Raising Aspiration Framework

"...young people are more likely to achieve positive outcomes when they develop ambitious achievable aspirations, combined with the self-esteem, self-efficacy, information and inspiration they need to persevere towards their goals".

Social Exclusion Taskforce 2008, Aspiration and attainment amongst young people in deprived communities

"The impact of aspiration on positive outcomes is widely recognised and increasingly raising aspiration is seen as the key to achieving change for individuals, communities and the City"

Aspiring Nottingham Overview.

"Raising aspiration is not something we do to people, yet it should be at the heart of everything we do"

Aspiring Nottingham, A framework for Delivery.

By 2020 Nottingham will be: A city of aspiration where children and adults alike have high expectations of themselves and for their future, and have the motivation and abilities to follow through their ambitions.

Outcomes:

Examples of measurable quantitative outcomes (related to behaviour change)

- Increase in the number of pupils who are taking part in activities, clubs, trips which are designed to, or contribute to raising aspiration.
- Increase in the number of pupils setting and achieving aspirational targets.
- Increase in the social and emotional development of pupils as measured by tools such as the Boxall profile.
- Increase pupils' active participation and engagement.

Examples of measurable qualitative outcomes (related to perception)

- Increase the number of pupils who feel positive about themselves e.g. are happy with who they are/ know what is special about them.
- Increase the number of pupils who report that they are happy to speak up/know what they are good at /feel confident about having a go at new things/have people in their lives to look up to and admire/feel ok about making mistakes.
- Decrease th number of pupils who give up always/most of the time/sometimes
- Increase the number of pupils who report that they have increased/improved aspirations for their future e.g. in 10 years time will be at college or university/have a job.

Examples of measurable targeted outcomes

- An outcome is required to ensure that the needs of vulnerable groups have been addressed. Vulnerable children include, looked-after children, young carers, children representing ethnic groups, children with SEN etc.
- Targeted outcomes can be selected from those above in relation to vulnerable/targeted groups.
- Accelerated/significant achievement of outcomes of pupils identified as being at risk of low aspirations using assessment tools/ activities such as 'thinking about me'.

Whole school element	Evidence of Good Practice	Notes
Leadership and Management	• There is a clear commitment by the SLT (inc governing body) to the raising aspirations agenda, e.g. mentioned on website, in a vision statement.	
	• The SLT are involved in activities that support raising aspiration work e,g. Visits, sessions, assemblies .	
	• Members of the SLT look for ways to inspire pupils and staff as part of their leadership role.	
	• The Healthy Schools Co-ordinator ensures that clear links are made between raising aspiration and pupil's health and well-being (particularly in relation to emotional and mental health).	
	• The SLT and/or the Healthy Schools co-ordinator ensure that aspirations work is monitored and measurements are taken to ensure progress towards the agreed outcomes.	
	• Outcomes for the raising aspiration work are identified after baseline measurement and these outcomes are recorded in the schools Health Improvement Model planning and/or the School Development plan. Identified outcomes will include pupil perception and behaviour change/improvements (measurable increases/ decreases).	
Policy	• There is a clear rationale for the schools drive to raise aspirations, with a shared understanding of what success will look like in the context of this school.	
	• When policies are reviewed the language of the aspiration agenda is incorporated as appropriate. Reference is made to raising aspiration particularly within PHSE, SRE, Behaviour, SEN and Vulnerable Children and Raising Achievement Policies.	
	• Policy development includes consultation with pupils, staff, governors and community members including future employers and educations settings where appropriate.	

Whole school element	Evidence of Good Practice	Notes
Curriculum and Learning	• The curriculum includes specific sessions with outcomes that are key to raising aspiration e.g. Inspiration, developing self-belief, planning for achieving goals.	
	• Outside agencies and visits are used to broaden and deepen pupil's knowledge of possibilities beyond their immediate experience. Links to work places and further and higher education institutions are made as appropriate.	
	• There are opportunities for pupils to meeting and learn from a variety of inspirational/motivational role models from within the school and the wider community.	
	• Individuals/groups/cohorts of pupils are identified as having, or at risk of having, low aspirations using an appropriate screening tool and targeted programmes are developed to address their needs.	
	• Clear links are made between the raising aspiration agenda and the PSHE, SEAL and Citizenship curriculum. Specific activities/session are highlighted which aim to develop self-esteem and self-belief.	
	• Schemes of work and day to day planning, show evidence that there are opportunities to talk about and raise aspiration across the curriculum.	
	• Equality and diversity issues are considered to avoid stereotyping and narrowing career and life choices e.g. gender stereotyping of particular jobs, unfairly limitation of aspirations for those with disabilities and special needs.	
	• Teaching and learning styles are active and provide opportunities to discuss aspirations through discussion and role play	
	• Pupils experience a variety of teaching and learning styles and multi-sensory approaches and are encouraged to consider how they learn.	

Whole school element	Evidence of Good Practice	Notes
Curriculum and Learning cont.	• Pupils, classes and year groups have apparitional targets and have identified plans to achieve these targets.	
	• Pupils led initiatives take place which make use of children's abilities and enthusiasm. These initiatives empower pupils and develop team, social and leadership skills.	
	• Strategies such as peer education, mentoring, buddying and mediation are used, where appropriate, to enable pupils to support and learn from each other and act as role models.	
	• There are opportunities for creative and innovatory methods to be used to motivate and tap into both right and left brain ways of thinking and achieving (e.g. Philosophy, drama, dance art, sport, cooking, and gardening)	
Assessment and evaluation	• Pupils are involved in setting, monitoring and reviewing their own aspirations, goals and targets.	
	• There are mechanisms for assessing, monitoring and recording pupils' development in this area of school life.	
	• Successes are celebrated, achievements rewarded including academic and non academic success.	
	• There are regular opportunities within the schools reporting system to communicate with to parents/carers and members of the community about the achievements of pupils and the school, e.g. celebration assemblies, certificates, records of achievement, individual targets, annual reports etc.	

Ethos and Environment	• Striving towards ambitious aspirations and making progress towards goals and targets is celebrated throughout school i.e. through displays, assemblies, rewards systems	
	• Staff act as role models by sharing their own aspirations with the pupils when appropriate.	
	• School, staff and pupils aspirations are displayed around school.	
	• There is a culture of consulting and involving stakeholders in school life and development.	
	• Opportunities are offered outside the taught curriculum for developing confidence, self-esteem and self-belief.	
	• As part of the public services workforce, school staff are involved in encouraging and supporting individuals/ communities to consider what is possible and ensure they have the necessary information, confidence and belief to move forwards.	

Whole school element	Evidence of Good Practice	Notes
Participation and Engagement	• Opportunities are sought for pupils to contribute to and lead raising aspiration initiatives/activities e.g. school trips, assemblies.	
	• Pupils are given equal access to opportunities to express their views and contribute ideas. Support is given to ensure all children are able to take part at an appropriate level.	
	• The school council is involved in, developing, promoting and monitoring raising aspirations initiatives	
Support for pupils	• School support services are aware of and committed to the raising aspiration agenda and understand how their work can contribute, (e.g. School Nurse, extended services, SEN support).	
	• Links/referrals are made to appropriate support services for individual and groups identified as being at risk (e.g. school nurse, school counsellor, educational philologist, MALT/CAMHS).	
	• IEPs and other planned support for SEN, vulnerable children and gifted and talented includes specific work on raising aspiration as appropriate.	
	• Parent/family support workers/advisers link to vulnerable families to ensure they are aware and involved in the programme their child is taking part in.	
	• Consideration is given as to how monies such as the Pupil Premium and Sports Premium could be used to ensure targeted work can take place to try and raise aspiration and 'close the gap' for identified pupils.	

Training	• The member of staff leading on this work has had an opportunity to receive some dedicated time , training/support as appropriate to the needs of the school .	
	• All staff have an opportunity through staff meetings etc, to learn about and contribute to the development of the raising aspiration work in school. Staff Appraisal and CPD includes opportunities to share their own goal and aspirations.	
	• Opportunities are sought to build staff self-esteem and self belief e.g. through the appraisal system and CPD. There are support mechanisms in place where staff are encountering difficulties e.g. mentoring, peer support, counselling.	
	• Those staff who are involved in particular initiatives have had the CPD opportunities necessary to ensure they feel confident and suitably skilled to take on this work e.g. drama, art, philosophy.	
Partnerships	• School newsletters and the website promote and encourage involvement.	
	• There is a commitment to the school contributing to local community and city wide initiatives to raise aspirations e.g. Opportunity Notts	
	• Parent sessions/workshops/consultations are organised to include parents in the aspiration work.	
	• Courses/sessions for parents are available in school to help parents achieve their own aspirations, vocational as well as basic skills e.g. literacy, IT through initiatives such as family learning, family SEAL, extended services. The school sign posts to other sources of support e.g. City Council and community programmes.	
	• Parents/Carers are invited to bring their skills, talents and interests into school for instance running or supporting activities in the school day and after school e.g. football coaching, craft club, cookery sessions.	