

# School Development Plan for Liskeard School & Community College 2018/19 to 2020/21



**#TeamLiskeard**



Part of South East Cornwall Multi Academy Regional Trust

# MAT Pocket guide 2018/19 integrated in all school SDPs

## School Improvement 2018/19

### SMART Learners

	Impact	Leadership	Parental involvement
<b>1. Remove disadvantage</b> <i>All children make good progress. Evaluated intervention applied.</i>	✓		✓
<b>2. Challenge our most able</b> <i>Question deeply for understanding. Highest aspiration for achievement.</i>	✓	✓	✓
<b>3. Personalise learning for all</b> <i>Integrate academic, wellbeing, skills in a broad, balanced curriculum.</i>	✓		✓

### SMART Leaders

<b>4. Develop leaders at all levels</b> <i>Distributed leadership for all adults. Talent management for succession.</i>	✓	✓	
<b>5. Support excellent governance</b> <i>All governors, directors and clerks provided with high quality training.</i>		✓	
<b>6. Inspire excellence</b> <i>Critical friends peer review - publish best practice for system leadership.</i>		✓	

### SMART Communities

<b>7. Grow sustainably</b> <i>One MAT for South East Cornwall. Building capacity ahead of growth.</i>		✓	
<b>8. Schools as 'Community Hubs'</b> <i>All children active citizens, parents engaged in deep partnership.</i>			✓
<b>9. Grow partner networks</b> <i>Training school alliances, MAT MoUs &amp; global connections.</i>		✓	

Three core priorities have been agreed by all senior teams working together in the annual SLT forum meeting held this year in Looe. All three priorities will be written into the SDPs of all schools although which core priority they are linked to will depend on the needs of the school.

#### Learning: Impact assessment used systematically

- All PP and action plans impact assessed
- Common appraisal system across all staff including appraisal training for impact evaluation
- All schools focus time on training staff how to evaluate impact including of the underpinning skills
- Senior teams included on peer reviews
- STAR project becomes a compulsory element in all schools which is timed to start with appraisal

#### Leadership: Increased number and quality of leadership opportunities at all levels builds capacity

- SMART leadership level 1 and 2 awards to be established for pupils in all schools.
- 4 staff progress through NPQ levels by application
- All new leadership posts include expectation of working across the MAT by negotiation with Heads
- Establish Governor Link meetings each term with at least 50% training + centralised induction
- More opportunities for middle leaders and subject leaders to collaborate across the MAT
- Leadership ladders become the common framework for development in all contexts across the MAT
- Cross MAT, CPD group establishes leadership ladder training and qualifications framework for all staff

#### Community: Increased parental involvement

- Staff working group meets early in the year and at the end to formulate and compare best practice
- Timetable of parental training sessions for specific groups and specific calendar dates
- Focus of sharing strategies for attendance work
- Beyond engagement towards parental involvement in their child's education and how they are able to help.

**Business Development Plan:** Each school is to have a separate section for business development which is managed by school business managers and this year includes the development of common policies across the MAT, a common ICT infrastructure, economies of scale in contracting, further improvements to finance systems, common platforms for web services and compliance frameworks to support LGCs and the Trust Board.

# Summary of Aims and Values

## Introduction

On the next page are our key aims over the next 3 years. Targets are aspirational, but realistic. Exam outcomes are based on contextual information for each relevant cohort.

Section A is our Year 11 Raising Achievement Plan (RAP) for this academic year. Not included here, but shared at LGC is the accompanying RAP calendar detailing weekly actions for relevant staff.

Section B is our Whole School Development Plan 2018 - 2021.

Section C is our Business Development Plan.

**SMART Learners**

**SMART Leaders**

**SMART Communities**

	<b>August 2019</b>	<b>August 2020</b>	<b>August 2021</b>
<b>GCSE Exam Outcomes</b>	65% achieve 4+ in English and Maths, 40% achieve 5+ Average grade of 4.5 (A8 = 45) Progress to be in line with the NA (P8 = 0) Progress to be > similar schools (P8 CVA = +0.1) Progress of those considered 'disadvantaged' to be > similar students nationally (P8 -0.2)	65% achieve 4+ in English and Maths, 40% achieve 5+ Average grade of 4.6 (A8 = 46) Progress to be in line with the NA (P8 = +0.1) Progress to be > similar schools (P8 CVA = +0.2) Progress of those considered 'disadvantaged' to be > similar students nationally (P8 -0.1)	65% achieve 4+ in English and Maths, 40% achieve 5+ Average grade of 4.6 (A8 = 46) Progress to be above the NA (P8 = +0.2) Progress to be > similar schools (P8 CVA = +0.3) Progress of those considered 'disadvantaged' to be in line with all students (P8 = 0) Ebacc entries = 40%
<b>6<sup>th</sup> Form Exam Outcomes</b>	Average grade = C+ L3VA > 0.1 Re-sit > 0.4 Progress to be in the top 25% nationally (ALPS 3)	Average grade = C+ L3 VA > 0.2 Re-sit > 0.5 Progress to be in the top 10% nationally (ALPS 2)	Average grade = B- L3VA > 0.2 Re-sit > 0.5 Progress to be in the top 10% nationally (ALPS 2)
<b>Student destinations</b>	Maintain the high no. of students remaining in education, employment or training 6 months after leaving (>95%)  Maintain high % of those applying to university securing their first choice place (>90%). Maintain high % attending one of the Russell group universities (>30%)	Maintain the high no. of students remaining in education, employment or training 6 months after leaving (>95%)  Maintain high % of those applying to university securing their first choice place (>90%). Maintain high % attending one of the Russell group universities (>30%)	Maintain the high no. of students remaining in education, employment or training 6 months after leaving (>95%)  Maintain high % of those applying to university securing their first choice place (>90%). Maintain high % attending one of the Russell group universities (>30%)
<b>Teaching</b>	Teaching is of high quality across every faculty in every key stage (OFSTED 'Good' descriptor)  Teachers are committed to their own professional development (At least 90% complete a STAR project, 90% complete 2 'coach tours' and 90% attend the required CPD sessions)	Teaching is of high quality across every faculty in every key stage and outstanding in at least 3 (OFSTED 'Good' and 'Outstanding' descriptors)  Teachers are committed to their own professional development (100% complete a STAR project, 100% complete 2 'coach tours' and 100% attend the required CPD sessions)	Teaching is of high quality across every faculty in every key stage and outstanding in at least 4 (OFSTED 'Good' and 'Outstanding' descriptors)  All teachers are committed to their own professional development (100% complete a STAR project, 100% complete 2 'coach tours' and 100% attend the required CPD sessions)
<b>Learning</b>	Attendance is 94.8%, PA is < 13%  Average ATL scores are good (2.4 or lower) in every year group	Attendance is above 95%, PA < 12%  Average ATL scores are good (2.2 or lower) in every year group	Attendance is above 95.5%, PA < 11%  Average ATL scores are good/excellent (2.0 or lower) in every year group
<b>Student Welfare</b>	Pastoral care of students is outstanding (as per the relevant OFSTED grade descriptors)	Pastoral care of students is outstanding (as per the relevant OFSTED grade descriptors)	Pastoral care of students is outstanding (as per the relevant OFSTED grade descriptors)
<b>Leadership</b>	No more than 5 members of staff are below the minimum leadership level expectations (as per the SMART leadership ladders)  Leadership of all senior and middle leaders is at least good and some is outstanding (OFSTED descriptors)  Leadership of governors is outstanding  Student leaders make a positive impact on the school (as determined by students and staff)	All staff meet their minimum leadership level expectations (as per the SMART leadership ladders)  Leadership of all senior and middle leaders is at least good and some is outstanding (OFSTED descriptors)  Leadership of governors is outstanding  Student leaders make a positive impact on the school (as determined by students and staff). The number of student leaders increases by 10%	All staff meet their minimum leadership level expectations (as per the SMART leadership ladders) and 67% meet the next level up  Leadership of all senior and middle leaders is outstanding (OFSTED descriptors)  Leadership of governors is outstanding  Student leaders make a positive impact on the school (as determined by students and staff). The number of student leaders increases by 10%
<b>Curriculum</b>	All HOFs can clearly articulate their curriculum intent, how it is implemented and its impact.  4/9 faculties' SOW explicitly develop the whole school values and explicitly link to career progression  The curriculum is broad and balanced and its design maximises student outcomes and progression	All HOFs can clearly articulate their curriculum intent, how it is implemented and its impact  7/9 faculties' SOW explicitly develop the whole school values and explicitly link to career progression  The curriculum is broad and balanced and its design maximises student outcomes and progression	All HOFs can clearly articulate their curriculum intent, how it is implemented and its impact  All faculties' SOW explicitly develop the whole school values and explicitly link to career progression  The curriculum is broad and balanced and its design maximises student outcomes and progression
<b>Community</b>	The numbers of parents recommending the school to others remains high (> 85%). The lowest % of parents attending any parents evening will be > 80%. Attendance at parent workshops will increase by 15%.  6 employer encounters for each year group 7/8 Gatsby Benchmarks are achieved	The numbers of parents recommending the school to others remains high (> 85%). The lowest % of parents attending any parents evening will be > 82%. Attendance at parent workshops will increase by 15%.  6 employer encounters for each year group 8/8 Gatsby Benchmarks are achieved	The numbers of parents recommending the school to others remains high (> 85%). The lowest % of parents attending any parents evening will be > 85%. Attendance at parent workshops will increase by 10%.  6 employer encounters for each year group 8/8 Gatsby Benchmarks are achieved
<b>OFSTED</b>	Overall effectiveness is Good	Overall effectiveness is Good	Overall effectiveness is Good/Outstanding

## Section A - Year 11 Raising Achievement Plan 2018/19

ALL STUDENTS	2018	FFT20 TARGET	July 2018	October 2018	January 2019	March 2019	May 2019	August 2019	Latest forecast compared to 2018	Latest forecast compared to FFT20	Latest forecast compared to FFT50
A8 SCORE	42	47.6	42.3	44.2							
P8 SCORE	-0.2	0.37	-0.27	-0.07							
Basics (E&M) 5+	31%	47%	34%	40%							
Basics (E&M) 4+	54%	74%	62%	66%							
Ebacc (Strong Pass)	7%	20%	6%	14%							

P8 Buckets (All)	2018	FFT20 TARGET	July 2018	October 2018	January 2019	March 2019	May 2019	August 2019	Latest forecast compared to 2018	Latest forecast compared to FFT20	Latest forecast compared to FFT50
ENGLISH	-0.2	-0.03	-0.53	-0.37							
MATHS	-0.3	0.55	+0.1	+0.45							
EBACC	-0.1	0.68	+0.11	-0.06							
OPEN	-0.2	0.20	-0.7	-0.23							

## OVERVIEW OF STRATEGIES (Please also refer to our week by week RAP calendar)

STRATEGY	TARGET GROUP	IMPLEMENTATION	WHO	REVIEW
<b>Targeted support in lessons using GRAPs</b>	Green quadrant students (high effort, negative P8)	Students identified using the Horsforth Quadrant. Any students in the green quadrant should appear on a GRAP for those subjects in which they are below target. Best practice would be for GRAP interventions to be written in collaboration and with a focus to improve a skill, secure knowledge, improve exam practice, improve focus.	SJE – to monitor impact All staff – class GRAPs HOFs -monitor via learning walks and lesson observations	Impact analysis completed by SJE and shared at staff meeting. Staff informed of most effective GRAP actions.
<b>RSL meetings</b>	Securing key measures and sub-groups both for the school and for the faculty.	All subjects lead to meet with the RSL following each progress check for year 11. Data shared using subject data sheets prepared by SJE. Looking whole school and within subjects, key students identified and interventions put in place to support these students. Progress of these interventions will be reviewed at the following meeting. Maths (PNL) and English (CHS) continue to meet with the RSL fortnightly. Particularly important to help improve matching for our Basics measure.	SJE & HODs SJE – set up tracking sheet for all interventions	Meeting 1 scheduled and completed for all.  All other meetings scheduled and shared with ELT.
<b>Development of Feedback Proformas, PLCs and knowledge organisers</b>	All students	Becoming established in maths, English, science, humanities, MFL, art and photography. Best practice will facilitate students to be able to identify their areas of strength, and those areas for development, listing specific learning criteria and revision sources. Standing item on ELT agenda for teaching and learning and raising standards.	SJE/DPP – to monitor  Led by ELT.	ELT meeting have Raising standards agenda items – incl. grade boundaries, data, preparing students, sharing PiXL strategies/resources.
<b>PIXL WAVE participation</b>	Whole cohort for core subjects.	Maths, Science and English to take part in both the November and March WAVE. This will ensure good standardisation, across a wider cohort of schools and improve the accuracy of our forecasting. This is particularly important to help improve matching for our Basics measure. SJE to look at impact of WAVE participate on accuracy of forecasting. Maths and science papers to be scheduled at the beginning of mock exam period to ensure time for marking and data entry. November data deadline – 30 <sup>th</sup> November. March data deadline – 29 <sup>th</sup> March.	SJE NNH CJP MLI	Maths and Science are completing the WAVE.
<b>Assemblies</b>	Horsforth quadrants.  All students.	Run throughout the year focusing on revision and motivation. Following each progress check run a series of Horsforth Quadrant assemblies. Used to share key messages including mock exam dates, revision materials, revision timetables, current picture.	SJE to coordinate programme of assemblies with DPP JAO and ALL to support with Horsforth assemblies.	Horsforth assembly taken place. Mock exam/motivation assembly DPP/SJE. Revision packs and strategies led by tutors SJE shared revision strategies.
<b>RAG meetings</b>	Red quadrant students (low effort, negative P8)	Students will be identified using the Horsforth Quadrant. Any students in the red and orange quadrants should appear on the RAG. Intervention for emotional concern, lack of motivation and attendance.	HOY, AHOY and DPP	Year 10 and year 11 RAG/AFA students identified and actions put in place. Identified on SIMs. Interventions in action.
<b>Quiet study spaces (VCR and Library)</b>	All students.	VCR available twice a week on Monday and Thursday at lunchtime for year 11 as a manned study room.	SJE to resource both areas.	Resources all available. Small number of regular

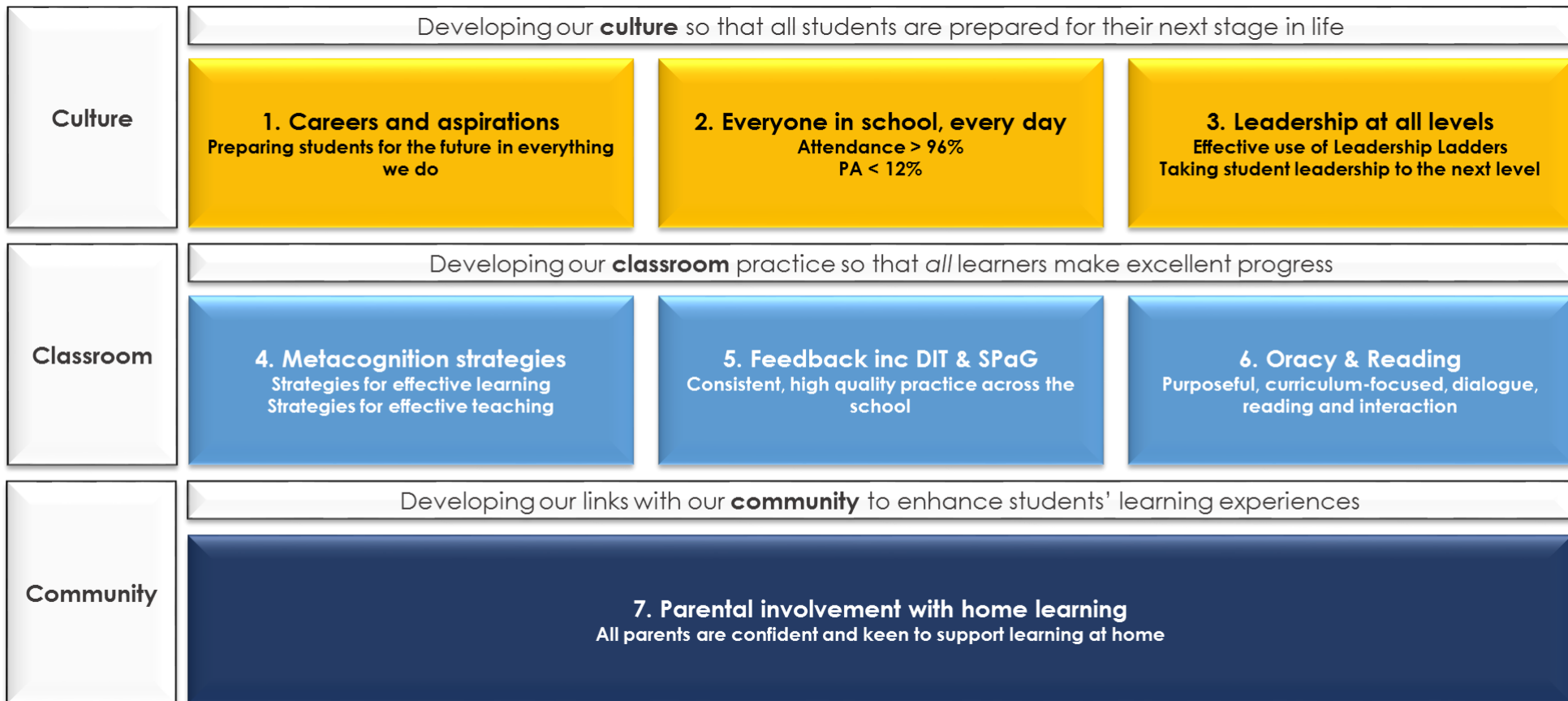
	Coursework catch-up.	PiXL Independence materials, CGP revision guides and PiXL Knowledge should be available in the VCR at all times.		attenders. Opened up to Year 10 students as well.
<b>EARN</b>	Green quadrant students (high effort, negative P8)	Library available twice a week on Tuesday and Thursday after school for year 11 as a manned study room. Focus on attendance by green students. SJE to look at a buddy system where students would work with a similar blue student. PiXL Independence materials, CGP revision guides and PiXL Knowledge should be available in the Library at all times. Biscuits and squash to be provided for students.	SJE to coordinate a rota of staff.	Resources available and open every Tues & Thurs. Small number of regular attenders. Plan to target students after mocks.
<b>Core Tutor Time Intervention</b>	Focused on matching at basics 4+ and 5+.	Run on half termly rotations for a period of 6 weeks. Students identified following a progress check and split into key target groups for maths, English and Science (PNL/NNH, LNP, TLL and SJE – maths, JAB, JLB, CJP, and CHS – English, BPB, MLI/AAD – science). Other breakout groups available for other subjects as staffing allows (GJB - computing, NDA – business available) Class room teachers to provide specific learning criteria following most recent mock. DTT protocol to be used where possible.	SJE/DPP with input from ELT.  SJE to set groups. NNH/CJP/MLI to resource sessions.	First rotation completed and has appeared successful in terms of student engagement. Mocks will help provide impact analysis and used to inform groupings for second rotation. Tutor interventions finished on 8 Nov. to allow tutors time with students in week before mocks and to reduce pressure during mocks.
<b>Booster sessions</b>	Securing key measures and sub-groups both for the school and for the faculty.  All students.	To run as a drop in for homework/revision support in three blocks: <ul style="list-style-type: none"> <li>September to November Mocks</li> <li>January to March Mocks</li> <li>April to half term</li> </ul> Students identified via RSL meetings. SJE to coordinate to ensure students are attending no more than 3 sessions per week and to de-conflict where necessary. Students invited to booster sessions when receiving mock results. Subject teachers to provide list of topics for each session. This should be shared with all students. Attendance to be tracked via central register. SJE to make phone calls home for non-attenders. Impact to be tracked at next RSL meeting using most recent mock results/progress check data. Booster session timetable to be shared via tutors and all students welcome to attend sessions, even if not invited. Expectation of attendance where invite has been made.	SJE to coordinate RSL meetings. SJE to provide attendance register to be completed by staff. Tracking of impact via RSL meetings. ELT should look at individual students prior to meeting.	Mixed picture with attendance at sessions, depending on subject. Impact of texts/calls home has been positive. Targeted boosters have worked better than drop-ins.
<b>Easter school</b>	Securing key measures and sub-groups both	Revision programme to run over the Easter break (second week). Core subjects to offer a 2 hour session in the morning. Other subjects timetabled around the core sessions.	SJE to schedule RSL meetings.	

	for the school and for the faculty.  All students.	Target students to be invited to specific sessions following RSL meeting prior to Easter break. All students to receive a personalised letter of invite to Easter school with specific sessions where attendance is expected and Easter school timetable for all sessions.	ELT to consider key students using most recent progress check and prior to RSL meeting. SJE to write timetable and produce letters.	
<b>Year 11 space/study time – Old Hall</b>	All students.	Year 11 to move to the Old Hall from Easter. Use of core PE for study time as needed.	SJE and DPP to coordinate study time with ELT.	
<b>Parental engagement</b>	All students.	GCSE Success Evening – all parents and students to attend to receive year 10 mock results, booster session invites and timetable and key messages about supporting students throughout year 11 and preparing for GCSE exams. English and Maths meetings – appointments available for parents of students who are not on track in either English or maths. Meetings for key groups – EARN, targeting interventions. Newsletters informing parents of what is coming up, how to support students, specific revision materials and sessions. Nudge effect – texts, phone calls etc to ensure attendance at key events.	DPP and SJE to work together on parental meetings. DPP to write newsletters. DPP, SJ, HOY and AHOY to make phone calls. Attendance at key meetings to be kept to monitor impact.	90% attendance at year 11 evening and approx. 60% attendance at year 10. Year 11 parents have received two follow up e-mails with guidance and year 10 parents one.
<b>Expectations</b>	All students.	KS4 catch up work when absent. Missed work needs to be signed off by teacher.	HBS and tutor team	Six Y11 students have been on catch-up report.
<b>Exam preparation</b>	All students.	QA mocks being used – all subjects except English using June 2018 paper for Nov mock. Standardised mark schemes. Moderation of mock marking – Jan INSET, time to be given in the morning to allow data to be exported and uploaded to SISRA in the afternoon. WTMo and WTMA to be used – consistency and quality. Revision packs and resources to be provided in preparation for Nov mock series.	DPP and SJE to use standing agenda item at ELT to support this.  SJE to coordinate revision packs and resources.	Mock exam guidance for subjects given to all students and parents. Standardisation in preparation for mocks undertaken by depts. (Nov. INSET) DPP ensured revision packs provided to all students.
<b>Mentoring</b>	RAG students – red quadrant (low effort, negative P8)	Students to be identified via the Horsforth quadrant and during RAG meetings. DPP/HOY/AHOY to attend RAG meetings. Competitive mentoring.	DPP to generate RAG list from Horsforth quadrant. HBS and SJE to coordinate and run.	RAG/AFA students identified and actions put in place.
<b>Timetabling</b>	Students with missing options or study periods	Check and maintain the staffing of key groups. To be checked via SLT Link meetings. Use of additional staff time <ul style="list-style-type: none"> <li>• staff under allocation in English and maths</li> </ul>	DPP to match students with study periods to teachers with available	



	on their timetable.	<ul style="list-style-type: none"> <li>teachers across the school for supporting students who need specific interventions.</li> </ul>	time where appropriate.	
<b>Use of apps and online resources</b>	All students.	All students to be provided with logins for PiXL Maths app, Geography app, History app and English Lit app. Regular rewards via year assemblies for students who are making use of the PiXL apps, including best individuals (highest score, most frequent user) and best tutor group.	SJE to ensure all students are set up on apps. DPP to share details via newsletter.	All students set up. Usage and impact for November mocks to be completed.
<b>Emotional health and well-being</b>	All students.  Blue quadrant (high effort, positive P8).	Ensure support available for all students. Use of PiXL Prepare to Perform resources in assemblies. Bespoke interventions for those students in need. These may be picked up via parents' evening, tutor team, teachers or other means. Engagement in house and other fun activities, including tutor-time sports, tutor day, breaks in tutor time intervention to facilitate this. Specific events for year 11 including ice skating after Nov mocks, and summer events after final exams. Advice and guidance via newsletters to support parents. Include links to PiXL Prepare to Perform resources.	HOY/tutor team/DPP and SJE to coordinate.	Ice skating trip organised at end of mocks by DPP. Parents advice and guidance given at Success Evening and through emails Bespoke individual support given via TJN as appropriate. Active tutor day has been popular with many students, but time for tutors has suffered as a consequence

## Section B - The Pocket Guide to the Whole School Development Plan 2018/19 - 2020/21



### Rationale:

Aim 1: Clear, evidenced link between excellent careers IAG and excellent destination outcomes/low NEET

Aim 2: Clear, evidenced link between high attendance and pupil outcomes (+0.5 progress for 95%+ attendance vs others at LSCC in 2017/18)

Aim 3: Clear link between effective staff CPD & pupil outcomes. Clear links between student leadership & school culture. EEF toolkit: +5 months (Peer Tutoring).

Aim 4: EEF Toolkit: +7 months (Metacognition and self-regulation)

Aim 5: EEF Toolkit: +8 months (Feedback)

Aim 6: EEF Toolkit: +5 months (Oral language interventions) and +6 months (Reading comprehension)

Aim 7: Clear link between parent engagement/involvement and student outcomes. EEF Toolkit: +5 months (Homework)

**Aim: 1. To embed a culture of high aspiration and careers education, so that all students are well prepared for their futures**

Current measure	Goal	Strategies including costs	Owner	Review and notes	Impact	Leader	Parent
Numerical measures and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible				
Although we have achieved the Quality Standards Award (Investors in Careers) and we meet most of the Gatsby Benchmarks, improvement is needed to ensure a culture of high aspiration and careers education exists across the whole school	All 8 Gatsby Benchmarks are wholly met by 2020.  Careers education and guidance is judged to be outstanding by OFSTED.  Destination data remains above the National Average (>95%)	Students to complete a questionnaire at the beginning and end of the academic year to measure the impact of the listed strategies.  1. Expand time given to careers education within the PSHE curriculum for years 7-11 and rewrite existing lessons to ensure materials are engaging, informative and thought provoking for students.	WAB	Questionnaire completed. Careers lessons within PSHE re-written.			
		2. Expose students to a greater range of careers through: <ul style="list-style-type: none"> <li>• 'I love my job' assemblies (6 per year for each year group)</li> <li>• Introducing specific careers events for each year group eg: STEM Event (Y7); 10 Opportunities (Y10)</li> <li>• Whole school focus - National Careers Week (March 2019)</li> </ul>	WAB HOY/CC	All year groups had 'I love my job' assemblies in the first ½ of the Autumn term. A total of 8 have taken place so far. 10 Opportunities event (Y10) has taken place. Student and employer evaluations yet to be analysed.			
		3. Increase the link between curriculum learning and careers through: <ul style="list-style-type: none"> <li>• Staff careers related door signs</li> <li>• Careers related subject specific displays in 50% of classrooms (by Dec 2018)</li> <li>• Every subject area to introduce one new employer related encounter for students in a year group of their choice</li> </ul>	WAB	Careers related door signs in place for staff willing to have them. 20% of classrooms have a careers related display. All subject areas have careers posters on display in corridors. SOW audit underway. New employer link introduced for Computer Science; Geography and English. No uptake from staff as yet.			

		<ul style="list-style-type: none"> <li>Audit subject SOW for modules where there is a natural link with careers and provide links with employers to enhance the experience for students.</li> <li>Provide time/opportunities for staff to experience industry related to subject specialism and to establish links.</li> </ul>				
		4. Develop a system for recording individual advice and careers interventions experienced by each student.	WAB	Postponed to next academic year		
		5. Ensure the careers programme includes specific plans for groups of students who need additional support eg: vulnerable students and SEND.	WAB	Work currently being done on plans in the ARC involving our school enterprise advisor.		
		6. Buy in Level 6 trained Careers Advisor within the MAT to provide impartial advice at specific points in the year.	WAB	No action as yet.		
		7. Explore ways in which parents can be updated about careers information and guidance	WAB	Parents copied into fortnightly emailed job profiles. Parents emailed about careers events led by other providers locally (3 emails sent to parents so far this year)		

## Aim: 2. To improve student attendance and reduce persistent absence

Current measure	Goal	Strategies including costs	Owner	Review and notes	Impact	Leader	Parent
Numerical measures and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible				
Attendance 2017/18 was 94.1% (94.5% not including students accessing alternative provision) Persistent Absence 2017/18 was 13.2%	Attendance to be 94.8% or higher PA to be less than 13%	1. Fortnightly meetings to take place between HT and EWO/Senior Attendance Officer to quality assure and impact assess the work of AO and HOYs in addressing attendance issues.	ALL	Fortnightly meetings have been hampered by long-term illness of EWO, however regular contact continues with HT & AO.  As of 9.11.18: Attendance = 95.5% (94.1% this time last year) PA = 14.6% (25.4% this time last year)			

		2. a) Monthly email/text alerts to parents informing them of up to date attendance, behaviour points and merit totals. b) Monthly communication home about the importance of attendance.	ALL/KJ	Fortnightly emails are now set up providing parents with attendance, merits and behaviour updates. Attendance articles have featured in the Sept & Oct editions of <i>The Reflection</i> . Another will be included in the November edition.			
		3. Termly tracking and attendance target setting for all students with tutors and recorded in student planners. 4. Attendance charts in each tutor room to celebrate every week of full attendance.	Tutors	Year 11, 10 & 9 have now all received their autumn PCs. This is followed up with target setting for those with attendance under 95%. Completion of these needs to be followed up by HOYs. Attendance charts are now in place in tutor rooms.			
		5. Attendance reports for those under 93% to focus on catching up with outstanding work.	HOYs	17 students have been or are currently on catch up report			
		6. a) HOYs to focus on attendance through weekly assemblies, incorporating tutor group attendance figures as part of Tutor Group of the Year competition. b) 97-100% attendance rewarded with House Points every half-term	HOYs  ALL	This is a common feature in weekly assemblies.  HPs were awarded for the first half-term: Centaur = 2660 Griffin = 2600 Pegasus = 2430 Phoenix = 2460 100% attenders = 40% (32% this time last year)			
		7. Students with full fortnight of attendance to be entered into prize draw for each year group.	HOYs	18 students have been rewarded so far			

**Aim: 3. To develop the leadership skills of all staff and students**

Current measure	Goal	Strategies including costs	Owner	Review and notes	Impact	Leader	Parent
Numerical measures and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible				
<p>Whilst there are many opportunities for student leadership, we need to develop student leadership skills further.</p> <p>Peer Tutoring is an effective strategy as evidenced by EEF Toolkit (+5mths). However, peer tutors weren't used as much for intervention in 2017/18 as they had been previously.</p>	<p>80% of teachers use Lead Learners regularly within lessons.</p> <p>50% of students complete their Citizenship Awards</p> <p>10% of students complete the SMART Leadership Award</p> <p>Peer tutoring is used to support intervention in reading, maths, English and science.</p> <p>Trained students support their peers pastorally e.g. through restorative justice, internet mentors</p>	<p>1. a) How to use Lead Leaders effectively showcased on INSET day in September and included in CPD Monday programme.</p> <p>b) Staff to share good practice in relation to Lead Learners at department meetings.</p> <p>c) Coaching walks to be used to show Lead Learners in action.</p>	WAB/JAO	<p>WAB lead inset on lead learners on 5 Sep 18; several member sf staff are making this area a part of their STAR projects and/or have included in their appraisals. SJB is running CPD Highlight, STAR project and SMART day session on this topic.</p> <p>INSET on 16/11/18 included two sessions focussed on using students as lead learners. Coach walks taking place and showing some evidence of lead learners being used.</p>			
		<p>2. a) Tutors to be made aware half termly how well their tutor group is doing in relation to others in completing their Citizenship Awards to encourage competitiveness amongst the tutor team.</p> <p>b) Tutor group poster/display created to show how each student is progressing through the award.</p>	WAB	<p>Tutors are aware.</p> <p>Posters are on display in tutor rooms.</p> <p>18 students have fully completed the Citizenship Award and are now working on the Level 1 SMART Leadership Award.</p>			

		c) Half termly meeting to start students off on the SMART Award and monitor progress. (Only students who have completed the Citizenship Award are eligible to start work on the SMART Award)				
		3. a) The Y9 Peer Mentor role is expanded to incorporate paired reading with Y6 in the summer term, continuing when students become Y7 in the autumn term.  b) Y9 Internet Mentors run small group workshops every half term with students who are vulnerable online.	WAB	N/A (summer term)  Has not happened yet due to capacity of AHOY.		
		4. Y11 Prefect system is set up, launched and closely monitored. Roles of prefects to include: lunch duties, promotion of House competitions and extra-curricular clubs, support at parent events, restorative justice.	WAB RJC/HBS	Prefects interviewed and selected in Summer term. 20 prefects recruited and trained in autumn term. Prefect room set up. Duty rotas organised.		
		5. a) Year 12 reading buddies for year 7 re-established during tutor time in the library.  b) Develop KS4 peer tutoring programme – year 11 peer tutoring year 10 to review their own learning and consolidate skills.	GAP  DPP/SJE	This has now been set up and 20 students from year 7 have Year 12 reading buddies.  Pastoral mentoring taking place between Year 12 and 10 every Monday (13 students). Peer mentoring in year 10/11 still to be developed.		
Leadership Ladders were only used as a reference tool for staff in 2017/18  Leadership of some middle leaders was ineffective in raising outcomes at KS4	All staff use the leadership ladders to help develop their leadership skills  No more than 5 members of staff are below the minimum leadership level expectations	6. a) Develop a deeper understanding of the leadership ladders – Leaders to ensure they use the terminology in appraisal and professional development discussions – training for leaders via CEO prior to appraisals.  b) All staff complete a STAR Project as part of their professional development and understand the importance of assessing impact	CEO/SLT	All teaching staff appraisals have been completed and all have an accurate leadership levels identified. Support Staff appraisals are being moderated this week.  All teachers have chosen a STAR project. Support staff appraisals are being moderated this week.		

	Leadership of all senior and middle leaders is at least good and some is outstanding (OFSTED descriptors)					
		7. HoF and HoD to undertake the Leadership Matters 360 diagnostic. Provide coaching meetings with SLT or each other to discuss outcomes and to develop a plan to develop their leadership further.	ALL/JAO	2 HOFs have so far been signed up for the LM 360 diagnostic.		
		8. Provide leadership development opportunities – if no SMART MAT leadership programmes this year, run the aspiring middle leaders course internally. Promote the NPQ opportunities provided by SMART to Liskeard staff.	ALL/JAO	1 HOF (Science) has been successful in her application to complete the NPQSL. 2 HOFs have been invited to complete the Women into Senior Leadership programme. 3 members of staff have been invited to take part in the SMART level 5 programme.		
		9. Leadership in English and Maths is supported through SLT coaching, SLT & Governor scrutiny, SMART network sessions and other external training opportunities e.g. CASH and PiXL.	ALL/JAO	Mini OFSTED conducted in maths and English (Oct) and reported back to LGC. Key actions for development addressed through updated DIPS. SLT paired LWs and BTs have taken place with Maths and English leaders. Attendance by maths and English HOFs at first SMART network session. Attendance of English HOF at PiXL Conference. HOF Maths is trialling a leadership triad with 2 other HOFs.		



**Aim: 4. To use metacognitive strategies to further improve the quality of learning (EEF Toolkit: +7 mths)**

Current measure	Goal	Strategies including costs	Owner	Review and notes	Impact	Leader	Parent
Numerical measures and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible				
30% of teaching is considered outstanding.  Outcomes (progress) for students is classed as 'average'.	Teaching is of high quality across every faculty in every key stage (OFSTED 'Good' descriptor)  The progress of students is classed as 'above average'.	<p>1. INSET to focus on metacognition: Half days in Sep, Nov and Jan days:</p> <ul style="list-style-type: none"> <li>- Explain rationale and principles.</li> <li>- Teach specific strategies to be used across school and embedded in subject schemes of learning.</li> <li>- Model and share good practice through IRIS, CPD sessions and T&amp;L supplements</li> <li>- Whole school visuals to be displayed in all classrooms to establish shared use of language and strategies</li> </ul>	JAO	INSET day on 5 Sept to introduce metacognition. Training has concentrated on Spacing, Interleaving, Dual Coding and Retrieval: Tools have been shared and modelled in CPD Highlights and through T&L bulletin, and revisited in INSET on 16 Nov. IRIS been used by eight colleagues since Sept to model and experiment. OPG established: discussing and trialling good practice.			
		<p>2. Re-establish coaching walks with SLT and all teaching staff which focusses on one or more of the key T&amp;L areas: 1. Metacognition; 2. Literacy; 3. Feedback; and/or areas of individual need, e.g. behaviour management</p>	JAO	Coaching walk groups established and explained. Tours are scheduled and have started.			
		<p>3. CPD after school drop in sessions to focus on key T&amp;L areas as much as possible.</p>	JAO	An average of 1.2 sessions a week have been run with an average attendance of 9 colleagues each session.			
		<p>4. Continued use of Performance Management observations to identify strengths and areas of good practice and use this as a tool to enable staff development:</p> <ul style="list-style-type: none"> <li>• Identify 'outstanding' practitioners and areas of excellence.</li> <li>• Invite those identified to join outstanding teacher programme which will focus on research, learning, sharing and coaching others</li> </ul>	JAO	A group of 14 has been set up and established; met three times so far and set up and ran INSET day in November. Group are part of coach tours and running CP Highlight and using IRIS. PM observation form has been adapted and now incorporates a clear chart to identify areas of outstanding practice. This is beginning to be used.			

**Aim: 5. To ensure there is consistent, high quality marking & feedback (including the use of DIT & SPaG marking) across the school (EEF Toolkit: +8 mths)**

Current measure	Goal	Strategies including costs	Owner	Review and notes	Impact	Leader	Parent
Numerical measures and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible				
30% of teaching is considered outstanding.	40% of teaching is consistently outstanding	<b>1. SLT Book Looks to take place termly:</b> <ul style="list-style-type: none"> <li>- Random sample of 'Green' and 'Red' students</li> <li>- Selected students completing questionnaire</li> <li>- Selected students interviewed by member of SLT.</li> <li>- Summary analysis and feedback provided to all teachers.</li> <li>- Action plan to address areas of improvement.</li> </ul>	JAO	Book trawls and student voice feedback have been undertaken by SLT with Y11 students regarding English and Maths in October. Year 10 book trawls and student voice will take place in late Nov/early Dec.			
Outcomes (progress) for students is classed as 'average'.	The progress of students is classed as 'above average'.						
		<b>2. HOF book trawls and learning walks:</b> <ul style="list-style-type: none"> <li>- SLT Link to accompany and complete these with HOF in one of the three windows and feedback to SLT.</li> </ul>	JAO	SLT have been involved in English, Maths and Humanities BTs and LWs.			
		<b>3. CPD provided through weekly drop-in sessions and focus with ELT on establishing and sharing good practice to:</b> <ul style="list-style-type: none"> <li>- refine the use of PiXL-inspired mark sheets to clearly identify next-steps and to present feedback;</li> <li>- embed consistent use of effective DIT tools;</li> </ul>	JAO	Detailed work has gone on with English and Maths in this area and the issue has been discussed at ELT. More work still needs to be done on establishing whole school expectations and what is meant by consistency in this area, especially regarding literacy.			
		<b>4. HOFs to complete subject specific additions to whole school marking policy and relay expectations and consistent application through faculty meetings and INSET.</b>	JAO	As above, this area needs further scrutiny and attention.			
		<b>5. Minimum expectation is clearly set and established for all teachers when marking for literacy, including consistent use of SPaG marking policy.</b>	JAO	As above, this area needs further scrutiny and attention.			
		<b>6. Assessment stickers on front of books to be replaced by reflective DIT sheets, to be used after each assessment.</b>	DPP/JAO	Assessment stickers removed.			

**Aim: 6. To develop the oracy skills, vocabulary and reading skills of all learners (EEF Toolkit: +5/6 mths)**

Current measure	Goal	Strategies including costs	Owner	Review and notes	Impact	Leader	Parent
Numerical measures and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible				
30% of teaching is considered outstanding.  Outcomes (progress) for students is classed as 'average'.	40% of teaching is consistently outstanding  The progress of students is classed as 'above average'.	1. a) Share research and ensure understanding of the importance of vocabulary in learning as cultural capital, as a means of effective communication and as a conduit to higher order thinking.  b) Create consistent use of word walls/key words in all faculties.  c) Use Outstanding Teacher Group (see Aim 4) to share and develop strategies and skills.	JAO	This work has begun in T&L supplements and in central session on INSET Day (16 Nov). CPD Highlights have begun to discuss this area and OPG is discussing ways forward. This needs further development along with the development of a longer-term oracy strategy.			
		2. Establish opportunities for debating and oratory in extra-curricular activities: - Entry into English Speaking Union - Continued participation in European Youth Debating Competition	JAO	Sixth Form team entered into and taking part in ESU 'Mace' debating competition. Extra-curricular groups meeting each Tue for public speaking and debating practice. KS3 and 4 team entered into Youth Speaks competition. Further KS3 team entered into Magistrates Court debating competition.			
		3. Share and celebrate this skill with all years through House competitions and in assemblies through demonstrations and students leading.	JAO	The plan is for Oracy Club to develop into a wider house debate in Spring term.			
		4. Explore the PiXL Orate programme for potential use at KS3	JAO	This is being looked at by English team for development.			
		5. Set up a House reading challenge in year 7 and 8.	JAO	This needs to be given attention to in Spring term in lead up to World Book Day.			

**Aim: 7. To ensure all parents have the confidence, skills & motivation to support home learning (EEF Toolkit: HW = +5 mths, Parental Engagement = +3mths)**

Current measure	Goal	Strategies including costs	Owner	Review and notes	Impact	Leader	Parent
Numerical measures and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible				
Attendance to parents evenings including BYGUTM (Maths) evening increased last year: PE = 85% Maths = 30%  Parents survey, July 2018, showed that xx% of parents were confident to support their child with home learning.	Attendance to Parents Evenings &, GCSE Success Evening are 85%+  Attendance to subject specific training events e.g. BYGUTM and BYGUTS is 50%.  Parents survey, July 2019, shows that xx% of parents were confident to support their child with home learning.	1. a) BYGT events (English, maths and science) promoted more rigorously through emails and texts to parents and assemblies with students.  b) 'Hard to Reach' parent events trialled with Y7.  c) Build on the generic 'How to Help Your Child at Home' booklet by producing specific booklets for each year group.	WAB	Maths Event has taken place – 65% of the year group attended – 160 students/parents/ siblings in total.			
		2. a) Monthly 'health checks' emailed to parents about child's attendance, behaviour and achievement points.  b) Monthly advice and guidance given through Reflection magazine (information about how they can support at home, help students revise, get organised and how they can support learning on a daily basis through taking an interest, questioning etc.)  c) Produce a half-termly GCSE Success newsletter for year 10 and 11: different newsletters but containing the generic support on offer, revision sessions, apps etc, along with subject specific information. Ensure all	ALL          DPP	Now in place. The first one went out at half-term. Following consultation with HOYs, they are now being sent every fortnight.  Sept: intro to the 6 strategies for effective learning Oct: details given about effective strategy no.1: <i>Space it out</i>  Year 11 parents have received two e-mails/newsletters/revision resource sheets. Year 10 parents have received one.			

parents know what is happening when and what is on offer for students in years 10 and 11

## Section C - The Business Development Plan 2018/19

Current measure	Goal	Strategies including costs	Owner	Review and notes	Impact	Leader	Parent
Numerical measures and who they apply to.	Final numerical measures (Success criteria)	Strategies that are planned in order to bring about these improvements	Who is responsible				
Tennis courts are unsafe and require re-surfacing.  Some of the Block 2 boilers are a concern	To improve the school environment by implementing a major capital project, e.g. re-surfacing of the tennis courts, and utilising ex-PFI funds to support premise refurbishment.	Secure the grants required from the SMART SCA fund, engaging the selected contractor and completing the project to the best option sought by the whole school.  Maximise provision from ex-PFI funds and to increase fund capacity available for premises refurbishment and school based projects outside of this funding stream by coincident purchase.	PLT	Grant secured.  Draft programme of works agreed: <ul style="list-style-type: none"> <li>Window walling (north face)</li> <li>Reception roof</li> <li>Library roof</li> <li>Boilers in Block 2</li> </ul>			
All reserves are used up and anticipated funding will be insufficient to build up a reserve. There is a high risk that the maintenance budget will not cover required works.	To increase the efficiencies/savings of the school and generate greater income.	Review current contracts (school and MAT) and explore the expansion of current in-house services e.g. EWO, catering, cleaning, facilities management Research and audit existing practice across the MAT. Feedback from site management across all schools in the MAT. Gain feedback from clients under existing contract arrangements. Contact and negotiate with contractors and suppliers for VfM deals. Network with other schools outside of the MAT.	PLT	Catering and Cleaning contracts are up for renewal. Process has begun for the tenders to take place in 2019. Review and consolidation of MAT wide Facilities Management underway.			
Lack of investment over a number of years in IT means upgrading requires a long-term strategy.	Develop a linked ICT strategy with SMART and increase investment.	Attend SMART IT Strategy meetings In liaison with SMART (CBU) create an IT rolling programme Explore possibilities of using capital funding on IT hardware	CBU, ME & PLT	No update as yet. School to contact CBU.			

<p>Poor experience of budget holders using PSF live has led to frustration and inefficient use of time.</p>	<p>To ensure an efficient ordering process.</p>	<p>Provide support to relevant staff so that they are confident in using PSFlive:</p> <ul style="list-style-type: none"> <li>• Providing a flowchart</li> <li>• 1to1 support as required by Finance Team</li> <li>• Explore ways at developing PSFlive to make it more user friendly</li> <li>• ME &amp; LT to attend PSF training</li> </ul>	<p>PLT, ME, LT &amp; CBU</p>	<p>Flow charts have been drafted, but Seth (CBU) has received further updates from PSFLive, which may require amendments to flow charts. 1to1 support has been offered to all budget holders. Some technical issues are being explored to see if they are in-house IT related issues or PSF issues. Liskeard and SMART have offered PSF to be pilot to new process flow being developed.</p>			
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