



Teachers' awareness and perceptions of Ofsted

Teacher Attitude Survey 2018 report



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

Contents

- Background and Method
- Section 1 - Myth busting
 - Current beliefs by teachers
 - Confidence promoting and challenging information
- Section 2 - Perceptions of Ofsted
 - Attitudes towards organisation
 - Attitudes linked to inspectors/inspection
 - Reaction to Ofsted policy
- Section 3 - Communications with teachers
 - Awareness of Ofsted publications
 - Current usage
 - How Ofsted could improve their output

Background

The main objectives of this study were to provide Ofsted with robust and timely evidence from classroom teachers to:

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

Sample profile

- The objective of this study was to provide Ofsted with robust and timely evidence from teachers to inform the development of the organisation's strategy and priorities.
- An online survey was developed with Ofsted and was carried out amongst teachers between 14th March and 26th March 2018.
- The total number of respondents was 1,002 teachers; 360 teachers working in a primary school, and 642 teachers from a secondary school.
- The figures have been weighted and are representative of all teachers in England by teacher gender and teacher age.

Ofsted's
'myth
busting'
campaign

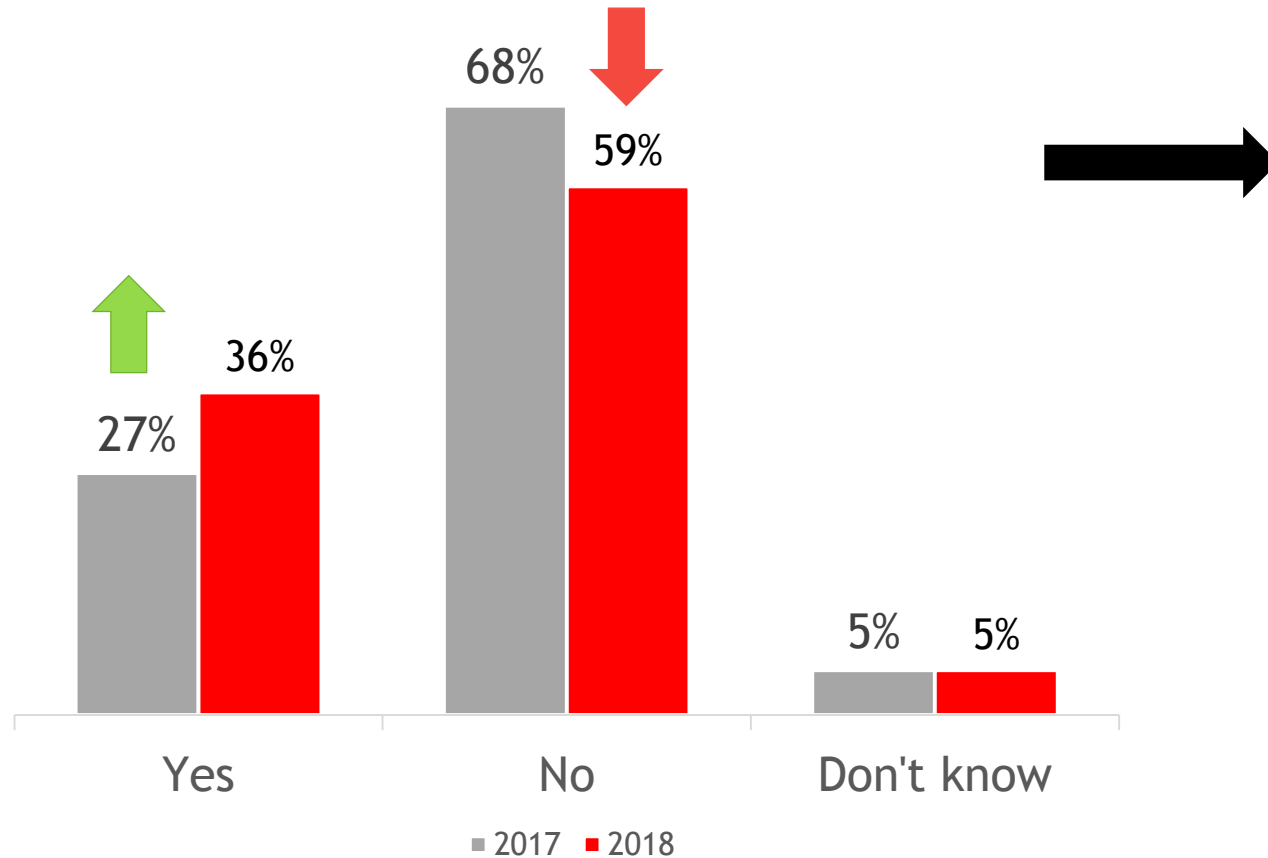




Current understanding of myths

36% of teachers have heard something about Ofsted's myth busting campaign, higher than the 27% aware of the campaign in 2017

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

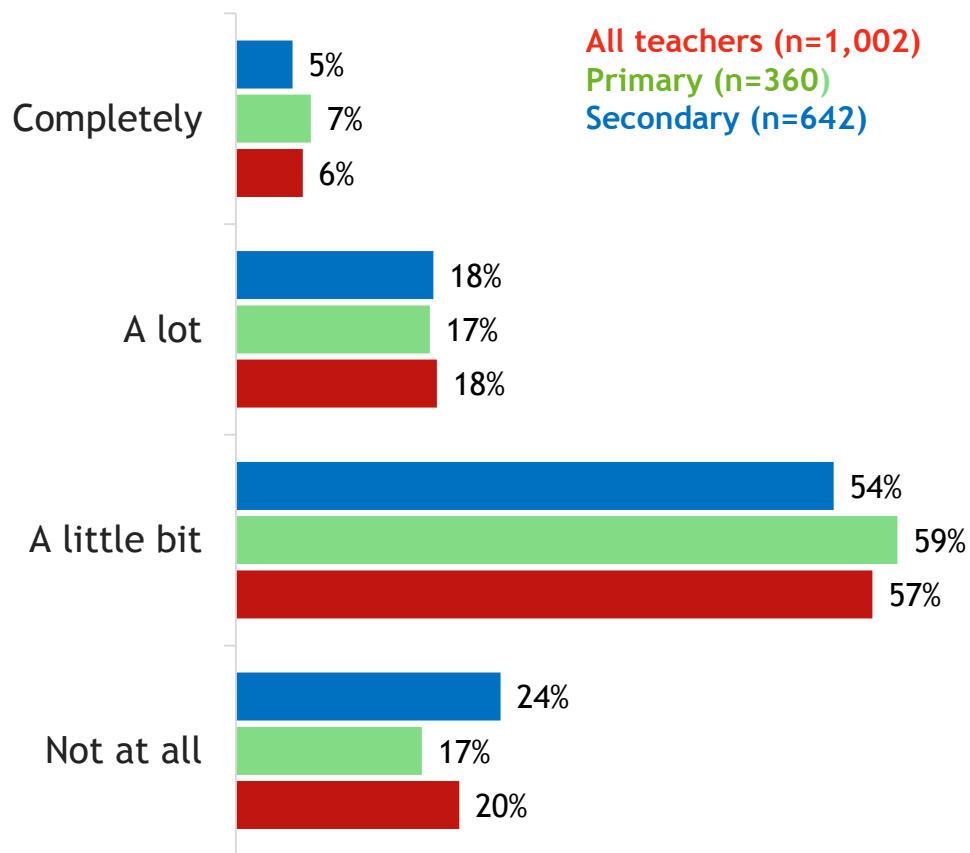


- 17% of NQTs* surveyed had heard something about Ofsted's myth busting campaign
- This compares with:
 - 38% of those with 1-5 years experience
 - 38% of those with 7-15 years experience
 - 37% of those with 16+ years experience

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

Over half of all teachers feel that the myth busting messages from Ofsted have permeated at least a little bit through their school Senior Leadership Team/staffroom

- How far, if at all, have the messages from Ofsted about myths permeated through your school Senior Leadership Team/staffroom?



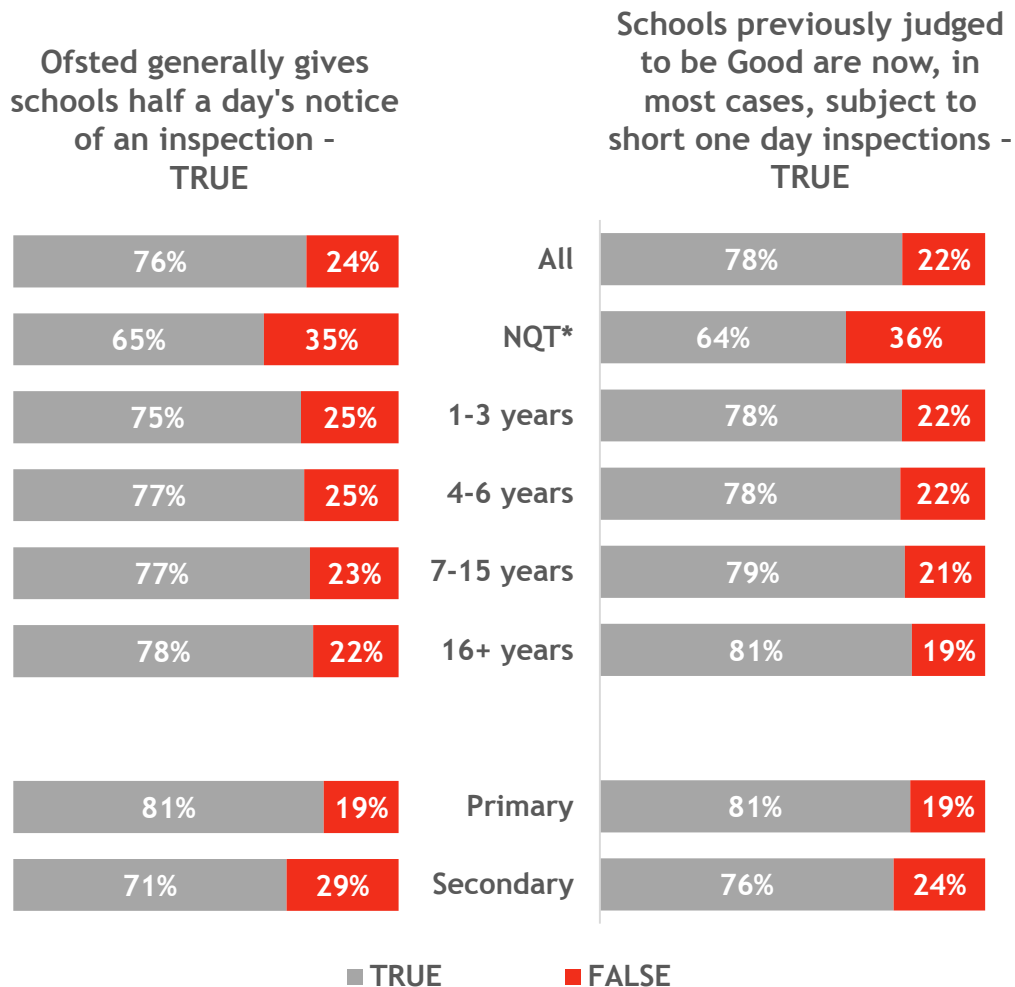
Proportions reporting 'not at all':

- **33%** of teachers in a school rated inadequate - compared with 19% of those from a good school and 19% from an outstanding school

Eight out of 10 teachers can correctly identify that it is true that Ofsted generally gives schools half a day's notice of an inspection and that schools previously judged to be good are now, in most cases, subject to short one day inspections

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

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



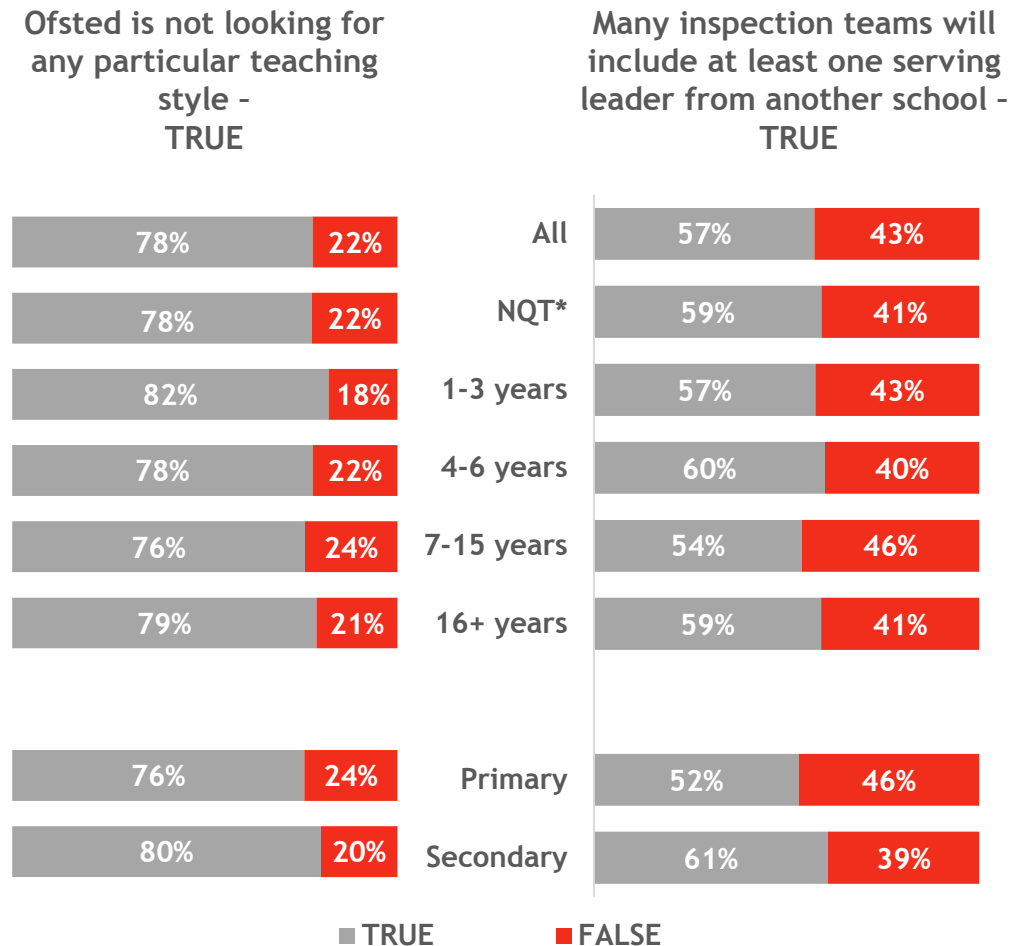
- Teachers who have been inspected with the past 12 months were most likely to know that Ofsted generally gives schools half-a-day's notice of an inspection (81%) - 73% of those inspected over 3 years ago reported this to be true
- Primary school teachers were more likely than secondary school teachers to correctly identify that it was true that 'Ofsted gives schools half-a-day's notice of inspection' and that 'schools previously judged good are subject to short one day inspections'



A small majority of teachers felt it was true that many inspection teams will include at least one serving leader from another school. A majority of teachers also (correctly) felt it was true that Ofsted is not looking for any particular teaching method

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

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

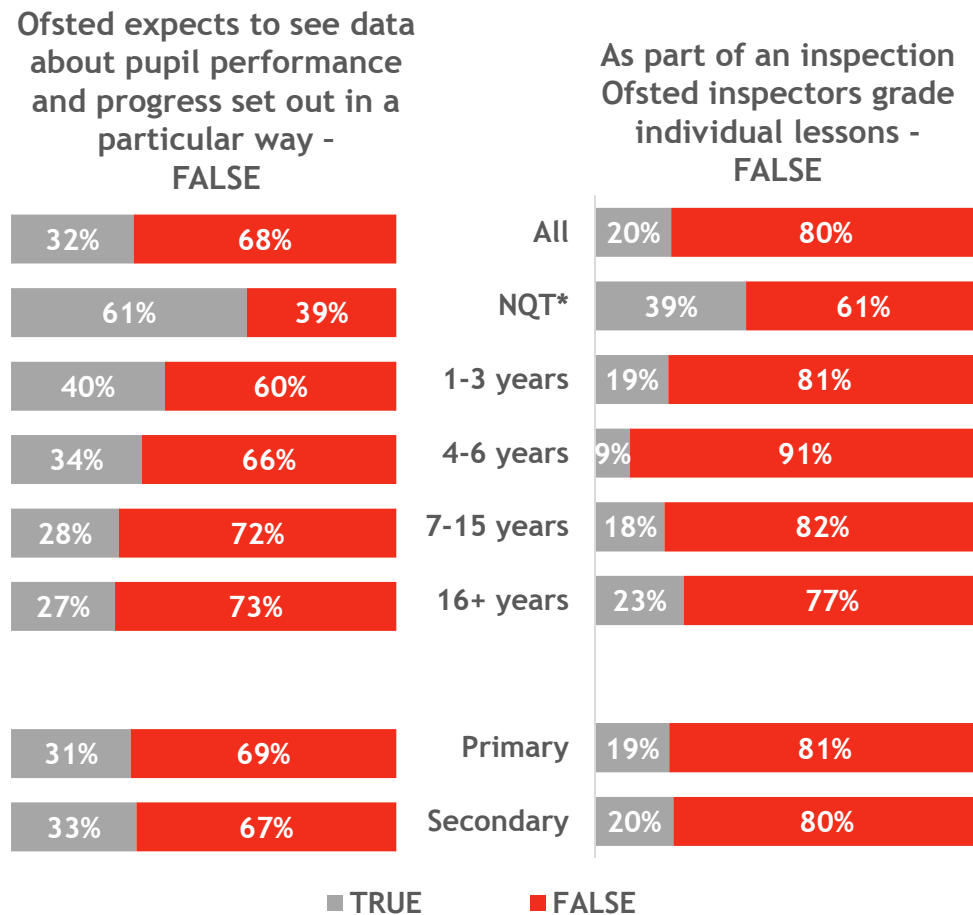


- Overall, almost eight out of 10 teachers (78%) correctly reported that it is true that ‘Ofsted is not looking for any particular teaching style’

Eight in 10 teachers correctly identified that it was false that ‘as part of an inspection, Ofsted inspectors grade individual lessons’

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

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

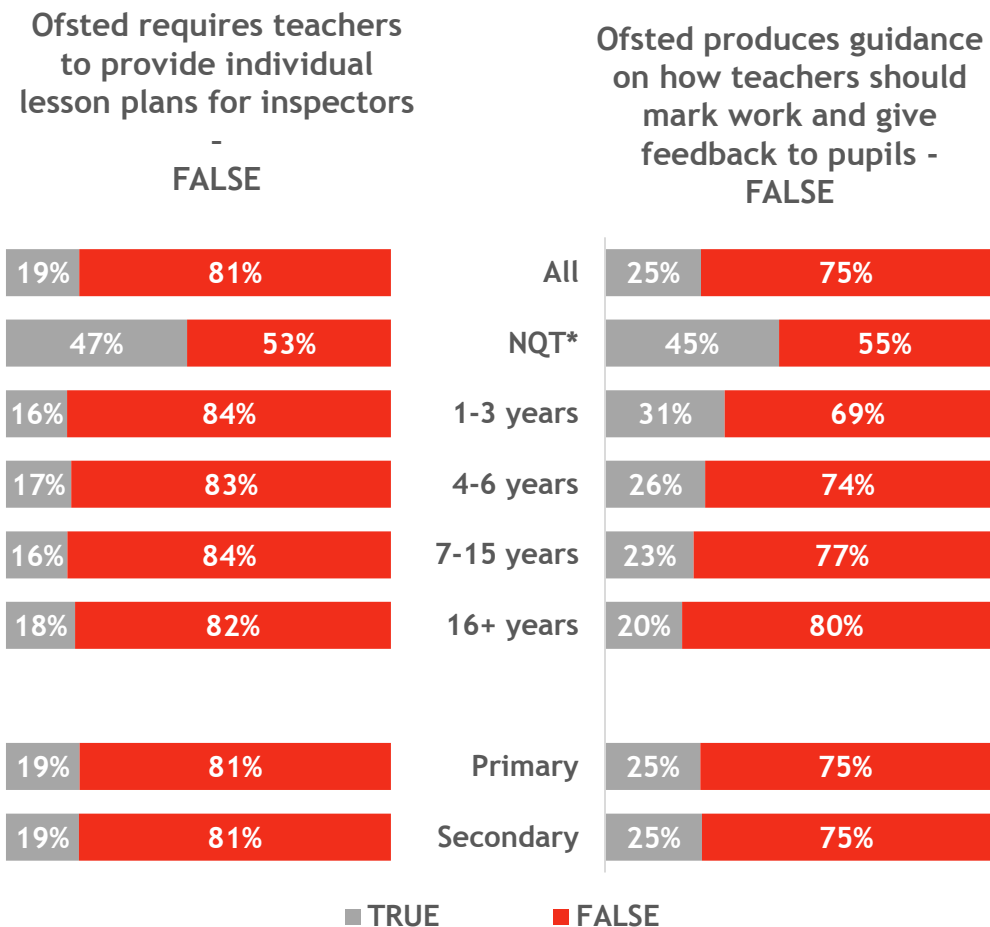


- The proportion reporting that it is false that ‘as part of an inspection Ofsted inspectors grade individual lessons’ has increased to 80% from 74% in 2017
- The majority of teachers (68%) correctly identified it as false that Ofsted expects to see data about pupil performance and progress set out in a particular way

Eight in 10 teachers correctly think Ofsted does not require teachers to provide individual lesson plans for inspectors

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

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



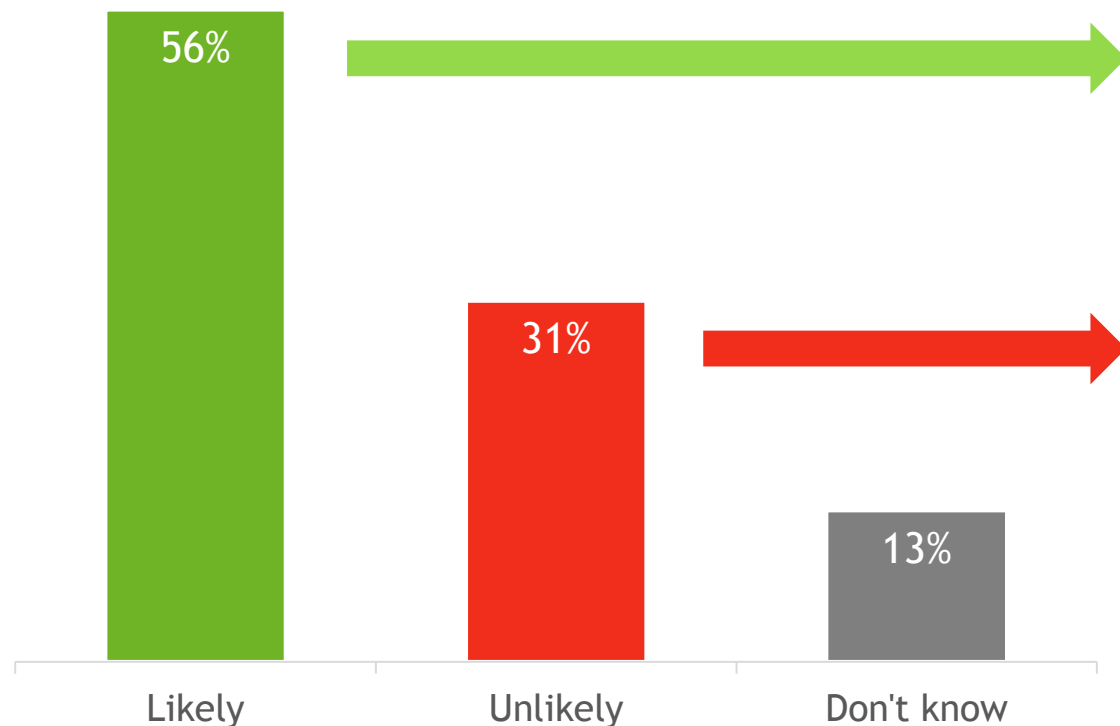
- There was a very high understanding from teachers that Ofsted *does not* require 'teachers to provide individual lesson plans for inspectors' and that Ofsted *does not* produce 'guidance on how teachers should mark work and give feedback to pupils'
- Teachers with 16+ years experience were most likely to correctly identify that Ofsted does not produce guidance on how teachers should mark work and give feedback to pupils



Confidence in promoting and challenging information

After being shown a series of statements related to myth busting, half of teachers would be likely to promote these statements to colleagues and senior leaders at their school

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



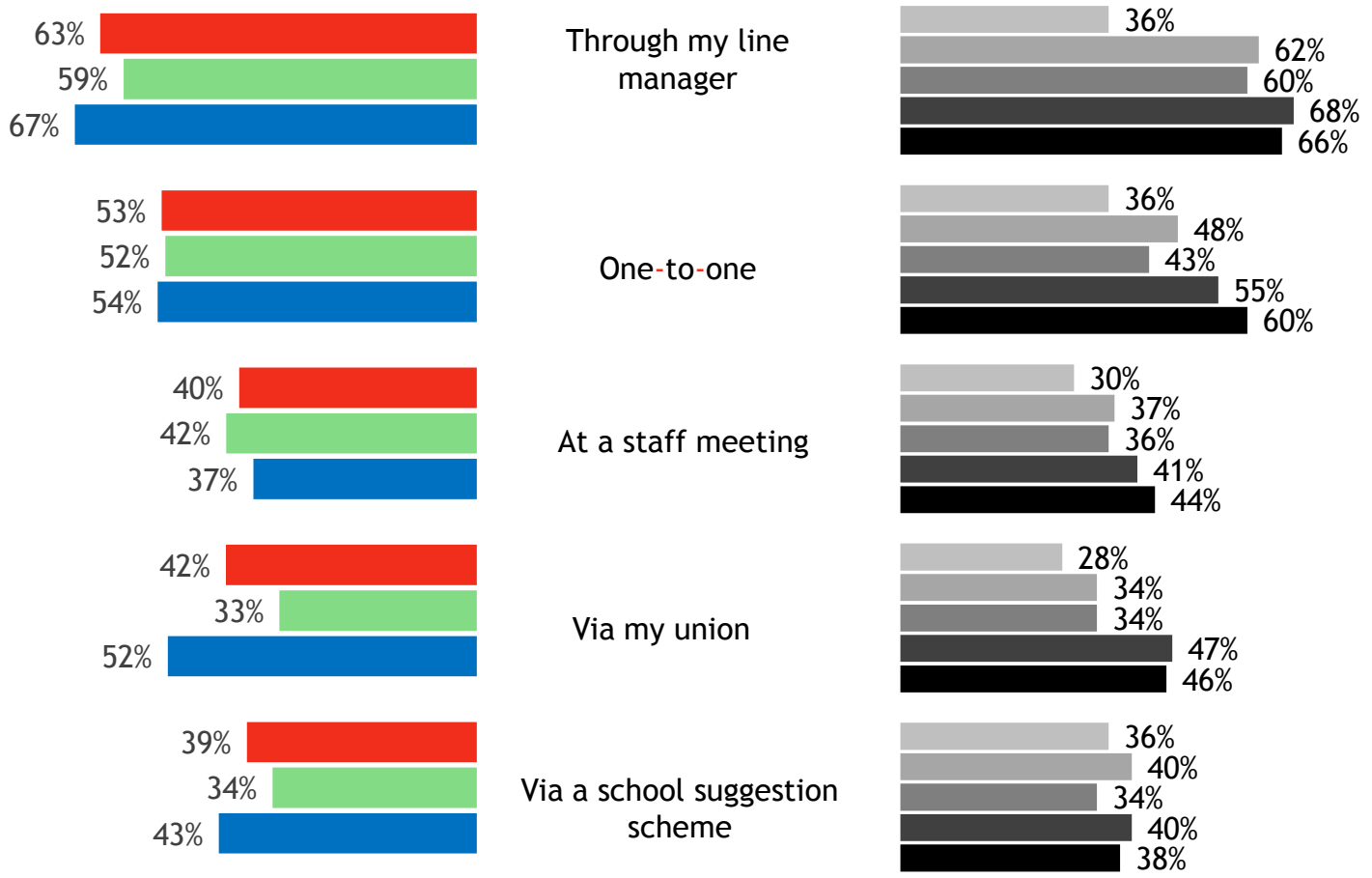
• Teachers who were aware of the myth busting work that Ofsted has undertaken are more likely to promote these messages than those unaware of Ofsted's work in this area (61% v 52%)

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

Six out of 10 teachers would be confident in challenging a senior leader in a staff meeting or one-to-one about information they knew to be untrue

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

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



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



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

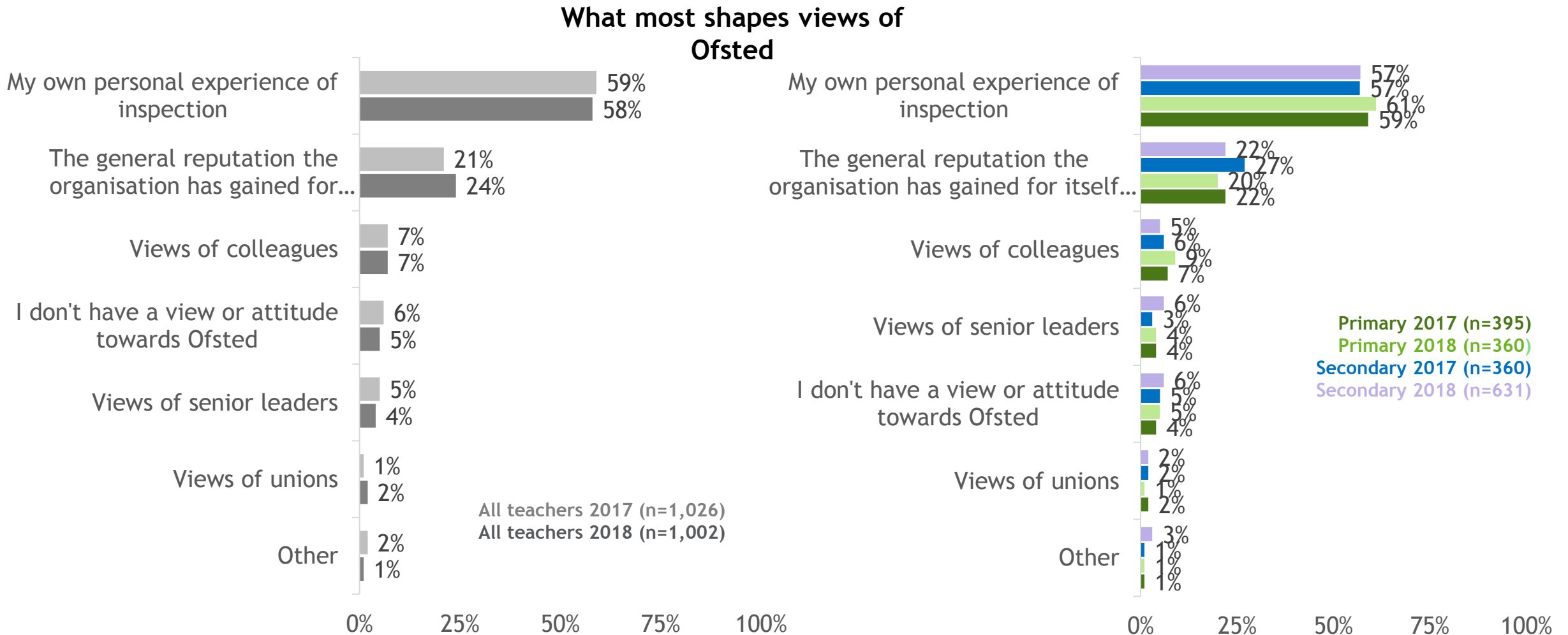
Teachers' perceptions of Ofsted





Attitudes towards Ofsted as an organisation

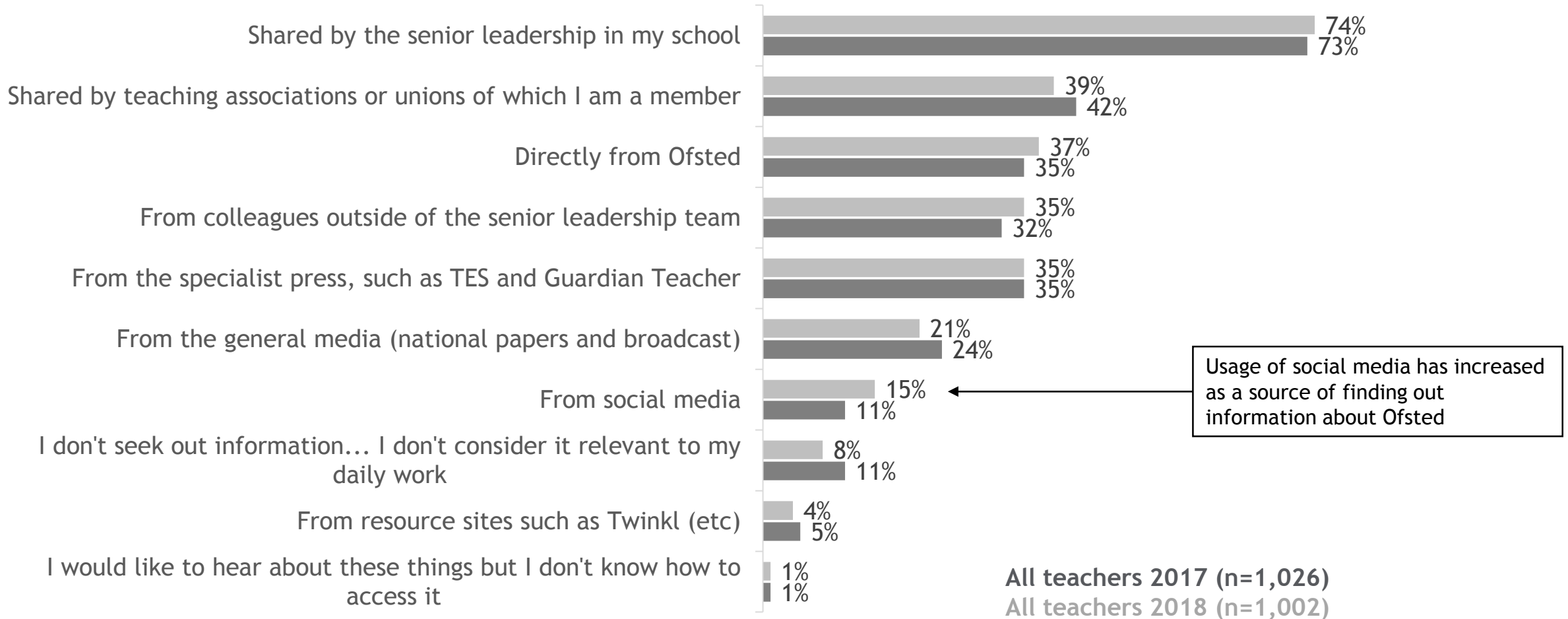
Personal experience remains key in shaping perceptions of Ofsted, but the organisation's reputation is also important, with secondary school teachers reporting an increase in the importance of reputation since 2017



S14 - Which ONE of the following most shapes your views and attitudes towards Ofsted?
 * Please note small base size

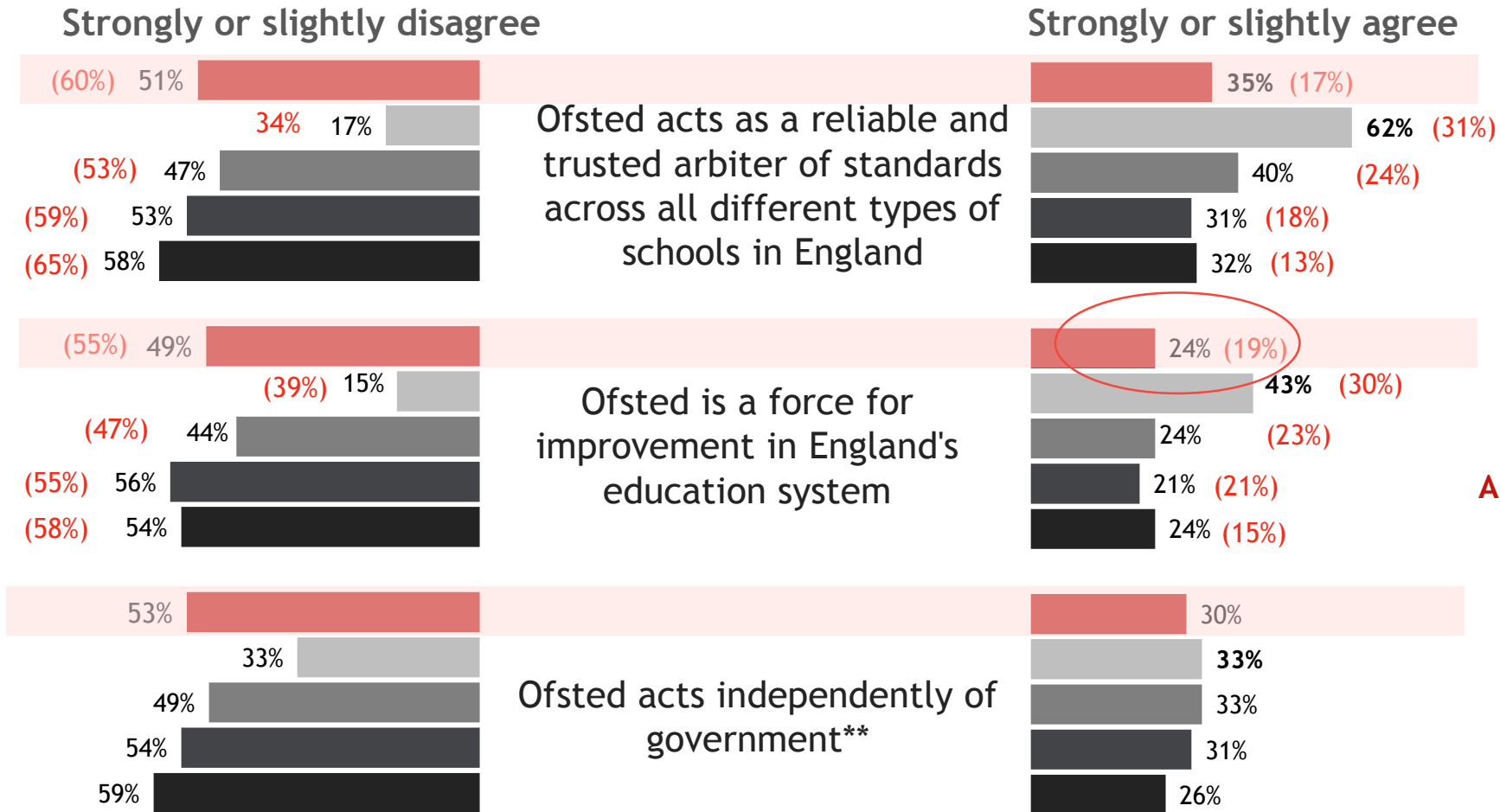
2018 has seen an increase in teachers finding out information about inspection and Ofsted from social media

How you find information about inspection and Ofsted



There has been an increase in the proportion of teachers who agree that Ofsted acts as a reliable and trusted arbiter. As length of service for teachers increases, agreement with this decreases.

(% in red indicate 2017 figures)



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

All teachers (n=1,002)
Length of service:
 NQT/ first year (n=56*)
 1-6 years (n=202)
 7-15 years (n=313)
 16+ years (n=431)

S13 - To what extent do you agree or disagree with the following statements?

*Please note small base size

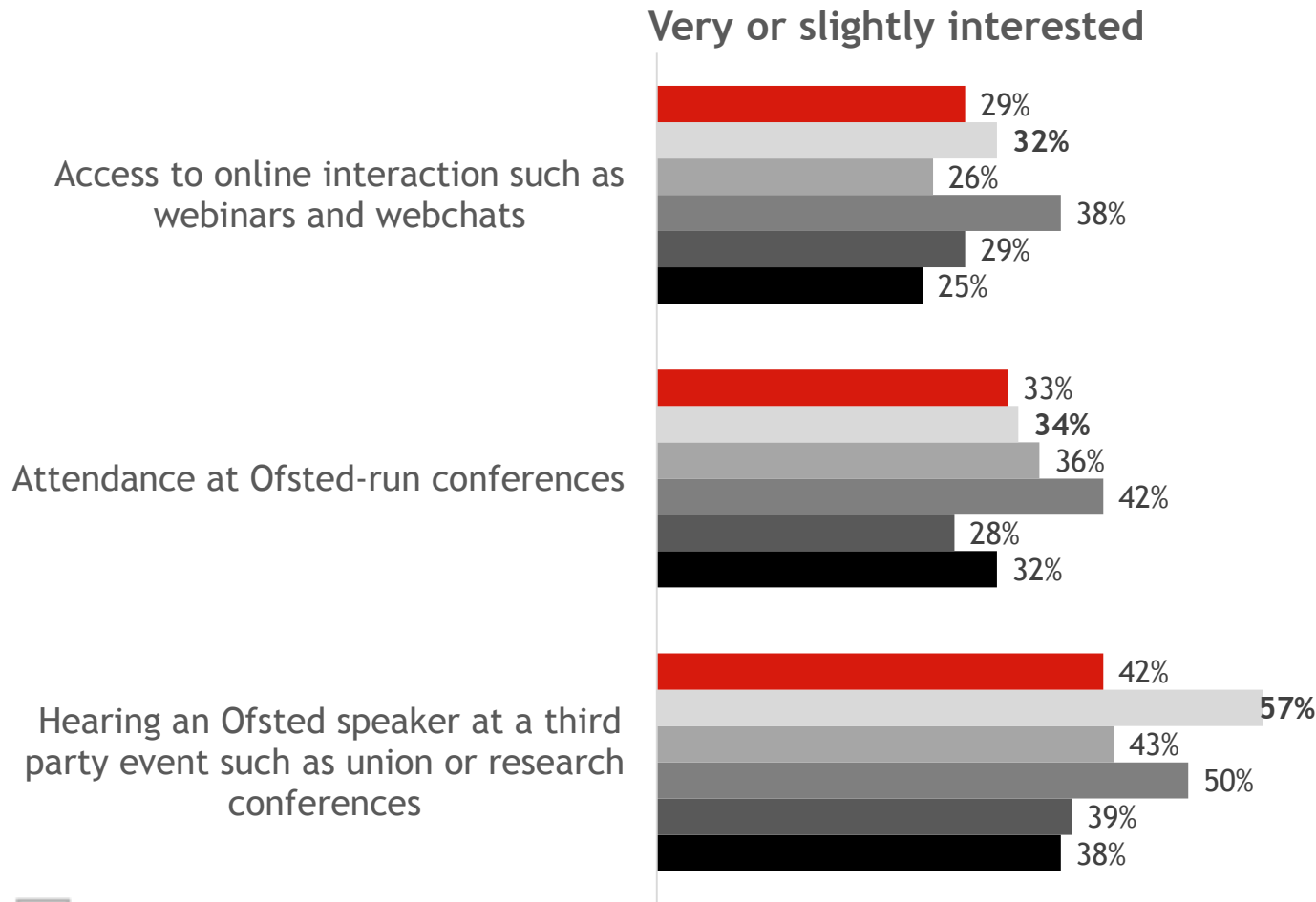
**Not asked in 2017

No differences in results between primary and secondary teachers



Overall, teachers are more interested in engaging with Ofsted through third party events than through webinars or Ofsted-run conferences

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



All teachers (n=1,002)

Length of service:

NQT/ first year (n=56*)

1-3 years (n=83)

4-6 years (n=119)

7-15 years (n=313)

16+ years (n=431)

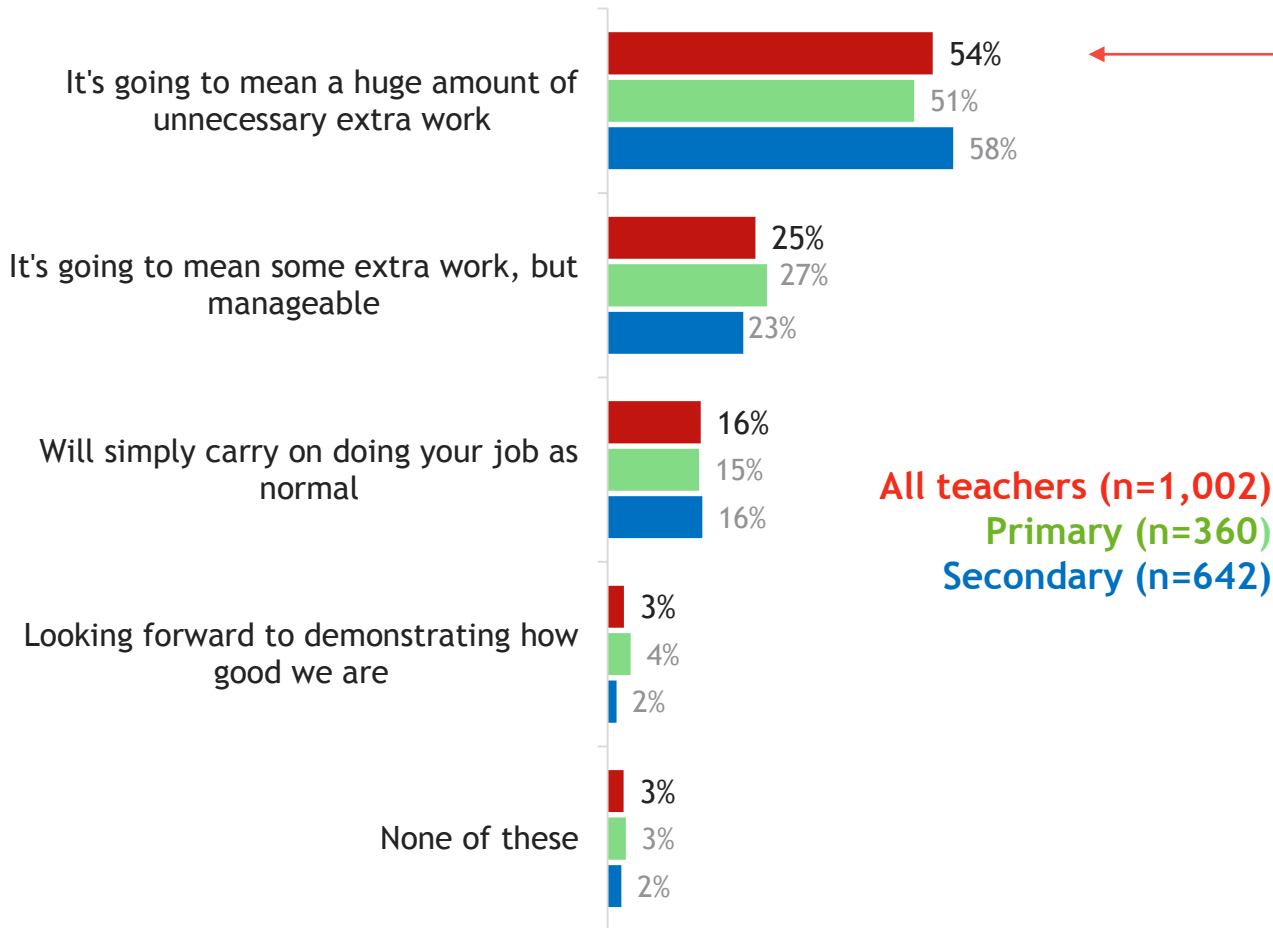
Teachers new in service are more likely than more experienced teachers to prefer to attend conferences and engage with Ofsted speakers in that way



Attitudes towards Ofsted inspections

Overall, over half of teachers believe Ofsted inspecting their school will mean a huge amount of unnecessary extra work

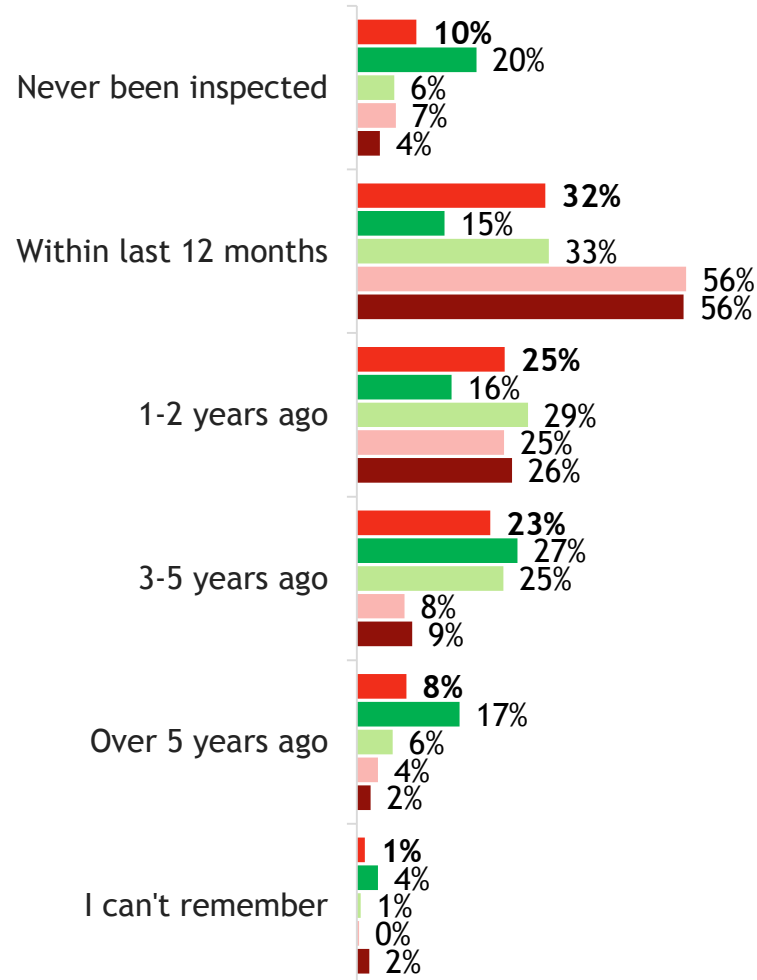
- Which of the following would best describe your reaction/thought process when you think about Ofsted inspecting your school?



• 71% of teachers who believe the myth busting information did not permeate at all through their SLT/staffroom, feel that inspection will mean a huge amount of unnecessary work

Over half of all teachers' (57%) last personal experience of inspection in a school setting was in the last two years. 17% of teachers working in an outstanding school last experienced being inspected over five years ago

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



All teachers (n=1,002)

By school Ofsted rating:

Outstanding (n=222)

Good (n=569)

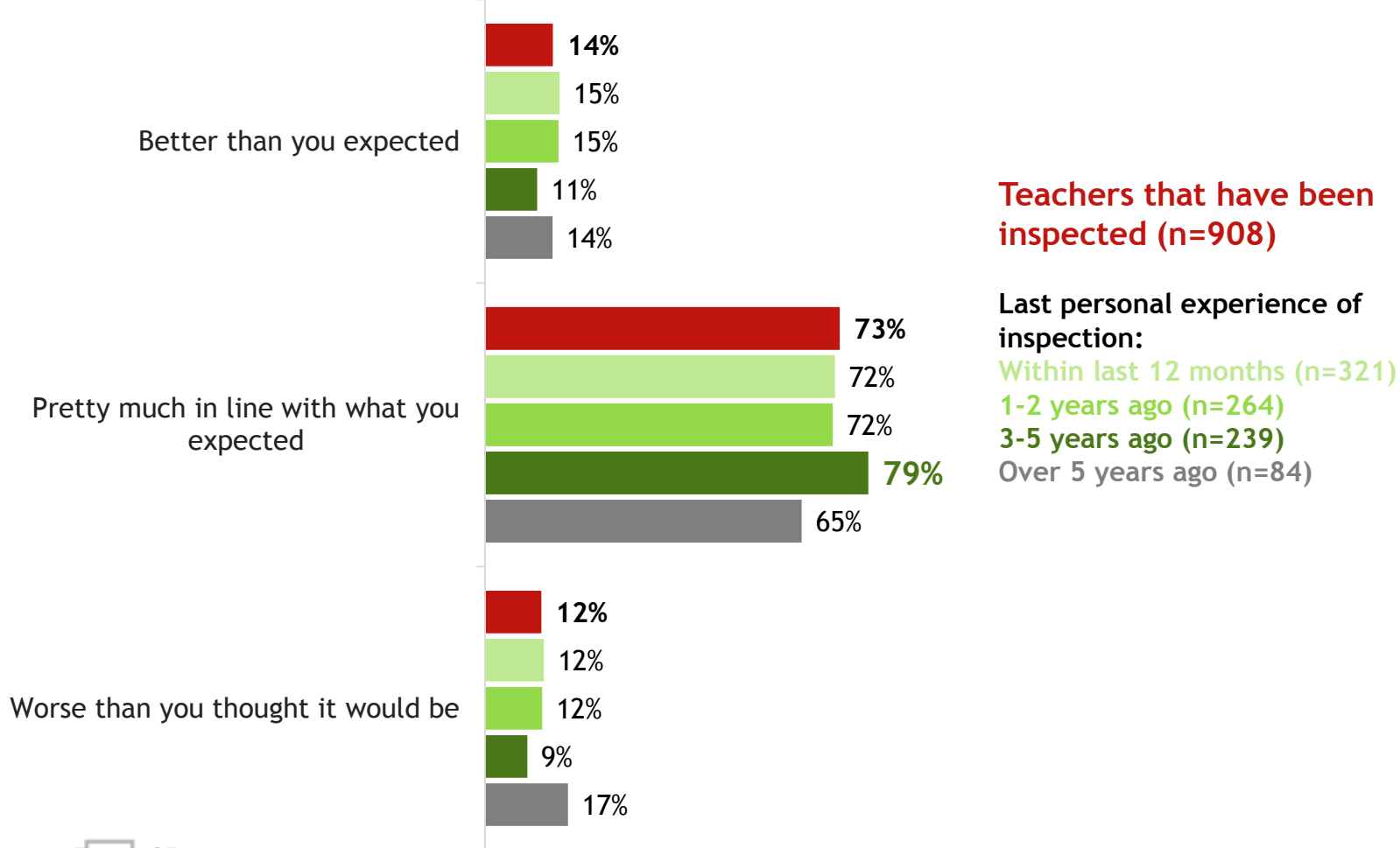
Requires improvement (n=142)

Inadequate/ Special measures (n=43*)

36% of teachers with less than five years' teaching experience have never been inspected

In 2018 there has been a small increase in the proportion of teachers that found the experience of being inspected better than they expected it to be

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

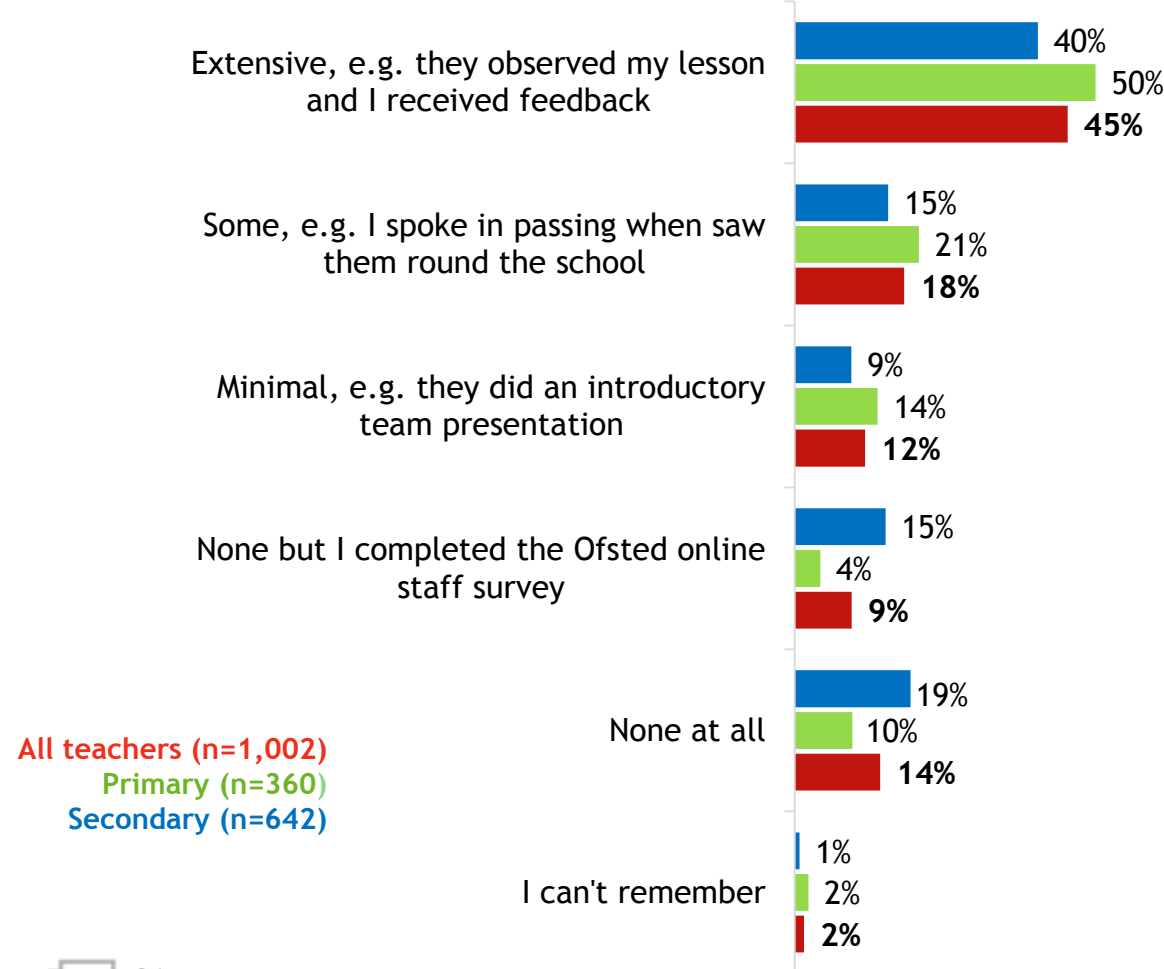


In 2017, a lower proportion of teachers (9%) thought the experience of being inspected was better than they expected

25% of teachers who work in a school that requires improvement thought the experience of inspection was worse that they thought it would be - compared with 8% of those in good schools and 12% of those in an outstanding school

Primary school teachers are more likely to have more direct involvement with the Ofsted inspection team than secondary school teachers

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



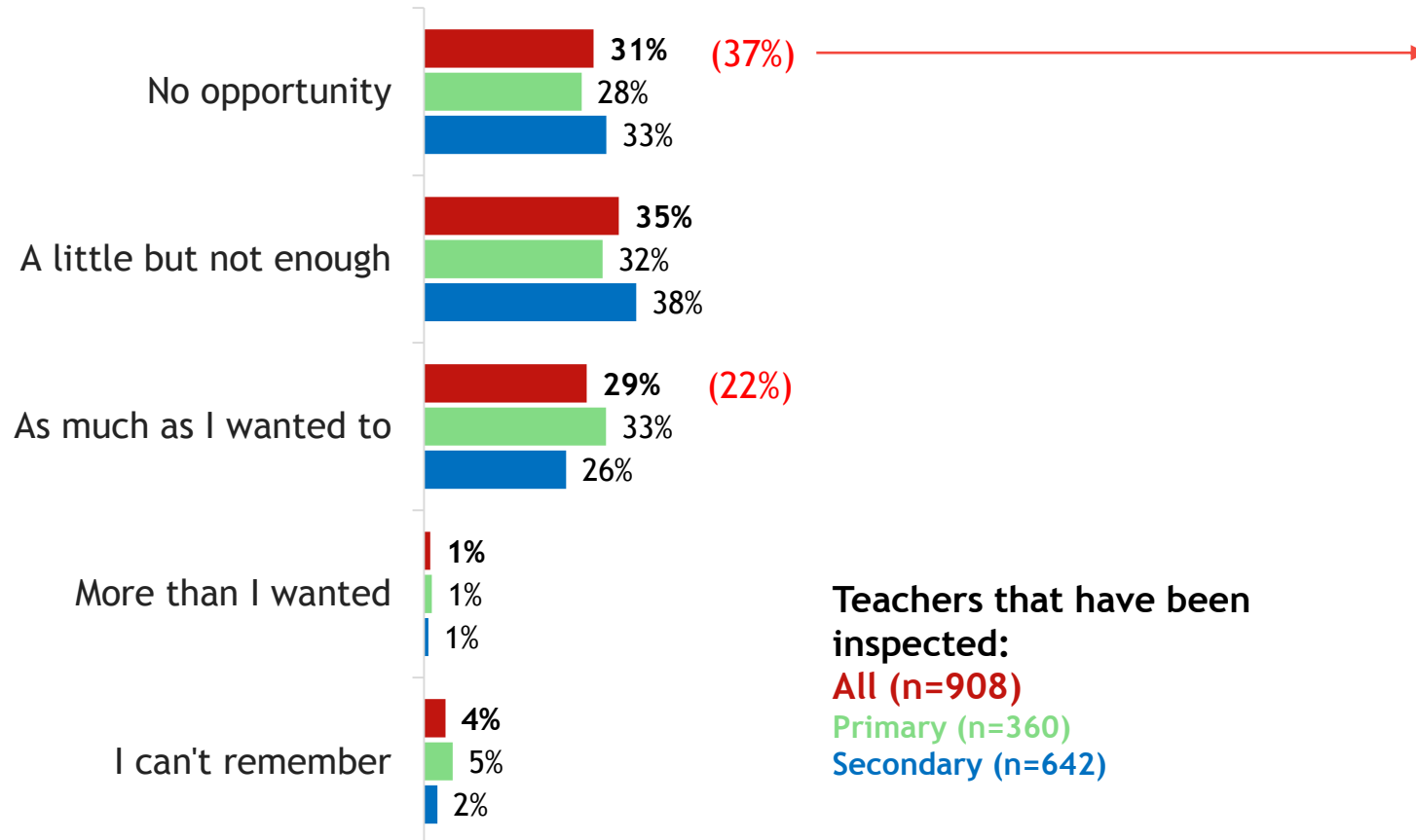
- Primary school teachers remain more likely than secondary school teachers to feel that they had extensive involvement with the inspection team

- 56% of teachers inspected over three years ago had extensive direct involvement, compared to 45% of teachers inspected within the last two years
- 17% of teachers at an outstanding school had no direct involvement at all with the inspection team

Seven out of 10 teachers feel they had no or little opportunity to feed their views and contribute to the whole experience of their school being inspected

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

% in red indicate 2017 figures



Teachers that have been inspected:
All (n=908)
 Primary (n=360)
 Secondary (n=642)

There has been a **fall** in the proportion of teachers who feel they had no opportunity to contribute to their school being inspected (down to 31% from 37%)

And an **increase** in the proportion who feel that they had as much opportunity as they wanted (up to 29% from 22%)

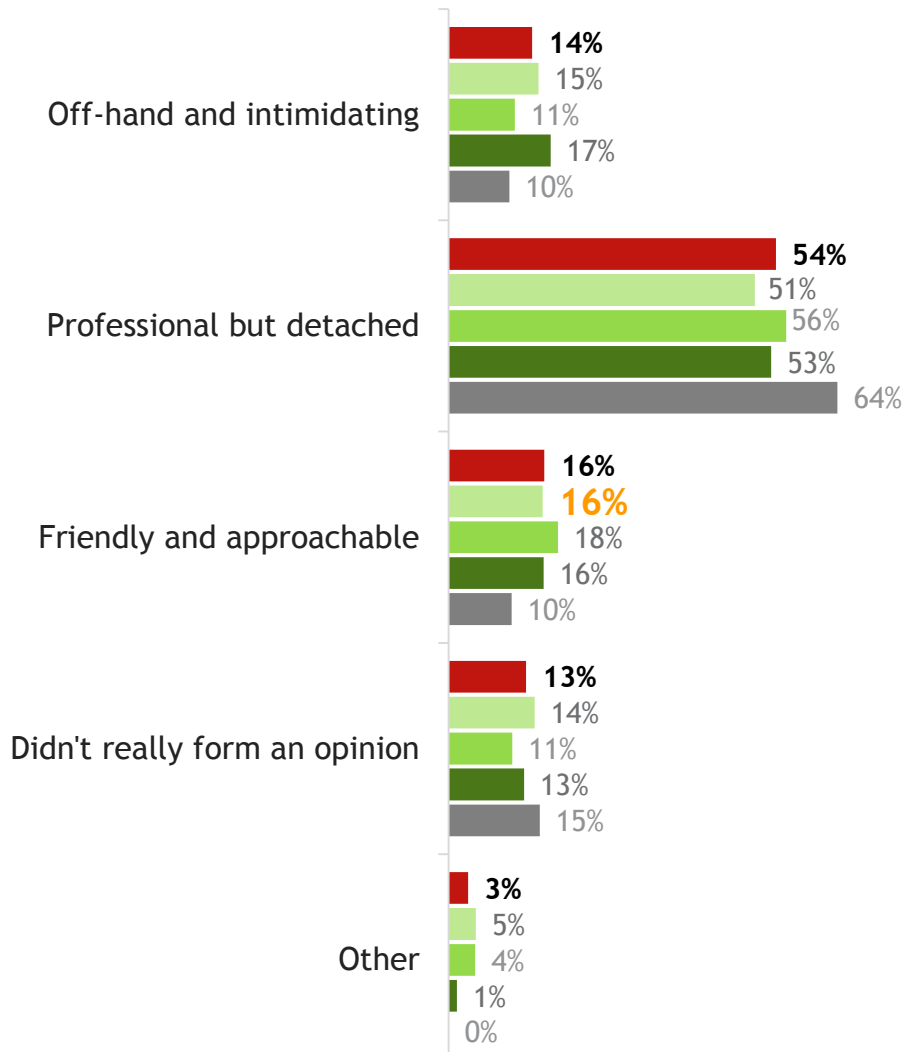
No opportunity:

- 42% of teachers working in a school with an Ofsted rating of requires improvement
- 46% who say that Ofsted messages on myths have not permeated to the staffroom

Ofsted inspection teams are described in a similar way by those inspected in the past 12 months and those inspected more than 12 months ago

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

19% of secondary teachers

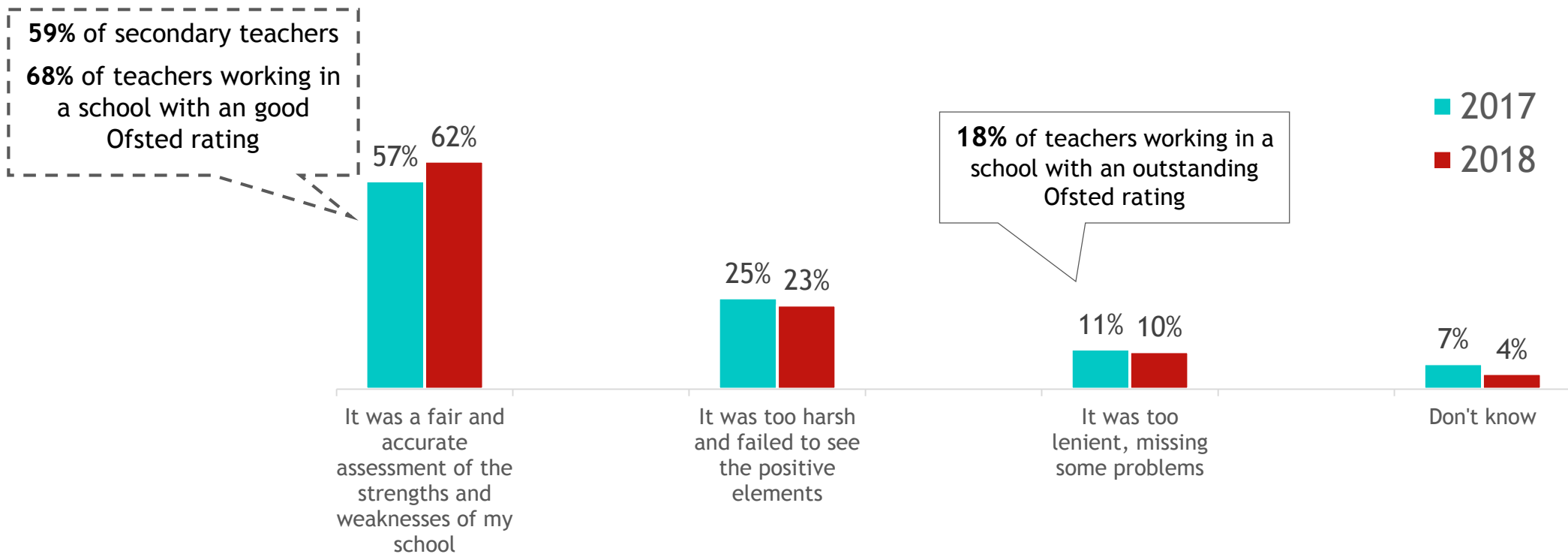


Teachers that have been inspected (n=908)

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

Six out of 10 (62%) teachers whose school has been inspected by Ofsted feel the final judgement reached by the inspection team was a fair and accurate assessment, an increase since 2017

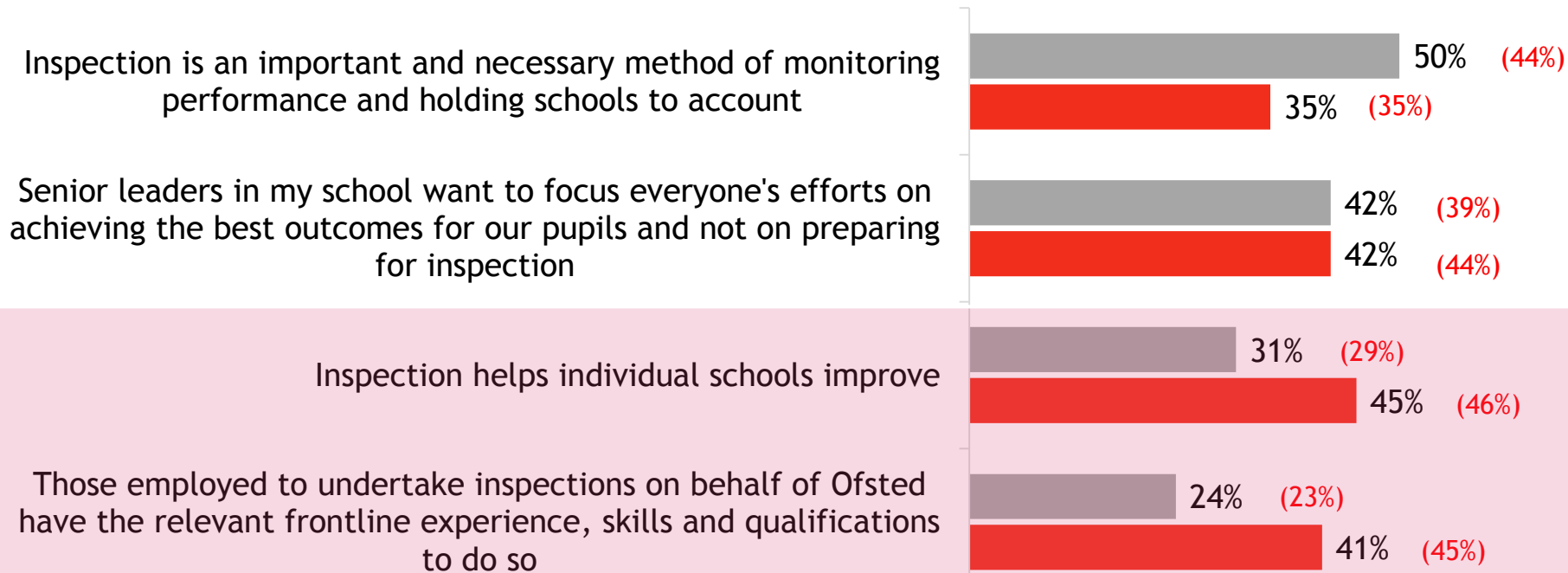
- Which of the following best describes how you felt about the final judgement (and sub-judgements) that the inspection team reached?



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

- As length of experience increases, the proportion of people who agree that inspection is an important and necessary method of monitoring performance decreases: 68% of those with 0-5 years experience compared with 44% of those with 6-15 years experience and 49% of those with 16+ years experience
- Similarly as length of experience increases, the proportion of people who agree that inspection helps individual schools improve decreases: 43% of those with 0-5 years experience compared with 27% of those with 6-15 years experience and 27% of those with 16+ years experience

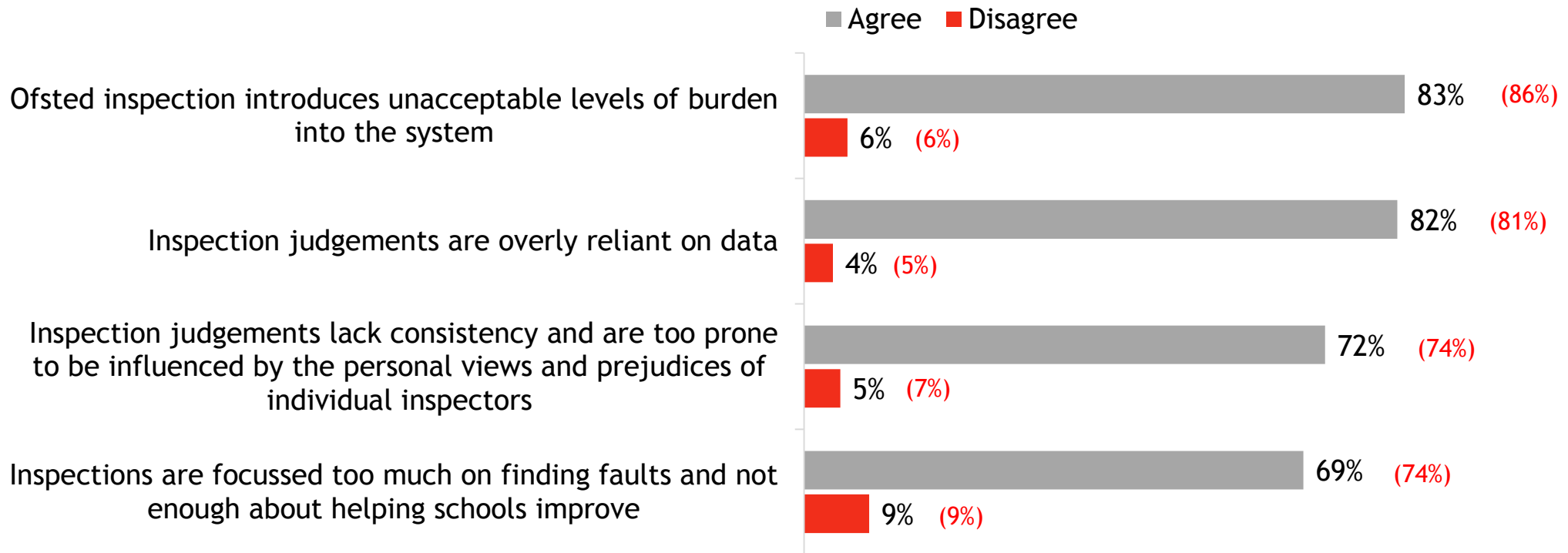
■ Agree ■ Disagree



Teachers are more likely to disagree than agree with these two statements

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

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



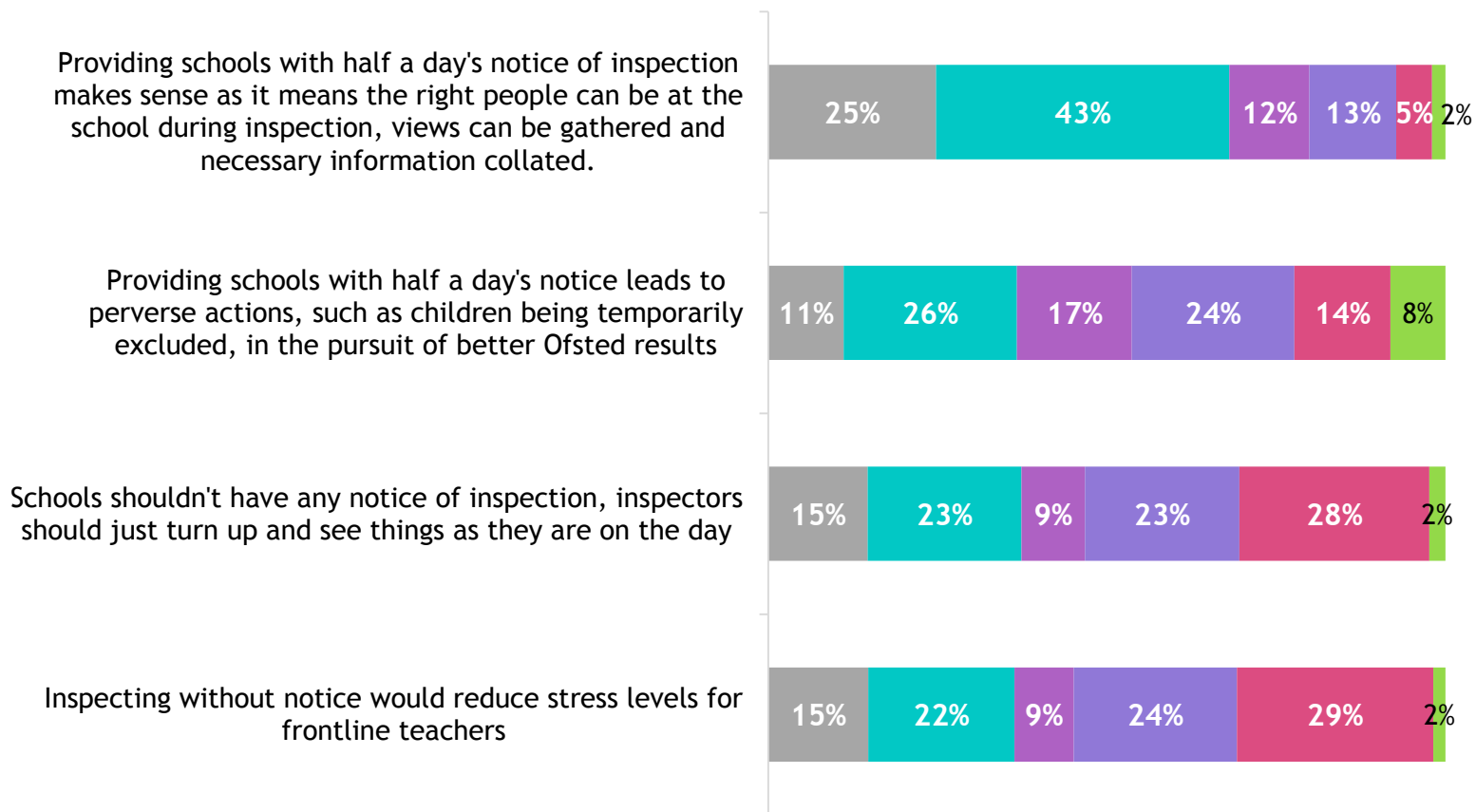


Reaction to Ofsted policy

Seven in 10 teachers agree with Ofsted providing schools with half a day's notice, and one in two disagreed that inspecting without notice would reduce stress (53%) and that schools shouldn't have any notice of inspection

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

■ Strongly agree
 ■ Agree
 ■ Neither agree nor disagree
 ■ Disagree
 ■ Strongly disagree
 ■ Don't know

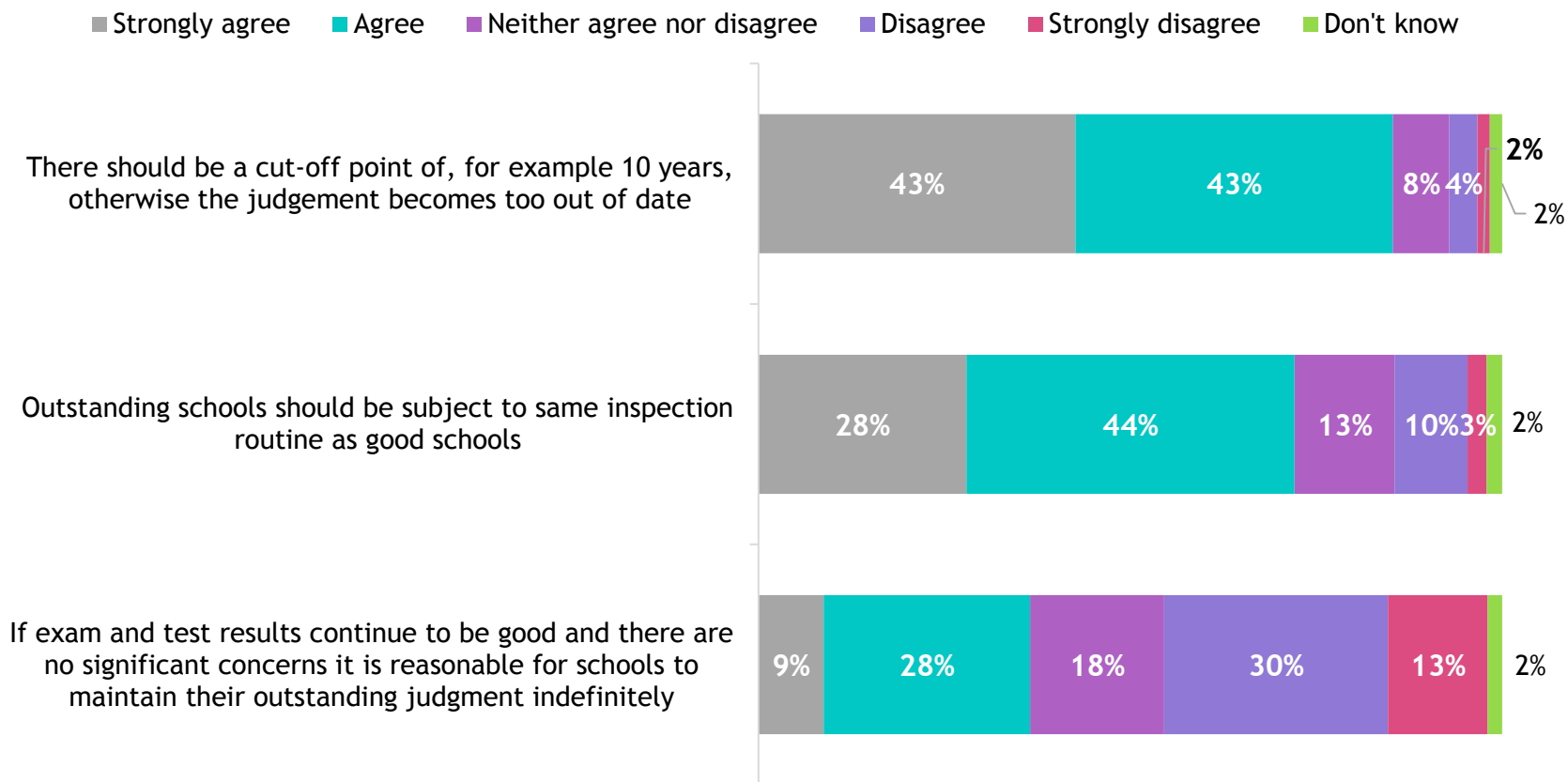


- Those who disagreed with having half a days notice are slightly more likely to work in a secondary school

- There are differences in the views between those teachers who are aware of Ofsted's myth busting campaign and those that are not aware:
- Teachers who are aware of Ofsted's myth busting campaign are more likely to:
 - Agree that providing schools with half a days notice makes sense (73% agree compared with 65%)
 - Disagree that providing schools with half a days notice leads to perverse actions (45% disagree compared with 36%)
 - Disagree that schools shouldn't have any notice of inspection (58% disagree compared with 48%)
 - Disagree that inspecting without notice would reduce stress levels for frontline teachers (60% disagree compared with 50%)

85% of teachers agree there should be a cut-off point on schools exempt from inspection due to previous outstanding rating

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



- Secondary school teachers (41%) were more likely than primary school teachers (32%) to agree that it is reasonable to maintain their outstanding judgement indefinitely
- As are those in outstanding schools (53% agree) than teachers in any other school

- Teachers whose most recent experience of inspection was over 3 years ago are less likely to agree that outstanding schools should be subject to the same inspection routine as good schools (64% agree)
- With teachers in outstanding schools much more likely to disagree (26%) with this than those in any other school

Half of teachers (52%) agree that Ofsted expects them to take the common-sense approach

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



Agree:

- Have less than 5 years teaching experience (64%)
- Ofsted messages have permeated into the classroom completely (69%) or a lot (56%)

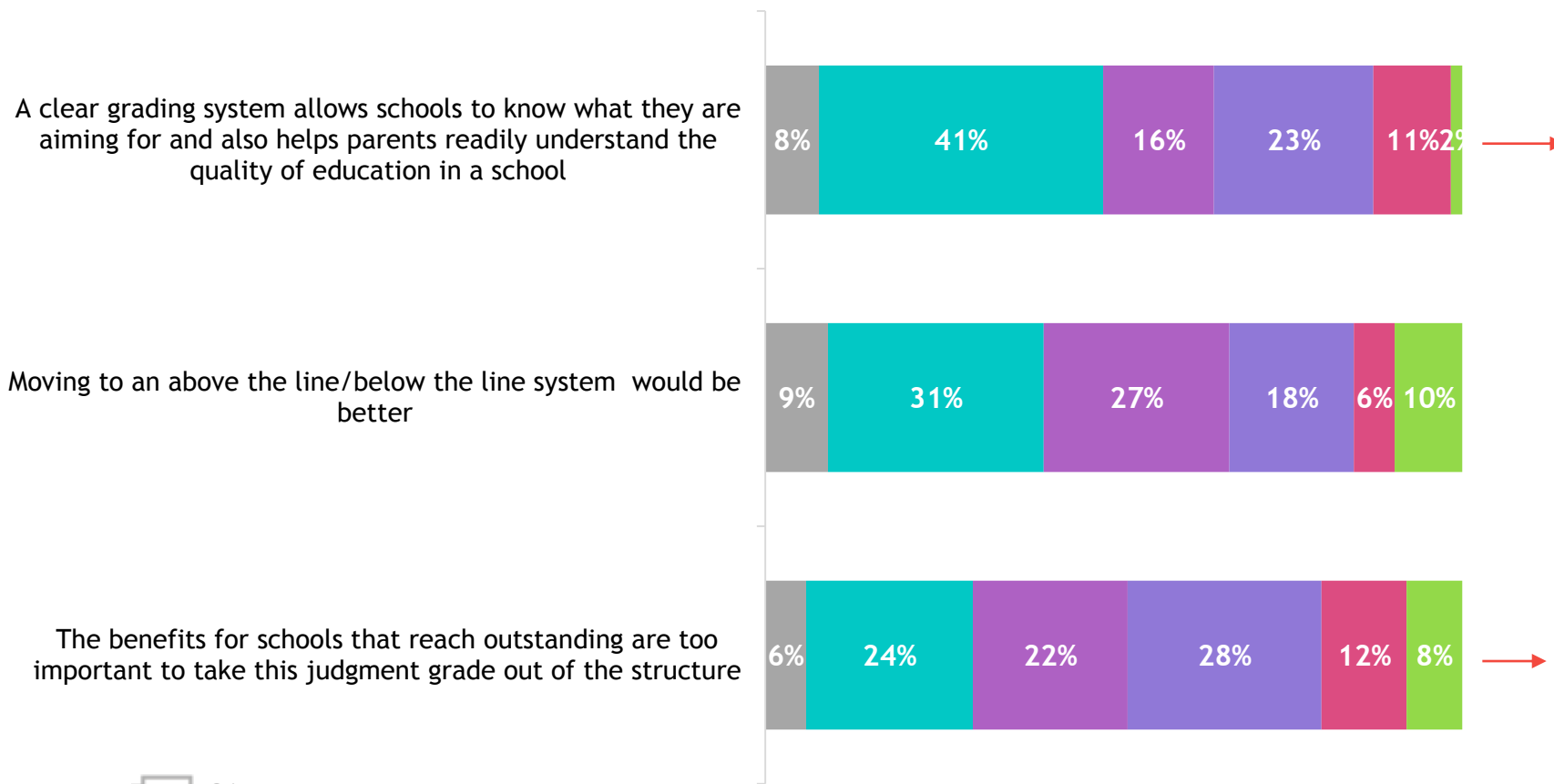
■ Agree ■ Neither ■ Disagree ■ Don't know

Disagree:

- Were last inspected over 5 years ago (19%)
- Ofsted messages have not permeated into the classroom (22%)

Almost half (48%) of teachers agree that a clear grading system allows schools to know what they are aiming for, and 40% say an above the line/below the line system would be better

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

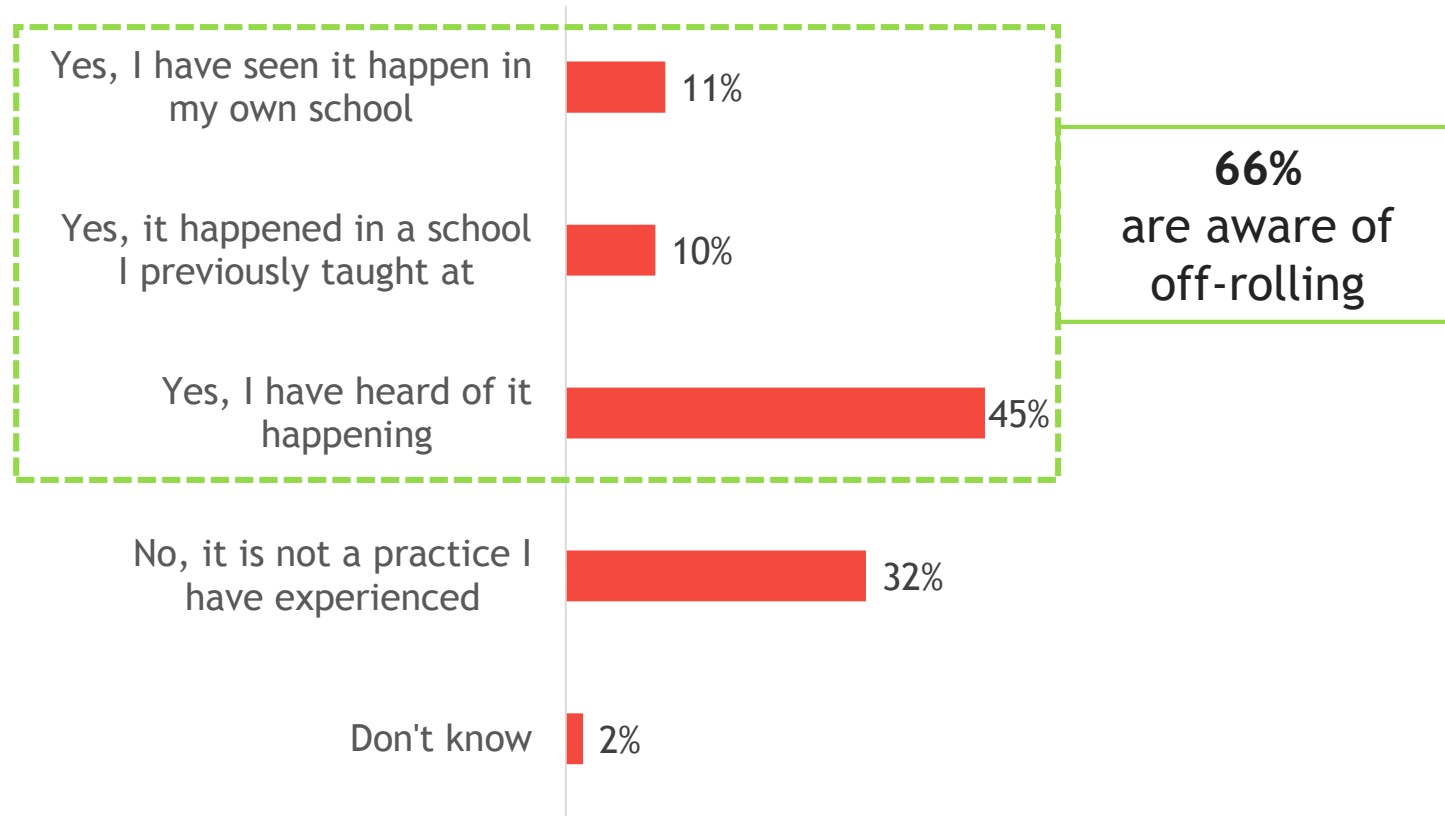


- Less experienced teachers are more likely to agree with this statement on the grading system than those more experienced teachers
 - 79% NQTs agree
 - 64% of 1-3 years experience agree
 - 51% of 4-6 years experience agree
 - 46% of 7-15 years experience agree
 - 39% of 16+ years experience agree

- Teachers aware of Ofsted's myth busting campaign are much more likely than those not aware of the campaign to disagree with this statement (54% v 33% disagree)
- 40% of teacher in outstanding school agree with this statement

Two thirds (66%) of teachers have heard of off-rolling and a fifth (21%) have seen it happen

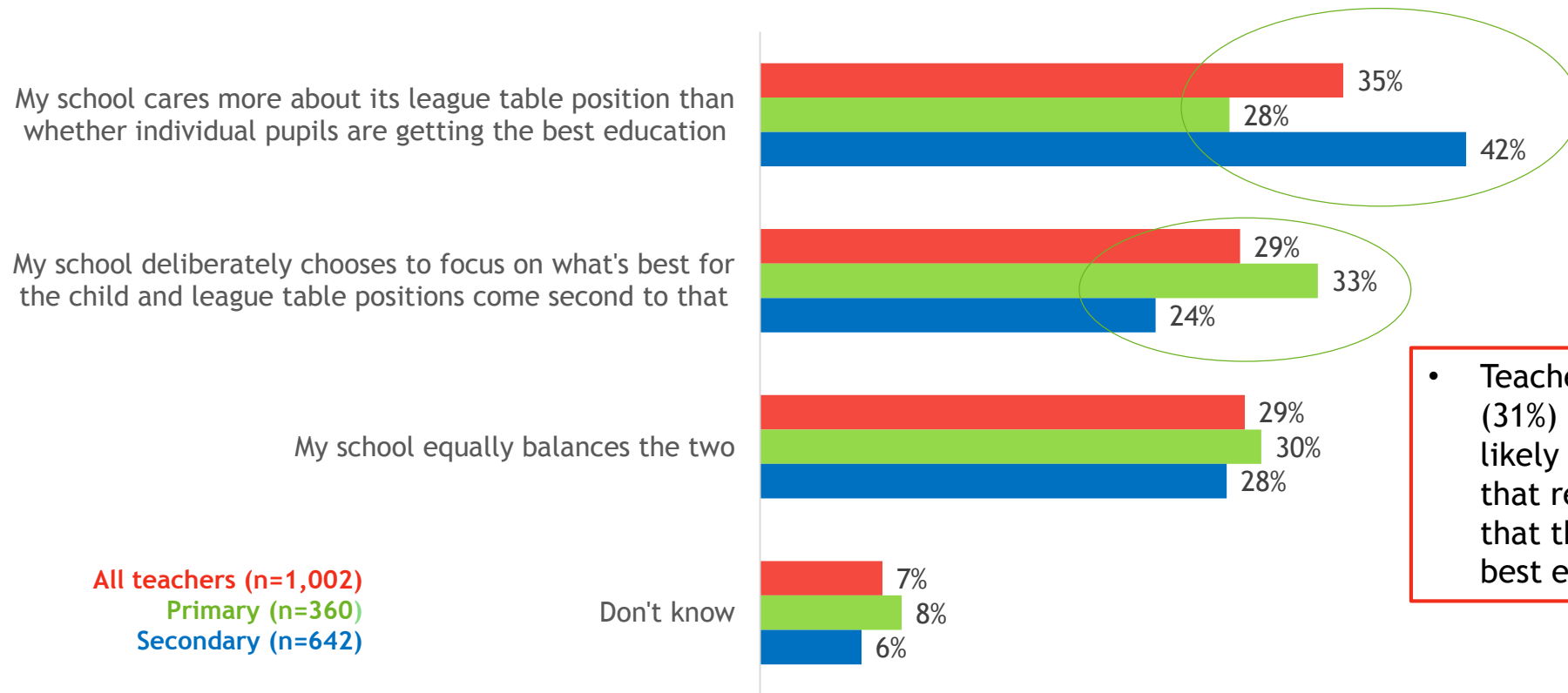
- Off-rolling is a practice where pupils are excluded from schools as a means of improving overall results. Is this a practice you are aware of?



- Those who said 'no, it is not a practice I have experienced' are more likely to work in a primary school (42%) compared to 22% of those at a secondary school.
- Those with less teaching experience are also less likely to have heard of this practice, with 48% of teachers with 1-3 years experience have not heard of off-rolling, compared to teachers with 16+ years, 31%.

Secondary school teachers are more likely than primary school teachers to feel their school cares more about its league table position than pupil education

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



- Teachers who work in an outstanding (31%) or good school (33%) are more likely than those who work in a school that requires improvement (17%) to feel that their school equally balances the best education with league tables

Communications with teachers



Marketing
2:45 PM - Review
* Call John again
Book Flight
Sat, 10
Flight: SP125
May
8:00 AM - Office meeting
→ organize new system
→ develop social settings
→ review dashboard

Marketing Overview

It is a process to define an organization's focus, resources, and the greatest opportunities to increase sales and achieve the company's overall marketing strategy to gain the maximum sales and increase the share of market of company's products and services in its markets. The objectives will be based on how you set marketing goals and measure and monitor activities.

A marketing strategy helps identify effective strategies with the right mix of marketing approaches that will maximize your sales and marketing activities.

Product Categories	2013	2014	2015	2016	2017
General Goods	+402.82	-13.9	+120.01	+720.75	+480.82
Health & Medical	-13.9	+82.84	+138.74	+200.00	+13.9
Art Supply	+82.84	+802.82	+82.84	+200.74	+82.84
Kids & Baby	+689.02	+1207.75	+689.02	-13.9	+689.02
Kitchen wear	-220.00	+220.00	+1207.75	+82.84	+220.00
Fashion	-797.75	+802.82	-13.9	+1207.75	+797.75
Furniture	+128.74	-230.74	-220.00	+689.02	+230.74

Growth Percentage

Product and/or App Period: 2013 to Q3 2014



Awareness of Ofsted publications

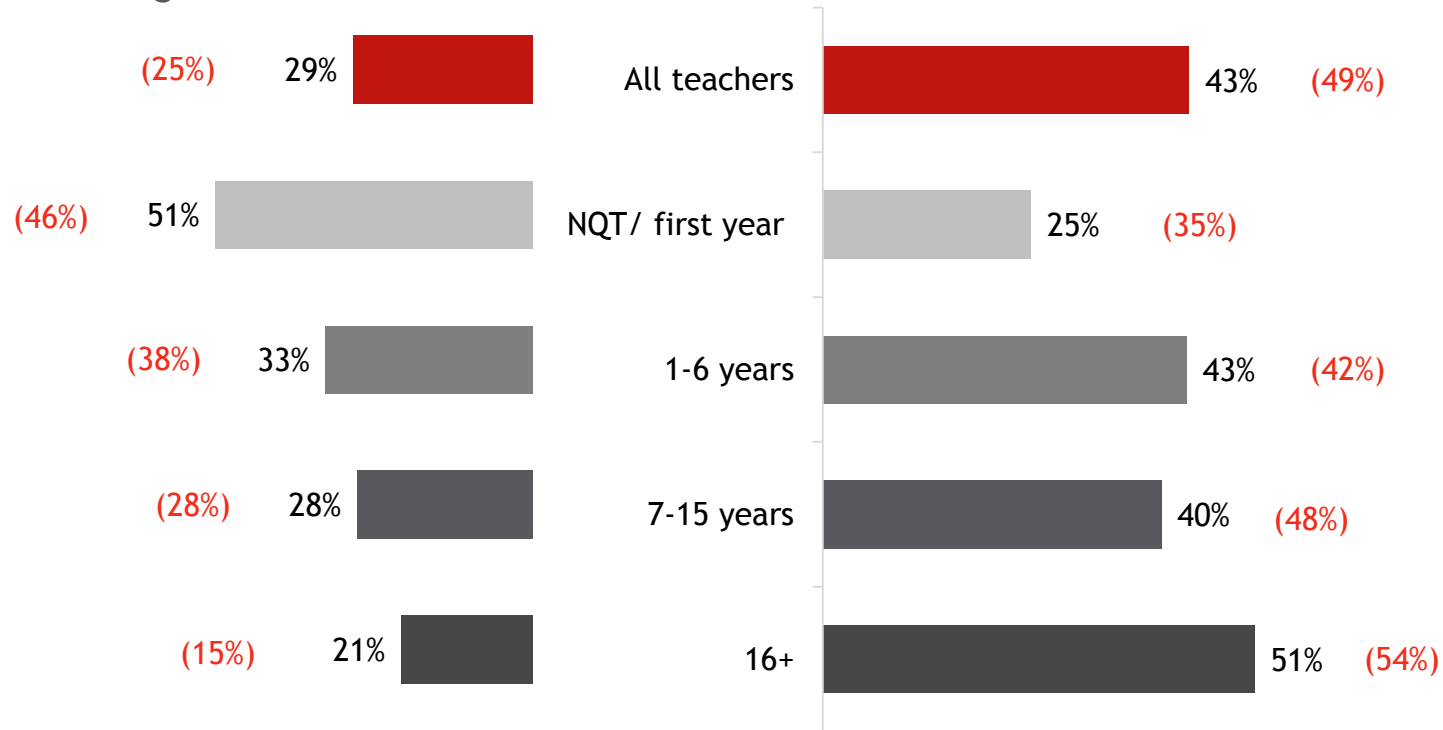
Since the 2017 survey there has been a fall in the proportion of teachers who are aware that Ofsted publishes research and analysis of relevance to the wider education sector

% in red indicate 2017 figures

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

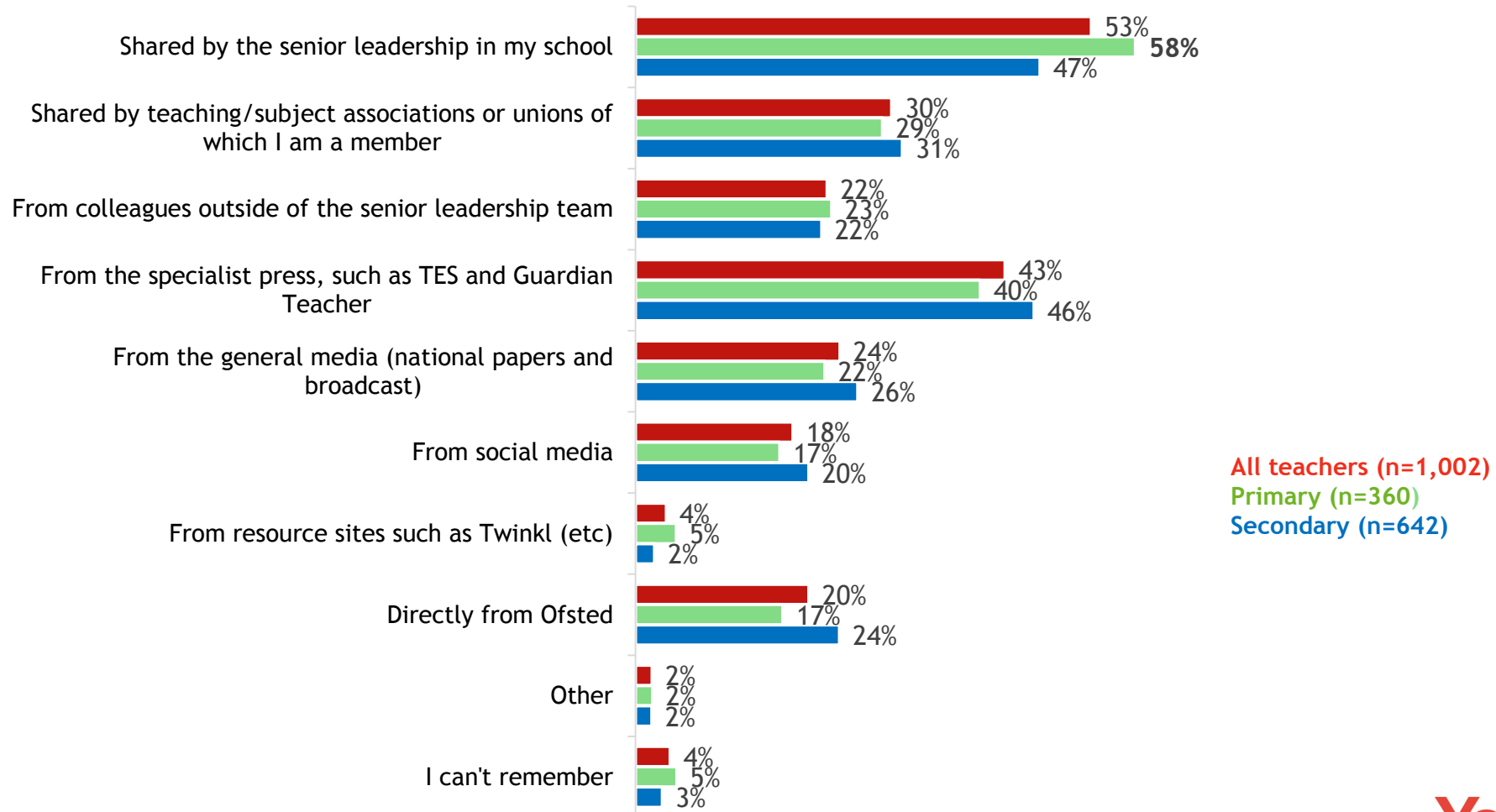
“I am not aware of this information but would like to hear about these things”

“I am aware of this information that Ofsted publishes”



Teachers are most likely to hear about information Ofsted publishes from the SLT, especially primary teachers

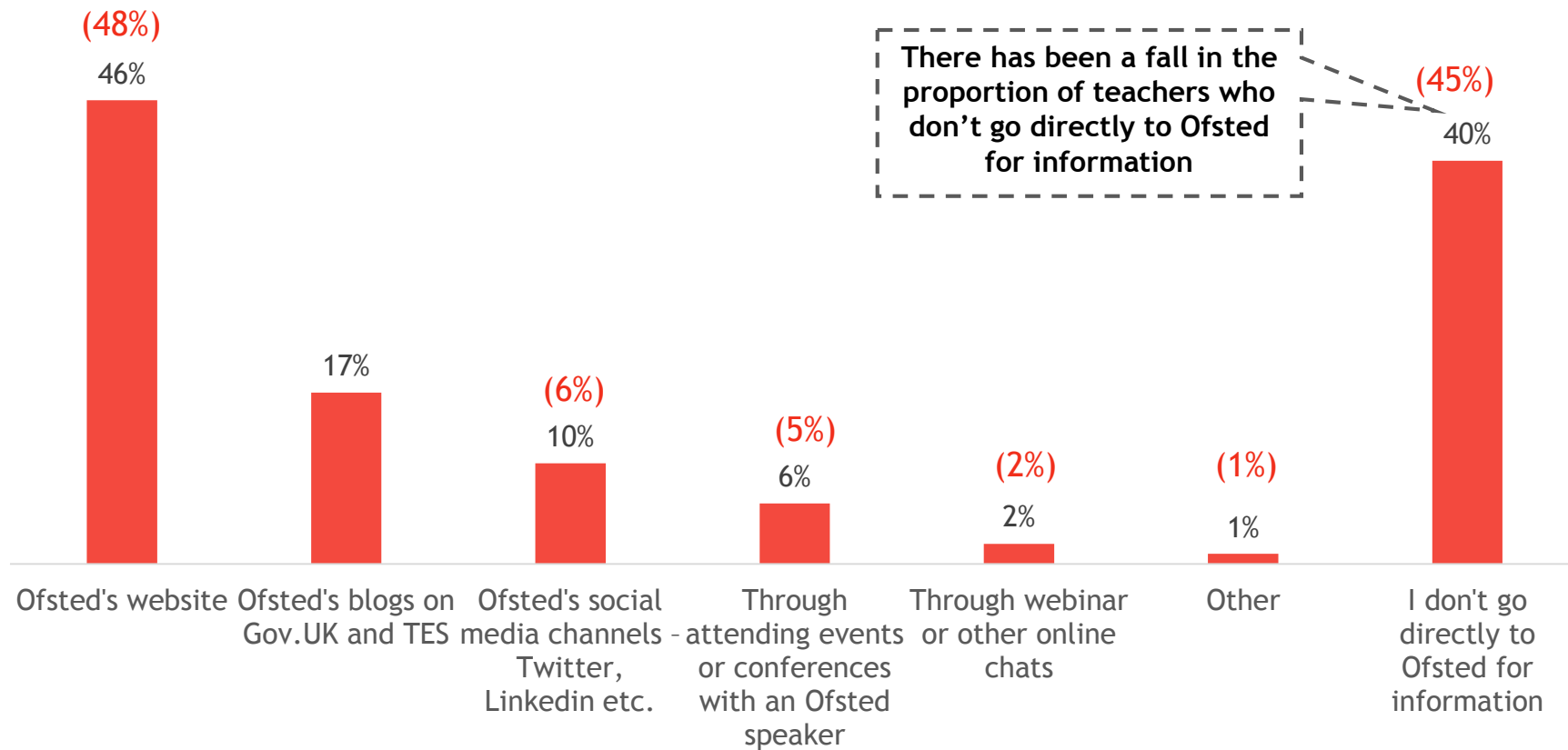
- How do you hear about the information that Ofsted publishes?



The Ofsted website is the main channel used by teachers to get information directly from Ofsted. The use of social media has increased since 2017

% in red indicate 2017 figures

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



A3 - Thinking about information that you might get directly from Ofsted, which channels do you use?

YouGov[®]

