

# Analysis of 2015/16 CPD and Training Evaluation Forms

**August 2016**

3/8/16

School Effectiveness

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## Introduction

This report summarises feedback on the Ealing School Effectiveness service Continuing Professional Development (CPD) and Training programme for schools in 2015/16. The feedback was collected via evaluation forms returned by participants following training courses in the three terms of the academic year. With 2811 responses, the results of the School Effectiveness feedback forms presented below provide the authoritative view of client satisfaction for the programme.

## 2015/16 Summary Results

Over the 2015/16 academic year, 2811 feedback forms were collected from 142 courses administered by the School Effectiveness service at Ealing Council. This is a 16% increase in the number of feedback forms collected this year compared to last year which is a positive achievement.

Since 2012/13, between 54% and 59% of course attendees have rated their course as 'excellent' in terms of usefulness. In 2015/16, all but nine respondents indicated that the training session they attended was useful. 98.6% of the 2272 delegates who responded to this question (2241) said they would recommend the course/event they had attended whilst 1.4% (31 people) said they would not.

Of the 142 courses, 134 (more than 94%) '*would be recommended to others*' by 100% of attendees who gave feedback. Half of the respondents that indicated they would not recommend the course/event were from one of the two '*Preparation for teacher assessment and moderation*' courses.

The following events achieved 'very good' or 'excellent' ratings from 100% of respondents on all counts: *overall usefulness, meeting objectives, potential to make a difference and delivery/ range of activities*:

- Preparing for the grammar, punctuation and spelling tests at KS1 for literacy leaders/ teachers
- The ARP network meetings
- The primary assessment leaders' network meetings

For specific programme areas, the 'New Headteacher Induction' was rated as very good or excellent by 100% of attendees for the second year running. This year the MAGT programme also received the same accolade by all attendees.

## Sample

The numerical responses of every one of the feedback forms has been analysed to permit analysis of satisfaction with various aspects of the training provided. Over the 2015/16 academic year, 2811 feedback forms were collected from 142 courses commissioned and administered by the School Effectiveness service at Ealing Council. This is 16% more feedback this year from fewer courses which offers an even more robust base on which to build

our understanding of customer satisfaction<sup>1</sup>. Full lists of the training courses for which feedback has been received are provided in the appendices alongside summary results.

We can compare 2015/16 results with those from 2014/15, 2013/14 and 2012/13 as the same questions were asked. A new evaluation form was used from the beginning of the 2012/13 academic year and so (though there is some similarity between the questions) results from previous years are not directly comparable.

### **Error margins and confidence in results**

Caution must be taken when considering results for small groups. To avoid misrepresentation of courses, results for groups where there are less than 30 questionnaires returned are considered unequivocally unreliable. The reliability of results of 30 or above remains dependent on the sample size and the average satisfaction rating so, again to avoid misrepresentation, mean average scores have been reported alongside possible ranges of 'true' results if everyone had responded. Further information on error margins is available in Appendix 1.

Figures may not sum due to rounding. Decimal places are not reported here for ease of reading.

### **Qualitative Analysis**

It is important to note that outside of this statistical evaluation process all comments from all feedback forms are read, considered and acted upon where appropriate by course tutors and programme managers. Any negative or developmental feedback is noted and followed up by tutors and programme managers. The feedback forms pose the following questions:

- What were you hoping to achieve by attending this course and how successful were you?
- What were the most useful aspects of the session?
- Was there anything that could be improved/added to the session?
- How will you use/share what you have learnt?
- Are there any areas covered in this event that you would like further development in?
- Any other comments

Responses to these questions have been carefully considered by the School Effectiveness Service over the course of the year and help to inform the development of the programme but are not included in this report.

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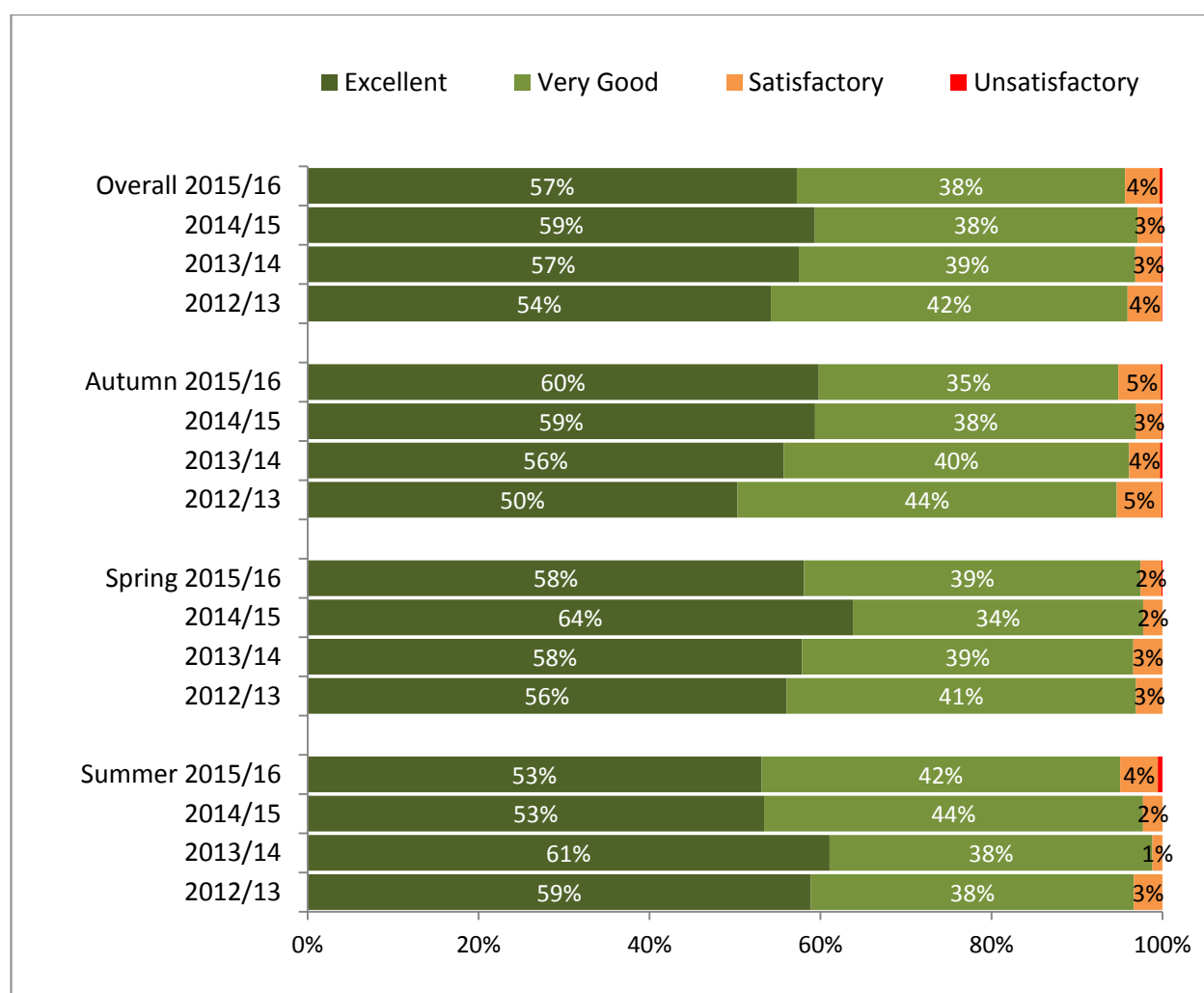
*1 Whilst the responses analysed are believed to be a fair representation of views, it should be noted that feedback was not collected at every session provided, and that not every participant chose to complete a form. A small number of people did not respond to every question or chose the 'don't know' option and these responses are ignored in percentage calculations.*

## Usefulness of Sessions

**Overall in 2015/16, 96% of respondents rated the usefulness of their course as either ‘very good’ or ‘excellent’** with no significant differences across the three terms. The proportion rating their session as ‘very good’ or ‘excellent’ this year is not significantly<sup>2</sup> different to last year. Results across the past four years are illustrated in figure i below.

Over the 2015/16 academic year, all but nine of the 2789 people who responded to this question indicated that the training session they attended was at least satisfactorily useful. In fact, 57% of attendees rated the courses as ‘excellent’ in terms of usefulness, a similar result to recent years: since 2012/13, between 54% and 59% of course attendees have rated their course as ‘excellent’ in terms of usefulness.

Figure i. Usefulness across the autumn, summer & spring terms between 2012/13 and 2015/16



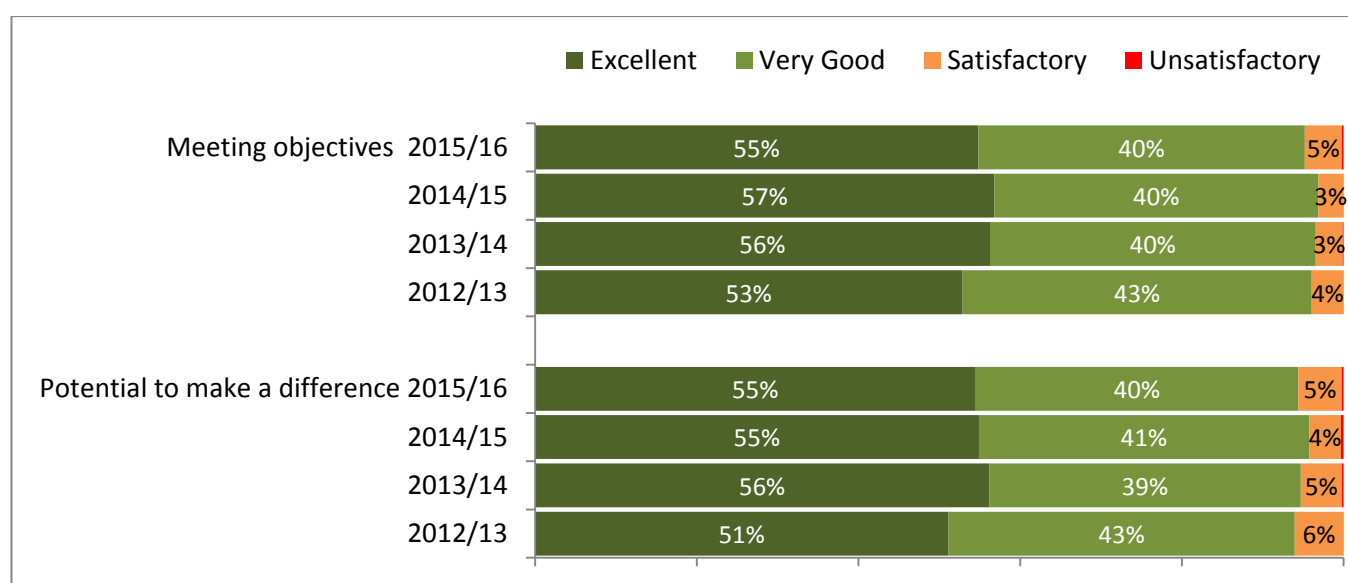
<sup>2</sup> The difference between the overall percentage of people rated the courses as Excellent or Very Good this year and last year is not statistically significant. This means that we cannot be certain which of the two results would have been higher/lower if everyone had responded each year.

## Meeting Objectives and Making a difference

The courses were also rated highly in terms of 'meeting objectives' and 'potential to make a difference to your role/workplace'. These aspects were consistently reported with average 'very good' to 'excellent' scores at 95% and 94% respectively (rounded). Last year, the figures were 97% and 96% respectively. Though the differences are marginal, the meeting objectives result is 'significantly' lower than last year's whilst the potential to make a difference figure is not. Results over the past four years are illustrated in figure ii below.

Once again, more than half of respondents described the course as 'excellent' in terms of both 'meeting objectives' (55%) and in terms of 'potential to make a difference in your role/workplace' (55%); and again these are very similar results to those achieved over recent years. In 2015/16 only six people rated a course as 'unsatisfactory' in terms of 'meeting objectives' and six people rated a course as 'unsatisfactory' in terms of 'potential to make a difference to your role/workplace' (three people rated both as 'unsatisfactory').

Figure ii. Meeting objectives and Potential to make a difference between 2012/13 and 2015/16



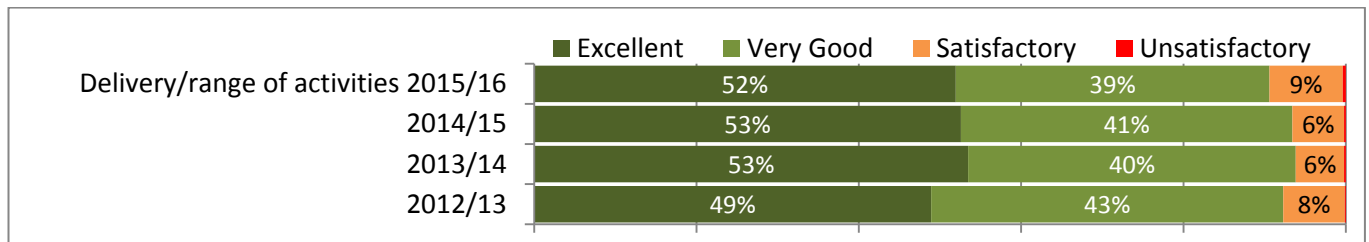
## Training delivery and Range of Activities

Across the academic year, most people who gave feedback reported that training delivery/ range of activities in sessions was 'excellent' or at least 'very good' (91%). Though the difference is clearly marginal and the vast majority remain more than satisfied with the delivery and range of activities offered over the course programme this result is significantly lower than last year's result of 93%, meaning that if more people had responded we would be 95% confident that the result was still lower.

On ten occasions over the year, the training delivery and range of activities were rated as 'unsatisfactory'. Every individual experience is important and these are followed up where possible.

Range of activities employed in delivery of events is still something which can be considered in planning events for 2016-17 to maximise engagement of all participants.

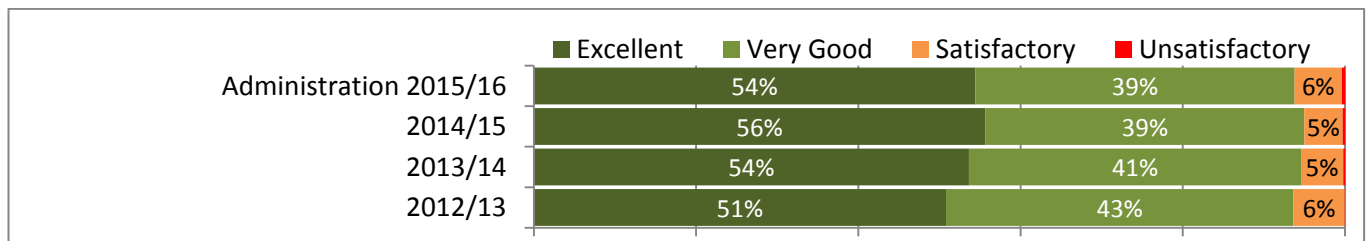
Figure iii. Training delivery/ Range of Activities between 2012/13 and 2015/16



## Course administration

Trainees were asked to rate their experience of training-related administration processes. In 2015/16 94% rated the administration as either 'very good' or 'excellent'. More than half (54%) rated the administration as 'excellent'. This is not significantly different to the results last year. On ten occasions out of 2652 across 2015/16, ie 0.4% of responses, administration was rated as 'unsatisfactory'. The quality of administrative processes and communications is always under scrutiny and improvements implemented on a continuous basis and the feedback is very helpful to inform these developments.

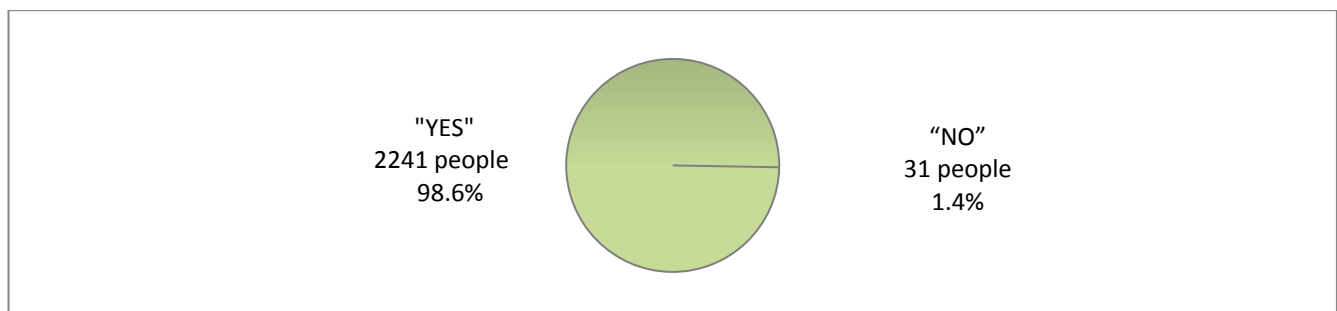
Figure iv. Administration between 2012/13 and 2015/16



## Would the course participants recommend the event to others?

A good indication of a course's success is whether or not the participants would recommend the event to colleagues. As in previous years, the overwhelming majority of people (99%) who went on an Ealing Council schools effectiveness programme training course in 2015/16 reported that they would indeed recommend the course to others. A minority (31 out of 2272) reported that they would not recommend the course to others.

Figure v. Would you recommend this event to others? 2015/16



## Courses

Of all the 142 courses, 134 were recommended to others by 100% of those who gave feedback. Across courses<sup>3</sup>, Ratings of *overall usefulness* ranged from 72% to 100% reporting that they were very good or excellent. The course *Preparing for the grammar, punctuation and spelling tests at KS1 for literacy leaders/ teachers* achieved 'very good' or 'excellent' ratings from 100% of respondents on all counts: *overall usefulness, meeting objectives, potential to make a difference and delivery/ range of activities*. The ARP network meeting and the primary assessment leaders' network meeting were also rated excellent/very good on all counts by all respondents. Meanwhile the primary science subject leaders' network meeting received top ratings for all but *administration*. Detailed results are provided for all courses in Appendices 6 and 10.

The following courses/meetings were also rated as 'very good' or excellent in terms of overall usefulness by 100% of respondents:

- NQT induction managers and mentors day
- OFSTED briefing for governors on the new framework
- Primary literacy subject leaders' network meeting
- Special school assessment network

For '*Meeting Objectives*' 100% of respondents also rated the following courses/meetings as 'very good' or excellent:

- Ealing improving maths pedagogy and transition project 2015-16 Primary computing co-ordinators' update
- Primary literacy subject leaders' network meeting
- Special school assessment network
- Year 6 securing judgement meeting

In terms of '*Potential to Make a Difference*', the following were also felt to be at least 'very good' by 100%:

- OFSTED briefing for governors on the new framework
- Year 6 securing judgement meeting

In terms of '*Delivery/range of activities*' 100% of respondents also rated the following as 'very good' or excellent:

- Primary science subject leaders' network meeting
- Special school assessment network

In terms of '*Administration*' 100% of respondents rated the following courses as 'very good' or excellent:

- Special school assessment network
- Year 6 securing judgement meeting

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<sup>3</sup> Only courses with feedback from 30 or more people are reported on here to increase validity. Results for all events which had less than 30 responses and are therefore not discussed in the body of this report can be seen in appendix 10. However, total results stated include responses from every feedback form received.



Some courses had results significantly lower than average. Results for '*overall usefulness*', '*meeting objectives*', '*potential to make a difference*' and '*delivery/range of activities*' were below average for two courses. These are:

- Newly qualified teachers' (NQT) welcome event
- Preparation for teacher assessment and moderation for experienced year 6 teachers

In addition to these two below average rated courses, the Years 2 and 3 standardisation meeting was felt by fewer than average to have the '*potential to make a difference*' or to have a very good '*delivery/ range of activities*'.

The following courses were also significantly below average in terms of '*delivery/ range of activities*',

- Assessment moderation event for teachers in year 3
- OFSTED conference

Just one event was significantly below average in terms of '*administration*': the assessment moderation event for teachers in Year 3.

Of all the 142 courses, 134 (94%) would be recommended to others by 100% of those who gave feedback. Thirty-one people (31 ie 1.1% of all respondents) indicated that they *would not recommend the course/event* to others.

The following events/courses received between two and nine negative responses:

- Preparation for teacher assessment and moderation for teachers new to year 6 and NQTs  
(9 would not recommend)
- Preparation for teacher assessment and moderation for experienced year 6 teachers  
(6 would not recommend)
- Year 2 and 3 standardisation meeting (3)
- Newly qualified teachers' (NQT) welcome event (2)
- OFSTED conference (2)
- Ealing virtual school looked after children designated teachers termly network meeting (2)
- Primary numeracy subject leaders' network meeting (2)
- Health and safety for governors (2)

Fifteen of the responses that indicated they would not recommend the course/event were from people who had attended one of the two '*Preparation for teacher assessment and moderation*' courses.

## Specific Programme Areas / Providers

Percentages rating specific programme areas as very good or excellent in terms of overall usefulness ranged from 86% to 100%. A number of programme areas performed significantly better than average this year. Amongst these, the New Headteacher Induction and the MAGT were rated as very good or excellent in terms of usefulness by 100% of those who gave feedback.

In the context of the high ratings overall, the following programme areas/provider for this year's school effectiveness programme are rated significantly below average in terms of overall usefulness:

- Assessment
- EPSTA

## Key Stages

Some courses are targeted at teachers of particular key stages. Percentages rating courses as very good or excellent in terms of overall usefulness ranged from 88% to 100% across the key stage combinations. In terms of overall usefulness, results for courses which only cater for *key stage two* appeared significantly below average.

## Conclusions

In conclusion, ***an exceptionally high level of satisfaction remains amongst Schools Effectiveness programme 2015-2016 course participants.*** Overall, a higher response rate this year means that there are more statistically significant differences in results from this year and last year. It is important to note that the lower results this year are predominantly only one or two percentage points lower than last year.

The overwhelming majority report that they find the courses useful and think that they will make a difference to the way they do their work. Importantly, of all the 142 courses, 134 would be recommended to others by 100% of those who gave feedback. Meanwhile, further examination of the two similar courses which were collectively *not* recommended by 15 of those course attendees who gave feedback is advised.

**3 August 2016**

***For further information, please contact [sdavies@ealing.gov.uk](mailto:sdavies@ealing.gov.uk)***

## Appendix 1 Further information on Margins of Error

It is very important to pay attention to the margins of error when considering results. The more questionnaires returned the more confidence we can have in the results. Also, the closer the scores are to 0% or 100% the more confidence we can have in the results. An average score of 92% (+/-6%) reflects 95% confidence that the 'true' result is somewhere between 86% and 98%. In this case we can be confident that if the survey was conducted 100 times the mean score would be between 86% and 98% in 95 cases. It is important to be clear that we cannot be confident that this score is truly different to a score of 85% (+/- 2%). If we sampled 1,023 people we might find that the true result for each is actually 87%. Error margins therefore illustrate the range of percentage points where the 'true' result might lie had more responses been available. Only statistically significant differences (however small) are discussed within the main body of this report. Error margins are provided in the summary results tables at Appendix 1 to 5. They are also shown in red on the graphs at Appendix 6 to 10.

The red lines on the bar graphs show the margins of error. We can be confident that if we repeated the survey 100 times, the results would fall somewhere between the red lines 95 times... so we say that we're 95% confident that the 'true' result is within the boundaries of the red lines.

So when the bottom of the red line of the 'all courses' result is higher than the top of the red line of a single course/ programme then we can say that the difference between the two results is significant. In other words when the red lines of two courses don't overlap then we can be confident that one result is really higher than the other. ie the result is 'statistically significant'.

## Appendix 2 Lists of all Courses and Programmes for which responses were received

### Courses

Results for courses and programmes which received less than 30 responses are not discussed above in the body of this report. However, total results include responses from every feedback form received.

To follow is a list of all courses or events for which feedback was collected.

- Admissions, leavers and children missing education: best practice for schools and the local authority working together
- Arp network meeting
- Aspiring to success - BME & disadvantaged pupils in primary & secondary schools
- Assessment moderation event for teachers in year 1
- Assessment moderation event for teachers in year 3
- Assessment moderation event for teachers in year 4
- Assessment moderation event for teachers in year 5
- Behaviour management (advanced) for SMSA's
- Behaviour management for SMSA's
- Behaviour management for SMSAs working with children with special educational needs
- Building emotional health, wellbeing and resilience in pupils and staff programme
- CEOP - thinkuknow? E-safety for schools
- Chairs and Clerks - joint briefing. What governing bodies need to know?
- Chairs briefing: what governors need to know?
- Challenging behaviour and building relationships
- Clerks network briefing
- Coaching in practice
- Digital literacy. Improve and update your English and ICT skills
- EAL - how TAs can support EAL learners with writing
- EAL induction for TAs. Understanding EAL learners and their needs
- Ealing headteacher professional partner (EHPP) pilot coaching forum
- Ealing improving maths pedagogy and transition project 2015-16
- Ealing primary teaching school alliance - organisation of the classroom in a mainstream setting for NQTs/RQTs
- Ealing virtual school looked after children designated teachers termly network meeting
- Educational visits coordinator (EVC) training
- Effective appraisals for appraisers of support staff
- Effective appraisals for support staff - being ready
- Effective challenge and support: holding the headteacher to account
- Effective clerking
- Effective governing body self-evaluation
- Effective teacher appraisals - an overview of the process
- Effective teacher appraisals - setting objectives, success criteria and use of evidence
- Effective teaching assistant appraisals - setting objectives, success criteria and use of evidence
- EMA network meeting (primary and secondary)
- EMA network meeting (primary)
- Emergency first aid at work course
- Extension, acceleration and enrichment of most able pupils
- External funding course
- First aid at work

- Games and songs: playground games and activities for SMSAs
- Gangs and gang culture including social media support and guidance
- Getting to grips with governance: an introductory course for new & nearly new governors and Clerks
- Governor visits
- Governors and SEN - the new SEN code of practice
- Governors and SEN inclusion
- Governors statutory responsibility for sex and relationship education (SRE) and e safety
- Headteacher appraisal
- Health and safety for governors
- High school special educational needs co-ordinators (SENco) meeting
- HLTA preparation and assessment
- How TAs can support EAL/advanced bilingual learners with reading
- ICT - teaching assistants using ICT to advance childrens learning
- Improving boys' writing
- Induction for new special educational needs co-ordinators
- Inspecting SMSC and equalities: how will OFSTED judge how schools meet diverse needs and create safe communities
- Introduction to income generation
- Leading in partnership for chairs and headteachers
- Leading on EMA & EAL
- Letters and sounds training for teachers
- Letters and sounds training for teaching assistants
- Letters and sounds twilight training (2 part course) - part 1: subject knowledge and part 2: letters and sounds
- Level 3 award in leadership and management
- Level 3 diploma in supporting teaching and learning in schools
- Level 4 qualification in school business management ( )
- Level 5 qualification in school business management (DSBM)
- Managing complaints - an overview
- Managing sickness absence
- Marketing: communicating excellence masterclass
- Mentoring newly qualified teachers (for new and experienced NQT mentors)
- MINDSET: the psychology of learning and achievement
- Moderation for special schools
- Moderator training for KS1 statutory external moderation of writing
- Most able, gifted and talented - cross-phase network meeting for MAGT leaders
- Multi-Sensory approaches (for primary SENCOs/teachers)
- New Ealing headteacher induction: budget planning workshop
- New Ealing headteacher induction: governors and headteachers working together
- New Ealing headteacher induction: handling difficult HR issues/ dealing with allegations against professionals
- New Ealing headteacher induction: SEND provision in Ealing
- Newly qualified teachers' (NQT) induction information meeting - twilight event
- Newly qualified teachers' (NQT) welcome event
- NQT - assessment in the classroom in KS1 and KS2
- NQT - early years foundation stage practice
- NQT - enhancing learning through ICT for KS1 and KS2
- NQT - guided reading at KS1
- NQT - guided reading at KS2
- NQT - music in the new curriculum in KS1 and KS2
- NQT - planning for teaching & learning in Mathematics in KS1 and KS2
- NQT - planning for teaching and learning in English for KS1 and KS2
- NQT - strategies to support inclusion in the classroom in KS1 and KS2
- NQT - supporting bilingual learners in KS1 and KS2
- NQT - understanding emotional wellbeing & managing behaviour in the classroom
- NQT - working scientifically in KS1 and KS2
- NQT - workshop on dealing with the Sensitive issue of child protection in KS1-4
- NQT induction managers and mentors day
- OFSTED briefing for governors on the new framework

- OFSTED conference
- Paediatric first aid
- Phonics screening check for years 1 and 2 teachers new to administering the check
- Poetry for KS1 and KS2 teachers/ leaders
- Precision teaching (for primary SENCOs/teachers)
- Preparation for teacher assessment and moderation for experienced year 6 teachers
- Preparation for teacher assessment and moderation for teachers new to year 2 and NQTs
- Preparation for teacher assessment and moderation for teachers new to year 6 and NQTs
- Preparing for OFSTED for KS1/2 phase leaders with a responsibility for literacy/ maths
- Preparing for the grammar, punctuation and spelling tests at KS1 for literacy leaders/ teachers
- Prevent training: prevent - part of the new safeguarding briefing series
- Prevent training: train the trainer wrap training
- Prevent training: wrap training for staff
- Primary assessment leaders' network meeting
- Primary computing co-ordinators' update
- Primary e-safety leadership - john lyons project
- Primary literacy subject leaders' network meeting
- Primary numeracy subject leaders' network meeting
- Primary religious education network meeting
- Primary science subject leaders' network meeting
- Primary special educational needs co-ordinators (SENCOS) meeting
- Programming in KS2
- Promoting a reading community for KS1 and KS2 literacy teachers/ leaders
- Publishing children's work to a web audience
- Quality first teaching for SEN
- Refresher child protection training for experienced designated teachers
- Safeguarding briefing for school governors
- Safeguarding children/ child protection for SMSA's
- Safeguarding for site managers
- Science subject leader network moderation
- Secondary Ealing Senior leaders' inclusion strategy group
- Severe allergy (epipen) and epilepsy update for school staff
- Special school assessment network
- Spring term standardisation and moderation meeting: year 4 teachers
- Taking the chair - induction for new and aspiring gb & committee chairs
- Teaching of grammar and punctuation at KS2 for literacy teachers/ leaders
- Teaching of reading at KS1
- Teaching of reading at KS2
- Teaching of writing at KS1 for literacy leaders/ teachers
- Teaching of writing at KS2 for literacy leaders/ teachers
- The effective chair
- The role of school nominated contact (LGFL): essential tasks
- Understanding data (for governors)
- Updating school travel plan - practical session
- Year 2 and 3 standardisation meeting
- Year 2 securing judgement meeting
- Year 6 securing judgement meeting

## Programme Areas/Providers

- Assessment
- EMA
- EPSTA
- Governors
- Healthy Schools
- ICT
- Inclusion
- Leadership
- Literacy
- MAGT
- Music
- New Headteacher Induction
- NQT
- Numeracy
- Safeguarding
- School Business Manager
- School Support Staff
- Science
- Secondary
- Workforce

## Appendix 3 Summary results for terms

Percentage of attendees rating course as 'very good' or 'excellent' and  
Percentage of attendees saying 'Yes' they would recommend this course to others

	<i>Number responding to Q 1a</i>	1a. Overall usefulness		1b. Meeting objectives		1c. Potential to make a difference in your role/workplace		1d. Delivery/range of activities		1e. Administration		2. Would you recommend this event?	
		<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>'Yes'</i>	<i>Error Margin (+/-)</i>
<b>All Terms</b>	<b>2789</b>	<b>96%</b>	<b>1%</b>	<b>95%</b>	<b>1%</b>	<b>94%</b>	<b>1%</b>	<b>91%</b>	<b>1%</b>	<b>94%</b>	<b>1%</b>	<b>99%</b>	<b>0%</b>
Autumn	1047	95%	1%	94%	1%	94%	1%	91%	2%	94%	1%	98%	1%
Spring	897	97%	1%	96%	1%	96%	1%	92%	2%	94%	2%	99%	1%
Summer	748	95%	2%	96%	1%	94%	2%	90%	2%	93%	2%	99%	1%



## Appendix 4 Summary results for Key Stages

Percentage of attendees rating course as 'very good' or 'excellent' and  
Percentage of attendees saying 'yes' they would recommend this course to others

Results are not provided for key stages where there were fewer than 30 responses.

	<i>Number responding to</i>	1a. Overall usefulness		1b. Meeting objectives		1c. Potential to make a difference in your role/workplace		1d. Delivery/range of activities		1e. Administration		2. Would you recommend this event to others?	
	<i>Q 1a</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>'Yes'</i>	<i>Error Margin (+/-)</i>
<b>All Key Stages</b>	<b>2789</b>	<b>96%</b>	<b>1%</b>	<b>95%</b>	<b>1%</b>	<b>94%</b>	<b>1%</b>	<b>91%</b>	<b>1%</b>	<b>94%</b>	<b>1%</b>	<b>99%</b>	<b>0%</b>
EYFS, KS1	56	96%	5%	98%	4%	94%	6%	96%	5%	98%	4%	100%	0%
EYFS, KS1, KS2	393	97%	2%	97%	2%	96%	2%	90%	3%	91%	3%	99%	1%
EYFS, KS1, KS2, KS3	60	98%	3%	98%	4%	96%	5%	96%	5%	96%	5%	100%	0%
EYFS, KS1, KS2, KS3, KS4	75	100%	0%	100%	0%	100%	0%	100%	0%	96%	4%	100%	0%
EYFS, KS1, KS2, KS3, KS4, Post16	387	95%	2%	94%	2%	94%	2%	90%	3%	92%	3%	98%	1%
KS1	225	99%	2%	99%	2%	98%	2%	94%	3%	95%	3%	100%	0%
KS1, KS2	408	96%	2%	95%	2%	95%	2%	92%	3%	95%	2%	99%	1%
KS1, KS2, KS3	92	98%	3%	99%	2%	96%	4%	93%	5%	96%	4%	100%	0%
KS1, KS2, KS3, KS4	127	98%	2%	98%	2%	96%	3%	100%	0%	98%	3%	100%	0%
KS1, KS2, KS3, KS4, Post16	364	96%	2%	96%	2%	96%	2%	93%	3%	96%	2%	100%	0%
KS2	273	88%	4%	88%	4%	87%	4%	83%	4%	91%	3%	93%	4%
KS3	55	96%	5%	95%	6%	87%	9%	83%	10%	95%	6%	100%	0%
KS3, KS4	35	100%	0%	97%	6%	100%	0%	100%	0%	100%	0%	100%	0%

## Appendix 5 Summary results for programme areas/providers

Percentage of attendees rating course as 'very good' or 'excellent' and

Percentage of attendees saying 'Yes' they would recommend this course to others

NB Results are provided in Appendix 10 for programmes where there were fewer than 30 responses.

	<i>Number of respondents</i>	1a. Overall usefulness		1b. Meeting objectives		1c. Potential to make a difference in your role/workplace		1d. Delivery/range of activities		1e. Administration		2. Would you recommend this event to others?	
	<i>to 1a</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>'Yes'</i>	<i>Error Margin (+/-)</i>
<b>All</b>	<b>2789</b>	<b>96%</b>	<b>1%</b>	<b>95%</b>	<b>1%</b>	<b>94%</b>	<b>1%</b>	<b>91%</b>	<b>1%</b>	<b>94%</b>	<b>1%</b>	<b>99%</b>	<b>0%</b>
Assessment	332	86%	3%	92%	2%	90%	2%	85%	3%	92%	2%	96%	2%
EMA	63	97%	4%	94%	6%	95%	5%	98%	3%	93%	6%	100%	0%
EPSTA	163	86%	5%	84%	6%	84%	6%	81%	7%	91%	5%	89%	5%
Governors	304	94%	3%	93%	3%	93%	3%	87%	4%	91%	3%	99%	1%
ICT	147	99%	1%	99%	1%	98%	2%	98%	2%	97%	3%	100%	0%
Inclusion	225	98%	2%	97%	2%	96%	2%	95%	3%	96%	3%	100%	0%
Leadership	146	97%	3%	95%	3%	97%	3%	86%	6%	91%	5%	98%	2%
Literacy	358	99%	1%	98%	1%	97%	2%	98%	2%	97%	2%	100%	0%
MAGT	37	100%	0%	97%	5%	94%	7%	97%	6%	100%	0%	100%	0%
New Headteacher Induction	31	100%	0%	100%	0%	100%	0%	96%	7%	93%	10%	100%	0%
NQT	345	95%	2%	94%	3%	93%	3%	87%	4%	94%	3%	99%	1%
Numeracy	143	97%	3%	99%	2%	95%	4%	91%	5%	92%	5%	98%	2%
Safeguarding	92	96%	4%	98%	3%	96%	4%	91%	6%	95%	5%	96%	5%
School Support Staff	496	96%	2%	96%	2%	96%	2%	92%	2%	95%	2%	100%	0%
Science	67	99%	3%	98%	3%	98%	3%	95%	5%	95%	5%	100%	0%
Secondary	50	98%	4%	96%	6%	98%	4%	96%	5%	90%	8%	100%	0%
Workforce	92	98%	3%	97%	4%	96%	4%	98%	3%	97%	4%	100%	0%

## Appendix 6 Summary results for courses

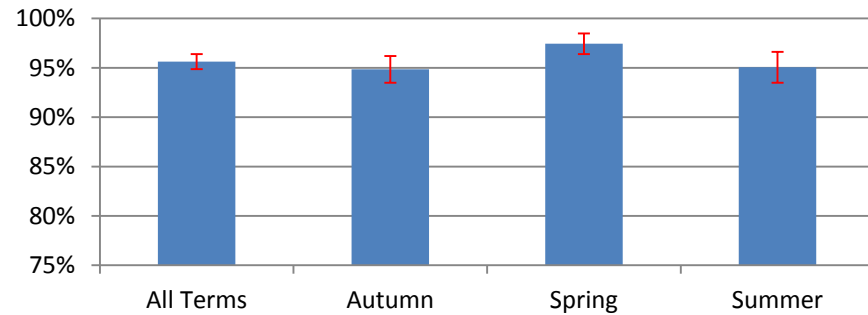
Percentage of attendees rating course as 'very good' or 'excellent' and percentage of attendees saying 'Yes' they would recommend this course to others  
Results are not provided for courses where there were fewer than 30 responses.

	Number responding to 1a	1a. Overall usefulness		1b. Meeting objectives		1c. Potential to make a difference in your role/workplace		1d. Delivery/range of activities		1e. Administration		2. Would you recommend this event to others?	
		Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	'Yes'	Error Margin (+/-)
<b>All</b>	<b>2789</b>	<b>96%</b>	<b>1%</b>	<b>95%</b>	<b>1%</b>	<b>94%</b>	<b>1%</b>	<b>91%</b>	<b>1%</b>	<b>94%</b>	<b>1%</b>	<b>99%</b>	<b>0%</b>
ARP network meeting	46	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%
Assessment moderation event for teachers in Year 3	60	87%	9%	88%	8%	88%	8%	78%	10%	83%	10%	98%	4%
Behaviour management (advanced) for SMSA's	36	92%	9%	85%	12%	91%	9%	76%	14%	91%	10%	100%	0%
Ealing improving maths pedagogy and transition project 2015-16	43	95%	6%	100%	0%	90%	9%	95%	7%	98%	5%	100%	0%
Emergency first aid at work course	57	93%	7%	95%	6%	96%	5%	96%	5%	92%	7%	100%	0%
Getting to grips with governance: an introductory course for new & nearly new governors and Clerks	74	92%	6%	89%	7%	90%	7%	86%	8%	92%	6%	100%	0%
HLTA preparation and assessment	68	94%	6%	93%	6%	97%	4%	87%	8%	94%	6%	100%	0%
Newly qualified teachers' (NQT) welcome event	73	82%	9%	83%	9%	83%	9%	69%	11%	88%	8%	96%	5%
NQT induction managers and mentors day	37	100%	0%	97%	5%	97%	6%	91%	9%	N/R		97%	5%
OFSTED briefing for governors on the new framework	32	100%	0%	97%	6%	100%	0%	88%	11%	91%	10%	100%	0%
OFSTED conference	70	96%	5%	94%	5%	94%	5%	75%	10%	88%	8%	97%	4%
Paediatric first aid	60	97%	5%	95%	6%	93%	6%	90%	8%	91%	8%	100%	0%

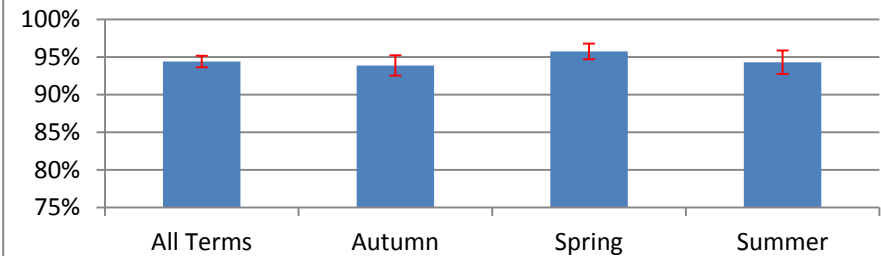
Continued...	Number responding to 1a	1a. Overall usefulness		1b. Meeting objectives		1c. Potential to make a difference in your role/workplace		1d. Delivery/range of activities		1e. Administration		2. Would you recommend this event to others?	
		Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Marg (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good/ Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	'Yes'	Error Margin (+/-)
Preparation for teacher assessment and moderation for experienced Year 6 teachers	43	72%	13%	67%	14%	72%	13%	67%	14%	84%	11%	83%	12%
Preparing for the grammar, punctuation and spelling tests at KS1 for literacy leaders/ teachers	43	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%
Primary assessment leaders' network meeting	45	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%
Primary computing co-ordinators' update	56	98%	4%	100%	0%	98%	4%	98%	4%	98%	4%	100%	0%
Primary literacy subject leaders' network meeting	38	100%	0%	100%	0%	97%	5%	97%	5%	95%	7%	100%	0%
Primary numeracy subject leaders' network meeting	47	94%	7%	96%	6%	96%	6%	87%	10%	86%	10%	95%	7%
Primary science subject leaders' network meeting	38	100%	0%	100%	0%	100%	0%	100%	0%	97%	5%	100%	0%
Severe allergy (epipen) and epilepsy update for school staff	39	95%	7%	97%	5%	95%	7%	90%	10%	97%	5%	100%	0%
Special school assessment network	44	100%	0%	100%	0%	98%	4%	100%	0%	100%	0%	100%	0%
Year 2 and 3 standardisation meeting	61	87%	9%	90%	8%	82%	10%	75%	11%	88%	8%	94%	6%
Year 2 securing judgement meeting	74	99%	3%	99%	3%	97%	4%	90%	7%	93%	6%	100%	0%
Year 6 securing judgement meeting	78	99%	2%	100%	0%	99%	2%	94%	6%	100%	0%	100%	0%

## Appendix 7 Graphs to show percentage stating 'very good' or 'excellent' for terms in 2015/16

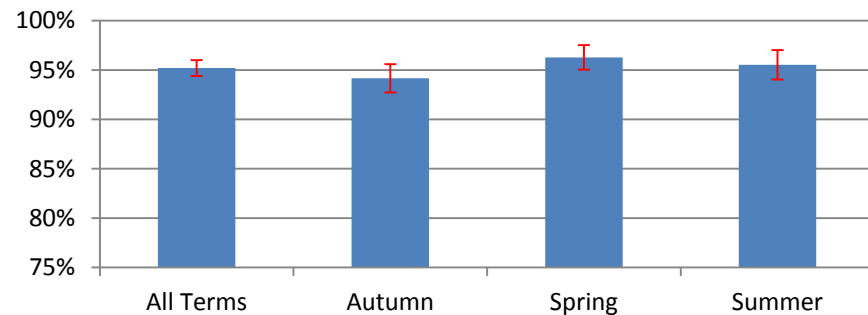
**1a. Overall usefulness**



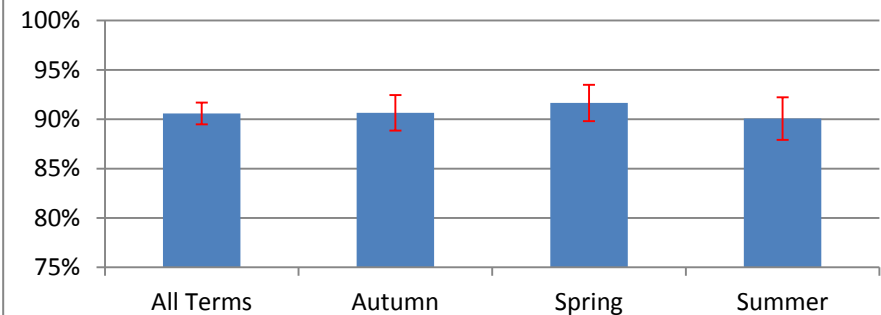
**1c. Potential to make a difference in your role/workplace**



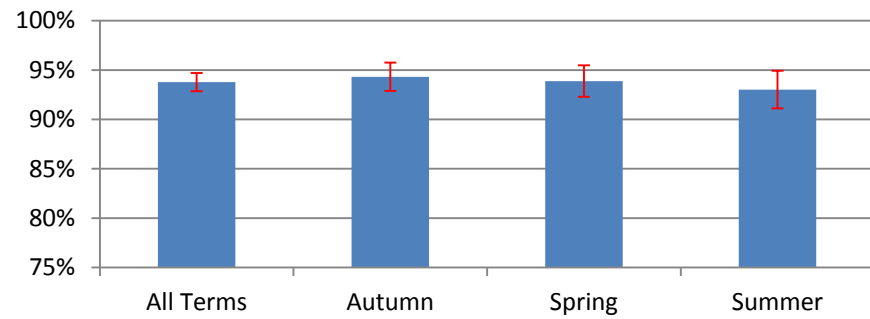
**1b. Meeting objectives**



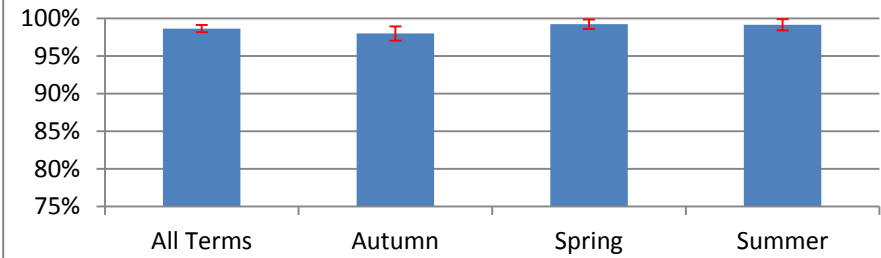
**1d. Delivery/range of activities**



### 1e. Administration

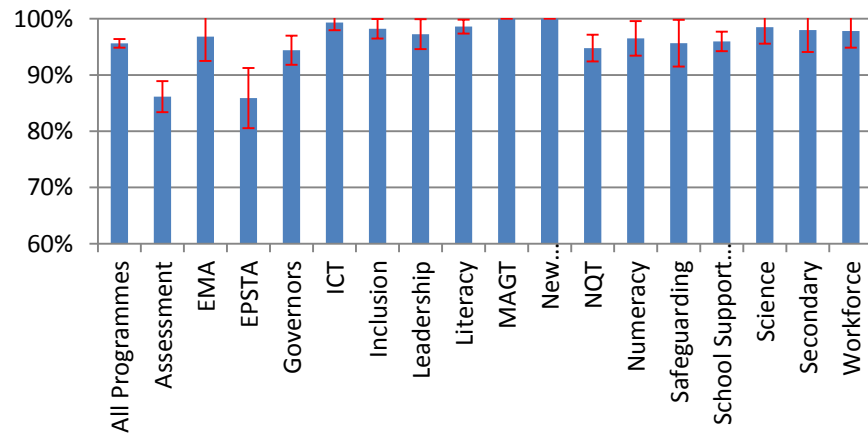


### 2. Would you recommend this event to others?

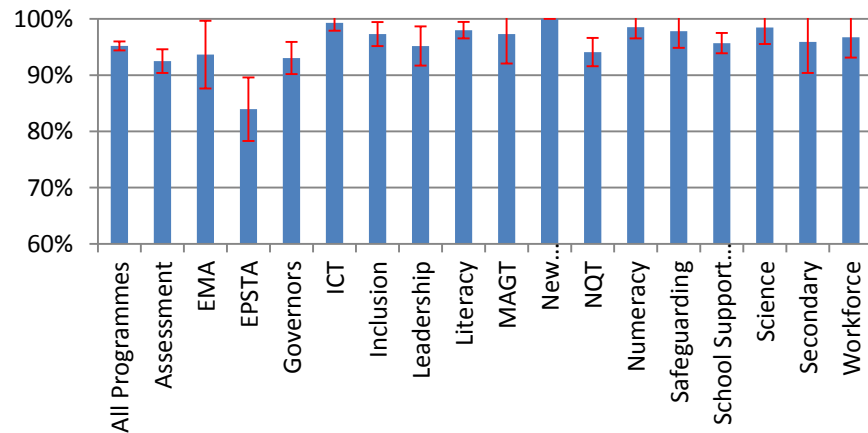


## Appendix 8 graphs to show percentage stating 'very good' or 'excellent' for programmes in 2015/16

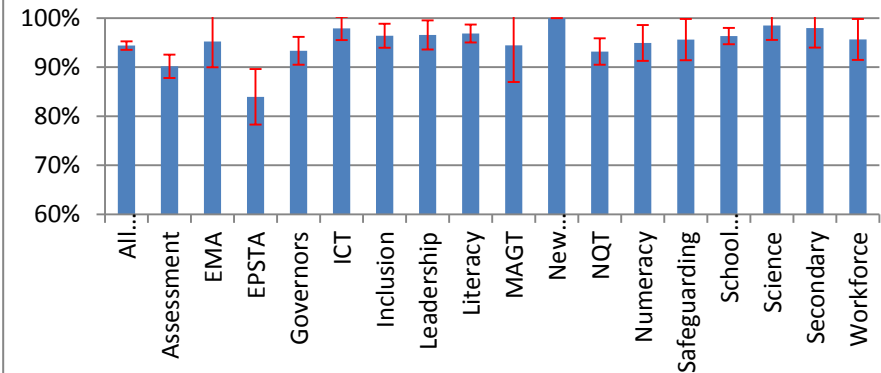
**1a. Overall usefulness**



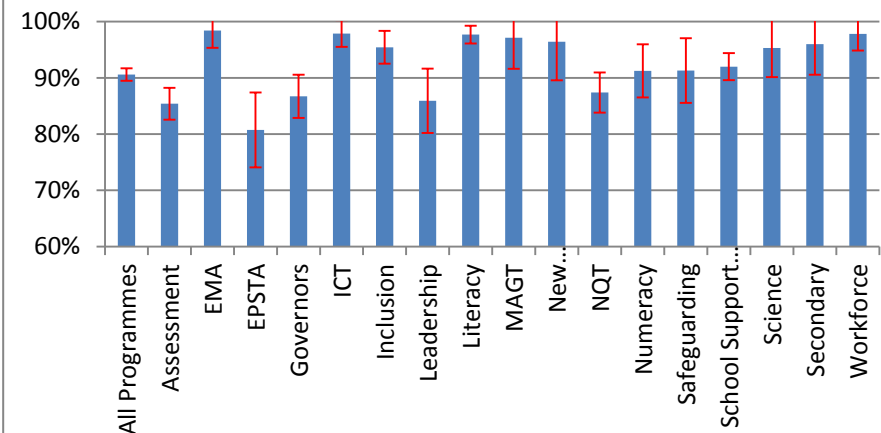
**1b. Meeting objectives**



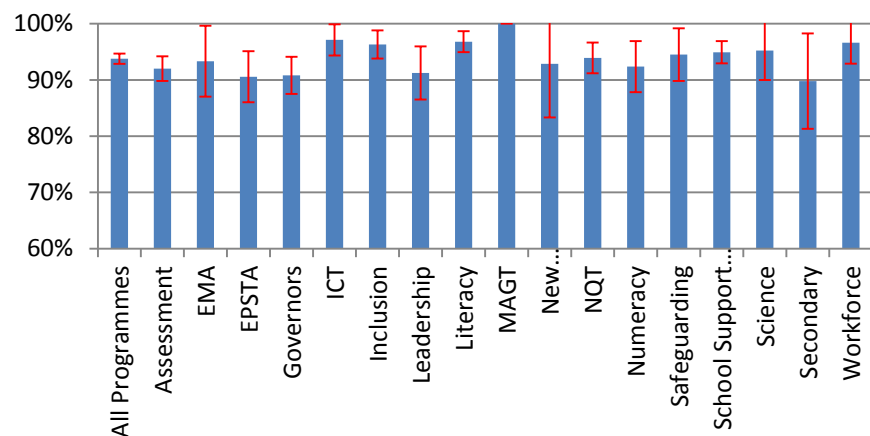
**1c. Potential to make a difference in your role/workplace**



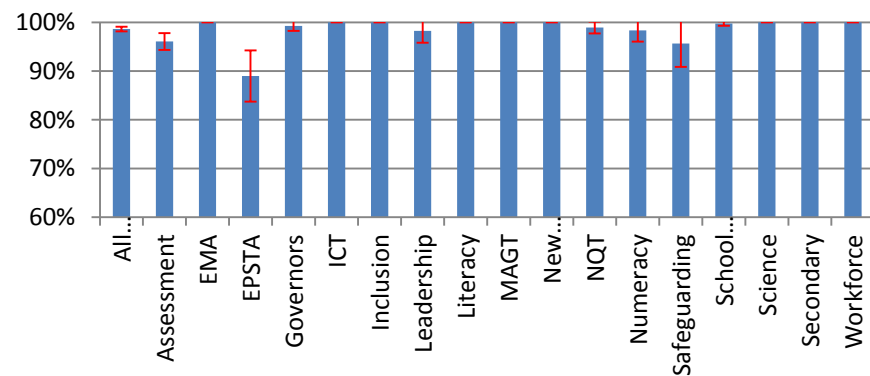
**1d. Delivery/range of activities**



### 1e. Administration



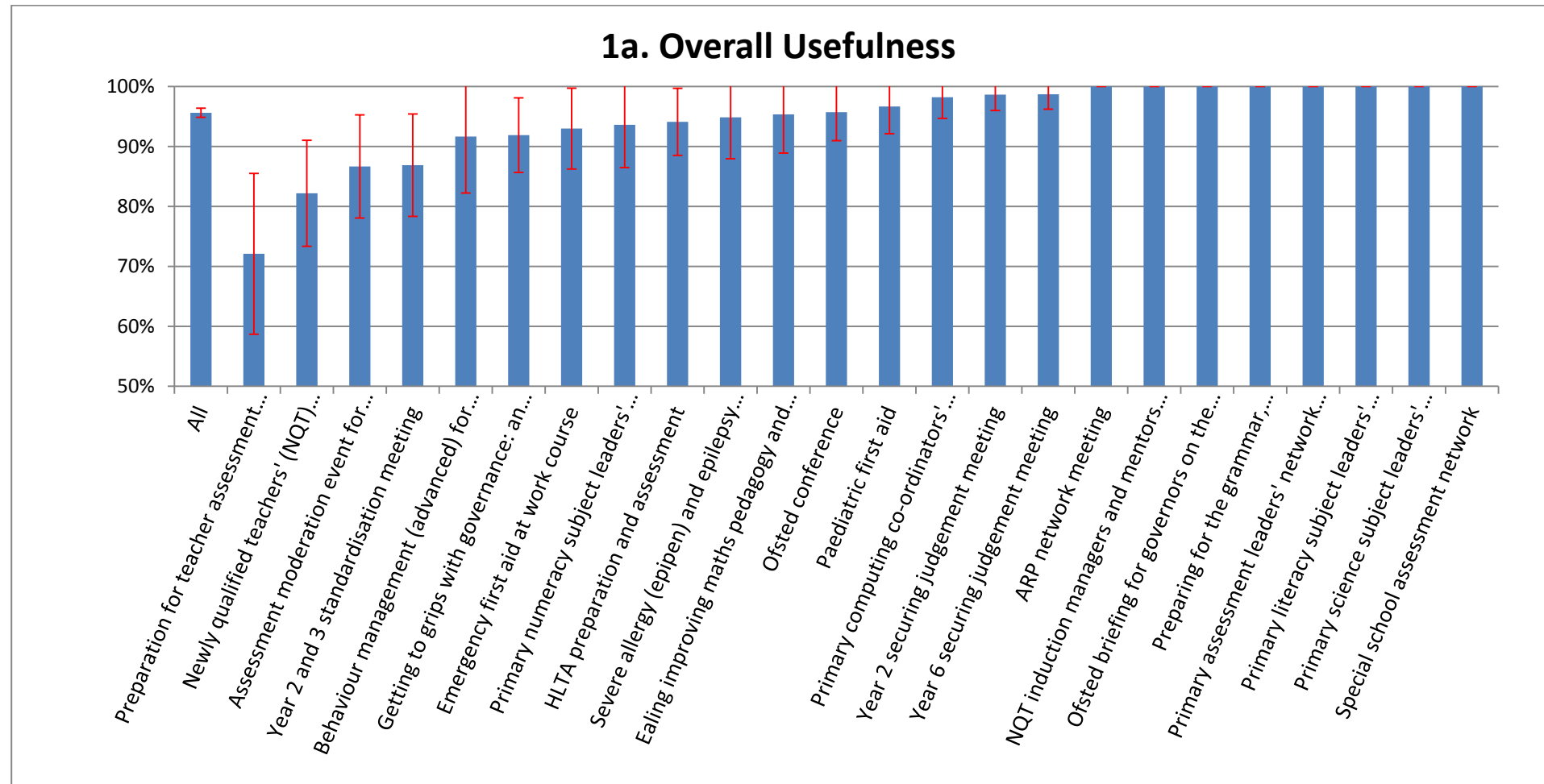
### 2. Would you recommend this event?



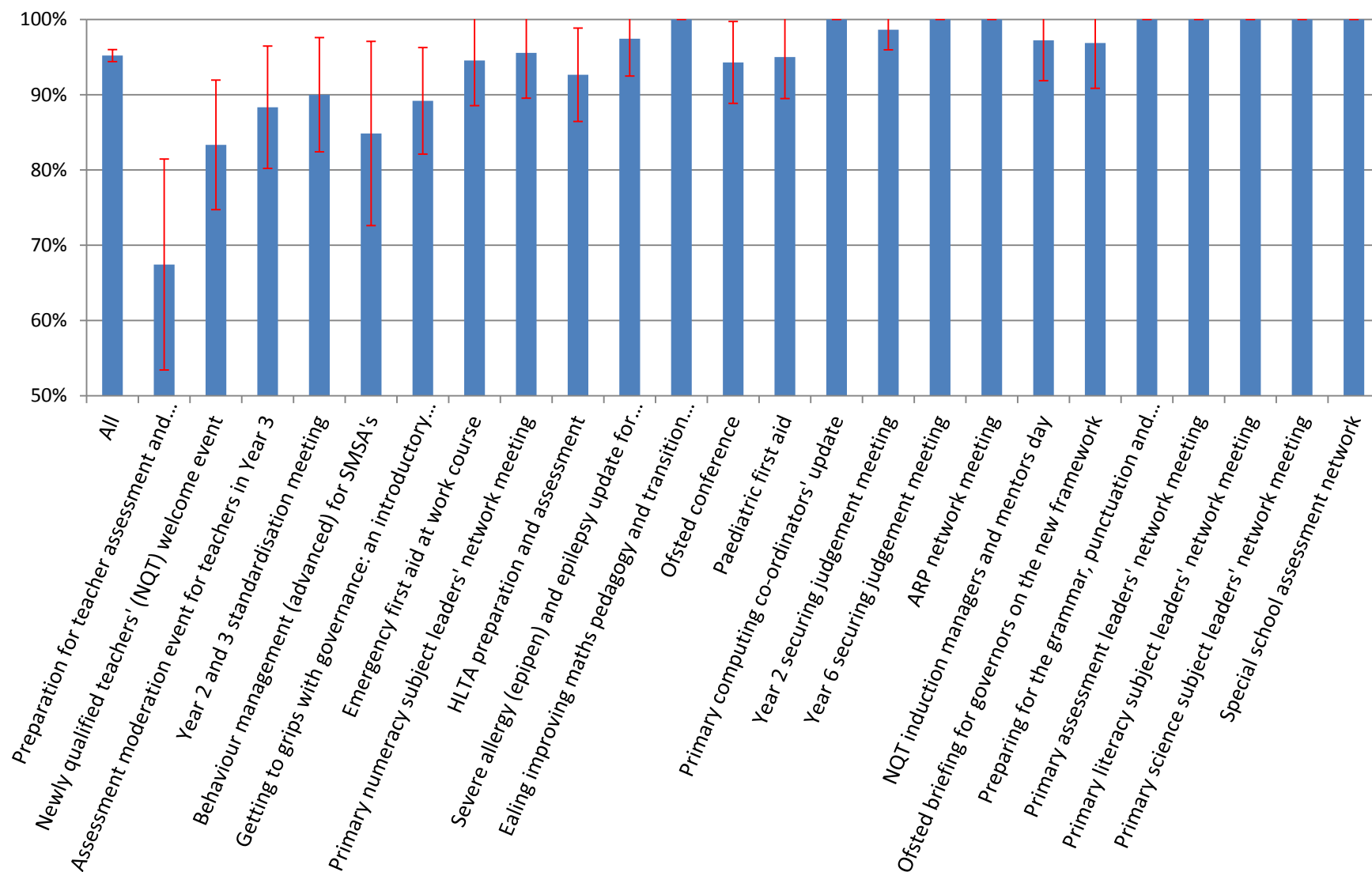


## Appendix 9 Graphs to show percentage stating 'very good' or 'excellent' for courses in in 2015/16

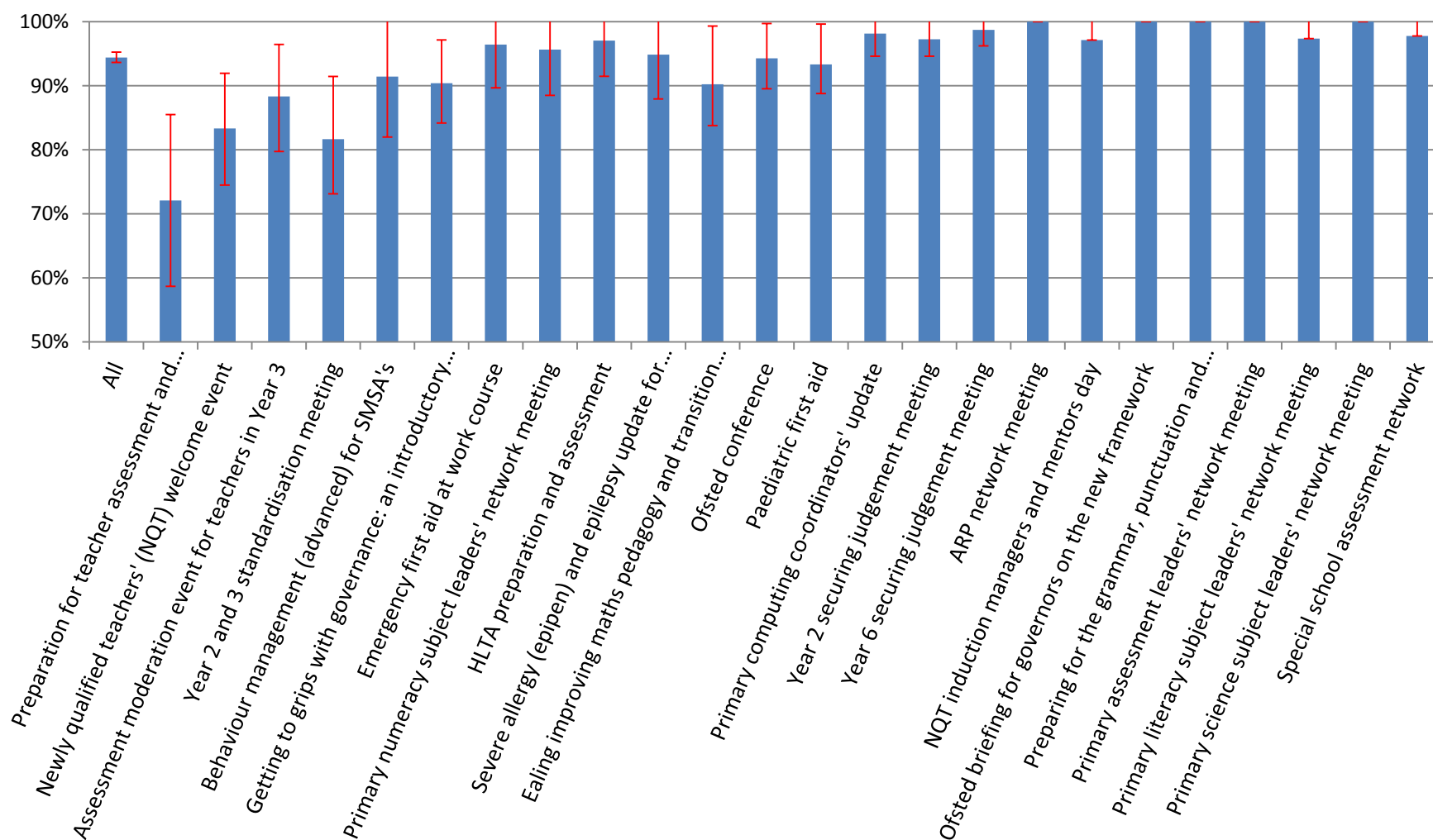
Where results for a course are not shown, there were too few responses (less than 30) to the specific question to yield a significant result. All results, regardless of the number of responses, are however shown in the tables of Appendix 6.



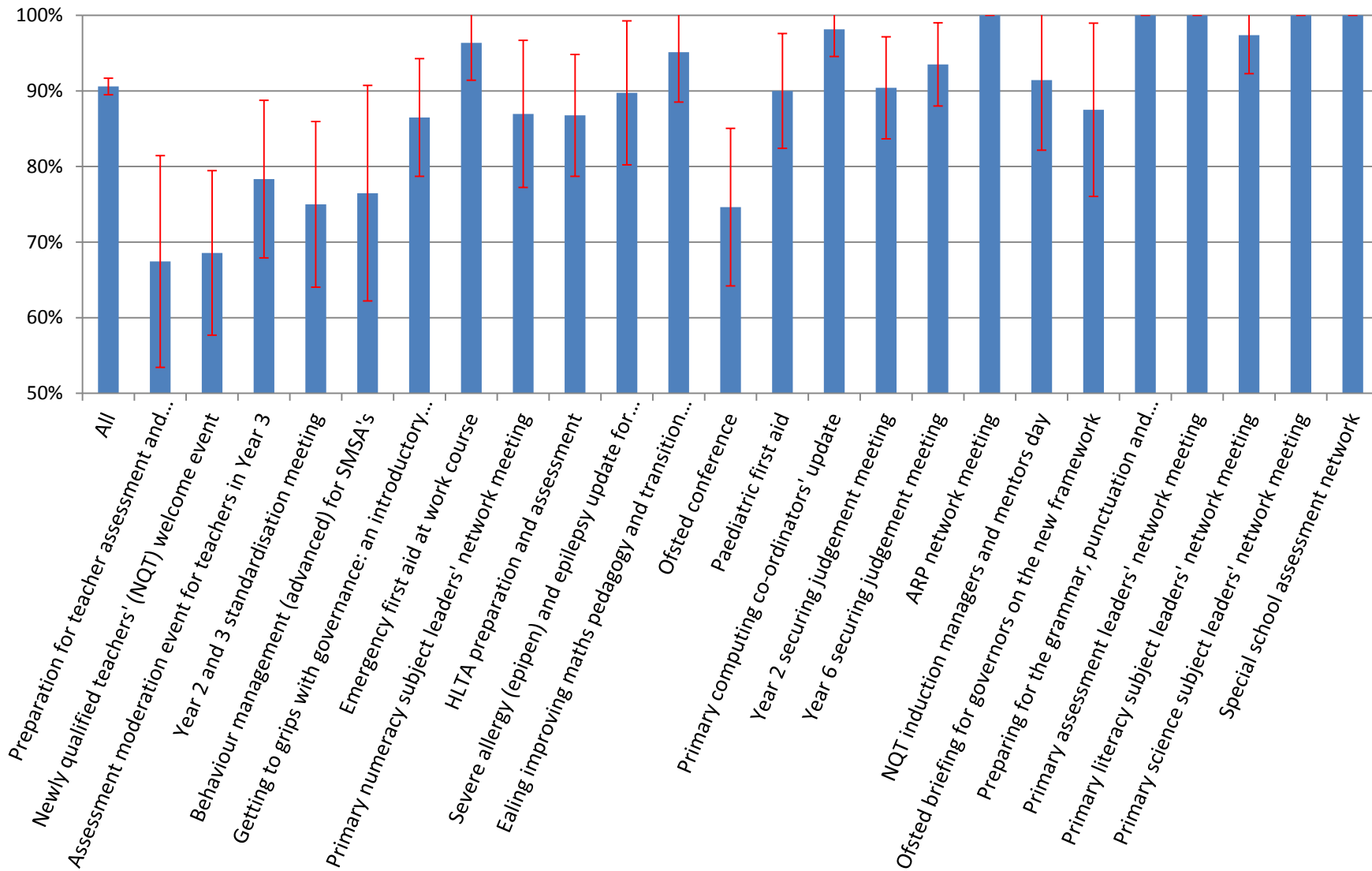
## 1b. Meeting objectives



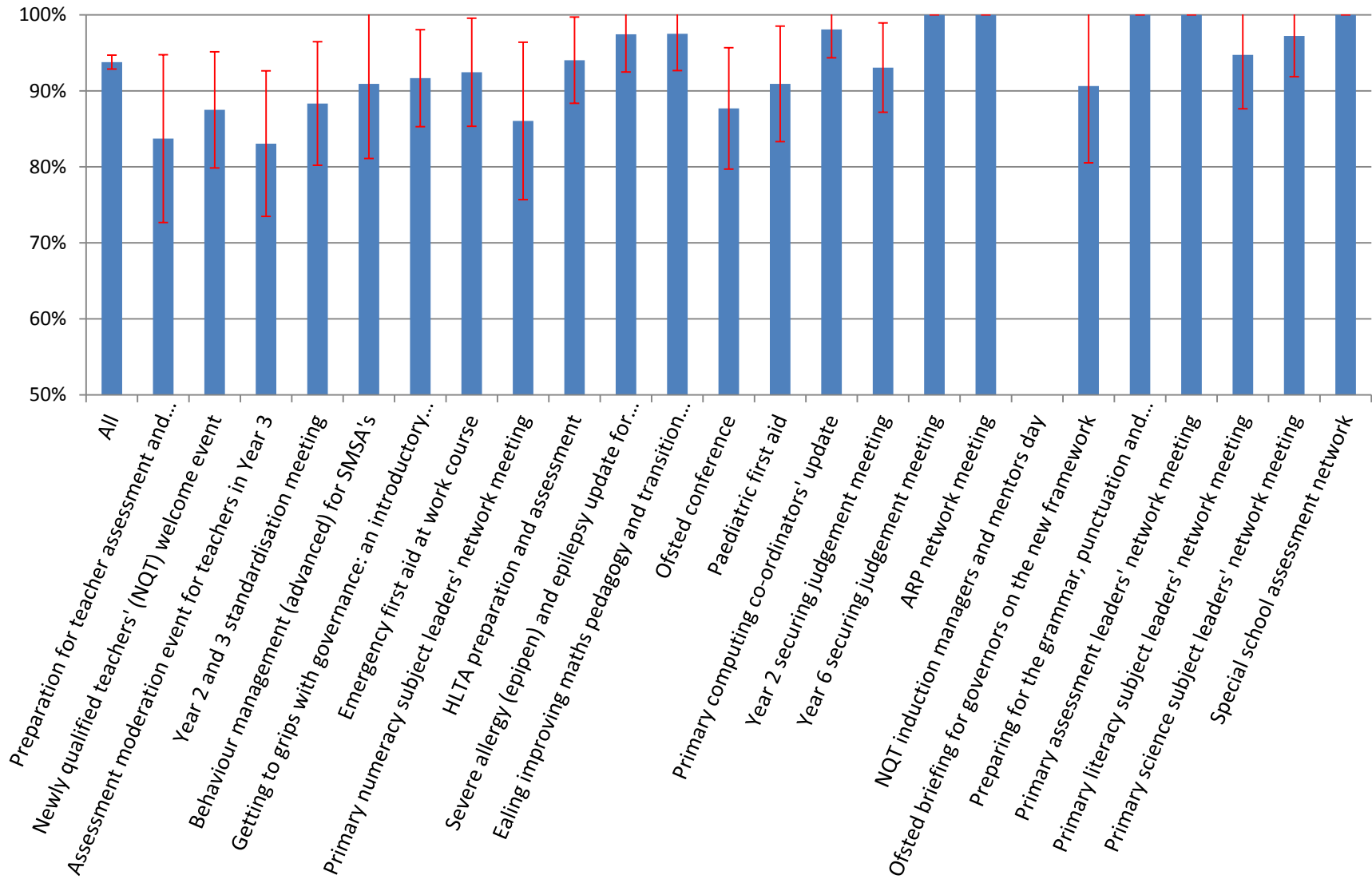
## 1c. Potential to make a difference in your role/workplace



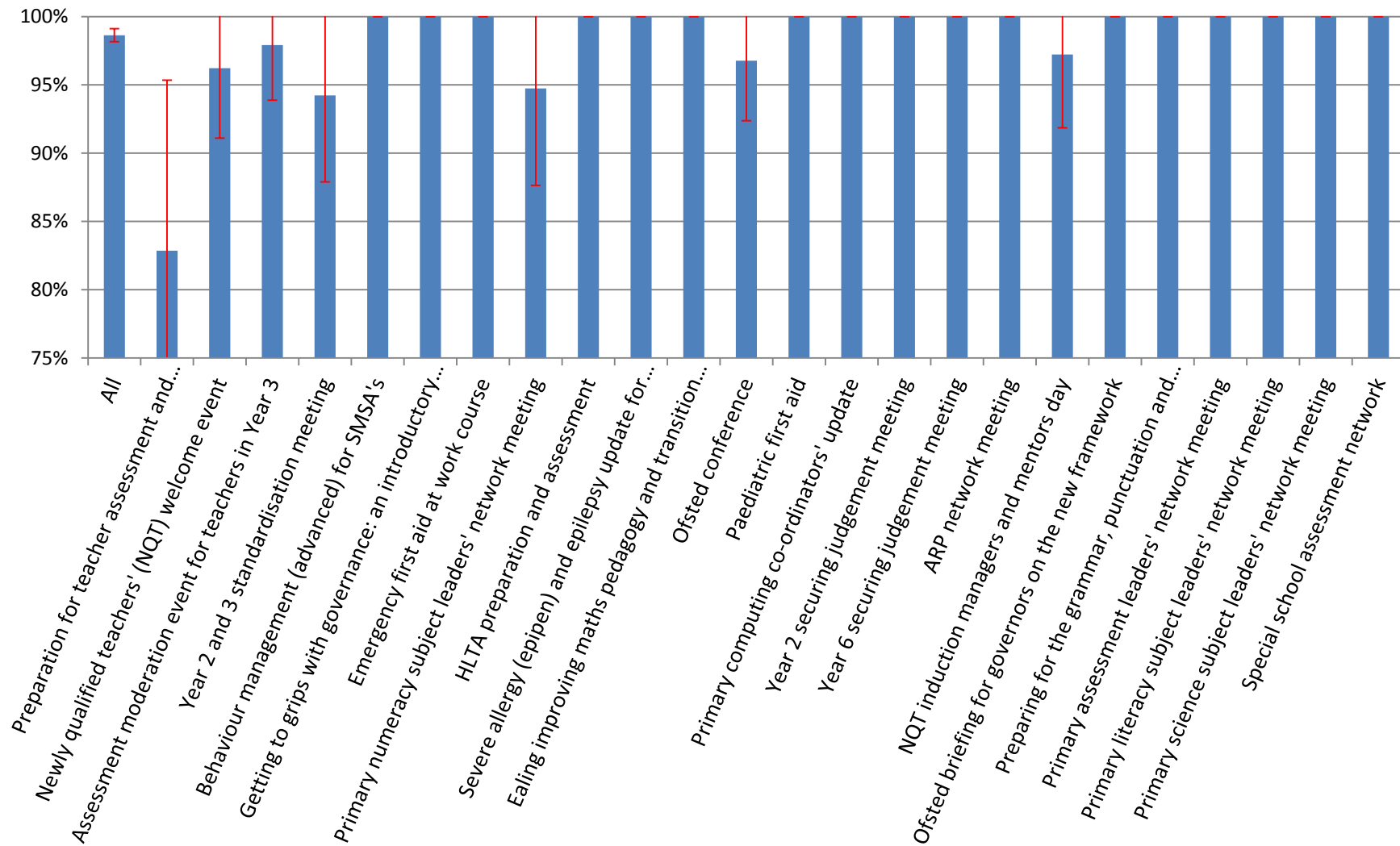
## 1d. Delivery/range of activities



## 1e. Administration



## 2. Would you recommend this event to others?



## Appendix 10 Summary results for courses and programme areas which received less than 30 feedback responses

**Warning: These results may be a useful overview but are not reliable statistically due to the small sample numbers. *U = Unreliable statistically***

	Number responding to 1a	1a. Overall usefulness		1b. Meeting objectives		1c. Potential to make a difference in your role/workplace		1d. Delivery/range of activities		1e. Administration		2. Would you recommend this event to others?	
		Very Good /Excell ent	Error Margin (+/-)	Very Good / Excell ent	Error Margin (+/-)	Very Good/ Excellent	Error Margin (+/-)	Very Good / Excell ent	Error Margin (+/-)	Very Good /Excel lent	Error Margin (+/-)	'Yes'	Error Margin (+/-)
<b>All courses</b>	<b>2789</b>	<b>96%</b>	<b>1%</b>	<b>95%</b>	<b>1%</b>	<b>94%</b>	<b>1%</b>	<b>91%</b>	<b>1%</b>	<b>94%</b>	<b>1%</b>	<b>99%</b>	<b>1%</b>
Admissions, leavers and children missing education: best practice for schools and the local authority working together	15	100%	U	100%	U	100%	U	100%	U	93%	U	100%	U
Aspiring to success - BME & disadvantaged pupils in primary & secondary schools	20	95%	U	95%	U	95%	U	90%	U	74%	U	100%	U
Assessment moderation event for teachers in year 1	27	93%	U	93%	U	93%	U	81%	U	88%	U	100%	U
Assessment moderation event for teachers in year 4	27	100%	U	96%	U	85%	U	74%	U	93%	U	100%	U
Assessment moderation event for teachers in year 5	28	93%	U	93%	U	89%	U	93%	U	96%	U	100%	U
Behaviour management for SMSA's	22	100%	U	100%	U	100%	U	100%	U	95%	U	100%	U
Behaviour management for SMSAs working with children with special educational needs	16	100%	U	100%	U	100%	U	93%	U	92%	U	100%	U
Building emotional health, wellbeing and resilience in pupils and staff programme	11	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
CEOP - thinkuknow? E-safety for schools	24	100%	U	100%	U	100%	U	100%	U	96%	U	100%	U
Chairs & clerks What governing bodies need to know?	16	88%	U	94%	U	88%	U	81%	U	94%	U	100%	U

		1a. Overall usefulness		1b. Meeting objectives		1c. Potential to make a difference in your role/workplace		1d. Delivery/range of activities		1e. Administration		2. Would you recommend this event to others?	
	<i>Number responding to 1a</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>'Yes'</i>	<i>Error Margin (+/-)</i>
Chairs briefing: what governors need to know?	23	91%	<i>U</i>	91%	<i>U</i>	100%	<i>U</i>	78%	<i>U</i>	95%	<i>U</i>	100%	<i>U</i>
Challenging behaviour and building relationships	8	88%	<i>U</i>	88%	<i>U</i>	88%	<i>U</i>	86%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Clerks network briefing	10	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Coaching in practice	22	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Digital literacy. Improve and update your English and ICT skills	6	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
EAL - how TAs can support EAL learners with writing	18	83%	<i>U</i>	72%	<i>U</i>	83%	<i>U</i>	89%	<i>U</i>	82%	<i>U</i>	100%	<i>U</i>
EAL induction for TAs. Understanding EAL learners and their needs	1	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Ealing headteacher professional partner (EHPP) pilot coaching forum	4	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Ealing primary teaching school alliance - organisation of the classroom in a mainstream setting for NQTs/RQTs	12	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Ealing virtual school looked after children designated teachers termly network meeting	28	93%	<i>U</i>	93%	<i>U</i>	89%	<i>U</i>	82%	<i>U</i>	89%	<i>U</i>	100%	<i>U</i>
Educational visits coordinator (EVC) training	19	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Effective appraisals for appraisers of Support Staff	7	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Effective appraisals for support staff - being ready	4	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>



		1a. Overall usefulness		1b. Meeting objectives		1c. Potential to make a difference in your role/workplace		1d. Delivery/range of activities		1e. Administration		2. Would you recommend this event to others?	
	<i>Number responding to 1a</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>'Yes'</i>	<i>Error Margin (+/-)</i>
Effective challenge and support: holding the headteacher to account	14	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Effective clerking	5	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Effective gb self-evaluation	13	92%	<i>U</i>	85%	<i>U</i>	92%	<i>U</i>	92%	<i>U</i>	75%	<i>U</i>	100%	<i>U</i>
Effective teacher appraisals - an overview of the process	8	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Effective teacher appraisals - setting objectives, success criteria and use of evidence	4	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Effective teaching assistant appraisals - setting objectives, success criteria and use of evidence	5	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
EMA network meeting (primary and secondary)	11	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	91%	<i>U</i>	100%	<i>U</i>
EMA network meeting (primary)	14	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	92%	<i>U</i>	100%	<i>U</i>
Extension, acceleration and enrichment of most able pupils	26	100%	<i>U</i>	100%	<i>U</i>	96%	<i>U</i>	96%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
External funding course	7	100%	<i>U</i>	100%	<i>U</i>	86%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
First aid at work	12	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Games and songs: playground games and activities for SMSAs	13	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Gangs and gang culture including social media support and guidance	10	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>

	Number responding to 1a	1a. Overall usefulness		1b. Meeting objectives		1c. Potential to make a difference in your role/workplace		1d. Delivery/range of activities		1e. Administration		2. Would you recommend this event to others?	
		Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	'Yes'	Error Margin (+/-)
Governor visits	17	88%	U	88%	U	88%	U	75%	U	93%	U	100%	U
Governors and SEN - the new SEN code of practice	5	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Governors and SEN inclusion	13	100%	U	100%	U	100%	U	92%	U	92%	U	100%	U
Governors statutory responsibility for sex and relationship education (SRE) and e safety	15	93%	U	86%	U	86%	U	71%	U	71%	U	100%	U
Headteacher appraisal	10	90%	U	90%	U	100%	U	70%	U	80%	U	100%	U
Health and safety for governors	8	63%	U	63%	U	50%	U	50%	U	63%	U	100%	U
High school special educational needs co-ordinators (SENco) meeting	18	100%	U	94%	U	100%	U	100%	U	100%	U	100%	U
How TAs can support EAL/advanced bilingual learners with reading	28	100%	U	100%	U	96%	U	100%	U	96%	U	100%	U
ICT - teaching assistants using ICT to advance children's learning	9	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Improving boys' writing	17	100%	U	100%	U	100%	U	100%	U	94%	U	100%	U
Induction for new special educational needs co-ordinators	18	94%	U	94%	U	89%	U	N/R	U	89%	U	100%	U
Inspecting SMSC and equalities: how will OFSTED judge how schools meet diverse needs and create safe communities	10	100%	U	100%	U	100%	U	90%	U	100%	U	100%	U

		1a. Overall usefulness		1b. Meeting objectives		1c. Potential to make a difference in your role/workplace		1d. Delivery/range of activities		1e. Administration		2. Would you recommend this event to others?	
	<i>Number responding to 1a</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>Very Good / Excellent</i>	<i>Error Margin (+/-)</i>	<i>'Yes'</i>	<i>Error Margin (+/-)</i>
Introduction to income generation	16	94%	<i>U</i>	94%	<i>U</i>	94%	<i>U</i>	94%	<i>U</i>	93%	<i>U</i>	100%	<i>U</i>
Leading in partnership for chairs and headteachers	9	100%	<i>U</i>	100%	<i>U</i>	89%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Leading on EMA & EAL	8	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Letters and sounds training for teachers	12	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	92%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Letters and sounds training for teaching assistants	17	88%	<i>U</i>	94%	<i>U</i>	88%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Letters and sounds twilight training (2 part course) - part 1: subject knowledge and part 2: letters and sounds	27	100%	<i>U</i>	100%	<i>U</i>	96%	<i>U</i>	96%	<i>U</i>	96%	<i>U</i>	100%	<i>U</i>
Level 3 award in leadership and management	9	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Level 3 diploma in supporting teaching and learning in schools	7	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	83%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Level 4 qualification in school business management (CSBM)	12	100%	<i>U</i>	92%	<i>U</i>	92%	<i>U</i>	92%	<i>U</i>	92%	<i>U</i>	100%	<i>U</i>
Level 5 qualification in school business management (DSBM)	5	80%	<i>U</i>	80%	<i>U</i>	80%	<i>U</i>	100%	<i>U</i>	80%	<i>U</i>	100%	<i>U</i>
Managing complaints - an overview	5	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	80%	<i>U</i>	80%	<i>U</i>	100%	<i>U</i>
Managing sickness absence	9	100%	<i>U</i>	100%	<i>U</i>	89%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Marketing: communicating excellence masterclass	10	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>

		1a. Overall usefulness		1b. Meeting objectives		1c. Potential to make a difference in your role/workplace		1d. Delivery/range of activities		1e. Administration		2. Would you recommend this event to others?	
	Number responding to 1a	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	'Yes'	Error Margin (+/-)
Mentoring newly qualified teachers (for new and experienced NQT mentors)	25	100%	U	100%	U	100%	U	100%	U	96%	U	100%	U
MINDSET: the psychology of learning and achievement	14	93%	U	93%	U	93%	U	100%	U	100%	U	100%	U
Moderation for special schools	2	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Moderator training for KS1 statutory external moderation of writing	20	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Most able, gifted and talented - cross-phase network meeting for MAGT leaders	11	100%	U	91%	U	90%	U	100%	U	100%	U	100%	U
Multi-Sensory approaches (for primary SENCOs/teachers)	8	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
New Ealing headteacher induction: budget planning workshop	10	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
New Ealing headteacher induction: governors and headteachers working together	9	100%	U	100%	U	100%	U	88%	U	75%	U	100%	U
New Ealing headteacher induction: handling difficult hr issues/ dealing with allegations against professionals	8	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
New Ealing headteacher induction: SEND provision in Ealing	4	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Newly qualified teachers' (NQT) induction information meeting - twilight event	14	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
NQT - assessment in the classroom in KS1 and KS2	15	100%	U	100%	U	100%	U	100%	U	93%	U	100%	U

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		Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	'Yes'	Error Margin (+/-)
NQT - early years foundation stage practice	8	88%	U	75%	U	75%	U	63%	U	88%	U	100%	U
NQT - enhancing learning through ICT for KS1 and KS2	10	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
NQT - guided reading at KS1	7	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
NQT - guided reading at KS2	11	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
NQT - music in the new curriculum in KS1 and KS2	5	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
NQT - planning for teaching & learning in Mathematics in KS1 and KS2	22	100%	U	100%	U	95%	U	85%	U	89%	U	100%	U
NQT - planning for teaching and learning in English for KS1 and KS2	21	100%	U	95%	U	90%	U	95%	U	100%	U	100%	U
NQT - strategies to support inclusion in the classroom in KS1 and KS2	21	86%	U	86%	U	81%	U	67%	U	90%	U	100%	U
NQT - supporting bilingual learners in KS1 and KS2	20	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
NQT - understanding emotional wellbeing & managing behaviour in the classroom	13	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
NQT - working scientifically in KS1 and KS2	20	95%	U	95%	U	95%	U	85%	U	90%	U	100%	U
NQT - workshop on dealing with the Sensitive issue of child protection in KS1-4	11	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Phonics screening check for years 1 and 2 teachers new to administering the check	20	100%	U	100%	U	100%	U	100%	U	95%	U	100%	U

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		Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	'Yes'	Error Margin (+/-)
Poetry for KS1 and KS2 teachers/ leaders	5	100%	U	100%	U	100%	U	100%	U	80%	U	100%	U
Precision teaching (for primary SENCOs/teachers)	6	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Preparation for teacher assessment and moderation for teachers new to year 2 and NQTs	21	100%	U	100%	U	100%	U	95%	U	95%	U	100%	U
Preparation for teacher assessment and moderation for teachers new to year 6 and NQTs	26	54%	U	54%	U	50%	U	50%	U	76%	U	100%	U
Preparing for OFSTED for KS1/2 phase leaders with a responsibility for literacy/ maths	19	100%	U	100%	U	100%	U	94%	U	94%	U	100%	U
Prevent training: prevent - part of the new safeguarding briefing series	8	88%	U	100%	U	100%	U	88%	U	100%	U	100%	U
Prevent training: train the trainer wrap training	3	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Prevent training: wrap training for staff	3	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Primary e-safety leadership - John Lyons project	15	100%	U	100%	U	93%	U	93%	U	93%	U	100%	U
Primary religious education network meeting	16	94%	U	81%	U	100%	U	81%	U	73%	U	100%	U
Primary special educational needs co-ordinators (SENco) meeting	9	100%	U	100%	U	100%	U	-	U	100%	U	100%	U
Programming in KS2	4	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Promoting a reading community for KS1 and KS2 literacy teachers/ leaders	8	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U

	Number responding to 1a	1a. Overall usefulness		1b. Meeting objectives		1c. Potential to make a difference in your role/workplace		1d. Delivery/range of activities		1e. Administration		2. Would you recommend this event to others?	
		Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	'Yes'	Error Margin (+/-)
Publishing children's work to a web audience	4	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Quality first teaching for SEN	13	100%	U	92%	U	92%	U	100%	U	92%	U	100%	U
Refresher child protection training for experienced designated teachers	1	100%	U	100%	U	100%	U	100%	U	100%	U	-	U
Safeguarding briefing for school governors	8	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Safeguarding children/ child protection for SMSA's	23	96%	U	100%	U	96%	U	91%	U	95%	U	100%	U
Safeguarding for site managers	12	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Science subject leader network moderation	13	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Secondary Ealing Senior leaders' inclusion strategy group	17	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Spring term standardisation and moderation meeting: year 4 teachers	28	100%	U	100%	U	89%	U	82%	U	89%	U	100%	U
Taking the chair - induction for new and aspiring GB & committee chairs	4	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Teaching of grammar and punctuation at KS2 for literacy teachers/ leaders	13	100%	U	100%	U	100%	U	92%	U	100%	U	100%	U
Teaching of reading at KS1	21	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Teaching of reading at KS2	14	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U

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		Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	Very Good / Excellent	Error Margin (+/-)	'Yes'	Error Margin (+/-)
Teaching of writing at KS1 for literacy leaders/ teachers	12	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Teaching of writing at KS2 for literacy leaders/ teachers	10	100%	<i>U</i>	100%	<i>U</i>	90%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
The effective chair	5	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	80%	<i>U</i>	100%	<i>U</i>
The role of school nominated contact (LGFL): essential tasks	19	100%	<i>U</i>	94%	<i>U</i>	94%	<i>U</i>	94%	<i>U</i>	94%	<i>U</i>	100%	<i>U</i>
Understanding data (for governors)	9	100%	<i>U</i>	100%	<i>U</i>	89%	<i>U</i>	89%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Updating school travel plan - practical session	5	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Healthy schools	14	93%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	93%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
Music	5	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>
School business managers	17	94%	<i>U</i>	88%	<i>U</i>	88%	<i>U</i>	94%	<i>U</i>	88%	<i>U</i>	100%	<i>U</i>
EYFS	8	88%	<i>U</i>	75%	<i>U</i>	75%	<i>U</i>	63%	<i>U</i>	88%	<i>U</i>	100%	<i>U</i>
KS2, KS3	18	83%	<i>U</i>	83%	<i>U</i>	78%	<i>U</i>	61%	<i>U</i>	88%	<i>U</i>	100%	<i>U</i>
KS2, KS3, KS4	4	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>	100%	<i>U</i>