

# QSG

QUEEN STREET GROUP

## ANNUAL REPORT 2024 – 2025



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The Queen Street Group is grateful for the continued support of Bates Wells, a truly purpose and impact-driven law firm, and the firm of choice for charities and education providers.

**Cover photo:**

Pensans Community Primary School,  
Truro and Penwith Academy Trust

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## FOREWORD

### Welcome to the seventh Annual Report of the Queen Street Group of Multi-Academy Trusts

The historical arc of the Queen Street Group tells us it was ten years ago that a group of Trust CEOs met informally for the first time. Back in 2015, Trusts were still in their infancy. The group was convened to think about how Trust leaders might support one another to seek coherence and improvement in the nascent Multi-Academy Trust landscape.

Although not formally constituted until 2018, this was the birth of the organisation that was to become the Queen Street Group, named after its regular meeting place. The CEO of Creative Education Trust, Marc Jordan, played a critical role in that foundation. He continued to do so as Chair, then Vice Chair and Board member, until his retirement this year.

So, we open this seventh Annual Report by paying tribute to his vision, determination, and thinking. It was his commitment and persistence that helped to create the reality of QSG today. As we welcome our fiftieth member Trust in 2025, we are grateful for his 'founder's spirit.'

#### Eclectic in membership and thought

As we enter our second decade, QSG is large enough to maintain relevance and influence, and intimate enough to encourage high transparency, low ego and candid, respectful debate. Our membership is drawn from the widest range of Trust size (5–62 schools), and location (Newcastle to Land's End), spanning primary, secondary, AP, and special schools. We can look forward confidently to 2025–2026 as our two newest Expert Groups, for Inclusion and Safeguarding, join six established groups who continue to thrive.

The maturity and potency of our third leaders' conference, with 100 QSG delegates, is another milestone in our growth.

Discourse in QSG is free of political or other constraints and is focused on the drive to improve our own, and in turn, all schools. Our invited guests include senior civil servants, HMCI, policy and charity leaders, thought leaders and influencers, and the Head Master of Eton.

#### Recognition of achievements past and ambition for those to come

Congratulations to CEO colleagues Dame Lesley Powell, Cathie Payne, Christina Jones and Claire Harnden, who were all recognised in the King's Birthday honours for services to education

There were also honours for other QSG colleagues, Deborah Thomson, Chair at the Ivy Learning Trust, and Lisa Fathers, the Deputy CEO at Bright Futures Educational Trust.

We wish Sir Andrew Carter, another founding member of QSG, all the best for his retirement.

QSG colleagues and Board members have been heavily involved in leading and participating in the high profile reviews and playing key roles in the development of our sector. This chimes with the QSG commitment to work collaboratively to improve the quality of education and opportunity for all pupils in our schools, constantly seeking to advance education for the public benefit.

At QSG we will listen to multiple voices and engage with the widest range of policy makers, regulators and each other to make life better for our children. That is why we were founded and what we will continue to do as the year unfolds.



A handwritten signature in black ink that reads "Steve Taylor". The signature is fluid and cursive, with a long horizontal stroke at the end.

**Steve Taylor,**  
Chair of QSG



## WHY WE EXIST

### Origins

A group of Trust CEOs began meeting informally in 2015 and then formed a network of Trusts which met regularly over the next three years. In 2018 this network became a formal, legal entity called the Queen Street Group, named after its first meeting location, the offices of charity lawyers Bates Wells. There were 17 original member Trusts. Membership has since grown to 46 Trusts, with more to join during 2025–2026.

### Purpose

QSG's formal legal object is **"To advance education for the public benefit"**. We subscribe to particular collective values, based on common ethical standards in the provision of high-quality school education.

QSG does not seek to take a particular standpoint on any issue, neither does it lobby for a particular policy. Rather, it seeks to articulate the range of viewpoints of its members who serve very different communities throughout England. Our voice is grounded in the practical experience of leading schools and working with pupils.

## OUR TWO KEY AIMS

### Schools and their Trusts

To **improve the quality of education and opportunity** for all pupils in our schools through mutual intellectual, moral and practical challenge and support, and the implementation of best practice in the ethical and effective leadership of Multi-Academy Trusts.

### Wider engagement

To **engage regularly with policy makers and regulators** to ensure that the practical perspective – both of those responsible for the day-to-day functioning of the schools' system and the views and experiences of our pupils – is understood and taken account of in their strategies and operations.

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## QSG VALUES & PRINCIPLES

### Ethical leadership and moral purpose

We seek to lead our Trusts in the best interests of all our pupils, especially the most disadvantaged, and so help to build a more just and equitable society.

### Thought grounded in practice

We are intellectually rigorous, positive, and constructive in how we seek to influence the development of education in Trusts and across the system. Our distinctive contribution is that our voice is grounded in the day-by-day practice of leading and managing successful groups of schools.

### Open and transparent

Through our website and publishing, both physical and virtual, we are open in the way we form and share our views.

### Eclectic and inclusive

All our members have a voice in how we operate. Our Expert Groups provide networks for leaders across all areas of Trust operation to share knowledge, develop professionally and influence policy.

### Multiple voices entwined in common purpose

Our Trusts are diverse in many ways, including geography, context and size. Each is accountable to its own Board and stakeholders. We seek to reflect and concentrate the impact of these multiple voices, not to condense them into a single viewpoint. We share a common conviction that all schools can benefit from being part of a Multi-Academy Trust.

### Proactive and focused

We have no ambition to grow into a mass-membership organisation, nor do we feel the need to react to every shifting change or event in the educational world. We are proactive in focusing on the issues that experience in leading successful groups of schools tells us are of importance.

We support one another, improve our practice and seek to influence policy through:

- **regular meetings of CEOs**
- **regular meetings of six Expert Groups involving executive leaders of Education, Inclusion, Finance, Human Resources, EdTech and Estates**
- **discussions with influential policy-makers and regulators**
- **publication of briefings and blogs**



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## KEY AREAS OF FOCUS 2024 – 2025

### Focus Area 1: Trust leadership succession Grow the diversity and quality of future trust leaders

Now in our third year of having diversity in leadership as a key area of focus, we extended its scope from a focus on supporting women into leadership to how we can build Trust leadership teams with the widest possible diversity. That in turn helps us to lead schools that are places of inclusive belonging for all the students and staff who are in our care.

#### Queen Street Group Conference

**“Doing it your way: diversity in Trust Leadership”, March 2025**

This third conference continued our commitment to the diversification and strengthening of the leadership pipeline as the Trust sector matures.

In her opening address, Sarah Bennett, CEO of Inspiring Futures through Learning, challenged us all to understand and share our backgrounds that shape, in the deepest sense, the kind of leaders that we become. It is by connecting with these roots that we are authentic as leaders, and through which we celebrate diversity in our system.



#### A challenging evening keynote

**Sufian Sadiq**, Director of Teaching School, Chiltern Learning Trust

As appropriate for an evening reception, Sufian opened with an anecdote of when he attended an educational leadership conference in Birmingham. As the evening gala dinner drew to a close, Sufian was being thanked by leaders within our sector for the food and service. A vivid, disturbing demonstration of the stereotyping and racist assumptions made by senior education leaders when they saw an Asian man at a leadership conference: the assumption being that he must be a waiter or part of the catering team.

Sufian reflected on his own journey into leadership as a British Asian Muslim. He challenged the audience to reflect on their own attitudes as he described the barriers and prejudices he has had to overcome in order to succeed and feel comfortable in his own leadership skin.

## Guest speakers

1

**Rachel Macfarlane**, lead adviser for under-served learners, HFL Education

### Rachel's headline challenge was this:

Are you role-modelling that inclusion is front and centre of every decision that you make?

She stressed the importance of having leadership teams that:

#### a) represent diverse socio-economic backgrounds:

- to give you organisational empathy with all your pupils and staff
- so that you can make others feel more comfortable by sharing your own experiences
- to enable you to support the most marginalised pupils who are likely to be from poor socio-economic backgrounds

#### b) represent diverse racial backgrounds:

- to role-model leaders who can relate to others who may have different priorities
- children of colour need to see themselves reflected in those who teach and guide them
- white staff generally have a limited understanding and experience of students from racial minorities
- your student population may be predominately white: wider society is changing, and children at school are gaining experience for life in the wider multi-racial world
- a Trust led by all white leaders is less well-placed to eliminate racial inequality
- we need minority ethnic roles to persuade students of colour to become teachers



2

**Gillian Penny**, Education Strategic Engagement Lead UK, Apple

### Gillian's key challenge:

In our Trusts, are we focused on ensuring learning is accessible to all, whatever the potential barriers?

She stressed the importance of being guided by our values in leading organisations. This often takes time, so be patient for the long haul: for example, in attempting to build a diverse workforce.

A fundamental value for Apple is ensuring accessibility for all. This means providing every learner with every opportunity to succeed. When technology is designed for everyone, then it is inclusive because it is allowing everyone to do what they want to do. Accessibility, in the widest sense of the word, is essential to building a more inclusive world. Apple is pushing the boundaries of innovation so that everyone has access to learn, create and connect in new ways.

Your pupils need to gain access to develop the skills that are on the rise:

- creative thinking
- analytical thinking
- technological literacy
- resilience, flexibility, agility, curiosity
- motivation and self-awareness
- systems thinking and use of big data

3

**Charlotte Wilson,**  
IT and AI consultant

### Thinking about diversity in the new AI world

Charlotte realised that images being generated by AI are very stereotypical. She put her anonymised CV into ChatGPT and found it generated images all of white men. On further investigation, nurses were all images of women, and doctors of men; higher paid jobs were represented by lighter skins; 37% of USA physicians are women, only 7% of AI images of those physicians are women.

We need careful human eyes and intelligence to spot biases and stereotypes.

#### Trust AI strategies:

- make rules and policies to set frameworks for this new world
- have a conscious strategy to echo Trust values and ethos when using AI
- educate employees about unconscious bias
- watermark text to show whether it is AI or human generated
- practise damage limitation plans

4

**Faizal Musa,** School and College leader,  
Dixons Academies Trust; James Lauder,  
Assistant Principal, Lead on People and  
Community briefs

EDI is not about political correctness. It is about fairness, building curiosity and belonging for all parents, children and staff. Inclusion is an emotion. What more do I need to do to make that person feel that they belong? This is difficult because people worry about getting it wrong.



#### Key elements of strategy at Dixons:

- sustained effort over years to win hearts and minds of thousands of individuals, each with different understanding and viewpoints
- develop your Principals to win hearts and minds, and build the skills and confidence to navigate a difficult area
- clear, agreed strategy which combines hard initiatives with parallel focus on culture; clear set of measures for each element of the strategy

5

**Jaz Ampaw-Farr,**  
CEO, Be Human First Ltd

With energy and passion and humour, Jaz Ampaw-Farr clearly demonstrated why she has won Speaker of the Year so many times. Recounting her life experience, including its very real challenges, Jaz asked the room why – why are we reluctant to recognise our successes in life, why do we often hold onto fear, why is her story unique and yet like so many others, and why do we need to recognise and celebrate diversity of experience to enable all to flourish? Jaz embodied perfectly our theme of ‘doing it your own way’.

**We are grateful to Ernest Jenavs and Edurio for their generous support of this conference.**

edurio

# KEY AREAS OF FOCUS 2024–2025

## Focus Area 2: Promote inclusive education

### Work to transform the life chances of all children through exceptional provision in SEND and Alternative Provision

1

#### QSG and national policy

Two QSG CEOs have been at the heart of helping to create the national policy direction on inclusive practice, Mark Vickers as Advisor to Ofsted and Tom Rees as Chair of the DfE Inclusion Review.

It is clear that the system for supporting children with SEND is in urgent need of change: outcomes are poor, children and parents experience the system badly and the funding is unsustainable. QSG CEOs and the QSG Inclusion Group have been helping to answer some of the questions that follow from this analysis:

- how can schools spend the money more effectively and still give parents confidence that the needs of their children will be met?
- how can we build capacity, confidence, and skills in schools so that meeting the needs of most children through universal provision becomes more of the norm?
- how can we move away from a deficit model where funding depends on proving what children cannot do rather than what they can?
- what are the implications for teacher training and development, accountability systems, and local partnership working?

2

#### Expert witness

**Claire Stewart** (Deputy Director, Inclusive Education) and Adam Sproston (Senior HMI, SEND and AP/Inclusive Education)

Claire and Adam explained the proposed changes to the Ofsted Framework and definition of inclusive practice. The group's responses included:

- reassurance at the profile of inclusion, and its being woven throughout the Framework rather than just a bolt-on
- concerns over how to measure success for pupils not ready for exams and recognition of a school's efforts to provide alternative programmes
- questions about how this dovetails with the DfE's Curriculum Review and Inclusion Review



### 3 Expert witnesses

**David Bartram**, co-author with Natalie Packer of “Beyond boundaries: leading great SEND provision across a Trust”

**David’s key message was that great leadership and great SEND provision go together:**

**“In our experience, schools and trusts with the strongest SEND provision are ambitious for all learners. They don’t overcomplicate their approach and concentrate on doing a few things well. They value and celebrate difference and diversity. They focus on delivering high quality teaching and rich educational experiences. They continually strive to deepen their SEND knowledge, understanding and expertise. Above all, they prioritise SEND leadership.”**

### 4 Sector insights

The Inclusion in Practice call for evidence interim report highlighted the importance of seeing inclusion as a strategic and shared responsibility (Insight 5). The report provides an important insight into the importance of leaders seeing inclusion as a core priority and principle across their settings and not as a separate system.

#### **Inclusion as a Strategic Priority**

‘Leaders told us inclusion was most effective when it sat at the heart of school improvement work and was championed visibly from the top. Trust CEOs and headteachers described setting the tone, framing inclusion as “everyone’s responsibility” and making this visible across language, planning and systems. Submissions described how inclusion was embedded in improvement plans, executive priorities, and

governance reviews. In one trust, senior leaders codified inclusion within a leadership framework, setting out how it should be planned for, resourced, and reviewed. Trusts shared how senior roles, such as Directors of Inclusion, were used to drive visibility and coordinate strategy and support across schools. Others described the role of trustees and governors in holding the executive to account for inclusive practice, including through scrutiny of progress data, resource decisions, and alignment with wider strategic objectives.’

(Inclusion in Practice – Interim Report – Summer 2025)

### 5 Workstreams to be taken forward by the QSG Inclusion Expert Group in 2025–2026:

1. **Create a directory of best practice across our Trusts.** This will map where Trusts have specific strengths in inclusive practice. Colleagues can then easily contact, visit and learn from others, and so leverage the work that has already been done within the system to benefit even more children.
2. **Weather-check regularly** so that we know the issues and areas for growth and development across our membership.
3. **Focused sharing of practice.** The most pressing issues at present include: effective use of AI; reducing suspension for pupils with SEND; relational approaches and their impact on SEMH, effective setting up and use of AP.
4. **Peer review** of inclusive practice and SEND provision at Trust and school level. How can we best measure effective provision?

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## KEY AREAS OF FOCUS 2024 – 2025

### Focus Area 3: Advocate the Trust role of public service Promote belonging and connection of schools with communities; argue for inspection and regulation appropriate to a public service role

#### Expert witnesses

**Sir Martyn Oliver**, HMCI

**Lee Owston**, National Director Education,  
Ofsted

**Hannah Woodhouse**, Executive Director for  
Children and Education, Bristol City Council

**Felicity Gillespie**, CEO, Kindred2,  
Ofsted Board Member

**Kiran Gill**, The Difference

#### Trust leaders as public servants

**QSG leaders take to heart the key role  
of Trusts in leading in their communities:**

**“Civic leadership is about the protection and  
promotion of public values and addressing  
issues of place...creating the conditions for  
collective impact by addressing complex issues  
affecting children that require different actors  
to work together.”** Leora Cruddas

We have this year worked with Ofsted to influence the development of an inspection system appropriate to the complex role of Trusts in the system. We have also engaged with Local Authority leaders and learned from one another about how best to maximise the synergy of different actors to have impact on our communities.



**Guest Hannah Woodhouse**, Executive Director  
for Children and Education, Bristol City Council

**Hannah’s key challenge was that we can only  
gain ground in improving outcomes if we  
address some big issues:**

- attendance
- impact of deprivation
- SEND
- places planning and viability
- school improvement sustainability
- recruiting and retaining a sustainable workforce
- serious youth violence
- safe and thriving communities

Moreover, these issues can only be solved if Local Authorities and Trusts work together across a place. There are shoots already of this happening which we now need to nurture:

1. National policy on Trusts seeks to bring improvement where it is needed most rapidly and effectively.
2. Trusts are consolidating and maturing, releasing energy for external impact.
3. To raise outcomes further, Trusts are increasingly focusing on their communities, for example through wider provision, inclusion, Alternative Provision, civic leadership and engagement with local partners.
4. As LAs sees rising need with EHCPs and Children in Care, with fewer resources to deliver provision, so pressure grows for more radical partnership solutions.

LAs and Trusts have different core responsibilities and pressing concerns. They essentially use different vocabularies. Working together on these big issues is the first step to developing a more common language.

## Case study 1 Sustainable rural partnerships

Truro and Penwith Trust

**The Trust has as its mission:**

**“Every child deserves the opportunity to succeed, and every school deserves the support to make it happen.”**

This is a particular challenge in Cornwall where travel times between schools are long, and many of those schools are small serving remote communities.

**“Lands End strategic community partnerships”:** improving life chances in one of the most remote parts of England.

The Trust is grappling with building sustainable communities; small schools in rural communities may be the only place that parents come together, and they are now working on how to get them meeting inside as well outside the school gates. The Trust thinks in a multi-layered way: for example, creating more learning opportunities for parents builds the community skills base, and also increases commitment to the importance of education generally.

**To support its four small schools and the communities on this peninsula, the Trust is:**

- basing workforce training and CPD in those communities
- sustaining small schools with shared leadership including Heads, senior and middle leaders, SENCOs, pastoral staff
- sharing community resources and facilities
- working with Penwith medical partnership and integrated health services
- deploying Trust welfare officers to support schools



## Case study 2

### “Doing with communities”

#### Oasis Community Learning and Big Education

Oasis and Big Education saw that community change is often short-lived because it is based on a model of agencies doing things to a community rather than embedding long-term change by working with those in the community.

They have developed a diagnostic tool to identify the true needs of their communities rather than just making assumptions about those needs. This is about working with the community in the role of facilitator rather than superhero who flies in to solve problems and then disappears again. The Trusts stress the importance of mindset: who has the power? How can it be held by the people in the community?

#### Big Education school, Surrey Square Primary, is putting this approach into action with great success:

Situated near the Old Kent Road, the school has worked with parents to find out what they

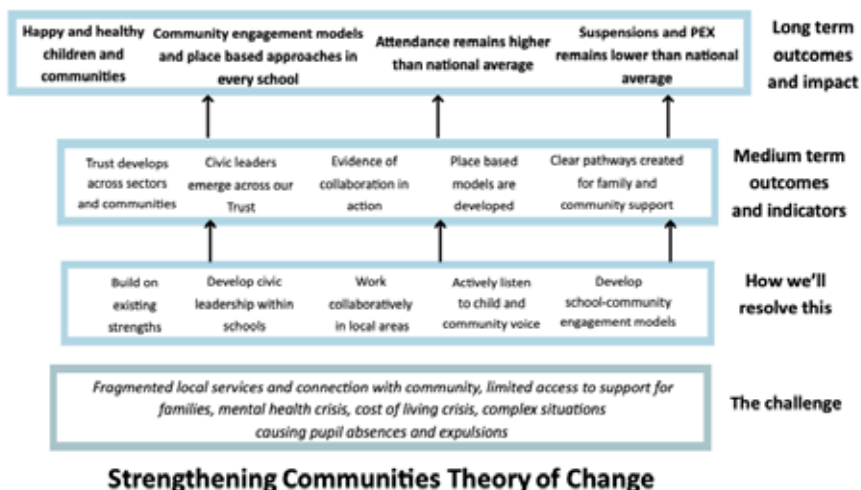
actually want. One result has been a thriving Saturday market held in the school with food, second-hand clothes stalls, events and much more. The difference in perception of the school on the part of parents is a joy to behold.



## Case study 3

### Ted Wragg Trust

The Trust believes that a good school is necessary but no longer sufficient. The post-Covid period has highlighted the key role of Trusts in actively strengthening their communities. This is the Theory of Change that the Trust is implementing to bring this about:



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# QSG ANNUAL RECEPTION



**QSG once again held a Reception for leading figures in education to launch its Annual Report. The Reception provides a forum for the CEOs and Chairs of QSG Trusts to share their thinking with policy makers and discuss issues with leaders of other prominent educational organisations.**

In 2024, the event was held at One Great George Street, thanks to the generous sponsorship of Bates Wells. More than 100 guests accepted invitations, including representatives from the Department for Education, Ofsted, policy institutes and charities.

Speaking on behalf of QSG, Steve Taylor (Chair of QSG) and Jennese Alozie (QSG Vice Chair) reflected on the continuing development of QSG over the past year, and priorities for 2024–2025.

## QSG over the year:

- five new Trusts joined QSG
- a third conference, focused on Diversity in Leadership
- Professor Becky Francis stepped down from the QSG Board whilst leading the high-profile DfE Curriculum Review
- seizing the opportunity of a new government to advocate systems and policies that serve all our children, especially the most vulnerable
- continuing to grow the culture of QSG: that we proactively promote open debate, courteous provocation, and high tolerance of different perspectives

## Areas of focus for 2025–2026

In the context of seeking to influence the content of the proposed White Paper:

- 1. Thought grounded in practice**  
Use our influence to ensure recent policy reforms have appropriate impact
- 2. Promote inclusive education**
  - Work to transform the life chances of all children through exceptional provision in SEND and Alternative Provision
  - Build on new community and other partnerships
- 3. Re-imagining schooling**  
Learn from each other in adapting to the financial climate, new technology and changing expectations from employees and stakeholders

## Areas of focus for 2024–2025:

- 1. Trust leadership succession**  
Grow the diversity and quality of future trust leaders.
- 2. Promote inclusive education**  
Work to transform the life chances of all children through exceptional provision in SEND and Alternative Provision.
- 3. Advocate the Trust role of public service**  
Promote belonging and connection of schools with communities.

Argue for inspection and regulation appropriate to a public service role.

## Requests to Expert Groups to advise CEOs on these issues

### 1. Education

#### Early Years and Foundation Schooling

To provide advice to CEOs on how best to close gaps and ensure the best start for all children by improving the quality of EYFS in Trusts

### 2. HR

#### Retention and recruitment

To provide advice to CEOs on Trust leadership approaches that maximise the recruitment and retention of the best staff

### 3. Edtech

#### AI

To provide advice to CEOs on how AI can best enhance the work of Trusts

## Guest speaker

### Jon Severs, Editor TES Magazine

As our guest speaker, Jon's address was refreshing in its candour, challenge and insight. He reflected on the first few months of the new government, in particular, the potential implications for Trusts.

Trusts had enjoyed a privileged position politically for a decade or more and had used that position mostly wisely; they had done amazing things and done much good.

However, Labour was never going to keep them on that pedestal. Trusts had not just to adapt to that reality, but help the Secretary of State as well. Politically, she had to make the case for the existence of Trusts at all to a hostile left wing of her party.

His advice to Trusts was not to panic: the capacity and expertise for transformation was in the Trust sector. They just had to hone and celebrate it.

He ended with a challenge. Trusts had to demonstrate to Labour that they were mature enough to self-police. They must call out the bad practice of other Trusts where it exists. They must strive to be cleaner than clean and ethical themselves.

Do those two things, Jon concluded, and Labour would not just embrace Trusts but would want to do so.

**Also in attendance** at the QSG Reception were senior figures from:

Access Project; Action Tutoring; ASCL; Ambition Institute; AQA; Bates Wells; BBC; Brilliant Club; Chartered Institute of Teaching; Church of England Schools; Catholic Education Service; CoachBright; Confederation of School Trusts; Department for Education; Denford Associates; Early Education; Education Endowment Foundation; Education Policy Institute; Education Support; Fair Education Alliance; Foundation for Educational Development; Gerard Kelly & Partners; HMC; Into University; John Murphy Education; Kisharon Langdon; Music Mark; National Governance Association; NAHT; National Institute of Teaching; Ofsted; Pearson; Place2Be; Public First; Teacher Development Trust; Teacher Tapp; TES; University of Exeter.

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## EXPERT GROUP (1)

### Education

**Chair: Claire Harnden  
(South Farnham Educational Trust)**

The QSG Education Directors have convened six times this year, with consistently strong attendance and representation from most QSG member Trusts. Group members typically hold Director of Education positions or equivalent roles reflecting each Trust's scale and maturity. The group serves as a forum for connection while addressing current challenges and developing long-term strategic priorities for Trust development.



#### Areas of focus for 2024 – 2025

- 1. Trusts as school improvement organisations** The group explored school improvement models that Trusts employ to improve the quality of education. How is it different doing this at scale across a Trust?
- 2. Trusts leading and collaborating across the sector** The group considered QSG member approaches, challenges and successes, recent research evidence and reports. It then published a paper: 'How best to close gaps and ensure the best start for all children by improving the quality of EYFS in Trusts'.
- 3. Understanding the new political and inspection landscape** With a QSG Board member Professor Becky Francis and CEO Dr Vanessa Ogden as members of the DfE Curriculum and Assessment Review, the group had an invaluable opportunity to listen to, discuss and consider the implications and opportunities of the Review.
- 4. Improving recruitment, retention and professional learning** We considered these with a particular focus on diversity, initial teacher training and the Teacher Apprenticeship.
- 5. Attendance: relationships with communities and families** We have shared data and approaches to improving these key areas, including by innovative ways of working closely with families and the wider community.
- 6. Supporting SEND and disadvantaged learners** We have built upon prior key pieces of reading related to the support of disadvantaged learners, focused on excellent provision, early identification and the application of equity. The key focus is on the development of culture at school and Trust level.

## Expert witnesses

**Stuart Kime**, Evidence Based Education  
(Co-Founder and Director of Education)

Stuart challenged the group to consider the power of a shared pedagogical language, teacher expertise and collaborative professional development at scale.

**Dr Vanessa Ogden CBE**, The Mulberry  
Schools Trust (CEO)

The group's session with a member of the Curriculum and Assessment Review panel proved invaluable during the open call-for-evidence period. Vanessa facilitated greater understanding of the Review's scope, encouraged diverse perspectives, and enabled exploration of emerging themes. This gave QSG member Trusts valuable insights to consider before submitting their evidence in November 2024.

**Chris Armstrong-Stacey**, DfE (Director of  
Early Years, Childcare, Families and Analysis)

Early Years expertise of member QSG Trusts caught the eye of the new DfE Director of Early Years who joined our January 2025 meeting. Chris shared current and emerging government priorities with the group before learning from shared practice, our response to recent research evidence and case studies from REACH2 and Ebor Academy Trust.

**Jackie Griffiths**, REACH2 Academy Trust  
(Head of Early Years)

Jackie challenged the group regarding their approach to Early Years leadership and provision. The presentation included pedagogical approach, focus on disadvantaged pupils, delivery model and how REACH2 disseminates training at scale to improve leadership of this vital phase of education.

**Dave Barber** (Director of Education) and  
**Ben Greene** (Headteacher and Early Years Lead)  
Ebor Academy Trust

Dave and Ben shared Ebor's interlinked priorities for the development of Early Years education: community/parental engagement and barriers to learning and wellbeing. The group was particularly interested in how Ebor have built a strategy to understand family context and triage barriers at the earliest possible stage.

**James Robertson**, #BeeWell (National Director)

#BeeWell campaigned for a national measure of children's wellbeing as part of the Children's Wellbeing and Schools Bill. A number of QSG Trusts use the #BeeWell programme, and their leaders report strengthened support from civic partners. The group was able to find out more about how the data can be used to demonstrate impact and showcase improvement.

## Areas for future discussion and emerging themes into 2025–2026

The following are emerging as key areas of focus for the Education group:

- **Evolution, not revolution – the impact of the Curriculum and Assessment Review**  
planning for implementation of a new National Curriculum and response to assessment recommendations
- **Consideration of the new Ofsted Framework; focus on SEND/disadvantaged learners**  
exploring the implications for Trusts. What do we mean by inclusion in 2025–2026 and what does an inclusive Trust truly look like?
- **What next for the government's golden thread of professional development?**  
as we enter the next stage of Teaching School Hubs, changes to funding for NPQs and a revised ITTECF in schools, how will Trusts improve the quality of teaching and leadership at scale? With recruitment and retention remaining a key priority, how do Trusts secure high-quality staffing?

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## EXPERT GROUP (2)

### EdTech

**Chair: Ash Mudaliar (Creative Education Trust)**

**Deputy Chair: Sarah Hand (Inspiring Futures through Learning)**

The QSG EdTech Group brings together technology and education leaders for informed conversations about EdTech best practice, shared risks, and strategic opportunities. This year, we held two in-person meetings at Canva

HQ and a member Trust school, three online meetings and three networking dinners. These events have enabled members to share ideas, unpick common challenges, and strengthen collaboration across our Trusts.

#### Areas of focus and successes

##### 1. Artificial Intelligence in education

Workshops have helped shape collective strategies and tools for our Trusts. We have created a practical AI toolkit that includes case studies, a maturity model, and sample policies to help guide member Trusts in assessing and implementing effective AI approaches.

##### 2. EdTech for teaching and learning

We have given particular attention to how technology can enhance both teaching and learning. Members have shared effective strategies and tools that have improved student outcomes. This work was brought to life through classroom visits at Woodland Academy Trust, where we saw "PedTech in Action" (see box opposite).

##### 3. Sector influence

We engage directly with DfE, ensuring our Trusts have a voice in shaping national AI and EdTech policy. We hosted vendor-neutral discussions between QSG members and EdTech suppliers, exploring common challenges and opportunities.

##### 4. Benchmarking and strategic data sharing

Our live QSG EdTech Benchmarking Database continues to be a valuable resource, allowing Trusts to track technology use, share experiences, and collaborate on effective implementation. We are also developing an EdTech Impact Database to highlight successful EdTech initiatives.

##### 5. Growing member collaboration

The continued development of our Benchmarking Database helps Trusts collectively to address common issues and improve outcomes. Collaboration with the QSG Estates group enabled us to share relevant benchmarking insights and updates on the new Procurement Act, so ensuring alignment across groups.

### Case Study:

## Embedding PedTech to maximise impact at the Woodland Academy Trust

At our Trust, the integration of pedagogy and technology – what we term PedTech – is a deliberate and strategic driver of school improvement. We believe that meaningful use of educational technology only happens when technical infrastructure and classroom practice are developed together, not in isolation. This reciprocal relationship is foundational to our approach.

We train all teaching staff not only in using our 1:1 devices, but also in adapting pedagogy to lever their potential. This has shifted digital tools from being add-ons to enablers. IT and education teams now co-design the set-up of classroom technology, meaning that infrastructure actively supports, rather than unintentionally constraining, learning.

The greatest impact is seen in how technology supports our Universal Design for Learning (UDL) approach. Digital platforms allow us to offer multiple means of engagement, representation, and expression – key UDL principles – which in turn has widened access and deepened participation for all learners, particularly those with additional needs. Children are able to demonstrate understanding in diverse ways, access content at the right level, and engage with learning more independently. This is reducing the attainment gap for our disadvantaged groups, contributing to improved attendance and a reduction in suspensions.





## AI at QSG

Across the QSG EdTech Group, members have taken a collective, pragmatic approach to exploring how AI can add value to Trust operations, teaching, and leadership:

- aligning AI initiatives with Trust priorities
- upholding robust governance (including data protection)
- equipping staff with the necessary training and support

Although the extent and pace of AI adoption varies among Trusts, we are seeing a growing number of practical and effective uses emerging across our network.

Throughout our work, we have consistently recognised that human judgment and ethical oversight must remain at the heart of AI adoption; critical thinking and final decision making should always rest with people, not technology.



## Examples of AI impact at QSG Trusts

### Leadership

- enhancing business case development with AI support, enabling quicker, more robust decisions for investment
- reviewing and developing policies and plans
- interpreting anonymised summative data and generating insightful, strategic questions – empowering Trustees to have more focused, evidence-driven conversations with school leaders

### Teaching and Learning

- adaptive AI learning tools, enabling more targeted practice and easier identification of learning gaps
- accelerated creation of tailored, high-quality learning resources

### Operations

- automating meeting summaries, freeing up staff time and improving information sharing across teams
- AI tools that streamline absence management, saving time and improving consistency for attendance teams
- using AI to reconcile invoices and purchase orders with greater accuracy and speed; developing custom AI assistants using Trust data to streamline tasks such as grant writing, budgeting, and procurement analysis

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## EXPERT GROUP (3)

### Estates

#### Chair: Jon Ward (Creative Education Trust)

##### Key discussions and learning this year

The Estates Group has held three well-attended meetings and one CPD session delivered in-person by Bates Wells with a specific focus on important legislative changes to public sector procurement. Membership and participation continue to increase as does the excellent relationship between Estates and EdTech members. There is huge passion from members to deliver ambitious improvements that will benefit our students and provide equity in opportunity.

##### Our collaborative sharing of knowledge has helped us this year to assimilate:

- numerous changes to guidance for Good Estates Management Strategy (GEMS)
- direction by DfE for a new statutory policy for Estates Management
- a new DfE School Estates Management standards document which suggests a 'grading' system for schools and Trusts

##### What was our focus for this year and what have we done?

##### Capital maintenance

Unsurprisingly, a key issue continues to be the growing problems associated with delays to the schools' rebuilding programme, shortfall of funding to keep pace with accelerating rate of decay in the school estate and the growing number of assets that are beyond life. The lack of a strategy to refresh the school estate provides great pressure on Trusts to make limited funding stretch further to meet maintenance needs. Investment opportunities are limited.

##### Net zero

Our Trusts want to be sustainable and aspire to net zero. Trusts welcome responsibility for effective vision, strategy and implementation in this area, supported by DfE guidance. Some schemes exist to support decarbonisation and where applied these programmes can provide tangible outcomes for estates and operations. We are trying to have impact through investment in building fabric and retrofit solutions, but progress is hampered by the lack of significant funding.

##### Safeguarding

Safeguarding and security challenges have emerged following tragic events and experiences. This has forced many Trusts to again look at systems and policies. Consequently, many trusts and schools have invested in new equipment and security measures. It is apparent that future building design will need to consider new standards affected by building codes, new regulation, and best practices to safeguard all.

## Challenges and opportunities in 2025–2026

Continued public sector funding pressure has potential to impact upon asset management, maintenance and future investment strategies. Soft FM services such as cleaning and catering have particularly been pressured by changes to National Insurance and the living wage. Pupil reductions seen in some regions will further exacerbate this by reducing funding for the same level of building and estates assets. We are working together to identify:

- our levels of capital investment deficit
- the number of buildings beyond life and requiring replacement
- the future design requirements to meet need and regulation
- targeted energy investment and procurement strategies to mitigate market uncertainty

## What are key opportunities for our member Trusts 2025–2026?

### 1. Collaboration

This year has seen an increase in members working with others, for example, quality assurance checking, procurement collaboration and policy sharing. In 2025–2026 we will further encourage strategies for joint working, professional development, procurement, and representation in the sector. How can we develop our organisations to deliver effective estates and operations and share learning from subjects such PFI exit strategies?

### 2. Knowledge transfer and sharing best practice

There is a growing passion from members to share best practice resources. The EdTech team will work with the Estates team to develop a portal approach for the rich stream of data, analysis and KPIs at our disposal. Benchmarking of key measures for our Trusts by our members will lead to broader knowledge for all members.

### 3. Sustainability development by QSG

We have ample opportunity jointly to develop resources and processes to support more sustainable estates and EdTech solutions. The broadening of knowledge, capability and capacity across the membership facilitates clear vision and strategy by QSG Trusts rather than the market-led initiatives that exist currently.



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## EXPERT GROUP (4)

### HR

#### Chair: Angela Bull (Unity Schools Partnership)

#### Focusing on retention, recruitment and reward

This year the HR Expert Group has concentrated on the pressing issue of Recruitment and Retention, a critical challenge for Trusts nationwide. Our aim has been to advise CEOs on leadership strategies that enhance staff retention and attract top talent. We are proud to report a productive and insightful year, marked by strategic collaborations, evidence-based research, and new cross-functional initiatives.

#### Expert witnesses

##### 1. Insights from Edurio: evidence-led action

##### Edurio's research illuminated several key themes:

- retention trends have worsened post-COVID, with increased resignation risk particularly among TAs and middle leaders
- leaders can be retained: senior leaders show lower resignation risks and are more likely to stay in education even after moving schools
- perceptions of a Trust's values strongly correlate with staff retention. Those who feel valued and aligned with their Trust's mission are more likely to stay

This data emphasised the importance of HR in embedding in Trust strategies:

- clear communication of values
- genuine staff engagement
- practices that recognise staff contributions

##### 2. Enhancing Reward Strategies

**Vicki Badham**, Senior reward Specialist, Nimmer Partners

We examined the evolving reward landscape, particularly the shift toward a total reward approach that includes flexibility, wellbeing, and personalised benefits.

##### Key recommendations include:

- developing a clear, flexible reward strategy, linked to organisational values and employee feedback
- considering different approaches to recognise skill development
- addressing growing interest in pension flexibility and healthcare opt-in services

##### 3. Employment Law Updates and Risk Management

**James Murray**, solicitor, Doyle Clayton

Legal briefings from Doyle Clayton solicitors underscored the importance of robust policy frameworks and staff training.

##### They provided crucial updates on:

- protected beliefs and dismissal protocols (e.g., Higgs v Farmors School)
- professional conduct and reputational management (Hewston v Ofsted)
- gender recognition law implications for school policy
- anticipated legislative changes, including day-one rights for unfair dismissal and new duties to prevent workplace harassment

## QSG practice to improve recruitment and retention

### Executive summary

(see QSG website to read the full paper)

As we continue to navigate the complexities of the modern workforce, it is imperative that we adopt leadership approaches that not only attract top talent but also retain our valued employees. This is particularly true for Gen Z who typically have different expectations such as valuing a good work-life balance (56%), high long-term salary (47%), interesting and engaging work (46%), and a positive workplace culture (41%). (NFER)

### Strategies drawing on QSG practice

#### 1. Leadership capabilities

Effective leadership is pivotal to staff retention; “people leave bosses, not organisations” (Coalter). Ultimately, a culture that genuinely values staff turns employees into advocates, strengthens loyalty, and attracts like-minded talent.

#### 2. CPD and apprenticeships

Investing in CPD that prioritises personal growth, collaboration and wellbeing sends a clear message: We value you and your professional journey. This fosters loyalty, engagement, and a positive culture that benefits staff and students alike.



#### 3. Innovative recruitment strategies

To attract the right candidates, we must ensure that our job advertisements are inspiring and innovative where the Trust values shine through. Utilising recruitment videos can significantly reduce the time to hire by providing candidates with engaging and concise information about the opportunities to work within our Trusts. Candidates, especially Gen Z, are drawn to workplaces with a strong culture of care. Showcase a positive, supportive culture in recruitment campaigns. Highlight stories of staff feeling valued through wellbeing programmes, career development opportunities, and collaborative leadership. Authenticity builds trust.

#### 4. Leveraging technology and data

Using advanced recruitment and HR systems can link recruitment efforts to HR processes, ensuring a seamless experience for both candidates and hiring managers. Running a register of interest can significantly support recruitment by creating a pipeline of engaged, potential candidates and reduce hiring gaps. It supports retention by building relationships with potential staff early on, providing pathways into education and re-engaging past employees or alumni.

### 5. Enhancing recruitment events

Online recruitment evenings are a natural fit for Gen Z. To succeed, focus on interactivity, authenticity, and topics that align with their values, such as career development, wellbeing, and purpose driven work. By creating a seamless and engaging virtual experience, you can connect with this tech-savvy generation effectively and build a strong pipeline of future talent.

### 6. Effective workforce planning

Proactive workforce planning is crucial. Creating talent pools and engaging in direct outreach to potential candidates before roles are advertised can ensure we have the right people ready to step in when needed. Understanding why teachers resign at the last minute and addressing these issues can also help in retaining staff.

### 7. Embracing flexibility, workload reduction and wellbeing programmes

Resilience can be built from being nurtured, developed, and strengthened through supportive environments, experiences and relationships. When employees feel valued and supported, they are more likely to stay, even in challenging circumstances.

### 8. Strengthening retention through recognition and career development

Recognising and valuing the contributions of our staff through awards, thank you notes, and spotlighting great work can foster a positive work environment. Offering clear career pathways, professional development and learning communities can also help employees see their future within the organisation.

### 9. Promoting diversity and inclusion

Staff will thrive in environments where everyone feels welcomed, respected and empowered to contribute to their best. By implementing an Equality, Diversity, and Inclusion strategy, we can ensure that we attract candidates who represent our pupil demographic.



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## EXPERT GROUP (5)

### Finance

**Chair: Sarah Lovell (Cabot Learning Federation)**

The QSG Finance Expert Group has met five times this year with one full day event held in March. The group includes the majority of the Chief Finance Officers for the QSG Trusts who may hold other titles and lead other areas, but finance remains a key part of their role.



#### Areas of focus this year:

##### 1. Financial planning

- position at the end of 2023–2024 including the impact on reserves and reflecting on the financial challenges of that year
- monitoring of the current financial year and the impact of the change in government, including the Schools' Bill and pay awards
- working together on various budget assumptions for 2025–2026 onwards
- updated guidance on reserves and the challenges of managing reserves with significant pupil number changes

##### 2. Recruitment and retention

We collaborated with the QSG HR group focusing on recruitment challenges, workload, wellbeing, and flexible working.

##### 3. Innovative cost-saving ideas

Participants shared ideas such as centralising procurement, investing in systems, and streamlining processes using AI.

##### 4. Pupil attendance

We considered the financial impact of pupil attendance and strategies to improve it.

##### 5. Growth strategy

The group analysed Trust growth strategies, funding challenges, and the importance of strong relationships with Local Authorities.

## Expert witnesses:

**Chris McGunnigle**, Category Manager/  
Commercial Lead, Commercial Strategy &  
Innovation Team, DfE

Chris presented on getting best value from finance and banking services, including a draft investment platform and comparison tool for bank offerings.

**Stephen Morales**, CEO, Institute of School Business Leaders

An introduction to "Operating with Excellence", the ISBL model for operational excellence, focusing on finance and the importance of process mapping and team productivity.

## Improving pupil attendance through a finance lens

Pupil attendance is vital for achievement and well-being. It is also important from a financial perspective: there is a vicious circle where low attendance leads to poor outcomes, declining reputation, and reduced funding, which further exacerbates attendance issues and financial challenges.

### Strategies to improve attendance

- **Engaging environments** invest capital to create engaging and inclusive environments that encourage pupil attendance. Invest in school infrastructure, such as heating, dry outdoor play areas, and safe, attractive classrooms to create a conducive learning environment
- **Attendance and family liaison workers** invest revenue in staff who address the root causes of absenteeism and extra-curricular activities to support pupil attendance and engagement

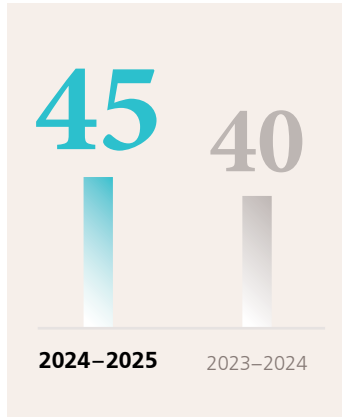


- **Staff wellbeing** invest in staff wellbeing, including benefits, workload management and work-life balance. This can positively impact pupil attendance by creating a supportive school environment: if the staff are happy, the children are more likely to be happy
- **Belonging** Trusts need a belonging strategy that focuses on making children and staff feel they belong. This includes assigning dedicated adults to check-in with children regularly, strong wrap-around care and lunchtime groups. Christmas hampers and a Keep Safe week have been used by Trusts to support vulnerable families and create a sense of community
- **Breakfast** one Trust had invested in free breakfasts for all children and families in all primary schools which has improved attendance
- **The Difference** an organisation which promotes inclusion. Everyone in one Trust attended a session from The Difference at a Trust training day, which also links with their people strategy. Every person in the Trust is now talking about inclusion and how they engage and speak with children
- **Curriculum** invest in an engaging and inclusive curriculum, including Alternative Provision, to engage pupils and help them feel they want to come in
- **Surveys** take regular feedback from staff, pupils and parents seriously and measure the impact of strategies

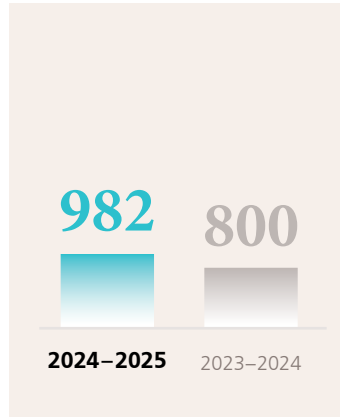
## QSG IN NUMBERS

In 2024 – 2025 the numerical profile of QSG was as follows:

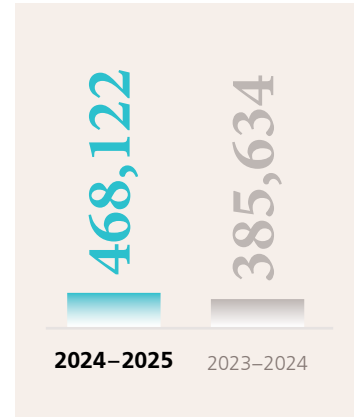
### Trusts



### Schools

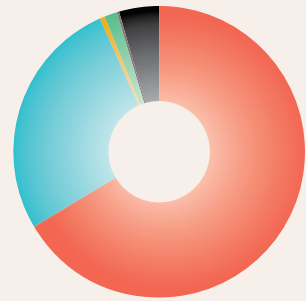


### Pupils enrolled



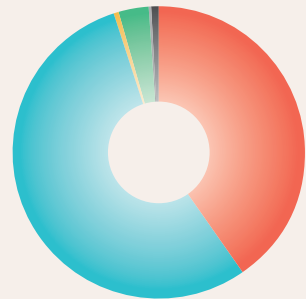
### Schools

	2024–2025	2023–2024
● Primary	653	526
● Secondary	266	225
● Middle (deemed secondary)	6	
● All-through	14	11
● 16 plus	2	
● Other	41	38



### Pupils

	2024–2025	2023–2024
● Primary	189,746	154,750
● Secondary	255,207	213,993
● Middle (deemed secondary)	3,237	
● All-through	15,118	10,466
● 16 plus	1,219	
● Other	3,595	



## Trust Size: Spread

### Smallest by Pupils (Olive Academies Trust)

Olive Academies has also worked with 39 LAs, around 300 schools and has supported over 100,000 pupils through its commissioned inclusion work over the last year.



**124** pupils

across **5** schools in **4** LAs

### Smallest by Schools (Big Education Trust)



**1,679** pupils

across **3** schools in **2** LAs

### Largest by Pupils (Reach2 Academy Trust)



**35,038** pupils

across **44** schools in **18** LAs

### Largest by Schools (Reach2 Academy Trust)



**20,633** pupils

across **62** schools in **20** LAs

## Trust Size: Pupils

1,000 – 5,000 pupils

**7** Trusts

5,000 – 12,000 pupils

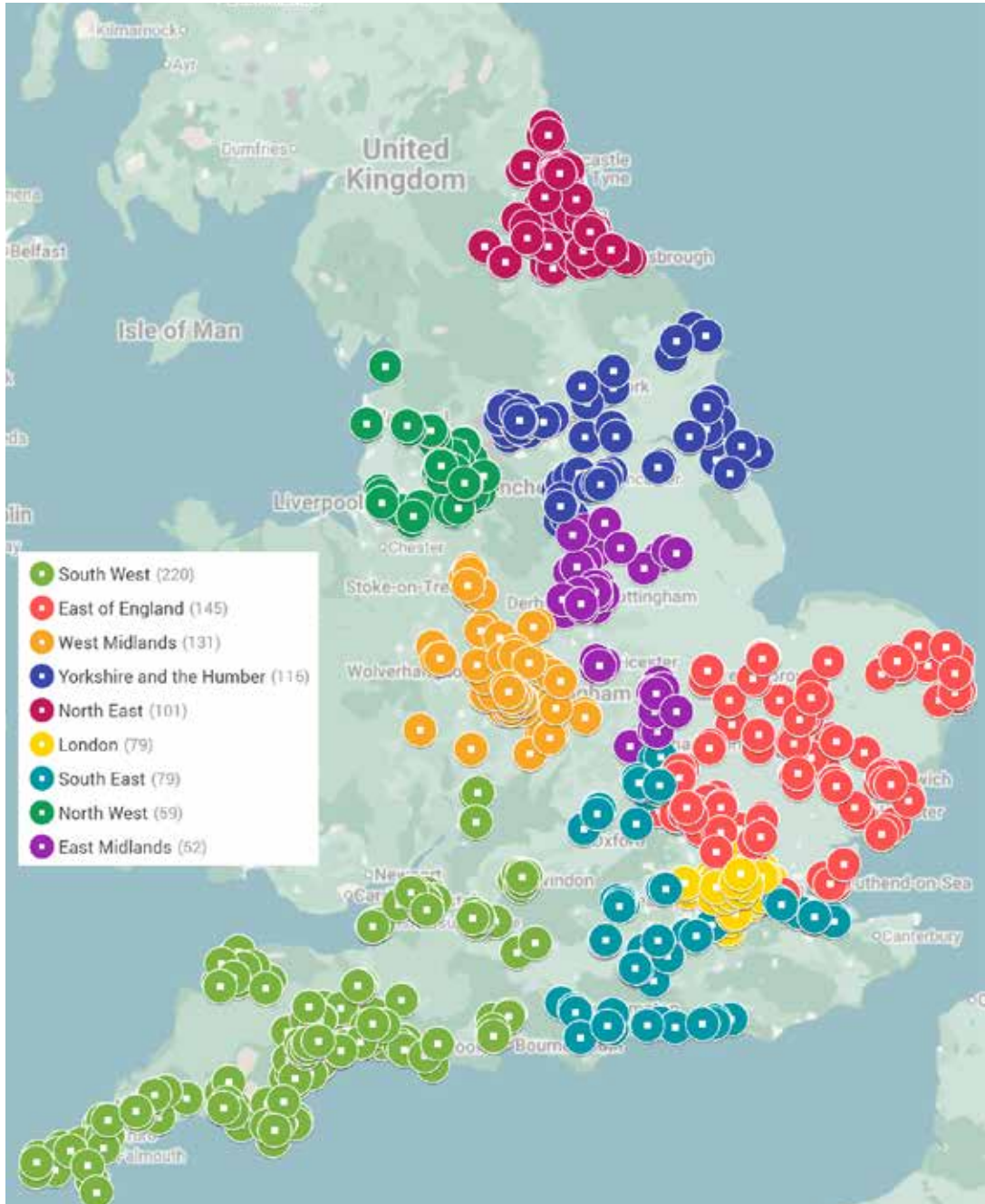
**24** Trusts

12,000 – 40,000 pupils

**14** Trusts

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# GEOGRAPHY OF QSG SCHOOLS



# EARLY YEARS AND FOUNDATION STAGE

## Education Expert Group Paper

### **How best to close gaps and ensure the best possible start for all children by improving the quality of Early Years and Foundation Stage (EYFS) in Trusts.**

A paper published by the Education Expert Group following a request for advice from CEOs

We all recognise, and research confirms, that a high-quality EY education is vitally important and that pre-school children are at a crucial point in their development. Recent research has found that children who attend pre-school provision, of any kind, attained higher total GCSE scores than those who did not. The higher the quality of the pre-school provision, the higher the difference made (Ofsted, 2024). The education and care that they receive affects not only future attainment but also their future health and happiness.

Having considered recent research and the experience of Queen Street Group members, we hope that the following advice will benefit all settings.

### **Leadership**

- Familiarise your team with recent research and external organisations (see below).
- Start with your vision for EYFS – what is your approach? How does it align with Trust values?
- Plan and prioritise opportunities to develop EYFS leadership.
- Upskill Trust leaders/headteachers with EYFS expertise to ensure rigour, impact and quality.
- Demystify the different aspects of early years to support all leaders in understanding what they are seeing and how that links to a more traditional classroom.



- Ensure high-quality space, resources and infrastructure (e.g. online platform to share and communicate, share statutory updates, research and best practice).
- Ensure all statutory requirements are met such as ratios, qualifications, paediatric first aid and supervision. Build in regular evaluation and compliance checks (include training to ensure team members understand statutory welfare requirements).
- Have a clear business model that is understood by each school setting – fees, guidance, model letters, staffing ratios, define the offer, resources, charging policy, understand financial incentives and opportunities:
  - look at how PP funded children can access 85% of the cost of wrap-around care
  - establish clear expectations of hourly or sessional rates and additional fees for nursery and wrap-around care
  - explore funding opportunities for these services
  - consider pooling some funding for universal training across a region or Trust

## Curriculum

- Prioritise an ambitious and carefully sequenced curriculum from EYFS to KS4 (not an isolated phase).
- Ensure the quality of the curriculum is well matched to the rest of the school's curriculum and that there are high aspirations for all children from the earliest possible age.
- Consider how children will acquire foundational knowledge. Plan sufficient practice time to support fluency and embed knowledge and skills.
- Ensure your curriculum and environment is intentionally planned to address the gaps in learning of each cohort – ask 'why this, why now?'
- Check the EYFS curriculum is not overloaded with non-essential activities or activities that enable some children to 'opt out' through session design.
- Focus on the PRIME areas of learning with the youngest children and those with gaps in their foundational knowledge.

- Consider your approach (i.e. JABADAO) to improving physical development and to teach children to recognise how to have their basic needs met (such as being hungry, tired or wet).
- Be clear about your approach to EY assessment? Utilise baseline assessment tools (i.e. CEM Base).
- Consider your approach to supporting pre-verbal children (i.e. intensive interaction).
- Enhance your curriculum by using diagnostic tools (i.e. WELLCOMM and ELKLAN) to identify gaps in communication and language.

## Provision for learning

- Ensure the design and implementation of provision is progressive across year groups.
- Balance guided learning and child-initiated approaches.
- Be explicit about your approach to planning quality provision.
- Audit your learning environment (both indoors and outdoors) to ensure that provision is well-organised, stimulating and appropriate for the age of the children you are teaching.

## Partnership – Understanding your context and community

- Asset mapping – what does the local community at each of your schools settings look like?
- Establish strong links with families as early as possible.
- Work in partnership with health and social care professionals, family centres and community groups.
- Advocate for EY funding.



- Ensure that leaders across the Trust are part of this EYFS community.
- Consider using the 'Five to Thrive' approach to support staff and families. Use a shared language based on connections and trust.
- Make use of external expertise, i.e. Early Years Alliance (there are two DfE funded hubs in each region).

### Recruitment and retention

- Prioritise recruitment of high-quality and experienced EYFS staff.
- Invest in EY training and continuous professional development.
- Include EY training as part of Headteacher induction.
- Make use of recent EY research and guidance – take an evidence-based approach (see below).
- Develop links with your regional Stronger Practice Hub.
- Lead EY training – develop outstanding leaders and facilitators to provide EY training to your team and external audience (i.e. offer a L3 qualification and deliver this).
- Build strong EY networks across the Trust.

### SEND, vulnerable and disadvantaged learners

- Engage parents and families from the start. Consider:
  - Meaningful on-entry processes with transition as early as possible for children who are vulnerable or have SEND.
  - Home visits.
  - Targeted information gathering – identify any potential barriers.
  - Involve your SENDCO.

- Embedding specialised interventions holistically.
  - Whole-Setting Integration: Are interventions embedded across all areas of the setting? Do staff understand how to adapt activities and resources to meet individual needs?
  - Intentional Planning: How intentional are your staff about planning interventions? Is there a clear link between assessment, planning, implementation, and review? Regular discussions and shared planning time are essential.
- Knowing your local context.
  - Local Authority Links: Do your settings have strong working relationships with the SEND teams in your LA? Are staff aware of the referral pathways and local support services available?
  - Signposting Families: Are staff confident in signposting families to relevant support services, such as health visitors, social care, or charities? Do you have a readily available list of local resources?

#### Working group contributors

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REACH2 Academy Trust

##### **Ben Greene**

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##### **Dave Barber**

Ebor Academy Trust

##### **Claire Harnden**

South Farnham Educational Trust

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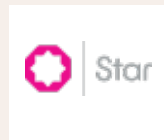
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White Horse  
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**Dr Dan Nicholls**

# QSG

QUEEN STREET GROUP

## Thanks to those who have met with us this year:

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