

Survey Results



Created for:

GovernorHub

By:

Teachertapp

July 23

Your results are in!

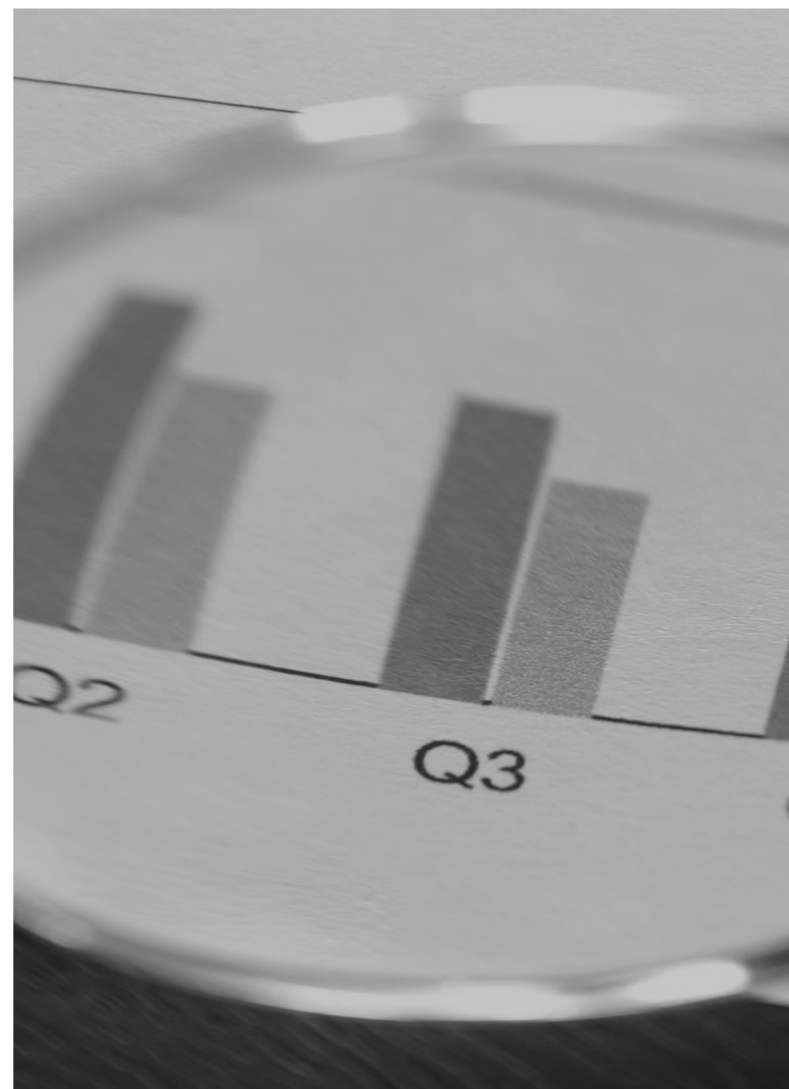
Ready to learn what teachers tapped for you?

The results from the questions we asked about **governor representation in schools** are in. The analysis you'll see in this document is for **all teachers in England, including those in private schools**.

We'll start by picking out a few interesting facts, then leave you to comb through the data on the questions in detail.

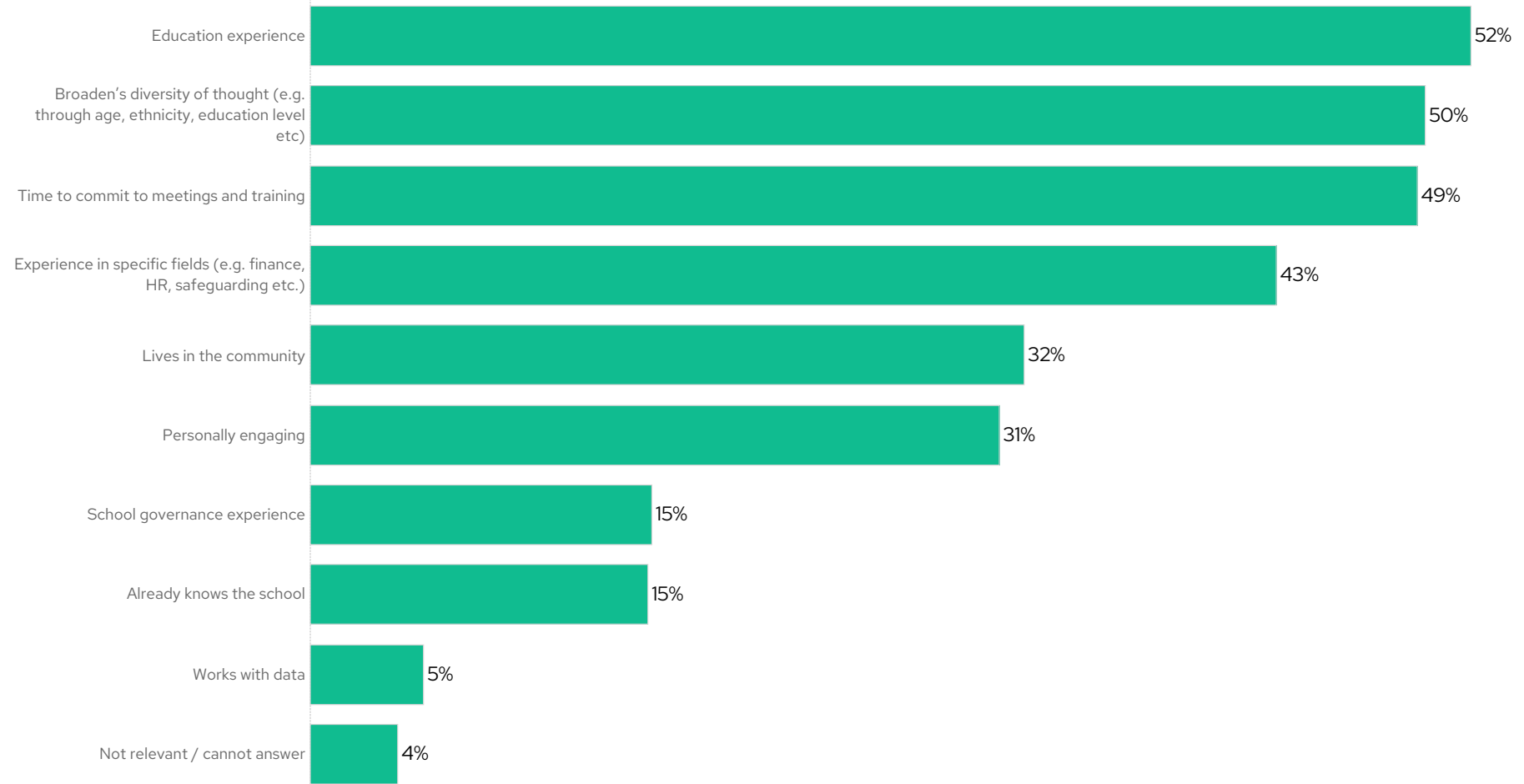
As a reminder, here are the questions asked on 17th July 2023:

1. If you were in charge of appointing a new governor or trustee, what attributes would be most important?
2. How well do members of your school's governing board reflect the characteristics of your community?



Question 1 Overall Results

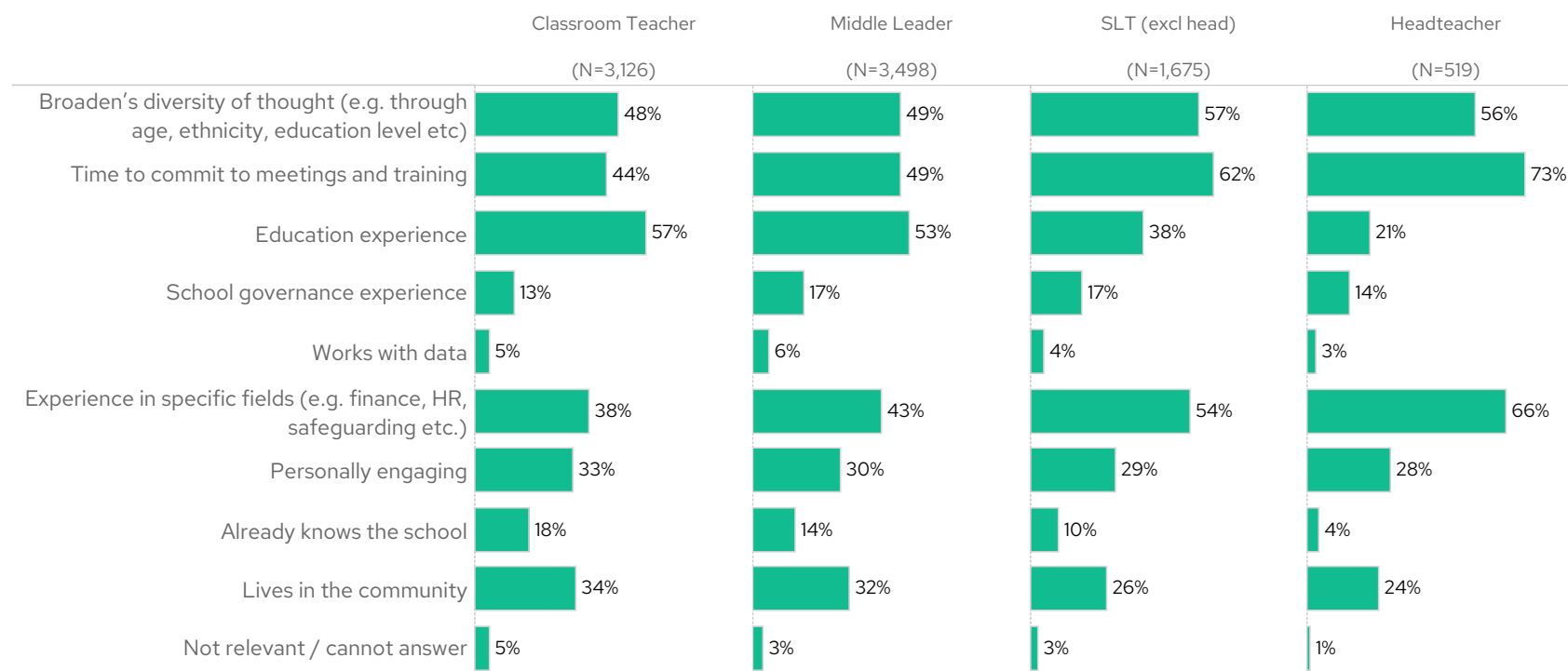
If you were in charge of appointing a new governor or trustee, what attributes would be most important?



Question answered by 8,818 teachers on 17/07/2023 (results weighted to reflect national teacher and school demographics)

Question 1 Interesting Findings

If you were in charge of appointing a new governor or trustee, what attributes would be most important?



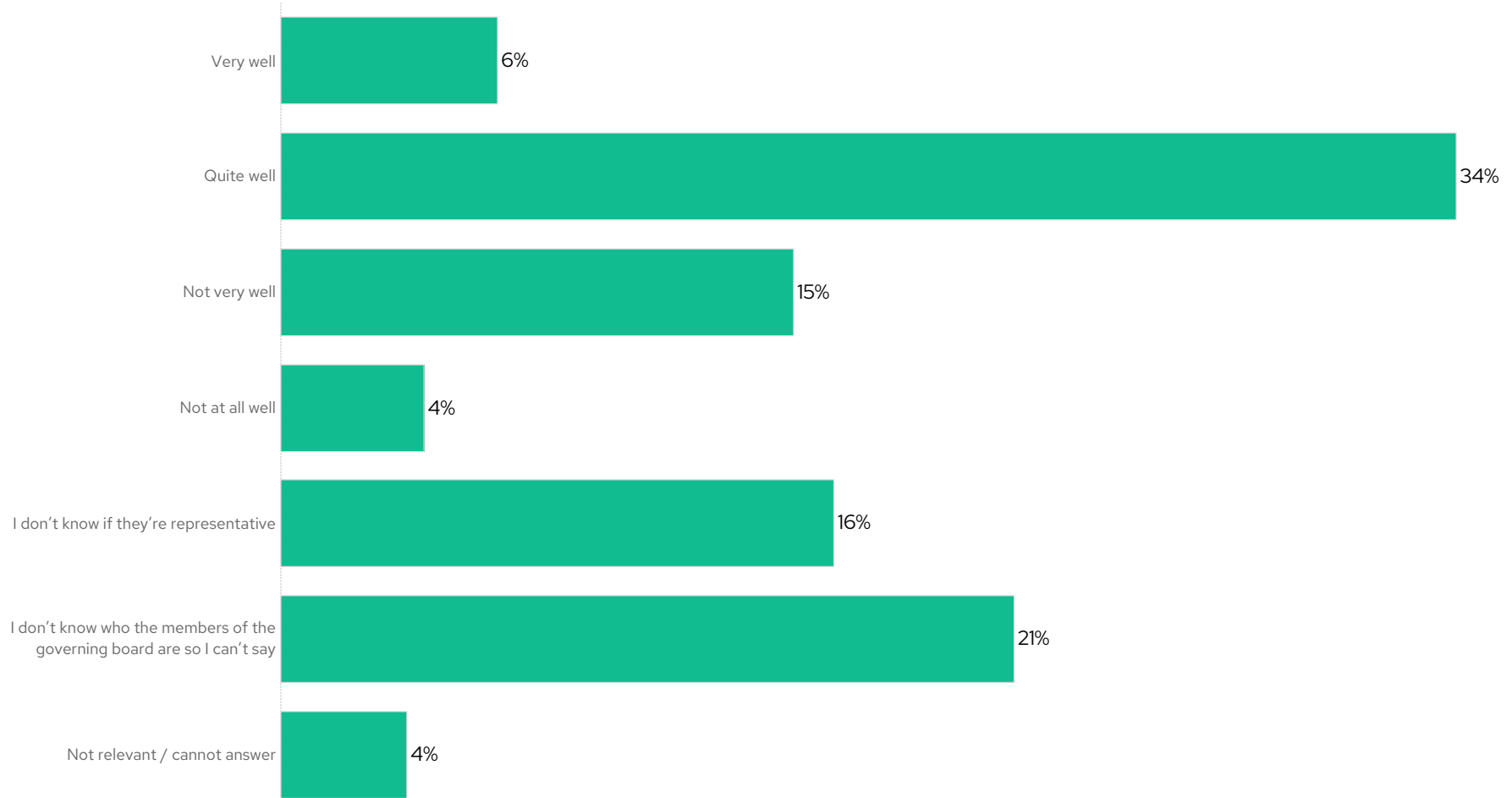
Question answered by 8,818 teachers on 17/07/2023 (results weighted to reflect national teacher and school demographics)

The most important attribute that teachers felt was important when appointing a new governor or trustee was education experience, which 52% of all teachers chose. This was closely followed by the ability to broaden diversity of thought (50%) and time to commit to meetings and training (49%).

Headteachers had slightly different priorities, with 73% of heads saying the one of the most important attributes is having the time to commit to meetings and training. Classroom teachers were more concerned about governors / trustees having education experience (57% vs. 21% for headteachers).

Question 2 Overall Results

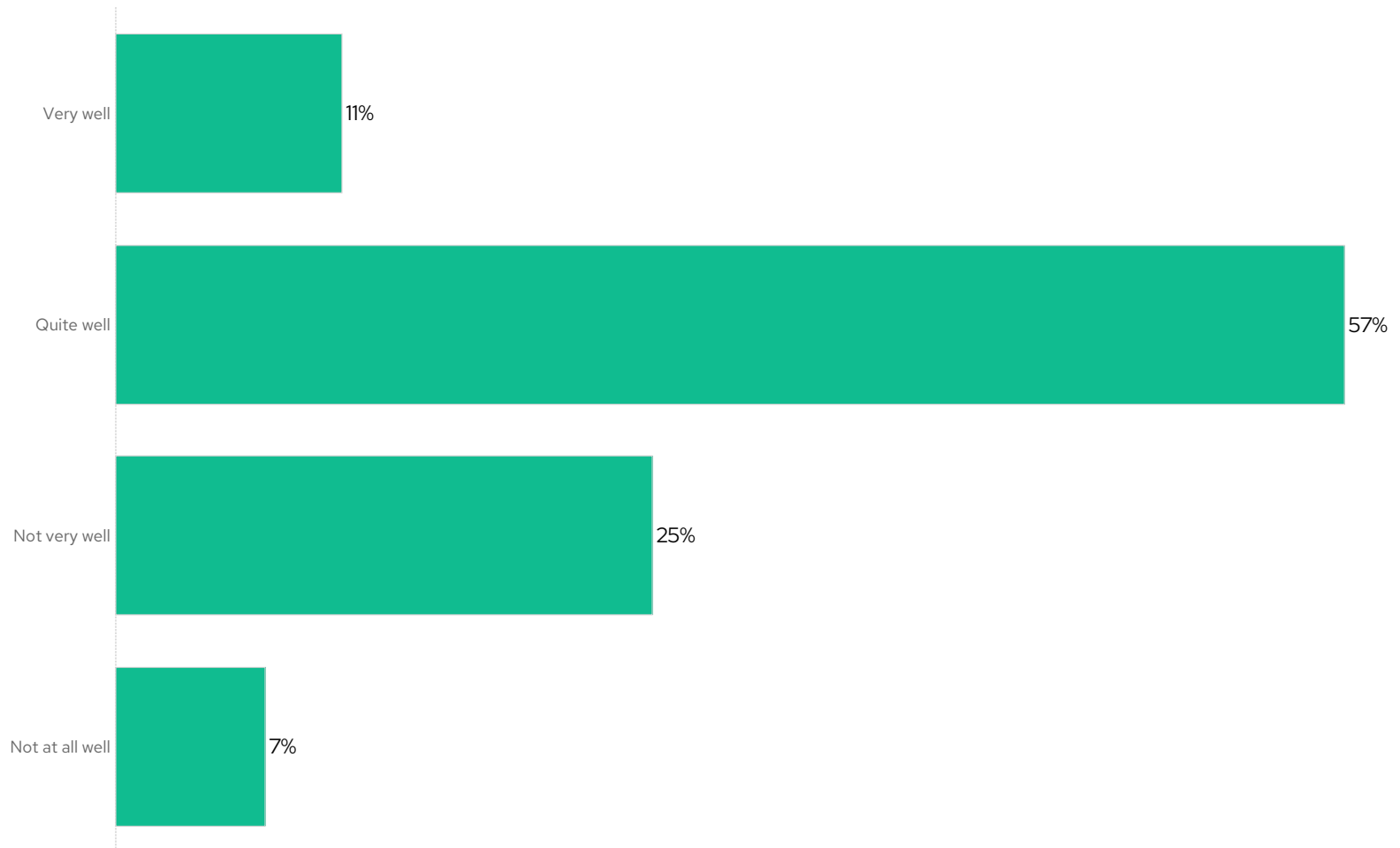
How well do members of your school's governing board reflect the characteristics of your community?



Question answered by 8,789 teachers on 17/07/2023 (results weighted to reflect national teacher and school demographics)

Question 2 Overall Results

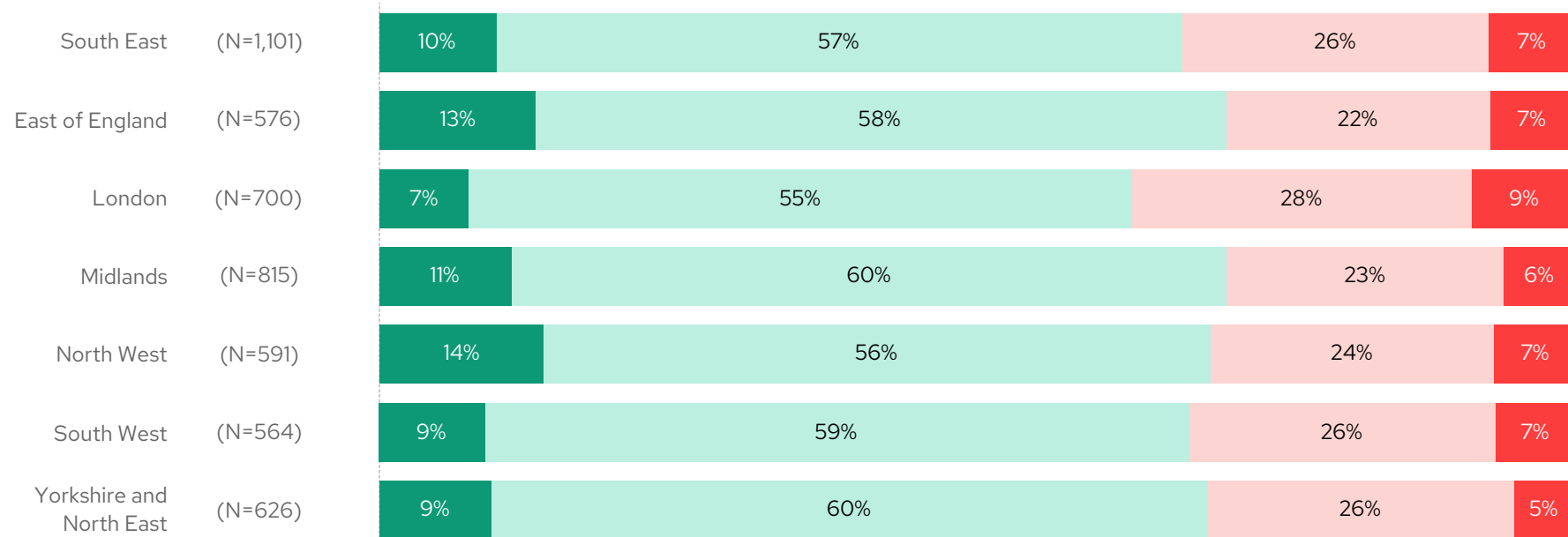
How well do members of your school's governing board reflect the characteristics of your community?



Question answered by 5,158 teachers on 17/07/2023 (results weighted to reflect national teacher and school demographics)

Question 2 Interesting Findings

How well do members of your school's governing board reflect the characteristics of your community?



Question answered by 4,973 teachers on 17/07/2023 (results weighted to reflect national teacher and school demographics)



It is possible to view the results of this question through two lenses, either overall, or looking just at those answers where teachers knew how representative their governing board was. For the purposes of this, we shall focus on the latter. 68% of teachers who know members of their governing board say that it is at least quite well representative of their school's community.

Across different regions, it is London teachers who were least like to say their school's governing board was representative, with 37% of teachers in London saying their board is not very well representative, compared to around 30% in other regions. Teachers in primary schools were also more likely to say that their members were representative of their community compared to secondary schools (72% vs. 63%).

Question analysis by key demographics

		All	Phase		Funding		School funding-phase				
		All	Primary	Secondary	State-funded school	Private School	Private Primary	State Primary	Private Secondary	State Secondary	
Question asked on 17/07/2023											
ID T7248	If you were in charge of appointing a new governor or trustee, what attributes would be most important?	Broaden's diversity of thought (e.g. through age, ethnicity, education level etc)	50%	49%	51%	49%	54%	61%	48%	49%	51%
		Time to commit to meetings and training	49%	51%	48%	50%	47%	43%	51%	49%	48%
		Education experience	52%	51%	52%	51%	56%	58%	51%	54%	52%
		School governance experience	15%	15%	16%	15%	15%	15%	15%	16%	16%
		Works with data	5%	4%	6%	5%	5%	1%	4%	8%	6%
		Experience in specific fields (e.g. finance, HR, safeguarding etc.)	43%	43%	43%	42%	50%	45%	43%	53%	42%
		Personally engaging	31%	35%	26%	31%	27%	32%	36%	23%	27%
		Already knows the school	15%	15%	15%	15%	14%	13%	15%	15%	15%
		Lives in the community	32%	30%	34%	33%	21%	20%	31%	22%	35%
		Not relevant / cannot answer	4%	3%	5%	4%	3%	1%	3%	4%	5%
		Unique responders	8818	2787	6031	8221	597	106	2681	491	5540
		Sum of Sample Weights	8818	4379	4439	7952	865	336	4043	530	3910
		Maximum margin of error	1%	2%	1%	1%	4%	10%	2%	4%	1%

Question analysis by key demographics

Question asked on 17/07/2023		Ofsted rating			FSM quartile			
		Outstanding	Good	RI/Inadequate	Q1 (affluent)	Q2	Q3	Q4 (deprived)
ID T7248	Broaden's diversity of thought (e.g. through age, ethnicity, education level etc)	53%	49%	49%	50%	51%	48%	51%
	Time to commit to meetings and training	49%	50%	50%	54%	50%	51%	45%
	Education experience	52%	52%	54%	49%	51%	51%	54%
	School governance experience	14%	16%	17%	14%	15%	16%	18%
	Works with data	5%	5%	6%	5%	5%	5%	5%
	Experience in specific fields (e.g. finance, HR, safeguarding etc.)	48%	42%	39%	46%	44%	41%	40%
	Personally engaging	30%	32%	30%	29%	32%	33%	31%
	Already knows the school	14%	16%	16%	12%	16%	18%	14%
	Lives in the community	31%	32%	37%	29%	32%	34%	37%
	Not relevant / cannot answer	3%	4%	3%	4%	3%	4%	4%
	Unique responders	1684	5184	1089	2043	1929	1767	1530
	Sum of Sample Weights	1656	5231	965	1833	1910	1785	1537
	Maximum margin of error	2%	1%	3%	2%	2%	2%	3%

Question analysis by key demographics

		School size				
Question asked on 17/07/2023		Q1 (small)	Q2	Q3	Q4 (large)	
ID T7248	If you were in charge of appointing a new governor or trustee, what attributes would be most important?	Broaden's diversity of thought (e.g. through age, ethnicity, education level etc)	48%	50%	52%	51%
		Time to commit to meetings and training	51%	50%	50%	49%
		Education experience	52%	51%	51%	53%
		School governance experience	16%	18%	14%	14%
		Works with data	5%	5%	5%	5%
		Experience in specific fields (e.g. finance, HR, safeguarding etc.)	45%	43%	44%	42%
		Personally engaging	30%	32%	30%	31%
		Already knows the school	15%	16%	15%	14%
		Lives in the community	30%	31%	34%	33%
		Not relevant / cannot answer	3%	4%	4%	3%
		Unique responders	2330	2017	1943	1710
		Sum of Sample Weights	2406	1957	1907	1687
		Maximum margin of error	2%	2%	2%	2%

Question analysis by key demographics

Question asked on 17/07/2023		School governance				
		LA community	LA non-community	Large MAT (N>3)	Small MAT (N<=3)	Stand-alone Academy
ID T7248	Broaden's diversity of thought (e.g. through age, ethnicity, education level etc)	49%	48%	49%	52%	53%
	Time to commit to meetings and training	51%	52%	49%	46%	52%
	Education experience	51%	47%	54%	50%	51%
	School governance experience	16%	13%	16%	16%	16%
	Works with data	5%	5%	5%	4%	7%
	Experience in specific fields (e.g. finance, HR, safeguarding etc.)	44%	46%	40%	45%	45%
	Personally engaging	35%	31%	30%	27%	27%
	Already knows the school	15%	12%	16%	14%	14%
	Lives in the community	32%	36%	35%	29%	30%
	Not relevant / cannot answer	3%	4%	4%	4%	4%
	Unique responders	1572	1027	3201	480	1159
	Sum of Sample Weights	1899	1084	2914	414	886
	Maximum margin of error	2%	3%	2%	4%	3%

Question analysis by key demographics

		School region						
Question asked on 17/07/2023		East of England	London	Midlands	North West	South East	South West	Yorkshire and North East
ID T7248	Broaden's diversity of thought (e.g. through age, ethnicity, education level etc)	50%	60%	45%	46%	51%	49%	49%
	Time to commit to meetings and training	50%	47%	50%	49%	52%	47%	51%
	Education experience	53%	47%	53%	55%	51%	53%	52%
	School governance experience	16%	16%	16%	13%	14%	15%	16%
	Works with data	5%	5%	4%	5%	5%	5%	6%
	Experience in specific fields (e.g. finance, HR, safeguarding etc.)	46%	44%	41%	44%	45%	43%	43%
	Personally engaging	35%	28%	33%	29%	30%	30%	31%
	Already knows the school	14%	14%	16%	18%	13%	16%	15%
	Lives in the community	33%	33%	33%	32%	31%	34%	29%
	Not relevant / cannot answer	2%	5%	3%	4%	3%	3%	5%
	Unique responders	1022	1133	1502	968	1768	939	1096
	Sum of Sample Weights	1016	1177	1492	919	1811	950	1055
	Maximum margin of error	3%	3%	3%	3%	2%	3%	3%

Question analysis by key demographics

		Age				Gender		
		Age in 20s	Age in 30s	Age in 40s	Age in 50s+	Female	Male	
Question asked on 17/07/2023								
ID 17248	If you were in charge of appointing a new governor or trustee, what attributes would be most important?	Broaden's diversity of thought (e.g. through age, ethnicity, education level etc)	45%	52%	51%	50%	50%	48%
		Time to commit to meetings and training	41%	49%	53%	56%	49%	51%
		Education experience	65%	55%	44%	41%	53%	48%
		School governance experience	15%	16%	16%	13%	15%	17%
		Works with data	5%	6%	4%	4%	4%	8%
		Experience in specific fields (e.g. finance, HR, safeguarding etc.)	34%	40%	48%	51%	42%	47%
		Personally engaging	38%	31%	28%	26%	31%	31%
		Already knows the school	20%	15%	13%	12%	16%	14%
		Lives in the community	31%	32%	31%	34%	33%	29%
		Not relevant / cannot answer	5%	4%	3%	4%	4%	5%
		Unique responders	1311	3057	2842	1600	6474	2336
		Sum of Sample Weights	1960	2831	2532	1489	6503	2304
		Maximum margin of error	3%	2%	2%	2%	1%	2%

Question analysis by key demographics

		Teacher subject/class									
		English	Maths	Science	Humanities	Languages	Arts incl D&T	Other incl PE	EYFS/KS1	KS2	
Question asked on 17/07/2023											
ID T7248	If you were in charge of appointing a new governor or trustee, what attributes would be most important?	Broaden's diversity of thought (e.g. through age, ethnicity, education level etc)	58%	45%	48%	51%	51%	58%	53%	46%	49%
		Time to commit to meetings and training	47%	49%	49%	49%	51%	48%	46%	47%	50%
		Education experience	55%	50%	53%	54%	51%	49%	50%	56%	52%
		School governance experience	14%	15%	17%	16%	17%	13%	18%	13%	16%
		Works with data	4%	9%	8%	4%	4%	5%	8%	3%	5%
		Experience in specific fields (e.g. finance, HR, safeguarding etc.)	40%	43%	47%	40%	45%	43%	48%	41%	42%
		Personally engaging	23%	24%	22%	28%	25%	36%	38%	36%	36%
		Already knows the school	14%	16%	14%	15%	14%	20%	16%	18%	15%
		Lives in the community	37%	32%	33%	33%	36%	35%	34%	30%	31%
		Not relevant / cannot answer	3%	7%	5%	5%	3%	3%	3%	4%	3%
		Unique responders	1097	1108	1291	1163	401	357	494	727	1551
		Sum of Sample Weights	751	866	971	829	288	280	375	1256	2595
		Maximum margin of error	3%	3%	3%	3%	5%	5%	4%	4%	2%

Question analysis by key demographics

		All	Phase		Funding		School funding-phase				
		All	Primary	Secondary	State-funded school	Private School	Private Primary	State Primary	Private Secondary	State Secondary	
Question asked on 17/07/2023											
ID 17247	How well do members of your school's governing board reflect the characteristics of your community?	Very well	6%	8%	4%	6%	5%	5%	8%	5%	4%
		Quite well	34%	42%	26%	34%	33%	38%	42%	30%	26%
		Not very well	15%	17%	13%	15%	12%	8%	17%	14%	13%
		Not at all well	4%	4%	5%	4%	8%	9%	3%	8%	4%
		I don't know if they're representative	16%	12%	19%	16%	16%	12%	13%	19%	20%
		I don't know who the members of the governing board are so I can't say	21%	14%	29%	21%	20%	18%	13%	20%	30%
		Not relevant / cannot answer	4%	4%	4%	3%	6%	10%	3%	4%	3%
		Unique responders	8789	2780	6009	8193	596	106	2674	490	5519
		Sum of Sample Weights	8789	4365	4424	7926	863	335	4030	528	3896
		Maximum margin of error	1%	2%	1%	1%	4%	10%	2%	4%	1%

Question analysis by key demographics

		Ofsted rating			FSM quartile				
		Outstanding	Good	RI/Inadequate	Q1 (affluent)	Q2	Q3	Q4 (deprived)	
Question asked on 17/07/2023									
ID17247	How well do members of your school's governing board reflect the characteristics of your community?	Very well	8%	6%	3%	8%	7%	6%	5%
		Quite well	35%	36%	28%	37%	38%	33%	28%
		Not very well	12%	15%	18%	13%	13%	17%	18%
		Not at all well	4%	4%	6%	2%	3%	4%	6%
		I don't know if they're representative	16%	16%	19%	17%	16%	17%	15%
		I don't know who the members of the governing board are so I can't say	22%	20%	23%	21%	20%	21%	25%
		Not relevant / cannot answer	3%	2%	3%	2%	2%	3%	3%
		Unique responders	1681	5164	1086	2037	1923	1761	1524
		Sum of Sample Weights	1652	5211	963	1828	1904	1781	1531
		Maximum margin of error	2%	1%	3%	2%	2%	2%	3%

Question analysis by key demographics

School size

Question asked on 17/07/2023		Q1 (small)	Q2	Q3	Q4 (large)
ID17247	Very well	6%	7%	7%	5%
	Quite well	37%	34%	33%	33%
	Not very well	16%	17%	14%	12%
	Not at all well	5%	5%	4%	3%
	I don't know if they're representative	14%	15%	18%	17%
	I don't know who the members of the governing board are so I can't say	19%	20%	22%	27%
	Not relevant / cannot answer	3%	2%	2%	3%
	Unique responders	2321	2011	1937	1705
	Sum of Sample Weights	2395	1954	1901	1681
	Maximum margin of error	2%	2%	2%	2%

Question analysis by key demographics

Question asked on 17/07/2023		School governance				
		LA community	LA non-community	Large MAT (N>3)	Small MAT (N<=3)	Stand-alone Academy
ID17247	Very well	9%	8%	4%	6%	7%
	Quite well	39%	43%	28%	33%	33%
	Not very well	16%	19%	14%	14%	12%
	Not at all well	3%	3%	4%	3%	4%
	I don't know if they're representative	15%	12%	17%	17%	19%
	I don't know who the members of the governing board are so I can't say	15%	13%	29%	24%	23%
	Not relevant / cannot answer	2%	2%	3%	2%	2%
	Unique responders	1564	1024	3190	479	1157
	Sum of Sample Weights	1890	1082	2905	412	885
	Maximum margin of error	2%	3%	2%	4%	3%

Question analysis by key demographics

		School region						
Question asked on 17/07/2023		East of England	London	Midlands	North West	South East	South West	Yorkshire and North East
ID 17247	Very well	8%	4%	6%	8%	6%	6%	6%
	Quite well	34%	33%	33%	34%	36%	37%	35%
	Not very well	13%	17%	13%	15%	16%	16%	15%
	Not at all well	4%	5%	3%	4%	5%	4%	3%
	I don't know if they're representative	17%	13%	17%	15%	17%	15%	18%
	I don't know who the members of the governing board are so I can't say	22%	23%	25%	21%	18%	20%	21%
	Not relevant / cannot answer	2%	4%	3%	3%	2%	2%	3%
	Unique responders	1021	1129	1499	962	1764	937	1089
	Sum of Sample Weights	1015	1172	1490	912	1808	947	1049
	Maximum margin of error	3%	3%	3%	3%	2%	3%	3%

Question analysis by key demographics

		Age				Gender		
		Age in 20s	Age in 30s	Age in 40s	Age in 50s+	Female	Male	
Question asked on 17/07/2023								
ID17247	How well do members of your school's governing board reflect the characteristics of your community?	Very well	4%	5%	8%	8%	6%	6%
		Quite well	28%	32%	37%	40%	34%	33%
		Not very well	15%	15%	15%	14%	15%	15%
		Not at all well	4%	4%	4%	4%	4%	6%
		I don't know if they're representative	16%	16%	17%	15%	16%	15%
		I don't know who the members of the governing board are so I can't say	29%	24%	15%	16%	21%	21%
		Not relevant / cannot answer	4%	4%	3%	4%	4%	4%
		Unique responders	1309	3044	2835	1593	6452	2329
		Sum of Sample Weights	1953	2818	2527	1485	6481	2298
	Maximum margin of error	3%	2%	2%	2%	1%	2%	

Question analysis by key demographics

		Teacher subject/class								
Question asked on 17/07/2023		English	Maths	Science	Humanities	Languages	Arts incl D&T	Other incl PE	EYFS/KS1	KS2
ID 17247	Very well	4%	4%	4%	3%	5%	5%	4%	8%	8%
	Quite well	29%	23%	23%	30%	23%	28%	29%	42%	41%
	Not very well	14%	11%	10%	14%	13%	14%	19%	14%	18%
	Not at all well	4%	4%	4%	6%	5%	7%	6%	2%	3%
	I don't know if they're representative	19%	20%	22%	18%	22%	19%	16%	16%	12%
	I don't know who the members of the governing board are so I can't say	26%	34%	33%	25%	30%	25%	23%	14%	14%
	Not relevant / cannot answer	3%	4%	4%	3%	3%	2%	3%	4%	4%
	Unique responders	1094	1101	1288	1159	400	357	491	724	1548
	Sum of Sample Weights	750	861	969	827	288	280	373	1250	2588
	Maximum margin of error	3%	3%	3%	3%	5%	5%	4%	4%	2%

Question analysis by key demographics

		All	Phase		Funding	School funding-phase					
		All	Primary	Secondary	State-funded school	Private School	Private Primary	State Primary	Private Secondary	State Secondary	
Question asked on 17/07/2023											
ID 17247	How well do members of your school's governing board reflect the characteristics of your community?	Very well	11%	12%	9%	11%	9%	9%	12%	8%	9%
		Quite well	57%	60%	54%	57%	57%	63%	59%	53%	54%
		Not very well	25%	24%	27%	26%	21%	14%	24%	25%	27%
		Not at all well	7%	5%	10%	6%	14%	15%	4%	13%	9%
		Unique responders	5158	2130	3028	4805	353	66	2064	287	2741
		Sum of Sample Weights	5158	3039	2119	4661	497	200	2839	298	1822
		Maximum margin of error	1%	2%	2%	1%	5%	12%	2%	6%	2%

Note: teachers who responded with any of the following responses have been excluded from the percentage calculation on this sheet: "I don't know if they're representative", "I don't know who the members of the governing board are so I can't say" and "Not relevant / cannot answer"

Question analysis by key demographics

		Ofsted rating			FSM quartile				
		Outstanding	Good	RI/Inadequate	Q1 (affluent)	Q2	Q3	Q4 (deprived)	
Question asked on 17/07/2023									
ID 17247	How well do members of your school's governing board reflect the characteristics of your community?	Very well	14%	10%	6%	13%	12%	9%	8%
		Quite well	59%	59%	51%	62%	62%	55%	49%
		Not very well	21%	25%	33%	21%	22%	29%	32%
		Not at all well	7%	6%	11%	4%	5%	7%	10%
		Unique responders	980	3161	609	1189	1159	1052	886
		Sum of Sample Weights	965	3184	534	1099	1172	1056	852
		Maximum margin of error	3%	2%	4%	3%	3%	3%	3%

Note: teachers who responded with any of the following responses have been excluded from the percentage calculation on this sheet: "I don't know if they're representative", "I don't know who the members of the governing board are so I can't say" and "Not relevant / cannot answer"

Question analysis by key demographics

School size

Question asked on 17/07/2023		Q1 (small)	Q2	Q3	Q4 (large)	
ID 17247	How well do members of your school's governing board reflect the characteristics of your community?	Very well	10%	11%	12%	9%
		Quite well	58%	55%	57%	62%
		Not very well	25%	27%	24%	22%
		Not at all well	7%	7%	6%	6%
	Unique responders	1463	1222	1121	886	
	Sum of Sample Weights	1510	1209	1081	876	
	Maximum margin of error	3%	3%	3%	3%	

Note: teachers who responded with any of the following responses have been excluded from the percentage calculation on this sheet: "I don't know if they're representative", "I don't know who the members of the governing board are so I can't say" and "Not relevant / cannot answer"

Question analysis by key demographics

Question asked on 17/07/2023		School governance				
		LA community	LA non-community	Large MAT (N>3)	Small MAT (N<=3)	Stand-alone Academy
ID 17247	Very well	13%	11%	9%	11%	12%
	Quite well	59%	58%	56%	58%	59%
	Not very well	24%	26%	28%	25%	22%
	Not at all well	5%	4%	8%	6%	7%
	Unique responders	1078	749	1621	267	651
	Sum of Sample Weights	1258	784	1468	233	494
	Maximum margin of error	3%	4%	2%	6%	4%

Note: teachers who responded with any of the following responses have been excluded from the percentage calculation on this sheet: "I don't know if they're representative", "I don't know who the members of the governing board are so I can't say" and "Not relevant / cannot answer"

Question analysis by key demographics

		School region							
Question asked on 17/07/2023		East of England	London	Midlands	North West	South East	South West	Yorkshire and North East	
ID 17247	How well do members of your school's governing board reflect the characteristics of your community?	Very well	13%	7%	11%	14%	10%	9%	9%
		Quite well	58%	55%	60%	56%	57%	59%	60%
		Not very well	22%	28%	23%	24%	26%	26%	26%
		Not at all well	7%	9%	6%	7%	7%	7%	5%
		Unique responders	576	700	815	591	1101	564	626
		Sum of Sample Weights	586	697	807	558	1118	597	609
		Maximum margin of error	4%	4%	3%	4%	3%	4%	4%

Note: teachers who responded with any of the following responses have been excluded from the percentage calculation on this sheet: "I don't know if they're representative", "I don't know who the members of the governing board are so I can't say" and "Not relevant / cannot answer"

Question analysis by key demographics

		Age				Gender		
		Age in 20s	Age in 30s	Age in 40s	Age in 50s+	Female	Male	
Question asked on 17/07/2023								
ID 17247	How well do members of your school's governing board reflect the characteristics of your community?	Very well	9%	9%	12%	12%	11%	10%
		Quite well	54%	57%	57%	61%	58%	56%
		Not very well	29%	26%	24%	22%	25%	25%
		Not at all well	8%	7%	7%	6%	6%	10%
		Unique responders	567	1681	1851	1055	3753	1400
		Sum of Sample Weights	994	1584	1614	963	3797	1354
		Maximum margin of error	4%	2%	2%	3%	2%	3%

Note: teachers who responded with any of the following responses have been excluded from the percentage calculation on this sheet: "I don't know if they're representative", "I don't know who the members of the governing board are so I can't say" and "Not relevant / cannot answer"

Question analysis by key demographics

		Experience				Seniority				
		Less than 5 years	Between 5 and 10 years	Between 10 and 20 years	Over 20 years	Classroom Teacher	Middle Leader	SLT (excl head)	Headteacher	
Question asked on 17/07/2023										
ID 17247	How well do members of your school's governing board reflect the characteristics of your community?	Very well	9%	9%	10%	14%	10%	9%	11%	19%
		Quite well	55%	58%	57%	59%	58%	58%	57%	57%
		Not very well	28%	26%	25%	22%	24%	26%	26%	22%
		Not at all well	8%	7%	8%	5%	8%	8%	6%	2%
		Unique responders	683	1093	1920	1429	1320	1881	1458	499
		Sum of Sample Weights	999	1278	1641	1208	1897	2068	853	340
		Maximum margin of error	4%	3%	2%	3%	3%	2%	3%	4%

Note: teachers who responded with any of the following responses have been excluded from the percentage calculation on this sheet: "I don't know if they're representative", "I don't know who the members of the governing board are so I can't say" and "Not relevant / cannot answer"

Question analysis by key demographics

		Teacher subject/class									
		English	Maths	Science	Humanities	Languages	Arts incl D&T	Other incl PE	EYFS/KS1	KS2	
Question asked on 17/07/2023											
ID 17247	How well do members of your school's governing board reflect the characteristics of your community?	Very well	8%	10%	11%	6%	10%	10%	7%	12%	12%
		Quite well	56%	55%	56%	56%	51%	51%	50%	63%	58%
		Not very well	28%	25%	24%	27%	29%	26%	33%	22%	25%
		Not at all well	8%	9%	9%	11%	10%	13%	10%	4%	5%
		Unique responders	589	475	553	640	194	205	301	516	1172
		Sum of Sample Weights	385	361	398	437	131	149	213	822	1817
		Maximum margin of error	4%	4%	4%	4%	7%	7%	6%	4%	3%

Note: teachers who responded with any of the following responses have been excluded from the percentage calculation on this sheet: "I don't know if they're representative", "I don't know who the members of the governing board are so I can't say" and "Not relevant / cannot answer"

How we calculate sample weights

The results pages shows the % of our panel responding to each response category for the question, where teachers are weighted to ensure they reflect the national population of teachers in England.

We give you the total count of responses from the relevant population of validated teachers in England and the total number of weighted responses, calculated using the weighted procedure described below.

Remember that Teacher Tapp is a sample! This means that the results are subject to random variation. We give you the maximum margin of error, a radius of the 95% confidence interval where 50% of respondents chose a response, to reflect the amount of random variation underlying any survey's result.

This is how we re-weight the Teacher Tapp sample to ensure it reflects the teaching population in England:

- We drop the results of all teachers for whom we do not have a valid school identifier (Unique Reference Number)
- We only retain teachers if they provide us valid information on their gender, age and job post, the characteristics used for matching against the School Workforce Census
- We calculate population share in census data for 48 groupings of teachers who are allocated according to their phase, funding, gender, age and job post
- We calculate sample shares in the Teacher Tapp responses for the question, which yields weights as a ratio of population to sample share



Demographic categories

Funding - Schools split into independent and state-funded schools

Phase - Primary and secondary phase (teachers in all-through and middle schools are allocated according to year groups they teach)

Free school meals quartile - State-schools are split into 4 groups, separately for primary and secondary

- The 3 cut points for primary are: 9.8, 17.6, 29.9
- The 3 cut points for secondary are: 11.6, 18.6, 28.2

School size quartile - Schools are split into 4 groups, separately for primary and secondary

- The 3 cut points for primary are: 224, 360, 456
- The 3 cut points for secondary are: 871, 1140, 1433

Ofsted rating - Ofsted inspection rating of state schools only (requires improvement (RI) and inadequate are grouped)

School governance - State schools are split into 5 groups: LA community schools, LA non-community schools (voluntary-aided and controlled; foundation), large multi-academy trust of more than 3 schools, small multi-academy trust of 3 schools or fewer, stand-alone academy school

Region - Government official regions, with East and West Midlands combined and North East and Yorkshire/Humber combined

Age - Teachers are grouping into those in their 20s, 30s, 40s, and 50s and over

Experience - Teachers total years of experience in the profession, grouped into 4 categories

Gender - Female and male

Seniority - Classroom teacher; Middle leader (with a significant responsibility such as Head of Department); SLT (senior leadership team) excluding head; Headteacher

Subject/Key Stage - Secondary teachers select the main subject they teach. The arts include design/technology as well as all creative and performing arts. Primary teachers are grouped into Year R, 1, 2 (EYFS/KS1) and Years 3-6 (KS2)



What Next?

If you have questions about the analysis or want to ask more questions, send an email to Sam at samantha@teachertapp.co.uk

TeacherTapp

