



Qualifications and  
Curriculum Authority

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# Secondary curriculum review statutory consultation

*Draft summary of findings*

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June 2007

QCA/07/3123

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## Background and purpose

In March 2005 the Qualifications and Curriculum Authority (QCA) was commissioned by the Department for Education and Skills (DfES) to review the secondary curriculum, in order to:

- increase curriculum flexibility to enable schools to better meet learners' individual needs and strengths.
- improve coherence across the curriculum to ensure effective progression in learning from key stage 2, during key stage 3 and on to key stage 4
- develop the professionalism of teacher assessment in the foundation subjects at key stage 3.

The review is part of QCA's broader vision to develop a modern world-class curriculum that will inspire and challenge learners and prepare them for the future. The aims of the review are to meet this remit and to help schools refresh and renew their curriculum by:

- embedding the curriculum aims to help pupils become successful learners, confident individuals and responsible citizens
- improving coherence, highlighting commonalities between the key concepts at the heart of each subject, encouraging links between areas of the curriculum and reducing the overall level of prescription
- making learning more relevant by linking it more explicitly to the world beyond the classroom and to the Every Child Matters outcomes
- securing the skills learners need to succeed in the subject and the wider world by incorporating the functional skills standards in the programmes of study for English, mathematics and information and communication technology (ICT) and linking with personal, learning and thinking skills
- providing a range of tasks and exemplifications to support and develop teacher assessment.

The programmes of study at key stage 3 and 4 have been revised to encourage schools to build on their strengths, identify areas needing further development and be innovative in designing their curriculum. They offer the flexibility teachers need to challenge, engage and inspire their learners, providing scope for local interpretation within a national framework.

## **Developing the revised programmes of study**

QCA worked extensively with a wide range of partners and stakeholders to develop the programmes of study and level descriptions that were the subject of consultation from February 2007. Each follows a new structure that identifies the key concepts and processes at the heart of each subject discipline. In addition, each programme of study indicates the opportunities pupils should be given to help them engage with the subject, and outlines the breadth of the subject from which areas for study should be drawn.

Revisions have been made to the 12 key stage 3 programmes of study for the core and foundation subjects. In addition three non-statutory programmes of study have been developed. The framework for religious education (RE) has been reformatted to fit the new structure of the other programmes of study. Programmes of study are also included for personal wellbeing (PW), updating the existing framework for personal, social and health education, and for economic wellbeing (EW), which brings together current guidance on careers education, work-related learning, enterprise and financial capability. In addition, the level descriptions for each subject have been modified to complement the revisions to the programmes of study and maintain standards.

Key stage 4 programmes of study have also been developed for English, citizenship, ICT, mathematics and physical education (PE), as well as for RE, PW and EW. The key stage 4 science programme of study, introduced in September 2006, has not been revised.

The process of developing the revised programmes included significant involvement from the subject and wider education community. A reference group for each subject, including teachers, members of subject associations, representatives from partner organisations and others with expertise in the subject, met regularly to develop and test ideas, and contribute to the vision of what the curriculum of the future can offer.

In addition to the reference groups, a wide range of stakeholders have been involved through:

- conferences
- young people's forums
- meetings with parents and governors
- meetings with key partners including the National College for School Leadership, the Specialist Schools and Academies Trust, Ofsted and the Secondary National Strategies

- meetings with subject associations and other subject experts

Over 3,000 people contributed their views.

### **The consultation process**

QCA launched the statutory consultation on the revised programmes of study and level descriptions on 5 February 2007. This continued until the end of April. The purpose was to measure the extent to which stakeholders feel that the revised programmes of study meet the aims of the curriculum review and to gauge the overall level of support for the proposals.

To ensure consistency in the information that was gathered, QCA developed a range of questions and pro-formas to be used by QCA staff, commissioned consultants and local authorities to support the consultation process.

The consultation process involved a wide range of opportunities and methods to allow the maximum number of people to contribute. These included:

- conferences, seminars, events and speaking engagements
- further subject reference group meetings
- online communication, including a dedicated curriculum review email inbox
- discussions with key stakeholders from subject and whole-curriculum perspectives
- feedback notes from events and conferences, allowing people to give more detailed personal responses.

A total of 10,613 people had direct contact with QCA through this wide range of activities. For further details of the research and the methodology used see *Appendix 1: background and methodology for the period of formal consultation*.

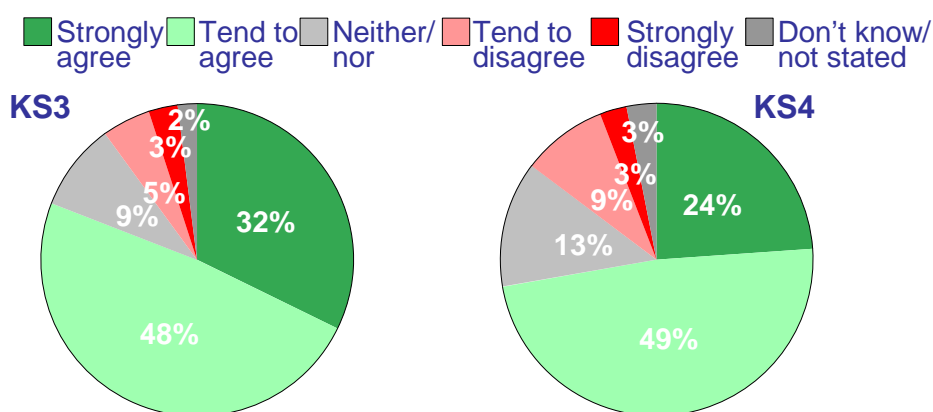
QCA commissioned the independent research company Ipsos MORI to conduct an online survey on the programmes of study and level descriptions, backed up by telephone interviews, as part of the consultation process. A total of 1,891 individual responses were completed on the online survey. See *Appendix 2: methodology of the Ipsos MORI survey* for further details.

## Summary of findings

### Perspectives on the curriculum as a whole

#### Aims: online survey and interview findings

Q Do you agree or disagree that having a single set of aims for the secondary curriculum that covers all subject programmes of study at key stage 3 and 4 contributes to making the curriculum more coherent?



Base: All responding from a KS3/4 curriculum perspective: KS3 (440); KS4 (327)

The majority of respondents agree that having a single set of aims for the secondary national curriculum that covers all subject programmes of study contributes to making the curriculum more coherent. Just over four in five (81%) agree that a single set of aims makes the key stage 3 curriculum more coherent, with around three in ten (32%) *strongly* agreeing. With regards to key stage 4, just under three in four (72%) agree that a single set of aims makes the curriculum more coherent. Very few respondents disagree that having a single set of aims makes the curriculum more coherent at either key stage 3 or 4.

Headteachers and senior management are more likely to agree that having a single set of aims for the secondary curriculum contributes to making the key stage 3 curriculum more coherent (93%), compared with for example curriculum coordinators (85%). Respondents from a local authority are also more likely to agree that this is the case (94%).

Source: Ipsos MORI

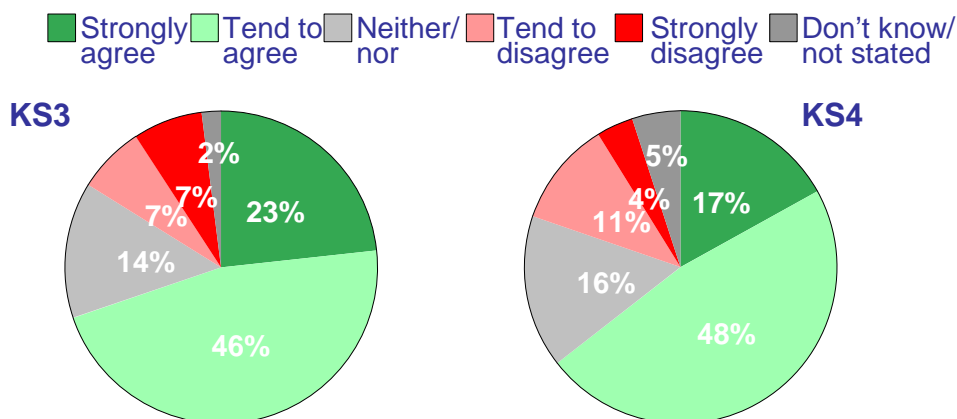
## Aims: additional consultation findings

From discussions with a wide range of respondents it is clear that there is widespread support for the aims of the curriculum. Respondents overwhelmingly endorsed both the inclusion of the aims and the aims themselves. Reports from subject-based activities indicate that all subject communities support the aims and most believe that they help to unify the programmes of study.

Occasionally respondents offered suggestions for minor rewording of the aims. Some from the geography community welcomed the principle of common aims and requested explanation of the rationale for these particular ones. A very small number of respondents to the online consultation for history were less enthusiastic about the value of a single set of aims than those from the history community who were consulted through interviews, conferences and seminars, and those respondents on other subjects. One history discussion group was unsure whether the second and third aims (confident individuals, responsible citizens) were achievable through a school curriculum, given the range of other factors that influence young people's development.

## Flexibility: online survey and interview findings

Q *Do you agree or disagree that, overall the revised programmes of study at key stage 3 or 4 give more flexibility to schools in the way they manage their curriculum?*



Base: All responding from a KS3/4 curriculum perspective: KS3 (440); KS4 (327)

When asked whether they agree or disagree that the revised programmes of study give more flexibility to schools in the way they manage their curriculum, the majority of respondents

answering from a cross-curriculum perspective agree. Just under seven in ten (69%) of those responding in relation to the key stage 3 curriculum agree that the revisions provide greater flexibility. Around one in seven (15%) disagree. Findings are very similar for key stage 4 with two in three respondents (65%) agreeing that the proposed changes will give more flexibility to schools in curriculum management, and around one in seven (15%) disagreeing.

Headteachers and subject managers are much more positive than curriculum coordinators regarding flexibility at key stage 3. Four in five headteachers and senior management (81%) agree that the revised programmes of study will give more flexibility to schools in the way they manage their curriculum, compared with 69% of curriculum coordinators and 67% of subject/course heads.

Local authorities are also more likely to agree that the revised programmes of study will give schools more flexibility (87%).

Among respondents who gave an answer in the open text boxes in the online survey, the most frequently cited responses relate to:

- It allows for a more diverse curriculum (mentioned by 17 key stage 3 and 14 key stage 4 respondents)
- The curriculum will become too narrow (mentioned by 16 key stage 3 and 69 key stage 4 respondents)
- The changes will enable teachers to better tailor the curriculum (mentioned by 14 key stage 3 and 17 key stage 4 respondents).

*Source: Ipsos MORI*

### **Flexibility: additional consultation findings**

There is also significant acknowledgement in responses from subject communities and other organisations that the revised programmes of study, both individually and collectively, are more flexible. For example, the information and communication technology publishers believe that with clear links made between different areas of the curriculum, it is now easier for planners to 'join' subjects together.

Respondents from most subject areas recognise that there has been a reduction of prescribed content and are pleased with the increased focus on skills. For example, in English it is appreciated that the move towards a curriculum that is skills/process-led rather than content



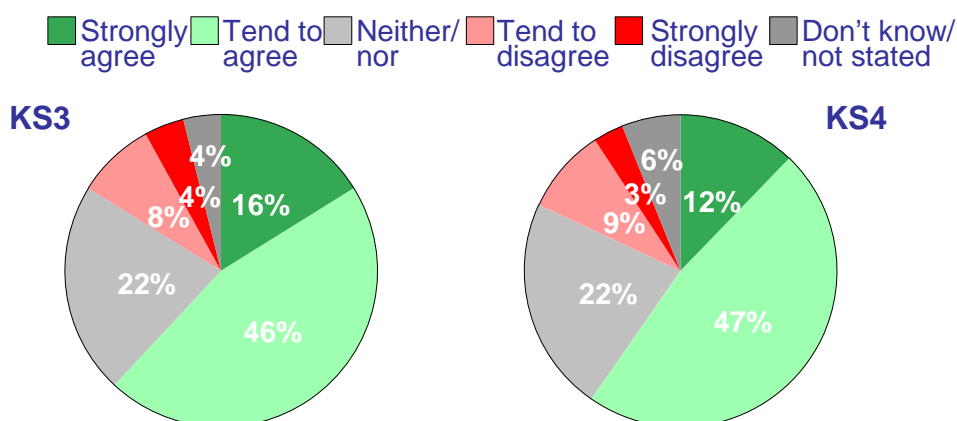
based, offers the potential for greater flexibility in how teachers choose to organise their curriculum.

However, many of those who responded from the design and technology (D&T) subject community feel there is significantly less flexibility. These responses consistently state that the choice of three from four areas of study is inappropriate. They fear that this will lead to the exclusion of more expensive or difficult to staff areas like food or systems and control, and therefore constrain flexibility. The case for all pupils being taught how to prepare healthy food within D&T is also strongly made.

In citizenship there are some mixed responses. Some feel that the increase in content as a result of the Diversity and Citizenship review could reduce flexibility. Others think this is offset by the increased emphasis on key concepts and processes. While most respondents to a local authority survey on the revised programmes of study for music welcome the increased flexibility offered, they also speculate on whether teachers will recognise it as such and take up the opportunities for change.

### Coherence: online survey and interview findings

Q *Do you agree or disagree that the revised structure for the programmes of study contributes to making the curriculum as a whole more coherent?*



Base: All responding from a KS3/4 curriculum perspective: KS3 (440); KS4 (327)

Around three in five respondents agree that the revised structure for the programmes of study at both key stages 3 and 4 contributes to making the curriculum as a whole more coherent (62% and 60% agree respectively). Just over one in ten respondents disagree that the revised

structure contributes to greater curriculum consistency (13% in relation to both key stage 3 and 4), and a significant minority neither agree nor disagree (22% in relation to both key stage 3 and key stage 4).

Headteachers and senior management are more likely to agree that the revised structure for the programmes of study contributes to making the curriculum at key stage 3 more coherent (78%) compared with curriculum coordinators (60%). Respondents from a local authority are also more likely to agree that this is the case (77%).

Among respondents who gave an answer in the open text boxes in the online survey, the most frequently cited responses relate to:

- It will enable a more coherent teaching/learning approach (mentioned by 21 key stage 3 and nine key stage 4 respondents)
- The changes allow a more cross-curricular approach which will help cross-curricular planning (mentioned by 17 key stage 3 and six key stage 4 respondents)
- It will enable better links between subjects (mentioned by 12 key stage 3 and 12 key stage 4 respondents).

*Source: Ipsos MORI*

### **Coherence: additional consultation findings**

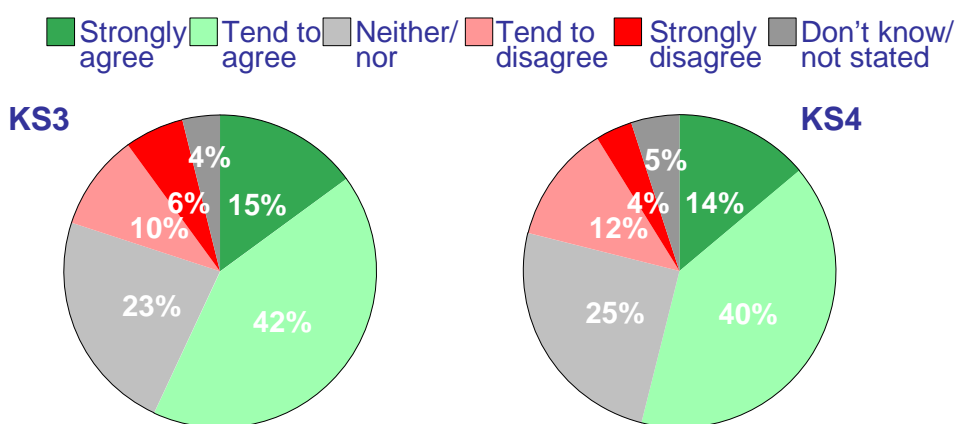
The large majority of subject community responses welcomed the increased curriculum coherence provided by the revised programmes of study. They identify the revised common framework for the programmes of study as supporting coherence across the curriculum. There is broad recognition that the key concepts that underpin the subjects are the right ones and provide the basis for the study of the subject. There is also recognition that the key concepts and the key processes interlink effectively. For example, in art and design there are positive views that this programme of study has greater coherence than past models as it has simple and more clearly interrelated elements. The introduction of the key concepts was also identified as an important way of developing a coherent subject curriculum.

A few respondents felt there could be more cohesion in progression between the programmes of study for key stage 3 and 4. For example, in science concerns about coherence have generally related to coherence with the key stage 4 programme of study introduced in September 2006. Others relate to the extent to which progression through the key stage and across key stages is clearly identified. There are also a few questions about how some 'Range and Content' sections support coherence in the content taught. For example, in

history, some felt that not all aspects of the importance statement are followed through to the remaining sections of the programme of study.

## All learners: online survey and interview findings

Q *Do you agree or disagree that, overall the revised programmes of study at key stage 3 or 4 enable schools to take into account the needs of all learners?*



Base: All responding from a KS3/4 curriculum perspective: KS3 (440); KS4 (327)

Respondents were asked the extent to which they agree or disagree that the revised programmes of study enable schools to take into account the needs of all learners. A slim majority agree: just under three in five (57%) agree that the revised key stage 3 programmes of study enable schools to take the needs of all learners into account and, interestingly, 10 out of 14 and four out of six EAL or SEN teachers who took part in the consultation agree with this statement in relation to key stage 3 and key stage 4 respectively (please note that, due to the very small size of this group, this finding is not statistically significant).

Regarding the revised key stage 4 programmes of study, over half (54%) agree that these take into account the needs of all learners. Around a quarter of respondents neither agree nor disagree with this statement (23% in relation to key stage 3 and 25% in relation to key stage 4) and one in six disagree (16% in relation to both key stage 3 and 4 respectively).

Headteachers and senior management are also more likely to agree that the revised programmes of study at key stage 3 enable schools to take into account the needs of all learners (75%) compared with 59% of curriculum coordinators. Respondents from local authorities are also more likely to agree that this is the case (71%).

Among respondents who gave an answer in the open text boxes in the online survey, the most frequently cited responses relate to:

- The changes will give more flexibility which will enable schools to take into account the needs of all learners (mentioned by 24 key stage 3 and 20 key stage 4 respondents)
- The changes will give more flexibility which will enable teachers to devise new methods of teaching (mentioned by 22 key stage 3 and 8 key stage 4 respondents)
- Teachers will be able to personalise the curriculum (mentioned by 11 key stage 3 and 8 key stage 4 respondents).

*Source: Ipsos MORI*

### **All learners: additional consultation findings**

Most respondents from subject communities feel that the programmes of study are broadly inclusive and that they can be used by schools to create a curriculum that is both more inclusive and diverse.

There is a feeling from some that the use of the words ‘all learners should...’ creates expectations that are not equally accessible to all learners. This issue is particularly noted in English due to the speaking and listening requirement that those representing the deaf and hearing impaired feel is not inclusive. Some respondents to PE noted that pupils with severe learning difficulties may not be able to access all key processes. Delegates at a disability and inclusion conference felt that the inclusion section of the national curriculum should be removed, with inclusion run throughout the programmes of study.

## Subject perspectives on the revised programmes of study

### Key online survey and interview findings

Respondents are generally positive about the curriculum aims, importance statements, key concepts, key processes, range and content and curriculum opportunities, although respondents answering in relation to a key stage 3 programme of study tend to be less positive than those responding in relation to a key stage 4 programme of study. Respondents are relatively less positive regarding the coherence, flexibility and inclusiveness of the revised programmes of study. On most aspects, school leaders/management are more likely to be positive and less experienced teachers are more likely to be negative about the revised programmes of study.

The key findings for each aspect are as follows:

- The majority of respondents agree that having a single set of aims for the whole secondary curriculum will contribute to making the curriculum more coherent (70% in relation to key stage 3 and 74% in relation to key stage 4). In the qualitative interviews, a single set of aims was generally seen to be a good and valid ideal to strive for.
- Teachers of non-statutory subjects (RE, EW and PW) are among those who are most positive about having a single set of aims. Citizenship, geography, music and PE respondents are also somewhat more likely than average to agree that a single set of aims makes the curriculum more coherent. In contrast, mathematics, Science and D&T respondents are less likely than average to agree.
- A smaller majority of respondents agree that the revised programme of study will give teachers more flexibility (56% in relation to key stage 3 and 62% in relation to key stage 4). A minority of respondents disagree (27% and 21% respectively). In the qualitative interviews, increased choice and creativity are cited as key advantages of the revised programmes of study. However, some feel that key aspects of the curriculum have been removed from programmes of study (particularly D&T). There is also some concern that a less prescriptive programme of study will lead to inconsistent standards. Geography, PE and modern foreign languages respondents are most likely to agree that the revised programme of study will give greater flexibility. Greatest disagreement comes from D&T, English, PW, mathematics and history respondents.
- More than half of respondents agree the revised programmes of study will enable schools to take into account the needs of all learners (56% in relation to key stage 3 and

59% in relation to key stage 4) and a minority disagree (26% in relation to key stage 3 and 20% in relation to key stage 4). Respondents answering in relation to RE, geography, PE and music are most likely to agree that the revised programme of study enables schools to take into account the needs of learners. In contrast, D&T, ICT, mathematics, history and science respondents are least likely to agree.

- Although qualitative respondents felt that the revised programmes of study are more inclusive in principal, barriers cited to a fully inclusive curriculum are lack of resources, large class sizes, a lack of suitably trained and skilful teachers and constraints “imposed” by exam boards.
- A significantly smaller proportion of respondents agree that the revised programmes of study contribute to making the curriculum as a whole more coherent. Key stage 4 programmes of study fare slightly better (57% agree) than key stage 3 programmes of study (48%). Around one in four respondents neither agree nor disagree with this statement (24%) and disagreement that the revised programme of study contributes to making the curriculum more coherent is significantly higher among key stage 3 respondents (27% disagree) than key stage 4 respondents (17% disagree).
- In the qualitative interviews, some respondents felt that the revised curriculum could lead to duplication across subjects, rather than coherence. Some suggested that QCA could help schools to avoid duplication by making it very clear where overlaps occur.

*Source: Ipsos MORI*

### **Importance statements: online survey and interview findings**

There is widespread agreement that the importance statements for the programme of study sum up why that subject is an important part of the secondary curriculum (91% agree in relation to key stage 3 and 92% agree in relation to key stage 4). A tiny minority (4%) disagree. This is the case at key stage 3 and key stage 4

*Source: Ipsos MORI*

### **Importance statements: additional consultation findings**

Some respondents noted that the statements were aspirational and set a clear context for learning in the subject. In almost all cases they were accepted with a few suggestions for minor alterations.

### **Concepts: online survey and interview findings**

The majority of respondents also agree that the key concepts underpin the study of the subject, although the level of agreement is somewhat lower in relation to key stage 3 subjects (81%, compared with 88% in relation to key stage 4). MFL, English, geography and history fare best when looking at differences between programmes of study. Subjects where respondents are most likely to *disagree* with the key concepts include PW and EW, science, mathematics and D&T.

*Source: Ipsos MORI*

### **Concepts: additional consultation findings**

In some subjects there are concerns about how the concepts relate to each other and how they will be used. For example, in science some respondents have specific concerns that cultural understanding is not as important as scientific thinking in the subject. In mathematics there is some concern that the key concepts are not the same as mathematical key concepts.

### **Processes: online survey and interview findings**

A similar proportion of respondents agree that the key processes reflect the essential skills that pupils need to make progress in their subject (82% in relation to key stage 3 and 86% in relation to key stage 4). There is greater disagreement that the key processes reflect such skills among ICT, PW, EW and D&T respondents.

*Source: Ipsos MORI*

### **Processes: additional consultation findings**

In several subjects there is a desire to see aspects of the key processes made more explicit. For example, in mathematics some would like to see the data handling cycle brought to the fore, and nearly all contributions would like to see changes to the way that ICT technology is incorporated into mathematics. In PE some would like the connections with the current aspects of knowledge, skills and understanding to be more explicit. In geography there is agreement that the key processes currently include those aspects fundamental to geographical learning at key stage 3, and those that are achieved as pupils mature, gain experience and understanding and make progress in their learning. It was thought by some that these aspects could be clarified to support teachers' planning.

Respondents on English were satisfied with the proposed key processes and felt that bringing together the different attainment targets in one section would help coherence and provide a more holistic experience for learners.

### **Range and content: online survey and interview findings**

Respondents answering in relation to a key stage 4 programme of study are more likely to agree that the range and content is sufficiently broad (72%) than their key stage 3 counterparts. MFL, music and geography respondents are most likely to agree, whereas D&T, science, PW, PE and English respondents are most likely to disagree that the range and content of the programme of study is broad enough.

*Source: Ipsos MORI*

### **Range and content: additional consultation findings**

In many subjects the greater flexibility provided by the revision of the programmes of study is particularly evident in this section.

There is concern in citizenship about the volume of the range and content section, especially from some teachers, who perceive the programmes of study at both key stages to be larger now. In science some concern has been expressed about the reduced level of prescription in the new programmes of study, but most have welcomed the increased flexibility offered.

In D&T there is a very widely held conviction that curriculum coverage is not now sufficiently broad and that all four product areas should be required in the range and content section of the programme of study.

### **Curriculum opportunities: online survey and interview findings**

Around three-quarters of respondents (74%) answering in relation to a key stage 4 programme of study agree that the curriculum opportunities provide sufficient opportunities for all pupils to learn, compared with two-thirds of respondents (66%) answering in relation to key stage 3. Again, MFL, music and geography respondents are among those most likely to agree that the curriculum opportunities provide sufficient opportunities for all pupils to learn. D&T, English, ICT and science respondents are most likely to disagree.

*Source: Ipsos MORI*



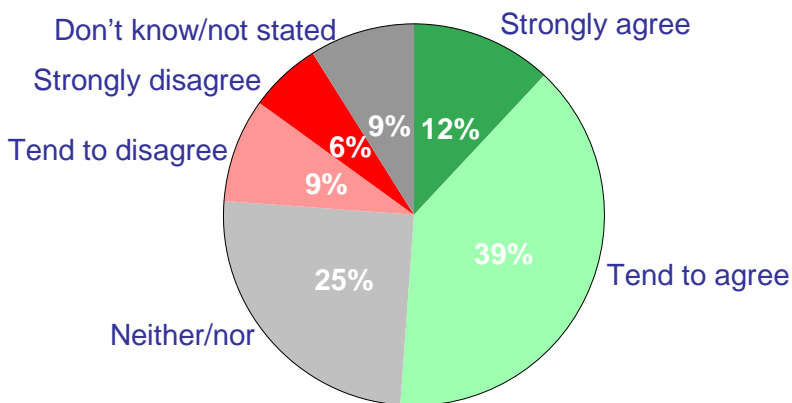
## Curriculum opportunities: additional consultation findings

Respondents commenting on many subjects are very content with the curriculum opportunities contained in the programmes of study. For example, in PE, teachers judge the curriculum opportunities as providing a real opportunity to encourage schools to think about every child and what they want pupils to achieve.

Respondents also welcome the explicit references to learning beyond the classroom and to the use of information and communication technology. They see this as reflecting some of the best practice in schools today. The curriculum opportunities in science have been generally well received and the focus on career opportunities has been particularly welcomed as this is seen as an area not always well addressed in schools.

## Level descriptions: online survey and interview findings

Q *To what extent do you agree or disagree that the modified level descriptions for (KS3 SUBJECT) complement the revised programme of study for (KS3 SUBJECT)?*



Base: All responding from a KS3 programme perspective apart from economic and personal wellbeing (1015)

Half of respondents (51%) agree that the modified level descriptions complement the revised programmes of study and a relatively small minority (15%) disagree. However, a significant proportion of respondents are not able to comment on whether the modified level descriptions complement the revised programmes of study (34% “neither agree nor disagree” or answered “don’t know”).

When asked whether the modified level descriptions maintain the standards as set out in the current level descriptions, the majority (60%) of respondents who are able to give an opinion agree, and only one in ten (10%) disagree.

*Source: Ipsos MORI*

### **Level descriptions: additional consultation findings**

In commenting on the modified level descriptions many subject respondents recognise that there has been movement towards making level descriptions complement the revised programmes of study. However, many feel that the changes have not gone far enough. In almost all cases respondents agree that the modifications have not changed the standard.

The importance attached to the level descriptions reflects concerns that unless there are changes to what is assessed, the changes to the programmes of study will have little real or lasting impact. A significant minority of respondents suggest that an opportunity has been missed to improve the levels and their usefulness. They were keen to see the problems of the current level descriptions being addressed and there has been some disappointment that this opportunity has not been taken in full, with the consultation version being seen as a compromise.

## Appendix 1: background and methodology for the period of formal consultation

QCA was required to consult on the revised programmes of study and report on the findings of the consultation to the secretary of state for education in June 2007.

The purpose of the statutory consultation was to measure the extent to which stakeholders believe the revised proposals meet the aims of the curriculum review, and to gauge the overall level of support for the proposals. QCA launched the statutory consultation at the beginning of February 2007. It was undertaken during the period of 5 February to 30 April 2007 – the period is that required by law for consultation on significant changes to the curriculum.

As part of the consultation process the following activities took place:

Activity	Numbers involved
Subject focused seminars for 15 subjects	224
Launch conference	200
Diversity and inclusion conference – including young people	85
Subject focused conferences / speaking engagements	5,415
Whole school focused conferences / speaking engagements 23 conferences	2,663
Seminars at The Education Show	100
Meetings with parents	8
Meetings with young people	62
email contact with <a href="mailto:information@QCA">information@QCA</a>	652
Commissioned Local Authority consultation seminars – seven events completed	117
Youth Sport Trust Top Sport events	1,000
Meeting with Education Publishers representatives	25

Feedback notes from events	62
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A total of 10,613 people had direct contact with QCA through the activities listed above. In addition 1,891 individual responses were completed on the Ipsos MORI online survey.

## Appendix 2: methodology of the Ipsos MORI survey

The QCA commissioned Ipsos MORI, the independent research company, to conduct an online survey on the programmes of study as part of the consultation process. They developed a short online questionnaire at [www.qca.org.uk/secondarycurriculumreview](http://www.qca.org.uk/secondarycurriculumreview) asking a number of questions about the proposed revised programmes of study (which could also be viewed via the online survey). They also provided the opportunity for more detailed feedback through open comment boxes. The survey could be completed as an individual or on behalf of a department or team in school.

The Ipsos MORI survey consisted of:

- an online survey, open to all stakeholders
- follow-up in-depth telephone interviews with a small, qualitative sample of heads of subject/department in schools.

The methodology for these stages is outlined in more detail below.

### The online survey

Schools and other stakeholders were invited to take part in a short online survey, hosted by Ipsos MORI and accessed via a link on QCA's website. An online PDF of the questionnaire was available to download from the QCA's website and hard copies were also available from Ipsos MORI on request. In order to assist respondents with the completion of the survey, respondents were asked to download and familiarise themselves with the relevant programme(s) of study, which were also available on QCA's website.

QCA sent letters to schools and other stakeholders and conferences were held at which the online survey was publicised. In addition, on 19 February 2007 Ipsos MORI sent letters to headteachers and heads of the 15 relevant departments/subjects at a representative sample of 500 state secondary schools in England (stratified by school type, size, region and location), to further raise awareness of the online consultation and encourage schools to take part in the online survey.

To maximise response rates ensure that all subjects were well represented in the consultation, Ipsos MORI sent a reminder letter to curriculum coordinators in each of the 500 schools on 13 April 2007. Between 16 and 27 April 2007 250 reminder calls were made to schools that had not responded.

## **Respondent profile**

There were 1,804 responses to the consultation between 5 February and 30 April 2007. One thousand, seven hundred and seven respondents completed the survey online and 27 respondents completed a paper version of the questionnaire.

Table A below shows the number of responses to each version of the survey. Of the 1,804 responses, 454 relate to the cross-curriculum perspective, 1,065 relate to a programme of study at key stage 3, and 285 relate to a programme of study at key stage 4.

Headteachers and curriculum coordinators were asked questions about the key stage 3 curriculum or key stage 4 curriculum or asked to give a cross-curriculum perspective. Other teachers were asked questions about a programme of study at key stage 3 or key stage 4. All other types of respondent were given the choice to answer questions about the key stage 3 or key stage 4 curriculum overall or a programme of study.

<b>Table A: version of survey</b>	<b>Key stage 3</b>	<b>Key stage 4</b>
Art and design	23	n/a
Citizenship	30	28
Design and technology	502 <sup>1</sup>	n/a
Economic wellbeing	12	24
English	36	49
Geography	53	n/a
History	62	n/a
Information and communication technology	26	16
Mathematics	34	42
Modern foreign languages	45	n/a
Music	34	n/a
Personal wellbeing	38	21
Physical education	49	87
Religious education	15	18
Science	106	n/a
<b>Cross-curriculum perspective</b>	<b>454</b>	

*Source: Ipsos MORI*

Table B below outlines the profile of respondents to the online survey. Of the 1,803 responses to the survey, 1,523 are from individuals and 280 are from groups.

<sup>1</sup> Please note, D&T responses are down-weighted in the data analysis. See further explanation in the 'Analysis' section below.

<b>Table B: respondent type</b>	<b>Total</b>	<b>Cross- curriculum perspective</b>	<b>Programme of study perspective</b>
<b>School</b>	<b>1,132<sup>2</sup></b>	<b>211</b>	<b>921</b>
Classroom or subject teacher/lecturer	591	71	520
Subject manager	332	40	292
Curriculum coordinator/manager	174	174	N/a
Course leader	167	33	134
Member of SMT/leadership team	130	28	102
Headteacher	38	38	N/a
School governor	31	16	15
SEN teacher	27	13	14
Programme manager	17	10	7
Head of year	25	6	19
EAL teacher	5	2	3
Other (within school)	60	11	49
<b>Local authority</b>	<b>119</b>	<b>49</b>	<b>70</b>
<b>Subject association / subject advisor / subject lecturer / subject inspector</b>	<b>105</b>	<b>22</b>	<b>83</b>
<b>Teacher/professional association</b>	<b>98</b>	<b>36</b>	<b>62</b>
<b>Higher education institution</b>	<b>41</b>	<b>7</b>	<b>34</b>
<b>Parent</b>	<b>39</b>	<b>22</b>	<b>17</b>

<sup>2</sup> Please note, school respondents could choose as many responsibilities/roles as apply.



<b>Pupil</b>	<b>15</b>	<b>10</b>	<b>5</b>
<b>An organisation representing aspects of diversity</b>	<b>10</b>	<b>7</b>	<b>3</b>
<b>National youth organisation</b>	<b>10</b>	<b>4</b>	<b>6</b>
<b>Employer</b>	<b>7</b>	<b>4</b>	<b>3</b>
<b>An organisation representing aspects of inclusion</b>	<b>6</b>	<b>4</b>	<b>2</b>
<b>Governing body/ National Associations for school governors</b>	<b>6</b>	<b>5</b>	<b>1</b>
<b>National parents association</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Other</b>	<b>211</b>	<b>68</b>	<b>143</b>

*Source: Ipsos MORI*

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### **In-depth telephone interviews**

At the end of the online survey, respondents were asked whether they were interested in taking part in further research for QCA on the secondary national curriculum review. Ipsos MORI conducted 20–30 minute in-depth telephone interviews between 19 March and 20 April 2007 with a sample of 30 senior teachers (such as heads of subject/department and subject managers) who were willing to participate in further research. These interviews explored their views of the proposed changes to programmes of study.

As the survey covered 23 programmes of study in total, it is not possible to draw statistically robust conclusions about each programme of study from a total of 30 in-depth telephone interviews. However, taken together with quantitative data (and responses to the open/free text questions) from the online survey, the in-depth telephone interviews provide a more detailed understanding of the underlying issues for different programmes of study.

The table below shows the number of in-depth telephone interviews conducted for each programme of study and at each key stage.

<b>Table A: Telephone in-depth interviews</b>	<b>Key stage 3</b>	<b>Key stage 4</b>
Art and design	2	n/a
Citizenship	1	1
Design and technology	2	n/a
Economic wellbeing	1	1
English	1	1
Geography	2	n/a
History	2	n/a
ICT	1	1
Mathematics	1	1
Modern foreign languages	2	n/a
Music	2	n/a
Personal wellbeing	1	1
Physical education	1	1
Religious education	1	1
Science	2	n/a
<b>Total</b>	<b>22</b>	<b>8</b>

*Source: Ipsos MORI*

## Analysis

In total, 502 responses were received in relation to the D&T programme of study, significantly higher than for any other programme of study. Ipsos MORI has therefore down-weighted the number of D&T responses to 100 to ensure D&T is not over-represented in the survey. When findings are discussed in relation to the key stage 3 and key stage 4 programmes of study overall Ipsos MORI uses the weighted data, and when findings are discussed for each individual programme of study the unweighted data is used. The effect of weighting is shown in the appendices and in the computer tables.

## **Interpretation of the data**

When interpreting the findings, it is important to remember that the results are based on a sample, rather than the entire total population, of stakeholders. Consequently, results are subject to sampling tolerances and not all differences between sub-groups are statistically significant. At the same time, it should be noted that statistically significant data need to be interpreted to see whether they make reasonable sense.

Caution should be exercised when comparing percentages derived from base sizes of 99 respondents or fewer, and particularly when comparing percentages derived from base sizes of 50 respondents or fewer. For this reason we report on the number of responses, rather than percentages, where fewer than 30 respondents have answered in relation to a programme of study.