

Children, Young People and Education Committee

Meeting Venue:

Committee Room 1 – Senedd

Meeting date:

Thursday, 12 March 2015

Meeting time:

09.15

Cynulliad
Cenedlaethol
Cymru

National
Assembly for
Wales



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Agenda

MeetingTitle

09.15 – 09.30 – Private Pre-meeting

1 Introductions, apologies and substitutions (09.30)

2 Inquiry into Supply Teaching – Evidence session 1 (09.30 – 10.30)

(Pages 1 – 23)

Estyn

CYPE(4)–08–15 – Paper 1

Meilyr Rowlands, Strategic Director

Catherine Evans, HM Inspector

3 Papers to note

Inquiry into Supply Teaching – summary of questionnaire responses (Pages 24 – 46)

CYPE(4)–08–15 – Paper to note 2

4 Motion under Standing Order 17.42(ix) to resolve to exclude the public from the meeting for the remainder of the meeting

5 Committee consideration of the Regulation and Inspection of Social Care (Wales) Bill (10.30 – 11.15) (Pages 47 – 51)

CYPE(4)–08–15 – Private paper 3

Document is Restricted

National Assembly for Wales
Children, Young People and Education Committee
CYPE(4)–08–15 – Paper 1
Evidence from : Estyn

Question 1 – What are your views on whether there is a prevalence in the use of supply teachers on a planned and unplanned basis?

In 2013, Estyn carried out a thematic survey evaluating the impact of teacher absence. This work was undertaken in response to a request for advice from the Welsh Government in the Minister's annual remit letter. The report was written in collaboration with the Wales Audit Office.

Estyn noted in its report that:

'The introduction of rarely cover (and the workforce agreement) has led to an increased complexity in the provision of supply cover as schools make arrangements for covering teacher absence that no longer involve their own teaching staff. As well as supply teachers, these arrangements now include cover supervisors and other support staff employed in schools who do not have qualified teacher status (QTS).' Therefore when a teacher is absent, lessons are covered by supply teachers but also unqualified (do not hold Qualified Teacher Status) cover supervisors and/or teaching assistants.

These consultation questions relate to supply teachers but during our thematic inspection, we found that many of the issues related to the use of supply teachers also apply to supervisors and teaching assistant as well.

In our thematic report, Estyn noted *'It is estimated that just under 10% of all lessons are now covered by staff who are not the usual class teacher'*. This figure indicates that the use of a supply teacher, cover supervisor or teaching assistant to cover when the normal class teacher is absent is a significant issue in schools in Wales in general, although the severity and complexity of the issue varies from school to school. Overall, inspectors report that there is a higher than average use of supply teachers in secondary schools in more deprived

areas, where headteacher have difficulty recruiting teachers, particularly in mathematics and physics. Schools that are in a statutory category of follow-up (significant improvement or special measures) often have a higher proportion of lessons covered by supply teachers and cover supervisors.

Estyn reported that *‘A few schools, particularly Welsh-medium schools and those located in rural or economically deprived areas, have difficulty finding suitable supply teachers. The majority of secondary schools have difficulty sourcing teachers of shortage subjects, such as mathematics and physics’.*

If you believe that this results in problems (for example, for schools, pupils or teachers), how do you think they could be resolved?

Many of the issues leading to a prevalence of supply teachers are complex and cannot be resolved quickly. The issues include the following:

- difficulty in recruiting staff in key subject areas, in particular, mathematics, physics and English in Welsh-medium schools;
- higher levels of staff absence in schools where leadership is less effective;
- higher levels of staff absence in schools where the behaviour of a minority of pupils is problematic;
- long-term absence in primary schools; and
- difficulty recruiting headteachers and deputy headteacher in small rural schools.

Estyn included the following recommendations in its 2013 report: Schools should:

- R1 manage teacher absence more efficiently;
- R2 improve the quality of teaching and learning in covered lessons by making sure that the work set is at an appropriate level and staff receive enough information on the individual needs of learners;
- R3 support supply and cover staff to improve their classroom behaviour management techniques;
- R4 evaluate the impact of teacher absence on learners, especially

<p>more able pupils and those in key stage 3, and monitor the quality of teaching and learning when teachers are absent;</p> <ul style="list-style-type: none"> • R5 ensure that supply staff are included in performance management arrangements; • R6 provide more professional development opportunities for supply staff; and • R7 make sure that supply staff receive essential information on health and safety and safeguarding, including the contact details of the named child-protection officer at the school. <p>Local authorities and supply agencies should:</p> <ul style="list-style-type: none"> • R8 provide schools with comparative data on teacher absence rates; and • R9 seek feedback on and record the quality of supply staff they register and use the information for quality control. <p>The Welsh Government should:</p> <ul style="list-style-type: none"> • R10 provide better access for supply staff to those national training programmes that are available to permanently-employed teachers. 	
<p>How significant is this issue? (Please select one option)</p>	
<p><i>1 – This is a key, urgent problem.</i></p>	
<p><i>2 – This is a problem that needs to be addressed.</i></p>	X
<p><i>3 – This is a minor problem</i></p>	
<p><i>4 – Not a problem.</i></p>	
<p>Question 2 – What are your views on the circumstances in which supply teachers are used for example, the types of classes they cover; the types of learning activities which take place under the supervision of supply teachers; whether they are qualified to teach relevant subjects?</p>	
<p>In its 2013 report, Estyn reported that ‘<i>The greatest negative impact of teacher absence on pupils’ learning occurs in secondary schools. Supply staff who do not normally work at the school do not know the needs of the learners as well as their usual classroom teachers and the work set is often too undemanding and does not engage learners. This is particularly the case in key stage 3, as schools often make an</i></p>	

effort to secure better arrangements for examination classes. Secondary schools often do not cover sixth form lessons for short-term absences, but make up missed work later. They may also re-deploy subject teachers from key stage 3 classes to cover key stage 4, leaving supply staff to cover a disproportionate number of key stage 3 lessons.'

'The greatest disruption in primary schools occurs as a result of not having a strategy to minimise the impact of unplanned, but potentially long-term, teacher absences. In complex situations, such as those arising from staff suspensions or frequent but non-continuous staff illness, schools do not manage or evaluate the impact of having multiple staff cover for the same year group. Too often, this affects pupils' behaviour as well as their learning.'

If you believe there are problems in this area, how do you think they could be resolved?

Please see response to Question 1.

How significant is this issue? (Please select one option)

1 - This is a key, urgent problem.

2 - This is a problem that needs to be addressed.

X

3 - This is a minor problem

4 - Not a problem.

Question 3 – What are your views on the impact of the use of supply teachers on the outcomes for pupils (including any impact on pupil behaviour)?

Estyn's report found that 'Due to the short-term nature of their work, it is difficult for supply staff to establish effective working relationships with learners. Learners often do not have the same regard for supply staff as they do for their usual teachers.'

'Most learners in secondary schools do not feel that they make enough progress in lessons when their usual teacher is absent. Often this is because the cover lessons do not engage all learners well

enough, or the supply teacher does not know the needs of the group as well as the usual teacher. Often, the work that is left by the teacher or that is organised at short notice by the head of department is undemanding and, in a minority of instances, includes activities such as watching a video, completing wordsearches or crosswords, and producing posters.'

'The negative impact of teacher absence is often greater in some subjects, such as modern foreign languages, Welsh second language, physical education and design and technology. This is because non-specialists often cover the lessons and learners are not able to undertake practical activities. The teachers or cover supervisors who are covering the Welsh second language lesson will not have the subject-specific language skills to support and develop their learning. Often learners will be moved to other classrooms when their teacher is absent and consequently they will not have access to the resources that would normally be available to them. Moving from class to class also gives the impression that the lesson is less important to the teacher and the pupil. In the majority of instances, learners note that supply teachers or cover supervisors tend to ask them to write on sheets of paper rather than in their normal workbooks and, in most instances, it does not get marked or followed up. This is time-filling activity rather than real learning.'

'As a result of this undemanding work, learners demonstrate behaviour that is more challenging. They are more likely to engage in low-level disruption and this has a further negative impact on their achievement and progress in lessons. Nearly all pupils who took part in our survey indicate that they do not behave as well in a class with a supply teacher or cover supervisor when compared with their usual teacher. Secondary school learners across the ability range often demonstrate negative attitudes towards supply teachers and cover supervisors who are not employed by the school. This often means that pupils make less progress in these lessons and their learning is more limited. Their attitudes are more positive towards full-time teachers who undertake cover or cover supervisors who are employed directly by the school.'

If you believe there are problems in this area, how do you think they could be resolved?	
Please see response to Question 1	
How significant is this issue? (Please select one option)	
1 – This is a key, urgent problem.	X
2 – This is a problem that needs to be addressed.	
3 – This is a minor problem	
4 – Not a problem.	
Question 4 – What are your views on the Continuous Professional Development of supply teachers and the potential impact of the National Professional Learning Model?	
<p>Estyn noted that support for supply staff was variable but overall, supply staff do not receive enough training and development. The majority of supply teachers and cover supervisors access some training, although this has a relatively narrow focus and does not meet all their needs. This training is usually focused particularly on dealing with challenging behaviour and on general teaching skills, but there is little about national priorities or initiatives.</p> <p><i>‘Nearly all supply teachers and cover supervisors state that they would like better access to a wider range of professional development activities. Unlike most teachers, the professional development of supply teachers is not supported well by their employer even if they have signed a contract and are employed by a supply agency. Most are able to arrange their own training or access courses offered by private companies, although this would mean losing a day’s pay. They feel that they are missing out on opportunities offered to colleagues with permanent contracts.</i></p> <p><i>Supply teachers who have recently joined the profession feel particularly disadvantaged because they are not always able to complete their NQT induction period. If they are employed for at least 0.4 for a whole term, they can join the recently introduced</i></p>	

masters in education programme (MEP). Even so, their knowledge and understanding of national policies and priorities may decline over time, and make it harder for them to secure a permanent post. These newly-qualified teachers feel that they will become less competitive in the market for full-time teaching posts.

Most cover supervisors and HLTAs employed directly by schools have access to training as part of their school's annual in-service training programme. This training focuses on a range of topics relevant to classroom teachers and other support staff. A majority of cover supervisors and HLTAs in primary schools also have access to additional training as part of the school's performance management arrangements. However, the majority of cover supervisors in secondary schools do not take part in formal performance management arrangements, even though most say they would welcome it.'

If you believe there are problems in this area, how do you think they could be resolved?

Please see response to Question 1.

How significant is this issue? (Please select one option)

1 - This is a key, urgent problem.

2 - This is a problem that needs to be addressed.

X

3 - This is a minor problem

4 - Not a problem.

Question 5 – What are your views on performance management arrangements for supply teachers?

Many primary schools employ HLTAs as cover supervisors to provide cover when teachers receive statutory PPA time or cover when the teacher is absent for other reasons. The roles and responsibilities of cover supervisors, HLTAs and supply teachers vary too much both within and between schools. Most HLTAs are included in schools' performance management arrangements and have suitable performance management objectives, but the nature of their work

and job descriptions varies significantly within and between schools and this has an impact on learners and the amount of progress that they make when their usual teacher is absent.

However, in the 2013 survey, Estyn noted that *‘Most schools do not provide enough feedback to supply teachers. Schools sometimes share feedback with the supply agency but the quality of this feedback is too variable and often not robust enough. A few agencies contact schools at the end of each week to discuss the performance of supply staff although very little information is recorded formally by the school. This feedback is more detailed when there are concerns about teaching or classroom management and so feedback to supply teachers tends to focus on the negative aspects of their work. Local authorities who provide lists of supply teachers do not request feedback on performance.’*

‘Nearly all schools have at one time or another raised concerns about the quality of a few supply teachers. Many schools have had to ask a supply teacher or cover supervisor to leave the school before their contract deadline because of unsatisfactory performance. There are no arrangements for supply agencies to share this information with Welsh Government or the GTCW unless performance gives significant cause for concern.’

‘The majority of cover supervisors in secondary schools do not take part in formal performance management arrangements, even though most say they would welcome it.’

If you think there are problems in this area, how do you think they could be resolved?

Please see comments relating to Question 1.

How significant is this issue? (Please select one option)

1 – This is a key, urgent problem.

2 – This is a problem that needs to be addressed.

3 – This is a minor problem

X

4 – Not a problem.	
Question 6 – Do you consider that local authorities and regional consortia have sufficient oversight of the use of supply teachers?	
<p>The role of local authorities and regional consortia in the procurement, monitoring and training of supply teachers varies considerably but is generally insufficient and current arrangements are ineffective.</p> <p>Estyn noted in its 2013 report that ‘<i>Local authorities across Wales have different arrangements for the procurement and provision of supply teachers to schools. The majority provide schools with a list of supply teachers who are eligible to work in the authority and have been through their own pre-employment checks. Providing this list is sometimes outsourced to recruitment agencies. A minority of other local authorities liaise with supply agencies to provide schools with a list of supply teachers or cover supervisors who are eligible to work within the local authority.</i>’</p>	
If you believe there are problems in this area, how do you think they could be resolved?	
<p>Estyn’s recommendations for local authorities and supply agencies encompassed the following areas:</p> <p>Local authorities and supply agencies should:</p> <ul style="list-style-type: none"> • R8 provide schools with comparative data on teacher absence rates; and • R9 seek feedback on and record the quality of supply staff they register and use the information for quality control. 	
How significant is this issue? (Please select one option)	
1 – This is a key, urgent problem.	
2 – This is a problem that needs to be addressed.	X
3 – This is a minor problem	
4 – Not a problem.	

Question 7 – Are you aware of any local and regional variation in the use of supply teachers and if so, are there any reasons for this?

In Estyn's 2013 report' we noted that '*Local authorities across Wales have different arrangements for the procurement and provision of supply teachers to schools. The majority provide schools with a list of supply teachers who are eligible to work in the authority and have been through their own pre-employment checks. Providing this list is sometimes outsourced to recruitment agencies. A minority of other local authorities liaise with supply agencies to provide schools with a list of supply teachers or cover supervisors who are eligible to work within the local authority.*'

As school's use staff other than supply teachers to cover during teacher absence and that local authorities hold different types and amounts of data about the use of supply teachers, we are unable to provide a more detailed response. However, many of our comments outlined in response to Question 1 are also relevant to this particular question.

If you believe there are problems in this area, how do you think they could be resolved?

How significant is this issue? (Please select one option)

1 – This is a key, urgent problem.

2 – This is a problem that needs to be addressed.

3 – This is a minor problem

4 – Not a problem.

X

Question 8 – Do you have any views on supply agencies and their quality assurance arrangements?

Our survey found that '*Most schools have a preferred supply teacher agency and use the lowest price as the determining factor rather than quality. A few schools prefer not to use supply agencies and a very few have been advised by their local authority not to use supply agencies. Eighteen local authorities and five further education*

colleges and other public bodies have signed a 'Value Wales' agreement for supply cover. New Directions Education, a private limited company, won the contract for north and south Wales. However, schools are not compelled to use the contract to procure supply cover.'

'A few schools, particularly those who use supply agencies located in England, have discovered, when the supply teacher has arrived at the school, that they are not registered with the General Teaching Council for Wales (GTCW) and cannot teach in Wales. This has become apparent when staff have checked GTCW registration documents. In these instances, the supply teacher or cover supervisor has not been able to undertake the supply work at the school'.

'Most schools do not provide enough feedback to supply teachers. Schools sometimes share feedback with the supply agency but the quality of this feedback is too variable and often not robust enough. A few agencies contact schools at the end of each week to discuss the performance of supply staff although very little information is recorded formally by the school. This feedback is more detailed when there are concerns about teaching or classroom management and so feedback to supply teachers tends to focus on the negative aspects of their work. Local authorities who provide lists of supply teachers do not request feedback on performance.'

If you believe there are problems in this area, how do you think they could be resolved?

Please view Estyn's response to Question 1.

How significant is this issue? (Please select one option)

1 - This is a key, urgent problem.

2 - This is a problem that needs to be addressed.

3 - This is a minor problem

4 - Not a problem.

X

Question 9 – Are you aware of any specific issues relating to Welsh medium education? If so, what are they?

Estyn noted that *‘The negative impact of teacher absence is often greater in some subjects, such as modern foreign languages, Welsh second language, physical education and design and technology. This is because non-specialists often cover the lessons and learners are not able to undertake practical activities. The teachers or cover supervisors who are covering the Welsh second language lesson will not have the subject-specific language skills to support and develop their learning. Often learners will be moved to other classrooms when their teacher is absent and consequently they will not have access to the resources that would normally be available to them. Moving from class to class also gives the impression that the lesson is less important to the teacher and the pupil. In the majority of instances, learners note that supply teachers or cover supervisors tend to ask them to write on sheets of paper rather than in their normal workbooks and, in most instances, it does not get marked or followed up. This is time-filling activity rather than real learning.’*

We also reported that *‘Where teachers are absent for a significant period of time (longer than two or three days), many schools make considerable efforts to find teachers with the relevant subject or phase-specific skills. Secondary schools often have great difficulty finding teachers of shortage subjects, such as mathematics and science. When secondary schools are unable to find subject specialist supply teachers, a few subject leaders re-arrange teaching groups so that specialist teachers teach examination classes. This problem is made worse when departments already lack a full complement of specialist teachers. Welsh-medium schools and those located in rural or economically deprived areas have the greatest difficulty finding suitable supply teachers, particularly when they also require teachers with expertise in shortage subjects.’*

If you believe there are problems in this area, how do you think they could be resolved?

How significant is this issue? (Please select one option)	
1 – This is a key, urgent problem.	
2 – This is a problem that needs to be addressed.	X
3 – This is a minor problem	
4 – Not a problem.	
Question 10 – If you had to make one recommendation to the Welsh Government from all the points you have made, what would that recommendation be?	
<p>Estyn outlined the recommendations listed below in its 2013 survey. Recommendation 10 relates to Welsh Government in particular.</p> <p>Schools should:</p> <ul style="list-style-type: none"> • R1 manage teacher absence more efficiently; • R2 improve the quality of teaching and learning in covered lessons by making sure that the work set is at an appropriate level and staff receive enough information on the individual needs of learners; • R3 support supply and cover staff to improve their classroom behaviour management techniques; • R4 evaluate the impact of teacher absence on learners, especially more able pupils and those in key stage 3, and monitor the quality of teaching and learning when teachers are absent; • R5 ensure that supply staff are included in performance management arrangements; • R6 provide more professional development opportunities for supply staff; and • R7 make sure that supply staff receive essential information on health and safety and safeguarding, including the contact details of the named child-protection officer at the school. <p>Local authorities and supply agencies should:</p> <ul style="list-style-type: none"> • R8 provide schools with comparative data on teacher absence rates; and • R9 seek feedback on and record the quality of supply staff they register and use the information for quality control. <p>The Welsh Government should:</p>	

- R10 provide better access for supply staff to those national training programmes that are available to permanently-employed teachers.

Question 11 – Do you have any other comments or issues you wish to raise that have not been covered by the specific questions?

Agenda Item 3.1

Assembly Communications – Outreach Children, Young People and Education Committee

Inquiry into Supply Teaching Questionnaire Summary

Background

The National Assembly for Wales' Communications team works with the Assembly's committees to engage the people of Wales in Assembly business. We do this by creating direct links between the issues people care about and the work of committees, and providing tailored opportunities for them to have their say.

This document provides a summary of responses received to the Supply Teaching questionnaire conducted by the Outreach team.

Methodology

Participants were asked a range of questions about whether the use of supply teachers affects pupils, and if it does what impact it has. Participants were also asked their thoughts on lessons that may be covered by a supply teacher, what sorts of things are learned during those lessons and how they are different from lessons with their usual teacher.

Two surveys were created with the aim of targeting children and young people of school age, and parents and carers of children of school age.

Awareness Raising

The questionnaires were promoted by Assembly staff with relevant groups visiting the Senedd, receiving education visits, and on various social media platforms. Twitter and targeted Facebook advertising were employed to help raise awareness of the surveys.



Key Statistics

1486 Total number of survey responses received

929 Total number of survey responses received from children and young people

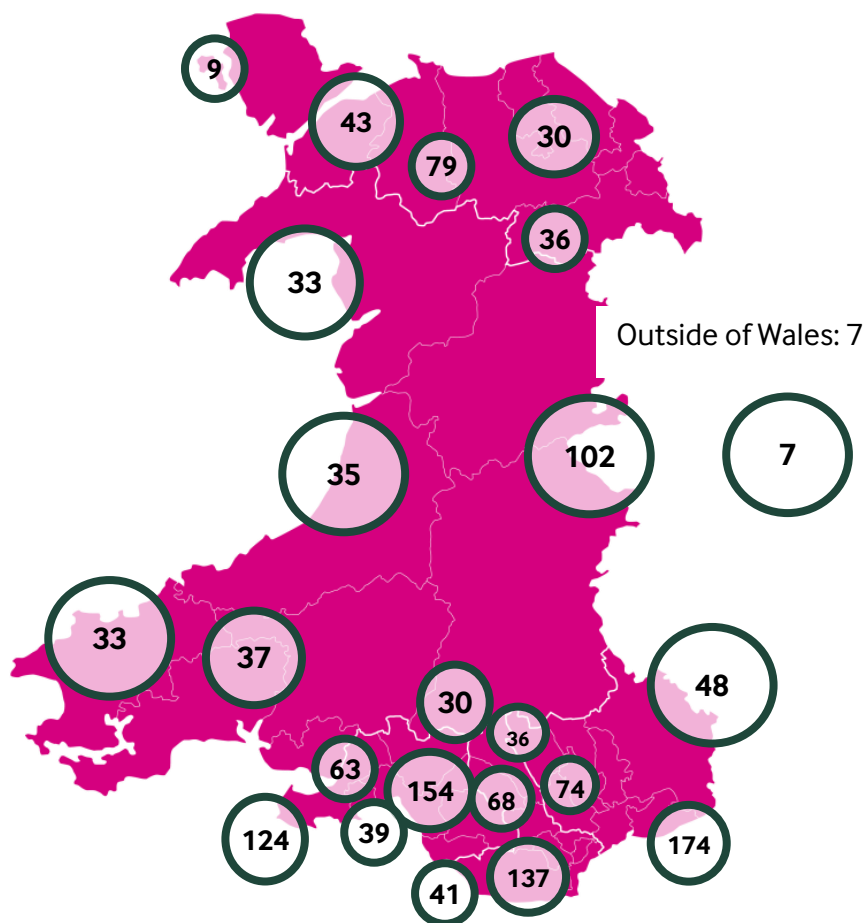
557 Total number of survey responses received from parent and carers

Geographical Summary of Responses

Breakdown by Local Authority Area

Total number of responses: 1,432

Blaenau Gwent: 36
Bridgend: 39
Caerphilly: 68
Cardiff: 137
Carmarthenshire: 37
Ceredigion: 35
Conwy: 43
Denbighshire: 79
Flintshire: 30
Gwynedd: 33
Isle of Anglesey: 9
Merthyr Tydfil: 30
Monmouthshire: 48
Neath Port Talbot: 63
Newport: 174
Pembrokeshire: 33
Powys: 102
Rhondda Cynon Taf: 154
Swansea: 124
Torfaen: 74
Vale of Glamorgan: 41
Wrexham: 36

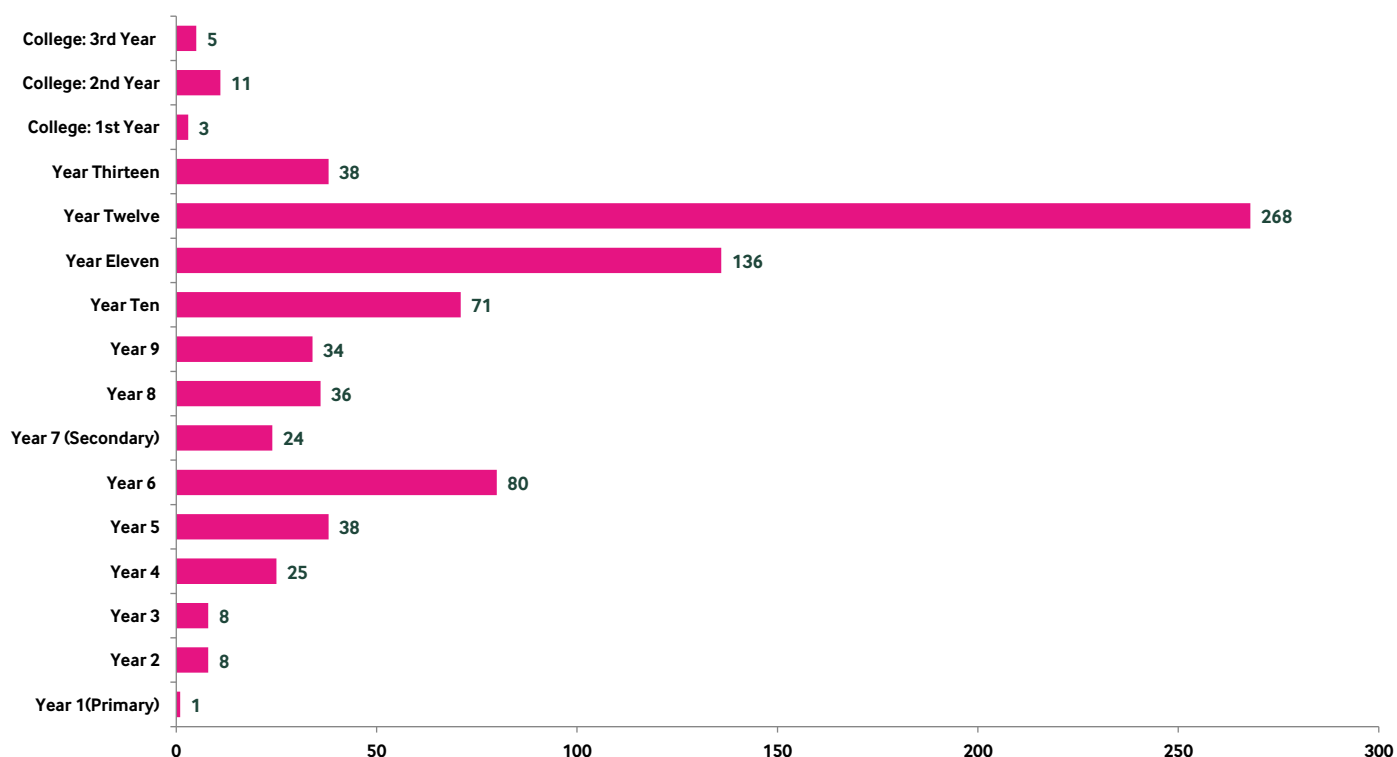


Summary of Responses – Children and Young People

Question one: Which school year are you in?

Total number of responses: 929

Year 1 (Primary): 1	Year 2: 8	Year 3: 8	Year 4: 25
Year 5: 38	Year 6: 80	Year 7 (Secondary): 24	Year 8: 36
Year 9: 34	Year Ten: 71	Year Eleven: 136	Year Twelve: 268
Year Thirteen: 38	College Year 1: 3	College Year 2: 11	College Year 3: 5



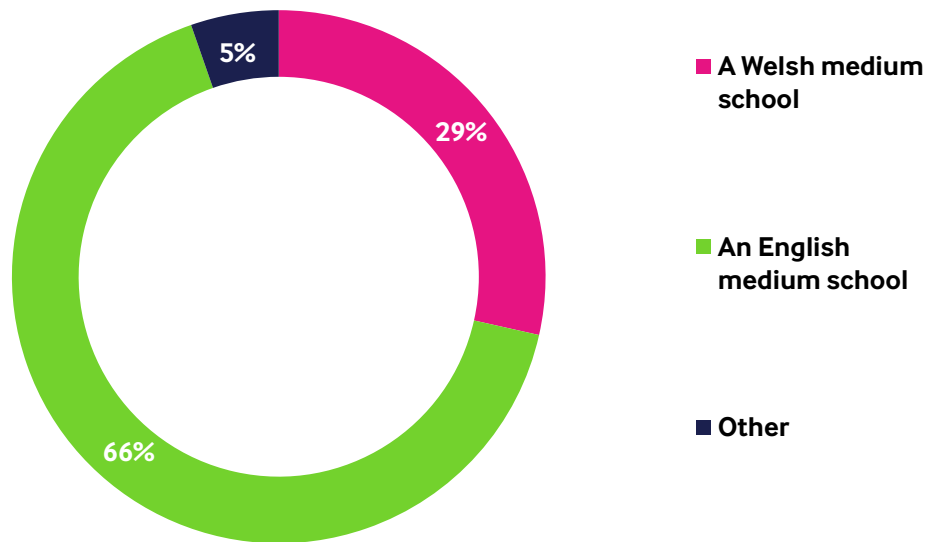
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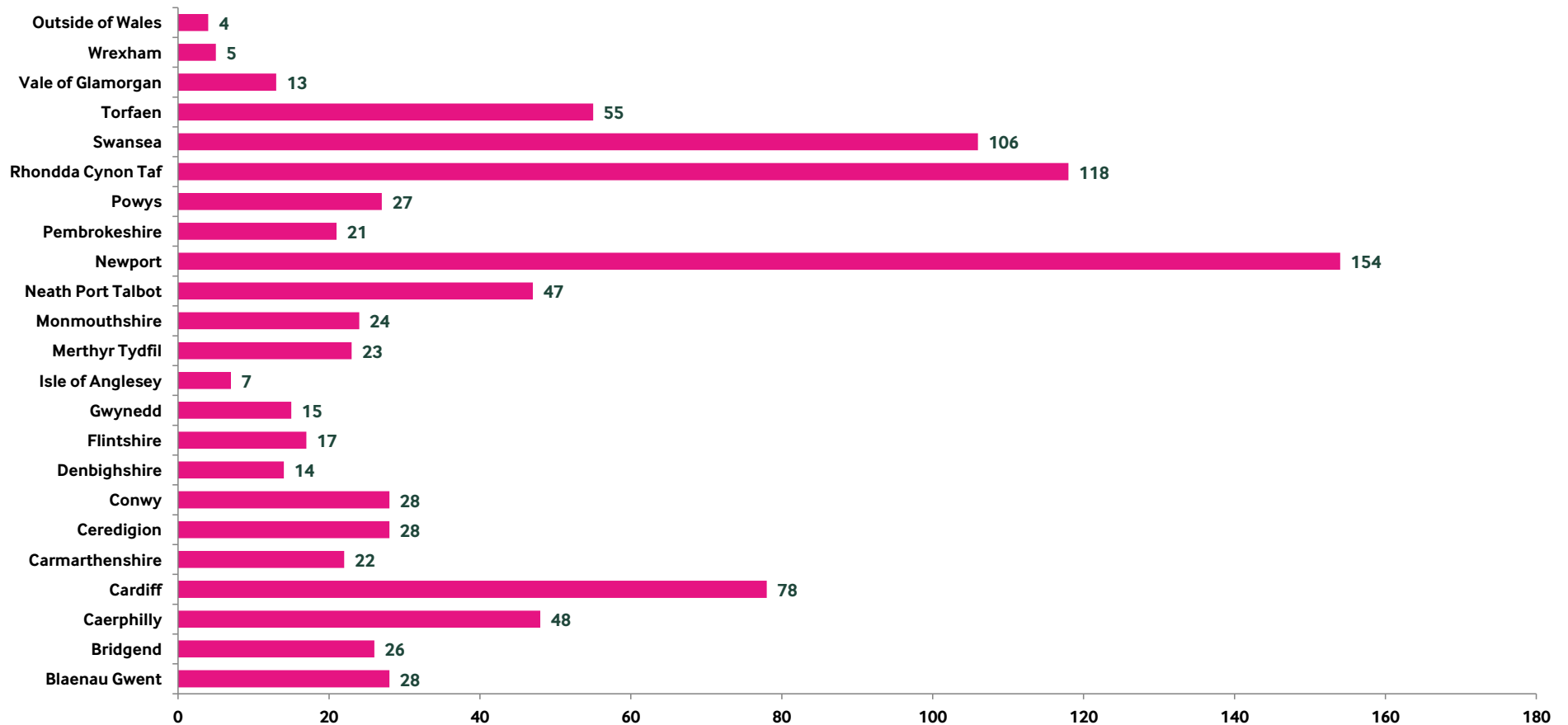
Question two: What medium school do you attend?

Total number of responses: 919

- A Welsh medium school: **29% (262)**
- An English medium school: **66.1% (608)**
- Other: **5.3% (49)**



Question three: Where do you live?



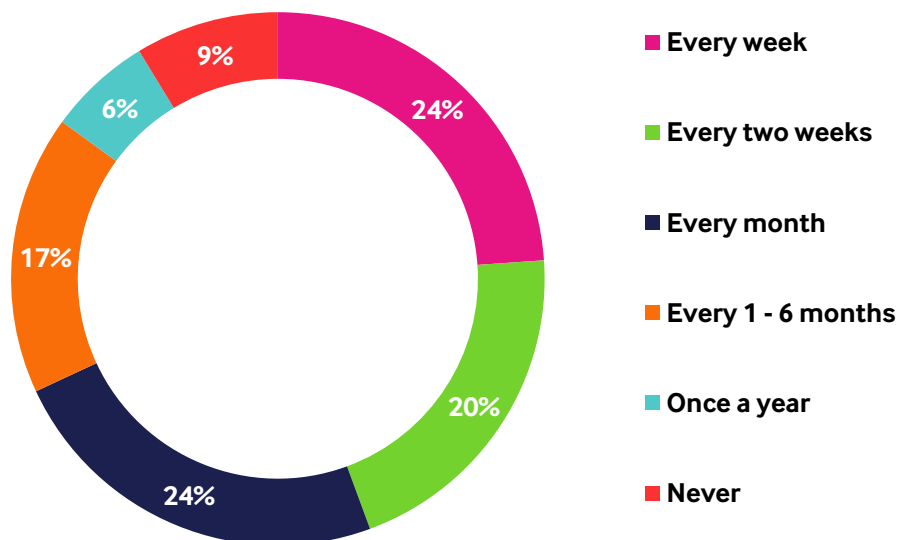
Number of respondents: 908



Question four: How often are you taught by a supply teacher?

Total number of responses: 908

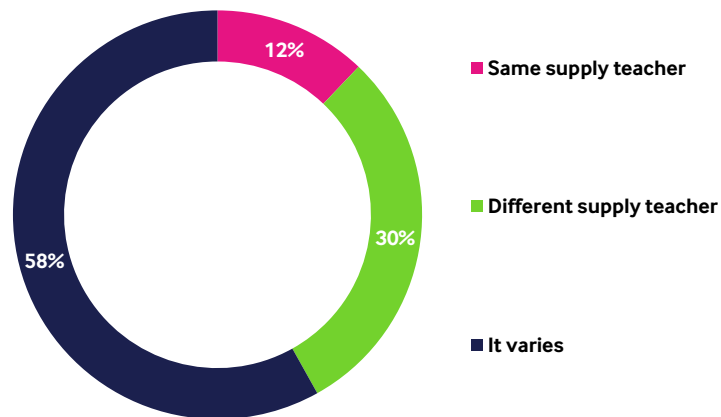
- Every week: **23.8% (217)**
- Every two weeks: **20.4% (186)**
- Every month: **23.6% (215)**
- Every 1 – 6 months: **16.9% (154)**
- Once a year: **6.2% (57)**
- Never: **8.7% (79)**



Question five: If you are sometimes taught by a supply teacher, is it usually the same supply teacher or a different supply teacher each time?

Total number of responses: 900

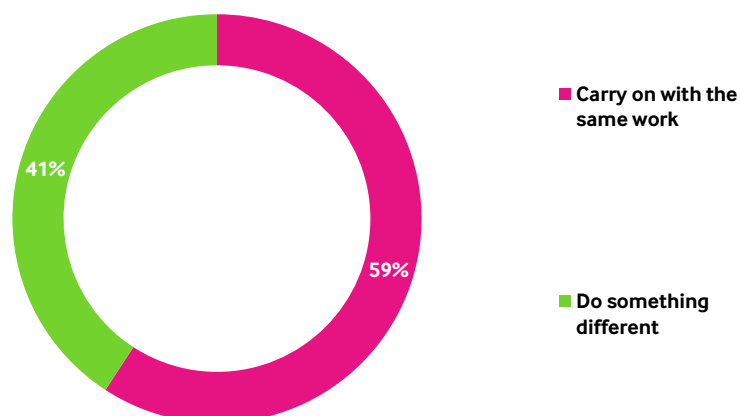
- Same supply teacher: **12.1% (109)**
- Different supply teacher: **29.7% (268)**
- It varies: **58.1% (523)**



Question six: When you are taught by a supply teacher, do you carry on with the same work, or do something different?

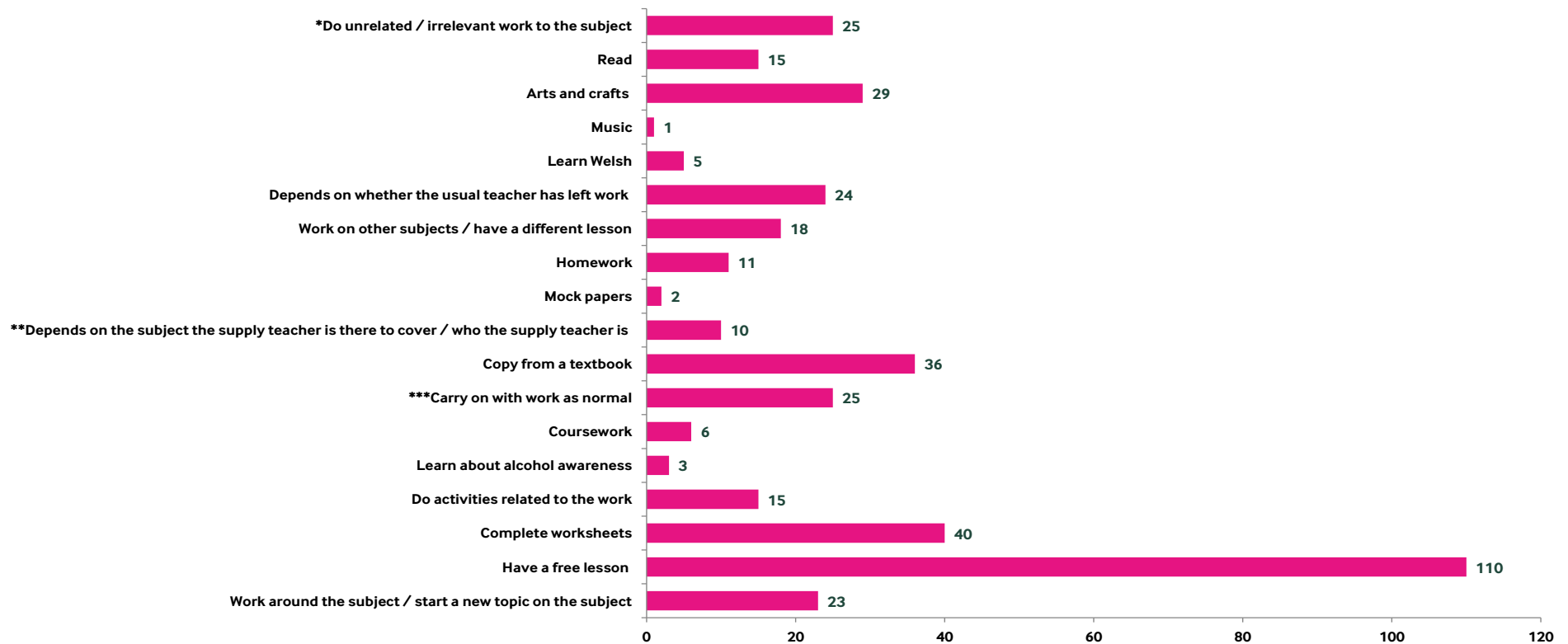
Total number of responses: 899

- Carry on with the same work: **59.1% (532)**
- Do something different: **40.8% (367)**



Question seven: If you do something different, what do you do instead?

Total number of responses: 398



*25 respondents stated that when they are taught by a supply teacher, they undertake irrelevant work related to the subject. This could involve making posters, covering old lessons, completing wordsearch puzzles and other menial tasks.

** 10 individuals explained that what they did in a lesson covered by a supply teacher depended on the lesson subject and the supply teacher. If the supply teacher was another member of staff from the same department, they would continue with lessons as usual. If the supply teacher was unfamiliar with the subject or came from a different department within the school, they would either have a free lesson or a different lesson altogether.

***25 respondents stated that when their lessons are covered by a supply teacher, they carry on with work as normal. This would involve covering work they had done in the previous lesson and continue with learning the subject as usual.



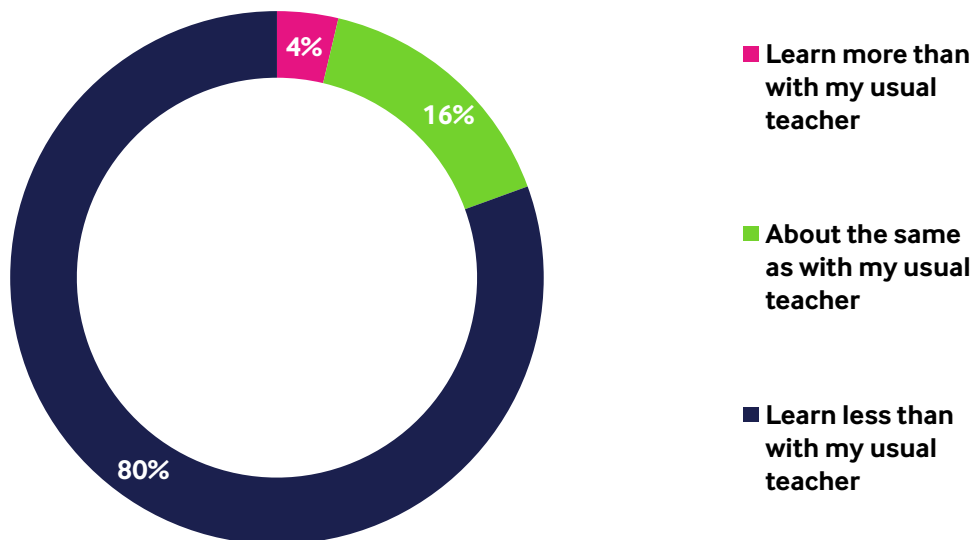
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Question eight: How much do you think you learn when you have a lesson covered by a supply teacher? Please explain your answer.

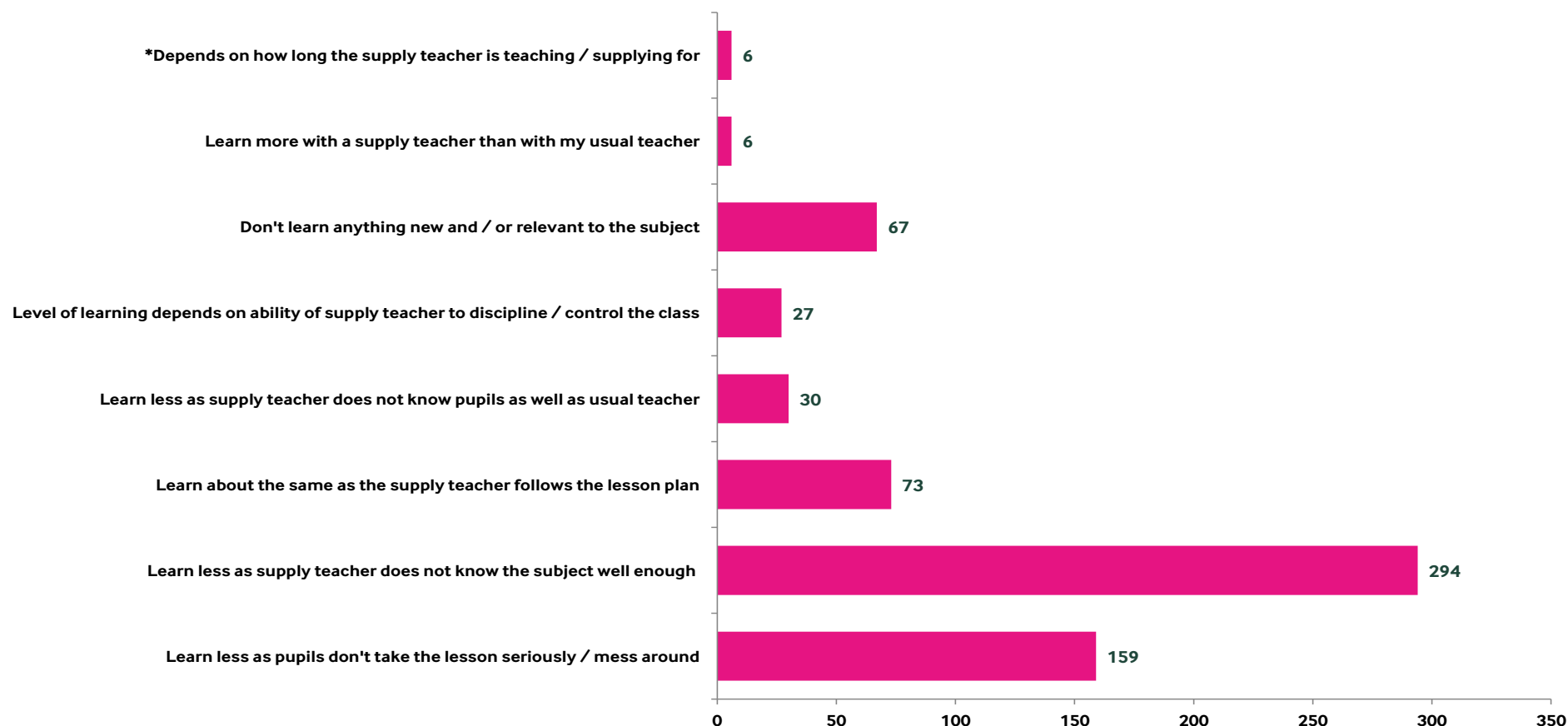
Total number of responses: 864

- Learn more than with my usual teacher: **3.7% (32)**
- About the same as with my usual teacher: **15.7% (136)**
- Learn less than with my usual teacher: **80.5% (696)**



Question eight: comments

Total number of comments: 662



**Six respondents explained that how much they learnt depended on the length of time the supply teacher is there for, and also included whether the usual teacher's absence was planned. The longer the supply, the more or the same they felt they learnt. This also applied where the usual teacher's absence was planned. Where the usual teacher's absence was unplanned over a short period of time, lessons are unstructured and often involve irrelevant tasks like crosswords, wordsearches or having a free lesson.*

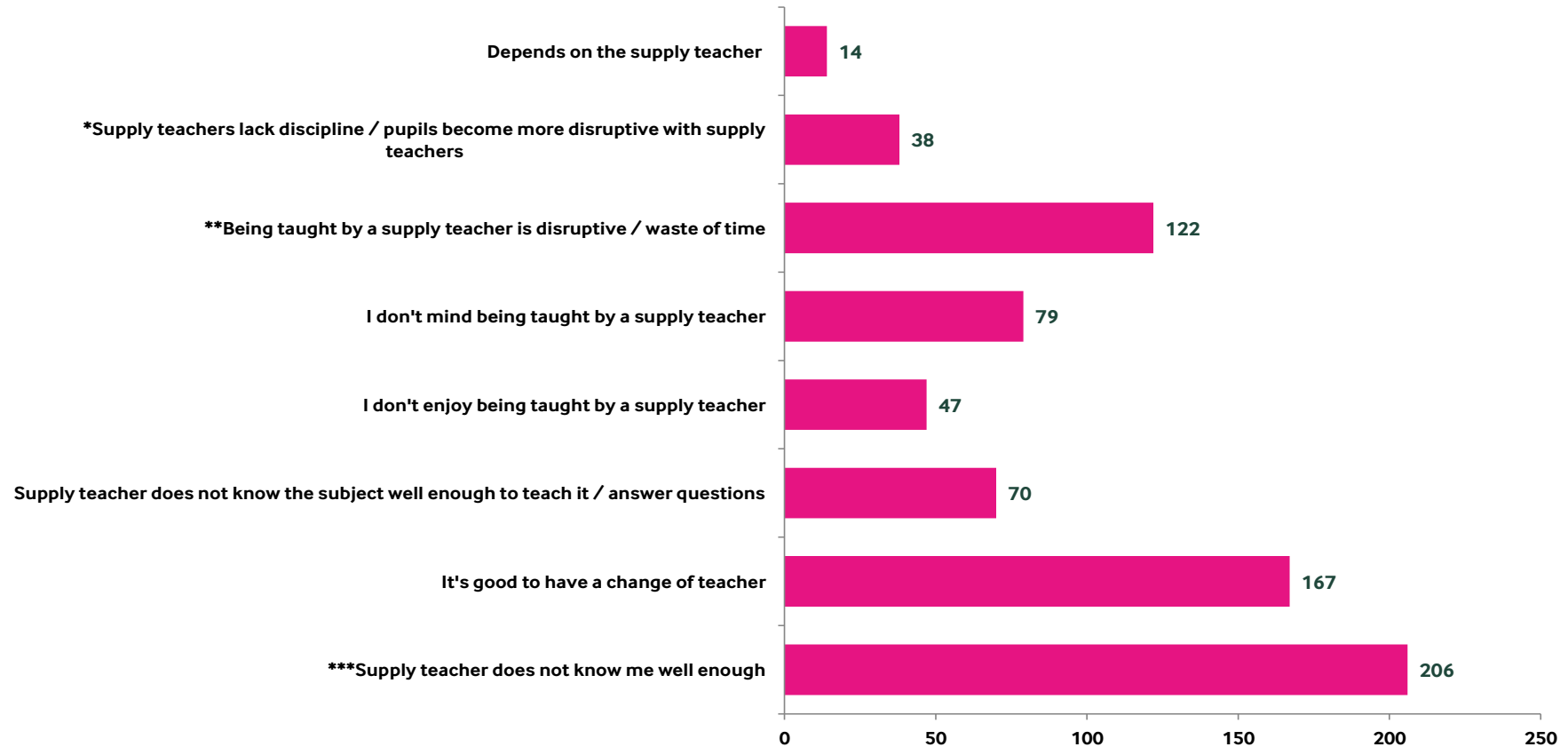


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Assembly Communications

Question nine: How do you feel about being taught by a supply teacher? (For example, do you feel you learn something different; it's good to have a change of teacher, or the teacher doesn't know you well enough).

Number of respondents: 743



*38 respondents explained that they don't enjoy being taught by a supply teacher, on the basis that a significant number of their classmates will lack respect for the supply teacher and behave disruptively. This is exacerbated where the supply teacher lacks the ability to discipline or control such disruptive behaviour.

**122 young people stated that being taught by a supply teacher disrupts their flow of learning, and is a "waste of time". Many young people felt that having a free lesson, doing posters or wordsearches were a waste of time when they could be focusing on continuing the lesson plan.

***206 respondents explained that they disliked being taught by a supply teacher because they didn't know them or the class well enough. Different teaching methods and failing to understand some pupils' special/varying educational needs were cited as reasons for this dislike.



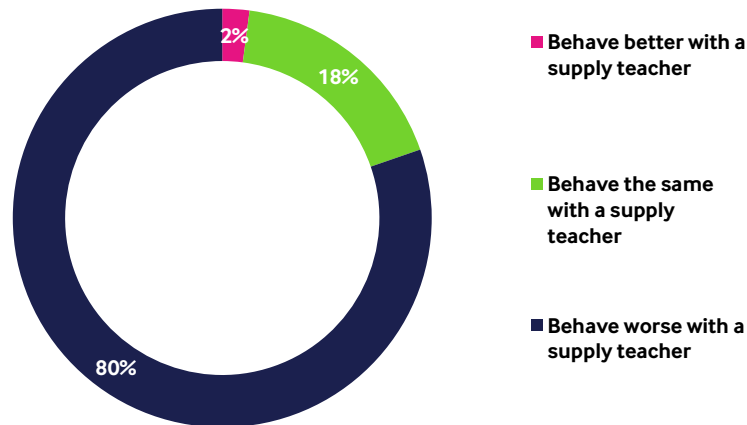
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Question 10: Do you think that you and the other pupils in your class behave the same when they have a supply teacher?

Total number of responses: 863

- Behave better with a supply teacher: **2.0% (18)**
- Behave the same with a supply teacher: **17.6% (152)**
- Behave worse with a supply teacher: **80.3% (693)**

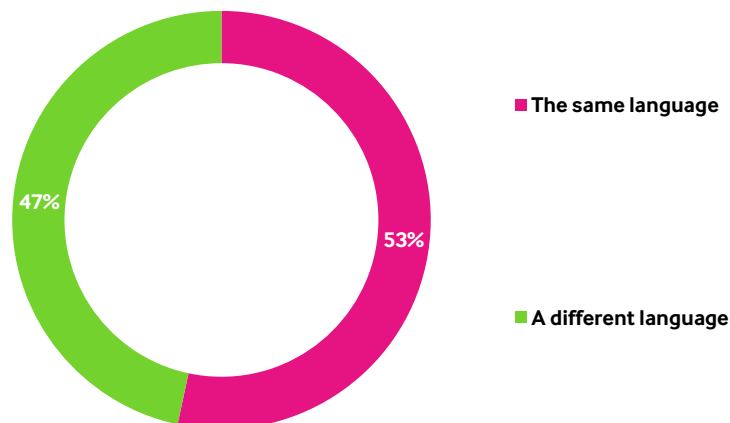


For pupils in Welsh medium schools –

Question 11: When you have a supply teacher, do they teach you in the same language as you are used to being taught in (for that lesson)?

Total number of responses: 238

- The same language: **53.3% (127)**
- A different language: **46.6% (111)**

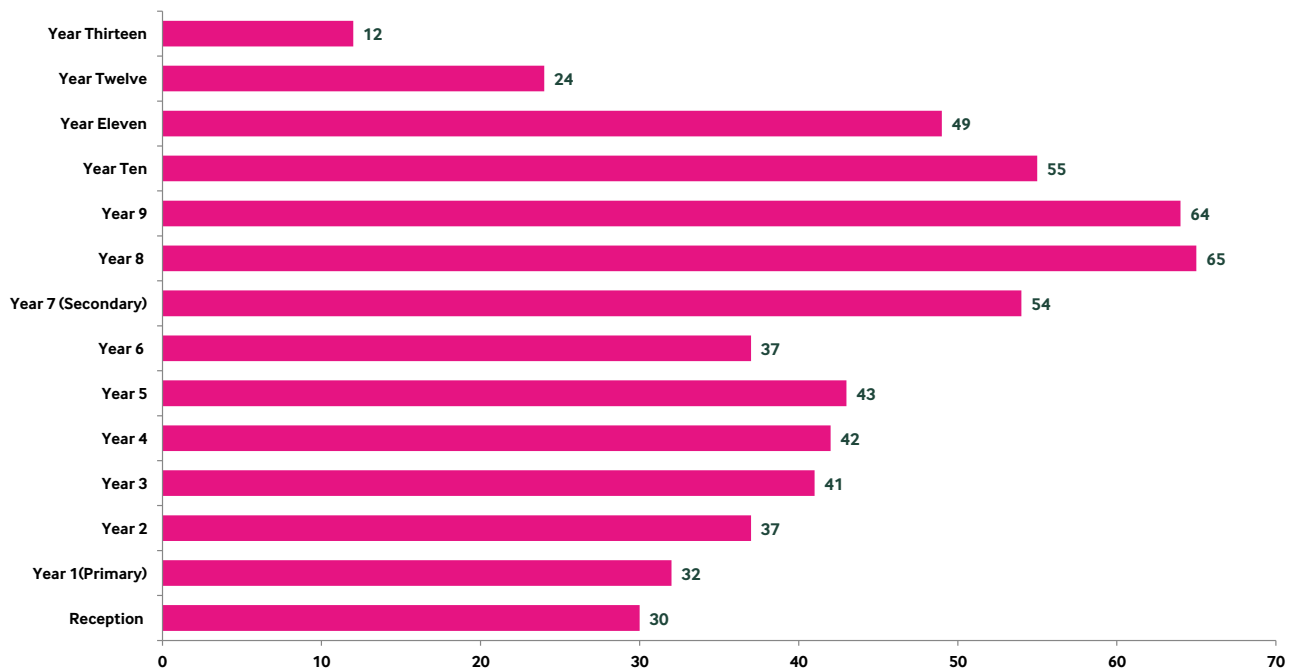


Summary of responses – Parents and Carers

Question one: Which school year is your child(ren) in?

Total number of responses: 585

Reception: 30	Year 1 (Primary): 32	Year 2: 37	Year 3: 41	Year 4: 42
Year 5: 43	Year 6: 37	Year 7 (Secondary): 54	Year 8: 65	Year 9: 64
Year Ten: 55	Year Eleven: 49	Year Twelve: 24	Year Thirteen: 12	



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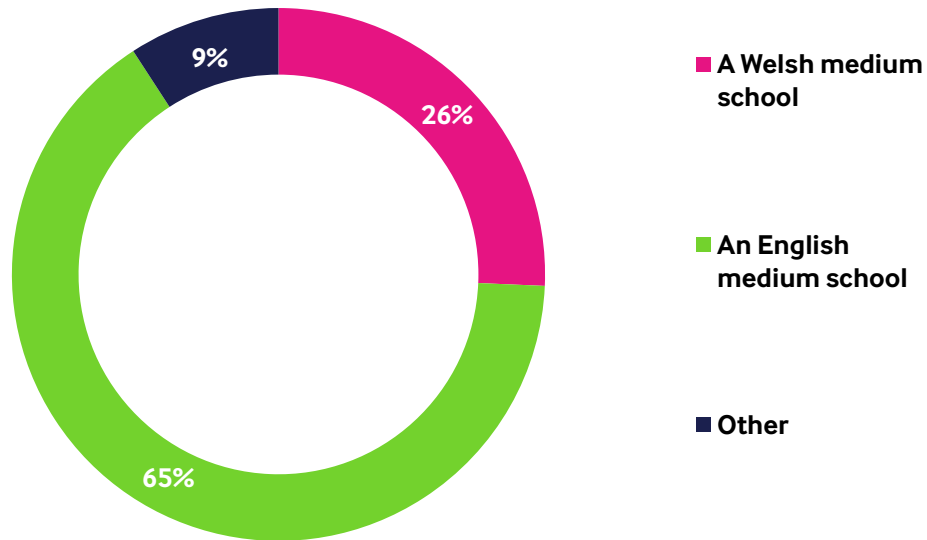
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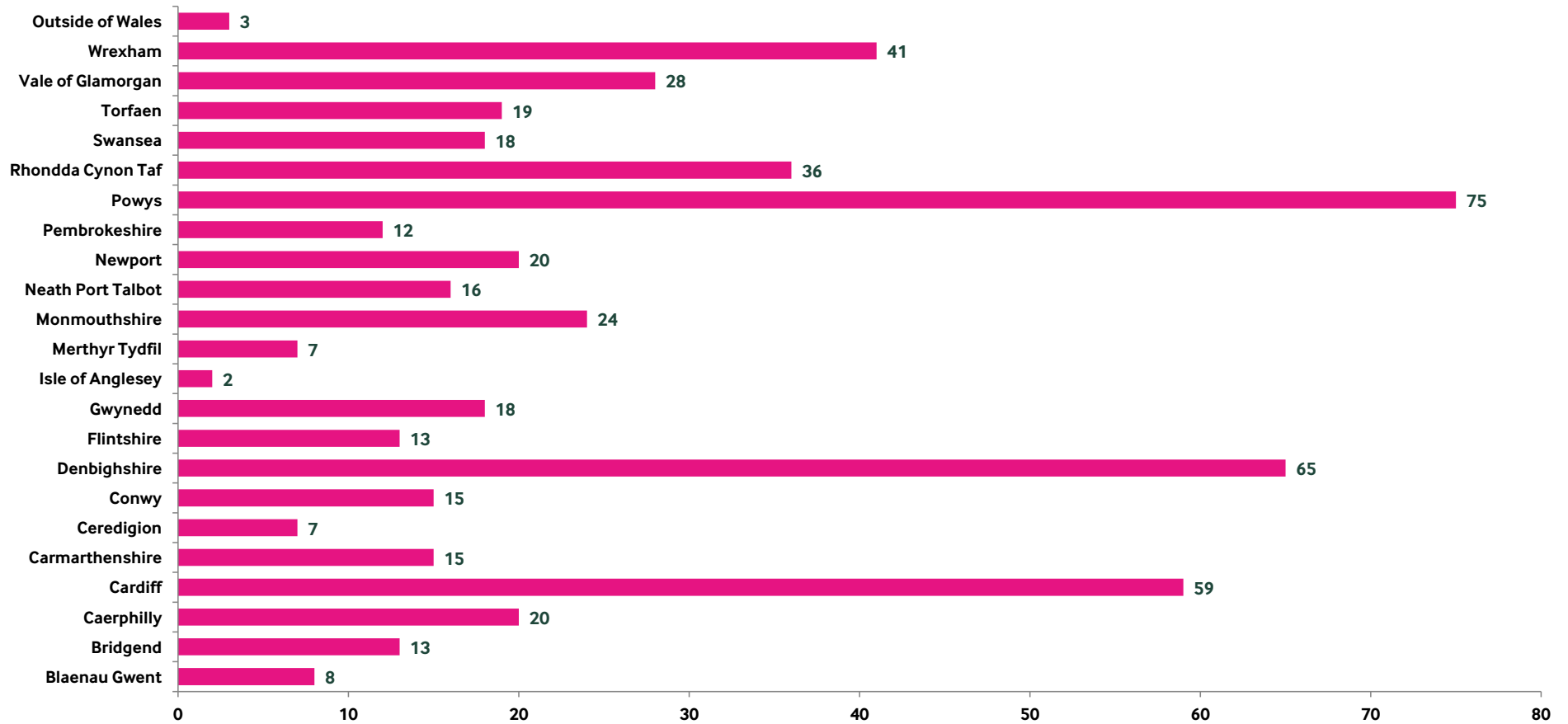
Question two: What medium school do they attend?

Total number of responses: 545

- A Welsh medium school: **25.6% (140)**
- An English medium school: **65.1% (355)**
- Other: **9.1% (50)**



Question three: In which local authority area do you live?



Number of respondents: 544



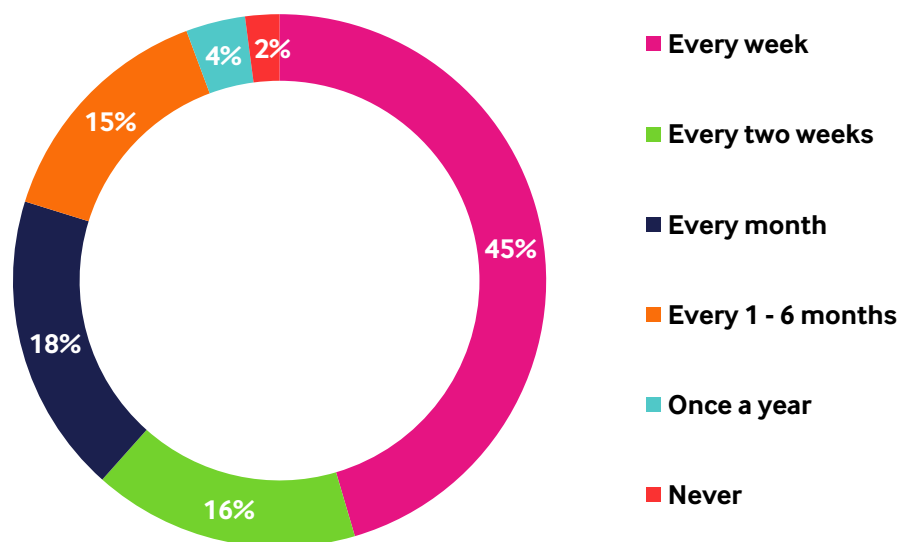
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Question four: How often are they taught by a supply teacher?

Total number of responses: 434

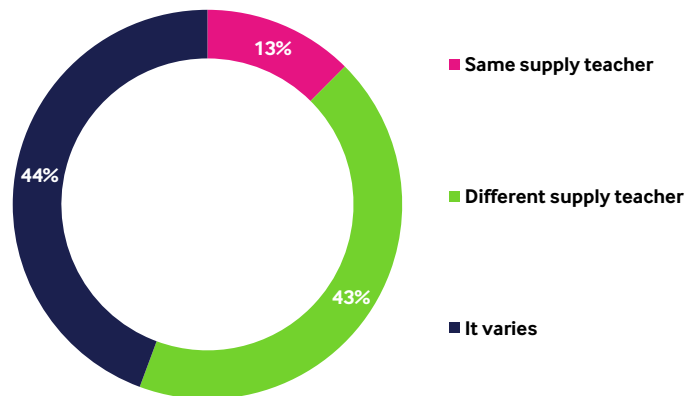
- Every week: **45.3% (197)**
- Every two weeks: **16.1% (70)**
- Every month: **18.2% (79)**
- Every 1 – 6 months: **14.5% (63)**
- Once a year: **3.68% (16)**
- Never: **2.0% (9)**



Question five: If they are sometimes taught by a supply teacher, is it usually the same supply teacher or a different supply teacher each time?

Total number of responses: 433

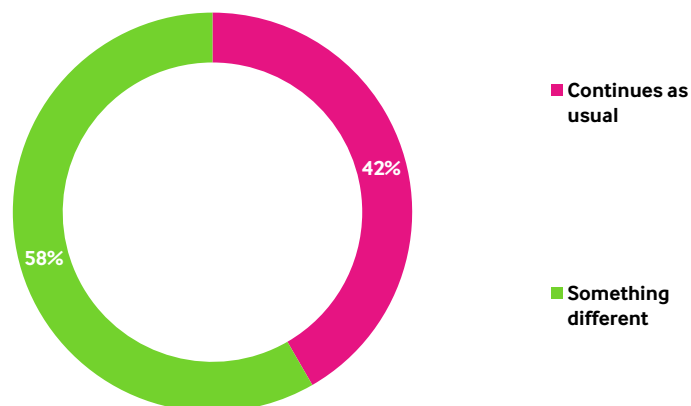
- Same supply teacher: **13.0% (54)**
- Different supply teacher: **43.1% (187)**
- It varies: **44.3% (192)**



Question six: When they are taught by a supply teacher, does the work they do in class continue as usual, or is it something different?

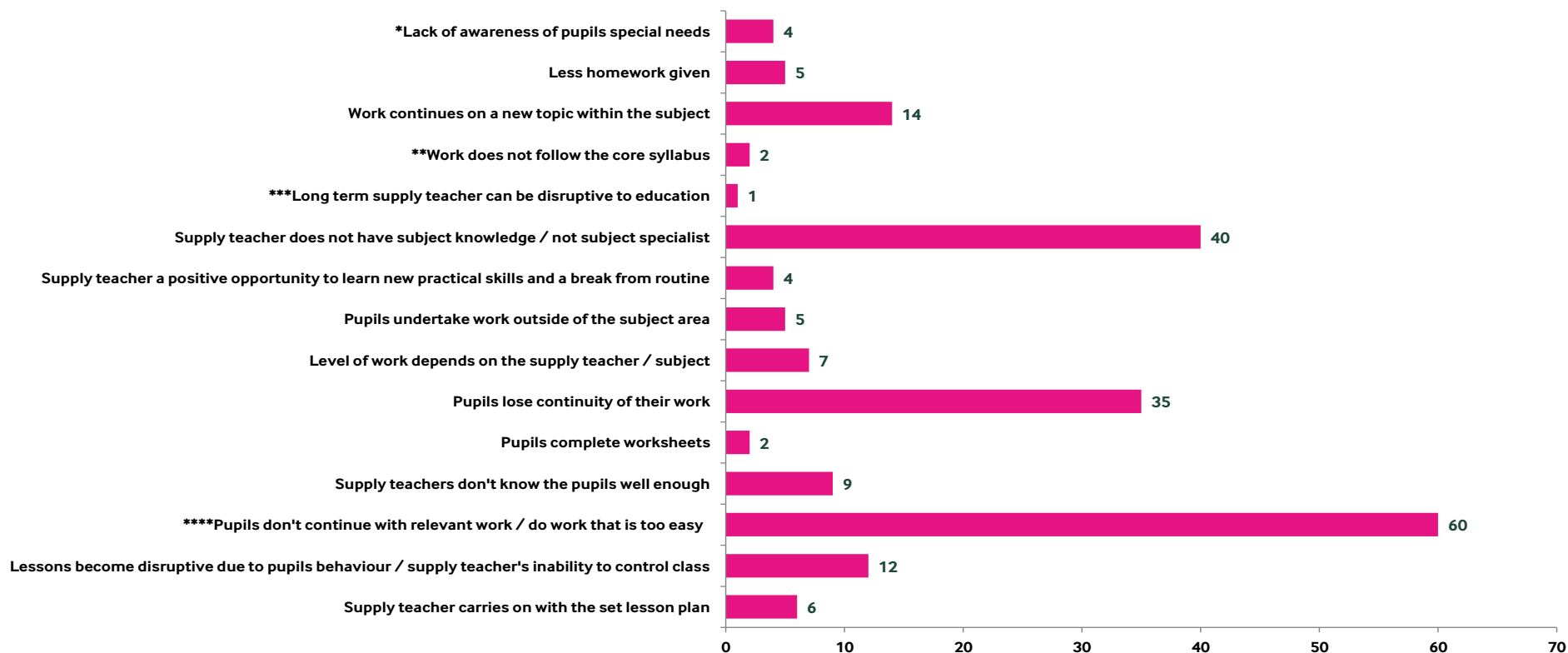
Total number of responses: 420

- Continues as usual: **41.6% (175)**
- Something different: **58.3% (245)**



Question seven: If their work is different do you have any comments on this? (For example, do they work outside the normal subject area?).

Total number of responses: 206



**Four parents and carers explained that the different work their child(ren) undertake undermine their intellectual ability, or fail to recognise their child(ren) special educational needs.*

***2 respondents stated that the different work their do does not follow the core syllabus. That is, their child(ren) are not following sub-topics relevant to exam preparation.*

****One parent/carers felt that a long term supply teacher is disruptive to education, particularly when that supply teacher has no expertise in the subject area they are covering. Again, this can adversely affect a pupils potential to obtain a good mark in an exam.*

*****60 respondents stated that the different work their child(ren) undertakes is irrelevant to the subject, and often complete work that is too easy. For example, going over old lesson plans, completing wordsearches/crosswords or having free lessons.*



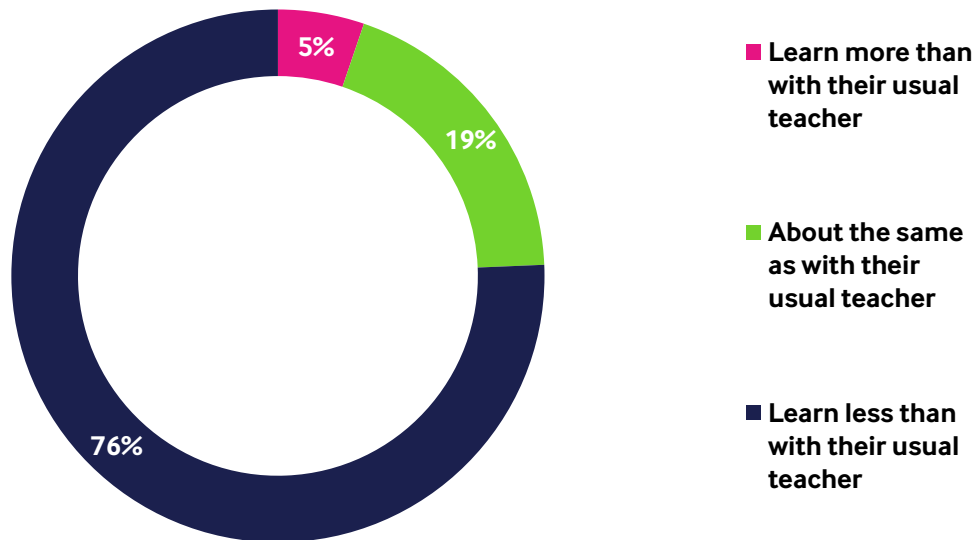
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Question eight: Based on feedback from your child(ren), what do you think about the amount of learning that takes place in a lesson covered by a supply teacher? Please explain your answer.

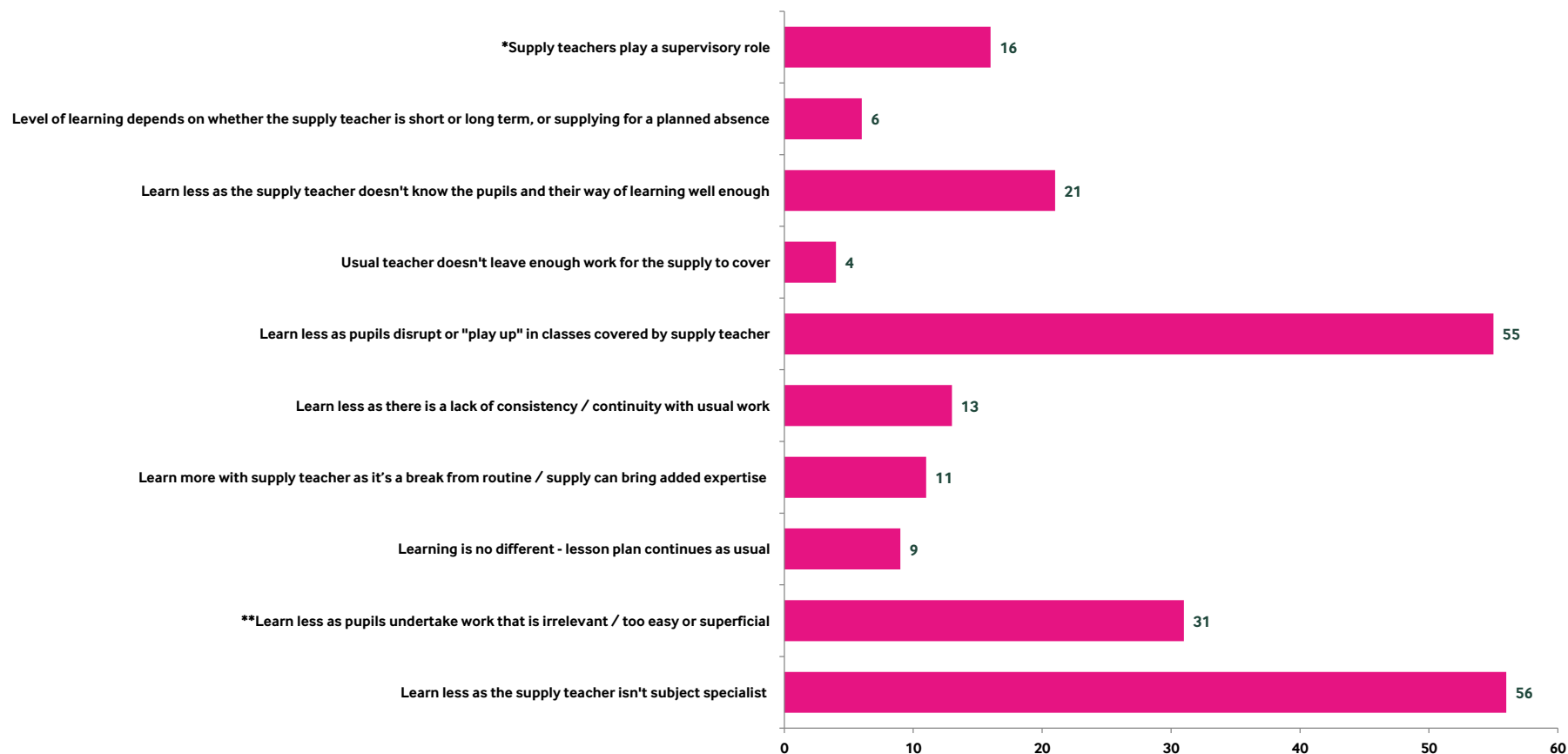
Total number of responses: 382

- Learn more than with their usual teacher: **5.2% (20)**
- About the same as with their usual teacher: **19.1% (73)**
- Learn less than with their usual teacher: **75.6% (289)**



Question eight: comments

Total number of comments: 222



**16 parents and carers, based on feedback from their child(ren) explained that they learn less than with their usual teacher because supply teachers play a supervisory role in classes, as opposed to teaching pupils something new or continuing with the lesson plan.*

***31 respondents argued that their child(ren) learn less than with their usual teacher because the work given by supply teachers is too easy, and/or superficial or irrelevant to the subject. Many are given short tasks that are not challenging and completed quickly, or given a free lesson altogether to talk / complete crosswords and puzzles.*



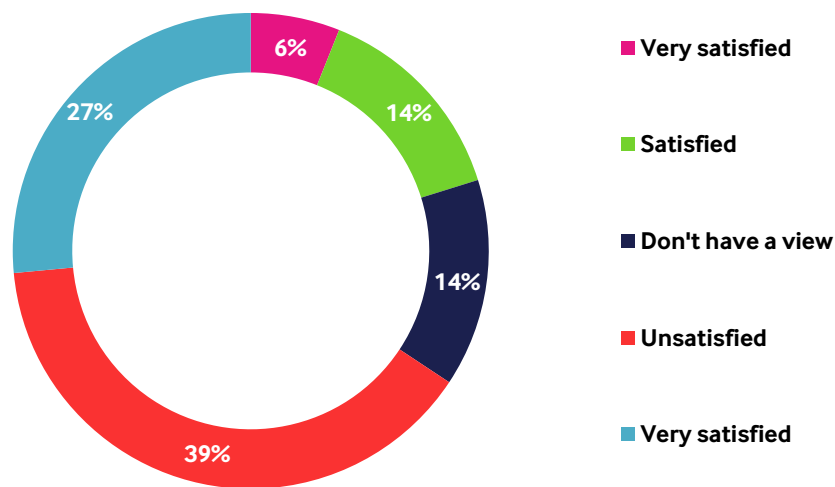
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Question nine: Based on feedback from your child(ren), how satisfied or dissatisfied are you with their lessons when they are being taught by a supply teacher? Please explain your answer.

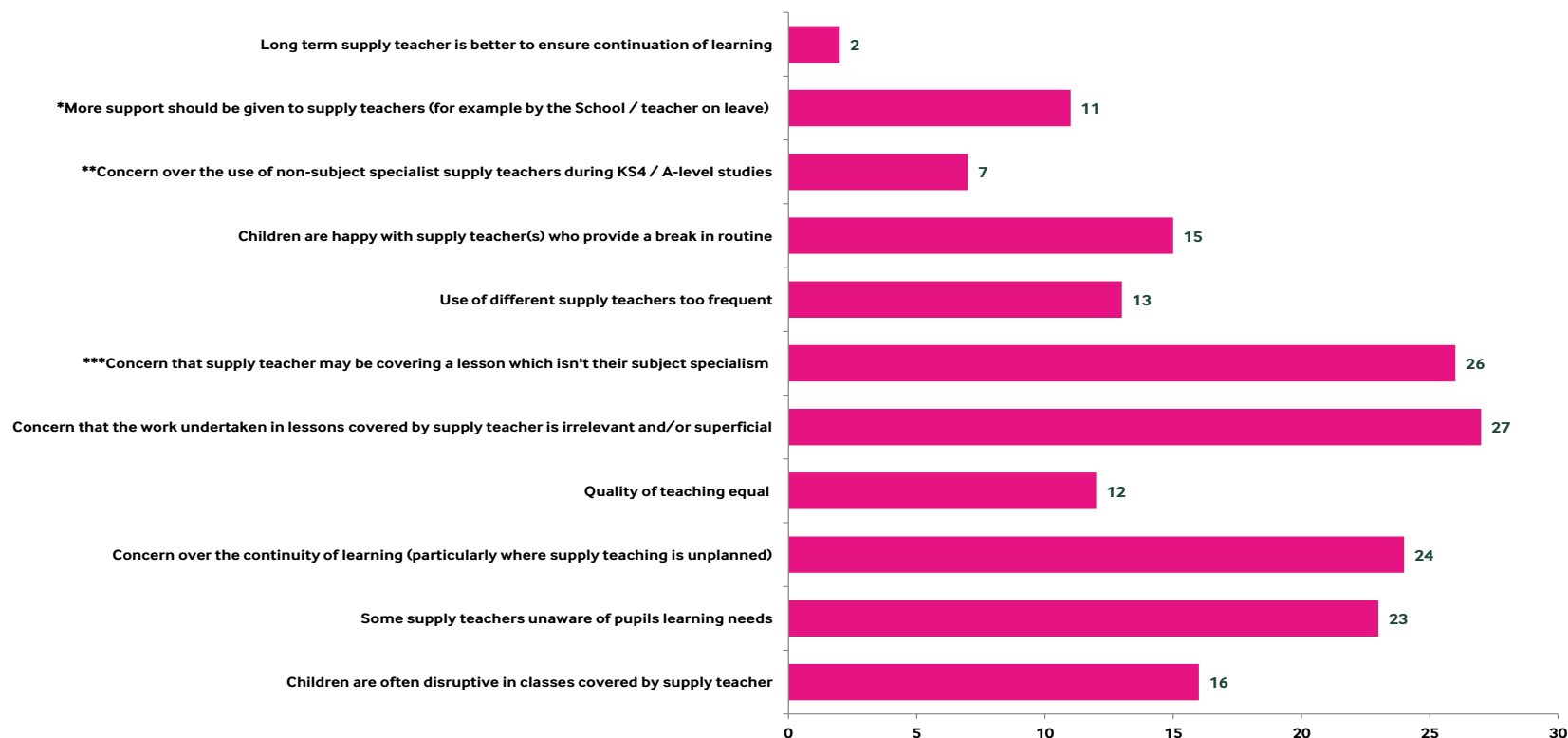
Total number of responses: 381

- Very satisfied: **6.0% (23)**
- Satisfied: **14.0% (55)**
- Don't have a view: **14.0% (55)**
- Unsatisfied: **38.8% (148)**
- Very unsatisfied: **27.2% (100)**



Question nine: comments

Total number of comments: 176



*11 parents and carers explained their concern that supply teachers aren't given enough support to cover lessons. That is, they are not given enough support by the school or by the usual teacher they are standing in for (by not leaving a thorough and comprehensive lesson plan)

**Seven respondents expressed their concern of non-subject specialist supply teachers during KS4 studies which are crucial for their child(ren). There is of course a general concern over the use of non-subject specialists, but respondents were more concerned about the impact their use during these stages would have on exam results.

***26 parents and carers explained their concern over the use of supply teachers for lessons that aren't their subject specialism. Many parents and carers whose child(ren) went to English medium schools stated that their Welsh lessons (second language) were covered by non-Welsh speaking supply teachers. This concern was also expressed by parents and carers of children who went to Welsh medium schools, but the concern applied to all subjects (as opposed to just Welsh lessons).



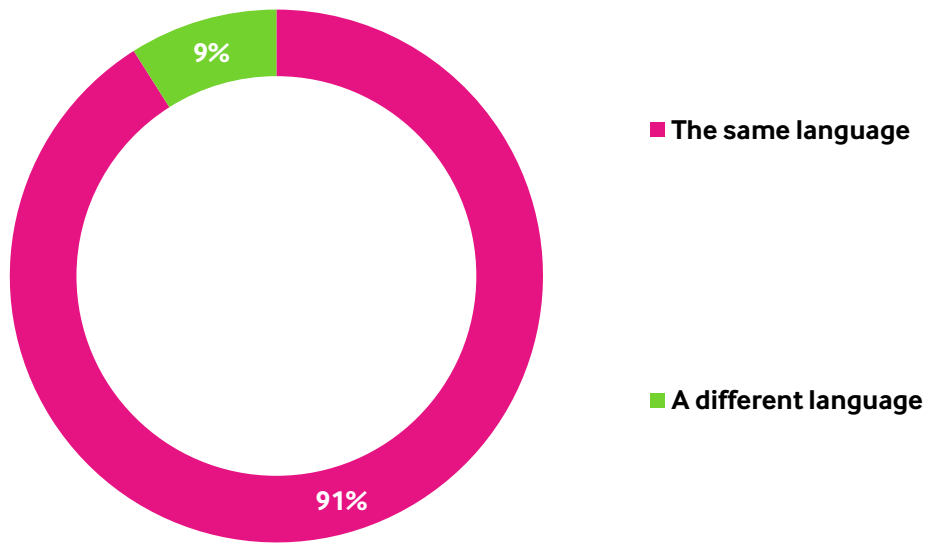
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Question ten: When your child(ren) have a supply teacher, do they teach in the same language as they are usually taught in (for that lesson)?

Total number of responses: 89

- The same language: **91.01% (81)**
- A different language: **8.99% (8)**



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