



**TRUE LEARNING
PARTNERSHIP**



SCHOOL IMPROVEMENT MODEL

2026-2027

At True Learning Partnership we view school improvement as a collaborative strategic enterprise. We believe that improvement will happen as a result of deep partnership through a coherence model rather than 'fixing' one school at a time. Our goal is for every teacher in every classroom to be as good as they can be in what they teach and how they teach. For this to happen, we need to mobilise every teacher and every leader with the best evidence from research because there is no improvement for pupils without improvement in teaching, and no improvement in teaching without the best professional development for teachers.

Our school improvement model identifies how we will work with individual schools and the collective group of schools within the Trust to add value through a deep partnership where our schools flourish and thus deliver: an excellent curriculum in every school; excellent pedagogy in every school; excellent inclusion in every school and excellent leadership in every school.

At True Learning we empower our Headteachers to be the school improvement lead for their school. Supported by the core offer, central team and their identified School Improvement Lead, Headteachers lead their school's improvement journey.

Our school improvement strategy aims to provide clarity around the expectations, values, roles and responsibilities as well as ways of working, which we adopt in our school improvement model, in pursuit of achieving the aims from our Trust vision statement.

MOTTO

Inspiring the best in everyone

VISION

Together, we build a future where education transforms lives – where every person is valued, supported, and empowered within a strong, caring community to make a positive difference

MISSION STATEMENT

Our mission is to inspire and empower every individual within our trust to achieve their fullest potential. We are committed to providing a safe, inclusive, and innovative learning environment where compassion and collaboration thrive. Encouraging high aspirations, courage and curiosity, we equip all members of our community with the skills, confidence,

VALUES

Aspirational – We encourage everyone to dream big and pursue excellence.



Collaborative – We work together, valuing diverse perspectives and shared success.



Compassionate – We act with kindness, respect, and a genuine desire to serve others.



Curious – We foster innovation and a love of learning for all through inquiry and creativity.



Inclusive – We ensure everyone feels valued, supported, and able to contribute fully.



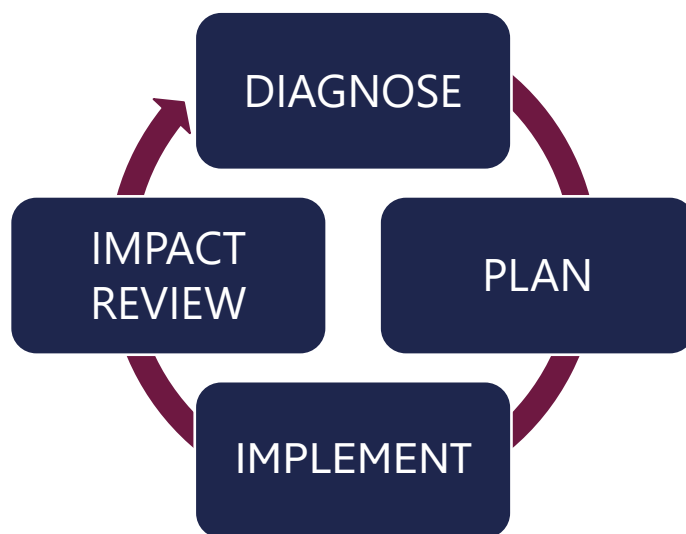
THROUGH OUR SCHOOL IMPROVEMENT OFFER WE AIM TO ENSURE:

- Strong and improving outcomes, especially for vulnerable children
- Rich and exciting curriculum where our pupils thrive and develop character
- Excellence in teaching, professional learning and staff development which is evidence informed
- Extraordinary opportunities for both pupils and professionals
- Share best practice and improving quality through collaboration
- Strong, strategic and moral leadership and governance at all levels

WHEN CARRYING OUT ITS SCHOOL IMPROVEMENT ROLE TRUE LEARNING WILL:

- Hold in regard the schools' agency through valuing their self-evaluation
- Create, maintain and foster strong relationships between schools and the Trust
- Promote a school-led system as the principal driver for constructing sustainable school improvement, for sharing good practice and being held to account
- Intervene at the earliest opportunity and commission bespoke support to prevent schools becoming a cause for concern
- Consider the factors that impact on pupil progress and attainment across all phases
- Promote effective partnership and collaboration, to identify, share and develop outstanding practice

SCHOOL IMPROVEMENT CYCLE:



DIAGNOSE

Annually we will complete a School Risk Assessment Matrix with school leaders. This will be an evaluation and audit of the baseline position for the year. Final current status judgements will be made by the headteacher, CEO & Director of Education using all of the evidence available.

Academies new to the Trust will undergo a full analysis of the current status via the Trust's Educational Due Diligence process.

PLAN

Having collated and analysed all of the evidence gathered, the Headteacher will agree the priority areas in need of support.

These will become the focus areas for development for the individual school and in some instances the Trust as a whole.

It is important to note that at this stage, the support may come from within the school itself or be provided by the wider Trust.

A commitment to a collaborative approach when deciding upon the school's priorities will safeguard a culture of collaboration and trust, ensuring everyone is moving in the same direction and are equally accountable for the improvements required.

IMPLEMENT

As we move into the Implement phase where evaluation work has been completed and priorities have been agreed, the Headteacher will produce the school improvement plan.

The Education Endowment Foundation (EEF), states that this is where the evidence collated can be utilised for best effect. True Learning values the work of the EEF and recognises the importance of adhering to the following six recommendations when producing a school plan.

Recommendation 1	Treat implementation as a process, not an event; plan and execute in stages
Recommendation 2	Create a leadership environment and school climate that is conducive to good implementation
Recommendation 3	Define the problem you want to solve and identify appropriate programmes or practices to implement
Recommendation 4	Create a leadership implementation plan, judge the readiness of the school to deliver the plan, then prepare staff and resources
Recommendation 5	Support staff, monitor progress, solve problems and adapt strategies as the approach is used for the first time
Recommendation 6	Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use

IMPACT REVIEW

Once the improvement priorities have been delivered and the necessary actions taken, it is important to continue to monitor progress, regularly checking on emerging issues or developments. Leading on evidence driven improvements is a continuous part of everyday work within each school. School Headteachers and Senior Leaders learn from the improvements made, continue to collaborate with each other, take ownership of successes and areas for continued development and focus and collaborate to move things forward together.

The four stages of the School Improvement Model (Diagnose, Plan, Implement, Review) are designed to create a cycle of continuous evidence-driven school improvement. Focusing on the right kind of evidence, translating it into a focus, with a clear implementation plan and building a culture of collaborative inquiry epitomises the Trust's School Improvement Model.

WORKING IN PARTNERSHIP WITH OUR SCHOOLS THROUGH THE CORE OFFER

EACH SCHOOL WILL HAVE:

- 6 termly meetings with the Director of Education or an allocated member of the School Improvement Team acting as the School Improvement Partner. They will work with the school to provide quality assurance and support/advice related to the strengths and areas for development of the school as identified by school categorization, SEF and the SIP. This will include:
 - A termly (3 times per year) **standards review meeting** to report on standards against agreed KPIs using the Trust score card (see appendix 1 as an example)
 - Reviewing and agreeing the school SEF and SIP
 - Agreeing quality assurance/area reviews/peer reviews
 - Agreeing support needed
- Headteacher line management provided by the CEO.
- Termly (6 times per year) trust headteacher meetings to support the leadership and implementation of trust and school strategic priorities.
- Safeguarding support including a DSL network
- SEND/Inclusion strategies and support including a SENDCO network
- Access to subject networks
- Wellbeing and workload support
- Education technology support
- Data, Bromcom & PowerBi support
- Support from **Trust Improvement Leaders**
- Shared assessment data and moderation
- Governance training
- Professional Development
 - Core CPD offer such as trust wide aspiring leaders/leadership development programmes, staff development opportunities...
 - Funded NPQs & Masters qualifications to grow our own expertise
 - Opportunities to apply to be a Trust Improvement Leader

SCHOOL IMPROVEMENT -TEACHING AND LEARNING

- Expertise and professional learning are at the heart of our school improvement model
- True Learning is part of the Laboratory Schools Network which is based at the International Centre for Educational Leadership at Greater Manchester University
- Our shared understanding of what great teaching looks like will be achieved by the process of appreciative inquiry and instructional rounds

PROFESSIONAL DEVELOPMENT

True Learning Partnership recognises that the quality of education experienced by our pupils is directly influenced by the quality of professional learning available to our workforce. Professional development is therefore a strategic priority across the Trust and a key driver of school improvement, inclusion, leadership development and organisational effectiveness. We believe that sustainable school improvement is achieved through developing people. By investing in the knowledge, skills and expertise of teachers, leaders and support staff, we strengthen classroom practice, build leadership capacity and create the conditions for continuous improvement across all our schools.

Professional development within the Trust is designed to support three interconnected priorities:

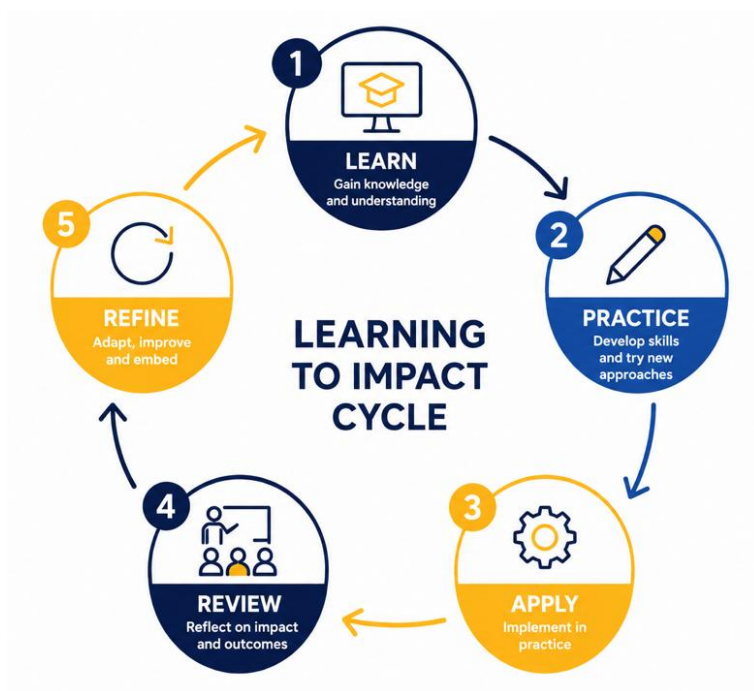
- **Improving outcomes for children and young people through enhanced classroom practice.**
- **Developing current and future leaders at all levels of the organisation.**
- **Building organisational capacity by sharing expertise and strengthening collaboration across the Trust.**

OUR PRINCIPLES:

All professional development delivered across the Trust is underpinned by six core principles:

1. **Sustained:** professional learning should take place over time and support long-term improvements in practice.
2. **Evidence-Informed:** programmes should draw upon high-quality research, evidence and professional expertise.
3. **Supports Professional Decision-Making:** professional development should strengthen professional judgement and empower staff to make informed decisions.
4. **Targeted:** learning opportunities should respond to identified school, trust and individual development priorities.
5. **Evaluative:** professional development should focus on implementation, impact and measurable improvements in practice.
6. **Drives Inclusion:** inclusive practice, adaptive teaching and SEND are embedded throughout our professional development offer.

These principles are implemented through the Trust's Learning-to-Impact Cycle. This approach ensures that professional development moves beyond attendance and focuses on sustained implementation and improvement.



OUR PROFESSIONAL DEVELOPMENT OFFER

The Trust provides a comprehensive professional development offer through the Professional Development Centre (PDC), bringing together internal expertise and external opportunities to support staff at every stage of their career.

THE INTERNAL OFFER INCLUDES:

- Trust-wide professional development conferences and learning events.
- SEND and inclusion development programmes.
- Leadership development pathways.
- Professional networks and communities of practice.
- Instructional coaching and peer collaboration.
- Research and practitioner inquiry opportunities.
- AI and digital innovation programmes.
- Bespoke school improvement support aligned to school priorities.

THE EXTERNAL OFFER INCLUDES:

- National Professional Qualifications (NPQs).
- Accredited leadership programmes.
- SEND specialist qualifications and pathways.
- Apprenticeships and workforce development programmes.
- Higher Education partnerships.
- Professional conferences and specialist networks.
- Research partnerships and collaborative projects.

Together, these opportunities provide a coherent development pathway that supports professional growth whilst directly contributing to school improvement priorities.

PROFESSIONAL LEARNING RECOGNITION FRAMEWORK

We believe that professional learning should be valued, celebrated and recognised. To support a culture of continuous improvement, a Professional Learning Recognition Framework will acknowledge both participation in professional development and contributions to the learning of others.

RECOGNITION WILL BE AWARDED THROUGH A PROGRESSIVE PATHWAY:

- Professional Learning Award: Recognition for engagement in voluntary professional development activities beyond mandatory training.
- Professional Learning Excellence Award: Recognition for completing a defined professional learning pathway or series of programmes linked to trust priorities.
- Professional Learning Champion Award: Recognition for colleagues who actively support the development of others through coaching, mentoring, facilitation or leadership of professional learning.
- Professional Learning Fellowship: The Trust's highest professional learning recognition, awarded to individuals who demonstrate sustained impact on professional practice, school improvement and workforce development across the Trust.



These awards will be formally recognised through Trust events, annual celebrations and professional development conferences, reinforcing the importance of professional growth and professional generosity.

INTENDED IMPACT

Through this strategic approach, professional development will:

- Improve the quality of teaching, leadership and support practice across all schools.
- Strengthen inclusive practice and outcomes for vulnerable learners.
- Increase staff expertise, confidence and professional agency.
- Develop future leaders and strengthen succession planning.
- Improve recruitment, retention and career progression.
- Build collaborative networks and share effective practice across the Trust.
- Contribute directly to school improvement priorities and organisational development.

By placing professional development at the heart of our improvement strategy, we will continue to build a highly skilled workforce capable of delivering exceptional outcomes for all children and young people across The True Learning Partnership.

TRUST-WIDE IMPROVEMENT TEAMS AND NETWORKS

We believe the main reason for being part of a trust, as opposed to a stand-alone school, is because we can improve the provision we provide for our pupils faster and in a more sustainable way. We can draw on a wider pool of expertise and more resources by working together. There are other benefits, such as organisational resilience and efficiency savings, but we never lose sight of our improvement role.

We coordinate improvement networks and employ leaders with specific improvement responsibilities, to facilitate the sharing of best practice:

Role	Purpose	Frequency	Accountable to
Executive Headteacher meeting	Formulate plans and deliver objectives identified in the Trust improvement plan. Updates on school improvement initiatives. Provide a support network. Share good practice. Agree common approaches in our schools.	Half-termly	Director of Education
Trust Improvement Leaders	We will identify a number of trust strategic priorities for which we want to develop expertise and provide an opportunity for staff across our Trust to become a Trust Improvement Leader. These roles provide an exciting opportunity for staff to engage in research, provide insights into best practice and influence trust strategy. Trust Improvement Leaders will spend at least 2 days per term on outreach work and/or research and development work. They will be members of schools senior or middle leadership. These roles will be seconded from our schools via an application process.	Half-termly	Director of Education
Safeguarding leaders	Agree common approaches to safeguarding. Share good practice. Provide a support network for designated safeguarding leads. Trust safeguarding Lead is a members of their home school's leadership team and spends at least one day per half-term on outreach work. They deliver training, coaching and quality assure provision across the trust.	Half-termly	Trust DSL

SENDCOs	Agree common approaches to SEND. Provide a support network for SENDCOs and share good practice. The Deputy Director of Education will ensure all schools are meeting statutory requirements, deliver training, provide support and coaching and quality assure provision across the trust.	Half-termly	Deputy Director of Education
Trust subject leaders	We want to encourage more collaboration by building subject networks across the trust. The aim of these subject networks is to share resources, best practice and expertise which in turn should improve workload and wellbeing. We want the following subject leaders to meet once per term (6 times a year): • EYFS (Primary) • English • Maths As well as these formal meetings, we want to encourage all other subjects to network where possible and share best practice. To facilitate this, we have produced a list of all subject leaders across all schools with their email contact details.	Half-termly	Director of Education

QUALITY ASSURANCE AND MONITORING ACTIVITIES

ALL SCHOOLS ARE EXPECTED TO HAVE:

- A strategic 3-year plan linked to the Trust Strategic Plan (to be agreed with the Trust each year).
- An annual School Improvement Plan (SIP) which may include common Trust priorities together with individual school improvement priorities.
- School self-evaluation summaries addressing areas of the OFSTED framework which inform elements of the annual SIP.

SCHOOL IMPROVEMENT VISIT SCHEDULE

School	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School A	Standards Review Meeting	Full Peer Review Improvement planning	Standards Review Meeting	Follow up on impact of actions from the review	Standards Review Meeting	Update SEF/SIP
School B	Standards Review Meeting	Full Peer Review Improvement planning	Standards Review Meeting	Follow up on impact of actions from the review	Standards Review Meeting	Update SEF/SIP
School C	Standards Review Meeting	Full Peer Review Improvement planning	Standards Review Meeting	Follow up on impact of actions from the review	Standards Review Meeting	Update SEF/SIP
School D	Standards Review Meeting	Area Review	Standards Review Meeting	Area Review	Standards Review Meeting	Update SEF/SIP
School E	Standards Review Meeting	Area Review	Standards Review Meeting	Area Review	Standards Review Meeting	Update SEF/SIP
School F	Standards Review Meeting	Area Review	Standards Review Meeting	Area Review	Standards Review Meeting	Update SEF/SIP

The Director of Education, members of the school improvement team and CEO will engage with the QA activities twice per year following the standards review meetings. One of these will be a peer review or an area review.

PEER & AREA REVIEWS

At True Learning we empower our Headteachers to be the school improvement lead for their school. Supported by our core offer, central team and the Director of Education, Headteachers lead their school's improvement journey drawing upon the expertise within the Trust and from external sources to support and improve areas of priority identified on the School Improvement Plan.

To harness the collective knowledge and expertise of leaders within the Trust as well as to provide professional development opportunities, all Headteachers will engage in peer reviews. The purpose of these peer reviews is to support accurate self-evaluation and quality assurance as well as to provide support/challenge and problem-solving opportunities to school leaders related to implementation activity being undertaken in-line with the school improvement plan.

Area reviews will focus on a particular subject or one area from the Ofsted framework such as; Inclusion, Behaviour & Attendance, Personal Development, Curriculum & Teaching. We may also use Trust Improvement Leaders to support with area reviews or subject leaders.

What do we do during a Peer Review	What do we not do during a Peer Review
✓ Focus on the line of enquiry using the agreed framework, and agreed timetable for the day ✓ Review and moderate the school's evaluation of the current sources of evidence set out in the peer review being conducted ✓ Consider a wide range of evidence bases including those set out in the Ofsted Handbook to collect and connect evidence to build a view of strengths and areas for development ✓ Write an accurate summary against the line of enquiry using the sources of evidence presented by the school ✓ Agree areas of improvement as well as how this can be done with precise action steps ✓ Share the report with the LGB at the next meeting	⊗ Write a report which identifies individual staff ⊗ Conduct an informal learning walk of the school ⊗ Reviewing headteachers do not give feedback to or about individual members of staff

SCHOOL CATEGORISATION PROCESS

Through quality assurance activities, schools' risk will be categorised based on the five stages of school improvement detailed below on an annual basis at the end of each academic year. This initial judgement will inform the capacity required to support the school. In addition, school categorisation will be reviewed on at least 1 other occasion during the year.

Excellence: An excellent school with the capacity to further its own improvement journey; support others in their improvement journey and add capacity to the Trust Education and School Improvement Strategy.	Refinement: A good school that is on the journey to becoming excellent; it has the capacity in a number of areas to support other schools to become good.	Reinforcement: A school that has limited but developing capacity; a school that is working towards being categorised as 'good' or fully securing a 'good' judgement but where some areas are still not consistent enough or are not delivering the intended outcomes.	Recovery: A school with limited capacity which requires swift improvement in key areas to provide a high-quality educational offer within specified review periods. Leaders require targeted support from the MAT to identify school improvement priorities, write the SIP and to implement the necessary changes.	Repair: A school with significant weaknesses that requires stabilising – the school lacks the capacity to secure their own improvement. Leaders require intensive support from the MAT to identify school improvement priorities, write the SIP and to implement the necessary changes.
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APPENDIX 1

SCHOOL SCORE CARD

TRUE LEARNING PARTNERSHIP – 31 JANUARY 2025

School Context		
	School	National
Total on roll		
Pupil Premium		
SENE		
SENK		
EAL		
Deprivation indicator		

School Categorization				
Excellence	Refinement	Reinforcement	Recovery	Repair

Ofsted Areas for Improvement

Next inspection due 2027

- teachers know how best to check pupils' understanding so that they can address any misconceptions or gaps in knowledge before moving learning on.
- ensure that there is consistency across all subjects in how teacher support pupils in their successful recall of previous learning.
- ensure that vulnerable pupils receive the support they need to enable them to improve their attendance.

Ofsted judgements	Last inspection Nov 2023	Self evaluation Term 1	Self evaluation Term 2	Self evaluation Term 3
Leadership	Good			
Quality of Education	Good			
Behaviour and Attitudes	Good			
Personal Development	Good			

School Effectiveness Dashboard

TRUST SECONDARY DATA			TERM 1						TERM 2						TERM 3					
Measure	National 2024	Achieved 2024	All	PP	Non-PP	SENE	SENK	Non-SEN	All	PP	Non-PP	SENE	SENK	Non-SEN	All	PP	Non-PP	SENE	SENK	Non-SEN
A8		42.8	42.1	33.6																
4+EM		60%	59%	42%																
5+EM		36%	31.7%	14%																
P8		0.14	0.17	-0.07																
EBacc 5+																				

Attendance Term 1							Attendance Term 2							Attendance Term 3						
National	All	PP	Non-PP	SENE	SENK	Non-SEN	National	All	PP	Non-PP	SENE	SENK	Non-SEN	National	All	PP	Non-PP	SENE	SENK	Non-SEN

Behaviour Data Term 1							Behaviour Data Term 2							Behaviour Term 3						
							National	All	PP	Non-PP	SENE	SENK	Non-SEN	National	All	PP	Non-PP	SENE	SENK	Non-SEN
Suspensions																				
P-Ex																				