

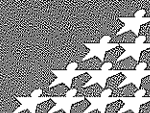
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annual survey of trends in primary education survey of 2004

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Local Government Association



INVESTOR IN PEOPLE



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1 About the project

1.1 Background and purpose of the research

The *NFER Annual Survey of Trends in Education* is a series of questionnaire surveys of primary schools which have been conducted each year since 1994. The purpose of the *Annual Survey* is to obtain up-to-date information from primary school headteachers and to ensure that their views are given widespread coverage as part of the continuing debate on education. It aims to provide regular, reliable and easily accessible information on key aspects of educational practice. In addition to 'barometer' questions, most surveys have had a special focus. Recent surveys have looked at the changing role of the headteacher, information and communications technology (ICT) in schools, participation in research and pupils with special educational needs (SEN).

The *Annual Survey 2004*, jointly sponsored for the first time by the Local Government Association (LGA) and the NFER, was the latest in the series of surveys. The questionnaire comprised a number of 'barometer' questions on current issues in education, to enable comparison over time, and a number of questions about emerging issues in primary education (specifically in relation to the introduction of the Department for Education and Skills' (DfES) *Five Year Strategy for Children and Learners* (DfES, 2004), *Every Child Matters* (Her Majesty's Treasury, 2003) and *The Children Act* (England and Wales. Statutes, 2004). Topics covered included:

- headteachers' main areas of concern
- budgetary issues
- curriculum issues
- changes to the school year
- extended schools

- parental involvement in school issues
- school improvement
- schools' working relationships with other local authority services
- involvement in the Primary Leadership Programme.

1.2 Research design

In the autumn term of 2004, questionnaires were sent to a sample of 800 headteachers of maintained primary schools in England. Approximately half the sample consisted of schools that had responded to previous surveys and had agreed to participate in future surveys; the other half of the sample were selected to deliver an overall representative national sample of schools.

Completed questionnaires were received from 413 headteachers (an overall response rate of 52 per cent). For the second year running, headteachers were given the option to complete the questionnaire online. The majority of headteachers (85 per cent of those responding) chose to complete the survey on paper. Eighty-two per cent of headteachers indicated that they would be willing to participate in future *Annual Surveys of Trends*.

1.3 Report structure

The findings are reported in Chapter 2. Section 2.1 reports the findings from the barometer questions which track trends in education over time. Section 2.2 reports findings from the special topic issues. Chapter 3 reports findings from further analysis conducted by local education authority (LEA) type, free school meals and school size. A summary of the key findings are presented in Chapter 4.

2 Survey findings

2.1 Trends in education

Each *Annual Survey* contains a number of 'barometer' questions on issues in education. These questions include some that have been used each year since 1994 and some more recently introduced questions based on emerging issues in primary education.

Topics covered by the barometer questions include:

- headteachers' main concerns
- teachers in primary schools
- the curriculum
- budgetary issues.

2.1.1 Headteachers' main concerns

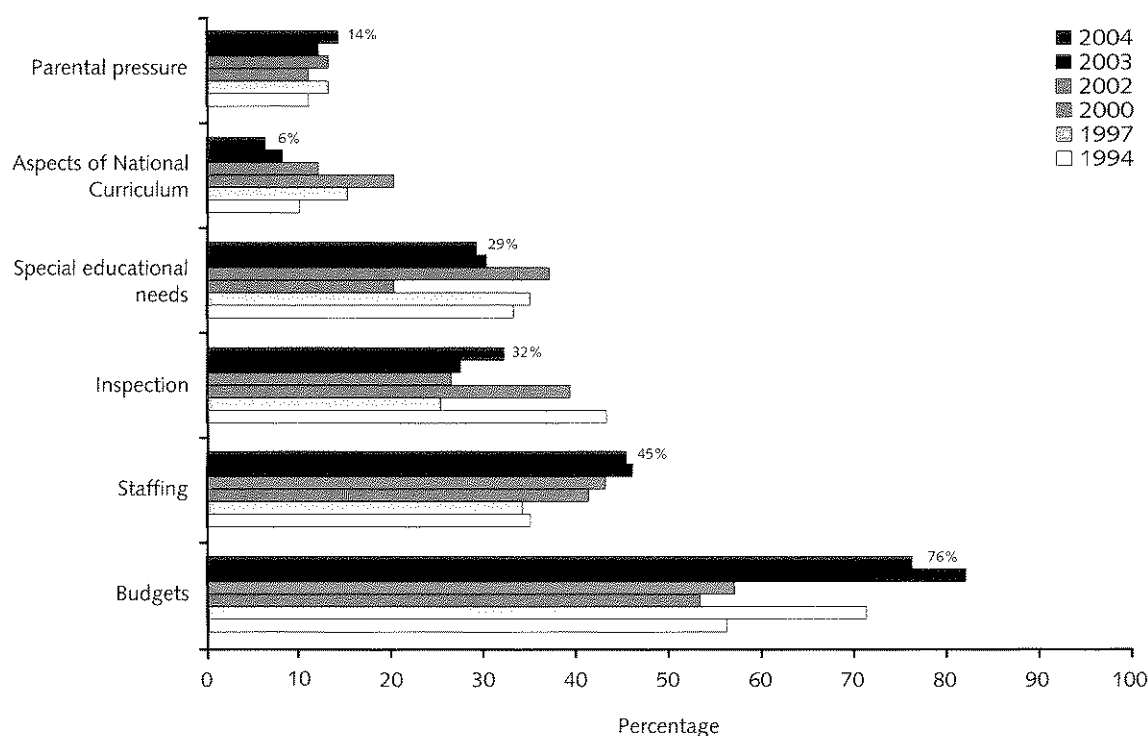
Headteachers were asked to indicate, from a list of items, which three issues caused them the most concern. Overall, the pattern of headteachers' responses to this question was very similar to previous years (see Figure 1).

For the eleventh consecutive year, budgets were cited as the most common cause of concern. This year, approximately three-quarters of headteachers highlighted this as an issue. However, this represents a slight fall in comparison to 2003, when over 80 per cent of headteachers indicated that this was a concern.

For the second year running, just under half of headteachers indicated that staffing was a concern and over one-third highlighted concerns about school buildings. The proportion of headteachers indicating that special educational needs (SEN) was an area of concern also remained about the same as in 2003 (29 per cent).

The proportion of headteachers concerned about National Curriculum assessment has continued to decrease. This year, the percentage of headteachers highlighting this as an issue has almost halved in comparison to 2002, from 32 to 17 per cent. Concerns about specific aspects of the National Curriculum have also decreased from a high of 21 per cent, in 2000, to 6 per cent in 2004.

Figure 1 Headteachers' main concerns



The proportion of headteachers concerned about inspection has increased very slightly (from 27 per cent in 2003 to 32 per cent in 2004). There has also been a very small increase in the percentage of headteachers highlighting curriculum change as a concern. However, overall, the percentage of headteachers concerned about this issue remains low (12 per cent).

The percentage of headteachers highlighting concerns regarding pressure from parents was very similar to previous years at about 13 per cent.

This year, headteachers were also given the opportunity to specify any other issues of concern. Thirteen per cent of headteachers specified other issues, of whom just under half mentioned concerns regarding workforce reform.

2.1.2 Budgetary issues

Headteachers were asked to indicate, from a list of items, the top three areas they would prioritise for additional funding, if they were to receive a hypothetical five per cent budget increase (see Figure 2).

As in previous years, classroom/welfare assistants were the top priority for additional funding, with over three-quarters of headteachers identifying this area as a priority. This year, for the first time, headteachers were

also asked to specify which classroom/welfare roles they would prioritise. The most commonly cited roles were higher-level teaching assistants (HLTAs), teaching assistants and learning mentors.

Just under two-thirds of headteachers indicated that they would prioritise teaching staff for additional funding.

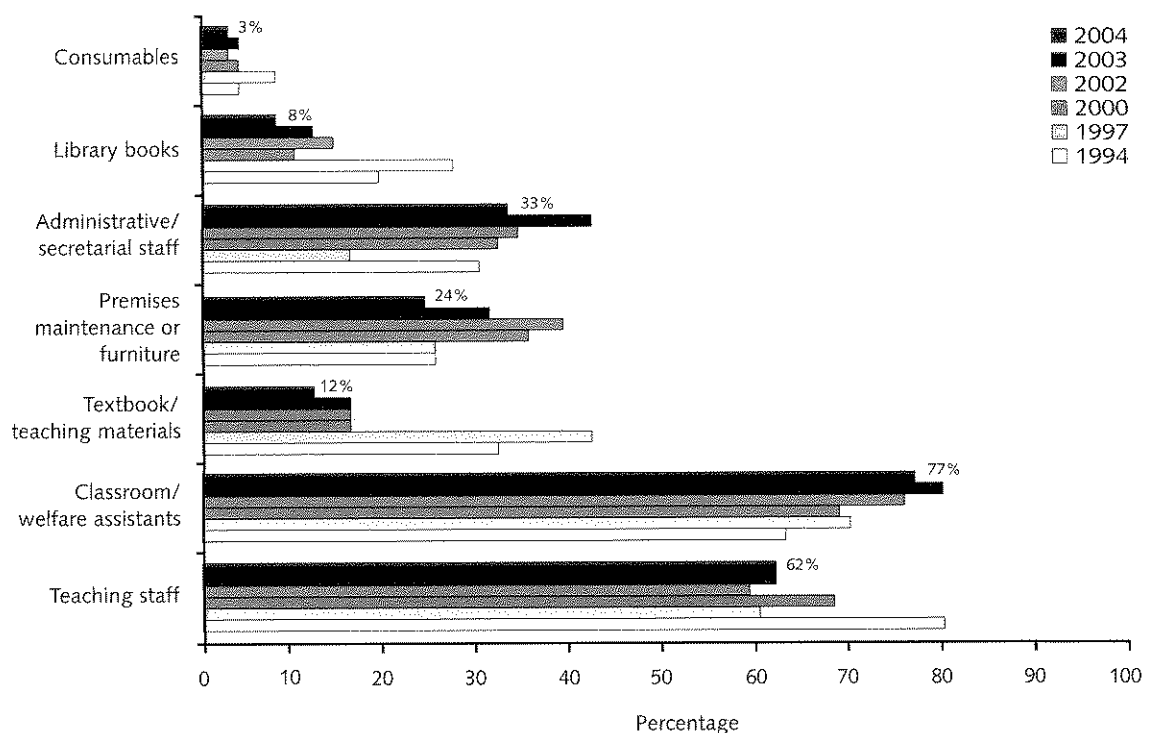
There has been a nine per cent fall in the proportion of headteachers identifying administrative/secretarial staff as a priority for increased funding (33 per cent in 2004, compared with 42 per cent in 2003).

There has also been a slight fall in the percentage of headteachers indicating that they would prioritise premises maintenance or furniture for additional funding and a fall of 4 per cent in the proportion of headteachers highlighting textbooks, teaching materials and library books as priority areas.

Under one third of headteachers would prioritise ICT resources for additional funding and around 10 per cent would prioritise sports/music equipment.

For the eleventh consecutive year, from the given list of items, consumables (e.g. craft materials and paper) were the area that headteachers indicated as the least likely to prioritise for additional funding.

Figure 2 Budgetary issues



2.1.3 Teachers in primary schools

As in previous surveys, headteachers were asked to what extent they agreed with a range of statements relating to staffing issues (see Figure 3).

This year, for the first time, headteachers were also asked for their views on: the work–life balance of staff; teaching assistants' workload and the time and resources available for senior managers' continuing professional development (CPD) (see Figure 4).

For the fourth consecutive year, almost all headteachers agreed that staff workload was a major concern.

Similarly, nearly 90 per cent of headteachers were concerned about the work–life balance of the teachers at their school. Just under two-thirds of headteachers indicated that teaching assistants' workload was a cause of concern.

The lack of time for teachers' and senior managers' CPD was also a concern for the majority of respondents. However, there was a 12 per cent fall in the number of

Figure 3 Staffing issues: teachers

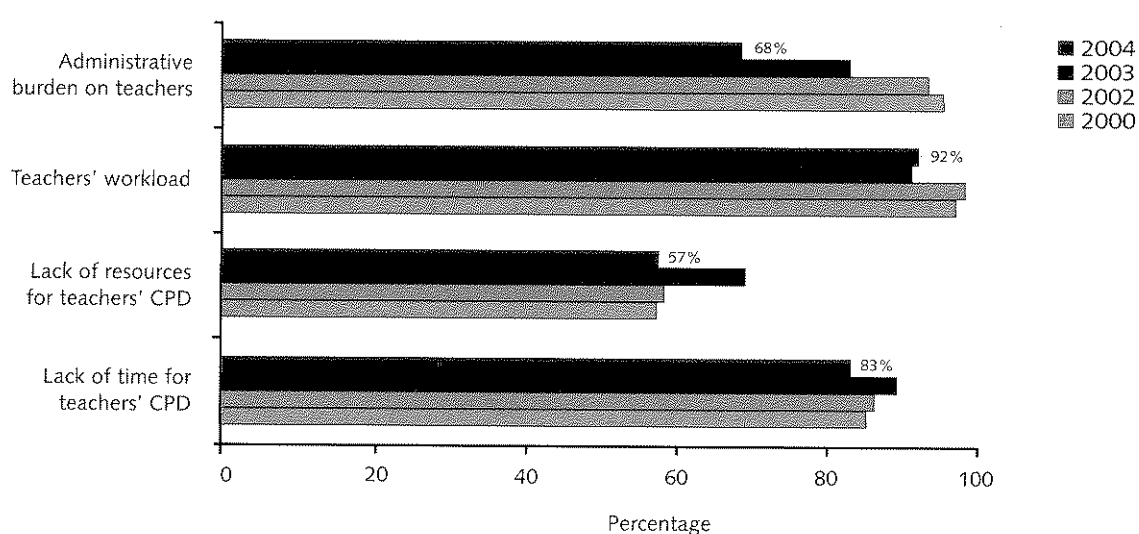
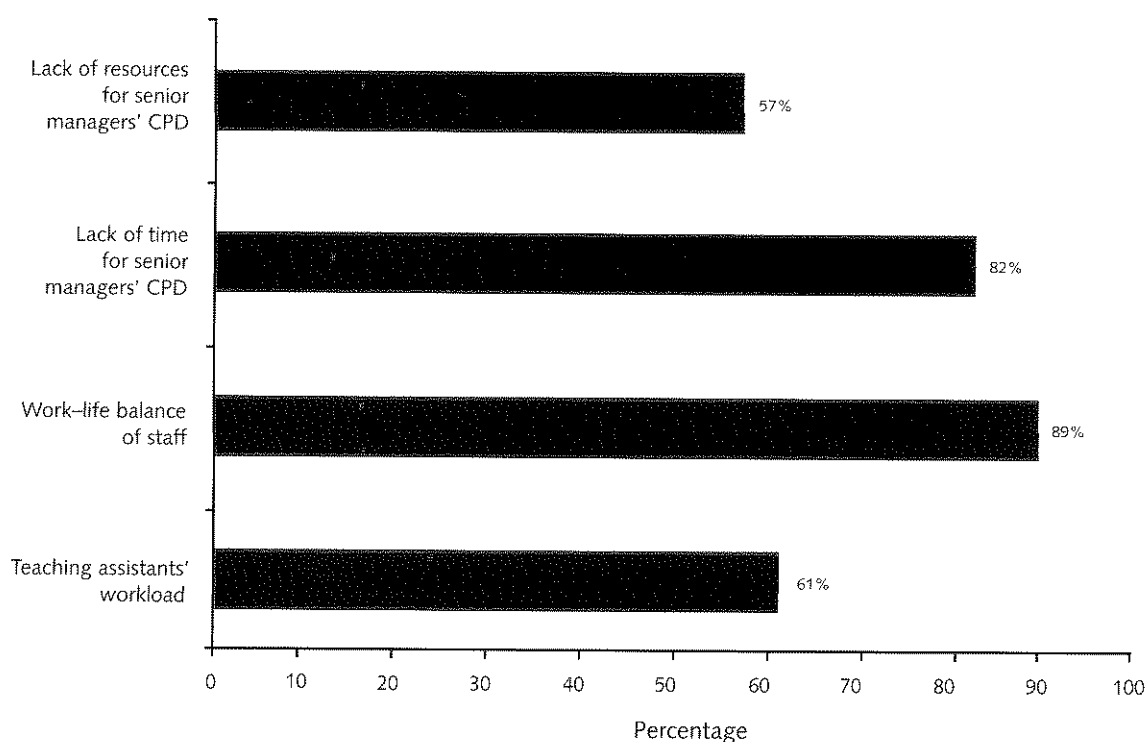


Figure 4 Other staffing issues in 2004



headteachers indicating that a lack of resources for teachers' CPD was of great concern. A lack of resources for senior managers' CPD was a cause of concern for just under two-thirds of headteachers.

Whilst the administrative burden on teachers remains a concern for the majority of headteachers, the proportion of headteachers highlighting this as a major concern has continued to fall. This year, just under 70 per cent indicated that this was a concern, compared to over 80 per cent in 2003 and over 90 per cent in 2002. This fall may be linked to the introduction of the National Workload Agreement, which aims to develop the use of support staff to ensure that teachers do not routinely undertake administrative and clerical tasks (Workforce Agreement Monitoring Group, 2003).

2.1.4 The curriculum

Headteachers were asked about the percentage of teaching time devoted to different curriculum subjects. Overall, the pattern of responses was the same as last year (2003). Unsurprisingly, on average schools spent the greatest amount of time on English and mathematics, followed by science, physical education and ICT and less time on religious education, art and design, design technology, geography, history and music. Some schools also reported that they spent a small percentage of time on personal, social and health education (PSHE), citizenship and modern foreign languages (MFL).

2.2 Current issues

Each year the Annual Survey of Trends focuses on a specialist topic area. In 2004, questions were asked about issues that arose from the DfES' *Five Year Strategy for Children and Learners* (DfES, 2004), *Every Child Matters* (Her Majesty's Treasury, 2003) and *The Children Act* (England and Wales. Statutes, 2004). These key documents are at the centre of future developments in education and beyond, for children, young people and their families. In relation to the key proposals in these documents, the survey wanted to explore headteachers' perceptions of:

- changes to the curriculum
- three-year budgetary cycles
- extended schools
- involving parents in school life.

The LGA were also interested in headteachers' views on:

- the LEA's role in school improvement
- proposed changes to the school year (also known as the 'standard school year')
- schools' working relationships with other local authority services.

2.2.1 Budget changes

Through the *Five Year Strategy*, the Government plans to introduce a three-year budgetary cycle for every school from 2006. The changes mean that schools will have improved security and predictability over funding. Funding would be geared to pupil numbers and schools would have an annual guaranteed minimum per pupil increase.

Headteachers were asked to comment on the implications of these planned changes for their school. Generally, headteachers were positive about the changes (see Table 2.1).

Table 2.1 Headteachers' comments on planned changes to the budgetary cycles and the implications for schools

Implication for schools	%
Long-term improvements	50
Difficult to predict	27
More stability	20
Large increase in funding	18
No response	5

N = 413

*An open ended question
More than one answer could be given so percentages do not add to 100*

Very few headteachers commented negatively about the proposed changes. Half explained that the budgetary-cycle would have long-term improvements for their school and 20 per cent thought the changes would lead to greater stability for their school in the future. As one headteacher explained: 'I can throw away the crystal ball and plan ahead. Support staff would have longer tenure and better security.' Even though most headteachers were positive, about a quarter of headteachers (27 per cent) felt it was difficult to predict the implications of the changes for their school.

2.2.2 Curriculum changes

The DfES *Five Year Strategy* proposed the extension and enrichment of the primary curriculum. Specifically, the strategy outlined plans to enable every primary school pupil to have the chance to play a musical instrument, taken part in two hours of physical education (PE) or sport a week and, by 2010, provide every seven-year-old with the chance to learn a modern foreign language (MFL). The Government outlined their investment plans which would help to fund these curriculum changes. For pupils to learn a MFL, for example, specialist higher level teaching assistants with language skills would be deployed to teach where teachers could not or did not want to teach a MFL. Through the PE, School Sport and Club Links Strategy a network of primary School Sports Coordinators will build partnerships between primary schools, sports colleges and clubs.

The *Annual Survey* asked headteachers to comment on the implications of the curriculum changes for their school. The five most frequent answers are presented in Table 2.2.

Table 2.2 Changes to the curriculum and the implications for schools

Implications for schools	%
Staffing implications	43
Financial implications	43
Finding the time	39
Will constrict other subjects	16
Already doing these	12
No response	3
N = 413	

An open ended question

More than one answer could be given so percentages do not add to 100

Generally, headteachers indicated concern about the proposed changes. In particular, they were worried about the staffing and financial implications of the planned changes. Many headteachers responded by asking questions about the changes. As one headteacher explained: 'Where will the musicians, linguists etc. come from? And who will pay them? [It has] huge cost implications.' As Table 2.2 shows, headteachers' concerns related to the availability of staff (43 per cent), funding (43 per cent) and time (39 per cent).

A few headteachers raised Workforce Reform issues when they responded to this question. They were concerned about the implications of these changes for the work-life balance of staff. A few headteachers commented that specialist teachers should be deployed to teach these subjects while class teachers have planning, preparation and assessment (PPA) time.

2.2.3 Changes to the school year

In recent years, there has been considerable interest in the organisation of the school year. In 1999, the LGA set up an Independent Commission on the Organisation of the School Year (LGA, 2000; Price, 2000). The Commission concluded that there was a need to reform the school year and decided in favour of a six-term year with:

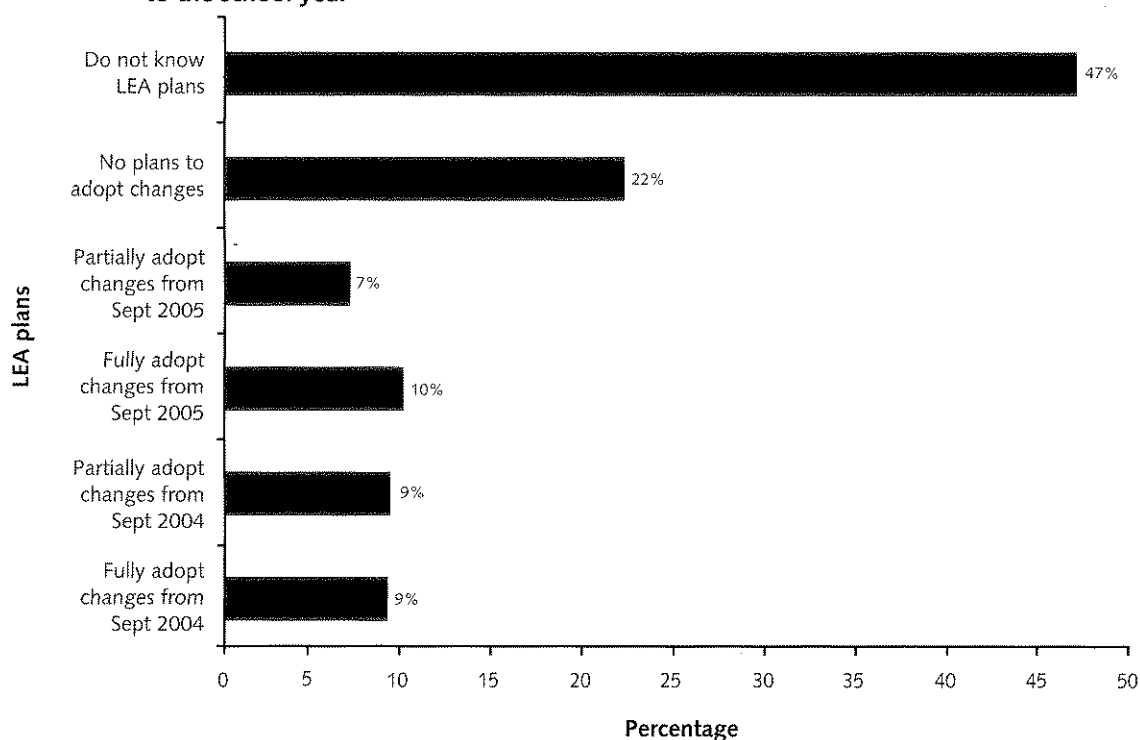
- a fixed break between spring and summer term (irrespective of the date of Easter)
- a two-week break in the middle of the current autumn term.

The decision was taken to refer to the proposed changes as the 'standard school year'. It was hoped that these changes would lead to three main benefits: a reduction in pupil and teacher stress; a reduction in social exclusion, especially in relation to easing transition from school to higher education and a smoother process of learning, assessment and transfer.

In August 2004, it was reported that 13 authorities would be piloting the proposals from September 2004. A number of other local education authorities have undertaken consultations on the issue and the outcomes have been put to members for decision-making. At present it seems likely that a further group of LEAs will introduce a standard school year from September 2005.

The LGA wanted to explore headteachers' knowledge and perceptions of the proposed changes at the time of the survey. The majority of headteachers (84 per cent) involved in the survey were aware of the LGA's proposed changes. Of these, most (82 per cent) had received information from the LEA. Almost half (49 per cent) had heard about the changes in the press and 40 per cent had received information from a teacher's union.

Figure 5 Headteachers' knowledge of their LEA's plans to adopt the proposed changes to the school year



The survey asked headteachers to indicate whether their LEA planned to adopt the proposed changes to the school year and, if so, whether they would fully or partially adopt the plans. Almost half of headteachers (47 per cent) did not know their LEA's plans and 22 per cent indicated that their LEA did not plan to adopt the changes (see Figure 5).

Nine per cent of schools had fully or partially adopted the changes from September 2004. Of those that had partially adopted the changes, most (five respondents in each case) opted for a fixed Easter holiday and an extended October half-term. Ten per cent of headteachers said their LEA planned to fully adopt the proposed changes from September 2005. Seven per cent planned to partially adopt changes, specifying that they would adopt the fixed Easter break (three respondents).

Headteachers were asked for their views on the advantages and disadvantages of the proposed changes to the school year (see Tables 2.3a and 2.3b).

Most commonly, headteachers mentioned the advantage of the changes to the school year as being the even length of terms (41 per cent). Twenty-seven per cent of headteachers thought the changes would

Table 2.3a Headteachers' perceptions of advantages to changes to the school year

Advantages of changes	%
Even length of terms	41
Easier and more effective planning	27
More consistent curriculum provision	17
Teachers will be less tired	15
No response	8

N = 413

An open ended question

More than one answer could be given so percentages do not add to 100

result in easier and more effective planning. More consistent curriculum provision and a reduction in teacher tiredness was mentioned by 17 and 15 per cent of respondents, respectively.

Relatively few headteachers felt that the proposed changes would have disadvantages (see Table 2.3b). Among those that did comment, most commonly they specified the shorter summer holiday (15 per cent). However, the same proportion of headteachers did not think there were any disadvantages to the proposed changes to the school year. Eleven per cent of

headteachers were concerned that parents would take holidays in term time and ten per cent were concerned that teachers would have less time for rejuvenation during holiday periods.

Table 2.3b Headteachers' perceptions of disadvantages to changes to the school year

Disadvantages of changes	%
Shorter summer break	15
No disadvantages	15
Parents take holidays in term time	11
Lack of teacher rejuvenation time	10
No response	18
N = 413	

An open ended question

More than one answer could be given so percentages do not add to 100

2.2.4 Extended schools

Many schools offer a range of services that extend beyond the school day, for example after-school homework clubs, sports and art clubs. The DFES wants more schools to develop extended services for pupils, their family and the local community. In the *Five Year Strategy*, the Government outlined plans for every primary school to provide a range of study support activities, parental support mechanisms on school premises, and quick and easy referral from every school to a wider range of specialist services for pupils through Children's Trusts.

By 2006, there are plans for at least one extended school in each LEA, mainly in disadvantaged areas. By 2008 it is envisaged that there will be at least 1000 primary schools offering such services. Some primary schools will become full-service extended schools which means that people will also have access to health services, adult learning and childcare on the school site. It is planned that the majority of schools will develop partnerships or networks with other schools that offer community services.

The *Annual Survey* asked headteachers to indicate, from a given list of services and activities, those that they provided on site (see Table 2.4a). Future surveys will ask similar question in order to track developments in this area.

Table 2.4a Services and activities currently provided on school premises

Service and activities	%
After-school clubs	79
School facilities used for community activities	48
Family learning (i.e. literacy and numeracy)	32
Breakfast clubs	31
Adult education	22
None of the listed items	10
Other	10
Health services	9
Social services	4
Public library	2
No response	1
N = 413	

A multiple response question

More than one answer could be given so percentages do not add to 100

Over three-quarters of schools (79 per cent of schools offered after-school clubs for pupils, almost half (48 per cent, provided school facilities for community activities, about a third offered family learning (32 per cent) and about a third offered breakfast clubs (31 per cent).

The least frequently offered on-site services or activities, from the given list of items, were social services (4 per cent) and public libraries (2 per cent). Ten per cent of headteachers indicated that their school offered services additional to those listed. These included wraparound care (2 per cent) and a pre-school play group (2 per cent). Ten per cent of schools offered none of the services or activities listed.

Headteachers were asked whether they planned to extend the services offered to pupils, families and the wider community. Just over half the respondents (52 per cent) indicated they planned to develop such services.

Headteachers identified how they planned to extend the services their school offered in the future (see Table 2.4b). Eighteen per cent of those who planned to extend services said breakfast clubs would be developed in the future. The same proportion said that after-school clubs would be developed. Extending community and family learning was also a priority for 17 per cent of headteachers and wraparound care was specified by 11 per cent of those who were planning to extend services.

Table 2.4b Headteachers' plans to develop the range of services offered on school premises

Services and activities to be developed	%
Breakfast clubs	18
After-school clubs	18
Community and family learning	17
Wraparound care	11
No response	10
N = 216	

An open ended question

All headteachers indicating that they planned to develop a range of services

More than one answer could be given so percentages do not add to 100

Headteachers who did not plan to extend services or activities in their school (N = 183), were asked to explain why (see Table 2.4c).

Table 2.4c Headteachers' reasons for not developing the range of services offered on school premises in the future

Reasons	%
Lack of suitable accommodation	24
Staff are overworked	13
Funding required	10
No response	27
N = 183	

An open ended question

All headteachers indicating that they did not plan to develop the range of services offered

More than one answer could be given so percentages do not add to 100

Almost a quarter of these headteachers (24 per cent) stated that lack of suitable accommodation prevented the extension of services or activities on site. As one headteacher explained, 'our building is open plan, it makes it very difficult to secure areas whilst still allowing community access for activities, meetings etc'. Lack of space was a greater issue for small schools than for larger sized schools. Thirteen per cent of headteachers explained that staff were overworked and, as a result, did not plan to extend services.

All headteachers were asked to specify possible barriers that prevented their school from developing extended services (see Table 2.4d).

Table 2.4d Barriers to developing extended schools

Barriers	%
Lack of space	39
Financial	35
Staffing	29
Site management issues	14
No response	9
N = 413	

An open ended question

More than one answer could be given so percentages do not add to 100

Over a third of headteachers (39 per cent) mentioned lack of space as the main barrier to extending services. Funding was also frequently mentioned as a barrier to extending schools as stated by 35 per cent of headteachers. Staffing issues were mentioned by 29 per cent of headteachers. As one explained, the barrier was the 'availability and funding of appropriately trained staff'.

2.2.5 Working with other services

One of the aims of the survey was to explore headteachers' perceptions of the relationship between primary schools and local authority services. Headteachers were asked to indicate whether the contact they had with a given list of local authority services had increased, stayed the same or decreased during the past three years (see Table 2.5).

Table 2.5 Contact between school and local authority services during the past three years

Local authority service	Increased %	Stayed the same %	Decreased %	No response %
Social services	35	50	14	2
Housing	4	80	10	6
Transport	11	73	10	5
Cultural services	25	63	7	4
Leisure services	32	60	5	3
Other	6	6	1	87
N = 413				

A series of single response items

Due to rounding errors, percentages may not always sum to 100

About a third of headteachers indicated that they had increased contact with social services and leisure services (32 per cent) during the past three years. The reason headteachers gave as to why contact had increased with social services was because there were more children with needs (8 per cent) and because child protection work had increased (6 per cent). The reasons given as to why contact with leisure services had increased over the past three years was due to better support for clubs (7 per cent) and improved links between leisure services and schools (5 per cent).

Social services received the highest proportion (14 per cent) of headteachers indicating that contact had decreased during the past three years. The main reason given for this change in contact was because of social services delegating responsibilities to schools (4 per cent).

In relation to all the listed services, headteachers' contact had mostly remained the same during the past three years.

Headteachers were asked to comment on the implications of the changes in their contact with local authority services. Most frequently, headteachers (13 per cent) explained that SEN staff attended more meetings. Headteachers that indicated contact with social services had increased said SEN staff attended more meetings (13 per cent). Eight per cent of headteachers specified that there had been an increase in paperwork as a result of having more contact with local authority services. Seven per cent said there had been improved provision due to increased contact with local authority services. Headteachers that indicated contact with local authority services had increased explained provision had improved with leisure services (5 per cent), cultural services (4 per cent) and social services (3 per cent).

2.2.6 School improvement

One of the aims of the survey was to explore headteachers' perceptions of using LEA support for school improvement. Headteachers were asked to rate, from a given list of items, how good the support from their LEA was in helping to improve their school. Table 2.6 reports the findings.

Table 2.6 LEAs' support for school improvement

LEA support	Excellent %	Good %	Not very good %	Poor %	Not applicable %
Data provider	27	60	11	1	1
Training provider	7	68	19	3	2
Guidance on budget setting	15	53	21	6	4
Providing leadership	7	58	27	6	3
Sharing good practice	5	57	31	4	3
Critical friend	9	62	23	5	2
Advisory service as a whole	7	66	20	4	3
Other	1	1	0	1	-
N = 413					

A series of single response items

Due to rounding errors, percentages may not always sum to 100

The majority of headteachers indicated that LEA support for school improvement was either *good* or *excellent*. About three-quarters of headteachers rated their LEA as *excellent* or *good* as a training provider and advisory service. Over a third of headteachers rated their LEA as *not very good* or *poor* at sharing practice.

Headteachers were asked an open ended question about the LEA support they found particularly useful in relation to school improvement. Adviser support was most frequently mentioned (23 per cent of headteachers) then provision of data (13 per cent) and provision of in-service training (INSET) (10 per cent).

When asked to specify what further support they would like from their LEA, headteachers mentioned budget support (11 per cent), training and professional development (10 per cent) and spending quality time working together (8 per cent). One headteacher explained: 'time to work ideas through rather than do this and that – if it fails "it's because you didn't do it as we said"'. Forty per cent of respondents did not answer the question.

2.2.7 Involving parents

The development of partnerships between schools, parents and the local community was another key feature of the *Five Year Strategy*. The Government suggested strategies for schools to develop parental

involvement in school life, for example, inviting parents to the school to participate in activities or by encouraging parents to email their child's class teacher.

This year's *Annual Survey* wanted to gain a picture of the ways in which schools involved parents in school life. Headteachers were asked to indicate from a given list of strategies those which they had in place (see Table 2.7a).

Table 2.7a Strategies to involve parents in school life

Strategies	%
School newsletters	98
Encouraging parents to contact the school	97
Special events for parents	95
Parental help in the classroom	94
Inviting parents to join in classroom activities	85
Gathering parents' views as part of school self-evaluation	85
An active parent teacher association (PTA) or equivalent	85
Parental involvement in out-of-school learning activities	72
Other	21
No response	1

N = 413

*A multiple response question
More than one answer could be given so percentages do not add to 100*

The majority of headteachers (51 per cent) used all these strategies. School newsletters, encouraging parents to contact the school, special events for parents and parental help in classrooms were selected by over 90 per cent of headteachers.

Headteachers were given the opportunity to specify other strategies their school had in place. Twenty-one per cent indicated that they had other strategies in place: these included a school website (13 respondents), parents' forum (12 respondents) and family learning (11 respondents), which encourage parents' involvement in school.

Headteachers were given the opportunity to specify the most effective ways of involving parents in school life (see Table 2.7b).

Headteachers most frequently mentioned newsletters (18 per cent) as one of the most effective ways of involving parents in school life. Invitations to special events, having an open door policy, good relationships and approaching parents directly were also seen to be

Table 2.7b Headteachers' perceptions of the most effective strategies of involving parents in school life

Strategies	%
Newsletters	18
Invitations to special events	17
Open door policy	14
Good relationships	14
Approaching parents directly	14
No response	10

N = 413

*An open ended question
More than one answer could be given so percentages do not add to 100*

effective. One headteacher explained the strategy in his/her school: 'a school where communication is open, trust is high, parents are welcome and are true partners in their child's education and their contribution is valued.'

Headteachers were asked to identify the main barriers to parental involvement in school life (see Table 2.7c).

Table 2.7c Headteachers' perceptions of the barriers to involving parents in school life

Barriers	%
Other commitments (for example, working)	54
Time constraints	16
Parental apathy	16
No response	12

N = 413

*An open ended question
More than one answer could be given so percentages do not add to 100*

The main barrier for engaging parents in school, as identified by over half of headteachers (54 per cent), was other commitments, for example, working. Sixteen per cent of headteachers identified time constraints as a barrier and a similar proportion identified parental apathy. These findings are similar to those found by NOP Social and Political (Moon and Ivins, 2004). NOP carried out a telephone survey of over 2000 parents and carers of young people aged between five and 16 years. They also found that working commitments and lack of time were the main barriers to parental involvement in school life.

2.2.8 Primary Leadership Programme

The Primary Leadership Programme was developed by the DfES in consultation with the National College for School Leadership (NCSL), to support schools in improving the leadership of teaching literacy and numeracy. Experienced headteachers were trained and deployed as Consultant Leaders, to work with the LEA to support headteachers and leadership teams. In 2003, primary schools in every LEA were invited to participate in the programme. (DfES, 2003)

Forty-four per cent of headteachers who responded to the *Annual Survey* were involved in the programme. Of these, about a quarter were Consultant Leaders and three-quarters were partnership schools. Headteachers were asked to comment on their experience of the programme. Although over half of headteachers (54 per cent) did not respond to the question, of those that did, most were positive. Eleven per cent said the programme was very helpful and five per cent valued the opportunity it provided to network.

3 Further analysis

Further analysis was conducted on key topic areas. Responses were compared by type of LEA, number of pupils eligible for free schools meals (FSM) and school size.

3.1 Further analysis by LEA type

Table 3.1 shows the proportions of schools that responded to the questionnaire by LEA type.

Table 3.1 Number of responses by LEA type

Type of LEA	Schools responding %
London Borough	11
Metropolitan	22
Unitary Authority	14
County Authority	53
N = 413	

Due to rounding errors, percentages may not sum to 100

Table 3.2 Headteachers' main concerns by LEA type

Main Concerns	London %	Metro-politan %	Unitary %	Counties %	Total %
Staffing	50	55	43	41	45
Budgets	77	78	79	74	76
Buildings	52	45	40	36	40
Inspection	23	28	29	37	32
Parents	25	10	17	13	14
Aspects of National Curriculum	7	3	3	7	6
Curriculum change	5	11	16	13	12
National Curriculum assessment	5	15	22	19	17
Special Educational Needs	39	28	20	30	29
N=	44	91	58	220	412

*A multiple response question
More than one answer could be given so percentages do not add to 100*

Further analysis compared headteachers' main concerns by schools from different types of LEA (see Table 3.2 and section 2.1.1).

School buildings, special educational needs and pressure from parents were areas of particular concern to headteachers from London Boroughs (although, it is important to note that responses were received from only 44 headteachers from London Boroughs).

Table 3.3 shows a comparison of areas that headteachers identified as those they would prioritise for increased spending by LEA type (see also section 2.1.2).

Table 3.3 Areas identified by headteachers as priorities for increased spending

Areas for priority spending	London %	Metro-politan %	Unitary %	Counties %	Total %
Teaching staff	74	58	72	58	62
Administrative/secretarial staff	21	34	36	33	33
Classroom/welfare assistants	77	68	75	82	77
Consumables	5	4	4	2	3
Text books	12	4	9	15	12
Library books	9	6	5	10	8
Equipment	7	11	10	12	11
ICT resources	42	31	23	27	29
Premises	16	31	21	23	24
Buildings	23	28	21	21	23
N=	44	91	58	220	409

*A multiple response question
More than one answer could be given so percentages do not add to 100*

A higher percentage of headteachers from London boroughs than from other types of authority would prioritise ICT resources for additional funding. A higher percentage of headteachers from Metropolitan authorities than from other types of authority would prioritise premises for additional funding.

Headteachers were asked to what extent they agreed with a range of statements relating to staffing issues

(see section 2.1.3). A higher percentage of headteachers (89 per cent) from Metropolitan authorities agreed that lack of time for senior staffs' continuous professional development (CPD) was a major concern than headteachers from other authorities (79 per cent of respondents from County authorities, 83 per cent from Unitary authorities and 77 per cent from London).

Further analysis was conducted to find out whether there were any differences between schools from different types of LEA and their plans to adopt the LGA's proposed changes to the school year (see section 2.2.3).

Table 3.4 Headteachers' knowledge of LEA's plans to adopt changes to school year by LEA type

Plans to adopt changes	London %	Metro-politan %	Unitary %	Counties %	Total %
Fully adopt changes from September 2004	0	0	12	13	9
Partially adopt changes from September 2004	2	1	7	14	9
Fully adopt changes from September 2005	7	6	14	14	10
Partially adopt changes from September 2005	14	25	16	3	7
No plans	27	68	12	22	22
Don't know	46	2	40	40	47
N =	44	91	58	220	413

*A multiple response question
More than one answer could be given so percentages do not add to 100*

Only schools from Unitary and County authorities indicated that their LEA had fully adopted changes to the school year from September 2004. More schools from Metropolitan authorities indicated that their LEA planned to adopt the standard school year approach from September 2005. The highest proportion of schools that felt aware of their LEA's plans regarding changes to the school year was from Metropolitan authorities.

Headteachers were asked to indicate whether their contact with local authority services had increased, stayed the same or decreased during the past three years (see section 2.2.5). Over a third of schools from Unitary authorities (43 per cent) and Metropolitan authorities (39 per cent) indicated that their level of

contact with leisure services had increased during the past three years. This compared to 29 per cent of headteachers from County authorities and 18 per cent from London Boroughs that reported increased contact. Over a third of schools from Metropolitan authorities (37 per cent) indicated that their contact with cultural services had increased during the past three years, this compared to fewer than 20 per cent from county authorities.

Headteachers were asked to rate their local authority's support for school improvement (see section 2.2.6). Table 3.5 reports the findings by schools from each type of authority.

Table 3.5 Headteachers indicating services provided by their LEA was excellent or good

LEA service	London %	Metro-politan %	Unitary %	Counties %	Total %
Data provider	80	87	93	86	87
Training provider	68	67	69	72	76
Advice on budgets	48	72	63	72	69
Providing leadership	52	65	57	69	65
Share good practice	59	54	60	66	62
Critical friend	57	77	69	72	71
Advisory service	64	69	69	77	73
N =	44	91	58	220	413

*A multiple response question
More than one answer could be given so percentages do not add to 100*

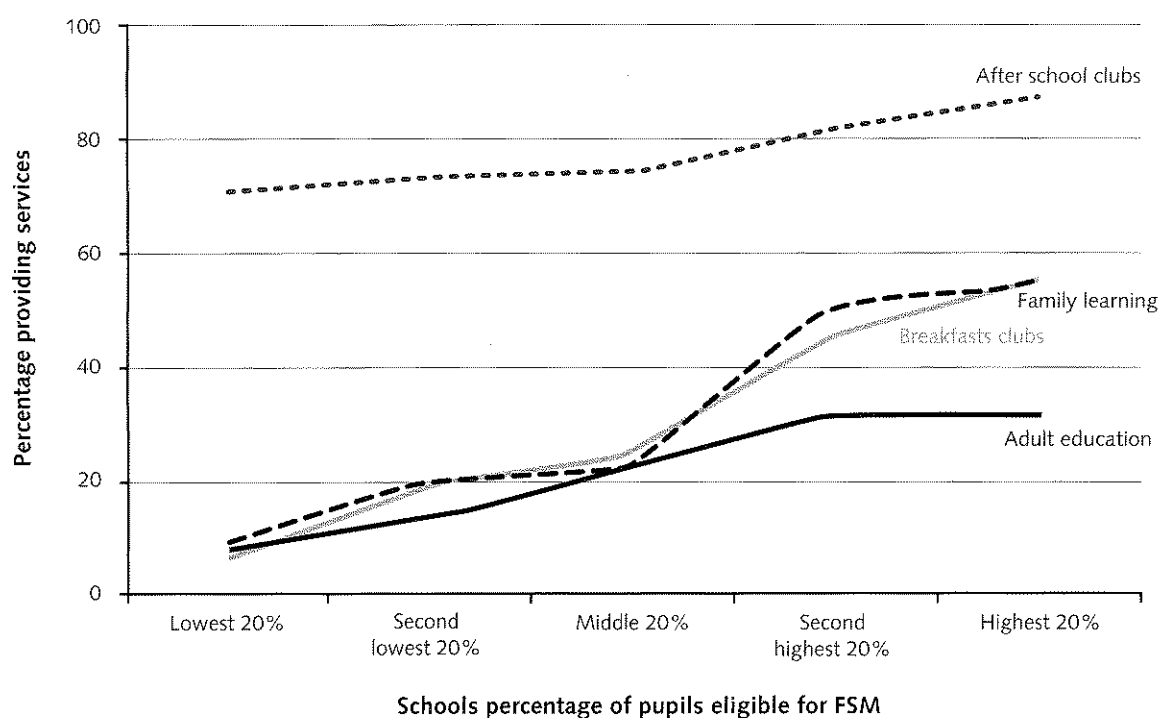
Over half of schools from Metropolitan, Unitary and County authorities rated their LEA as *good* or *excellent* at providing each of the given list of services.

3.2 Further analysis by free school meals (FSM)

Table 3.6 shows the proportions of schools that responded to the questionnaire by the number of pupils on roll claiming free school meals (FSM).

Schools were asked to indicate the range of extended services and activities they provided (see section 2.2.4). A greater number of schools with a higher percentage of pupils eligible for FSM offered breakfast clubs, after school clubs, adult education and family learning compared to schools that had a lower percentage of

Figure 6 Differences between schools with higher proportions of pupils eligible for FSM and extended services provided



pupils eligible for FSM. Figure 6 reports the differences between schools with different proportions of pupils claiming FSM.

Table 3.6 Number of responses by FSM

Schools with percentage of pupils claiming FSM	Schools responding %
Lowest 20 per cent	13
Second lowest 20 per cent	25
Middle 20 per cent	19
Second highest 20 per cent	27
Highest 20 per cent	16
Missing	<1
N = 413	

Due to rounding errors, percentages may not sum to 100

3.3 Further analysis by school size

Table 3.7 shows the proportions of schools that responded to the questionnaire by size of school.

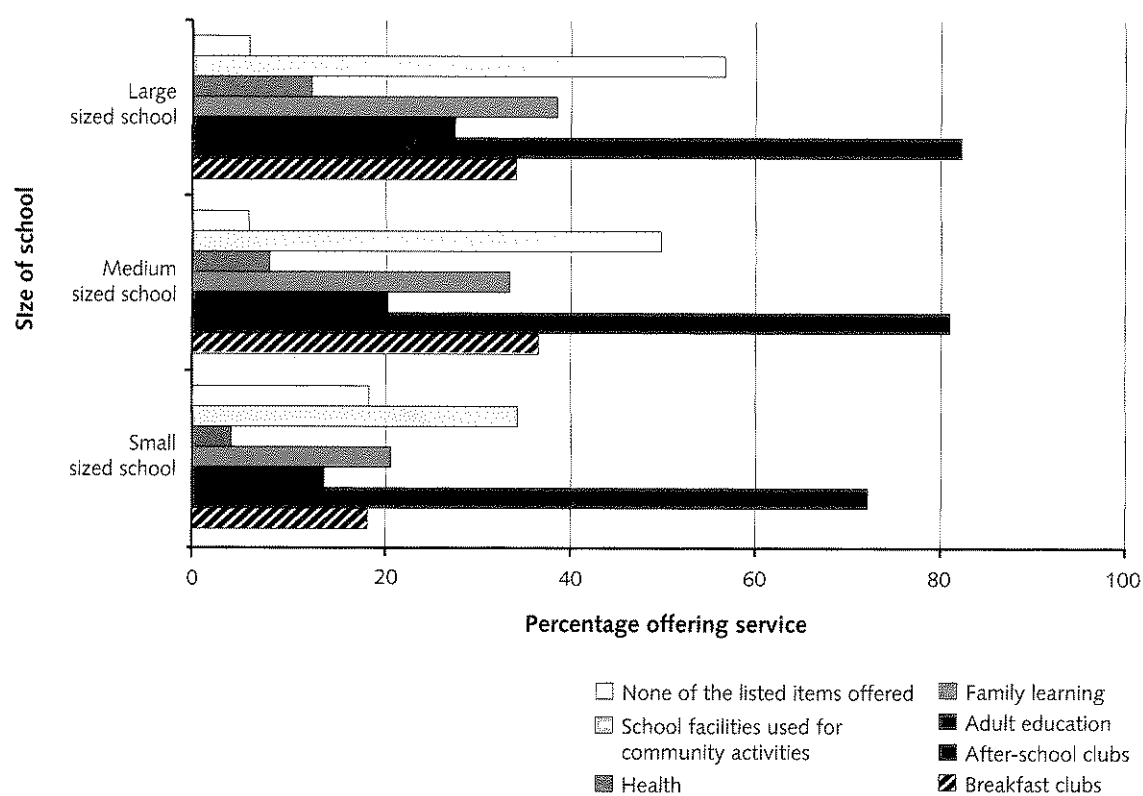
Table 3.7 Number of responses by school size

School size	Schools responding %
Small	29
Middle	33
Large	39
N = 413	

Due to rounding errors, percentages may not sum to 100

The size of the school appeared to have an impact on the extended services available to pupils, their families and the community (see section 2.2.4). On the whole, larger schools provided more extended services. Small schools were the largest group that provided no extended services. Figure 7 illustrates the findings.

Figure 7 Differences between schools of different sizes and extended services provided



4 Summary of key findings

4.1 Key findings

- For the eleventh consecutive year, budgets were cited as the most common cause of concern for headteachers. However, headteachers looked forward to the three-year budgetary cycle to be introduced to every school by 2006. Headteachers perceived that the three-year budgetary cycle would lead to long-term improvements and greater stability for staff and the school.
- Just under half of headteachers reported that staffing caused concern. Almost all headteachers agreed that workload was a major issue for teachers. However, over the past three years headteachers' concern about administrative burden on teachers has fallen considerably.
- Headteachers expressed concern about the plans outlined in the *Five Year Strategy* to broaden the curriculum for primary school children. Headteachers were worried about the staffing, financial and time implications associated with these changes.
- The majority of schools provided after-school clubs for pupils and, almost a third provided breakfast clubs. Just over half of schools planned to extend out-of-school-hours-learning activities in the future for pupils, their families and the local community.
- Headteachers' contact with social services and leisure services had increased during the past three years. The main reasons for these increases were due to a rise in children with needs, an increase in child protection issues and improved support for leisure clubs.
- Overall headteachers were positive about the support their LEA provided for school improvement. In particular, headteachers thought LEAs were good at providing data and training.
- Almost every school had strategies in place to involve parents in school life. In particular, headteachers felt that newsletters to parents, encouraging parents to contact the school and holding special events were effective strategies to increase parental involvement in school life.

4.2 Further research

4.2.1 Annual Survey of Trends in Secondary Schools

This year, for the first time, an *Annual Survey* will be sent to all secondary schools in England. The *Annual Survey of Trends in Secondary Schools*, conducted by the NFER, was commissioned by the LGA in early 2005. Following on from the success of the primary school survey for over a decade, the secondary school survey will explore key aspects of secondary education over time. Some areas covered in this report will also feature in the secondary survey. The first survey will form a baseline from which future surveys will develop. The report will be published at the beginning of autumn term 2005.

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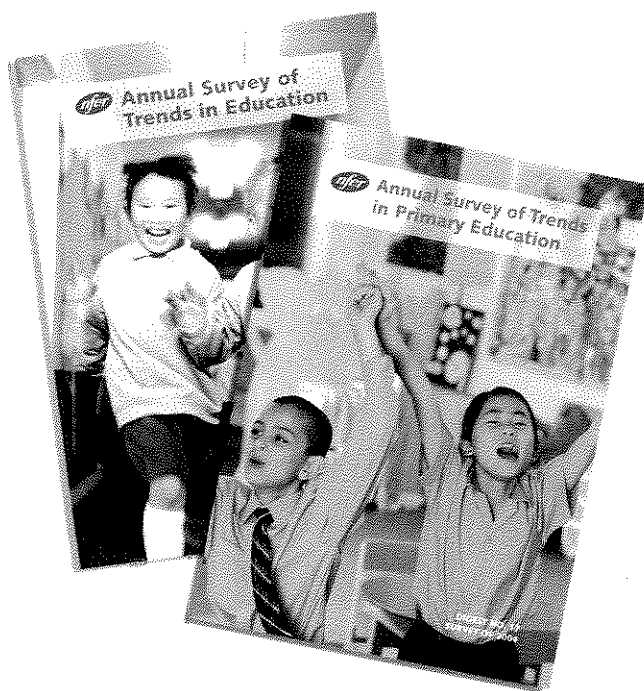
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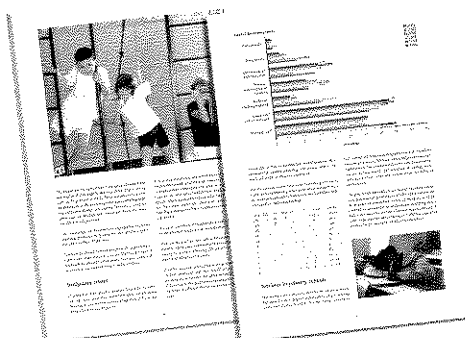


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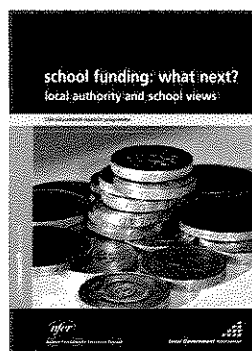


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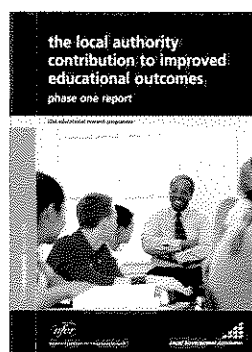
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The British Empire was a source of pride and glory for the British people. It was a symbol of British power and influence, and it was a source of national identity. The empire was a source of wealth and power for Britain, and it played a significant role in shaping the modern world.

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