General Teaching Council for England

Survey of Teachers 2004-06 Report on trend data

John Ashby

April 2007

1: Introduction

The GTC has commissioned a survey of a sample of 10,000 teachers drawn from the GTC Registration database during the last three consecutive years. A representative sample has been achieved in each of the three surveys. Questions about the usefulness of a range of national initiatives and government policies in education and also questions about teachers' continuing professional development (CPD) have appeared in three surveys. Questions about the use of pupil performance data and teachers' planning, preparation and assessment time (PPA) have appeared in two of the surveys, those carried out in 2005 and 2006. This means that for some questions there exists three years of data and for others, two years. Table 1 identifies the questions that have appeared in three surveys and those that have appeared in two along with the topics that they address.

Table 1: The questions that have appeared in two or more GTC annual survey of teachers

Question topic	Question number		
	2004	**2005**	**2006**
Whether professional development needs have been met 12 months prior to the survey	4	9	7b
CPD experienced in 12 months prior to the survey	3	8	7a
CPD needs for the 12 months following the survey		11	8
Use of pupil performance data		4	9
The ethos and operationalisation of CPD in respondents' schools		12	10
Preparation Planning and Assessment time		16	14
National initiatives & government policies	14	17	20

Some questions were carried over from one survey to the next without any changes to their content. However, it was necessary to modify others either to improve their focus or to keep up to date with the usage of terminology. Changes were made only where it was absolutely necessary and were kept to a minimum within any question. Nevertheless, trends need to be interpreted with caution where questions have undergone any modification.

2: Whether professional development needs have been met 12 months prior to the relevant survey

This section begins with an explanation of the question that appeared in all three surveys and this is followed by an examination of the trends over the three years.

This question has appeared in exactly the same form in all three surveys.

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

Teachers were asked to respond by ticking one of three choices, *Yes, fully; Yes, to some extent; No*.

Over the three year period there has been a modest rise of four per cent in the numbers of respondents that have indicated that their needs have been met fully and over the same period there has been a commensurate drop of four per cent in the numbers of respondents that have indicated that their needs have not been met. The numbers of respondents that have indicated that their professional development needs have been met in part has remained level.

In rounded terms, taken over the three years, three-fifths (57%) of teachers felt that their professional development needs had been met in part. There was a two per cent year-on-year increase of those who felt their professional development needs had been met in full. Thus, by 2006 one-quarter (24%) felt that their CPD needs had been met in full. There was a year-on-year decrease of those who felt that their needs had not been met. By 2006 one-fifth (19%) felt that their needs had not been met. The full data are given in Table 2 in the appendix and illustrated in Figure 2.1.

Figure 2.1: Whether professional development needs have been met in the 12 months prior to the survey
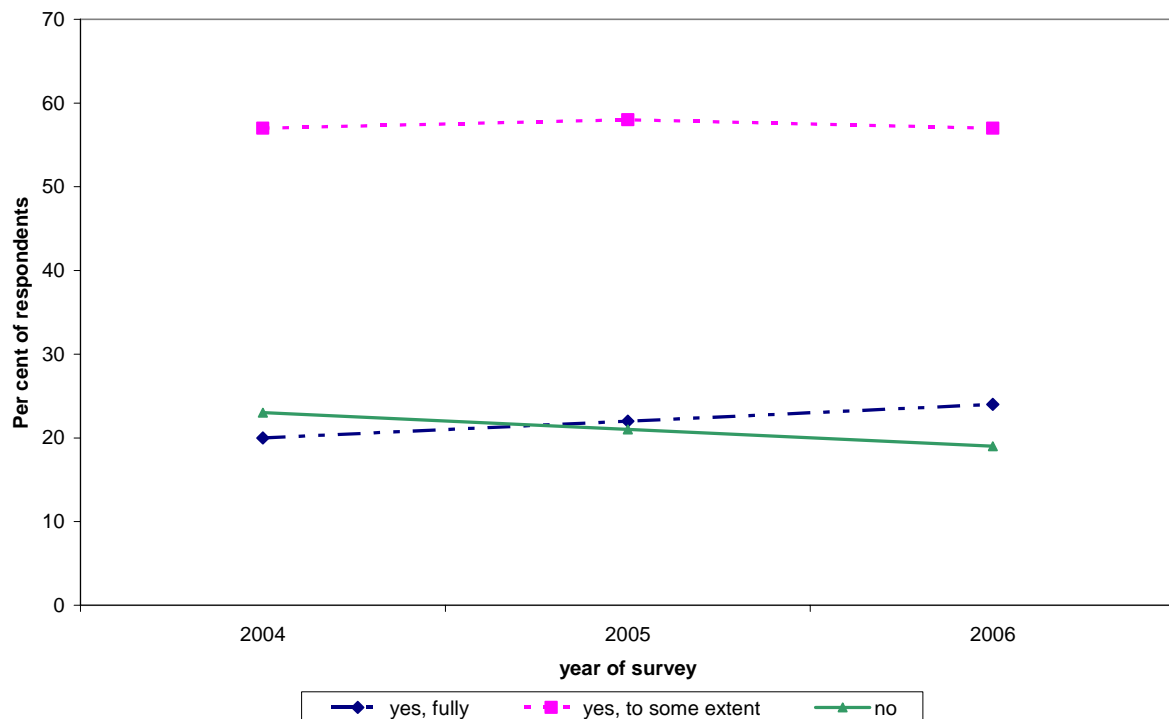
3: CPD experiences in 12 months prior to the relevant survey

This section begins with an explanation of the question that asked teachers about their CPD activities. The question appeared in all three surveys. This is followed by an examination of the trends across all of the CPD activities and then there is a consideration of the trends for each individual activity.

3.1 The nature of the question asked

Teachers were asked to indicate the types of CPD activities that they had experienced during the 12 months preceding the relevant survey. The question contained a list of CPD activities and teachers were asked to indicate the frequency with which they had accessed each activity, whether it was *frequently; occasionally;* or *not in the last 12 months*.

There are ten CPD activities within this question. One activity did not appear in 2004 and changes were made to the wording of two other activities. The remaining seven activities appeared unchanged in each of the three surveys 2004 to 2006. The details are given below.

How often have you experienced each of the following professional development activities in the last 12 months?

> *I have experienced being a mentor or coach.* (This did not appear in the 2004 survey)
> *I have experienced being supported by a mentor or coach.*
> *I have experienced collaborative learning with other colleagues in my school.*
> *I have experienced collaborative learning within a network of schools.*
> *I have experienced taking an active part in school self-evaluation processes.*
> *I have experienced participating in collaborative enquiry e.g. school or cluster-based project investigating particular aspects of teaching and learning.*
> (In 2004 and 2005 this statement appeared as: *I have participated in collaborative enquiry and problem solving.*)
> *I have experienced engaging with subject or specialist associations.*
> *I have experienced participating in external courses.*
> *I have experienced taking a secondment or sabbatical.*
> *I have experienced undertaking classroom or school based research.*
> (In 2004 and 2005, this statement appeared as: *I have participated in action research.*)

3.2 A comparison of the mean frequencies of teachers' experiencing the different types of CPD activity over three years.

The mean frequency for respondents accessing each activity frequently or occasionally was calculated 1) over the three year period for the activities that appeared in identical form in all three surveys; 2) over a two year period for the two activities that were changed in one of the three years; and 3) over a two year period for the one activity that appeared in only two of the surveys. Figure 3.1 shows the mean frequencies in rank order.

Figure 3.1: Mean frequencies of respondents accessing CPD activities frequently or occasionally over three years
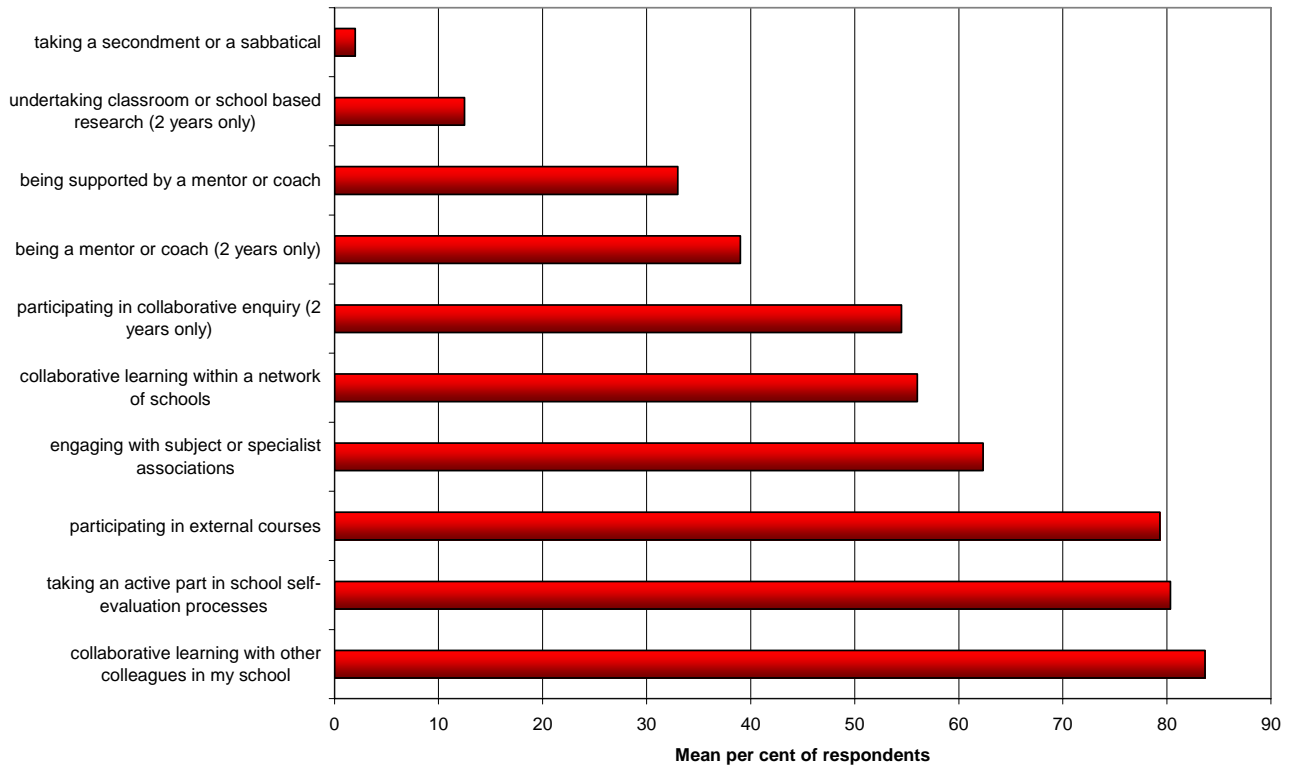

The proportions give a clear indication of the volume and nature of CPD activity over the three years 2004 to 2006. There are substantial mean per cents of respondents in the categories, participating in collaborative learning with other colleagues in the same school; taking an active part in school self-evaluation process and participating in external courses. A mean of around 60 per cent is associated with engaging with subject or specialist associations and means of around 50 per cent are associated with participating in collaborative learning within networks of schools and participating in collaborative enquiry. Thus, in six out of the ten activities, substantial proportions of teachers were involved over the three years.

3.3 Changes in the frequencies of teachers accessing different CPD activities over three years.

3.3.1 Activities showing a net increase

Six of the ten activities show a net increase in the frequencies of teachers frequently or occasionally accessing them. Figure 3.2 illustrates this.

Figure 3.2: Year-on-year frequencies of respondents frequently or occasionally experiencing CPD activities for those activities whose frequencies show a net increase.
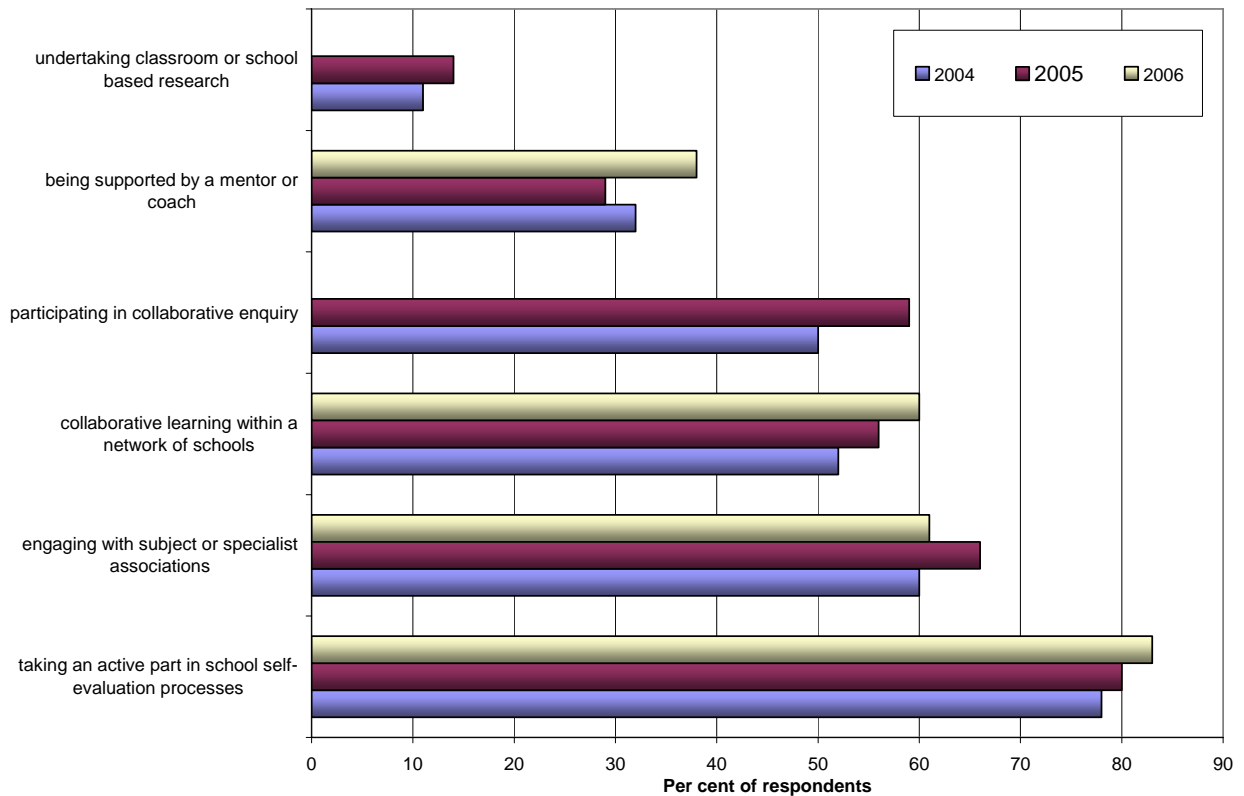

Some activities such as, taking an active part in school self-evaluation processes and collaborative learning within a network of schools, show an increase in frequencies for each successive year. Whereas, the activity, engaging with subject or specialist associations, shows a big increase from 2004 to 2005 and then a decrease from 2005 to 2006 almost but not quite back to its 2004 level. The pattern for being supported by a mentor or coach is the opposite whereby there is a decrease from 2004 to 2005 followed by a substantial increase in 2006.

3.3.2 Activities showing no net increase or decrease and activities showing a net decrease

There is just one activity; collaborative learning with other colleagues in my school, that shows a net decrease, which was four per cent from 2004 to 2006. In rounded terms and allowing for margins of error, the remaining three of the ten activities show no net increase or decrease. Figure 3.3 illustrates these percentages.

Figure 3.3: Year-on-year frequencies of respondents frequently or occasionally experiencing CPD activities for those activities whose frequencies show no net increase or decrease or no net decrease.
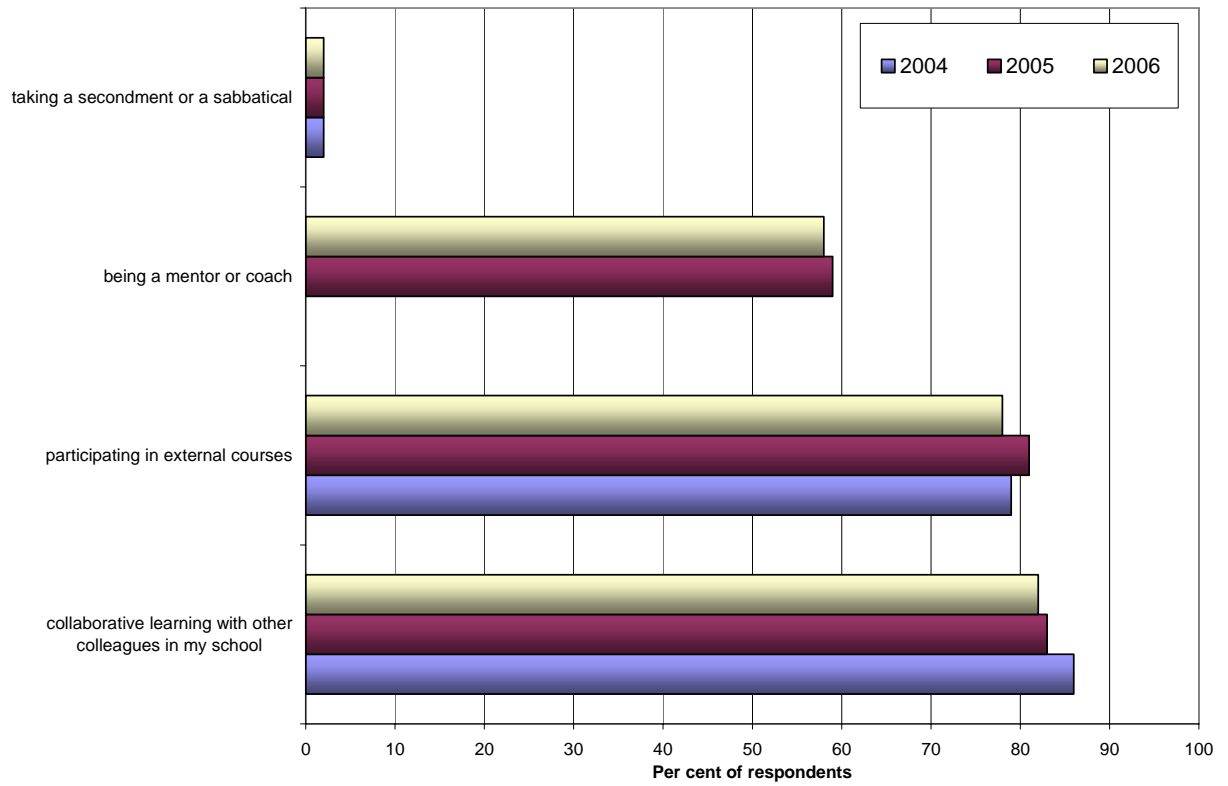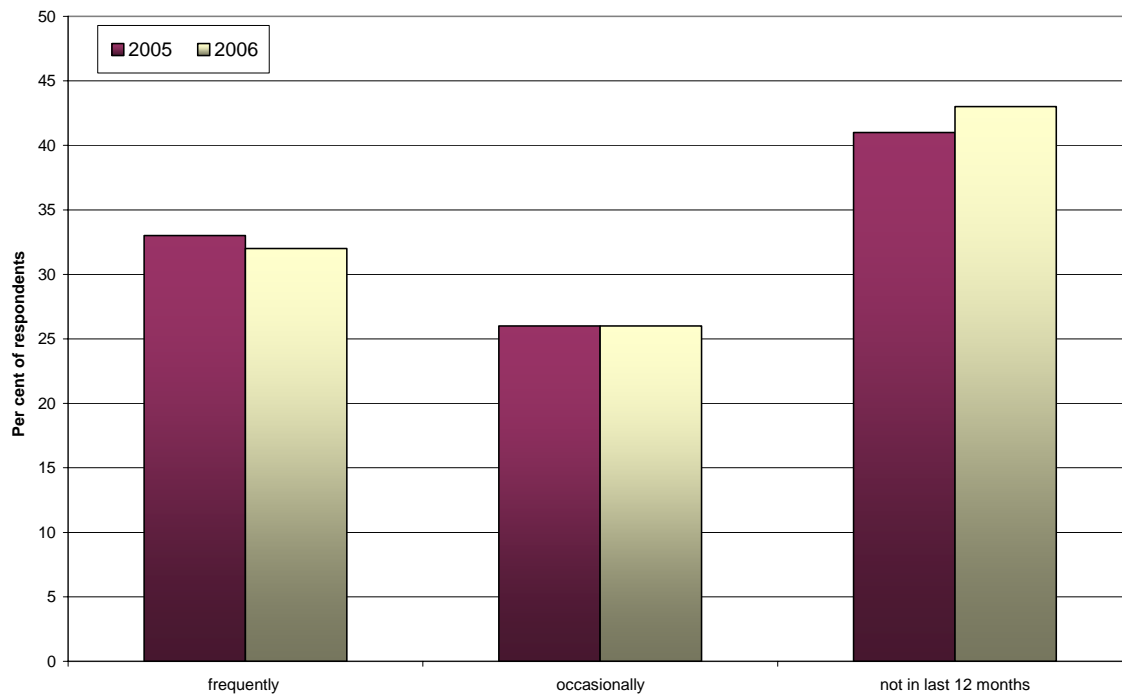
3.4 The trends for each individual activity

3.4.1 The frequencies of respondents' experiences of being a mentor or coach

How often have you experienced each of the following professional development activities in the last 12 months?

> *I have experienced being a mentor or coach.*

This option did not appear in the 2004 survey. From 2005 to 2006 there was very little change. In rounded terms, one third frequently experienced being a mentor or coach and one quarter occasionally had this experience. During the same period two-fifths did not experience this role. Figure 3.4 illustrates the details and the full data are given in Table 3.1 in the appendix.

Figure 3.4: The frequencies of respondents' experiences of being a mentor or coach in the 12 months prior to the relevant survey


3.4.2 The frequencies of respondents' experience of being supported by a mentor or coach

How often have you experienced each of the following professional development activities in the last 12 months?

> *I have experienced being supported by a mentor or coach.*

Overall from 2004 to 2006 there was an increase of six per cent in the proportion of teachers being frequently or occasionally supported by a mentor or coach. Year-on-year there was a dip from 2004 to 2005 followed by a rise from 2005 to 2006. In rounded terms three-tenths received support frequently or occasionally in 2004 and 2005, rising to two-fifths in 2006. The full data are given in Table 3.2 in the appendix and illustrated in Figure 3.5.

Figure 3.5: The frequencies of respondents' experiences of being supported by a mentor or coach in the 12 months prior to the relevant survey
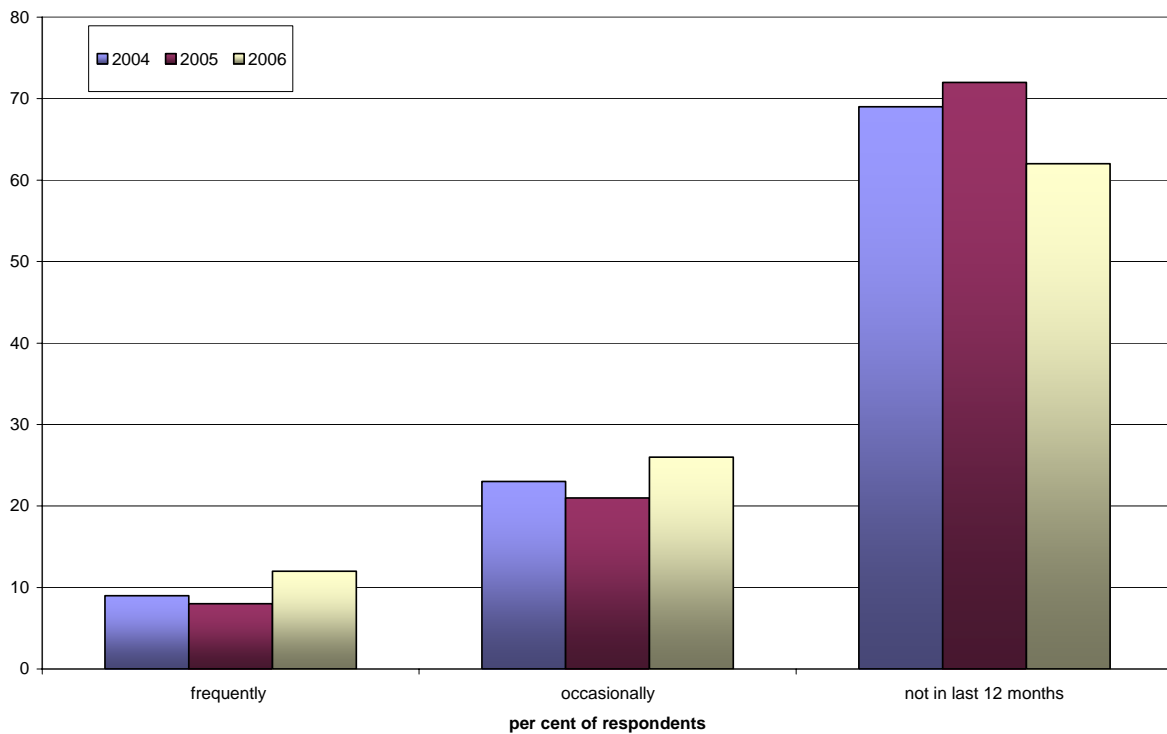
The proportion of teachers that have frequently been supported by a mentor or coach showed hardly any difference from 2004 to 2005 and then rose by 4 per cent from 2005 to 2006. Whereas, the proportion of teachers that have occasionally been supported in this way showed a small decrease of 2 per cent from 2004 to 2005, followed by an increase of 5 per cent from 2005 to 2006. The percentages are illustrated in Figure 3.5.

In rounded terms, one-tenth frequently had this support in all three years and one-fifth occasionally had such support from 2004 and 2005 rising to over one-fifth in 2006.

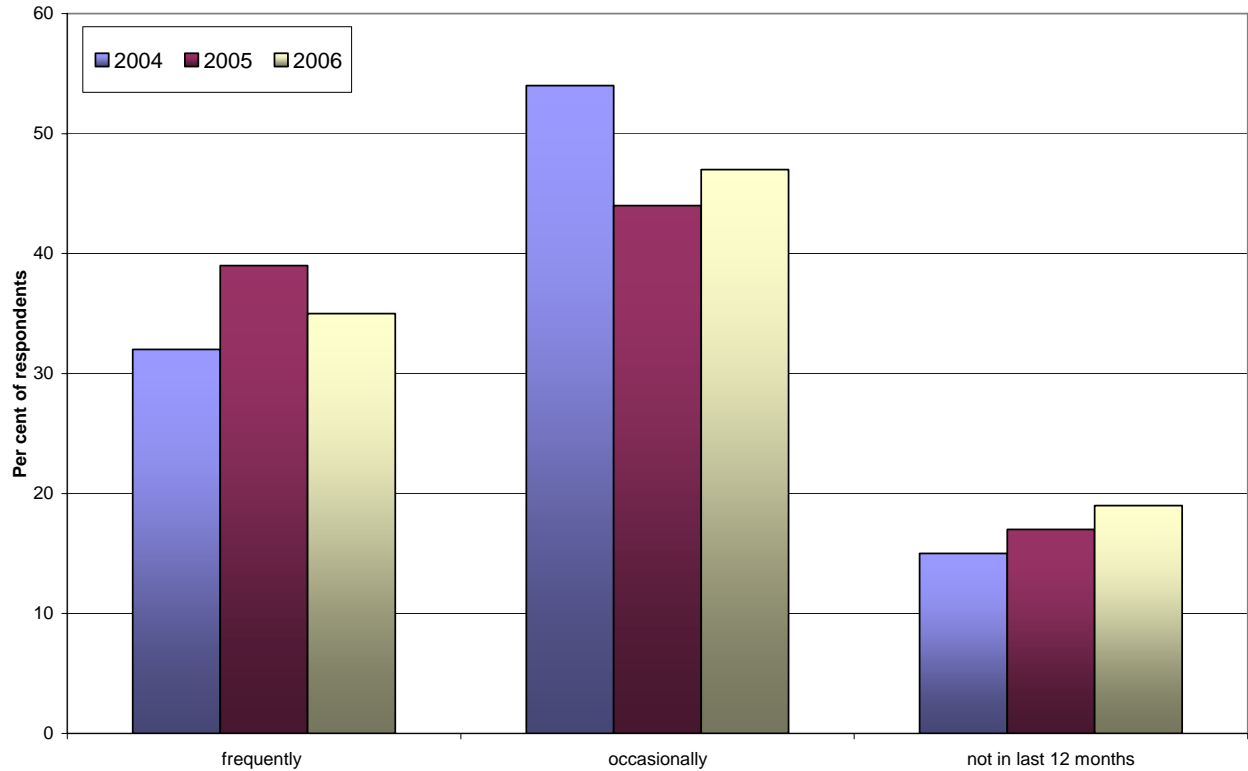3.4.3 The frequencies of respondents' experiences of collaborative learning with other colleagues in the same school

How often have you experienced each of the following professional development activities in the last 12 months?

I have experienced collaborative learning with other colleagues in my school.

Over the three year period there was a net rise of three per cent of respondents who indicated that they had frequently experienced collaborative learning with other colleagues in the same school. However, this increase was not uniform. From 2004 to 2005 it rose by seven per cent and then dipped by four per cent from 2005 to 2006.

Over the same period there was a net fall of seven per cent in the proportion of teachers who occasionally experienced such activity. The details are illustrated in Figure 3.6 and given in full in Table 3.3 in the appendix.

Figure 3.6: The frequencies of teachers' experiences of collaborative learning with other colleagues in their schools in the 12 months prior to the relevant survey
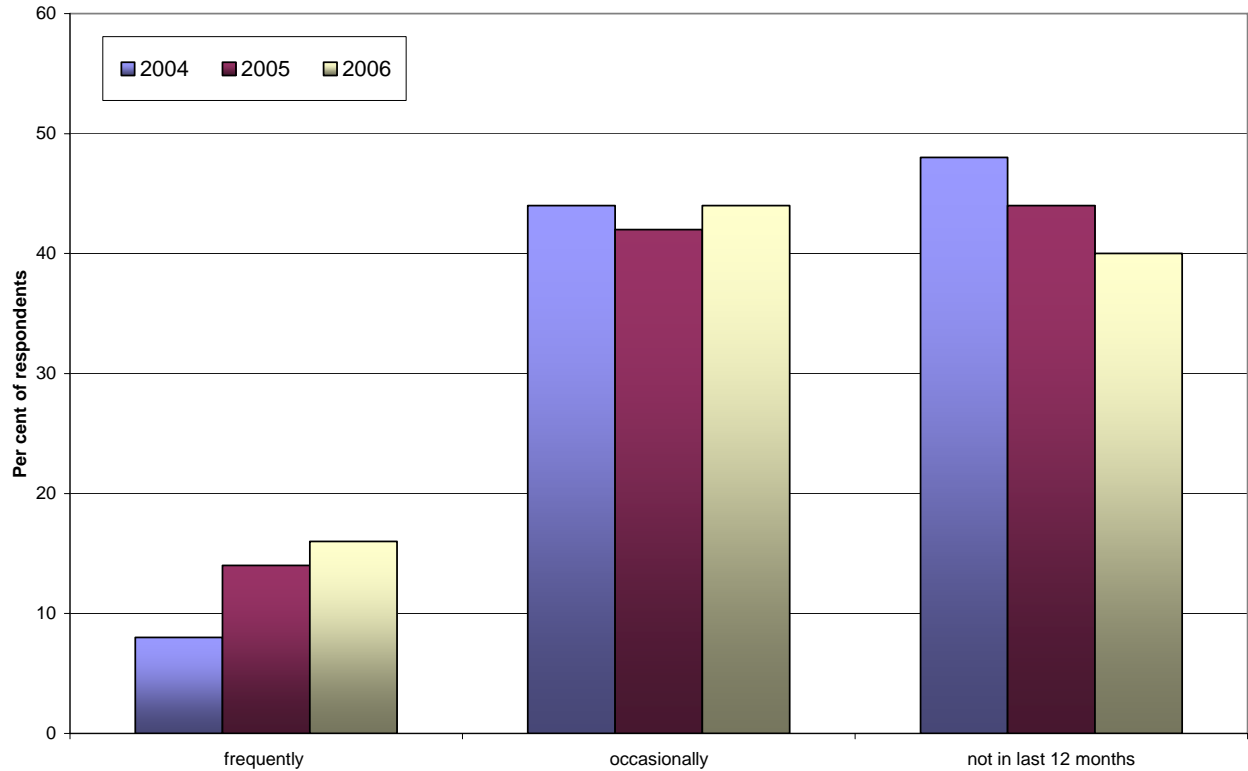

3.4.4 The frequencies of respondents' experiences of collaborative learning within a network of schools

How often have you experienced each of the following professional development activities in the last 12 months?

I have experienced collaborative learning within a network of schools.

Over the three year period 2004 to 2006, there was a net increase of eight per cent of respondents indicating that they had frequently experienced collaborative learning within a network of schools. In rounded terms half indicated having had such experience in 2004 rising to three-fifths in 2006. Over the same period, the proportions occasionally accessing such activity remained the same. Table 3.4 in the appendix gives the details and Figure 3.7 illustrates the findings.

Figure 3.7: The frequencies of teachers' experiences of collaborative learning within a network of schools in the 12 months prior to the relevant survey

3.4.5 The frequencies of respondents' experiences of taking an active part in school self-evaluation processes
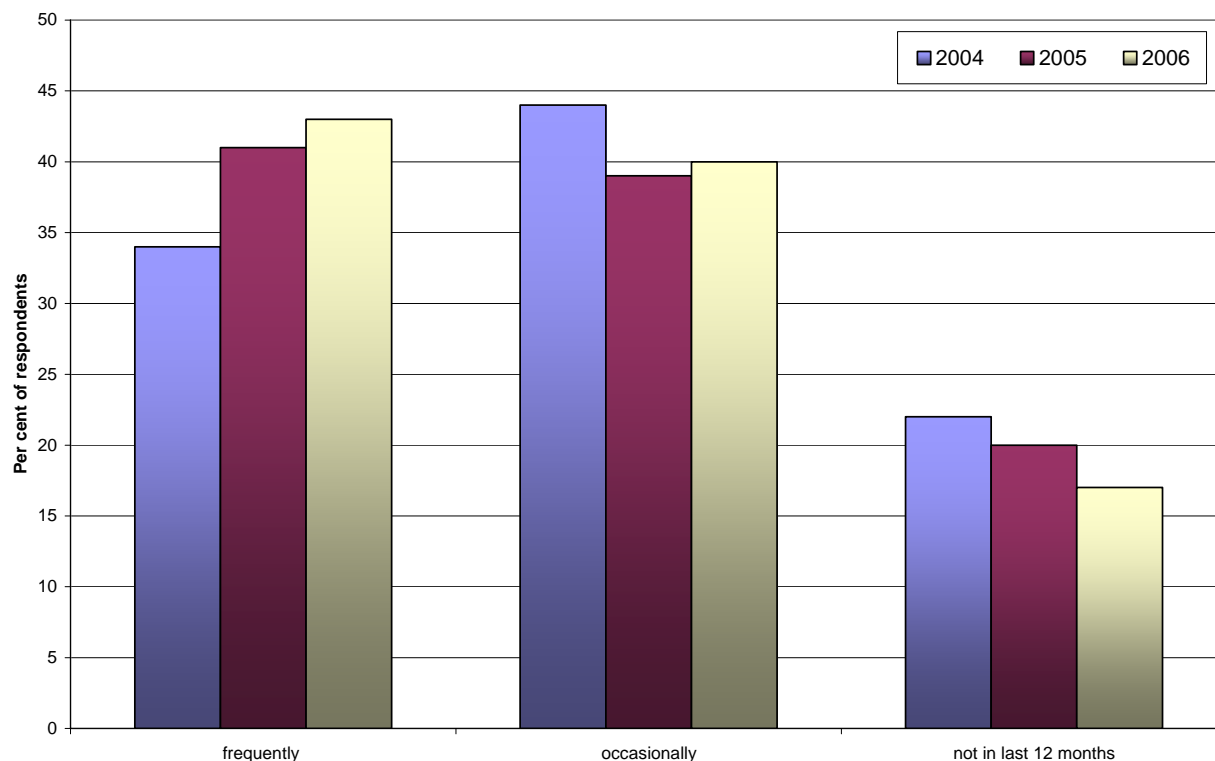
How often have you experienced each of the following professional development activities in the last 12 months?

I have experienced taking an active part in school self-evaluation processes.

There was a net increase 2004 to 2006 of five per cent of respondents indicating that they had frequently or occasionally experienced taking an active part in school self-evaluation processes. In rounded terms, four-fifths of teachers frequently or occasionally had such experience in 2006.

The overall net rise comprises a net increase of nine per cent of respondents indicating they experience participating in school self-evaluation processes on a frequent basis and a net decrease of four per cent indicating that they had done so occasionally. Figure 3.8 illustrates the details and the full data are given in Table 3.5 in the appendix.

Figure 3.8: The frequencies of teachers' experiences of taking an active part in school self-evaluation processes in the 12 months prior to the relevant survey

3.4.6 The frequencies of respondents' experiences of collaborative enquiry

How often have you experienced each of the following professional development activities in the last 12 months?

    I have experienced participating in collaborative enquiry e.g. school or cluster-based project investigating particular aspects of teaching and learning.

In 2004 and 2005 this statement appeared as:

    I have participated in collaborative enquiry and problem solving.

This question was changed after 2005 because it was felt that the original wording needed qualifying and so an example was added to the wording of the question that appeared in 2006 and *problem solving* was omitted as it was felt that this term is subsumed within *collaborative enquiry*. The changes to the question will have had and effect upon the differences between 2005 and 2006 and thus, it is the trend from 2004 to 2005 that is reported below.

There was a net increase 2004 to 2005 of nine per cent of respondents indicating that they had frequently or occasionally experienced participating in collaborative enquiry and problem solving. This net increase comprises a six per cent rise in the proportion of teachers that frequently had such experience and a three per cent rise of those that occasionally had done so. The details are given in Table 3.6 in the appendix and illustrated in Figure 3.9

Figure 3.9: The frequencies of teachers' experiences of participating in collaborative enquiry and problem solving in the 12 months prior to the relevant survey
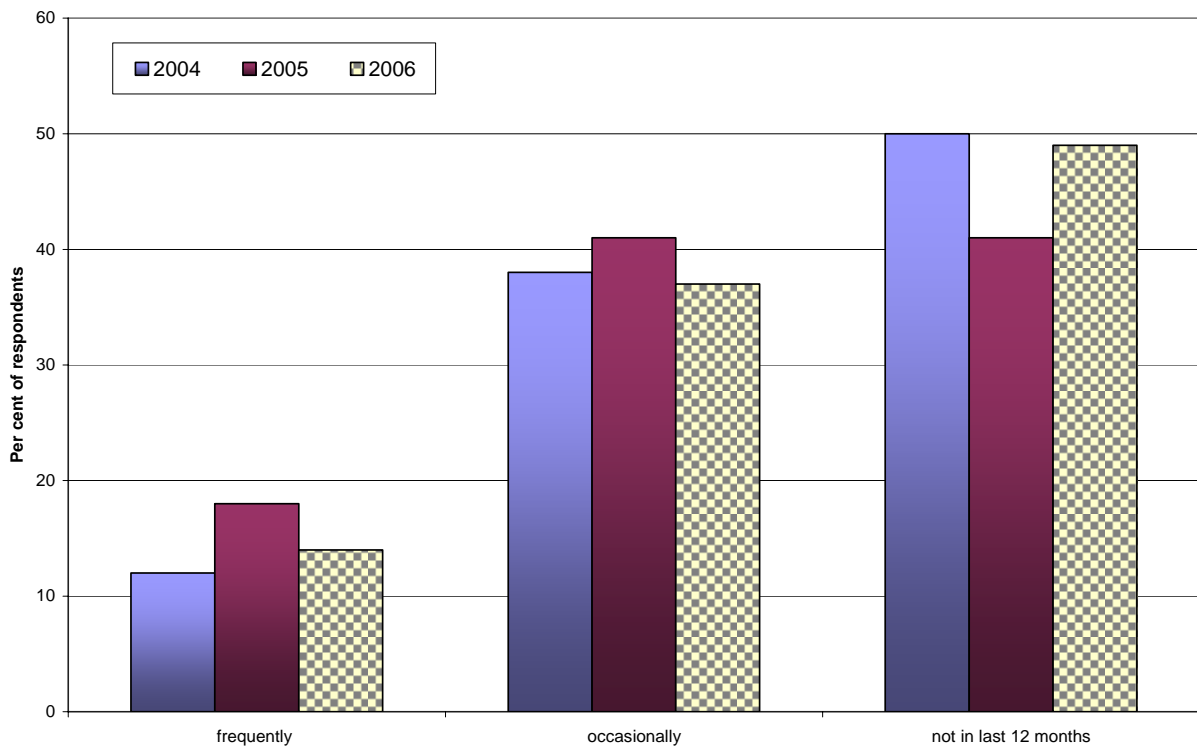
There was a rise of 6 per cent of teachers frequently participating in collaborative enquiry and problem solving from 2004 to 2005 and over the same period, a rise of 3 per cent occasionally participating. In rounded terms, one-fifth frequently participated in this activity in 2005 and two-fifths did so occasionally. The details are illustrated in Figure 3.9.

3.4.7 The frequencies of respondents' experiences of engaging with subject and specialist association

How often have you experienced each of the following professional development activities in the last 12 months?

I have experienced engaging with subject or specialist associations.

Over the three years 2004 to 2006 there has been a net difference of plus one per cent in the proportions of teachers frequently or occasionally engaging with subject or specialist associations. However, the interpretation of such a small percentage has to be approached with extreme caution. In rounded terms three-fifths of teachers frequently or occasionally engaged with a subject or specialist association over the period 2004 to 2006. Figure 3.10 illustrates the data and Table 3.7 in the appendix gives the data in full.

Figure 3.10: The frequencies of teachers' experiences of engaging with subject or specialist associations in the 12 months prior to the relevant survey
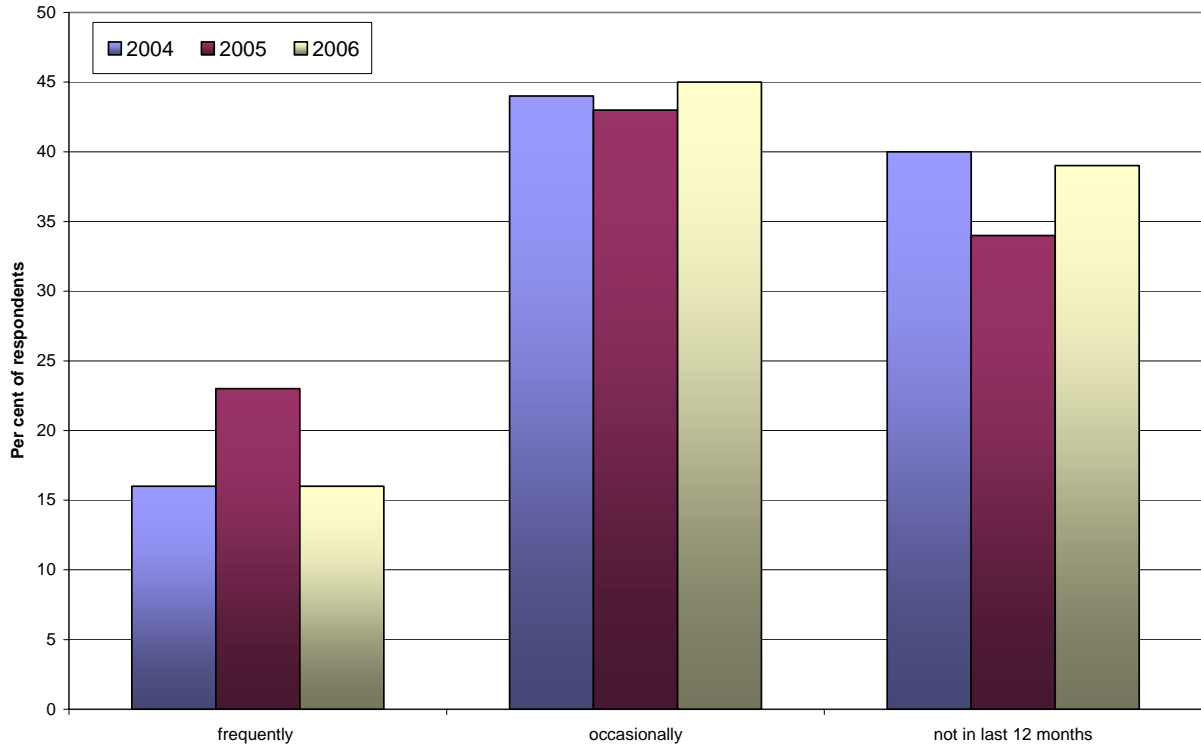
3.4.8 The frequencies of respondents' experiences of participating in external courses

How often have you experienced each of the following professional development activities in the last 12 months?

   I have experienced participating in external courses.

There was a marked increase from 2004 to 2005 of nine per cent of teachers frequently participating in external courses followed by a decrease of five per cent from 2005 to 2006. Over the same period there was a net decrease of five per cent of teachers who participated in external courses on an occasional basis.

In rounded terms, four-fifths of teachers frequently or occasionally participated in external courses during the three-year period. See Figure 3.11 and the full details in Table 3.8 in the appendix.

Figure 3.11: The frequencies of teachers' experiences of participating in external courses in the 12 months prior to the relevant survey

3.4.9 The frequencies of respondents' experiences of taking a secondment or sabbatical

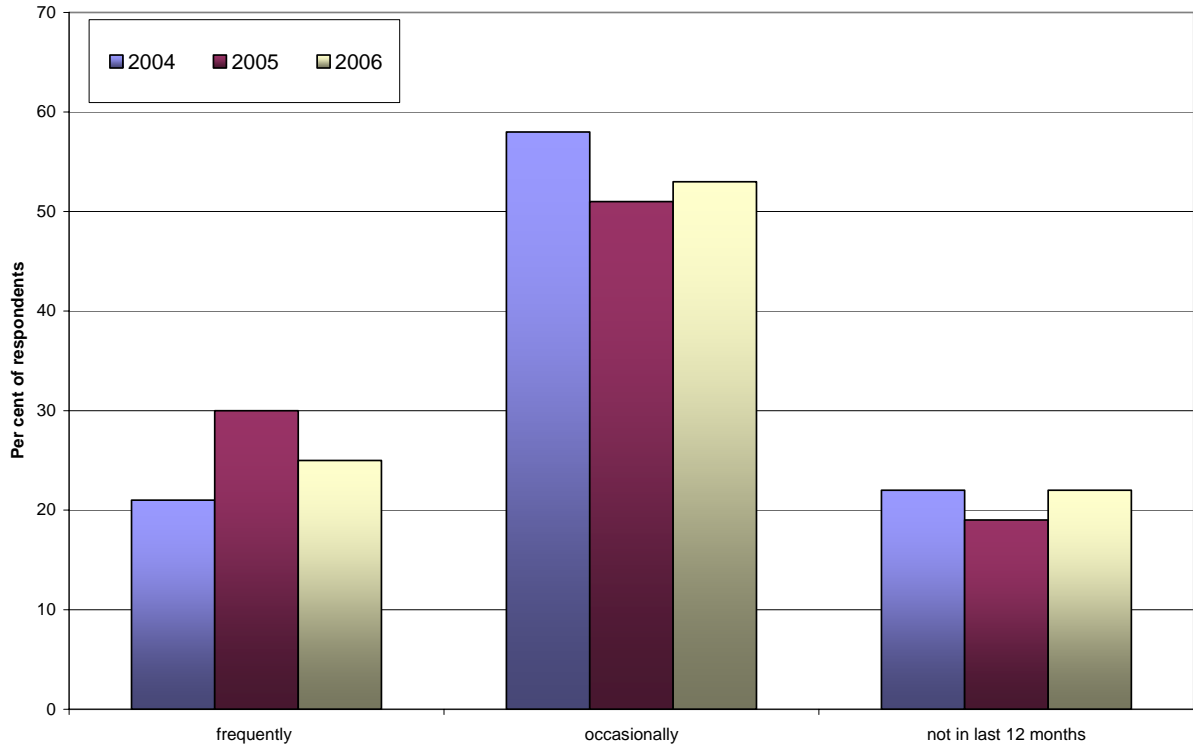*How often have you experienced each of the following professional development activities in the last 12 months?*

I have experienced taking a secondment or sabbatical.

The figures have been exactly the same year-on-year 2004 to 2006. One per cent indicated that they frequently took a secondment or sabbatical, one per cent that they occasionally did so and 98 per cent that they did not done so. The frequencies within the frequently and occasionally categories are so small that they must be approached with caution. What can be inferred is that a very small proportion of teachers took a secondment or a sabbatical. It was probably less than two per cent. See Figure 3.12 and Table 3.9 in the appendix.

Figure 3.12: The frequencies of teachers' experiences of taking a secondment or sabbatical in the 12 months prior to the relevant survey
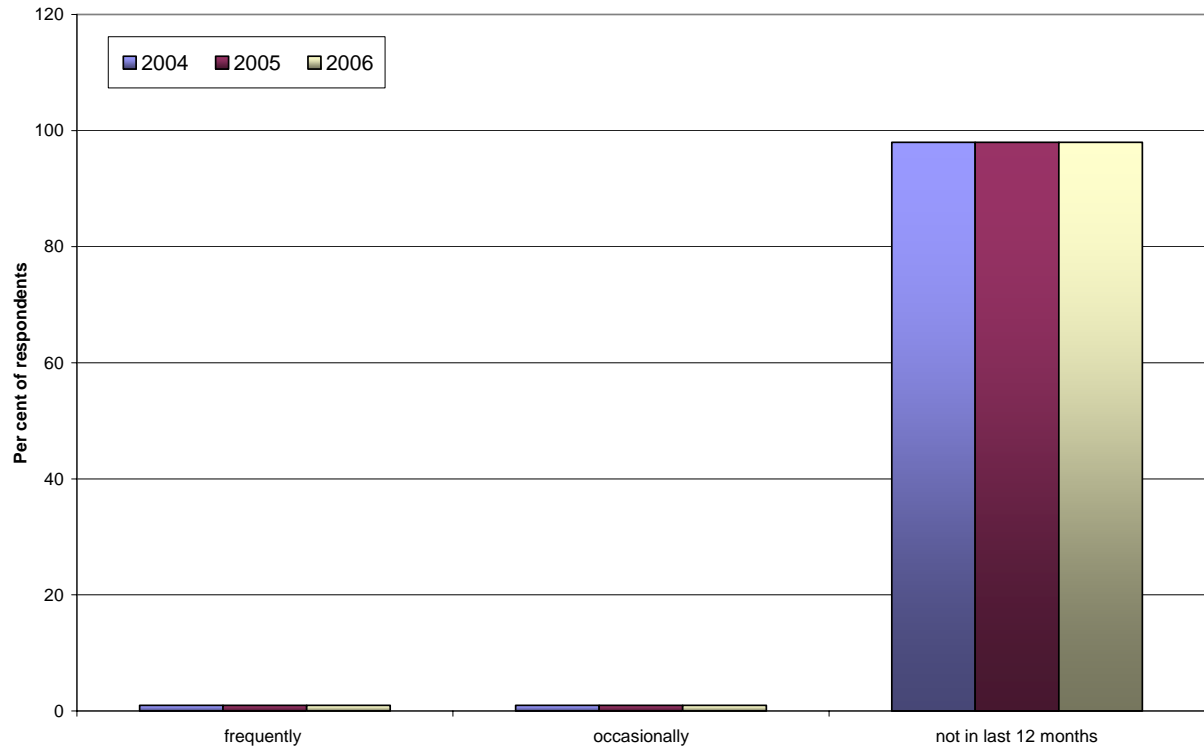

3.4.10 The frequencies of respondents' experiences of undertaking classroom or school based research

How often have you experienced each of the following professional development activities in the last 12 months?

I have experienced undertaking classroom or school based research.

In 2004 and 2005, this statement appeared as:

I have participated in action research.

This question was changed after 2005 because it was felt that the original term *action research* was not sufficiently specific. The changes to the question will have had and effect upon the differences between 2005 and 2006. Therefore, it is the trend from 2004 to 2005 that is reported below.

There was a small increase from 2004 to 2005 of three per cent of teachers frequently or occasionally participating in action research. In rounded terms, one in ten teachers participated in action research frequently or occasionally in the 12 months prior to the relevant survey. The detailed percentages are given in Table 3.10 in the appendix and illustrated in Figure 3.13.

Figure 3.13: The frequencies of teachers' experiences of participating in action research in the 12 months prior to the relevant survey
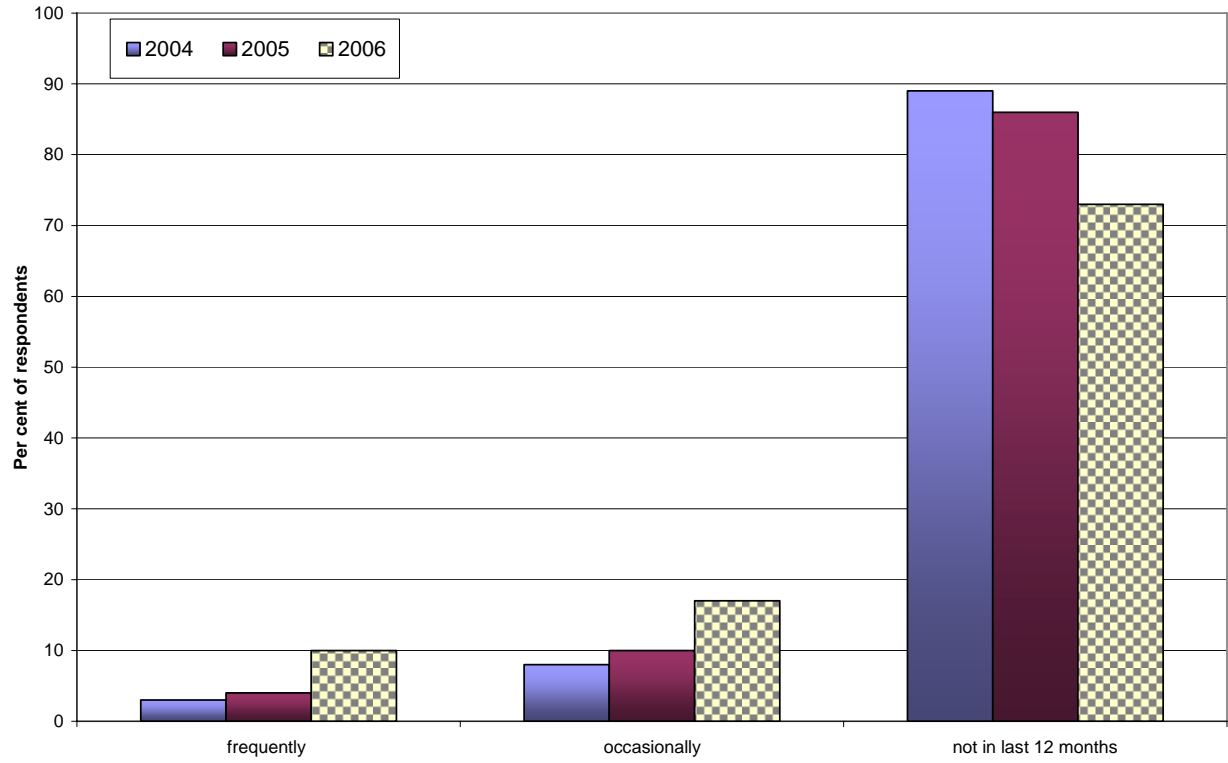
4: CPD needs for the 12 months following the relevant survey

This section begins with an explanation of the question that asked teachers to indicate the topics in which they needed CPD. This is followed by an examination of the trends from 2005 to 2006 across all of the topics. This question did not appear in the 2004 survey. There then follows a consideration of the trends for individual topics.

4.1 The nature of the question asked

Teachers were asked to indicate, in the context of their current professional circumstances, the CPD that they would need over the 12 months following the relevant survey. The question contained a list of CPD topics grouped into three categories. They were 1) teaching and learning; 2) pupils' development and behaviour; 3) leadership, management and team working. Teachers were asked to give a response to every topic in the list by indicating one of the following, *I will need this; Not sure; I will not need this; Not applicable to my work.*

The question contained a list of 23 CPD topics in 2005 and 22 in 2006. Some of those included in the 2005 survey were substituted for new topics in the 2006 survey and the wording of some topics was modified from one year to the next. Thus, it was not possible to carry out trend analysis on these. However, there remain 14 for which trend analysis was possible. There were 13 topics that appeared unchanged in both surveys and one that had a slight modification. These topics are listed below.

To what extent do you feel you will need continuing professional development (CPD) in each of the following topics over the next 12 months and in the context of your present professional circumstances?

> *CPD in …*
> *Teaching and learning*
>
> *Personalised learning*
> *Teaching pupils with English as an additional language*
> *Meeting the needs of minority ethnic pupils*
> *Teaching pupils with special educational needs*
> *Teaching gifted and talented pupils*
> *Target-setting for individual pupils (appeared as Target-setting in 2005 survey)*
> *Teaching citizenship*
> *Strengthening and/or updating skills and knowledge in curriculum subject areas*
> *Using information and communication technology (ICT) in teaching*
> *Addressing underachievement in groups of pupils*
>
> *Pupils' development and behaviour*
>
> *Promoting social and emotional development in pupils*
> *Behaviour management*
>
> *Leadership, management and team working*
>
> *Working with and/or managing support staff*

4.2 A comparison of the mean frequencies of teachers' indicating a CPD need across different topics over two years.

The mean frequency for respondents indicating a CPD need was calculated over the two year period 2005 to 2006 for each topic. Figure 4.1 shows the mean frequencies with topics grouped into three categories, 1) teaching and learning; 2) pupils' development and behaviour; and 3) leadership management and team working. Within each category the frequencies are presented in rank order.

Figure 4.1: Mean frequencies of respondents' training needs per CPD topic calculated over two years
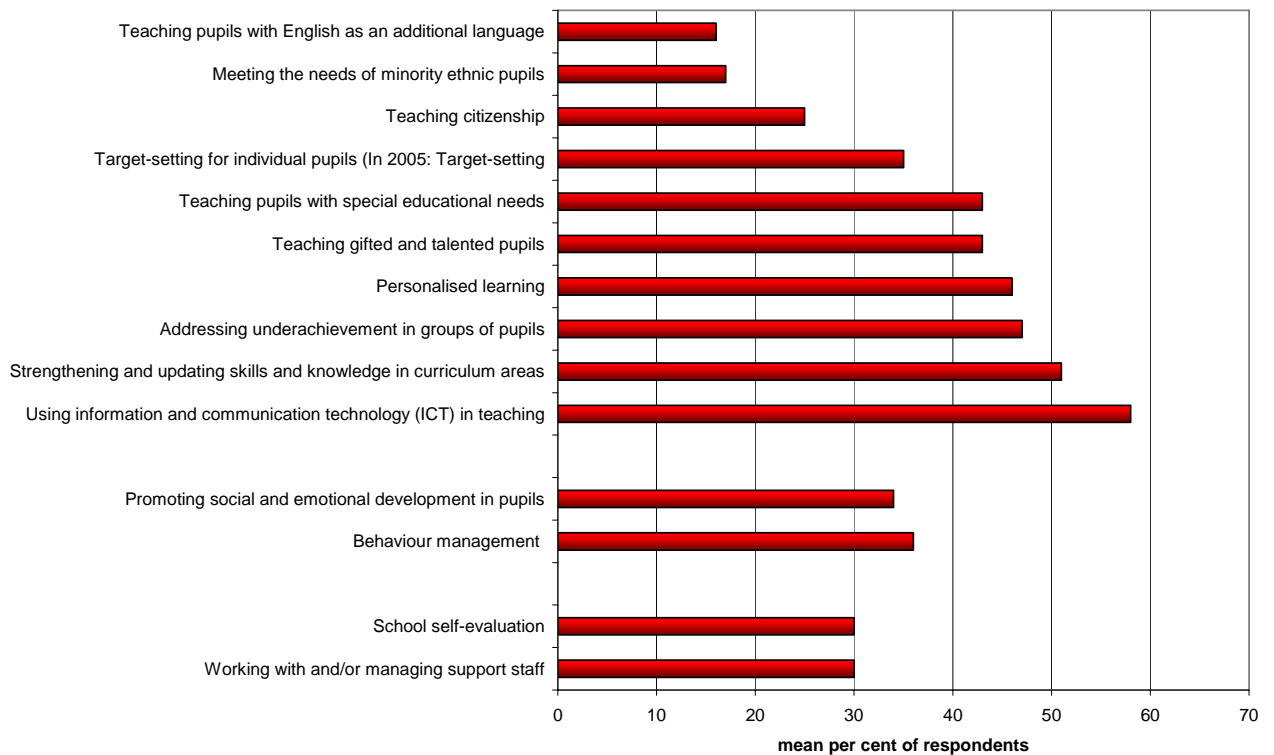
Using ICT in teaching has the highest mean (58%), followed a few points behind by strengthening and updating skills and knowledge in curriculum areas (51%). Addressing underachievement in groups of pupils and personalised learning have the similar means (47% & 46% respectively). Teaching gifted and talented pupils and teaching pupils with special educational needs have the same means (42%).

The next three topics are behaviour management (36%), Target-setting (35%) and promoting social and emotional development in pupils (33%).

Both topics within the leadership, management and team working group had the same means (29%).

4.3 Changes in the frequencies over two years

In nine out of the 14 topics there was an increase in frequencies over the two years with more teachers in 2006 indicating a training need in those topics than in 2005. The topics with the highest increase, plus seven per cent, were teaching pupils with special educational needs and target setting for individual pupils. However, the latter was slightly modified from 2005 to 2006 and so the increased frequency needs to be treated cautiously. Promoting social and emotional development had the next highest increase of plus six per cent, followed by teaching gifted and talented pupils at plus five per cent. See Figure 4.2 and Table 4.1 in the appendix.

Figure 4.2: Year-on-year frequencies of respondents' training needs for those topics with frequencies that show an increase.
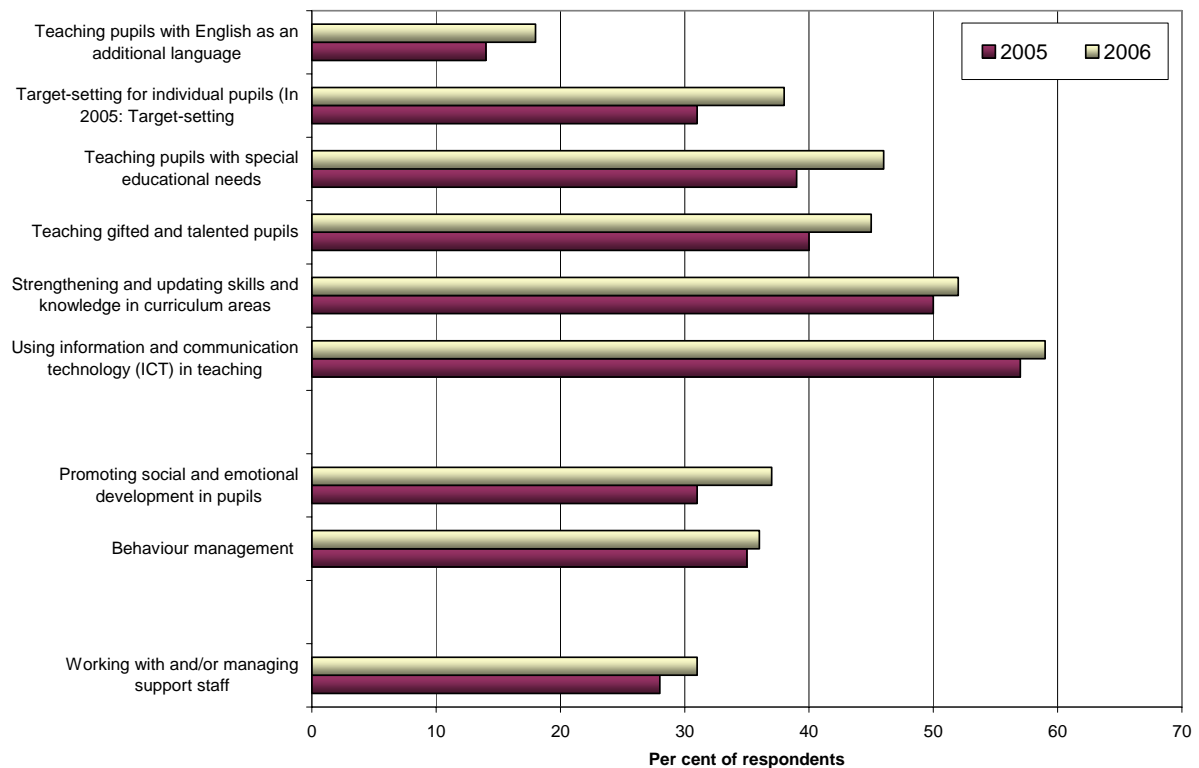
There was a decrease in five out of the 14 topics over the two years and in the case of four of the five topics the decreases were small just minus one or two per cent. However, there was a substantial decrease of minus 17 per cent for personalised learning. In rounded terms, the proportion of teachers indicating a training need in this topic dropped from half (54%) in 2005 to two-fifths (37%) in 2006. See Figure 4.3 and Table 4.1 in the appendix.

Figure 4.3: Year-on-year frequencies of respondents' training needs for those topics with frequencies that show a decrease.
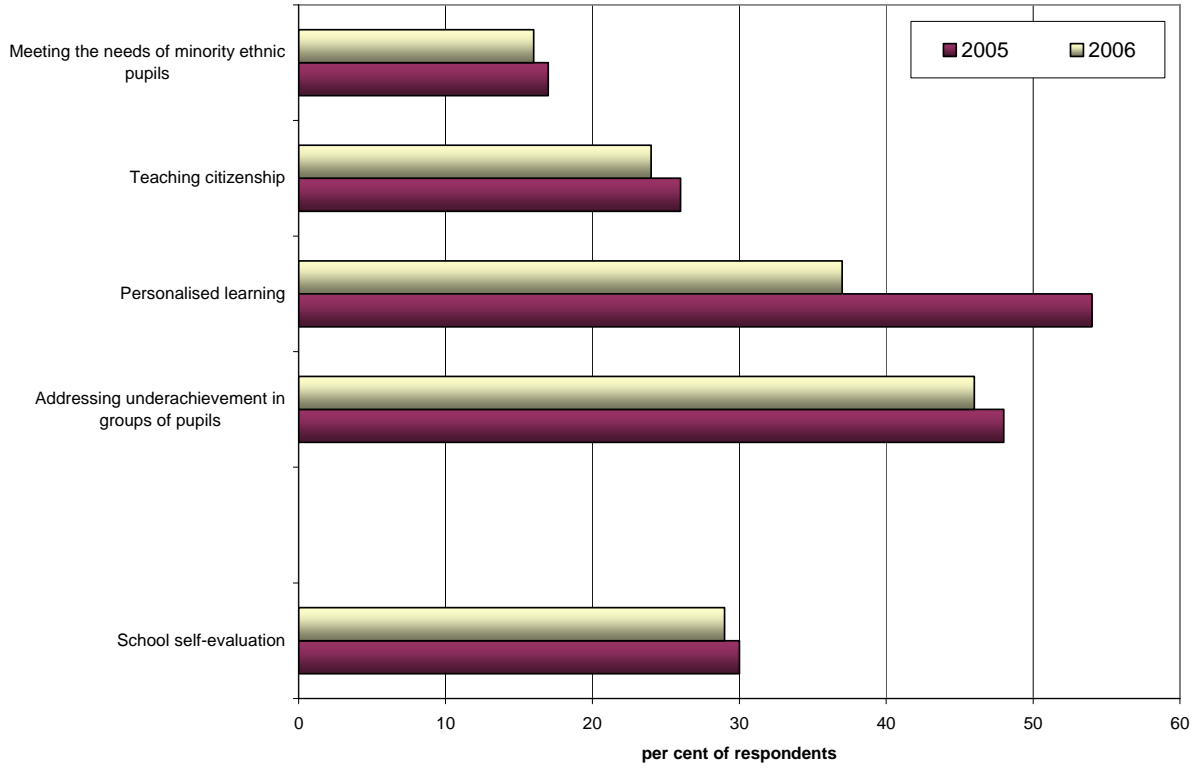
5: The use of pupil performance data

This question has appeared in the same form in the 2005 and 2006 surveys. It did not appear in 2004. For each statement in the question, teachers were asked to respond by indicating, *strongly agree; agree; neither agree nor disagree; disagree; strongly disagree.*

Indicate the extent to which you agree or disagree with each of the following statements.

I am confident in my use of …

…performance data for supporting pupil progress and/or for school improvement
…information and communication technology (ICT) for analysing performance data
…performance data in reporting to parents and/or school management

I would like training (or further training) in the use of …

…performance data for supporting pupil progress and/or for school improvement
…information and communication technology (ICT) for analysing performance data
…performance data in reporting to parents and/or school management

5.1: Performance data for supporting pupil progress and/or for school improvement

In 2005, in rounded terms, seven in ten (69%) respondents strongly agreed or agreed that they were confident in their use of performance data for supporting pupil progress and/or for school improvement and a quarter (23%) indicated that they neither agreed nor disagreed about this. In 2006 the proportions strongly agreeing or agreeing were almost the same as 2005 (70%). There was a very small increase (+3%) in the proportion of teachers indicating a lack of confidence. The details are illustrated in Figure 5.1 and given in Table 5.1 in the appendix.

Figure 5.1: The degree to which respondents are confident about their use of pupil performance data for supporting pupil progress and/or for school improvement

23

5.2: Training (further training) in the use of pupil performance data for supporting pupil progress and/or for school improvement

In rounded terms, two-fifths (44%) of respondents in 2005 wanted training or further training in their use of pupil performance data for supporting pupil progress and/or for school improvement and the same proportion (45%) indicated a similar training need in 2006. In both years three in ten (31% 2005 and 30% 2006) neither agreed nor disagreed that they wanted training or further training in this topic. Figure 5.2 illustrates the proportions and Table 5.2 in the appendix gives the full data.

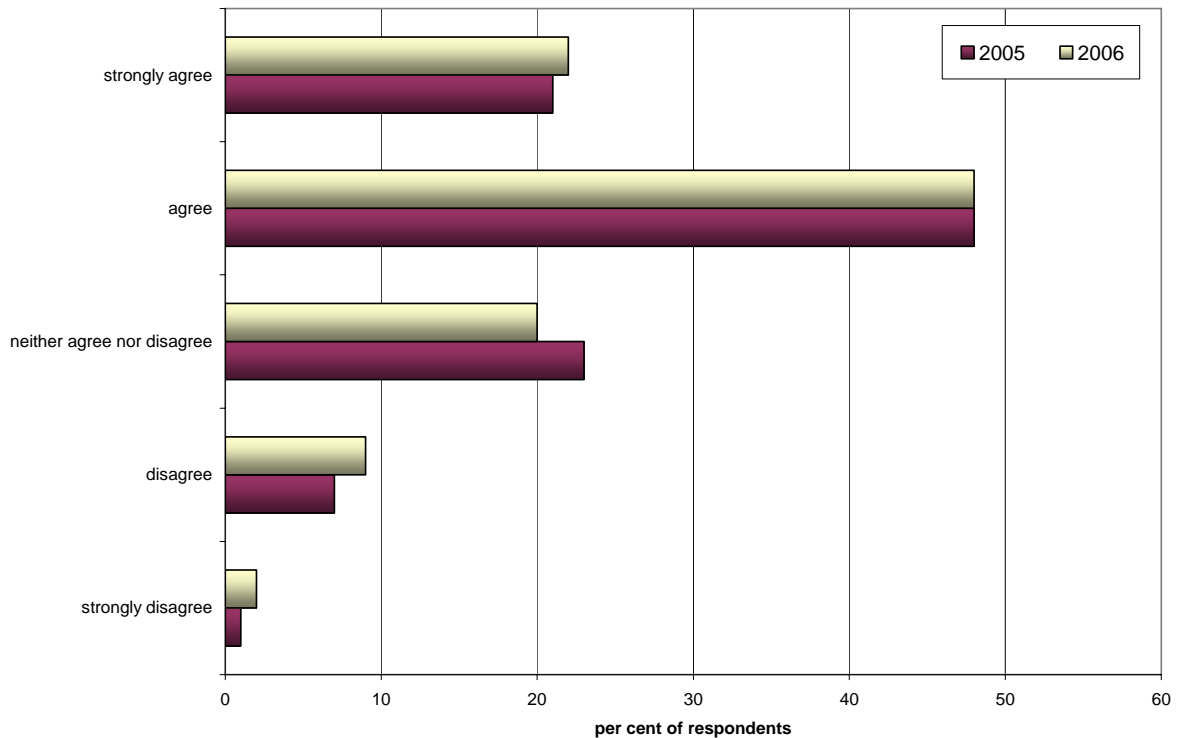Figure 5.2: The degree to which respondents would like training (further training) in their use of pupil performance data for supporting pupil progress and/or for school improvement
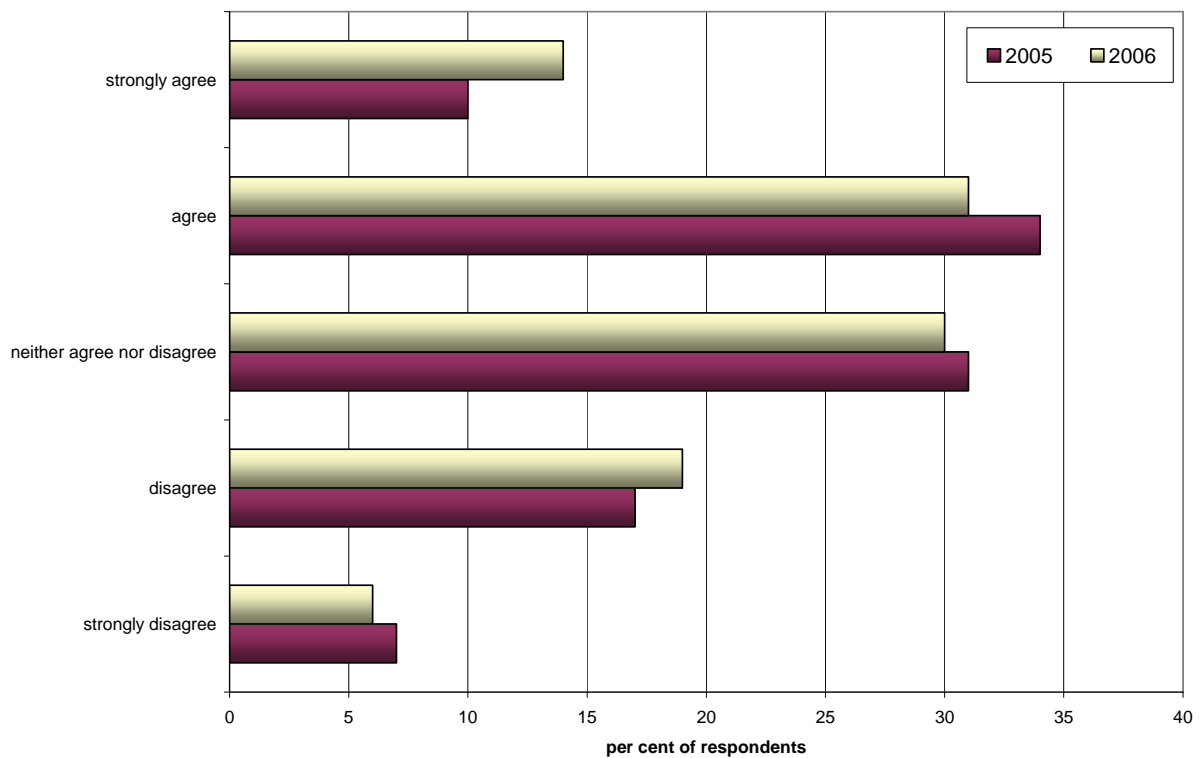
5.3: The degree to which respondents are confident in using ICT for analysing performance data

In both years, in rounded terms, half of the respondents indicated that they were confident in using ICT for analysing performance data. However, a quarter in each year neither agreed nor disagreed that they were confident in this. Figure 5.3 illustrates this and Table 5.3 in the appendix gives the details.

Figure 5.3: The degree to which respondents are confident in using ICT for analysing performance data
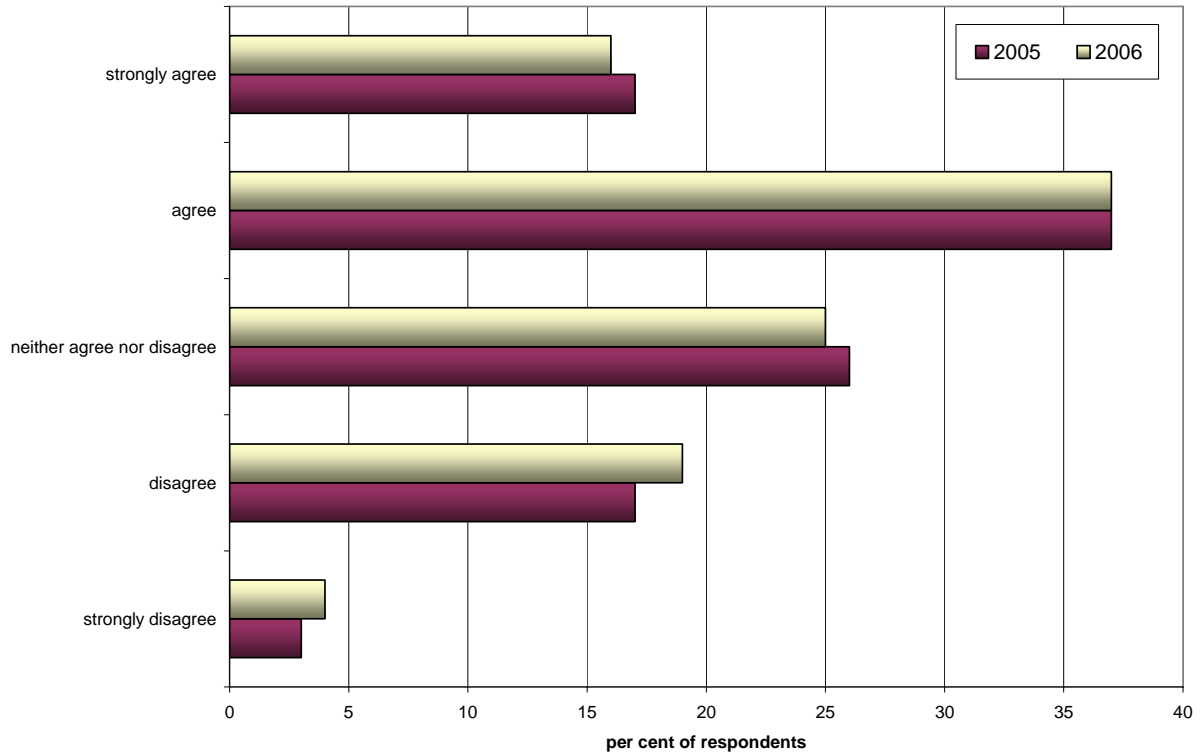
5.4: The degree to which respondents would like training (further training) in the use of ICT for analysing performance data

In rounded terms, in 2005 half indicated a training need or a further training need in the use of ICT for analysing performance data. In 2006 the proportion indicating a training need had risen slightly (+2%). In both years a quarter neither agreed nor disagreed that they had a training need. See Figure 5.4 and Table 5.4 in the appendix.

Figure 5.4: The degree to which teachers would like training (further training) in the use of ICT for analysing performance data
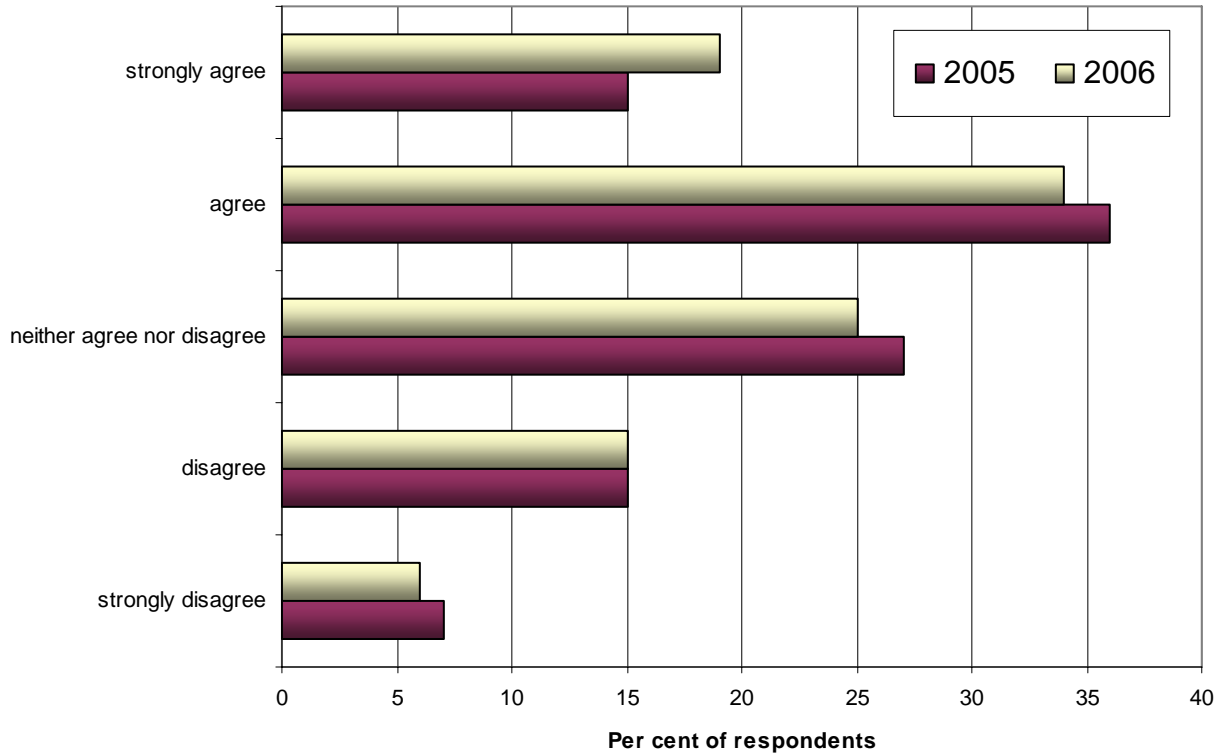
5.5 The degree to which respondents are confident about their use of performance data in reporting to parents and/or school management

In rounded terms, in 2005 seven in ten respondents indicated confidence about their use of performance data in reporting to parents and/or school management. This dropped slightly the following year (-4%). A quarter each year neither agreed nor disagreed that they were confident about this. See Figure 5.5 and Table 5.5 in the appendix.

Figure 5.5: The degree to which respondents are confident about their use performance data in reporting to parents and/or school management
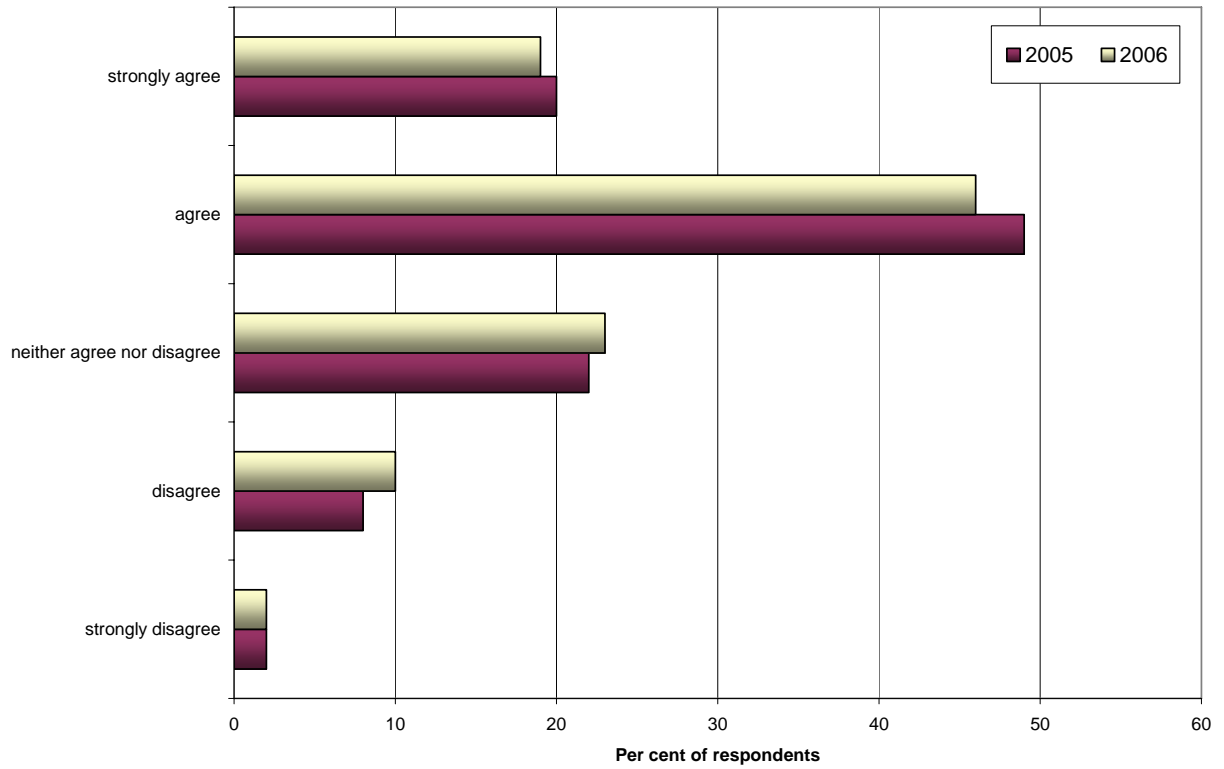
5.6: The degree to which respondents would like training (further training) in reporting to parents and/or school management

In both years two-fifths indicated a training need and one third neither agreed nor disagreed that they had. See Figure 5.6.

Figure 5.6: The degree to which respondents would like training (further training) in reporting to parents and/or school management
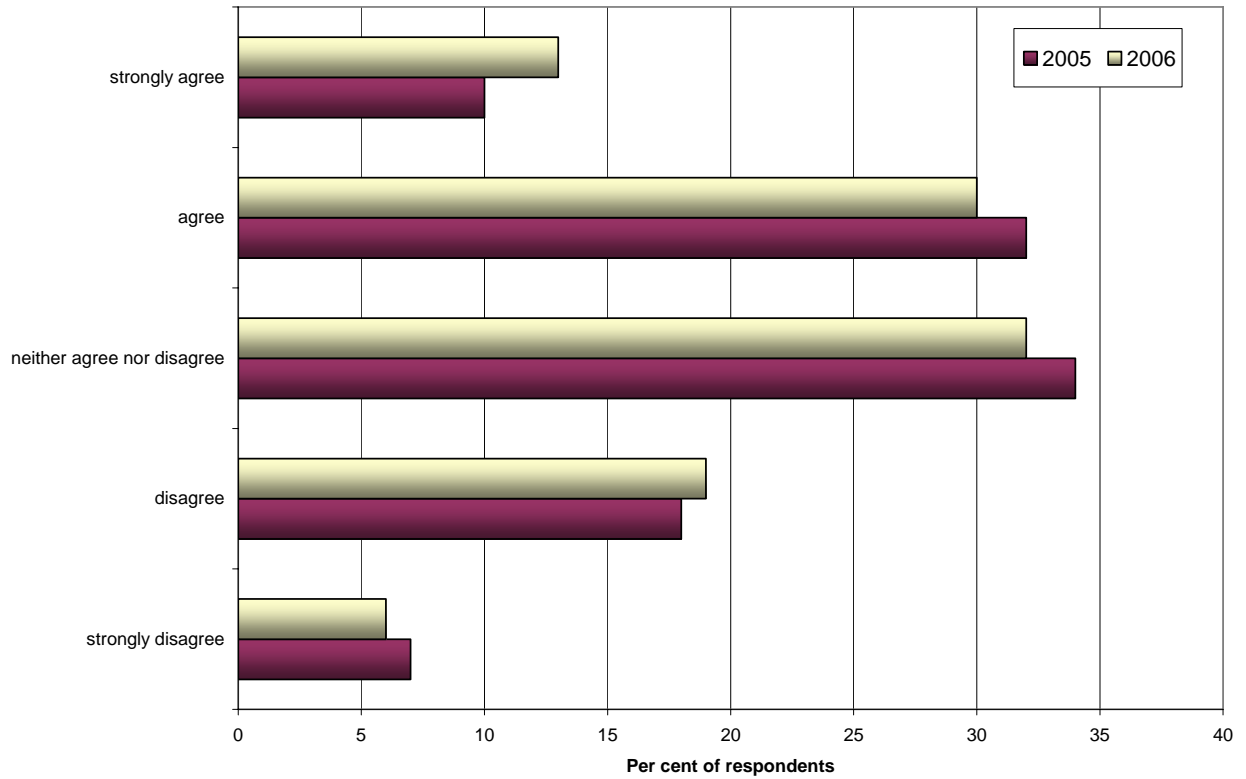
6: The operationalisation of CPD

This question has appeared in the same form in the 2005 and 2006 surveys. It did not appear in 2004. For each statement in the question, teachers were asked to respond by indicating, *strongly agree; agree; neither agree nor disagree; disagree; strongly disagree.*

Indicate the extent to which you agree or disagree with each of the following statements about continuing professional development (CPD)

CPD is highly valued in my school.
(In 2005 the statement appeared as*: I perceive CPD to be highly valued in my school.)*
My school is a professional learning community.
(In 2005 the statement appeared as*: I think of my school as a professional learning community.)*
In my school, I am offered CPD following evaluation of my professional development needs.
In my school, senior staff identify courses relevant to the needs of the school and decide which staff should attend them.
I am sometimes released from my teaching timetable for CPD. (2005: 'I am not released from my teaching timetable for CPD')
In my school, the budget for supply cover is adequate for teachers' CPD needs.
I would like (more) opportunities to be observed teaching as part of my CPD.
I would like to work (more) with other schools as part of my CPD.
The courses I have attended outside the school are generally of high quality.
(In 2005 the statement appear as: *The CPD provided locally is high quality)*

6.1: The degree to which respondents feel that CPD is highly valued in their schools

CPD is highly valued in my school.
(In 2005 the statement appeared as*: I perceive CPD to be highly valued in my school.)*

There was very little change in responses over the two years. In rounded terms for both years one quarter of respondents strongly agreed with the statement and two-fifths agreed. One-fifth neither agreed nor disagreed. Figure 6.1 illustrates the data and Table 6.1 in the appendix gives the full figures.

Figure 6.1: The degree to which respondents feel that CPD is highly valued in their schools
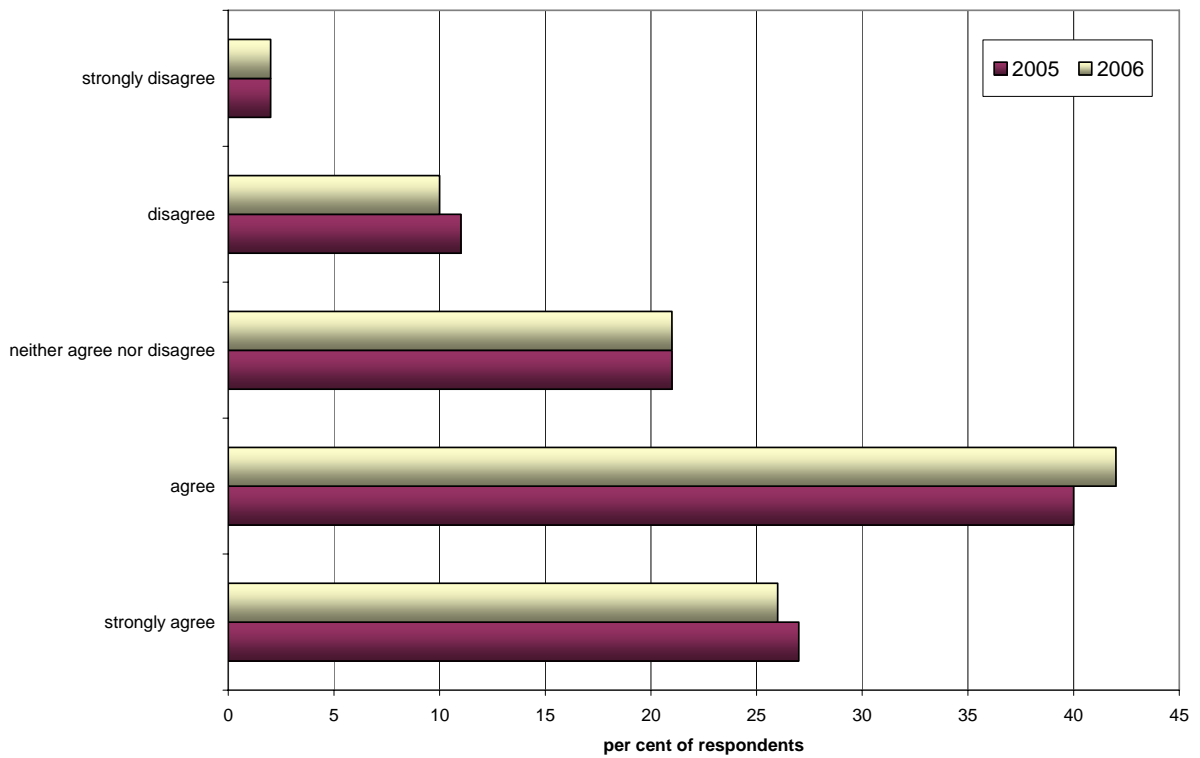
6.2: The degree to which respondents feel that their school is a professional learning community

My school is a professional learning community.
(In 2005 the statement appeared as*: I think of my school as a professional learning community.)*

Across the two years there was hardly any difference in response rates. In rounded terms one-quarter strongly agreed and two-fifths agreed with the statement in both years. One-quarter neither agreed nor disagreed. Figure 6.2 illustrates the data and Table 6.2 in the appendix gives the full data.

Figure 6.2: The degree to which respondents feel that their school is a professional learning community
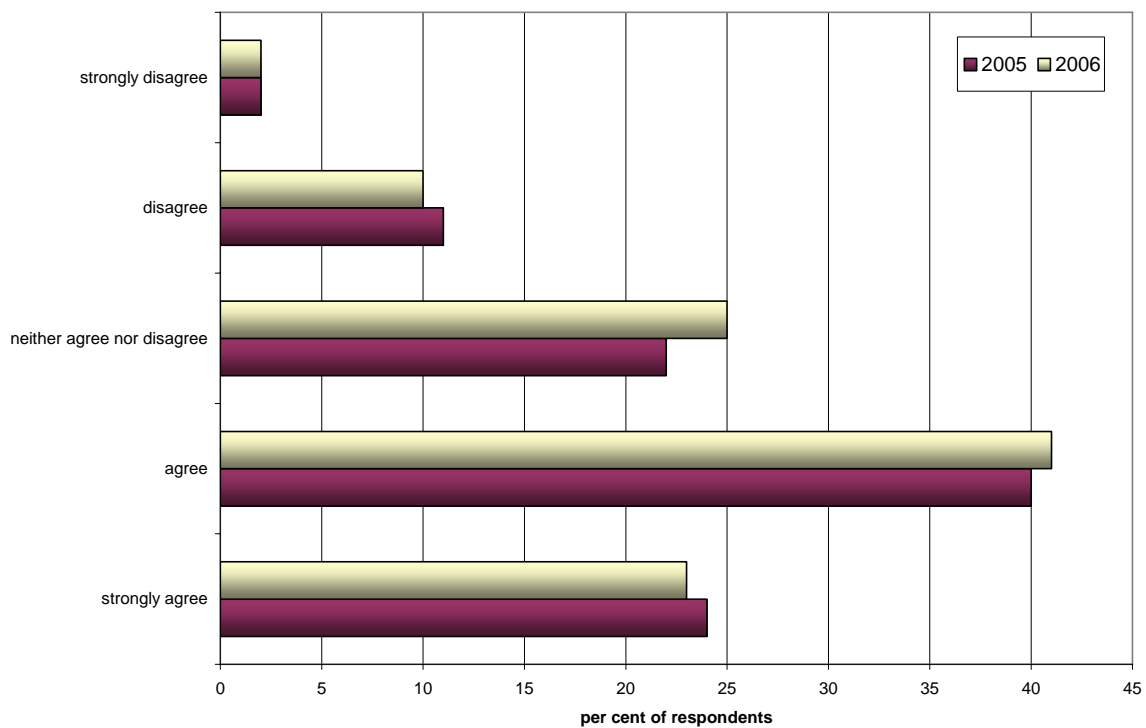
6.3: The degree to which respondents are offered CPD following evaluation of their professional development needs

> *In my school, I am offered CPD following evaluation of my professional development needs.*

From 2005 to 2006 there was a decrease of 4 per cent of respondents indicating that they strongly agreed and an increase of 4 per cent that agreed with the statement. See Figure 6.3 and Table 6.3 in the appendix.

Figure 6.3: The degree to which respondents are offered CPD following evaluation of their professional development needs
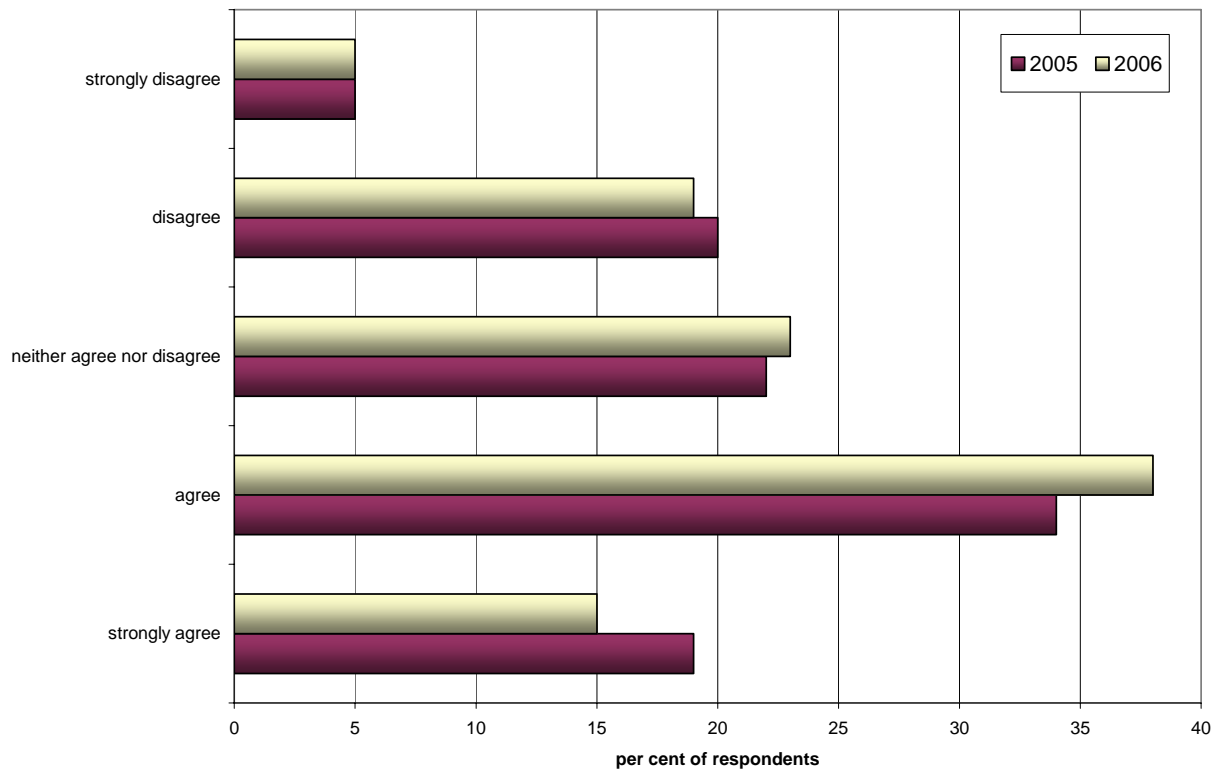
6.4: The degree to which respondents experience is that senior staff identify courses relevant to the needs of the schools and decide which staff should attend them

In my school, senior staff identify courses relevant to the needs of the school and decide which staff should attend them.

There was just a one per cent increase in the proportions of respondents indicating their strong agreement and also a one per cent increase in the proportion agreeing with the statement. Figure 6.4 illustrates this and the full data are given in Table 6.4 in the appendix

Figure 6.4: The degree to which respondents experience is that senior staff identify courses relevant to the needs of the schools and decide which staff should attend them
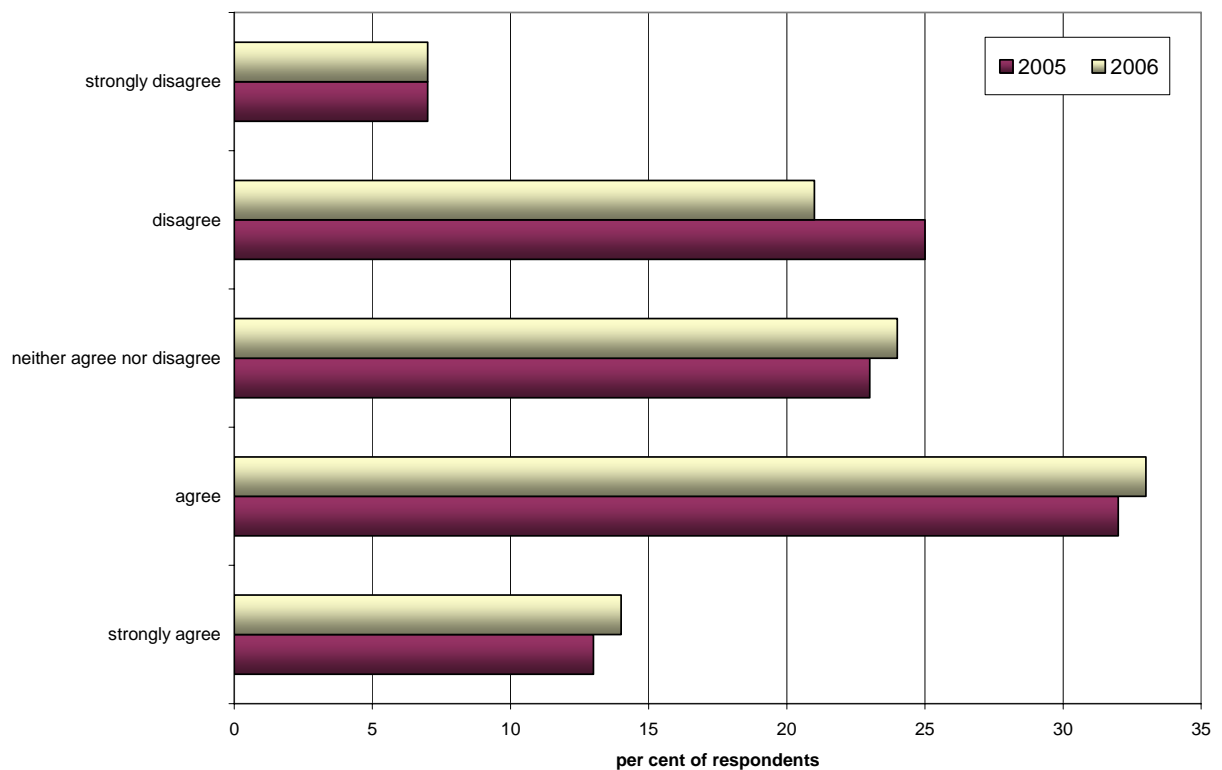
6.5: The degree to which respondents are sometimes released from their teaching timetable for CPD

I am sometimes released from my teaching timetable for CPD. (2005: 'I am not released from my teaching timetable for CPD')

There was a decrease of two per cent of respondents who strongly agreed and no change in the proportion who agreed with the statement. There was an increase of three per cent who disagreed and two per cent who strongly disagreed. Figure 6.5 illustrates the data and the detailed data are given in Table 6.5 in the appendix.

Figure 6.5: The degree to which respondents are sometimes released from their teaching timetable for CPD
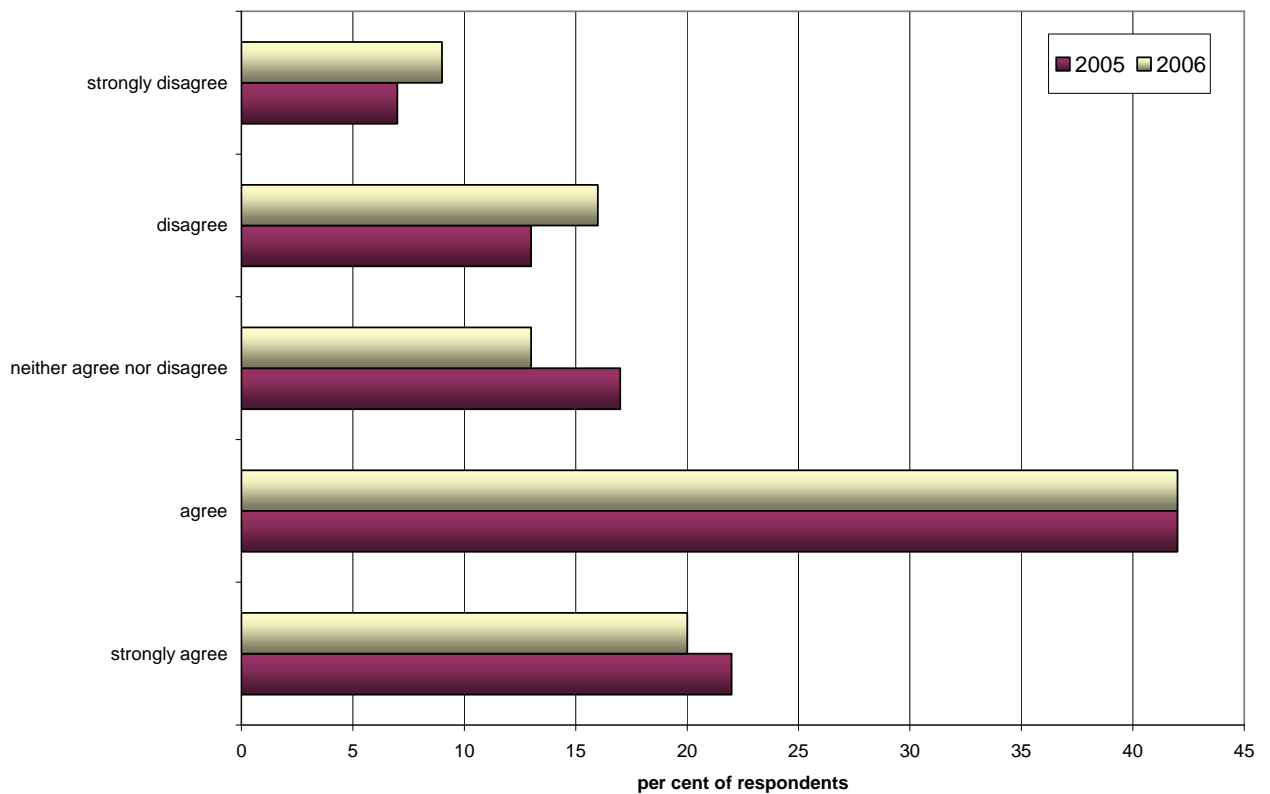
6.6: The degree to which respondents feel that their schools' budgets for supply cover are adequate for teachers' CPD needs

In my school, the budget for supply cover is adequate for teachers' CPD needs.

There has been an increase of four per cent of respondents strongly agreeing and two per cent agreeing with the statement. There has also been a decrease of five per cent disagreeing and two per cent strongly disagreeing. Figure 6.6 illustrates this and the full are given in Table 6.6 in the appendix.

Figure 6.6: The degree to which respondents feel that their schools' budgets for supply cover are adequate for teachers' CPD needs
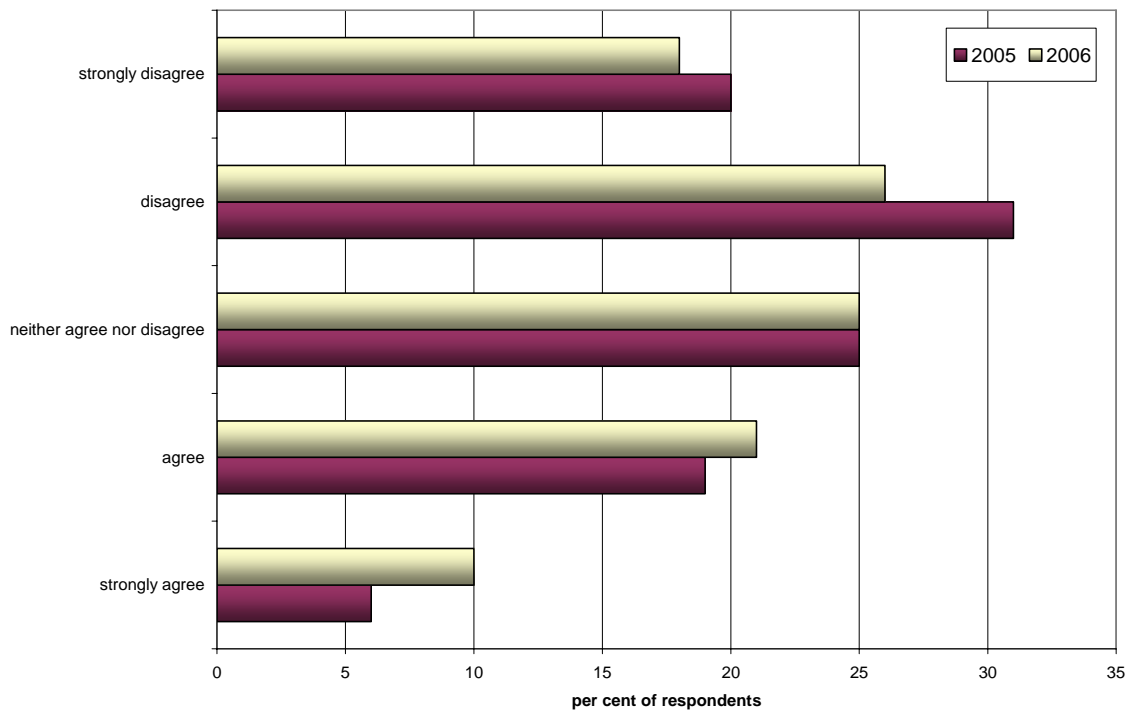
6.7: The degree to which respondents would like (more) opportunities to observe lessons as part of their CPD

I would like (more) opportunities to be observed teaching as part of my CPD.

From 2005 to 2006 there was a sharp drop of 11 per cent of respondents strongly agreeing with the statement. There were small increases of three per cent agreeing, four per cent neither agreeing nor disagreeing and four per cent disagreeing. See Figure 6.7 below and Table 6.7 in the appendix.

Figure 6.7: The degree to which respondents would like (more) opportunities to observe lessons as part of their CPD
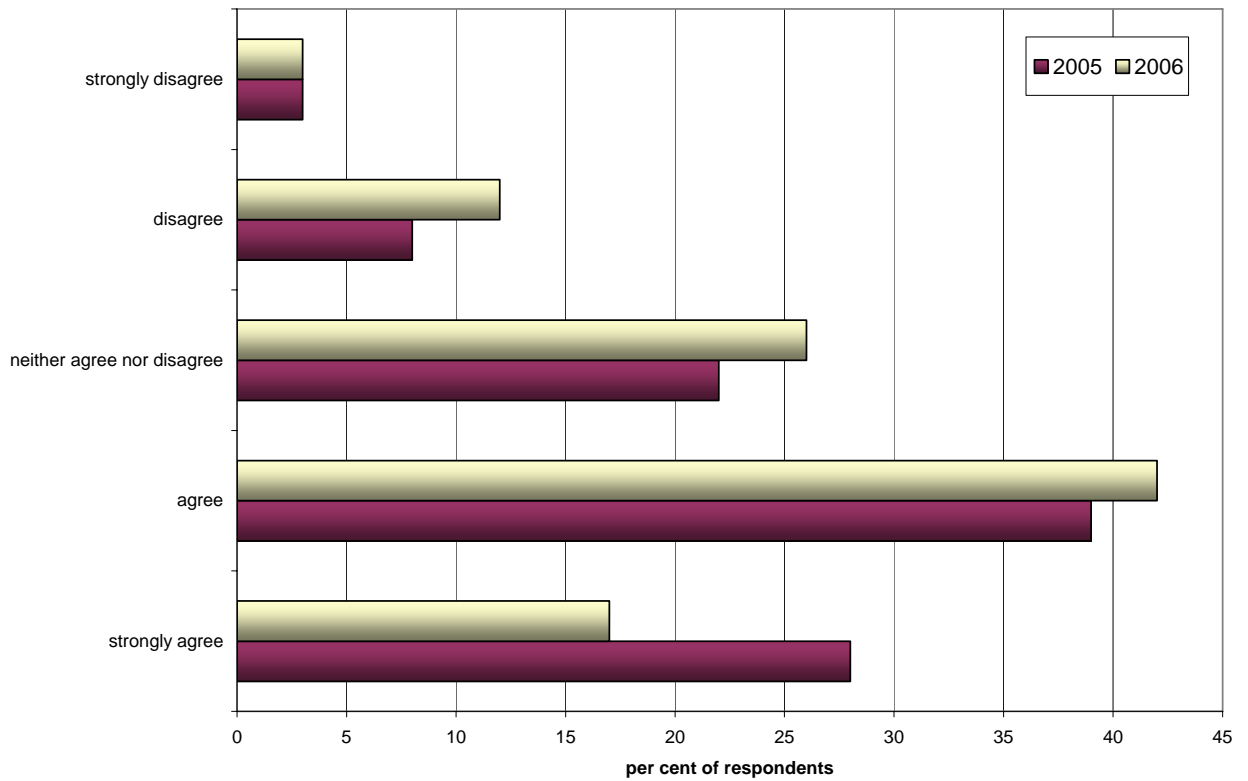
6.8: The degree to which respondents would like to work (more) with other schools as part of their CPD

> *I would like to work (more) with other schools as part of my CPD.*

From 2005 to 2006 there was an eight per cent drop in the proportion of respondents who strongly agreed with the statement. Over the same period there was a five per cent increase in the proportion of respondents agreeing. See Figure 6.8 and Table 6.8 in the appendix.

Figure 6.8: The degree to which respondents would like to work (more) with other schools as part of their CPD – frequencies from 2005 and 2006
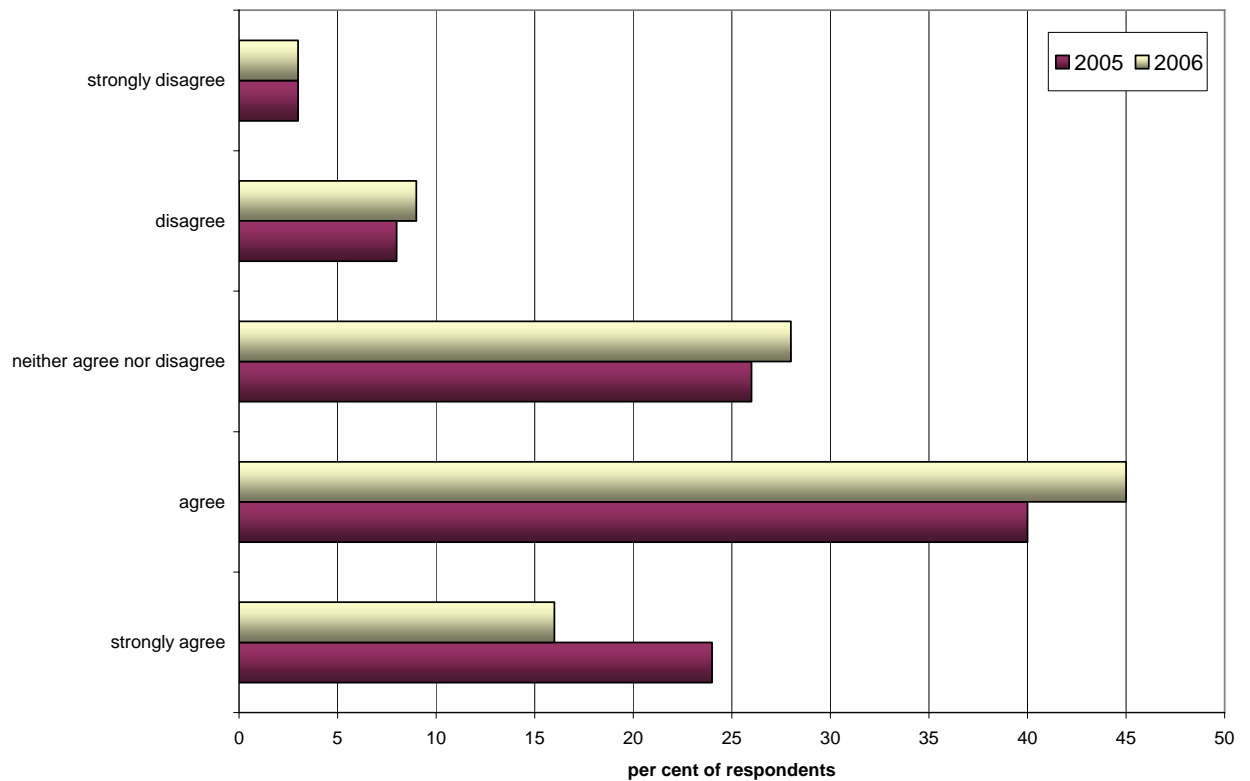
6.9: The degree to which respondents judge that the courses they have attended outside school are generally of high quality

> *The courses I have attended outside the school are generally of high quality.*
> (In 2005 the statement appear as: *The CPD provided locally is high quality)*

From 2005 to 2006 there was a modest increase of four per cent of respondents strongly agreeing with this statement and there was a substantial increase of 23 per cent of respondents agreeing. However, the wording of this part of the question was changed between 2005 and 2006 and it is likely that the increased percentages are the result of the impact of that change. Figure 6.9 illustrates the data and Table 6.9 in the appendix gives the data in full.

Figure 6.9: The degree to which respondents judge that the courses they have attended outside school are generally of high quality
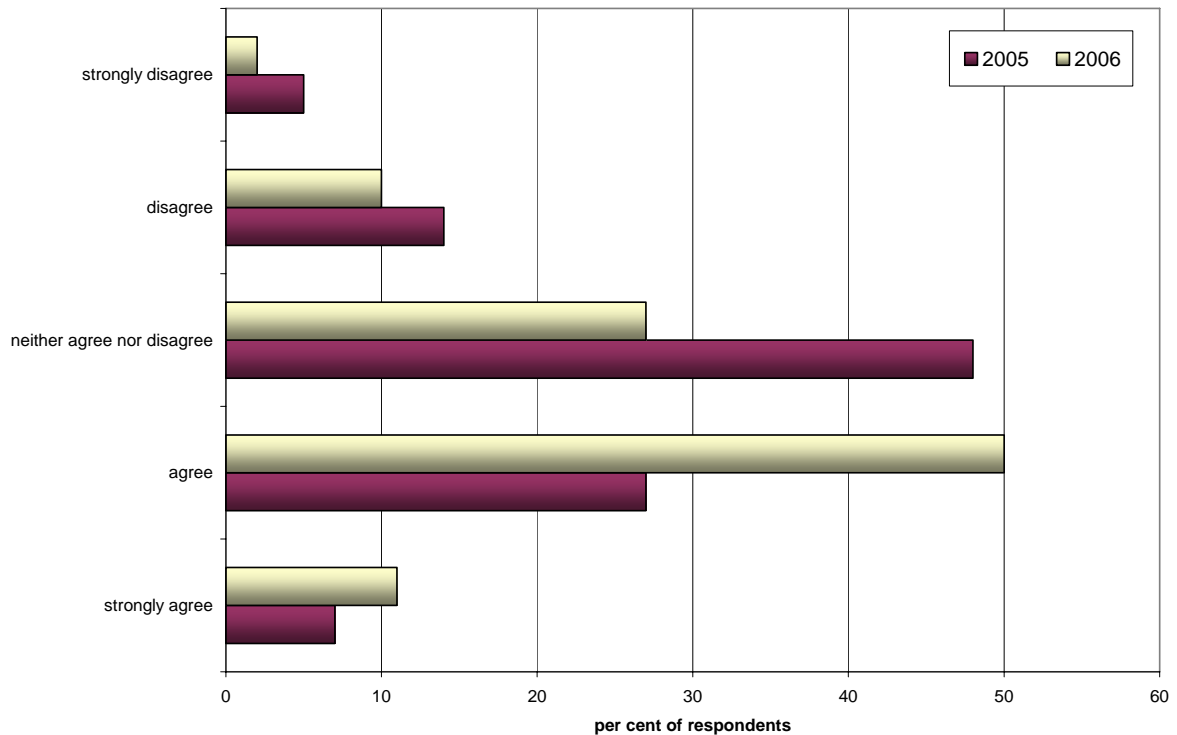
7: The operationalisation of PPA time

This question appeared in the 2005 and 2006 surveys. It did not appear in 2004. For each statement in the question, teachers were asked to respond by indicating, *strongly agree; agree; neither agree nor disagree; disagree; strongly disagree.* When the question appeared in the 2005 survey, this was prior to the date of the national implementation of PPA time. Therefore, the perspective of the question in that survey was anticipatory. Teachers were asked to indicate their views on what they felt would be the impact of PPA. The 2006 survey was after the date of the national implementation of PPA and in this survey teachers were asked to indicate their views on what had been the impact of PPA. This meant that there was a slight change to the wording of parts of the question.

> *PPA time enables me to reflect on my assessments of children's needs and to target my lessons more precisely.*
> (In 2005 it appeared as: *PPA time will enable me to …)*
>
> *PPA time enables me to reduce the amount of time I spend at home on school work*
> (In 2005 it appeared as: *PPA time will enable me to think about things other than school when I am at home.)*
>
> *PPA time enables me to teach better because I feel more prepared.*
> (In 2005 it appeared as: *PPA time will enable me to …)*
>
> *PPA time enables me to share practice with other teachers.*
> (In 2005 it appeared as: *PPA time will enable me to share my practice …)*
>
> *PPA time enables me to become better acquainted with my subject area/area of responsibility.*
> (In 2005 it appeared as: *PPA time will enable me to get better acquainted …)*

The outcomes from the 2005 survey provide and indication of teachers expectations of the effect of having PPA time. The outcomes from 2006 provide an indication of the impact of having PPA times. A comparison of the outcomes from 2005 and 2006 gives an indication of how the provision of PPA time has matched teachers' expectations or not as the case may be.

7.1: The degree to which PPA time enables respondents to reflect on the assessments of their pupils' needs and to target their lessons more precisely

PPA time enables me to reflect on my assessments of children's needs and to target my lessons more precisely.
(In 2005 it appeared as: *PPA time will enable me to …)*

In the 2005 survey, in rounded terms, half (48%) of respondents strongly agreed and two-fifths (38%) agreed with this statement. In the 2006 survey, the proportion strongly agreeing had dropped by 19 per cent, whilst the proportion agreeing had increased by six per cent. See Figure 7.1 and Table 7.1 in the appendix.

Figure 7.1: The degree to which PPA time enables respondents to reflect on the assessments of their pupils' needs and to target their lessons more precisely

7.2: The degree to which PPA time enables respondents to reduce the amount of time spent at home on school work

PPA time enables me to reduce the amount of time I spend at home on school work
(In 2005 it appeared as: *PPA time will enable me to think about things other than school when I am at home.)*

In rounded terms, two-fifths of respondents strongly agreed with this statement in 2005. This proportion dropped by 11per cent in 2006. There was a small increase of four per cent from 2005 to 2006 in the proportion of respondents who agreed with the statement. See Figure 7.2 and Table 7.2 in the appendix.

Figure 7.2: The degree to which PPA time enables respondents to reduce the amount of time spent at home on school work
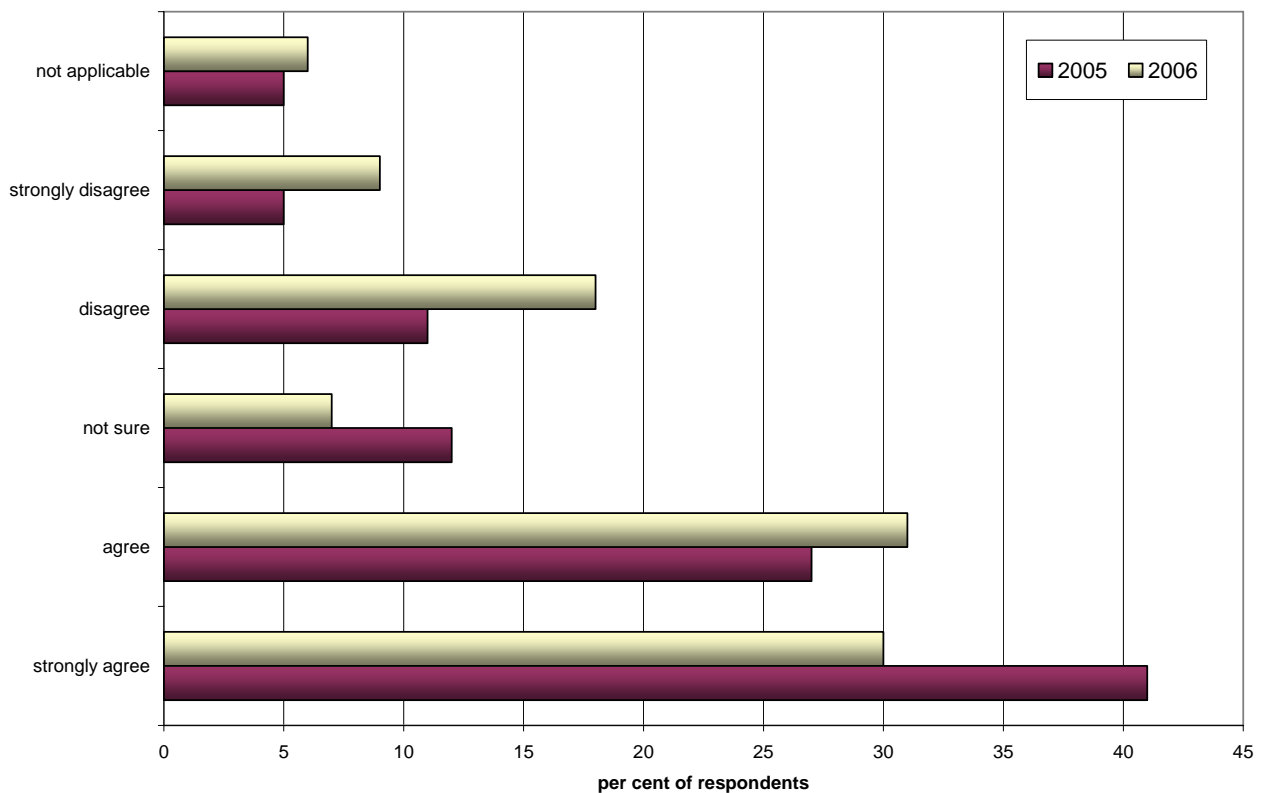
7.3: The degree to which PPA time enables respondents to teach better because they feel more prepared

PPA time enables me to teach better because I feel more prepared.
(In 2005 it appeared as: *PPA time will enable me to …)*

In rounded terms, half of respondents strongly agreed with this statement in 2005. This dropped by 20 per cent in 2006. One-third agreed in 2005 and this proportion increased by four per cent in 2006. See Figure 7.3 and Table 7.3 in the appendix.

Figure 7.3: The degree to which PPA time enables respondents to teach better because they feel more prepared
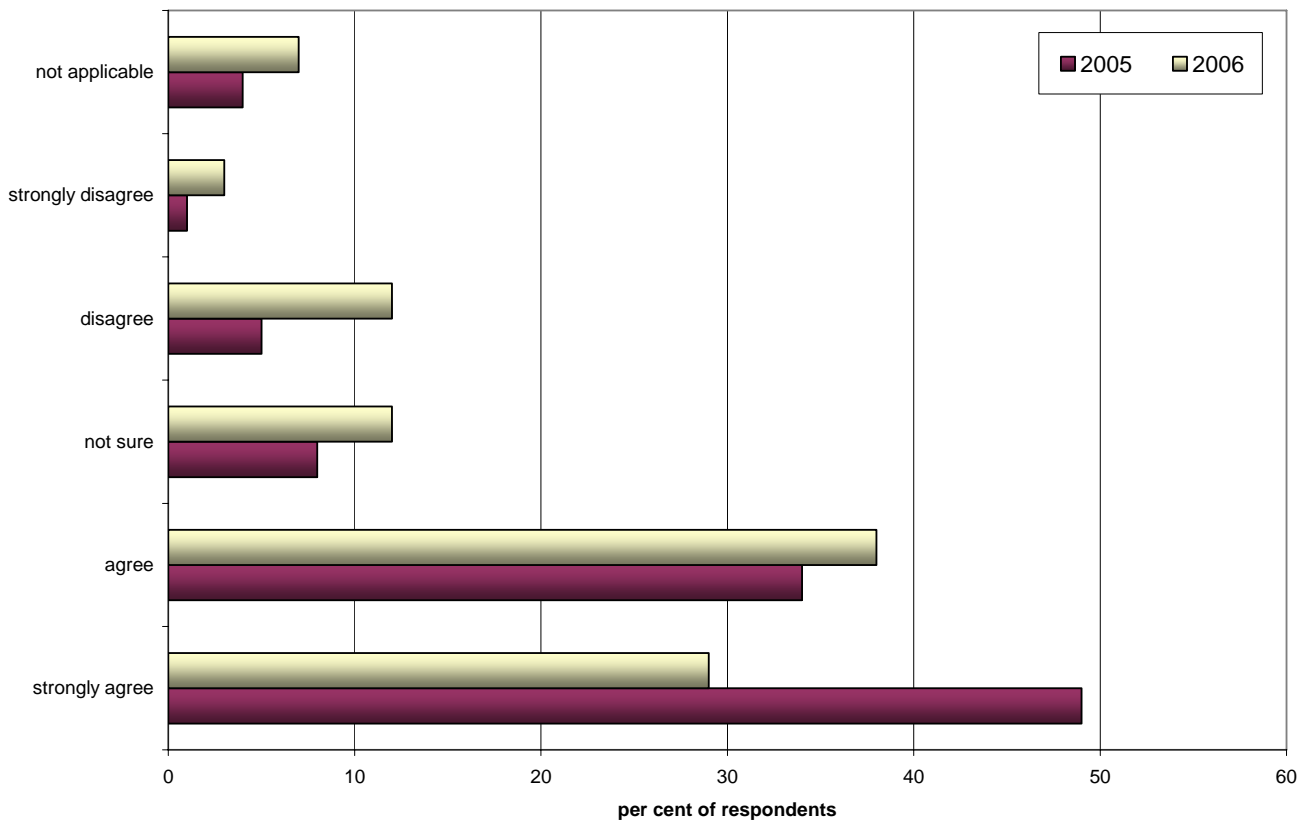
7.4: The degree to which PPA time enables respondents to share practice with other teachers

> *PPA time enables me to share practice with other teachers.*
> (In 2005 it appeared as: *PPA time will enable me to share my practice …)*

In the 2005 survey, in rounded terms, one-third strongly agreed with this statement. In 2006 this proportion had dropped by 17 per cent. One-third of respondents agreed in 2005 and this dropped by two per cent in 2006. This is illustrated in Figure 7.4 and the data are given in full in Table 7.4 in the appendix.

Figure 7.4: The degree to which PPA time enables respondents to share practice with other teachers
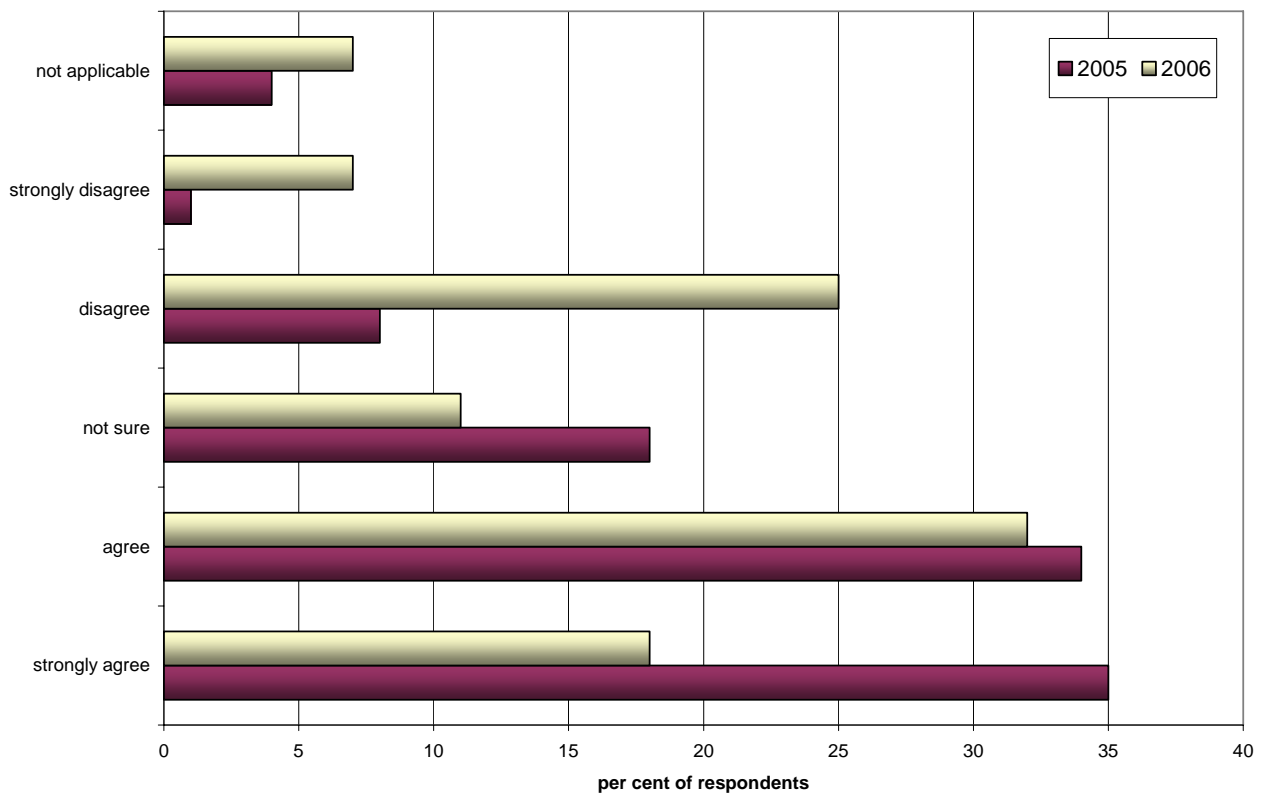
7.5: The degree to which PPA time enables respondents to become better acquainted with their subject area/area of special responsibility

> *PPA time enables me to become better acquainted with my subject area/area of responsibility.*
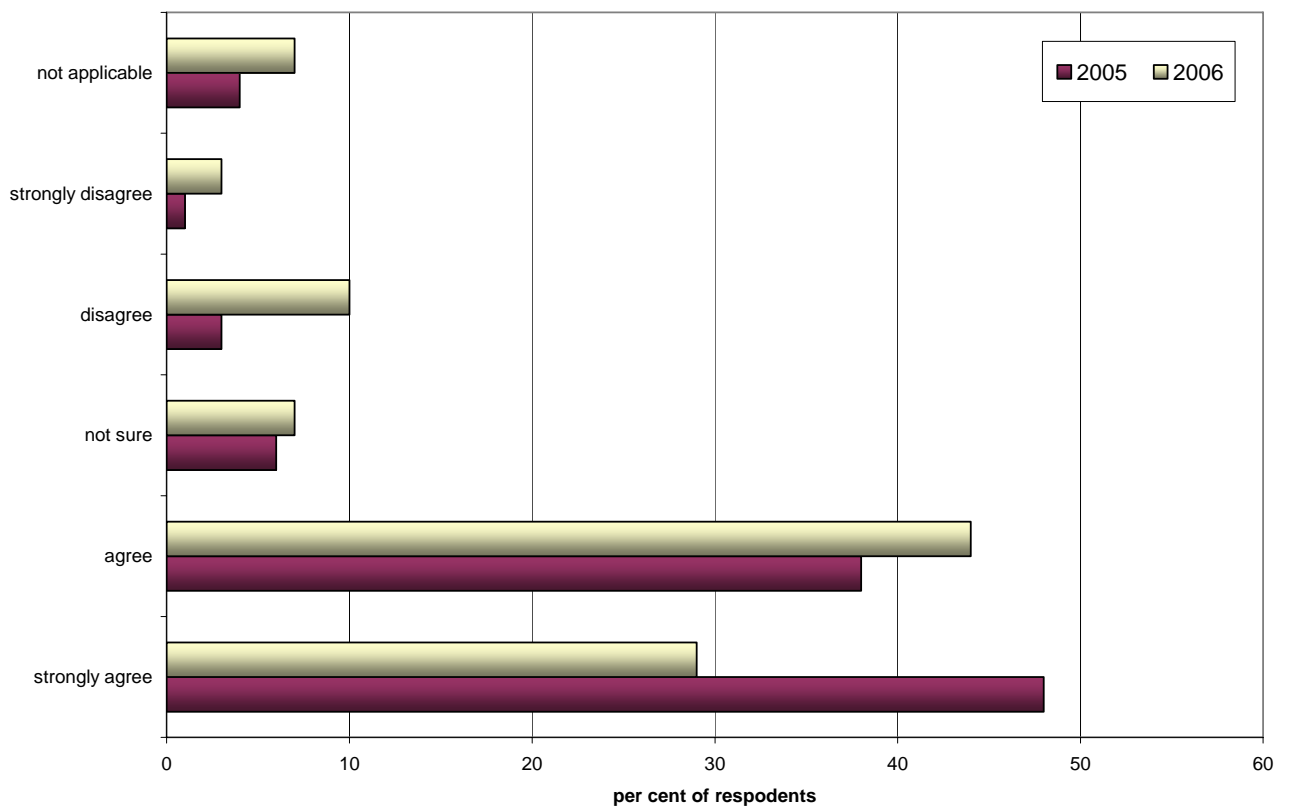> (In 2005 it appeared as: *PPA time will enable me to get better acquainted …)*

In rounded terms, one-third strongly agreed in 2005. This dropped by 19 per cent in 2006. Two-fifths agreed in 2005 and this dropped by just one per cent in the following year. See Figure 7.5 and Table 7.5 in the appendix.

Figure 7.5: The degree to which PPA time enables respondents to become better acquainted with their subject area/area of special responsibility
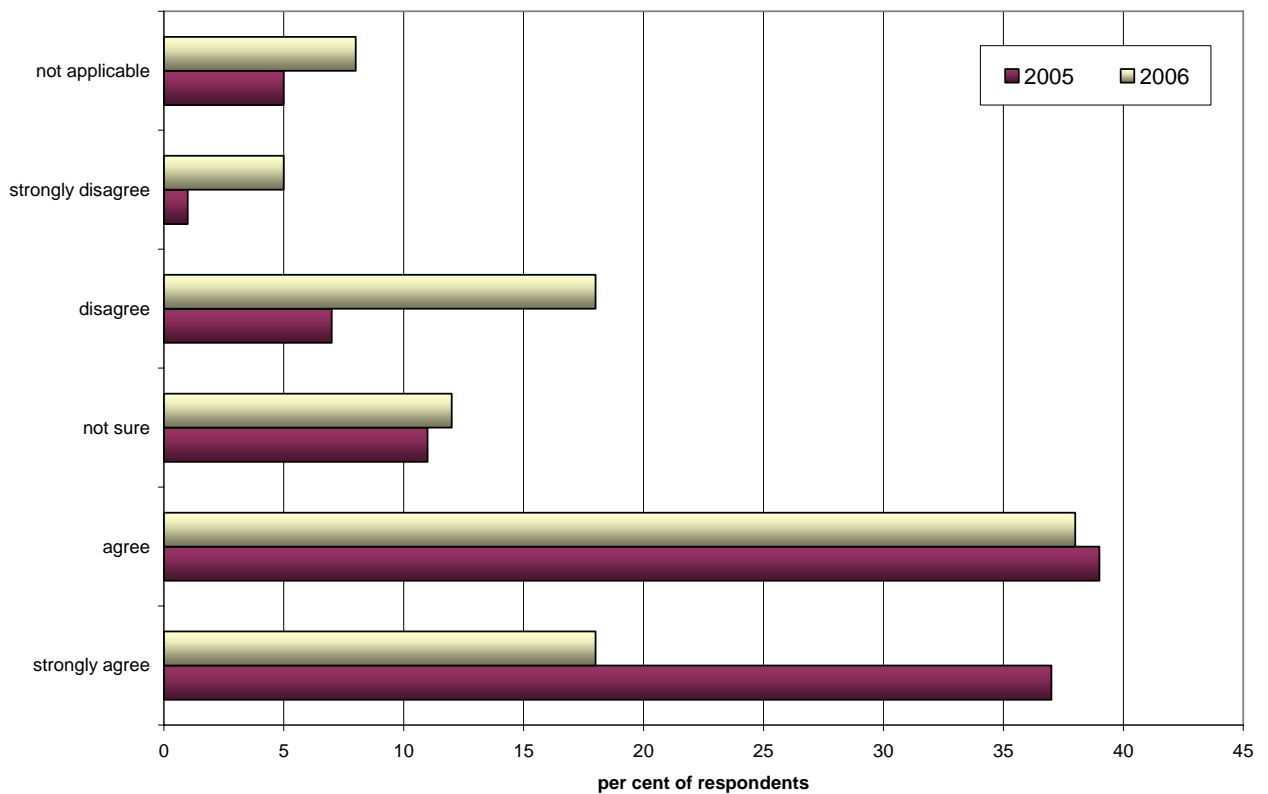
8: Government initiatives

A question asking teachers about government initiatives has appeared in each of the three surveys. Teachers are asked to indicate which government initiatives are helping them to make a difference in improving education in England. Some parts of the question content have appeared in all three years and other parts in the last two. The wording of some parts of the question have been changed in order to keep the terminology up to date and the content of the list of initiatives that appear in the question has been up-dated each year. The details of any changes are given below. Wherever possible, changes have been kept to a minimum. Nevertheless, trends need to be viewed cautiously.

Table 8.1: Government initiatives that have appeared in all three surveys 2004-2006

Which of the following government initiatives are helping teachers to make a difference in improving education in England?		Per cent indicating 'This is helping teachers make a difference.'		
		2004	**2005**	**2006**
2006 text	**Previous text**			
School workforce remodelling	Government workforce remodelling (2004, 2005)	20	39	39
Initiatives relating to ICT in schools	ICT in schools (2004, 2005)	48	60	34
National strategies for teaching and learning	National strategies (2004, 2005)	53	45	58
National statutory tests	National tests (2004, 2005)	8	10	21
Statutory teacher assessment	Same as 2006	19	30	31
Performance tables	Same as 2006	3	5	12

The general trend in Table 8.1 is upwards, with the exception of initiative relating to ICT in schools.

Table 8.2: Government initiatives that have appeared in the last two surveys 2005-2006

Which of the following government initiatives are helping teachers to make a difference in improving education in England?		Per cent indicating 'This is helping teachers make a difference.'	
2006 text	**Previous text**	**2005**	**2006**
Personalised learning	Same as 2005	38	36
Foundation partnerships	Same as 2005	31	21
Funded networks of schools	Networks of schools (2005)	32	15
Academies	Same as 2005	3	3
Specialist schools	Same as 2005	21	22

Inclusion in mainstream schooling of pupils with special needs	Same as 2005	11	23
Building schools for the future	Same as 2005	47	26

Three initiatives in Table 8.2 have a downward trend and three have an upward trend.

Appendix
Data Tables

1: Introduction

Table 1: The questions that have appeared in two or more GTC annual survey of teachers

Question topic	Question number		
	2004	**2005**	**2006**
Whether professional development needs have been met 12 months prior to the survey	4	9	7b
CPD experienced in 12 months prior to the survey	3	8	7a
CPD needs for the 12 months following the survey		11	8
Use of pupil performance data		4	9
The ethos and operational of CPD in respondents' schools		12	10
PPA		16	14
National initiatives & government policies	14	17	20

2: Whether professional development needs have been met 12 months prior to the relevant survey

Table 2: Whether professional development needs have been met in the 12 months prior to survey

	Per cent of respondents			2004-2006 net difference
	2004	**2005**	**2006**	
Yes, fully	20	22	24	+4
Yes, to some extent	57	58	57	0
Yes, fully or yes, to some extent	(77)	(80)	(81)	(+4)
No	23	21	19	-4

Since percentages are rounded they may not sum to 100

3: CPD experiences in 12 months prior to the relevant survey

Table 3.1: The frequencies of respondents' experiences of being a mentor or coach in the 12 months prior to the relevant survey

I have experienced being a mentor or coach	Per cent of respondents			2005-2006 difference
	2004	**2005**	**2006**	
frequently	not asked	33	32	-1
occasionally	not asked	26	26	0
not in the last 12 months	not asked	41	43	+2

Since percentages are rounded they may not sum to 100

Table 3.2: The frequencies of respondents' experiences of being supported by a mentor or coach in the 12 months prior to the relevant survey

I have experienced being supported by a mentor or coach	Per cent of respondents			2004-2006 net difference
	2004	**2005**	**2006**	
frequently	9	8	12	+3
occasionally	23	21	26	+3
not in the last 12 months	69	72	62	-7

Since percentages are rounded they may not sum to 100

Table 3.3: The frequencies of respondents' experiences of collaborative learning with other colleagues in their schools in the 12 months prior to the relevant survey

I have experienced collaborative learning with other colleagues in my school	Per cent of respondents			2004-2006 net difference
	2004	**2005**	**2006**	
frequently	32	39	35	+3
occasionally	54	44	47	-7
not in the last 12 months	15	17	19	+4

Since percentages are rounded they may not sum to 100

Table 3.4: The frequencies of respondents' experiences of collaborative learning within a network of schools in the 12 months prior to the relevant survey

I have experienced collaborative learning within a network of schools	Per cent of respondents			2004-2006 net difference
	2004	**2005**	**2006**	
frequently	8	14	16	+8
occasionally	44	42	44	0
not in the last 12 months	48	44	40	-8

Since percentages are rounded they may not sum to 100

Table 3.5: The frequencies of respondents' experiences of taking an active part in school self-evaluation processes in the 12 months prior to the relevant survey

I have experienced taking an active part in school self-evaluation processes	Per cent of respondents			2004-2006 net difference
	2004	**2005**	**2006**	
frequently	34	41	43	+9
occasionally	44	39	40	-4
not in the last 12 months	22	20	17	-5

Since percentages are rounded they may not sum to 100

Table 3.6: The frequencies of respondents' experiences of participating in collaborative enquiry and problem solving in the 12 months prior to the relevant survey

I have participated in collaborative enquiry and problem solving	Per cent of respondents		2004 -2005 difference	I have experienced participating in collaborative enquiry e.g. school or cluster-based project investigating particular aspects of teaching and learning	Per cent of respondents
	2004	**2005**			**2006**
frequently	12	18	+6	frequently	14
occasionally	38	41	+3	occasionally	37
not in the last 12 months	50	41	-9	not in the last 12 months	49

Since percentages are rounded they may not sum to 100

Table 3.7: The frequencies of respondents' experiences of engaging with subject or specialist associations in the 12 months prior to the relevant survey

I have experienced engaging with subject or specialist associations	Per cent of respondents			2004-2006 net difference
	2004	**2005**	**2006**	
frequently	16	23	16	0
occasionally	44	43	45	+1
not in the last 12 months	40	34	39	-1

Since percentages are rounded they may not sum to 100

Table 3.8: The frequencies of respondents' experiences of participating in external courses in the 12 months prior to the relevant survey

I have experienced participating in external courses	Per cent of respondents			2004-2006 net difference
	2004	**2005**	**2006**	
frequently	21	30	25	+4
occasionally	58	51	53	-5
not in the last 12 months	22	19	22	0

Since percentages are rounded they may not sum to 100

Table 3.9: The frequencies of respondents' experiences of taking a secondment or sabbatical in the 12 months prior to the relevant survey

I have experienced taking a secondment or a sabbatical	Per cent of respondents			2004-2006 net difference
	2004	**2005**	**2006**	
frequently	1	1	1	0
occasionally	1	1	1	0
not in the last 12 months	98	98	98	0

Since percentages are rounded they may not sum to 100

Table 3.10.: The frequencies of respondents' experiences of participating in action research in the 12 months prior to the relevant survey

I have participated in action research	Per cent of respondents		2004 -2005 difference	I have experienced undertaking classroom or school based research	Per cent of respondents
	2004	2005			2006
frequently	3	4	+1	frequently	10
occasionally	8	10	+2	occasionally	17
not in the last 12 months	89	86	-3	not in the last 12 months	73

Since percentages are rounded they may not sum to 100

4: CPD needs for the 12 months following the relevant survey

Table 4.1: Frequencies of respondents expressing a CPD need in the 12 months following the relevant survey

	Per cent indicating 'I will need this.' 2005	Per cent indicating 'I will need this. 2006	difference
Teaching and learning			
Personalised learning	54	37	-17
Teaching pupils with English as an additional language	14	18	+4
Meeting the needs of minority ethnic pupils	17	16	-1
Teaching pupils with special educational needs	39	46	+7
Teaching gifted and talented pupils	40	45	+5
Target-setting for individual pupils (In 2005: Target-setting)	31	38	+7
Teaching citizenship	26	24	-2
Strengthening and updating skills and knowledge in curriculum areas	50	52	+2
Using information and communication technology (ICT) in teaching	57	59	+2
Addressing underachievement in groups of pupils	48	46	-2
Pupils' development and behaviour			
Promoting social and emotional development in pupils	31	37	+6
Behaviour management	35	36	+1
Leadership, management and team working			
Working with and/or managing support staff	28	31	+3
School self-evaluation	30	29	-1

Since percentages are rounded they may not sum to 100

5: The use of pupil performance data

Table 5.1: The degree to which respondents are confident about their use of pupil performance data for supporting pupil progress and/or for school improvement

I am confident in my use of performance data for supporting pupil progress and/or school improvement.	Per cent of respondents		difference
	2005	**2006**	
strongly agree	21	22	+1
agree	48	48	0
neither agree nor disagree	23	20	-3
disagree	7	9	+2
strongly disagree	1	2	+1

Since percentages are rounded they may not sum to 100

Table 5.2: The degree to which respondents would like training (further training) in their use of pupil performance data for supporting pupil progress and/or for school improvement

I would like training (or further training) in the use of performance data for supporting pupil progress and/or for school improvement.	Per cent of respondents		difference
	2005	**2006**	
strongly agree	10	14	+4
agree	34	31	-3
neither agree nor disagree	31	30	-1
disagree	17	19	+2
strongly disagree	7	6	-1

Since percentages are rounded they may not sum to 100

Table 5.3: The degree to which respondents are confident in using ICT for analysing performance data

I am confident in my use of ICT for analysing performance data.	Per cent of respondents		difference
	2005	**2006**	
strongly agree	17	16	-1
agree	37	37	0
neither agree nor disagree	26	25	-1
disagree	17	19	+2
strongly disagree	3	4	+1

Since percentages are rounded they may not sum to 100

Table 5.4: The degree to which respondents would like training (further training) in the use of ICT for analysing performance data

I would like training (or further training) in the use of ICT for analysing performance data.	Per cent of respondents		difference
	2005	**2006**	
strongly agree	15	19	+4
agree	36	34	-2
neither agree nor disagree	27	25	-2
disagree	15	15	0
strongly disagree	7	6	-1

Since percentages are rounded they may not sum to 100

Table 5.5: The degree to which teachers are confident about their use performance data in reporting to parents and/or school management

I am confident in my use of performance data for reporting to parents and/or school management.	Per cent of respondents		difference
	2005	**2006**	
strongly agree	20	19	-1
agree	49	46	-3
neither agree nor disagree	22	23	-1
disagree	8	10	+2
strongly disagree	2	2	0

Since percentages are rounded they may not sum to 100

Table 5.6: The degree to which respondents would like training (further training) in reporting to parents and/or school management

I would like training (or further training) in the use of performance data in reporting to parents and/or school management.	Per cent of respondents		difference
	2005	**2006**	
strongly agree	10	13	-3
agree	32	30	-2
neither agree nor disagree	34	32	-2
disagree	18	19	-1
strongly disagree	7	6	-1

Since percentages are rounded they may not sum to 100

6: The operationalisation of CPD

Table 6.1: The degree to which respondents feel that CPD is highly valued in their schools

CPD is highly valued in my school. (2005: I perceive CPD to be highly valued in my school.)	Per cent of respondents		difference
	2005	2006	
strongly agree	27	26	-1
agree	40	42	+2
neither agree nor disagree	21	21	0
disagree	11	10	-1
strongly disagree	2	2	0

Since percentages are rounded they may not sum to 100

Table 6.2: The degree to which respondents feel that their school is a professional learning community

My school is a professional learning community (2005: I think of my school as a professional learning community.)	Per cent of respondents		difference
	2005	2006	
strongly agree	24	23	-1
agree	40	41	+1
neither agree nor disagree	22	25	+3
disagree	11	10	-1
strongly disagree	2	2	0

Since percentages are rounded they may not sum to 100

Table 6.3: The degree to which respondents are offered CPD following evaluation of their professional development needs

In my school I am offered CPD following evaluation of my professional development needs	Per cent of respondents		difference
	2005	2006	
strongly agree	19	15	-4
agree	34	38	+4
neither agree nor disagree	22	23	+1
disagree	20	19	-1
strongly disagree	5	5	0

Since percentages are rounded they may not sum to 100

Table 6.4: The degree to which respondents' experience is that senior staff identify courses relevant to the needs of the schools and decide which staff should attend them

In my school, senior staff identify courses relevant to the needs of the school and decide which staff should attend them	Per cent of respondents		difference
	2005	2006	
strongly agree	13	14	+1
agree	32	33	+1
neither agree nor disagree	23	24	+1
disagree	25	21	-4
strongly disagree	7	7	0

Since percentages are rounded they may not sum to 100

Table 6.5: The degree to which respondents are sometimes released from their teaching timetable for CPD

I am sometimes released from my teaching timetable for CPD (2005: 'I am not released from my teaching timetable for CPD')	Per cent of respondents		difference
	2005	2006	
strongly agree	22	20	-2
agree	42	42	0
neither agree nor disagree	17	13	-4
disagree	13	16	+3
strongly disagree	7	9	+2

Since percentages are rounded they may not sum to 100

Table 6.6: The degree to which respondents feel that their schools' budgets for supply cover are adequate for teachers' CPD needs

In my school the budget for supply cover is adequate for teachers' CPD needs	Per cent of respondents		difference
	2005	2006	
strongly agree	6	10	+4
agree	19	21	+2
neither agree nor disagree	25	25	0
disagree	31	26	-5
strongly disagree	20	18	-2

Since percentages are rounded they may not sum to 100

Table 6.7: The degree to which respondents would like more opportunities to observe lessons as part of their CPD

I would like (more) opportunities to observe lessons as part of my CPD	Per cent of respondents		difference
	2005	2006	
strongly agree	28	17	-11
agree	39	42	+3
neither agree nor disagree	22	26	+4
disagree	8	12	+4
strongly disagree	3	3	0

Since percentages are rounded they may not sum to 100

Table 6.8: The degree to which respondents would like to work (more) with other schools as part of their CPD

I would like to work (more) with other schools as part of my CPD	Per cent of respondents		difference
	2005	2006	
strongly agree	24	16	-8
agree	40	45	+5
neither agree nor disagree	26	28	+2
disagree	8	9	-1
strongly disagree	3	3	0

Since percentages are rounded they may not sum to 100

Table 6.9: The degree to which respondents judge that the courses they have attended outside school are generally of high quality

The courses I have attended outside the school are generally of high quality (2005: The CPD provided locally is high quality)	Per cent of respondents		difference
	2005	2006	
strongly agree	7	11	+4
agree	27	50	+23
neither agree nor disagree	48	27	-21
disagree	14	10	-4
strongly disagree	5	2	-3

Since percentages are rounded they may not sum to 100

7: The operationalisation of PPA time

Table 7.1: The degree to which PPA time enables respondents to reflect on the assessments of their pupils' needs and to target their lessons more precisely

PPA time enables me to reflect on my assessments of children's needs and to target my lessons more precisely (2005: PPA time will enable me to …)	Per cent of respondents		difference
	2005	2006	
strongly agree	48	29	-19
agree	38	44	+6
not sure	6	7	+1
disagree	3	10	+7
strongly disagree	1	3	+2
not applicable	4	7	+3

Since percentages are rounded they may not sum to 100

Table 7.2: The degree to which PPA time enables respondents to reduce the amount of time spent at home on school work

PPA time enables me to reduce the amount of time I spend at home on school work (2005: PPA time will enable me to think about things other than school when I am at home …)	Per cent of respondents		difference
	2005	2006	
strongly agree	41	30	-11
agree	27	31	+4
not sure	12	7	-5
disagree	11	18	+7
strongly disagree	5	9	+4
not applicable	5	6	+1

Since percentages are rounded they may not sum to 100

Table 7.3: The degree to which PPA time enables respondents to teach better because they feel more prepared

PPA time enables me to teach better because I feel more prepared (2005: PPA time will enable me to …)	Per cent of respondents		difference
	2005	2006	
strongly agree	49	29	-20
agree	34	38	+4
not sure	8	12	+4
disagree	5	12	+7
strongly disagree	1	3	+2
not applicable	4	7	+3

Since percentages are rounded they may not sum to 100

Table 7.4: The degree to which PPA time enables respondents to share practice with other teachers

PPA time enables me to share practice with other teachers (2005: PPA time will enable me to share my practice...)	Per cent of respondents		difference
	2005	2006	
strongly agree	35	18	-17
agree	34	32	-2
not sure	18	11	-7
disagree	8	25	+17
strongly disagree	1	7	+6
not applicable	4	7	+3

Since percentages are rounded they may not sum to 100

Table 7.5: The degree to which PPA time enables respondents to become better acquainted with their subject area/area of special responsibility

PPA time enables me to become better acquainted with my subject area/ area of responsibility (2005: PPA time will enable me to get better acquainted...)	Per cent of respondents		difference
	2005	2006	
strongly agree	37	18	-19
agree	39	38	-1
not sure	11	12	+1
disagree	7	18	+11
strongly disagree	1	5	+4
not applicable	5	8	

Since percentages are rounded they may not sum to 100

8: Government initiatives

Table 8.1: Government initiatives that have appeared in all three surveys 2004-2006

Which of the following government initiatives are helping teachers to make a difference in improving education in England?		Per cent indicating 'This is helping teachers make a difference.'		
2006 text	**Previous text**	**2004**	**2005**	**2006**
School workforce remodelling	Government workforce remodelling (2004, 2005)	20	39	39
Initiatives relating to ICT in schools	ICT in schools (2004, 2005)	48	60	34
National strategies for teaching and learning	National strategies (2004, 2005)	53	45	58
National statutory tests	National tests (2004, 2005)	8	10	21
Statutory teacher assessment	Same as 2006	19	30	31
Performance tables	Same as 2006	3	5	12

Table 8.2: Government initiatives that have appeared in the last two surveys 2005-2006

Which of the following government initiatives are helping teachers to make a difference in improving education in England?		Per cent indicating 'This is helping teachers make a difference.'	
2006 text	**Previous text**	**2005**	**2006**
Personalised learning	Same as 2005	38	36
Foundation partnerships	Same as 2005	31	21
Funded networks of schools	Networks of schools (2005)	32	15
Academies	Same as 2005	3	3
Specialist schools	Same as 2005	21	22
Inclusion in mainstream schooling of pupils with special needs	Same as 2005	11	23
Building schools for the future	Same as 2005	47	26