Analysis of 2016/17 CPD and Training Evaluation Forms

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School Effectiveness

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Introduction

This report summarises feedback on the Ealing School Effectiveness service commissioned Continuing Professional Development (CPD) and Training programme for schools in 2016/17. The feedback was collected via evaluation forms returned by participants following training courses in the three terms of the academic year. With 2242 responses to 123 of the events delivered over the year, the results of the School Effectiveness feedback forms presented below provide the authoritative view of client satisfaction for the programme.

2016/17 Summary Results

The high satisfaction with school staff and governor training offered by Ealing Council's Schools Effectiveness team has been maintained over the past academic year.

Over the 2016/17 academic year, 2242 feedback forms were collected from 123 of the courses administered by the School Effectiveness service at Ealing Council.

Since 2012/13, between 54% and 59% of course attendees have rated their course as 'excellent' in terms of usefulness, and 95 to 99% have rated the courses as at least 'very good'. In 2016/17, all but four respondents indicated that the training session they attended was useful. 98.4% of the 1788 delegates who responded to this question (1747) said they would recommend the course/ event they had attended whilst 1.6% (28 people) said they would not.

The course *Letters and sounds training for 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 *Primary Science subject leaders' network meeting* received top ratings by all for everything except *administration*.

This year, the Science programme was rated as Very good or Excellent by 100% of respondents in terms of *Overall usefulness, Meeting objectives, Potential to make a difference*, Delivery and Range of Activities and *100% of respondents said they would recommend the training.*

Of the 123 events where feedback was provided, 103 (84%) *'would be recommended to others'* by 100% of attendees who gave feedback, and 49 courses received ratings of Very Good or Excellent by 100% of respondents on every count (though some sample sizes were low).

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 2016/17 academic year, 2242 feedback forms were collected from 123 courses commissioned and administered by the School Effectiveness service at Ealing Council.

This is 20% fewer respondents than last year but remains a robust base on which to build our understanding of customer satisfaction[1]. Full lists of the training courses for which feedback has been received are provided in the appendices alongside summary results.

We can compare 2016/17 results with those in the preceding four years, dating back to 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.

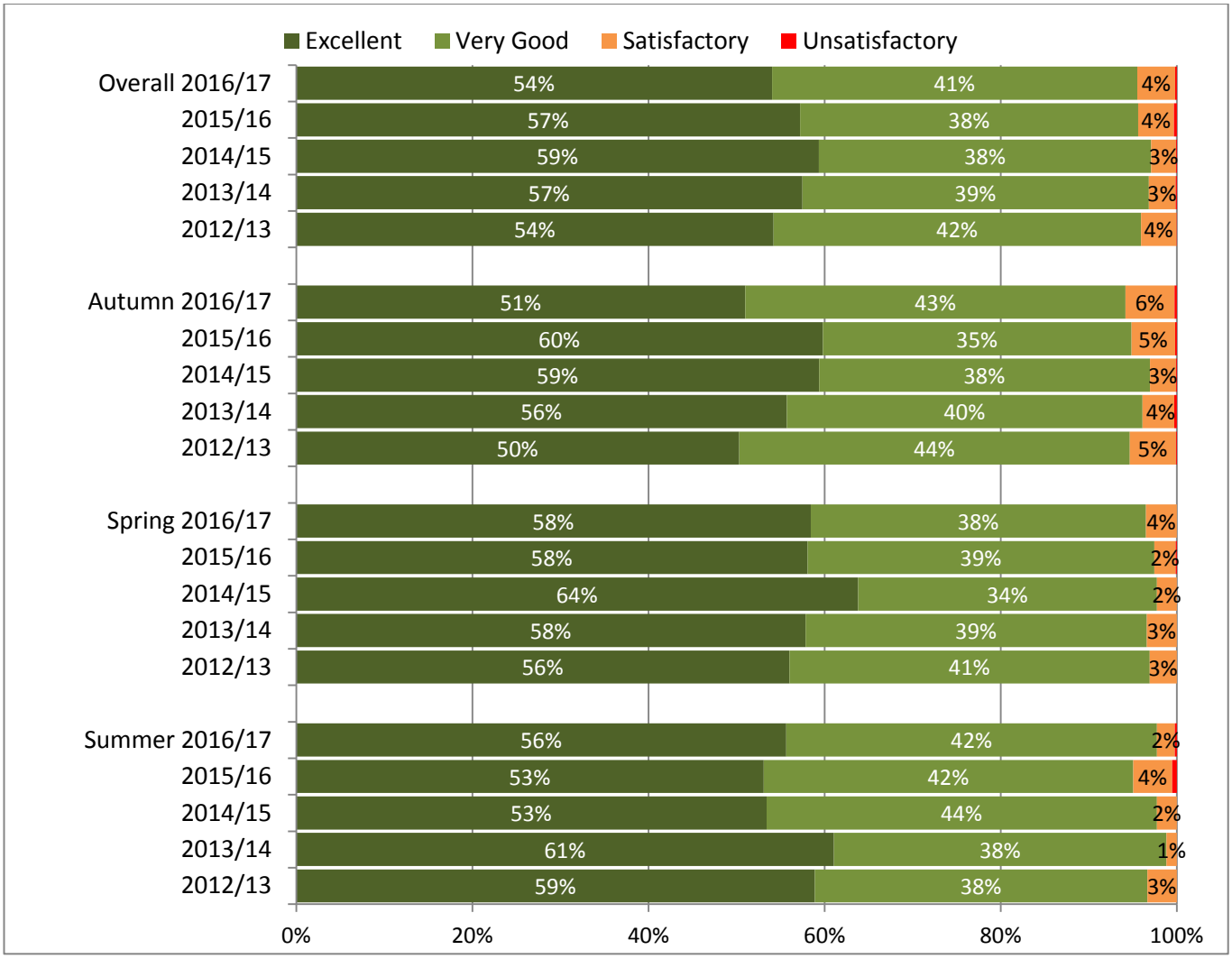
1 Whilst the responses analysed are believed to be a fair representation of views, it should be noted that feedback was not collected at every session provided, and that not every participant chose to complete a form. A small number of people did not respond to every question or chose the 'don't know'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

Usefulness of Sessions

Overall in 2016/17, 96% of respondents rated the usefulness of their course as either 'very good' or 'excellent' with no significant differences across the three terms, although results do appear to improve in Spring and Summer terms. The proportion rating their session as 'very good' or 'excellent' this year is not significantly[2] different to last year. Results across the past four years are illustrated in figure i below.

Over the 2016/17 academic year, all but four of the 2227 people who responded to this question indicated that the training session they attended was at least satisfactorily useful. In fact, 54% 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 2016/17



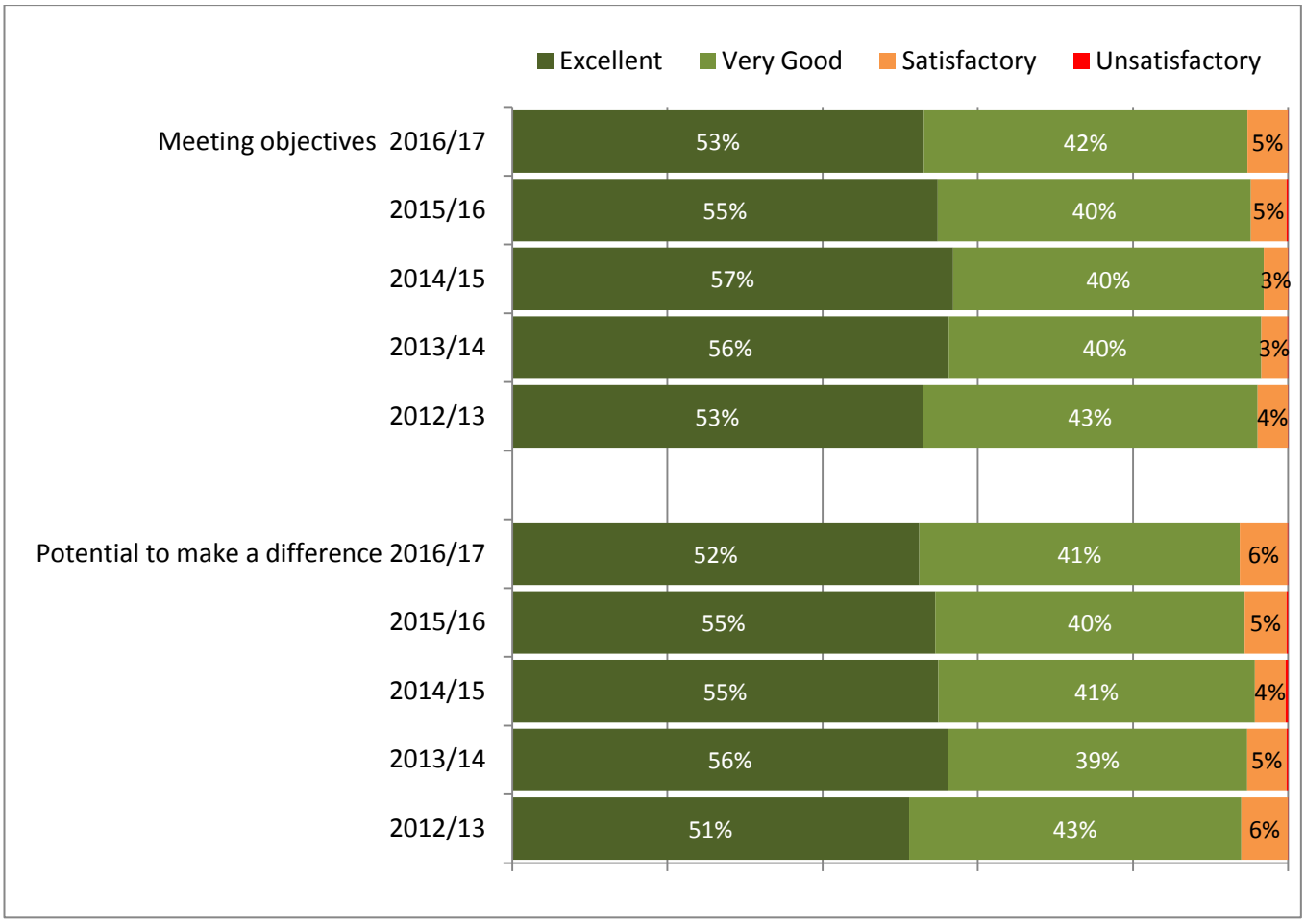
[2] *The difference between the overall percentage of people rating the courses as Excellent or Very Good this year and last year is not statistically significant. This means that we cannot be certain which of the two results would have been higher/lower if everyone had responded each year.*

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), matching last year's ratings. 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' (53%) and in terms of 'potential to make a difference in your role/workplace' (52%); and again these are very similar results to those achieved over recent years. In 2016/17 only one person out of 2227 rated a course as 'unsatisfactory' in terms of 'meeting objectives' and two people out of 2227 rated a course as 'unsatisfactory' in terms of 'potential to make a difference to your role/workplace'.

Figure ii. Meeting objectives and Potential to make a difference between 2012/13 and 2016/17

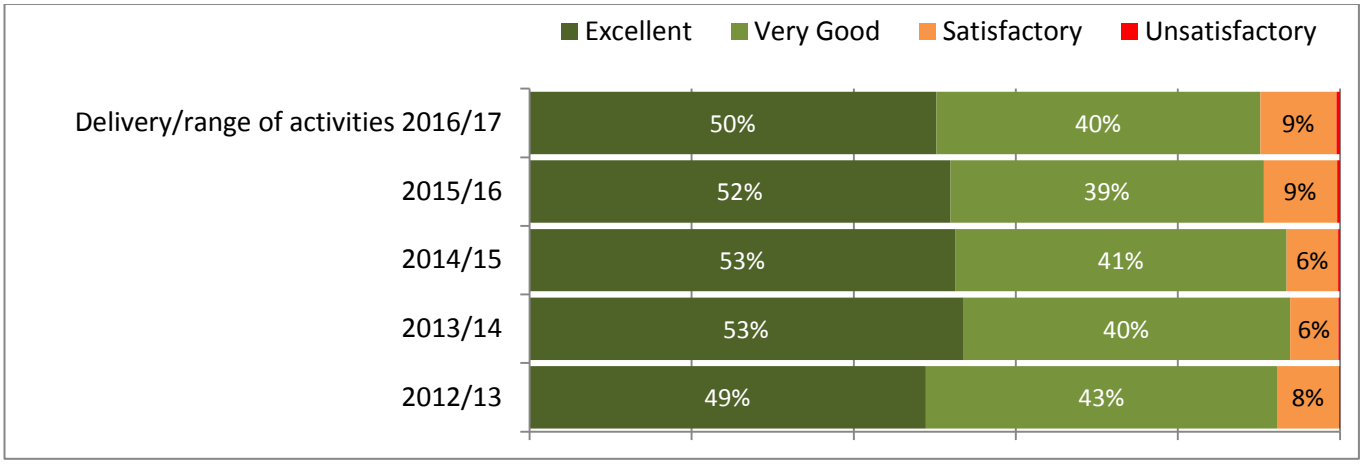


Training Delivery and Range of Activities

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' (90%). This is not significantly different to last year. Figure iii shows the results graphically.

On nine occasions over the year (out of 2179), the training delivery and range of activities were rated as 'unsatisfactory'. Whilst this is not a statistically significant result, and 99.6% of respondents recorded that they were satisfied with the standard of training and range of activities, every individual experience remains important and the experiences of those who were not satisfied are followed up wherever possible.

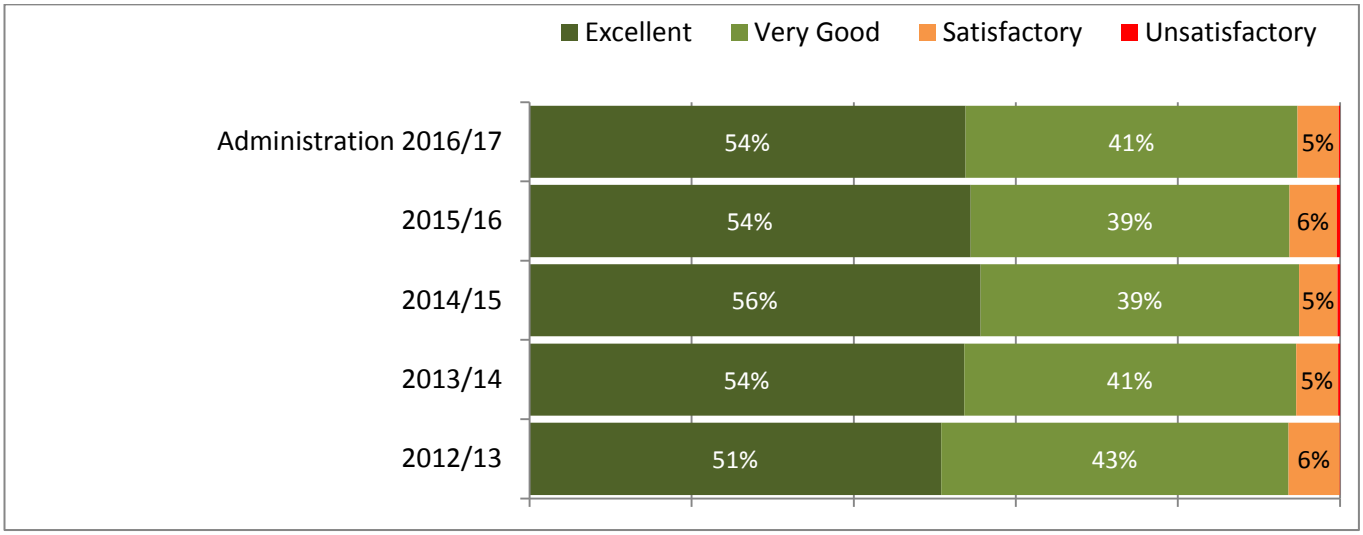
Figure iii. Training delivery/ Range of Activities between 2012/13 and 2016/17



Course administration

Trainees were asked to rate their experience of training-related administration processes. In 2016/17 95% 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 only three occasions out of 2141 across 2016/17, ie 0.14% of responses, administration was rated as 'unsatisfactory'. The quality of administrative processes and communications is always under scrutiny and improvements implemented wherever possible on a continuous basis and the feedback is very helpful to inform these developments.

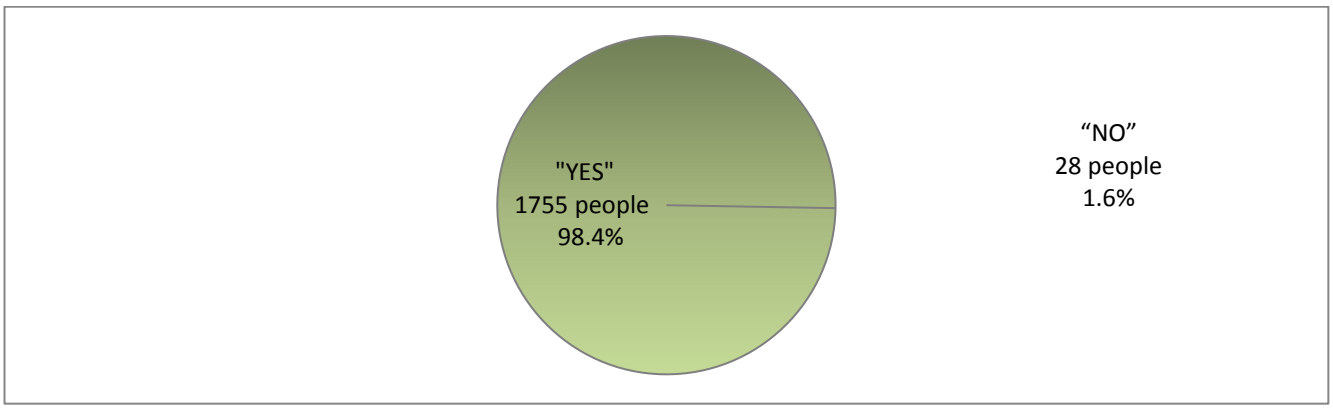
Figure iv. Administration between 2012/13 and 2016/17



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 (98%) who went on an Ealing Council schools effectiveness programme training course in 2016/17 reported that they would indeed recommend the course to others. A minority (28 out of 1747) reported that they would not recommend the course to others. This proportion is charted in figure v below.

Figure v. Would you recommend this event to others? 2016/17



Courses

Of all the 123 courses, 103 were recommended to others by 100% of those who gave feedback. Across courses[3], ratings of 'very good' or 'excellent' *for overall usefulness* ranged from 81% to 100%. Of those courses/events with more than 30 returned questionnaires, the course *Letters and sounds training for 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 *Primary Science subject leaders' network meeting* received top ratings by all for everything except *administration*. Detailed results are provided for all courses in Appendices 6 and 10.

The following courses/events with more than 30 returned feedback questionnaires were also rated as 'very good' or excellent in terms of overall usefulness by 100% of respondents:

- NQT mentors - introduction session for new mentors
- Teaching of reading at KS2
- Year 2 securing judgement meeting

[3] *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.*

For '*Meeting Objectives*' 100% of respondents also rated the following events as 'very good' or excellent

- High school special educational needs co-ordinators (SENCO) meeting
- NQT mentors - introduction session for new mentors
- Primary computing co-ordinators' update

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

- Assessment moderation working at greater depth event for teachers in year 2
- Preparation for teacher assessment and moderation for experienced year 2 teachers
- Paediatric first aid course

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

- Assessment moderation working at greater depth event for teachers in year 2

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

- Assessment moderation working at greater depth event for teachers in year 2
- High school special educational needs co-ordinators (SENCO) meeting
- NQT mentors - introduction session for new mentors
- Primary computing co-ordinators' update

Although some course results are much lower than the average, the high error margins mean that there are few statistically significant differences this year (results that we can be confident would still be lower than average if there were more respondents). However the results for d*elivery/range of activities* were certainly below average for two courses. These are:

- Newly qualified teachers' (NQT) welcome event. It is worth noting that nearly 100% of respondents would still recommend this event to others. However, Results for the range of activities for the *Newly qualified teachers' welcome event* were also significantly below average in 2015/16.
- Strategic financial management in schools. The sample respondents gave lower than average results for this course. However, the sample size of just 32 respondents means that it is difficult to achieve statistically significant results, and without a greater number of respondents we cannot be certain that the results regarding *Overall usefulness, Meeting objectives, Potential to make a difference*, and *Recommending this event* are truly different to the average for all courses. More than 85% of the sample report they would recommend the course to others.

Specific Programme Areas / Providers

Percentages rating specific programme areas as very good or excellent in terms of overall usefulness ranged from 91% to 100%. This year, the Science programme was rated as 'Very good' or 'Excellent' by 100% of respondents in terms of *Overall usefulness, Meeting objectives, Potential to make a difference*, Delivery and Range of Activities and *Recommending this event.* There were no statistically significant differences.

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 87% to 100% across the key stage combinations. Though no results were significantly above or below average, results for courses which only cater for *key stage two* did appear lower for the second year.

Conclusions

In conclusion, ***an exceptionally high level of satisfaction remains amongst Schools Effectiveness programme 2016-2017 course participants.*** Overall, a lower response rate this year means that there are few statistically significant differences in results this 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 123 courses, 103 would be recommended to others by 100% of those who gave feedback. Meanwhile, newly qualified teachers continue to be less satisfied with their courses than others (in the context of high ratings across the whole programme). There will be further examination as to why they have given lower ratings.

28 August 2017
Statistical analysis by EvidenceWorks
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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 individual courses and programmes which received less than 30 responses are not discussed above in the body of this report. However, the overall results include responses from every feedback form received. E.g. the report does not discuss the results for *Accessing the curriculum for pupils with different SEND* as there were too few responses to give a fair assessment of the course. However those seven responses are included in the results given for all courses. Below is a list of all courses or events for which feedback was collected.

- Accessing the curriculum for pupils with different SEND
- Assessment moderation working at greater depth event for teachers in year 2
- Assessment moderation working at greater depth event for teachers in year 6
- Behaviour management (advanced) for SMSA's
- Behaviour management for SMSA's
- Behaviour management for SMSA's working with children with special educational needs
- Chairs and clerks joint briefing: what governing bodies need to know?
- Chairs briefing: what governors need to know?
- Child protection training for designated safeguarding lead teachers new to role
- Child sexual exploitation - part of new safeguarding briefing
- Clerks network briefing
- Customer service excellence
- Differentiation and effective questioning (for NQT's and RQT's)
- EAL - how TA's can support EAL learners with writing
- EAL induction for TA's: understanding EAL learners and their needs
- Ealing 14-19 conference
- Ealing learning partnership
- Ealing virtual school looked after children designated teachers termly network meeting
- Educational visits coordinator (EVC) training
- Effective appraisals for appraisers of support staff
- Effective challenge and support: holding the headteacher to account
- Effective communication skills
- Effective communication skills for SMSA's
- Effective governing body self-evaluation
- Effectively engaging parents and carers in on-line safety
- EMA network meeting (primary)
- Emergency first aid at work course
- Emerging safeguarding issues in schools - for governors
- Emotional support/counselling for HLTA's and TA's
- Enhancing learning for most able pupils

- E-safety leadership training for Ealing high schools – John Lyon's legacy
- First aid at work
- Getting to grips with governance: an introductory course for new & nearly new governors and clerks
- Governor visiting schools
- Governors SEN and inclusion
- Guided reading in KS1 & KS2
- Headteacher appraisal
- Health and safety for governors
- Helping boys see it: using visual literacy to improve boys' writing
- High school special educational needs co-ordinators (SENCO) meeting
- HLTA preparation and assessment
- How TA's can support EAL/advanced bilingual learners with reading
- ICT - teaching assistants using ICT to advance children's learning
- Induction for new special educational needs co-ordinators
- Introduction to academy finance
- Invitees only: KS1 moderation selection
- IOSH qualification for school business managers and site managers
- Leadership conference for DHTS and AHTS
- Letters and sounds training for teachers
- Letters and sounds training for teaching assistants
- Level 3 award in leadership and management
- Looked after children (lac) designated teachers network meeting
- Meeting the SEMH needs of pupils with SEND
- Most able gifted and talented cross-phase conference - powering up potential
- Most able, gifted and talented - cross-phase network meetings for MAGT leaders
- Multi-sensory approaches
- New child protection training for designated safeguarding lead teachers
- New Ealing headteacher induction: governors and headteachers working together
- Newly qualified teachers' (NQT) welcome event
- NQT - Assessment in the classroom in KS1 & KS2
- NQT - Dealing with the sensitive issue of child protection in KS1-4
- NQT - Differentiation and effective questioning (for NQT's and RQT's)
- NQT - Early years foundation stage practice
- NQT - Effective teaching of humanities (for NQT's and RQT's)
- NQT - Effective time management and classroom organisation for NQT's and RQT's
- NQT - Guided reading at KS1 & KS2
- NQT - Planning in teaching and learning in English in KS1 & KS2
- NQT - Planning in teaching and learning in Mathematics in KS1 & KS2
- NQT - Strategies to support inclusion in the classroom in KS1 & KS2
- NQT - Supporting bilingual learners in KS1 - KS3
- NQT - The computing curriculum & using technology to enhance learning EYFS - KS2
- NQT - Working scientifically in KS1 & KS2
- NQT - Working with parents
- NQT mentor network meeting
- NQT mentors - introduction session for new mentors
- Online safety for schools - thinkuknow? (CEOP)
- Paediatric first aid course

- Phonics screening check for years 1 and 2 teachers new to administering the check
- Place2be: introduction to counselling skills
- Place2be: understanding attachment
- Planning for writing at KS2
- Preparation for teacher assessment and moderation for experienced year 2 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 the spelling, grammar and punctuation test at KS1
- Prevent training: part of the new safeguarding briefing series
- Prevent training: train the facilitator wrap training
- Prevent training: wrap training for staff
- Primary assessment leaders' network meeting
- Primary computing co-ordinators' update
- Primary literacy subject leaders' network meeting
- Primary numeracy subject leaders' network meeting
- Primary partnership cyber mentor leadership day - John Lyons legacy
- Primary religious education network meeting
- Primary Science subject leaders' network meeting
- Programming in KS2
- Promoting a reading community
- Raise online workshop (for primary school governors)
- Safeguarding children / child protection for SMSA's
- Safeguarding: keeping children safe in education. What governors need to know?
- Secondary senior leaders inclusion and behaviour network
- Securing judgement in writing, teachers of year 6 and year 7 (KS2 and KS3)
- Severe allergy (epi-pen) and epilepsy update for school staff
- Standards and accountability conference
- Strategic financial management in schools
- Successful team working
- Successful team working for SMSA’s
- Supporting more able readers at KS1
- Supporting more able readers at KS2
- Supporting more able writers at KS1
- Supporting more able writers at KS2
- Teaching guided reading at KS2
- Teaching Hinduism and Humanism
- Teaching of reading at KS2
- Teaching of writing at KS1 for literacy leaders/teachers
- The DFE competency framework for governance - practical use to improve effectiveness
- The effective chair
- The role of governors as employers of staff
- The role of school nominated contact (EgFL): essential Tasks
- Working at greater depth in writing
- Working scientifically in KS1 & KS2
- Year 2 securing judgement meeting

Programme Areas/Providers

- Assessment
- Conferences
- EMA
- EPSTA
- Extended Services
- Governors
- Healthy schools
- ICT
- Inclusion
- Leadership
- Literacy
- MAGT
- New Headteacher Induction
- NQT
- NQT mentors
- Numeracy
- Prevent
- 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

	Number responding to Q 1a	1a. Overall usefulness *Very Good / Excellent*	*Error Margin (+/-)*	1b. Meeting objectives *Very Good / Excellent*	*Error Margin (+/-)*	1c. Potential to make a difference in your role/workplace *Very Good / Excellent*	*Error Margin (+/-)*	1d. Delivery/range of activities *Very Good / Excellent*	*Error Margin (+/-)*	1e. Administration *Very Good / Excellent*	*Error Margin (+/-)*	2. Would you recommend this event to others? *Very Good / Excellent*	*Error Margin (+/-)*
All Terms	**2,200**	**96%**	**3%**	**95%**	**3%**	**94%**	**3%**	**90%**	**3%**	**95%**	**3%**	**98%**	**3%**
Autumn	571	94%	4%	86%	5%	92%	4%	88%	4%	94%	4%	98%	4%
Spring	248	96%	5%	91%	8%	94%	5%	93%	5%	95%	5%	99%	6%
Summer	212	98%	6%	94%	9%	97%	6%	93%	6%	95%	6%	99%	7%

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.

	Number of respondents 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 (+/-)*	*Very Good / Excellent*	*Error Margin (+/-)*
All	**2227**	**96%**	**3%**	**95%**	**3%**	**94%**	**3%**	**90%**	**3%**	**95%**	**3%**	**98%**	**3%**
EYFS, KS1	56	100%	17%	100%	17%	100%	17%	100%	17%	100%	17%	100%	20%
EYFS, KS1, KS2	344	94%	7%	94%	7%	95%	7%	94%	7%	96%	7%	97%	8%
KS1	222	98%	9%	98%	9%	96%	9%	88%	9%	95%	9%	99%	10%
KS1, KS2	300	97%	7%	97%	7%	96%	7%	95%	7%	96%	8%	99%	8%
KS1, KS2, KS3	53	94%	18%	94%	17%	94%	18%	94%	18%	96%	18%	97%	21%
KS1, KS2, KS3, KS4	84	99%	14%	96%	14%	98%	14%	94%	15%	93%	14%	100%	15%
KS1, KS2, KS3, KS4, Post 16	139	99%	11%	99%	11%	95%	11%	89%	11%	95%	11%	100%	11%
KS2	142	87%	11%	85%	11%	85%	11%	78%	11%	86%	11%	96%	12%
KS3, KS4	63	98%	16%	100%	16%	94%	16%	95%	16%	98%	16%	100%	19%
KS3, KS4, Post 16	30	97%	23%	93%	23%	93%	23%	93%	23%	93%	23%	100%	25%

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.

		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 of respondents 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 (+/-)*
All	**2227**	**96%**	**3%**	**95%**	**3%**	**94%**	**3%**	**90%**	**3%**	**95%**	**3%**	**98%**	**3%**
Assessment	112	97%	12%	91%	19%	93%	12%	94%	12%	96%	12%	99%	13%
Conferences	226	96%	9%	89%	13%	93%	8%	94%	8%	93%	9%	98%	9%
Governors	283	97%	8%	90%	11%	96%	8%	88%	8%	92%	8%	100%	8%
ICT	87	99%	14%	100%	25%	98%	14%	98%	14%	100%	14%	100%	16%
Inclusion	103	96%	13%	94%	18%	93%	13%	94%	13%	96%	13%	100%	14%
Leadership	94	91%	13%	82%	18%	93%	13%	92%	13%	95%	13%	96%	14%
Literacy	276	99%	8%	94%	12%	96%	8%	94%	8%	97%	8%	100%	9%
MAGT	112	97%	12%	91%	19%	93%	12%	94%	12%	96%	12%	99%	13%
NQT	276	91%	8%	84%	10%	87%	8%	83%	8%	95%	8%	96%	9%
NQT mentors	58	98%	17%	97%	23%	95%	17%	84%	17%	97%	23%	100%	43%
Safeguarding	155	98%	10%	94%	16%	97%	10%	90%	10%	96%	10%	98%	11%
School support staff	275	98%	8%	93%	12%	98%	8%	97%	8%	95%	8%	100%	8%
Science	53	100%	18%	100%	29%	100%	18%	100%	18%	98%	18%	100%	21%
Workforce	155	94%	10%	79%	16%	90%	10%	89%	10%	95%	10%	98%	11%

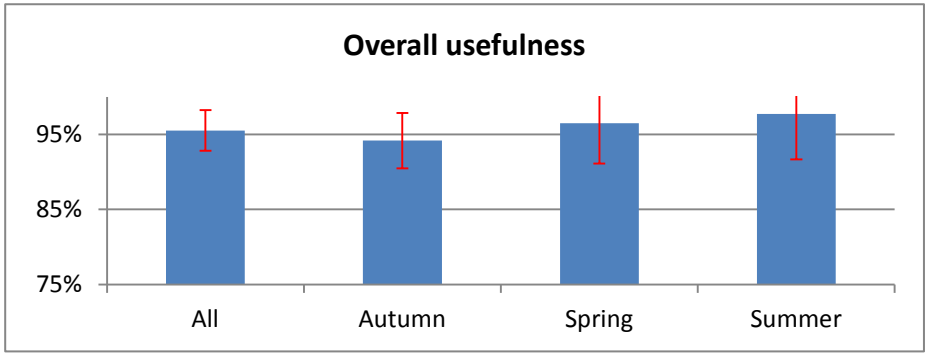
Appendix 6 Summary results for courses

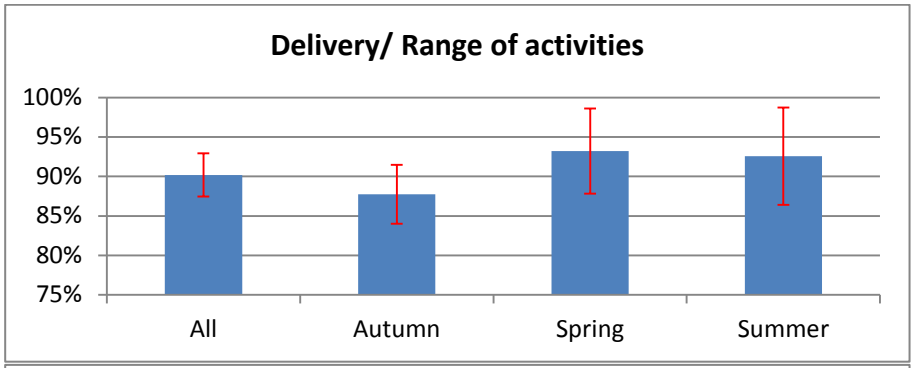
Percentage of attendees rating course as 'very good' or 'excellent' and percentage of attendees saying 'Yes' they would recommend this course to others
Results are not provided for courses where there were fewer than 30 responses.

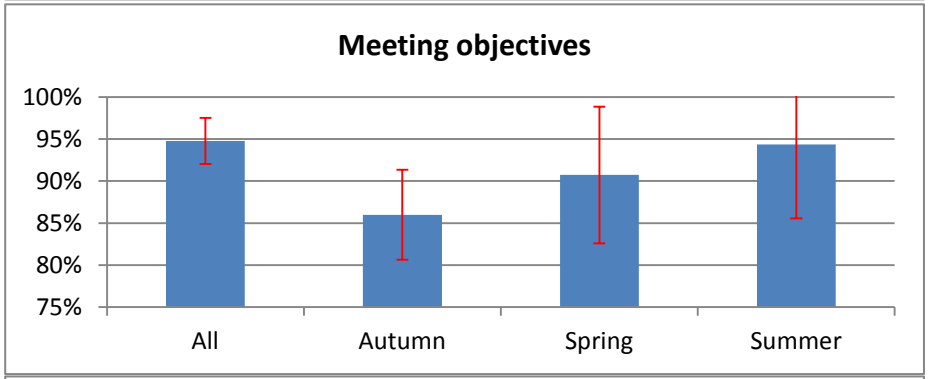
	Number of respondents to 1a	1a. Overall usefulness		1b. Meeting objectives		1c. Potential to make a difference in your role/workplace		1d. Delivery/range of activities		1e. Administration		2. Would you recommend this event to others?	
		Very Good / Excellent	*Error Margin (+/-)*	*Very Good / Excellent*	*Error Margin (+/-)*	*Very Good / Excellent*	*Error Margin (+/-)*	*Very Good / Excellent*	*Error Margin (+/-)*	*Very Good / Excellent*	*Error Margin (+/-)*	*'Yes'*	*Error Margin (+/-)*
All	**2227**	**96%**	**3%**	**95%**	**3%**	**94%**	**3%**	**90%**	**3%**	**95%**	**3%**	**98%**	**3%**
Assessment moderation working at greater depth event for teachers in year 2	40	98%	20%	98%	20%	100%	20%	100%	20%	100%	20%	100%	27%
Getting to grips with governance: an introductory course for new & nearly new governors and clerks	90	97%	13%	97%	14%	97%	14%	78%	14%	85%	14%	100%	14%
High school special educational needs co-ordinators (SENCO) meeting	43	98%	20%	100%	20%	93%	20%	98%	20%	100%	20%	100%	24%
Leadership conference for DHTS and AHTS	52	92%	18%	92%	18%	94%	18%	94%	18%	92%	18%	96%	18%
Letters and sounds training for teachers	43	100%	20%	100%	20%	100%	20%	100%	20%	100%	20%	100%	23%
Most able gifted and talented cross-phase conference - powering up potential	49	98%	18%	98%	18%	88%	18%	92%	18%	94%	18%	100%	18%
Newly qualified teachers' (NQT) welcome event	81	88%	14%	86%	14%	84%	14%	70%	14%	93%	14%	98%	16%
NQT mentors - introduction session for new mentors	47	100%	19%	100%	19%	96%	19%	83%	19%	100%	27%	-	-
Paediatric first aid course	63	97%	16%	97%	16%	100%	17%	98%	16%	97%	17%	100%	17%

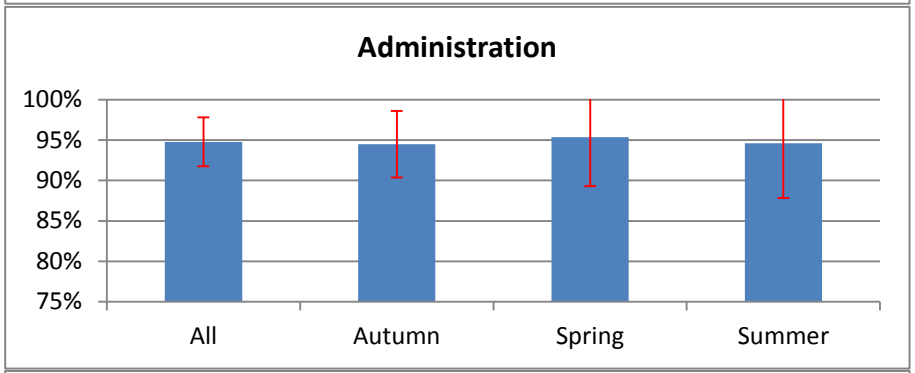
Continued…	Number of respondents to 1a	1a. Overall usefulness		1b. Meeting objectives		1c. Potential to make a difference in your role/workplace		1d. Delivery/range of activities		1e. Administration		2. Would you recommend this event to others?	
		Very Good / Excellent	*Error Margin (+/-)*	*Very Good / Excellent*	*Error Marg (+/-)*	*Very Good / Excellent*	*Error Margin (+/-)*	*Very Good/ Excellent*	*Error Margin (+/-)*	*Very Good / Excellent*	*Error Margin (+/-)*	*'Yes'*	*Error Margin (+/-)*
All	**2227**	**96%**	**3%**	**95%**	**3%**	**94%**	**3%**	**90%**	**3%**	**95%**	**3%**	**98%**	**3%**
Preparation for teacher assessment and moderation for experienced year 2 teachers	30	90%	23%	97%	23%	100%	23%	73%	23%	83%	23%	96%	26%
Primary assessment leaders' network meeting	57	98%	17%	98%	17%	98%	17%	96%	17%	96%	17%	100%	20%
Primary computing co-ordinators' update	53	98%	18%	100%	18%	96%	18%	96%	18%	100%	18%	100%	20%
Primary Science subject leaders' network meeting	37	100%	21%	100%	21%	100%	21%	100%	21%	97%	21%	100%	26%
Standards and accountability conference	72	94%	15%	96%	15%	94%	15%	93%	15%	97%	15%	98%	16%
Strategic financial management in schools	32	81%	23%	72%	23%	75%	23%	65%	23%	87%	23%	88%	26%
Teaching of reading at KS2	33	100%	22%	97%	22%	97%	22%	91%	22%	97%	23%	100%	27%
Year 2 securing judgement meeting	47	100%	19%	96%	19%	89%	19%	87%	19%	89%	19%	100%	22%

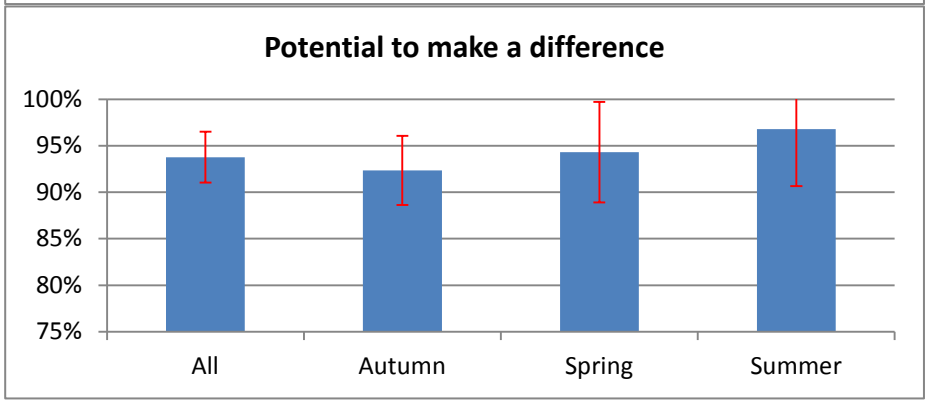
Appendix 7 Graphs to show percentage stating ‘very good’ or ‘excellent’ for terms in 2016/17

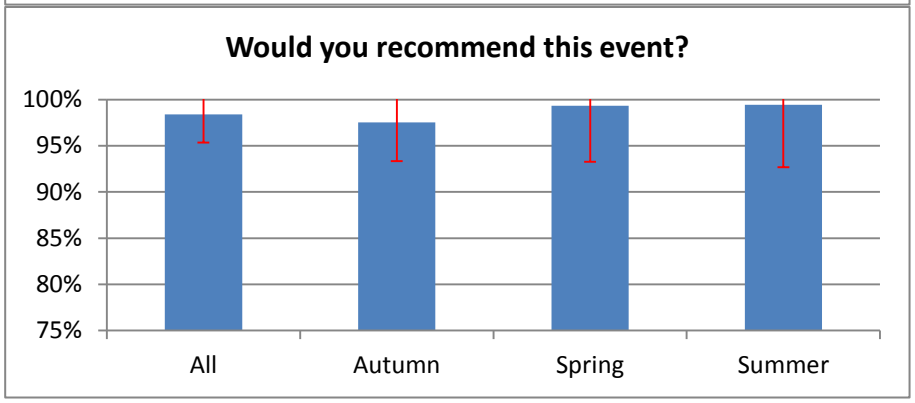




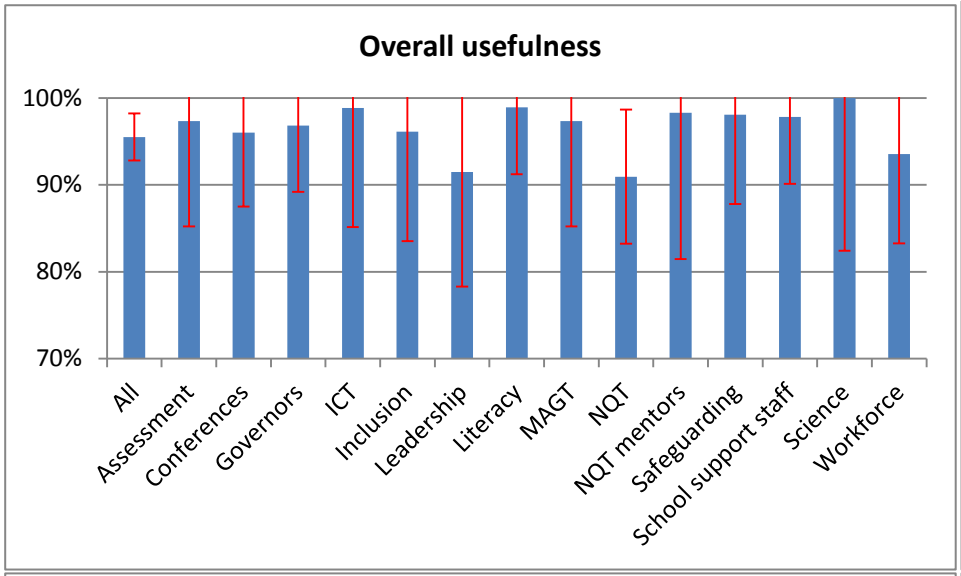


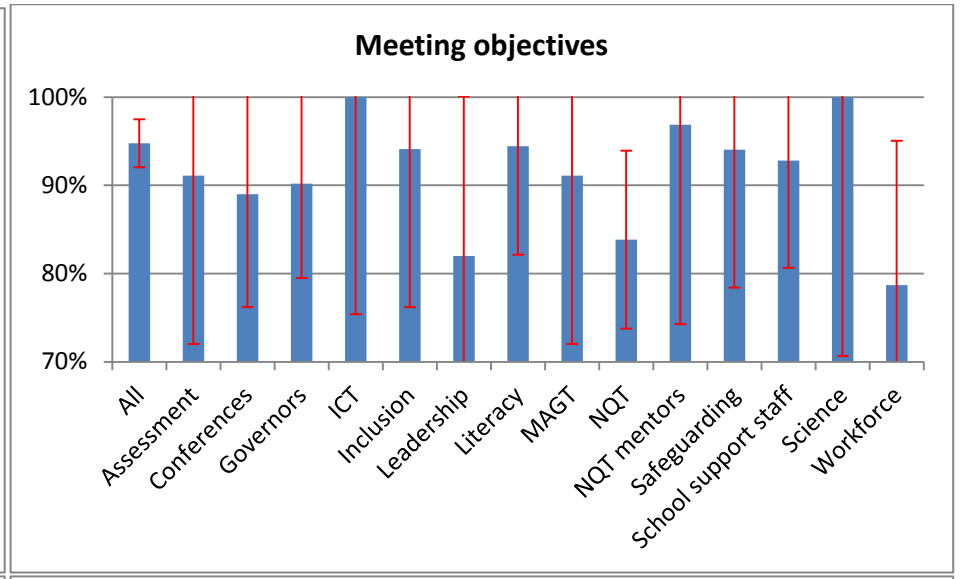


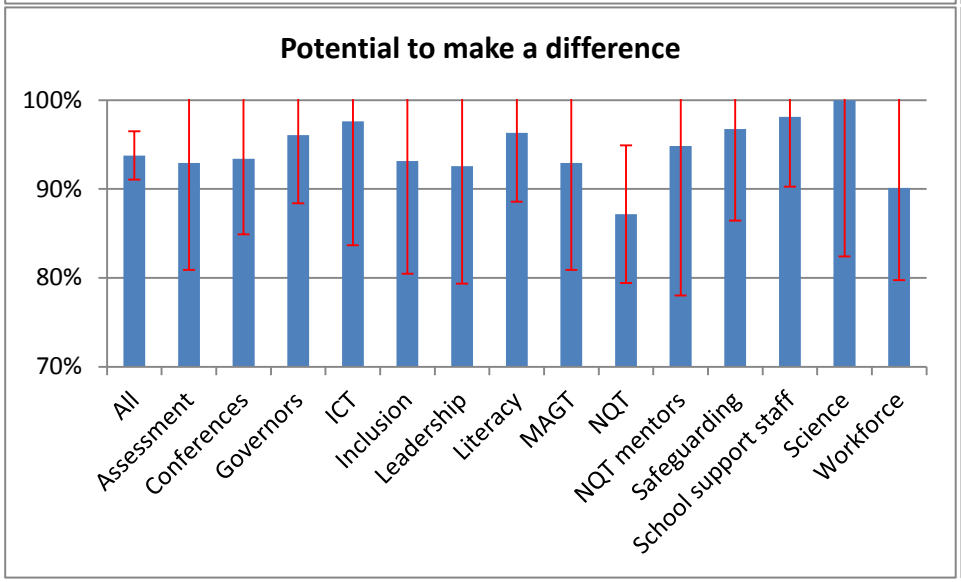


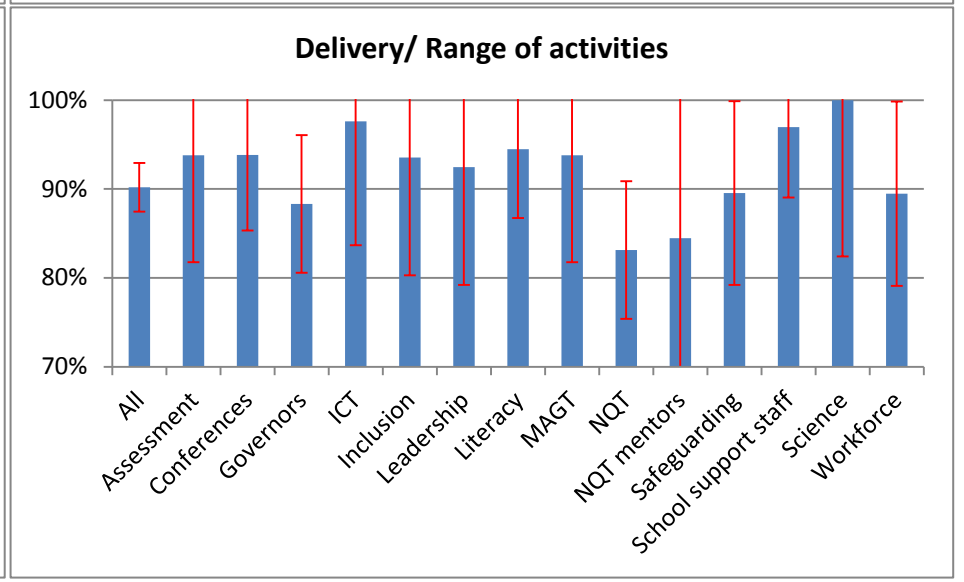


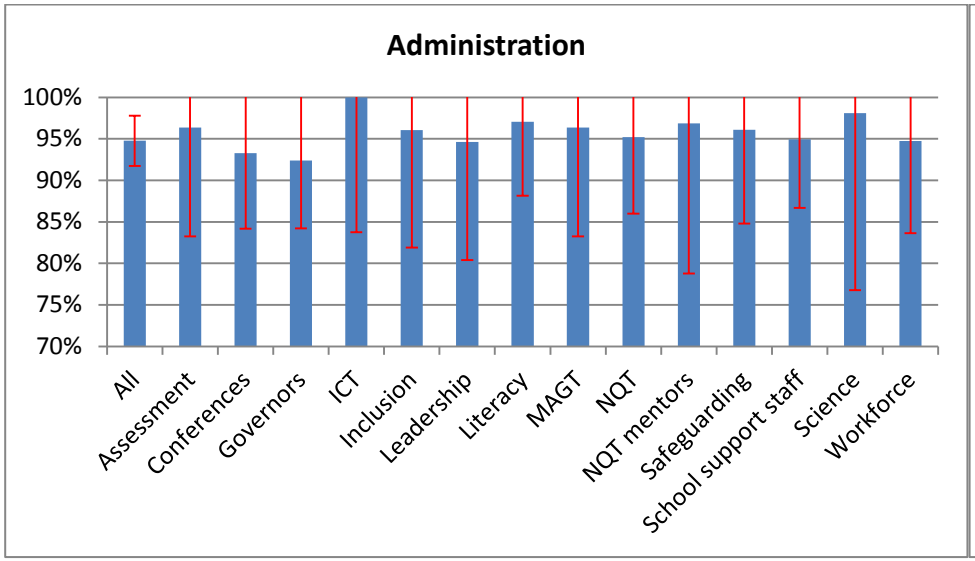
Appendix 8 graphs to show percentage stating ‘very good’ or ‘excellent’ for programmes in 2016/17

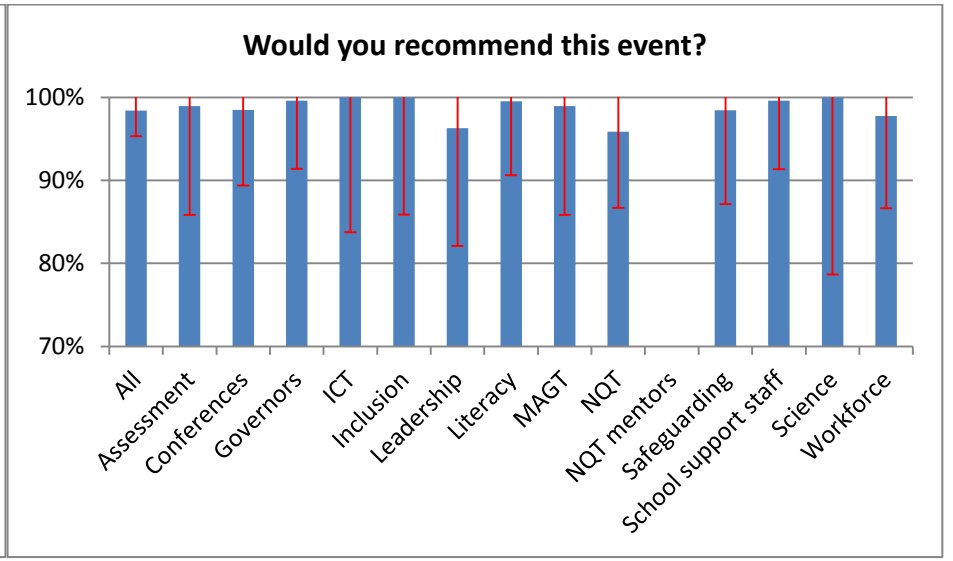






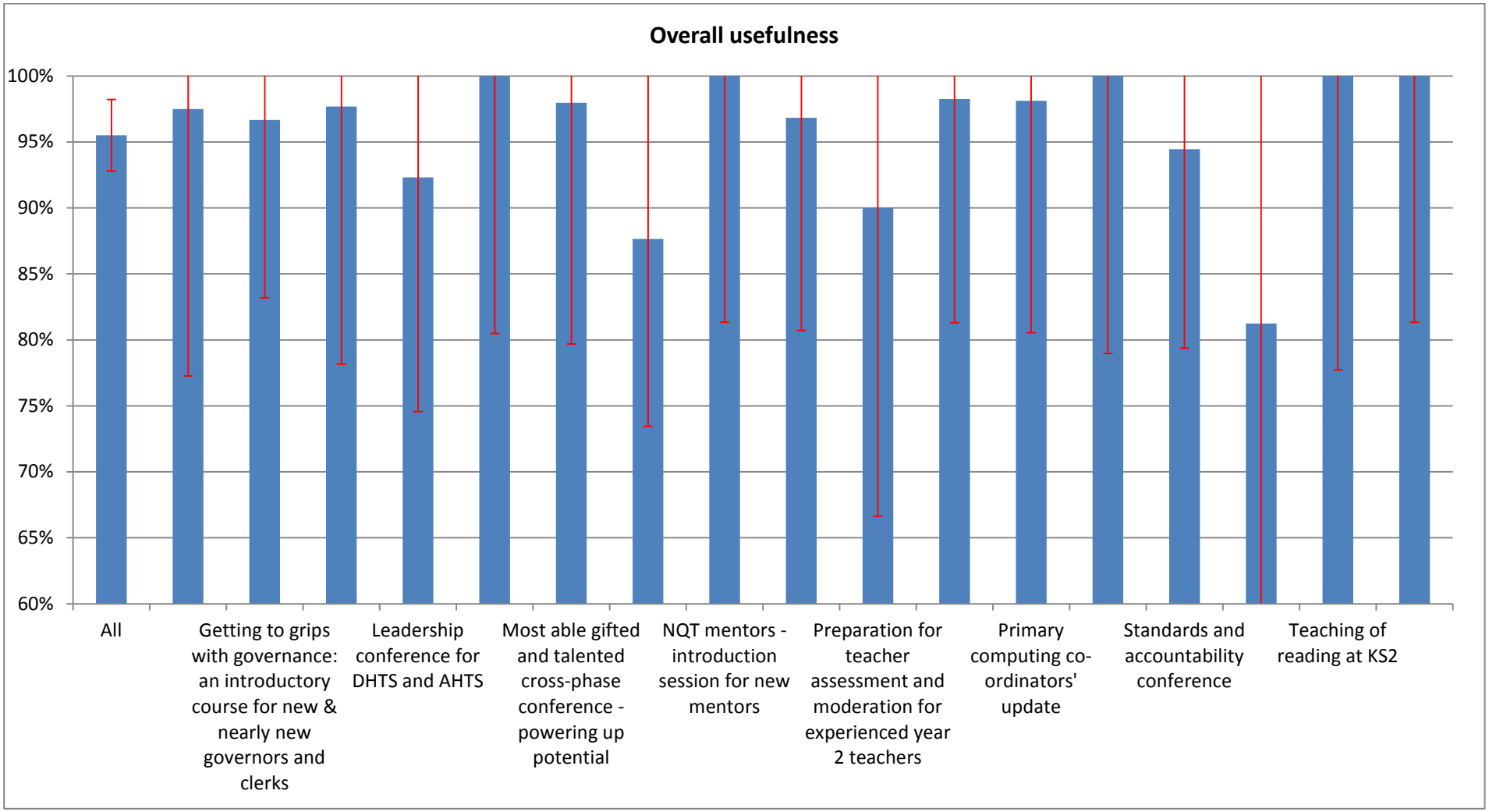


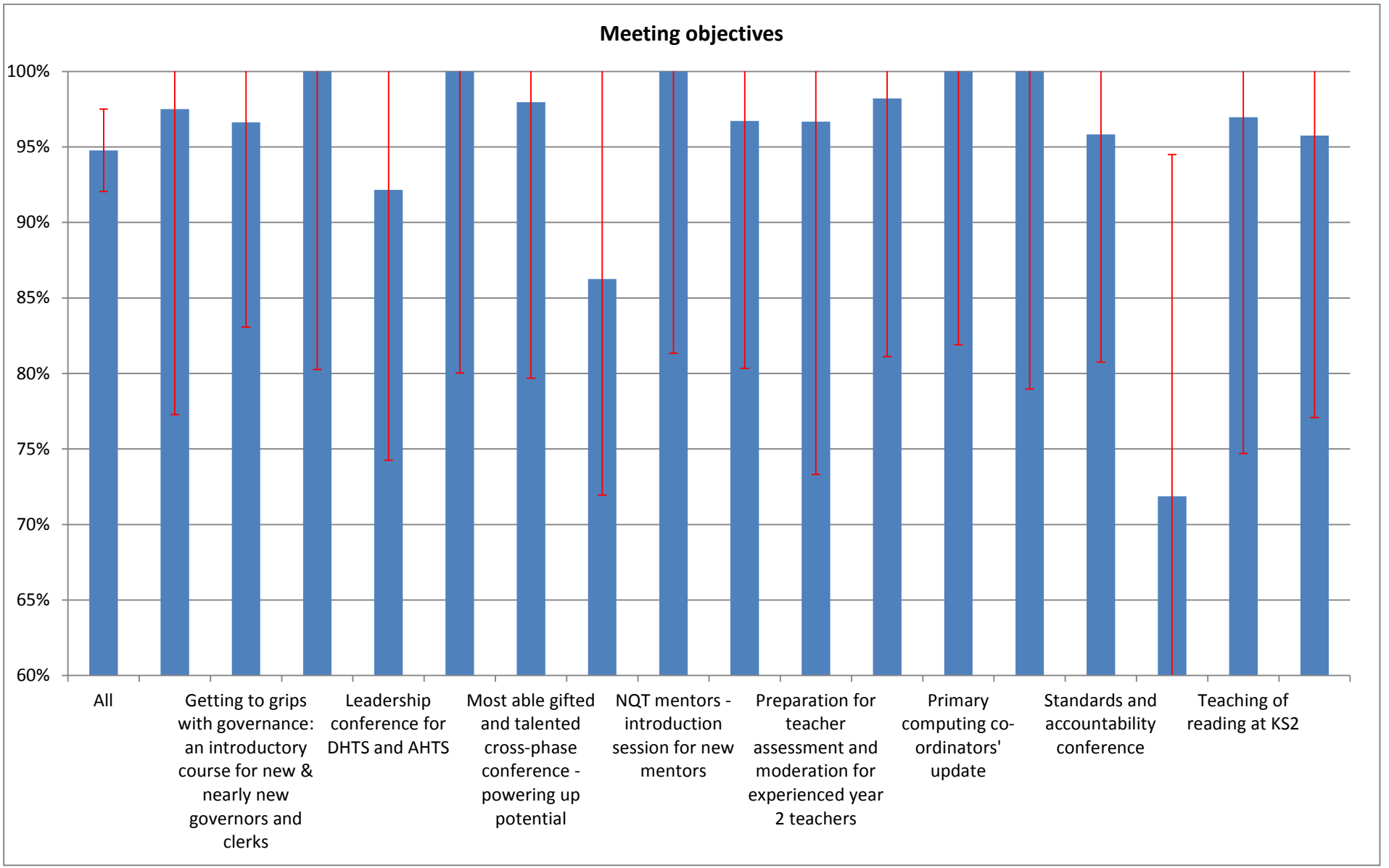

Administration
100%
95%
90%
85%
80%
75%
70%
All
Assessment
Conferences
Governors
ICT
Inclusion
Leadership
Literacy
MAGT
NQT
NQT mentors
Safeguarding
School support staff
Science
Workforce

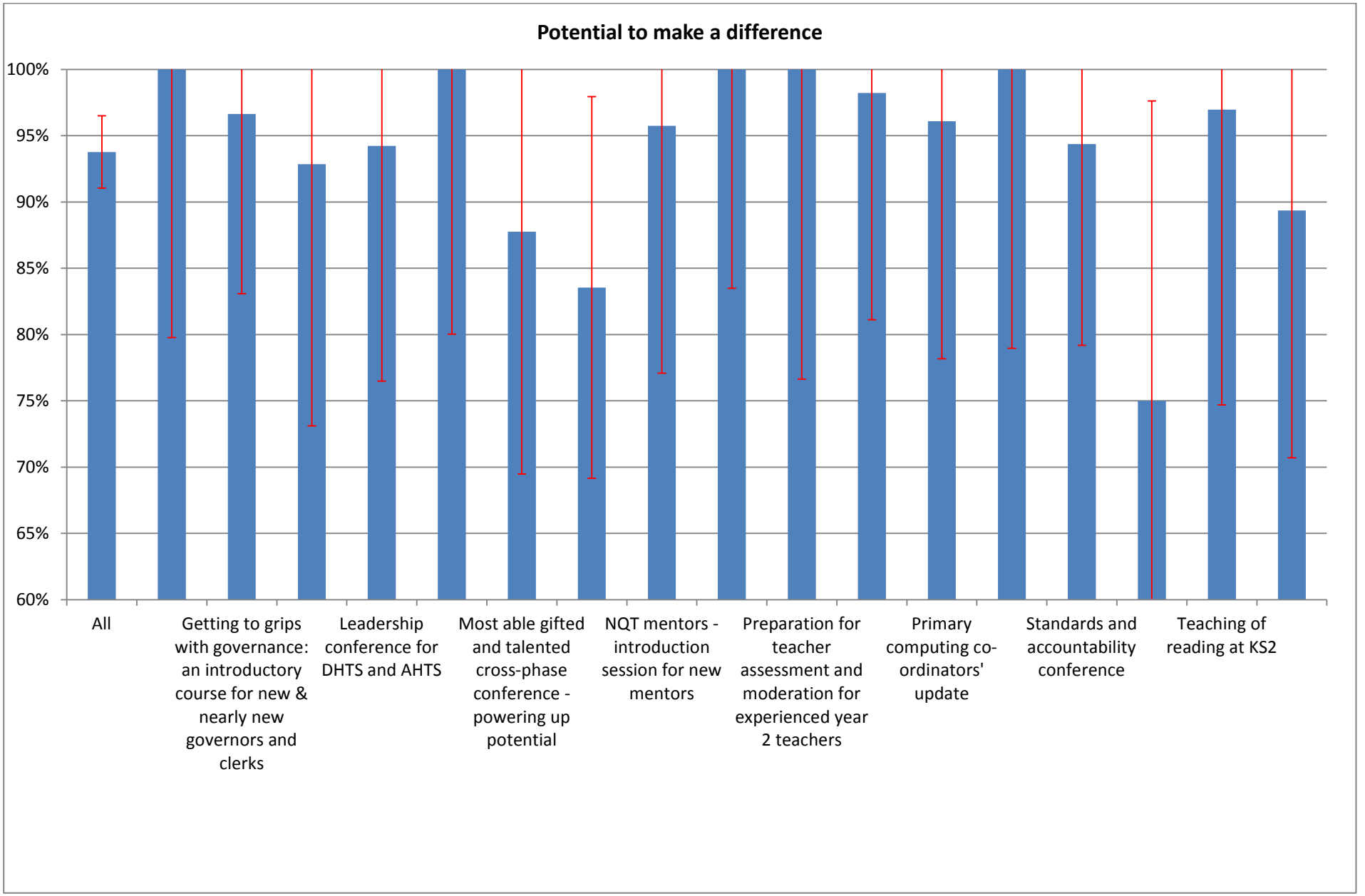

Would you recommend this event?
100%
90%
80%
70%
All
Assessment
Conferences
Governors
ICT
Inclusion
Leadership
Literacy
MAGT
NQT
NQT mentors
Safeguarding
School support staff
Science
Workforce

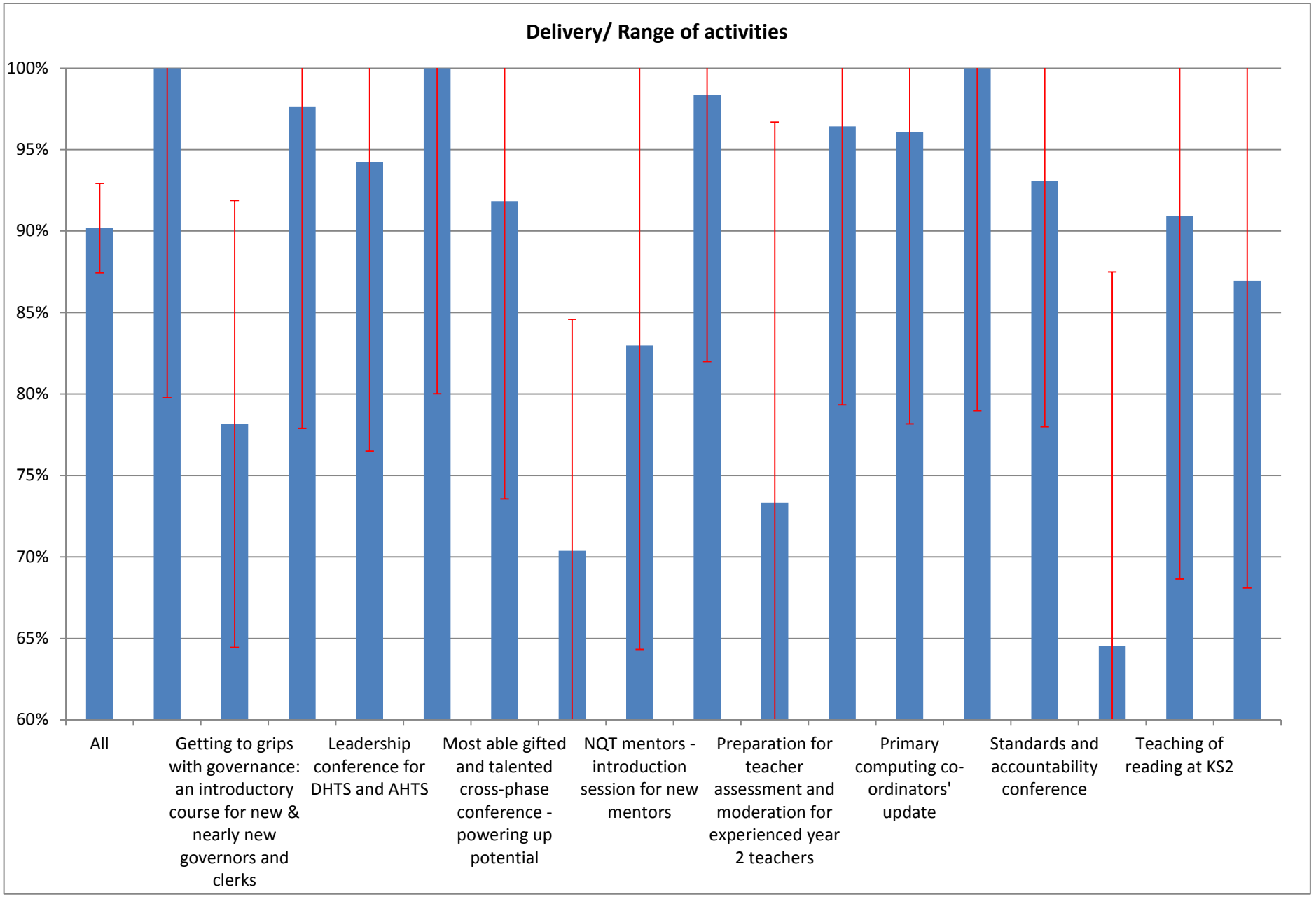
Appendix 9 Graphs to show percentage stating ‘very good’ or ‘excellent’ for courses in in 2016/17

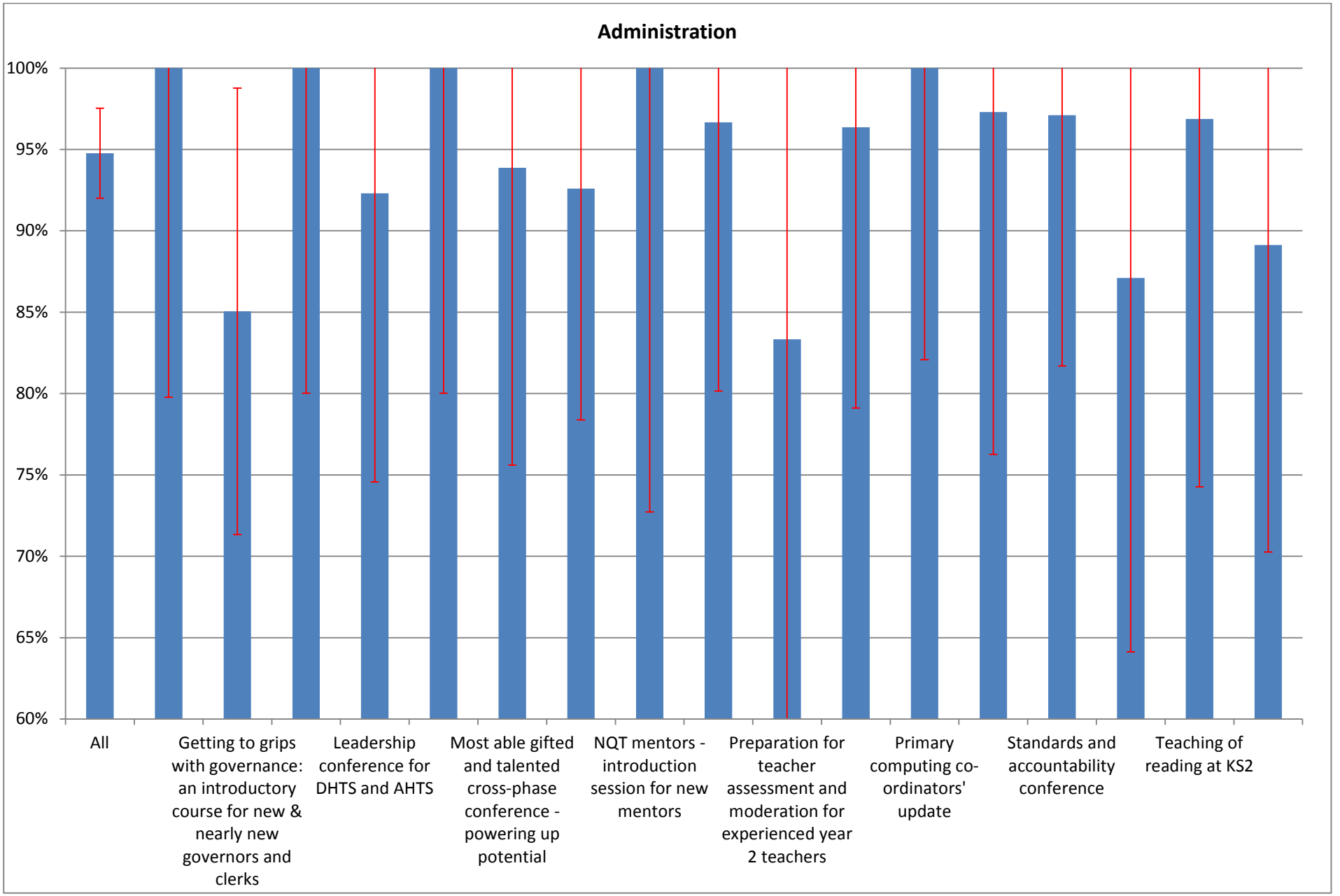
Where results for a course are not shown, there were too few responses (less than 30) to the specific question to yield a significant result. All results, regardless of the number of responses, are however shown in the tables of Appendix 6.

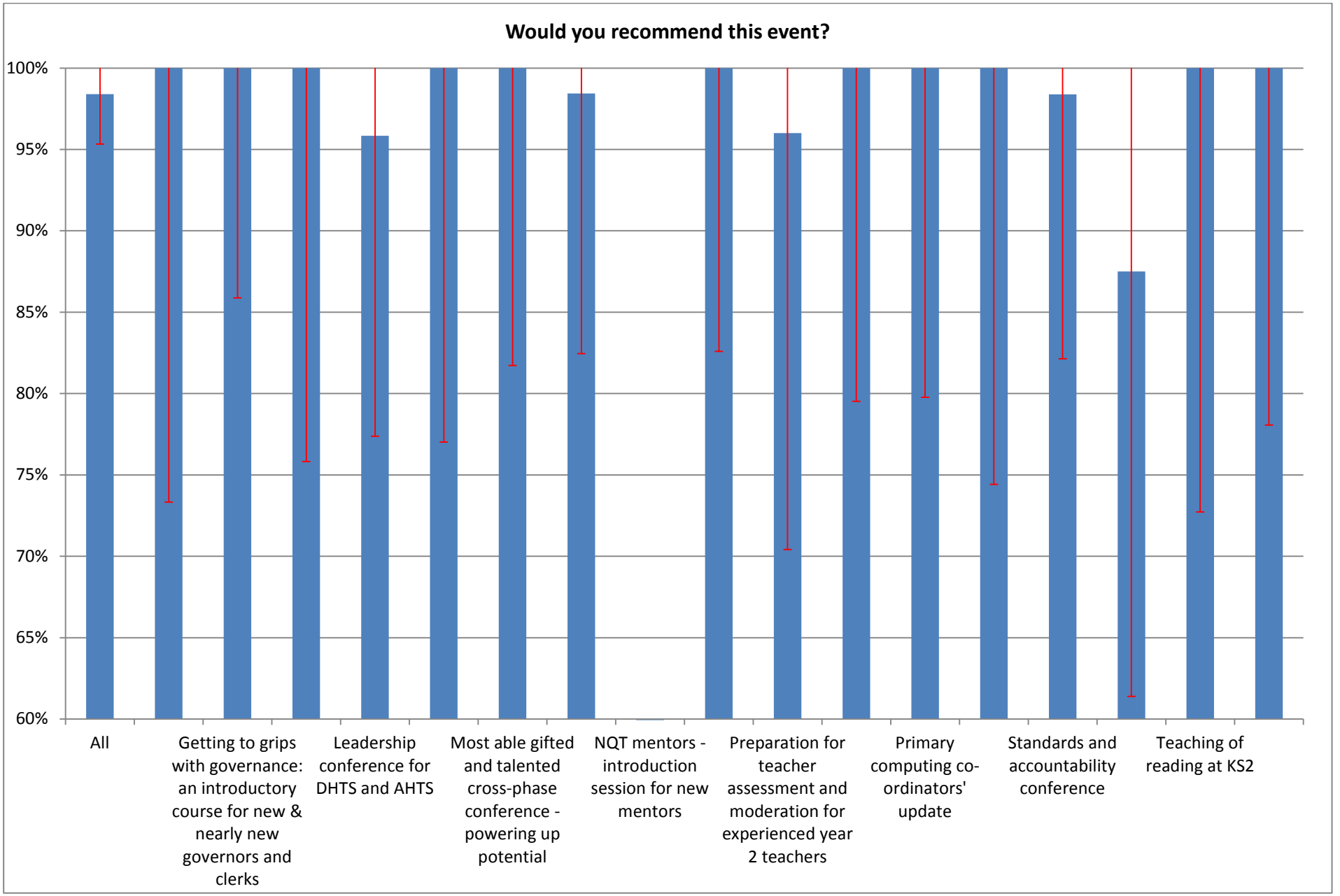



Meeting objectives
100%
95%
90%
85%
80%
75%
70%
65%
60%
All
Getting to grips with governance: an introductory course for new & nearly new governors and clerks
Leadership conference for DHTS and AHTS
Most able gifted and talented cross-phase conference - powering up potential
NQT mentors - introduction session for new mentors
Preparation for teacher assessment and moderation for experienced year 2 teachers
Primary computing co-ordinators' update
Standards and accountability conference
Teaching of reading at KS2


Potential to make a difference
100%
95%
90%
85%
80%
75%
70%
65%
60%
All
Getting to grips with governance: an introductory course for new & nearly new governors and clerks
Leadership conference for DHTS and AHTS
Most able gifted and talented cross-phase conference - powering up potential
NQT mentors - introduction session for new mentors
Preparation for teacher assessment and moderation for experienced year 2 teachers
Primary computing co-ordinators' update
Standards and accountability conference
Teaching of reading at KS2


Delivery/ Range of activities
100%
95%
90%
85%
80%
75%
70%
65%
60%
All
Getting to grips with governance: an introductory course for new & nearly new governors and clerks
Leadership conference for DHTS and AHTS
Most able gifted and talented cross-phase conference - powering up potential
NQT mentors - introduction session for new mentors
Preparation for teacher assessment and moderation for experienced year 2 teachers
Primary computing co-ordinators' update
Standards and accountability conference
Teaching of reading at KS2


Administration
100%
95%
90%
85%
80%
75%
70%
65%
60%
All
Getting to grips with governance: an introductory course for new & nearly new governors and clerks
Leadership conference for DHTS and AHTS
Most able gifted and talented cross-phase conference - powering up potential
NQT mentors - introduction session for new mentors
Preparation for teacher assessment and moderation for experienced year 2 teachers
Primary computing co-ordinators' update
Standards and accountability conference
Teaching of reading at KS2


Would you recommend this event?
100%
95%
90%
85%
80%
75%
70%
65%
60%
All
Getting to grips with governance: an introductory course for new & nearly new governors and clerks
Leadership conference for DHTS and AHTS
Most able gifted and talented cross-phase conference - powering up potential
NQT mentors - introduction session for new mentors
Preparation for teacher assessment and moderation for experienced year 2 teachers
Primary computing co-ordinators' update
Standards and accountability conference
Teaching of reading at KS2

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 of respondents to 1a	1a. Overall usefulness		1b. Meeting objectives		1c. Potential to make a difference		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 (+/-)*	*Very Good / Excellent*
All courses	***2227***	**96%**	**3%**	**95%**	**3%**	**94%**	**3%**	**90%**	**3%**	**95%**	**3%**	**98%**	**3%**
Accessing the curriculum for pupils with different SEND	7	100%	*U*	100%	*U*	100%	*U*	100%	*U*	100%	*U*	100%	*U*
Assessment moderation working at greater depth event for teachers in year 6	28	96%	*U*	93%	*U*	93%	*U*	90%	*U*	82%	*U*	96%	*U*
Behaviour management (advanced) for SMSA's	16	100%	*U*	100%	*U*	100%	*U*	100%	*U*	100%	*U*	100%	*U*
Behaviour management for SMSA's	11	100%	*U*	100%	*U*	100%	*U*	100%	*U*	100%	*U*	100%	*U*
Behaviour management for SMSA's working with children with special educational needs	25	100%	*U*	100%	*U*	96%	*U*	96%	*U*	88%	*U*	95%	*U*
Chairs and clerks joint briefing: what governing bodies need to know?	26	92%	*U*	88%	*U*	96%	*U*	92%	*U*	96%	*U*	94%	*U*
Chairs briefing: what governors need to know?	7	100%	*U*	100%	*U*	100%	*U*	100%	*U*	100%	*U*	100%	*U*
Child protection training for designated safeguarding lead teachers new to role	27	100%	*U*	100%	*U*	100%	*U*	89%	*U*	100%	*U*	100%	*U*
Child sexual exploitation - part of new safeguarding briefing	7	100%	*U*	100%	*U*	100%	*U*	100%	*U*	100%	*U*	100%	*U*
Clerks network briefing	11	91%	*U*	91%	*U*	91%	*U*	91%	*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 (+/-)
Customer service excellence	10	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Differentiation and effective questioning (for NQT's and RQT's)	15	93%	U	93%	U	93%	U	93%	U	93%	U	100%	U
EAL - how TA's can support EAL learners with writing	10	90%	U	80%	U	100%	U	100%	U	100%	U	100%	U
EAL induction for TA's: understanding EAL learners and their needs	9	89%	U	89%	U	89%	U	89%	U	89%	U	100%	U
Ealing 14-19 conference	15	100%	U	93%	U	93%	U	87%	U	87%	U	100%	U
Ealing learning partnership	2	50%	U	50%	U	0%	U	50%	U	50%	U	100%	U
Ealing virtual school looked after children designated teachers termly network meeting	22	95%	U	95%	U	95%	U	95%	U	100%	U	94%	U
Educational visits coordinator (EVC) training	26	92%	U	88%	U	85%	U	88%	U	92%	U	100%	U
Effective appraisals for appraisers of support staff	15	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Effective challenge and support: holding the headteacher to account	10	100%	U	90%	U	100%	U	90%	U	100%	U	100%	U
Effective communication skills	14	93%	U	92%	U	92%	U	100%	U	100%	U	100%	U
Effective communication skills for SMSA's	10	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 (+/-)
Effective governing body self-evaluation	11	100%	U	100%	U	100%	U	100%	U	91%	U	100%	U
Effectively engaging parents and carers in on-line safety	5	100%	U	100%	U	80%	U	100%	U	100%	U	100%	U
EMA network meeting (primary)	9	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Emergency first aid at work course	25	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Emerging safeguarding issues in schools - for governors	13	100%	U	92%	U	92%	U	100%	U	100%	U	100%	U
Emotional support/counselling for HLTA's and TA's	23	100%	U	95%	U	95%	U	90%	U	86%	U	100%	U
Enhancing learning for most able pupils	18	100%	U	94%	U	100%	U	94%	U	100%	U	100%	U
E-safety leadership training for Ealing high schools – John Lyon's legacy	15	93%	U	93%	U	93%	U	100%	U	100%	U	100%	U
First aid at work	7	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Governor visiting schools	10	90%	U	100%	U	90%	U	90%	U	80%	U	100%	U
Governors SEN and inclusion	10	100%	U	90%	U	100%	U	90%	U	100%	U	100%	U
Guided reading in KS1 & KS2	14	100%	U	100%	U	100%	U	93%	U	93%	U	100%	U
Headteacher appraisal	19	95%	U	89%	U	89%	U	82%	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 (+/-)
Health and safety for governors	10	100%	U	100%	U	90%	U	80%	U	90%	U	100%	U
Helping boys see it: using visual literacy to improve boys' writing	6	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
HLTA preparation and assessment	19	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
How TA's can support EAL/advanced bilingual learners with reading	18	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
ICT - teaching assistants using ICT to advance childrens learning	4	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Induction for new special educational needs co-ordinators	9	100%	U	100%	U	100%	U	#DIV/0!	U	100%	U	100%	U
Introduction to academy finance	14	93%	U	100%	U	85%	U	86%	U	86%	U	100%	U
Invitees only: KS1 moderation selection	5	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
IOSH qualification for school business managers and site managers	17	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Letters and sounds training for teaching assistants	13	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Level 3 award in leadership and management	11	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Looked after children (lac) designated teachers network meeting	19	95%	U	95%	U	89%	U	95%	U	100%	U	94%	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 (+/-)
Meeting the SEMH needs of pupils with SEND	3	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Most able, gifted and talented - cross-phase network meetings for MAGT leaders	10	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Multi-sensory approaches	5	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
New child protection training for designated safeguarding lead teachers	29	100%	U	100%	U	97%	U	72%	U	86%	U	100%	U
New Ealing headteacher induction: governors and headteachers working together	4	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
NQT - Assessment in the classroom in KS1 & KS2	21	86%	U	81%	U	81%	U	76%	U	90%	U	88%	U
NQT - Dealing with the sensitive issue of child protection in KS1-4	6	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
NQT - Differentiation and effective questioning (for NQT's and RQT's)	9	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
NQT - Early years foundation stage practice	16	81%	U	81%	U	69%	U	86%	U	100%	U	75%	U
NQT - Effective teaching of humanities (for NQT's and RQT's)	5	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
NQT - Effective time management and classroom organisation for NQT's and RQT's	18	89%	U	94%	U	89%	U	94%	U	100%	U	86%	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 - Guided reading at KS1 & KS2	17	100%	U	100%	U	88%	U	82%	U	100%	U	100%	U
NQT - Planning in teaching and learning in English in KS1 & KS2	15	100%	U	92%	U	79%	U	71%	U	93%	U	100%	U
NQT - Planning in teaching and learning in Mathematics in KS1 & KS2	3	67%	U	100%	U	100%	U	67%	U	100%	U	100%	U
NQT - Strategies to support inclusion in the classroom in KS1 & KS2	10	80%	U	80%	U	80%	U	70%	U	80%	U	100%	U
NQT - Supporting bilingual learners in KS1 - KS3	26	92%	U	92%	U	92%	U	92%	U	96%	U	94%	U
NQT - The computing curriculum & using technology to enhance learning EYFS - KS2	11	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
NQT - Working scientifically in KS1 & KS2	12	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
NQT - Working with parents	11	91%	U	91%	U	91%	U	100%	U	100%	U	100%	U
NQT mentor network meeting	11	91%	U	91%	U	91%	U	91%	U	90%	U	100%	U
Online safety for schools - thinkuknow? (CEOP)	5	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	95%	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 (+/-)
Place2be: introduction to counselling skills	13	100%	U	100%	U	100%	U	92%	U	85%	U	100%	U
Place2be: understanding attachment	15	93%	U	93%	U	93%	U	100%	U	93%	U	100%	U
Planning for writing at KS2	6	100%	U	83%	U	83%	U	83%	U	83%	U	100%	U
Preparation for teacher assessment and moderation for experienced year 6 teachers	25	36%	U	36%	U	40%	U	29%	U	67%	U	83%	U
Preparation for teacher assessment and moderation for teachers new to year 2 and NQTs	28	96%	U	96%	U	93%	U	71%	U	96%	U	100%	U
Preparation for teacher assessment and moderation for teachers new to year 6 and NQTs	25	96%	U	92%	U	96%	U	72%	U	92%	U	100%	U
Preparing for the spelling, grammar and punctuation test at KS1	7	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Prevent training: part of the new safeguarding briefing series	2	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Prevent training: train the facilitator wrap training	9	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Prevent training: wrap training for staff	17	94%	U	94%	U	88%	U	82%	U	100%	U	89%	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 (+/-)
Primary literacy subject leaders' network meeting	20	90%	U	90%	U	95%	U	90%	U	95%	U	93%	U
Primary numeracy subject leaders' network meeting	25	92%	U	91%	U	88%	U	88%	U	96%	U	95%	U
Primary partnership cybermentor leadership day - John Lyons legacy	12	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Primary religious education network meeting	8	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Programming in KS2	5	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Promoting a reading community	6	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Raise online workshop (for primary school governors)	13	100%	U	92%	U	100%	U	100%	U	100%	U	100%	U
Safeguarding children / child protection for SMSA's	8	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Safeguarding: keeping children safe in education. What governors need to know?	25	96%	U	92%	U	96%	U	87%	U	92%	U	100%	U
Secondary senior leaders inclusion and behaviour network	20	100%	U	100%	U	95%	U	90%	U	95%	U	100%	U
Securing judgement in writing, teachers of year 6 and year 7 (KS2 and KS3)	1	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Severe allergy (epipen) and epilepsy update for school staff	18	89%	U	88%	U	88%	U	88%	U	88%	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 (+/-)
Successful team working	11	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Successful team working for SMSA's	5	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Supporting more able readers at KS1	9	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Supporting more able readers at KS2	6	83%	U	100%	U	83%	U	100%	U	100%	U	100%	U
Supporting more able writers at KS1	8	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Supporting more able writers at KS2	9	100%	U	100%	U	89%	U	100%	U	100%	U	100%	U
Teaching guided reading at KS2	10	100%	U	100%	U	100%	U	100%	U	80%	U	100%	U
Teaching Hinduism and Humanism	9	67%	U	67%	U	67%	U	63%	U	88%	U	83%	U
Teaching of writing at KS1 for literacy leaders/teachers	8	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
The DFE competency framework for governance - practical use to improve effectiveness	11	100%	U	100%	U	100%	U	100%	U	91%	U	100%	U
The effective chair	10	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
The role of governors as employers of staff	7	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 (+/-)
The role of school nominated contact (Egfl): essential tasks	3	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Working at greater depth in writing	26	100%	U	96%	U	100%	U	100%	U	96%	U	100%	U
Working scientifically in KS1 & KS2	4	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Programmes													
EMA	7	71%	U	60%	U	71%	U	71%	U	86%	U	75%	U
EPSTA	24	100%	U	100%	U	100%	U	100%	U	100%	U	100%	U
Healthy schools	5	100%	U	100%	U	80%	U	100%	U	100%	U	100%	U
New Head teacher Induction	2	50%	U	50%	U	0%	U	50%	U	50%	U	100%	U
Numeracy	28	89%	U	91%	U	89%	U	85%	U	96%	U	96%	U
Prevent	28	96%	U	92%	U	93%	U	89%	U	100%	U	93%	U
Secondary	24	100%	U	89%	U	96%	U	91%	U	91%	U	100%	U