Teacher Voice Omnibus Survey

Research report

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1. Introduction

The Department for Education (DfE) submitted a total of 34 questions to be included in the Teacher Voice Omnibus Survey and a Senior Leader Booster Survey conducted in the summer of 2017. The Teacher Voice Omnibus Survey was completed online between 5th and 8th of May 2017. Participants were contacted from the NFER Teacher Voice panel which contains practicing teachers and senior leaders from schools across England who sign up to complete surveys approximately three times a month. The Senior Leader Booster Survey was completed online and on paper between 12th June and 7th July 2017. This was carried out in order to increase the number of senior leaders completing the survey. A random sample of schools across England was drawn by NFER and letters were sent to these schools targeting the senior leaders to take part.

The questions explored teachers' and senior leaders' views on, and activities relating to a range of areas such as: teacher workload, poor behaviour and attendance, alternative provision, mental health, pupil premium and the new GCSEs.

In total, 1,962 practising teachers from 1,619 schools in the maintained sector in England completed the survey. This is approximately 8% of the population in the target sample. The effect of this on precision of estimates can be found in table 11. Eight hundred and ninety-nine (46 per cent) of the respondents were teaching in primary schools and 1063 (54 per cent) were teaching in secondary schools. In terms of role, 945 respondents (48 per cent) were classroom teachers and 1017 (52 per cent) were senior leaders.

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

Both the primary school sample and the combined sample 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 primary and combined samples to create a more representative sample of schools. The secondary sample did not require weighting on free school meals eligibility. More detail regarding the survey sample can be found in Annex 1 of the report.

2. Executive Summary

2.1 Aspiration for school leadership

Strengthening school and system leadership is at the heart of the Government's strategy for education and children's social care services. The Department for Education (DfE)'s Strategy for 2015-20 (DfE, 2016) highlights the importance of ensuring a 'strong, consistent supply' of school leaders. The survey asked senior leaders and classroom teachers whether they aspired to become a headteacher, and if so, when they were planning to do so. More than three-quarters (78 per cent) of all those who responded to the question said that they did not aspire to become a headteacher and about a fifth (22 per cent) planned on doing so at some point in the future. While nearly half (45 per cent) of senior leaders wanted to become a headteacher at some point in the future, the percentage of classroom teachers who wanted to do so (9 per cent) was much smaller.

2.2 Flexible working patterns

The DfE published its 2017 Flexible Working Guidance, to advise teachers who are considering working flexibly and to help schools and employers consider how best to encourage, support and enable flexible working requests. Respondents were asked how easy they thought it was for a teacher in their school or returning to teaching to arrange part-time or flexible working. They were then asked to rank how important were some of the possible barriers to these arrangements. Most respondents (60 per cent) said that it was easy for teachers in their school or returning to teaching to arrange part-time or flexible working arrangements. A higher percentage of senior leaders (68 per cent) than classroom teachers (51 per cent) said that it was possible to arrange part-time or flexible working arrangements. The 27 per cent of respondents who felt that it was not easy to arrange part-time or flexible working, ranked timetabling issues and lack of support from senior managers and/or governors as the two most important barriers.

2.3 Sources of support for schools

Sources of support are an important aspect of the self-improving school system. The system is based on schools taking responsibility for their own improvement, schools learning from each other so that effective practice is disseminated and the best schools and leaders extending their reach thereby contributing to school improvement across the system. School leaders were asked what sources of support they considered to be effective for schools in their area and which sources of support their school had ever used. Nearly half of the school leaders identified teaching schools (46 per cent) and LAs (44 per cent) as providing effective support. Senior leaders reported that the most frequently used sources of support were local authorities (68 per cent), teaching schools (52 per cent) and an education consultancy (52 per cent).

2.4 Teacher workload

Removing unnecessary workload is high on the education agenda. The DfE published the 2016 Teacher Workload Survey report, a commitment from the 2014 Workload Challenge, alongside an action plan setting out the steps to be taken. Respondents were asked which tools their schools had used to help them to address the issue of teacher workload. Those who said that their school had used one of these methods were asked what impact the changes had on their workload. Nearly a third of respondents (32 per cent) said their school had used the independent reports on marking, planning and resources and/or data management as a basis to review current policies with a view to reducing workload. A similar proportion (31 per cent) had used advice from Ofsted (e.g. Ofsted handbook or #OfstedMyths). A higher percentage of senior leaders than classroom teachers indicated that they had used each of the methods listed in the survey. About half (53 per cent) of the respondents who indicated that their school had taken action said the changes had effectively reduced unnecessary workload.

2.5 Budget planning

The DfE publishes online tools and guidance to help schools plan their budgets and improve their efficiency and long-term financial health. Senior leaders were asked which of a range of actions they had found useful in getting the most out of their budget. The majority of senior leaders identified two of the actions: around three-quarters (77 per cent) had found it useful to review their staffing structure, and two-thirds (66 per cent) had found it useful to review how they buy goods and services.

2.6 Behaviour/impact of poor behaviour

The DfE recognises that poor behaviour in schools impedes learning and prevents pupils from achieving their full potential. They have committed to ensuring that all teachers are equipped with the skills to tackle both serious behaviour issues that compromise the safety and wellbeing of pupils, as well as low level disruption that too often gets in the way of effective learning. Nearly three-quarters of respondents (73 per cent) indicated that behaviour was good or very good at their school. More than half (59 per cent) of respondents believed that up to five minutes in each hour of teaching time was lost due to the impact of poor behaviour. Around three-quarters of respondents (76 per cent) said they were fairly confident or very confident in their school's ability to deal with challenging pupils. Three-fifths (59 per cent) of respondents rated their school as good or very good at parental engagement where behaviour was an issue.

2.7 Alternative provision

Alternative provision is the education put in place for any child of compulsory school age who would not otherwise receive suitable education because of illness, permanent

exclusion or for any other reason. More than four-fifths (84 per cent) of school leaders said there were insufficient places for pupils with mental health needs in their area. Around three-quarters (74 per cent) said there were insufficient places for pupils without Special Education Needs (SEN) who had behavioural issues and the same percentage (74 per cent) said there were insufficient places for pupils with SEN who had behavioural issues. Around three-quarters (78 per cent) of senior leaders said there were insufficient quality places for pupils with mental health needs. About two-thirds (67 per cent) said there were insufficient quality places for pupils with SEN who had behavioural issues and the same percentage said there were insufficient quality places for pupils without SEN who had behavioural issues.

2.8 Exclusion

The DfE's policy on pupil exclusion is set out in statutory guidance: Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (2017). This states that good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. Respondents were asked a series of questions about which actions (including two permitted and six not permitted under the guidance) they thought schools were able to take under the existing rules on exclusions and pupil registration. The majority of respondents indicated that they thought schools were able to take the permitted actions: 87 per cent believed that the rules on exclusions and pupil registration allowed them to formally exclude pupils for a fixed period for reasons of poor behaviour and about two-thirds (65 per cent) thought they could formally exclude pupils permanently for reasons of poor behaviour. Six per cent of respondents or fewer indicated that schools were able to take actions not permitted under the guidance, except for just over a fifth (22 per cent) who believed they could encourage parents to withdraw their child and apply to another school, as an alternative to a permanent exclusion.

2.9 Attendance

The DfE's guidance on pupil attendance at school (2016) underlines the educational benefits of pupils attending school regularly and the importance of this for raising progress towards achieving standards in education. The survey asked senior leaders what methods were used in respondents' schools to improve attendance and then explored what factors respondents believed prevented pupils from improving their attendance. The vast majority responded that they used the following methods in their schools: first day of absence contact (94 per cent), working with parents individually to improve their child's attendance (94 per cent), giving awards, certificates or other rewards for good attendance (92 per cent), and communicating with parents about the value of good attendance (90 per cent), using penalty notices to sanction parents (62 per cent). More than four-fifths (83 per cent) of respondents stated that parents of pupils at their school did not understand or value the importance of regular school attendance.

2.10 PSHE/Sex and Relationships Education

The Children and Social Work Act 2017 places a duty on the Secretary of State for Education to make regulations requiring schools to provide Relationships Education for pupils in all primary maintained schools, academies and independent schools and Relationships and Sex Education (RSE) for pupils in all secondary maintained, academies and independent schools. Respondents were asked how their school addressed PSHE and Sex and Relationships Education at their school. The vast majority (85 per cent) of senior leaders said that their school taught both PSHE and Sex and Relationships Education. When asked what type of support would enable their school to introduce mandatory PSHE and Relationships Education, around two-thirds (65 per cent) of senior leaders believed they would need teaching materials. Equal numbers (51 per cent) said they would need a Continuous Professional Development (CPD) programme and examples of good practice.

2.11 Mental health

Supporting and protecting vulnerable children is at the heart of the Government's approach to children's social care and education policy and is an explicit feature of the Department for Education's (DfE) strategic priorities for 2015-20 (DfE, 2016). Senior leaders were asked to respond to a series of questions about their school's provision for pupils with mental health issues. Half of senior leaders (50 per cent) said they agreed or strongly agreed with the statement 'most staff are equipped to identify behaviour that may be linked to a mental health issue'. The corresponding figures for other statements were: 'most staff know how to help students with mental health issues access support offered by my school' (56 per cent), 'most staff know how to help students with mental health issues access specialist support outside of my school' (24 per cent), 'most staff are equipped to teach children in their classes who have mental health needs (29 per cent) and 'most staff have good access to a mental health professional if they need specialist advice on students' mental health' (25 per cent).

When classroom teachers were asked whether they agreed with the statement: 'I feel equipped to identify behaviour that may be linked to a mental health issue', 58 per cent agreed or strongly agreed. The corresponding figures for other statements were: 'I know how to help pupils with mental health issues access support offered by my school/college' (56 per cent), 'I feel equipped to teach children in my class who have mental health needs' (41 per cent), 'I have access to mental health professionals if I need specialist advice on pupils' mental health' (35 per cent) and 'I know how to help pupils with mental health issues access specialist support outside of school/college' around a third (34 per cent).

2.12 Pupil premium

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. It was introduced in 2011 as a means of raising the attainment of disadvantaged pupils.

Respondents who thought their schools were experiencing barriers to evidence-based decision making on the use of the pupil premium were invited to rank six potential barriers in order of significance. Just over a quarter (26 per cent) of those who thought their schools had experienced barriers ranked 'a lack of time and resource to make changes to current practice' as the most significant barrier affecting their school's evidence-based decision making on the use of the pupil premium. Just over a quarter (26 per cent) of respondents ranked 'a lack of evidence on what works in raising the attainment of disadvantaged pupils' as the most significant barrier and a fifth (20 per cent) ranked 'difficulties in evaluating the impact of approaches that the school has used' as the most significant barrier. Around a third (34 per cent) of respondents agreed with the statement: 'My school has not experienced any barriers to making evidence-based decisions on the use of the pupil premium'.

2.13 Assessment processes/capacity

On introduction of the new national curriculum in September 2014, the requirement for schools to use national curriculum 'levels' to report pupils' attainment and progress was removed. Schools now have much greater freedom to develop their own approach to ongoing, non-statutory, in-school assessment. Schools were asked how they collected data to track pupil progress between statutory and end-of-key-stage assessments. About half (51 per cent) of respondents said that their school collects and records data at the end of each term and two-fifths (43 per cent) said that they collect and record data more than once a term. Three-fifths of respondents (60 per cent) said that staff would benefit from training on assessment without levels.

2.14 Use of systematic synthetic phonics

Systematic synthetic phonics, which map incremental progression in pupils' phonic knowledge and skills, enables teachers to track children's progress and identify difficulties, so that appropriate support can be provided. DfE provides information for schools including core criteria that define the key features of an effective phonics teaching programme. Primary schools were asked what their current practice was in terms of the use of synthetic phonics as a method to teach children to read. More than three quarters (77 per cent) of primary school respondents said that they used systematic synthetic phonics. About three-fifths (61 per cent) of respondents answering the question said that it was the primary method used to teach children to read.

2.15 SEND

A child or young person has Special Educational Needs or Disability (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. Respondents were asked a series of questions about the SEN support for pupils in their school who have SEND but who do not have a statement or an Education, Health and Care plan. The majority (88 per cent) agreed or strongly agreed with the statement 'I feel equipped to identify pupils who are making less than expected progress and who may have a SEN or a disability'. The corresponding figures for other statements were: 'I feel able to meet the needs of pupils on SEN support' (69 per cent), 'there is appropriate training in place for all teachers in supporting SEN support pupils'(55 per cent), 'I know when to engage the Special Educational Needs Coordinator (SENCO) or access other forms of support in relation to SEN support pupils' (92 per cent) and 'I am confident that when support is put in place for SEN support pupils, it is based on evidence of what will work best to meet their needs, and enables them to make progress towards good outcomes' (74 per cent).

2.16 New GCSEs and the English Baccalaureate

Since 2011, the Government has been engaged in a process of curriculum and qualification reform in England. New GCSE qualifications in English language, English literature and mathematics were introduced from 2015 with other subjects introduced in 2016 and 2017. The English Baccalaureate (EBacc) was introduced as a school performance measure in 2010. It allows people to see how many pupils get a grade C or above in the core academic subjects at key stage 4 in any government-funded school.

Secondary schools were asked how confident they were about introducing the new GCSEs due to be taught from September 2017, whether they had concerns about particular subjects listed, what percentage of pupils would be studying the English Baccalaureate (EBacc) subjects of English, mathematics, the sciences, languages and humanities and separately, what proportion would be studying a language GCSE. Almost three-quarters (72 per cent) of secondary senior leaders said they were very confident or fairly confident they would be able to teach the new GCSEs from September 2017. Nearly half (48 per cent) of secondary senior leaders said that more than half of those pupils starting key stage 4 in September 2017 would be studying the subjects required for the EBacc and a quarter (27 per cent) said that more than 70 per cent of pupils would be doing so. Most secondary senior leaders (63 per cent) said that they intended to keep the proportion of pupils entering key stage 4 who would be studying the subjects required to enter the EBacc broadly the same. Nearly half (48 per cent) of secondary senior leaders said that more than half of those starting key stage 4 in September 2017 would be studying a language GCSE.

2.17 Teachers moving schools

The DfE report, Schools workforce in England 2010 to 2015: trends and geographical comparisons (2016), showed that school-to-school teacher mobility was the biggest source of new teacher entrants to schools and therefore a key driver of increased recruitment activity in schools.

Classroom teachers were asked what factors would attract them to a school, or put them off working in another school. They were presented with 13 potential factors and were asked to rank them from most to least important. Nearly a quarter (24 per cent) of all classroom teachers ranked 'positive school reputation' as the most important factor for why they would want to work in a particular school. A fifth (20 per cent) of classroom teachers ranked 'quality of leadership' as the most important reason and almost a fifth (19 per cent) ranked 'distance from where I live'. When asked what factors would put them off wanting to teach in a particular school, about a quarter (26 per cent) of classroom teachers ranked 'distance from where I live' as the most important factor. Other factors were 'quality of leadership' (17 per cent) 'poor Ofsted rating' (12 per cent), 'high workload' (12 per cent), 'poor school reputation' (11 per cent) and 'challenging pupil behaviour' (10 per cent).

3. Aspiration for school leadership

Strengthening school and system leadership is at the heart of the Government's strategy for education and children's social care services. The Department for Education (DfE)'s Strategy for 2015-20 (DfE, 2016) highlights the importance of ensuring a 'strong, consistent supply' of school leaders across England, especially in schools which may have struggled to attract leaders in the past (DfE, 2016). These ambitions require a pool of suitable applicants who aspire to becoming headteachers both in the short and medium term.

The survey obtained the views of 549 deputy and assistant headteachers and 943 classroom teachers on whether they aspired to become a headteacher in the next three years, during the next decade, or at some other point in the future. Those who were not interested in pursuing this goal were asked to give their reasons by choosing one of nine specified options and had the opportunity to add a further open-ended response.

Figure 1 Do you aspire to be a headteacher?
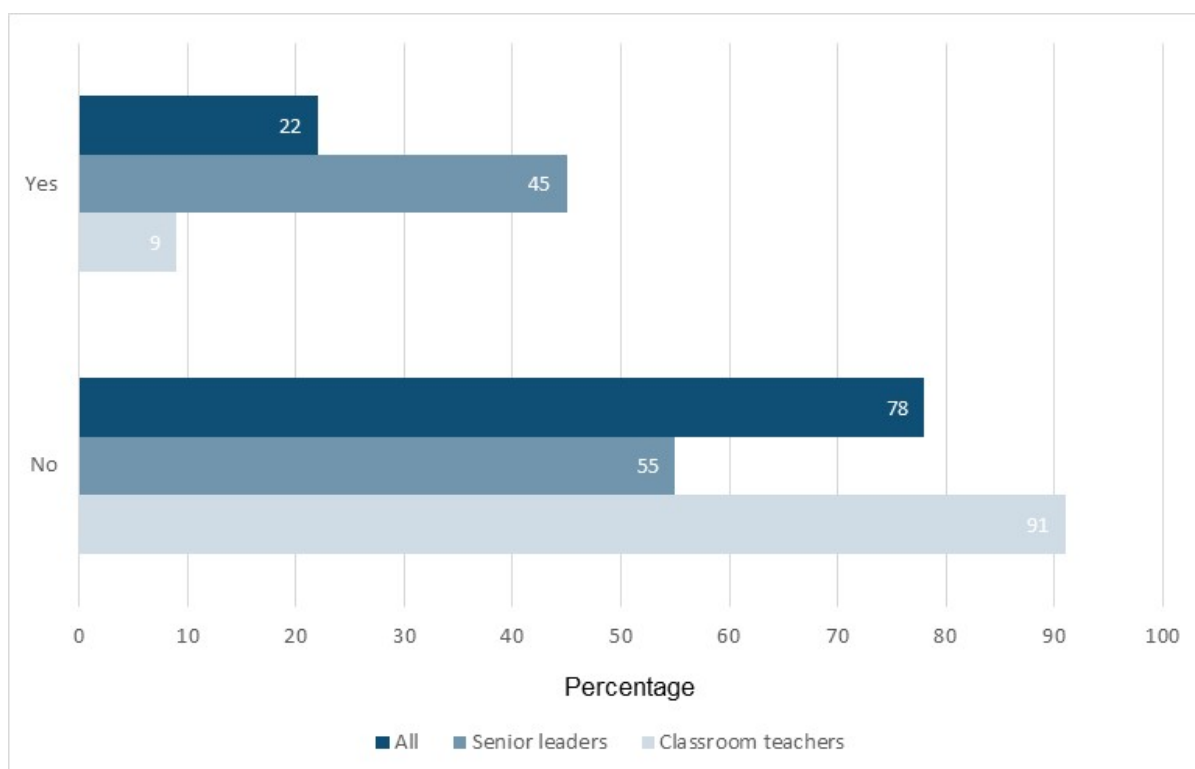
The responses show that more than three-quarters (78 per cent) of all of those who responded to the question said they did not aspire to become a headteacher and that a fifth (22 per cent) planned on doing so at some point in the future. However, although 18

per cent of respondents planned to become a headteacher during the next decade, only half of them (9 per cent) aimed to do so in the next three years.

Figure 2 When did respondents hope to become a headteacher

As might be expected, there was an important difference between the responses of senior leaders and classroom teachers. While nearly half (45 per cent) of senior leaders wanted to become a headteacher at some point in the future, the percentage of classroom teachers who wanted to do so (9 per cent) was much smaller. Even so, more than half of the senior leaders who responded to the survey (55 per cent) did not aspire to headship.

The three main reasons selected by respondents for not aspiring to headship were:

- issues related to work-life balance (17 per cent)

- a desire to stay in the classroom (15 per cent)

- perceptions of the pressure and pace of the role (10 per cent).

Figure 3 Reasons why respondents did not aspire to headship

Reason	Percentage
Work-life balance	17
Want to stay in the classroom	15
Pressure and pace of the role	10
Happy to stay at my current level	9
Plan to leave the profession	8
Responsibilities at headteacher level	5
Headteacher workload	5
Accountability framework	4
Level of support available to new headteachers	0
Other reason	4

Source: Teacher Voice Omnibus Survey May 2017 and Senior Leader booster May 2017

Due to rounding, percentages may not sum to 100

N=1492

Respondents working in primary and secondary schools gave similar answers to this question.

4. Flexible working patterns

The DfE wishes to encourage schools to give more teachers the opportunity to work flexibly around their caring and family commitments, including part-time working and job sharing. They want to ensure talented teachers are not lost because of a lack of flexible working opportunities. The DfE published its 2017 Flexible Working Guidance, based around real-life school and individual teacher case studies, to advise teachers who are considering working flexibly and to help schools and employers consider how best to encourage, support and enable flexible working requests. The Department is also planning a range of activities to support schools to deploy all their staff effectively and efficiently, which will include re-scoping projects to support teachers to return to the profession in flexible working positions; improving coaching offers for women teachers and piloting whole organisation approaches to increase and support flexible working.

The survey asked respondents about their opinion on part-time and flexible working arrangements in their school.

Figure 4 Is it easy for teachers in your school or for teachers returning to teaching to agree part-time working arrangements or flexible working patterns?
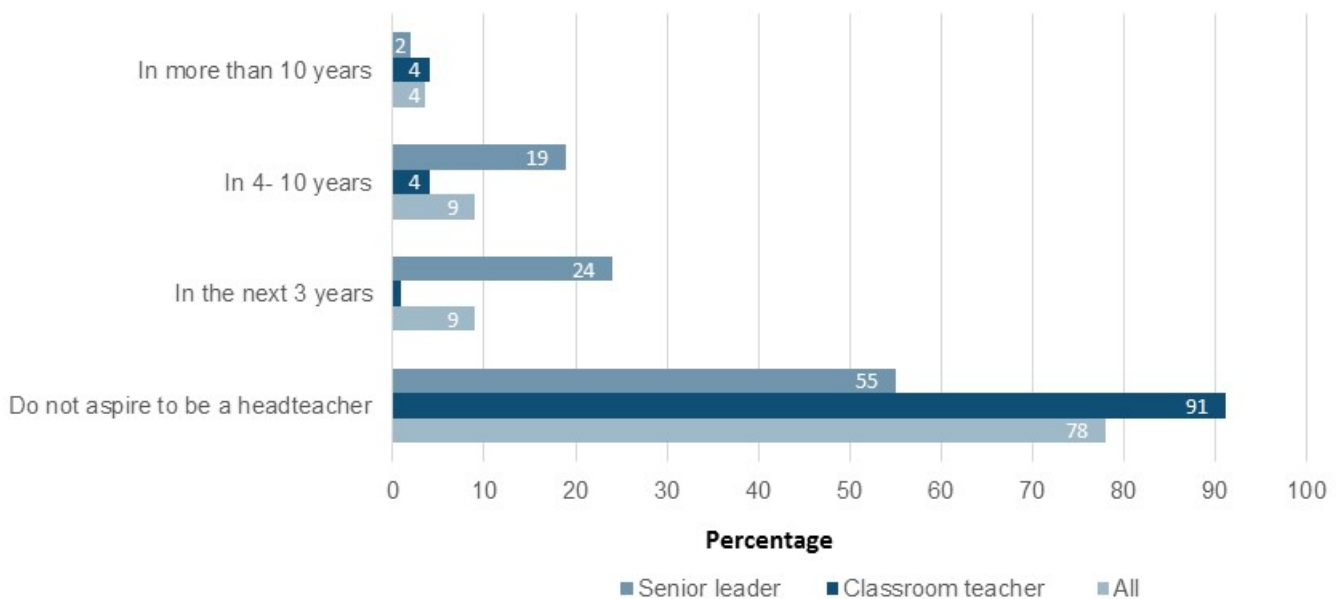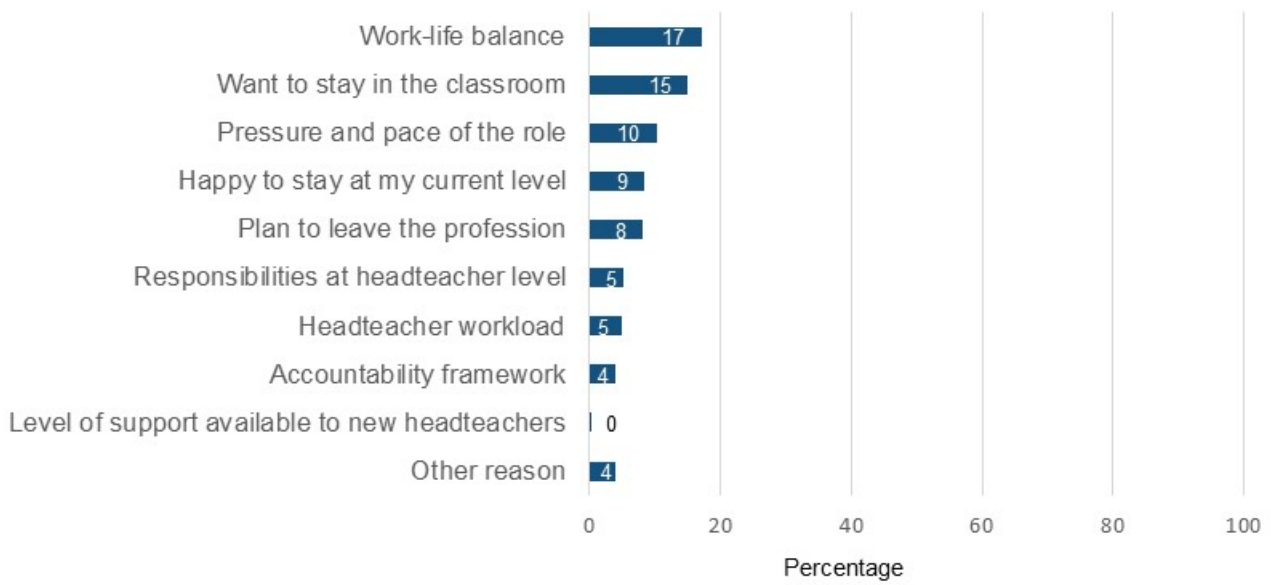

Source: Teacher Voice Omnibus Survey May 2017 and Senior Leader booster May 2017
Due to rounding, percentages may not sum to 100
N=1955

Most respondents (60 per cent) said that it was easy for teachers in their school or returning to teaching to arrange part-time or flexible working arrangements. However, around a quarter (27 per cent) said that it was not easy for teachers in their school or returning to teaching to arrange part-time/flexible working and the remainder (13 per cent) replied 'don't know'.

A higher percentage of senior leaders (68 per cent) than classroom teachers (51 per cent) said that it was possible to arrange part-time or flexible working arrangements. This

difference may have been influenced by the fact that nearly a fifth (19 per cent) of classroom teachers replied 'don't know' to the question.

The survey asked those who responded that it was not easy to arrange part-time or flexible working to rank five potential barriers to such arrangements in their schools in order of significance.

Two barriers were identified as the most significant by more than three-quarters of respondents. Nearly half (47 per cent) ranked 'timetabling issues' as the most significant barrier to part-time or flexible working and a further 20 per cent ranked this as their second most significant barrier.

Almost twice as many senior leaders (63 per cent) as classroom teachers (33 per cent) in secondary schools ranked this factor as the most significant barrier to part-time or flexible working. A higher percentage of respondents in secondary schools (62 per cent) than in primary schools (32 per cent) also ranked this as the most significant barrier.

Just under a third (31 per cent) of all respondents ranked 'senior management and/or governors are not supportive' as the most significant barrier to part-time and flexible working. A further 14 per cent ranked this as their second most significant barrier.

The percentage of classroom teachers (46 per cent) who ranked this as the most significant factor was much higher than senior leaders (13 per cent). At the same time, nearly two-fifths (37 per cent) of primary school respondents ranked this as the most significant factor compared with 24 per cent of those in secondary schools.

Only a small percentage of respondents selected any of the other options as the most significant barriers to flexible or part-time working. The same percentage of respondents (6 per cent) ranked 'policies on flexible working and job-sharing do not exist' and 'advertisements specify full-time only' as the most significant barrier while three per cent selected 'issues with childcare'.

Figure 5 shows the percentage of all respondents, senior leaders and classroom teachers who selected each of the statements as the most significant barrier.

Figure 5 Most significant barriers to agreeing part-time working arrangements or flexible working patterns for teachers in your school or teachers returning to teaching
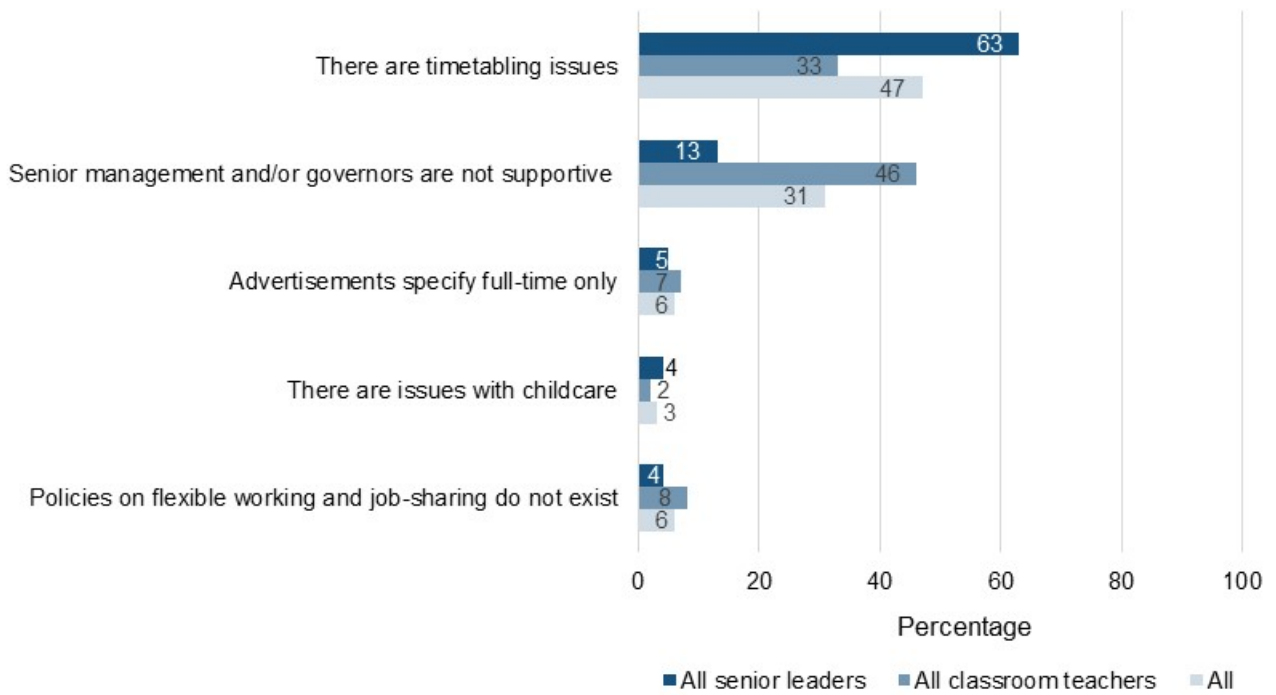
Source: Teacher Voice Omnibus Survey May 2017 and Senior Leader booster May 2017
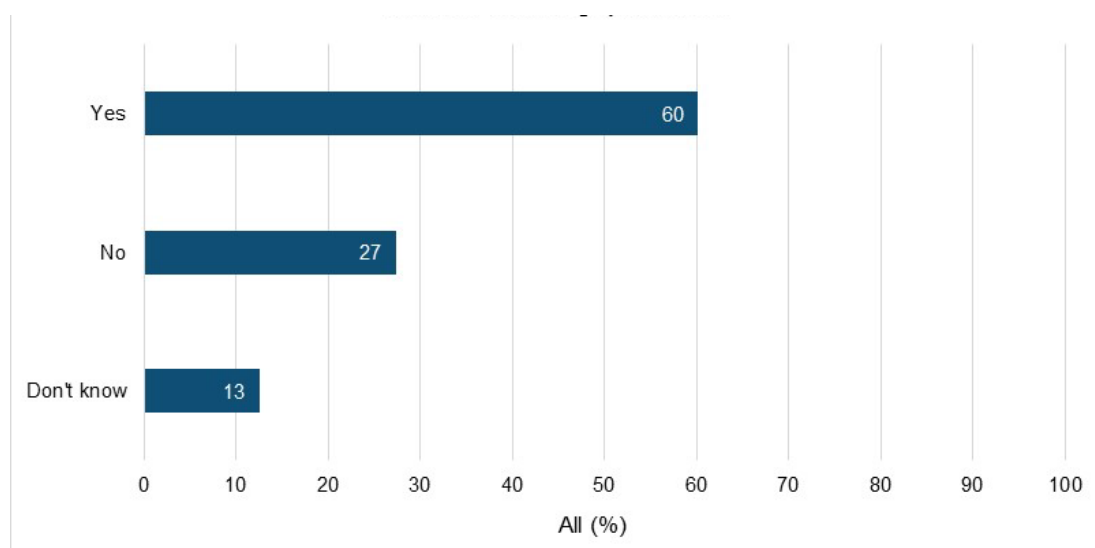Due to rounding, percentages may not sum to 100
N=520

5. Sources of support for schools

Sources of support are an important aspect of the self-improving school system. The system is based on schools taking responsibility for their own improvement, schools learning from each other so that effective practice is disseminated and the best schools and leaders extending their reach, thereby contributing to school improvement across the system (DfE (2010), The Importance of Teaching).

The Government provides a framework of support for schools through the National College for Teaching and Leadership (NCTL) which aims 'to improve academic standards by recruiting and developing a workforce to meet the needs of our school system, and to help schools to help each other to improve'. NCTL's priorities for 2016-17 included encouraging schools to develop their own networks of high-quality school-to-school support and enabling schools to broker support from the best school leaders and teachers working with Teaching School Alliances, the Teaching School Council, National Leaders of Education, and national support schools. Schools can also access support from other sources such as local authorities (LAs), multi-academy trusts (MATs), dioceses and education consultancies offer important sources of support for schools in this respect.

The survey investigated senior leaders' views about the effectiveness of nine sources of support that may be available to them and asked which their school had used. Respondents were also given the opportunity to add a further open-ended response in answer to both questions.

When asked to identify sources of effective support for schools in their areas, nearly half of the school leaders who responded selected teaching schools (46 per cent) and LAs (44 per cent). Over a third (36 per cent) identified education consultancies (individual or company) as providing effective support, while around a quarter identified each of the following sources: a MAT (26 per cent), a school that is not a teaching school (26 per cent) and National Leaders of Education (24 per cent). Specialist Leaders of Education were identified as effective sources of support by a fifth of senior leaders (20 per cent). Less than one in ten (8 per cent) of school leaders said they had accessed support from National Leaders of Governance.

Figure 6 Which of the following do you think are effective sources of support for schools in your local area?
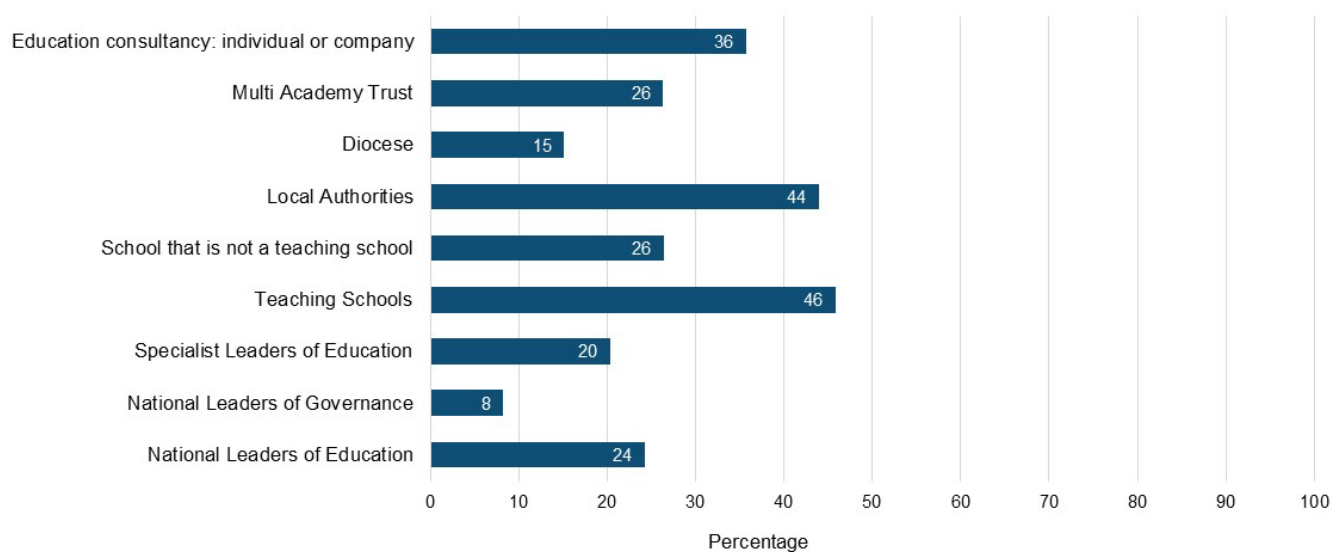
Source: Teacher Voice Omnibus Survey May 2017 and Senior Leader booster May 2017
More than one answer could be given, so percentages may sum to more than 100
N=1017

There were several differences between the responses from senior leaders in primary and secondary schools to this question:

- A higher proportion (57 per cent) of primary school leaders identified LAs as an effective source of support compared with 33 per cent of secondary school leaders.

- A higher percentage of secondary school leaders (49 per cent) selected Teaching Schools as an effective source of support compared with 42 per cent of primary school leaders.

- A higher percentage of primary school leaders (40 per cent) selected an education consultancy as an effective source of support compared with a third (32 per cent) of those in secondary schools.

- A higher proportion of secondary school leaders (36 per cent) identified MATs as an effective source of support compared with 15 per cent of primary school leaders.

- A higher percentage of primary school leaders (31 per cent) selected schools that are not Teaching Schools compared with a quarter (23 per cent) of secondary schools.

- A higher percentage of primary schools (21 per cent) than secondary schools (11 per cent) identified a diocese as an effective source of support.

The 118 respondents who identified another source of support referred to partnerships such as local learning networks (37 respondents), clusters of schools (28 respondents) and local headteachers (13 respondents). These responses suggest some differences in the sources of support identified as effective by primary and secondary school leaders. A total of 26 primary school senior leaders referred to cluster of schools, but this was noted by only two secondary school leaders. Similarly, 11 primary school leaders referred to support from local headteachers, but this option was noted by only two secondary school leaders. PiXL Club was identified as an effective source of support exclusively by senior leaders in secondary schools (15 respondents).

Senior leaders were then asked which of the nine listed sources of support their school had ever accessed. The responses showed that three main sources of support were accessed by the majority of respondents' schools. More than two-thirds of senior leaders (68 per cent) said their school had accessed support from local authorities. More than a half had accessed support from teaching schools (52 per cent) and the same percentage said that they had done so from an education consultancy (52 per cent). A smaller proportion of senior leaders said that their school had used the other sources of support listed.

There were some differences in response between senior leaders in primary and secondary schools. More than three quarters of primary school leaders (78 per cent) said their school had accessed support from the LA compared with 60 per cent of those in secondary schools. Almost three fifths of secondary senior leaders (57 per cent) said that they had accessed support from teaching schools compared with 46 per cent of primary senior leaders.

A higher proportion of secondary schools (37 per cent) had accessed support from a MAT, compared with 20 per cent of those in primary schools. Similarly, a higher percentage of secondary schools (28 per cent) than primary schools (22 per cent) had accessed support from National Leaders of Education. Likewise, the percentage of secondary school leaders whose schools had accessed support from Specialist Leaders of Education (27 per cent) was higher than those in primary schools (21 per cent). Conversely, a higher percentage of primary school leaders (26 per cent) than those in secondary schools (15 per cent) reported that their school had accessed support from a diocese.

A total of 80 people identified another source of support their school had used. The most common were: school partnerships (26 senior leaders, mainly from primary schools), cluster groups (13 respondents), and PiXL Club (12 respondents, all of whom worked in secondary schools).

6. 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's response to the Workload Challenge was published on 6 February 2015 and included a comprehensive programme of action to help address the complex issues that were raised. Independent review groups were set up in 2015 to help address the three biggest issues raised by teachers in the Workload Challenge which contribute to unnecessary or burdensome work: marking, planning and resources and/or data management. The reports, published on 26 March 2016, set out principles and made recommendations for action at every level in the school system.

On 24 February 2017 the Department published the results of the 2016 teacher workload survey, a commitment from the Workload Challenge. Results from the survey help track teacher workload so that further action can be taken if needed. DfE also published a clear action plan; providing an update on how it is meeting the recommendations from the three review groups and setting out further steps it will take to help tackle the issues identified in the survey.

In addition, the Department reissued the reviewed DfE protocol giving schools a year's lead-in time for significant changes to accountability, curriculum and qualifications. Ofsted have 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.

Senior leaders and classroom teachers were presented with four statements and asked to select the ones that were relevant to their school. They were also given the opportunity to add a further open-ended response.

Nearly a third of respondents (32 per cent) said their school had used the independent reports on marking, planning and resources and/or data management as a basis to review current policies. A similar proportion (31 per cent) had used advice from Ofsted (e.g. Ofsted handbook or #OfstedMyths) to change practice in the school. Around a quarter (26 per cent) had carried out a workload survey of staff. Just over a fifth (22 per cent) actively addressed the recommendations for schools in the reports on marking, planning and resources, and/or data management.

Figure 7 What has your school done to evaluate and reduce unnecessary workload?
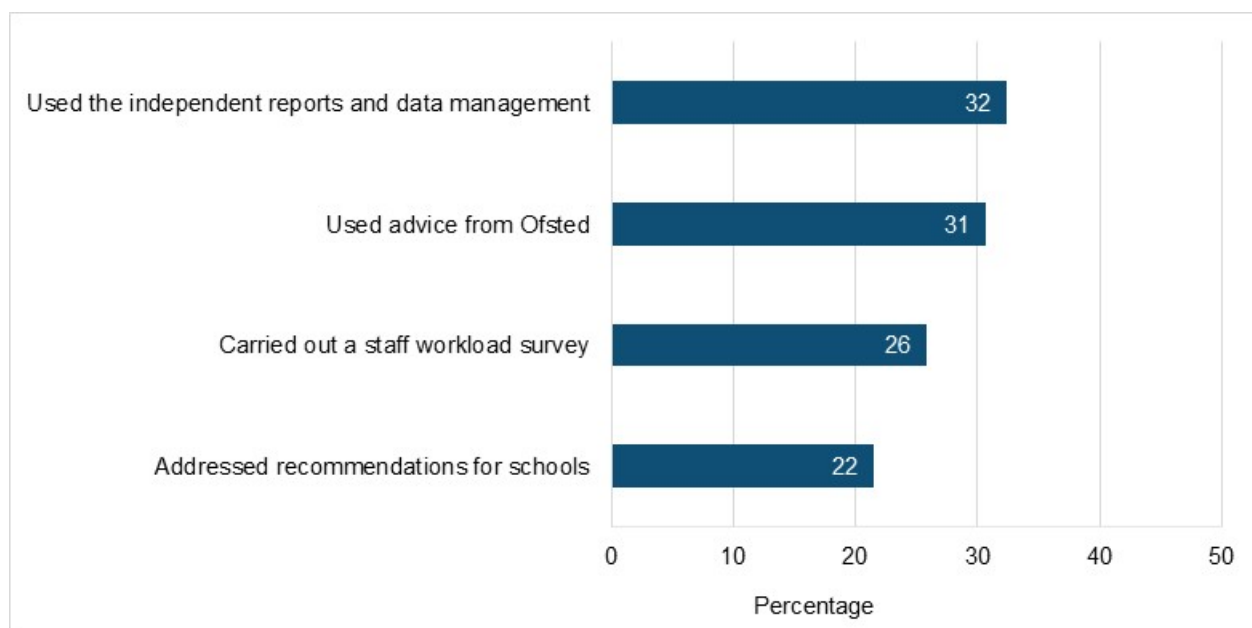
There were some differences between the responses of senior leaders and classroom teachers to this question, which suggested that senior leaders were more positive than classroom teachers about their schools' actions to reduce workload. A higher percentage of senior leaders than classroom teachers indicated that their school had carried out each of the actions listed in the question.

A higher percentage of senior leaders (47 per cent) than classroom teachers (17 per cent) said that they had used the independent reports on marking, planning and resources and/or data management as a basis to review current policies.

A higher percentage of senior leaders (34 per cent) than classroom teachers (8 per cent) said that their school actively addressed the recommendations for schools in the reports on marking, planning and resources and/or data management. At the same time, a higher percentage of senior leaders (48 per cent) than classroom teachers (13 per cent) said they used advice from Ofsted (e.g. Ofsted handbook or #OfstedMyths) to change practice in the school. A third (32 per cent) of senior leaders said they had carried out a workload survey of staff compared with a fifth (19 per cent) of classroom teachers.

There was little difference by school phase. However, a higher percentage of secondary school respondents (30 per cent) said they had carried out a staff workload survey compared with 21 per cent of those in primary schools.

A total of 226 respondents said that their school had used some other strategy to evaluate and reduce unnecessary workload. The largest single response (made by 21

24

per cent of respondents giving another response) was that their school had consulted with staff in ways other than a survey. In addition, 14 per cent of those giving another response said that they had reviewed or updated school policies and eight per cent of those giving another response said they had reviewed marking arrangements.

Figure 8 What has your school done to evaluate and reduce unnecessary workload? Open-ended responses
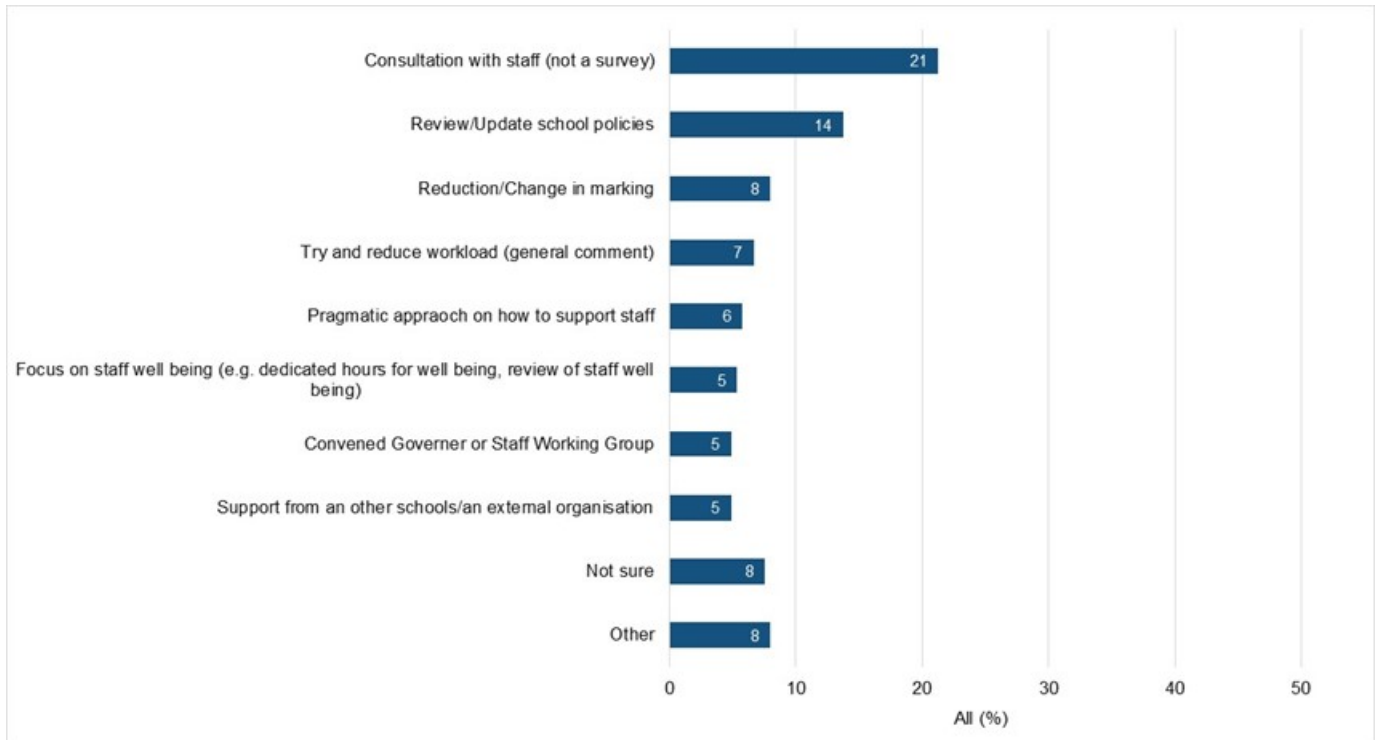
Respondents who indicated their school had taken action to evaluate and reduce unnecessary workload were asked to estimate the average impact of the changes their school had made. About half (53 per cent) of the respondents who indicated that their school had taken action to evaluate and reduce unnecessary workload said the changes had effectively reduced unnecessary workload; nearly two-fifths (39 per cent) of respondents said that the workload was reduced by up to 2 hours a week, with some saying that workload was reduced by more than two hours per week (14 per cent).

A higher percentage of senior leaders thought the changes had made a difference. Just over two-fifths of senior leaders (43 per cent) thought that it had reduced average teacher workload by up to two hours per week, compared with a third (32 per cent) of classroom teachers). A sixth of senior leaders (17 per cent) thought it had reduced average teacher workload by more than two hours per week. This compared with only one in ten (10 per cent) of classroom teachers.

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There was little difference between primary and secondary respondents. Just over half (58 percent) of those in primary thought it had been successful in reducing workload compared to half (50 percent) of those in secondary schools.

7. Budget planning

It is vital that schools get best value from all their resources to achieve the best outcomes for all their pupils and promote social mobility. The Department for Education publishes online tools and guidance to help schools plan their budgets and improve their efficiency and long-term financial health. This includes:

- improved financial benchmarking service (launched in July 2017 following feedback from users) that enables schools to compare their performance data and spending levels with schools that share similar characteristics;

- efficiency metric that helps schools to understand whether they could improve their efficiency relative to other similar schools;

- workforce planning guidance and curriculum planning tools; and

- several initiatives as part of a schools' buying strategy (published in January 2017) that builds on current support to help schools to improve how they buy goods and services and save £1bn by 2019-20 on their non-staff spend.

The survey asked senior leaders about the actions they had found useful in getting the most out of their school budget. The question provided nine possible actions and asked which, if any, they had found useful. They were also invited to identify any other action they had taken.

Two actions were identified as useful by the majority of senior leaders: around three quarters (77 per cent) had found it useful to review their staffing structure, and two thirds (66 per cent) had found it useful to review how they buy goods and services.

A minority of respondents identified the remaining seven listed actions as useful in getting the most out of their school budget, although the following three were identified as useful by a substantial minority: 'sharing resources (including staff) with other schools' (42 per cent), 'working with other schools to buy goods or services' (33 per cent) and 'using DfE benchmarking data' (23 per cent). A much smaller percentage of the senior leaders selected the other options: 'accessing other external information and advice on financial health and efficiency' (15 per cent), 'using other benchmarking data' (14 per cent), 'accessing other DfE information and advice on financial planning and management, buying, or workforce planning' (6 per cent), and 'using the DfE Efficiency Metric' (3 per cent).

Figure 9 Which of the following actions, if any, have you found useful in getting the most out of your budget?
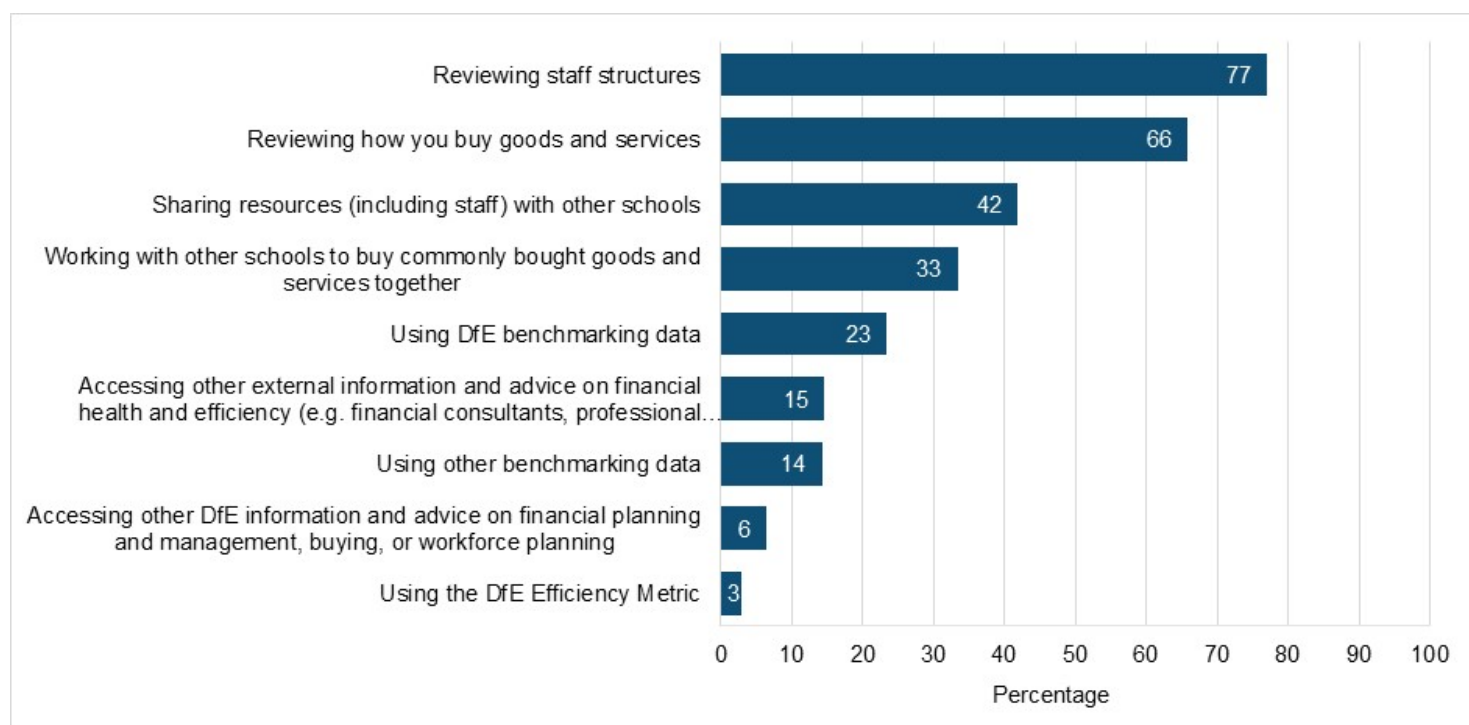
There was little difference in the responses of primary and secondary school leaders except that a higher percentage of senior leaders in secondary schools (82 per cent) identified 'reviewing staff structures' as useful compared with leaders in primary schools (71 per cent). On the other hand, a higher proportion of senior leaders in primary schools (40 per cent) identified 'working with other schools to buy goods or services' as useful, compared with 28 per cent of secondary school leaders.

The open-ended responses suggested that school leaders had taken a very wide range of other actions in order to get the most out of their school's budget, but few actions were identified by more than one respondent other than 'support from MAT' (six respondents), 'business manager employed' (five respondents), 'letting/renting out facilities' (four respondents), and 'working with a government agency' (four respondents).

8. Behaviour/impact of poor behaviour

The DfE recognises poor behaviour in schools impedes learning and prevents pupils from achieving their full potential. They have committed to ensuring that all teachers are equipped with the skills to tackle both serious behaviour issues that compromise the safety and wellbeing of pupils as well as low level disruption that too often gets in the way of effective learning.

In September 2014, Ofsted expressed concern about the amount of time lost due to low-level behaviour issues in school (Ofsted 2014). They estimate that children could be losing the equivalent of a five hours each week (or 38 days per year) due to such behaviour.

While Ofsted has linked the issue of behaviour with the standard of teaching and learning (arguing that good teaching in itself promotes positive behaviour), the DfE has also emphasised schools' duties to promote effective behaviour and has clarified what teachers are able to do in response to disruptive pupils.

The DfE requires schools to create behaviour policies that promote consistency, outline procedures and sanctions, and support pupils to develop a positive attitude to learning and their school. These are public documents, designed to ensure that parents, pupils, and staff understand the expectations, the way the policies will be implemented, and what their own roles are in relation to behaviour (DfE, 2016).

Respondents were asked to rate pupil behaviour in their school and to estimate how much lesson time was lost due to misbehaviour. They were then asked how confident they were in their school's ability to deal with challenging pupils and to rate their school in terms of parental engagement where behaviour is an issue.

Nearly three quarters (73 per cent) responded that behaviour was good or very good and a third (31 per cent) said it was very good. Most of the other respondents (19 per cent) described behaviour as acceptable and only a small percentage (8 per cent) said it was poor or very poor.

Four-fifths (80 per cent) of respondents in primary schools described their pupils' behaviour as good or very good as did just over two-thirds (68 per cent) of those in secondary schools. Moreover, nearly two-fifths (38 per cent) of primary school respondents described behaviour as very good, a view shared by around a quarter (26 per cent), of secondary school respondents. Most other primary and secondary school respondents rated behaviour as acceptable.

Figure 10 How would you rate pupil behaviour in your school?
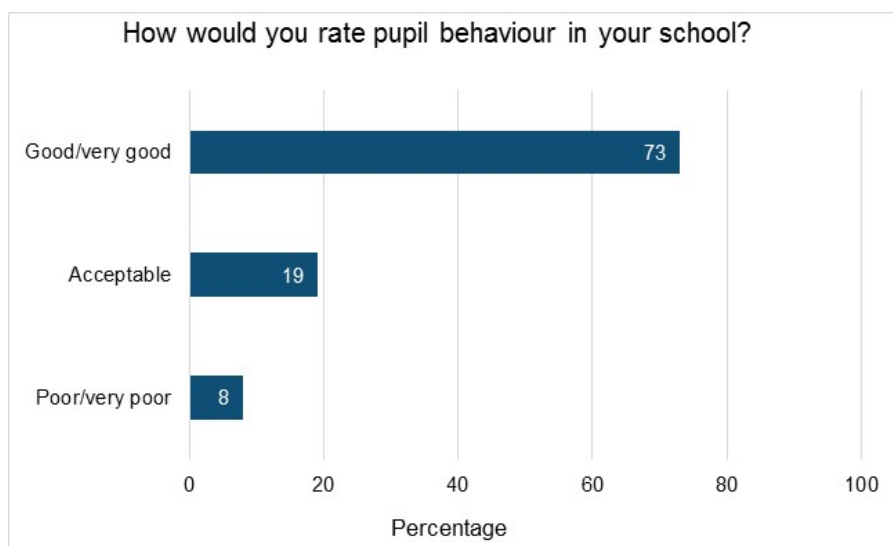
How would you rate pupil behaviour in your school?

Rating	Percentage
Good/very good	73
Acceptable	19
Poor/very poor	8

Source: Teacher Voice Omnibus Survey May 2017 and Senior Leader booster May 2017
Due to rounding, percentages may not sum to 100
N=1959

Senior leaders had a more positive view of behaviour than classroom teachers. More than four fifths of senior leaders (86 per cent) rated behaviour as good or very good. This compared to three fifths (59 per cent) of classroom teachers. It is noticeable that the proportion of senior leaders who rated behaviour in their school as very good (43 per cent) was more than twice the percentage of classroom teachers (19 per cent). Conversely, one eighth (13 per cent) of classroom teachers rated behaviour as poor or very poor (compared to a mere 3 per cent of senior leaders).

The survey then explored how much learning time respondents believed was lost in each hour of teaching when a single episode of challenging behaviour occurs.[1] More than half (59 per cent) of respondents believed that up to five minutes in each hour of teaching time was lost when such an issue arose. A fifth (19 per cent) thought that six to ten minutes was lost because of challenging behaviour. However, less than one in ten (8 per cent) thought that more than ten minutes was lost in this way.

A higher percentage of classroom teachers responded that lesson time was lost due to challenging behaviour. One in three (33 per cent) classroom teachers thought that more than six minutes in each hour of teaching time was lost when a single episode of challenging behaviour occurred. This view was shared by a much lower percentage (21 per cent) of senior leaders.

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[1] Challenging behaviour was defined as behaviour which has a duration, frequency, intensity or persistence that is beyond the normal range that schools tolerate; and most unlikely to respond to the customary strategies used in the classroom and school.

There was little difference in the views of respondents in primary and secondary schools. However, a higher percentage of primary school respondents (17 per cent) than those in secondary schools (11 per cent) said that the time lost due to challenging behaviour varied too much for them to be able to say.

The survey also explored how confident respondents were in their school's ability to deal with pupils that present the most challenging behaviours. Around three quarters of respondents (76 per cent) said they were fairly confident or very confident in their school's ability to deal with this issue. A much smaller percentage of respondents said they were not very confident (11 per cent) or not at all confident (3 per cent).

However, although a large majority of respondents said they were confident or very confident in their schools ability to deal with such issues, the percentage was higher among senior leaders (88 per cent) than classroom teachers (64 per cent). Furthermore, the percentage of senior leaders who said they were very confident (44 per cent) was more than twice the percentage of classroom teachers who said so (19 per cent).

A higher percentage of respondents in primary schools (81 per cent) than in secondary schools (72 per cent) were confident or very confident their school would be able to deal with pupils that present the most challenging behaviours.

Finally, respondents were asked to rate how effective their school was at parental engagement where behaviour was an issue; three-fifths (59 per cent) of respondents rated their school as good or very good in this respect. More than a quarter (29 per cent) rated this aspect of their school's work as acceptable and much smaller numbers rated it as poor (9 per cent) or very poor (2 per cent).

The percentage of senior leaders who said their school was good or very good at parental engagement where behaviour was an issue (71 per cent) was much higher than classroom teachers (47 per cent). Conversely, more than a third of classroom teachers (36 per cent) said it was acceptable, compared with a fifth (21 per cent) of senior leaders.

A higher percentage of respondents from primary schools (64 per cent) than secondary schools (56 per cent) rated this aspect of their school's work as good or very good.

9. Alternative provision

Alternative provision (AP) is the education put in place for any child of compulsory school age who would not otherwise receive suitable education because of illness, permanent exclusion or for any other reason.

Local authorities have a duty to put AP in place in most cases, with the exception of education during fixed period exclusions of over five days, where schools have a duty to put AP in place. Schools can also choose to direct pupils offsite without issuing an exclusion in some circumstances.

The AP 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. It is up to the commissioner to determine the most appropriate AP for a child but they take into account the views of the pupil, their parents and other professionals.

The survey asked school leaders which pupil needs they felt there were insufficient places for different categories of pupils who needed alternative provision and also whether they considered there were insufficient quality places for those groups of learners.

More than four fifths (84 per cent) of school leaders said there were insufficient places for pupils with mental health needs. Around three quarters (74 per cent) said there were insufficient places for pupils without SEN who had behavioural issues and the same percentage (74 per cent) said there were insufficient places for pupils with SEN who had behavioural issues. A much smaller percentage (25 per cent) said there were insufficient places for pupils with physical health needs.

There was little difference in the views expressed by senior leaders in primary and secondary schools except that 90 per cent of secondary senior leaders felt that there were insufficient places for pupils with mental health needs compared with 77 per cent of primary senior leaders.

As noted above and shown in Figure 11 the second question sought senior leaders' opinion about whether there were insufficient quality places, regardless of whether there were sufficient places overall. Around three quarters (78 per cent) of senior leaders felt there were insufficient quality places for pupils with mental health needs. About two thirds (67 per cent) said there were insufficient quality places for pupils with SEN who had behavioural issues and the same percentage (67 per cent) said there were insufficient quality places for pupils without SEN who had behavioural issues.

Figure 11 Thinking of Alternative Provision in your area, please indicate the needs for which there are insufficient quality places
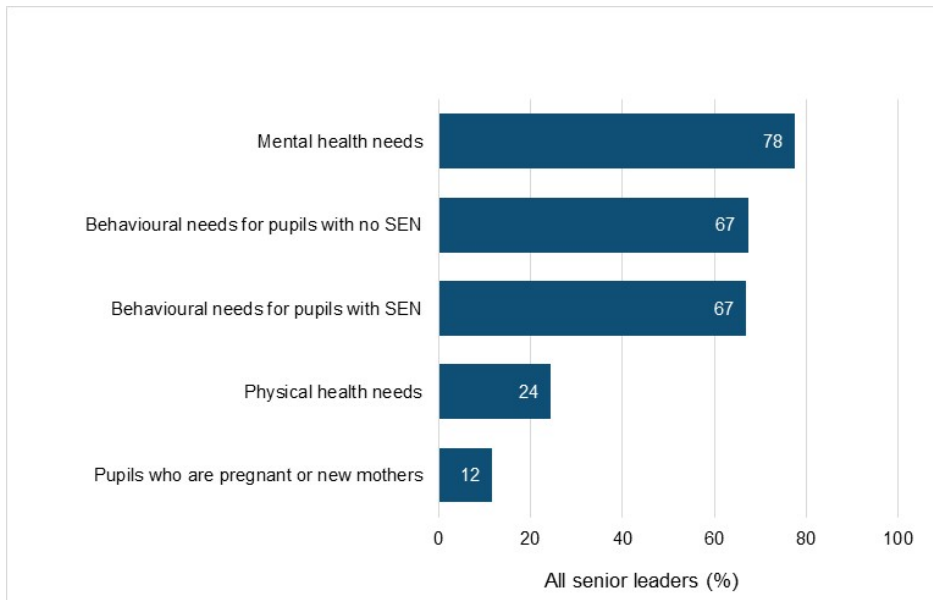
Mental health needs — 78
Behavioural needs for pupils with no SEN — 67
Behavioural needs for pupils with SEN — 67
Physical health needs — 24
Pupils who are pregnant or new mothers — 12

All senior leaders (%)

Primary and secondary school senior leaders gave similar responses to most questions. However, more than four fifths (83 per cent) of secondary school leaders thought there was insufficient quality provision for pupils with mental health needs compared with less than three quarters (71 per cent) of primary school respondents.

10. Exclusion

The DfE's policy on pupil exclusion is set out in statutory guidance: Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (2017).This states that good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The guidance document states that the Government supports headteachers in using exclusion as a sanction where it is warranted, emphasising that permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Other key aspects of the exclusion policy are that the decision to exclude a pupil must be lawful, reasonable and fair; schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race; and schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Under the existing rules on exclusions and pupil registrations it is permitted for schools to:

- Formally exclude pupils for a fixed period for reasons of poor behaviour
- Formally exclude pupils permanently for reasons of poor behaviour.

The survey asked senior leaders and classroom teachers what was their understanding of the rules governing exclusions and pupil registration. The question provided eight possible actions (two that are permitted under the guidance, as outlined above, and six which are not permitted) and asked which, if any, of the actions they were permitted to take under current regulations.

The vast majority of respondents indicated that they thought schools were able to take actions within scope: 87 per cent believed that the rules on exclusions and pupil registration allowed them to formally exclude pupils for a fixed period for reasons of poor behaviour and about two-thirds (65 per cent) thought they could formally exclude pupils permanently for reasons of poor behaviour. Very few respondents (six per cent or fewer) indicated that schools were able to take actions not permitted under the guidance (encourage parents to educate their child at home, record pupils as 'authorised absent' or 'educated off-site' when the school had encouraged them not to come into school, send pupils with Education, Health and Care (EHC) plans home when their carer/teaching assistant is not available, send pupils with medical needs home when their carer/teaching assistant is not available, and send pupils home to 'cool off' without recording it as a fixed period exclusion), except for just over a fifth (22 per cent) who believed they could encourage parents to withdraw their child and apply to another school, as an alternative to a permanent exclusion.

Figure 12 Which of the following do you think schools are able to do under the existing rules on exclusions and pupil registration?
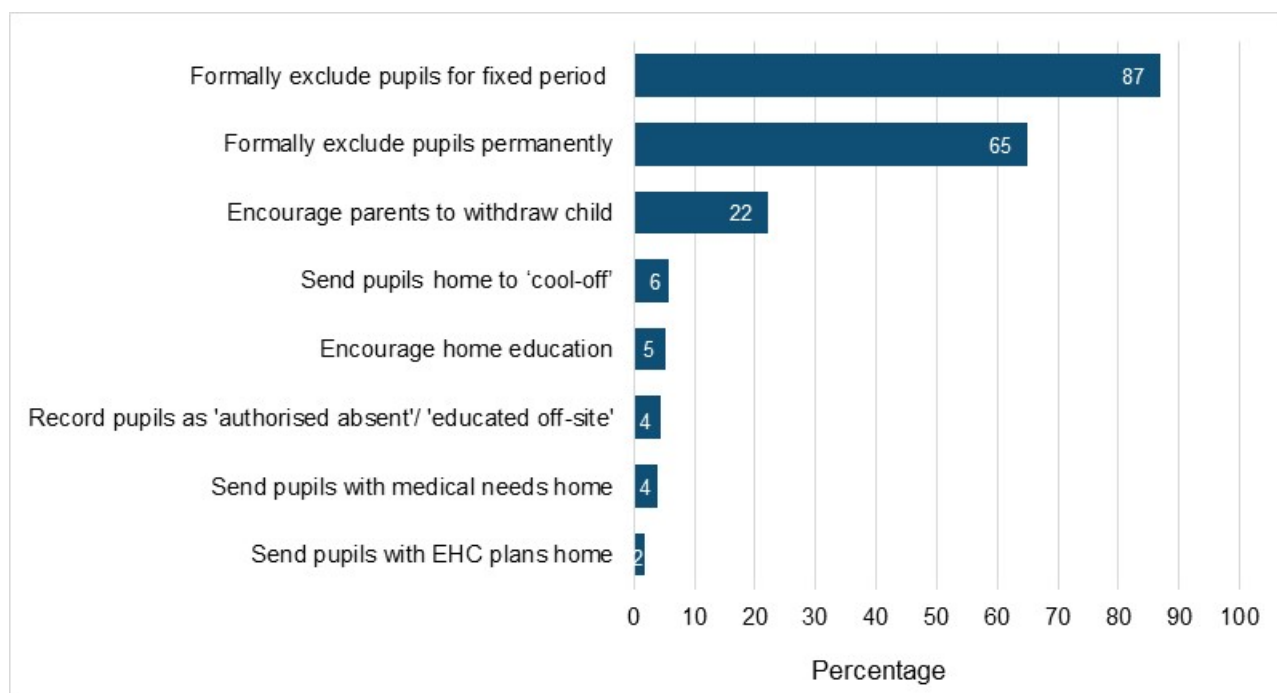
A higher percentage of secondary school respondents (91 per cent) than those in primary schools (82 per cent) believed they could exclude pupils for a fixed period for reasons of poor behaviour. However, as noted above, the majority of all respondents thought they could use this sanction.

Nearly three quarters (73 per cent) of secondary school respondents believed they could exclude pupils permanently for reasons of poor behaviour, compared to around half (55 per cent) of respondents in primary schools. The percentage of secondary school respondents who thought they could encourage parents to withdraw their child and apply to another school was 29 per cent, more than twice that of primary school respondents who thought they were permitted to do so (13 per cent). However, it should be noted that only a minority of respondents in both primary and secondary schools believed this practice was allowed.

Overall, the proportion of school leaders who thought they were allowed to exclude pupils (either permanently or for a fixed period) for reasons of poor behaviour was higher than was the case among classroom teachers. However, it is important to note that 13 per cent of classroom teachers did not respond to any of these questions.

The vast majority (93 per cent) of senior leaders thought they could exclude pupils for fixed periods for reasons of poor behaviour, compared with four fifths (80 percent) of classroom teachers. Moreover, while around three quarters (78 per cent) of senior leaders thought they could exclude pupils permanently due to poor behaviour, only half

(51 per cent) of the classroom teachers surveyed thought they could do so. However, twice as many classroom teachers (30 per cent) as senior leaders (15 per cent) believed that the rules allowed schools to encourage parents to withdraw their child and apply to another school, as an alternative to a permanent exclusion.

11. Attendance

The DfE's guidance on pupil attendance at school (2016) underlines the educational benefits of pupils attending school regularly and the importance of this for raising progress towards achieving standards in education. The guidance notes that missing out on lessons leaves children vulnerable to falling behind and children with poor attendance tend to achieve less in both primary and secondary school. Evidence shows that every extra day of school missed can affect a pupil's chances of achieving good GCSEs, which has a lasting effect on their life chances. The Government expects schools and local authorities to: promote good attendance and reduce absence, including persistent absence; ensure every pupil has access to full-time education to which they are entitled; and, act early to address patterns of absence. Parents have a duty, under section 7 of the Education Act 1996, to ensure that their child of a compulsory school age (5 -16) receives an efficient full-time education either by attendance at school or otherwise. If parents choose to register their child at school, the law places a duty on the parents to ensure their child of compulsory school age attends that school regularly. The Supreme Court judgment on 6 April 2017 clarified that the meaning of 'regularly' in the context of school attendance must be "in accordance with the rules prescribed by the school". Schools can use interventions such as pupil rewards and parent contact and support strategies to promote and improve school attendance.

Senior leaders were asked a series of questions that examined what methods were used to improve attendance in their schools (respondents could select all that apply from a list and there was an 'other, please specify' option) and then explored what factors respondents believed prevented pupils from improving their attendance.

The vast majority responded that they used the following methods to improve attendance:

- First day of absence contact (94 per cent).

- Working with parents individually to improve their child's attendance (94 per cent).

- Giving awards, certificates or other rewards for good attendance (92 per cent).

- Communicating with parents about the value of good attendance (90 per cent).

- Using penalty notices to sanction parents (62 per cent).

Figure 13 Which of the following interventions does your school use to promote and improve school attendance?
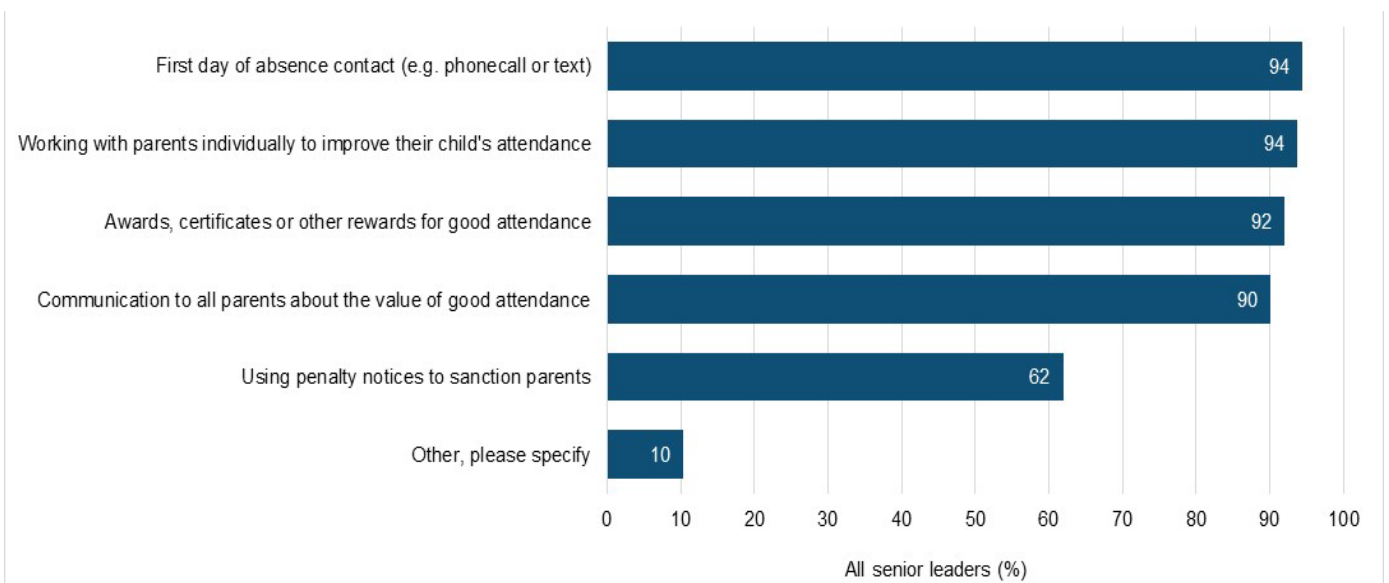
Intervention	All senior leaders (%)
First day of absence contact (e.g. phonecall or text)	94
Working with parents individually to improve their child's attendance	94
Awards, certificates or other rewards for good attendance	92
Communication to all parents about the value of good attendance	90
Using penalty notices to sanction parents	62
Other, please specify	10

Source: Teacher Voice Omnibus Survey May 2017 and Senior Leader booster May 2017
More than one answer could be given, so percentages may sum to more than 100
N=1017

Comparatively small percentages of senior leaders said they used the other methods available. However, it is worth noting that a fifth of primary school senior leaders (22 per cent) said that they held voluntary or mandatory parenting classes, compared with 16 per cent of secondary school senior leaders. Other methods described by respondents included the employment of a school welfare or attendance officer, targeted teacher support, and home visits or collection by staff.

There was little difference between the methods used in primary and secondary schools, except for the use of penalty notices: whereas nearly three quarters of senior leaders in secondary schools (73 per cent) said they used them, less than half (47 per cent) of primary senior leaders did so.

A total of 102 respondents said their school used some other strategy to improve attendance. These included employment of Education Welfare/Attendance officers (24 respondents, targeted teacher support (15 respondents), home visits and collection by staff (14 respondents), and discussion in assemblies (11 respondents).

The survey then asked senior leaders what factors they believed prevented pupils from improving their attendance.

More than four fifths (83 per cent) of respondents stated that their parents did not understand or value the importance of regular school attendance. Around two thirds (65 per cent) said that their parents/carers struggle to address the situation if their child

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refuses to attend school, and nearly half (45 per cent) said that they were disinterested in their learning.

A higher percentage of secondary school leaders (76 per cent) than those in primary schools (51 per cent) said that parents/carers struggle to address the situation if their child refuses to attend school. Likewise, two thirds (66 per cent) of secondary school respondents thought pupils were disinterested in their learning compared with a fifth (20 per cent) of primary school respondents. A third (34 per cent) of secondary school respondents said that pupils feel isolated from their peers/do not feel they belong at school, compared with less than one in ten (7 per cent) of secondary school respondents.

Just over a quarter (27 per cent) of secondary school respondents believed that pupils were struggling academically and that this impacted on their attendance. This was almost twice the percentage of primary school respondents (14 per cent) who gave that response. About a fifth (22 per cent) of secondary school respondents said that pupils were experiencing bullying and that this was affecting their attendance. Only 4 per cent of primary school respondents said so. Nearly a quarter (23 per cent) of secondary school respondents said that the pupils had caring responsibilities. However, only 6 per cent of primary school respondents believed this was the case. A higher percentage of primary school respondents (16 per cent) than those in secondary schools (9 per cent) said that their parents/carers do not understand the school's attendance policy.

Half of the classroom teachers (50 per cent) said that pupils were disinterested in their learning, compared with two-fifths (40 per cent) of senior leaders. A higher percentage of senior leaders (86 per cent) than classroom teachers (79 per cent) said that parents/carers of pupils at their school do not understand or value the importance of regular school attendance. Similarly, a higher percentage of senior leaders (70 per cent) than classroom teachers (59 per cent) said that parents/carers of pupils at their school struggle to address the situation if their child refuses to attend school. Around a quarter (24 per cent) of classroom teachers said pupils were struggling to keep up with their peers academically compared with a fifth (19 per cent) of senior leaders. About a fifth (19 per cent) of classroom teachers said pupils were experiencing (or had experienced) bullying compared with a tenth (9 per cent) of senior leaders. A higher percentage of classroom teachers (23 per cent) than senior leaders (19 per cent) also said that pupils felt isolated from their peers/do not feel they belong at school.

12. PSHE/Sex and Relationships Education

The [Children and Social Work Act 2017](#) placed a duty on the Secretary of State for Education to make regulations requiring schools to provide Relationships Education for pupils in all primary maintained schools, academies and independent schools; and Relationships and Sex Education (RSE) for pupils in <u>all</u> secondary maintained, academies and independent schools. This latter subject will replace sex education (also known as Sex and Relationship Education), which currently only maintained secondary schools must teach.

The Act also gave the Secretary of State a power to make Personal, Social, Health and Economic Education (PSHE) compulsory in all schools, subject to careful consideration. More information can be found in the [policy statement](#) published in March 2017.

The subjects will be made part of the basic school curriculum (as now for sex education in maintained secondary schools), which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum.

The survey explored schools' approaches to PSHE and Sex and Relationships Education. Senior leaders were asked how these topics were delivered as part of the curriculum and how much time was devoted to them. They were then asked what support they would need in order to respond to a mandatory requirement to deliver PSHE and Relationships and Sex Education.

The vast majority (85 per cent) of senior leaders said that their school taught both PSHE and Sex and Relationships Education. Most others (8 per cent) said that they taught PSHE only. However, 6 per cent said that they taught neither PSHE or Sex and Relationships Education. A higher percentage of primary senior leaders (13 per cent) than secondary senior leaders (4 per cent) said that they taught PSHE only.

Figure 14 How do you currently teach PSHE and Sex and Relationships Education
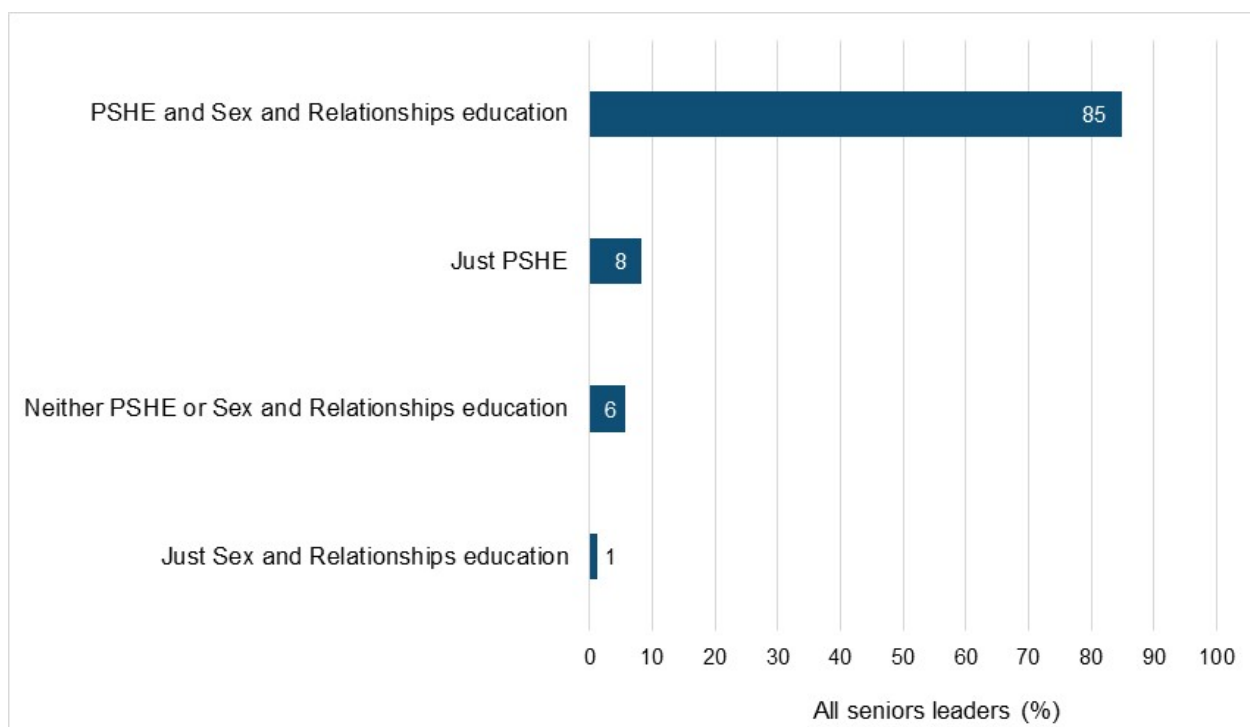
Senior leaders were then asked to select the total amount of time spent per week on PSHE and Sex and Relationships Education by choosing from three options (less than 30 minutes per week, 30 minutes to one hour, and more than an hour). A fourth option 'not applicable' was also available.

The responses are presented below for each key stage:

- More than two fifths (44 per cent) of senior leaders said that in key stage 1 they spent between 30 and 60 minutes per week teaching PSHE/Sex and Relationships Education. However, around a fifth (22 per cent) said they spent less than 30 minutes a week on it.

- About half (49 per cent) of senior leaders said that in key stage 2 they spent between 30 and 60 minutes each week teaching these topics while around a fifth (18 per cent) said they spent less than 30 minutes on it.

- Nearly half (46 per cent) of senior leaders said that in key stage 3 they spent between 30 and 60 minutes on these subjects. A smaller percentage (13 per cent) said they spent less than 30 minutes per week on it and 11 per cent said that they spent more than an hour a week.

- Two-fifths (40 per cent) of senior leaders said that in key stage 4 they spent 30-60 minutes per week on PSHE. Around a fifth (19 per cent) said they spent less than 30 minutes while 11 per cent said they spent more than 60 minutes.

When asked what type of support would enable their school to introduce mandatory PSHE and Relationships Education, two fifths (65 per cent) of senior leaders believed they would need teaching materials. Equal numbers said they would need a CPD programme (51 per cent) and examples of good practice (51 per cent). In the open-ended sections, the most common answers given by senior leaders were that they would need more time, funding, or specialist teachers/staff.

13. Mental health

Supporting and protecting vulnerable children is at the heart of the Government's approach to children's social care and education policy and is an explicit feature of the Department for Education's (DfE) strategic priorities for 2015-20 (DfE, 2016). As part of this, improving children and young people's mental health and wellbeing is a high priority, referenced in the Prime Minister's January 2017 speech setting out her vision for the 'shared society', the Government's role within it and how to transform mental health support (Prime Minister's Office, 2017). The DfE has committed to supporting schools 'to promote good mental wellbeing in children, to provide a supportive environment for those experiencing problems, and to secure access to more specialist help for those who need it' (DfE, 2016, p. 33). Jointly with the Department of Health, DfE published 'Transforming Children and Young People's Mental Health: a Green Paper on the 4th December 2017.

The DfE notes that evidence suggests around one in ten children may be suffering from some form of mental illness at any given time and that schools need to establish their own processes to support them as well as to form partnerships with other service providers to enable children and young people to access appropriate specialist support. Such structures will only be effective if practitioners understand their responsibilities, have the necessary knowledge to be able to initiate support, and know how and when to refer pupils to more specialist services.

All respondents were asked to respond to a series of questions about their school's provision for pupils with mental health issues. Firstly, senior leaders were asked whether they agreed or disagreed with a series of statements about their staff's capacity to respond to the needs of children and young people with a mental health issue.

Figure 15 To what extent do you agree/disagree with the following statements about your school's capacity to support children and young people's mental health?
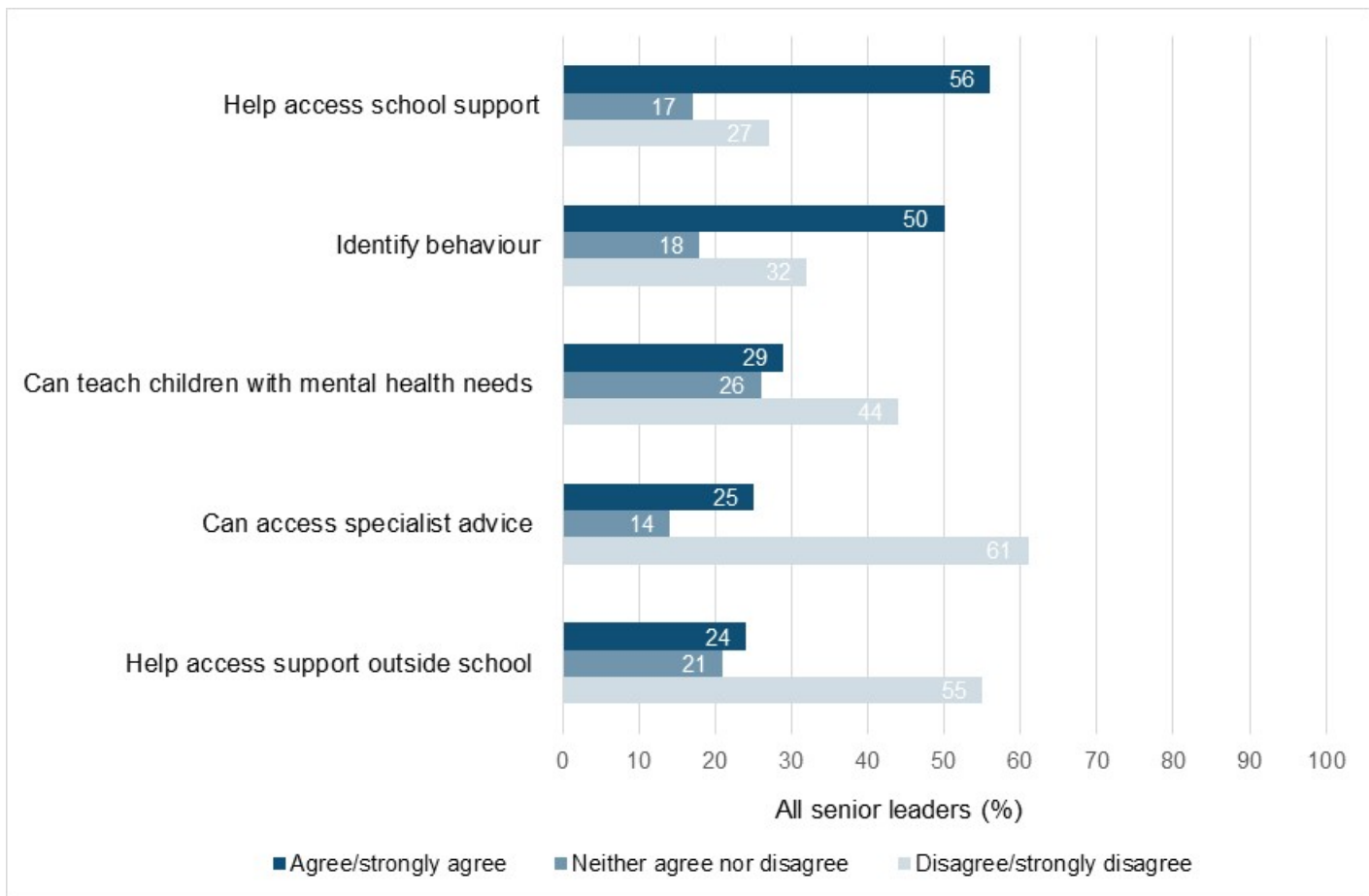
When asked whether 'most staff are equipped to identify behaviour that may be linked to a mental health issue', half of all senior leaders (50 per cent) said they agreed or strongly agreed with the statement (5 per cent said they strongly agreed), nearly a third (32 per cent) said they disagreed or strongly disagreed, while nearly a fifth (18 per cent) neither agreed nor disagreed. There was little difference between senior leaders in primary and secondary schools.

Classroom teachers were also asked whether they agreed or disagreed with a series of statements about whether they knew how to or felt equipped to help pupils with mental health issues. Nearly three-fifths (58 per cent) of classroom teachers agreed or strongly agreed with the statement 'I feel equipped to identify behaviour that may be linked to a mental health issue' (9 per cent strongly agreed). Nearly a fifth (19 per cent) disagreed or strongly disagreed and around a quarter (23 per cent) neither agreed nor disagreed. There was little difference in the views expressed by primary and secondary school teachers.

Figure 16 To what extent do you agree/disagree with the following statements about your capacity to support children and young people's mental health at your school?
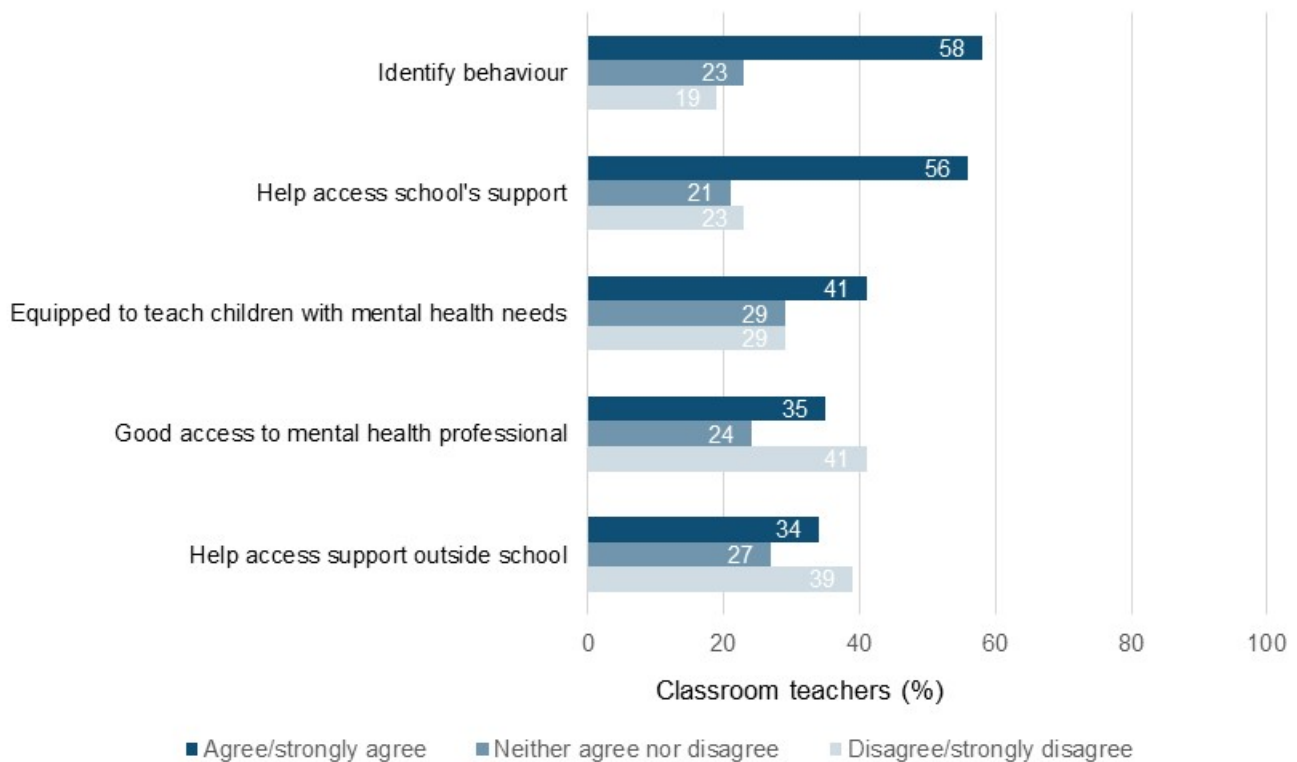

Source: Teacher Voice Omnibus Survey May 2017 and Senior Leader booster May 2017
Due to rounding, percentages may not sum to 100
N=943

In response to the question 'most staff know how to help students with mental health issues access support offered by my school', more than half (56 per cent) of senior leaders said they either agreed or strongly agreed (9 per cent strongly agreed), just over a quarter (27 per cent) said they disagreed or strongly disagreed, while 17 per cent neither agreed nor disagreed. The percentage of leaders who agreed/strongly agreed in secondary schools (59 per cent) was slightly higher than that in primary schools (53 per cent).

More than half (56 per cent) of classroom teachers said they agreed or strongly agreed with the statement 'I know how to help pupils with mental health issues access support offered by my school/college' (10 per cent strongly agreed). Nearly a quarter (23 per cent) disagreed or strongly disagreed and around a fifth (21 per cent) neither agreed nor disagreed. A slightly higher percentage of secondary school teachers (59 per cent) than those in primary schools (53 per cent) said they agreed or strongly agreed.

A smaller percentage of senior leaders (24 per cent) agreed or strongly agreed with the statement 'most staff know how to help students with mental health issues access specialist support outside of my school' (22 per cent said they agreed but only two per cent strongly agreed with the statement). Nearly half (47 per cent) disagreed with the statement and a further 8 per cent strongly disagreed while about a fifth (21 per cent)

neither agreed nor disagreed. There was a difference in the views expressed by primary and secondary school leaders, with around a fifth (19 per cent) of those in secondary schools agreeing or strongly agreeing with the statement, compared to nearly a third (29 per cent) in primary schools. Correspondingly, the percentage of secondary school leaders who disagreed/strongly disagreed (61 per cent) was higher than that among primary senior leaders (48 per cent).

When asked 'I know how to help pupils with mental health issues access specialist support outside of school/college', around a third (34 per cent) of classroom teachers agreed or strongly agreed (30 per cent agreed, 4 per cent strongly agreed). Nearly two-fifths (39 per cent) disagreed or strongly disagreed and around a quarter (27 per cent) neither agreed nor disagreed.

More than a quarter (29 per cent) of senior leaders agreed/strongly agreed with the statement 'most staff are equipped to teach children in their classes who have mental health needs' (28 per cent agreed with this statement but only one per cent strongly agreed), while more than two fifths (44 per cent) disagreed or strongly disagreed. Primary school leaders were slightly more inclined to say they agreed/strongly agreed (32 per cent) than those in secondary schools (28 per cent).

In response to the question, I feel equipped to teach children in my class who have mental health needs, two-fifths (41 per cent) of classroom teachers agreed or strongly agreed (36 per cent agreed, 5 per cent strongly agreed), while nearly a third (29 per cent) disagreed or strongly disagreed, and a similar number (29 per cent) neither agreed nor disagreed.

A quarter (25 per cent) of senior leaders agreed or strongly agreed with the statement 'most staff have good access to a mental health professional if they need specialist advice on students' mental health'. However, nearly two thirds (61 per cent) said they disagreed or strongly disagreed with this statement. There was little difference in the views expressed by primary and secondary school senior leaders.

When asked whether 'I have access to mental health professionals if I need specialist advice on pupils' mental health', just over a third (35 per cent) of classroom teachers agreed or strongly agreed, two fifths (41 per cent) disagreed or strongly disagreed, and a quarter (24 per cent) neither agreed nor disagreed.

14. Pupil premium

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. It 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.

The survey asked teachers and senior leaders about the barriers to evidence-based decision making on the use of the pupil premium in their schools. A total of 1,865 people responded to the question, 34 per cent of whom agreed with the statement: 'My school has not experienced any barriers to making evidence-based decisions on the use of the pupil premium'. A higher proportion of respondents from primary schools (41 per cent) said their school had not experienced any barriers, compared with respondents from secondary schools (28 per cent). Also, a higher proportion of senior leaders (38 per cent) said there were no barriers compared with classroom teachers (30 per cent).

Respondents who thought their schools were experiencing barriers to evidence-based decision making on the use of the pupil premium were invited to rank six potential barriers in order of significance, and 1,227 respondents ranked at least one. Figure 17 shows the potential barriers listed in the survey and the percentage of respondents who identified each as the most significant barrier.

Figure 17 Barriers to evidence-based decision making on the use of the pupil premium in the school (percentage of respondents who ranked each as their number one barrier)
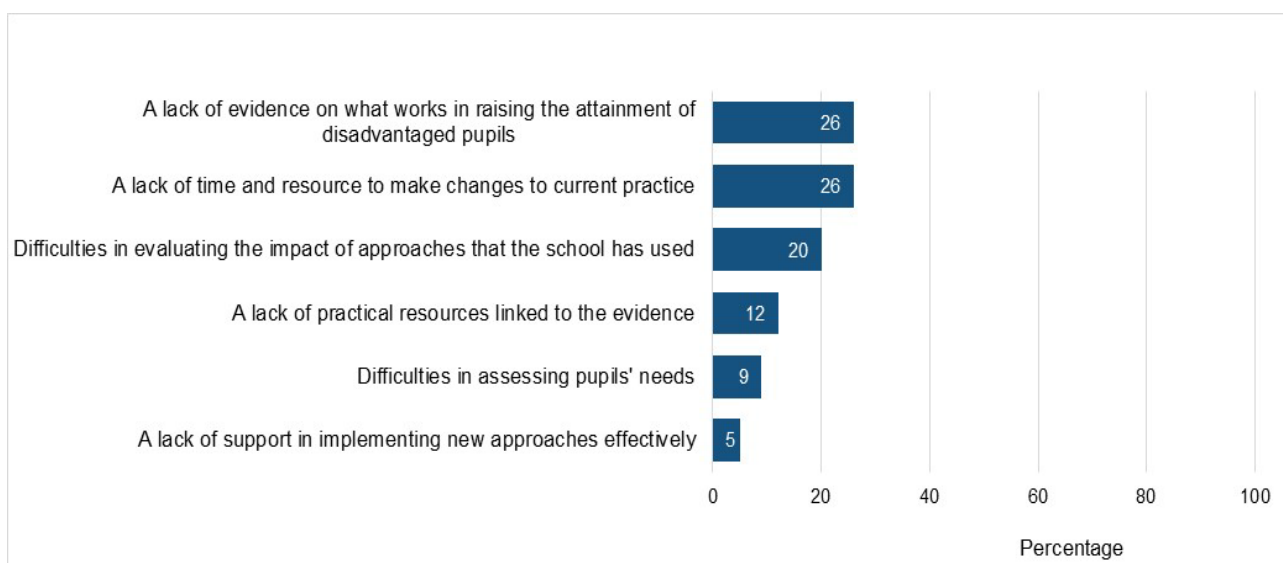
Based on the 1,227 respondents who identified at least one barrier
Source: Teacher Voice Omnibus Survey May 2017 and Senior Leader booster May 2017
N=1,227

The figure shows that three barriers were identified as 'most significant' by between a fifth and about a quarter of the respondents to this part of the question, namely: a lack of time and resources; a lack of evidence on what works; and difficulties in evaluating the impact of their approaches'.

Just over a quarter (26 per cent) of those who thought their schools had experienced barriers ranked 'a lack of time and resource to make changes to current practice' as the most significant barrier affecting their school's evidence-based decision making on the use of the pupil premium. A further 15 per cent ranked this as their second most significant barrier.

Just over a quarter (26 per cent) of respondents ranked 'a lack of evidence on what works in raising the attainment of disadvantaged pupils' as the most significant barrier affecting evidence-based decision making on the use of the pupil premium in their schools and a further 15 per cent ranked this as their second most significant barrier.

A fifth (20 per cent) of respondents ranked 'difficulties in evaluating the impact of approaches that the school has used' as the most significant barrier affecting their school's evidence-based decision making on the use of the pupil premium and a further 17 per cent ranked this as their second most significant barrier. A higher proportion of senior leaders (24 per cent) identified this as their most significant barrier compared with teachers (16 per cent).

The other three potential barriers were identified as the most significant by fewer respondents. 'A lack of practical resources linked to the evidence' was ranked as the top barrier by only 12 per cent of respondents, although a further 24 per cent ranked this as

the second most significant barrier. 'Difficulties in assessing pupils' needs' was identified as the most significant barrier by nine per cent of respondents and only 7 per cent ranked this as the second most significant barrier. Only a small minority of respondents (five per cent) identified 'a lack of support in implementing new approaches effectively' as the most significant barrier, although a further 14 per cent identified this as the second most significant barrier affecting evidence-based decision making on the use of the pupil premium in their schools.

15. Assessment processes/capacity

On introduction of the new national curriculum in September 2014, the requirement for schools to use national curriculum 'levels' to report pupils' attainment and progress was removed. Interim teacher assessment frameworks were introduced in 2015 for statutory end of key stage assessment; however schools now have much greater freedom to develop their own approach to ongoing, non-statutory, in-school assessment, which works best for their pupils, parents, curriculum and staff. An independent group of education experts, the Commission on Assessment Without Levels, was commissioned by the DfE to identify measures to support schools to develop new approaches to assessment.

The survey asked respondents to indicate what methods (if any) they used to track pupils' progress between statutory end of key stage assessments. About half (51 per cent) said that they collect and record data at the end of each term and two-fifths (43 per cent) said that they collect and record data more than once a term. A slightly higher percentage of senior leaders (53 per cent) than classroom teachers (48 per cent) said they collect and record data at the end of each term. A higher percentage of primary school respondents (57 per cent) than those in secondary schools (46 per cent) said that they collect and record data once a term.

Figure 18 Would staff benefit from additional training on assessment without levels?
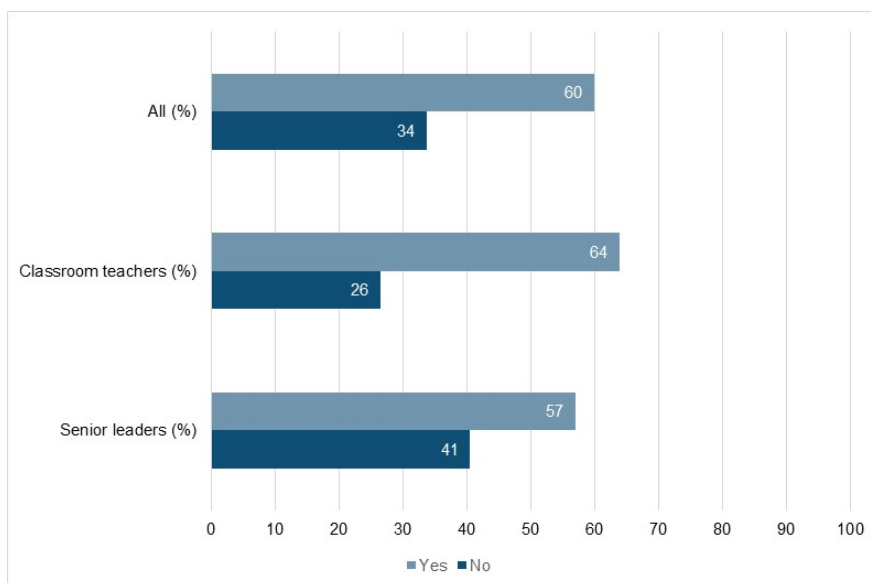
Source: Teacher Voice Omnibus Survey May 2017 and Senior Leader booster May 2017
Due to rounding, percentages may not sum to 100
N=1948

Respondents were also asked if their staff would benefit from additional training in one of three ways (a basic product for in-service training, an in-depth professional development course, and an opportunity for selected staff to develop detailed specialist expertise in

assessment). Three-fifths of respondents (60 per cent) said that staff would benefit from some form of training on assessment without levels.

The question included three 'yes' options. Around a quarter (24 per cent) said a more in-depth professional development course would be useful/helpful, about a fifth (21 per cent) said they would welcome an opportunity for selected staff to develop detailed specialist expertise in assessment, and a smaller percentage (15 per cent) said a basic product for in-service training would be useful/helpful.

The 'no' option in the question was: 'No, our staff are already competent at assessing without levels'. A much higher percentage of senior leaders (41 per cent) than classroom teachers (26 per cent) said staff would not benefit from additional training on assessment without levels because they were already competent at doing so. A higher percentage of classroom teachers (33 per cent) than senior leaders (16 per cent) said that a more in-depth professional development course would be useful/helpful. However, a higher percentage of senior leaders (26 per cent) than classroom teachers (16 per cent) said they would welcome an opportunity for selected staff to develop detailed specialist expertise in assessment.

A higher percentage of primary (40 per cent) than secondary school respondents (28 per cent) said that staff would not benefit from additional training in assessing without levels because they were already competent in doing so. A slightly higher percentage of secondary school respondents said that a more in-depth professional development course would be useful/helpful (26 per cent of secondary respondents, 21 per cent of primary respondents), and that they would welcome an opportunity for selected staff to develop detailed specialist expertise in assessment (24 per cent of secondary respondents, 18 per cent of primary respondents).

16. Use of systematic synthetic phonics

The new national curriculum introduced in September 2014 requires pupils to be taught to decode words to help them to learn to read, through the systematic application of phonics knowledge and skills. The phonics reading check is completed by all pupils in Year 1 to ensure pupils are making the right progress in learning to read and to enable teachers to identify pupils likely to fall behind. Systematic synthetic phonics enables teachers to map incremental progression in pupils' phonic knowledge and skills, track children's progress and identify difficulties, so that appropriate support can be provided. DfE does not instruct schools which phonics programme to teach, but to help them choose, it provides information for schools including core criteria that define the key features of an effective phonics teaching programme.

Figure 19 Does your school use systematic synthetic phonics (SSP) for teaching children to read?
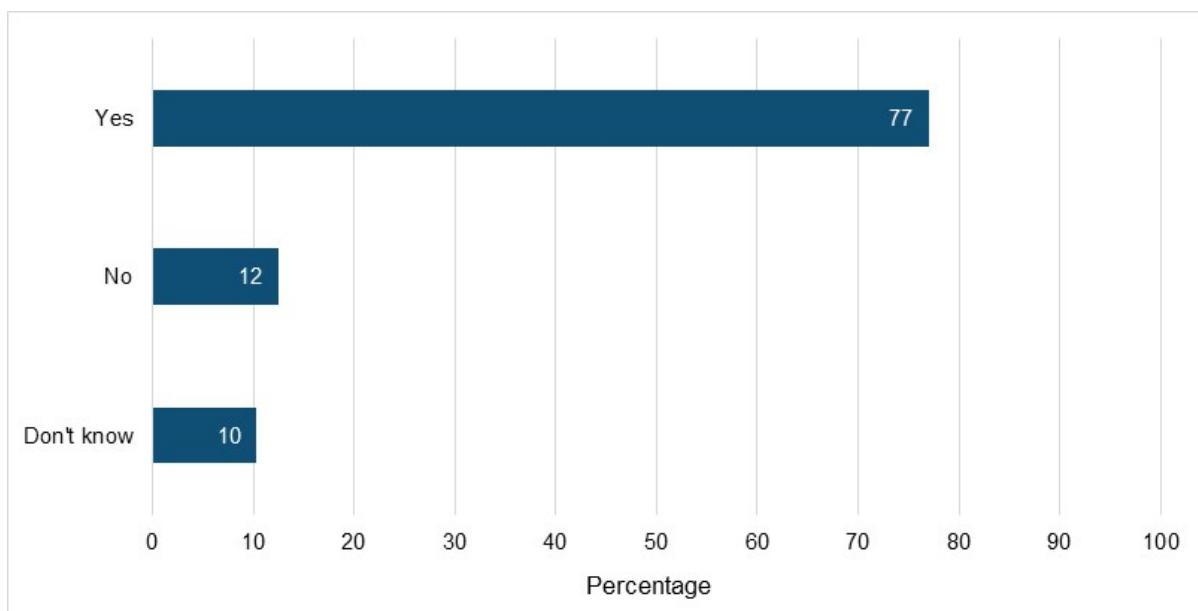
Source: Teacher Voice Omnibus Survey May 2017 and Senior Leader booster May 2017
Due to rounding, percentages may not sum to 100
N=897

Primary schools were asked what systems they use to teach children to read, with a specific focus on the use of systematic synthetic phonics. More than three-quarters (77 per cent) of respondents (senior leaders and classroom teachers) said that they used systematic synthetic phonics. About three-fifths (61 per cent) of all respondents answering the question said that it was the primary method used to teach children to read. A further 16 per cent said it was used but was not the primary method. Far fewer (12 per cent) said they did not use the system.

More than two-thirds (68 per cent) of senior leaders said that it was the primary method used to teach children to read. A further fifth (18 per cent) said it was used but was not the primary method. Far fewer (11 per cent) said they did not use the system. More than two-thirds (68 per cent) of classroom teachers said they used the system and more than

half (54 per cent) responded that it was the main system they used. A relatively small percentage (14 per cent) of classroom teachers said they did not use synthetic phonics.

17. SEND

A child or young person has Special Educational Needs or a Disability (SEND) 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:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- 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 school's performance management arrangements.

Respondents were asked a series of statements about the Special Educational Needs support for pupils who have Special Educational Needs and Disabilities (SEND), but do not have a statement or an Education, Health and Care (EHC) plan. These pupils are categorised as 'SEN Support'.

Figure 20 Do you agree with the following statements about the Special Educational Needs (SEN) support for pupils in your school?[2]
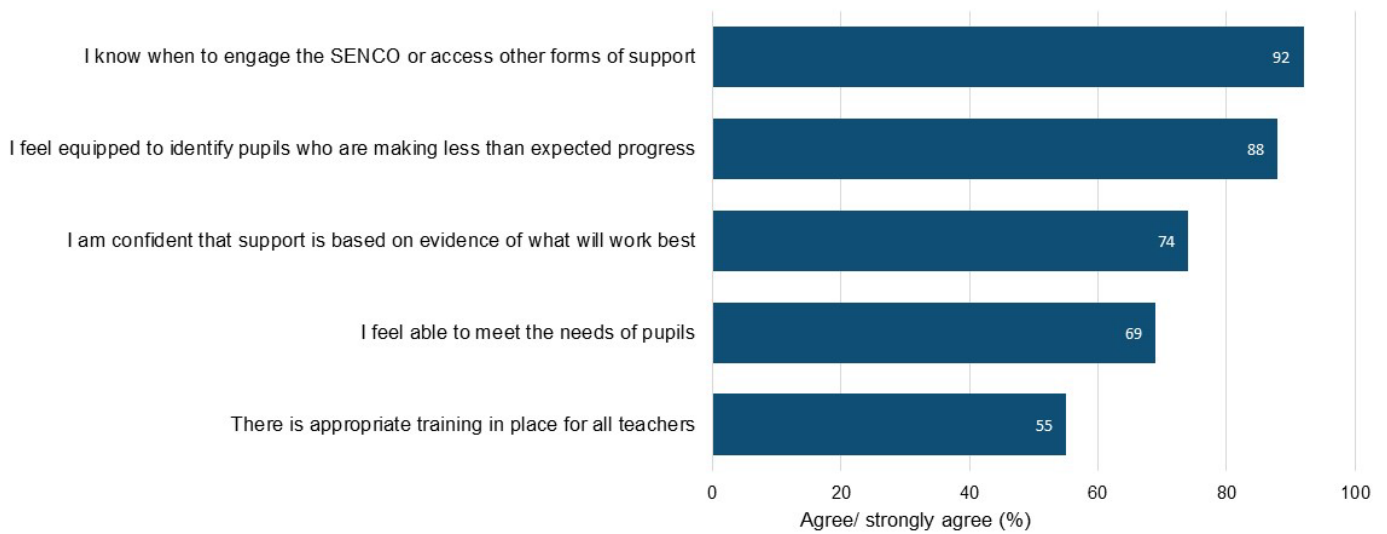
The majority of respondents (88 per cent) agreed or strongly agreed with the statement 'I feel equipped to identify pupils who are making less than expected progress and who may have a SEN or a disability'. Around a third (32 per cent) strongly agreed with this statement. Only a very small percentage (6 per cent) disagreed/strongly disagreed. The percentage of senior leaders who agreed/strongly agreed (92 per cent) was higher than classroom teachers (84 per cent). Moreover, almost two-fifths (39 per cent) of senior leaders strongly agreed compared with a quarter (25 per cent) of classroom teachers. A higher percentage of respondents in primary (43 per cent) than in secondary schools (23 per cent) said they strongly agreed with the statement.

In response to the statement 'I feel able to meet the needs of pupils on SEN support', two-thirds (69 per cent) said they agreed/strongly agreed. However, the percentage who said they agreed with the statement (52 per cent) was three times the percentage who strongly agreed (17 per cent). One in seven (15 per cent) respondents said they disagreed/strongly disagreed with the statement. Senior leaders were more inclined to say they agreed/strongly agreed than classroom teachers. This was especially the case among those who said they strongly agreed with the statement (21 per cent of senior leaders compared with 13 per cent of classroom teachers). A higher percentage of primary school respondents (73 per cent) than those in secondary schools (66 per cent)

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[2] Pupils who have Special Educational Needs and Disabilities (SEND), but do not have a statement or an Education, Health and Care (EHC) plan.

said they agreed/strongly agreed. This was also the casein the difference in the percentage who said they strongly agreed (23 per cent of primary schools, 12 per cent of secondary schools).

When asked if there is appropriate training in place for all teachers in supporting SEN support pupils, more than half (55 per cent) of respondents said they agreed/strongly agreed. The percentage who said they agreed (44 per cent) was three times as large as the percentage who strongly agreed (11 per cent). A quarter (25 per cent) said they disagreed/strongly disagreed and a fifth (20 per cent) neither agreed nor disagreed. The percentage of senior leaders who said they agreed/strongly agreed (63 per cent) was higher than among classroom teachers (47 per cent). This was because nearly a third of classroom teachers (30 per cent) said they disagreed/strongly disagreed with the statement compared with a fifth (21 per cent) of senior leaders. The percentage of classroom teachers who said they nether agreed not disagreed (24 per cent) was also greater than that of senior leaders (16 per cent). There was little difference between the views of primary and secondary schools.

The vast majority (92 per cent) of respondents agreed/strongly agreed with the statement 'I know when to engage the Special Educational Needs Coordinator (SENCO) or access other forms of support in relation to SEN support pupils'. Almost two-fifths (39 per cent) strongly agreed and the remainder agreed. A far higher percentage of senior leaders strongly agreed with the statement (48 per cent) than classroom teachers (30 per cent). Likewise, a higher percentage of primary school respondents strongly agreed with the statement (47 per cent) than was the case for those in secondary schools (32 per cent).

The survey then posed the statement 'I am confident that when support is put in place for SEN support pupils, it is based on evidence of what will work best to meet their needs, and enables them to make progress towards good outcomes'. About three quarters (74 per cent) agreed/strongly agreed while 16 per cent neither agreed nor disagreed and 10 per cent disagreed. The percentage of senior leaders who indicated they agreed/strongly agreed (81 per cent) was higher than among classroom teachers (66 per cent). This was especially true among those who said they strongly agreed (28 per cent of senior leaders, 15 per cent of classroom teachers). Although around three quarters of both primary school respondents (76 per cent) and those in secondary schools (72 per cent) said they agreed/strongly agreed, a quarter (26 per cent) of those in primary schools said they strongly agreed compared with almost a fifth (19 per cent) of those in secondary schools.

18.   New GCSEs and the English Baccalaureate

Since 2011, the Government has been engaged in a process of curriculum and qualification reform in England. The level of demand in GCSEs has been raised to match other high performing countries, and to better prepare pupils for the demands of further education and employment. Other changes to GCSEs have included:

- the introduction of a new GCSE grading scale from 9 to1, 9 being the highest grade;

- non-exam assessment will only be used where knowledge, skills and understanding cannot be tested validly in an exam; this means the proportion of non-exam assessment has been reduced in a number of subjects;

- tiering will only be used when a single exam cannot assess pupils across the full ability range in a way that enables them all to demonstrate their knowledge, skills and understanding; this means fewer subjects will now use tiering; and

- November exams are only available in mathematics and English languages; and only for pupils who were aged 16 or over on or preceding 31 August. All other exams are taken in the summer.

New qualifications in English language, English literature and mathematics were introduced from September 2015, with the first examinations in these subjects in summer 2017. From September 2016 schools have been working to revised specifications for 20 additional subjects and most other subjects will be introduced in September 2017.

The English Baccalaureate (EBacc) is a school performance measure. It allows people to see how many pupils get a grade C or above in the core academic subjects at key stage 4 in any government-funded school. The DfE introduced the EBacc measure in 2010 and from 3rd November 2015 to 29th January 2016, a consultation was carried out on how to implement the EBacc. The EBacc is made up of 5 subjects: English, mathematics, history or geography, the sciences, and a language.

Secondary senior leaders were asked a series of questions about the introduction of new GCSEs due to be taught from September 2017. The questions probed how confident they were in teaching the third wave of new GCSEs, what proportion of pupils starting key stage 4 in September 2017 would be studying the range of subjects required to enter the EBacc, and whether this proportion would change in any way. They were then asked two specific questions about the percentage of pupils starting key stage 4 in September 2017 who would be entered for a language GCSE and whether the proportion doing so differs from September 2016.

Figure 21 How confident is your school to teach, from September 2017, the third wave of new GCSEs?
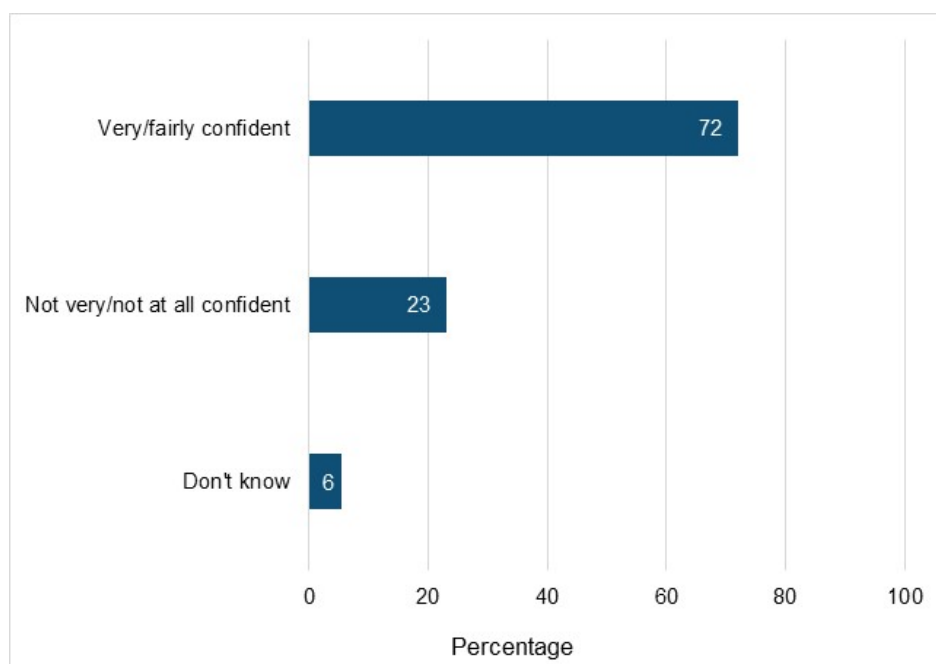
Almost three-quarters (72 per cent) said they were very confident or fairly confident (11 per cent and 61 per cent respectively) that their school would be able to teach, from September 2017, the third wave of new GCSEs. Almost a fifth (18 per cent) said they were not very confident. Only a small percentage (5 per cent) said they were not at all confident.

Design and technology was the subject about which respondents were least confident. However, it is important to read this finding with caution as only 37 respondents gave this response. The numbers of respondents referring to other subjects were too small to allow for reliable conclusions to be drawn.

Respondents were then asked what proportion of pupils who are starting key stage 4 in September 2017 will be studying the range of subjects required to enter the EBacc. Nearly half (48 per cent) of the respondents said that more than half of those pupils would be studying the range of subjects required for the EBacc and a quarter (27 per cent) said that more than 70 per cent of pupils would be doing so. However, a quarter (26 per cent) said that less than one in three (30 per cent) of pupils would be entered for those subjects.

Most respondents (63 per cent) said that they intended to keep the proportion of pupils entering key stage 4 who would be studying the range of subjects required to enter the

EBacc broadly the same. A third (32 per cent) intended to increase the proportion and a very small percentage (5 per cent) said that they planned to decrease it.

Nearly half (48 per cent) of respondents said that more than half of those starting key stage 4 in September 2017 would be studying a language GCSE. A quarter (26 per cent) said that no more than 30 per cent of pupils would be doing so. More than half (59 per cent) said that this was about the same as the percentage in September 2016, about a quarter (28 per cent) said that it was more than the percentage starting key stage 4 in September 2016.

19. Teachers moving schools

The DfE report, [Schools workforce in England 2010 to 2015: trends and geographical comparisons (2016),](#) showed that school-to-school teacher mobility was the biggest source of new teacher entrants to schools and therefore a key driver of increased recruitment activity in schools. In 2015 school-to-school mobility accounted for 40.6% of all entrants to primary schools and 44.3% for secondary schools compared to 34.0% and 29.4% respectively in 2011. Underlying this change, the number of teachers in a year who move to another state-funded school is estimated to have nearly doubled between 2011 and 2015 (from 10,400 to 18,200 entrants to primary schools and from 8,300 to 16,500 entrants to secondary schools). This increasing trend of school-to-school mobility is seen in all regions, with the highest figures in Inner London.

Classroom teachers were asked what factors would attract them to a school or put them off working in another school. They were presented with 13 potential factors and were asked to rank them from most to least important.

Figure 22 Thinking about moving schools, what would attract you to work in a particular school? (Percentage of respondents who ranked the main factors as their number one reason)
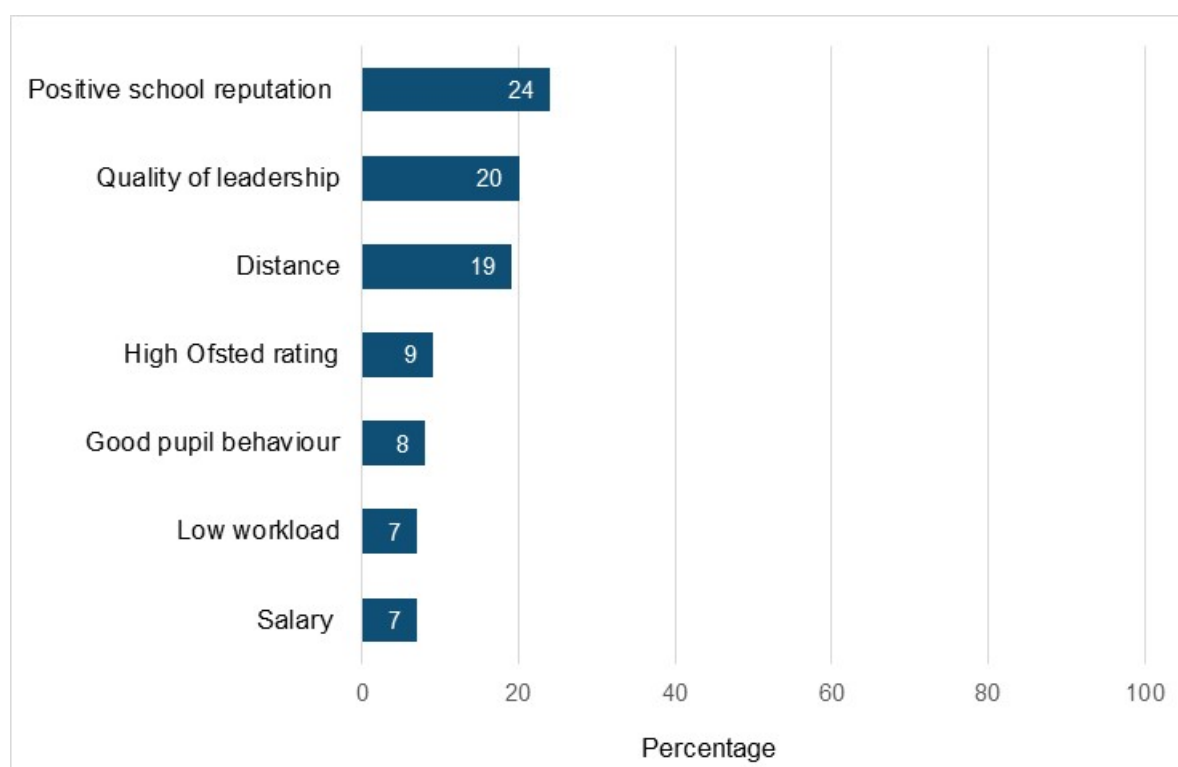
Source: Teacher Voice Omnibus Survey May 2017 and Senior Leader booster May 2017
Due to rounding, percentages may not sum to 100
N=941

When asked what would make them want to teach in a particular school, three factors were identified as the most important by nearly two-thirds of classroom teachers. Nearly a quarter (24 per cent) of all respondents ranked 'positive school reputation' as the most important factor why they would want to work in a particular school and a further 15 per

cent ranked this as their second most important factor. A higher percentage of secondary classroom teachers (27 per cent) than those in primary schools (21 per cent) rated this factor as the most important.

A fifth (20 per cent) of all respondents ranked 'quality of leadership' as the most important reason for choosing to work in a school. A further 15 per cent ranked this as their second most significant factor. The percentage of primary classroom teachers (24 per cent) who ranked this as the most important factor was higher than among secondary classroom teachers (17 per cent).

Almost a fifth (19 per cent) ranked 'distance from where I live' as the most important factor and a similar percentage (18 per cent) rated this as their second most important factor.

Only a small percentage of respondents selected any of the other options when asked to rank factors that would make them want to teach in a particular school. 'High Ofsted rating' was ranked first by 9 per cent, 'good pupil behaviour' by 8 per cent (11 per cent of respondents in secondary schools but only 4 per cent of these in primary schools), and an equal number (7 per cent) ranked 'salary' and 'low workload' as the most important factor.

When asked what factors would put them off wanting to teach in a particular school. A quarter (26 per cent) ranked 'distance from where I live' as the most important factor and 14 per cent rated this as the second most important.

'Quality of leadership' was noted by 17 per cent. A fifth of primary school teachers (21 per cent) rated this as the most important factor compared with 13 per cent of secondary school respondents. 'Poor Ofsted rating' was noted by 12 per cent of all classroom teachers (14 per cent of secondary and 9 per cent of primary classroom teachers).

A similar percentage (12 per cent) rated 'high workload'. A higher percentage of primary classroom teachers (17 per cent) than those in secondary schools (8 per cent) rated this as their most important factor. 'Poor school reputation' was ranked first by 11 per cent (9 per cent of primary and 13 per cent of secondary classroom teachers). One in ten (10 per cent) rated 'challenging pupil behaviour'. The percentage of secondary classroom teachers (13 per cent) was twice as high as the percentage of those in primary schools (6 per cent) who cited this as the most important reason that would put them off teaching in a particular school. Seven per cent rated 'low salary' as the most important factor. Negligible percentages selected any of the other options.

Annex 1: Supporting information

How was the survey conducted?

This report is based on data from the May 2017 main Teacher Voice survey and the summer 2017 Senior Leader Booster Survey. A panel of 1,962 practising teachers from 1,619 schools in the maintained sector in England completed the survey. The main survey was completed online between the 5th and 8th of May 2017. The Senior Leader Booster Survey ran between 12th June and 7th July 2017.

What was the composition of the panel?

The panel included teachers from the full range of roles in primary and secondary schools, from headteachers to newly qualified classroom teachers. More senior roles were slightly over-represented in the sample, but there was a good spread of responses across all seniority levels. Eight hundred and ninety-nine (46 per cent) of the respondents were teaching in primary schools and 1063 (54 per cent) were teaching in secondary schools.

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

The primary school sample 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 and an over-representation in the middle quintile. For the combined sample, the middle quintile was over-represented and the highest quintile under-represented. To address this, weights were calculated for the primary and combined samples using free school meals data and then applied to the primary and combined samples. The secondary sample was already nationally representative by free school meals eligibility and therefore did not require weighting. All samples were broadly representative of the national population in terms of achievement band, school type, region and local authority type.

Tables 6, 7 and 8 show the representation of the (weighted) achieved sample against the population. Tables 9 and 10 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	16
	2nd lowest band	18	18
	Middle band	17	20
	2nd highest band	19	20
	Highest band	24	24
	Missing	4	2
per cent eligible FSM (5 pt scale) (2011/12)	Lowest 20 per cent	20	19
	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	6	7
	First School	3	1
	Infant & Junior (Primary)	63	64
	Junior	5	6
	Middle deemed Primary	0	0
	Academy	23	21
Region	North	30	27
	Midlands	32	31
	South	38	43
Local Authority type	London Borough	11	13
	Metropolitan Authorities	21	21
	English Unitary Authorities	18	18
	Counties	51	49
Number of schools		16922	833

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 May 2017

Table 2 Representation of 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	15	12
	2nd lowest band	19	19
	Middle band	19	19
	2nd highest band	18	21
	Highest band	18	22
	Missing	11	6
per cent eligible FSM (5 pt scale) (2011/12)	Lowest 20 per cent	19	23
	2nd lowest 20 per cent	19	19
	Middle 20 per cent	19	21
	2nd highest 20 per cent	19	18
	Highest 20 per cent	19	17
	Missing	4	2
Secondary school type	Middle deemed secondary	2	1
	Secondary Modern	1	1
	Comprehensive to 16	13	12
	Comprehensive to 18	14	18
	Grammar	1	1
	Other secondary school	3	0
	Tertiary college	1	0
	Academy	66	66
	All through school	1	1
Region	North	29	26
	Midlands	32	33
	South	39	41
Local Authority type	London Borough	14	13
	Metropolitan Authorities	22	21
	English Unitary Authorities	19	19
	Counties	45	47
Number of schools		3422	786

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 May 2017.

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	17	14
	2nd lowest band	18	19
	Middle band	18	19
	2nd highest band	19	21
	Highest band	23	23
	Missing	5	4
per cent eligible FSM (5 pt scale) (2011/12)	Lowest 20 per cent	19	19
	2nd lowest 20 per cent	20	20
	Middle 20 per cent	20	22
	2nd highest 20 per cent	20	19
	Highest 20 per cent	20	17
	Missing	2	2
Region	North	30	26
	Midlands	32	32
	South	38	42
Local Authority type	London Borough	11	13
	Metropolitan Authorities	21	21
	English Unitary Authorities	18	18
	Counties	50	47
Number of schools		20207	1619

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 May 2017.

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

1 Role	2 Primary schools				3 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	201	27.6	3.5	2	71	17.8
Deputy Headteachers	12.5	6	117	16.1	5.5	3	57	14.3
Assistant Headteachers	11.3	5	59	8.1	14.0	7	75	18.8
Classroom teachers and others	179.6	82	350	48.2	187.9	89	196	49.1

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 May 2017, 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	169	20.2
Deputy & Assistant Headteachers	18.4	9	265	31.8
Classroom teachers and others	172.1	88	402	48

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 [May 2017], 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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