

Results of the newly qualified teacher survey 2005

Annual survey of newly qualified teachers 2005

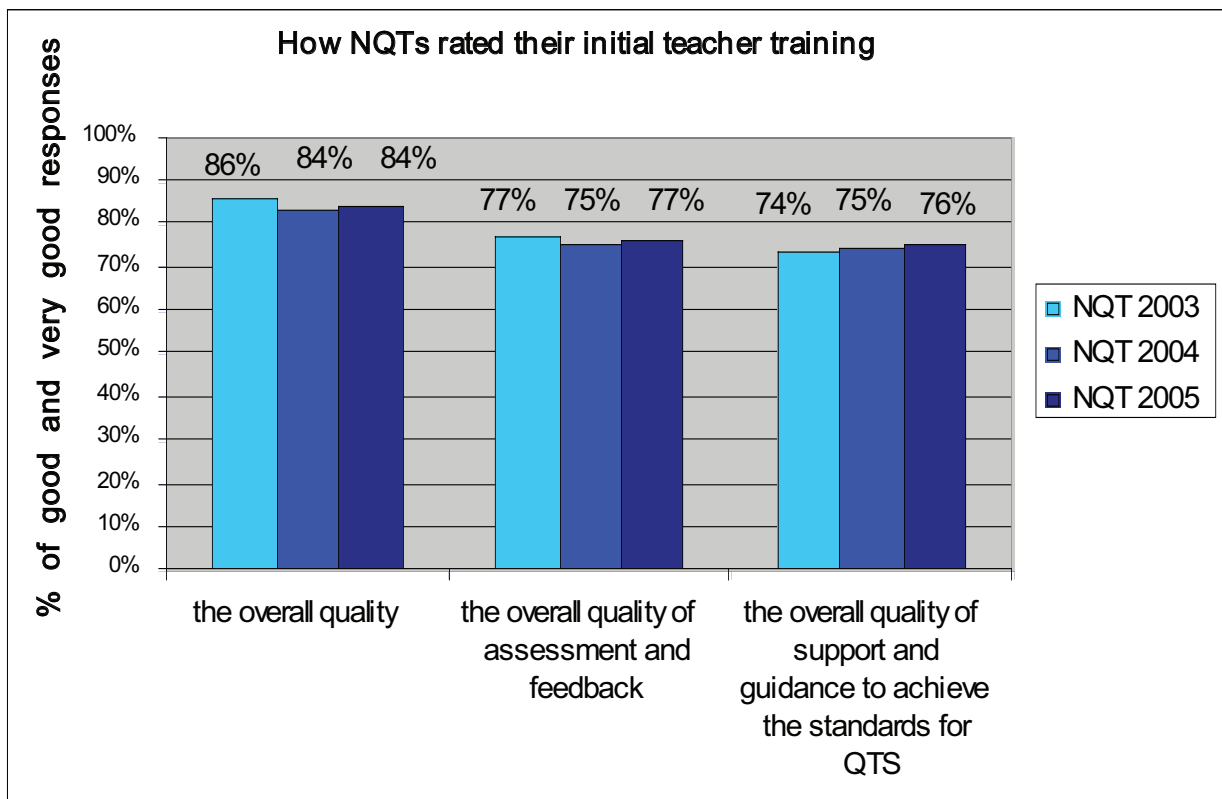
In February 2005 the Teacher Training Agency (TTA) surveyed newly qualified teachers (NQTs) who had successfully completed their initial teacher training (ITT) in England during the academic year 2003/04. The survey asked for their views about the quality of their training and how well it prepared them for their first teaching post. This report contains a summary of the results of the survey at sector level.

The results for this year, together with comparisons with previous years, are used to inform policy and will be shared with ITT providers to help them benchmark their performance against other providers. More than 10,500 NQTs completed and returned their questionnaires, the second-highest number of returns in the six years that the survey has been undertaken. The sample is broadly representative of the 31,800 NQTs completing training in 2003/04, although a slightly higher proportion of responses were received from primary-trained NQTs, female NQTs and NQTs aged 25 and over.

Key points

Analysing statistically significant changes in comparison with the previous year's survey, and taking into account the year-on-year trend, the 2005 survey indicates:

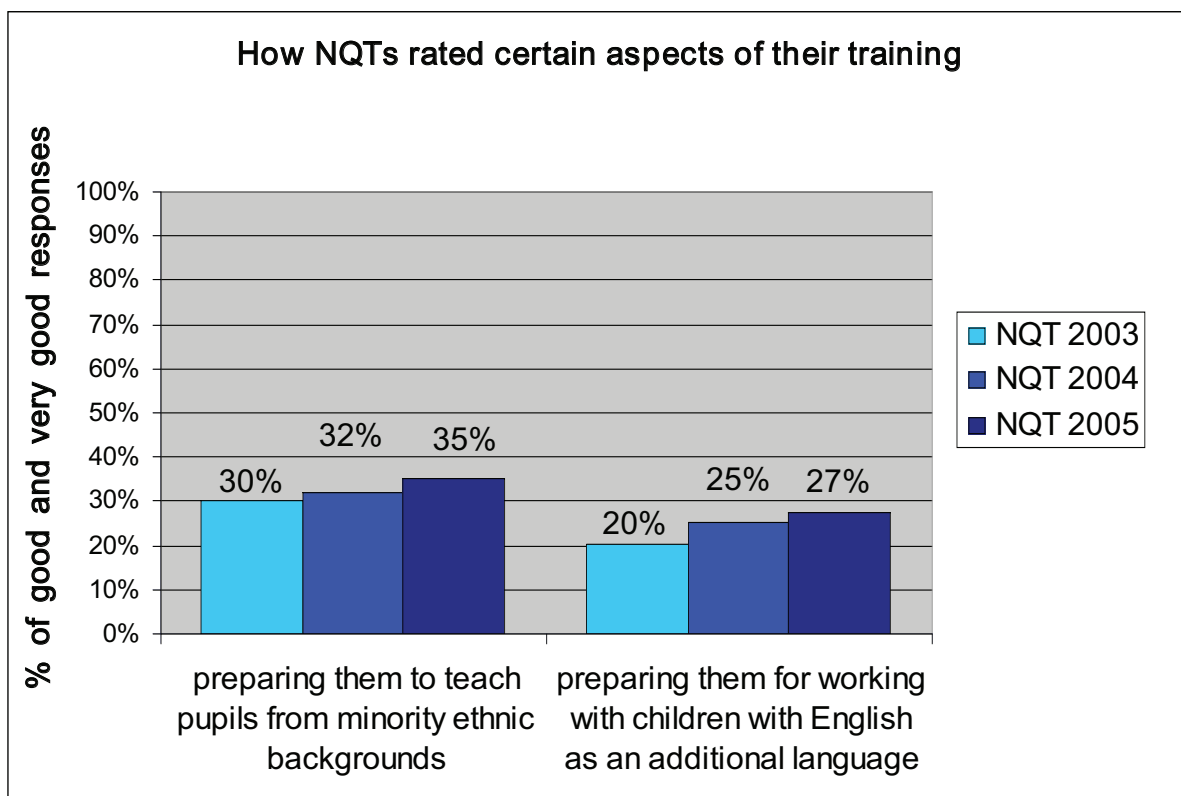
Key point 1: NQTs' perceptions of the overall quality of their training continue to be high (question 1)



The survey shows that 84 per cent of NQTs rated the quality of their training as good or very good, the second-highest rating in six years. Secondary postgraduate routes and primary undergraduate routes received the highest ratings (85 per cent good or very good) followed by primary postgraduate routes (82 per cent). Responses at secondary subject level ranged from 81 per cent from NQTs trained to teach science to 94 per cent from NQTs trained to teach religious education (RE).

The proportion of NQTs who rated the overall quality of assessment and feedback during training as good or very good increased by two percentage points to 77 per cent compared with the previous year. The proportion who gave a good or very good rating for the overall quality of support and guidance to achieve the standards for qualified teacher status (QTS) reached a six-year high of 76 per cent.

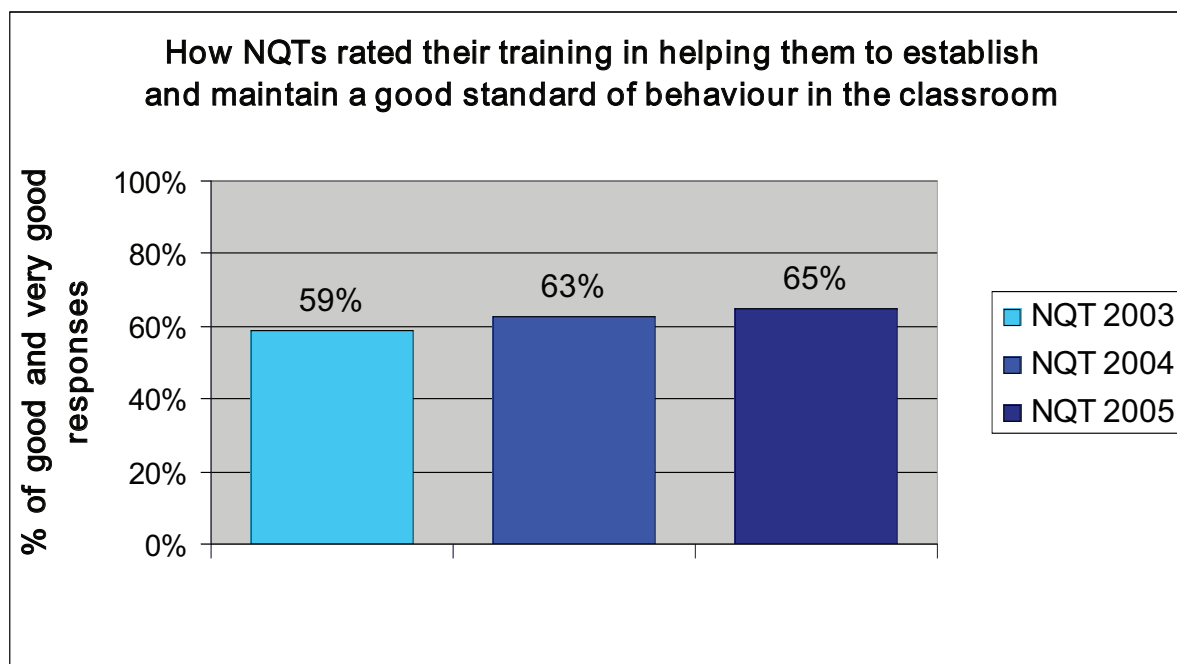
Key point 2: NQTs feel better prepared to teach pupils from minority ethnic backgrounds and to work with children with English as an additional language (questions 2f and 2m)



NQTs' perceptions of how well their training prepared them to teach pupils from minority ethnic backgrounds (35 per cent rated this good or very good) and to work with children with English as an additional language (27 per cent good or very good) showed significant year-on-year increases. This still remains, however, one of the most important areas where performance falls behind expectations.

Although these ratings are still low, the positive three-year trends are encouraging and suggest that the ITT sector is making progress in these areas of initial teacher training.

Key point 3: NQTs feel more able to establish and maintain a good standard of behaviour in the classroom (question 2g)

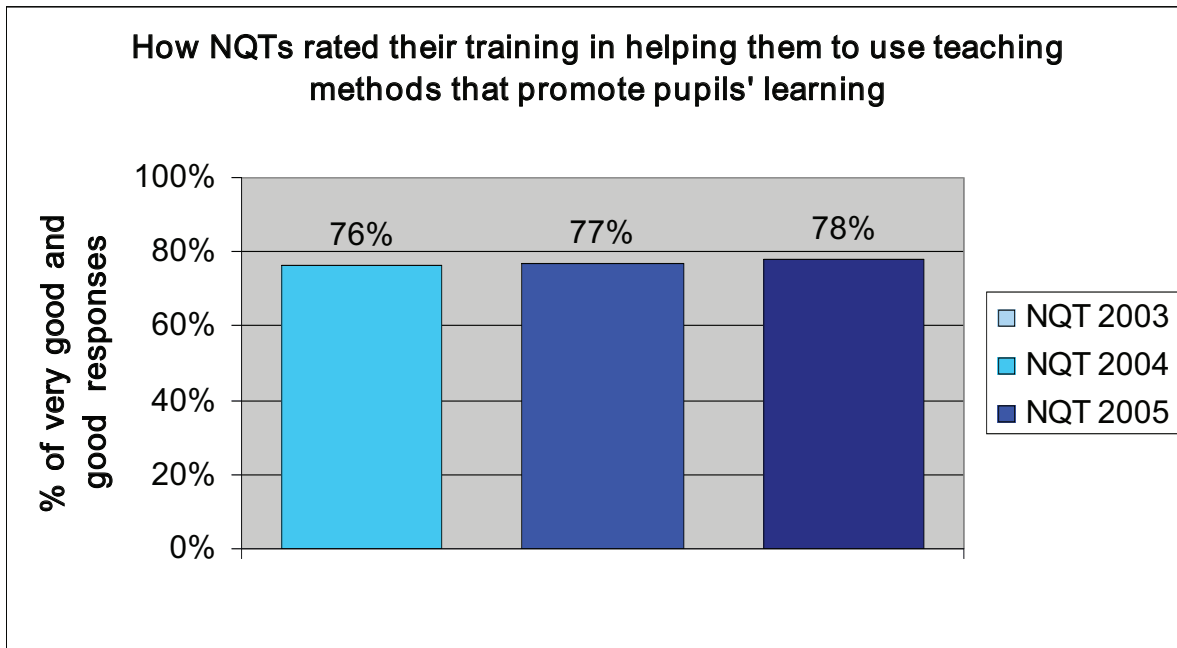


NQTs' perceptions of how well their training helped them to establish and maintain a good standard of behaviour in the classroom indicate a significant year-on-year improvement of two percentage points, with 65 per cent rating this as good or very good, and a positive three-year trend. There is still, however, much room for improvement.

There is no difference between the ratings from NQTs trained to teach primary and those trained to teach secondary. Younger NQTs, however, feel better prepared than older ones (70 per cent of NQTs under 25 years old rated this aspect good or very good, compared with 57 per cent of NQTs aged 35 and over). Female NQTs feel better prepared than male NQTs (66 per cent good or very good compared with 60 per cent).

NQTs trained on an employment-based route felt better prepared than NQTs trained on a more traditional postgraduate route (72 per cent compared with 63 per cent).

Key point 4: NQTs feel more able to use teaching methods that promote pupils' learning (question 2h)



NQTs' perceptions of how well their training helped them to use teaching methods that promote pupils' learning indicate a small but significant year-on-year improvement of one percentage point, with 78 per cent rating it good or very good, and a positive three-year trend.

Other significant points

There are areas where NQTs' perceptions of the quality of their training are lower than in previous years. These include a significant decrease in how well NQTs feel prepared to begin their statutory induction period. There are also smaller decreases in how well their training helped them understand the pupils' national curriculum, and how well it provided them with the relevant knowledge, skills and understanding to use information and communications technology (ICT) in their subject teaching.

NQTs feel less prepared to begin their statutory induction period, including the completion of the career entry and development profile (question 2k)

NQTs' responses to this question compared with the previous year indicate a drop of six percentage points to 55 per cent rating it good or very good, and a negative year-on-year trend. NQTs on postgraduate routes rated this aspect of their training higher than NQTs on undergraduate routes (58 per cent compared with 50 per cent).

The response to this question and the three-year trend confirm the anecdotal evidence that less attention is being paid to preparation for induction. As part of a much broader programme for induction and continuing professional development (CPD), the TTA aims to address this by raising awareness among ITT providers, and developing new guidance, materials and tools to support them.

Some NQTs have a lesser understanding of the pupils' national curriculum (question 2a)

NQTs' responses indicate a drop of one percentage point compared with the previous year, with 77 per cent rating their training for the national curriculum as good or very good. Responses vary greatly across the routes into teaching, ranging from 85 per cent from NQTs trained on an undergraduate route to 70 per cent from NQTs trained on an employment-based route.

Among NQTs trained to teach primary, a higher proportion of those on an undergraduate route (86 per cent) than those on a postgraduate route (77 per cent) felt they had a good or very good understanding of the national curriculum.

Some NQTs feel less well prepared to use ICT in their subject teaching (question 2c)

NQTs' responses to this question indicate a drop of one percentage point compared with the previous year. 57 per cent rated their preparation to use ICT as good or very good, producing a negative year-on-year trend. Responses vary greatly across the routes into teaching, ranging from 51 per cent for NQTs trained on an employment-based route to 61 per cent from NQTs trained on an undergraduate route. There are even greater variations between secondary subjects, ranging from 51 per cent from NQTs trained to teach English to 78 per cent from NQTs trained to teach ICT.

NQTs' role in the wider school workforce (questions 2n, 2o, 2p and 2q)

Several of the questions included in the survey are designed to gauge how well prepared NQTs are to take up their role within the school workforce.

In general the responses are encouraging, although at this stage it is not possible to identify long-term trends. There are large variations in responses from NQTs trained on different routes. NQTs trained on an employment-based route, for example, feel much better prepared for working with support staff in the classroom, other teaching colleagues and parents (56, 72 and 61 per cent respectively rated these good or very good) compared with NQTs trained on a traditional postgraduate route (43, 65 and 38 per cent respectively).

The national strategies

The survey included four questions on how well NQTs felt their training provided them with an understanding of the national strategies:

The Foundation Stage (question 3a)

NQTs' responses indicated that they were less well prepared than in the previous year (50 per cent rating it good or very good compared with 54 per cent last year). NQTs who trained on an undergraduate route felt better prepared than those who trained on a postgraduate route (54 per cent compared with 48 per cent).

The national literacy strategy and the national numeracy strategy (questions 3b and 3c)

There were no significant changes to NQTs' responses to these questions, compared with the previous year. However, NQTs trained on an undergraduate route rated these two aspects of the training higher than NQTs trained on a postgraduate route. Of those trained on undergraduate routes, 89 and 90 per cent gave a good or very good rating to the literacy and numeracy training respectively. The corresponding figures from NQTs trained on postgraduate routes were 81 and 84 per cent.

The Key Stage 3 strategy (question 3d)

NQTs' responses indicated a significant increase in the proportion who rated this good or very good compared with the previous year (73 per cent compared with 69 per cent last year) and a strong positive trend. NQTs trained on postgraduate and flexible routes felt better prepared than NQTs trained on an undergraduate or employment-based route (74 per cent good or very good compared with 66 and 65 per cent).

Attachments

Figure 1: Five-year analysis of responses to questions 1a to 1d

Figure 2: Five-year analysis of responses to questions 2a to 2r and 3a to 3d

Figure 3: Five-year analysis of responses to question 1a by primary phase and secondary subject

Questionnaire

Figure 1 The newly qualified teacher survey

Q 1 How NQTs rated:

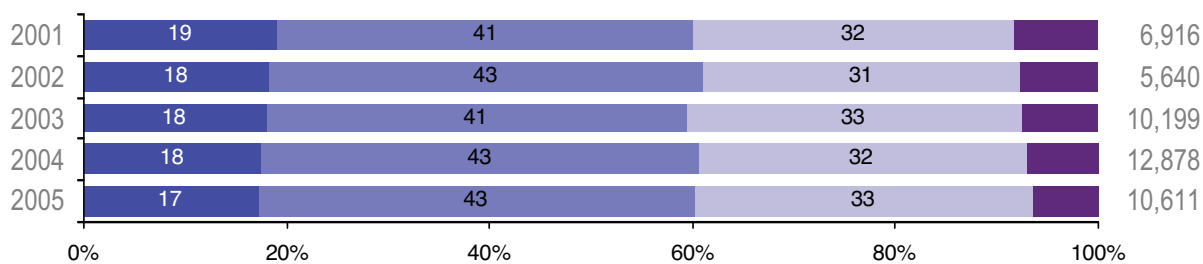


Figure 2 The newly qualified teacher survey

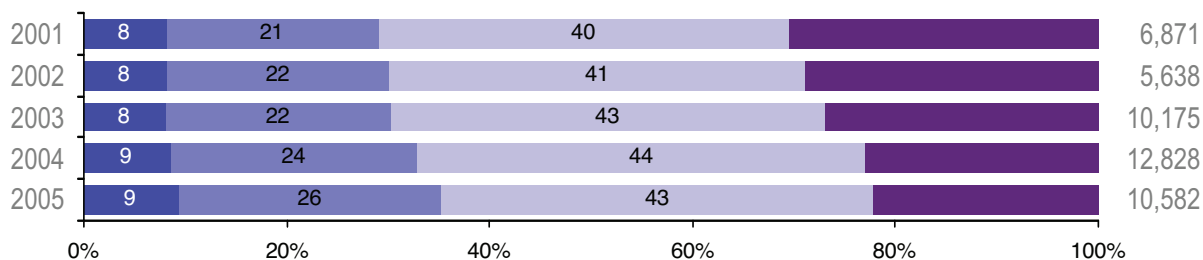
Q 2 How NQTs rated their training in:



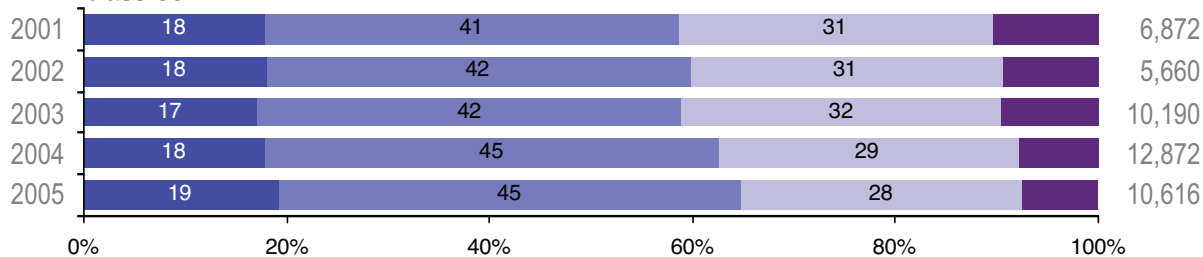
e preparing them to teach pupils of different abilities.



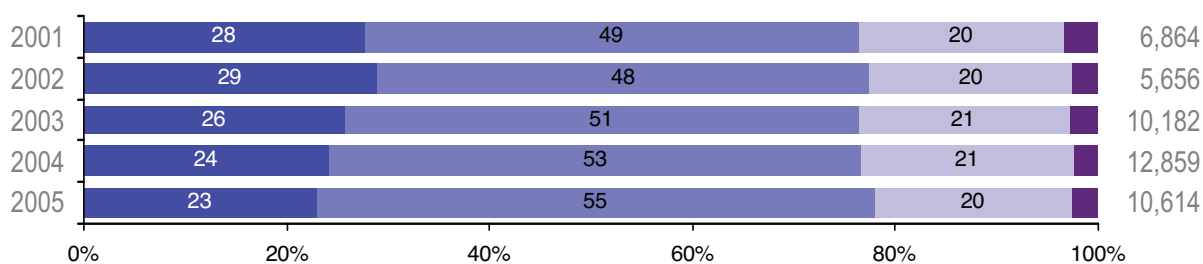
f preparing them to teach pupils from minority ethnic backgrounds.



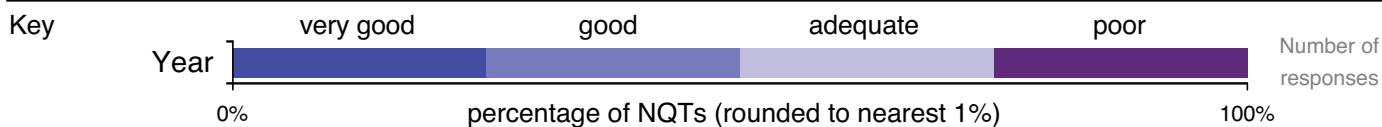
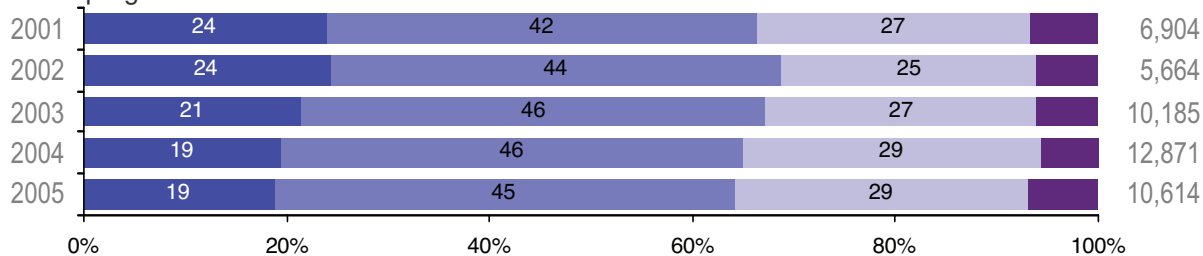
g helping them to establish and maintain a good standard of behaviour in the classroom.



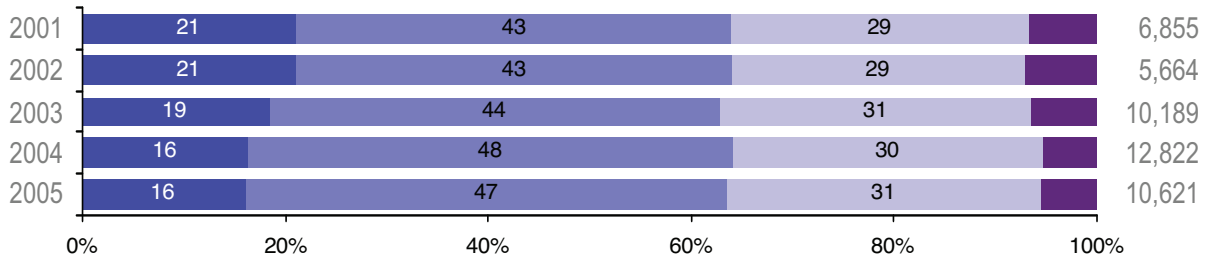
h helping them to use teaching methods that promote pupils' learning.



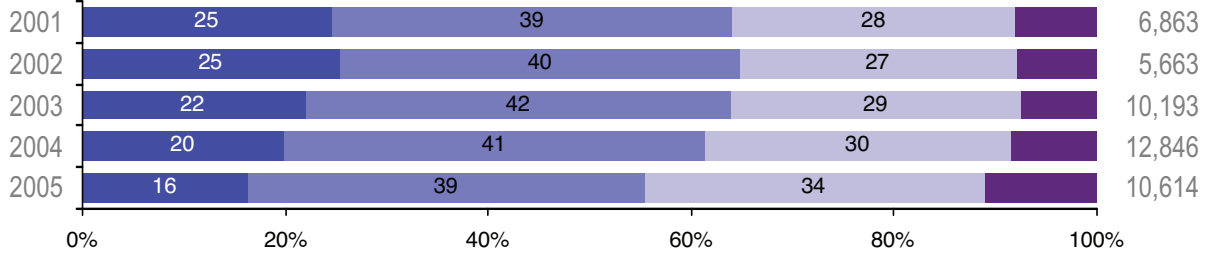
i helping them to understand how to monitor, assess, record and report pupils' progress.



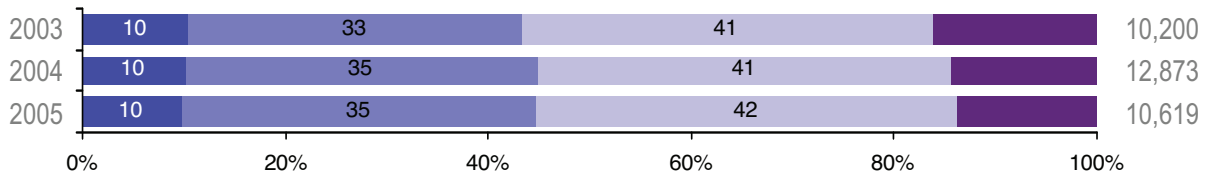
j preparing them to share responsibility for their continuing professional development.



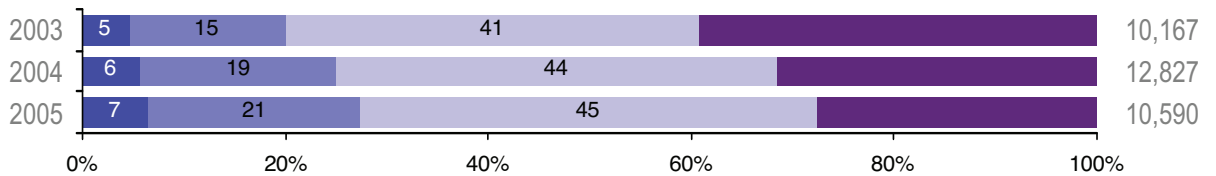
k preparing them to begin their statutory induction period, including the completion of the career entry and development profile.



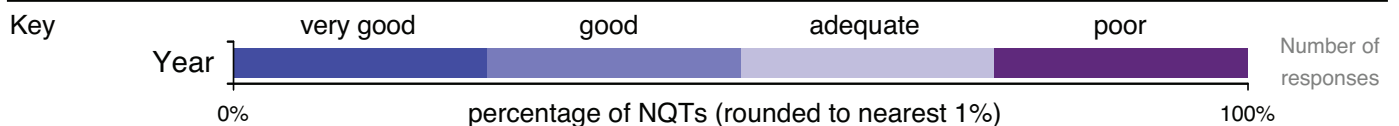
l **new in 2003** preparing them for working with children with special educational needs.



m **new in 2003** preparing them for working with children with English as an additional language.



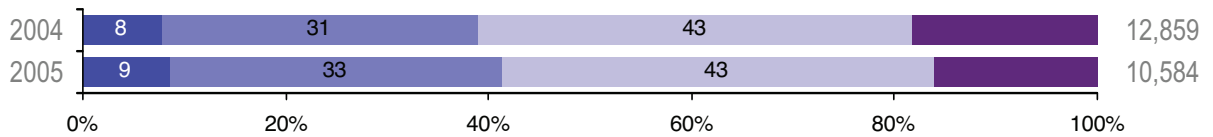
n **new in 2005** preparing them to work with support staff in the classroom.



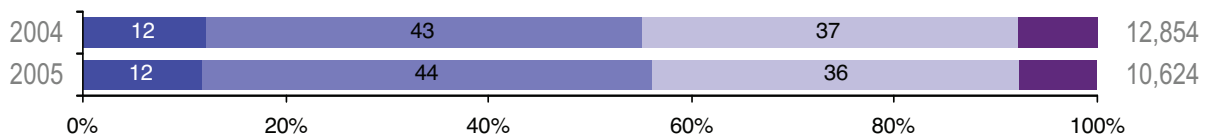
o **new in 2005** preparing them to work with other teaching colleagues.



p **new in 2004** preparing them to work with parents.



q **new in 2004** preparing them for a teacher's statutory responsibility for pupil welfare and safety.



r **new in 2004** preparing them for a leadership role within their school.

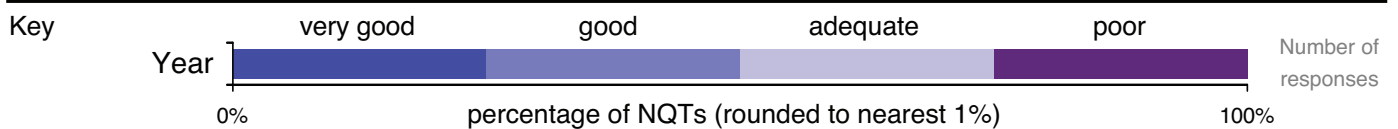
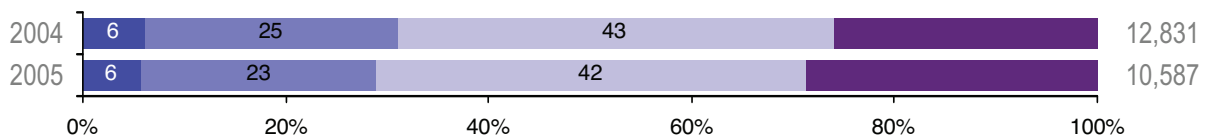


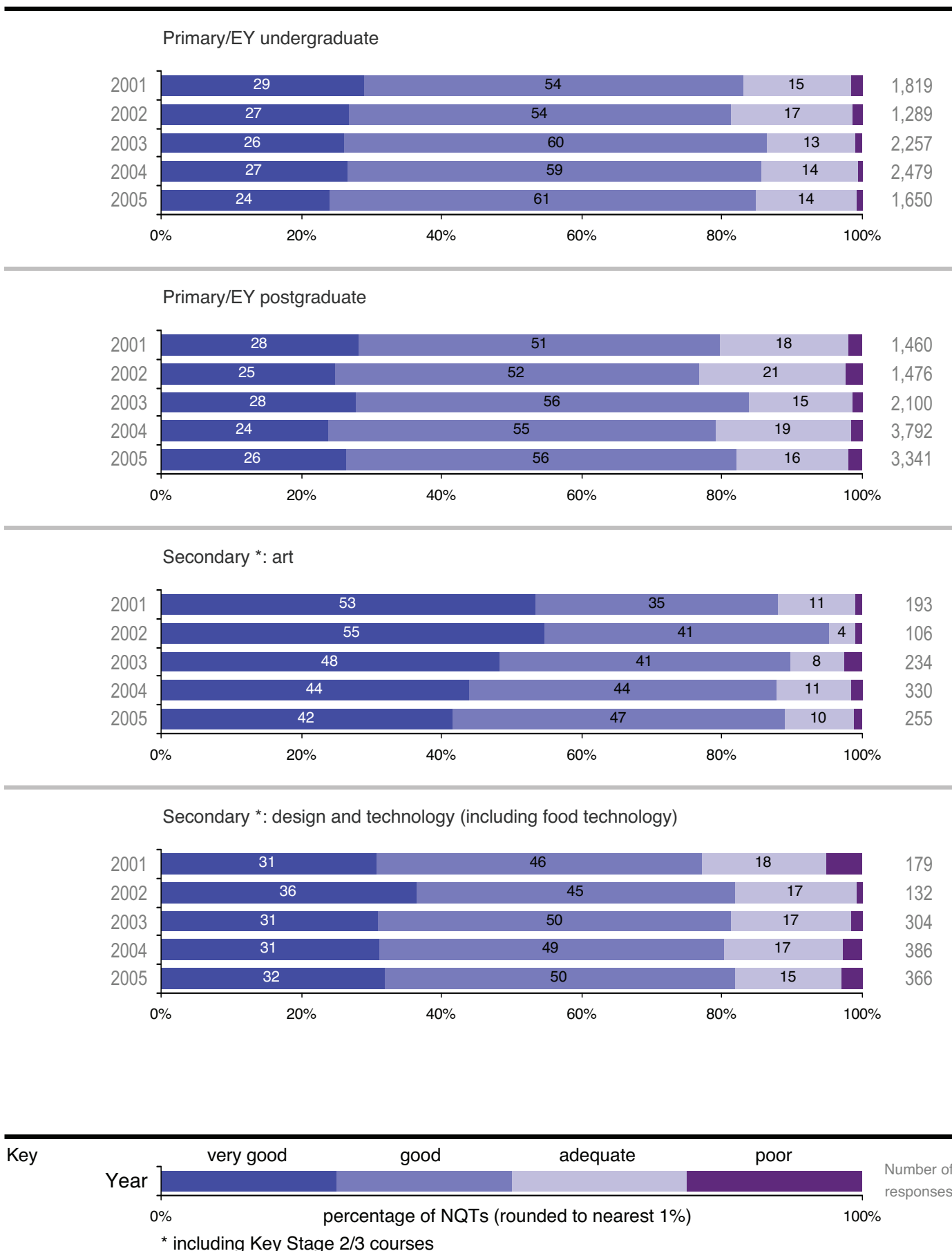
Figure 2 The newly qualified teacher survey

Q 3 How NQTs rated their training in providing them with an understanding of:

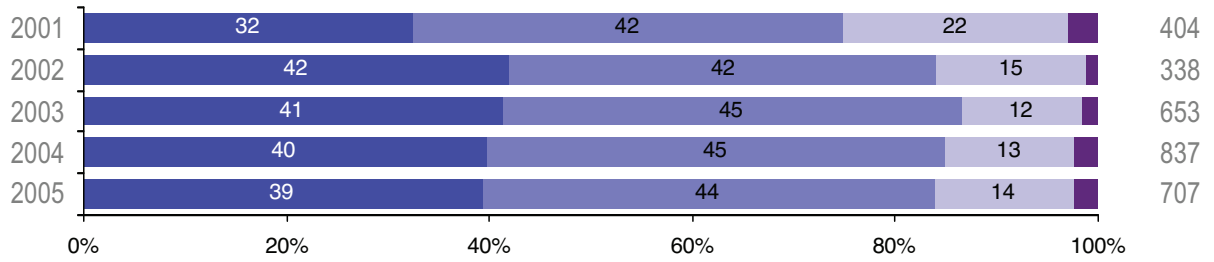


Figure 3 The newly qualified teacher survey

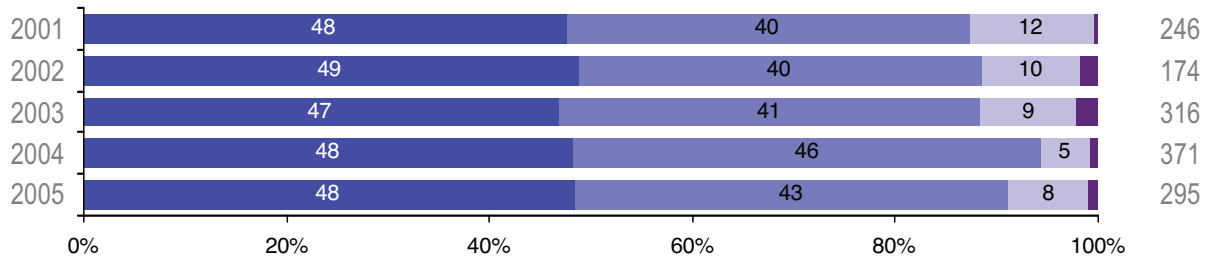
Q 1 a How NQTs rated the overall quality of their training:



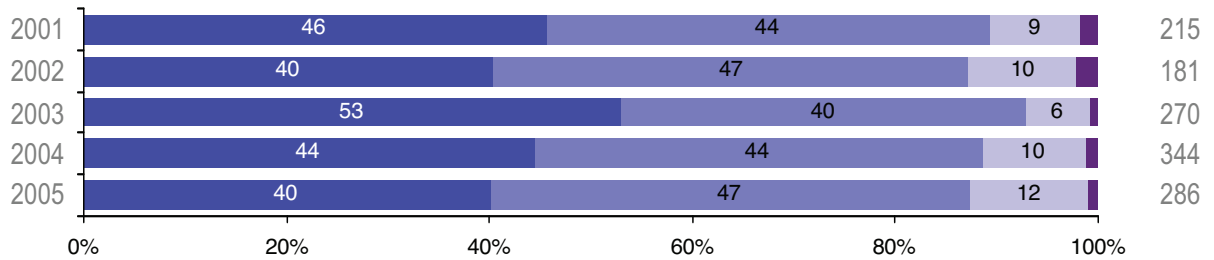
Secondary *: English



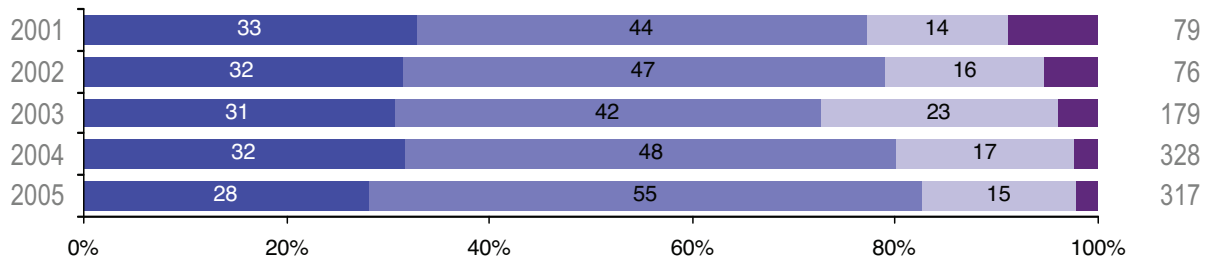
Secondary *: geography



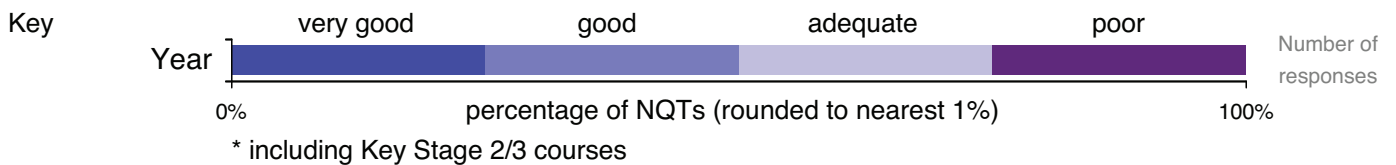
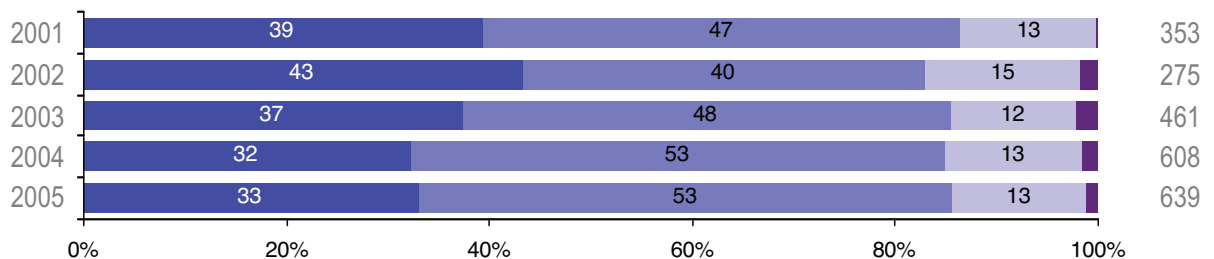
Secondary *: history



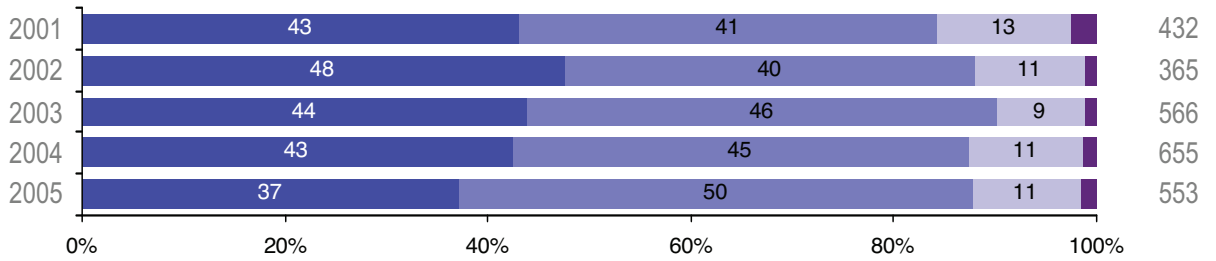
Secondary *: information and communications technology



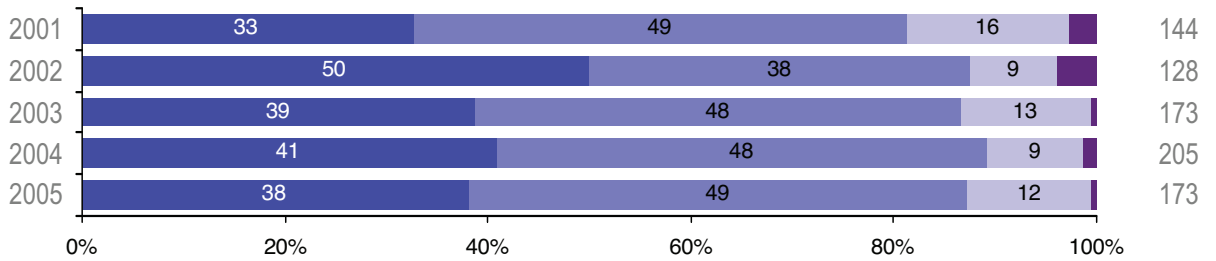
Secondary *: mathematics



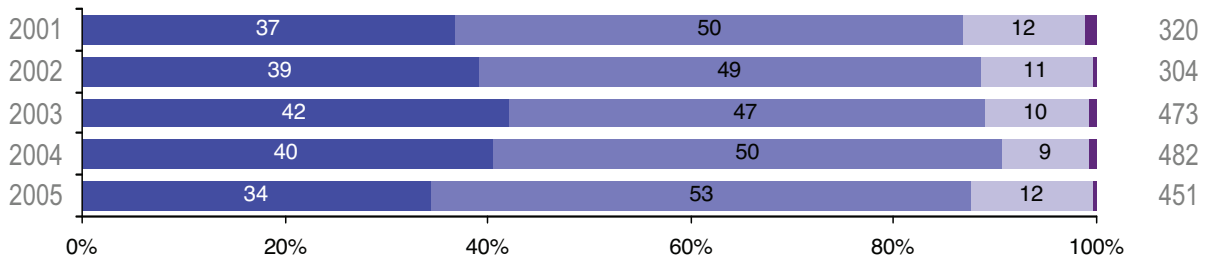
Secondary *: modern languages



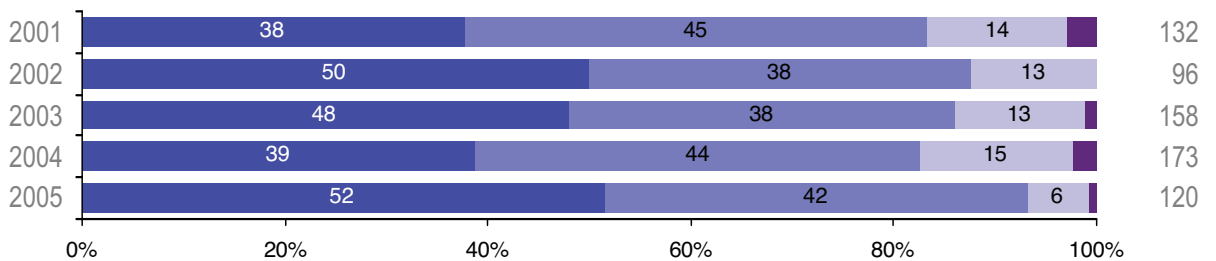
Secondary *: music



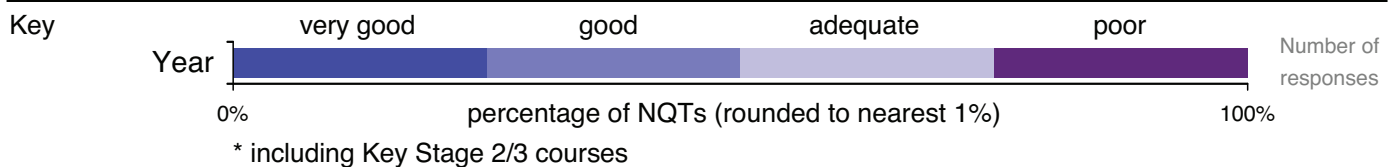
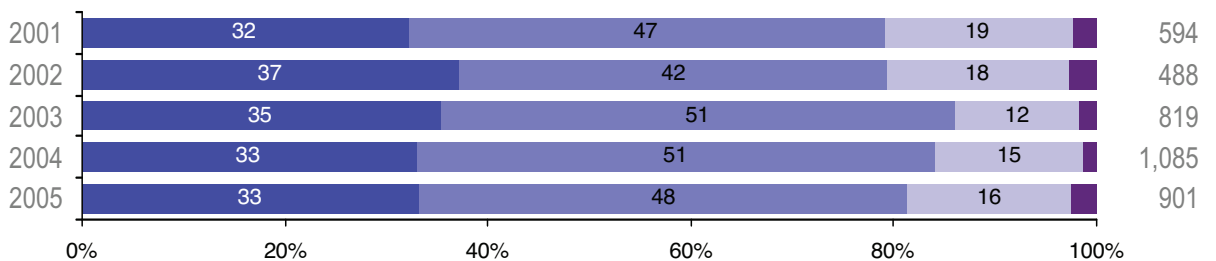
Secondary *: physical education



Secondary *: religious education



Secondary *: science





The Newly Qualified Teacher Survey 2005

Please use blue or black ink and indicate your response by shading the relevant box like this:



Why not complete the survey at www.tta.gov.uk/nqtsurvey

1. Please rate the following:	Very Good	Good	Adequate	Poor
a The overall quality of your training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b The overall quality of assessment and feedback during your training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c The overall quality of support and guidance you received during your training to achieve the standards for qualified teacher status (QTS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d The links between the theory and practice of your training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How good was your training in:	Very Good	Good	Adequate	Poor
a helping you understand the pupils' national curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b providing you with the relevant knowledge, skills and understanding to teach your specialist subject?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c providing you with the knowledge, skills and understanding to use information and communications technology (ICT) in your subject teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d helping you plan your teaching to achieve progression in pupils' learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e preparing you to teach pupils of different abilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f preparing you to teach pupils from minority ethnic backgrounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g helping you to establish and maintain a good standard of behaviour in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h helping you to use teaching methods that promote pupils' learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i helping you to understand how to monitor, assess, record and report pupils' progress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j preparing you to share responsibility for your continuing professional development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k preparing you to begin your statutory induction period, including the completion of the career entry and development profile?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l preparing you for working with children with special educational needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m preparing you for working with children with English as an additional language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n preparing you to work with support staff in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o preparing you to work with other teaching colleagues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p preparing you to work with parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q preparing you for a teacher's statutory responsibility for pupil welfare and safety?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r preparing you for a leadership role within your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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3. How good was your training in providing you with an understanding of:	Very Good	Good	Adequate	Poor
a the Foundation stage? (Foundation and Key Stage 1 teachers only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b the national literacy strategy? (Foundation, primary and Key Stage 2/3 teachers only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c the national numeracy strategy? (Foundation, primary and Key Stage 2/3 teachers only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d the Key Stage 3 strategy? (Key Stage 2/3 and secondary teachers only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Which Key Stages:	Foundation	KS1	KS2	KS3	KS4	Post - 16
a were you assessed on for QTS?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b are you currently teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Which route did you take to gain QTS? Please shade one box only.

- | | |
|---|--|
| <input type="checkbox"/> Undergraduate programme | <input type="checkbox"/> Postgraduate flexible programme |
| <input type="checkbox"/> The DfES Fast Track course | <input type="checkbox"/> Postgraduate programme (including SCITTs) |
| <input type="checkbox"/> An employment-based route | |

6. Which curriculum area/specialist subject were you trained to teach? Please shade one box only.
If you trained to teach more than one subject please indicate your SPECIALIST SUBJECT ONLY

- | | | |
|---|---|---|
| <input type="checkbox"/> Primary with no subject specialism | <input type="checkbox"/> Economics | <input type="checkbox"/> Music |
| <input type="checkbox"/> Art | <input type="checkbox"/> English | <input type="checkbox"/> Physical education |
| <input type="checkbox"/> Business studies | <input type="checkbox"/> Early Years | <input type="checkbox"/> Religious education |
| <input type="checkbox"/> Citizenship | <input type="checkbox"/> Geography | <input type="checkbox"/> Science |
| <input type="checkbox"/> Citizenship with another subject | <input type="checkbox"/> History | <input type="checkbox"/> Social science/studies |
| <input type="checkbox"/> Classics | <input type="checkbox"/> ICT | <input type="checkbox"/> Vocational subject |
| <input type="checkbox"/> Design and technology | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Other, please specify |
| <input type="checkbox"/> Drama/dance | <input type="checkbox"/> Modern languages | _____ |

7. Are you currently teaching the curriculum area/specialist subject you were trained to teach? Yes No

8. In which year did you gain QTS? 2002 2003 2004

9. Do you have a disability? (If yes, please answer Q10. If no, please go to Q11.) Yes No

10. Did you declare to your training provider that you had a disability? Yes No

11. Employment status
- | | | |
|--|---|---|
| <input type="checkbox"/> Permanent teaching contract | <input type="checkbox"/> Fixed term teaching contract | <input type="checkbox"/> Not currently teaching but looking for teaching post |
| <input type="checkbox"/> Supply teaching contract | <input type="checkbox"/> Not currently teaching and not looking for teaching post | |

12. May we contact you about your training and teaching? (answering this question is optional)

- I consent to the TTA contacting me again regarding issues specifically in this survey
- I consent to the TTA contacting me again regarding issues relating to my training and teaching which may fall outside of the scope of this survey

If yes please provide your e-mail and telephone number below (please write clearly in CAPITAL LETTERS)

E-mail: _____ Tel: | | | | | | | | | | | | | | | |

If you wish you may add additional comments on your training:

The Teacher Training Agency (TTA) will hold and use all the data supplied, including contact details, within the provision of the Data Protection Act 1998. The personal information on this questionnaire may be used by the TTA and/or its agreed contractors for data matching; all information will be kept STRICTLY CONFIDENTIAL for use by TTA and its processors only. The results of this survey will be anonymised before any publication. The TTA is committed to improving the quality and efficiency of all routes into the teaching profession and the data from this survey will be used solely for this purpose.

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Teacher Training Agency

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www.tta.gov.uk

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