



# 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

<b>Capacity to improve own and other's schools/academies</b>	<b>Capacity to improve own school/academy</b>	<b>Capacity to improve own school/academy with educational support</b>	<b>Insufficient capacity to improve with our direct support</b>
<p>Six days per year: progress and data, school improvement, staffing and curriculum, self evaluation and quality assurance (includes one day from an external educational consultant)</p>	<p>Six days per year: progress and data, school improvement, staffing and curriculum, self evaluation and quality assurance (includes one day from an external educational consultant)</p>	<p>Six days per year: progress and data, school improvement, staffing and curriculum, self evaluation and quality assurance (includes three days from an external educational consultant)</p>	<p>Minimum of six days per year: progress and data, school improvement, staffing and curriculum, self evaluation and quality assurance (includes six days from an external educational consultant)</p>



## Challenge & Support in our Trust:

### Core Offer:

- Self Evaluation.
- Support with local and national press.
- Developing the AIP & identifying KPIs.
- Analysing data - progress, attainment, attendance, exclusions, behaviour – Go4Schools and Insight Tracker.
- Appraisal - Blue Sky software.
- Pupil premium strategy and review.
- Integrated curriculum led financial planning.
- Middle & senior leadership development and qualifications.
- Coaching/teacher support plans.
- Support networks (DSL, early help, Senco).

### Support from:

- ✓ Central team (including finance, estates & HR).
- ✓ NLE, SLEs & lead practitioners.
- ✓ Educational Improvement Directors (primary & secondary).
- ✓ Pupil premium reviewers.
- ✓ DfE.



## Challenge & Support in our Trust:

### Core Offer:

- Subject support/moderation.
- Safeguarding review/S175 action planning and supervision of DSL.
- National & local updates.
- Governance.
- Compliance – healthy and safety, Every.
- Community engagement.
- Preparation and support for Ofsted.

### Support from:

- ✓ Local TSAs & the Diocese.
- ✓ SIAMS Inspector.
- ✓ Executive Board.
- ✓ Educational leaders including Headteachers.
- ✓ External consultants.
- ✓ Trustees including PR.
- ✓ National coaches including coaches for Women in Leadership.
- ✓ External professionals e.g. support/leadership with capital projects, Ofsted Inspectors.

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-September);

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

Targeted CPD is put in place where necessary;

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

Educational/school improvement is calendared throughout the year; a range of QA activities are mapped, by the Headteacher 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.