry routines/ expectations across all academic departments by dedicating Middle Leader Forum sessions, INSET, and Parmagogy features to sharing best practices.**
    - Increase awareness of “Do Now” activities in lessons via INSET, Staff Briefings and T&L opportunities; focus on this via Parmagogy to encourage more consistency across the school.
    - Use Middle Leader Forum to discuss which departments will work on starting lessons on time and look at “Do now” activities in subject areas

7.1.2 Priority 2 - Parmagogy - Assessment: Promote and develop the use of the new Parmiter's Curriculum Levels (ABA)

Building on Parmagogy's foundations, the focus for the coming academic year is the implementation of new Parmiter's Curriculum Levels (PCLs) and to embed consistent assessment practice across all subjects.

By July 2027, the new Parmiter's Curriculum Levels (PCLs) are fully embedded as the assessment framework across all faculties, with consistent moderation and reporting practice in place.

- **Communicate and issue clear PCL guidance to parents, carers, students and staff**
    - By September 2026: guidance has been sent to all parents/carers and is accessible on the school website
    - By November 2026, the Middle Leaders Forum has provided an opportunity to clarify PCL implementation and address emerging issues before data is entered into trackers and shared with parents
    - By November 2026: a Teaching and Learning briefing has been delivered to support staff understanding of the new levels
    - By December 2026: KS3 PCL student form time activities have taken place

- **Set baseline PCLs for each year group across all subjects**
    - By September 2026: All Heads of Department have confirmed initial PCLs for KS3 year groups
    - By October: Heads of Departments have reviewed and, where appropriate, amended centrally generated levels

- **Use of Department Meeting Time and Middle Leader Forum time to standardise and implement KS3 PCL assessment processes and reporting procedures.**
    - By July 2027: All departments have used allocated meeting time for moderation.
    - PCLs retained as a standing agenda item in department meetings
    - By July 2027: Analysis demonstrates increasing consistency in how PCLs are applied within and between departments

- **Analysis and monitoring of KS3 data drops to identify trends and provide feedback to departments**
    - By December 2026: A summary of grade distribution and alignment/inconsistencies across subjects is produced and shared with Heads of Departments
    - By March 2027: A summary of grade distribution and alignment/inconsistencies across subjects is produced and shared with Heads of Departments
    - By July 2027: A summary of grade distribution and alignment/inconsistencies across subjects is produced and shared with Heads of Departments

By July 2027, KS3 students attending literacy and numeracy intervention demonstrate measurable progress towards age-related expectations.

- **Ensure Year 7 reading intervention programmes are targeted, evidence-based, and effectively support students in closing literacy gaps**

- By June 2027: At least 80% of students attending reading intervention show an increase in their Standardised Age Scores (SAS)
- By July 2027: Reading intervention impact is reviewed at agreed points across the year, with adjustments made to groupings or provision based on progress data

- **Ensure KS3 numeracy intervention programmes are targeted, evidence-based, and effectively support students in closing numeracy gaps**
  - By October 2026: A decision has been made on whether a numeracy screening tool will be procured, based on a cost-benefit comparison of available options (e.g. similar to NGRT for reading) against budget availability. Where procurement is not possible, an interim baseline approach is agreed instead (e.g. existing CATs data, internal diagnostic tests, or teacher-assessed starting points)
  - By July 2027: At least 80% of students attending numeracy intervention show measurable improvement against their baseline, evidenced through whichever screening or diagnostic method has been adopted
  - By July 2027: a clear recommendation is made on whether a dedicated numeracy screening tool should be procured for the following academic year, based on this year's experience of using either the trial tool or the interim baseline approach
  - By July 2027: A written numeracy strategy has been created, in line with the existing literacy strategy, to articulate the whole-school approach to numeracy

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

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

Maintain full compliance with all current national safeguarding guidelines and updates, ensuring school policies, procedures and staff training are updated immediately in line with any revised statutory frameworks.

- **Deliver the recently released CPSLO Safer Working Practice training to all staff.**
  - By April 2027, All staff have a clear understanding of professional boundaries and safer working practices, leading to increased confidence in responding to safeguarding situations appropriately.
  - By April 2027, Staff demonstrate improved awareness of how to protect both students and themselves, contributing to a strong culture of safeguarding across the school.
  - By July 2027, Greater consistency in staff practice, reducing the risk of unsafe or inappropriate professional conduct and ensuring compliance with statutory guidance.

- **Ensure full compliance with Protection of Premises Act including roll out of Team SOS.**
  - By April 2027, the school is fully compliant with the requirements of the Protection of Premises Act, with all statutory procedures implemented and regularly reviewed.
  - By April 2027, Staff understand their roles and responsibilities in responding to security incidents and emergency situations, demonstrating increased confidence through training and drills.

- **Ensure that changes to DBS checks outlined in the Crime and Policing Act 2026 are fully incorporated into school procedures.**
  - By September 2026, all volunteers undertaking regulated activity are appropriately vetted before commencing their role, reducing safeguarding risk and ensuring compliance with DfE guidance.
  - By September 2026, we have a thorough understanding of the legislative changes introduced by the Crime and Policing Act 2026 and are confident in applying the updated DBS and volunteer checking requirements within all future recruitment and safer recruitment processes.

- **Deliver a rolling programme of Safeguarding Updates training to all staff.**
  - By July 2027, staff consistently apply the latest safeguarding guidance as a result of ongoing communication and regular updates.
  - By July 2027, staff receive regular safeguarding updates throughout the year, ensuring knowledge remains current and safeguarding remains a priority.
  - By July 2027, a rolling safeguarding training programme is embedded, ensuring key safeguarding themes are planned and delivered consistently across each academic year.

By July 2027, ensure that the appearance of staff and students aligns with that of a modern World Class organisation.

- **Review the staff dress code and code of conduct with staff and unions and implement new policy directives.**

- By July 2027, a new dress code is designed and communicated to staff.
- By July 2027, staff are more smartly presented.
- By July 2027, staff are more comfortable without adaptations required for different weather.

- **Review the uniform policy with the students, parents/ carers and staff and implement new policy directives**
  - By July 2027, new dress code designed and communicated to students, parents and carers
  - By July 2027, students are more smartly presented
  - By July 2027, students more comfortable without adaptations required for different weather

Continue to 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.

- **By December 2026, 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 April 2027.**
  - By September 2026, all school printers successfully migrated to the 'Follow Me' secure network and all legacy printers have been decommissioned.
  - By October 2026, All staff and students are aware of the new system and have received training on how to use it.
  - By December 2026, Analysis demonstrates a reduction in overall school printing, photocopying and paper expenditure.
  - By December 2026, Half-termly usage and expenditure reports shared with Heads of Departments

- **By July 2027 develop and implement a whole school AI curriculum and staff usage mapping document, showing where AI is utilised across the curriculum.**
  - By July 2027, curriculum Mapping completed
  - By July 2027, staff utilisation review completed
  - By July 2027, Good Futures accreditation applied for for AI

By July 2027, 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

- **By December 2026, 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.**
  - By December 2026, mapping of current occupancy rates to identify opportunities for increased utilisation rates.
  - By December 2026, mapping of staff hours against facility occupancy, ensuring staffing levels directly match footfall.

- By December 2026 , completion of a full pricing comparison against local commercial gyms, leisure centres, and neighboring school facilities
- By December 2026, review website use and investigate opportunities for live booking direct from the website.
- By July 2027, increase annual net income.

- **By July 2027, successfully secure planning permission, capital funding, and a construction partner to install a new all-weather, covered multi-sport canopy housing netball/tennis courts and dedicated Padel tennis facilities, expanding the school's PE curriculum and community lettings revenue.**
  - By July 2026, costed designs presented to Parmiter's Foundation and preferred construction partners and suppliers identified.
  - By August 2026, Final planning application submitted and approved by Three Rivers Council.
  - By April 2027, Construction completed
  - By April 2027, Community use partners were identified and community use agreements in place.
  - By December 2027, Increased lettings income evident

- **By January 2027, based on the facility audit findings and a review of sports centre income/finance, develop a phased action plan detailing essential repairs and ongoing maintenance schedule for key lettings areas, including detailed costings, timelines, and responsibilities.**
  - By December 2026, Using the audit findings identify priority areas of need
  - By December 2026, Map out a phased works timeline that schedules heavy maintenance (e.g., floor resurfacing or deep cleaning) strictly during off-peak windows or school holidays to protect current letting revenue.

Further development of The Watford Partnership

- **Design peer review programme via The Watford Partnership to be piloted at Parmiter's School during the 2026-2027 academic year.**
  - By December 2026, 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 December 2026, present plans to other Watford Partnership headteachers to gauge the potential for 'buy in' and to refine the plans.
  - By April 2027, complete Watford Partnership Review Toolkit for use on peer reviews from the academic year 2026-2027.
  - By May 2027, agree the dates for a pilot review at Parmiter's School to take place in the Autumn term of 2027-2028 and confirm who the review team will be.

- **To further develop and embed the WatNext Programme**
  - By December 2027, review progress and update of the WatNext Programme
  - By April 2027, be able to confirm progress of current cohort and prepare for the second programme of WatNext to be launched amongst other schools within the Partnership
  - By July 2027, conduct a review of the WatNext Programme and look at developing it further

- **The creation of a Watford Partnership Strategic Development Plan**
    - By January 2027, review of current offer from the Watford Partnership and structure of support and staffing
    - By February 2027, consult vital Partnership members on the suggested Strategic Development plan
    - By Easter 2027, we will have the creation of a Strategic Development plan for the Watford Partnership for the next 5 to 10 years

Evaluate the operational viability of SIMS Next Gen against cloud based alternatives to ensure the school secures a stable, modern Management Information System (MIS) that reduces staff workload and guarantees seamless statutory data compliance by July 2027.

- **Continue to complete a rigorous internal assessment of SIMS Next Gen's performance regarding secondary-specific needs as new modules become available.**
    - By December 2026, Staff can take lesson registers via the new cloud interface instantly with zero system lag or crashes
    - By December 2026, Teachers can generate seating plans that automatically layer critical secondary data
    - By January 2027 school successfully generates, validates, and submits the DfE Census entirely within the SIMS Next Gen platform, achieving zero data errors, zero funding loss, and a measurable reduction in admin time.
    - By April 2027, the new Exams Seating module successfully maps out large spaces (like the Sports Hall) while correctly flagging extra-time and access-arrangement students.

- **By December 2026 roll out an enhanced parent communication application ensuring a minimum of 75% of active parent/carer accounts are set up and engaged with initial features (e.g. messaging, attendance notifications) by May 2027.**
    - By April 2027: A minimum of 75% of active parent/carer accounts are successfully set up and show initial engagement (e.g., logged in at least once, sent a message, viewed a notification).
    - By July 2027: 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.

Continued optimisation of classrooms to best support high quality teaching and learning

- **Upgrade, and standardise classroom interactive screens across the school, replacing aging projectors with modern, front-of-class interactive touchscreens.**
    - By October 2026, Priority classrooms/departments identified for roll out of screens as funding becomes available.
    - By October 2026, all current screens are fully functional and connect seamlessly with staff chromebooks.
    - By December 2026, a programme of external and peer training implemented for departments with new screens.
    - By July 2027, all screens run on a unified, centrally managed operating system that allows the Network Resources Team to efficiently update software and support teaching staff.

- **Install energy-efficient air conditioning units in high-temperature "hotspot" classrooms to maintain an optimal learning environment.**
    - By September 2026, Priority classrooms and communal spaces identified for roll out of air conditioning as funding becomes available.

    - By April 2027, mobile and permanent units installed in identified areas.
    - By July 2027, decrease in classroom temperatures observed during summer months.

- **By July 2027, upgrade the branding of the communal areas in school including the promotion of Parmagogy and Parmiter's Learner Traits (HCL)**

- **By July 2027, design and create a costed plan for the refurbishment and development of the Sixth Form spaces to meet the needs of the growing student numbers.**