

# SCHOOL IMPROVEMENT AT SCALE BLUEPRINT



**Our Purpose:** We are here to make great schools and happier, stronger communities so that people have better lives.

**Our Improvement Strategy:** The success of our schools going forward depends on our ability to ensure we have a **good teacher in every classroom**, delivering an **excellent curriculum**, supported by **effective systems for behaviour and support**. The huge benefits of working as part of our trust are the capacity we can bring collectively for high quality teacher development and curriculum development within our healthy, thriving culture, underpinned by ethical leadership.

**Our Culture:** We invest heavily in creating a positive culture that is underpinned by our **Ethical Leadership Charter Competencies and Behaviours** (Trust, Optimism, Kindness, Courage, Service, Wisdom, Justice and Vision) and our **Workload Charter**. The culture of the trust and our schools is critical in ensuring we have an enjoyable, rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable. We start from an assumption of professional trust and the belief that everyone seeks to do a good job. We ask all leaders to set a good example in how they behave and that they try to reduce levels of stress and anxiety in the organisation.

**School Improvement at Scale:** We ensure our school improvement strategy is systematically implemented through a five-stage cycle, covering each of our four priority areas below:

	Ethical and effective leadership	A good teacher in every classroom	An excellent curriculum	Effective systems for behaviour, safeguarding and student support
<b>Communication</b> Consistently sharing our core purpose and celebrating the benefits of working together at all levels	<ul style="list-style-type: none"> <li>CEO briefings share TEAL's core values with all our staff, ensuring clarity of our core purpose</li> <li>Weekly headteacher meetings (cross phase and phase-specific) to discuss priorities, receive training and share problems/solutions</li> </ul>	<ul style="list-style-type: none"> <li>TEAL Annual Conference brings us together to revisit our core purpose and develop as teachers</li> <li>Through QI, all teachers are involved in the development of our key processes (e.g. <b>The Teaching Charter</b> and our <b>Professional Quality Improvement Framework</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Curriculum and Classrooms bulletin share key priorities with senior leaders across the trust</li> <li>Weekly Curriculum Leaders' Meetings (CLMs) support strong relationships across schools</li> <li>½ Termly TEAL Leaders Update goes to senior and subject leaders, celebrating impact of their work</li> </ul>	<ul style="list-style-type: none"> <li>Mental health is high profile across all areas of TEAL. The trust commissions (at no cost to our schools) a unique <b>Be Well</b> programme, providing (amongst other things) dedicated support from HEY Mind, access to SMASH and ELSA, and training for all staff</li> </ul>
<b>Ambition</b> Setting challenging targets, and clearly articulated and demanding expectations for ourselves and others	<ul style="list-style-type: none"> <li>The <b>Workload Charter</b> and <b>Ethical Leadership Charter</b> set a high bar for all our leaders</li> <li>We insist that all leaders set a good example in how they behave and that they try to reduce levels of stress and anxiety in the organisation</li> </ul>	<ul style="list-style-type: none"> <li>The professional commitment of all our teachers is to become the best teacher they can be</li> <li>Our <b>Teaching Charter</b> exemplifies what great teaching looks like in our trust and underpins our commitment to high quality, collective teacher development</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Curriculum Blueprint</b> outlines ambitious principles for all schools so that pupils access the powerful knowledge and skills to which they are entitled</li> <li>All schools use FFT 20 benchmark targets</li> </ul>	<ul style="list-style-type: none"> <li>All staff and children access first class support from our unique <b>Be Well</b> programme</li> <li>Our <b>Behaviour Blueprint</b> outlines how every school should operate, underpinning the trust's commitment to helping all staff and young people thrive</li> </ul>
<b>Alignment and Collaborative Convergence</b> Systematically sharing what works best and reducing the duplication of effort	<ul style="list-style-type: none"> <li>All leaders know and understand what it means to lead in a trust and for the benefit of all schools</li> <li>TEAL annual calendar is aligned across all areas of school life (e.g. data collections and QA cycles; parents' evenings; SLT, Subject Leader and Teacher Development Meetings)</li> </ul>	<ul style="list-style-type: none"> <li><b>Teaching Charter</b> jointly established across all schools, subjects and phases</li> <li>TEAL Subject Leaders facilitate collaboration to identify and align priorities and share the planning of a programme of high quality CPD</li> </ul>	<ul style="list-style-type: none"> <li>Weekly CLMs allow deputies to explore and share best thinking, offering challenge and support</li> <li>Subject Leader meetings are aligned (including 3 full days out of school) to collaboratively design and sequence their subject curricula with <b>TEAL Subject Leaders</b></li> </ul>	<ul style="list-style-type: none"> <li>Our Safeguarding, Be Well, SEND and Behaviour TEAL Area Leaders meet regularly with their counterparts in school, focussing on the national and local agenda, and the challenges and opportunities these present</li> </ul>
<b>Quality Improvement</b> A cycle of evaluation, diagnosis, prioritisation and implementation, maximising the chance of improvement	<ul style="list-style-type: none"> <li>All leaders are trained on our evidence informed <b>Quality Improvement Framework</b></li> <li>Weekly CSIs and half termly KPIs systematically track performance through our QA calendar</li> <li>Workforce feedback via Teacher Tapp surveys provide feedback against national benchmarks</li> <li><b>TEAL Dashboard</b> collates trends overtime, flagging concerns and reporting to Trust Board</li> <li>Weekly Headteacher/EP 1-1s focus on implementation and evaluate impact</li> <li>Termly SEF and SIP meetings with CEO/EP are supplemented by external improvement partner visits</li> </ul>	<ul style="list-style-type: none"> <li>All teachers have dedicated time to engage with our <b>PQI Framework</b> as part of their professional commitment and through this they:                             <ul style="list-style-type: none"> <li>Use evidence informed approaches to diagnose a domain specific focus</li> <li>Work collaboratively to develop that area through the PQI cycle</li> </ul> </li> <li>Teacher entitlement of 20 hours of high-quality, subject/phase specific CPD. This is aligned in our annual calendar to facilitate greater collaboration</li> <li>Leaders use evidence of what works, abandoning fads to ensure impact and support workload</li> </ul>	<ul style="list-style-type: none"> <li><b>TEAL School Improvement Review (TSIR) Framework</b> and peer reviews provide additional external challenge and support for schools to identify strengths and diagnose future priorities</li> <li>Following each <b>TSIR</b>, specific support is brokered from expert practitioners working across all our schools to provide additional capacity to improve at pace</li> <li><b>TEAL Subject Leaders</b> continue to facilitate collaboration and evaluation, further improving subject curricula</li> </ul>	<ul style="list-style-type: none"> <li>Weekly CSI and half termly KPIs track key behaviour and attendance data at a school level</li> <li>Teacher Tapp surveys, and regular student, parent and staff surveys provide feedback</li> <li><b>TEAL School Improvement Review (TSIR) Framework</b> and peer reviews provide additional external challenge and support for schools to identify strengths and diagnose future priorities</li> <li>Following each <b>TSIR</b>, specific support is brokered from expert practitioners working across all our schools to provide additional capacity to improve at pace</li> </ul>
<b>Sustaining Capacity</b> Spotting and developing talent, embedding what works, and abandoning what doesn't	<ul style="list-style-type: none"> <li><b>Professional Development Reflection:</b> a structured self-reflection against our Ethical Leadership Framework Competencies and Behaviours to develop bespoke professional learning</li> <li>TEAL Talent Strategy for succession planning</li> </ul>	<ul style="list-style-type: none"> <li>Our <b>SCITT (YWTT)</b> contributes significantly to the supply of high-quality entrants to the profession</li> <li>Our bespoke <b>TEAL Early Career Programme</b> ensures that Induction Tutors and mentors receive in-depth training on their role</li> <li>Our culture helps ensure that we retain our staff</li> </ul>	<ul style="list-style-type: none"> <li>Subject experts regularly present to the CLMs, receiving coaching and mentoring to further develop and challenge their thinking</li> <li>Our Talent Strategy ensure that future leaders access the right NPQs and internal CPD, with the majority of posts filled internally</li> </ul>	<ul style="list-style-type: none"> <li>Strategic succession planning means that potential leaders access the right qualifications (e.g NPQs / NASENCO / Mental Health / DSL) and internal training required</li> </ul>