



Sutton Trust

Best in Class 2018

Teacher polling

England

NFER Teacher Voice Survey 2018

- A panel of 1,246 practising teachers from 1,100 schools in the maintained sector in England completed the survey
- The panel included teachers from the full range of roles in primary and secondary schools, from headteachers to newly qualified class teachers. Six hundred and sixty (53%) of the respondents were teaching in primary schools and 586 (47%) were teaching in secondary schools.
- Both primary and secondary samples presented good levels of representation across key school level factors including region, school type, performance and Local Authority type. The primary school sample was nationally representative by free school eligibility.
- Weights were calculated using free school meals data on each of the secondary sample and the combined primary and secondary school samples and then applied to the data to create a representative sample of schools.
- Due to rounding, percentages may not sum to 100.

With the money received through the Pupil Premium, what is the main priority for extra spending at your school in 2017/18?	Primary			Secondary			All		
	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)
Reducing class sizes	2	2	2	5	4	4	3	3	3
Additional teaching assistants	22	18	20	3	4	4	16	11	12
Additional teachers	11	4	7	8	3	4	10	4	6
More one-to-one tuition	8	10	9	10	11	11	8	10	10
Peer-to-peer tutoring schemes for pupils	0	0	0	0	2	1	0	1	1
Improving feedback between teachers and pupils / providing more feedback that is effective	4	2	3	9	3	4	6	3	4
Early intervention schemes	38	34	35	39	29	31	38	31	33
Extending the breadth of the curriculum	4	2	3	2	1	1	4	1	2
Improving the classroom or school environment	1	1	1	1	3	2	1	2	2
Offsetting budget cuts elsewhere	5	6	5	11	10	10	7	8	7
Other	4	3	3	6	4	5	5	4	4
Don't know	0	18	11	3	27	22	1	23	16
None	0	0	0	1	0	0	0	0	0
N=	250	410	660	122	461	583	372	871	1243

How does your school decide which approaches and programmes to adopt to improve pupil learning?	Primary			Secondary			All		
	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)
Using past experience of what works	84	69	75	75	52	57	81	60	66
Considering research evidence on the impact of different approaches and programmes	64	45	52	74	44	50	68	45	52
Evaluating different approaches and programmes then deciding which to adopt	56	41	47	64	34	41	58	38	44
Considering which approaches and programmes are the most cost effective	45	40	42	48	32	35	46	35	39
Reading the Sutton Trust/EEF toolkit	56	20	34	63	25	33	59	23	34
Learning from what works in other schools	67	56	60	63	50	53	66	53	57
Consulting the school's governing body	8	9	9	5	8	8	7	9	8
Consulting the Local Authority	20	15	17	3	6	5	15	10	12
Other	2	3	3	3	3	3	3	3	3
Don't know	0	8	5	0	20	16	0	14	10
N=	250	411	661	122	461	583	372	872	1244

Has your school had to cut back on any of the following for financial reasons?	Primary			Secondary			All		
	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)
Teaching staff	24	18	20	74	58	62	40	39	39
Teaching assistants	60	59	59	74	66	68	65	62	63
Support staff	32	38	36	72	65	67	45	52	50
Subject choices at GCSE	0	0	0	48	46	46	16	24	22
Subject choices at A level	0	0	0	43	38	39	15	21	19
IT equipment	44	32	37	61	42	46	50	37	41
Trips and outings	46	41	43	38	47	45	44	44	44
Sport and other extracurricular activities	20	17	18	25	20	21	22	19	20
Other	6	12	10	5	5	5	6	8	8
N=	250	411	661	122	461	583	372	872	1244

Is pupil premium funding being used to plug gaps elsewhere in your school's budget?	Primary			Secondary			All		
	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)
Yes	34	16	23	35	17	21	34	16	22
No	58	33	43	52	21	27	57	27	36
Don't know	7	51	34	13	62	52	9	57	42
N=	250	411	661	122	461	583	372	872	1244

	Academies									Non-Academies								
What effect do you think the autonomy of academy schools has in the classroom?	Primary			Secondary			All			Primary			Secondary			All		
	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)
No effect	33	18	24	29	23	24	30	22	24	25	10	16	16	14	14	24	11	15
A large negative effect	6	17	13	9	18	16	7	18	15	16	17	17	18	28	26	16	21	19
A small negative effect	11	23	19	11	25	21	11	25	21	14	14	14	7	12	11	13	13	13
A small beneficial effect	31	21	25	34	16	20	33	18	22	8	7	7	12	6	7	8	7	7
A large beneficial effect	6	3	4	11	3	5	9	3	5	2	0	1	3	1	1	2	0	1
Don't know	13	16	15	8	15	14	10	15	14	36	51	45	44	40	41	37	48	44
N=	54	98	152	89	283	372	143	381	524	195	313	508	33	177	210	228	490	718

	Academies									Non-Academies								
How do think this autonomy is beneficial?	Primary			Secondary			All			Primary			Secondary			All		
	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)	Senior leaders (%)	Classroom teachers (%)	All (%)
More freedom to decide the curriculum	80	58	68	58	55	56	67	56	61	61	70	66	100	100	65	74	60	66
More freedom to decide programmes and approaches to learning	65	33	48	58	48	52	60	45	51	33	35	34	60	180	71	43	43	43
More control of allocation of resources	65	54	59	60	54	55	63	54	57	67	65	66	60	140	59	65	60	62
More collaboration with other schools/ a wider learning network	60	54	57	48	39	43	53	44	48	39	52	46	60	60	35	43	40	41
More flexibility on teacher pay	10	8	9	5	5	5	7	6	6	22	9	15	40	40	29	30	11	17
Freedom from local bureaucracy	35	21	27	48	21	32	45	23	32	56	30	41	100	60	47	70	29	45
N=	20	24	44	40	56	96	60	80	140	18	23	41	5	12	17	23	35	58



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Teacher polling

United States
YouGov Omnibus Survey 2018

- The total sample size was 501 US public school teachers, of which 374 receive funding to help serve students from low-income households.
- The sample did not use quotas or weighting, and as such, is not nationally representative. Though the proportions of charter teachers and those receiving Title I funding closely resembled the national picture.
- Fieldwork was undertaken between 5th- 12th March 2018. The survey was carried out online.
- Due to rounding, percentages may not sum to 100.

Which, if any, of the following statements describe the methods your current school uses to make decisions about what approaches and/or programs should be adopted to help improve student learning?

Base: US Public School Teachers N =	501
Using past experience of what has worked/works in this school	57%
Considering research evidence on the impact of different approaches and programs	55%
Considering which approaches and programs are the most cost-effective	42%
Using information from the 'What Works Clearinghouse'	3%
Gathering evidence what has worked/works in other schools	55%
Consulting the school board	26%
Conducting a formal evaluation after implementing a program	31%
Other	5%
Don't know	15%

Thinking about the funding received by your school to serve students from low-income households during the 2017-18 school year ...Which ONE, if any, of the following would you say is the main priority for this funding in your school?

Base: US public school Teachers who receive funding to help serve students from low-income households N =	374
Reducing class sizes	8%
Hiring additional teaching assistants	5%
Hiring additional teachers	9%
Providing more one-to-one teaching opportunities for underachieving students from low income households	12%
Establishing peer-to-peer tutoring programs for pupils from low income households	1%
Improving feedback between teachers and pupils (i.e., providing more feedback that is effective)	1%
Enacting early interventions	22%
Extending the breadth of the curriculum	6%
Improving the physical classroom and/or school environment	5%
Offsetting budget cuts elsewhere	11%
Other	4%
Don't know	17%

To what extent, if at all, would you say this low-income funding allows your school to do each of the following?
Target resources to raise the performance of low-income students

Base: US Public School Teachers who receive funding to help serve students from low-income households N =	374
A great deal	26%
A fair amount	44%
Not very much	15%
Not at all	4%
Don't know	11%

To what extent, if at all, would you say this low-income funding allows your school to do each of the following? - Target resources to raise the performance of those students that are underperforming, regardless of background

Base: US Public School Teachers who receive funding to help serve students from low-income households N =	374
A great deal	32%
A fair amount	38%
Not very much	16%
Not at all	4%
Don't know	10%

To what extent, if at all, would you say this low-income funding allows your school to do each of the following? - Target resources to raise performance for all students

Base: US Public School Teachers who receive funding to help serve students from low-income households N =	374
A great deal	24%
A fair amount	40%
Not very much	21%
Not at all	5%
Don't know	10%

Charter schools are publicly funded independent schools, they operate with freedom from some of the regulations that are imposed upon district schools. What effect, if any, do you think the autonomy (i.e., self-government) of Charter schools has on the day-to-day experience of teachers in the classroom?

Base: US Public School Teachers N =	501
A large positive effect	11%
A small positive effect	14%
Neither a positive or negative effect	20%
A small negative effect	10%
A large negative effect	26%
Don't know	19%
Net: Positive effect	25%
Net: Negative effect	36%

Which, if any, of the following describes the ways in which you think this autonomy is beneficial?

Base: US Public School Teachers that think the autonomy of charter schools has a positive effect N =	126
More freedom to decide programs and approaches to learning	80%
More control of allocation of resources	44%
More collaboration with other schools/ a wider learning network	17%
More flexibility on teacher pay	23%
Freedom from local bureaucracy	52%
Other	3%
Don't know	2%