



The Talentum Learning Trust

ASPIRATION, COMPASSION, INTEGRITY

SCHOOL IMPROVEMENT FRAMEWORK

2024-2025

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

**Please refer to the TTLT Governance Framework for more detail*

The Strands of the Talentum School Improvement Framework

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

Training Opportunities

Literacy consultant support
TTLT 'Growing Great Teaching' CPD schedule
Shared external training
Coaching

Learning Networks

Computing
DSL's
English
EYFS
Maths
RE/Personal Development
Science
SEND

Leadership support

Leadership support & challenge- building capacity
Curriculum & learning and teaching development
Quality assurance
Leadership networks - internal & external
Governance

Wider enrichment groups meet to plan locality-based pupil activities and events for: music, art/DT and PE.

Leadership support activities 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 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 reviews.
- ✓ TTLT 'Heads' Together' half termly meetings.
- ✓ Governor 'School Reps' termly meetings.
- ✓ TTLT Finance & Administration network half termly meetings.
- ✓ Governor clerking network termly meetings.

Schedule of support and challenge visits to our schools

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour & Attitudes	Quality of Education	Quality of Education	Quality of Education	Leadership & Management	Leadership & Management
<ul style="list-style-type: none"> ✓ Desktop evaluation – attendance, behaviour, bullying, stakeholder surveys, equality. ✓ DSL discussion. ✓ School culture learning walk – pupil discussion, routines, consistency of behaviour policy. ✓ SCR compliance check. 	<ul style="list-style-type: none"> ✓ Curriculum deep dive (related to SDP priority). ✓ Spotlight – SEND. 	<ul style="list-style-type: none"> ✓ Attainment. ✓ Progress. ✓ Key Groups. ✓ Review targets. 	<ul style="list-style-type: none"> ✓ Curriculum deep dive (related to SDP priority). ✓ Spotlight – wider development and PD implementation. 	<ul style="list-style-type: none"> ✓ Governance skills audit review & training. ✓ Governor minutes, documentation & meetings. ✓ Governor visits. ✓ Statutory functions, support & challenge to leaders. ✓ Wellbeing of leaders. 	<ul style="list-style-type: none"> ✓ Review SES judgements and evidence base. ✓ Progress since last Ofsted. ✓ Review identified priorities for SDP. ✓ 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



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- ✓ Become a mentor for ITT or ECT.
- ✓ Deliver training in own school.
- ✓ Complete a NPQ.
- ✓ Undertake specialist accredited qualification.
- ✓ Responsibility for key school improvement priority.
- ✓ Represent the school in an external network.
- ✓ Shadow effective senior leader in another Trust setting.

- ✓ Engagement with The Chartered College of Teaching.
- ✓ Complete ECF accredited training.
- ✓ Observing great teachers in own and other trust settings.
- ✓ Engage in ECT networks.
- ✓ Participate in lesson study.

- ✓ Lead and deliver Trust CPD workshops.
- ✓ Lead a Learning Network across the Trust.
- ✓ Pioneer/lead on a Trust improvement priority.
- ✓ Complete NPQH/become SLE.
- ✓ Shadow headteacher in another Trust setting.
- ✓ Secondment to widen knowledge and experience of settings.
- ✓ Lead appraisal of staff.