



STRATEGY 2023 - 2027

THE BEST POSSIBLE PROVISION FOR EVERY CHILD

Introduction

This four-year strategy identifies strategic priorities that will help us fulfil our **IGNITE** school vision (what we do) and CAT's **Excellence Outcomes** (what we achieve).

This is aligned with Community Academies Trust's five-year strategy (2022-2027).

We want to ensure excellence in everything we do.

IGNITE

Page 2 sets out a picture of what our school looks like in 2027, in a way that can be referenced in strategic planning,

e.g. School improvement work to improve the way we support and encourage children's talents and interests will mainly reference number 9, but will also address numbers 3, 5a, b and c, and 23b

Excellence Outcomes

Page 3 sets out a picture of what 'excellence' looks like in CAT schools, also numbered so that the statements can be referenced easily.

Strategic Priorities

Over the next four years, we will work hard to focus even more on great teaching: following an evidence-informed approach; believing in a culture of the possible; each of us accepting our professional obligation to improve; in a climate of 'enjoyment, achievement and aspirations'.

These five strategic priorities are specific areas of school improvement through which we will pursue the **IGNITE** vision and the CAT **Excellence Outcomes**:



Metacognition (children understanding their learning journey) **'We learn well'**



Interaction (all of us speaking, listening and communicating effectively) **'We speak well'**



Writing (using extensive vocabulary, correct grammar and punctuation) **'We write well'**



Collaboration (partnering with others to improve what we do) **'We work together'**



Aspiration (bringing the best out in each other and aiming high) **'We are inspired'**

IGNITE in 2027

<p>Include Everyone</p>	<ol style="list-style-type: none"> 1. A 'You're Welcome' approach means that children, families and staff: <ol style="list-style-type: none"> a. Feel valued and supported, whatever their background or characteristics; b. Have a valued voice; c. Enjoy learning alongside each other, receiving feedback; d. Show generosity of spirit. 2. Everyone understanding that we are expected to improve means that: <ol style="list-style-type: none"> a. We are all willing to participate and work hard (Try Everything); b. There is a culture of improvement and success. 3. A database of needs, talents and provisions ensures that we understand each other well. 4. We have an 'Every Day Is A New Day' approach that means we: <ol style="list-style-type: none"> a. Acknowledge that we all make mistakes; b. Forgive each other (give fresh starts).
<p>Guarantee Opportunities</p>	<ol style="list-style-type: none"> 5. No child misses out on the opportunities available to them, because: <ol style="list-style-type: none"> a. Pupil Premium Grant funding (and EYPP) is used to support disadvantaged families; b. Families are helped to see the benefits of children accessing opportunities; c. Families are supported to remove barriers preventing them supporting their children. 6. All school staff are encouraged and supported to progress in their careers. There is a comprehensive CPD offer for all staff. 7. Deep and Diverse experiences represent a crucial part of the cultural capital for all Windmill children. These are regularly evaluated and improved to ensure impact. 8. We help children to develop the life skills they need to be successful in the next part of their lives.
<p>Nurture Aspirations</p>	<ol style="list-style-type: none"> 9. We ask families what they want for their children and work with them to pursue it, so that children are aware of and develop their own aspirations. We spot and nurture talent and interests, and update and use our database of needs, talents and provisions to do so. 10. We foster a learning culture of curiosity. 11. People from different walks of life are welcomed, so that horizons are broadened: <ol style="list-style-type: none"> a. We visit places of worship and meet with religious leaders; b. Visitors come to assemblies and classes talking about different careers. 12. We recognise and celebrate alumni, by introducing them to current pupils and sharing their success stories on the Windmill Wall of Fame.
<p>Inspire Each Other</p>	<ol style="list-style-type: none"> 13. We celebrate achievements and successes excitedly, in order to motivate each other and develop an awareness and appreciation of hard work bringing success. 14. Children are encouraged to think about future careers so that they understand the importance of education and training. 15. Staff subject specialists and pupil subject champions play a role in evaluating and shaping the curriculum. An evidence-informed approach being the most likely to bring about meaningful improvement. 16. Embracing and living out Windmill, CAT and British values brings about an appreciation of others and a meaningful contribution to social, moral, spiritual and cultural education.
<p>Try Everything</p>	<ol style="list-style-type: none"> 17. We encourage a 'Try – Evaluate – Adapt – Improve – Enjoy' approach, to develop resilience and independence. 18. We have 'experience days', involving families, so that everyone gets used to trying out new things and develop open-mindedness. 19. We embrace the attitudes of 'have a go', 'don't be afraid', as well as the school values of 'believe in yourself' and 'be there for each other' to encourage enterprise. 20. We acknowledge and accept that we all make mistakes, and we understand and learn from our failures, developing a growth mindset.
<p>Encourage Independence</p>	<ol style="list-style-type: none"> 21. We motivate each other and ourselves to engage in our own journey of improvement. We also evaluate the success of this alongside each other, e.g. through peer coaching. 22. We plan and run 'get stuck days', so that we all accept getting stuck and finding a way out is part of life: <ol style="list-style-type: none"> a. We refer to the school values of 'believe in yourself' and 'don't give up' as part of this; b. We learn from our mistakes; we solve our own problems; and we face our fears. 23. We embrace a nurture culture: <ol style="list-style-type: none"> a. We create a positive environment, with a feeling of community and belonging, and where people feel wanted and valued; b. We metaphorically 'walk beside others' to learn more about them, so we can best encourage and support them to 'believe in themselves' and develop the skills of independence / a nurture culture. 24. We develop life skills as citizens and stewards, each accepting our responsibility to play a part in looking after ourselves and the world – and people – around us.

CAT Excellence Outcomes

<p>We all work so that pupils understand and believe in The Power of Education – <i>instilling a ‘crucial sense of possibility’, making sure they value education and are motivated to achieve.</i></p>	<ol style="list-style-type: none"> 1. Pupils are engrossed in their learning because lessons are stimulating and challenging. 2. Pupils’ efforts and personal achievements are deliberately and explicitly valued by staff 3. Pupils are highly motivated to learn and succeed 4. Pupils develop character virtues essential for success in life 5. Pupils are resilient and can overcome barriers 6. Pupils have fun as they learn and develop 7. Pupils aspire to a rewarding career and work towards it. 8. Pupils feel strong confidence and belief that they are valued by their school community. 9. Pupils support and attend extra-curricular activities in large numbers because they value the additional opportunities offered to them. 10. Parents believe in the potential of their children and value the opportunities that are offered to them in school
<p>We all work so that we live and breathe Inclusivity – ensuring all pupils are valued as individuals</p>	<ol style="list-style-type: none"> 11. Pupils have or are on the way to achieving high self-esteem. 12. Pupils learn from their experiences and overcome difficulties. 13. All pupils are placed in something purposeful at the end of their school careers 14. Pupils receive well-judged advice and guidance because all staff (support and teaching) have excellent relationships with them. 15. Pupils are only excluded when their needs are greater than we are professionally equipped to deal with. 16. Pupils feel supported in their choices and have access to a wide range of resources to inform their decisions 17. There is equality of opportunity for all pupil groups including the most vulnerable and those with SEND
<p>We all give Our Professional Best to ensure a consistent approach to leading and managing behaviour so that there are excellent relationships for learning</p>	<ol style="list-style-type: none"> 18. Culture is exemplary - pupils are self-disciplined and resolve differences by looking at alternatives and making choices. 19. Attendance is consistently well above the national figure, and unauthorised absences are rare 20. Pupils arrive in good time for the start of our school day and for lessons. 21. Pupils are self-aware, and they have well-developed values, principles and beliefs which inform their perspectives on life. 22. Pupils cooperate very well with staff and other pupils. 23. Pupils challenge prejudice 24. Pupils’ conduct is exemplary; mutual respect prevails, and peer support is achieved. 25. Pupils play an active part in maintaining the exemplary culture. 26. Pupils are confident that incidents will be dealt with swiftly and fairly 27. Staff model an exemplary culture
<p>Education – <i>Ensuring an excellent curriculum and progress lesson after lesson.</i></p>	<p>The curriculum is excellent and provides challenge, memorable opportunities, and a richness that goes beyond the minimum.</p> <p>SCOPE</p> <ol style="list-style-type: none"> 28. The curriculum has a coherent big picture plan <p>COMPONENTS</p> <ol style="list-style-type: none"> 29. Planned components are small enough so all pupils can ultimately achieve ambitious end points 30. Pupils have secured the prior knowledge necessary to learn new curriculum topics <p>SEQUENCING</p> <ol style="list-style-type: none"> 31. Curriculum components are positioned to make subsequent learning possible within lesson sequences, topics, years, phases <p>RIGOUR</p> <ol style="list-style-type: none"> 32. Pupils gain a deep knowledge of how a subject works and engage in and learn disciplinary practices <p>MEMORY</p> <ol style="list-style-type: none"> 33. Crucial components are emphasised and repeated to ensure they are remembered long term 34. When pupils struggle, teachers check which prior knowledge components are missing. <p>TEACHING DECISIONS</p> <ol style="list-style-type: none"> 35. Activities do not result in working memory overload 36. Challenge is determined by curricular goals 37. The right pedagogies are chosen for the component to be taught well <p>ASSESSMENT</p> <ol style="list-style-type: none"> 38. Pupils who fall behind are identified within the lessons sequence, as are pupils who require greater challenge 39. Assessment allows for the accurate identification of missing knowledge and informs planning <p>OUTCOMES</p> <ol style="list-style-type: none"> 40. Pupils make excellent progress through a challenging and well-planned curriculum 41. Pupils enjoy and appreciate their acquisition of new knowledge and skills.
<p>Leadership – Ensuring leadership so that our trust is a place where we all grow professionally and that this impacts on pupils’ educational progress and experience “a well led school is well led by many”</p>	<ol style="list-style-type: none"> 42. Leadership at all levels is dynamic and often inspirational. 43. A clear and aspirational vision for the future directs and guides staff and pupils and is supported by the wider community. 44. Improvement planning and strategic thinking is ambitious with clarity about goals. 45. Staff across our school provides excellent teaching, learning and care for young people. 46. Professional growth is informed by school planning, valued by staff, and is impactful. 47. Leaders set and model high standards and settle for nothing less 48. Leaders at every level are credible, optimistic, and open to challenge 49. Leaders lead with “power and love” in equal measure* 50. An emotionally intelligent culture prevails 51. Leaders are ambitious for their colleagues and understand and support their long-term career aspirations

Areas of Weakness leading to Strategic Priorities

In October 2022, Ofsted identified two things that Windmill should improve. They said:

- At times, teachers do not use assessment sharply enough to identify pupils' misconceptions. This means that there are times when pupils do not always make the progress expected of them. Leaders need to ensure that all staff consistently use checks on pupils' learning, so they identify and address any misunderstandings that pupils may have.
- Too many pupils are regularly absent from school for long periods. This means that they are not learning as much as they should. Leaders should continue to work closely with families to ensure that they understand the importance of regular attendance.



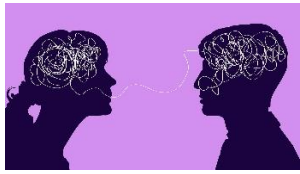
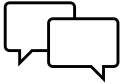

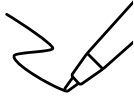




Our own self-evaluation in 2022, based on monitoring activities (including peer review) and analysis of pupil outcomes, identifies the following weaknesses:

- More pupils are below Age-Related Expectations in Writing than in Reading or Mathematics (from Reception to Year 6).
- Effective expertise and support are already helping pupils to achieve, but this level of achievement is not maintained when the support is removed.
- Pupils' work across the curriculum is not yet of a consistently high quality.
- Parent engagement is generally higher for younger pupils that are not considered to be disadvantaged. It is generally lower for older pupils that are considered to be disadvantaged.
 - Lower parent engagement ties in with persistent absence and low aspiration.
 - Lower parent engagement also leads to pupils doing less reading and times tables learning at home.
- The impact of the school's provision for pupils' Personal Development is not sufficiently measured, meaning that we are not yet able to ascertain whether pupils' Spiritual, Moral, Social and Cultural development is consistently high quality.
- British Values are not yet given enough priority and the school does not have sufficient evidence of them being referred to in everyday school life and understood by all.
- The school is not yet valued as highly as some schools in the local area, resulting in lower than desired numbers in Nursery and Reception.
- Communication and language deficiencies, particularly for younger children, and demonstrated most starkly in baseline assessment on entry to Reception classes, including high numbers of SEN identified for Speech and Language development.
- The quality of interactions between adults (school staff and parents/carers) and children is not yet of a sufficient standard to adequately compensate for low levels of communication and language amongst the younger pupil population.

We have therefore identified the five strategic priorities which will address all of the above areas for development and move us further towards achieving the IGNITE vision and CAT's Excellence Outcomes:

1. **Metacognition** (children understanding their learning journey) **'We learn well'**
2. **Interaction** (all of us speaking, listening and communicating effectively) **'We speak well'**
3. **Writing** (using extensive vocabulary, correct grammar and punctuation) **'We write well'**
4. **Collaboration** (partnering with others to improve what we do) **'We work together'**
5. **Aspiration** (bringing the best out in each other and aiming high) **'We are inspired'**

2027 Outcomes

	Heading	Image	Icon	Outcomes (by 2027)
1.	Metacognition (children understanding their learning journey) 'We learn well'			<ul style="list-style-type: none"> • Everyone learns and improves independently • Everyone applies their knowledge to new contexts • Everyone knows their social and emotional strengths and weaknesses • Everyone demonstrates resilience
2.	Interaction (all of us speaking, listening and communicating effectively) 'We speak well'			<ul style="list-style-type: none"> • High quality modelled dialogue between adults and other adults, adults and children, and between children and other children • Everyone uses a mixture of open/closed questions • Positive interactions are everywhere • All languages are valued
3.	Writing (using extensive vocabulary, correct grammar and punctuation) 'We write well'			<ul style="list-style-type: none"> • Everyone uses a wide range of appropriate vocabulary, grammar and punctuation • Everyone understands and explains their choices/techniques • There is a consistent and structured approach to writing • Everyone is a confident writer and we teach writing effectively
4.	Collaboration (partnering with others to improve what we do) 'We work together'			<ul style="list-style-type: none"> • Families feel valued and included • Parents/carers proactively support their children's education • Other agencies provide timely interventions because of early identification of need • Windmill School is prominent, appreciated and admired in the community
5.	Aspiration (bringing the best out in each other and aiming high) 'We are inspired'			<ul style="list-style-type: none"> • School leavers are confident and well-equipped for their next stage • Visits and visitors provide different perspectives, which broaden our horizons • Success and achievement are valued and strived for • Interests, talents and abilities are noticed and nurtured

References to **IGNITE** and **Excellence Outcomes (EO)**, plus outline of actions required

	IGNITE references	EO references	What needs to be done?
1.	10, 13, 17, 20, 21, 22a, 22b, 23b	5, 12, 16, 18, 21, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 45, 50	<ul style="list-style-type: none"> • Consider evidence of successful practice in this area • Determine what we currently expect of children at different ages and set out what we should be expecting • Align behaviour and curriculum/pedagogy policies around learning behaviours, including a culture of curiosity • Ensure all members of staff accept their personal responsibility to improve • Ensure teaching encourages and develops learners’ resilience, built on firm foundation of pupils’ intrinsic value
2.	1a, 1b, 1c, 8, 10, 11a, 11b, 21, 23a, 23b, 24	1, 2, 10, 14, 22, 23, 27, 45	<ul style="list-style-type: none"> • Consider evidence of successful practice in this area • Ensure access to excellent training for all staff on high quality interactions • Build relationships with families of Reception and pre-school children, creating opportunities to model and train them in high quality interactions • Develop ‘silent signals’ further to enhance the classroom experience for less-naturally communicative pupils
3.	8, 10, 15, 17, 19, 21, 22b, 23a, 23b	12, 14, 17, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 45, 47	<ul style="list-style-type: none"> • Consider evidence of successful practice in this area • Work with CAT Expert and Network groups to consider trialling new approach/es • Review teaching of vocabulary strategy/approach (look at ‘Bringing Words To Life’ direct vocabulary teaching) • Consider investing in and adopting new resource/scheme • Develop a school strategy for a Plan – Draft – Revise – Edit – Publish approach that goes alongside the school’s Try – Evaluate – Adapt – Improve – Enjoy approach to resilience
4.	1a, 1b, 1c, 1d, 3, 4a, 4b, 5a, 5b, 5c, 7, 8, 9, 11a, 11b, 12, 14, 15, 16, 18, 23a, 23b, 24	8, 10, 14, 15, 17, 19, 20, 22, 23, 26, 43, 49	<ul style="list-style-type: none"> • Consider evidence of successful practice in this area • Find more ways to support parents to support their children’s education; starting with helping them feel valued, then including them in the culture of feeling obliged to improve • Build Windmill’s reputation through PR and sharing good practice • Ensure children’s needs are provided for by improving our understanding of, and relationship with, other agencies
5.	2a, 2b, 5, 6, 8, 9, 10, 11a, 11b, 12, 13, 14, 15, 16, 19, 20, 22a, 22b, 24	3, 4, 6, 7, 9, 10, 11, 13, 19, 24, 25, 27, 29, 40, 41, 42, 43, 44, 46, 47, 48, 49, 51	<ul style="list-style-type: none"> • Consider evidence of successful practice in this area • Carry out pupil, staff and parent voice monitoring to identify existing strengths and weaknesses • Develop annual or biennial programme of visitors to assemblies and classes, focused on careers • Ensure children’s aspirations, talents and interests are nurtured • Set up schedule for visiting ex-pupils in secondary schools

Sources of Evidence

1. Metacognition:
 - a. [Metacognition and Self-regulated Learning | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning)
 - b. [Summary of recommendations poster.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/summary-of-recommendations-poster.pdf)
 - c. [EEF blog: Moving forwards and mobilising metacognition | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/blog/moving-forwards-and-mobilising-metacognition)
 - d. [Making the most of metacognition | Research Schools Network](https://www.researchschools.net/making-the-most-of-metacognition)
 - e. [ASPE Dec 2021 4pp1-1.pdf \(aspe-uk.eu\)](https://www.aspe-uk.eu/ASPE-Dec-2021-4pp1-1.pdf)
 - f. [The effects of metacognition in schools \(innerdrive.co.uk\)](https://www.innerdrive.co.uk/the-effects-of-metacognition-in-schools)
 - g. [Teaching Assistants – The Key to Metacognition | Unity Research School](https://www.unityresearchschool.co.uk/teaching-assistants-the-key-to-metacognition)
2. Interaction:
 - a. [EEF blog: Supporting high-quality interactions in early years | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/blog/supporting-high-quality-interactions-in-early-years)
 - b. [EEF blog: The ShREC approach – 4 evidence-informed strategies... | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/blog/the-shrec-approach-4-evidence-informed-strategies)
 - c. [The ShREC approach – Four evidence informed strategies to... | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/blog/the-shrec-approach-four-evidence-informed-strategies-to)
 - d. [7 ways to develop high-quality adult:child interactions in your early years setting - Teachwire](https://www.teachwire.co.uk/7-ways-to-develop-high-quality-adult-child-interactions-in-your-early-years-setting)
 - e. [Interactions - Help for early years providers - GOV.UK \(education.gov.uk\)](https://www.education.gov.uk/interactions-help-for-early-years-providers)
 - f. [Education leaders urged to prioritise social interaction after Welsh youngsters have their say - Swansea University](https://www.swansea.ac.uk/news/education-leaders-urged-to-prioritise-social-interaction-after-welsh-youngsters-have-their-say)
 - g. [Manor Park Talks | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/manor-park-talks)
3. Writing
 - a. [Children and young people’s writing in 2022 | National Literacy Trust](https://www.literacytrust.org.uk/children-and-young-peoples-writing-in-2022) for full report, see here: [\(Children and young peoples writing in 2022.pdf \(literacytrust.org.uk\)](https://www.literacytrust.org.uk/children-and-young-peoples-writing-in-2022.pdf)
 - b. [Improving Literacy in Key Stage 1 | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1)
 - c. [Improving Literacy in Key Stage 2 | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2)
 - d. [Writing Approaches in Years 3 to 13 Evidence Review.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/writing-approaches-in-years-3-to-13-evidence-review)
 - e. [The Education Endowment Foundation’s Improving Literacy In KS2 Guidance Report: Our Review And Implications For Teaching Writing – The Writing For Pleasure Centre \(writing4pleasure.com\)](https://www.educationendowmentfoundation.org.uk/the-education-endowment-foundation-improving-literacy-in-ks2-guidance-report-our-review-and-implications-for-teaching-writing)
 - f. [DFE-RR238.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/64238/DFE-RR238.pdf)
 - g. [Bringing Words to Life: Robust Vocabulary Instruction: Amazon.co.uk: Beck, Isabel L., McKeown, Margaret G., Kucan, Linda: 8601405872920: Books](https://www.amazon.co.uk/Bringing-Words-to-Life-Robust-Vocabulary-Instruction-Amazon.co.uk-Beck-Isabel-L-McKeown-Margaret-G-Kucan-Linda-8601405872920-Books/dp/8601405872920)
4. Collaboration
 - a. [Review of best practice in parental engagement - GOV.UK \(www.gov.uk\)](https://www.gov.uk/review-of-best-practice-in-parental-engagement)
 - b. [Working with Parents to Support Children's Learning | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning)
 - c. [Parental engagement | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/parental-engagement)
 - d. [Time to get school-parent partnership right for children with SEND – SEND Matters](https://www.sendmatters.org.uk/time-to-get-school-parent-partnership-right-for-children-with-send)
 - e. [EPI-Firefly-summary-note.pdf](https://www.epi-firefly.org.uk/eipi-firefly-summary-note.pdf)
 - f. [Engaging effectively with outside agencies - Teaching Expertise](https://www.ioe.ac.uk/engaging-effectively-with-outside-agencies)
 - g. [e6c42522fb747ceabd43fa47c3bd2889.pdf \(ioe.ac.uk\)](https://www.ioe.ac.uk/e6c42522fb747ceabd43fa47c3bd2889.pdf)
 - h. [Working in partnership \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/64238/Working-in-partnership.pdf)
 - i. [theme-5-developing-community-partnerships-and-multi-agency-working-resources-1-2.pdf \(gov.wales\)](https://www.gov.wales/theme-5-developing-community-partnerships-and-multi-agency-working-resources-1-2.pdf)
5. Aspiration
 - a. [Aspiration interventions | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/aspiration-interventions)
 - b. [Evidence for Raising Aspirations | Ambition Institute](https://www.ambitioninstitute.org.uk/evidence-for-raising-aspirations)
 - c. [Can changing aspirations and attitudes impact on educational attainment? A review of interventions \(jrf.org.uk\)](https://www.jrf.org.uk/can-changing-aspirations-and-attitudes-impact-on-educational-attainment-a-review-of-interventions)
 - d. [raising-aspirations-final-report-for-west-yorkshire-violence-reduction-unit.pdf \(westyorks-ca.gov.uk\)](https://www.westyorks-ca.gov.uk/raising-aspirations-final-report-for-west-yorkshire-violence-reduction-unit.pdf)
 - e. [Why are ‘raising aspirations’ on the education agenda? \(senedd.wales\)](https://www.senedd.wales/why-are-raising-aspirations-on-the-education-agenda)
 - f. [Impact: Raising aspirations in the classroom | University of Essex](https://www.universityofessex.ac.uk/impact-raising-aspirations-in-the-classroom)
 - g. [Why are we still talking about raising aspirations? | Feature from King's College London \(kcl.ac.uk\)](https://www.kcl.ac.uk/why-are-we-still-talking-about-raising-aspirations)