

Analysis of the Questionnaire Returns

Questionnaire responses were analysed numerically wherever possible. Below for your interest are the results. Other responses were grouped by themed issues. These are discussed later.

Questionnaire Details

We sent out questionnaires to schools across the 10 LEAs involved in the research project. Questionnaires were sent to all the special schools in the region and to all schools that have units for pupils with special needs or enhanced resources. 2 questionnaires were sent to each school to give us a range of practitioners' views. Below is a numerical analysis of the number of questionnaires sent out and the replies received and the percentages that these equate to.

Number of questionnaire sent out	476	
Number of questionnaires returned	158	33.19%
Number of schools questionnaires sent to	238	
Number of schools represented	109	45.80%
Number of schools who sent second reply	49	20.59%
Of the 158 replies that we had		
From mainstream schools	58	36.71%
From special schools	99	62.66%
Of the 109 schools represented		
number of mainstream schools	43	39.45%
number of special schools	66	60.55%

Key Themes

We have considered some key themes in the setting up and analysis of the data. These are...

Current usage

Who uses the P-scales or derived packages and how often?

Purpose for Individuals

For what purpose are the P-scales used to support individual children?

Whole school use

How are the P-scales used to support whole school target setting? Do schools collate their P-scales data and is the collated data submitted to any organisation?

Materials

What materials are used to support the moderation of the P-scales, do schools have access to materials at a school, LEA or wider level?

Moderation

What moderation have schools been involved in, within schools, between schools, within LEAs and wider?

Support

What support have schools been given and what would they like in the future?

Current usage

Assessment and Target Setting

In the questionnaire the schools that replied indicated whether or not they used P-Scales and whether they used any other system such as PACE, (Equals) Pivats or B-Squared. The results below also show these as percentages of the number of schools that replied. Where we had two replies from a school we used one reply.

Of the 109 schools represented, number using P-scales	92	84.40%
Of the 43 mainstreams schools, number using P-scales	34	79.07%
Of the 66 special schools number using P-scales	58	87.88%
Of the 109 schools represented		
number using PACE	19	17.43%
number intending to use PACE	11	10.09%
Of the 109 schools represented		
number using PIVATS	32	29.36%
number intending to use PIVATS	4	3.67%
Of the 109 schools represented		
number using B SQUARED	20	18.35%
number intending to use B SQUARED	2	1.83%
Of the 109 schools represented		

number using LEA MATERIAL	14	12.84%
number using other materials instead or in addition to above	40	36.70%

Schools also indicated if they used the P-scales annually or more frequently...

Of 109 schools represented		
P-Scales used annually for summative assessment	76	69.72%
P-Scales used more frequently	67	61.47%
Intend to use P-scales more frequently	6	5.50%

...and if so, how frequently.

Of the 67 schools using them more frequently, how often are the P-scales used?		
On-going	4	5.97%
Weekly	1	1.49%
Half termly	3	4.48%
Termly	24	35.82%
Bi-annually	3	4.48%

Purpose for Individuals

Schools were asked to identify the range of purposes for which they used the p-scales to support individuals.

Number of schools represented	109	
Number of responses that listed each use...		
Annual Review	11	10.09%
Assessment	32	29.36%
Targets	19	17.43%
IEPs	50	45.87%
Baseline	5	
Reports	10	9.17%
Breakdown of P-levels	1	
Planning	9	8.25%
Value added	1	
Benchmarks	2	
Moderation	4	
Training	1	
Data	1	

Formative Assessment	1	
Summative assessment	2	
Pupils scoring W on SATs	2	

The data below shows the number of schools that indicated that the P-scales were used to support the writing of IEPs.

Of the 109 schools represented	69	63.30%
--------------------------------	----	--------

Whole school use

Schools were also asked to indicate whether they used P-scales to support whole school target setting...

Of the 109 schools represented those who used P-Scales to support whole school target setting	58	53.21%
---	----	--------

...and whether this was identified in the school improvement plan

Of the 109 schools represented those whose School Improvement Plan incorporates action to reach the targets set	54	49.54%
---	----	--------

Schools were also asked whether results were collated in schools and if they submitted them to another body.

Of the 109 schools represented those whose results were recorded and collated within school	87	79.82%
Of the 109 schools represented those whose P-Scale results were submitted to..		
Their own LEA	32	29.36%
Durham	37	33.94%
Equals	14	12.84%
Pivats	4	3.67%

Material/ Resources

Schools were asked what materials they had access to, to support the moderation process.

Of the 109 schools represented those that have access to materials to support the moderation process...		
school developed material	52	47.71%
LEA materials	18	16.51%
exemplar materials	31	28.44%
other	16	14.68%

Moderation

Schools were also asked to indicate whether they had taken part in, or intended to do, any moderation on the P-scales. The following shows a summary of schools replies.

Of the 109 schools represented P-Scales have been moderated...		
Across own school	46	42.20%
Intend to	22	20.18%
Across Key Stages	30	27.52%
Intend to	14	12.84%
With partner schools	18	16.51%
Intend to	10	9.17%
Across LEA	11	10.09%
Intend to	9	8.26%
Other	6	5.50%

We also wanted to know what issues the moderation process had raised. For this analysis we took all of the replies as we wanted as many responses as possible and the views of class teachers and those in management positions. For this answer teachers were free to write their own response. Of the 158 replies that we received 105 of them gave a response to this question. Below are the issues that came through and the number of teachers who raised that issue. Significant responses are shown as percentages.

Number of responses that identified each issue...		
Criteria	35	33.33%
Interpretation of P-levels	8	7.62%
Moderation	25	23.81%
Transition	16	15.24%
Consistency	51	48.57%
Video	1	
Data	2	
No moderation - only 1 teacher	1	
Differentiation	1	
Benchmarks	1	
Developmental order	4	
Early years	2	
Summative assessment	1	
Networking	1	

Subject differences	3	
Pupils	2	
Discussion	2	
Assessment	5	
Issues relating to ASD	1	
Exemplification of standards	7	6.67%
Portfolio	5	
Age differences	2	
Time	5	
Lea moderation	2	
Training	3	
Applicability	6	
Pivats	1	
Numerical data	1	
Regression	3	
Planning	1	
Few students using P-scales	1	

Support

We wanted to ascertain what support in the use of the P-scales teachers have been given. We used all 158 replies for this data.

The number of teachers that indicated that following has been given to people in the school		
Training	95	60.13%
Guidance	80	50.63%
Networking	38	24.05%
Other forms of support	56	35.44%

As a team we wanted to identify what teachers feel would be useful to them in terms of support for the use of the P-scales. For this answer teachers were free to write their own responses. Of the 158 replies that we received 115 of them gave a response to this question. Below are the areas of supports that were identified and the number of teachers who indicated a specific need of the area. Where useful some of the percentages are given that they represent of the 115 responses.

Number of responses that listed the following areas of support as something they would like,		
Inset	1	
Using the numerical Data	3	

Training	34	29.57%
Portfolio	14	12.17%
Time	13	11.30%
Moderation	22	19.13%
Gap between P-levels too big	2	
LEA moderation	9	
Benchmarks	1	
Exemplification of standards	32	27.83%
Proforma	5	
Familiarisation of outside agencies	1	
Criteria	1	
Value added	1	
Guidance	6	
Government funding	1	
Networking	25	21.74%
Breakdown of P-levels	7	
Video	4	
Consistency	2	
Pivats training	1	
Links	1	
Data	4	
Early years	2	
Discussion	2	
Regression of pupils	1	
Age appropriate tasks	2	
Reporting attainment to DfES	2	

We are grateful to all of the teachers that took the time to complete the questionnaire. The above information has contributed greatly towards the direction of the project.