Headteacher Briefing

6 November 2026

10:00-12:00

Welcome

David Adams

Interim Deputy Director for Education - Effectiveness, Sufficiency and Skills

Agenda

10:00	Welcome, **David Adams**
10:05	Ofsted, Delivering the New Framework, **Scott Reece HMI and Clive Dunn Senior HMI**
10:45	SEND Ofsted and Local Area Plan, **Christine McInnes**
11:00	SEND Reform Plan, **Craig Chapman**
11:10	KALE and KSENT: Supporting Implementation, **Dean Jones, Maddie Arnold-Jones, Kerry Greene**
11:15	The Future of School Improvement: Place, Context and Collaboration, **Rob Carpenter, RISE Adviser**
11:50	Updates and Closing Remarks, **David Adams**

Kent County Council
kent.gov.uk

Ofsted: Delivering the New Framework

Scott Reece, Ofsted HMI

Clive Dunn, Ofsted Senior HMI

Regional engagement presentation

Presenters:

Scott Reece
His Majesty's Inspector

Clive Dunn
Senior His Majesty's Inspector

Autumn term 2026

Education Inspection Framework - our renewed approach





Inspections that look and feel different

- Collaboration at the heart of the inspection through open reflection meetings
- Shaped around context and what is happening in **your** school

The renewed framework so far

What has gone well:

There has been

Improved collaboration and discussion with leaders

More nuance in the profile of gradings awarded to schools

A raising of the profile of inclusion

A positive start to the monitoring process.

What we know is working:

We know that

The methodology is being followed.

We are all becoming more familiar with the toolkit standards for each evaluation area

Schools are becoming clearer on how grading works, including ‘secure fit’

There is better understanding of the grades particularly, ‘needs attention’.

Context and similar schools

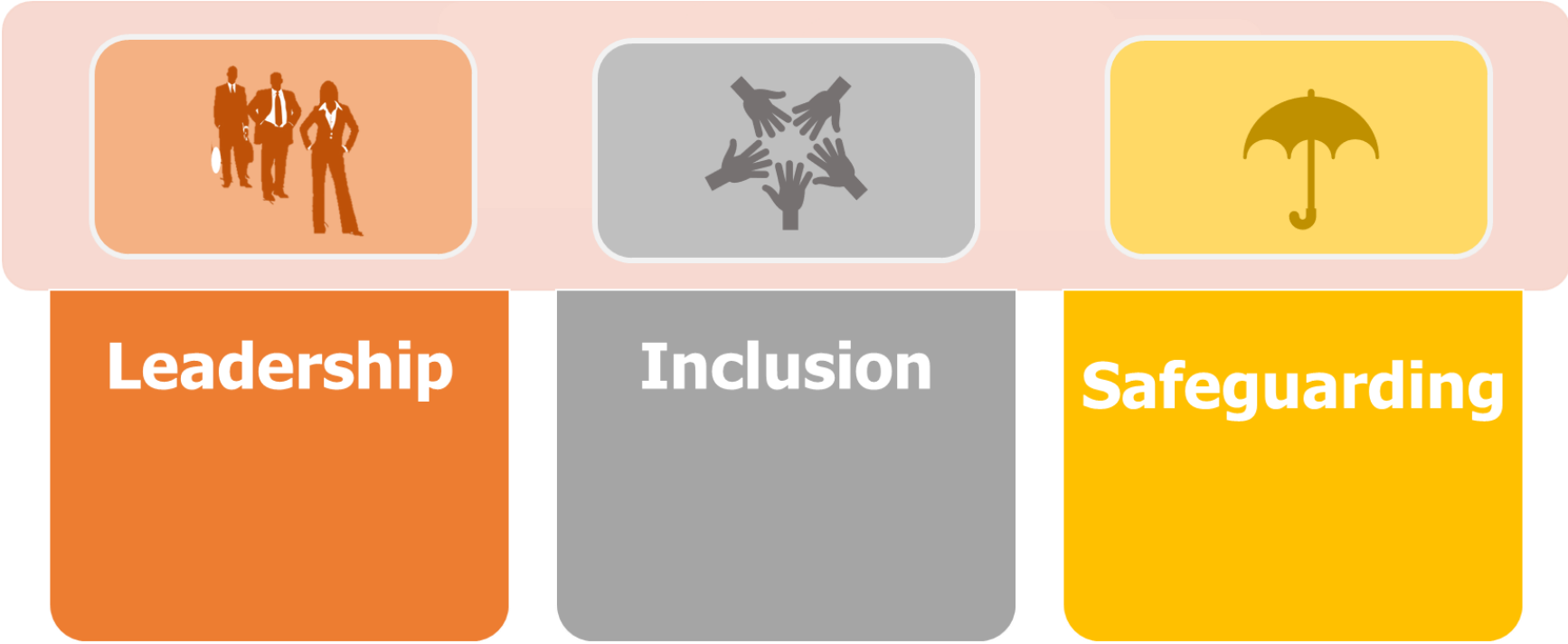
Ofsted
raising standards
improving lives

Research and analysis

Considering the context of schools in challenging circumstances: an analysis of similar schools data

Updated 16 October 2026

Leadership, inclusion and an open and positive safeguarding culture are key areas of focus when gathering evidence.





Celebrate strengths



Validate priorities

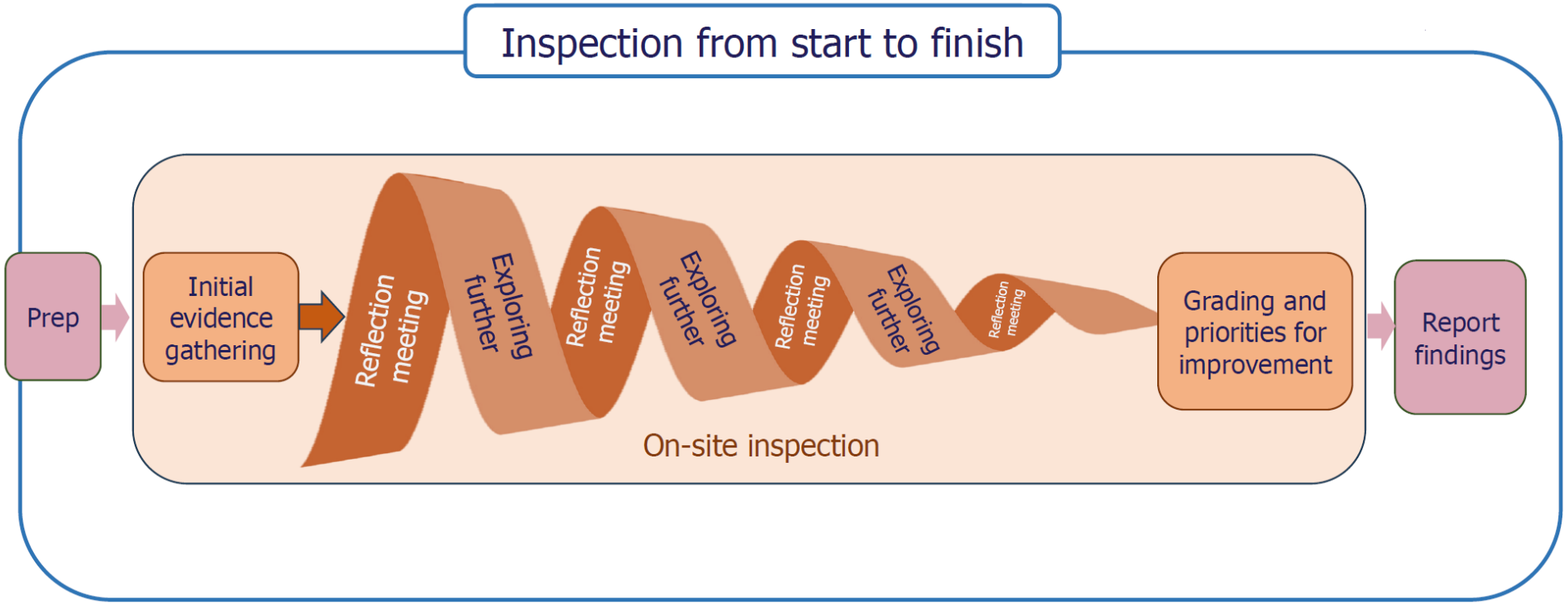


Highlight where there is more to do

Some other key terms that we use on inspection

- Typicality
- Generally
- Proportionate
- Indicative grading

Building a picture....



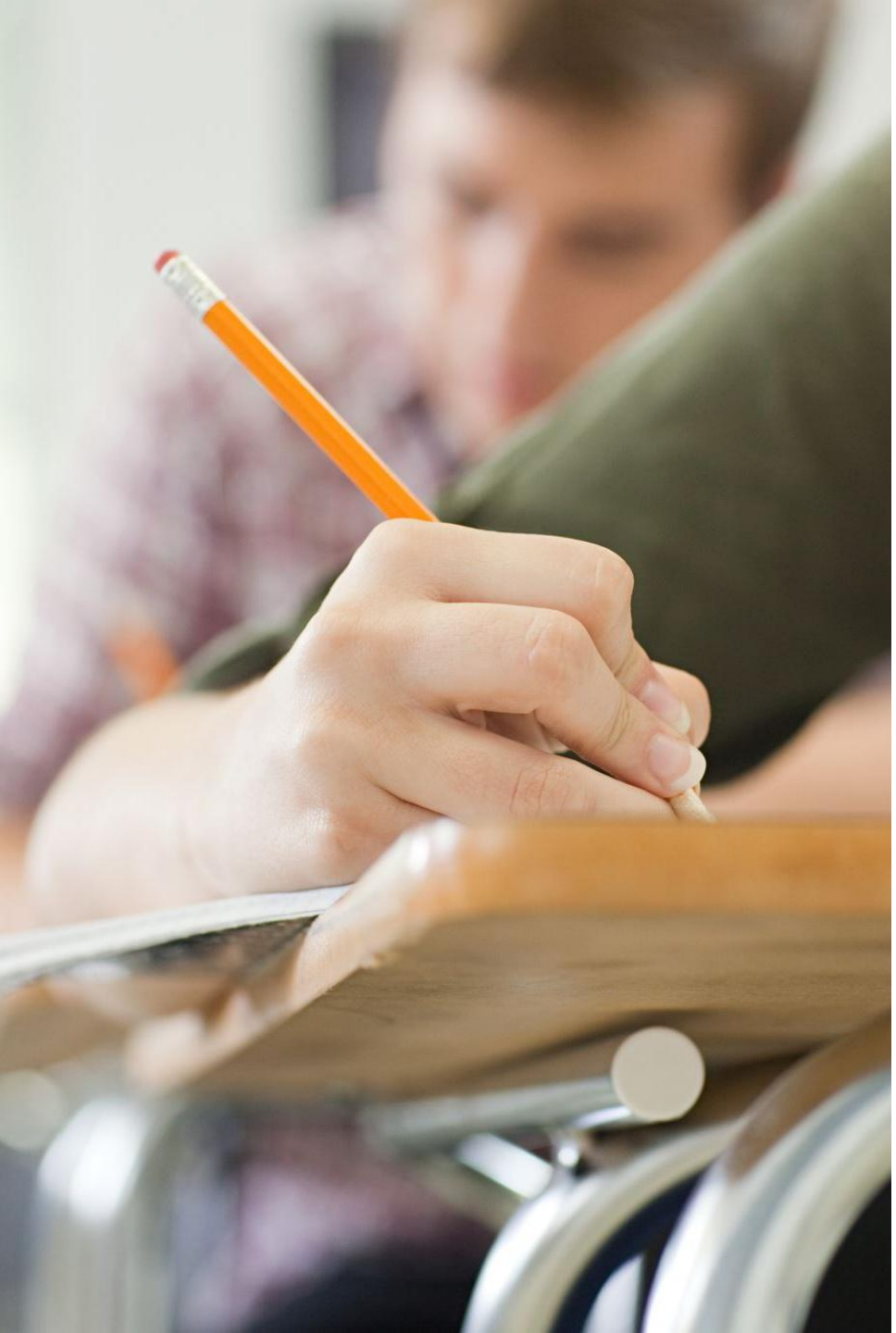
What is case sampling?

Case sampling is:

- a window into a sample of pupils' experiences.
- an indicator of what is typical for other pupils.
- an opportunity to identify **some specifics** to explore further to check for typicality.

Case sampling is not:

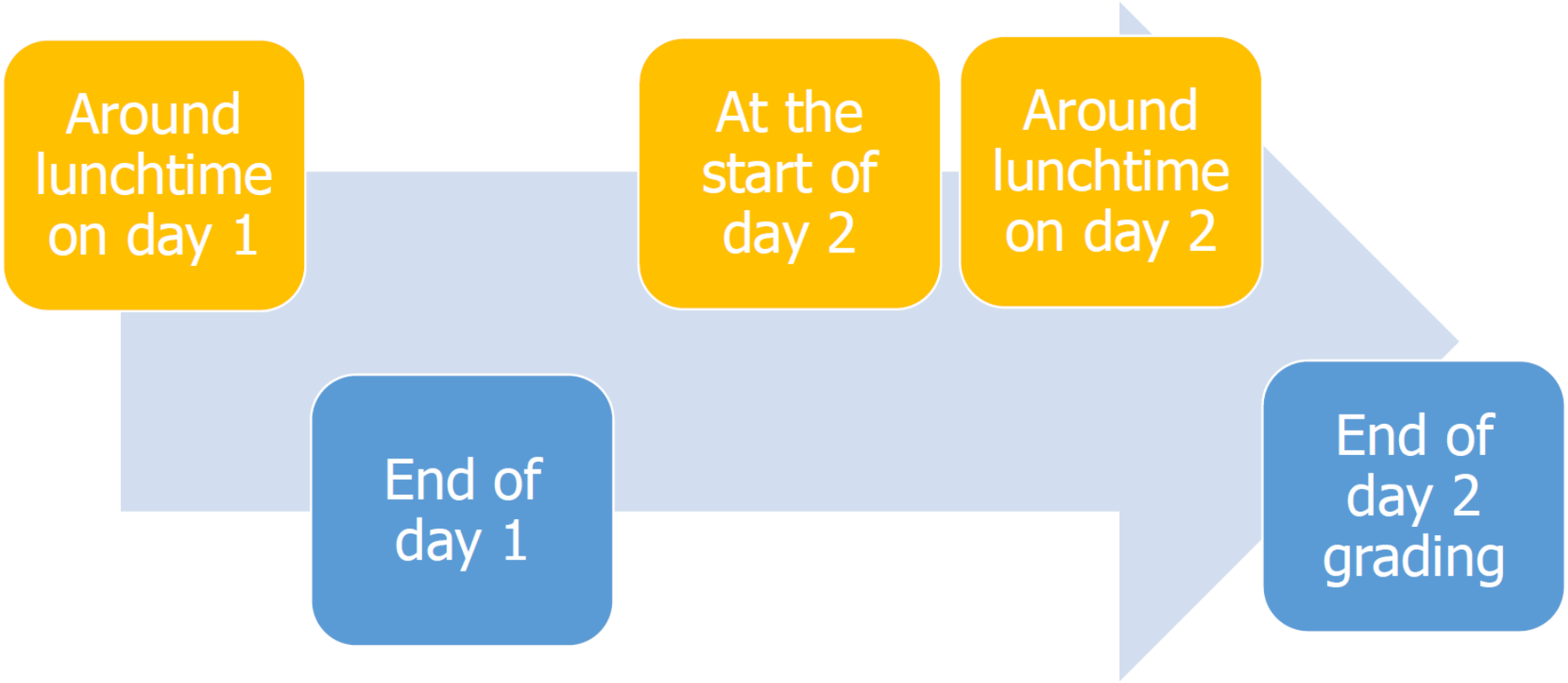
- asking schools to provide case studies.
- the only evidence gathering activities for inclusion.
- the end of the journey – we are not grading a school based on six pupils.



What does this look like?

- The lead inspector completes a learning walk with the headteacher.
- Team inspectors complete learning walks focusing on curriculum, teaching and achievement as well as strong foundations.
- All inspectors consider leadership and inclusion through their learning walks.
- Team inspectors focus specifically on inclusion and case sampling.
- Inspectors also look for evidence across all the evaluation areas during learning walks.

Working with leaders- reflection meetings



The work of Ofsted – Ofsted Peer Inspectors

Our ambition is to be a modern, world-class inspectorate and regulator. We must be **trusted by the parents, carers, children and learners** we work for, and the **professionals** we work with.

Ours is a difficult role. We aim to support and encourage the services of education, care and skills to deliver safe practice and high standards, **promoting good and preventing harm as we go**.

We are committed to **reducing unnecessary pressure on the professionals** we work with. But we also must continue to be honest about the state of the systems we inspect and **call out poor practice, and unacceptably low standards for children and learners, without fear or favour**.

This is the balance we must strike.



Our Ofsted Inspectors

- Inspections should feel **collaborative**. They must give all of those we inspect the chance to show what they can do, and the **encouragement to continue to raise standards and improve the lives of the children and learners** in their care.
- Our Ofsted Inspectors are at the centre of this work, **their status and influence, as working professionals, ensures collaboration with the sectors we inspect**.
- Our inspectors take on a difficult role. But they **always call out where standards are unacceptably low** – standards no one would accept for their own children – **because children only get one chance.**
- Our inspectors put **children who are vulnerable or disadvantaged at the heart of what we do**. If we get it right for them, we get it right for all.

Kent OPI group 2 – how to be considered

- Register your interest: by close of play on Tuesday 10 November and let the local authority know you have done so and ask for their support.
- If you are successful, you will be invited to complete a longer form with your career history, qualifications etc.
- The next stage is the assessment: this is a face-to-face day, likely in Folkestone
- Successful candidates join:
- an online 'welcome session' explaining the online learning and systems. There is approximately 20 hours of online learning to complete.
- Five face-to-face training days. These will be in Folkestone and have to be completed in full and sequentially.

What am I signing up to do?

- OPIs do a shadow and then a sign-off inspection
- One team role every (little) term (a Tuesday and Wednesday)
- It is unpaid, basic expenses are covered.
- You will have to keep your training up-to-date – there are different 'windows' over the year where you are sent new learning to complete.
- You have optional online sessions to support consistency and reflection about the work.
- We also expect confidentiality – hugely important

How do I apply?



How do I apply?

Who can be a contracted Ofsted Inspector

For schools and FE and skills, we are currently only accepting applications through the pilot route for recruiting Ofsted Inspectors (OIs).

Through the pilot, OIs join Ofsted as part of peer groups from professional organisations and networks such as multi-academy trusts, local authorities, dioceses, local school networks, independent learning providers and general FE colleges.

The pilot is open to serving practitioners who meet the criteria set out below.

To be considered for the pilot, applicants must:

- meet the eligibility criteria set out in this section for schools or FE and skills OIs
- be employed by a school, trust or FE and skills provider that also meets the eligibility criteria set out in this section
- be endorsed by their employer

All nominees for the participating organisation should complete an individual entry on the register of interest and give their employer details.

1. Put your MAT or 'Kent LA school'
2. Start the statement with 'I am applying to be part of the Kent OPI group 2'

Independent evaluation of our new-look education inspections

Independent report

Evaluation of Ofsted's renewed approach to education inspection: summary of interim findings

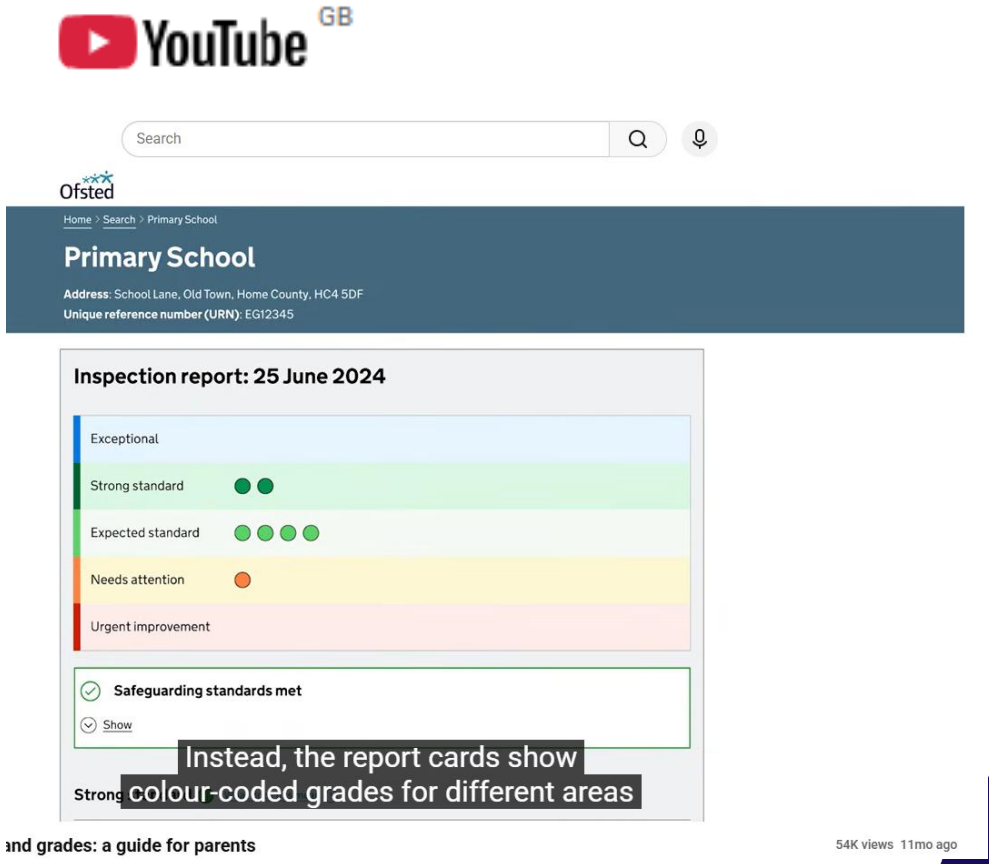
A short summary of early findings from Ofsted's independent evaluation of the implementation of the renewed education and ITE inspection frameworks.

From: Ofsted

Published: 9 October 2026

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Applies to England



‘Round table’ discussions



22 January 2027

11 March 2027

Thank you

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SEND Ofsted and Local Area Plan

Christine McInnes

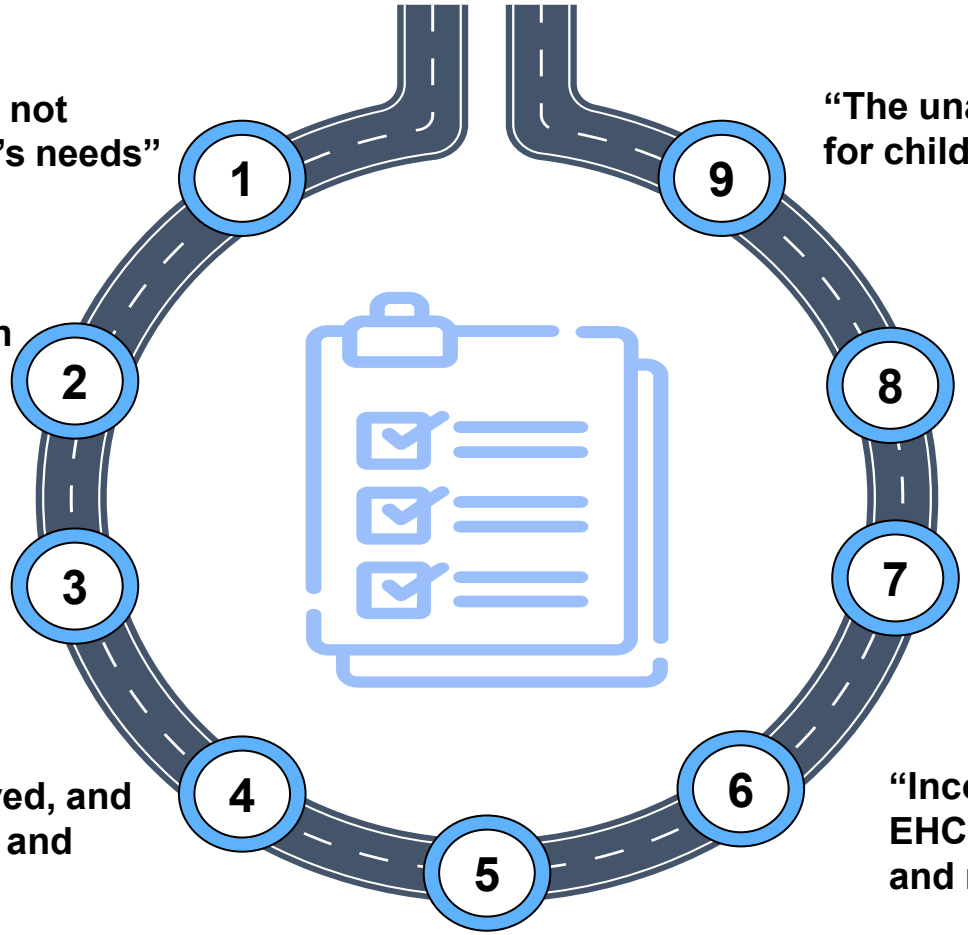
Corporate Director - Children, Young People and Education

Ofsted and Local Area Plan

Kent County Council
kent.gov.uk

Where were we - 2019

1. “The local area is not able, or not willing, to meet their children’s needs”
2. “No role for families to review and design services for children and young people with SEND”
3. “The variable quality of provision and commitment to inclusion in schools”
4. “The poor standards achieved, and progress made, by children and young people with SEND”
5. “Lack of effective systems to track & improve outcomes for children & young people with SEND”
6. “Inconsistent quality of the EHC process, assessments and reviews”
7. “Lack of current joint commissioning arrangements”
8. “Poor governance of SEND arrangements across the EHC system at strategic & operational level”
9. “The unacceptable waiting times for children and young people”



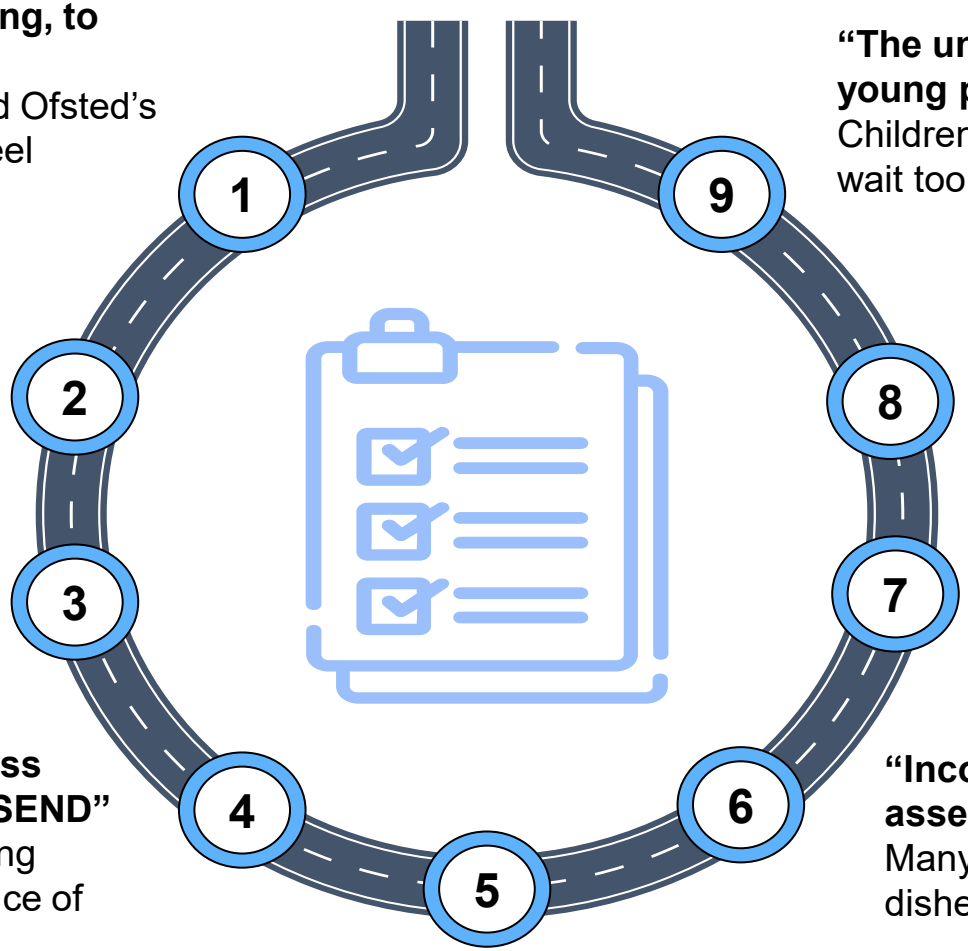
Where were we - 2022

“The local area is not able, or not willing, to meet their children’s needs”
Three quarters of parents who completed Ofsted’s inspection survey said that they do not feel supported by the local area.

“No role for families to review and design services for children and young people with SEND”
Approximately 90% reported no involvement in reviewing or developing services.

“The variable quality of provision and commitment to inclusion in schools”
The lack of willingness of some schools to accommodate children with SEND has continued.

“The poor standards achieved, and progress made, by children and young people with SEND”
Fragmented relationships with schools, differing processes in different localities, and an absence of data.



“The unacceptable waiting times for children and young people”
Children, young people and their families continue to wait too long for assessments.

“Governance of SEND arrangements across the EHC system at strategic & operational level”
The established SEND Improvement Board has been ineffective in driving improvement over time.

“Lack of current joint commissioning arrangements”
Weak bureaucratic processes, silo working and persistent financial disagreements.

“Inconsistent quality of the EHC process, assessments and reviews”
Many parents and carers and school leaders are disheartened and frustrated by the review process.

“Lack of effective systems to track & improve outcomes for children & young people with SEND”
Little evidence was established … to indicate that leaders had planned or implemented systems for identifying children and young people adversely affected by previous weaknesses in provision



Progress Identified

The July 2026 inspection, as reflected in the partnership's strategic plan, recognised:

- stronger shared leadership and a more collaborative partnership culture
- effective newer education, health and care plans
- developing needs-led approaches that do not depend solely on diagnosis
- improving use of data
- greater opportunities for children, young people and families to contribute
- effective examples of multi-agency working
- increasingly strategic commissioning
- strengthened quality assurance of alternative provision
- Improving oversight of residential and out-of-area placements
- effective use of the Dynamic Support Register
- developing workforce capability

These strengths are foundations to protect and extend

6 Strategic Improvement Areas

1 Data, monitoring, quality assurance and evaluation

2 EHC plan quality, timeliness and annual reviews

3 Communication, co-production and information-sharing

4 Consistent support, provision and sufficiency

5 Preparation for adulthood and post-16 pathways

6 Equitable access and outcomes across Kent



Local Area Plan - a partnership response

- Plan is required to be published 50 days after Ofsted Report published - 20 November 2026. Dedicated comms to schools when it is available.
- Earliest available CYPC Cabinet Committee – 26 November 2026.

The plan has been opened to public, professional and external challenge, rather than drafted in isolation.

- Jointly written Kent County Council and NHS Kent and Medway Integrated Care Board plan, shaped within a wider education, health and care partnership.
- Extended beyond formal governance
  - PACT parents through public media pages and the SEND newsletter
  - KALE, KSENT and wider partners
  - Internal staff and partners have been engaged
  - DfE has provided feedback.

Area 1 — Strengthen data, monitoring, quality assurance and evaluation

- The first area strengthens data, monitoring, quality assurance and evaluation.
- The plan acknowledges that leaders do not yet have a sufficiently complete picture of some children and young people, particularly those on part-time timetables, experiencing disrupted education, attending alternative provision or not accessing full-time education or SEND support.
- Better intelligence is also needed for waiting lists, commissioning, sufficiency, placements and resources.
- The intended shift is from collecting activity information to using joined-up evidence to spot risks earlier, understand outcomes and take corrective action.
- Leaders should ask not only what the dashboard shows, but what has changed because of it.
- Improved governance structures to be developed with thematic review approach.

Area 2 — Improve the quality, timeliness and oversight of EHC plans and the annual review process

- The second area addresses the quality, timeliness and effectiveness of education, health and care planning and annual reviews.
- The inspection recognised generally effective newer plans, but that strength must translate into a consistently reliable experience for all families.
- A statutory process is valuable only when assessments, advice, decisions and reviews are timely, clear and connected to the support a child receives.
- The improvement focus is therefore on both compliance and quality: understanding delays, strengthening multi-agency contributions, ensuring reviews lead to action and testing whether plans remain relevant to children's needs and aspirations.

Area 3 — Strengthen communication, co-production, transparency and information-sharing

- The third area recognises that families need to understand what support is available, how decisions are made, who is responsible and how to raise concerns.
- Communication is not an optional addition to operational improvement: uncertainty can undermine trust even when professionals are working hard.
- The plan seeks more consistent communication, stronger co-production and clearer sharing of information across the partnership.
- The test for leaders is whether children, young people and parents can see how their experiences influence decisions, whether messages across agencies are aligned and whether feedback results in visible changes rather than being gathered and filed away.

Area 4 — Improve consistency of support and address gaps in provision and sufficiency

- The fourth area addresses consistent support and sufficiency.
- This is about whether the local system can identify needs, offer appropriate help and plan enough suitable provision across education, health and care.
- The plan connects practice with commissioning, workforce, placements and access to services, recognising that a good assessment alone cannot deliver an outcome if the necessary support is unavailable.
- Leaders will need to understand the interaction between demand, capacity and geography and test whether support reaches children while they are waiting for specialist input.
- The operational improvement plan will provide the detailed measures, responsibilities and delivery milestones.

Area 5 — Strengthen preparation for adulthood and post-16 pathways

- The fifth area strengthens preparation for adulthood and the post-16 pathway.
- The plan commits to more consistent use of existing arrangements, planning from Year 9 and better coordination across the 14–25 pathway involving schools, colleges, children's and adults' services, health and employment partners.
- It also targets young people at risk of becoming NEET, losing essential support or experiencing delays in adult-service planning.
- Success means more than completing transition paperwork: young people should have realistic opportunities for education, training, employment, independence, relationships and community participation, with their experiences informing how pathways improve.

Area 6 — Ensure a more equitable offer across Kent

- The sixth area confronts geographical variation directly.
- The plan recognises that children with similar needs can experience different access to services, specialist expertise and opportunities depending on their locality.
- Kent's size and diversity make this a complex challenge, but not a reason to accept unjustified inequity.
- The proposed approach combines shared expectations, regular locality reviews, investigation of persistent variation and corrective action through commissioning, workforce planning, outreach and provision development.
- Rural and coastal access, transport and accessibility are specifically relevant.
- Crucially, locality data must be tested against what families, schools and providers actually experience.

SEND Reform Plan

Craig Chapman

Interim Deputy Director for Education - Access and Inclusion

SEND Reform

Kent County Council
kent.gov.uk

Timeline of SEND Reforms

• Every Child Achieving and Thriving White Paper, was released on **23 February 2026**. It sets out the UK Government's plans for reforms to schools and the SEND (Special Educational Needs and Disabilities) system in England.

•On **9 March 2026**, Department for Education commissioned all councils to produce a SEND Reform plan which had to include:

- •Current system baseline
- •Maturity assessment
- •Reform priorities
- •Strategy and delivery model
- •Governance and accountability
- •Monitoring and success measures.

•On **5 June 2026** DfE released hugely delayed guidance on Experts at Hand, the centre piece of Year 1 reforms – DfE therefore made clear that all plans nationally would likely require more work in the future.

•Deadline for submitting the plan was **19 June 2026.** Plan developed by combination of targeted working groups with sector representatives and group sourced submissions on key areas of debate.

•KCC received much awaited SEND Ofsted inspection call on **22 June 2026.** This delayed further engagement on the plan.

•First Experts at Hand specific engagement event for Key partners took place on **1 October 2026.**

SEND Reform Plan structure used to shape the programme: 4 ‘Building Blocks’ and 10 ‘Priorities’

SEND Reform Programme

Building Block 1: Inclusive Mainstream Provision and Universal Support	Building Block 2: Early Intervention and multi-disciplinary support (Experts at Hand)	Building Block 3: Sufficiency, Specialist Provision and Preparation for Adulthood	Building Block 4: Partnership Leadership, Accountability and Financial Sustainability
Priorities Priority 2: Universal Offer/ Countywide Inclusive Education Priority 8: EHCP Quality, Timeliness and Outcomes	**Priorities** Priority 3: Experts at Hand Priority 5: Early Years, Best Start Pathways	**Priorities** Priority 4: Sufficiency and Place Planning Priority 9: Preparing for Adulthood	**Priorities** Priority 1: Governance Priority 6: Co-Production Priority 7: Mediation and Tribunals Priority 10: Financial Sustainability

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Plan on a page – outcomes and objectives

SEND Reform Programme

Building Block 1: Inclusive Mainstream Provision and Universal Support	Building Block 2: Early Intervention and multi-disciplinary support (Experts at Hand)	Building Block 3: Sufficiency, Specialist Provision and Preparation for Adulthood	Building Block 4: Partnership Leadership, Accountability and Financial Sustainability
CYP Outcomes My learning My community My safety My quality of life My health	**CYP Outcomes** My health My learning My quality of life My future My voice	**CYP Outcomes** My community My quality of life My learning My safety My independence My future	**CYP Outcomes** My voice My quality of life My future
3 Year Improvement Objectives • Increase inclusive practice across early years, schools and post-16 settings • Increase inclusion and mainstream confidence • Improve timeliness and quality	**3 Year Improvement Objectives** • Deliver locality based multi-disciplinary support through Experts at Hand • Improve access to Speech and Language Therapy, Occupational Therapy and Emotional Wellbeing Support	**3 Year Improvement Objectives** • Improve sufficiency and sustainability • Expand local provision and reduce travel • Improve preparation for adulthood outcomes	**3 Year Improvement Objectives** • Strengthen co-production and parent confidence • Improve experience and confidence for children, young people and families • Improve the system to deliver long term financial sustainability and value for money

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SEND Reform Plan

• Kent's Local SEND Reform Plan has been approved by Government on 2 October, enabling the programme to move from planning into implementation and delivery.

• Approval unlocks an indicative High Needs Stability Grant of £162.5m, covering 90% of Kent's Designated School Grant (DSG) deficit accumulated up to the end of 2025/26, subject to final audited outturn and continued delivery of the reform plan.

• The government's feedback recognises strong partnership commitment and progress, with a shared improvement plan across education, health and care.

• The Government feedback, however, highlights the need to strengthen governance, delivery discipline, accountability and performance oversight to ensure reforms are delivered at pace.

• Plan will be developed into a “1.0 version” and made publicly available as soon as possible.

• Next workshops will focus on finalising plan and agreeing a communication strategy.

• Quarterly monitoring and review arrangements will be in place, supported by DfE officials, regional SEND leads and assigned SEND and financial teams.

Dean Jones - Chief Strategy Officer, Turner Schools Trust.
Chair of KALE SEND & Inclusion Working Group.

Maddie Arnold-Jones - Interim Executive Headteacher, Ifield School. Co-Chair of KSENT.

Kerry Greene - Principal, Goldwyn School.
Co-Chair of KSENT.

Partnership working

"A transformed system that works for children and families must include coproduction, collaborative partnership working and stakeholder engagement "
(DfE Local Reform Plan guidance)

Towards a sustainable, school-led system

- Exploring how we share practice across the system
- Developing a model that works for Kent schools and colleges
- Welcome Rob Carpenter

The Future of School Improvement: Place, Context and Collaboration

Rob Carpenter

CEO of Inspire Partnership
Academy Trust and RISE Adviser

Department for Education

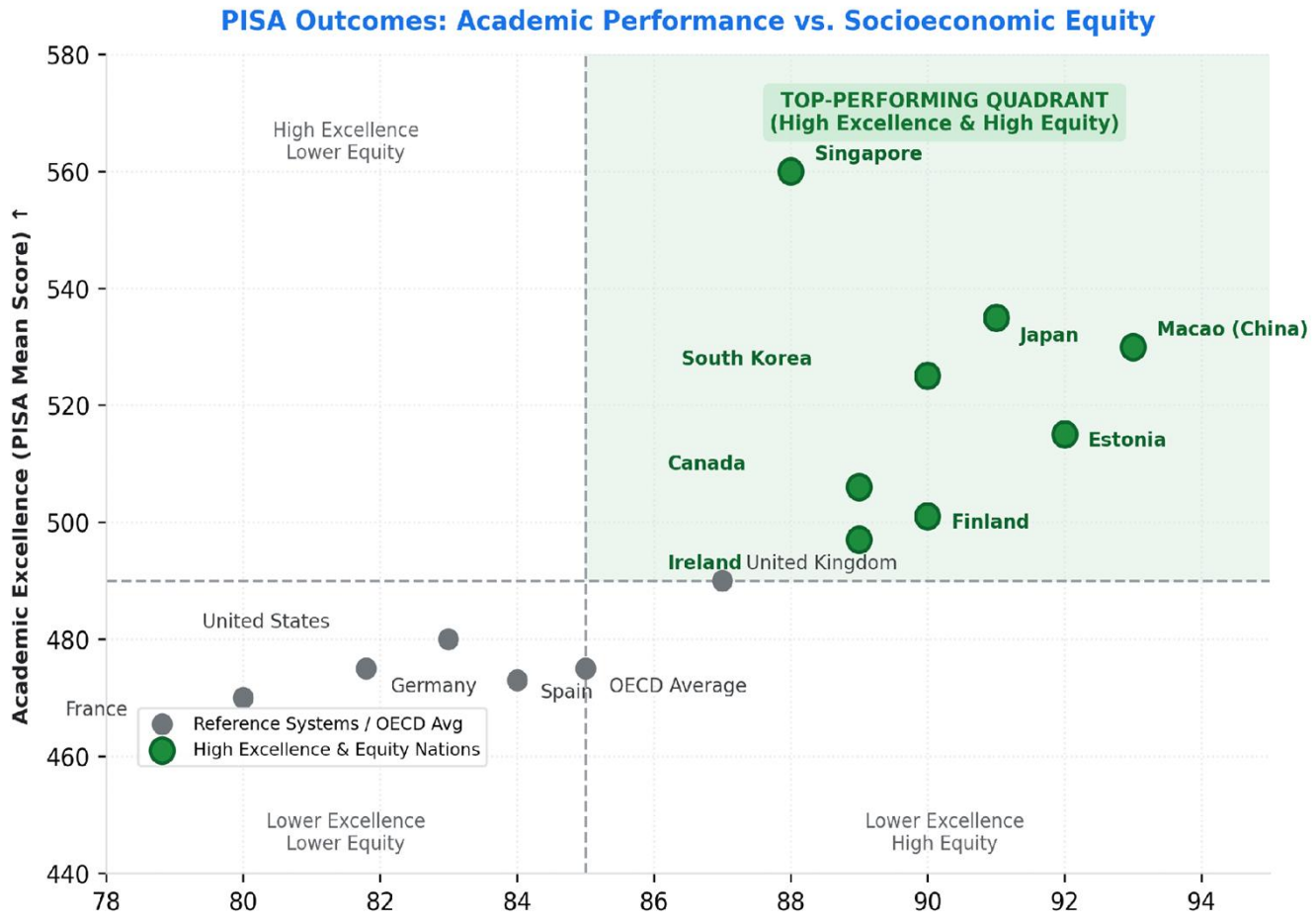
The Future of School Improvement: Place, Context and Collaboration

Rob Carpenter (RISE Adviser)

November 6th 2026

High Performing Education Systems Achieve Both Excellence and Equality

International PISA data shows the relationship between academic achievement and equity.



1. Excellence & Equity Coexist

Top-tier nations demonstrate that high academic standards do not require sacrificing socio economic fairness.

2. High-Performing Quadrant

Themes that create the high performance, high equality culture include collaborative approaches to improvement within and beyond education systems as well as integrated health and social care approaches.

3. Strategic Policy Takeaway

Closing the achievement gap through targeted support for disadvantaged pupils elevates overall system-wide performance. High performance systems also lead through strong partnerships, collaboration and highly evolved support systems.

Source: OECD Programme for International Student Assessment (PISA) Results | Research Report: Excellence & Equity in Education

Features of high performing education systems

Characteristics of high performing education systems	Features of struggling education systems
High levels of collaboration within and between schools	High levels of competition
Trust based accountability	Test based accountability
Values leadership professionalism	De professionalization
Consistent sustained improvement over time	Addiction to reform
High levels of equity	Obsession with standards

Inspire Partnership Inclusive Education Leadership Framework







LEADERS ARE
VALUES-BASED

Effective leadership starts with character and deep self-awareness. Values, empathy and integrity build the trust required for strong relationships and genuine collaboration. By fostering a positive and respectful environment where everyone feels a sense of belonging, leaders inspire commitment and empower teams to work together toward social justice, shared goals, and long-term success.

Character attributes	Display Moral Courage	Act with Integrity	Demonstrate Loyalty	Respect and Value others	Commit Selflessly to the Role	Lead with Kindness	Embody Humility
Effective leaders are people who	Prioritise the wellbeing and success of children and the community	Align personal conduct with the organisation's moral mission and values	Commit to the organisation's long-term vision and success	Treat all individuals with dignity and respect	Prioritise collective goals and interests above personal recognition or ego	Demonstrate compassion and empathy in all interactions	Acknowledge mistakes and personal limitations with vulnerability
	Speak up to address inappropriate or unfair behaviour	Embody fairness and maintain objectivity	Represent the views and interests of others with fairness and respect	Model inclusive behaviours that champion diversity, equity and belonging	Work collaboratively towards shared goals and collective wellbeing	Validate the feelings of others through attentive presence	Recognise the value of drawing on others for expertise and support
	Offer a different perspective when needed	Communicate with honesty and transparency, sharing the rationale behind decisions	Uphold and implement collective decisions once they have been reached	Refrain from behaviours that undermine others, such as gossip, negativity and public criticism	Willingly exceed expectations through proactive team support	Communicate with warmth, using supportive language and a positive tone	Listen open-mindedly to competing ideas and perspectives
	Serve as advocates for vulnerable groups, amplifying their voices	Uphold professional standards and ethical duty, even under pressure	Navigate competing loyalties by prioritising organisational values and ethics	Build consensus through collaborative decision-making	Practice professional generosity by sharing expertise for the benefit of all	Anticipate the needs of others by offering thoughtful and timely support	Maintain a genuine curiosity and a lifelong willingness to learn
	Make difficult decisions by acting in the best interests of others	Reinforce a culture of honesty and integrity through transparent accountability and personal consistency		Identify and remove barriers to equitable participation for all		Uplift others through genuine encouragement and dedicated time	Celebrate the success of others and share credit generously
	Stand as challengers of systemic injustice and inequality			Cultivate inclusive and respectful conduct within their sphere of influence			Champion the influence and professional growth of those around them
	Encourage and enable moral courage in others through support and example						



LEADERS DO

NURTURE TALENT AND POTENTIAL

Leadership is a human endeavor built on strong relationships. Investing in the growth of others by building capacity from within, while prioritising personal improvement, builds the trust and mutual accountability needed for high performance. By balancing meaningful support with constructive challenge, leaders inspire commitment and leverage diverse strengths to enhance collective capabilities. Modelling a commitment to development reinforces a shared culture of learning and ensures a lasting legacy of excellence.

Actions	Develop Self	Elevate and Empower Others	Balance Meaningful Support With Constructive Challenge
Effective Leaders:	Evaluate performance regularly to pinpoint areas for growth	Acknowledge and celebrate the contributions of others	Invite constructive challenge as a valuable opportunity to grow
	Integrate feedback into daily professional practice	Share resources, knowledge and skills to help others succeed	Use precision questioning to deepen thinking and uncover new perspectives
	Target specific skill gaps that limit effectiveness and seek appropriate development	Provide feedback that nurtures confidence and career aspirations	Foster psychological safety where honest, constructive dialogue is the norm
	Prioritise efforts that deliver the highest possible impact	Include diverse perspectives in every stage of decision-making	Deliver feedback that combines affirmation with the rigor required for excellence
	Protect time for reflection and the deliberate practice of new skills	Distribute leadership opportunities to build equity and capacity	Embed professional challenge within a supportive coaching environment
	Set sustainable goals that balance high performance with long-term momentum	Address performance barriers through coaching and mentoring	Set stretching yet achievable goals that reflect individual potential and organisational need
	Engage with professional support to challenge assumptions	Align individual growth with organisational goals through tailored plans	Measure the impact of challenge and support on professional practice and outcomes
	Convert research and peer insights into practical strategies	Nurture potential at all levels to ensure robust succession planning	Navigate the tension between operational stability and the risks required for innovation
	Utilise stress-management techniques to maintain a calm and purposeful presence	Remove systemic barriers that prevent individuals from reaching full potential	Tackle underperformance directly while providing the support required to improve
	Evaluate how personal growth improves team culture and learner success	Advocate for the visibility and career progression of others across the organisation	
	Interrogate personal biases to ensure fair and objective judgement		

Leaders for London

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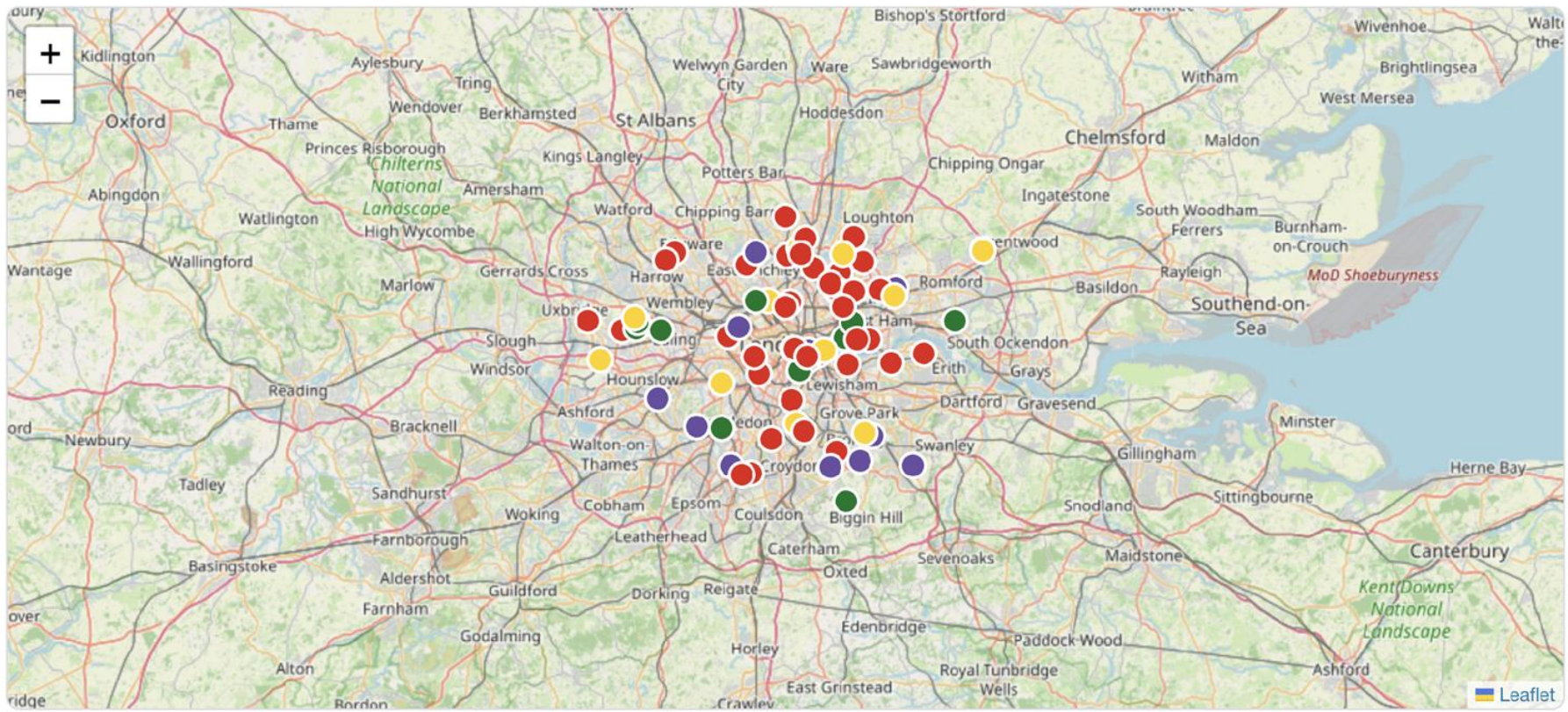


London RISE Open Education Fortnight: Encore

We are pleased to invite colleagues from all schools to attend one or more professional development events during **London RISE Open Education Fortnight: Encore.** This is being held **weeks beginning 2 November and 9 November 2026.** Our ambition is to deliver a **free, London-wide programme of school visits** aligned to four national priorities: **Attendance; Mainstream Inclusion; Reception quality** and **Attainment.** You can find out which schools are open by clicking on the dots. You can refine this further by priority or local authority by clicking on the filter buttons. Anyone wanting a full list of schools, or with any general queries, should contact london.riseregionalmailbox@education.gov.uk.

Category: All Priorities

Local Authority: All Authorities



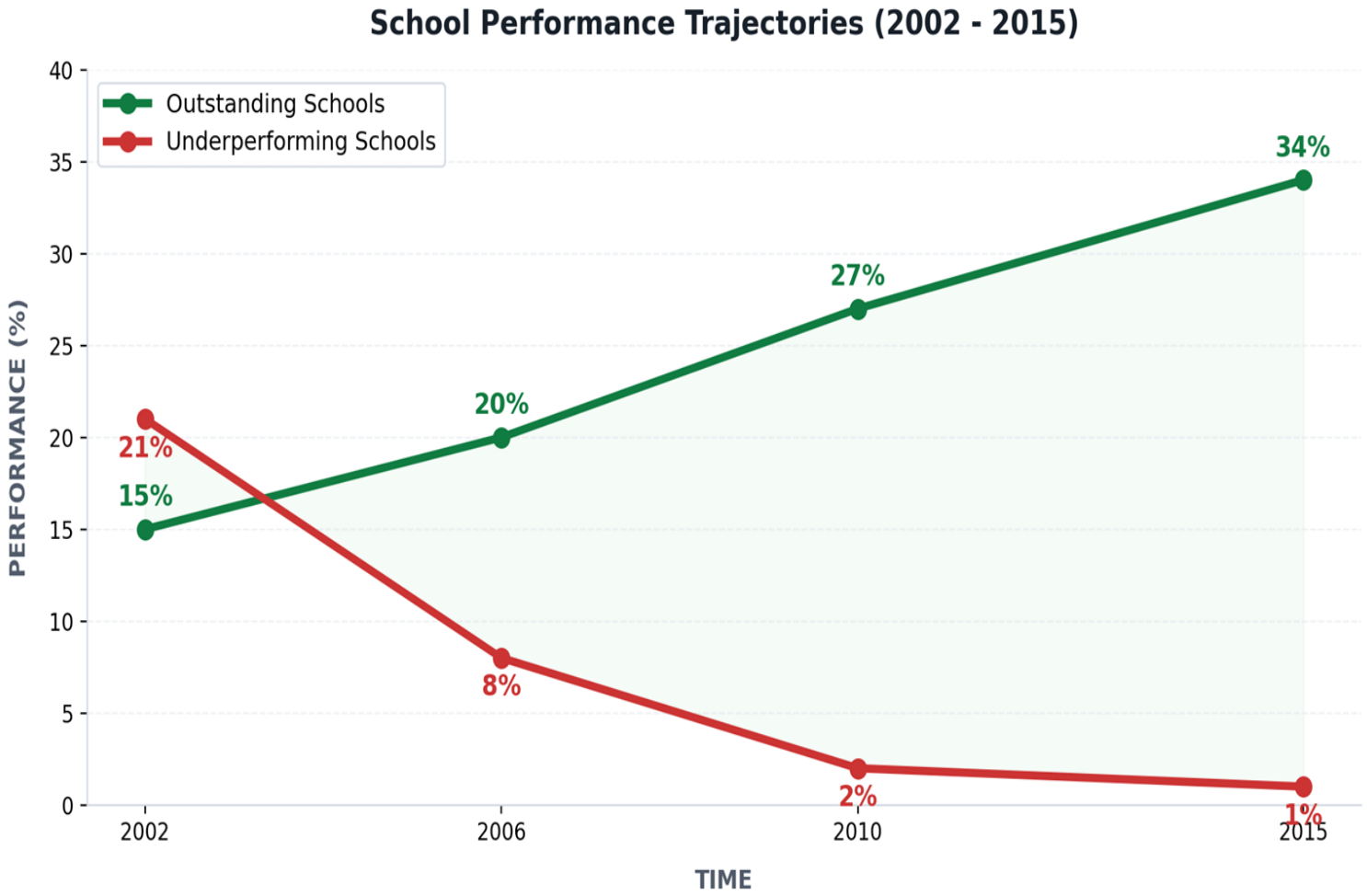
Expertise Sits Within The System

- Leadership Exchange
- Peer Review
- Best Practice Visits
- Place Based Collaboration
- Post 16 Destination Tracking
- Passports for ALL



A System Transformed by Upward Convergence

PERFORMANCE TRAJECTORIES (2002 - 2015)



Key Insight:

Both ends of the spectrum improved dramatically, but the bottom accelerated faster, forcing systemic convergence.

THEORY OF ACTION

Knowledge Transfer Ensures Expertise Reaches Those Who Need It Most

Goal of Upwards Convergence: To elevate overall performance while narrowing achievement gaps, the Theory of Action requires a systematic process to transfer knowledge successfully across institutions.

1. IDENTIFY EXCELLENCE (REGHISTER OF PRACTICE)

“How do we identify those who are capacity givers?”

Locating strong practice to share, leadership capacity with moral compass and expertise within the school system.

2. BUILD CAPACITY

“How do we ensure those people are capable of sharing their knowledge and expertise?”

Role modeling relationships and invitational leadership. Clear narrative for change. Simplifying the complex.

3. ENSURE INTELLIGENT ADOPTION / ADAPTATION

“How do we ensure others learn from them?”

Creating learning partnerships, giving away best ideas to create new ones.

Raising the Floor from Within: An International Evidence Base

INTERNAL KNOWLEDGE SHARING MECHANISMS

Core Concept: Building capacity in schools to share EXISTING knowledge quality assured by strong outcomes and robust accountability.

01

Role Modeling

Demonstrating best practices directly in authentic classroom contexts.

02

Learning Threes

Peer triads collaborating on planning, observation, and reflective review.

03

Joint Practice Development

Co-designing, trialing, and refining instructional strategies together.

04

Coaching & Mentoring

Targeted 1-on-1 support to anchor new practices and build capability.

The strongest education systems evolve through highly attuned collaborative practice, aligned with highly effective leadership and accountability.

Pulling the Ceiling Higher through External Exchange

A REGISTER OF PRACTICE

Building capacity in the school to develop NEW knowledge. To achieve this, we need to know *what* good looks like and *where* good is: The Register of Practice

01

Networks

Connecting across institutional boundaries for knowledge transfer.

02

Engagement with Research

Translating evidence and academic insights into classroom practice.

03

Structured Innovation

Systematically experimenting with novel instructional approaches.

04

Peer Reviews

Rigorous external evaluation and feedback from leading institutions.

RISE Register of Practice

Source of Excellence	Quality Assurance / Validation	Mechanism for Sharing
Ofsted Judgements and data analysis	Published inspection reports Identification of ‘exceptional’ standards and / or rapid improvement	Creation of a data sharing tool List of schools published on leadership website Annual strategic data leadership report
Regional Hubs and Networks - Research Schools, English/maths hubs, Reception Networks Outstanding practitioners (MATs/schools) beyond immediate locality	Verification process completed through formal validation	Practice led communication through RISE, KALE, KSENT & KCC
Sub Regional Intelligence - Local authority / Diocese, RISE Adviser knowledge, External Delivery Partners	Verified leadership standards or independent standards for excellence (Eg. Arts Mark framework / Inclusion Charter Mark etc.)	Schedule of Regional RISE adviser QA visits to schools Relationships with KCC, trusts and diocese to share knowledge of practice
Other networks that specialise in areas of inclusion, SEND and strong practice that is harder to measure Data outcomes for SEND and other vulnerable groups	Exclusion data SEND and disadvantaged outcomes Post 16 destination data Locality placement information Special School assessment information.	Regional RISE adviser QA visits to schools Relationships with KCC, trusts and diocese to share knowledge of practice

Potential Criteria for a Register of Practice

- Achievement data for GLD, primary and secondary schools
- Attendance
- Exclusions and suspensions data
- Mainstream SEND - QA processes, above 3.5% of pupils having EHCPs, strong inclusion approaches
- Inspection outcomes – locating exemplary across areas of the framework including schools who are rapidly improving

Discussion Points:

1. What are your key data measurements for “strong practice”?
2. How do we capture exceptional practice in areas of provision that are harder to measure or quantify?
3. What are the other mechanisms for sharing exceptional practice we need to capture?
4. Which schools meet the criteria?

Ashley Crittenden
Executive Headteacher, Orchard Academy Trust. Chair of KALE.

Next steps

- Build a web-site for practice-sharing
- Small-scale pilot focused on KS4 disadvantaged pupils (RISE funded)
- Spring and Summer HT Briefings will be sector-led conversations about solutions and practice sharing

Get involved

- Join the KALE Peer-to-Peer Learning Steering Group to shape a local approach

Other Updates

David Adams

- LGR
- Ofsted Peer Inspectors
- GLD targets and free training
- Collaboration Weeks
- Teach First opportunities

Ofsted Peer Inspectors

- Respond to the expression of interest.
- Look out for the email from David Adams for the details and respond.

Good Level of Development

- Aspiration letters have been sent.
- Following on from the Autumn Formative Assessment training, the **fully funded** Summative Assessment training will take place in Spring.
- Booking links are on the TEP website and in these slides. **Every school is funded and needs to attend.**

Good Levels of Development 2025/26- Achieving Kent's target in 2028

The statutory target for KCC will be considered “achieved” if the following two conditions are met:

a) The proportion of children in KCC achieving GLD at the end of the 2027/28 academic year is at least 77%; and

b) Disadvantaged children have benefitted at least equally from this improvement; that is, that the proportion of children eligible for Free School Meals (FSM) and achieving GLD at the end of the 2027/28 academic year is at least 57.7%

Good Levels of Development 2025/26- Performance

All Kent pupils attained **74% GLD** in 2025/26 and this represents an **improvement of 5 percentage points** (pp) on academic year 2024/25.

In 2025/26, **Kent performed better** than the national GLD attainment of **72.3%**.

Kent FSM pupils attained **54.6% GLD** in 2025/26 and this represents an **improvement of nearly 4 percentage points** on academic year 2024/25.

Kent performed **broadly in line** with national figures for this cohort in 2025/26 at **54.8%**

Good Levels of Development 2026/27-
Next steps- Year 2 of 3 for contextual aspirations

- Schools with Reception classes will receive their contextual aspirations for 2026/27 today
- These are based on contextual characteristics of the school's cohort
- They take account of pupil demographics- *gender, term of birth, SEND status, levels of deprivation (IDACI)*
- Aspirations will be presented in 3 ways: *whole cohort, non-FSM and FSM pupils*
- Schools will be asked to reach, maintain or slightly exceed their contextual aspirations
- This ensures a 'broad front' approach for Kent to reach its DfE target
- Consideration: **'Could Kent reach its DfE target a year early?'**

Kent County Council
kent.gov.uk

LA EYFSP support package

Delivery is cyclical from summer 2026...

Key:
- DfE-delivered sessions
- LA-delivered sessions

Start:

National launch LA webinar
Today

Online resources published
Today

LAs deliver professional dialogue session (Summer)
From April*
This session creates a supportive space for practitioners to strengthen confidence, clarity, and consistency in assessment through high-quality professional dialogue, shared interpretation of criteria, and reflection on GLD data.

*in time to support teachers with EYFSP data submission for 25/26 AY

DfE webinar on formative assessment
July 2026

LAs deliver formative assessment session (Autumn)
Sept/Oct 2026
This session introduces how Reception teachers can use everyday formative assessment to understand and support children's learning, alongside effective transition practice into Reception.

DfE webinar on summative assessment –
Dec 2027

LAs deliver summative assessment session (Spring)
Jan/Feb 2027
This session helps Reception teachers make confident, consistent EYFSP judgements, looks at the best-fit model, and strengthens professional dialogue.

DfE webinar on 27-28 sessions
March 2027

Audience:
Reception teachers, nursery staff, EYFS leads etc.

These sessions will then repeat in a cycle during each financial year.

Department for Education

EYFS Summative Assessment
19 January 2027, 09:00-12:00
Venue: The John Wesley Church of England and Methodist Primary School, Ashford

EYFS Summative Assessment
19 January 2027, 13:00-16:00
Venue: The John Wesley Church of England and Methodist Primary School, Ashford

EYFS Summative Assessment
20 January 2027, 09:00-12:00
Venue: St Edmund's CE Primary School, Sevenoaks

EYFS Summative Assessment
20 January 2027, 13:00-16:00
Venue: St Edmund's CE Primary School, Sevenoaks



The Education People

EYFS Summative Assessment
3 February 2027, 09:00-12:00
Venue: The Education People, Aylesford

EYFS Summative Assessment
3 February 2027, 13:00-16:00
Venue: The Education People, Aylesford

EYFS Summative Assessment
4 February 2027, 09:00-12:00
Venue: Greenfields Community Primary School, Maidstone

EYFS Summative Assessment
4 February 2027, 13:00-16:00
Venue: Greenfields Community Primary School, Maidstone

The Education People

Early Years Conference

Best Start in Life

24th February 2027 (all day)

Sue Robb, Felicity Gillespie, Rupinder Bansil

Book at theeeducationpeople.org











The Education People

Kent Collaboration Fortnight

The Kent Collaboration Fortnight (KCF) is a county-wide initiative that involves primary, secondary, special schools, academies and alternative provision settings across Kent.

The aim is to showcase and share exemplary educational practices that are having a positive impact on children's learning, wellbeing and development across all phases in schools.

The Kent Collaboration Fortnight for 2026/27 will be taking place over two weeks from **25 January to 5 February 2027**.

If you have strong practice in attendance, inclusion, Early Years or attainment and would like to host visits from colleagues across the county, or are looking to visit a school with great provision in these areas please contact Lizzie Williams (Lizzie.Williams@theeducationpeople.org) or complete the expression of interest form

The Education People

Teach Lead Change

- A unique, redesigned teacher and leadership development programme, combining outstanding training with long-term career development.
- We recruit and develop high-potential teachers committed to making a difference for pupils facing disadvantage.
- Participants are placed in schools and communities where need is greatest, with a focus on lasting impact.
- We work with schools to find the right teachers for their context, priorities and workforce needs.
- Join a national community of schools and educators working together to rewrite the future for disadvantaged pupils.

What's new for 2027?

- Shift from a focus on **volume** to **need, quality and additionality**.
- Increased emphasis on **teacher retention**, not just recruitment.
- Launching a **new brand and refreshed Teach First offer**.
- Expanding from **teaching excellence to leadership development**.
- Refined eligibility criteria to target schools with **below-average attainment and high disadvantage**.
- Revised **funding model with lower school fees** from 2027.
- Supported by a **new HEI partner through the NIOT**.

Find out more at www.teachleadchange.org.uk

For nominations, please visit www.teachfirst.org.uk/teach-lead-change-nomination

For queries, contact Jessica Garner, Regional Partnerships Manager at jgarner@teachfirst.org.uk

Close

Thank you