

# Teachers Omnibus 2009 for Creativity, Culture and Education

February 2010



# Contents

<b>Introduction .....</b>	<b>2</b>
Background and objectives.....	2
Methodology .....	2
Layout of the report.....	3
Publication of data .....	3
Acknowledgements.....	3
<b>Summary of findings .....</b>	<b>5</b>
<b>Appendices.....</b>	<b>18</b>
Marked-up questionnaire .....	19
Computer tabulations.....	30

# Introduction

# Introduction

This document contains the summary report, computer tabulations and topline results (in the form of a 'marked-up' questionnaire) from the 2009 Teachers Omnibus, carried out by Ipsos MORI. This year's survey was the eighth wave of a multi-client survey which is conducted annually. Questions were placed on the survey on behalf of Creativity, Culture and Education and were asked of primary school teachers in England.

## Background and objectives

Questions asked on behalf of Creativity, Culture and Education covered the issues of:

- How important primary school teachers in England think it is that pupils have access a range of arts and culture activity through schools;
- How much time teachers' pupils will spend on visiting activities taking place outside school during Autumn term 2009;
- How much time is spent in the average school week on a range of arts and cultural activities within the classroom.

The overall intention is to gain a complete picture of the amount of access children get to these activities through school time, as well as the amount of time spent and the type of these activities.

## Methodology

The sample comprised 3,995 maintained primary and secondary schools in England and Wales, with probability of selection proportionate to size. Size of school was determined by the number of pupils on roll and was used as a proxy for the number of teachers per institution. This sampling approach was used to ensure that all teachers had an equal chance of participating in the survey. The sampling universe included county, voluntary aided/controlled and foundation schools, but excluded nursery schools, special schools and PRUs, FE and sixth form colleges.

A letter was sent to headteachers informing them of the research. Interviewers then contacted schools by telephone and attempted to secure an interview with one or more members of staff in each school (depending on the number of times the school was selected). Quotas were set on Government Office Region (GOR), phase (primary or secondary), sex and age to reflect the proportion of teachers in England and Wales

known to be in each category. In addition, minimum quotas were set on subject specialism (for secondary teachers), teaching experience and most senior level of responsibility, to ensure that a broad range of teachers was interviewed.

Interviews were conducted between 19<sup>th</sup> October and 3<sup>rd</sup> December 2009.

Teachers were interviewed very closely to quota, to the extent that weighting was not necessary.

Questions for Creativity, Culture and Education were asked only of teachers in primary schools in England. In total, 466 respondents were interviewed.

## Layout of the report

This report is divided into two sections. The *Summary of findings* section discusses the main survey findings. Meanwhile, the *Appendices* contain a copy of the questionnaire marked-up with the overall results, followed by the computer tabulations, with each question cross-tabbed by 3 pages of demographic variables.

## Publication of data

As with all our studies, findings from this survey are subject to our standard Terms and Conditions of Contract. Any press release or publication (including web-siting) of the findings requires the advance approval of Ipsos MORI. Such approval will only be refused on the grounds of inaccuracy or misrepresentation.

## Acknowledgements

It is clear that staff in schools are increasingly working under great pressure from a number of different sources. They also receive numerous requests to participate in surveys such as this. Consequently, we wish to record our immense gratitude to the many respondents who took part and made this survey possible.

# Summary of findings

## Summary of findings

Primary school teachers in England are generally very favourable to the role of arts and cultural activities in the classroom. Almost all of those interviewed (98%) agree, at least to some extent, that a rich range of arts and culture in schools is important for young people. The great majority (83%) *strongly* agree this is the case.

### Out of school trips

The teaching of art and culture in primary schools is partly conducted through school trips to external sites and venues. Nine in ten primary school teachers (90%) say their pupils will go on a school-arranged trip to at least one external site during Autumn term 2009 and most (79%) say visits will be made to more than one type of site. More attention seems to be given to places of academic interest rather than entertainment. For example, the average amount of time spent on school trips is greatest for visits to historic buildings and libraries or archives. It is lowest for trips to the cinema.

However, responses vary between certain groups of teachers. Those working in London are more likely than average to say their pupils will visit certain sites such as galleries or libraries and archives. In contrast, those based in the East Midlands and the East of England are less likely to say this. Male teachers and those who teach Key Stage 2 pupils are also more likely to say their pupils will go on school-arranged trips. There are a number of factors that may help to explain these differences, such as the number of artistic and cultural sites within easy access and the comparative difficulty of organising trips for very young children compared with those who are older.

### Within school

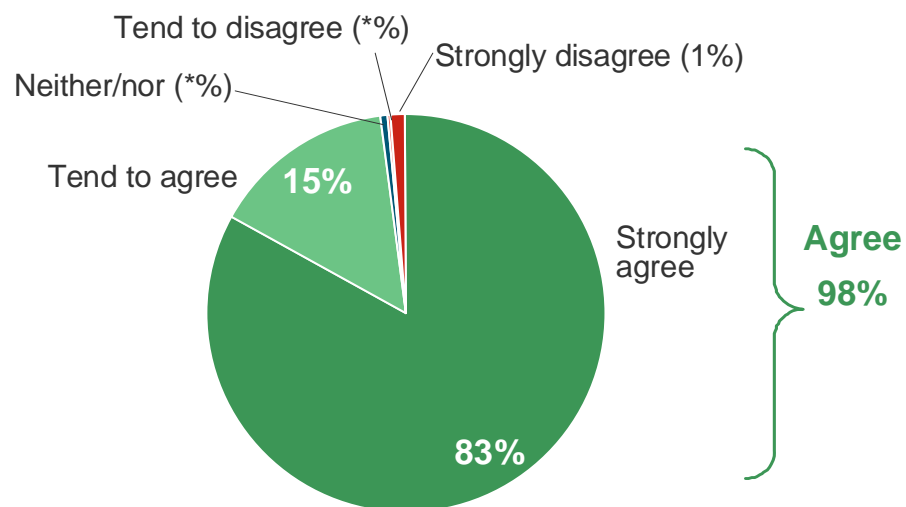
Almost all primary school teachers say their pupils spend time on a series of arts and culture-related subjects each week, with most (79%) saying pupils spend five hours or more on them weekly. Again, academic learning seems dominant. By a significant margin, the average time spent is highest for drama and literature (which entails reading and writing development). Considerably less time is spent on music, dance and media art and the moving image. A diverse range of arts are taught, with over half of teachers (54%) saying their pupils work on four or five subjects in the typical week.

## Importance of arts and culture

The overwhelming majority of primary school teachers we interviewed (98%) agree, at least to some extent, that a rich range of arts and cultural activities is important for young people in schools. Over four in five (83%) *strongly* agree. In contrast, only one per cent of primary school teachers disagree that arts and cultural activities are important.

### Importance of arts and cultural activities

Q To what extent do you agree or disagree with the following statement?  
 “A rich range of arts and culture activity for young people in schools is important”



Ipsos MORI

Base: All primary school teachers in England interviewed (466)



Responses vary little between the key groups of primary school teachers. However, those working in Yorkshire and Humberside are more likely than average to agree *strongly* that arts and cultural activities are important (96% compared with 83%), but those based in the East Midlands are significantly less likely to say this (68%).<sup>1</sup>

Teachers who specialise in English or literacy are more likely to agree than teachers who specialise in science (100% vs. 94%). Compared with teachers who did not study an artistic or culture-related subject<sup>2</sup> at university, those who did study these subjects are more likely to agree *strongly* that arts and cultural activities are important (87% compared with 76%).

<sup>1</sup> These findings are indicative not statistically representative because of low base sizes; only 50 teachers were interviewed in Yorkshire and Humberside and only 44 in the East Midlands.

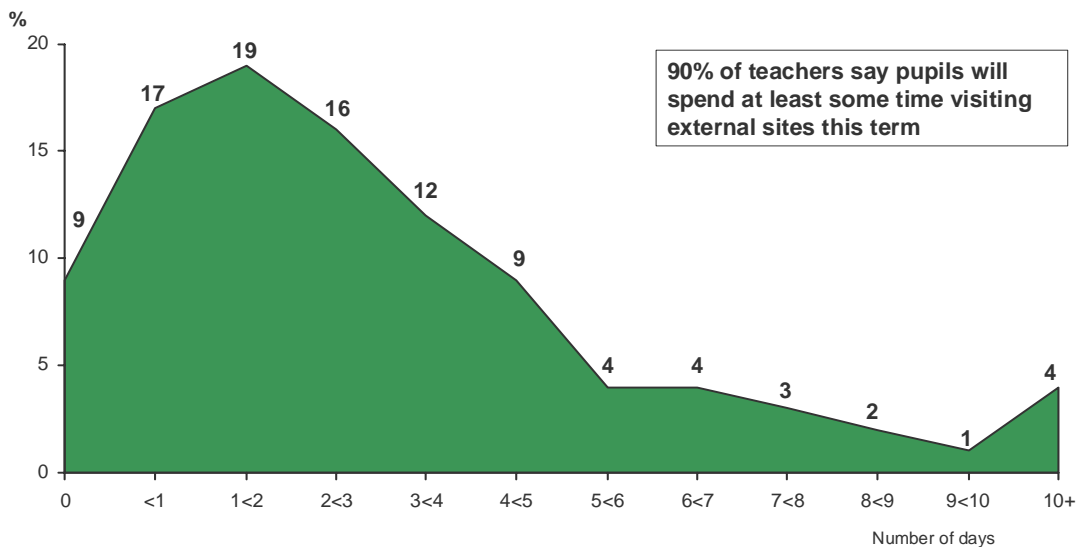
<sup>2</sup> Primary school teachers were asked if they studied the following nine subjects at university as either an undergraduate, a postgraduate, or both: a) arts, sculpture and poetry, b) dance, c)

## Arts and culture-related school trips

Primary school teachers were asked how much time, if any, their pupils will spend on trips to a number of sites outside school this term (i.e. Autumn term 2009). The great majority (90%) say at least some time will be spent on school-organised trips to these places. The following chart shows the distribution of time spent. Over a third of teachers (36%) say their pupils will spend up to two days on trips outside school, and just over half (52%) say up to three days will be spent. Over a third (38%) say more than 3 days will be taken up by these visits.

### Time spent on school trips

Q This term, how many days, if any, will your pupils spend doing each of the following activities as part of the timetabled school day?



Responses are generally the same across the key groups of primary school teachers, except that those who work in the East Midlands are less likely to say their pupils will spend time visiting sites outside school (80% compared with an average of 90% across England).

design and technology, d) drama, e) English literature or language, f) history of art, g) music, h) photography and i) theatre studies.

## Types of cultural activities and sites visited on school trips

Of the cultural activities asked about, teachers most often say their pupils will visit the theatre (55%) or an historic or important building (52%) during Autumn term 2009. Nearly half also indicate their pupils will go to an event in an external library or archive (46%) or to a museum (44%).

Other activities include trips to a live music event, which a third of primary school teachers (35%) say their pupils will make this term, while a quarter say pupils will go to see a dance performance (28%). The least-mentioned activity is a trip to the cinema, cited by one in seven primary school teachers (14%).

### Visits made outside school during the term

Q This term, how many days, if any, will your pupils spend doing each of the following activities as part of the timetabled school day?

	% Any time spent	Average number of days
Going to a theatre performance	55	0.4
Visiting historic or important building	52	0.7
Visiting/going to an event in an external library/archive	46	0.7
Visiting/going to an event in a museum	44	0.5
Going to a live music event	35	0.4
Going to see a dance performance	28	0.3
Visiting a gallery/exhibition of arts or crafts	24	0.2
Going to/taking part in streets arts, a circus carnival or festival	23	0.3
Going to the cinema	14	0.1

Ipsos MORI Base: All primary school teachers in England interviewed (466)



We calculated an average amount of time spent on each of the various school-arranged trips; the average is calculated across *all* teachers (i.e. includes those teachers who say no time was spent). In terms of the *amount of time* spent, visits to historic buildings and to libraries or archives will take up the most days this term. In each case, primary teachers' pupils will spend an average of 0.7 days on trips to these places in Autumn term 2009. Visits to museums account for an average of half a day (0.5 days), and trips to live music events and to the theatre both take up about 0.4 days this term.

The lowest average number of days will be spent on trips to street arts, circuses and carnivals (0.3 days), to galleries or arts and crafts exhibitions (0.2 days) and to the cinema (0.1 days). This reflects the fact that teachers are least likely to say their pupils will visit these sites this term.

The following charts show the distribution of days spent on visits to various external sites, ranked according to the average time spent on trips to each one.<sup>3</sup> For each external site, most of the time spent on visits, if any, is **one day or less**.

There are some significant differences between various groups of teachers. Those based in London are more likely to say their pupils will go on school-arranged trips during this term than those in the East Midlands and the East of England for several of the types of trip asked about. For example, two-thirds of teachers in London schools (65%) say their pupils will visit an archive or library, which is twice the proportion of teachers in the East Midlands (34%) and the East of England (33%). This may well reflect the high concentration of cultural sites and venues in London compared with more rural areas of the country.

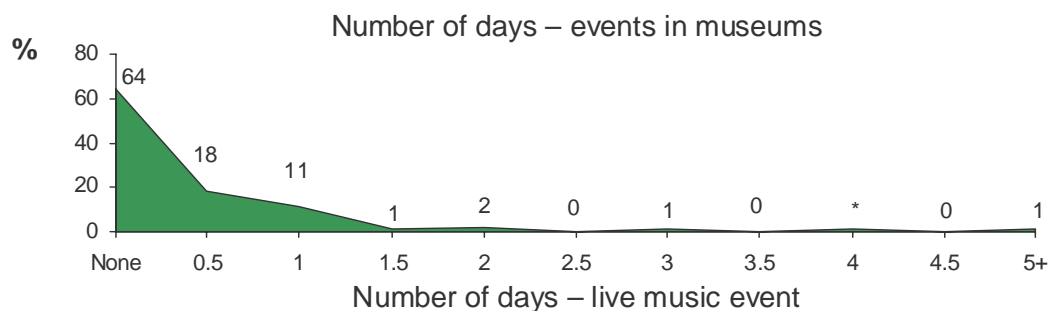
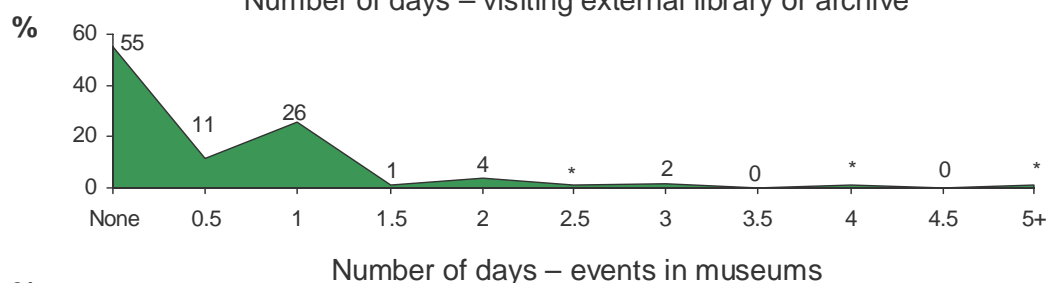
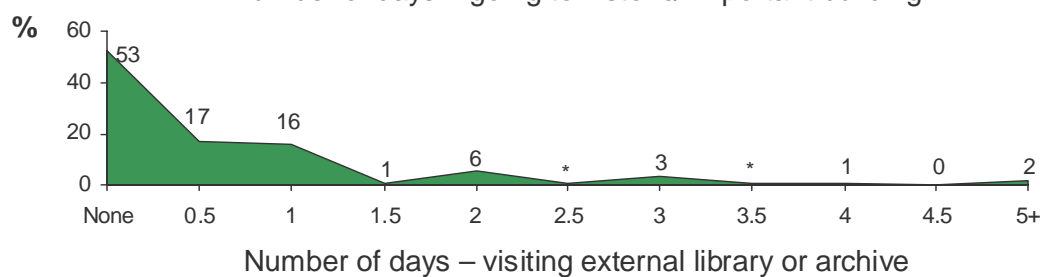
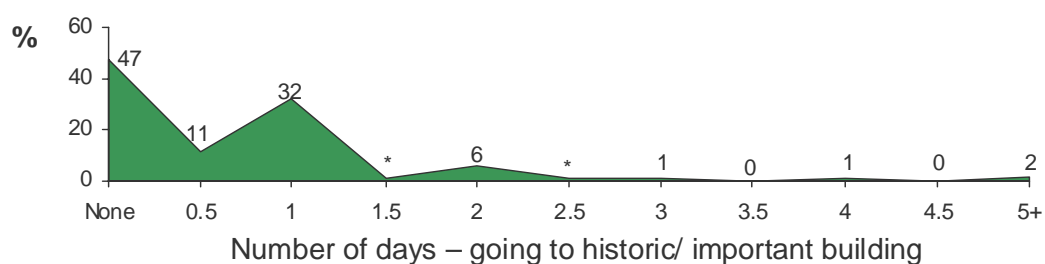
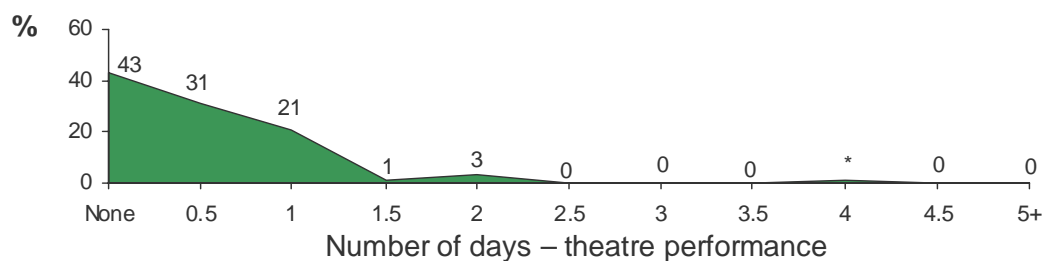
Men and those who teach Key Stage 2 children are also more likely to mention school trips their pupils will make during Autumn term 2009 for several of the types of trip asked about. For example, seven in ten male teachers (70%) say their pupils will visit an historic building, compared with half of their female counterparts (49%). Similarly, 95% of Key Stage 2 teachers say their pupils will visit at least one external site this term, compared with 88% of those who teach younger children. This may be due to greater logistical difficulties involved in taking large numbers of young children outside school grounds.

There are some variations between teachers according to the subjects for which they say they are currently curriculum lead, but it is difficult to detect a consistent pattern. For example, teachers who are curriculum leads in science are less likely than average to say their pupils will go to a live music event this Autumn term (18% vs. 35% overall). On the other hand, curriculum leads in science say their pupils will spend a greater amount of time on trips to museums, compared with the average given by teachers overall (0.8 days vs. 0.5 days).

---

<sup>3</sup> 'Don't know' responses do not appear in these charts because so few teachers fall into this category. Please note these are only teachers' estimates of the amount of time spent. The actual amount of time may well be different.

## Amount of days spent on school trips (1)\*

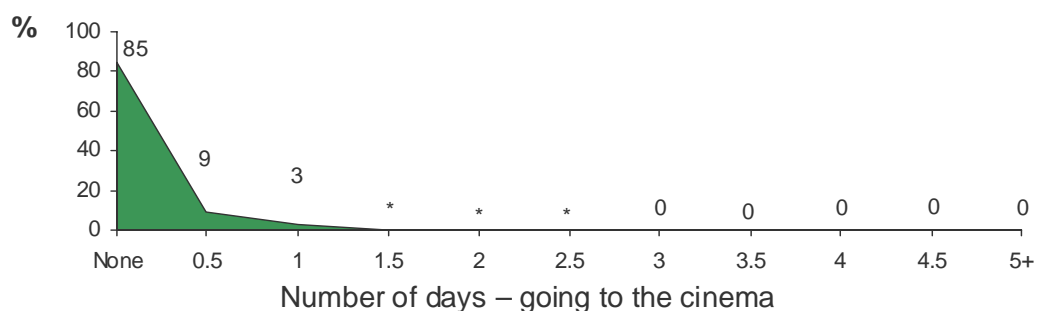
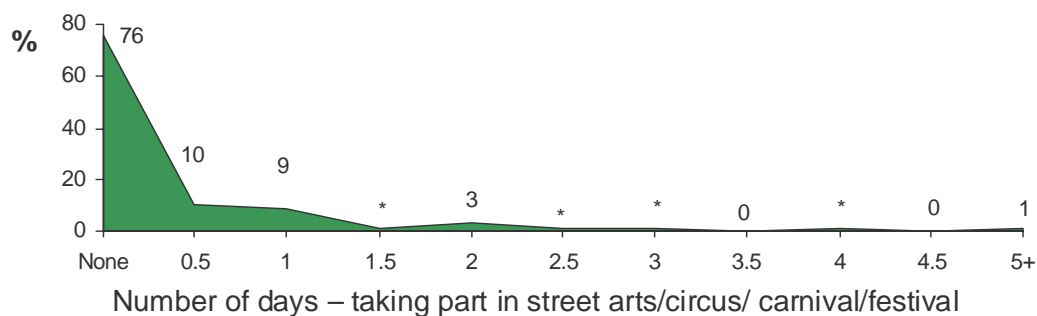
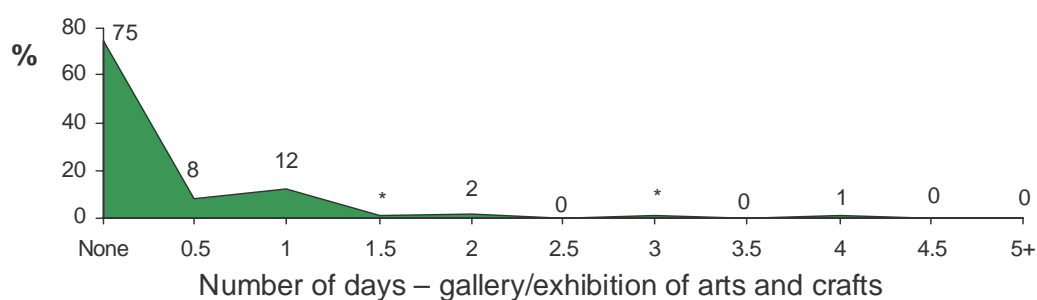
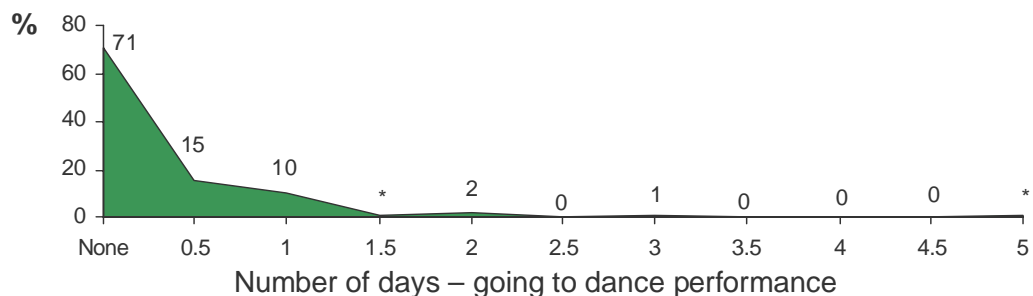


Ipsos MORI Base: All primary school teachers in England interviewed (466)



\* Please note that these are only estimates provided by teachers

## Amount of days spent on school trips (2)\*



Ipsos MORI Base: All primary school teachers in England interviewed (466)



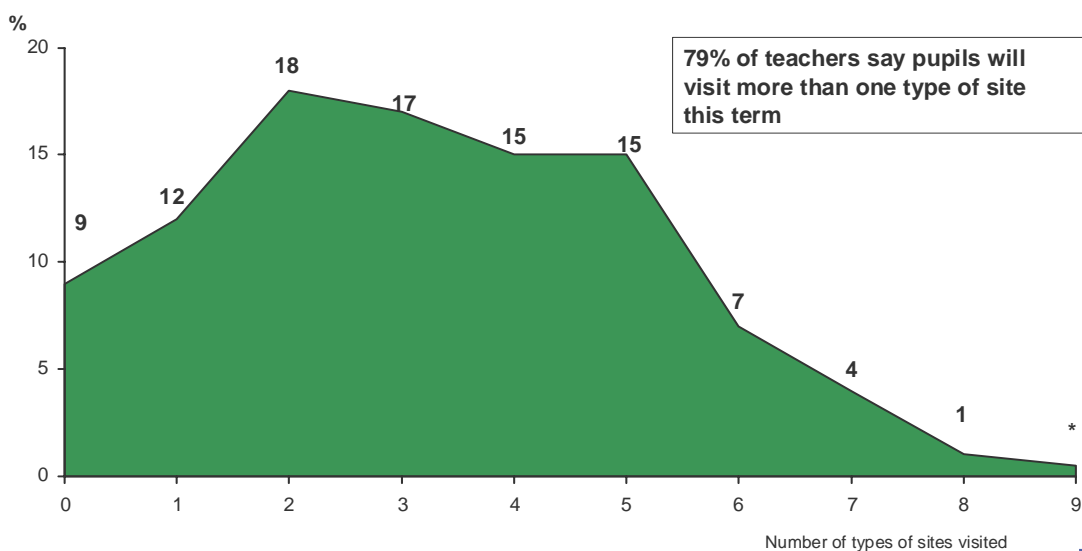
\* Please note that these are only estimates provided by teachers

## Range of school trips

Most primary teachers say their pupils will go on a range of school-organised trips during Autumn term 2009. The following chart shows the proportion of teachers who say their pupils will visit each number of sites. The majority (79%) say pupils will go to more than one type of site this term. Two-thirds (66%) say they will go to between 2 and 5 different types of site.

### Range of sites visited

Q This term, how many days, if any, will your pupils spend doing each of the following activities as part of the timetabled school day?



Ipsos MORI Base: All primary school teachers in England interviewed (466)



## Arts and cultural activities in the classroom

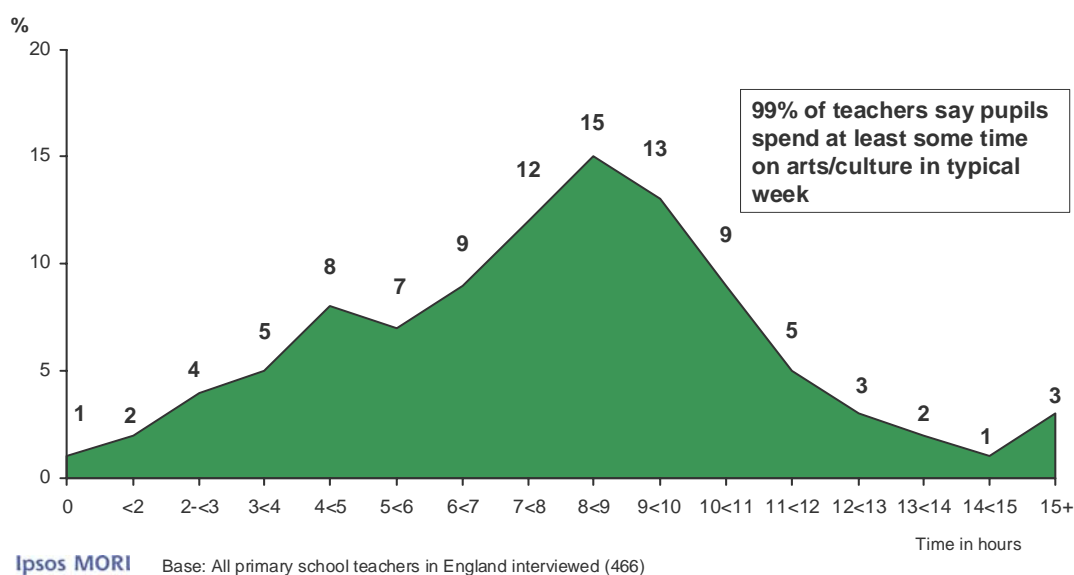
To determine the time spent on arts and cultural activities inside the classroom, primary school teachers were asked how many hours their pupils gave to five arts-related subjects in the previous week.<sup>4</sup> For each subject, teachers who said any time was spent on it were then asked if the stated amount was typical of the school week. If it was not, they were then asked to give the typical amount. In this way, we were able to produce a detailed picture of how much time is devoted to art and culture in the primary school classroom in a typical school week.

Almost every primary school teacher we interviewed (99%) says their pupils spend at least some time each week on one of the five arts-related subjects mentioned. The distribution of time is displayed in the following chart. One in five teachers (20%) say their pupils spend up to five hours on these subjects in a typical week and four in five (79%) indicate pupils spend more than five hours on them weekly.

As is clearly shown in the chart, the amount of time peaks at between 8 and 9 hours, with one in seven teachers (15%) saying their pupils spend this much time working on the arts-related subjects in their average week.

### Amount of time spent on arts and cultural activities in typical school week

Q How much time, if any, does your pupils spend on....as part of the timetabled school day? How much time would they spend in a typical week?



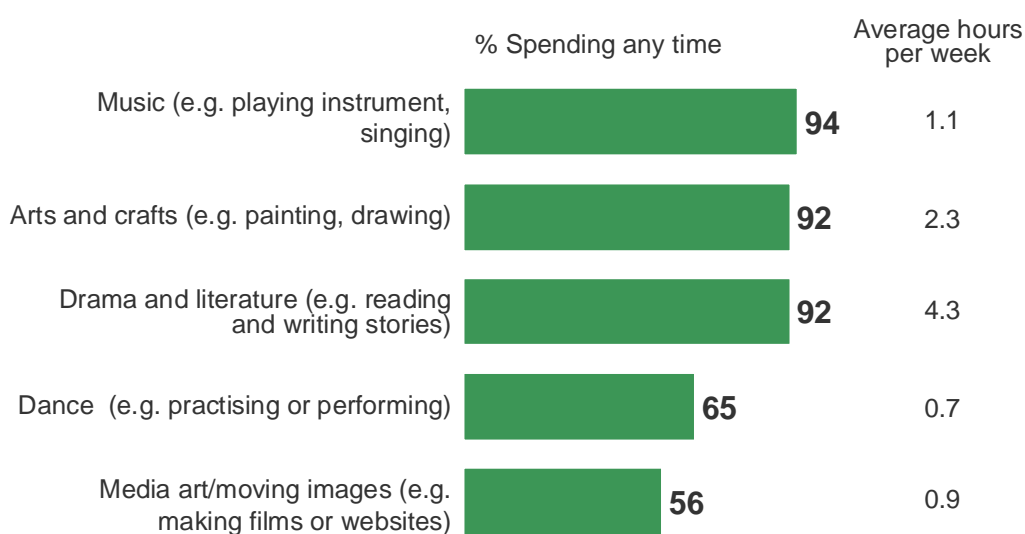
<sup>4</sup> These five subjects were arts and craft; dance; drama and literature; media art and the moving image; and music.

## Classroom time for individual arts subjects

Almost every primary school teacher interviewed says their pupils spend at least some time each week on music (94%), arts and crafts (92%) and drama and literature (92%). About two-thirds say time is given to dance each week (65%). They are least likely to say the typical week contains time for media art and the moving image (56%).

### Arts and culture in the classroom

Q How much time, if any, does your pupils spend on...as part of the timetabled school day? How much time would they spend in a typical week?



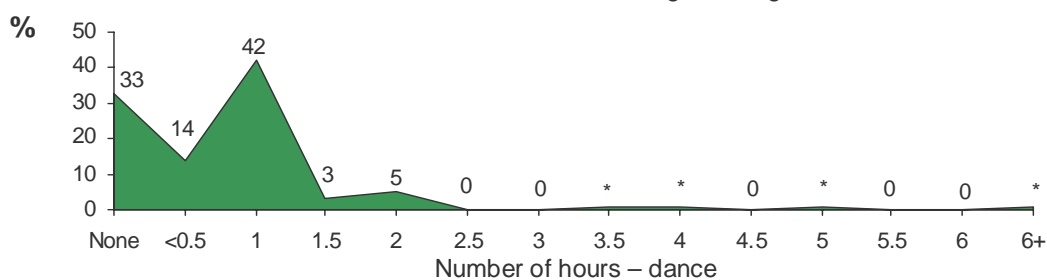
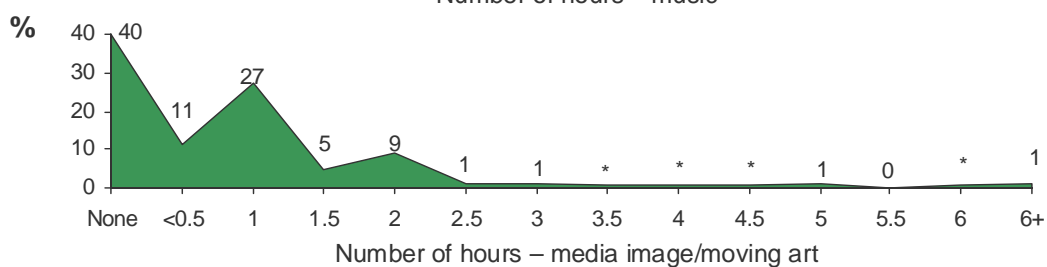
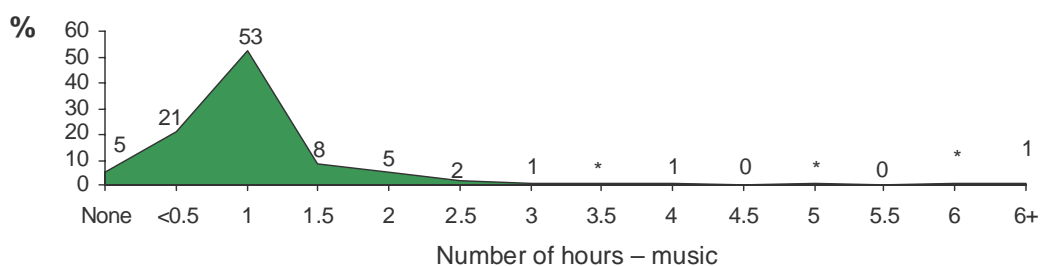
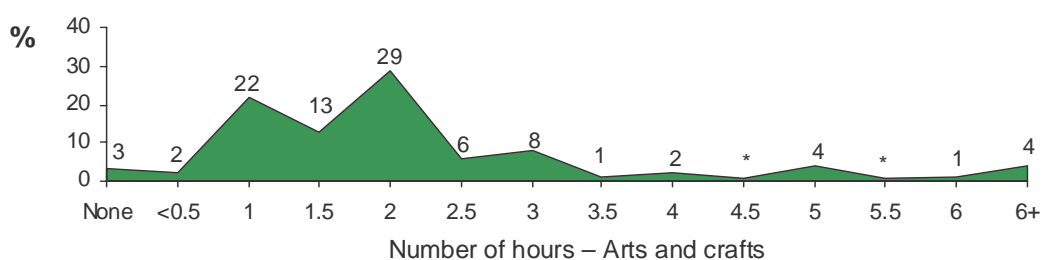
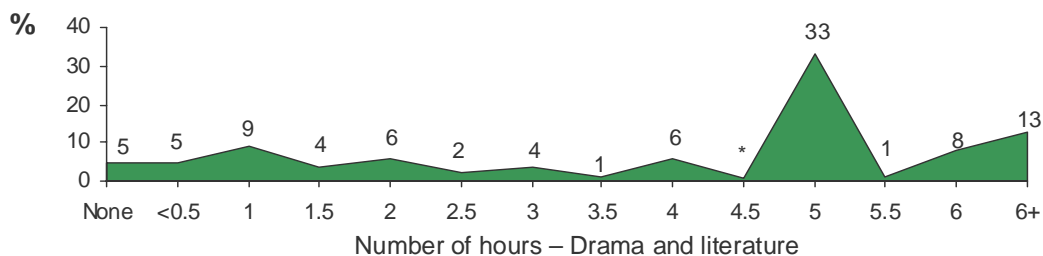
Ipsos MORI Base: All primary school teachers in England interviewed (466)



In terms of the average time spent on these subjects, drama and literature is clearly dominant. Teachers say their pupils spend an average of 4.3 hours a week working on this, which is nearly the twice the amount spent on the next most studied subject, arts and crafts (2.3 hours). Dance, music and media art and the moving image only get about one hour a week.

The chart on the following page shows the variation in hours given to each subject. For four of the five subjects, the concentration is at two hours or less each week. However, drama and literature receives more attention. A third of primary school teachers (33%) say their pupils spend five hours a week working on this, and a fifth (21%) say drama and literature accounts for at least six hours a week. This emphasises the importance of drama and literature as pupils' chief source of contact with art and culture.

## Hours spent on arts and culture during average school week\*



Ipsos MORI Base: All primary school teachers in England interviewed (466)



\* Please note that these are only estimates provided by teachers

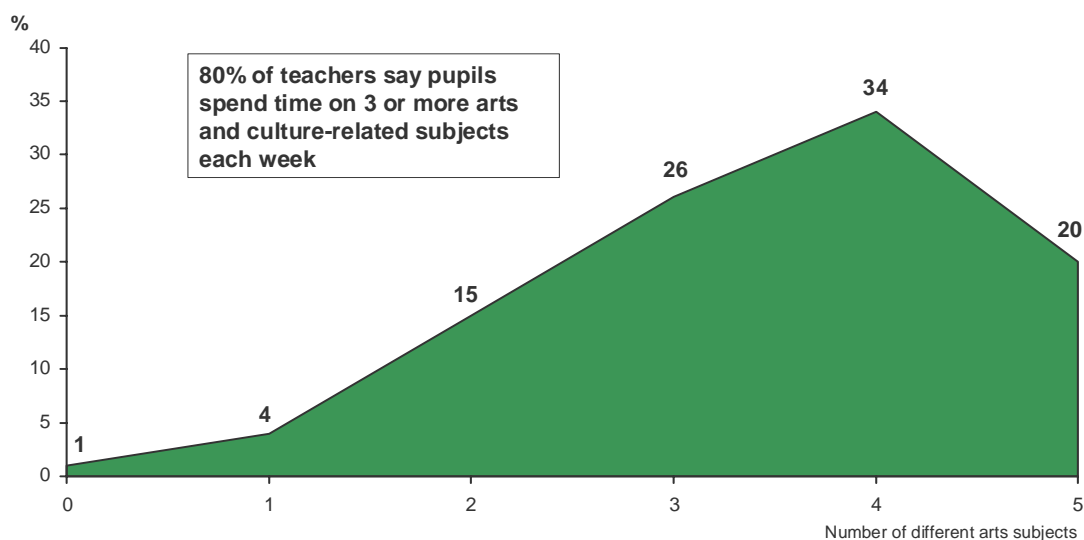
There are some differences between teachers according to the subjects they studied at university. For example, compared with teachers overall, those who studied history of art are more likely to say their pupils will spend time on arts and craft this term (99% vs. 92%). On the other hand, those who studied dance are less likely than average to say their pupils will give time to drama and literature (86% vs. 92%). It is those who studied English language and literature who are most likely to say their pupils will spend time on this subject (94%). The average time teachers say their pupils will spend on dance is higher among professionals who studied dance and music (0.8 days in both cases) than drama (0.7).

### Range of arts subjects taught

The great majority of primary school teachers say a range of arts subjects receive time in the typical school week. The following chart shows the proportion who indicate their pupils work on each number of subjects. Four in five teachers (80%) say three or more subjects receive lesson time each week. Over half (54%) say their work on four or five subjects in the typical week.

## Number of subjects studied each week

Q How much time, if any, does your pupils spend on....as part of the timetabled school day? How much time would they spend in a typical week?



Ipsos MORI Base: All primary school teachers in England interviewed (466)



# Appendices

# Appendices

## Marked-up questionnaire

### Teachers Omnibus Wave 8 Final Topline Results – CCE December 2009

- Results are based on 466 telephone interviews with primary school teachers in the maintained sector in England, conducted between 19 October and 3 December 2009.
- Results are representative of teachers by age, gender, phase of school and Government Office Region. Data are not weighted.
- Results are based on all respondents unless otherwise stated.
- Where results do not sum to 100, this may be due to multiple responses, computer rounding or the exclusion of don't know/not stated categories.
- Where appropriate we have included combination figures in bold font (e.g. 'agree' as an aggregation of 'strongly' and 'tend to' agree). These are calculated from the raw figures and therefore the individual components may sum to +/-1% of the aggregate figure due to rounding.
- An asterisk (\*) represents a value of less than one per cent, but greater than zero.

#### CREATIVITY AND CULTURE IN PRIMARY PHASE EDUCATION

CCEQ1 **To what extent do you agree or disagree with the following statement?**  
***“A rich range of arts and culture activity for young people in schools is important”***

*Base: All primary school teachers in England (466)*

	%
Strongly agree	83
Tend to agree	15
Neither agree nor disagree	*
Tend to disagree	*
Strongly disagree	1
Don't know	-
<b>Agree</b>	<b>98</b>
<b>Disagree</b>	<b>1</b>
<b>Net agree</b>	<b>97</b>

**CCEQ2 This term, how many days, if any, will your pupils spend doing each of the following activities as part of the timetabled school day?**

*Base: All primary school teachers in England (466)*

**A Visiting a gallery or exhibition of arts or crafts**

	%
None	75
Half a day	8
1 day	12
1.5 days	*
2 days	2
2.5 days	-
3 days	*
3.5 days	-
4 days	1
4.5 days	-
5 or more days	-
Don't know	1
<b>Any days</b>	<b>24</b>
<b>Average number of days*</b>	<b>0.2</b>

**B Going to see a dance performance**

	%
None	71
Half a day	15
1 day	10
1.5 days	*
2 days	2
2.5 days	-
3 days	1
3.5 days	-
4 days	-
4.5 days	-
5 or more days	*
Don't know	1
<b>Any days</b>	<b>28</b>
<b>Average number of days*</b>	<b>0.3</b>

**C Going to see a theatre performance**

	%
None	43
Half a day	31
1 day	21
1.5 days	1
2 days	3
2.5 days	-
3 days	-
3.5 days	-
4 days	*
4.5 days	-
5 or more days	-
Don't know	2
<b>Any days</b>	<b>55</b>
<b>Average number of days*</b>	<b>0.4</b>

**D Going to the cinema**

	%
None	85
Half a day	9
1 day	3
1.5 days	*
2 days	*
2.5 days	*
3 days	-
3.5 days	-
4 days	-
4.5 days	-
5 or more days	-
Don't know	2
<b>Any days</b>	<b>14</b>
<b>Average number of days*</b>	<b>0.1</b>

**E Going to a live music event**

	%
None	64
Half a day	18
1 day	11
1.5 days	1
2 days	2
2.5 days	-
3 days	1
3.5 days	-
4 days	*
4.5 days	-
5 or more days	1
Don't know	1
<b>Any days</b>	<b>35</b>
<b>Average number of days*</b>	<b>0.4</b>

**F Going to or taking part in street arts, a circus, carnival or festival**

	%
None	76
Half a day	10
1 day	9
1.5 days	*
2 days	3
2.5 days	*
3 days	*
3.5 days	-
4 days	*
4.5 days	-
5 or more days	1
Don't know	1
<b>Any days</b>	<b>23</b>
<b>Average number of days*</b>	<b>0.3</b>

**G Visiting or going to an event in an external library or archive**

	%
None	53
Half a day	17
1 day	16
1.5 days	1
2 days	6
2.5 days	*
3 days	3
3.5 days	*
4 days	1
4.5 days	-
5 or more days	2
Don't know	1
<b>Any days</b>	<b>46</b>
<b>Average number of days*</b>	<b>0.7</b>

**H Visiting an historic or important modern building**

	%
None	47
Half a day	11
1 day	32
1.5 days	*
2 days	6
2.5 days	*
3 days	1
3.5 days	-
4 days	1
4.5 days	-
5 or more days	2
Don't know	1
<b>Any days</b>	<b>52</b>
<b>Average number of days*</b>	<b>0.7</b>

**I Visiting or going to an event in a museum**

	%
None	55
Half a day	11
1 day	26
1.5 days	1
2 days	4
2.5 days	*
3 days	2
3.5 days	-
4 days	*
4.5 days	-
5 or more days	*
Don't know	1
<b>Any days</b>	<b>44</b>
<b>Average number of days*</b>	<b>0.5</b>

\* includes none

CCEQ2a **Last week, how much time, if any, did your pupils spend on each of the following as part of the timetabled school day?**

*Base: All primary school teachers in England (466)*

**A Arts and craft (such as painting, drawing, sculpture, photography or pottery?)**

	%
None	3
Less than half an hour	1
1 hour	16
1.5 hours	9
2 hours	29
2.5 hours	7
3 hours	10
3.5 hours	1
4 hours	5
4.5 hours	*
5 hours	6
5.5 hours	*
6 hours	2
More than 6 hours	7
Don't know	3
<b>Any hours</b>	<b>94</b>
<b>Average number of hours*</b>	<b>2.8</b>

**B Dance (such as learning, practising or performing a dance)**

	%
None	32
Less than half an hour	13
1 hour	42
1.5 hours	3
2 hours	6
2.5 hours	*
3 hours	1
3.5 hours	-
4 hours	*
4.5 hours	-
5 hours	*
5.5 hours	-
6 hours	*
More than 6 hours	*
Don't know	1
<b>Any hours</b>	<b>67</b>
<b>Average number of hours*</b>	<b>0.8</b>

**C Drama and literature (such as reading and writing stories, plays or poetry, acting or rehearsing for a play/drama)**

	%
None	5
Less than half an hour	3
1 hour	9
1.5 hours	4
2 hours	8
2.5 hours	2
3 hours	5
3.5 hours	1
4 hours	7
4.5 hours	*
5 hours	31
5.5 hours	1
6 hours	9
More than 6 hours	15
Don't know	2
<b>Any hours</b>	<b>93</b>
<b>Average number of hours*</b>	<b>4.5</b>

**D Media art and moving image (such as making films, computer games or websites)**

	%
None	39
Less than half an hour	11
1 hour	27
1.5 hours	5
2 hours	9
2.5 hours	1
3 hours	2
3.5 hours	*
4 hours	1
4.5 hours	-
5 hours	1
5.5 hours	-
6 hours	*
More than 6 hours	1
Don't know	2
<b>Any hours</b>	<b>58</b>
<b>Average number of hours*</b>	<b>0.9</b>

**E Music (such as practising a musical instrument, playing or singing together to an audience)**

	%
None	5
Less than half an hour	20
1 hour	51
1.5 hours	9
2 hours	8
2.5 hours	2
3 hours	1
3.5 hours	*
4 hours	1
4.5 hours	-
5 hours	*
5.5 hours	-
6 hours	*
More than 6 hours	1
Don't know	1
<b>Any hours</b>	<b>94</b>
<b>Average number of hours*</b>	<b>1.2</b>

\*includes none

**CCEQ2b And was that about the same amount of time as your pupils would spend on this activity as part of the timetabled school day in a typical week? If no, how much time would they spend on it in a typical week?**

*Base: All primary school teachers in England who say activity was done in the last school week*

	Yes %	No %	Don't know %
<b>Arts and craft</b> (440)	75	25	*
<b>Dance</b> (310)	88	11	1
<b>Drama and literature</b> (434)	87	12	*
<b>Media art and moving image</b> (272)	90	8	1
<b>Music</b> (438)	92	8	-

CCEQ2a/b **Typical number of hours spent on activity per school week***Base: All primary school teachers in England (466)*

	Arts and craft	Dance	Drama and literature	Media art/ moving image	Music
	%	%	%	%	%
None	3	33	5	40	5
Less than half an hour	2	14	5	11	21
1 hour	22	42	9	27	53
1.5 hours	13	3	4	5	8
2 hours	29	5	6	9	5
2.5 hours	6	-	2	1	2
3 hours	8	-	4	1	1
3.5 hours	1	*	1	*	*
4 hours	2	*	6	*	1
4.5 hours	*	-	*	*	-
5 hours	4	*	33	1	*
5.5 hours	*	-	1	-	-
6 hours	1	-	8	*	*
More than 6 hours	4	*	13	1	1
Don't know	5	3	3	4	2
<b>Any hours</b>	<b>92</b>	<b>65</b>	<b>92</b>	<b>56</b>	<b>94</b>
<b>Average number of hours*</b>	<b>2.3</b>	<b>0.7</b>	<b>4.3</b>	<b>0.9</b>	<b>1.1</b>

\* includes none

<b>DEMOGRAPHICS</b>
---------------------

**Sex**

	%
Male.....	16
Female .....	84

---

**Age**

	%
24 or below.....	5
25-34 .....	35
35-44 .....	29
45-54 .....	21
55 or above .....	9

---

**Phase**

	%
Primary .....	100
Secondary .....	-

---

**GOR**

	%
NE .....	5
NW (including Merseyside) .....	15
Yorkshire and Humberside.....	11
East Midlands.....	9
West Midlands.....	10
East of England .....	11
London .....	15
SE.....	15
SW.....	9

---

QD1

**How many years' teaching experience do you have?**

	%
NQT/in first year of teaching.....	5
1-5 years .....	24
6-10 years .....	25
11-15 years .....	16
16-25 years .....	18
Over 25 years.....	12

---

**QD2 Please can you tell me which of the following best describes your current professional role?**

	%
Supply Teacher .....	-
Classroom or Subject Teacher .....	35
Class teacher with special curricular or non-curricular responsibilities .....	30
Cross-school responsibilities without a class teaching role .....	4
Deputy/Assistant Head of Department, or Deputy/Assistant Curriculum Co-ordinator .....	2
Head of Department or subject, or Curriculum Co-ordinator .....	11
Advanced Skills Teacher .....	*
Deputy/Assistant Head of Year, or Deputy/Assistant Key Stage Co-ordinator .....	1
Head of Year, or Key Stage Co-ordinator .....	5
Deputy/Assistant Headteacher/Principal (including acting) .....	6
Headteacher/Principal (including acting) .....	4
Other .....	*

---

**QD3 Can you tell me the Key Stages of the pupils you teach?**

	%
Foundation/Early Years/Nursery/Reception .....	20
Key Stage 1 .....	43
Key Stage 2 .....	63
Key Stage 3 .....	1
Key Stage 4 .....	*
Post-16 .....	*

---

**QD5 If you consider yourself to have a subject or curriculum specialism, could you please tell me what it is?**

	%
English or literacy .....	12
Maths or numeracy .....	11
Science .....	8
ICT .....	12
Design & Technology .....	5
Humanities (History and Geography) .....	9
Modern Foreign Languages .....	3
Art/Music/PE/Citizenship .....	19
Other .....	20
Not a subject/curriculum lead .....	21
Don't know .....	-

---

QD5A) a **Demog Q5Aa. Which of the following subjects, if any, did you study at undergraduate or postgraduate level, including Bachelor of Education (BEd) or Postgraduate Certificate of Education (PGCE)?**

	Under-graduate %	Post-graduate %	Both %	Neither	Don't know
Art, sculpture or pottery .....	17	8	1	74	-
Dance .....	17	6	1	77	-
Design and Technology .....	16	8	2	74	*
Drama .....	17	8	2	74	*
English Literature or English Language .....	34	9	8	48	*
History of Art .....	13	2	1	83	1
Music .....	18	9	2	71	*
Photography .....	4	1	-	95	-
Theatre Studies .....	6	2	-	92	-

QD5A) b **May I just double-check whether you are a subject or curriculum lead for a particular subject in your school? Which subject(s)?**

	%
English .....	12
Maths .....	10
Science .....	8
ICT .....	8
Design & Technology .....	4
Humanities (History and Geography) .....	7
Modern Foreign Languages .....	3
Art/Music/PE/Citizenship .....	12
Other .....	13
Not a subject/curriculum lead .....	35
Don't know .....	*

QD6 **Please can you tell me which teaching union you belong to, if any?**

	%
Association for School and College Leaders (ASCoL)/ Secondary Heads Association (SHA) .....	4
Association of Teachers and Lecturers (ATL) .....	12
National Association of Headteachers (NAHT) .....	8
National Association of Schoolmasters/Union of Women Teachers (NASUWT) .....	26
National Union of Teachers (NUT) .....	46
Professional Association of Teachers (PAT) .....	1
University and College Union (UCU) .....	-
Other .....	2
Not a union member .....	4
Prefer not to say .....	1
Don't know .....	*

## Computer tabulations

The accompanying tables set out the findings from the study. They present the number of respondents, expressed as percentages, giving a response to each question and are analysed against a breakdown of other key questions to show which types of teacher have given each response.

Each table contains:

- the wording of the question and the question number;
- headings for the downbreak categories;
- headings for the crossbreak categories;
- a description of who answered each question;
- the number of respondents in each crossbreak who answered the question (the base); and
- total figures.

### The downbreaks

The downbreaks are listed down the left-hand side of each table and include the range of all possible responses to a particular question. They include all the pre-coded responses that were available to the respondent.

Where percentages do not sum to 100%, this may be due to computer rounding, the exclusion of 'don't know' categories, or multiple responses. An asterisk (\*) denotes a value of less than 0.5%, but not zero.

Some tables also include combination scores. These are literally combined responses to two or more response categories on the same "side" of a scale. For example, very satisfied and fairly satisfied gives a combination score of "satisfied".

Net scores are also provided. This reduces the findings for each question to a single figure in every column. The net score is calculated by subtracting the negative score from the positive score. For example, if 65% are satisfied and 20% dissatisfied, then the "net satisfied" score is +45 points.

### The crossbreaks

The crossbreaks (or cross-tabs) are found across the top of the table as column headings. The crossbreaks include:

- The overall total;

- Phase (Primary, Secondary);
- Sex of teacher (Male, Female);
- Age of teacher (24 or below, 25-34, 35-44, 45-54, 55 or above);
- Government Office Region (North East, North West incl. Merseyside, Yorkshire and Humberside, East Midlands, West Midlands, Eastern, London, South East, South West, Wales);
- Country (England, Wales);
- Years' teaching experience (NQT/in first year of teaching, 1-5 years, 6-10 years, 11-15 years, 16-25 years, Over 25 years);
- *Secondary teachers only* Subject specialism (English; Maths; Science; ICT; Humanities; Modern Foreign Languages; Other)
- Most senior level of responsibility (Classroom Teacher/Subject Teacher/Form Tutor; Curriculum Co-ordinator/Assistant Head of Department/Head of Department; Key Stage Co-ordinator/ Assistant Head of Year/Head of Year; Assistant/Deputy Headteacher incl. acting; Headteacher incl. acting);
- Key Stage(s) taught (Foundation/Early Years/Nursery/Reception; KS1; KS2; KS3; KS4; Post-16)
- Trade Union membership (Yes, No)

Viewing the results in this way can highlight any notable differences in the responses of these different types of respondent. Cross tabulations can also be used to show relationships to different questions.

### **Bases**

The 'base' is the number of respondents answering the question.

### **Confidence intervals**

When interpreting the findings, it is important to remember that the results are based on a sample of teachers working in the maintained primary and secondary school sectors, and not the entire population. Because a sample, rather than the entire population, was interviewed the percentage results are subject to sampling tolerances – which vary with the size of the sample and the percentage figure concerned. For example, for a question where 50% of the respondents in a (weighted) sample of 2,000 respond with a particular answer, the chances are 95 in 100 that this result would not vary more than 2.2 percentage points, plus or minus, from the result that would have been obtained from a census of the entire population (using the same procedures).

An indication of approximate sampling tolerances for the Teachers Omnibus is given in the table below.

Sample size	Approximate sampling tolerances applicable to percentages at or near these levels		
	10% or 90%	30% or 70%	50%
	±	±	±
500	3	4	4
800	2	3	3
1,000	2	3	3

*Source: Ipsos MORI*

Strictly speaking the tolerances shown here apply only to random samples; in practice good quality quota sampling has been found to be as accurate.

Tolerances are also involved in the comparison of results between different parts of the sample, and between two different samples. A difference must be of at least a certain size to be statistically significant (i.e. a real, not just apparent, difference). The following table is a guide to the sampling tolerances applicable to comparisons between sub-groups.

Differences required for significance at or near these percentages			
	10% or 90%	30% or 70%	50%
<i>Size of sample on which survey result is based</i>			
1,000 and 1,000	3	4	4
800 and 800	3	5	5
760 and 240 ( <i>approx. number of female versus male respondents</i> )	4	7	7
500 and 500	4	6	6
250 and 250	5	8	9

*Source: Ipsos MORI*

Caution should be exercised when comparing percentages derived from base sizes of 99 respondents or fewer, and particularly when comparing percentages derived from base sizes of 50 respondents or fewer. In the reporting that follows, percentages which

derive from base sizes of 50-99 respondents should be regarded as indicative. Where bases fall below 50 respondents, we give actual numbers (Ns), not percentages.

### **Interpreting the data**

When interpreting the data, it is often helpful to start with the overall picture and then look at specific details. Look first at the total column, decide whether there appears to be anything particularly interesting and look to see whether anything is different to what you had expected. Then look at the rest of the table. Are there any major differences between sub-groups? Are things similar where you expected to find differences?

Where there are significant differences between sub-groups, these are highlighted with the use of letters on the computer tabulations.