

Sustainability and Legacy

The robustness and sustainability of the service offer through the period of funding is evidenced by:

- *similar whole school, networked partnerships that have been implemented in many more schools than proposed in the bid;*
- *delivery by an organisation that has met BSI ISO 9001 quality criteria for school improvement for over a decade;*
- *being an initiative of a long established and well respected professional organisation- the NAHT*
- *a partnership which brings a wealth of resource, industry-leading intellectual thought and organisational structure. We are agile, responsive and evidence driven*

Legacy and sustainability thereafter can be considered within three domains.

i. Within the participating schools

Schools will have online access to continuing professional development and school development resources for the six components described. Resources include handbooks, presentations, auditing materials and instructional videos. All of these resources can be saved and used within the participating schools in perpetuity. Two of the components include frameworks for self-evaluating, target setting and monitoring professional growth in respect of teaching and leadership that can underpin coaching, training and highly focused performance management.

Research strongly indicates that whole school models that focus on multiple related areas as NAHT Aspire-ILT does in respect of leadership, data, pedagogy and sharing professional practice - result in significantly greater and long-lasting outcomes than those with single focus (Bryk et al research cited in the Rationale section).

In addition to the knowledge, skills and competencies acquired by individuals, schools will embed or sharpen existing systems and processes linked to data, Achievement Teams, coaching and performance management, making it more likely that schools will sustain practices. Schools can seek a level of formal recognition that will both galvanise maintenance and provide a potential attraction for prospective employees.

Should they wish, schools may opt to do a post-partnership based on refreshing or taking on other aspects of NAHT Aspire on a self-financing basis. On the back of the success of schools in this round, we would welcome an opportunity to offer continuing improvement partnerships and widening the number of schools through a later TLIF round.

Sustained success will be evidenced by schools showing an upward trend in pupil progress and faring better in Ofsted inspections than similar schools.

ii. Within the people

The programme will develop at least [REDACTED] senior and middle leaders (other than headteachers) who we believe will be more aspirational and confident to take their careers forward.

Senior and middle leaders will be accredited, where appropriate, as effective implementers of aspects of NAHT. We envisage this being an asset on CVs and an opportunity to transplant effective practices across schools.

Senior and middle leaders will be eligible to apply for Derby University's Diploma/ Certificate in School Improvement with the option of taking credits forward to a Masters qualification.

iii. Within the system

In addition to the numbers of more effective and aspirational leaders, our experience has been that most networks have members that continue their collaboration, benefitting from an ethos, a common language and practices that underpin school to school support. In any event, the schools will graduate from the programme with a stronger understanding of the basis for successful school networking.

iv. Liaison with the evaluator and taking learning into the wider system

As a matter of course a wide range of data will be collected and analysed. Termly contract reviews yield grounded ratings of schools implementation, the impact on practices and restorative plans where these are required. We conduct an annual customer survey to ensure we have headteachers' perspectives on the experience. Termly school progress data is collected for key cohorts to both inform headteacher coaching and to assess impact, notwithstanding the limitations of cohorts and the short time span. These data sets are integrated with available research to adapt and innovate the NAHT Aspire offer over time, an example being the introduction of the Fast Learning methodology. All this data can also be made available to the evaluator.

Finally, we have dedicated resources for Research and Development, led by Dr. Allan Sigston of EdisonLearning and Ian Hartwright from the NAHT policy team, for whom liaison with the independent evaluator would be a high priority.