



ASPIRATIONS

Aspirations school improvement model

The aim of our school improvement model is to diagnose, support, improve. All our academies are making good progress and financially the trust is in a good position. This paper outlines how Aspirations manages the school improvement process. There are several sections:

- The Aspirations Academies Trust formula for continuous school improvement
- Raising achievement
- Achieving outstanding educational practice through the use of the Aspirations school improvement model
- The cultural framework of an Aspirations Academy
- The Aspirations Education Hub - supporting school operation and continual improvement
- The Lighthouse Performance Indicators

School improvement in England is officially measured by attainment and achievement, particularly the levels of progress made by students. This essential measure, although, an important focus of the Aspirations Academies Trust strategic approach to school improvement, gives way to a desire to develop a learning experience that truly prepares young people for a successful life in this fast-changing world as the central tenet of the process of school improvement in Aspirations Academies. The Aspirations Academies Trust has developed an approach and a model that enables long-term sustainable educational school improvement. Unfortunately, this model cannot be simply taken off the shelf and applied easily to any school in need of improvement, it is not as easy as that. Sustainable school improvement, particularly in England, is often a highly complex and difficult task.

Short term improvements in attainment can be achieved rapidly, whereas longer term success is harder to achieve. The English school system has some fine examples of outstanding practice, but, despite a significant amount of funding made available for education over the past twenty years, a large number of schools are still not delivering a high quality education relevant to the needs of young people today. Education in England, and in many other parts of the world, requires an upgrade, a new operating system, perhaps OS21, designed to provide relevance to the 21st century. In an era where the English education system produces over 1 million unemployed under 21 year olds at a time when companies cannot find the highly skilled workers they require, strategically thinking educational entrepreneurs are required to stimulate and develop sustainable school improvement. The gap between the impact of technological change on society and educational outcomes is widening. The challenge is to improve schools through finding entrepreneurial approaches to education that result in the high quality outcomes that not only satisfy the requirements of the rigid examination system but also develop in young people the skills required for success in the world today. The Aspirations Academies Trust school improvement model aims to achieve these combined outcomes.

The Aspirations Academies Trust formula for continuous sustained school improvement

The Aspirations Academies Trust believes that school improvement needs to involve cultural, structural and systematic processes. The educational provision of a school needs to be built on strong foundations in order to provide an effective platform for teaching and learning. To achieve this a school often needs to be culturally and systematical rebuilt before this can happen. For sustainable, highly effective school improvement the starting point needs to be a thorough and deep analysis of the whole school in order to identify, in particular, the issues that are possibly restricting development, before then prescribing the way forward. Following this in-depth analysis the Aspirations Academies Trust formula for continuous sustained school improvement is applied.



The formula involves a clear focus on the development, and, subsequently, the effective combination, of four elements:

1. The culture of the school: The Aspirations Academies Trust believe that culture is a key part of long-term success in any business, including education. In many businesses, culture is analysed, reviewed, and adjusted with the involvement of all key players through an ongoing process. This procedure, however, is often missing, or faces a lack of emphasis, in many school improvement strategies. Research shows that an educational community imbued with a positive culture is more likely to foster innovation and excellence. School culture, according to the Change Leadership Group at Harvard, is the "invisible but powerful meanings and mindsets" that shape the learning environment. One of the clearest definitions of school culture is from Gary Phillips, Center for Improving School Culture (1993, n.d.). Phillips characterises school culture as the "beliefs, attitudes, and behaviours that characterise a school in terms of: how people treat and feel about each other, the extent to which people feel included and appreciated, and rituals and traditions reflecting collaboration and collegiality." Most schools do not focus on these characteristics. School culture is rarely discussed because the many demands and challenges that exist on a daily basis creates a reactive, time consuming approach to school management. This is very different in Aspirations Academies where all staff are actively encouraged to work together in an atmosphere of trust to develop a pro-active, innovative and engaging learning environment. Similarly, the voices of students are also paramount to the development of learning. As a result of this belief in the vital importance of culture in a school, The Aspirations Academies Trust, when it takes on a new school, takes great care to understand the existing culture of the school in order to know what needs to be done to develop the required positive, innovative and creative aspirations culture. The culture of a school can be restrictive and embedded. The habits and attitudes that restrict progress need to be challenged and a culture with positive attitudes, high standards and clear direction established. This unique emphasis on the development of the school culture as the foundation for long term, sustainable improvement is one of the reasons for Aspirations Academies being very different to other schools.

The original conceptual thinking behind the development of Aspirations Academies was to create schools with a distinctive culture based on the Aspirations Framework that was 'people proof', in other words strong enough to provide an on-going educational and cultural framework that enabled the philosophy to endure regardless of staff changes. The Aspirations Framework developed by Dr. Russell J. Quaglia is central to the development of the culture of Aspirations Academies.

2. Systems and structures: With the focus on cultural change well underway and the cultural foundations laid, the next stage of the improvement process is to address the systems and structures that provide a platform for effective teaching and learning. The systems and structures that underpin the operation of the school need to be stripped back, simplified and modified where needed. Existing systems and structures need to be reviewed and judged if they are 'fit for purpose', easily understood and simple to operate. Roles, responsibilities and accountabilities also need to be revised in order to ensure that structures and systems work effectively and that people are held to account.

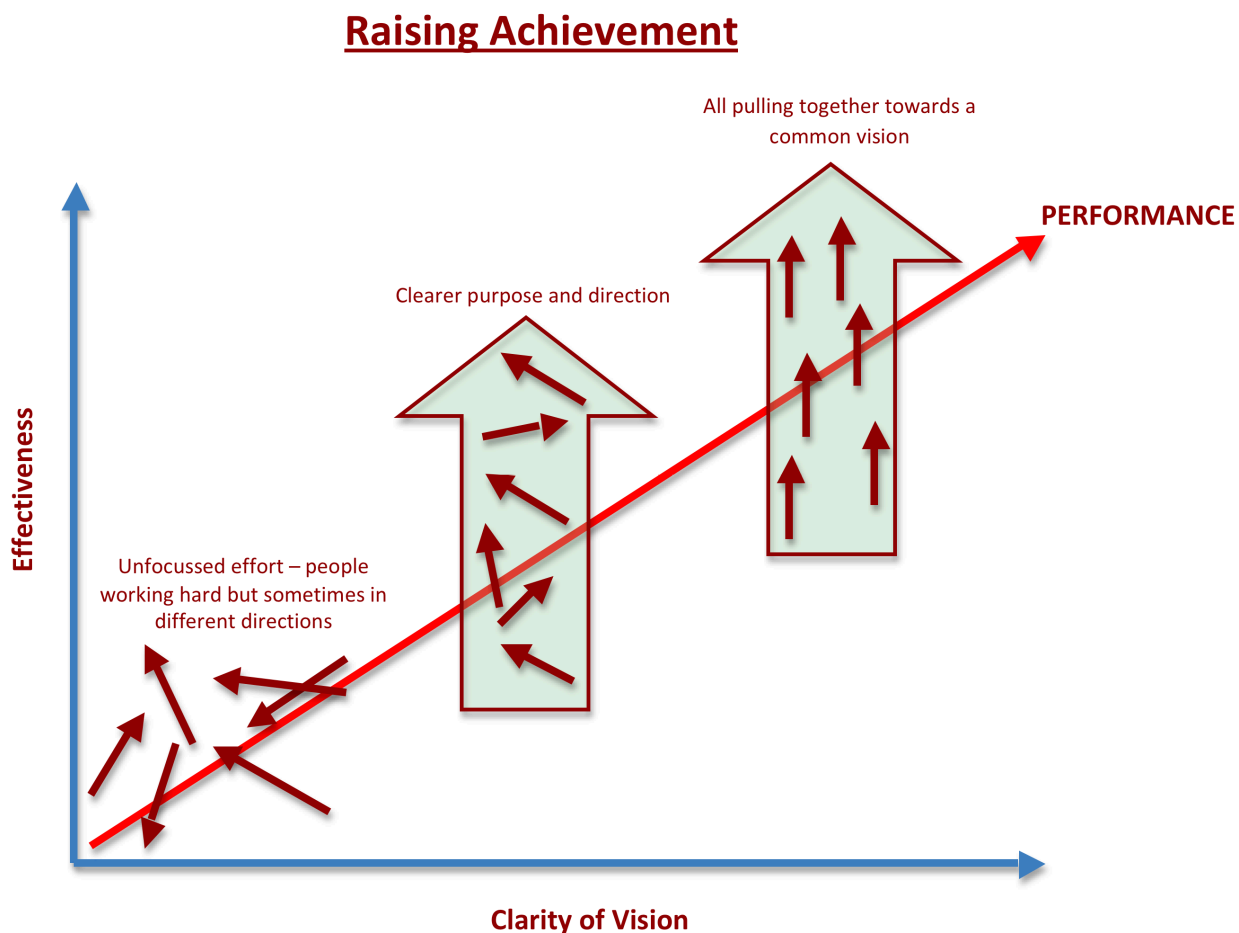
3. Teaching and learning: Everything that happens in a school should be about supporting the teaching and learning process. When the required culture is in place with effective systems and structures in operation, the platform for highly effective teaching and learning is built. To maximise effectiveness there needs to be a relentless quest to improve teaching and learning. Such an approach requires maximum student engagement in the learning process and enables high levels of progress. Only when the teaching and learning process is fully supported will educational innovations and ideas work really effectively, developing 'next practice'.

4. High aspirations: The Aspirations Framework is the basis of the culture in an Aspirations Academy. The Aspirations Academies Trust benefits from the Quaglia Institute's remarkable record, spanning more than 30 years, of research and experience working with students, educators, and schools. Central to this success is the innovative Aspirations Framework which outlines how to recognise and develop students' aspirations, while trusting in the professional judgment of educators to determine the specific actions that are best for their school. The Framework, serving as the foundation for the Aspirations Academies Trust's philosophy, is a research-based set of principles and conditions which informs all of the Aspirations Academies Trust's decisions regarding how Academies can best ensure the success of all students. The Aspirations Academies Trust shares the Quaglia Institute's core belief that for all students to have high aspirations, they must believe in themselves, be actively engaged in their learning, and see the connection between what they learn today and who they want to become tomorrow.

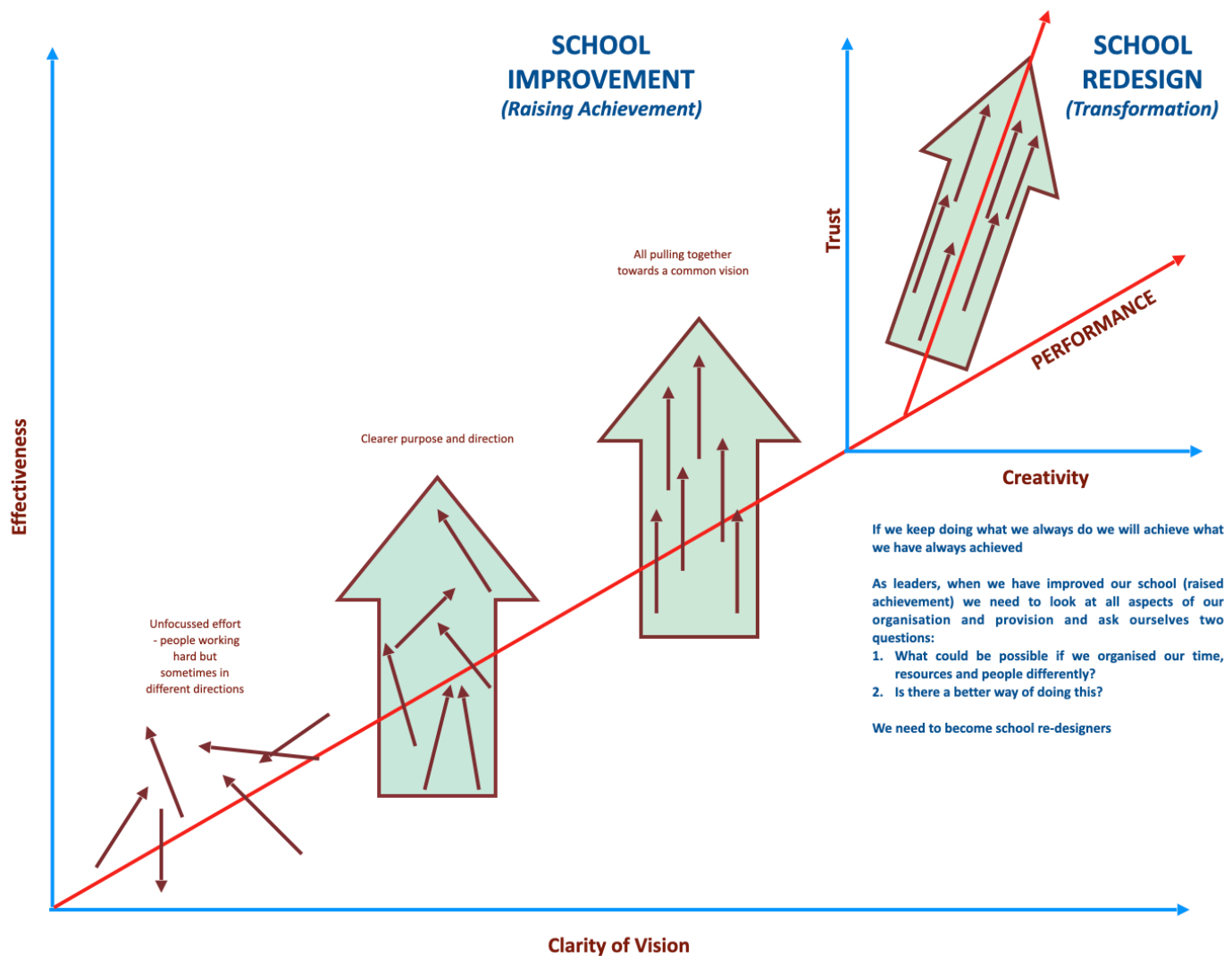
The Aspirations Framework should also influence the operation of the systems and structures at work in the school, as well as being a critical element in the teaching and learning process. The Three Guiding Principles and 8 Conditions that Make a Difference should be fully embedded into every aspect of the school - in the culture, the systems and structures and in the teaching and learning. This can only be achieved if all leaders fully understand the Aspirations Framework and model it at all times. The Aspirations Framework is not an 'add on', it is a way of being for the whole organisation, it forms the culture of the school.

Raising Achievement

The 'Arrows' raising achievement model is unique to Aspirations. It explains how important the clarity of vision is to ensure maximum effectiveness resulting in high levels of performance. Each arrow represents an individual. Schools need to ensure everyone is working towards the achievement of the common vision.



As Aspirations Academies have been working on this model of school improvement with a very clearly defined vision for some time, Aspirations Academies are effective. As a result of the success of the academies, the Trust is now in a position where school re-design can be considered. All Aspirations Academies are currently looking at how improvements can be made through the development of initiatives such as the KS2 and KS3 No Limits curriculum, the Aspirations Employability Diploma and the development of a 'culture of learning'. A new 'Arrows' diagram has been developed. (See next page).



Achieving Outstanding Educational Practice through the Aspirations Academies Trust model for continuous sustained school improvement

The Aspirations Academies Trust is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they desire. This is embodied in the Trust's vision:

"TO EMPOWER FUTURE GENERATIONS TO FOLLOW THEIR DREAMS AND TO BUILD A SOCIETY OF WHICH WE CAN ALL BE PROUD."

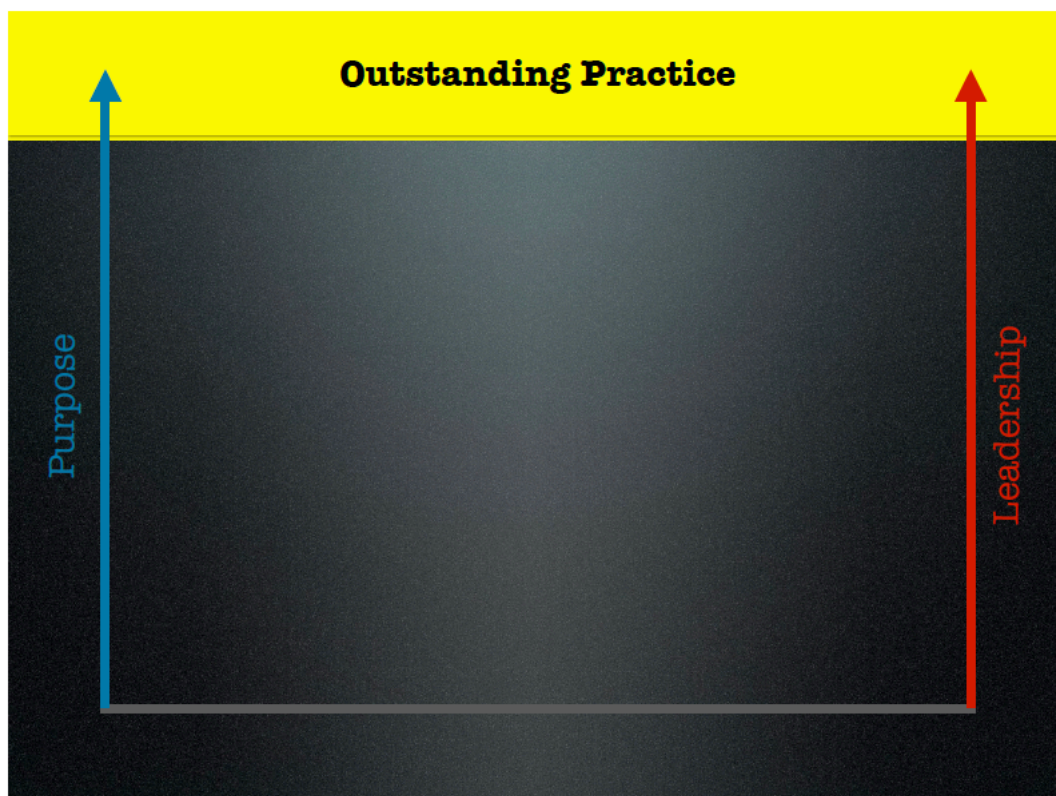
And purpose: 'TO REINVENT EDUCATION FOR THE 21ST CENTURY. TO USE TECHNOLOGY AND MODERN PEDAGOGIES TO GIVE CHILDREN FROM 2 TO 18 THE KNOWLEDGE, SKILLS AND MINDSETS TO ACHIEVE EXCELLENCE IN A FAST-CHANGING WORLD. AT ASPIRATIONS ACADEMIES, WE PROVIDE A CHALLENGING, ENGAGING AND SUPPORTIVE ENVIRONMENT TO BRING OUT THE BEST IN EVERY CHILD.'

To achieve our vision and purpose each Aspirations Academy needs to achieve 'Outstanding Practice'. This is achieved by having a very strong 'Purpose' driven by highly effective 'Leadership'.

When 'purpose' and 'leadership' are both highly focused and effective, then outstanding educational practice can be achieved. (See diagram below).

Central to successful sustained school improvement is the complete understanding of, belief in and modelling of the Aspirations Framework.

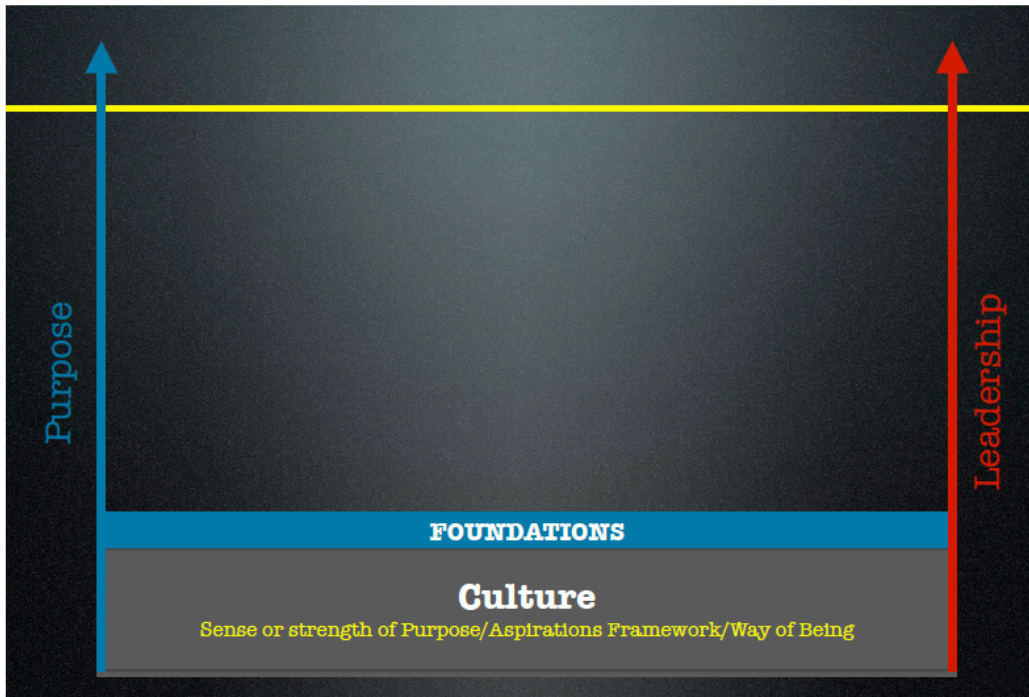
Stage 1: Understanding the importance of the parallel drivers of purpose and leadership



To reach 'Outstanding Practice' in a school the purpose, centred on the Aspirations Framework, must be clearly understood by all, with all leaders ensuring that everyone is fully focused and committed to the effectiveness of the school in achieving the vision, or sense of purpose. This is not an easy task and requires leadership that is both unconsciously immersed in and actively applying the Aspirations Framework. The parallel drivers of purpose and leadership must be equally in-tune and focused, utilising the Aspirations Framework for this purpose. These drivers can be aligned through the conscious laying of the necessary cultural foundations of a school.

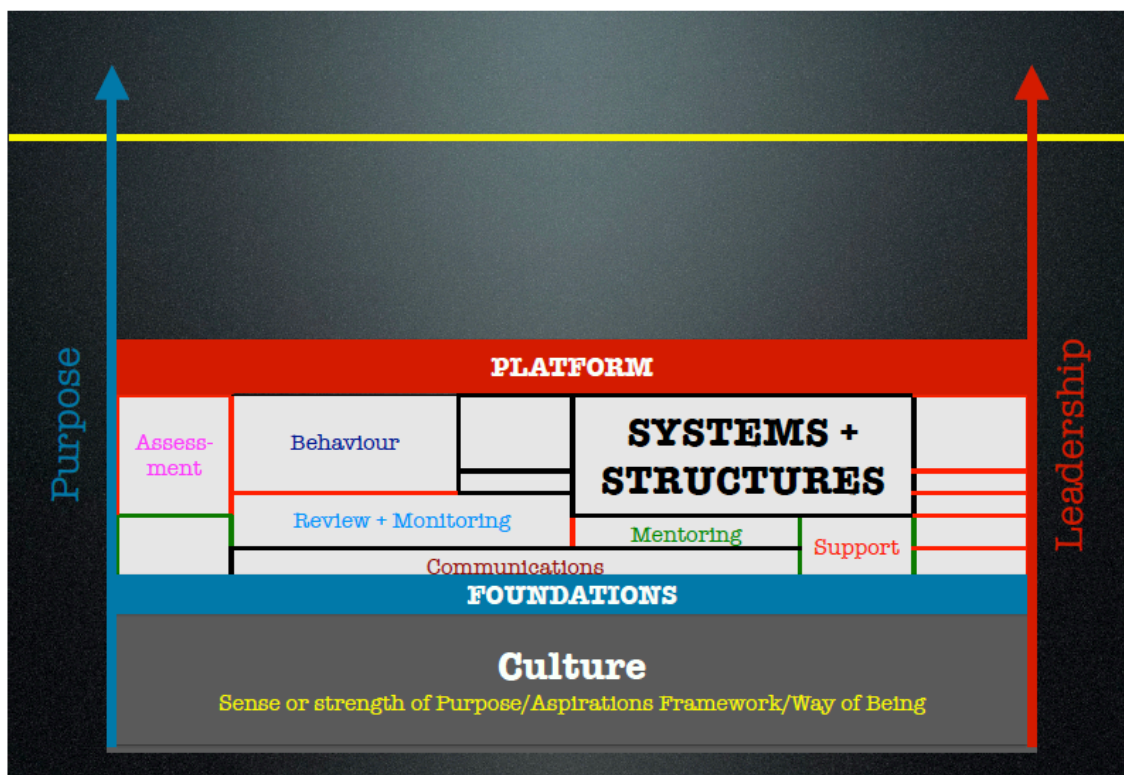
Stage 2: Laying the Foundations

Through experience, the Aspirations Academies Trust discovered that the introduction of the Aspirations Framework into a school without first adjusting the culture of the school, simply led to a short-term impact on outcomes. The culture of a school must drive the purpose of the school and needs to be manipulated or changed before long-term school improvement can be assured. The culture must hold a strong and clear sense of purpose, the Aspirations Framework should be understood by all and fully embedded in the school, and the way of being of the school needs everyone to hold the desire to move coherently forward towards the achievement of the purpose



or vision. The establishment of the appropriate culture can take time to develop and may require a wide range of techniques and strategies. The culture is continually developing although the foundations will be ready as soon as the 'tipping point' from the old culture towards the new culture has been reached. At all times the leadership needs to be clear and focussed on delivering the clear purpose if the cultural foundations are to be well laid.

Stage 3: Constructing the Platform for Teaching and Learning

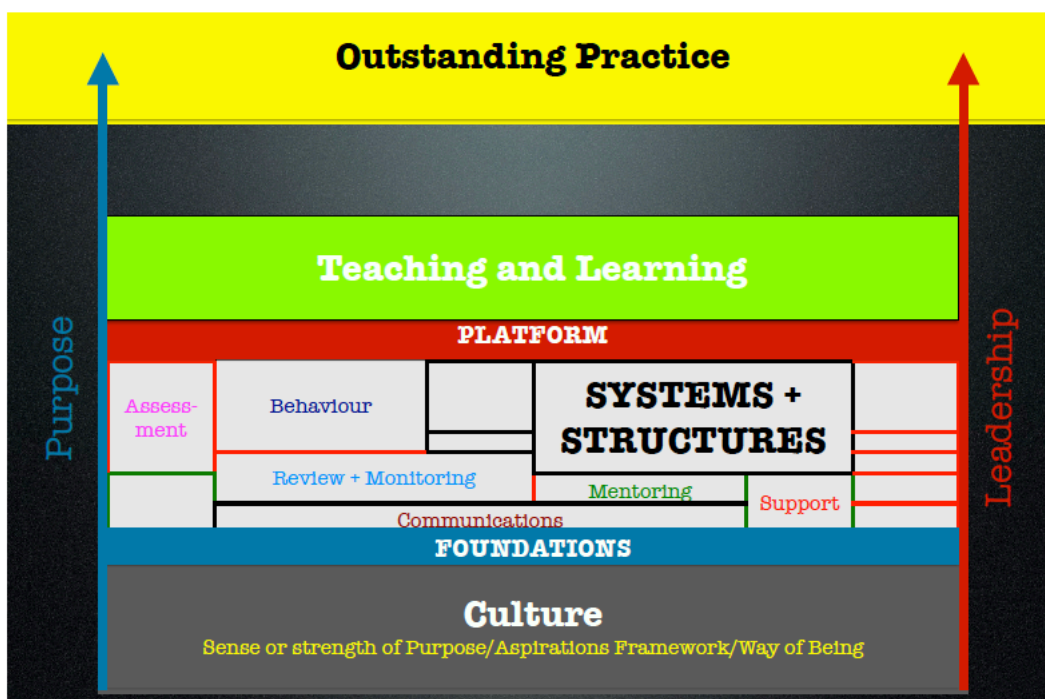


With the culture developing in the right direction, providing a sound base of foundations, the next stage is to review, renovate, streamline and possibly replace the systems and structures that make the school work. The simple guidance for constructing an effective platform for teaching and learning is ensure that the structures and systems have clarity, simplicity and accountability. People need to know and understand their roles and responsibilities, they need to be able to understand and use simple and effective systems, and there needs to be a clear process of reviewing systems and structures, and of holding the people to account who do not perform as expected.

Sometimes leaders can be afraid to change systems and structures which have apparently worked well at some point in time. In reality, in many schools, good systems are often tinkered with over time, adding improvements here and there, until they become ineffective. Often the only answer is to strip a system down and start again, and then continually review its effectiveness. Once again, leadership needs to ensure the systems and structures effectively support the achievement of the purpose.

Stage 4: Delivering Effective teaching and Learning

Schools that display consistently high quality teaching and learning are built on a strong culture with clear and effective systems and structures. These provide the foundations and platform to enable the school to focus on the main task of teaching and learning. For example, If the behaviour systems are effective then learning is not disrupted, if teacher review and CPD systems are effective the quality of teaching regularly improves, if the curriculum is designed to meet the needs of all students then they will be more keenly engaged, and if there are continuous systems of review and improvement then there will be sustainable good quality teaching. Unfortunately,

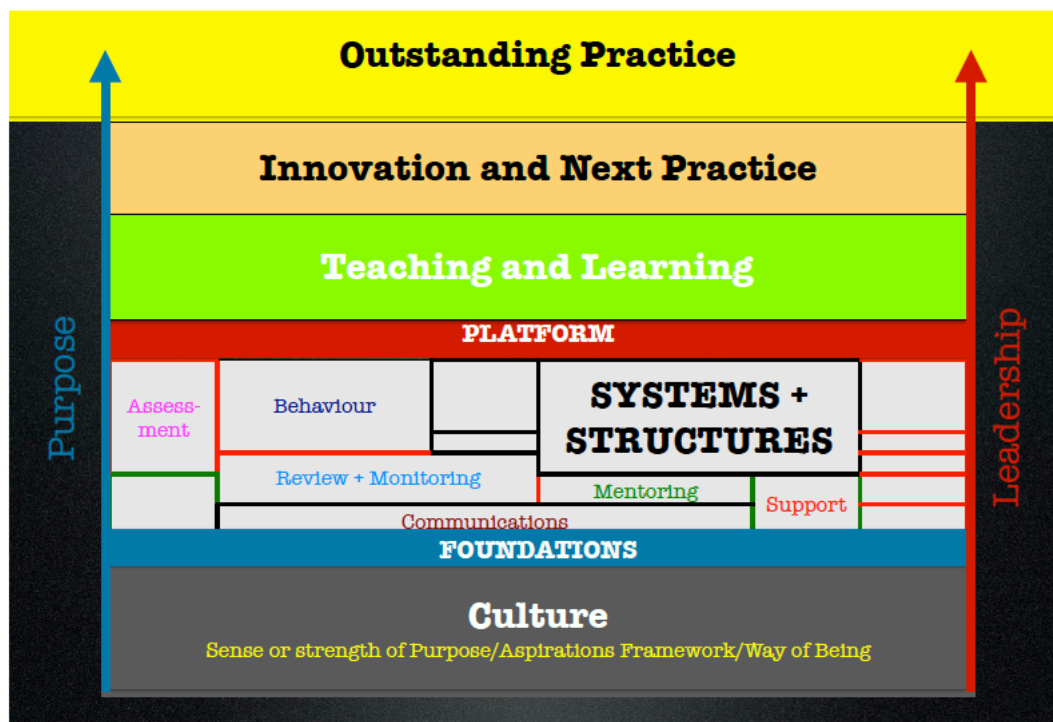


this is unlikely to be enough to get a school to the promised land of outstanding and to fully achieve its purpose. Such schools tend to develop by borrowing 'best' practice and moulding it into their existing operations rather than changing structures, systems and practices to take them to another level. Eventually if all schools simply share the 'best' practice between themselves then

'best' practice becomes usual' practice. The task of leadership is to be brave enough to move to the next stage.

Stage 5: Using Innovation to create 'Next' Practice

Too many schools try to introduce new teaching and learning ideas and practices well before they are ready. There are many reasons behind the failure of initiatives, perhaps the culture of the school is not willing to change, perhaps behaviour is wrong, and so on. Only when there is really effective and good quality teaching and learning should particularly innovative teaching and learning initiatives be implemented. The conditions need to be right if the initiative is to be given the chance to succeed.



A truly outstanding school is one that has a driving focus of continually trying to evolve the quality of its teaching and learning, to relentlessly look for ways of achieving total engagement of students in the learning process, and which has a strong, driving purpose, and proactive, far-sighted leadership. Such schools continually change, they develop a culture of continuous progress where complacency is non-existent. This type of school can focus almost exclusively on teaching and learning because the culture is clear and strong, the structures and systems are effective and closely monitored and the leadership is consistently effective.

A truly outstanding school (the word 'truly' is very important as there are very many 'outstanding' schools who do not share all of the characteristics mentioned in the previous paragraph) has the capacity to move its good teaching and learning to outstanding by using 'next' practice. 'Next' practice is where an idea is used to transform a school, it does not simply fit into the existing school, it fundamentally changes some part of the operation of the school. Continually, new ideas and approaches are sought out and implemented developing an incremental and sustained improvement in teaching and learning as the school evolves into a continuously improving school. This takes brave leadership and a very strong moral purpose. It also requires innovative thinking and problem-solving skills.

Stage 6: Continuous Review, Relentless Monitoring, and Incremental Change

'People with a high level of personal mastery live in a continual learning mode. They never 'arrive'' Peter Senge The Fifth Discipline. The words of Peter Senge can just as easily be applied to schools, as truly outstanding schools never become complacent, they know they can always get better and have developed a culture that is continually looking 'outside' both for guidance on what is needed, as well as for the 'next' practice. These schools look at their very best systems and structures and continually look to improve or change them, they fully understand their culture and know exactly what works in the school and what doesn't. A culture of openness, trust and ideas generation exists making further change and development inevitable. In such a school, students receive high quality teaching and learning, delivered by teachers on top of their game who are also modelling the skills the students will need for success in their future lives - creativity, teamwork, analysis, innovation, risk taking, high quality production, amongst many others.

The Cultural Framework of an Aspirations Academy

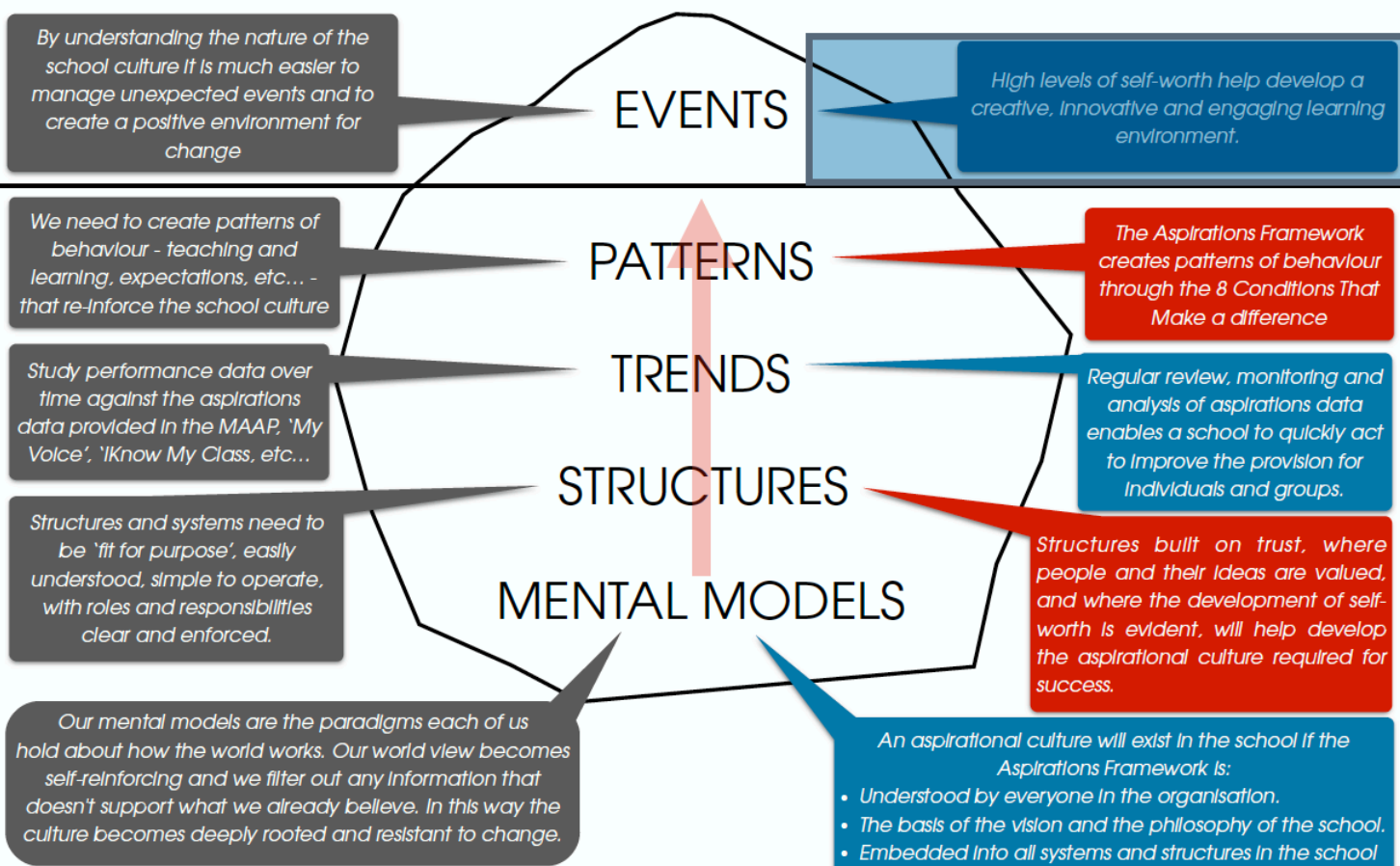
The diagram on the following page is based on the 'Mental Models' diagram produced by Peter Senge. This diagram can be used to more easily understand the importance of culture in a school and in particular the impact of the Aspirations Framework on the educational provision of the school. The 'Iceberg' shape is used to amplify the fact that when looking for school improvement, school leaders, governors and other educationalists, often do not look at what lies beneath the surface. When a school is in trouble it is natural to look at the "current reality", what is happening on the surface. It is also often essential that some immediate action is taken to address particular issues. Unfortunately, the concentration on the 'now' often means that the reaction to events leads to putting into place short term improvement strategies. This is like putting a plaster and lotion on an open sore. The sore may heal but the problem will most likely remain unless the deeper root cause behind the sore is discovered.

From day one of operation, an Aspirations Academy is driven to continuously develop a positive school culture. When this is fully in place, there will be high levels of student engagement, collaboration, target setting, action planning, the regular assessment of attitudes, and openness. The Aspirations Framework provides a very powerful scaffold for developing a clear sense of purpose and for fully establishing the 'new' mental model needed by a school requiring improvement. Built with strong mental models and 'fit for purpose' structures and systems, a school can then analyse the trends and patterns that emerge over time in order to establish what longer-term effective action needs to be taken and which strategies are likely to be most effective in achieving sustainable school improvement. As a result, improvement action is taken built on a strong culture, effective systems and through informed analysis. The daily and regular events that happen in schools can then be fully understood in a more rational manner, and in many cases, as a result of the pro-activity this approach encourages, many of these common events simply do not occur.

The Aspirations Iceberg Model: How the Aspirations Framework can Impact on a School

Based on the work of Peter Senge

The best way to change performance in any organisation is to work with mental models. They are foundational to everything else.

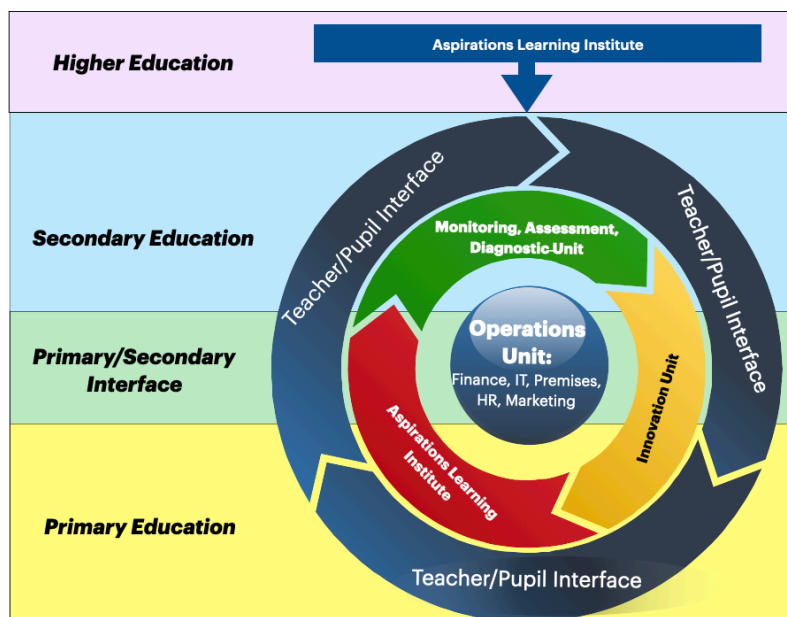


The Aspirations Education Hub - supporting school operation and continual improvement

The aim of the Aspirations Education Hub is to fully support the teacher/pupil interface where teaching and learning takes place. There are four operational units in the hub (see diagram on the next page):

1. The Monitoring, Assessment and Diagnostic Unit
2. The Innovation Unit
3. The Operations Unit
4. The Aspirations Learning Institute

Aspirations Education Hub



Monitoring, Assessment, Diagnostic Unit

This unit drives the standards of each academy. It monitors all aspects of academy performance, diagnoses strengths and weaknesses and assesses performance

Aspirations Learning Institute

This unit works closely with the other units providing support and training to help improve the performance of teachers, support staff, pupils and academies. The ALI provides training, accredits and provides apprenticeships, foundation and higher degree level programmes. These programmes are available to Aspirations educators, other organisations and people in our local communities.

Innovation Unit

This unit is where good practice is shared, developed and spread across academies. It is also the place where new approaches and ideas are trialled and developed. This unit is the main link with employability and student leadership

Operations unit

This unit supports the work of all academies by providing the essential support to help academies operate effectively - finance, IT, premise, HR, marketing, etc

The monitoring process

Each Aspirations academy aims to provide a high quality education, relevant to the needs of this fast-changing world, for all pupils. The ultimate aim is for each academy to move towards the attainment of 'lighthouse site' status (see later). Monitoring, diagnosis and support covers the **Lighthouse performance indicators**. The Aspirations Education Board regularly discusses the position of each academy against the Lighthouse Performance Indicators utilising the monitoring dashboard maintained by the Monitoring and Diagnostic (MAD) unit. Academies can move between the three categories in year:

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

The Lighthouse Performance Indicators include the Ofsted inspection framework alongside elements very important to Aspirations Academies. The Lighthouse performance indicators are overall significantly more rigorous than the Ofsted framework. However, the aim is not to produce a tick box of criteria. Guidance is provided against each of the Lighthouse Performance Indicators for each academy to develop evidence to prove to the MAD unit that they are performing as a Lighthouse site.

Aspirations lighthouse Performance indicators	
Lighthouse Performance Indicator	Guidance
Pupil attainment and progress	<ul style="list-style-type: none"> • Pupils with SEND and disadvantaged pupils make good progress and attainment for all 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, challenge and engagement	<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"> • A culture of learning is being developed in the academy with: <ul style="list-style-type: none"> • Each full-time member of staff is provided with 125 hours per year for professional growth/learning • All staff are engaged in professional growth opportunities provided by the Aspirations Learning Institute • The new performance management process is in operation • 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 • 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 • Baker clause met (applicable in secondary schools only)
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 Lead Practitioners 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



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 showcases 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

Each Academy is 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 should:

- 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

An explanation of the roles and functions of the 4 elements of Aspirations Education Hub

- **The Regional CEOs** link the four units (Operations Unit, Monitoring, Assessment and Diagnostic Unit, Innovation Unit, The Aspirations Learning Institute) to help manage their regions strategically and to promote the aims of the Trust. The Regional CEO role is strategic, to offer Principals support but also to challenge and hold them to account for driving the Improvement Plan. CEOs visit their schools regularly, every two weeks, not to diagnose issues, the role mainly focuses on working with the Principal on supporting the successful implementation of the Improvement Plan and to guide them on their path to the 'Lighthouse' status. CEOs do two or three monitoring visits to our academies outside their region each year to help to moderate standards. CEOs manage all aspects of their region in delivering the Trust's aims and working towards the implementation of the five-year plan. The Regional CEOs help Principals develop their Improvement Plans and meet regularly with them to monitor and support progress. Regional CEOs still regularly conduct learning walks as they need to maintain a very good knowledge of each academy. Each CEO will also have a national, whole trust responsibility ensuring full support and management of the operation and oversight of primary and secondary education.
- **The Monitoring, Assessment and Diagnostic Unit.** The monitoring role is performed by the Trust's Standards team, the Monitoring Assessment and Diagnostic Unit. This is led by the National Director of Education and Standards, supported by Principals and senior leaders. This team diagnoses the needs of each academy to help drive short-term and long-term Improvement Plans towards the goal of becoming a 'Lighthouse' site. The monitoring of our academies has always been quite intensive, with at least three monitoring visits each half-term and an annual review. MAD has established bespoke monitoring approaches in each academy, designed to diagnose issues and identify CPD/support needs, monitor standards and progress and assess quality. The aim is to ensure that all academies become a 'Lighthouse' site within a few years. Academies reviews take one of these forms:
 - Academies doing well in all areas, 'Lighthouse' sites, have a termly light touch monitoring visit
 - Academies expecting an Ofsted inspection have monitoring visits but also a bespoke Ofsted related monitoring and support plan
 - Academies operating as 'Aspiring' or 'Emerging' sites have a range of half-termly monitoring visits

The CEOs maintain a 'visit' log to record each of their visits to each academy on Google drive to evidence the progress of the development/improvement plan(s).

The Monitoring, Assessment and Diagnostic Team maintain a dashboard for the Executive Operational Board recording the position of each academy against the ten performance indicators.

2021/22 Aspirations Academies Trust Executive Operational Board Dashboard (2021/22)

Key	At Aspirations expected level		Working towards Aspirations expected level		Measures										Ofsted category (last inspection)	Safeguarding	Comments
					Pupil attainment and progress	Behaviour and attitudes	Curriculum coverage and innovation	Pupil and Staff Wellbeing	Staff development	Employability and skills development	Innovation and creativity	Working with and supporting other academies	Aspirations for pupil and student leadership	Leadership and Management			
Region	Academies	Lighthouse/Aspiring/Emerging Site															
South Central	Dashwood	Aspiring															Good
	Futures	Aspiring															Good
	Harriers	Aspiring															Good
	Wykham Park	Aspiring															Good
West London	Oak Hill	Aspiring															Good
	Oriel	Aspiring															Good
	Park	Aspiring															RI
	Rivers	Aspiring															Good
South West	SSWL	Aspiring															Good
	Atlantic	Aspiring															Pre Asp.
	Bovington	Aspiring															Pre Asp.
	Budmouth	Aspiring															Pre Asp.
South Coast	Jewell	Aspiring															Outstanding
	Magna	Aspiring															Outstanding
	Ocean	Aspiring															Good
	LAB	Emerging															

The Monitoring, Assessment and Diagnostic Team assess each academy against the performance indicators criteria.



ASPIRATIONS

LEARNING INSTITUTE

- **The Aspirations Learning Institute**

The Aspirations Learning Institute provides strategic professional development and school improvement support for Aspirations educators, other organisations and the wider community (More details on the Aspirations Learning Institute can be found on the trust website).

Building on the aims of each academy's improvement plan (AIP) and the findings from the Monitoring, Assessment and Diagnostics Unit, the Education Board formulates a bespoke, strategic support plan for each academy. This agile plan will be in place to respond immediately and provide timely access to high quality professional development opportunities. It will enable the principal to create or further develop an enabling environment within their academy, where a culture of learning and research drives staff development and improves teaching and learning. All educators in Aspirations Academies receive 125 hours per year dedicated to professional growth.

- **The innovation unit** is where good practice is shared, developed and spread across academies. It is also the place where new approaches and ideas are trialled and developed. This unit is the main link with employability, curriculum development and student leadership. The Innovation Unit will manage and drive initiatives such as KS2/3 No Limits curriculum, the Aspirations Employability Diploma, the Bold Ideas Grants and the Aspirations Framework. With the development of ideas through the Innovation Unit it is increasingly important to properly research the impact of the initiatives.