

Dover District Governor Briefing

Autumn 2017

Welcome

Agenda - Dover

- 1 Welcome
Tina Gimber
Governor Services, South Kent
- 2 School Improvement
Fiona Wainde
Senior Improvement Advisor, South Kent
- 3 Provision of School Places
David Adams
Area Education Officer, South Kent
- 4 In the News
(Including Kent Governors Association update)
Tina Gimber
Governor Services, South Kent

Polite Reminders !

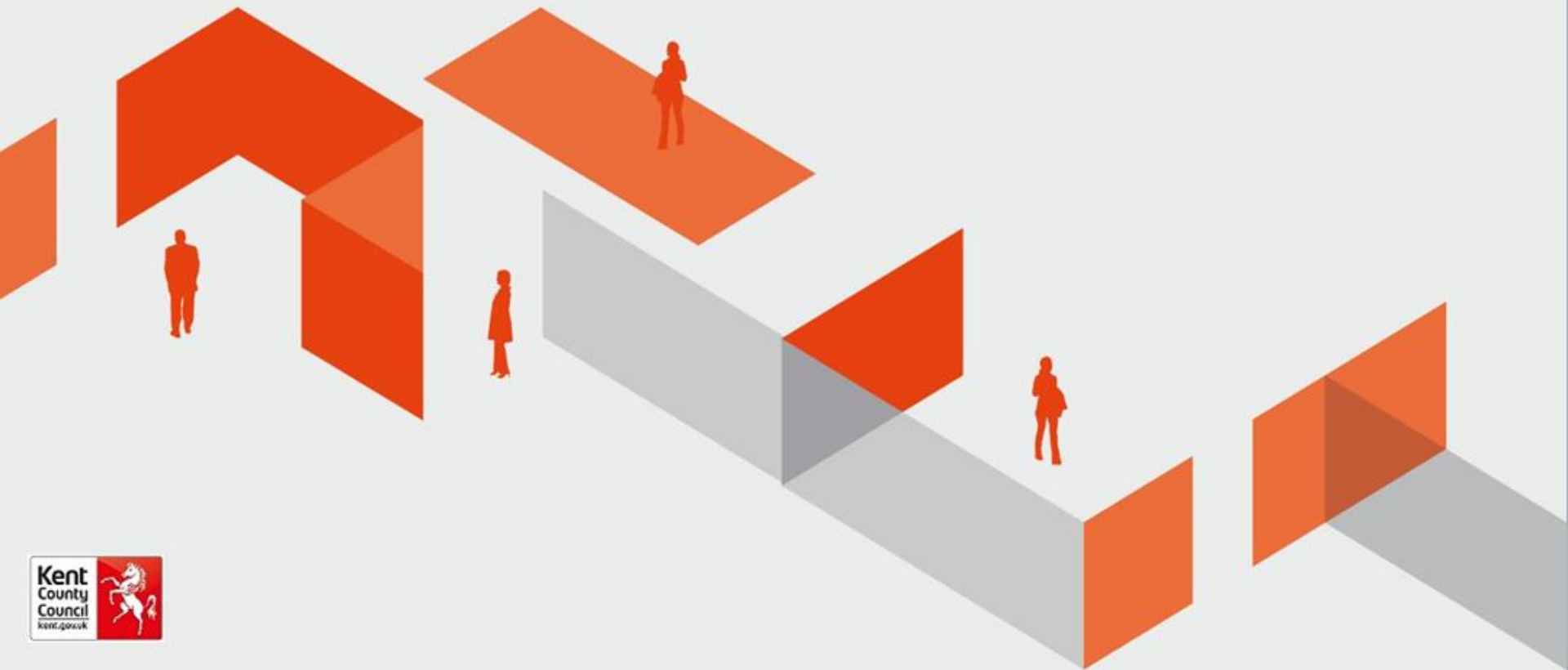
- **Housekeeping**
- **Paper free !**
- **Have you signed the register?**
- **List at least three actions that you will complete following this discussion.**
- **Please complete the online evaluations (direct to you via email)**

School
Improvement
Services

District Governor Briefing

Kent and National Updates

Fiona Wainde - Senior Improvement Consultant



South Kent Team

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Jayne True	IA: Ashford, Dover & Shepway	07917 848622
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Penny Bowles	IA: Ashford & Shepway	07825013365
Tina Gimber	Area Governance Officer	07712 301352
Polly Sharman	Senior EYFS Improvement Adviser	07795 036705
Sandy Wheeler	EYFS Improvement Adviser	07786 191722
Alison Floyd	EYFS Improvement Adviser	07545 743761
Fiona Hadlum	SISO	03000 419960
Barbara Morrison Amanda Fletcher	Administration Team	03000 415068



School Improvement Support

2

Can take place any time
Does not include EYFS , governance, staff training
No populated autumn NoV

3

1 visit per seasonal term
Populated autumn NoV
Does not include EYFS, governance, staff training

8

Populated autumn NoV
Includes seasonal progress and impact meetings
Includes EYFS support
Does not include governance or staff training

No funded visits to academies – SIA links to MATs



Improvement Adviser Visits

- Visits are evaluative, with recommended next steps
- Progress and impact meetings for vulnerable schools
- Each visit is at least 3 hours
- Additional visits can be purchase via School Improvement Team directly (pay as you go) or via a service level agreement
Contact: Jayne Bartholomew 03000 415820
- http://www.edukent.co.uk/our_services/school_improvement_services/
- http://www.edukent.co.uk/images/uploads/misc_files/School_Improvement_Service_2017-18_brochure.pdf
- School are advised to have budget capacity to fund school improvement



Service Level Agreement Entitlement

All Packages include:

- FFT Aspire
- AEN update meetings for SENCo
- Curriculum network meetings for maths leaders
- Curriculum network meetings for English leaders
- NQT induction training 6 x ½ day sessions for one NQT
- NQT induction for two NQTs
- Access to KCC's School Improvement Framework for commissioning external consultants
- Access to the Bristol Summary documents



Service Level Agreement Packages

- All packages come with credits, which can be used for training and additional support SIA, IA, EYFS adviser, maths adviser, English adviser, Kent assessment lead etc.
- Visit will be bespoke to the school's needs and the focus will be agreed with you for further ideas please see the service level agreement brochure.
- There is considerable saving for buying a package.

Package	Credits with package	Annual Cost	Monthly Direct Debit
Basic	0	£864	£72
Bronze	25	£2,114	£176.17
Silver	50	£3,364	£280.33
Gold	75	£4,614	£384.50
Platinum	100	£5,864	£488.67



School Improvement Services

NEW OFFERS FOR 2017/18

Headteacher appraisals

In accordance with the Governor Handbook, Boards in maintained schools have a statutory duty to appoint an external adviser for advice and support on the Headteacher's appraisal and to consult that adviser on setting objectives for, and appraisal of, the Headteacher.

0.5 day

£300 PAYG/5 SLA credits
Half day will include reviewing and setting targets, drafting bullet points for Governors to write up

1 day

£600 PAYG/10 SLA credits
One day will include review and target setting meeting, writing report for Governors' mid-year review

Adviser visit packages

- The purpose of the visits is to provide flexible and high quality advice, support and guidance against the school's identified improvement priorities.
- The improvement support activities will be determined by the school and can include observations of teaching and learning, learning walks, work scrutiny, pupil conferencing, securing accurate self-evaluation and support for senior and middle leaders.

1.5 days

£750 PAYG/14 SLA credits
Three visits & conversation on each visit

2 days

£1000 PAYG/19 SLA credits
Three visits plus write up for each visit

3 days

£1350 PAYG/26 SLA credits
Six visits with conversations

4 days

£2000 PAYG/39 SLA credits
Six visits with write up for each visit

Email schoolimprovementsla@kent.gov.uk
Website schoolimprovementsla.kent.gov.uk
Phone 03000 415820 / 03000 415840

Pre inspection support

- Overview of the inspection framework and what to expect
- Coaching staff through a range of inspection activities and rehearsing the Ofsted conversation
- Support with website compliance and effective use to promote the school
- Support presenting data - How can your data best be presented?
- What is historic and current data saying about achievement?
- Guidance to ensure your SEF is evaluative and evidence based
- Advice around the school plan and aligning the SDP/SIP to school self-evaluation

Pre inspection challenge

- Challenging leaders against the inspection framework
- Completing a range of inspection activities to evaluate provision
- Checking the school is website and SCR compliant
- Analysing data to identify gaps and inspection trails
- Evaluating the School plan and impact
- Evaluation of SEF - are judgements accurate and realistic?

COST FOR EITHER VISIT:

Smaller School

150 pupils or less
1 adviser
£600 PAYG/10 SLA credits

Larger School

151 pupils or more
2 advisers
£1200 PAYG/20 SLA credits

Special Educational Needs Review

A supportive process to review the impact of the school's provision for pupils with special educational needs and/or disabilities.

This review will focus on policies, practice and achievement to inform self-evaluation and provide guidance and support for senior leaders and those responsible for inclusion.

1.5 days

£750 PAYG/14 SLA credits
Half a day prior to visit, 1 day on site, verbal feedback with no report

2 days

£1000 PAYG/19 SLA credits
Half a day prior to visit, 1 day on site, half a day to write report

EduKent
discover the advantage



Email schoolimprovementsla@kent.gov.uk
Website schoolimprovementsla.kent.gov.uk
Phone 03000 415820 / 03000 415840

2017 Outcomes and District Priorities



Headlines - 2017



Outcomes improved in 2017 for:

- Year 1 phonics screening check
- All KS1 subjects
- KS2 reading, writing, mathematics, GPS
- All KS2 GD measures



Outcomes below national in 2017 for:

- KS2 GPS
- KS2 mathematics

Outcomes declined in EYFS and Yr 2 phonics



EYFS – Good Level of Development

District	2015 % GLD	2016 % GLD	2017 % GLD	2016 to 2017 Diff % GLD
National	66.3	69.3	70.7	+1.4
Kent LA – All Schools	73.1	74.9	74.3	-0.6
South Kent	72.6	74.3	73.8	-0.5
Ashford	73.2	75.1	73.3	-1.8
Dover	73.9	74.6	74.3	-0.3
Shepway	70.5	73.1	73.9	+0.8

In 2017 outcomes at the end of the Early Years Foundation Stage dropped in Ashford and Dover but continue to remain above the national average in all three districts.



EYFS – Good Level of Development District Achievement

District	% Good Level of Development Kent 74.3% National 70.7%
Tunbridge Wells	78.2
Tonbridge and Malling	78.0
Sevenoaks	77.8
Dartford	74.6
Dover	74.3
Shepway	73.9
Canterbury	73.8
Maidstone	73.8
Swale	73.5
Ashford	72.1
Gravesham	72.1
Thanet	69.9

Year 1 Phonics Screening Check

District	2015 % achieving expected level	2016 % achieving expected level	2017 % achieving expected level	2017 v 2016 Diff
National	77.0	81.0	81.2	+0.2
Kent LA – All Schools	78.1	81.6	82.1	+0.5
South Kent	79.4	82.2	83.4	+1.2
Ashford	79.5	82.8	83.5	+0.7
Dover	78.6	83.2	83.8	+0.6
Shepway	80.0	80.6	83.0	+2.4

Outcomes in the phonics screening check showed improvement in all three districts and were above the national average.



Year 2 Phonics Screening Check

District	2015	2016	2017	2017 v 2016
National	64	64	61.6	-2.4
Kent	67	65.2	59.6	-5.6
South Kent	69.2	68.0	61.8	-6.2
Ashford	69.9	70.3	64.5	-5.8
Dover	68.1	65.2	60.9	-4.3
Shepway	69.1	67.9	59.4	-8.5

Outcomes in Year 2 re-takes fell in 2017 for the second successive year in all three districts and were only above national standards in Ashford.

A declining trend? A focus for your schools?



Phonics

District Achievement

Area/District	Year 1 % Achieving Expected Level Nat 81.2% Kent 82.1%
Tunbridge Wells	86.1
Tonbridge and Malling	85.8
Canterbury	83.9
Dover	83.8
Ashford	83.5
Shepway	83.0
Maidstone	82.9
Sevenoaks	81.9
Swale	80.0
Dartford	79.5
Gravesham	79.1
Thanet	77.1

Area/District	Year 2 % Achieving Expected Level Nat 59.6% Kent 61.6%
Ashford	64.5
Tonbridge and Malling	63.4
Dartford	62.6
Sevenoaks	62.0
Canterbury	61.3
Dover	60.9
Tunbridge Wells	60.2
Shepway	59.4
Thanet	57.7
Gravesham	57.4
Swale	55.6
Maidstone	54.6



Key Stage 1

Area/District	% Achieving EXS+ RWM 2016	% Achieving EXS+ RWM 2017
National	N/A	63.7
Kent – All Schools	66.6	68.3
South Kent	65.6	67.0
Ashford	63.7	67.2
Dover	69.0	69.0
Shepway	64.8	64.7

Area/District	% Writing 2016	% Writing 2017
National	65	68.2
Kent – All Schools	71.3	72.3
South Kent	70.2	71.5
Ashford	68.8	71.6
Dover	73.2	73.6
Shepway	69.0	69.2

Area/District	% Reading 2016	% Reading 2017
National	74	75.5
Kent – All Schools	78.2	78.8
South Kent	78.2	78.8
Ashford	76.3	79.0
Dover	80.5	79.3
Shepway	78.4	78.2

Area/District	% Maths 2016	% Maths 2017
National	73	75.1
Kent – All Schools	77.5	78.4
South Kent	77.3	78.1
Ashford	76.6	79.1
Dover	79.1	78.4
Shepway	76.3	76.6



Key Stage 1

- Kent outcomes are similar to 2016, with no more than a 1 percentage point improvement for any subject.
- Writing attainment had the highest gain in Kent.
- Combined attainment, although not a national accountability measure at KS1, also improved by 1.7 percentage points in Kent. The biggest gain in south Kent was in Ashford.
- Outcomes were above national averages in all three districts.
- Attainment improved in Ashford in all subjects.
- In Dover attainment improved in writing but declined in reading and maths.
- There was a slight improvement in writing and maths in Shepway and a slight decline in reading. Pupils have not performed as well in Shepway as in the other two districts.



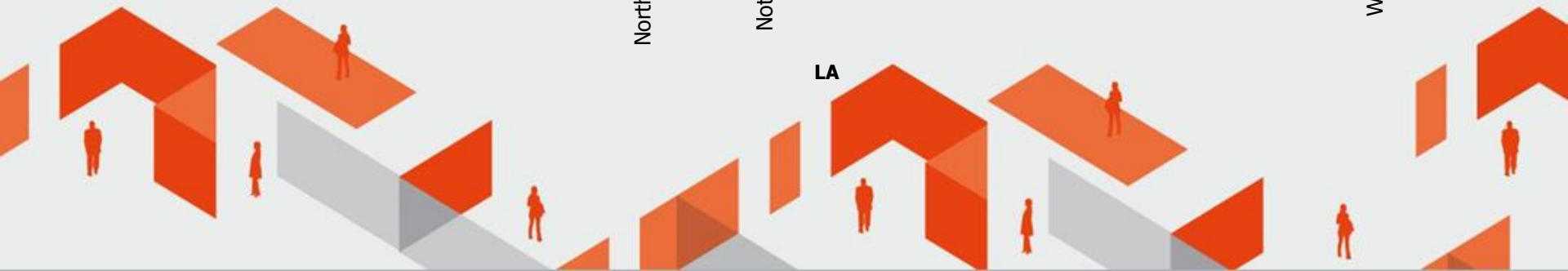
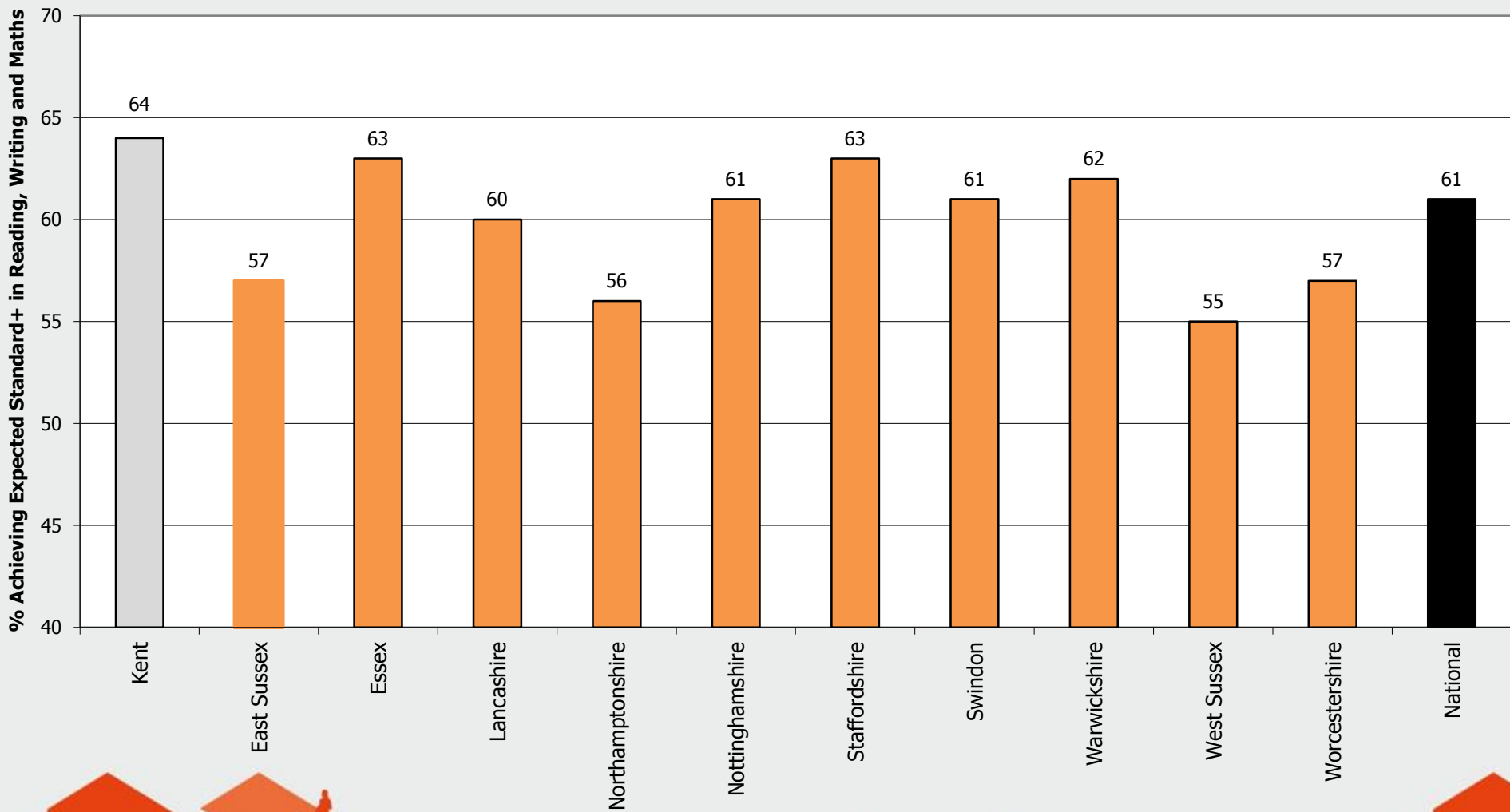
Key Stage 1

District achievement

Area/District	% achieving EXS+ RWM Kent: 78.3 Nat: 63.7
Tonbridge and Malling	74.4
Canterbury	71.6
Sevenoaks	71.4
Tunbridge Wells	69.7
Dover	69.0
Maidstone	69.0
Dartford	67.7
Ashford	67.2
Gravesham	65.9
Swale	65.8
Shepway	64.7
Thanet	63.4



KS2 2017 % Achieving Expected Standard and Above in Reading, Writing and Maths Kent v Statistical Neighbours



LA

Key Stage 2 Outcomes

Kent vs Statistical Neighbours

	% Pupils Achieving										
	Expected Standard - RWM	A Higher Standard - RWM	Expected Standard - Reading Test	A High Score - Reading Test	Expected Standard - Grammar, Punctuation, Spelling Test	A High Score - Grammar, Punctuation, Spelling Test	Expected Standard - Maths Test	A High Score - Maths Test	Average Scaled Score - Reading Test	Average Scaled Score - Grammar, Punctuation, Spelling Test	Average Scaled Score - Maths Test
Kent	64	9	74	27	76	30	76	23	105	106	104
East Sussex	57	5	71	24	71	23	70	17	104	104	103
Essex	63	10	73	25	79	32	76	23	104	106	104
Lancashire	60	8	70	23	77	28	75	20	104	106	104
Northamptonshire	56	7	68	20	73	25	70	17	103	105	103
Nottinghamshire	61	8	71	24	77	29	75	22	104	105	104
Staffordshire	63	9	74	25	78	31	76	22	104	106	104
Swindon	61	8	72	25	78	30	76	20	104	106	104
Warwickshire	62	10	72	28	77	32	74	23	105	106	104
West Sussex	55	5	70	25	74	25	71	19	104	105	103
Worcestershire	57	8	70	24	72	26	70	20	104	105	103
National	61	9	71	25	77	31	75	23	104	106	104
Kent's Ranked Position (1=top, 11=bottom)	1	3	1	2	7	4	1	1	1	1	1



Key Stage 2

Proportion of Pupils Achieving the Expected Standard

% reaching or exceeding the expected standard	RWM comb	Reading	Writing	Maths	GPS
National	61.0	71.0	76.0	75.0	77.0
Kent	64.4	74.2	80.4	75.7	76.0
South Kent	63.1	74.3	80.7	74.4	73.2
Ashford	60.1	71.9	79.0	71.2	70.6
Dover	66.7	75.4	83.5	77.7	75.4
Shepway	63.3	76.0	80.0	74.9	74.3



Key Stage 2

Achieving Expected Standard

- In 2017, 64.4% of Kent pupils met the expected standard in Reading, Writing and Mathematics combined. This compares well with the national figure of 61%.
- Attainment improved in all subjects and RWM combined in all three districts in south Kent.
- The combined attainment gap with national is not as positive as in 2016.
- Dover and Shepway were above the national average in RWM combined but attainment in Ashford was below the national standard.
- Attainment in reading and writing was above national
- In spite of improvement on 2016 outcomes (by 7% in Shepway), GPS was below national standards in all three districts.
- Attainment in maths in Ashford and Shepway improved at a faster rate than national standards but remained below the national average.
- KS2 achievement in Ashford is not as strong as any other district in Kent and a priority for improvement.



Key Stage 2

District achievement

Area/District	% Working Expected Standard RWM combined Kent 64.4 National 61.0
Sevenoaks	71.9
Tunbridge Wells	69.7
Canterbury	69.1
Tonbridge and Malling	68.1
Dover	66.7
Dartford	64.3
Shepway	63.3
Maidstone	63.0
Swale	61.1
Thanet	60.2
Ashford	60.1
Gravesham	57.9



District achievement

Key Stage 2

Area/District	% Achieving Expected Standard Reading Test Kent: 74.2 Nat: 71.0
Sevenoaks	81.2
Tunbridge Wells	79.2
Canterbury	78.1
Tonbridge and Malling	76.7
Shepway	76.0
Dover	75.4
Dartford	74.1
Maidstone	73.3
Ashford	71.9
Swale	71.6
Thanet	69.0
Gravesham	66.6

Area/District	% Achieving Expected Standard Writing Kent: 80.4 Nat: 76.0
Canterbury	84.9
Tonbridge and Malling	84.2
Tunbridge Wells	84.0
Dover	83.5
Sevenoaks	83.4
Shepway	80.0
Maidstone	79.4
Ashford	79.0
Swale	78.3
Dartford	77.7
Thanet	77.7
Gravesham	74.7



Key Stage 2

District Achievement

Area/District	% Achieving Expected Standard Maths Test Kent: 75.7 Nat: 75.0
Sevenoaks	81.4
Canterbury	79.6
Tonbridge and Malling	79.3
Tunbridge Wells	78.2
Dover	77.7
Dartford	77.5
Shepway	74.9
Maidstone	73.8
Thanet	73.4
Swale	72.5
Gravesham	71.2
Ashford	71.2

Area/District	% Achieving Expected Standard (EXS) GPS Kent: 76.0 Nat: 77.0
Sevenoaks	83.1
Tonbridge and Malling	80.2
Canterbury	79.6
Dartford	78.8
Tunbridge Wells	78.8
Dover	75.4
Maidstone	74.9
Shepway	74.3
Swale	73.7
Gravesham	72.3
Thanet	72.2
Ashford	70.6



Key Stage 2 – Greater Depth

Date	2016		2017		2017 v 2016	
	Kent	Provisional National	Kent	Provisional national	Kent	Provisional National
Combined RWM	6	5	9.2	8.6	+3.2	+3.6
Reading	21.0	19.0	27.2	24.1	+6.2	+5.1
Writing	14	15	18.8	17.8	+4.8	+2.8
Mathematics	17	17	22.6	22.2	+5.6	+5.2
GPS	22	23	29.5	30.5	+7.5	+7.5

Kent schools have been successful in increasing the proportion of pupils attaining greater depth in 2017.



Key Stage 2 – Greater Depth

District	Ashford		Dover		Shepway	
Year	2016	2017	2016	2017	2016	2017
Combined RWM	6.3	7.7	3.6	8.2	6.4	8.6
Reading	25.0	29.3	21.1	30.77	24.5	26.5
Writing	16.7	19.2	13.6	19.0	14.4	18.9
Mathematics	17.6	18.6	17.6	22.4	15.2	19.6
GPS	20.7	31.0	22.3	30	18.7	27.0



Key Stage 2 – Pupil Premium Achievement

	PP % Expected RWM combined	PP gap with peers	PP gap with Kent non-PP
Kent	48.2	22.0	22.0
South Kent	50.2	18.7	20.1
Ashford	44.3	21.0	25.7
Dover	55.9	17.1	14.4
Shepway	49.3	20.1	21.0

- PP achievement is a priority for Kent, esp. in Ashford.
- PP attainment is above the Kent average in Dover and Shepway and the gap between PP students and the Kent average for non-PP is narrower than the Kent gap.
- National data is not yet available.



Key Stage 2 – SEN Achievement

	SEN combined attainment	Gap with non-SEN
Kent	19.4	53.0
South Kent	21.5	50.9
Ashford	15.6	56.8
Dover	21.9	50.5
Shepway	26.5	45.9

- SEN achievement is a priority for Kent, esp in Ashford.
- SEN achievement is above the Kent average in Dover and Shepway and the gap with non-SEN pupils is smaller.
- National data has not yet been published.



Key Stage 2 – Boys and Girls Achievement

	KS2 RWM Combined Girls	KS2 RWM Combined Boys	Gap
Kent	68.3	60.8	7.5
South Kent	66.6	59.8	7.1
Ashford	63.4	56.9	6.5
Dover	71.3	62.6	8.7
Shepway	66.1	60.6	5.5

- The gender gap is narrowest in Ashford and Shepway.
- However, boys and girls performed better in Dover than the other two districts



Progress Comparisons with Schools Nationally

Percentiles	Reading	Writing	Maths
Top 5%	4.4 and above	3.8 and above	4.4 and above
Next 20%	1.8 to 4.3	1.6 to 3.7	1.8 to 4.3
Next 15%	0.8 to 1.7	0.8 to 1.5	0.7 to 1.7
Middle 20%	-0.5 to 0.7	-0.3 to 0.7	-0.6 to 0.6
Next 15%	-1.4 to -0.6	-1.3 to -0.4	-1.7 to -0.7
Next 20%	-3.8 to -1.5	-3.9 to -1.4	-4.2 to -1.8
Bottom 5%	-3.9 and below	-4 and below	-4.3 and below

- Primary School Accountability 2017, DfE
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641197/Primary_school_accountability_in_2017.pdf
- A school with reading progress of minus 0.7, writing progress of plus 1.7 and progress in maths of minus 4.3 would be in the middle 20% of schools nationally for progress in reading, in the top 25% in writing and in the bottom 5% in maths.
- Similar comparison will be made for the progress of pupil premium pupils.



2017 Floor Standard

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet.

To be **above** the floor, the school needs to meet either the attainment **or all** of the progress elements i.e.

Either

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics

or

- the school achieves sufficient progress scores in **all three** subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing.

There are 7 schools in south Kent that have fallen below floor standards

No school will be confirmed as being below the floor until December 2017 when schools' performance tables are published

A school will also not be published as being below floor standards where there are fewer than 11 pupils



Coasting Schools

- There are no coasting schools in south Kent in 2017 for the second year.
- Assuming progress thresholds do not change when they are published in December 8 schools will be at risk of coasting in 2018 if KS2 RWM combined is below 85% or progress is below the following thresholds in one or more subject (-2.5 in reading, -2.5 in maths, and -3.5 in writing) for the third year.
- To see what this may mean read, Intervening in failing, underperforming and coasting schools:
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/510644/Intervening-in-failing-underperforming-and-coasting-schools-government-response.pdf



Area and District Priorities

- GPS
 - KS2 Maths
 - Greater depth
 - Achievement of vulnerable groups (PP and SEN)
 - Yr 2 phonics?
-
- KS2 achievement in Ashford is a focus



Government Response to Primary Assessment Consultation

- Move to a more flexible approach of assessing English writing from the 2017 to 2018 academic year onwards.
- Change the starting point for primary school progress measures to the reception year - with a new statutory assessment to be introduced in reception from 2020.
- Remove the statutory status of end of key stage 1 assessments once the reception baseline assessment has become fully established, from 2023.
- Remove the duty for teachers to assess pupils against statutory English reading and mathematics frameworks at the end of key stage 2 from the 2018 to 2019 academic year onwards.
- Improve the early years foundation stage profile by clarifying the descriptors underpinning the Early Learning Goals and reviewing supporting guidance.
- Introduce an online multiplication tables check to be taken by pupils at the end of year 4 from the 2019 to 2020 academic year.
- <https://www.gov.uk/government/news/helping-children-learn-through-a-proportionate-primary-assessment-system>
- <https://www.gov.uk/government/consultations/primary-assessment-in-england>



What this means for EYFS

DfE Response to the consultation

- The seven areas of learning and development specified in the EYFS will remain unchanged, as will the number of ELGs.
- Any changes to the ELGs will come into effect from the 2020 to 2021 academic year.
- EYFSP remains in place for 2018.

“The early years foundation stage profile is a well established, valued assessment and should be retained, but the Early Learning Goals (ELGs) should be clarified and refined in a number of areas.

Key areas identified for improvement include:

ELGs should be better aligned with expectations at Key Stage 1, particularly mathematics and literacy.

A baseline will be developed using a large scale pilot and evaluation in the 2019 to 2020 academic year.

In the meantime, schools must continue to complete the EYFSP for their reception-year pupils in the summer term, June 2018 and report the results to local authorities.” Primary Assessment in England September 2017



Lessons from Moderation

- Understanding what is needed to meet the reported standard.
- More evidence of problem-solving and reasoning in maths.
- More opportunities for cross-curricular, extended writing, including stories.
- More opportunities for pupils to assess, edit and redraft their own work.
- More opportunities for independent writing for the less able.
- Greater focus on pupils spelling needed.
- Greater depth least secure of judgements. Schools must move pupils swiftly on in their learning.



Main Recommendations from Moderation

- Monitor accurate use of interim framework.
- Consider external validation of teacher assessment.
- Use exemplification materials.
- Indicate level of support given to children.
- Y2 and Y3 to moderate together so that judgements are consistent.
- Attend KS1 and KS2 training.
- Attend training, e.g. Interim Framework workshops.
- Attend training for Greater Depth.
- Attend subject leader meetings.
- Continue to share good practice.

Goodbye to Raiseonline Hello to Analyse School Performance (ASP)

New Ofsted Dashboard



Ofsted Update

<http://researchbriefings.files.parliament.uk/documents/SN07091/SN07091.pdf>



South Kent Ofsted Outcomes

- 100% of schools are good or outstanding in Ashford and Shepway
- 97% of schools are good or better in Dover
- 2 more outstanding schools this year in Dover:
Green Park and Temple Ewell – *Congratulations!*
- Shepway is the most improved district in Kent



To Secure a Good Judgement

Leaders must:

Show that they have maintained high standards (teaching, outcomes etc) or that there have been demonstrable and sustainable improvements.

Fully understand the strengths and weakness of their school.

Demonstrate that any weaknesses are relatively minor and the school has put the correct actions in place to address them.

Convince inspectors they have the capacity to address priorities for improvement, through the impact of their actions to date.



Current Focus of Inspections

- School improvement plan
- SEF
- Disadvantaged pupils
- Able (including able PP)
- Attendance
- Progress of pupils from their relative start points (books important)
- Quality of teaching seen on learning walk
- Curriculum coverage (including the wider curriculum)
- Assessment being fit-for-purpose
- Capacity and impact of leaders of all levels and governors
- Culture of ambition and resilience of learners
- Safeguarding being effective
- Website meeting legal requirements
- Development of basic skills in EYFS esp. speech and language and transition from EYFS to KS1



Preparing for Inspection

- Website compliant, easy to navigate and gives good first impression
- Concise and regularly updated SEF, which aligns with the Ofsted evaluation schedule
- School plan links closely to SEF, has measurable targets with termly milestones and clearly identifies arrangements for monitoring and evaluation (who, when, how)
- Attainment and progress data summaries (inc. GDS and accelerated progress) for each cohort and class, by subject and groups of pupils. Also track combined attainment
- Disaggregate PP, SEN and attendance data thoroughly
- Strong pupil premium strategy to overcome barriers to learning
- Pupils' books demonstrate evidence of improvement / high standards
- Case studies for underachieving pupils
- Documentation required readily available (see page 20-21 of the Ofsted Section 8 Handbook) [School inspection handbook: section 8](#)
- Predict Ofsted lines of enquiry from Data Dashboard and plan what to say
- Rehearse conversations with inspector(s) for leaders, governors and school council
- Rehearse PP pupils reading, esp. Years 2 and 3
- Policy, practice, conversations and ethos reflect best practice in safeguarding



Preparing the Governing Body for Inspection

- Demonstrate impact of governance.
- Know the strengths of the school and priorities for development.
- Strong evidence of governor monitoring and its follow up.
- Evidence of challenge in GB minutes.
- Show evidence of governor training and how it is cascaded.
- Evaluate GB performance.
- Good succession planning for key roles.
- Evidence that the GB is not over reliant on information from leaders.
- Welcomes independent audit.
- Clerk acts as adviser to GB.
- Statutory functions and compliance (website, policy review, safeguarding).

Consider commissioning support from LA
to prepare GB for meeting with inspection team.



Ofsted's Key Messages to Inspectors

- Assessment information/data is only a starting point for discussion with leaders. It is not the only piece of evidence that forms the overall judgement for Outcomes.
- Meaningful data should be used to inform areas for investigation, so the focus should not be on single measures with small cohorts or groups.
- Data from teacher assessments at the end of Key Stage 2 should still be treated with caution.

“We will continue to inspect and report on the performance of these pupils where appropriate, but inspectors must be cautious in making any inferences about underperformance of small numbers of pupils in schools in any group”



Ofsted Changes

- Introduction of new IDSR (Inspection Dashboard Summary Report) to be released late Autumn.
- The IDSR includes a front page showing an overview of the data, and ‘areas to investigate’.
- IDSR contains fewer detailed breakdowns of groups than the previous inspection dashboard.
- “Inspectors should continue to interpret key stage 2 writing performance very carefully. Inspectors should also be aware of potential issues with the reliability of key stage 1 teacher assessments.”
- Recognition of lower progress scores for Junior schools.

[School Inspection Update: Special Edition](http://researchbriefings.files.parliament.uk/documents/SN07091/SN07091.pdf)

<http://researchbriefings.files.parliament.uk/documents/SN07091/SN07091.pdf>



School Improvement Planning



School Improvement Planning

Fit for purpose school improvement plans are in place for start of the year and contain:

- Quantitative targets for the end of the year.
- Measurable termly milestones.
- Detailed key actions for each priority for improvement.
- Timescale / deadline.
- Identification of lead person.
- Resourcing (inc. LA and bought in support) and costing.
- Monitoring implementation of the plan (who, when/frequency, how). Must be different to the lead. Include monitoring by leaders AND governors.
- Evaluation impact of plan against targets and milestones (who, when/frequency, how). Must be different to the lead and person monitoring. Include evaluation of impact by leaders AND governors.
- RAG rating implementation and impact.



Targets and Milestones

- Include **numerical** end of year targets and termly milestones for:
- All key attainment and progress measures
- Diminishing the difference for Pupil Premium children
- Achievement of other key groups if applicable (SEN, able...)
- Quality of teaching
- Anything else identified to be in need of improvement (EYFS, attendance, persistent absence, behaviour, exclusions, bullying, parental involvement/attendance at parents events, complaints, numbers responding to parent view, operating surplus, staffing costs, staff absence, recruitment of children, retention of good staff...)
- Your particular context (targets for GRT, EAL, Mobile.....)



Targets and Milestones

Improvement Priority	Current T6 2016	Milestone Term 1	Milestone Term 2	Milestone Term 3	Milestone Term 4	Milestone Term 5	End of Year Success Criteria 2017
EYFS achievement	GLD %						
KS1 attainment	Yr 1 phonics % Yr 2 phonics % R, W and M % EXS+ R, W and M % GDS						
KS2 attainment	R, W, M , GPS & RWM Combined % EXS+ R, W, M , GPS & RWM Combined % GDS						
KS2 progress	Progress score R, W and M						
In-year progress	Proportion making accelerated progress						
Pupil premium	R, W, M , GPS & RWM Combined % EXS+ R, W, M , GPS & RWM Combined % GDS						
SEN children	R, W, M , GPS & RWM Combined % EXS+ R, W, M , GPS & RWM Combined % GDS						
Most able	% Exceeding at EYFS to GDS at KS1 % Expected at EYFS to GDS KS1 % HA at KS1 to Higher Standard at KS2 % MA at KS1 to Higher Standard at KS2						
Quality of teaching	% Good and outstanding teaching % Staff turnover						
Attendance	% attendance % persistent absence						
Parental engagement	parent view responses % attendance to parent consultation						

School Improvement Planning Format

Area of Focus	Key Actions	Deadline	Lead	Resources	Monitoring: Who How When / frequency	Progress: Red = not started Amber = started Green = complete	Evaluation Who How When/frequency	Impact: Red = low Amber = some Green = high
<p>Summary of things you are wanting to improve (e.g raise attainment of able pupils in Literacy)</p> <p>Include a focus on developing governance</p> <p>Don't forget attendance</p>	<p>List all the actions you are going to take in the order you will take them for each area of focus.</p>	<p>When will this be complete ?</p>	<p>Who is responsible for doing this (role)?</p>	<p>Human resources</p> <p>Support</p> <p>Training</p> <p>Equipment</p> <p>Software</p> <p>Costing</p>	<p>Are the actions being taken effectively?</p> <p>Must be a different person to the lead</p> <p>Use schools normal monitoring processes e.g. learning walks, book looks, PPMs etc</p> <p>Include school and GB monitoring</p> <p>Must be on the plan at the start of the year</p>	<p>Fill this in throughout the year as the plan is monitored</p>	<p>Are measurable milestones being met?</p> <p>Should not be the same person as monitoring or lead</p> <p>Use vehicles that already exist e.g. Reports to LGB Assessment data Observation records P&I meetings Raiseonline</p> <p>Include evaluation by leaders and GB</p> <p>Use external audit as well as internal e.g. Reviews Moderation IA verification of judgements of teaching</p> <p>Must be on the plan at the start of the</p>	<p>Fill this in throughout the year as the impact is evaluated.</p> <p>Link to more detailed evidence of impact</p>

Thank you

Any Questions?



Secondary Schools' Update

2017 Outcomes

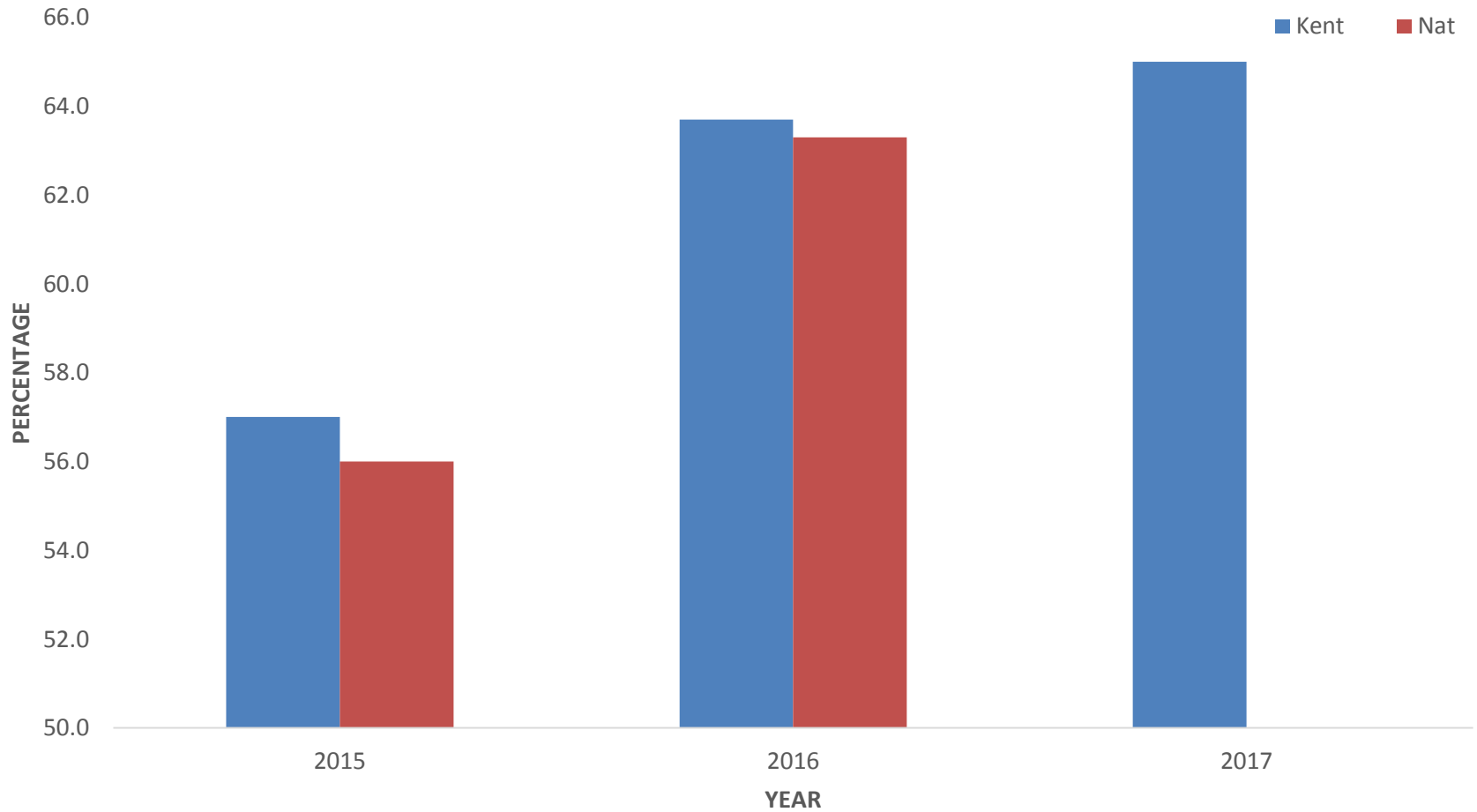
- There are significant changes to national performance measures in 2017
- **Basics** (standard pass in English and mathematics Grade 4/Grade C)
- Comparisons with performance in 2016 are difficult to make, given that this year sees the implementation of new grades in Maths and English and more demanding examinations
- This will be further compounded when the Basics measure that will be reported in the DfE October release this year will use the threshold of grade 5 (Strong Pass) or higher

2017 Outcomes

The figures stated have been made using grade 4 (standard pass) to allow comparison with results from previous years

- This shows a positive picture in Kent the **Basics** measure introduced last year – standard pass in English and mathematics Grade 4/Grade C passes show an increase of 1.3% to 65%
- The national figure for 2017 Basics is not yet available. So far, 40% (32 schools) of Kent schools have reported improvement on their 2016 performance in this measure
- Last year 41.2% of schools exceeded the **Basics** National Average (63.3%), currently this year 43.8 % of schools have exceeded last year's figure

Basics - standard pass in English and Maths (Grade 4/Grade C)



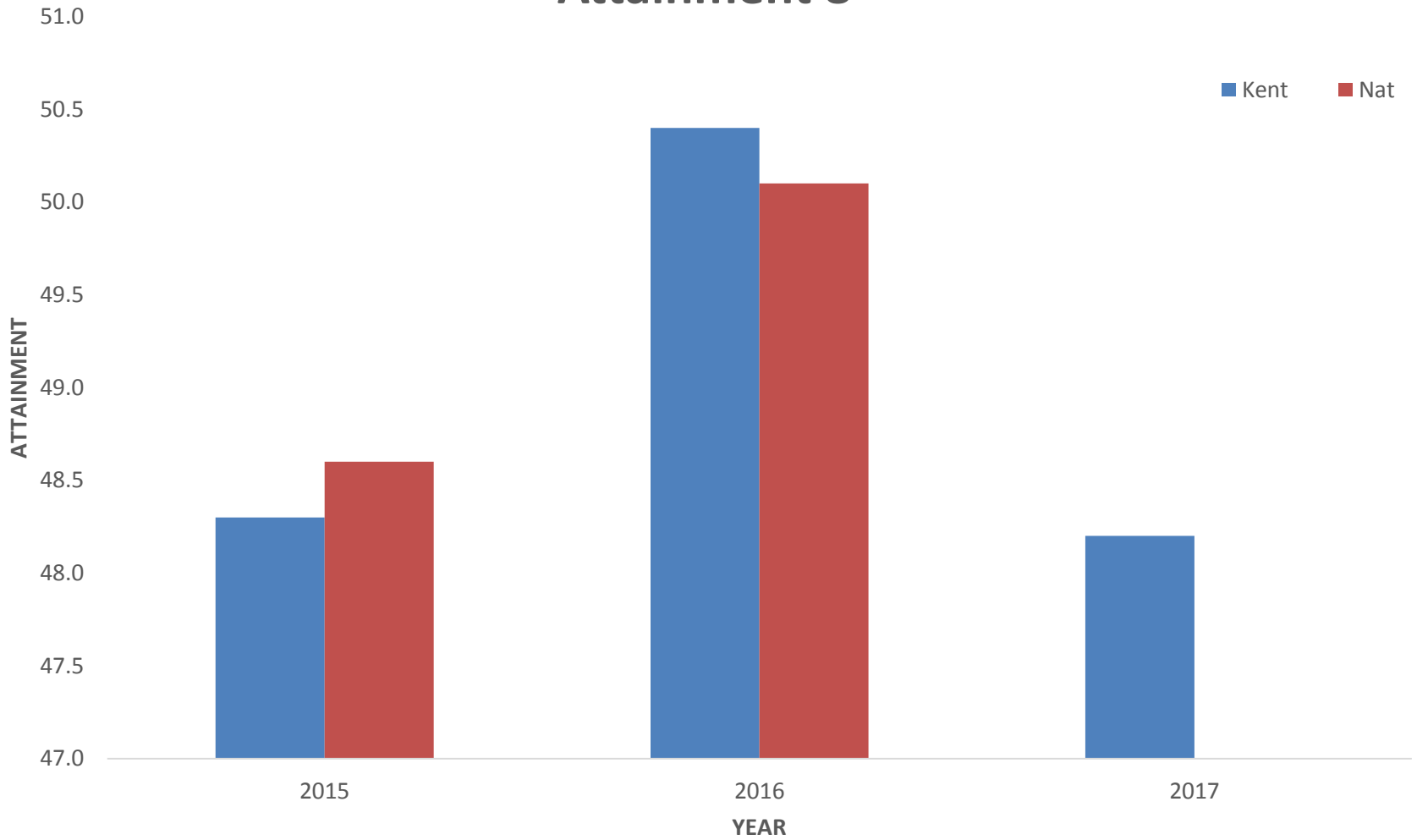
Outcomes 2017

All 2017 figures are provisional and unvalidated:

Attainment 8

- Based on a return sample of 80 (of 97 available schools returning GCSE outcomes this year):
- 17% (12 schools) have reported an increase in their **attainment 8** score
- 84% (59 schools) have reported a fall in their **attainment 8** score
- Compared with 2016 there has been an overall decline in attainment 8 performance from 50.4 to 48.2

Attainment 8



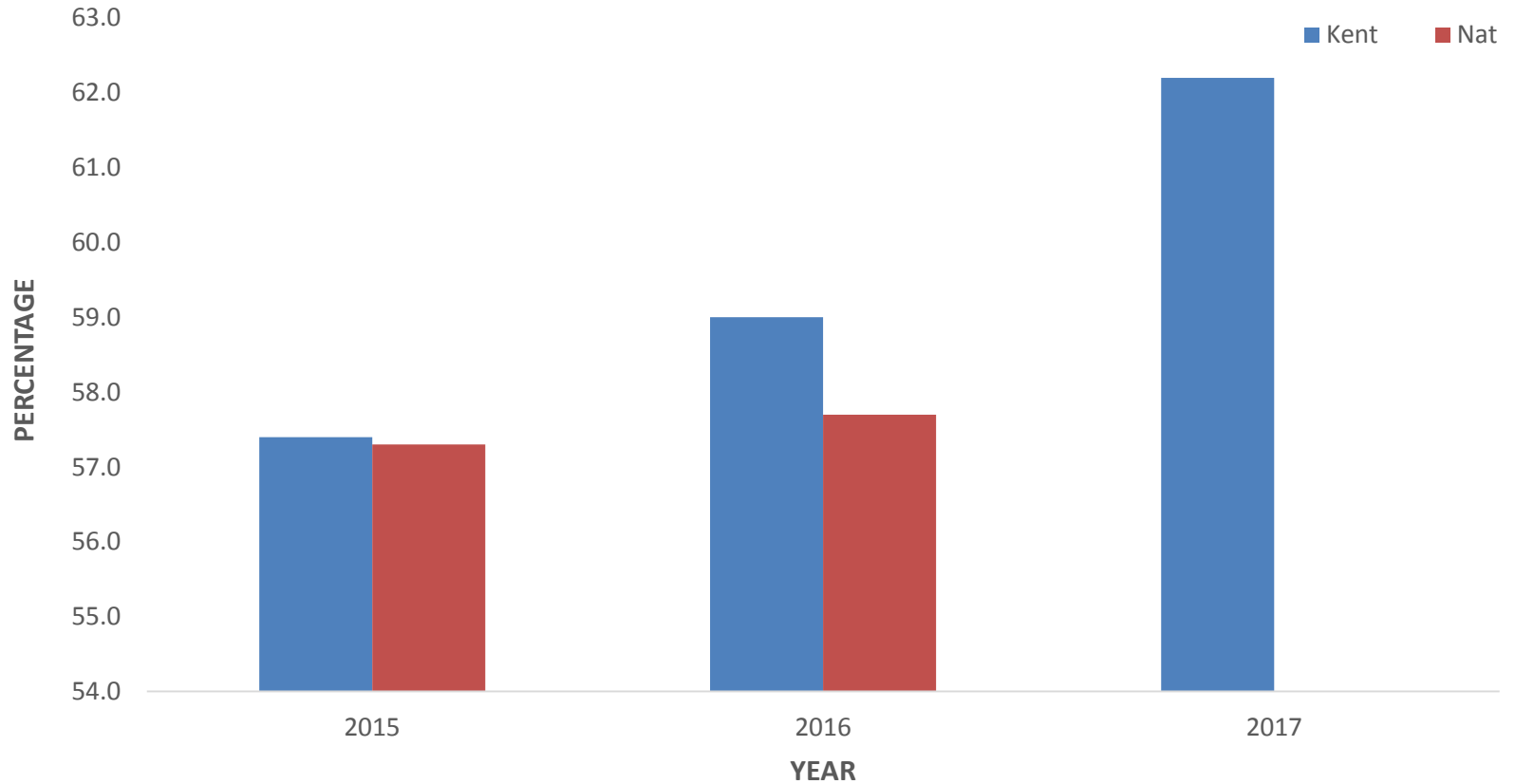
2017 Outcomes

- There has also been a slight fall in the headline **Ebacc** measure. This year it is 29.1 % from 29.9% last year
- So far, 32.5% (26 schools) schools have reported performance above the 2016 national average in this measure.

2017 Outcomes

- **5 or more standard passes, including English and mathematics**
- Performance in the old measure, the percentage of pupils achieving 5 or more GCSE grades A*-C (standard passes) including English and mathematics, is more positive at 62.2%.
- This is above last year's figure of 59.0% and the 2016 national average 57.7%
- So far, 52.5% (42 schools) schools have met or exceeded their 2016 performance in this measure
- Progress 8 figures will be published by the DfE in October 2017

Percentage of pupils achieving 5 standard passes including English and Mathematics



Priorities for Secondary Governors

- Comparisons of school outcomes including school group performance, against those groups nationally
- Evidence of the impact of intervention and strategies to improve disadvantaged pupils performance
- Effectiveness of 16-19 programmes, including destinations and independent advice and guidance
- Website compliance, Policies updated and evident in school practice, eg. Keeping Children Safe in Education, Prevent - strategies in place (and tested)
- Safeguarding issues including attendance, use of part-time timetables and Quality Assurance of offsite provision

Dover Governor Briefing: Area Education Officer Update

October 2017

David Adams – Area Education Officer (South Kent)

Discussion Topics

- School Complaints
- Reduced Timetables
- CAMHS
- Commissioning Update
- National Funding Formula
- High Needs Funding
- The Education People
- Q&A

General updates – School Complaints

- KCC’s model complaints policy for maintained schools has been updated in the light of feedback from governing bodies over the last year. The changes include:
 - a summary of appropriate routes for particular types of complaint at the beginning of the model policy to aid clarity.
 - a reference to governing body reciprocal agreements and a cross-reference to the model policy “Dealing with Complaints Against Schools and Settings made by Parents on Social Media Networking Sites”, as this is increasingly a feature of parental complaints.

<http://www.kelsi.org.uk/school-management/complaints>

Reduced Timetables

- For the academic year 2016-17 there were over 1,500 reduced timetable notifications across the County.
- In the South the breakdown across the three Districts was as follows: Ashford 115, Dover 153, Shepway 52.
- In the South the breakdown across school types was as follows: Primary 151, Secondary 99, Special 18, PRU 52.

The LA understands that, in exceptional circumstances, a reduced timetable may be appropriate.

Things to consider

- Local Authorities are required to maintain a central record of all pupils not accessing a full time education in the usual way and schools have a responsibility to record and submit that information via the Digital Front Door so that it can be monitored centrally.

Reduced Timetables

- All schools have a statutory duty to provide full time education for all pupils according to their age, aptitude and ability, taking into account any special needs.
- If a child has an EHCP, is a Child In Care, is involved with the Youth Offending Team or is involved with Social Services, the school is expected to consult the appropriate team prior to the reduced timetable being agreed.
- In order to ensure the pupil is safeguarded when they are not in school, a risk assessment is advisable. The Reduced Timetable Guidance, including a model risk assessment can be accessed from KELSI. <https://www.kelsi.org.uk/school-management/data-and-reporting/management-information/school-census/reduced-timetable>
- Governors should be made aware of the numbers of reduced timetables. They should also be questioning the impact of the reduced timetable in meeting the pupil's needs and what the school leaders are doing to safeguard the pupil when they are not in school.

CAMHS

- The new CAMHS is now live.
- Now called **Children and Young People's Mental Health Service**.
- Single point of access which is 0300 123 4496 (12 Foster Street, Maidstone ME15 6NH).
- We expect it will take a few months to fully embed the service.

KCC has funded £1.2m of the £16m contract to ensure

- Primary Mental Health Workers will be embedded in the Early Help units
- LAC children are seen within 2 weeks of referral.

Provision Planning Headlines

For September 2017 we delivered:

- further Yr. R places at Whitfield Aspen prior to the new satellite building being opened.
- 30 Yr. R places at Hornbeam Primary, Deal.

Forecasting Accuracy

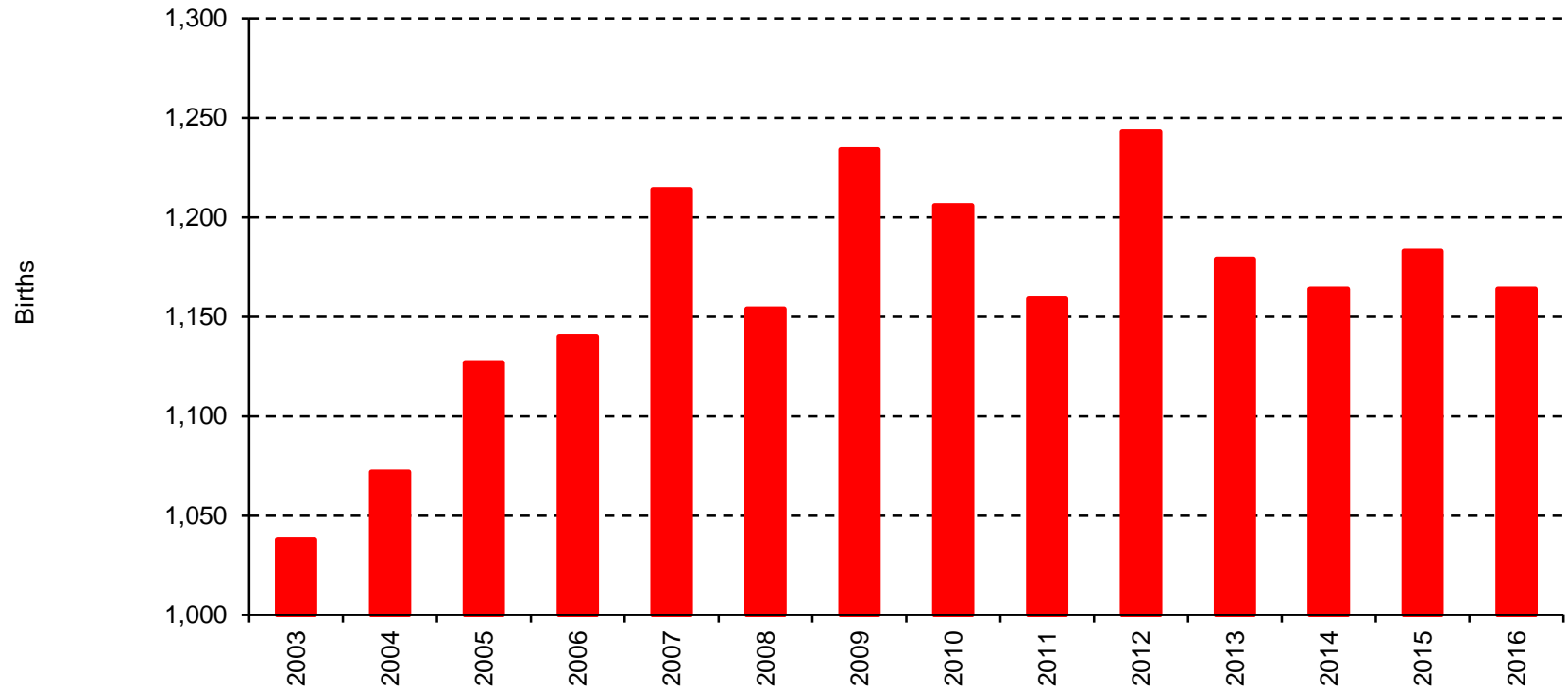
Year R there were 10 (0.8%) fewer pupils than forecast and 57 (-0.7%) fewer across Years R-6. The differential at secondary level was slightly higher especially in Year 7 where there were 67 fewer pupils than forecast (5.4%). Across Years 7-11 there were 98 fewer pupils (1.7%)

Surplus places:

Year R:	7.8%	Years R-6:	7.9%
Year 7:	15.0%	Years 7-11:	15.3%

Dover births

Dover births 2003-2016**



Year R Surplus/Deficit Capacity if no Further Action is Taken

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Dover	470	12	48	47	21	48	35	470
Whitfield	122	17	24	24	19	18	18	122
Capel-le-Ferne	30	2	-4	-2	0	-2	-1	30
St. Margaret's-at-Cliffe	62	9	10	20	29	19	22	67
Eythorne and Shepherdswell	50	2	10	-6	5	2	3	50
Aylesham	87	23	36	31	27	29	28	87
Deal	365	25	20	31	38	42	41	365
Sandwich and Eastry	96	26	21	36	28	24	26	96
Ash and Wingham	90	8	9	13	10	7	8	90
Dover	1,372	124	175	194	176	187	179	1,377

All Year Groups Surplus/Deficit Capacity if no Further Action is Taken

Planning Group	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Dover	3,165	166	173	172	150	181	189	3,290
Whitfield	674	-11	12	40	58	85	104	824
Capel-le-Ferne	210	5	3	-1	-2	-3	-5	210
St. Margaret's-at-Cliffe	452	42	29	46	64	81	106	456
Eythorne and Shepherdswell	350	51	51	35	36	30	24	350
Aylesham	609	231	228	215	206	198	194	609
Deal	2,405	151	109	123	129	153	160	2,525
Sandwich and Eastry	688	58	63	92	110	128	136	688
Ash and Wingham	630	55	55	52	58	66	55	630
Dover	9,183	748	723	773	807	920	963	9,582

Year 7 and 7-11 Surplus/Deficit Capacity if no Further Action is Taken

	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
Dover	1,345	192	206	64	109	6	36	33	-11	1,325
Dover	6,725	994	1,039	926	783	524	368	196	121	6,625

2017/21 Commissioning Plan

Planning Group	by 2018-19	by 2019-20	2020-21	2021-22 to 2023-24
St Margaret's-at-Cliffe				0.3FE at Guston CEPS
Sandwich and Eastry				1FE provision
Ash and Wingham	0.1FE at Preston PS			

by 2018-19	by 2019-20	by 2020-21	2021-22 to 2023-24
		1FE	

National Funding Formula

- NFF rates applied to individual school budgets and then aggregated up to LA level
- LA still operates a local formula
- Kent set to receive an additional £50m over the next 2 years (£28m in 2018-19, £22m in 2019-20)
- Gains are capped at 3% per annum, but every school attracts a 0.5% increase
- DfE have also set minimum funding levels from 2019-20; £3,500 for Primary schools (£3,300 in 2018-19) and £4,800 for Secondary schools (£4,600 in 2018-19)
- Decisions on what each school will receive will be taken later this Autumn at Schools' Funding Forum and informed by an all school consultation



Review of High Needs Funding - Update



Overarching Aims

High Needs Funding Review

- The high needs top up budget needs to be more predictable and more closely linked to patterns of need
- The budget must continue to fund the top up required by schools to support the pupils with the most complex needs that would otherwise warrant statutory assessment
- The budget must also be used well in tandem with other resources such as LIFT to get the best outcomes for pupils
- As the increase in HNF is not sustainable we need to explore new models of funding

Review Findings

- The demand for HNF does not always follow a pattern related to pupil profile and levels of need across the schools
- Wide variations in uses and access to HNF in schools across the County
- Over-reliance on one to one TA support as the major intervention for pupils
- More inclusive schools with whole school approaches to SEN make less demand on HNF
- Training for staff is needed to raise capacity in schools to address ASD, S&L and SEMH

Findings of the Review

- Schools have different understandings of ‘normally available resource’ and the use of ‘best endeavours’ to support pupils with SEN
- Effectiveness and impact of provision through High Needs Funding is variable re pupil outcomes
- Need to re-visit the criteria and decision making process for HNF to ensure resources are allocated and spent on the most effective interventions

Findings of the Review

- Schools with similar characteristics (Size, IDACI, Prior Attainment) have very contrasting numbers of High Needs funded pupils, some of which are out of line with the patterns or trends for most other similar schools
- Four groups of schools have emerged: very inclusive schools with good SEN provision that make little demand on HNF; schools that make appropriate levels of demand on HNF and use it well; schools that over rely on HNF and 1:1 TA support and do not always have the most effective interventions; schools that make very little use of HNF, do not always engage in LIFT and may not have effective SEN provision.

HNF- Primary School Examples

Small schools with low levels of Notional SEN

	Pupil Numbers	High Needs Numbers	Percentage
School A	109	8	7.3%
School B	102	2	2.0%
School C	141	0	0.0%

Small schools with high levels of Notional SEN

	Pupil Numbers	High Needs Numbers	Percentage
School A	148	9	6.1%
School B	119	3	2.5%
School C	198	1	0.5%

HNF- Primary School Examples

Large schools with low levels of Notional SEN

	Pupil Numbers	High Needs Numbers	Percentage
School A	459	25	5.4%
School B	454	11	2.4%
School C	482	3	0.6%

Large schools with high levels of Notional SEN

	Pupil Numbers	High Needs Numbers	Percentage
School A	422	27	6.4%
School B	405	7	1.7%
School C	415	2	0.5%

Next Steps HNF Review

- Report on HNF review findings and proposed changes to be shared with the Schools Funding Forum in October
- Findings and proposed changes to be shared and discussed with schools at Heads Briefings in November and at meetings with KAH
- Support for the recommendations will be aided by the LIFT process offering more training, resources and assessment tools to schools
- Changes to funding need to fall into line with the National Funding formula changes from April 2018

Introducing..... The Education People

KCC's New Education Services Company

Sept 2017

Update

- Soft launch 8th November at the EduKent Expo – from this date the company will be operating in shadow form.
- Launch – 1st April 2018
- Stakeholder and Partnership Board for Heads and Governors reps has now been set up and is operational

The Education People Company Objectives

- To ensure we achieve the long-term sustainability of Education Services in Kent for the benefit of Kent Schools
- To maintain and enhance the partnership between KCC and schools, allowing schools to have a greater influence in how services deliver and continuing the focus on improving outcomes for children and young people
- To realise the new opportunities for growth in traded Education Services to better support the delivery of high-quality statutory services and re-invest profit back into the services.

The Education People – Core offer

- The Education People will key deliver services to schools and settings that are funded by KCC. These are:
 - School Improvement
 - Early Years & Childcare
 - Governor Support
 - Educational Psychology
 - Education Safeguarding
 - Skills and Employability
 - School Financial Services
 - Outdoor Education advisory, as well as the provision of Outdoor Education Centres

The Education People – Future Developments

- As well as delivering services on behalf of KCC, The Education People will develop new traded products to support the delivery of outcomes in schools
- New cross-service products, supporting schools in delivering high quality education and making the most of resources
- Working closely with schools and settings to design and develop services, and jointly evaluate success.

Q & A

- Input from colleagues...
- Questions?

KGA

Kent Governance Association

KGA Representatives

- ▶ Dover - KGA Chair, Janice Brook - janicebrooked28@btinternet.com
- ▶ Shepway - John Dennis - johndennis@db12.co.uk
- ▶ Shepway - to be confirmed
- ▶ Ashford - Matthew Roberts - msrservices@btinternet.com
- ▶ Ashford - Ambrose Oliver - a.oliver459@btinternet.com



- New Chair appointed in September – Mrs Janice Brooke
- Work with the Kent Association of Headteachers on the Kent Leadership Strategy continue to develop
- KGA are to work with Governor Services this year to develop a Chairs' Forum/support network.
- KGA Assembly Meeting 30th October at Oakwood House 7pm-9pm

In The News ...

In the News, Discussion & Networking

DfE updates

- Academies Financial Handbook
- Get Information About Schools (Edubase)

<https://get-information-schools.service.gov.uk/>

- STPCD 2017 and updated guidance for maintained schools

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/636389/School_teachers_pay_and_conditions_document_2017.pdf

<https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>

In the News, Discussion & Networking

DfE updates continued

- Constitution of governing bodies of maintained schools – 1st Sept.
- Exclusion from maintained schools, academies and pupil referral units in England effective from 1st Sept

Ofsted updates

- School inspection Update newsletter Sept17
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/643178/SIU_special_edition_5_September_final.pdf
- Changes to Inspection framework from term 2
- Ofsted consultation

In the News, Discussion & Networking

- **Compare performance**

<https://www.compare-school-performance.service.gov.uk/compare-schools?phase=primary&selectPhase=true>

Link on website

<https://www.gov.uk/school-performance-tables>

Interpretation guidance

<https://www.gov.uk/government/collections/school-performance-tables-about-the-data>

In the News, Discussion & Networking

- KCC Model Safeguarding Policy updated from Sept 17
- GDPR- are you ready?
- <https://www.brownejacobson.com/education/training-and-resources/training-videos/2017/09/how-to-implement-gdpr-in-your-school-hear-from-dai-durbridge-and-helena-wootton>

School Improvement Visits

2

Can take place any time
Allocation does not include EYFS, governance,
staff training

3

1 visit per seasonal term
Allocation does not include EYFS, governance, staff
training

8

Allocation includes seasonal P+I meetings
Includes EYFS support
Does not include governance, staff training

No funded visits to academies – SIA Trust link

In the News, Discussion & Networking

Kelsi Governor Updated Resources

<http://www.kelsi.org.uk/policies-and-guidance/clerks-resources>

- Code of Conduct
- Governor Legal Declaration Form
- Monitoring policies for Circle Model
- Monitoring policy for committee based model
- Circle model terms of reference

Remember

- Finance governor succession planning
- Clerks CPD Performance Management
- SGOSS recruitment drive Kent & Medway

In the News, Discussion & Networking

Services under Governor Services & School Improvement Service Level Agreements

http://www.edukent.co.uk/images/uploads/article_stock/Governor_Services_SLA_2017_FINAL_130617.pdf

- Minute reviews, Board observations
- Projects and activities
- Reviews of Governance

Bespoke training courses including

- Self Evaluation for Good Governance
- Effective monitoring visits
- Ofsted preparation, 1hr and 2hr sessions
- Challenge & Impact
- Packtypes- Getting the best from your team, 1 hr session
- Responsibilities under the Handbook & Competency knowledge & skills required, 3hr session

NGA updates

The NGA has released the following resources and latest guidance:

- Draft expenses policies
- Ofsted inspection of schools Q&A
- Knowing your head; Removing elected governors; Governing board annual report to parents
- Model code of conduct 2017
- Website information
- Knowing your school
- Managing your headteacher
- Positive relationships between head and chair
- Teacher workload
- Monitoring performance
- Naming names in minutes
- Whistleblowing
- School leaders and governing boards, what do we expect of each other
- The future of school governance
- Clerking- a professional role

<https://www.nga.org.uk/Membership/Membership-types.aspx>

Governors' Conference

'Governance - Adapting for the Future'

Thursday 19 October 2017

Graham Willett – Education Services Company

Mark Cole – HMI Ofsted – Outstanding Governance

Lee Milller – Adaption of Governance Models

Ali Body – CCCU- Bridging the Ever Decreasing Funding Gap
with Creative Fundraising,

Linda Pickles – Strategic Vision & Values

Ashford International Hotel,

9.15 – 13.30

HAVE YOU BOOKED YOUR PLACE?

Thank you for attending

Have we been M.A.D tonight?

Next briefing dates:

Dover - 23 January 2018

Shepway - 24 January 2018

Ashford - 25 January 2018

Tina Gimber – tina.gimber@kent.gov.uk

03000 415030

Course Evaluation – Don't forget!

- Please take 5 minutes to complete your evaluation form.
- You can access the link now via your mobile phone/tablet: www.kentcpdonline.org.uk and then log into your account.
- Click on 'My CPD Online' and 'Events Attended'
- From here you will be able to locate this event and then click on 'Enter Evaluation'.
- Alternatively please log into your account, using the e-mail link which you will receive from CPD online as soon as the register of attendance has been processed .
- You will be able to download your certificate of attendance once you have completed the evaluation and the signed register has been processed by the Training & Development Administration team.

We value and act on your comments.

Thank you.

School
Improvement
Services

