

Culture Framework

This document communicates who we are, what we are about and what we value.



DEAN TRUST Ardwick

Our Story and why we are 'proud to belong'

- We do not have an illustrious history, but we take inspiration from what was here before Dean Trust Ardwick existed.
- The school is located on the site of the former Daisy Mill, which was at the heart of the community during a time when Manchester was the powerhouse of Britain's Industrial Revolution.
- Many people from the British Empire, including some of our pupils' parents, worked in the cotton mills when they moved to Manchester.
- The school replacing the mill reflects the change that has taken place across Manchester - the move from a gritty industrial city to a modern, diverse and dynamic one.
- In the same way that Daisy Mill once was, we aim to be part of the fabric of our local area and at the heart of our community.



Our Six Core Beliefs

- 1 Dean Trust Ardwick is the school the **community wanted**.
- 2 Dean Trust Ardwick is privileged to educate many families whose **thirst for education** has taken them half-way across the planet.
- 3 We have to **do more with our pupils**, not because they are less capable or hardworking than others, but because of the systemic barriers that exist within society.
- 4 Dean Trust Ardwick **changes lives** and helps pupils to become the change that they want to see in the world.
- 5 Our aspiration for pupils to **thrive as citizens of the world** applies to all pupils, without exception.
- 6 Our identity is our **diversity**.

Core Purpose

Our core purpose is the reason why we exist. It provides a clear direction for the school and it helps us to identify where we should focus our energies.

Dean Trust Ardwick's core purpose is:

Empowering all pupils to find their purpose and thrive as citizens of the world.

What does our core purpose mean?

'Empower'

Instilling the belief that pupils' futures are not predetermined and down to their own choices.

We 'empower'

Our pupils with the knowledge of society and the wider world to allow them to understand it, navigate it and positively contribute to it.

'To find their purpose'

We guide our pupils to discover their passions and the positive difference they will make to the world.

'Thrive'

Our pupils should transcend success. 'Success' suggests a finite destination whereas 'thrive' suggests a continuous state, enabling pupils to respond to/meet/overcome the challenges they will face throughout life.

'Citizens of the world'

First and foremost our pupils should see themselves as valued members of the human race, who, through pursuing their varied goals contribute to and help shape society.

Mission

Our mission describes our work in a visible and tangible way. It translates our core purpose into everyday action.

Our mission is to bring our core purpose to life by:

Providing pupils with a curriculum which exposes them to powerful knowledge, places them on an ambitious pathway and develops the character traits needed to seize the opportunities that exist.

This is enabled and underpinned by our culture and climate.



Culture

- Culture underpins and enables everything we do.
- As a school we are explicit about the culture we want to create and use it to determine the way we act and make decisions.
- Culture is everyone's responsibility.
- Culture is the standards and values we live by.



Our Desired Culture

- A school with a strong culture that creates a sense of belonging.
- Highly effective relationships at the heart of what we do.
- A place full of energy, passion and people enjoying being at school.
- A clear sense of purpose that orientates behaviour and provides clear direction for our work.
- The school's values are lived out consistently - and challenged when not.
- A strong reputation within the local community.



Values

We have identified four core values; **belief**, **trust**, **growth** and **recognition**.

Since the school's inception, these values have come to the forefront and have started to become intrinsically linked with how we run the school. Furthermore, we believe that we have recruited individuals that are predisposed to share these values.

'Culture is the standards and values we live by'.

Belief

We have an unwavering belief that we can and will make a difference to the lives of our young people.

Growth

We invest our efforts on what makes a difference to the school and pupils.

Trust

We place relationships at the heart of what we do.

Recognition

We recognise and celebrate when individuals live out our values and contribute to the school's purpose.

Visible Behaviours

We aspire to be values-driven so that **belief, trust, growth and recognition** plays an active role in how we run the school and how we fulfil our individual responsibilities.

We have to do the difficult work of holding ourselves and others accountable for showing up in a way aligned with these values.

To support this ambition the staff at Dean Trust Ardwick have devoted time to operationalising these values into behaviours that are observable and teachable.

Belief

- We are passionate about our work and approach it with a 'can-do' attitude.
- We are committed to modelling, communicating and promoting the routines and habits for excellence.

Growth

- We embrace the professional responsibility to continually improve.
- We challenge ourselves and each other for growth.
- We invest our efforts on what makes a difference - success is about doing the right thing not about doing everything right.

Trust

- We build trust by doing what we say we'll do.
- We seek and give feedback with honesty, openness and courage.
- We are supportive, transparent and understand that everyone acts with the best of intentions.

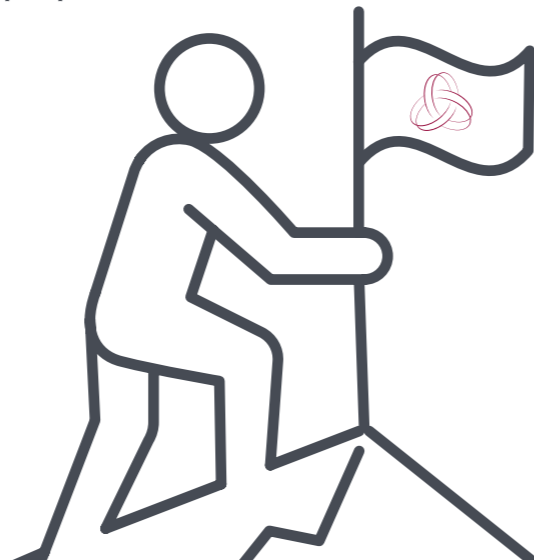
Recognition

- We go out of our way to recognise the value someone brings to the school.
- We choose to express gratitude and show appreciation for each other.

The Mountain Analogy

At Dean Trust Ardwick, we liken secondary school to climbing a mountain. This analogy runs throughout pupils' time at the school. Through this central analogy, pupils learn that school is effortful, and that success is dependent upon character and the formation and maintenance of positive habits.

Our practices and expectations communicate a path to successfully scale the mountain by providing pupils with practical steps they can take day-by-day and lesson-by-lesson. If communicated successfully, this analogy can be used to promote personal empowerment - that pupils are in control of their life and that, with positive actions and habits, they can achieve their goals and ambitions. This analogy helps bring to life the school's core purpose.



Our Vision

It is our aspiration for all pupils to climb their mountain and reach the summit at the end of the five years with us, ready to thrive and make a valuable contribution to society.

Our Vision articulates how we intend to deliver on our core purpose and it highlights our long term aspirations.

Our vision is for 'true inclusion'. For all pupils to thrive, without exception.

Strategic Priorities

If we are to achieve our vision we need to stay true to our mission and focus on delivering a world class universal offer. Therefore, we have distilled our strategic priorities down to three that will keep us focused on our core business.



Culture & Community

Climbing a mountain is not easy but 'the DTA way' ensures that we create the conditions to give everyone the best chance of success.



Universal Curriculum Offer

We are mountain guides, we know what it takes for pupils to succeed. The DTA curriculum is our main vehicle for equipping our pupils to thrive.



Right Support, Right Time

Any pupil could require mountain rescue at any time. At DTA we are responsive to pupils' needs, increasing our support, without lowering our expectations.

Strategic Priorities

continued...

Our main strategic priorities focus on each individual member of staff successfully fulfilling their role and responsibilities, to deliver a world class universal offer for our pupils.

In order to create the conditions for staff and the organisation to thrive, three additional strategic priorities have been identified as enablers.

1

Infrastructure:

simple policies and practices that are understood by all. Systems that facilitate effective communication and collaboration, and reduce unnecessary administration.

2

Communication:

at the heart of our culture and school improvement efforts. It is effective and therefore breeds confidence and certainty.

3

Professional Development:

staff receive frequent evidence-informed training that explicitly and precisely communicates the DTA way, models expectations and provides regular opportunities to practice and embed strategies.

Vision & Strategic Priorities

Vision



'True inclusion'

For all pupils to thrive, without exception.

Strategic Priorities



Culture & Community



Universal Curriculum Offer



Right Support, Right Time



Infrastructure



Communication




Professional Development

Culture Framework

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