



Rivers Academy West London
an Aspirations Academy

Aspiration • Ambition • Achievement



Leaders place a high value on pupils' personal development and welfare. They provide a broad range of opportunities to ensure that pupils develop well, socially and emotionally. As a result, pupils demonstrate the values that are at the heart of the school's ethos, including respect and self-discipline. Pupils value leaders' work to support them and to help them develop.



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Welcome

We care to have the highest aspirations for every student and we provide exceptional education and pastoral care for each individual. As a result, students perform tremendously well in external examinations in both Year 11 and Year 13.

Each member of our highly skilled and professional teaching and support staff is passionate about ensuring students are equipped with the qualifications, qualities and skills to reach their personal ambitions.

We are delighted that Ofsted refers to Rivers students as having "high expectations of themselves" whose "behaviour is good. They conduct themselves well in lessons and around the school". Ofsted recognises that at Rivers Academy "Pupils are well prepared for life in modern Britain. They receive high-quality careers advice and guidance" (Ofsted, 2019).

Every student in our community shares a collective responsibility to contribute positively to the learning environment for themselves and for others.

At Rivers Academy, we care to have the very highest expectations for effort, behaviour and uniform. Our firm and consistent emphasis on good behaviour, both inside and outside of lessons, ensures that our Academy is calm, purposeful and orderly, where every child can achieve.

Students and staff demonstrate an enormous pride in Rivers Academy. We are a happy Academy, focused on supporting and challenging each other to achieve our full potential.

As a result of high quality teaching, an engaging curriculum, personalised pastoral care, and excellent extra-curricular opportunities, Rivers students are better qualified, more confident and articulate than ever before. This is crucial as the competition for Post 16 courses, apprenticeships, jobs and university places intensifies annually.

Staff enjoy knowing that each student leaves us well prepared for successful future careers with excellent qualifications, high levels of self-esteem, confidence and the skills necessary to thrive in a very competitive world.

Our prospectus only provides a glimpse of life at our vibrant Academy. I would strongly encourage you to visit us. We would be delighted to welcome you and have a variety of events designed with this in mind, the dates of which can be found on our website.

Andria Singlehurst, Principal

The Aspirations Academies Trust

The Aspirations Academies Trust was founded in 2011 by Steve and Paula Kenning, talented headteachers with a strong track record of leading outstanding schools and transforming the lives of young people.

At the heart of education provision at Aspirations Academies is outstanding teaching, high quality learning, effective support systems, an emphasis on traditional high standards of behaviour, attitude and uniform, rigorous systems of accountability, monitoring and evaluation, and an innovative and relevant curriculum.

Students and staff are continually challenged to perform at their highest level within a creative culture of positivity, innovation and enthusiasm for success. Everyone is expected to take personal responsibility to become a lifelong learner. Great emphasis is placed on developing high levels of self-worth, engagement and a sense of purpose: the Three Guiding Principles that underpin student aspirations. Each Aspirations Academy is a school fit for the 21st century, where young people complete their school education well prepared for success in the modern world.

The Aspirations Academies Trust considers that each stage of a child's education is extremely important – pre-school, primary and secondary – and should, where possible, be coherent across the phases of education in the practice of developing the principles and conditions central to the beliefs and aims of the Trust. For this reason, the Aspirations Academies Trust, wherever it is suitable, aims to develop all-through (Ages 2–19) Academy Districts, with pre-school, primary and secondary academies working coherently together.

The Trust currently operates in three geographical districts, Banbury, London and the South Coast with Rivers Academy West London being the Flagship academy for the Trust.

The Trust believes in all-through education from the ages of 2 until 19 that provides:

- Continuity of education, leading to much improved outcomes for individual students
- Greater student and parent engagement
- A stress free education provision for students and parents
- Seamless transition between phases

There are strong bonds between each Aspirations District with staff and students regularly working together. Our primaries in the West London district, Oak Hill Academy and Oriel Academy, benefit greatly from interaction with and mentoring from older students from both Rivers Academy and Space Studio West London.

Students at Rivers Academy take advantage of sharing Master Classes and conducting joint projects with Space Studio West London and our specialist Engineering and Technology sixth form, Tech City College in Central London.

This widens the opportunities available to all students in an Aspirations Academy across all age groups.

West London District





Leaders and governors have established a culture of high expectations and aspirations for pupils and staff. Staff are well supported by leaders and enjoy working at the school.

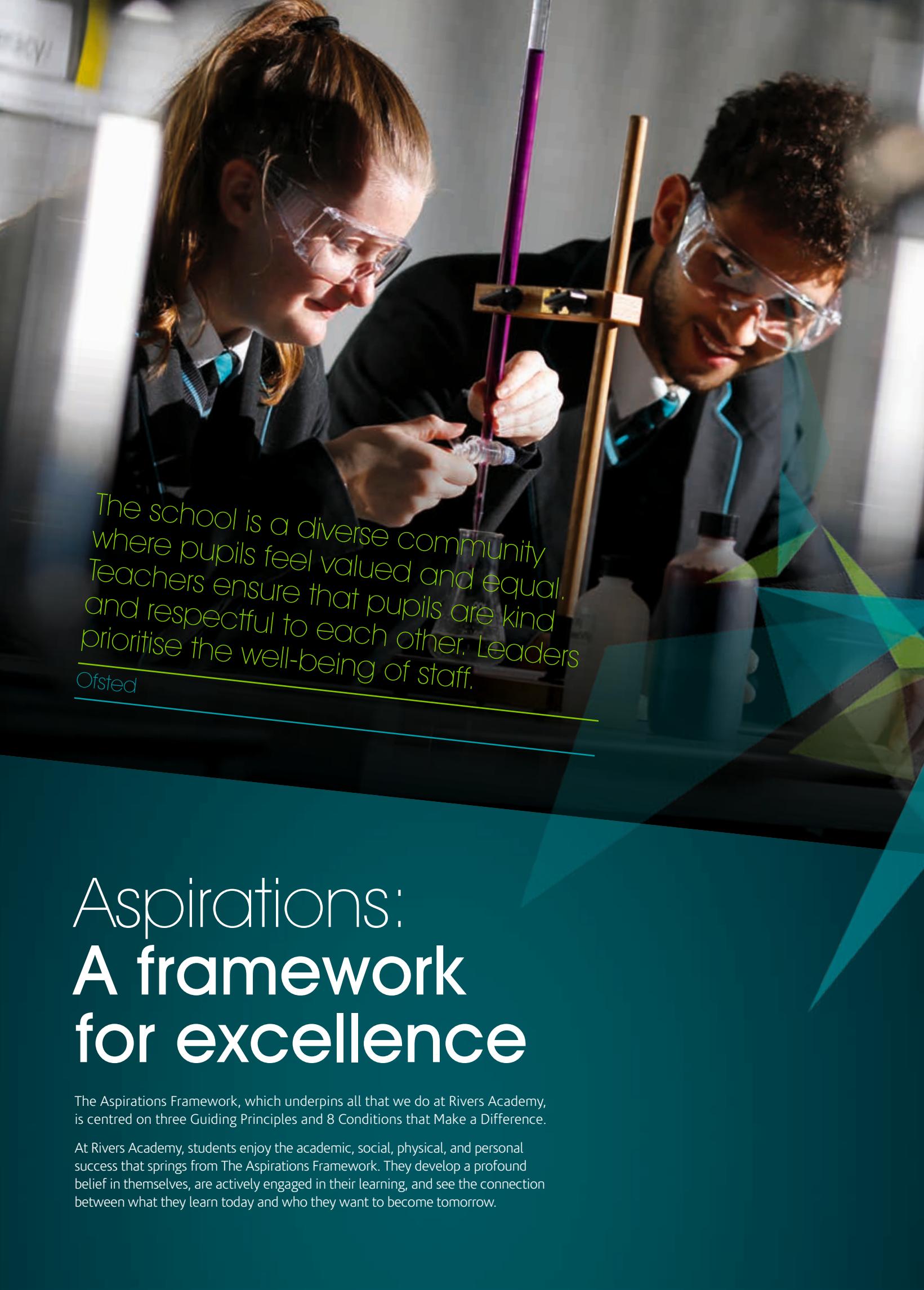
Ofsted



Quaglia Institute of Student Aspirations

With a research base of over 30 years, input from top scholars and the generous support of various foundations, the Quaglia Institute for Student Aspirations (QISA) has emerged as the international leader in the study of student aspirations. Founded by Dr. Russell J. Quaglia, QISA is an independent non-profit organisation located in Portland, Maine, USA. QISA's staff of professional educators conducts research and develops program materials and initiatives on a national and international scale, working directly with students, teachers, school leaders, parents, and educational policy makers.

As a Trust we are very privileged to have Dr Russell Quaglia himself as the Chair of our Board. In his role as Chair, Dr Quaglia regularly visits our academies to work with our staff and students.



The school is a diverse community where pupils feel valued and equal. Teachers ensure that pupils are kind and respectful to each other. Leaders prioritise the well-being of staff.

Ofsted

Aspirations: A framework for excellence

The Aspirations Framework, which underpins all that we do at Rivers Academy, is centred on three Guiding Principles and 8 Conditions that Make a Difference.

At Rivers Academy, students enjoy the academic, social, physical, and personal success that springs from The Aspirations Framework. They develop a profound belief in themselves, are actively engaged in their learning, and see the connection between what they learn today and who they want to become tomorrow.

Three Guiding Principles & the 8 Conditions

At Rivers Academy we believe that for students to have high aspirations, the three Guiding Principles must be present: **Self-Worth, Engagement, and Purpose**. We live these day-to-day through 8 Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over each student's own aims and goals. The 8 Conditions are: **Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action**.

Rivers Academy's curriculum, extra-curricular activities, and lessons support each of the Guiding Principles and as a result our students enjoy academic, personal, physical, and social successes.

Developing Students' Self-Worth: Belonging, Heroes, and Sense of Accomplishment

New Year 7 students joining Rivers Academy are supported by staff and students alike. All new members of our community have an immediate sense of belonging; feeling cared for, welcomed, and settled. New students swiftly feel part of our community while being recognised and appreciated for their uniqueness.

The Academic Mentor is the key member of staff in each student's Academy life. Students are supported by their Academic Mentor who meets with them each day and also by older students in their Academic Mentoring groups. Academic Mentoring group sizes are kept purposefully small to help students settle into the Academy and to enable our teachers to get to know each student individually. The Academic Mentor is the first contact between home and the Academy.

Students look up to, respect, and learn from more senior peer mentors. Rivers Academy actively seeks opportunities to celebrate an individual's effort, perseverance and citizenship alongside rewarding high grades and good examination results. As a result, Rivers students persevere through difficult tasks and are inspired to take the steps needed to reach their goals.

Fostering Students' Engagement in Learning: Fun & Excitement, Curiosity & Creativity, and Spirit of Adventure

Rivers students are supported and challenged to become emotionally, intellectually, and behaviourally engaged in their learning. We have high expectations for each individual's behaviour inside and outside of lessons. The impact of this can be seen as students become so profoundly involved in learning, that they almost lose track of time. Ofsted noted, "In lessons, students engage in their learning exceptionally well. They are keen to participate, often asking questions of the teacher in order to further their understanding. They work confidently and respectfully, whether alone, in pairs or small groups, and are often eager to support others to improve."

Rivers teachers, who are experts in their field, astutely plan lessons and learning activities to ensure that students are confident when attempting new challenges. Ofsted observed that "Skilled questioning challenges all students to think deeply and develop their understanding". Curiosity & Creativity are alive in the way that Rivers teachers plan learning; we support students' inquisitiveness and lead them to have a desire to satisfy their minds with new discoveries.

Encouraging a Sense of Purpose: Leadership & Responsibility and Confidence to Take Action

We challenge Rivers students to think about their Purpose – who they want to become as well as what they want to be. Rivers students explore what it means to have, and create, a successful and rewarding life. We develop in students an understanding of what it means to be responsible, accountable, and confident.

To develop each individual's Purpose, we provide our students with a huge range of opportunities to assume Leadership & Responsibility. Rivers students are encouraged to make informed decisions and understand the consequences of their choices. Our students have the Confidence to Take Action toward a meaningful, productive, and rewarding future. Rivers students believe in themselves and are motivated to reach their dreams.



Exciting Extra-Curricular Opportunities

Rivers Academy students benefit from an exciting range of opportunities to identify and develop their personal extra-curricular interests and talents. These take place before and after the Academy day and during break times. We provide opportunities for every student to shine.

In addition to more traditional extra-curricular activities, we offer students incredible opportunities such as presenting at Ted talks, working with PhD tutors to develop the knowledge, skills and ambition to secure places at highly selective universities or working with CEOs of high performing organisations such as Sky and the Royal Opera House.

Our dedicated staff offer an incredibly wide range of activities to cater for every student's passions, such as Academy drama productions, art and design clubs, debating societies and sports teams to name but a few.

Sporting life flourishes at Rivers Academy. Within the borough we join sports leagues for rugby, cricket, netball, football, and basketball.

We recognise the importance of reading both for research and for pleasure and have a well-stocked new library and students are fortunate to benefit from the skills of our talented librarian who has further raised the profile of reading. We run numerous enrichment events to encourage reading for pleasure, and there are regular opportunities throughout the week for everyone in the Academy community to 'drop everything and read', which are highly popular and successful.

NASA

A trip to inspire, stretch and develop students in more than just science.

In Year 12 all students are encouraged to apply for the annual Space Education Adventure to NASA in USA.

Space Education Adventures are aimed at students who have a real desire to work on their personal development regardless of their interest in space. Whilst on the ten-day adventure, students have unique opportunities

and amazing experiences where they build on their personal development needs as well as being immersed in the history of space travel and human endeavours to explore. Students meet with astronauts and engineers working on the current space programme and visit Houston, Texas and Cape Canaveral, Florida broadening their experiences and developing leadership skills at no cost to parents for successful students.

Successful futures for Post 16 students

Students at Rivers Academy achieve phenomenal Post 16 results. Ofsted recognised that "students demonstrate very positive attitudes towards learning" and "are making stronger progress in most of the academic subjects offered in Year 13". Rivers students head to top universities of their choice including the prestigious Russell Group, Cambridge and Oxford universities.

We are an exciting, ambitious and dynamic place to learn where students benefit from lessons with teachers who are experts in their field. We offer a broad and varied curriculum, including traditional academic subjects and a range of vocational subjects to meet the needs of all of our learners. Ofsted notes that "The quality of teaching, learning and assessment in the sixth form is good. Teachers have high expectations of what students can achieve". Our students leave with qualifications, skills, and real life experiences from the workplace.

Rivers Academy Post 16 students enjoy being positive role models for our younger students. Our Post 16 student leadership team works alongside the Academy leadership teams to continually develop excellence for all students at Rivers Academy.

Post 16 studies are such an important phase of a student's education; we provide incredible chances to develop wider experiences in addition to ensuring students achieve the highest academic successes.

Rivers Academy Post 16 students benefit from our links with a huge range of businesses, entrepreneurs and inspirational leaders. External visits, speakers and work experience are a regular feature in the diet of Rivers Post 16 students. We inspire students to aim high and equip them to succeed in their academic studies and be prepared for university or the world of work. Ofsted agreed with this, stating "leaders ensure that the careers guidance received is effective and allows pupils to make informed choices regarding their future pathways".

Our Aspirations Employability Portfolio focuses on building the skills needed for success in the 21st-century employment market.

Each Post 16 student has an academic mentor, with whom they meet daily and who supports them through the undeniable demands and challenges of Post 16 study. 85% of our Year 13 students embark on university courses, many at the highly competitive Russell Group of universities. For our students keen to pursue apprenticeships or join the workforce, we offer a dedicated team of advisers who will individually guide students through the decision and application stages.

At Rivers Academy Post 16, every member of staff has each student's success at heart.





Post 16 Aspirations Employability Portfolio[©]



The Aspirations Academies Trust expects all post-16 students at Aspirations Academies to develop work readiness by experiencing a two-year Aspirations Employability Portfolio[©] programme. The Aspirations Portfolio will help each individual student to develop the range of skills and capabilities required for success in today's global world.

In 2017 there will be 576,754 eighteen year olds leaving school with at least 2 A Levels/Level 3 BTECs and competing for jobs, apprenticeships and university places.

The Aspirations Employability Portfolio[©] (AEP) develops an awareness of work, including a good understanding of the nature of different businesses, along with the development of skills such as **time management, project management, team work and leadership, communications and presentation skills**.

Students are provided with a broad experience of the changing world of work and develop innovation and entrepreneurship. The programme includes company visits, access to role models, mentored projects, mock interviews and relevant hands-on activities.

On leaving school or college at the age of 18 or 19 the Aspirations Employability Portfolio prepares students to gain employment, go to university, start an apprenticeship or start-up their own company.

How the Aspirations Portfolio works:

- 10 week projects
- Every Tuesday – 10.30am to 2.30pm
- Working in teams
- Real, commissioned projects from companies
- Working alongside skilled professionals
- Research and fieldwork
- Final presentation / exhibition / project pack

Real Outcomes

Employers have been so impressed with the quality of the work our students have produced that they have offered apprenticeships to students as a direct result of their project outcomes.



Pupils respect themselves and others.
They enjoy positive relationships with
each other.

Ofsted



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