



National College for
Teaching & Leadership

Newly Qualified Teachers: Annual Survey 2015

Research report

October 2015

**National College for Teaching and
Leadership (NCTL)**

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1 Executive summary

In the academic year 2013/14, 32,779 individuals embarked on an initial teacher training (ITT) course with the aim of gaining qualified teacher status (QTS)¹. In February 2015, six months into their first teaching year, the National College for Teaching and Leadership (NCTL) invited newly qualified teachers (NQTs) to take part in a survey regarding the quality of their training. This included postgraduates from the 2013/14 cohort and undergraduates who had, generally, started their training in the 2011/12 academic year. A total of 7,770 responses to the survey were received, a response rate of 24%².

1.1 Overall quality of teacher training

The quality of initial teacher training is seen as at least good by 89% of primary trained respondents³ and 90% of secondary trained respondents. Forty-three per cent of primary trained respondents rated their training as very good and 53% of secondary trained respondents rated their training as very good.

Overall, the perceived quality of initial teacher training in the primary and secondary sectors in England has been very stable over the past ten years. There was been a small but statistically significant increase in perceived quality from 2006 - 2011. Since 2012 there has been no change in this measure.

1.2 Preparedness for specific aspects of teaching

Overall findings on preparedness for specific aspects of teaching have changed little since 2014. The proportion of respondents who thought their training was good or very good in preparing them for specific aspects of teacher training varied considerably. Training for safeguarding children and for using a range of teaching methods to promote pupils' learning were rated highly by both primary and secondary trained respondents.

¹ Revised figures taken from [Initial teacher training: trainee number census - 2014 to 2015](#)

² This response rate is based on the total number of teacher trainees who finished their training during 2013/14 and gained qualified teacher status (QTS) between 1 December 2013 and mid December 2014. The response rate was higher than the previous year (18%).

³ Throughout this report we use primary trained to refer to those respondents who completed training and gained QTS for the primary sector and secondary trained to refer to those who completed the training and gained QTS for the secondary or middle sector. It does not necessarily reflect the sector in which these teachers are currently employed.

Training was rated less positively for how well the NQTs had been prepared to communicate with parents and carers and teach pupils with English as an additional language (EAL). Amongst primary trained respondents, training in the use of pupil data to support teaching was rated particularly poorly relative to other aspects of training.

As was the case last year, secondary trained respondents were more likely than primary trained respondents to rate their training as good or very good across 18 out of 25 specific aspects of teaching.

1.2.1 Reading including phonics and comprehension

Seventy-seven per cent of primary trained respondents thought that their training was good or very good in preparing them to teach reading, including phonics and comprehension. This was not significantly different to the response received over the previous two years.

Secondary trained respondents were far less likely to rate this aspect of their training as good or very good. Twenty-one per cent of secondary trained respondents rated this aspect of their training as poor. As was the case with last year's survey, qualitative responses suggest that the driver of this result is that some trainees, providers, or both, consider training for teaching reading to be irrelevant to them as trainee secondary teachers.

1.2.2 Behaviour in the classroom

Eighty-six per cent of primary trained respondents, and eighty-three per cent of secondary trained respondents, thought that their training was good or very good in preparing them to establish and maintain a good standard of behaviour in the classroom.

1.3 Different training routes

Training in different kinds of provision was rated fairly consistently, for example between those with taught aspects led by universities or by school partnerships, for undergraduate or post graduate students, and provider-led or School Direct.

Multivariate analysis of survey responses, commissioned by NCTL to accompany this report (Gorard, 2015), shows that route had very little association with respondents' overall rating of training. It contributed comparatively little to the ability to predict the respondents' satisfaction compared with other possible explanatory factors, such as NQTs' backgrounds, and their choice of subject or qualification. As a whole all of these variables combined could explain only a small proportion of variation between NQTs responses.

1.4 NQT views of training

The newly qualified teachers were asked to give general feedback about their training and induction, their training for teaching reading, and for the establishment and maintenance of a good standard of behaviour in the classroom. Some respondents identified other specific areas as worthy of comment for both negative and positive reasons within their feedback. These areas included their preparedness to teach both the national curriculum and their specialist subjects; planning, assessment and the use of data as well as teaching pupils for whom English is an additional language and those with special educational needs.

Across both sectors, where training is perceived as very good or good, it was characterised by respondents as excellent, rigorous and insightful. Respondents rating their training as very good wrote about support from engaged, enthusiastic and interested mentors, lecturers, tutors and teachers. They felt that their training had prepared them well for teaching.

Programme planning and communication within institutions and between institutions and placement providers was viewed by some as having had a negative impact on their learning. Areas identified for improvement by some respondents included the timing and length of classroom placements with specific comments about the impact caused by the variability in the range and quality of placements provided as part of their course.

Eleven per cent of respondents rated their training as poor or satisfactory. Analysis of the open text responses of these NQTs indicated that some felt their training had left them unprepared for the realities of teaching; sometimes training was inadequate or just too short. Some negative experiences related to poor support or poor working relationships with tutors, mentors and institutions, and in other cases it simply appeared that the training was not sufficiently well organised. A small number of newly qualified teachers reported that their experiences of their ITT provision had left them ill, disillusioned or unwilling to progress in a full-time teaching career.

2 Background

There are over 450,000 full-time equivalent (FTE) teachers in England, 96% of whom have qualified teacher status (QTS). Every year, over 20,000 newly qualified teachers join the school workforce.⁴ In academic year 2013/14, 32,779 individuals embarked on an initial teacher training course with the aim of gaining qualified teacher status. One in five new entrants had started a School Direct training route.⁵

Table 1: Summary of 2013/14 initial teacher training entrants by route and sector

	Provider-led postgraduate programmes	School Direct Fee	School Direct Salaried	All postgraduate programmes	Provider-led undergraduate programmes ⁶	Total
Secondary	9,159	2,646	1,245	13,050	311	13,361
Primary	11,219	1,557	1,228	14,004	5,414	19,418
Total	20,378	4,203	2,473	27,054	5,725	32,779

In 2013/14 teacher training courses typically attracted a tuition fee of £9,000. For priority subjects⁷, trainee teachers with sufficiently high-quality previous qualifications received a bursary of £9,000 from NCTL. In some shortage subjects⁸, trainee teachers with sufficiently high-quality previous qualifications also received a bursary towards living costs. In financial year 2013-14, NCTL paid £287.5 million in grants towards the cost of initial teacher training.⁹

The effectiveness of individual initial teacher training providers is assessed by Ofsted through inspection visits of providers. Ofsted “provides information to the Secretary of State for Education and to Parliament about the work of ITE [initial teacher education] partnerships and the extent to which an acceptable standard of teacher training is being provided.”¹⁰

⁴ [School Workforce in England: November 2014](#)

⁵ [Initial teacher training: trainee number census - 2013 to 2014 \(revised version published with 2014/15 provisional\)](#)

⁶ This undergraduate cohort is not part of the eligible group for this year’s NQT survey.

⁷ English, geography, history, computer science, Latin, Greek, music, biology and physical education. Source: [National Archives ‘get into teaching’ website](#)

⁸ Physics, chemistry, maths, modern languages, primary maths. Source: [National Archives ‘get into teaching’ website](#)

⁹ [NCTL Annual Report and Accounts 2013-14](#)

¹⁰ [Initial teacher education inspection handbook - June 2014](#)

The annual survey of newly qualified teachers has been conducted since 2003. The aim of this research report is to:

- understand the changes and differences in the perceptions of newly qualified teachers about the effectiveness of their teacher training in preparing them to teach

and

- identify areas for improvement in the future delivery of initial teacher training.

3 Methodology

Newly qualified teachers (NQTs) who had completed their initial teacher training (ITT) in 2013/14 in England, and gained qualified teacher status (QTS) between 1 December 2013 and 30 November 2014, were surveyed via an online questionnaire. These NQTs will be referred to as 'eligible NQTs' in this explanation of the survey methodology. The survey included questions on the quality of various aspects of initial teacher training and the NQTs' induction experiences. A full copy of the survey questions is shown in Appendix A. Survey responses were analysed by a team of government analysts and

3.1 Fieldwork

The survey was sent to all eligible NQTs for whom NCTL held an email address at the end of 2014. The invitation to take part in the survey was issued on 9 February 2015 to a total of 26,994 individuals out of 32,020 eligible NQTs.

NCTL did not have a contact email address for just over 5,000 of the eligible NQTs. NCTL relies on NQTs themselves to supply their contact details through the new self-service teacher services web portal. By providing their email address to NCTL, NQTs are able to receive an alert that their QTS certificate is ready to download, and also are able to log into the portal to download the certificate themselves.

In order to boost the response rate to this year's survey of newly qualified teachers, NCTL:

- Offered a prize-draw incentive for all respondents.
- Sent reminder emails between 26 February and 23 April to any NQTs who, at the time of the reminders, had not submitted a response (no more than four reminders were sent to any NQT).
- Sent two notes to providers showing them their current response rate, encouraging them to promote the survey with their former trainees.
- Enabled NQTs who did not receive the invitation (for example as a result of incorrect or missing email addresses) to contact NCTL to request a password and login details to access the survey. This resulted in a further 217 invitations being sent out.
- Promoted the survey on social media.

Twenty-nine per cent of delivered surveys resulted in a survey response. Twenty-four per cent of all eligible NQTs responded to the survey.

3.2 Overview of the sample

There were 7,770 responses to the survey. Over half of the respondents were primary trained NQTs (54%, 4,234 individuals) and the remaining were secondary or middle school-trained NQTs (45%, 3,536 individuals). Throughout this report the secondary sector includes the responses of 36 individuals trained specifically in key stage two to three (middle school/cross transition age). Respondents to the survey had trained in 194 different teacher training providers.

The demographic composition of the sample was compared to that of eligible NQTs. The primary and secondary samples were analysed for comparability with the eligible population in terms of the route and type of provision, teaching subject (secondary), age, ethnicity, gender and disability of trainees.

There were small differences between the characteristics of the sample and the wider population of eligible NQTs. Owing to the large sample size, many of these small differences were statistically significant¹¹. The biggest differences between the achieved samples and the eligible NQTs are noted below.

3.2.1 Provider type and route

To understand the composition of the sample in terms of provider type, route, and qualification stage, we divided the sample into nine kinds of training as follows:

- Higher Educational Institution, Provider-led training, Undergraduate
- Higher Educational Institution, Provider-led training, Postgraduate
- Higher Educational Institution, School Direct (fee) or self-funded, Postgraduate
- Higher Educational Institution, School Direct (salaried), Postgraduate
- School Centred Initial Teacher Training (SCITT) provider, Provider-led training, Postgraduate
- School Centred Initial Teacher Training (SCITT) provider, School Direct (fee) or self-funded, Postgraduate

¹¹ Less than 5% probability that the sample would have been selected at random from this population.

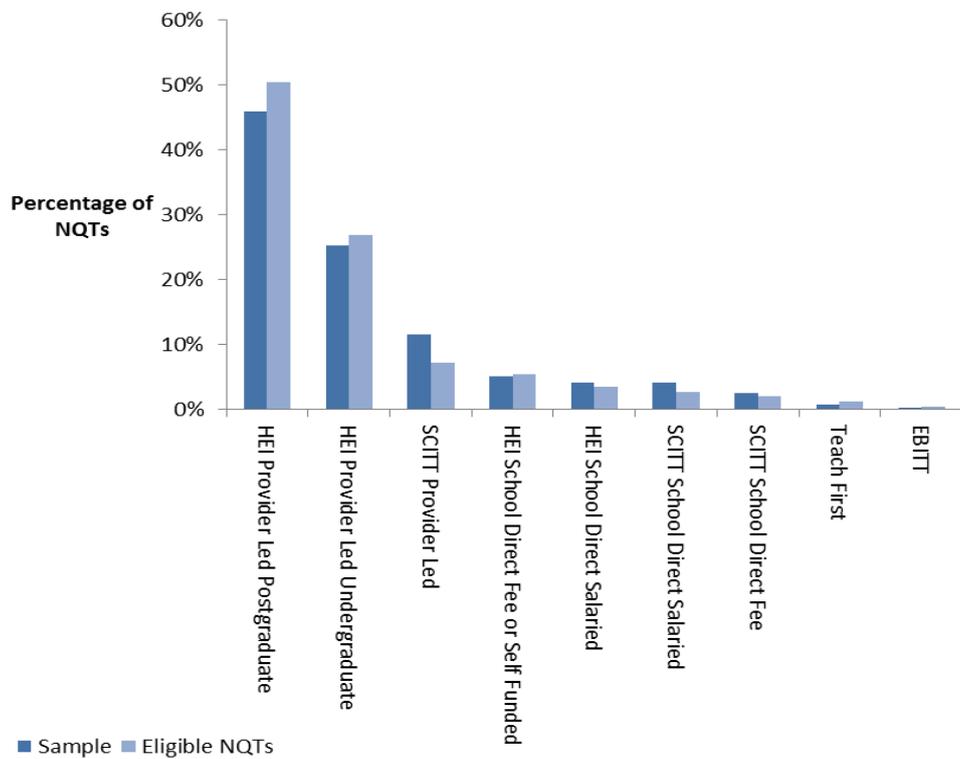
- School Centred Initial Teacher Training (SCITT) provider, School Direct (salaried), Postgraduate
- Teach First
- Employment Based Initial Teacher Training (EBITT) provider, Provider-led training, Postgraduate (legacy / deferred trainees).

Within both the primary and secondary sector, respondents were most frequently postgraduate trainees based in HEIs. Within the primary sector, this group was under-represented in the survey, 46% of the sample, compared to 50% of the eligible NQTs. Trainees taking a provider-led SCITT course were over represented in the primary sample, 12% of the sample compared to 7% of eligible NQTs.

SCITT providers, which tend to be smaller in size, may have been more motivated to encourage response to the survey, as providers with fewer than 11 responses do not have their provider level survey results published on a year on year basis.

Newly qualified teachers undertaking Teach First training had, as a group, the lowest response rate overall, 16-17% in the primary and secondary sectors as compared to the overall response rate of 24%.

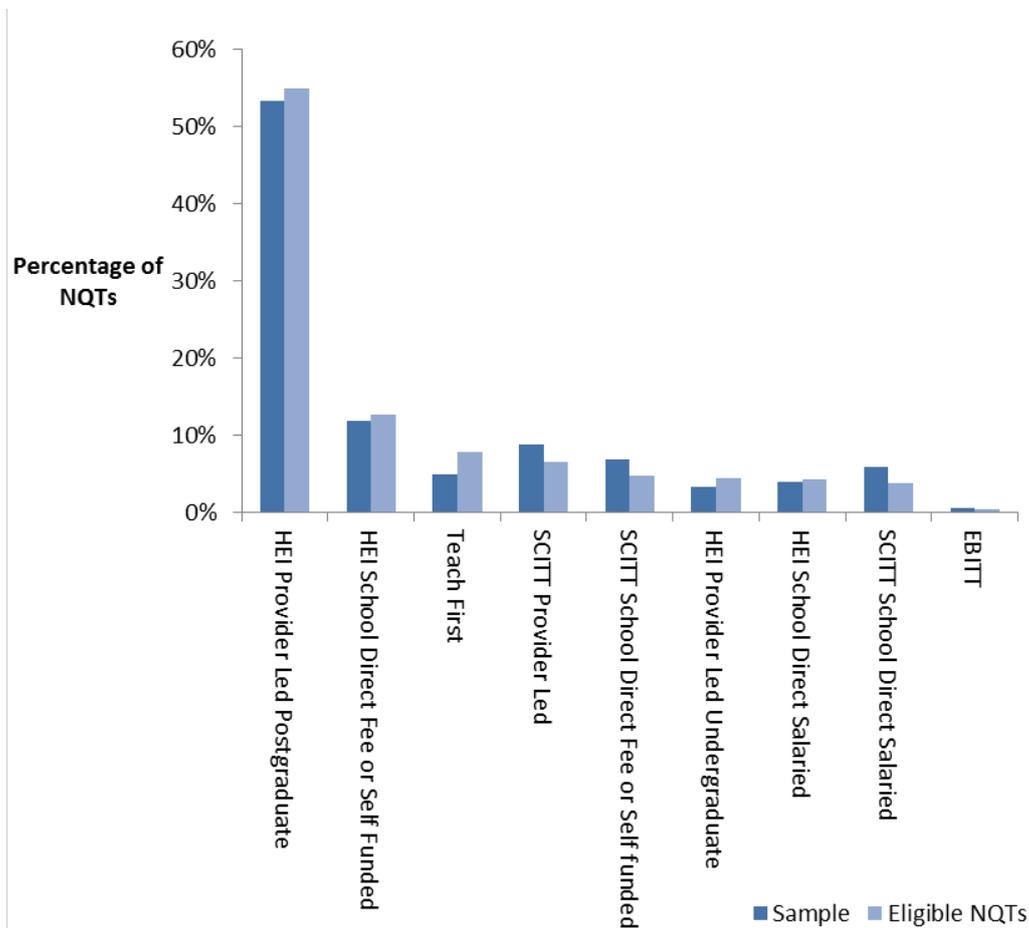
Figure 1: Primary - Qualification stage provider type and training route of sample compared to eligible NQTs



Sample: 4,286 NQTs, Eligible: 18,613 NQTs

Within the secondary sector there were many small but statistically significant differences between the respondents and general population of eligible NQTs in terms of the types of providers they had trained with.

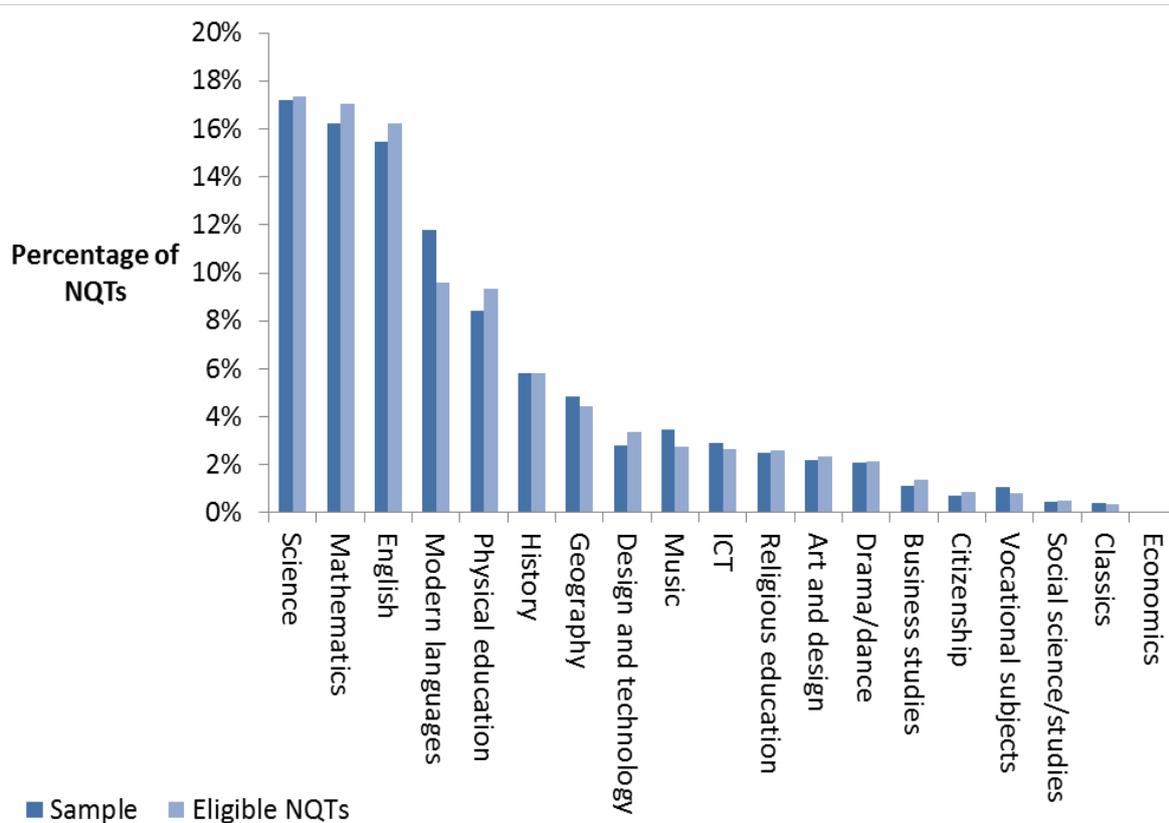
Figure 2: Secondary - Qualification stage and provider type of sample compared to eligible NQTs



Sample: 3,595 NQTs, Eligible: 13,407 NQTs

The NQT survey sample was representative of the eligible secondary NQTs with regards to the majority of secondary subject specialisms. The largest difference between the sample and wider population was for Modern Language specialists, who were slightly over represented in the survey sample.

Figure 3: Secondary – Subject specialism of sample compared to eligible NQTs



Sample: 3,595 NQTs, Eligible: 13,407 NQTs

3.2.2 Personal Characteristics

The NQT survey sample was not representative of the wider population of NQTs with regards to their age. For primary and secondary sectors, younger trainees (30 years old and under) were under represented in the sample. Trainees of over 30 years old were over represented in the sample.

Nine per cent of primary-trained respondents and eleven per cent of secondary-trained respondents reported an ethnicity other than White. Respondents reporting a white ethnicity were slightly over represented amongst the survey respondents.

Female NQTs are slightly over represented within the NQT survey sample, both at primary and secondary sector. In the secondary sector this is more apparent, with 68% of survey respondents being female compared to 64% of eligible NQTs.

The NQT sample was representative of eligible NQTs with regards to disability¹². Eight per cent of primary-trained respondents and seven per cent of secondary-trained respondents had any known disability.

3.2.3 Survey fatigue

The analysis of representativeness is based on the total number of respondents, which was also the same as the number of respondents to the first question. However, the number of responses to subsequent questions was variable. Lower response rates were generally found in later questions in the survey, indicating a degree of survey fatigue amongst respondents. The lowest response for any question was 3,399 for primary-trained NQTs and 2,936 for secondary trained NQTs. As a result of this, the base size (total number of respondents, n) varies between questions.

3.3 Analysis of overall response and change over time

An objective analysis of survey responses was carried out by government analysts working for the National College for Teaching and Leadership. The responses were analysed in two separate groups – primary-trained NQTs and secondary-trained NQTs, because of the difference in the typical educational environment between the two phases of education. Key stage two to three trained NQTs were included in the latter group, as the sample size for key stage 2 to 3 NQTs was too small for independent comparisons.

All differences noted between survey results in different years have been statistically tested¹³, and are significant at the 95% confidence level.

Proportions given in graphs and in the text have all been rounded to the nearest whole percentage. As a result there may be some apparent differences between the graphs and the text, where graphs contain separate figures for very good and good responses, which may both have been rounded up, whilst the combined very good and good response in the text may have been rounded down.

¹² This includes many forms of disability, including visual and hearing impairments, learning difficulties, physical impairments and mobility issues, mental health and social or communication impairments, multiple disabilities and long standing illnesses or health conditions.

¹³ All differences between groups were tested with a two-tailed test of proportions (z-test) assuming unequal variances at the 95% confidence level.

3.4 Analysis of subgroups

In previous years, analysis of differences between the responses from those trained in higher education institutions and in School Centred Initial Teacher Training (SCITT) providers have been presented alongside year on year changes. For this year's survey, comparisons like this have been published only within the accompanying analysis, commissioned to review the relative influence of different personal and training characteristics on response to the survey (Gorard, 2015). The multivariate method used within the accompanying analysis is more robust than the simple comparison between subgroups, and is able to take into account other measured differences in the characteristics of respondents.

3.5 Qualitative analysis of open questions

The newly qualified teachers were asked to give open feedback about their training for reading, for the establishment and maintenance of a good standard of behaviour in the classroom and general feedback about their training and induction. The survey generated 12,611 comments from 5,116 individual newly qualified teachers.

To enable analysis of this large qualitative dataset, we took a random sample of over 500 comments, stratified by ratings of training as very good, good, satisfactory or poor in relation to the topic of the written comments. The samples covered both primary and secondary sectors in every type of provision.

Following this selection we analysed this in detail to identify themes within the comments, based on language used by the trainees and the researchers own knowledge of teaching and teacher training.

This approach does not enable us to accurately quantify any themes found within the text, but does give a broad view of NQTs comments, with a good variety of comments from respondents who rated their training highly or poorly.

3.6 Limitations

3.6.1 Response rate and non-response bias

In 2013 the annual survey of newly qualified teachers was delivered online for the first time. Since then, the number of responses has been close to half the number achieved previously, through a paper delivered method. The rate achieved in 2013 was 20% as compared to 36% in 2012 and 39% in 2011. This reduction in sample size has two main implications for understanding findings:

- The number of individual NQTs within some sub-groups, e.g. Teach First or secondary undergraduates, are quite small, and statistically significant differences between these smaller sub-groups and the wider population are, therefore, less likely to be observed.
- Overall ratings are more prone to fluctuation; a difference of 4 percentage points from one year to the next could reasonably be caused by random effects, rather than a real change in the perceptions of quality. Confidence intervals for a proportion of 70% based on a sample of 6,000 trainees (a typical primary sector NQT sample size pre-2013) are just 1% either way. However, confidence intervals for a proportion of 70% based on a sample of 2,800 trainees (more typical of response rates for primary sector NQTs since 2013) are almost double this.

In response to this drop in responses, draft responses to the survey were included in this research report. Draft responses are created where NQTs have responded to some questions, but not reached the end of the survey.

Despite progress made this year in increasing response rate, three in every four eligible NQTs have not completed the survey. As the survey sample is self-selected from the whole population of NQTs there is the potential for non-response bias, where the experience of NQTs answering the survey may not be similar to the experience of other NQTs.

3.6.2 Changes to the questionnaire

This year, a few changes were made to address some of the limitations of previous questionnaires. While these changes increase the validity of the results of the current survey, they do introduce uncertainty around comparisons to previous years.

The main difference was the addition of a preamble asking respondents to consider all aspects of their training in answering the questions. Last year some respondents explicitly excluded their school-based experiences from their responses. In this survey we have asked respondents to consider their taught sessions, other support received from training providers and support, training and experiences in school settings (including placements).

The wording of qualitative questions on training to teach reading and training to maintain a good standard of behaviour were made more explicit. This was to avoid widespread introduction of other areas of training in these early 'open' questions. An additional open question on the use of educational research was added towards the end of the survey.

3.6.3 Question framing

All of the questions on quality of training are framed in a similar way, i.e. “How good was your training (not your induction) in preparing you to / for ...”. This form of words was retained from previous surveys; however, the interpretation of answers to this question form is not straightforward. The respondents might be rating how good the training was or how prepared they feel, as illustrated by this example from the 2014 annual survey:

[Provider name] were really good in all aspects of my training - where I have perhaps not given them a 'Very Good' is because I still feel this is something I need help with.

3.6.4 Limits of inference

It is important to note that no attempt has been made within this analysis to account for the slight, but statistically significant, demographic differences between the respondent sample and the wider population of newly qualified teachers. Weighting was not applied in the analysis of the survey to correct for over or under represented sub-groups. Due to the relatively low response rate, weighting the survey could have exaggerated the effects of any underlying non-response bias within specific sub-groups.

As a result, inferences should not be drawn from the survey responses about whether any particular kind of provision is better or worse than another. Some caution also needs to be taken in generalising the views of the survey respondents to the whole population of newly qualified teachers.

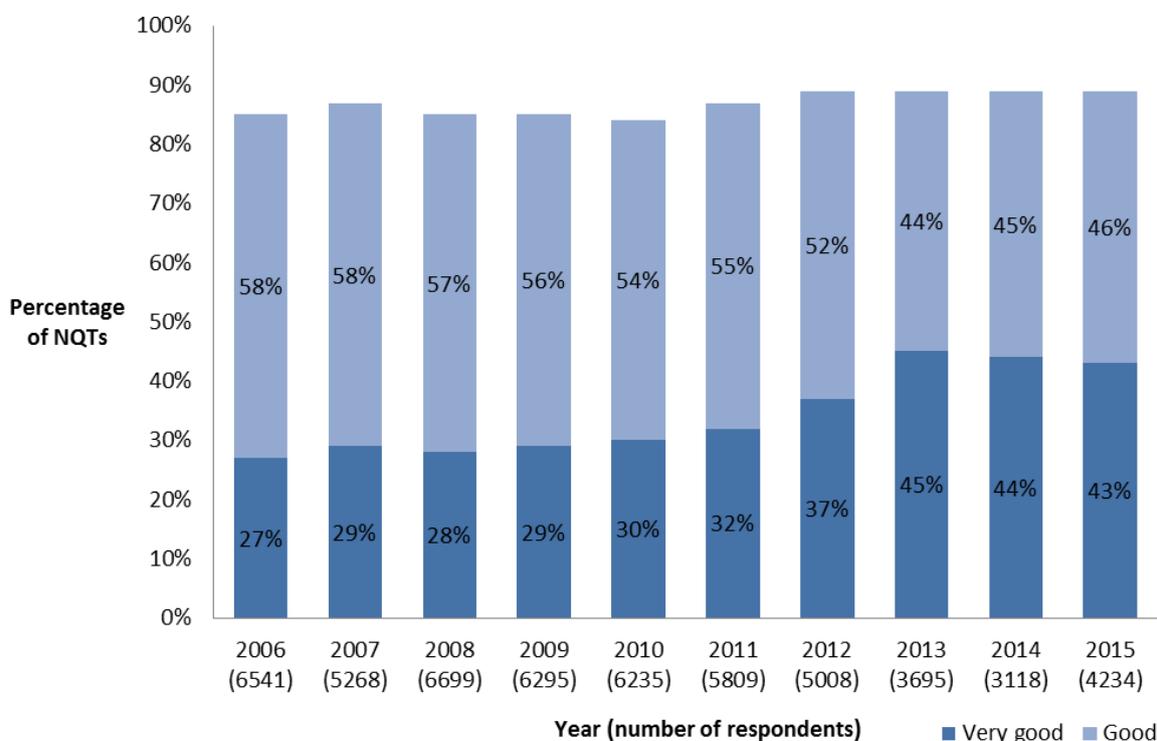
An accompanying analysis has been commissioned to review the relative influence of different personal and training characteristics on response to the survey (Gorard, 2015). Conclusions in this additional analysis are limited to the views of respondents to the survey, rather than the general population of newly qualified teachers.

4 Survey Results: Overall quality of training

4.1 Primary sector

Eighty-nine per cent of respondents (3,754 individuals) rated the overall quality of their training as good (46%) or very good (43%). This indicates that overall, there has been no change in the quality of initial teacher training since 2012. This follows a slight increase in the perception of quality over the preceding years. Looking across the longer term picture, the overall perceived quality of primary initial teacher training has been generally stable over the last nine years, with an increase in the proportion who rated their training as very good quality.

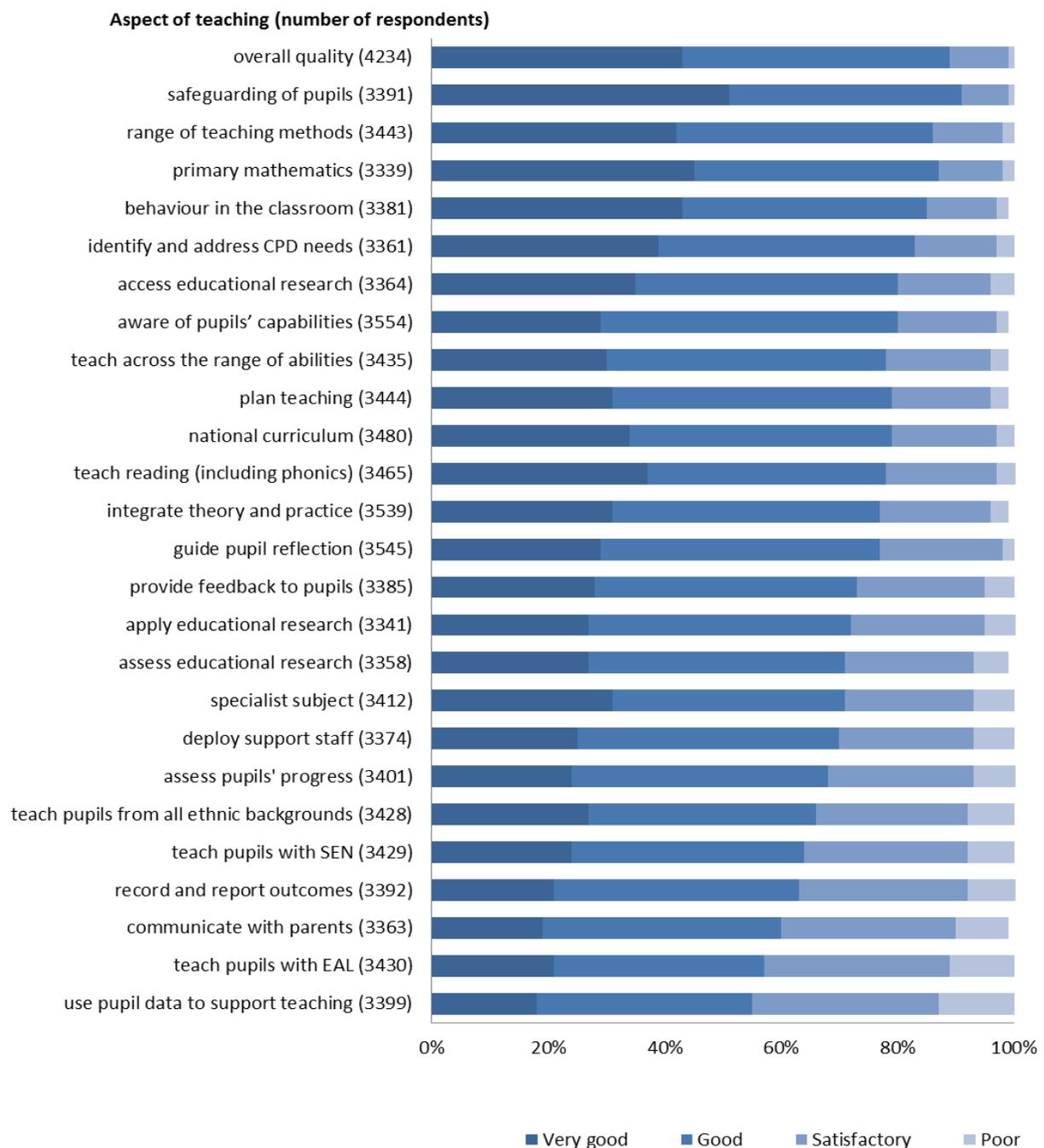
Figure 4: Primary - Please rate the overall quality of your training.



In the primary sector, the newly qualified teachers' assessment of the different elements of the teacher standards varied considerably from 91% of trainees rating the training as good or very good in preparing them for the safeguarding of pupils to just 55% of trainees rating the training as good or very good in preparing them to use pupil data to support their teaching.

A small proportion of trainees assessed their training as poor in preparing them for teaching. In twelve of the specific aspects of teaching, 5% or more of respondents rated their training as poor, this rose to 13% for the use of data to support teaching.

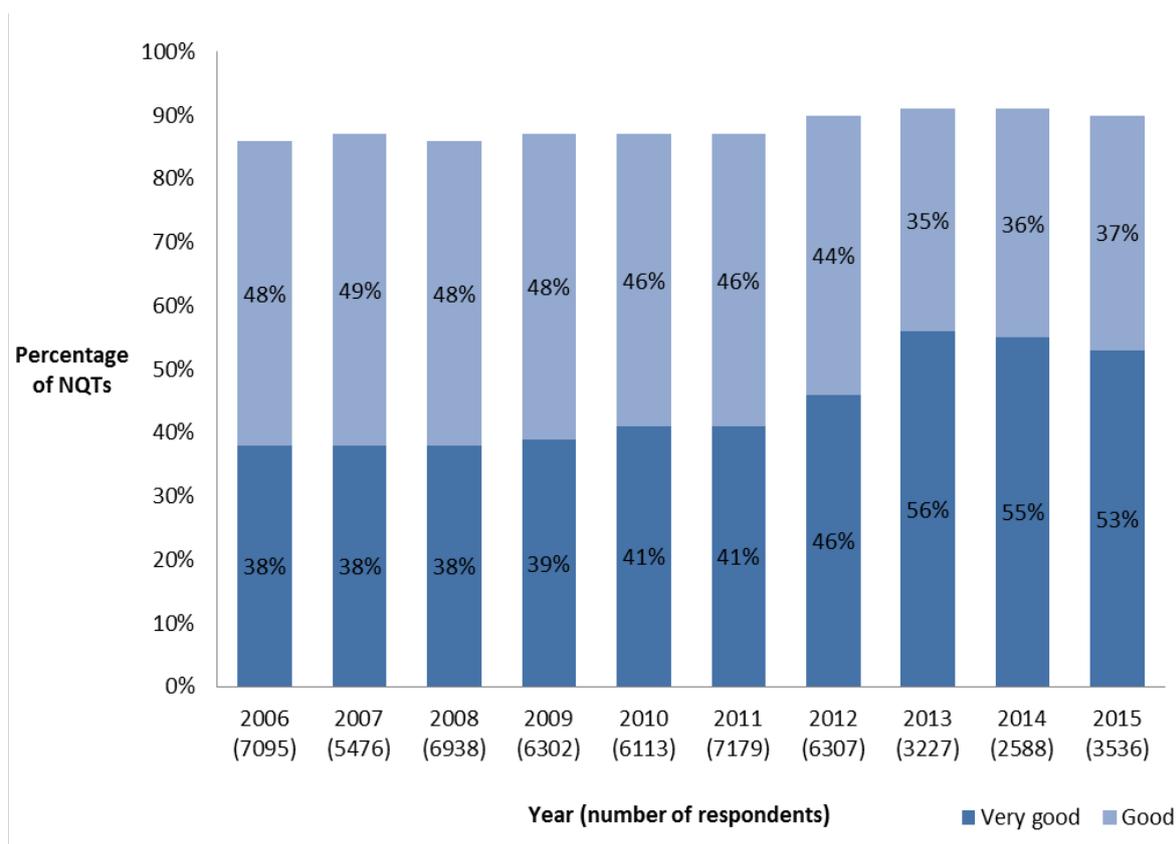
Figure 5: Primary - Summary of trainee assessment of different aspects of teacher training



4.2 Secondary sector

Ninety per cent of the 3,536 secondary-trained NQTs who answered the survey rated the overall quality of their training as good (37%) and very good (53%), which is comparable with results over the last four years. Over the course of the last ten years there has been a gradual and slight increase in the perceived quality of initial teacher training in the secondary sector.

Figure 6: Secondary - Please rate the overall quality of your training.

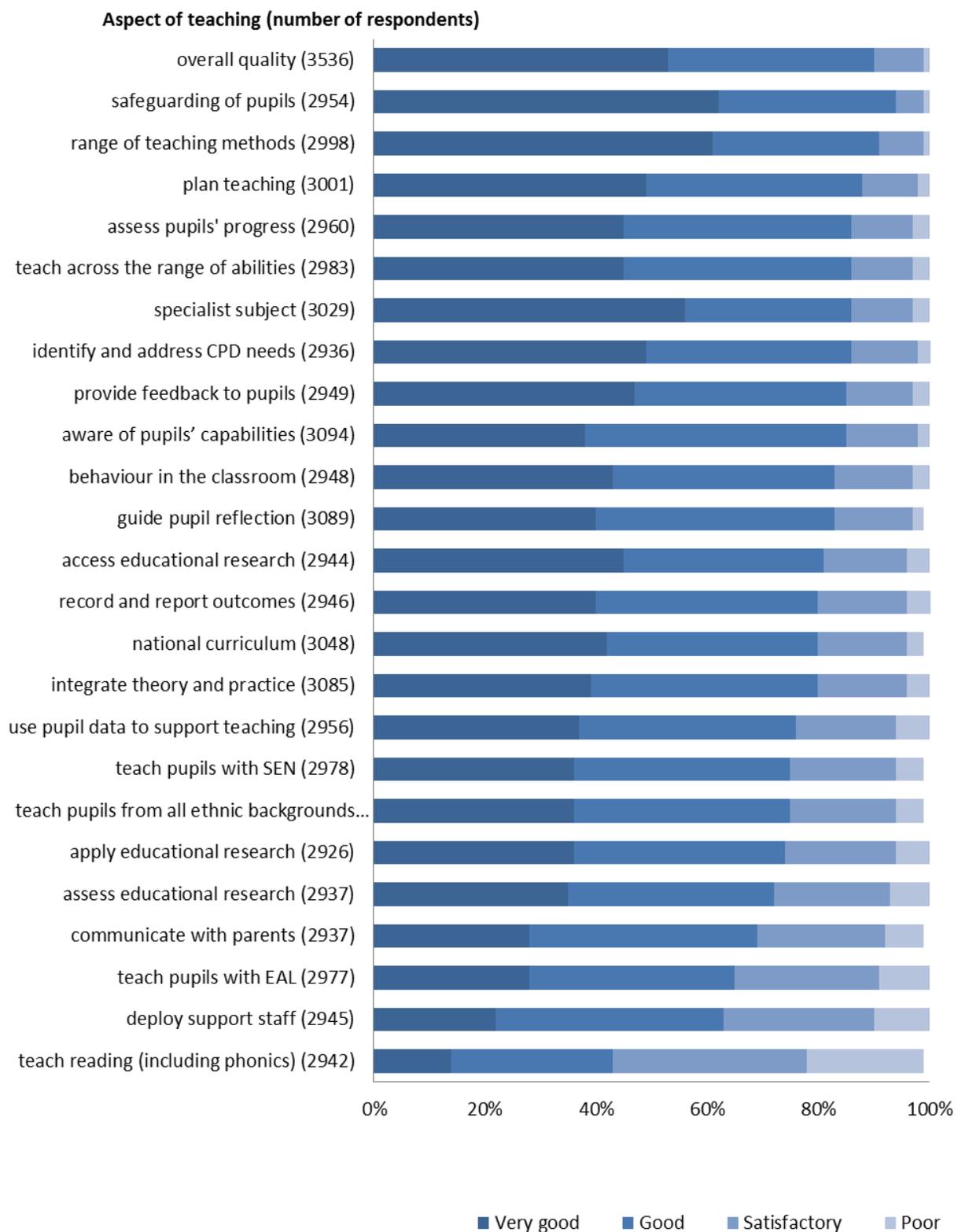


In the secondary sector, the newly qualified teachers' assessment of the different elements of the teacher standards also varied considerably from 94% of trainees rating the training as good or very good in preparing them for the safeguarding of pupils to just 43% of trainees rating the training as good or very good in preparing them to teach reading (including phonics and comprehension).

In the secondary sector, as in the primary sector, a small proportion of trainees assessed their training as poor in preparing them for teaching. In eight of the specific aspects of teaching, 5% or more of respondents rated their training as poor, including the teaching of reading which 21% of respondents rated as poor.

A comparison of secondary and primary responses as to how good their training was in preparing them to teach indicates that a greater proportion of secondary NQTs than primary NQTs thought that their training was very good or good across 18 specific skills.

Figure 7: Secondary - Summary of trainee assessment of different aspects of teacher training



As was the case last year, the rank of the specific aspects within each sector are similar, i.e. safeguarding and having a range of teaching methods feature at the top of the aspects of teaching in both the primary and secondary sectors, whilst communicating with parents, teaching pupils with EAL, teaching pupils with special educational needs

(SEN) and teaching pupils from all ethnic minorities all feature at the lower end of the aspects of teaching in both primary and secondary sectors. Those aspects of teaching with greater differences between secondary and primary ratings tend to be areas where there would be a big difference in the educational context for these skills, or possibly in the characteristics or previous experience of trainee teachers in each sector, for example managing behaviour in the classroom, teaching reading, and using pupil data.

4.3 NQT Views of training

4.3.1 Views of very good training

Respondents who had rated their training as very good overall identified their training across all provider types and all courses as being excellent, rigorous and insightful. Frequent references, across all provider types, are made to the level of support trainees received from engaged, enthusiastic and interested mentors, lecturers, tutors and teachers in both universities and schools. On the whole they felt that placements had been well chosen to support their learning and development and provide a variety of experiences to prepare them well for their NQT year. Examples given below are consistent with comments provided from trainees across all provider types.

Training at [this provider] was a fantastic experience. We were given all of the support we could need and the amount of placements was just right to enable us to put into practise all of the things we had covered at university... My training allowed me to be as prepared as possible to start my NQT year.

(Undergraduate, HEI, Primary, 5-11 programme, Provider-led)

My training programme was extremely well run and, I think, provided an excellent preparation for teaching. Any issues/proposed changes are very minor in relation to what was, overall, an excellent ITT course.

(Postgraduate, SCITT, Secondary, English, 11-16 programme, School Direct (salaried))

A small number of respondents who rated their overall training as very good also identified specific areas for improvement which included having classroom placements earlier in the course; more time in lectures on certain subjects and support with applying for teaching posts.

4.3.2 Views of good training

Respondents who rated their training as good overall identified their training, across all provider types as being helpful and informative with good support and guidance from providers and/or in placements. Again the examples given below are consistent with comments provided from trainees across all provider types.

The University experience was really helpful and enabled me to progress. The second school experience was also advancing in many areas of my development and solidified my love of teaching.

(Postgraduate, HEI, Secondary, Music, 11-16 programme, School Direct (salaried))

I have truly enjoyed the PGCE program in [this] University. It was very tough but I believe it has prepared me very well. The teaching staff in the PGCE programme are fabulous. They have supported me all the way through.

(Postgraduate, HEI, Primary, 3-11 programme, Provider-led)

Being in school for much of the time was an advantage because the theory could be implemented straight away and the training sessions could be made useful...

(Postgraduate, SCITT, Primary, 3-7 programme, School Direct (salaried))

Newly qualified teachers who had rated their training overall as 'good', across all provider types, identified gaps in the training and support they were offered. Issues highlighted included not enough support or focus on aspects of teaching beyond the delivery of lessons. Specifically a number of respondents identified not enough emphasis on assessments, data analysis and progress tracking.

Programme planning and communication between providers and placements were highlighted by several respondents as being problematic to their learning.

More awareness or tighter guidelines on how our host schools should plan our training, often what was being taught on lecture days had no relevance or corresponded to our real life experiences in the classroom ... Starters and plenaries should have been much earlier as this was most of our first experiences with teaching a whole group, and happened roughly 3-4 weeks into the beginning of term...

(Postgraduate, SCITT, Secondary, Art and design, 11-16 programme, Provider-led)

Content of course excellent, but the structure and order in which we went through the course seemed to be muddled. i.e. we went into our initial placement with a lot of theoretical background, but no knowledge of planning or how to plan the structure of a lesson, which meant the school we went into were really shocked and surprised about how little we actually knew.

(Postgraduate, HEI, Primary, 3-7 programme, Provider-led)

4.3.3 Views of satisfactory training

The much smaller number of respondents who rated their training as satisfactory overall and who provided open text responses characterised their experience across all provider types as being inadequate or too short and left them unprepared for the realities of teaching.

Specific mention was made by a number of respondents across all provider types to the value of positive classroom and placement experiences. Some respondents commented that the ratio of theory to practice was not helpful and out of proportion and/or that there were gaps in their training.

Others identified that their experience was coloured by the individuals they worked with as well as the schools they were placed in. Some respondents commented on excellent support whilst, at the other extreme, support was described as terrible. Respondents identified poorly organised training and a lack of communication within institutions and between institutions and placements as a factor which influenced their perception of the course they undertook. Examples given below are consistent with comments provided from trainees across all provider types.

I do not feel that training adequately prepares you for the true reality of teaching. The theory is not useful and more time is given to this than to dealing with day to day practicalities of teaching.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

[...] Our experiences all differed significantly depending on the quality of our training school. It was upon my 6 week placement that I realised how well other schools can train their staff in comparison to the school I am in. The [university] had no real control over what the school did and I was ultimately just thrown in on an NQTs timetable and not given much support or actual training. It was effectively sink or swim. Upon raising this little changed and I decided to just get on with it and do what I needed to do myself with the help of colleagues not the training provider or the leadership of the school.

(Postgraduate, HEI, Secondary, English, 11-16 programme, School Direct (salaried))

4.3.4 Views of poor training

The small number of respondents, who rated their training as poor overall, across all provider types, characterised their experience as being unhelpful, poorly organised, inadequate and uninspiring. Specifically, respondents across all provider types reported that it left some of them feeling unsupported, under prepared for teaching and lacking in confidence with more than one commenting that they were left 'disillusioned' and had been 'put off teaching'.

I found the training, mainly the University side of things; extremely unhelpful...We were never given any support on strategies, activities or resources that could be used in the classroom. We did not receive help with how to plan. The whole course was extremely disappointing and lacked support both personally and professionally.

(Postgraduate, HEI, Secondary, Modern languages, 11-16 programme, Provider-led)

A number from this sample commented that the cost (£9,000¹⁴) of their training course was not justified by the provision they received. Some respondents identified a conflict of interest which left them feeling unable to be frank about their training.

At the end of the course, I still struggled significantly with planning and behaviour management (we had virtually no training in these areas). So much so that I have had to take time out to recover from the stress of the experience. I spent only 2 hours in total with a mentor and had no support whatsoever from the teacher on my first and last placement (with the same teacher). I was working 90 hour weeks but paying 9k for the privilege. Not a great introduction to the profession.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

Quite truly a horrifying experience. My head teacher was also running the school direct course. This made it extremely awkward for myself and the other trainee in school to report severe inadequacies within the school. We both very much felt that we'd been employed as cheap labour to cover classes rather than as trainee teachers.

(Postgraduate, HEI, Primary, 5-11 programme, School Direct (salaried))

Some respondents noted they had had too little time in the classroom whereas others commented that they felt they had been in classrooms too often with too little support. The few examples given below are representative of comments provided from trainees across all provider types.

¹⁴ The majority of teacher training courses attract tuition fees of £9,000, though in a small proportion of courses the fees are lower. All of the comments about tuition fees related to the £9,000 fee.

My training was hit and miss. The lead school was very good, and the specific subject training was excellent. I felt the host school had a free scivvy for the year with me as the support to an ailing department. No training was given to me as a trainee teacher in my host school. Having said that my mentor was amazing...but not from my department!

(Postgraduate, HEI, Secondary, Modern languages, 11-19 programme, School Direct (fee))

My KS2 placement at the same school was satisfactory at best but did not give me the confidence to take up teaching as a career.

(Postgraduate, SCITT, Primary, 5-11 programme, Provider-led)

Too little time in the classroom being prepared for the reality of the mountain of un-achievable demands that you will face as a teacher in real life. Too many hours of seminars and lectures padding out what could be covered in a quarter of the time leaving more time for practical advice and teaching methods and ideas.

(Postgraduate, HEI, Primary, 3-11 programme, School Direct (fee))

A small number of sampled respondents identified that their experience on their ITT course had left them ill, disillusioned or unwilling to progress in a full-time teaching career in the state sector.

By the time of my second placement I was so underprepared that the idea of teaching full time became incomprehensible.

(Postgraduate, SCITT, Secondary, Mathematics, 11-16 programme, Provider-led)

The experience has put me off teaching, despite my teaching experience in previous roles.

(Postgraduate, HEI, Secondary, English, 11-19 programme, SD programme salaried)

The experience was entirely disheartening, and as a result I chose to move to the private sector so that I might have the chance to work with teachers who are genuinely passionate and proficient at their subject.

(Postgraduate, HEI, Secondary, Mathematics, 11-19 programme, Provider-led)

4.3.5 NQT views on variability within and between providers

Some respondents felt that experiences in their placements had compensated for poorer taught periods of their training; conversely others were left completely unsatisfied with their placements but had found much value in taught sessions. This was the case for some respondents across all provider types, and across all ratings, from poor to very

good. Others noted variability amongst placements and even the individual staff-members of both providers and placements who had made a significant difference to their experience and subsequent outcome. Some respondents felt that it was their prior experience in education or as a parent which was the deciding factor in their success.

...Placements were very variable in quality, in my case ranging from poor (first placement) to good (second placement) to excellent (third placement).

(Postgraduate, SCITT, Primary, 5-9 programme, Provider-led)

I undertook a schools direct training programme. The support and guidance received in school was fantastic, teaching from an early stage helped to develop my confidence and build relationships with students straight away. However, when I attended university days I do not believe these were used as well as they should have been. We covered a lot of practical that I was already doing on a daily basis, and missed out on more theory/ courses that could have been more advantageous to myself.

(Postgraduate, HEI, Secondary, Physical Education, 11-16 programme, School Direct (fee))

The training that I received at university was really good. My teaching experience was slightly limited by the size of my main placement school.

(Postgraduate, HEI, Primary, 3-7 programme, Provider-led)

I found a few course leaders were very supportive when I was having a difficult time but that a lot were very hands off. I found it hard to apply any of the actual training to the placements and on induction. Mainly I learnt quickly from mistakes and being thrown in. This would be fine but is so dependent on the teacher you are placed with.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

I did not think my in University training helped me become a good teacher. It was the Mentors and school placements that taught me everything.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

I had a bad experience of not being supported well in my placement in my second year but in my final year, my tutor was amazing and re built up my confidence by giving me time and support.

(Undergraduate, HEI, Primary, 5-11 programme, Provider-led)

The responses demonstrate a wide-range of levels of experience both in, and of, education prior to the trainees commencing training, they had a broad-spectrum of expectation of the amount of support and challenge their training provider and course would and should provide. Some of the respondents were pleased with the level of challenge; others felt they were not sufficiently supported whilst yet others felt the training was not pitched high enough.

The Schools Direct training for the salaried route did not take into account that the people on the course were all previously professionals and was targeted at a much lower level than suited the people in the program.

(Postgraduate, SCITT, Secondary, History, 11-16 programme, School Direct
(salaried))

The reason I have highlighted the training period as too long is because I believe that I could have completed it in one year, despite being part-time.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

It was assumed from Day 1 that we knew everything we needed to know already and therefore left us with very little information on even the basics such as the National Curriculum and the assessment process for our subjects.

(Postgraduate, HEI, Secondary, Modern languages, 11-16 programme, Provider-led)

4.4 Summary of 'NQT attitudes in terms of route and context'

4.4.1 Analysis Background

Multivariate analysis of survey responses was commissioned by NCTL to accompany this report (Gorard, 2015). The analysis explored whether levels of reported satisfaction with training varied between routes or types of teacher training provision, how much of any difference might be attributable to other characteristics of trainees, and how much might be attributable to route alone.

The full report of this accompanying analysis has been published in parallel with this report and is available from gov.uk.

4.4.2 Methodology

The analysis consisted of the building of several logistic regression models, exploring the relationship of trainee and training characteristics with respondents' views on the quality of their training. The analysis considered the influence of a range of personal and training characteristics, including gender, ethnicity, disability, prior levels of qualification, phase and subject of teaching, type of training course and training provider, and some measures of the perceived quality of training provider.

Other potential influences on NQT satisfaction with training were not included due to a lack of, or inconsistency in, available data. The analysis of the views respondents expressed in open text responses to the survey indicates that individual preference also has an impact on whether any given individual likes the style of training that they receive. Obviously, such personal preferences and human variation cannot be modelled from administrative data.

Of the models constructed, four were judged sufficiently robust for publication. Three of the models related to the overall quality of training question, two looking at each of the primary and secondary sectors, and one looking at both sectors. A final model, related to the teaching of reading, which was modelled using cross phase data.

Responses to some of the other questions in the NQT survey could not be successfully modelled using the variables outlined above.

4.4.3 Limitations

The underlying limitations of the analysis are the same as for the survey as a whole. These are detailed in the survey methodology on pages 19 to 21. In brief, the effect of the relatively low response rate, and therefore potential non-response bias, limits the application of findings from this analysis to the sample of newly qualified teachers who responded to the survey. The analysis should not be used to draw generalised conclusions about teacher training as a whole.

The analysis cannot show causal links between the characteristics and the outcome variables. It provides measures of association, which can provide only an indication of possible causes.

4.4.4 Results

None of these models has a particularly strong ability to predict the satisfaction of respondents to the survey. The models were able to predict around 17%-18% of the otherwise unexplained variation in the respondents views about overall satisfaction with their course. Most of the variation between individual responses remains unexplained.

“In all three models most of the variation that can be explained is explained by the qualification aim, phase, subject area, and the location of the provider. Respondents dealing with older age groups of pupils tend to be more satisfied, whatever route they follow. In both primary and secondary sectors, those respondents on school-centred initial teacher training (SCITTs) are more satisfied with their preparation overall, all other things being equal.” (Gorard, 2015).

This association of provider type with overall rating is worth further investigation. However, it is not a causal link, as other un-measured factors may be the underlying cause of this difference. Provider type was amongst the group of variables which added most to the models’ ability to predict respondent satisfaction. However, as stated above, this is still a small improvement in explained variation, as compared to the large amount of variation which remained unexplained by any of our models.

Route, in the sense of school-led compared with provider-led, contributed comparatively little to the ability to predict the respondents’ satisfaction. The variability of respondents’ satisfaction within routes is almost as much as the variability between routes.

There was no evidence that respondents’ ratings of perceived preparation for using research, usefulness of induction, readiness to manage behaviour, or teach pupils with special needs in the classroom were associated with teacher training route.

5 Survey Results: Primary sector change over time

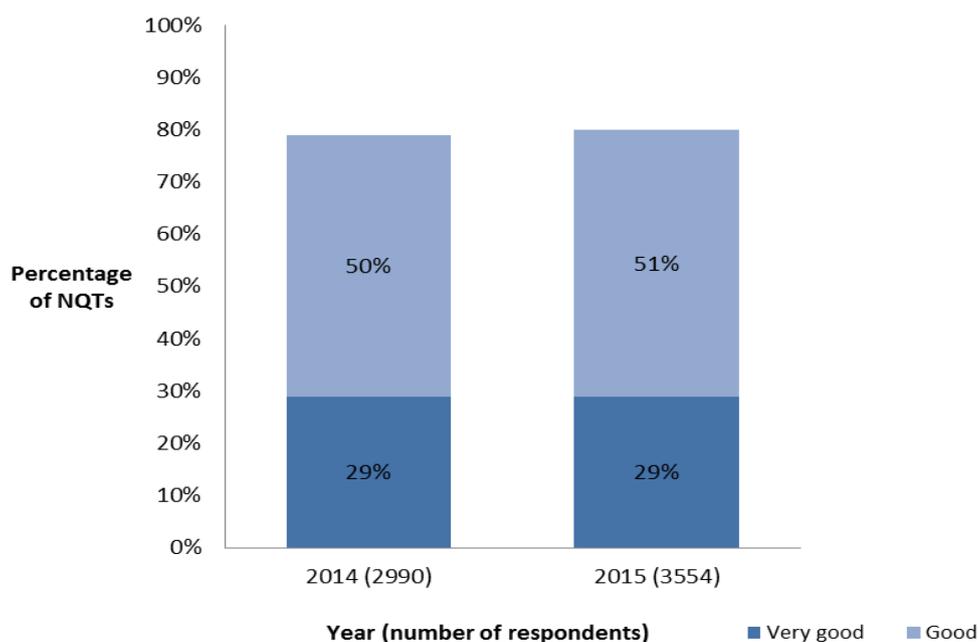
This section of the report examines the change in response to each of the questions in the survey over time. It focusses on the primary sector¹⁵ and gives us a longer term view on the relative perceived quality of teacher training in England.

5.1 Promote good progress and outcomes by pupils

5.1.1 Awareness of pupil capabilities and prior knowledge

When asked how well the training prepared NQTs to be aware of pupils' capabilities and prior knowledge, 80% of the 3,554 primary-trained respondents rated this aspect of their training as good (51%) or very good (29%). This was not significantly different to the response from newly qualified teachers in 2014.

Figure 8: Primary - How good was your training in preparing you to be aware of pupils' capabilities and prior knowledge?

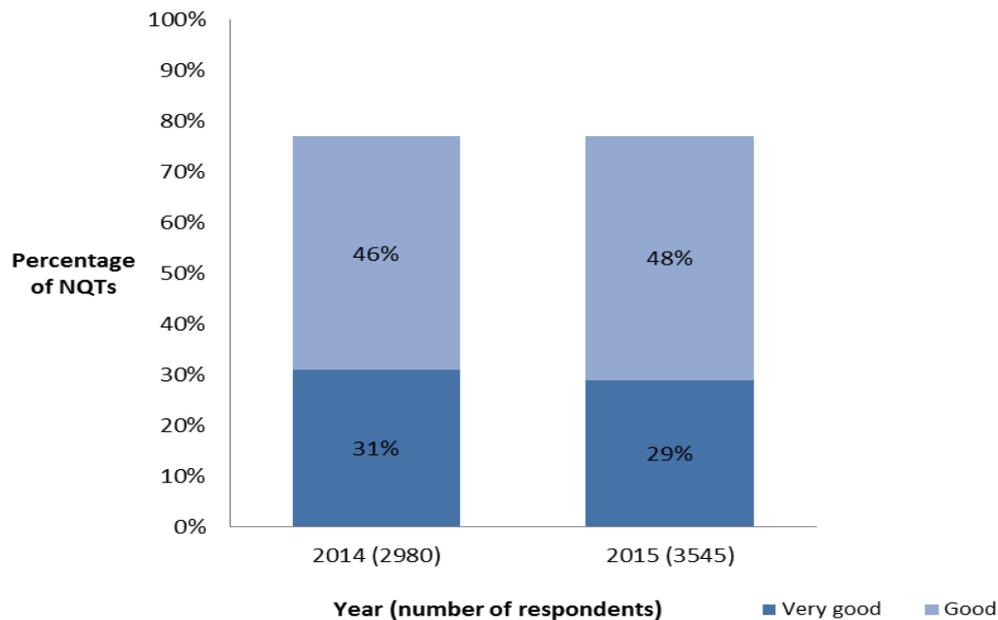


¹⁵ The results for the secondary sector is covered in section 7 on page 68

5.1.2 Guiding pupil reflection on their progress and needs

Newly qualified teachers were asked whether their training had prepared them to guide pupils to reflect on the progress they have made and their emerging needs. Seventy-seven per cent of respondents rated this aspect of their training as good (48%) or very good (29%). This was not significantly different to the response from newly qualified teachers in 2014.

Figure 9: Primary - How good was your training in preparing you to guide pupils to reflect on the progress they have made and their emerging needs?

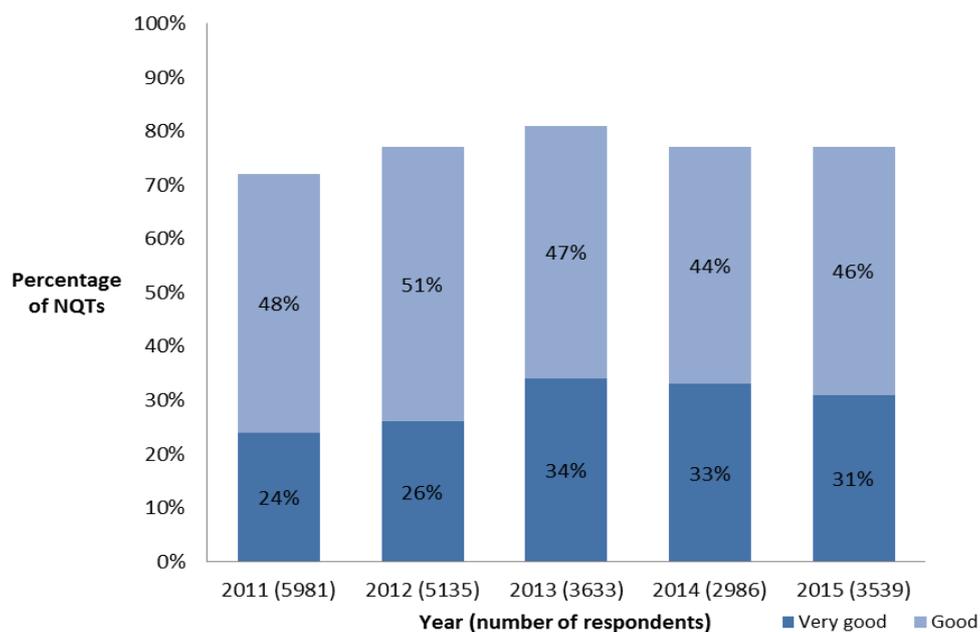


5.1.3 Integrating theory and practice

For the past five years we have asked newly qualified teachers to what extent the training had prepared them to integrate their theoretical knowledge with their practical experience, 77% of NQTs had rated this aspect of their training as good or very good, 46% and 31% respectively. This does not show any significant difference from last year, and the picture over five years is of relative stability.¹⁶

¹⁶ Please note, this question had previously been positioned at the end of the survey until 2014. In 2011 and 2012, the question was worded differently, specifically highlighting 'university-delivered elements' rather than 'theoretical elements / knowledge'.

Figure 10: Primary – How good was your training in preparing you to integrate the theoretical elements of your programme with your practical experiences?

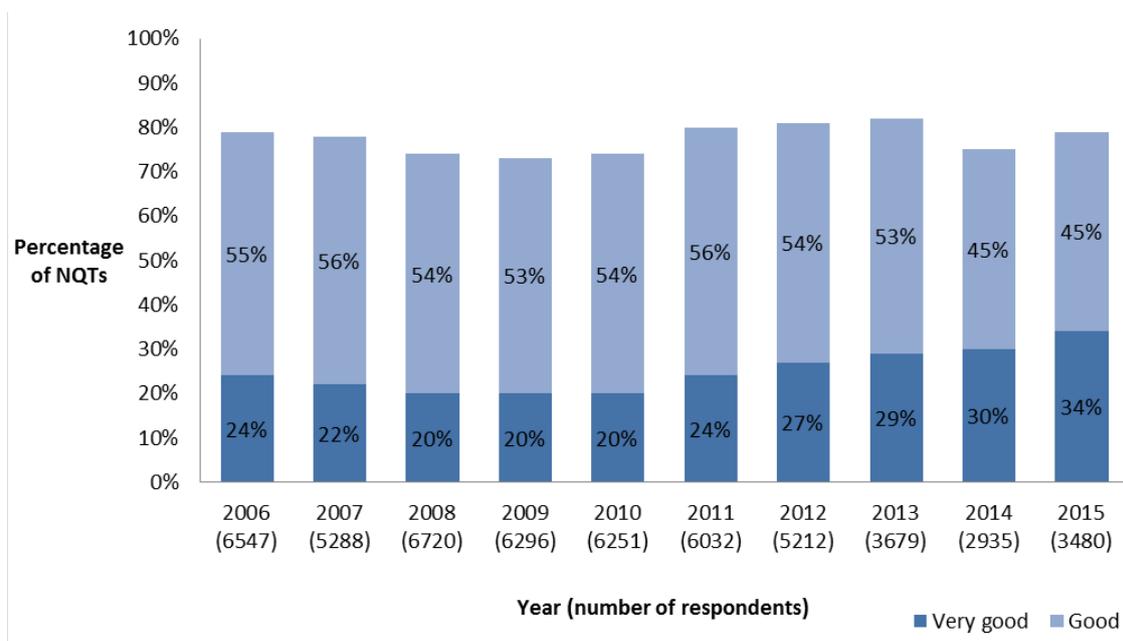


5.2 Good subject and curriculum knowledge

5.2.1 Understanding the national curriculum

When asked whether their training helped them understand the national curriculum, 79% of the 3,480 primary-trained respondents rated their training good or very good, 45% and 34% respectively. This shows an overall increase in ratings on the previous year's results, when primary curriculum was under review. While overall ratings (good or very good) are still lower than those seen in the 2013 survey, the proportion of NQTs rating this aspect of their training as very good has been increasing steadily since 2011.

Figure 11: Primary – How good was your training in preparing you to understand the national curriculum?



Although not specifically asked to do so, some NQTs, who rated their overall training from poor to very good, used the opportunity of the free text boxes to provide commentary on their training in relation to the national curriculum. Some felt that they had received a very good grounding whereas others felt that their training in this area was rushed, inadequate or not sufficient.

Individuals also reported that information was still in a state of change which was not helpful to them or their provider. Some felt that there was too much emphasis on teaching their specialist subject and not enough to prepare them for being a general class teacher.

I feel I had a very good training programme which equipped me well in all areas of the curriculum and the other aspects of working in a school. I feel I was well supported for applying for jobs and interviews.

(Postgraduate, SCITT, Primary, 3-7 programme, Provider-led)

Whilst we were given plenty of opportunity to practice teaching PE, the provision of training for the rest of the curriculum was just not good enough.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

... time could have been spent much more effectively looking at the changing curriculum and other areas which I feel were far too rushed considering the nature of the course.

(Undergraduate, HEI, Primary, 5-11 programme, Provider-led)

The training was very good, but I received less support and guidance than I had hoped for in relation to the 2014 curriculum and assessment.

(Undergraduate, HEI, Primary, 5-11 programme, Provider-led)

My university also did try to give us help with understanding the curriculum, but I think they found it very hard with the documents in a state of flux, so I do not feel as prepared for that as I would like to be.

(Undergraduate, HEI, Primary, 7-11 programme, Provider-led)

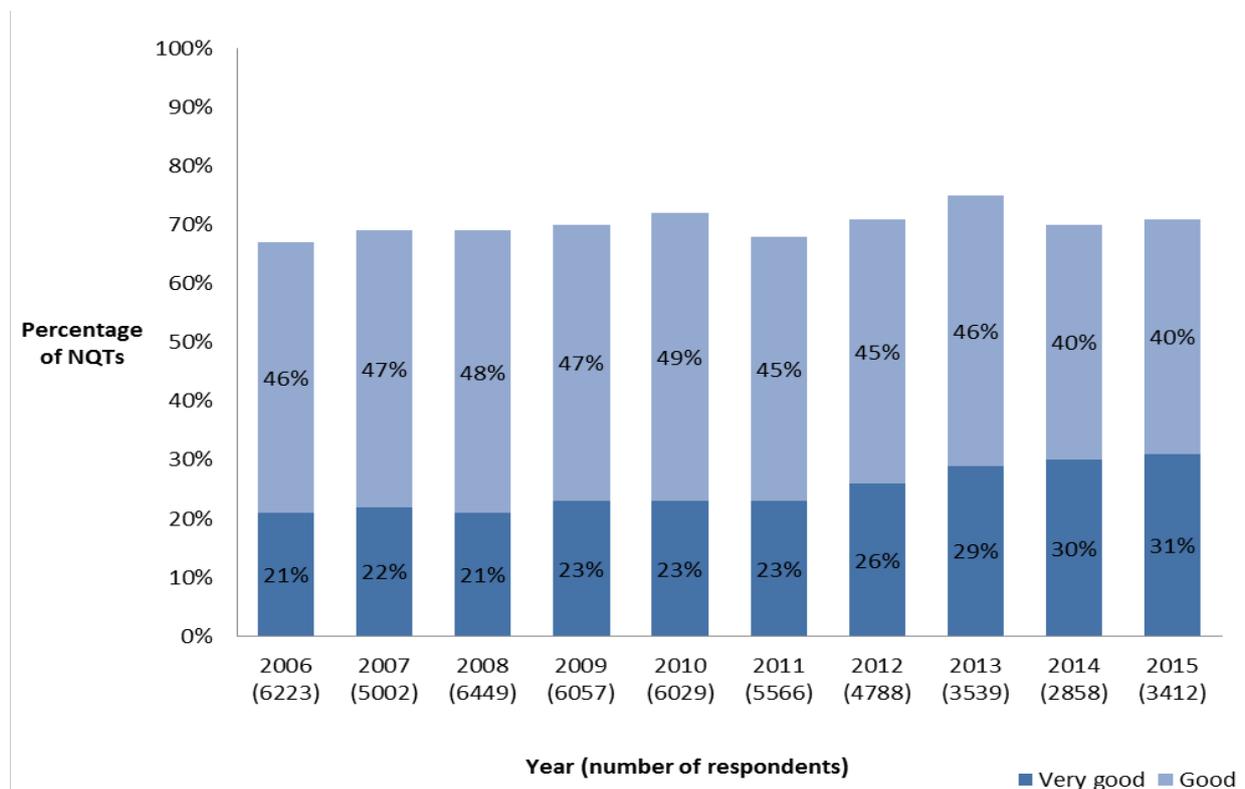
Whilst we were given plenty of opportunity to practice teaching PE, the provision of training for the rest of the curriculum was just not good enough. Since taking up my post, I have had to work incredibly hard to fill in the gaps, gaps that my colleagues who completed a PGCE just didn't have.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

5.2.2 Teaching specialist subjects

When asked about how well their training had prepared them to teach their specialist subject, 71% of the 3412 respondents rated their training as good (40%) or very good (31%). This rating is similar to ratings given in last year's survey.

Figure 12: Primary - How good was your training in preparing you to teach your specialist subject?



Although not specifically asked to do so, some NQTs, who had rated their overall training from poor to very good, used the opportunity of the open text response to provide commentary on the quality of their training in relation to being prepared to teach their specialist subject. Some expressed concerns that achieving QTS meant they were qualified to teach outside of their area of specialism when they did not feel equipped to do so.

Individuals also commented that they felt well prepared in their specialism whilst others noted the opposite. Some identified confusion over the training they received as a specialist and whether their specialism detracted from them being prepared to be a good class-teacher.

Because my specialism was early years most of my training was looking at the EYFS [early years foundation status]. However, we are qualified to teach across the primary key stages with little experience.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

The foundation subjects and my specialism (MFL [modern foreign languages]), however, I feel were taught very well and I am enthused to teach them.

(Undergraduate, HEI, Primary, 7-11 programme, Provider-led)

My specialist area of the curriculum is physical education and I thought that there was not enough lectures or practical sessions held throughout the year.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

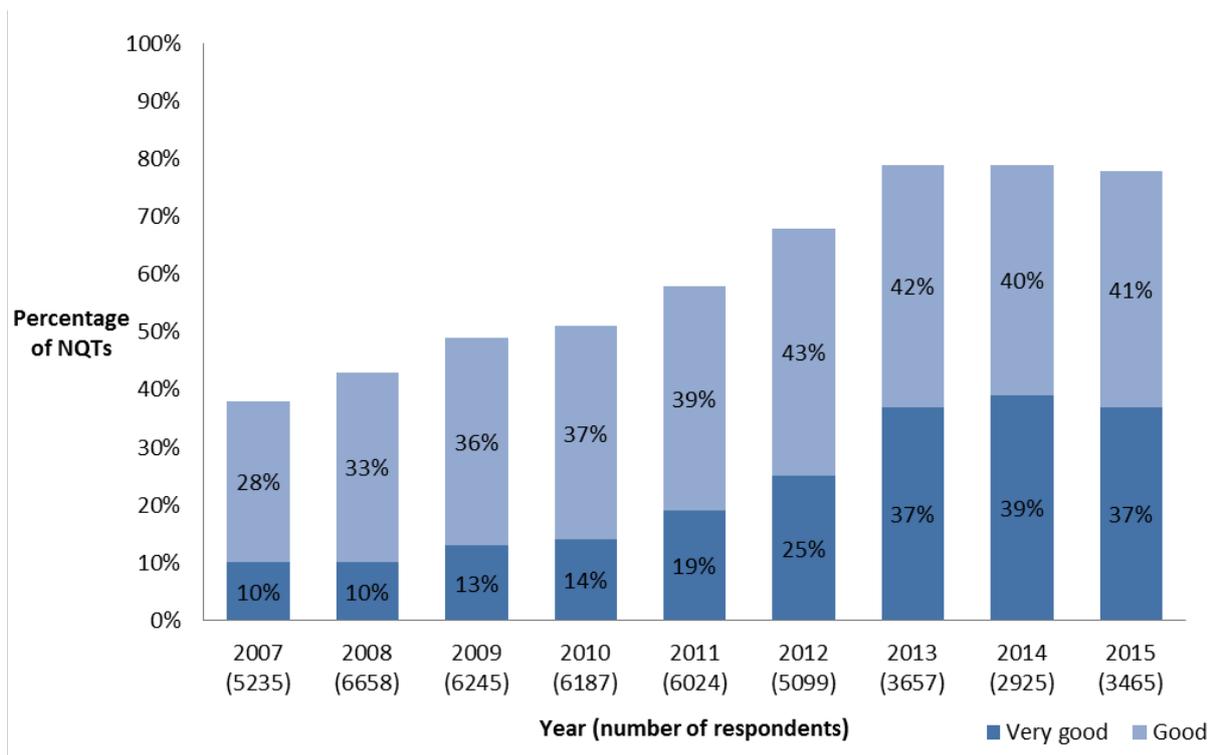
Of course, I've made the best of it, but my understanding was that the course was to make PE a specialism, just like maths or English can be. Those students that wanted to be class teachers who could really add to the PE provision within their school (rather than full time PE teachers in primary schools) were left, in my opinion, underprepared.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

5.2.3 Teaching reading

Seventy-seven per cent of the 3,465 primary respondents rated the quality of their training in preparing them to teach reading, including phonics and comprehension as good (41%) or very good (37%). This is not significantly different to the last two year's ratings of training in teaching reading. This sustains the year on year improvements made in this rating since it was first measured in 2007.

Figure 13: Primary - How good was your training in preparing you to teach reading, including phonics and comprehension?



Some NQTs used the opportunity of the open question about reading to comment further on the quality of their training in relation to being prepared to teach reading, including phonics and comprehension. Though it is clear from the ratings given on this issue that the majority of trainees felt their training was good or very good, a number of trainees also provide comments on areas that were overlooked or could have been improved.

Some respondents felt that aspects of teaching reading were not sufficiently emphasised and that more help could have been provided, others felt that their training added nothing to their previous experiences.

Individuals rating their training in teaching reading as good or very good highlighted observations in placements or on school visits and the opportunity to practice the teaching of reading in schools as being critical to their preparedness to teach reading. Those who felt more positive about their training in this area also mentioned support from tutors, mentors, experienced and specialist teachers and viewing a range of specific schemes of works.

There was a range of activities that taught and supported understanding of early reading like Phonics Workshop, Children's Books Workshop, Guided Reading Workshop. In addition to this trainees were required to practically demonstrate their ability to teach reading e.g deliver phonics over different phases.

(Postgraduate, HEI, Primary, 5-11 programme, School Direct (salaried))

Professionals came in which greatly helped. We went on phonics visits and were required to spend time in KS1 which helped.

(Postgraduate, SCITT, Primary, 5-11 programme, School Direct (fee))

Excellent on early reading, including phonics, whole book experiences, assessment and promoting a love of reading.

(Postgraduate, HEI, Primary, 7-11 programme, Provider-led)

There was an extensive amount of training in relation to reading and phonics and opportunities to visit schools and see it in practice.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

Individuals rating their training as good or very good also identified areas in which their training could have been improved, specifically in relation to teaching comprehension.

More could be done on teaching comprehension - approaches to guided reading and SATS preparation - partic. ks1, however the phonics training was fairly thorough.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

...plenty of information on phonics, not very much focus on reading and comprehension

(Postgraduate, SCITT, Primary, 3-11 programme, School Direct (salaried))

Individuals who rated their training as poor also identified the lack of teaching of comprehension in their training. Some commented that there was no time for the teaching of reading to be included in their training; others said that there was a limited amount of time for theoretical learning and or practical experience. Some respondents identified that although training in phonics was good, training in other aspects of teaching reading would have been beneficial.

Teaching from the university on Phonics was very good. However, we didn't receive any training on comprehension and neither of my placements did guided reading so I did not get to see this done. I found my time in school a lot more useful than my time at University...

(Postgraduate, HEI, Primary, 5-9 programme, Provider-led)

I was a TA [teaching assistant] first which gave me valuable experience; there was no time on my course for looking at the teaching of reading and comprehension.

(Postgraduate, SCITT, Primary, 5-11 programme, Provider-led)

No training provided. All my training came through my School, none through the linked University.

(Postgraduate, HEI, Primary, 5-11 programme, SD programme (self-funded))

Not enough on how to teach guided reading and phonics or how to assess reading ... Placements were the most effective learning opportunity.

(Postgraduate, SCITT, Primary, 3-7 programme, Provider-led)

There was lots of information on teaching phonics. However, apart from a book share at the start of each lecture, we didn't cover how to teach guided reading - no structure given for sessions; no advice on how to tackle difficulties pupils may face or types of questions to use for various areas of the reading curriculum.

(Postgraduate, HEI, Primary, 7-11 programme, Provider-led)

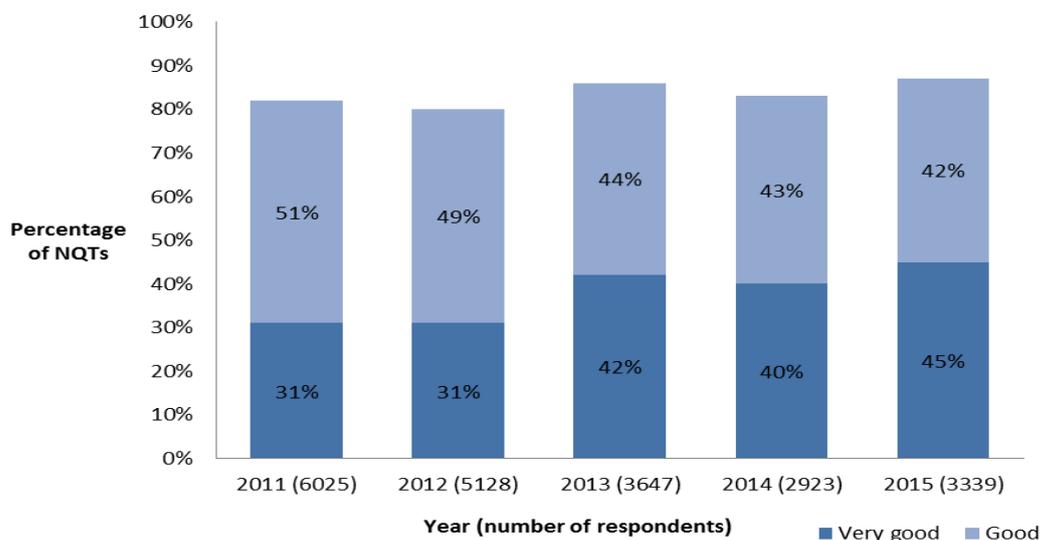
I think more detailed training should be offered here and information given on interventions that can be used to support struggling children

(Postgraduate, SCITT, Primary, 5-11 programme, Provider-led)

5.2.4 Teaching primary mathematics

When asked about their preparation to teach primary mathematics, 87% of the 3,339 respondents rated their training as good (42%) or very good (45%). This is an increase of three percentage points since last year, a small but statistically significant difference. However, the longer term history of responses to this question indicates no substantial change since 2011. This is one of the more positively rated aspects of primary teacher training.

Figure 14: Primary - How good was your training in preparing you to teach primary mathematics?

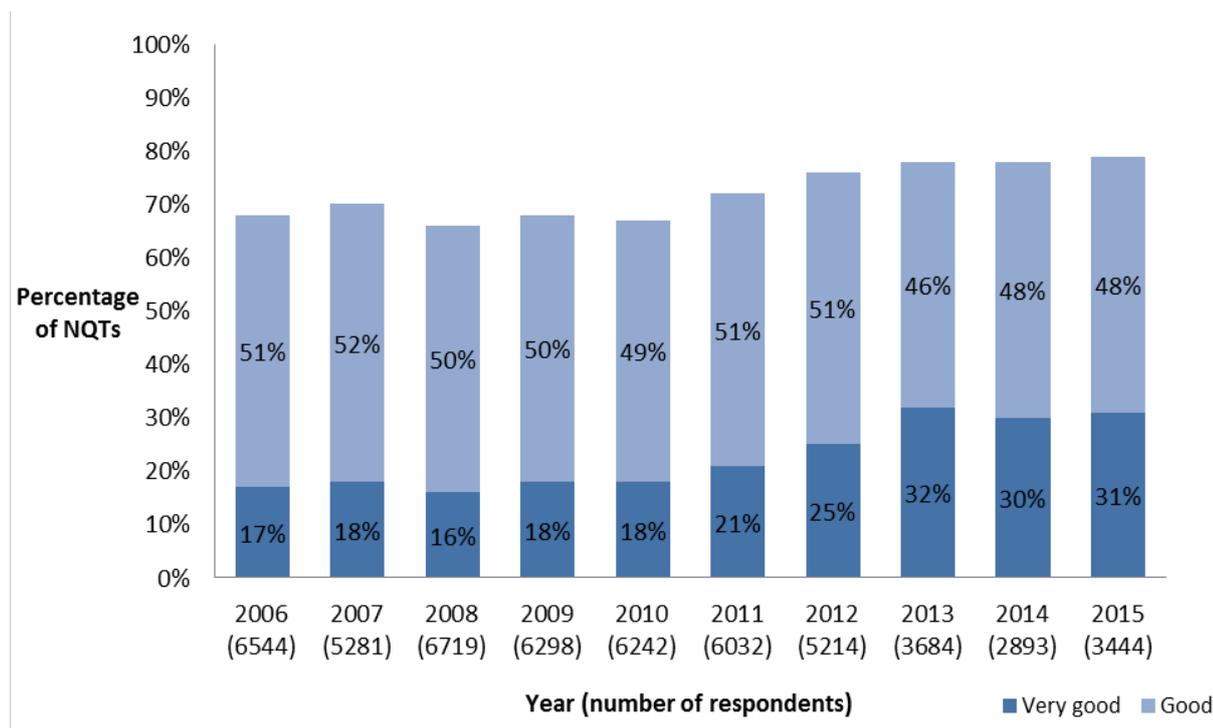


5.3 Plan and teach well-structured lessons

5.3.1 Planning teaching to achieve progression

Seventy-nine per cent of the 3,444 respondents to the question about planning teaching to achieve progression for pupils rated this as good (48%) or very good (31%). This is not significantly different to the rating achieved in 2014, and sustains the progress made in the general upwards trend in responses to this question since 2010.

Figure 15: Primary - How good was your training in preparing you to plan your teaching to achieve progression for pupils?



Although not specifically asked to do so, some NQTs, who had rated their overall training from poor to good, used the opportunity of the open text response to provide commentary on the quality of their training in relation to being prepared to plan their teaching to achieve progression. Some respondents, who had been trained on a variety of courses, identified that there was not sufficient emphasis on planning learning within their training.

Certain aspects of training such as planning and using data to assess children's work needs to be covered more thoroughly.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

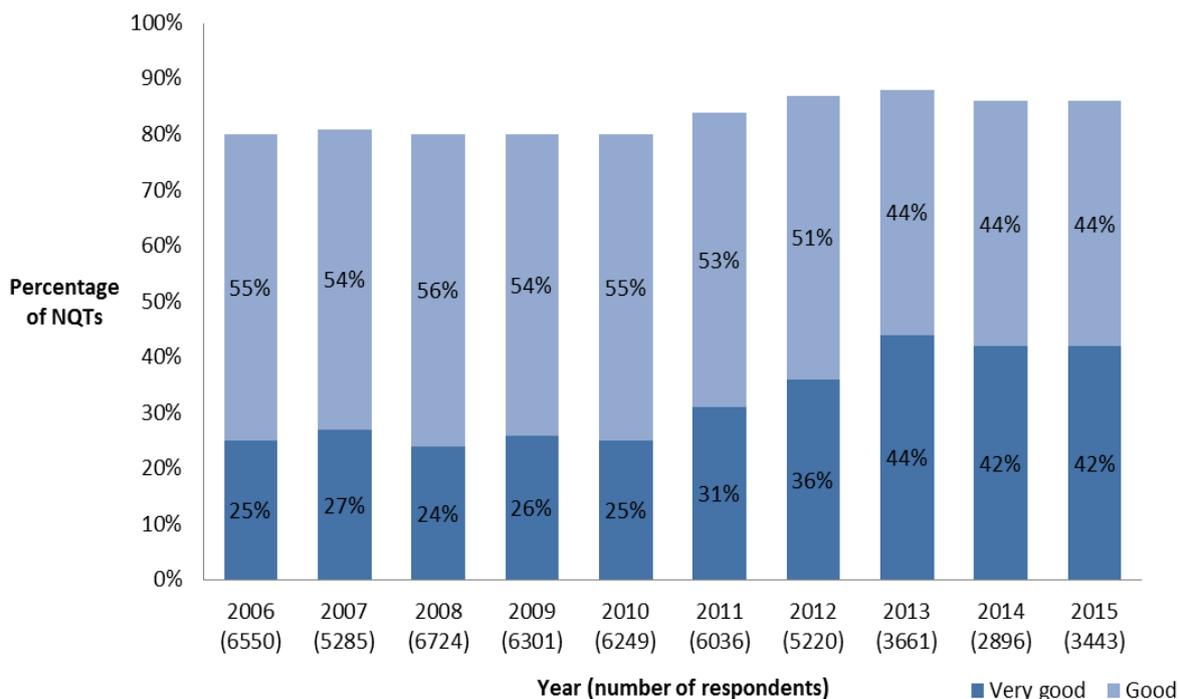
Much more focus is needed on assessment and planning, given how intrinsic these elements are to teaching, not to mention time-consuming for a new teacher.

(Postgraduate, HEI, Primary, 3-11 programme, School Direct (salaried))

5.3.2 Teaching methods

When asked how well their training prepared them to use a range of teaching methods that promote pupils' learning, 87% of the 3,443 respondents rated this as good (44%) and very good (42%). This rating is essentially the same as last three year's responses. Notwithstanding the lack of recent change in response to this question, it is one of the most highly rated aspects of initial teacher training.

Figure 16: Primary - How good was your training in preparing you to use a range of teaching methods that promote pupils' learning?

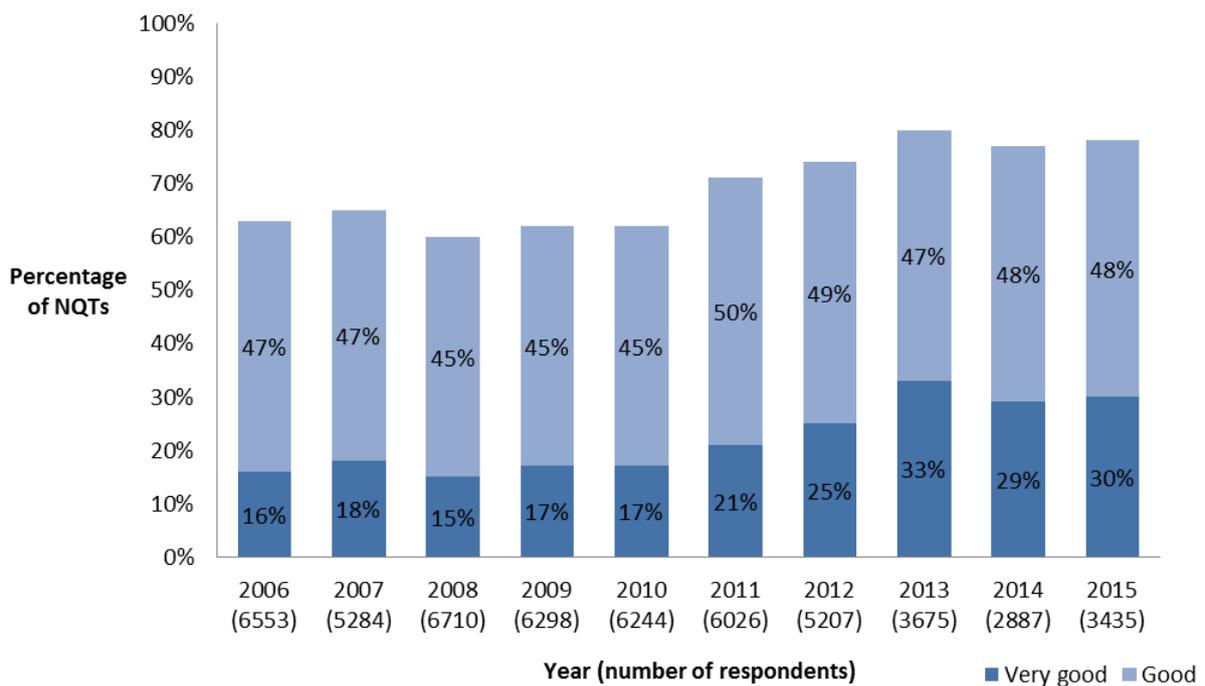


5.4 Respond to the strengths and needs of all pupils

5.4.1 Teaching across the range of abilities

In response to a question about their preparation to teach across a range of abilities, 79% of the 3,435 respondents rated their training as good (48%) and very good (30%). This is not significantly different to the result from the last two annual surveys.

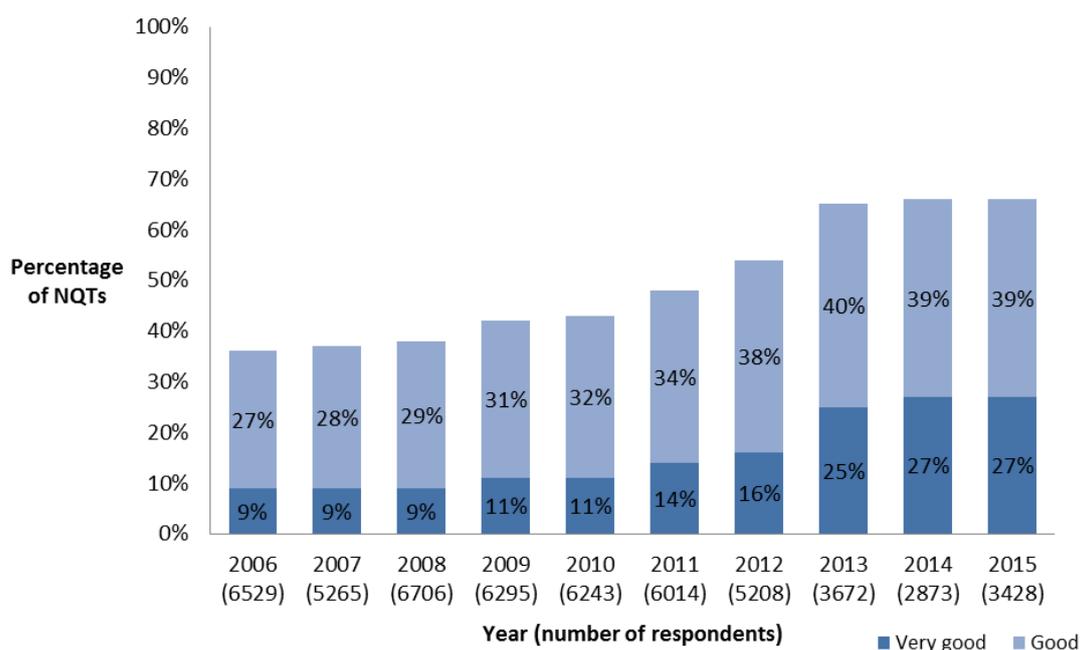
Figure 17: Primary - How good was your training in preparing you to teach across the range of abilities?



5.4.2 Teaching pupils from all ethnic backgrounds

Sixty-seven per cent of the 3,428 primary-trained Respondents rated their preparation to teach pupils from all ethnic backgrounds as good (39%) and very good (27%), a continuation of last year's figures.

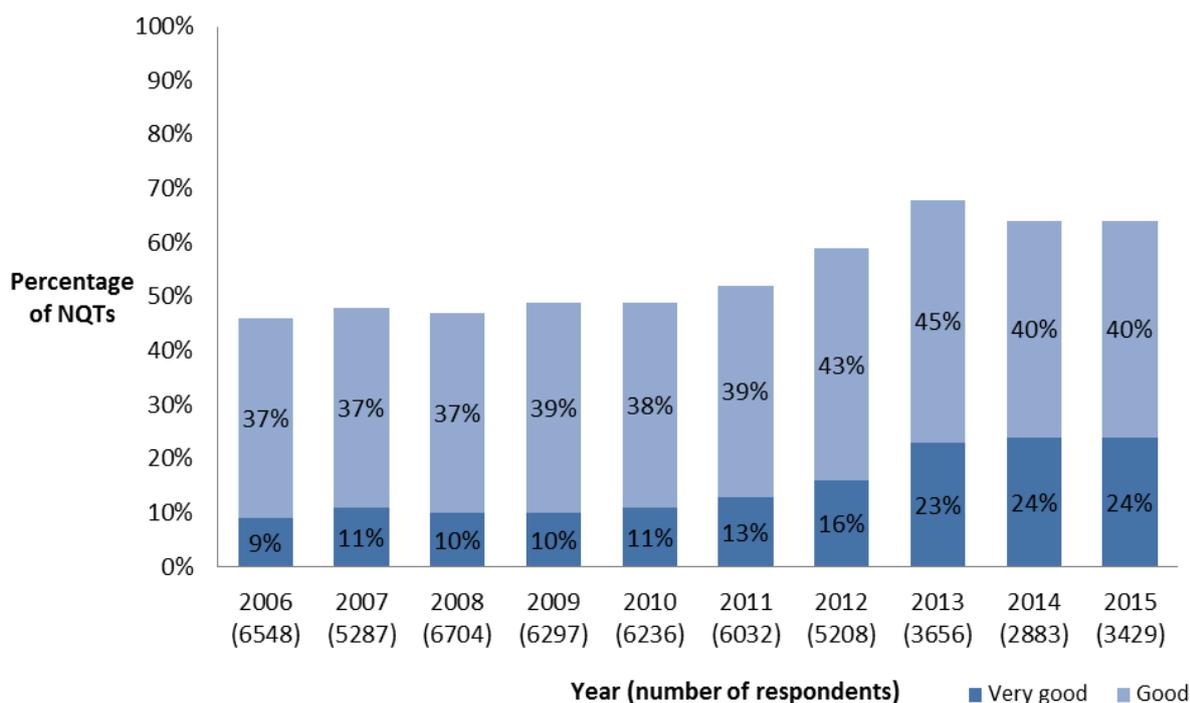
Figure 18: Primary - How good was your training in preparing you to teach pupils from all ethnic backgrounds?



5.4.3 Teaching pupils with special educational needs

Sixty-four per cent of the 3,429 primary-trained respondents rated this aspect of their training as good (40%) and very good (24%), the same as last year's responses. Despite the longer term increase in the proportion of positive responses to this question since 2010, this is one of the lower rated aspects of teacher training for primary trainees.

Figure 19: Primary - How good was your training in preparing you to teach pupils with special education needs in your classes, using appropriate support?



Although not specifically asked to provide comments on this aspect of their training some primary trainees offered their views as part of their more general comments or in response to questions about managing behaviour and teaching reading. The majority of these comments provided by respondents, both undergraduate and postgraduate, focussed on what was missing from their training specifically in relation to teaching children to read. Some NQTs felt that these areas had been covered in depth.

We weren't taught how to support more able children. I have a child in my class who is working towards NC level 1 if not higher. I am not sure how to extend her as well as trying to teach children who are unable to read.

There was no support or advice about how to support EAL children or how to support L/A children to begin the early stages of reading.

(Undergraduate, HEI, Primary, 3-11 programme, Provider-led)

Guidance for how to support EAL learners to read would have been beneficial.

(Undergraduate, HEI, Primary, 5-11 programme, Provider-led)

... could cover more on SEN & EAL.

(Postgraduate, HEI, Primary, 3-7 programme, Provider-led)

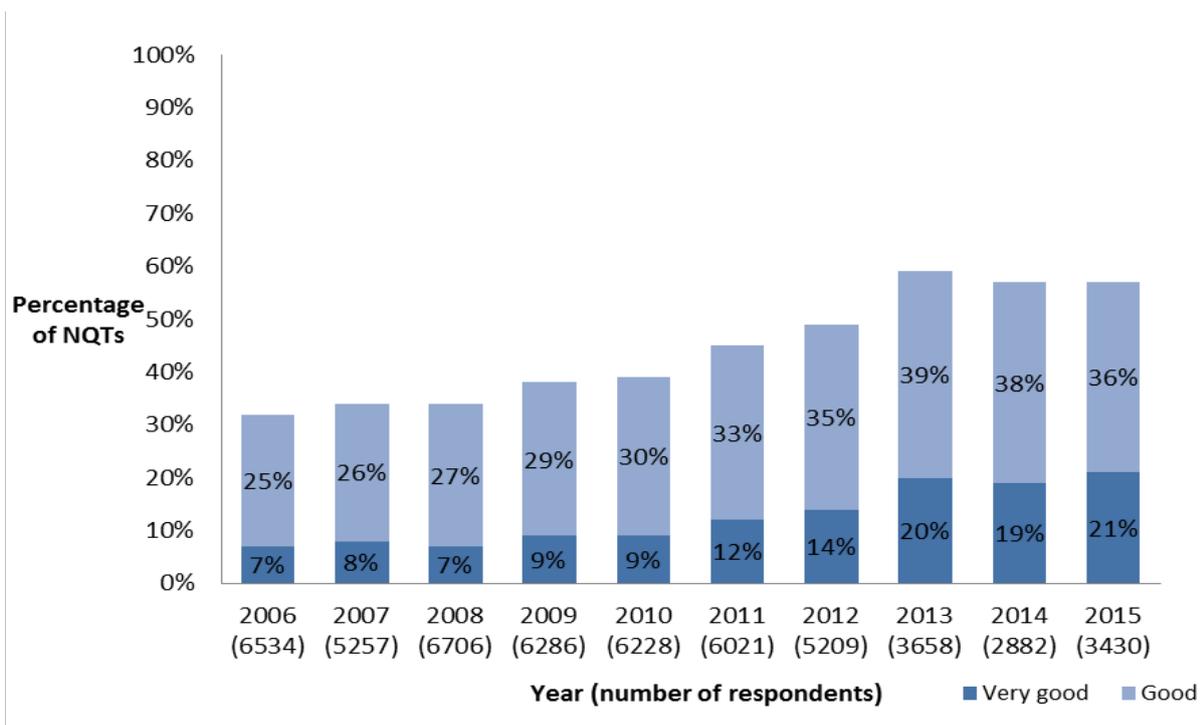
The SCITT gave me experience in the day-to-day of being a teacher in much more depth - not just classroom experience but in all aspects of admin, assessment, parent communication, SEN, EAL etc.

(Postgraduate, SCITT, Primary, 3-11 programme, Provider-led)

5.4.4 Teaching pupils for whom English is an additional language

When asked about their preparation to teach pupils with English as an additional language, 57% of the 3,340 primary-trained respondents rated this aspect of their training as good (36%) and very good (21%). This was not significantly different to the previous year, although number of respondents who rated their training as very good showed a small but statistically significant increase. Despite the longer term increase in the proportion of positive responses to this question since 2008, this is one of the lowest rated aspects of teacher training for primary trainees.

Figure 20: Primary - How good was your training in preparing you to teach pupils with English as an additional language?



Although not specifically asked to provide comments on this aspect of their training some primary trainees offered their views as part of their more general comments or in response to questions about managing behaviour and teaching reading. The majority of these comments provided by respondents, both undergraduate and postgraduate, focussed on what was missing from their training specifically in relation to teaching children to read and, as such, have been included in the section on teaching reading. Some NQTs felt that these areas had been covered in depth.

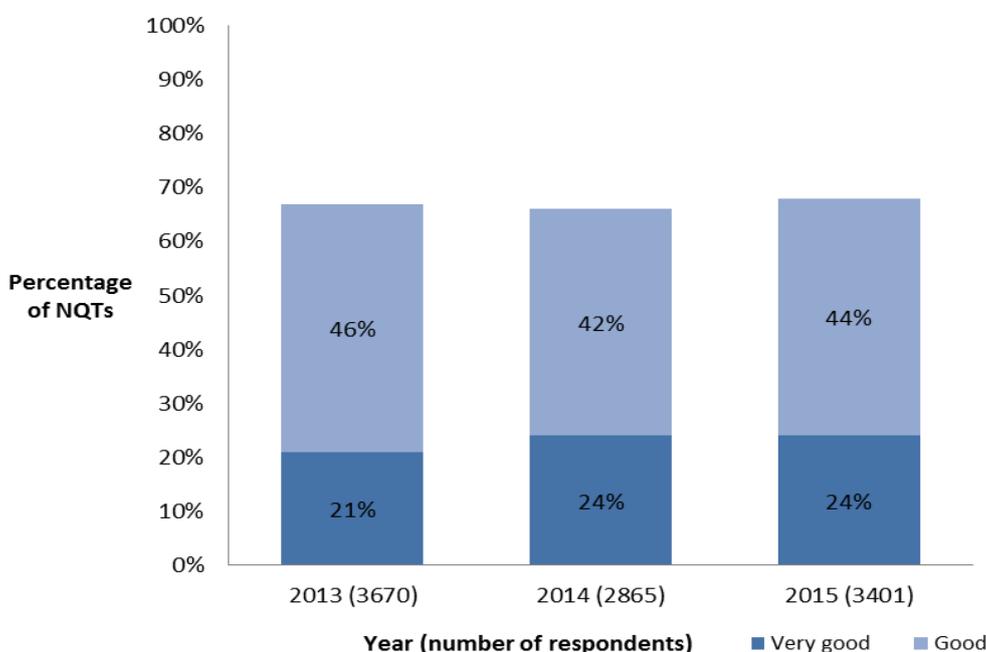
5.5 Make accurate and productive use of pupil assessment

Until 2012 there were fewer questions addressing this standard, in particular a number of different aspects of assessment were combined into a single question. This question was significantly altered in 2013, and only responses for the last three years are presented here. Responses for earlier questions can be found in the annual survey of newly qualified teachers 2012¹⁷.

5.5.1 Assessing pupils' progress

Sixty-eight per cent of the 3,401 respondents rated their training on how to assess pupils' progress as good (44%) and very good (24%), which is not significantly different to the response last year.

Figure 21: Primary - How good was your training in preparing you to assess pupils' progress?

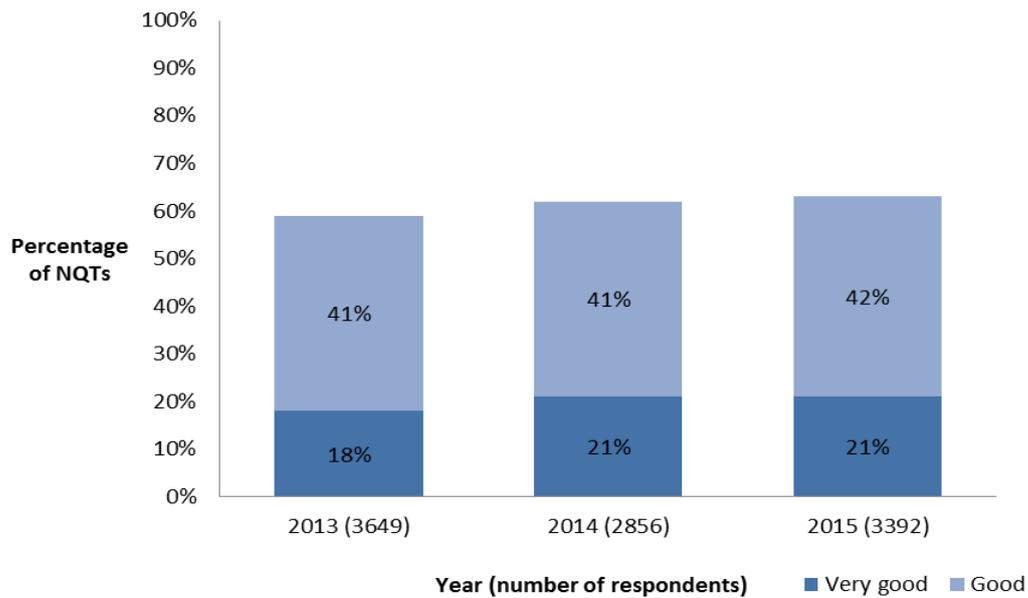


¹⁷ <https://www.gov.uk/government/publications/newly-qualified-teachers-annual-survey-2012>

5.5.2 Recording and reporting pupils' outcomes

When asked about their preparation to record and report pupils' outcomes, 63% of the 3,392 respondents rated this aspect of their training as good (42%) and very good (21%). This is not significantly different from last year's response, and this rating is still among the lower ratings of the survey.

Figure 22: Primary - How good was your training in preparing you to record and report pupils' outcomes?



5.5.3 Using pupil data to support teaching

Fifty-five per cent of the 3,339 primary-trained respondents rated their preparation to use pupil data to support their teaching as good (37%) and very good (18%), showing no real change over the last two years. This is the lowest scoring aspect of primary teacher training in the survey.

Figure 23: Primary - How good was your training in preparing you to use pupil data to support your teaching?



Some primary respondents took the opportunity to give general comments on their training to highlight how their training prepared them to assess pupils' progress and use pupil data to support their teaching. Given that this is the lowest rated aspect of primary teacher training overall, it is unsurprising that most of those who left comments focussed on what was missing from their training rather than what was good about it.

When I started NQT year, I was not prepared well enough for the challenges and expectations of a teacher. Teaching practices should involve a lot more than just teaching a class - for example, IEPs [Individual Education Plans], pupil progress, data tracking etc.

(Undergraduate, HEI, Primary, 3-11 programme, Provider-led)

I feel it would be beneficial for PGCE programmes to provide much more support to students regarding data and data analysis from assessments and SATS.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

The training was very good, but I received less support and guidance than I had hoped for in relation to ... assessment.

(Undergraduate, HEI, Primary, 5-11 programme, Provider-led)

Much more focus is needed on assessment and planning, given how intrinsic these elements are to teaching, not to mention time-consuming for a new teacher.

(Postgraduate, HEI, Primary, 3-11 programme, School Direct (salaried))

I feel that the university failed to provide adequate training on *assessment due to the changes in assessment*.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

More support in assessing pupils would have been helpful - actually levelling pieces of work, submitting summative assessment, writing reports etc.

(Undergraduate, HEI, Primary, 5-11 programme, Provider-led)

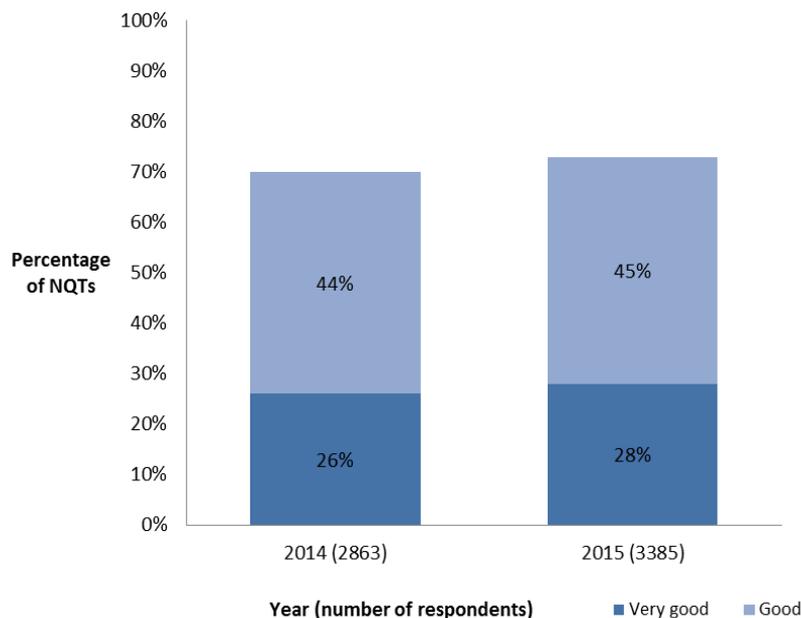
There were many elements of teaching that were not covered at all during the year, for example, marking children's work to best help them to achieve.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

5.5.4 Providing feedback to pupils

When asked about preparation to provide feedback to pupils in order to support their progress, 73% of the 3,385 primary-trained respondents rated this aspect of their training as good (45%) and very good (28%). This is not significantly different to last year's response.

Figure 24: Primary - How good was your training in preparing you to provide feedback to pupils to support their progress?

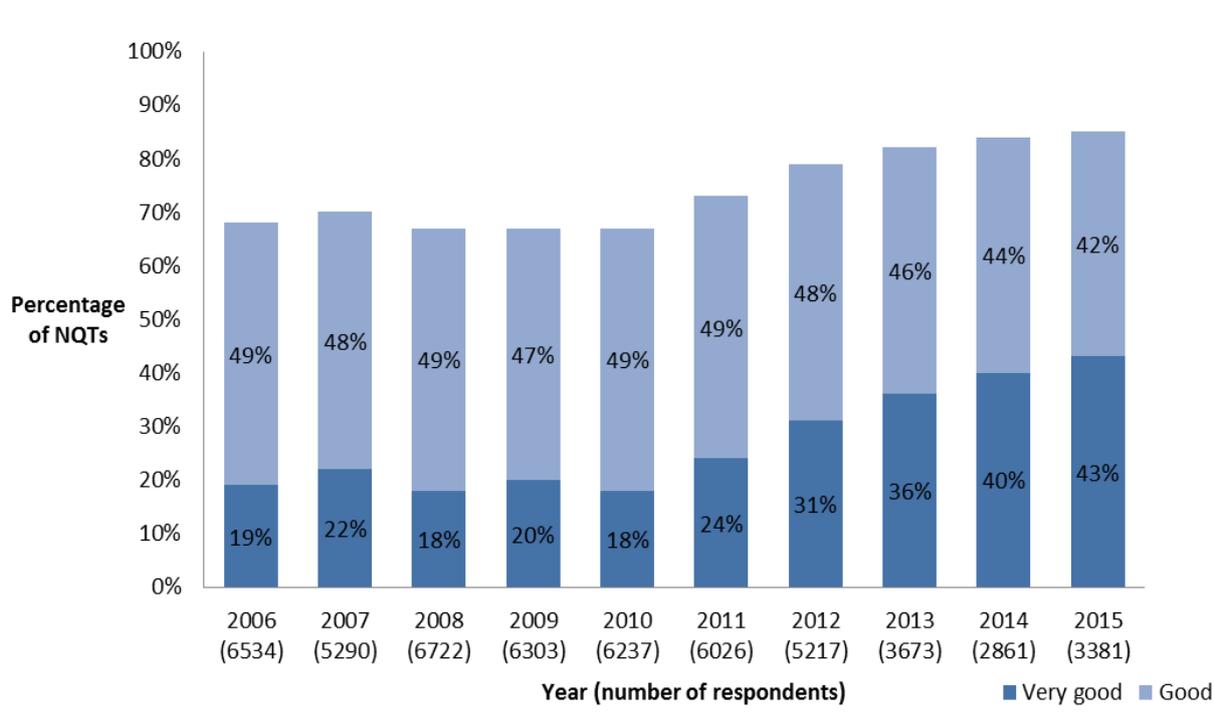


5.6 Manage behaviour effectively to ensure a good and safe learning environment

5.6.1 Behaviour in the classroom

When asked about their preparation to establish and maintain a good standard of behaviour in the classroom, 86% of the 3,381 primary respondents rated their training as good (42%) and very good (43%), as compared to 84% in the 2014 survey, a small but statistically significant increase. This continued the strong positive trend since 2010 and this is one of the areas of teaching that the respondents feel most prepared for.

Figure 25: Primary - How good was your training in preparing you to establish and maintain a good standard of behaviour in the classroom?



The commentary provided by trainees in the free-text response supports the analysis of the quantitative data.

The commentary provided by trainees in the free-text response supports the analysis of the quantitative data. Comments were very similar to those received from secondary respondents. Respondents commented on both university and classroom based experiences which have helped them establish and maintain a good standard of behaviour in the classroom. There was a mixture of views on the value of both the more theoretical training and putting strategies into practice. Some trainees reported that they benefitted from observing effective strategies in practice in a range of settings.

Specifically those individuals who rated their training in managing behaviour as good or very good identified the support they received from excellent tutors, mentors, and guest

speakers in this area. Some mentioned how much they had learned from the opportunity to work with and observe experienced teachers.

As before, lectures, seminars, access to specialists via University then experience in host school - observing, observations and feedback. Also theory work (research and assignment) and training at other schools to observe different classroom management techniques.

(Postgraduate, SCITT, Primary, 3-11 programme, Provider-led)

From week 1 we were able to observe teachers on a daily basis and reflect with peers and tutors on behaviour and subject content. This was excellent.

(Postgraduate, SCITT, Primary, 5-11 programme, Provider-led)

Some respondents felt that working in a variety of placements had helped them to feel confident about managing behaviour and were grateful to providers for arranging these opportunities. The timing of their own learning in behaviour management was identified as helpful by some individuals. Some respondents who rated their training in behaviour management as good or very good commented that they would like to have had more training in managing extreme behaviour.

The [university] training gave me lots of information. I was confident in maintaining good standard of behaviour in my SEN setting but did struggle with this in my mainstream setting. Through training and reading and research with my mentors from both settings. The experience I gained from my mainstream placement helped me to build my confidence in this area and to achieve a good standard of behaviour in the classroom by the end of my placement.

(Postgraduate, HEI, Primary, 5-11 programme, School Direct (salaried))

Some individuals who rated their training in managing behaviour as satisfactory or poor identified that they had had insufficient time spent on this aspect of teaching; specifically on the opportunity to put theory into practice. Others commented that they had no training in managing behaviour from either school placements and/or their provider. Some suggested that more training in managing severe behaviours was needed.

Respondents noted difficulties in establishing relationships with children and being able to influence behaviours where they entered a class mid-way through the year and that the timing of their own learning in behaviour management was unhelpful. Some trainees were very clear that no matter what quality or amount of training they received it was not as effective in equipping them to teach and establish and maintain a good standard of behaviour in the classroom as actual practice.

Some individuals said that lack of opportunity to observe and develop strategies in challenging settings left them unprepared in their NQT class whereas others said that

undertaking placements in classrooms or schools where behaviour was an issue meant they missed the opportunity to observe good practice.

We had no lectures on this topic. We had no tailored lessons on it either. For me this is one of the most important things to be on top of as a new teacher and the University barely touched on it.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

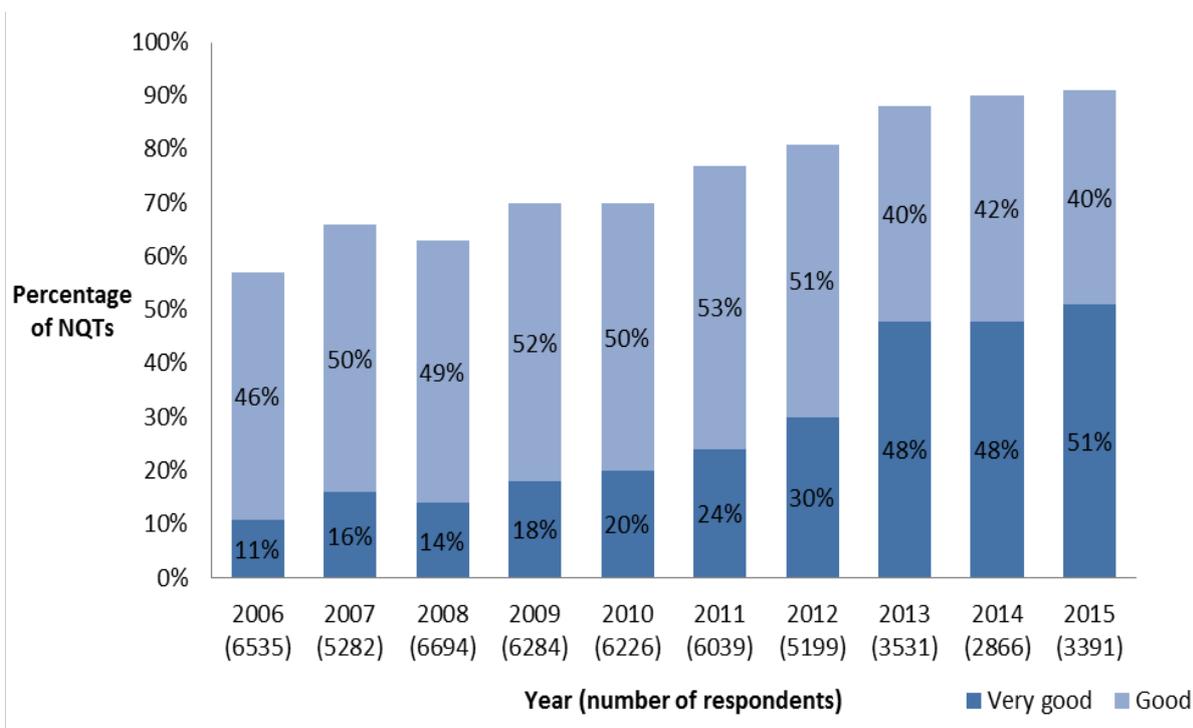
Tips were given in passing but I feel this, especially setting up your class in an effective way, should have been a greater focus as so key to learning. On placement the routines of behaviour [were] often established so not as challenging as setting [them] up yourself.

(Postgraduate, HEI, Primary, 5-11 programme, Provider-led)

5.6.2 Safeguarding pupils

Ninety-one per cent of the 3,391 primary trained respondents rated their preparation for their teacher’s statutory responsibility for the safeguarding of pupils as good (40%) and very good (51%), not significantly different from last year’s response. There has been a strong positive trend since 2010 and this is the area of teaching that the greatest proportion of newly qualified teachers feel their training prepared them well for.

Figure 26: Primary - How good was your training in preparing you for your teachers' statutory responsibility for the safeguarding of pupils?

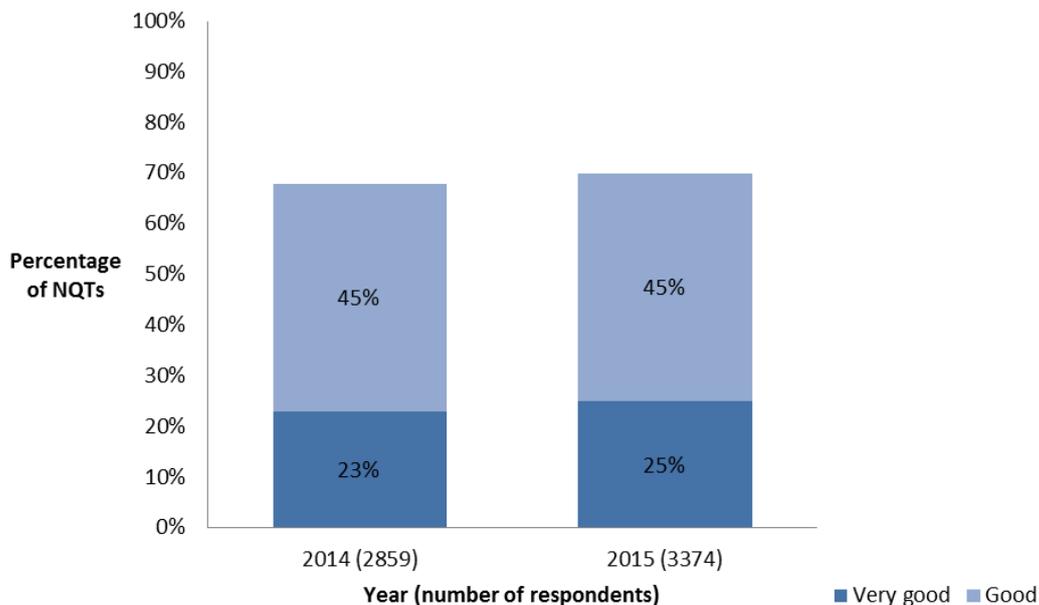


5.7 Wider professional responsibilities

5.7.1 Deploying support staff effectively

When asked how well their training prepared them to deploy support staff effectively, 70% of the 3,374 primary-trained respondents rated their training as good (45%) and very good (25%). This is not significantly different to the response in last year's survey.

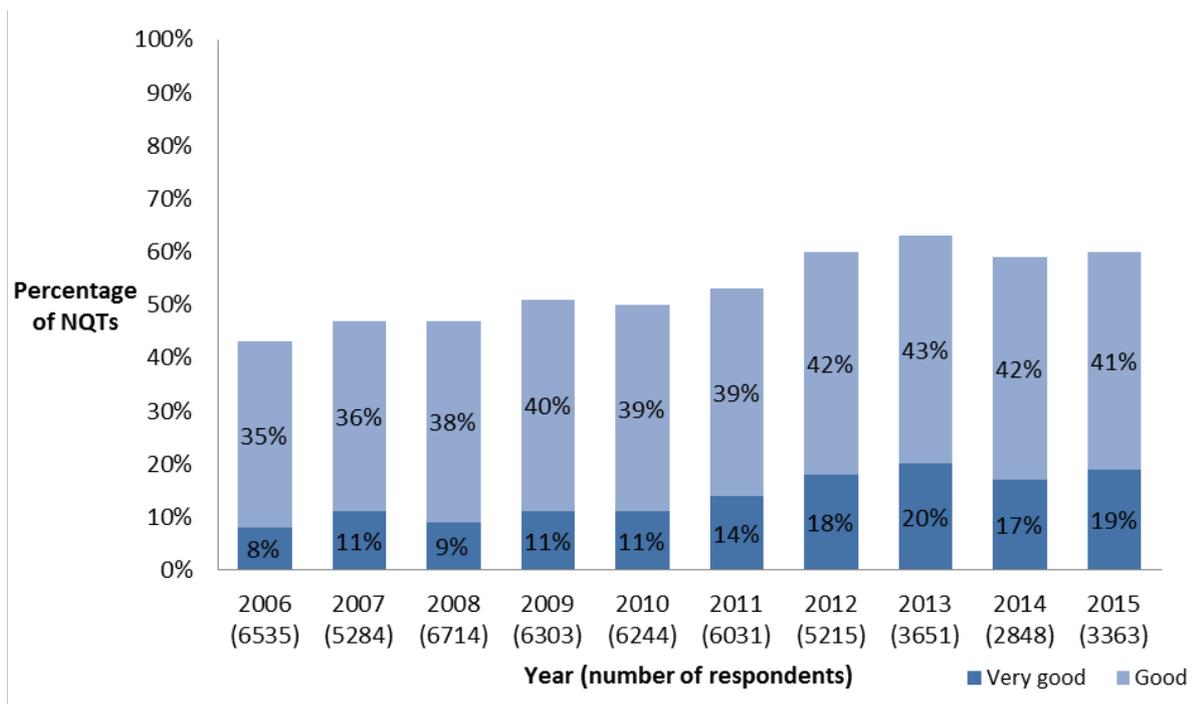
Figure 27: Primary - How good was your training in preparing you to deploy support staff effectively?



5.7.2 Communicating with parents and carers

Sixty per cent of the 3,363 primary respondents rated their training as good (41%) and very good (19%) in preparing them to communicate with parents or carers. This is not significantly different to the response to this question in 2014 and 2012. This is one of the areas in which fewer newly qualified teachers felt their training had prepared them well for teaching.

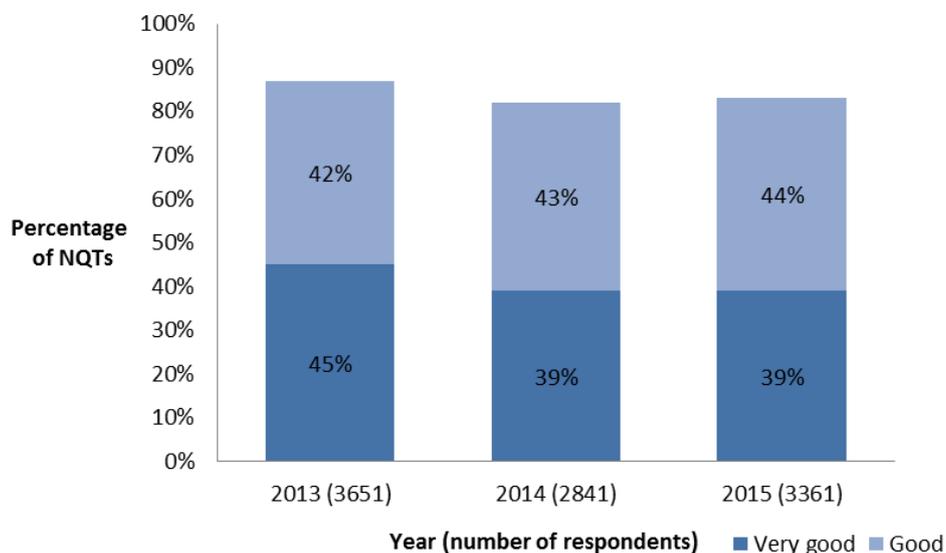
Figure 28: Primary - How good was your training in preparing you to communicate with parents or carers?



5.7.3 Identifying and addressing continuing professional development needs

This question was introduced in 2013 and first presented to the 2011/12 cohort. Eighty-three per cent of the 3,361 primary-trained respondents rated their training as good (44%) and very good (39%) in preparing them to identify and address their own continuing professional development needs. This is one of the more highly rated aspects of teacher training.

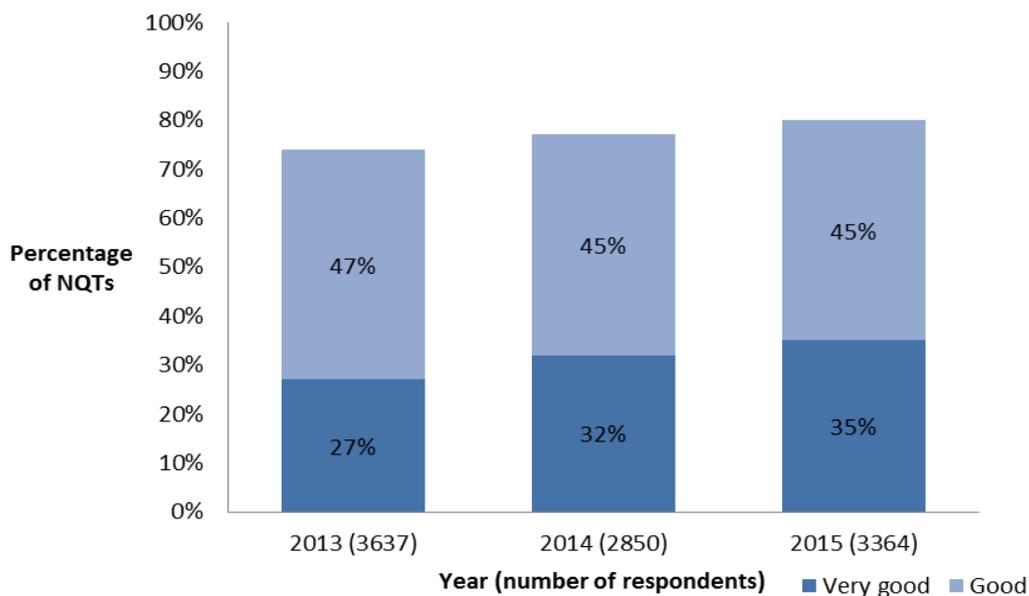
Figure 29: Primary - How good was your training in preparing you to identify and address your own continuing professional development needs?



5.7.4 Accessing educational research

This question was introduced in 2013 and first presented to the 2011/12 cohort. When asked to rate how well their training prepared them to access educational research, 80% of the 3,364 primary respondents answered with good (45%) or very good (35%), a small but statistically significant increase compared to the 77% of respondents in 2014.

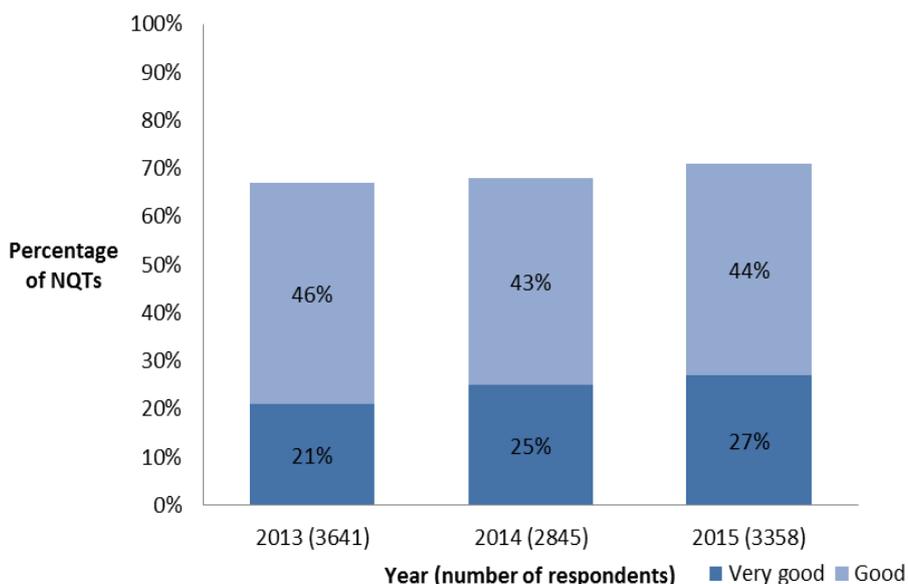
Figure 30: Primary - How good was your training in preparing you to access educational research in your teaching?



5.7.5 Assessing the robustness of educational research

When asked about how well their training had prepared them to assess the robustness of educational research, 71% of the 3,358 primary-trained respondents rated their training to assess the robustness of their educational research as good (44%) and very good (27%). This is a small but statistically significant increase compared to the 68% of respondents in last year's survey.

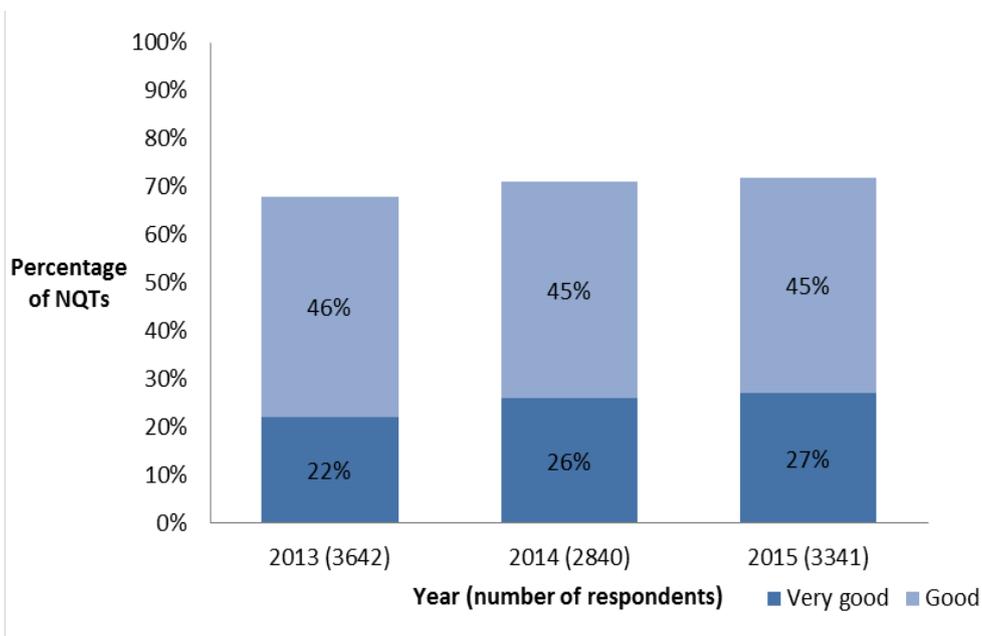
Figure 31: Primary - How good was your training in preparing you to assess the robustness of educational research?



5.7.6 Understanding and apply the findings from educational research

Seventy-one per cent of 3,341 respondents rated their preparation to apply the findings from educational research as good (45%) and very good (26%). This is not statistically different to the response to this question in 2014.

Figure 32: Primary - How good was your training in preparing you to understand and apply the findings from educational research?



6 Survey Results: Secondary sector change over time

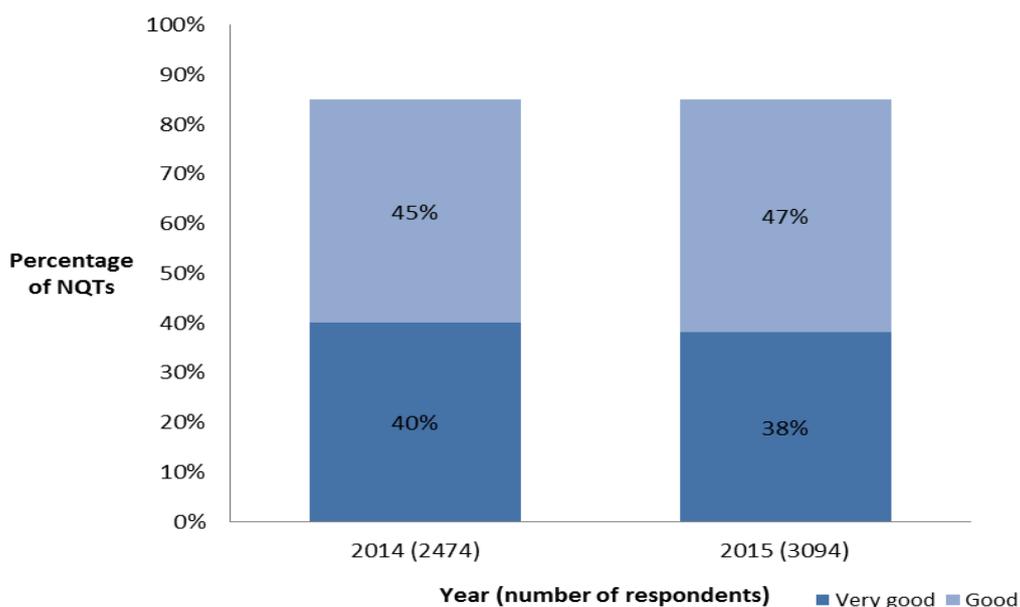
This section of the report examines the change in response to each of the questions in the survey over time. It focusses on the secondary sector¹⁸ and gives us a longer term view on the relative perceived quality of teacher training in England.

6.1 Promote good progress and outcomes by pupils

6.1.1 Awareness of pupil capabilities and prior knowledge

When asked whether the training prepared NQTs to be aware of pupils' capabilities and prior knowledge, 85% of 3,094 secondary-trained respondents rated their training as good (47%) and very good (38%). There was no difference in the rating of this question compared to last year's responses.

Figure 33: Secondary - how good was your training in preparing you to be aware of pupils' capabilities and prior knowledge?

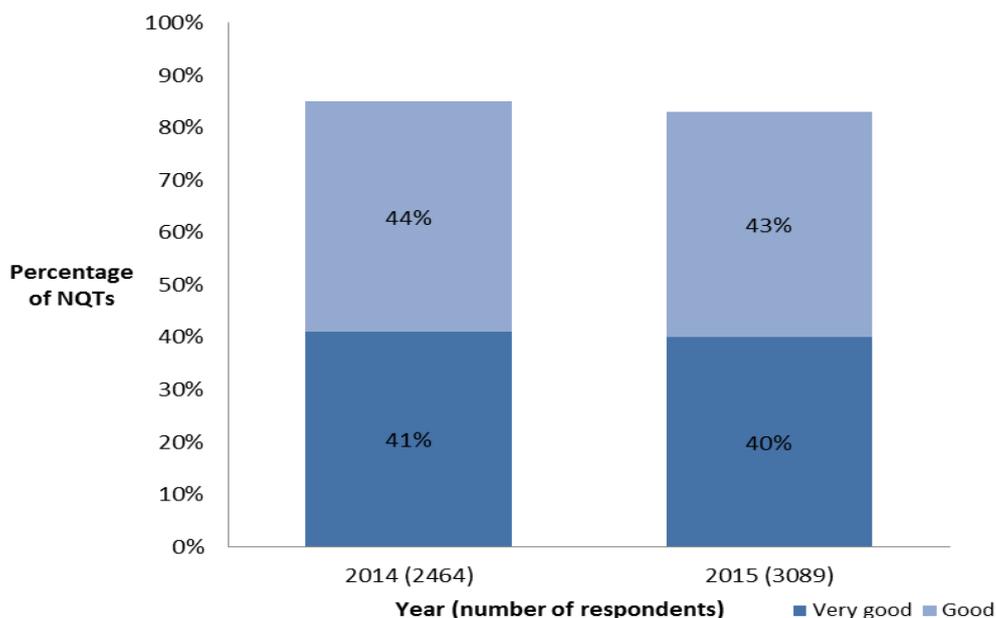


¹⁸ The findings for the primary sector are covered in section 6 on page 35

6.1.2 Guiding pupil reflection on their progress and needs

When asked whether the training prepared NQTs to guide pupils to reflect on the progress they have made and their emerging needs, 83% of 3,089 secondary-trained respondents rated their training as good (43%) and very good (40%). There was no statistical difference in the rating of this question compared to last year's responses.

Figure 34: Secondary - how good was your training in preparing you to guide pupils to reflect on the progress they have made and their emerging needs?

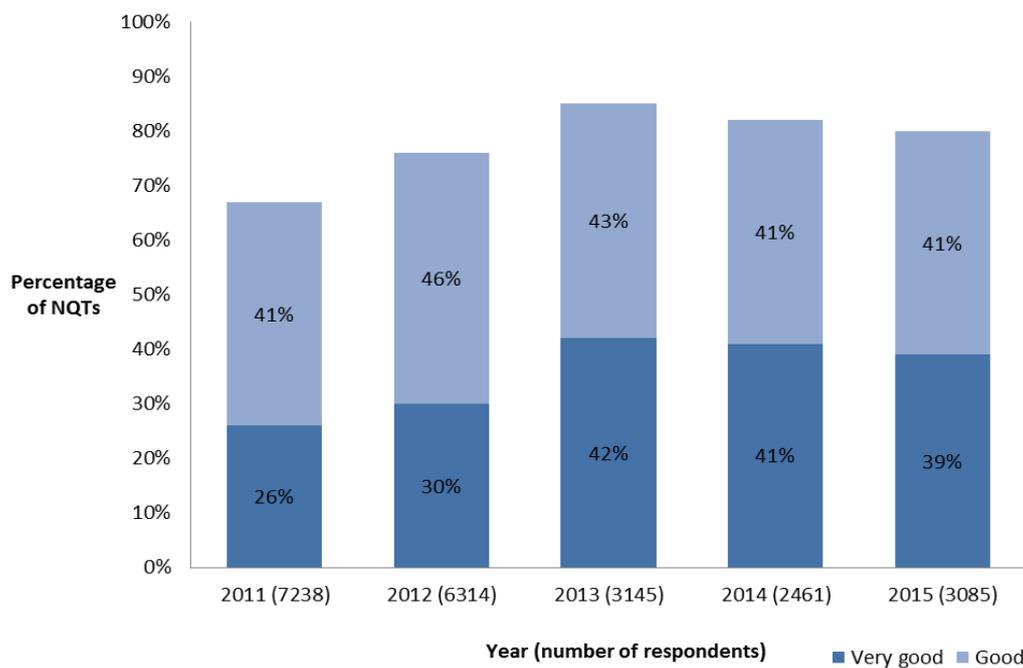


6.1.3 Integrating theory and practice

Turning to a question that has been asked of newly qualified teachers for the last five years, to what extent the training had prepared the NQTs to integrate their theoretical knowledge with their practical experience, 79% of the 3,085 secondary respondents rated the training aspect of integrating the theoretical elements with the practical experiences as good (41%) and very good (39%), this is lower than the 82% of respondents who answered good or very good in 2014, a small but statistically significant difference.¹⁹

¹⁹ Please note, this question had been positioned at the end of the survey until 2014. In 2011 and 2012, the question was worded differently, specifically highlighting 'university-delivered elements' rather than 'theoretical elements/knowledge'

Figure 35: Secondary - How good was your training in preparing you to integrate the theoretical elements of your programme with your practical experiences?

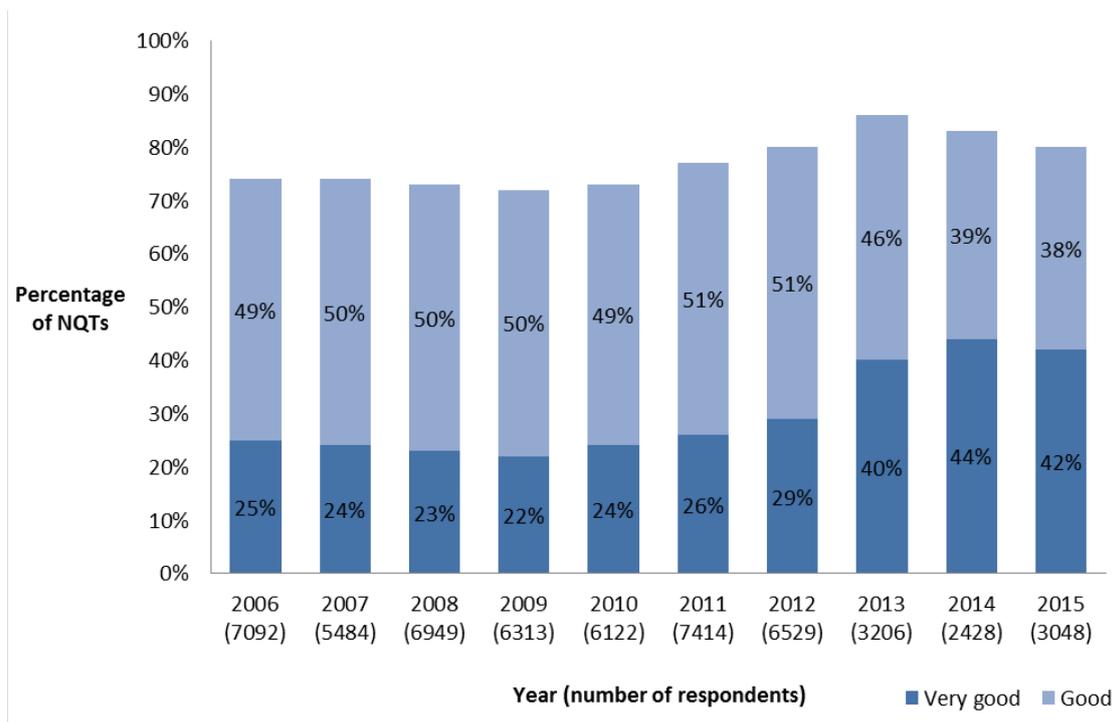


6.2 Good subject and curriculum knowledge

6.2.1 Understanding the national curriculum

When asked whether their training helped them understand the national curriculum, 80% of 3,048 secondary-trained respondents rated their preparation to understand the national curriculum as good (38%) and very good (42%). This is lower than the 83% of respondents who answered good or very good in 2013, a small but statistically significant difference.

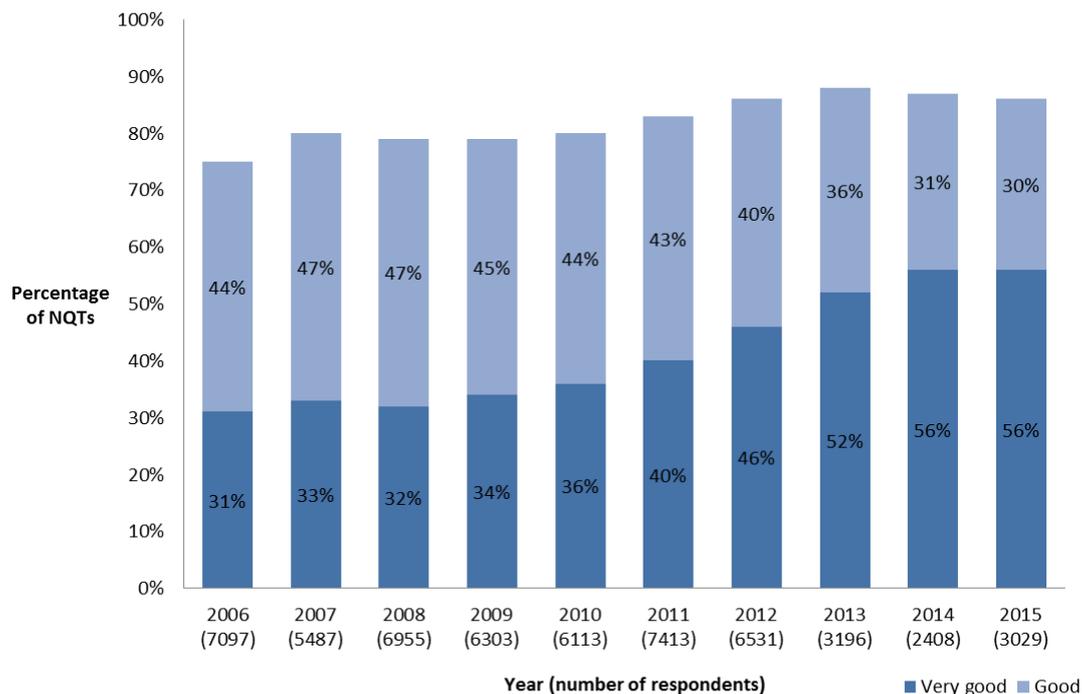
Figure 36: Secondary - How good was your training in preparing you to understand the national curriculum?



6.2.2 Teaching specialist subjects

Eighty-six per cent of the 3,029 secondary-trained respondents rated their training in teaching their specialist subject as good (30%) and very good (56%). This is lower than the 88% of respondents who rated this aspect of their training as good or very good in 2013 and 2014, a very small but statistically significant difference. Over the longer term, there has been a clear positive trend in responses to this question over the last ten years.

Figure 37: Secondary - How good was your training in preparing you to teach your specialist subject?



Although not specifically asked to do so, some NQTs, who had rated their overall training from poor to very good, used the opportunity of the open text response to provide commentary on the quality of their training in relation to being prepared to teach their specialist subject.

Individuals commented that the support they received from peers training in their subject added value to their experience. Others commented that excellence in subject knowledge was not a necessity or that they received no specialist subject training at all. Some NQTs commented that working in a 'practical subject' created difficulties in specific areas of their training and when on placements.

Whilst it is not enough to just be excellent at one's subject, it is certainly a necessity (amongst many others). I felt the PGCE brushed over this criterion entirely, perhaps due to the demand for Mathematics teachers, and a lack of interest in teaching for many of the higher calibre mathematicians graduating from undergraduate courses.

(Postgraduate, HEI, Secondary, Mathematics, 11-19 programme, Provider-led)

The school might have been tough but it was the management that made the experience so unpleasant. From having an overloaded timetable from very early in the year to not receiving any further specialised subject training ...

(Postgraduate, HEI, Secondary, English, 11-19 programme, School Direct (fee))

Without contact time at university with specialist staff and contact with other trainees within my subject I would not be as good a teacher.

(Postgraduate, HEI, Secondary, Art and design, 11-19 programme, Provider-led)

Sometimes the training was specific to work within classrooms; therefore at times it was hard to translate it into a practical subject, such as Physical Education. We needed classroom examples AND practical examples.

(Postgraduate, SCITT, Secondary, Physical Education, 11-16 programme, School Direct (fee))

Timing of 2nd placement was difficult to keep up the continuity of each schools exam prep. Especially with subjects that take early exams like art, I found it particularly confusing as both schools had a completely different approach and time frame to their GCSE exam body (paper handed out roughly 8 weeks prior to exam day), coursework deadlines also differed dramatically. Neither approaches were particularly explained in both placement schools as teachers assume the way they do things is how everybody does them.

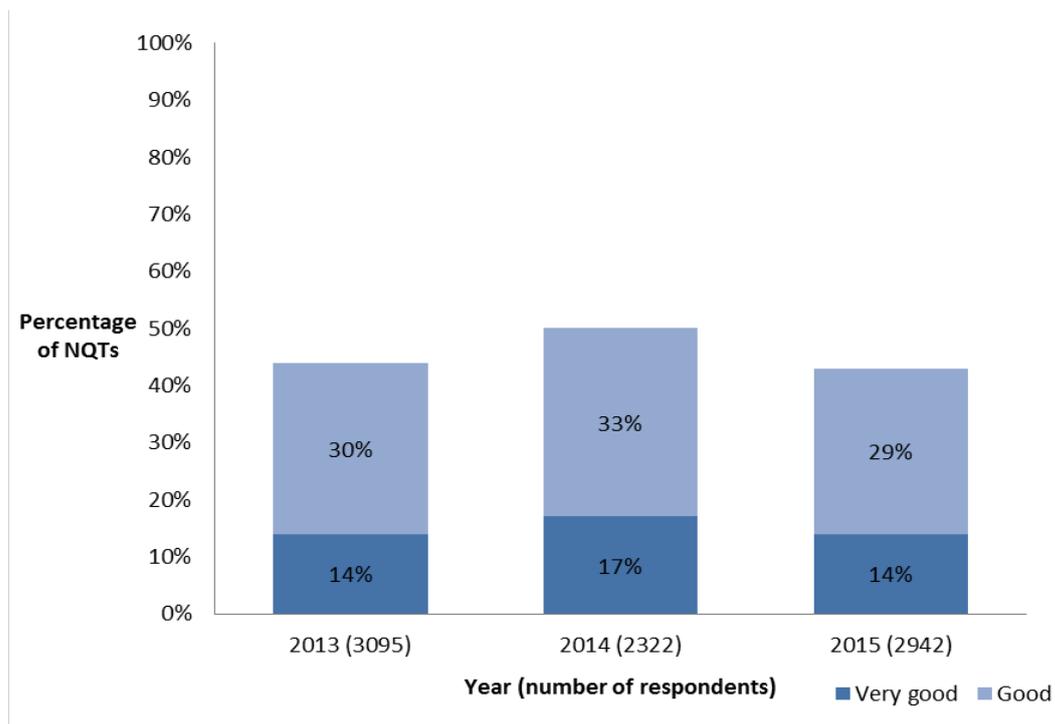
(Postgraduate, SCITT, Secondary, Art and design, 11-16 programme, Provider-led)

6.2.3 Teaching reading

In 2013, the question on teaching reading was labelled as being for primary NQTs. However, in that year, 3,095 secondary trained NQTs chose to respond to the question. As of 2014, this question has been analysed for secondary respondents at a national level.

Despite being positioned towards the beginning of the survey, the question on teaching reading (including phonics and comprehension) had the lowest response rate from secondary trained NQTs. It also received the lowest proportion of respondents rating this aspect of training as good or very good. In contrast to the question on specialisms, only 43% of the 2,942 secondary-trained respondents rated their training for teaching reading as good (29%) and very good (14%). This has decreased in comparison to 2014's response, but is not significantly different to the response in 2013.

Figure 38: Secondary - How good was your training in preparing you to teach reading, including phonics and comprehension?



Some NQTs used the opportunity of the open question about reading to comment further on the quality of their training in relation to being prepared to teach reading, including phonics and comprehension. Though it is clear from the ratings given on this issue that the majority of trainees felt their training was good or very good, a number of trainees also provide comments on areas that were overlooked or could have been improved. Some respondents reported that they did not see the relevance of being trained to teach reading. This also helps explain the low response to this question.

Not applicable to secondary.

(Postgraduate, SCITT, Secondary, Modern languages, 11-16 programme, School Direct (salaried))

I was never taught (or have been required) to teach reading. I am a secondary science NQT.

(Postgraduate, HEI, Secondary, Science, 11-16 programme, Provider-led)

Not in the Secondary Geography curriculum so not applicable.

(Postgraduate, HEI, Secondary, Geography, 11-19 programme, School Direct (fee))

Individuals rating their training in teaching reading as good or very good highlighted observations in placements or on school visits to primary schools as being critical to their preparedness to teach reading. Those who felt more positive about their training in this

area also mentioned support from experienced and specialist teachers and the opportunity to undertake specific projects or research in this area.

Some respondents who rated their training as good or very good felt that aspects of teaching reading were not sufficiently emphasised, specifically working with EAL students and that more help could have been provided.

A training session on phonics and a session where Y7 pupils who were late readers came in to show us their learning strategies and teach us in the same manner they are taught. We also spent a day in a primary school and heard readers and spoke to teachers. Experienced teachers came in to speak to us about word mats etc. Also had training on EAL and the difficulties experienced by those pupils.

(Postgraduate, SCITT, Secondary, Science, 11-16 programme, School Direct (salaried))

Project working with a dyslexic boy teaching phonics helped to develop, as did primary school placement.

(Postgraduate, HEI, Secondary, Music, 11-19 programme, School Direct (salaried))

I have been training to become a secondary mathematics teacher ... I have had theoretical lessons and books on the topic, but to date have not needed to apply the theory in a practical environment.

(Postgraduate, SCITT, Secondary, Mathematics, 11-16 programme, School Direct (salaried))

Completed MA level assignment on topic chosen by myself - I chose to do reading and was able to do some research in main placement.

(Postgraduate, HEI, Secondary, English, 11-16 programme, Provider-led)

I was given the opportunity to observe primary teaching but the time allocated didn't always suit the primary schools and what they had planned. I was limited to seeing reading/phonics being taught. However, the primary schools I observed were happy to discuss phonics, comprehension and reading with me which helped this area of my training.

(Postgraduate, HEI, Secondary, Religious Education, 11-16 programme, Provider-led)

We were given the opportunity to visit a Greater London school in which phonics was successfully taught to a predominantly EAL student body. We observed classes and were given lots of *opportunities to ask questions*.

(Postgraduate, SCITT, Secondary, Mathematics, 11-16 programme, School Direct (salaried))

One lecture on how to teach phonics; I felt this should have been a much larger part of training especially with the growing number of EAL students.

(Postgraduate, HEI, Secondary, Citizenship, 11-16 programme, Provider-led)

Individuals who rated their training in the teaching of reading as poor identified that it was not something covered on their course. Some commented that any training received had been theoretical with no opportunity for practice or was about teaching EAL students rather than specifically teaching reading.

We were made aware that literacy is important but as I teach maths I wasn't given any strategies.

(Postgraduate, Secondary, Mathematics, 11-16 programme, Teach First)

Teaching reading was not really taught, more about teaching EAL students.

(Postgraduate, HEI, Secondary, Science, 11-16 programme, Provider-led)

Wasn't really included in my course...

(Postgraduate, HEI, Secondary, Mathematics, 11-16 programme, Provider-led)

In P.E [physical education] we did not do any lessons on reading. We spoke about how we can promote reading through P.E.

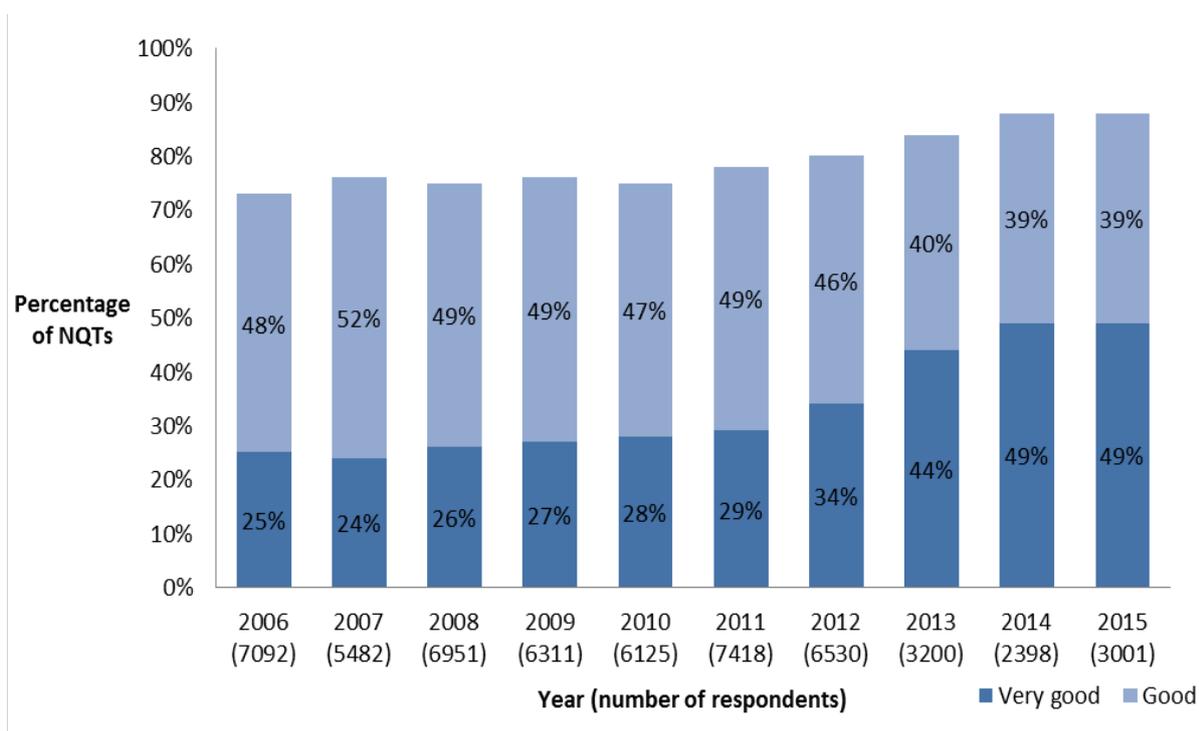
(Undergraduate, HEI, Secondary, Physical Education, 11-19 programme, Provider-led)

6.3 Plan and teach well-structured lessons

6.3.1 Planning teaching to achieve progression

Eighty-nine per cent of the 3,001 secondary-trained respondents rated their training in planning their teaching to achieve progression for pupils as good (39%) and very good (49%). This has not changed since last year. This is one of the more positively rated aspects of teacher training.

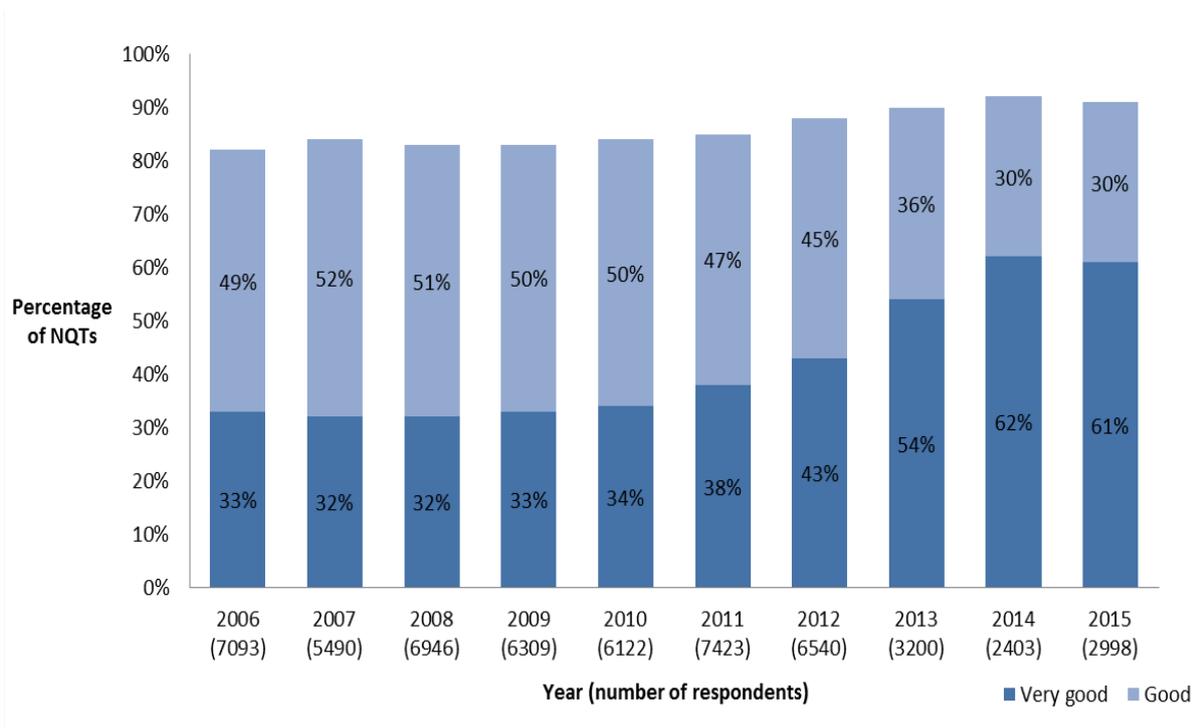
Figure 39: Secondary - How good was your training in preparing you to plan your teaching to achieve progression for pupils?



6.3.2 Teaching methods

When asked how well their training prepared them to use a range of teaching methods to promote pupils' learning, 91% of the 2,998 secondary respondents gave ratings of good (30%) and very good (61%), this is not significantly different overall from 2014. This is one of the more positively rated aspects of teacher training.

Figure 40: Secondary - How good was your training in preparing you to use a range of teaching methods that promote pupils' learning?

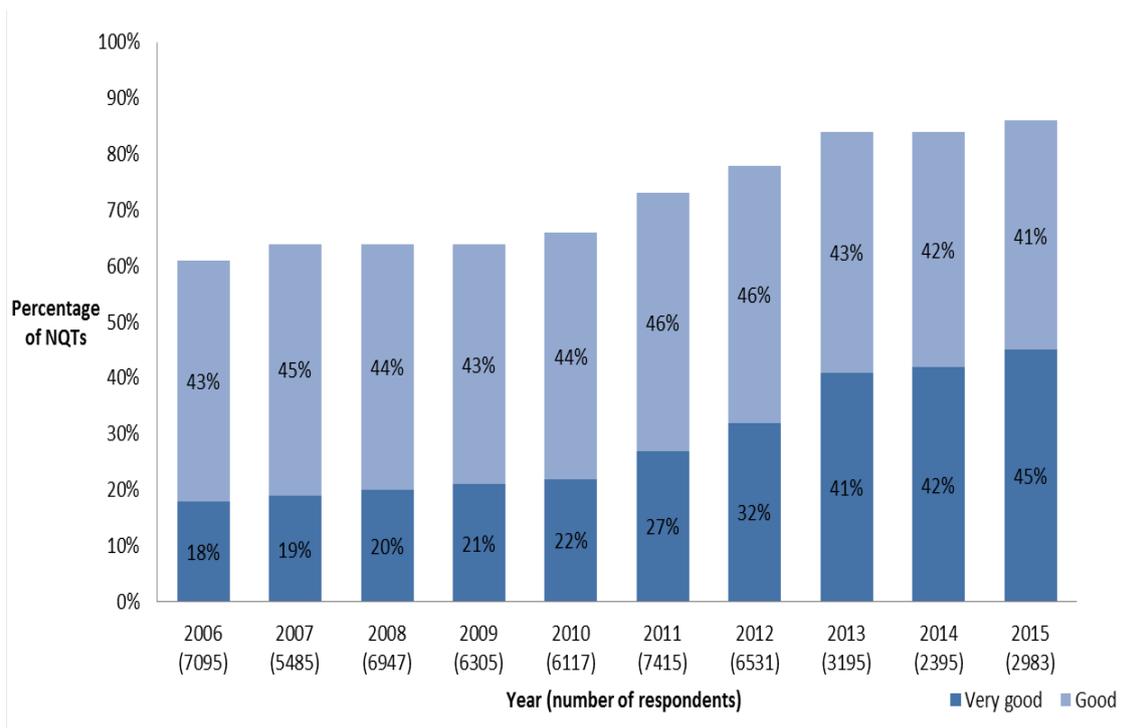


6.4 Respond to the strengths and needs of all pupils

6.4.1 Teaching across the range of abilities

Eighty-six percent of the 2,983 respondents thought that their training was good (41%) or very good (45%) in preparing them to teach across a range of abilities. This is a small but significant improvement from 2014, continuing the longer term upward trend. This is one of the more positively rated aspects of teacher training.

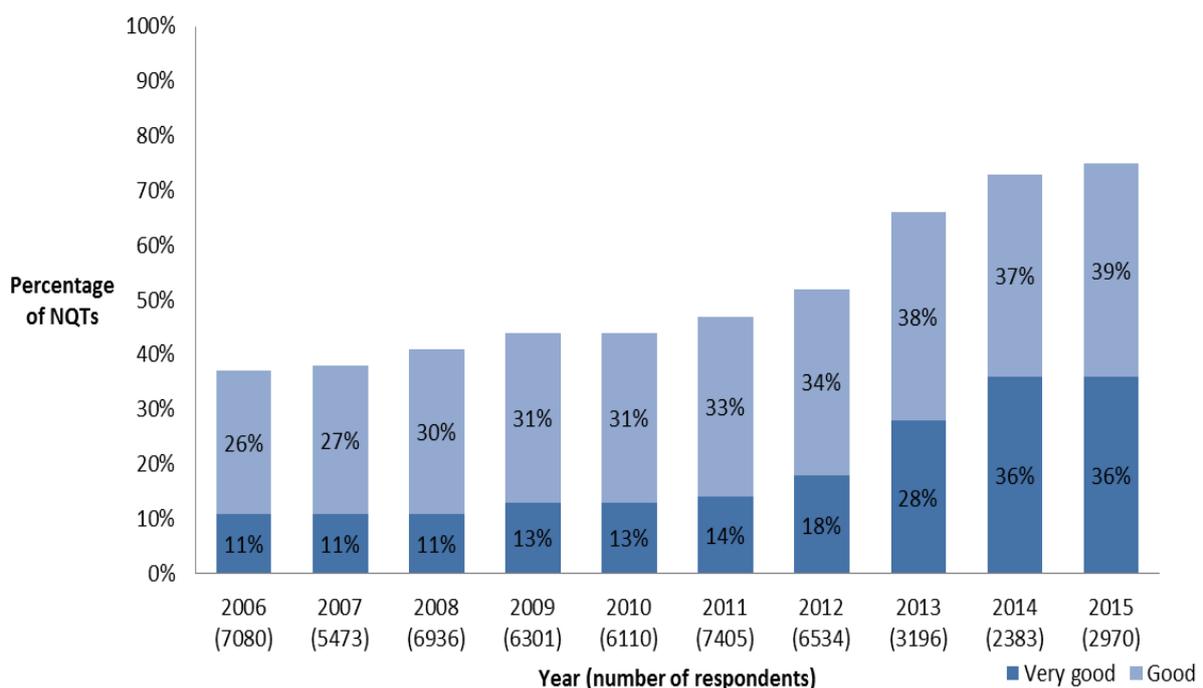
Figure 41: Secondary - How good was your training in preparing you to teach across the range of abilities?



6.4.2 Teaching pupils from all ethnic backgrounds

When asked about their preparation to teach pupils from all ethnic backgrounds, 75% of 2,970 secondary-trained respondents rated their training as good (39%) and very good (36%), not statistically significantly increased from last year's response.

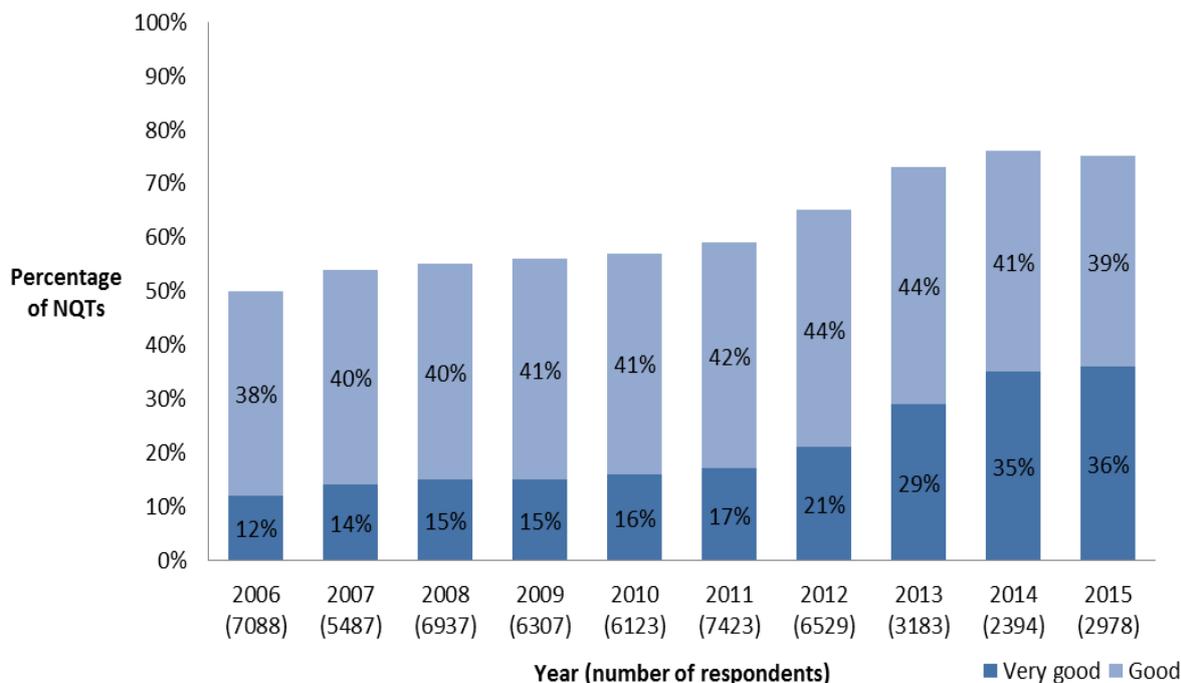
Figure 42: Secondary - How good was your training in preparing you to teach pupils from all ethnic backgrounds?



6.4.3 Teaching pupils with special educational needs

When asked about their training to teach pupils with special education needs with appropriate support, 76% of the 2,978 respondents rated their training as good (39%) and very good (36%). This is not statistically different to the response last year.

Figure 43: Secondary - How good was your training in preparing you to teach pupils with special education needs in your classes, using appropriate support?



Although not specifically asked to provide comments on this aspect of their training some secondary trainees offered their views as part of their more general comments or in response to questions about managing behaviour and teaching reading. The majority of the comments provided by respondents, both undergraduate and postgraduate, focussed on what was missing from their training specifically in relation to teaching children with SEN to read. These comments have been addressed in the previous section.

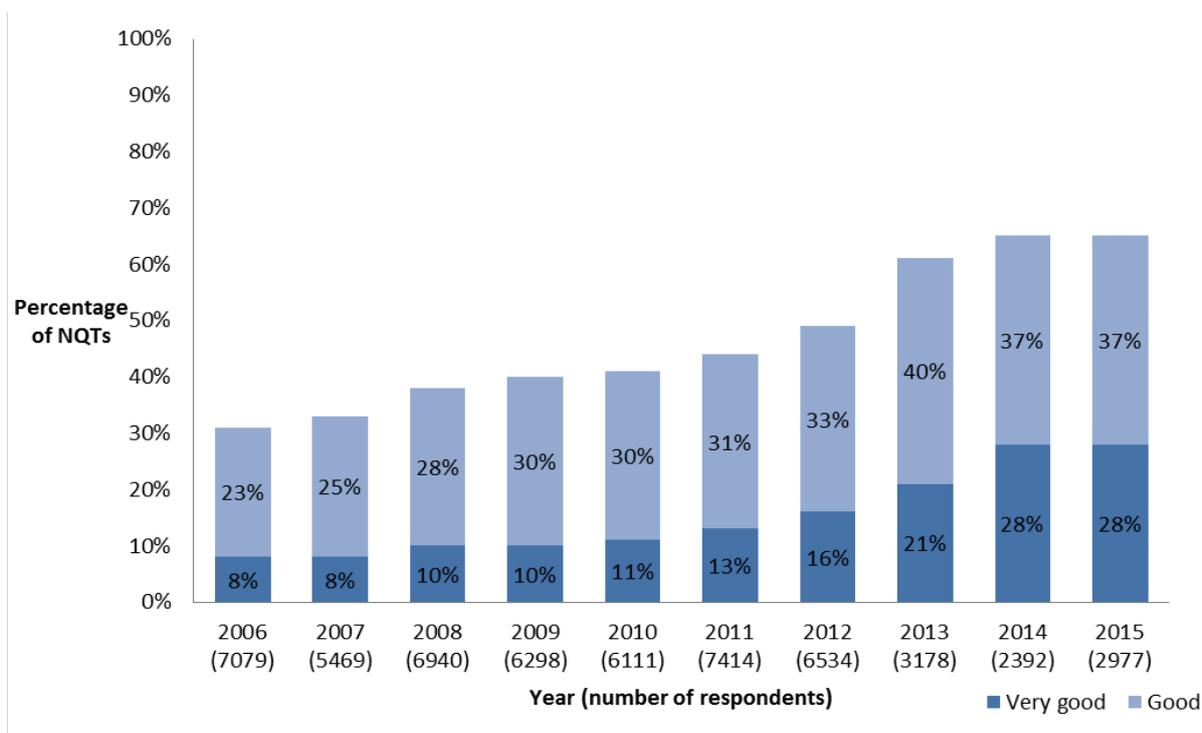
There was a lack of difference between my placement schools and so I feel I left with a disadvantage compared to others on my course as I had not been subjected to EAL, SEN or behavioural needs at either of my schools.

(Postgraduate, HEI, Secondary, Geography, 11-19 programme, Provider-led)

6.4.4 Teaching pupils for whom English is an additional language

When asked about their preparation to teach pupils for whom English is an additional language, 65% of the 2,977 secondary respondents rated their training as good (37%) or very good (28%). This was not significantly different to last year's responses. This is still amongst the least positively rated aspects of training.

Figure 44: Secondary - How good was your training in preparing you to teach pupils with English as an additional language?



Although not specifically asked to provide comments on this aspect of their training some secondary trainees offered their views as part of their more general comments or in response to questions about managing behaviour and teaching reading. Some of the comments provided by respondents, both undergraduate and postgraduate, focussed on what was missing from their training in relation to this area. Some NQTs felt that these areas had been covered sufficiently.

I felt this [teaching reading] should have been a much larger part of training especially with the growing number of EAL students.

(Postgraduate, HEI, Secondary, Citizenship, 11-16 programme, Provider-led)

Also had training on EAL and the difficulties experienced by those pupils.

(Postgraduate, SCITT, Secondary, Science, 11-16 programme, School Direct (salaried))

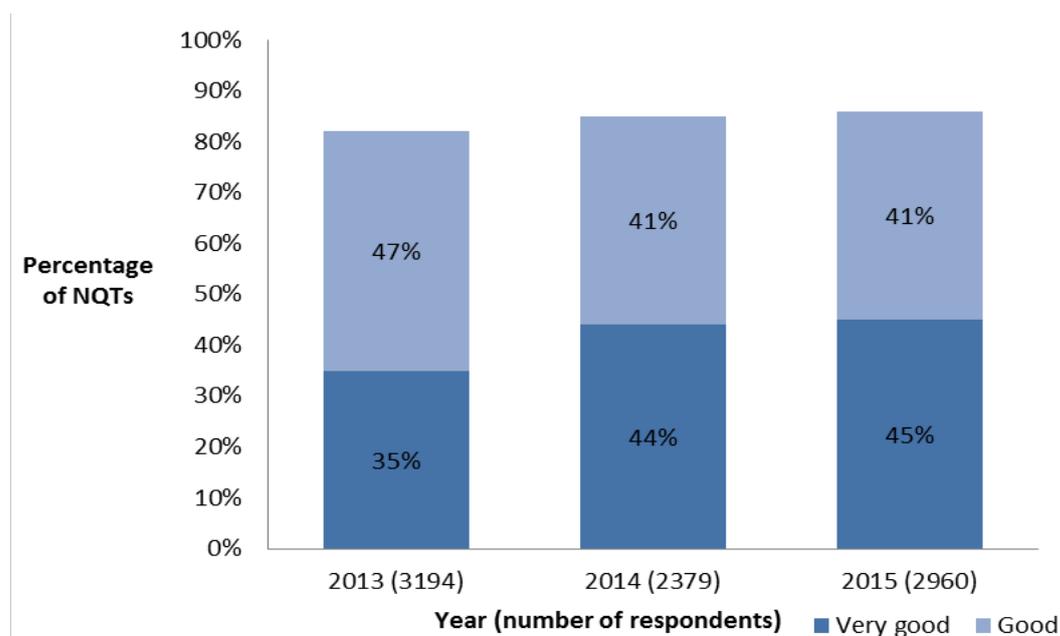
6.5 Make accurate and productive use of pupil assessment

Until 2012 there were fewer questions addressing this standard, in particular a number of different aspects of assessment were combined into a single question. This question was significantly altered in 2013, and only responses for the last three years are presented here. Responses for earlier questions can be found in the annual survey of newly qualified teachers 2012²⁰.

6.5.1 Assessing pupils' progress

Eighty-six percent of the 2,960 secondary-trained respondents rated their training to assess pupils' progress as good (41%) or very good (45%). This is not statistically different to the 85% of respondents who answered good or very good to this question in 2014. It is slightly higher than the proportion answering this question positively in 2013. This is one of the more positively rated aspects of teacher training.

Figure 45: Secondary - How good was your training in preparing you to assess pupils' progress?

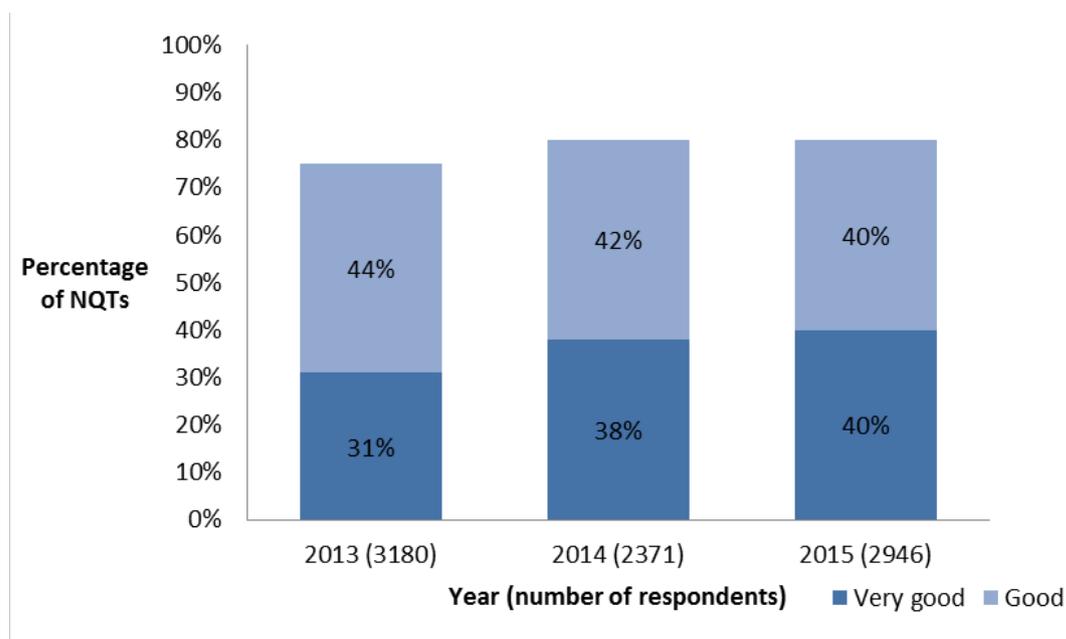


²⁰ <https://www.gov.uk/government/publications/newly-qualified-teachers-annual-survey-2012>

6.5.2 Recording and reporting pupils' outcomes

Eighty per cent of the 2,946 secondary respondents rated their training in recording and reporting pupils' outcomes as good (40%) and very good (40%). This is not statistically different to the response in 2014, but is slightly higher than the proportion answering this question positively in 2013.

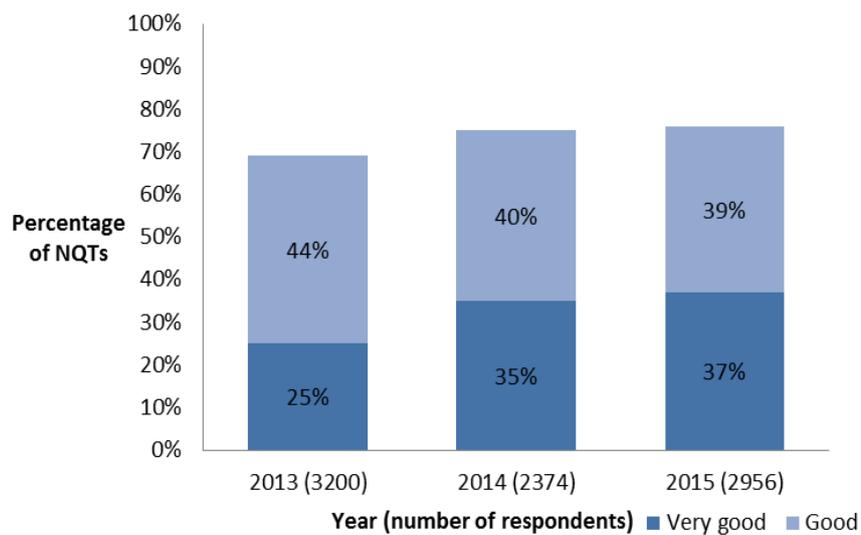
Figure 46: Secondary - How good was your training in preparing you to record and report pupils' outcomes?



6.5.3 Using pupil data to support teaching

In response to a question about their preparation to use pupil data to support their teaching, 76% of the 2,956 secondary-trained Responding NQTs rated this aspect of their training as good (39%) and very good (37%).

Figure 47: Secondary - How good was your training in preparing you to use pupil data to support your teaching?



Some secondary respondents took the opportunity to give general comments on their training to highlight how their training prepared them to assess pupils' progress and use pupil data to support their teaching. Although responses to the multiple choice questions on this aspect of training are around 80% good or very good, most of those who left comments focussed on what was missing from their training rather than what was good about it. This is a reflection of these comments being unprompted, rather than reflecting the broader views of respondents.

I know for sure that the PGCE exposed me to many aspects of teaching and learning that they [some colleagues on School Direct routes] have never even heard of, including ... for example Assessment for Learning.

(Postgraduate, HEI, Secondary, Science, 11-19 programme, Provider-led)

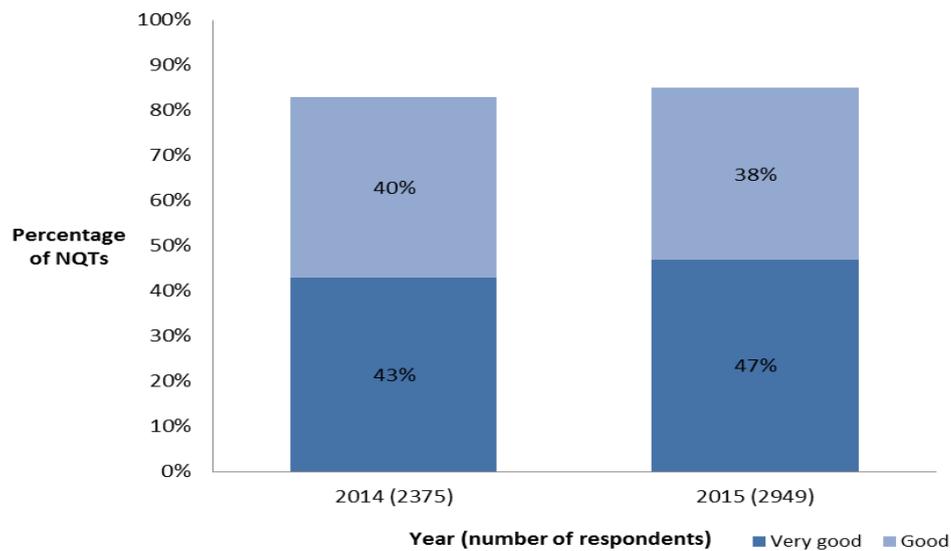
Missing many facets of the job in the programme, an example being the complete absence of any form of data management or marking in the programme.

(Postgraduate, SCITT, Secondary, Science, 11-16 programme, Provider-led)

6.5.4 Providing feedback to pupils

Eighty-five per cent of the 2,949 secondary-trained respondents rated their training as good (38%) and very good (47%) in preparing them to provide feedback to pupils to support their progress.

Figure 48: Secondary - How good was your training in preparing you to provide feedback to pupils to support their progress?

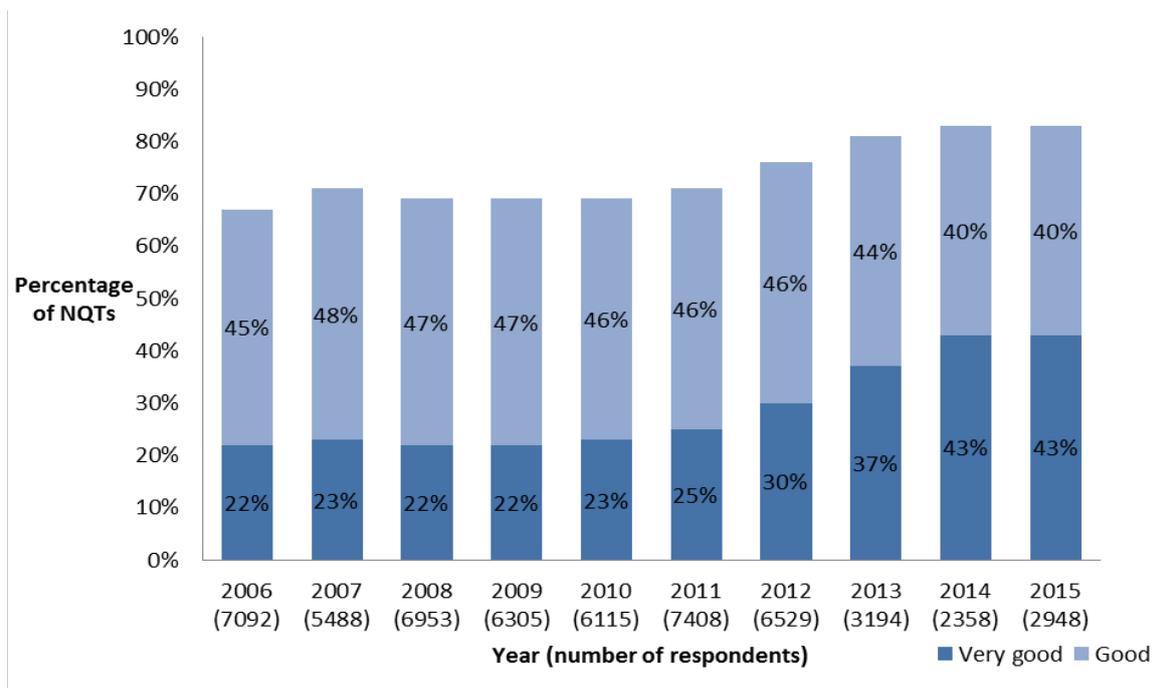


6.6 Manage behaviour effectively to ensure a good and safe learning environment

6.6.1 Behaviour in the classroom

When asked about their preparation to establish and maintain a good standard of behaviour in the classroom, 83% of the 2,948 secondary-trained respondents rated their training as good (40%) and very good (43%). There is no significant difference to the response in 2014, sustaining the progress made in the general upwards trend in positive responses to this question since 2010.

Figure 49: Secondary - How good was your training in preparing you to establish and maintain a good standard of behaviour in the classroom?



The commentary provided by trainees in the free-text response supports the analysis of the quantitative data. Comments were very similar to those received from primary respondents. Respondents commented on both university and classroom based experiences which have helped them establish and maintain a good standard of behaviour in the classroom. There was a mixture of views on the value of both the more theoretical training and putting strategies into practice. Some trainees reported that they benefitted from observing effective strategies in practice in a range of settings.

Specifically those individuals who rated their training in managing behaviour as good or very good identified the support they received from excellent tutors, mentors, and guest speakers in this area. Some mentioned how much they had learned from the opportunity to work with and observe experienced teachers.

Some respondents felt that working in a variety of placements had helped them to feel confident about managing behaviour and were grateful to providers for arranging these opportunities. The timing of their own learning in behaviour management was identified as helpful by some individuals. Some respondents who rated their training in behaviour management as good or very good commented that they would like to have had more training in managing extreme behaviour.

We had many different lectures on the various aspects of behaviour management which were extremely useful. The university endeavoured to give us two different types of school experience so that we could manage behaviour and gain experience in managing behaviour of pupils in all types of schools with different backgrounds, and implementing different policies.

(Postgraduate, HEI, Secondary, Modern languages, 11-16 programme, Provider led)

We had lots of practical examples on behaviour management, and lots of resources and ideas to aid us. If something wasn't working or we were struggling, we were able to ask for advice and my ITT provider was happy to give us more suggestions and tips.

(Postgraduate, SCITT, Secondary, Physical Education, 11-16 programme, School Direct (fee))

By the nature of the schools I was placed in, behaviour management was relatively straightforward- my university helped me to overcome any worries I had about being underprepared through helping me arrange a professional development placement at a more behaviourally challenging school where I worked with exceptionally tough classes.

(Postgraduate, HEI, Secondary, English, 11-19 programme, Provider-led)

Some individuals who rated their training in managing behaviour as satisfactory or poor identified that they had had insufficient time spent on this aspect of teaching. Others commented that they had no training in managing behaviour from either school placements and/or their provider. Some suggested that more training in managing severe behaviours was needed.

We had a good lecture on behaviour management by a guest speaker, but other than that we had little training on it.

(Postgraduate, HEI, Secondary, Science, 11-16 programme, Provider-led)

No help whatsoever from the university - training therefore depended on how good your mentor was on placement.

(Postgraduate, HEI, Secondary, Mathematics, 11-19 programme, Provider-led)

Respondents noted difficulties in establishing relationships with children and being able to influence behaviours where they entered a class mid-way through the year and that the timing of their own learning in behaviour management was unhelpful. Some trainees were very clear that no matter what quality or amount of training they received it was not as effective in equipping them to teach and establish and maintain a good standard of behaviour in the classroom as actual practice.

Some individuals said that lack of opportunity to observe and develop strategies in challenging settings left them unprepared in their NQT class whereas others said that they were not supported to manage behaviour when undertaking placements in classrooms or schools where behaviour was an issue.

I think to an extent this has to be learned "on the job" as there is no substitute for practical experience. But I would still have liked more time to have been devoted to this on the course - perhaps with simulations of actual situations, or videos that allow you to see the way situations can be handled.

(Postgraduate, HEI, Secondary, Mathematics, 11-16 programme, Provider-led)

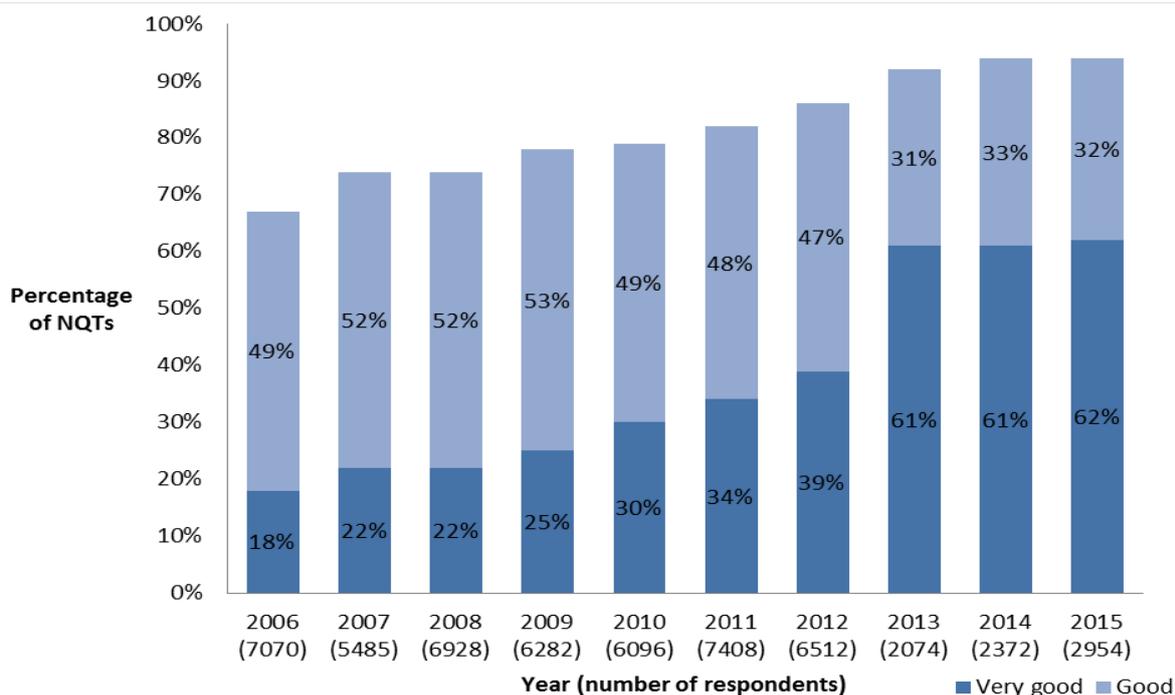
I was given a notoriously poorly behaved class from day 1 and I was often undermined by mentors when trying to deal with it, in front of my pupils and there was no support in trying to follow the schools behaviour policies.

(Postgraduate, SCITT, Secondary, Modern languages, 11-16 programme, School Direct (salaried))

6.6.2 Safeguarding pupils

When asked about how well their training prepared them for their teachers' statutory responsibility for the safeguarding of pupils, 94% of the 2,954 secondary-trained respondents gave ratings of good (32%) and very good (62%). There is no significant difference to the response in 2014, sustaining the progress made in the general upwards trend in positive responses to this question since 2006. This remains the area of teaching that most NQTs feel that their training has prepared them well for.

Figure 50: Secondary - How good was your training in preparing you for your teachers' statutory responsibility for the safeguarding of pupils?

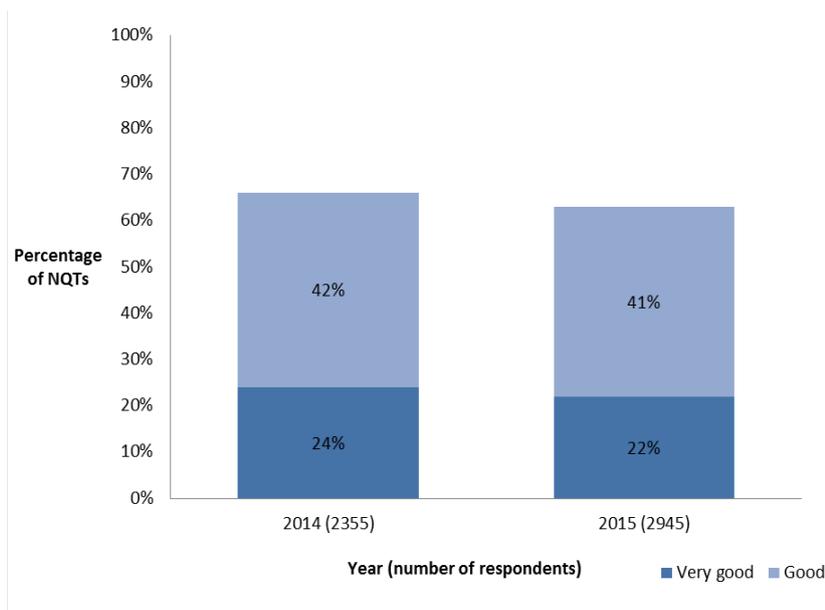


6.7 Wider professional responsibilities

6.7.1 Deploying support staff effectively

When asked how well their training prepared them to deploy support staff effectively, 63% of the 2,945 secondary respondents rated their training as good (41%) and very good (22%). This is a small but statistically significant decrease from last year. This remains one of the least positively rated aspects of teacher training.

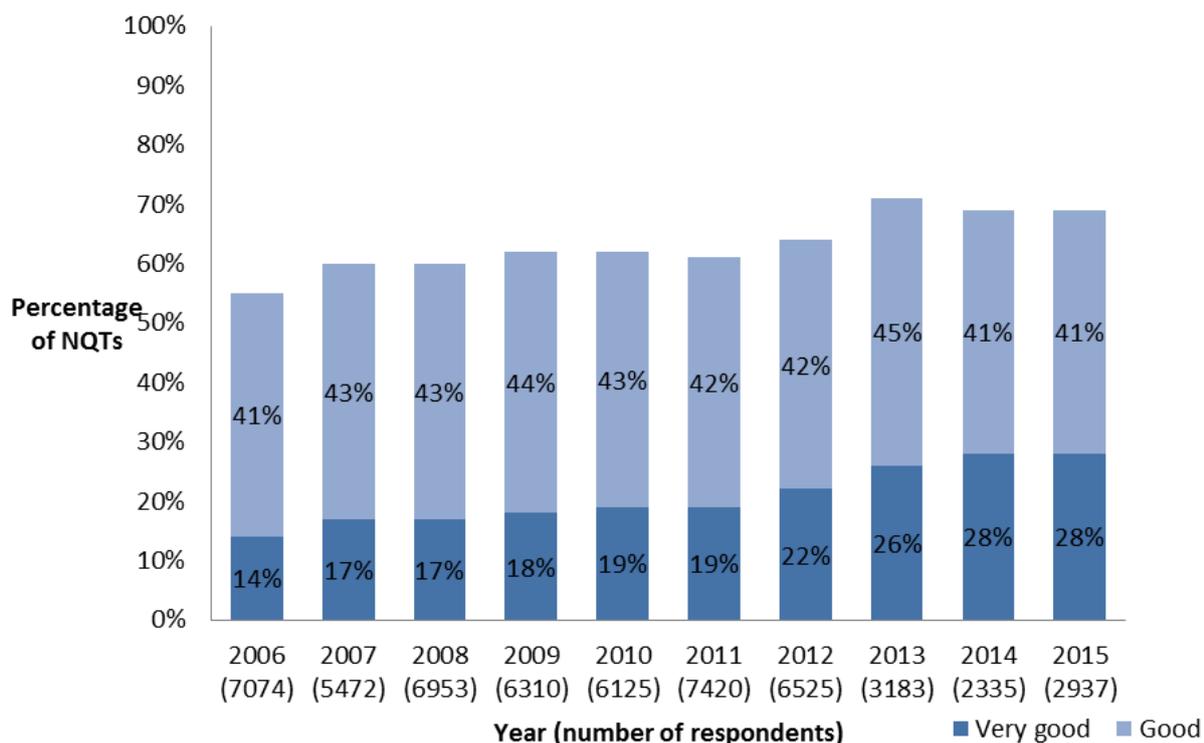
Figure 51: Secondary - How good was your training in preparing you to deploy support staff effectively?



6.7.2 Communicating with parents and carers

Sixty-nine per cent of the 2,937 secondary-trained respondents rated their training as good (41%) and very good (28%) in preparing them to communicate with parents or carers. This was not significantly different to the response over the last two years. This remains one of the least positively rated aspects of teacher training.

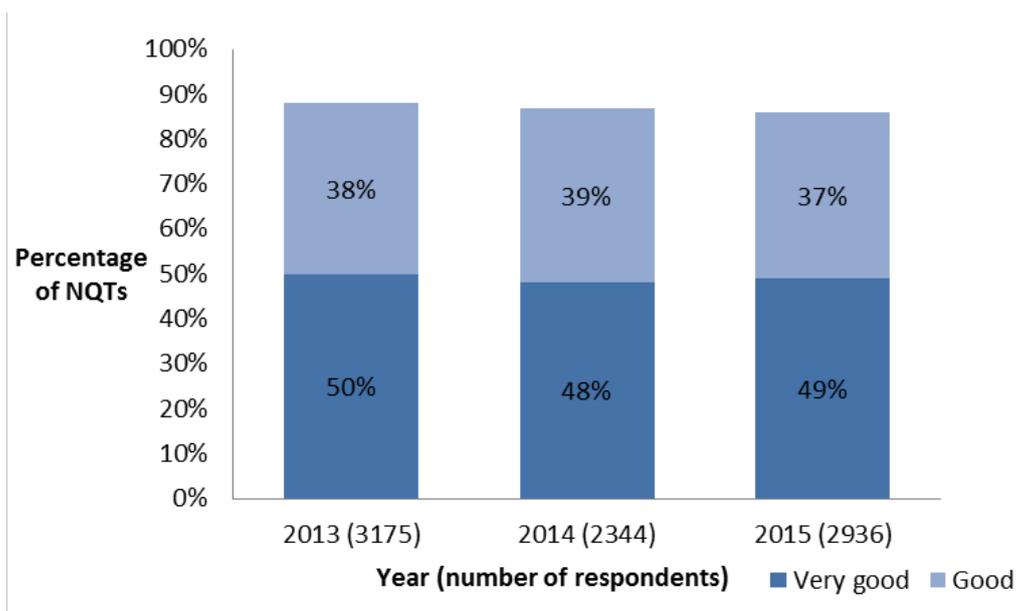
Figure 52: Secondary - How good was your training in preparing you to communicate with parents or carers?



6.7.3 Identifying and addressing continuing professional development needs

Eighty-five per cent of the 2,936 secondary-trained respondents rated their training in preparing to identify and address their own continuing professional development needs as good (37%) and very good (49%), which is not statistically different to the response in 2013 or 2014. This is one of the more positively rated aspects of teacher training.

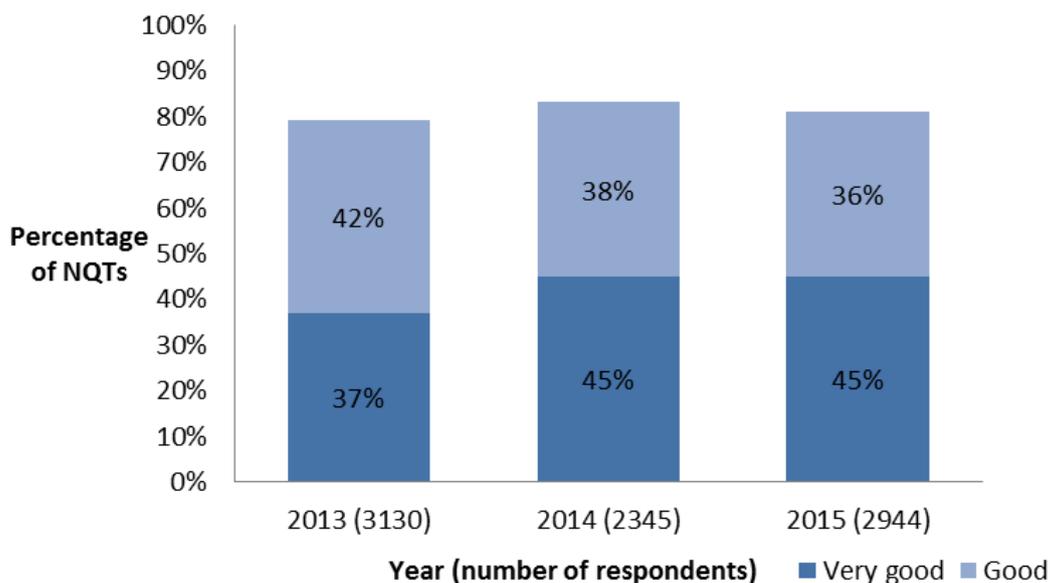
Figure 53: Secondary - How good was your training in preparing you to identify and address your own continuing professional development needs?



6.7.4 Access educational research

Eighty-one per cent of the 2,345 respondents rated their preparation to access educational research as good (36%) and very good (45%). This is not significantly different to last year's response.

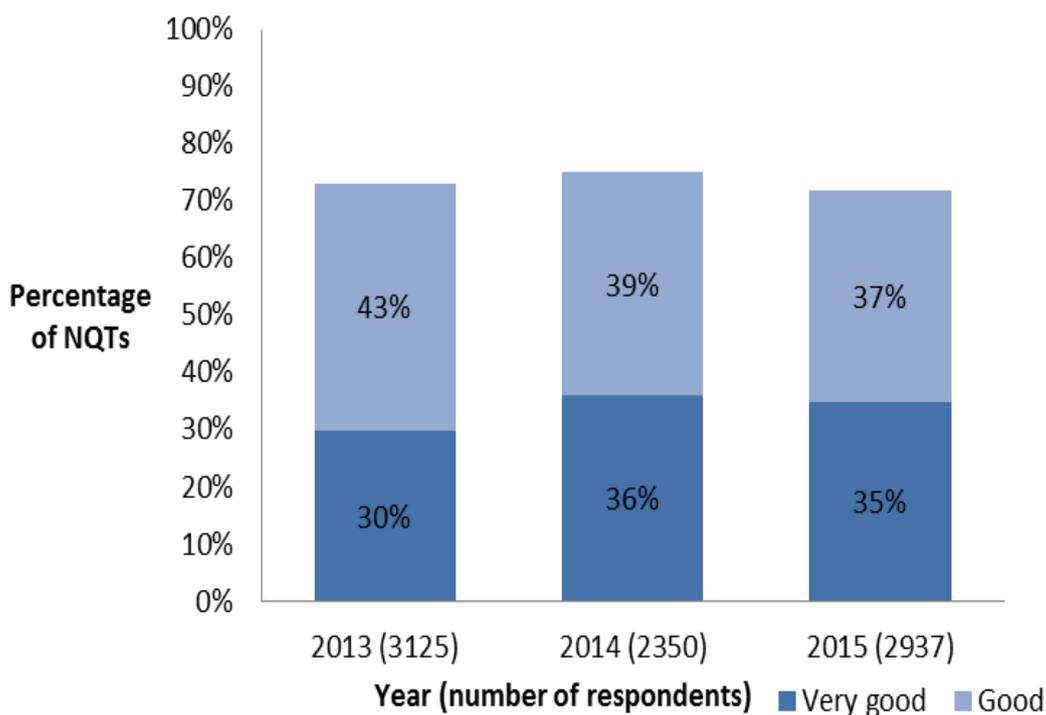
Figure 54: Secondary - How good was your training in preparing you to access educational research in your teaching?



6.7.5 Assess the robustness of educational research

When asked about their preparation to assess the robustness of their educational research, 72% of the 2,937 secondary respondents rated their training as good (37%) and very good (35%). This is a small but statistically significant decrease to the response from the 2014 survey. This is one of the least positively rated aspects of teacher training.

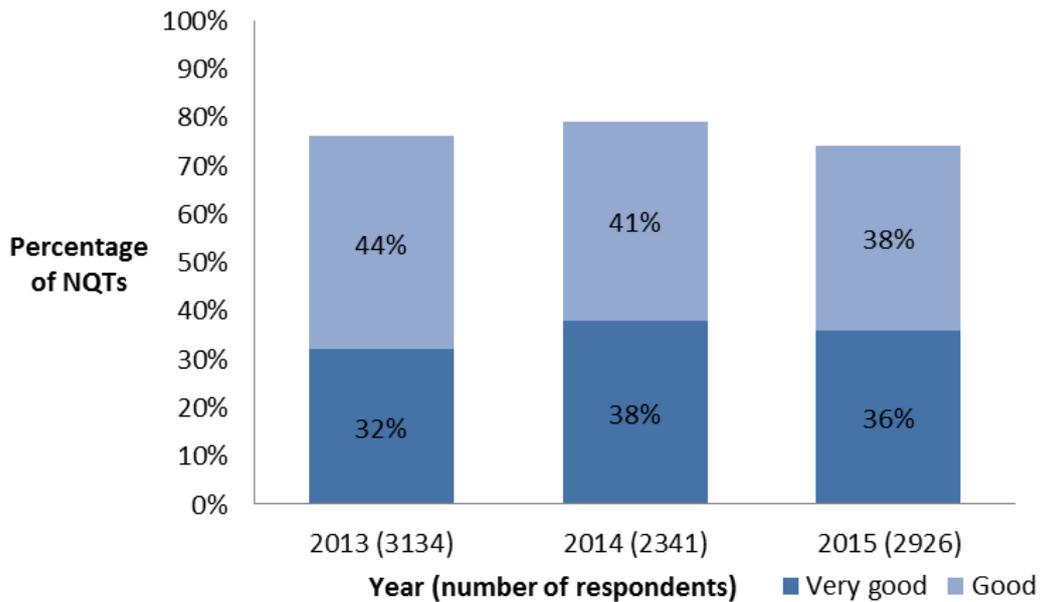
Figure 55: Secondary - How good was your training in preparing you to assess the robustness of educational research?



6.7.6 Understand and apply the findings from educational research

When asked about their preparation to understand and apply the findings from educational research, 74% of the 2,926 secondary-trained respondents rated their training as good (38%) and very good (36%). This is a small but significant decrease compared to the 79% of respondents that answered this question positively in 2014.

Figure 56: Secondary - How good was your training in preparing you to understand and apply the findings from educational research?



7 Survey Results: Induction

Each newly qualified teacher completes a statutory induction, overseen by an appropriate body, after gaining qualified teacher status. “Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant standards.”²¹

As in previous years, newly qualified teachers were also asked briefly about the quality of their induction. These questions were fewer in number than in other sections and the responses asked for less nuanced, most being yes or no answers. The responses given were similar to those from previous years.

Newly qualified teachers were asked how helpful the induction had been in improving the quality of their training. Of the 3,103 primary trained respondents, 64% had found their induction experience very helpful, a further 32% felt it was somewhat helpful and 4% felt that it had not been helpful at all.

Of the 2,771 secondary trained respondents, 58% had found their induction experience very helpful, a further 37% felt it was somewhat helpful and 5% felt that it had not been helpful at all.

The majority of respondents, 87% of 3,090 primary respondents and 79% of 2,766 secondary respondents, felt that the length of their induction period was about right. Some felt that the induction period was not right for them, 5% of respondents in each sector felt that the induction was too short and 8% and 15%, respectively, of primary and secondary respondents felt that the induction was too long.

The large majority of respondents, 97% of primary respondents and 98% of secondary respondents, reported that they had been provided with the support of an induction tutor. Respondents to this question numbered 3,048 from the primary sector and 2,722 from the secondary sector.

The majority of respondents reported having been provided with observations followed by reviews with their induction tutor. This was true of 97% of the 3,026 primary respondents and 2,728 secondary respondents to this question. The majority also reported being provided with 10% time in addition to planning, preparation and assessment time. This was true of 97% of the 3,030 primary respondents and 95% of the 2,733 secondary respondents.

²¹ [Statutory guidance on induction for newly qualified teachers \(England\) For appropriate bodies, headteachers, school staff and governing bodies Revised December 2013](#)

A smaller majority reported having been provided with a personalised programme of planned professional development. This was true of 87% of the 3,017 primary respondents and 84% of the 2,722 secondary respondents.

Ninety-four per cent of the 3,032 primary respondents and 93% of the 2,744 secondary respondents felt that their induction had supported them to establish and maintain a good standard of behaviour in the classroom.

Within primary trained respondents, 85% reported that their induction had supported them to teach reading, including phonics and comprehension; 2,884 had answered this question. Ninety-three per cent reported that their induction had supported them to teach primary mathematics; 3,020 had answered this question.

Seventy-three per cent of the 2,344 primary trained respondents reported that their induction had supported them to teach pupils with English as an additional language. Sixty-five per cent of the 2,376 secondary trained respondent felt similarly supported.

Eighty-five per cent of the 2,907 primary trained respondents reported that their induction had supported them to teach pupils with special educational needs in their classes. Eighty-three per cent of the 2,709 secondary trained respondent felt similarly supported.

8 Conclusions

8.1 Overall quality of teacher training

The quality of initial teacher training is generally seen as good or very good in both the primary and secondary sectors. The perceived quality as gauged through this survey of initial teacher training in the primary and secondary sectors in England has been very stable over the past nine years. Over the same time period, the proportion of respondents who thought that the quality of their training was very good has risen significantly in both primary and secondary sectors.

Across both sectors, where training is perceived as very good or good, it was characterised by respondents as excellent, rigorous and insightful. Respondents rating their training as very good wrote about support from engaged, enthusiastic and interested mentors, lecturers, tutors and teachers. They felt that their training had prepared them well for teaching.

Programme planning and communication within institutions and between institutions and placement providers was viewed by some as having had a negative impact on their learning. Areas identified for improvement by some respondents included the timing and length of classroom placements with specific comments about the impact caused by the variability in the range and quality of placements provided as part of their course.

Eleven per cent of respondents rated their training as poor or satisfactory. Analysis of the open text responses of these NQTs indicated that some felt their training had left them unprepared for the realities of teaching; sometimes training was inadequate or just too short. Some negative experiences related to poor support or poor working relationships with tutors, mentors and institutions, and in other cases it simply appeared that the training was not sufficiently well organised. A small number of newly qualified teachers reported that their experiences of their ITT provision had left them ill, disillusioned or unwilling to progress in a full-time teaching career.

8.2 Preparedness for specific aspects of teaching

Overall preparedness for specific aspects of teaching has changed little since last year. The proportion of respondents who thought their training was good or very good in preparing them for specific aspects of teaching varied considerably. The main perceived strengths and weaknesses of teacher training are the same. Training for safeguarding children and for using a range of teaching methods to promote pupils' learning were rated highly by both primary and secondary trained respondents.

Training was rated less positively for how well the NQTs had been prepared to communicate with parents and carers and for ensuring that teaching meets the needs of

pupils from all ethnic backgrounds and those for whom English is an additional language. As was the case last year, amongst primary trained respondents, training in the use of pupil data to support teaching was rated particularly poorly relative to other aspects of training.

Secondary trained respondents were more likely than primary trained respondents to rate their training as good or very good across 18 out of 25 specific aspects of teaching.

Though it is clear from the ratings that the majority of primary trainees felt their training was good or very good, a number of trainees also provide feedback on areas that were overlooked or could have been improved. Training practices which were frequently mentioned in relation to higher ratings included the opportunity to practice the teaching of reading in schools and observations in placements. These were seen by many as being critical to their preparedness to teach reading. Some respondents, including some who rated this aspect of their training as good, felt that their training could have been better with an increased focus on all aspects of reading especially comprehension and teaching children with EAL. Some secondary trainees who responded to this question reported that they did not see the relevance of being trained to teach reading. This also helps explain the low response to this question.

There was a mixture of views on the quality of their training to effectively manage behaviour in the classroom. These related both the more theoretical training and putting strategies into practice. Some respondents who rated their training in behaviour management as good or very good commented that they would like to have had more training in managing extreme or severe behaviour. Some individuals who rated their training in managing behaviour as satisfactory or poor identified that they had had insufficient time spent on this aspect of teaching; specifically on the opportunity to put theory into practice. Others commented that they had no training in managing behaviour from either school placements and/or their provider.

While the majority of respondents were satisfied with their training in every aspect of teaching, some respondents spontaneously identified planning learning, assessment of pupils' progress and use of pupil data as lacking sufficient emphasis within their training. This reflects the lower satisfaction with some of these areas across respondents, but also highlights the importance these NQTs placed on these aspects of teaching.

8.3 Implications of the research

A number of concerns were raised by respondents about their training experience, which are important for those responsible for the quality and performance of initial teacher training to be aware of. This information needs to be shared in a way that protects the anonymity of individuals.

Two of the lines of enquiry outlined in the previous annual survey of NQTs, have been explored by NCTL:

- Analysis of the factors which make individuals more prepared for teaching (see accompanying analysis report (Gorard, 2015))
- Research of the importance of individual preference in selecting and undertaking specific kinds of training experience.

The following lines of enquiry might also provide useful evidence for the development of teacher training:

- Connecting data on perceived training quality with evidence on the quality of the work of newly qualified teachers.
- Identifying providers where responses are largely very positive to learn about their approach to teacher training.
- Further analysis of the effectiveness of the induction of newly qualified teachers into the teaching profession.

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Appendix A – full copy of 2015 survey questions

The main aim of this survey is to gather information about your experience of initial teacher training and how well you think it has prepared you for teaching. Later in the survey, we will ask you a range of questions about your induction as an NQT; this will cover the period of time working in a school as a teacher since gaining QTS.

The first section of this survey relates to your training. For all questions which ask about your training, please consider your taught sessions, other support received from your training provider(s) and support, training and experiences in school settings (including placements) during your initial teacher training year(s).

Set high expectations which inspire, motivate and challenge pupils					
Please rate the following:		Very Good	Good	Satisfactory	Poor
1.a	overall quality of your training				

Promote good progress and outcomes by pupils					
How good was your training (not your induction) in:		Very Good	Good	Satisfactory	Poor
2.a	preparing you to be aware of pupils' capabilities and prior knowledge?				
2.b	preparing you to guide pupils to reflect on the progress they have made and their emerging needs?				
2.c	preparing you to integrate the theoretical elements of your programme with your practical experiences?				

Demonstrate good subject and curriculum knowledge					
How good was your training (not your induction) in:		Very Good	Good	Satisfactory	Poor
3.a	preparing you understand the national curriculum?				
3.b	preparing you to teach your specialist subject?				
3.c	preparing you to teach reading, including phonics and comprehension?				
3.d	Please provide more information about your answer to the question on training to teach reading.				
3.e	preparing you to teach primary mathematics? (primary NQTs only)				

Plan and teach well-structured lessons					
How good was your training (not your induction) in:		Very Good	Good	Satisfactory	Poor
4.a	preparing you plan your teaching to achieve progression for pupils?				
4.b	preparing you to use a range of teaching methods that promote pupils' learning?				

Adapt teaching to respond to the strengths and needs of all pupils					
How good was your training (not your induction) in:		Very Good	Good	Satisfactory	Poor
5.a	preparing you to teach across the range of abilities?				
5.b	preparing you to teach pupils from all ethnic backgrounds?				
5.c	preparing you to teach pupils with special education needs in your classes, using appropriate support?				
5.d	preparing you to teach pupils with English as an additional language?				

Make accurate and productive use of assessment					
How good was your training (not your induction) in:		Very Good	Good	Satisfactory	Poor
6.a	preparing you to assess pupils' progress?				
6.b	preparing you to record and report pupils' outcomes?				
6.c	preparing you to provide feedback to pupils to support their progress?				
6.d	preparing you to use pupil data to support your teaching?				

Manage behaviour effectively to ensure a good and safe learning environment					
How good was your training (not your induction) in:		Very Good	Good	Satisfactory	Poor
7.a	preparing you to establish and maintain a good standard of behaviour in the classroom?				
7.b	Please provide more information about your answer to the question on training to maintain a good standard of behavior in the classroom.				
7.c	preparing you for your teachers' statutory responsibility for the safeguarding of pupils?				
7.d	Please rate the effectiveness of your e-safety				

Manage behaviour effectively to ensure a good and safe learning environment					
	training?				

Fulfil wider professional responsibilities					
How good was your training (not your induction) in:		Very Good	Good	Satisfactory	Poor
8.a	preparing you to deploy support staff effectively?				
8.b	preparing you to communicate with parents or carers?				
8.c	preparing you to identify and address your own continuing professional development needs?				
8.d	preparing you to access educational research to support your teaching?				
8.e	preparing you to assess the robustness of educational research?				
8.f	preparing you to understand and apply the findings from educational research?				
8g	Please provide more information about your answers to the questions on accessing, assessing and applying educational research.				

How good was your training (not your induction) in:		Very Good	Good	Satisfactory	Poor
9.a	preparing you to apply confidently for teaching positions (e.g. support with job applications and interviews)?				

The following section relates to your induction as a newly qualified teacher; this will cover the period of time working in a school as a teacher since gaining QTS.

10.a	When did you start your induction? (Please give your answer in the format DD/MM/YYYY)			
		Very helpful	Somewhat helpful	Not helpful at all
10.b	To what extent do you feel that your induction experience so far has been helpful in improving the quality of your training?			
		Too short	Too long	About right
10.c	What do you feel about the length of your induction period?			

Is your school providing you with:		N/A	Yes	No
10.d	10 per cent free time in addition to planning, preparation and assessment (PPA) time?			
10.e	a personalised programme of planned professional development?			
10.f	the support of an induction tutor?			
10.g	observations followed by reviews with your induction tutor?			

Has your induction to date supported you to:		N/A	Yes	No
10.h	teach pupils with special education needs in your classes?			
10.i	teach reading including phonics and comprehension?			
10.j	teach primary mathematics?			
10.k	establish and maintain a good standard of behaviour in the classroom?			
10.l	teach pupils with English as an additional language?			
11.a	If you wish to add any further comments about your training:			
11.b	If you wish to add any further comments about your induction:			

Thank you for taking part in the annual survey of newly qualified teachers. Your feedback will be treated confidentially and you will not be identified in any report which results from the survey, either publically or to your initial teacher training provider.

Appendix B – Tables of survey responses by sector

Primary sector ratings

	Quality of training question	Very good	Good	Satisfactory	Poor	Total
	Please rate the overall quality of your training	1,804	1,950	420	60	4,234
Promote good progress and outcomes by pupils	How good was your training (not your induction) in preparing you to be aware of pupils' capabilities and prior knowledge? (New in 2014)	1,045	1,812	619	78	3,554
	How good was your training (not your induction) in preparing you to guide pupils to reflect on the progress they have made and their emerging needs? (New in 2014)	1,024	1,697	739	85	3,545
	How good was your training (not your induction) in preparing you to integrate the theoretical elements of your programme with your practical experiences? (New in 2013)	1,103	1,632	682	122	3,539
Good subject and curriculum knowledge	How good was your training (not your induction) in preparing you to understand the national curriculum?	1,180	1,559	626	115	3,480
	How good was your training (not your induction) in preparing you to teach your specialist subject?	1,050	1,381	745	236	3,412
	How good was your training (not your induction) in preparing you to teach reading, including phonics and comprehension?	1,268	1,404	657	136	3,465

	Quality of training question	Very good	Good	Satisfactory	Poor	Total
	How good was your training (not your induction) in preparing you to teach primary mathematics? (primary NQTs only)	1,488	1,413	380	58	3,339
Plan and teach well structured lessons	How good was your training (not your induction) in preparing you plan your teaching to achieve progression for pupils?	1,074	1,657	602	111	3,444
	How good was your training (not your induction) in preparing you to use a range of teaching methods that promote pupils' learning?	1,458	1,528	399	58	3,443
Respond to the strengths and needs of all pupils	How good was your training (not your induction) in preparing you to teach across the range of abilities?	1,039	1,661	634	101	3,435
	How good was your training (not your induction) in preparing you to teach pupils from all ethnic backgrounds?	937	1,345	886	260	3,428
	How good was your training (not your induction) in preparing you to teach pupils with special education needs in your classes, using appropriate support?	817	1,361	970	281	3,429
	How good was your training (not your induction) in preparing you to teach pupils with English as an additional language?	718	1,244	1,098	370	3,430
Make accurate and productive use of pupil assessment	How good was your training (not your induction) in preparing you to assess pupils' progress?	813	1,490	834	264	3,401

	Quality of training question	Very good	Good	Satisfactory	Poor	Total
	How good was your training (not your induction) in preparing you to record and report pupils' outcomes?	704	1,424	973	291	3,392
	How good was your training (not your induction) in preparing you to provide feedback to pupils to support their progress?	954	1,529	743	159	3,385
	How good was your training (not your induction) in preparing you to use pupil data to support your teaching?	599	1,268	1,080	452	3,399
Manage behaviour effectively to ensure a good and safe learning environment	How good was your training (not your induction) in preparing you to establish and maintain a good standard of behaviour in the classroom?	1,463	1,436	406	76	3,381
	How good was your training (not your induction) in preparing you for your teachers' statutory responsibility for the safeguarding of pupils?	1,720	1,364	262	45	3,391
Wider professional responsibilities	How good was your training (not your induction) in preparing you to deploy support staff effectively?	853	1,521	772	228	3,374
	How good was your training (not your induction) in preparing you to communicate with parents or carers?	645	1,379	1,022	317	3,363
	How good was your training (not your induction) in preparing you to identify and address your own continuing professional development needs?	1,309	1,477	486	89	3,361

	Quality of training question	Very good	Good	Satisfactory	Poor	Total
	How good was your training (not your induction) in preparing you to access educational research to support your teaching? (New in 2013)	1,176	1,502	540	146	3,364
	How good was your training (not your induction) in preparing you to assess the robustness of educational research?	906	1,484	752	216	3,358
	How good was your training (not your induction) in preparing you to understand and apply the findings from educational research?	892	1,495	768	186	3,341

Secondary sector ratings

	Quality of training question	Very good	Good	Satisfactory	Poor	Total
	Please rate the overall quality of your training	1,878	1,297	311	50	3,536
Promote good progress and outcomes by pupils	How good was your training (not your induction) in preparing you to be aware of pupils' capabilities and prior knowledge? (New in 2014)	1,166	1,465	407	56	3,094
	How good was your training (not your induction) in preparing you to guide pupils to reflect on the progress they have made and their emerging needs? (New in 2014)	1,235	1,343	440	71	3,089
	How good was your training (not your induction) in preparing you to integrate the theoretical elements of your programme with your practical experiences? (New in 2013)	1,197	1,254	508	126	3,085
Good subject and curriculum knowledge	How good was your training (not your induction) in preparing you to understand the national curriculum?	1,281	1,169	495	103	3,048
	How good was your training (not your induction) in preparing you to teach your specialist subject?	1,703	902	328	96	3,029
	How good was your training (not your induction) in preparing you to teach reading, including phonics and comprehension?	417	857	1,043	625	2,942

	Quality of training question	Very good	Good	Satisfactory	Poor	Total
Plan and teach well-structured lessons	How good was your training (not your induction) in preparing you to plan your teaching to achieve progression for pupils?	1,475	1,185	293	48	3,001
	How good was your training (not your induction) in preparing you to use a range of teaching methods that promote pupils' learning?	1,828	908	230	32	2,998
Respond to...	How good was your training (not your induction) in preparing you to teach across the range of abilities?	1,332	1,228	343	80	2,983
Respond to the strengths and needs of all pupils	How good was your training (not your induction) in preparing you to teach pupils from all ethnic backgrounds?	1,081	1,160	578	151	2,970
	How good was your training (not your induction) in preparing you to teach pupils with special education needs in your classes, using appropriate support?	1,081	1,175	575	147	2,978
	How good was your training (not your induction) in preparing you to teach pupils with English as an additional language?	837	1,100	769	271	2,977
Make accurate and productive use of pupil assessment	How good was your training (not your induction) in preparing you to assess pupils' progress? (New in 2013)	1,332	1,217	337	74	2,960
	How good was your training (not your induction) in preparing you to record and report pupils' outcomes? (New in 2013)	1,175	1,179	457	135	2,946

	Quality of training question	Very good	Good	Satisfactory	Poor	Total
	How good was your training (not your induction) in preparing you to provide feedback to pupils to support their progress? (New in 2014)	1,392	1,120	345	92	2,949
	How good was your training (not your induction) in preparing you to use pupil data to support your teaching? (New in 2013)	1,094	1,151	543	168	2,956
Manage behaviour effectively to ensure a good and safe learning environment	How good was your training (not your induction) in preparing you to establish and maintain a good standard of behaviour in the classroom?	1,262	1,186	404	96	2,948
	How good was your training (not your induction) in preparing you for your teachers' statutory responsibility for the safeguarding of pupils?	1,827	957	148	22	2,954
Wider professional responsibilities	How good was your training (not your induction) in preparing you to deploy support staff effectively?	650	1,213	789	293	2,945
	How good was your training (not your induction) in preparing you to communicate with parents or carers?	825	1,210	688	214	2,937
	How good was your training (not your induction) in preparing you to identify and address your own continuing professional development needs? (New in 2013)	1,428	1,074	355	79	2,936

	Quality of training question	Very good	Good	Satisfactory	Poor	Total
	How good was your training (not your induction) in preparing you to access educational research to support your teaching? (New in 2013)	1,320	1,060	436	128	2,944
	How good was your training (not your induction) in preparing you to assess the robustness of educational research? (New in 2013)	1,037	1,074	610	216	2,937
	How good was your training (not your induction) in preparing you to understand and apply the findings from educational research? (New in 2013)	1,064	1,105	582	175	2,926



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Any enquiries regarding this publication should be sent to us at:

nqt.survey@education.gsi.gov.uk or www.education.gov.uk/contactus

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