

Teacher Voice Omnibus June 2008 Survey:

Pupil Behaviour

National Foundation for Educational Research



**Research Report No
DCSF-RW069**

*Teacher Voice Omnibus
June 2008 Survey:
Pupil Behaviour*

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Introduction

Six questions were submitted by the Department for Children, Schools and Families (DCSF) to NFER's Teacher Voice Omnibus Survey in June 2008. The questions covered the following topics:

- age group of respondents and length of time in teaching post
- perceptions of standards of pupil behaviour currently and within the last five years
- perceived impact of negative pupil behaviour on teacher retention
- views on the training and support available to manage pupil behaviour
- teacher awareness of strategies to promote positive behaviour

This report provides an analysis of the responses to the questions, along with supporting information about the survey. Where appropriate, the results are presented by school phase (primary and secondary) and by teacher age group and years of teaching experience.

Analysis of findings

Context

Standards of pupil behaviour are a regular topic for public and media discussion, and the importance of this aspect of schooling is acknowledged in the *Children's Plan*: 'We know that standards of behaviour continue to be a matter of concern for parents, teachers, and children and young people themselves'.¹ A number of approaches for addressing pupil behaviour issues are set out in the Children's Plan, including an expectation that all secondary schools will be in 'behaviour partnerships' (usually consisting of about six to ten schools) and an expansion of the availability of Parent Support Advisors.

These approaches will build upon the development of the Government's National Strategy for Behaviour and Attendance, which was introduced five years ago and was aimed at improving pupil behaviour and attendance through the provision of advice, support and training for staff. There are a number of other initiatives which have contributed towards managing pupil behaviour, including the strengthening of the Social and Emotional Aspects of Learning (SEAL) programme, which aims to promote positive

¹ Department for Children, Schools and Families (2007). *The Children's Plan: Building Brighter Futures*, Para. 23. [online]. Available: http://www.dfes.gov.uk/publications/childrensplan/downloads/The_Childrens_Plan.pdf [11 July, 2008].

behaviour by developing pupils' social, emotional and behavioural skills. The Education and Inspections Act (2006), which included recommendations from the Steer report (2005), also introduced new measures enabling teachers to discipline pupils with poor behaviour.

The Children's Plan makes reference to, and builds upon, the work of the Practitioners' Group on School Behaviour and Discipline, chaired by Sir Alan Steer. In this group's report, *Learning Behaviour*, the point is made that: 'There is no single solution to the problem of poor behaviour...'² The report tackled the issues head on, however, and 84 recommendations were made to policy makers regarding what could be done to improve behaviour and discipline in schools.

In March 2008, at the request of the Secretary of State for Education, Sir Alan Steer reviewed progress on these issues. In his initial review document, Sir Alan noted that progress had been 'very positive'³ and he added that it was 'pleasing to see that Ofsted report that the number of schools having inadequate behaviour is at the lowest level ever recorded'.⁴ Despite this good progress, all involved would agree that there is still scope for further improvement in terms of identifying and addressing school behaviour issues. The latest phase of the DCSF's six-year longitudinal project into beginner teachers' experiences, for example, indicates that challenging pupil behaviour is still one of the most common factors affecting beginner teacher retention.⁵ Sir Alan Steer himself has also identified some 'emerging new issues' in his 2008 document, including further consideration for Special Educational Needs (SEN) pupils, of alternative provision for excluded pupils, cyber bullying and the responsibilities of, and support for, parents.

² Department for Education and Skills (2005). *Learning Behaviour: The Report of the Practitioners' Group on School Behaviour and Discipline*, p.2. [online]. Available: <http://publications.teachernet.gov.uk/eOrderingDownload/1950-2005PDF-EN-02.pdf> [11 July, 2008].

³ Steer, A. (2008). *Behaviour Review: An Initial Response*, Para. 1.i. [online]. Available: <http://www.dfes.gov.uk/behaviourandattendance/uploads/Steer%20interim%20260308FINAL.pdf> [11 July, 2008].

⁴ See: Ofsted (2006). *Improving Behaviour*. [online]. Available: <http://www.ofsted.gov.uk/publications/2377> [11 July 2008].

⁵ Department for Children, Schools and Families (2008). *Teachers' Experiences of their Second Year in Post: Findings from Phase IV of the *Becoming a Teacher* project*. [online]. Available: <http://www.dfes.gov.uk/research/programmeofresearch/index.cfm?resultspage=11&type=5> [11 July 2008].

Overall findings

Age and experience of the sample

The survey was completed by a sample of over 1,400 teachers and that this sample was weighted to ensure representativeness. The sample would have included teachers from a wide range of school governance types and subject areas. Sample numbers were also sufficient to allow for comparisons between the primary and secondary sectors. Detailed information about the sample is given in the supplementary section of this report.

As can be seen from Table 1 below, teachers of all age groups were represented in the survey. The two age groups with the most respondents were 30 to 39 years and 50 or over. Only five per cent of respondents were under 25, but this is not surprising given the training and qualification requirements that are required before an individual can start their teaching career. There were only small differences in age group representation by school sector: there were slightly more primary than secondary respondents in the youngest age group (six per cent and four per cent respectively) and vice versa with the oldest age group (34 per cent of secondary respondents and 28 per cent of primary).

Table 1. Please indicate your age group.

	All	Primary	Secondary
Less than 25	5%	6%	4%
25-29	15%	15%	15%
30-39	27%	29%	25%
40-49	23%	23%	23%
50 or over	31%	28%	34%
Local base (N)	1436	739	706

*Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey June 2008*

Table 2 presents information about respondents' length of time in teaching. It can be seen that nearly four-fifths of the respondent sample had been in teaching for more than five years: 17 per cent had been teachers for between one and five years, and four per cent were newly qualified teachers (NQTs). There were no major differences between the primary and secondary sectors in terms of reported length of time in teaching.

Table 2. Please indicate how long you have been in teaching.

	All	Primary	Secondary
I am a NQT (newly qualified teacher)	4%	3%	4%
Between one and five years	17%	18%	17%
More than five years	79%	79%	79%
Local base (N)	1438	739	708

Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey June 2008

Table 3 presents data relating to length of time the respondents had worked at their present schools. Three-fifths of respondents had worked at their present school for five years or more, and two-fifths for less than five years. Proportionately more secondary respondents reported that they worked in their school for five years or more (62 per cent) than their primary sector counterparts (58 per cent).

Table 3. Please indicate how long you have worked in your present school.

	All	Primary	Secondary
Less than five years	40%	42%	39%
Five years or longer	60%	58%	62%
Local base (N)	1437	738	706

Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey June 2008

Rating standards of pupil behaviour

The next question in the Teacher Voice survey asked teachers to rate the standard of pupil behaviour in their school. As can be seen from Table 4, the majority of teachers (70 per cent) rated pupil behaviour as either 'good' or 'very good'. Twenty-four per cent of the sample said that pupil behaviour was 'acceptable'; six per cent said that it was poor, and less than one per cent said that behaviour was very poor.

Table 4. How would you rate the standard of pupil behaviour in your school?

	All	Primary	Secondary
Very good	26%	31%	19%
Good	44%	44%	44%
Acceptable	24%	20%	29%
Poor	6%	4%	9%
Very poor	1%	1%	1%
I don't know	0%	0%	0%
Local base (N)	1442	741	709

Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey June 2008

When the figures are examined by sector, it seems that poor pupil behaviour *is more of an issue for secondary teachers* than for primary school respondents:

- only 19 per cent of secondary teachers said that pupil behaviour was 'very good', compared with 31 per cent of primary teachers
- 29 per cent of secondary teachers said pupil behaviour could be rated as 'acceptable' at their school, compared with 20 per cent of primary colleagues
- nine per cent of secondary teachers said that pupil behaviour was 'poor' compared with just four per cent of primary teachers.

The responses to this question were also analysed by teacher age groups. The findings from this analysis seem to suggest that there is a link between teacher experience and perceptions of pupil behaviour in school: the age group that had the most positive perception of pupil behaviour was the oldest group, 50 years and over. Nearly one third of this group (31 per cent) expressed a view that pupil behaviour was 'very good', compared with a maximum of 26 per cent from any other age group. The general trend, however, was not one of the more experienced the teacher, the better the view of pupil behaviour: the 25-29 age group took the most negative view, with 41 per cent of this

group indicating that pupil behaviour was either 'acceptable', 'poor' or 'very poor', compared with a maximum of 32 per cent from any other age group. Analysis by respondents' length of time teaching revealed that 51 per cent of NQTs felt that pupil behaviour was 'good' or 'very good', this rose to 62 per cent for teachers with 1-5 years experience, and 72 per cent for teachers with more than five years experience.

Interestingly, when the sample was divided into senior leaders and classroom teachers, it was found that proportionately more school leaders (48 per cent) than classroom teachers (22 per cent) said that pupil behaviour was 'very good'. Also, proportionately more primary senior leaders (54 per cent) than secondary leaders (38 per cent) said that pupil behaviour was 'very good'.

Changing standards of pupil behaviour

Respondents were asked whether the general standard of pupil behaviour had changed in their school in the last five years. The responses to this question, presented in Table 5 below, suggest that about half of the sample believe that the standard of behaviour has deteriorated (either marginally or substantially), around one quarter believe that it has remained the same, and the remaining quarter believe that it has improved (marginally or substantially).

Table 5. How has the general standard of behaviour changed in your school over the last five years?

	All	Primary	Secondary
Substantially improved	10%	11%	9%
Marginally improved	16%	16%	16%
Remained the same	26%	32%	20%
Marginally deteriorated	39%	37%	40%
Substantially deteriorated	9%	5%	14%
I don't know	0%	0%	0%
Local base (N)	847	431	434

*This question was filtered to teachers who had been in their school for five years or more
 Due to rounding, percentages may not sum to 100
 Source: NFER Omnibus Survey June 2008*

Secondary teachers were more pessimistic about this issue than their primary colleagues: 14 per cent of secondary respondents indicated a view that pupil behaviour had 'substantially deteriorated' compared with five per cent of primary respondents. Proportionately more primary teachers said that behaviour remained the same (32 per cent) than secondary teachers (20 per cent).

It was also interesting to address the question of whether older teachers were more negative (or positive) about trends in pupil behaviour. Analysis by age group, however, did not reveal any clear pattern between the age group of teachers and their perceptions of changes in pupil behaviour. The most positive age group was the 40-49 year-olds (28 per cent said that behaviour had improved, either 'marginally' or 'substantially') and the least positive was the under 25s group (54 per cent said that behaviour had deteriorated 'marginally'). It is important to bear in mind, however, that the proportion of teachers who took the view that behaviour had deteriorated was larger than the proportion who felt that behaviour had improved, *for all age groups*.

In terms of length of service in teaching, the most 'pessimistic' group consisted of the most experienced teachers, those with more than five years experience: 48 per cent of this group said that pupil behaviour had deteriorated (either 'marginally' or 'substantially') in the last five years, compared with 39 per cent of NQTs and 32 per cent of teachers with 1-5 years experience. Conversely, teachers with 1-5 years experience were by far the most 'optimistic' group: 45 per cent of these respondents said that pupil behaviour had improved (either 'marginally' or 'substantially') in the last five years, compared with just 20 per cent of NQTs and 26 per cent of teachers with over five years experience. This raises the question of whether there is something particularly positive about this cohort of teachers (or their professional development) which enables them to view changes in pupil behaviour in a more positive light than their colleagues.

Senior leaders were found to be more optimistic about trends in pupil behaviour than classroom teachers: 41 per cent of leaders said that pupil behaviour had improved (either 'marginally' or 'substantially') in the last five years, compared with just 23 per cent of classroom teachers.

Attitudes towards pupil behaviour

The final question in the survey asked teachers about the extent to which they agreed with each of six statements about managing pupil behaviour in their school. The general finding from this question was that teachers were reasonably confident about their abilities to manage pupil behaviour, but were less sure about whether the appropriate training and support was available to help them to deal with behaviour management issues.

Over four-fifths of the sample (83 per cent) agreed that they were 'well equipped' to manage pupil behaviour, with 13 per cent neither agreeing nor disagreeing, and only four per cent disagreeing with the statement (Table 6). Proportionately more primary teachers

agreed that they were well equipped for managing pupil behaviour (84 per cent) compared with their secondary colleagues (81 per cent). Similarly, proportionately more older teachers said that they were 'well equipped' to manage pupil behaviour, though the differences between age groups were small: for example, 84 per cent of over 50s said that they were well-equipped compared with 74 per cent of under-25s.

Table 6. I feel well equipped to manage pupil behaviour.

	All	Primary	Secondary
Agree	83%	84%	81%
Neither Agree nor Disagree	13%	12%	14%
Disagree	4%	3%	5%
Don't know	0%	0%	0%
Local base (N)	1437	738	707

Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey June 2008

Just over three-quarters of the full sample (77 per cent) agreed that they were 'equipped to promote positive pupil behaviour by developing pupils' social and emotional skills', with 18 per cent giving a 'neither agree nor disagree' answer and five per cent disagreeing with the statement (Table 7). There were no major differences between the various age groups of teachers, though proportionately fewer NQTs, not surprisingly, agreed with the statement (63 per cent agreed with the statement) than teachers with 1-5 years (78 per cent) or more than five years experience (77 per cent).

Table 7 I feel equipped to promote positive pupil behaviour by developing pupils' social and emotional skills.

	All	Primary	Secondary
Agree	77%	83%	70%
Neither Agree nor Disagree	18%	14%	22%
Disagree	5%	3%	7%
Don't know	1%	1%	1%
Local base (N)	1439	741	707

Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey June 2008

There was an interesting difference between the sectors in response to this statement about developing pupils’ social and emotional skills, with the primary sample exhibiting greater confidence: 83 per cent of primary teachers agreed that they could promote positive pupil behaviour in this way, compared with 70 per cent of secondary teachers. This finding probably reflects the fact that the primary roll out of the Social and Emotional Aspects of Learning (SEAL) programme started in September 2005. About 80 per cent of primary schools are now involved. The secondary roll out started in September 2007. About 20 per cent of secondary schools are now involved.

The next two statements were to do with perceptions about the training and support, in respondents’ schools, that was available for teachers who were struggling to manage pupil behaviour. In response to a statement that ‘appropriate training’ was available, respondents were evenly split in their answers: 35 per cent said that such training was available; the same figure (35 per cent) said that such training was *not* available, and 24 per cent neither agreed nor disagreed (Table 8).

Table 8. Appropriate training is available for teachers in my school who are struggling to manage pupil behaviour.

	All	Primary	Secondary
Agree	35%	36%	34%
Neither Agree nor Disagree	24%	24%	23%
Disagree	35%	34%	37%
Don't know	6%	6%	7%
Local base (N)	1440	741	707

Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey June 2008

There was only a small difference in responses by sector, with 36 per cent of primary teachers agreeing that training was available compared with 34 per cent of secondary teachers. When responses to this statement were analysed by age group it was found that the oldest groups (40-49 years and 50 or over) were the ones who tended to agree that training was available (40 per cent and 42 per cent respectively) and the ‘middle’ age groups (25-29 and 30-39) were the teachers who said that training was not available (44 per cent and 41 per cent respectively). This finding is supported by a similar finding related to length of service as a teacher: it was the middle group (teachers with 1-5 years’ experience) who agreed more often that ‘appropriate training’ was available (28

per cent agreed, compared with 37 per cent of NQTs and 36 per cent of teachers with over five years experience).

With respect to the availability of appropriate school-based support for teachers struggling to manage pupil behaviour, responses were rather more positive (Table 9). Almost half of the sample (49 per cent) agreed that such support was available in their school, just under one quarter expressed a neutral view (22 per cent), and a further quarter (26 per cent) disagreed.

Table 9. Appropriate support is available in my school for teachers who are struggling to manage pupil behaviour.

	All	Primary	Secondary
Agree	49%	52%	46%
Neither Agree nor Disagree	22%	22%	24%
Disagree	26%	24%	28%
Don't know	3%	3%	3%
Local base (N)	1435	739	706

*Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey June 2008*

Primary teachers (52 per cent) tended to agree more often than their secondary colleagues (46 per cent) that such support was available. The same was true for older teachers: there was a definite trend of the older age groups of teachers indicating that such support was available in their school (from 40 per cent of under-25s agreeing to the statement, rising to 59 per cent for the over 50 group). This trend was replicated, but to a lesser extent, in groupings based on years of experience in teaching:

The next two statements teachers were asked to respond to, were to do with the effects of negative pupil behaviour on retention in the teaching profession. Over two-thirds of respondents (68 per cent) agreed with the statement that: 'In my opinion, negative pupil behaviour is driving teachers out of the profession', with six per cent disagreeing, 21 per cent neither agreeing nor disagreeing, and five per cent giving a 'don't know answer' (Table 10).

Table 10. In my opinion, negative pupil behaviour is driving teachers out of the profession.

	All	Primary	Secondary
Agree	68%	64%	73%
Neither Agree nor Disagree	21%	24%	18%
Disagree	6%	6%	5%
Don't know	5%	6%	4%
Local base (N)	1440	741	707

*Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey June 2008*

Again, secondary teachers were more negative than primary teachers on this issue, with 73 per cent of the former agreeing with the statement that teachers were being driven out of the profession, compared with 64 per cent of the latter. Overall, the length of teaching experience and the age of the respondent did not make much difference to answers to this question, though proportionately fewer of the two oldest groups agreed with the statement than the younger groups.

The final statement was as follows: 'In my opinion, teachers with less experience are more likely than teachers with more experience to be driven out of the profession by negative behaviour'. Fifty-one per cent of respondents agreed with this statement, 25 per cent neither agreed nor disagreed, 19 per cent disagreed and six per cent said 'don't know' (Table 11).

Table 11. In my opinion, teachers with less experience are more likely than teachers with more experience to be driven out of the profession by negative behaviour.

	All	Primary	Secondary
Agree	51%	49%	53%
Neither Agree nor Disagree	25%	26%	23%
Disagree	19%	19%	20%
Don't know	6%	7%	5%
Local base (N)	1438	741	706

*Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey June 2008*

Proportionately fewer secondary teachers (53 per cent) than their primary colleagues (49 per cent) agreed that less experienced teachers were more likely to be driven out of the profession. Again, there was not a great deal of difference in the responses of groups based on teaching experience or different age groups, but there was a minor trend in that relatively more of the oldest groups agreed with the statement than the younger groups (53 per cent of over 50s, compared with 48 per cent of the under 25s, for example).

Conclusions and implications for the client

The findings from this series of questions on teachers' views around pupil behaviour issues present something of a mixed picture. On the positive side, the finding that over four-fifths of teachers see themselves as being 'well-equipped' to manage pupil behaviour (and this largely holds true for all age levels and levels of experience) can be seen as very encouraging.

Over three-quarters of teachers also felt equipped to promote positive pupil behaviour by developing pupils' social and emotional skills, suggesting that programmes such as the Social, Emotional and Behavioural Skills (SEBS) and Social and Emotional Aspects of Learning (SEAL) programmes have been useful to teachers (this seems probable, but it should be noted that this is not a causal link – there may be other reasons for teachers' confidence in this aspect of their work apart from the implementation of these programmes).

It was also encouraging that the majority of teachers (70 per cent) rated current pupil behaviour in their schools as either 'good' or 'very good'. There were some differences by teacher groups, however, that merit further investigation. It is clear, for example, that poor behaviour is more of an issue for secondary teachers than for primary teachers, and for classroom teachers rather than senior leaders.

The question about perceptions of changes in pupil behaviour revealed that a greater proportion of teachers, in all age groups and both sectors, took the view that pupil behaviour had deteriorated in the last five years, rather than improved.

It was also notable that over two-thirds of respondents (68 per cent) agreed with the statement that: 'negative pupil behaviour is driving teachers out of the profession'. It seems that this is perceived as an issue that can affect teachers' commitment to the profession, but some important qualifiers need to be taken into account here: this response does not enable us to quantify the proportions of teachers who might be 'driven

out' for this reason (indeed the proportion could be very small), nor does it reveal anything about other reasons for leaving the teaching profession, such as workload concerns, family reasons or a change of career. A more extensive research project focussed on this particular issue would be required to examine these perceptions more fully.

In general, caution needs to be exercised with regard to these findings. It should be borne in mind that these are teachers' *perceptions* about behaviour, and it is interesting to note that there was an apparent discrepancy between teachers' actual personal experiences of pupil behaviour and their perception of pupil behaviour generally. For example, a very large majority of teachers (94 per cent) rated pupil behaviour in their own school as 'very good', 'good' or 'acceptable', and yet over two-thirds of respondents (68 per cent) also agreed that negative pupil behaviour is driving teachers out of the profession.

Finally, teachers were fairly evenly divided on the issue of whether appropriate training on managing pupil behaviour is available (this would be worth exploring further – what training would they like, and how could it best be provided?), but were more positive about school-based support for this aspect of their professional work. This might suggest that if further support is offered to teachers, careful consideration needs to be given as to whether this would be best framed predominantly at a national or 'system' level, or at a school or institutional level.

Supporting information

How was the survey conducted?

The survey was completed in June 2008 by a panel of 1,479 practising teachers from the maintained sector in England. The survey was conducted online and teachers were asked to complete the questionnaire within a period lasting just over one week. At the end of the survey period all 'open' questions (those without a pre-identified set of responses) were coded by a team of experienced coders within the Foundation.

What was the composition of the panel?

The panel included teachers from the full range of roles in primary and secondary schools, from headteachers to newly qualified class teachers. Fifty per cent (747)¹ of the respondents were teaching in primary schools and 50 per cent (733)¹ were teaching in secondary schools.

How representative of schools nationally were the schools corresponding to the teachers panel?

The achieved sample of teachers represented a good spread of school types and regional areas. However, there were found to be differences in representation of schools in the highest quintile in terms of eligibility for free school meals. To address this, weights were calculated using free schools meals factors to create a more balanced sample. Due to the differences between the populations of primary schools and secondary schools, different weights were created for primary schools, secondary schools and then for the whole sample overall. The weightings have been applied to all of the analyses referred to in this commentary and contained within the tables supplied in electronic format (via Pulsar Web).

Tables S.1, S.2 and S.3 show the representation of the weighted achieved sample against the population. Table S.4 shows the representation of the weighted teacher sample by role in school.

¹ *These figures are before weighting was applied*

Table S.1 Representation of (weighted) primary schools compared to primary schools nationally

		National Population	NFER Sample
		%	%
Achievement Band (Overall performance)	Lowest band	18	18
	2nd lowest band	19	20
	Middle band	20	20
	2nd highest band	20	21
	Highest band	22	21
% eligible FSM (5 pt scale)	Lowest 20%	20	20
	2nd lowest 20%	20	20
	Middle 20%	20	20
	2nd highest 20%	20	20
	Highest 20%	20	20
Primary school type	Infant/First	17	9
	Primary/Combined	73	75
	Junior	9	16
	Middle/other type	1	0
Region	North	31	26
	Midlands	32	27
	South	37	46
Local Authority type	London Borough	11	14
	Metropolitan Authorities	22	20
	English Unitary Authorities	16	19
	Counties	51	47
Number of schools		15785	540

*Due to rounding, percentages may not sum to 100
Some schools included more than one respondent
Source: NFER Omnibus Survey June 2008*

Table S.2 Representation of (weighted) secondary schools compared to secondary schools nationally

		National Population	NFER Sample
		%	%
Achievement Band	Lowest band	20	12
	2nd lowest band	22	27
	Middle band	21	19
	2nd highest band	21	24
	Highest band	16	18
% eligible FSM (5 pt scale)	Lowest 20%	15	15
	2nd lowest 20%	26	26
	Middle 20%	26	26
	2nd highest 20%	21	20
	Highest 20%	13	13
Secondary school type	Middle	7	0
	Comprehensive to 16	37	28
	Comprehensive to 18	46	65
	Other Secondary schools	5	2
	Grammar	5	5
Region	North	29	27
	Midlands	34	28
	South	37	45
Local Authority type	London Borough	12	13
	Metropolitan Authorities	21	21
	English Unitary Authorities	16	22
	Counties	51	45
Number of schools		3237	252

*Due to rounding, percentages may not sum to 100
Some schools included more than one respondent
Source: NFER Omnibus Survey June 2008*

Table S.3 Representation of all schools (weighted) compared to all schools nationally

		National Population	NFER Sample
		%	%
Achievement Band	Lowest band	19	16
	2nd lowest band	20	22
	Middle band	20	20
	2nd highest band	20	22
	Highest band	21	20
% eligible FSM (5 pt scale)	Lowest 20%	19	19
	2nd lowest 20%	21	21
	Middle 20%	21	21
	2nd highest 20%	20	20
	Highest 20%	19	19
Region	North	30	26
	Midlands	32	27
	South	37	46
Local Authority type	London Borough	11	14
	Metropolitan Authorities	22	20
	English Unitary Authorities	16	20
	Counties	51	46
Number of schools		19022	793

*Due to rounding, percentages may not sum to 100
Some schools included more than one respondent
Source: NFER Omnibus Survey June 2008*

Table S.4 Comparison of the achieved (weighted) sample with the national population by grade of teacher

Role	Primary schools		Secondary schools	
	population	weighted sample	population	weighted sample
	%	%	%	%
Headteachers	10	6	2	1
Deputy Headteachers	7	5	3	3
Assistant Headteachers	4	3	6	6
Class teachers and others	79	86	89	90

Due to rounding, percentages may not sum to 100

Sources: NFER Omnibus Survey June 2008, DCSF 618g survey 2008 provisional data
<http://www.dfes.gov.uk/rsgateway/DB/SFR/s000787/index.shtml> (June 2008)

How accurately do the findings represent the national position?

Precision is a measure of the extent to which the results of different samples agree with each other. If we drew a different sample of teachers would we get the same results? The more data that is available the more precise the findings. For all schools and a 50 per cent response, the precision of that response is between 47.3 per cent and 52.7 per cent. For secondary schools the same precision is + and – 3.4 per cent and for primary schools it is + and – 4.1 per cent.

With the weightings applied to the data, we are confident that the omnibus sample is broadly representative of teachers nationally and provides a robust analysis of teachers' views.

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