

MORI Teachers' Omnibus – Wave 3

SECTION B – THE SUTTON TRUST Final Topline Results 20 December 2004

- Fieldwork for the MORI Teachers' Omnibus (Wave 3) covered a representative sample of 811 primary and secondary teachers in England and Wales
- These results for the Sutton Trust are based on the responses of 364 secondary school teachers in England and Wales
- Fieldwork was conducted by telephone between 5 November and 8 December 2004
- Results are based on all respondents unless otherwise stated
- Data are weighted to age, gender, phase and GOR.
- Where results do not sum to 100, this may be due to multiple responses, computer rounding or the exclusion of don't know/not stated categories
- An asterisk (*) represents a value of less than half of one percent, but not zero

DEMOGRAPHICS

Gender

	%
Male	40
Female	60

Age

	%
24 or below	4
25-34	27
35-44	25
45-54	31
55 or above	13

Phase

	%
Primary	-
Secondary	100

Government Office Region

	%
NE	4
NW (incl. Merseyside)	13
Yorkshire and Humberside	9
East Midlands	7
West Midlands	11
Eastern	13
London	11
SE	14
SW	10
Wales	8

Main Subject Area

Base: All secondary teachers (364)

	%
English	22
Maths	16
Science	17
ICT	5
Humanities	11
Modern Foreign Languages	6
Other	22

Years' Teaching Experience

	%
NQT/in first year of teaching	6
1-5 years	17
6-10 years	18
11-15 years	13
16-25 years	24
Over 25 years	22

Current Responsibilities

	%
Classroom teacher/ subject teacher	56
Form tutor	11
Curriculum co-ordinator	11
Assistant Head of Department	4
Head of Department	25
Key Stage Co-ordinator	8
Assistant Head of Year	2
Head of Year	8
Assistant Headteacher/ Deputy Headteacher (incl. acting)	13
Headteacher (incl. acting)	4
Senior teacher	1
Initial Teacher Training mentor	1
Initial Teacher Training tutor	-
Initial Teacher Training co- ordinator	*
Induction mentor	1
Induction tutor	*
Induction co-ordinator	*
SEN co-ordinator	2
More able/Gifted and Talented co-ordinator	1
Child protection officer	*
Health & safety officer/ co- ordinator/manager	*
SMT	*
Performance management/ staff development	1
Assessment, reporting and recording	1
Transition co-ordinator	-
Teacher governor	*
Study support/ out of school hours/ extra- curricular activities co- ordinator	2
Inclusion manager	-
Staff recruitment/ deployment	1
External advisor/ consultant	-
Exam officer	-
Home-school liaison	*
Educational visits co- ordinator	-
Pastoral	*
Head of curriculum/ teaching and learning	*
Advisory teacher	-
Professional tutor	1
Asst. head of key stage	*
Other	5
None	*

Most Senior Level of Responsibility

	%
Classroom/subject/form teacher	28
Curriculum co-ordinator	33
Assistant Head of Department	
Head of Department	
Key Stage co-ordinator	16
Assistant Head of Year	
Head of Year	
Assistant Headteacher/ Deputy Headteacher (incl. acting)	13
Headteacher (incl. acting)	4
Other	5

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

	%
Foundation/ Early Years/ Nursery/ Reception	-
Key Stage 1	-
Key Stage 2	7
Key Stage 3	93
Key Stage 4	90
Post-16	41

SECTION B: SUTTON TRUST

QB1 Approximately 20 Academies have replaced failing schools in deprived areas, and the Government plans to extend the scheme to 200 schools by 2010 in a further bid to raise standards. Each Academy costs around £25 million and is owned by a private sponsor, who typically puts up £2 million, while the rest is Government funded. Academies receive state funding for ongoing costs but have significant autonomy in terms of how they are managed, the curriculum they offer, staffing, and school ethos. Both critics and proponents of Academies have pointed to these characteristics in support of their arguments.

How far do you agree or disagree that Academies are an appropriate way of raising standards of education in deprived areas. Do you ... ?

	%
Strongly agree	6
Agree	30
Neither agree nor disagree	20
Disagree	17
Strongly disagree	20
Don't know	7
Agree	36
Disagree	37
Net agree	-1

QB2 The Tomlinson Review of the 14-19 curriculum has recommended the introduction of a four-level diploma, with the intention of encouraging more young people to stay in education after the age of 16 and to allow universities to determine the strongest candidates. The diploma would include A-level and GCSE components; contain a core of key skills in Maths, English and ICT; recognise a wider range of subjects and activities (including vocational skills and community work); involve less coursework and more in-school assessment; and, at the advanced level, offer A+ and A++ grades.

How far do you agree or disagree with the Tomlinson proposals? Do you ... ?

	%
Strongly agree	21
Agree	41
Neither agree nor disagree	14
Disagree	14
Strongly disagree	6
Don't know	4
Agree	62
Disagree	20
Net agree	42