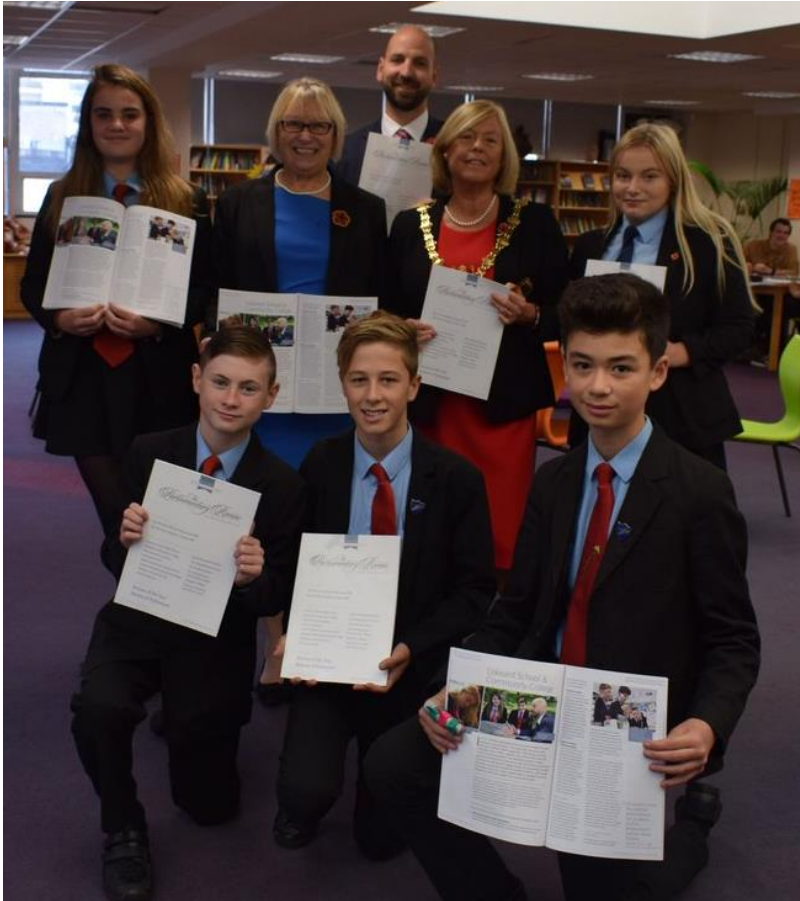


Mayor Jane Pascoe recently joined MP Sheryll Murray in visiting Liskeard School and Community College to celebrate their inclusion in the Parliamentary Review.

<https://www.theparliamentaryreview.co.uk/editions/pdfs/TPR2016-Education-Secondary-South.pdf>



2015 / 2016
SECONDARY EDUCATION EDITION

The Parliamentary Review

A YEAR IN PERSPECTIVE

▣ FOREWORDS

The Rt Hon Philip Hammond MP
The Rt Hon Stephen Timms MP

▣ SOUTH OF ENGLAND REPRESENTATIVES

Clacton County High School	Queen Elizabeth's School
Felpham Community College	The King Edmund School
The Eastwood Academy	The Purbeck School
Cheshunt School	The Sittingbourne
Hadlow Rural Community School	Community College
Liskeard School & Community College	Waingels College
Mulberry School for Girls	Wydean School &
Plume Academy	Sixth Form Centre

▣ FEATURES

Review of the Year
Review of Parliament

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Liskeard School & Community College



The whole school is working together to build resilience



Head Teacher,
Alex Lingard

In 2011 OFSTED highlighted that the school needed to make significant improvements. Two years later we successfully achieved a strong 'good' judgement. With serious funding challenges now a reality, national recruitment difficulties and a falling school population, we would be justified in being apprehensive about the future, but in fact the school is determined to pursue its ambitions for greater things. An outstanding number of parents would recommend the school to others, staff morale is exceptional and the Team Liskeard spirit is stronger than ever. Despite the difficulties ahead, the future looks bright.

Located in South East Cornwall Liskeard School & Community College sits in the centre of a once thriving market town. The school serves a rural catchment area which includes areas of high deprivation. Self-employment is double the national average and under-employment is high. The school's predominantly white population is comprised largely of students from nine partner primary schools. Students enter the school with standards in English and mathematics that are consistently significantly below the national average. The school hosts a very successful Area Resource Base specialising in Autism.

Securing Improvement

Following OFSTED in 2011 we identified three key levers for immediate change:

1. Raise expectations of staff and students

We worked tirelessly to raise expectations: aspirational targets were set for every student; more demanding benchmarks for performance management were

agreed and effective use of data became standard for classroom teachers and middle leaders.

2. Raise general standards

Underpinning all of our initial success was an unrelenting focus on improving general standards. A new behaviour system was already taking shape so we ensured it was being implemented consistently. A zero tolerance approach to poor standards of uniform, punctuality and homework were all introduced with remarkable impact. Since then the systems we have in place for each of these have evolved further and now include other aspects of schooling, such as equipment and the use of rewards.

3. Introduce more robust monitoring procedures

A robust system of monitoring and support was introduced to ensure teaching was focussed on progress for all. Senior and middle leaders undertook book trawls, a variety of lesson observations, student focus groups and faculty reviews co-ordinated by a unified monitoring calendar and completed to a specific format to help ensure greater consistency across the school. Governors took an active role in quality assuring the level of scrutiny, challenge and support of the Head Teacher and the senior team.

Building an Ethos

We knew that sustained success would require everyone to co-operate and collaborate. In 2012 we signed up to the Co-operative values (self-help, self-responsibility, democracy, equality, equity and solidarity) which now form the foundations of the school's inclusive ethos. Assemblies led by a community chaplaincy team focus on these values each week. Awards for co-operation are presented at the end of the year,



A focus on general standards and the importance of co-operation has been key to our improvements

co-operation themed days (where the normal timetable is suspended for the day) take place annually and co-operative learning strategies have been developed in classrooms across the school. Professional development for teachers now involves being part of a triad and working in cross-curricular teams.

In the spirit of the Co-operative values and our inclusive ethos, we asked the staff and students to come up with a new motto for the school. 'Achieving more together' was the outcome and now features prominently on everything we do. The school built a new website and improved its branding. We created our own Duke of Edinburgh style Community Awards to encourage students to undertake voluntary work within our community. Last year over 700 Community Award certificates were presented to students throughout the school. An extensive peer mentoring programme has evolved over the last three years that now includes both academic and pastoral mentoring involving students in every year group, including some in Year 6 at one of our partner primaries.

Team Liskeard and the Liskeard Bus

Four years ago, in a professionally commissioned staff survey, staff

“All leaders have the highest expectations for students, so that achievement will be raised further

OFSTED 2013 ”



A Summer School for our most disadvantaged Year 6 students runs during term time with remarkable impact

morale was given the lowest rating possible and ranked bottom. Last year it was ranked top and rated as 'outstanding'. This turnaround has come about through a conscious effort to build a team spirit across the school.

In September 2014, in the first staff meeting of the year, we used a visual metaphor of a school bus with all the staff on board, all going in the same direction to the same destination. Last year the bus got upgraded to a state of the art team coach as we aim for bigger and better things! Staff health and well-being is a key part of our school improvement plan every year and staff welfare is a standing agenda item at senior team meetings. We have trained two members of staff as Health Champions and offer staff health checks every other year. Frequent 'thermometer group' meetings and union rep meetings are held to gauge staff feeling and gain feedback on current issues. We have improved communication with staff by introducing a bulletin with weekly whole school messages from the Head Teacher. Weekly staff briefings always

start with thanks and celebrations. A high profile senior team lead by example and are recognised for their supportive approach. We regularly run whole school campaigns that promote *Team Liskeard*; the biggest of which has been how we can all build resilience.

Preparing the Next Generation

Our partner primaries greatly value our partnership work. We meet regularly to work together and share resources financially. Transition work is an essential part of our collaboration. Over recent years this has been developed into an area of excellence. Of particular note is the summer school we provide for students in Year 6. A two week programme runs during term time, ensuring that students who need it most have the opportunity to attend. A third of every cohort each year now attend a programme that helps to develop literacy, numeracy and self-confidence. The summer school has been so successful that, despite the removal of government funding, we are committed to its continuation. The programme has helped our disadvantaged and vulnerable students, now in Key Stage 3, to make the same if not better progress than their peers.

Next Steps

- » Further develop a coaching model to:
 - » reduce in-school variation in teaching quality by raising all teaching to the standard of the best
 - » support leadership at all levels
- » Improve the consistency and reliability of assessments, in an era of changing qualifications
- » Evolve our pastoral system to provide more specialist wrap-around care with fewer financial resources.

“An
'outstanding'
number of
parents would
recommend
the school to
others”
Parent Survey, 2015