



**Parkstone Grammar School SDP 2025-26**

**Objective: To ensure that every department and pastoral curriculum has clear intent that is consistently implemented**

**Lead: DSW**

<b>Improvement Activities</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Measurable Targets</b>	<b>QoE</b>	<b>PD</b>	<b>BA</b>	<b>LM</b>	<b>SF</b>
Design a 3-year plan for the development of curriculum intent and its implementation with clear stages and launch with staff.	Plan launched and operational.	Sept '25	Planning document showing a 3-year progression.	✓			✓	
Formulate DDP targets that cover the next steps required by the department in developing their curriculum.	DDPs contain focused and actionable curriculum targets.	Oct '25	Completed DDP targets with impact statements.	✓			✓	✓
	Progress is made with department curricula in line with curriculum development stages.	June '26	New curriculum planning documentation produced by departments.	✓			✓	✓
	Staff clearly understand the curriculum intent for their subject, as well as at what stage the department curriculum is at in its development.	Oct '25	Data indicating staff understanding of their department and pastoral curriculum intent and the development of its implementation.	✓			✓	✓
Plan for CPD where leaders require whole school or personalised support.	CPD is effectively tailored to whole school and individual needs for leaders who have a role in developing the curriculum.	Nov '25	Completed CPD.	✓			✓	✓
Create an overview of the development of the pastoral curriculum which allows it to progress within the structure of the 3-year plan.	Progress is made with pastoral curricula in line with curriculum development stages.	June '26	New curriculum planning documentation produced to support the pastoral curriculum.	✓	✓		✓	✓
	Staff clearly understand the curriculum intent for their year group, as well as at what stage the pastoral curriculum is in its development.	Oct '25	Data indicating staff understanding of their pastoral curriculum intent and the development of its implementation	✓	✓		✓	✓

**QoE – Quality of Education**

**PD – Personal Development**

**BA – Behaviour and Attitudes**

**LM – Leadership and Management**

**SF – Sixth Form**

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Improvement Activities	Success Criteria	Timescale	Measurable Targets	QoE	PD	BA	LM	SF
Redesign the Teacher & Learning Programme to track department progress and next steps in developing their curriculum.	The Teaching Learning Programme allows for the successful tracking of curriculum progress.	Sept '25	Curriculum progress monitoring clear in Teaching & Learning Reports.	✓			✓	

**Objective: To improve the effectiveness of formative assessment**

**Lead: DSW/JAS**

Improvement Activities	Success Criteria	Timescale	Measurable Targets	QoE	PD	BA	LM	SF
Ensure formative assessment is part of the development process for department's curriculum.	Formative assessment incorporated in to the 3-year plan.	Sept '25	Planning document showing a 3-year progression that include formative assessment.	✓			✓	✓
	Progress is made with department curricula in embedding formative assessment.	June '26	Curriculum planning documentation produced by departments that includes formative assessment.	✓			✓	✓
Provide a CPD programme for staff that highlights formative assessment good practice and focuses on developing adaptive teaching.	CPD programme is fully delivered that provides staff with the knowledge to use the most effective formative assessment strategies and develop their adaptive teaching practice.	May '26	Completed CPD.	✓			✓	✓
	Improved formative assessment practice is seen in lessons.	May '26	Effective formative assessment practice recorded in coaching visits and observed in drop ins.	✓			✓	✓
Provide a pedagogical template for staff to embed formative assessment in every lesson.	Template launched with staff.	Sept '25	Template observed in drop ins and coaching visits and seen to improve formative assessment practices.	✓			✓	
Adapt the Teacher & Learning Programme to monitor the use of effective formative assessment.	The Teaching & Learning Programme allows for the monitoring of planning for formative assessment in the curriculum and its implementation.	Sept '25	Monitoring of formative assessment clear in Teaching & Learning Reports.	✓			✓	

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**SF – Sixth Form**

Objective: To address key areas for development within department practice to secure improved outcomes									
Lead: DSW/JAS									
Improvement Activities	Success Criteria	Timescale	Measurable Targets	QoE	PD	BA	LM	SF	
Heads of Department to analyse their 2024-25 Teaching & Learning Reports and Annual Review meeting paperwork to identify immediate areas to address in their curriculum planning and implementation.	DDPs contain targets that address areas for development that clearly link to past Teaching & Learning Reports and Annual Review data analysis and there is a clear plan to address the targets.	Oct '25	Completed DDP documentation.	✓			✓	✓	
Department target/s to be added to the DDP to address the gaps identified.	DDPs contain targets that address the gaps identified.	Oct '25	Completed DDP documentation.	✓			✓	✓	
A department plan to be formulated to prioritise actions through the year, including any necessary individual staff/whole department CPD.	Progress is made by the department in addressing the issue/s with aim of improving outcomes and there is improvement in the delivery of the identified target area in line with the department plan.	June '26	Completed CPD.	✓			✓	✓	
		June '26	Updated planning/resources produced by departments.	✓			✓	✓	
	Assessment data indicates that progress has been made with the target area, taking in to consideration differing cohorts and the limitations of direct comparisons.	June '26	Data analysis that indicates that improvement has been made in the targeted area.	✓			✓	✓	
Adapt the Teacher & Learning Programme to monitor the progress of these individual department targets.	The Teaching & Learning Programme allows for the monitoring of individualised targets.	Sept '25	Monitoring of progress clear in Teaching & Learning Reports. Improvement in the delivery of the identified target area in coaching visits and drop ins.	✓			✓	✓	

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**Objective: To enhance targeted support for students with persistent absenteeism to maximise their development and progress**

**Leads: JAC/SLI**

<b>Improvement Activities</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Measurable Targets</b>	<b>QoE</b>	<b>PD</b>	<b>BA</b>	<b>LM</b>	<b>SF</b>
Seek clarification of external support pathways, thresholds and evidence required to secure earliest intervention for persistent absence (PA) students.	Clarification of external support pathways, thresholds and evidence required to secure earliest intervention for persistent absence (PA) students.	Sept '26	Reduction of number of “stuck cases” from 2024-25.		✓	✓	✓	
		Sept '26	Improvement of attendance for PA students within Parkstone or alternative placement secured.		✓	✓	✓	
Clear pathways to identify thresholds, key responsibilities, actions and referrals for PA students completed and added to current Attendance Policy.	Attendance Policy reviewed and clear pathways added to ensure responsibilities and lead professionals identified.	Sept '26	Positive outcomes of attendance data across years 7-11.		✓	✓	✓	
Attendance Champion to attend “Alternative Provision Working Group” to ensure clarity of external support pathways.	Regular attendance at the “Alternative Provision Working Group” with information disseminated as appropriate.	Sept '26	Reduction of wait time for appropriate placements (subject to external timeframes). Information disseminated into working practice and policies.		✓	✓	✓	
	Attendance at appropriate emotional based school non-attendance course by Attendance Champion/MH DSL.	Sept '26	Information disseminated into working practice and policies.		✓	✓	✓	
Identify PA pupils for 1:1 mentoring or key adult check-ins.	Student monitored fortnightly with appropriate professional assigned to oversee drive on attendance and recorded intervention.	Sept '25	Positive outcomes of attendance data across years 7-11.		✓	✓	✓	
Creation of case management file for each PA student.	Case management file details timeline, interventions and referrals for each PA student.	Dec '25	Positive outcomes of attendance data across years 7-11 in particular for number and underpinning data for PA students.		✓	✓	✓	

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Improvement Activities	Success Criteria	Timescale	Measurable Targets	QoE	PD	BA	LM	SF
Fortnightly attendance meeting to include Attendance Champion/DSL, SENDCo, MH DSL, Pastoral Officers, HOY and Attendance Officer.	Minuted actions from meetings and updated case files for deep dives and reviews.	July '26	Positive outcomes of attendance data across years 7-11.		✓	✓	✓	
Fully embed revised Sixth Form attendance procedures.	More timely production of attendance data, more contact home, expectations shared at transition points and adjust approach to reduced attendance of students with complex needs.	July '26	Decrease the percentage of Sixth Form Persistent Absence (<90%) and the unauthorised absence.		✓	✓	✓	✓

**Objective: To monitor and encourage engagement of all students with opportunities beyond the curriculum**

**Leads: JAS**

Improvement Activities	Success Criteria	Timescale	Measurable Targets	QoE	PD	BA	LM	SF
Set up and use a monitoring system for Parkstone and external student development opportunities outside of the school curriculum.	All activities collated into one list. Registers are updated and held centrally.	Sept '25	Development opportunities listed with space for external opportunities. Updated registers.			✓	✓	
Investigate the use of proprietary software for record keeping.	Available systems are investigated and evaluated.	Dec '25	Most cost-effective system is identified and trialled.				✓	
Analysis of disadvantaged student engagement including a review of all opportunities and identification of unique barriers.	Disadvantaged students' participation is reviewed via existing structures e.g. SEND, PP coordinator	Termly from Dec '25	Records of reviews occurring and barriers being identified.		✓		✓	
Removal of barriers to engagement within the school's control and budget.	Engagement of disadvantaged groups is broadly inline with the whole school average.	Termly from Dec '25	Level of participation within the disadvantaged groups compared to school average.		✓		✓	

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**Objective: To ensure the effective delivery of the personal development curriculum**

**Leads: SLI/JWG**

<b>Improvement Activities</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Measurable Targets</b>	<b>QoE</b>	<b>PD</b>	<b>BA</b>	<b>LM</b>	<b>SF</b>
Enhance transition within the Sixth Form to better support SEND students into post-18 placements.	Increased number of students on DSA (Disability Support Allowance).	Sept '26	Increased SEND students into post-18 placements, engagement in widening participation schemes.		✓	✓	✓	✓
Create an overview of the development of the pastoral curriculum which allows it to progress within the structure of the 3-year plan.	Introduction and start of delivery of new pastoral curriculum.	Sept '25	Staff training delivered Update training agenda item in year group meetings	✓	✓	✓	✓	✓
	Resources created and available to staff at start of term (for that term)	Termly from Sept '25	Resource folder created and populated by start of each term.	✓	✓	✓	✓	✓
	Pastoral curriculum consistently taught in all year groups.	Nov '25	Drop ins to tutor time demonstrate delivery of the new curriculum or support in place to ensure delivery.	✓	✓	✓	✓	✓

Objective: To support the mental health and wellbeing of our school community									
Leads: DMH/JWG									
Improvement Activities	Success Criteria	Timescale	Measurable Targets	QoE	PD	BA	LM	SF	
Proactive identification of pastoral, academic and personal issues within the student body using diagnostic tools and specialist staff.	Introduction of diagnostic tool.	Oct '25	Increased referrals to appropriate services including an increased number of Service Children engaging in pastoral care.		✓	✓	✓	✓	
	Students triaged and supported by targeted intervention at the appropriate level.	Dec '25	High needs students' initial interview following concern highlighted through questionnaire.		✓	✓	✓	✓	
		Dec '25	All students with 'level 2' needs receiving intervention with appropriate service		✓	✓	✓	✓	
		Dec '25	Universal provision reviewed and adapted where necessary in light of highlighted trends.		✓	✓	✓	✓	
Continue to explore all avenues for staff well-being.	Ongoing LG priority of Work and Wellbeing meetings.	Sept '25	Minutes and record of follow up actions.				✓		
Explore opportunities for positive use of AI within our school community.	Implementation of AI strategic vision.	Sept '26	Creation of AI Policy.		✓	✓	✓	✓	

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**Objective: Further develop professional links with other schools to effectively review and disseminate best practice and maximise development opportunities**

**Lead: DMH/JAS/DSW**

<b>Improvement Activities</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Measurable Targets</b>	<b>QoE</b>	<b>PD</b>	<b>BA</b>	<b>LM</b>	<b>SF</b>
Identify potential future gaps and create secondment opportunities to provide experience to develop leadership skills.	Increased engagement in Leadership CPD opportunities.	July '25	Increased uptake on NPQ courses. Providing the Secondee(s) the opportunity to apply for a Leadership role.				✓	
Foster working relationships with other similar schools to share expertise and best practice.	Maintain and enhance engagement in working with other schools.	July '25	Increased number of engagement examples (e.g. meetings, visits, etc.)				✓	

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