

The Learning Partnership
Transforming Communities Through Education

School Improvement Framework 2025/2026



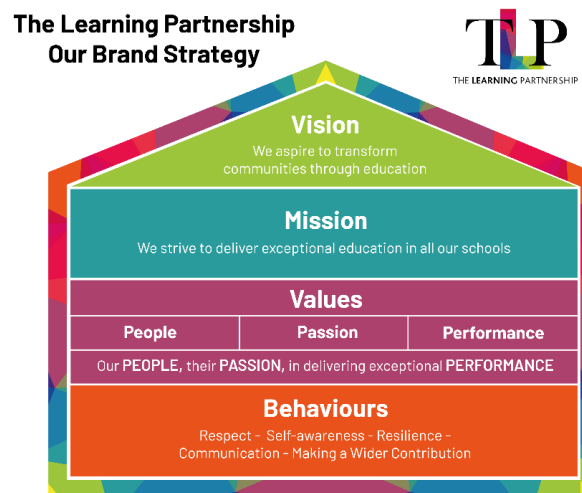
TLP School Improvement Framework 2025/26

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 five-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: 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 visits and guidance
Safeguarding and EYFS school-based reviews, practical support and guidance
Headteacher performance development, including mentoring/coaching offer to all headteachers
Trust specific CPD programme and moderation activities
School Improvement Networks
Innovation Groups
Trust leads on aligned areas, including expert support when required
Headteacher networks
Supervision for Designated Safeguarding Leads
Connected Communities for all staff
Partnership work beyond TLP
Curriculum enrichment opportunities for pupils – TLP awards, art exhibition, trust competitions
<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 2025/26

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 2025/26 are:

- Attendance
- Careers (Secondary)
- Curriculum, Assessment and Pedagogy
- English (Secondary)
- Literacy
- Maths (Secondary)
- SEND

Section 9: Alignment Priorities for School Improvement Networks 2025/26

Within TLP we are a one team community through an aligned approach, driven through a combination of Trust central leads, connected communities, school improvement networks and innovation groups. Our alignment priorities for 2025/26 are:

Embedded Alignment	Embedding Alignment	Developing Alignment
EYFS	Attendance	Careers (Secondary)
Safeguarding	English (Secondary)	Curriculum, Assessment and Pedagogy
	Literacy	
	Maths (Secondary)	
	SEND	

*Future alignment will evolve through our collaborative school improvement framework

Section 10: Continuous School Improvement

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



Section 11: Formal School Improvement Visits – content outline for 2025/26

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	Autumn	Spring	Summer
Data analysis support & challenge	Statutory outcomes review & target setting visit	Autumn term data & targets review	Spring term data & targets review
School Improvement Visits	SIV 1 <ul style="list-style-type: none"> Review of last SIV actions Leadership - attendance, disadvantaged pupils, inclusion Behaviour & attitudes Curriculum, teaching & achievement - SIP area 	SIV 2 <ul style="list-style-type: none"> Review of last SIV actions Leadership - attendance, parent/carer/community engagement PD & wellbeing - diversity/protected characteristics Curriculum, teaching & achievement - SIP area 	SIV 3 <ul style="list-style-type: none"> Review of last SIV actions Leadership - attendance, staff workload & wellbeing SIP 25/26 impact review, 26/27 headlines Curriculum, teaching & achievement - SIP area

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