

2. Performance Management Processes and Pupil Feedback

Chapter Summary

- In this chapter, we examine senior leader, line manager and third year teacher views on the performance management procedures within their school, including specific processes, how performance is measured over time and whether performance management is useful to third year teachers. We then examine lesson observations that take place within the 50 case study schools and the processes involved in this. Finally, we look at whether pupils are given a chance to feedback on performance.
- The majority of schools in our case study sample follow a standard performance management process which includes a meeting at the beginning of the year to review and set targets, lesson observations and mid year reviews. Overall, primary schools follow a standard process in line with regulations which tends to be informal, whereas secondary schools tend to adopt a more formal and structured approach. In some secondary schools, the processes are closely linked with quality assurance and CPD. One independent school followed the standard process and the other did not have a process at all. All four special schools in our sample followed a process similar to primary schools.
- Our survey data showed that both senior leaders and third year teachers felt that progression is measured over time via performance management; this was consistent with our case study findings. Our case study data also showed that primary schools were more likely to use pupil progress meetings as a way of measuring performance and secondary schools more likely to use results and data tracking. Both independent schools in our sample indicated that they did not measure performance over time.
- Thirty one third year teachers commented on the usefulness of performance management. Of those, around one third did not find it useful and almost half of these preferred the informal support from within their department rather than the performance management process itself. The remaining two thirds highlighted that they did find the process useful especially target setting, observations and the opportunity to reflect on their practice.
- Primary schools were more likely to carry out three lesson observations per year and secondary one or two observations per year as part of performance management. As might be expected, headteachers and deputy head teachers carry out observations in primary schools, whereas line managers and heads of departments do so in secondary schools. Primary schools indicated that they are more likely to carry out additional informal observations and secondary schools additional formal observations. The majority of schools used an Ofsted style grading structure when giving feedback.
- In terms of pupil feedback, primary schools tended to use a formal process including pupil questionnaires and surveys; eight primary schools indicated that they did not get pupil feedback at all. Secondary schools also used formal methods to obtain pupil feedback via questionnaires and the pupil council; however, they were more likely to use informal methods such as feedback in lessons. Seven secondary schools did not use pupil feedback as a way of measuring performance.

2.1 Performance Management Processes - Case study and survey findings

2.1.1 Processes - Case study findings

Our qualitative data indicated that almost all of the case study schools followed a standard performance management procedure for all staff once they had completed their NQT induction year. The procedure highlighted by schools was broadly in line with the statutory framework for performance management which states that the performance management cycle should include a planning and review meeting which includes a review of the last cycle and preparation for the next cycle, objective/target setting which are closely linked with school priorities, classroom observations (maximum 3 hours per cycle), mid year reviews and a review of training and development needs (The Education (School Teacher Performance Management) (England) Regulations 2006).

Overall, sixteen primary senior leaders, five primary line managers and sixteen primary third year teachers commented on how performance management was undertaken in their school with all of them sharing essentially the same procedures. One senior leader told us how the process worked in her school:

"There is a good structure in place which is getting developed; there is a standard performance management structure for all staff apart from NQTs. Performance management includes each member of staff being assigned their own performance management reviewer, a meeting early in the autumn term to look at school and individual priorities, target setting, observations and a performance management review at the end. The school is keen to make sure the performance management is a supportive process that is a two way process and not something that is just done to them." (ID33 primary SL)

Although almost all of the primary schools followed the same standard procedure, one senior leader highlighted that within their school performance management was more of an informal process, stating that "measurement is generally informal as this is a very small school and staff are in and out of each others' classroom" (ID38 primary SL). In contrast to what the senior leaders said about performance management procedures in their school, one primary third year teacher (ID21) commented on how they were unsure about performance management procedures within their school and another primary third year teacher commented that "in my second and third year performance management has been non existent" (ID34 primary third year teacher).

Consistent with the findings from primary schools in the study, all secondary school senior leaders, fourteen third year teachers and fourteen line managers stated that they follow a standard performance management process within school as outlined above. This indicates that performance management is happening in both primary and secondary schools; however, in primary schools there tends to be more of an informal approach and in secondary schools formal procedures and structures are more commonly used. For example, four secondary senior leaders and one secondary line manager commented on how performance management was closely linked with identifying professional development needs. One senior leader stated:

"Performance management reviews are not only seen by the teacher, line manager and headteacher but there is also a page of professional development needs which goes to the deputy head and CPD opportunities are addressed via this and the school training programme and staff can use this to track CPD programme effectiveness." (ID28 secondary SL)

Two senior leaders stated that:

"Professional development needs arise from the performance management process and the targets that are put in place, workshops and INSET days are usually developed from this." (ID30 secondary SL)

"Training needs are identified and then the information goes to someone who manages professional development or that particular area to ensure that everyone gets the training they need, staff also use one of their training days to support their performance management in addition to other training days they get. The school does this because mainly we see it as being a fundamental part of the process and is at the heart of everything." (ID9 secondary SL)

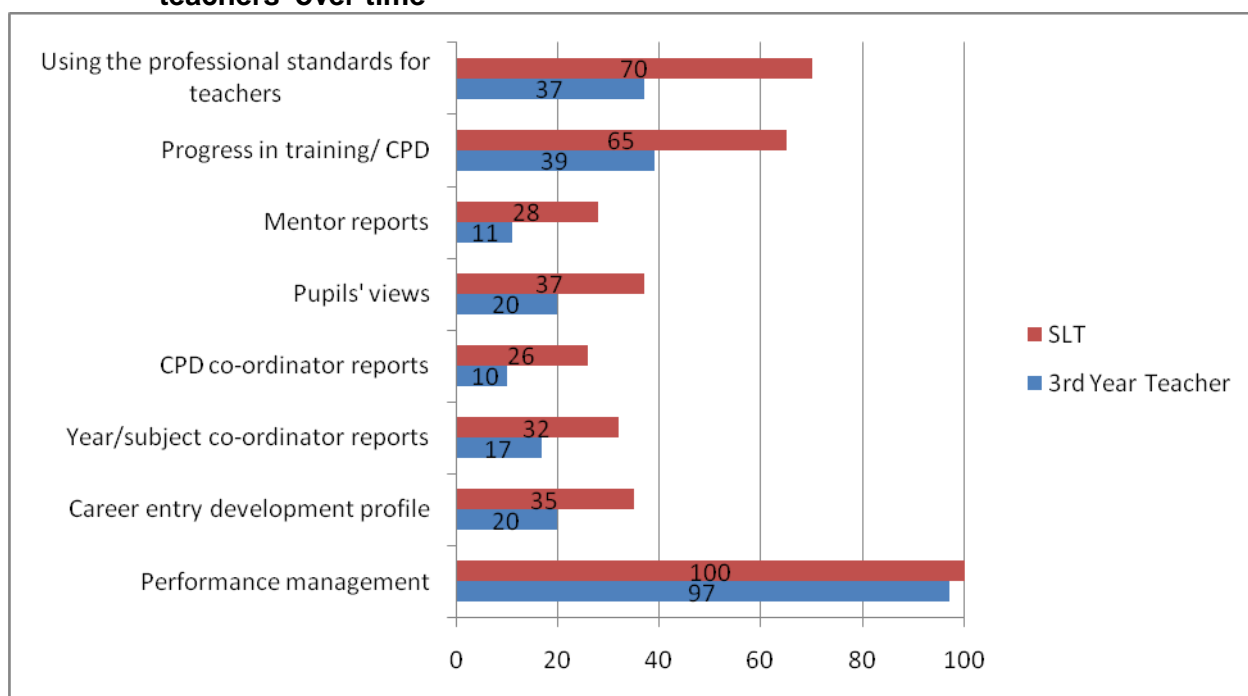
Two secondary senior leaders and one secondary line manager stated that in addition to their school following a standard performance management process the school also follows a quality assurance process that forms part of the performance management process. For example one secondary line manager stated that "quality assurance is part of performance management and quality assurance involves being observed termly as well as being observed for performance management" (ID45 secondary LM). Similarly, another secondary senior leader commented that "the school has a big focus on quality assurance which is rigorous here and all members of staff are equipped to chart and monitor progression each term" (ID26 secondary SL). Interestingly, the six secondary schools that highlighted that their school followed additional procedures alongside performance management all have specialist designations, good or outstanding Ofsted grades and above average attainment.

The two independent schools included in our sample commented on performance management in their school. One independent school followed the same process as the primary and secondary schools, except their performance management cycle was two-yearly rather than yearly. Another independent school did not have a performance management process in their school at all. One third year teacher commented that "the school doesn't do much or have anything and I think it has been left out but maybe next year they might introduce it" (ID31 independent third year teacher). The four special schools in our case study sample all followed similar standard performance management processes to primary and secondary schools.

2.1.2 How performance management is measured over time - Survey findings

Senior leaders and third year teachers were asked how their school measures performance and progression over time. Both senior leaders and third year teachers indicated that performance and progression were measured over time via performance management (Figure 2.1 below). However, there seemed to be a disparity between senior leader responses and third year teacher responses. For example, 70% of senior leaders felt that their school measured performance and progression over time via using the specific professional standards for teachers compared with only 37% of third year teachers. In addition, 65% of senior leaders indicated that they used progress in training/CPD as a measure compared with 39% of third year teachers (Figure 2.1). Both senior leaders and third year teachers indicated that CPD co-ordinator reports were the least likely to be used as a performance and progression measure (26% and 10% respectively).

Figure 2.1: How schools measure the performance and progression of third year teachers' over time



Interestingly when senior leader responses were broken down by school type, there was a significant association between school type and year/subject co-ordinator reports as primary schools (37%) are more likely to use these as a measurement compared with secondary (22%), independent (28%) and special (15%) schools (Table 2.1 below). As might be expected there is also a significant association between school type and pupil views and between school type and using the professional standards. Overall, 44% of secondary senior leaders stated that they use pupil views as a way of measuring performance and progression compared with 20% of special schools and independent schools were least likely to use the professional standards of teachers compared with other school types (Table 2.1).

Table 2.1 How schools measure performance and progression of third year teachers over time by school type (senior leader responses)

	Pri %	Sec %	Ind %	Spec %	Significance	Effect size (Cramers)
Performance management	100	100	96	100		
Mentor reports	29	24	36	23		
Year/subject co-ordinator reports	37	22	28	15	p<0.05	0.15
Pupils' views	35	44	20	23	p<0.05	0.13
CPD co-ordinator reports	29	23	12	15		
Progress in training/ CPD	63	69	52	77		
Using the professional standards of	73	72	24	62	p<0.01	0.23
Career entry development profile	35	34	28	31		
Total n (for each set of criteria)	323	134	25	13		

Senior leader responses indicated that schools in the least deprived areas were less likely to use progress in training/CPD and the professional standards for teachers as a way of measuring the performance and progression of third year teachers over time (Table 2.2). However, third year teacher responses indicated that schools in the least deprived areas

were more likely to use progress in training and CPD as a way of measuring performance and progression over time (Table 2.3 below).

Table 2.2 How schools measure performance and progression of third year teachers over time by free school meal quartile (senior leader responses)

	Least deprived %	Lower middle %	Upper middle %	Most deprived %	Significance	Effect size (Cramers V)
Performance management	99	100	100	100		
Mentor reports	27	28	23	30		
Year/subject co-ordinator reports	29	29	34	36		
Pupils' views	39	38	33	37		
CPD co-ordinator reports	27	28	28	23		
Progress in training/ CPD	53	71	68	67	p<0.05	0.14
Using the professional standards for teachers	58	78	70	72	p<0.05	0.16
Career entry development profile	27	36	31	42		
Total n (for each set of criteria)	119	120	120	119		

Table 2.3 How schools measure performance and progression of third year teachers over time by free school meal quartile (third year teacher responses)

	Least deprived %	Lower middle %	Upper middle %	Most deprived %	Significance	Effect size (Cramers V)
Performance management	93	99	100	96		
Mentor reports	13	10	15	7		
Year/subject co-ordinator reports	19	24	17	11		
Pupils' views	18	23	21	22		
CPD co-ordinator reports	9	3	14	14		
Progress in training	49	27	42	38	p<0.05	0.17
Using the professional standards of teachers	41	37	35	36		
Career entry development profile	21	21	20	21		
Total n (for each set of criteria)	68	71	71	72		

2.1.3 How performance management is measured over time - Case study findings

The 50 case study schools in our sample were asked slightly different questions in relation to the measurement of performance and progression over time. Third year teachers were asked an open question on how they perceive that the school measures their performance over time and line managers and senior leaders were asked how they actually measured the performance of teachers over time. The responses given were not directly comparable with the survey findings outlined above.

Consistent with the survey data, case study senior leaders, line managers and third year teachers all stated that performance management within their school is a way of measuring performance and progression over time. However, there were some differences between school type and role (Table 2.4). Pupil progress meetings as a way of

measuring performance and progression were only mentioned by primary interviewees; one primary senior leader stated how this worked:

"Performance and progress is also monitored through meetings with the head to look at pupil progress which are termed pupil progress meetings which gives us a chance to review what is going on and how things are going." (ID10 primary SL)

Ten secondary senior leaders/line managers and five secondary third year teachers highlighted that results and data tracking was the main way their school measures performance and progression with one third year teacher stating that "measurement of my performance is largely based on results because the school is so focussed on Ofsted and basically driven by data" (ID11 secondary third year teacher). Both independent schools in the case study sample indicated that their schools do not measure performance and progression over time with one senior leader stating that "there is no sense of measuring performance in our school not even with lesson observations" (ID3 independent SL). In this particular school, although they did follow a 2 yearly performance management process which includes observations and regular meetings with all staff, the senior leader did not feel that performance could be measured over time. This particular independent school, places a heavy emphasis on pastoral care and extra curricular activities which forms part of the performance management review.

Table 2.4 Measurement of performance and progression by school type and role

	Pri		Sec		Ind		Special	
	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T
Via PM including observations and targets	10	7	12	2	0	0	3	4
Results including data tracking	7	2	10	5	0	0	2	1
Pupil progress meetings	6	1	0	0	0	0	0	0
Not measured / unsure	0	1	0	1	2	0	0	0
Total	23	11	22	8	2	0	5	5

2.1.4 Usefulness of performance management - Case study findings

Third year teachers were asked whether performance management in their school had been useful in helping them improve their performance. Overall, there was a range of responses given. Although not all of the third year teachers interviewed answered this question, overall 31 third year teachers commented on the usefulness of performance management. Comments made on the usefulness of performance management broadly fit into four categories and Table 2.5 illustrates these by school type.

Table 2.5 Usefulness of performance management by school type (third year teachers)

	Primary	Secondary	Independent	Special	Total
Not useful	3	6	2	0	11
Useful - Reflection	0	2	0	0	2
Useful - Targets	7	4	0	1	12
Useful - Observations	3	3	0	0	6
Total	13	15	2	1	31

In total, eleven third year teachers felt that performance management was not useful in helping them improve their performance. Of the six secondary third year teacher comments, four stated that they did not find the formal process of performance

management very useful and they found that the informal support from within their department was more useful. One third year teacher gave an example of this:

"Performance management is not massively important to me, I can see why they do it in schools and why it is done but I feel that it's the informal support from within my department that has helped me the most and moved me on." (ID24 secondary third year teacher)

Another third year teacher stated that:

"If I had to put a number to how useful the formal performance management procedure has been I would say three out of ten...what has been really useful to me is the informal feedback I get in the classroom and from colleagues." (ID20 secondary third year teacher)

Two third year teachers felt that the target setting was not very useful. For example one third year teacher felt that "setting targets too early in the year is not very helpful as throughout the first term you forget what you have set and it all basically goes to the back of your mind" (ID26 secondary third year teacher). Another stated that "in some ways setting targets is a bit of a pain...you don't have time to have it on your mind all the time probably like it should be and sometimes I just put things down for the sake of putting something down" (ID22 secondary third year teacher).

Three primary school third year teachers stated that they do not find performance management useful. One stated that "performance management doesn't help that much...it feels to me to be more about ticking boxes than anything else" (ID48 primary third year teacher); another stated that "performance management is just all about paperwork" (ID42 primary third year teacher). The final comment was related to process with one primary teacher stating that "performance management has not been specific enough for me to link the process to improvement" (ID29 primary third year teacher). One third year teacher mentioned that overall performance management was very useful but stated that "targets are sometimes not so useful in that sometimes they are mentioned and then forgotten about" (ID17 primary third year teacher).

Although there were negative comments made, overall the majority of third year teacher responses to this question were positive. Two secondary third year teachers felt that performance management had helped them in reflecting on their own performance as a teacher. One gave an example of this:

"Now I am more reflective, I now take a more prominent role in terms of direction and performance management targets...now I can see how it fits in with whole school issues...it's a real eye opener and I can see what an impact I can have on the whole school." (ID44 secondary third year teacher)

Other aspects of performance management that third year teachers found useful were setting targets and lesson observations. Primary third year teachers commented on how they found both of these aspects useful. One primary third year teacher stated that:

"Realistic targets are useful and very constructive and you do feel like you improve as well...observations are useful if the observer focuses on how the teacher operates in class." (ID2 primary third year teacher)

Other comments by third year teachers included "I love building evidence and setting targets" (ID16 secondary third year teacher), "the targets set have helped me improve my performance and teaching and this gives me some drive and direction" (ID4 special third year teacher), and "I like to have the targets set for me at the beginning of the year so I can develop my work and teaching" (ID42 primary third year teacher).

2.2 Lesson Observations - Case study findings

Senior leaders, line managers and third year teachers were all asked a range of questions on lesson observations. The following questions were asked:-

1. how often teachers are observed;
2. by whom;
3. whether observations are part of performance management or additional;
4. how observations are graded;
5. whether observations are formal or informal.

The first part of this section covers the observation process and the second part the grading structure used.

2.2.1 Observation process - Case study findings

Table 2.6 below indicates that there is a slight variation according to school type in the number of lesson observations carried out per year. In total three primary schools indicated that third year teachers were observed once per year: all of these schools are graded 'good' by Ofsted and all have average attainment and low or average number of pupils eligible for free school meals. One primary school stated that two observations were carried out per year; this particular school also has been graded as 'good' by Ofsted but unlike the schools above has below average attainment and high levels of pupils eligible for free school meals. Nine primary schools indicated that they conducted three observations per year; all of these had received a 'satisfactory' grade from Ofsted and five had a high number of pupils on free school meals.

Table 2.6 Number of observations per year by school type and role

	Pri		Sec		Ind		Special	
	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T
One	2	1	7	5	0	0	0	0
Two	1	0	4	3	0	0	1	1
Three	6	9	6	2	1	0	1	3
Four +	0	0	0	1	0	0	0	0
No set amount	0	0	1	0	0	0	0	0

Secondary school responses indicated that they were more likely to carry out one or two observations per year rather than the three which tends to be the norm for primary schools. However, one secondary school indicated that they carried out observations five times over the school year. There were no variations by secondary responses in relation to Ofsted grades, attainment or FSM. Only one independent school third year teacher responded to this question, stating that they had three observations per year. Of the four special schools in the sample, three carried out three observations per year and one two per year.

There were some variations between school type in relation to the members of staff who carry out lesson observations in school. As might be expected observations in primary schools tend to be carried out by the head or deputy head teacher and in secondary schools by individual line managers and heads of departments. Interestingly, primary

school senior leaders also indicated that other members of staff such as LA advisers and members of the governing body carry out lesson observations (Table 2.7 below).

Table 2.7 Member of staff who observes by school type and role

	Pri		Sec		Ind		Special	
	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T
Head or deputy head	4	4	0	1	0	0	0	2
Governing body	1	0	0	0	0	0	0	0
Phase group leader	1	0	0	0	0	0	0	0
LA advisers	1	1	0	0	0	0	0	0
Line manager / head of department	0	1	5	9	0	0	1	0

In all cases where the school has a performance management procedure, at least one of the observations undertaken forms part of the performance management process and this observation tends to be formal. However, in some schools additional formal or informal observations are undertaken which are additional to performance management.

Table 2.8 Type of observation by school type and role

	Pri		Sec		Ind		Special	
	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T
Part of PM	8	9	27	15	0	1	1	0
Additional to PM - Formal	0	2	10	2	0	0	0	0
Additional to PM - Informal	5	5	5	6	1	1	2	0

Overall, the majority of responses indicated that the majority of observations were carried out formally as part of performance management, although not all schools responded to the questions relating to this. Table 2.8 above shows that primary schools were more likely to carry out additional informal observations, in total five senior leaders and five third year teachers indicated this. The data suggested that informal observations included "drop in observations" (ID2 primary SL). Secondary schools were more likely to carry out additional formal observations; in total ten senior leaders / line managers gave examples of when and how this might happen. For example one line manager stated that "I observe lessons once as part of performance management and in addition each department undertakes their own formal observations" (ID16 secondary LM). Another secondary senior leader stated that additional observations were part of "quality assurance" (ID26). One third year teacher stated that:

"I have been subjected to a range of observations including one for performance management, termly departmental ones, observations related to my AfL (Assessment for Learning) role and observations by the departments' NQTs." (ID28 secondary third year teacher)

2.2.2 Grading structure - Case study findings

Not all of the case study schools gave details on their observation grading structure. Of those that did, the majority used the Ofsted gradings i.e. "outstanding", "good" or "satisfactory". In total five primary senior leaders/line managers and eleven primary third year teachers indicated that they received an Ofsted grade and written feedback. Five primary third year teachers stated that their observations were not graded but they were given verbal and written feedback.

Overall, nine secondary senior leaders/line managers and seventeen third year teachers stated that their observations followed the Ofsted style format. One secondary senior leader and one secondary third year teacher stated that their observations were not graded. Interestingly, two secondary senior leaders stated that they do give grades for their lesson observations but the grades given are a variation of the Ofsted format. For example one senior leader stated:

"The school devised its own grading scheme for lesson observations, using the terms effective, good and excellent which is a variation on the Ofsted scheme but staff more readily own this version." (ID30 secondary SL)

The other secondary senior leader gave an example of how the grading structure works in their school:

"The formal observations are graded and allocated categories, although the school has had long conversations about which names and categories to use, so instead of using the Ofsted grades such as satisfactory we use the word sound." (ID47 secondary SL)

Two independent school responses were given with one third year teacher stating that their observations are not graded and the other stating that they are not graded because they are not observed. All four special schools in the sample use Ofsted style graded and written feedback when carrying out observations.

2.3 Pupil Feedback - Case study findings

Senior leaders, line managers and third year teachers were all asked what role pupils have in giving feedback on teaching. Analysis of the responses can be broadly divided into three categories: formal feedback including questionnaires, pupil council and interviews; informal feedback through discussion or through observed engagement in class and no pupil feedback at all. Table 2.8 below shows responses by school type and role.

Table 2.9 Pupil feedback by school type and role

	Pri		Sec		Ind		Special	
	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T	SL / LM	third Y T
Formal feedback	15	6	22	5	1	1	1	1
Informal feedback	1	3	6	4	1	1	2	2
No pupil feedback	8	6	7	7	0	0	2	2

Fifteen primary senior leaders/line managers and six primary third year teachers stated that pupils gave feedback formally. Of these the most common way of obtaining formal feedback was via a pupil questionnaire/survey (five senior leaders, two line managers and two third year teachers all indicated this). Informal feedback was less commonly used in primary schools with one senior leader and three third year teachers indicating that they do this. One third year teacher believed that "pupil feedback is done informally and can be seen via their engagement in class" (ID34 primary third year teacher). In total eight senior leaders/line managers and six third year teachers indicated that there was no pupil feedback within their school.

Formal pupil feedback was most common in secondary schools with twenty two senior leaders/line managers and five third year teachers indicating that there was a formal feedback mechanism in place. As with primary schools pupil questionnaires were a popular choice for obtaining feedback (nine senior leaders/line managers and four third

year teachers) as well as secondary school senior leaders/line managers using a student council as a way of obtaining feedback (nine senior leaders/line managers and one third year teacher). One senior leader stated that:

"In the past the school has tried a number of ways of getting pupil feedback. Currently there is a student voice and as part of this we do a QA and every half term we get each year group around the table and we want to know teacher strengths and weaknesses and the kids will be very honest about what goes on in lessons and what is effective and what isn't effective and what they would like to see change, this process is the same for all teaching staff in the school."
(ID26 secondary SL)

Secondary schools were also more likely to use informal ways of obtaining pupil feedback. Six senior leaders/line managers indicated that feedback is informal via instant feedback straight after lessons and one line manager felt that feedback is via pupil enjoyment stating that "there is no formal mechanism for pupils to feedback, however I think feedback is when you can see whether pupils are enjoying the lessons or not" (ID5 secondary LM). Seven senior leaders/line managers and seven third year teachers stated that there was no pupil feedback within their school. However there was evidence to suggest that although some secondary schools do not obtain feedback it is something they would like to do. One senior leader gave an example of this:

"Students always interview candidates for jobs and after that they tend to evaluate assemblies and sports days but not individual classes yet, but this is something we are moving more towards and working on. The school wants to ensure that students have the vocabulary to give staff constructive feedback and this is something that is being looked into." (ID32 secondary SL)

Of the two independent schools in the case study sample, one school used a formal system for pupil feedback and the other an informal system. One senior leader and a third year teacher from the same school stated that pupil feedback in their school is via a one to one interview with the pupils every term:

"All girls in the school have a one to one interview with the head or deputy head every term and this is an opportunity for them to feedback and say if there are any problems. This process is the same for all teachers and pupils in the school and feedback is given to staff where appropriate." (ID31 independent third year teacher)

In contrast the other independent school indicated that within their school pupil feedback was informal with one third year teacher stating that "pupils tell me what they think of me and other members of staff but this is very informal and there is no formal process for feedback being obtained from students in the school" (ID3 independent third year teacher).

3. Performance and quality

Chapter summary

- This section is about the factors that positively impact on the performance, and thus quality, of third year teachers. These factors are defined in terms of a) qualities of the individual third year teacher and b) the organisation and management of the school. Personal development and the support schools offer can be identified by senior leaders and line managers but the third year teacher 'putting her/his head above the parapet' is valued by SLs as an indicator of ambition. In terms of individual performance the ability to manage the work/life balance and willingness to learn both informally (from colleagues) and formally through CPD are essential for progression. Senior leaders and line managers believe they have the capacity to develop third year teachers and see it is a key part of their role to develop their own staff.
- The section uses the views of senior leaders, third year teachers and their line managers to explore how performance is defined, how it is perceived to have developed and changed since the NQT year. It also explores the role of lesson observation in developing the performance of third year teachers, particularly in relation to the strengths and areas for development identified in lesson observation feedback. The section also examines evidence of a residual impact from the initial teacher education (ITE) route that third year teachers came through and concludes that such residual impact continues to decline over time compared with individual factors such as the personality of the third year teacher factors in the school organisation including the support and opportunities context.
- Clearly the successful progression of third year teachers from the NQT year is dependent on a combination of individual and school factors. Expectations of third year teachers differ between secondary schools on the one hand and primary and special schools on the other. In primary and secondary schools additional responsibility is anticipated at an earlier stage and this is reflected in the expectations of line and senior managers. The key individual factors leading to enhanced performance among third year teachers are:
 1. Personal characteristics - this is usually identified within the first two years of a teacher's career and can have an impact on how individual teachers develop. This is usually associated with enhanced confidence as teachers become more experienced in the classroom and the wider school environment
 2. Skills - third year teachers are expected to have developed classroom management, curricular and pedagogic assessment skills - reflectiveness, relationships with colleagues and pupils, time management
 3. Aspirations/motivation - drive, ambition, empathy and rapport with pupils
 4. Knowledge/understanding - third year teachers are expected to have a good understanding of assessment systems and wider school policies and contexts
 5. Personal circumstances - relationship issues including the need to move because of partners' work commitments, taking time out from careers to have children etc can all impact on the progress of third year teachers.

- Interrelating with these individual factors are those relating to the organisation of the school, specifically the degree to which senior leaders are able and willing to support teachers through the provision of training and CPD opportunities, internal promotions and responsibility points. The provision of opportunities to progress careers is a contingent function allied to the context of the school and individual performance, but equally important is the organisational context. Senior leaders and line managers believe they have the capacity to develop third year teachers and see it is a key part of their role to develop their own staff.
- Our Part 3 Report *The Second Year of Teaching* found 'individual characteristics were found to contribute more to the variation in perceived quality and performance than ITE route, and this tendency becomes stronger as teachers progress in their careers' (Report 3, p.19). Not surprisingly this perception is also evident among interviewees in relation to teachers in their third year of teaching who report that any residual impact continues to decline over time in relation to factors such as the personality of the third year teacher and the school organisation including the support and opportunities context.

3.1 Factors affecting performance - Case study and survey findings

The factors that affect positively performance can be sub-divided into those that relate to the individual third year teacher and those that relate the way the school is organised and managed by senior leaders and line managers. Where there is variation by school sector (primary, secondary etc) or by role (senior leader, line manager, third year teacher) these will be highlighted in the text. Whilst the majority of the data here derives from our case study interviews, the issue are also discussed in relation to the Part 4 survey in a separate section. Our findings are also augmented by reference to the research literature where appropriate. Hammond and Cartwright (2003)⁶ found from their small sample of third year teachers most felt they had improved their teaching skills and confidence, with some feeling they had reached a plateau and needed further challenges. Those feeling most positive felt supported and had clear plans for the future. In their final report on the large BaT study of early career teachers, Hobson et al (2009) reported that 49% of third year teachers they surveyed rated themselves overall as very effective teachers and 50% rated themselves fairly effective, and their third year teacher case study participants tended to be positive about their work and future change and development.

Conversely, hindrances to development into effective teachers were most commonly reported to be lack of support from colleagues (22% of third year teachers), workload (14%) and amount of administration/paperwork (10%). More broadly, Hobson et al (2009 p242) found that three "key mediating factors" were associated with the highest levels of perceived effectiveness of 1st-4th year teachers: feeling very well supported by colleagues (and for example mentors); having very good relationships with pupils; and having a manageable workload and healthy work-life balance. As we note below, several studies - in addition - noted a positive relationship between (particularly self-directed, collaborative) professional development and improved perceived performance (see in particular Moor et al, 2005; Hobson et al, 2009) and much of our research supports these findings.

3.1.1 Individual factors - Case study findings

Primary schools

Among factors said to positively affect the performance of third year teachers', enhanced confidence and experience were the most commonly cited among primary respondents in

⁶ As reported in Ashby et al (2008)

our case studies. Seven of our 17 senior leaders in the primary sector noted enhanced confidence along with five third year teachers (out of 20). As a factor confidence is clearly linked with developing experience in the role (cited by three senior leaders and four third year teachers) and with the enthusiasm and drive or ambition of the individual. Enthusiasm and drive/ambition taken together were cited by around a quarter of primary interviewees, the former more often by senior leaders and line managers, the latter more often by the third year teachers themselves (Table 3.1).

Table 3.1 Individual improvement factors by Primary

Factors (mentioned by at least 2 interviewees)	SL	LM	third Y T	Total
Total n	17	5	20	42
Confidence	7	0	5	12
Experience	3	0	4	7
Willingness to take on responsibilities	3	0	3	6
Enthusiasm	4	1	1	6
Drive/ambition	1	0	3	4
Listening to advice	1	1	2	4
Support from colleagues	0	0	4	4
Having a career path in mind	2	0	1	3
Work/life balance	2	0	1	3
Observation feedback	0	0	3	3
Understanding of required level to proceed	1	1	0	2
Creative planning (freedom to be able to)	1	0	1	2
Knowledge of alternatives	0	1	1	2
Subject knowledge enhanced	0	0	2	2
Relationship with pupils	0	0	2	2
Behaviour management improved	0	0	2	2

Confidence among primary third year teachers is manifested in relation to classroom performance, behaviour management and the taking on of responsibilities:

"She seems to have gone on in leaps and bounds in the confidence she has in the classroom and her knowledge of the curriculum has really grown and her ability to sort of stretch those children has really grown." (ID21 primary LM)

"I think my questioning has really improved...I think I have developed this a lot. I think my behaviour management has improved - my class was a nightmare at the beginning of the year." (ID52 primary third year teacher)

"Confidence and I think second and third year teachers are beginning to see the job as it really is...the rose tinted spectacles have come off but the best still maintain in their enthusiasm and drive and passion for the job and helping children achieve the best that they can." (ID 34 primary SL)

When we asked primary interviewees how third year teachers had developed and changed in relation to NQTs and second year teachers, the taking on of additional responsibilities was the most common factor mentioned by senior leaders (eight of 18) and third year teachers (four of 20) alike (Table 3.2). Factors such as confidence, experience, enthusiasm and drive or ambition are often linked to a willingness to take on

additional responsibilities by the third year of primary teaching, as the following extracts reveal:

"I would say that they are very enthusiastic and confident in their own abilities...they are generally beginning to take on more responsibility they've got to grips with the class...their planning is very good and willing to take on additional responsibilities and attend training..... I would say this depends on the individual ...they still may need guidance in taking on a responsibility and support to do that." (ID33 primary SL)

"She is very flexible and she is incredibly adaptable. She is very innovative and forward thinking. She will take things on to the next level – showing initiative. She has managed her nursery nurse very well. She has also done well with the way that she involves parents and the rapport that she builds with them." (ID8 primary LM)

[The case study student] "Is very self leading. She can see what needs to be done and is good at looking ahead and seeing what will need to be done. She has an idea and it will happen – she's a doer. She has done a particularly good job of leading PSHE, but she thinks that the skills she has could be applied to any job." (ID10 primary SL)

One third year teacher felt he had definitely improved as a teacher and even with the stresses of the last year felt he worked well under pressure. He was now "more tuned into what makes a difference...and [engaged in] building up a bank of successful teaching strategies" (ID2 primary third year teacher). For another it is about "Taking more of a lead role rather than looking to immediate line manager straight away" (ID25 primary third year teacher).

Secondary

Among secondary school-based third year teachers, confidence and experience were also regularly cited along with drive/ambition and values such as reflectiveness and willingness to learn (both cited by three third year teachers). Demonstrating 'application' - taken to mean a willingness 'to put one's head above the parapet' - was the second most commonly cited improvement factor (mentioned by three senior leaders, one line manager and three third year teachers). This proportion is similar to the response from our primary school interviewees though as we have seen (Report 3 pp.17-18 and also Tracey et al., 2008) the expectations of secondary teachers is that they are less likely to have already taken on additional responsibilities by this stage.

However, when our case study interviewees were asked how teachers had developed and changed in relation to NQTs and second year teachers, the taking on of additional responsibilities was also cited regularly, by five of 19 senior leaders, seven of 17 line managers as well as three of 20 third year teachers (though four cited going on training courses as the main change and development factor) (Table 3.2). This might reflect the fact that while secondary based third year teachers have taken on a responsibility it is likely to be within the department/faculty rather than on a school-wide basis.

Table 3.2 Individual improvement factors: Secondary

Factors (mentioned by at least 2 interviewees)	SL	LM	third Y T	Total
Total n	20	17	20	57
Confidence	3	4	3	10
Application- putting head above the parapet	3	1	3	7
Drive/motivation	1	1	2	4
Experience	2	0	2	4
Reflectivity	1	0	3	4
Willingness to learn	0	1	3	4
Organisational ability	0	2	1	3
Relationships with colleagues	0	1	2	3
Feedback from pupils	0	1	2	3
Rapport with pupils	0	1	2	3
Professionalism- caring about the job	1	1	0	2
School style/systems- getting used to	2	0	0	2
Enhanced subject knowledge	2	0	0	2
Attitude	1	1	0	2
Taking on additional responsibilities	1	0	1	2
Time management	0	1	1	2

Comments from many of our interviewees illustrate this point:

[Third year teachers] "naturally develop more confidence in their delivery style, are better able to adapt, have more tools in their toolbox, know more strategies, have more tools that they can rely on that work with certain students and they are getting used to and much more confident and comfortable with the mix of students in school." (ID37 secondary SL)

"I am definitely more confident, have more ownership of the classroom and am now less tolerant of behaviour that will cause an obstacle to learning. I am more likely to take a risk with an activity and to push the boundaries a bit more and try things out and learn from them if they don't go to plan." (ID56 secondary third year teacher)

One, perhaps typical third year teacher, captured the transition from NQT to third year teacher during her case study interview, noting how she had become more confident, especially with content knowledge, and was aware of her ability to start to refine what she does as a result of experience. She felt better able to assess attainment levels, could now pace a lesson better and was now more disciplined with her own time management. She still arrives at school early and leaves late, but no longer has to take work home (ID30 secondary third year teacher). Another third year secondary teacher reflected on how experience was manifested in several ways: she is now more organised and found that because of this she is more productive and doesn't let whole school issues (e.g. observations, book monitoring, etc) affect her so much. Instead she now focuses on the pupils and what they need (ID11 secondary third year teacher).

The importance and value of reflectiveness was cited by several interviewees:

"The first thing that springs to mind is how reflective they are...I think some of them are far too self critical but on the whole they do reflect on their practice all the time, more so than teachers who have been teaching a long time. On the whole they are trying to improve and change things often and looking at different learning opportunities all the time...they are much more ambitious." (ID56 secondary SL)

"As a professional I am developing every day and as I am more reflective I have looked at different ways of approaching things... I am also not afraid of asking questions and I am happy for people to come and watch me." (ID32 secondary third year teacher)

The interrelatedness of improvement factors cited by case study interviewees is well illustrated by one third year primary teacher who drew an analogy with driving a car to illustrate how "things take longer a time to figure out when you start but one just becomes better with practice over time – I don't know how it happens" (ID43 primary third year teacher). The development from the NQT year into fully-fledged teaching professional also incorporates factors relating to the personality of the individual. As one of our primary interviewees noted in relation to a third year teacher (ID29), it is as much about adjusting to the work-life balance required of the role as it is about becoming more experienced or confident in the classroom and this can be a contingent factor varying across the school year and in response to specific issues arising.

Similarly a primary senior leader noted that third year teachers are:

"(M)ore confident overall. For instance they offer more in staff meetings and are more opinionated than in the NQT year and in their second year of teaching because they have more experience. Overall they contribute more to whole school issues." (ID33 primary SL)

One third year teacher in a primary setting emphasised her belief in knowing the children really well, making sure that the environment has lots of activities and making sure that they know that she is in charge. Having worked in different schools has provided exposure to what works and what doesn't work. Being approachable and wanting to get to know everyone has also helped (ID8 primary third year teacher). This teacher's line manager attributed this to her personality:

"Her enthusiasm; nothing is every too much trouble. This has really moved her forward. Also the fact that she is laid back and chilled – nothing is very too much trouble. She stays calm and doesn't get stressed and copes with whatever is thrown at her. She is always positive." (ID8 primary LM)

For some, improvements in the perceived quality of third year teachers are dependent on personality or the type of people teaching attracts:

"The biggest thing is if they are in the right place in the first instance. You need the right people in the profession in the first place. They need to be resilient; they can't be the kind of person who worries about everything and can't let go. They can't take everything personally. They also need to be able to prioritise – they need to realise that the most important thing is the pupils." (ID 29 primary SL)

"I think that there is a certain type of person that does well as a teacher...which are very individual...and a lot of it boils down to how individual attributes build rapport with students." (ID32 secondary LM)

3.1.2 School factors - Case study findings

Primary

Many of the factors cited as evidence for or causes of improvement among third year teachers are related to the school and in particular the support they receive from colleagues (mentioned as an improvement factor by seven of our 18 primary teachers) and feedback from lesson observations (mentioned by three). The opportunity to go on training courses was also mentioned by four third year primary teachers. Interestingly, among primary senior leaders the fact that third year teachers had been given an area of responsibility was the most commonly cited factor (four of the 15 who answered this question); along with line managers they rarely mentioned support from colleagues, lesson observations or training courses, perhaps considering them the norm (Table 3.3).

Table 3.3 School related improvement factors: Primary

Factors (mentioned by at least 2 interviewees)	SL	LM	third Y T	Total
Total n	15	4	18	37
Support from colleagues	1	2	7	10
Training courses	0	0	4	4
Shared understanding of requirements	0	1	2	3
Lesson observations	0	0	3	3
Being given responsibility	4	0	2	3
Whole school improvement plan	1	1	0	2
Range of year group teaching experience	0	0	2	2
Collaborative working	0	0	2	2
Good mentor/coach	1	0	1	2

Among our case study interviewees support from colleagues (including line and senior managers) was cited as the main factor leading to development or change (in relation to NQTs and second year teachers) by four (of 20) third year primary teachers and by one of five line managers, though only one of 18 senior leaders:

[The case study teacher] "has been provided with indicators of how to improve her practice, e.g. the targets from observations. They are hopefully, building up a momentum of self-improvement. They [third year teachers] are becoming more aware of the areas they need to improve upon. Whole-school initiatives are useful in supporting this as everyone is on the bus together." (ID23 primary SL)

"She is doing really, really well at the moment ... and we've seen her classroom skills develop in the year ... and partly I think as a result of ... she did the critical skills training and she's really embraced it and taken the approach on in her classroom. She's also had, particularly this year, quite a lot of input from the maths subject leader and done lots of work in terms of planning and team teaching and... been out on training for Y4 teachers and has really embraced all that and developed all that and we've seen some super lessons she's done and we've been really impressed." (ID21 primary LM)

"Well I think because I have been moved frequently from department to department, I think I have more experience and am becoming more confident. Moving from place to place gives you broader knowledge and experience. [it is down to] experience and the colleagues who I work with... picking up strategies from different colleagues...you become part of the fabric of the school I know children throughout the whole school and have become more involved in extra curricular activities." (ID33 primary third year teacher)

One third year teacher related how CPD and training opportunities had been important, particularly a recent trip to a local Reggio Emilia children's centre and a local authority organised visit for which she was selected. Subsequently she has been asked to be a Leading Teacher for Early Years and believes that "she cannot imagine anything that has had a greater impact on her practice" (ID40 primary third year teacher).

Secondary

A similar pattern of opportunities (often linked to responsibilities) is evident in the secondary sector. Support from the faculty or department (seven of 20), supportive colleagues (six), training and CPD opportunities (five) and lesson observation feedback (three) were among the most often cited improvement factors among third year teachers, while among senior leaders the provision of opportunities for additional responsibility were most often highlighted (five of 20) along with training and CPD (four). The school's willingness to offer responsibility opportunities and advice about promotion possibilities were most regularly cited as factors leading to development and change in relation to NQTs and second year teachers (Table 3.4).

Table 3.4 School-related improvement factors by Secondary

Factors (mentioned by at least 2 interviewees)	SL	LM	third Y T	Total
Total n	20	17	20	57
Faculty/departmental support	2	4	7	13
Training and CPD	4	1	5	10
Opportunities for responsibility points, TLR etc	5	2	3	10
Supportive colleagues	0	3	6	9
Line Management support	1	3	4	8
Lesson Observations	1	0	3	4
Learning environment/resources	2	1	0	3
School ethos	2	0	1	3
Range of approaches to learning	0	0	2	2

The importance school leaders place on providing such opportunities and other support is clear from our interview evidence:

"Opportunities the school looks to provide, such as little bits of extra responsibility, widen their horizons. The Director of Faculty has a role in that, sharing tasks out and perhaps giving slightly more demanding ones as they reach this stage." (ID22 secondary SL)

"Participation in things like the teaching and learning group – this helps them to feel confident about their point of view. [We] try to include early career teachers in examples of good practice so that their contribution is valued... [and] ask people to present to

meetings and they try to ensure that everyone has an opportunity to do this." (ID9 secondary SL)

"The quality of their curriculum leadership and their line management is vital.... If the curriculum leader can model ideas for you and is happy to be observed on a regular basis by younger teachers [and] who is able to clarify points for you then that will always be of benefit to you, and having those interpersonal skills, not just from a professional point of view but having a leader that you can go to and discuss what went well, what didn't that you had a really bad day, what's going on with that particular group – all those continuing day-to-day issues still are very much a focus for an early career teacher." (ID37 secondary SL)

"We like to keep our own staff here. We like to think we are a stable school so what we do is try to develop them ourselves. We use the middle leaders course to try to prepare our early career teachers for management positions, hopefully within our own school." (ID20 secondary SL)

From the perspective of the third year teacher, supportive colleagues are clearly an important factor in relation to their improved performance, and this seems to be valued whether it is formal or informal:

"Feeling that you are valued in the school is very important. Schools that give inadequate support or feeling of value to staff ... won't generate good teachers or outstanding teachers." (ID19 secondary third year teacher)

"I think our faculty leader is very good at trying to push us to do things...and this has given me the confidence to go for it and if it goes wrong, it goes wrong." (ID35 secondary third year teacher)

"I think everybody's open... and the headteacher really does promote sharing good practice across the board ... she'll stand up and say "you know I don't profess to be the best teacher in the world ... there's always something to learn" ... and there is." (ID19 secondary third year teacher)

"I don't think there's one member [of SLT] that hasn't at some point worked with me, helped me improve things, offered me new opportunities, got me involved in things which will help me develop and offered me their own advice and guidance on things, so I think that has been a big thing of me being where I am today - the support around me." (ID37 secondary third year teacher)

Another third year teacher (who had taken on responsibility for pupils with poor numeracy and literacy skills on entry) spoke of 'Courses and sharing resources, meetings we have as a department to throw ideas around and share ideas' and how they to "get stuff in for numeracy kids as we didn't have anything below level 4" as well as general support from other staff in school (ID7 secondary third year teacher).

3.1.3 Both individual and school factors - Case study findings

Unsurprisingly many of our case study interviewees made explicit links between individual and school factors. One line manager felt that it is the support within the department that had led to good quality teaching as well as individual factors such as confidence:

"I think it comes down to them themselves and how self motivated they are to some extent but it does come down to how much support they get in school as well and the relationships in school...how well they can work with other staff...and how well they can take on board advice and guidance...how they respond to constructive criticism...and some of that is down to someone's personality but you have got to have a strong school support structure in place."
(ID34 primary senior leader)

[Third year teachers] "have to be in the right place to grow and feel that they can grow.... the context has to be right in that the teacher can take risks and no one is going to blame anyone if it doesn't work out." (ID26 secondary SL)

"If you reflect on what you are doing then you should inevitably improve but also the staff are supportive and you have everything you need to succeed in this school and the support is in place."
(ID32 secondary third year teacher)

Special schools

This section includes comments from four of our special schools. Again the emphasis from our interviewees is on the combination of individual and school factors. As one senior leader noted:

"School is important because it must recognise the potential to move an individual teacher forward. A school recognising skills is different from ambition. A third year often thinks 'I can't do that!' The young teacher needs to be given opportunities and pushed." (ID1 special school SL)

The third year teacher at this school cited informal support from colleagues and training opportunities he had been able to access. In another school there was again a congruence of view between the third year teacher and the senior leadership:

"It's probably been a combination of both...we have a lot of opportunities to have training and I have been on a few courses...It helps talking to others...communication within the school is helpful...once you have grown in confidence this also helps." (ID36 special school third year teacher)

"Individual factors i.e. confidence combined with school factors i.e. very supportive, people believing in individuals, training and support." (ID36 special school SL)

Both of the other schools' respondents also emphasised the links between supportiveness and enhanced confidence for the individual third year teacher.

Independent schools

Interviewees from two independent schools contributed their thoughts on factors that lead to improved performance by third year teachers. In one school the third year teacher felt that he had been well supported by his head of department who has allowed him to take things on if he has wanted to (e.g. taking on the planning of GCSE, A level or IB schemes of work). The third year teacher, who described himself as 'militantly organised' had also been given responsibility for Oxbridge coaching and he did various administrative tasks that supported the department given an opportunity at the prep school to take on responsibility and have contact with the year 7 and 8 pupils (ID3 independent third year teacher). His line manager reported that as the department is small he had been able to give him the opportunities he had needed, such as organising a skiing trip in his first year (ID3 independent LM).

The third year teacher at another independent school also highlighted the combination of enhanced confidence that comes with experience and the provision of opportunities at a supportive school:

"I think it is everything, at first when you start teaching you feel insecure and everything but by the time you are in third year your confidence starts growing and I feel confident in what I am doing but I also feel supported by my department... I think doing something extra like my masters has helped me to reflect and I think the school as a whole is very supportive and like a big family and I know I can come and talk to anyone." (ID31 independent third year teacher)

3.1.4 Factors affecting performance - Survey findings

Commitment to the school ethos, awareness of what the job entails, team working skills with colleagues and personal factors such as stamina and resilience scored highly across all school types when senior leaders were asked about strengths and barriers to progress. As we noted above in relation to case study data, senior leaders rated awareness of future professional needs relatively low for both primary and secondary teachers. Analysis of variations by school type found that senior leaders were more likely to cite self-confidence as a strong or very strong factor in relation to secondary early career teachers than primary early career teachers. Secondary senior leaders were also significantly more likely to stress the importance of subject knowledge and pedagogic knowledge for early career teachers than their primary counterparts (Table 3.5).

Table 3.5 Strengths and barriers to progress according to the following criteria by school type (senior leader responses, strong/very strong combined)

	Pri %	Sec %	Significance	Effect size (Cramers V)
Awareness of what the job entails	86	82		
Ability to deal with parents	72	66		
Team-working skills with teaching colleagues	88	89		
Working with teaching assistants	79	54	p<0.01	0.26
Team working skills with other support staff	73	50	p<0.01	0.23
Multi-agency working e.g. with social workers	25	7	p<0.01	0.20
Commitment to the school ethos	94	88		
Stamina/resilience	80	86		
Lesson planning	82	88		
Pupil assessment/assessment for learning	70	81	p<0.05	0.11
Preparation for end of key stage assessment	61	80	p<0.01	0.18
Self confidence	75	83		
Prioritising work	63	66		
Having appropriate expectations of students	75	83		
Dealing with challenging pupils	66	58		
Behaviour management in general	75	69		
Subject knowledge	74	95	p<0.01	0.23
Pedagogic knowledge	66	77	p<0.05	0.11
Organisational skills	76	80		
Responsiveness to students' learning needs	74	76		
Understanding curriculum progression across the key stages	44	59	p<0.01	0.13
Awareness of future professional development needs	57	52		
Overall	75	81		

Many of these themes were replicated in our Part 4 survey of early career teachers. When asked 'What do you think are your strengths and barriers to progress according to the following criteria?' factors such as awareness of what the job entails, commitment to the school ethos stamina/resilience and having appropriate expectations of students were rated at similar levels as key strengths in both sectors. As with the senior leaders survey (above) self-confidence is rated higher as a strength of ECTs among secondary respondents than primary, though in this case the difference is significant. Team-working skills with teaching colleagues was rated the highest 'strength' among primary school teachers and fourth highest among secondary teachers though the relative importance of this to primary teachers was significant, as were differences in working with teaching assistants, team-working skills with other support staff, behaviour management and multi-agency working. Other significant variations were found to be preparation for end of key stage assessment, subject knowledge, pedagogic knowledge and understanding curriculum progression across key stages (all of which were rated more strongly by secondary ECTs) (Table 3.6).

Table 3.6 Strengths and barriers to progress according to the following criteria by school type (ECT Responses, strong/very strong combined)

	Pri %	Sec %	Significance	Effect size (Cramers V)
Awareness of what the job entails	93	90		
Ability to deal with parents	82	78		
Team-working skills with teaching colleagues	95	86	p<0.05	0.15
Working with teaching assistants	86	50	p<0.01	0.39
Team-working skills with other support staff	75	58	p<0.05	0.19
Multi-agency working e.g. with social workers	35	12	p<0.01	0.26
Commitment to the school ethos	93	91		
Stamina/resilience	84	86		
Lesson planning	82	81		
Pupil assessment/assessment for learning	71	67		
Preparation for end of key stage assessment	58	73	p<0.05	0.16
Self confidence	54	73	p<0.01	0.20
Prioritising work	65	70		
Having appropriate expectations of students	90	88		
Dealing with challenging pupils	71	65		
Behaviour management in general	83	69	p<0.05	0.16
Subject knowledge	77	94	p<0.01	0.23
Pedagogic knowledge	61	65		
Organisational skills	69	72		
Responsiveness to students' learning needs	81	77		
Understanding curriculum progression across the key stages	49	67	p<0.05	0.18
Awareness of future professional development needs	46	53		

3.2 The role of lesson observations in measuring the performance of third year teachers - Case study findings

This section looks at lesson observation grades and the strengths and areas for development identified by lesson observation feedback. The grades are from formal observations while the information on strengths and areas for development is derived from teachers' recollections of both formal and informal observation feedback.

3.2.1 Grades of third year teachers - Case study findings

All third year teachers in the case study schools were asked their recent observation dates and grades. In total fourteen primary third year teachers gave information, of these six stated that their most recent observation was not given a grade. Three primary third year teachers were graded 'outstanding' in their last two observations. Two were graded as 'good' in their last observation and one was graded as 'satisfactory'. Two primary third year teachers stated that their lesson observations had improved in that the last two observations have gone from 'satisfactory' to 'good'. Both of these teachers work in primary schools where the school's last Ofsted grade was overall 'satisfactory'.

Fifteen secondary third year teachers gave information on their observation grades, of whom only one stated that they did not receive a grade. Six secondary third year teachers had been given an 'outstanding' grade in their last observation; five had been graded as 'good'. One teacher had been graded as satisfactory which was in line with the most

recent school Ofsted grading. Two secondary third year teachers highlighted that their grades had improved from 'good' to 'outstanding'.

All four third year teachers from special schools gave details on their observation grades. Two had been graded as 'outstanding', one 'good' with 'outstanding' features and one had improved from 'satisfactory' in their second year of teaching to 'good' in their third year observation. There was no data from the two independent schools in the sample.

3.2.2 Observation strengths - Case study findings

Primary

In total 17 third year teachers based in primary schools responded to our questions about observation strengths as noted in feedback. The most commonly cited were differentiation (four times), creativity and assessment for learning (three each), enthusiasm and providing a good learning environment (two each). Noted once each were: having lots of ideas, quality of teaching, subject knowledge, good plenary, gaining the children's respect, behaviour management, inclusive learning and role play.

Secondary

Among the 18 secondary-based third year teachers that responded, the main strength noted by interviewees was rapport with the children (nine times), differentiation and the challenging of all pupils (seven times), good organisation and good use of activities (five each). Cited twice each were pacing, time management, independent learning, assessment for learning, subject knowledge, behaviour management, and enthusiasm. Other strengths mentioned once each were use of praise, clarity of instruction, the use of humour in lessons, pupil engagement, use of ICT, innovation, use of a variety of teaching methods, pastoral care, lesson planning, admin skills, leadership skills and developing the thinking skills of pupils.

Special schools

Four interviewees in special schools reported on their observation feedback strengths. Differentiation was mentioned three times, rapport with the children and reflectiveness twice and use of ICT, pacing of lessons, a willingness to ask for help and managing and mentoring skills were all mentioned once. One line manager demonstrated how many of values these were combined in one case:

"He applies what he has learnt. For example, last year one of [case study teacher's] lessons which was observed as part of the PM cycle was not up to his usual standard (just satisfactory). He was given advice on how to improve the lesson and (as is the custom in the school) he had the chance to re-do it the following week. This time it was superb, outstanding. He had listened to and implemented all the advice given to him." (ID1 special school LM)

Independent schools

Among our independent school case study teachers we received just two responses from this question. One reported good feedback for subject knowledge, engagement with the pupils, good questioning and formative assessment and use of ICT (ID3), while the other noted good classroom atmosphere, excellent rapport with the girls, and the good use of resources (ID31).

3.2.3 Observation areas for development - Case study findings

There were relatively few areas for development self-reported by our third year teachers. Among our primary teachers 17 reported such areas, the most often cited being differentiation (four times) and plenaries (three times). Both of these were also highlighted among our secondary third year teachers: differentiation three times (twice in relation to gifted and talented pupils) and plenaries once. Talking too much in the lesson was cited by two secondary interviewees. Interviewees in three of our four special schools cited areas for development, with one mention each for use of the support services (better use of the teaching assistant), management skills and assertiveness. Engagement of all pupils was mentioned by one of our two independent school based third year teachers (in common with one each from our primary and secondary cohorts); the only other comments among our independent interviewees related to the tone or speed of the teacher's voice (one each).

3.3 Performance and ITE route - Case study findings

A persistent theme throughout this research has been the influence and ongoing impact of the various ITE routes into teaching. As our Part 3 Report *The Second Year of Teaching* found 'individual characteristics were found to contribute more to the variation in perceived quality and performance than ITE route, and this tendency becomes stronger as teachers progress in their careers' (Report 3, p.19). Not surprisingly this perception is also evident among interviewees in relation to teachers in their third year of teaching. A total of 57 of our case study interviewees responded to questions about the residual influence of different ITE routes in the third year of teaching, including 35 senior leaders, 18 line managers and four third year teachers. Nineteen responses were from the primary sector, 28 from the secondary, seven from special schools and three from the independent sector.

Primary

The vast majority (16) of interviewees based in primary schools felt there was no residual effect of the ITE route, with only three comments suggesting there remained a discernible difference. Among those that thought there was no difference it was believed that a combination of school and individual factors had eroded the difference by this stage in teachers' careers:

"I would say that it's levelled out really and I would say that the school has a responsibility to ensure that, no matter what route that person took, if there were areas to develop that support would be put in place so that by the third year of teaching it's more of a level playing field and hopefully... they would be doing well by then."
(ID33 primary SL)

"There is no evidence from the excellent performance of the two third year teachers (one PGCE and one B.Ed) or the new NQT (B.Ed) that the route makes any difference, but the Deputy Head still feels that the PGCE route is too short to cover everything."
(ID38 primary SL)

"I have no preconceptions about this. I think all ITT is about giving the basics - what happens afterwards depends on the school and its approach and their experiences, much more important than the ITT route."
(ID42 primary SL)

One third year from the PGCE route highlighted the role of experience in eradicating the residual effects of ITE route:

"I think it is pretty much the same... I think that when you're in the NQT year a negative factor would be lack of experience but I think by the third year you have experience." (ID34 third year teacher)

Only three primary senior leaders (and no other interviewees) thought that ITE route was still discernible including one who, though not speaking from direct experience, remained suspicious of the GTP route and thought that "there is so much to learn about teaching that the longer training routes should be more successful" (ID48 primary SL). Others reported from their own experience:

"I think it's beginning not to make so much of a difference but I think they are still learning and I think that that B.Ed students generally speaking come in with a better understanding of how children develop and how they learn...I think this will show all through their careers." (ID34 primary SL)

[We] "tend to recruit people who have done a PGCE as [we] have had better experiences with PGCE student...they are more mature and fit better into the workplace." (ID10 primary SL)

Secondary

Among our 28 secondary interviewees 17 believed that there was no discernible residual difference between ITE routes, of which 12 were senior leaders and five were line managers. Many felt that by the third year of teaching the ITE route "should no longer matter" (ID9 secondary SL) because "by this time most of the training you have had has been superseded by the focus of and the agenda of the school" (ID11 secondary LM). A senior leader in the same school noted that it mattered to him earlier (i.e. at the NQT stage) but less so now because:

"A newly qualified teacher is a classroom person – the focus is on whether or not they can cut it in the classroom. By year 3, there is not just the classroom; there is also their role in the school to be considered. By this stage, it doesn't matter how you trained – the difference is on how you teach and is therefore more of an issue for NQTs." (ID11 secondary SL)

This was a point made by other interviewees, intertwined with an emphasis on the individual's characteristics:

"The differences are less so in the third year. It depends on route coupled with personal experience. Students who have done [an] undergraduate [route] have a much better understanding of learning initially but don't have the depth of knowledge PGCE students have. By the third year if the ECT is a strong teacher then the differences have been ironed out." (ID32 secondary LM)

"The PGCE route tends to attract people who are of a higher academic standard and who have also made a positive decision to teach. The GTP route trainees tend to be more grounded and [produce] a more varied calibre of trainees. It is not possible to see the difference by the third year, though." (ID45 secondary SL)

Another senior leader noted that when NQTs initially start there are significant differences between trainees from different teacher training organisations and noted that often it is also down to the individual: 'As a school we have to ensure we pull up any weaknesses [from their ITE] and have to be very conscious of training for the way we want our staff to

be' (ID37 secondary SL). The emphasis is not on one route being better than another: for many of our interviewees it is about appreciating the differences but without letting them prejudice decisions. One line manager who came through the PGCE route herself noted that

"The GTP I think is very strong. They are in school for a year but once they are here, with a mix of PGCE and GTP, there isn't much difference in [the] opportunities [they are offered] and where they end up. Any variation is down to personality." (ID44 secondary LM)

Training courses themselves don't make a difference over time, she believed: "A lot of teachers say the theoretical side of teaching comes on the job" (ID44 secondary LM). Another line manager was a recent convert to this perspective. He had always thought that those who did longer routes were better prepared for a career in teaching, a strongly held view. However, this year his school had an NQT who did a PGCE, and had proved to be 'fantastic' with regard to subject knowledge. Therefore he was slightly revising his view (ID12 secondary LM).

Among those interviewees (three senior leaders, seven line managers) who believed there was still a residual effect of ITE route, statements were often hedged:

"GTPs are more confident as they are here from start of term but PGCE students go to university ... and can't be left on their own when they do come in so when GTPs come in as NQTs they are really on their second year in the school and have learned on the job. This difference is perceptible for first two to three years. GTP works best if they have done their training at the same school." (ID7 secondary LM)

"I think [the route] does make a difference ... you can still tell by the third year and it's totally confidence based but you can tell the difference between GTP and PGCE students...the GTP ones are a lot more confident in front of a class and this still shows by the third year of teaching." (ID35 secondary LM)

Another interviewee was gradually coming round to the idea that in-school training is best: "It is good for the school for recruitment because someone you recruit who has trained with you is a year further on. Also, it gives them a more realistic idea about what school is about" (ID5 secondary LM). Similarly: "The GTPs tend to be more aware of the demands of the job, perhaps because they have been on a 70% timetable" (ID24 secondary SL). On the other hand:

"I think you can tell and I have fixed views on this and specific routes and I feel that people who come through the GTP route haven't got the pedagogical knowledge and therefore I don't think that shows until the third year of teaching because in year 1 it's about classroom management and fundamentals...by year 3 patterns start to emerge. Personally ECTs from the PGCE route I am very impressed with; it's a real rollercoaster of a course but if you survive then teachers are more open minded and more receptive to learning and new ways of learning." (ID26 secondary SL)

Special schools

Among the seven special schools in our case study sample, two interviewees believed that there was still a discernable difference in performance attributable to ITE route and

two disagreed. Interestingly one case study school provided evidence for each side of the divide:

"Yes, they are different. The BA route teachers tend to be more generic in their approach. The PGs tend to be more focused on themselves and 'the route through'. The four year route teachers tend to be more committed and amenable to giving up their break for a school-related thing such as an extra duty. The commitment to teaching is there earlier in the BA teachers." (ID1 special school SL)

However the line manager of our case study third year teacher at the same school believed that "all traces of this have been obliterated by the third year in teaching" (ID1 special school LM). The other affirmative response mainly favoured the PGCE route because of the *characteristics* of the trainees from that route rather than the training it provides. The third year teacher they had (from the PGCE route) was a single woman who consequently had time to herself in the evenings and was coping well. By contrast some of those they had recruited from the GTP had families and other commitments: "It's a lot of work" (ID4 special school SL).

Independent schools

Two independent interviewees, both line managers, reported that the ITE route taken did make a difference and that the PGCE was the best route. One noted that, although they had GTP students, someone who has done a PGCE was more likely to have got to grips with the mechanics of classroom teaching:

"There is a danger with people from other routes (GTP) that they get side tracked with other opportunities and responsibilities to the detriment of the development of classroom skills. For example a skilled rugby coach would get involved in rugby training and that, in this environment, might be seen as more important than their classroom teaching." (ID3 independent LM)

However the line manager thought that as the third year teacher involved in the study knew the school well, he was able to be more discerning and was sensible about what he took on. Interestingly the senior leader interviewee at the same school saw no influence of route, saying that:"it's all about personality" (ID3 independent SL). The line manager at another independent school noted that:

"I think the course that she did (PGCE) set her up very well...I think it has contributed very well as it was very, very complex but having said that it pointed out the various aspects of school life and life as a teacher very well and that is what she needed." (ID31 independent LM)