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2009 Scottish Survey of Achievement Reading and Writing

This Statistics Publication Notice presents results from the 2009 Scottish Survey of Achievement (SSA). The SSA is a sample survey that monitors how well pupils in Scotland are learning. Each year the SSA focuses on a different aspect of the school curriculum. In 2009, the focus was reading and writing. Between April and June 2009 just over 13,000 pupils in P3, P5, P7 and S2 participated in the SSA. These pupils came from almost 400 mainstream local authority and independent schools from around Scotland.

The 2009 survey was the final time that the SSA reflected learning and teaching under the 5-14 curriculum. The survey is currently being adapted and realigned with Curriculum for Excellence (CfE) and will focus on literacy and numeracy in alternate years, starting with numeracy in 2011.

The SSA is undertaken as part of the strategic partnership between the Scottish Government, Learning and Teaching Scotland (LTS), Scottish Qualifications Authority (SQA) and HM Inspectorate of Education (HMIE).

Introduction

The Scottish Survey of Achievement is a national survey of pupils designed to provide a picture of attainment across Scotland relative to the national 5-14 curriculum levels. The 2009 survey was the final time that attainment was assessed relative to these levels. This report presents the results of the assessment of reading and writing, along with additional evidence on pupils' and teachers' attitudes to learning and teaching.

How the survey was carried out

The 2009 SSA investigated pupils' attainment levels in reading using a set of written assessments. Pupils' writing was assessed through the collection of pupils' scripts submitted by their teachers.

In addition, information from pupils and teachers about their experiences of and attitudes towards learning and teaching was gathered from questionnaires.

The survey also collected teachers' professional judgements about sampled pupils' overall levels of attainment in reading and writing.

Full details of the methodology of the SSA are available at
http://www.scotland.gov.uk/stats/bulletins/00802

Interpreting SSA results

Estimates of performance in reading are based on the results of written assessments which are reported using 'cut-off scores' as follows:

› pupils who answered 80 per cent or more of the questions correctly – 'very good' skills

› pupils who answered 65 per cent or more of the questions correctly – 'well-established' skills

› pupils who answered 50 per cent or more of the questions correctly – 'made a good start' with skills but need more practice.

The 5-14 curriculum is based on six levels, A-F. Most pupils are expected to progress through a level in

about 18 months to two years. The expectations are that:

› almost all pupils will have attained Level A by the end of P3

› most will have attained Level B by the end of P4

› most will have attained Level C some time between P5 and the end of P6

› most will have attained Level D by the end of P7

› most will have attained Level E by the end of S2 (and a few will have attained Level F).

Since the SSA is based on a sample of pupils rather than on the whole population the results shown are estimates. That is to say there is an element of uncertainty within the results because the pupils sampled may not reflect the population exactly. To give a scale to this uncertainty confidence intervals are produced to show the range of values within which one can be reasonably confident that the actual value would lie if all pupils were assessed. Ninety-five per cent confidence intervals for the main national estimates were calculated and were all a maximum of two percentage points. This means that the true value of each estimate is likely to lie within two percentage points either side of the given estimate. Where appropriate, confidence intervals are represented on charts by short lines to help demonstrate this level of uncertainty.

The SSA written assessments provide a picture of pupils' reading attainment at a given time. The tasks are independently developed and marked. The content of the assessments is drawn from across the reading and writing strands of the English language 5-14 curriculum and individual pupils are not expected to be able to answer all of the questions set. The assessments are designed to allow pupils to demonstrate their learning as far as they can and are not designed to produce a 'pass'. These design features should be noted when interpreting the results of the SSA.

In every survey school half the pupils selected at random for reading assessment were also randomly selected for the assessment of writing. Schools were

asked to submit an existing extended piece of writing of any genre or context which reflected the pupils' current level of writing attainment. These examples of class-based writing were rated by independent assessors from other schools in the country.

As well as results of written assessments, the SSA collected teachers' judgements of pupils' overall levels in reading and writing. These are based on a range of evidence about the individual pupil gathered by the teacher over a period of time.

In addition to the written assessments and the teachers' judgements, all pupils in the SSA and their teachers were asked to complete a questionnaire exploring their attitudes to and experiences of learning and teaching.

More information on how the SSA is designed and run can be found in the technical annex.

General Information

This is an Official Statistics publication. Official Statistics are produced to high professional standards. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.

The data shown in the charts are available through the following link:
http://www.scotland.gov.uk/stats/bulletins/00802

Public enquiries (non-media) about the information contained in this Statistical Publication should be addressed to:

Alan Ferrier, Education Analytical Services Division, Room 1-B, Victoria Quay, Edinburgh EH6 6QQ. Telephone 0131 244 0893 or e-mail school.stats@scotland.gsi.gov.uk.

Media enquiries about the information in this Statistical Publication should be addressed to:
Victoria Pescodd
Telephone 0131 244 2972.

READING

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Main Messages – Reading

› reading attainment at all stages remained at a similar level between 2005, 2006 and 2009

› at P3, over 75 per cent of pupils were estimated to have 'well-established' or better skills at the expected level in reading, and over half demonstrated 'well-established' or better skills at a higher than expected level

› the proportion of pupils attaining the expected levels in reading decreased through primary and into secondary

› at S2, around 40 per cent of pupils were 'well-established' or better at the expected level for the stage

› in general girls performed better than boys in reading across all stages

› the proportion of pupils in the most deprived areas with 'well-established' or better reading skills at the expected level was around 20 percentage points less than for pupils in less deprived areas, across all stages. One of the largest differences was at S2 where pupils from less deprived areas were about twice as likely to be 'well-established' or better at the expected level.

Reading – National Attainment Estimates

Chart 1 National reading attainment estimates

Estimated percentage of pupils classified into attainment bands by 5-14 level

Sample: approximately 3,200 pupils per stage

Very good · *Well-established* · *Good start*
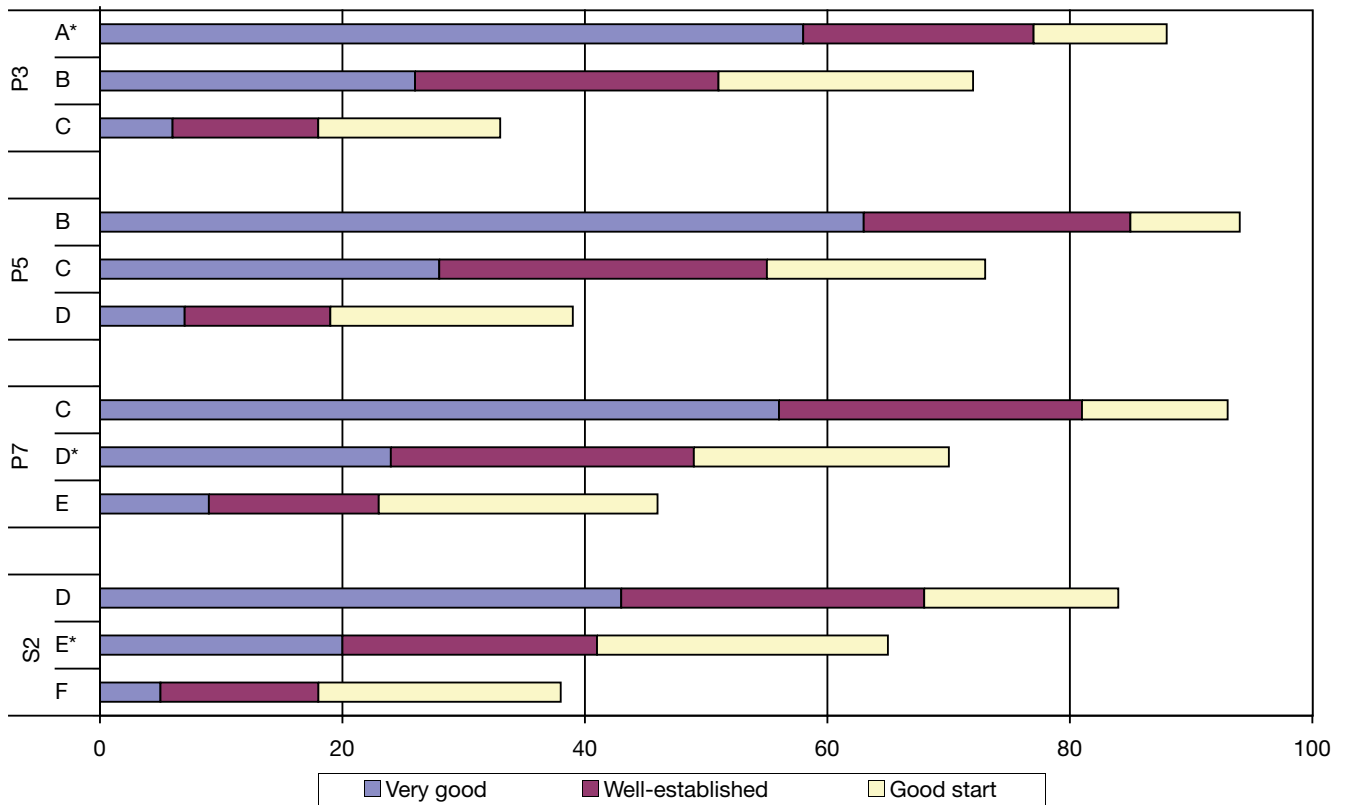
* Expected level for the stage. There is no expected level at P5.

Chart 1 shows that at P3, three-quarters of pupils had 'well-established' or better skills at the expected 5-14 level in reading. However, attainment relative to the expected level falls as the stage increases, with just over 40 per cent of pupils showing 'well-established' or better skills at S2.

The chart shows a spread of attainment across the 5-14 levels assessed, with some pupils not yet having made a 'good start' at the lowest level assessed while some were 'well established or better' at levels beyond those expected.

For instance, at P3 just over 10 per cent of pupils had yet to make a 'good start' at Level A while more than a half of pupils had 'well-established' or better reading skills at the higher than expected Level B, and nearly 20 per cent of P3 pupils had 'well-established' or better reading attainment at Level C.

Likewise, at S2 nearly 20 per cent of pupils had 'well-established' or better reading skills at the higher than expected Level F, while over a third of pupils had not yet made a 'good start' at the expected Level E, and just over 15 per cent of pupils at S2 had not yet made a 'good start' at Level D.
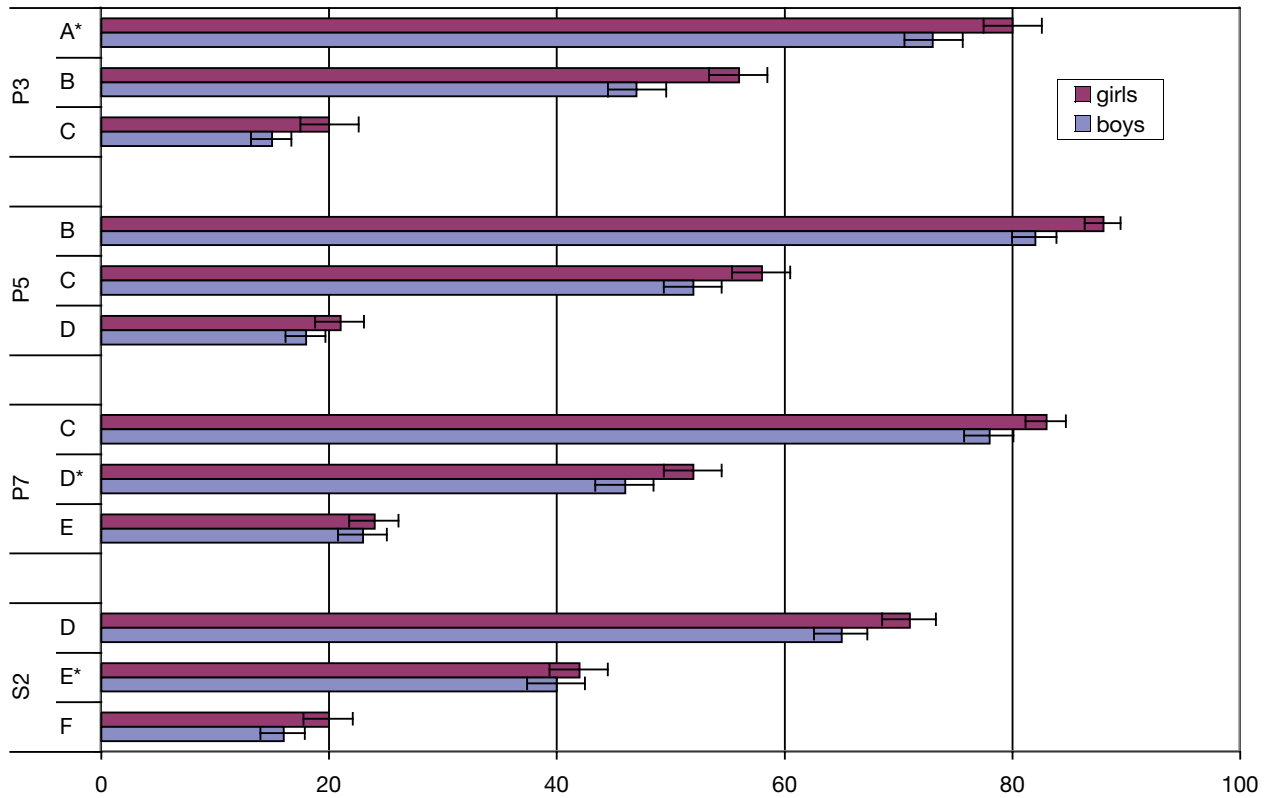
Reading – Attainment Estimates by Gender

Chart 2 National reading attainment estimates, by gender

Estimated percentage of pupils having 'well-established' or better skills at the given level

Sample: approximately 1,600 boys and 1,600 girls per stage

The lines at the end of each attainment bar are the associated confidence intervals.

* Expected level for the stage. There is no expected level at P5.

Chart 2 shows that girls generally had better reading attainment than boys across all stages. At P3, girls' attainment was significantly higher than boys at the expected level, whereas at S2 the difference in attainment at the expected level was marginal.

For both girls and boys, there was an underlying pattern of decreasing attainment relative to expected levels through the four survey stages.
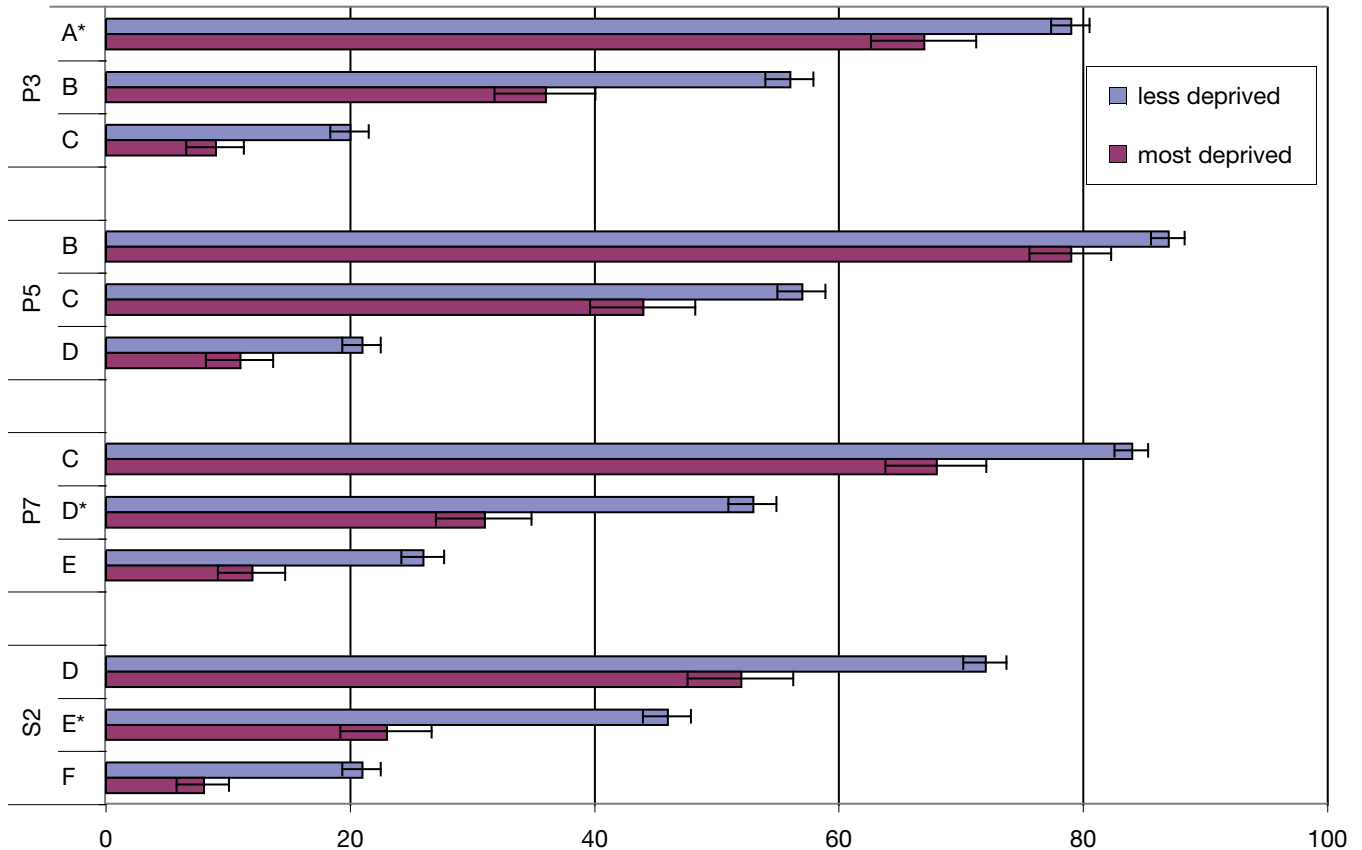
Reading – Attainment Estimates by Deprivation

Chart 3 National reading attainment estimates, by deprivation

Estimated percentage of pupils having 'well-established' or better skills at the given level

Sample: approximately 2,500 'less deprived' and 600 'most deprived' per stage

'Most Deprived' means the pupil lived in one of the 20 per cent most deprived areas in Scotland based on the 2006 Scottish Index of Multiple Deprivation (SIMD). The remainder of areas are classified as 'less deprived'.

The lines at the end of each attainment bar are the associated confidence intervals.

* Expected level for the stage. There is no expected level at P5.

Chart 3 shows that pupils in less deprived areas had significantly higher reading attainment than pupils in the most deprived areas at every stage and level. The proportion of pupils in the most deprived areas with 'well-established' or better reading skills at the expected level was around 20 percentage points less than for pupils in less deprived areas, across all stages. One of the largest differences was at S2 where pupils from less deprived areas were about twice as likely to be 'well-established' or better at the expected level.

The overall pattern of falling attainment against the expectations as the stage increases remained the case for pupils in both the most and less deprived areas.

Reading – Teachers' Judgements

In addition to the direct assessment of pupils' reading skills, teachers were invited to submit a 5-14 level judgement in reading for each pupil in the survey. Judgements were based on a range of knowledge and evidence that the classroom teacher had gathered about each pupil over a period of time. Chart 4 illustrates the resulting level distributions for each stage.

Chart 4 Teachers' judgements of reading attainment

Estimated percentage of pupils judged to be at indicated level by their teachers

Sample: approximately 3,400 pupils per stage
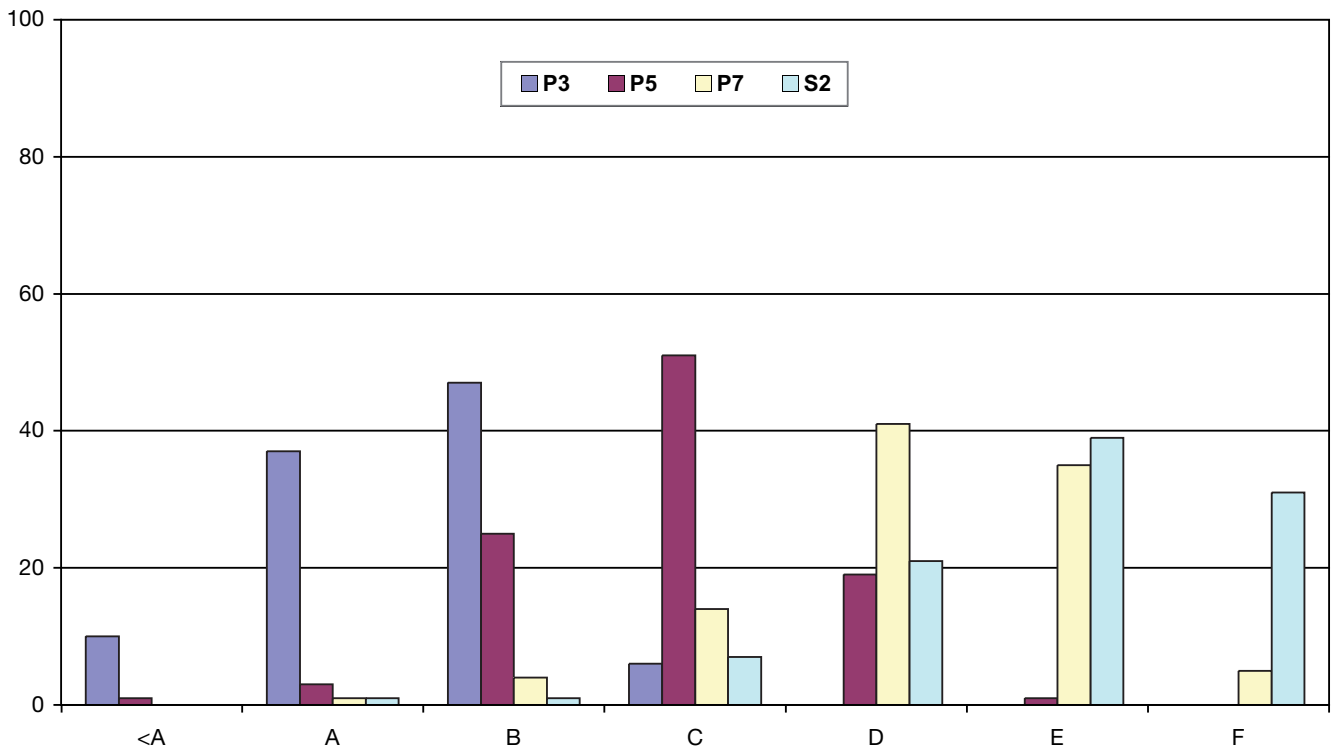
At P3, almost all pupils were judged to be at Level A or above, the expected level for P3. Just over half of P3 pupils were judged to be higher than the expected level. At P5 there is no expected level, but over 70 per cent of P5 pupils were judged to be at Level C or above (Level C is the expected level for P6). At P7 and S2, the vast majority of pupils (around 80 and 70 per cent respectively) were judged to be at their expected level or above.

Why do teachers' judgements differ from assessment results?

The teachers' judgements and the SSA assessments differ in their purpose and nature. Assessments are based on pupil performance over a limited number of tasks on a given day, whereas teachers' judgements are based on a range of evidence gathered over a period of time. Also, teachers will judge pupils based on what they have taught them whereas the SSA applies broad level-based expectations of pupils and includes assessment material drawn from across the curriculum.
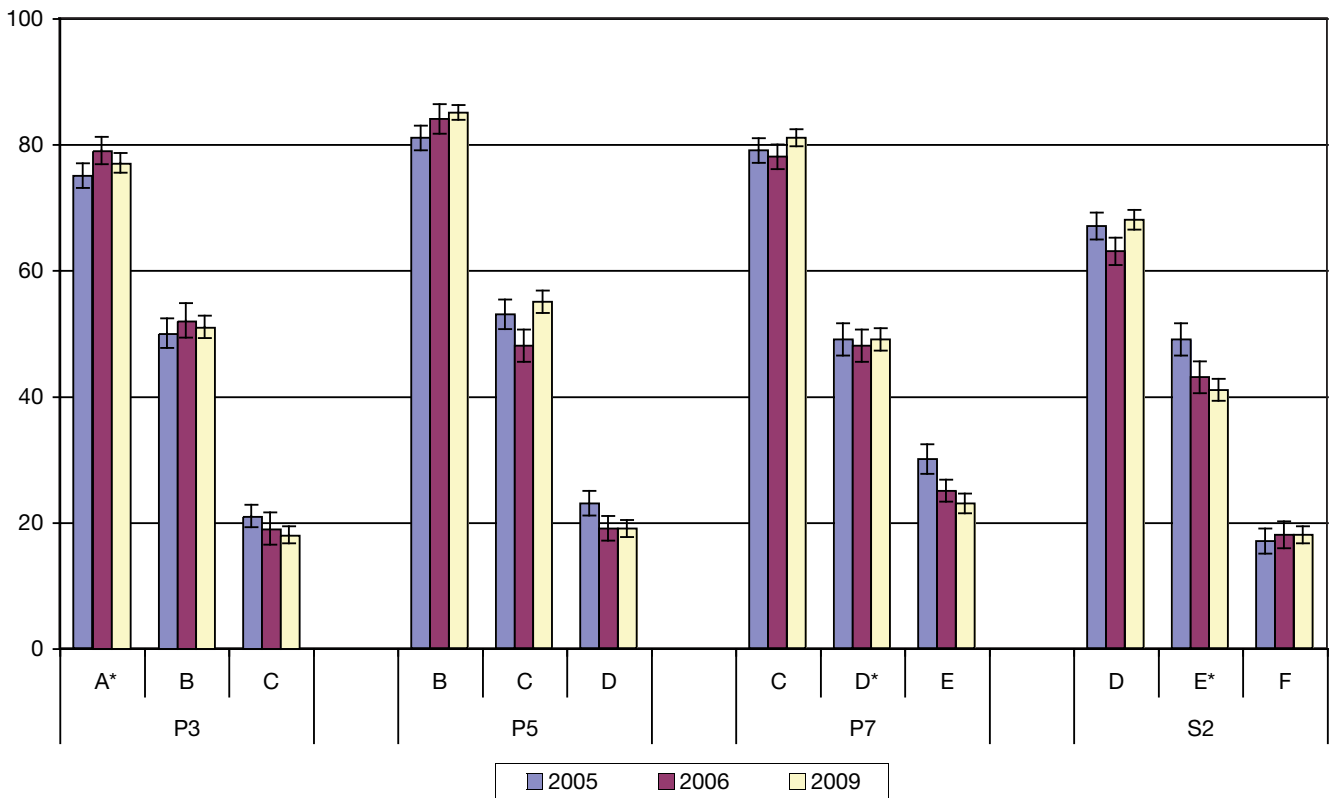
Reading – Changes in Attainment over time

Reading attainment at all stages remained at a similar level between 2005, 2006 and 2009.

Reading attainment was measured in the SSA in 2005, 2006 and 2009. When quantifying change over time it is important to ensure that differences in performance are not due to the variations in the questions asked. It is therefore often helpful to consider both the figures from each survey and the performance on 'common tasks' which are repeated in each survey. The common task analysis allows an assessment which is based on the same questions and thus any change is unaffected by question choice. However given the relatively small number of common tasks, it is not appropriate to use the common tasks analysis as a representation of reading attainment in any given year.

Chart 5 Reading attainment in 2005, 2006 and 2009

Estimated percentage of pupils having 'well-established' or better skills at the given level

* Expected level for the stage. There is no expected level at P5.

Chart 5 shows a comparison of the full reading attainment results for 2005, 2006 and 2009, which at first glance might suggest there have been changes over time. However, analysis was also carried out on the 15, 14, 15 and 13 tasks at P3, P5, P7 and S2 respectively (30 to 40 per cent of all tasks) that were common to all three surveys. The results of the common task analysis show that while there are fluctuations in the attainment estimates over the period, there is no evidence that attainment has changed significantly at any stage. Full results of the common task analysis are published in the supporting evidence document.

WRITING

Photo redacted due to third party rights or other legal issues

Main Messages – Writing

› almost all P3 pupils were assessed to be writing at the expected level or above, with around 70 per cent attaining above the expected level

› at P5, where there is no expected level, the majority of pupils were assessed to be writing at or above the expected level for P6

› at P7 nearly a half of pupils were assessed to be writing at or above the expected level

› at S2 around a third of pupils were assessed to be at the expected level or above in writing

› the proportion of pupils attaining the expected levels or above in writing decreased through the primary stages and into secondary.

DEPENDABLE EVIDENCE

SHARED STANDARDS

Writing – National Attainment Estimates

Around half of the pupils participating in the reading assessments were also selected for the assessment of writing skills. Teachers were invited to submit a piece of writing that reflected pupils' current 5-14 writing levels. Where such scripts were returned they were independently rated against 5-14 levels by three trained assessors. These assessors were practising teachers from schools across Scotland. Where at least two assessors agreed on a 5-14 level for the piece, this level contributed to the estimate of national writing attainment. Where there was no agreement amongst independent assessors, the scripts were discarded from the results. Chart 6 illustrates the resulting level distributions for each stage.

Chart 6 National writing attainment estimates

Estimated percentage of pupils assessed to be at the indicated level by a majority of independent assessors

Sample: Approximately 1,100 scripts per stage*
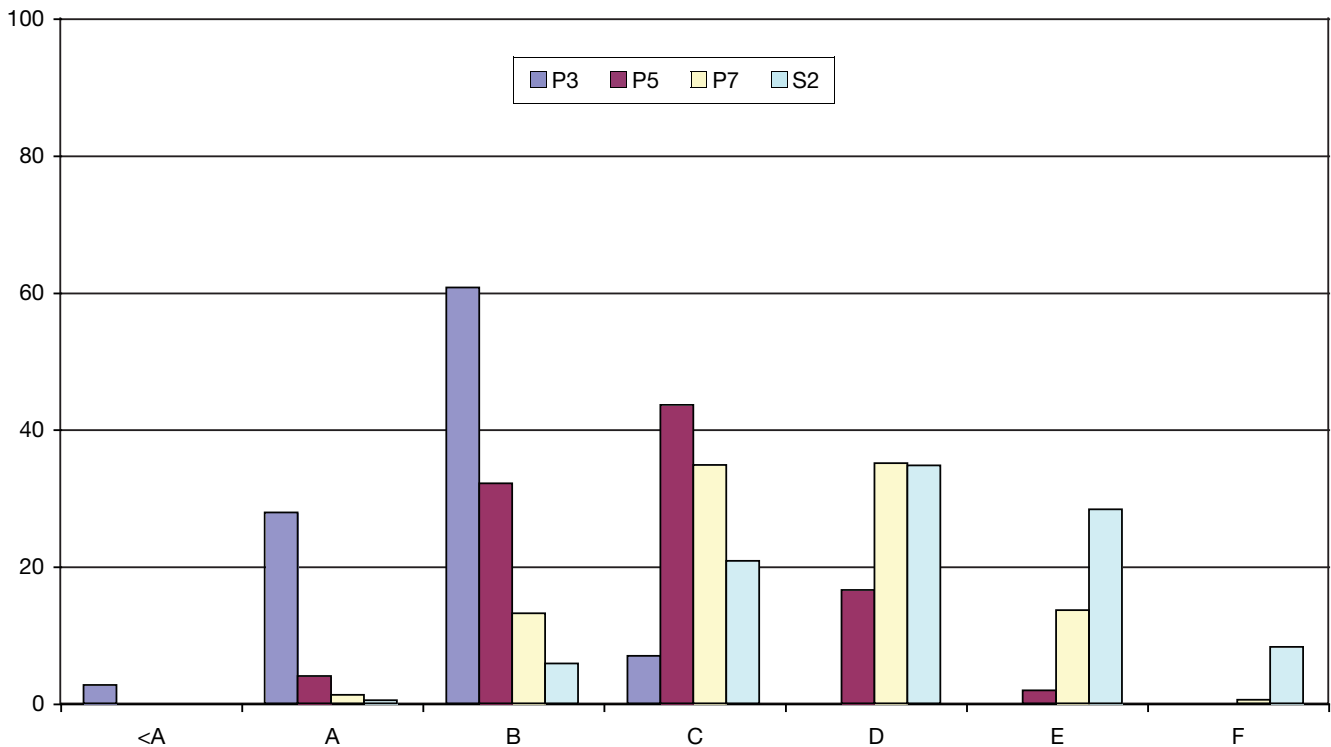
* Sample excludes scripts where there was no majority assessor agreement or where teachers reported that the script provided was not representative of the pupils' writing level.

Almost 90 per cent of P3 scripts were judged to be at Levels A or B, and the majority were judged to be at Level B which is above the expected level for P3. P5 scripts were mostly judged to be at Levels B or C. At P7 almost half the scripts were at Level D (the expected level) or above, with most of the remainder at Level C. At S2, almost a third were at Level E (the expected level) or above, with most of the remainder spread across Levels C and D.

Writing – Teachers' Judgements

In addition to the submitted scripts used to assess writing attainment, teachers were invited to submit a 5-14 level judgement in writing for each pupil in the survey. Chart 7 illustrates the resulting level distributions for each stage.

Judgements were based on a range of knowledge and evidence that the classroom teacher had gathered about each pupil over a period of time.

Chart 7 Teachers' judgements of writing attainment

Estimated percentage of pupils judged to be at the indicated level by their teachers

Sample: Approximately 3,300 pupils per stage
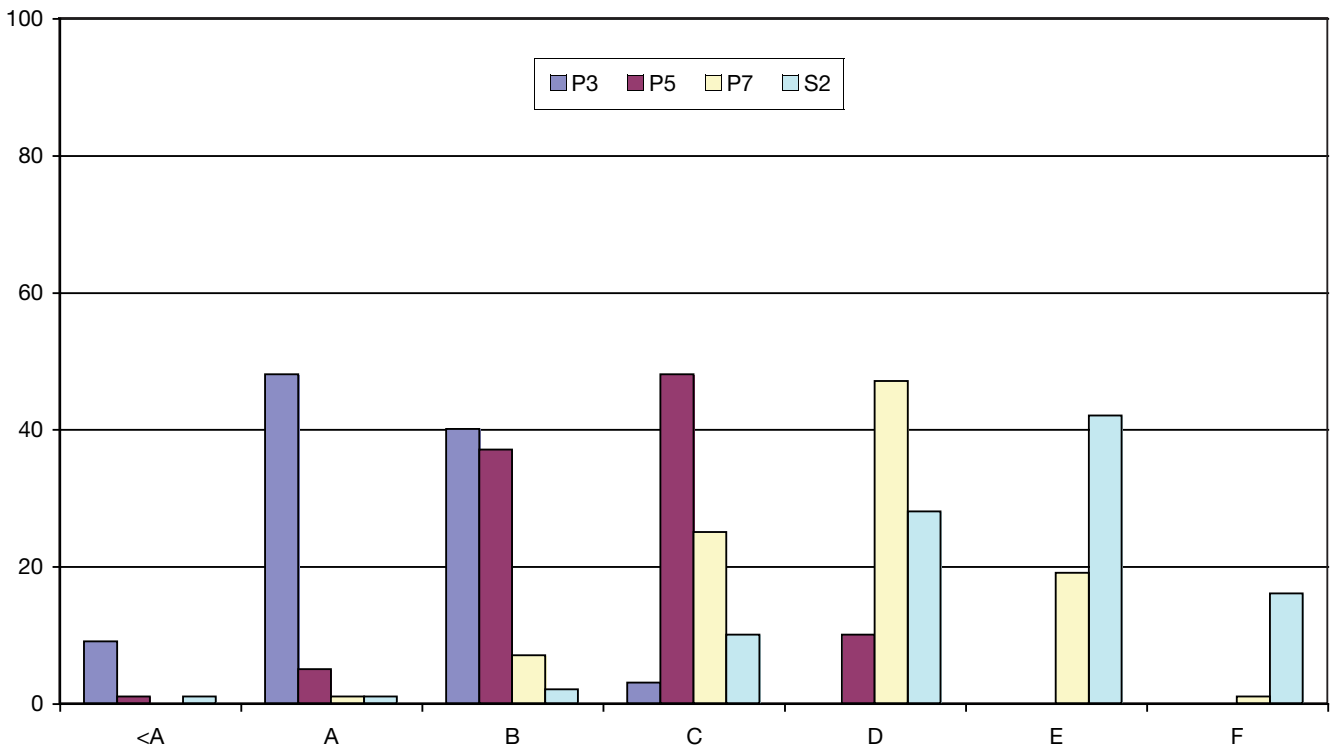
Around 90 per cent of P3 pupils were judged to be at Level A or above with over 40 per cent judged to be above Level A. Over half of P5 pupils were judged to be at Level C (expected level for P6) or above, with the remainder mostly judged to be at Level B. At P7, around two-thirds of pupils were judged to be at Level D (expected level) or above. At S2, around 60 per cent were judged to be at Level E (expected level) or above.

Pupil and Teacher Questionnaires

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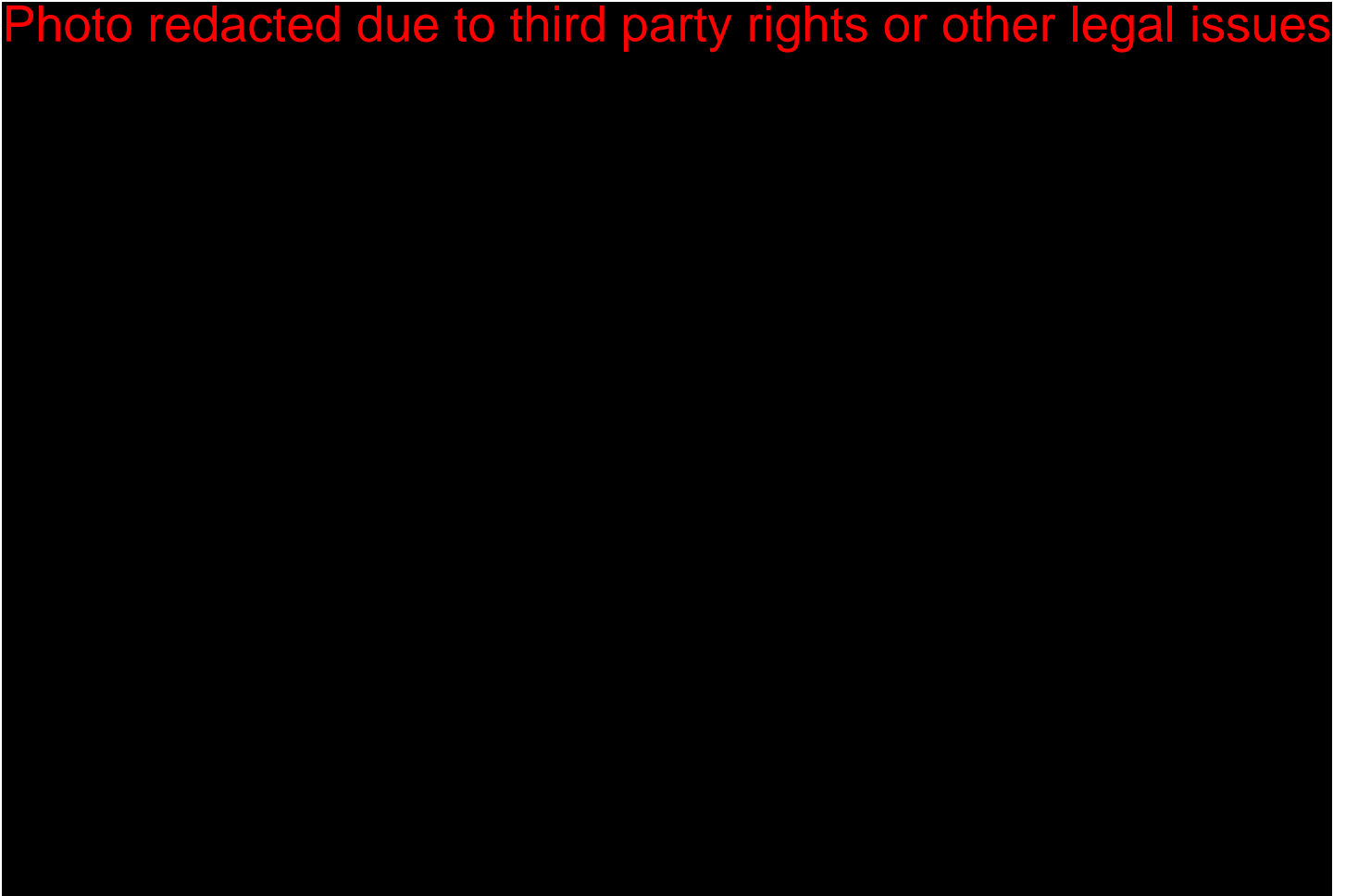
Main Messages – Questionnaires

› pupils' enjoyment and interest in reading and learning were high, although reports became less positive through primary and into S2

› the overwhelming majority of pupils recognised that what they were learning in school would be useful outside school and after leaving school

› pupils' confidence in reading, writing, talking and listening decreased through primary and S2

› nearly all teachers surveyed had undertaken at least two different types of CPD activity over the last year

› of the teachers surveyed, a greater proportion had undertaken literacy related CPD in preparation for Curriculum for Excellence, compared to numeracy and health and wellbeing.

Pupil Questionnaires

The charts in this section show some of the key results from the pupil questionnaires, which were distributed to around 3,000 pupils at each stage. P3 pupils completed a simplified version of the questionnaire, consequently some questions were not answered by P3 pupils.

A newly designed pupil questionnaire was used for the first time in the 2009 SSA. These results will help to build a broad picture of pupils' attitudes to and experiences of learning.

Chart 8 Pupil questionnaires

How good do you think you are in the following areas?

Percentage of pupils responding

Sample: approximately 3,000 pupils per stage
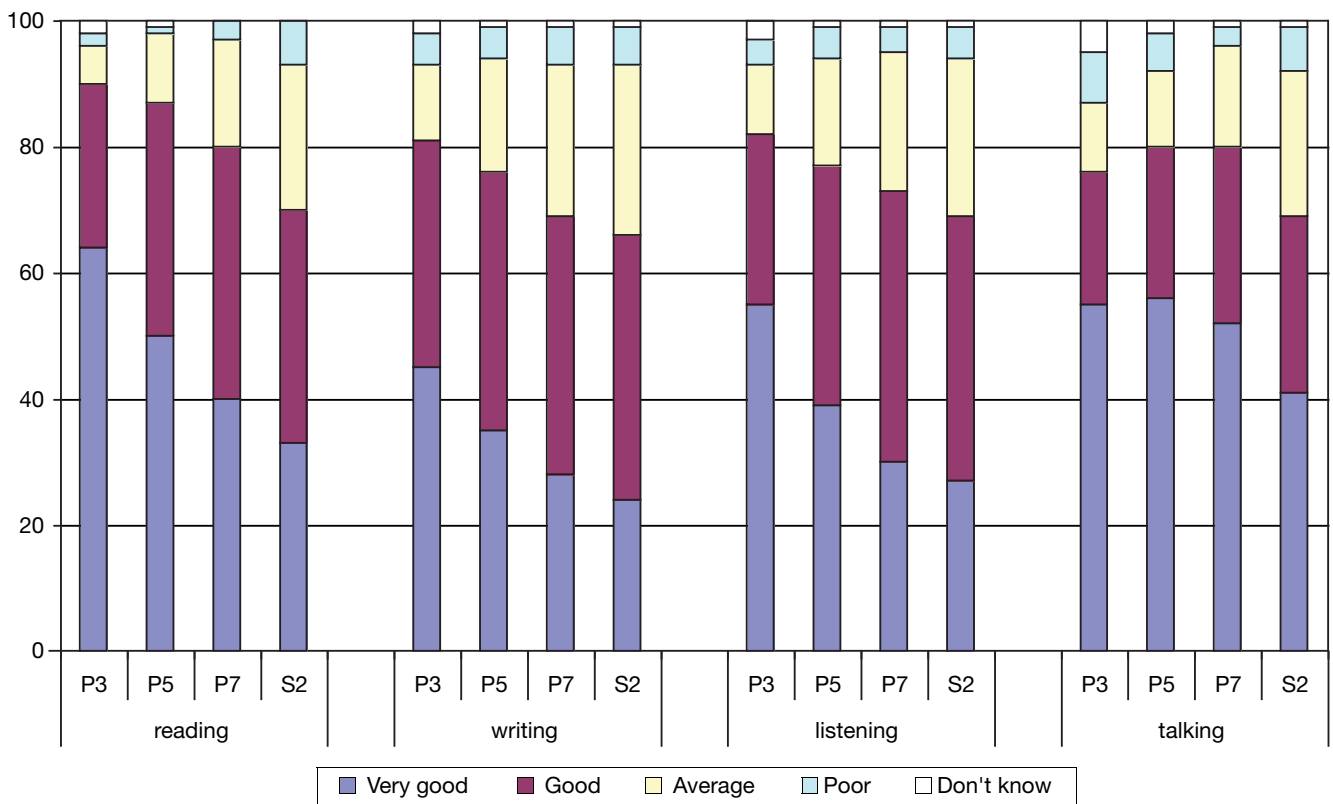
Chart 8 shows that across all areas of literacy, around three-quarters of pupils rated themselves as above average. Pupils' ratings of their ability in reading, writing and listening decreased as they progressed through the stages. The exception to this trend was in talking, where the proportion rating themselves above average showed little change across the primary stages, with a slight drop at S2.

Chart 9 Pupil questionnaire

Pupils' thoughts about reading

Percentage of pupils responding
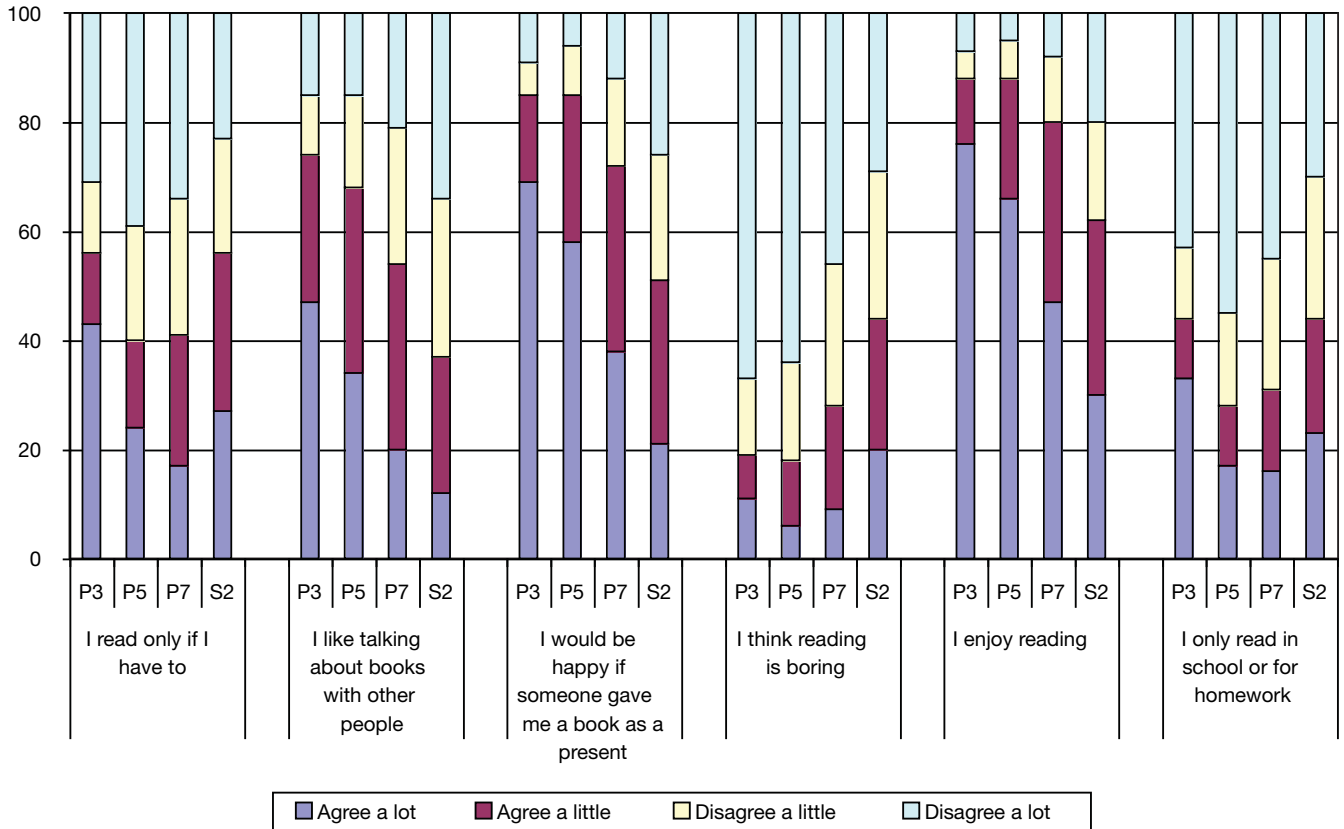
Sample: approximately 3,000 pupils per stage

Chart 9 overall shows a decrease in positive responses about reading through the stages. Agreement with the statement 'I think reading is boring' increased with stage, however most pupils across all stages disagreed with the statement. Around 85 per cent of P3 pupils were in agreement that they would be happy if someone gave them a book as a present. However, this decreased through the stages and only just over a half of S2 pupils agreed.

Chart 10 Pupil questionnaire
Pupils' reading activities outside school
Percentage of pupils responding
Sample: approximately 3,000 pupils per stage

Legend: ■ Very often ■ Sometimes □ Hardly ever
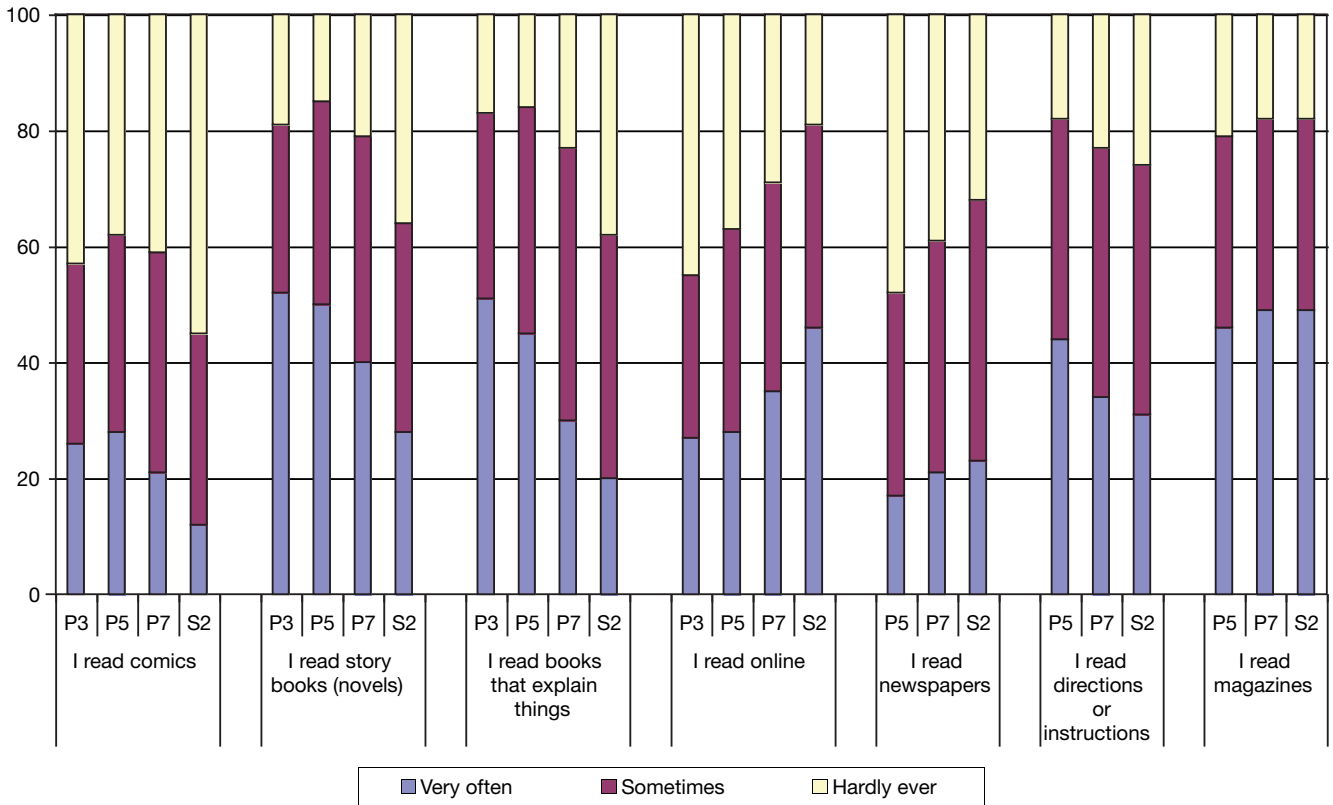
Pupils were asked to rate how frequently they engage in a range of reading activities outside school. The results are shown in Chart 10. According to pupils' responses, reading online and reading newspapers became increasingly frequent through the stages. Across all stages, around 80 per cent of pupils said that they read magazines 'sometimes' or 'very often'. Reading comics, story books or novels, and books that explain things were reported more frequently by pupils in the earlier stages than later stages.
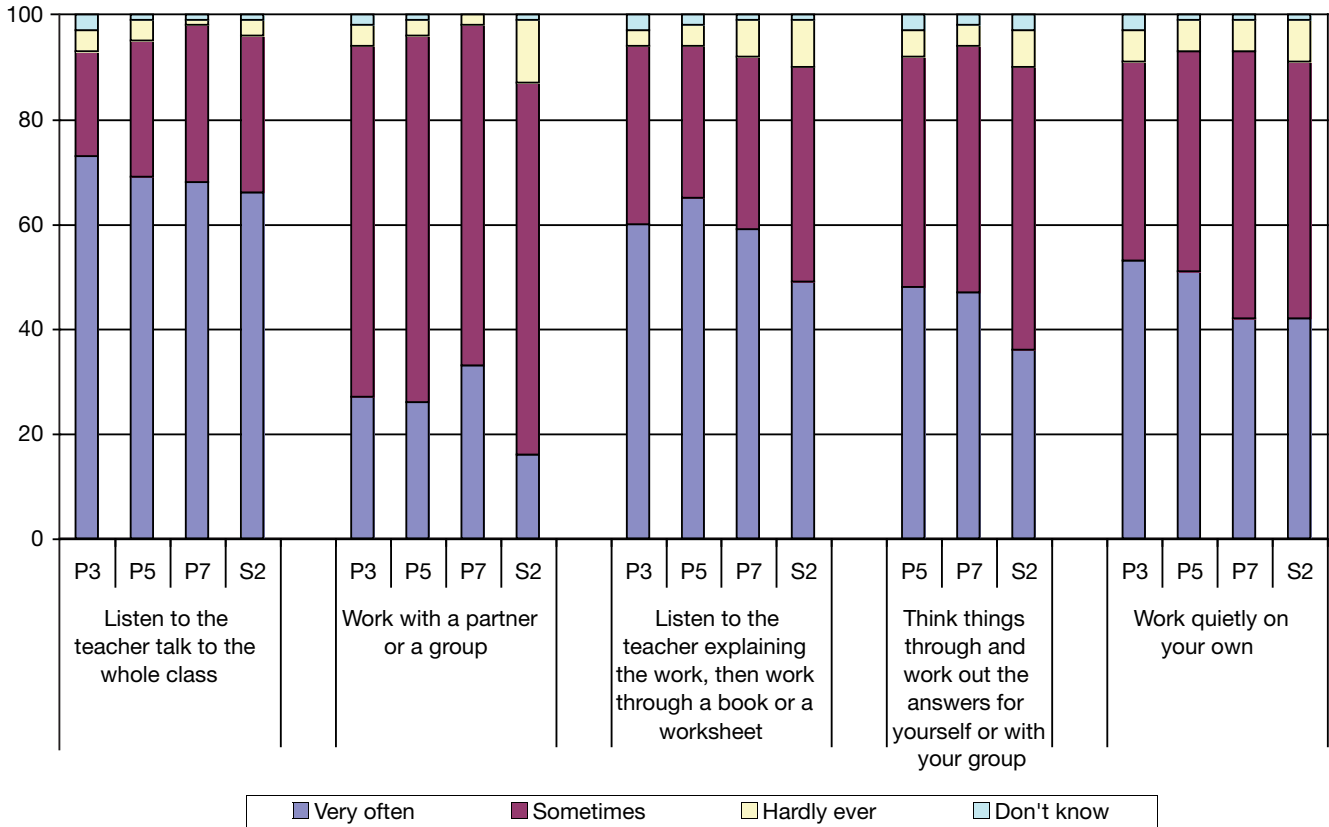
Chart 11 Pupil questionnaire

Lesson Activities

Percentage of pupils responding

Sample: approximately 3,000 pupils per stage

Pupils were asked to rate how often they participate in a range of activities in their lessons at school in general, and about their teachers' behaviour and expectations. The five most common activities according to pupils' responses are shown in Chart 11. Doing work outside the classroom and discussing learning became less frequent between primary and secondary stages.

The majority of pupils at all stages said that their teachers tell them what they are going to learn before they start working, and that they are expected to work hard in classes. Full details of pupils' lesson activities involving learning are available in the supporting evidence.

Chart 12 Pupil questionnaire

Usefulness of school learning in the future

Percentage of pupils responding (P5-S2 only)
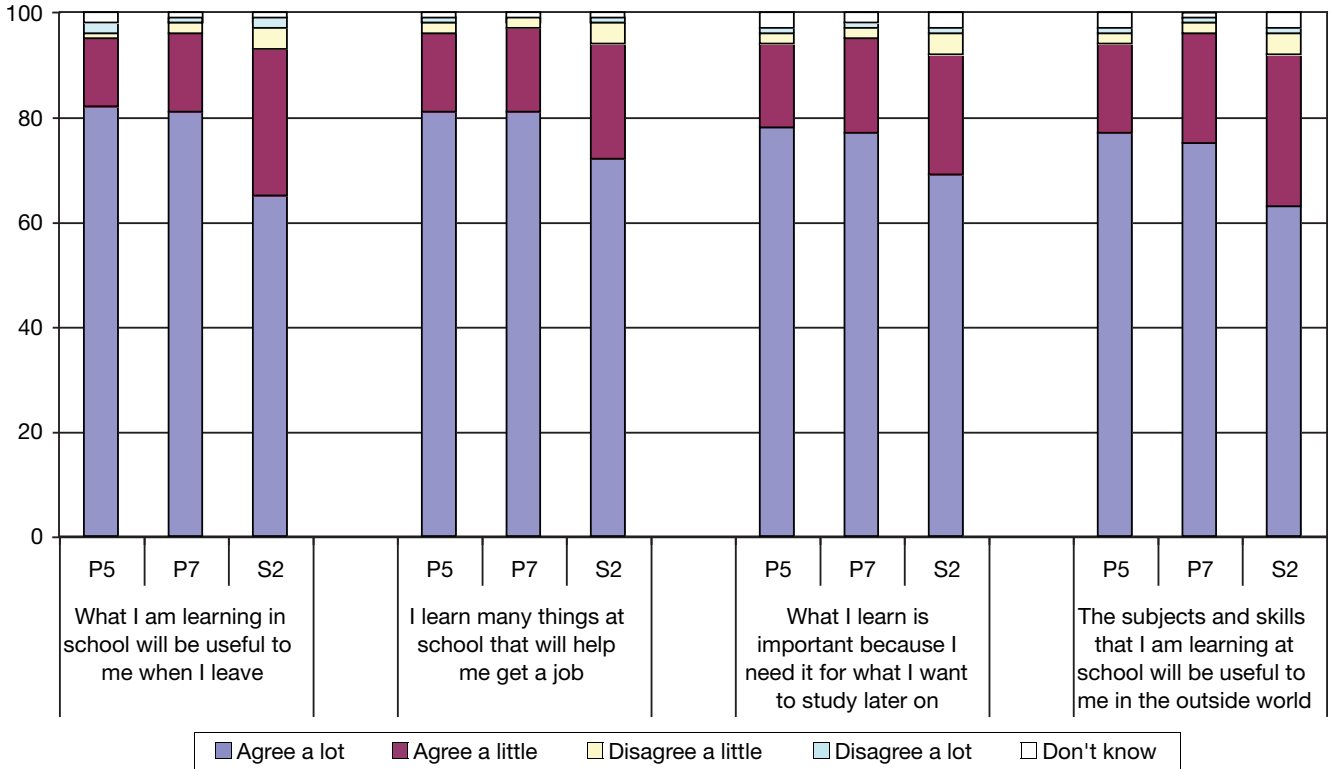*Sample: approximately 3,000 pupils per stage*

Chart 12 shows that almost all pupils from all stages showed some agreement with the statements relating to the future usefulness of what they learn in school. However the proportions of pupils reporting that they 'agree a lot' showed some decline through the stages. Across all questions, a similar pattern of responses can be seen. At P5 and P7, around 80 per cent of pupils agreed with statements relating to usefulness of learning after school, reducing to around two-thirds at S2.

Chart 13 Pupil questionnaire
Attitudes towards learning
Percentage of pupils responding
Sample: approximately 3,000 pupils per stage

Legend: Agree a lot, Agree a little, Disagree a little, Disagree a lot, Don't know
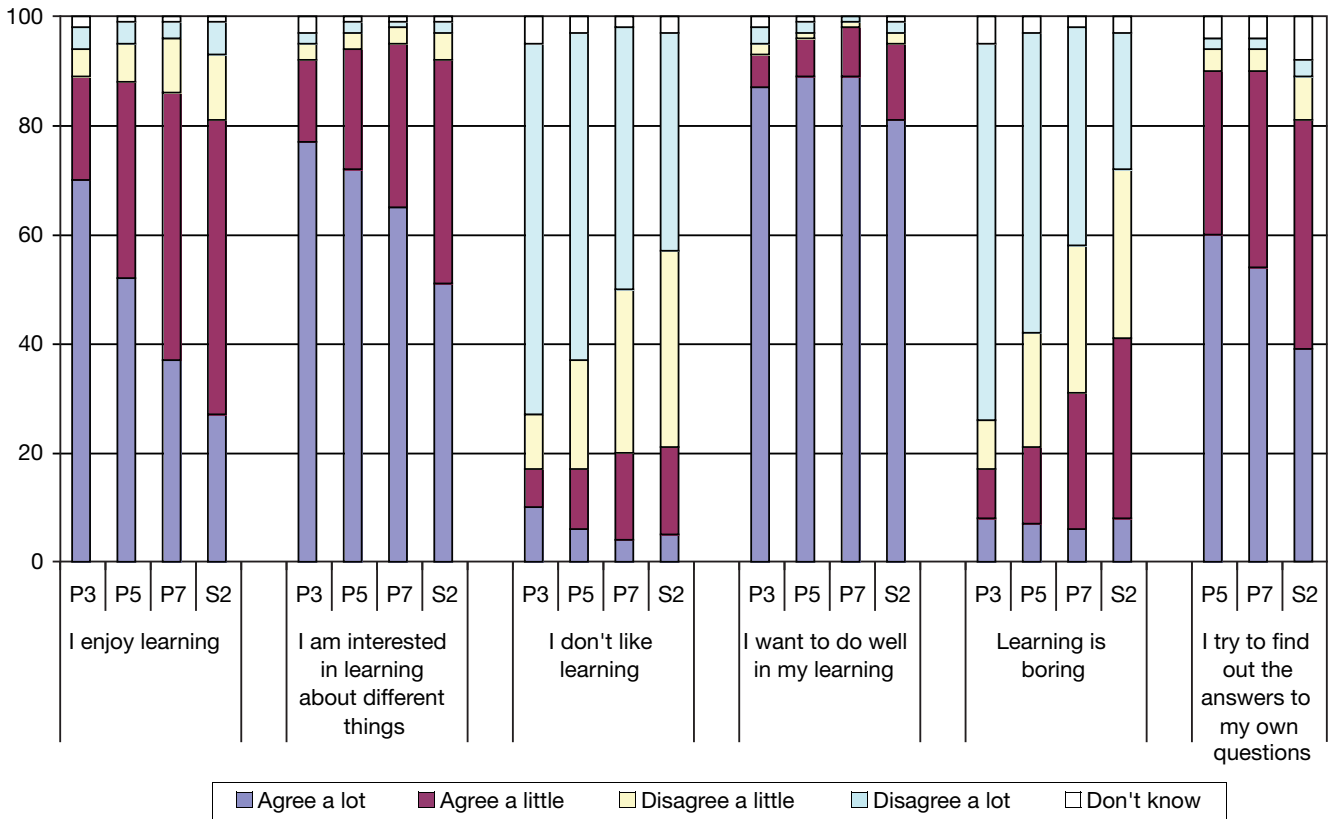
Chart 13 shows that the majority of pupils generally agreed with statements relating to a positive attitude towards learning. Over 80 per cent of pupils across all stages agreed that they enjoy learning. However, the proportion who said 'agree a lot', decreased from around 70 per cent at P3 to under a third at S2. Over 90 per cent of pupils across all stages agreed that they were interested in learning about different things, but the proportion that said 'agree a lot' decreased from around three-quarters at P3 to around a half at S2.

Most pupils disagreed with the statement 'I don't like learning', but the proportion that disagreed a lot decreased from just over two-thirds at P3 to around 40 per cent at S2. A similar pattern was seen on pupils' response to 'learning is boring'; most pupils disagreed with this statement but the proportion of pupils that agreed increased steadily from under a fifth at P3 to over 40 per cent at S2.

The overwhelming majority of pupils reported that they want to do well in their learning; over 80 per cent of pupils across all stages said that they 'agree a lot' with the statement.

Most pupils showed some agreement that they would 'try to find out the answers to my own questions'; but the proportion that agreed a lot decreased through the stages from around 60 per cent at P5 to under 40 per cent at S2.

Chart 14 Pupil questionnaire
Support in school work from a parent/carer
Percentage of pupils responding
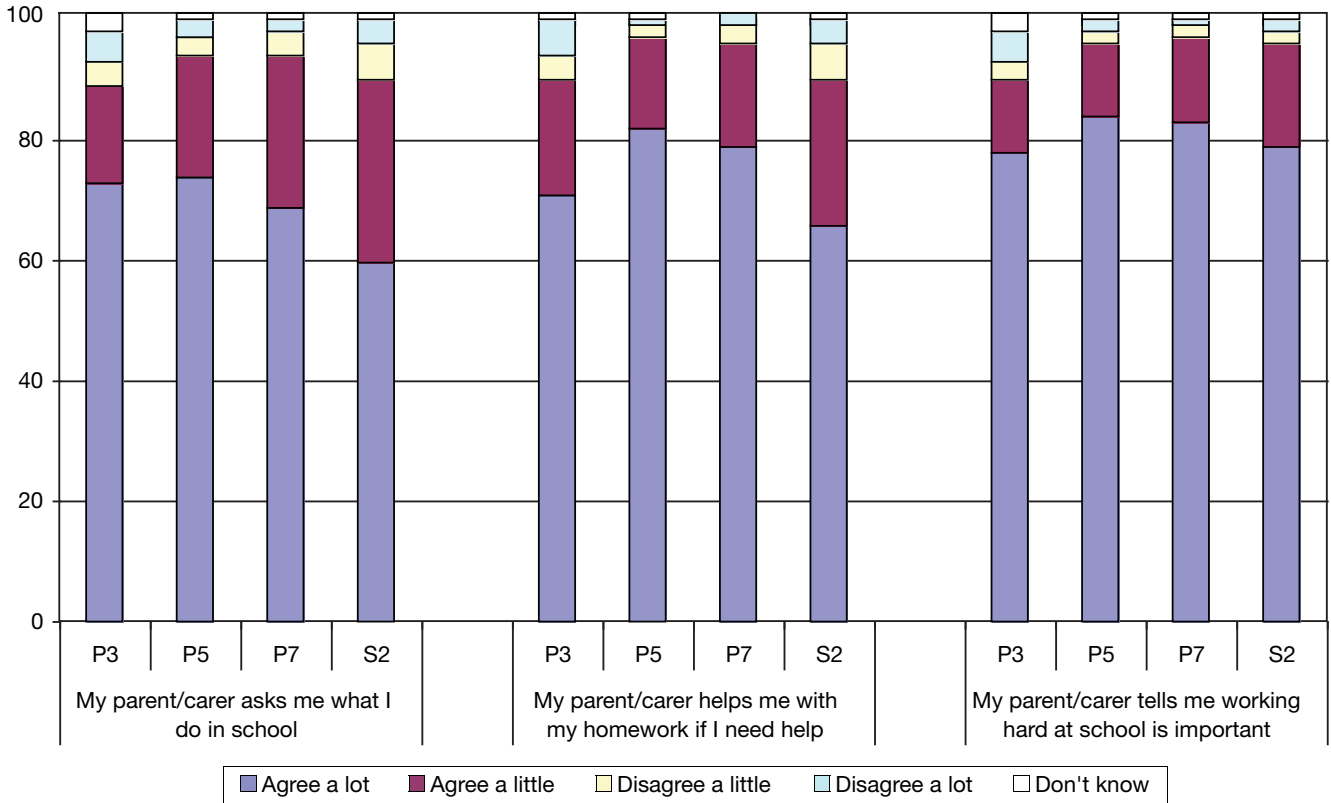*Sample: approximately 3,000 pupils per stage*

Chart 14 shows that around 90 per cent of pupils agreed with positive statements relating to support from parents/carers. The percentage that said they 'agree a lot' with each statement fluctuated from around 60 per cent to over 80 per cent, depending on the stage.

DEPENDABLE EVIDENCE

SHARED STANDARDS

Chart 15 Pupil questionnaire
Pupils' confidence in learning
Percentage of pupils responding
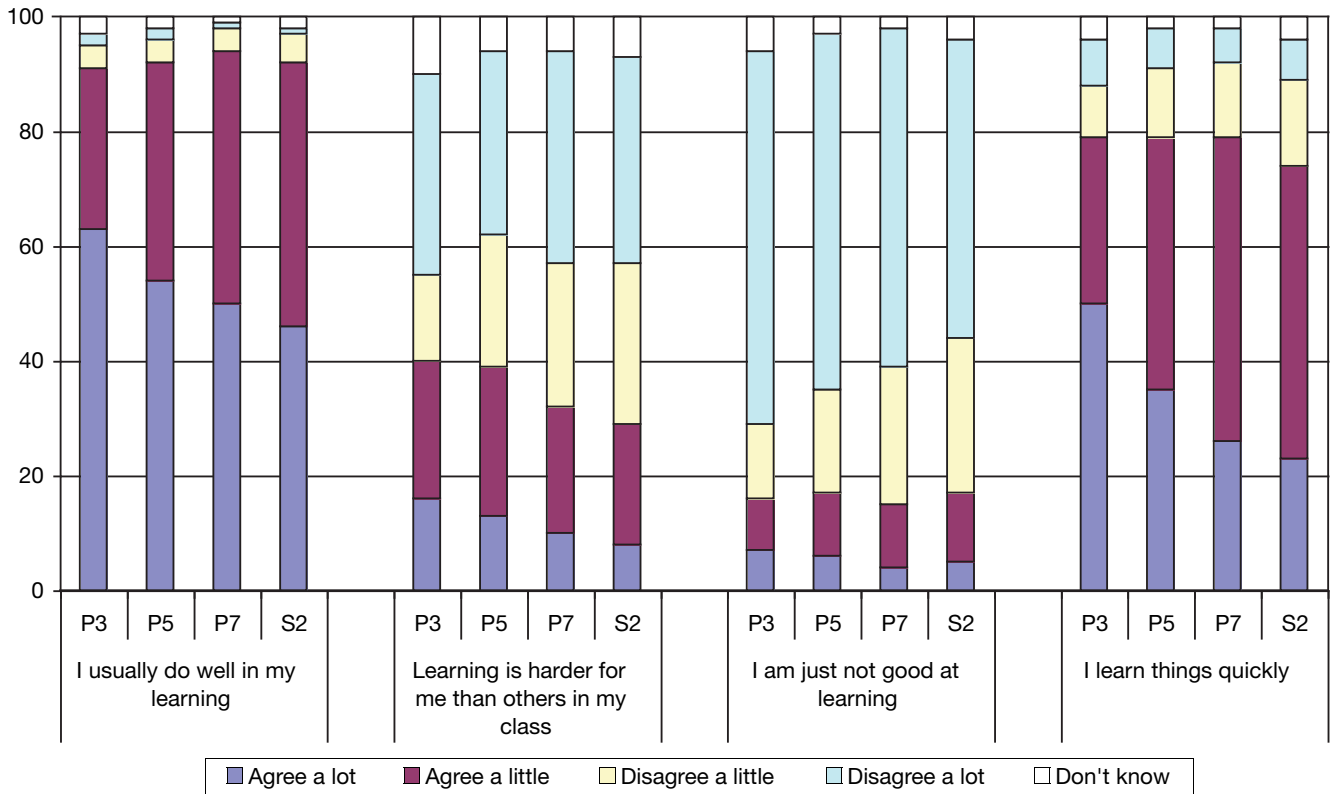*Sample: approximately 3,000 pupils per stage*

Chart 15 shows that although most pupils reported some level of confidence in their learning, there was a general trend of decreasing confidence through the stages. Almost all pupils across all stages reported some agreement with the statement 'I usually do well in my learning'. However, the proportion that said 'agree a lot' decreased through the stages from over 60 per cent at P3 to under half at S2. Declining confidence through the stages was also apparent when pupils rated their agreement with the statement 'I learn things quickly'. The proportion that said 'agree a lot' reduced from a half at P3 to around a quarter at S2.

Most pupils across all stages disagreed with the statement 'I am just not good at learning' although the proportion who reported disagreeing a lot reduced through the stages from P3 to S2.

However, there was evidence of a decrease through the stages in the proportion of pupils who agreed with 'Learning is harder for me than others in my class'. Less than a third of S2 pupils agreed with the statement, compared to around 40 per cent of P3 pupils.

Teacher Questionnaires

All sampled pupils' primary teachers and S2 teachers of English language were asked to complete a questionnaire exploring their attitudes and experiences of learning and teaching. The charts below show some of the key findings from this enquiry. Just over 300 teachers completed the questionnaire in each of the primary stages, and almost 600 teachers at S2. This is around two-thirds of the questionnaires distributed at each stage. Full results are available in the supporting evidence.

Gender

Over 90 per cent of the teachers completing the questionnaire at primary stages were female. At S2 70 per cent were female. Across the stages the proportion of male teachers increased from around five per cent at P3 to nearly 15 per cent at P7.

Teaching Experience

Results showed a fairly consistent profile of experience across the stages. The majority of teachers responding had been teaching for more than five years.

Continuing Professional Development (CPD)

Teachers were asked a number of questions relating to the types of CPD activities they were engaging in, the frequency of engagement and the impact on their teaching. Almost all respondents had engaged in at least two CPD activities in the last 12 months.

DEPENDABLE EVIDENCE

SHARED STANDARDS

Chart 16 Teacher questionnaire

CPD activities and impact ratings

Percentage of teachers responding
Sample: approximately 300 primary and 600 secondary teachers per stage

| High impact | Not high impact |
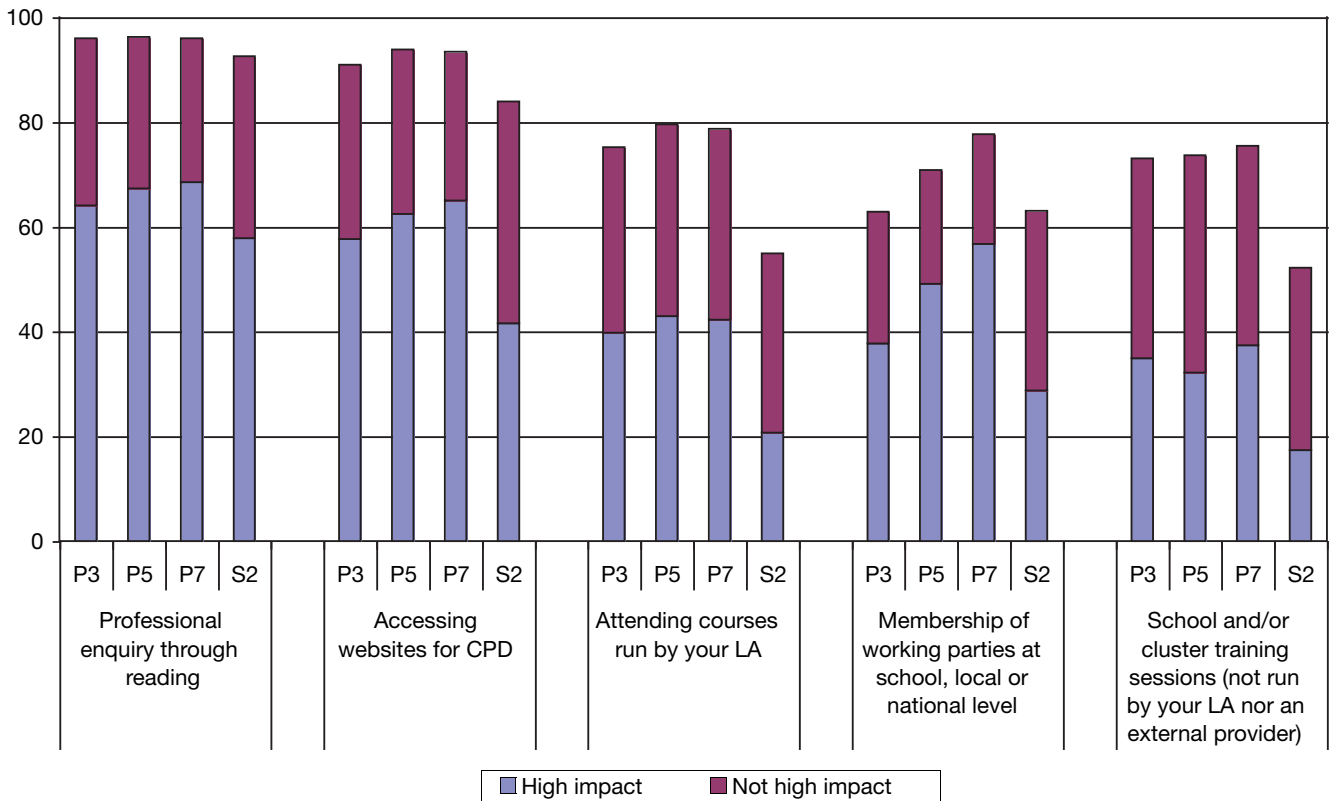
Note: Top activities were based on the proportion of all teachers who said they had participated at least twice in the past 12 months.

Chart 16 summarises the most popular CPD activities engaged in by teachers and whether they rated the activity as high impact. Among the top five CPD activities, the overall percentages of teachers that said they had engaged in the activity at least twice over the past year ranged from around 95 per cent for 'Professional enquiry through reading', to around 65 per cent of teachers for 'School/cluster training sessions'. Of those participating in the most popular CPD activities, around two-thirds reported that professional enquiries through reading had a high impact on their teaching. However, this proportion reduced to under a half for certain school or cluster training sessions.

Full details of teachers' responses relating to CPD activities engaged in and their impact on teaching are available in the supporting evidence.

CPD for Curriculum for Excellence

Teachers were asked which activities they had used in taking forward their CPD for Curriculum for Excellence over the last 12 months. They were asked to answer separately for literacy, numeracy, and health and wellbeing. Chart 17 summarises the most popular Curriculum for Excellence CPD activities for literacy, numeracy and health and wellbeing.
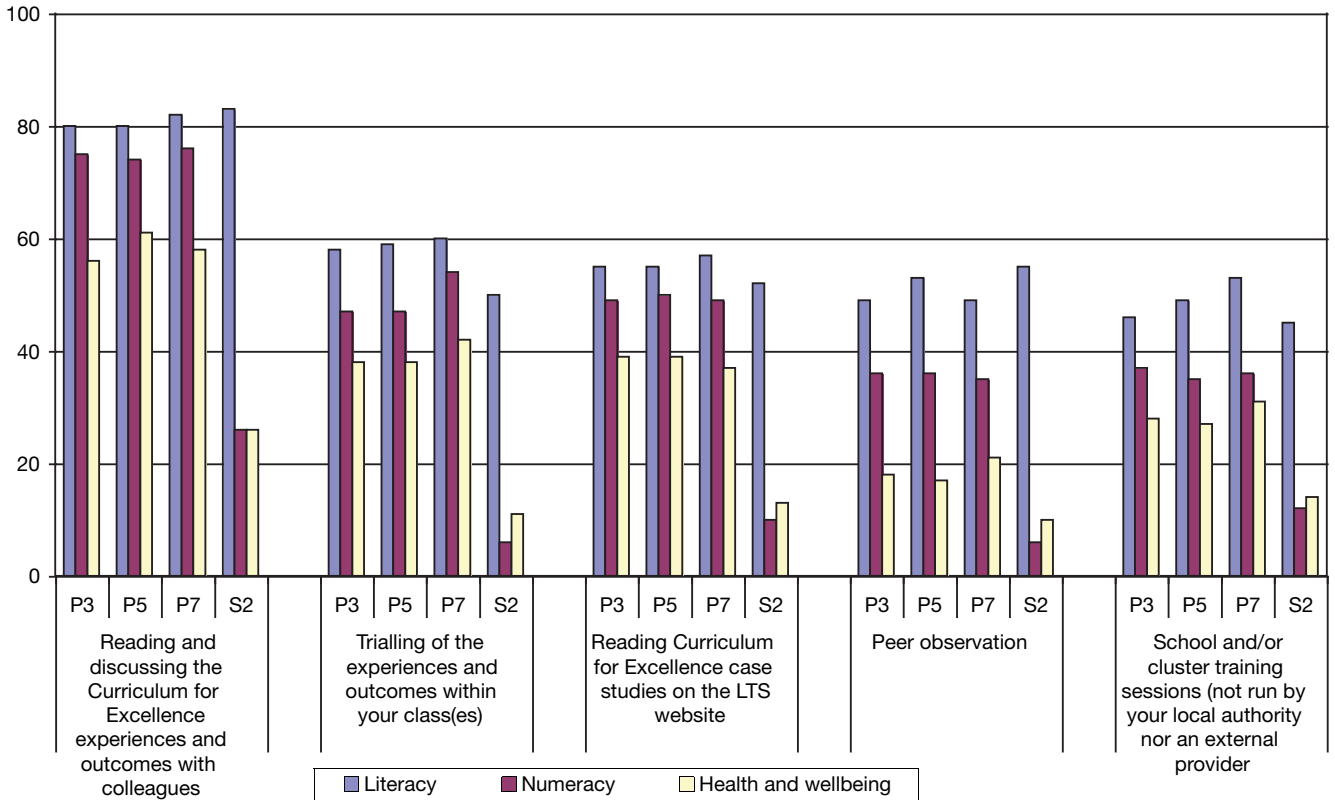
Chart 17 Teacher questionnaire

Curriculum for Excellence CPD for Literacy, Numeracy and Health and Wellbeing

Percentage responding that the activity had been used in the past 12 months to take forward CfE CPD

Sample: approximately 300 primary and 600 secondary teachers per stage

Note: Top activities based on the proportion of all teachers who said they had engaged in them to take forward CPD for CfE

Across all stages and activities, a greater proportion of teachers had undertaken literacy related CPD compared to both numeracy and health and wellbeing. This was particularly noticeable among S2 teachers, which is perhaps a reflection of the fact that respondents were English language teachers. For example, on the most popular CPD activity (Reading and discussing the CfE experiences and outcomes), over 80 per cent of S2 teachers engaged in this activity in relation to literacy whereas just over a quarter of teachers did so in relation to both numeracy and health and wellbeing.

Pupil Attitude

Teachers were asked to rate their pupils' motivation to learn, behaviour in class, and lesson attendance.

At least 90 per cent of teachers at all stages reported that their pupils' lesson attendance, behaviour in class, and motivation to learn were either 'good' or 'very good'. At S2, there were higher proportions of teachers reporting 'poor' or 'very poor' for all three of these aspects of pupil attitude compared to the primary stages.

Pupil Assessment

Teachers were asked a number of questions to investigate how they assessed the reading and writing skills of their pupils. The results show that there was very little variation between stages and so they have been reported together in the following chart.

Chart 18 Teacher questionnaire

Assessment methods used and opportunities provided

Percentage of teachers responding

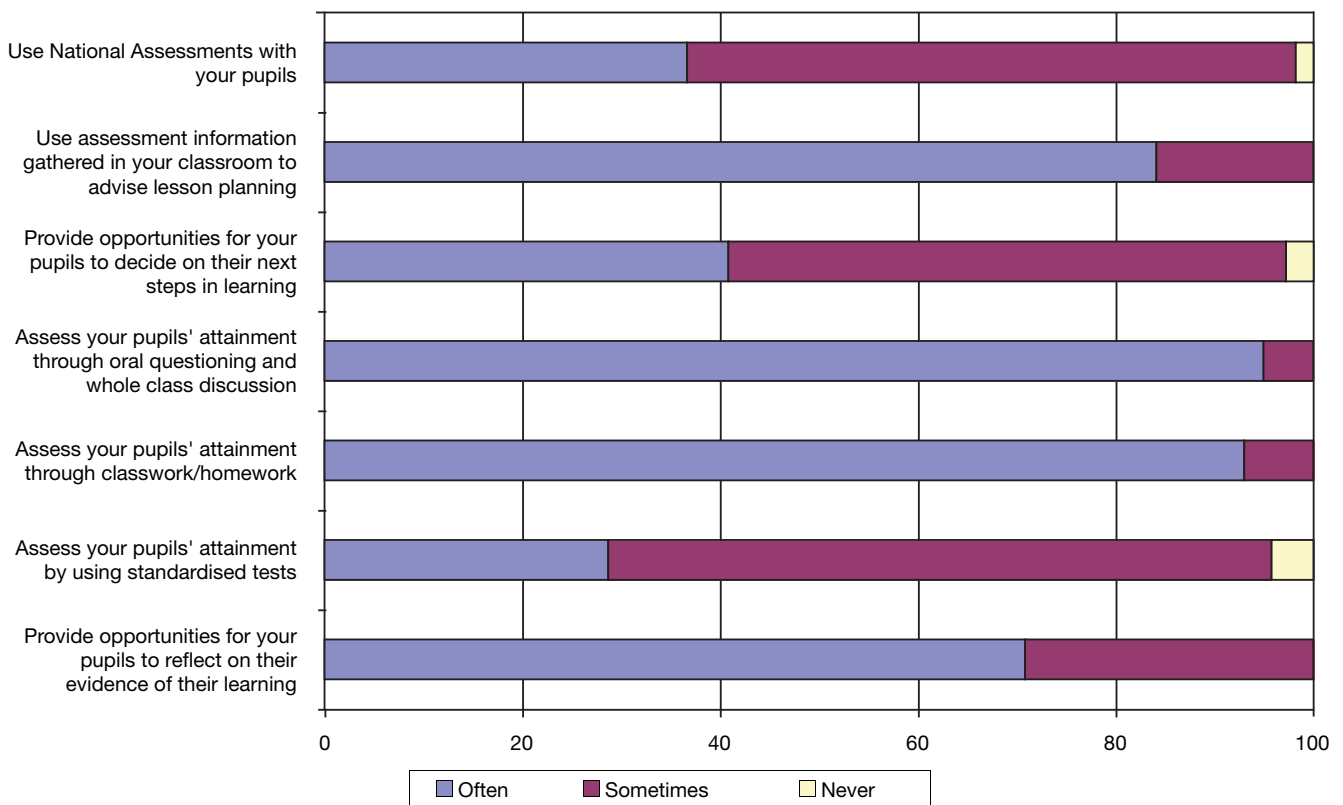*Sample: approximately 300 primary and 600 secondary teachers per stage*

Chart 18 shows that over 90 per cent of all teachers 'often' assess their pupils' attainment through class work and homework. A similarly high proportion 'often' assess their pupils' attainment through oral questioning and whole class discussion, as well as using assessment information gathered in the classroom to advise lesson planning. All teachers at least 'sometimes' provided the opportunity for their pupils to reflect on evidence of their learning.

Around two-thirds of teachers 'sometimes' assess their pupils' attainment using standardised tests. The vast majority of the remainder do it more regularly. This is similar to the results for teachers providing opportunities for their pupils to decide their next steps in learning. Again, the majority of teachers did this at least 'sometimes'.

For reading, nearly all teachers at primary stages reported that 'the majority' or 'almost all' results agreed with their judgements. This proportion was slightly lower for S2 teachers. For writing, these proportions were broadly similar across all stages when compared with the agreement levels for reading.

Lesson Activities

Teachers were asked a series of questions on the activities taking place during lessons. Chart 19 shows the most common activities as reported by teachers. When these results are compared with pupils' responses on activities during classes (Chart 11), there are some activities that both pupils and teachers reported as occurring frequently in classes. These included being taught or spoken to as a whole class, working with partners or group discussion and working quietly on their own.

Chart 19 Teacher questionnaire

Pupils' activities in lessons

Percentage of teachers responding

Sample: approximately 300 primary and 600 secondary teachers per stage
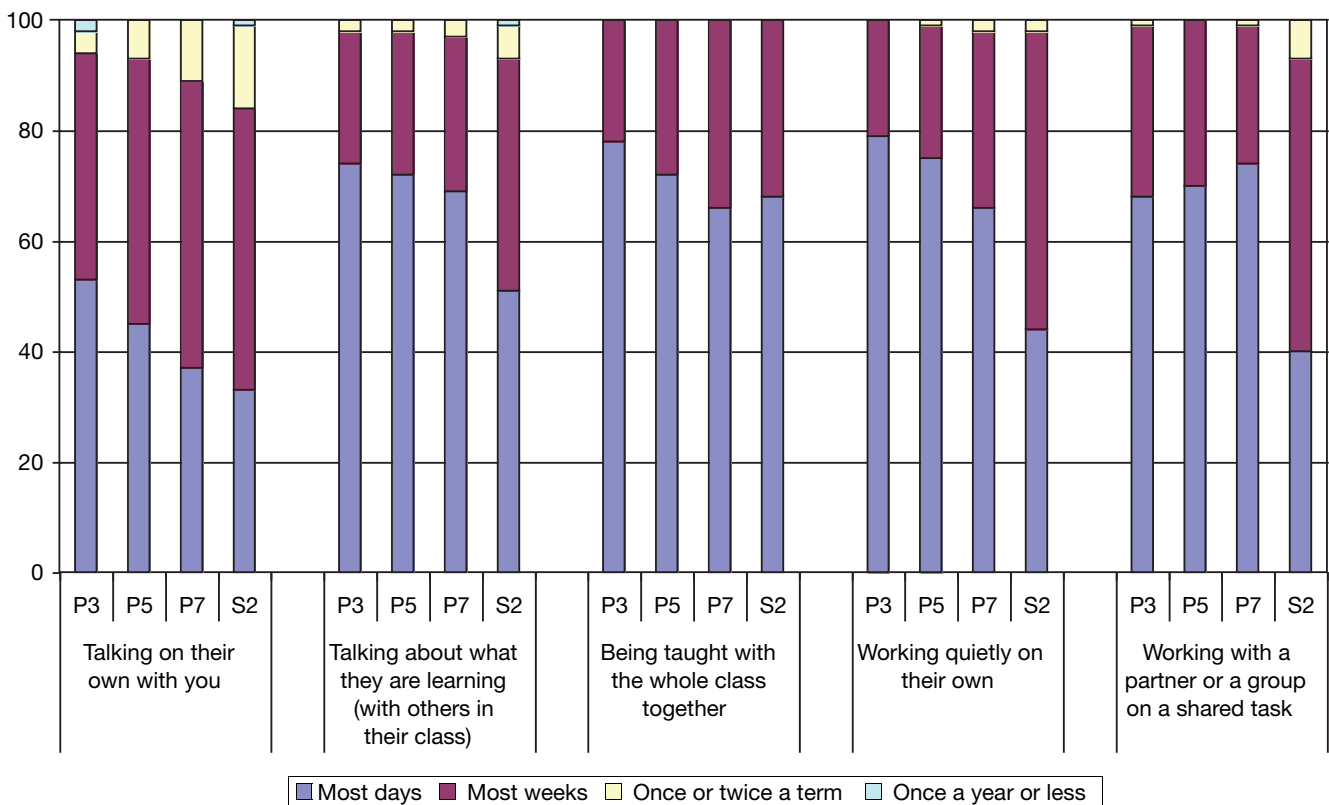
Resources

Teachers were asked a series of questions on the resources they use when teaching.

Across all stages the frequency of teachers using the 5-14 National Guidelines varied between 'once or twice a term' up to 'most days'. With regards to other nationally available advice on websites, e.g. LTS, HMIE, SQA, Scottish Government, General Teaching Council for Scotland (GTCS), the vast majority of teachers made use of these 'most weeks' or 'once or twice a term'.

Chart 20 Teacher questionnaire
Resources used for CfE
Percentage of teachers responding
Sample: approximately 280 primary and 530 secondary teachers per stage
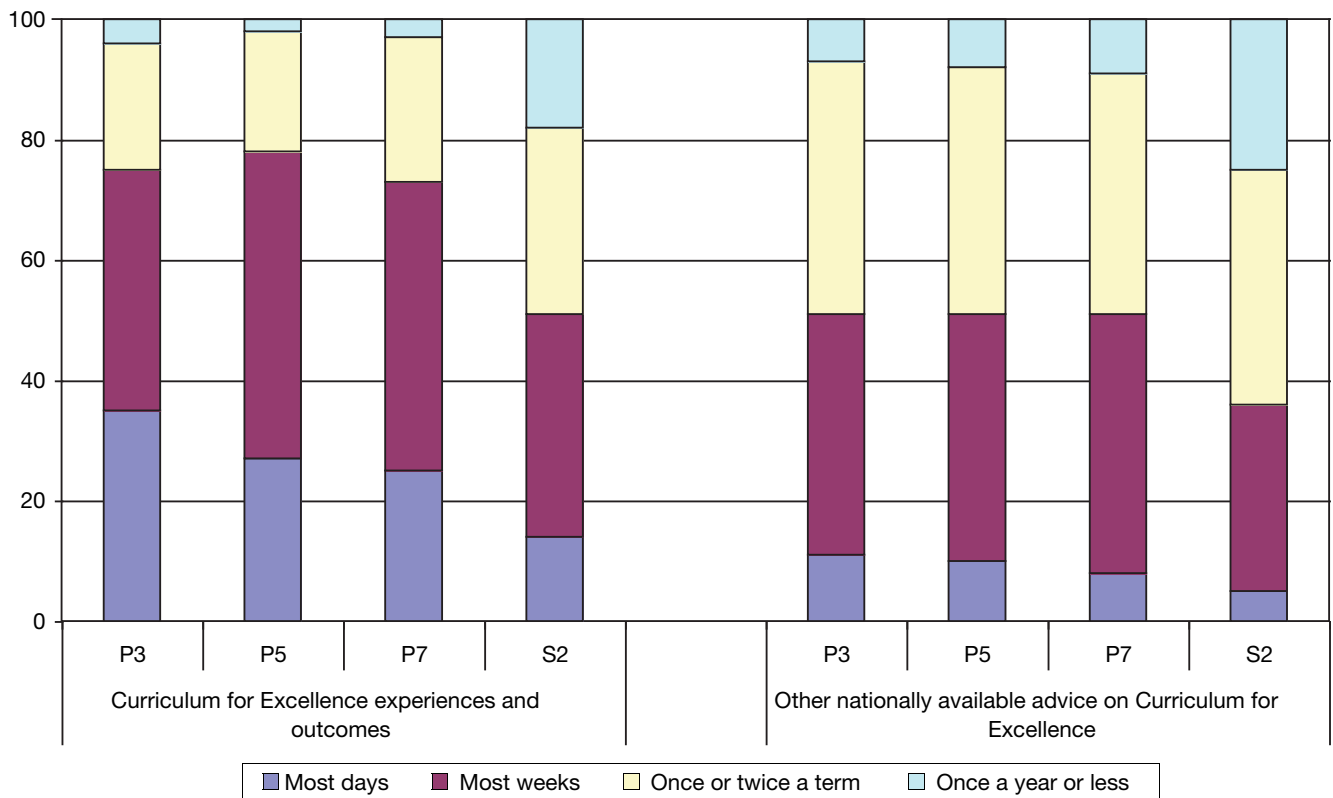
Two questions, which had a particular focus looking forward to the introduction of Curriculum for Excellence (CfE), asked teachers how often they used CfE experiences and outcomes or other nationally available advice on CfE when teaching. The results for these two questions are summarised in Chart 20. With regards to the use of the CfE experiences and outcomes, around three-quarters of primary teachers used them at least 'most weeks', while a half of S2 teachers used them at most 'once or twice a term'. Also, the vast majority of primary teachers accessed other nationally available CfE advice 'most weeks' or 'once or twice a term'. This dropped to around 70 per cent for S2 teachers with a further quarter of S2 teachers only accessing it 'once a year'.

Want to know more?

The SSA in Scottish Schools

If you would like more information about how the survey works, please visit Learning and Teaching Scotland's assessment website at www.ltscotland.org.uk/assess/of/ssa or the Scottish Government's website at http://www.scotland.gov.uk/stats/bulletins/00802

International Studies

If you would like to learn more about related international studies on educational attainment including Scotland, please visit www.scotland.gov.uk/Topics/Education/Schools/Excellence/IE

Statistics on Scottish Education

Other statistics about Scottish education are available from the Scottish Government website at http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education