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Research report

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1 Introduction

The Department for Education (DfE) submitted a total of 30 questions to be included in the Teacher Voice Omnibus Survey and a Senior Leader Booster Survey conducted in the summer of 2016. The Teacher Voice Omnibus Survey was completed online between 6th and 11th May 2016, and the Senior Leader Booster Survey was completed online and on paper between 10th June and 1st July 2016.

The questions explored teachers' and senior leaders' views on, and strategies and activities relating to, a range of areas such as: mental health; aspiration to headship; flexible working and performance-related pay; the self-improving school system; curriculum and qualification reform; STEM subject teaching; careers education; developing character and resilience; the pupil premium; behaviour and attendance, and special educational needs.

In total, 1,874 practising teachers from 1,573 schools in the maintained sector in England completed the survey. Eight hundred and eighty-nine (47 per cent) of the respondents were teaching in primary schools and 985 (53 per cent) were teaching in secondary schools. In terms of role, 1047 respondents (56 per cent) were classroom teachers (56 per cent) and 823 (44 per cent) were senior leaders.

Findings are provided for the overall sample, and are broken down by school phase (primary and secondary) and role (senior leader or classroom teacher), where relevant.

Both the primary school sample and the overall sample (primary and secondary schools combined) were nationally representative by free school meals eligibility, performance band, school type and Local Authority type. The sample of secondary schools, however, was not nationally representative by free school meals eligibility, for which there was over-representation in the lowest and middle quintiles. To address this, weights were calculated using free school meals data and then applied to the secondary sample to create a more representative sample of schools. More detail regarding the survey sample can be found in Annex 1 of this report.

2 Executive Summary

2.1 Mental Health

The government believe that schools can play an important role in supporting children and young people's mental health. Ensuring that schools are equipped and supported to identify and help pupils with mental health needs is a key part of improving support for vulnerable children. This survey asked senior leaders and classroom teachers to respond to a series of statements about the capacity of the school and staff to meet the needs of pupils with mental health issues.

Around half of senior leaders (51 per cent) and nearly three-fifths of classroom teachers (57 per cent) reported that they 'strongly agree' or 'agree' that staff are equipped to identify behaviour that may be linked to a mental health issue.

More than half (55 per cent) of the senior leaders and nearly three-fifths of classroom teachers (59 per cent) responded either 'agree' or 'strongly agree' that most staff knew how to help students with mental health issues access support offered within school.

However, when respondents were asked whether most staff knew how to help students with mental health issues access specialist support outside of school, the proportion agreeing was much lower: 27 per cent for senior leaders, and 32 per cent for classroom teachers. Agreement was more common amongst primary senior leaders (31 per cent) than secondary senior leaders (22 per cent).

Nearly half of the senior leaders (46 per cent) reported that they 'disagreed' or 'strongly disagreed' that most staff are equipped to teach children in their classes who have mental health needs. However, a higher proportion of classroom teachers (40 per cent) responded 'agree' or 'strongly agree' than 'disagree' or 'strongly disagree' (34 per cent).

More than half (56 per cent) of senior leaders responded that they 'disagreed' or 'strongly disagreed' when asked whether they thought staff had easy access to a mental health professional if they need specialist advice on students' mental health. Classroom teachers were divided with 38 per cent responding that they 'agreed' or 'strongly agreed' while 39 per cent 'disagreed' or 'strongly disagreed'. There was little difference between primary and secondary school respondents.

2.2 Aspiration to headship

Strengthening school and system leadership is a central feature of the government's strategy for education and children's social care services. This requires a pool of suitable applicants who aspire to becoming headteachers. Just

over one fifth (22 per cent) of deputy and assistant headteachers reported that they aspire to become a headteacher within the next three years, with nearly two fifths (39 per cent) aspiring to headship at some point in the future.

Primary deputy and assistant headteachers were more likely than their secondary counterparts to report aspiring to become headteachers in the next three years (26 vs. 19 per cent), but the two groups were approximately equally likely to report that they aspire to headship at some point in the future (38 and 40 per cent respectively).

Perceptions of the impact that being a headteacher might have on their work-life balance was cited by nearly a fifth (18 per cent) of respondents as a reason for not aspiring to headship. A similar proportion (17 per cent) said they were happy to stay at their current level, and 15 per cent cited the pressure and pace of the role.

2.3 Flexible working practices in schools

The DfE has highlighted that women are under-represented in senior school leadership posts and has created mentoring and coaching arrangements as a means of nurturing women's career prospects within the profession. As women are also more likely than men to work part-time or within flexible working arrangements, questions on challenges surrounding these working patterns were included in the survey.

Around half (52 per cent) of respondents reported that it was easy for teachers in their school or for teachers returning to teaching to agree part-time working arrangements or flexible working patterns, while nearly a third (31 per cent) reported that this was not easy. There was very little difference between respondents in different phases, but a higher percentage of senior leaders (62 per cent) than classroom teachers (45 per cent) responded that they agreed with the statement.

Timetabling issues were cited by two-fifths (42 per cent) of respondents as the most significant factor preventing schools from offering part-time or flexible working arrangements. This issue was highlighted by a higher percentage of senior leaders (53 per cent) than classroom teachers (35 per cent).

A third of all respondents said that lack of support from senior managers and or governors was the most important factor preventing part time or flexible working. This view was held by 43 per cent of classroom teachers but only 19 per cent of senior leaders.

Less than a tenth (8 per cent) of all respondents cited a lack of policies on flexible working and job sharing as the most significant factor and only a very small

proportion referred to job advertisements that specify full-time only (6 per cent) or issues with childcare (3 per cent) as the most significant factor.

2.4 Performance-related pay

Since 2013, schools in England have experienced autonomy in determining the pay of senior leaders and classroom teachers. As a result, salaries are now determined on the basis of an annual performance review. Respondents were asked what had been the outcome of their last annual performance review in terms of pay progression.

Just under half (46 per cent) of all respondents said that the pay progression had been recommended and awarded as a result of their last annual performance review. However, the figures need to be taken with care given that a third (37 per cent) indicated they were not eligible for pay progression as they were already at the top of the pay scale. Only a small minority (8 per cent) of respondents said that their pay progression had been recommended but not awarded and fewer still (5 per cent) that they had not been recommended for pay progression.

2.5 Developing school-led improvement systems

Senior leaders were asked whether they aspired to work beyond their own school as a system leader or other role such as executive head, for example as a National Leader of Education (NLE) or Specialist Leader of Education (SLE). Of those who were not already working in such a role, more than a third (35 per cent) reported that they aspired to do so at some point in the future. Those who said that they did not aspire to these roles were asked to give their main reason for not doing so. The most commonly cited reason, mentioned by 35 per cent, was a desire to focus on their current school. A higher percentage of primary school senior leaders (27 per cent) than those in secondary schools (15 per cent) cited their current workload. The proportion referring to work-life balance as a disincentive was also higher among primary (26 per cent) than secondary (19 per cent) respondents were.

2.6 Becoming a teaching school

The government expects schools to play a central role in delivering both initial teacher training and on-going high quality professional development. Teaching schools are expected to have a key role in this vision and the government intends that their number will increase in 2015-20.

Of headteachers in schools that were not already teaching schools, nearly two-fifths (39 per cent) indicated that they would like their school to become a

teaching school within the next decade. A fifth (21 per cent) wanted this to happen within the next three years. A higher percentage of secondary headteachers (50 per cent) wanted their school to become a teaching school in the next decade than primary headteachers (34 per cent). Those who did not want to become teaching schools most commonly cited the need to focus on work at their school (34 per cent) and workload (26 per cent) as their main reason for not doing so.

2.7 Primary school curriculum

The primary national curriculum in England comprises the three core subjects of English, mathematics, and science, and foundation subjects (art and design, computing, design and technology, languages, geography, history, music, and physical education). All schools are required to teach religious education at all key stages and schools should make provision for personal, social, health and economic education (PSHE). Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

Primary classroom teachers responded that they spent most time teaching English and mathematics (a median of 300 minutes as specific lessons, each week). Most other subjects had a median score of 30 minutes per week except physical education (90 minutes), science (60 minutes) and computing (45 minutes). Languages had a lower median score than any other subject (20 minutes).

Respondents reported that English was taught as part of other subjects (median of 60 minutes per week) but much less time was devoted to mathematics as part of other subjects (a median of 20 minutes per week).

The median time reported by teachers to be devoted to each subject was lower in the reception year than for key stage 1 and key stage 2. English (median score of 180 minutes) and mathematics (median score of 150 minutes) were the subjects receiving most subject-specific attention in the reception year, followed by physical education (median of 60 minutes). Reception year teachers reported that they spent more time than key stage 1 and key stage 2 teachers on teaching subjects as part of other lessons. The median recorded for English (90 minutes per week) and mathematics (60 minutes per week) were the highest. The median time spent on non-core subjects taught as part of other lessons in the reception year was 30 minutes or less per subject.

Overall, reception teachers reported spending a median of 680 minutes per week teaching the subjects listed in the question, either in subject-specific lessons or as

part of other lessons. This is lower than the total for key stage 1 teachers (median 1020 minutes) and key stage 2 teachers (median 1050 minutes).¹

There was very little difference between key stage 1 and key stage 2 teachers in terms of the amount of time that they reported spending on teaching each subject per week. Around half (52 per cent) of primary school teachers reported spending five hours or more each week teaching specific lessons in English (a quarter reported doing so for six hours or more each week), while 47 per cent devoted five hours or more specifically to teaching mathematics.

2.8 Qualification reform

Since 2010, the government has been engaged in a process of reform of GCSEs in England in order to ensure they match with the highest performing education systems around the world and that they provide a firm basis upon which to measure individuals' attainment and compare school performance. Respondents were asked, on balance, how confident their school was to teach the second wave of new GCSEs from September. The majority (61 per cent) responded they were either 'confident' or 'very confident', while 14 per cent responded 'not very confident' or 'not at all confident'. Nearly a fifth (19 per cent) responded 'neither confident nor unconfident'².

2.9 Meeting the needs of the most able pupils

The government is seeking to promote a culture of high expectations for every child, based on demanding curricula and rigorous assessment arrangements. Nearly a fifth (18 per cent) of respondents said they were very confident and 59 per cent said they were 'fairly confident' in their school's ability to stretch the most academically able pupils. A higher proportion of senior leaders (22 per cent) than classroom teachers (15 per cent) said they were 'very confident'. There was very little difference between primary and secondary classroom teacher responses.

Nine in ten (90 per cent) respondents reported that they were 'confident' in their own ability to stretch their most academically able pupils. A higher percentage of senior leaders (42 per cent) responded they were very confident compared to classroom teachers (27 per cent). A lower proportion of primary school classroom teachers (21 per cent) responded that they were 'very confident' at stretching the most academically able pupils than those in secondary schools (32 per cent).

¹ Respondents were not asked about time spent teaching Religious Education. Blank responses were treated as an answer of zero minutes when calculating medians.

² One per cent responded "Don't know" and five per cent did not give a response

When asked how they identified their most able pupils, most schools said they used internal tests or assessments (72 per cent of respondents), closely followed by the use of previous end of key stage assessments (68 per cent). Fewer respondents indicated that they used other standardised tests (44 per cent). The percentage using IQ tests was negligible.

Practice differed in primary and secondary schools: previous key stage results were used by a higher percentage of secondary schools (78 per cent) than primary schools (58 per cent) and while nearly two-thirds of secondary school respondents said that they used standardised tests (62 per cent), far fewer (22 per cent) primary schools did so. Internal tests were cited by slightly more primary school respondents (75 per cent) than those from secondary schools (70 per cent).

A higher percentage of senior leaders used end of key stage assessments (73 per cent) than classroom teachers (64 per cent) while 80 per cent of senior leaders used internal assessments compared with 67 per cent of classroom teachers.

However, around two-thirds of respondents (67 per cent) said that they monitor and track performance and use target-setting and frequent assessment of progress of the most academically able pupils. More than half (52 per cent) said that they accelerate the level and difficulty of the curriculum based on ability, not age. Providing externally run enrichment activities was noted by 45 per cent of all respondents while 35 per cent reported that they provide school or multi-academy trust (MAT)/equivalent led enrichment activities.

There were differences between practice in primary and secondary schools. A higher proportion of secondary respondents (64 per cent) said that they provide externally run enrichment activities than primary respondents (23 per cent). Similarly, secondary respondents were more likely than primary respondents to report that they provide school- or MAT/equivalent-led enrichment activities (53 per cent vs. 16 per cent).

2.10 Encouraging the study of mathematics and science

The DfE have identified the need to ensure that young people are equipped with the skills they need in science and mathematics as a priority within education policy in England. Nearly two thirds of secondary senior leaders (63 per cent) provide information to pupils on the careers that Science, Technology, Engineering and Mathematics (STEM) subjects can lead to, and 62 per cent said that they provide opportunities to engage in STEM enrichment and enhancement activities.

A similar proportion (61 per cent) said that they work with local companies/ individuals to support learning/ careers advice and that they discuss the real world application of these subjects in mathematics and science lessons (59 per cent). Two-fifths (44 per cent) said that they provide opportunities to engage in STEM activities outside of lessons via STEM Clubs. Around a third use strategies to encourage underrepresented groups to progress in STEM (34 per cent) and embed careers information in mathematics and science lessons (31 per cent). Less than 10 per cent said that they train staff to avoid unconscious bias.

2.11 Careers education and preparation for the world of work

Improving young people's awareness of careers and the world of work is a key facet of transition from education to the world of work. A large majority (80 per cent) of respondents said that careers-related education was provided in the school through the PSHE syllabus and through themed days and events. One-to-one sessions and visits to employers were mentioned by almost three quarters of the senior leaders (72 per cent).

Nearly two-fifths of the senior leaders (38 per cent) said their school offers careers-related mentoring to all pupils while a slightly higher proportion (44 per cent) said that they offer careers-related mentoring to certain year groups only. A quarter (26 per cent) said that they offer careers-related mentoring to pupils most at risk of under-achieving or dropping out and 25 per cent said that they offer careers-related mentoring to pupils from the most disadvantaged backgrounds.

More than two-thirds (69 per cent) of respondents in schools that provided careers-related mentoring said that they used an external careers/mentoring organisation while more than half (53 per cent) said that they used other paid school staff. Teachers were mentioned by 43 per cent and volunteer business people/employers by 38 per cent. Only a small percentage (8 per cent) reported that they used community volunteers.

Two-fifths (42 per cent) of respondents said no pupils experienced a work placement lasting two weeks or more, 15 per cent said that up to a quarter of their pupils did so, while 17 per cent said that more than three quarters of their pupils did so.

A quarter of respondents said that none of their pupils accessed a work placement lasting less than two weeks' duration, 16 per cent said that no more than a quarter had such a placement, and 33 per cent said that more than three quarters of their pupils did so.

2.12 National Citizen Service

The National Citizen Service (NCS) provides opportunities for 15 - 17 year olds in England to develop skills and attitudes through voluntary work with charities, college consortia and Voluntary, Community, Social Enterprise (VCSE) and private sector partnerships.

Secondary senior leaders were asked whether they were offering access to the National Citizen Service through their school. Nearly half (46 per cent) were doing so, while a third (33 per cent) were not. A sizeable minority (17 per cent) responded 'don't know'.

2.13 Developing character and resilience

The term character and resilience refers to attitudes, traits and values that have been found to be associated with academic success, employability and making a positive contribution to British society. Nearly three quarters of senior leaders (72 per cent) said that they have a school ethos that identifies the character traits all pupils will develop. The percentage who reported their school has this ethos was higher among leaders in primary schools (77 per cent) than secondary schools (66 per cent). Half of the respondents to this question (52 per cent) said that they draw links to character development in their teaching of the curriculum. More than a third (38 per cent) of all senior leaders used extra-curricular activities aimed at developing specific character traits. Fewer respondents (30 per cent) reported that they provide opportunities for students to take part in youth social action / volunteering to help them develop character traits. Around a quarter (27 per cent) said that they work to develop employability skills. A higher percentage of secondary schools than primary schools reported that they provided each one of these opportunities.

When asked how they would use an on-line platform containing information about character education, a large majority (80 per cent) of leaders in both primary and secondary schools responded that they would use it to find resources to use in class if one was created. Nearly two-thirds (64 per cent) responded that they would use it to obtain tools to help measure the impact of what they are doing.

Although half of those responding to the question (52 per cent) said they would use it to access the evidence base about how to develop specific character traits, the percentage was higher among secondary schools (56 per cent) than primary schools (48 per cent). Half of all senior leaders also said they would use the platform to access the evidence base about which character traits have an impact on later life outcomes (49 per cent), and again the percentage of secondary school respondents who said they would do so (56 per cent) was higher than that in primary schools (43 per cent). Two fifths of senior leaders (42 per cent) said

they would use the platform to signpost to organisations and businesses that work with schools to provide character-developing activities. A higher percentage of secondary school leaders (50 per cent) than those in primary schools (34 per cent) said they would use the platform in this way.

Less than a third of all respondents said they would use it to contribute materials for other teachers to use (30 per cent) and to use it as a discussion forum (23 per cent).

2.14 Pupil premium

The pupil premium was introduced in 2011 as a means of raising the attainment of disadvantaged pupils.

A large majority (87 per cent) of all respondents 'agreed' or 'strongly agreed' with the statement that they were held accountable for the achievement of pupils eligible for the pupil premium and more than half (54 per cent) 'strongly agreed' with it. A higher percentage of senior leaders (95 per cent) than classroom teachers (81%) said they were held accountable for the achievement of this group of pupils.

2.15 Behaviour and attendance

The DfE recognises that good attendance and behaviour underpin work to raise standards in education and ensure that all pupils can fulfil their potential.

When asked to describe behaviour at their school, three quarters of the respondents (75 per cent) reported that it was 'good' or 'very good'. Most of the others (17 per cent) described it as 'acceptable'. A higher percentage of all respondents in primary schools (41 per cent) judged it was 'very good' than was the case in secondary schools (24 per cent). At the same time, the percentage of senior leaders who responded that behaviour was 'very good' (48 per cent) was higher than was the case with classroom teachers (21 per cent). Although this difference was evident among both primary and secondary school respondents, the difference was most pronounced among secondary school respondents.

The two factors identified most frequently by respondents as promoting positive behaviour were consistent application of behaviour rules by all teachers (69 per cent) and the need for parents to understand and reinforce behaviour expectations (59 per cent). Nearly a quarter (23 per cent) of classroom teachers referred to the need for support from senior leadership. Similarly, almost a third (31 per cent) of classroom teachers referred to the need for senior leaders to be more visible. The least commonly cited factor was training in behaviour management for all teachers, mentioned by 13 per cent of respondents.

Around half (49 per cent) of all respondents rated parental engagement with behavioural issues as being 'good' or 'very good'. However, more than a third (35 per cent) judged parental engagement 'acceptable'. The percentage who rated it as 'good' or 'very good' was higher in primary schools (52 per cent) than in secondary schools (43 per cent). Nearly three fifths (58 per cent) of senior leaders rated it as 'good' or 'very good' while the proportion of classroom teachers giving that rating was 41 per cent.

When asked to identify strategies to improve attendance most respondents (86 per cent) reported that they work with parents to improve their child's attendance, while a slightly smaller number (83 per cent) said they communicated with all parents about the value of good attendance, and around three quarters (77 per cent) rewarded pupils for good attendance. More than half (57 per cent) used penalty notices to sanction parents but this practice was more common in secondary schools (69 per cent) than primary schools (47 per cent).

2.16 Progress of pupils with special educational needs

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. The DfE emphasises that its overarching goals for pupils to achieve well and lead fulfilling lives apply for all children and young people irrespective of background or needs. For this vision to be realised, the education and children's services systems must work in ways that enable full and early identification of each child's specific needs and then respond in ways which ensure that the required support is put in place.

A large majority (87 per cent) of respondents agreed that they feel equipped to identify pupils who are making less than expected progress and who may have a SEN or a disability. The percentage who reported that they 'agreed' was higher among primary schools (94 per cent) than secondary schools (81 per cent). The percentage of classroom teachers saying they 'strongly agreed' was lower than among senior leaders, especially in secondary schools.

Nearly three quarters (73 per cent) of respondents agreed that they feel able to meet the needs of pupils on SEN Support. A higher percentage (79 per cent) of senior leaders than classroom teachers (67 per cent) responded that they 'agreed' with the statement.

More than half of respondents (55 per cent) reported that they 'agree' or 'strongly agree' with the statement that there is appropriate training in place for all teachers in supporting SEN support pupils. Two-thirds (65 per cent) of senior leaders responded 'agree' or 'strongly agree' compared with slightly less than half (48 per cent) of classroom teachers. This pattern was evident in both primary and secondary schools.

A large majority (90 per cent) responded 'agree' or 'strongly agree' that they know when to engage the special educational needs coordinator (SENCO) or access other forms of support in relation to SEN support pupils. This was higher in primary schools (94 per cent) than secondary schools (85 per cent). A higher percentage of senior leaders than classroom teachers reported 'strongly agree' with the statement and this was evident, to varying degrees, among both primary and secondary schools.

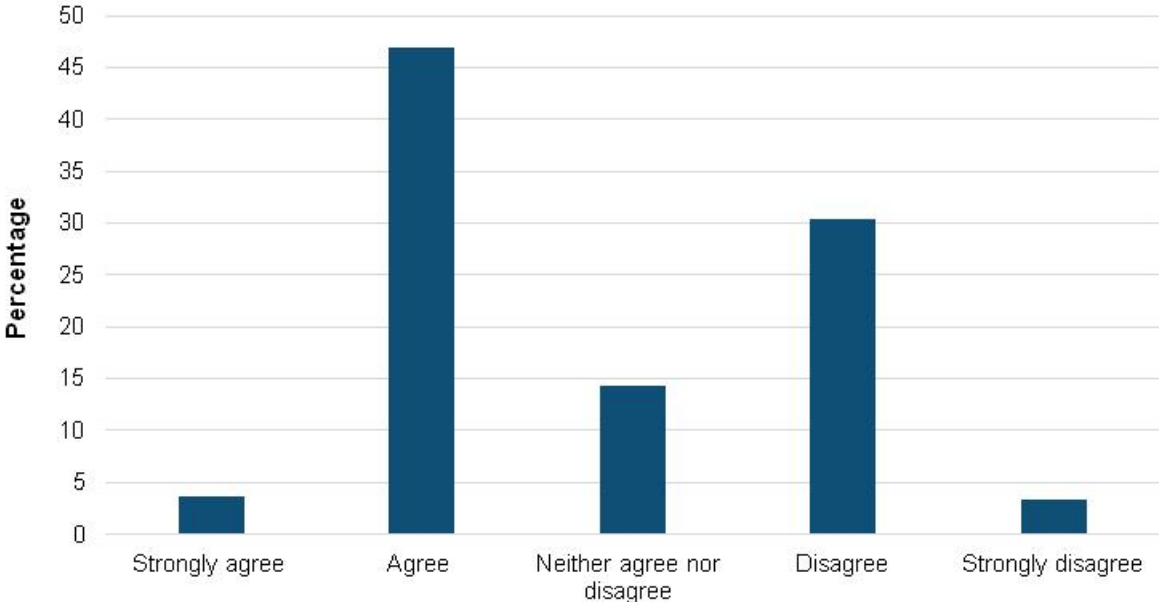
Around three quarters (73 per cent) of all respondents reported that they 'agree' or 'strongly agree' with the statement that they were 'confident that when support is put in place for SEN support pupils, it is based on evidence of what will work best to meet their needs, and enables them to make progress towards good outcomes'. Most of the others (16 per cent) responded 'neither agree nor disagree'. A higher percentage of all respondents in primary schools reported 'agree' or 'strongly agree' than was the case in secondary schools. At the same time, a higher percentage of senior leaders responded 'agree' or 'strongly agree' than classroom teachers. The percentage of senior leaders who reported 'strongly agree' was higher than that for classroom teachers.

3 Mental Health

Supporting and protecting vulnerable children is at the heart of the government’s approach to children’s social care and education policy and is an explicit feature of the Department for Education’s (DfE) [strategic priorities for 2015-20](#) (DfE, 2016). The DfE has committed to support schools ‘to promote good mental wellbeing in children, to provide a supportive environment for those experiencing problems, and to secure access to more specialist help for those who need it’ (DfE, 2016, p. 33). They note that around one in ten children may be suffering from some form of mental illness at any given time and that schools need to establish their own processes to support them as well as to form partnerships with other service providers to enable children and young people to access appropriate specialist support. Such structures will only be effective if practitioners understand their responsibilities, have the necessary knowledge to be able to initiate support, and know how and when to refer pupils to more specialist services.

Senior leaders and classroom teachers were asked a series of questions that examined their understanding of their own school’s capacity and awareness of the arrangements to enable pupils to access support.

Figure 1 Most staff are equipped to identify behaviour that may be linked to a mental health issue



Source: Senior leaders; Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

Senior leaders were asked whether they believed most staff at their school were equipped to identify behaviour that may be linked to a mental health issue. As shown in Figure 1, more than half (51 per cent) reported that they ‘strongly agree’

or 'agree' that most staff were equipped to identify such behaviour, and a third (33 per cent) 'disagree' or 'strongly disagree'.

Fourteen per cent of senior leaders neither agreed nor disagreed. The responses from senior leaders in primary schools and secondary schools were similar.

Nearly three-fifths of classroom teachers (57 per cent) agreed or strongly agreed that they feel equipped to identify behaviour that may be linked to a mental health issue. Nearly a quarter (23 per cent) disagreed or strongly disagreed and a fifth neither agreed nor disagreed. The responses from teachers in primary and secondary schools were similar.

More than half (55 per cent) of the senior leaders responded either 'agree' or 'strongly agree' to the statement that most staff knew how to help students with mental health issues to access support offered in school and less than a third (30 per cent) reported either 'disagree' or 'strongly disagree'. Nearly three-fifths of classroom teachers (59 per cent) reported 'agree' or 'strongly agree' that they knew how to help pupils with mental health issues access support offered by their school or college. A larger proportion of secondary classroom teachers (62 per cent) compared to primary classroom teachers (54 per cent) reported 'agree' or 'strongly agree'. Slightly less than a quarter of classroom teachers (22 per cent) responded either 'disagree' or 'strongly disagree'.

Senior leaders and classroom teachers alike were more likely to disagree than to agree that most staff in their school knew how to help students with mental health issues access specialist support outside of school. Around half of the senior leaders (51 per cent) reported either 'disagree' or 'strongly disagree', whilst around a quarter (27 per cent) agreed or strongly agreed. Similarly, 45 per cent of classroom teachers reported 'disagree' or 'strongly disagree' and around a third (32 per cent) responded 'agree' or 'strongly agree'.

Senior leaders in primary schools were more likely than those in secondary schools to agree that most staff knew how to help students access specialist mental health support outside of school. Nearly a third (31 per cent) of primary school senior leaders responded 'agree' or 'strongly agree', compared with less than a quarter (22 per cent) of secondary school senior leaders.

Respondents were asked whether most staff are equipped to teach children in their classes who have mental health needs. Nearly half (46 per cent) of the senior leaders responded either 'disagree' or 'strongly disagree' while nearly a third (29 per cent) 'agree' or 'strongly agree'. Around a quarter (24 per cent) responded 'neither agree nor disagree'. The percentage of primary senior leaders who responded 'agree' or 'strongly agree' (32 per cent) was higher than was the case among secondary senior leaders (25 per cent). When classroom teachers were asked whether they felt equipped to teach children in their class who have

mental health needs, a higher proportion (40 per cent) responded 'agree' or 'strongly agree' than 'disagree' or 'strongly disagree' (34 per cent). There was little difference in the responses from primary and secondary school respondents.

The survey then investigated whether respondents felt that staff had good access to a mental health professional if they need specialist advice on students' mental health. More than half (56 per cent) of senior leaders reported 'disagree' or 'strongly disagree' including nearly a fifth, (18 per cent) who replied 'strongly disagree'. Nearly a third (30 per cent) reported either 'agree' (26 per cent) or 'strongly agree' (four per cent).

A higher percentage of secondary senior leaders (34 per cent) than primary senior leaders (26 per cent) said either 'agree' or 'strongly agree'. Classroom teachers were divided on this question. Nearly two-fifths (38 per cent) responded 'agree' or 'strongly agree' about whether they have access to mental health professionals if they needed specialist advice on pupils' mental health while a similar proportion (39 per cent) reported 'disagree' or 'strongly disagree'. The responses of primary and secondary school respondents were similar.

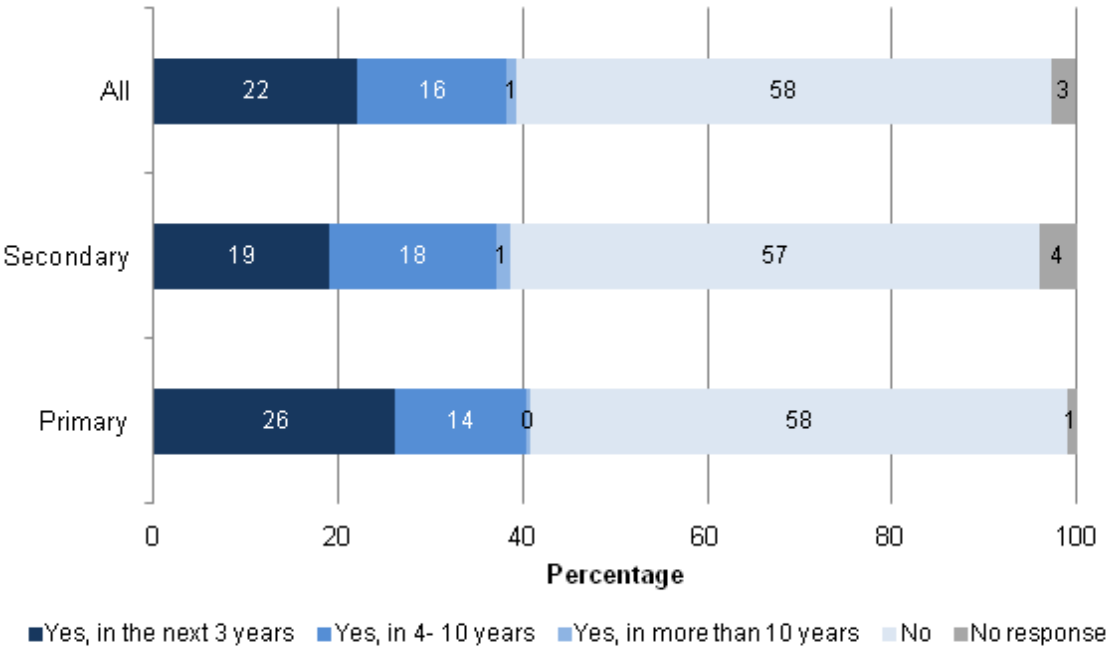
4 Aspiration to headship

[The Department for Education \(DfE\)'s Strategy for 2015-20](#) (DfE, 2016) highlights the importance of ensuring a 'strong, consistent supply' of school leaders across England, especially in schools which may have struggled to attract leaders in the past.

This ambition requires a pool of suitable applicants who aspire to becoming headteachers both in the short and medium term. Respondents to the Teacher Voice survey were asked whether they aspired to become a headteacher in the next three years, during the next decade, or at some point in the future.

Those who said they were not interested in pursuing this goal were asked to give their reasons by choosing one of nine specified options and given the option of adding a further open-ended response.

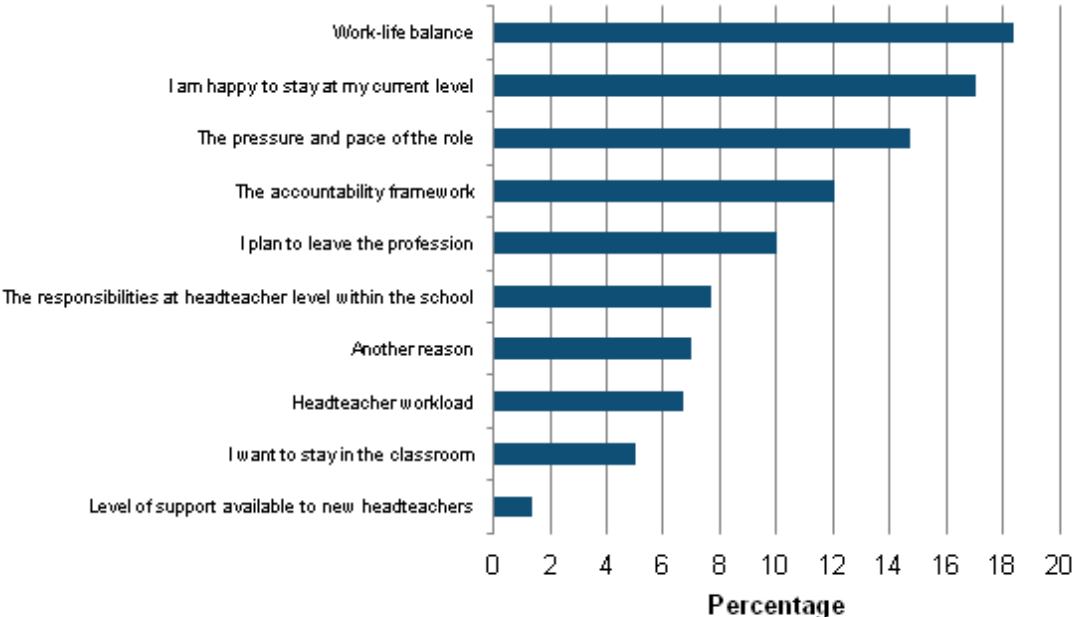
Figure 2.1 Do senior leaders aspire to be a headteacher?



Source: Deputy and assistant headteachers; Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

Overall, around two-fifths (39 per cent) of deputy and assistant heads indicated that they aspired to be a headteacher at some point in the future, with 22 per cent reporting that they aspire to do so within the next three years. Whilst the proportion aspiring to headship at some point in the future was approximately the same for primary senior leaders (40 per cent) as secondary (38 per cent), more deputy and assistant headteachers within the primary sector (26 per cent) were aiming for career progression within the next 3 years than those in the secondary sector (19 per cent).

Figure 2.2 Main reasons why senior leaders did not aspire to be a headteacher



Source: Deputy and assistant headteachers who do not aspire to be headteachers; Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

For those deputy and assistant head teachers who did not aspire to become head teachers, the question also asked for the main reason why not. The most common answer was work-life balance, mentioned by nearly a fifth (18 per cent) of respondents. A further 17 per cent of respondents indicated that they were happy to stay at their current level, whilst 15 per cent cited the pressure and pace of the role. At the other end of the scale, only 1 per cent said that the level of support available to new heads was the main reason why they did not want to become a headteacher.

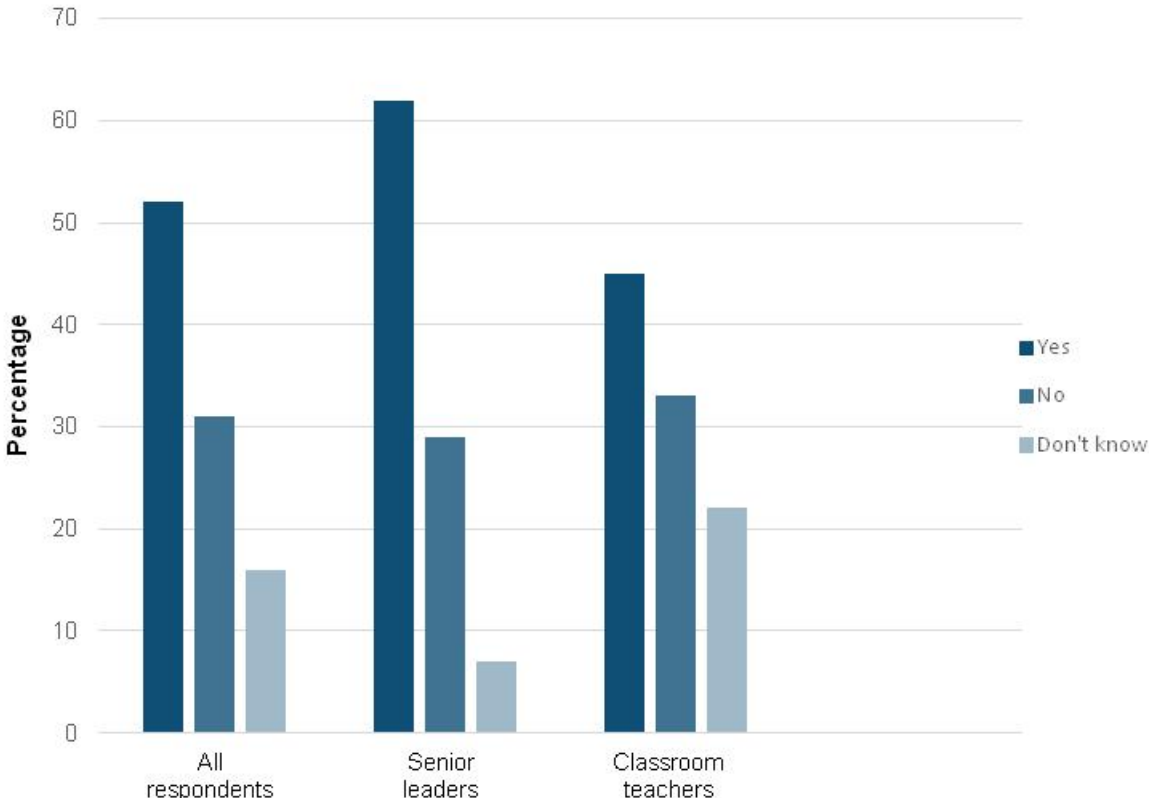
5 Flexible working practices in schools

The DfE recognises the need to attract a supply of talented people to teach in schools across England. They emphasise the importance of attracting high-quality entrants to the profession and of ensuring that they access relevant and high quality initial and on-going professional development throughout their career. The DfE strategy for 2015-20 commits the government to run effective recruitment campaigns and to offer incentives to attract the best applicants to the profession, especially in subjects and in geographical areas where recruitment problems have been experienced in the past.

The DfE has committed itself to a range of measures designed to broaden the pool of talent in the teaching profession. Specifically, it has highlighted the way that women are under-represented in senior posts and has launched a coaching pledge and supported school-led networks as a means of nurturing women’s career prospects within the profession. These reforms by the DfE are part of a broader range of measures to encourage schools to harness talent by enabling staff to work part-time or [flexible hours](#) and to introduce job-share arrangements.

The survey asked respondents about their awareness of part-time and flexible working arrangements in schools and the factors influencing schools’ decisions about them.

Figure 3 Is it easy for teachers in the school or for teachers returning to teaching to agree part-time or flexible working arrangements?



Source: Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

Around half (52 per cent) of respondents said that it was easy for teachers in their school or returning to teaching to agree part-time or flexible working arrangements, whilst just under a third (31 per cent) said that this was not easy. A higher percentage of senior leaders (62 per cent) than classroom teachers (45 per cent) responded that they agreed with the statement. This may be partly explained by a higher percentage of classroom teachers (22 per cent) than senior leaders (seven per cent) replying 'don't know' in response to this question. The percentage who reported that they agreed with the statement was higher among secondary school senior leaders (66 per cent) than primary school senior leaders (58 per cent).

Timetabling issues were identified as the most significant factor in schools offering part-time or flexible working arrangements by around two-fifths (42 per cent) of all respondents. This factor was cited by a higher percentage (53 per cent) of senior leaders than classroom teachers (35 per cent) were. At the same time, a higher percentage of respondents in secondary schools rated this as the most significant factor (54 per cent) than those in primary schools (30 per cent). It is noticeable that nearly four-fifths (79 per cent) of secondary school senior managers cited timetabling as the most significant factor. In contrast, just over a third (36 per cent) of primary senior leaders cited this as the main factor.

A third of all respondents (33 per cent) said that lack of support from senior managers and/or governors was the most important factor preventing the offer of part time or flexible working. This factor was cited by a higher proportion of classroom teachers (43 per cent) than senior leaders (19 per cent).

Less than a tenth (8 per cent) of all respondents cited a lack of policies on flexible working and job sharing as the most significant factor and a smaller proportion referred to job advertisements that specify full-time only (6 per cent) or issues with childcare (3 per cent).

6 Performance-related pay

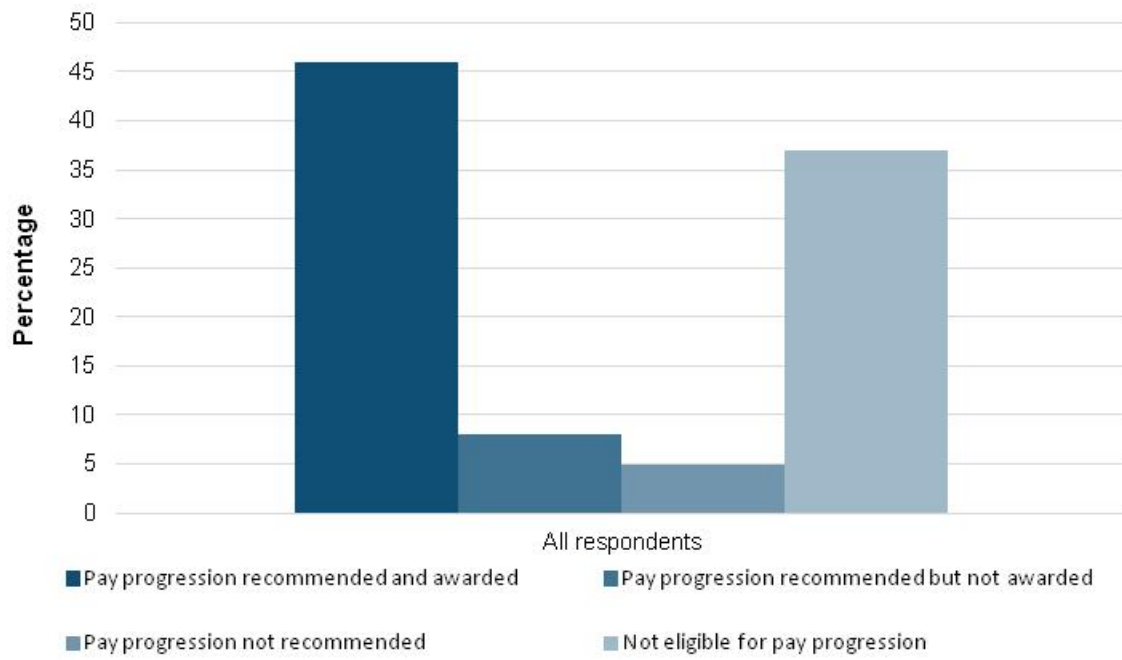
Since 2013, schools in England have had autonomy in determining the pay of senior leaders and classroom teachers. Reforms introduced in 2012-13 removed previous pay structures based on pay progression that took account of a teacher's length of service (annual increments). At the same time, the performance 'threshold' for progression from the main scale to upper scales was abolished.

Under the reformed system, each individual school decides at what level a teacher should be appointed, increasing the possibility of inducements for specialist teachers or those teaching subjects where there is a shortage of teachers. Schools also decide whether a teacher is to progress to a higher pay level.

These changes have been accompanied by broader reforms to the way the pay of school leaders is set, which give schools more freedom about how to reward excellent and sector-leading practice. The first performance-related progression pay increases came into force in September 2014. Consequently, governing bodies are required to create their own pay policies and to consider recommendations made by senior leaders about the pay of individual members of staff, based on robust evidence. While each school is required to develop its own tailored approach, the DfE has produced non-statutory guidance to assist them as they implement these new arrangements and formulate their own pay policies. The [guidance](#) states that schools' approaches must be based on clear and objective criteria that comply with the requirements of the Equality Act, 2010 by avoiding any discrimination and must be linked to appraisal and performance management systems.

Respondents were asked what had been the outcome of their last annual performance review in terms of pay progression. The results are presented in Figure 4 below. Just under half (46 per cent) of all respondents said that the pay progression had been recommended and awarded as a result of their last annual performance review. However, it should be noted that over a third (37 per cent) of respondents indicated they were not eligible for pay progression as they were already at the top of the pay scale. Figure 4 shows that a small minority (3 per cent) of respondents said that their pay progression had been recommended but not awarded and fewer (five per cent) said they had not been recommended for pay progression.

Figure 4 What was the outcome of your last annual performance review in terms of pay?



Source: Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

7 Developing school-led improvement systems

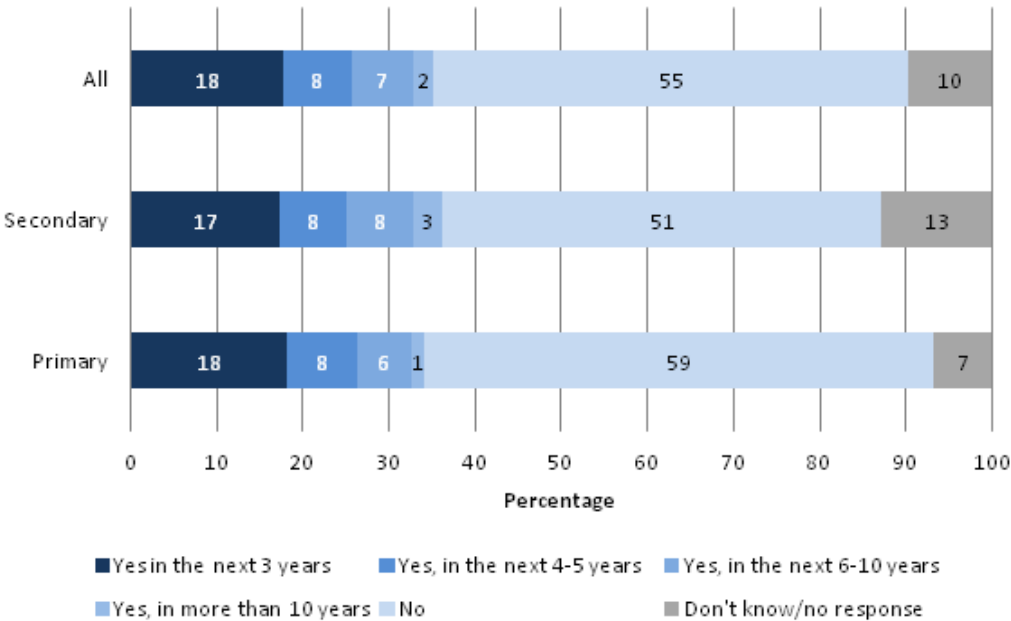
Developing a school-led education system is at the heart of the government’s reforms that are designed to put school leaders and practitioners at the forefront of raising standards and improving quality. As part of the changes, the government encourages practitioners from different schools to work together through a range of partnerships and other forms of collaboration.

National Leaders of Education (NLEs) are senior leaders within the education system who have the skills to support schools in challenging circumstances especially those in localities identified as target areas. When a headteacher (or equivalent) is designated as an NLE, their school also becomes a National Support School, as it is expected that other staff in the school will be called upon to contribute to the work of supporting other schools, not only the headteacher.

Specialist Leaders of Education (SLEs) are senior or middle leaders who are recruited, designated, brokered and deployed by teaching schools (not necessarily the schools where they are employed) to support the development of effective practice by working with senior and middle leaders in other schools. The focus of the role is to develop capacity and capability among school leaders in order to enable them to lead teams and improve practice.

Senior leaders were asked whether they aspired to work beyond their own school as a system leader or other role such as executive head. The results are presented in Figure 5 below.

Figure 5.1 Do you aspire to work beyond your own school as a system leader (NLE/SLE) or other role such as executive head?



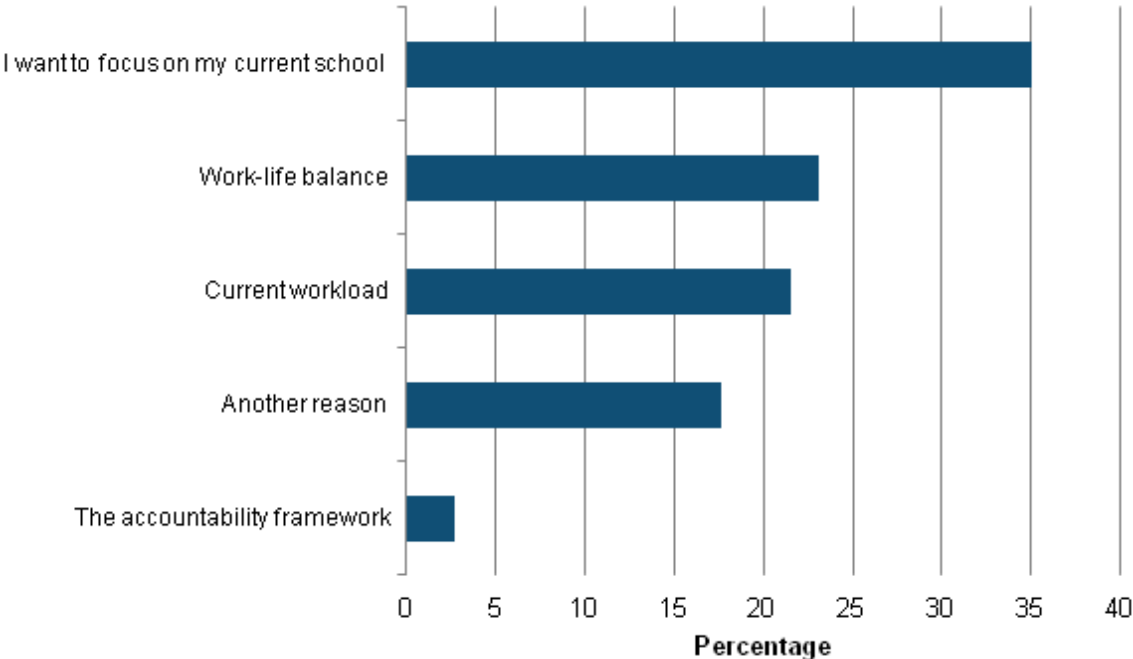
Source: Senior leaders who are not already system leaders; Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

More than a third (35 per cent) of respondents indicated that they aspired to work beyond their own school as a system leader or other role such as executive head. More aspired to undertake these roles in the next three years (18 per cent) than in the next four to five years (eight per cent), six to ten years (seven per cent) or in more than ten years (two per cent). There was little difference in the responses of primary and secondary senior leaders.

As shown in figure 5.2, the most common reason for not seeking these roles, cited by 35 per cent of 'no' respondents, was a desire to focus on their current school. Work-life balance and current workload were the two other main reasons. A higher percentage of primary school senior leaders (27 per cent) than those in secondary schools (15 per cent) gave their current workload as the reason for not doing so. The percentage referring to work-life balance was also higher among primary school leaders (26 per cent) than senior leaders in secondary schools (19 per cent).

Around one in ten (11 per cent) of respondents were already system leaders; a similar proportion of primary and secondary senior leaders gave this response.

Figure 5.2 Main reasons why senior leaders did not aspire to work beyond their own school as a system leader (NLE/SLE) or other role such as executive head



Source: Senior leaders who are not system leaders and do not aspire to become system leaders; Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

8 Becoming a teaching school

As part of its vision of a school-led education system, the government expects schools to play a central role in delivering both initial teacher training and on-going high quality professional development, which applies best practice in this area as outlined in the recently published [Standard for teachers' professional development](#). It envisages a system where excellent classroom practitioners, supported by senior leaders with a proven track record of success, lead the work of training the next generation of teachers.

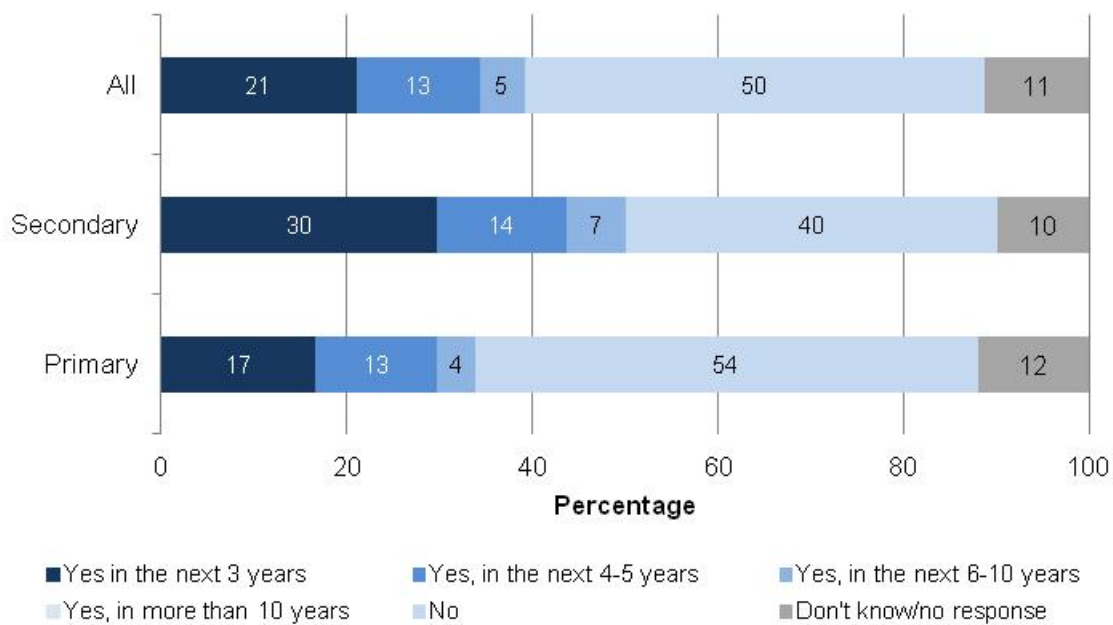
Teaching schools are a central part of the government's plans for driving up standards. They are acknowledged to be demonstrating sector-leading practice with the capacity to work with other schools to deliver school-to-school support and high-quality initial and on-going teacher education. Teaching schools must have been judged as outstanding by Ofsted, have excellent leadership teams with a proven track record of raising standards, and be able to demonstrate that they have worked effectively in partnership with other schools.

Teaching schools are expected to be the lead school in teaching school alliances in order to lead practice, share resources, develop leadership, and undertake other work to support school improvement.

Senior leaders were asked about their attitudes towards their school becoming a teaching school and to give reasons why they might not wish to take on that role. The results from headteachers in schools that were not already teaching schools are presented in Figure 6.1 below³.

³ One in ten respondents said that their school was already a teaching school.

Figure 6.1 Do you want your school to become a teaching school?⁴



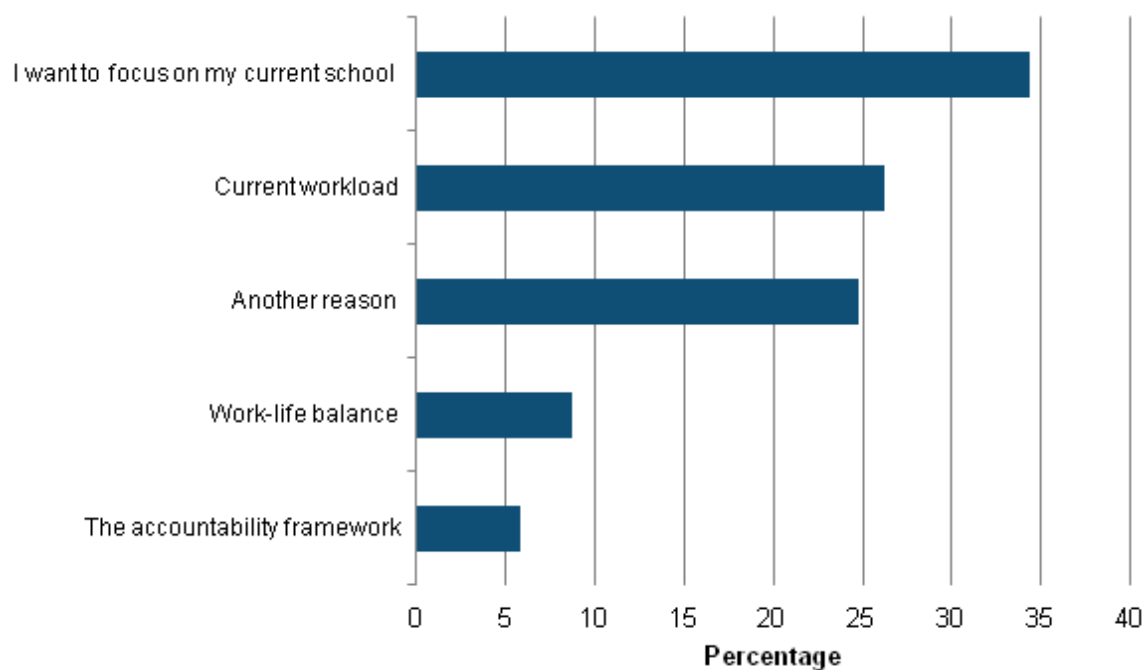
Source: Headteachers in schools that are not already teaching schools; Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

Nearly two-fifths (39 per cent) of respondents indicated that they would like their school to become a teaching school within the next decade, with around a fifth (21 per cent) wanting this to happen within the next three years. A higher percentage of secondary headteachers (51 per cent) wanted their school to become a teaching school in the next decade than primary headteachers (34 per cent). While nearly a third (30 per cent) of headteachers in secondary schools wanted this to happen in the next three years, the comparable figure for primary headteachers was 17 per cent.

As shown in Figure 6.2 below, those who did not want to become teaching schools cited the need to focus on work at their school (34 per cent) and workload (26 per cent) as their reason for not doing so.

⁴ No respondents answered 'Yes, in more than 10 years'. Data label is not displayed on the graph for this answer option.

Figure 6.2 Main reasons why headteachers did not want their school to become a teaching school



Source: Headteachers in schools that were not already teaching schools who did not want their school to become a teaching school; Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

9 Primary school curriculum

The primary national curriculum in England comprises the three core subjects of English, mathematics, and science, and foundation subjects (art and design, computing, design and technology, languages, geography, history, music, and physical education). All maintained schools must deliver the national curriculum; academies are not required to do so. All schools are required to teach religious education at all key stages and schools should also make provision for personal, social, health and economic education (PSHE). Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

Primary school classroom teachers were asked about the time they spent teaching different subjects. The results are presented in Figure 7 below.

Figure 7 Approximately how many minutes of teaching time do you spend in the average week on the following curriculum subjects?⁵

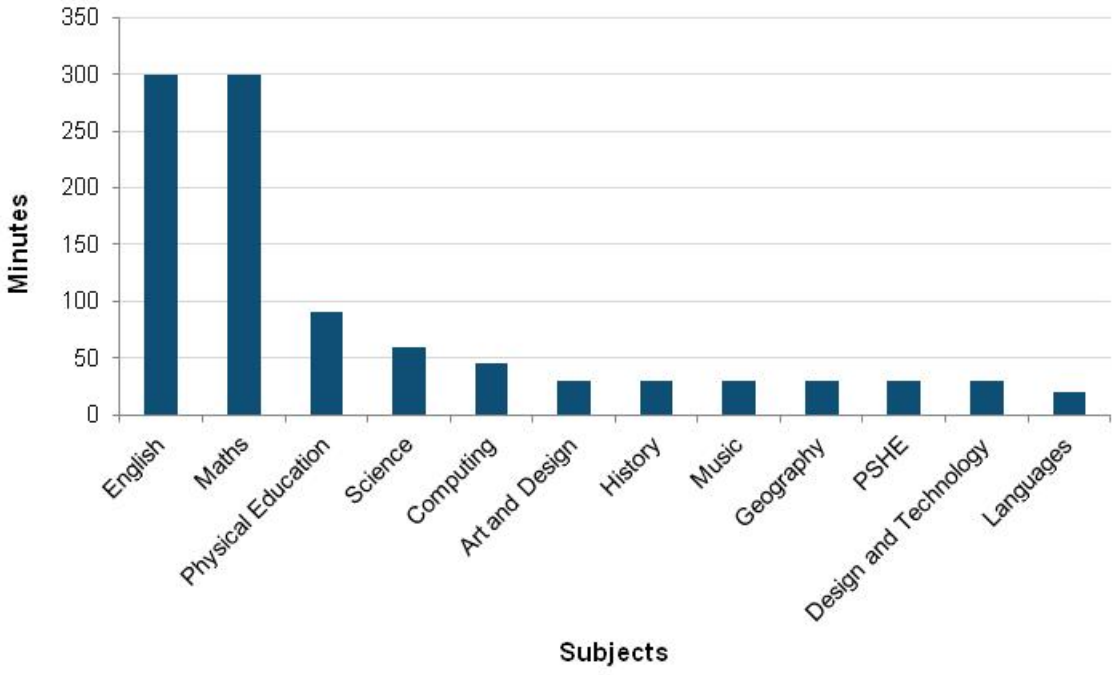


Chart displays median responses⁶. Source: Primary classroom teachers; Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

Primary classroom teachers identified which year groups they taught and how much time they spent teaching different curriculum areas or subjects^{7,8}. They

⁵ Respondents were not asked about time spent teaching Religious Education.
⁶ Medians are reported rather than means so as to reduce the distorting effect of very low and very high responses, and thus provide a more accurate representation of the time spent teaching each subject by the 'average' teacher
⁷ Of the sample, 17 per cent taught Reception, 10 per cent Year 1, 12 per cent Year 2, 13 per cent Year 3, 15 per cent Year 4, 13 per cent Year 5, and 17 per cent Year 6.

spent most time teaching English and mathematics (a median of 300 minutes as subject-specific lessons, each week). Most other subjects had a median score of 30 minutes per week. Three subjects had higher median scores: physical education (90 minutes per week), science (60 minutes per week) and computing (45 minutes per week). Languages had a lower median score than any other subject (20 minutes).

Respondents reported that English was taught as part of other subjects (median of 60 minutes per week) but much less time was devoted to mathematics as part of other subjects (a median of 20 minutes per week). Physical education (PE) and personal, social, and health education (PSHE) also had higher median scores than other subjects when teachers were asked how much time they devoted to those subjects as part of other lessons.

The median time reported by teachers to be devoted to each subject was much lower in the reception year than for key stage 1 and key stage 2. English (median score of 180 minutes) and mathematics (median score of 150 minutes) were the subjects receiving most attention in the reception year, followed by PE (median of 60 minutes). The median time spent on lessons in other subjects in the reception year was less than 30 minutes.

In total, reception teachers reported spending a median of 680 minutes per week teaching the subjects listed in the question, including time spent on subject-specific lessons and on teaching subjects as part of other lessons. This compares with a median of 1020 minutes for key stage 1 teachers and 1050 minutes for key stage 2 teachers.

There was very little difference between key stage 1 and key stage 2 teachers in terms of the amount of time spent on lessons in each subject. English and mathematics had a median score of 300 minutes per week. PE had a median score of 100 minutes per week, while most other subjects had a median score 30 minutes per week.

Reception year teachers reported that they spent much more time teaching subjects as part of other lessons. The median recorded for English (median of 90 minutes per week) and mathematics (median of 60 minutes per week) were the highest. Most other subjects were taught for 15-30 minutes as part of other subjects. There was little difference between the time spent teaching any subject as part of other lessons in key stage 1 and key stage 2 other than English (median score of 95 minutes in key stage 1 and 60 minutes in key stage 2).

⁸ Note that outlying responses greater than 0 and less than 10 have been set to 'no response', as have responses greater than the number of teaching minutes actually available in a primary school week. Zero was retained as a valid answer, corresponding to teachers who do not teach a particular subject in an average week, and to avoid positively skewing median teaching time. Data are at teacher, not school, level. Thus if x% said they spent 0 minutes teaching English per week, this means that x% of teachers do not teach English in an average week – not that x% of schools do not do so.

Around half (52 per cent) of primary school teachers reported spending five hours or more each week teaching specific lessons in English (a quarter reported doing so for six hours or more each week), while 47 per cent devoted five hours or more specifically to teaching mathematics. Around a third of primary school teachers (30 per cent) responded that they taught PE as a specific subject for more than two hours each week. Half (50 per cent) indicated that they spent 60 minutes or more teaching specific lessons in science, while almost a quarter (23 per cent) indicated they did so for 90 minutes or more each week.

Spending more than half an hour per week teaching each of the other subjects was less common. Just under a third (32 per cent) reported spending more than 30 minutes per week teaching art and design, a quarter (25 per cent) music, 23 per cent history, 22 per cent geography, 19 per cent design and technology and 16 per cent languages.

10 Qualification reform

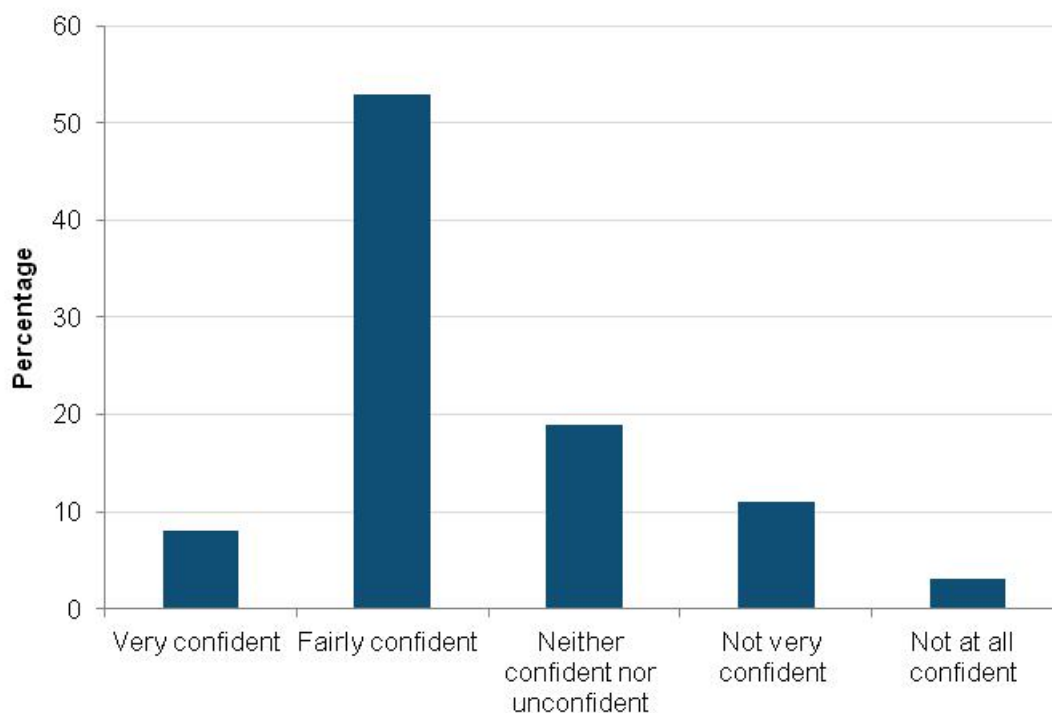
Since 2010, the government has been engaged in a process of reform of GCSEs in England in order to ensure they match with the highest performing education systems around the world and that they provide a firm basis upon which to measure and compare school performance. As part of these reforms, entry to and achievement of the English Baccalaureate (EBacc) was introduced as a measure in performance tables in 2010. Pupils achieve the EBacc if they attain grades A*-C or grades 9-5 in the reformed grading structure in the core academic subjects of English, mathematics, history or geography, two sciences, and a language. These changes form part of a broader agenda to develop a 'rigorous, knowledge-rich, academic curriculum [that] benefits everyone' ([DfE, 2016, p.24](#)). The changes initiated by the government have included:

- the introduction of a new grading scale from 9-1 for GCSE
- the use of formal examinations as the method of assessment through a presumption that an alternative will only be used if an examination is not possible
- minimal use of 'tiered' papers so that the majority of pupils sit the same paper
- examinations available only in the summer examination series

The content of the GCSEs is also changing as part of these reforms with the aim of making them more demanding. New qualifications in English language, English literature and mathematics were introduced from September 2015, with the first examinations in these subjects in summer 2017; and from September 2016 schools will be working to revised syllabuses in a further 20 subjects.

Secondary school senior leaders were asked, on balance, how confident their school was to teach the second wave of new GCSEs from September. The results are presented in Figure 8 below.

Figure 3 On balance, how confident is your school to teach the second wave of new GCSEs?



Source: Secondary senior leaders; Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

As shown in Figure 8, the majority (61 per cent) of respondents indicated that their school was either 'confident' or 'very confident' to teach the second wave of new GCSEs. While 14 per cent responded 'not very confident' or 'not confident at all', 19 per cent said their school was 'neither confident not unconfident'⁹.

⁹ One per cent responded "don't know" and five per cent did not give a response

11 Meeting the needs of the most able pupils

The government is seeking to promote a culture of high expectations for every child, based on demanding curricula and rigorous assessment arrangements. Ensuring that the most able pupils are stretched and challenged by the education system is a theme that underpins this approach.

In responding to the needs of this group of pupils, schools are encouraged to ensure that staff are able to respond to their needs. Each school is responsible for developing its own strategy, which may include:

- nurturing the skills of the most able pupils as effective pupils
- providing access to stretching learning experiences in class, out of class and out of school
- involving parents fully in target setting and reviewing progress.

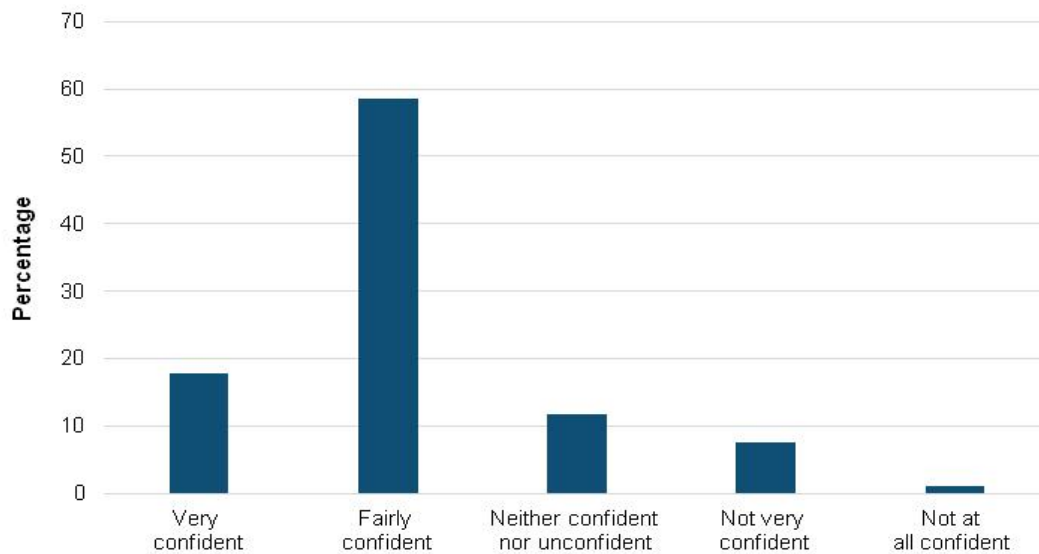
These approaches require schools to be able to identify the most able pupils in school, to meet their needs and to have robust processes to evaluate the activities and the extent to which they meet their needs.

The survey asked senior leaders and classroom teachers how confident they felt in their school's ability to stretch their most academically able pupils, how they identified them, and what activities they used to meet their needs.

Figure 9 shows that the majority of respondents were confident in their school's ability to stretch the most academically able pupils. Nearly a fifth (18 per cent) said they were 'very confident' and nearly three-fifths (59 per cent) said they were 'fairly confident'. Fewer classroom teachers said that they were 'very confident' (15 per cent) compared with 22 per cent of senior leaders. Primary and secondary classroom teacher responses were similar.

A majority of respondents (90 per cent) indicated that they were confident in their own ability to stretch the most academically able pupils in their school. Around a third (34 per cent) said that they were 'very confident' and over half (56 per cent) said they were 'fairly confident'. A higher percentage of senior leaders (42 per cent) responded that they were 'very confident' compared to classroom teachers (27 per cent). A lower proportion of primary school classroom teachers (21 per cent) said they were 'very confident' at stretching the most academically able pupils than those in secondary schools (32 per cent).

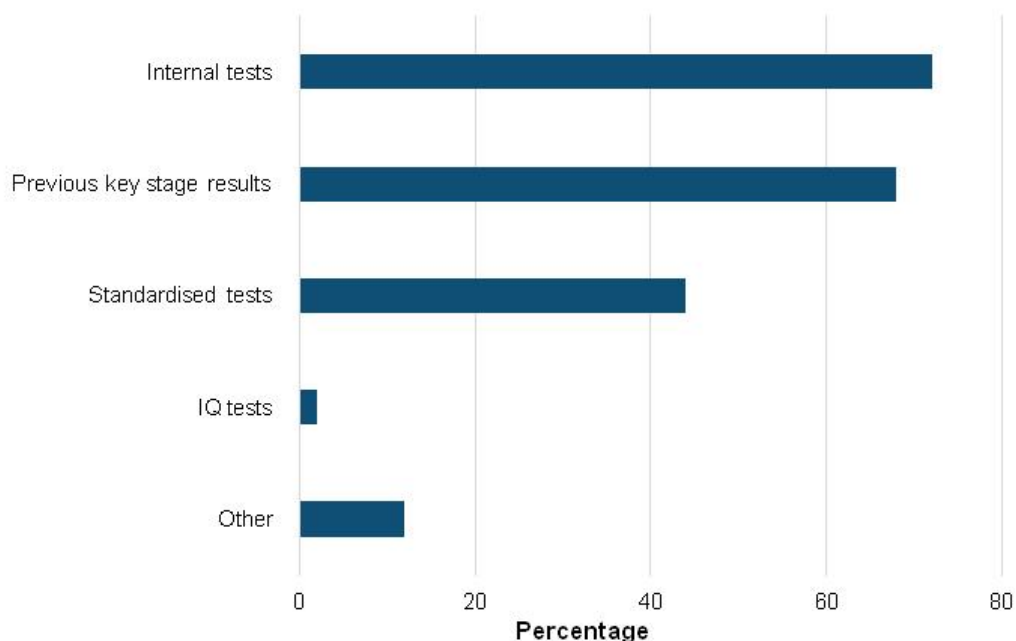
Figure 9 On balance, how confident do you feel in your own ability to stretch your most academically gifted pupils?



Source: Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

Figure 10 shows that internal tests or assessments were the most common means used by schools to identify their most able pupils and were reported by 72 per cent of all respondents, closely followed by the use of previous end of key stage assessments (68 per cent). Fewer respondents (44 per cent) indicated that they used other standardised tests. A small minority (two per cent) said they used IQ tests. Respondents' open-ended comments suggested that teacher professional judgement was the most common other method used to identify the most-able pupils, identified by 175 respondents.

Figure 10 What approaches if any, does your institution take to identify your most academically gifted pupils?



Source: Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

The percentage of secondary school respondents who said that they used standardised tests (62 per cent) was much higher than the percentage of primary school respondents who said that they did so (22 per cent). Likewise, previous key stage results were used by a higher percentage of secondary schools (78 per cent) than primary schools (58 per cent). Internal tests were cited by slightly more primary school respondents (75 per cent) than those from secondary schools (70 per cent). More primary school respondents also referred to using 'other' methods than was the case among secondary school respondents.

A higher percentage of senior leaders used most types of assessment method than was the case among classroom teachers. In particular, nearly three quarters (73 per cent) of senior leaders used end of key stage assessments compared with 64 per cent of classroom teachers while 80 per cent used internal assessments compared with 67 per cent of classroom teachers.

Respondents were also asked to identify which approaches their institution took to respond to the needs of able pupils. The largest group of all respondents (67 per cent) said that they monitor and track performance and use target-setting and frequent assessment of progress of the most academically able pupils.

More than half (52 per cent) said that they accelerate the level and difficulty of the curriculum based on ability, not age. Providing externally run enrichment activities was noted by 45 per cent of all respondents while 35 per cent responded that they provide school or MAT/equivalent-led enrichment activities.

There were clear differences between practice in primary and secondary schools:

- 64 per cent of respondents from secondary schools said that they provide externally run enrichment activities compared with 23 per cent in primary schools
- 53 per cent of secondary schools used school or MAT/equivalent led enrichment activities but only 16 per cent of those in primary schools did so
- 34 per cent of secondary school respondents replied that they provide mentoring while seven per cent of primary school respondents did so
- 34 per cent of primary school respondents reported that they provide personalised learning which was higher than the equivalent figure for secondary schools (22 per cent)
- 26 per cent of secondary school respondents said that they assign responsibilities while 11 per cent of those in primary schools did so.

A higher percentage of senior leaders said that their schools delivered each of the highlighted activities. There were differences in the responses to individual questions made by senior leaders and classroom teachers in primary and secondary schools but there was no discernible pattern to this difference.

12 Encouraging the study of mathematics and science

The need to ensure that young people are equipped with the skills they need in science and mathematics is a priority in education policy in England. The need for skills that are promoted by the study of mathematics and science are continually highlighted by employers and the subjects are perceived as being essential for the country's future economic success.

The government and other interested parties have also invested in programmes and support structures designed to promote interest and raise the quality of teaching in mathematics and science subjects. The DfE supports work through measures such as:

- fostering closer links between industry and education providers
- encouraging specialist scientific bodies to develop links with schools
- providing incentives designed to attract high-quality teachers to teach mathematics and science subjects
- revising the school curriculum and the syllabus used for individual subjects
- promoting awareness of the opportunities for rewarding careers that require mathematics and science qualifications through careers advice and guidance.

These initiatives are being implemented in the context of the DfE's commitment to increase the rigour in science, technology, engineering and mathematics (STEM) subjects both pre- and post-16.

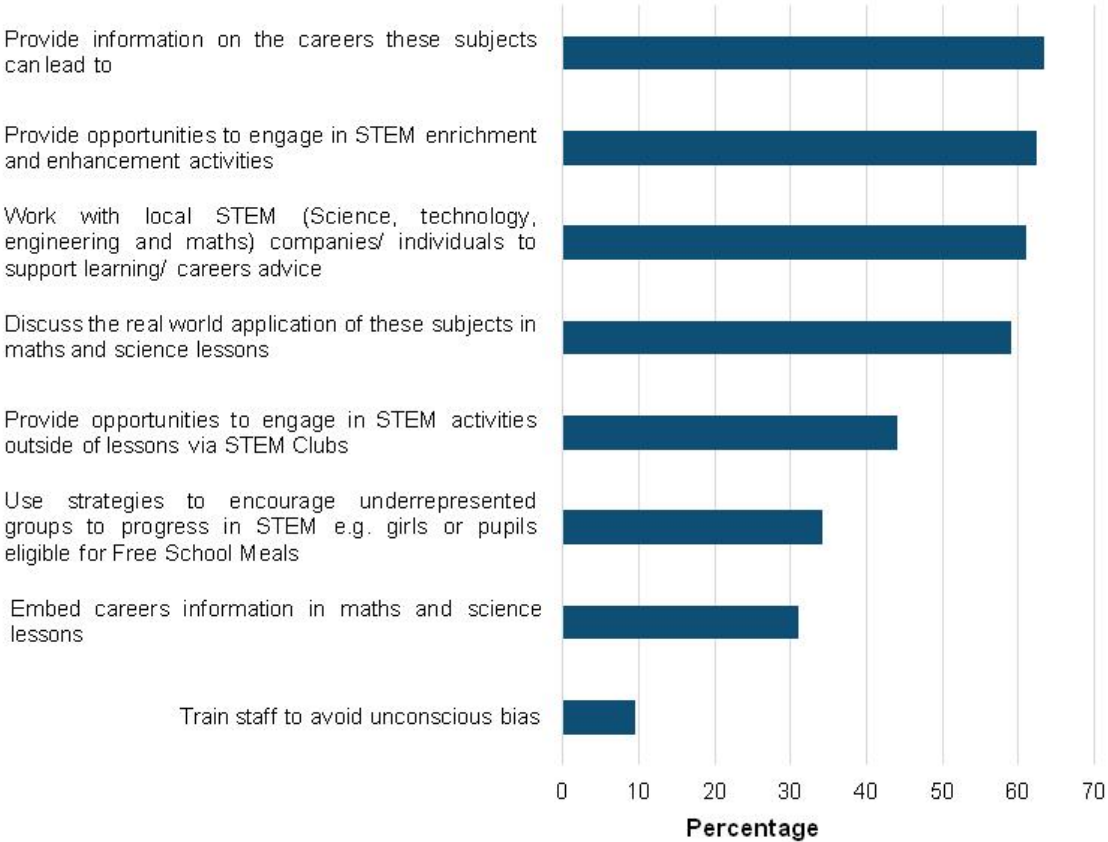
One major focus is the need to nurture awareness of the career trajectory of those who are qualified in mathematics and science subjects as a means of raising ambition and understanding of the potential rewards and how the study of these subjects relates to the wider world.

In order to understand current practice in schools, senior leaders and classroom teachers were asked how they currently relate their work in mathematics and science to what is happening in the wider world, for example individuals and companies in their local area which require a workforce with mathematical and scientific skills.

Figure 11 shows that nearly two thirds of respondents (63 per cent) provide information on the careers these subjects can lead to and a similar figure (62 per cent) said that they provide opportunities to engage in STEM enrichment and enhancement activities. A similar percentage (61 per cent) said that they work

with local STEM companies/ individuals to support learning/ careers advice, and that they discuss the real world application of these subjects in mathematics and science lessons (59 per cent). Nearly two-fifths (44 per cent) said that they provide opportunities to engage in STEM activities outside of lessons via STEM Clubs. Around a third (34 per cent) use strategies to encourage underrepresented groups to progress in STEM and a similar figure (31 per cent) embed careers information in mathematics and science lessons. Less than one in ten (nine per cent) said that they train staff to avoid unconscious bias.

Figure 11 Does your school take any of the following steps to encourage the study of mathematics and science beyond the age of 16?



Source: Secondary senior leaders; Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

13 Careers education and preparation for the world of work

Improving young people's awareness of education and training options, careers and the world of work is a key facet of transition from education to the workplace. It features prominently in the DfE's strategy for 2015-20 and is a central tenet of its commitment to build character, resilience and respect. The strategy emphasises the need to improve access to high quality careers provision and to encourage greater employer engagement with schools.

Careers education and guidance is delivered through a range of programmes and initiatives, with a key role given to The Careers & Enterprise Company, which has the remit to facilitate employers working with young people aged 12-18 to nurture their understanding of the qualifications and personal attributes they will need to succeed as adults and the opportunities available to them. In undertaking its work, The Careers & Enterprise Company bases its approach on the principles that what it does must be relevant to the young people's needs, practical, with opportunities to learn by doing from an early age. In doing so, it encourages young people to think in the long term not just about their next steps.

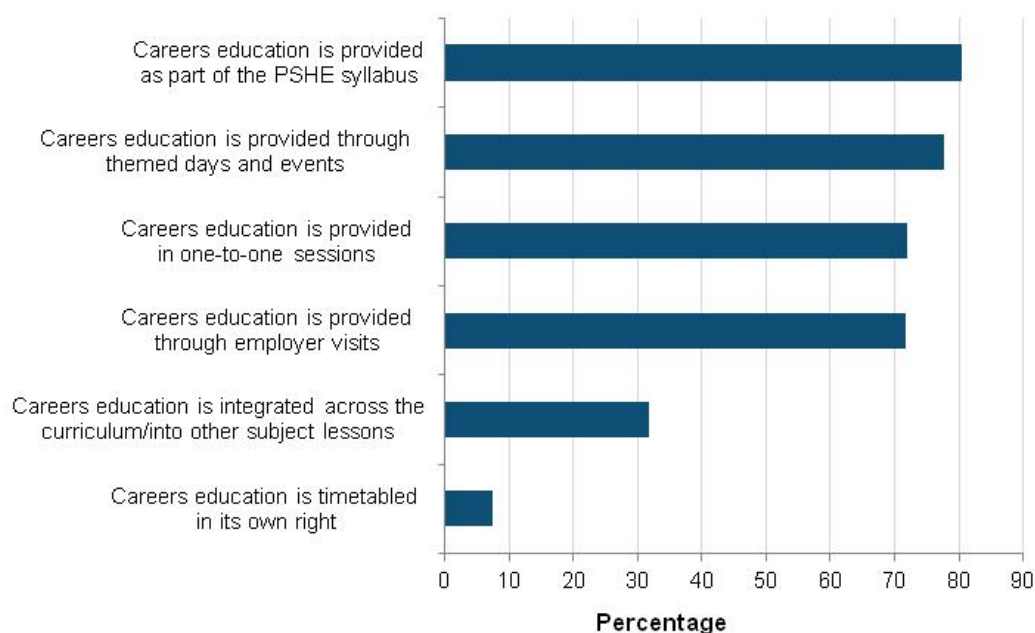
Providing opportunities for young people to meet with employers is an essential part of effective career advice and guidance structures. Schools engage employers in activities delivered in school and work with them to provide pupils with direct experience of what is happening in the workplace. This includes engaging employers to deliver mentoring, enterprise advice and to work with specific groups of young people including those most at risk of not being in education, employment or training (NEET) after leaving school.

The Careers & Enterprise Company has been tasked with scaling up the number of mentors from the world of work so that by 2020, 25,000 young people per year are benefiting from high quality, meaningful careers-related mentoring. The aim of this policy is to provide inspirational and informative career-focused mentoring including one-to-one and group sessions that give young people tailored support and opportunity to engage with a range of people from the world of work.

Respondents were asked which year groups were offered careers-related mentoring, who was involved in its delivery, and what proportion of their pupils accessed work.

13.1 Provision of careers education and guidance

Figure 12 In which of the following ways is careers education provided in your school?



Source: Secondary senior leaders; Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

Secondary senior leaders were asked about the ways in which careers education was provided in their school, and selected as many responses as applicable from a list of options. Figure 12 shows that a majority (80 per cent) said that it was provided through the PSHE syllabus. A similar proportion (78 per cent) said that careers education was provided through themed days and events. One-to-one sessions and visits to employers were mentioned by almost three-quarters (72 per cent) of senior leaders.

13.2 Careers related mentoring

Nearly two-fifths of the senior leaders (38 per cent) reported that they offered careers-related mentoring to all pupils while a slightly higher proportion (44 per cent) said that they offered careers-related mentoring to certain year groups only. A quarter (26 per cent) said that they offered careers-related mentoring to pupils most at risk of under-achieving or dropping out and 25 per cent said that they offered careers-related mentoring to pupils from the most disadvantaged backgrounds.

Senior leaders in secondary schools that provided careers-related mentoring were asked who was responsible for its delivery by choosing from a range of options. More than two-thirds (69 per cent) said that they used an external careers/mentoring organisation while more than half (53 per cent) said that they

used other paid school staff. Teachers were mentioned by 43 per cent and volunteer business people/employers by 38 per cent.

13.3 Work experience

Secondary senior leaders were asked what proportion of their pupils had undertaken a work placement lasting two weeks or more:

- 15 per cent said that up to a quarter of their pupils did so
- 17 per cent said that more than three quarters of their pupils did so
- 42 per cent said no pupils experienced a work placement of two weeks' length

Respondents were then asked what proportion of their pupils experienced a work placement of less than two weeks' duration:

- 26 per cent said that none of their pupils accessed such opportunities
- 16 per cent said that no more than a quarter had such a placement
- 33 per cent said that more than three quarters of their pupils did so

Those who had provided work placements of more than two weeks in length also tended to have provided shorter placements: of those who said that pupils in their school had completed a placement of longer than two weeks, 59 per cent also reported that at least some pupils had completed a placement of less than two weeks' duration. Only 18 per cent reported that no pupils had undertaken a work placement lasting fewer than two weeks, whilst 23 per cent did not respond.

Of those who reported that pupils in their school had undertaken a work placement lasting fewer than two weeks, 38 per cent reported that pupils had also undertaken placements lasting more than two weeks, whilst 39 per cent reported that they had not. Twenty-three per cent did not respond.

Just under one fifth (19 per cent) of all respondents reported that none of their pupils had undertaken a work placement of any length.

Another question asked what proportion of pupils undertook some other form of work experience. There was a low response to this question. However, nearly half of all respondents said that fewer than 25 per cent of their pupils had access to another form of work experience. One fifth of senior leaders said that none of their pupils did so.

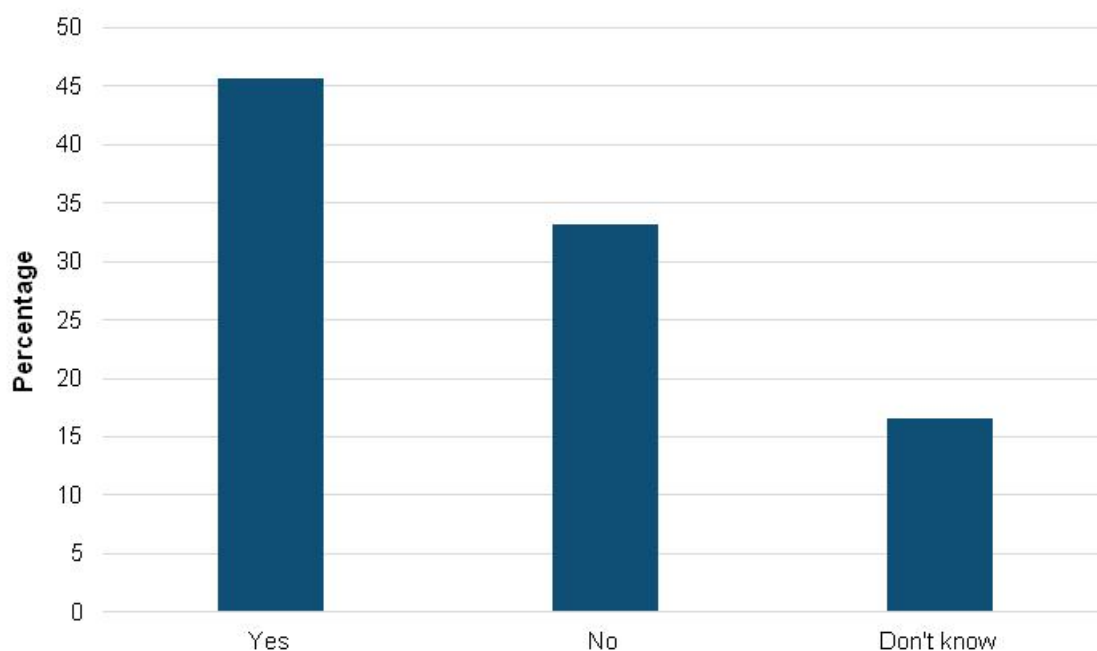
14 National Citizen Service

The National Citizen Service (NCS) provides opportunities for 15-17 year olds in England to develop skills and attitudes through voluntary work with charities, college consortia and voluntary, community, and social enterprise (VCSE) and private sector partnerships. Delivered out of term time, the participants take part in outdoor and other team building activities away from home, where they are able to develop life skills such as cooking and budgeting. After this, they undertake community-based activities in their own areas. The scheme was originally delivered as a pilot and will become permanent from 2016.

Respondents were asked whether they intend to take part in the National Citizen Service.

Secondary senior leaders were asked whether they were offering access to the National Citizen Service through their school. The results are presented in Figure 13 below.

Figure 13 Are you offering access to the National Citizen Service through your school?



Source: Secondary senior leaders; Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

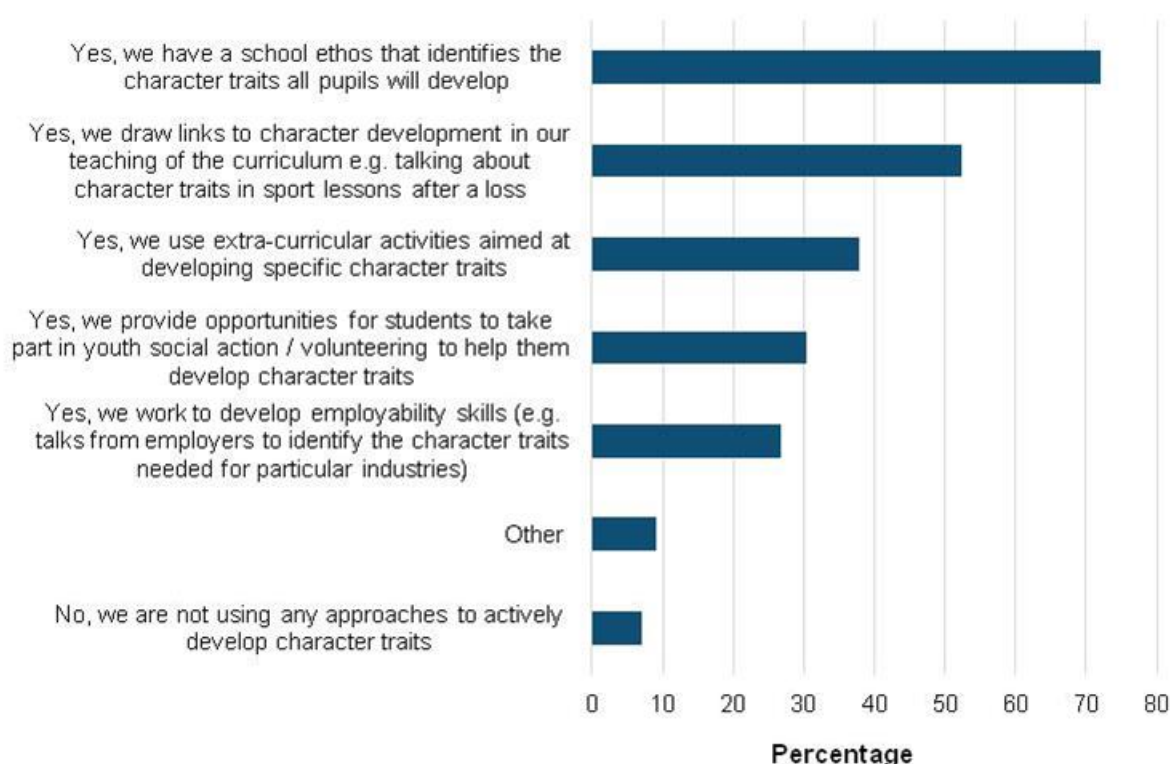
Figure 13 shows that nearly half (46 per cent) were offering access to the National Citizen service through their school while a third (33 per cent) were not doing so. A sizeable minority (17 per cent) responded 'don't know'.

15 Developing character and resilience

The term character and resilience refers to attitudes, traits and values that have been found to be associated with academic success, employability and making a positive contribution to British society. These may be ‘taught or caught’, including through school ethos, extra-curricular activities (including community or charity work) and approaches taken to promote attendance, discipline and good behaviour.

The survey asked respondents whether their school ethos identified these traits and what activities they delivered to nurture them. It then explored how respondents might use an on-line platform to support the development of character education. The results are presented in Figure 14 below.

Figure 4 Are you actively working to develop character traits such as determination, confidence and resilience in your pupils?



Source: Senior leaders; Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

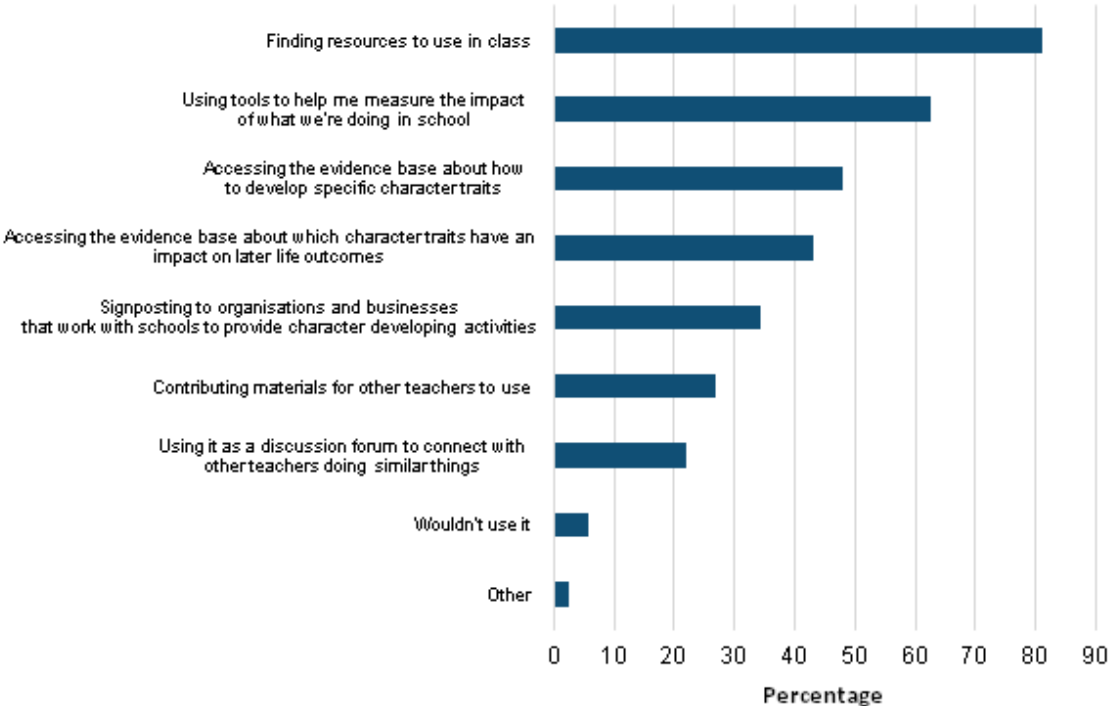
Nearly three quarters of senior leaders (72 per cent) said that they have a school ethos that identifies the character traits all pupils will develop. The percentage who reported their school has this ethos was higher among leaders in primary schools (77 per cent) than secondary schools (66 per cent). Half of the respondents to his question (52 per cent) said that they draw links to character development in their teaching of the curriculum.

The proportions who used the other types of activities listed were smaller and there were differences between the responses from leaders in primary and secondary schools:

- 38 per cent of all senior leaders used extra-curricular activities aimed at developing specific character traits. This was more common in secondary schools (47 per cent) than primary schools (29 per cent)
- 30 per cent of senior leaders provide opportunities for students to take part in youth social action / volunteering to help them develop character traits. This was higher (47 per cent) in secondary schools than in primary schools (15 per cent)
- 27 per cent of senior leaders said that they work to develop employability skills. This was higher in secondary schools (46 per cent) than in primary schools (nine per cent).
- 7 per cent reported not doing any activities.

Senior leaders were then asked how they might use an on-line platform containing information about character education if one were set up. The results are presented in Figure 15 below.

Figure 15 We will be creating an online platform from which you could find information about character education. What sorts of things would you be most likely to use such a website for?



Source: Senior leaders; Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

Figure 15 shows that a large proportion (80 per cent) in both primary and secondary schools would use an on-line platform containing information about

character education to find resources to use in class. Nearly two-thirds (64 per cent) responded that they would use it to obtain tools to help measure the impact of what they are doing. Although half of those responding to the question (52 per cent) said they would use it to access the evidence base about how to develop specific character traits, this percentage was much higher among secondary schools (56 per cent) than primary schools (43 per cent).

Half of all senior leaders also said they would use the platform to access the evidence base about which character traits have an impact on later life outcomes (49 per cent). Again, the percentage of secondary school respondents who said they would do so (56 per cent) was higher than that in primary schools (48 per cent). Two-fifths of senior leaders (42 per cent) said they would use the platform to signpost to organisations and businesses that work with schools. A higher percentage of secondary school leaders (50 per cent) than those in primary schools (34 per cent) said they would use the platform in this way.

Less than a third of all respondents said they would use it to contribute materials for other teachers to use (30 per cent) and to use it as a discussion forum (23 per cent).

16 Pupil premium

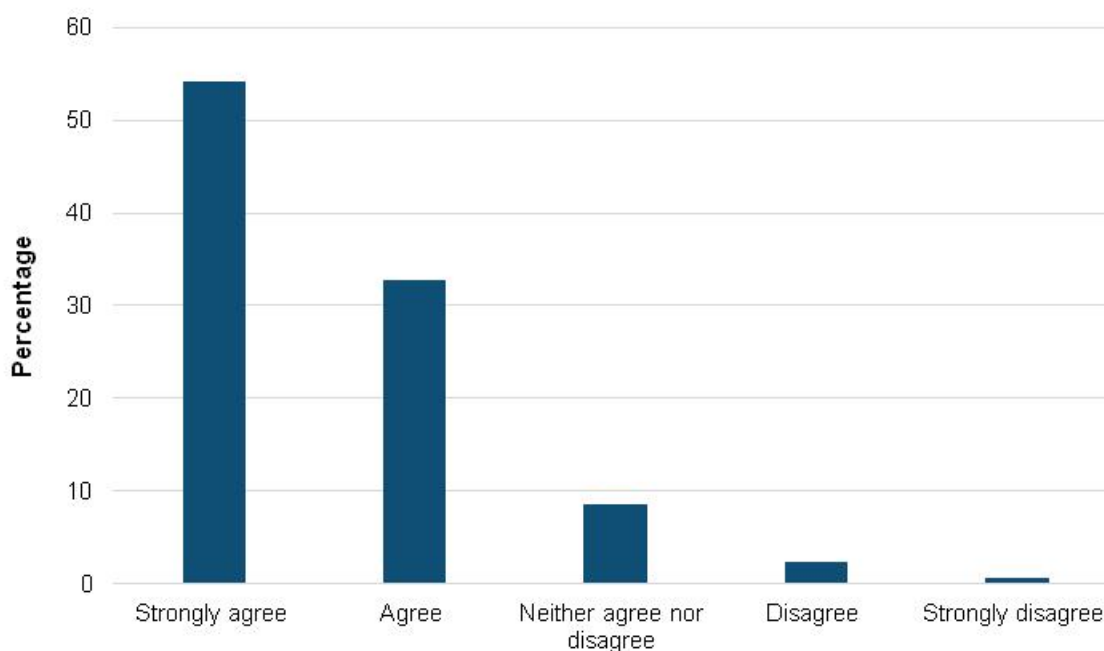
The pupil premium was introduced in 2011 as a means of raising the attainment of disadvantaged pupils. Since its introduction, the eligibility criteria for the pupil premium have been extended and now include:

- pupils who have been registered for free school meals at any point in the last six years
- children looked after by a local authority for a day or more
- children who have left care in England and Wales through adoption or via a Special Guardianship or Child Arrangements Order.

Schools are expected to use the funding to raise the attainment of disadvantaged pupils of all abilities so they can reach their potential. They are free to decide how the funding is spent, though the government has funded the Education Endowment Foundation to identify what works in raising the attainment of disadvantaged pupils and communicate this to schools. Use of the funding varies between schools, but includes support for small group working, work to promote attendance and positive behaviour, and strengthening the feedback given to pupils.

While schools have considerable freedom in how they use the funding, they are held to account for its outcomes in terms of the attainment and progress of eligible pupils. Data relating to these outcomes are published in school performance tables, and are emphasised in Ofsted inspections. The survey probed the extent to which respondents feel accountable for the achievement of pupils attracting pupil premium funding in their school. The results are presented in Figure 16 below.

Figure 5 To what extent do you agree with the statement ‘I am held accountable for the achievement of pupils who attract pupil premium funding’?



Source: Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

Figure 16 shows that a large majority (87 per cent) of all respondents agreed or strongly agreed with the statement that they were held accountable for the achievement of pupils eligible for the pupil premium. When this question was included in the November 2014 Teacher Voice survey, 82 per cent of respondents agreed or disagreed. More than half of respondents to the current survey (54 per cent) reported ‘strongly agree’, a 14 percentage point increase since November 2014 (40 per cent).

A larger proportion of senior leaders (95 per cent) than classroom teachers (81 per cent) said that they were accountable for the achievement of pupils who attracted pupil premium funding. These proportions have remained relatively stable since November 2014, when the comparable figures were 93 per cent and 79 per cent respectively.

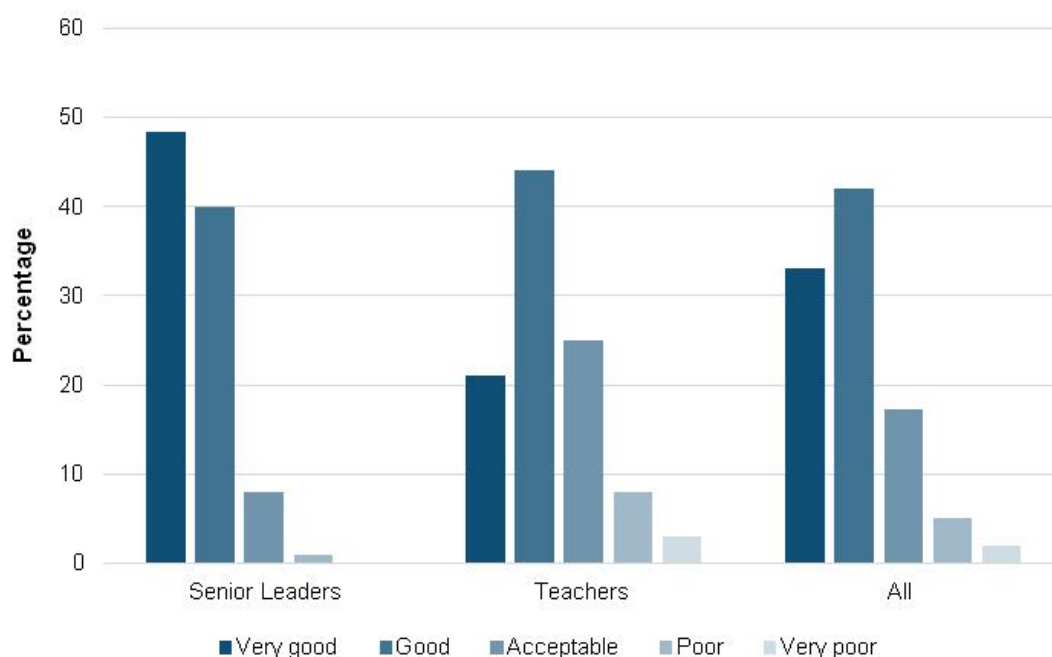
17 Behaviour and attendance

The DfE recognises that attendance and behaviour are at the heart of work to raise standards in education and to ensure that all pupils can fulfil their potential. Schools are legally required to comply with a range of regulations about how to record each child's attendance, and are in receipt of detailed advice on issues related to holidays and other absences. However, apart from time lost due to non-attendance, Ofsted has expressed concern about the amount of time lost due to low-level behaviour issues in school. They estimate that children could be losing the equivalent of five hours each week (or 38 days per year) due to such behaviour.

While Ofsted has linked the issue of behaviour with the standard of teaching and learning (arguing that good teaching in itself promotes positive behaviour), the DfE has also emphasised schools' duties to promote effective behaviour. The DfE has sought to clarify what teachers are able to do in response to disruptive pupils, and has commissioned training for staff specifically on how to deal with low-level disruption.

At the same time, the DfE requires schools to create behaviour policies that promote consistency, outline procedures and sanctions, and support pupils to develop a positive attitude to learning and their school. These are [public documents](#), designed to ensure that parents, pupils, and staff understand what is expected of them, the way the policies will be implemented, and what their own roles are in relation to behaviour (DfE 2016). Respondents were asked to rate pupil behaviour in their school. The results are presented in Figure 17 below.

Figure 17 How would you rate pupil behaviour in your school?



Source: Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

Figure 17 shows that three-quarters (75 per cent) responded that behaviour was 'good' or 'very good'. Most of the other respondents (17 per cent) described it as 'acceptable'. A higher percentage of all respondents in primary schools (41 per cent) judged it was 'very good' than was the case in secondary schools (24 per cent). The percentage of senior leaders who responded that behaviour was 'very good' (48 per cent) was higher than was the case with classroom teachers (21 per cent).

The two factors identified most frequently by respondents as promoting positive behaviour were consistent application of behaviour rules by all teachers (69 per cent) and the need for parents to understand and reinforce behaviour expectations (59 per cent).

There were important differences in the views of senior leaders and classroom teachers in their responses to the two questions focusing specifically on the role of senior leaders. Nearly a quarter (23 per cent) of classroom teachers referred to the need for support from senior leadership compared with only eight per cent of senior leaders. Similarly, nearly a third (31 per cent) of classroom teachers referred to the need for senior leaders to be more visible, compared to 11 per cent of senior leaders. These differences were observed among senior leaders and classroom teachers in both primary and secondary schools but were most pronounced in the latter. The need for training in behaviour management was cited more frequently by senior leaders (16 per cent) than classroom teachers (10 per cent).

Around half (49 per cent) of all respondents rated parental engagement with behavioural issues as 'good' or 'very good'. However, only a small number (9 per cent) rated this as being 'very good'. More than a third (35 per cent) judged parental engagement to 'acceptable'. The percentage who rated it as 'good' or 'very good' was higher in primary schools (52 per cent) than in secondary schools (43 per cent). The views of senior leaders differed from classroom teachers: 58 per cent of senior leaders rated it as 'good' or 'very good' while the percentage of classroom teachers giving that rating was 41 per cent.

When asked to identify strategies to improve attendance most respondents (86 per cent) reported that they work with parents to improve their child's attendance, while 83 per cent said they communicated with all parents about the value of good attendance, and 77 per cent rewarded pupils for good attendance. More than half (57 per cent) used penalty notices to sanction parents, but this practice was more common in secondary schools (69 per cent) than primary schools (47 per cent).

18 Progress of pupils with special educational needs

Special educational needs and disabilities (SEND) are defined as any issue that can affect a pupil's ability to learn. A pupil is judged to have SEND if he or she has:

- a significantly greater difficulty in learning than the majority of others of the same age or
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The DfE emphasises that its overarching goals for pupils to achieve well and lead fulfilling lives apply for all children and young people irrespective of background or needs. For this vision to be realised, the education and children's services systems must work in ways that enable full and early identification of each child's specific needs and then respond in ways which ensure that the required support is put in place.

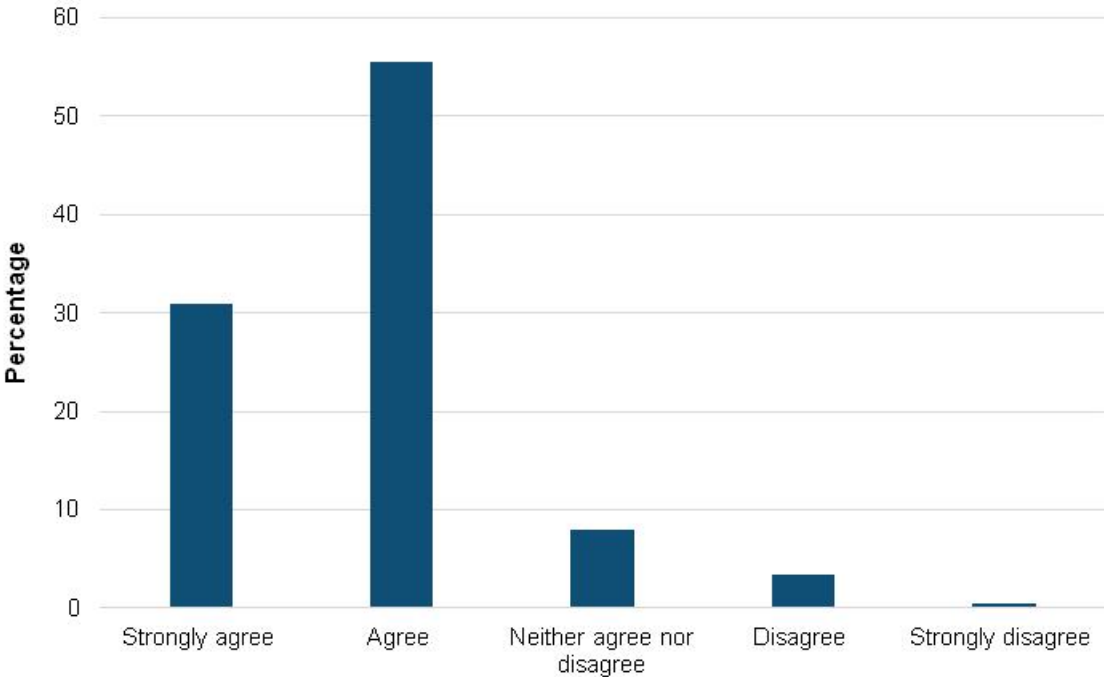
The duties of schools and other educational institutions are outlined in the Equality Act, 2010 and the Children and Families Act 2014, as well as in the relevant statutory guidance. This includes the guidance set out in the Special Educational Needs and Disabilities Code of Practice: 0-25 years. The 2014 Act requires providers to respond to pupils' needs and to involve parents and pupils fully in those processes. In responding to these needs, schools are expected to ensure personalised and differentiated teaching of the highest quality and learning support delivered by appropriately trained and supervised support staff where required. Moreover, the Code sets an expectation that monitoring the performance and needs of pupils with SEN be a core part of each schools performance management arrangements.

Respondents were asked about their confidence in identifying and meeting the needs of pupils on SEN Support, their views about the training they could access, how confident they were in their school's referral processes, and whether they feel that the support that was delivered would meet a pupil's needs.

A large majority (87 per cent) of respondents reported either 'agree' or 'strongly agree' when asked if they feel equipped to identify pupils who are making less than expected progress and who may have a SEN or a disability. The percentage who responded 'agree' or 'strongly agree' was higher among primary schools (94 per cent) than secondary schools (81 per cent). A higher percentage of primary school respondents (43 per cent) than those in secondary schools (21 per cent) said 'strongly agree' with the statement. The percentage of classroom teachers

saying 'strongly agree' (23 per cent) was lower than that of senior leaders (41 per cent), especially in secondary schools.

Figure 18 I feel able to meet the needs of pupils on SEN Support



Source: Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016

As shown in Figure 18 above, nearly three-quarters (73 per cent) of all respondents responded 'agree' or 'strongly agree' that they feel able to meet the needs of pupils on SEN Support and only 10 per cent responded 'disagree' or 'strongly disagree'. A higher percentage (79 per cent) of senior leaders than classroom teachers (67 per cent) said they 'agreed' or 'strongly agreed'. Around a fifth (19 per cent) of classroom teachers responded 'neither agree nor disagree'. The percentage of respondents who responded 'agree' or 'strongly agree' was higher in primary than secondary schools.

More than half of respondents' (55 per cent) reported 'agree' or 'strongly agree' with the statement that there is appropriate training in place for all teachers in supporting SEN support pupils. However, nearly a fifth (19 per cent) 'disagreed'. Just over a fifth (22 per cent) responded 'neither agree nor disagree'. There was a difference in the views of senior leaders compared with classroom teachers: two-thirds (65 per cent) of senior leaders responded 'agree' or 'strongly agree' compared with 48 per cent of classroom teachers. This pattern was evident in both primary and secondary schools. The percentage who responded that they 'disagreed' with the statement was higher among classroom teachers (24 per cent) than senior leaders (13 per cent).

A large majority (90 per cent) responded 'agree' or 'strongly agree' that they know when to engage the special educational needs coordinator (SENCO) or access

other forms of support in relation to SEN support pupils. The percentage of respondents who reported 'agree' or 'strongly agree' in primary schools (94 per cent) was higher than was the case in secondary schools (85 per cent). The percentage who responded 'agree' or 'strongly agree' did not fall below four-fifths of the respondents in any of the response groups. A higher percentage of senior leaders (50 per cent) than classroom teachers (29 per cent) reported 'strongly agree' with the statement and this was evident among both primary and secondary schools.

Around three quarters (73 per cent) of all respondents reported 'agree' or 'strongly agree' with the statement that they were 'confident that when support is put in place for SEN support pupils, it is based on evidence of what will work best to meet their needs, and enables them to make progress towards good outcomes'. Most of the other respondents (16 per cent) responded 'neither agree nor disagree'. A lower percentage of all respondents in secondary schools (69 per cent) than in primary schools (78 per cent) reported 'agree' or 'strongly agree'. At the same time, a higher percentage of senior leaders (83 per cent) than classroom teachers (67 per cent) responded 'agree' or 'strongly agree'. The percentage of senior leaders who reported 'strongly agree' (30 per cent) was higher than that for classroom teachers (17 per cent).

Annex 1: Supporting information

How was the survey conducted?

This report is based on data from the May 2016 and Summer Booster 2016 surveys. A panel of 1,874 practising teachers from 1,573 schools in the maintained sector in England completed the survey. Teachers completed the May survey online between the 6th and 11th May 2016, and the Summer Booster survey online and on paper between 10th June and 4th July 2016.

What was the composition of the panel?

The panel included teachers from the full range of roles in primary and secondary schools, from headteachers to newly qualified class teachers. Eight hundred and eighty-nine (47.4%) of the respondents were teaching in primary schools and 985 (52.6%) were teaching in secondary schools.

How representative of schools nationally were the schools corresponding to the teachers panel?

Neither the primary school sample nor the overall sample (primary and secondary schools combined) differed significantly from the national population of schools by free school meals eligibility, performance band, school type or Local Authority type. The sample of secondary schools, however, was not nationally representative by free school meals eligibility, for which there was over-representation in the lowest and middle quintiles. To address this, weights were calculated using free school meals data and then applied to the secondary sample to create a more representative sample of schools.¹⁰

Tables S.1, S.2 and S.3 show the representation of the (weighted) achieved sample against the population. Tables S.4 and S.5 show the representation of the (weighted) teacher sample by role in non-academies and academies respectively.

¹⁰ Schools for which free school meals data was unavailable were not weighted by this factor.

Table S.1 Representation of primary schools compared to primary schools nationally

		National Population %	NFER Sample %
Achievement Band (Overall performance at KS2)	Lowest band	17	15
	2nd lowest band	16	18
	Middle band	18	18
	2nd highest band	18	20
	Highest band	24	24
	Missing	6	5
% eligible FSM (5 pt scale)	Lowest 20%	19	18
	2nd lowest 20%	19	20
	Middle 20%	19	18
	2nd highest 20%	19	21
	Highest 20%	19	18
	Missing	5	4
Primary school type	Infants	7	7
	First School	3	3
	Infant & Junior (Primary)	65	65
	Junior	6	8
	Middle deemed Primary	0	0
	Academy	19	18
Region	North	30	25
	Midlands	32	31
	South	38	44
Local Authority type	London Borough	11	13
	Metropolitan Authorities	21	19
	English Unitary Authorities	18	18

		National Population %	NFER Sample %
	Counties	51	49
Number of schools		16849	826

Due to rounding, percentages may not sum to 100.

*Some information is not available for all schools and some schools included more than one respondent
Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016.*

Table S.2 Representation of (weighted) secondary schools compared to secondary schools nationally

		National Population %	NFER Sample %
Achievement Band (Overall performance at GCSE)	Lowest band	15	16
	2nd lowest band	17	20
	Middle band	17	18
	2nd highest band	17	18
	Highest band	18	21
	Missing	16	7
% eligible FSM (5 pt scale)	Lowest 20%	17	19
	2nd lowest 20%	18	19
	Middle 20%	18	19
	2nd highest 20%	18	19
	Highest 20%	17	19
	Missing	12	4
Secondary school type	Middle deemed secondary	3	1
	Secondary Modern	1	1
	Comprehensive to 16	13	16
	Comprehensive to 18	16	20
	Grammar	1	1
	Other Secondary School	2	0
	Academies	65	61
Region	North	28	25
	Midlands	33	31
	South	39	43
Local Authority type	London Borough	14	15
	Metropolitan Authorities	21	23
	English Unitary Authorities	19	18
	Counties	45	45
Number of schools		3511	747

Due to rounding, percentages may not sum to 100.

*Some information is not available for all schools and some schools included more than one respondent
Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016.*

Table S.3 Representation of all schools compared to all schools nationally

		National Population %	NFER Sample %
Achievement Band (at KS2 and GCSE)	Lowest band	16	15
	2nd lowest band	17	19
	Middle band	18	18
	2nd highest band	18	19
	Highest band	23	23
	Missing	8	6
% eligible FSM (5 pt scale)	Lowest 20%	19	21
	2nd lowest 20%	19	19
	Middle 20%	19	20
	2nd highest 20%	19	19
	Highest 20%	19	17
	Missing	6	4
Region	North	30	25
	Midlands	32	31
	South	38	44
Local Authority type	London Borough	11	13
	Metropolitan Authorities	21	20
	English Unitary Authorities	18	18
	Counties	50	48
Number of schools		20250	1573

Due to rounding, percentages may not sum to 100.

Some information is not available for all schools and some schools included more than one respondent Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016.

Table S.4 Comparison of the achieved sample with the national population by grade of teacher

Role	Primary schools				Secondary schools (weighted)			
	National Population		NFER Sample		National Population		NFER Sample	
	N	%	N	%	N	%	N	%
Headteachers	16.6	8	202	23	3.5	2	103	11
Deputy Headteachers	12.5	6	132	15	5.5	3	134	14
Assistant Headteachers	11.3	5	86	10	14.0	7	166	17
Classroom teachers and others	179.6	82	469	53	187.9	89	578	59

The NFER sample is based on headcount whereas the national population data is based on FTE. National population figures are expressed in thousands.

The NFER Secondary sample is weighted in the above table. The total unweighted number of respondents teaching at Secondary schools was 985.

Due to rounding, percentages may not sum to 100.

Sources: Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016, DfE: School Workforce in England, November 2015,

[DfE School Workforce in England, November 2015](#) [25 July 2016]

Table S.5 Comparison of the achieved academies sample with the national population by grade of teacher

Role	All Academies (primary and secondary)			
	National Population		NFER Sample	
	N	%	N	%
Headteachers	5.4	3	100	13
Deputy and Assistant Headteachers	18.4	9	226	30
Classroom teachers and others	172.1	88	428	57

National population figures are expressed in thousands are based on full-time positions. NFER sample figures include all staff with these roles and so may include part-time staff.

Due to rounding, percentages may not sum to 100.

Sources: Teacher Voice Omnibus Survey May 2016 and Senior Leader booster June 2016, DfE: School Workforce in England, November 2015, [DfE School Workforce in England, November 2015](#) [25 July 2016].

How accurately do the results represent the national position?

Assuming that our data is representative of the population we can calculate the precision of results from each of our samples based on the number of respondents. We are 95 per cent certain that any percentage we quote is within approximately 3.5 percentage points of the population value.

Certain questions within the survey were filtered and in these cases the number of respondents to questions may be much smaller. In these cases, we may need to be more cautious about the precision of the percentages presented within the report. The table below gives a rough guide to the level of precision that can be attributed to each table based upon the total number of respondents. For example, if a table is based upon just 40 respondents we can only be sure that the percentages within that table are correct to within plus or minus 15 percentage points.

Table S.6 Precision of estimates in percentage point terms

Number of respondents	Precision of estimates in percentage point terms
30	18
40	15
50	14
75	11
100	10
150	8
200	7
300	6
400	5
600	4
700	4
800	3

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