



ASPIRATIONS

LIGHTHOUSE PERFORMANCE INDICATORS

Aspirations 10 Lighthouse Performance Criteria 2021-

Aspirations has a very thorough monitoring and support system to help each Aspirations academy to provide a high quality education, relevant to the needs of the 21st century, for all pupils. The ultimate aim is for each academy to move towards the attainment of 'lighthouse site' status. Our monitoring, diagnosis and support covers the following **Lighthouse performance indicators**, which include, but go above and beyond, the Ofsted inspection criteria:

Aspirations Expected Level criteria	
Lighthouse Performance Indicator	Expected Level Criteria
Pupil attainment and progress	<ul style="list-style-type: none"> • Pupil progress and attainment are consistently at or above expectations.
Behaviour and attitudes	<ul style="list-style-type: none"> • High expectations for pupils behaviour and conduct • Behaviour policy is applied consistently and fairly. • Pupil engagement in learning is consistently high and there is little passive disengagement • At or above average attendance and punctuality • The promotion of the 'dreaming and doing' model is evident • There is a culture of respect and tolerance
Curriculum coverage and innovation	<ul style="list-style-type: none"> • The curriculum is ambitious and designed to give all learners the knowledge, skills and cultural capital they need to succeed in life • The curriculum is coherently planned and sequenced so that young people successfully acquire the knowledge and skills they need for future learning and employment • The No limits curriculum is fully operational providing challenge and engagement in KS2 and KS3 • All mainstream post 16 students follow the 3 A level (or equivalent)/Aspirations Employability Diploma programme
Pupil and staff wellness	<ul style="list-style-type: none"> • There is a shared intent and evident impact to improve the self-esteem and to develop positive social norms, for both pupils and staff • Safeguarding is effective • The Wellness curriculum is in place and is implemented
Staff development	<ul style="list-style-type: none"> • The Teacher development roadmap is fully in place providing teachers with a comprehensive range of professional development opportunities • All teachers maintain a professional development portfolio • There is a clear programme of CPD for support staff • Teaching is consistently good
Employability and skills development	<ul style="list-style-type: none"> • There is clear evidence of employability links in the curriculum at each Key stage • If relevant, all post 16 students follow the Aspirations Employability Diploma • There is a clear programme designed to ensure pupils are exposed to the widening range of careers and job opportunities • The Gatsby benchmark is met
The Aspirations Framework and student leadership	<ul style="list-style-type: none"> • The Aspirations framework is embedded in the academy • All staff are trained in the Aspirations framework • There are strong student leadership opportunities

Innovation and creativity	<ul style="list-style-type: none"> • The curriculum encourages opportunities for innovation and creativity • Staff model innovation and creativity through teaching practices and curriculum design • The Creator Space and similar opportunities are fully in use • The use of technologies enhances learning
Working with and supporting other academies	<ul style="list-style-type: none"> • The academy has SLEs/LSTs supporting other schools • Staff are encouraged to support other schools
Leadership and management	<ul style="list-style-type: none"> • Leaders at all levels have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, structures, policies and practice • The academy budget is managed in line with the agreed budget • Senior leaders are actively engaged with the community and other stakeholders including parent forums

Each Academy from September 2022 will be annually placed in one of the following three categories following a full diagnosis of their performance. This decision will be made by the Aspirations Executive Team. In 2021/22 academies will work towards the achievement of the 10 performance indicators, with the first Lighthouse sites awarded this status in June 2022:

- *Lighthouse Sites.*
- *Aspiring Sites.*
- *Emerging Sites.*

LIGHTHOUSE SITES

Description:

Sites that exemplify the actions expressed in the trust vision and can serve as models to other academies; Such academies sustain deep, systemic change and achieve recognised national priorities. Aspirations will showcase these sites.

Features:

Lighthouse sites must be at the expected level in terms of Trust monitoring evidence against **ALL** the ten performance indicators outlined above. They must also have at least one particular strength that can be shared with other schools

ASPIRING SITES

Description:

Sites with initiatives underway that position them with the potential to soon become Lighthouse Sites. Aspirations will facilitate support to ensure these sites attain the Lighthouse category as soon as possible.

Features:

Aspiring sites should be the expected level in five or more of the performance indicators.

EMERGING SITES

Description:

Sites that are early in their practices and processes and demonstrate potential to become Lighthouse Sites within three to five years. Aspirations will support these sites in their work.

Features:

Emerging sites are working towards the expected level in at least five of the performance indicators.

Lighthouse Specialism



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LIGHTHOUSE SPECIALISM

Each Academy will be encouraged to develop a Lighthouse Specialism as an Aspiring or Lighthouse Site. Each Academy is free to decide on a specialism. The trust will determine if an academy has achieved a Lighthouse specialism and, will, as such receive some Lighthouse funding. With a Lighthouse Specialism an academy will:

- Display a real strength in an area that leads to a recognised improvement in teaching and learning
- Provide support to other academies inside and outside the trust in relation to this specialism
- Provide CPD in relation to the specialism
- Produce evidence of the success of this specialism to promote the academy