



Ipsos MORI



teachers.tv

Impact Study Research Findings

Year 2 – Spring Term - Full Report

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1 Introduction and Background to Survey

Teachers TV is a digital service targeted at governors, trainee teachers and all levels of teaching staff in Primary and Secondary schools throughout England. Its programming is available via digital television broadcasts and via the website and provides the target audience with direct access to resources, information and training. It is fully funded by, though editorially independent from, the Department for Education. The channel supplier, Education Digital, was awarded a new contract from 2008 to 2013 and its performance is being evaluated and rewarded according to performance against clearly defined Key Performance Indicators.

In tandem with the channel supplier contract, Ipsos MORI was commissioned to conduct a research programme with the following business objectives:

- To determine channel performance against defined Key Performance Indicators in order to assist the Board in determining management fees payable to the channel supplier
- To inform the channel strategy, programming and production policies.

A number of research objectives were identified in order to meet these business objectives and these included the requirement to measure the impact of Teachers TV on its target audience in terms both of perceptions and behavioural change. These objectives are covered through online surveys with a panel of teachers, headteachers, teaching assistants, trainee teachers and governors, who are invited to participate in two surveys per term. These are known as the “Impact” surveys.

This report contains:

- Impact survey data from the third (Spring) term of Year two of the new contract, which was collected in two separate surveys with the following fieldwork dates:

4th February – 24th February 2010

25th March – 21st April 2010.

As well as referring to data from the Spring term, the report focuses on aggregated data for Year two as a whole where appropriate.

The full technical details of the Spring surveys are contained in the previously issued Summary report for the Spring term.

2 Narrative Summary

This narrative summary section draws out the key points that are covered in more depth throughout the report, starting with the KPIs and moving on to other findings.

- In terms of its KPIs, the Teachers TV service performs the most strongly, in the Spring term of Year two, in its ability to “improve my knowledge of best practice in education”, “provide me with new ideas relevant to my role”, “make me a better informed professional”, “provide or point me to classroom resources” and “helps to improve my teaching skills” (6.62, 6.60, 6.60, 6.41 and 6.39 respectively, compared with an all KPI average of 6.19 for the term). These are the top 5 performing KPIs in all three terms in Year two. At an overall level, the service has performed slightly better, term on term, throughout the year, the most notable individual increase being for “provides or points me to classroom resources.”
- While the service still does not perform strongly relative to other KPIs for “helps to save me time”, it is the only KPI measure that has seen a significant increase from the Autumn term to the Spring term (5.40 in Autumn, to 5.65 in Spring). The Spring was the only term of the year for which “helps to save me time” was not the lowest scoring measure, but it is still lowest overall for Year two. However, the service is perceived as time well spent relative to other television and website sources, and users also feel that time spent using Teachers TV is more effective than the same amount of time spent on a training course, which may be a better indication of the service’s merits in terms of the time invested in it.
- Supplementary questioning reveals that in the past month the service has saved an average of 1.5 hours for 47% of past month users. In verbatim comments respondents mentioned the service as a fast and reliable single provider and sign-poster of easy to use lesson ideas and resources, avoiding them having to search multiple websites, but there were also mentions of its time-saving role in training. Over half of those for whom no time had been saved said they do not use the service for its time-saving content; 19% said that, regardless of content type, it does not matter to them whether the service saves them time and 15% said they would use it more if it could save them time.
- Trainees continue their trend of giving higher than average scores for all KPI statements in the Spring term (6.71 overall vs 6.19 for all respondents), and are generally the most positive about the service. Head teachers are also giving high KPI scores in the Spring term; heads and trainees typically score higher than teachers and teaching assistants on many KPI measures.
- While in the past it has been documented that younger members of the education profession rate the service most highly on KPI measures (and this continues to be the case), it has

emerged that those aged 55+ score the service higher than those aged 35-54 and there are many significant differences between the two groups.

- The Spring term is the first where a full sample has been asked whether they had used the TV or Broadband service, or both in the past 2 months and KPI scores are significantly higher from those users who have used both, rather than solus users of either service, both in aggregate across all KPIs and for several of the individual KPI statements. Across all KPIs in aggregate those using the service via TV give significantly higher scores than those using via Broadband. However, those using via Broadband only scored significantly higher than those using via TV only.
- Teaching assistants continue to favour watching Teachers TV via TV at home, rather than viewing clips online or using the service at school and are the group most likely to say that their usage of the service would decrease if the TV channel were switched off (41% across Year two compared with around two thirds for heads, teachers and trainees). Although as frequent users of the website as heads and teachers, teaching assistants are as likely to use it to look at the TV guide or for information about a programme as they are to download clips or programmes and 44% of them never downloaded or streamed from the site. They are also the least likely to have actually registered on the site. In general, their usage of the service is more skewed towards time out and relaxation at the expense of more specific activities such as training or lesson planning.
- Downloading remains more popular than streaming, though both are relatively important reasons for having visited the site among all job roles. Around half of users have looked at the TV guide on the website or for information about a programme, though only 14% have done so without having used other aspects of the website. 23% of visitors have looked at other people's comments about programmes across the year, while only 4% rated or commented on a programme themselves.
- Over half the website's users (57%) agree that it is easy to find the information they are looking for on the site, with no significant differences in opinion of the website across all three terms in Year two according to this or other similar measures. Around one in five (21%) have seen the new look for the website (rising to 32% of headteachers), whilst 9% had been told but not seen it yet and 71% knew nothing about it. Of those who had used the service in the past 2 months, 32% had seen the new look.
- Over two thirds (63%) of those who had seen the new look site in the Spring term felt that it was better than before, 43% felt that it was easier to use than before, and 10% claimed that the new look had lead them to watch more programming on the site. Larger samples over time will enable us to analyse these findings by subgroup in future.

- Of those who have ever watched programmes or clips via any method, 17% claimed that they would probably not watch Teachers TV programmes at all any more if it were not broadcast on television, and a further 23% said they would still watch, but less than currently. Six out of ten would not anticipate any decrease in usage, either because they only watch online (31%) or because they would readily switch all their viewing to the website (29%). Reasons given in verbatim given centred around the comfort of watching on TV, the convenience of recording and watching in their own time, potential for missing programmes, issues with computers and the need to use the PC for work while watching on TV.
- Nearly half of the workforce (46%, excluding trainees) who have used the service in the past two months said that it had directly influenced something they had done in school. The verbatim comments provided give a detailed accounting of the specific ways in which the service has influenced users, including data management, e-safety, cyber bullying, ability differentiation and many other areas. Heads are most likely to say that the service has directly influenced them (59%).
- Four out of ten (40%) of the specific programmes that had been recently viewed by respondents across Year two were considered to have been already implemented or actioned in some way, while a further 44% intended to implement something from the programme(s) in the future, leaving just 16% who feel they would not do anything at all having seen the programmes featured.
- Despite the positive impact the service is having, just 23% of panellists and 31% of past two month users believed Teachers TV to be important as a source of training/CPD at school across the year. However, the proportion of panellists citing the service as important in this context has risen significantly in the Spring term (26%, from 21% in the Autumn term). This can be attributed to teachers, who were the only group to see an increase for this measure across the two terms, despite remaining the least likely overall to perceive the service to be important in this context (18%, compared with 29%-36% for other roles).
- Over three quarters of the workforce (76%) who had used the service in the past two months perceived Teachers TV to be effective (15% very effective) as a way of learning across the year, with verbatim responses crediting the flexibility of the service, the visual range of materials and the “to the point” nature of the content. Only governors clearly felt that one hour of Teachers TV was less effective than one hour of a training course, with other roles feeling that an hour of Teachers TV was more effective.

- Only 23% of the workforce were looking specifically for video content on the last occasion they looked for help or advice on websites in relation to their role. Google or another search engine was the method of choice for the majority of heads, teachers and teaching assistants, while governors were as likely to go straight to a website they knew (45%) as to try Google (46%).
- Despite being used less than other channels and websites, Teachers TV is still rated highly by users compared with education-related programming on other channels, with no terrestrial channels receiving a higher time well spent score and only three sites scoring higher than teachers.tv (primaryresources.co.uk, bbc.co.uk/learningzone and tes.co.uk).
- Publications such as the Times Educational Supplement and Teachers Magazine are effective in informing the workforce about Teachers TV, with nearly three quarters of heads (73%), half of teachers and over half of trainees (60%) seeing articles and advertisements in these and other publications. Trainees are particularly well informed about Teachers TV by word of mouth recommendations, from friends and family and on their school placements, while governors are also well reach by colleagues, teachernet and other education related websites.
- Over half of panellists (53%) and 60% of of those who have ever used Teachers TV has seen programme listings and there have been no significant changes for this measure across the year.

3 Key Performance Indicators

The table below shows the extent to which the Teachers TV service meets each key objective on a scale of 0 – 10 (where 0 is not at all and 10 is fully) in the Spring Term of 2010.

Table 1: KPI statements – Distribution of scores and Mean Score

Base: All who have used Teachers TV service in past 2 months

Extent to which Teachers TV...	0	1	2	3	4	5	6	7	8	9	10	Not relevant to my role	Mean Spring term	Mean Autumn term	Mean Summer term	Mean Year 2
ASK ALL EXCEPT TRAINEES & TAs (n=568) Helps to improve my own leadership and management skills	4	2	4	7	8	16	9	13	11	9	5	12	5.85	5.78	5.49	5.71
ASK ALL EXCEPT SOLUS GOVERNORS (n=769) Helps to improve my teaching skills	3	1	3	4	7	11	14	18	19	12	5	3	6.39	6.29	6.26	6.32
AGGREGATE 1-2 (n=1,337)	3	1	3	5	7	14	12	16	15	11	5	8	6.14	6.04	5.90	6.03
Provides me with new ideas relevant to my role (n=854)	2	*	3	5	7	13	12	19	17	13	8	2	6.60	6.58	6.49	6.56
Improves my knowledge of best practice in education (n=854)	2	2	2	5	5	12	15	16	19	13	8	2	6.62	6.67	6.52	6.60
AGGREGATE 3-4 (n=1,708)	2	1	2	5	6	12	14	17	18	13	8	2	6.61	6.63	6.50	6.58
Helps to save me time (n=854)	3	3	5	7	9	15	15	15	11	7	4	6	5.65	5.40	5.45*	5.50
ALL EXCEPT SOLUS GOVERNORS (N=769)																
Provides or points me to classroom resources	2	1	3	5	6	15	14	19	16	12	5	2	6.41	6.28	6.01	6.24
Makes me a better informed professional (n=854)	2	1	2	4	6	15	13	16	21	10	8	3	6.60	6.56	6.40	6.52
Points me to relevant information and resources from other sources (n=854)	1	1	4	6	11	18	15	16	14	6	6	1	6.01	5.89	5.67	5.86
Helps me engage in discussion of key issues with others in the profession (n=854)	4	3	7	8	9	16	11	13	11	8	6	4	5.52	5.62	5.39	5.51
AGGREGATE KPI (1-7) SPRING	2	1	4	6	8	15	13	16	15	10	6	4	6.19			6.09
AGGREGATE KPI (1-7) - AUTUMN	2	2	4	5	8	14	14	15	16	7	7	5		6.13		
AGGREGATE KPI (1-7) - SUMMER	3	3	4	6	7	16	14	15	16	7	5	4			5.94	

Note that in the second survey of the Summer term, a full explanation was given to respondents of the ways in which the Teachers TV service is designed to save them time. The Summer term average shown above is for the second survey only, and the annual figure for that KPI has also been adjusted to exclude data prior to the statement change. The actual effect of the enhanced explanation was to increase the mean score for all past 2 month users from 4.85 in Survey 1 of the Summer term to 5.45 in Survey 2.

After a significant increase from the Autumn term to the Summer term at aggregate level across all KPIs, the increase continues into the Spring term, but not to any significant degree. The only KPI measure to increase significantly across the last two terms is “Helps to save me time” where the increase has been across the board for all job roles (excluding heads).

Table 2a below shows the **Spring** term KPI data by job role and indicates where there are significant differences. For example, cde next to the mean score for trainees in the second row tells us that the trainees’ score is significantly higher than that of heads, teachers and teaching assistants. Table 2b show the same data aggregated over the two terms.

Table 2a: KPI statements - Mean scores by Job Role – Spring term 2010

Base: All users in past 2 months

	TOTAL	HEAD	TEACHER		GOVERNOR	TRAINEE
	(b)	(c)	(d)	TA (e)	(f)	(h)
BASE	870	202	300	108	94	166
<i>HELPS TO IMPROVE MY OWN LEADERSHIP AND MANAGEMENT SKILLS</i>	5.85	6.53d	5.56	-	6.19	-
<i>HELPS TO IMPROVE MY TEACHING SKILLS</i>	6.39	6.11	6.29	6.39	-	7.20cde
<i>HELPS IMPROVE MY LEADERSHIP/ MANAGEMENT AND TEACHING SKILLS</i>	6.14	6.34d	5.94	6.39	6.19	7.20cde
<i>PROVIDES ME WITH NEW IDEAS RELEVANT TO MY ROLE</i>	6.60	6.96d	6.51	6.72	6.26	7.44cde
<i>IMPROVES MY KNOWLEDGE OF BEST PRACTICE IN EDUCATION</i>	6.62	7.04d	6.37	6.76	6.68	7.13d
<i>HELPS TO SAVE ME TIME</i>	5.65	5.67	5.45	6.06d	5.59	6.09d
<i>PROVIDES OR POINTS ME TO CLASSROOM RESOURCES</i>	6.41	6.16	6.39	6.39	-	6.81c
<i>MAKES ME A BETTER INFORMED PROFESSIONAL</i>	6.60	7.09d	6.33	6.60	6.90	6.90d
<i>POINTS ME TO RELEVANT INFORMATION AND RESOURCES FROM OTHER SOURCES</i>	6.01	6.06	5.76	6.24	6.22	6.24d
<i>HELPS ME ENGAGE IN DISCUSSION OF KEY ISSUES WITH OTHERS IN THE PROFESSION</i>	5.52	5.82d	5.03	5.75d	6.08	5.87d
<i>PROVIDES ME WITH NEW IDEAS AND KNOWLEDGE OF BEST PRACTICE</i>	6.61	7.00d	6.44	6.74d	6.47	7.28cde
<i>MEETS OVERALL KPI OBJECTIVES</i>	6.19	6.40d	5.97	6.37d	6.28	6.71cde

Table 2b: KPI statements - Mean scores by Job Role – Year 2
Base: All users in past 2 months

	TOTAL	HEAD (c)	TEACHER (d)	TA (e)	GOVERNOR (f)	TRAINEE (h)
BASE	870	202	300	108	94	166
<i>HELPS TO IMPROVE MY OWN LEADERSHIP AND MANAGEMENT SKILLS</i>	5.71	6.52d	5.47	-	5.90	-
<i>HELPS TO IMPROVE MY TEACHING SKILLS</i>	6.32	6.09	6.25	6.11	-	7.15cde
<i>HELPS IMPROVE MY LEADERSHIP/ MANAGEMENT AND TEACHING SKILLS</i>	6.03	6.32d	5.88	6.11	5.90	7.15cde
<i>PROVIDES ME WITH NEW IDEAS RELEVANT TO MY ROLE</i>	6.56	7.04de	6.54	6.55	6.14	7.38cde
<i>IMPROVES MY KNOWLEDGE OF BEST PRACTICE IN EDUCATION</i>	6.60	7.08de	6.43	6.64	6.59	7.08de
<i>HELPS TO SAVE ME TIME</i>	5.39	5.47	5.29	5.81d	5.04	6.95cd
<i>PROVIDES OR POINTS ME TO CLASSROOM RESOURCES</i>	6.24	5.93	6.27c	6.05	-	6.64cde
<i>MAKES ME A BETTER INFORMED PROFESSIONAL</i>	6.52	7.01de	6.35	6.52	6.54	6.91de
<i>POINTS ME TO RELEVANT INFORMATION AND RESOURCES FROM OTHER SOURCES</i>	5.86	5.84	5.73	6.07	5.82	6.28cd
<i>HELPS ME ENGAGE IN DISCUSSION OF KEY ISSUES WITH OTHERS IN THE PROFESSION</i>	5.51	5.88d	5.03	5.82d	5.87	6.12d
<i>PROVIDES ME WITH NEW IDEAS AND KNOWLEDGE OF BEST PRACTICE</i>	6.58	7.06de	6.48	6.59	6.37	7.23cde
<i>MEETS OVERALL KPI OBJECTIVES</i>	6.09	6.33de	5.94	6.20d	6.00	6.69cde

Very little change has taken place between the Autumn and Spring terms, both for individual KPIs and for the KPIs in aggregate. The strongest KPIs remain those that involve improving skills, knowledge and making the user a better informed professional.

“Helps to save me time”, historically the weakest KPI with each passing term, is the only measure to have seen a significant increase from one term to the next and is now no longer the lowest measure when looking at the Spring term. “Helps me engage in discussion of key issues with others in the profession” is now the lowest measure, despite only a slight decrease across terms.

Looking at the year as a whole, trainees and head teachers typically score significantly higher than teachers and teaching assistants. Trainees score higher than heads on a number of measures. There are no measures in Year two for which trainees do not score significantly higher than at least one other job role.

Very slight differences are seen between teachers and teaching assistants for all measures across the Spring term, with “Helps to save me time” continuing to be an exception, with teaching assistants rating it more highly for this measure. “Engaging in discussion of key issues with others in the profession” is another measure for which teaching assistants score higher than teachers in Year two.



As a general rule, respondents under 35 give higher scores than those aged 35+ and this trend clearly continues into the Spring term although it is no longer appropriate to surmise that scores decrease with age. At an overall aggregate level for the term, respondents over 55 years of age score the service higher than those aged 35-54 and there are significant differences between the two age groups on many individual measures.

Those with 1-5 years experience within the profession typically score the service more highly for all measures (excluding “points me to relevant information and resources from other sources”, or “helps to improve my leadership/management and teaching skills”) than those who began before the service became available.

The Spring term is the first where a full sample of respondents has been asked whether they had used the TV or the Broadband service, or both, during the past 2 months, to allow analysis of KPI scores by type of exposure. It should be borne in mind that just 20% of all respondents who have used the service in the past two months have used both delivery platforms during that time, with 28% using TV only and 51% broadband only. Though accounting for 20% of users, those using both methods may well account for a higher proportion of total viewing as they are the most frequent users. KPI scores are significantly higher from those users who have used both TV and Broadband in the past two months, than solus users of either service, both in aggregate across all KPIs and for all of the individual KPI statements.

Interestingly, those using the service via TV gave significantly higher scores than those using via Broadband across all KPIs in aggregate. However, those using via Broadband only scored significantly higher than those using via TV only.

Table 2c: KPI statements - Mean scores by exposure to TV vs Broadband – Spring Term 2010
Base: All users in past 2 months

	TOTAL	Any TV	TV only	Any	B'band only	TV AND
BASE	854	(c)	(d)	B'band	(f)	B'Band
% of weighted sample	100%	392	213	(e)	462	(h)
		49%	28%	641	51%	179
				72%	51%	20%
<i>HELPS TO IMPROVE MY OWN LEADERSHIP AND MANAGEMENT SKILLS</i>	5.85	6.15df	5.65	5.91f	5.59	6.63cdef
<i>HELPS TO IMPROVE MY TEACHING SKILLS</i>	6.39	6.64df	6.01	6.52df	6.19	7.41cdef
<i>PROVIDES ME WITH NEW IDEAS, RELEVANT TO MY ROLE</i>	6.60	6.69d	6.12	6.79df	6.52	7.46cdef
<i>IMPROVES MY KNOWLEDGE OF BEST PRACTICE IN EDUCATION</i>	6.62	6.81df	6.34	6.73f	6.43	7.46cdef
<i>HELPS TO SAVE ME TIME</i>	5.65	5.72d	5.19	5.83df	5.59	6.42cdef
<i>PROVIDES OR POINTS ME TO CLASSROOM RESOURCES</i>	6.41	6.52d	6.06	6.54df	6.32	7.10cdef
<i>MAKES ME A BETTER INFORMED PROFESSIONAL</i>	6.60	6.83df	6.39	6.69f	6.39	7.41cdef
<i>POINTS ME TO RELEVANT INFORMATION AND RESOURCES FROM OTHER SOURCES</i>	6.01	6.20d	5.86	6.07f	5.84	6.66cdef
<i>HELPS ME ENGAGE IN DISCUSSION OF KEY ISSUES WITH OTHERS IN THE PROFESSION</i>	5.52	5.75df	5.32	5.59f	5.29	6.33cdef
<i>HELPS IMPROVE MY LEADERSHIP / MANAGEMENT AND TEACHING SKILLS</i>	6.14	6.41de	5.85	6.23df	5.91	7.02cdef
<i>PROVIDES ME WITH NEW IDEAS AND KNOWLEDGE OF BEST PRACTICE</i>	6.61	6.75de	6.23	6.76df	6.47d	7.46cdef
<i>MEETS OVERALL KPI OBJECTIVES</i>	6.19	6.37def	5.89	6.30df	6.03d	6.98cdef

Findings for each statement are elaborated below.

Helps to improve my own leadership and management skills

This KPI statement was asked of all heads, teachers and governors and the overall mean score was 5.49 in the Summer term, 5.78 in the Autumn term, 5.85 in the Spring term and 5.71 in aggregate across the year. The mean for this measure has yet to break the 6.0 barrier, continuing the trend of this being one of the lower KPIs. Other continuing trends are that heads are scoring higher than teachers for this measure and that a much higher proportion of governors and teachers feel this measure is not relevant to their role in education (17% and 11% respectively). While this is not the lowest rated KPI for teachers, it is the one that they feel is least relevant to their role.

Helps to improve my teaching skills

All except those whose only role in school is as a governor were asked this KPI and the mean score was 6.39; a slight increase on the previous terms and therefore still one of the highest performing KPIs. Comparatively large numbers of heads, school governors and teaching assistants feel this statement is irrelevant to them. While this has reduced significantly for teaching assistants in the Spring term (4% from 11% in the Autumn term), the proportion has risen for heads to 18%, a figure last seen in the Summer term.

Provides me with new ideas relevant to my role

At 6.60, this is among the top performing KPIs with only slight increases in scores for other measures. Heads and trainees have been competing for the highest scores in recent terms, with trainees scoring highest in the Summer and heads coming top in the Autumn. In the Spring term, trainees reclaim the top score (7.44), significantly higher than all roles including heads (6.96, a reduction from 7.40 in the previous term) and the highest score given for any KPI among the job role. Despite scoring significantly lower than heads and trainees in the Spring term, this is the highest scoring KPI for teachers this term (6.51). Those with the full experience of Teachers TV via broadband and television give significantly higher scores than those who have only encountered the service via one of these methods.

Improves my knowledge of best practice in education

Despite three other KPIs achieving almost identical scores, this was once again the highest scoring KPI, with a score of 6.62, a slight decrease on the previous term's score of 6.67. The proportion of respondents feeling this KPI was not relevant to their role remained low with no more than 5% giving this response across all roles. Heads and trainees gave the highest scores for this KPI (7.04 and 7.13 respectively), while teaching assistants provided higher scores for this measure than for any other (6.76).

Helps to save me time

Historically the lowest scoring KPI, this is no longer the case in the Spring term as this is the only KPI measure to see a significant increase from the Autumn term (5.65, from 5.40 previously). It remains one of the lowest scoring measures, however. This is highlighted among trainees who gave lower scores for this than for all other KPIs. There are still more users scoring 0-4 for this measure rather than 8-10 (27% and 22% respectively) and many still see this as not relevant to their role, particularly governors (13%) and teaching assistants (18%). Teaching assistants and trainees both give the highest scores, with a mean of just over 6 for each role. When the service is rated elsewhere in the survey, however, in terms of whether the time invested in it is time well spent, we see that Teachers TV scores very well relative to both other channels and websites used for education-related purposes. A section of this report explores the time-saving issue in more depth.



Provides or points me to classroom resources

All except governors were asked to respond to this statement. The overall score for this measure has risen slightly across the year, starting at 6.01 in the Summer term and finishing at 6.41 in the Spring. Trainees give the highest score for this statement (6.81); this is significantly higher than heads, 16% of whom feels this is not relevant to their role. Those who use the service both on TV and on Broadband gave significantly higher scores for this measure than those who have used the service on only one platform in the last 2 months.

Makes me a better informed professional

The service performed well on this measure across all roles, and was very close to being the highest scoring measure in the term (just 0.02 behind “knowledge of best practice in education”), with an average of 6.60. Though a consistently high proportion of governors has deemed this measure irrelevant to their role (12% in the Spring term), this was the highest scoring KPI measure for governors, and for head teachers. Teachers gave the lowest score for this measure, significantly lower than heads and trainees.

Points me to relevant information and resources from other sources

This was one of the lower scoring KPIs in the Spring term, despite a slight increase from 5.89 in the Autumn, to 6.01 this term. As has been typical of several measures in the Spring term, trainees gave scores that were significantly higher than teachers (6.24, compared with 5.76 for teachers, the only job role to score below 6 out of 10 for this measure). Only slight differences can be seen between other job roles and school types. This is the lowest scoring KPI for heads in the Spring term, although they score it slightly higher than teachers.

Helps me engage in discussion of key issues with others in the profession

Having seen a slight decrease in the Spring term (5.52, from 5.62 in the Autumn), and after a significant increase among those who feel the service helps to save time, this is now the lowest scoring KPI in the Spring. This is also one of few cases where the proportion of respondents scoring 0-4 (32%) is significantly higher than those scoring 8-10 (24%). It is the lowest scoring measure among teachers, teaching assistants and governors for the term. Teachers give the lowest scores overall (5.03), significantly lower than all roles excluding governors (10% of whom feel this measure is not relevant to their role).

4 Other Key Impact Measures

Another series of statements was also rated on a scale of 0-10. Whilst these are not KPIs, they also represent easily trackable measures which relate to the impact of Teachers TV on the school workforce. These measures are also based on those who have used the Teachers TV service in the past 2 months.

Table 3a: Other statements relating to overall service impact on respondent – Spring 2010

Base: All users in past 2 months

Extent to which Teachers TV..... %	0	1	2	3	4	5	6	7	8	9	10	Not relevant to my role	Mean Spring Term	Mean Autumn Term	Mean Summer Term	Mean Year 2
EXCEPT TRAINEES & SOLUS GOVS (n=622) Plays an important role in my own continuing professional development (CPD) or in-service training	4	3	6	9	7	16	11	14	12	9	6	2	5.63	5.62	5.40	5.55
EXCEPT TRAINEES & SOLUS GOVS (n=622) Inspires me to undertake additional CPD	6	4	9	10	7	15	13	10	11	8	4	2	5.23	5.16	4.92	5.11
Inspires or motivates me in my role (n=854)	3	2	4	6	9	15	13	14	15	10	6	3	6.08	6.02	5.78	5.96
EXCEPT TRAINEES (n=707) Helps to improve my overall ability to perform my role	3	2	4	5	10	17	12	15	16	9	6	1	6.03	6.13	5.88	6.02
TRAINEES ONLY (n=147) Plays an important role in my training	2	2	6	4	6	4	14	17	21	14	9	-	6.66	6.66	6.81	6.71
TRAINEES ONLY (n=147) Helps increase my potential to become a good teacher	3	2	-	3	2	10	16	14	25	14	12	1	7.04	6.99	7.10	7.04
Reflects the aims and content of the national curriculum (n=854)	*	1	1	3	6	16	14	19	16	11	7	4	6.66	6.76	6.60	6.69

Table 3b: Mean scores by job role for statements asked of multiple job roles

Base: All users in past 2 months

Type of Personal Usage	All (a)	Heads (b)	Teachers (c)	TA's (d)	Trainees (e)	Governors (f)
<i>Plays an important role in my own continuing professional development (CPD) or in-service training</i>	5.55	6.28d	5.39	5.67	-	-
<i>Inspires me to undertake additional CPD</i>	5.11	5.32c	4.96	5.42c	-	-
<i>Inspires or motivates me in my role</i>	5.96	6.29	5.86	6.05	6.78bcd	5.66
<i>Helps to improve my overall ability to perform my role</i>	6.02	6.23	5.96	6.03	-	6.04
<i>Reflects the aims and content of the national curriculum**</i>	6.69	6.77	6.63	6.77	6.95c	6.61

In common with the KPI statements, scores for these additional statements have remained very similar to previous terms, while generally increasing slightly across the board, with the exception of “improves my ability to perform my job or role” and “reflects the aims and content of the national curriculum”. No significant differences are recorded for any statement between the Autumn and Spring terms.

Several of the additional statements score low in comparison to the main KPIs, particularly for the role the service plays in continuing professional development (5.63) and for its ability to inspire users to undertake additional CPD (5.23, the lowest scoring statement of all). Heads are generally positive about the service’s role to play in their continuing CPD with 35% scoring 8-10 for this measure, compared with 22% scoring 0-4. A third of teaching assistants also gave a score of 8-10.

Being inspired to undertake additional CPD is still a measure favoured by the young, with a mean score of 6.16 among those aged under 35 compared with 3.61 for those aged 55 or more. The only difference seen among job roles was between teaching assistants and teachers (5.89 and 4.96 respectively). Being inspired or motivated in their role was also more associated with younger and less experienced users, with trainees the highest scorers.

All roles were equally likely to endorse the extent to which the service reflects the aims and content of the national curriculum, with only 12% of users giving scores in the 0-4 range and 34% giving high scores of 8-10. Around one in seven governors (15%) felt that this was not relevant to their role.

As with the main KPIs, exposure via multiple methods is correlated with increased favourability as those who have experienced the service via both TV and broadband in the past 2 months rate it the most highly on these measures.

5 Personal Usage of Teachers TV

5.1 Exposure to Teachers TV service

The first question of the survey asked in simple terms about the respondents' level of engagement with the Teachers TV service. Of the responding panellists, 18% across the year claimed to have no experience at all of any aspect of the service, a figure that has remained largely unchanged for some time. The table below summarises the profile of all responding panellists in Year two. This should in no way be seen as an indication of audience size, as we know that these panellists have a higher than average propensity to have seen or used the service in comparison with the total workforce.

Table 4: Personal experience of Teachers TV – All respondents Year 2

Type of Personal Usage	All	Heads	Teachers	TA's	Trainees	Governors
<i>I have not used or seen Teachers TV myself at all, either at home, at school or elsewhere</i>	18%	19%	16%	19%	16%	22%
<i>I have had some personal experience of Teachers TV but wouldn't say I make a special effort to use it myself</i>	38%	34%	43%	33%	34%	35%
<i>I use or watch Teachers TV myself now and again</i>	37%	35%	34%	41%	42%	37%
<i>I use or watch Teachers TV myself on a regular basis</i>	7%	12%	7%	7%	8%	5%

Base: All respondents

The KPIs are filtered on those who have used the service in the past 2 months. The following tables show recency by role, based on all users. These are not equivalent to weekly and monthly reach as they are based on all who have ever used the service rather than the whole workforce. Reach has been stable for the total sample across the year, with a slight (but not significant) increase in past 2 month reach, from 52% in the Summer term, to 55% in the Autumn term, a figure that is unchanged in the Spring term.

Table 5: Recency of use amongst service users – Year 2

Recency of Usage	All	Heads	Teachers	TA's	Trainees	Governors
<i>Past week</i>	14%	20%	14%	18%	19%	11%
<i>Past month (net)</i>	40%	49%	37%	48%	54%	35%
<i>Past 2 months (net)</i>	54%	62%	51%	60%	72%	49%
<i>Past 3 months (net)</i>	65%	70%	61%	70%	83%	63%
<i>Past 6 months (net)</i>	79%	81%	74%	85%	92%	79%
<i>Longer ago</i>	21%	19%	26%	15%	8%	21%

Base: All who have ever used the service

A new question in the second survey of the Summer term asked those who have used the service to watch programmes or clips whether they are now watching or using the service more, less or about the same as they were a year ago. Back in July 2009 when the question was first asked, 19% said that they were now using it more, 31% claimed to be using it less, with the remainder using it the same amount (46%) or unable to answer (4%). This has not changed to any significant degree in the terms that followed as the balance is still slightly in favour of watching less now compared with a year ago (26% less vs 21% more) although we can see a trend that the gap is closing between the two. 45% are watching about the same amount and 8% were unable to answer. Head teachers and trainees were more likely to be watching more now than other job roles.

When looking at Year two as a whole we can see that users of both the TV and broadband service are more likely to be watching more now than a year ago compared with users of the TV service alone.

In the first survey of the term, respondents were asked how much they expected to be using the service in the future compared to now. Here the gap is closing slightly from the previous term in favour of those expecting to use the service less in the future. In the Autumn, the proportions recorded were 25% more vs 6% less. In the Spring term, this changes to 19% more vs 8% less. We will look more closely at this trend as it unfolds over future waves.

Verbatim comments explaining why a respondent watches less now than a year ago cover a broad spectrum, and include time pressures, inability to access the channel or changes in the respondent's personal life. However, a theme that was brought up in the previous term remains in the Spring – a handful of responses are coming through suggesting that the service is seen as something you only need when you are starting in the profession and that the range of videos and services available is small and easy to exhaust. The following quotes from the February survey are indicative of these issues:

"I had a new job role then and it was helpful for me to discuss things with other staff but now I am fully convinced about the role".

"Last year I was completing my NVQ 3 teaching assistant course and I found Teachers TV really useful in assisting with my studies".

"Already downloaded most useful resources".

"I've seen a lot of the programmes which are of interest to me".

"Last year I was training and so watched to help me gain knowledge in different areas".



“Last year was my NVQ year”.

“More confident in my role”.

“No longer an NQT, more experience at planning”.

“While doing my teacher training it was on my mind to check it, now that I am working full time I do not think to look at the site as often.”

In the first survey of the Spring term respondents were asked why they expected to use less in the future. Again, the majority of verbatim answers indicated circumstantial or expected reasons, such as imminently leaving teaching, changing role or generally getting busier, but other comments fitted in with the themes illustrated by the examples above.

“Because don’t need as many resources anymore”.

“Because I’m coming to the end of my training”.

“Course will end and won’t need to do as much research”.

“Less important to development”.

Although not explicitly stated by respondents, we can infer that many of the reasons given are linked to the assumption that Teachers TV is only suitable for pupil programming or subject specific material or training specific to teachers training qualifications, rather than ongoing CPD or best practice.

5.2 Viewing to Teachers TV Programmes

Of those who have ever watched a Teachers TV programme or clip by any method in the Spring term, usage at home was preferred to usage elsewhere and the most popular scenario for “ever used” was on television at home, with 68% having experienced this type of usage. Although 91% of the audience had viewed programmes by any method at home, fewer than half of these viewers had watched exclusively at home (41% of all viewers, rising, unsurprisingly perhaps to 58% of TAs and 62% of governors).

Downloading or streaming in any location was the preferred method for 52% of users, with viewing via TV at home preferred by 40% across the year as a whole. In terms of preferred location, at home (75%) won out over at school or elsewhere (39%), with some multiple coding by those who had an equal preference for more than one method or location. Whilst all groups did claim a preference for home over out of home viewing, for headteachers, the preference was much more marginal than for other roles, with teaching assistants and governors the clearest in their preference for viewing at home. Whilst broadband was favoured overall, for teaching assistants the balance was in favour of television viewing at home and for governors the preference for broadband was marginal.

In Secondary schools those who have ever watched programmes or clips were more likely to have done so in school than their Primary counterparts (73% vs 57%).

Table 6: Methods of Use – Ever and Preferred Method for those who have viewed programmes/clips – Year 2

	Programmes ever seen						Preferred method *
	All	Heads	Teachers	TAs	Trainees	Governors	All
Any method at home	91%	83%	89%	95%	89%	95%	75%
At home only	41%	19%	30%	58%	30%	62%	
On TV at home	68%	63%	62%	86%	63%	72%	40%
-Live	53%	48%	49%	72%	41%	53%	
-Recorded	29%	26%	25%	33%	27%	35%	
On TV at home only	24%	16%	16%	43%	12%	33%	
Downloaded at home	52%	52%	58%	39%	58%	44%	32%
Streamed at home	31%	32%	32%	24%	43%	29%	13%
Any method at school/elsewhere	62%	83%	73%	45%	84%	42%	39%
Downloaded out of home	30%	46%	38%	17%	30%	18%	12%
Streamed out of home	20%	28%	25%	12%	29%	11%	6%
Downloaded anywhere	60%	65%	68%	45%	64%	49%	
Streamed anywhere	37%	41%	39%	28%	48%	32%	
Downloaded/Streamed anywhere	73%	78%	81%	57%	84%	64%	52%
Via a podcast	8%	6%	8%	6%	12%	9%	2%
By myself at school	15%	28%	19%	11%	20%	6%	2%
As part of a lesson	25%	24%	36%	16%	28%	8%	8%
Informally with colleagues	15%	27%	13%	8%	23%	15%	2%
Formal training at school	26%	54%	31%	13%	33%	15%	6%
Formal training out of school	21%	33%	21%	13%	48%	17%	4%
Out of home only	8%	15%	10%	5%	8%	3%	
At home and out of home	49%	64%	58%	37%	59%	33%	

Base: All who have watched any programmes or clips

In terms of the delivery platform used most often to watch Teachers TV programmes, excluding those who could not choose a single preferred platform, the results for digital television and broadband internet were very similar in the Spring term, as seen in previous terms (49% for digital television vs 51% for broadband internet). Sky was the preferred method for 17%, Freeview for 16%, cable for 13%. There were significant variations by job role, as illustrated by the table below, with trainees showing a marked preference for broadband and teaching assistants for digital TV. Those with Sky or cable at home use digital television more often than broadband (61% vs 34%), whilst those with Freeview as their only digital TV platform favour broadband to the tune of 59% vs 33% for digital television, most likely due to a lack of 24 hour availability of the service on this platform.

Table 7: Most used platform for watching Teachers TV – Year 2

	All	Heads	Teachers	TAs	Trainees	Governors
Broadband internet	50%	52%	56%	34%	63%	47%
Any digital TV	50%	48%	44%	67%	37%	53%
Sky	20%	21%	17%	26%	10%	25%
Freeview	16%	14%	15%	21%	17%	15%
Cable	12%	12%	11%	18%	9%	12%

Base: All respondents from Summer and Autumn term (excluding Don't know/None)

Broadband internet remained the most used method in Secondary schools compared with Primary schools (who favoured digital TV), though Secondary teaching assistants were true to role and preferred TV. Since usage at school was also significantly higher amongst Secondary school respondents, it does appear that Secondary schools are more conducive to downloading and streaming of programmes than is the case for Primary schools.

5.3 Teachers TV Content

In the second survey of the Summer term and first survey of the Spring term, panellists were asked what types of content they believed the Teachers TV service offers. An average of just over six of the fourteen listed types was cited, with trainees the most familiar with the range (7.3) and governors the least familiar overall (4.7). Despite their lower familiarity overall, governors were disproportionately likely to know about, and to have seen, news and debate programmes. Their awareness that the service offers programmes specific to a particular job or role is relatively low, but this feature is rated as relatively important. Secondary respondents were significantly more aware of the majority of the content types than Primary stage respondents.

Table 8: Perceived Content of Teachers TV – Year 2

Types of Content Offered by Teachers TV	All	Heads	Teachers	TA's	Trainees	Governors
Observation of teachers and pupils at work	51%	63%	58%	52%	66%	35%
Information to help keep up with educational news and developments	49%	57%	51%	52%	52%	44%
Ideas and resources for lesson planning	50%	56%	53%	51%	56%	42%
News about education	49%	54%	50%	54%	48%	43%
Programmes specific to a subject or specialism	48%	55%	52%	52%	59%	35%
PD Programmes	47%	60%	53%	43%	55%	36%
Programmes specific to Primary key stages	45%	55%	50%	52%	61%	27%
Programmes specific to a particular job or role	43%	52%	45%	45%	52%	35%
Programmes specific to Secondary key stages	43%	52%	47%	50%	56%	27%
Debate and comment on education issues	41%	44%	41%	41%	52%	38%
Documentaries that contribute to subject knowledge	40%	45%	44%	44%	46%	30%
Programmes you can show in the classroom	39%	38%	44%	41%	44%	29%
Documentaries about social issues	32%	30%	37%	35%	43%	21%
Documentaries about education in other countries	31%	32%	35%	33%	35%	20%

Base: All respondents in second survey of Summer Term 2009 and first survey of Spring term 2010

Teaching assistants were significantly less likely to think that the service included professional development content than heads, teachers and trainees. They were also generally less likely to think the service included programmes showing pupils and teachers at work.

The content areas that were placed highest when panellists were asked where Teachers TV should focus its efforts were ideas and resources for lesson planning (36%) and programmes you can show in the classroom (25%). These top two were placed at or near the top by all job roles, and for teachers and trainees they were well ahead of all other priorities. Top priority for governors was information to help keep up with educational news and developments and this was also of high interest to headteachers.

Secondary school respondents were significantly more likely than their primary counterparts to consider important subject or specialism related programming, documentaries that contribute to subject knowledge and pupil programming.

Those with no personal experience of Teachers TV felt, in common with users, that the priority areas should be ideas and resources for lesson planning and programmes you can show in the classroom (31% of non-users were aware that the service offers the former and 21% the latter).

Table 9: Types of Content Teachers TV should concentrate on – Year 2

<i>Types of Content Teachers TV should concentrate on</i>	All	Heads	Teachers	TA's	Trainees	Governors
<i>Ideas and resources for lesson planning</i>	36%	31%	44%	31%	41%	25%
<i>Programmes you can show in the classroom</i>	25%	27%	34%	18%	28%	14%
<i>Information to help keep up with educational news and developments</i>	20%	26%	13%	20%	16%	31%
<i>Observation of teachers and pupils at work</i>	18%	28%	19%	18%	19%	15%
<i>Programmes specific to a subject or specialism</i>	17%	15%	21%	14%	13%	12%
<i>Programmes relating specifically to professional development</i>	15%	22%	12%	9%	16%	23%
<i>Documentaries that contribute to your subject knowledge</i>	14%	12%	17%	10%	21%	11%
<i>Programmes specific to a particular job or role</i>	14%	16%	8%	17%	10%	21%
<i>News about education</i>	13%	13%	8%	12%	12%	19%

Despite placing ideas and resources for lesson planning and pupil programmes as top priorities for the service, these are not the content types most likely to have been seen. The most viewed programmes types are shown below, with an indication of their perceived importance.

Table 10 – Content types ever seen – Year 2

Types of Teachers TV seen	All	Heads	Teachers	TA's	Trainees	Governors	Importance Ranking
Observation of teachers and pupils at work	35%	47%	38%	37%	51%	25%	4
Programmes specific to Primary key stages	26%	25%	32%	34%	36%	8%	=10
Programmes specific to a subject or other specialism	25%	25%	30%	23%	30%	18%	5
Ideas & resources for lesson planning	25%	22%	32%	26%	33%	10%	1
Programmes specific to a particular job or role	25%	33%	20%	34%	19%	26%	=7
Information to help keep up with educational news and developments	20%	27%	14%	18%	17%	31%	3
News about education	20%	20%	16%	21%	19%	27%	9
Programmes relating specifically to professional development	18%	37%	21%	11%	22%	13%	6
Documentaries that contribute to your subject knowledge	18%	16%	20%	20%	25%	13%	=7
Programmes you can show in the classroom	16%	15%	23%	13%	20%	6%	2

The table illustrates that viewing repertoire still does not closely match the perceived importance of content areas on the service, with a quarter having seen the highly valued content relating to ideas and resources for lesson planning and only 16% having found programmes you can show in the classroom.

Despite being aware of over six types of programmes, respondents are typically likely to have seen fewer than three. There are no significant differences between job roles when looking at the number of programme types seen, although those in secondary education have generally watched a greater variety than their primary counterparts, perhaps due to the larger range of subjects taught in secondary education.

There are clearly some important differences in the types of content seen by role, though most roles were most likely to have seen programmes observing teachers and pupils at work (particularly heads and trainees). As well as this type of content, governors clearly favoured news and education programmes, as well as programmes specific to their role. Teaching assistants were particularly unlikely to have seen professional development programmes and programmes that you can show in the classroom, even though they were fairly aware of both types of programming among the service offering.

5.4 Television vs Broadband

Although, those with any experience of the service are evenly divided between TV and Broadband in terms of most frequent usage type, the majority of our panel have used the service only via Broadband in the past 2 months (54% on average across the three most recent surveys), with one in five using both methods within that period. The balance and mix of usage does vary widely by job role, as illustrated in the table below.

Table 11: Type of usage in past 2 months – Year 2

Type of usage in past 2 months	All	Heads	Teachers	TA's	Trainees	Governors
Any TV	47%	38%	36%	68%	37%	53%
Any Broadband	74%	81%	84%	46%	80%	68%
TV only	27%	19%	15%	53%	20%	32%
Broadband only	54%	62%	63%	31%	63%	47%
TV and Broadband	20%	19%	21%	15%	17%	21%

Almost two thirds of heads, teachers and trainees used the service exclusively via broadband in the past 2 months, compared with just one third (31%) of teaching assistants; the only job role to favour usage on TV over broadband. Governors also favour broadband, but with a smaller margin compared with other roles.

On balance, our panel have used Broadband most in the past 2 months (61% vs 34% for TV) but of those who have used both in the past 2 months, the balance is very even, with 35% watching TV most 38% Broadband most and 26% so evenly divided that they could not come down in favour of one or the other.

The following data indicates the different roles that these can play, with television at home having a greater skew towards relaxation and the more generic purposes rather than the more specific.

Table 12: Reasons for viewing on TV at home vs Online – Year 2

	TV at home	Online
<i>Time out/relaxation</i>	16%	5%
<i>To keep up to date with issues in education</i>	36%	24%
<i>To find out about a specific issue of relevance to me</i>	32%	42%
<i>For a specific short-term reason relating to my own training or lesson planning</i>	16%	29%

Base: All who have ever used the service by that method

If we take a weighted average of responses for the two viewing methods, we see that the most important motivation across all roles is finding out about specific issues of relevance to them. Other important reasons include keeping up to date for heads, specific short term planning for teachers and trainees and keeping up to date with educational issues for TAs and governors.

Table 13: Reasons for viewing Teachers TV – Weighted average – Year 2

	All	Heads	Teachers	Teaching Assistants	Trainees	Governors
<i>Time out/relaxation</i>	11%	9%	10%	23%	7%	5%
<i>To keep up to date with issues in education</i>	30%	28%	25%	32%	29%	40%
<i>To find out about a specific issue of relevance to me</i>	37%	47%	33%	33%	33%	45%
<i>For a specific short-term reason relating to my own training or lesson planning</i>	22%	15%	31%	12%	31%	10%

In the first survey of each term throughout Year two, all respondents who had ever watched the service on television at home were asked what their likely reaction would be if Teachers TV were not broadcast on TV any more. The data have been repercentaged below to include all who have ever viewed by any means, with the assumption that the viewing of those who have only used the service online would be unaffected by the loss of the broadcast service. There have been no significant changes across the year for this question; data has remained very stable across all responses and all terms.

Table 14: Likely reaction if service not broadcast on TV any more - Year 2

	All	Heads	Teachers	TAs	Trainees	Governors
<i>No difference – have not used on TV</i>	31%	37%	37%	13%	38%	27%
<i>I would probably not watch TTV programmes at all any more</i>	17%	11%	14%	26%	6%	22%
<i>I would probably still watch some programmes but not as much as I do now</i>	23%	21%	20%	32%	30%	22%
<i>I would watch the same amount as now</i>	29%	31%	28%	28%	26%	29%
<i>No decrease in usage (net)</i>	60%	68%	65%	41%	64%	56%

Base: All who have ever watched programmes or clips – Year 2

60% of those who have ever used the service claim their usage would be unaffected if Teachers TV were no longer broadcast on TV. Heads are most likely to make this claim (68%) with teaching assistants the least likely. Teaching assistants and governors are more likely to abandon a Broadbad only service than other job roles (26% and 22% respectively), while around a third of teaching assistants and trainees feel that they would reduce their viewing without a TV service.

Those who said that they would stop watching or watch less if they could only use the service online were asked to explain the reasons for this and their verbatim comments are included in full in the Summary Report. However, reasons given centred around the comfort of watching on TV, the convenience of recording and watching in their own time, potential for missing programmes, issues with computers and the need to use the PC for work while watching on TV.

Those who have ever streamed programmes (37% of those who have viewed by any means) were asked their reason for watching that way rather than via a TV set. Apart from the obvious category of respondents with Freeview only, whose viewing times are restricted via the television, the two most commonly cited benefits of streaming over TV viewing are watching at times to suit and ease of finding relevant programmes.

Table 15: Reasons for preferring streaming to live TV – Year 2

	All	Heads	Teachers	TAs	Trainees	Governors
No digital TV	6%	3%	8%	4%	7%	4%
Freeview only	32%	22%	35%	27%	36%	30%
TV shared with other people	17%	16%	14%	26%	21%	19%
Watch online at times to suit me	56%	61%	52%	48%	51%	69%
Easier to find relevant programmes	37%	44%	38%	27%	42%	35%
More privacy with PC/laptop	10%	14%	9%	11%	13%	10%
Work-related so PC more appropriate	14%	20%	17%	7%	15%	11%

Those who had ever downloaded Teachers TV programmes (60% of those who have ever watched or used programmes in any way) were also asked about their reasons for downloading Teachers TV programmes or clips. Two thirds (67%) had downloaded programmes to watch in their own time at home, whilst 50% of teachers had done so for use in class and over half of head teachers (55%) had downloaded programmes to show others in formal training/CPD. Around a quarter of heads and trainees had also downloaded programmes to use in class. Secondary teachers were significantly more likely than Primary teachers to have downloaded programmes for use in class. Teaching assistants and governors were the roles most likely to have downloaded programmes or clips to watch by themselves at home (80% and 79% respectively).

Panellists who have used the service both via TV and online were asked whether there is a clear difference in the way that they use the service by the two different methods. Verbatim comments are included in full in the Summary Reports, but for many respondents the differences seem to be that the TV channel is used while channel hopping or is intentionally used as background while doing household chores, or allowing other distractions, while usage of the online service tends to be more focused, with users looking for specific programmes and not allowing distractions while watching. Other factors included personal circumstances, opportunity to control the TV at home, or access to the computer. A case for use on TV is that it allows the user to series link a programme and select the episodes best suited to them, while PC usage is confined to a series of keywords and therefore a wider range of programmes that the search engine could bring up.

“I have watched online in order to view specific programmes. Similarly, I watch on TV to view specific programmes but I also programme hop on TV”.



“I watch TV out of general interest when there is a programme on I may find interesting. I search actively online for lesson planning purposes and this is the way I use Teachers TV most often”.

“Look at whole series on TV (using series link recording) – skipping through irrelevant episodes. Online I look for keywords/tags, so find shows from a variety of sources”.

“I often check what’s on the TV when I’m relaxing watching TV. I do not get a chance to use the family computer as often as the TV so tend to only use the website to look for particular programmes to do with the course I am taking”.

“I only use the computer to try to find a specific resource. I watch programmes on the television when they are on and often find programmes I would not otherwise see or even be aware of”.

“I watch Teachers TV via TV when I notice that there is a particular programme I would like to watch whilst in my own leisure time. I watch it on-line when looking for a specific programme for a reason”.

“I watch Teachers TV when flicking through the channels. When I am looking for something specific I use Teachers TV online”.

5.5 Planning Viewing to Teachers TV Programmes

Viewers were asked how they find out which programmes are being shown on Teachers TV. As seen on a termly basis, the on screen TV guide and Teachers TV website listings are the most prominent methods of finding out about the schedule. For all roles the on-screen guide remains the most used method.

Table 16: How viewers find out about the schedule – Year 2

	All	Heads	Teachers	TAs	Trainees	Governors
	Year 2					
<i>TV Guide On Screen</i>	46%	38%	38%	69%	46%	47%
<i>Listings on Teachers TV website</i>	37%	37%	36%	31%	36%	42%
<i>Teachers TV weekly email</i>	11%	14%	15%	6%	3%	7%
<i>Listings in Teachers magazine</i>	12%	25%	17%	6%	7%	4%
<i>Via my colleagues</i>	6%	4%	4%	5%	17%	10%
<i>Programme trailers on the channel</i>	2%	2%	2%	3%	3%	1%
<i>Teachers TV Guide</i>	5%	8%	7%	5%	3%	4%
<i>Prog advertising in newspapers and magazines</i>	3%	4%	2%	2%	3%	4%
<i>Listings on another website</i>	2%	1%	2%	3%	4%	2%
<i>Online (net)</i>	44%	46%	47%	35%	41%	47%
<i>TV (net)</i>	46%	40%	38%	70%	48%	48%
<i>Listings (not incl on screen guide) (net)</i>	45%	53%	48%	34%	42%	46%
<i>Any of these</i>	85%	87%	84%	90%	84%	85%

Of those viewers who have watched Teachers TV on a television at home, 42% have ever recorded programmes to watch later and 7% have recorded a series of programmes using the “series link” function on their personal video recorder (rising to 13% of those with Sky). Those with cable are significantly less likely to have recorded programmes (28%) than those with Sky (55%) or Freeview (42%), possibly due to the Virgin On-demand facility.

5.7 Programme length

In the second survey of the Autumn term only some new questions were asked about the most recent occasion of viewing a programme via broadband. The majority of programmes watched via broadband on the most recent viewing occasion were up to 15 minutes in length (51%), with a third between 15 and 30 minutes and 16% over 30 minutes. Of those watched, 53% were watched in full and 87% either all or most. Programmes that had been streamed were more likely to have been watched from beginning to end than those that had been downloaded (64% vs 45%). Length of programme did not appear to affect likelihood to watch in full for programmes of up to 30 minutes, but programmes of longer than 30 minutes may have led to lower levels of completion as 28% claimed to have watched very little of the programme (small base of only 20 respondents). Larger samples accumulated over time will enable us to investigate this area more thoroughly. In the majority of cases, not viewing to completion was due to the fact that the viewer had seen the bit they were looking for and did not have sufficient time to watch the rest, with 11% realising it was not what they were expecting and 6% prevented from viewing to completion by problems with their broadband service.

5.8 Use of Website

The usage of the Teachers TV website of the responding panellists remains unchanged, with 7% using the site weekly and 32% using at least once a month. Trainees have consistently been the group most likely to have ever visited and the group most likely to visit monthly. Table 14 summarises usage of the website by job role.

Table 17: Use of the Teachers TV website – Year 2

Base: All	All	Heads	Teachers	TAs	Trainees	Governors
<i>Use website weekly</i>	7%	10%	6%	7%	13%	5%
<i>Use website monthly</i>	32%	36%	32%	30%	48%	26%
<i>Have ever used website</i>	73%	69%	76%	69%	81%	70%
Base: All who ever used website						
<i>Looked at the TV guide</i>	44%	39%	42%	51%	33%	49%
<i>Looked for information about a programme</i>	47%	53%	47%	48%	39%	49%
<i>Downloaded a programme or clip</i>	54%	67%	63%	42%	57%	42%
<i>Streamed a programme or clip</i>	32%	40%	35%	25%	41%	27%
<i>Streamed or downloaded programmes or clips (net)</i>	64%	76%	72%	49%	72%	54%
<i>Downloaded other content</i>	17%	24%	21%	11%	17%	12%
<i>Subscribed to Teachers TV podcasts</i>	2%	2%	3%	2%	4%	1%
<i>Subscribed to RSS feeds</i>	1%	1%	1%	2%	1%	1%
<i>Registered on the site</i>	21%	31%	26%	12%	20%	14%
<i>Joined Associate Scheme</i>	8%	10%	11%	4%	3%	5%
<i>Rated or added comments about programmes</i>	4%	4%	5%	2%	3%	3%
<i>Looked at other people's comments about programmes</i>	23%	26%	24%	19%	29%	19%
<i>Participated in any other online activity</i>	7%	8%	9%	6%	7%	6%
<i>Used TV guide or programme information only (net)</i>	14%	10%	10%	23%	7%	20%

Even though the programme listings on the Teachers TV website are a comparatively popular method of finding out what is on, the most popular functions of the site itself remain the streaming and downloading of clips. Downloading in particular is the most popular activity among all roles.

Those who use the website as a source of information about specific programme information are still highly likely to use it for additional reasons as only 14% use the site exclusively for this purpose across the year (this figure has remained stable across terms).

Just over one in five of our panellists (21%) have registered on the website. Teaching assistants and governors remain the least likely to have registered. Respondents continue to favour looking at other people’s ratings or comments about programmes rather than adding their own, with 23% looking at others, compared with 4% actually posting a comment.

All those who ever use the website were asked to agree or disagree with statements about it using a five point scale.

Table 18: Agreement with statements about Teachers TV website

	Strongly agree	Agree (net)	Disagree (net)	Agree		
	Spring Term 2010			Autumn Term 2009	Summer Term 2009	Year 2
<i>Easy to find the information I am looking for on the site</i>	22%	56%	10%	58%	58%	57%
<i>Easy to figure out where I am in the site at all times</i>	21%	55%	9%	56%	54%	55%
<i>Easy to download or view the programmes I want on the site</i>	27%	56%	9%	55%	54%	55%
<i>The site offers valuable links to other websites</i>	14%	47%	8%	47%	45%	47%
<i>The site offers a valuable service signposting other resources on the web or elsewhere</i>	15%	46%	8%	48%	48%	47%

As seen in previous terms, respondents are typically favourable towards the links provided by the Teachers TV website to other resources and websites, but they are more likely to praise the site for its own navigation capabilities and features. Headteachers are the group most likely to endorse the site features in the Spring term (previously teaching assistants were the most complimentary), even showing significantly higher levels of endorsement than teachers on several of the features. Despite this, endorsement levels were similarly positive among all roles in general in the Spring term.

Since the October survey, respondents have been asked whether they have noticed that the Teachers TV website had been given a new look. The level of awareness of the new design has not changed, with around one in five (21%) having seen the newer look and 71% knowing nothing about it. In the Spring term, 9% had been told about it but not seen it which is unchanged from the October survey. Headteachers were the group most likely to have seen the new look (32%), the same proportion among those who have used the service in the past 2 months.

63% of those who had seen the new look site felt it was better than before (a slight decrease from the Autumn term) and 43% felt that it was easier to use than before, while 10% claimed that the new look had lead them to watch more programming on the site. Larger samples over time will enable us to analyse these findings by subgroup in future.

Respondents were invited to give verbatim comments on the website, either the recent changes or more general opinions. These are reported in full in the Spring term summary report. The majority of comments were positive and related to the new look site.

"I feel that the new site has made it easier to find things which interest me".

"A little more contemporary".

"I like the constant updating, the idea that the site is being added to all the time".

"The new layout is clearer and makes it easier to figure out where you are when you navigate the site".

"Love the way it supports new teachers".

A small number of comments are less positive about the changes.

"A lot of the pages are very 'busy' with adverts, etc".

"Can be hard to find useful information on job role".

"Confusing and hard to navigate!".

"It is taking longer to find things – as there is so much content now – so bad I guess – but for the right reasons".

6 Impact of Teachers TV at School

Personal usage of the Teachers TV service at school and elsewhere, insofar as it related to programme viewing, was detailed in Section 5.2 and is re-presented here based on all respondents excluding trainees.

There was a significant increase in terms of usage of Teachers TV at school or elsewhere from the Autumn term to the Spring term. This cannot be attributed to any particular job role; heads and teachers remain around twice as likely to have seen or used Teachers TV at school or elsewhere outside the home as other roles.

Table 19: Personal viewing to teachers TV at school – Base all respondents – Year 2

	All (excl. trainees)	Heads	Teachers	TAs	Governors
<i>Any use at school/training elsewhere</i>	38%	56%	49%	27%	25%
<i>Downloaded programmes</i>	19%	31%	26%	10%	11%
<i>Streamed programmes</i>	12%	19%	17%	7%	7%
<i>Watched alone</i>	9%	19%	13%	7%	3%
<i>Watched in class</i>	15%	16%	24%	10%	4%
<i>Informally with colleagues</i>	9%	18%	9%	5%	9%
<i>Formal training at school</i>	16%	37%	21%	8%	9%
<i>Formal training elsewhere</i>	12%	22%	14%	8%	10%

Table 20 shows awareness of usage amongst other colleagues at school based on a more comprehensive range of service usage possibilities.

Table 20: Types of usage aware of by others in School – Year 2

	All	Heads (a)	Teachers (b)	TAs (c)	Governors (d)
<i>Know of colleagues who watch TTV in their own time at home</i>	41%	55%bc	36%	44%b	45%
<i>Know of colleagues who watch TTV informally at school</i>	11%	14%c	12%c	7%	12%
<i>Know of colleagues who download TTV programmes at school</i>	15%	23%bc	17%c	9%	13%
<i>Know of colleagues who record TTV programmes at school</i>	7%	8%b	5%	7%	9%
<i>Know of colleagues who use other TTV content at home or school</i>	10%	15%bc	8%	9%	11%
<i>TTV has been used as part of formal training at school</i>	15%	37%bc	18%c	7%	9%
<i>Programmes/clips have been passed on or recommended to each other by colleagues</i>	16%	28%bc	15%	14%	17%
<i>Staff have screened pupil programming in the classroom</i>	6%	10%c	9%c	5%	2%
<i>Staff have used specific ideas from TTV at school</i>	11%	26%bc	11%	9%	10%
<i>Governors have used or discussed TTV in meetings</i>	11%	4%bc	2%	1%	32%
<i>We keep a library of programmes/clips for us in school</i>	2%	3%c	2%	1%	3%
<i>Any of these uses</i>	60%	73%bc	58%	56%	64%

Sixty percent of panellists across the year were aware of some usage amongst colleagues or at school. Only 36% of those with no personal experience of Teachers TV are aware of any usage amongst colleagues; around a quarter of these are only aware of usage in the home.

While most roles are unlikely to claim that Teachers TV has been used as part of formal training at school (between 7%-18%), the proportion of heads making this claim is much higher (37%). The proportion of heads making this claim is significantly higher than other roles, suggesting that heads are more likely to be aware of training taking place among all staff than other roles. In fact, heads are more likely than other roles to be aware of most kinds of usage of the service, at school or at home.

Awareness of usage and discussion within schools is significantly higher among those in secondary education, while primary school respondents are more likely to be aware of colleagues watching Teachers TV programmes at home.

45% overall had recommended Teachers TV in school and over a third (34%) had had it recommended to them. Governors appear just as likely to recommend the service or have it recommended to them than other roles.

59% of those who had recommended the service had recommended one or more specific programmes, whilst 45% had recommended the website, 31% the TV channel and 15% the service in general. Heads were the most likely to have recommended programmes across the year.

All except trainees were asked whether Teachers TV has helped to raise standards in their school. While less than a third (31%) felt able to answer this question at all, 28% of those who did felt that the service had helped to raise standards in school (9% of the total sample). This proportion has not fluctuated to any significant degree across the year. Perhaps more encouraging is that 15% of all heads felt the service had helped to raise standards, and 17% of those who have watched in the past 2 months.

The same four roles were asked how important Teachers TV is as a source of training or CPD in school. Just over one in five rated the service as important in this context, rising to 33% among those who have watched in the past 2 months and 50% among those who watch programmes weekly. Looking at individual roles, teachers perceive it as least important throughout Year two while all other roles show similar, higher importance scores.

Table 21: Perceived importance of Teachers TV as a source of training/CPD at school – Year 2

	All	Heads	Teachers	TAs	Governors
Very important	3%	1%	1%	7%	3%
Fairly important	20%	25%	14%	21%	28%
Not very important	44%	40%	41%	41%	52%
Not at all important	33%	34%	44%	31%	17%
Important (net)	23%	26%	15%	28%	31%
Not important (net)	77%	74%	85%	72%	69%

Base: All except trainees – second survey Summer, Autumn and Spring terms

Across the year, 46% of those who had used the service in the past 2 months could think of specific examples of ways in which something they had seen on Teachers TV has directly influenced



something they have done in school, with no significant difference across the terms. Heads were the group most likely to have been directly influenced and governors the least likely.

Table 22: Personal Impact of Teachers TV at school – Year 2

	All	Heads	Teachers	TAs	Governors
<i>Teachers TV has directly influenced something I have done in school</i>	46%	59%	49%	43%	40%

Base: All past 2 month users (not trainees)

In the first survey of each term, respondents who had answered yes to the above question were probed to find out the ways in which the service had directly impacted them in their role. Verbatim comments are included in full (Q15B) in summary reports. Whilst it would be difficult to summarise the very broad range of examples cited by respondents, the comments are in the main very specific about particular situations and cover the full range of content, from behaviour management programming, to data management, e-safety, peer mentoring, ability differentiation, cyber bullying and many others.

In the second survey of each term, respondents were asked to name a specific programme that has impacted them in their role. Whilst most did not name the programme by title, behaviour management (and Bayley in particular) was mentioned frequently, as was Early Years, From Good to Outstanding and a broad range of other programming types including healthy eating, School Matters, SEN and Key Stage programmes. Full verbatim comments (Q16) were included in all summary reports.

7 Saving Time and Effectiveness

Saving time has traditionally been a KPI on which Teachers TV has performed relatively weakly compared to others, despite being well endorsed as time well spent both at the overall channel, website and individual programme level. An explanation of the ways in which the service is designed to save time was employed throughout Year two, which succeeded in raising the KPI score over time from 4.85 in the first survey, to 5.65 by the end of Year two. This is a significant increase (from Autumn to Spring) and has removed this measure from the bottom of the KPI scores. Time saving is now on a par with some other KPIs but is still a comparatively weak performer; therefore additional questions were asked of those who have used the service in the past month, to establish how much time the service has been able to save its users during that period.

Across the year, over two thirds of past month users (68%) said that the service had saved them any time in the past month, (69% in the Summer term, 64% in the Autumn and 72% in the Spring) and the average amount of time saved was 1 hour and 31 minutes. This rose to 2 hours amongst the most frequent (weekly) users across the year. Almost a quarter (24%) said that the service had saved them no time and 7% said it had cost them time. Although both school stages had similar opinions on whether or not the service saved or cost them time, secondary school users felt that they enjoyed a significantly higher actual saving across the year – 1 hour and 41 minutes compared with 1 hour and 23 minutes for primary users. Although governors were the group least likely to claim that the service had saved them time, those for whom it had been time-saving estimated that it has saved them an average of over 1 hour and 50 minutes in the past month, compared with closer to 1 and a half hours for other groups.

Table 23: Time saved by Teachers TV in past month – Year 2

	All	Heads	Teachers	TAs	Trainees	Governors
<i>Any time saved</i>	68%	75%	69%	72%	76%	59%
<i>Mean time saved</i>	1hr 31 mins	1hr 39 mins	1hr 23 mins	1hr 26 mins	1hr 25 mins	1hr 52 mins
<i>More than 4 hours saved</i>	5%	7%	3%	5%	8%	10%
<i>More than 2 hours saved (net)</i>	15%	22%	12%	15%	14%	17%
<i>More than 1 hour saved (net)</i>	36%	40%	37%	32%	44%	33%
<i>No time saved</i>	24%	21%	24%	26%	19%	26%
<i>It has cost me time</i>	7%	4%	7%	2%	5%	14%

Base: All who rated service for saving time and have used in past month – second survey of each term

Those who said that the service had saved them any time were asked in what ways it had done so. Full verbatim comments are contained within the Appendix to all Summary Reports across the year. Respondents tended to focus on the service as a fast and reliable single provider and sign-poster of easy to use lesson ideas and resources, that avoided them having to “trawl through” lots of different websites, but there were also mentions of its time-saving role in training. The following examples illustrate the range of different time-saving aspects.

“A visual clip can explain far more than I can produce via power point, handouts, etc. Less researching time and real people doing the job”.

“Alerted me to other relevant resources”.

“Because the resources are easy to find, being sorted into categories. The search facility is very good, as are the brief programme descriptions. The flagged up programmes on the home page and in the regular email also are very useful”.

“During my precision teaching sessions I have saved time by picking up valuable tips on delivering a lesson by viewing how a maths lesson which I watched was being delivered on Teachers TV”.

“Found detailed information on the site all in one place that was relevant to a project I was working on in school so rather trawling a variety of sources, I found a variety of information on the topic available on Teachers TV”.

“Found video resources that would have taken a lot longer to pinpoint on Youtube”.

“I prepared Coaching & Mentoring materials to support teachers as part of a whole school initiative that I was able to access from the Teachers TV site”.

“Provided some simple engaging ideas that were quick to plan into a sequence of lessons”.

“Providing videos that demonstrate how ratio and Pythagoras have real life applications that engage students”.

“The resources that I have wanted to use or research have been ready to hand at the touch of a few buttons – this is because the information and teaching/educational themes are so easy to find on the site. Also the site is always being updated so new resources are reflecting the current debates and/or the latest pre-occupations of Ofsted e.g. ‘Community Cohesion’. I have always liked the way that Teachers TV had striven to break down the skills of teaching and thereby deliver input on particular topics e.g. Questioning, Active Learning Styles, etc”.

“While planning (as a Head) a staff CPD session, being able to use the interactive behaviour programme has saved me many hours in coming up with what would have been a less effective session”.

Those for whom Teachers TV had not been a time-saver in the past month were asked how they felt about the fact that the service had not been able to save them time. Across the year, over half (58%) said that they do not use the service for its time-saving content, 19% said they do use it for that type of content but that it does not matter to them whether it saves them time and 15% said they would use it more if the service did save them time.

Teaching Assistants were most likely to claim they do not use the service for its ability to save time (78%), whereas heads and teachers were most likely to use the service more if it were able to save them time (23% and 28% respectively).

All who had used the service in the past two months were asked how effective it is as a way of learning. It was endorsed as effective by 79% of recent users, but was least endorsed as such by teachers (73% vs an average of 83% for other roles).

Table 24: Perceived effectiveness of Teachers TV as a way of learning - Year 2

	All	Heads	Teachers	TAs	Trainees	Governors
Very effective	14%	22%	12%	12%	12%	18%
Fairly effective	65%	61%	62%	75%	69%	64%
Neither/Nor	16%	14%	19%	11%	14%	16%
Not very effective	4%	2%	5%	2%	5%	2%
Not at all effective	2%	1%	3%	1%	1%	1%
Effective (Net)	79%	83%	73%	87%	80%	82%
Not effective (Net)	5%	3%	8%	3%	6%	2%

Base: All who have used service in past 2 months – second survey of each term

Interestingly, while the service is often perceived by some to be of use only to the young or the inexperienced members of the education profession, it is the older, more experienced users who are most likely to perceive the service as very effective. 19% of those aged over 55 rated the service as very effective compared with 8% aged under 35, while 17% of those with 10+ years of experience gave the same answer, compared with 9% of those with less.

When probed about the reasons why they considered the service to be effective, it was obvious that both the television and the online service are helping the service to be effective. Whilst many users credit fast and easy access to useful information, others mentioned the flexibility the service affords them, the opportunity to see more experienced teachers in action, the visual nature of the materials

available and the fact that much of the content is to the point. The following examples illustrate the range of responses. The full verbatims can be found in the Appendix to the Summary reports for the three terms.

“A quick 10-15 minute programme takes less time than reading books”.

“A lot of my training ideas come from watching the programmes”.

“Approximately 15 minutes is about the perfect length time, short enough that I can fit it in, long enough to what it needs to. It really suits me”.

“As a trainee it’s great to see how other teachers teach”.

“Because it allows me to improve my knowledge at a time that suits me. Flexibility!”.

“Can be a relaxing way to learn/absorb information in small bites”.

“Good input plus time to reflect – all at my own pace and when I want”.

“I have always come away with ideas or answers to questions I had to find answers to before visiting the site. Also ideas I have found on the site have been useful and I have gone away and used it so it has been time used wisely”.

“It keeps me informed in a concise way when I don’t have much spare time to keep up or find out about new developments”.

“It’s visual – it’s been well planned and structured beforehand so the balance is right”.

“Teachers TV has a geeky image with many teachers – however, I feel they would all benefit from watching some of the programmes a) for the ideas, b) for the vision, c) to show some teachers that there are people out there who absolutely love this job”.

“The programmes I have seen are pretty much straight to the point. The documentaries have been informative and the class teaching resources are quite pacy”.

Users were also asked to compare the effectiveness of one hour of Teachers TV with one hour on a training course. Although a high proportion rated them as equally effective or were unable to say, heads, teachers and teaching assistants rated Teachers TV as more effective on balance than training courses across Year two. Trainees and governors are evenly balanced in their preferences.

Table 25: Effectiveness of Teachers TV compared to training course – Year 2

Teachers TV is...	All	Heads	Teachers	TAs	Trainees	Governors
Much more effective	12%	13%	10%	13%	7%	15%
Slightly more effective	15%	21%	18%	16%	15%	8%
As effective	24%	22%	25%	24%	32%	21%
Slightly less effective	15%	10%	13%	11%	15%	20%
Much less effective	5%	6%	6%	1%	7%	6%
Depends/Can't Say	29%	28%	28%	34%	24%	30%
More effective (Net)	27%	34%	28%	29%	22%	24%
Less effective (Net)	19%	16%	18%	13%	22%	25%

Base: All who have used service in past two months – second survey of each term

Those users who said that Teachers TV was less effective than a training course were asked to explain their answer. Responses tended to focus on the level of interaction that a training course provides, both with the trainer (asking questions) and with others on the course (networking). Others cited the training course's ability to be tailored to an individual while some based their answers around the Teachers TV service, stating that it often looks unrealistic, or that you have to search for a long time to find the information you need.

"An individual is more engaging than a screen/video clip, etc".

"At a training course I have more of a chance to ask further questions, and make contact with person giving the training for future use".

"Training courses are more specific to the skills I need to develop".

"You get to practice on training. You do not get to practice watching TV until you get into the classroom".

"It takes so long to find the information you want, then to watch the programme to see if it's actually relevant that it's not worth the time".

"Most of it looks staged and unrealistic. At least on training I know I am talking to real teachers who may have workable ideas".



8 Focus on Trainees

Trainees continue to have high levels of personal experience of the Teachers TV service and remain most likely to access it via broadband most often (59% vs 35% for digital TV).

Almost half of trainees (35%) access the site at least monthly and while on the site, trainees are most likely to stream or download programmes, or access information about programmes, including the TV guide. Almost a third (29%) survey other people's comments about content on the site during visits.

Trainees historically give comparatively high scores on KPI statements and Year two has continued this trend. They provide scores that are significantly higher than at least one other job role for all KPI statements.

80% of trainees who have used the service in the past month feel it is an effective way for them to learn but when compared with a training course, opinion is evenly balanced in terms of which is the most effective method.

94% of all trainees have been exposed to Teachers TV while training, while 84% have had the service recommended to them by tutors, lecturers or mentors as a useful resource. The website is the most likely aspect of the service to be recommended to trainees (73%) but almost two thirds (65%) have had the channel recommended to them. In both cases, these aspects of the service were suggested to trainees to use in their own time.

Table 26: Role that Teachers TV has played in training – Spring term 2010

	Spring Term %
<i>Teachers TV has been generally recommended by tutors, lecturers or mentors as a useful resource</i>	85
<i>Specific Teachers TV programmes or series have been recommended by tutors, lecturers or mentors for us to watch in our own time</i>	65
<i>The Teachers TV website has been recommended by tutors, lecturers or mentors for us to look at in our own time</i>	72
<i>Teachers TV programmes or clips have been used formally as part of my training</i>	60
<i>A library of Teachers TV programming exists for me to access as part of my training</i>	19
<i>Other content and resources from the Teachers TV website have been used formally as part of my training</i>	29
<i>I have seen Teachers TV programmes or clips as part of INSET whilst on school placements</i>	22
<i>Teachers TV has been recommended to me by staff in school whilst on school placements</i>	34
<i>I have been aware of teachers watching or using Teachers TV programmes at school whilst I have been on school placements</i>	31
<i>I have been aware of teachers watching Teachers TV programmes outside of school whilst I have been on school placements</i>	25
<i>I have been aware of teachers using other types of content from the Teachers TV website whilst I have been on school placements</i>	21
<i>Teachers TV has played another role in my training</i>	2
<i>Any exposure to Teachers TV in training (net)</i>	95
<i>Any exposure on course (net)</i>	92
<i>Any formal use on course (net)</i>	68
<i>Any exposure on school placements (net)</i>	52
<i>Ave no. of types of exposure</i>	4.68

9 Focus on Governors

Governors' usage of the Teachers TV service in the past 2 months is slightly skewed towards broadband usage, with over two thirds having used it in that way and a third only via TV, with 21% using both methods.

Very few claim to be watching mainly for time out/relaxation or for a specific short term reason, preferring to use the service to keep up to date or to find out about a specific issue of relevance. In the Spring term, the content governors were most likely to have seen was general news about education, programmes about educational news and developments, programmes specific to their role and those observing teachers and children at work. This is reflected in their KPI scores which are highest on measures involving best practice and new ideas in their role. A third of governors across the year claim that Teachers TV has been used or discussed in governors' meetings, with no significant change between the three terms in this respect.

Unsurprisingly, perhaps, governors use website in relation to their role much less frequently than heads and teachers and, while the most common cited purpose is for input, advice and information, there is also some interest shown in discussion forums, with 13% having visited one on their last website visit, compared with only 2%-3% of other roles. They are as likely to use websites that they know as they are to use search engines (including Google), unlike other roles, all of whom lean towards search engines. Solus governors are significantly more likely to have visited the Governornet website in the past month than to have visited teachers.tv, (40% vs 20% across Year two).

In the second surveys of each term across Year two, additional questions were asked exclusively of governors to gain a better understanding of the relevance of learning to governors, including those who have other roles in school. Half of all governors across the year (50%) judged training to be very important, mentioned at every or most meetings, whilst 31% deemed it fairly important – mentioned fairly often. Its importance was perceived as greater in Primary schools than in Secondary across all three terms.

All solus governors were also asked what training or learning they had undertaken as governors. 98% had undertaken some form of training or personal learning, either within school (78%), courses run by a local authority or another provider (87%) or online courses (41%).

Around two thirds (68%) had looked for information or help via websites, 37% via books or publications and 26% via videos or programmes. 60% of those who had looked for help via videos or programmes claimed to use Teachers TV now and again or on a regular basis.



Solus governors were also asked which types of training were of most interest to them personally in their role. Across the year all listed areas were of interest to at least 45% of governors. The areas deemed the most important were identified by around two thirds; these included strategic planning / school improvement (66%), effective governance / roles and responsibilities (64%) and self evaluation / Ofsted (63%).

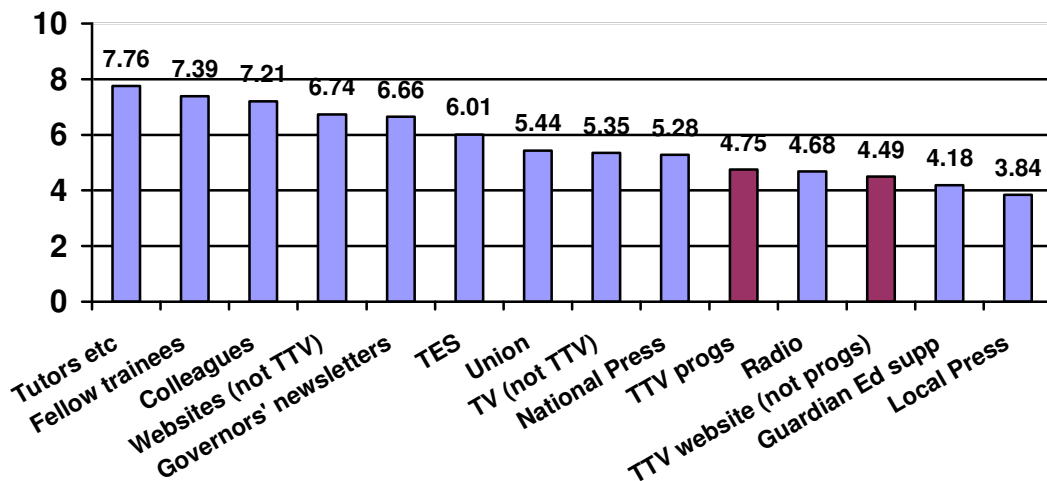
10 Teachers TV Service in Context

10.1 *Relative usefulness of Teachers TV as a source of news, ideas/resources for lesson planning and CPD*

In order to understand the relative importance of Teachers TV in the context of other available sources, respondents were asked to rate the usefulness of each potential source on a scale of 0 -10 for three different areas – news about developments in education, ideas and resources for lesson planning and CPD.

This section featured only in the Summer and Autumn terms of Year two and is unchanged from the Autumn term report.

Graph 1a: Average score for importance of sources of news about developments in education



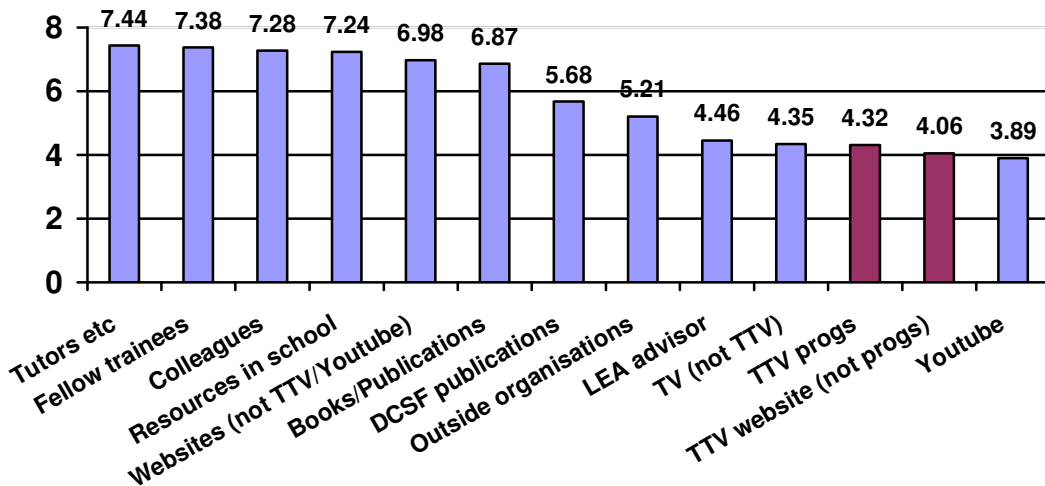
The Teachers TV service currently has relatively low importance compared with other available sources of news about developments in education. As seen in the Summer term, heads, teachers and governors all rated other television as more important than Teachers TV programmes and all groups rated other websites as more important than the Teachers TV website content in this respect. The most frequent users (weekly) of the programming, however, rate its importance very highly (7.36), just below the most important sources, tutors and fellow trainees (in the case of trainee teachers) and colleagues in the case of other roles. Websites other than Teachers TV also rated highly amongst this group.

Apart from trainees, who tended to rate all sources more highly, teaching assistants were the most favourable towards Teachers TV programmes in this context, despite not being the most frequent users of the service.

All roles cited colleagues as the most important source of this type of information. However, headteachers were just as favourable towards websites and the Times Educational Supplement.

Trainee teachers generally saw all available sources of information as important to them. Although tutors and fellow trainees were seen as the important sources, the Times Educational Supplement and websites other than Teachers TV were also rated highly (7.4 and 7.26 respectively). Teachers TV programmes are rated in sixth place (6.09) in the Autumn term, with other content from the website in eighth place (5.8).

Graph 1b: Average score for importance of sources of ideas and resources for lesson planning

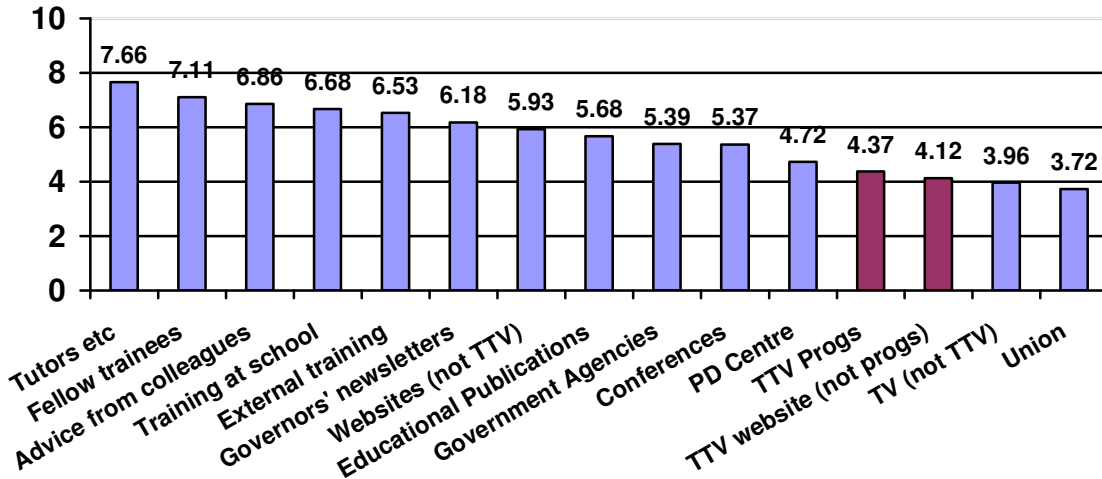


In the context of lesson planning, Teachers TV is also relatively unimportant compared with other sources, although it should be noted that television in general is not seen as an important source for lesson planning. Other people and existing resources remain very important to all groups, and websites other than Teachers TV / YouTube are also playing a very important role in lesson planning.

Though rated as of lower importance overall (and by most individual roles) than Teachers TV's programming and website, teachers actually rate YouTube more highly than both of these in this particular context. Those in secondary schools are also more favourable towards YouTube.

Weekly users of the Teachers TV service rate the programming and the other website content highly in this context although lower than the previous term (6.97 and 6.37 respectively), with only colleagues (tutors and fellow trainees in the case of trainees) and existing educational books and resources receiving higher ratings.

Graph 1c: Average score for importance of sources of CPD



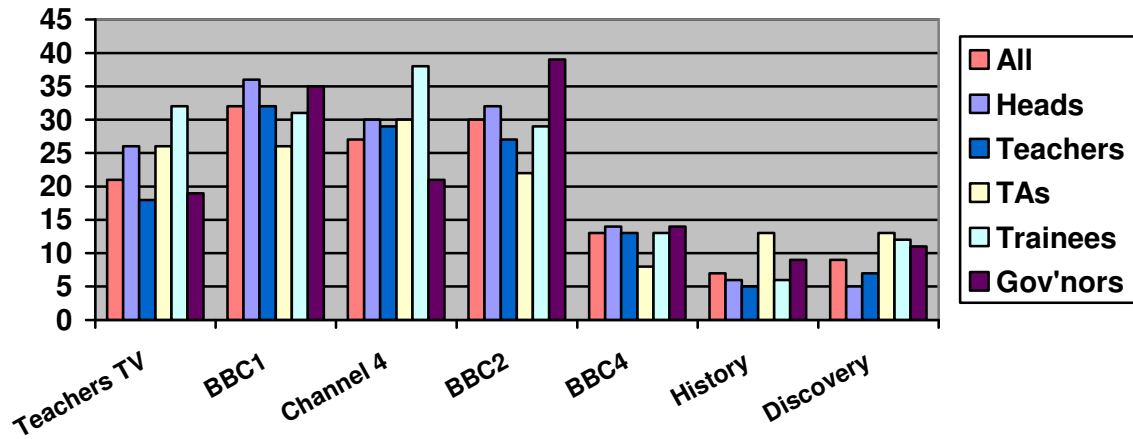
Once again, in the area of CPD, Teachers TV appears to be relatively unimportant at present, in comparison with other sources.

Though the Teachers TV programmes themselves are rated as more important than other television channels (with an even wider gap between the two for Teachers TV viewers), other websites are rated as more important than teachers.tv even amongst those who visit the Teachers TV website frequently.

It was noted in the Summer term that weekly users of Teachers TV programmes perceive the service to be less important for CPD than for educational news and lesson planning. The gap appears to have closed in the Autumn term as users give the programming an average importance score of 7.36 and 6.97 respectively for the first two and 7.07 for CPD.

The value of the Teachers TV service was also explored in all three terms in the context of educational content on other television channels and other websites.

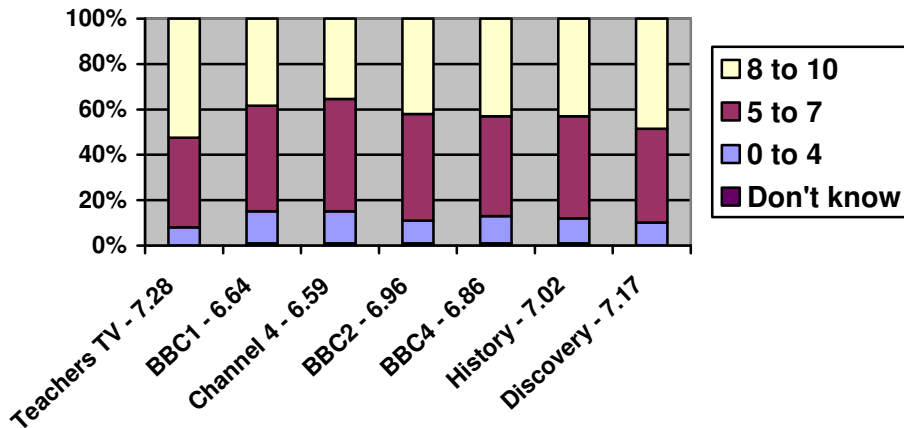
Graph 2: Viewing to Teachers TV and other channels for educational purposes in past month – Year 2



It should be noted that this is not an audience measurement panel and does not produce definitive penetration figures for any service. However, the data does provide an indication of the relative importance of the listed channels. Amongst the total sample, Teachers TV is less likely to have been watched in the past month than educational content on BBC1, BBC2 or Channel 4, but more likely to have been seen than relevant content on BBC4, History or Discovery. Amongst those who have ever experienced Teachers TV, the service's use in the past month is on a par with the use of educational content on Channel 4 (both 28%) but still slightly lower than content on BBC1 and BBC2.

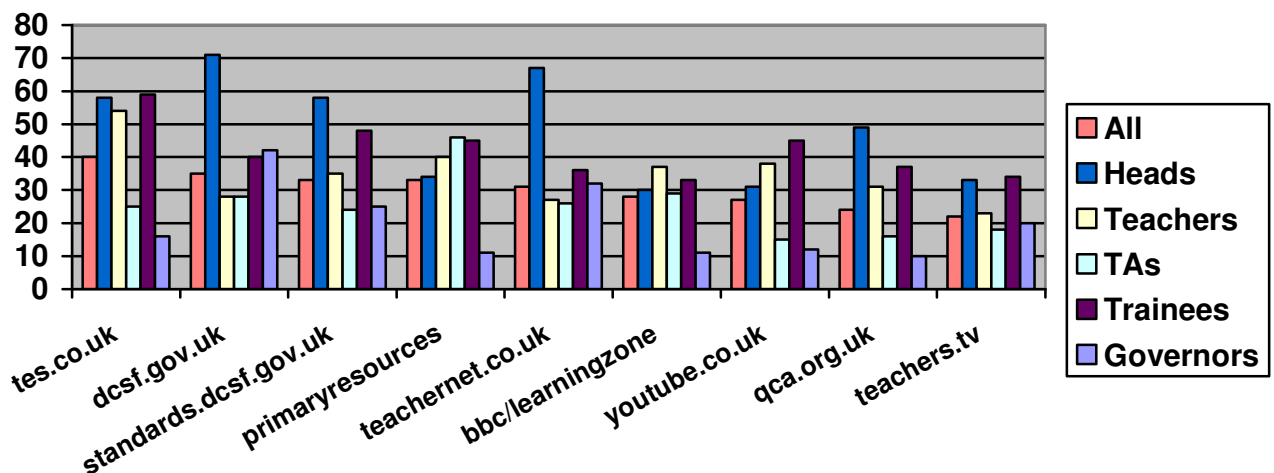
Heads, teachers and governors show the strongest bias towards more established channels for educational programmes, while teaching assistants and trainees are as likely to have seen Teachers TV in the past month as educational content on the terrestrial channels. Among trainees, only Channel 4 is slightly more popular, while teaching assistants use it more than all the other listed channels.

Graph 3: Time well spent score for educational viewing on Teachers TV and other channels – distribution of scores and mean score – Year 2



In the Spring term and for Year two in aggregate, Teachers TV was rated more highly for education-related viewing than other channels in terms of being time well spent, with over half (52%) of past month viewers giving a score of 8 or higher across Year two. Scores for Year two in aggregate are shown in the graph above. Its score in the Spring term was 7.51, an increase from 7.09 in the Autumn term. Trainees gave the highest average score (7.99), while all job roles gave the service a score of 7 or higher, excluding governors (6.89). Governors gave lower scores overall for all other channels.

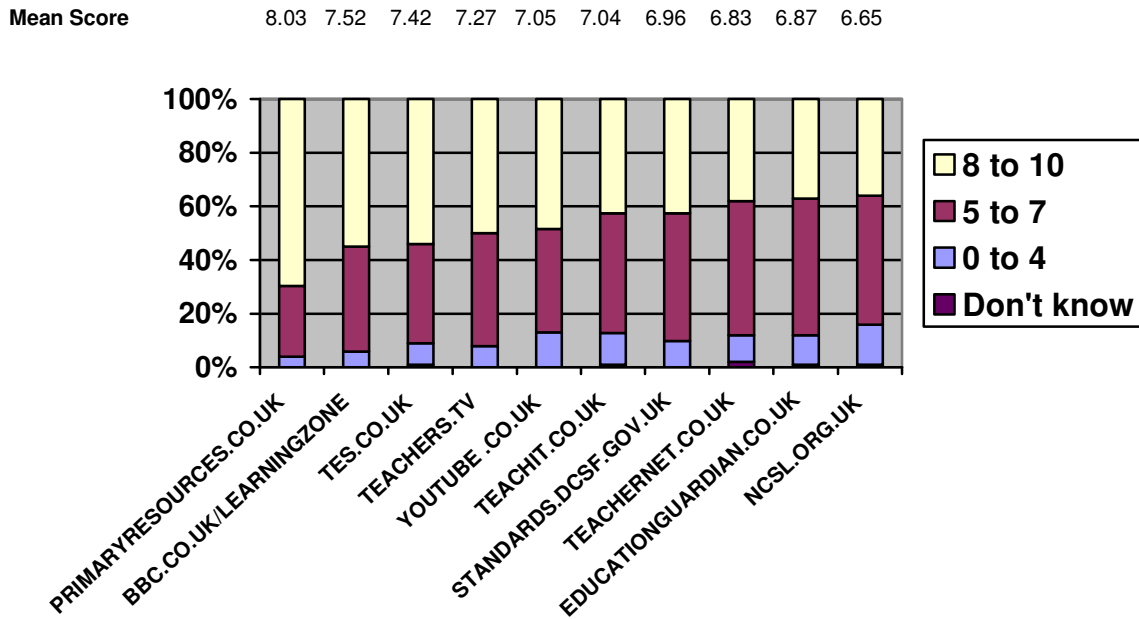
Graph 4: Use of teachers.tv and other educational websites (%) – Year 2



For Year two in aggregate, the nine most popular listed websites used in the past month for educational purposes are shown in the graph above in overall order of popularity. The best position achieved for teachers.tv was for governors, for whom it was in fifth place, behind the Department for Education’s website, Governornet, Teachernet and the Standards website.

Of the more targeted sites, Governornet had been used by 40% of solus governors in the past month and NCSL by 54% of headteachers.

Graph 5: Time well spent score for visits to teachers.tv and other educational websites – distribution of scores and mean score – Year 2



The score for the Teachers TV website, in terms of time well spent, did not change significantly over the three terms (7.31, 7.15 and 7.40 respectively), and its Year two average of 7.27 put it in fourth place, behind primaryresources.co.uk, bbc.co.uk/learningzone and tes.co.uk. Teaching Assistants gave it its highest score of 7.63, placing it ahead of all sites except teachit.co.uk and primaryresources.co.uk. Its time well spent score as a website (7.27) is extremely similar to its score as a TV channel (7.28).

10.2 Teachers TV in search context

A quarter of the panellists visit websites every day or nearly every day in relation to their role, rising to 47% of headteachers, but much lower for solus governors (15%). The importance of the web is shown by the fact that 82% of educational professionals on this panel visit websites at least once a month for their role. Respondents in the first survey of the each term were asked about the most recent occasion when they had used a website in relation to their role.

Table 27: Type of content looked for on website on last occasion – Year 2

	All	Heads	Teachers	TAs	Governors
Unwtd Base	1,349 a)	349 b)	584 c)	235 d)	181 e)
Lesson/Topic Resources	38%	19%	58% ^{bd}	43% ^b	6%
Keeping up to date with news/issues	17%	22% ^{cd}	4%	10% ^c	40%
Lesson/Topic ideas	15%	5%	19% ^b	23% ^b	7%
Subject/Specialism Information	9%	7%	8%	7%	13%
Specific whole-school issue	7%	27% ^{de}	2%	4%	13%

This data illustrates well the diversity of the workforce's main needs by role, with teachers and teaching assistants predominantly concerned with lesson resources and ideas, heads mainly with whole school issues and governors with keeping up to date with educational issues.

Table 28 shows the format of the content that was looked for on the most recent occasion. Whilst 89% had a particular type (or types) of content in mind, just 23% were looking specifically for video material, mostly for use in the classroom. Naturally, this was largely driven by teachers, while heads were mostly likely to look for video content for use outside of the classroom.

Table 28: Format of content looked for on most recent occasion – Year 2

	All	Heads	Teachers	TAs	Governors
Unwtd Base	1,349 a)	349 b)	584 c)	235 d)	181 e)
Written advice/input/info	30%	50%cd	17%	20%	52%
Printable resources for the classroom	33%	18%	44%b	47%b	8%
Any classroom resources (don't mind which type)	26%	13%	39%bd	23%b	10%
Video to use in the classroom	17%	17%cd	27%bd	12%	3%
Website to use in the classroom	16%	10%	24%b	17%b	6%
Discussion forums	5%	3%	2%	2%	14%
Presentations	6%	12%cd	8%	2%	5%
Video to use myself/with colleagues	6%	17%cd	4%	4%	5%

Those looking for CPD input on the most recent occasion were most likely to be looking for written input (56%), while this format was also favoured by those looking for help with whole school issues, specific subjects or for keeping up to date with the profession. Those in search of help for lesson resources or ideas favoured more practical materials such as printable resources or general classroom resources with no particular preference on what the search may yield.

Although many were able to go direct to a particular website to find the help needed (39%), Google or another search engine was the method of choice overall (56% combined; 52% looking at Google alone). Excluding governors, all job roles were most likely to try Google for the information they need. There was no significant difference between the behaviour of Teachers TV users vs non-users in this respect, with users appearing to be just as likely to look for information via a search engine as non-users.

The average number of websites visited in order to find the required information was 2.55. Lesson resources/ideas and specific subject issues resulted in the highest number of website visits (between 2.68 and 2.74). This tallies with the resources utilised by people looking for these reasons, as just under three sites were typically visited by those favouring printable resources. Just over a quarter (26%) included teachers.tv in their search, which rises to just under half of those who have used the

service recently. Across the year, teaching assistants and governors were more likely to visit teachers.tv as part of their search than heads and teachers (33% vs 22%). Searches most likely to include teachers.tv were for CPD, where 40% included teachers.tv, with searches for lesson resources the least likely to include it (18%). Over a third (36%) of those looking for a pupil video found teachers.tv and 76% of those looking for a video for their own use. Only 1% of those who included teachers.tv in their search found that it was of no use to them.

Those who did not try teachers.tv on the last occasion were asked to record verbatim in the Autumn term why they had not done so. The reasons given during that term covered the following range:

- Did not know there was a teachers.tv website
- Just didn't think of it
- It was not listed by the search engine
- Did not think teachers.tv had that type of content (with particular references to lack of subject specific material, printable lesson resources, advanced level teaching)
- Was looking for something very specific only found in one place eg Ofsted, DCSF etc
- teachers.tv website too difficult to navigate/takes too long to find anything
- Have other preferred websites
- Wanted the range/choice of options that search engines give you
- Wanted independent/unbiased information

"I am a teacher of English literature at Advanced Level and have no expectation of finding any helpful subject input there."

"I tend to use TES website for concrete resources and refer to teachers.tv for ideas."

"I wanted quick written solutions, I don't have time to watch TV."

Verbatim responses are listed in full in the Autumn summary report and were used to generate precoded options for the Spring survey to enable us to quantify the importance of each theme and to link responses fully to the type of content and format looked for. By far the most frequently cited reason in the Spring term is that it did not occur to them to visit teachers.tv when looking for the information they needed (36%). This reason was given by almost twice the number of those who selected the other precodes in the Spring term and rises to 44% among those specifically looking for lesson resource content. Even amongst those who have used the Teachers TV website in the past 2 months, over a quarter (27%) said that it did not occur to them to try the site on the last occasion.

Other common reasons for not including teachers.tv included knowing where to find the information beforehand (19%), being directed to other sites by a search engine (19%) or already having their own repertoire of sites they would use which does not include teachers.tv (16%). Larger base sizes gathered over time will enable us to look in more detail at how types of content required correlate with reasons for not including teachers.tv in the search.

11 Channel Communications

11.1 Marketing

Table 29: Sources of information about Teachers TV – Publications.

	Spring term 2010			Autumn Term 2009	Summer term 2009
	Seen articles about Teachers TV	Seen ads about Teachers TV	Seen either articles or ads	Seen either articles or ads	Seen either articles or ads
TES	21%	24%	31%	32%	32%
Teachers Magazine	18%	19%	26%	27%	27%
Educational Websites	10%	12%	18%	16%	21%
Education Guardian	11%	9%	15%	14%	13%
Other educational newspapers/mags	3%	4%	6%	7%	7%
Other national newspapers/mags	2%	2%	4%	4%	7%
Other Websites	3%	2%	4%	5%	8%
Websites of National Newspapers	2%	3%	4%	3%	5%
Local paper	2%	1%	2%	2%	2%
Any Publications	39%	41%	50%	50%	46%
Any Websites	13%	16%	22%	20%	25%
Any of these	43%	47%	54%	52%	51%

The Times Educational Supplement and Teachers Magazine remain the most effective publications in the first survey of the Spring term in informing the survey universe about Teachers TV. This has been the case for some time and there has been little to no change in the proportions recorded through Year two. Almost three quarters of headteachers (73%), half of teachers (50%) and over half of trainees (61%) have seen articles or advertisements for the service in these and other publications. Around 45% of other roles are also reached in this way.

Governors are also reached well by other sources including colleagues, teachernet and other education related websites, heads benefit from exposure to teachernet and direct mail sent to schools. Trainees benefit significantly from word of mouth mentions of the service from colleagues, friends and family, as well as having high exposure to other more formal sources of information about the service.

Table 30: Other Sources of Information about Teachers TV – Spring term

	Summer 2009	Autumn 2009	Spring 2010					
	All	All	All	Heads	Teachers	TAs	Trainees	Govs
<i>Teachernet</i>	32%	29%	30%	44%	27%	34%	32%	28%
<i>Colleagues</i>	31%	30%	30%	25%	26%	22%	52%	38%
<i>Direct mail to school</i>	16%	15%	14%	37%	15%	12%	12%	13%
<i>Other education related website</i>	16%	14%	15%	15%	12%	12%	16%	17%
<i>Weekly TTV programme bulletin email</i>	13%	14%	13%	19%	16%	9%	8%	10%
<i>Conference or event</i>	7%	9%	10%	22%	11%	5%	7%	11%
<i>Friends or family</i>	8%	7%	10%	5%	7%	12%	30%	9%
<i>Other website</i>	6%	5%	5%	5%	3%	4%	11%	6%
<i>Teachers TV Trainer</i>	2%	3%	2%	3%	2%	5%	5%	1%
<i>Any of these</i>	70%	72%	72%	79%	67%	67%	86%	78%

Although the proportion of users of the Teachers TV service who have been exposed to any of these sources has not changed significantly for some time (76% in each term of Year two), the proportion of non-users claiming exposure has remained strong after a significant increase in the Autumn term (57%, falling slightly to 53% in the Spring term).

11.2 Listings

The proportion of respondents who could recall having seen listings for the service has remained the same throughout Year two, at 53%. Job role proportions remain largely unchanged too, with heads the most likely (73%) and trainees the least likely to have seen listings (35%). Teachers were more likely than teaching assistants (51% vs 44%) to have seen listings.

A fifth of those with no experience of the service (23%) had seen listings, compared to 60% of users.

12 Programme Information

In all surveys across the year, questions were asked about five selected general interest programmes or strands of programming. Respondents who had watched the programmes in the past month or so were asked to what extent (on a scale from 0-10) they found the programmes to have attributes related to the KPIs. They were also asked to give the programme an overall score.

The following table shows the percentage and unweighted number of respondents who had watched each of the programmes across Year two. The score distribution across the aggregate of all four attributes is also shown, together with the aggregated mean score. Programmes are shown in the order of their overall mean score across all attributes.

Table 31: Programmes viewed, overall opinion score distribution and mean – Year 2 (labelled as surveys 1-6)

Programme name	Survey	% Viewed	Unwtd Viewers	Score 8-10	Score 5-7	Score 0-4	Mean Score
<i>HEALTHY SCHOOLS WEEK</i>	6	5%	46	78%	15%	7%	8.29
<i>MASTERCLASSES</i>	2	4%	42	71%	23%	6%	7.85
<i>SCIENCE WEEK</i>	6	6%	64	59%	37%	4%	7.74
<i>TRAINEES PROGRAMMES</i>	5	5%	50	67%	30%	2%	7.70
<i>ICT PROGRAMMES</i>	5	7%	64	52%	46%	3%	7.62
<i>WELLBEING AT WORK</i>	6	4%	47	55%	34%	11%	7.60
<i>TEACHERS TV NEWS</i>	2	7%	69	49%	50%	1%	7.53
<i>BETTER LEARNING WITH ICT</i>	3	4%	49	51%	41%	7%	7.51
<i>MICK WATERS PROGRAMMES</i>	5	3%	40	51%	43%	3%	7.51
<i>OBSERVATION WITH BAYLEY</i>	3	13%	148	49%	41%	4%	7.45
<i>BEHAVIOUR PROGRAMMES</i>	1	16%	152	52%	41%	7%	7.36
<i>LESSON STARTERS</i>	3	9%	101	54%	40%	6%	7.34
<i>STEM PROGRAMMES</i>	4	2%	24	57%	29%	10%	7.33
<i>TIME SAVERS</i>	3	6%	65	55%	36%	9%	7.32
<i>THE TEACHING CHALLENGE</i>	6	7%	60	54%	31%	15%	7.27
<i>PROGRAMMES TO USE IN CLASSROOM</i>	1	14%	131	53%	38%	8%	7.26
<i>SCHOOL MATTERS</i>	6	9%	97	43%	47%	9%	7.24
<i>PRIMARY LESSON IDEAS</i>	1	15%	133	50%	36%	11%	7.21
<i>JUST FOR GOVERNORS</i>	2	8%	39	43%	48%	5%	7.19
<i>SEN PROGRAMMES</i>	1	8%	75	56%	34%	9%	7.19
<i>LESSONS ON A PLATE</i>	4	4%	39	57%	33%	10%	7.17
<i>CLASSROOM RESOURCES</i>	5	11%	114	37%	57%	5%	7.17

LESSON STARTERS	4	10%	109	47%	45%	8%	7.10
BOOST YOUR TEACHING HOUR	5	8%	72	47%	44%	9%	7.01
GREAT LESSON IDEAS	4	11%	103	45%	48%	5%	7.00
RESOURCE REVIEW	4	5%	59	47%	46%	8%	6.99
TEACHER WELLBEING PROGRAMMES	2	4%	48	44%	50%	4%	6.98
THE SECONDARY A-Z	2	4%	42	45%	40%	12%	6.79
GOVERNORS PROGRAMMES	3	10%	70	38%	46%	14%	6.73
SECONDARY LESSON IDEAS	1	10%	96	41%	43%	13%	6.72
SUMMER TERM AVERAGE	1-2	-	827	50%	40%	8%	7.22
AUTUMN TERM AVERAGE	3-4	-	767	48%	42%	8%	7.17
SPRING TERM AVERAGE	5-6	-	654	52%	41%	7%	7.45
YEAR 2 AVERAGE	1-6	-	2,248	50%	41%	8%	7.27

Table 32: Programmes viewed by job role – Spring term

Programme name	% Viewing each programme							
	All	Primary a)	Secondary b)	Heads c)	Teachers d)	TAs e)	Governors f)	Trainees g)
<i>CLASSROOM RESOURCES</i>	11%	10%	13%	12%	12%	18%	4%	18%
<i>ICT PROGRAMMES</i>	7%	6%	7%	9%	5%	15% ^c	3%	10% ^c
<i>TRAINEES PROGRAMMES</i>	5%	5% ^b	2%	3%	1%	15% ^{cd}	2%	21% ^{cd}
<i>BOOST YOUR TEACHING HOUR</i>	8%	8%	7%	9%	7%	14%	5%	11%
<i>MICK WATERS PROGRAMMES</i>	3%	2%	5%	14% ^{deg}	3%	2%	1%	1%
<i>THE TEACHING CHALLENGE</i>	7%	9% ^b	3%	6%	5%	14% ^{cd}	7%	3%
<i>SCHOOL MATTERS</i>	9%	9%	9%	15% ^d	8%	8%	3%	11%
<i>HEALTHY SCHOOLS WEEK</i>	5%	7%	2%	4%	4%	6%	6%	8%
<i>WELLBEING AT WORK</i>	4%	5%	3%	5%	4%	7%	3%	7%
<i>SCIENCE WEEK</i>	6%	7%	6%	4%	7%	9%	5%	8%

Although the data on viewing to individual programmes should not be used to derive audience estimates, it can nevertheless serve to indicate the relative popularity of programmes and relative appeal to different sectors. There were significant variations in viewing repertoire by job role and school sector, as can be seen from the table above.

The following tables shows aggregate scores for each of the four attributes across all ten programmes for the Spring term and then for Year two combined.

Table 33a: Summary of all programme attributes – Spring Term

<i>Attribute</i>	<i>Score 8-10</i>	<i>Score 5-7</i>	<i>Score 0-4</i>	<i>Mean Score Spring Term</i>	<i>Mean Score Autumn Term</i>	<i>Mean Score Summer Term</i>
<i>Helped to improve my skills</i>	42%	43%	13%	6.84	6.60	6.57
<i>Provided me with new ideas</i>	47%	42%	10%	7.13	7.02	6.94
<i>Kept me up to date with good practice</i>	46%	46%	7%	7.18	6.89	6.89
<i>Kept me up to date with key educational issues</i>	46%	44%	9%	7.13	6.61	6.82
<i>Overall Opinion</i>	52%	41%	7%	7.45	7.17	7.22

Table 33b: Summary of all programme attributes – Year 2

<i>Attribute</i>	Score 8-10	Score 5-7	Score 0-4	Mean Score
<i>Helped to improve my skills</i>	40%	42%	15%	6.66
<i>Provided me with new ideas</i>	46%	41%	11%	7.02
<i>Kept me up to date with good practice</i>	46%	43%	10%	6.97
<i>Kept me up to date with key educational issues</i>	43%	44%	12%	6.84
<i>Overall Opinion</i>	50%	41%	8%	7.27

Despite no significant differences between the Summer and Autumn terms for any particular attribute, the Spring term has seen significant increases for several measures (overall opinion, keeping up to date with good practice and keeping up to date with key educational issues), which may simply be a reflection of the range of programme choice. Programmes scored 7.27 in aggregate in terms of overall opinion across the year, identical to the time well spent score for the Teachers TV website and very similar to the score given for the TV channel as a whole (7.28). On individual attributes the aggregated programmes scored best in terms of their ability to provide new ideas (7.02) and keep viewers up to date with good practice (6.97).

Table 34: Mean scores for each programme attribute

Programme name		OVERALL OPINION	IMPROVE SKILLS	NEW IDEAS	GOOD PRACTICE	KEY ISSUES
<i>HEALTHY SCHOOLS WEEK</i>	6	8.29	7.42	8.37	8.28	8.49
<i>MASTERCLASSES</i>	2	7.85	7.70	7.91	7.89	6.94
<i>SCIENCE WEEK</i>	6	7.74	7.12	7.41	7.46	7.35
<i>TRAINEES PROGRAMMES</i>	5	7.70	7.62	7.64	7.29	7.17
<i>ICT PROGRAMMES</i>	5	7.62	7.19	7.47	7.45	7.33
<i>WELLBEING AT WORK</i>	6	7.60	7.12	7.07	7.62	7.58
<i>TEACHERS TV NEWS</i>	2	7.53	6.18	6.63	7.40	8.13
<i>BETTER LEARNING WITH ICT</i>	3	7.51	7.01	6.99	7.25	7.14
<i>MICK WATERS PROGRAMMES</i>	5	7.51	6.31	7.07	6.78	7.28
<i>OBSERVATION WITH BAYLEY</i>	3	7.45	6.90	6.94	7.29	6.98
<i>BEHAVIOUR PROGRAMMES</i>	1	7.36	6.98	7.19	7.01	6.76
<i>LESSON STARTERS</i>	3	7.34	7.01	7.45	7.10	6.66
<i>STEM PROGRAMMES</i>	4	7.33	6.04	6.59	6.78	6.97
<i>TIME SAVERS</i>	3	7.32	7.06	7.26	7.07	6.99
<i>THE TEACHING CHALLENGE PROGRAMMES TO USE IN CLASSROOM</i>	6	7.27	5.83	5.98	6.52	6.65
<i>SCHOOL MATTERS</i>	1	7.26	6.26	6.88	6.21	6.11
<i>PRIMARY LESSON IDEAS</i>	6	7.24	6.84	6.92	7.25	7.32
<i>JUST FOR GOVERNORS</i>	1	7.21	6.53	6.95	6.93	6.88
<i>SEN PROGRAMMES</i>	2	7.19	6.47	6.73	7.22	7.31
<i>CLASSROOM RESOURCES</i>	1	7.19	7.03	6.85	7.12	7.03
<i>LESSONS ON A PLATE</i>	5	7.17	6.77	7.12	6.76	6.47
<i>LESSON STARTERS</i>	4	7.17	6.26	6.76	6.76	6.41
<i>LESSON STARTERS</i>	4	7.10	6.38	7.19	6.54	6.07
<i>BOOST YOUR TEACHING HOUR</i>	4	7.01	6.42	6.76	6.87	6.64
<i>GREAT LESSON IDEAS</i>	5	7.00	6.42	6.76	6.87	6.64
<i>RESOURCE REVIEW</i>	4	7.00	6.74	7.20	6.71	6.38
<i>TEACHER WELLBEING PROGRAMMES</i>	4	6.99	6.02	6.98	6.77	6.23
<i>THE SECONDARY A-Z</i>	2	6.98	6.37	6.61	6.59	7.04
<i>GOVERNORS PROGRAMMES</i>	2	6.79	7.11	6.85	6.80	6.65
<i>SECONDARY LESSON IDEAS</i>	3	6.73	6.00	6.47	6.62	6.63
<i>SUMMER TERM AVERAGE</i>	1	6.72	6.29	6.85	6.54	6.23
<i>AUTUMN TERM AVERAGE</i>	1-2	6.72	6.29	6.85	6.54	6.23
<i>SPRING TERM AVERAGE</i>	3-4	7.22	6.57	6.94	6.89	6.82
<i>YEAR 2 AVERAGE</i>	5-6	7.17	6.60	7.02	6.89	6.61
	1-6	7.45	6.84	7.13	7.18	7.13
		7.27	6.66	7.02	6.97	6.84

Table 35: Programme Implementation – Year 2

Programme name	Survey	% viewed	Unwtd Viewers (Base)	Have implemented	Intend to implement	Have not/will not	Mean Score
<i>HEALTHY SCHOOLS WEEK</i>	6	5%	46	49%	44%	7%	8.29
<i>MASTERCLASSES</i>	2	4%	42	53%	34%	13%	7.85
<i>SCIENCE WEEK</i>	6	6%	64	46%	42%	13%	7.74
<i>TRAINEES PROGRAMMES</i>	5	5%	50	62%	37%	1%	7.70
<i>ICT PROGRAMMES</i>	5	7%	64	41%	52%	7%	7.62
<i>WELLBEING AT WORK</i>	6	4%	47	52%	24%	24%	7.60
<i>TEACHERS TV NEWS</i>	2	7%	69	21%	55%	24%	7.53
<i>BETTER LEARNING WITH ICT</i>	3	4%	49	29%	60%	11%	7.51
<i>MICK WATERS PROGRAMMES</i>	5	3%	40	20%	67%	13%	7.51
<i>OBSERVATION WITH BAYLEY</i>	3	13%	148	44%	34%	22%	7.45
<i>BEHAVIOUR PROGRAMMES</i>	1	16%	152	42%	50%	7%	7.36
<i>LESSON STARTERS</i>	3	9%	101	44%	50%	6%	7.34
<i>STEM PROGRAMMES</i>	4	2%	24	25%	58%	17%	7.33
<i>TIME SAVERS</i>	3	6%	65	60%	31%	10%	7.32
<i>THE TEACHING CHALLENGE PROGRAMMES TO USE IN CLASSROOM</i>	6	7%	60	37%	23%	40%	7.27
<i>SCHOOL MATTERS</i>	1	14%	131	51%	32%	17%	7.26
<i>SCHOOL MATTERS</i>	6	9%	97	41%	45%	14%	7.24
<i>PRIMARY LESSON IDEAS</i>	1	15%	133	41%	42%	17%	7.21
<i>JUST FOR GOVERNORS</i>	2	8%	39	31%	52%	17%	7.19
<i>SEN PROGRAMMES</i>	1	8%	75	32%	54%	14%	7.19
<i>CLASSROOM RESOURCES</i>	5	11%	114	41%	40%	19%	7.17
<i>LESSONS ON A PLATE</i>	4	4%	39	47%	34%	18%	7.17
<i>LESSON STARTERS</i>	4	10%	109	39%	45%	16%	7.10
<i>BOOST YOUR TEACHING HOUR</i>	5	8%	72	28%	60%	13%	7.01
<i>GREAT LESSON IDEAS</i>	4	11%	103	39%	48%	12%	7.00
<i>RESOURCE REVIEW</i>	4	5%	59	28%	57%	15%	6.99
<i>TEACHER WELLBEING PROGRAMMES</i>	2	4%	48	26%	61%	13%	6.98
<i>THE SECONDARY A-Z</i>	2	4%	42	27%	58%	15%	6.79
<i>GOVERNORS PROGRAMMES</i>	3	10%	70	38%	38%	24%	6.73
<i>SECONDARY LESSON IDEAS</i>	1	10%	96	42%	35%	23%	6.72
<i>SUMMER TERM AVERAGE</i>	1-2	-	827	39%	45%	16%	7.22
<i>AUTUMN TERM AVERAGE</i>	3-4	-	767	41%	43%	16%	7.17
<i>SPRING TERM AVERAGE</i>	5-6	-	654	41%	43%	15%	7.45
<i>YEAR 2 AVERAGE</i>	1-6	-	2,248	40%	44%	16%	7.27



The average programme viewed across the year had already had an impact on 40% of its viewers, in the sense that they had **taken any action, implemented an idea or changed their behaviour at all as a result of watching the programme**. A further 44% intended to do so, leaving just 16% of viewers unaffected by the average programme seen during the year (from the list above).