Teacher Attitude Survey 2017 report

Teachers’ awareness and perceptions of Ofsted

Please note this report is easier to interpret when printed in colour
Contents

- Background and Method
- Section 1 - Perceptions of Ofsted
  - Attitudes towards Ofsted as an organisation
  - Attitudes towards Ofsted inspections
- Section 2 - Communications with teachers
  - Awareness of Ofsted publications
  - How Ofsted could improve their output
- Section 3 – Ofsted’s myth busting campaign
  - Current understanding of myths
  - Confidence promoting and challenging information
- Appendix A – Sample profile
Background and method
The main objectives of this study were to provide Ofsted with robust and timely evidence from classroom teachers to:

1. Explore their perceptions of Ofsted
2. Help improve the way Ofsted communicates with teachers
3. Measure understanding of Ofsted's ‘myth busting’ campaign

- An online survey was developed in conjunction with Ofsted and was carried out amongst teachers between 8 and 21 February 2017
- The total number of respondents was 1,026 teachers; 395 primary and 631 secondary
- The survey targeted teachers across England, teaching reception through to year 13 students at least once a week.
- The figures have been weighted and are representative of teachers in England by gender and school type.
Teachers’ perceptions of Ofsted
Attitudes towards Ofsted as an organisation
Teachers with less than 5 years teaching experience are more likely to have their attitudes towards Ofsted shaped by general reputation and views of colleagues rather than personal experience.

What most shapes views of Ofsted

- **My own personal experience of inspection**
  - All teachers (n=1,026): 59%
  - Primary (n=395): 61%
  - Secondary (n=631): 57%
  - NQT/ first year (n=43*): 23%
  - 1-5 years (n=156): 38%
  - 6-15 years (n=379): 19%
  - 16+ years (n=448): 59%
- **The general reputation the organisation has gained for itself over many years**
  - All teachers (n=1,026): 21%
  - Primary (n=395): 20%
  - Secondary (n=631): 22%
  - NQT/ first year (n=43*): 27%
  - 1-5 years (n=156): 28%
  - 6-15 years (n=379): 19%
  - 16+ years (n=448): 19%
- **Views of colleagues**
  - All teachers (n=1,026): 7%
  - Primary (n=395): 9%
  - Secondary (n=631): 5%
  - NQT/ first year (n=43*): 5%
  - 1-5 years (n=156): 3%
  - 6-15 years (n=379): 18%
  - 16+ years (n=448): 18%
- **I don't have a view or attitude towards Ofsted**
  - All teachers (n=1,026): 6%
  - Primary (n=395): 5%
  - Secondary (n=631): 6%
  - NQT/ first year (n=43*): 7%
  - 1-5 years (n=156): 7%
  - 6-15 years (n=379): 6%
  - 16+ years (n=448): 3%
- **Views of senior leaders**
  - All teachers (n=1,026): 5%
  - Primary (n=395): 4%
  - Secondary (n=631): 6%
  - NQT/ first year (n=43*): 0%
  - 1-5 years (n=156): 6%
  - 6-15 years (n=379): 7%
  - 16+ years (n=448): 3%
- **Views of unions**
  - All teachers (n=1,026): 1%
  - Primary (n=395): 1%
  - Secondary (n=631): 2%
  - NQT/ first year (n=43*): 1%
  - 1-5 years (n=156): 1%
  - 6-15 years (n=379): 1%
  - 16+ years (n=448): 0%
- **Other**
  - All teachers (n=1,026): 2%
  - Primary (n=395): 1%
  - Secondary (n=631): 3%
  - NQT/ first year (n=43*): 1%
  - 1-5 years (n=156): 3%
  - 6-15 years (n=379): 2%
  - 16+ years (n=448): 1%
Teachers with over 6 years teaching experience are more likely to have information about inspection and how Ofsted works shared with them by their senior leadership, or through membership of a teaching association or union.
As length of service increases, agreement that Ofsted acts as a reliable and trusted arbiter, or a force of improvement decreases. Over two-thirds of teachers see Ofsted as existing to primarily help the government of the day advance its education agenda.

- **Strongly or slightly disagree**
  - Ofsted exists primarily to help the government of the day advance its education agenda:
    - NQT/ first year (n=43*): 14% (strongly or slightly disagree), 31% (agree)
    - 1-5 years (n=156): 17% (strongly or slightly disagree), 60% (agree)
    - 6-15 years (n=379): 13% (strongly or slightly disagree), 58% (agree)
    - 16+ years (n=448): 12% (strongly or slightly disagree), 65% (agree)

- **Strongly or slightly agree**
  - Ofsted exists primarily to help the government of the day advance its education agenda:
    - NQT/ first year (n=43*): 69% (strongly or slightly agree), 19% (agree)
    - 1-5 years (n=156): 62% (strongly or slightly agree), 47% (agree)
    - 6-15 years (n=379): 71% (strongly or slightly agree), 53% (agree)
    - 16+ years (n=448): 73% (strongly or slightly agree), 59% (agree)

- Ofsted is a force for improvement in England's education system:
  - NQT/ first year (n=43*): 19% (strongly or slightly disagree), 30% (agree)
  - 1-5 years (n=156): 23% (strongly or slightly disagree), 53% (agree)
  - 6-15 years (n=379): 21% (strongly or slightly disagree), 58% (agree)
  - 16+ years (n=448): 15% (strongly or slightly disagree), 65% (agree)

- Ofsted acts as a reliable and trusted arbiter of standards across all different types of schools in England:
  - NQT/ first year (n=43*): 17% (strongly or slightly disagree), 31% (agree)
  - 1-5 years (n=156): 24% (strongly or slightly disagree), 34% (agree)
  - 6-15 years (n=379): 18% (strongly or slightly disagree), 59% (agree)
  - 16+ years (n=448): 13% (strongly or slightly disagree), 60% (agree)

All teachers (n=1,026)
Length of service:
- NQT/ first year (n=43*)
- 1-5 years (n=156)
- 6-15 years (n=379)
- 16+ years (n=448)

S13 - To what extent do you agree or disagree with the following statements? (2,3,5)
*Please note small base size
No differences in results between primary and secondary teachers.
Half (53%) of teachers would be interested in engaging with Ofsted by shadowing an inspection team.

<table>
<thead>
<tr>
<th>How interested or uninterested would you be about engaging with Ofsted in the following ways?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to shadow an inspection team</td>
</tr>
<tr>
<td>Very or slightly interested: 53%</td>
</tr>
<tr>
<td>67%</td>
</tr>
<tr>
<td>58%</td>
</tr>
<tr>
<td>65%</td>
</tr>
<tr>
<td>41%</td>
</tr>
</tbody>
</table>

| Access to an identified named inspector as a point of contact                               |
| Very or slightly interested: 53%                                                             |
| 53%                                                                                      |
| 42%                                                                                      |
| 32%                                                                                      |
| 41%                                                                                      |

| Attendance at Ofsted-run conferences                                                         |
| Very or slightly interested: 31%                                                              |
| 38%                                                                                      |
| 40%                                                                                      |
| 22%                                                                                      |

| Access to online interaction such as webinars and webchats                                    |
| Very or slightly interested: 26%                                                              |
| 36%                                                                                      |
| 34%                                                                                      |
| 31%                                                                                      |
| 18%                                                                                      |

53% of teachers with 6-15 years experience would be interested in having access to an identified inspector as a point of contact – significantly higher than those with fewer or more years experience.
Attitudes towards Ofsted inspections
Overall teachers find the thought of Ofsted inspecting their school highly stressful for everyone, with primary school teachers more likely to think this.

Which of the following would best describe your emotions when you think about Ofsted inspecting your school?

- **Highly stressful for everyone**: 82% (All teachers), 69% (Secondary), 76% (Primary)
- **Slightly stressed but understand it is necessary**: 11% (All teachers), 16% (Secondary), 14% (Primary)
- **Keep calm and carry on doing your job as normal**: 5% (All teachers), 11% (Secondary), 8% (Primary)
- **Positive. Bring it on. Looking forward to demonstrating how good we are**: 1% (All teachers), 2% (Secondary), 2% (Primary)
- **None of these**: 2% (All teachers), 2% (Secondary), 1% (Primary)

Describe as highly stressful:
- 82% of teachers who believe the myth busting information did not permeate at all through their SLT/staffroom
- 81% of teachers who last experienced an inspection 3-5 years ago, compared to 71% who experienced an inspection in the last 12 months
Half of all teachers’ (52%) last personal experience of being inspected in a school setting was in the last 2 years. Almost a quarter (24%) of teachers working in an outstanding school last experienced being inspected over 5 years ago.

How recent was your last personal experience of being inspected in a school setting?

- **Within last 12 months**: 22%
  - All teachers (n=1,026): 24%
  - Outstanding (n=233): 31%
  - Good (n=615): 32%
  - Requires improvement (n=116): 15%
  - Inadequate/ Special measures (n=30*): 10%

- **1-2 years ago**: 30%
  - All teachers (n=1,026): 32%
  - Outstanding (n=233): 35%
  - Good (n=615): 30%
  - Requires improvement (n=116): 29%
  - Inadequate/ Special measures (n=30*): 15%

- **3-5 years ago**: 29%
  - All teachers (n=1,026): 30%
  - Outstanding (n=233): 35%
  - Good (n=615): 30%
  - Requires improvement (n=116): 29%
  - Inadequate/ Special measures (n=30*): 15%

- **Over 5 years ago**: 10%
  - All teachers (n=1,026): 24%
  - Outstanding (n=233): 10%
  - Good (n=615): 7%
  - Requires improvement (n=116): 4%
  - Inadequate/ Special measures (n=30*): 3%

- **Never been inspected**: 8%
  - All teachers (n=1,026): 11%
  - Outstanding (n=233): 6%
  - Good (n=615): 7%
  - Requires improvement (n=116): 8%
  - Inadequate/ Special measures (n=30*): 8%

30% of teachers with less than 5 years teaching experience have never been inspected.

*Please note small base size*
Teachers inspected within the last 12 months are significantly more likely to have found the experience better than expected compared with teachers inspected between 1 and 5 years ago.

**Thinking of the most recent experience of being inspected in a school setting. Did you find the experience….**

- **Better than you expected**
  - Last personal experience of inspection:
    - Within last 12 months (n=229): 9% of teachers found inspection better than expected.
    - 1-2 years ago (n=300): 15% found it better than expected.
    - 3-5 years ago (n=297): 6% found it better than expected.
    - Over 5 years ago (n=106): 7% found it better than expected.

- **Pretty much in line with what you expected**
  - Last personal experience of inspection:
    - Within last 12 months (n=229): 73% found inspection better than expected.
    - 1-2 years ago (n=300): 72% found it better than expected.
    - 3-5 years ago (n=297): 76% found it better than expected.
    - Over 5 years ago (n=106): 75% found it better than expected.

- **Worse than you thought it would be**
  - Last personal experience of inspection:
    - Within last 12 months (n=229): 16% found inspection worse than expected.
    - 1-2 years ago (n=300): 13% found it worse than expected.
    - 3-5 years ago (n=297): 17% found it worse than expected.
    - Over 5 years ago (n=106): 16% found it worse than expected.

- **23%** of teachers who believe the myth busting information completely permeated through their SLT/staffroom found inspection better than expected.

- **25%** of teachers who believe the myth busting information did not permeate at all through their SLT/staffroom found inspection worse than expected.

*S17 - Thinking of the most recent experience of being inspected in a school setting. Did you find the experience…. ‘I can’t remember’ is excluded. No differences in results between primary and secondary teachers. *Please note small base size.*
Primary school teachers are more likely to have more direct involvement with the Ofsted inspection team than secondary school teachers.

Still thinking about your last inspection: How much direct involvement did you have with the inspection team?

- Extensive, e.g. they observed my lesson and I received feedback
  - All (n=932): 49%
  - Primary (n=354): 53%
  - Secondary (n=578): 45%
- Some, e.g. I spoke in passing when saw them round the school
  - All (n=932): 14%
  - Primary (n=354): 17%
  - Secondary (n=578): 11%
- Minimal, e.g. they did an introductory team presentation
  - All (n=932): 12%
  - Primary (n=354): 12%
  - Secondary (n=578): 12%
- None but I completed the Ofsted online staff survey
  - All (n=932): 10%
  - Primary (n=354): 8%
  - Secondary (n=578): 12%
- None at all
  - All (n=932): 13%
  - Primary (n=354): 9%
  - Secondary (n=578): 18%
- I can't remember
  - All (n=932): 2%
  - Primary (n=354): 1%
  - Secondary (n=578): 3%

- **58%** of teachers inspected over 3 years ago had extensive direct involvement, compared to **43%** of teachers inspected within the last 2 years.
- **18%** of teachers at an outstanding school had no direct involvement at all with the inspection team.
Seven out of ten teachers feel they had no or little opportunity to feed their views and contribute to the whole experience of their school being inspected. Two fifths of secondary school teachers feel they had no opportunity, compared to a third of primary teachers.

To what extent did you feel you had an opportunity to feed in your views and contribute to the whole experience of your school being inspected?

### Teachers that have been inspected:
- **All (n=932)**
- **Primary (n=354)**
- **Secondary (n=578)**

#### No opportunity:
- **54%** of teachers who believe the myth busting information did not permeate at all through their SLT/staffroom
- **46%** of teachers working in a school with an Ofsted rating of requires improvement
- **40%** of teachers who feel Ofsted inspecting their school is highly stressful for everyone

#### More than I wanted
- All: 2%
- Primary: 2%
- Secondary: 1%

#### As much as I wanted to
- All: 22%
- Primary: 23%
- Secondary: 21%

#### A little but not enough
- All: 35%
- Primary: 36%
- Secondary: 34%

#### No opportunity
- All: 37%
- Primary: 33%
- Secondary: 40%

#### I can't remember
- All: 5%
- Primary: 6%
- Secondary: 4%
Ofsted inspection teams being described as friendly and approachable is almost double for teachers inspected within the last 12 months (15%), compared to those whose last inspection was 3-5 years ago (8%).

32% of teachers who believe the myth busting information did not permeate at all through their SLT/staffroom

30% of teachers working in a school with an Ofsted rating of requires improvement

17% of secondary teachers

“Mixed. Vast difference and inconsistency between members of the same team.”

<table>
<thead>
<tr>
<th>Description</th>
<th>Within last 12 months (n=229)</th>
<th>1-2 years ago (n=300)</th>
<th>3-5 years ago (n=297)</th>
<th>Over 5 years ago (n=106)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-hand and intimidating</td>
<td>19%</td>
<td>17%</td>
<td>21%</td>
<td>17%</td>
</tr>
<tr>
<td>Professional but detached</td>
<td>15%</td>
<td>12%</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>Friendly and approachable</td>
<td>11%</td>
<td>15%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>Didn't really form an opinion</td>
<td>11%</td>
<td>14%</td>
<td>7%</td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Teachers that have been inspected (n=932)

Last personal experience of inspection:
- Within last 12 months (n=229)
- 1-2 years ago (n=300)
- 3-5 years ago (n=297)
- Over 5 years ago (n=106)
Six out of ten (57%) teachers whose school has been inspected by Ofsted feel the final judgement reached by the inspection team was a fair and accurate assessment.

Teachers that have been inspected (n=932)

Which of the following best describes how you felt about the final judgement (and sub-judgements) that the inspection team reached?

- It was too lenient, missing some problems: 11%
- It was a fair and accurate assessment of the strengths and weaknesses of my school: 57%
- It was too harsh and failed to see the positive elements: 25%
- Don't know: 7%

14% of secondary teachers
17% of teachers working in a school with an outstanding Ofsted rating

43% of teachers working in a school with a requires improvement Ofsted rating
Four out of ten (44%) of teachers agree that inspection is an important and necessary method of monitoring performance and holding schools to account.

- Teachers working in an ‘outstanding school’ (43%) or those that have been inspected within the last 12 months (42%) are more likely to agree that senior leaders want to focus on achieving the best outcomes for pupils.
- Teachers with up to 5 years experience (52%) are more likely to agree that inspection is an important and necessary method of monitoring than those with 16+ years experience (37%).
- Teachers with up to 10 years experience (31%) are more likely to agree that those employed to undertake inspections have the relevant frontline experience.

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**Strongly or slightly disagree**

- 35% 

**Strongly or slightly agree**

- 44%
- 39%
- 29%
- 23%

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**Inspection is an important and necessary method of monitoring performance and holding schools to account**

- 44% 

**Senior leaders in my school want to focus everyone’s efforts on achieving the best outcomes for our pupils and not on preparing for inspection**

- 39% 

**Inspection helps individual schools improve**

- 29% 

**Those employed to undertake inspections on behalf of Ofsted have the relevant frontline experience, skills and qualifications to do so**

- 23%
Teachers are more likely to agree with statements that imply Ofsted inspections are burdensome, overly reliant on data and open to the subjectivity of the inspection team

- Those with five years or less teaching experience (12%) are more likely to disagree that inspections are focused too much on finding faults
- NQTs* are more likely to disagree that inspection judgements lack consistency and are too prone to be influenced (21%)
- Teachers working in an ‘outstanding school’ are more likely to disagree that inspection introduces unacceptable levels of burden (10%) and inspection judgements lack consistency and are too prone to be influenced (12%)

X Primary teachers are more likely to agree that inspection introduces unacceptable levels of burden (90%) and inspection judgements are overly reliant on data (84%)

**Strongly or slightly disagree**

- Ofsted inspection introduces unacceptable levels of burden into the system: 6% strongly or slightly disagree, 86% strongly or slightly agree
- Inspection judgements are overly reliant on data: 5% strongly or slightly disagree, 81% strongly or slightly agree
- Inspection judgements lack consistency and are too prone to be influenced by the personal views and prejudices of individual inspectors: 7% strongly or slightly disagree, 74% strongly or slightly agree
- Inspections are focussed too much on finding faults and not enough about helping schools improve: 9% strongly or slightly disagree, 74% strongly or slightly agree

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S13 - To what extent do you agree or disagree with the following statements? (1,4,6,8,9,10,11,12)
No differences in results by last personal experience of Ofsted inspection *Please note small base size
Communications with teachers
Awareness of Ofsted publications
Teachers with less than five years experience are more likely to be unaware of information published by Ofsted but would like to hear about it.

Which of the following best describes your awareness of information that Ofsted publishes?

- I didn't know Ofsted published this type of material but would like to hear about these things: 25%
- I am aware of this information that Ofsted publishes: 49%

Length of service:
- NQT/ first year (n=43*): 38%
- 1-5 years (n=156): 42%
- 6-15 years (n=379): 48%
- 16+ years (n=448): 54%

All teachers (n=1,026)

*Please note small base size. No differences in results between primary and secondary teachers.
Teachers are most likely to hear about information Ofsted publishes from the SLT, especially primary teachers. Secondary teachers are more likely to hear about information in the specialist press.

**How do you hear about the information that Ofsted publishes?**

- **Shared by the senior leadership in my school**: 52% (58% all teachers)
- **From the specialist press, such as TES and Guardian Teacher**: 33% (39% all teachers)
- **Shared by teaching/subject associations or unions of which I am a member**: 29% (31% all teachers)
- **Directly from Ofsted**: 24% (26% all teachers)
- **From the general media (national papers and broadcast)**: 22% (23% all teachers)
- **From colleagues outside of the senior leadership team**: 18% (19% all teachers)
- **From social media**: 14% (16% all teachers)
- **Other**: 5% (4% all teachers)
- **From resource sites such as Twinkl (etc)**: 3% (5% all teachers)
- **I can't remember**: 4% (3% all teachers)

**Note:** No differences in results by length of service.
The Ofsted website is the main channel used by teachers to get information directly from Ofsted. Over two fifths of teachers disagree that Ofsted’s research contributes to the general understanding of the strengths and weaknesses in England’s education system.

Thinking about information that you might get directly from Ofsted, which channels do you use?

- **48%** Ofsted's website
- **6%** Ofsted's social media channels – Twitter, Linkedin etc.
- **5%** Through attending events or conferences with an Ofsted speaker
- **2%** Through webinar or other online chats
- **1%** Ofsted's blog
- **1%** Other
- **45%** I don't go directly to Ofsted for information

Ofsted's research and evidence contributes to the general understanding of the strengths and weaknesses in England's education system.

Net: Disagree, 43%
Net: Agree, 28%

No differences in results between primary and secondary teachers, or by length of service.

A3 - Thinking about information that you might get directly from Ofsted, which channels do you use?
s13_7 - To what extent do you agree or disagree with the following statements? - Ofsted's research and evidence contributes to the general understanding of the strengths and weaknesses in England's education system.
Eight out of ten (81%) teachers set aside some time in an average week to read relevant educational information, with four out of ten setting aside less than 15 minutes. Over a third (35%) of teachers set aside a particular time after school hours to read this information.

No differences in results between primary and secondary teachers, or by length of service

A9 - During term time in an average school week, how much time are you likely to set aside to read educational information/materiel relevant to your job?

A10 - During term time in an average school week, do you set aside a particular time to read educational information/materiel relevant to your job?
How Ofsted could improve their output
Half of teachers prefer to read information relevant to their job on a laptop

- **NQTs** are most likely to prefer reading information on a smartphone
- **37%** of teachers aged 18-44 years old prefer to use a smartphone, compared to **14%** of teachers aged 45 and over
- **30%** of secondary teachers prefer to use a desktop, compared to **18%** of primary teachers

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All teachers (n=1,026)

Length of service:
- NQT/ first year (n=43*)
- 1-5 years (n=156)
- 6-15 years (n=379)
- 16+ years (n=448)

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A8 - Thinking about accessing information relevant to your job. How do you prefer to read this information?

*Please note small base size*
Two fifths (40%) of teachers would like Ofsted to offer a website sign up to receive alerts about important information and a third (36%) would like Ofsted’s main website to be made more user friendly and simpler to navigate.

Which of the following, if any, could Ofsted do in the future to improve how it communicates directly with you?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer a website sign up to receive email/text alerts about important information</td>
<td>40%</td>
</tr>
<tr>
<td>Make Ofsted’s main website more user friendly and simpler to navigate</td>
<td>36%</td>
</tr>
<tr>
<td>Provide access to information through links/pop-ups on other websites e.g. Twinkl, TES</td>
<td>17%</td>
</tr>
<tr>
<td>Provide information through blogs that are written by others, such as teachers</td>
<td>14%</td>
</tr>
<tr>
<td>Run online live web chats for teaching professionals</td>
<td>13%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>7%</td>
</tr>
<tr>
<td>Nothing could improve how Ofsted communicates with me/I am not interested in having more communication from Ofsted</td>
<td>29%</td>
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</table>

- **46%** of teachers working in a school with a rating of requires improvement would like Ofsted’s main website more user friendly and simpler to navigate.
- **38%** of teachers with 16 or more years experience feel Ofsted could do nothing more to improve/they are not interested in having more communication from Ofsted, compared to **18%** of teachers with 5 years or less experience.
- **20%** of primary teachers would like Ofsted to provide access to information through links/pop-ups on other websites, compared to **13%** of secondary teachers.

*Please note small base size*
A third (33%) of teachers would find short summaries the most useful format for Ofsted to provide practical information and a quarter (24%) would find online documents most useful.

Thinking about the kind of practical information that Ofsted could provide to you, which format would you find most useful for the information to be in?

- **Short summaries**: 33%
- **Online documents that I can readily digest on a smartphone or tablet**: 24%
- **Something I can download and print**: 19%
- **Videos**: 6%
- **Slides for presentation**: 4%
- **Other**: 3%
- **Don’t know**: 11%

**All teachers (n=1,026)**

- **44%** of NQTs* find short summaries the most useful format, compared to **28%** of teachers with 16 or more years experience.
- **25%** of teachers with 16 or more years experience would find something they can download and print most useful, compared to **10%** of teachers with 5 years or less experience.
- **25%** of teachers working in a school with a rating of requires improvement would find something they can download and print most useful, compared to **14%** of teachers working in an outstanding school.

*Please note small base size. No differences in results between primary and secondary teachers.
Ofsted’s ‘myth busting’ campaign
Current understanding of myths
Eight out of ten teachers can correctly identify that it is true that Ofsted generally gives schools half-a-day’s notice of an inspection and schools previously judged to be good are now, in most cases, subject to short one day inspections

- Primary school teachers were more likely than secondary school teachers to correctly identify that it was true that ‘Ofsted gives schools half-a-day’s notice of inspection’ and that ‘schools previously judged good are subject to short one day inspections’
- NQTs* were much more likely to incorrectly report that it is true that ‘as part of an inspection Ofsted inspectors grade individual lessons’

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**Ofsted generally gives schools half-a-day’s notice of an inspection - TRUE**

<table>
<thead>
<tr>
<th></th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>NQT*</td>
<td>75%</td>
<td>26%</td>
</tr>
<tr>
<td>1-5 years</td>
<td>81%</td>
<td>19%</td>
</tr>
<tr>
<td>6-15 years</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>16+ years</td>
<td>74%</td>
<td>26%</td>
</tr>
<tr>
<td>Primary</td>
<td>81%</td>
<td>19%</td>
</tr>
<tr>
<td>Secondary</td>
<td>71%</td>
<td>29%</td>
</tr>
</tbody>
</table>

**Schools previously judged to be Good are now, in most cases, subject to short one day inspections - TRUE**

<table>
<thead>
<tr>
<th></th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>NQT*</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>1-5 years</td>
<td>77%</td>
<td>23%</td>
</tr>
<tr>
<td>6-15 years</td>
<td>78%</td>
<td>22%</td>
</tr>
<tr>
<td>16+ years</td>
<td>83%</td>
<td>17%</td>
</tr>
<tr>
<td>Primary</td>
<td>83%</td>
<td>17%</td>
</tr>
<tr>
<td>Secondary</td>
<td>76%</td>
<td>24%</td>
</tr>
</tbody>
</table>

---

* Teachers were shown a series of statements about school inspection and asked if they though each was true or false. The results here are displayed to show which proportion considered each statement to be true or false. Whether the statement was true or false is shown in the title above each chart.

33. M1 Do you think the following statement about Ofsted is true or false? X% Denotes proportion is statistically significantly different.

* Please note small base size.
A majority of teachers felt it was true that many inspection teams will include at least one serving leader from another school. A majority of teachers (incorrectly) felt it was also true that Ofsted prefers to see a child-centred teaching style

- Overall seven out of ten teachers (70%) incorrectly reported that it is true that ‘Ofsted prefers to see a child-centred teaching style’
- Primary school teachers were more uncertain than secondary school teachers as whether it was true or false that ‘many inspection teams will include at least one serving leader from another school’

Teachers with 16+ years experience were most likely to believe it was false that Ofsted prefers a child-centred teaching style, with 38% stating this

Teachers who were aware of the myth busting work Ofsted has done were also more likely than those unaware of this work to state that it was false that Ofsted prefers a child-centred teaching style (42% compared with 26%)

Teachers were shown a series of statements about school inspection and asked if they though each was true or false. The results here are displayed to show which proportion considered each statement to be true or false. Whether the statement was true or false is shown in the title above each chart

All teachers (n=1,026), Primary (n=395), Secondary (n=631), NQT/ first year (n=43*), 1-5 years (n=156), 6-15 years (n=379), 16+ years (n=448)

M1 Do you think the following statement about Ofsted is true or false? Denotes proportion is statistically significantly different

* Please note small base size
Eight out of ten teachers correctly identified that it was false that ‘as part of an inspection Ofsted inspectors grade individual lessons

- The majority of teachers (65%) also correctly identified that it is false that Ofsted expects to see data about pupil performance and progress set out in a particular way.

Teachers who were aware of the myth busting work Ofsted has done were much more likely than those unaware of this work to state that it was false that Ofsted expects to see data about pupil performance and progress set out in a particular way (86% compared with 57%).

Teachers were shown a series of statements about school inspection and asked if they though each was true or false. The results here are displayed to show which proportion considered each statement to be true or false. Whether the statement was true or false is shown in the title above each chart.

All teachers (n=1,026), Primary (n=395), Secondary (n=631), NQT/ first year (n=43*), 1-5 years (n=156), 6-15 years (n=379), 16+ years (n=448).

M1 Do you think the following statement about Ofsted is true or false?  
* Please note small base size
The vast majority of teachers correctly identified that it is false that Ofsted produces guidance on how teachers should mark work and give feedback, that Ofsted requires teachers to provide individual lesson plans for inspectors and that the judgement made by the lead inspector on the day cannot be challenged.

- There was a very high understanding from teachers that Ofsted does not require ‘teachers to provide individual lesson plans for inspectors’ and that Ofsted does not produce ‘guidance on how teachers should mark work and give feedback to pupils’
- Teachers with 16+ years experience were most likely to correctly identify that ‘the judgement made by the lead inspector on the day cannot be challenged’ is false.
- Teachers whose last experience of inspection was over 5 years ago were more likely than those who have experienced inspection in the past 2 years to believe it is true that Ofsted requires teachers to provide individual lesson plans for inspectors.

All teachers (n=1,026), Primary (n=395), Secondary (n=631), NQT/first year (n=43*), 1-5 years (n=156), 6-15 years (n=379), 16+ years (n=448)

M1 Do you think the following statement about Ofsted is true or false? * Please note small base size.
A quarter of teachers have heard something about Ofsted’s myth busting campaign

Have you heard anything about Ofsted’s myth busting campaign?

- 27% Yes
- 68% No
- 5% Don't know

• Just one in ten (10%) of NQTs* surveyed had heard something about Ofsted’s myth busting campaign
• This compares with:
  - 31% of those with 1-5 years experience
  - 28% of those with 6-15 years experience
  - 26% of those with 16+ years experience

• Teachers whose most recent experience of school inspection was within the last 12 months are more likely than those inspected over three years ago to be aware of Ofsted’s myth busting work (35% compared with 27%)

M2. Before today, had you heard anything about Ofsted's myth busting campaign?

*Please note small base size
Base: all teachers (n=1,026)
Three quarters of all teachers feel that the myth busting messages from Ofsted have permeated at least a little bit through their school.

How far have the messages from Ofsted about myths permeated through your school?

- Not at all: 23% (28% of those from a ‘requires improvement’ school), 19% (17% of ‘good’ school), 5% (6% of ‘outstanding’ school)
- A little bit: 50% (53% of ‘requires improvement’ school), 47% (41% of ‘good’ school), 21% (20% of ‘outstanding’ school)
- A lot: 21% (22% of ‘requires improvement’ school), 22% (20% of ‘good’ school), 21% (20% of ‘outstanding’ school)
- Completely: 5% (6% of ‘requires improvement’ school), 6% (5% of ‘good’ school), 4% (4% of ‘outstanding’ school)

Proportions reporting ‘not at all’:
- 36% of teachers in a school rated as requires improvement – compared with 20% of those from a ‘good school’ or 22% from an ‘outstanding school’
Confidence in promoting and challenging information
Half of teachers would be likely to promote statements related to inspection to colleagues and senior leaders at their school

Likelihood of promoting statements that are myths to colleagues and senior leaders in schools

- Teachers who were aware of the myth busting work that Ofsted has undertaken are more likely to be likely to promote these messages than those unaware of Ofsted’s work in this area (65% v 50%)
- Teachers in primary (52%) and secondary (55%) schools are equally likely to promote these statements to colleagues and senior leaders in their schools

M4. How likely or unlikely are you to promote these statements to colleagues and senior leaders at your school? Base: all teachers (n=1,026)
Six out of ten teachers would be confident in challenging a senior leader in a staff meeting or one to one on information they knew to be untrue.

- Teachers are most likely to report that they feel confident challenging senior leaders on facts they know to be untrue through their line manager and on one on one situations.
- Teachers report they are less confident in challenging senior leaders in staff meetings.
- Lower proportions of teachers report they are confident in challenging senior leaders through their union and via a school suggestion scheme, although teachers provided much higher responses of don’t know to these situations.

### Proportion stating that they feel confident to challenge senior leaders on facts in each of these situations

- **Through my line manager**:
  - All teachers (n=1,026): 52%
  - Primary (n=395): 41%
  - Secondary (n=631): 57%
  - NQT/ first year (n=43): 43%
  - 1-5 years (n=156): 47%
  - 6-15 years (n=379): 55%
  - 16+ years (n=448): 62%

- **One to one**:
  - All teachers (n=1,026): 41%
  - Primary (n=395): 38%
  - Secondary (n=631): 55%
  - NQT/ first year (n=43): 47%
  - 1-5 years (n=156): 55%
  - 6-15 years (n=379): 64%

- **At a staff meeting**:
  - All teachers (n=1,026): 29%
  - Primary (n=395): 24%
  - Secondary (n=631): 38%
  - NQT/ first year (n=43): 43%
  - 1-5 years (n=156): 38%
  - 6-15 years (n=379): 41%
  - 16+ years (n=448): 50%

- **Via my union**:
  - All teachers (n=1,026): 28%
  - Primary (n=395): 28%
  - Secondary (n=631): 38%
  - NQT/ first year (n=43): 41%
  - 1-5 years (n=156): 38%
  - 6-15 years (n=379): 44%

- **Via a school suggestion scheme**:
  - All teachers (n=1,026): 24%
  - Primary (n=395): 24%
  - Secondary (n=631): 36%
  - NQT/ first year (n=43): 39%
  - 1-5 years (n=156): 36%
  - 6-15 years (n=379): 34%
  - 16+ years (n=448): 33%

---

m5. Please imagine that a senior leader at your school presented information to you that you knew was a myth/untrue. How confident or not would you be to challenge that senior leader in the following situations?

* Please note small base size
## Sample profile by school demographics

<table>
<thead>
<tr>
<th>Variable – school type</th>
<th>Unweighted base</th>
<th>Weighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local authority maintained school</td>
<td>552</td>
<td>575</td>
</tr>
<tr>
<td>Academy/ Free school</td>
<td>429</td>
<td>359</td>
</tr>
<tr>
<td>Special school/ PRU</td>
<td>45</td>
<td>92</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable – phase</th>
<th>Unweighted base</th>
<th>Weighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>395</td>
<td>534</td>
</tr>
<tr>
<td>Secondary</td>
<td>631</td>
<td>492</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable – Ofsted LA area</th>
<th>Unweighted base</th>
<th>Weighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>North East and Yorkshire &amp; Humber</td>
<td>158</td>
<td>121</td>
</tr>
<tr>
<td>North West</td>
<td>118</td>
<td>121</td>
</tr>
<tr>
<td>West Midlands</td>
<td>123</td>
<td>124</td>
</tr>
<tr>
<td>East Midlands</td>
<td>88</td>
<td>93</td>
</tr>
<tr>
<td>London</td>
<td>136</td>
<td>135</td>
</tr>
<tr>
<td>South East</td>
<td>187</td>
<td>187</td>
</tr>
<tr>
<td>East of England</td>
<td>126</td>
<td>126</td>
</tr>
<tr>
<td>South West</td>
<td>90</td>
<td>92</td>
</tr>
</tbody>
</table>
# Sample profile by teacher demographics

<table>
<thead>
<tr>
<th>Variable – last experience of inspection</th>
<th>Unweighted base</th>
<th>Weighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never been inspected</td>
<td>82</td>
<td>81</td>
</tr>
<tr>
<td>Within the last 12 months</td>
<td>229</td>
<td>229</td>
</tr>
<tr>
<td>1-2 years</td>
<td>300</td>
<td>303</td>
</tr>
<tr>
<td>3-5 years ago</td>
<td>297</td>
<td>294</td>
</tr>
<tr>
<td>Over 5 years ago</td>
<td>106</td>
<td>107</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable – gender</th>
<th>Unweighted base</th>
<th>Weighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>297</td>
<td>246</td>
</tr>
<tr>
<td>Female</td>
<td>729</td>
<td>780</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable – teaching experience</th>
<th>Unweighted base</th>
<th>Weighted base</th>
</tr>
</thead>
<tbody>
<tr>
<td>NQT/in first year of teaching</td>
<td>43</td>
<td>46</td>
</tr>
<tr>
<td>1-5 years</td>
<td>156</td>
<td>164</td>
</tr>
<tr>
<td>6-15 years</td>
<td>379</td>
<td>371</td>
</tr>
<tr>
<td>16+ years</td>
<td>448</td>
<td>445</td>
</tr>
</tbody>
</table>