2022

CPD Needs Analysis Survey

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Norfolk County Council

CPD Needs Analysis

Two surveys (one to schools and colleges and one to EY providers) were distributed by the TSHs and NCC using various mechanisms, and open for 5 weeks. 101 responses were received in total: with the Schools and Colleges survey receiving 60 responses and the EY Provider survey receiving 41.

The EY survey was a significantly abridged version of the schools survey, but questions used for EY were identical, with the exception of the fields specified in the question relating to 'whole school/setting CPD'. This was so results could be looked at discretely, or spreadsheets combined as needed, to gain a broader picture.

Despite this being a very broad survey, there was a **dedicated question specifically to scale need and identify gaps for SEND and Inclusion CPD.** Following consultation with NCC SEND and Inclusion advisers, **12 areas were identified for scaling,** and used in both school and EY providers surveys.

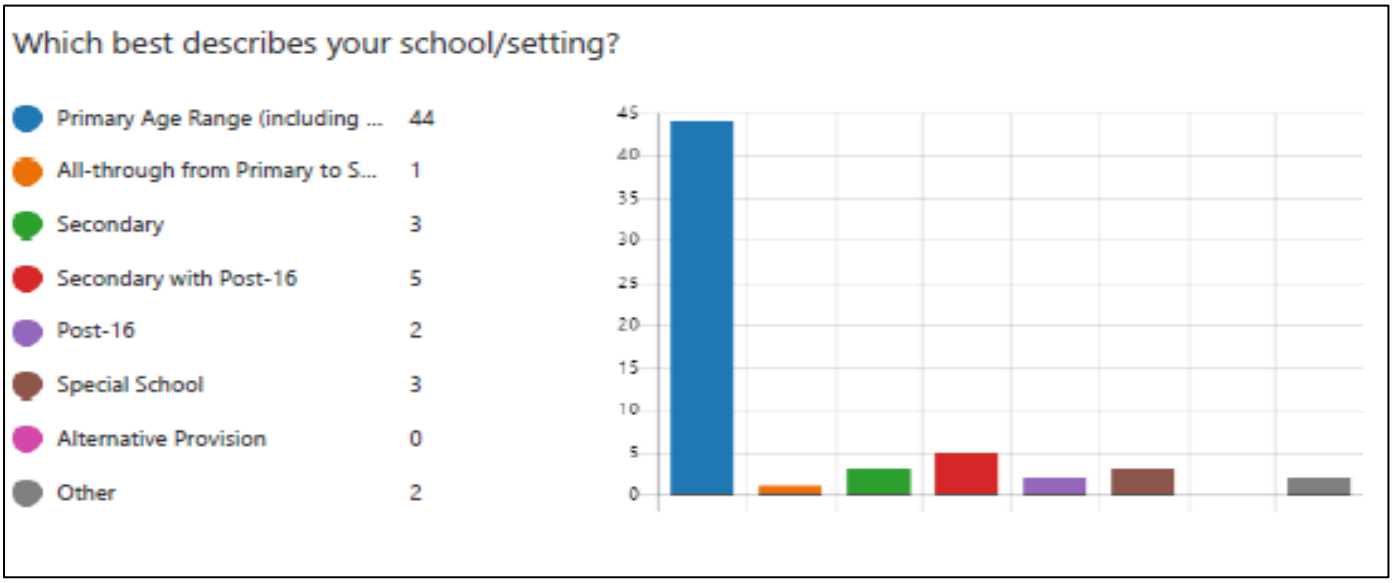
The Likert Scale question format was selected as the most time efficient means of gathering information, as this enabled the collection of maximum intel for a particular field, with just one click. This was crucial, as the survey was very broad, and the aim was to keep completion time under 10 minutes. Scales were:

- Not needed
- Needed and in place
- Needed but Inaccessible due to barriers *(i.e., cost/staffing etc… and this related to a question on barriers)*
- Specific CPD needed and not available *(this identified a gap **OR** that the training was not well signposted enough for the school to be aware of it)*

There were **7 scalable CPD questions** and **2 'free-response' questions** providing the opportunity to give details of any specific CPD needed but not covered by the survey, plus the chance to make any additional comments at the very end of the survey.

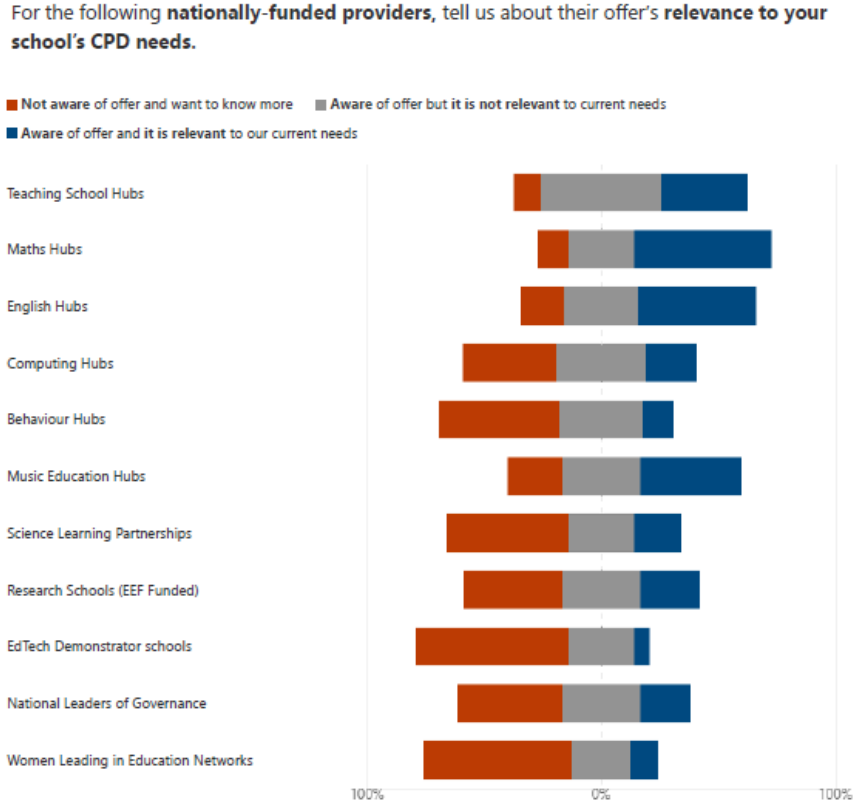
Response Headlines from Schools and Colleges

Completion



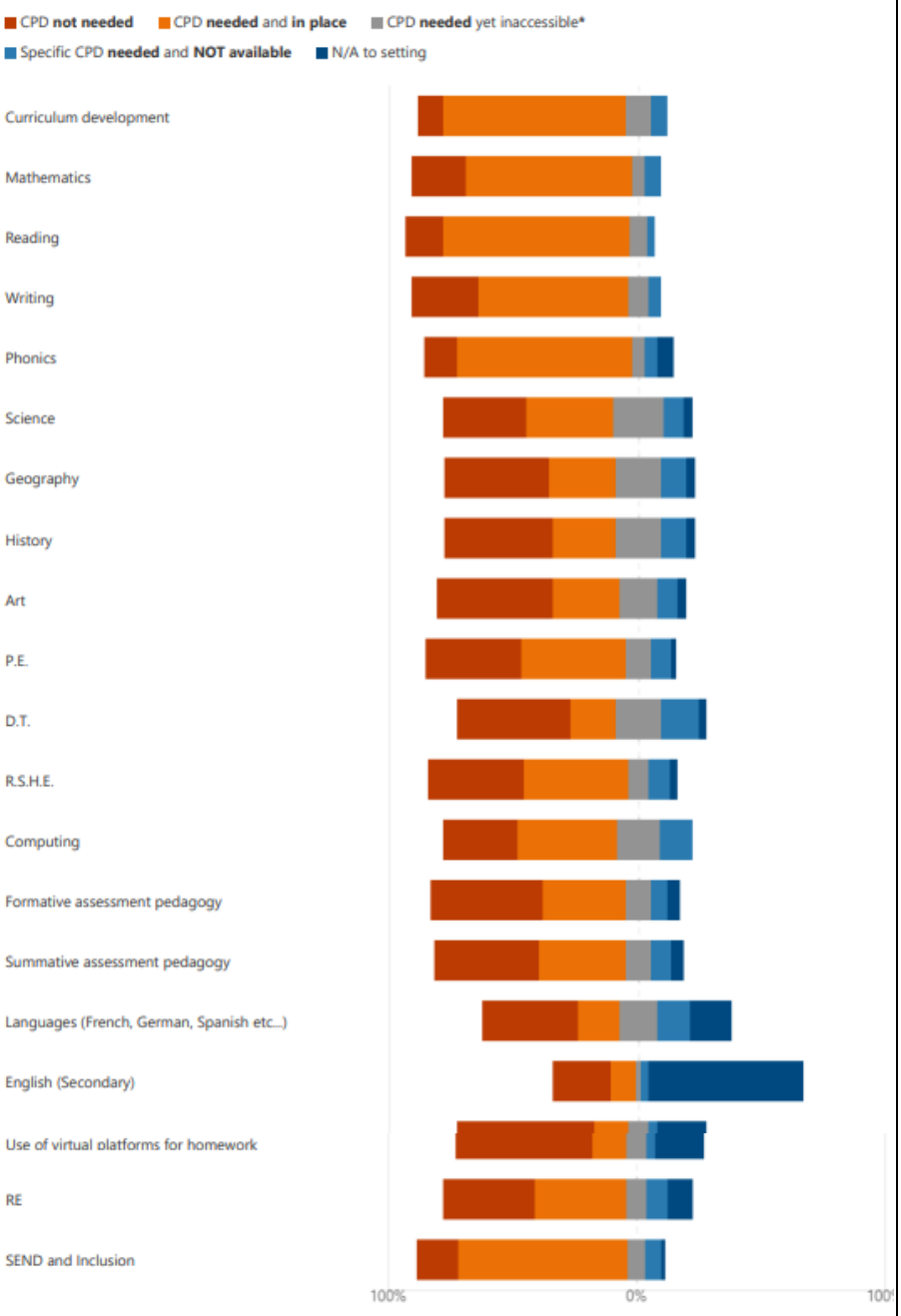
The majority of responses were from Primary settings.

Q3.



Of the Nationally Funded providers listed, **more than 50%** of those surveyed were **not aware** of the **Behaviour Hub, Science Learning Partnerships, Ed Tech Demonstrator Schools** or **Women Leading in Education Networks** and wanted to find out more about their offer.

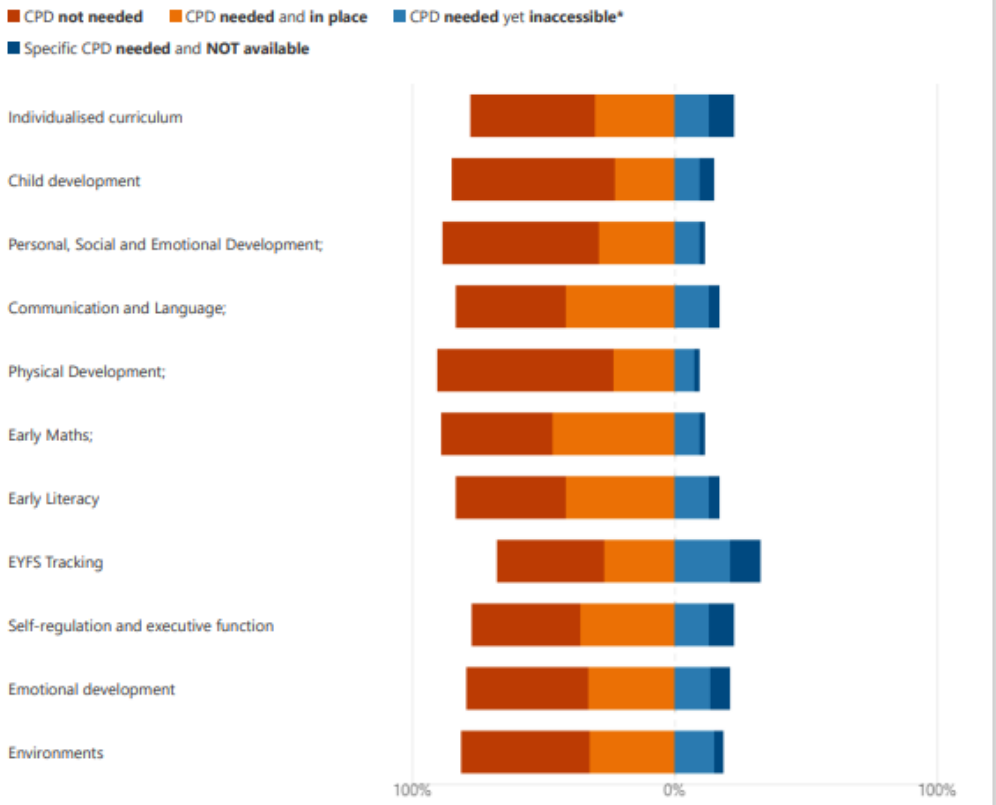
Q4.



20 areas of teacher focussed CPD were listed to scale for need.

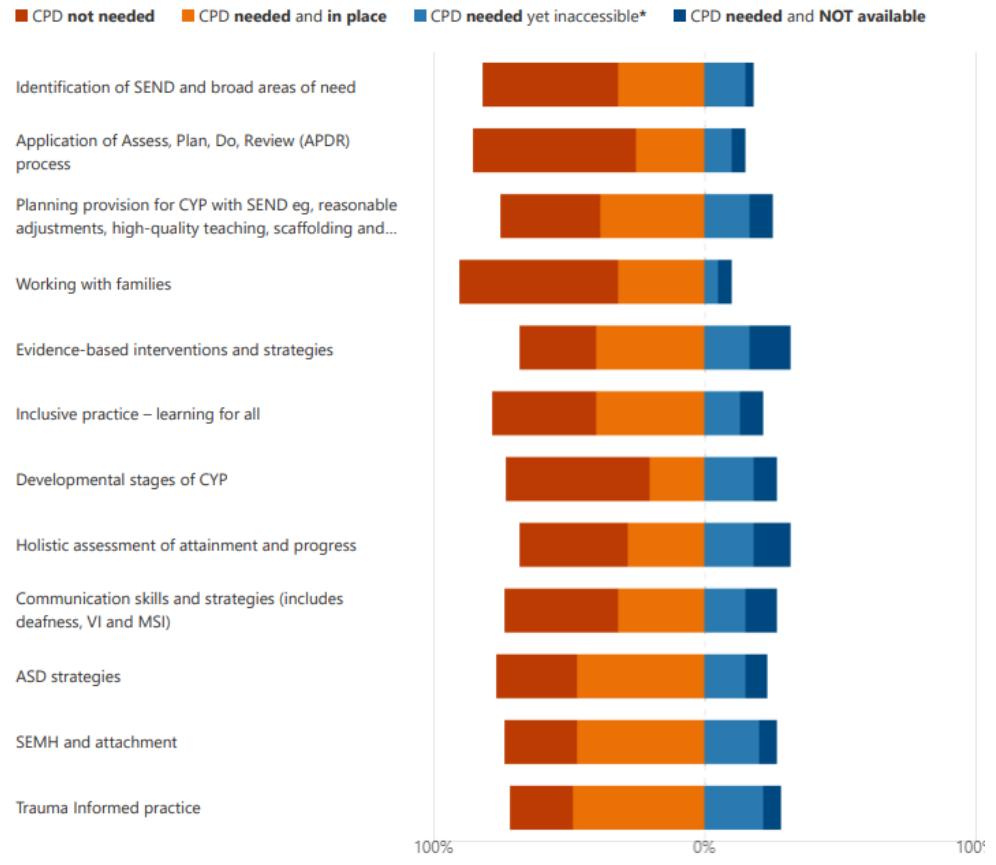
Foundation subjects were identified as being priority areas with between 24% – 33% of schools surveyed identifying CPD in **DT, Computing, Science, Languages, History and Art** as being needed, but either unavailable, or inaccessible due to barriers

Q5.



Of the **11 EYFS CPD** areas listed to scale, **EYFS tracking** emerged as a priority with 33.4% of schools surveyed identifying CPD in this area as a needed but unavailable or inaccessible.

Q6.

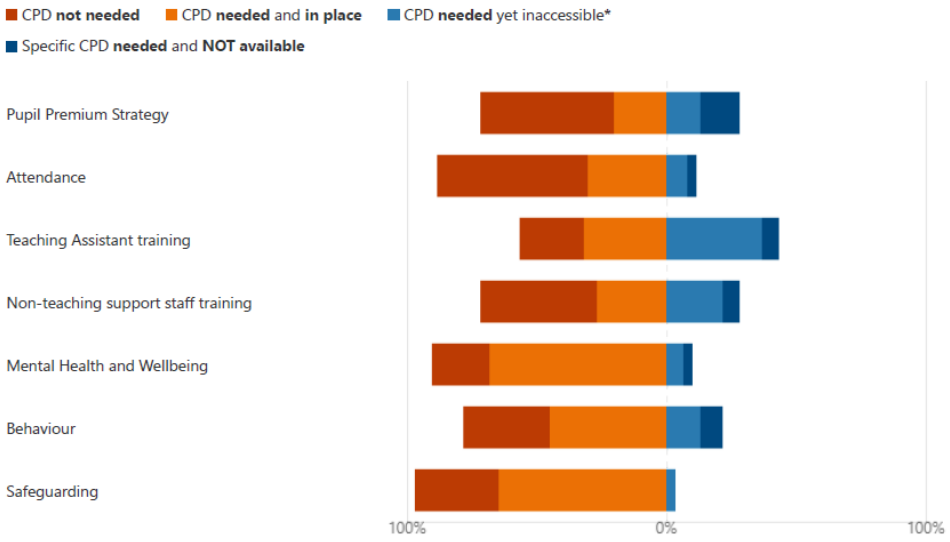


Of the 12 SEND CPD areas listed to scale, **'Evidence-based interventions and strategies' and 'Holistic assessment of attainment and progress'** emerged as priorities, with 33% and 31% of schools respectively, identifying CPD in these areas as needed but unavailable or inaccessible.

Q7.

What is/will be your strength of need for whole-school focused CPD in the following areas?

* selecting option 3, '*CPD needed yet inaccessible*' means that you are aware CPD is needed, but there exist barriers to putting it in place (i.e. cost). There will be an opportunity to provide detail about specific barriers later.



Of the 7 areas of whole-school focused CPD to scale, **TA Training was a clear priority**

41.4% of schools surveyed identifying CPD in this area as needed but unavailable or inaccessible

Q8.

Schools linking together to create **partnerships or federations of schools** will continue to be a significant model of Primary school organisation in the education landscape of Norfolk.

In your experience, **to what extent has this element of training (leading more than one school) been needed and available in leadership training and qualifications?**

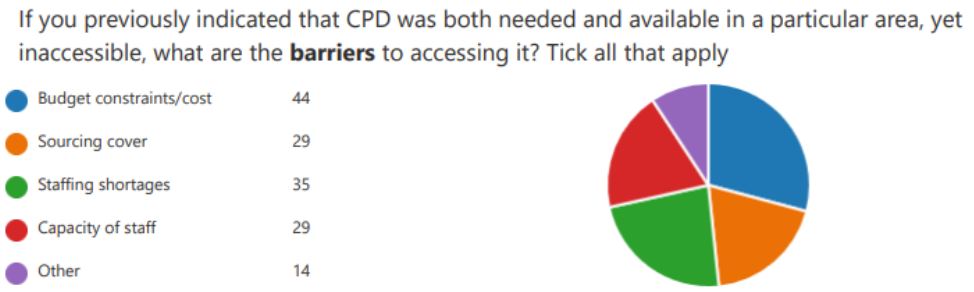
19.2% of schools surveyed stated that **leadership training pertaining to leading more than one school** (in a partnership or federation model) was **needed and not available.**

Q9. Other Specific CPD Needs

- Secondary subject groups
- Training for HLTA's
- Quality first teaching, confidence in abilities
- Training regarding provision for children with exceptional needs who are in a mainstream setting.
- Small school planning across phases and ages

- CPD specifically aimed at developing understanding at the level needed by a complex needs school around pedagogy, curriculum and SEND. It would be great to access more CPD specifically with such settings in mind and make it more Norfolk based and accessible to all members of staff.
- Developing a strong inclusive curriculum

Q10



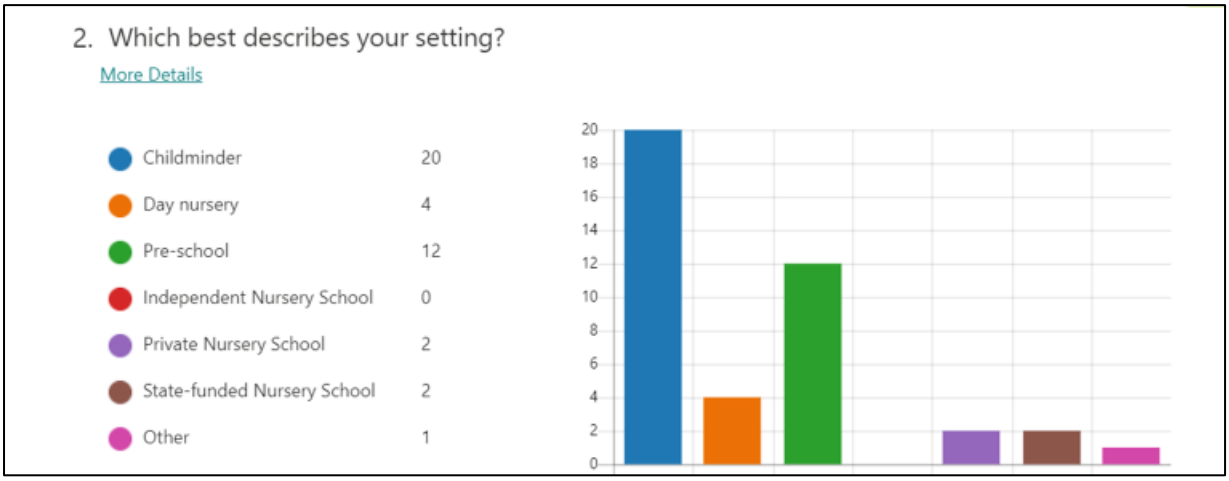
When it came to **barriers making CPD inaccessible,** 44% identified **budget,** this was followed by **staff shortages** at 35%, with **sourcing cover and capacity of staff** close behind.

Q11. Additional Comments

- 'Capacity is always an issue in small schools - however the pandemic, austerity and people shortages mean that at times we just **cannot get the cover and supply'**
- '**Capacity and budget** are our biggest concerns.'
- 'Ensuring training is always of a **good quality and is relevant rather than generic**.'
- 'Training needs to be **high quality and relevant and affordable** to a small school.'
- 'It can be hard to identify training which **is appropriate to the level of need of our (SEND) pupils'**
- '**Safeguarding multiagency training** has been incredibly difficult to source'
- 'Staff are open to CPD and keen to access more but we struggle with **budgets and balancing staff CPD with staff being in class teaching.** Staff lead a lot of subjects and so it's not practical to allow them to access CPD around all of them at the same time.'
- A large concern at present is around students **who have not yet got an EHCP but would benefit from one;**
- 'So many areas to monitor and develop and a curriculum to tie down we are concerned there is **no time** to focus on this. Still day to day staffing worries and **shortage of cover** to concern us'.

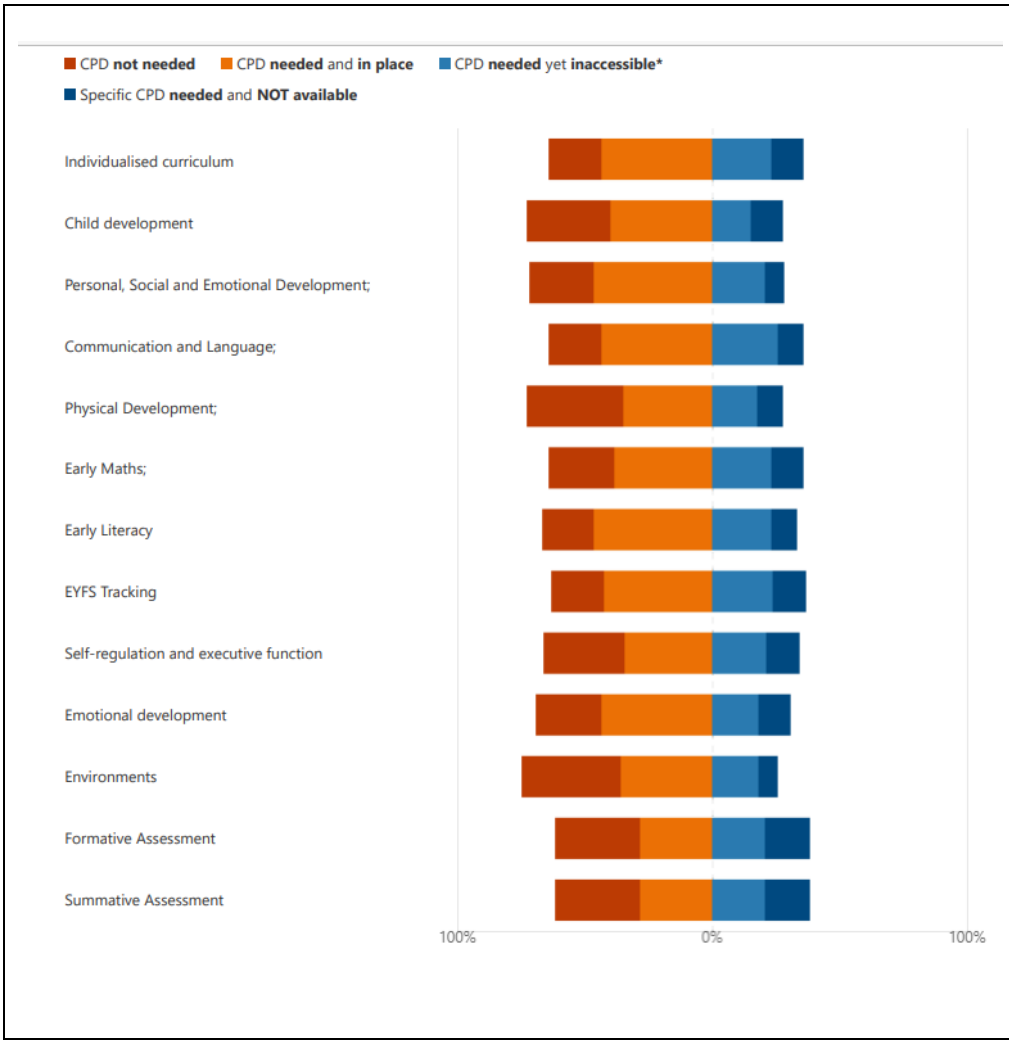
Response Headlines from Early Years Providers

Completion



The majority of responses were from childminders, followed by pre-schools.

Q3.

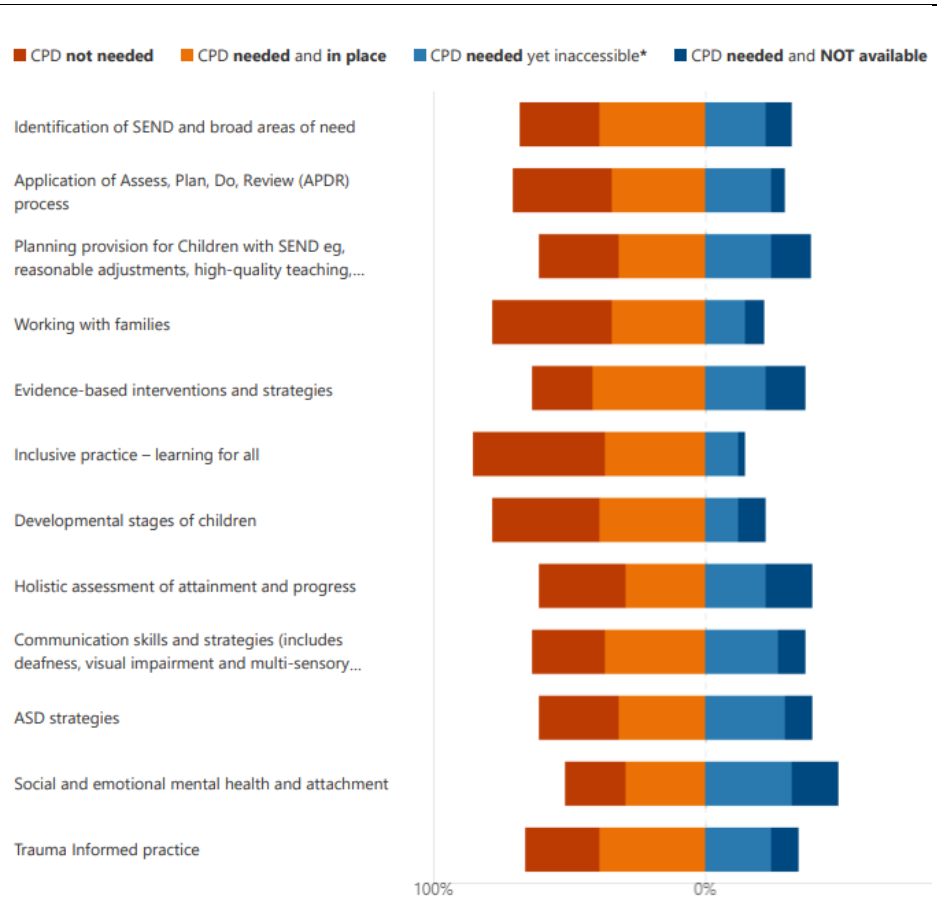


Of the 13 EYFS CPD areas listed to scale, 'needs' were generally more evenly spread, however '**Formative Assessment' and 'Summative Assessment'** emerged as priorities, with 38.4% of providers surveyed identifying CPD in these areas as a needed but unavailable or inaccessible.

EYFS tracking came in a close second at 36.9% - mirroring needs analysis from schools.

The **Individualised Curriculum, Communication and Language and Early Maths** came in as joint third biggest gap, all at 35.9%.

Q4.



Gaps in training and accessibility are largest for:

SEMH and attachment (48.8% across both fields) and **Trauma Informed Practice** (34.2%)

Holistic Assessment of Attainment and Progress (39.1% across both fields)

Planning Provision for children with SEND (39% across both fields)

ASD Strategies (39% across both fields)

Communication Skills and Strategies (36.6% across both fields)

Evidence Based Intervention and Strategies (36% across both fields)

GQ5.

What is/will be your strength of need for whole-setting focused CPD in the following areas?

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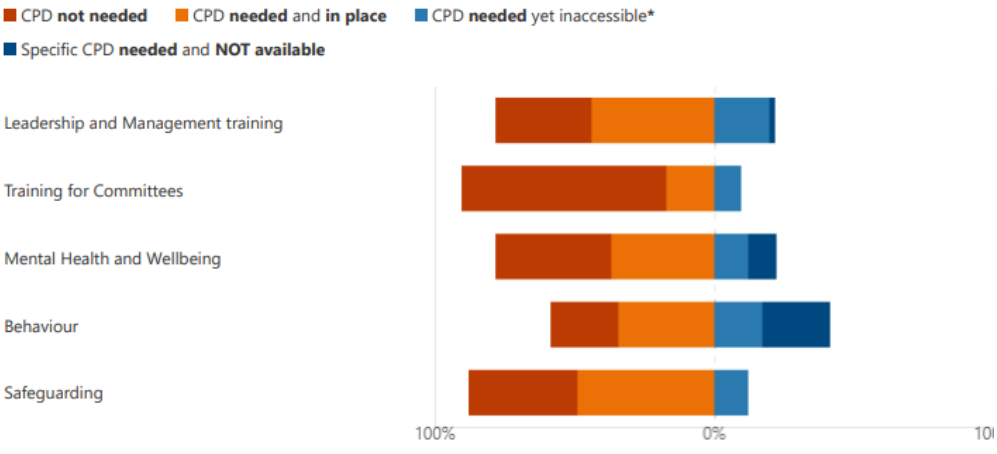
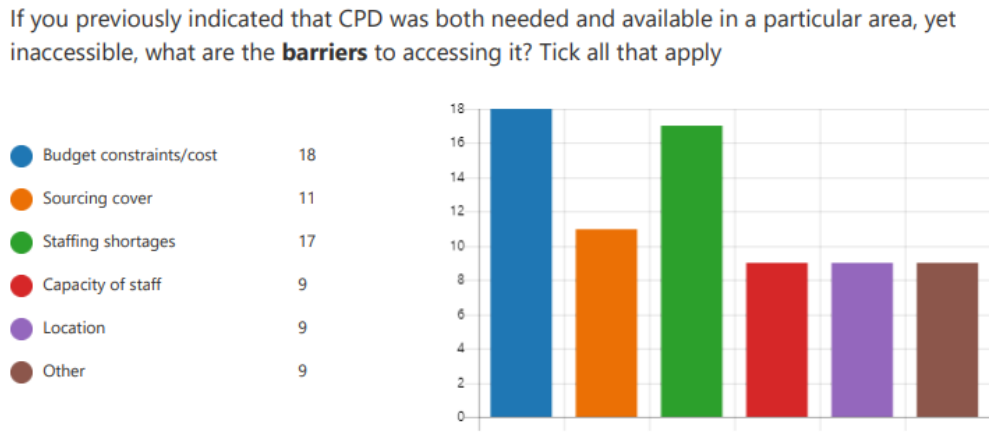


Of the 5 areas of whole setting CPD listed to scale, **Behaviour was a clear priority** with 41.5% of providers surveyed identifying CPD in this area as needed but unavailable or inaccessible; **Mental Health and Wellbeing CPD came in second** with 22.0% of settings surveyed identifying this CPD as needed but unavailable

Q6. Specific CPD needs

- Needs more courses both aimed at newer practitioners covering the basics and higher-level support and input for experienced and well qualified practitioners.
- Help for those struggling with the effects of the pandemic - covid babies!!
- Characteristics of effective teaching and learning
- Team-work, respectful interactions
- Sign-a-long
- Autism in detail at appropriate times and days
- Training on outside agencies
- Step-on is something that we all need to renew in the setting and is unavailable
- Looking at embedding practice, so maybe follow up's, case studies etc

Q7.



Barriers to CPD were **Budget Constraints and Staffing shortages** followed by sourcing cover – matching those identified by of schools and colleges.

Additional comments clearly highlight reasons behind barriers, i.e. attending training during the day would mean a childminder having to close, and therefore lose earnings, hence a common preference for evenings and weekends.

Q8. Additional comments

- **Evening online training via zoom or teams far preferred** as much easier to access than travelling to face to face meetings following a long day at work with the children
- **More varied time to complete training, such as evenings**
- Working as a childminder, courses need to run either at **the weekend or in the evening**
- Very happy to **continue as much as possible on Zoom/teams - it is easier to manage, as can do it in the setting/evenings.** Miss face2to face contact though.
- it would be nice to be able to do courses in a working day. However, this would mean having to close the setting and not get paid, so evenings and weekends are better.