

ASK YOUR SCHOOLS (ALMOST) ANYTHING

Get actionable insights, make decisions, and build plans from across every bit (and byte) of your schools, without changing (almost) anything.

REPORTING THE **PAST** VS ASKING THE **PRESENT**.

Reporting the past.

Information sits across your MIS or SIS, LMS, spreadsheets, assessment platforms, surveys, documents, and in people's heads.

Before a meaningful question can be answered, someone has to:

- Find the relevant information.
- Ask others to provide what is missing.
- Compare different sources and time periods.
- Check whether the data is current.
- Interpret what it might mean.
- Prepare it for discussion.

"Can someone pull that together for next week?"

Once that's completed you know what has happened, but you still have to work out why, and what to do about it!

Leaders spend more time preparing to answer than leading the decision.

How does the Maths performance of students with additional needs in Year 10 compare across our schools?"



- Many disconnected versions of the same children.
- None of them talking to each other.
- Each one a partial view, frozen at a different moment, requiring a human to **stitch them together before any real question can be answered.**
- Leaders are spending more time than they should preparing answers and less time leading.

Asking the present.

Ask a real question about what is happening now.

Any CEO, Principal, Head of Inclusion, Form Tutor, or other leaders, can ask a real question about a real child or a real cohort, get evidence backed answers and recommendations, and act on it the same day.

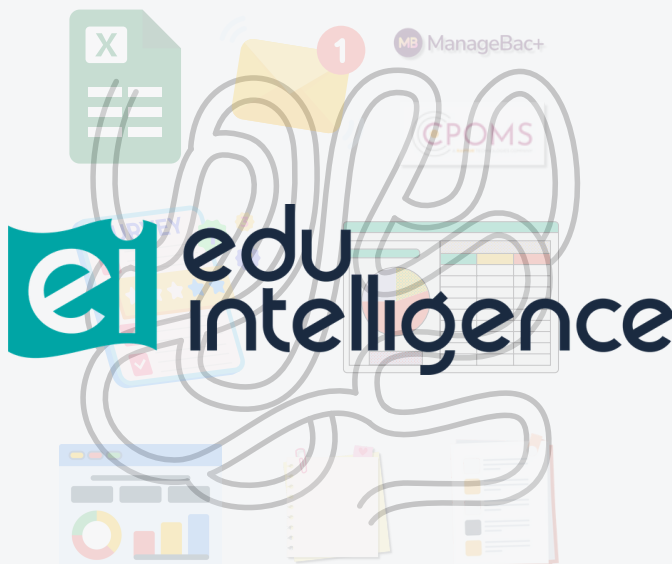
- The gap between noticing and knowing is gone.
- Small issues can be tackled before they become big problems.
- Schools are less fragile: Intelligence lives in the system instead of in people's heads, multiple systems and spreadsheets.
- Meaning you can focus on shaping the future.

Leading to more effective meetings, greater impact, cleaner inspection conversations, and lower staff burnout.

How does the Maths performance of students with additional needs in Year 10 compare across our schools?"

SUBJECT ANALYSIS

- Year 10 Maths across the group is averaging a residual of +0.21, but Oakfield (+0.58) and Hilltop (-0.31) are distorting the picture.
- Algebra is the weakest area, and students with **additional needs** trail by 0.4 grades, except at Oakfield, where the gap closes to 0.1.
- Attendance correlates strongly with additional needs and the performance at Hilltop (84% vs Group average of 91%). The gap in Maths performance may also be related to attendance. Do you want me to pull the per-school breakdown or drill further into the wider performance of students with additional needs?



LEADERS WHO CAN 'ASK THE PRESENT' HAVE A MUCH SHORTER TIME-TO-ANSWER ON NON-TRIVIAL QUESTIONS.

"What's driving the attendance gap for our boys with additional needs in KS3?"



**Without
Edu Intelligence**



A half-day exercise involving multiple staff, dashboard requests, several different systems, and following a paper trail.

"What's driving the attendance gap for our boys with additional needs in KS3?"



**With
Edu Intelligence**



A 5-minute conversation with the platform.



ADDITIONAL NEEDS AND INCLUSION

See who may be slipping through the gaps.

Bring together student information, provision records, professional reports, attendance, behaviour, attainment and see changes over time. This means that you can quickly understand whether needs are being identified, the right support is in place, and whether it is having the intended impact.

THE STUDENTS MOST LIKELY TO NEED SUPPORT ARE OFTEN THE ONES WHOSE DATA IS MOST SCATTERED.

Staff will not need to manually review important information, that sits across education plans, assessment records, MIS or SIS, professional reports and staff knowledge, saving hours of time every week.

→] ***“Which students have provision recorded in their plan that we cannot yet evidence as delivered?”***

Edu Intelligence reads individual plans, educational psychology reports and other professional documents, extracts the provisions described and compares it with the evidence of delivery.

It will identify other concerns that may be missed when attendance, behaviour, attainment and wellbeing are monitored separately.



See priorities & evidence-based recommended action in minutes

Discover correlations between different data types and the root causes behind trends you're seeing and get prioritised recommendations and specific, evidence-based interventions tailored to the root causes identified

DIGITISED MANAGEMENT & REPORTING

Ask questions of your data and automatically create IEPs, ISPs, EHCPs, and meet other digitised and planning requirements for students with additional needs.

COHORT, GROUPS AND CHARACTERISTICS

Spot a pattern or trend before it becomes a problem.

See what is happening across year groups, subjects, and student groups, and identify who needs attention before a concern becomes more difficult to address.

ONE SIGNAL MAY NOT MEAN MUCH. TOGETHER THEY MAY TELL A VERY DIFFERENT STORY.

A small drop in attendance, a behaviour incident or a lower assessment score for any student, and particularly one with additional needs can become far more meaningful when viewed alongside other changes.

“Give me a full health check on Year 6 attendance, →] behaviour, progress and wellbeing. Include a comparison of those with additional needs against those without.”

Edu Intelligence identifies patterns across student characteristics, attendance, behaviour, attainment and wellbeing, to show which cohorts, groups or students are beginning to shift.

It helps leaders move beyond averages and incident counts to understand what is changing, who is affected and where earlier action may be needed.



CREATE CURRICULUM ALIGNED LESSON PLANS & INTERVENTION SEQUENCES.

Unlike those created by ChatGPT, Claude, Co-pilot, Gemini and other generic AI planning tools, these will be grounded in your group or school's own data, students' prior attainment and their knowledge gaps.

Including knowledge for all subjects and over 17,000 expert teacher-written resources, which will automatically adapt to any country, state or school system.

Plan for whole year groups, students with additional needs, other cohorts, and individual student needs. Ask EI to place students together into groups covering those needing intervention or support on specific topics and plan multiple sessions. Quickly see which interventions are working and where changes are needed.



"Plan me a Year 4 sequence of work for Fractions, including resources and lesson plans for each session."

"Create an intervention sequence and session plans to address the biggest area of weakness in Maths for Harriet Barrett."



Ask for a lesson plan and receive one that is complete and ready-to-teach, including objectives tied to the curriculum, timed phases, and misconceptions to look for.

Produce differentiated versions, schemes of work, and more, all tied to the current data for cohorts and individual children (assessment, attendance, behaviour, documents, etc).



HOW DOES IT WORK?

Edu Intelligence sits as a smart “layer” on top of your systems and data.



MIS and SIS

Assessment systems

LMS platforms

Stakeholder feedback

Key documents and policies

Any other data you hold



Edu Intelligence sees your schools' data, information, and documents.



Its highly trained intelligence layer acts like a school improvement partner, data analyst, and administrator **rolled into one**, with eyes on the information that flows through your schools.



Ask EI any question you like and walk into your next conversation knowing what's going on, why, and what to do about it.

Unlike [generic AI tools like ChatGPT](#), Edu Intelligence understands how schools work. Don't give your leaders the second-best option.

It has been engineered to **think like an experienced school leader** - surfacing the relationships between attendance, behaviour and attainment, between additional provision and progress, between staff wellbeing and retention – automatically, *without* manual analysis or data expertise.

Secure and confidential.

- Fully GDPR and FERPA compliant.
- Our AI never sees identifiable student, parent or staff data
- Your data is stored separately from every other customer.
- Your data is never used to train our models.



WHAT DO SCHOOL LEADERS THINK?



Nick Bloom,
Assessment
Lead, Deira
International
School,
Dubai

"The ability to connect school data in this way has **significant benefits**. This is for schools that want to move beyond simply collecting data and begin to understand what is driving outcomes"



Karen
Dobney, HR
Director,
Apex
Collaboration
Trust

"I would have **spent days** before trying to analyse data and now I spend **barely any time at all**, because the data is there for me and I can share with the Board or Trustees."



Debbie
Duggan,
COO, The
Two
Counties
Trust

"If we can tackle something every term, it means the impact we have made at the end of the year is much more significant."

GETTING GOING

Edu Intelligence's AI lays on top of your school's information and tech, like a blanket.

This means a school doesn't have to change or replace anything to get started.
The EI team:

- 1** Chat to your leadership team about how your Group or school works.
- 2** Map out the relevant data, documents, and information sources.
- 3** Ensure EI sees it all.
- 4** Provide your staff with logins and introductory training.



**YOU CAN BE UP AND
RUNNING IN  **DAYS****

Speak to one of our education experts.

Come with a real priority, question or situation from across your Group or school. We will show you how Edu Intelligence will approach it and answer any practical questions about your systems, security, implementation or costs.

[Book a conversation >>>](#)

WHAT OTHER PRIORITIES CAN YOU DELIVER USING EDU INTELLIGENCE?

Turn hours or days into minutes, asking your schools (almost) anything, using natural language. Receive evidence backed answers and recommended actions all grounded in your data and context.

What are your biggest priorities?

As well as supporting those students with additional needs and your complete digital reporting, EI can quickly help you improve all the below, and more.

- ✓ **Better outcomes for all children.** See potential problems early, identify gaps, build on group and school strengths and **retain students**.
- ✓ **Personalised learning.** Identify specific strengths and gaps and quickly create differentiated approaches, **unique for each child**.
- ✓ **Preparing for inspection.** Know what has happened, why, what to do about it and **track impact in real time**.
- ✓ **Behaviour and attendance.** Track in real time, understand what is behind any changes, and **identify patterns early**.
- ✓ **Group wide intelligence.** See what is happening across schools, share good practice and see issues **before they become problems**.

You can find short guides on how Edu Intelligence will support you in achieving all the above priorities, plus comparing its benefits to using ChatGPT, CoPilot, Gemini, Claude and other non-connected tools at the link below. If you have a different priority then get in touch and we will show you how Edu Intelligence will help.

[Immediately download your free guides here >>>](#)

