General Teaching Council for England

# Survey of Teachers 2007

Report two / **Teachers' Views on Pupil Achievement** /
**Appendices** / January 2008

General Teaching Council
for England

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# Survey of Teachers 2007

## Appendices

Report two: Teachers' views on pupil achievement

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# Methodology
## Overview of methodology

### Questionnaire development
The questionnaire was developed in collaboration with the General Teaching Council for England (GTC). In 2007, five questions on career plans and professional development were asked. These were retained from the 2006 questionnaire for tracking purposes. In a departure from the approach taken in previous years, the rest of the questionnaire focused on various aspects of one topical issue, pupil achievement. In addition, there were questions to gather pieces of background information from respondents that were not available elsewhere.

The draft questionnaire was piloted by two groups of teachers, one with under five years' length of service and the other with over five years' length of service, to help inform the final version. In drafting the final version of the questionnaire, the GTC's and teachers' feedback were taken on board, and amendments made about what influenced their decision on whether or not to respond; understanding of terminology; and agreement on what the key variables for each main question should be.

### The fieldwork period
The questionnaire was sent by post to the selected sample of teachers in February 2007, six weeks before the original deadline. An introductory letter was attached to the questionnaire, one of the purposes of which was to give teachers the option to respond online. In order to maximise response rates, a further two reminders with copies of the questionnaire were sent by post or, where available, by email, and the deadline was extended until after Easter, to 25 April. ORC International guaranteed the anonymity of respondents.

### Sampling strategy
The random sample of 10,000 teachers was drawn from the GTC database of registered teachers. The number of teachers on the register who were eligible for inclusion in the sample pool was 428,758. Eligibility criteria were that teachers should be fully registered with the GTC and required to register, should be listed as in-service, should be aged 65 years or less, and should not be retired (or, if retired, should have a date of last employment of 1 September 2006 or after). Also excluded were teachers who had been drawn in the main or booster sample for the 2006 survey, and teachers who had elected to receive only 'mandatory' mailings from the GTC. As in previous years, teachers with incomplete addresses were removed, so too were any teachers who took part in focus groups as part of the design of the 2007 survey. This left a sampling pool of 426,065 from which to draw the stratified sample.

The sample was drawn using five of the six stratifying variable used in previous years:

- gender;
- phase of education;
- school type;
- government office region; and
- age group.

The exception was working hours (full time, part time, supply), as it was felt that the data held on the GTC database were not entirely up to date. A decision was taken to drop working hours as a stratifying variable and include it as a question in the survey.

### Separate survey on views of black and minority ethnic teachers

Recognising the importance of obtaining views from minority ethnic group teachers, the questionnaire was sent to a further (booster) sample of 2800 teachers who are recorded on the GTC database as being from a minority ethnic group. It was not possible to draw a representative sample of teachers from minority ethnic groups because GTC data on the population of these teachers are not entirely complete.

Results for the main survey and the black and minority ethnic (BME) teachers' survey have been kept separate for reporting purposes. A different sample was drawn from the GTC database for the BME survey, and it was not possible to make this representative of the wider population of teachers because teachers' ethnicity has only recently started being collected. Further background and the results of the BME survey are reported in a separate document, which can be found on the GTC website (www.gtce.org.uk). BME teachers returned a total of 538 valid questionnaires.

### Responses

A total of 2996 completed questionnaires were received; of these, 2489 were from the main sample and 485 from the booster sample. There were 2426 returned on paper and 191 online. However, the data-cleaning process revealed that 27 duplicated questionnaires were received. Twenty-two teachers had torn off the unique identification number on their questionnaire. These teachers were, therefore, included only in the analysis of frequencies, but could not be included in further analysis that required linking their responses to background variables in the original sample. The total number of questionnaires reported on was 2489.

### Trend questions

All or most parts of nine questions were repeated from the 2006 questionnaire; four of these had also appeared in the 2005 and three in the 2004 questionnaires. The purpose of the trend questions was to ascertain whether or not any patterns of change over time had taken place. See Table A1 for a summary of trend questions and Appendix D for further details and the data.

### Quantitative and advanced analysis

Frequencies, percentages, cross-tabulations with an indicator of statistically significant difference between groups, and advanced statistical analyses are used throughout the report. Further details on advanced statistical analysis can be found in section A1.3. Data used in the body of the report but not presented in full can be found in the appendices.

### Qualitative analysis

In total, there were seven open questions in the survey in 2007. Text was coded with the use of a coding frame, and the coded data were consolidated into broad themes for analysis purposes. Verbatim quotes are used throughout the report to enrich understanding of teachers' experiences and views and to add new insights not brought to the fore by other means.

**Table A1 Trend questions**

| Question topic | 2004 | 2005 | 2006 | 2007 |
|---|---|---|---|---|
| Current role | | | Q1a | Q1 |
| Key stage | | | Q1b | Q2 |
| How respondents envisage career developing over the next 5 years | | | Q2 | Q4 |
| Whether or not professional development needs in the last 12 months were felt to have been met | Q4 | Q9 | Q7b | Q5 |
| Importance of factors in addressing underachievement | | | Q5 | Q11 |
| National initiatives and government policies | Q14 | Q17 | Q20 | Q14 |
| Participation in training on equality issues | | | Q12a | Q18 |
| Level of understanding of the implications of equality issues for classroom practice | | | Q12b | Q19 |
| Ethnic / cultural background | | | | Unnumbered |

## Achieved sample

This section of the appendix describes in more detail the characteristics of the teachers who responded. The achieved main sample of 2489 was compared with the population in terms of the key stratifying variables. Tables A2 to A6 show the achieved sample proportions alongside the population proportions.

**Table A2 Achieved sample by gender**

| Gender | Population % | Achieved sample % |
|---|---|---|
| Male | 25.8 | 20.0 |
| Female | 74.2 | 80.0 |
| Total | 100.0 | 100.0 |

**Table A3 Achieved sample by age group**

| Age group (years) | Population % | Achieved sample % |
|---|---|---|
| 20-24 | 3.3 | 4.2 |
| 25-29 | 13.3 | 12.7 |
| 30-39 | 26.3 | 22.3 |
| 40-49 | 24.1 | 24.4 |
| 50-59 | 30.5 | 34.4 |
| 60 and over | 2.4 | 2.1 |
| Total | 100.0 | 100.0 |

**Table A4 Achieved sample by government office region**

| Government office region | Population % | Achieved sample % |
|---|---|---|
| North East | 5.3 | 4.9 |
| North West / Merseyside | 14.2 | 12.7 |
| Yorkshire and The Humber | 10.3 | 10.2 |
| East Midlands | 8.6 | 9.2 |
| West Midlands | 11.4 | 11.4 |
| Eastern | 10.6 | 10.9 |
| London | 12.3 | 10.9 |
| South East | 15.2 | 17.4 |
| South West | 9.8 | 10.0 |
| Unspecified | 2.3 | 2.4 |
| Total | 100.0 | 100.0 |

**Table A5 Achieved sample by phase of education**

| Phase of education | Population % | Achieved sample % |
|---|---|---|
| Primary | 44.6 | 47.9 |
| Secondary | 44.2 | 40.0 |
| Not applicable | 11.1 | 12.2 |
| Total | 100.0 | 100.0 |

**Table A6 Achieved sample by school type**

| School type | Population % | Achieved sample % |
|---|---|---|
| Community | 58.2 | 57.1 |
| Community special | 3.1 | 3.0 |
| Foundation | 8.9 | 9.0 |
| Foundation special | 0.1 | 0.0 |
| LEA | 4.4 | 5.3 |
| LEA nursery school | 0.4 | 0.3 |
| Non-maintained special | 0.2 | 0.3 |
| Pupil referral unit | 0.7 | 0.8 |
| Teacher supply agency | 2.3 | 2.4 |
| Voluntary aided | 15.2 | 14.2 |
| Voluntary controlled | 6.5 | 7.5 |
| Total | 100.0 | 100.0 |

There were some small differences between the achieved sample and the population. The variables affected were age, gender and phase of education. Some categories were over-represented (age group 50-59 years, women, primary), and others were under-represented (age group 30-39 years, men, secondary). Chi-square tests were then conducted on each variable to check statistically whether the differences / variations seen were significant, that is, genuine, or whether they were due to chance.

For age, gender and phase of education, the tests indicated that the differences were significant. Region was a ‘borderline’ result in that we could only just conclude that the differences were significant. School type was the only stratifying variable where the

achieved sample categories did not differ significantly from those of the wider population of teachers. The results from the chi-square tests were not altogether surprising. With the large numbers involved there is a greater chance of a significant result.

Based on these findings, it appears that an element of non-response bias had crept into our achieved sample. One way of illustrating this is to look at the response rates for demographic groups. For example, the overall response rate was 25%, but among men only it was 20%. On most surveys we are aware that there is usually non-response bias or other types of known bias. One form of remedial action is to weight the data back to the known population.

The chi-square tests identified three variables (age, gender and phase) where differences between the drawn sample and the achieved sample were significant. Three weighting strategies were developed using these three variables to investigate the effects of weighting the data to correct for the non-response bias:

- **strategy 1** – weighting by gender and phase;
- **strategy 2** – weighting by age and gender; and
- **strategy 3** – weighting by age and phase of education.

Once the data had been weighted, we compared the unweighted and weighted frequencies for all the questions (variables). Tables such as A7 and A8 were created and analysed.

**Table A7 Weighted and unweighted data: government office region**

| Government office region | Unweighted | | Weighted | | Variation |
|---|---|---|---|---|---|
| | Frequency | Percentage | Frequency | Percentage | |
| 1 North East | 122 | 4.9 | 126 | 5.1 | 0.2 |
| 2 North West / Merseyside | 317 | 12.7 | 312 | 12.5 | –0.2 |
| 3 Yorkshire and The Humber | 255 | 10.2 | 257 | 10.3 | 0.1 |
| 4 East Midlands | 228 | 9.2 | 225 | 9.0 | –0.1 |
| 5 West Midlands | 284 | 11.4 | 288 | 11.6 | 0.2 |
| 6 Eastern | 271 | 10.9 | 271 | 10.9 | 0.0 |
| 7 London | 271 | 10.9 | 274 | 11.0 | 0.1 |
| 8 South East | 432 | 17.4 | 431 | 17.3 | 0.0 |
| 9 South West | 250 | 10.0 | 248 | 10.0 | –0.1 |
| 10 Unspecified | 59 | 2.4 | 56 | 2.3 | –0.1 |
| Total | 24,869 | 100.0 | 2489 | 100.0 | |

**Table A8 Weighted and unweighted data: question 4a, I anticipate that I will continue to develop in the role identified in question 1**

| | Unweighted | | Weighted | | Variation |
|---|---|---|---|---|---|
| | Frequency | Percentage | Frequency | Percentage | |
| 1 Highly likely | 1117 | 44.9 | 1107 | 44.5 | –0.4 |
| 2 Likely | 628 | 25.2 | 631 | 25.4 | 0.1 |
| 3 Undecided | 162 | 6.5 | 163 | 6.5 | 0.0 |
| 4 Unlikely | 107 | 4.3 | 110 | 4.4 | 0.1 |
| 5 Highly unlikely | 99 | 4.0 | 102 | 4.1 | 0.1 |
| 6 Not applicable | 59 | 2.4 | 56 | 2.2 | –0.1 |
| Total | 2172 | 87.3 | 2168 | 87.1 | |
| Missing system | 317 | 12.7 | 321 | 12.9 | 0.2 |
| Total | 2489 | 100.0 | 2489 | 100.0 | |

From this exploratory weighting exercise, we concluded that while there is an element of non-response bias in the survey, when we compared the effects of weighting on the other variables, the differences (variation) between the unweighted and weighted frequencies are minimal, varying by less than 1.5% in most cases and less than 2% in a very small minority. In the opinion of the researchers, this is within the realms of random variation and the robustness of the sample was not affected. Therefore, weighting of the data was deemed unnecessary by researchers and the GTC. However, the use of weighting would not have overcome the limitations imposed by the very low response rate.

## Data and analysis

The data for different groups of respondents were analysed using questionnaire variables, background data from the GTC database, and background data from the Department for Children Schools and Families (DCSF) database.

Questionnaire variables relate to the responses given in the survey, which were largely attitudinal but also include some demographic or factual questions. These were: professional role; current working status; key stage; ethnic / cultural background; and whether the teachers considered themselves to have a disability (according to the Disability Discrimination Act definition).

GTC background data consisted of: gender; age; length of service; government office region; phase of education; and school type.

As in previous years, DCSF data relating to schools were made available for the purposes of this survey. The key variables of interest were local authority (from which we created a ‘new’ variable, urban LA) and school type, as well as other school data that allowed us to create two measures of school context. The construction of these variables is discussed later in this section.

Details of variables that have been derived / created for use in the analysis are shown below.

## Urban local authority

Grouping local authorities into 'urban and non-urban' created a further measure. Metropolitan Boroughs, London Boroughs, city councils and a few councils known to be mostly urban were deemed urban. County and district councils were deemed 'non-urban' as these are largely but not totally rural. In total, the 2489 teachers who responded came from 2430 schools in 148 different local authorities across England. There were 1088 respondents from local authorities deemed 'urban', and 1342 from local authorities deemed 'non-urban'.

## Ethnicity variable

Categories of ethnicity were collapsed for ease of analysis, as follows:

| Collapsed category | Description on questionnaire |
|---|---|
| Non-BME | White British; White Irish; Other White |
| BME | African; Caribbean; Other Black; Indian; Pakistani; Bangladeshi; Other Asian; Chinese / Chinese British; White and Black Caribbean; White and Black African; White and Asian; Other Mixed; Any other background |

## Measures of challenge

The following variables are extracted from the DCSF (then Department for Education and Skills (DfES) database to create the measures of school context:

- percentage of pupils known to be eligible for free school meals;
- percentage of pupils whose first language is known or believed to be other than English;
- percentage of pupils with special needs with statements, plus percentage of pupils with special needs without statements; and
- percentage of pupils in school who achieve the expected levels in national tests.

The percentage of pupils in schools who achieve the expected levels in national tests is constructed as follows:

- **Key Stage 2**: average of percentage of pupils achieving level 4 or above in English, percentage of pupils achieving level 4 or above in mathematics, and percentage of pupils achieving level 4 or above in science;
- **Key Stage 3**: average of percentage of pupils achieving level 5 or above in English, percentage of pupils achieving level 5 or above in mathematics, and percentage of pupils achieving level 5 or above in science;
- **Key Stage 4**: percentage of pupils achieving level 2 threshold. Note, if KS4 results were not available then KS3 results were used instead.

From these variables two measures of challenge were created:

- measure of social / linguistic challenge, influenced by the percentage of pupils known to be eligible for free school meals and the percentage of pupils whose first language is known or believed to be other than English; and
- measure of academic / SEN challenge, influenced by the percentage of pupils with special needs with statements, plus the percentage of pupils with special needs without statements, and the percentage of pupils in school who achieve the expected levels in national tests.

As in 2006, special schools were excluded from the calculation, as it was felt their challenge is of a very different type from mainstream schools and was not felt to be theoretically comparable. Where data on key stage results were not available for all schools (in particular for small primary schools), an average (mean) value was estimated.

Factor analysis (principal components analysis with 'varimax' rotation) was used to create the two measures of challenge for primary and secondary schools. These measures were then standardised to have a mean of 100 and standard deviation of 5. A score below 100 indicated lower than average challenge, a score above 100 indicated higher than average challenge. For each measure, primary and secondary schools were divided into four quartiles, ranging from lower to higher scores on each of the measures.

## Basic analysis

Basic frequency tables were produced showing the distribution of responses to each survey question, along with missing responses. Further tables were produced to allow for year-on-year comparisons of survey results from 2004 to 2007 (where appropriate). Cross-tabulations were also produced, many of which were analysed using the chi-square test to see whether there were any statistically significant differences between teachers from different personal and professional backgrounds. It is important to be aware of the tests' sensitivity to large sample sizes (that is, the larger the sample size the more likely the test is to show significance).

Full details of frequency tables can be found in Appendix C. In addition, supporting cross-tabulation results indicating significant differences are presented in Appendix F.

## Factor analysis

The main applications of factor analytic techniques are to:

- reduce the number of variables or questions; and
- detect structure in the relationships between variables.

The use of factor analysis is based on the view that responses to particular questions are caused or affected by underlying factors. The assumption is that, if this is the case, such questions will be answered similarly and hence will correlate highly with each other.

Scalar question responses were converted into suitable numerical values and a statistical procedure used to search for patterns in question responses. Once a set of factors was obtained, reliability analysis was undertaken to study the properties of the measurement scales and the questions that make them up. The final stage of this analysis was to group the questions that are related to each other to give a score on a combined scale. Each question grouping was qualitatively assigned a label reflecting the underlying theme represented by the factor.

The method of factor analysis used was principal components analysis with varimax rotation. As each battery of questions consisted of different response scales (for example, responses to question 4 are given on a five-point scale 'highly likely to highly unlikely'; responses to question 11 are on a four-point scale 'very important to not

important'), the analysis was limited to investigating factors within each question individually.

The factors identified were further analysed in terms of background variables from the questionnaire, GTC database and DCSF data, where the factors were used as response (dependent) variables in regression analysis.

For question 7 (How closely do the following statements reflect **your personal beliefs** on pupil achievement?), two factors were extracted, representing the following underlying themes:

- **factor 4**: individuals' learning for life (beliefs of); and
- **factor 5**: output as measured by education system (beliefs of).

For question 8 (In your **actual experience** what level of priority is given to each aspect of pupil achievement?), three factors were extracted, representing the following underlying themes:

- **factor 5**: individuals' learning for life (experience of);
- **factor 6**: output as measured by education system (experience of); and
- **factor 7**: achievement across the whole curriculum.

For question 11 (In your experience, how important are each of the following factors in addressing underachievement?) three factors were extracted, representing the following underlying themes:

- **factor 8**: support from beyond the classroom and class teacher;
- **factor 9**: high pupil–adult ratio; and
- **factor 10**: teacher development and leadership

For question 14 (In your experience what impact have the following policies had on supporting achievement?) three factors were extracted, representing the following underlying themes:

- **factor 11**: learning practices and resources;
- **factor 12**: public accountability and parental choice; and
- **factor 13**: teacher development and performance.

Tables A9 to A12 show the factor solutions (total variance explained and rotated component matrix) for questions 7, 8, 11 and 14.

## Table A9 Factor solution for question 7 'How closely do the following statements **reflect** your personal beliefs **on pupil achievement?**'

**Question 7 How closely do the following statements reflect your personal beliefs on pupil achievement?**

**Total Variance Explained**

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 3.562 | 44.521 | 44.521 | 3.562 | 44.521 | 44.521 | 3.166 | 39.569 | 39.569 |
| 2 | 1.223 | 15.283 | 59.804 | 1.223 | 15.283 | 59.804 | 1.619 | 20.235 | 59.804 |

Extraction Method: Principal Component Analysis.

**Rotated Component Matrix(a)**

| | Component | |
|---|---|---|
| | 1 | 2 |
| q7f Pupil achievement at school should be thought of mainly in terms of capacity to work creatively to find solutions to real-life problems | 0.802 | 0.100 |
| q7e Pupil achievement at school should be thought of mainly in terms of capacity to work collaboratively with others | 0.785 | 0.157 |
| q7c Pupil achievement at school should be thought of mainly in terms of becoming life-long learners | 0.766 | 0.131 |
| q7b Pupil achievement at school should be thought of mainly in terms of capacity to be active citizens | 0.737 | 0.139 |
| q7g Pupil achievement at school should be thought of mainly in terms of learning to learn | 0.721 | 0.188 |
| q7h Pupil achievement at school should be thought of mainly in terms of good results in key stage subject and skill areas that are nationally tested | -0.100 | 0.865 |
| q7d Pupil achievement at school should be thought of mainly in terms of progression to the next stage of education or training | 0.327 | 0.715 |
| q7a Pupil achievement at school should be thought of mainly in terms of achievement across the whole curriculum | 0.373 | 0.504 |

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Note, cases with missing values were excluded from the analysis.

## Table A10 Factor solution for question 8 'In your actual experience what level of priority is given to each aspect of pupil achievement?'

**Question 8 In your actual experience what level of priority is given to each aspect of pupil achievement?**

**Total Variance Explained**

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 2.762 | 34.521 | 34.521 | 2.762 | 34.521 | 34.521 | 2.676 | 33.456 | 33.456 |
| 2 | 1.124 | 14.049 | 48.571 | 1.124 | 14.049 | 48.571 | 1.122 | 14.027 | 47.483 |
| 3 | 0.938 | 11.719 | 60.290 | 0.938 | 11.719 | 60.290 | 1.025 | 12.807 | 60.290 |

Extraction Method: Principal Component Analysis.

**Rotated Component Matrix(a)**

| | Component | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| q8f capacity to work creatively to find solutions to real-life problems | 0.753 | -0.035 | -0.028 |
| q8c becoming life-long learners | 0.750 | 0.005 | 0.135 |
| q8e capacity to work collaboratively with others | 0.700 | 0.000 | 0.024 |
| q8g learning to learn | 0.690 | 0.026 | 0.040 |
| q8b capacity to be active citizens | 0.686 | -0.073 | 0.151 |
| q8d progression to the next stage of education or training | 0.198 | 0.783 | 0.076 |
| q8h good results in key stage subject and skill areas that are nationally tested | -0.243 | 0.708 | -0.110 |
| q8a achievement across the whole curriculum | 0.106 | -0.024 | 0.981 |

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 4 iterations.

Note, cases with missing or unable to comment values were excluded from the analysis.

## Table A11 Factor solution for question 11 'In your experience, how important are each of the following factors in addressing underachievement?'

**Question 11 In your experience, how important are each of the following factors in addressing underachievement?**

**Total Variance Explained**

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 2.608 | 26.079 | 26.079 | 2.608 | 26.079 | 26.079 | 1.838 | 18.381 | 18.381 |
| 2 | 1.525 | 15.246 | 41.325 | 1.525 | 15.246 | 41.325 | 1.798 | 17.979 | 36.360 |
| 3 | 1.203 | 12.032 | 53.357 | 1.203 | 12.032 | 53.357 | 1.700 | 16.997 | 53.357 |

Extraction Method: Principal Component Analysis.

**Rotated Component Matrix(a)**

| | Component | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| q11b Out of hours school provision | 0.689 | -0.169 | -0.008 |
| q11c Parents / carers or other volunteers working in the classroom | 0.653 | 0.142 | 0.023 |
| q11h Support from non-educational professionals | 0.645 | 0.189 | 0.149 |
| q11a Access to educational expertise from outside the school | 0.610 | 0.062 | 0.217 |
| q11g Small group teaching | 0.052 | 0.857 | 0.039 |
| q11f Small classes | -0.015 | 0.798 | -0.069 |
| q11i Support staff working in the classroom | 0.285 | 0.500 | 0.309 |
| q11d Professional development for teachers | 0.153 | 0.009 | 0.768 |
| q11e Quality of school leadership | -0.018 | -0.092 | 0.748 |
| q11j Teacher to teacher support | 0.204 | 0.285 | 0.615 |

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 4 iterations.

Note, cases with missing or no experience values were excluded from the analysis.

## Table A12 Factor solution for question 14 'In your experience what impact have the following policies had on supporting achievement?'

**Question 14 In your experience what impact have the following policies had on supporting achievement?**

**Total Variance Explained**

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 3.504 | 21.899 | 21.899 | 3.504 | 21.899 | 21.899 | 2.263 | 14.147 | 14.147 |
| 2 | 1.521 | 9.508 | 31.407 | 1.521 | 9.508 | 31.407 | 1.972 | 12.326 | 26.472 |
| 3 | 1.130 | 7.064 | 38.471 | 1.130 | 7.064 | 38.471 | 1.920 | 11.998 | 38.471 |

Extraction Method: Principal Component Analysis.

**Rotated Component Matrix(a)**

| | Component | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| q14c Personalised learning | 0.590 | 0.212 | 0.103 |
| q14a Every Child Matters | 0.549 | 0.237 | 0.077 |
| q14n Collaboration and networking between schools | 0.536 | -0.044 | 0.165 |
| q14b Extended school provision | 0.499 | 0.361 | -0.083 |
| q14p Investment in information and communications technology (ICT) | 0.483 | -0.027 | 0.191 |
| q14e Equalities legislation (race, disability, gender) | 0.438 | 0.183 | 0.115 |
| q14o New school buildings | 0.421 | -0.170 | 0.094 |
| q14d Assessment for learning (AfL) | 0.352 | 0.164 | 0.349 |
| q14k Performance tables | -0.136 | 0.673 | 0.279 |
| q14m Extending parental choice | 0.214 | 0.620 | -0.107 |
| q14j School inspection | -0.028 | 0.584 | 0.434 |
| q14l Diversifying types of schools | 0.173 | 0.583 | 0.079 |
| q14i Performance management | 0.111 | 0.327 | 0.633 |
| q14g Development of school leadership | 0.340 | -0.048 | 0.630 |
| q14f Enhancing teacher development | 0.359 | -0.095 | 0.578 |
| q14h Recently introduced changes to the duties of teachers | 0.029 | 0.106 | 0.522 |

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 10 iterations.

Note, cases with missing or no experience values were excluded from the analysis.

## Regression analysis

Multiple regression analysis was used to explore relationships in the data more precisely, building regression models to investigate impact on teachers' responses. While chi-square tests between two variables can identify whether the variables are statistically associated (related), the association may be present because of a third variable. Multiple regression measures the effect of different variables on the dependent variable, while controlling for the effects of other variables.

The variables that have been included in regression analysis are described later in this section. These variables are those that were available to us, either through the GTC and DCSF databases, or through the questionnaire; however, there are likely to be other variables affecting teachers' responses, for example local circumstances, that have not been measured in the survey. As it is not possible to include these other variables in the models it can limit the explanatory power of the regression models.

Two types of regression have been undertaken, linear and logistic regression. Linear regression uses a continuous dependent variable, where the variable has been measured on a scale. Logistic regression is used to predict the presence or absence of a characteristic or outcome based on values of a set of predictor variables. In binary logistic regression the outcome variable is a dichotomous variable taking the values of 0 or 1. We aim to model the probability of a positive ('1') response. If the outcome variable is 'polychotomous', then nominal logistic regression is used.

Output from linear and logistic regression is interpreted slightly differently. In linear regression, the unstandardised B (beta) coefficient represents the change in the mean of the dependent variable for a one-unit change in the independent variable. For example, if the B coefficient for gender is 3, this means that for women, the mean of the independent variable is 3 units higher than for men. The odds ratio (OR) provides the principal guide to interpretation of logistic regression models. For example, if the OR for women is 1.6, then the odds of a women giving a positive ('1) response are 1.6 times (about 60% greater than[1]) the odds that a man would (holding all other variables constant).

The dependent variables used in the regression analysis were the 11 factors extracted from questions 7, 8, 11 and 14. Due to the way factor analysis was undertaken on each question battery separately, the number of questions that make up each factor is few. In some factors it may not be feasible (statistically valid) to use linear regression, and so an alternative (logistic regression) will be used. (For example, the third factor in question 8 consists of only one question; in this case, the question will be recoded into a dichotomous variable for use in logistic regression).

The independent variables consisted of factual questions from the survey and background variables from the GTC database and DCSF database. The independent variables were all (except for length of service) categorical variables, and therefore for use in the modelling needed to be converted into indicator (or dummy) variables. For example, current working status had three categories and was therefore converted into two (3 minus 1) indicator variables, d1 and d2, as follows:

- current working status d1 = 1 if full time, 0 = otherwise;
- current working status d2 = 1 if hours unknown, 0 = otherwise;
- hence, where d1 = 0 and d2 = 0, current working status is part time.

Table A13 lists the variables used in the modelling.

[1] Percentage change in odds ratio

**Table A13 Variables used in regression modelling**

| Variables | Reference category |
|---|---|
| Full time | Part time |
| Hours unknown | Part time |
| White ethnicity | Ethnicity other than white |
| Special schools | Other school types |
| Regions other than London | London |
| Non urban LA | Urban LA |
| Supply teacher | Class teacher |
| Cross-school role | Class teacher |
| Assistant / deputy head | Class teacher |
| Head teacher | Class teacher |
| Other role | Class teacher |
| Head of department / key stage / year | Class teacher |
| Length of service (in years) | |
| Top two quartiles for academic / SEN challenge | Bottom quartiles for academic / SEN challenge |
| Top two quartiles for linguistic / socio-economic challenge | Bottom two quartiles for linguistic / socio-economic challenge |
| Men secondary[a] | Men primary |
| Men other settings[a] | Men primary |
| Women primary[a] | Men primary |
| Women secondary[a] | Men primary |
| Women other settings[a] | Men primary |

[a]variables representing interaction of phase and gender

Age was not included in the modelling as it is strongly related (correlated) to length of service. To include both in a regression model creates a problem of multi-colinearity. As length of service is of greater interest, age was excluded from the analysis.

Regression output for the following models, together with a summary of the significant variables, is shown below:

- **factor 4**: individuals' learning for life (beliefs of);
- **factor 5**: output as measured by education system (beliefs of);
- **factor 6**: individuals' learning for life (experience of);
- **factor 7**: output as measured by education system (experience of);
- **factor 8**: achievement across the whole curriculum;
- **factor 9**: support from beyond the classroom and class teacher;
- **factor 10**: high pupil–adult ratio;
- **factor 11**: teacher development and leadership;
- **factor 12**: addressing individual's learning needs;
- **factor 13**: the outward face of the education system; and
- **factor 14**: teacher development and performance.

The final models reported were found through a method known as 'backward selection'. At the first step, all the predictor variables are included in the model. During subsequent steps, variables are removed gradually if they do not have a statistically significant effect on the outcome variable. Only significant variables are retained in the final model; this is

indicated by asterisks in the tables, where * denotes significance at 5% level, and ** significance at 1% level.

**Table A14 How closely statements related to** individuals' learning for life **reflect their own personal beliefs**

Linear regression of factor 4

Variables entered:

Full time, Hours unknown, White ethnicity, Special schools, Regions other than Londn, Non urban LA, Supply teacher, Cross school role, Assistant/deputy head, Headteacher, Other role, Head of dept/KS/year, Length of service, Academic/SEN challenge, Linguistic/socioeconomic challenge, Men Secondary, Men Other settings, Women Primary, Women Secondary, Women Other settings

Model fit:

| | |
|---|---|
| ANOVA | F=26.518, p=0.000 |
| R square | 0.089 |
| Adjusted R square | 0.086 |
| N | 2169 |

| | Unstandardised coefficients | | Standardised coefficients |
|---|---|---|---|
| Variable(s) | B | S.E. | Beta |
| Constant | -0.15 ** | 0.10 | |
| White ethnicity | 0.21 * | 0.09 | 0.05 |
| Asst/deputy head | 0.13 ** | 0.07 | 0.04 |
| Headteacher | 0.42 ** | 0.08 | 0.11 |
| Other role | 0.19 * | 0.11 | 0.04 |
| Length of service | 0.00 ** | 0.00 | 0.05 |
| Higher than average linguistic/socioeconomic | 0.08 | 0.04 | 0.04 |
| Men, Secondary | -0.60 * | 0.06 | -0.21 |
| Women, Secondary | -0.37 | 0.05 | -0.17 |

Statistical significance denoted by asterisks, where * denotes significance at 5% level, and ** significance at 1% level.

## Summary

- White ethnicity teachers (compared with other ethnicity teachers) are more likely to say these statements closely reflect their beliefs.
- Assistant / deputy heads, head teachers, and teachers in other roles are more likely to say these statements closely reflect their beliefs, compared with class teachers.
- Teachers with longer length of service are more likely to say these statements closely reflect their beliefs.
- Teachers working in schools with higher linguistic / socio-economic challenge are more likely to say these statements closely reflect their beliefs.
- Men in primary schools are more likely to say these statements closely reflect their beliefs, compared with men in secondary schools.
- Men in primary schools are more likely to say these statements closely reflect their beliefs, compared with women in secondary schools.

**Table A15 How closely statements related to** output as measured by education system **reflect their own personal beliefs**

Linear regression of factor 5

Variables entered:

Full time, Hours unknown, White ethnicity, Special schools, Regions other than Londn, Non urban LA, Supply teacher, Cross school role, Assistant/deputy head, Headteacher, Other role, Head of dept/KS/year, Length of service, Academic/SEN challenge, Linguistic/socioeconomic challenge, Men Secondary, Men Other settings, Women Primary, Women Secondary, Women Other settings

Model fit:

| | |
|---|---|
| ANOVA | F=4.774, p=0.000 |
| R square | 0.015 |
| Adjusted R square | 0.012 |
| N | 2169 |

| | Unstandardised coefficients | | Standardised coefficients |
|---|---|---|---|
| Variable(s) | B | S.E. | Beta |
| Constant | -0.31 ** | 0.09 | |
| Hours unknown | 0.19 | 0.11 | 0.04 |
| Other role | -0.23 * | 0.11 | -0.04 |
| Length of service | 0.01 ** | 0.00 | 0.07 |
| Higher than average linguistic/socioeconomic | 0.07 | 0.04 | 0.03 |
| Men, Secondary | 0.29 ** | 0.10 | 0.10 |
| Women, Primary | 0.14 | 0.09 | 0.07 |
| Women, Secondary | 0.29 ** | 0.09 | 0.13 |

Statistical significance denoted by asterisks, where * denotes significance at 5% level, and ** significance at 1% level.

## Summary

- Part-time teachers are less likely to say these statements reflect their beliefs than teachers with hours unknown.
- Class teachers are more likely to say these statements closely reflect their beliefs than teachers in other roles.
- Teachers with longer length of service are more likely to say these statements closely reflect their beliefs.
- Teachers working in schools with higher linguistic / socio-economic challenge are more likely to say these statements closely reflect their beliefs.
- Men in secondary schools are more likely to say these statements closely reflect their beliefs, compared with men in primary schools.
- Women in primary schools are more likely to say these statements closely reflect their beliefs, compared with men in primary schools.
- Women in secondary schools are more likely to say these statements closely reflect their beliefs, compared with men in primary schools.

**Table A16 In their experience, level of priority given to aspects of** individuals' learning for life

Linear regression of factor 6

Variables entered:

Full time, Hours unknown, White ethnicity, Special schools, Regions other than Londn, Non urban LA, Supply teacher, Cross school role, Assistant/deputy head, Headteacher, Other role, Head of dept/KS/year, Length of service, Academic/SEN challenge, Linguistic/socioeconomic challenge, Men Secondary, Men Other settings, Women Primary, Women Secondary, Women Other settings

Model fit:

| | |
|---|---|
| ANOVA | F=18.551, p=0.000 |
| R square | 0.041 |
| Adjusted R square | 0.039 |
| N | 2169 |

| | Unstandardised coefficients | | Standardised coefficients |
|---|---|---|---|
| Variable(s) | B | S.E. | Beta |
| Constant | -0.18 ** | 0.05 | |
| Asst/deputy head | -0.15 * | 0.07 | -0.04 |
| Headteacher | -0.22 * | 0.08 | -0.06 |
| Length of service | 0.01 ** | 0.00 | 0.08 |
| Higher than average academic/SEN challeng | -0.13 ** | 0.04 | -0.07 |
| Women, Primary | 0.34 ** | 0.04 | 0.17 |

Statistical significance denoted by asterisks, where * denotes significance at 5% level, and ** significance at 1% level.

## Summary

- Class teachers are more likely to say aspects are given too high a level of priority than assistant / deputy heads or head teachers.
- Teachers with longer length of service are more likely to say aspects are given too high a level of priority.
- Teachers working in schools with lower academic / SEN challenge are more likely to say aspects are given too high a level of priority.
- Women primary teachers are more likely to say aspects are given too high a level of priority than men primary teachers.

**Table A17 In their experience, level of priority given to aspects of** output as measured by education system

Logistic regression of factor 7
Variables entered:
Full time, Hours unknown, White ethnicity, Special schools, Regions other than Londn, Non urban LA, Supply teacher, Cross school role, Assistant/deputy head, Headteacher, Other role, Head of dept/KS/year, Length of service, Academic/SEN challenge, Linguistic/socioeconomic challenge, Men Secondary, Men Other settings, Women Primary, Women Secondary, Women Other settings

Model fit:

| | |
|---|---|
| -2 Log likelihood | 3061.217 |
| Cox & Snell R Square | 0.032 |
| Nagelkerke R Square | 0.04 |
| % correct | 65% |
| N | 2086 |

*The reference category is: Right level of priority.*

*Insufficient priority*

| | Unstandardised coefficients | | Standardised coefficients |
|---|---|---|---|
| Variable(s) | B | S.E. | OR |
| Constant | 2.37 | 2.06 | |
| White ethnicity | 1.00 ** | 0.35 | 2.72 |
| Men Secondary | -1.93 | 1.04 | 0.14 |
| Women Primary | -1.54 | 1.03 | 0.22 |
| Women Secondary | -2.10 * | 1.03 | 0.12 |
| Regions other than London | -0.23 | 0.32 | 0.80 |
| Higher than average academic/SEN challenge | -0.92 ** | 0.22 | 0.40 |

*Too much priotity*

| | Unstandardised coefficients | | Standardised coefficients |
|---|---|---|---|
| Variable(s) | B | S.E. | OR |
| Constant | -0.21 | 0.43 | |
| White ethnicity | 0.06 | 0.23 | 1.06 |
| Men Secondary | 0.56 * | 0.23 | 1.75 |
| Women Primary | 0.29 | 0.21 | 1.34 |
| Women Secondary | 0.53 * | 0.21 | 1.71 |
| Regions other than London | -0.33 * | 0.15 | 0.72 |
| Higher than average academic/SEN challenge | 0.05 | 0.10 | 1.05 |

Statistical significance denoted by asterisks, where * denotes significance at 5% level, and ** significance at 1% level.

## Summary

- Teachers of ethnicity other than white are more likely to say **insufficient** priority is given than white ethnicity teachers.
- Men secondary teachers are more likely to say **insufficient** priority is given than Men primary teachers.
- Women secondary teachers are more likely to say **insufficient** priority is given than men primary teachers.
- Teachers in schools of higher academic / SEN challenge are more likely to say **insufficient** priority is given than teachers in schools with lower challenge.

- Men primary teachers are more likely to say **too high a** priority is given than men secondary teachers.
- Men primary teachers are more likely to say **too high a** priority is given than women secondary teachers.
- Teachers in regions other than London are more likely to **say too high a** priority is given than teachers in London schools.

**Table A18 In their experience, level of priority given to aspects of** achievement across the whole curriculum

Logistic regression of factor 8
Variables entered:
Full time, Hours unknown, White ethnicity, Special schools, Regions other than Londn, Non urban LA, Supply teacher, Cross school role, Assistant/deputy head, Headteacher, Other role, Head of dept/KS/year, Length of service, Academic/SEN challenge, Linguistic/socioeconomic challenge, Men Secondary, Men Other settings, Women Primary, Women Secondary, Women Other settings

Model fit:

| | |
|---|---|
| -2 Log likelihood | 3730.482 |
| Cox & Snell R Square | 0.073 |
| Nagelkerke R Square | 0.085 |
| % correct | 55% |
| N | 2103 |

*The reference category is: Right level of priority.*

*Insufficient priority*

| | Unstandardised coefficients | | Standardised coefficients |
|---|---|---|---|
| Variable(s) | B | S.E. | OR |
| Constant | -2.87 ** | 0.57 | |
| Full time | -0.34 * | 0.14 | 0.71 |
| Hours unknown | -0.22 | 0.27 | 0.80 |
| Men Secondary | 1.31 ** | 0.23 | 3.69 |
| Women Primary | 0.55 ** | 0.20 | 1.74 |
| Women Secondary | 1.56 ** | 0.21 | 4.76 |
| Cross school role | 0.32 | 0.27 | 1.37 |
| Higher than average academic/SEN challenge | -0.28 * | 0.10 | 0.75 |
| Higher than average linguistic/socioeconomic challenge | -0.17 | 0.10 | 0.84 |

*Too much priotity*

| | Unstandardised coefficients | | Standardised coefficients |
|---|---|---|---|
| Variable(s) | B | S.E. | OR |
| Constant | -1.71 * | 0.79 | |
| Full time | -0.15 | 0.16 | 0.86 |
| Hours unknown | 0.81 | 0.46 | 2.24 |
| Men Secondary | 0.22 | 0.31 | 1.24 |
| Women Primary | 0.40 | 0.29 | 1.49 |
| Women Secondary | 0.06 | 0.29 | 1.06 |
| Cross school role | -0.58 * | 0.27 | 0.56 |
| Higher than average academic/SEN challenge | -0.07 | 0.13 | 0.93 |
| Higher than average linguistic/socioeconomic challenge | -0.28 * | 0.13 | 0.76 |

Statistical significance denoted by asterisks, where * denotes significance at 5% level, and ** significance at 1% level.

## Summary

- Full-time teachers are more likely to say **insufficient** priority is given than part-time teachers.
- Men primary teachers are more likely to say **insufficient** priority is given than men secondary teachers.

- Men primary teachers are more likely to say **insufficient** priority is given than women primary teachers.
- Men primary teachers are more likely to say **insufficient** priority is given than women secondary teachers.
- Teachers in schools of higher academic / SEN challenge are more likely to say **insufficient** priority is given than teachers in schools with lower challenge.
- Teachers in schools of higher linguistic / socio-economic challenge are more likely to say **insufficient** priority is given than teachers in schools with lower challenge.
- Part-time teachers are more likely to say **too high a** priority is given than teachers with unknown hours.
- Cross-school role teachers are more likely to say **too high a** priority is given than class teachers.
- Teachers in schools of higher linguistic / socio-economic challenge are more likely to say **too high a** priority is given than teachers in schools with lower challenge.

**Table A19 Importance of** support from beyond the classroom and class teacher **in addressing underachievement**

Linear regression of factor 9

Variables entered:

Full time, Hours unknown, White ethnicity, Special schools, Regions other than Londn, Non urban LA, Supply teacher, Cross school role, Assistant/deputy head, Headteacher, Other role, Head of dept/KS/year, Length of service, Academic/SEN challenge, Linguistic/socioeconomic challenge, Men Secondary, Men Other settings, Women Primary, Women Secondary, Women Other settings

Model fit:

| | |
|---|---|
| ANOVA | F=10.872, p=0.000 |
| R square | 0.034 |
| Adjusted R square | 0.031 |
| N | 2169 |

| | Unstandardised coefficients | | Standardised coefficients |
|---|---|---|---|
| Variable(s) | B | S.E. | Beta |
| Constant | -0.13 | 0.10 | |
| Hours unknown | 0.23 * | 0.11 | 0.05 |
| White ethnicity | 0.24 * | 0.09 | 0.06 |
| Other role | 0.23 * | 0.11 | 0.04 |
| Length of service | -0.01 ** | 0.00 | -0.13 |
| Higher than average academic/SEN challeng | 0.08 | 0.04 | 0.04 |
| Higher than average linguistic/socioeconomic | 0.10 * | 0.04 | 0.05 |
| Men, Secondary | -0.25 ** | 0.06 | -0.09 |

Statistical significance denoted by asterisks, where * denotes significance at 5% level, and ** significance at 1% level.

## Summary

- This is less important to part-time teachers than to teachers with unknown hours.
- This is more important to teachers of white ethnicity than other ethnicity teachers.
- This is less important to class teachers than teachers in other roles.
- This is more important to teachers with shorter length of service.
- Teachers in schools with higher academic / SEN challenge said this is more important than teachers in schools with lower challenge.
- Teachers in schools with higher linguistic / socio-economic challenge said this is more important than teachers in schools with lower challenge .
- This is more important to men in primary schools than men in secondary schools.

**Table A20 Importance of** high pupil–adult ratio **in addressing underachievement**

Linear regression of factor 10
Variables entered:
Full time, Hours unknown, White ethnicity, Special schools, Regions other than Londn, Non urban LA, Supply teacher, Cross school role, Assistant/deputy head, Headteacher, Other role, Head of dept/KS/year, Length of service, Academic/SEN challenge, Linguistic/socioeconomic challenge, Men Secondary, Men Other settings, Women Primary, Women Secondary, Women Other settings

Model fit:

| | |
|---|---|
| ANOVA | F=17.856, p=0.000 |
| R square | 0.056 |
| Adjusted R square | 0.053 |
| N | 2412 |

| Variable(s) | Unstandardised coefficients B | | S.E. | Standardised coefficients Beta |
|---|---|---|---|---|
| Constant | -0.22 | ** | 0.08 | |
| Special schools | 0.28 | * | 0.11 | 0.05 |
| Other LA | 0.08 | * | 0.04 | 0.04 |
| Asst/deputy head | -0.41 | ** | 0.07 | -0.12 |
| Headteacher | -0.46 | ** | 0.08 | -0.12 |
| Head of dept/KS/year | -0.11 | | 0.06 | -0.04 |
| Length of service | 0.01 | ** | 0.00 | 0.08 |
| Men, Secondary | -0.27 | ** | 0.06 | -0.09 |
| Women, Primary | 0.21 | ** | 0.04 | 0.10 |

Statistical significance denoted by asterisks, where * denotes significance at 5% level, and ** significance at 1% level.

## Summary

- This is more important to teachers in special schools.
- This is more important to teachers in LAs other than urban LAs.
- This is more important to class teachers than assistant / deputy heads, heads of department / key stage / year and head teachers.

- This is more important to teachers with longer length of service.
- This is more important to men primary teachers than men secondary teachers.
- This is more important to women primary teachers than men primary teachers.

**Table A21 Importance of** teacher development and leadership **in addressing underachievement**

Linear regression of factor 11

Variables entered:

Full time, Hours unknown, White ethnicity, Special schools, Regions other than Londn, Non urban LA, Supply teacher, Cross school role, Assistant/deputy head, Headteacher, Other role, Head of dept/KS/year, Length of service, Academic/SEN challenge, Linguistic/socioeconomic challenge, Men Secondary, Men Other settings, Women Primary, Women Secondary, Women Other settings

Model fit:

| | |
|---|---|
| ANOVA | F=19.823, p=0.000 |
| R square | 0.046 |
| Adjusted R square | 0.043 |
| N | 2489 |

| | Unstandardised coefficients | | Standardised coefficients |
|---|---|---|---|
| Variable(s) | B | S.E. | Beta |
| Constant | -0.01 | 0.04 | |
| Full time | 0.11 * | 0.05 | 0.05 |
| Cross school role | 0.18 * | 0.09 | 0.04 |
| Asst/deputy head | 0.22 ** | 0.07 | 0.07 |
| Headteacher | 0.32 ** | 0.08 | 0.08 |
| Men, Secondary | -0.47 ** | 0.06 | -0.16 |
| Women, Secondary | -0.25 ** | 0.05 | -0.11 |

Statistical significance denoted by asterisks, where * denotes significance at 5% level, and ** significance at 1% level.

## Summary

- This is more important to full-time teachers than part-time teachers.
- This is more important to teachers in cross-school roles, assistant / deputy heads and head teachers, than it is to class teachers.
- This is more important to men primary teachers than to men secondary teachers.
- This is more important to men primary teachers than to women secondary teachers.

**Table A22 Impact of policies related to** addressing individuals' learning needs **on supporting achievement**

Linear regression of factor 12

Variables entered:

Full time, Hours unknown, White ethnicity, Special schools, Regions other than Londn, Non urban LA, Supply teacher, Cross school role, Assistant/deputy head, Headteacher, Other role, Head of dept/KS/year, Length of service, Academic/SEN challenge, Linguistic/socioeconomic challenge, Men Secondary, Men Other settings, Women Primary, Women Secondary, Women Other settings

Model fit:

| | |
|---|---|
| ANOVA | F=9.760, p=0.000 |
| R square | 0.028 |
| Adjusted R square | 0.025 |
| N | 2412 |

| | Unstandardised coefficients | | Standardised coefficients |
|---|---|---|---|
| Variable(s) | B | S.E. | Beta |
| Constant | 0.23 ** | 0.07 | |
| Other LA | -0.08 * | 0.04 | -0.04 |
| Asst/deputy head | 0.12 | 0.07 | 0.03 |
| Headteacher | 0.15 | 0.08 | 0.04 |
| Length of service | 0.00 * | 0.00 | -0.05 |
| Men, Secondary | -0.37 ** | 0.06 | -0.12 |
| Women, Secondary | -0.12 * | 0.05 | -0.05 |
| Women, Other settings | 0.23 ** | 0.07 | 0.07 |

Statistical significance denoted by asterisks, where * denotes significance at 5% level, and ** significance at 1% level.

## Summary

- Teachers in urban Las are more likely to say there is positive impact than teachers in other (non-urban) LAs.
- Assistant / deputy heads and head teachers are more likely to say there is positive impact than class teachers.
- Teachers with shorter length of service are more likely to say there is positive impact.
- Men primary teachers are more likely to say there is positive impact than men, secondary teachers.
- Men primary teachers are more likely to say there is positive impact than women, secondary teachers.
- Women teachers in other settings are more likely to say there is positive impact than men primary teachers.

**Table A23 Impact of policies related to** the outward face of the education system **on supporting achievement**

Linear regression of factor 13

Variables entered:

Full time, Hours unknown, White ethnicity, Special schools, Regions other than Londn, Non urban LA, Supply teacher, Cross school role, Assistant/deputy head, Headteacher, Other role, Head of dept/KS/year, Length of service, Academic/SEN challenge, Linguistic/socioeconomic challenge, Men Secondary, Men Other settings, Women Primary, Women Secondary, Women Other settings

Model fit:

| | |
|---|---|
| ANOVA | F=10.339 p=0.000 |
| R square | 0.019 |
| Adjusted R square | 0.017 |
| N | 2169 |

| | Unstandardised coefficients | | Standardised coefficients |
|---|---|---|---|
| Variable(s) | B | S.E. | Beta |
| Constant | -0.13 | 0.10 | |
| White ethnicity | 0.17 | 0.09 | 0.04 |
| Length of service | -0.01 ** | 0.00 | -0.10 |
| Higher than average linguistic/socioeconomic | 0.11 * | 0.04 | 0.05 |
| Women, Secondary | 0.14 ** | 0.05 | 0.06 |

Statistical significance denoted by asterisks, where * denotes significance at 5% level, and ** significance at 1% level.

## Summary

- White ethnicity teachers are more likely to say there is positive impact than other ethnicity teachers.
- Teachers with shorter length of service are more likely to say there is positive impact.
- Teachers in schools with higher linguistic / socio-economic challenge are more likely to say there is positive impact than teachers in schools with lower challenge.
- Women secondary teachers are more likely to say there is positive impact than men primary teachers.

**Table A24 Impact of policies related to** teacher development and performance **on supporting achievement**

Linear regression of factor 14

Variables entered:

Full time, Hours unknown, White ethnicity, Special schools, Regions other than Londn, Non urban LA, Supply teacher, Cross school role, Assistant/deputy head, Headteacher, Other role, Head of dept/KS/year, Length of service, Academic/SEN challenge, Linguistic/socioeconomic challenge, Men Secondary, Men Other settings, Women Primary, Women Secondary, Women Other settings

Model fit:

| | |
|---|---|
| ANOVA | F=29.461 p=0.000 |
| R square | 0.076 |
| Adjusted R square | 0.073 |
| N | 2169 |

| | Unstandardised coefficients | | Standardised coefficients |
|---|---|---|---|
| Variable(s) | B | S.E. | Beta |
| Constant | -0.22 * | 0.08 | |
| Other LA | 0.09 * | 0.04 | 0.04 |
| Asst/deputy head | 0.52 ** | 0.07 | 0.16 |
| Headteacher | 0.72 ** | 0.08 | 0.19 |
| Length of service | -0.01 ** | 0.00 | -0.08 |
| Higher than average academic/SEN challeng | -0.08 | 0.04 | -0.04 |
| Women, Primary | 0.29 ** | 0.04 | 0.14 |

Statistical significance denoted by asterisks, where * denotes significance at 5% level, and ** significance at 1% level.

## Summary

- Teachers in other (non-urban) LAs are more likely to say there is positive impact than teachers in urban LAs.
- Assistant / deputy heads and head teachers are more likely to say there is positive impact than class teachers.
- Teachers with shorter length of service are more likely to say there is positive impact.
- Teachers in schools with lower academic / SEN challenge are more likely to say there is positive impact than teachers in schools with higher challenge.
- Women primary teachers are more likely to say there is positive impact than men primary teachers.

# Appendix C
# Frequency tables

**Question 4a. How do you envisage your career developing in the next five years? 'I anticipate that I will continue to develop in the role identified in question 1'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Highly likely | 1117 | 44.9 | 51.4 |
| | Likely | 628 | 25.2 | 28.9 |
| | Undecided | 162 | 6.5 | 7.5 |
| | Unlikely | 107 | 4.3 | 4.9 |
| | Highly unlikely | 99 | 4.0 | 4.6 |
| | Not applicable | 59 | 2.4 | 2.7 |
| | Total | 2172 | 87.3 | 100.0 |
| Missing | Missing | 317 | 12.7 | |
| Total | | 2489 | 100.0 | |

**Question 4b. How do you envisage your career developing in the next five years? 'I anticipate that I will become an Advanced Skills Teacher'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Highly likely | 30 | 1.2 | 1.6 |
| | Likely | 113 | 4.5 | 5.9 |
| | Undecided | 422 | 17.0 | 22.0 |
| | Unlikely | 471 | 18.9 | 24.6 |
| | Highly unlikely | 596 | 23.9 | 31.1 |
| | Not applicable | 283 | 11.4 | 14.8 |
| | Total | 1915 | 76.9 | 100.0 |
| Missing | Missing | 574 | 23.1 | |
| Total | | 2489 | 100.0 | |

**Question 4c. How do you envisage your career developing in the next five years? 'I anticipate that I will gain Excellent Teacher Status'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Highly likely | 29 | 1.2 | 1.5 |
| | Likely | 124 | 5.0 | 6.5 |
| | Undecided | 456 | 18.3 | 23.9 |
| | Unlikely | 484 | 19.4 | 25.4 |
| | Highly unlikely | 530 | 21.3 | 27.8 |
| | Not applicable | 282 | 11.3 | 14.8 |
| | Total | 1905 | 76.5 | 100.0 |
| Missing | Missing | 584 | 23.5 | |
| Total | | 2489 | 100.0 | |

**Question 4d. How do you envisage your career developing in the next five years? 'I anticipate that I will move into leadership / management post other than headship'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Highly likely | 159 | 6.4 | 8.1 |
| | Likely | 363 | 14.6 | 18.4 |
| | Undecided | 333 | 13.4 | 16.9 |
| | Unlikely | 341 | 13.7 | 17.3 |
| | Highly unlikely | 476 | 19.1 | 24.2 |
| | Not applicable | 299 | 12.0 | 15.2 |
| | Total | 1971 | 79.2 | 100.0 |
| Missing | Missing | 518 | 20.8 | |
| Total | | 2489 | 100.0 | |

**Question 4e. How do you envisage your career developing in the next five years? 'I anticipate that I will take the National Professional Qualification for Headship'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Highly likely | 87 | 3.5 | 4.5 |
| | Likely | 68 | 2.7 | 3.5 |
| | Undecided | 169 | 6.8 | 8.8 |
| | Unlikely | 349 | 14.0 | 18.1 |
| | Highly unlikely | 944 | 37.9 | 49.0 |
| | Not applicable | 311 | 12.5 | 16.1 |
| | Total | 1928 | 77.5 | 100.0 |
| Missing | Missing | 561 | 22.5 | |
| Total | | 2489 | 100.0 | |

Note: 3.5% is shown in frequency table for question 4e above, which is rounded upwards from 3.49% to the nearest half decimal place. In the main report, however, percentages are rounded to the nearest whole percentage and so 3.49% is rounded down to 3%. The same applies to 12.5% not applicable, which has been rounded up in the tables above but rounded down to 12% in the main report.

**Question 4f. How do you envisage your career developing in the next five years? 'I anticipate that I will become a head teacher'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Highly likely | 49 | 2.0 | 2.5 |
| | Likely | 52 | 2.1 | 2.7 |
| | Undecided | 144 | 5.8 | 7.4 |
| | Unlikely | 263 | 10.6 | 13.6 |
| | Highly unlikely | 1149 | 46.2 | 59.3 |
| | Not applicable | 281 | 11.3 | 14.5 |
| | Total | 1938 | 77.9 | 100.0 |
| Missing | Missing | 551 | 22.1 | |
| Total | | 2489 | 100.0 | |

**Question 4g. How do you envisage your career developing in the next five years? 'I anticipate that I will move to employment outside teaching'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Highly likely | 98 | 3.9 | 5.0 |
| | Likely | 184 | 7.4 | 9.4 |
| | Undecided | 466 | 18.7 | 23.9 |
| | Unlikely | 473 | 19.0 | 24.3 |
| | Highly unlikely | 608 | 24.4 | 31.2 |
| | Not applicable | 121 | 4.9 | 6.2 |
| | Total | 1950 | 78.3 | 100.0 |
| Missing | Missing | 539 | 21.7 | |
| Total | | 2489 | 100.0 | |

**Question 4h. How do you envisage your career developing in the next five years? 'I anticipate that I will take a career break'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Highly likely | 66 | 2.7 | 3.4 |
| | Likely | 143 | 5.7 | 7.4 |
| | Undecided | 320 | 12.9 | 16.7 |
| | Unlikely | 460 | 18.5 | 24.0 |
| | Highly unlikely | 745 | 29.9 | 38.8 |
| | Not applicable | 186 | 7.5 | 9.7 |
| | Total | 1920 | 77.1 | 100.0 |
| Missing | Missing | 569 | 22.9 | |
| Total | | 2489 | 100.0 | |

Note: Unlikely = 8.5% in the frequency table above, which is rounded up from 8.49 to one decimal place. However, in the main report, no decimal places are used and so this percentage is rounded down to 8%

**Question 4i. How do you envisage your career developing in the next five years? 'I anticipate that I will retire'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Highly likely | 352 | 14.1 | 16.8 |
| | Likely | 138 | 5.5 | 6.6 |
| | Undecided | 163 | 6.5 | 7.8 |
| | Unlikely | 194 | 7.8 | 9.2 |
| | Highly unlikely | 839 | 33.7 | 40.0 |
| | Not applicable | 413 | 16.6 | 19.7 |
| | Total | 2099 | 84.3 | 100.0 |
| Missing | Missing | 390 | 15.7 | |
| Total | | 2489 | 100.0 | |

**Question 5. In the last 12 months, do you feel that your professional development needs were met?**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Yes, fully | 742 | 29.8 | 30.2 |
| | Yes, to some extent | 1306 | 52.5 | 53.2 |

| | | | | |
|---|---|---|---|---|
| | No | 408 | 16.4 | 16.6 |
| | Total | 2456 | 98.7 | 100.0 |
| Missing | Missing | 33 | 1.3 | |
| Total | | 2489 | 100.0 | |

**Question 18a. Have you participated in training addressing each aspect of equality listed? 'Disability'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Yes | 1101 | 44.2 | 45.3 |
| | No | 1329 | 53.4 | 54.7 |
| | Total | 2430 | 97.6 | 100.0 |
| Missing | Missing | 59 | 2.4 | |
| Total | | 2489 | 100.0 | |

**Question 18b. Have you participated in training addressing each aspect of equality listed? 'Gender'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Yes | 932 | 37.4 | 38.7 |
| | No | 1478 | 59.4 | 61.3 |
| | Total | 2410 | 96.8 | 100.0 |
| Missing | Missing | 79 | 3.2 | |
| Total | | 2489 | 100.0 | |

**Question 18c. Have you participated in training addressing each aspect of equality listed? 'Race / ethnicity'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Yes | 945 | 38.0 | 39.1 |
| | No | 1469 | 59.0 | 60.9 |
| | Total | 2414 | 97.0 | 100.0 |
| Missing | Missing | 75 | 3.0 | |
| Total | | 2489 | 100.0 | |

**Question 18d. Have you participated in training addressing each aspect of equality listed? 'Religion / belief'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Yes | 666 | 26.8 | 27.7 |
| | No | 1741 | 69.9 | 72.3 |
| | Total | 2407 | 96.7 | 100.0 |
| Missing | Missing | 82 | 3.3 | |
| Total | | 2489 | 100.0 | |

**Question 18e. Have you participated in training addressing each aspect of equality listed? 'Sexual orientation'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Yes | 295 | 11.9 | 12.3 |
| | No | 2104 | 84.5 | 87.7 |
| | Total | 2399 | 96.4 | 100.0 |

| | | | | |
|---|---|---|---|---|
| Missing | Missing | 90 | 3.6 | |
| Total | | 2489 | 100.0 | |

**Question 18f. Have you participated in training addressing each aspect of equality listed? 'Social class'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Yes | 329 | 13.2 | 13.7 |
| | No | 2069 | 83.1 | 86.3 |
| | Total | 2398 | 96.3 | 100.0 |
| Missing | Missing | 91 | 3.7 | |
| Total | | 2489 | 100.0 | |

**Question 19a. Do you understand the implications for classroom practice in relation to each aspect of equality listed? 'Disability'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Yes | 1528 | 61.4 | 62.5 |
| | To some extent | 855 | 34.4 | 35.0 |
| | No | 60 | 2.4 | 2.5 |
| | Total | 2443 | 98.2 | 100.0 |
| Missing | Missing | 46 | 1.8 | |
| Total | | 2489 | 100.0 | |

**Question 19b. Do you understand the implications for classroom practice in relation to each aspect of equality listed? 'Gender'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Yes | 1602 | 64.4 | 65.7 |
| | To some extent | 755 | 30.3 | 31.0 |
| | No | 80 | 3.2 | 3.3 |
| | Total | 2437 | 97.9 | 100.0 |
| Missing | Missing | 52 | 2.1 | |
| Total | | 2489 | 100.0 | |

**Q19c. Do you understand the implications for classroom practice in relation to each aspect of equality listed? 'Race / ethnicity'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Yes | 1502 | 60.3 | 61.6 |
| | To some extent | 839 | 33.7 | 34.4 |
| | No | 96 | 3.9 | 3.9 |
| | Total | 2437 | 97.9 | 100.0 |
| Missing | Missing | 52 | 2.1 | |
| Total | | 2489 | 100.0 | |

**Question 19d. Do you understand the implications for classroom practice in relation to each aspect of equality listed? 'Religion / belief'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Yes | 1320 | 53.0 | 54.1 |
| | To some extent | 1003 | 40.3 | 41.1 |
| | No | 116 | 4.7 | 4.8 |
| | Total | 2439 | 98.0 | 100.0 |
| Missing | Missing | 50 | 2.0 | |

| | | | |
|---|---|---|---|
| Total | 2489 | 100.0 | |

**Question 19e. Do you understand the implications for classroom practice in relation to each aspect of equality listed? 'Sexual orientation'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Yes | 912 | 36.6 | 37.5 |
| | To some extent | 1118 | 44.9 | 46.0 |
| | No | 402 | 16.2 | 16.5 |
| | Total | 2432 | 97.7 | 100.0 |
| Missing | Missing | 57 | 2.3 | |
| Total | | 2489 | 100.0 | |

**Question 19f. Do you understand the implications for classroom practice in relation to each aspect of equality listed? 'Social class'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Yes | 1176 | 47.2 | 48.2 |
| | To some extent | 1031 | 41.4 | 42.3 |
| | No | 232 | 9.3 | 9.5 |
| | Total | 2439 | 98.0 | 100.0 |
| Missing | Missing | 50 | 2.0 | |
| Total | | 2489 | 100.0 | |

**Question 1 'Which of the following best describes your current role?'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Local Authority supply teacher | 139 | 5.6 | 5.6 |
| | Agency supply teacher | 58 | 2.3 | 2.3 |
| | Class or subject teacher | 685 | 27.5 | 27.6 |
| | Class teacher with special curricular or non-curricular responsibilities | 533 | 21.4 | 21.4 |
| | Cross-school responsibilities without a class teaching role | 54 | 2.2 | 2.2 |
| | Head of department, year or key stage | 363 | 14.6 | 14.6 |
| | Advanced skills teacher | 40 | 1.6 | 1.6 |
| | Assistant head | 104 | 4.2 | 4.2 |
| | Deputy head | 135 | 5.4 | 5.4 |
| | Head teacher | 179 | 7.2 | 7.2 |
| | Senco | 81 | 3.3 | 3.3 |
| | Other | 115 | 4.6 | 4.6 |
| | Total | 2486 | 99.9 | 100.0 |
| Missing | Missing | 3 | 0.1 | |
| Total | | 2489 | 100.0 | |

**Question 2 'Which of the following best describes your current working status?'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Full time | 1816 | 73.0 | 76.5 |
| | Part time | 558 | 22.4 | 23.5 |
| | Total | 2374 | 95.4 | 100.0 |
| Missing | Missing | 115 | 4.6 | |
| Total | | 2489 | 100.0 | |

**Question 3 'In which Key Stage are you currently working?'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Foundation only | 147 | 5.9 | 6.0 |
| | Key Stage 1 only | 240 | 9.6 | 9.8 |
| | Key Stage 2 only | 507 | 20.4 | 20.7 |
| | Key Stage 3 only | 44 | 1.8 | 1.8 |
| | Key Stage 4 only | 26 | 1.0 | 1.1 |
| | Post-16 only | 23 | 0.9 | 0.9 |
| | Foundation + KS1 | 92 | 3.7 | 3.8 |
| | KS1 + KS2 | 91 | 3.7 | 3.7 |
| | KS2 + KS3 | 42 | 1.7 | 1.7 |
| | KS3 + KS4 | 441 | 17.7 | 18.0 |
| | KS4 + Post-16 | 38 | 1.5 | 1.6 |
| | Foundation + KS1 + KS2 | 239 | 9.6 | 9.8 |
| | KS3 + KS4 + Post-16 | 425 | 17.1 | 17.4 |
| | Different combinations of two or more key stages | 91 | 3.7 | 3.7 |
| | Total | 2446 | 98.3 | 100.0 |
| Missing | Missing | 43 | 1.7 | |
| Total | | 2489 | 100.0 | |

**'Please indicate your ethnic / cultural background'**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | White: British | 2221 | 89.2 | 89.4 |
| | Irish | 34 | 1.4 | 1.4 |
| | Other White | 69 | 2.8 | 2.8 |
| | Black / Black British: African | 12 | 0.5 | 0.5 |
| | Caribbean | 12 | 0.5 | 0.5 |
| | Other Black | 3 | 0.1 | 0.1 |
| | Asian / Asian British: Indian | 19 | 0.8 | 0.8 |
| | Pakistani | 3 | 0.1 | 0.1 |
| | Other Asian | 3 | 0.1 | 0.1 |
| | Chinese / Chinese British | 1 | 0.0 | 0.0 |
| | Mixed: White & Black Caribbean | 3 | 0.1 | 0.1 |
| | White & Black African | 1 | 0.0 | 0.0 |
| | White & Asian | 5 | 0.2 | 0.2 |
| | Other Mixed | 1 | 0.0 | 0.0 |
| | Any other background | 14 | 0.6 | 0.6 |
| | Prefer not to say | 82 | 3.3 | 3.3 |
| | Total | 2483 | 99.8 | 100.0 |
| Missing | Missing | 6 | 0.2 | |
| Total | | 2489 | 100.0 | |

**Recoded into ethnicity groups**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | White | 2324 | 93.4 | 93.6 |
| | Black / Black British | 27 | 1.1 | 1.1 |
| | Asian / Asian British | 25 | 1.0 | 1.0 |
| | Chinese / Chinese British | 1 | 0.0 | 0.0 |
| | Mixed | 10 | 0.4 | 0.4 |
| | Any other background | 14 | 0.6 | 0.6 |
| | Prefer not to say | 82 | 3.3 | 3.3 |
| | Total | 2483 | 99.8 | 100.0 |
| Missing | Missing | 6 | 0.2 | |
| Total | | 2489 | 100.0 | |

**Recoded into non-BME, BME, missing**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Non-BME | 2324 | 93.4 | 93.6 |
| | BME | 77 | 3.1 | 3.1 |
| | Prefer not to say | 82 | 3.3 | 3.3 |
| | Total | 2483 | 99.8 | 100.0 |
| Missing | Missing | 6 | 0.2 | |
| Total | | 2489 | 100.0 | |

**According to the Disability Discrimination Act (DDA) definition, do you consider yourself to have a disability?**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Yes | 63 | 2.5 | 2.5 |
| | No | 2310 | 92.8 | 93.0 |
| | Prefer not to say | 112 | 4.5 | 4.5 |
| | Total | 2485 | 99.8 | 100.0 |
| Missing | Missing | 4 | 0.2 | |
| Total | | 2489 | 100.0 | |

**Gender**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Men | 498 | 20.0 | 20.0 |
| | Women | 1991 | 80.0 | 80.0 |
| | Total | 2489 | 100.0 | 100.0 |

**Age (years)**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | 20-24 | 105 | 4.2 | 4.2 |
| | 25-29 | 315 | 12.7 | 12.7 |
| | 30-39 | 554 | 22.3 | 22.3 |
| | 40-49 | 607 | 24.4 | 24.4 |
| | 50-59 | 855 | 34.4 | 34.4 |
| | 60+ | 53 | 2.1 | 2.1 |
| | Total | 2489 | 100.0 | 100.0 |

**Length of service (years)**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Less than 5 | 573 | 23.0 | 23.0 |
| | 5-9 | 387 | 15.5 | 15.5 |
| | 10-14 | 265 | 10.6 | 10.6 |
| | 15-19 | 221 | 8.9 | 8.9 |
| | 20-24 | 169 | 6.8 | 6.8 |
| | 25-29 | 258 | 10.4 | 10.4 |
| | 30-34 | 380 | 15.3 | 15.3 |
| | 35 or more | 217 | 8.7 | 8.7 |
| | Not available | 19 | 0.8 | 0.8 |
| | Total | 2489 | 100.0 | 100.0 |

**Length of service (expanded) (years)**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | 0-1 years | 117 | 4.7 | 4.7 |
| | 1-2 years | 127 | 5.1 | 5.1 |
| | 2-3 years | 127 | 5.1 | 5.1 |
| | 3-4 years | 88 | 3.5 | 3.5 |
| | 4-5 years | 114 | 4.6 | 4.6 |
| | 5-9 years | 387 | 15.5 | 15.5 |
| | 10-14 years | 265 | 10.6 | 10.6 |
| | 15-19 years | 221 | 8.9 | 8.9 |
| | 20-24 years | 169 | 6.8 | 6.8 |
| | 25-29 years | 258 | 10.4 | 10.4 |
| | 30-34 years | 380 | 15.3 | 15.3 |
| | 35 or more | 217 | 8.7 | 8.7 |
| | Not available | 19 | 0.8 | 0.8 |
| | Total | 2489 | 100.0 | 100.0 |

**Phase of education**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Primary | 1191 | 47.9 | 47.9 |
| | Secondary | 995 | 40.0 | 40.0 |
| | Not applicable | 303 | 12.2 | 12.2 |
| | Total | 2489 | 100.0 | 100.0 |

**School type**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Community | 1421 | 57.1 | 57.1 |
| | Community special | 75 | 3.0 | 3.0 |
| | Foundation | 225 | 9.0 | 9.0 |
| | Foundation special | 1 | 0.0 | 0.0 |
| | LEA | 133 | 5.3 | 5.3 |
| | LEA nursery school | 8 | 0.3 | 0.3 |
| | Not maintained special | 8 | 0.3 | 0.3 |
| | Pupil referral unit | 19 | 0.8 | 0.8 |
| | Teacher supply agency | 59 | 2.4 | 2.4 |
| | Voluntary aided | 353 | 14.2 | 14.2 |
| | Voluntary controlled | 187 | 7.5 | 7.5 |
| | Total | 2489 | 100.0 | 100.0 |

**Government office region**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | North East | 122 | 4.9 | 4.9 |
| | North West / Merseyside | 317 | 12.7 | 12.7 |
| | Yorkshire & The Humber | 255 | 10.2 | 10.2 |
| | East Midlands | 228 | 9.2 | 9.2 |
| | West Midlands | 284 | 11.4 | 11.4 |
| | Eastern | 271 | 10.9 | 10.9 |
| | London | 271 | 10.9 | 10.9 |
| | South East | 432 | 17.4 | 17.4 |
| | South West | 250 | 10.0 | 10.0 |
| | Unspecified | 59 | 2.4 | 2.4 |
| | Total | 2489 | 100.0 | 100.0 |

**Urban local authorities**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Urban local authority | 1088 | 43.7 | 44.8 |
| | Other | 1342 | 53.9 | 55.2 |
| | Total | 2430 | 97.6 | 100.0 |
| Missing | Missing | 59 | 2.4 | |
| Total | | 2489 | 100.0 | |

**Sex of school**

| | | Frequency | % | Valid % |
|---|---|---|---|---|
| Valid | Boys | 49 | 2.0 | 2.1 |
| | Girls | 85 | 3.4 | 3.7 |
| | Mixed | 2161 | 86.8 | 94.2 |
| | Total | 2295 | 92.2 | 100.0 |
| Missing | Not known | 194 | 7.8 | |
| Total | | 2489 | 100.0 | |

# Appendix D
# Trend data

**Question 4 'How do you envisage your career developing in the next five years?' I anticipate that I will…** Single code

**. . . continue to develop in the role identified in question 1 (%)**

| | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Not applicable | Missing |
|---|---|---|---|---|---|---|---|
| 2006 | 45 | 25 | 7 | 4 | 3 | – | – |
| 2007 | 45 | 25 | 7 | 4 | 4 | 15 | 2 |

**. . . become an Advanced Skills Teacher (%)**

| | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Not applicable | Missing |
|---|---|---|---|---|---|---|---|
| 2006 | 1 | 4 | 18 | 19 | 23 | – | – |
| 2007 | 1 | 5 | 17 | 19 | 24 | 11 | 23 |

**. . . move into a leadership / management post other than headship (%)**

| | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Not applicable | Missing |
|---|---|---|---|---|---|---|---|
| 2006 | 7 | 16 | 14 | 13 | 18 | – | – |
| 2007 | 6 | 15 | 13 | 14 | 19 | 12 | 21 |

**. . . become a head teacher (%)**

| | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Not applicable | Missing |
|---|---|---|---|---|---|---|---|
| 2006 | 2 | 2 | 5 | 10 | 46 | – | – |
| 2007 | 2 | 2 | 6 | 11 | 46 | 11 | 22 |

**. . . move to employment outside teaching (%)**

| | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Not applicable | Missing |
|---|---|---|---|---|---|---|---|
| 2006 | 3 | 5 | 17 | 16 | 28 | – | – |
| 2007 | 4 | 7 | 19 | 19 | 24 | 5 | 22 |

**. . . take a career break (%)**

| | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Not applicable | Missing |
|---|---|---|---|---|---|---|---|
| 2006 | 3 | 6 | 12 | 13 | 31 | – | – |
| 2007 | 3 | 6 | 13 | 18 | 30 | 7 | 23 |

**. . . retire (%)**

| | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Not applicable | Missing |
|---|---|---|---|---|---|---|---|
| 2006 | 14 | 5 | 6 | 7 | 34 | – | – |
| 2007 | 14 | 6 | 7 | 8 | 34 | 17 | 16 |

**Notes**

1. 'Continue to develop in the role identified in question 1' was asked in 2007, whereas 'strengthening and developing my classroom practice' was used in 2006, 2005 and 2004. Therefore, the 2007 question can be seen as a proxy for and is only reported in comparison to all classroom or subject teachers (including those with additional responsibilities, advanced skills teachers and heads of department, year or key stage).
2. In 2007 the phrase 'move into leadership / management post other than headship' was used, which is compared to 'management responsibility' in 2006.
3. In 2007, one category was titled 'move to employment outside teaching', which is equivalent to 'leaving teaching' used from 2004 to 2006.

**Question 5 'In the last 12 months, do you feel that your professional development needs were met?'** Single code

| | Yes, fully (%) | Yes, to some extent (%) | No (%) |
|---|---|---|---|
| 2004 | 20 | 57 | 23 |
| 2005 | 22 | 58 | 21 |
| 2006 | 24 | 57 | 19 |
| 2007 | 30 | 53 | 16 |

**Question 18 'Have you participated in training addressing each aspect of equality listed?'** Single code

Percentage of teachers who answered 'yes'

| | 2006 | 2007 |
|---|---|---|
| Disability | 30 | 44 |
| Gender | 30 | 37 |
| Race / ethnicity | 28 | 38 |
| Religion / belief | 17 | 27 |
| Sexual orientation | 6 | 12 |
| Social class | 9 | 13 |

Note: In 2006, 'race', 'religion' and 'sexuality' were used.

**Question 19 'Do you understand the implications for classroom practice in relation to each aspect of equality listed?'** Single code

Percentage of teachers who answered 'yes'

| | 2006 | 2007 |
|---|---|---|
| Disability | 48 | 61 |
| Gender | 56 | 64 |
| Race / ethnicity | 46 | 60 |
| Religion / belief | 41 | 53 |
| Sexual orientation | 25 | 37 |
| Social class | 40 | 47 |

Percentage of teachers who answered 'to some extent'

| | 2006 | 2007 |
|---|---|---|
| Disability | 42 | 34 |
| Gender | 34 | 30 |
| Race / ethnicity | 42 | 34 |
| Religion / belief | 46 | 40 |

| | | |
|---|---|---|
| Sexual orientation | 46 | 45 |
| Social class | 44 | 41 |

Percentage of teachers who answered 'no'

| | 2006 | 2007 |
|---|---|---|
| Disability | 6 | 2 |
| Gender | 6 | 3 |
| Race / ethnicity | 7 | 4 |
| Religion / belief | 8 | 5 |
| Sexual orientation | 23 | 16 |
| Social class | 11 | 9 |

## Demographic trend data

**Question 1 'Which of the following best describes your current professional role?' (%)** Single code

| | 2004 | 2005 | 2006 | 2007 |
|---|---|---|---|---|
| Supply teacher (local authority and agency) | 5 | 7 | 8 | 8 |
| Class or subject teacher | 20 | 21 | 26 | 28 |
| Class teacher with special curricular or non-curricular responsibilities | 31 | 27 | 28 | 21 |
| Cross-school responsibilities without a class teaching role | 3 | 2 | 2 | 2 |
| Head of department, year or key stage | 18 | 21 | 16 | 15 |
| Advanced skills teacher | 1 | 1 | 1 | 2 |
| Assistant head | 3 | 4 | 4 | 4 |
| Deputy head | 6 | 6 | 5 | 5 |
| Head teacher | 7 | 7 | 7 | 7 |
| Other | 7 | 5 | 4 | 5 |

**Question 3. In which Key Stage are you currently working? (%)** Multi-code

| | 2006 | 2007 |
|---|---|---|
| Foundation | 20 | 21 |
| Key Stage 1 | 28 | 29 |
| Key Stage 2 | 37 | 39 |
| Key Stage 3 | 41 | 42 |
| Key Stage 4 | 40 | 40 |
| Post-16 | 21 | 21 |
| Missing | 3 | 2 |

Note: Scale in 2007 is multi-code, whereas in 2006 it was single code.

**Please indicate your ethnic / cultural background.**

Due to small numbers of all ethnic groups other than White British, the percentages in the table below are given to one decimal place.

| | 2006 | 2007 | 2007 frequency |
|---|---|---|---|
| White British | 89.4 | 89.2 | 2221 |
| White Irish | 1.2 | 1.4 | 34 |
| White: any other white background | 2.2 | 2.8 | 69 |
| Black / Black British: African | 0.2 | 0.5 | 12 |
| Black / Black British: Caribbean | 0.6 | 0.5 | 12 |
| Black / Black British: any other | 0.1 | 0.1 | 3 |
| Asian / Asian British: Indian | 0.9 | 0.8 | 19 |
| Asian / Asian British: Pakistani | 0.2 | 0.1 | 3 |
| Asian / Asian British: any other | 0.1 | 0.1 | 3 |
| Mixed: White and Black Caribbean | 0.1 | 0.1 | 3 |
| Mixed: White and Black African | 0.2 | 0.0 | 1 |
| Mixed: White and Asian | 0.1 | 0.2 | 5 |
| Mixed: any other | 0.1 | 0.0 | 1 |
| Chinese / Chinese British | 0.4 | 0.0 | 1 |
| Any other background | 0.1 | 0.6 | 14 |
| Prefer not to say | 0.1 | 3.3 | 82 |
| Missing | 3.1 | 0.2 | 6 |

# Appendix E
# Profile of teachers

The data were linked to background details taken from the GTC register of teachers, DfES / DCSF databases and questions about respondents in the questionnaire itself. The background variables were: gender; age; ethnicity; disability; work status (part time / full time); role; key stage; length of service; type of school; level of school challenge (academic / SEN and linguistic / socio-economic); local authority; and government office region. Subgroups of each stratifying variable were compared using a chi-squared test to see whether or not there was a statistically significant difference between them.

This appendix provides details of the personal and professional characteristics of respondents. It also includes some additional information, taken from cross-tabulations, to enhance understandings of the profile of teachers who responded to this questionnaire. This information is additional to that reported in the questionnaire. As in the rest of the appendices, an asterisk (*) is used to denote a statistically significant difference.

## Geographic distribution

The geographic areas from which respondents to the survey came reflect well the distribution of the wider teaching population in each of the nine government office regions in England. Between 1 and 73 individuals from each of 152 different local authorities across England took part.

## Gender

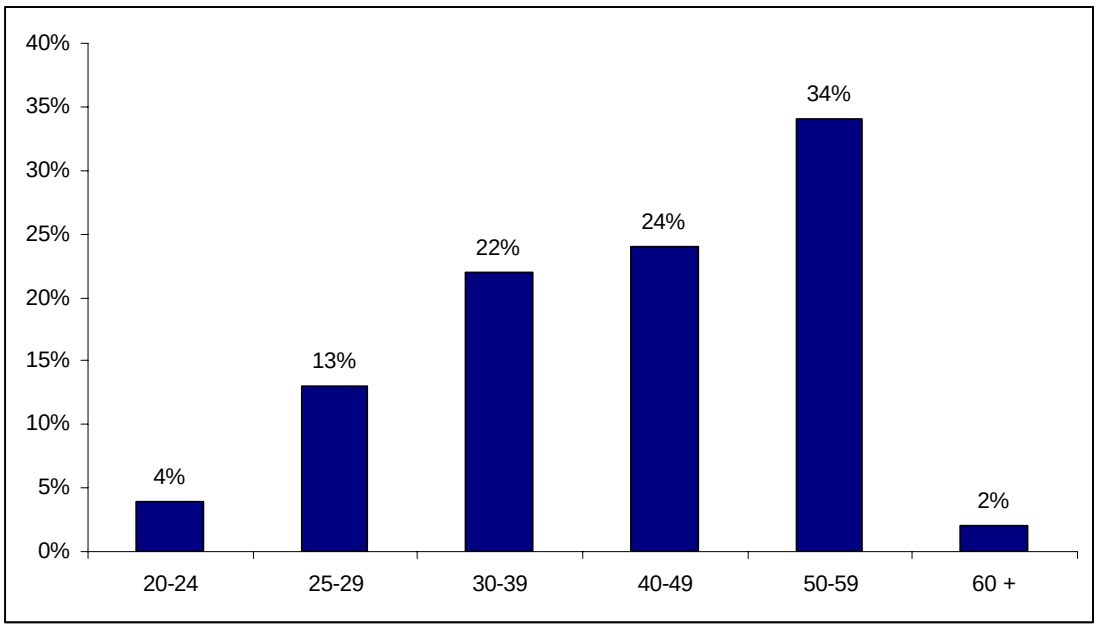
Eighty per cent of respondents were women, 20% were men. This reflects the teaching population as a whole.

More men (11%) than women (6%) were head teachers*. This was also the case in terms of the proportions of male assistant heads (8%) and deputy heads (8%), and female assistant and deputy heads (3% and 5%, respectively)*. More men than women were also heads of department, year and key stage: male (21%), female (13%)*. Given that more men than women are in senior roles, it is not surprising that a significantly greater proportion of women were class teachers (29%) compared to men (21%)*. However, the proportions of men and women who were advanced skills teachers (ASTs) were equal, at 2% each. It is also worthy of note that more women than men teach younger age groups*.

## Age

Generally, the number of responses increased with age (except for the over 60s). This reflects the ‘ageing population’ in the teaching profession as a whole and is illustrated clearly in Figure E1.

**Figure E1 Age of respondents, reflecting the ageing teaching population**



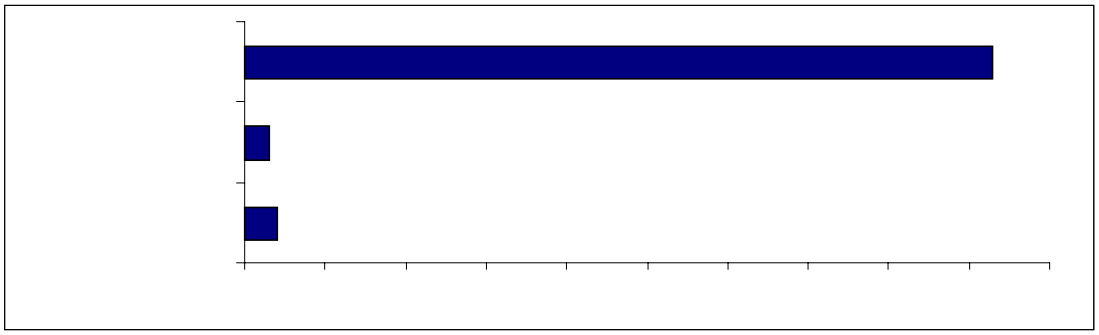

(Base = 2489)

## Ethnicity

Ninety-three per cent of respondents were White, of whom 89% were White British, 1% Irish and 3% Other White. Three per cent of respondents in the core were BME, that is, non-White and from a Black or ethnic minority background. Of the remaining respondents, 3% said that they would 'Prefer not to say', and a further six individuals did not respond or could not be matched to the original sample (see Figure E2).[2]

Figures E2 and E3 shows the grouping of White and major groupings of ethnic backgrounds. The known BME respondents add up to 4% (rather than 3% as shown below) simply due to rounding.

**Figure E2 Respondents from BME backgrounds**

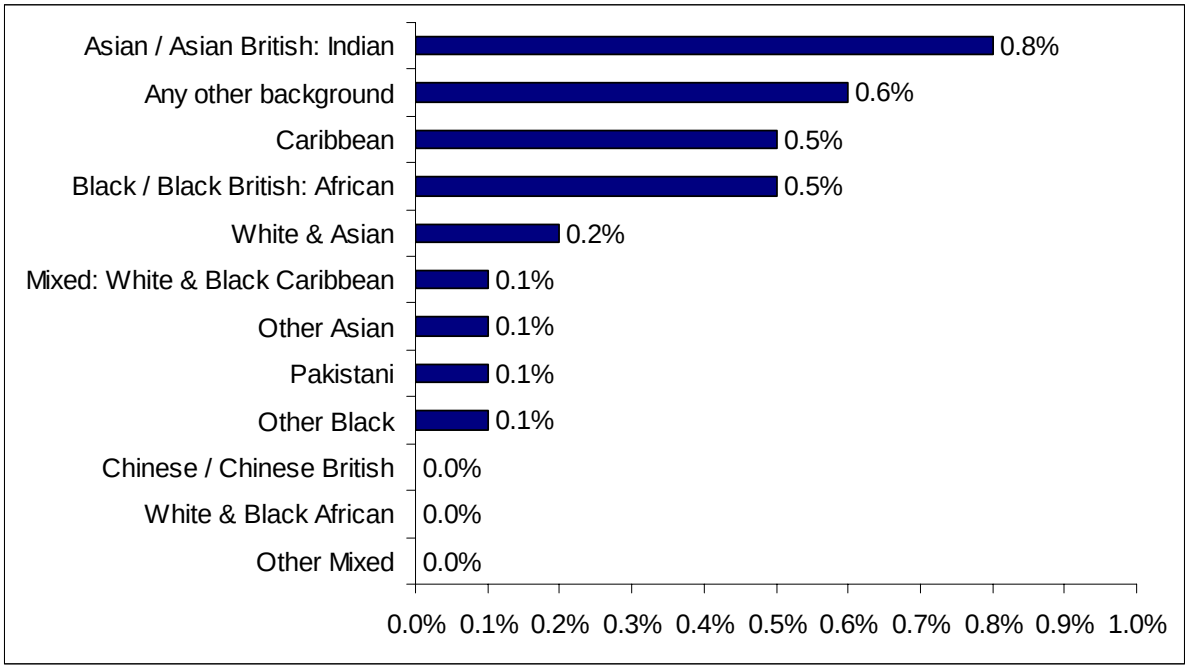


[2] Note that a further 485 respondents from BME backgrounds responded to boost the survey. Overall, therefore, a total of 538 respondents from BME background responded to the GTC's Survey of Teachers 2007 and these data are reported separately.

(Base = 2489)

In order to clarify the proportions of BME respondents, Figure E3 shows a breakdown of each grouping to one decimal place.

**Figure E3 Respondents by ethnic or cultural background ('BME')**



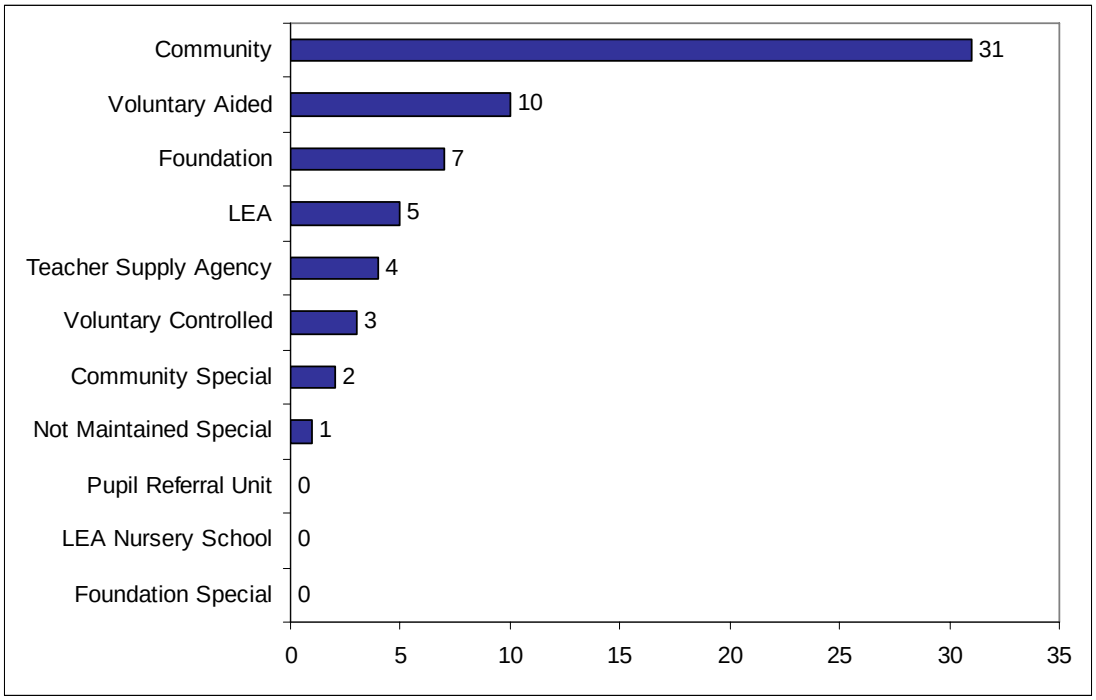

(Base = 77)

## Disability

There were 63 respondents with a disability, which is 2.5% of the teaching population. This information was collected from a question within the survey where respondents were asked whether or not they had a disability as defined by the Disability Discrimination Act.

Just under half (31 individuals) worked in community schools, whilst 10 of the 63 respondents work in voluntary aided schools. Only three disabled respondents worked in special schools. The full breakdown of the type of school in which disabled respondents worked, is shown in Figure E4

**Figure E4 Teachers with a disability, by type of school (frequency)**




(Base = 63)

The following summarises areas where there appears to be a difference between disabled and non-disabled respondents, although the total number of respondents with a disability is low and so any inferences made should be tentative.

**Position and future prospects**
When asked about their position and their future prospects, disabled respondents were generally less positive than teachers who did not have a disability. For instance they were:

- less likely to think that they will continue to develop in their current role (35 respondents);
- less likely to think that they will retire (16 respondents);
- more likely to anticipate moving into employment outside teaching in the next five years (12 respondents); and
- more likely to think that in the last 12 months their professional development needs were not met (22 respondents).

## Work status

Seventy-three per cent of respondents worked full time, while 22% worked part time. Data for the remaining 6% are missing.

Respondents were more likely to work part time than full time if they were in the primary phase and were outside of London and the North East regions. A higher proportion of those respondents working in the North East and London regions worked full time than in other regions*. Looking at phase in more detail, there were more full-time workers in secondary (81%) than primary (72%) schools; and it was therefore unsurprising to find more part-time workers in the primary (23%) than secondary (15%) phase*. Also, those respondents working in

Foundation to Key Stage 2 were more likely to work part time than those working in Key Stage 3 to post-16*.

A very large minority of supply teachers were part time. Twenty-eight out of 59 respondents working for teacher supply agencies were part time, as were 59% of the 133 working for local authorities.

Ninety per cent of male teachers were full time, compared to the 73% of female teachers who worked full time*. Following on from this, a higher proportion of women were part time (27%) than men (10%)*. In terms of work status by age, those under 30 years of age are more likely to be working full time than older respondents. For example:

- 89% of 20-29 year olds are full time and only 7% are part time; and
- 71% of 30-49 year olds are full time and almost one-fifth – 24% – part time.

Also, 23% of White respondents were part time compared to just 14% of the 77 BME respondents.

The information on the region in which respondents worked, came from the GTC database and it may be of interest to note that just under half (28 out of 59) of respondents whose region was missing from the database worked part time, which is well above the average for part time workers.

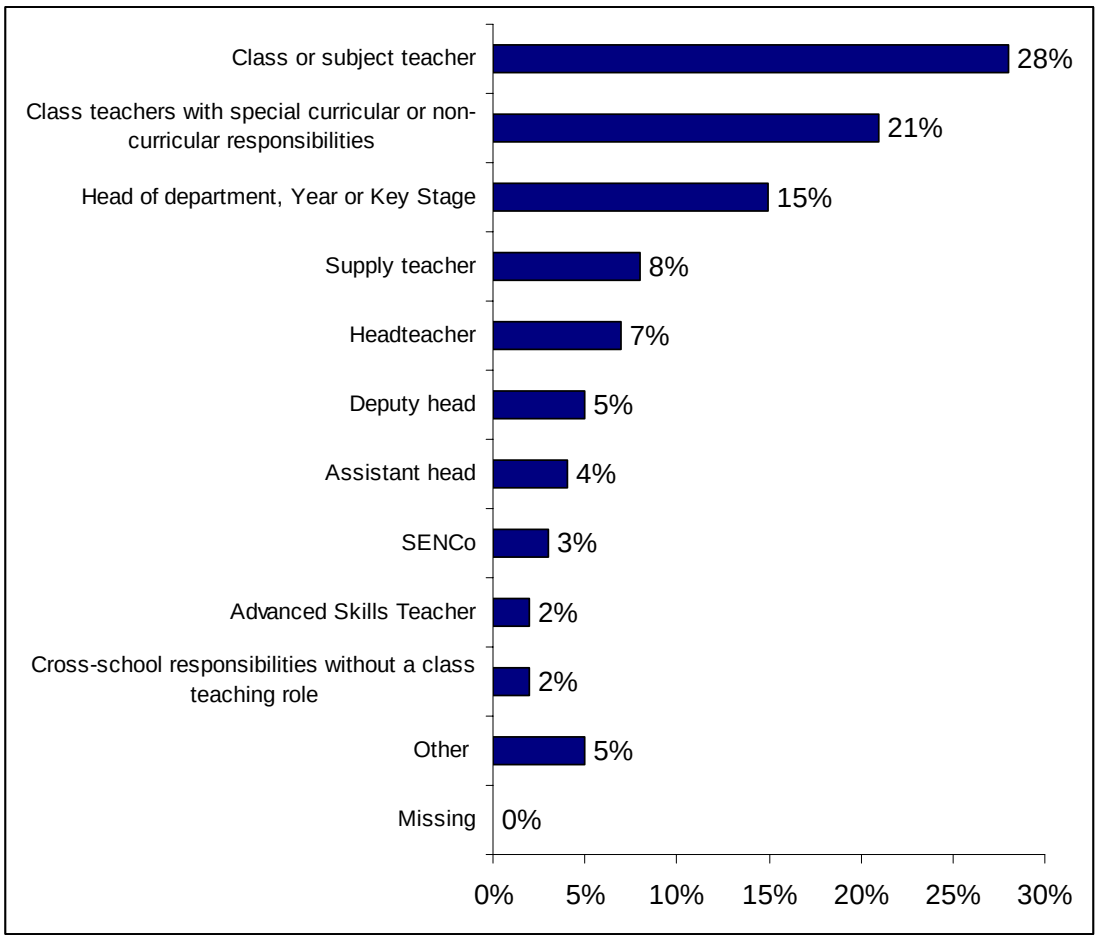
## Role

The two largest professional groups were class teachers (without additional responsibilities) (28%) and class teachers with special responsibilities (21%). A total of 16% were in senior leadership positions, as heads, deputies and assistant heads. A further 15% were heads of department, year or key stage. A full breakdown of roles is shown in Figure E5.

A total of 115 individual (5%) respondents described their roles as ‘other’. These ‘other’ roles comprised:

- 25 not teaching in state maintained schools (10 recently retired, 7 taking a career break, 6 ‘not teaching at the moment’, 3 private tutors, 1 working abroad);
- 23 special educational needs specialists and support teachers (rather than generalists and school-wide leaders / managers as implied by the term Senco);
- 19 local authority-employed consultants / advisors / teachers (including 5 music teachers, 2 home tutors);
- 19 in various school-based non-teaching roles, for example, chaplain, family learning support, partnership development manager, travellers’ liaison, union officer;
- 8 describing themselves as specialist teachers;
- 7 in temporary posts or a mix of temporary and supply;
- 7 part-time teachers for planning, preparation and assessment (PPA) cover, or in roles including out of hours provision; and
- 7 temporary acting deputy, assistant and head teachers.

**Figure E5 Respondents, by role**




There is a strong connection between seniority of role and increasing age. Table E1, provides a full breakdown of the role of respondents, by age. Older teachers were more likely to have received training on equalities issues and were a little more likely than under-30s to understand the implications of these issues for classroom practice. This finding is thought to be due as much to role as it is to age and length of service.

Fifteen individuals out of a total of 53 aged 60 years or over were supply teachers – all local authority employed. There were slightly more supply agency teachers in the younger age categories and slightly more local authority-employed supply teachers in the older age groups.

The role of the teacher also varied across the different phases of education, with more respondents from secondary than primary phase working as class teachers and more respondents in primary than secondary with special responsibilities*. Despite these differences, the percentages of ASTs were the same in primary and secondary phases (2%). However, due to the smaller base size in secondary (995) compared to primary (1191), statistically speaking there are significantly more ASTs in the secondary than in the primary phase.

**Table E1 Role of respondents, by age in years (%)**

| Role of teacher | 20-24 | 25-29 | 30-39 | 40-49 | 50-59 | 60 or over | Base |
|---|---|---|---|---|---|---|---|
| Local authority supply teacher | 2 | 6 | 17 | 23 | 41 | 11 | *139* |
| Agency supply teacher | 7 | 14 | 21 | 22 | 36 | 0 | *58* |
| Class or subject teacher | 11 | 20 | 24 | 23 | 21 | 1 | *685* |
| Class teacher with special curricul or non-curricular responsibilities | 4 | 20 | 22 | 23 | 30 | 1 | *533* |
| Cross-school responsibilities witho class teaching role | 0 | 2 | 19 | 22 | 54 | 4 | *54* |
| Head of department, year or key stage | 1 | 11 | 30 | 25 | 32 | 1 | *363* |
| Advanced skills teacher | 0 | 8 | 35 | 30 | 25 | 3 | *40* |
| Assistant head | 0 | 2 | 29 | 30 | 38 | 1 | *104* |
| Deputy head | 0 | 1 | 27 | 30 | 42 | 0 | *135* |
| Head teacher | 0 | 0 | 6 | 29 | 61 | 4 | *179* |

## Phase

Forty-eight per cent of respondents were from the primary phase, while 40% were from the secondary phase.

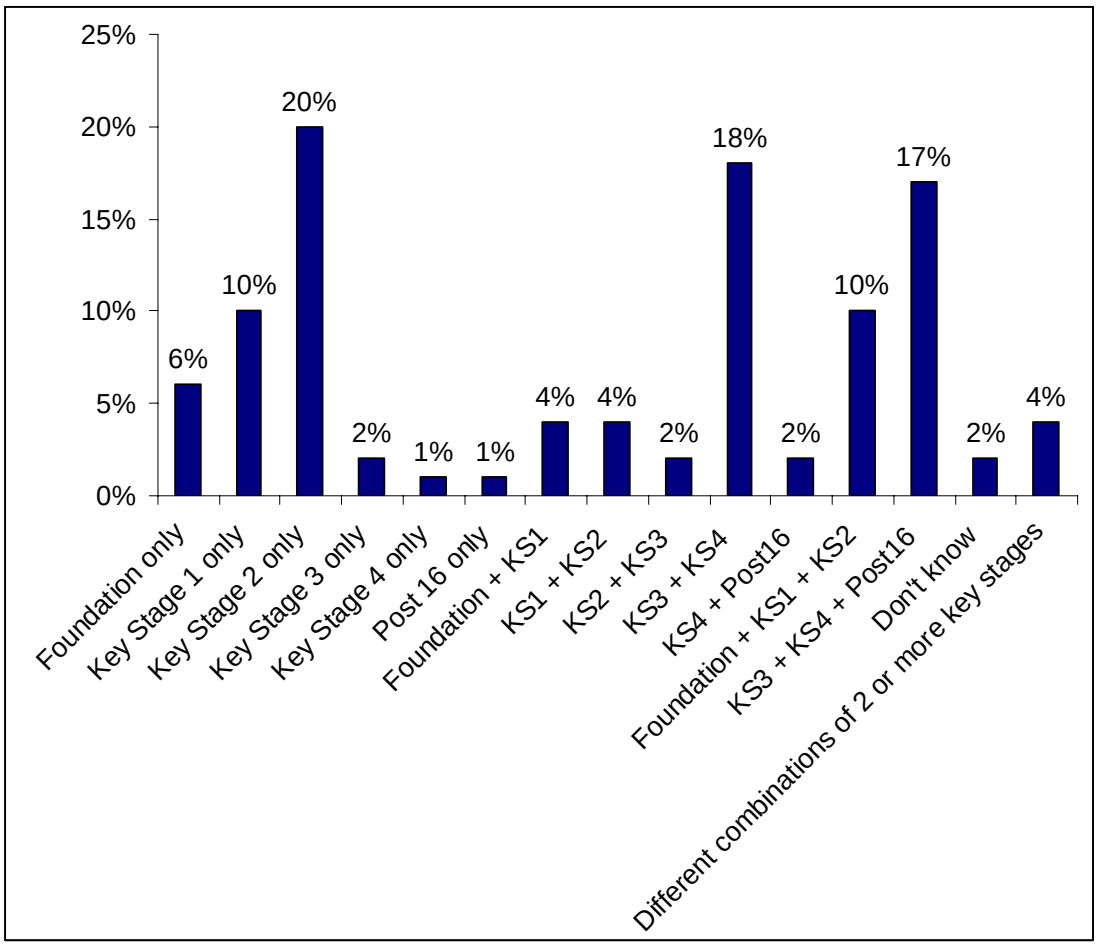
A significant minority – 12% – of respondents were neither primary nor secondary. This is mainly because they worked across phase in special needs schools or as supply teachers. A proportion of these respondents were also employed by local authorities in other roles, for example, as music teachers or specialist advisors.

Seventy-two per cent of primary phase respondents were full time (rather than part time), less than the 81% of secondary phase respondents who were full time*. Conversely, 23% of primary and 15% of secondary respondents were part time, which is also a statistically significant difference*.

## Key stage

Many teachers worked across key stages as shown in Figure E6. Overall, there were about equal proportions of teachers from Key Stages 1 to 4. Within the primary phase, there were significantly more under 29 year olds than older age groups working in Key Stage 1, compared to Key Stage 2*.

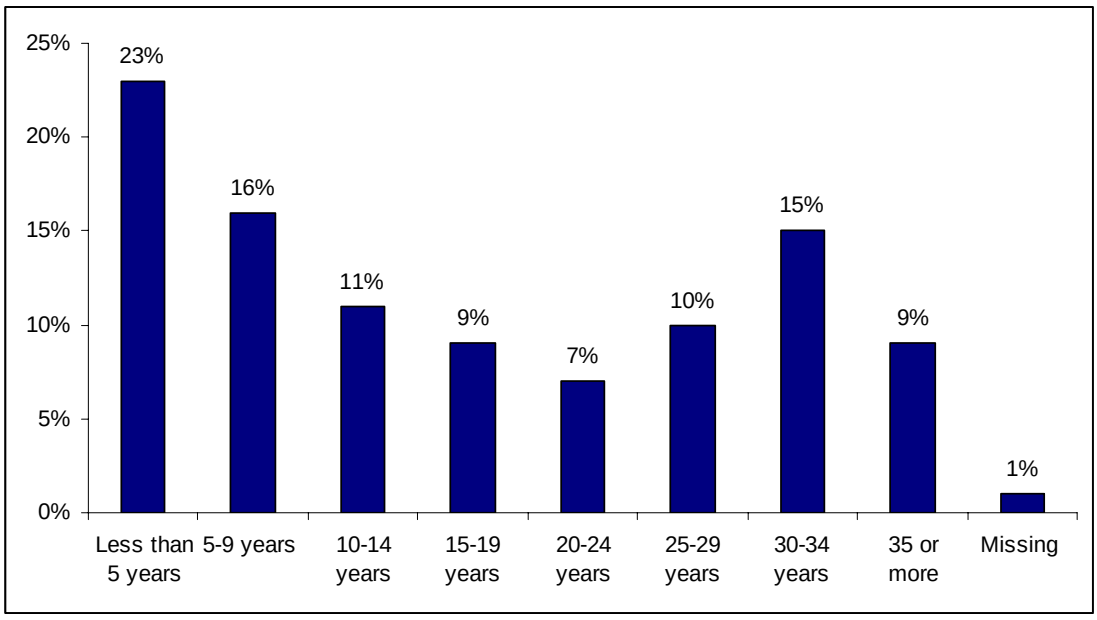
**Figure E6 Full breakdown by key stage**




## Length of service

A full breakdown of the length of service of respondents is shown in Figure E7. There were important differences between teachers with different lengths of service who had not participated in training on equalities issues: those with longer service were more likely to have received training on equalities issues and to understand the implications for classroom practice.

**Figure E7 Length of service of respondents**

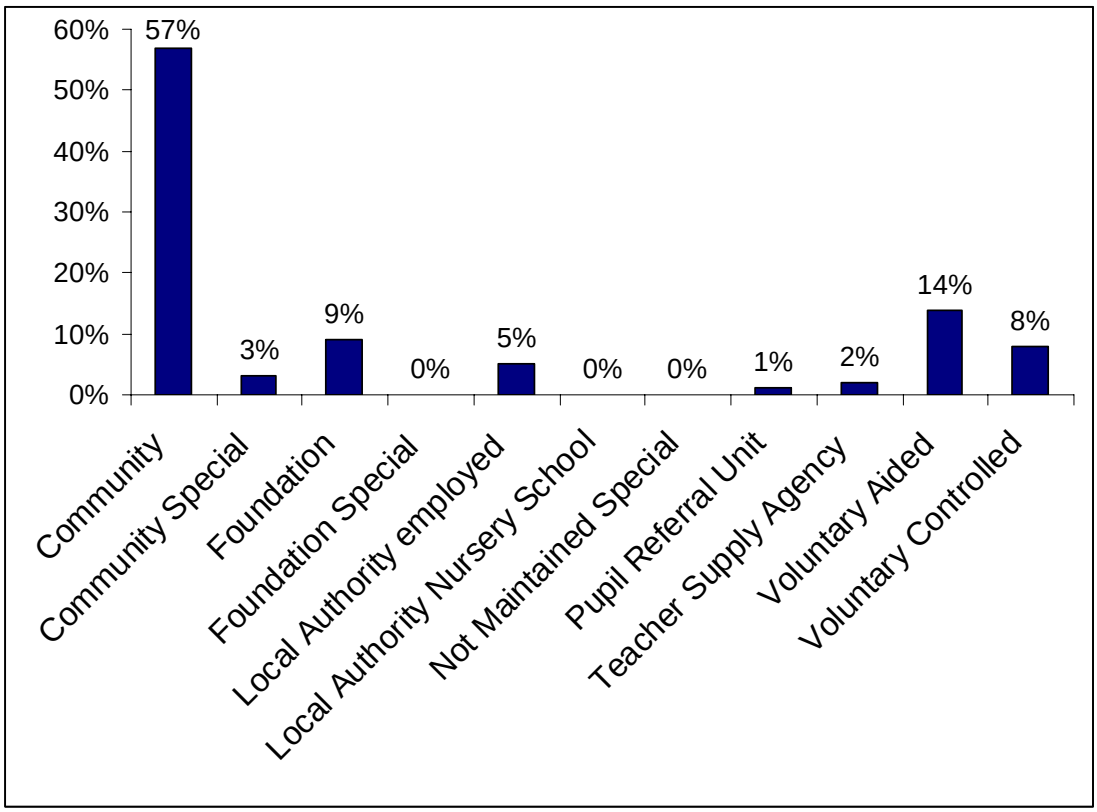



(Base = 2489)

## Type of school

The majority of respondents, 57%, were from community schools. There were 14% from voluntary aided schools, 9% from foundation and 8% from voluntary controlled schools.
A total of just over 4% of respondents came from schools and units specialising in special educational needs: 3% from community special schools, 0.8% respondents from pupil referral units and 0.3% from non-maintained special schools. Also, 0.3% of respondents were from local authority-run nursery schools. These results are shown in full in Figure E8.

**Figure E8 Type of school worked in by respondents**



# Appendix F
# Supporting cross-tabulations

The following tables in this appendix are taken directly from the SPSS output. In the heading of each table the single * merely denotes 'by' (i.e. it does not denote statistical significance). The latter is show in the p=value at the foot of each table.

## Chapter 2

### Gender * question 4a 'I anticipate that I will continue to develop in my present role'

**Gender * Q4A. I anticipate to develop in present role Crosstabulation**

| | | | Q4A. I anticipate to develop in present role | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Gender | Men | Count | 186 | 141 | 32 | 26 | 28 | 413 |
| | | % within Gender | 45.0% | 34.1% | 7.7% | 6.3% | 6.8% | 100.0% |
| | Women | Count | 931 | 487 | 130 | 81 | 71 | 1700 |
| | | % within Gender | 54.8% | 28.6% | 7.6% | 4.8% | 4.2% | 100.0% |
| Total | | Count | 1117 | 628 | 162 | 107 | 99 | 2113 |
| | | % within Gender | 52.9% | 29.7% | 7.7% | 5.1% | 4.7% | 100.0% |

Pearson chi-square test *P* = 0.003

### Gender * question 4b 'I anticipate that I will become an Advanced Skills Teacher'

**Gender * Q4B. I anticipate that I will become an Advanced Skills Teacher Crosstabulation**

| | | | Q4B. I anticipate that I will become an Advanced Skills Teacher | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Gender | Men | Count | 7 | 24 | 65 | 74 | 149 | 319 |
| | | % within Gender | 2.2% | 7.5% | 20.4% | 23.2% | 46.7% | 100.0% |
| | Women | Count | 23 | 89 | 357 | 397 | 447 | 1313 |
| | | % within Gender | 1.8% | 6.8% | 27.2% | 30.2% | 34.0% | 100.0% |
| Total | | Count | 30 | 113 | 422 | 471 | 596 | 1632 |
| | | % within Gender | 1.8% | 6.9% | 25.9% | 28.9% | 36.5% | 100.0% |

Pearson chi-square test *P* = 0.000

### Gender * question 4c 'I anticipate that I will gain Excellent teacher Status'

**Gender * Q4C. I anticipate that I will gain Excellent Teacher Status Crosstabulation**

| | | | Q4C. I anticipate that I will gain Excellent Teacher Status | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Gender | Men | Count | 7 | 30 | 69 | 78 | 134 | 318 |
| | | % within Gender | 2.2% | 9.4% | 21.7% | 24.5% | 42.1% | 100.0% |
| | Women | Count | 22 | 94 | 387 | 406 | 396 | 1305 |
| | | % within Gender | 1.7% | 7.2% | 29.7% | 31.1% | 30.3% | 100.0% |
| Total | | Count | 29 | 124 | 456 | 484 | 530 | 1623 |
| | | % within Gender | 1.8% | 7.6% | 28.1% | 29.8% | 32.7% | 100.0% |

Pearson chi-square test *P* = 0.000

## Gender * question 4d 'I anticipate that I will move into leadership / management post other than headship

**Gender * Q4D. I anticipate that I will move into leadership / management post other than headship Crosstabulation**

| | | | Q4D. I anticipate that I will move into leadership / management post other than headship | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Gender | Men | Count | 43 | 89 | 53 | 46 | 90 | 321 |
| | | % within Gender | 13.4% | 27.7% | 16.5% | 14.3% | 28.0% | 100.0% |
| | Women | Count | 116 | 274 | 280 | 295 | 386 | 1351 |
| | | % within Gender | 8.6% | 20.3% | 20.7% | 21.8% | 28.6% | 100.0% |
| Total | | Count | 159 | 363 | 333 | 341 | 476 | 1672 |
| | | % within Gender | 9.5% | 21.7% | 19.9% | 20.4% | 28.5% | 100.0% |

Pearson chi-square test $P = 0.000$

## Gender * question 4e 'I anticipate that I will take the National Professional Qualification for Headship'

**Gender * Q4E. I anticipate that I will take the National Professional Qualification for Headship Crosstabulation**

| | | | Q4E. I anticipate that I will take the National Professional Qualification for Headship | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Gender | Men | Count | 24 | 22 | 34 | 56 | 169 | 305 |
| | | % within Gender | 7.9% | 7.2% | 11.1% | 18.4% | 55.4% | 100.0% |
| | Women | Count | 63 | 46 | 135 | 293 | 775 | 1312 |
| | | % within Gender | 4.8% | 3.5% | 10.3% | 22.3% | 59.1% | 100.0% |
| Total | | Count | 87 | 68 | 169 | 349 | 944 | 1617 |
| | | % within Gender | 5.4% | 4.2% | 10.5% | 21.6% | 58.4% | 100.0% |

Pearson chi-square test $P = 0.005$

## Gender * question 4f 'I anticipate that I will become a head teacher'

**Gender * Q4F. I anticipate that I will become a head teacher Crosstabulation**

| | | | Q4F. I anticipate that I will become a head teacher | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Gender | Men | Count | 23 | 12 | 39 | 49 | 209 | 332 |
| | | % within Gender | 6.9% | 3.6% | 11.7% | 14.8% | 63.0% | 100.0% |
| | Women | Count | 26 | 40 | 105 | 214 | 940 | 1325 |
| | | % within Gender | 2.0% | 3.0% | 7.9% | 16.2% | 70.9% | 100.0% |
| Total | | Count | 49 | 52 | 144 | 263 | 1149 | 1657 |
| | | % within Gender | 3.0% | 3.1% | 8.7% | 15.9% | 69.3% | 100.0% |

Pearson chi-square test $P = 0.000$

## Gender * question 4g 'I anticipate that I will move to employment outside teaching'

**Gender * Q4G. I anticipate that I will move to employment outside teaching Crosstabulation**

| | | | Q4G. I anticipate that I will move to employment outside teaching | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Gender | Men | Count | 33 | 40 | 94 | 101 | 95 | 363 |
| | | % within Gender | 9.1% | 11.0% | 25.9% | 27.8% | 26.2% | 100.0% |
| | Women | Count | 65 | 144 | 372 | 372 | 513 | 1466 |
| | | % within Gender | 4.4% | 9.8% | 25.4% | 25.4% | 35.0% | 100.0% |
| Total | | Count | 98 | 184 | 466 | 473 | 608 | 1829 |
| | | % within Gender | 5.4% | 10.1% | 25.5% | 25.9% | 33.2% | 100.0% |

Pearson chi-square test $P = 0.001$

## Gender * question 4h 'I anticipate that I will take a career break'

**Gender * Q4H. I anticipate that I will take a career break Crosstabulation**

| | | | Q4H. I anticipate that I will take a career break | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Gender | Men | Count | 13 | 19 | 48 | 90 | 164 | 334 |
| | | % within Gender | 3.9% | 5.7% | 14.4% | 26.9% | 49.1% | 100.0% |
| | Women | Count | 53 | 124 | 272 | 370 | 581 | 1400 |
| | | % within Gender | 3.8% | 8.9% | 19.4% | 26.4% | 41.5% | 100.0% |
| Total | | Count | 66 | 143 | 320 | 460 | 745 | 1734 |
| | | % within Gender | 3.8% | 8.2% | 18.5% | 26.5% | 43.0% | 100.0% |

Pearson chi-square test *P* = 0.030

## Gender * question 4i 'I anticipate that I will retire'

**Gender * Q4I. I anticipate that I will retire Crosstabulation**

| | | | Q4I. I anticipate that I will retire | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Gender | Men | Count | 73 | 36 | 36 | 37 | 156 | 338 |
| | | % within Gender | 21.6% | 10.7% | 10.7% | 10.9% | 46.2% | 100.0% |
| | Women | Count | 279 | 102 | 127 | 157 | 683 | 1348 |
| | | % within Gender | 20.7% | 7.6% | 9.4% | 11.6% | 50.7% | 100.0% |
| Total | | Count | 352 | 138 | 163 | 194 | 839 | 1686 |
| | | % within Gender | 20.9% | 8.2% | 9.7% | 11.5% | 49.8% | 100.0% |

Pearson chi-square test *P* = 0.299

## Phase of education * question 4a 'I anticipate that I will continue to develop in my present role'

**Phase of Education * Q4A. I anticipate to develop in present role Crosstabulation**

| | | | Q4A. I anticipate to develop in present role | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Phase of Education | Primary | Count | 549 | 317 | 69 | 37 | 42 | 1014 |
| | | % within Phase of Education | 54.1% | 31.3% | 6.8% | 3.6% | 4.1% | 100.0% |
| | Secondary | Count | 448 | 245 | 67 | 54 | 41 | 855 |
| | | % within Phase of Education | 52.4% | 28.7% | 7.8% | 6.3% | 4.8% | 100.0% |
| Total | | Count | 997 | 562 | 136 | 91 | 83 | 1869 |
| | | % within Phase of Education | 53.3% | 30.1% | 7.3% | 4.9% | 4.4% | 100.0% |

Pearson chi-square test *P* = 0.056

## Phase of education * question 4b 'I anticipate that I will become an Advanced Skills Teacher'

**Phase of Education * Q4B. I anticipate that I will become an Advanced Skills Teacher Crosstabulation**

| | | | Q4B. I anticipate that I will become an Advanced Skills Teacher | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Phase of Education | Primary | Count | 6 | 36 | 213 | 238 | 271 | 764 |
| | | % within Phase of Education | .8% | 4.7% | 27.9% | 31.2% | 35.5% | 100.0% |
| | Secondary | Count | 19 | 62 | 177 | 189 | 250 | 697 |
| | | % within Phase of Education | 2.7% | 8.9% | 25.4% | 27.1% | 35.9% | 100.0% |
| Total | | Count | 25 | 98 | 390 | 427 | 521 | 1461 |
| | | % within Phase of Education | 1.7% | 6.7% | 26.7% | 29.2% | 35.7% | 100.0% |

Pearson chi-square test *P* = 0.000

## Phase of education * question 4c 'I anticipate that I will gain Excellent Teacher Status'

**Phase of Education * Q4C. I anticipate that I will gain Excellent Teacher Status Crosstabulation**

| | | | Q4C. I anticipate that I will gain Excellent Teacher Status | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Phase of Education | Primary | Count | 4 | 42 | 216 | 251 | 247 | 760 |
| | | % within Phase of Education | .5% | 5.5% | 28.4% | 33.0% | 32.5% | 100.0% |
| | Secondary | Count | 20 | 72 | 202 | 187 | 216 | 697 |
| | | % within Phase of Education | 2.9% | 10.3% | 29.0% | 26.8% | 31.0% | 100.0% |
| Total | | Count | 24 | 114 | 418 | 438 | 463 | 1457 |
| | | % within Phase of Education | 1.6% | 7.8% | 28.7% | 30.1% | 31.8% | 100.0% |

Pearson chi-square test *P* = 0.000

## Phase of education * question 4d 'I anticipate that I will move into leadership / management post other than headship'

**Phase of Education * Q4D. I anticipate that I will move into leadership / management post other than headship Crosstabulation**

| | | | Q4D. I anticipate that I will move into leadership / management post other than headship | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Phase of Education | Primary | Count | 68 | 167 | 143 | 177 | 215 | 770 |
| | | % within Phase of Education | 8.8% | 21.7% | 18.6% | 23.0% | 27.9% | 100.0% |
| | Secondary | Count | 83 | 176 | 152 | 123 | 194 | 728 |
| | | % within Phase of Education | 11.4% | 24.2% | 20.9% | 16.9% | 26.6% | 100.0% |
| Total | | Count | 151 | 343 | 295 | 300 | 409 | 1498 |
| | | % within Phase of Education | 10.1% | 22.9% | 19.7% | 20.0% | 27.3% | 100.0% |

Pearson chi-square test *P* = 0.020

## Phase of education * question 4e 'I anticipate that I will take the National Professional Qualification for Headship'

**Phase of Education * Q4E. I anticipate that I will take the National Professional Qualification for Headship Crosstabulation**

| | | | Q4E. I anticipate that I will take the National Professional Qualification for Headship | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Phase of Education | Primary | Count | 50 | 35 | 78 | 168 | 438 | 769 |
| | | % within Phase of Education | 6.5% | 4.6% | 10.1% | 21.8% | 57.0% | 100.0% |
| | Secondary | Count | 30 | 30 | 78 | 146 | 401 | 685 |
| | | % within Phase of Education | 4.4% | 4.4% | 11.4% | 21.3% | 58.5% | 100.0% |
| Total | | Count | 80 | 65 | 156 | 314 | 839 | 1454 |
| | | % within Phase of Education | 5.5% | 4.5% | 10.7% | 21.6% | 57.7% | 100.0% |

Pearson chi-square test *P* = 0.446

## Phase of education * question 4f ‘I anticipate that I will become a head teacher’

**Phase of Education * Q4F. I anticipate that I will become a head teacher Crosstabulation**

| | | | Q4F. I anticipate that I will become a head teacher | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Phase of Education | Primary | Count | 28 | 35 | 79 | 128 | 527 | 797 |
| | | % within Phase of Education | 3.5% | 4.4% | 9.9% | 16.1% | 66.1% | 100.0% |
| | Secondary | Count | 15 | 15 | 50 | 109 | 503 | 692 |
| | | % within Phase of Education | 2.2% | 2.2% | 7.2% | 15.8% | 72.7% | 100.0% |
| Total | | Count | 43 | 50 | 129 | 237 | 1030 | 1489 |
| | | % within Phase of Education | 2.9% | 3.4% | 8.7% | 15.9% | 69.2% | 100.0% |

Pearson chi-square test *P* = 0.010

## Phase of education * question 4g ‘I anticipate that I will move to employment outside teaching’

**Phase of Education * Q4G. I anticipate that I will move to employment outside teaching Crosstabulation**

| | | | Q4G. I anticipate that I will move to employment outside teaching | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Phase of Education | Primary | Count | 35 | 62 | 214 | 235 | 320 | 866 |
| | | % within Phase of Education | 4.0% | 7.2% | 24.7% | 27.1% | 37.0% | 100.0% |
| | Secondary | Count | 48 | 101 | 199 | 188 | 224 | 760 |
| | | % within Phase of Education | 6.3% | 13.3% | 26.2% | 24.7% | 29.5% | 100.0% |
| Total | | Count | 83 | 163 | 413 | 423 | 544 | 1626 |
| | | % within Phase of Education | 5.1% | 10.0% | 25.4% | 26.0% | 33.5% | 100.0% |

Pearson chi-square test *P* = 0.000

## Phase of education * question 4h ‘I anticipate that I will take a career break’

**Phase of Education * Q4H. I anticipate that I will take a career break Crosstabulation**

| | | | Q4H. I anticipate that I will take a career break | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Phase of Education | Primary | Count | 32 | 55 | 143 | 230 | 371 | 831 |
| | | % within Phase of Education | 3.9% | 6.6% | 17.2% | 27.7% | 44.6% | 100.0% |
| | Secondary | Count | 26 | 69 | 148 | 185 | 288 | 716 |
| | | % within Phase of Education | 3.6% | 9.6% | 20.7% | 25.8% | 40.2% | 100.0% |
| Total | | Count | 58 | 124 | 291 | 415 | 659 | 1547 |
| | | % within Phase of Education | 3.7% | 8.0% | 18.8% | 26.8% | 42.6% | 100.0% |

Pearson chi-square test *P* = 0.058

## Phase of education * question 4i ‘I anticipate that I will retire’

**Phase of Education * Q4I. I anticipate that I will retire Crosstabulation**

| | | | Q4I. I anticipate that I will retire | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Phase of Education | Primary | Count | 174 | 60 | 73 | 93 | 415 | 815 |
| | | % within Phase of Education | 21.3% | 7.4% | 9.0% | 11.4% | 50.9% | 100.0% |
| | Secondary | Count | 121 | 63 | 63 | 78 | 346 | 671 |
| | | % within Phase of Education | 18.0% | 9.4% | 9.4% | 11.6% | 51.6% | 100.0% |
| Total | | Count | 295 | 123 | 136 | 171 | 761 | 1486 |
| | | % within Phase of Education | 19.9% | 8.3% | 9.2% | 11.5% | 51.2% | 100.0% |

Pearson chi-square test *P* = 0.408

## Age recoded * question 4h ‘I anticipate that I will take a career break’

**Crosstab**

| | | | Q4H. I anticipate that I will take a career break | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Age recoded | 20 - 29 | Count | 18 | 47 | 96 | 98 | 118 | 377 |
| | | % within Age recoded | 4.8% | 12.5% | 25.5% | 26.0% | 31.3% | 100.0% |
| | 30 - 39 | Count | 18 | 41 | 109 | 131 | 172 | 471 |
| | | % within Age recoded | 3.8% | 8.7% | 23.1% | 27.8% | 36.5% | 100.0% |
| | 40 - 49 | Count | 10 | 32 | 55 | 132 | 220 | 449 |
| | | % within Age recoded | 2.2% | 7.1% | 12.2% | 29.4% | 49.0% | 100.0% |
| | 50 and over | Count | 20 | 23 | 60 | 99 | 235 | 437 |
| | | % within Age recoded | 4.6% | 5.3% | 13.7% | 22.7% | 53.8% | 100.0% |
| Total | | Count | 66 | 143 | 320 | 460 | 745 | 1734 |
| | | % within Age recoded | 3.8% | 8.2% | 18.5% | 26.5% | 43.0% | 100.0% |

Pearson chi-square test *P* = 0.000

## Length of service * question 4h ‘I anticipate that I will take a career break’

**Crosstab**

| | | | Q4H. I anticipate that I will take a career break | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Length of service | 0 - 9 years | Count | 36 | 82 | 191 | 235 | 295 | 839 |
| | | % within Length of service | 4.3% | 9.8% | 22.8% | 28.0% | 35.2% | 100.0% |
| | 10 - 19 years | Count | 7 | 25 | 53 | 108 | 161 | 354 |
| | | % within Length of service | 2.0% | 7.1% | 15.0% | 30.5% | 45.5% | 100.0% |
| | 20 - 29 years | Count | 10 | 21 | 38 | 66 | 147 | 282 |
| | | % within Length of service | 3.5% | 7.4% | 13.5% | 23.4% | 52.1% | 100.0% |
| | 30 years and more | Count | 13 | 14 | 31 | 49 | 138 | 245 |
| | | % within Length of service | 5.3% | 5.7% | 12.7% | 20.0% | 56.3% | 100.0% |
| Total | | Count | 66 | 142 | 313 | 458 | 741 | 1720 |
| | | % within Length of service | 3.8% | 8.3% | 18.2% | 26.6% | 43.1% | 100.0% |

Pearson chi-square test *P* = 0.000

## Professional role * question 4a ‘I anticipate that I will continue to develop in my present role’

**Professional role * Q4A. I anticipate to develop in present role Crosstabulation**

| | | | Q4A. I anticipate to develop in present role | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Professional role | Class or subject teacher | Count | 369 | 166 | 49 | 24 | 20 | 628 |
| | | % within Professional role | 58.8% | 26.4% | 7.8% | 3.8% | 3.2% | 100.0% |
| | Class teacher, special resp. | Count | 238 | 167 | 29 | 21 | 18 | 473 |
| | | % within Professional role | 50.3% | 35.3% | 6.1% | 4.4% | 3.8% | 100.0% |
| | HoD, year, stage | Count | 146 | 101 | 23 | 25 | 18 | 313 |
| | | % within Professional role | 46.6% | 32.3% | 7.3% | 8.0% | 5.8% | 100.0% |
| | Head teacher | Count | 105 | 18 | 2 | 3 | 8 | 136 |
| | | % within Professional role | 77.2% | 13.2% | 1.5% | 2.2% | 5.9% | 100.0% |
| Total | | Count | 858 | 452 | 103 | 73 | 64 | 1550 |
| | | % within Professional role | 55.4% | 29.2% | 6.6% | 4.7% | 4.1% | 100.0% |

Pearson chi-square test *P* = 0.000

## Professional role * question 4b ‘I anticipate that I will become an Advanced Skills Teacher’

**Professional role * Q4B. I anticipate that I will become an Advanced Skills Teacher Crosstabulation**

| | | | Q4B. I anticipate that I will become an Advanced Skills Teacher | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Professional role | Class or subject teacher | Count | 10 | 56 | 176 | 164 | 150 | 556 |
| | | % within Professional role | 1.8% | 10.1% | 31.7% | 29.5% | 27.0% | 100.0% |
| | Class teacher, special resp. | Count | 6 | 27 | 131 | 126 | 136 | 426 |
| | | % within Professional role | 1.4% | 6.3% | 30.8% | 29.6% | 31.9% | 100.0% |
| | HoD, year, stage | Count | 5 | 17 | 59 | 81 | 104 | 266 |
| | | % within Professional role | 1.9% | 6.4% | 22.2% | 30.5% | 39.1% | 100.0% |
| | Head teacher | Count | 1 | 0 | 0 | 0 | 20 | 21 |
| | | % within Professional role | 4.8% | .0% | .0% | .0% | 95.2% | 100.0% |
| Total | | Count | 22 | 100 | 366 | 371 | 410 | 1269 |
| | | % within Professional role | 1.7% | 7.9% | 28.8% | 29.2% | 32.3% | 100.0% |

Pearson chi-square test *P* = 0.000

## Professional role * question 4c 'I anticipate that I will gain Excellent Teacher Status

**Professional role * Q4C. I anticipate that I will gain Excellent Teacher Status Crosstabulation**

| | | | Q4C. I anticipate that I will gain Excellent Teacher Status | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Professional role | Class or subject teacher | Count | 13 | 49 | 182 | 167 | 138 | 549 |
| | | % within Professional role | 2.4% | 8.9% | 33.2% | 30.4% | 25.1% | 100.0% |
| | Class teacher, special resp. | Count | 6 | 31 | 131 | 142 | 110 | 420 |
| | | % within Professional role | 1.4% | 7.4% | 31.2% | 33.8% | 26.2% | 100.0% |
| | HoD, year, stage | Count | 5 | 24 | 76 | 72 | 91 | 268 |
| | | % within Professional role | 1.9% | 9.0% | 28.4% | 26.9% | 34.0% | 100.0% |
| | Head teacher | Count | 0 | 0 | 0 | 1 | 19 | 20 |
| | | % within Professional role | .0% | .0% | .0% | 5.0% | 95.0% | 100.0% |
| Total | | Count | 24 | 104 | 389 | 382 | 358 | 1257 |
| | | % within Professional role | 1.9% | 8.3% | 30.9% | 30.4% | 28.5% | 100.0% |

Pearson chi-square test *P* = 0.000

## Professional role * question 4d 'I anticipate that I will move into leadership / management post other than headship

**Professional role * Q4D. I anticipate that I will move into leadership / management post other than headship Crosstabulation**

| | | | Q4D. I anticipate that I will move into leadership / management post other than headship | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Professional role | Class or subject teacher | Count | 32 | 113 | 118 | 132 | 173 | 568 |
| | | % within Professional role | 5.6% | 19.9% | 20.8% | 23.2% | 30.5% | 100.0% |
| | Class teacher, special resp. | Count | 49 | 105 | 90 | 96 | 95 | 435 |
| | | % within Professional role | 11.3% | 24.1% | 20.7% | 22.1% | 21.8% | 100.0% |
| | HoD, year, stage | Count | 43 | 76 | 62 | 37 | 61 | 279 |
| | | % within Professional role | 15.4% | 27.2% | 22.2% | 13.3% | 21.9% | 100.0% |
| | Head teacher | Count | 0 | 5 | 8 | 5 | 16 | 34 |
| | | % within Professional role | .0% | 14.7% | 23.5% | 14.7% | 47.1% | 100.0% |
| Total | | Count | 124 | 299 | 278 | 270 | 345 | 1316 |
| | | % within Professional role | 9.4% | 22.7% | 21.1% | 20.5% | 26.2% | 100.0% |

Pearson chi-square test *P* = 0.000

## Professional role * question 4e 'I anticipate that I will take the National Professional Qualification for Headship'

**Professional role * Q4E. I anticipate that I will take the National Professional Qualification for Headship Crosstabulation**

| | | | Q4E. I anticipate that I will take the National Professional Qualification for Headship | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Professional role | Class or subject teacher | Count | 6 | 10 | 52 | 126 | 342 | 536 |
| | | % within Professional role | 1.1% | 1.9% | 9.7% | 23.5% | 63.8% | 100.0% |
| | Class teacher, special resp. | Count | 10 | 11 | 39 | 103 | 245 | 408 |
| | | % within Professional role | 2.5% | 2.7% | 9.6% | 25.2% | 60.0% | 100.0% |
| | HoD, year, stage | Count | 20 | 26 | 34 | 57 | 140 | 277 |
| | | % within Professional role | 7.2% | 9.4% | 12.3% | 20.6% | 50.5% | 100.0% |
| | Head teacher | Count | 0 | 0 | 1 | 0 | 11 | 12 |
| | | % within Professional role | .0% | .0% | 8.3% | .0% | 91.7% | 100.0% |
| Total | | Count | 36 | 47 | 126 | 286 | 738 | 1233 |
| | | % within Professional role | 2.9% | 3.8% | 10.2% | 23.2% | 59.9% | 100.0% |

Pearson chi-square test *P* = 0.000

## Professional role * question 4f 'I anticipate that I will become a head teacher'

**Professional role * Q4F. I anticipate that I will become a head teacher Crosstabulation**

| | | | Q4F. I anticipate that I will become a head teacher | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Professional role | Class or subject teacher | Count | 1 | 3 | 32 | 96 | 393 | 525 |
| | | % within Professional role | .2% | .6% | 6.1% | 18.3% | 74.9% | 100.0% |
| | Class teacher, special resp. | Count | 2 | 6 | 28 | 60 | 312 | 408 |
| | | % within Professional role | .5% | 1.5% | 6.9% | 14.7% | 76.5% | 100.0% |
| | HoD, year, stage | Count | 5 | 6 | 19 | 55 | 183 | 268 |
| | | % within Professional role | 1.9% | 2.2% | 7.1% | 20.5% | 68.3% | 100.0% |
| | Head teacher | Count | 1 | 0 | 1 | 0 | 4 | 6 |
| | | % within Professional role | 16.7% | .0% | 16.7% | .0% | 66.7% | 100.0% |
| Total | | Count | 9 | 15 | 80 | 211 | 892 | 1207 |
| | | % within Professional role | .7% | 1.2% | 6.6% | 17.5% | 73.9% | 100.0% |

Pearson chi-square test *P* = 0.000

## Professional role * question 4g ‘I anticipate that I will move to employment outside teaching’

**Professional role * Q4G. I anticipate that I will move to employment outside teaching Crosstabulation**

| | | | Q4G. I anticipate that I will move to employment outside teaching | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Professional role | Class or subject teacher | Count | 25 | 64 | 155 | 166 | 163 | 573 |
| | | % within Professional role | 4.4% | 11.2% | 27.1% | 29.0% | 28.4% | 100.0% |
| | Class teacher, special resp. | Count | 12 | 34 | 101 | 127 | 156 | 430 |
| | | % within Professional role | 2.8% | 7.9% | 23.5% | 29.5% | 36.3% | 100.0% |
| | HoD, year, stage | Count | 13 | 31 | 81 | 60 | 97 | 282 |
| | | % within Professional role | 4.6% | 11.0% | 28.7% | 21.3% | 34.4% | 100.0% |
| | Head teacher | Count | 7 | 6 | 19 | 14 | 30 | 76 |
| | | % within Professional role | 9.2% | 7.9% | 25.0% | 18.4% | 39.5% | 100.0% |
| Total | | Count | 57 | 135 | 356 | 367 | 446 | 1361 |
| | | % within Professional role | 4.2% | 9.9% | 26.2% | 27.0% | 32.8% | 100.0% |

Pearson chi-square test *P* = 0.012

## Professional role * question 4h ‘I anticipate that I will take a career break’

**Professional role * Q4H. I anticipate that I will take a career break Crosstabulation**

| | | | Q4H. I anticipate that I will take a career break | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Professional role | Class or subject teacher | Count | 26 | 52 | 105 | 165 | 199 | 547 |
| | | % within Professional role | 4.8% | 9.5% | 19.2% | 30.2% | 36.4% | 100.0% |
| | Class teacher, special resp. | Count | 11 | 32 | 70 | 121 | 187 | 421 |
| | | % within Professional role | 2.6% | 7.6% | 16.6% | 28.7% | 44.4% | 100.0% |
| | HoD, year, stage | Count | 11 | 24 | 56 | 73 | 104 | 268 |
| | | % within Professional role | 4.1% | 9.0% | 20.9% | 27.2% | 38.8% | 100.0% |
| | Head teacher | Count | 3 | 6 | 8 | 11 | 40 | 68 |
| | | % within Professional role | 4.4% | 8.8% | 11.8% | 16.2% | 58.8% | 100.0% |
| Total | | Count | 51 | 114 | 239 | 370 | 530 | 1304 |
| | | % within Professional role | 3.9% | 8.7% | 18.3% | 28.4% | 40.6% | 100.0% |

Pearson chi-square test *P* = 0.046

## Professional role * question 4i ‘I anticipate that I will retire’

**Professional role * Q4I. I anticipate that I will retire Crosstabulation**

| | | | Q4I. I anticipate that I will retire | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Highly likely | Likely | Undecided | Unlikely | Highly unlikely | Total |
| Professional role | Class or subject teacher | Count | 57 | 32 | 24 | 60 | 280 | 453 |
| | | % within Professional role | 12.6% | 7.1% | 5.3% | 13.2% | 61.8% | 100.0% |
| | Class teacher, special resp. | Count | 66 | 28 | 31 | 38 | 221 | 384 |
| | | % within Professional role | 17.2% | 7.3% | 8.1% | 9.9% | 57.6% | 100.0% |
| | HoD, year, stage | Count | 45 | 23 | 34 | 30 | 129 | 261 |
| | | % within Professional role | 17.2% | 8.8% | 13.0% | 11.5% | 49.4% | 100.0% |
| | Head teacher | Count | 47 | 17 | 18 | 12 | 21 | 115 |
| | | % within Professional role | 40.9% | 14.8% | 15.7% | 10.4% | 18.3% | 100.0% |
| Total | | Count | 215 | 100 | 107 | 140 | 651 | 1213 |
| | | % within Professional role | 17.7% | 8.2% | 8.8% | 11.5% | 53.7% | 100.0% |

Pearson chi-square test *P* = 0.000

## Question 4d ‘I anticipate that I will move into leadership / management post other than headship’ * linguistic / socio-economic challenge * phase of education

**Q4D. I anticipate that I will move into leadership / management post other than headship * DfES: Linguistic/socioeconomic challenge quartile * Phase of Education Crosstabulation**

| | | | | DfES: Linguistic/socioeconomic challenge quartile | | | | |
|---|---|---|---|---|---|---|---|---|
| Phase of Education | | | | Low challenge | 2 | 3 | High challenge | Total |
| Primary | Q4D. I anticipate that I will move into leadership / management post other than headship | Highly likely | Count | 16 | 15 | 19 | 18 | 68 |
| | | | % within Q4D. I anticipate that I will move into leadership / management post other than headship | 23.5% | 22.1% | 27.9% | 26.5% | 100.0% |
| | | Likely | Count | 33 | 41 | 31 | 62 | 167 |
| | | | % within Q4D. I anticipate that I will move into leadership / management post other than headship | 19.8% | 24.6% | 18.6% | 37.1% | 100.0% |
| | Total | | Count | 49 | 56 | 50 | 80 | 235 |
| | | | % within Q4D. I anticipate that I will move into leadership / management post other than headship | 20.9% | 23.8% | 21.3% | 34.0% | 100.0% |
| Secondary | Q4D. I anticipate that I will move into leadership / management post other than headship | Highly likely | Count | 14 | 21 | 24 | 24 | 83 |
| | | | % within Q4D. I anticipate that I will move into leadership / management post other than headship | 16.9% | 25.3% | 28.9% | 28.9% | 100.0% |
| | | Likely | Count | 45 | 42 | 43 | 46 | 176 |
| | | | % within Q4D. I anticipate that I will move into leadership / management post other than headship | 25.6% | 23.9% | 24.4% | 26.1% | 100.0% |
| | Total | | Count | 59 | 63 | 67 | 70 | 259 |
| | | | % within Q4D. I anticipate that I will move into leadership / management post other than headship | 22.8% | 24.3% | 25.9% | 27.0% | 100.0% |

# Chapter 3

**Gender * question 5 'In the last 12 months, do you feel that your professional development needs were met?'**

**Crosstab**

| | | | Q5. In the last 12 months, do you feel that your professional development needs were met? | | | |
|---|---|---|---|---|---|---|
| | | | Yes, fully | Yes, to some extent | No | Total |
| Gender | Men | Count | 142 | 254 | 97 | 493 |
| | | % within Gender | 28.8% | 51.5% | 19.7% | 100.0% |
| | Women | Count | 600 | 1052 | 311 | 1963 |
| | | % within Gender | 30.6% | 53.6% | 15.8% | 100.0% |
| Total | | Count | 742 | 1306 | 408 | 2456 |
| | | % within Gender | 30.2% | 53.2% | 16.6% | 100.0% |

Pearson chi-square test *P* = 0.122

**Age recorded * question 5 'In the last 12 months, do you feel that your professional development needs were met?'**

**Crosstab**

| | | | Q5. In the last 12 months, do you feel that your professional development needs were met? | | | |
|---|---|---|---|---|---|---|
| | | | Yes, fully | Yes, to some extent | No | Total |
| Age recoded | 20 - 29 | Count | 156 | 224 | 38 | 418 |
| | | % within Age recoded | 37.3% | 53.6% | 9.1% | 100.0% |
| | 30 - 39 | Count | 134 | 316 | 103 | 553 |
| | | % within Age recoded | 24.2% | 57.1% | 18.6% | 100.0% |
| | 40 - 49 | Count | 162 | 317 | 124 | 603 |
| | | % within Age recoded | 26.9% | 52.6% | 20.6% | 100.0% |
| | 50 and over | Count | 290 | 449 | 143 | 882 |
| | | % within Age recoded | 32.9% | 50.9% | 16.2% | 100.0% |
| Total | | Count | 742 | 1306 | 408 | 2456 |
| | | % within Age recoded | 30.2% | 53.2% | 16.6% | 100.0% |

Pearson chi-square test *P* = 0.000

## Current working status * question 5 'In the last 12 months, do you feel that your professional development needs were met?'

**Crosstab**

| | | | Q5. In the last 12 months, do you feel that your professional development needs were met? | | | |
|---|---|---|---|---|---|---|
| | | | Yes, fully | Yes, to some extent | No | Total |
| Q2. Which of the following best describes your current working status? | Full time | Count | 589 | 964 | 256 | 1809 |
| | | % within Q2. Which of the following best describes your current working status? | 32.6% | 53.3% | 14.2% | 100.0% |
| | Part time | Count | 119 | 295 | 127 | 541 |
| | | % within Q2. Which of the following best describes your current working status? | 22.0% | 54.5% | 23.5% | 100.0% |
| Total | | Count | 708 | 1259 | 383 | 2350 |
| | | % within Q2. Which of the following best describes your current working status? | 30.1% | 53.6% | 16.3% | 100.0% |

Pearson chi-square test *P* = 0.000

## Professional role * question 5 'In the last 12 months, do you feel that your professional development needs were met?'

**Supply v Rest * Q5. In the last 12 months, do you feel that your professional development needs were met? Crosstabulation**

| | | | Q5. In the last 12 months, do you feel that your professional development needs were met? | | | |
|---|---|---|---|---|---|---|
| | | | Yes, fully | Yes, to some extent | No | Total |
| Supply v Rest | Supply | Count | 35 | 83 | 68 | 186 |
| | | % within Supply v Rest | 18.8% | 44.6% | 36.6% | 100.0% |
| | All other teachers | Count | 707 | 1223 | 340 | 2270 |
| | | % within Supply v Rest | 31.1% | 53.9% | 15.0% | 100.0% |
| Total | | Count | 742 | 1306 | 408 | 2456 |
| | | % within Supply v Rest | 30.2% | 53.2% | 16.6% | 100.0% |

Pearson chi-square test *P* = 0.000

## Phase of education * question 5 'In the last 12 months, do you feel that your professional development needs were met?'

**Phase of Education * Q5. In the last 12 months, do you feel that your professional development needs were met? Crosstabulation**

| | | | Q5. In the last 12 months, do you feel that your professional development needs were met? | | | |
|---|---|---|---|---|---|---|
| | | | Yes, fully | Yes, to some extent | No | Total |
| Phase of Education | Primary | Count | 402 | 637 | 142 | 1181 |
| | | % within Phase of Education | 34.0% | 53.9% | 12.0% | 100.0% |
| | Secondary | Count | 267 | 527 | 188 | 982 |
| | | % within Phase of Education | 27.2% | 53.7% | 19.1% | 100.0% |
| Total | | Count | 669 | 1164 | 330 | 2163 |
| | | % within Phase of Education | 30.9% | 53.8% | 15.3% | 100.0% |

Pearson chi-square test $P = 0.000$

## Length of service * question 5 'In the last 12 months, do you feel that your professional development needs were met?'

**Length of service * Q5. In the last 12 months, do you feel that your professional development needs were met? Crosstabulation**

| | | | Q5. In the last 12 months, do you feel that your professional development needs were met? | | | |
|---|---|---|---|---|---|---|
| | | | Yes, fully | Yes, to some extent | No | Total |
| Length of service | 0 to 1 years | Count | 26 | 74 | 17 | 117 |
| | | % within Length of service | 22.2% | 63.2% | 14.5% | 100.0% |
| | 1 to 2 years | Count | 40 | 66 | 20 | 126 |
| | | % within Length of service | 31.7% | 52.4% | 15.9% | 100.0% |
| | 2 to 3 years | Count | 37 | 71 | 18 | 126 |
| | | % within Length of service | 29.4% | 56.3% | 14.3% | 100.0% |
| | 3 to 4 years | Count | 33 | 49 | 6 | 88 |
| | | % within Length of service | 37.5% | 55.7% | 6.8% | 100.0% |
| | 4 to 5 years | Count | 48 | 55 | 10 | 113 |
| | | % within Length of service | 42.5% | 48.7% | 8.8% | 100.0% |
| | 5 to 9 years | Count | 111 | 204 | 70 | 385 |
| | | % within Length of service | 28.8% | 53.0% | 18.2% | 100.0% |
| | 10 to 14 years | Count | 63 | 145 | 57 | 265 |
| | | % within Length of service | 23.8% | 54.7% | 21.5% | 100.0% |
| | 15 to 19 years | Count | 52 | 126 | 42 | 220 |
| | | % within Length of service | 23.6% | 57.3% | 19.1% | 100.0% |
| | 20 to 24 years | Count | 42 | 91 | 34 | 167 |
| | | % within Length of service | 25.1% | 54.5% | 20.4% | 100.0% |
| | 25 to 29 years | Count | 82 | 128 | 44 | 254 |
| | | % within Length of service | 32.3% | 50.4% | 17.3% | 100.0% |
| | 30 to 34 years | Count | 132 | 183 | 58 | 373 |
| | | % within Length of service | 35.4% | 49.1% | 15.5% | 100.0% |
| | 35 years or more | Count | 70 | 105 | 28 | 203 |
| | | % within Length of service | 34.5% | 51.7% | 13.8% | 100.0% |
| | Not available | Count | 6 | 9 | 4 | 19 |
| | | % within Length of service | 31.6% | 47.4% | 21.1% | 100.0% |
| Total | | Count | 742 | 1306 | 408 | 2456 |
| | | % within Length of service | 30.2% | 53.2% | 16.6% | 100.0% |

Pearson chi-square test $P = 0.003$

## Supply teachers: Length of service * question 5 'In the last 12 months, do you feel that your professional development needs were met?'

**Length of service * Q5. In the last 12 months, do you feel that your professional development needs were met? Crosstabulation**

| | | | Q5. In the last 12 months, do you feel that your professional development needs were met? | | | |
|---|---|---|---|---|---|---|
| | | | Yes, fully | Yes, to some extent | No | Total |
| Length of service | 0 to 1 years | Count | 1 | 5 | 7 | 13 |
| | | % within Length of service | 7.7% | 38.5% | 53.8% | 100.0% |
| | 1 to 2 years | Count | 1 | 6 | 0 | 7 |
| | | % within Length of service | 14.3% | 85.7% | .0% | 100.0% |
| | 2 to 3 years | Count | 1 | 1 | 2 | 4 |
| | | % within Length of service | 25.0% | 25.0% | 50.0% | 100.0% |
| | 3 to 4 years | Count | 1 | 4 | 1 | 6 |
| | | % within Length of service | 16.7% | 66.7% | 16.7% | 100.0% |
| | 4 to 5 years | Count | 1 | 8 | 5 | 14 |
| | | % within Length of service | 7.1% | 57.1% | 35.7% | 100.0% |
| | 5 to 9 years | Count | 3 | 7 | 5 | 15 |
| | | % within Length of service | 20.0% | 46.7% | 33.3% | 100.0% |
| | 10 to 14 years | Count | 2 | 7 | 11 | 20 |
| | | % within Length of service | 10.0% | 35.0% | 55.0% | 100.0% |
| | 15 to 19 years | Count | 1 | 6 | 6 | 13 |
| | | % within Length of service | 7.7% | 46.2% | 46.2% | 100.0% |
| | 20 to 24 years | Count | 3 | 6 | 3 | 12 |
| | | % within Length of service | 25.0% | 50.0% | 25.0% | 100.0% |
| | 25 to 29 years | Count | 3 | 6 | 11 | 20 |
| | | % within Length of service | 15.0% | 30.0% | 55.0% | 100.0% |
| | 30 to 34 years | Count | 7 | 11 | 9 | 27 |
| | | % within Length of service | 25.9% | 40.7% | 33.3% | 100.0% |
| | 35 years or more | Count | 11 | 15 | 6 | 32 |
| | | % within Length of service | 34.4% | 46.9% | 18.8% | 100.0% |
| Total | | Count | 35 | 82 | 66 | 183 |
| | | % within Length of service | 19.1% | 44.8% | 36.1% | 100.0% |

Pearson chi-square test $P = 0.225$

# Chapter 4

## Length of service * question 18a 'Disability'

**Crosstab**

| | | | Q18A. Disability | | |
|---|---|---|---|---|---|
| | | | Yes | No | Total |
| Length of service | Under 5 years | Count | 211 | 346 | 557 |
| | | % within Length of service | 37.9% | 62.1% | 100.0% |
| | 5-9 years | Count | 152 | 229 | 381 |
| | | % within Length of service | 39.9% | 60.1% | 100.0% |
| | 10-14 years | Count | 81 | 182 | 263 |
| | | % within Length of service | 30.8% | 69.2% | 100.0% |
| | 15-19 years | Count | 97 | 121 | 218 |
| | | % within Length of service | 44.5% | 55.5% | 100.0% |
| | 20-24 years | Count | 79 | 88 | 167 |
| | | % within Length of service | 47.3% | 52.7% | 100.0% |
| | 25-29 years | Count | 138 | 114 | 252 |
| | | % within Length of service | 54.8% | 45.2% | 100.0% |
| | 30-34 years | Count | 217 | 152 | 369 |
| | | % within Length of service | 58.8% | 41.2% | 100.0% |
| | 35 years & over | Count | 121 | 84 | 205 |
| | | % within Length of service | 59.0% | 41.0% | 100.0% |
| Total | | Count | 1096 | 1316 | 2412 |
| | | % within Length of service | 45.4% | 54.6% | 100.0% |

Pearson chi-square test *P* = 0.000

## Length of service * question 18b 'Gender'

**Crosstab**

| | | | Q18B. Gender | | |
|---|---|---|---|---|---|
| | | | Yes | No | Total |
| Length of service | Under 5 years | Count | 209 | 349 | 558 |
| | | % within Length of service | 37.5% | 62.5% | 100.0% |
| | 5-9 years | Count | 133 | 247 | 380 |
| | | % within Length of service | 35.0% | 65.0% | 100.0% |
| | 10-14 years | Count | 79 | 183 | 262 |
| | | % within Length of service | 30.2% | 69.8% | 100.0% |
| | 15-19 years | Count | 90 | 127 | 217 |
| | | % within Length of service | 41.5% | 58.5% | 100.0% |
| | 20-24 years | Count | 68 | 98 | 166 |
| | | % within Length of service | 41.0% | 59.0% | 100.0% |
| | 25-29 years | Count | 95 | 152 | 247 |
| | | % within Length of service | 38.5% | 61.5% | 100.0% |
| | 30-34 years | Count | 153 | 206 | 359 |
| | | % within Length of service | 42.6% | 57.4% | 100.0% |
| | 35 years & over | Count | 101 | 102 | 203 |
| | | % within Length of service | 49.8% | 50.2% | 100.0% |
| Total | | Count | 928 | 1464 | 2392 |
| | | % within Length of service | 38.8% | 61.2% | 100.0% |

Pearson chi-square test *P* = 0.000

## Length of service * question 18c 'Race / ethnicity'

**Crosstab**

| | | | Q18C. Race / ethnicity | | |
|---|---|---|---|---|---|
| | | | Yes | No | Total |
| Length of service | Under 5 years | Count | 234 | 326 | 560 |
| | | % within Length of service | 41.8% | 58.2% | 100.0% |
| | 5-9 years | Count | 119 | 262 | 381 |
| | | % within Length of service | 31.2% | 68.8% | 100.0% |
| | 10-14 years | Count | 74 | 187 | 261 |
| | | % within Length of service | 28.4% | 71.6% | 100.0% |
| | 15-19 years | Count | 82 | 135 | 217 |
| | | % within Length of service | 37.8% | 62.2% | 100.0% |
| | 20-24 years | Count | 67 | 99 | 166 |
| | | % within Length of service | 40.4% | 59.6% | 100.0% |
| | 25-29 years | Count | 103 | 145 | 248 |
| | | % within Length of service | 41.5% | 58.5% | 100.0% |
| | 30-34 years | Count | 156 | 203 | 359 |
| | | % within Length of service | 43.5% | 56.5% | 100.0% |
| | 35 years & over | Count | 104 | 100 | 204 |
| | | % within Length of service | 51.0% | 49.0% | 100.0% |
| Total | | Count | 939 | 1457 | 2396 |
| | | % within Length of service | 39.2% | 60.8% | 100.0% |

Pearson chi-square test *P* = 0.000

## Length of service * question 18d 'Religion / belief'

**Crosstab**

| | | | Q18D. Religion / belief | | |
|---|---|---|---|---|---|
| | | | Yes | No | Total |
| Length of service | Under 5 years | Count | 167 | 390 | 557 |
| | | % within Length of service | 30.0% | 70.0% | 100.0% |
| | 5-9 years | Count | 89 | 292 | 381 |
| | | % within Length of service | 23.4% | 76.6% | 100.0% |
| | 10-14 years | Count | 52 | 209 | 261 |
| | | % within Length of service | 19.9% | 80.1% | 100.0% |
| | 15-19 years | Count | 59 | 158 | 217 |
| | | % within Length of service | 27.2% | 72.8% | 100.0% |
| | 20-24 years | Count | 45 | 121 | 166 |
| | | % within Length of service | 27.1% | 72.9% | 100.0% |
| | 25-29 years | Count | 72 | 175 | 247 |
| | | % within Length of service | 29.1% | 70.9% | 100.0% |
| | 30-34 years | Count | 93 | 263 | 356 |
| | | % within Length of service | 26.1% | 73.9% | 100.0% |
| | 35 years & over | Count | 86 | 118 | 204 |
| | | % within Length of service | 42.2% | 57.8% | 100.0% |
| Total | | Count | 663 | 1726 | 2389 |
| | | % within Length of service | 27.8% | 72.2% | 100.0% |

Pearson chi-square test *P* = 0.000

## Length of service * question 18e 'Sexual orientation'

**Crosstab**

| | | | Q18E. Sexual orientation | | |
|---|---|---|---|---|---|
| | | | Yes | No | Total |
| Length of service | Under 5 years | Count | 71 | 483 | 554 |
| | | % within Length of service | 12.8% | 87.2% | 100.0% |
| | 5-9 years | Count | 41 | 340 | 381 |
| | | % within Length of service | 10.8% | 89.2% | 100.0% |
| | 10-14 years | Count | 18 | 243 | 261 |
| | | % within Length of service | 6.9% | 93.1% | 100.0% |
| | 15-19 years | Count | 27 | 189 | 216 |
| | | % within Length of service | 12.5% | 87.5% | 100.0% |
| | 20-24 years | Count | 17 | 149 | 166 |
| | | % within Length of service | 10.2% | 89.8% | 100.0% |
| | 25-29 years | Count | 36 | 211 | 247 |
| | | % within Length of service | 14.6% | 85.4% | 100.0% |
| | 30-34 years | Count | 53 | 302 | 355 |
| | | % within Length of service | 14.9% | 85.1% | 100.0% |
| | 35 years & over | Count | 32 | 169 | 201 |
| | | % within Length of service | 15.9% | 84.1% | 100.0% |
| Total | | Count | 295 | 2086 | 2381 |
| | | % within Length of service | 12.4% | 87.6% | 100.0% |

Pearson chi-square test *P* = 0.043

## Length of service * question 18f 'Social class'

**Crosstab**

| | | | Q18F. Social class | | |
|---|---|---|---|---|---|
| | | | Yes | No | Total |
| Length of service | Under 5 years | Count | 107 | 448 | 555 |
| | | % within Length of service | 19.3% | 80.7% | 100.0% |
| | 5-9 years | Count | 38 | 342 | 380 |
| | | % within Length of service | 10.0% | 90.0% | 100.0% |
| | 10-14 years | Count | 17 | 244 | 261 |
| | | % within Length of service | 6.5% | 93.5% | 100.0% |
| | 15-19 years | Count | 25 | 191 | 216 |
| | | % within Length of service | 11.6% | 88.4% | 100.0% |
| | 20-24 years | Count | 18 | 148 | 166 |
| | | % within Length of service | 10.8% | 89.2% | 100.0% |
| | 25-29 years | Count | 33 | 213 | 246 |
| | | % within Length of service | 13.4% | 86.6% | 100.0% |
| | 30-34 years | Count | 59 | 295 | 354 |
| | | % within Length of service | 16.7% | 83.3% | 100.0% |
| | 35 years & over | Count | 30 | 172 | 202 |
| | | % within Length of service | 14.9% | 85.1% | 100.0% |
| Total | | Count | 327 | 2053 | 2380 |
| | | % within Length of service | 13.7% | 86.3% | 100.0% |

Pearson chi-square test *P* = 0.000

### DfES: Urban local authorities * question 18a ‘Disability’

**Crosstab**

| | | | Q18A. Disability | | |
|---|---|---|---|---|---|
| | | | Yes | No | Total |
| DfES: Urban local authorities | Urban local authority | Count | 517 | 549 | 1066 |
| | | % within DfES: Urban local authorities | 48.5% | 51.5% | 100.0% |
| | Other | Count | 563 | 744 | 1307 |
| | | % within DfES: Urban local authorities | 43.1% | 56.9% | 100.0% |
| Total | | Count | 1080 | 1293 | 2373 |
| | | % within DfES: Urban local authorities | 45.5% | 54.5% | 100.0% |

Fisher’s exact test (for 2 × 2 table) *P* = 0.005

### DfES: Urban local authorities * question 18b ‘Gender’

**Crosstab**

| | | | Q18B. Gender | | |
|---|---|---|---|---|---|
| | | | Yes | No | Total |
| DfES: Urban local authorities | Urban local authority | Count | 448 | 607 | 1055 |
| | | % within DfES: Urban local authorities | 42.5% | 57.5% | 100.0% |
| | Other | Count | 461 | 836 | 1297 |
| | | % within DfES: Urban local authorities | 35.5% | 64.5% | 100.0% |
| Total | | Count | 909 | 1443 | 2352 |
| | | % within DfES: Urban local authorities | 38.6% | 61.4% | 100.0% |

Fisher’s exact test (for 2 × 2 table) *P* = 0.000

### DfES: Urban local authorities * question 18c ‘Race / ethnicity’

**Crosstab**

| | | | Q18C. Race / ethnicity | | |
|---|---|---|---|---|---|
| | | | Yes | No | Total |
| DfES: Urban local authorities | Urban local authority | Count | 487 | 571 | 1058 |
| | | % within DfES: Urban local authorities | 46.0% | 54.0% | 100.0% |
| | Other | Count | 431 | 867 | 1298 |
| | | % within DfES: Urban local authorities | 33.2% | 66.8% | 100.0% |
| Total | | Count | 918 | 1438 | 2356 |
| | | % within DfES: Urban local authorities | 39.0% | 61.0% | 100.0% |

Fisher’s exact test (for 2 × 2 table) *P* = 0.000

**DfES: Urban local authorities * question 18d 'Religion / belief'**

**Crosstab**

| | | | Q18D. Religion / belief | | |
|---|---|---|---|---|---|
| | | | Yes | No | Total |
| DfES: Urban local authorities | Urban local authority | Count | 320 | 733 | 1053 |
| | | % within DfES: Urban local authorities | 30.4% | 69.6% | 100.0% |
| | Other | Count | 328 | 969 | 1297 |
| | | % within DfES: Urban local authorities | 25.3% | 74.7% | 100.0% |
| Total | | Count | 648 | 1702 | 2350 |
| | | % within DfES: Urban local authorities | 27.6% | 72.4% | 100.0% |

Fisher's exact test (for 2 × 2 table) *P* = 0.003

**DfES: Urban local authorities * question 18e 'Sexual orientation'**

**Crosstab**

| | | | Q18E. Sexual orientation | | |
|---|---|---|---|---|---|
| | | | Yes | No | Total |
| DfES: Urban local authorities | Urban local authority | Count | 150 | 902 | 1052 |
| | | % within DfES: Urban local authorities | 14.3% | 85.7% | 100.0% |
| | Other | Count | 136 | 1155 | 1291 |
| | | % within DfES: Urban local authorities | 10.5% | 89.5% | 100.0% |
| Total | | Count | 286 | 2057 | 2343 |
| | | % within DfES: Urban local authorities | 12.2% | 87.8% | 100.0% |

Fisher's exact test (for 2 × 2 table) *P* = 0.004

**DfES: Urban local authorities * question 18f 'Social class'**

**Crosstab**

| | | | Q18F. Social class | | |
|---|---|---|---|---|---|
| | | | Yes | No | Total |
| DfES: Urban local authorities | Urban local authority | Count | 164 | 888 | 1052 |
| | | % within DfES: Urban local authorities | 15.6% | 84.4% | 100.0% |
| | Other | Count | 153 | 1136 | 1289 |
| | | % within DfES: Urban local authorities | 11.9% | 88.1% | 100.0% |
| Total | | Count | 317 | 2024 | 2341 |
| | | % within DfES: Urban local authorities | 13.5% | 86.5% | 100.0% |

Fisher's exact test (for 2 × 2 table) *P* = 0.005

## Phase of education * DfES: academic / SEN challenge quartile * question 18a 'Disability'

**Crosstab**

| Q18A. Disability | | | | DfES: Academic/SEN challenge quartile | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | | Low challenge | 2 | 3 | High challenge | |
| Yes | Phase of Education | Primary | Count | 128 | 145 | 121 | 148 | 542 |
| | | | % within Phase of Education | 23.6% | 26.8% | 22.3% | 27.3% | 100.0% |
| | | Secondary | Count | 90 | 100 | 102 | 104 | 396 |
| | | | % within Phase of Education | 22.7% | 25.3% | 25.8% | 26.3% | 100.0% |
| | Total | | Count | 218 | 245 | 223 | 252 | 938 |
| | | | % within Phase of Education | 23.2% | 26.1% | 23.8% | 26.9% | 100.0% |
| No | Phase of Education | Primary | Count | 164 | 144 | 170 | 143 | 621 |
| | | | % within Phase of Education | 26.4% | 23.2% | 27.4% | 23.0% | 100.0% |
| | | Secondary | Count | 154 | 145 | 143 | 140 | 582 |
| | | | % within Phase of Education | 26.5% | 24.9% | 24.6% | 24.1% | 100.0% |
| | Total | | Count | 318 | 289 | 313 | 283 | 1203 |
| | | | % within Phase of Education | 26.4% | 24.0% | 26.0% | 23.5% | 100.0% |

Pearson chi-square test – 'Yes' *P* = 0.682; 'No' *P* = 0.702

## Phase of education * DfES: academic / SEN challenge quartile * question 18c 'Race / ethnicity'

**Crosstab**

| Q18C. Race / ethnicity | | | | DfES: Academic/SEN challenge quartile | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | | Low challenge | 2 | 3 | High challenge | |
| Yes | Phase of Education | Primary | Count | 105 | 112 | 122 | 133 | 472 |
| | | | % within Phase of Education | 22.2% | 23.7% | 25.8% | 28.2% | 100.0% |
| | | Secondary | Count | 72 | 80 | 96 | 102 | 350 |
| | | | % within Phase of Education | 20.6% | 22.9% | 27.4% | 29.1% | 100.0% |
| | Total | | Count | 177 | 192 | 218 | 235 | 822 |
| | | | % within Phase of Education | 21.5% | 23.4% | 26.5% | 28.6% | 100.0% |
| No | Phase of Education | Primary | Count | 186 | 176 | 169 | 156 | 687 |
| | | | % within Phase of Education | 27.1% | 25.6% | 24.6% | 22.7% | 100.0% |
| | | Secondary | Count | 171 | 162 | 148 | 143 | 624 |
| | | | % within Phase of Education | 27.4% | 26.0% | 23.7% | 22.9% | 100.0% |
| | Total | | Count | 357 | 338 | 317 | 299 | 1311 |
| | | | % within Phase of Education | 27.2% | 25.8% | 24.2% | 22.8% | 100.0% |

Pearson chi-square test – 'Yes' *P* = 0.901; 'No' *P* = 0.987

## Phase of education * DfES: academic / SEN challenge quartile * question 18d 'Religion / belief'

**Crosstab**

| Q18D. Religion / belief | | | | DfES: Academic/SEN challenge quartile | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | | Low challenge | 2 | 3 | High challenge | |
| Yes | Phase of Education | Primary | Count | 106 | 92 | 94 | 104 | 396 |
| | | | % within Phase of Education | 26.8% | 23.2% | 23.7% | 26.3% | 100.0% |
| | | Secondary | Count | 41 | 49 | 57 | 45 | 192 |
| | | | % within Phase of Education | 21.4% | 25.5% | 29.7% | 23.4% | 100.0% |
| | Total | | Count | 147 | 141 | 151 | 149 | 588 |
| | | | % within Phase of Education | 25.0% | 24.0% | 25.7% | 25.3% | 100.0% |
| No | Phase of Education | Primary | Count | 185 | 193 | 197 | 185 | 760 |
| | | | % within Phase of Education | 24.3% | 25.4% | 25.9% | 24.3% | 100.0% |
| | | Secondary | Count | 202 | 193 | 187 | 199 | 781 |
| | | | % within Phase of Education | 25.9% | 24.7% | 23.9% | 25.5% | 100.0% |
| | Total | | Count | 387 | 386 | 384 | 384 | 1541 |
| | | | % within Phase of Education | 25.1% | 25.0% | 24.9% | 24.9% | 100.0% |

Pearson chi-square test – 'Yes' $P = 0.263$; 'No' $P = 0.745$

## Phase of education * DfES: academic / SEN challenge quartile * question 18e 'Sexual orientation'

**Crosstab**

| Q18E. Sexual orientation | | | | DfES: Academic/SEN challenge quartile | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | | Low challenge | 2 | 3 | High challenge | |
| Yes | Phase of Education | Primary | Count | 20 | 34 | 36 | 34 | 124 |
| | | | % within Phase of Education | 16.1% | 27.4% | 29.0% | 27.4% | 100.0% |
| | | Secondary | Count | 26 | 25 | 34 | 43 | 128 |
| | | | % within Phase of Education | 20.3% | 19.5% | 26.6% | 33.6% | 100.0% |
| | Total | | Count | 46 | 59 | 70 | 77 | 252 |
| | | | % within Phase of Education | 18.3% | 23.4% | 27.8% | 30.6% | 100.0% |
| No | Phase of Education | Primary | Count | 270 | 248 | 254 | 254 | 1026 |
| | | | % within Phase of Education | 26.3% | 24.2% | 24.8% | 24.8% | 100.0% |
| | | Secondary | Count | 217 | 217 | 208 | 201 | 843 |
| | | | % within Phase of Education | 25.7% | 25.7% | 24.7% | 23.8% | 100.0% |
| | Total | | Count | 487 | 465 | 462 | 455 | 1869 |
| | | | % within Phase of Education | 26.1% | 24.9% | 24.7% | 24.3% | 100.0% |

Pearson chi-square test – 'Yes' $P = 0.362$; 'No' $P = 0.879$

## Phase of education * DfES: linguistic / socio-economic challenge quartile * question 18a 'Disability'

**Crosstab**

| Q18A. Disability | | | | DfES: Linguistic/socioeconomic challenge quartile: Low challenge | 2 | 3 | High challenge | Total |
|---|---|---|---|---|---|---|---|---|
| Yes | Phase of Education | Primary | Count | 127 | 124 | 146 | 145 | 542 |
| | | | % within Phase of Education | 23.4% | 22.9% | 26.9% | 26.8% | 100.0% |
| | | Secondary | Count | 98 | 94 | 99 | 105 | 396 |
| | | | % within Phase of Education | 24.7% | 23.7% | 25.0% | 26.5% | 100.0% |
| | Total | | Count | 225 | 218 | 245 | 250 | 938 |
| | | | % within Phase of Education | 24.0% | 23.2% | 26.1% | 26.7% | 100.0% |
| No | Phase of Education | Primary | Count | 165 | 165 | 147 | 144 | 621 |
| | | | % within Phase of Education | 26.6% | 26.6% | 23.7% | 23.2% | 100.0% |
| | | Secondary | Count | 148 | 151 | 143 | 140 | 582 |
| | | | % within Phase of Education | 25.4% | 25.9% | 24.6% | 24.1% | 100.0% |
| | Total | | Count | 313 | 316 | 290 | 284 | 1203 |
| | | | % within Phase of Education | 26.0% | 26.3% | 24.1% | 23.6% | 100.0% |

Pearson chi-square test – 'Yes' $P = 0.903$; 'No' $P = 0.942$

## Phase of education * DfES: linguistic / socio-economic challenge quartile * question 18c 'Race / ethnicity

**Crosstab**

| Q18C. Race / ethnicity | | | | DfES: Linguistic/socioeconomic challenge quartile: Low challenge | 2 | 3 | High challenge | Total |
|---|---|---|---|---|---|---|---|---|
| Yes | Phase of Education | Primary | Count | 98 | 91 | 121 | 162 | 472 |
| | | | % within Phase of Education | 20.8% | 19.3% | 25.6% | 34.3% | 100.0% |
| | | Secondary | Count | 61 | 81 | 82 | 126 | 350 |
| | | | % within Phase of Education | 17.4% | 23.1% | 23.4% | 36.0% | 100.0% |
| | Total | | Count | 159 | 172 | 203 | 288 | 822 |
| | | | % within Phase of Education | 19.3% | 20.9% | 24.7% | 35.0% | 100.0% |
| No | Phase of Education | Primary | Count | 192 | 198 | 170 | 127 | 687 |
| | | | % within Phase of Education | 27.9% | 28.8% | 24.7% | 18.5% | 100.0% |
| | | Secondary | Count | 182 | 163 | 160 | 119 | 624 |
| | | | % within Phase of Education | 29.2% | 26.1% | 25.6% | 19.1% | 100.0% |
| | Total | | Count | 374 | 361 | 330 | 246 | 1311 |
| | | | % within Phase of Education | 28.5% | 27.5% | 25.2% | 18.8% | 100.0% |

Pearson chi-square test – 'Yes' $P = 0.370$; 'No' $P = 0.753$

## Phase of education * DfES: linguistic / socio-economic challenge quartile * question 18d 'Religion / belief'

**Crosstab**

| Q18D. Religion / belief | | | | DfES: Linguistic/socioeconomic challenge quartile | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | | Low challenge | 2 | 3 | High challenge | |
| Yes | Phase of Education | Primary | Count | 92 | 87 | 99 | 118 | 396 |
| | | | % within Phase of Education | 23.2% | 22.0% | 25.0% | 29.8% | 100.0% |
| | | Secondary | Count | 39 | 50 | 44 | 59 | 192 |
| | | | % within Phase of Education | 20.3% | 26.0% | 22.9% | 30.7% | 100.0% |
| | Total | | Count | 131 | 137 | 143 | 177 | 588 |
| | | | % within Phase of Education | 22.3% | 23.3% | 24.3% | 30.1% | 100.0% |
| No | Phase of Education | Primary | Count | 199 | 201 | 191 | 169 | 760 |
| | | | % within Phase of Education | 26.2% | 26.4% | 25.1% | 22.2% | 100.0% |
| | | Secondary | Count | 204 | 194 | 198 | 185 | 781 |
| | | | % within Phase of Education | 26.1% | 24.8% | 25.4% | 23.7% | 100.0% |
| | Total | | Count | 403 | 395 | 389 | 354 | 1541 |
| | | | % within Phase of Education | 26.2% | 25.6% | 25.2% | 23.0% | 100.0% |

Pearson chi-square test – 'Yes' $P = 0.641$; 'No' $P = 0.862$

## Phase of education * DfES: linguistic / socio-economic challenge quartile * question 18e 'Sexual orientation'

**Crosstab**

| Q18E. Sexual orientation | | | | DfES: Linguistic/socioeconomic challenge quartile | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | | Low challenge | 2 | 3 | High challenge | |
| Yes | Phase of Education | Primary | Count | 29 | 25 | 35 | 35 | 124 |
| | | | % within Phase of Education | 23.4% | 20.2% | 28.2% | 28.2% | 100.0% |
| | | Secondary | Count | 30 | 29 | 30 | 39 | 128 |
| | | | % within Phase of Education | 23.4% | 22.7% | 23.4% | 30.5% | 100.0% |
| | Total | | Count | 59 | 54 | 65 | 74 | 252 |
| | | | % within Phase of Education | 23.4% | 21.4% | 25.8% | 29.4% | 100.0% |
| No | Phase of Education | Primary | Count | 259 | 260 | 254 | 253 | 1026 |
| | | | % within Phase of Education | 25.2% | 25.3% | 24.8% | 24.7% | 100.0% |
| | | Secondary | Count | 212 | 215 | 212 | 204 | 843 |
| | | | % within Phase of Education | 25.1% | 25.5% | 25.1% | 24.2% | 100.0% |
| | Total | | Count | 471 | 475 | 466 | 457 | 1869 |
| | | | % within Phase of Education | 25.2% | 25.4% | 24.9% | 24.5% | 100.0% |

Pearson chi-square test – 'Yes' $P = 0.837$; 'No' $P = 0.995$

**Professional role * question 19a 'Disability'**

**Crosstab**

| | | | Q19A. Disability | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Professional role | Class or subject teacher | Count | 393 | 259 | 18 | 670 |
| | | % within Professional role | 58.7% | 38.7% | 2.7% | 100.0% |
| | Head teacher | Count | 155 | 24 | 0 | 179 |
| | | % within Professional role | 86.6% | 13.4% | .0% | 100.0% |
| Total | | Count | 548 | 283 | 18 | 849 |
| | | % within Professional role | 64.5% | 33.3% | 2.1% | 100.0% |

Pearson chi-square test *P* = 0.000

**Professional role * question 19b 'Gender'**

**Crosstab**

| | | | Q19B. Gender | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Professional role | Class or subject teacher | Count | 410 | 224 | 32 | 666 |
| | | % within Professional role | 61.6% | 33.6% | 4.8% | 100.0% |
| | Head teacher | Count | 151 | 25 | 2 | 178 |
| | | % within Professional role | 84.8% | 14.0% | 1.1% | 100.0% |
| Total | | Count | 561 | 249 | 34 | 844 |
| | | % within Professional role | 66.5% | 29.5% | 4.0% | 100.0% |

Pearson chi-square test *P* = 0.000

**Professional role * question 19c 'Race / ethnicity'**

**Crosstab**

| | | | Q19C. Race / ethnicity | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Professional role | Class or subject teacher | Count | 379 | 249 | 38 | 666 |
| | | % within Professional role | 56.9% | 37.4% | 5.7% | 100.0% |
| | Head teacher | Count | 154 | 24 | 1 | 179 |
| | | % within Professional role | 86.0% | 13.4% | .6% | 100.0% |
| Total | | Count | 533 | 273 | 39 | 845 |
| | | % within Professional role | 63.1% | 32.3% | 4.6% | 100.0% |

Pearson chi-square test *P* = 0.000

**Professional role * question 19d 'Religion / belief'**

**Crosstab**

| | | | Q19D. Religion / belief | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Professional role | Class or subject teacher | Count | 340 | 287 | 40 | 667 |
| | | % within Professional role | 51.0% | 43.0% | 6.0% | 100.0% |
| | Head teacher | Count | 140 | 38 | 1 | 179 |
| | | % within Professional role | 78.2% | 21.2% | .6% | 100.0% |
| Total | | Count | 480 | 325 | 41 | 846 |
| | | % within Professional role | 56.7% | 38.4% | 4.8% | 100.0% |

Pearson chi-square test *P* = 0.000

**Professional role * question 19e 'Sexual orientation'**

**Crosstab**

| | | | Q19E. Sexual orientation | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Professional role | Class or subject teacher | Count | 223 | 320 | 123 | 666 |
| | | % within Professional role | 33.5% | 48.0% | 18.5% | 100.0% |
| | Head teacher | Count | 94 | 70 | 14 | 178 |
| | | % within Professional role | 52.8% | 39.3% | 7.9% | 100.0% |
| Total | | Count | 317 | 390 | 137 | 844 |
| | | % within Professional role | 37.6% | 46.2% | 16.2% | 100.0% |

Pearson chi-square test *P* = 0.000

**Professional role * question 19f 'Social class'**

**Crosstab**

| | | | Q19F. Social class | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Professional role | Class or subject teacher | Count | 297 | 305 | 65 | 667 |
| | | % within Professional role | 44.5% | 45.7% | 9.7% | 100.0% |
| | Head teacher | Count | 118 | 49 | 12 | 179 |
| | | % within Professional role | 65.9% | 27.4% | 6.7% | 100.0% |
| Total | | Count | 415 | 354 | 77 | 846 |
| | | % within Professional role | 49.1% | 41.8% | 9.1% | 100.0% |

Pearson chi-square test *P* = 0.000

**Phase of education * question 19a 'Disability'**

**Crosstab**

| | | | Q19A. Disability | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Phase of Education | Primary | Count | 762 | 398 | 16 | 1176 |
| | | % within Phase of Education | 64.8% | 33.8% | 1.4% | 100.0% |
| | Secondary | Count | 566 | 376 | 37 | 979 |
| | | % within Phase of Education | 57.8% | 38.4% | 3.8% | 100.0% |
| Total | | Count | 1328 | 774 | 53 | 2155 |
| | | % within Phase of Education | 61.6% | 35.9% | 2.5% | 100.0% |

Pearson chi-square test *P* = 0.000

**Phase of education * question 19b 'Gender'**

**Crosstab**

| | | | Q19B. Gender | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Phase of Education | Primary | Count | 798 | 344 | 31 | 1173 |
| | | % within Phase of Education | 68.0% | 29.3% | 2.6% | 100.0% |
| | Secondary | Count | 615 | 323 | 40 | 978 |
| | | % within Phase of Education | 62.9% | 33.0% | 4.1% | 100.0% |
| Total | | Count | 1413 | 667 | 71 | 2151 |
| | | % within Phase of Education | 65.7% | 31.0% | 3.3% | 100.0% |

Pearson chi-square test *P* = 0.019

**Phase of education * question 19c 'Race / ethnicity'**

**Crosstab**

| | | | Q19C. Race / ethnicity | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Phase of Education | Primary | Count | 767 | 371 | 33 | 1171 |
| | | % within Phase of Education | 65.5% | 31.7% | 2.8% | 100.0% |
| | Secondary | Count | 554 | 371 | 55 | 980 |
| | | % within Phase of Education | 56.5% | 37.9% | 5.6% | 100.0% |
| Total | | Count | 1321 | 742 | 88 | 2151 |
| | | % within Phase of Education | 61.4% | 34.5% | 4.1% | 100.0% |

Pearson chi-square test *P* = 0.000

**Phase of education * question 19d 'Religion / belief'**

**Crosstab**

| | | | Q19D. Religion / belief | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Phase of Education | Primary | Count | 708 | 430 | 35 | 1173 |
| | | % within Phase of Education | 60.4% | 36.7% | 3.0% | 100.0% |
| | Secondary | Count | 455 | 454 | 71 | 980 |
| | | % within Phase of Education | 46.4% | 46.3% | 7.2% | 100.0% |
| Total | | Count | 1163 | 884 | 106 | 2153 |
| | | % within Phase of Education | 54.0% | 41.1% | 4.9% | 100.0% |

Pearson chi-square test *P* = 0.000

**Phase of education * question 19e 'Sexual orientation'**

**Crosstab**

| | | | Q19E. Sexual orientation | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Phase of Education | Primary | Count | 419 | 537 | 212 | 1168 |
| | | % within Phase of Education | 35.9% | 46.0% | 18.2% | 100.0% |
| | Secondary | Count | 382 | 452 | 145 | 979 |
| | | % within Phase of Education | 39.0% | 46.2% | 14.8% | 100.0% |
| Total | | Count | 801 | 989 | 357 | 2147 |
| | | % within Phase of Education | 37.3% | 46.1% | 16.6% | 100.0% |

Pearson chi-square test *P* = 0.083

**Phase of education * question 19f 'Social class'**

**Crosstab**

| | | | Q19F. Social class | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Phase of Education | Primary | Count | 589 | 478 | 106 | 1173 |
| | | % within Phase of Education | 50.2% | 40.8% | 9.0% | 100.0% |
| | Secondary | Count | 445 | 439 | 96 | 980 |
| | | % within Phase of Education | 45.4% | 44.8% | 9.8% | 100.0% |
| Total | | Count | 1034 | 917 | 202 | 2153 |
| | | % within Phase of Education | 48.0% | 42.6% | 9.4% | 100.0% |

Pearson chi-square test *P* = 0.084

**Question 18a 'Disability' * question 19a 'Disability'**

**Q18A. Disability * Q19A. Disability Crosstabulation**

| | | | Q19A. Disability | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Q18A. Disability | Yes | Count | 911 | 186 | 1 | 1098 |
| | | % within Q18A. Disability | 83.0% | 16.9% | .1% | 100.0% |
| | No | Count | 598 | 666 | 58 | 1322 |
| | | % within Q18A. Disability | 45.2% | 50.4% | 4.4% | 100.0% |
| Total | | Count | 1509 | 852 | 59 | 2420 |
| | | % within Q18A. Disability | 62.4% | 35.2% | 2.4% | 100.0% |

Pearson chi-square test *P* = 0.000

**Question 18b 'Gender' * question 19b 'Gender'**

**Q18B. Gender * Q19B. Gender Crosstabulation**

| | | | Q19B. Gender | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Q18B. Gender | Yes | Count | 793 | 130 | 5 | 928 |
| | | % within Q18B. Gender | 85.5% | 14.0% | .5% | 100.0% |
| | No | Count | 779 | 617 | 74 | 1470 |
| | | % within Q18B. Gender | 53.0% | 42.0% | 5.0% | 100.0% |
| Total | | Count | 1572 | 747 | 79 | 2398 |
| | | % within Q18B. Gender | 65.6% | 31.2% | 3.3% | 100.0% |

Pearson chi-square test *P* = 0.000

**Question 18c 'Race / ethnicity' * question 19c 'Race ethnicity'**

**Q18C. Race / ethnicity * Q19C. Race / ethnicity Crosstabulation**

| | | | Q19C. Race / ethnicity | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Q18C. Race / ethnicity | Yes | Count | 783 | 151 | 9 | 943 |
| | | % within Q18C. Race / ethnicity | 83.0% | 16.0% | 1.0% | 100.0% |
| | No | Count | 691 | 682 | 85 | 1458 |
| | | % within Q18C. Race / ethnicity | 47.4% | 46.8% | 5.8% | 100.0% |
| Total | | Count | 1474 | 833 | 94 | 2401 |
| | | % within Q18C. Race / ethnicity | 61.4% | 34.7% | 3.9% | 100.0% |

Pearson chi-square test *P* = 0.000

## Question 18d ‘Religion / belief’ * question 19d ‘Religion / belief’

**Q18D. Religion / belief * Q19D. Religion / belief Crosstabulation**

| | | | Q19D. Religion / belief | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Q18D. Religion / belief | Yes | Count | 545 | 117 | 2 | 664 |
| | | % within Q18D. Religion / belief | 82.1% | 17.6% | .3% | 100.0% |
| | No | Count | 742 | 879 | 112 | 1733 |
| | | % within Q18D. Religion / belief | 42.8% | 50.7% | 6.5% | 100.0% |
| Total | | Count | 1287 | 996 | 114 | 2397 |
| | | % within Q18D. Religion / belief | 53.7% | 41.6% | 4.8% | 100.0% |

Pearson chi-square test *P* = .000

## Question 18e ‘Sexual orientation’ * question 19e ‘Sexual orientation’

**Q18E. Sexual orientation * Q19E. Sexual orientation Crosstabulation**

| | | | Q19E. Sexual orientation | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Q18E. Sexual orientation | Yes | Count | 224 | 65 | 4 | 293 |
| | | % within Q18E. Sexual orientation | 76.5% | 22.2% | 1.4% | 100.0% |
| | No | Count | 663 | 1036 | 391 | 2090 |
| | | % within Q18E. Sexual orientation | 31.7% | 49.6% | 18.7% | 100.0% |
| Total | | Count | 887 | 1101 | 395 | 2383 |
| | | % within Q18E. Sexual orientation | 37.2% | 46.2% | 16.6% | 100.0% |

Pearson chi-square test *P* = 0.000

## Question 18f ‘Social class’ * question 19f ‘Social class’

**Q18F. Social class * Q19F. Social class Crosstabulation**

| | | | Q19F. Social class | | | |
|---|---|---|---|---|---|---|
| | | | Yes | To some extent | No | Total |
| Q18F. Social class | Yes | Count | 281 | 45 | 1 | 327 |
| | | % within Q18F. Social class | 85.9% | 13.8% | .3% | 100.0% |
| | No | Count | 859 | 976 | 227 | 2062 |
| | | % within Q18F. Social class | 41.7% | 47.3% | 11.0% | 100.0% |
| Total | | Count | 1140 | 1021 | 228 | 2389 |
| | | % within Q18F. Social class | 47.7% | 42.7% | 9.5% | 100.0% |

Pearson chi-square test *P* = 0.000