School Development Plan for Liskeard School & Community College 2017/18

#TeamLiskeard

SMART

Part of South East Cornwall Multi Academy Regional Trust

Summary of Aims and Values

Introduction

Below are our broad key aims for 2017/18. Some are aspirational, others have been achieved, but may require a degree of tweaking/focus to ensure they are maintained. Please note that the SDP contains only the strategies/actions that are developmental not those that are now operational.

SMART Learners – Aims:

Teaching, learning and assessment will be consistently judged to be 'good' or better across the school. 90% of teaching will be at least 'good' and 40% will be 'outstanding'.

Progress of students between KS2 and KS4 will be in the top 25% of schools nationally.

Progress of students between KS4 and KS5 will be in the top 25% of schools nationally.

Progress of students in every subject area will be above the national average for that subject at KS4 & KS5.

Progress of students who are identified as disadvantaged, most able and/or with SEND will make progress in line with or better than their peers.

Outcomes in English and maths (Grade 4+ and grade 5+) will be at least in line with national averages.

Students' attitudes to school and life are positive. Students' attitude scores will continue to increase year on year. Students will show courage, resilience and kindness in and out of class.

Students have high aspirations and have a sound understanding of their options post 16 and post 18. No students will be classed as NEET post 16. Sustained destination data post 18 will be above the national average.

SMART Leaders – Aims:

Leadership across the school will be 'good' or better. Robust quality assurance systems will be consistently applied, and as a consequence our non-negotiables will be firmly embedded.

All staff will take responsibility for their professional development. A CPD culture will be evident through engagement in CPD opportunities and Deliberate Practice. Staff will formally reflect on their development biannually. Middle and senior leaders will take an active approach to support colleagues in their development.

The school is outward looking and uses up-to-date evidence and other schools' successes to inform practice and explore future developments. This will include a review of our curriculum.

Pastoral care of students is 'outstanding'. Those who require it will be provided with high quality, bespoke emotional health & well-being intervention.

Student leadership opportunities will increase through the introduction of a House system. At least 50% of students will complete their Leadership Award.

SMART Communities – Aims:

Students and staff will have a sense of belonging and will be proud to be part of their tutor group, their House and TeamLiskeard, as evidenced through KR survey, student voice and staff feedback.

Students will enjoy coming to school and feel safe. As a consequence student attendance will be above the national average and persistent absence will be below 10%.

Morale of staff in school is high (quantified through KR survey). Short term staff absence will decrease by 1%.

Parents will feel part of TeamLiskeard and understand how to support their child's learning and personal development in and out of school. Attendance at parent events will be at least 90% for each year group.

Numbers in our 6th form will rise to 200+ to ensure it remains financially viable and can offer a high quality and relevant curriculum.

The school is actively involved within the local community and actively works in collaboration with local schools (inside and outside of SMART). The school will take part in 40 community projects in 2018 to celebrate our 40th anniversary of being a comprehensive school.

To achieve our key aims above we will focus on the following 10 objectives:

Objective 1: To further support the emotional health and well-being of staff and students

Objective 2: To promote and develop our 3 key attitudes (courage, resilience, kindness)

Objective 3: To further develop the Team Liskeard ethos

Objective 4: To fully embed our non-negotiables, so that all learners, especially in KS3, experience at least good teaching in every subject

Objective 5: To ensure our quality assurance processes are an effective vehicle for developing the quality of teaching and learning in every subject

Objective 6: To further enhance the CPD culture that exists across the school

Objective 7: To use our School Improvement Teams to further enhance classroom practice across the school

Objective 8: To increase parental engagement so that all students are fully supported in their learning

Objective 9: To increase our 6th Form College numbers to 200+

Objective 10: To engage with our community in celebration of the School's 40th anniversary

The Pocket Guide to School SDP 2017/18

Culture

Developing our **culture** (ethos, values and attitudes). Supporting staff and students' emotional health and well-being.

1. Emotional Health & Well-Being
Expand our Staff Welfare Team
Formalise our EHWB intervention programme
Introduce a 'Tutor Day' to focus on pastoral care
Bring the fun back into school

2. Courage Resilience Kindness
Promote our 3 key attitudes through:
- Rewards/Merits/Stickers
- Planners/Posters
- Themes of the Week/Assemblies
- Y7 & Y12 Resilience Programmes

3. Team Liskeard Ethos
Plan to set up a House system and introduce calendared House competitions
Review tutors' roles & provide relevant CPD
Introduce a 'Tutor Day' into the tutor programme

Classroom

Developing our **classroom** practice so that *all* learners make excellent progress

4. Non-Negotiables
Continue with what we have, but with...
...greater emphasis on KS3 & SEND
...greater focus on not accepting sub-standard work, including presentation

5. Quality Assurance
Reviewing our use of lesson observations, book trawls and learning walks
Reviewing our use of data & assessments

6. CPD Culture
SMART Day, STAR Groups & SMART leadership opportunities
INSET, deliberate practice & after school CPD
Peer observations, coaching and IRiS
T&L Innovation Group/OTP

7. School Improvement Teams

Team 1
Literacy across the curriculum:
- Reading
- Use of language

Team 2
Understanding the brain:
- Metacognition strategies
- Memory techniques

Team 3
Leading T&L:
HoS & KS co-ordinators

Team 4
Curriculum development:
- Enrichment opportunities
- Integrated learning
- Real world learning

Team 5
6th Form:
- Increasing numbers of A*/As
- Recruitment

Community

Developing our links with our **community** to enhance students' learning experiences

8. Parental Engagement
Engaging hard to reach parents
Supporting learning at home
Providing parents with EHWB advice & guidance

9. Promoting our 6th Form College
Increasing external numbers
Increasing Y11 retention

10. 40th Anniversary
40 Community Projects (January – July)
September 2018 celebration & legacy project

Objective 1: To further support the emotional health and well-being of staff and students

Current measure	Goal	Strategies	Who	Time	Resource	Governor monitoring
Numerical measurements and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible?	When will this be achieved?	Resources allocated	
Staff morale was graded as 'outstanding' in 2015, but staff short-term absence has increased slightly in 2016-17. Financial constraints are also causing increased anxiety/frustration.	Staff short term absence to drop by 1%. Staff morale to remain 'outstanding' in KR Survey 2018	Expand the Staff Welfare Team to include a 'social committee' to arrange regular opportunities for staff to relax and enjoy each other's company. Introduce 'You made my day' postcards for staff to write to each other. Weekly prize for lucky dip winner.	ALL ALL	Social Committee to be established by end of Sept. To start in Sept	£200 £200	Review results of KR survey. Agenda item post results at FGC meeting
Numbers of *students of concern* in Y7 to 11 = 67 (8.4%) (Summer 2017) Number of pupils with Fixed Term Exclusions (FTE) = 41 (32 single registration 9 alternative provision)	To reduce the numbers to below 50 (6%) (Summer 2018) Students on the 'Students of Concern' list for attendance reduces by 4 % To reduce numbers of FTE from 41 to 30, a reduction of 27%	Formalise our EHWB intervention programme, so that interventions are timetabled and available to all those in need. Integration of ARC/LS/Learning Centre/AHOY provision to allow greater accessibility for students. Increase staffing and flexibility of provision in the Learning Centre To investigate an Emotional Health and Well-being Centre where services are under "one roof".	RRQ RRQ RRQ	Programme to be finalised by mid-Sept In place for Sept 2017 In place for September 2018	Changes to staffing structures make it cost neutral Use of Headstart funding (see separate plan)	Monitor via RRQ report to FGC meetings Monitor FTE numbers via RRQ report to FGC meetings

Support staff have received Emotional Health and Well-being training including Attachment in Adolescence, Thrive and ADHD	To increase awareness of all staff, i.e. for teaching staff.	To re-energise the managed move process within local secondary schools in association with the Caradon APA. For teaching staff to receive training and awareness on aspects of EH&WB. For LSCC to provide concrete evidence of impact via pupil case studies.	RRQ & SLT colleagues RRQ	Half termly via BfL meetings January 2018	Cost neutral From Headstart funding	
Anecdotal feedback that students are feeling greater pressure socially and academically. SHEU survey highlights only 26% of Y8/10 students are in the highest bracket for self-esteem	50% of students to grade their self-esteem as high in SHEU survey 2017-18	1 tutor period a week to be devoted to pastoral care and building team ethos. Explore the use of an APGAR style mental health check to help identify concerns and measure impact. Introduce 'Funtastic Fridays' – a range of fun events to take place every Friday Launch Liskeard FM – to be broadcast every lunchtime with good news articles, music and interviews	ALL	Sept 2017 Oct 2017 Dec 2017	Nil £500 tbc	Year group Governors to commit to observe 2 tutor periods during the year. All governors to attend 1 funtastic Friday during the year

Objective 2: To promote and develop our 3 key attitudes (courage, resilience, kindness)

Current measure	Goal	Strategies	Who	Time	Resource	Governor monitoring
Numerical measurements and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible?	When will this be achieved?	Resources allocated	
Student attitudes scores have increased incrementally over the last 3 years, however student voice and staff feedback strongly suggest a proportion of students lack aspiration, lack confidence to try new things and/or lack resilience. Although there is a strong sense of community some students do not always take social responsibility.	90% of students achieve average attitude scores of 1s or 2s in their progress checks in each year group.	Promotion of Courage, Resilience & Kindness through: • posters in corridors & classrooms • merits awarded for Courage, Resilience & Kindness only • stickers awarded for Courage, Resilience & Kindness only • Student of the Week nominations in every department • Introduction of hot chocolate parties for nominees/winners • Head Teacher's letters home • Themes of the Week/Assemblies • Introduce Y7& Y12 resilience programmes into tutor programme	ALL JAO KY DPP ALL ALL ALL DPP/GAP	Sept 2017 Sept 2017 Oct 2017 Oct 2017 Oct 2017 Monthly From Sept tbc	£250 Nil £200 £50 £200 Nil Nil tbc	Monitor via HT report
	30 students complete their Bronze DofE certificate	Acquire DofE licence, recruit staff volunteers, launch Bronze Award to Y9 students: • Obtain funding through DofE, Liskeard Friends and local bodies • Launch assemblies • Develop Liskeard DofE Award team and training programme for year • Start with Bronze Award for Y9 in Year 1 • Develop Silver and Gold Awards in Year 2	JAO	Launched by Oct 2017	tbc	Monitor via report to FGC as agenda item
	50% of students complete their Leadership Award	Revamp Leadership Awards and launch to staff and students. Link attendance at ECA to Leadership Awards.	WAB	Sept 2017	£100	

Objective 3: To further develop the Team Liskeard ethos

Current measure	Goal	Strategies	Who	Time	Resource	Governor monitoring
Numerical measurements and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible?	When will this be achieved?	Resources allocated	
Anecdotally a proportion of students aren't proud of being from Liskeard. A significant proportion of students chose not to wear their Team Liskeard badge in 2016/17.	50% of student population take part in at least 2 House competitions (inc Sports Day). 80% of students report that they are proud to be part of their tutor group, their House and Team Liskeard.	Set up working party to plan the implementation of a new house system for January 2018. House System, House leaders and House competitions all ready for launch January 2018. Tutor roles and responsibilities to be reviewed with all staff at start of term. SIMS home pages to be personalised/configured to provide information on tutor group. Tutors to take responsibility for 'tutor day'. Each tutor group to take an assembly (focussing on courage, resilience or kindness). AFA to be conducted by tutor. CPD for tutors to be offered through whole school INSET and after school CPD sessions	ALL ALL ALL, JAO & DPP DPP	Sept 2017 Jan 2018 Sept 2017 Sept 2017 and on-going	Nil Tbc Nil Nil	Feedback to FGC via HT report as agenda item Year group Governors to commit to observe 1 assembly during the year.

Objective 4: To fully embed our non-negotiables, so that all learners, especially in KS3, experience at least good teaching every lesson, every day.

Current measure	Goal	Strategies	Who	Time	Resource	Governor monitoring
Numerical measurements and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible?	When will this be achieved?	Resources allocated	
90% of teaching observed in 2016-17 was judged as good or better. However, feedback from the LA and the SMART Peer Review suggest practice at KS3 is inconsistent, especially in maths, languages and to a lesser extent science.	90% of teaching is good or better at KS3 in maths, languages and science. 40% is outstanding	**Science:** enthuse award action plan to be implemented with the support of a science consultant and access to STEM Learning training. MLI designating INSET time to ensure consistency in KS3 developments. Use of IRiS to model best practice. **Maths:** Second year of ICAMMs implementation. KS3 SoW developments to continue. Work with NNH and SJE to develop clear expectations for the faculty for T&L in KS3 Maths and embed through learning walks, work scrutiny, lesson observations systems. Use of IRIS to model best practice. **MFL:** Development of MFL specific learning walk, lesson observation and work scrutiny forms. Modelling and sharing practice including the use of IRiS. Best practice and leadership of teaching and learning shared and developed through the leading teaching and learning SIT group.	DPP	July 2018, but reviewed each term.	Science £5000 Enthuse Award.	Faculty governors to monitor FGC to monitor via DPP report, agenda item
Disappointing KS5 exam performance in: English Lit, Business, Physics and History. Disappointing GCSE exam performance in: Business, Catering, Computer Science, Drama, French and PE.	Progress in all subjects to be above the national average for that subject (KS5: ALPS grade 6 or better, KS4: students achieve FFT50 grades or better).	The relevant HOFs to write improvement plan with specific focus on improving exam performance at KS4 and 5. Plans to be reviewed half-termly by SLT and termly by HT at faculty reviews. DPP to support training needs, especially subjects with only 1 member of staff (business, catering, computer science)	SLT	August 2018. Plans to be written and agreed by end of Sept.	CPD as required	Faculty governors to monitor and commit to attend review meetings. If unable to contact Davina and Ian.

						All FGC to monitor via HT report.
Other areas of under performance tbc following full exam analysis, e.g. middle ability PP??						All FGC to monitor via HT report.

Objective 5: To ensure our quality assurance processes are an effective vehicle for developing the quality of provision in every subject

Current measure	Goal	Strategies	Who	Time	Resource	Governor monitoring
Numerical measurements and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible?	When will this be achieved?	Resources allocated	
A robust monitoring calendar and QA system is used in school. However, inconsistencies in some subject areas require the systems to be reviewed so that they are more subject focussed.	QA procedures are effective in ensuring that our non-negotiables are consistently applied to a high standard in 90% of lessons	Development of Subject Specific Learning Walk and Work Scrutiny Forms to ensure subject specific expectations are explicit, alongside the whole school non-negotiables. Work with HoF and HoS to ensure high expectations and standards are consistent and to build in reviews and impact analysis of the impact of teaching at KS3. SLT planned cycle of learning walks, work scrutiny and student voice throughout the year to ensure standards and inform next steps.	DPP	End September 2017 for first LW.	nil	Monitor via HT and DPP report to FGC Link QA into our Governor day so we can sample this
Evidence suggests that using a coaching model rather than grading lesson observations is more effective in developing teaching.	90% of teaching is good or better. 40% is outstanding. All teachers reflect on their development and can articulate the improvements they have made.	Develop the whole school lesson observation form to ensure progress over-time and high standards remain integral but to allow subject specific pedagogy to be developed and monitored. Develop coaching feedback for lesson observations linked to a continuous cycle of professional development.	DPP	Oct 2017	nil	Monitor via DPP report to FGC
Historically a Data Manager has provided bespoke data analysis sheets for middle and senior leaders enabling them to monitor progress and intervene accordingly. Due to financial constraints the full time data	All teachers to be confident in the use of SISRA to determine the progress made by individual and groups of students. Middle and senior leaders to access SISRA as a monitoring	JAO to organise for all relevant data to be accessible in SISRA in liaison with Chris Dickson at Saltash.net (SMART) SLT to familiarise themselves with the workings of SISRA. JAO, ALL & DPP to lead teacher & middle leader training in September. SLT to monitor and support use of SISRA throughout the year following each progress check.	JAO/ALL	Sept 2017 Sept 2017 Sept 2017 July 2018	£3k for software. CBU costs for CD's time.	Monitor via HT feedback

manager position does not currently exist. The school has therefore purchased a data software system to allow all teachers to access relevant data.	& intervention tool half-termly.					

Objective 6: To further enhance the CPD Culture that exists across the school

Current measure	Goal	Strategies	Who	Time	Resource	Governor monitoring
Numerical measurements and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible?	When will this be achieved?	Resources allocated	
75% of teachers attended their quota of after school CPD sessions. XX% of teachers used IRiS more than once to reflect on their own practice	100% of teachers attend quota of CPD sessions 75% of teachers use IRiS to support their development	Training for ML's in the use of IRiS groups and sharing clips to develop T&L within their faculties. Publish termly calendared CPD sessions, monitor attendance and work with ELT to ensure full staff attendance.	DPP DPP	Oct 2017 Calendar published Sept, Dec, March. Monitoring of attendance on-going throughout year	None None None	Monitor via DPP report to FGC meeting
	50% of teachers engage in STAR Groups	ALL to promote with staff and link STAR focus to PM objectives where possible.	ALL/DPP	Sept 2018 Reviewed after SMART Day	None	
	100% of teachers conduct at least 1 joint peer observation/coaching walk	Set up rota of coaching walks for teachers to complete with SLT throughout the year.	DPP/SLT	Feb 2018	None	
	100% of teachers complete a written reflection on their developments in 2017/18	ALL to promote through appraisal procedures. ALL to remind staff to amend appraisal report at key points throughout the year.	ALL/DPP	Sept, Dec, Feb, May, July	None	

	15 teachers take part in aspiring leaders programme and/or OTP.	Structure of the leadership training will be confirmed in the Autumn term. Outstanding teacher programme to be launched in Autumn 2.	DPP	Dec 2017	Nil	

Objective 7: To use our School Improvement Teams to further enhance classroom practice across the school

Current measure	Goal	Strategies	Who	Time	Resource	Governor monitoring
Numerical measurements and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible?	When will this be achieved?	Resources allocated	
RWMC grades on lesson obs show that literacy is being taught to good or better standard (average score 1.7). Outcomes for English and literacy based subjects (Geog & History) achieve better than average value added scores at GCSE. 40% of students read for enjoyment.	50% of students read for enjoyment. All teachers understand the key strategies for developing reading within their subject.	Literacy SIT to focus on: • Raising the profile of reading in years 7 and/or 8 • Increase the numbers of students reading, using the library and taking books out. This may be through a reading challenge scheme or similar as agreed by the SIT group. • Increasing the visibility of books around the school, if the SIT group has capacity.	CHS/JAO	June 2018	Photocopying Small rewards Certificates	Literacy gov to attend SIT meetings ? FGC to invite Literacy SIT group to present at FGC meeting Monitor via HT report

XX% of staff are using metacognition strategies and memory techniques regularly in class.	All teachers understand the basic functions of the brain. Metacognitive strategies and memory techniques are a feature in 90% of lessons observed.	'Understanding the Brain' SIT
		• SIT team members to improve their own knowledge and understanding of metacognitive strategies through reading provided texts.
		• SIT members to share techniques through one or more of the following:
		   o Video themselves demonstrating a technique through IRIS to be shared at a SIT meeting and made available to staff
		   o Lead a CPD session to inform others about the technique
		   o Produce a T&L Supplement to share the technique with staff
			WAB	After each SIT meeting	£100 for reading materials / copying.	Monitor via WAB & DPP report to FGC

90% of students report that in their view the curriculum meets their	Attendance in Years 7 to 11 exceeds 96% by the end of the year	Curriculum Development SIT: • Create a team of experienced and open-minded colleagues to examine a range of curriculum models and developments	JAO	By summer 2019	£500 for visits and cover	

needs and prepares them for their future, however, reforms in qualifications require a possible remodelling to ensure our curriculum remains effective in preparing students for examinations and for life.	2018-19; P8 is equal to or greater than +0.2.	• Conduct a feasibility study of developments including
		   o An integrated curriculum in Year7
		   o Collapsed enrichment sessions once a week
		   o Courses that incorporate learning that links directly to our rural environment and local economy
		• Potentially develop a revised curriculum with new innovations for the 2019-20 academic year			

The emphasis on middle leaders' roles to develop T&L within their faculties is well established. However, more time for sharing good practice, looking at new developments is needed to help further improve the quality of provision, especially at KS3.	Quality of provision, especially at KS3 is good or better in all subject areas.	Set up a 'Leading T&L' SIT for HoS and KS co-ordinators to focus on: • The group will use research, case-studies and key think pieces to inform discussions on the leadership teaching and learning. • Opportunities for key stage co-ordinators to share practice in relation to leading teaching and learning. • Time to develop action plans to improve T&L and opportunities to gather evidence to evaluate progress.	DPP	Ongoing over the year, completion Summer 2018	

Objective 8: To increase parental engagement so that students are fully supported in and out of school with their learning

Current measure	Goal	Strategies	Who	Time	Resource	Governor monitoring
Numerical measurements and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible?	When will this be achieved?	Resources allocated	
Attendance at parents' evenings: Y7: 80% Y8: 86% Y9: 79% Y10: 86% Y11: 82%	90% attendance at parents' evenings for every year group	AHOY to make a list of parents least likely to engage at the beginning of the year. In advance of each parents evening the following actions to take place: • AHOY to phone the most hard to reach parents to encourage them to come. • AHOY to check with these students that they are making appointments. • AHOY to phone parents who did not attend to find out why. • WAB to email parents with key messages about the power of parents in their child's learning.	WAB	Prior to each parents' evening	nil	Monitor via report to FGC
		Parental questionnaire to gain feedback on the usefulness of parents' evenings, how they could be improved and other questions with a view to look closely at what issues families face and remove barriers.	WAB	October 2017		
		A 'Top Tips for Parents' Evenings' guide for teachers to be produced and distributed two weeks in advance of each parents evening via email. Staff asked to contribute to the guide to ensure 'buy in.'	WAB	October 2017		
		Explore the possibility of providing a creche facility during parents' evenings run by KS4 Childcare students.	WAB	November 2017		
		Email parents with key messages and further ways they can support their child throughout the year.	WAB	½ termly		
15% of parents attending 'Bring your	30% of parents attending 'Bring your	Repeat the 'Bring your Parent to Maths' event, with increased publicity and widen then offer to both Y7 and 8 parents. Follow up with a 'Bring your Parent to English / Science' event.	WAB			

Parent to.....' events at KS3 9.5% of students scoring 3, 4 or 5 for organisation (HW) (Summer 2017) Attendance at readmission meetings following IERs: Y7 80% Y8 73% Y9 50% Y10 38% Y11 73% Expand the parental coffee mornings to create a Parents' Forum.	Parent to.....' events at KS3 5% of students scoring 3, 4 or 5 for organisation 90% attendance at readmission meetings 10 + Parents to attend each Parents' Forum.	Produce a support booklet for parents and distribute via email and at all events where parents attend. Further increase parental contact via AHOY intervention programme. Flexibility to be offered to parents/carers regarding times of readmission meetings. Research successful Parent Forums in other schools (eg: Hele's Barometer Group) and model Liskeard's based on good practice. Launch Parents' Forum	WAB WAB RRQ/HOY WAB WAB	December 2017 January 2018 September 2017 July 2017 December 2017 February 2018		To be added to RRQ report to FGC For governors to attend forum Monitor via WAB report to FGC

Objective 9: To increase our 6th Form College numbers to 200+

Current measure	Goal	Strategies	Who	Time	Resource	Governor monitoring
Numerical measurements and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible?	When will this be achieved?	Resources allocated	
Current numbers attending 6th for are: 150. The building of Callywith College threatens the viability of the 6th form if students decide to study there instead staying with us. Smaller year groups in years 9, 10 and 11 means we need to retain higher percentage of students than previously to sustain numbers, never mind increase them.	200 students attend 6th form college Retention from Y11 increases to 60% (currently 50%). Recruitment from Looe Academy (11-16) increases to 25 students.	Set up a 6th form SIT to develop and implement strategies to promote our 6th form to internal and external students. ALL to liaise directly with HJ at Looe with regards to organising a Taster Day for Y11s involving Looe staff and students.	GAP& RL?	On-going throughout year, but key points include: Nov 2017 Open Eve Dec 2017 Taster Day June Induction Day August Results Days	tbc	Sue Brownlow to monitor and feedback to FGC FGC to invite 6th Form SIT group to present at FGC meeting

Objective 10: To engage with our community in celebration of the School's 40th anniversary

Current measure	Goal	Strategies	Who	Time	Resource	Governor monitoring
Numerical measurements and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible?	When will this be achieved?	Resources allocated	
A number of well-established and relatively new community links currently exist, but there is scope to involve the community more in school and get students to support the community in a greater number of ways.	40% of student population take part in a community project At least 50 news articles are posted/reported in relation to community projects by Sept 2018	Organise a celebration event to mark 40 years as a comprehensive school. Date of event confirmed as 21st and 22nd September 2018. Y8 students to create a History of Liskeard School exhibition. Liaise with Liskeard Town Forum, Liskeard Town Council, St Martin's Church, colleagues in school and other prominent townspeople to organise 40 community projects for students to take part in between January 2018 and Sept 2018. Create a 'Tree of Dreams' (or something similar) using local tradespeople and students, to help raise aspirations of younger students. To be unveiled at 40th celebration event in Sept 2018.	ALL ECD/JK ALL/HOY ALL	Sept 2018 Sept 2018 Programme of projects to be established by January 2018 Sept 2018	tbc tbc tbc tbc	All governors to be involved in this. Rolling item on each FGC agenda