

The Learning Partnership

Transforming Communities Through Education

School Improvement Framework **2024/2025**



THE LEARNING PARTNERSHIP



TLP School Improvement Framework 2024/25

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. We endeavour to operate an efficient and effective Trust school improvement model. One 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 playing a wider 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.

The Learning Partnership Our Brand Strategy



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Section 3: Educational Framework

Our framework offers the approach of the 'TLP Way'; creating 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 Intentions at the Heart of our Education 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 Education 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 high quality 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 both educational and operational areas of school improvement. Local Governors are responsible for carrying out their duties defined in the Trust's Scheme of Delegation. The central team support and challenge headteachers and local governors (on behalf of trustees) to ensure the Trust's aims are fulfilled. TLP's executive team have overall responsibility for ensuring that our schools provide the best education for all.

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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 TLP risk assessment highlights emerging vulnerability (financial, educational etc) or for schools within the Ofsted window (support for preparatory work).

What can TLP schools expect?
Regular school improvement reviews and guidance – see termly focus and spotlights
SEND, safeguarding and EYFS school-based reviews, practical support and guidance
Headteacher performance development, including mentoring/coaching offer to all headteachers
Trust specific CPD programme
The Learning Institute -ECTs/NPQs and professional learning
Learning Networks x8
Trust leads on aligned areas
Headteacher networks
Supervision for DSLs and SENDCos
Connected communities for all staff
Partnership work beyond TLP
<i>Enhanced brokered specialist support such as: access to Ofsted trained staff and support for inspection; Trust peer to peer support; signposting to expertise and central team support for schools undertaking significant change projects</i>

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Section 8: Educational Priorities 2024/25

Within TLP, our priority is to improve outcomes for all; specifically focusing on how education can improve the lives of our young people. Our Trust educational priorities for 2024/25 are:

- Attendance
- Adaptive Planning/Teaching
- Disciplinary Literacy
- Subject Co-ordination, Leadership Development and Succession Planning
- Writing (Primary)
- English (Secondary)
- Maths (Secondary)

Section 9: Alignment Priorities for School Improvement and Learning Networks 2024/25

Within TLP we are a one team community through an aligned approach, driven through a combination of Trust central leads and school improvement network groups. Our alignment priorities for 2024/25 are:

Embedding Alignment	Developing Alignment	Future Alignment
Safeguarding	Attendance	Adaptive Planning/Teaching
SEND	Data and Assessment	Disciplinary Literacy
EYFS	English (Secondary)	Subject Co - ordination, Leadership Development and Succession Planning
Literacy	Maths (Secondary)	

*Future alignment will evolve through our collaborative school improvement framework

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Section 10: Continuous School Improvement

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



Section 10: Formal School Improvement Visits – content outline for 2024/25

	Autumn	Spring	Summer
Universal	<p>QE – English and maths (secondary)/early reading (primary)</p> <p>LM – 2024 outcomes, SEF & SIP, school monitoring schedule</p> <p>BA – data (<i>attendance, suspensions/PEX, bullying*</i>), curriculum, policies & culture</p>	<p>QE – deep dive - Ebacc (secondary)/core subject (primary)</p> <p>LM – data (groups), school stakeholder communication, <i>workload and attendance*</i></p> <p>PD – curriculum & programme</p>	<p>QE – deep dive – Ebacc (secondary)/non-core subject (primary)</p> <p>LM – SEF & SIP 25-26 headlines, <i>attendance*</i></p> <p>PD – enrichment & equalities, <i>wider development*</i> (SMSC, CIEAG)</p>
Enhanced school improvement visits	<p>QE (including subject leadership support & challenge) – deep dive identified curriculum subjects</p>	<p>QE (including subject leadership support & challenge) – deep dive identified curriculum subjects</p>	<p>EYFS or 6th Form (including senior leadership support & challenge)</p>

*Spotlights are early indicators for change since graded inspection

