



NFER Teacher Voice Omnibus November 2009 Survey

Gardening as an Activity in Schools Royal Horticultural Society

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Introduction

Five questions about gardening in schools were submitted by the Royal Horticultural Society (RHS) to NFER's Teacher Voice Omnibus Survey in November 2009. The questions sought information from teachers about whether or not they and their school were involved in gardening with pupils and, if their school was, which members of the school community had been the key influences in engaging their school in this. The teachers in schools that did not have gardening activities with pupils were asked what prevented their school from doing this. Teachers were also questioned about what they perceived to be the main benefits of school gardening and whether or not they felt that every child has the right to garden at school.

This report provides an analysis of the responses to the questions, along with supporting information about the survey. Results are presented by school phase (primary and secondary) and 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 in a set of interactive web-based tables produced separately (in Pulsar Web).

Context

In 2007 the RHS launched its Campaign for School Gardening. This aimed to raise the profile of gardening in schools and to promote awareness of the range of holistic benefits that engagement in this activity might have for pupils¹. This included the potential contribution of gardening to developing children's and young people's personal and life skills, and their understanding of the environment and how to care for it, as well as their physical and mental wellbeing. The campaign also aimed to increase awareness in schools of the role that gardens can play in creating a sustainable environment. The RHS hoped to encourage all schools to become involved in gardening with their pupils. To facilitate this, the RHS provides ongoing support, advice and continuing professional development (CPD) for teachers, such as giving guidance on how gardening links with different areas of the curriculum. The RHS also offers a benchmarking scheme of good practice for which schools may register. An important part of the campaign is the promotion of the belief that every child has the right to garden.

¹ Royal Horticultural Society (2009). RHS Campaign for School Gardening [online]. Available: <http://apps.rhs.org.uk/schoolgardening/default.aspx> [09 December 2009]

The use of gardening as an activity in schools, as the RHS points out on their campaign website², fits well with a number of initiatives in schools such as the Manifesto for Learning Outside the Classroom³ and Healthy Schools⁴, as well as the government's move towards promoting sustainability in schools⁵. Involvement of pupils in gardening may also contribute to their achievement of a number of the Every Child Matters⁶ outcomes, including 'being healthy', 'enjoying and achieving' and 'making a positive contribution'. Gardening is therefore an activity that has much to contribute towards schools and their pupils achieving the aims of current educational policies and initiatives.

Over a year after the launch of the campaign, the RHS commissioned NFER to carry out research to evaluate the impact of school gardening on primary school children's learning and behaviour and to profile the characteristics of the schools involved in the campaign. This research is currently in progress. During the consultation about this project, NFER suggested that RHS may also wish to use the Teacher Voice survey to access a representative sample of teachers to find out more about the extent to which schools nationally were using gardens. It was in this context that the RHS included questions in this round of the Teacher Voice survey to seek information from teachers about their schools' involvement in gardening, as well as their views about gardening in schools.

Analysis of findings

The sample

The survey was completed by a sample of over 1,300 teachers and the sample was weighted to ensure representativeness. The sample included teachers from a wide range of school governance types and subject areas. Sample numbers were sufficient to allow for

² Royal Horticultural Society (2009). RHS Campaign for School Gardening – Teachers [online]. Available: <http://apps.rhs.org.uk/Schoolgardening/teachershome/aboutthescheme/educationalinitiatives/default.aspx> [09 December 2009].

³ Department for Education and Skills (2006). *Learning Outside the Classroom Manifesto*. Nottingham: DfES [online]. Available: <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-04232-2006> [09 December 2009].

⁴ Healthy Schools (2009). Welcome to Healthy Schools [online]. Available: <http://home.healthyschools.gov.uk/> [09 December 2009].

⁵ Teachernet (2009). Sustainable Schools – National Framework [online]. Available: http://www.teachernet.gov.uk/sustainable-schools/framework/framework_detail.cfm [09 December 2009].

⁶ Great Britain. Parliament. House of Commons (2003). *Every Child Matters* (Cm. 5860). Norwich: The Stationery Office [online]. Available: <http://publications.everychildmatters.gov.uk/eOrderingDownload/CM5860.pdf> [09 December 2009].

comparisons between the primary and secondary sectors. Detailed information about the sample is given in the supplementary section at the end of this report.

Schools’ and teachers’ involvement in gardening with pupils

The first question in the survey asked teachers whether or not they and their school were actively involved in gardening with pupils. Overall, the findings suggested that gardening may be a more commonplace activity in primary than in secondary schools. As Table 1 shows, around two-thirds (67 per cent) of all the teachers reported that their school engaged in gardening activities with pupils, but this was reported by proportionally more primary (82 per cent) than secondary school teachers (50 per cent). Further, nearly one in ten secondary school teachers (eight per cent) stated that they did not know if their school was involved in gardening, while only one per cent of primary school teachers said the same. This difference in awareness suggests that not only may gardening be more embedded in primary than secondary schools, but also that it may be an activity which is perhaps more prominent in many primary schools.

When the responses were analysed by seniority, it was found that proportionally more senior leaders (79 per cent) than classroom teachers (64 per cent) said that their school was involved in gardening. This discrepancy may be due to senior leaders having a better overall awareness of the activities taking place in their school than classroom teachers. However, this discrepancy does also suggest that, again, in some cases gardening may not be an activity of which everyone in the school community is aware.

Table 1. My school is actively involved in gardening with pupils

	All	Primary	Secondary
Yes	67%	82%	50%
No	29%	17%	42%
Don’t know	5%	1%	8%
Local base (N)	1342	687	652

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER Omnibus Survey November 2009

The majority (86 per cent) of the teachers who responded to the survey said that they were not personally involved in gardening with pupils (Table 2). However, as might be expected given the findings outlined above, around one in four (23 per cent) primary school teachers said that they were involved in these activities compared with around only one in 25 secondary school teachers (four per cent). Senior leaders and classroom teachers

reported being personally involved in these activities to a similar extent (18 per cent and 13 per cent, respectively).

Table 2. I am actively involved in gardening with pupils

	All	Primary	Secondary
Yes	14%	23%	4%
No	86%	77%	95%
Don't know	<1%	0%	<1%
Local base (N)	1214	615	598

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey November 2009

Key influences in schools' involvement in gardening

The teachers who reported that their school was actively engaged in gardening were asked to identify the people or groups of people who had been the main and second key influences in their schools' involvement. As Table 3 shows, there was wide variation in the people or groups of people the teachers reported to have been main influences in their schools' involvement in gardening. While there was much variation, the results suggest, that in the majority of schools more junior staff or other stakeholders had been the main influence, rather than senior members of staff. Classroom/subject teachers were most frequently reported to have been the main influence, with over two in five teachers (43 per cent) reporting that these people had been key in their school. By contrast, members of the senior management team or heads of department were reported by only around one in five (21 per cent) teachers to have been particularly influential. Although fewer teachers stated that parents or pupils had been the main influence (five per cent and four per cent, respectively), the proportion stating this is still notable because it suggests a high level of pupil and parent involvement in initiating this activity in some schools.

One in twenty teachers (five per cent) stated that another individual or groups of individuals had been key influences in their school. These respondents gave a variety of answers about who these people were, but most commonly they were reported to be the following:

- staff with a responsibility/interest in green issues or the Eco Schools Coordinator (11 per cent)
- a former or retired teacher (eight per cent)
- the SENCO, or inclusion or learning support staff (seven per cent)
- the respondent themselves (six per cent).

The people who were reported to have been the main influences did not differ greatly between the primary and secondary sectors, but a slightly greater proportion of secondary school teachers reported that classroom teachers (49 per cent) had been the main key influence than did primary school teachers (40 per cent). Conversely, proportionally fewer secondary school teachers (one per cent) than primary school teachers (eight per cent) reported that parents had been the main influence.

Table 3. Main key influence in engaging your school in gardening

	All	Primary	Secondary
Member of the senior management team or Head of Department	21%	20%	20%
Class or Subject teacher(s)	43%	40%	49%
Support staff	17%	18%	16%
Pupil(s)	4%	4%	3%
Parent(s)	5%	8%	1%
Governor(s)	2%	2%	1%
Caretaker	3%	4%	2%
Other	5%	3%	8%
Local base (N)	899	562	328

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

It should be noted that a small number of respondents provided more than one response to either the 'main' or 'second' key influence sections by ticking one response option and adding additional information in the 'other' response option. In such cases the first entry in the 'other' box was taken to be their second main influence

Source: NFER Omnibus Survey November 2009

In terms of the second key influence, again there was much variation in the people or groups of people teachers cited. Around one in five respondents' said that either classroom teachers (21 per cent), senior staff (20 per cent) or support staff (18 per cent) had been involved in their school. Further, a sizeable proportion of teachers stated that pupils had been influential (16 per cent), particularly in secondary schools (20 per cent, compared with 14 per cent in primary schools). This suggests a high level of pupil involvement in initiating this activity in some schools and especially at the secondary level. As found above regarding the main influences, fewer secondary school teachers (one per cent) than primary school teachers (13 per cent) said that parents had been involved – again, suggesting a lower level of parental involvement in secondary schools.

Apart from the differences in pupil and parental involvement, the findings did not otherwise differ considerably according to sector. Nor did the findings differ considerably according to the seniority of the respondent, although proportionally more senior leaders

(25 per cent) than classroom teachers (19 per cent) said that a senior member of staff had been the second influence.

	All	Primary	Secondary
Member of the senior management team or Head of Department	20%	18%	23%
Class or Subject teacher(s)	21%	21%	21%
Support staff	18%	18%	21%
Pupil(s)	16%	14%	20%
Parent(s)	9%	13%	1%
Governor(s)	4%	4%	3%
Caretaker	5%	5%	3%
Other	7%	7%	8%
Local base (N)	859	543	308

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey November 2009

Perceived barriers to gardening in schools

The respondents who had said that their school was not actively involved in gardening with pupils were asked what prevented their school from such involvement. As Table 5 shows, the most frequently reported barriers were a lack of staff time (65 per cent) and gardening not being seen to be a priority in the school (57 per cent). Over half of teachers also reported that their school did not garden as it could not be accommodated into the curriculum (51 per cent). The availability of funds was reported to be a problem in around one in four (26 per cent) of these schools. A lack of pupil enthusiasm or parental support was not an issue in most schools, as only around one in ten teachers reported these to be barriers (10 per cent and nine per cent, respectively).

Around one in nine (11 per cent) teachers stated that a different barrier (i.e. one that was not listed in the question) had prevented their school from becoming involved in gardening. Forty-two teachers provided details of these other barriers: around a quarter (24 per cent) of these teachers said that their school was planning to set up a garden and around one in five (18 per cent) said that their school did previously have a garden or that their school's involvement had been sporadic. Other than these responses, the most commonly reported barriers were:

- the effects of current building work in the school or involvement in Building Schools for the Future (nine per cent)
- the garden or grounds having just been refurbished (six per cent)
- the fact that the gardens were maintained by a gardener or resident ground staff (five per cent).

Table 5. What prevents your school from gardening?

	All	Primary	Secondary
Lack of space in school	21%	18%	23%
No suitable area in school	27%	29%	28%
No suitable location outside school	14%	16%	13%
Lack of expertise	21%	29%	15%
Lack of staff time	65%	70%	63%
No space on the curriculum	51%	45%	54%
Lack of staff enthusiasm	23%	25%	21%
Lack of pupil enthusiasm	10%	3%	14%
Lack of parental support	9%	20%	3%
Lack of funding	26%	26%	26%
Gardening is not a priority in my school	57%	45%	63%
My school hasn't considered using a garden	27%	10%	34%
Other	11%	15%	10%
Local base (N)	382	119	271

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey November 2009

There were some differences between primary and secondary school teachers in the factors that they reported to prevent their school from gardening. While overall a lack of parental support was not a barrier for most schools, one in five (20 per cent) primary school teachers reported that this prevented their school from gardening, compared with only three per cent of secondary school teachers. As discussed above, the influence of parents had been key to a number of primary schools becoming involved in gardening but had played less of a role in secondary schools, so difficulties engaging and keeping parents involved may be a particular barrier for some primary schools. Proportionally more primary school teachers (29 per cent) than secondary school teachers (15 per cent) also reported that a lack of expertise was a barrier in their school. Further, a slightly greater proportion of secondary school teachers (54 per cent) felt that it was difficult to fit gardening into the curriculum than did primary school teachers (45 per cent).

From the teachers' responses about the barriers, it seemed that gardening might generally be considered to be less of a priority in secondary schools than primary schools. While a lack of priority given to gardening was reported to be a barrier in a number of schools that did not garden, nearly two-thirds (63 per cent) of secondary school teachers reported that it was a barrier in their school in comparison to just under half (45 per cent) of the primary school teachers. Further, it appeared that gardening was an activity that may have been given less consideration in many secondary schools, as around a third (34 per cent) of secondary school teachers reported that their school had not considered using a garden, while only one in ten (10 per cent) primary school teachers said the same. These findings suggest that awareness of gardening as an activity for pupils and the priority placed on this may be greater in primary than secondary schools, although a low level of priority can still be a significant barrier to participation for some primary schools.

The perceived barriers to gardening reported by senior leaders and classroom teachers were similar, although proportionally fewer senior leaders (13 per cent) than classroom teachers (29 per cent) reported that their school had not considered using a garden.

Perceived benefits of school gardening

The next question in the survey asked all teachers, regardless of whether or not they were actively engaged in gardening with their pupils, what they perceived to be the two main benefits for pupils and schools from gardening. As Table 6 shows, teachers generally had diverse views, but over half (55 per cent) felt that one of the main benefits was the enhancement of pupils' environmental awareness. Many of the teachers also felt that gardening helped to improve the school environment, with around one in four (27 per cent) reporting this to be a main benefit. The development of pupils' personal skills also featured highly: around two in five teachers (38 per cent) felt that it enhanced pupils' team working skills and one in four (23 per cent) felt that it increased pupils' confidence and self-esteem. Other more generalisable benefits that are less directly related to the gardening activity itself, such as improvements in pupil learning and better behaviour, were cited by only around one in ten teachers (nine per cent and eight per cent, respectively).

Table 6. Whether or not you are actively engaged in gardening with your pupils, what would you consider to be the two main benefits from school gardening?

	All	Primary	Secondary
Improved pupil learning	9%	11%	7%
Better pupil behaviour	8%	6%	9%
Development of pupil teamwork	38%	35%	42%
Greater pupil confidence and self-esteem	23%	18%	29%
Enhanced pupil environmental awareness	55%	60%	49%
Improvement in the school environment	27%	30%	23%
Curriculum development	4%	6%	2%
Development of pupils' gardening skills	13%	12%	13%
Staff development	<1%	0%	<1%
Encouraging innovative teaching methods	5%	4%	6%
More parental involvement	2%	4%	<1%
More community involvement	9%	9%	9%
Improved school's reputation	<1%	<1%	<1%
Don't know	2%	<1%	3%
No benefits	<1%	<1%	<1%
Other	2%	2%	2%
Local base (N)	1346	690	652

Respondents were able to select more than one response so percentages may sum to more than 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey November 2009

There were few differences between the primary and secondary school teachers in their views about the benefits of gardening. However, secondary school teachers seemed to place more emphasis on benefits for developing pupils' personal skills, while primary school teachers placed more emphasis on benefits for increasing pupils' environmental awareness and improving the school environment. Senior leaders and classroom teachers provided similar responses, but slightly more senior leaders (14 per cent) stated that they felt that gardening facilitated more community involvement than classroom teachers (eight per cent).

The views of teachers who were personally involved in gardening with pupils and those who were not were compared and both similarities and differences were found. One of the differences was that a smaller proportion of teachers who were personally involved in gardening, when compared with those who were not involved, felt that it developed pupil team work (20 per cent compared with 41 per cent, respectively). Slightly more teachers involved in gardening, however, felt that it improved pupils' learning: 15 per cent of these teachers stated this as a benefit compared with eight per cent who were not. Slightly more

also felt that it enhanced pupils' environmental awareness (63 per cent compared with 52 per cent). This suggests that closer involvement in gardening activity might make these particular benefits more salient to teachers.

The right to garden at school

In the final question in the Teacher Voice survey, teachers were asked if they thought that every child has a right to garden at school. As can be seen in Table 7, the majority of teachers (62 per cent) did feel that this was an opportunity to which all children should have access. This was particularly the case among primary school teachers, 72 per cent of whom were supportive of this idea in comparison to 51 per cent of secondary school teachers.

There was, however, also some resistance to this idea and some uncertainty, with one in five (22 per cent) of all the teachers stating that they did not feel that it was a 'right' and a further one in six (17 per cent) stating that they were not sure. Senior leaders and classroom teachers were in agreement that children should be able to garden at school, with 62 per cent and 61 per cent agreeing, respectively. However, senior leaders in secondary schools seemed to be slightly less supportive of the idea than classroom teachers in this sector, with nearly two in five stating that they did not feel it was a right (39 per cent) compared with around a quarter of classroom teachers (27 per cent). Despite this, overall the results suggest that many teachers supported the principle of gardening activities being available to children at school.

Table 7. Do you think every child has a right to garden at school?

	All	Primary	Secondary
Yes	62%	72%	51%
No	22%	15%	28%
Don't know	17%	13%	21%
Local base (N)	1320	675	640

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey November 2009

Conclusions and implications for the client

On the whole, the findings suggest that a good proportion of schools are actively engaged in gardening with pupils and that many teachers support the idea that every child has the right to garden at school. Overall, two thirds of all the teachers reported that their school gardened with pupils. While this suggests that not all schools are yet involved in gardening, this is still a large and notable proportion given that this is a voluntary rather than a compulsory activity in schools.

The findings suggested that primary schools were more engaged with gardening with pupils than secondary schools. Around four in five primary school teachers said that their school was involved in this activity compared to one in two secondary school teachers. The findings also suggest that gardening might be more embedded into the school culture in primary than in secondary schools. For example, more secondary than primary school teachers were not aware if their school gardened, reported that gardening not being seen to be a priority in their school and that their school had not considered using a garden. Primary school teachers were also generally more supportive of the idea that pupils have the right to garden at school than secondary school teachers. It is not possible to say from this research why gardening might generally be more embedded in primary schools, but it might be an activity which is perceived to naturally fit better with what primary schools already do than is the case in secondary schools.

The findings also suggest that classroom teachers often seemed to be slightly more engaged with the idea of gardening in schools than senior leaders, particularly in the secondary sector. Slightly more secondary school classroom teachers than senior leaders agreed that children have the right to garden at school. Further, in both primary and secondary schools, often schools' involvement had been initiated by classroom or subject teachers or other members of the school community such as support staff or even the pupils themselves, rather than by senior staff. This suggests that while senior staff had been influential in some schools, often more junior staff seemed to have had the interest in gardening and had been the catalysts for their schools becoming involved. Again, it is not possible to say from these findings why this may be the case, but given the strategic importance of engaging senior leaders with initiatives in schools, efforts to promote school gardening might benefit from increasing senior leaders' interest in this.

Among schools that were not involved in gardening, teachers reported that the main barriers were a lack of staff time and gardening not being seen to be a priority in the school. As gardening was stated to be slightly less of a priority in secondary than primary

schools and more of these teachers also stated that their school had not considered having a garden, efforts to increase gardening in schools might therefore particularly benefit from raising awareness and the perceived importance of gardening among secondary school staff. This could include further targeted dissemination of information about how gardening might fit with the curriculum or other initiatives in secondary schools. Raising awareness among teachers from both sectors about how gardening might be accommodated into the curriculum might also be generally beneficial, as finding space for this activity in the curriculum was a barrier cited across teachers from both sectors, but especially those from secondary schools.

The main benefits the teachers perceived from gardening were generally to do with the development of pupils' skills and knowledge. Consistent with the aims of the campaign for School Gardening, many teachers felt that gardening helped to raise pupils' environmental awareness and that it also contributed to the development of their personal skills and their confidence. The contribution a garden could make to enhancing the school environment was also welcomed by many teachers. Although the RHS offers CPD to teachers as part of the campaign, teachers' own development was not seen to be one of the main benefits. Overall, the variation in the benefits cited by teachers suggests that gardening was perceived to be an activity which provides a wide range of benefits to pupils and schools.

Supporting information

How was the survey conducted?

This report is based on data from the November 2009 survey. The survey was completed in November 2009 by a panel of 1,378 practising teachers from 911 schools in the maintained sector in England. The survey was conducted online and teachers were asked to complete the questionnaire between 6 November and 18 November 2009. During 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 (692) of the respondents were teaching in primary schools and 50 per cent (686) were teaching in secondary schools.

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

There was 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)⁷.

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.

⁷ *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 by KS2 2008 data)	Lowest band	16	18
	2nd lowest band	17	19
	Middle band	18	18
	2nd highest band	20	21
	Highest band	22	23
	Missing	7	1
% 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
	Missing	1	0
Primary school type	Infant/First	15	8
	Primary/Combined	77	74
	Junior	8	16
	Middle/other type	<1	1
Region	North	31	24
	Midlands	32	30
	South	37	46
Local Authority type	London Borough	11	11
	Metropolitan Authorities	21	17
	English Unitary Authorities	18	20
	Counties	51	52
Number of schools		17019	573

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 November 2009

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

		National Population %	NFER Sample %
Achievement Band (Overall performance by GCSE 2008 data)	Lowest band	17	11
	2nd lowest band	18	19
	Middle band	18	24
	2nd highest band	18	23
	Highest band	20	21
	Missing	10	2
% eligible FSM (5 pt scale)	Lowest 20%	19	20
	2nd lowest 20%	19	20
	Middle 20%	19	20
	2nd highest 20%	19	20
	Highest 20%	19	20
	Missing	4	2
Secondary school type	Middle	7	<1
	Comprehensive to 16	33	25
	Comprehensive to 18	44	64
	Secondary Moderns	5	3
	Grammar	5	5
	Academies	6	2
Region	North	29	27
	Midlands	34	27
	South	37	46
Local Authority type	London Borough	13	12
	Metropolitan Authorities	21	20
	English Unitary Authorities	19	24
	Counties	47	43
Number of schools		3336	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 November 2009

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

		National Population %	NFER Sample %
Achievement Band (By KS2 2008 and GCSE 2008 data)	Lowest band	17	16
	2nd lowest band	18	19
	Middle band	18	20
	2nd highest band	20	21
	Highest band	21	22
	Missing	6	1
% 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
	Missing	1	1
Region	North	30	25
	Midlands	32	29
	South	37	46
Local Authority type	London Borough	11	11
	Metropolitan Authorities	21	18
	English Unitary Authorities	18	22
	Counties	50	49
Number of schools		20355	911

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 November 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	7	2	2
Deputy Headteachers	7	10	3	4
Assistant Headteachers	4	6	6	9
Class teachers and others	78	76	89	86

Due to rounding, percentages may not sum to 100

Sources: NFER Omnibus Survey November 2009, DCSF: School Workforce in England (including Local Authority level figures), January 2009 (Revised)

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000874/index.shtml> [09 December 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 47.4 per cent and 52.6 per cent. For secondary schools the same precision is + and – 3.74 percentage points and for primary schools it is + and – 3.73 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.