



Department
for Education

Teacher Voice Omnibus Survey

Research report

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Social Science in Government

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1. Introduction

The Department for Education (DfE) submitted a total of 32 questions to be included in the Teacher Voice Omnibus Survey and a Senior Leader Booster Survey conducted in the autumn of 2016. The Teacher Voice Omnibus Survey was completed online between 4th and 9th November 2016, and the Senior Leader Booster Survey was completed online and on paper between 26th November and 16th December 2016.

The questions explored teachers' and senior leaders' views on, and activities relating to a range of areas such as: curriculum reform, professional development, alternative provision, character education, bullying, careers, and support for pupils with special educational needs.

In total, 1,936 practising teachers from 1,629 schools in the maintained sector in England completed the survey. One thousand and forty-seven (54 per cent) of the respondents were teaching in primary schools and 889 (46 per cent) were teaching in secondary schools. In terms of role, 1002 respondents (52 per cent) were classroom teachers and 934 (48 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, secondary school and combined samples differed significantly from the national population by free school meals eligibility. To address this, weights were calculated using the free school meals data and then applied to the samples to create a more representative sample of schools. More detail regarding the survey sample can be found in Annex 1 of the report.

2. Executive Summary

2.1. Curriculum reform

The English Baccalaureate (EBacc) forms part of the process of reform of GCSEs in England. Pupils achieve the EBacc if they attain grades A*-C or grades 9-5 for those reformed GCSEs (English and mathematics in 2017), in the core academic subjects of English, mathematics, history or geography, two sciences, and a language. 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 have been working to revised syllabuses in a further 20 subjects.

Most secondary senior leaders (89 per cent) said that the preparation and start of teaching for the new GCSEs that were introduced in September 2016 had gone very well or fairly well. However, the proportion who said it had gone very well (16 per cent) was much smaller than that which said fairly well (73 per cent).

Secondary school leaders were also asked how confident their school was to teach the third wave of the new GCSEs from September 2017. Nearly three-quarters (72 per cent) said they were fairly confident or very confident but less than one in ten (9 per cent) said they were very confident. Around one in five (19 per cent) said they were not very confident but hardly any (2 per cent) indicated they were not at all confident.

Nearly two-thirds of secondary school respondents (62 per cent) said that more than half of the pupils who started in Key Stage 4 in September 2016 were studying the range of subjects required to enter the EBacc. Around a fifth (18 per cent) said that more than 91 per cent of learners would be studying those subjects in September 2017.

When asked about how they intended to develop the EBacc in future, around two-thirds (68 per cent) of secondary school staff said they intended to keep the proportion of pupils studying the range of subjects required to enter the EBacc broadly the same from September 2017. A third of senior leaders (33 per cent) and a quarter (25 per cent) of classroom teachers said that a higher percentage of pupils would be studying the EBacc subjects in future.

2.2. Teacher workload

Removing unnecessary workload for teachers is high on the education agenda. The Government undertook the [Workload Challenge](#) in 2014, which asked teachers about unnecessary or unproductive tasks, strategies in schools to manage workload and what

more government and schools could do to minimise workload. Three independent review groups were set up to address tasks most commonly identified as burdensome by respondents to the workload challenge – recording, analysing and monitoring data; ineffective marking; and lesson planning. They published their reports in March 2016. DfE has also published the [report](#) from the [Teacher Workload Survey 2016](#) alongside an [action plan](#), which provides an update as well as further commitments to help tackle workload.

Senior leaders and classroom teachers were asked what their school had done to evaluate and reduce unnecessary workload from a pre-selected list of options. About a quarter (26 per cent) indicated that they had used advice from Ofsted, and a similar proportion (23 per cent) said they had used the independent reports on marking, planning and resources and/or data management, as a basis to review current policies. Nearly a fifth (17 per cent) said they had carried out a workload survey of staff. Nearly half (47 per cent) of all respondents said they had not used any of the listed methods.

A higher percentage of senior leaders than classroom teachers indicated that they had used each of the methods listed in the survey. There was little difference in the response of secondary school respondents compared with primary schools. Nearly two-fifths (39 per cent) of senior leaders indicated that they had used advice from Ofsted. Thirty-six per cent of senior leaders said they had used independent reports on marking, planning and resources and/or data management as a basis to review current policies. A fifth (20 per cent) of senior leaders said they had actively addressed the recommendations for schools in the three reports. Just over a quarter (28 per cent) of senior leaders said that they had not used any of the methods included in the survey.

When considering impact, 40 per cent of those who said their school had evaluated workload, reported that average teacher workload had reduced. Nearly a third (32 per cent) cited a reduction of up to two hours per week with the remainder (8 per cent) identifying reductions of up to five hours or more per week. However, more than half (57 per cent) said that it had no impact on the hours they worked.

2.3. Professional development

The [new standard for teachers' professional development](#) was published by the DfE in July 2016. The standard states that professional development must be prioritised by school leadership and should have a focus on improving and evaluating pupil outcomes, underpinned by robust evidence and expertise, include collaboration and expert challenge and be sustained over time.

The survey examined senior leaders' awareness of the new standard. Nearly half (49 per cent) of senior leaders were aware that there is a new standard and which aspects of teachers' professional development it covers. Nearly a third (30 per cent) were aware of

the standard but not the area it covers. A fifth (20 per cent) said they were not aware of the new standard. The responses from primary and secondary senior leaders were similar, although a higher proportion of primary school leaders knew of the new standard and the aspects it covers.

2.4. School arrangements for alternative provision

In England, schools (including maintained schools, Academies, and Free Schools) are responsible for ensuring that appropriate provision is made for pupils who are excluded from schools for a fixed term. Schools can also direct children off-site, into alternative provision without issuing an exclusion to address behavioural issues. When arranging alternative provision, it is expected that schools/academies will ensure that the provision appropriately meets the needs of pupils and enables them to achieve good educational attainment on par with their mainstream peers, regardless of their circumstances or the settings in which they find themselves.

Overall, more than half of the senior leaders (53 per cent) responded that they did not use alternative provision and most of the others (24 per cent) did so for regular, fixed days, alongside mainstream education.

More than two-fifths (43 per cent) of secondary senior leaders used alternative provision for regular, fixed days, alongside mainstream education, while about a fifth (22 per cent) did so to provide education during fixed-period exclusion. They also indicated that they directed pupils offsite for varying lengths of time in order to address behavioural issues: nearly a quarter (23 per cent) did so over one academic year, a fifth (20 per cent) did so over one term (but under one academic year) and a fifth (20 per cent) did so for more than two weeks (but less than half a term).

More than half (54 per cent) of the secondary school leaders who used alternative provision said that it cost them more than £5,000 each year. They included a fifth (19 per cent) of secondary school leaders who said alternative provision cost their school more than £25,000 per year.

The amounts reported by the primary school leaders who used alternative provision were usually much smaller and most of those who provided information said it cost their school up to £5,000 a year. Most of the others either did not respond to the question or said that the information was not available.

2.5. Pupil Premium

The pupil premium was introduced in 2011 as a means of raising the attainment of disadvantaged pupils. Schools are expected to use the funding to raise the attainment of disadvantaged pupils of all abilities so they can reach their potential. Schools are

encouraged to commission external reviews of the way they use the funding, although these are not compulsory.

Nearly two-thirds of the school leaders (62 per cent) said they had not yet commissioned such a review but only a small number said they were not aware that they could do so. A higher percentage of secondary school leaders (42 per cent) than primary school leaders (23 per cent) said they had done so. The vast majority (23 out of 24) of those who had commissioned a review said they had found it helpful or very helpful.

2.6. Character education

The term character and resilience refers to attitudes and traits that have been found to be associated with academic success, employability and making a positive contribution to British society. Learning which helps to deliver character and resilience can be delivered through lessons in school, sports and extra-curricular activities. Policy innovations include: an expansion of the National Citizenship Service with an expectation that schools give the opportunity to 16 and 17 year old pupils to take part; and to build evidence-based approaches that support the development of non-cognitive skills in school children.

The survey explored what extra-curricular opportunities schools offered in eight pre-selected types of activities. Most secondary schools offered ICT (75 per cent), performing arts (75 per cent), homework, breakfast or after-school clubs (75 per cent), arts, crafts and skills (75 per cent), and awards and service activities (72 per cent), and a large number offered academic subject-related clubs (67 per cent). More than half provided sport/outdoor activity (57 per cent), and volunteering (55 per cent).

Primary schools provided opportunities in arts, craft and skills (83 per cent), homework/breakfast clubs (80 per cent), and sport/outdoor activities (80 per cent). The percentage of primary schools who offered performing arts (70 per cent), ICT (60 per cent), and academic subject-related clubs (57 per cent) was lower than was the case for secondary schools. Only small numbers of primary schools offered opportunities for awards and services, and volunteering.

2.7. Teacher supply

Nothing in schools matters more than good teachers. High-quality teachers are the single most important factor determining how well pupils do in school, and are great drivers of social mobility in our country. The Government believes that all pupils, regardless of birth or background, should have access to high quality teachers throughout England.

School senior leaders were asked whether they would consider recruiting teachers from outside the UK if they had teacher supply issues.

A higher proportion of secondary school leaders said they would attempt to recruit outside the UK. Around two-fifths (41 per cent) of secondary school leaders and 14 per cent of primary school leaders also said that they would recruit people from outside the UK to teach Modern Foreign Languages (MFL). More than a third (36 per cent) of secondary school leaders and eight per cent of primary school leaders said they might recruit STEM teachers from outside the UK.

2.8. Tolerance and values of respect

There is a Prevent duty on schools to 'have regard to the need to prevent children and young people from being drawn into terrorism'. The [Prevent duty advice](#) (2015) states that this should be embedded as part of schools' existing wider safeguarding duties, and advises on positively building the resilience of all children to radicalisation. Support, advice and resources for teachers, school leaders and parents is available on the website Educate Against Hate.

Nearly three-quarters (71 per cent) of classroom teachers replied that they were confident or fairly confident in implementing the new duty on schools to, 'have regard to the need to prevent children and young people from being drawn into terrorism'. Less than a tenth (9 per cent) said they were not confident. Only 2 per cent of the teachers who responded said they were not aware of this responsibility. The responses from teachers in primary and secondary schools were similar.

When asked how confident they were that their school effectively teaches the values of respect and tolerance of those from different backgrounds, more than half (57 per cent) of all respondents said that they were very confident and nearly two-fifths (38 per cent) said that they were fairly confident that they did so. A higher percentage of senior leaders (68 per cent) said they were very confident compared with less than half of the classroom teachers (47 per cent). A higher percentage of primary school respondents (61 per cent) than those in secondary schools (53 per cent) said that they were very confident that their school was effective in doing so.

2.9. Bullying

DfE has issued [advice](#) for headteachers, staff and governing bodies on tackling bullying in schools which can have a detrimental effect on pupils physically and emotionally. In September 2016, the Department for Education and the Government Equalities Office also announced £4.4m of funding to tackle bullying. This includes specific projects which target hate related bullying, including SEND and HBT bullying. To inform future action

and respond to commitments in the 2016 Hate Crime Action Plan and the Government's response to the Women and Equalities Committee's inquiry into sexual harassment and sexual violence in schools, the Department for Education and the Government Equalities Office are building their evidence base. The aim of the evidence base is to better understand the scale of the problem in relation to the various types of bullying in schools.

The survey asked respondents whether they had encountered any of nine specific forms of bullying in the previous 12 months and to what extent they felt confident that they would be able to deal with those situations if they arose.

Most respondents (94 per cent) said that they rarely or never witnessed anti-Semitic bullying and 85 per cent said they had never done so. Similarly, most respondents (91 per cent) said that they had rarely or never witnessed anti-Muslim behaviour although less than three-quarters of respondents (72 per cent) said they had never witnessed it. Most (92 per cent) indicated that they had rarely or never seen other forms of bullying based on religion and nearly three-quarters (73 per cent) said they had never done so.

Although four-fifths (80 per cent) of respondents said that they had rarely or never seen instances of bullying based on race or nationality during the last year, less than a third (30 per cent) reported that they had never seen it during that period.

Most respondents (92 per cent) said they rarely or never saw instances of bullying based on disability in the previous twelve months and around two-thirds (64 per cent) said they had never seen it during that period. Most respondents (91 per cent) said that they rarely or never encountered transphobic behaviour and four-fifths (81 per cent) had never done so in the previous year. There was slightly more evidence that respondents had witnessed some form of homophobic or biphobic bullying in the previous year. Although four-fifths of respondents (81 per cent) had rarely or never seen such behaviour, less than half (48 per cent) had never done so and 13 per cent indicated that they had seen it sometimes.

Although nearly three-quarters (73 per cent) of all respondents said that they had rarely or never witnessed instances of sexist or sexual language used to degrade girls, a much smaller proportion (42 per cent) responded that they had never done so during the last year and a fifth (17 per cent) said they encountered it sometimes. Likewise, most respondents (87 per cent) said they rarely or never saw examples of boys touching girls inappropriately but far fewer (29 per cent) replied 'never' and 8 per cent indicated it happened sometimes.

The figures indicate that a higher percentage of secondary school respondents reported witnessing examples of the bullying behaviour explored in the survey. Conversely, in each case, the percentage of respondents in primary schools who said that they had never or rarely seen these forms of bullying was higher than was the case for secondary

schools. However, it should be emphasised that a minority of secondary school respondents recalled seeing any of the different forms of bullying noted in the survey. At the same time, a higher percentage of senior leaders than classroom teachers reported never or rarely seeing the different forms of bullying listed in the survey.

Most respondents said that they were confident that they would know what to do if they saw or heard about the various examples of bullying. Around two-thirds (68 per cent) said they were very confident that they would be able to respond appropriately to examples of bullying based on race or nationality and most of the others (29 per cent) said they were fairly confident. The pattern of responses was similar with respect to dealing with anti-Muslim behaviour, anti-Semitic behaviour, other forms of bullying based on religion, and bullying based on disability.

More than two-thirds of respondents said they were very confident (68 per cent) in dealing with sexist or sexual language used to degrade girls and most of the others (27 per cent) said they were fairly confident. At the same time, more than two-thirds of respondents (68 per cent) said they were very confident in dealing with examples of boys touching girls inappropriately and most others (26 per cent) said they were fairly confident.

Most respondents said they were very confident in dealing with homophobic or biphobic bullying (62 per cent) and most others said they were fairly confident (30 per cent). Just over half of all respondents (55 per cent) said they would be very confident in dealing with transphobic bullying and most of the others said they were fairly confident (29 per cent).

In all cases a higher percentage of respondents in secondary schools than those in primary schools said they were very confident in dealing with these types of bullying. Likewise senior leaders indicated that they were more confident than classroom teachers in dealing with the examples of bullying examined in the survey.

2.10. Careers education, raising aspirations and apprenticeships

One of the commitments of the recently published 'Building our Industrial Strategy' Green Paper was that the Government will publish a comprehensive careers strategy later this year. High quality careers provision on academic and technical routes, including apprenticeships, is a key priority for the Government.

The majority of secondary senior leaders (94 per cent) and secondary classroom teachers (86 per cent) stated that the careers advice offer in their school covered both academic and technical education options including apprenticeships. Additionally, a majority of secondary senior leaders (89 per cent) and classroom teachers (70 per cent)

said that their school has an identified lead individual with responsibility for overseeing the institution's careers programme; and the school provides personal guidance (i.e. one-to-one sessions) to its pupils (senior leaders 80 per cent and teachers 69 per cent). Secondary senior leaders believed that the main source of information they used to help pupils make informed decisions about their education and career choices was career/subject-specific web tools (85 per cent) in contrast to 59 per cent of classroom teachers. A high proportion (77 per cent) of both secondary classroom teachers and senior leaders said that their main information source was their own personal knowledge and experience.

The Secretary of State for Education has made clear in a recent speech the importance of high aspirations for all pupils. More broadly, the Secretary of State has signalled her determination (here) to improve social mobility through education, which means levelling up opportunity for the most disadvantaged pupils, and those who are just about managing, to ensure that all young people can fulfil their potential across every life phase. A key part of this is making sure the education system prepares young people and adults for career success.

Overall, more respondents described the aspirations of the pupils in their school as 'very high' or 'high' rather than 'low' or 'very low'. For example, 48 per cent of primary respondents described pupils' aspirations as 'very high' and 'high', while 16 per cent described them as 'very low' and 'low'. The corresponding figures for secondary respondents were 45 per cent and 19 per cent. Just over a third (35 per cent) of primary and secondary respondents described the aspirations of their pupils as 'average'. Proportionally more primary respondents (41 per cent of senior leaders and 36 per cent of classroom teachers) than secondary respondents (31 per cent of senior leaders and 33 per cent of classroom teachers) felt that the aspirations of their pupils were 'high'. Additionally, more secondary senior leaders (17 per cent) than secondary classroom teachers (11 per cent) and more primary senior leaders (10 per cent), than primary classroom teachers (9 per cent) felt that the aspirations of their pupils were 'very high'.

In terms of overcoming barriers to raising aspirations, two-thirds of primary respondents (66 per cent of senior leaders and 61 per cent of classroom teachers) felt that lack of support from parents was one of the most significant barriers their school faces in raising the aspirations of its pupils. As in primary schools, secondary senior leaders cited lack of support from parents (55 per cent) as a significant barrier; whereas this was viewed as significant by only just over one third of classroom teachers (37 per cent). Nearly half of secondary teachers (45 per cent) identified pupils' lack of motivation as one of their most significant barriers in raising aspirations (in contrast to 38 per cent of senior leaders).

In order to encourage pupils to have high aspirations and/or to help them achieve their potential, respondents, when selecting from a predefined list of options said they were focussing on raising attainment (89 per cent of senior leaders and 80 per cent of teachers

in primary schools, and 90 per cent of senior leaders and 70 per cent of teachers in secondary schools); building life skills (88 per cent of senior leaders and 78 per cent of teachers in primary schools, and 78 per cent of senior leaders and 63 per cent of teachers in secondary schools); and providing talks from role models/inspirational people (68 per cent of senior leaders and 51 per cent of teachers in primary schools, and 89 per cent of senior leaders and 71 per cent of teachers in secondary schools).

Over half of primary respondents (53 per cent of senior leaders and classroom teachers) said that building life skills was the most effective way to raise aspirations and help pupils achieve their potential. For senior leaders in secondary schools a focus on raising attainment (26 per cent of senior leaders) and talks from role models/inspirational people (16 per cent) were considered to be most effective. Secondary classroom teachers said that talks from role models/inspirational people (23 per cent) and building life skills (20 per cent) were viewed as most effective at raising aspirations.

In order to promote apprenticeships four-fifths of secondary senior leaders said that they shared literature about apprenticeships (80 per cent) and approximately three-fifths said they invited education or training providers (62 per cent) or employers (60 per cent) to talk about apprenticeships or took pupils to a careers or apprenticeships fair (60 per cent). Nearly three-quarters (69 per cent) of secondary senior leaders said that a mechanism to match schools with employers offering apprenticeships and willing to speak to pupils would help to further promote apprenticeships in their school.

2.11. Support for pupils with special educational needs

The Special Educational Needs and Disabilities Code of Practice 2015 applies to children and young people aged 0-25 years. Schools should respond to pupils' needs by providing personalised and differentiated teaching and learning support. They must also involve parents and pupils fully in decision-making processes about how to meet pupils' special educational needs. The SEN Support category was introduced as part of extensive SEND reforms in 2014 to replace School Action and School Action Plus as a means of supporting children and young people that have special educational needs (SEN) but did not have a statement of SEN, Learning Difficulty Assessment or an Education, Health and Care plan (EHC plan). In 2016, 12 per cent of the total pupil population in England (991,980 pupils) were on SEN support ([DfE, SFR 29/2016 \(2016\)](#)).

Teachers were asked which techniques they used to support pupils on SEN Support to improve their progress/attainment. Most teachers used two techniques in particular: using their own professional judgement (83 per cent) and 'standard pupil monitoring' (77 per cent). In addition, 52 per cent said they used the views of pupils, parents and/or carers to support pupils on SEN Support; 46 per cent used progress assessments from colleagues or external providers. Around a third of respondents (36 per cent) said they used more

frequent and focused assessments of progress (than are used for pupils without SEN) and 31 per cent used the SEN component of a computerised management information system.

Teachers were asked to identify which activities they found useful to support pupils on SEN Support. The activities teachers identified as most useful focused on school-based training and sharing practice: school-led training/CPD (53 per cent); sharing practice between teachers or schools (48 per cent); and case meetings with, or input from, special educational needs coordinators ('SENCOS') or specialists (41 per cent). Nearly a third of teachers (31 per cent) said progress discussions with pupil's parents (beyond normal parents' evenings etc.) were useful in supporting pupils on SEN Support, while a quarter (26 per cent) identified specific teacher training or CPD (not provided by their school) as useful for this purpose.

The survey asked respondents to rate their level of confidence that in the 2015/16 school year a member of staff had met with the parents/carers of each pupil with SEN at least three times to set clear outcomes and review progress. This question was asked of three groups of staff: senior leaders in primary and secondary schools and classroom teachers in primary schools. Most (79 per cent) respondents across the three groups of staff reported being 'very' or 'fairly' confident that these meetings had taken place. Only 11 per cent of respondents indicated that they were 'not very confident' or 'not at all confident' that these meetings had taken place. Primary leaders were the most confident about this, with 59 per cent saying they were 'very confident', compared with 44 per cent of secondary school leaders and 38 per cent of primary classroom teachers who said they were 'very confident' that the meetings had taken place.

2. 12. Primary and Sports Premium

The PE and sports premium is paid to schools with primary-aged pupils to enable them to make 'additional and sustainable improvements to the quality of the PE and sports they offer'. In 2016-17, a total of £160 million was made available and this is set to rise to £320m per annum from September 2017. Schools are able to use the funding at their discretion but they are required to demonstrate that the way they use it will add value to their PE provision. They may not use the money to pay for the statutory minimum provision outlined in the National Curriculum or to enable staff to access Planning, Preparation, and Assessment time. The way the grant is used is monitored by governors and schools must publish details of how they use the funding on their website. In addition, Ofsted consider its impact and how it is monitored as part of their inspections.

Nearly two-fifths (38 per cent) of respondents said that they were not aware that the funding would be doubling and around quarter (27 per cent) who were aware that it would be doubled had not decided how it might be used. Senior leaders had a greater

awareness that the funding for the premium would be doubling than classroom teachers. The two main areas where senior leaders planned to allocate more than 25 per cent of total funding in 2017 were to the least physically active pupils (28 per cent) and disadvantaged pupils (21 per cent). Fewer senior leaders indicated that they planned to focus this allocation on pupils with high sporting ability (17 per cent), pupils with swimming and water safety needs (15 per cent) and pupils with SEN (10 per cent). Nearly half of respondents (47 per cent) who were aware of the funding increase said they intended to provide additional help to pupils struggling to meet the minimum standards of the national curriculum on swimming and water safety. A third (33 per cent) of respondents said they had no particular focus on swimming.

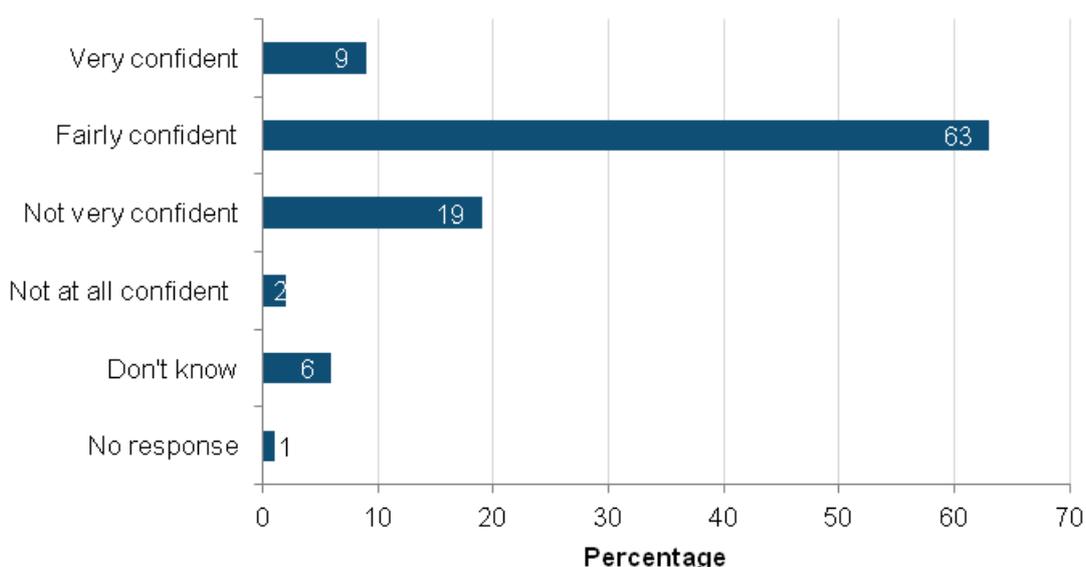
3. Curriculum reform

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. 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 have been working to revised syllabuses in a further 20 subjects.

Figure 1 How confident is your school to teach, from September 2017, the third wave of new GCSEs?



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

The survey asked secondary senior leaders how well they thought the preparation and start of teaching for the new GCSEs that were introduced in September 2016 had gone in their school. Most of them (89 per cent) said it had gone very well or fairly well. However, the percentage who said it had gone fairly well (73 per cent) was more than four times

the number who responded very well (16 per cent). A similar response was given when secondary school leaders were asked how confident their school was to teach the third wave of the new GCSEs from September 2017. As Figure 1 indicates nearly three quarters (72 per cent) said they were fairly confident or very confident but just under one in ten (9 per cent) said they were very confident. Around one in five (19 per cent) said they were not very confident but hardly any (2 per cent) indicated they were not at all confident.

The most frequently-cited subjects by respondents when asked if there were any subjects from a list of the new GCSEs introduced in 2016 they were particularly concerned about were modern languages (21 respondents), computer science (20 respondents), sciences (19 respondents) and religious education/studies (11 respondents). Twelve respondents noted a concern that the guidance they had received had not been sufficient.

The most frequently-cited subjects by respondents when asked if there were any subjects from a list of the new GCSEs introduced in 2017 they were particularly concerned about were design and technology (48 respondents) and business (10 respondents).

As part of the government 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 for those reformed GCSEs (English and mathematics in 2017), 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).

Figure 2 What proportion of pupils in your school who started Key Stage 4 in September 2016 are studying the range of subjects required to enter the EBacc?

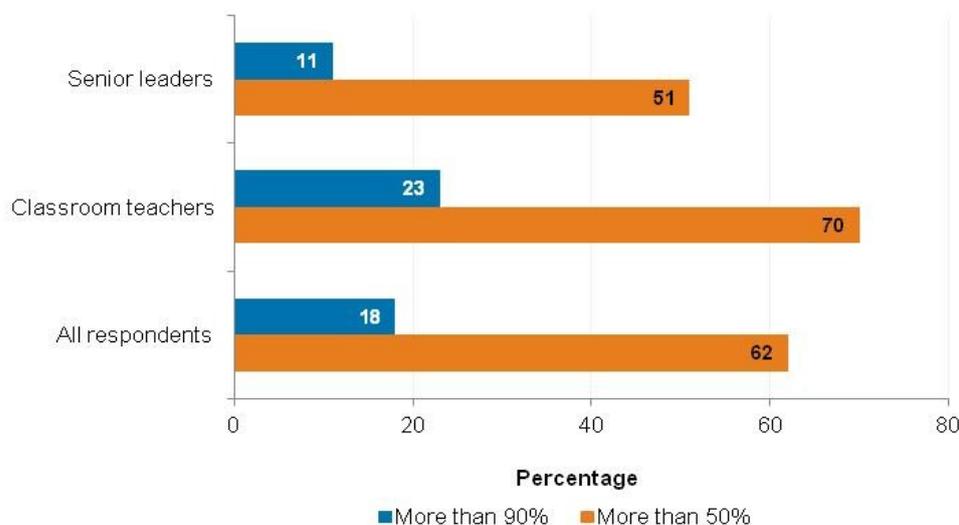


Figure 2 shows that nearly a fifth (18 per cent) of all respondents said that more than 90 per cent of pupils in their school were studying the range of subjects required to enter the EBacc and about three-fifths (62 per cent) of all respondents said that more than 50 per cent of pupils were studying the range of subjects required to enter the EBacc. A higher percentage of classroom teachers than senior managers said that pupils are studying the range of subjects required to enter the EBacc.

Nearly two-thirds of secondary school respondents (62 per cent) said that more than half of the pupils who started in Key Stage 4 in September 2016 were studying the range of subjects required to enter the EBacc. A fifth (18 per cent) said that 91 per cent or more of learners would be studying those subjects in September 2017. However, a higher percentage of classroom teachers than senior leaders said that pupils were, or would be, studying the subjects leading to EBacc.

When asked about their intentions for the future, around two-thirds (68 per cent) of secondary school staff said they intended to keep the proportion of pupils studying the range of subjects required to enter the EBacc broadly the same from September 2017. However, a third of senior leaders (33 per cent) said that a higher percentage would be studying the EBacc subjects in future. The proportion of classroom teachers who gave this response was lower (25 per cent).

4. Teacher workload

Removing unnecessary workload is high on the education agenda. The Government undertook the [Workload Challenge](#) in 2014, which asked teachers about unnecessary or unproductive tasks, strategies in schools to manage workload and what more government and schools could do to minimise workload. The three tasks that were most commonly reported as adding unnecessary burdens were: recording, inputting, monitoring and analysing data, excessive/depth of marking and detail/frequency of lesson planning. Respondents most commonly said that the burden of their workload was driven by accountability/perceived pressures of Ofsted, tasks set by senior/middle leaders, working to policies set at local/school level and policy change at national level.

The government has taken action to remove unnecessary workload; including establishing review groups to explore the three tasks that teachers said were most burdensome in the Workload Challenge – ineffective marking, use of planning and resources, and data management. The reports, published on 26 March 2016, set out principles and made recommendations to be taken at every level in the school system.

In addition, the department introduced the [DfE Protocol](#) which includes lead-in times for significant changes to accountability, curriculum and qualifications. Ofsted also set out clear guidance about what they do and do not need to see in inspections in order to reduce workload; this is now incorporated into The School Inspection Handbook.

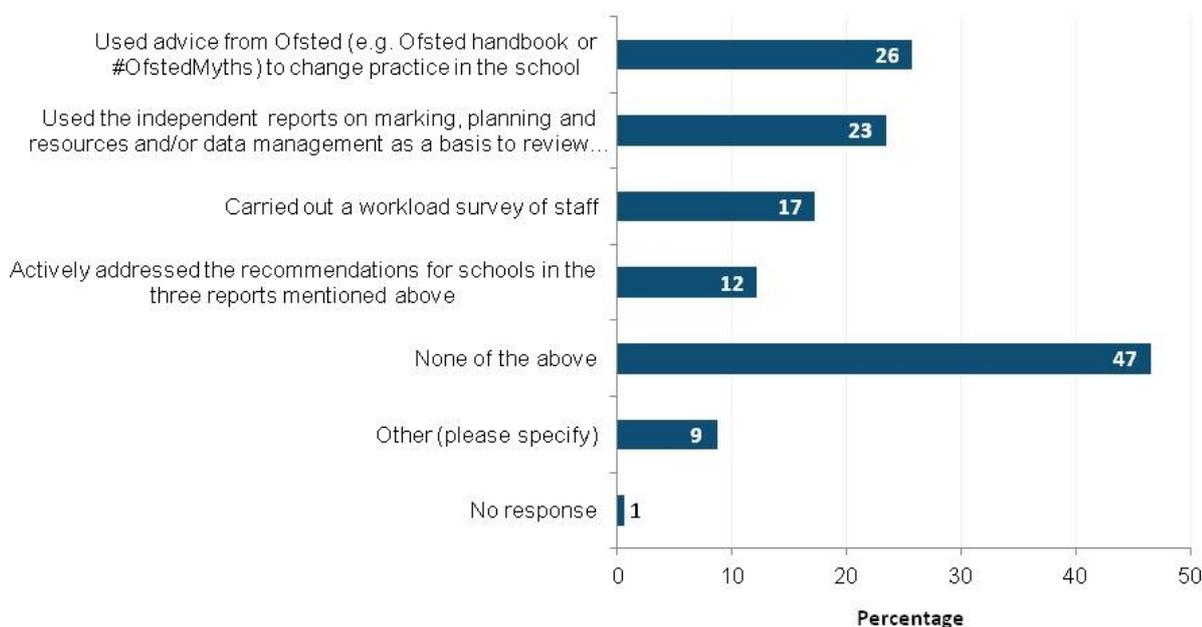
On 24 February 2017 the department published [the results of the 2016 teacher workload survey](#), a commitment from the Workload Challenge. The findings provide additional information about where the department should be targeting workload reduction, and the DfE has published an [action plan with a full update of work and future commitments to help reduce teacher workload](#).

Senior leaders and classroom teachers were asked what their school had done to evaluate and reduce unnecessary workload from a pre-selected list of options (all options detailed in Figure 3) and through an open ended question.

As Figure 3 below indicates, about a quarter (26 per cent) of all respondents indicated that they had used advice from Ofsted, and a similar proportion (23 per cent) said they had used the independent reports on marking, planning and resources and/or data management as a basis to review current policies. Nearly a fifth (17 per cent) said they had carried out a workload survey of staff. However, nearly half (47 per cent) of all respondents said they had not used any of the listed methods. A higher percentage of senior leaders than classroom teachers indicated that they had used each of the methods listed in the survey. Nearly two-fifths (39 per cent) had used the advice from Ofsted while more than a third (36 per cent) had used the independent reports on marking, planning and resources and/or data management as a basis to review current

policies. However, more than a quarter (28 per cent) of senior leaders said that they had used none of the methods included in the survey.

Figure 3 What has your school done to evaluate and reduce unnecessary workload?



Source: Senior leaders and classroom teachers; Teacher Voice Omnibus Survey November 2016 and Senior Leader booster November 2016

There was little difference in the response of secondary school respondents compared with primary schools, although the percentage in primary schools (29 per cent) who said they had used Ofsted advice was higher than was the case in secondary schools (22 per cent).

Those who said that their school had evaluated staff workload were asked what impact it had made on the hours they worked. More than half (57 per cent) said that it had made no difference at all, while nearly a third (32 per cent) felt it had made a difference of up to two hours per week. Only 8 per cent thought it made a difference of more than two hours per week. A larger proportion of classroom teachers (67 per cent) than senior leaders (52 per cent) said it had made no difference to the hours they worked. Phase was also a factor influencing responses. Nearly two-thirds (63 per cent) of secondary school respondents felt it had made no difference and about half (51 per cent) of those in primary schools were of the same opinion. Not surprisingly, therefore, a higher percentage of primary classroom teachers thought it had made some difference. When respondents were asked whether the changes had made a difference to their workload, a third of primary school respondents (38 per cent) said that it had made a difference of up

to two hours but the percentage of secondary school respondents who held that view was lower (26 per cent).

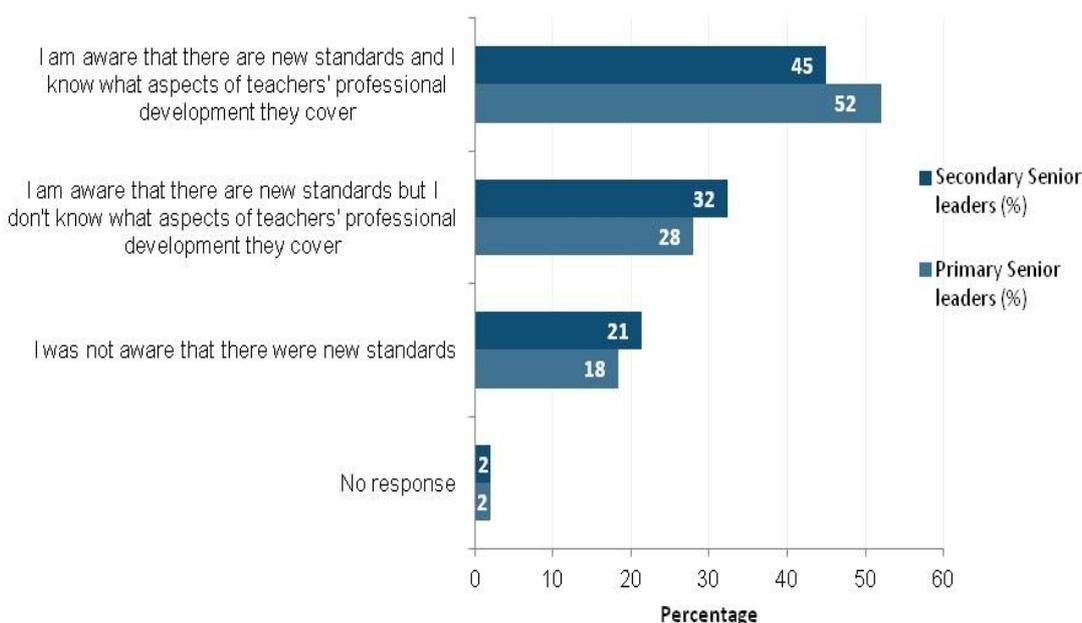
The small number of respondents (9 per cent) who provided other activities they had undertaken to evaluate and reduce unnecessary workload gave a variety of different answers. Of these, the largest single response (36 respondents) was that they had conducted some form of internal evaluation. Another 15 said that they had discussed with staff and 12 mentioned reviewing marking policies and reallocating tasks from teachers to other staff. Other steps taken included offering training on how to manage workload, establishing wellbeing groups, reducing the number of staff briefings, changing paperwork or internal systems (such as reducing the use of e-mail), and using ICT to help reduce workload.

5. Professional development

The [new standard for teachers' professional development](#) was published by the DfE in July 2016. The standard states that effective teaching requires considerable knowledge and skill, which should be developed as teachers' careers progress. Achieving the delivery of high-quality professional development, which benefits pupils by giving them access to the best teaching, requires head teachers, school leadership teams, teachers and training organisations working in a productive partnership. The standard states that professional development must be prioritised by school leadership and should have a focus on improving and evaluating pupil outcomes, underpinned by robust evidence and expertise, include collaboration, expert challenge and be sustained over time.

As Figure 4 below shows, the responses from primary and secondary senior leaders were similar, but the proportion of primary school leaders (52 per cent) who knew of the new standard and the aspects it covers was higher than was the case among secondary school leaders (45 per cent).

Figure 4. Are you aware of the newly published standard for teachers' professional development?



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

Overall, nearly half (49 per cent) of senior leaders responded that they were aware of the new standard and which aspects of teachers' professional development it covers. A third (30 per cent) were aware of the standard but not the areas it covers. A fifth (20 per cent) said they were not aware of the new standard.

6. School arrangements for alternative provision

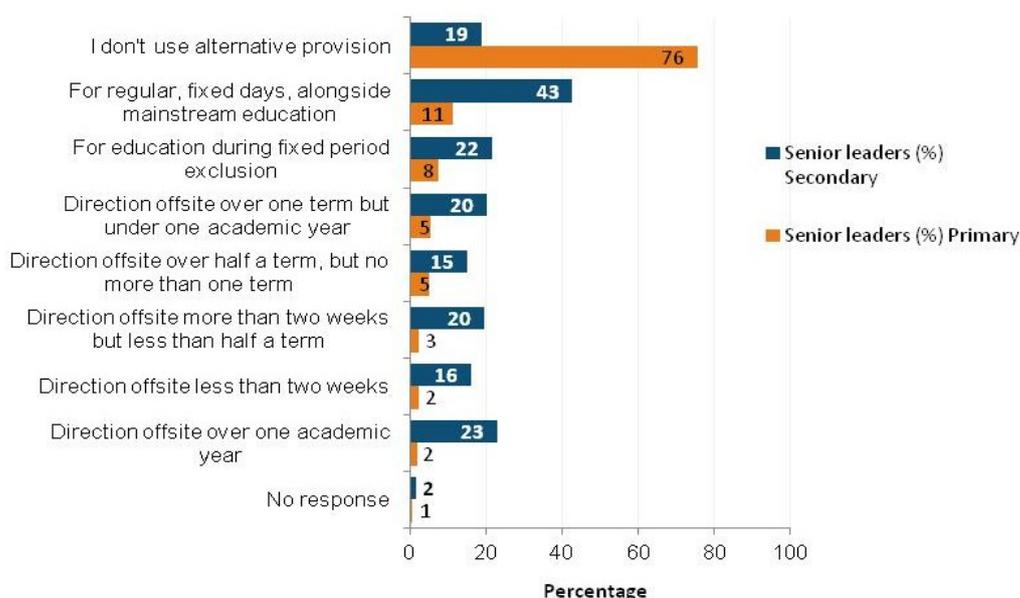
In England, schools (including maintained schools, Academies, and Free Schools) are responsible for ensuring that appropriate provision is made for pupils who are excluded from schools for a fixed term. Schools can also direct children off-site, into alternative provision without issuing an exclusion to address behavioural issues.

When arranging alternative provision, it is expected that schools/academies will ensure that the provision appropriately meets the needs of pupils and enables them to achieve good educational attainment on par with their mainstream peers, regardless of their circumstances or the settings in which they find themselves.

The alternative provision put in place must be suitable and full time or as close to full time as in the child's best interest because of his or her health needs. A personalised plan for intervention should be prepared by the school setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.

Overall, more than half of the senior leaders (53 per cent) responded that they did not use alternative provision and most of the others (24 per cent) did so for regular, fixed days, alongside mainstream education. As Figure 5 shows, there were important differences between the practice reported by primary and secondary school leaders: whereas around three quarters (76 per cent) of primary school leaders did not make use of alternative provision, about a fifth (19 per cent) of secondary school leaders said they did not do so.

Figure 5 In what circumstances do you most commonly use alternative provision?



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

More than two-fifths (43 per cent) of secondary senior leaders used alternative provision for regular, fixed days, alongside mainstream education, while about a fifth (22 per cent) did so to provide education during fixed period exclusion. They also indicated that they directed pupils offsite for varying lengths of time in order to address behavioural issues: nearly a quarter (23 per cent) did so over one academic year, a fifth (20 per cent) did so over one term (but under one academic year) and a fifth (20 per cent) did so for more than two weeks (but less than half a term).

The small percentages of primary school leaders who said they used alternative provision did so mainly for regular, fixed days, alongside mainstream education (11 per cent) and for education during fixed period exclusion (8 per cent).

More than half (54 per cent) of the secondary school leaders who used alternative provision said that it cost them more than £5,000 each year. They included a fifth (19 per cent) of secondary school leaders who said alternative provision cost their school more than £25,000 per year. The amounts reported by the primary school leaders who used alternative provision were usually much smaller. A third (55 per cent) said that they spent up to £5,000 on alternative provision and most of the others either did not respond to the question or said that the information was not available.

7. 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 building capacity, support for small group working, work to promote attendance and positive behaviour, and strengthening the feedback given to pupils.

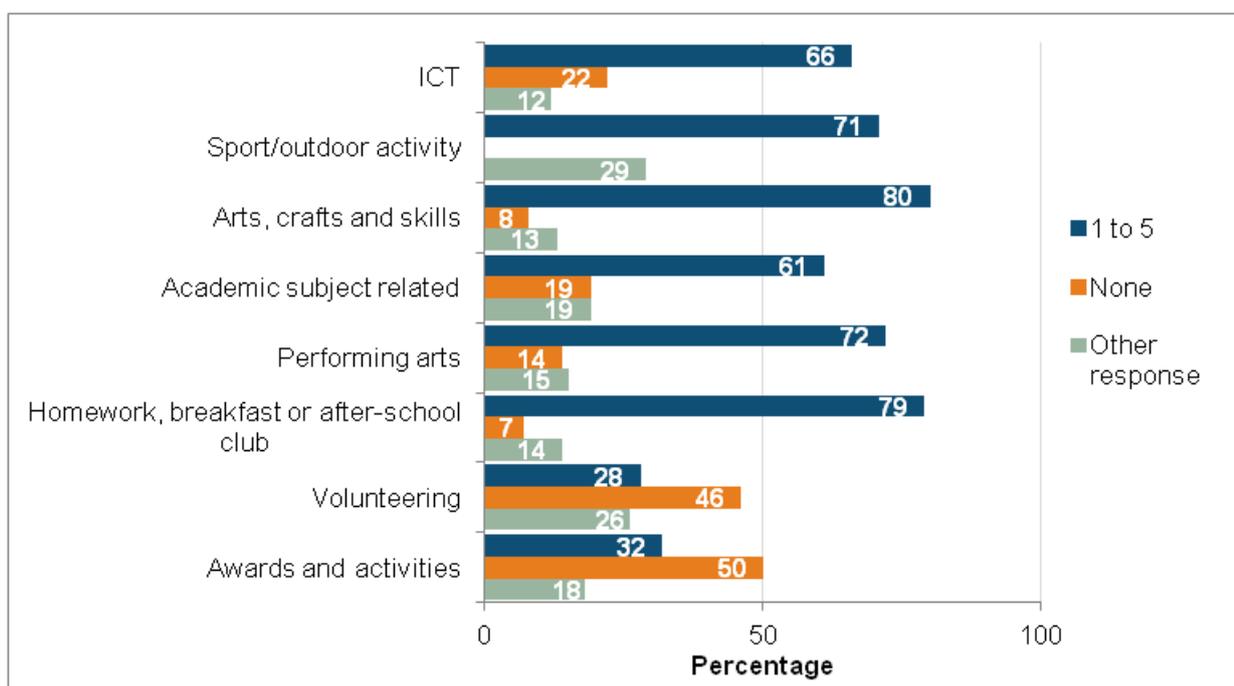
While schools have considerable freedom in how they use the funding, they are held to account for its outcomes in terms of the attainment and progress of eligible pupils. Data relating to these outcomes are published in school performance tables, and are emphasised in Ofsted inspections.

As part of the arrangements for implementing the pupil premium, schools are encouraged to commission external reviews of the way they use the funding, although these are not compulsory. When asked, nearly two-thirds of the school leaders (62 per cent) said they had not commissioned such a review but only a small number said they were not aware that they could do so. Furthermore, it is worth noting that a higher percentage of secondary school leaders (42 per cent) than primary school leaders (23 per cent) said they had done so. The vast majority (23 out of 24) of those who had done so said they had found it helpful or very helpful.

8. Character education

The term character and resilience refers to attitudes and traits that have been found to be associated with academic success, employability and making a positive contribution to British society. Learning which helps to deliver character and resilience can be delivered through lessons in school, sports and extra-curricular activities. Policy innovations include: an expansion of the National Citizenship Service with an expectation that schools give the opportunity to all 16 and 17 year old pupils to take part; and to build evidence-based approaches that support the development of non-cognitive skills in school children.

Figure 6 How many extra-curricular activities does your school offer?



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

In order to measure what opportunities schools provide to develop character beyond the formal curriculum, school leaders were asked how many activities their schools offered in a range of areas. As Figure 6 shows four-fifths of schools (80 per cent) offered between one and five activities in arts, crafts and skills and 79 per cent provided homework, breakfast or after-school clubs. Nearly three quarters made provision for performing arts (72 per cent) and sport/outdoor activities (71 per cent) while around two thirds offered IT clubs (66 per cent), and academic subject related clubs (61 per cent). Far fewer offered awards and service activities (32 per cent) or volunteering (28 per cent).

Most secondary schools offered ICT (74 per cent), performing arts (75 per cent), homework, breakfast or after-school clubs (76 per cent), arts, crafts and skills (75 per cent), and awards and service activities (72 per cent), and a large number offered

academic subject-related clubs (68 per cent). More than half provided sport/outdoor activities (56 per cent), and volunteering (54 per cent).

A higher proportion of primary schools provided opportunities in arts, craft and skills (83 per cent), homework/breakfast clubs (80 per cent), and sport/outdoor activities (81 per cent). The percentage of primary schools who offered performing arts (70 per cent), ICT (59 per cent), and academic subject-related clubs (57 per cent) was lower than was the case for secondary schools. Only small numbers of primary schools offered opportunities for awards and services and volunteering.

The survey found that, taking primary and secondary schools together, almost a quarter (22 per cent) of schools reported that they did not offer ICT clubs and that performing arts were not offered as extra-curricular activities in 14 per cent of schools. This was most evident in primary schools, given that nearly a third (30 per cent) did not offer ICT, and a fifth (20 per cent) did not offer performing arts.

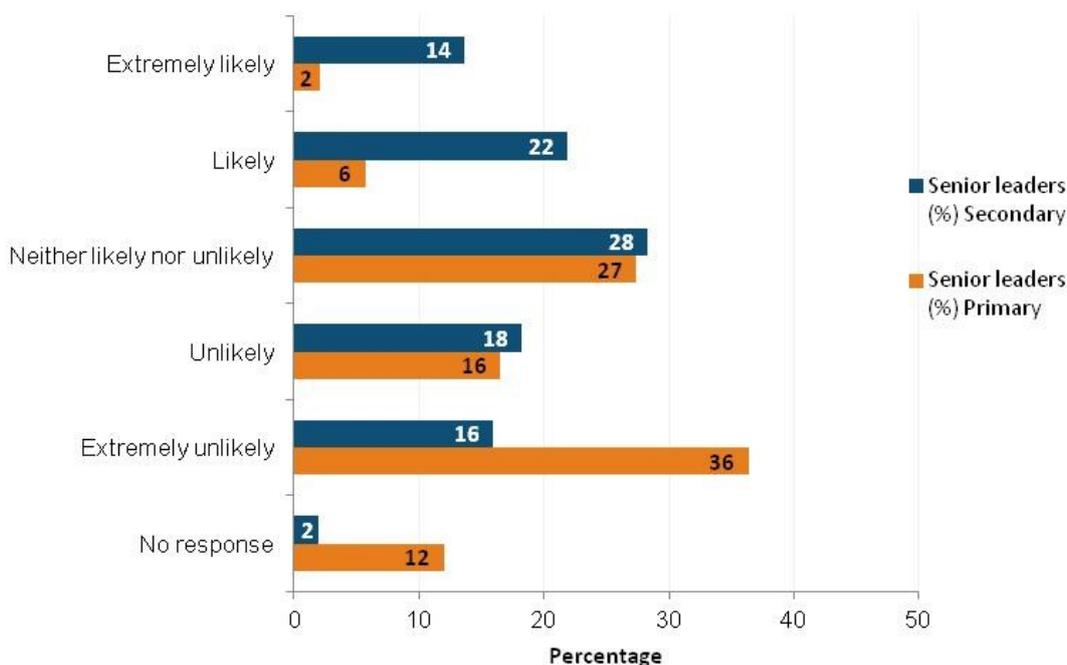
Few senior leaders said their schools offered any other types of extra-curricular activities. The most popular was gardening (noted by 5 respondents), together with modern languages (5 respondents), and chess and other board games (6 respondents). Others said they offered family games or programmes, forest school clubs, faith activities, leadership opportunities, construction clubs, debating clubs, literacy and numeracy clubs, quiz clubs and choirs or other musical activities.

9. Teacher supply

Nothing in schools matters more than good teachers. High-quality teachers are the single most important factor determining how well pupils do in school, and are great drivers of social mobility in our country. The Government believes that all pupils, regardless of birth or background, should have access to high quality teachers throughout England.

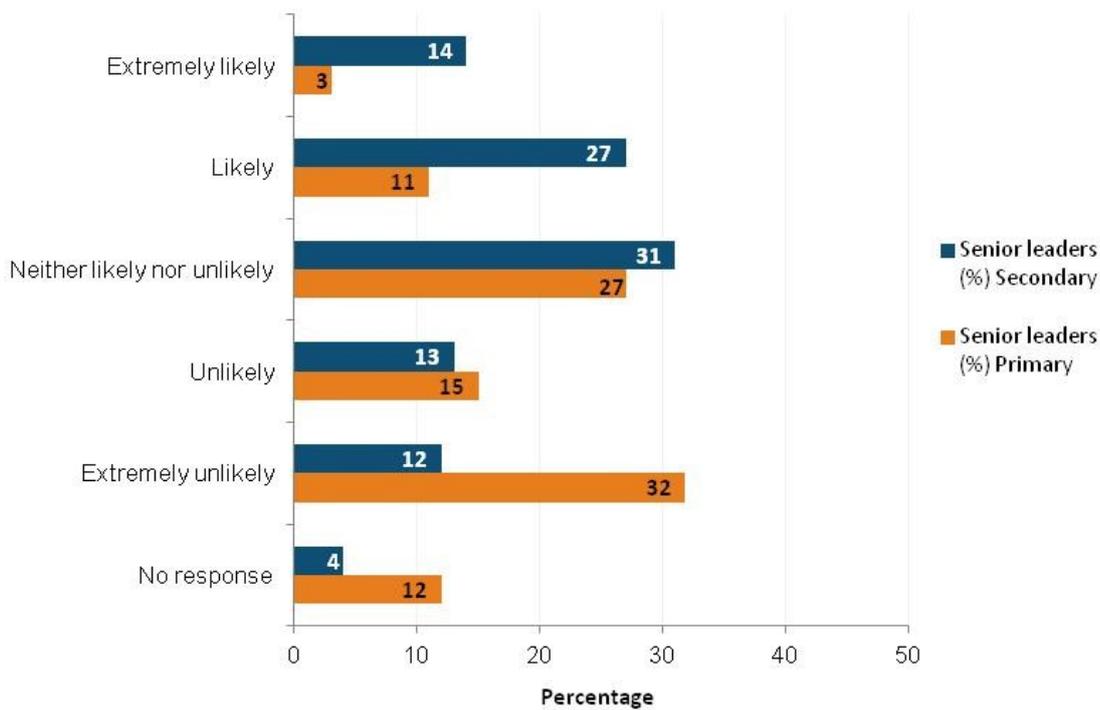
Senior leaders were asked how likely they would be to attempt to recruit teachers from outside the UK if they had teacher supply issues in Science, Technology, Engineering and Mathematics (STEM) subjects, Modern Foreign Languages (MFL), and other subjects. As a whole respondents tended to say that they would be unlikely to do so, although just over a quarter recorded the answer 'Neither likely nor unlikely' in response to each of the questions, as can be seen in Figures 7 and 8 below. Slightly fewer than half (45 per cent) said they would be unlikely or extremely unlikely to recruit teachers from outside the UK to teach STEM subjects and nearly two-fifths (38 per cent) said so about MFL and for other subjects. However, a quarter (24 per cent) indicated they were likely or extremely likely to look outside the UK for MFL teachers.

Figure 7 If you had teacher supply issues in the following subjects, how likely would you be to attempt to recruit teachers from outside the UK? STEM



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

Figure 8 If you had teacher supply issues in the following subjects, how likely would you be to attempt to recruit teachers from outside the UK? Modern foreign languages



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

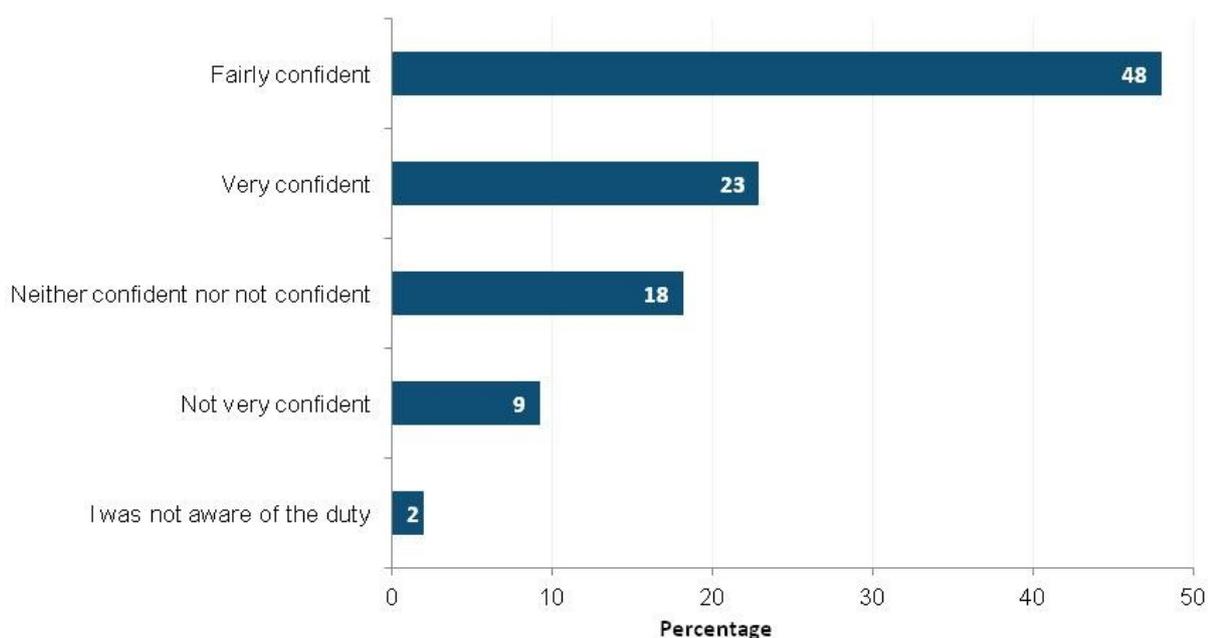
A higher proportion of secondary school leaders said they would attempt to recruit outside the UK. As Figure 7 shows, more than a third (36 per cent) of secondary school leaders said they might recruit STEM teachers from outside the UK compared with less than one in ten (8 per cent) of primary school leaders. As Figure 8 illustrates, around two-fifths (41 per cent) of secondary school leaders said that they were likely or extremely likely to recruit people from outside the UK to teach MFL. This compared with 14 per cent of primary school leaders. However, it is unclear whether these differences were due to attitudes towards recruiting from outside the UK or due to the shortage of specialist teachers of certain subjects at secondary level.

10. Tolerance and values of respect

There is a Prevent duty on schools to 'have regard to the need to prevent children and young people from being drawn into terrorism'. The [Prevent duty advice](#) (2015) states that this should be embedded as part of schools' existing wider safeguarding duties, and advises on positively building the resilience of all children to radicalisation. Support, advice and resources for teachers, school leaders and parents is available on the website Educate Against Hate.

Classroom teachers were asked how confident they are in implementing the Prevent duty. Very few of the teachers who responded said they were not aware of this responsibility. As Figure 9 illustrates, nearly three-quarters (71 per cent) replied they were very confident or fairly confident meeting these requirements, while less than a tenth (9 per cent) said they were not very confident. The responses from teachers in primary and secondary schools were similar.

Figure 9 How confident are you in implementing the new duty on schools to 'have regard to the need to' prevent children and young people from being drawn into terrorism?



Source: Classroom teachers; Teacher Voice Omnibus Survey November 2016 and Senior Leader booster November 2016

Senior leaders and classroom teachers were then asked how confident they were that their school effectively teaches the values of respect and tolerance of those from different backgrounds. More than half (57 per cent) said they were very confident and nearly two-fifths (38 per cent) said they were fairly confident in what their school was doing to teach the values of respect and tolerance. Two-thirds of senior leaders (68 per cent) said they

were very confident compared with less than half of the classroom teachers (47 per cent). A higher percentage of primary school respondents (61 per cent) than those in secondary schools (53 per cent) said that they were very confident that their school was effective in doing so.

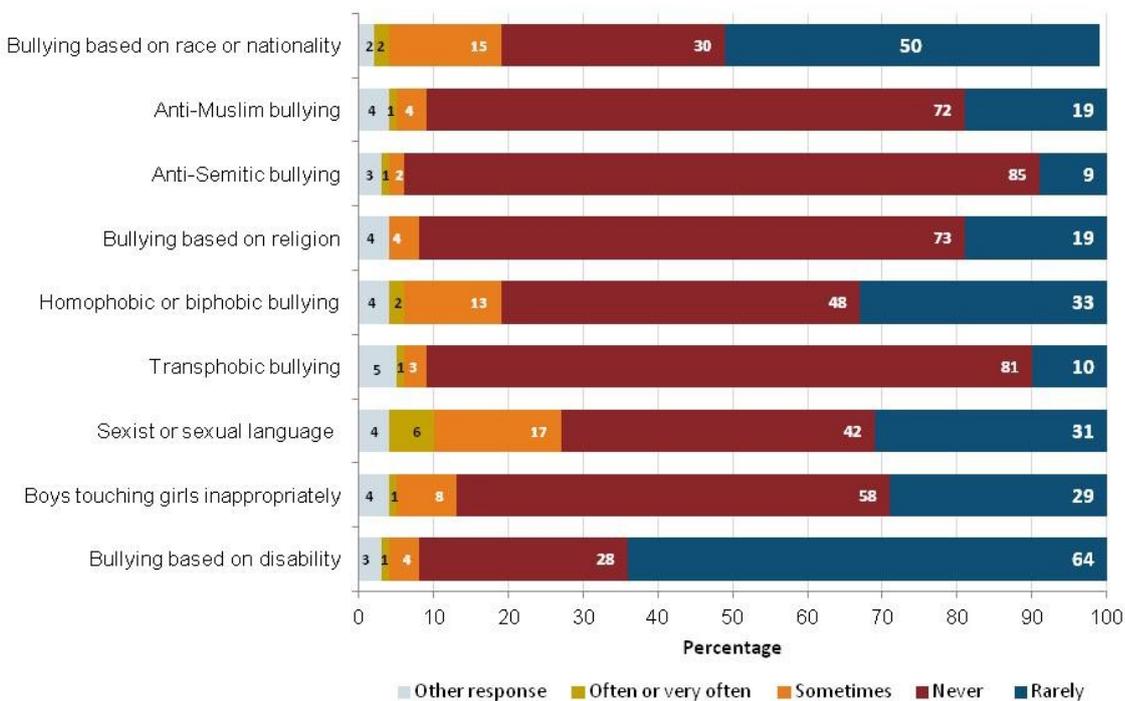
11. Bullying

DfE has issued [advice](#) for head teachers, staff and governing bodies on tackling bullying in schools which can have a detrimental effect on pupils physically and emotionally. In September 2016, the Department for Education and the Government Equalities Office also announced £4.4m of funding to tackle bullying; this includes specific projects which target hate related bullying, including SEND and HBT bullying.

To inform future action and respond to commitments in the 2016 Hate Crime Action Plan and the Government’s response to the Women and Equalities Committee’s inquiry into sexual harassment and sexual violence in schools, the Department for Education and the Government Equalities Office are building their evidence base to better understand the scale of the problem in relation to the various types of bullying in schools.

The survey asked senior leaders and classroom teachers whether they had witnessed or were aware of certain types of bullying during the previous year. As Figure 10 indicates, the responses suggest that most respondents had rarely or never seen any of these forms of bullying in the previous 12 months. However, there were a number of variations within this overarching message, which are discussed below Figure 10.

Figure 10 How often have you seen or received reports of any of the following types of bullying amongst pupils in the last 12 months?



Source: Senior leaders and classroom teachers; Teacher Voice Omnibus Survey November 2016 and Senior Leader booster November 2016

Respondents indicated that overall there was some incidence of anti-Semitic bullying with 94 per cent responding that they rarely or never witnessed such behaviour and only 85 per cent saying they had never done so. There were few differences by type of school although the incidence of this type of behaviour was higher in secondary than primary schools. Likewise, most respondents (91 per cent) said that they had rarely or never witnessed anti-Muslim bullying although less than three quarters of respondents (72 per cent) said they had never witnessed it. A higher proportion of primary (95 per cent) than secondary school respondents (88 per cent) said that they had never or rarely seen anti-Muslim bullying. The data suggest that a higher proportion of classroom teachers than senior leaders had seen this form of bullying: whereas 94 per cent of senior leaders reported never or rarely seeing anti-Muslim bullying, the equivalent figure among classroom teachers was slightly lower (89 per cent).

These findings were echoed by respondents when asked whether they had seen other bullying based on religion. Most (92 per cent) indicated that they had rarely or never seen this form of bullying and nearly three-quarters (73 per cent) said they had never done so. However, the percentage of respondents in primary schools who said they had never witnessed this type of behaviour (83 per cent) was much higher than was the case among secondary school respondents (61 per cent). There was also a slight difference in the responses of senior leaders and classroom teachers indicated by the fact that a higher percentage of senior leaders (75 per cent) than classroom teachers (70 per cent) said they had never seen such behaviour.

Most respondents (92 per cent) said they rarely or never saw instances of bullying based on disability in the previous twelve months and around two-thirds (64 per cent) said they had never seen it during that period. The percentage of primary school staff who said they never saw such behaviour during the previous year (71 per cent) was higher than that for secondary school respondents (57 per cent). A higher percentage of senior leaders (69 per cent) than classroom teachers (59 per cent) reported never seeing bullying based on disability in the last year.

Most respondents (91 per cent) said that they rarely or never encountered transphobic bullying and four-fifths (81 per cent) had never done so in the previous year. There were differences depending on whether the teachers worked in primary or secondary schools. The percentage of primary school respondents who said that they had never or rarely seen such behaviour (92 per cent) was higher than was the case for secondary school respondents (69 per cent). In addition the percentage of senior leaders who reported never seeing this behaviour (85 per cent) was higher than the percentage of classroom teachers (78 per cent).

There was slightly more evidence that respondents had witnessed some form of homophobic or biphobic bullying in the previous year. Although four-fifths of respondents (81 per cent) had rarely or never seen such behaviour, less than half (48 per cent) had

never done so and 13 per cent indicated that they had seen it sometimes. The phase that respondents taught was a factor that influenced respondents' perceptions given that nearly three times as many primary school staff (69 per cent) as compared to secondary school staff (23 per cent) reported that they had never seen this type of bullying in the previous year.

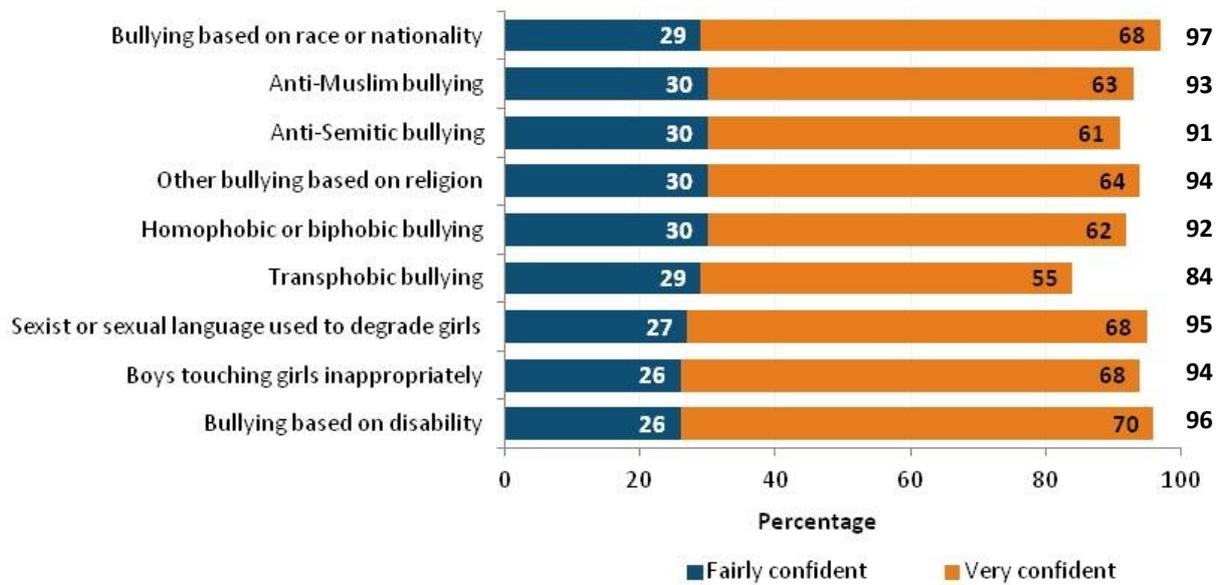
Although four-fifths (80 per cent) of respondents said that they had rarely or never seen instances of bullying based on race or nationality during the last year, less than a third (30 per cent) reported that they had never seen it during that period. The data also suggest that this form of bullying was more prevalent in secondary schools. Whereas more than four fifths (86 per cent) of primary school respondents said they rarely or never saw such behaviour, that was the view of less than three-quarters (73 per cent) of those in secondary schools.

Similarly, although nearly three-quarters (73 per cent) of all respondents said that they had rarely or never witnessed instances of sexist or sexual language used to degrade girls, a smaller proportion (42 per cent) responded that they had never done so during the last year and nearly a fifth (17 per cent) said they encountered it sometimes. The responses of primary and secondary school respondents differed in important respects. Whereas nearly two-thirds (61 per cent) of primary school respondents said they had never witnessed this form of bullying, the same was true of less than a fifth (19 per cent) of those in secondary schools. This difference is also reflected in the percentages who said they had 'sometimes' seen such behaviour. Less than one in ten of primary school respondents (8 per cent) said they had seen this 'sometimes' or 'often' but nearly two-fifths (38 per cent) of secondary school respondents had done so. A higher percentage of classroom teachers (29 per cent) than senior leaders (17 per cent) replied that they had seen the behaviour 'sometimes', 'often' or 'very often'.

A similar pattern emerges when considering whether respondents had witnessed examples of boys touching girls inappropriately. Most (87 per cent) said they rarely or never saw this behaviour but far fewer (29 per cent) replied 'never' and 8 per cent indicated it happened 'sometimes'. Again instances of this type of bullying were higher in secondary than primary schools. The percentage of primary school respondents who said they rarely or never saw this kind of behaviour (92 per cent) was higher than that for secondary school respondents (81 per cent). This difference was wider in the percentages saying they never saw such behaviour which were 67 per cent among primary school respondents and 48 per cent among those in secondary schools.

Most respondents said that they were confident that they would know what to do if they saw or heard about the various examples of bullying. Figure 11 presents the survey results.

Figure 11 Percentage of respondents who replied they were very and fairly confident they would know what to do if they saw or heard of the following types of bullying occurring at their school



Source: Senior leaders and classroom teachers; Teacher Voice Omnibus Survey November 2016 and Senior Leader booster November 2016

Most respondents said they were very confident in dealing with bullying based on disability (70 per cent) and a quarter (26 per cent) said they were fairly confident in doing so. Similar levels of confidence were expressed when respondents were asked about the two specific forms of bullying of girls: sexist or sexual language used to degrade girls and boys touching girls inappropriately.

While respondents were confident in dealing with homophobic or biphobic bullying, they were less confident in dealing with transphobic bullying:

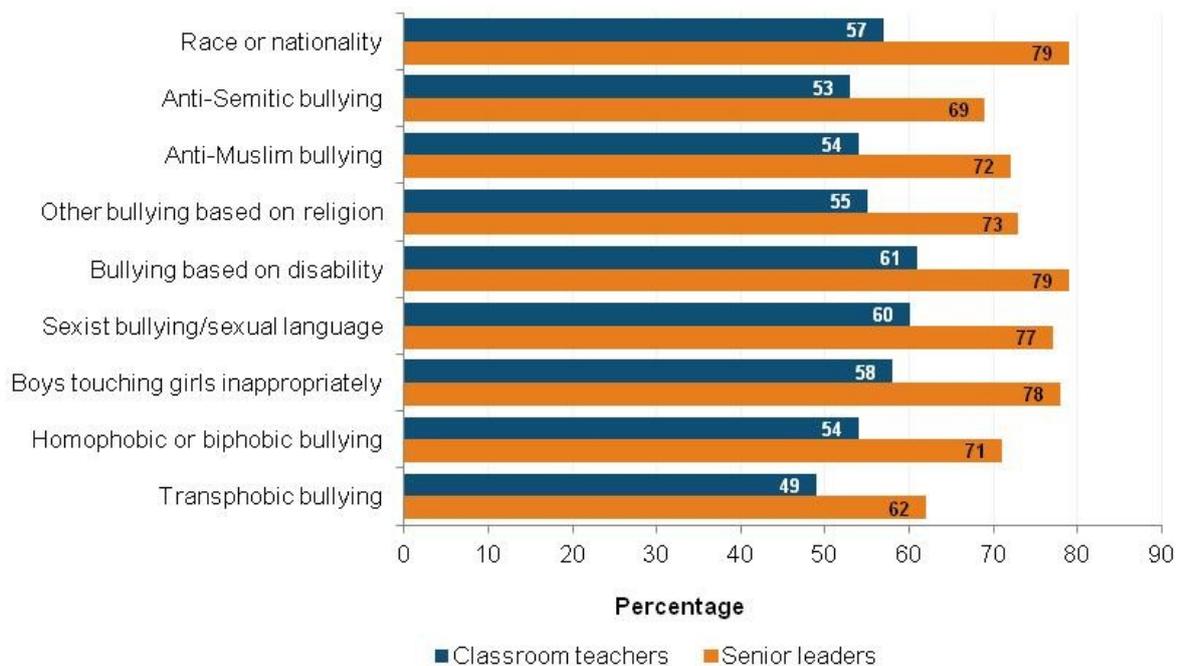
- most respondents said they were very confident in dealing with homophobic or biphobic bullying (62 per cent) and most others said they were fairly confident (30 per cent)
- just over half of all respondents (55 per cent) said they would be very confident in dealing with transphobic bullying and most of the others said they were fairly confident (29 per cent).

In all cases a higher percentage of respondents in secondary schools than those in primary schools said they were very confident in dealing with the types of bullying noted in the survey. This was most apparent in relation to transphobic bullying given that nearly two-thirds of secondary school respondents (65 per cent) said they were very confident, less than half (47 per cent) of those in primary schools gave the same response and a tenth of primary respondents (10 per cent) said they were neither confident nor unconfident. A much higher percentage of secondary school respondents than those in

primary schools said that they were very confident in dealing with homophobic bullying, anti-Muslim and anti-Semitic bullying, and other forms of bullying based on religion.

As Figure 12 shows, there were also important differences in the perceptions of senior leaders and classroom teachers in relation to the different forms of bullying examined in the survey.

Figure 12 Percentage of classroom teachers and senior leaders who replied they were very confident they would know what to do if they saw or heard of the following types of bullying occurring at their school



Source: Senior leaders and classroom teachers; Teacher Voice Omnibus Survey November 2016 and Senior Leader booster November 2016

Across all bullying types, a higher proportion of senior leaders than classroom teachers were very confident they would know what to do if they saw or heard bullying occurring at their school.

12. Careers education, raising aspirations and apprenticeships

One of the commitments of the recently published 'Building our Industrial Strategy' Green Paper was that the Government will publish a comprehensive careers strategy later this year. High quality careers provision on academic and technical routes, including apprenticeships, is a key priority for this Government.

The careers strategy will aim to radically improve the quality and coverage of careers advice in schools and colleges, to make it easier for people to apply for technical education, and to give people the information they need to access training throughout their working lives.

This is part of a wider Government strategy to build a stronger, fairer Britain that works for everyone, not just the privileged few.

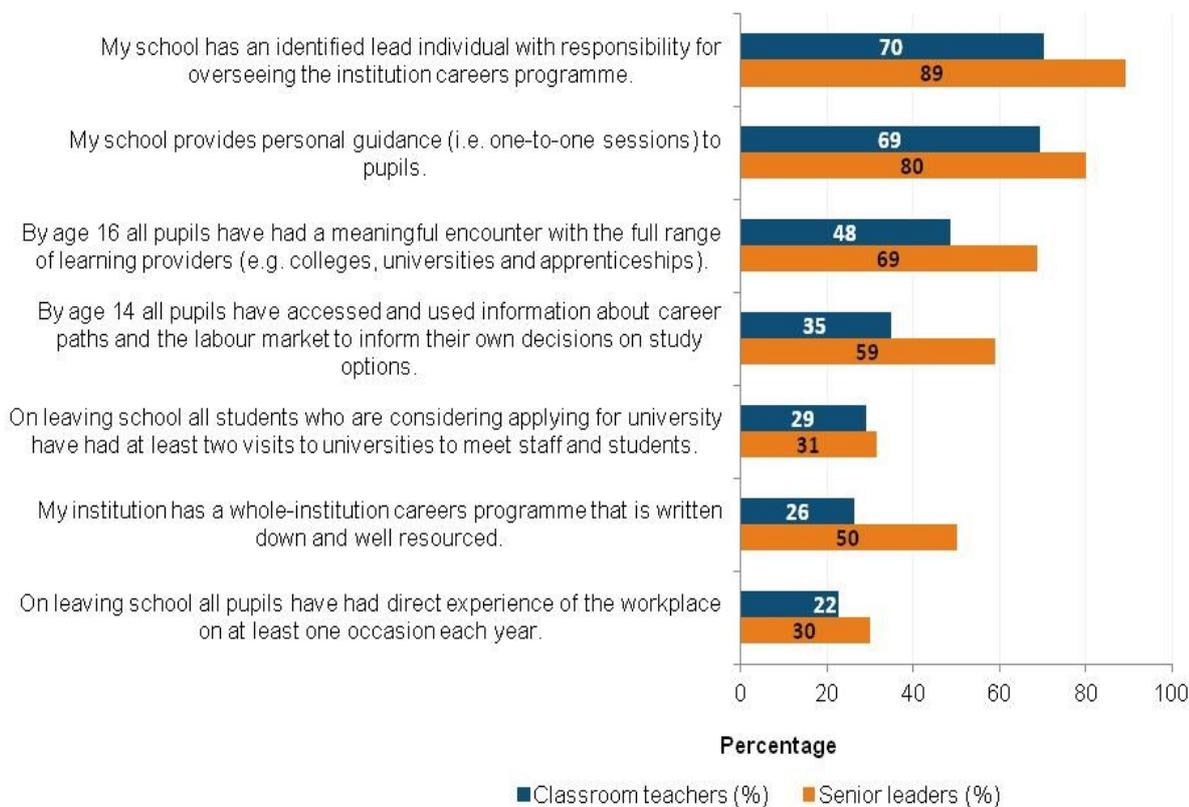
Careers education and guidance is delivered through a range of programmes and initiatives, with a key role given to The Careers & Enterprise Company, which has the remit to facilitate employers working with young people aged 12-18 to nurture their understanding of the qualifications and personal attributes they will need to succeed as adults and the opportunities available to them. This includes the provision of high quality, meaningful careers-related mentoring. 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 raise their aspirations and think in the long term, not just about their next steps.

Respondents were asked how they classify the careers advice offer in their school. The majority of secondary senior leaders (94 per cent) and secondary classroom teachers (86 per cent) said that careers advice covered both academic and technical education options including apprenticeships. A minority of secondary teachers (9 per cent) and senior leaders (4 per cent) reported that careers advice in their school covered academic options only.

Secondary senior leaders and classroom teachers were asked whether a series of statements applied to careers education in their school. Across all the statements secondary senior leaders were more positive than classroom teachers. A higher percentage of senior leaders considered that the statements applied to their school than was the case for subject teachers. Figure 13 shows that a majority of secondary senior leaders (89 per cent) and classroom teachers (70 per cent) said that their school has an identified lead individual with responsibility for overseeing the institution's careers programme; and the school provides personal guidance (i.e. one-to-one sessions) to its pupils (senior leaders 80 per cent and teachers 69 per cent).

A larger percentage of senior leaders (59 per cent) than classroom teachers (35 per cent) agreed with the statement that by age 14 pupils have accessed and used information about career paths and the labour market to inform their own decisions on study options.

Figure 13 Statements that apply to careers education in your school



Source: Senior leaders and classroom teachers; Teacher Voice Omnibus Survey November 2016 and Senior Leader booster November 2016

Just under one-third of secondary senior leaders and classroom teachers agreed with the statements that on leaving school all students who are considering applying for university have had at least two visits to universities to meet staff and students (secondary senior leaders 31 per cent and classroom teachers 29 per cent). Thirty per cent of secondary senior leaders and 22 per cent of classroom teachers agreed with the statement that on leaving school all pupils have had direct experience of the workplace on at least one occasion each year.

Respondents were asked what information they used to help pupils make informed decisions about their education and career choices. Secondary senior leaders believed that the main source of information was career/subject-specific web tools (85 per cent) in contrast to 59 per cent of classroom teachers. A high proportion (77 per cent) of both secondary classroom teachers and senior leaders said that their main information source was their own personal knowledge and experience. Other sources were:

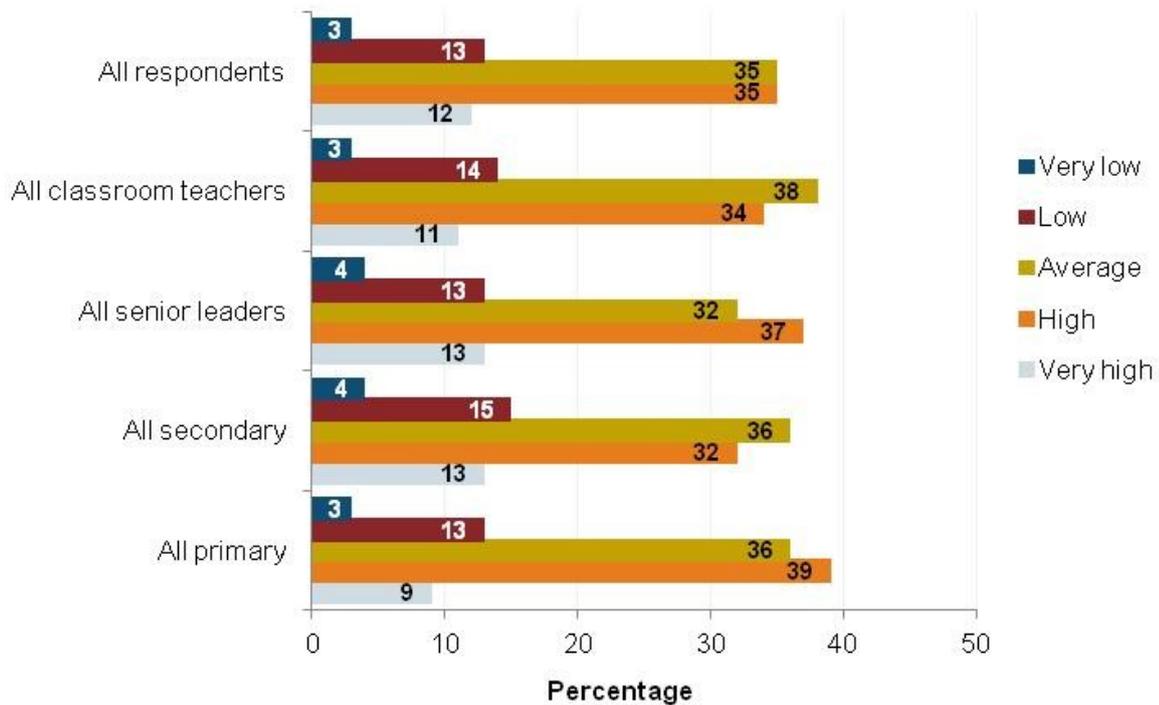
- 67 per cent of senior leaders and 24 per cent of teachers used destinations data
- 59 per cent of senior leaders and 35 per cent of teachers used the National Careers Service
- 40 per cent of senior leaders and 16 per cent of teachers used the Careers and Enterprise Company
- 19 per cent of senior leaders and 7 per cent of teachers used the government published performance tables.

Secondary senior leaders said they offered careers-related mentoring to: pupils in certain year groups only (33 per cent); pupils most at risk of under-achieving or dropping out (20 per cent); pupils from the most disadvantaged backgrounds (19 per cent); all pupils (16 per cent). Smaller proportions of secondary senior leaders reported that they offered careers-related mentoring to pupils with SEN (7 per cent) and female pupils in STEM subjects (6 per cent). About two-fifths (41 per cent) said they did not offer careers-related mentoring.

The Secretary of State has made clear in a recent speech the importance of high aspirations for all pupils as part of the government's commitment to a country that works for everyone. More broadly, the Secretary of State has signalled her determination (here) to improve social mobility through education, which means levelling up opportunity for the most disadvantaged pupils, and those who are just about managing, to ensure that all young people can fulfil their potential across every life phase. This will require generational change through tackling geographic disadvantage, investing in long-term system capacity and making sure the education system prepares young people and adults for career success.

Secondary and primary senior leaders and teachers were asked in general how they would describe the aspirations of the pupils in their school. Overall, more respondents described aspirations as 'very high' or 'high' than 'low' or 'very low'. The survey results are presented in Figure 14 below.

Figure 14 In general, how would you describe the aspirations of pupils in your school?

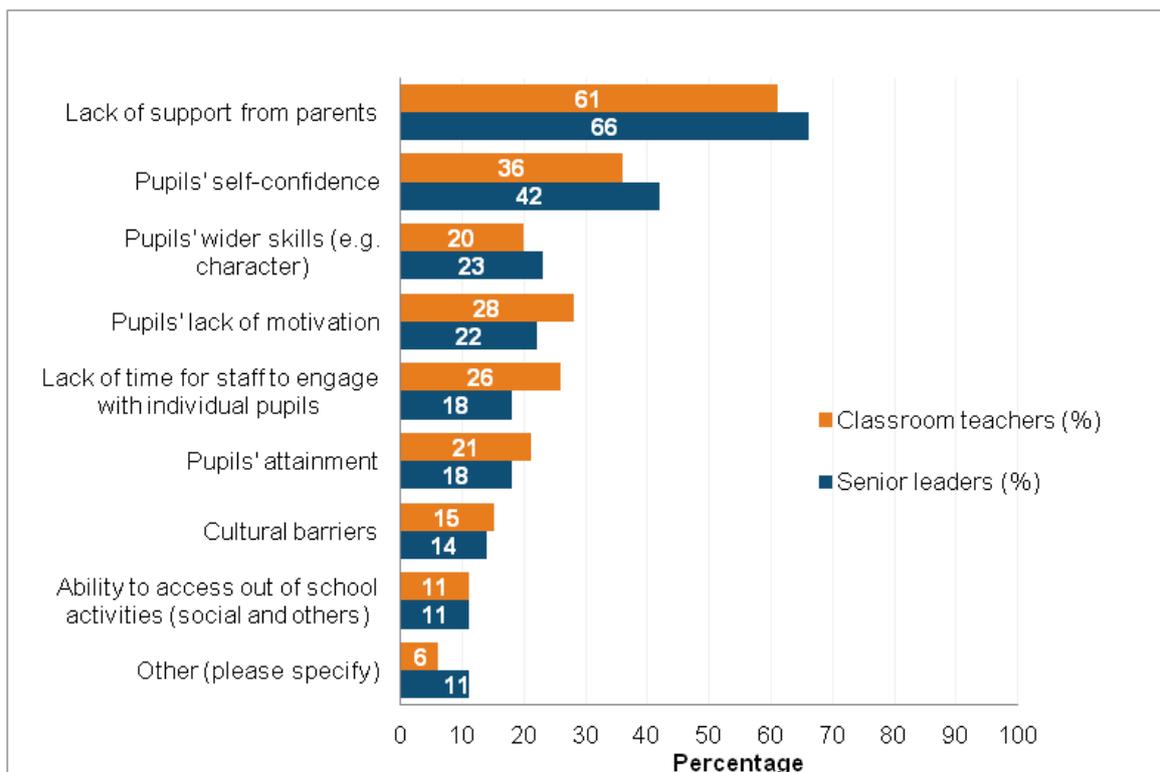


Source: Senior leaders and classroom teachers; Teacher Voice Omnibus Survey November 2016 and Senior Leader booster November 2016

Overall, more respondents described the aspirations of the pupils in their school as ‘very high’ or ‘high’ rather than ‘low’ or ‘very low’. For example, 48 per cent of primary respondents described pupils’ aspirations as ‘very high’ and ‘high’, while 16 per cent described them as ‘very low’ and ‘low’. The corresponding figures for secondary respondents were 45 per cent and 19 per cent. Just over a third (36 per cent) of primary and secondary respondents described the aspirations of their pupils as ‘average’. Proportionally more primary respondents (41 per cent of senior leaders and 36 per cent of classroom teachers) than secondary respondents (31 per cent of senior leaders and 33 per cent of classroom teachers) felt that the aspirations of their pupils were ‘high’. Additionally, more secondary senior leaders (17 per cent) than secondary classroom teachers (11 per cent) and more primary senior leaders (10 per cent), than primary classroom teachers (9 per cent) felt that the aspirations of their pupils were ‘very high’.

Respondents were asked about the barriers their school faces in raising pupils' aspirations. The survey results are presented in Figures 15 and 16.

Figure 15 Three most significant barriers your school faces in raising aspirations – Primary



Source: Senior leaders and classroom teachers; Teacher Voice Omnibus Survey November 2016 and Senior Leader booster November 2016

While a minority of primary respondents believed that they do not face any barriers to raising aspirations (6 per cent of senior leaders and 7 per cent of classroom teachers), Figure 15 shows that approximately two-thirds of primary respondents (66 per cent of senior leaders and 61 per cent of classroom teachers) felt that lack of support from parents was one of the most significant barriers their school faces in raising the aspirations of its pupils. The second most frequently cited barrier was pupils' lack of self confidence (42 per cent of senior leaders and 36 per cent of teachers). Approximately one quarter of senior leaders believed that pupils' wider skills (e.g. character) were a most significant barrier (23 per cent of senior leaders in contrast to 20 per cent of teachers); whereas classroom teachers said pupils' lack of motivation was a most significant barrier (28 per cent of teachers in contrast to 22 per cent of senior leaders). Other frequently cited significant barriers to raising aspirations included:

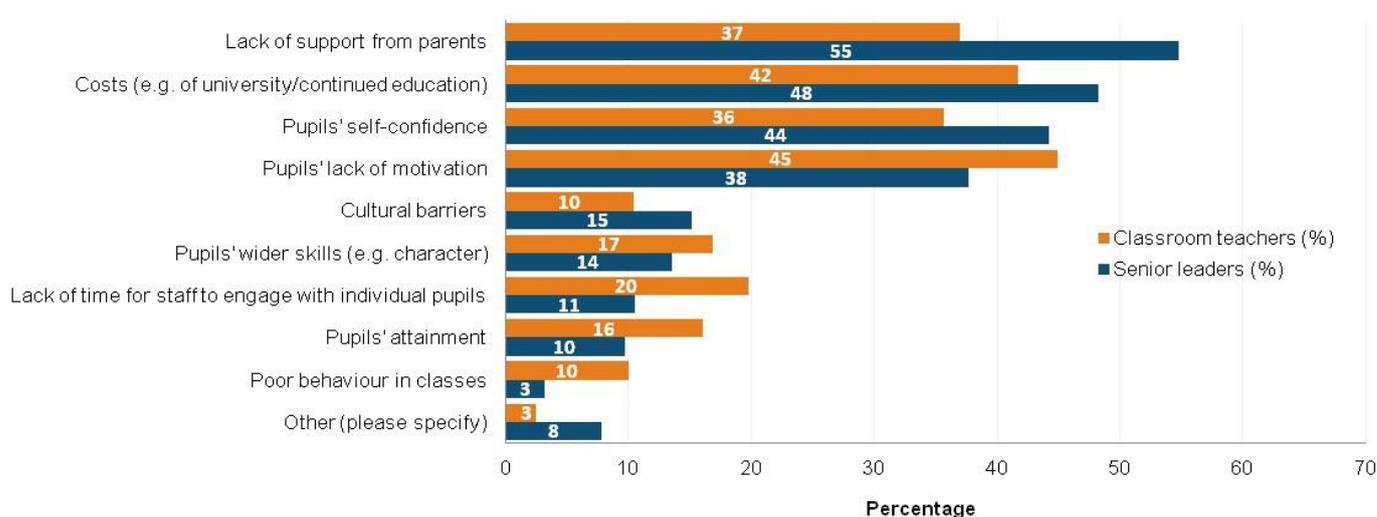
- lack of time for staff to engage with individual pupils (18 per cent of senior leaders and 26 per cent of teachers)
- pupils' attainment (18 per cent of senior leaders and 21 per cent of teachers)

- cultural barriers (14 per cent of senior leaders and 15 per cent of teachers)
- ability to access out of school activities (social and other) (11 per cent of senior leaders and 11 per cent of teachers).

Fewer than 10 per cent of respondents identified labelling of pupils/schools, poor behaviour in classes, pupils' concern about fitting in and lack of support from peer groups as other barriers their school faced in raising aspirations. Fourteen primary respondents identified community low aspirations as another barrier (other – please specify option).

As in primary schools, secondary senior leaders cited lack of support from parents (55 per cent) as a significant barrier; whereas this was viewed as significant by only just over one third of classroom teachers (37 per cent). Nearly half of secondary teachers (45 per cent) identified pupils' lack of motivation as one of their most significant barriers (in contrast to 38 per cent of secondary senior leaders). Figure 16 shows that just under half of secondary senior leaders (48 per cent) and secondary classroom teachers (42 per cent) believed that costs were a barrier to raising aspirations of its pupils and approximately two-fifths (44 per cent of senior leaders and 36 per cent of teachers) said that pupils' lack of self confidence was significant. Figure 16 shows the other barriers that secondary senior leaders and secondary classroom teachers included in their three most significant barriers to raising aspirations. More teachers (20 per cent) than senior leaders (11 per cent) said that lack of time for staff to engage with individual pupils was one of their three significant barriers to raising aspirations. A small minority of secondary respondents (4 per cent of senior leaders and 5 per cent of teachers) said that they do not face any barriers to raising aspirations for their pupils. Six secondary respondents identified community low aspirations and six specified rural location as other barriers (other – please specify option).

Figure 16 Three most significant barriers your school faces - Secondary



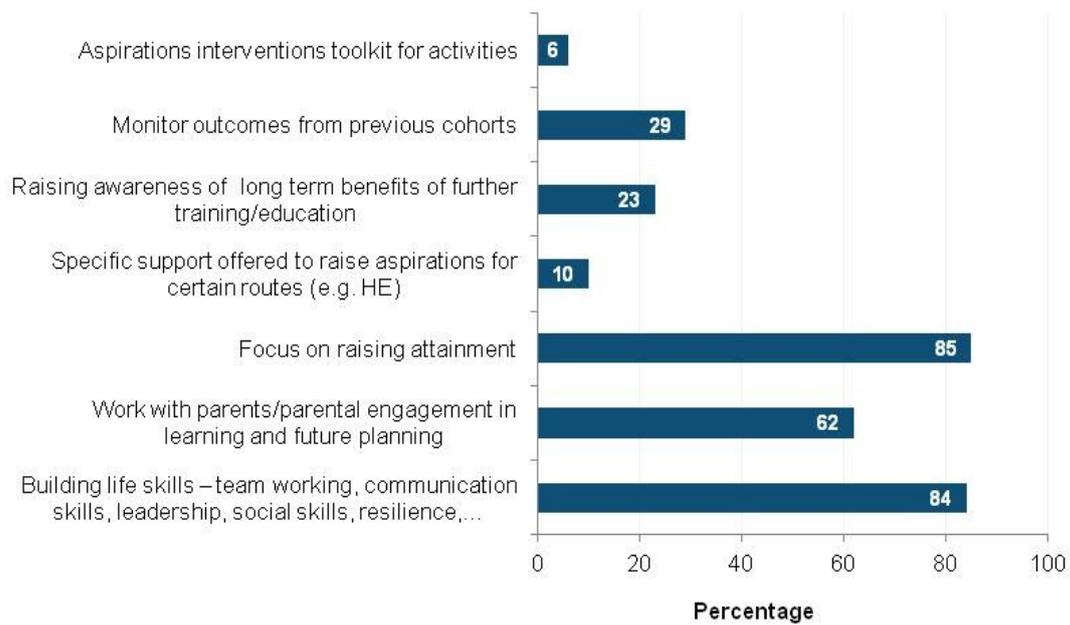
Respondents were asked what, if anything, they do to encourage pupils to have high aspirations and/or to help them achieve their potential. The main activities stated were:

- focus on raising attainment (89 per cent of senior leaders and 80 per cent of teachers in primary schools and 90 per cent of senior leaders and 70 per cent of teachers in secondary schools)
- building life skills – team working, communication skills, leadership, social skills, resilience, problem solving (88 per cent of senior leaders and 78 per cent of teachers in primary schools and 78 per cent of senior leaders and 63 per cent of teachers in secondary schools)
- talks from role models/inspirational people (68 per cent of senior leaders and 51 per cent of teachers in primary schools and 89 per cent of senior leaders and 71 per cent of teachers in secondary schools)

In addition, primary respondents (69 per cent of senior leaders and 54 per cent of teachers) said that they work with parents and encourage parental engagement in learning and future planning. Whereas secondary respondents (89 per cent of senior leaders and 62 per cent of teachers) said that they offer careers advice that includes a wide range of potential options for young people.

Other activities carried out to encourage primary and secondary pupils to have high aspirations and/or help them achieve their potential noted by respondents in primary schools are presented in Figure 17.

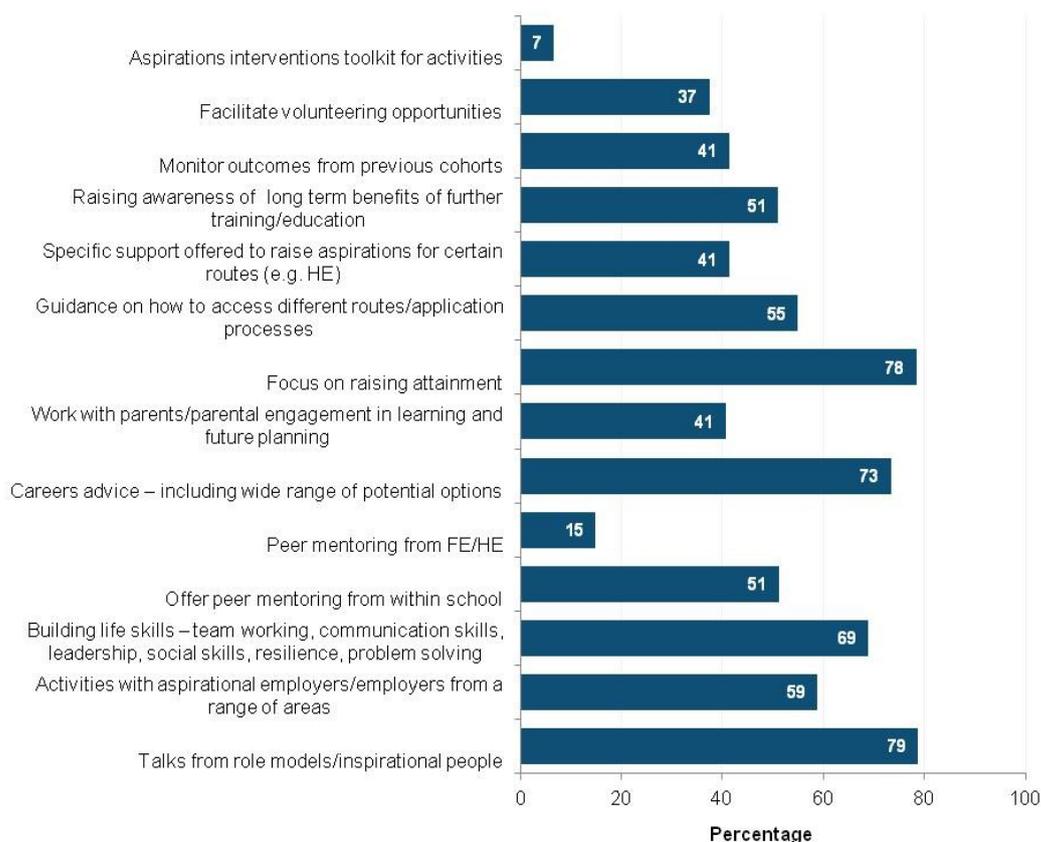
Figure 17 What, if anything, do you do to encourage pupils to have high aspirations and/or to help them achieve their potential? (Primary)



Source: Senior leaders and classroom teachers; Teacher Voice Omnibus Survey November 2016 and Senior Leader booster November 2016

Approaches and activities used to encourage secondary school pupils to have high aspirations or to help them achieve their potential are presented in Figure 18.

Figure 18 What, if anything, do you do to encourage pupils to have high aspirations and/or to help them achieve their potential? (Secondary)



Source: Senior leaders and classroom teachers; Teacher Voice Omnibus Survey November 2016 and Senior Leader booster November 2016

In addition, secondary respondents said they encouraged their pupils' aspirations by:

- offering activities with aspirational employers/employers from a range of areas (senior leaders 72 per cent and classroom teachers 50 per cent)
- offering guidance on how to access different routes/application processes (senior leaders 67 per cent and classroom teachers 46 per cent)
- offering peer mentoring from within school (senior leaders 59 per cent and classroom teachers 45 per cent)
- working with parents/parental engagement in learning and future planning (senior leaders 57 per cent and classroom teachers 29 per cent)
- facilitating volunteering opportunities (senior leaders 50 per cent and classroom teachers 28 per cent)
- providing peer mentoring from FE/HE (senior leaders 21 per cent and classroom teachers 11 per cent).

Senior leaders and classroom teachers were asked which activities that they carried out were most effective in encouraging pupils to have high aspirations and/or help them to achieve their potential.

Over half of primary respondents (53 per cent of senior leaders and classroom teachers) said that building life skills was the most effective way to raise aspirations and help pupils achieve their potential. For senior leaders in secondary schools a focus on raising attainment (26 per cent of senior leaders) and talks from role models/inspirational people (16 per cent) were considered to be most effective. Secondary classroom teachers said that talks from role models/inspirational people (23 per cent) and building life skills (20 per cent) were viewed as most effective at raising aspirations.

In 2013, the Government set out its vision for apprenticeships until the year 2020 with a growth target of three million apprenticeship starts and employers taking a more central role. The result was a systemic overhaul of provider regulation, funding, content and assessment. The new Register of Approved Training Providers (RoATP) was launched in November 2016. A UK-wide Apprenticeship Levy (0.5% for employers with over £3 million payroll) to fund all apprenticeships and changed amounts of funding will start in May 2017. Employer-led groups are developing new standards to replace Frameworks and independent End-Point Assessment (EPA) is being introduced. A central tenet of the government's skills plan and its recently announced industrial strategy is reform of technical education through the development of 15 core technical "routes". Young people will take up the routes either through employer-based provision, i.e. apprenticeships, or through college-based provision. This will further expand apprenticeship starts.

The survey presented secondary senior leaders with a list of ways to promote apprenticeships and asked them which they used. Four-fifths said that they shared literature about apprenticeships (80 per cent) and approximately three-fifths said they invited employers (60 per cent) or education or training providers (62 per cent) to talk about apprenticeships or took pupils to a careers or apprenticeships fair (61 per cent). Other methods of promoting apprenticeships included: inviting apprentices or former apprentices to talk about apprenticeships (31 per cent); encouraging pupils to sign up to 'Find an Apprenticeship' (29 per cent); taking pupils on a visit to an employer that offers apprenticeships (27 per cent); offering apprenticeships within their own institution (22 per cent); and supporting pupils to take up traineeships to help them prepare for apprenticeships (21 per cent).

Secondary senior leaders were asked ways to promote apprenticeships would help their school. Nearly three-quarters (69 per cent) said that a mechanism to match schools with employers offering apprenticeships and willing to speak to pupils would help. Over half (58 per cent) considered that a free online tool for pupils to search and apply for apprenticeship vacancies and information for parents (52 per cent) would be helpful. Other ways to support schools' promotion of apprenticeships included:

- more online information for teachers about apprenticeships (43 per cent)
- a national advertising campaign to inspire young people about apprenticeships (32 per cent)
- a face-to-face talk or discussion (28 per cent)
- more hard copy information for teachers (26 per cent).

13. Support for pupils with special educational needs

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she;

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) has 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 all pupils to achieve well and lead fulfilling lives apply to all children and young people irrespective of background or needs. For this vision to be realised, the education and children's services systems must 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 young people 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.

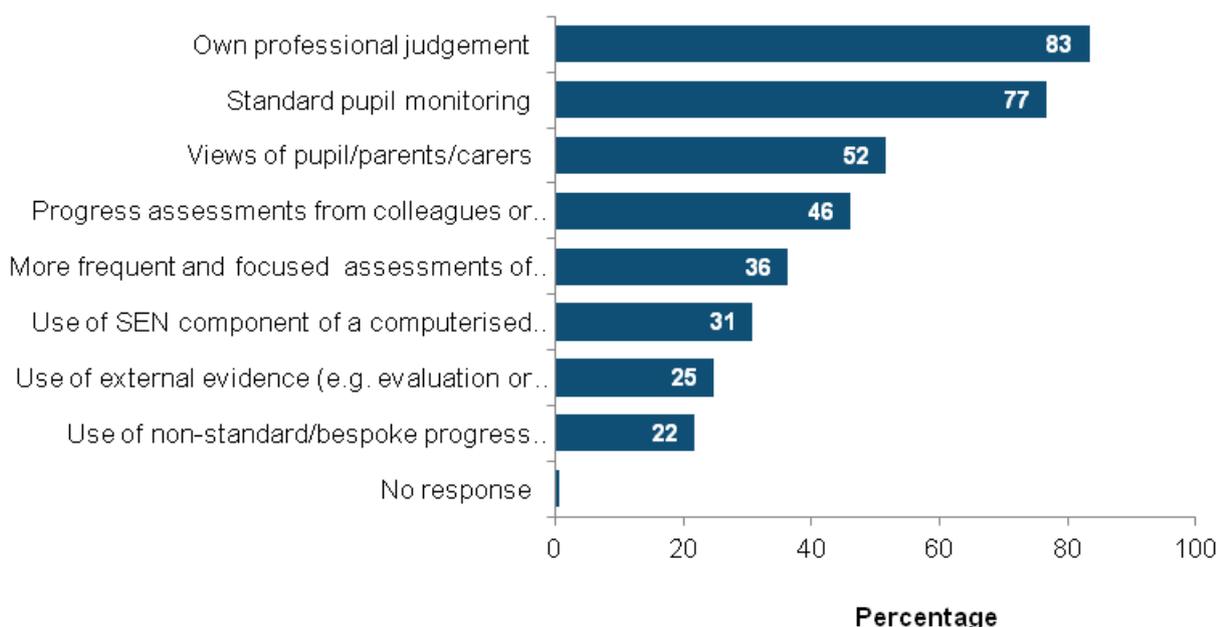
This chapter focuses on the support offered to school pupils in the SEN Support category. The SEN Support category was introduced as part of extensive SEND reforms in 2014 to replace School Action and School Action Plus as a means of supporting children and young people that have special educational needs (SEN) but have not met the threshold for an Education, Health and Care plan (EHC plan)¹. SEN provision for learners on SEN Support involves schools and colleges working with parents to agree what support is necessary and setting targets to measure and monitor progress.

¹ Or a Statement of Special Educational need prior to 1 September 2014.

Techniques to support pupils on SEN Support

The survey asked classroom teachers to identify which techniques they used to support pupils in the SEN Support category to improve their progress/attainment. The question listed eight techniques and asked teachers to indicate which they used. The results are shown in Figure 19.

Figure 19 Techniques used to identify whether the support provided to pupils on SEN Support is improving their progress/attainment



Source: Classroom teachers; Teacher Voice Omnibus Survey November 2016 and Senior Leader booster November 2016

Most teachers said they used two techniques in particular to support pupils on SEN Support to improve their progress/attainment: using their own professional judgement and 'standard pupil monitoring'. More than four-fifths (83 per cent) of teachers said they used their own professional judgement and more than three quarters (77 per cent) said they used standard pupil monitoring.

About half of teachers (52 per cent) said they used the views of pupils/parents/carers and over two fifths (46 per cent) used progress assessments from colleagues or external professionals.

Around a third of respondents (36 per cent) said they used more frequent and focused assessments of progress (than are used for pupils without SEN) and 31 per cent used the SEN component of a computerised management information system.

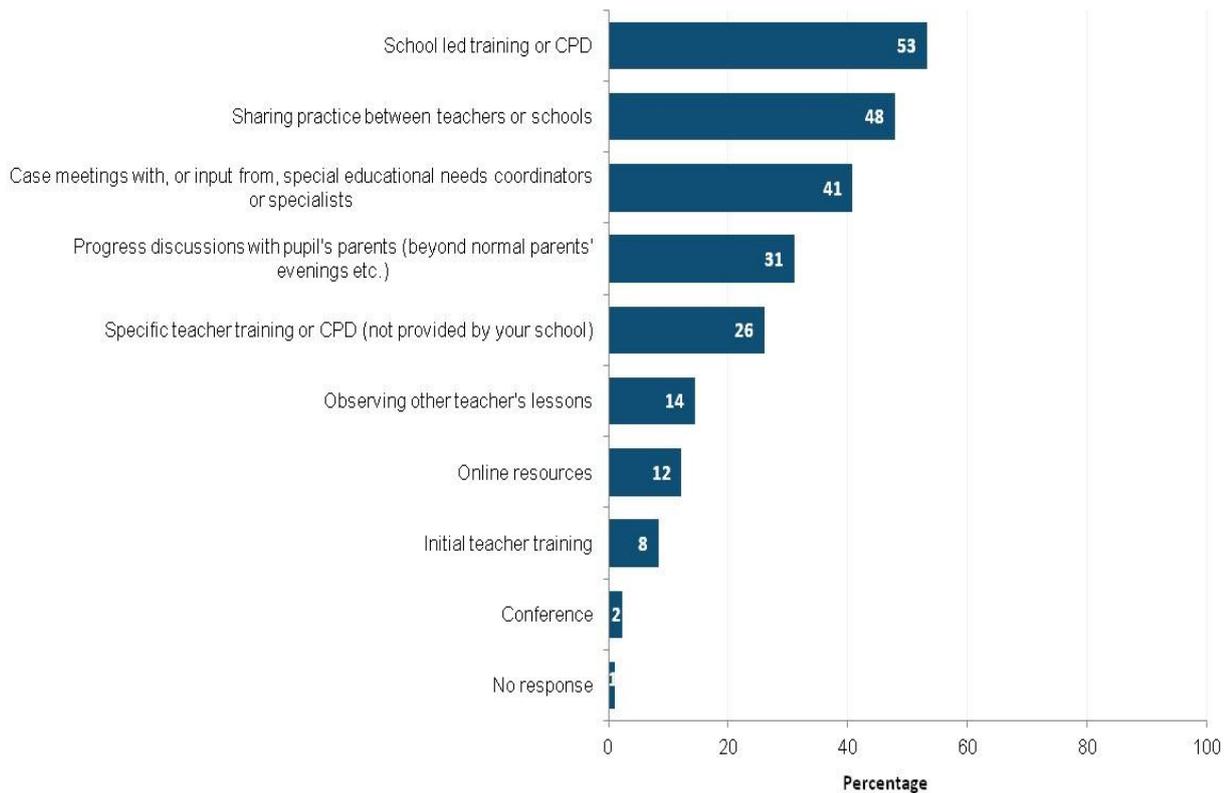
A higher percentage of primary school respondents said they used each of the listed techniques, with the exception of the SEN component of a computerised management

information system, which was used by a higher proportion of respondents in secondary schools (36 per cent, compared with 25 per cent of teachers in primary schools).

Activities to support pupils on SEN Support

The survey asked primary and secondary teachers about the usefulness of nine possible activities to support pupils on SEN Support. The results from this question are shown in Figure 20.

Figure 20 Activities found to be most useful in improving the support provided to pupils on SEN Support



Source: Classroom teachers; Teacher Voice Omnibus Survey November 2016 and Senior Leader booster

The three most useful activities focused on school-based training and sharing practice: school-led training/CPD (53 per cent); sharing practice between teachers or schools (48 per cent); and case meetings with, or input from, SENCOs or specialists (41 per cent).

Nearly a third of teachers (31 per cent) said progress discussions with pupils' parents (beyond normal parents' evenings etc.) were useful in supporting pupils on SEN Support, while a quarter (26 per cent) identified specific teacher training or CPD (not provided by their school) as useful for this purpose.

Three activities were identified as useful by a small minority of teachers, namely: a conference (2 per cent); initial teacher training (8 per cent); and observing other teachers' lessons (14 per cent).

There were some differences between responses to this question from teachers in primary and secondary schools. Three activities were more frequently identified as useful for primary schools. Case meetings with, or input from, SENCOs or specialists were identified as useful by a 52 per cent of primary school respondents compared with 30 per cent of secondary school respondents. Progress discussions with pupils' parents (beyond normal parents' evenings) were identified as useful by 38 per cent of primary respondents and 25 per cent of secondary school respondents; and specific teacher training or CPD (not provided by their school) was identified as useful by 33 per cent of primary school respondents compared with 20 per cent of secondary school respondents.

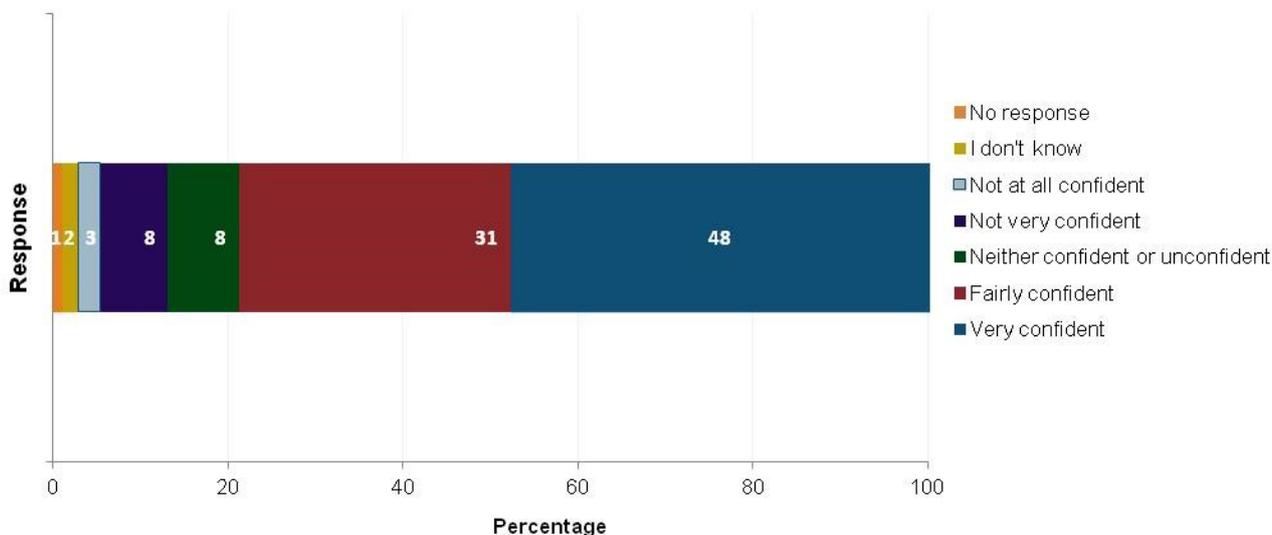
Two activities were identified as useful by a higher proportion of teachers in secondary schools. Sharing practice between teachers or schools was identified as useful by 51 per cent of secondary school respondents and 44 per cent of primary school teachers. Observing other teachers' lessons was identified as a useful activity to support pupils on SEN Support by 19 per cent of secondary respondents and ten per cent of primary school.

Meetings with parents/carers of pupils on SEN Support

Senior leaders in primary and secondary schools and classroom teachers in primary schools asked for their level of confidence that in the 2015/16 school year a member of staff had met with the parents/carers of each pupil on SEN Support at least three times to set clear outcomes and review progress. (Note that secondary classroom teachers were not asked this question.)

The answers given by all respondents are shown in Figure 21.

Figure 21 In the 2015/16 school year, how confident are you that a member of staff has met the parents/carers of each pupil on SEN Support at least three times to set clear outcomes and review progress?



Source: Senior leaders and classroom teachers; Teacher Voice Omnibus Survey November 2016 and Senior Leader booster November 2016

Most (79 per cent) respondents reported being ‘very’ or ‘fairly’ confident that these meetings had taken place. Only 11 per cent of respondents indicated that they were not confident or not at all confident that these meetings had taken place.

There were some differences between groups of respondents. Primary school leaders were the most confident that the meetings had taken place, with a majority (59 per cent) of primary school leaders indicating that they were ‘very confident’, compared with 44 per cent of secondary school leaders. Primary classroom teachers were the least confident group: 38 per cent of primary classroom teachers said they were very confident that the meetings had taken place.

14. Primary and Sports Premium

The PE and sports premium for primary schools is paid to schools with primary-aged pupils to enable them to make ‘additional and sustainable improvements to the quality of the PE and sports they offer’. In 2016-17, a total of £160 million was made available and this is set to rise to £320 million per annum from September 2017.

Maintained schools, academies and free schools, non-maintained special schools, City Technology Colleges, Pupil Referral Units, and general hospitals receive funding based on a formula which takes account of the number of learners on roll (Year1 to Year 6 for

schools and learners aged 5-10 in special schools). A total of £8,000 is allocated to each school together with an additional £5 for every pupil. Small schools of 16 pupils or fewer are allocated £500 per pupil.

Schools are able to use the funding at their discretion but they are required to demonstrate that the way they use the funding will add value to their PE provision. They may not use the money to pay for the statutory minimum provision outlined in the National Curriculum or to enable staff to access Planning, Preparation, and Assessment time.

The way the grant is used is monitored by governors and schools must publish details of how they use the funding on their website. In addition, Ofsted consider 'how effectively leaders use the primary PE and sports premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this' (Ofsted, 2016, p.38), as part of their judgments on the 'Effectiveness of Leadership and Management' in schools.

Respondents were asked how they intended to use the primary and sports premium in 2017, from a pre-selected list of options. Nearly two-fifths (38 per cent) said that they were not aware that the funding would be doubling and around a quarter (27 per cent) who were aware that it would be doubling had not determined how it might be used. The difference between senior leaders and classroom teachers was evident given that more than half of the classroom teachers who responded (56 per cent) said they were not aware that the funding would be doubling compared with about a fifth of senior leaders (21 per cent). Around a quarter (27 per cent) of both senior leaders and classroom teachers said they were aware of the increase in funding but that the way it would be used had not been discussed yet.

The two main areas where senior leaders planned to allocate more than 25 per cent of total funding in 2017 were to the least physically active pupils (28 per cent) and disadvantaged pupils (21 per cent). Fewer senior leaders indicated that they planned to focus this allocation on pupils with high sporting ability (17 per cent), pupils with swimming and water safety needs (15 per cent) and pupils with SEN (10 per cent). Eight per cent or fewer of classroom teachers selected any of the options listed.

Respondents who said they were aware of the funding and had answered how it would be used were asked whether they intended to focus on any areas (from a pre-selected list) relating to swimming and water safety when primary PE and sports funding increases in 2017. Nearly half of respondents (47 per cent) said they intended to provide additional help to pupils struggling to meet the minimum standards of the national curriculum on swimming and water safety. Fewer said they intended to increase the time spent on swimming lessons (20 per cent), provide training and CPD to teachers (16 per cent) or offer extended opportunities for pupils who are already competent in swimming to

improve their technique (13 per cent). Just over a third (33 per cent) of respondents said they had no particular focus on swimming. A higher percentage of primary school classroom teachers (42 per cent) than senior leaders (30 per cent) said that they would not have a focus on swimming.

Annex 1: Supporting information

How was the survey conducted?

This report is based on data from the November 2016 main Teacher voice survey and the Autumn 2016 Senior Leader Booster Survey. A panel of 1,936 practising teachers from 1,629 schools in the maintained sector in England completed the survey. Teachers completed the main survey online between the 4th and 9th of November 2016. The senior leader booster survey ran between 26th November and 16th December 2016.

What was the composition of the panel?

The panel included teachers from the full range of roles in primary and secondary schools, from head teachers to newly qualified classroom teachers. More senior roles were slightly over-represented in the sample, but there was a good spread of responses across all seniority levels. One thousand and forty-seven (54 per cent) of the respondents were teaching in primary schools and 889 (46 per cent) were teaching in secondary schools.

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

Both the primary school sample, secondary school and combined samples differed significantly from the school population by free schools meals eligibility. For the primary school sample, there was under-representation in the highest and lowest quintiles. For the secondary school sample, there was over-representation in the lowest quintile. For the combined sample, the lowest and middle quintiles were over-represented. To address this, weights were calculated for each sample using free school meals data and then applied to the primary sample and secondary samples respectively. After weighting, the primary, secondary and combined samples were nationally representative by free school meals eligibility. All samples were broadly representative of the national population in terms of achievement band, school type, region and local authority type.

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

Table 1 Representation of (weighted) primary schools compared to primary schools nationally

		National population per cent	NFER sample per cent
Achievement band (Overall performance by KS2 2012 data)	Lowest band	18	17
	2nd lowest band	18	19
	Middle band	17	18
	2nd highest band	19	19
	Highest band	24	24
	Missing	4	2
per cent eligible FSM (5 pt scale) (2011/12)	Lowest 20 per cent	20	20
	2nd lowest 20 per cent	20	20
	Middle 20 per cent	20	20
	2nd highest 20 per cent	20	20
	Highest 20 per cent	20	20
	Missing	1	1
Primary school type	Infants	7	8
	First School	3	2
	Infant & Junior (Primary)	65	64
	Junior	5	6
	Middle deemed Primary	0	0
	Academy	21	20
Region	North	30	27
	Midlands	32	30
	South	38	43
Local Authority type	London Borough	11	13
	Metropolitan Authorities	21	20
	English Unitary Authorities	18	19
	Counties	51	48
Number of schools		16925	946

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

Source: NFER Omnibus Survey November 2016

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

		National population per cent	NFER sample per cent
Achievement band (Overall performance by GCSE 2012 data)	Lowest band	16	14
	2nd lowest band	19	20
	Middle band	19	19
	2nd highest band	18	20
	Highest band	18	23
	Missing	10	3
per cent eligible FSM (5 pt scale) (2011/12)	Lowest 20 per cent	19	20
	2nd lowest 20 per cent	19	20
	Middle 20 per cent	20	20
	2nd highest 20 per cent	19	20
	Highest 20 per cent	19	20
	Missing	3	1
Secondary school type	Middle deemed secondary	2	0
	Secondary Modern	1	1
	Comprehensive to 16	14	15
	Comprehensive to 18	18	19
	Grammar	1	1
	Academies	61	62
Region	North	28	27
	Midlands	32	30
	South	39	42
Local Authority type	London Borough	15	14
	Metropolitan Authorities	22	22
	English Unitary Authorities	19	19
	Counties	45	44
Number of schools		3402	684

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

Source: NFER Omnibus Survey November 2016.

Table 3 Representation of all schools (weighted) compared to all schools nationally

		National population per cent	NFER sample per cent
Achievement band (By KS2 2012 and GCSE 2012 data)	Lowest band	18	16
	2nd lowest band	19	20
	Middle band	18	19
	2nd highest band	19	19
	Highest band	23	24
	Missing	5	2
per cent eligible FSM (5 pt scale) (2011/12)	Lowest 20 per cent	20	20
	2nd lowest 20 per cent	20	20
	Middle 20 per cent	20	20
	2nd highest 20 per cent	20	20
	Highest 20 per cent	20	20
	Missing	1	1
Region	North	30	27
	Midlands	32	30
	South	38	43
Local Authority type	London Borough	11	14
	Metropolitan Authorities	21	21
	English Unitary Authorities	18	19
	Counties	50	47
Number of schools		20190	1629

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.

Source: NFER Omnibus Survey November 2016.

Table 4 Comparison of the achieved (weighted) sample with the national population by grade of teacher (not including academies)

Role	Primary schools				Secondary schools			
	National population		NFER sample		National population		NFER sample	
	N ¹	per cent	N	per cent	N ¹	per cent	N	per cent
Headteachers	16.6	8	251	29.8	3.5	2	41	11.7
Deputy Headteachers	12.5	6	137	16.3	5.5	3	48	13.5
Assistant Headteachers	11.3	5	62	7.4	14.0	7	28	13.7
Class teachers and others	179.6	82	392	47.1	187.9	89	215	61.1

1. National population figures are expressed in thousands and for headteachers, deputy heads and assistant heads are based on full-time positions. NFER sample figures include all staff with these roles and so may include part-time staff.

2. Due to rounding, percentages may not sum to 100.

3. Sources: NFER Omnibus Survey November 2016, DfE: School Workforce in England, November 2012, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/193090/SFR_15_2013.pdf [3 December 2013].

Table 5 Comparison of the achieved (weighted) academies sample with the national population by grade of teacher

Role	All Academies (primary and secondary)			
	National population ¹		NFER sample	
	N ¹	per cent	N	per cent
Headteachers	5.4	3	137	18.3
Deputy & Assistant Headteachers	18.4	9	211	28.17
Class teachers and others	172.1	88	401	53.50

1. National population figures are expressed in thousands and for headteachers, deputy heads and assistant heads are based on full-time positions. NFER sample figures include all staff with these roles and so may include part-time staff.

2. Due to rounding, percentages may not sum to 100.

3. Sources: NFER Omnibus Survey [November 2016], DfE: School Workforce in England, November 2012, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/193090/SFR_15_2013.pdf [3 December 2013].

How accurately do the results represent the national position?

Table 6 Precision of estimates in percentage point terms

Number of respondents	Precision of estimates in percentage point terms
30	17.89%
40	15.49%
50	13.86%
75	11.32%
100	9.80%
150	8.00%
200	6.93%
300	5.66%
400	4.90%
500	4.38%
600	4.00%
700	3.70%
800	3.46%
900	3.27%
1000	3.10%
1100	2.95%
1200	2.83%
1300	2.72%
1400	2.62%
1500	2.53%
1600	2.45%
1700	2.38%
1800	2.31%
1900	2.25%
2000	2.19%

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