



QEGSMAT

School Improvement Model





School Improvement Strategy

- At QEGSMAT this is about:
 - Building leadership capacity and succession planning.
 - Ensuring a broad, balanced, creative curriculum – fit for purpose and accessible to all.
 - Quality first teaching.
 - Efficient and effective systems supporting education.
 - Challenge and support at all levels.
 - Network of colleagues working together and sharing expertise.
 - Effective quality assurance, implementation, monitoring and evaluation.
 - Targeting resources to improve educational outcomes.
 - A strong central team: education, finance, HR, IT, data and estates working with schools to improve outcomes and support schools to deliver high quality, professional and career development.



How do we deliver this?

- Rigorous, robust and detailed due diligence prior to schools joining the Trust.
- Regular meetings and visits that support and challenge.
- Training, development and bespoke support and coaching; including preparation for Ofsted visits.
- Annual progress review weeks; QA monitoring, evaluation and targeted, high quality intervention.
- Annual pupil premium health checks, regular safeguarding reviews and targeted subject reviews.
- Access to Teaching School Hub, local and national networks, external providers e.g. Ambition Leadership, DfE, ESFA and Chartered College networks.
- Consistent approaches to self-evaluation, academy and departmental improvement planning and appraisal.
- Majority of policies are trust wide, with procedures sitting at school level.
- Clear calendar of school improvement.
- Support and mentoring for new staff, those studying and undertaking qualifications and professional learning opportunities for all.



School Improvement Team

- Anne Martin: CEO, NLE and FCCT.
- Clare Peat: Primary school improvement lead, Designated Safeguarding Lead for primary and CPD Coordinator.
- Angela Stephenson: Data Manager.
- Rob Tuck: Creative Technologist and IT lead.
- Scott Garrity, Phil Smith and Ryan Metters: Secondary Headteachers.
- Amie Wilton, Matthew Dodson, Sue Hughes and Sarah Stone: Primary Headteachers.
- 12 specialist leaders of education across the Trust.
- 33 members of staff on an NPQ qualification across the Trust.
- External school improvement; quality assurance; SEND and PP reviews, safeguarding, early career teachers.
- Anne Martin; secondary designated safeguarding lead and secondary training and development lead.



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.
- Governor/Trustee training and support.
- Quality assurance and subject reviews.
- Coaching/teacher support plans and professional development.
- Support networks.
- Subject support/moderation.
- Safeguarding review, action planning and supervision of DSL.
- National & local updates.
- Governance training.
- Compliance – healthy and safety, 'EVERY'.
- Community engagement.
- Preparation and support for Ofsted.
- External reviewers where needed.
- SEND review and action planning.
- Early career teacher support.
- Training of support staff.



Challenge & Support in our Trust

Support from:

- ✓ Central team (including finance, estates. Data, IT & HR).
- ✓ NLE, SLEs & lead practitioners.
- ✓ Educational Improvement Director & CEO.
- ✓ Pupil premium reviewers.
- ✓ DfE.
- ✓ Local Governing Bodies
- ✓ Finance & PR expertise from Trustees
- ✓ Teaching School Hub
- ✓ The Dioceses, including SIAMS
- ✓ Executive Board
- ✓ Educational leaders, including Headteachers
- ✓ External consultants.
- ✓ National coaches including coaches for Women in Leadership.
- ✓ External professionals e.g. support/leadership with capital projects, Ofsted Inspectors.



The QEGSMAT School Improvement Model

- Has, at its heart, central school improvement team leaders working very closely with the school Headteacher and senior leaders; we know our schools, their strengths and areas of development.
- Is focussed on growing our own; many appointments are made from within the organisation; recruiting and developing staff at the start of and during their career is important to us.
- Strives to identify and recognise talent through coaching, leadership development and training.
- Has strong uptake of National Professional Qualifications.
- Emphasises the development and training of those involved in governance at all levels.
- Is strengthened by the central functions of HR, Finance, IT, Data, Estates and Compliance; this allows leaders to focus on school improvement.



Our approach to school improvement

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

The Academy Improvement Plan developed for new schools joining the Trust, is based on the priorities identified from the due diligence process; for schools already in the Trust it can be based on one or more of the following: self-evaluation, emerging issues and priorities, examination results, external QA and/or recent Ofsted report; it is a working document, regularly reviewed throughout the year.

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. A common Trust-wide INSET focusses on school improvement; on improving outcomes and the lives of young people.

Local Governors and Trustees challenge and support school improvement through regular meetings, visits to the schools and training.



The overall school improvement strategy focusses on:

- Achievement and standards.
- Leadership development at all levels.
- Curriculum.
- Teaching & learning.
- Assessment, data and target setting.
- Inclusion and SEND.
- Interventions, Catch-Up and pupil premium.
- Literacy, numeracy and phonics.
- EYFS.
- Sixth Form.
- Behaviour.
- Attendance.
- Outcomes.



The Central Team support and challenge:

- Scrutiny, monitoring and evaluation of trust-wide performance: outcomes, behaviour and attendance; next steps and intervention.
- Evaluation of school effectiveness and risk management.
- Identification and support with additional needs and resources.
- Appraisal.
- Headteachers improvement planning, self-evaluation, resource management and deployment.
- Teaching & learning.
- Personal development and wellbeing.
- Leadership development, including governance.
- Quality assurance.



Future Plans

- Growth has been measured and focussed on school improvement.
- Growth is geographically located in North Staffordshire, Staffordshire Moorlands, Derbyshire and Derby City.
- QEGSMAT is a mixed MAT, working closely with Derby and Lichfield Dioceses.
- QEGSMAT has a mixture of converter and sponsored schools.
- QEGSMAT supports and works with schools outside the Trust, with a focus on school improvement