



SCHOOL IMPROVEMENT FRAMEWORK

2023-2024

'Excellence for All'

Overview of the strategic intents 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 pupils
- Provide ongoing, quality professional development for all staff
- Nurture professional talent and succession planning
- Achieve recognition as a centre of excellence

Beliefs and values underpinning our school improvement framework

- We believe that each of our schools is unique
- We have regard for the varying degree of support required and engender accurate school self-evaluation within a flexible model
- We seek to intervene at the earliest opportunity with appropriate tailored challenge through knowing our schools well
- We foster strong, respectful relationships and a sense of shared responsibility
- Mutual support facilitates open, meaningful collaboration
- Ensure pupils are at the centre of all we do

Overview of roles and responsibilities

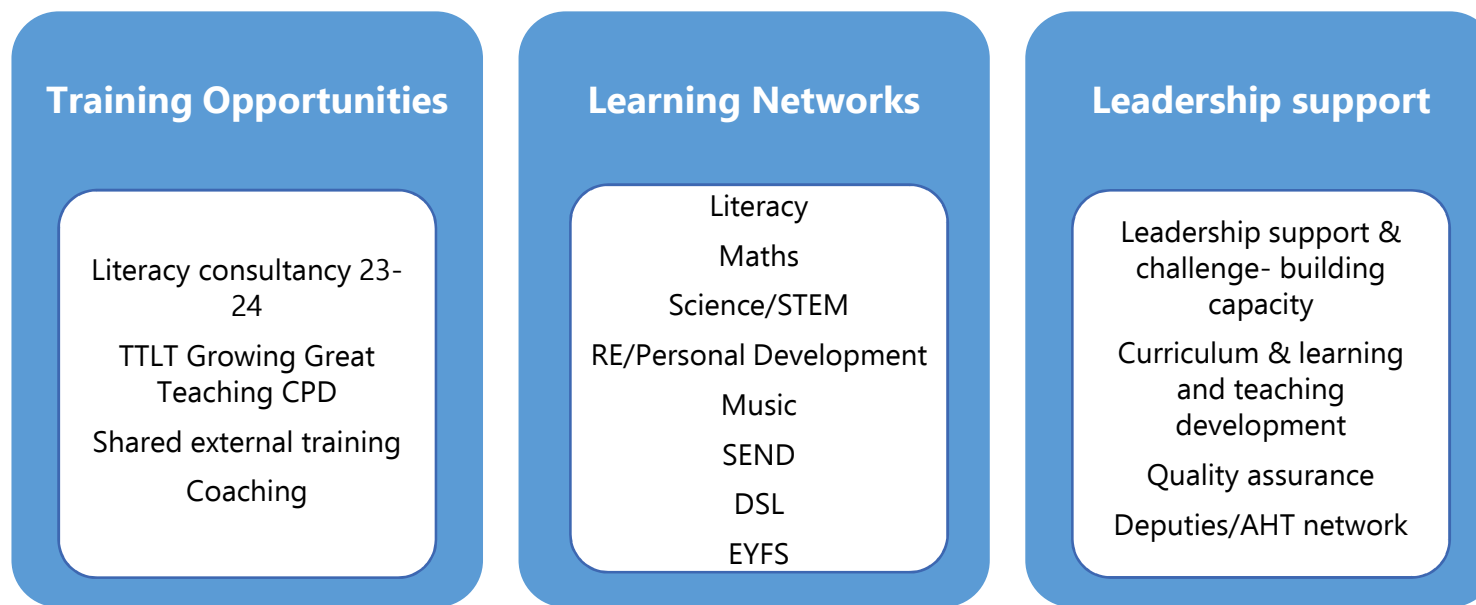
Headteachers are responsible for providing high quality leadership and ensuring high quality provision in their school. They are part of the leadership team of TTLT and collectively support and lead activities through the Trust community.

Local Governors are responsible for carrying out their duties defined within the Trust's scheme of delegation.

TTLT central executive team (on behalf of the **Trustees**) have overall responsibility for ensuring that our schools provide the best possible education for our pupils. The executive team support and challenge headteachers and local governance to ensure the Trust's aims are fulfilled.

Elements of TTLT School Improvement Framework

We endeavour to appropriately align great practice, whilst our schools own the process and retain their distinctiveness.



Leadership support activities are likely to include:

- Regular support and challenge visits from CET focused on identified areas within people and leadership; curriculum and assessment; teaching and learning; governance and accountability
- Moderation and quality assurance of school self-evaluation, including monitoring of learning and teaching
- Analysis of school-based information (termly data summary, stakeholder voice collection)
- Analysis of annual data and national comparators for each phase including IDSR, ASP
- Supporting and reviewing school improvement planning
- Focused leadership or teaching and learning review with development of a specific priority
- Reviewing TTLT policies and procedures: HR, finance, safeguarding, health and safety

- Additional bespoke support and/or signposting to internal or external expertise
- Recommendations and raising achievement plan where provision is judged less than good
- Collaboration peer review

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Behaviour & Attitudes</i>	<i>Quality of Education</i>	<i>Quality of Education</i>	<i>Quality of Education</i>	<i>Leadership & Management</i>	<i>Leadership & Management</i>
Behaviour & Attitudes <ul style="list-style-type: none"> ➤ Desktop data – attendance, punctuality, Pex, suspensions, bullying, racist incidents, peer on peer, sexual harassment ➤ Learning walks – lessons & breaks, pupil voice ➤ Behaviour policy and procedures ➤ SCR review ➤ DSL meeting/training ➤ Mental health& personal development ➤ British values ➤ SMSC/RSE 	Deep Dive <ul style="list-style-type: none"> ➤ Related to SDP priority ➤ Spotlight - SEND 	Data Analysis <ul style="list-style-type: none"> ➤ Attainment ➤ Progress ➤ Key Groups ➤ Review targets 	Deep Dive <ul style="list-style-type: none"> ➤ Related to SDP priority ➤ Spotlight – wider development 	Governance <ul style="list-style-type: none"> ➤ Skills audit review ➤ Minutes, documentation & meetings ➤ Local Governors ➤ HT role ➤ GDPR 	SES/SDP <ul style="list-style-type: none"> ➤ Review SES judgements and evidence base ➤ Progress since last Ofsted ➤ Review identified priorities ➤ Support & challenge with success criteria

Training Opportunities

TTLT values the opportunities for facilitated learning through NPQ national leadership programmes, the Early Careers Framework and other training by external providers.

Our schools, in some instances, source and pool external providers of training; collaborating with each other on improvement initiatives when appropriate.

In addition, TTLT offers an annual series of workshops and training through our Growing Great Teaching programme. With sessions aimed for early career teachers and aspiring leaders, we endeavour to offer authentic, relevant training which can be implemented immediately within professional roles. We utilise expertise within our Trust to deliver this programme.

The Trust recognises the strengths of a coaching model and is able to support the development of a coaching culture within schools and offers individual coaching support for staff as requested.

Learning Networks

All schools have their own priorities of course, but several are aligned and formal collaboration through learning networks has the power to accelerate improvements.

The Trust supports, facilitates and provides momentum for colleagues across our schools to: work together; moderate judgements; share best practice; pool resources and expertise; and pilot initiatives.

Talentum schools may also form network groups to address local and national challenges from time to time.

Learning Networks are reviewed and adapted as necessary to ensure ongoing purpose and impact. The changing nature of these networks also enables us to build capacity by upskilling staff.

Teacher Career Pathways – model of intent

