The Learning Partnership

Transforming Communities Through Education

School Improvement Framework 2026/2027

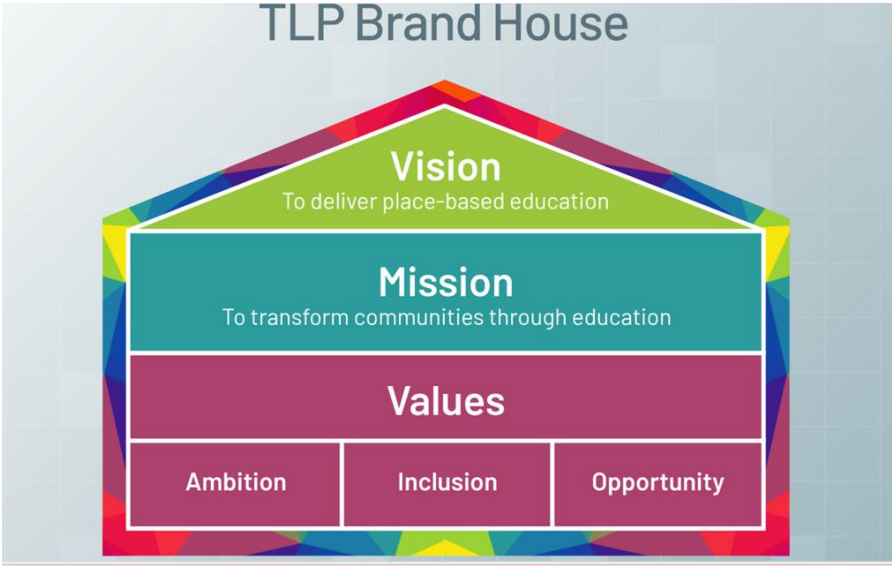
THE **LEARNING** PARTNERSHIP

Section 1: Executive Summary

The Learning Partnership's (TLP) School Improvement Framework outlines the support and challenge we offer to our schools to ensure that they are transforming communities through education and delivering on our three-year plan. We endeavour to operate an efficient and effective trust school improvement model, benefiting the young people we serve as well as developing and supporting our staff. An improvement model which provides clarity through a framework firmly underpinned by contextual understanding of our schools, high expectations and the principles of improvement. TLP's School Improvement Framework ensures our schools maintain their individuality whilst being a part of a wider community within TLP and playing an essential role within the community.

Section 2: Our Vision, Mission and Values

Our vision is to transform education, delivering teaching and learning which fully equips all our young people - particularly those from disadvantaged backgrounds - to be positive, engaged, successful members of society.



Section 3: School Improvement Framework

Our framework outlines our approach 'The TLP Way' which enables us to facilitate a one team community through an aligned path to school improvement. The 'TLP Way' is a principles-based framework of education. Aligned approaches are **co-constructed** through **consultation** with our schools, to facilitate purposeful **collaboration** to improve the quality of education for all.

Section 4: Strategic Intent at the Heart of our School Improvement Framework

- Provide a central focus to consistently drive and sustain improvements in teaching and learning, ensuring good levels of achievement.
- Develop integrated curriculum across the Trust that avoids duplication and offers a broad and flexible range of subjects for all.
- Provide ongoing, quality professional development for all staff.
- Nurture professional talent and succession plan.
- Achieve recognition as a centre of excellence.

Section 5: Beliefs and Values Underpinning our School Improvement Framework

- We believe each school is unique.
- We have regard for varying degree of support required and engender accurate school self-evaluation within a flexible model.
- We proactively support and challenge.
- We foster strong, respectful relationships and a sense of shared responsibility within a one team community.
- Mutual support facilitates open, meaningful collaboration.
- We ensure pupils are at the centre of all we do.

Section 6: Overview of Roles and Responsibilities

Headteachers are responsible for providing high quality leadership and ensuring excellent educational provision in their school. They are part of the management team of TLP and collectively support and lead activities through our trust community. TLP's central team support with all aspects of education including School Improvement, Finance, HR and Estates. Local Governors are responsible for carrying out their duties defined in the Scheme of Delegation. The central team support and challenge headteachers and local governors (on behalf of trustees) to ensure our aims are fulfilled. TLP's executive team have overall responsibility for ensuring that our schools provide the best education for all.

Section 7: School Improvement Offer to Schools

All TLP schools receive universal trust school improvement support which caters to individual school needs and ensures that they are enabled for continued progression. Enhanced support is provided where specific assistance within a thematic area or subject is identified; where risk assessment highlights emerging vulnerability (financial, educational etc) or for schools within the Ofsted window.

What can TLP schools expect?
Director of Phase School Improvement Support • Termly school improvement visit (SIV) for all schools • Half termly SIV for schools in a window of enhanced support and challenge • Headteacher KITs and ongoing support and guidance from our Phase Directors
Inclusion Support • Reading reviews • Attendance guidance and regular attendance reviews • TLP Inclusion school improvement network for SENDCo's • Commissioning guidance and templates • Professional learning resources to support effective adaptation
Safeguarding Support • Expert safeguarding lead in central school improvement team • Full bi-annual safeguarding reviews • Supervision for Designated Safeguarding Leads • TLP safeguarding school improvement network for DSL's • Termly SCR check • Safer recruitment training • HR support for safeguarding matters

Inspection Support

- Regular updates from Ofsted training
- Guidance documents to support preparation
- External framework review pre inspection
- Local governor support for inspection – before and during inspection
- On site support from central school improvement team during inspection days
- Support for post inspection communications

Early Years Support

- Expert EY Lead in central school improvement team
- Bespoke school by school EY support
- TLP Early Years school improvement network
- Annual ECERS review
- Moderation of ELG's
- Transition to Y1 advice and guidance
- Support for Nursery onboarding and development
- EY Ofsted support and guidance
- Access to CST EY network
- Links and signposting to LA EY networks, events and training through TLP EY lead

Headteacher Performance Development

- Annual cycle of professional support and challenge
- Mentoring/coaching offer to headteachers

Professional Learning through centrally led training

- TLP Teaching and Learning Framework
- Inclusion

- Ofsted
- Writing
- Subject leadership and monitoring

Moderation Activities

- Primary Writing
- Early Years
- Secondary EBACC

School Improvement Networks

- EYFS
- Safeguarding
- Inclusion
- Behaviour and Attendance
- Curriculum and Teaching
- Phase specific curriculum groups (subject to current priorities)

Headteacher Networks (Meeting of Secondary Heads /Meeting of Primary Heads)

- All headteachers
- Half termly

Central Leads Network (Meeting of Central Leads and Heads Together)

- All headteachers
- Half termly

Connected Communities

- Promotion of peer-to-peer support across TLP through communication pathways for all staff with similar roles

Partnership work beyond TLP

- Local headteacher networks such as ECAPH/CEASH
- Confederation of School Trust
- LA networks, steering groups and working parties
- CEO led MAT network
- DfE engagement
- Engagement with charities and businesses
- Professional relationships with other MATs

Trust Premium activities, events and celebrations for pupils

- Art exhibition
- AmaSing
- Debate Mate
- University Technical College events offer for Primary pupils
- Trust Pupil Forum
- Trust Staff Forum
- PROUD
- Cross school culture alignment (ie pear for a peer, apple for a teacher etc, trust wide learning question)
- Year 6/11 graduation
- Recognition awards (attendance/reading)

Significant Change Project Support

- Signposting to peer-to-peer support from within our TLP family of schools
- Central team support for schools undertaking significant change projects

Section 8: School Improvement Networks

Our School Improvement Networks are designed to facilitate CPD opportunities and act as decision making hubs which shape the future direction of aligned practice across our schools. All networks have a central lead and a headteacher sponsor, and every school has representation.

Our School Improvement Networks and alignment priorities for **2026/27** are:

School Improvement Networks
EYFS
Safeguarding
Inclusion
Behaviour and Attendance
Curriculum and Teaching
Primary Writing
Secondary EBACC • *English* • *Maths* • *MFL* • *Science* • *Geography* • *History*

Section 9: Continuous School Improvement.

Within TLP we are fully committed to regular reflection to drive continuous improvement.



Section 10: Director of Phase School Improvement Visits – content outline for 2026/27

	Autumn	Spring	Summer
School Improvement Visits	**SIV 1** • Impact update on last SIV identified actions • Review of statutory data (pupil outcomes, targets, attendance, behaviour) • Review of SEIS and SIP • Learning walk – SIV curriculum area with suggested lens of foundational knowledge	**SIV 2** • Impact update on last SIV identified actions • Review of Autumn data (progress, attendance, behaviour) • Learning walk – SIV curriculum area with suggested lens of behaviour for learning • Personal Development and wellbeing review	**SIV 3** • Impact update on last SIV identified actions • Review of Spring data (progress, attendance, behaviour) • Review of SEIS and SIP • Learning walk – SIV curriculum area with suggested lens of adaptation

*More frequent visits to schools receiving enhanced support and challenge.