



QEGSMAT Educational Improvement Model



The QEGSMAT bespoke model aims to bring about continual improvement both through the individual academy/school's own ability to self-improve or through relevant support and intervention

Capacity to improve own and others' schools/academies	Capacity to improve own school/academy	Capacity to improve own school/academy with educational support	Insufficient capacity to improve with our direct support
6 days per year: progress & data, school improvement, staffing & curriculum, self evaluation and Quality Assurance (includes 1 day from an external educational consultant)	6 days per year: progress & data, school improvement, staffing & curriculum, self evaluation and Quality Assurance (includes 1 day from an external educational consultant)	6 days per year: progress & data, school improvement, staffing & curriculum, self evaluation and Quality Assurance (includes 3 days from an external educational consultant)	Minimum of 6 days per year: progress & data, school improvement, staffing & curriculum, self evaluation and Quality Assurance (includes 6 days from an external educational consultant)

Educational Improvement, challenge & support



Core Offer:

- Progress, attainment & data;
- Underperforming groups & gaps;
- SIP & identifying KPIs;
- SEF;
- Staffing & Well-Being;
- Blue Sky software – Appraisal;
- Pupil Premium/disadvantaged;
- Curriculum offer;
- Succession planning;
- National & Local updates;
- Governance;
- Middle & Senior Leadership;
- Exclusions;
- Absence

Support from:

- ✓ Central Team (inc. Finance, Estates & HR);
- ✓ NLE, SLEs & Lead Practitioners;
- ✓ Educational Improvement Director(s);
- ✓ Pupil Premium Reviewers;
- ✓ Local TSAs & the Diocese;
- ✓ Executive Board;
- ✓ Educational Leaders inc. HTs;
- ✓ External Consultants;
- ✓ Trustees



The SIP developed, for new academies joining the trust, is based on the priorities identified from the Due Diligence process; for academies already in the trust it can be based on one or more of the following: school/academy self evaluation, emerging issues, examination results, external QA and/or recent Ofsted report (May-Sept);

Progress against these priorities is monitored closely, reviewed and reported (Jan/Feb and May);

Targeted CPD is put in place where necessary;

QA activities can include: work scrutinies, lesson observations & learning walks, meetings with staff & students, mentoring/coaching of staff, PP Review & review of the SIP & SEF.

Educational/school improvement is calendared throughout the year; a range of QA activities are mapped, by the HT and trust, to provide structure to visits, meetings and training sessions.

The QEGSMAT approach is bespoke; it is flexible to respond to individual school/academy needs as they arise. We value our schools/academies, we want to know and fully understand them – their needs and the communities in which they serve.