Teachers’ awareness and perceptions of Ofsted
Teacher Attitude Survey 2018 report

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

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
Sample profile

- The objective of this study was to provide Ofsted with robust and timely evidence from teachers to inform the development of the organisation’s strategy and priorities.

- An online survey was developed with Ofsted and was carried out amongst teachers between 14th March and 26th March 2018.

- The total number of respondents was 1,002 teachers; 360 teachers working in a primary school, and 642 teachers from a secondary school.

- The figures have been weighted and are representative of all teachers in England by teacher gender and teacher age.
Ofsted’s ‘myth busting’ campaign
Current understanding of myths
36% of teachers have heard something about Ofsted’s myth busting campaign, higher than the 27% aware of the campaign in 2017.

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

![Graph showing the change in awareness of Ofsted's myth busting campaign from 2017 to 2018.]

- 17% of NQTs* surveyed had heard something about Ofsted’s myth busting campaign.
- This compares with:
  - 38% of those with 1-5 years experience
  - 38% of those with 7-15 years experience
  - 37% of those with 16+ years experience

- Teachers whose most recent experience of school inspection was within the last two years are more likely than those inspected over three years ago to be aware of Ofsted’s myth busting work (42% compared with 30%).

Base: All teachers (n=1,002)
Over half of all teachers feel that the myth busting messages from Ofsted have permeated at least a little bit through their school Senior Leadership Team/staffroom.

- How far, if at all, do you believe the above messages from Ofsted have permeated through to your school Senior Leadership Team/staffroom?

Proportions reporting ‘not at all’:
- 33% of teachers in a school rated inadequate - compared with 19% of those from a good school and 19% from an outstanding school.
Eight out of 10 teachers can correctly identify that it is true that Ofsted generally gives schools half a day’s notice of an inspection and that schools previously judged to be good are now, in most cases, subject to short one day inspections.

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

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

- All: 76% TRUE, 24% FALSE
- NQT*: 65% TRUE, 35% FALSE
- 1-3 years: 77% TRUE, 23% FALSE
- 4-6 years: 77% TRUE, 23% FALSE
- 7-15 years: 78% TRUE, 22% FALSE
- 16+ years: 78% TRUE, 22% FALSE

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

- All: 78% TRUE, 22% FALSE
- NQT*: 64% TRUE, 36% FALSE
- 1-3 years: 78% TRUE, 22% FALSE
- 4-6 years: 78% TRUE, 22% FALSE
- 7-15 years: 79% TRUE, 21% FALSE
- 16+ years: 81% TRUE, 19% FALSE

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- Teachers who have been inspected with the past 12 months were most likely to know that Ofsted generally gives schools half-a-day’s notice of an inspection (81%) - 73% of those inspected over 3 years ago reported this to be true.

- 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’.

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All teachers (n=1,002)
Length of service:
NQT/ first year (n=56*)
1-3 years (n=83)
4-6 years (n=119)
7-15 years (n=313)
16+ years (n=431)
Primary (n=360)
Secondary (n=642)

* Please note small base size
A small 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 also (correctly) felt it was true that Ofsted is not looking for any particular teaching method.

Teachers were shown a series of statements about school inspection and asked if they thought each was true or false. The results here are displayed to show the proportion who 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=1,002)
Length of service:
NQT/ first year (n=56*)
1-3 years (n=83)
4-6 years (n=119)
7-15 years (n=313)
16+ years (n=431)
Primary (n=360)
Secondary (n=642)

**Ofsted is not looking for any particular teaching style - TRUE**

- Overall, almost eight out of 10 teachers (78%) correctly reported that it is true that ‘Ofsted is not looking for any particular teaching style’

**Many inspection teams will include at least one serving leader from another school - TRUE**

- 78% 22%
- 78% 22%
- 82% 18%
- 78% 22%
- 76% 24%
- 79% 21%
- 76% 24%
- 80% 20%
- 78% 22%
- 82% 18%
- 78% 22%
- 76% 24%
- 79% 21%
- 76% 24%
- 80% 20%
- 78% 22%
- 82% 18%
- 78% 22%
- 76% 24%
- 79% 21%
- 76% 24%
- 80% 20%

**M1 Do you think the following statement about Ofsted is true or false?**

* Please note small base size
Eight in 10 teachers correctly identified that it was false that ‘as part of an inspection, Ofsted inspectors grade individual lessons’

The proportion reporting that it is false that ‘as part of an inspection Ofsted inspectors grade individual lessons’ has increased to 80% from 74% in 2017.

The majority of teachers (68%) correctly identified it as false that Ofsted expects to see data about pupil performance and progress set out in a particular way.
Eight in 10 teachers correctly think Ofsted does not require teachers to provide individual lesson plans for inspectors

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

### Ofsted requires teachers to provide individual lesson plans for inspectors
- **FALSE**

<table>
<thead>
<tr>
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<th>TRUE</th>
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<tbody>
<tr>
<td>All</td>
<td>25%</td>
<td>75%</td>
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<tr>
<td>NQT*</td>
<td>45%</td>
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<tr>
<td>1-3 years</td>
<td>31%</td>
<td>69%</td>
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<td>4-6 years</td>
<td>26%</td>
<td>74%</td>
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<td>7-15 years</td>
<td>23%</td>
<td>77%</td>
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<tr>
<td>16+ years</td>
<td>20%</td>
<td>80%</td>
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<tr>
<td>Primary</td>
<td>25%</td>
<td>75%</td>
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<tr>
<td>Secondary</td>
<td>25%</td>
<td>75%</td>
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### Ofsted produces guidance on how teachers should mark work and give feedback to pupils
- **FALSE**

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<td>Secondary</td>
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</tr>
</tbody>
</table>

- 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 Ofsted does not produce guidance on how teachers should mark work and give feedback to pupils

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* Please note small base size
Confidence in promoting and challenging information
After being shown a series of statements related to myth busting, half of teachers would be likely to promote these statements to colleagues and senior leaders at their school.

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

  - **56%** Likely
  - **31%** Unlikely
  - **13%** Don’t know

  - Teachers who were aware of the myth busting work that Ofsted has undertaken are more likely to promote these messages than those unaware of Ofsted’s work in this area (61% v 52%)

  - Teachers in academy schools (38%) are more unlikely to promote myths when compared with teachers in the maintained sector (30%) - likely down to a difference between secondary school and primary school teachers.

**M4. How likely or unlikely are you to promote these statements to colleagues and senior leaders at your school?**

*Base: All teachers (n=1,002)*
Six out of 10 teachers would be confident in challenging a senior leader in a staff meeting or one-to-one about information they knew to be untrue.

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

All teachers (n=1,002)
Primary (n=360)
Secondary (n=642)

- Through my line manager
  - All teachers (n=1,002)
    - 63%
    - 59%
    - 67%
  - Primary (n=360)
    - 62%
    - 60%
    - 68%
  - Secondary (n=642)
    - 60%
    - 66%

- One-to-one
  - All teachers (n=1,002)
    - 53%
    - 52%
    - 54%
  - Primary (n=360)
    - 48%
    - 43%
    - 55%
  - Secondary (n=642)
    - 55%
    - 60%

- At a staff meeting
  - All teachers (n=1,002)
    - 40%
    - 42%
    - 37%
  - Primary (n=360)
    - 37%
    - 36%
    - 41%
  - Secondary (n=642)
    - 41%
    - 44%

- Via my union
  - All teachers (n=1,002)
    - 42%
    - 33%
    - 52%
  - Primary (n=360)
    - 28%
    - 34%
    - 47%
  - Secondary (n=642)
    - 34%
    - 46%

- Via a school suggestion scheme
  - All teachers (n=1,002)
    - 39%
    - 34%
    - 43%
  - Primary (n=360)
    - 34%
    - 40%
    - 46%
  - Secondary (n=642)
    - 34%
    - 40%
    - 43%

NQT/first year (n=43*)
1-3 years (n=83)
4-6 years (n=119)
7-15 years (n=313)
16+ years (n=431)

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
Teachers’ perceptions of Ofsted
Attitudes towards Ofsted as an organisation
Personal experience remains key in shaping perceptions of Ofsted, but the organisation’s reputation is also important, with secondary school teachers reporting an increase in the importance of reputation since 2017.

What most shapes views of Ofsted

- My own personal experience of inspection: 59% (2018) vs 58% (2017)
- The general reputation the organisation has gained for itself: 21% (2018) vs 24% (2017)
- Views of colleagues: 7% (2018) vs 5% (2017)
- I don’t have a view or attitude towards Ofsted: 6% (2018) vs 5% (2017)
- Views of senior leaders: 5% (2018) vs 4% (2017)
- Other: 2% (2018) vs 1% (2017)

All teachers 2017 (n=1,026)
All teachers 2018 (n=1,002)

* Please note small base size
2018 has seen an increase in teachers finding out information about inspection and Ofsted from social media

How you find information about inspection and Ofsted

- Shared by the senior leadership in my school: 74% (2017), 73% (2018)
- Shared by teaching associations or unions of which I am a member: 39% (2017), 42% (2018)
- Directly from Ofsted: 37% (2017), 35% (2018)
- From colleagues outside of the senior leadership team: 35% (2017), 32% (2018)
- From the specialist press, such as TES and Guardian Teacher: 35% (2017), 35% (2018)
- From the general media (national papers and broadcast): 21% (2017), 24% (2018)
- From social media: 15% (2017), 11% (2018)
- I don’t seek out information... I don’t consider it relevant to my daily work: 8% (2017), 11% (2018)
- From resource sites such as Twinkl (etc): 4% (2017), 5% (2018)
- I would like to hear about these things but I don’t know how to access it: 1% (2017), 1% (2018)

Usage of social media has increased as a source of finding out information about Ofsted

All teachers 2017 (n=1,026)
All teachers 2018 (n=1,002)
There has been an increase in the proportion of teachers who agree that Ofsted acts as a reliable and trusted arbiter. As length of service for teachers increases, agreement with this decreases.  

There has been an increase in the proportion of teachers who feel Ofsted is a force for improvement - with a large increase seen among less experienced teachers.

All teachers (n=1,002) 

Length of service:  
NQT/ first year (n=56*)  
1-6 years (n=202)  
7-15 years (n=313)  
16+ years (n=431)  

Strongly or slightly disagree  
Strongly or slightly agree  

Ofsted acts as a reliable and trusted arbiter of standards across all different types of schools in England  

Ofsted is a force for improvement in England’s education system 

Ofsted acts independently of government**
Overall, teachers are more interested in engaging with Ofsted through third party events than through webinars or Ofsted-run conferences.

- How interested or uninterested would you be about engaging with Ofsted in the following ways?

### Access to online interaction such as webinars and webchats

- Very or slightly interested: 29% (Access), 32% (Webinars), 26% (Webchats)

### Attendance at Ofsted-run conferences

- Very or slightly interested: 33% (All teachers), 34% (NQT/first year), 36% (1-3 years), 42% (4-6 years), 28% (7-15 years), 32% (16+ years)

### Hearing an Ofsted speaker at a third party event such as union or research conferences

- Very or slightly interested: 42% (All teachers), 43% (NQT/first year), 50% (1-3 years), 39% (4-6 years), 38% (7-15 years), 57% (16+ years)

Teachers new in service are more likely than more experienced teachers to prefer to attend conferences and engage with Ofsted speakers in that way.

No differences in results between primary and secondary teachers.

*Please note small base size.*
Attitudes towards Ofsted inspections
Overall, over half of teachers believe Ofsted inspecting their school will mean a huge amount of unnecessary extra work.

- Which of the following would best describe your reaction/thought process when you think about Ofsted inspecting your school?

- It’s going to mean a huge amount of unnecessary extra work
  - 54% of teachers
  - Primary (n=360) - 58%
  - Secondary (n=642) - 51%

- It’s going to mean some extra work, but manageable
  - 25% of teachers
  - Primary (n=360) - 23%
  - Secondary (n=642) - 27%

- Will simply carry on doing your job as normal
  - 16% of teachers
  - Primary (n=360) - 15%
  - Secondary (n=642) - 16%

- Looking forward to demonstrating how good we are
  - 3% of teachers
  - Primary (n=360) - 4%
  - Secondary (n=642) - 2%

- None of these
  - 3% of teachers
  - Primary (n=360) - 3%
  - Secondary (n=642) - 2%

71% of teachers who believe the myth busting information did not permeate at all through their SLT/staffroom, feel that inspection will mean a huge amount of unnecessary work.
Over half of all teachers’ (57%) last personal experience of inspection in a school setting was in the last two years. 17% of teachers working in an outstanding school last experienced being inspected over five years ago.

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

- **Never been inspected**: 20%
- **Within last 12 months**: 56%
- **1-2 years ago**: 25%
- **3-5 years ago**: 23%
- **Over 5 years ago**: 8%
- **I can’t remember**: 4%

**All teachers (n=1,002)**
- **By school Ofsted rating:**
  - Outstanding (n=222)
  - Good (n=569)
  - Requires improvement (n=142)
  - Inadequate/ Special measures (n=43*)

**36% of teachers with less than five years’ teaching experience have never been inspected**
In 2018 there has been a small increase in the proportion of teachers that found the experience of being inspected better than they expected it to be.

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

- Better than you expected
- Pretty much in line with what you expected
- Worse than you thought it would be

Teachers that have been inspected (n=908)

Last personal experience of inspection:
- Within last 12 months (n=321)
- 1-2 years ago (n=264)
- 3-5 years ago (n=239)
- Over 5 years ago (n=84)

In 2017, a lower proportion of teachers (9%) thought the experience of being inspected was better than they expected - compared with 8% of those in good schools and 12% of those in an outstanding school.
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?

- Primary school teachers remain more likely than secondary school teachers to feel that they had extensive involvement with the inspection team.

- 56% of teachers inspected over three years ago had extensive direct involved, compared to 45% of teachers inspected within the last two years.

- 17% of teachers at an outstanding school had no direct involvement at all with the inspection team.
Seven out of 10 teachers feel they had no or little opportunity to feed their views and contribute to the whole experience of their school being inspected.

**- 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=908)
- Primary (n=360)
- Secondary (n=642)

**No opportunity:**
- 42% of teachers working in a school with an Ofsted rating of requires improvement
- 46% who say that Ofsted messages on myths have not permeated to the staffroom
Ofsted inspection teams are described in a similar way by those inspected in the past 12 months and those inspected more than 12 months ago.

- **22%** of teachers who believe the myth busting information did not permeate at all through their SLT/staffroom.
- **22%** of teachers working in a school with an Ofsted rating of requires improvement.

**Teachers that have been inspected (n=908)**

**Last personal experience of inspection:**
- Within last 12 months (n=321)
- 1-2 years ago (n=264)
- 3-5 years ago (n=239)
- Over 5 years ago (n=84)

S20 - Which ONE description best matches your view of how the inspection team conducted themselves during the visit?

- **Off-hand and intimidating**
  - Within last 12 months: 54%
  - 1-2 years ago: 51%
  - 3-5 years ago: 56%
  - Over 5 years ago: 64%

- **Professional but detached**
  - Within last 12 months: 51%
  - 1-2 years ago: 56%
  - 3-5 years ago: 53%
  - Over 5 years ago: 64%

- **Friendly and approachable**
  - Within last 12 months: 18%
  - 1-2 years ago: 16%
  - 3-5 years ago: 16%
  - Over 5 years ago: 10%

- **Didn’t really form an opinion**
  - Within last 12 months: 14%
  - 1-2 years ago: 13%
  - 3-5 years ago: 14%
  - Over 5 years ago: 11%

- **Other**
  - Within last 12 months: 1%
  - 1-2 years ago: 15%
  - 3-5 years ago: 14%
  - Over 5 years ago: 15%

No differences in results by length of service as a teacher.
Six out of 10 (62%) teachers whose school has been inspected by Ofsted feel the final judgement reached by the inspection team was a fair and accurate assessment, an increase since 2017.

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

59% of secondary teachers
68% of teachers working in a school with an good Ofsted rating

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

18% of teachers working in a school with an outstanding Ofsted rating
Half of teachers (50%) agree that inspection is an important and necessary method of monitoring performance and holding schools to account, an increase from the 44% who reported this in 2017

- As length of experience increases, the proportion of people who agree that inspection is an important and necessary method of monitoring performance decreases: 68% of those with 0-5 years experience compared with 44% of those with 6-15 years experience and 49% of those with 16+ years experience.

- Similarly as length of experience increases, the proportion of people who agree that inspection helps individual schools improve decreases: 43% of those with 0-5 years experience compared with 27% of those with 6-15 years experience and 27% of those with 16+ years experience.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspection is an important and necessary method of monitoring performance and holding schools to account</td>
<td>50% (44%)</td>
<td>35% (29%)</td>
</tr>
<tr>
<td>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</td>
<td>42% (39%)</td>
<td>42% (44%)</td>
</tr>
<tr>
<td>Inspection helps individual schools improve</td>
<td>31% (29%)</td>
<td>45% (46%)</td>
</tr>
<tr>
<td>Those employed to undertake inspections on behalf of Ofsted have the relevant frontline experience, skills and qualifications to do so</td>
<td>24% (23%)</td>
<td>41% (45%)</td>
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</table>

Teachers are more likely to disagree than agree with these two statements.
Ofsted inspection introduces unacceptable levels of burden into the system

- Teachers with less teaching experience are more likely to agree that inspections are important and necessary
- Compared with the 2017 survey there has been a small decrease in the proportion of teachers who feel that inspections are focussed too much on finding faults and not enough about helping schools improve (69% down from 74%)
- Longer serving teachers (10+ years) are more likely to think that inspections are focussed too much on finding faults and not enough about helping schools improve

Inspection judgements are overly reliant on data

- 82% (81%) Agree
- 4% (5%) Disagree

Inspection judgements lack consistency and are too prone to be influenced by the personal views and prejudices of individual inspectors

- 72% (74%) Agree
- 5% (7%) Disagree

Inspections are focussed too much on finding faults and not enough about helping schools improve

- 69% (74%) Agree
- 9% (9%) Disagree
Reaction to Ofsted policy
Seven in 10 teachers agree with Ofsted providing schools with half a day’s notice, and one in two disagreed that inspecting without notice would reduce stress (53%) and that schools shouldn’t have any notice of inspection

- Teachers were equally as likely to agree as disagree that providing schools with half a day’s notice leads to perverse actions

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
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<tr>
<td>25%</td>
<td>43%</td>
<td>12%</td>
<td>13%</td>
<td>5%</td>
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Providing schools with half a day’s notice of inspection makes sense as it means the right people can be at the school during inspection, views can be gathered and necessary information collated.

Providing schools with half a day’s notice leads to perverse actions, such as children being temporarily excluded, in the pursuit of better Ofsted results

<table>
<thead>
<tr>
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</thead>
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<tr>
<td>11%</td>
<td>26%</td>
<td>17%</td>
<td>24%</td>
<td>14%</td>
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Schools shouldn’t have any notice of inspection, inspectors should just turn up and see things as they are on the day

<table>
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<td>15%</td>
<td>23%</td>
<td>9%</td>
<td>23%</td>
<td>28%</td>
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Inspecting without notice would reduce stress levels for frontline teachers

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- Those who disagreed with having half a day’s notice are slightly more likely to work in a secondary school

- There are differences in the views between those teachers who are aware of Ofsted’s myth busting campaign and those that are not aware:

  - Teachers who are aware of Ofsted’s myth busting campaign are more likely to:
    - Agree that providing schools with half a day’s notice makes sense (73% agree compared with 65%)
    - Disagree that providing schools with half a day’s notice leads to perverse actions (45% disagree compared with 36%)
    - Disagree that schools shouldn’t have any notice of inspection (58% disagree compared with 48%)
    - Disagree that inspecting without notice would reduce stress levels for frontline teachers (60% disagree compared with 50%)
85% of teachers agree there should be a cut-off point on schools exempt from inspection due to previous outstanding rating

- Following a change in legislation in 2010, schools judged outstanding are currently exempt from routine inspection. Ofsted will only inspect where concerns have been raised about performance or a significant safeguarding breach or similar. This means that some schools have remained rated as outstanding for eight years.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
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</tr>
</thead>
<tbody>
<tr>
<td>There should be a cut-off point of, for example 10 years, otherwise the judgement becomes too out of date</td>
<td>43%</td>
<td>43%</td>
<td>8%</td>
<td>4%</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>Outstanding schools should be subject to same inspection routine as good schools</td>
<td>28%</td>
<td>44%</td>
<td>13%</td>
<td>10%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>If exam and test results continue to be good and there are no significant concerns it is reasonable for schools to maintain their outstanding judgment indefinitely</td>
<td>9%</td>
<td>28%</td>
<td>18%</td>
<td>30%</td>
<td>13%</td>
<td>2%</td>
</tr>
</tbody>
</table>

- Secondary school teachers (41%) were more likely than primary school teachers (32%) to agree that it is reasonable to maintain their outstanding judgement indefinitely
- As are those in outstanding schools (53% agree) than teachers in any other school
- Teachers whose most recent experience of inspection was over 3 years ago are less likely to agree that outstanding schools should be subject to the same inspection routine as good schools (64% agree)
- With teachers in outstanding schools much more likely to disagree (26%) with this than those in any other school
Half of teachers (52%) agree that Ofsted expects them to take the common-sense approach

"It is my understanding that Ofsted will expect me to take a common-sense approach to pupil safety, which does not come at the expense of a broad and enriching education."

<table>
<thead>
<tr>
<th>Agree:</th>
<th>Disagree:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Have less than 5 years teaching experience (64%)</td>
<td>- Were last inspected over 5 years ago (19%)</td>
</tr>
<tr>
<td>- Ofsted messages have permeated into the classroom completely (69%) or a lot (56%)</td>
<td>- Ofsted messages have not permeated into the classroom (22%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>52%</td>
<td>22%</td>
<td>15%</td>
<td>11%</td>
</tr>
</tbody>
</table>
Almost half (48%) of teachers agree that a clear grading system allows schools to know what they are aiming for, and 40% say an above the line/below the line system would be better.

A clear grading system allows schools to know what they are aiming for and also helps parents readily understand the quality of education in a school.

Moving to an above the line/below the line system would be better.

The benefits for schools that reach outstanding are too important to take this judgment grade out of the structure.

- Ofsted currently gives schools an overall judgement grade of either, inadequate, requires improvement, good or outstanding. There is ongoing debate about the impact and desirability of this structure.

- Less experienced teachers are more likely to agree with this statement on the grading system than those more experienced teachers:
  - 79% NQTs agree
  - 64% of 1-3 years experience agree
  - 51% of 4-6 years experience agree
  - 46% of 7-15 years experience agree
  - 39% of 16+ years experience agree

- Teachers aware of Ofsted’s myth busting campaign are much more likely than those not aware of the campaign to disagree with this statement (54% v 33% disagree)

- 40% of teacher in outstanding school agree with this statement.
Two thirds (66%) of teachers have heard of off-rolling and a fifth (21%) have seen it happen.

- Off-rolling is a practice where pupils are excluded from schools as a means of improving overall results. Is this a practice you are aware of?

- Those who said ‘no, it is not a practice I have experienced’ are more likely to work in a primary school (42%) compared to 22% of those at a secondary school.

- Those with less teaching experience are also less likely to have heard of this practice, with 48% of teachers with 1-3 years experience have not heard of off-rolling, compared to teachers with 16+ years, 31%.

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I have seen it happen in my own school</td>
<td>11%</td>
</tr>
<tr>
<td>Yes, it happened in a school I previously taught at</td>
<td>10%</td>
</tr>
<tr>
<td>Yes, I have heard of it happening</td>
<td>45%</td>
</tr>
<tr>
<td>No, it is not a practice I have experienced</td>
<td>32%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>2%</td>
</tr>
</tbody>
</table>

66% are aware of off-rolling.
Secondary school teachers are more likely than primary school teachers to feel their school cares more about its league table position than pupil education.

- There has been debate recently about the balance between schools pursuing accountability measures, such as league table positions, versus ensuring pupils are getting the broadest possible education. Which of the following statements come closest to your view of how your school balances accountability measures with the broadest possible education?

<table>
<thead>
<tr>
<th>Statement</th>
<th>All teachers (n=1,002)</th>
<th>Primary (n=360)</th>
<th>Secondary (n=642)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school cares more about its league table position than whether individual pupils are getting the best education</td>
<td>35%</td>
<td>28%</td>
<td>42%</td>
</tr>
<tr>
<td>My school deliberately chooses to focus on what’s best for the child and league table positions come second to that</td>
<td>29%</td>
<td>24%</td>
<td>33%</td>
</tr>
<tr>
<td>My school equally balances the two</td>
<td>29%</td>
<td>28%</td>
<td>30%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>7%</td>
<td>8%</td>
<td>6%</td>
</tr>
</tbody>
</table>

- Teachers who work in an outstanding (31%) or good school (33%) are more likely than those who work in a school that requires improvement (17%) to feel that their school equally balances the best education with league tables.
Communications with teachers
Awareness of Ofsted publications
Since the 2017 survey there has been a fall in the proportion of teachers who are aware that Ofsted publishes research and analysis of relevance to the wider education sector.

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

- “I am not aware of this information but would like to hear about these things”
- “I am aware of this information that Ofsted publishes”

Since 2017:

- All teachers: 43% (49%)
- NQT/first year: 25% (35%)
- 1-6 years: 43% (42%)
- 7-15 years: 40% (48%)
- 16+: 51% (54%)

% in red indicate 2017 figures.
Teachers are most likely to hear about information Ofsted publishes from the SLT, especially primary teachers.

How do you hear about the information that Ofsted publishes (for example the Ofsted Annual Report and thematic surveys on particular aspects of the curriculum)? No differences in results by length of service.
The Ofsted website is the main channel used by teachers to get information directly from Ofsted. The use of social media has increased since 2017.

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

- Ofsted's website
- Ofsted's blogs on Gov.UK and TES
- Ofsted's social media channels – Twitter, LinkedIn etc.
- Through attending events or conferences with an Ofsted speaker
- Through webinar or other online chats
- Other
- I don't go directly to Ofsted for information

% in red indicate 2017 figures

There has been a fall in the proportion of teachers who don't go directly to Ofsted for information.
Teachers would like information on lesson plans and templates, with feedback on their lessons.

What practical information to help you do your job better would you like to get from Ofsted? Please be as specific as you can.

Two themes emerge in what practical information Ofsted could provide to help people do their jobs better.

1. Areas of greater understanding
   1. Real examples of expectations Ofsted has
   2. Up to date guidance on requirements
   3. Checklist of criteria
   4. Teaching template

2. Day-to-day teaching
   1. Work-life balance
   2. Feedback on lessons/ good practice guidance
   3. Workload management advice