

**National Foundation
for Educational Research**



General Teaching Council

Survey of Teachers

2005

Final Report

**Linda Sturman, Karen Lewis, Jo Morrison, Emma
Scott, Paula Smith, Ben Styles, Geoff Taggart and
Adrian Woodthorpe**

June 2005

Acknowledgements

The project team would like to thank the 4,184 teachers who contributed to this report by making time to complete and return their questionnaires. We are also grateful for the advice and guidance given by the members of the teachers' focus group on an early draft of the survey questionnaire.

Within NFER, we wish to acknowledge the work of our many colleagues who contributed to and facilitated the successful completion of the survey and this report. These include those who coded the questionnaire responses, and the following:

Debbie Banks

Neelam Basi

Vanessa Burns

Joan Howell

Jennie Jupp

Alison Marsh

Anne McNeil

Jo Morrison

Emma Scott

Penny Stephens

Ben Styles

Ed Wallis

We are also grateful for the co-operation of staff at the GTC.

The project research team:

Karen Lewis

Paula Smith

Linda Sturman

Geoff Taggart

Adrian Woodthorpe

Executive summary

In 2005, as in 2004, the General Teaching Council for England (GTC) commissioned the National Foundation for Educational Research (NFER) to carry out a nationally representative, independent survey of teachers required to register with the GTC.

The 2005 survey used a 12-page questionnaire. It contained 20 questions, some of which revisited topics explored in 2004 (in order to ascertain movement, if any, in teachers' views over that period), while others explored topics not included in the previous survey. Responses were received from 4,184 teachers, giving a response rate of 42 per cent.

The Teaching Profession (Chapter 2)

The rewards and frustrations of teaching

The vast majority of teachers (over 80 per cent) identify the single biggest reward in teaching with the satisfaction of helping children academically and personally. This finding repeats a similar finding from the 2004 survey.

More information about the elements that contribute to this satisfaction was obtained in the 2005 survey, however. Almost a third of teachers find their greatest reward in aiding pupils' success, while for 16 per cent, it is the quality of the relationships with the young people they teach that is most rewarding. Others rate their role in supporting personal development, while many feel positive about a combination of these factors and eight per cent simply note that they enjoy 'making a difference'.

The main frustrations of teaching, as reported by teachers, are insufficient time to plan and prepare, a lack of work/life balance, the amount of paperwork and the poor behaviour of some pupils.

The status of the teaching profession

Most teachers see the status of the profession as being at or below the mid-point of the five-point scale.

The status of the profession is rated more highly by the youngest teachers, headteachers and teachers in schools with the least challenging circumstances.

Career development in the next five years

The majority of teachers (over 70 per cent) see their career path in terms of 'strengthening and developing my classroom practice.' This finding repeats a similar finding from the 2004 survey.

Other potential career paths receive a more muted response. Joining the independent sector or becoming a headteacher are seen as the options least

likely to be pursued within the next five years, although around a quarter anticipate that they will take on management responsibility within that period.

Female teachers are more inclined than male teachers to give a positive view about the prospect of developing classroom practice or taking on management responsibilities, while seven per cent of respondents overall consider headship to be either a 'likely' or 'highly likely' possibility.

Older teachers and more experienced teachers are less inclined than others to see senior management and headship as career possibilities and are more positive about the options of reducing responsibilities, working part-time, leaving the profession or retiring.

Teachers with shorter periods of service are less inclined than others to consider the career options of moving to the independent sector, a different setting or to a different kind of educational work, while headteachers are more inclined than others to consider these potential moves. Just over 11 per cent of headteachers consider it 'highly likely' that they will move into another kind of educational work in the next five years.

Approximately a quarter of teachers with under 10 years' experience are undecided about whether to stay in the profession.

Assessment and Accountability (Chapter 3)

Using data for pupil assessment and teaching

The forms of data deemed most useful by teachers for assessment of pupil progress and for teaching the curriculum are prior attainment and teacher assessment of progress within key stages, followed by pupils' perceptions, value-added information and subject-based performance data.

The least useful form of data is perceived to be performance tables (School and College Achievement and Attainment Tables).

Examination data broken down by ethnic group is considered useful by a minority of teachers; more than 50 per cent rate it as being of little or no use for purposes of assessment.

Primary teachers are more likely than others to find prior attainment data, teacher assessment data and pupils' perceptions useful for both assessment and teaching purposes.

Teachers working in schools in more challenging circumstances find many forms of data more useful than do teachers in less challenging schools.

Confidence in handling data

More than half of the teachers in the sample expressed confidence in handling performance data. Just under half would like training (or further training) in this area.

Teachers working in more challenging circumstances are more likely to report lacking confidence in handling performance data and to say that they would like training in this area.

Views about assessment and performance tables

Around three quarters of teachers consider that teacher assessment supports learning and a similar proportion thinks that it supports school improvement and is informative. Just over half believe it to be reliable. Primary teachers and teachers in management roles are particularly positive about teacher assessment.

Just under half of the sample believes that assessment of a whole year group by national test supports school improvement, and almost as many consider it informative. Approximately a third considers that it supports pupil learning, but few believe it to be reliable.

There is little support for the idea of testing a sample of a cohort of pupils by national test. Many teachers are undecided on the issue and many others disagree that it can be an informative, supportive or reliable process.

The publication of raw score performance tables is unpopular. Almost a quarter of the sample considers them to be informative, but fewer believe them to be supportive or reliable.

Teachers in more challenging schools, primary teachers and those in posts of particular responsibility are prominent among those displaying negative views about national testing and the publication of performance tables.

Personalised Learning (Chapter 4)

Introducing personalised learning

A number of elements are considered by the vast majority of teachers to be important for the successful introduction of personalised learning in schools. The most important, selected by almost all teachers (97 per cent), is time for teachers to plan differentiated lessons.

Increasing flexibility in the curriculum, guidance and training in how to integrate personalised learning with existing practice, and related training as part of initial teacher training were also seen as important by around 90 per cent of teachers. These were closely followed by the consolidation and dissemination of good practice in Assessment for Learning and support from schools and teachers who have successfully implemented personalised learning.

Secondary teachers are more likely than primary teachers to identify extended schools status and new building design as important for the successful

introduction of personalised learning in schools. The same is true of teachers in more challenging schools, when compared with those in less challenging circumstances.

Developing an ethos of personalised learning

Teachers report being encouraged to develop a number of personalised learning strategies with their pupils. The aspect of personalised learning most frequently encouraged in schools is the use of evidence to identify pupils' progress in learning (90 per cent).

Other commonly reported factors relevant to personalised learning (reported by over 80 per cent in each case) are being encouraged to get to know pupils well, to offer pastoral care, to accommodate individual learning needs, and to give feedback designed to enable pupils to make learning choices.

Primary teachers are more likely than secondary teachers to be encouraged to develop partnerships with the home, the community and relevant welfare agencies.

CPD: Continuing Professional Development (Chapter 5)

Recent CPD experiences

The professional development activity in which teachers are most likely to either frequently or occasionally take part is collaborative learning with other colleagues in the same school. This is reflective of the findings from the 2004 survey of teachers.

The least common CPD activities identified by teachers (i.e. activities which the least number of teachers said they had frequently or occasionally experienced in the last 12 months) are: being supported by a mentor or coach; undertaking action research; and taking a secondment or sabbatical.

Headteachers, assistant/deputy headteachers and teachers with a cross-school role (see Appendix B for details of which teaching roles are included in this category) are more likely than teachers in other roles (e.g. supply teacher) to have experienced each of the listed CPD activities over the previous 12 months.

Similarly, female teachers are significantly more likely to have experienced the listed CPD activities over the last 12 months, compared with male teachers. The same is true of teachers in primary schools, as opposed to teachers in secondary schools.

Anticipating future CPD needs

The most common area in which teachers feel they will need CPD over the coming year is using information and communication technology (ICT) in

their teaching. This is followed closely by developing their skills and knowledge in the area of personalised learning.

The areas in which teachers are less likely to feel they will need CPD over the next year are: meeting the needs of ethnic minority pupils, school finance and teaching pupils with English as a second language.

Headteachers, assistant/deputy headteachers and teachers with a cross-school role are significantly less likely than teachers with other roles (e.g. class teacher) to feel that they need CPD in areas such as teaching and learning and the curriculum over the next 12 months.

Female teachers are significantly more likely than male teachers to report that they need CPD in areas such as teaching and learning and the curriculum over the next 12 months. However, older, female teachers are less likely than younger male teachers to feel they will need CPD in curriculum topic areas and teaching and learning over the coming year.

Meeting teachers' CPD needs

Over half of teachers feel that their CPD needs have been met to some extent during the last 12 months and some feel that their own development needs have been fully met during this time. However, a consistent minority of teachers report that their development needs have not been met over the past year.

Teachers report undertaking more CPD activities in 2005 than they did in 2004.

Professional role, gender, phase and school context are all significantly related to teachers' propensity to feel their CPD needs were met over the past year. In particular, female teachers (compared with male teachers) and assistant/deputy heads and headteachers (compared with class teachers or those in other roles) are significantly more likely to say that their CPD needs have been met.

Teachers with a cross-school role and supply teachers are significantly less likely than class teachers or those in other roles to feel that their CPD needs have been met. Similarly, teachers in secondary schools and in schools with more challenging circumstances are less likely than others to feel that their CPD needs have been met over the past year.

Funding for CPD

The majority of teachers (70 per cent) did not fund their own professional development during the past year. However some teachers (almost one fifth) did fund their own CPD.

Teachers who feel they work in schools which are supportive of CPD are less likely than others to say that they have funded their own professional development in the preceding 12 months.

Female teachers are less likely than male teachers to have funded their own CPD. This finding is statistically significant over and above any effect of phase of teaching.

Teachers in secondary schools, supply teachers and those with a cross-school role are more likely than others to have funded their own development. The same is true of teachers in more challenging circumstances, and of headteachers.

Views about CPD

Teachers are most likely to agree with the statements, 'observing colleagues teach can be a valuable form of CPD for the observer' and 'being observed teaching can be a valuable form of CPD for the person observed' than other statements about CPD. Over three quarters agree in each case.

Over 60 per cent agree that CPD is highly valued in their school, that they would like (more) opportunities to observe lessons as part of their CPD, that they think of their school as a professional learning community and that they would like to work (more) with other schools.

Almost half do not consider that the budget for supply cover in their school is adequate for teachers' CPD needs.

Female teachers are more likely than males to feel that their school supports CPD. The same is true of primary teachers (this finding is independent of the gender finding), headteachers and assistant/deputy headteachers, and those working in less challenging circumstances.

Headteachers and assistant/deputy headteachers are more likely than others to view observation and networking opportunities positively, as are younger teachers.

Making CPD integral

Almost all teachers (96 per cent) feel that understanding individual development needs is paramount in making CPD an integral part of the teaching profession. Other factors that over 90 per cent of teachers agreed were important in making CPD integral were supply cover for professional development during teaching time, support from senior managers, and access to high quality professional development activities with the LEA.

Female teachers are significantly more likely than male teachers to agree that their school supports CPD. They are also more likely than male teachers to deem 'within-school' factors, online materials and guidelines as important factors in making CPD integral to the teaching profession.

The latter finding is also true of teachers in schools with more challenging circumstances (compared with those in less challenging circumstances): these teachers are more likely to deem 'within-school' factors, online materials and guidelines as important in making CPD integral.

Supply teachers are more likely than other teachers to view the provision of guidelines and materials as important in making CPD an integral part of the teaching profession. Headteachers are less likely to think thus.

Developments in Education (Chapter 6)

Planning for PPA time

PPA time (Planning, Preparation and Assessment time) is already in place for 35 per cent of respondents.

Respondents from secondary schools are more likely to report that they already have PPA time than are respondents from primary schools.

About a quarter of teachers without PPA time indicate that they do not know what stage planning for the introduction of this time has reached in their schools.

Respondents from secondary schools are less likely than respondents from primary schools to know whether PPA time has been implemented in their school or what stage planning for its implementation has reached.

Anticipated consequences of PPA time

Respondents are very positive about the possible consequences for them of having time out of the classroom for PPA.

Over 80 per cent of respondents consider that the time will enable them to reflect on their assessments of pupils' needs and target their lessons more precisely. A similar proportion consider that it will enable them to teach better as they feel more prepared.

Amongst teachers who chose to make additional comments (in response to Question 20), 223 (five per cent) commented on the Workforce Reform Agreement. Of these, negative comments about the Agreement outnumber positive remarks by about six to one.

In the additional comments added by respondents, concerns are expressed about the impact of the Agreement on learning and teaching for pupils, particularly in regard to teachers planning lessons for others to deliver.

Impact of government initiatives

Two government initiatives from a list of 14 policies/initiatives are considered by the majority of teachers to be effective in helping them to improve education. These initiatives are ICT in schools and changes to the inspection framework in 2003.

Senior staff are generally more positive about the effectiveness of government initiatives in helping teachers to improve education than are class teachers. It

was also found that teachers who are positive about government initiatives tend to work in more challenging schools.

Conversely, older teachers are less likely than younger teachers to be positive about the effectiveness of government initiatives.

Amongst teachers who chose to make a comment when invited to add any other comments they wished to make, 264 expressed concerns about the number of initiatives being introduced into schools.

There was a shift between 2004 and 2005 in relation to which initiatives were deemed to make a difference. In 2004, the most commonly named initiative was national strategies. In 2005, it was ICT in schools.

Contents

1.	Introduction	1
1.1	Background	1
1.2	Aims of the research	1
1.3	Methodology	1
2.	The Teaching Profession	5
2.1	Introduction	5
2.2	Findings	5
2.3	Summary	17
3.	Assessment and Accountability	19
3.1	Introduction	19
3.2	Findings	19
3.3	Summary	31
4.	Personalised Learning	33
4.1	Introduction	33
4.2	Findings	33
4.3	Summary	38
5.	Continuing Professional Development	40
5.1	Introduction	40
5.2	Findings	40
5.3	Summary	56
6.	Developments in Education	59
6.1	Introduction	59
6.2	Findings	59
6.3	Summary	67

1. Introduction

1.1 Background

In January 2004, the General Teaching Council for England (GTC) commissioned the National Foundation for Educational Research (NFER) to carry out a nationally representative, independent survey of teachers required to register with the GTC, in order to obtain their views on specific aspects of their professional work, the key challenges they faced and their aspirations for the future. Findings from that survey were reported in May 2004 and were designed not only to inform the work of the GTC, which includes advising the Secretary of State for Education and other policy-makers, but also to form a baseline for future surveys and future advice.

The research outlined in this report is the first annual follow-up survey. Once again, it was conducted by the NFER, acting on behalf of the GTC and, as was the case in the 2004 survey, questionnaires were sent out in the spring term.

1.2 Aims of the research

The specific aims of the 2005 survey were as follows:

- to conduct a high quality survey of a representative sample of teachers from the GTC Registration database;
- to revisit some of the conceptual areas from the 2004 survey, to ascertain movement, if any, in teachers' views over a 12-month period;
- to explore topics not included in the previous survey which have since become or are likely to become prominent.

1.3 Methodology

1.3.1 Sampling Strategy

A stratified sample of 10,000 teachers was drawn from a sample pool of 365,694 teachers registered with the GTC.

The sample was drawn using the same stratifying variables as used in the 2004 survey, in order to make valid comparisons between the two samples. The stratifying variables were:

1. gender;
2. phase;

(These were combined into a single stratifier designated 'phase/gender', which categorised teachers according to both variables, e.g. male teachers in primary schools, female teachers in primary schools etc.);

3. school type (e.g. community, voluntary aided);
4. age (in bands 20-24; 25-29; 30-39; 40-49; 50-59; 60-66);
5. government office regions (by Local Education Authority);
6. full-time; part-time; supply.

A 12-page questionnaire of 20 questions, a copy of which can be found in Appendix A, was sent to the sample of 10,000 teachers at their home addresses at the end of January 2005. A comparable online version of the questionnaire was also made available for those in the sample who preferred to respond in this way. Further details of the sampling strategy can be found in Appendix B, along with details of the questionnaire, questionnaire management and the statistical analysis.

1.3.2 Achieved sample

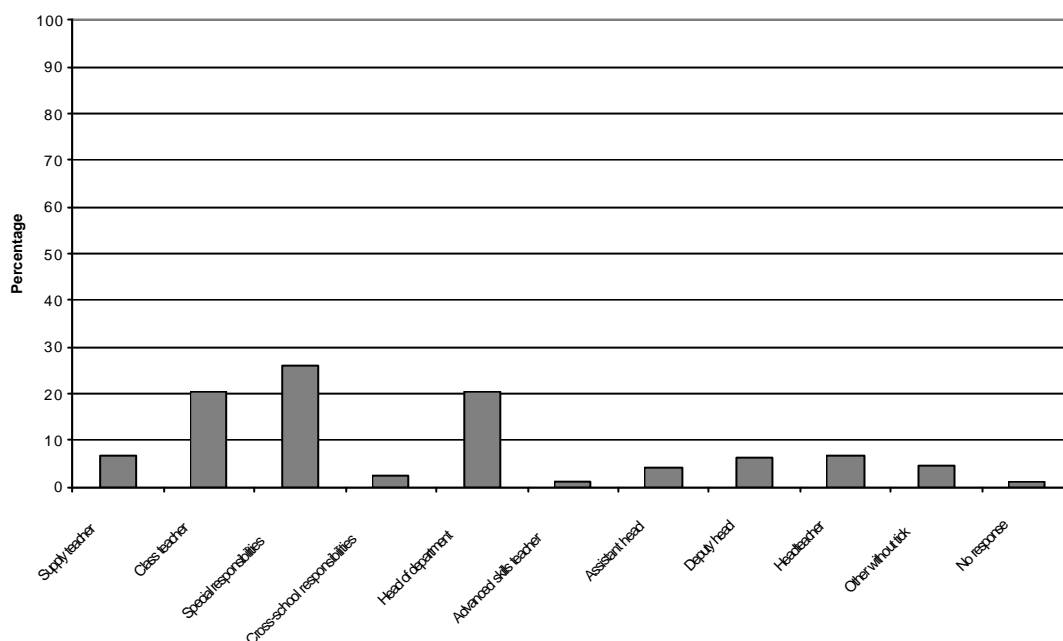
The survey period ended in March 2005, with late returns accepted online up to 5th April, to allow for completion during the Easter break. A total of 4,191 questionnaires was received, with a further 343 teachers replying to decline participation. Of the returned questionnaires, 3,515 were completed on paper and 676 online. Seven of these questionnaires were duplicates (i.e. submitted both on paper and online) and so were removed from analysis. This left a total of 3,515 paper questionnaires and 669 online questionnaires to be analysed, a total of 4,184 and a response rate of 42 per cent.

Details of the sample are given in Appendices B and C. Figure 1.1 below shows the achieved sample by professional role, using data taken from Question 1 of the questionnaire. Some of the professional role categories were combined for purposes of additional analysis, and details of this are given in Appendix B.

The achieved sample was compared with the population in terms of the key stratifying variables. There were some small differences between the sample and the population, which chi-squared tests showed to be statistically significant. These applied to five of the six stratifying variables (phase, gender, age, region and hours). Length of service was not a stratifying variable but also showed some small differences from the population. Type of establishment showed no significant differences.

However, one of the disadvantages of the chi-squared test is that it is sensitive to large numbers and can give a statistically significant result even if the distributions are comparable and equivalent. Further investigation of the sample revealed that the differences were sufficiently small that they did not affect representativeness, so that generalisation from the sample to the population as a whole could be made with confidence. Further details of this investigation are given in Appendix C.

Figure 1.1 Question 1 Which of the following **best** describes your current professional role?



Analysis was carried out on different levels: analysis of frequencies showed the distribution of responses, whilst cross-tabulations enabled the breakdown of responses from different groups of teachers to be explored. Where appropriate, comparisons of frequencies were made between the 2004 and 2005 surveys. More sophisticated analysis of underlying trends was also possible: factor analysis and regression analysis were used to investigate which of various factors (including teaching phase, professional role, teachers' age, length of service and gender, and the degree of challenge faced by schools in their individual circumstances) impacted on teachers' responses to the questions. This analysis was done by linking questionnaire responses (confidentially and with due regard to the provisions of the Data Protection Act) with background information available from the GTC's Registration database and with the NFER's Register of Schools.

1.3.3 Report Structure

The analysis of findings from the survey follows in Chapters 2 to 6. Each chapter covers one of five themes, each based on a sub-set of questions in the questionnaire. The chapter headings are as follows:

- The teaching profession
- Assessment and accountability
- Personalised learning
- Continuing professional development
- Developments in education.

Several appendices are attached, summarising outcomes from the survey. Where tables or figures are included, in some cases these contain abbreviated labels for convenience. A copy of the questionnaire is attached in Appendix A and gives the full label for each questionnaire item.

Where findings from cross-tabulations, factor analysis or regression analysis are reported, these are statistically significant to at least the five per cent level unless otherwise stated. Tests of statistical significance were not carried out on the cross-tabulations for statistical reasons (the numbers of respondents involved increases the risk of spurious findings). However, the more powerful regression model analysis has been used to ascertain significance levels and these are reported alongside cross-tabulation data.

Unless stated otherwise, percentages in the text relate to the total of 4,184 questionnaires received and are rounded to the nearest integer.

2. The Teaching Profession

2.1 Introduction

Sections A and F of the questionnaire relate to perceptions of teachers regarding the rewards and frustrations of the profession (Question 19), views about the current status of the profession (Question 18) and their ideas about their likely career development (Question 2). Findings from these sections are presented below in this order.

2.2 Findings

2.2.1 Rewards and frustrations

In Questions 19a and 19b, both open response questions, teachers are asked to identify the single biggest reward and the single biggest frustration in the profession. Responses to Question 19a (frustrations) can be categorised into 44 different kinds of response, while responses to Question 19b (rewards) can be categorised into 20 different kinds of response. The rewards are discussed below first, followed by the frustrations.

Rewards

In analysing responses regarding the single biggest reward in teaching, nine out of the 20 categories concern the pupils whom the respondents teach. These nine categories account for over 80 per cent of the responses to this question. The largest category of responses (32 per cent) express variations on the view that the biggest reward comes from contributing to pupils' academic success and achievement. These comments focus on the rewards of helping young people to learn, to progress, to achieve their potential, develop their understanding and pass examinations. The next largest category of responses focuses on the quality of the relationship with young people (16 per cent). Teachers making these comments refer to the pleasures of getting good feedback from students and sharing positive learning experiences. A smaller category of responses (six per cent) identify the rewards arising from contributions to pupils' personal, social and emotional development, often referring to the importance of giving young people confidence, self-respect and a sense of citizenship. Thirteen per cent of respondents consider that the principal reward lies in a combination of the different elements described in this paragraph; for example, helping pupils to progress academically and personally whilst enjoying a positive relationship with them.

These findings echo those derived from the survey conducted in 2004. Respondents then were asked 'what encourages you to stay in teaching?' and 74 per cent 'strongly agreed' that 'working with the pupils' was an encouraging factor. This was the largest proportion of respondents to agree or strongly agree with any of the options given. In the 2004 survey, in answer to a separate question, respondents also indicated that 'interactions with pupils' provided the most common source (79 per cent) for their 'most effective and inspirational lessons'.

The following comments are typical of the majority of responses to the question, 'What is the single biggest reward in teaching?', asked in the 2005 survey.

Being with the children, seeing them learn and grow as people.

Helping a child to develop their skills and confidence and seeing a thoughtfully planned lesson turn out well, so that children get a real buzz from their learning.

The knowledge that some children love some of the learning experiences we offer at school.

The variety of the job and the tremendous satisfaction of having helped a child.

That moment when a child comes to grips with something that they have been struggling with and you have facilitated that moment for them.

The thought that I can make a contribution in the shaping of young precious lives.

When you can see a development in a pupil that you can associate directly with your input.

Occasional eureka moments from pupils.

Seeing the joy of understanding in a pupil's face.

The smile of recognition when a child 'gets it'.

Relationships with the pupils and seeing them develop as individuals.

The 'aha' moment when a kid or even a class 'gets it' at last or when a plan comes together and the class reaches understanding.

It is noteworthy that over 300 teachers (eight per cent) simply state 'the pupils', 'the children' or 'the students' in answer to this question, suggesting that the reasons for this answer are considered self-evident or wider than one specific aspect. Furthermore, over 200 respondents (five per cent) use the

phrase ‘making a difference’ in describing the rewards of teaching. These teachers refer to the rewards inherent in promoting children’s life chances, in changing a young person’s perception of their future and being at the cutting edge of children’s lives. Examples of this kind of response include the following:

Knowing you may have made a small difference in someone’s future.

Knowing that I have made a difference in a socially deprived area where the school is the only constant for some pupils - the only way out.

Watching young people grow into adults and making a difference to their lives along their way.

Feeling like you have made a difference and a pupil has grasped something that they thought they would never learn.

Working with wonderful children and dedicated staff, knowing that I am making a difference.

In a minority of cases, respondents make more specific comments about the kind of pupils they prefer to teach. Just over one per cent of teachers (n=58) refer to the rewards of assisting in the development of all pupils, regardless of background. Three per cent identify the pleasures of teaching well-behaved and motivated pupils and five per cent refer to the rewards of teaching a particular pupil or group of pupils where the contribution of the respondent had been especially important and/or appreciated.

In Question 20, respondents are given space to make any other comments they wish. Three per cent of responses to Question 20 express positive sentiments about teaching which parallel the descriptions of the rewards given in Question 19b (see the frequency table for Question 20 in Appendix D). For example:

Despite all the long hours, the stress, the paperwork and so on, I can’t imagine ever wanting to do anything else! No matter how disillusioned we get with the profession as a whole, we all need to remember that these children let us into their lives on a daily basis and that is why we do it, that is special.

In Question 19b, where respondents do not see the pupils as the principal source of satisfaction, they are most likely to identify the source in current working arrangements (three per cent). In most of these cases, the holiday entitlement is referred to very positively. Slightly over one per cent of teachers

(n=46) state that they derive the principal reward of teaching from sharing a love of their school subject with pupils.

The main rewards reported by teachers in response to Question 19b, and supported by evidence from Question 20, are perceived as stemming overwhelmingly from the satisfactions of helping pupils progress academically and personally.

Frustrations

In Question 19a, respondents are asked to identify the single biggest frustration in teaching. Out of the 44 categories of responses, three of these categories account for over half of the responses given. Each of these is presented in turn.

The first and largest category concerns perceptions that teachers have insufficient time to do their work adequately (23 per cent). Teachers expressing this view refer to the inadequate amount of time they consider they have for preparation, assessment, planning, training or professional development. They also refer to consequences that this has for the number of additional hours worked at home. The following comments are typical responses to the question ‘What is the single biggest frustration in teaching?’

Lack of time to do all the work that needs to be done to be an effective teacher.

Lack of time to handle all of the initiatives that come into school on a regular basis alongside actually teaching effectively.

This perception regarding lack of available time (and the consequences for one’s home life) is echoed in the comments given at the end of the questionnaire (Question 20). In Question 20, work-life balance is one of the five most common subjects on which respondents choose to comment. The following remarks are typical:

I love my job but find it totally exhausting. I work three days a week but spend an additional day at home on school work. This is the only way I can stay in the job.

Planning a week of work takes hours and combined with marking most of the weekend and evenings are taken up. Most teachers I know find it hard to make time for a life outside school.

In Question 19a, the second largest group of responses express variations on the view that the amount of paperwork required is excessive (17 per cent). These respondents perceive that they have to deal with large amounts of bureaucracy, sometimes associated with a particular initiative, and large numbers of meetings. These respondents often make a negative contrast between the time they spend on these activities and the time spent teaching pupils. The following comment is typical of responses in this category to the question ‘What is the single biggest frustration in teaching?’

Too much to do, especially paperwork, with not enough time to do it, so you get to spend hours at home - PPA time will help a bit but not much!

These sentiments expressed in Question 19a are, again, reflected in open comments given in Question 20, where four per cent of respondents make comments that centre on a concern with bureaucracy. This proportion is similar to the proportion for the 2004 survey. The comments given include the following:

I feel that teachers are under too much pressure and many good teachers are leaving because the paperwork level is too high. This means that we will be left with people who are good at paperwork and not good with children.

I am, at the moment, quite tired and fed up with my job. This is due to the keeping of numerous files and duplicate copies of evidence, targets, evaluations and general workload. I am constantly trying to keep my head above water with the paperwork.

In Question 19a, the third largest category of responses relates to perceptions of poor pupil behaviour (16 per cent). These respondents comment on their experiences of poor behaviour from the pupils they teach and/or the apparent lack of responsibility shown by them. The following comments are typical:

Poorly behaved pupils who disrupt classes and make teaching extremely difficult and frustrating.

Poor behaviour/lack of respect from a section of pupils, their parents, society as a whole - much worse than it used to be even 5 years ago.

Again, a similar concern is shown in some of the open comments made at the end of the questionnaire (Question 20). Five per cent of respondents make

comments that relate to this theme. This is similar to the proportion of respondents who commented on this theme in the 2004 survey. The following comments are typical of those given in response to this question:

The pressure on schools to provide children with the social skills that were the responsibility of parents.

Poor attitudes and low level disruption are wearing teachers down.

In comparing responses about pupil behaviour between the two surveys, it may be relevant to note that there appears to have been an increase in comments expressing concern about the policy of including pupils with Special Educational Needs (SEN) in mainstream classrooms. The number of these comments rose from six in 2004 (0.1 per cent) to 120 in 2005 (3 per cent).

In Question 19a, there are over 40 other sources of frustration cited, although no more than 10 per cent of respondents refer to any one of them (see Appendix D). Out of these sources, those which respondents identify most often centre on a perceived sense of working in an environment characterised by constant change which is happening at a fast pace (seven per cent). More detail is given about this concern at the end of the questionnaire where teachers are invited to add any other comments (Question 20). The largest proportions of comments focus on a perceived need for greater professional autonomy and a perception of excessive change and needless interference (both approximately six per cent). The following comments are typical:

There are too many initiatives being rushed into schools which combined with incessant curriculum change leave staff feeling overwhelmed and not up to speed with anything.

Too many demands and initiatives not matched by appropriate funding on an LEA level.

I really feel strongly that since taking up my post as Headteacher I have been bombarded with numerous initiatives (albeit each one very worthwhile) - The New Ofsted Framework, The Primary Strategy and all it involves, Extended Schools, Every Child Matters, SEN delegation, Remodelling the Workforce, The Hay Agenda, The Healthy Schools Award, School Travel Plans to name but a few!!!! I feel totally overwhelmed.

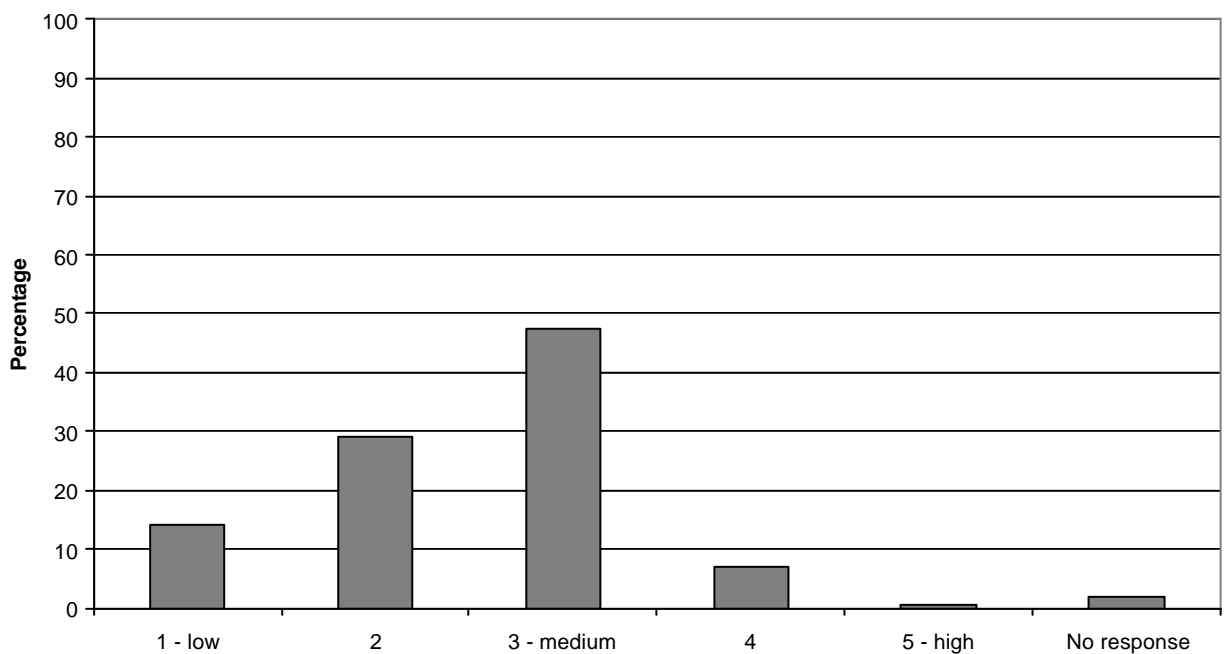
Let us get on with our jobs.

The main frustrations of teachers in response to Question 19a, as supported by evidence from Question 20 responses, can therefore be seen to centre on perceptions of insufficient time, excessive bureaucracy and workload, and the poor behaviour of some pupils.

2.2.2 Perceptions of the profession

In Question 18, teachers are asked ‘how would you rate the current status of the teaching profession?’ and are invited to circle a number on a scale of 1 to 5, with one signifying ‘low’ and five signifying ‘high’. As shown in Figure 2.1 below, the majority of the responses are at the middle and lower ends of the continuum: the vast majority of teachers view the status of the profession either at the mid-point of the scale or negatively. Further analysis was carried out to establish whether there are differences between teachers’ ratings in relation to the following variables: age, length of service, professional role, phase of education, school context and gender.

Figure 2.1 Question 18 How would you rate the current status of the teaching profession?



Examining the data in terms of age, using a regression model (see Appendix H) shows that older teachers have a greater tendency to rate the status of the profession negatively. This finding was independent of length of service, since the regression model controls for interaction between variables. Analysis of Variance (ANOVA) was also carried out, using mean scores which were calculated for each sub-group for each variable. Mean scores for each age band show that teachers between the ages of 20 and 25 view the status of the profession significantly more highly (see Appendix G) and those between the ages of 50 and 60 view this status significantly more negatively. Out of all those for whom mean scores were calculated, teachers between the ages of 20 and 25 comprise the single group whose mean score is slightly above the mid-point of the scale.

Regression analysis shows that there is a small effect caused by longer periods of service (see Appendix H) whereby more experienced teachers tend to rate the profession relatively more positively (bearing in mind that teachers in the sample generally tended to rate the profession at or below the mid-point of the scale). In other words, teachers of the same age with different lengths of service are likely to rate the profession differently, with more experienced teachers being more positive.

ANOVA seems to show, however, that teachers with fewer than five years' service are inclined to rate the profession more highly, while those with more than five years' service are inclined to rate it more negatively. This apparent discrepancy is likely to be due to interaction between variables (in this case, probably age and length of service), since the ANOVA test cannot control for such interaction. Regression modelling is a more powerful test of significance and so should be given more weight in interpreting these outcomes.

Regarding the other variables, headteachers and assistant/deputy headteachers are inclined to rank the status of the profession slightly more highly than are other kinds of teacher. Secondary teachers tend to rate the profession slightly more negatively than primary teachers. Respondents in schools with the least challenging circumstances (i.e. those with the lowest school context scores; see Appendix B for more information about this measure) rate the profession the highest. These findings are exemplified by the ANOVA outcomes (see Appendix F) and are significant to the five per cent level. Analysis on the variable of gender was not significant.

In the questionnaire, teachers are given the opportunity to express any particular views they may have on the teaching profession in an open and undirected way (Question 20). In this question, the proportion of comments expressing the view that 'teaching is low status' is three per cent. This

compares with a percentage of two per cent for the 2004 survey. These figures are clearly not representative of the answers that are obtained by asking the question directly, as illustrated by responses to Question 18 in 2005. Nevertheless, they show that this issue was sufficiently key for three per cent of teachers to revisit it at the end of the 2005 survey.

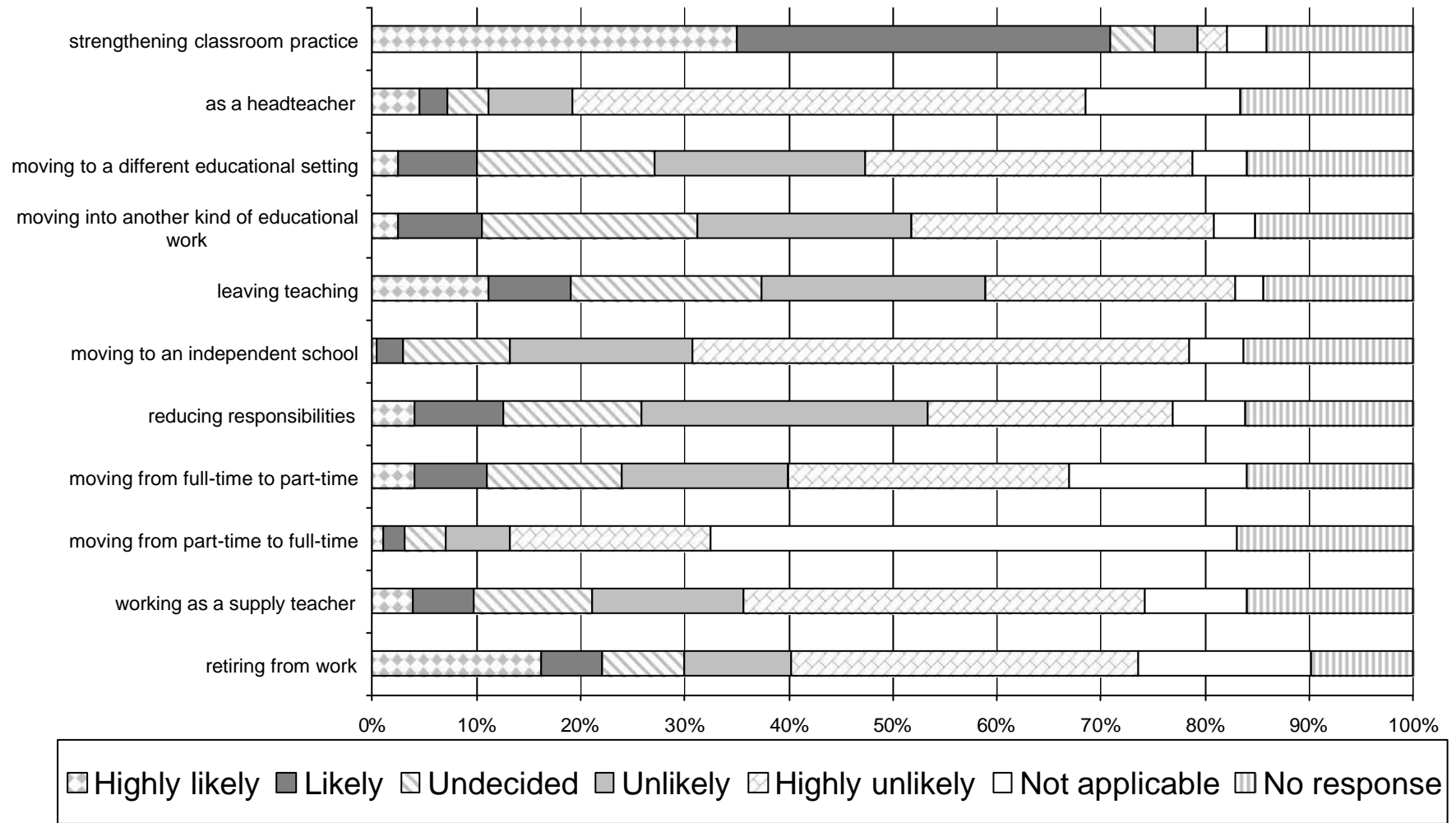
2.2.3 Perceptions of future career development

In Question 2, respondents are asked ‘how would you envisage your teaching career developing in the next five years?’ They are presented with 12 possible career options and asked to specify if they see these possibilities as ‘highly likely’, ‘likely’, ‘unlikely’ or ‘highly unlikely’. They can also indicate that they are undecided or that the option is not applicable to them. Figure 2.2 below shows the results from this question.

Respondents are generally disposed to see nearly every career option as either an ‘unlikely’ or ‘highly unlikely’ possibility. The option which the largest proportion of respondents considers to be either ‘unlikely’ or ‘highly unlikely’ is joining the independent sector (65 per cent), followed by headship (57 per cent).

In general, smaller proportions of respondents choose to see each of the options as either ‘likely’ or ‘highly likely’. For example, out of all the respondents, seven per cent consider headship to be either a ‘likely’ or ‘highly likely’ possibility. The one exception is the career path which involves ‘strengthening and developing my classroom practice’: approximately 70 per cent of respondents see this course as either ‘likely’ or ‘highly likely’. The next largest proportion of respondents (25 per cent) are those who think it ‘likely’ or ‘highly likely’ they will take on management responsibility. Twenty-two per cent of respondents consider it ‘likely’ or ‘highly likely’ that they will retire in the next five years and 19 per cent of respondents consider it ‘likely’ or ‘highly likely’ that they will leave the profession.

Figure 2.2 Question 2 How would you envisage your teaching career developing in the next 5 years?



Factor analysis shows that there are correlations between teachers' answers to some of the career options. Responses indicating an intention to leave teaching are positively correlated with intentions to retire and negatively correlated with intentions to move from part-time to full-time teaching, to develop one's classroom practice or develop a management role. These correlated options form a 'factor' (designated 'leave/no more hours/responsibility/development'). Responses indicating an intention to move into a different educational setting are correlated with an intention to move into a different kind of educational work or working in the independent sector. This factor is labelled 'new role/setting'. There is also a correlation between the various responses expressing a desire to reduce working time and responsibility. Moving from full-time to part-time work is positively correlated with a desire to reduce workload by reducing responsibilities and negatively correlated with an intention to become a headteacher. This factor is labelled 'reduce time/responsibility'.

The correlated sets of data (factors) were analysed further using regression analysis in terms of the following variables; age, length of service, gender, professional role, school context and phase of education (see Appendix H). Findings for each of these variables will be discussed in turn.

As regards age, regression analysis shows that, as teachers become older, they are less inclined to be positive about headship and to be more inclined towards reducing their level of responsibility and/or working part-time (i.e. the 'reduce time/responsibility' factor). However, although there is no significant effect for gender on this factor, there is an interaction effect between age and gender, such that older female teachers are less inclined than younger male teachers to want to reduce their time and/or responsibilities.

Older teachers are also more negative about taking on management responsibility, working full-time and/or strengthening their classroom practice and more positive about leaving or retiring (i.e. the 'leave/no more hours/responsibility/development' factor). In other words, as age increases, teachers become more negative about these potential routes.

Cross-tabulation analysis illustrates this finding. It is particularly well illustrated by responses to statements 2b ('developing my career by taking on management responsibility') and 2f ('leaving teaching'), where the proportions of teachers stating that each of these options is 'highly likely' increases along with age.

Similar relationships to those described above are seen to apply to teachers with longer periods of service. These teachers tend to be more positive about the prospect of leaving teaching or retiring and more negative about taking on management responsibility, working full-time and/or strengthening their classroom practice. Conversely, those with shorter periods of service are less likely to see themselves leaving or retiring and more likely to consider management responsibility, full-time working and/or strengthening their classroom practice. The cross-tabulation tables illustrate these trends, although the increases with length of service are not quite as smooth as was the case with age. For example (see Appendix F), the cross-tabulations for the statement about leaving teaching show that over one quarter of those saying that it is 'highly unlikely' that they will leave teaching within the next five years have under ten years' service, while over half of those saying that it is 'highly likely' that they will leave teaching within the next five years have over 30 years' service. It is noticeable, however, that more of those who are undecided about leaving have shorter lengths of service.

Teachers with longer lengths of service are also more negative than those with shorter service about working in a different setting or educational role or working in independent schools (i.e. the 'new role/setting' factor).

In terms of gender, the regression model shows that female teachers were less likely than males to see themselves taking the career options included in the factor labelled 'leave/no more hours/responsibility/development'. The cross-tabulation tables for each statement on this question illustrate these regression findings, with one apparent exception. The tables for the statement about taking on career management responsibility seem to show that male teachers are more likely than female teachers to want to take on such responsibilities. However, the differences are small and unlikely to be significant. It is possible that this statement behaved differently from the others in the factor because it is more weakly correlated with the factor than are the other four statements in the factor.

In comparison with class teachers, the regression analysis shows that supply teachers are more likely to want to reduce their time and responsibilities, whereas all other types of teacher, when compared with class teachers, are less likely to want reduced responsibility or fewer hours. Cross-tabulation analysis illustrates this finding (see Appendix F).

In terms of moving into a new setting, regression analysis shows that headteachers, those with cross-school responsibilities (see Appendix B for details of which teaching roles are included in this category) and supply teachers are more likely than others to see themselves working in a new role or

setting in five years' time. Cross-tabulations show, for example, that just over 11 per cent of headteachers consider it 'highly likely' that they will move into another kind of educational work in the next five years (see Appendix F).

Regression analysis also reveals that respondents are more likely to be positively oriented towards all aspects of the 'new role/setting' factor if they work in schools with more challenging circumstances. This means that they are more inclined than those in less challenging schools towards working in a new setting or educational role, or working in the independent sector.

There is no significant relationship between any of the responses to Question 2 and the phase of education in which the respondents work.

There were some similarities between the 2004 and 2005 surveys (see Appendix E). In the 2004 survey, teachers were asked a very similar question, 'how would you wish to see your teaching career develop in the future?' However, the teachers in 2004 were asked about their career 'in the future' whilst those in 2005 were asked about their career 'in the next 5 years'. For this reason, comparative analysis of the two surveys was not conducted for this question.

2.3 Summary

Key findings in this section of the report are as follows:

The rewards and frustrations of teaching

- The vast majority of teachers (over 80 per cent) identify the single biggest reward in teaching with the satisfaction of helping children academically and personally. This finding repeats a similar finding from the 2004 survey.
- More information about the elements that contribute to this satisfaction was obtained in the 2005 survey, however. Almost a third of teachers find their greatest reward in aiding pupils' success, while for 16 per cent, it is the quality of the relationships with the young people they teach that is most rewarding. Others rate their role in supporting personal development, while many feel positive about a combination of these factors and eight per cent simply note that they enjoy 'making a difference'.
- The main frustrations of teaching, as reported by teachers, are insufficient time to plan and prepare, a lack of work/life balance, the amount of paperwork and the poor behaviour of some pupils.

The status of the teaching profession

- Most teachers see the status of the profession as being at or below the mid-point of the five-point scale.

- The status of the profession is rated more highly by the youngest teachers, headteachers and teachers in schools with the least challenging circumstances.

Career development in the next five years

- The majority of teachers (over 70 per cent) see their career path in terms of 'strengthening and developing my classroom practice.' This finding repeats a similar finding from the 2004 survey.
- Other potential career paths receive a more muted response. Joining the independent sector or becoming a headteacher are seen as the options least likely to be pursued within the next five years, although around a quarter anticipate that they will take on management responsibility within that period.
- Female teachers are more inclined than male teachers to give a positive view about the prospect of developing classroom practice or taking on management responsibilities, while seven per cent of respondents overall consider headship to be either a 'likely' or 'highly likely' possibility.
- Older teachers and more experienced teachers are less inclined than others to see senior management and headship as career possibilities and are more positive about the options of reducing responsibilities, working part-time, leaving the profession or retiring.
- Teachers with shorter periods of service are less inclined than others to consider the career options of moving to the independent sector, a different setting or to a different kind of educational work, while headteachers are more inclined than others to consider these potential moves. Just over 11 per cent of headteachers consider it 'highly likely' that they will move into another kind of educational work in the next five years.
- Approximately a quarter of teachers with under 10 years' experience are undecided about whether to stay in the profession.

3. Assessment and Accountability

3.1 Introduction

Section B of the questionnaire relates to assessment and accountability. It comprises three sets of questions. The first set (Question 3) asks about the perceived usefulness of different forms of data, while Question 4 asks about levels of confidence in handling performance data, and associated training needs. Question 5 is in two parts: the first gauges responses to different forms of assessment, while the second relates to the publication of raw score performance tables (School and College Achievement and Attainment Tables).

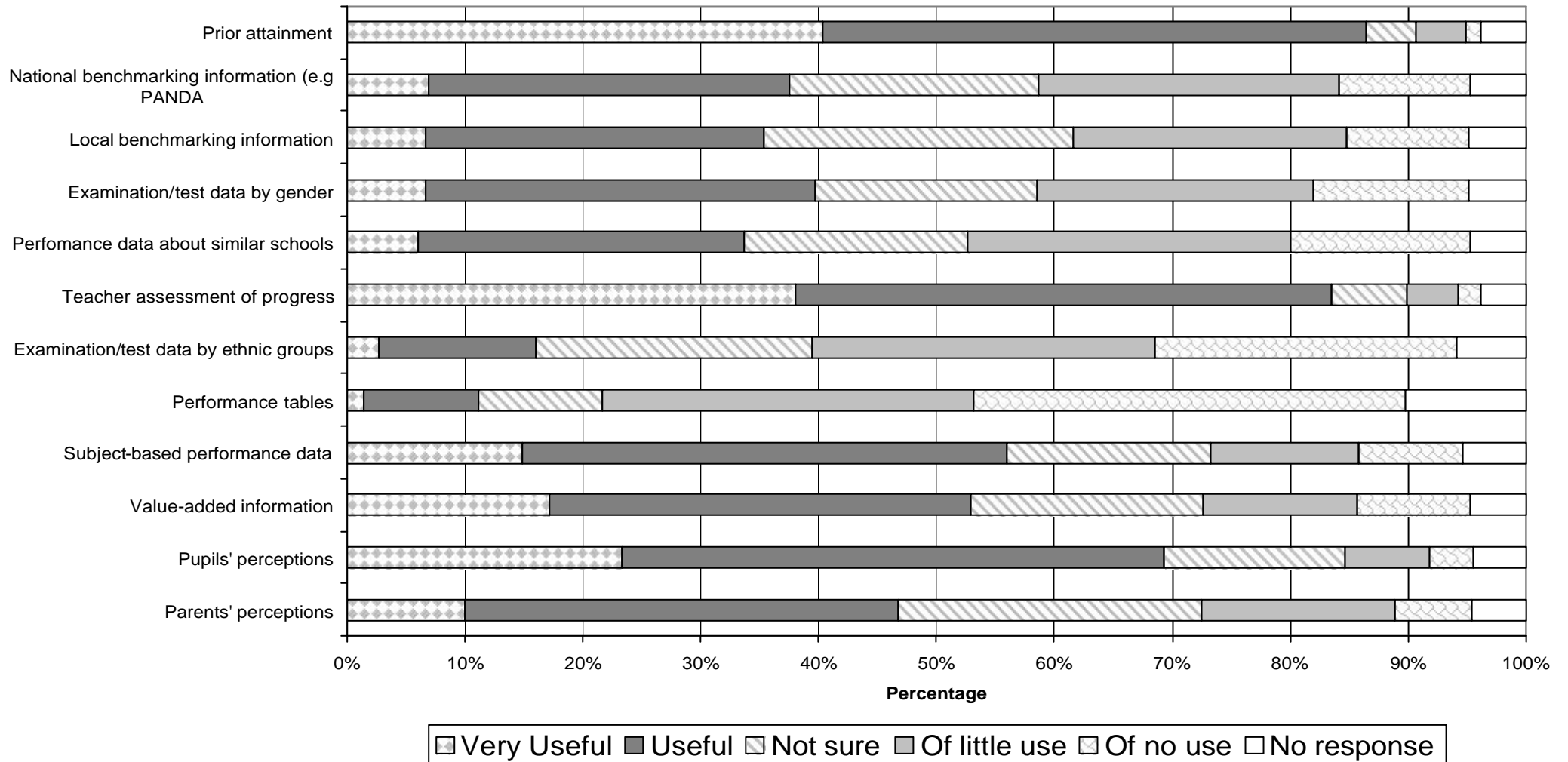
3.2 Findings

3.2.1 Usefulness of data

In Question 3, teachers are presented with a list of 12 different forms of data and asked to rate their usefulness in terms of their assessment of pupil progress and of how they teach the curriculum. In terms of pupil assessment (see Figure 3.1), the types of data most commonly reported as ‘useful’ or ‘very useful’ are prior attainment (86 per cent) and teacher assessment of progress within key stages (83 per cent). These are followed by pupils’ perceptions, subject-based performance data and value-added information (rated positively by 69, 56 and 53 per cent respectively). The least useful form of data is perceived to be performance tables: 68 per cent rated these as being of little or no use in terms of pupil assessment.

A similar pattern obtains when ‘very useful’ responses are considered separately: prior attainment and teacher assessment are rated thus for purposes of pupil assessment by 40 per cent and 38 per cent of teachers respectively, while pupils’ perceptions, value-added information and subject-based performance data are rated this highly by 23 per cent, 17 per cent and 15 per cent respectively. Performance tables were rated as being ‘of no use’ for assessment purposes by 37 per cent of teachers.

Figure 3.1 Question 3 In your experience, and in terms of pupil assessment, how useful are the following forms of data?



The same pattern is found in responses about the usefulness of these forms of data for how the curriculum is taught (see Figure 3.2). As before, most teachers report that prior attainment and teacher assessment of progress within key stages are useful or very useful in informing how they teach the curriculum (77 and 76 per cent respectively), while pupils' perceptions, subject-based performance data and value-added information are rated positively by 69, 52 and 42 per cent respectively. Performance tables (School and College Achievement and Attainment Tables) are, again, considered the least useful form of data for purposes of teaching of the curriculum: 69 per cent rated them of little or no use in this regard.

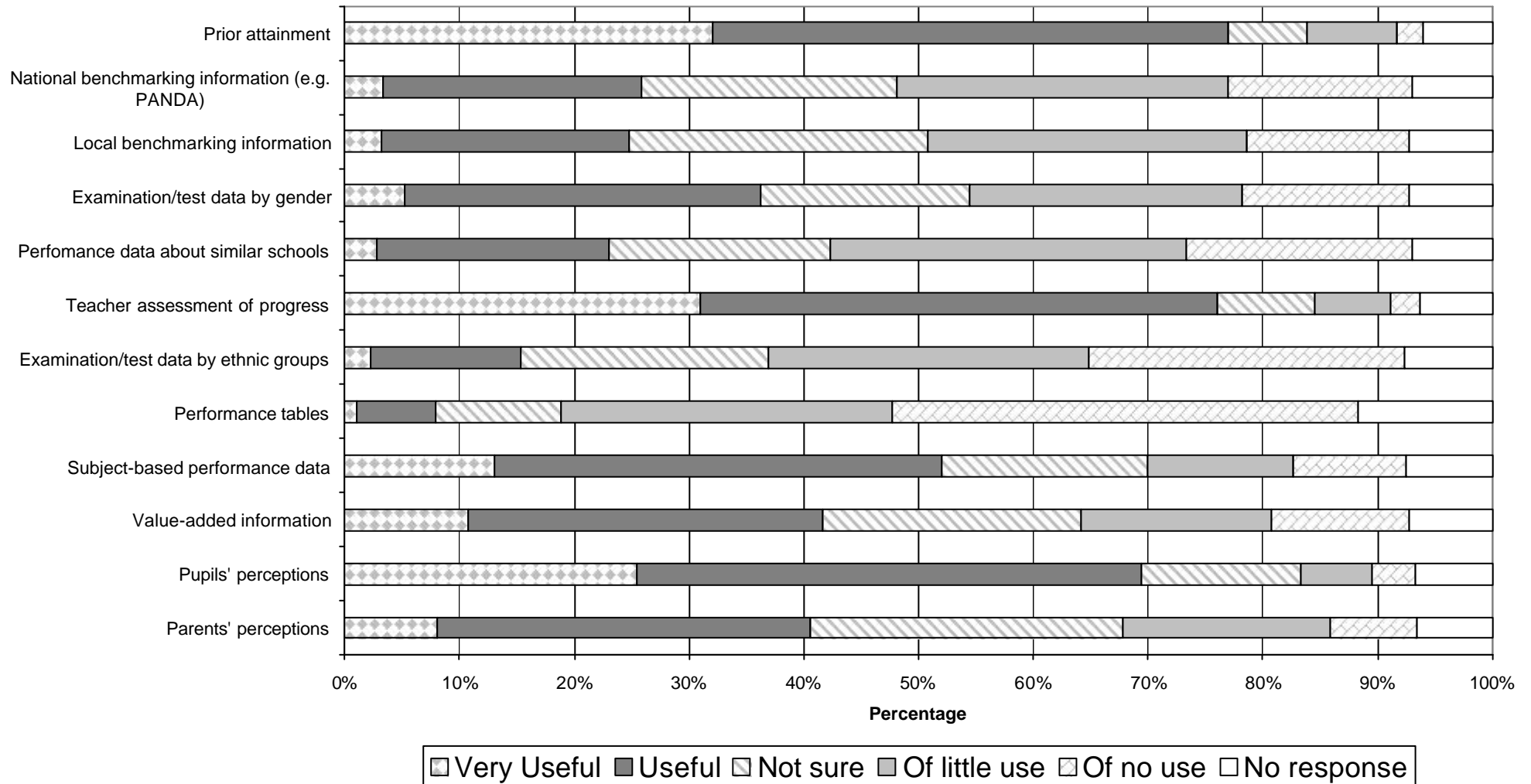
Thus, whilst some aspects of data analysis are viewed positively, some concerns remain. These concerns are exemplified by a comment made in response to Question 20, in which teachers are invited to make any other comments they wish:

Too much time is wasted filling in development documents and analysing results. Most teachers want to concentrate on their work in the classroom.

Not surprisingly, given these clear patterns, factor analysis of the outcomes shows that there are correlations between teachers' answers to this set of questions. Thus, the statements referring to prior attainment and teacher assessment are both correlated with that referring to pupils' perceptions, while responses to the remaining statements are correlated with each other (see Appendix H for details).

These correlated sets of data ('factors') were analysed further. Of particular interest in this further analysis were the variables of phase of teaching (primary, secondary or not applicable) and school context (a measure indicating whether a school's circumstances are more or less challenging than the average). Regression analysis (see Appendix H) reveals that primary teachers are more likely than other teachers to find data related to prior attainment, teacher assessment and pupils' perceptions to be useful, both for assessment of pupil progress and for how they teach the curriculum. Secondary teachers are more likely to find other forms of data useful.

Figure 3.2 Question 3 In your experience, and in terms of how you teach the curriculum, how useful are the following forms of data?



These differences are particularly apparent in some of the cross-tabulated tables showing the breakdown of responses by phase of teaching (see Appendix F). In terms of assessment, for example, the cross-tabulations show that secondary teachers are more likely than primary teachers to find subject-based performance data useful or very useful (70 per cent against 48 per cent). They are also more likely to rate national benchmarking information (45 per cent against 35 per cent) and performance tables (16 per cent against seven per cent) as useful or very useful, although it is noticeable that the percentages rating performance tables as being of little or no use are high in both phases: 72 per cent in the primary phase and 64 per cent in the secondary phase.

Similarly, in terms of how the curriculum is taught, the cross-tabulations show that secondary teachers tend more often than primary teachers to report finding subject-based performance data useful or very useful (63 per cent against 47 per cent). Primary teachers, meanwhile, are more likely than secondary teachers, in terms of both assessment and how they teach the curriculum, to list prior attainment (44 per cent and 38 per cent respectively) and teacher assessment data (46 and 37 per cent) as ‘very useful’ and parents’ perceptions as ‘useful’ (43 and 36 per cent).

It is noticeable that neither group is particularly enthusiastic about examination or test data broken down by ethnic groups: 58 per cent of secondary teachers and 51 per cent of primary teachers rate this as being of little or no use for purposes of assessment and almost a quarter in each case is undecided.

On the second variable of interest (school context), regression analysis shows no significant differences in responses about prior attainment, teacher assessment or pupils’ perceptions. However, schools in more challenging circumstances tend to find other forms of data more useful than do those working in less challenging circumstances. The tables of mean scores by school context, given in Appendix F, illustrate this trend.

3.2.2 Handling performance data

Question 4 presents teachers with six statements and asks them to indicate the extent of their agreement with each one. Three relate to levels of confidence in handling performance data and three evaluate the desire for training in the use of performance data. Responses on these questions are, not surprisingly, correlated such that teachers who say they are confident in their use of performance data are less likely to indicate a need for training or further training (see Appendix H).

Figure 3.3 Question 4 I am confident in my use of...

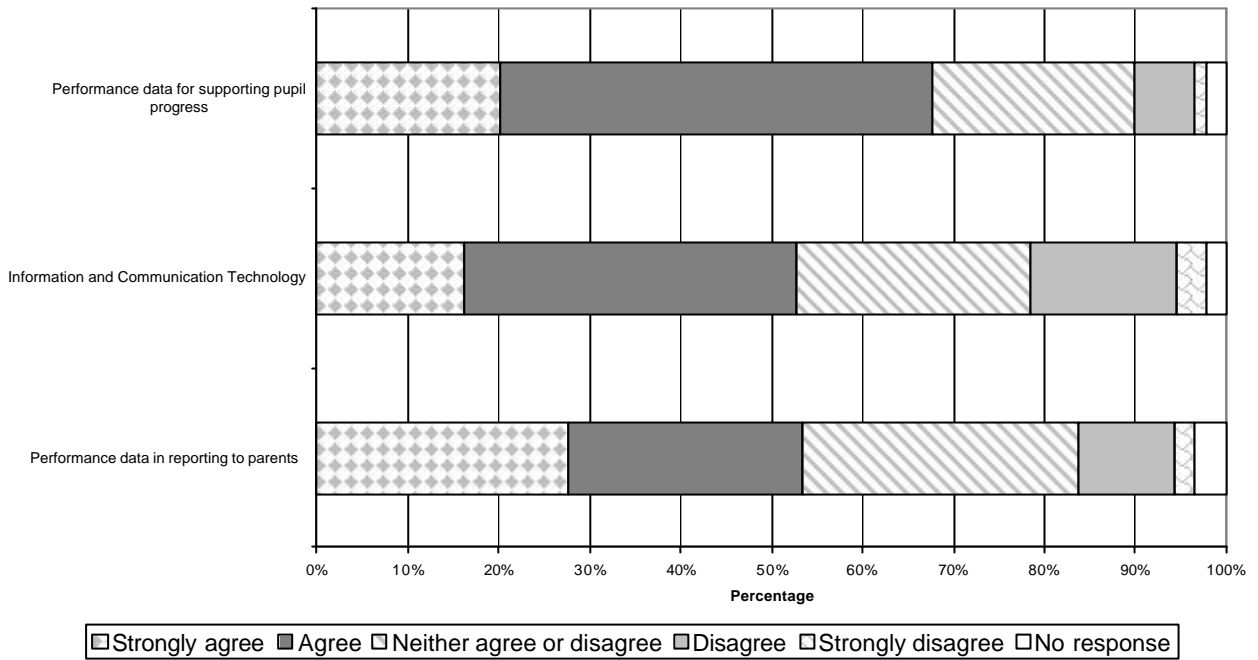
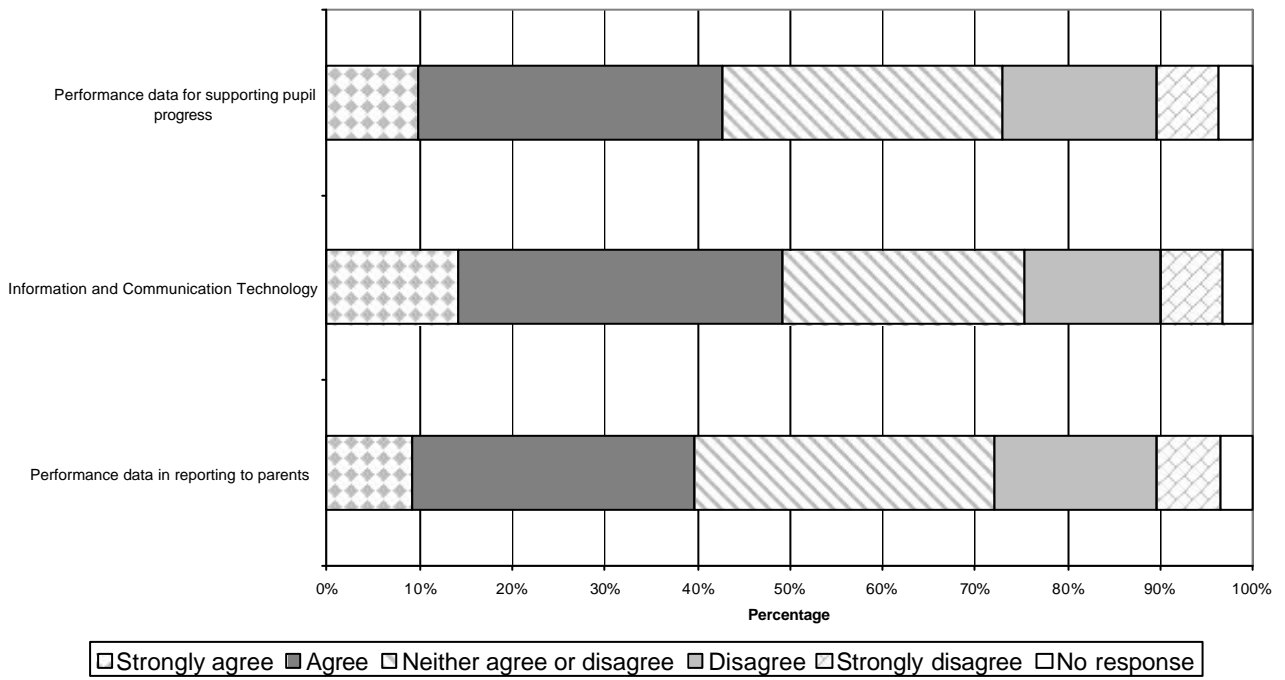


Figure 3.4 Question 4 I would like training (or further training) in the use of...



The greatest area of confidence is in using performance data for supporting pupil progress and/or school improvement: 68 per cent agree or strongly agree that they are confident in this area. Both of the other statements also attract majority agreement: over half of the teachers (see Figure 3.3) agree or strongly agree that they are confident in their use of information and communication technology (ICT) in handling performance data and in using performance data in reporting to parents and/or school management.

Despite this confidence, a large percentage of teachers indicate that they would like training or further training in each of the three areas (Figure 3.4). This ranges from 40 per cent agreeing or strongly agreeing that they would like training in the use of performance data in reporting to parents and/or school management, to 49 per cent indicating a desire for it in the use of ICT in handling performance data.

Around a quarter in each case do not express a definite opinion in terms of their level of confidence or their desire for training, saying only that they neither agree nor disagree with the statement.

As noted, further analysis establishes that responses to Question 4 are correlated, such that those who are less confident in handling performance data are more likely to indicate a need for training. Once again, school context is implicated in this: teachers in more challenging circumstances are more likely than those in less challenging circumstances to report lacking confidence in handling performance data and to say that they would like training. The cross-tabulated tables for Question 4 by school context (see Appendix F) demonstrate this trend most clearly in relation to training in the use of information and communication technology (ICT) in handling performance data and in using performance data to support pupil progress. The mean 'context' scores for those agreeing that they need training in using ICT in this way, and in using performance data to support pupil progress are just over 100, while the mean scores for those who disagree are below 100.

Similarly, the context scores for those who disagree that they are confident in using performance data in reporting to parents and/or school management are higher than for those who agree, indicating that those who disagree work in relatively more challenging schools.

No significant differences emerge in terms of teachers' phase or length of service, the other variables of particular interest in this question. Although the cross-tabulation tables (see Appendix F) show some variation in the percentages of teachers in each 'length of service' band giving each of the

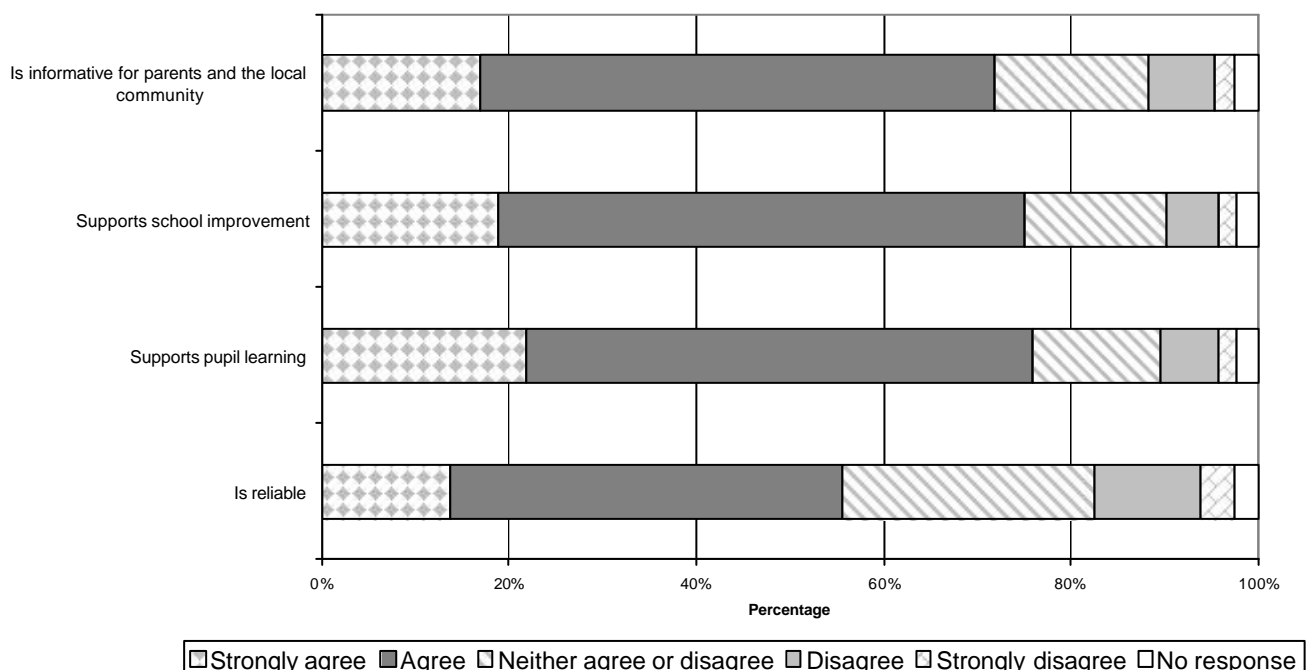
response options, there are no clear response trends. Similarly, the tables show some variation in the percentages of primary and secondary teachers giving each of the response options. However, these differences are too small to be statistically significant.

3.2.3 Assessment and Performance Tables

In this set of questions (Questions 5a and 5b) respondents are asked whether each of three different forms of assessment is or would be informative for parents and the local community, supports or might support school improvement and pupil learning, and is or might be reliable. The same questions are asked about the practice of publication of raw score performance tables (School and College Achievement and Attainment Tables). The three forms of assessment are assessment of a *whole* year group by national test, teacher assessment according to a *national* framework and assessment of a *sample* of pupil cohorts by national test. The results are summarised in Figures 3.5 to 3.8.

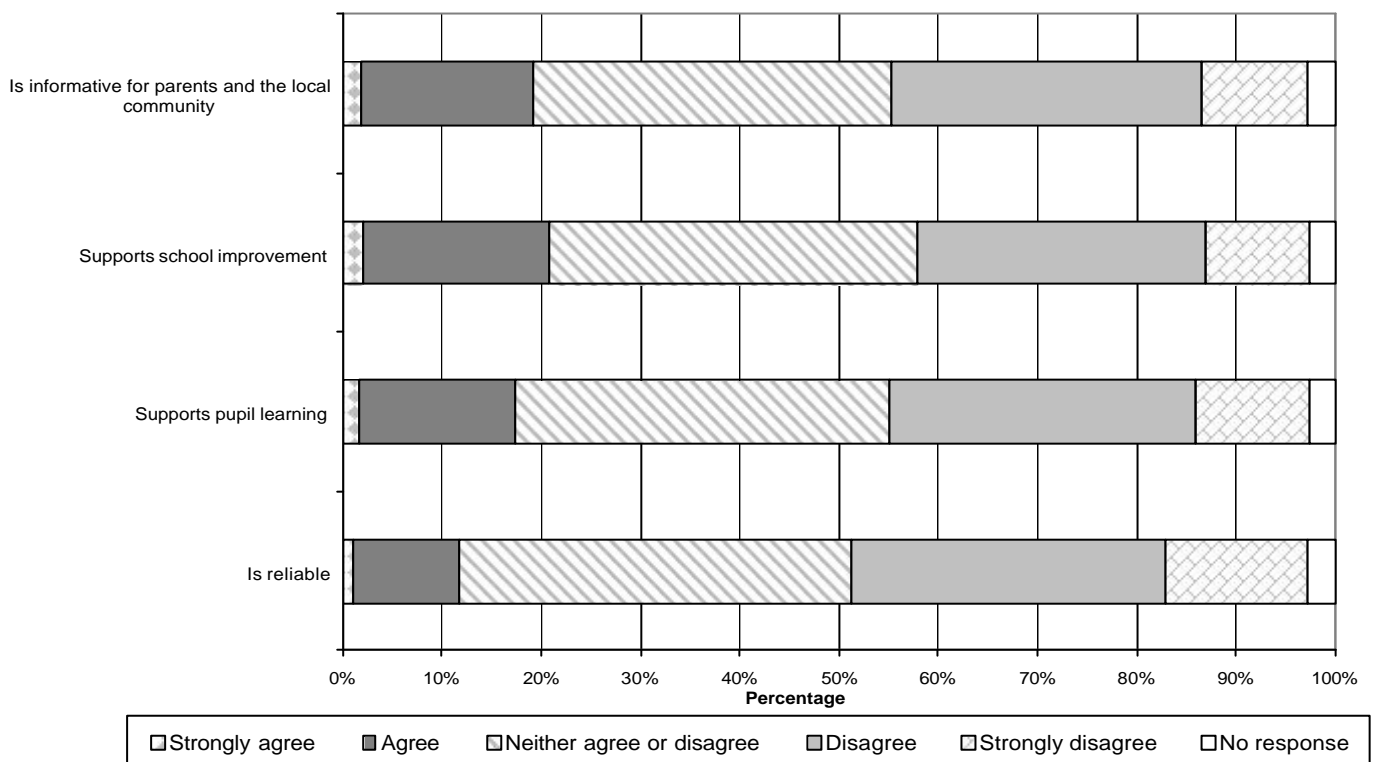
The most positive responses are obtained in relation to teacher assessment (Figure 3.5), with 76 per cent reporting that they think teacher assessment supports pupil learning and 75 per cent saying that it supports school improvement. Almost as many consider it informative for parents and the local community. However, only just over half (55 per cent) believe that teacher assessment is reliable.

Figure 3.5 Question 5a Teacher assessment according to a *national* framework...



The practice of assessment of a *whole* year group by national test receives some acclaim (Figure 3.6). Just under half consider that this form of assessment supports school improvement (47 per cent agree or strongly agree), while 43 per cent believe it is informative for parents and the local community. Around a third (34 per cent) report that it supports pupil learning. However, very few consider it reliable: only 17 per cent agree or strongly agree that it is so.

Figure 3.6 Question 5a Assessment of a *whole* year group by national test...



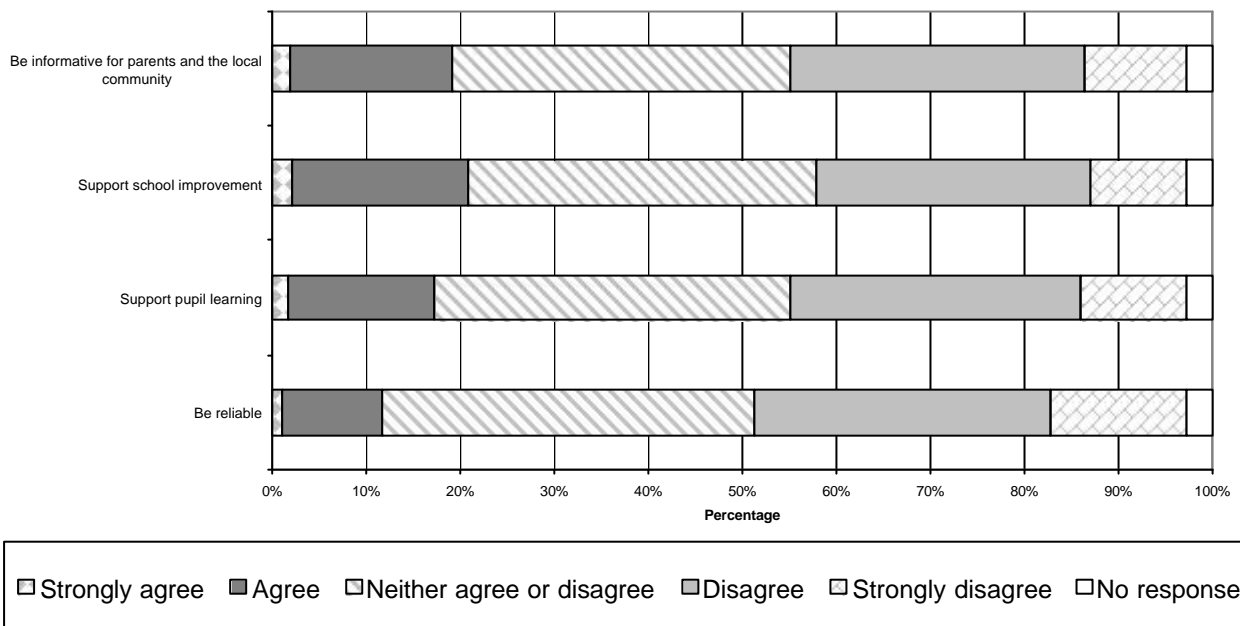
Despite the fact that the practice of testing of a whole year group receives some support, some negative comments were made about it in response to Question 20. For example, one respondent noted that '*overemphasis on SATs leads to a limited curriculum because the interesting parts are difficult to measure and quantify*', while another commented that:

The true meaning of education is getting lost in the obsessive desire to measure output like manufacturing cars. Education is about helping children to prepare for their future and to make sense of their lives and their desires. An increasing number of children are becoming lost and disaffected by the unrelenting pressure of an obsession with tests (and

the preparation for those tests) to measure a fraction of what education is about.

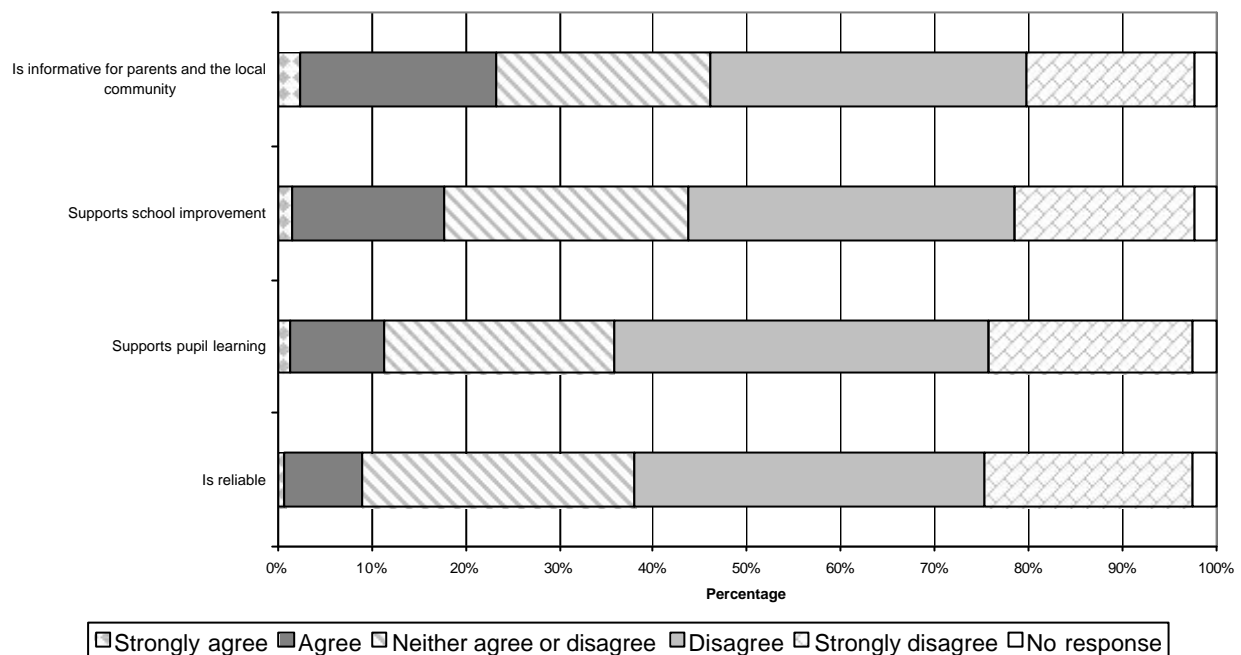
Even so, the idea of assessment of a *sample* of pupils fares even less well (see Figure 3.7). This is because many teachers do not express a definite opinion on the subject: the most common answer to each statement (approximately one third in each case) is in the ‘neither agree nor disagree’ category. The next most common response is to disagree with the statement.

Figure 3.7 Question 5a Assessment of a *sample* of pupil cohorts by national test would...



Least support of all is seen for the practice of publication of raw score performance tables. While 23 per cent consider these informative for parents (see Figure 3.8), only 18 per cent believe that such tables support school improvement and even lower percentages consider that they support pupil learning (11 per cent) or are reliable (nine per cent). The most common opinion in each case is to ‘disagree’ with each of the statements given.

Figure 3.8 Question 5b Publication of raw score performance tables
(School and College Achievement and Attainment Tables)...



Perhaps not surprisingly, then, several comments about performance tables are made by teachers in response to Question 20, which invited teachers to ‘use this space for any other comments you wish to make’. In total, 168 negative comments were made about government attempts to raise standards via testing related to performance tables. For example, one teacher notes:

Scrap the league tables – Ofsted and Pendas work. “Not all that can be measured counts and not all that counts can be measured”, Einstein.

Others write about the effects on teaching and teachers of the publication of results. Some examples are:

League tables and A - C emphasis for schools are encouraging a two-tier system where those pupils with a chance of a C or above get better provision than those who haven’t. Standards are not rising.*

Find ways to raise the self esteem of teachers who take a battering because of publicised table results. The government appears to have no understanding of how it feels to be always at the bottom of a league table when the children have all made progress even if it is only to achieve level 1.

I am tired of feeling under pressure to achieve certain (GCSE) grades with pupils, according to their data scores, and appearing to have failed if these grades are not achieved when there can be many reasons, other than poor teaching. Very often the pupils concerned are disaffected and the poor teacher has no chance.

Over the last ten years or so ticking boxes, league tables etc seem to have taken over from what I regard as the essence of teaching – celebrating what children can do and inspiring them to do more. Fortunately the school I work in has children as number 1 priority and league tables don't matter to us at all. Our children achieve because they are happy, valued and treated as individuals.

As might be expected, responses to each of the four statements about teacher assessment are correlated with each other. Similarly, responses to the eight statements about assessment of a whole year group or sample of pupils are correlated with each other, as well as with the four statements about the publication of raw score tables. This enables further analysis by four variables of particular interest in relation to the research aims: teachers' professional role, length of service, teaching phase and school context.

In matters of teacher assessment, significant differences are seen only for phase and professional role. Primary teachers are more likely than others to agree that teacher assessment according to a national framework is informative for parents and the local community, that it supports school improvement, that it supports pupil learning, and that it is reliable. Similarly, teachers in a management role (heads and assistant or deputy heads) are more likely than those in other professional roles to share these views. Teachers with posts of particular responsibility, including Advanced Skills Teachers (ASTs) and head of department, year or key stage, are also more inclined than class teachers, supply teachers or others to agree with these statements although, in this case, the effect size is smaller and borders on non-significance.

In terms of national tests and performance tables, significant differences in response are seen, once again, across phase and professional role. Differences are also seen in terms of school context. In these instances, particular groups of teachers (specified below) are more likely than others to disagree with the statements that assessment of a whole year group or sample of pupils by national test is/would be informative, supportive or reliable and likewise that publication of raw score performance tables is informative, supportive or reliable. These trends are seen among teachers in the more challenging schools, among primary teachers, and among those in posts of particular responsibility. Headteachers are also somewhat more inclined to disagree,

although the effect size, in this case, is small and borderline in terms of statistical significance.

No significant differences are seen for any part of Questions 5a or 5b in terms of length of service, once other factors are controlled for. There is a small effect for age, however, whereby as age increases, so does the likelihood of disagreeing with these statements. The cross-tabulated tables detailing Questions 5a and 5b by length of service (see Appendix F) seem to show some differences by length of service. However, it is likely that these arise from an interaction between the variables of age and length of service.

3.3 Summary

Key findings in this section of the report are as follows:

Using data for pupil assessment and teaching

- The forms of data deemed most useful by teachers for assessment of pupil progress and for teaching the curriculum are prior attainment and teacher assessment of progress within key stages, followed by pupils' perceptions, value-added information and subject-based performance data.
- The least useful form of data is perceived to be performance tables (School and College Achievement and Attainment Tables).
- Examination data broken down by ethnic group is considered useful by a minority of teachers; more than 50 per cent rate it as being of little or no use for purposes of assessment.
- Primary teachers are more likely than others to find prior attainment data, teacher assessment data and pupils' perceptions useful for both assessment and teaching purposes.
- Teachers working in schools in more challenging circumstances find many forms of data more useful than do teachers in less challenging schools.

Confidence in handling data

- More than half of the teachers in the sample expressed confidence in handling performance data. Just under half would like training (or further training) in this area.
- Teachers working in more challenging circumstances are more likely to report lacking confidence in handling performance data and to say that they would like training in this area.

Views about assessment and performance tables

- Around three quarters of teachers consider that teacher assessment supports learning and a similar proportion thinks that it supports school improvement and is informative. Just over half believe it to be reliable. Primary teachers and teachers in management roles are particularly positive about teacher assessment.

- Just under half of the sample believes that assessment of a whole year group by national test supports school improvement, and almost as many consider it informative. Approximately a third considers that it supports pupil learning, but few believe it to be reliable.
- There is little support for the idea of testing a sample of a cohort of pupils by national test. Many teachers are undecided on the issue and many others disagree that it can be an informative, supportive or reliable process.
- The publication of raw score performance tables is unpopular. Almost a quarter of the sample considers them to be informative, but fewer believe them to be supportive or reliable.
- Teachers in more challenging schools, primary teachers and those in posts of particular responsibility are prominent among those displaying negative views about national testing and the publication of performance tables.

4. Personalised Learning

4.1 Introduction

The survey includes two questions to find out about the introduction and development of personalised learning in schools. Personalised learning is about tailoring education to individual pupils' needs, interests and aptitudes.

Question 6 focuses on the elements that are required for the successful introduction of personalised learning in schools and Question 7 explores aspects of personalised learning that are being encouraged in schools.

4.2 Findings

4.2.1 Elements important for the successful introduction of personalised learning

In Question 6 teachers are asked to rate the importance of ten possible elements required for the successful introduction of personalised learning. A five point scale is used ranging from 'very important' to 'of no importance'.

The findings from Question 6 indicate that each of the ten possible elements is considered to be important by the majority of teachers and, in several cases, by almost all. The responses range from 97 per cent of teachers considering that time to plan differentiated lessons is either important or very important to 57 per cent identifying extended schools status as important or very important. Other elements selected by a high percentage of teachers include: increasing flexibility in the curriculum (91 per cent important or very important), guidance or training in how to integrate personalised learning with existing practice (90 per cent) and training as part of initial teacher training (89 per cent). The findings are summarised in Figure 4.1.

Further analysis of responses to Question 6 was carried out according to teachers' phase (secondary or primary) and the school context in which they are working. Responses to statements about: extended schools status, new designs for school buildings and more flexible use of information and communication technology (ICT) are correlated and were loaded into the regression model as a single factor designated 'school design/status'. The graphs of quasi-effect sizes for Question 6 (see Appendix H) show significant differences for this factor according to both phase and school context. This indicates that teachers in secondary schools are more likely than teachers in primary schools to regard the elements that constitute the school design/status

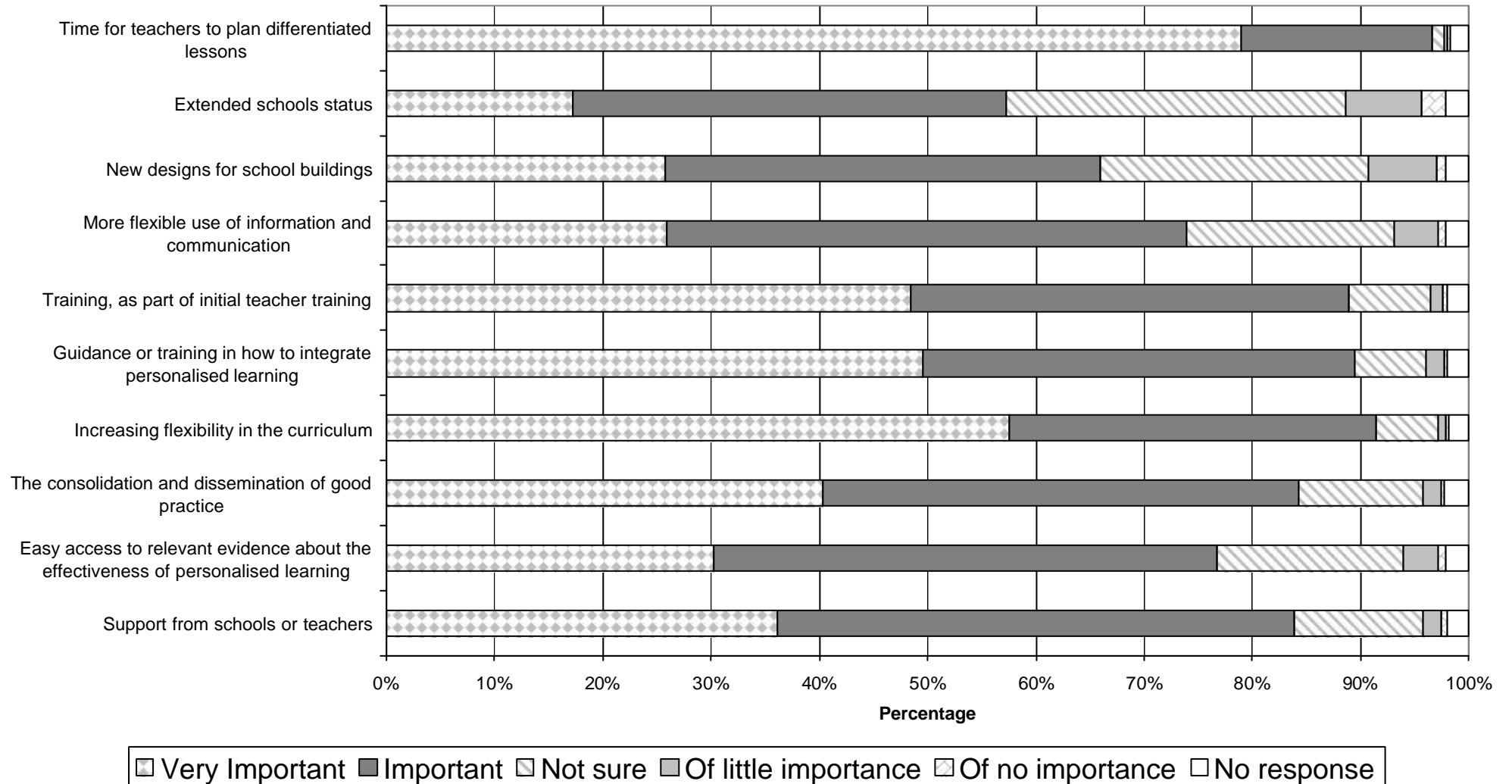
factor as important for the successful introduction of personalised learning. Similarly teachers who consider these elements to be important tend to work in more challenging schools.

The cross-tabulations by phase illustrate the regression findings (see Appendix F). Marked differences are evident between primary and secondary teachers regarding the importance of physical and human resources in the implementation of personalised learning. Teachers in secondary schools (64 per cent selecting important or very important) are more likely than teachers in primary schools (51 per cent) to feel that extended schools status (allowing pupils access to services and activities beyond the school day) is important in the successful introduction of personalised learning. Secondary teachers (70 per cent) are also more likely than primary teachers (64 per cent) to consider that new designs for school buildings to allow for flexible learning are important.

The cross-tabulations by school context for each of the elements of the design/status factor also reflect the regression findings (see Appendix F). The highest mean context scores (indicating more challenging circumstances) are associated with respondents who consider each element to be 'very important'. The mean scores decline across the response scale with the lowest values obtained for teachers who respond 'of no importance'.

Other apparent differences according to phase and school context are indicated in the cross-tabulations for Question 6 but these are unlikely to be significant.

Figure 4.1 Question 6 How important do you consider each of the following in the successful introduction of personalised learning?



4.2.2 Encouraging personalised learning in schools

In Question 7 respondents are asked the extent to which they agree with a series of 16 statements about aspects of personalised learning in their school. A five-point scale is used ranging from strongly agree to strongly disagree plus a not applicable option.

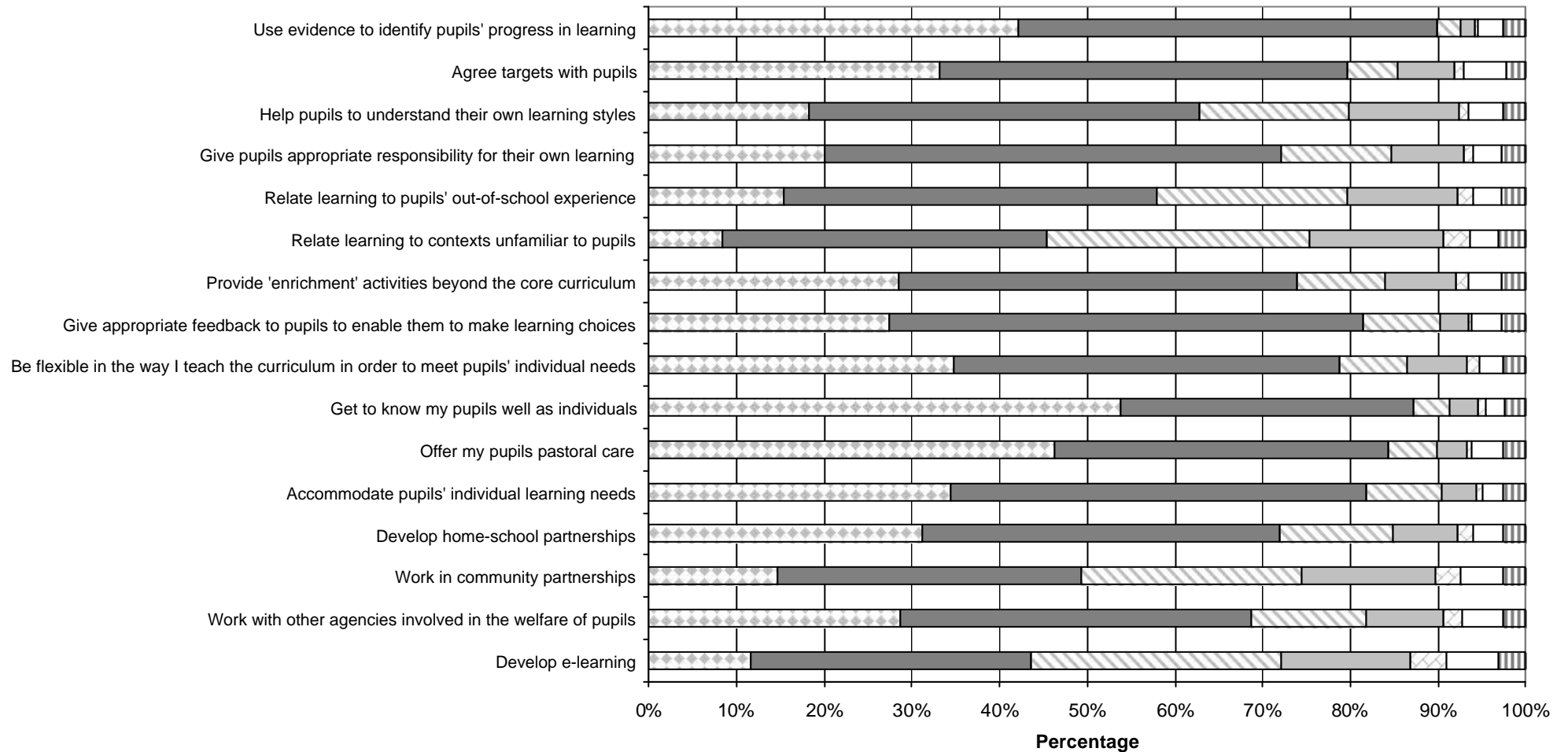
The findings indicate that the majority of teachers feel they are being encouraged to develop a number of personalised learning strategies with their pupils. Over 80 per cent of teachers either agree or strongly agree that their school encourages them to use evidence to identify progress in learning, to get to know pupils well as individuals, to offer pastoral care, to accommodate individual learning needs and to give feedback to enable pupils to make learning choices. Twelve of the suggested strategies were identified by over 60 per cent of teachers.

Three aspects were identified by fewer than 50 per cent of teachers: working in community partnerships (49 per cent either agree or strongly agree), relating learning to contexts unfamiliar to pupils (45 per cent) and developing e learning (44 per cent). The findings are summarised in Figure 4.2.

Further analysis of responses to Question 7 was carried out according to teachers' phase (secondary or primary) and the school context in which they are working. Responses to several statements were correlated and these were loaded into the regression model as a single factor designated 'relationships and partnerships'. The statements in this factor are related to being: flexible in teaching the curriculum, getting to know pupils as individuals, offering pastoral care, accommodating individual learning needs, developing home-school partnerships, working in community partnerships and working with other pupil welfare agencies. The graphs of quasi-effect sizes for Question 7 (see Appendix H) show significant differences for this factor according to phase only. Teachers in primary schools are more likely than teachers in secondary schools to respond that they are encouraged to develop the relationships and partnerships that constitute this factor.

Figure 4.2 Question 7 To what extent do you agree with each of the following statements?

In my school I am encouraged to:



Strongly agree
 Agree
 Not sure
 Disagree
 Strongly disagree
 Not Applicable
 No response

The cross-tabulations according to phase show striking differences between primary and secondary teachers regarding the encouragement given to developing partnerships (see Appendix F). In primary schools, 85 per cent of teachers either agree or strongly agree that their school encourages them to develop home-school partnerships, compared to 60 per cent of teachers in secondary schools. Similarly 82 per cent of primary teachers compared to 55 per cent of secondary teachers agree or strongly agree that their school encourages them to work with other agencies involved in pupil welfare. Similarly, differences are seen related to work in community partnerships.

Other apparent differences according to phase and school context are indicated in the cross-tabulations for Question 7, but these are unlikely to be significant.

Few teachers commented specifically on personalised learning in the open response question at the end of the survey (Question 20) although half of one per cent commented about pupils needing to take more responsibility for their learning. This suggests that personalised learning is not, at present, uppermost in teachers' thinking.

4.3 Summary

Key findings in this section of the report are as follows:

Introducing personalised learning

- A number of elements are considered by the vast majority of teachers to be important for the successful introduction of personalised learning in schools. The most important, selected by almost all teachers (97 per cent), is time for teachers to plan differentiated lessons.
- Increasing flexibility in the curriculum, guidance and training in how to integrate personalised learning with existing practice, and related training as part of initial teacher training were also seen as important by around 90 per cent of teachers. These were closely followed by the consolidation and dissemination of good practice in Assessment for Learning and support from schools and teachers who have successfully implemented personalised learning.
- Secondary teachers are more likely than primary teachers to identify extended schools status and new building design as important for the successful introduction of personalised learning in schools. The same is true of teachers in more challenging schools, when compared with those in less challenging circumstances.

Developing an ethos of personalised learning

- Teachers report being encouraged to develop a number of personalised learning strategies with their pupils. The aspect of personalised learning most frequently encouraged in schools is the use of evidence to identify pupils' progress in learning (90 per cent).

- Other commonly reported factors relevant to personalised learning (reported by over 80 per cent in each case) are being encouraged to get to know pupils well, to offer pastoral care, to accommodate individual learning needs, and to give feedback designed to enable pupils to make learning choices.
- Primary teachers are more likely than secondary teachers to be encouraged to develop partnerships with the home, the community and relevant welfare agencies.

5. Continuing Professional Development

5.1 Introduction

Section D of the questionnaire explores teachers' experiences and views about their own professional development and their feelings about Continuing Professional Development (CPD) in general. Question 8 asks teachers to identify the professional development activities they have experienced over the previous 12 months. Questions 9 and 10 focus on whether teachers feel their professional development needs have been met during this period and if they have funded any development activities themselves. Question 11 identifies a range of topic areas (e.g. personalised learning and subject leadership) and asks teachers the extent to which they feel they would like CPD, in each of these areas, over the coming year. The questionnaire then goes on to look at CPD in a more general light by providing teachers with a range of CPD-related statements and inviting them to consider the extent to which they agree or disagree with each of them (Question 12). Question 13 then looks at the importance of a range of factors (e.g. support from managers and access to online material) which teachers consider to be important in making CPD an integral part of the teaching profession.

5.2 Findings

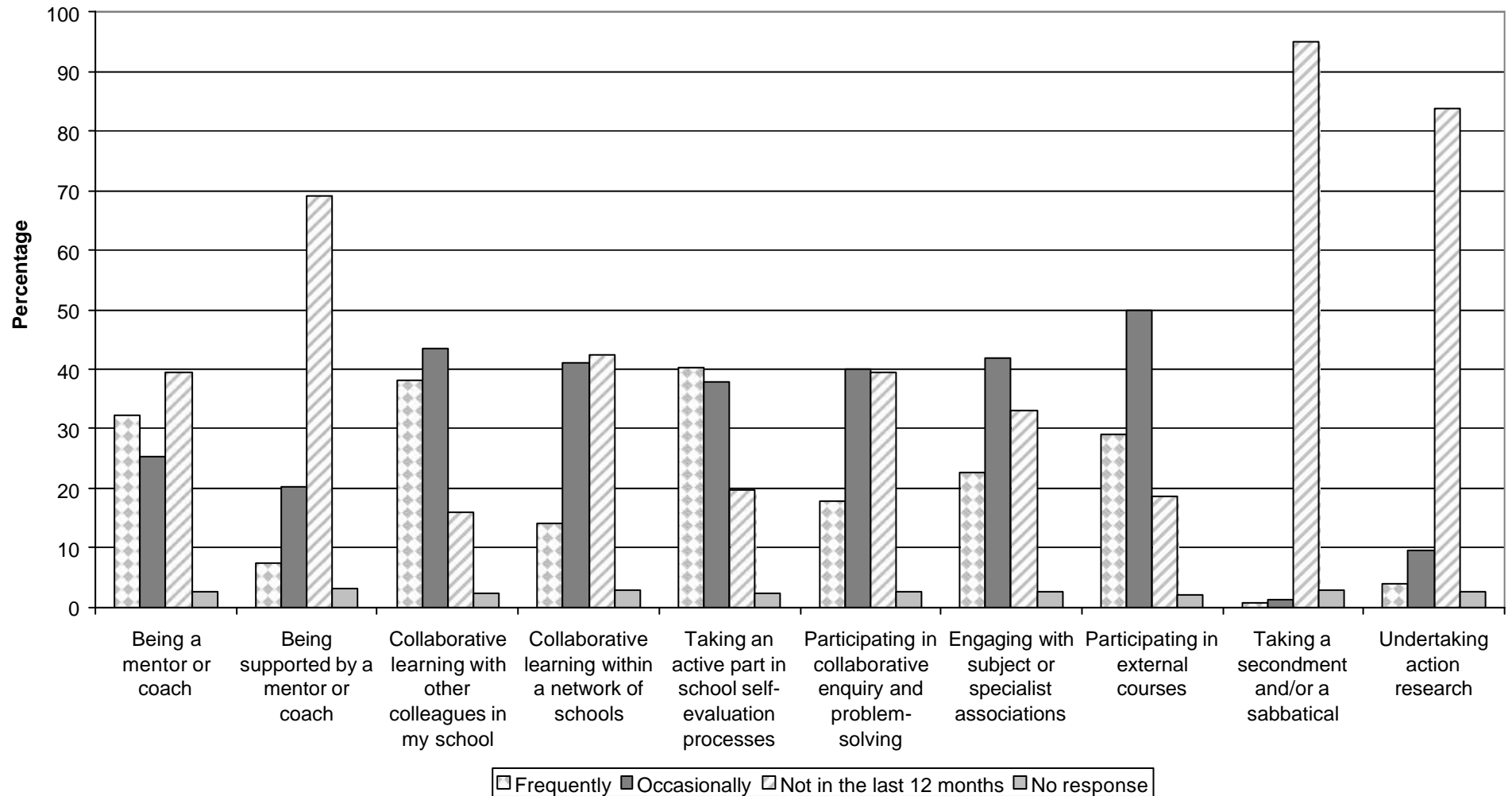
5.2.1 Professional development activities in the past

Question 8 provides teachers with a list of professional development activities which they may have experienced over the last 12 months and asks them to identify which ones they have participated in and whether their participation was 'frequently', 'occasionally' or 'not in the last 12 months'. Figure 5.1 shows their responses.

The professional development activity which teachers are most likely to either frequently or occasionally take part in is collaborative learning with other colleagues in the same school. This was experienced by 82 per cent of teachers over the last 12 months. Just over 38 per cent of teachers had frequently taken part in this activity and around 43 per cent of teachers had taken part in this activity occasionally. Seventy-nine per cent of teachers took part in external courses during this period (29 per cent frequently and 50 per cent occasionally) and 78 per cent of teachers had taken an active part in school self-evaluation processes over the past year (40 per cent frequently and 38 per cent occasionally). Another common CPD activity, identified by 65 per cent of teachers, is engaging with subject or specialist associations.

Figure 5.1 Question 8 Which of the following professional development activities have you experienced in the last 12 months?

Question 8 Which of the following professional development activities have you experienced in the last 12 months?



The least common CPD activities identified by teachers (i.e. activities which the least number of teachers said they had frequently or occasionally experienced in the last 12 months) are: being supported by a mentor or coach (28 per cent); undertaking action research (14 per cent); and taking a secondment or sabbatical (2 per cent). A table showing all responses to this question can be found in Appendix D.

Comparison of the responses to this question in the 2005 survey with those from the 2004 survey reveal similar findings in terms of the types of CPD most commonly experienced (see Appendix E). In particular, collaborative learning with other colleagues in the same school was the CPD activity which teachers were most likely to have frequently or occasionally participated in during the 12 months prior to the 2004 survey (86 per cent) and was the most common CPD activity experienced in the 2005 survey. The 2004 survey also found that teachers commonly participated in external courses and took an active part in school self-evaluation processes (79 per cent and 78 per cent respectively) which again compares similarly to the 2005 survey findings. The least common CPD activities experienced by teachers in the 12 months prior to the 2005 survey are also similar to those identified in the 2004 survey. In 2004, 31 per cent of teachers said they had been supported by a mentor or coach, 11 per cent had experienced action research and 2 per cent had undertaken a secondment or sabbatical. It is noticeable, however, that the percentage of teachers experiencing each type of CPD rose, in most cases, in 2005 compared with 2004. There was a general trend in 2005 towards more teachers reporting that they had experienced each CPD activity than was the case in 2004, findings which were significant to the five per cent level.

Factor analysis of the 2005 responses shows that there are correlations between teachers' answers to Question 8. These correlations were analysed further by means of regression analysis (see Appendix H). The regression analysis reveals that headteachers, assistant/deputy headteachers and teachers with a cross-school role (see Appendix B for details of which teaching roles are included in this category) are significantly more likely than teachers in other roles (e.g. class teacher) to have experienced the CPD activities listed in the question over the previous 12 months. These differences are particularly apparent in some of the cross-tabulation tables (see Appendix F). The cross-tabulation data reveals that in many of the CPD areas listed in Question 8, headteachers report more than teachers in other roles that they have frequently experienced these activities over the last 12 months. In particular, 61 per cent of headteachers say they have frequently experienced being a mentor compared with 21 per cent of class teachers. Ninety per cent of headteachers say they have frequently participated in school self-evaluation processes compared with 29 per cent of class teachers and 62 per cent of headteachers compared with 23 per cent of class teachers say they have frequently taken part in external courses over the last 12 months.

Regression analysis (see Appendix H) also reveals that gender and school phase are variables which influence responses to Question 8. This means that female teachers are significantly more likely to have experienced CPD activities over the last 12 months compared with male teachers and that teachers in primary schools are significantly more likely to have experienced CPD activities over the past year as opposed to teachers in secondary schools. This is particularly evident in the case of collaborative learning with colleagues in the same school. These effects do not arise simply because there are more female teachers than male teachers in primary schools: the regression model controls for interaction between variables. Hence, this is a gender effect over and above phase of teaching, and a phase effect over and above gender.

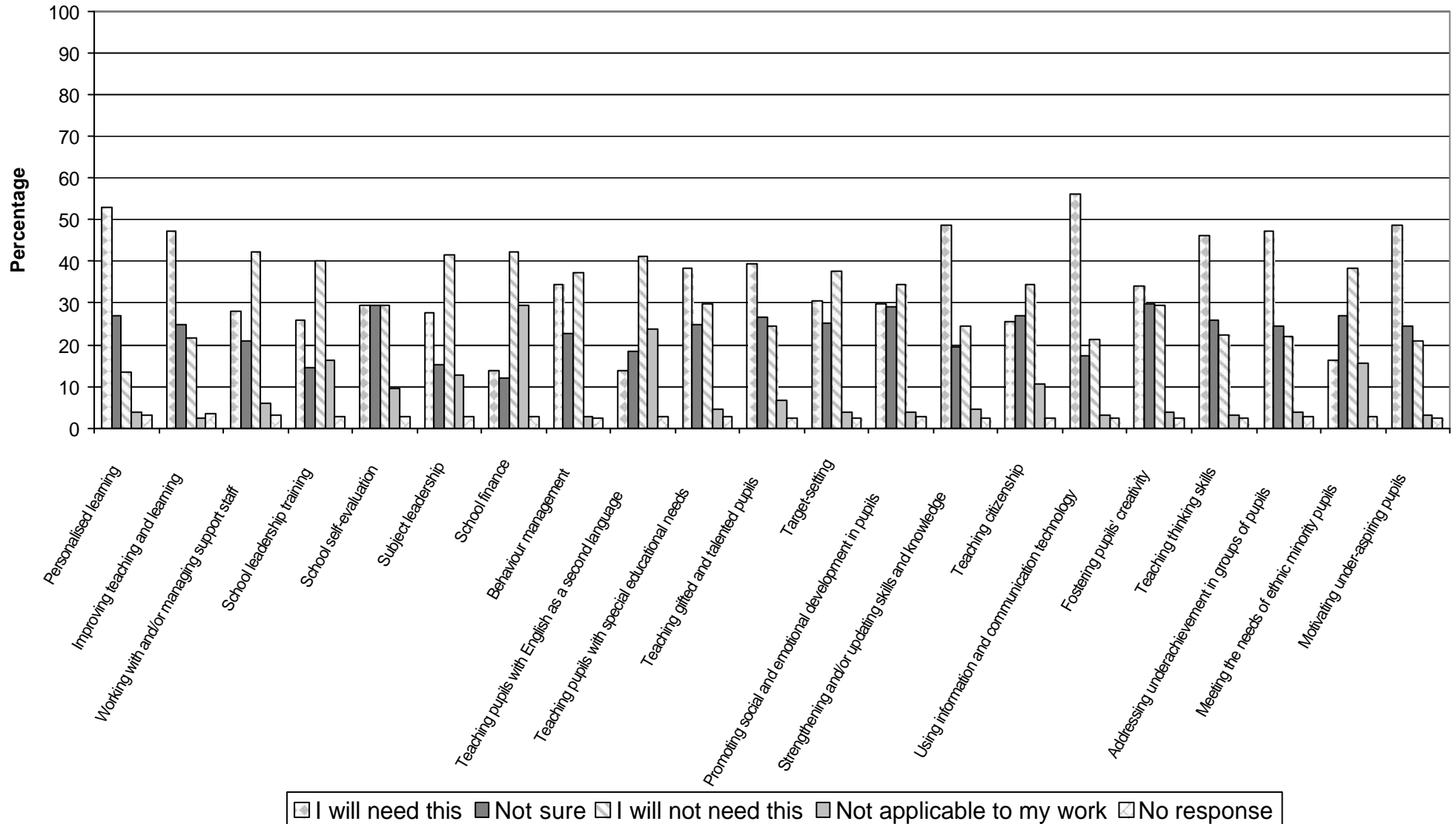
The cross-tabulation tables (see Appendix F) reveal that 48 per cent of primary teachers compared with 29 per cent of secondary teachers said they had frequently experienced collaborative learning with colleagues in the same school over the past year. Taking an active part in school self-evaluation processes was also more noticeable amongst primary than secondary teachers. One-half of primary teachers said they had frequently participated in this activity compared with one-third of secondary school teachers.

Further results from the regression analysis reveal that teachers' ages, their length of service in the profession and their school context (i.e. the degree to which the schools in which they work can be categorised as operating in challenging circumstances) had no significant bearing on whether they had experienced CPD activities over the past year.

5.2.2 Professional development activities in the future

Question 11 provides teachers with a list of CPD activities and asks them to say which they feel they will need over the coming 12 months and in the context of their professional development. Figure 5.2 shows teachers' responses to this question.

Figure 5.2 Question 11 To what extent do you feel you will need CPD on each of the following topics over the next 12 months and in the context of your present professional circumstances?



The most common area in which teachers feel they will need CPD over the coming year is using information and communication technology (ICT) in their teaching (56 per cent). This is followed closely by developing their skills and knowledge in the area of personalised learning (53 per cent). As highlighted by Figure 5.2 teachers feel that there are a number of CPD topics which they will need over the next 12 months. Topic areas such as: motivating under-achieving pupils (49 per cent); strengthening and/or updating skills and knowledge in curriculum subject areas (49 per cent); addressing underachievement in groups of pupils (47 per cent); and improving teaching and learning (47 per cent) are all identified by teachers as CPD topics they will need over the coming year.

The areas in which teachers are less likely to feel they will need CPD over the next year are: meeting the needs of ethnic minority pupils (16 per cent); school finance (14 per cent); and teaching pupils with English as a second language (14 per cent).

The responses to Question 11 also show that some teachers are not sure about their future development needs. For many of the CPD topic areas which the questionnaire lists, around one-quarter of teachers reveal that they are not sure if they need CPD in that area or not. The percentages of 'not sure' responses range from 12 per cent for CPD in school finance to 30 per cent for fostering pupils' creativity. A table showing all responses to this question can be found in Appendix D.

Factor analysis reveals two sets of correlated items in Question 11. The first set of correlated items refers to a need for CPD in areas related to teaching and learning, pupil development and motivation and curriculum knowledge. The second set of related items refers to a need for CPD in areas such as school leadership, school self-evaluation and school finance. By using regression analysis (see Appendix H) we can identify the types of teachers who are more likely to respond positively to these two sets of items. This reveals that headteachers, assistant/deputy headteachers and teachers with a cross-school role are significantly less likely than teachers with other roles (e.g. class teacher) to respond positively to the first set of items. This means that they are less likely to feel that they need CPD in areas such as teaching and learning and the curriculum over the next 12 months. Furthermore, female teachers are significantly more likely than male teachers to need CPD in these areas over the next 12 months but older, female teachers are less likely than younger male teachers to feel they will need CPD in curriculum topic areas and teaching and learning CPD topics over the coming year. The regression models control for interaction between variables so these effects occur over and above any possible interaction effects.

In relation to the variable of school context, this has no significant influence over teachers' responses to this first set of items. Furthermore, there is no significant difference between whether teachers in the primary and secondary phases feel they will need CPD over the next 12 months.

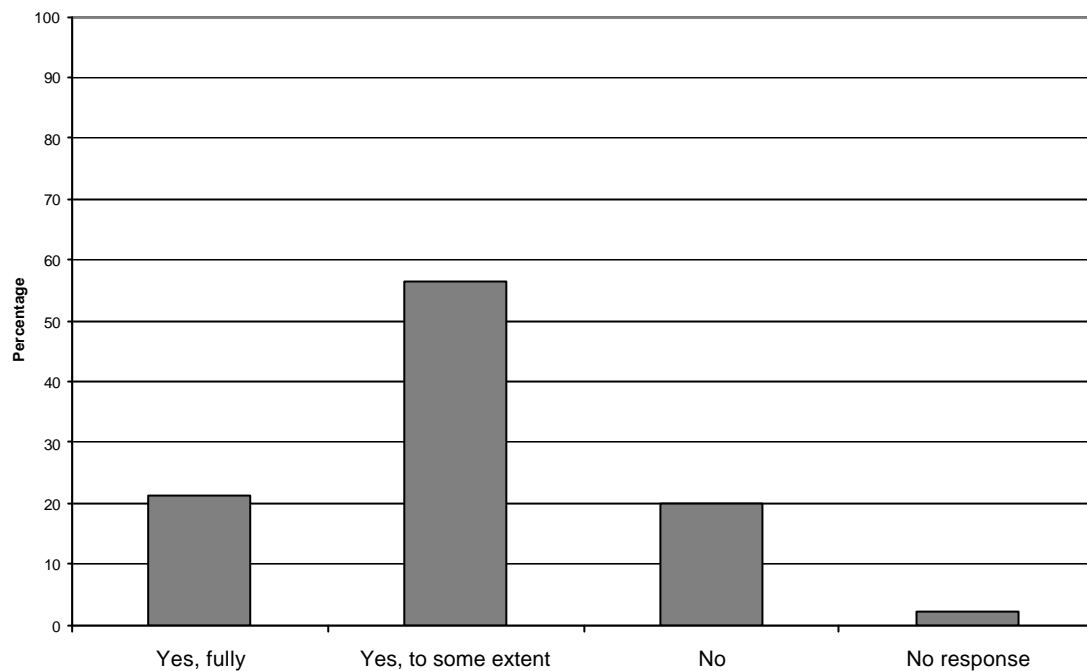
Regression analysis (see Appendix H) on the second set of related items, which refer to CPD in the areas of school management, reveals that headteachers, assistant/deputy headteachers and teachers with a cross-school role are significantly more likely than teachers with other roles to feel that they will need CPD in these areas (e.g. school leadership) over the next 12 months. School context, gender, length of service and size of school are all variables which have a significant effect on responses to this second set of items. This means that teachers in schools with more challenging circumstances are more likely than teachers in schools with less challenging circumstances to feel they will need CPD in the area of school management over the next 12 months. However, teachers who have been in the profession for a longer time, female teachers and teachers in larger schools are less likely to feel that they need CPD in school management topics than teachers who have been in the teaching profession for a shorter length of time, who have worked in smaller schools or who are male.

5.2.3 Development needs

Question 9 asks if teachers feel that their professional development needs have been met over the past 12 months and provides three possible response options. Figure 5.3 shows the responses to this question.

Twenty-one per cent of teachers feel that their development needs have been fully met during this period and a further 56 per cent feel that their needs have been met to some extent. One-fifth of teachers report that their development needs have not been met over the past year. These figures are similar to those obtained in the 2004 survey (see Appendix E), when 20 per cent of teachers said that their CPD needs had been met fully and a further 57 per cent felt their CPD needs had been met to some extent. Similarly, 23 per cent of teachers in 2004 said that their CPD needs had not been met.

Figure 5.3 Question 9 In the last 12 months, do you feel that your professional development needs were met?



Factor analysis of the 2005 responses to Question 9 reveals that they were correlated negatively with responses to Question 10 (about funding of CPD) and correlated negatively with one statement and positively with seven others on Question 12 (a series of statements about the school's CPD ethos). These correlations are illustrated in Appendix H and were used in the regression modelling to exemplify underlying trends in the data. Outcomes are reported separately below for each question. In terms of Question 9, the correlated answers imply that, as the extent to which teachers perceive that their training needs have been met (Question 9) increases, so too does the extent to which they perceive their schools to be supportive of CPD.

It is possible to conclude from the regression analysis, therefore, that female teachers, assistant/deputy heads and headteachers are significantly more likely than male teachers and teachers in other roles to say their CPD needs have been met, whether to some extent or fully. Teachers with a cross-school role and supply teachers are less likely than teachers in other roles to feel their CPD needs have been met, and teachers in secondary schools and in schools with more challenging circumstances are also less likely to feel that their CPD needs have been met over the past year.

The cross-tabulation tables illustrate these findings (see Appendix F): 42 per cent of assistant/deputy headteachers and 38 per cent of headteachers say their

CPD needs have been fully met over the past year compared with 17 per cent of class teachers and nine per cent of supply teachers.

The cross-tabulations appear to reveal some differences between teachers' age and/or length of service, and whether they feel their CPD needs have been met. However, these differences are not identified by the regression analysis and therefore are unlikely to be significant.

In the case of gender, if we combine the responses from teachers who said their CPD needs were fully met and those who said their CPD needs were met to some extent we find that 79 per cent of female teachers, compared with 75 per cent of male teachers, feel their CPD needs were met. Whilst this does not appear to be a large difference, the regression analysis confirms a statistically significant effect for gender in relation to the factor that includes responses to Question 9 and we can conclude, therefore, that female teachers are significantly more likely than male teachers to feel that their CPD needs have been met.

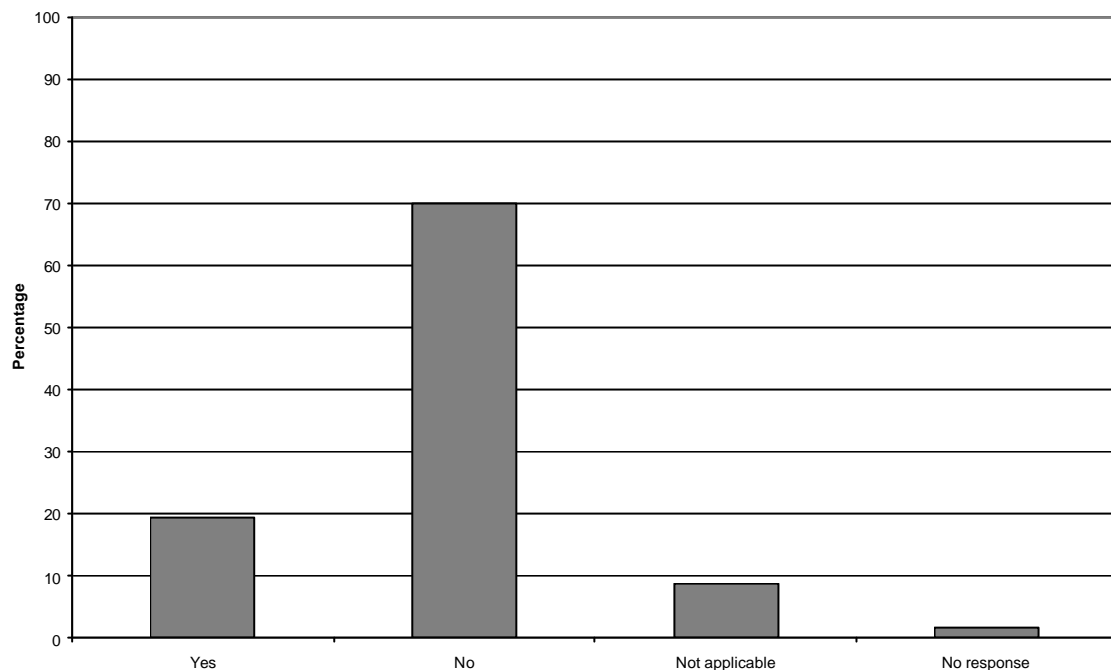
The cross-tabulation data also confirms the statistically significant difference identified by regression analysis in relation to school phase: 26 per cent of primary school teachers feel their CPD needs have been fully met compared with 17 per cent of teachers in secondary schools).

Question 10 then asks, as noted above, whether teachers have personally funded any of their professional development in the last 12 months. Figure 5.4 shows the responses to this question.

The majority of teachers say that they did not fund their professional development during this period (70 per cent). However, almost one-fifth report that they did personally fund their development during the past year. This is reflected in the findings from the 2004 survey which reveal similar percentages (see Appendix E). However, we do not know to what extent these teachers funded their professional development, in particular, the frequency and nature of the activities they funded and the costs incurred.

As noted above, factor analysis of the responses to Question 9 showed an inverse relationship between teachers funding their own CPD and working in a school that they perceive to be supportive of CPD (see Appendix H). This means that teachers who feel they work in schools which they consider are supportive of CPD are less likely to say that they funded their own professional development during the last 12 months.

Figure 5.4 Question 10 Have you personally funded any of your professional development in the last 12 months?



As was also noted above, regression analysis reveals that the variables of professional role, gender, phase and school context all significantly impact on the factor relating to CPD needs, funding, and the supportive ethos of the school. In terms of Question 10, which was negatively associated with this factor, this suggests that female teachers, assistant/deputy heads and headteachers are significantly less likely than male teachers and teachers in other roles to say that they have funded their own professional development in the last 12 months (but see below for further discussion of this point). On the other hand, teachers with a cross-school role and supply teachers appear more likely than teachers in other roles to report that they have funded their own professional development, as do teachers in secondary schools and in schools with more challenging circumstances.

Cross-tabulation analysis supports some of these findings. For example, the cross-tabulation by gender reveals that 18 per cent of female teachers compared with 24 per cent of male teachers say they fund their own CPD and the cross-tabulation data for phase identifies that 23 per cent of secondary school teachers compared with 16 per cent of primary school teachers say they fund their own CPD.

However, one set of cross-tabulations appears to give contradictory findings. In response to Question 10 ('have you personally funded any of your professional development in the last 12 months?'), more teachers in each professional role answer 'no' than answer 'yes'. However, headteachers are more likely than other teachers to say that they have funded their own professional development: 28 per cent say this, compared with 17 per cent of class teachers and 18 per cent of supply teachers, for example. Assistant and deputy headteachers appear as likely as other teachers to report funding their own professional development. These findings contradict the regression finding reported above for the variable of professional role. However, this particular statement was relatively weakly correlated with the other statements in the relevant factor and the cross-tabulation finding related to headteachers may, therefore, be significant despite the regression outcome.

The variables of age and length of service are not identified as having a statistically significant effect on teachers' responses to this question.

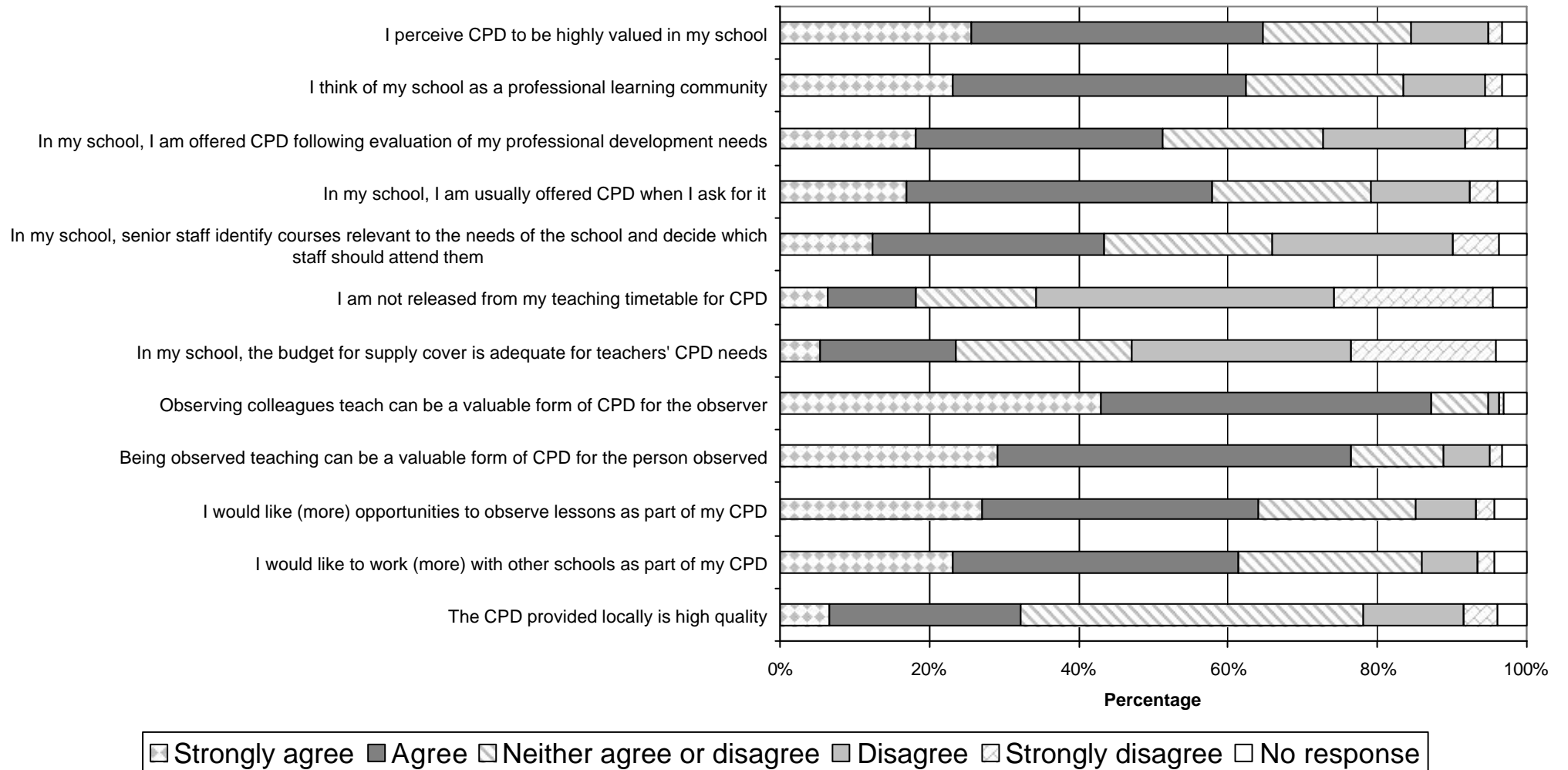
5.2.4 Teachers' views about professional development

The questionnaire provides opportunity for teachers to comment more generally on CPD. Question 12 lists a range of statements about CPD and asks teachers whether they 'strongly agree', 'agree', 'neither agree or disagree', 'disagree' or 'strongly disagree' with each of them. Figure 5.5 shows the responses.

The statement with which teachers are most likely to either strongly agree or agree is, 'observing colleagues teach can be a valuable form of CPD for the observer' (87 per cent). This is followed by 'being observed teaching can be a valuable form of CPD for the person observed' (76 per cent). Over 60 per cent of teachers also strongly agree or agree that: CPD is highly valued in their school (65 per cent); they would like more opportunities to observe lessons as part of their CPD (64 per cent); they think of their school as a professional learning community (62 per cent); and they would like to work more with other schools as part of their CPD (61 per cent).

Sixty-one per cent strongly disagree or disagree with the statement: 'I am not released from my teaching timetable for CPD' and almost half strongly disagree or disagree that the budget for supply cover, in their school, is adequate for teachers' CPD needs (49 per cent).

Figure 5.5 Question 12 Indicate the extent to which you agree or disagree with each of the following statements about Continuing Professional Development (CPD).



Factor analysis of the responses to Question 12 reveals two distinct sets of related statements. The first seven statements and the last statement in this question identify a group of teachers who generally agree that their school has a supportive CPD ethos. This set of statements was also correlated with Question 9 and 10, as discussed above. The remaining four statements on Question 12 identify a second group of teachers who are generally positive about observations and networking as opportunities for CPD.

Regression analysis then goes on to identify the type of teacher who is more likely to provide a positive answer to each of these two sets of statements. Analysis of the first set of statements (i.e. schools with a supportive CPD ethos) reveals that female teachers are significantly more likely than male teachers to agree that their school supports CPD, as are headteachers, and assistant and deputy headteachers. Conversely, schools in the secondary phase and schools with more challenging circumstances are less likely than primary schools or schools with less challenging circumstances to agree that their school is supportive towards CPD. The same is true of supply teachers and those in cross-school roles.

These findings are exemplified in the cross-tabulation data (see Appendix F). Most notable, from the cross-tabulation tables, was the finding that more primary schools teachers than secondary school teachers agreed or strongly agreed that they think of their school as a professional learning community. Similarly, more primary schools teachers than secondary school teachers agreed or strongly agreed that senior staff in their school tended to identify relevant courses for staff to attend.

Age and length of service had no significant effect on whether teachers felt that they worked in a school which had a supportive CPD ethos.

Regression analysis carried out with the second set of statements (i.e. observations and networking opportunities) reveals that headteachers and assistant/deputy headteachers are significantly more likely than teachers in other roles to view observation and networking opportunities in a positive light. On the other hand older teachers are less likely than younger teachers to view these aspects positively as CPD opportunities. In terms of this factor, that means in particular that older teachers are less likely to agree that observing colleagues and being observed are valuable forms of CPD, are less likely to want more opportunities to observe and less likely to want to work more with other schools as part of their own CPD.

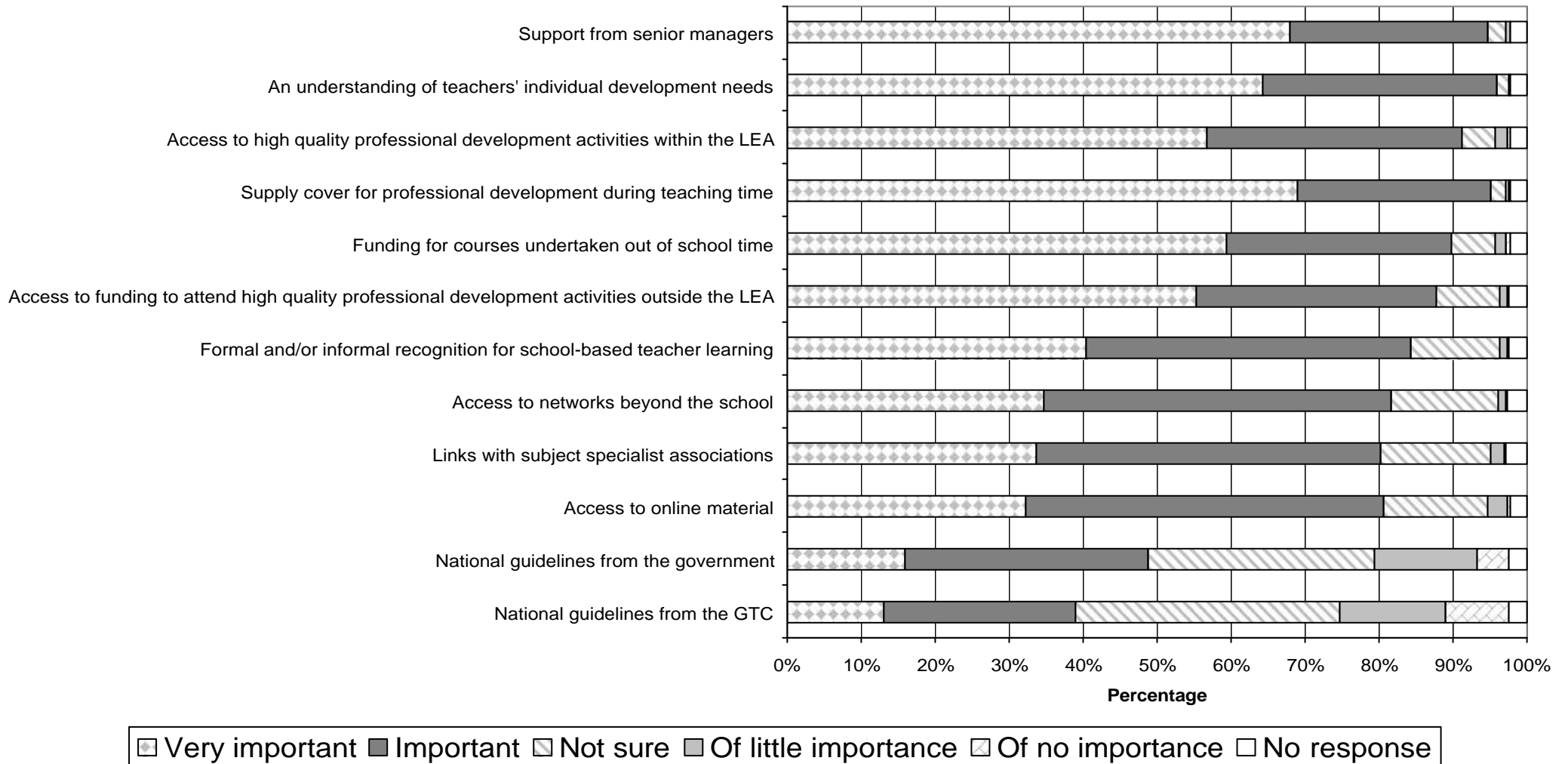
Question 13 goes on to present a list of factors which might assist in making CPD an integral part of the teaching profession and asks teachers to say whether they think each factor is either 'very important', 'important', 'of little importance' or 'of no importance'. A 'not sure' response option is also provided. Figure 5.6 provides the responses to this question.

There was a strong, positive response to this question. Four of the statements in this question each produced positive responses from over 90 per cent of teachers. The factor which was identified by teachers as being most important in making CPD integral to the teaching profession was understanding teachers' individual development needs. Ninety-six per cent of teachers feel this to be either very important or important (64 per cent very important and 32 per cent important). Ninety-five per cent of teachers identify providing supply cover for professional development during teaching time as important (69 per cent very important and 26 per cent important). This is similarly reflected in the findings from Question 12. Other important factors identified by teachers (i.e. very important or important) are: support from senior managers (95 per cent) and access to high quality professional development activities within the LEA (91 per cent).

Fewer teachers feel that the issuing of guidelines - either from the government or from the GTC - is important in making CPD an integral part of the teaching profession. Forty-nine per cent of teachers feel national guidelines from the government would have this impact on CPD and 39 per cent agree that national guidelines from the GTC would be important in this respect. Although these options elicited the least number of responses from teachers, they still indicate that a considerable proportion of teachers do think they are important. In addition, both of these factors produced the highest 'not sure' responses from teachers with around one-third choosing this response option in each of these cases.

The range of factors which teachers see as important, in respect to making CPD integral to the teaching profession, seem to be based around three core elements: within school **support** at a managerial level which is actualised through adequate funding, assessment of teachers' needs and supply cover to enable release time from teaching; **access** to development activities and to relevant sources of information about CPD; and **recognition** for all learning activities in which teachers participate.

Figure 5.6 Question 13 How important do you consider each of the following factors in making CPD an **integral** part of the teaching profession?



When considering the responses to the list of items presented in Question 13 there is a noticeable pattern. This is substantiated by factor analysis which identifies a correlation between the first eight items on the list which tend to be related to within-school actions (or ‘necessary factors for CPD’) which could be taken in order to make CPD integral to the teaching profession. A second correlation is also revealed between the items on the list which tend to be more about actions which are external to schools, notably the provision of guidelines and materials.

Of the four variables of particular research interest in relation to this question, regression analysis (see Appendix H) reveals that only one impacted significantly on responses: female teachers are significantly more likely than male teachers to respond positively to the first set of correlated items identified in Question 13. This means that female teachers are more likely than male teachers to deem the ‘within-school’ items on the list as important in making CPD integral to the teaching profession. School phase, length of service and school context are not significantly related to teachers’ responses to this question.

Regression analysis of the second set of related items in Question 13 reveals that female teachers are more likely than male teachers to agree that access to online materials and guidelines are important factors in making CPD integral to the teaching profession (see Appendix H). This can be seen clearly in the cross-tabulation data (see Appendix F) which shows that 14 per cent of female teachers feel that national guidelines from the GTC are ‘very important’ in making CPD an integral part of the teaching profession and a further 29 per cent feel that such guidelines are ‘important’. This is compared with 10 per cent of male teachers who believe this to be ‘very important’ and a further 18 per cent of male teachers who believe it is ‘important’.

Regression analysis also reveals (see Appendix H) that teachers in schools with more challenging circumstances are significantly more likely than teachers in schools with less challenging circumstances to agree that materials and guidelines play an important part in making CPD integral to the teaching profession. We can also see that professional role is an influencing variable in teachers’ responses to this question. In particular, supply teachers are significantly more likely than teachers in other roles to view guidelines and online materials as important in making CPD integral to the teaching profession.

Differences are also particularly noticeable in the case of headteachers. The regression analysis reveals that headteachers are significantly less likely than

teachers in other roles to feel that guidelines and online materials are important in making CPD integral to the teaching profession.

School phase and length of service are not significantly related to teachers' responses to this question.

5.3 Summary

Key findings in this section of the report are as follows:

Recent CPD experiences

- The professional development activity in which teachers are most likely to either frequently or occasionally take part is collaborative learning with other colleagues in the same school. This is reflective of the findings from the 2004 survey of teachers.
- The least common CPD activities identified by teachers (i.e. activities which the least number of teachers said they had frequently or occasionally experienced in the last 12 months) are: being supported by a mentor or coach; undertaking action research; and taking a secondment or sabbatical.
- Headteachers, assistant/deputy headteachers and teachers with a cross-school role (see Appendix B for details of which teaching roles are included in this category) are more likely than teachers in other roles (e.g. supply teacher) to have experienced each of the listed CPD activities over the previous 12 months.
- Similarly, female teachers are significantly more likely to have experienced the listed CPD activities over the last 12 months, compared with male teachers. The same is true of teachers in primary schools, as opposed to teachers in secondary schools.

Anticipating future CPD needs

- The most common area in which teachers feel they will need CPD over the coming year is using information and communication technology (ICT) in their teaching. This is followed closely by developing their skills and knowledge in the area of personalised learning.
- The areas in which teachers are less likely to feel they will need CPD over the next year are: meeting the needs of ethnic minority pupils, school finance and teaching pupils with English as a second language.
- Headteachers, assistant/deputy headteachers and teachers with a cross-school role are significantly less likely than teachers with other roles (e.g. class teacher) to feel that they need CPD in areas such as teaching and learning and the curriculum over the next 12 months.
- Female teachers are significantly more likely than male teachers to report that they need CPD in areas such as teaching and learning and the curriculum over the next 12 months. However, older, female teachers are less likely than younger male teachers to feel they will need CPD in curriculum topic areas and teaching and learning over the coming year.

Meeting teachers' CPD needs

- Over half of teachers feel that their CPD needs have been met to some extent during the last 12 months and some feel that their own development needs have been fully met during this time. However, a consistent minority of teachers report that their development needs have not been met over the past year.
- Teachers report undertaking more CPD activities in 2005 than they did in 2004.
- Professional role, gender, phase and school context are all significantly related to teachers' propensity to feel their CPD needs were met over the past year. In particular, female teachers (compared with male teachers) and assistant/deputy heads and headteachers (compared with class teachers or those in other roles) are significantly more likely to say that their CPD needs have been met.
- Teachers with a cross-school role and supply teachers are significantly less likely than class teachers or those in other roles to feel that their CPD needs have been met. Similarly, teachers in secondary schools and in schools with more challenging circumstances are less likely than others to feel that their CPD needs have been met over the past year.

Funding for CPD

- The majority of teachers (70 per cent) did not fund their own professional development during the past year. However some teachers (almost one fifth) did fund their own CPD.
- Teachers who feel they work in schools which are supportive of CPD are less likely than others to say that they have funded their own professional development in the preceding 12 months.
- Female teachers are less likely than male teachers to have funded their own CPD. This finding is statistically significant over and above any effect of phase of teaching.
- Teachers in secondary schools, supply teachers and those with a cross-school role are more likely than others to have funded their own development. The same is true of teachers in more challenging circumstances, and of headteachers.

Views about CPD

- Teachers are most likely to agree with the statements, 'observing colleagues teach can be a valuable form of CPD for the observer' and 'being observed teaching can be a valuable form of CPD for the person observed' than other statements about CPD. Over three quarters agree in each case.
- Over 60 per cent agree that CPD is highly valued in their school, that they would like (more) opportunities to observe lessons as part of their CPD, that they think of their school as a professional learning community and that they would like to work (more) with other schools.
- Almost half do not consider that the budget for supply cover in their school is adequate for teachers' CPD needs.
- Female teachers are more likely than males to feel that their school supports CPD. The same is true of primary teachers (this finding is independent of the gender finding), headteachers and assistant/deputy headteachers and those working in less challenging circumstances.

- Headteachers and assistant/deputy headteachers are more likely than others to view observation and networking opportunities positively, as are younger teachers.

Making CPD integral

- Almost all teachers (96 per cent) feel that understanding individual development needs is paramount in making CPD an integral part of the teaching profession. Other factors that over 90 per cent of teachers agreed were important in making CPD integral were supply cover for professional development during teaching time, support from senior managers, and access to high quality professional development activities with the LEA.
- Female teachers are significantly more likely than male teachers to agree that their school supports CPD. They are also more likely than male teachers to deem 'within-school' factors, online materials and guidelines as important factors in making CPD integral to the teaching profession.
- The latter finding is also true of teachers in schools with more challenging circumstances (compared with those in less challenging circumstances): these teachers are more likely to deem 'within-school' factors, online materials and guidelines as important in making CPD integral.
- Supply teachers are more likely than other teachers to view the provision of guidelines and materials as important in making CPD an integral part of the teaching profession. Headteachers are less likely to think thus.

6. Developments in Education

6.1 Introduction

The survey in 2005 looks at the implementation and possible outcomes for teachers of the Workforce Reform Agreement. Following on from the 2004 survey, teachers are also asked to identify the government initiatives and policies that they believe are helping them to improve education in England.

Under the Workforce Reform Agreement teachers are to be allocated at least 10 per cent of their timetabled teaching time as Planning, Preparation and Assessment (PPA) time from September 2005. Question 14 in the survey asks teachers whether or not PPA time is already in place in their school. Respondents in schools where PPA time is not in place, or who do not know if it is in place, are asked to complete Question 15 to establish how far planning for this initiative has progressed. All respondents are asked about the possible consequences for teachers of having time out of the classroom for PPA (Question 16).

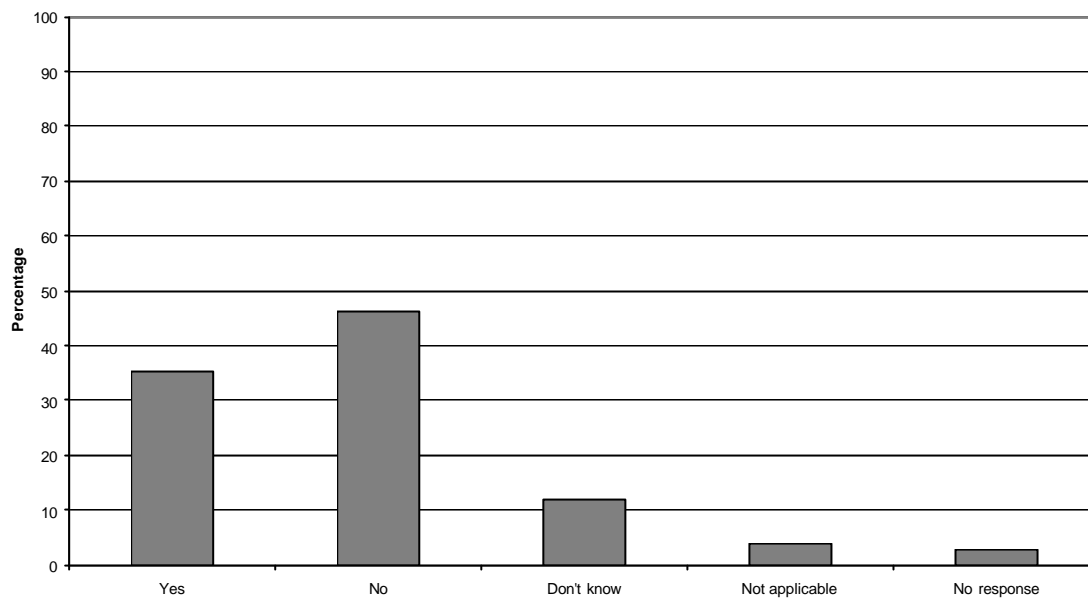
In Question 17 respondents are asked to identify initiatives and policies that teachers think are helping them to make a difference in improving education in England.

6.2 Findings

6.2.1 Implementation of the Workforce Reform Agreement

Respondents to Questions 14 and 15 may answer either 'yes', 'no', 'don't know' or 'not applicable' to the statements about the implementation and planning for PPA time. Valid respondents to Question 15 are those who either do not answer Question 14 or who answer 'no' or 'don't know'.

The responses show that PPA time, at the time of the survey, is already in place for 35 per cent of teachers. For 46 per cent of teachers PPA time has not yet been implemented, for four per cent it is not applicable and 12 per cent of teachers do not know the position in their school. These findings are summarised in Figure 6.1.

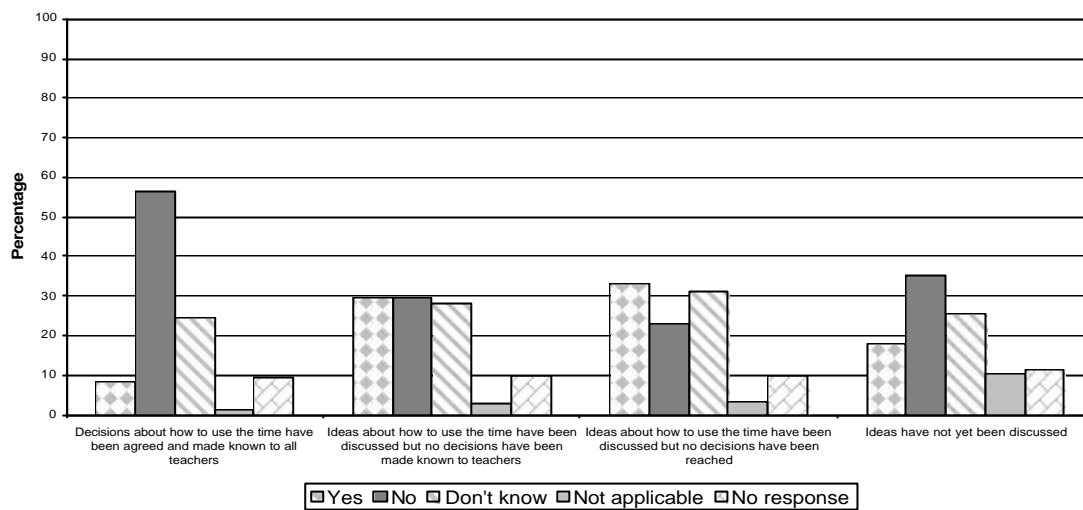
Figure 6.1 Question 14 Is PPA time already in place in your school?

Eight per cent of teachers who do not have PPA time in place confirm that decisions about how to use this time have been agreed and made known to teachers. This is five per cent of the sample as a whole, additional to the 35 per cent who state in Question 14 that PPA time is already in place in their school. In other words, 40 per cent of teachers either currently have PPA time in place or know what the plans are for its implementation.

A further 18 per cent who do not currently have PPA time in place indicate that discussions regarding its implementation have not taken place. This is 11 per cent of the whole sample, additional to the four per cent who say that PPA time is not applicable to them.

In response to each of the four statements in Question 15, about a quarter of teachers without PPA time indicate that they do not know what stage planning for the introduction of this time has reached in their schools. The findings from Question 15 are summarised in Figure 6.2.

Figure 6.2 Question 15 At what stage is your school in planning for PPA time?



Further analysis of responses to Questions 14 and 15 was carried out according to teachers' phase (secondary or primary) and the school context in which they are working. Responses to Question 14 (PPA time already in place) and the first statement of Question 15 (PPA time which has been agreed but not implemented) are correlated and were loaded into the regression model as a single factor designated 'PPA prepared'. Responses to the remaining statements in Question 15 (PPA time discussed but teachers not told, PPA time discussed but no decisions reached and PPA time not discussed) are also correlated and were loaded into the regression model as a single factor designated 'PPA discussed but not prepared'. The graphs of quasi-effect sizes (see Appendix H) for Questions 14 and 15 show significant differences for both factors according to phase only. Regression analysis shows that secondary teachers are more likely to respond that they are prepared for PPA time than are primary teachers. However, primary teachers are more likely than secondary teachers to respond that arrangements are being discussed although not finalised.

The cross-tabulations for Question 14 (see Appendix F) show that 42 per cent of secondary teachers compared to 30 per cent of primary teachers report that PPA time is in place in their schools. The cross-tabulations also illustrate that amongst respondents who do not have PPA time in place, primary teachers are more likely than secondary teachers to know whether discussions are taking place. About half of the primary school teachers without PPA time in place respond that ideas have been discussed although decisions have not been agreed (49 per cent) while 43 per cent reply that discussions have taken place but decisions have not been made known to teachers. The comparable

percentages for secondary teachers are 13 per cent and 14 per cent respectively.

6.2.2 Consequences for teachers of having PPA time

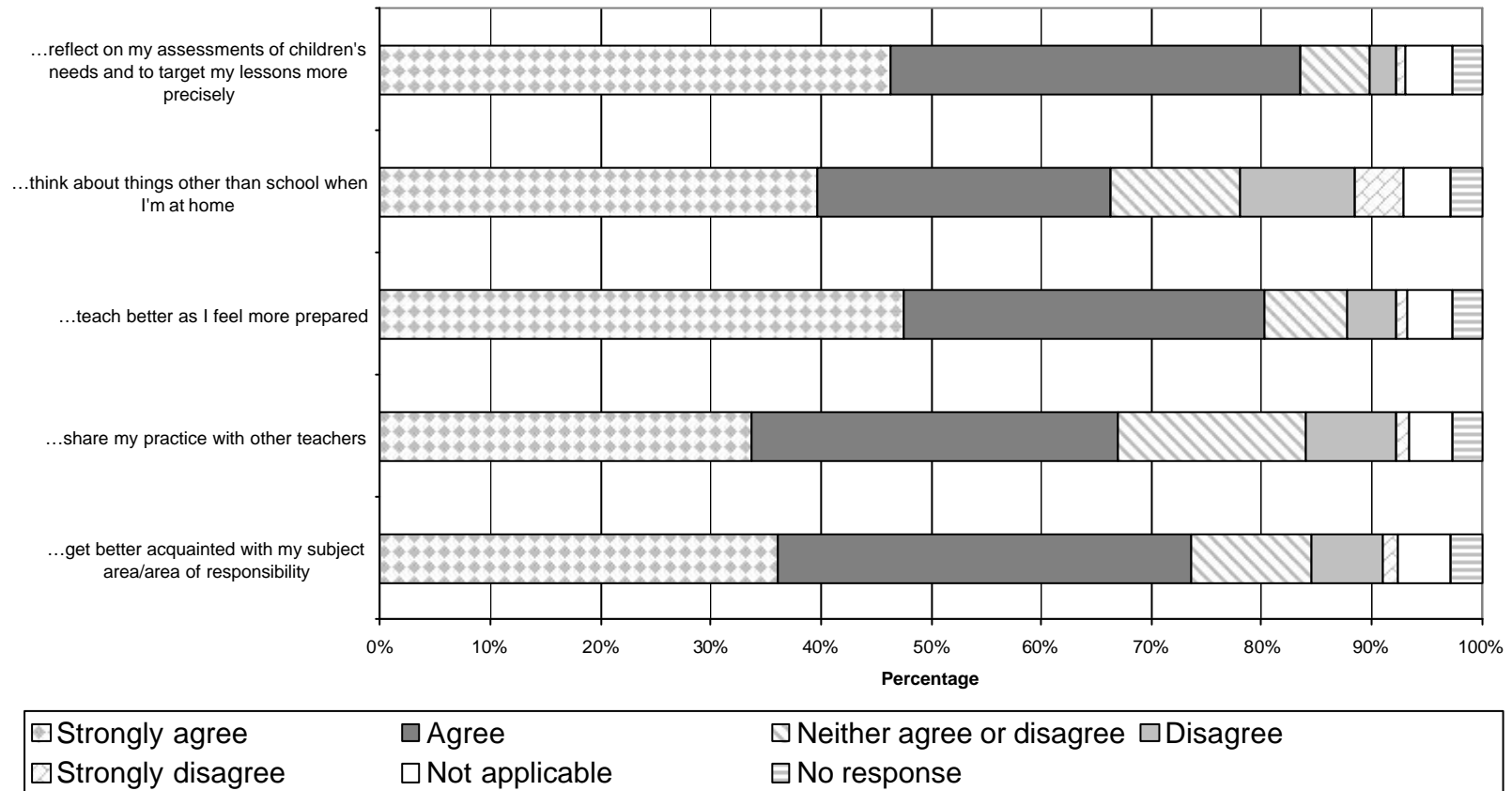
In Question 16, respondents are asked the extent to which they agree with a list of five possible consequences for teachers of having time out of the classroom for PPA. A five-point scale is used ranging from 'strongly agree' to 'strongly disagree' plus a 'not applicable' option.

Teachers are very positive about the possible consequences for them of having time out of the classroom for PPA. Over 80 per cent of respondents either agree or strongly agree that PPA time will enable them to teach better as they feel more prepared and to reflect on their assessment of children's needs and to target their lessons more precisely. Seventy four per cent of respondents also consider that it will enable them to get better acquainted with their subject or area of responsibility. Looking outside the classroom, 68 per cent of respondents feel that it will enable them to share their practice with other teachers and 67 per cent feel that PPA time will enable them to think about things other than school when they are at home. These findings are summarised in Figure 6.3.

Further analysis of responses to Question 16 was carried out according to teachers' phase (secondary or primary), the school context in which they are working and their professional role. Regression analysis did not indicate any significant differences for these variables. The cross-tabulations for professional role, school context and phase (see Appendix F) appear to indicate some differences, although these are unlikely to be statistically significant.

Figure 6.3 Question 16 Listed below are five possible consequences of teachers having time out of the classroom for PPA. Please indicate how strongly you agree or disagree with each of the following statements.

PPA time will enable me to:



The Workforce Reform Agreement is mentioned by five per cent of respondents to the open question at the end of the survey (Question 20: 'please use this space for any other comments you wish to make'). Negative comments about the Agreement outnumber positive remarks by about six to one. We cannot necessarily conclude that teachers would have answered in these proportions had a targeted question been asked. We can only say that, of those teachers who had the Workforce Agreement in mind when answering Question 20, the majority hold negative views. Concerns are expressed about inadequate funding and particular problems that the implementation of PPA time will cause in smaller schools. Several respondents are critical that teachers will be using the time to plan lessons for others to deliver. Positive comments about the benefits to teachers of having PPA time are tempered by concerns about the impact on learning and teaching for their pupils. The following comment illustrates some of the concerns expressed by teachers:

The so-called Workforce Reform Agreement is leading to the dilution of teaching standards by allowing unqualified people to take responsibility for teaching groups and classes of children. It is right to provide PPA time for all teachers but not at the price of a reduction in the quality of teaching and learning provided to pupils.

6.2.3 Government initiatives

In Question 17, teachers are given a list of 14 government initiatives and policies and asked to select all those that they think are helping teachers to make a difference in improving education in England. By means of an open-ended question, teachers are also invited to identify any other initiatives or policies that they think are making a difference.

The government initiative that is identified by most teachers as helping them to make a difference in improving education is information communication technology (ICT) in schools (60 per cent of respondents). The only other initiative identified by the majority of teachers relates to changes to the inspection framework in September 2003 (53 per cent). The initiatives least frequently identified by respondents are Academies (three per cent) and performance tables (five per cent). The findings are summarised in Figure 6.4.

Seven per cent of respondents supplied a total of 330 additional comments about initiatives and policies. Reservations concerning the effectiveness of government initiatives constitute the most frequent comment that is added to Question 17. One per cent of teachers who completed the survey (13 per cent

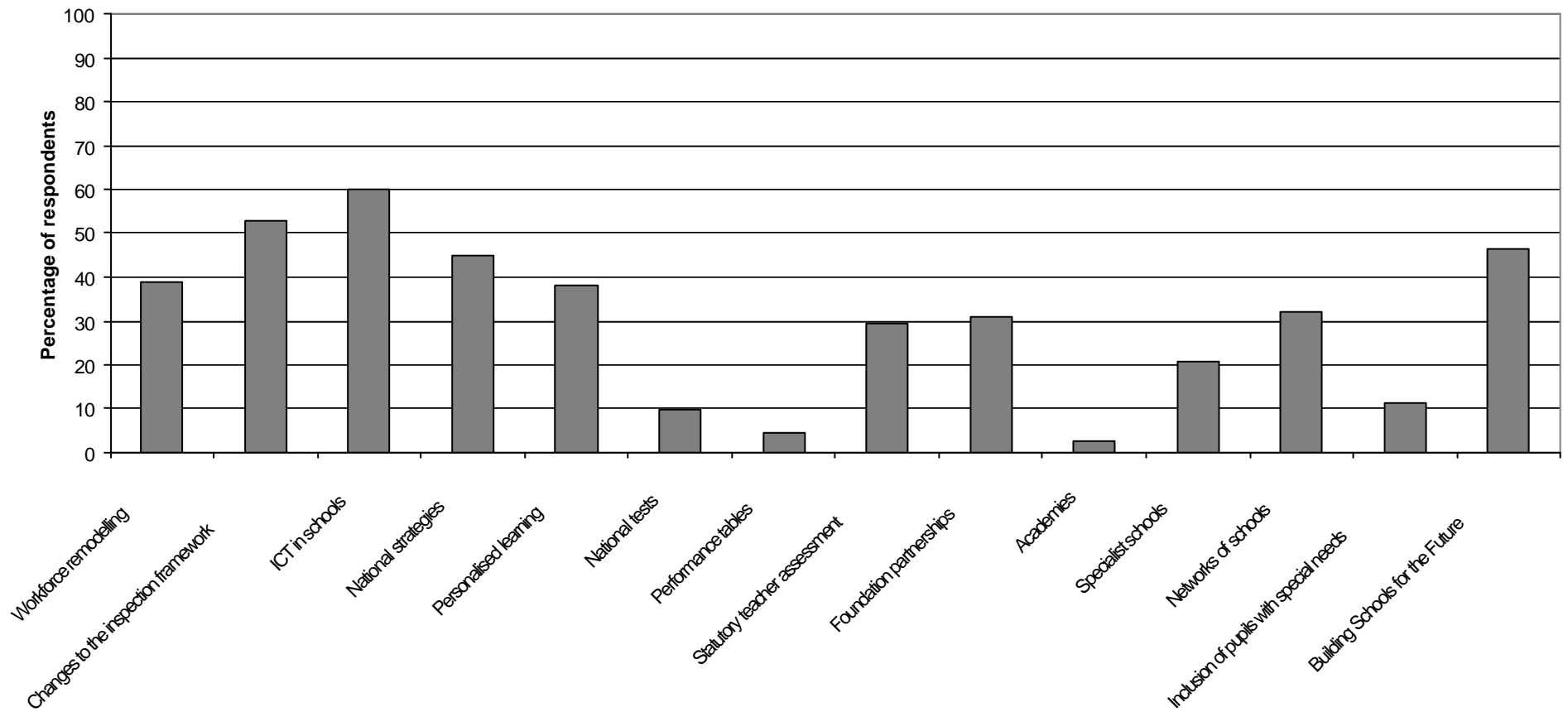
of those making a comment) feel that none of the initiatives listed in Question 17 are helping to improve education. A further one per cent of teachers (12 per cent of those making a comment) feel that some or most of the initiatives are not making a difference.

Teachers also used the open question at the end of the survey (Question 20) to comment about government initiatives. One of the most frequent comments supplied in Question 20 (six per cent of the sample) is that too many initiatives are being introduced, leaving staff with little time to embed and evaluate one initiative before the next is launched. One teacher commented, *'I feel overwhelmed'*.

Comparisons can be drawn between the responses obtained to Question 16 in the 2005 survey and those given to the equivalent question (Question 14) in 2004. The list of initiatives in 2004 was shorter with only eight items and six initiatives are common to both surveys. In 2004, national strategies (53 per cent of respondents) was the initiative most frequently identified, followed by ICT (49 per cent). This has been reversed in 2005, with ICT rising to 60 per cent of respondents and becoming the most frequently selected initiative. National strategies has dropped down the list and declined to 45 per cent of respondents thinking that this initiative is contributing to improving education. In both surveys, performance tables are the least frequently cited initiative (less than five per cent) deemed to be helping teachers make a difference.

Further analysis of responses to Question 17 in the 2005 survey was carried out according to teachers' phase (secondary or primary), the school context in which they are working, their professional role, age and length of service. Responses to all the statements in this question are correlated and were loaded into the regression model as a single factor designated 'government initiatives improve education'. The graphs of quasi-effect sizes for Question 17 (see Appendix H) show significant differences for this factor according to professional role, age and school context only. Senior staff (i.e. headteachers, and deputy and assistant headteachers) are more likely than others to consider that government initiatives are helping teachers to improve education. However older staff are less likely than younger staff to be positive about the efficacy of government initiatives. Respondents who are positive about the initiatives also tend to work in more challenging schools.

Figure 6.4 Question 17 Which of the following government initiatives/policies are helping teachers to make a difference in **improving education** in England?



The cross-tabulation of this question with teachers' professional role (see Appendix F) highlights marked differences in the percentage of senior staff as opposed to classteachers who consider that workforce remodelling and national strategies are helping them to improve education. In the case of national strategies, 43 per cent of class teachers compared to 53 per cent of deputy and assistant headteachers and 59 per cent of headteachers think that these are helping teachers to improve education. For workforce remodelling, 36 per cent of classteachers compared to 61 per cent of deputy and assistant headteachers and 50 per cent of headteachers are positive about the impact on education, although this initiative has not been introduced in all schools. Senior staff and specifically headteachers (58 per cent) are also more enthusiastic about the effectiveness of networks of school than are class teachers (29 per cent).

Conversely the cross-tabulations with teachers' age shows a marked decline in the percentage of respondents selecting workforce remodelling, national strategies, and ICT in schools as their age increases.

The cross-tabulations by school context also illustrate that respondents who are positive about the initiatives tend to work in more challenging schools. In particular, respondents who identify inclusion in mainstream schooling of children with special needs are likely to be working in more challenging schools than respondents identifying other strategies.

6.3 Summary

Key findings in this section of the report are as follows:

Planning for PPA time

- PPA time is already in place for 35 per cent of respondents.
- Respondents from secondary schools are more likely to report that they already have PPA time than are respondents from primary schools.
- About a quarter of teachers without PPA time indicate that they do not know what stage planning for the introduction of this time has reached in their schools.
- Respondents from secondary schools are less likely than respondents from primary schools to know whether PPA time has been implemented in their school or what stage planning for its implementation has reached.

Anticipated consequences of PPA time

- Respondents are very positive about the possible consequences for them of having time out of the classroom for PPA.

- Over 80 per cent of respondents consider that the time will enable them to reflect on their assessments of pupils' needs and target their lessons more precisely. A similar proportion consider that it will enable them to teach better as they feel more prepared.
- Amongst teachers who chose to make additional comments (in response to Question 20), 223 (five per cent) commented on the Workforce Reform Agreement. Of these, negative comments about the Agreement outnumber positive remarks by about six to one.
- In the additional comments added by respondents, concerns are expressed about the impact of the Agreement on learning and teaching for pupils, particularly in regard to teachers planning lessons for others to deliver.

Impact of government initiatives

- Two government initiatives from a list of 14 policies/initiatives are considered by the majority of teachers to be effective in helping them to improve education. These initiatives are ICT in schools and changes to the inspection framework in 2003.
- Senior staff are generally more positive about the effectiveness of government initiatives in helping teachers to improve education than are class teachers. It was also found that teachers who are positive about government initiatives tend to work in more challenging schools.
- Conversely, older teachers are less likely than younger teachers to be positive about the effectiveness of government initiatives.
- Amongst teachers who chose to make a comment when invited to add any other comments they wished to make, 264 expressed concerns about the number of initiatives being introduced into schools.
- There was a shift between 2004 and 2005 in relation to which initiatives were deemed to make a difference. In 2004, the most commonly named initiative was national strategies. In 2005, it was ICT in schools.