National College for Teaching & Leadership

Newly Qualified Teachers: Annual Survey 2014

Research report

October 2014

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Contents

List of figures

Executive summary

In academic year 2012/13, 35,380 individuals embarked on an initial teacher training (ITT) course with the aim of gaining qualified teacher status[1]. In February 2014, six months into their first teaching year, the National College for Teaching and Leadership (NCTL) invited newly qualified teachers (NQTs) to take part in a survey regarding the quality of their training. This included postgraduates from the 2012/13 cohort and undergraduates who had, generally, started their training in the 2010/11 academic year. A total of 5,706 responses to the survey were received, a response rate of 18%[2].

Overall quality of teacher training

The quality of initial teacher training is seen as at least good by 89% of primary trained respondents[3] and 92% of secondary trained respondents. Forty-four per cent of primary trained respondents rated their training as very good and 55% of secondary trained respondents rated their training as very good.

Overall the perceived quality of initial teacher training in the primary and secondary sectors in England has been very stable over the past nine years. There has been a small increase over this period in the perceived quality of secondary training, while the primary sector has seen only small variations in overall rating of quality. Over the same time period, the proportion of respondents who thought that the quality of their training was very good has risen by 17 percentage points in both primary and secondary sectors. In both the primary and secondary sectors, undergraduate and postgraduate respondents rated their training equally highly.

Within both the primary and secondary sectors, higher education institutions (HEIs), school-centred initial teacher training (SCITT) providers and employment-based initial teacher training (EBITT) providers have similar ratings for the overall quality of training.

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[1] Initial teacher training: trainee number census - 2012 to 2013

[2] This response rate is based on the total number of teacher trainees who gained qualified teacher status(QTS) at the end of 2012/13, rather than the number who started their training. The response rate was slightly lower than the previous year (20%). For the purposes of this report, this is a sufficient number of respondents to analyse the survey by sub-groups to a good degree of accuracy.

[3] Throughout this report we use primary trained to refer to those respondents who completed training and gained QTS for the primary sector and secondary trained to refer to those who completed the training and gained QTS for the secondary or middle sector. It does not necessarily reflect the sector in which these teachers are currently employed.

Preparedness for specific aspects of teaching

The proportion of respondents who thought their training was good or very good in preparing them for specific aspects of teacher training varied considerably. Training for safeguarding children and for using a range of teaching methods to promote pupils' learning were rated highly by both primary and secondary trained respondents.

Training was rated less positively for how well the NQTs had been prepared to communicate with parents and carers and for ensuring that teaching meets the needs of pupils from all ethnic backgrounds and those for whom English is an additional language (EAL). Amongst primary trained respondents, training in the use of pupil data to support teaching was rated particularly poorly relative to other aspects of training.

Secondary trained respondents were more likely than primary trained respondents to rate their training as good or very good across 18 out of 25 specific aspects of teaching.

Reading including phonics and comprehension

Seventy-nine per cent of primary trained respondents thought that their training was good or very good in preparing them to teach reading, including phonics and comprehension. This marks a pause in the year on year improvements in ratings of this training since it was first measured in 2007.

Secondary trained respondents were far less likely to rate this aspect of their training as good or very good. Sixteen per cent of secondary trained respondents rated this aspect of their training as poor. An analysis of qualitative data on this issue indicates that the main driver of this is that either the trainee, the provider, or both of these, consider training for teaching reading as irrelevant to them as trainee secondary teachers.

Behaviour in the classroom

Eighty-four per cent of primary trained respondents, and eighty-three per cent of secondary trained respondents, thought that their training was good or very good in preparing them to establish and maintain a good standard of behaviour in the classroom.

Differences between undergraduate and postgraduate training

Differences between undergraduate and postgraduate training related to specific aspects of teaching, rather than to the overall quality of the training.

Where there were differences between undergraduate and postgraduate training, these were generally quite small. The largest differences within the primary sector were that postgraduate trained respondents were more likely to say that their training had prepared them well for recording and reporting pupil outcomes and undergraduate trained

respondents were more likely to say that their training had prepared them well to understand the national curriculum.

Differences between provider types

Differences between provider types related to specific aspects of teaching, rather than to the overall quality of the training.

Within the primary sector, a greater proportion of both SCITT trained and EBITT trained respondents reported that their training had been good or very good in preparing them for 18 out of 25 specific aspects of teaching. The difference between the ratings given by SCITT trained respondents and HEI trained respondents was greatest in relation to making accurate and productive use of pupil assessment. This includes assessing pupil progress, reporting and recording pupil outcomes, using pupil data to support teaching and providing feedback to pupils.

It is important to note that differences in the underlying characteristics of trainees prior to taking up their training have not been analysed, and the differences observed between provider types, do not demonstrate a causative relationship between being trained by a SCITT provider and feeling more prepared to teach.

Within the secondary sector, the differences between provider types are not as simple as in primary. SCITT trained, EBITT trained and HEI trained respondents were each more likely than the others to rate specific aspects of their teacher training as good or very good. SCITT and EBITT trained respondents rated their training more highly than HEIs in some of the more practical aspects of training such as using pupil data to support teaching, and communicating with parents and carers, but the differences were not as large as in the primary sector. Within the secondary sector, higher education institutions were rated more highly than SCITT or EBITT providers in the questions relating to access to educational research, assessing the robustness of educational research and using the findings of educational research, this was not the case amongst primary trained respondents.

In this first year of the School Direct route to teaching. There was no difference between the perceived quality of School Direct training and the perceived quality of university or SCITT provider led training, all of which received an overall quality rating of 90% ‘good’ or ‘very good’. This finding is based on a small sample of School Direct trained NQTs (63).

NQT views of training

Across both sectors, where training is perceived as very good, it is characterised by respondents as being relevant, developmental and engaging. Trainees say they are supported by passionate, knowledgeable and interested tutors, teachers, mentors and

lecturers. Where training is seen as less good, this often related to specific areas of learning that newly qualified teachers would have valued extra time to master, or variation in the quality of their interactions with tutors and lecturers, or between their school placements and their taught courses. It is also important to learn from those newly qualified teachers who rated their training as poor. They characterised their training providers and schools as poorly organised, uninspiring, and unsupportive, concerns which will be addressed through robust quality assurance. It is clear that trainees varied widely in their prior experience and expectations of their training.

Background

There are over 450,000 full-time equivalent (FTE) teachers in England, 96.5% of whom have qualified teacher status (QTS).[4] Every year, approximately 40,000 new teachers join the school workforce, the majority of whom have been trained in the previous academic year. [5]

In academic year 2012/13, 35,380 individuals embarked on an initial teacher training course with the aim of gaining qualified teacher status, the majority were training in universities (higher education institutions (HEIs)) or school-centred initial teacher training (SCITT) providers and 14% were training in employment-based initial teacher training (EBITT) providers[6]. This was also the first year of School Direct; 349 individuals completed their training through this route.

School Direct

School Direct courses are designed by groups of schools – with a university or a SCITT – based on the skills they are looking for in a newly qualified teacher (NQT). The schools recruit the individual trainees onto their School Direct course and there is a government expectation that the trainee will get a job offer in one of the School Direct partnership's schools when they qualify.

Academic year 2012/13 was the final year of the Graduate Teacher Programme (GTP), prior to the introduction of the School Direct (salaried) programme.

The effectiveness of individual initial teacher training providers is assessed by Ofsted through inspection visits of providers. Ofsted "provides information to the Secretary of State for Education and to Parliament about the work of ITE[7] partnerships and the extent to which an acceptable standard of teacher training is being provided."[8]

The annual survey of newly qualified teachers has been conducted since 2003. The aim of this research report is to understand the perceptions of newly qualified teachers about the effectiveness of their teacher training providers in preparing them to teach and to identify areas for improvement in the future delivery of initial teacher training.

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[4] School Workforce in England: November 2013
[5] School Workforce in England: November 2012
[6] Initial teacher training: trainee number census - 2012 to 2013
[7] Initial Teacher Education
[8] Initial teacher education inspection handbook - June 2014

Methodology

Newly qualified teachers (NQTs) who had finished initial teacher training (ITT) in 2012/13 in England were surveyed via an online questionnaire. The survey included questions on the quality of various aspects of initial teacher training and the NQTs' induction experiences. A full copy of the survey questions is shown in Appendix A.

Fieldwork

The survey was sent to all NQTs in the 2012/13 cohort[9], for whom personal email addresses had been logged with NCTL during the skills test and QTS award process. The invitation to take part in the survey was issued on 10 February 2014 to a total of 27,894 individuals out of 31,017 trainees who received qualified teacher status. Subsequently, the details for 1,069 individuals proved to be invalid and emails were returned as undeliverable or failed. In total valid email address details were not available for 4,192 newly qualified teachers.

In order to boost the response rate, NCTL:

- Sent reminder emails between 10 March 2014 and 23 May 2014 to any NQTs who, at the time of the reminders, had not submitted a response (no more than four reminders were sent).
- Sent a note to providers who were showing a low response rate on 2 May 2014 to encourage them to promote the survey with their graduates.
- Enabled NQTs who did not receive the invitation (for example as a result of incorrect or missing email addresses) to contact NCTL to request a password and login details to access the survey.

Twenty-one per cent of delivered surveys resulted in a survey response. Eighteen per cent of all final year trainees who had received qts responded to the survey.

Overview of the sample

There were 5,706 responses to the survey. Over half of the respondents were primary trained NQTs (55%, 3,118 individuals) and the remaining were secondary or middle school-trained NQTs (45%, 2,588 individuals). Throughout this report the secondary sector includes the responses of 35 individuals trained in specific middle school provision.

[9] NQTs who completed an ITT course between 1st December 2012 and 30th November 2013

Eighty-seven per cent of respondents (4,937 individuals) had been postgraduate trainees and the remaining thirteen per cent (769 individuals) had been undergraduate trainees.

Seven out of every ten respondents had trained with higher education institutions (HEIs), either on a provider-led or School Direct pilot course. Twenty per cent had trained with EBITT providers, this includes trainees on the graduate teacher programme, and 35 Teach First trainees. The remaining ten per cent had trained with SCITT providers, again, either on a provider-led or School Direct pilot course. In total, 63 respondents, 1% of the sample, had undertaken a School Direct pilot course.

Within both the primary and secondary sub-groups respondents were most frequently postgraduate trainees based in HEIs.

Figure 1: Primary - Educational stage and provider type of sample

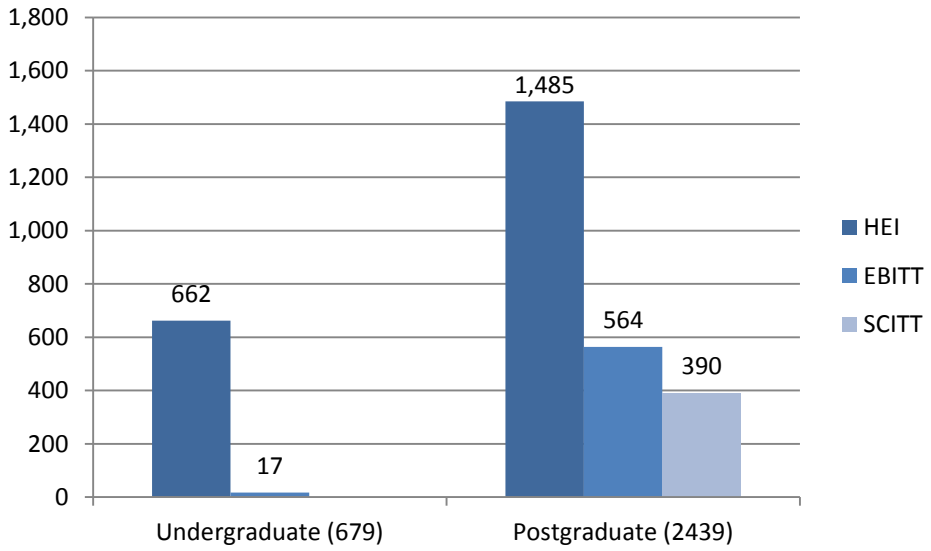


Figure 2: Secondary - Educational stage and provider type of sample

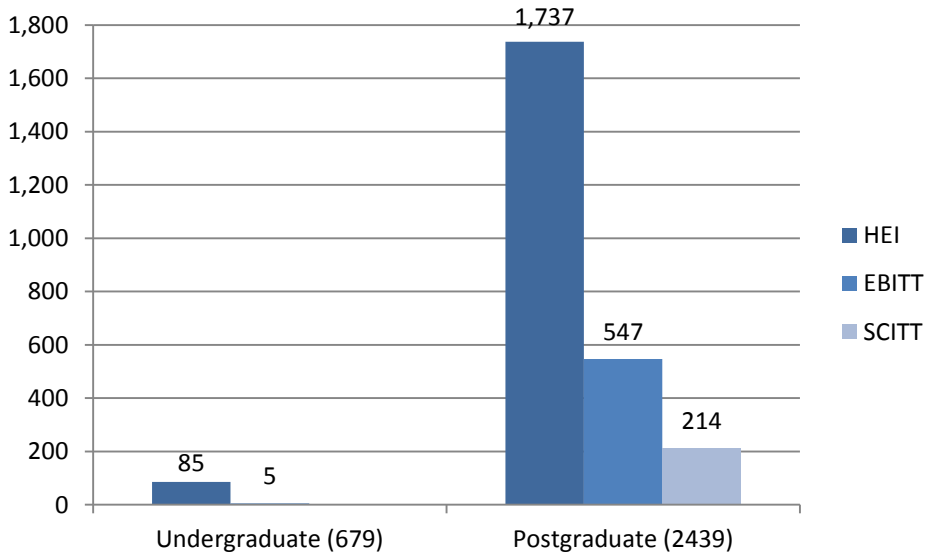
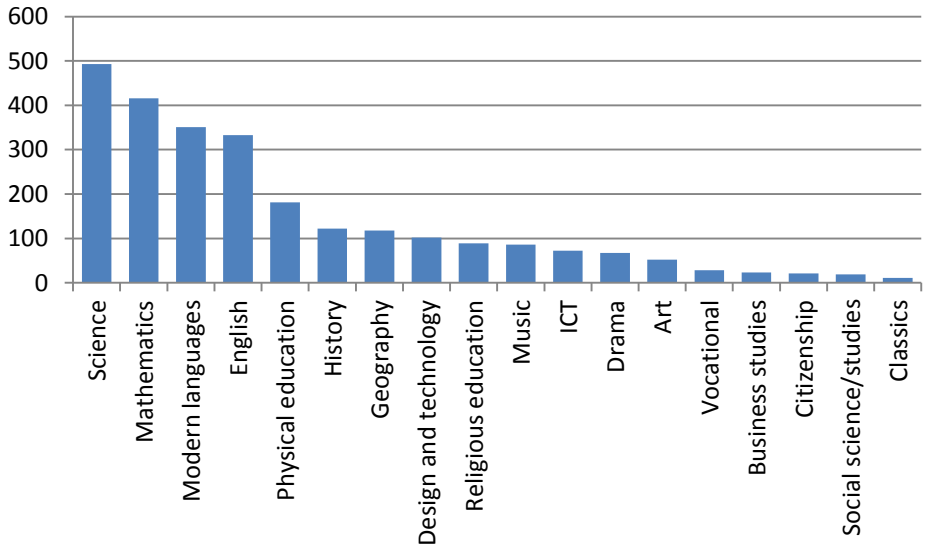


Figure 3: Secondary – Subject specialism of sample



Almost half of all respondents (45%) are under 25 years old, this group would be largely formed of individuals who chose to go into teaching as straight from university, either as undergraduates or postgraduates and those who undertook teacher training a short time after their first degree. A further 35% of respondents were under 35, and the remaining 20% fit into the 35 to 44 years and 45 years and above age groups.

Figure 4: Primary - Educational stage and age of sample

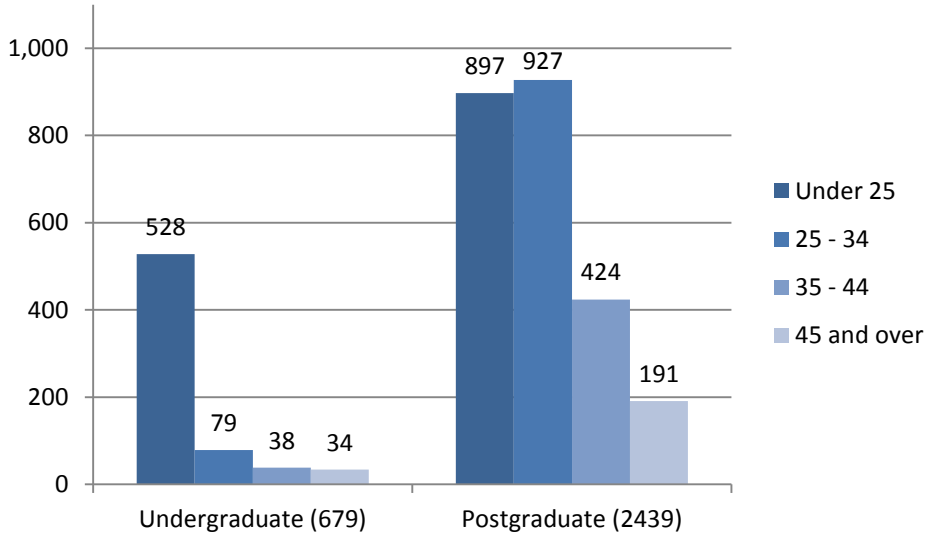
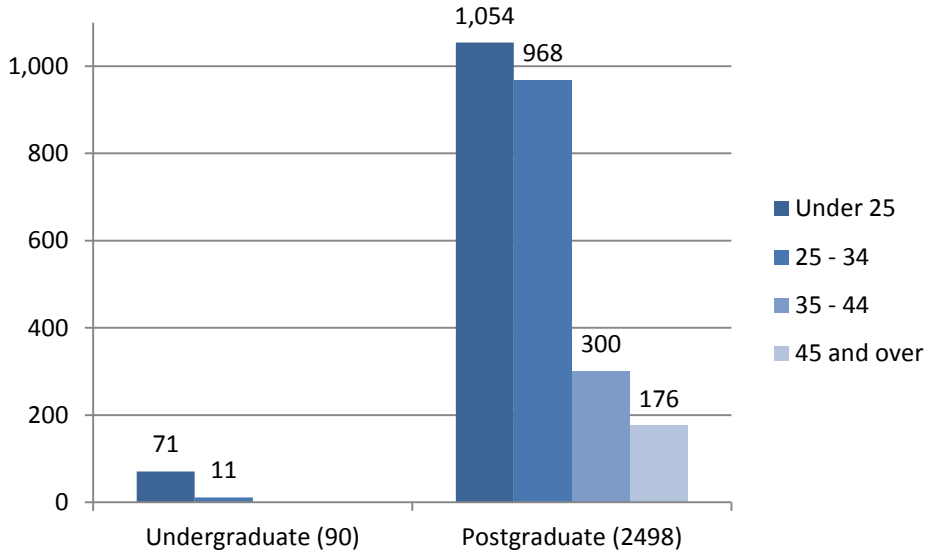


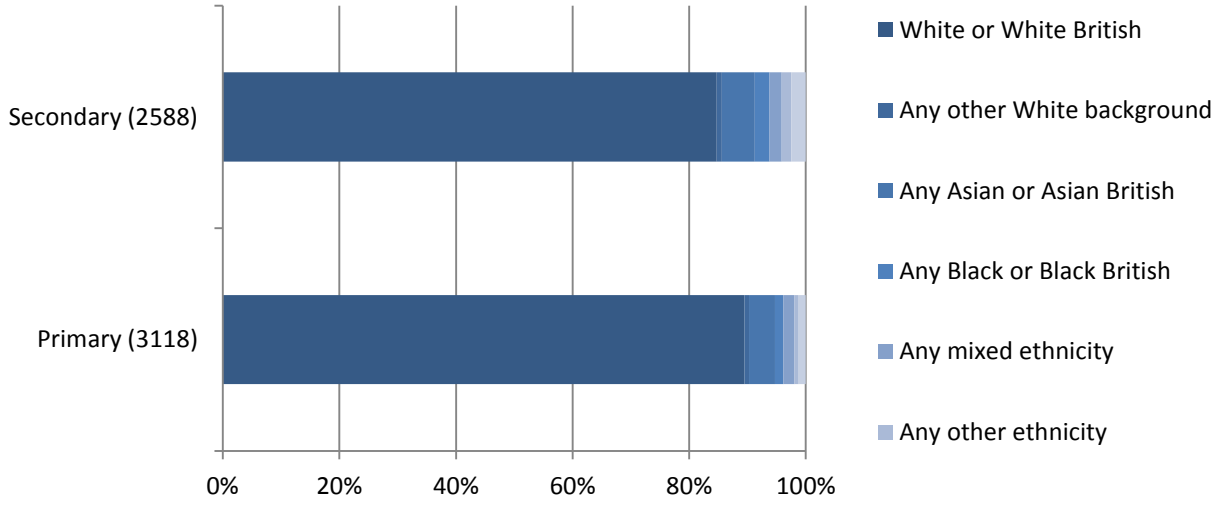
Figure 5:Secondary - Educational stage and age of sample



Eight per cent of respondents had any declared disability[10]. Disability is unknown for only two per cent of respondents. This high rate of disclosures may be attributed to the collection of this information through their training provider rather than as part of the survey form.

Eleven per cent of respondents reported an ethnicity other than White or White British.

Figure 6: Phase and ethnic background of sample



[10] This includes many forms of disability, including visual and hearing impairments, learning difficulties, physical impairments and mobility issues, mental health and social or communication impairments, multiple disabilities and long standing illnesses or health conditions.

Seventy five per cent of respondents identified themselves as female, 83% amongst primary trained respondents and 68% amongst secondary trained respondents. The remaining respondents identified themselves as male.

Figure 7: Primary - Educational stage and gender of sample

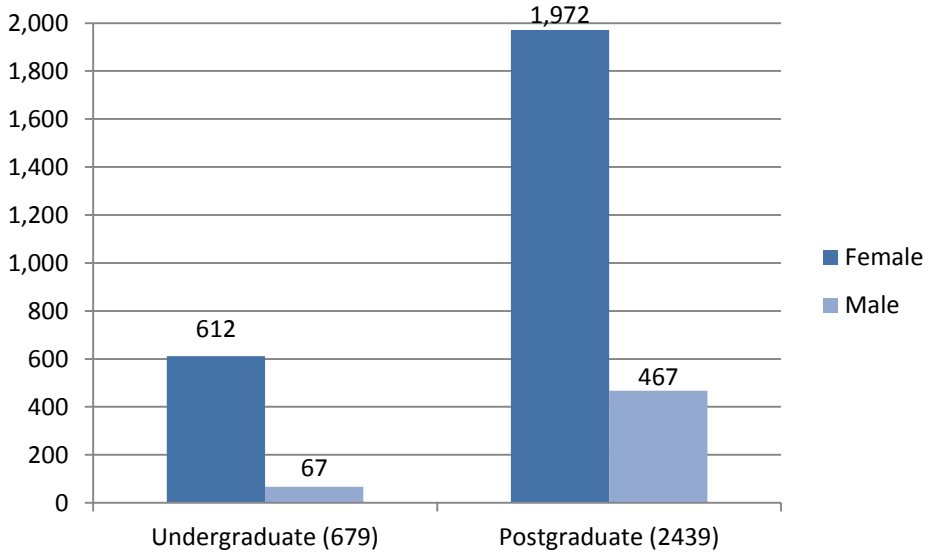
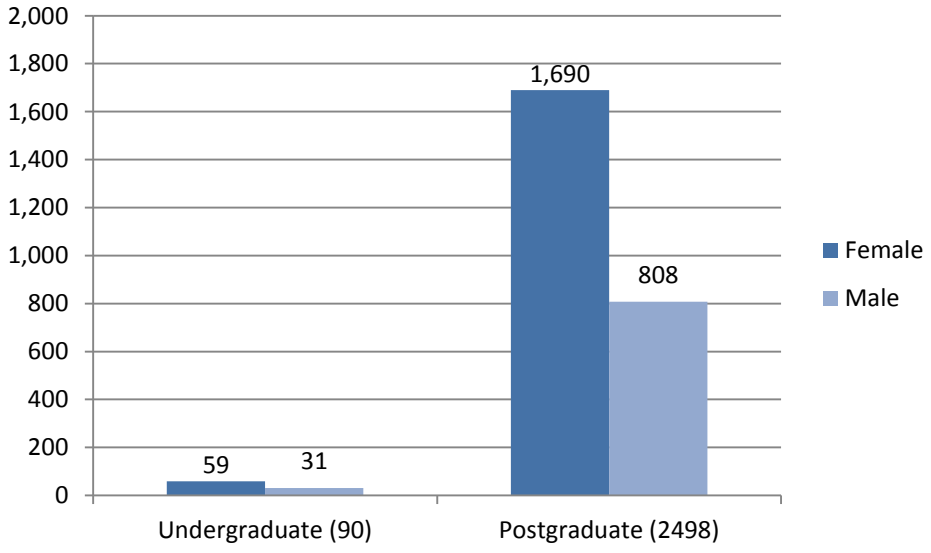


Figure 8: Secondary - Educational stage and gender of sample



The demographic composition of the sample was compared to the whole population of final year trainees in 2012/13[11]. The sample was statistically similar to the whole population in terms of both the proportion from any ethnic minority and the proportion

[11] Performance Profiles Management Information, academic year 2012 to 2013, NCTL (2014). Final year students who were awarded qualified teacher status only.

with a reported disability. There was a small difference (5 percentage points) in the proportion of NQTs responding to the survey who were over 25 years of age as compared to the wider population, respondents were more likely to be older, and a slight difference (1.5 percentage points) in the gender of NQTs responding to the survey, respondents were more likely to be female.

The route to teaching taken by the sample was compared to the route taken by the whole population of final year trainees in 2012/13[12]. There was a small difference (5 percentage points) between the sample and population in the proportion of trainees who had taken a provider-led route (HEI or SCITT provider) and the proportion who had trained with an EBITT provider. Trainees from EBITT providers were slightly over-represented. These providers may have been more motivated to encourage response to the survey, as providers with fewer than 11 responses do not have their provider level survey results published on a year on year basis.

Weighting was not applied in the analysis of the survey. Therefore, while the differences were small, some caution needs to be taken in generalising the views of the survey respondents to the whole population of NQTs.

The number of responses to subsequent questions was variable. Lower response rates were generally for the later questions in the survey, indicating a degree of survey fatigue amongst respondents. The lowest response for any question was 2,840 for primary-trained NQTs and 2,322 for primary trained NQTs.

Analysis of subgroups

The data was analysed in two separate groups – primary-trained NQTs and secondary-trained NQTs, because of the difference in the typical educational environment between the two phases of education. Key stage 2 to 3 trained NQTs were included in the latter group, as the sample size for key stage 2 to 3 NQTs was too small for independent comparisons. This grouping method had previously been used in at least the 2012 survey.

Sub-groups of undergraduate and postgraduate trainees, the main three provider types of higher education institutions (HEIs), school-centred initial teacher training (SCITT) providers and employment-based initial teacher training (EBITT) providers, have been analysed for notable differences throughout the primary and secondary analysis. For HEIs and SCITT providers, these include both the School Direct and provider led training trainees.

[12] Those who were awarded qualified teacher status only.

All differences noted between sub-groups have been statistically tested, and are significant at the 95% confidence level.

Proportions given in graphs and in the text have all been rounded to the nearest whole percentage. As a result there may some anomalies between the graphs and the text, where graphs contain separate figures for very good and good responses, which may both have been rounded up, whilst the combined very good and good response in the text may have been rounded down.

Qualitative analysis of open questions

The newly qualified teachers were asked to give open feedback about their training for reading, for the establishment and maintenance of a good standard of behaviour in the classroom and general feedback about their training and induction. The survey generated 8,137 comments from 3,435 individual newly qualified teachers.

Our approach to the analysis of this large amount of qualitative data was in four stages.

- Stage one was a review of over 500 comments in detail to identify themes within the comments, based on language used by the trainees and the researchers own knowledge of teaching and teacher training.
- Stage two was to build list of keywords relating to these themes.
- Stage three was to create a searchable database of these keywords within the data set.
- Stage four was to use the initial analysis of themes to find clear example comments from within the dataset which help to illustrate the various responses to the quantitative questions.

This approach does not enable us to accurately quantify any themes found within the text. This is because a simple search-based analysis cannot fully identify where the same theme is expressed by different respondents in significantly different ways. However, the identification of these themes was maximised by including a wide range of synonyms and stemming of words, for example using the search term “specialis” to identify comments where specialist, specialism and specialisms were used.

This has enabled the analysis and inclusion of a wide range of comments from NQTs within a very short space of time.

Limitations

Digital delivery

In 2013 the annual survey of newly qualified teachers was delivered online for the first time. Since then, the number of responses has been under half the number achieved

previously, through a paper delivered method. The rate achieved in 2013 was 20% as compared to 36% in 2012 and 39% in 2011. This reduction in sample size has two main implications for understanding findings:

- The number of individual NQTs within each sub-group, e.g. School Direct or secondary undergraduates, are smaller, and statistically significant differences between these smaller sub-groups and the wider population are, therefore, less likely to be observed.
- Overall ratings are more prone to fluctuation, a difference of 4 percentage points from one year to the next could reasonably be caused by random effects, rather than a real change in the perceptions of quality. Confidence intervals for a proportion of 70% based on a sample of 6,000 trainees (a typical primary sector NQT sample size pre-2013) are just 1% either way. However, confidence intervals for a proportion of 70% based on a sample of 2,800 trainees (more typical of response rates for primary sector NQTs since 2013) are almost double this.

In response to this drop in responses, draft responses were included in all outputs. Draft responses are created where NQTs have responded to some questions, but not reached the end of the survey.

Changes to the questionnaire

This year, as a result of consultation with stakeholders in the survey, the survey has been realigned to allow teachers to assess the extent to which their training had prepared them to meet the teachers' standards.[13]

This involved the introduction of new questions for areas of the standards not previously covered, for example:

- How good was your training (not your induction) in preparing you to be aware of pupil's capabilities and prior knowledge?
- How good was your training (not your induction) in preparing you to provide feedback to pupils to support their progress?

Changes were also made to the survey design which, it was hoped, would reduce survey drop out. The sequence of some of the survey questions was changed, dividing them thematically and presenting them on separate tabs on-screen, which made the survey flow more naturally. In addition some of the wording of the questions was streamlined, for example:

[13] https://www.gov.uk/government/publications/teachers-standards

- “How good was your training (not your induction) in preparing you to *understand how to* assess pupils' progress?” was reworded to “How good was your training (not your induction) in preparing you to assess pupils' progress?”
- “How good was your training (not your induction) in preparing you to identify and address your own continuing professional development needs *on an ongoing basis*?” was reworded to “How good was your training (not your induction) in preparing you to identify and address your own continuing professional development needs?”

Some of these additional questions, based on the teacher standards, also address areas of teaching that feature prominently in meta-analyses of approaches that can create most impact on pupil progress and outcomes. For instance, the quality of feedback given to pupils’ and helping learners think about learning more explicitly.[14]

While it is true that any changes in question wording and ordering in a survey have the potential of changing likely responses, it was felt that it was more important to ensure better understanding of questions than to retain absolute parity with previous years. Many questions remained unchanged.

Question framing

All of the questions on quality of training are framed in a similar way, i.e. “How good was your training (not your induction) in preparing you to / for …”. This form of words was retained from previous surveys, however the interpretation of answers to this question form is not straightforward. The respondents might be rating how good the training was or how prepared they feel, as illustrated by this example:

> “[Provider name] were really good in all aspects of my training - where I have perhaps not given them a 'Very Good' is because I still feel this is something I need help with.”

Other respondents may have placed self-imposed limitations as to which part of their training they were considering, as illustrated by this example:

> “I have based this survey on the training I received at [provider name] - it is not a reflection on the day to day practical training I received through my training school and second school experience which I feel gave me more of an insight into teaching for real.”

[14] Sutton Trust – EEF Teaching and Learning Toolkit, Extracted 19th September 2014

Limits of inference

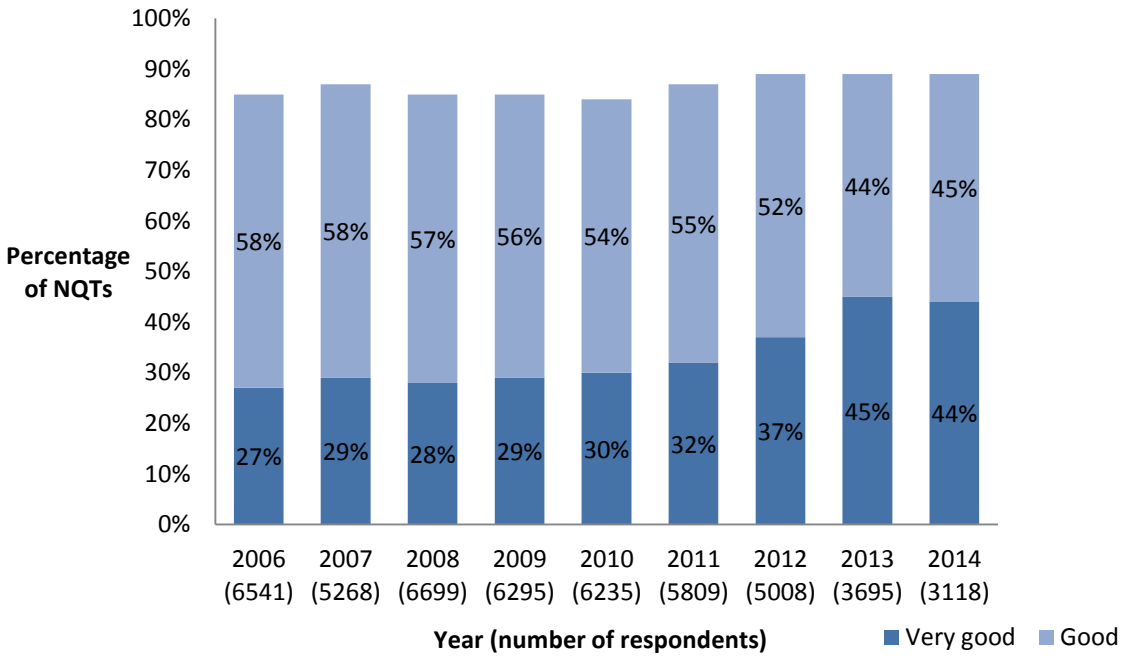
It is important to note that no attempt has been made to account for the relative contribution of the underlying characteristics of trainees to their preparedness for teaching, and therefore any differences seen between respondents from different sectors or provider types cannot be used to infer that one type of provision is better or worse than another in general.

Overall quality of training

Primary sector

Eighty-nine per cent of respondents (2,787 individuals) rated the overall quality of their training as good (45%) or very good (44%). This indicates that overall, there has been no change in the quality of initial teacher training since 2013. This follows a slight increase in the perception of quality over the preceding four years. Looking across the longer term picture, the overall perceived quality of primary initial teacher training has been generally stable over the last nine years, with an increase in the proportion who rated their training as very good quality.

Figure 9: Primary - Please rate the overall quality of your training.



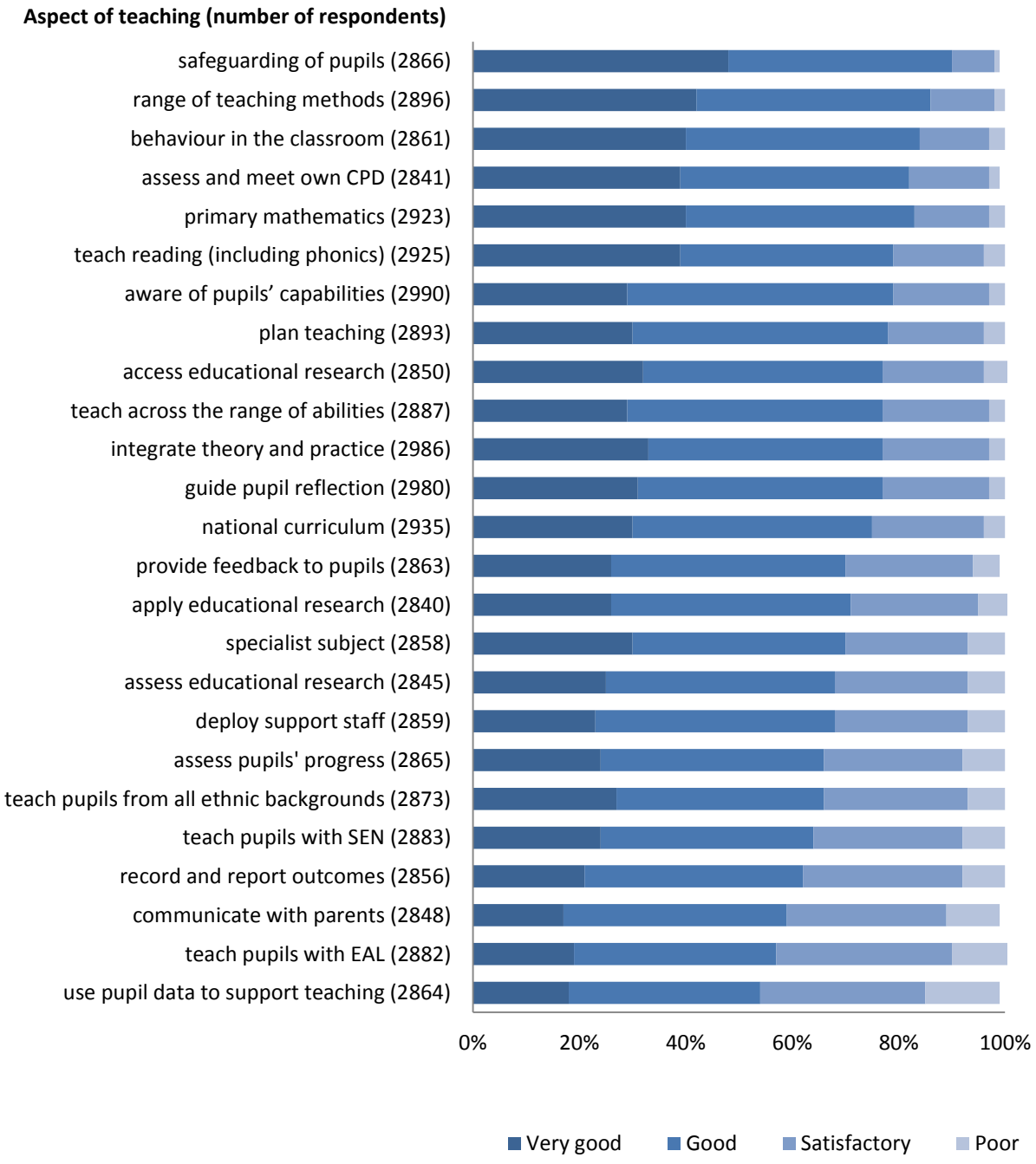
There was no difference in the perceptions of the overall quality of undergraduate and postgraduate training.

There was, however, a small difference in the perceptions of the overall quality of training in HEIs, where 88% of respondents rated the training as very good or good quality, as compared to SCITT providers, where 92% of respondents rated the training as very good or good quality. There was no statistically significant difference between the perceived quality of EBITT providers and either of the other provider types.

In the primary sector, the newly qualified teachers' assessment of the different elements of the teacher standards varied considerably from 91% of trainees rating the training as good or very good in preparing them for the safeguarding of pupils to just 54% of trainees rating the training as good or very good in preparing them to use pupil data to support their teaching.

A small proportion of trainees assessed their training as poor in preparing them for teaching. Five per cent or more respondents rated their training as poor for 10 of the aspects of teaching, this rose to 14% for the use of data to support teaching.

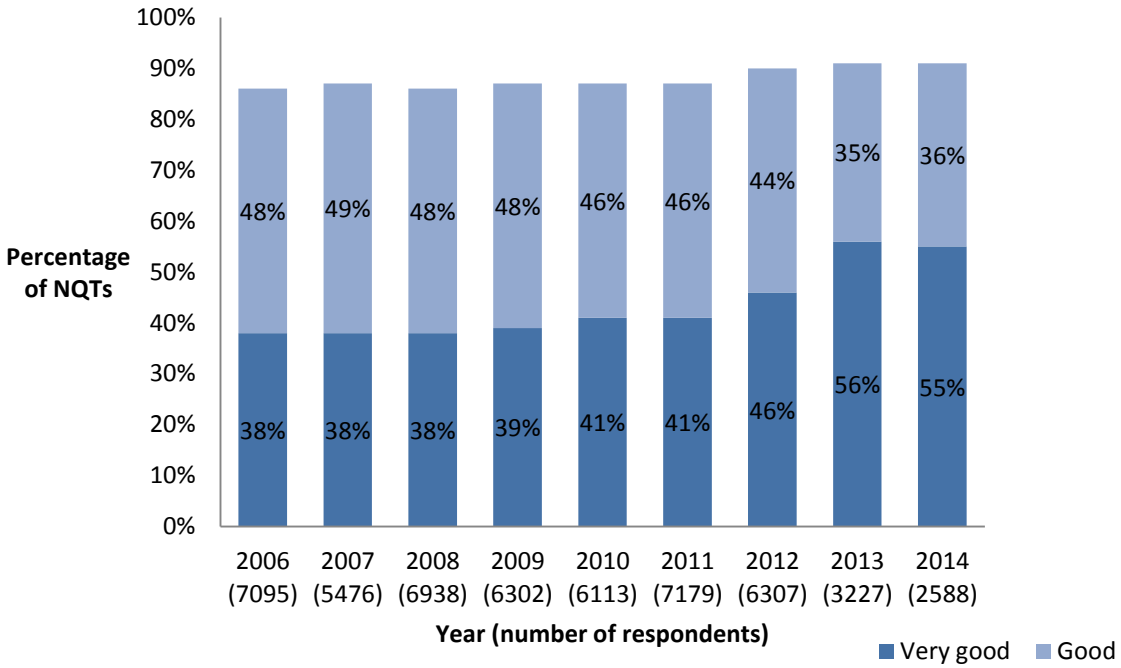
Figure 10: Primary - Summary of trainee assessment of different aspects of teacher training



Secondary sector

Ninety-one per cent of the 2,588 secondary-trained NQTs who answered the survey rated the overall quality of their training as good (36%) and very good (55%), which is comparable with the 92% of respondents who answered similarly in 2013. Over the course of the last nine years there has been a gradual and slight increase in the perceived quality of initial teacher training in the secondary sector.

Figure 11: Secondary - Please rate the overall quality of your training.



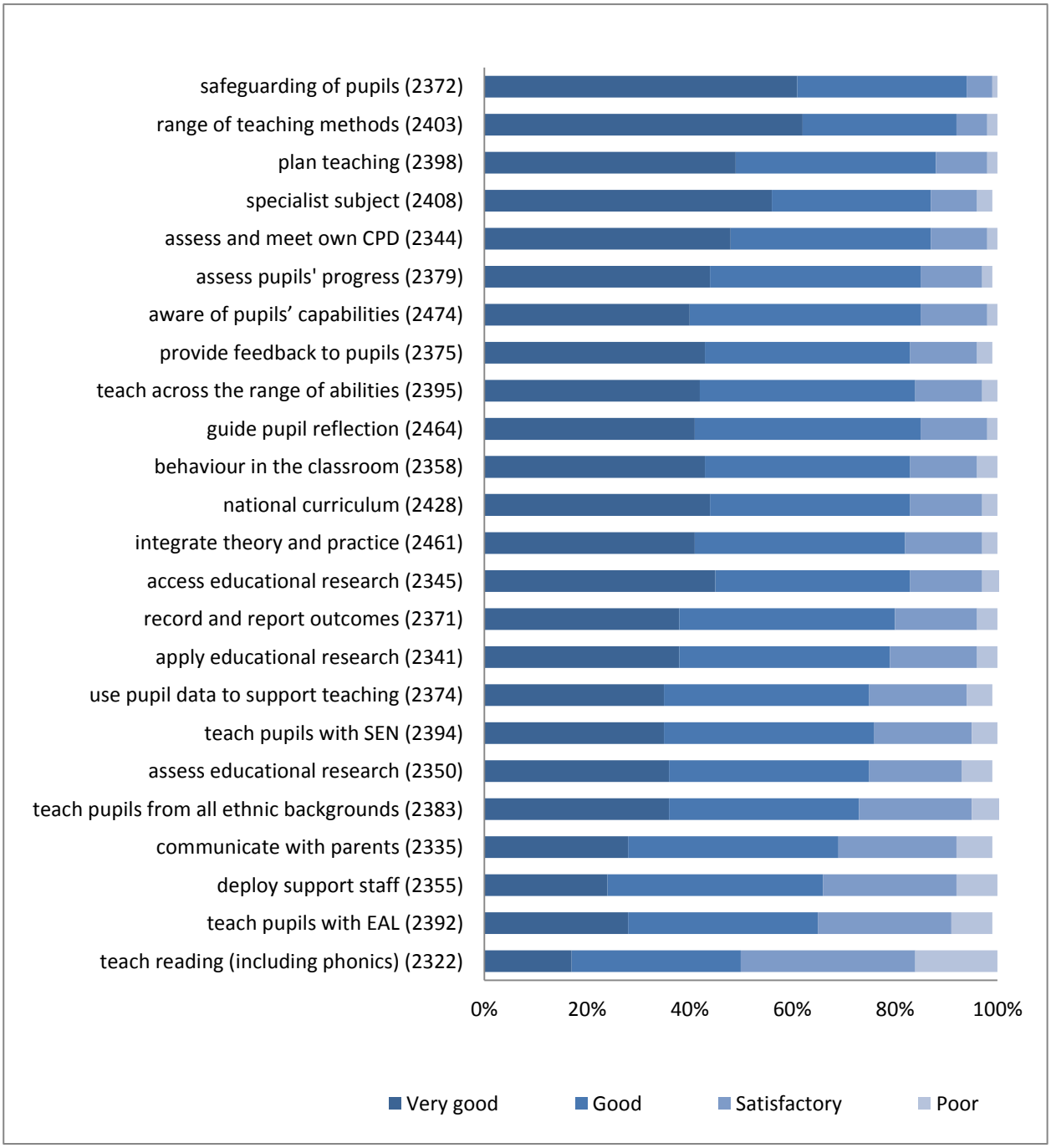
There was no significant difference in responses between undergraduate and postgraduate trainees. Nor were there any significant differences between responses from trainees from HEIs, SCITT providers, or EBITT providers.

In the secondary sector, the newly qualified teachers' assessment of the different elements of the teacher standards also varied considerably from 94% of trainees rating the training as good or very good in preparing them for the safeguarding of pupils to just 50% of trainees rating the training as good or very good in preparing them to teach reading (including phonics and comprehension).

In the secondary sector, as in the primary sector, a small proportion of trainees assessed their training as poor in preparing them for teaching. Five per cent or more respondents rated their training as poor for 8 of the aspects of teaching, including the teaching of reading which 16% of respondents rated as poor.

A comparison of secondary and primary responses as to how good their training was in preparing them to teach indicates that a greater proportion of secondary NQTs than primary NQTs think that their training was very good or good across at least 18 specific skills.

Figure 12: Secondary - Summary of trainee assessment of different aspects of teacher training



In general, the rank of the specific aspects within each sector are similar, i.e. safeguarding and having a range of teaching methods feature at the top of the aspects of teaching in both the primary and secondary sectors, whilst communicating with parents, teaching pupils with EAL, teaching pupils with special educational needs (SEN) and teaching pupils from all ethnic minorities all feature at the lower end of the aspects of teaching in both primary and secondary sectors. Those aspects of teaching with greater differences between secondary and primary ratings tend to be areas where there would be a big difference in the educational context for these skills, or possibly in the characteristics or previous experience of trainee teachers in each sector, for example managing behaviour in the classroom, teaching reading, and using pupil data.

NQT views of training

The following insights were gained from the systematic review of the overall comments of respondents about their training.

Views of very good training

Respondents who had rated their training as very good overall and very good for a large majority of the specific aspects of teaching characterised their training, across all provider types, as being relevant, developmental and engaging. Specifically, these respondents felt that they had been supported throughout by passionate, knowledgeable and interested tutors, teachers, mentors and lecturers. They felt that they had been given the feedback they needed to progress both in their understanding of the theories of education and the practice of teaching.

> The feedback visits for my training were thoughtful and robust, with excellent level of critique and setting of targets. I would love to have these visits on a regular basis as really an excellent focus for professional development. (Secondary, EBITT)

> [This provider] is an excellent training provider. The tutors were extremely supportive and I developed essential and vital skills during my training year. The regular feedback meant that I was able to grow as a classroom practitioner every day. When starting my NQT year I felt very confident and this was due to the outstanding training I went through. (Secondary, SCITT)

> My PGCE [postgraduate certificate in education] training was very helpful and throughout the [y]ear I felt supported and able to ask for further assistance and guidance from my university tutors which ensured I felt confident in the classroom. The work we did as a mathematics cohort has ensured I plan effectively for all students in my class including those with SEN and EAL requirements. (Secondary, HEI)

> My training experience was brilliant and it prepared me as best [as] anything possibly could for my initial year in teaching. The course tutors are still available to give support, even now and I feel they were a great support during my training year too. The quality of tutorage was excellent and I have recommended this course to others looking at entering the teaching profession. (Primary, SCITT)

> My training at [this university] not only equipped me with the day-to-day skills required to lead and manage a class, but reignited my own passion for learning. The course is rigorous and practical with lengthy placements in schools which prove great preparation for the working world. But at its heart the course is also academic; there is an emphasis placed on the learning of

the trainee as well as that of her pupils, and the MA [masters] level assignments ensure that this progresses. (Primary, HEI)

[This provider] is an outstanding training provider. The training manager is always available to ensure your progress as a teacher and her support continues once the training year is over. The tutors on the course provide excellent sessions and feedback is always of a high standard to address your developing needs and targets. (Primary, SCITT)

I think the GTP was a great course. The placements, which were the main part of the course, have allowed me to gain more experience than if I were on a PGCE course. This has better prepared me for the classroom. Without this funded place, as a single parent, I would not have been able to pursue my career as a teacher. I feel quite strongly that other people, like myself should still have the same opportunity. (Primary, EBITT)

As I participated in the Teach First training program, I feel very capable to function as a teacher with my department. I was able to prepare fully for my NQT year and also take on extra responsibilities. (Secondary, TF)

Specific areas for improvement

At the other end of the scale, the small number of respondents who had rated their training as poor overall and for a large majority of the specific aspects of teaching characterised their training, across all provider types, as poorly organised, uninspiring, out-dated and unsupportive, with the extreme examples feeling completely let down by their training provider or placement school. Specific issues included badly organised placements, unhelpful timing of theoretical learning, poor feedback on observed lessons or academic essays, and poorly focused taught sessions. Examples of poorly taught sessions included on the one hand overly theoretical content and on the other instances where the focus of training was to learn content of a primary curriculum, rather than training into how to teach this.

My placement in the second and third terms (same school) proved very unsatisfactory as my tutor was disinterested and unsupportive. I flagged this up to my training organisation but no successful resolution happened. This had a very negative effect on my confidence and meant that I was the only person on my course not to have a job by the end of the summer. (Primary, SCITT)

Since doing the job, I have realised just how unprepared I was to teach. There is so much more to do and so many other things to do that uni either doesn't tell you or doesn't teach you how to do and so I felt as though I was a burden on my other year group colleagues as I have had to massively rely on them for help. (Primary, HEI)

> Many of the items on this questionnaire bear no resemblance to any training I have received. The University talks incessantly about the need for differentiation but offers no assistance with HOW to differentiate. PLUS they do not differentiate their own programme of study. Teachers who have just stepped in to the classroom are taught the same as those who have been in the classroom for several years. This is not helpful. (Secondary, EBITT)

> The training I received through [this provider] was poor and I felt completely unprepared when on placement as the schools expected me to covered basics such as lesson planning, marking, data etc, which wasn't the case. This caused huge issues for me as I felt I never had the same prior knowledge or training as other PGCE students when on placement. I received very little support from my 2nd mentor at the university or on my second placement. (Secondary, HEI)

In the middle ground between these positions, in terms of the multiple choice ratings, were the majority of respondents, who had rated their training as largely good or satisfactory. Many of these were also very happy with their whole training experience, while others had found some aspects of their training to be lacking. Many gave examples of quite specific areas of learning that they would have valued extra time to master, or felt that they had needed more initial direction in how to make the most of placements.

> The workload was very challenging but with determination, commitment and hard work and good feedback and coaching support from the mentors at the university, I achieved my dream. The most beneficial aspect of my training was the enjoyable school-based experiences - observing teaching and learning and having the opportunity to put the theory into practice. Further professional training days and NQT follow up sessions are always managed well and they focus on National priorities! (Primary, HEI)

> I feel that I had a brilliant mentor at an outstanding school who helped me greatly. I feel that I learnt a great deal whilst being on a teaching practice-observing good teachers and using what I saw in my own teaching. (Primary, SCITT)

> The GTP is the best way to learn to become a teacher. Being based in a school full time prepares you better for the NQT year than the PGCE. Also, being paid to complete the course was the only way I could have changed careers, as a single person of 30 with a mortgage to pay. (Secondary, EBITT)

> The majority of tutors were fantastic and inspiring. I do not feel I was prepared for the accountability of pupil progress or using pupil data which contributed to problems during my first term of Induction. The course did not prepare me effectively to teach P.E. and swimming. (Primary, HEI)

> Not rigorous enough, not enough modelling of good / outstanding practice, not enough visits from experts in particular fields. Lecturers largely uninspiring. Appalling management of school placements - some people having to arrange their own, others starting late. (Primary, HEI)

> I don't really think that any of the training can fully prepare you for the role of the classroom teacher. (Primary, EBITT)

Variablity within and between providers and placements

Some respondents felt that their placement experiences had redeemed a poor taught phase of their training, while others were completely satisfied with their taught sessions, but had found their placement school to be unprepared or unhelpful. Others noted variability between tutors and lecturers at their provider. In some cases respondents felt that their prior experience in education, for example as a teaching assistant, had been the deciding factor in their success.

> I felt that some university lecturers were very good, whilst others were poor. Which made ticking the boxes on this survey difficult. There was inconsistency across the uni. However, those lecturers who were good really cared and wanted us to become better teachers which was important. (Primary, HEI)

> Overall the training was satisfactory, however any issues with mentors were not addressed, and several trainees felt very unsupported at times. I did not have any kind of mentor/mentee relationship in my second placement, and my concerns were largely ignored, belittled or turned into "my fault". Due to my final placement leaving me feeling demotivated and demoralised with no confidence, I have not entered teaching and do not see myself doing so in the future. (Secondary, HEI)

> This is the first time I have been able to honestly review my training. They actually provided little useful training. Everything I learnt was thanks to my superb placement school. Attending the training provider was an inconvenience which got in the way of the excellent training and support I received at my school. (Secondary, SCITT)

> The training was too intensive/time consuming (possibly due to it being an Ofsted inspection year for the training provider and my base school). I did not like my base training school (unsupportive) but enjoyed my second school placement (successful). I have decided to delay starting my NQT year until I find the 'right' school following my less than good training experience. (Primary, EBITT)

It is clear from the responses that the trainees had a wide range of levels of experience in education prior to their training, they had widely varying expectations of the amount and

focus of support from their training providers and schools and had varying personal characteristics. Some of the respondents were clearly pleased with the level of challenge involved in a one year teacher training qualification, while others expressed a need for much deeper support.

> The course prepared me to pass the standards but not to teach. There was no real training for body language or use of voice or getting the displeased look right. (Secondary, HEI)

> The [provider] has 100% prepared me for working life as a teacher. When I read that people said that the GTP was one of the hardest working years of their life, I was interested to find out - and I totally agree. Despite this, I am thriving at the challenges that are being thrown at me now. Thank you [provider name]. (Secondary, EBITT)

School Direct in its first year

Trainees who completed a School Direct route, in its first year of operation, were invited to respond to the annual survey of NQTs. Sixty-three of the School Direct trainees responded to the survey. This is an twenty-two per cent response rate, slightly higher than for the survey in general.

In this analysis the ratings given by School Direct trainees are compared with the ratings given by provider-led trainees. Provider-led trainees are defined as all trainees from higher education institutions and SCITT providers, whether undergraduate or postgraduate. Due to the small number of responses, the primary and secondary sector cannot be reviewed separately.

The School Direct trainees who responded to the survey were mainly from the secondary sector, 46 out of 63 respondents. They were all postgraduate students and the majority, 52 out of 63, had trained with a School Direct partnership linked to a higher education institution rather than a school-centred initial teacher training provider. Due to the small number of responses and differences in underlying characteristics between the School Direct and provider-led trainees, caution should be used in drawing conclusions about the effectiveness of the providers in this first year of School Direct.

The proportion of School Direct trainees rating the quality of their training as good or very good was 90%. This was not significantly different to the proportion of the 4,510 provider-led trainees who rated their training as good or very good, which was also 90%.

The remaining questions of the survey concern the extent to which trainees felt their training had prepared them to meet aspects of the teacher standards. Likewise, for each of these questions, there was no significant difference in the proportion of School Direct trainees who rated their training as good or very good as compared to provider-led trainees. In 17 of the 25 specific aspects of teaching covered in the survey, 70% or more respondents rated their training as good or very good.

In reviewing the comments made by School Direct trainees, it is clear that, as with other routes into teaching, trainees had a range of positive and negative experiences of the training. While 90% percent of respondents rated the quality of their training in School Direct positively, unprompted feedback tended to focus on what was missing from their training rather than what was good about it. This is a reflection of these comments being un-prompted, rather than reflecting the broader views of respondents.

Generally positive comments reflected that School Direct had enabled them to build practical skills by experiencing teaching in the classroom, balancing against theoretical knowledge learnt in university. Negative comments were all specific to individuals and their schools or providers and did not have one focused theme. Individuals commented on a range of specific issues including a lack of organisation, a lack of support, lost time gaining theoretical knowledge and a lack of aspiration for the success of individual

candidates. These comments may be useful in informing the future development of teacher training at these specific providers offering a School Direct route.

> [I] would recommend schools direct to anyone interested in training as a teacher.
>
> The combination of school-based support with [school federation] and academic training through [university] provided a more balanced training programme that suited my needs.
>
> I did the School Direct course and the timetable was poorly organised which meant that I was in school on Fridays when other students were receiving specialist subject training. This meant that, although I had more teaching experience in school, I missed some vital training days.
>
> Training at my placement school was extremely lacking and there was a lot of wasted time when students on the PGCE were in University learning.
>
> My SD training, especially in the third term, was overwhelming, unnecessarily stressful and completely exhausting, despite me being a mature adult, very well educated and very well prepared (having completed a year of TA volunteering in the preceding year). The course was not geared up for those struggling to achieve 'Gd.' status or better and I felt 'cut-adrift' from Easter onward…
>
> Training was good. As a School Direct trainee it was good to be thrown straight in to the school environment. As part of the training I was in full time and had a 60% timetable and was soon pushed to take on all classes as the lead teacher. This was demanding, a lot of mistakes were made but to make these mistakes early on and to act upon them was in my, the children and the schools benefit. Due to this 'full on' experience early on I learnt fast. Experienced teachers gave first hand experiences and examples of best practice (in some cases, not best practice). Simple practice and advice was given that can make a big difference. Appropriate readings and videos were shared and discussed.
>
> I was in the first cohort for School Direct. I was very disappointed with this program as it was no different to the traditional PGCE. The teachers in the schools in which I had placements (with the exception of the [second] placement) had no idea about their responsibilities in regard to training and supporting students. A very unsatisfactory experience. Fortunately the university element of the course and the [second] placement were very good and some very supportive university tutors persuaded me to complete the practical element of my course.

I feel that I benefited from being part of the Schools Direct programme whereby I was able to spend more time in school and apply my new knowledge and skills. I feel that the traditional PGCE route needs to adapt more towards this.

[Training was very good in preparing me to establish and maintain a good standard of behaviour in the classroom] Due to the nature of the pilot I had more classroom based practices, thus developing my skills in this area.

Primary sector analysis

Promote good progress and outcomes by pupils

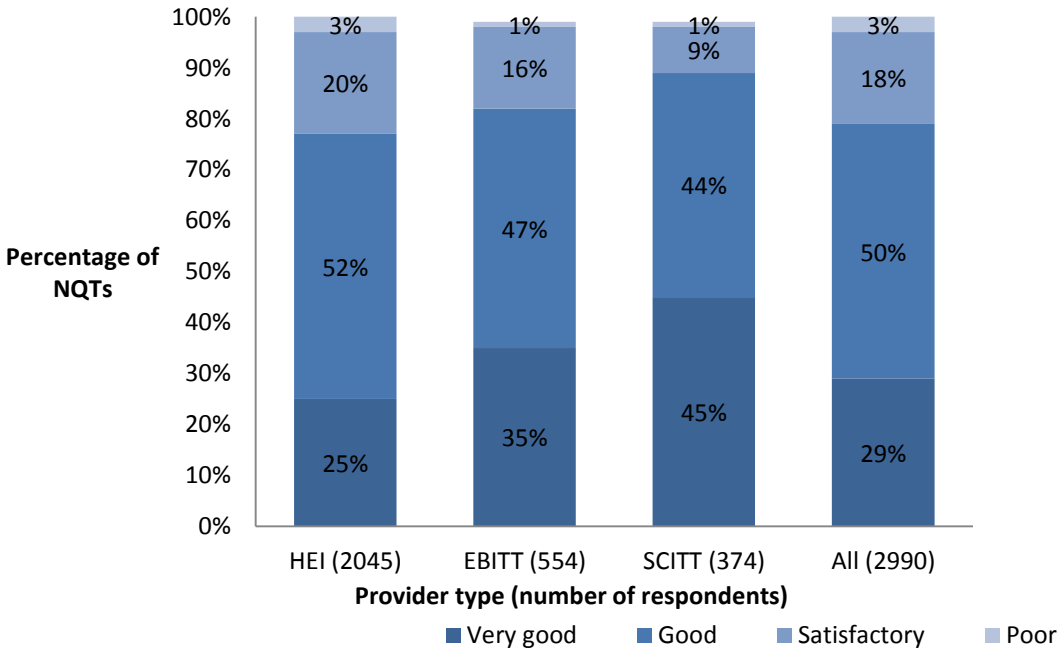
Awareness of pupil capabilities and prior knowledge

A new question this year asked how well the training prepared NQTs to be aware of pupils' capabilities and prior knowledge. Seventy-nine per cent of the 2,990 primary-trained respondents rated this aspect of their training as good (50%) or very good (29%). There was no significant difference in the rating of undergraduate (UG) and postgraduate (PG) training.

Responses from trainees from the three main provider types in this year's survey all varied from each other, with statistically significant differences between each. Respondents from HEIs were least likely to say that their training was good or very good in preparing them for this element of the teacher standards, with just 76% of respondents. Respondents trained by EBITT providers were somewhat more likely to say that there training was very good or good in this respect, (83%), and respondents trained by SCITT providers were most likely to rate their training as very good or good, (89%).

It is important to note that differences in the underlying characteristics of trainees prior to taking up their training have not been analysed, and the differences observed between provider types, do not demonstrate a causative relationship between being trained by a SCITT provider and feeling more prepared to teach.

Figure 13: Primary - How good was your training in preparing you to be aware of pupils' capabilities and prior knowledge?

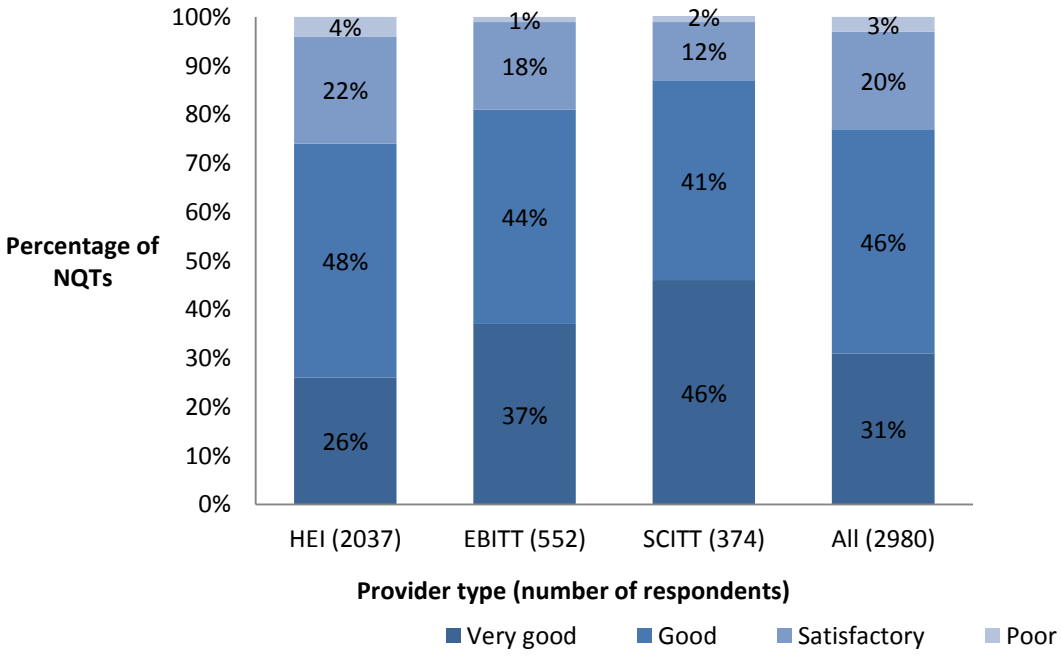


Guiding pupil reflection on their progress and needs

Another new question in this year's survey, also within the teacher standard on the promotion of good progress and outcomes by pupils, was a question on whether the training prepared NQTs to guide pupils to reflect on the progress they have made and their emerging needs. Seventy-seven per cent (of 2,980) of respondents rated this aspect as good (46%) or very good (31%). There was no significant difference in the rating of undergraduate and postgraduate training.

As with the previous question, responses from trainees from the three main provider types in this year's survey all varied from each other, with statistically significant differences between each. Respondents from SCITT providers were most likely to say that their training was good or very good in preparing them for this element of the teacher standards, with 86% of respondents saying this. Respondents trained by EBITT providers were less likely to say that their training was very good or good in this respect, (81%), and respondents trained by HEIs were least likely to rate their training as very good or good, (74%).

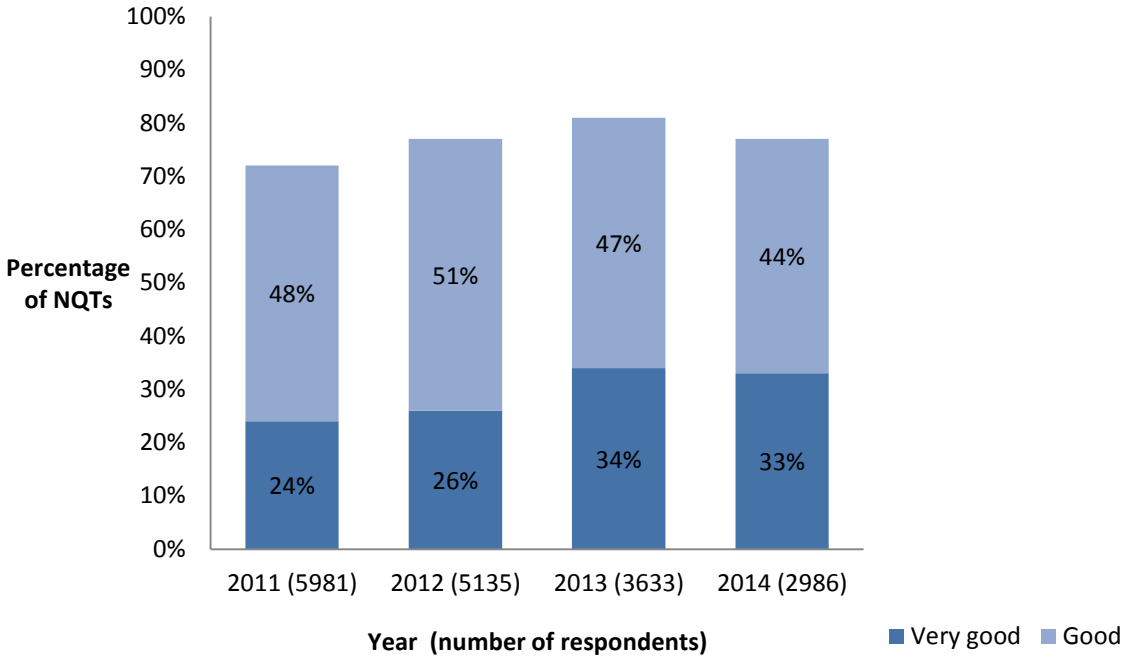
Figure 14: Primary - How good was your training in preparing you to guide pupils to reflect on the progress they have made and their emerging needs?



Integrating theory and practice

Returning to a question that has been asked of newly qualified teachers for the last four years, to what extent the training had prepared the NQTs to integrate their theoretical knowledge with their practical experience, 77% of NQTs (2,301 individuals) had rated this aspect of their training as good (44%) and very good (33%). This has decreased since the 2013 survey, when the combined proportion answering good or very good was 81%, and is the same as the response to the 2012 annual survey of NQTs.[15]

Figure 15: Primary – How good was your training in preparing you to integrate the theoretical elements of your programme with your practical experiences?



There was a statistically significant difference in the perceptions of training between SCITT providers and HEIs. In HEIs, 76% of respondents rated the training as very good or good in preparing them for this aspect of teaching, as compared to SCITT providers, where 83% of respondents rated the training as very good or good. There was no statistically significant difference between EBITT providers and either of the other provider types.

Again, there was no significant difference in the rating of undergraduate and postgraduate training.

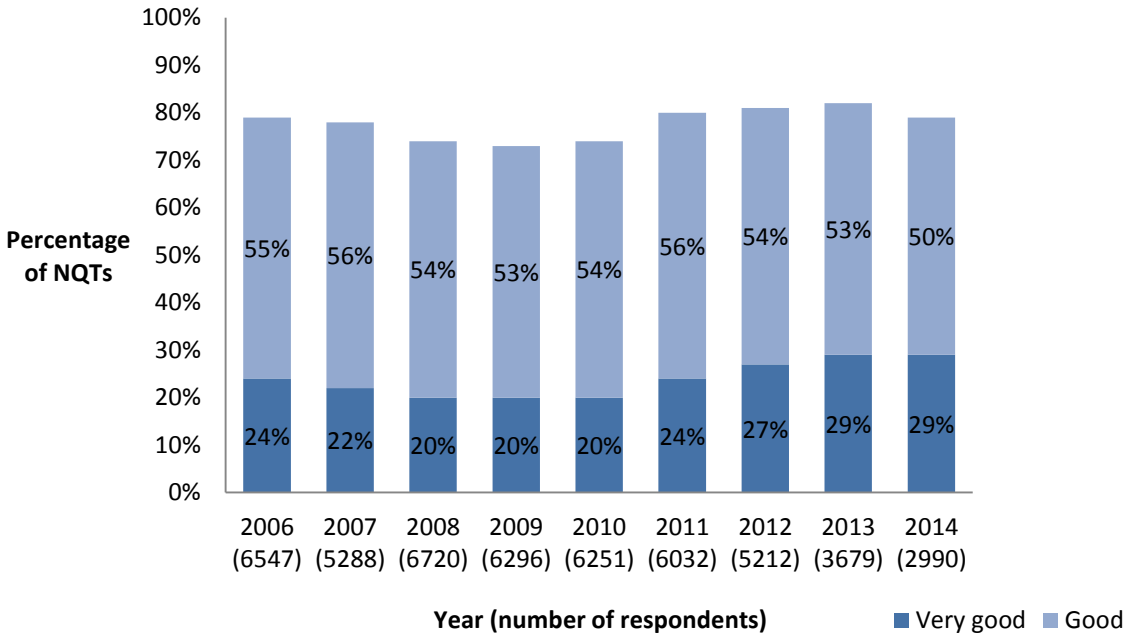
[15] Please note, this question had previously been positioned at the end of the survey. In 2011 and 2012, the question was worded differently, specifically highlighting 'university-delivered elements' rather than 'theoretical elements / knowledge'

Good subject and curriculum knowledge

Understanding the national curriculum

When asked whether their training helped them understand the national curriculum, 75% (of 2,935) of primary-trained NQTs rated their training good (45%) or very good (30%). This is a decrease from the 82% of respondents in the 2013 survey, and this change has mainly occurred in the good ratings.

Figure 16: Primary – How good was your training in preparing you to understand the national curriculum?



During the year in which the postgraduate NQTs were undertaking their training and during the final year of the undergraduate training, the national curriculum was being reviewed. Newly qualified teachers were responding to the survey some five months after the new national curriculum was published, though this had not yet been implemented in schools. Although comments on the trainees' preparedness to implement the national curriculum were not specifically asked for, some NQTs used the opportunity of other open text responses to comment on the quality of this aspect of their training.

Though it is clear from the ratings given on this issue that the majority of trainees felt their training was good or very good, a number of trainees felt that the changes had negatively impacted on the quality of their training. While some primary NQTs said that their training provider had done what they could to address this, others were less positive.

> The fact that the national curriculum will change in September also decreases the effectiveness of the training although university did their utmost best to give us as much info on this as possible. (Primary, undergraduate)

> Although plans for a new curriculum changed throughout the course university kept us up to date with changes that were occurring. (Primary, undergraduate)
>
> Despite upcoming changes to the national curriculum and the ways that schools are to assess pupils, the training course did not acknowledge this. The universities course content systems did not seem to have the flexibility to adapt to the evolving pressures placed on schools. (Primary, postgraduate)

Undergraduate trainees rated this aspect of their training more highly than postgraduates, with 82% of them giving a good or very good response compared to 73% of postgraduate trainees.

Amongst the three main provider types in 2012/13, respondents from SCITT providers were most likely to rate this aspect of their training as very good or good (83%), as compared to 76% of respondents from EBITT providers and 73% from HEIs.

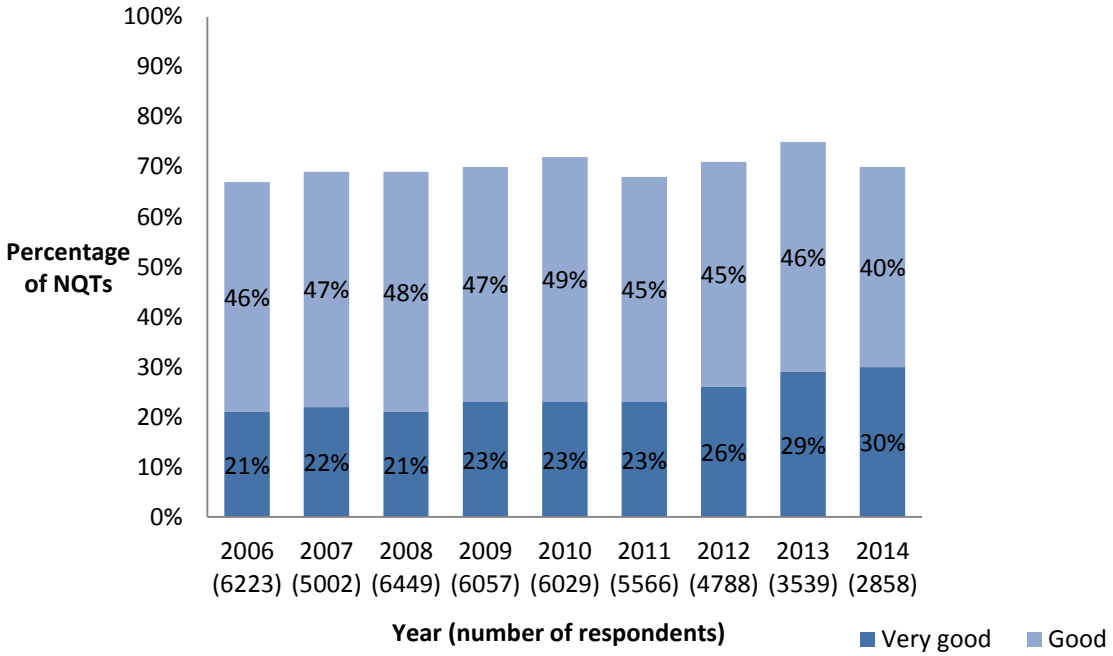
There were positive and negative comments about the quality of training in relation to the national curriculum from NQTs who had studied on both post and undergraduate routes and with all provider types. Some examples are shown below

> Learnt some new skills which is helping to adapt to the changes in the national curriculum. (Primary, HEI, postgraduate)
>
> The SCITT prepared us for the NNC [new National Curriculum] as well as the old despite the changes that were happening throughout the course, (Primary, SCITT, postgraduate)
>
> Always placed high importance on the need to understand the National Curriculum and objectives - even though this was due to change whilst training. It took the whole course to really understand it and especially with the changes. This is possibly why it wasn't taught so well - we knew it was going to change. (Primary, HEI, undergraduate)

Teaching specialist subjects

When asked about how well their training had prepared them to teach their specialist subject, 70% (of 2,858) of respondents rated their training as good (40%) or very good (30%) – a small drop in ratings compared to 2013 (75%), but similar to ratings in 2012 (72%).

Figure 17: Primary - How good was your training in preparing you to teach your specialist subject?



There were no differences in the rating of this subject between each of the main provider types in 2012/13.

As with the national curriculum question, undergraduate trainees rated this aspect of their training more highly than postgraduate trainees, with 75% of undergraduate trainees giving good or very good responses compared to 68% of postgraduate trainees.

Although not specifically asked to do so, some NQTs used the opportunity of the open text response to provide commentary on the quality of their training in relation to being prepared to teach their specialist subject.

It is clear from the ratings given on this issue that the majority of trainees felt their training was good or very good, those in undergraduate primary training commented on receiving specialist training in a number of areas. Primary postgraduate trainees offer fewer comments about specialist subjects.

A number of trainees, from those who rated their training in this area from poor to very good, indicated that they did not feel this question was particularly relevant to them because they thought they did not have a specialism as a trainee primary teacher. For example:

> Undertook a Primary PGCE so was not taught to teach a specialist subject. (SCITT, postgraduate)

> Specialist subject was not identified during the course but became transparent by the results - consequently I realise I am particularly good at maths and reading. (EBITT, postgraduate)

However, some primary trainees clearly identified their specialisms.

> The training provided for my specialist subject, 'Computing', was excellent, the best of the modules across the training by far. (HEI, undergraduate)

> Fantastic English course and English specialism course - all down to passionate, knowledgeable and caring lecturers! (HEI, undergraduate)

> I had particularly positive experiences with my maths specialism, I was very well prepared to teach maths across all ages. (HEI, undergraduate)

> I was trained specifically in Early Years education and I felt very prepared to go into my new position. (HEI, undergraduate)

Amongst those who could identify their specialisms, the quality of the training received varied:

> Only 6 weeks of specialist subject throughout the entire 4 year degree. (HEI, undergraduate)

> My specialism was French and the lecturers and opportunities to do this in placement were excellent. (We also were given thorough training in teaching phonics and ample opportunity in placement to put these into practice (HEI, postgraduate)

> My training equipped me with much better knowledge and practical experience teaching reading, esp. phonics and comprehension, and also gave me a firm grasp on teaching primary mathematics and science. I didn't feel that other subjects that one could specialise on were given enough attention... (HEI, postgraduate)

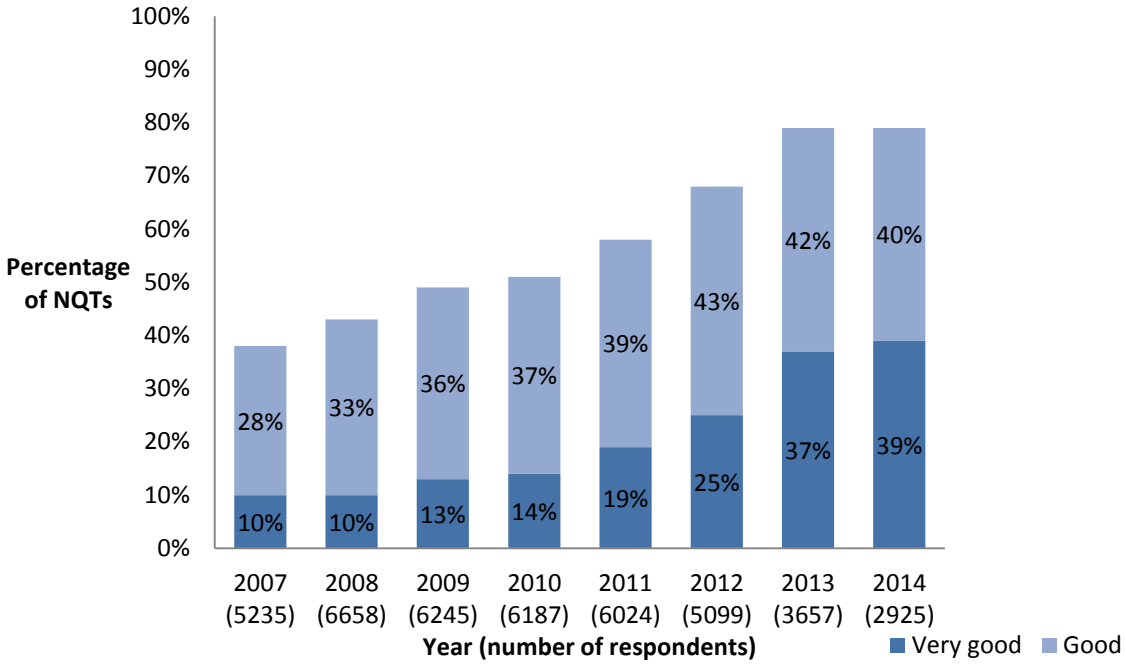
> My special school placements provided me with very good experience of how to teach children with special needs - This was my specialism. (SCITT, postgraduate)

> All preparation and understanding I received was mainly through my leading school. I had no additional sessions/support for my specialist subject (Physical Education) (EBITT, postgraduate).

Teaching reading

Seventy-nine per cent of the 2,925 primary respondents rated the quality of their training in preparing them to teach reading, including phonics and comprehension as good (40%) or very good (39%). This is comparable to last year's ratings of training in teaching reading. This marks a pause in the year on year improvements in this rating since it was first measured in 2007.

Figure 18: Primary - How good was your training in preparing you to teach reading, including phonics and comprehension?



There was no difference between the responses of undergraduate and postgraduate trainees to this question.

There was a statistically significant difference in the perceptions of training between respondents from SCITT providers and HEIs. In HEIs, 78% of respondents rated the training as very good or good in preparing them for this aspect of teaching, as compared to SCITT providers, where 85% of respondents rated the training as very good or good. There was no statistically significant difference between EBITT providers and either of the other provider types.

Some NQTs used the opportunity of the open text response to comment on the quality of their training in relation to being prepared to teach reading, including phonics and comprehension. Though it is clear from the ratings given on this issue that the majority of trainees felt their training was good or very good, a number of trainees also provide comments on areas that were overlooked or could have been improved.

Some respondents felt that aspects of teaching reading were not emphasised sufficiently and that more help could have been provided in the range of programmes available to support the teaching of synthetic phonics.

Individuals rating their training in teaching reading as very good highlighted excellent lectures, support from mentors, lecturers and experienced teachers, the benefits of observing and practicing the teaching of reading in schools, specific schemes of work which they had trained with or the range of different schools that they had been able to visit. Personal outcomes identified included the gaining of confidence and a greater understanding, the building of skills and general preparedness for teaching reading.

> Before starting the course I did not fully understand the importance of phonics and comprehension, due to the excellent teaching in this area I not only now fully appreciate the importance of both of these but I chose to work in Year 1 this year where phonics is a vital part of our everyday teaching. (SCITT, postgraduate)
>
> The English part of the course was a definite highlight, particularly the teaching of phonics which was exciting and informative with great practical sessions. Phonics has become one of my favourite parts of teaching and my class enjoy phonics as much as I do. I often observe them 'playing phonics'. This enjoyment is reflected in their progress so far this year. (HEI, postgraduate)
>
> Even if training in KS2, we were supported in exploring, reading about, teaching and reviewing systematic synthetic phonics (EBITT, postgraduate).
>
> Guided Reading (inclusive of comprehension) sessions were arranged with various different classes as was explicit time on placement to teach comprehension lessons. Phonics is very well taught with dedicated lectures, workshops and various day placements that focused on phonics (SCITT, postgraduate)
>
> There was only one lecture at Uni about phonics and then we were given a test towards the end. Working in KS2 it was hard to get experience of this in school as well. (HEI, postgraduate)
>
> The Phonics side was a huge focus and this part was excellent. There was no focus at all on any KS2 Inference and Deduction. By these sentences, I refer to [the] EBITT. Luckily my host school, especially my mentor, focused on the latter for me. (EBITT, postgraduate)

Individuals rating their training as very poor commented on the limited time dedicated to training in teaching reading, including either a limited amount of theoretical learning or a limited amount of practical experience. Comments particularly related to a lack of training or experience in phonics.

Phonics training was very piecemeal. A commitment to phonics was demonstrated, but it didn't establish a very clear understanding of the differences in phonics programmes or effective practice in teaching phonics. (SCITT, postgraduate)

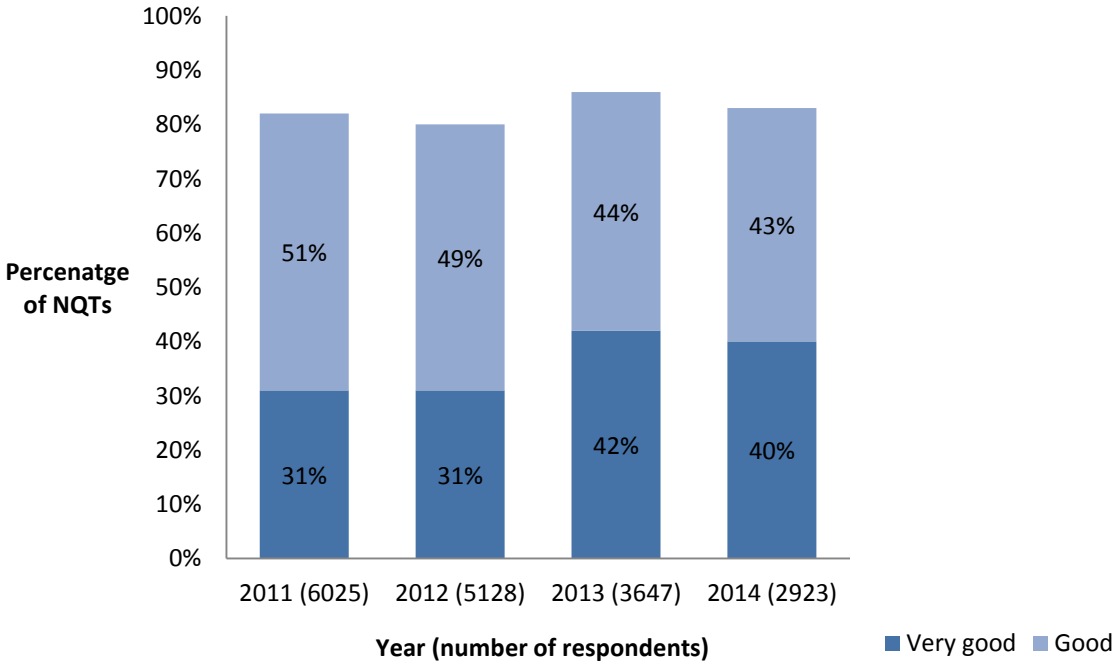
I would have liked more interactive and practical sessions involving the most efficient use of phonics and guided reading in the classroom, especially for those who were not teaching Early Years or KS1 in their school placements. (SCITT, postgraduate)

Only one lecture in phonics – remaining gained from work experience (EBITT, undergraduate)

Teaching primary mathematics

When asked about their preparation to teach primary mathematics, 83% of the 2,923 respondents rated their training as good (43%) or very good (40%) . This is a drop of two percentage points since last year (85%), a small but statistically significant difference. However, the longer term history of responses to this question indicates no substantial change since 2011. This is one of the more positively rated aspects of primary teacher training.

Figure 19: Primary - How good was your training in preparing you to teach primary mathematics?



Undergraduate trainees rated this aspect of their training higher than postgraduate trainees, with 86% of undergraduates giving good or very good responses compared to 82% of postgraduates, a small but statistically significant difference

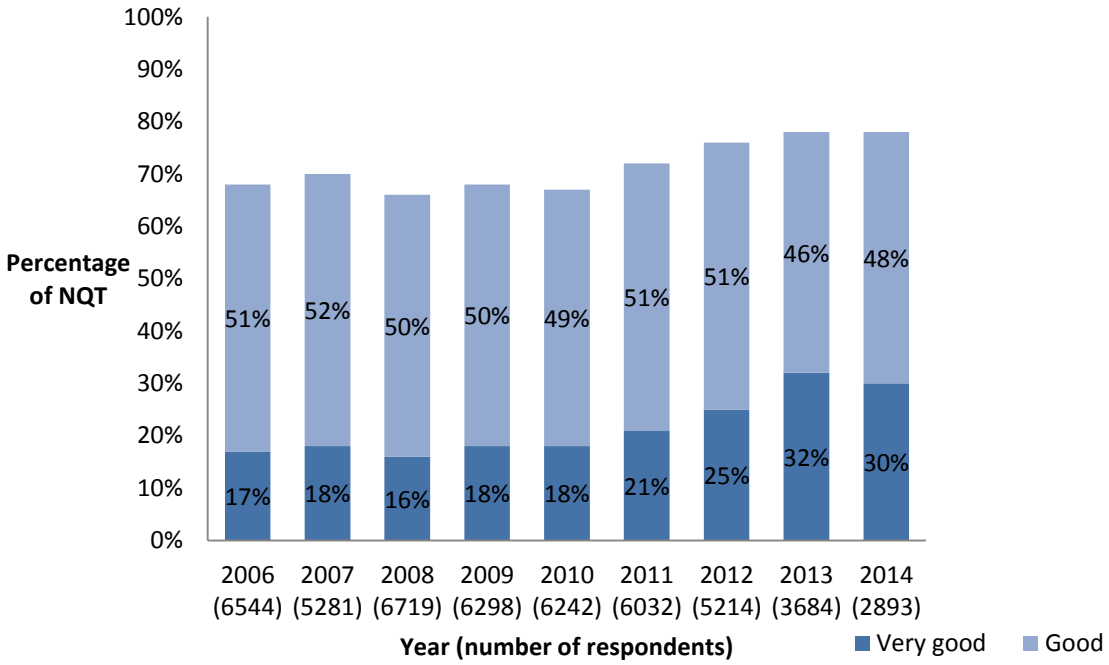
There were no differences in the rating of this aspect of teacher training between each of the main provider types in 2012/13.

Plan and teach well structured lessons

Planning teaching to achieve progression

Seventy-eight per cent of the 2,893 respondents to the question about planning teaching to achieve progression for pupils rated this as good (48%) or very good (30%). This is not different from the rating achieved in 2013 and marks a pause in the general upwards trend in responses to this question since 2010.

Figure 20: Primary - How good was your training in preparing you to plan your teaching to achieve progression for pupils?



There was no difference between the responses of undergraduate and postgraduate trainees to this question.

Responses from trainees from the three main provider types in this year's survey all varied from each other, with statistically significant differences between each. Respondents from HEIs were least likely to say that their training was good or very good in preparing them for this element of the teacher standards, (76%). Respondents trained by EBITT providers were more likely to say that there training was very good or good in this respect (81%), and respondents trained by SCITT providers were most likely to rate their training as very good or good (86%).

Some NQTs chose to use their final open-text response to provide comment on this aspect of their training. Some trainees commented that they felt well-prepared to plan their teaching.

> My training school has extremely high standards with a rigorous approach in monitoring the quality of teaching, pupil progress, the learning environment, planning and topic book scrutiny. Therefore I feel I had a thorough training year. (EBITT, postgraduate)
>
> Had some training from my mentor which has been really useful as their planning was different to any other I had seen. (HEI, postgraduate)
>
> Training in lesson planning was rigorous, especially with regard to devising appropriate learning objectives and steps to success (SCITT, postgraduate)

Others were not so positive and commented that they did not have enough training in this area or that the quality of training provided was not adequate to meet their needs. These trainees commented that as a result they felt less able to tackle this process in their NQT year.

> I do not think there was enough tutorage on actually planning a lesson/scheme or medium term plan of lessons. (EBITT, postgraduate)
>
> I really enjoyed my SCITT course, but feel that my lack of preparation for lesson planning, and especially of trying to plan Literacy has been evident. I also feel that the mechanics of planning, taking some stuff from National strategies, and integrating this into schools' needs, would have been helpful. (SCITT, postgraduate)
>
> I feel going through planning in a more in depth way would have been beneficial and building plans based on hypothetical classes. So we had more of an understanding of how to actually adapt for our own pupils and what the curriculum should look like in class. This shouldn't all just be left to in your placement schools. Similarly looking at assessment data and discussion on what pupils to support based on that would have been useful. (HEI, postgraduate)
>
> I would also have liked more support with the planning process from the school as I felt I had to do a lot from scratch which I found very challenging, I requested support but was not given support with the process, just the outcome. (EBITT, postgraduate)
>
> The course at [training provider] focussed a lot on theory, which although interesting, is not that helpful when the time comes to planning a week's worth of maths lessons for a class which ranges massively in ability. I would have preferred lots more practical advice on planning, (HEI, undergraduate)
>
> My training school did not provide any support in terms of planning, outside of their own downloaded scheme of work. Consequently when I began my

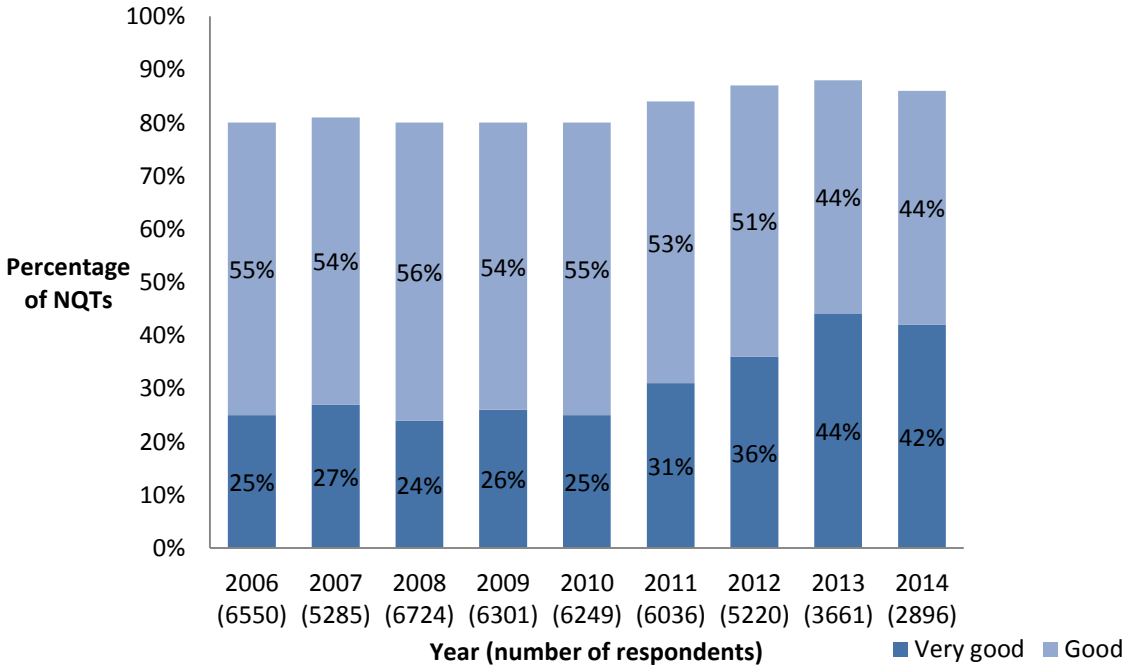
induction programme I was unprepared for the rigors of planning in a more conventional way. (EBITT, postgraduate)

Placement schools were not always helpful - my first did 2 observations and 3 in the last 3 days, my second only did one observation the whole time and did no planning. I didn't have much opportunity to teach maths or literacy either. When I came to be an NQT in that year group I had no real plans to work from and didn't know how to plan properly. It has taken weekly support to ensure my plans are suitable for Ofsted to see. I feel this should have been supported during placement, not starting from scratch at school. (HEI, postgraduate)

Teaching methods

When asked how well their training prepared them to use a range of teaching methods that promote pupils' learning, 86% of the 2,896 respondents rated this as good (44%) and very good (42%). There is no significant difference to the response in 2013, marking a pause in the general upwards trend in positive responses to this question since 2010. Notwithstanding this, it is one of the most highly rated aspects of initial teacher training and is unchanged since last year.

Figure 21: Primary - How good was your training in preparing you to use a range of teaching methods that promote pupils' learning?



Undergraduate trainees rated this aspect of their training higher than postgraduate trainees, with 89% giving good or very good responses compared to 85% of postgraduate trainees, a small but statistically significant difference.

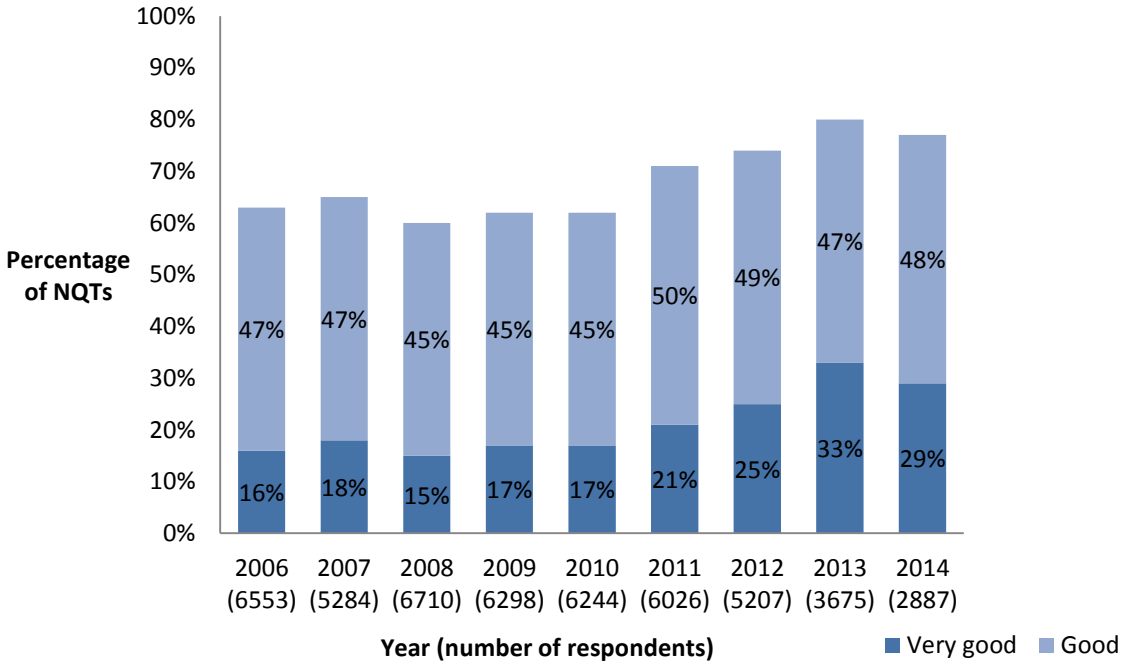
There were no differences in the rating of this subject between each of the main provider types in 2012/13.

Respond to the strengths and needs of all pupils

Teaching across the range of abilities

In a question about their preparation to teach across a range of abilities, 77% of the 2,887 respondents rated their training as good (48%) and very good (29%). This is a decrease of three percentage points from the 2013 survey, in which 80% of respondents answered good or very good to this question, a small but statistically significant difference. The 2014 response is four percentage points higher than the rating achieved in 2012 for the same question, again, a small but statistically significant difference.

Figure 22: Primary - How good was your training in preparing you to teach across the range of abilities?



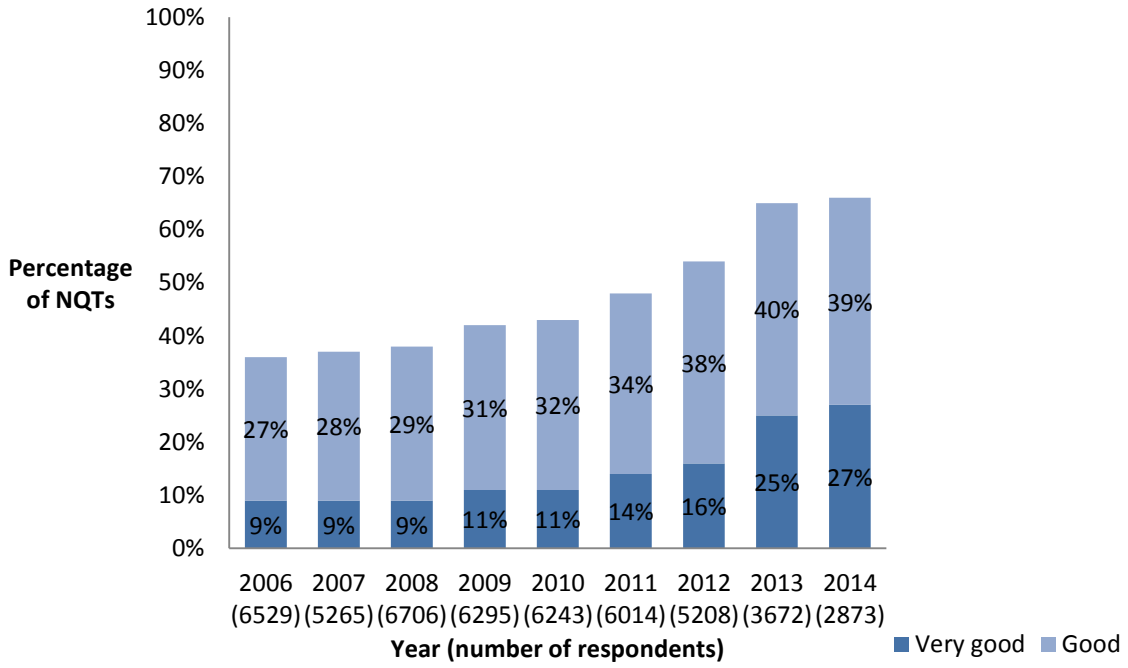
There was no difference between the responses of undergraduate and postgraduate trainees to this question.

Respondents from SCITT providers and EBITT providers were more likely to say that their training was good or very good in preparing them for this element of the teacher standards, 85% of SCITT trainees and 80% of EBITT trainees. Respondents trained by HEIs were less likely to rate their training as very good or good, 75% of HEI trainees.

Teaching pupils from all ethnic backgrounds

Sixty-six per cent of the 2,873 primary-trained NQTs rated their preparation to teach pupils from all ethnic backgrounds as good (39%) and very good (27%), compared to 64% in the 2013 survey, a small but statistically significant difference. Although this continues a strong positive trend in response to this question since 2008, this is one of the lower rated aspects of teacher training for primary trainees.

Figure 23: Primary - How good was your training in preparing you to teach pupils from all ethnic backgrounds?

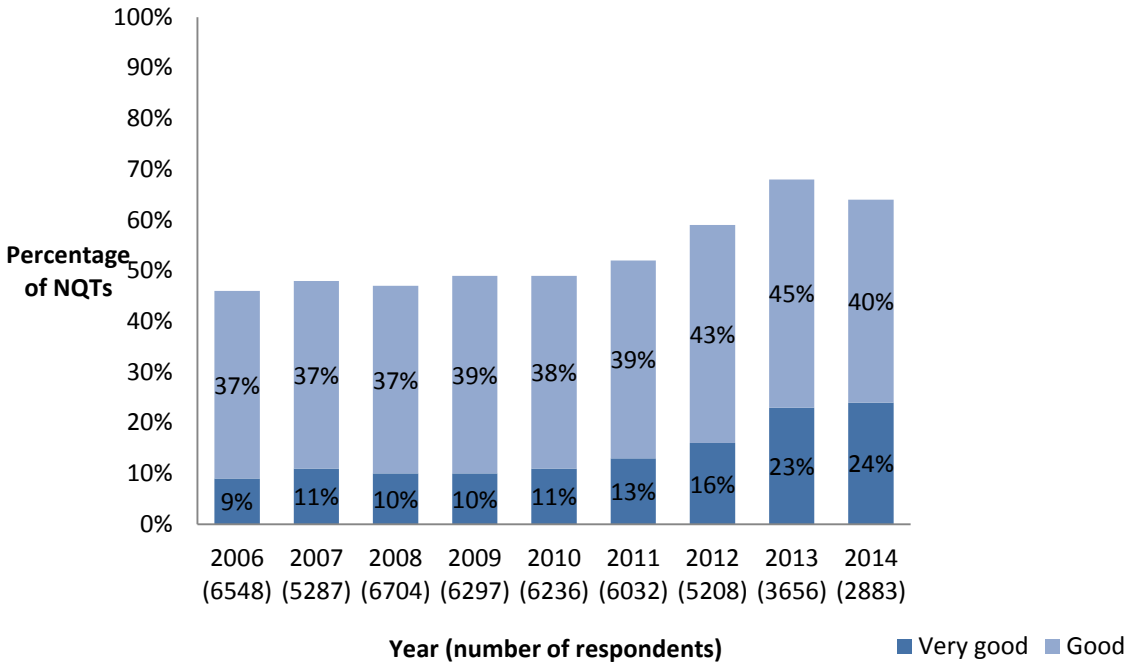


There was no difference between the responses of undergraduate and postgraduate trainees to this question. There were no differences in the rating of this aspect of teacher training between each of the main provider types in 2012/13.

Teaching pupils with special educational needs

Sixty-four per cent of the 2,883 primary-trained NQTs rated this aspect of their training as good (40%) and very good (24%), compared to 68% in the 2013 survey, a small but statistically significant decrease. This difference relates mostly to good ratings, with a decrease of five percentage points. Despite the longer term increase in the proportion of positive responses to this question since 2010, this is one of the lowest rated aspects of teacher training for primary trainees.

Figure 24: Primary - How good was your training in preparing you to teach pupils with special education needs in your classes, using appropriate support?



There was no difference between the responses of undergraduate and postgraduate trainees to this question.

Respondents from HEIs were least likely to say that their training was good or very good in preparing them for this element of the teacher standards, 61% of HEI trainees. Respondents trained by EBITT providers and SCITT providers were more likely to say that there training was very good or good in this respect, 70% of EBITT trainees and 75% of SCITT trainees.

Although not specifically asked to provide comments on this aspect of their training some primary trainees offered their views as part of their more general comments on their training. A large number of the comments provided by respondents, both undergraduate and postgraduate, and from all different types of provider, focussed on what was missing from their training in relation to this question.

Some commented that not enough time was given by their training provider to prepare them to teach children with special educational needs; others did not have the necessary

experience in their placement schools.

> Aware of P levels on training. However felt totally unprepared on how to plan and set work for SEN children. (SCITT, postgraduate)

> The thing that has let me down most with the training was not knowing enough about intervention strategies and dealing with SEN. We had 3 major sessions at college but it wasn't practical enough in helping you deal with 6 SEN children with very different needs in a class of 29 with very little TA support! The school I trained at had a low level of SEN too which meant I wasn't exposed to this in a major way. (EBITT, postgraduate)

> A real lack of compulsory training on special educational needs in [this area], especially when considering the significant proportion of sen in [this area] (HEI, undergraduate)

> Perhaps more extra workshops on topics such as SEN and EAL with practical examples of how to help these pupils in your class. (HEI, postgraduate)

> I ticked satisfactory for some points on Standard 5 because neither of my placements allowed me to teach children in these groups. I am aware that we experienced one day in different SEN and EAL schools to provide this opportunity, however don't feel that this was sufficient time to prepare me. (HEI, postgraduate)

However some trainees responded with positive comments about the strength of their training and support offered in placements.

> The training that I received from [this training provider] was very good. Most of the staff knew their subject very well and how to overcome the barriers of learning. Furthermore, the staff were able to aid in EAL and SEN barriers, (HEI, postgraduate)

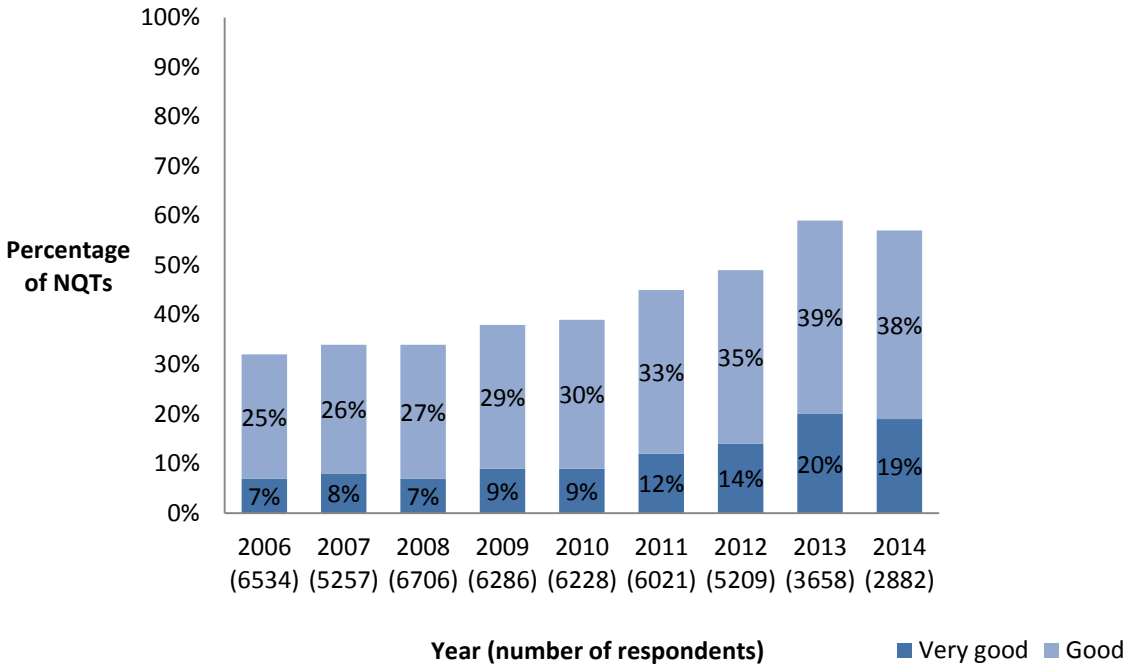
> School placement in SEN school for 3 weeks at the end of the final placement has totally altered my career! This was a outstanding opportunity and should be made compulsory, so more people have understanding and knowledge of how to work with pupils with sen/ behaviour. (HEI, postgraduate)

> The specialist training received as part of the [SCITT] was particularly strong and relevant to my current role. Both [trainers], who delivered much of the SEN training, provided a high level of expertise and were also very supportive. The amount of time spent on placement was also very useful and I feel there was a good amount of time spent both in schools and in the classroom. The opportunity to train in a special school was particularly useful and has had a great impact on my success in my current role as a special needs teacher. (SCITT, postgraduate)

Teaching pupils for whom English is an additional language

When asked about their preparation to teach pupils with English as an additional language, 57% of the 2,882 primary-trained respondents rated this aspect of their training as good (38%) and very good (19%). This was not significantly different to the previous year. Despite the longer term increase in the proportion of positive responses to this question since 2008, this is one of the lowest rated aspects of teacher training for primary trainees.

Figure 25: Primary - How good was your training in preparing you to teach pupils with English as an additional language?



There was no difference between the responses of undergraduate and postgraduate trainees to this question.

Respondents from SCITT providers and EBITT providers were more likely to say that their training was good or very good in preparing them for this element of the teacher standards, 65% of SCITT trainees and 59% of EBITT trainees. Respondents trained by HEIs were less likely to rate their training as very good or good, 54% of HEI trainees.

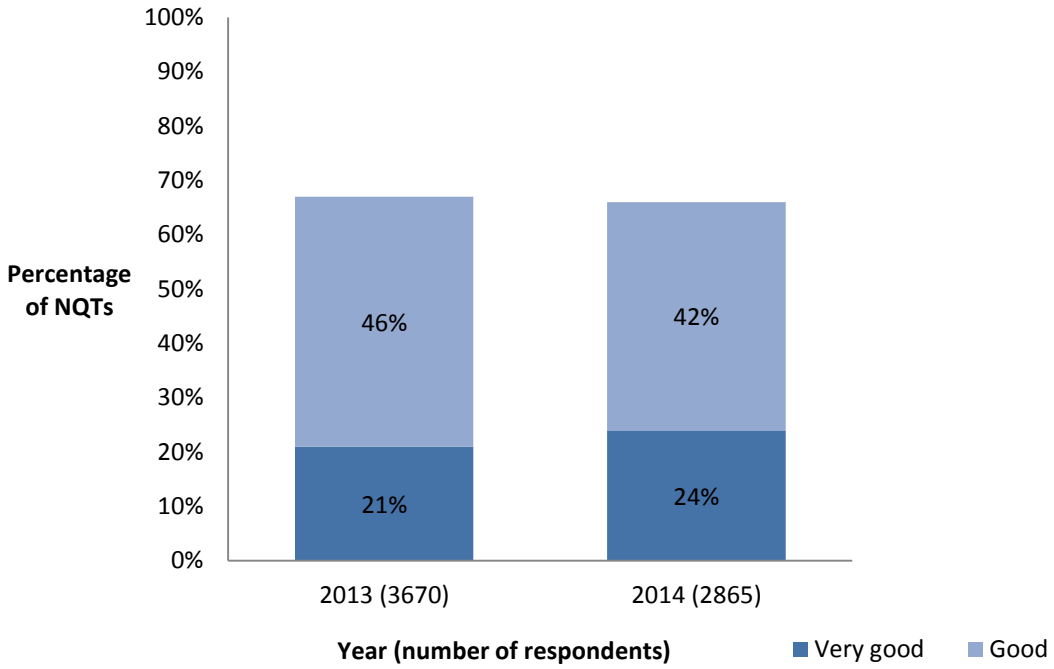
Make accurate and productive use of pupil assessment

Until 2012 there were fewer questions addressing this standard, in particular a number of different aspects of assessment were combined into a single question. This question was significantly altered in 2013, and only responses for the last two years are presented here. Responses for earlier questions can be found in the annual survey of newly qualified teachers 2012[16].

Assessing pupils' progress

Sixty-six per cent of the 2,865 respondents rated their training on how to assess pupils' progress as good (42%) and very good (24%), which is not different to the response last year. This is one of the lower rated aspects of teacher training for primary trainees.

Figure 26: Primary - How good was your training in preparing you to assess pupils' progress?



There was no difference between the responses of undergraduate and postgraduate trainees to this question.

Responses from trainees from the three main provider types in this year's survey all varied from each other, with statistically significant differences between each. Respondents from HEIs were least likely to say that their training was good or very good in preparing them for this element of the teacher standards, 61% of HEI trainees. Respondents trained by EBITT providers were more likely to say that there training was

[16] https://www.gov.uk/government/publications/newly-qualified-teachers-annual-survey-2012

very good or good in this respect, 73% of EBITT trainees, and respondents trained by SCITT providers were most likely to rate their training as very good or good, 81% of SCITT trainees.

Some respondents took the opportunity to give general comments on their training to highlight how their training prepared them to assess pupils' progress and use pupil data to support their teaching. Some respondents who left a comment related to assessment felt that the balance of their training equipped them well for their role in the classroom.

> In regards to assessment training, additional support from an AST [Advanced Skills Teacher] within the authority allowed me to make significant progress with assessment and its effective use within the classroom. (EBITT, postgraduate)

> Our training really focused on high quality teaching, so I now feel confident on how to adapt lessons and maintain interesting lessons to engage pupils. I would much rather time spent on that than APP [Assessing Pupils' Progress]/assessment and research, as this is much easier to pick up on the job. I feel they have got the balance right given the short time frame of the course. (PG, SCITT)

Although 66% percent of primary trained respondents rated this aspect of the progress as good (42%) or very good (24%) most of those who left comments focussed on what was missing from their training rather than what was good about it. This is a reflection of these comments being un-prompted, rather than reflecting the broader views of respondents.

> I would like to have had seminars and information on recording pupils assessments and progress using trackers and databases. Understanding APP [Assessing Pupils' Progress] and trackers since my induction has been another stepping stone that could have been easier to understand had training covered it. (EBITT, postgraduate)

> Since doing the job, I have realised just how unprepared I was to teach. There is so much more to do and so many other things to do that uni either doesn't tell you or doesn't teach you how to do and so I felt as though I was a burden on my other year group colleagues as I have had to massively rely on them for help. For example, assessment. I had no idea about how much progress children should make and I had so little experience of any real assessment that suddenly being responsible was very nerve wracking. I had also never heard of 'pupil premium' which is something I've had to learn a lot about as a large portion of my class come under this heading. All in all, I think training needs to include much more practice and as many opportunities as possible to get fully involved in the data, progress and assessment in school. (HEI, undergraduate)

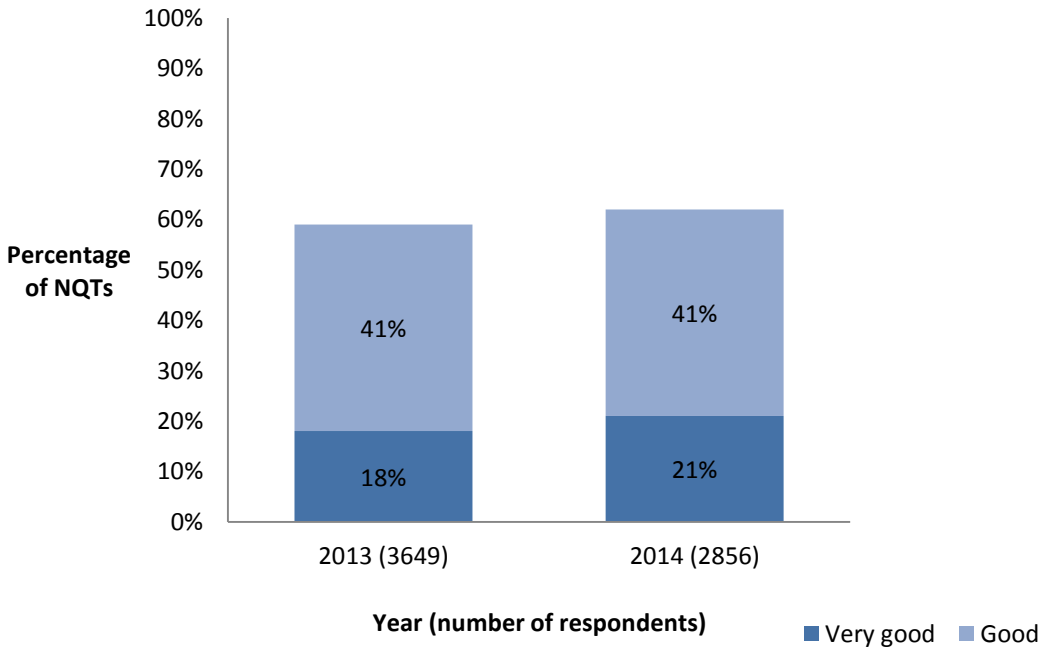
Foundation Stage assessments were never covered apart from a little bit on observations. It would be good if they could explain what different kinds of things you should assess for a child's baseline assessments as well as different methods. I feel formal assessments needed to be covered. The Profile and Early Years Outcomes should also be included. (HEI, undergraduate)

My training did not provide me with a 'bigger' picture of assessment. There was a lot of focus on AfL [Assessment for Learning] and how this changes subsequent lessons in the short term. However, I did not know about end of term assessments, tracking, how the data is used in APP meetings and appraisals, how the data reflects the school's progress, how it is used by Ofsted etc. I have learnt this during my induction. (HEI, postgraduate)

Recording and reporting pupils' outcomes

When asked about their preparation to record and report pupils' outcomes, 62% of the 2,856 of respondents rated this aspect of their training as good (41%) and very good (21%). This is a small but statistically significant improvement on last year's rating of 59% very good or good, but is still among the lowest ratings of the survey.

Figure 27: Primary - How good was your training in preparing you to record and report pupils' outcomes?



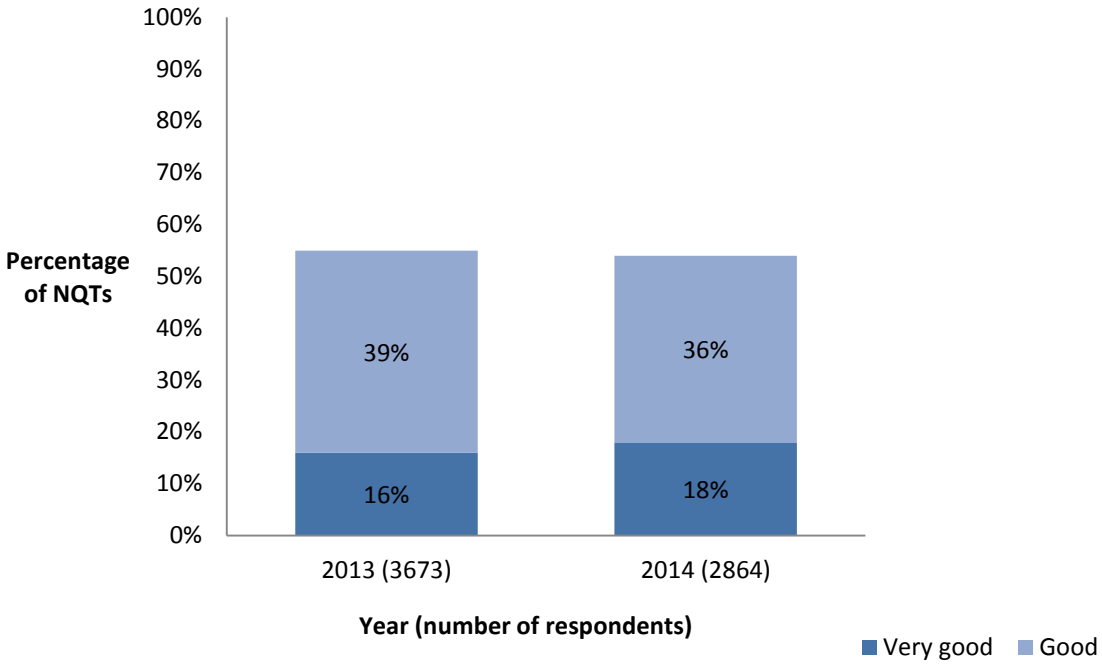
Postgraduate trainees rated this aspect of their training higher than undergraduate trainees, with 64% giving good or very good responses compared to 55% of undergraduate trainees.

In this very practical aspect of teacher training, respondents from SCITT providers were most likely to say that their training was good or very good in preparing them for this element of the teacher standards, 76% of SCITT trainees, respondents trained by EBITT providers were less likely to say that there training was very good or good in this respect, 69% of EBITT trainees, and respondents trained by HEIs were least likely to rate their training as very good or good, 57% of HEI trainees.

Using pupil data to support teaching

Fifty-five per cent of the 2,864 primary-trained respondents rated their preparation to use pupil data to support their teaching as good (36%) and very good (18%), showing no real change since last year. This is the lowest scoring aspect of primary teacher training in the survey.

Figure 28: Primary - How good was your training in preparing you to use pupil data to support your teaching?



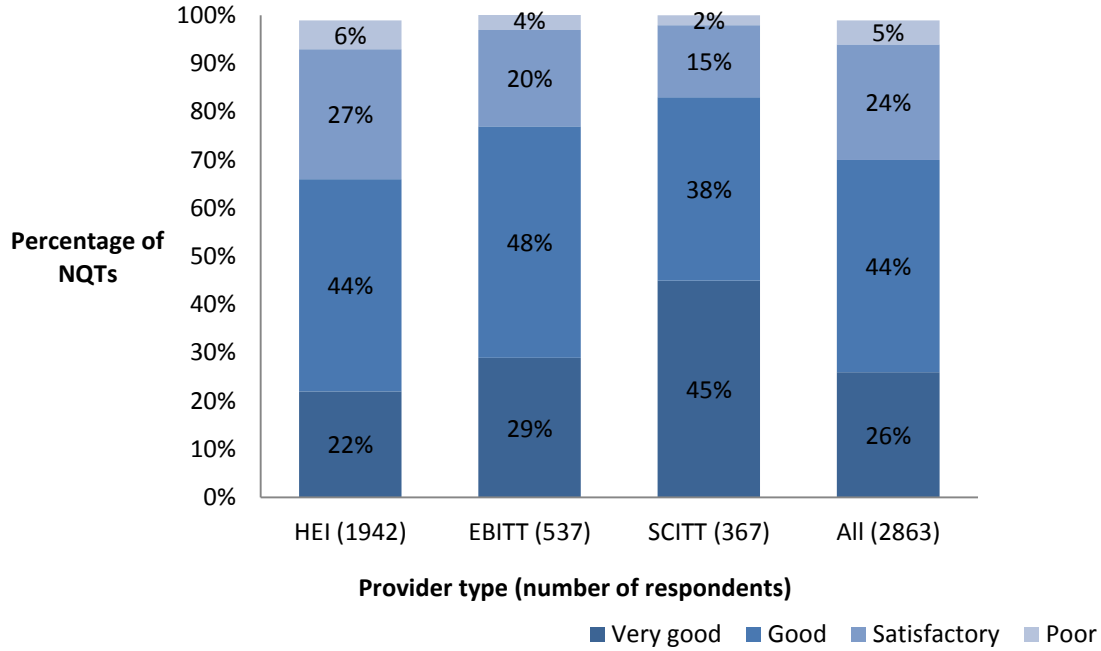
Postgraduate trainees rated this aspect of their training more highly than undergraduate trainees, with 56% of responses either good or very good compared to 49% of undergraduate trainees.

In this very practical aspect of teacher training, respondents from SCITT and EBITT providers were most likely to say that their training was good or very good in preparing them for this element of the teacher standards, 68% and 65% of SCITT based and EBITT based trainees respectively. Respondents trained by HEIs were least likely to rate their training as very good or good, 49% of HEI trainees.

Providing feedback to pupils

This question, about preparation to provide feedback to pupils in order to support their progress, was new this year, and 71% of the 2,863 primary-trained respondents rated this aspect of their training as good (44%) and very good (26%).

Figure 29: Primary - How good was your training in preparing you to provide feedback to pupils to support their progress?



There was no difference between the responses of undergraduate and postgraduate trainees to this question.

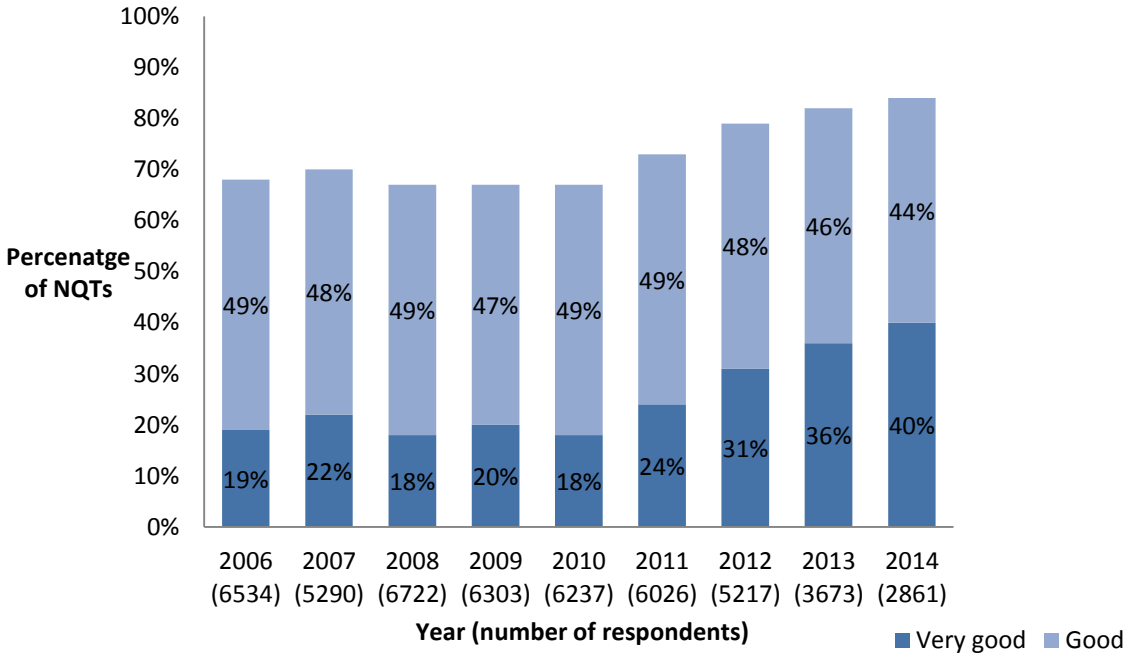
Responses from trainees from the three main provider types in this year's survey all varied from each other, with statistically significant differences between each. Respondents from HEIs were least likely to say that their training was good or very good in preparing them for this element of the teacher standards, 67% of HEI trainees. Respondents trained by EBITT providers were more likely to say that there training was very good or good in this respect, 77% of EBITT trainees, and respondents trained by SCITT providers were most likely to rate their training as very good or good, 83% of SCITT trainees.

Manage behaviour effectively to ensure a good and safe learning environment

Behaviour in the classroom

When asked about their preparation to establish and maintain a good standard of behaviour in the classroom, 84% of the 2,861 primary respondents rated their training as good (44%) and very good (40%), as compared to 82% in the 2013 survey, a small but statistically significant increase. This continued the strong positive trend since 2010 and this is now one of the areas of teaching that the respondents feel most prepared for.

Figure 30: Primary - How good was your training in preparing you to establish and maintain a good standard of behaviour in the classroom?



There was no difference between the responses of undergraduate and postgraduate trainees to this question.

Respondents from SCITT and EBITT providers were most likely to say that their training was good or very good in preparing them for this element of the teacher standards, 90% and 88% of SCITT based and EBITT based trainees respectively. Respondents trained by HEIs were less likely to rate their training as very good or good, 82% of HEI trainees.

The commentary provided by trainees in the free-text response supports the analysis of the quantitative data. Respondents commented on both university and classroom based experiences which have helped them establish and maintain a good standard of behaviour in the classroom. Some trainees reported that they benefitted from observing effective strategies in practice in a range of settings.

We were provided with different lectures and seminars on how to establish a good standard of behaviour in classrooms, methods which were both implicit and explicit. During school placements I also developed behaviour strategies which could be adapted and individualised to the children. (HEI, undergraduate)

Practical opportunities to apply the vast range of strategies which were discussed was vital, and well provided by [HEI] and partnership schools. Strategies to support additional behavioural needs was specifically considered and when faced with challenging pupils in both placements and my NQT year so far I felt prepared and armed with strategies and a knowledge of appropriate supports. (HEI, undergraduate)

During my training at the SCITT, a few workshops were delivered to the trainees with a strong focus on behaviour management. A range of common classroom scenarios were explored, followed by time for question and answers at the end of the session, allowing trainees to discuss any issues/views. (SCITT, postgraduate)

Behavioural strategies were taught in a variety of ways by a variety of people. Furthermore, placements within schools and feedback to one another afterwards allowed the methods to be tested in a practical setting. (SCITT, postgraduate)

Behaviour session was really informative and the lead lecturer was very knowledgeable. My leading school provided me with most of my training in behaviour management and provided me with a sounder understanding and teaching strategies. (EBITT, postgraduate)

Due to being embedded within a school setting for the duration of my training I was able to observe and experience a wide range of behaviours and situations in and around the classroom. I was also able to observe and apply a range of strategies and approaches for maintaining high standards of behaviour. My relationship with my school mentor, fellow trainees and the consortium staff meant that I was able to access both formal and informal advice and approaches easily throughout the year. (EBITT, postgraduate)

As good as theoretical instruction for behaviour could be - you really just need to get in and have a go!’ (SCITT, postgraduate)

I was fortunate to have placements in very different schools. I could see the contrasts in behaviour and identify the underlining behaviour traits which start to cause unwanted problems, I witnessed experienced teachers manage unwanted behaviours, something which could not have been taught in theoretical form. (SCITT, postgraduate)

> There is a big difference between theory and practice of behaviour management. Knowing all the different strategies does not mean you can handle difficult situation in the classroom. Experience is very crucial here, and only this prepares you for proper behaviour management. (HEI, undergraduate)

Some respondents said the timing of their own learning in behaviour management was unhelpful. Others said they had had no training from either school placements and/or university. Some trainees were very clear that no matter what quality or amount of training they received it was not as effective in equipping them to teach and establish and maintain a good standard of behaviour in the classroom as actual practice. Others said that lack of opportunity to observe and develop strategies in challenging settings left them unprepared in their NQT class.

> Behaviour management is very dependent on area and context. [Area] and all of the schools I did placements in had no serious behavioural concerns to challenge me so that when I started my first job, I was woefully unprepared to deal with the challenges I faced. (SCITT, postgraduate)

> Didn't receive any behaviour management training. (EBITT, postgraduate)

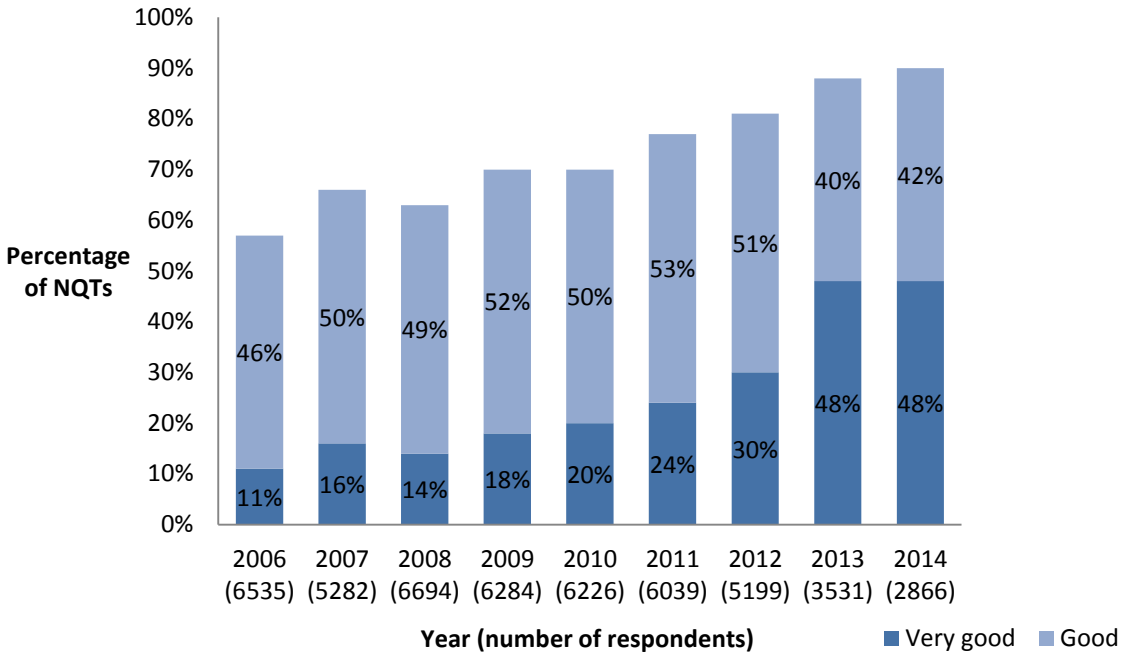
> Whilst there was lectures on behaviour there was no real support from either my placement school or my tutor in how they would suggest I support the schools ethos on behaviour whilst having no training on the schools behaviour management. (HEI, postgraduate)

> There was little input from the university in how to manage behaviour and the learning environment effectively. It would have been beneficial to have had a taught session on basic classroom setup for NQT's. Resources, behaviour management strategies, classroom layout etc. E-safety training was non-existent from the university. (EBITT, postgraduate)

Safeguarding pupils

Ninety-one per cent of the 2,866 primary trained respondents rated their preparation for their teacher's statutory responsibility for the safeguarding of pupils as good (42%) and very good (48%), compared to 87% in 2013, a small but statistically significant difference. This continues a strong positive trend since 2010 and makes this the area of teaching that newly qualified teachers feel their training prepared them best in.

Figure 31: Primary - How good was your training in preparing you for your teachers' statutory responsibility for the safeguarding of pupils?



There was no difference between the responses of undergraduate and postgraduate trainees to this question.

There were small but statistically significant differences between trainees from SCITT providers and trainees from the other main provider types in 2012/13. Respondents from SCITT providers were most likely to rate this aspect of their training as very good or good, 96% of respondents, as compared to 91% of respondents from EBITT providers and 90% of respondents from HEIs.

Wider professional responsibilities

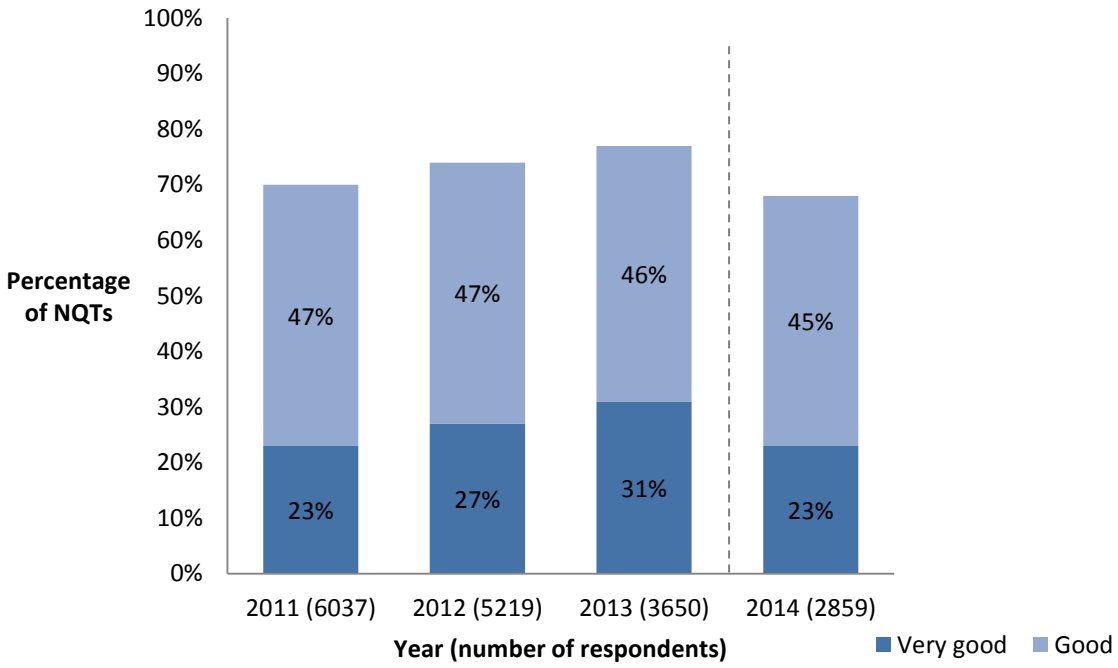
Deploying support staff effectively

A significant change was made to the wording of this question this year. The previous wording was “how good was your training in preparing you *to work with teaching assistants (including other support staff)* to achieve learning objectives?”, whilst this year the question asked was “how good was your training in preparing you to deploy support staff effectively?”.

The new question removed the complex description of types of staff, which may have led to a greater emphasis on non-teaching assistant support staff. It also clarified that the intention of the question was to understand if the newly qualified teachers were confident to manage or direct the activities of support staff, rather than their willingness to work alongside them. While the intention was to clarify and simplify the question, these questions should no longer be considered as comparable.

When asked how well their training prepared them to deploy support staff effectively, 68% of the 2,859 primary-trained respondents rated their training as good (45%) and very good (23%).

Figure 32: Primary - How good was your training in preparing you to deploy support staff effectively?



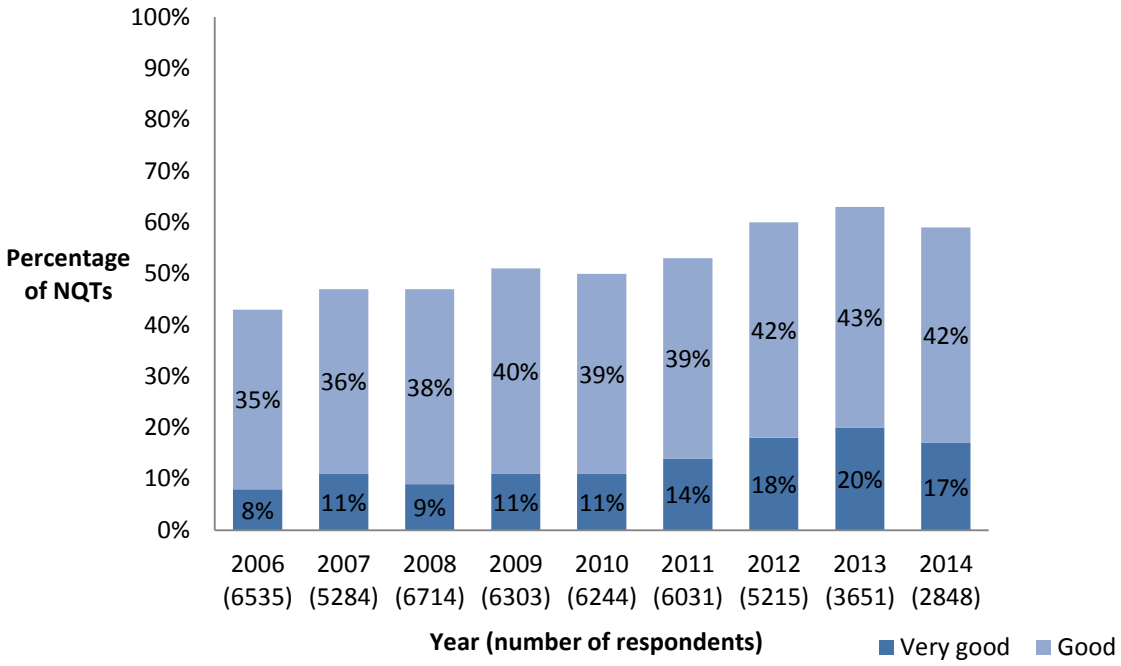
Undergraduate trainees rated this aspect of their training more highly than postgraduates, with 72% of them giving a good or very good response compared to 67% of postgraduate trainees, a small but statistically significant difference.

Amongst the three main provider types in 2012/13, respondents from SCITT providers were most likely to rate this aspect of their training as very good or good, 79% of respondents, as compared to 68% of respondents from EBITT providers and 66% of respondents from HEIs. The difference between the proportion from SCITT providers and each of the other provider types was statistically significant.

Communicating with parents and carers

Fifty-nine per cent of the 2,848 primary respondents rated their training as good (42%) and very good (17%) in preparing them to communicate with parents or carers. This is lower than in 2013, when 64% of trainees rated this aspect of their training as good or very good, a small but statistically significant difference. This is one of the areas in which the newly qualified teachers felt their training had least effect on their preparedness for teaching.

Figure 33: Primary - How good was your training in preparing you to communicate with parents or carers?



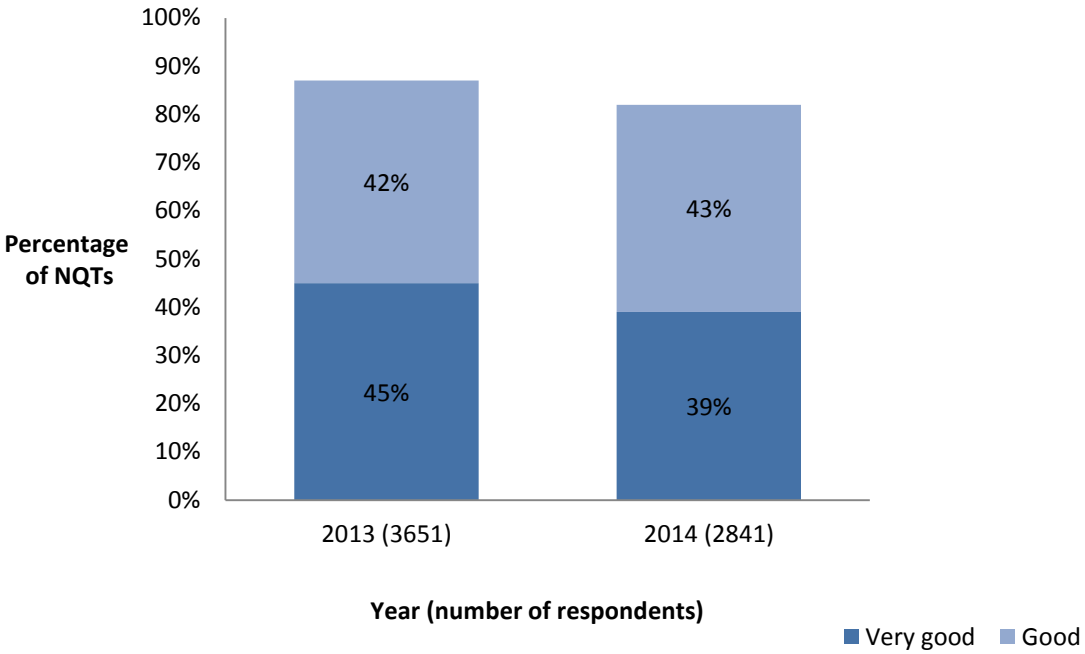
There was no difference between the responses of undergraduate and postgraduate trainees to this question.

Respondents from SCITT and EBITT providers were most likely to say that their training was good or very good in preparing them for this element of the teacher standards, 73% and 68% of SCITT based and EBITT based trainees respectively. Respondents trained by HEIs were less likely to rate their training as very good or good, 55% of HEI trainees. This difference was small but statistically significant.

Identifying and addressing continuing professional development needs

This question was introduced in 2013 and presented to the 2011/12 cohort. Eighty-three per cent of the 2,841 primary-trained respondents rated their training as good (43%) and very good (39%) in preparing them identify and address their own continuing professional development needs, a small but statistically significant decrease from to the response given in 2013, which was 87%.

Figure 34: Primary - How good was your training in preparing you to identify and address your own continuing professional development needs?



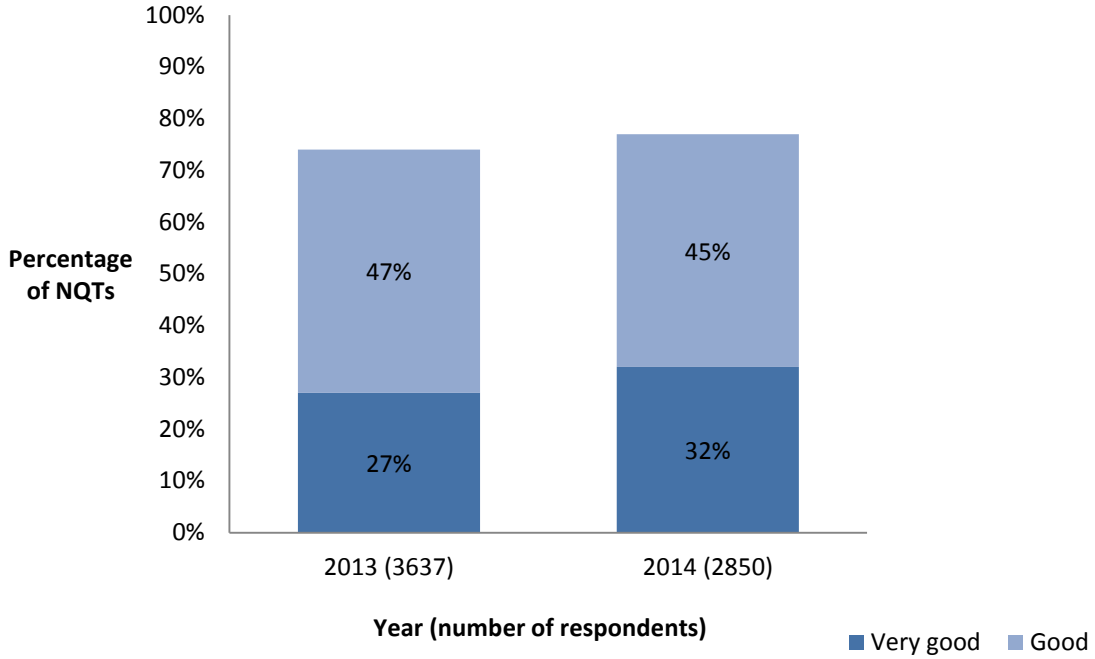
Undergraduate trainees rated this aspect of their training more highly than postgraduate trainees, with 86% of good and very good responses compared to postgraduate trainees with 82%, a small but statistically significant difference.

Amongst the three main provider types in 2012/13, respondents from SCITT providers were most likely to rate this aspect of their training as very good or good, 88% of respondents, as compared to 82% of respondents from EBITT providers and HEIs. The difference between the proportion from SCITT providers and the other provider types was small but statistically significant.

Accessing educational research

This question was introduced in 2013 and presented to the 2011/12 cohort. When asked to rate how well their training prepared them to access educational research, 77% of the 2,850 primary respondents answered with good (45%) or very good (32%), a similar response to the 75% of respondents in 2013.

Figure 35: Primary - How good was your training in preparing you to access educational research in your teaching?

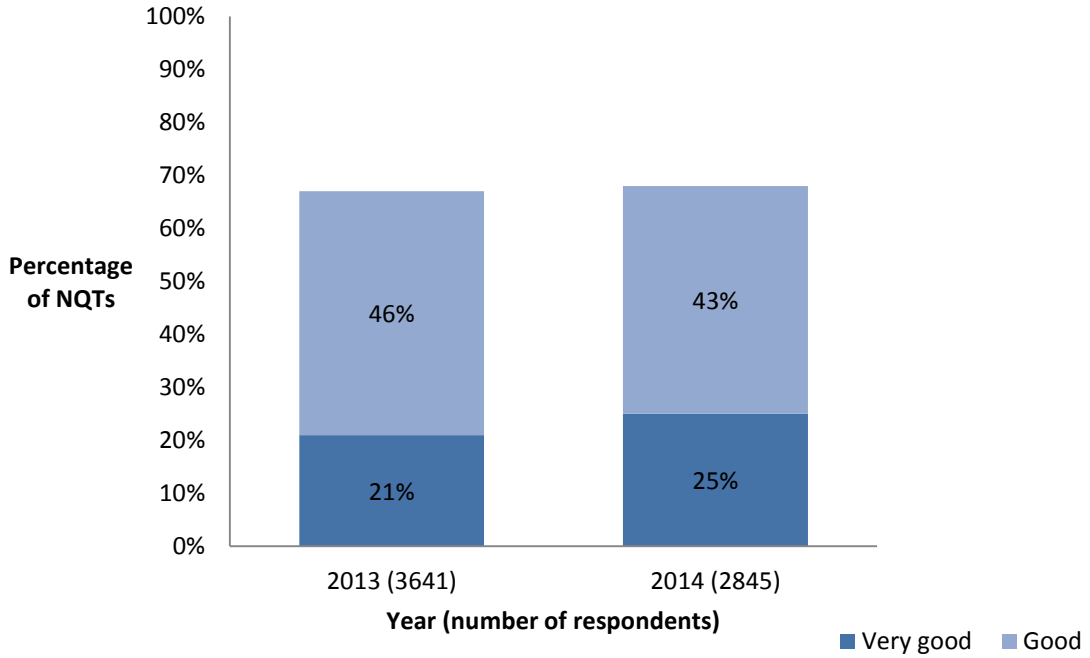


There was no difference between the responses of undergraduate and postgraduate trainees to this question. There were no differences in the rating of this aspect of teacher training between each of the main provider types in 2012/13.

Assessing the robustness of educational research

In the second year of this question, 68% of the 2,845 primary-trained respondents rated their training to assess the robustness of their educational research as good (43%) and very good (25%), again, this is statistically similar to the 67% of respondents in last year's survey.

Figure 36: Primary - How good was your training in preparing you to assess the robustness of educational research?

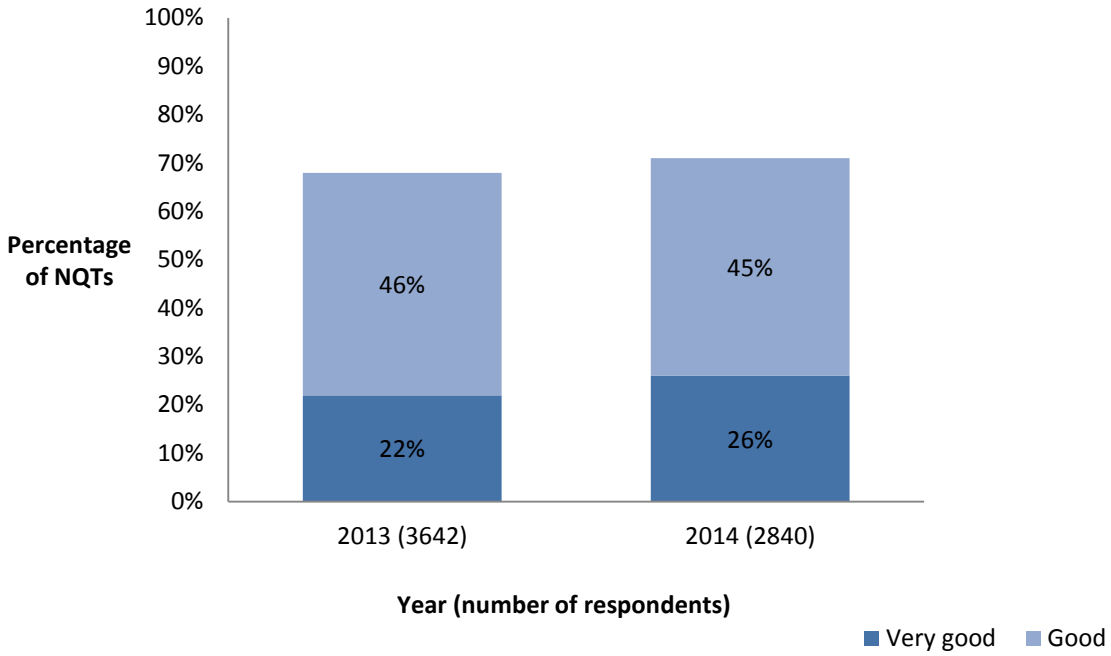


There was no difference between the responses of undergraduate and postgraduate trainees to this question. There were no differences in the rating of this aspect of teacher training between each of the main provider types in 2012/13.

Understanding and apply the findings from educational research

The final question in this new series of questions from 2013 (presented to the 2011/12 cohort), 70% (of 2,840) of respondents rated their preparation to apply the findings from educational research as good (45%) and very good (26%). Again, this response is similar to the response to the question in the 2013 survey.

Figure 37: Primary - How good was your training in preparing you to understand and apply the findings from educational research?



There was no difference between the responses of undergraduate and postgraduate trainees to this question. There were no differences in the rating of this aspect of teacher training between each of the main provider types in 2012/13.

Secondary sector analysis

Promote good progress and outcomes by pupils

Awareness of pupil capabilities and prior knowledge

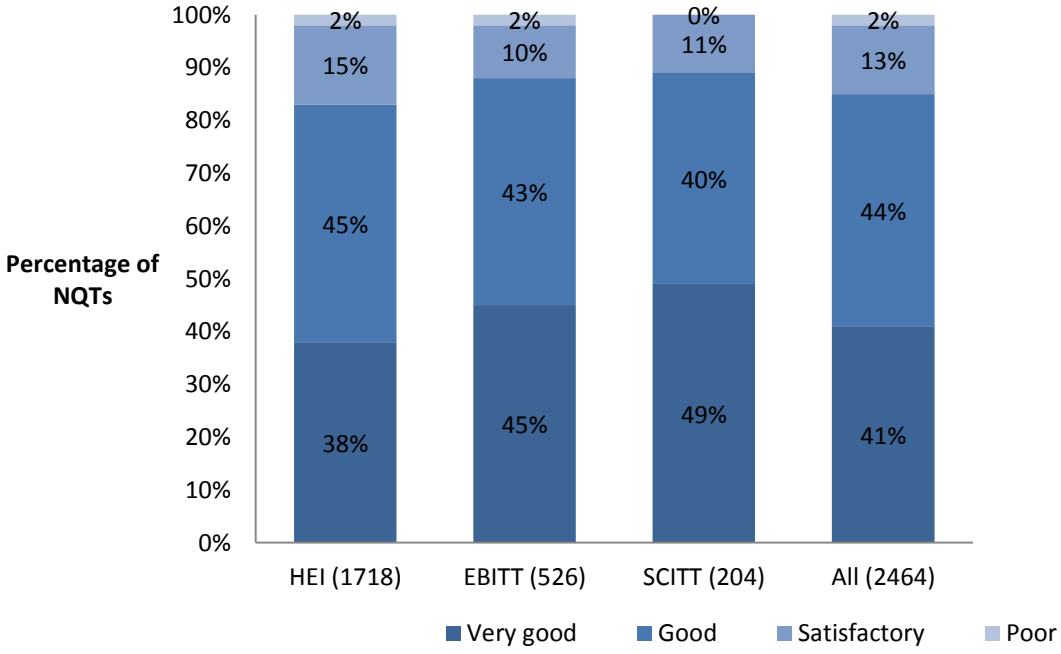
A new question this year asked how well the training prepared NQTs to be aware of pupils' capabilities and prior knowledge. Eighty-five per cent of 2,474 secondary-trained NQTs rated their training as good (45%) and very good (40%).

There were no differences in the rating of this subject between each of the main provider types in 2012/13. There was no significant difference in the rating of undergraduate and postgraduate training.

Guiding pupil reflection on their progress and needs

Another new question in this year's survey, also within the teacher standard on the promotion of good progress and outcomes by pupils, was a question of whether the training prepared NQTs to guide pupils to reflect on the progress they have made and their emerging needs. Eighty-four per cent of 2,464 secondary-trained respondents rated their training as good (44%) and very good (41%).

Figure 38: Secondary - how good was your training in preparing you to guide pupils to reflect on the progress they have made and their emerging needs?



Respondents from SCITT and EBITT providers were most likely to say that their training was good or very good in preparing them for this element of the teacher standards, 89% and 88% of SCITT based and EBITT based trainees respectively. Respondents trained

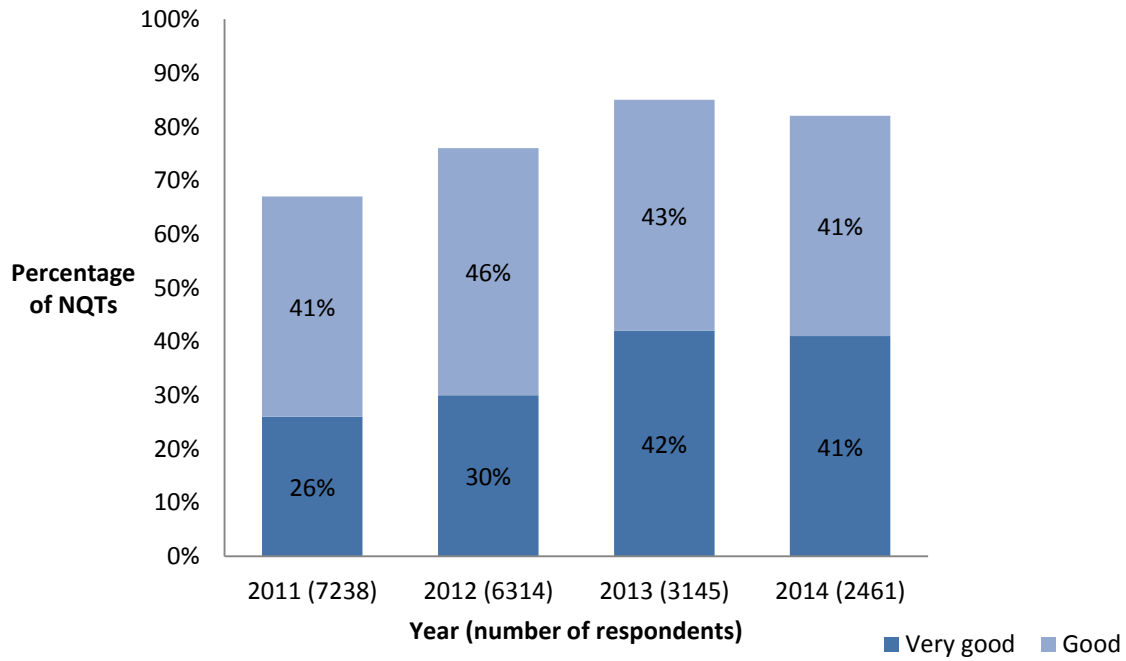
by HEIs were least likely to rate their training as very good or good (83%), a small but statistically significant difference.

It is important to note that differences in the underlying characteristics of trainees prior to taking up their training have not been tested for, and therefore these differences do not demonstrate a causative relationship between being trained in a SCITT provider and feeling more prepared to teach.

Integrating theory and practice

Turning to a question that has been asked of newly qualified teachers for the last four years, to what extent the training had prepared the NQTs to integrate their theoretical knowledge with their practical experience, 82% of the 2,461 secondary respondents rated the training aspect of integrating the theoretical elements with the practical experiences as good (41%) and very good (41%), this is lower than the 85% of respondents who answered good or very good in 2013, a small but statistically significant difference.[17]

Figure 39: Secondary - How good was your training in preparing you to integrate the theoretical elements of your programme with your practical experiences?



[17] Please note, this question had previously been positioned at the end of the survey. In 2011 and 2012, the question was worded differently, specifically highlighting 'university-delivered elements' rather than 'theoretical elements/knowledge'

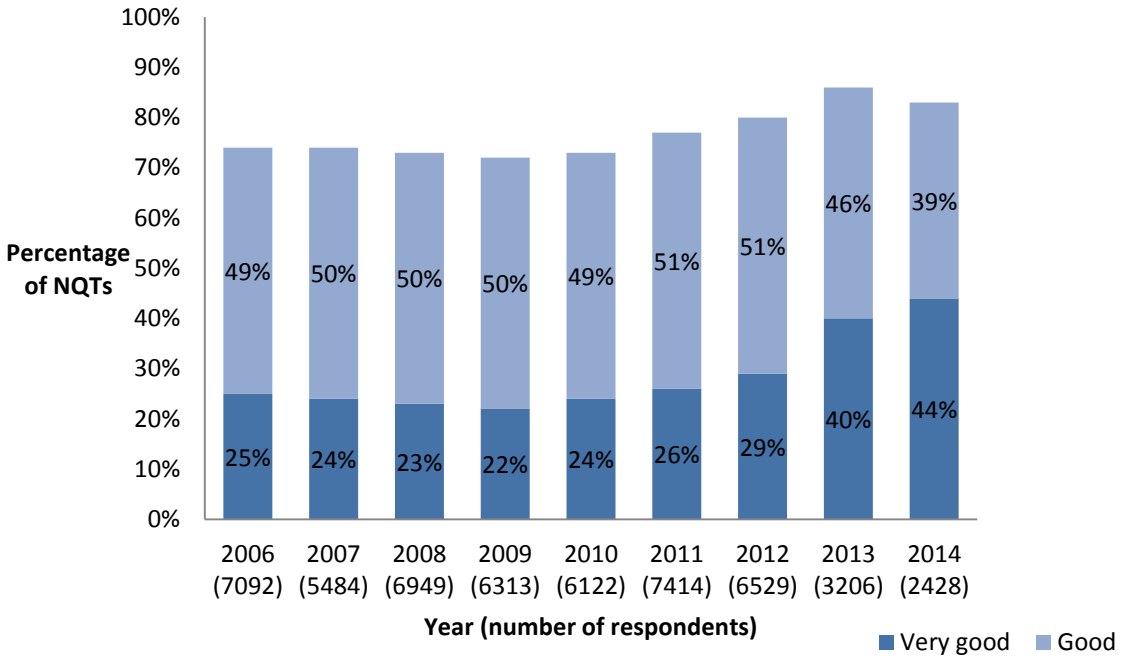
There was no difference between the responses of undergraduate and postgraduate trainees to this question. There were no differences in the rating of this aspect of teacher training between each of the main provider types in 2012/13.

Good subject and curriculum knowledge

Understanding the national curriculum

When asked whether their training helped them understand the national curriculum, 83% of 2,428 secondary-trained respondents rated their preparation to understand the national curriculum as good (39%) and very good (44%), which is a smaller proportion than the 86% of respondents who answered good or very good in 2013. This change has occurred through a drop in good ratings; the very good ratings have seen a slight increase. These differences are small but statistically significant.

Figure 40: Secondary - How good was your training in preparing you to understand the national curriculum?



There was no difference between the responses of undergraduate and postgraduate trainees to this question.

Respondents from SCITT providers and HEIs were most likely to say that their training was good or very good in preparing them for this element of the teacher standards, 84%of respondents from each. Respondents trained by EBITT providers were least likely to rate their training as very good or good (77%).

During the year in which the postgraduate NQTs were undertaking their training and during the final year of the undergraduate training, the national curriculum was being reviewed. Newly qualified teachers were responding to the survey some five months

after the new national curriculum was published, though this had not yet been implemented in schools. Although comments on the trainees' preparedness to implement the national curriculum were not speicificall asked for, some NQTs used the opportunity of other open text responses to comment on the quality of this aspect of their training.

It is clear from the ratings given on this issue that the majority of trainees felt their training was good or very good. Some trainees provided comments to support these ratings.

> there was excellent support regarding the National Curriculum [NC] as we had to prove that we use the KS3 Programme of Study in every lesson plan; as this training was aimed at non native English we discussed the NC and the specific requirements for England in great detail (SCITT, postgraduate)
>
> Specific subject sessions were tailored to understand what in the NC is assessed and how. These sessions were run by a subject leader and an outstanding practitioner. (SCITT, postgraduate)
>
> A detailed understanding of the national curriculum and its implications was a key part of the training that has proved incredibly useful in planning lessons, schemes of work and assessments. It has also proved useful at department curriculum meetings. (HEI, postgraduate)
>
> The curriculum at the time of my study was in fluctuation with what the government were deciding and therefore it made it quite difficult as we were learning about a curriculum that was about to be terminated. However, the university did a great job of helping us with this. (HEI, undergraduate)
>
> My training provider took the subject and curriculum knowledge very seriously and to ensure a very sound curriculum knowledge demanded that I should undergo a subject knowledge enhancement programme which was intense. It involved covering the whole content of the curriculum which was tested at the end. (EBITT, postgraduate)

Some trainees reported that they did not receive enough training in understanding the national curriculum and others reported confusion because of the changes.

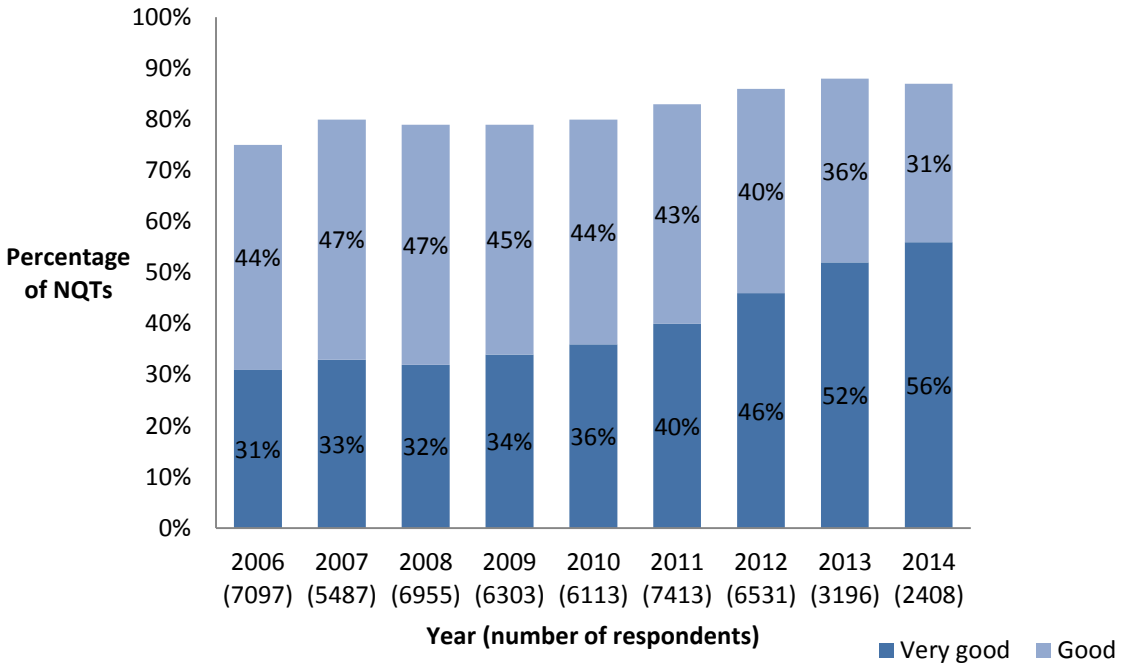
> There was not many opportunities where we explored areas around the NC (EBITT, postgraduate)
>
> There was not enough time set aside during my training year for focussing on subject and curriculum knowledge. There were only two days of training on this on the [training provider] course (EBITT, postgraduate)
>
> Very few session[s] to do with National Curriculum and no clarity to how it should be used. (HEI, undergraduate)

> Training was focussed upon the proposal of a new curriculum. Little time was spent on the existing curriculum. In school training was based upon the existing curriculum, but obviously only covered the areas the school was currently teaching. (HEI, postgraduate)

Teaching specialist subjects

Eighty-eight per cent of the 2,408 secondary-trained respondents rated their training in teaching their specialist subject as good (31%) and very good (56%), which is not significantly different from the response in 2013. Over the longer term, there has been a clear positive trend in responses to this question over the last nine years.

Figure 41: Secondary - How good was your training in preparing you to teach your specialist subject?



In contrast to the response from primary trained NQTs, there was no difference between the responses of undergraduate and postgraduate trainees to this question.

Respondents from SCITT providers and HEIs were most likely to say that their training was good or very good in preparing them for this element of the teacher standards, 91% and 89% of SCITT based and HEI based trainees respectively. Respondents trained by EBITT providers were least likely to rate their training as very good or good (80%).

Although not specifically asked for, some NQTs used the opportunity of the open text response to provide commentary on the quality of their training in relation to being prepared to teach their specialist subject. It is clear from the ratings given on this issue that the majority of trainees felt their training was good or very good.

Respondents reported receiving good or very good training in a range of subject specialisms. Some commented on how placements had been arranged to facilitate learning in this area and others on the support received directly from their training provider.

> Our specialist subject training was outstanding. Our MFL [modern foreign language] subject leader was absolutely fantastic. Every training session left us with a whole host of new ideas to try out in the classroom and practical advise that had a direct impact on our teaching. (SCITT, postgraduate)

> Much of the course was designed around delivering subject specialist knowledge (Mathematics) so gave a very good grounding in the theory and practical aspects of teaching my main subject. (HEI, postgraduate)

> We had extensive support in order to facilitate both Theoretical and Physical aspects of our specialist subject - Physical Education. I believe our course was one of the best with respect to our development in Teacher Training. (HEI, undergraduate)

> Second placement was chosen specifically to give me opportunities to expand subject knowledge in a department where there was space for me to do this. (SCITT, postgraduate)

> Sessions in college were subject specific and prepared me to encourage creativity and innovation in Design and Technology across all specialisms. (HEI, postgraduate)

> In the classroom training was excellent with the ability to observe good outstanding practitioners and to be mentored by them. There was limited training for foreign language specific pedagogy which I have found this year that PGCE students have had a greater grounding in. (EBITT, postgraduate)

Respondents also reported that they had not received enough training in their specialism; it was inadequate or that it was not available.

> Only weakness of the course I felt was the subject specific training, which I felt was fine, but not frequent enough. (EBITT, postgraduate)

> Didn't get enough time in specific subject knowledge areas. (EBITT, postgraduate)

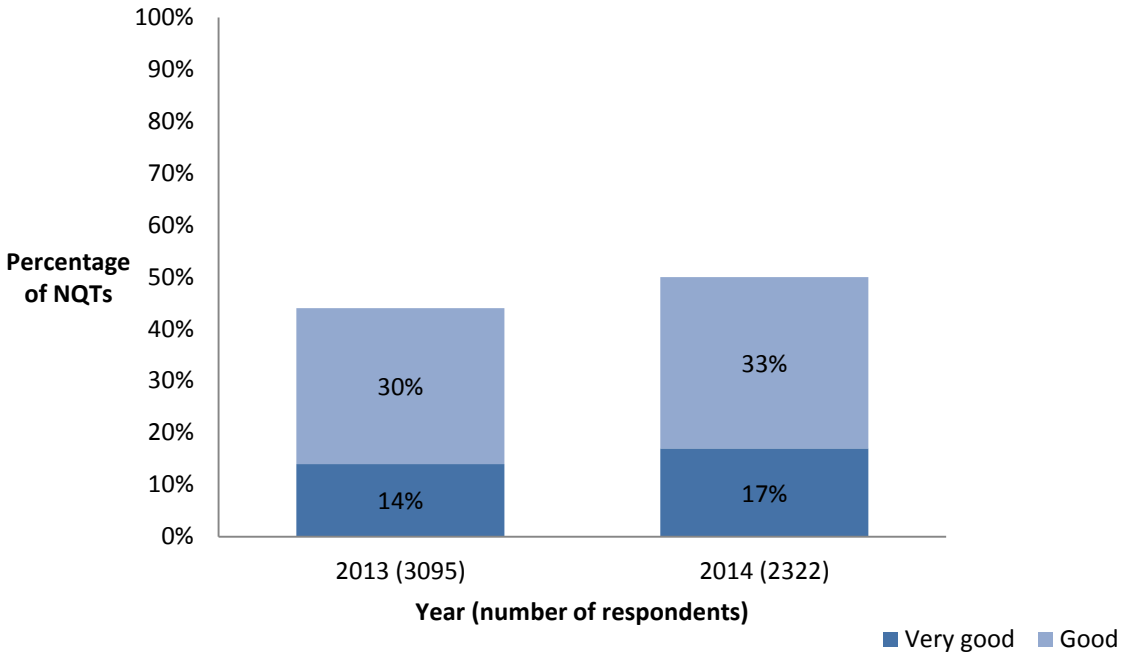
> Received zero preparation for teaching my specialist subject. Appalling training considering it is a key stage 4 and 5 subject only (HEI, postgraduate)

Teaching reading

In last year's survey the question on teaching reading was labelled as being for primary NQTs. However, in that year, 3,095 secondary trained NQTs chose to respond to the question. In this year's questionnaire consultation with stakeholders it was decided that this question had relevance to both secondary and primary based trainees.

Despite being positioned towards the beginning of the survey, the question on teaching reading (including phonics and comprehension) had the lowest response rate from secondary trained NQTs. It also received the lowest proportion of respondents rating this aspect of training as good or very good. In contrast to the previous question, only 50% of the 2,322 secondary-trained respondents rated their training as good (33%) and very good (17%).

Figure 42: Secondary - How good was your training in preparing you to teach reading, including phonics and comprehension?



Postgraduate trainees rated this aspect of their training more highly than undergraduate trainees, with 51% postgraduates giving good or very good responses compared to 27% of undergraduates. Only 83 of 90 undergraduate secondary respondents answered this question. Due to the small sample size, we can only be confident that the true population proportion for undergraduates lies between 17% and 36%. Therefore, although this is apparently the widest gap between sub-groups, in reality the size of the difference is not certain.

Respondents from SCITT and EBITT providers were most likely to say that their training was good or very good in preparing them for this element of the teacher standards, 56% of SCITT based and EBITT based trainees. Respondents trained by HEIs were least

likely to rate their training as very good or good (48%). The difference was statistically significant.

Some secondary NQTs used the opportunity of the open text response to comment on the quality of their training in relation to being prepared to teach reading, including phonics and comprehension in a variety of ways. A large number of the respondents both undergraduate and postgraduate and from all types of provider reported that they did not see the relevance of being trained to teach reading. This also helps explain the continued low response to this question.

> I do not teach Primary age children, therefore I feel this is not applicable (HEI, postgraduate)
>
> Not applicable for history (EBITT, postgraduate)
>
> I do not teach reading - I am a Secondary Maths Teacher not a Primary Teacher (HEI, postgraduate)
>
> Phonics was not required during training (HEI, undergraduate)
>
> Phonics did not form a part of my training nor does it form a part of my job. (HEI, postgraduate)

Some respondents indicated that the training had not been provided or that it had been insufficient, and that some training providers felt it was unnecessary.

> I am a Secondary teacher so teaching mathematics and phonics was not included in my training (EBITT, postgraduate)
>
> No training on phonics. (SCITT, postgraduate)
>
> Assumption from trainers that secondary school children should be able to read. In reality this has not been the case. Some training on this would benefit all secondary trainees. (HEI, postgraduate)
>
> Very few specific training sessions for phonics, it was expected that we would just know it all already, we needed much more support. Also, it would have been beneficial to have some guidance on how to teach phonics, rather than just basic theory. (HEI, undergraduate)
>
> Could have had more training on teaching children how to read and phonics (HEI, postgraduate)
>
> This formed only a small part of the overall training and at the time I did not understand the importance to me as a teacher of mathematics. (SCITT, postgraduate)

Some trainees commented that they only gave a grading of poor or satisfactory since they considered that this question was not applicable to them and there was no option to choose ‘not applicable’.

> Poor because I did not train in primary, and there was not a "not applicable" option. (HEI, postgraduate)

> I have only rated primary aspects as satisfactory as I was training for secondary (HEI, postgraduate)

Other respondents reported that they had found unexpected benefit from the sessions preparing them to teach reading.

> Maybe as an MFL teacher I did not take enough from the phonics training session we received. In hindsight, I wish I had realized the importance of this session. Perhaps we could have had some guidance before this training that could have been more subject specific? (SCITT, postgraduate)

> We were given specific sessions on how we can impact reading through teaching our own subject. As reading is a tested skill in MFL learning it was given lots of importance. (HEI, postgraduate)

> As I was training for Secondary school, the focus of my phonics, reading and comprehension teaching was in being able to identify any students requiring extra help and then supporting them as they receive extra assistance from Learning Support. (EBITT, postgraduate)

> Phonics was fascinating, and something completely new to me. Our course lecturers from [training provider] but visiting us at [training provider] made it so easy to get our heads around, and definitely helped our pedagogical theory. (HEI, postgraduateI)

> Further primary strategies to teach reading and spelling are required in secondary ITT to combat the poor levels of literacy of a large number of secondary aged children who arrive at high school unable to read, write and spell sufficiently for their age. (HEI, postgraduate)

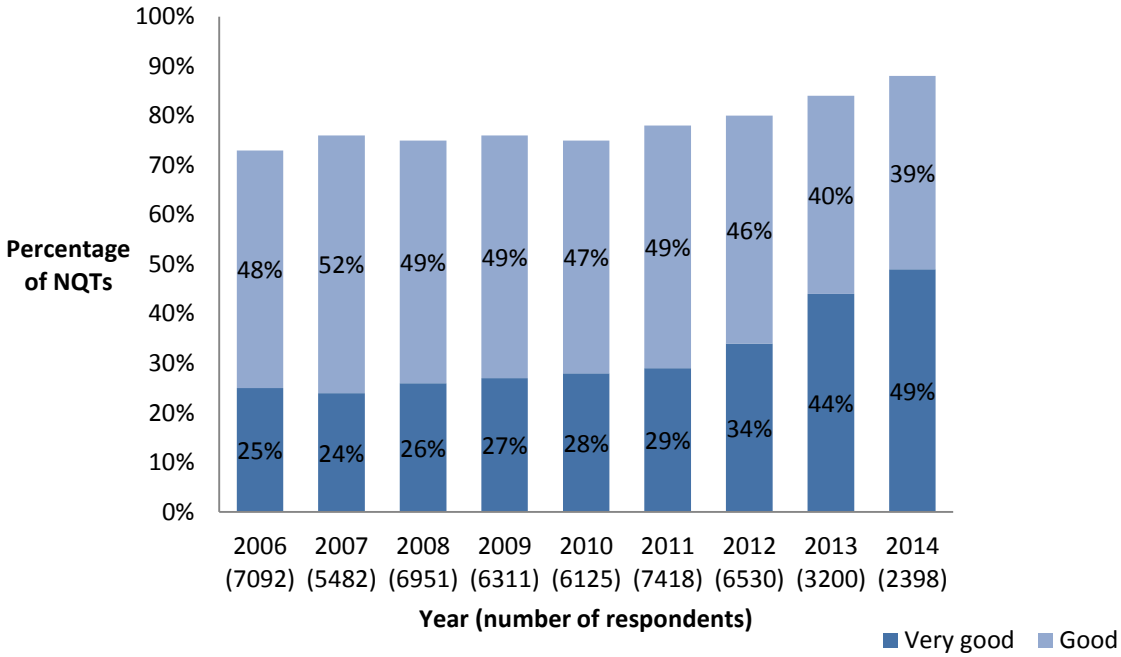
> The two week placement at a primary school before uni was beneficial. Although I am a secondary teacher and have a focus on sixth form, this experience helped me to understand phonics, which has helped me with lower ability students/ key stage 3 teaching this year. (HEI, postgraduateI)

Plan and teach well structured lessons

Planning teaching to achieve progression

Eighty-eight per cent of the 2,398 secondary-trained respondents rated their training in planning their teaching to achieve progression for pupils as good (39%) and very good (49%). This is an increase of four percentage points since the 2013 survey and continued the positive trend since 2010, a small but statistically significant difference.

Figure 43: Secondary - How good was your training in preparing you to plan your teaching to achieve progression for pupils?



There was no difference between the responses of undergraduate and postgraduate trainees to this question.

There were no differences in the rating of this subject between each of the main provider types in 2012/13.

Some trainees chose to use their final general comments to provide feedback on this aspect of their training. Some trainees commented that they felt well-prepared to plan their teaching.

> In my ITT I received good support and strategies for dealing with lesson planning (HEI, postgraduate)
>
> I loved doing a PGCE at [training provider]. I feel it gave me an incredibly strong pedagogical background which makes planning during my nqt year considerably easier. (HEI, postgraduate)
>
> Training was overall very good due to the quality of the teachers/lecturers. I

> suggest to put more emphasis on the long term planning (for example of a term, or the whole year), as this creates the backbone for a successful and less stressful job. (HEI, postgraduate)

Others were not so positive and commented that they did not have enough training in this area or that the quality of training provided was not adequate to meet their needs.

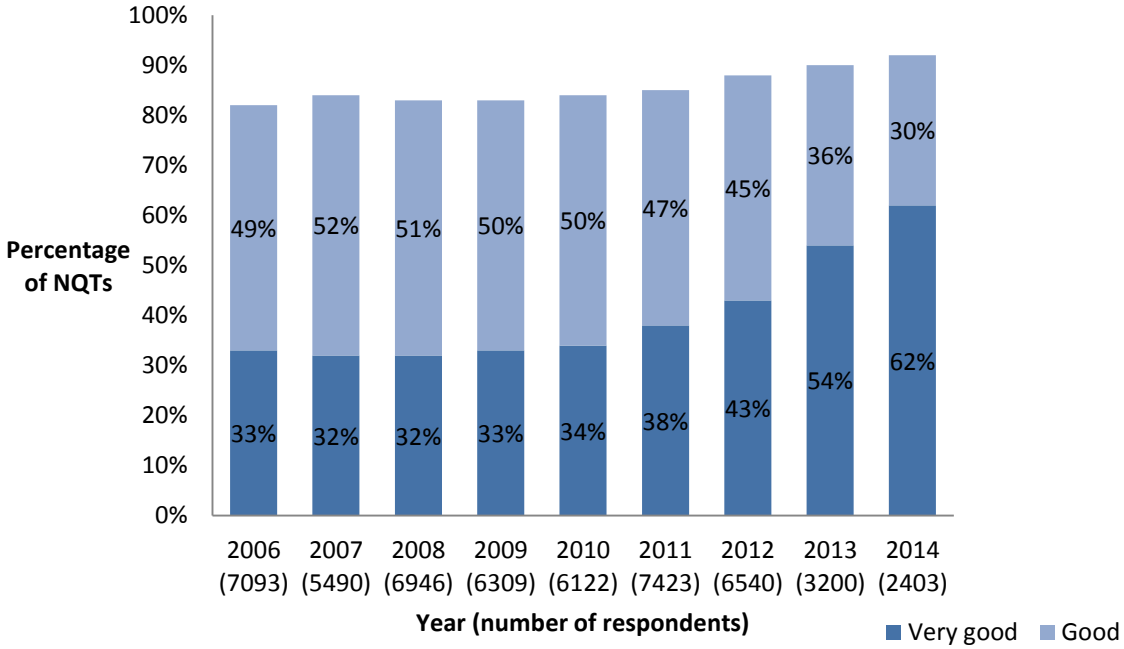
> Also, [more] GCSE training more specifically so revision techniques, lesson planning, using specifications, to help planning and progress. (HEI, postgraduate)

> The training I received through [training provider] was poor and I felt completely unprepared when on placement as the schools expected me to covered basics such as lesson planning, marking, data etc, which wasn't the case. This caused huge issues for me as I felt I never had the same prior knowledge or training as other PGCE students when on placement. I received very little support from my 2nd mentor at the university or on my second placement. (HEI, postgraduate)

Teaching methods

When asked how well their training prepared them to use a range of teaching methods to promote pupils' learning, 92% of the 2,403 secondary respondents gave ratings of good (30%) and very good (62%), this is not significantly different overall from 2013. However, within the overall positive rating of this aspect of training there was a statistically significant increase in 'very good' ratings, from 54% in 2013 to 62% in 2014. This is one of the most highly rated aspects of teacher training by secondary trainees.

Figure 44: Secondary - How good was your training in preparing you to use a range of teaching methods that promote pupils' learning?



In contrast to the response from primary trained NQTs, there was no difference between the responses of undergraduate and postgraduate secondary trainees to this question.

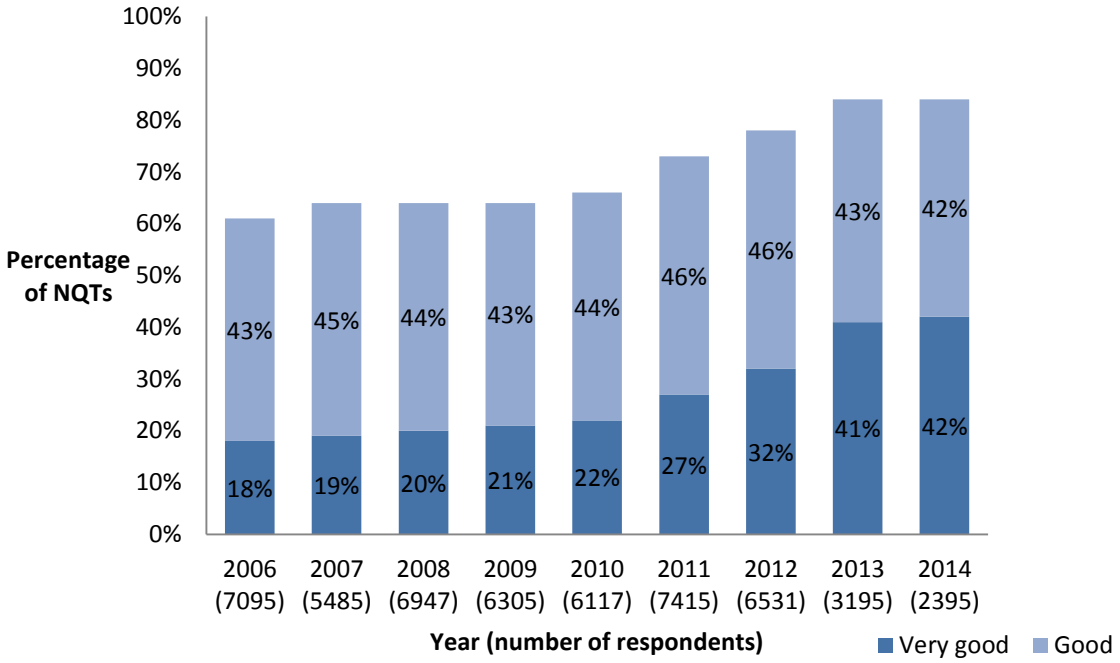
Respondents from SCITT providers were more likely to rate this aspect of their training as very good or good, 96% of respondents, as compared to 92% from HEIs. A small but statistically significant difference. There was no statistically significant difference between the response of EBITT trained respondents and either of the other provider types.

Respond to the strengths and needs of all pupils

Teaching across the range of abilities

Eighty-four per cent of the 2,395 respondents thought that their training was good (42%) or very good (42%) in preparing them to teach across a range of abilities. This is a similar response to 2013. This marks a pause in the year on year improvements in this rating since 2010.

Figure 45: Secondary - How good was your training in preparing you to teach across the range of abilities?

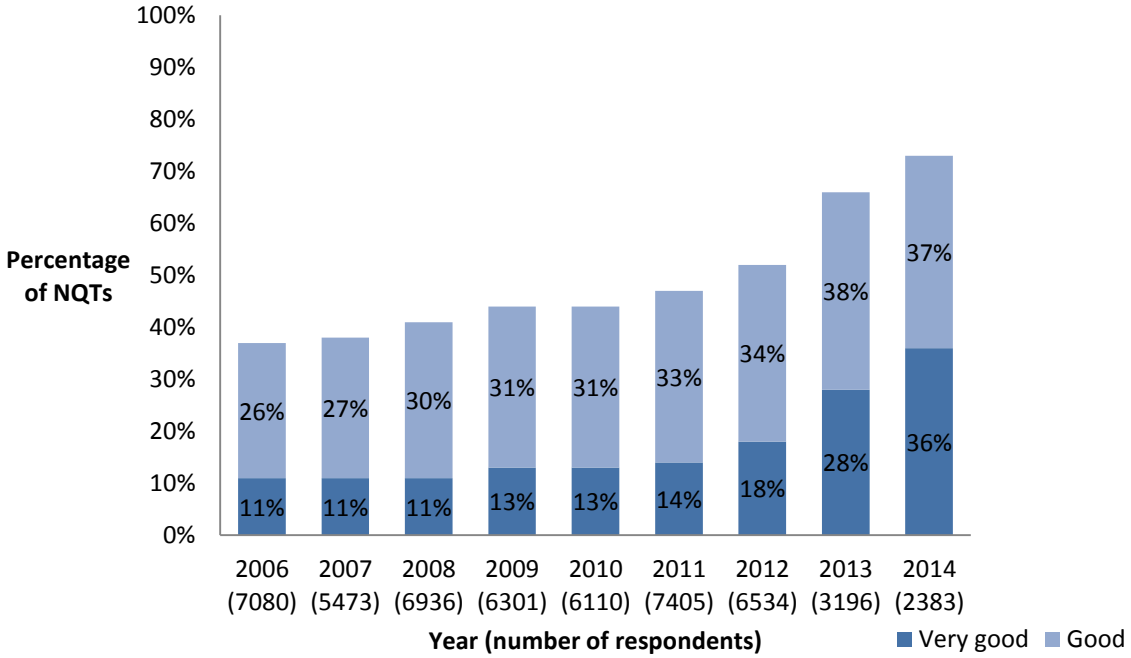


There was no difference between the responses of undergraduate and postgraduate trainees to this question. There were no differences in the rating of this aspect of teacher training between each of the main provider types in 2012/13.

Teaching pupils from all ethnic backgrounds

When asked about their preparation to teach pupils from all ethnic backgrounds, 73% of 2,383 secondary-trained respondents rated their training as good (37%) and very good (36%).This is compared to the lower 66% of respondents in 2013, a statistically significant difference. The difference is wholly explained by an increase of eight percentage points in the very good ratings. Notwithstanding these perceived improvements, this is still amongst the least positively rated aspects of training.

Figure 46: Secondary - How good was your training in preparing you to teach pupils from all ethnic backgrounds?

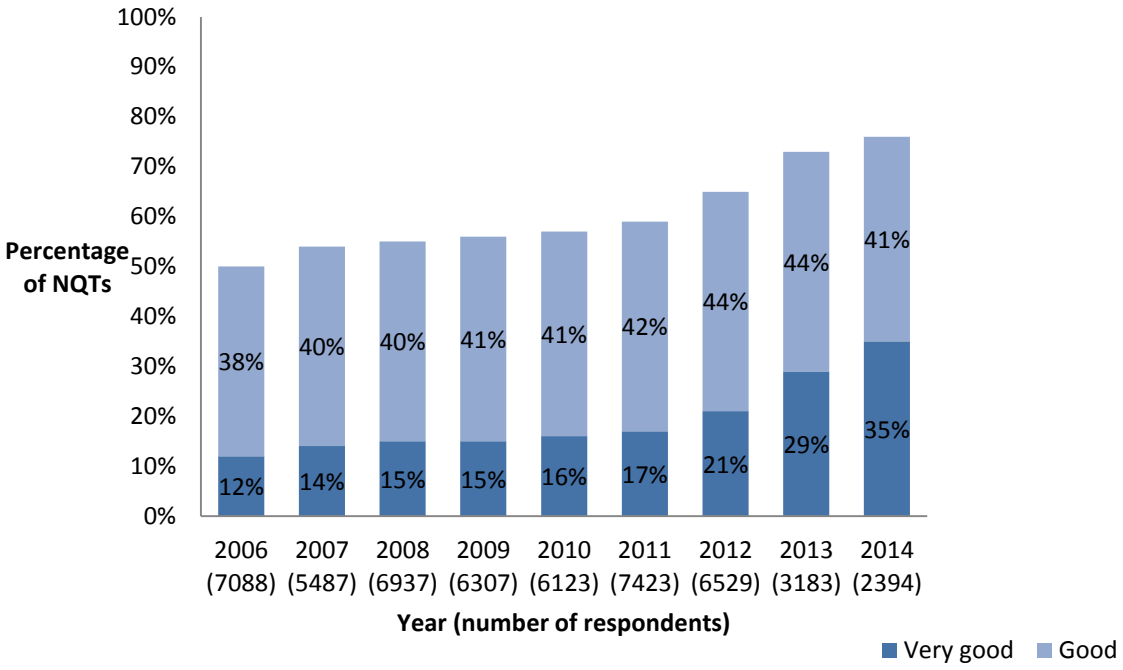


There was no difference between the responses of undergraduate and postgraduate trainees to this question. There were no differences in the rating of this aspect of teacher training between each of the main provider types in 2012/13.

Teaching pupils with special educational needs

When asked about their training to teach pupils with special education needs with appropriate support, 76% of the 2,394 respondents rated their training as good (41%) and very good (35%), compared to 73% in 2013, a small but statistically significant increase. Notwithstanding this improvement in the perception of this aspect of training, this is still amongst the least positively rated aspects.

Figure 47: Secondary - How good was your training in preparing you to teach pupils with special education needs in your classes, using appropriate support?



There was no difference between the responses of undergraduate and postgraduate trainees to this question.

There was, however, a statistically significant difference in the perceptions of training between SCITT providers and HEIs. In HEIs, 75% of respondents rated the training as very good or good in preparing them for this aspect of teaching, as compared to SCITT providers, where 82% of respondents rated the training as very good or good. There was no statistically significant difference between EBITT providers and either of the other provider types.

Although not specifically asked to provide comments on this aspect of their training some secondary trainees offered their views in their general feedback. Most of those who left comments focussed on what was missing from their training rather than what was good about it. This is a reflection of these comments being un-prompted, rather than reflecting the broader views of respondents.

Some commented that not enough time was given by their training provider to prepare them to teach children with special educational needs; others did not have the necessary

experience in their placement schools, or their training did not meet their expectations.

> There was nothing about …, working with SEN or EAL students, ... (TF, postgraduate)
>
> One afternoon per week at special needs school; excessive as most had no intention of teaching SEN. (SCITT, postgraduate)
>
> Would have liked a little more exposure to SEN (HEI, postgraduate)
>
> We had very limited time on SEN and EAL and as such I went into my job feeling totally underprepared for this. (HEI, postgraduate)
>
> Not enough training for SEN pupils. Finding NQT difficult because of this fact. (HEI, postgraduate)

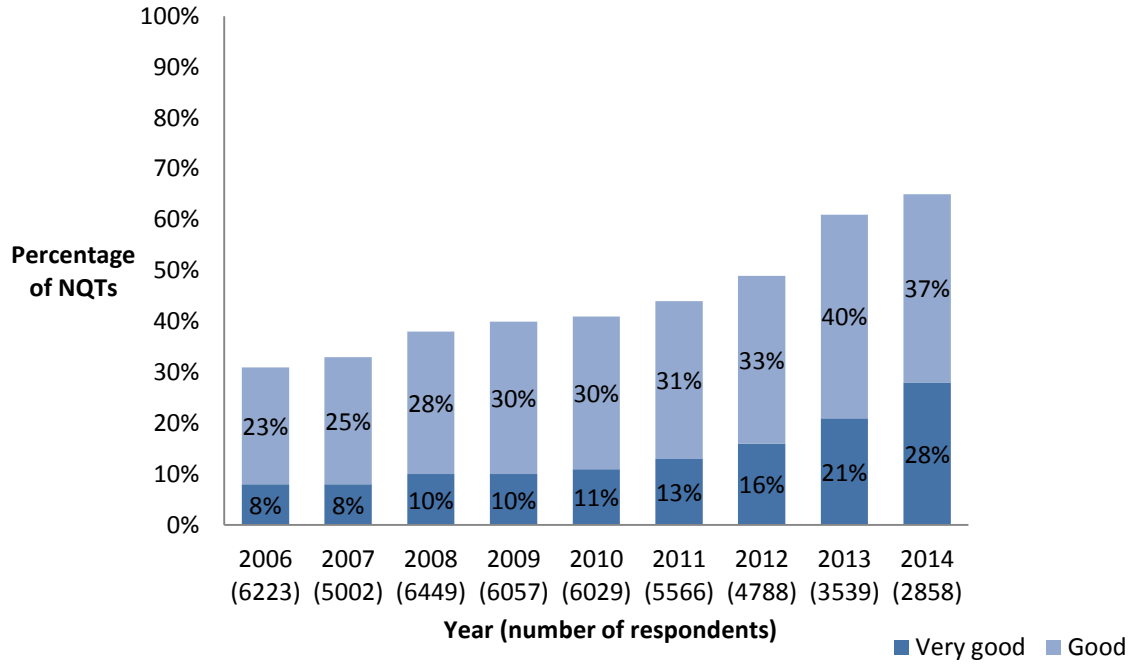
However some trainees responded with positive comments about the strength of their training and support offered in placements.

> The training really equipped me with what I needed to know especially in the teaching of EALs and the SEN students. (EBITT, postgraduate)
>
> We visited some really interesting and inspirational schools to gain full knowledge of EAL and SEN training. As well as second placement we completed placements within these schools to improve our knowledge of SEN and EAL which was a really worthwhile experience. (EBITT, postgraduate)
>
> The work we did as a mathematics cohort has ensured I plan effectively for all students in my class including those with SEN and EAL requirements. (HEI, undergraduate)

Teaching pupils for whom English is an additional language

When asked about their preparation to teach pupils for whom English is an additional language, 66% of the 2,392 secondary respondents rated their training as good (37%) or very good (28%), which is an improvement on the 61% of respondents in 2013 who thought their training was good or very good, a small but statistically significant difference. Notwithstanding this improvement in perceived quality, this is still amongst the least positively rated aspects of training.

Figure 48: Secondary - How good was your training in preparing you to teach pupils with English as an additional language?



There was no difference between the response of undergraduate and postgraduate trainees to this question. There were no differences in the rating of this aspect of teacher training between each of the main provider types in 2012/13.

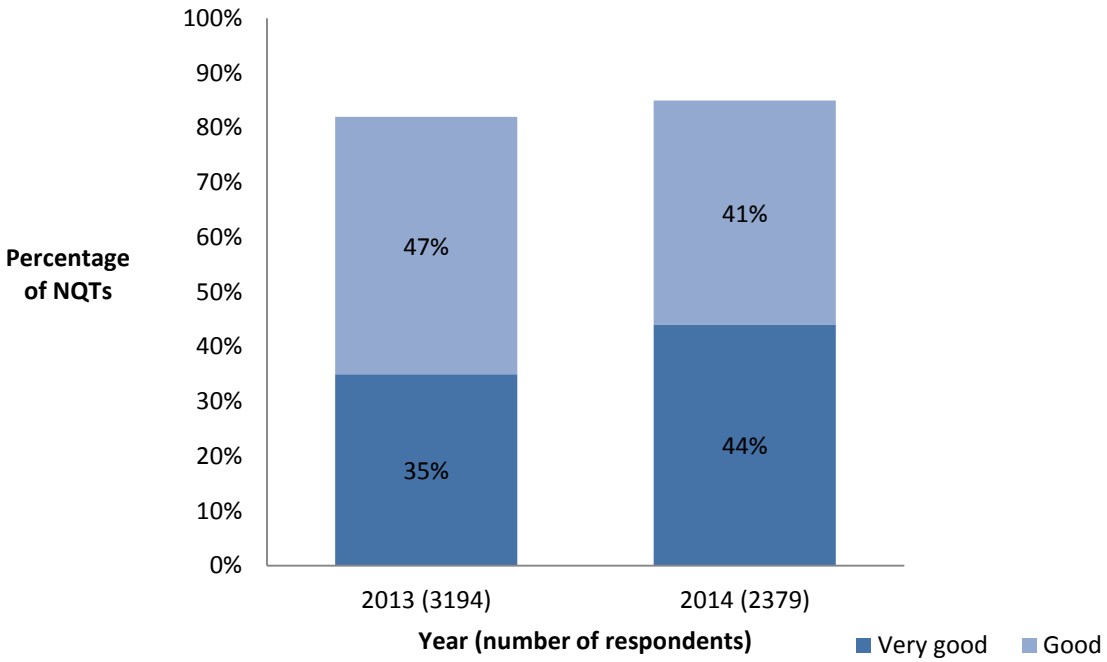
Make accurate and productive use of pupil assessment

Until 2012 there were fewer questions addressing this standard, in particular a number of different aspects of assessment were combined into a single question. This question was significantly altered in 2013, and only responses for the last two years are presented here. Responses for earlier questions can be found in the annual survey of newly qualified teachers 2012[18].

Assessing pupils' progress

Eighty-five per cent of the 2,379 secondary-trained respondents rated their training to assess pupils' progress as good (41%) or very good (44%). This is not statistically different to the 84% of respondents who answered good or very good to this question in 2013.

Figure 49: Secondary - How good was your training in preparing you to assess pupils' progress?



There was no difference between the response of undergraduate and postgraduate trainees to this question.

There was a statistically significant difference in the perceptions of training between SCITT providers and HEIs. In HEIs, 84% of respondents rated the training as very good or good in preparing them for this aspect of teaching, as compared to SCITT providers, where 91% of respondents rated the training as very good or good. There was no

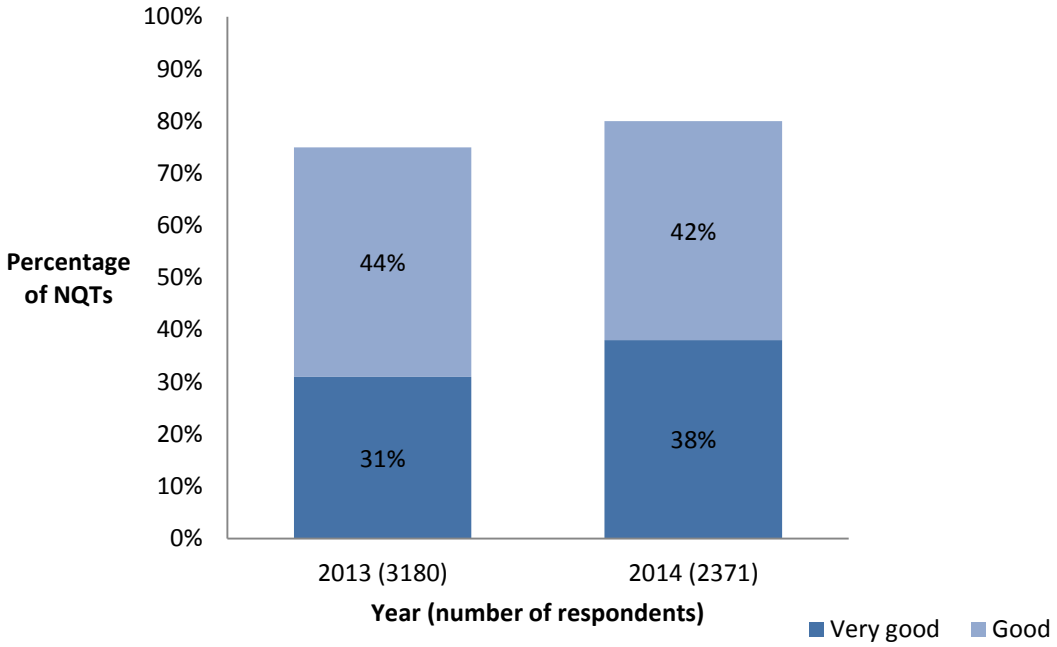
[18] https://www.gov.uk/government/publications/newly-qualified-teachers-annual-survey-2012

statistically significant difference between EBITT providers and either of the other provider types.

Recording and reporting pupils' outcomes

Eighty per cent of the 2,371 secondary respondents rated their training in recording and reporting pupils' outcomes as good (42%) and very good (38%), compared to 76% in 2013, a small but statistically significant difference.

Figure 50: Secondary - How good was your training in preparing you to record and report pupils' outcomes?



There was no difference between the response of undergraduate and postgraduate trainees to this question.

Respondents from SCITT and EBITT providers were most likely to say that their training was good or very good in preparing them for this element of the teacher standards, 86% of SCITT based and 84% of EBITT based trainees. Respondents trained by HEIs were least likely to rate their training as very good or good (78%).

Some respondents took the opportunity of their general feedback response to comment on how their training prepared them to assess pupils' progress and use pupil data to support their teaching. Although eight-five percent of secondary trained respondents rated this aspect of the progress as good (41%) or very good (44%) those who left comments focussed on what was missing from their training rather than what was good about it. This is a reflection of these comments being un-prompted, rather than reflecting the broader views of respondents.

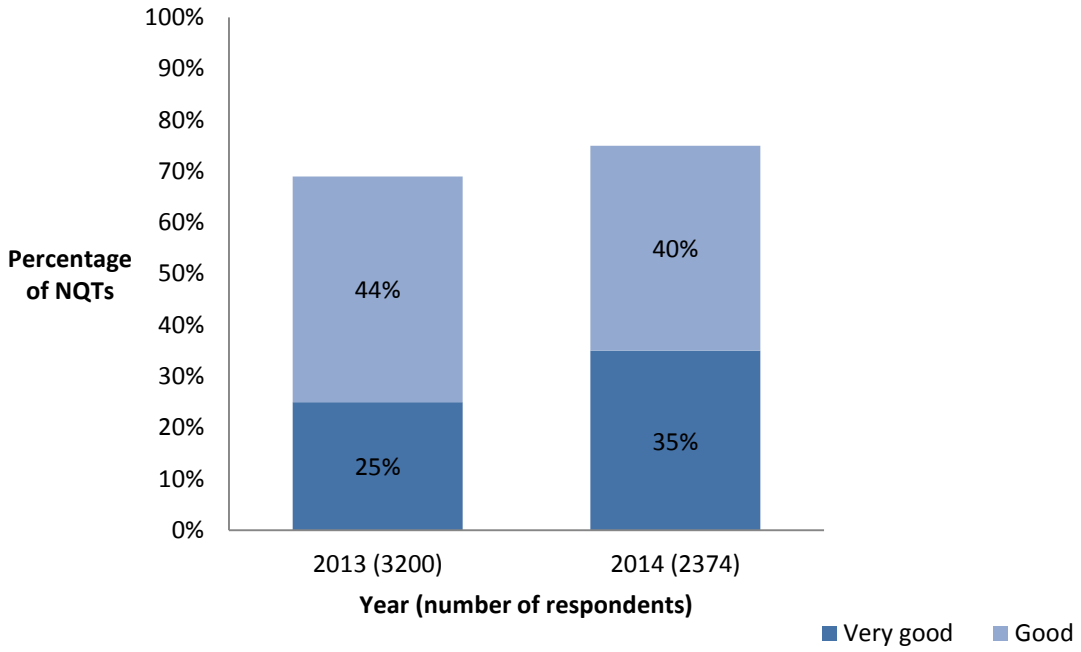
Respondents reported that they wanted more support on all aspects of assessment and use of data.

> More work on assessment (HEI, postgraduate)
>
> So many practical aspects are missed in the initial training. It covers theory fairly well but misses so many key things: Application of levels in the classroom; Meaningful applied AFL strategies; Effective lesson planning; Planning a series of lessons (HEI, postgraduate)
>
> Have found that the training lacked clarity in the placement schools on how to obtain data and then use it to optimise progress of pupils. (SCITT, postgraduate)
>
> I would have liked more help with making use of pupil data. (HEI, postgraduate)
>
> More training required dealing with pupil data - this is an issue as PGCE students are not allowed access to all data in schools. (HEI, postgraduate)
>
> The PGCE caters perfectly well for all the classroom aspects of teaching. However, it failed (for me) to deliver any sort of training on the wider role of a teacher within a school. There should be far more focus on targeting, data management, grading assessment and other essential aspects to the job. (HEI, postgraduate)

Using pupil data to support teaching

In a question about their preparation to use pupil data to support their teaching, 76% of the 2,374 secondary-trained NQTs rated this aspect of their training as good (40%) and very good (35%), a statistically significant increase over the 69% of respondents in 2013.

Figure 51: Secondary - How good was your training in preparing you to use pupil data to support your teaching?



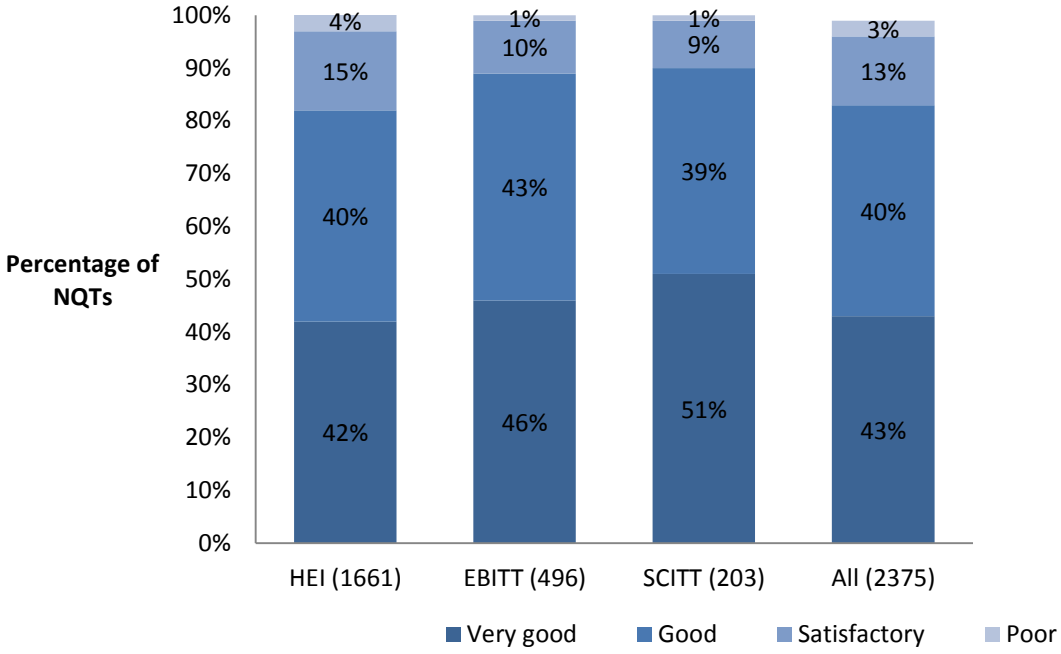
There was no difference between the response of undergraduate and postgraduate trainees to this question.

Respondents from SCITT and EBITT providers were most likely to say that their training was good or very good in preparing them for this element of the teacher standards, 85% of SCITT based and 81% of EBITT based trainees. Respondents trained by HEIs were least likely to rate their training as very good or good (73%).

Providing feedback to pupils

In this new question, eighty-four per cent of the 2,375 secondary-trained respondents rated their training as good (40%) and very good (43%) in preparing them to provide feedback to pupils to support their progress.

Figure 52: Secondary - How good was your training in preparing you to provide feedback to pupils to support their progress?



There was no difference between the responses of undergraduate and postgraduate trainees to this question.

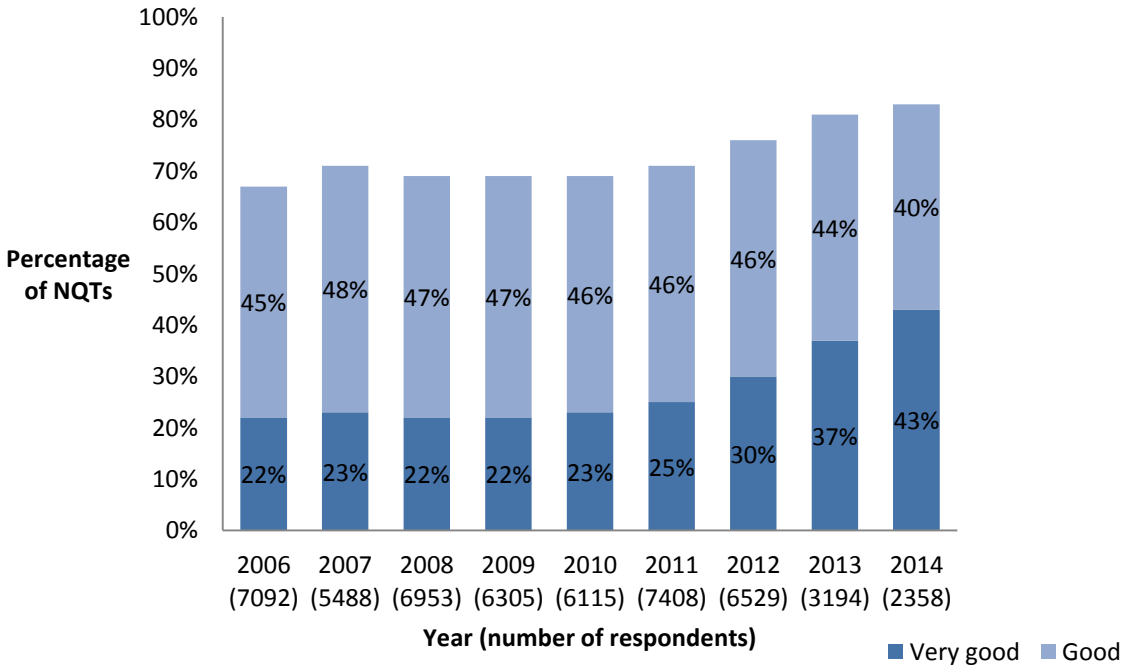
Respondents from SCITT and EBITT providers were most likely to say that their training was good or very good in preparing them for this element of the teacher standards, 90% of SCITT based and 89% of EBITT based trainees. Respondents trained by HEIs were least likely to rate their training as very good or good (81%).

Manage behaviour effectively to ensure a good and safe learning environment

Behaviour in the classroom

When asked about their preparation to establish and maintain a good standard of behaviour in the classroom, 83% of the 2,358 secondary-trained respondents rated their training as good (40%) and very good (43%). This is statistically similar to the 82% of respondents who gave the same rating in 2013. There has been a statistically significant increase in the proportion of respondents who rated this aspect of their training as very good.

Figure 53: Secondary - How good was your training in preparing you to establish and maintain a good standard of behaviour in the classroom?



There was no difference between the responses of undergraduate and postgraduate trainees to this question. There were no differences in the rating of this aspect of teacher training between each of the main provider types in 2012/13.

The commentary provided by trainees in the free-text response supports the analysis of the quantitative data. Respondents commented on both university and classroom based experiences which have helped them establish and maintain a good standard of behaviour in the classroom. Some had benefitted from observing effective strategies in practice or had noted that contrasting placements supported their development in this area.

> I had excellent support regarding behaviour in a classroom, as well as behaviour for learning. I feel this is one of my strongest aspects of my teaching, due to the training and information I received. (EBITT, postgraduate)

> My main host school provided a challenging environment to maintain good behaviour, but being supported in the classroom and being gradually more independent of this support enabled me to grow in confidence throughout the course and helped me to develop a wide variety of successful behaviour management techniques. (EBITT, postgraduate)
>
> The area that a trainee would perhaps find the most challenging is behaviour management and the course leaders recognised this and prevented anxiety in this area by tackling it early on, with continued training throughout the course. Often they tailored it to specific situations we were encountering. (SCITT, postgraduate)
>
> We had in house experts as well as visiting practitioners to help us be as effective teachers as possible in terms of behaviour management. (SCITT, postgraduate)
>
> The university, the school placements and my NQT year were very proactive at providing behaviour management and behaviour for learning workshops and support. Literature provided was relevant and interesting. The opportunity to observe effective behaviour management and behaviour for learning was invaluable on all teaching practices and within my NQT year. I had regular access to an excellent mentor who was able to provide support and advice when required. (HEI, postgraduate)
>
> I had the opportunity to work in two very contrasting schools which meant that I was able to practice different behaviour management techniques. I was able to attend several training sessions on behaviour management in both placements. (HEI, postgraduate)

Some trainees reported that they had not had the opportunity to develop their own strategies in classrooms where a qualified teacher was present. Other respondents said the timing of their own learning in behaviour management was unhelpful.

> Student teachers should be left alone with classes more often on their placements. When the usual class teacher is in the room it is a completely artificial experience and you never really learn how to manage behaviour effectively. (HEI, postgraduate)
>
> Received a training session very early in training (when appropriate) on setting expectations. Wider behavioural training was good but a little later in training period when would have been more beneficial earlier on. (EBITT, postgraduate)
>
> Only had 1 session on behaviour management and it was after the first placement. It would have been better to have more thorough in-depth training before the first placement. (HEI, postgraduate)

Trainees also reported that placements cannot always offer the experiences they will be dealing with in their NQT year. Some trainees felt that good practice in this area could only be learned ‘on the job’ and others felt that their training was inadequate.

> My training in [city] did not prepare me for working in an inner city London school. However, this was not because there was any lack of support in behaviour management from [training provider] but simply that I didn't experience the type of behaviour which I am now experiencing in my nqt year. (HEI, postgraduate)

> Behaviour for learning was the topic for two lectures and a written assignment. We were carefully guided to reflect on how good behaviour is achieved. However no amount of lectures can fully prepare you for the work that maintaining behaviour with a class of 30 requires. (EBITT, postgraduate)

> I learned how to manage behaviour more "on the job". Managing behaviour is better when the school policy is consistent. (HEI, postgraduate)

> Being able to establish and maintain a good standard of classroom behaviour only comes with experience. (EBITT, postgraduate)

> I think it is difficult to teach behaviour management, it is best learnt 'on the job' and through experience. How much you learnt in this area depended largely on the schools that you were placed in and on the behaviour policy in each school (HEI, postgraduate)

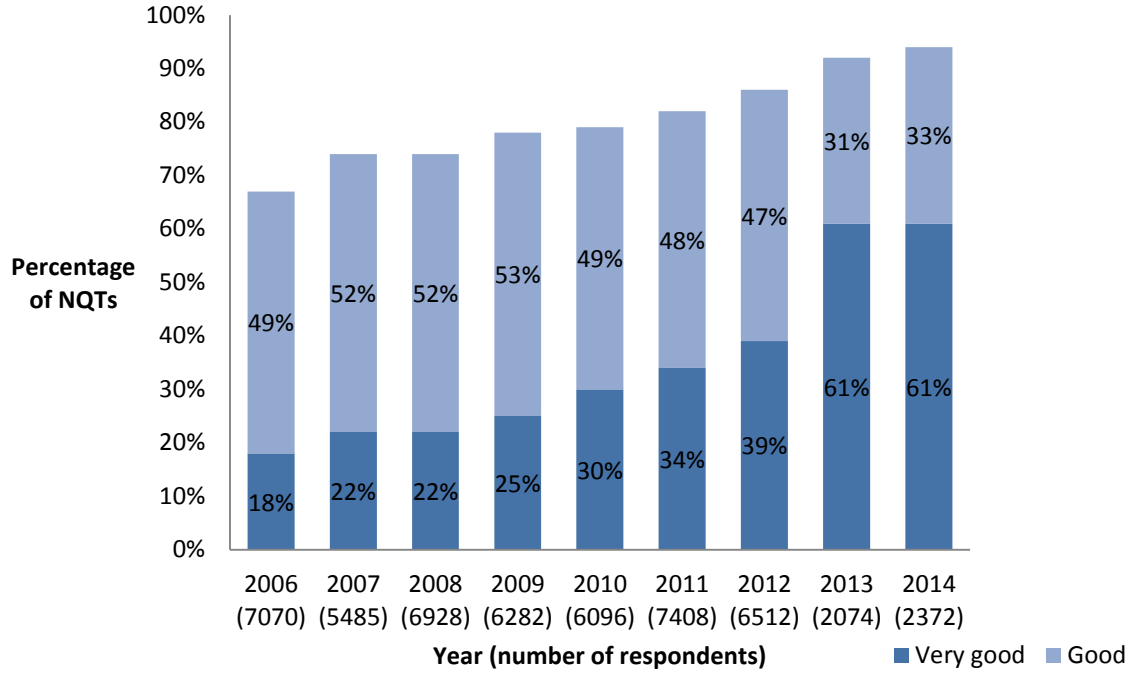
> I received very little behaviour management training from both the training provider and the school in questions (EBITT, postgraduate)

> Behaviour management workshop was inadequate and outdated. (HEI, postgraduate)

Safeguarding pupils

When asked about how well their training prepared them for their teachers' statutory responsibility for the safeguarding of pupils, 94% of the 2,372 secondary-trained respondents gave ratings of good (33%) and very good (61%), which is two percentage points higher than 2013, a small but statistically significant difference.

Figure 54: Secondary - How good was your training in preparing you for your teachers' statutory responsibility for the safeguarding of pupils?



There was no difference between the responses of undergraduate and postgraduate trainees to this question. There were no differences in the rating of this aspect of teacher training between each of the main provider types in 2012/13.

Wider professional responsibilities

Deploying support staff effectively

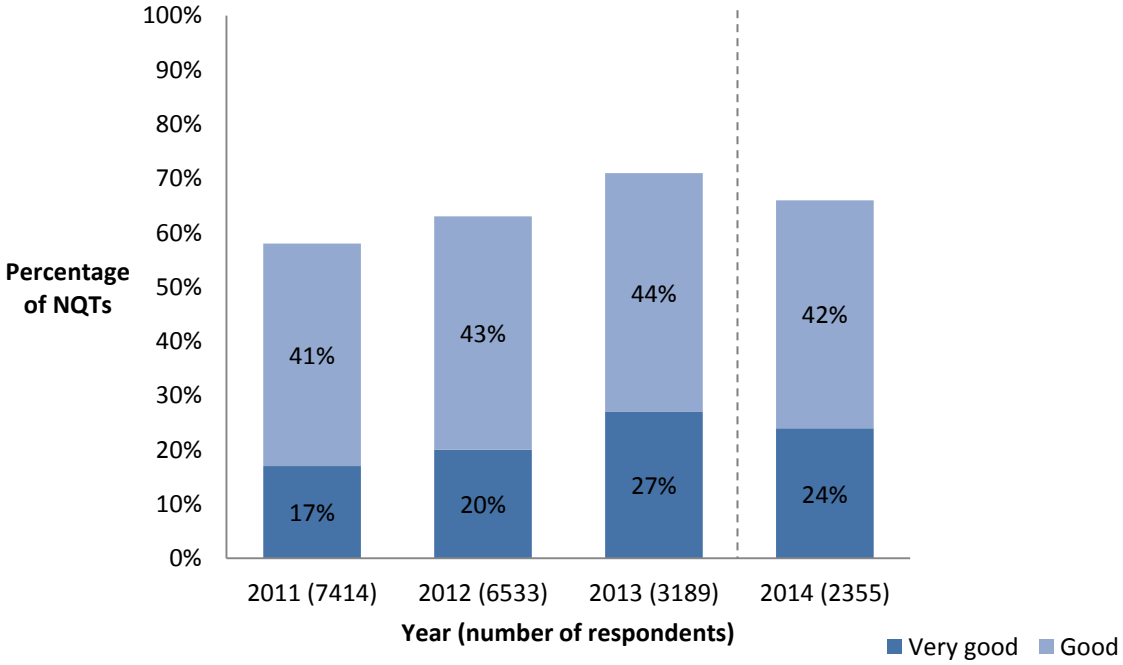
We made a significant change to the wording of this question this year. The previous wording was "how good was your training in preparing you *to work with teaching assistants (including other support staff)* to achieve learning objectives?", whilst this year the question asked was "how good was your training in preparing you to deploy support staff effectively?".

The new question removed the complex description of types of staff. This change may have led to a greater emphasis on non-teaching assistant support staff. It also clarified that the intention of the question was to understand if the newly qualified teachers were confident to manage or direct the activities of support staff, rather than their willingness to

work alongside them. While the intention was to clarify and simplify the question, these questions should no longer be considered as comparable.

When asked about deploying support staff effectively, 66% of the 2,355 secondary respondents rated their training as good (42%) and very good (24%).

Figure 55: Secondary - How good was your training in preparing you to deploy support staff effectively?



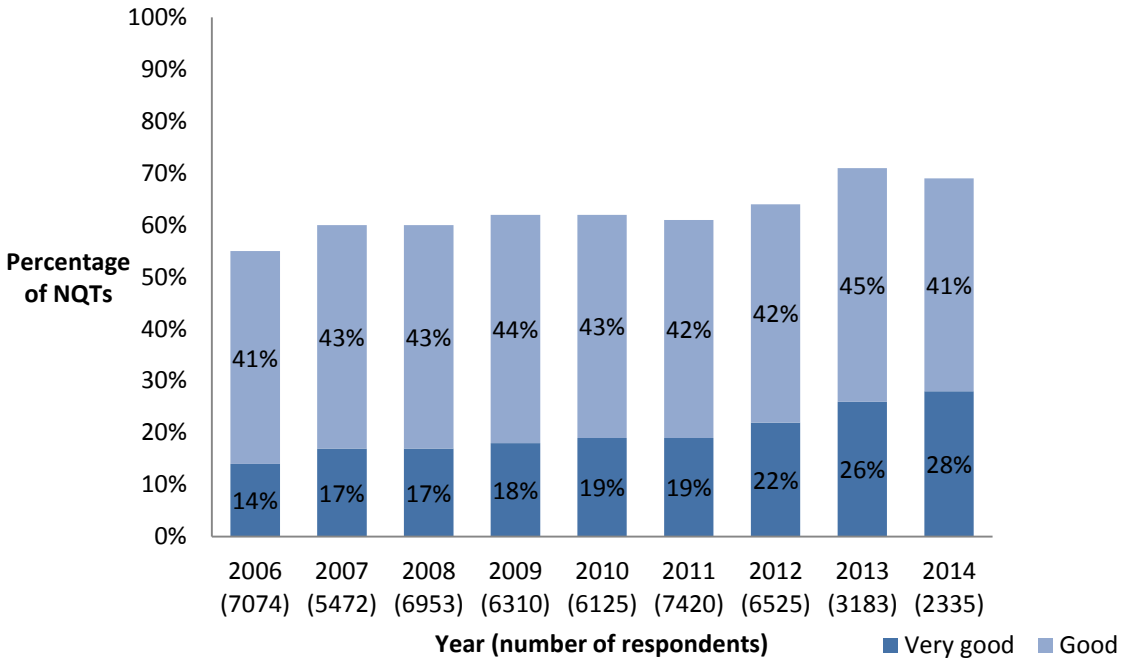
There was no difference between the responses of undergraduate and postgraduate trainees to this question.

Respondents from SCITT and EBITT providers were most likely to say that their training was good or very good in preparing them for this element of the teacher standards, 73% of SCITT based and 70% of EBITT based trainees. Respondents trained by HEIs were least likely to rate their training as very good or good (64%).

Communicating with parents and carers

Sixty-nine per cent of the 2,335 secondary-trained respondents rated their training as good (41%) and very good (28%) in preparing them to communicate with parents or carers, which is statistically similar to the response in 2013.

Figure 56: Secondary - How good was your training in preparing you to communicate with parents or carers?



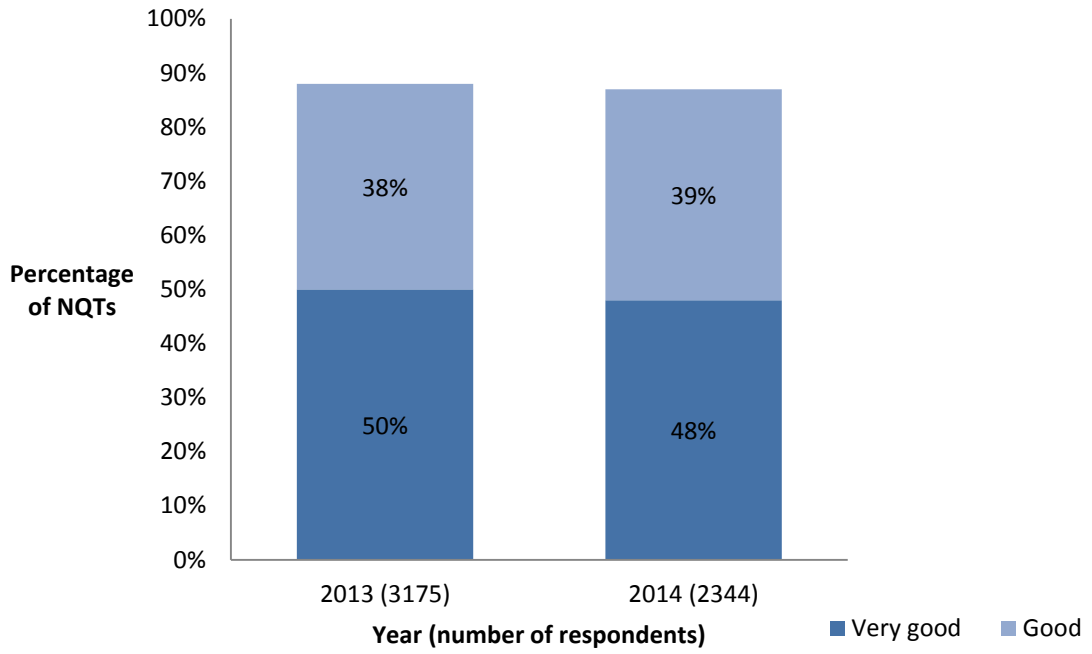
Postgraduate trainees rated this aspect of their training more highly than undergraduate trainees, with 70% postgraduates giving good or very good responses compared to 54% of undergraduates. Only 82 of 90 undergraduate secondary respondents answered this question. Due to the small sample size, we can only be confident that the true population proportion for undergraduates lies between 43% and 65%. Therefore, although there is apparently a wide gap between sub-groups, in reality the size of the difference is not certain.

Respondents from SCITT and EBITT providers were most likely to say that their training was good or very good in preparing them for this element of the teacher standards, 79% of SCITT based and 77% of EBITT based trainees. Respondents trained by HEIs were least likely to rate their training as very good or good (66%).

Identifying and addressing continuing professional development needs

Eighty-seven per cent of the 2,344 secondary-trained respondents rated their training in preparing to identify and address their own continuing professional development needs as good (39%) and very good (48%), which is not statistically different to the response in 2013.

Figure 57: Secondary - How good was your training in preparing you to identify and address your own continuing professional development needs?



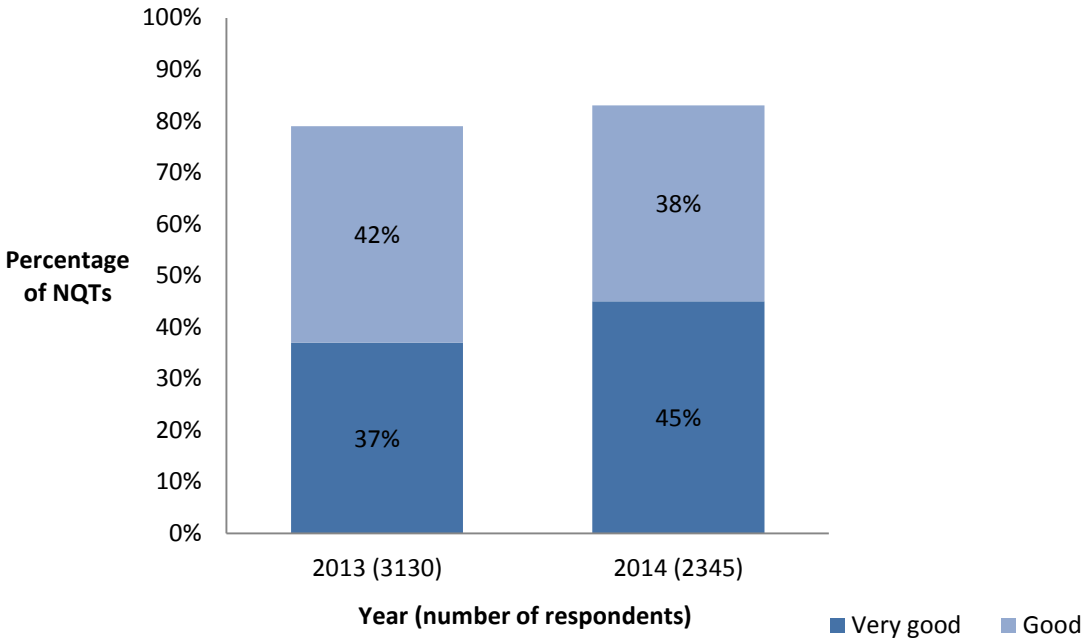
Postgraduate trainees rated this aspect of their training more highly than undergraduate trainees, with 87% postgraduates giving good or very good responses compared to 78% of undergraduates. Only 81 of 90 undergraduate secondary respondents answered this question. Due to the small sample size, we can only be confident that the true population proportion for undergraduates lies between 67% and 86%. Therefore, although there is apparently a wide gap between sub-groups, in reality the size of the difference is not certain.

There were no differences in the rating of this aspect of teacher training between each of the main provider types in 2012/13.

Access educational research

Eighty-two per cent of the 2,345 respondents rated their preparation to access educational research as good (38%) and very good (45%), which is a small but significant increase compared to the 79% of respondents in 2013.

Figure 58: Secondary - How good was your training in preparing you to access educational research in your teaching?



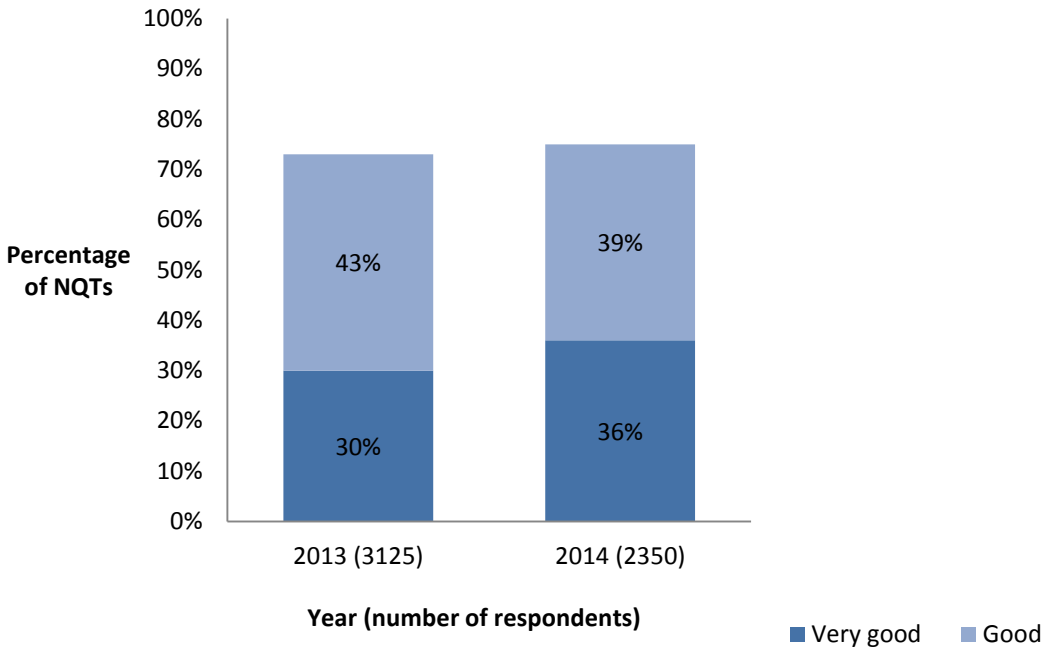
There was no difference between the responses of undergraduate and postgraduate trainees to this question.

Amongst the three main provider types in 2012/13, secondary respondents from HEIs were most likely to rate this aspect of their training as very good or good, 84% of respondents, significantly more than the 77% of respondents from EBITT providers and 75% of respondents from SCITT providers who rated this as good or very good.

Assess the robustness of educational research

When asked about their preparation to assess the robustness of their educational research, 75% of the 2,350 secondary-trained NQTs rated their training as good (39%) and very good (36%). This is not significantly different to the response in the 2013 survey.

Figure 59: Secondary - How good was your training in preparing you to assess the robustness of educational research?



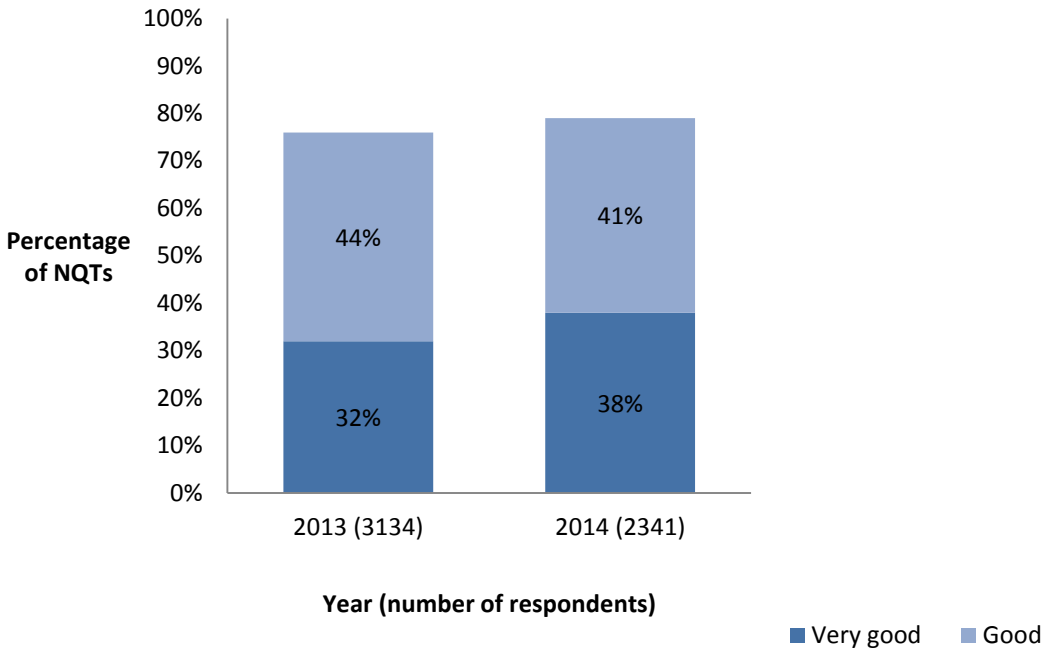
There was no difference between the responses of undergraduate and postgraduate trainees to this question.

Amongst the three main provider types in 2012/13, secondary respondents from HEIs were most likely to rate this aspect of their training as very good or good (78%), significantly more than the 68% of respondents from EBITT providers and 71% of respondents from SCITT providers who rated this as good or very good.

Understand and apply the findings from educational research

When asked about their preparation to understand and apply the findings from educational research, 79% of the 2,341 secondary-trained respondents rated their training as good (41%) and very good (38%), a small but significant difference to the 77% of respondents in the 2013 survey.

Figure 60: Secondary - How good was your training in preparing you to understand and apply the findings from educational research?



There was no difference between the responses of undergraduate and postgraduate trainees to this question.

Respondents from HEIs were more likely to rate this aspect of their training as very good or good (81%), significantly more than the 72% of respondents from EBITT providers. There was no statistically significant difference between the response of SCITT trained respondents and either of the other provider types.

Induction

Each newly qualified teacher completes a statutory induction, overseen by an appropriate body, after gaining qualified teacher status. “Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant standards.”[19]

As in previous years, newly qualified teachers were also asked briefly about the quality of their induction. These questions were fewer in number than in other sections and the responses asked for less nuanced, most being yes or no answers. The responses given were similar to those from previous years.

Newly qualified teachers were asked how helpful the induction had been in improving the quality of their training. Of the 2,528 primary trained respondents, 63% had found their induction experience very helpful, a further 31% felt it was somewhat helpful and 5% felt that it had not been helpful at all.

Of the 2,154 secondary trained respondents, 59% had found their induction experience very helpful, a further 35% felt it was somewhat helpful and 5% felt that it had not been helpful at all.

The majority of respondents, 87% of 2,518 primary respondents and 79% of 2,148 secondary respondents, felt that the length of their induction period was about right. Some felt that the induction period was not right for them, 6% and 5% from primary and secondary respectively felt that the induction was too short and 7% and 15% from primary and secondary respectively felt that the induction was too long.

In both primary and secondary sectors 97% of respondents reported that they had been provided with the support of an induction tutor. Respondents numbered 2,448 from the primary sector and 2,124 from the secondary sector.

The majority of respondents reported having been provided with observations followed by reviews with their induction tutor. This was true of 97% of the 2,439 primary respondents and 96% of the 2,117 secondary respondents. The majority also reported being provided with 10% time in addition to planning, preparation and assessment time. This was true of 96% of the 2,445 primary respondents and 95% of the 2,130 secondary respondents.

[19] Statutory guidance on induction for newly qualified teachers (England) For appropriate bodies, headteachers, school staff and governing bodies Revised December 2013

A slightly smaller majority reported having been provided with a personalised programme of planned professional development. This was true of 86% of the 2,422 primary respondents and 82% of the 2,116 secondary respondents.

Ninety-five per cent of the 2,448 primary respondents and 92% of the 2,120 secondary respondents felt that their induction had supported them to establish and maintain a good standard of behaviour in the classroom.

Within primary trained NQTs, 85% reported that their induction had supported them to teach reading, including phonics and comprehension; 2,350 had answered this question. Ninety-three per cent reported that their induction had supported them to teach primary mathematics; 2,421 had answered this question.

Seventy-three per cent of the 1,944 primary trained respondents reported that their induction had supported them to teach pupils with English as an additional language. Sixty-six per cent of the 1,841 secondary trained respondent felt similarly supported.

Eighty-six per cent of the 2,361 primary trained respondents reported that their induction had supported them to teach pupils with special educational needs in their classes. Eighty-three per cent of the 2,090 secondary trained respondent felt similarly supported.

Conclusions

Overall quality of teacher training

The quality of initial teacher training is generally seen as good or very good in both the primary and secondary sectors. The perceived quality of initial teacher training in the primary and secondary sectors in England has been very stable over the past nine years. Over the same time period, the proportion of respondents who thought that the quality of their training was very good has risen significantly in both primary and secondary sectors.

Undergraduate and postgraduate training, training at universities, SCITT providers and EBITT providers had similarly high ratings for overall quality.

Very good training was characterised by respondents as being relevant, developmental and engaging. Specifically, these respondents felt that they had been supported throughout by passionate, knowledgeable and interested tutors, teachers, mentors and lecturers. They felt that they had been given the feedback they needed to progress both in their understanding of the theories of education and the practice of teaching.

Eleven percent of respondents rated their training as poor or satisfactory. In many cases this related to specific areas of weakness of the training, either taught elements or school placements, or reflected an inconsistency between the quality of their tutors, lecturers or placements. In a small proportion of cases training was noted to be poorly organised, uninspiring, out-dated or unsupportive, with the extreme examples feeling completely let down by their training provider or placement school.

Preparedness for specific aspects of teaching

The proportion of respondents who thought their training was good or very good in preparing them for specific aspects of teaching varied considerably. Training for safeguarding children and for using a range of teaching methods to promote pupils' learning were rated highly by both primary and secondary trained respondents.

Training was rated less positively for how well the NQTs had been prepared to communicate with parents and carers and for ensuring that teaching meets the needs of pupils from all ethnic backgrounds and those for whom English is an additional language. Amongst primary trained respondents, training in the use of pupil data to support teaching was rated particularly poorly relative to other aspects of training.

Secondary trained respondents were more likely than primary trained respondents to rate their training as good or very good across 18 out of 25 specific aspects of teaching.

Implications of the research

It is important to note that differences in the underlying characteristics of trainees prior to taking up their training have not been tested for, and therefore differences between routes or types of training do not demonstrate a causative relationship between being trained by a particular provider type and feeling more prepared to teach.

A number of concerns posed by respondents about their training experience, which are important for ITT assurance and performance teachers to be aware of. This information needs to be shared with these teams in a way that protects the anonymity of individuals.

There are a number of different lines of enquiry which might provide useful evidence for the development of teacher training:

- Exploring in more detail the factors which make individuals more prepared for teaching
- Exploring which individuals are suited to specific kinds of training experience.
- Connecting data on perceived training quality with evidence on the quality of the work of newly qualified teachers.
- Identifying providers where responses are largely very positive to learn about their approach to teacher training.

Appendix A – full copy of survey questions

National College for Teaching & Leadership

The newly qualified teacher survey 2014

Please complete the survey by selecting a 'X' into the relevant box like this: ☐ ☒ ☐ ☐. Alternatively if you have been provided login credentials you are able to complete the survey online, by going to: https://dataprovision.education.gov.uk/nqtsurvey

Please rate the following:		**Very Good**	**Good**	**Satisfactory**	**Poor**
1.a	overall quality of your training				
How good was your training (not your induction) in:					
2.a	preparing you to be aware of pupils' capabilities and prior knowledge?				
2.b	preparing you to guide pupils to reflect on the progress they have made and their emerging needs?				
2.c	preparing you to integrate the theoretical elements of your programme with your practical experiences?				
3.a	preparing you understand the national curriculum?				
3.b	preparing you to teach your specialist subject?				
3.c	preparing you to teach reading, including phonics and comprehension?				
3.d	Please provide more information for your answer				
How good was your training (not your induction) in:		**Very Good**	**Good**	**Satisfactory**	**Poor**
3.e	preparing you to teach primary mathematics?				

4.a	preparing you plan your teaching to achieve progression for pupils?				
4.b	preparing you to use a range of teaching methods that promote pupils' learning?				
5.a	preparing you to teach across the range of abilities?				
5.b	preparing you to teach pupils from all ethnic backgrounds?				
5.c	preparing you to teach pupils with special education needs in your classes, using appropriate support?				
5.d	preparing you to teach pupils with English as an additional language?				
6.a	preparing you to assess pupils' progress?				
6.b	preparing you to record and report pupils' outcomes?				
6.c	preparing you to provide feedback to pupils to support their progress?				
6.d	preparing you to use pupil data to support your teaching?				
7.a	preparing you to establish and maintain a good standard of behaviour in the classroom?				
7.b	Please provide more information for your answer				
		Very Good	**Good**	**Satisfactory**	**Poor**
7.c	preparing you for your teachers' statutory responsibility for the safeguarding of pupils?				
		Very Good	**Good**	**Satisfactory**	**Poor**
7.d	Please rate the effectiveness of your e-safety training?				
How good was your training (not your induction) in:		**Very Good**	**Good**	**Satisfactory**	**Poor**

8.a	preparing you to deploy support staff effectively?				
8.b	preparing you to communicate with parents or carers?				
8.c	preparing you to identify and address your own continuing professional development needs?				
8.d	preparing you to access educational research in your teaching?				
8.e	preparing you to assess the robustness of educational research?				
8.f	preparing you to understand and apply the findings from educational research?				
9.a	preparing you to apply confidently for teaching positions (e.g. support with job applications and interviews)?				
10.a	When did you start your induction? (Please give your answer in the format DD/MM/YYYY)				

		Very helpful	**Somewhat helpful**	**Not helpful at all**
10.b	To what extent do you feel that your induction experience so far has been helpful in improving the quality of your training?			

		Too short	**Too long**	**About right**
10.c	What do you feel about the length of your induction period?			

Is your school providing you with:		**N/A**	**Yes**	**No**
10.d	10 per cent free time in addition to planning, preparation and assessment (PPA) time?			
10.e	a personalised programme of planned professional development?			
10.f	the support of an induction tutor?			
10.g	observations followed by reviews with your induction tutor?			

Has your induction to date supported you to:		N/A	Yes	No
10.h	teach pupils with special education needs in your classes?			
10.i	teach reading including phonics and comprehension?			
10.j	teach primary mathematics?			
10.k	establish and maintain a good standard of behaviour in the classroom?			
10.l	teach pupils with english as an additional language?			
11.a	If you wish to add any further comments about your training:			
11.b	If you wish to add any further comments about your induction:			
		Yes	**No**	
11.c	I consent to NCTL contacting me again about issues specifically addressed in this survey.			
11.d	I consent to NCTL contacting me again about issues relating to my training and teaching, which may fall outside the scope of this survey.			
11.e	If you consent to the NCTL contacting you, please provide your e-mail address.			
11.f	If you consent to the NCTL contacting you, please provide your telephone number.			

National College for Teaching & Leadership

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