



NFER Teacher Voice Omnibus February 2009 Survey

Information, Advice and Guidance

The Training and Development Agency for Schools (TDA)

March 2009

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Introduction

Four questions were submitted by the Training and Development Agency for Schools (TDA) to NFER's Teacher Voice Omnibus Survey in February 2009 about information, advice and guidance (IAG) in schools. The questions covered the following:

- The extent to which respondents are being asked by students for IAG on learning pathways and career pathways
- Teachers' confidence in providing responses to IAG queries
- Careers education in the school
- Teachers perceptions on the efficacy of careers education in their school

This report provides an analysis of the responses to these questions, along with supporting information about the survey. Results are also presented by teacher seniority level (classroom teachers or senior leaders). This report forms one part of the output from the Omnibus survey. The analysis is also presented and given in more detail on a set of interactive web-based tables produced separately (in Pulsar Web).

Context

The TDA is a national body that was established to promote high quality training and continuing professional development (CPD) of the school workforce¹. In 2004, the TDA's remit was expanded to focus on the training and development of the *whole* school workforce, including support staff such as classroom based teaching assistants.

The TDA oversees teacher training and the CPD of all aspects of teaching. One of these elements is the provision of information, advice and guidance (IAG) for learners about their future educational, training and employment pathways. Careers education and IAG can be provided in many ways – for example, by form teachers, teachers with pastoral responsibilities, and also by specialist school staff such as careers coordinators, usually supported by a careers personal adviser from Connexions, for instance. Since April 2008, responsibility for IAG has devolved to local authorities, which have the newly-developed Quality Standards to further support the development of consistently high-quality and impartial IAG across the country. In the light of current considerations of the provision of IAG in schools, including plans to develop a new qualification for careers coordinators, the TDA wished to find out more about current patterns in requests for, and the provision of, IAG in schools.

¹ <http://www.tda.gov.uk/about/role.aspx>

Analysis of findings

The sample

The survey was completed by a sample of over 770 secondary school teachers and the sample was weighted to ensure representativeness. The sample included teachers from a wide range of school governance types and subject areas. The sample also included a mixture of senior leaders and classroom teachers. Detailed information about the sample is given in the supplementary section of this report.

The extent to which teachers are being asked by students for IAG on learning pathways and career pathways

The first question submitted to the Teacher Voice survey asked secondary teachers in the different capacities of their role, the extent to which, over the past academic year, they had been asked by students for information, advice or guidance (IAG) on learning pathways for progression through the 14-19 phase and or / career pathways. Results are presented in separate tables for each possible capacity of the teacher’s role.

Table 1. During the past academic year, in your capacity as a subject teacher, how many times have you been asked by students for information, advice or guidance (IAG) on learning pathways for progression through the 14-19 phase and / or career pathways?		Secondary Teachers
Never		13%
1-3 times		24%
4-10 times		24%
More than 10 times		37%
Not applicable		2%
Local base (N)		725

Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey February 2009

As Table 1 reveals, the majority of teachers are being asked for IAG in their capacity as a subject teacher. The responses were fairly evenly spread across the categories; over a third (37 per cent) of teachers had been asked more than 10 times, about a quarter (24 per cent) had been asked 4-10 times and similarly about a quarter (24 per cent) said 1-3 times. Only 13 per cent of teachers had never been asked for IAG.

Table 2. During the past academic year, in your capacity as a form tutor, how many times have you been asked by students for information, advice or guidance (IAG) on learning pathways for progression through the 14-19 phase and / or career pathways?

	Secondary Teachers
Never	17%
1-3 times	13%
4-10 times	14%
More than 10 times	27%
Not applicable	29%
Local base (N)	703

Due to rounding, percentages may not sum to 100

Source: NFER Omnibus Survey February 2009

As can be seen from Table 2, for form tutors, the most frequent response was that they had been asked more than 10 times (27 per cent of all respondents or 38 per cent of respondents who were form tutors). A smaller proportion had also been asked 4-10 times (14 per cent) and 1-3 times (13 per cent). Less than a fifth (17 per cent) of teachers had never been asked for IAG in their role as a form tutor.

Table 3. During the past academic year, in your capacity as a PSHEE teacher, how many times have you been asked by students for information, advice or guidance (IAG) on learning pathways for progression through the 14-19 phase and / or career pathways?

	Secondary Teachers
Never	20%
1-3 times	7%
4-10 times	5%
More than 10 times	12%
Not applicable	56%
Local base (N)	687

Due to rounding, percentages may not sum to 100

Source: NFER Omnibus Survey February 2009

As indicated in Table 3, over half of the teachers did not have this role, however 12 per cent had been asked for IAG more than 10 times, five per cent 4-10 times and seven per cent 1-3 times. One fifth of respondents had never been asked about IAG in their capacity as a PSHEE teacher (of those respondents who indicated they had this role, 45 per cent had never been asked about IAG in their capacity as a PSHEE teacher).

Table 4. During the past academic year, in your capacity as a careers coordinator, how many times have you been asked by students for information, advice or guidance (IAG) on learning pathways for progression through the 14-19 phase and / or career pathways?

	Secondary Teachers
Never	12%
1-3 times	1%
4-10 times	1%
More than 10 times	4%
Not applicable	83%
Local base (N)	677

Due to rounding, percentages may not sum to 100

Source: NFER Omnibus Survey February 2009

As Table 4 shows, only a small proportion of the teachers were acting as a careers coordinator. Interestingly, 12 per cent of the teachers said they had never in this role, been asked by students for IAG (of the small proportion respondents who indicated they had this role, 72 per cent had never been asked about IAG in their capacity as a careers coordinator). Four per cent of the teachers had been asked more than 10 times, and only one per cent had been asked 4-10 times and a further one per cent had been asked 1-3 times. Initially this seems a surprising finding, given that the careers coordinator often has the main responsibility for careers education in the school. However, it could be that careers coordinators do not have much student contact and therefore do not frequently receive questions directly from students.

Table 5. During the past academic year, in your capacity as a senior leader, how many times have you been asked by students for information, advice or guidance (IAG) on learning pathways for progression through the 14-19 phase and / or career pathways?

	Secondary Teachers
Never	12%
1-3 times	5%
4-10 times	5%
More than 10 times	17%
Not applicable	62%
Local base (N)	706

Due to rounding, percentages may not sum to 100

Source: NFER Omnibus Survey February 2009

For senior leaders, the most frequent response was that they had been asked more than 10 times (17 per cent of respondents, or 43 per cent of respondents who indicated they were senior leaders). In addition five per cent of respondents reported that they had been asked 4-10 times and a further five per cent had been asked 1-3 times. Just over a tenth (12 per cent) had never been asked.

Table 6. During the past academic year, in another capacity, how many times have you been asked by students for information, advice or guidance (IAG) on learning pathways for progression through the 14-19 phase and / or career pathways?	
	Secondary Teachers
Never	15%
1-3 times	7%
4-10 times	5%
More than 10 times	10%
Not applicable	62%
Local base (N)	667

Due to rounding, percentages may not sum to 100

Source: NFER Omnibus Survey February 2009

Ten per cent of respondents had also been asked for IAG in a different role more than 10 times. The most common other responses were:

- Head of Year / Achievement Leader
- Informal contact / conversation
- Subject coordinator / Head of subject

For the different roles, responses were also analysed by sector. The responses differed greatly between classroom teachers and senior leaders but this seems mainly due to the differences in the types of roles the classroom teacher and senior leaders are likely to have. For example, more senior leaders were careers coordinators and more classroom teachers were subject teachers.

Teachers' confidence in providing responses to IAG queries

Teachers were also asked how confident they felt when providing responses to IAG queries, and the results are presented in Tables 7 and 8.

As Table 7 reveals, in terms of responses to queries about learning pathways for progression through the 14-19 phase, most teachers felt confident. A fifth reported that they were very confident, and just over two fifths (41 per cent) reported they were fairly confident. Around a third (31 per cent) were confident in some areas but not others, six per cent were not very confident and two per cent were not confident at all. This has implications for training on learning pathways as about a third of the respondents were not confident in some areas and some were not confident overall.

Differences in terms of seniority did emerge, and on the whole senior leaders seemed more confident than the classroom teachers. For example, 43 per cent of senior leaders reported being very confident compared to 15 per cent of classroom teachers, and seven per cent of classroom teachers reported being not very confident compared to only one per cent of the senior leaders. This could be due to a number of reasons and it is not possible to tell why from the data, however, it may be that because senior leaders are likely to have been in post longer and they therefore may have had more experience in dealing with IAG requests.

Table 7. How confident do you feel when providing responses to queries about learning pathways for progression through the 14-19 phase?	
	Secondary Teachers
Very confident	20%
Fairly confident	41%
Confident in some areas but not others	31%
Not very confident	6%
Not at all confident	2%
Local base (N)	676

Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey February 2009

Teachers were also asked their confidence in providing responses to queries about career pathways (Table 8). Overall, teachers seemed slightly less confident compared to their confidence in responding to requests about learning pathways. Two fifths of respondents reported they were fairly confident in responding to career pathways queries, 14 per cent reported they were very confident and 38 per cent reported that they were confident in some areas but not others. Nearly one tenth (nine per cent) said they were either not very confident or not at all confident. Again, the results to this question suggest that more training is needed surrounding information on career pathways.

Like the above question on learning pathways, when the results were analysed by seniority, senior leaders seemed more confident than classroom teachers. A higher proportion of senior leaders were very confident (32 per cent compared to ten per cent) and a higher proportion of classroom teachers reported not being very confident (nine per cent compared with one per cent). Like with learning pathways, implications for teacher training on IAG, especially for classroom teachers, emerge from these findings.

Table 8. How confident do you feel when providing responses to queries about career pathways?

	Secondary Teachers
Very confident	14%
Fairly confident	40%
Confident in some areas but not others	38%
Not very confident	8%
Not at all confident	1%
Local base (N)	672

Due to rounding, percentages may not sum to 100

Source: NFER Omnibus Survey February 2009

Careers education in the school

Teachers were also asked the extent to which they agree with a number of statements about careers education in their school. The results are presented in Tables 9-12.

Table 9. To what extent do you agree that the people / person who plan(s) careers education lessons / events in your school have (has) had specialist training?

	Secondary Teachers
Strongly agree	19%
Agree	35%
Neither agree nor disagree	12%
Disagree	11%
Strongly disagree	2%
Don't know	21%
Local base (N)	733

Due to rounding, percentages may not sum to 100

Source: NFER Omnibus Survey February 2009

Teachers were asked the extent to which they agree that the people/person who plan(s) careers education lessons / events in their school has had specialist training. Results were

fairly positive and over half (54 per cent) either agreed or strongly agreed. Around one tenth (12 per cent) neither agreed nor disagreed, 11 per cent disagreed and two per cent strongly disagreed. Although the results on the whole were positive, the responses have implications for training as in a number of schools the person planning the careers education has no training.

Table 10. To what extent do you agree that most people who teach careers education lessons in your school have had specialist training?

	Secondary Teachers
Strongly agree	9%
Agree	27%
Neither agree nor disagree	16%
Disagree	25%
Strongly disagree	5%
Don't know	19%
Local base (N)	733

Due to rounding, percentages may not sum to 100

Source: NFER Omnibus Survey February 2009

Fewer respondents agreed with the statement that most people who teach careers lessons have had specialist training (Table 11). Over a third (36 per cent) either agreed or strongly agreed, 16 per cent neither agreed nor disagreed and around a third (30 per cent) disagreed or strongly disagreed. It seems that in a number of schools teachers who are not trained in careers education are delivering the lessons. This is not surprising given that the model of delivering careers education differs greatly between schools. Often tutors are responsible for deriving careers education as part of a PSHEE program for example.

Table 11. To what extent do you agree that most people who provide careers information, or careers advice and / or guidance in your school have had specialist training?

	Secondary Teachers
Strongly agree	17%
Agree	37%
Neither agree nor disagree	12%
Disagree	14%
Strongly disagree	4%
Don't know	16%
Local base (N)	733

Due to rounding, percentages may not sum to 100

Source: NFER Omnibus Survey February 2009

Over half (54 per cent) of respondents agreed or strongly agreed that most people who provide careers information, or careers advice and/more guidance in their school has had specialist training, over a tenth (12 per cent) neither agreed nor disagreed and nearly two fifths (18 per cent) disagreed.

Table 12. To what extent do you agree that careers education is seen as a very important part of the curriculum in your school?

	Secondary Teachers
Strongly Agree	15%
Agree	37%
Neither agree nor disagree	25%
Disagree	16%
Strongly disagree	3%
Don't know	4%
Local base (N)	735

Due to rounding, percentages may not sum to 100

Source: NFER Omnibus Survey February 2009

Just over half (52 per cent) of the teachers agreed that careers education was seen as a very important part of the curriculum in their school, a quarter neither agreed nor disagreed and nearly two fifths (19 per cent) disagreed or strongly disagreed. Although it is impossible to say from the data, this may be in part because careers education is rarely an examined subject and therefore may be less of a priority for schools concerned with

league tables and results. It may be that the introduction of an examination in careers education may lead to an increased status within the school.

When the responses to this series of statements were analysed by seniority, a number of differences emerged, the largest being that for the first three statements, classroom teachers were more likely than senior leaders to say that they didn't know. In terms of whether careers education is seen as an important part of the curriculum in their school, more senior leaders agreed (for example, 26 per cent compared to 13 per cent strongly agreed) and more classroom teachers disagreed (18 per cent compared with seven per cent disagreed).

Teachers perceived effectiveness of careers education in the school

In the final question submitted to the survey, teachers were asked how effective they felt that experience of careers education had been for the young people in their school. Respondents were asked about pupils in key stage 3, key stage 4 and years 12/13, and the results are presented in Tables 13 - 15.

The results concerning key stage 3 pupils, reported in Table 13, seem a slight cause for concern in that only five per cent of respondents felt the careers education was very effective for this group of pupils and about a third (33 per cent) felt it was fairly effective. Similar proportions felt it was not effective; 30 per cent felt it was not very effective and nine per cent felt it was not very effective at all.

Table 13. How effective do you feel that experience of careers education has been for young people in key stage 3 in your school?

	Secondary Teachers
Very effective	5%
Fairly effective	33%
Not very effective	30%
Not at all effective	9%
Don't know	19%
Not applicable	3%
Local base (N)	734

*Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey February 2009*

Results for key stage 4, reported in Table 14, were much more promising; over half (53 per cent) thought careers education was fairly effective and nearly one fifth (18 per cent)

thought it was very effective. Only around one fifth (19 per cent) thought it was not very effective or not effective at all.

Table 14. How effective do you feel that experience of careers education has been for young people in key stage 4 in your school?

	Secondary Teachers
Very effective	18%
Fairly effective	53%
Not very effective	15%
Not at all effective	4%
Don't know	10%
Not applicable	<1%
Local base (N)	734

Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey February 2009

Teachers were also asked about the effectiveness of careers education for pupils in years 12 and 13. As reported in Table 15, about half (56 per cent) felt it was very effective or fairly effective, whereas only 12 per cent felt it was not effective at all. For a number of staff this age group was not relevant.

Table 15. How effective do you feel that experience of careers education has been for young people in years 12 / 13 in your school?

	Secondary Teachers
Very effective	20%
Fairly effective	36%
Not very effective	9%
Not at all effective	3%
Don't know	12%
Not applicable	21%
Local base (N)	727

Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey February 2009

When the survey results were analysed by seniority, it emerged that in particular, proportionally more senior leaders than classroom teachers thought that experience of careers education had been effective for pupils in years 12 / 13 in their school (58 per cent of senior leaders felt this had been 'very effective' or 'fairly effective', while only 35 per cent of classroom teachers felt this). Furthermore, proportionally more senior leaders than classroom teachers also considered that experience of careers education had been effective for pupils at key stage 3 and key stage 4.

Conclusions and implications for the client

Overall, findings are fairly positive; however it seems that careers education, information, advice and guidance may benefit if teachers receive more training in this field.

In terms of the extent to which teachers were being asked about IAG in their various roles, it seems that pupils prefer to ask subject teachers for IAG, the vast majority (85 per cent) had been asked for IAG once or more in the previous 12 months. Perhaps pupils prefer to speak to a teacher who teaches the subject they are most interested in as they are likely to have specific knowledge in this field. Pupils also seem to ask tutors for IAG, demonstrated by the finding that over half (54 per cent) of teachers in the sample had been asked for IAG in their role as a tutor, which could be due to the fact they probably see each other at least once a day. To a lesser extent, senior leaders, PSHEE teachers and careers coordinators were being asked for IAG. It seems therefore, that pupils are going to the people they see most and are likely to have a closer relationship with rather than teachers in roles who may have more specialist careers knowledge, such as careers coordinators, PSHEE teachers and senior leaders. These findings suggest it may be beneficial for all teachers and tutors to have specific IAG knowledge.

In terms of learning pathways, 61 per cent were confident, and a further third (31 per cent) were confident in some areas, and in terms of career pathways over half were confident (54 per cent) and over a third (38 per cent) were confident in some areas but not others. Although these findings are largely positive, about a third of the teachers did not feel confident in all areas. These results largely support the idea of more widespread teacher training in IAG, especially for career pathways, as it is important that all teachers are confident when giving IAG. The implications of receiving insufficient information from a teacher could have a massive impact on the pupil. It may also be advisable for there to be greater collaboration between all teachers and the schools' personal advisor, so that queries teachers are not confident in dealing with can be passed on to a specialist in the field.

Around half (54 per cent) of the respondents agreed or strongly agreed that the person/people who plan(s) the careers education lessons has had specialist training and around a third (36 per cent) agreed or strongly agreed that the people who teach careers education have had specialist training. These results suggest that relevant training is available and is being taken up by a proportion of teachers. However, the results suggest that a number of teachers who are untrained in careers education are planning and delivering the lessons. These findings are not particularly surprising as in many schools careers education is delivered in PSHEE or by tutors. Again, this supports the idea of more training, perhaps by a more specific careers qualification.

Only around half (52 per cent) of the teachers agreed or strongly agreed that careers education was seen as a very important part of the curriculum in their school. In many schools careers education may not be seen as a priority because of the lack of examination in it. In the age of school competition, league tables where results have become increasingly important and have perhaps led to the neglect of other non-examined, yet important subjects. Careers education covers many of the Every Child Matters² outcomes and therefore it is important that schools see it as a very important part of the curriculum; increasing the status of careers education in school is therefore essential.

In terms of the effectiveness of careers education in ten schools, respondents seemed less positive for key stage 3 (38 per cent felt it was quite or very effective) than for key stage 4 (71 per cent felt it was very or fairly effective) and sixth form (56 per cent felt it was fairly or very effective). These results are positive in that they suggest that careers education seems to be most effective when students are in a transitional phase. However, they suggest that careers education has some way to go until it can be considered effective for all pupils in secondary school.

² Great Britain. Parliament. House of Commons (2003). *Every Child Matters* (Cm. 5860). Norwich: The Stationery Office [online]. Available: [Hhttp://publications.everychildmatters.gov.uk/eOrderingDownload/CM5860.pdf](http://publications.everychildmatters.gov.uk/eOrderingDownload/CM5860.pdf) [15 March 2009].

Supporting information

How was the survey conducted?

This is data from the February 2009 survey. The survey was completed in February 2009 by a panel of 1,661 practising teachers from 1027 (weighted) schools in the maintained sector in England. The survey was conducted online and teachers were asked to complete the questionnaire between 20th February and 4th March 2009. 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-four per cent (891) of the respondents were teaching in primary schools and 46 per cent (770) were teaching in secondary schools³.

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. There was, however, an under-representation of schools in the highest quintile in terms of eligibility for free school meals in both the sample of primary schools and the sample of secondary schools. The sample of secondary schools also had an over-representation of schools with low 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)⁴.

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.

³ *These figures are before weighting was applied*

⁴ *The sample was not weighted for missing free school meal data*

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

		National Population	NFER Sample
		%	%
Achievement Band (Overall performance)	Lowest band	16	17
	2nd lowest band	17	18
	Middle band	18	21
	2nd highest band	20	21
	Highest band	21	24
	Missing	8	<1
% eligible FSM (5 pt scale)	Lowest 20%	21	21
	2nd lowest 20%	21	21
	Middle 20%	20	20
	2nd highest 20%	19	20
	Highest 20%	18	18
	Missing	1	0
Primary school type	Infant/First	15	8
	Primary/Combined	76	73
	Junior	8	17
	Middle/other type	<1	1
Region	North	31	24
	Midlands	32	28
	South	37	48
Local Authority type	London Borough	11	14
	Metropolitan Authorities	21	17
	English Unitary Authorities	15	19
	Counties	53	50
Number of schools		17041	691

Due to rounding, percentages may not sum to 100

Some information is not available for all schools and some schools included more than one respondent

Source: NFER Omnibus Survey February 2009

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

		National Population	NFER Sample
		%	%
Achievement Band (Overall performance)	Lowest band	19	14
	2nd lowest band	19	23
	Middle band	19	24
	2nd highest band	19	23
	Highest band	17	16
	Missing	8	<1
% eligible FSM (5 pt scale)	Lowest 20%	13	13
	2nd lowest 20%	25	25
	Middle 20%	25	26
	2nd highest 20%	21	21
	Highest 20%	14	15
	Missing	2	0
Secondary school type	Middle	7	<1
	Comprehensive to 16	36	27
	Comprehensive to 18	45	65
	Other Secondary schools	8	3
	Grammar	5	4
Region	North	29	26
	Midlands	34	30
	South	37	44
Local Authority type	London Borough	13	13
	Metropolitan Authorities	21	22
	English Unitary Authorities	16	20
	Counties	50	45
Number of schools		3313	338

Due to rounding, percentages may not sum to 100

Some information is not available for all schools and some schools included more than one respondent

Source: NFER Omnibus Survey February 2009

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

		National Population %	NFER Sample %
Achievement Band	Lowest band	17	16
	2nd lowest band	18	19
	Middle band	18	22
	2nd highest band	20	21
	Highest band	20	22
	Missing	7	<1
% eligible FSM (5 pt scale)	Lowest 20%	20	20
	2nd lowest 20%	21	22
	Middle 20%	21	21
	2nd highest 20%	20	20
	Highest 20%	17	18
	Missing	1	0
Region	North	30	24
	Midlands	32	29
	South	37	47
Local Authority type	London Borough	11	13
	Metropolitan Authorities	21	19
	English Unitary Authorities	15	19
	Counties	53	49
Number of schools		20354	1027

Due to rounding, percentages may not sum to 100

Some information is not available for all schools and some schools included more than one respondent

Source: NFER Omnibus Survey February 2009

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	8	2	1
Deputy Headteachers	7	9	3	4
Assistant Headteachers	4	6	6	11
Class teachers and others	79	77	89	84

Due to rounding, percentages may not sum to 100

Sources: NFER Omnibus Survey February 2009, DCSF 618g survey January 2008 (Revised)

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000813/index.shtml> (March 2009)

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 46.9 per cent and 53.1 per cent. For secondary schools the same precision is + and – 5.3 percentage points and for primary schools it is + and – 3.7 percentage points.

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.