Parent, Pupil and Learner Panel - March wave

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Introduction

The Department for Education (DfE) commissioned the Parent, Pupil and Learner Panel (PPLP) to collect robust and quick turnaround research to support policy development during recovery from the COVID-19 pandemic and beyond. The PPLP aims to help DfE make evidence-based policy decisions and see how views and experiences of parents, pupils and learners change over time. The research has been structured into two broad phases:

- The recruitment wave invited pupils in years 6-10 and parents of pupils in reception to year 10 in the 2020 to 2021 academic year to take part in a 15-minute online survey and join the panel. Panel members were sampled from the National Pupil Database and contacted by letter, inviting them to take part in an online survey (push-to-web approach)

- A subsequent recruitment wave was conducted in February 2022 to recruit pupils and learners in years 12 and 13 or equivalent

- Subsequent waves involved inviting all panel members to take part in regular 10-minute surveys.

This report discusses the findings from the second research wave with parents and secondary aged pupils and learners in years 7 to 13, conducted in March 2022. The headline findings are discussed below.

School and college attendance

Almost nine in ten parents (87%) reported that their child had physically attended school every weekday over the previous two weeks. One in ten (9%) reported that their child had physically attended school on most weekdays and a small minority reported that their child had attended on some weekdays (3%) or not at all (1%).

Parents of primary school pupils (90%) were more likely than parents of secondary aged pupils (84%) to report that their child had attended on every weekday.

Around four in five pupils and learners (77%) reported that they had physically attended school every weekday over the previous two weeks and most of the remainder reported they attended on most weekdays (17%). A small proportion of pupils and learners reported that they had attended on some weekdays (4%) or not at all (2%).

Among parents who reported their child had attended school on 'some' or 'most' days in the last two weeks, the most common reasons for absence from school related to non-

COVID-related illness (44%), anxiety or mental health problems (15%), or reporting that their child had recorded a positive COVID-19 test (15%).

Illness that was not related to COVID-19 was also the most common reason for physical absence from school or college reported by pupils and learners themselves (mentioned by 31% of pupils and learners that reported attending 'some' or 'most' days in the preceding two weeks). Around one in five pupils and learners reported that their reason for absence was because of anxiety or mental health problems (21%).

Pupil and learner behaviour and experiences in school and college

When asked to self-assess their motivation to learn, two-thirds (67%) said they were motivated (15% said that they were 'very motivated', and 52% said that they were 'fairly motivated'). Around a quarter (23%) said that they were 'not very motivated' and around one in ten (8%) said that they were 'not at all motivated'.

Pupils in years 7-13 (excluding year 12-13 learners in college settings) were asked how the behaviour of pupils at their school had been in the past week. Overall, around two in five pupils (37%) said that the behaviour of pupils had been good over the past week (5% said the behaviour had been 'very good' and 32% 'good'). The same proportion (37%) said that the behaviour of pupils in their school had been neither good nor poor. Around one in five (22%) said the behaviour had been either 'poor' (15%) or 'very poor' (7%).

Pupils in years 7-13 were asked how frequently the misbehaviour of other pupils had stopped or interrupted lessons or their work in the past week. A relatively small proportion (4%) said that all lessons had been affected by misbehaviour, while one in five (20%) said that most lessons had been affected and around two in five (38%) said that some lessons had been affected. A quarter of pupils (27%) said that lessons had rarely been affected by bad behaviour in the past week and around one in ten (8%) said that lessons had never been affected in the past week.

The types of misbehaviour most likely to happen frequently were pupils talking (32% in all lessons and a further 36% in most lessons) and pupils shouting out (19% in all lessons and 28% in most lessons). Pupils arriving late to lessons was also a frequent issue with 12% saying that this affected all lessons and 24% saying that it affected most lessons. Around three in ten (29%) said that pupils using mobile phones was a frequent issue, with 11% saying it affected all lessons and 18% saying it affected most lessons.

Pupils whose lessons had been interrupted by misbehaviour were asked how quickly their teachers had been able to address the misbehaviour so that learning could continue. Around seven in ten (68%) reported that the misbehaviour had been quickly addressed (18% 'very quickly' and 51% 'fairly quickly'). Around one in six (17%) said that

the misbehaviour had not been addressed very quickly and around one in twenty (6%) said that it had not been addressed quickly at all.

Around two in five parents (39%) said that during the past week their child had enjoyed going to school every day. A similar proportion (37%) said their child had enjoyed going to school most days, while one in five (18%) said they had enjoyed going to school on some days. One in twenty parents (5%) said their child had never enjoyed going to school over the past week.

Slightly more than one in ten pupils (13%) said they had enjoyed coming to school every day in the past week. A third (34%) said they had enjoyed coming to school on most days and the same proportion (34%) said they had enjoyed coming to school on some days. Around one in six (16%) said they had never enjoyed coming to school over the past week.

Around two thirds (64%) of parents said they thought their child had felt safe at school every day over the past week. A quarter (24%) thought their child had felt safe on most days, around one in ten (8%) said their child had felt safe on some days and 1% said their child had never felt safe at school over the past week.

Two in five pupils (38%) said that they had felt safe at school every day in the past week. A similar proportion (35%) said they had felt safe on most days, while one in five (19%) felt safe on some days and one in twenty (5%) said that they had never felt safe at school in the past week.

Three in ten pupils (29%) said they felt they belonged at their school on every day in the past week and a similar proportion (31%) said they felt they belonged on most days. A quarter (24%) said they felt they belonged on some days, while around one in ten (12%) said that they had never felt they belonged at their school in the past week.

Around four in five pupils felt that school staff had been respectful to each other most of the time (50% on every day and 29% on most days).

Pupils were asked to what extent they felt an adult at school: really cares about them, tells them when they do a good job, listens to them when they have something to say and believes that they will be a success. The scores from these questions were combined to produce a mean 'school connectedness' score of between 4 and 20. Overall, pupils had a mean score of 13.7.

COVID-19 safety measures in school and college

Parents were asked about specific safety measures that were in place in their child's school during the past two weeks of termtime (April and March 2022).

Three in five parents (59%) reported that pupils were asked to wash their hands frequently. Around a quarter of parents reported their child was asked to clean equipment or to avoid sharing equipment (26%), reported that their child's school asked for regular COVID testing (25%) or asked their child to follow one-way systems (24%). One in five (20%) parents reported that their child had been asked to stay in smaller groups or bubbles and 15% of parents reported that pupils had been asked to keep physically distant from each other where possible. One in ten (10%) parents reported that pupils were asked to wear a mask.

Compared with the previous wave of interviewing, which was conducted in February 2022 and asked about safety measures in place since January 20th 2022, there was a decrease in the prevalence of all COVID-19 safety measures in school. The proportion of parents who reported that their child had been asked to do each of the following changed as follows over this period:

- Frequent hand washing fell from 68% in February 2022 to 59% in March 2022

- Wearing a mask (either in class or communal areas) fell from 37% to 10% (the recommendation for pupils and learners of secondary school age or above to wear face coverings in classrooms was lifted on January 20th 2022, the recommendation to wear them in communal areas was lifted on January 27th 2022).

- Staying in smaller groups (e.g., year groups) fell from 43% to 20%

- Keeping physically distant from other pupils where possible fell from 37% to 15%

- Requesting regular tests for COVID-19 fell from 63% to 25%

- Following one-way systems fell from 37% to 24%

- Cleaning equipment, or avoiding sharing equipment, fell from 40% to 26%

When asked about specific safety measures that were in place in their school or college during the past two weeks of termtime, around a third of pupils and learners (36%) reported they were asked to wash their hands frequently while around a quarter (23%) reported they were asked to wear a mask. Around one in five (18%) were asked to stay in smaller groups such as year groups and a similar proportion (16%) reported that they were asked to keep physically distant from other pupils where possible.

Around a third (36%) reported they were asked to regularly test for COVID-19 and two in five (42%) said that they were asked to follow one-way systems. A quarter (25%) said

they were asked to clean or avoid sharing equipment and a similar proportion (28%) reported that they were asked to follow another safety measure.

Remote education

Pupils and learners in years 7-13 were asked if they had needed remote education during term-time since January 2022 (excluding any homework). Around a quarter (27%) reported that they had needed remote education.

Pupils and learners who had needed to learn at home during term-time since January 2022 were asked what types of remote lessons they had received.

Two in five (41%) said they had received live-streamed lessons and around one in six (17%) had received pre-recorded lessons. More than two in five (44%) said that they had received neither live-streamed nor pre-recorded lessons when learning at home.

Pupils and learners were also asked whether any of the lessons which they had physically attended at school had also been live-streamed or recorded for those who could not attend and needed remote education. A quarter (24%) said that they had physically attended lessons which had also been live-streamed or recorded. Around six in ten (62%) said they had not attended such lessons and 14% said they did not know if they had attended lessons that had been live-streamed or recorded.

Pupils and learners who said they had physically attended lessons which had also been live-streamed or recorded for those unable to attend were asked specifically whether the lessons had been live-streamed or recorded.

Three quarters (74%) said that the lessons had been live streamed while a quarter (22%) said that they had been recorded.

Pupils and learners who said they had received live-streamed or pre-recorded lessons were asked an open-text question about what challenges, if any, they faced whilst attending those lessons remotely.

Six in ten (59%) said that they had not faced any challenges with their remote lessons. Amongst the minority of those who did report challenges, the most common themes related to having technical or internet issues, struggling with the work covered during the lessons, distractions or struggling to concentrate, finding it harder to receive help or ask questions, and lacking motivation.

Pupils and learners who said they had physically attended lessons which had also been live-streamed or recorded for those unable to attend were asked an open-text question about what challenges, if any, they faced while attending those lessons.

Three quarters (75%) said that they had not faced any challenges with these lessons. Amongst the small number who did report challenges, the most common issues related to technical or network issues and being distracted or finding it hard to concentrate.

Extra-curricular activities

Seven in ten parents (71%) reported that their child had taken part in extra-curricular sports and physical activities during the current term (46% at school or college and 45% outside school or college). This was the highest level of participation for any of the prompted extra-curricular activities.

More than two in five parents said their child had taken part in performing arts (44%, with 30% doing so in school or college and 19% outside school or college). The same proportion (44%) said their child had participated in creative arts (34% in school or college and 15% outside school or college).

Around three in ten parents (31%) said their child had taken part in hobby and interest clubs (14% in school or college and 20% outside school or college). A similar proportion (28%) said their child had taken part in clubs relating to an academic subject (22% in school or college and 9% outside school or college).

The levels of participation reported by parents was lower for volunteering (20%), participation in uniform groups such as cadets, guides, or scouts (19%) and participation in community or diversity clubs (13%) and other extra-curricular activities (12%).

Amongst pupils and learners, the most commonly reported extra-curricular activity was sports and physical activities, which had been done by 59% of pupils or learners in the current term (40% at school or college and 35% outside of school or college).

Two in five (40%) pupils and learners had participated in creative arts (31% at school or college and 14% outside). The other most common extracurricular activities were performing arts (36% had participated this term) and hobby and interest clubs (35% had participated this term).

Participation in volunteering was less commonly reported (27%), as was participation in clubs relating to an academic subject (25%).

Around one in seven (15%) of pupils and learners had participated in uniform groups such as cadets, guides or scouts this term, 12% had participated in community or diversity clubs, and 20% had participated in some other type of extracurricular activity.

Learning new languages

Parents and pupils were asked whether they wanted to learn (or wanted their child to learn) a range of languages, excluding any the pupil was currently fluent in, spoke at home or was currently learning. When asked which, if any, languages they would like their child to learn, the most common parental choices were Spanish (40%) and French (30%).

Other languages were selected by around one in ten parents at most, with the most popular choices being German (11%), Italian (10%), Mandarin (9%), Arabic (8%) and Japanese (7%). Less popular options included Latin (4%), Polish (4%), Urdu (3%), Ancient Greek (2%) or some other language (5%).

Around one in five parents (18%) said they would not like their child to learn any of the presented languages and 13% were uncertain about which of the languages presented, if any, they wanted their child to learn.

Pupils in years 7-13 (excluding year 12-13 learners in college settings) were asked what languages they would like to learn.

The most popular choice was Spanish, which was mentioned by a quarter (26%) of pupils. Japanese (19%), French (17%), Italian (17%) and German (15%) were also relatively popular choices.

Pupil and learner mental health and well-being

Pupils and learners were asked to indicate a score between 0 and 10 for how happy they felt yesterday ('happiness').

Pupils and learners reported mean scores for happiness of 6.4. Reported happiness was lower in pupils and learners in higher year groups. Pupils in year 7 had a mean happiness score of 7.4 while it was 5.7 for pupils and learners in Year 13.

Parents gave an average score of 7.9 for their child's happiness. This is similar to the mean score of 7.9 that was recorded in the previous wave of the survey in February 2022. Looking at the slightly longer-term trend, in the March 2021 PPP wave (wave 8), which was conducted at an equivalent time of year, the mean score was also similar (8.1).

Pupils and learners were also asked to indicate a score between 0 and 10 for how satisfied they are with their life nowadays ('satisfaction') and to what extent they feel that the things they do in their life are worthwhile ('worthwhileness').

Overall, pupils and learners reported mean scores of 6.5 for both satisfaction and worthwhileness. However, as was the case with happiness scores, satisfaction and worthwhileness scores were lower among pupils and learners in higher year groups. Pupils in year 7 had a mean satisfaction score of 7.5 and pupils and learners in year 13 had a lower mean satisfaction score of 5.5. Similarly, pupils in year 7 had a mean worthwhileness score of 7.6 while pupils and learners in year 13 had a lower score of 5.9.

Pupils and learners were also asked to indicate a score between 0 and 10 for how anxious they felt yesterday ('anxiousness') (where 0 is 'not at all anxious' and 10 is 'completely anxious'). For the anxiousness measure a low mean score should be viewed as being a positive score, as it represents low levels of anxiousness. Similarly, a high score should be considered to be a negative score, as it represents high levels of anxiousness.

The overall mean score for anxiousness was 4.3 and the mean scores tended to be higher for pupils and learners in higher year groups, varying from 3.5 in year 7 to 4.9 in year 11. The level of anxiousness in year 12 (4.8) and year 13 (4.7) was similar to that in year 11 (4.9).

Parents gave a mean score of 3.0 for their child's anxiousness. This was similar to the score of 2.9 recorded in the February 2022 wave of the survey. Looking at the slightly longer-term trend, in the March 2021 PPP wave (wave 8), which was conducted at an equivalent time of year, the mean score was lower (2.3).

Pupils and learners were asked what, if anything, had made them feel worried, anxious, or depressed in the last 2 weeks. The most common causes of concern for pupils and learners were their school work (47%), getting good grades in their exams (46%) and their mental health (32%). Other frequently mentioned concerns include making and maintaining friendships (25%), applying for the next stage of their education (20%) and other pupils' behaviour at school (17%).

Understanding of climate change

Overall, six in ten pupils and learners (60%) said they felt their studies had prepared them to understand the impacts of climate change well (16% said their studies had prepared them 'very well' and 44% 'fairly well'). One in five felt their studies had not prepared them very well (21%) and one in ten (9%) said that their studies had not prepared them to understand the impacts of climate change at all well. One in ten (10%) said they did not know how well their studies had prepared them to understand climate change.

Pupils and learners were also asked whether they had any lessons where they learnt about climate change since the start of the current academic year. Around half (48%) of

pupils said that they had been taught about climate change since the start of the academic year. two in five (39%) said they had not been taught about climate change this academic year and 13% said they were not sure whether or not they had been taught about climate change this academic year.

Future career

Three in ten pupils and learners in years 9-13 (31%) reported that they had a specific idea of the career or job that they want when they finish their education. Slightly less than half of pupils and learners (45%) said that they had a general idea of the career or job that they want, and a quarter (24%) said that they did not know what type of career or job they want.

A similar proportion of pupils in each year group reported that they had a specific idea of the career or job that they want.

Six in ten pupils and learners in years 9-13 (62%) said that they had received information, advice, or guidance on their future career from their school in the current academic year. A quarter (25%) said that they had not received any information, advice, or guidance on their future career from their school in the current academic year and 13% were uncertain whether or not they had received this support.

Pupils and learners in years 9-13 who said that they had received information, advice, or guidance on their future career from their school were asked how useful it had been.

Attitudes towards this support were generally positive. One in five (18%) pupils and learners said that they had found the support 'very useful' and around six in ten (57%) said that it had been 'quite useful'. One in five (19%) said the careers support had been 'not very useful' and 2% said that it had been 'not at all useful'. One in twenty (5%) were not sure how useful the careers support had been.

Transition to year 7

Nine in ten parents of year 7 pupils (91%) reported that their child had moved to a new school between years 6 and 7.

A similar proportion of year 7 pupils (86%) said that they had moved to a new school between years 6 and 7.

Just under half (46%) of parents of year 7 pupils said their child had received lots of support from their secondary school to make sure that the transition from primary to secondary school went well. Two in five (42%) said their child had received some support and one in ten (10%) said their child had received no support.

Around half of year 7 pupils (48%) said they had received lots of support from their secondary school to make sure the transition from primary to secondary school went well. A similar proportion (47%) said they had received some support and 4% said they had received no support.

Almost nine in ten parents of year 7 pupils (87%) thought that their child had settled in well at secondary school.

Views from the pupils themselves were less positive than those of parents. Slightly more than two in five (44%) said that they felt they had settled in 'very well' at secondary school and a similar proportion (46%) felt they had settled in 'fairly well'.

Three quarters (76%) of parents of year 7 pupils said their child had found it easy to make and maintain friendships at secondary school and a quarter (24%) said it had been difficult.

Three quarters (75%) of year 7 pupils reported that they had found it easy to make and maintain friendships in secondary school and a quarter (23%) said it had been difficult.

Nine in ten (91%) parents of year 7 pupils said that their child had adapted well to the school rules at secondary school. Around one in ten (8%) felt that their child had not adapted well to the school rules at secondary school.

Overall, 94% of year 7 pupils felt that they had adapted well to their secondary school rules (either 'very well' or 'fairly well').

More than four in five (84%) parents of a year 7 child felt that their child was keeping up well with work at secondary school. One in ten (10%) said their child was not keeping up with work very well and one in twenty (5%) said their child was not keeping up with work at all well.

Overall, 86% of pupils in year 7 felt that they were keeping up with work well (either 'very' or 'fairly' well). Around one in ten (12%) reported that they were not keeping up with work very well and 1% said that they were not keeping up with work at all well.

Introduction

The Department for Education (DfE) commissioned Kantar Public to recruit and maintain a panel of Parents, Pupils and Learners (PPLP) in England. DfE wanted to use the panel to conduct robust, quick turnaround research to explore the views and experiences of parents, pupils and learners starting from the autumn term of the 2021 to 2022 academic year. The research aims to help DfE make evidence-based policy decisions during recovery from the COVID-19 pandemic and monitor the impact of existing policies. The research has been structured into two broad phases:

- The first recruitment wave between November 2021 and January 2022 invited pupils in years 6 to 10 and parents of pupils in reception to year 10 in the 2020/21 academic year to take part in a 15-minute online survey to join the PPLP. Panel members were sampled from the National Pupil Database (NPD) and contacted by letter, inviting them to take part in the online survey (push-to-web approach).

- A second recruitment wave in February 2022 invited pupils and learners in years 12 to 13 in the 2021 to 2022 academic year to take part in a 15-minute online survey to join the PPLP. Panel members were sampled from the National Pupil Database (NPD) and Individualised Learner Record (ILR) and contacted by letter, inviting them to take part in the online survey (push-to-web approach).

- Subsequent reporting waves from the 2022 Spring term will involve inviting all panel members to take part in regular 10-minute surveys.

This report focuses on findings from the March research wave, which are based on surveys with parents, pupils and learners conducted between 9th and 14th March 2022, as shown in Table 1.

Table 1 Parent, Pupil and Learner Panel (PPLP) waves to date

Wave	Audience	Fieldwork period	Fieldwork reference
Recruitment wave 1	4,047 parents and 4,228 secondary pupils (years 7 to 11)	25th November 2021 to 5th January 2022	November 2021 to January 2022
Recruitment wave 2	2,158 pupils and learners (years 12 to 13)	2nd February to 24th February 2022	February 2022
Research wave 1	2,396 parents and 1,810 secondary pupils (years 7 to 11)	2nd February to 7th February 2022	February 2022
Research wave 2	2,639 parents and 2,865 secondary pupils and learners (years 7 to 13)	9th March to 14th March 2022	March 2022

Background

Between August 2020 and July 2021, the Department for Education commissioned a previous panel, the COVID-19 Parent and Pupil Panel (PPP[1])[2]. The PPP focused on topics related to the COVID-19 pandemic and the views and experiences of parents and pupils from the start of the 2020 to 2021 academic year.

DfE subsequently commissioned the Parent, Pupil and Learner panel (PPLP)[3] to build on the PPP. The panel expanded to include learners in classroom-based Further Education (FE) in a more robust way, alongside primary and secondary parents, and pupils in state-funded education aged 11 to 18. The sampling approach boosted the number of FSM or FME, CiN and SEN pupils and their parents on the panel to ensure sufficient responses from these groups. More on the sampling approach can be found in the technical report.

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[1] The PPP and PPLP have slightly different methodology for recruiting pupils and learners in years 12 and 13 - therefore the comparisons made between the PPP and PPLP should be treated with caution. The recruitment methodology for parents was broadly consistent between the PPP and PPLP.
[2] Parent and pupil panel: omnibus surveys
[3] Parent, pupil and learner panel omnibus surveys for 2021 to 2022

Aims and objectives

The aim for the PPLP is to collect robust and nationally representative (England) data, ensuring the views of families are used to inform policy decisions. The primary objective for the panel is to inform key policy decision-making and monitor the impact of existing policies in the Department for Education. The PPLP will monitor recovery from the COVID-19 pandemic and how parents, pupils and learners have been affected.

Methodology

This report focuses on data from surveys with parents, pupils and learners which were conducted between 9th and 14th March 2022.

Pupils in secondary years 7 to 11 and parents of primary and secondary aged pupils, by which we mean academic years 1 to 11, were sampled via the National Pupil Database (NPD). All parents of secondary aged pupils in years 7 to 11 were sampled along with an eligible child in their household, in order to maximise the number of paired surveys available for ongoing analysis.

Pupils in school settings years 12 and 13 were sampled from the National Pupil Database (NPD). Learners in college settings aged 16-18 years old were sampled from the Individualised Learner Record (ILR). The college-based learners included those at general FE colleges, sixth-form colleges and specialist colleges, and include those doing vocational and academic programmes. Only those doing classroom-based study programmes were sampled (i.e., apprenticeships and traineeships have been excluded). Based on the learners age they were placed into either the year 12 (aged 16 at the start of the academic year) or year 13 (aged 17 at the start of the academic year) alongside the pupils in school settings. More detail on this recruitment can be found in the technical report.

This recruitment approach for year 12 and 13 differs to the PPP where all panellists were recruited in August 2020 based on the previous academic years (2019/20) NPD data alone. As such, the PPP findings for year 12 likely represent all year 12 pupils and learners, not just those in school sixth forms. Year 12 pupils in August 2020 who moved into year 13 in the 2020 to 2021 academic year are only representative of those in school sixth forms. More details on this can be found in the PPP technical report[4]. The comparisons made between the PPP and PPLP within this report should therefore be treated with caution.

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[4] Parent and pupil panel: omnibus surveys

Parents, pupils, and learners on the panel were invited to take part in a 10-minute online survey by email and SMS. A reminder email was sent on day three and five of fieldwork.

Key demographics for respondents are shown in Table 2. Only a subset of the original panel of parents and secondary aged pupils and learners took part in each subsequent wave of the survey; however, at each wave, results were weighted to be representative of the full panel.

More information about the methodology of the panel, including participant characteristics can be found in the Methodology chapter of the recruitment wave findings report.

Table 2 Unweighted demographic profile of research wave 2 respondents[5]

	Number of parents	% of parents	Number of pupils / learners (years 7-13)	% of pupils / learners (years 7-13)
All	2,639	100%	2,865	100%
Primary	1,355	51%	0	0%
Secondary	1,284	49%	2,865	100%
Pupil/learner: FSM/FME	857	32%	664	23%
Pupil/learner: SEN	572	22%	451	16%
Pupil: CiN	795	30%	495	17%
Ethnicity (of pupil/learner): White	2,096	79%	2,080	73%
Ethnicity (of pupil/learner): Asian	176	7%	335	12%
Ethnicity (of pupil/learner): Black	87	3%	144	5%
Ethnicity (of pupil/learner): Mixed	188	7%	182	6%
Ethnicity (of pupil/learner): Other	49	2%	48	2%
Gender (of pupil/learner): Female	1,322	50%	1,042	36%
Gender (of pupil/learner): Male	1,317	50%	1,713	60%
Region: East Midlands	245	9%	259	9%
Region: East of England	293	11%	339	12%
Region: London	321	12%	403	14%
Region: North-east	128	5%	127	4%
Region: North-west	323	12%	342	12%
Region: South-east	450	17%	528	18%
Region: South-west	302	11%	275	10%
Region: West Midlands	308	12%	302	11%
Region: Yorkshire and Humber	267	10%	288	10%

Source: Pupil or learner information (year group, FSM or FME, SEN, CiN, Ethnicity, Gender, Region) sourced from information held on the National Pupil Database or Individualised Learner Record.

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[5] Note percentages do not always sum to 100% due to some respondents not providing demographic data, or demographic data not being held on the NPD or ILR.

School and college attendance

The monitoring of pupil and learner attendance and the reasons for absences remains a key area of interest. Insights from pupils and parents enhances the understanding of rates and reasons for school absence, as well as identifying groups who may be differently affected by the issues that impact school absence.

Parents, pupils, and learners were asked about physical school or college attendance in the previous two weeks at the point they completed the survey (with surveys conducted from the 9th to the 14th of March 2022), as well as the reasons for non-attendance.

How regularly the pupil physically attended school in the last two weeks

Parents

Almost nine in ten parents (87%) reported that their child had physically attended school every weekday over the previous two weeks. One in ten (9%) said that their child had physically attended school on most weekdays and a small minority reported that their child had attended on some weekdays (3%) or not at all (1%).

As shown in Figure 1, parents of primary school pupils (90%) were more likely than parents of secondary aged pupils (84%) to report that their child had attended on every weekday. Parents of secondary aged pupils were instead more likely to report that their child had attended on most weekdays (12% compared with 7% of parents of primary aged parents). Analysis by year group shows that reported attendance was similar across each of the primary year groups. Amongst the secondary year groups, the proportion attending every weekday ranged from 80% in Year 10 to 89% in Year 8.

Figure 1 Physical attendance at school in the last two weeks (parents and pupils or learners)

Legend: Every weekday | Most weekdays | Some weekdays | Not at all

	Every weekday	Most weekdays	Some weekdays	Not at all
Total parents	87%	9%	3%	1%
Primary parents	90%	7%	2%	1%
Secondary parents	84%	12%	3%	1%
Pupils/learners	77%	17%	4%	2%
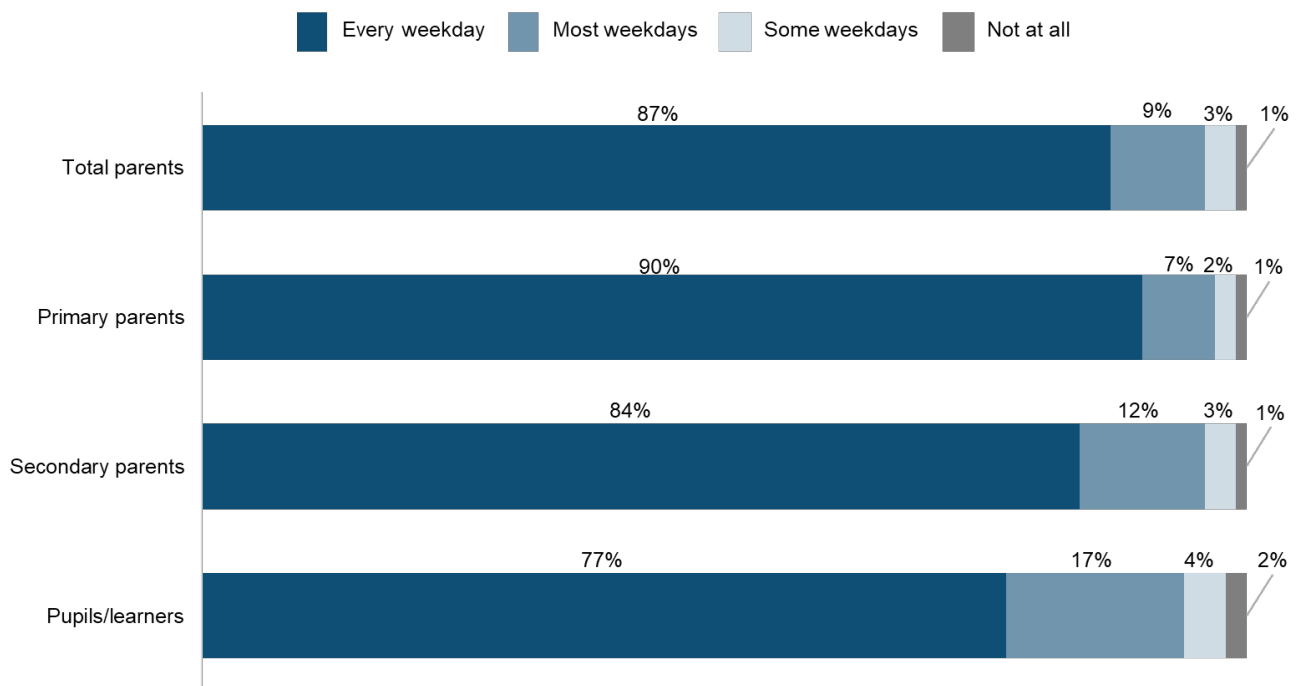
Base: All parents (2,639), All secondary aged parents (1,355), All primary school parents (1,284), All pupils and learners (2,865).

Source: PPLP 2022 RW2 pupil and learners and parent survey, How often, if at all, has [Pupil] / have you physically attended school or college in the past two weeks of term time?

Parents of pupils eligible for FSM were less likely to say their child had attended school every weekday (82% compared with 88% of those not eligible for FSM) and were more likely to report that they had not physically attended school at all (2% compared with less than 1% of those not eligible for FSM).

Parents of pupils with SEND were also less likely to say their child had attended every weekday (81% compared with 89% for those without SEND) and more likely to say they had attended on most weekdays (12% compared with 8% of those without SEND) or not at all (2% compared with 1% of those without SEND).

Parents of pupils with CiN status were less likely to report that their child had attended every weekday (81% compared with 87% of those without CiN status). They were more likely to report that their child had not attended at all (3% compared with 1% of those without CiN status).

In March 2021, restrictions on school attendance were lifted in schools in England and there was a phased return to school for the majority of pupils throughout the month. In

the March 2021 PPP[6] wave, which was conducted at an equivalent time of year in 2021[7], there was a similar pattern of physical attendance to that seen in March 2022. Nine in ten parents said that their child had attended every weekday over the previous two weeks (91% compared with 87% in the March 2022 data).[8] A further 6% said that their child had attended on most weekdays (compared with 9% in March 2022) and 2% said their child attended on some weekdays (compared with 3% in March 2022). Around 1% of parents in March 2021 said that their child had not physically attended school at all (compared with 1% in March 2022).

There was an increase in reported attendance since the wave 1 research wave in February 2022. The proportion of parents reporting that their child had physically attended school every weekday over the previous two weeks increased from 79% in February 2022 to 87% in March 2022. The proportion who reported that their child had attended on most weekdays fell from 14% to 9% over the same period. The proportion who reported their child had attended on some weekdays fell from 6% to 3% and there was no change for those who reported that their child attended on some weekdays (1% in both February and March 2022).

Pupils and learners

Around four in five pupils and learners (77%) reported that they had physically attended school every weekday over the previous two weeks and 17% reported they attended on most weekdays. A small proportion of pupils and learners reported that they had attended on some weekdays (4%) or not at all (2%).

Attendance varied across different groups of pupils and learners:

- Year 12-13 pupils in school settings were more likely than Year 12-13 learners in college settings to report they had attended school every weekday (79% compared with 40%). Almost one in five (17%) year 12-13 learners in college settings said that they had attended on some weekdays or not at all (compared with 5% of year 12-13 pupils in school settings).

- Pupils and learners in years 12 and 13 overall were less likely than younger pupils to have attended every weekday (58% compared with 83% of pupils in years 7-9 and 82% of pupils in years 10-11).

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[6] The PPP and PPLP have slightly different methodology for recruiting pupils and learners in years 12 and 13 - therefore the comparisons made between the PPP and PPLP should be treated with caution. The recruitment methodology for parents was broadly consistent between the PPP and PPLP.

[7] Surveys with parents were conducted between 22nd and 26th March 2021 in Wave 8 of the Parent and Pupil Panel.

[8] Less than 1% of parents said that their child's school had not yet reopened to them at the time of their interview.

- Pupils and learners eligible for FSM or FME were less likely to report attending every weekday (72% compared with 78% of pupils and learners not eligible for FSM or FME).

- Pupils with CiN status were less likely to report that they had attended on every weekday (74% compared with 83% of pupils without CiN status).

- Pupils and learners from all ethnic minorities (excluding white minorities) (85%) were more likely to report they had attended on every weekday than those from a white ethnic background (75%).

In March 2021, restrictions on school attendance were lifted in schools in England and there was a phased return to school for the majority of pupils. In the March 2021 PPP[9] wave, which was conducted at an equivalent time of year in 2021[10], pupils and learners were more likely to report that they had attended on every weekday in the past two weeks (83% compared with 77% in March 2022). A further 10% reported that they had attended most weekdays (compared with 17% in March 2022) and 6% reported they had attended on some weekdays (compared with 4% in March 2022). The proportion who reported they had not attended at all remained stable (1% in March 2021 PPP wave and 2% in March 2022 PPLP wave).

There was an increase in reported attendance since the wave 1 research wave in February 2022. The proportion of pupils and learners who reported they had physically attended school every weekday over the previous two weeks increased from 69% in February 2022 to 77% in March 2022. The proportion that reported they attended most weekdays decreased from 23% in February 2022 to 17% in March 2022. The proportion who reported attending some weekdays was consistent (6% in February 2022 to 4% in March 2022) and there was no change for those who reported they did not attend at all (2% in both February and March 2022).

Reasons for not attending school every day in the last 2 weeks

Parents

Among parents who reported their child had attended school on 'some' or 'most' days in the last two weeks, the most common reasons for absence from school related to illness.

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[9] The PPP and PPLP have slightly different methodology for recruiting pupils and learners in years 12 and 13 - therefore the comparisons made between the PPP and PPLP should be treated with caution. The recruitment methodology for parents was broadly consistent between the PPP and PPLP.
[10] Surveys with parents were conducted between 22nd and 26th March 2021 in Wave 8 of the Parent and Pupil Panel.

Non-COVID related illness was the main reason of absence, mentioned by 44% of parents of pupils that had attended 'some' or 'most' days in the preceding two weeks.

COVID-19 also continued to be a reason for of absence. Amongst parents who reported their child had attended 'some' or 'most' days in the preceding two weeks, 15% reported that their child had recorded a positive COVID-19 test, 3% were self-isolating because of COVID-19 symptoms or possible close contact and 1% were unable to attend because their school was closed to certain groups due to the pandemic.

Anxiety or mental health problems was another main reason for absence, with 16% of parents of pupils that had attended 'some' or 'most' days in the preceding two weeks saying that this was the reason for absence, while 3% mentioned bullying as the reason. The full breakdown can be found in Figure 2 below.

Parents of secondary aged pupils were more likely to say that their child was absent because of anxiety or mental health problems (23% compared with 8% of parents of primary school children).

Parents whose child was eligible for FSM were more likely to say their child was absent because of anxiety or mental health problems (25% compared with 12% of those not eligible for FSM).

Parents whose child was considered to have SEND were more likely to say that the reason for their child's absence was because of anxiety or mental health problems (39% compared with 7% of those without SEND). Those without SEND were more likely to say that the absence was attributable to the child having a non-COVID-related illness (51% compared with 29% of those considered to have SEND) or because they had had a positive COVID-19 test (20% compared with 1% of those with SEND).

Parents of pupils with CiN status were more likely to report absence because their child was being bullied at school (8% compared with 3% of those without CiN status).

Figure 2 Reasons for physical non-attendance at school in previous two weeks (parents)

Legend:
- All parents
- Primary parents
- Secondary parents

Pupil has been ill (non-COVID-19 related)
- All parents: 44%
- Primary parents: 45%
- Secondary parents: 44%

Anxiety or mental health problems
- All parents: 16%
- Primary parents: 8%
- Secondary parents: 23%

Pupil has had a positive COVID-19 test
- All parents: 15%
- Primary parents: 19%
- Secondary parents: 11%

Pupil was self-isolating due to symptoms or possible contact with COVID-19
- All parents: 3%
- Primary parents: 3%
- Secondary parents: 3%

Pupil is being bullied at school
- All parents: 3%
- Primary parents: 2%
- Secondary parents: 3%

Note: responses are limited to those given by more than 2% of respondents. Other reasons were presented to parents alongside the presented responses including 'Pupil's school is not open every day to all year groups', 'pupil's school was closed for them/to certain groups due to the COVID-19 pandemic', 'Difficulty travelling to school', 'Quarantining after travel' and 'Pupil was on holiday'.

Base: Parents of pupils who attended school 'some' or 'most' days in the last 2 weeks: All parents (356), Primary school parents (139), Secondary aged parents (217).

Source: PPLP 2022 RW2 parent survey, Why has [Pupil] not physically attended school every day?

Pupils and learners

Illness that was not related to COVID-19 was the most common reported reason for physical absence from school or college amongst pupils and learners (mentioned by 31% of pupils and learners that reported attending 'some' or 'most' days in the preceding two weeks). Around one in five pupils and learners reported that their reason for absence was because of anxiety or mental health problems (21%).

Pupils and learners also reported being absent for reasons related to COVID-19: because the school or college had been closed to certain groups due to the pandemic (12%); because they had received a positive COVID-19 test (8%); or because they had been self-isolating due to symptoms or possible close contact (1%).

Amongst those who reported attending on 'some' or 'most' weekdays in the last two weeks, pupils, and learners in years 12-13 were less likely to have been absent due to non-COVID-19 related illness (16% compared with 48% of pupils in years 10-11 and 40% of pupils in years 7-9). Pupils and learners in years 12-13 were also less likely to have been absent because of a positive COVID-19 test (3% compared with 15% of pupils in years 7-9). Pupils and learners in years 12-13 were more likely to have been absent because their school or college had been closed to certain groups due to the pandemic (25% compared with 2% of pupils in years 7-9 and >1% of pupils in years 10-11).

Pupils in years 10-11 were more likely to have been absent due to anxiety or mental health issues (32% compared with 17% of pupils and learners in years 12-13).

Year 12-13 pupils in school settings were more likely to report that their absence was due to a non-COVID-related illness (27% compared with 13% of year 12-13 learners in college settings) or because they had received a positive COVID-19 test (8% compared with 2% of year 12-13 learners in college settings). They were less likely to say they had been away because their school or college had been closed to certain groups due to the pandemic (11% compared with 30% of year 12-13 learners in college settings).

Female pupils and learners were more likely to say that their absence was because of anxiety or mental health problems (27% compared with 13% of male pupils and learners).

Pupils and learners not eligible for FSM or FME were more likely to report that their absence had been because their school or college had been closed to certain groups due to the pandemic (14% compared with 5% of those eligible for FSM or FME).

Reasons for not attending school at all in the last 2 weeks

Parents

Only 41 parents reported that their child had not attended school at all in the last two weeks. As such, it is not possible to provide a reliable percentage breakdown of the reasons for non-attendance.

Pupils and learners

Only 55 pupils and learners had not attended school at all in the preceding two weeks. As such, although the most common reasons were as follows, the findings should be viewed with caution:

- anxiety or mental health problems (41%)

- because they were now being permanently home schooled (23%)

- a positive COVID-19 test (14%)

- self-isolating due to COVID-19 symptoms or possible contact (6%).

Pupil and learner behaviour and experiences in school and college

All schools should be calm, safe, and supportive environments where pupils, learners and staff can thrive and reach their potential in safety and dignity. Understanding concerns related to pupil behaviour and engagement is a priority for DfE to inform policy development, guidance and/or best practice products for schools. In a context in which pupils have faced significant disruption to 'normal' lesson delivery it is important to understand pupils' and learners' views on the barriers to learning that they might have faced.

This section focuses on the self-reported motivation to learn of pupils and learners, along with the amount and types of misbehaviour that they experience and the speed with which any misbehaviour is addressed. It also examines pupils' and learners' experience of school including perceptions of safety at school, enjoyment of school and the support that they receive.

Pupils' and learners' views on their motivation to learn

When asked to self-assess their motivation to learn, two-thirds of pupils and learners (67%) felt they were motivated, with 15% who said that they were 'very motivated' and half (52%) that said they were 'fairly motivated'. Around a quarter (23%) said that they were 'not very motivated' and around one in ten (8%) said that they were 'not at all motivated'.

Pupils who rated the behaviour in their school as either 'very good' or 'good' were more likely to report being motivated to learn (compared with pupils who rated the pupil behaviour in their school as either 'very poor' or 'poor' (78% versus 56%).

Other groups that were more likely to say they were 'very' or 'fairly' motivated to learn included:

- Pupils in years 7-9 (71% compared with 63% of pupils in years 10-11 and 62% of pupils and learners in years 12-13).

- Male pupils and learners (71% compared with 63% of female pupils and learners).

- Pupils without CiN status (67% compared with 61% of pupils with CiN status)

- Pupils and learners from all ethnic minorities, excluding white minorities (71% compared with white pupils and learners (65%).

Pupils' views on behaviour of pupils at their school

Pupils in years 7-13 (excluding year 12-13 learners in college settings) were asked how the behaviour of pupils at their school had been in the past week.

Overall, around two in five pupils (37%) said that the behaviour of pupils had been good over the past week (5% said the behaviour had been 'very good' and 32% 'good'). The same proportion (37%) said that the behaviour of pupils in their school had been neither good nor poor. Around one in five (22%) said the behaviour had been either 'poor' (15%) or 'very poor' (7%).

As detailed in Figure 3, year 12-13 pupils were much more likely to report that the behaviour of others in their school had been good (60% compared with 33% of pupils in years 7-9 and 34% of pupils in years 10-11).

Pupils in year 9 were the least likely to think that the behaviour of pupils in their school had been good (27% compared with 39% of pupils in year 7 and 60% of pupils in year 12 and year 13).

Male pupils were more likely to think that the behaviour of pupils in their school had been good (42% compared with 33% of female pupils).

Pupils with CiN status were less likely to say that the behaviour of pupils in their school had been good (31% compared with 37% of pupils without CiN status).

Pupils from a white ethnic background were more likely to report that behaviour had been poor (24% compared with 16% of pupils from all other ethnic groups combined).

Pupils in London were less likely to report that behaviour in their school had been poor (13% compared with 23% of pupils outside London).

Figure 3 Perceptions of behaviour of pupils at school in the past week (pupils)

Legend: Very good | Good | Neither good not poor | Poor | Very poor | Don't know / prefer not to say

	Very good	Good	Neither good not poor	Poor	Very poor	Don't know / prefer not to say
All secondary school pupils	5%	32%	37%	15%	7%	5%
Year 7 pupils	8%	31%	33%	17%	7%	4%
Year 8 pupils	4%	29%	38%	17%	7%	5%
Year 9 pupils	2%	25%	43%	17%	7%	6%
Year 10 pupils	3%	30%	39%	16%	6%	6%
Year 11 pupils	4%	32%	36%	13%	9%	6%
Year 12 pupils	9%	50%	30%	7%	1%	2%
Year 13 pupils	15%	45%	29%	6%	2%	3%
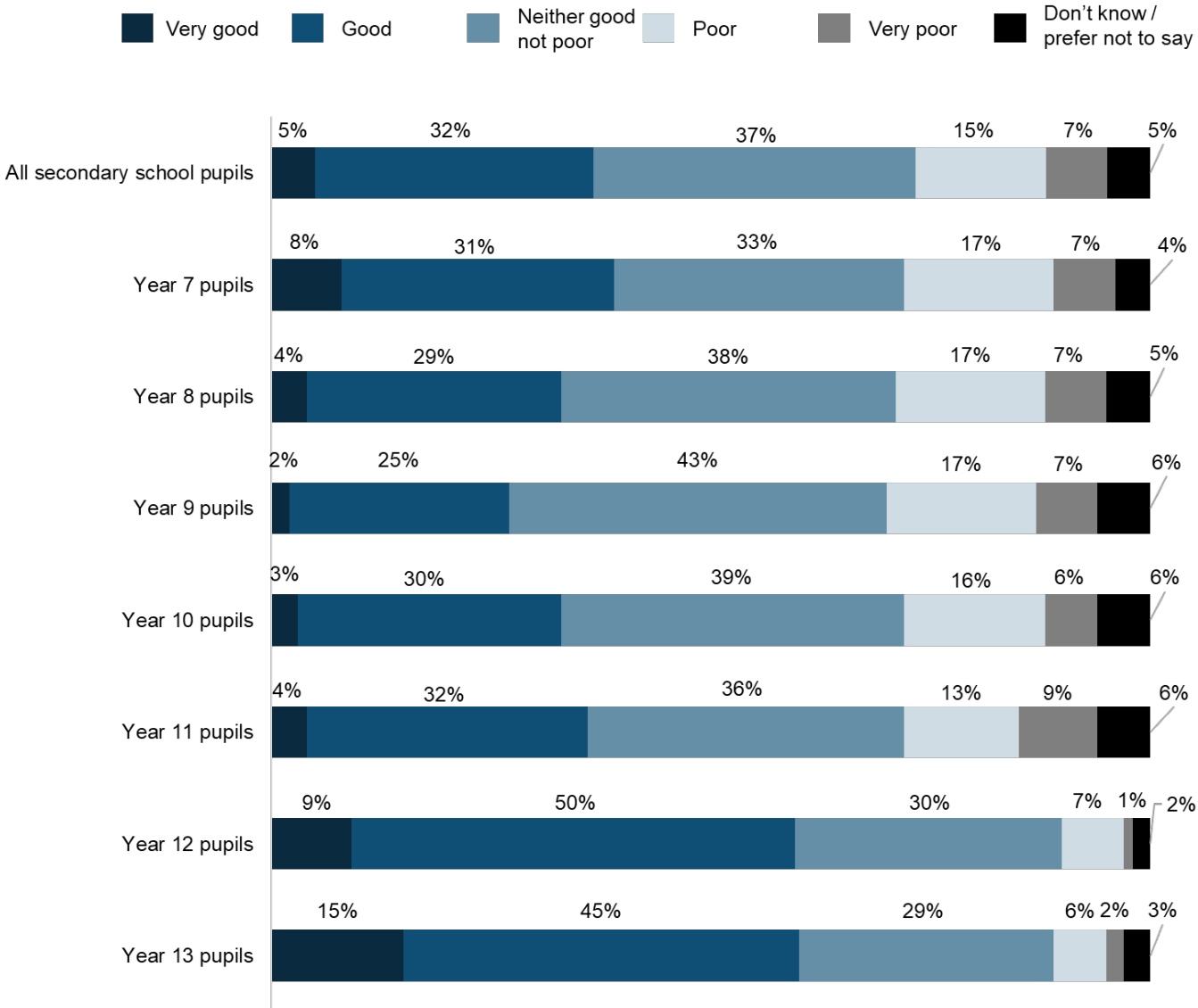
Base: All pupils (2,443), Year 7 pupils (372), Year 8 pupils (362), Year 9 pupils (379), Year 10 pupils (383), year 11 pupils (424), year 12 pupils (256), year 13 pupils (267).

Source: PPLP 2022 RW2 pupils and learners survey, Thinking about the past week, would you say that behaviour of pupils at your school was…?

Regularity of misbehaviour of other pupils interrupting lessons

Pupils in years 7-13 (excluding year 12-13 learners in college settings) were asked how frequently the misbehaviour of other pupils had stopped or interrupted lessons or their work over the past week. A relatively small proportion (4%) said that all lessons had been affected by misbehaviour, while one in five (20%) said that most lessons had been

affected and around two in five (38%) said that some lessons had been affected. A quarter of pupils (27%) said that lessons had rarely been affected by poor behaviour in the past week and around one in ten (8%) said that lessons had never been affected in the past week.

Year 12-13 pupils were more likely to say that lessons had rarely been affected by poor behaviour in the past week (45% compared with 23% of pupils in years 7-9 and 26% of pupils in years 10-11). They were also more likely to say that lessons had never been affected by poor behaviour in the past week (28% compared with 4% of pupils in years 7-9 and 6% of pupils in years 10-11).

The following groups were more likely to report that all their lessons in the past week had been affected by poor behaviour:

- Pupils in years 7-9 (5% compared with 3% of pupils in years 10-11 and 1% of pupils in years 12-13)

- Pupils considered to have SEN (8% compared with 3% of pupils without SEN)

- Pupils with CiN status (8% compared with 4% of pupils without CiN)

Types of misbehaviour

Pupils in years 7-13 (excluding year 12-13 learners in college settings) were also asked how frequently, if at all, specific types of misbehaviour had occurred in the past week.

As shown in Figure 4, the types of misbehaviour most likely to happen frequently were pupils talking (32% in all lessons and a further 36% in most lessons) and pupils shouting out (19% in all lessons and 28% in most lessons). Pupils arriving late to lessons was also a frequent issue with 12% saying that this affected all lessons and 24% saying that it affected most lessons.

Around three in ten (29%) said that pupils using mobile phones was a frequent issue, with 11% saying it affected all lessons and 18% saying it affected most lessons.

Pupils answering back or challenging instructions was a less frequent cause of disruption, but still affected around a quarter (27%) of pupils frequently. Around 1 in 10 (8%) reported that this happens every lesson and 19% that it happens most lessons.

Around one in five (19%) reported frequent issues with pupils throwing things, with 6% saying that this happened every lesson and 13% saying that it happened most lessons.

Figure 4 Frequency of issues relating to different types of misbehaviour (pupils)

Legend: All lessons, Most lessons, Some lessons, Rarely, Never, Don't know / haven't had any lessons

Pupils talking: All lessons 32%, Most lessons 36%, Some lessons 20%, Rarely 7%, Never 2%, Don't know 3%

Pupils shouting out: All lessons 19%, Most lessons 28%, Some lessons 29%, Rarely 15%, Never 6%, Don't know 3%

Pupils arriving to lessons late: All lessons 12%, Most lessons 24%, Some lessons 38%, Rarely 19%, Never 4%, Don't know 3%

Pupils using mobile phones: All lessons 11%, Most lessons 18%, Some lessons 25%, Rarely 25%, Never 18%, Don't know 4%

Pupils answering back or challenging instructions: All lessons 8%, Most lessons 19%, Some lessons 33%, Rarely 24%, Never 13%, Don't know 3%

Pupils throwing things: All lessons 6%, Most lessons 13%, Some lessons 28%, Rarely 31%, Never 20%, Don't know 2%

Base: All pupils (2,443).

Source: PPLP 2022 RW2 pupils and learners survey, Thinking about the past week, how often, if at all, did misbehaviour of other pupils stop or interrupt the lesson or you doing your work?

The following groups were more likely to report that pupils talking had interrupted all or most lessons:

- Pupils in years 7-9 (70%) and pupils in years 10-11 (73%) compared with pupils in years 12-13 (46%)

- Female pupils (71% compared with 66% of male pupils)

- Pupils eligible for FSM (64% compared with 69% of pupils not eligible for FSM)

The following groups were more likely to report that pupils shouting out had interrupted all or most lessons:

- Pupils in years 7-9 (52%) and pupils in years 10-11 (48%) compared with pupils in years 12-13 (16%)

- Pupils eligible for FSM (52% compared with 45% of pupils not eligible for FSM)

The following groups were more likely to report that pupils arriving late to lessons had interrupted all or most lessons:

- Pupils in years 10-11 (45%) compared with pupils in years 7-9 (31%) and pupils in years 12-13 (34%)

- Female pupils (39% compared with 32% of male pupils)

The following groups were more likely to report that pupils using mobile phones had interrupted all or most lessons:

- Pupils in years 10-11 (38%) and pupils in years 12-13 (39%) compared with pupils in years 7-9 (20%)

- Female pupils (34% compared with 24% of male pupils)

The following groups were more likely to report that pupils answering back, or challenging instructions had interrupted all or most lessons:

- Pupils in years 7-9 (31%) and pupils in years 10-11 (30%) compared with pupils in years 12-13 (5%)

- Female pupils (31% compared with 24% of male pupils)

- Pupils eligible for FSM (34% compared with 26% of pupils not eligible for FSM)

The following groups were more likely to report that pupils throwing things had interrupted all or most lessons:

- Pupils in years 7-9 (23%) and pupils in years 10-11 (20%) compared with pupils in years 12-13 (2%)

- Female pupils (21% compared with 17% of male pupils)

- Pupils with CiN status (23% compared with 19% of pupils without CiN status)

- Pupils from a white ethnic background (20%) compared with pupils from all other ethnic groups combined (17%)

How quickly misbehaviour was addressed

Pupils whose lessons had been interrupted by misbehaviour were asked how quickly their teachers had been able to address the misbehaviour so that learning could continue.

Around seven in ten (68%) reported that the misbehaviour had been quickly addressed (18% 'very quickly' and 51% 'fairly quickly'). Around one in six (17%) said that the

misbehaviour had not been addressed very quickly and around one in twenty (6%) said that it had not been addressed quickly at all. Around one in ten were either unsure (3%) or said that it varied too much to say (6%).

Year 12-13 pupils were more likely to say the misbehaviour had been addressed quickly (79% compared with 69% of pupils in years 7-9 and 66% of pupils in years 10-11).

Male pupils were also more likely to report that misbehaviour had been dealt with quickly (72% compared with 65% of female pupils).

Pupils with CiN status were less likely to say that misbehaviour had been addressed quickly (62% compared with 69% of pupils without CiN status).

How often pupils have enjoyed coming to school

Parents

Around one in four parents (39%) said that during the past week their child had enjoyed going to school every day. A similar proportion (37%) said their child had enjoyed going to school most days, while one in five (18%) said they had enjoyed going to school on some days. One in twenty parents (5%) said their child had never enjoyed going to school over the past week.

Parents of primary-aged pupils were more likely to say they had enjoyed going to school every day (48% compared with 29% of parents of secondary-aged pupils). A quarter of parents of secondary aged pupils said their child had enjoyed going to school on some days (23% compared with 13% for primary-aged children) and 7% said that their secondary-aged child had never enjoyed going to school over the past week (compared with 3% for primary-aged children).

Parents of pupils eligible for FSM were less likely to say their child enjoyed going to school on most days (33% compared with 38% for not eligible pupils not eligible for FSM) and were more likely to say their child had enjoyed attending on some days (21% compared with 17% of pupils not eligible not eligible for FSM).

Parents of pupils considered to have SEND were less likely to say they had enjoyed going to school every day (21% compared with 44% of parents of pupils without SEND). Three in ten parents of pupils with SEND said that their child had enjoyed going to school on some days (30% compared with 15% of those without SEND) and more than one in ten said their child had never enjoyed going to school over the past week (13% compared with 3% of those without SEND).

Parents whose child has an EHCP were more likely to say their child had never enjoyed going to school over the past week (13% compared with 5% of those without an EHCP).

Parents whose child had CiN status were more likely to say their child had never enjoyed going to school in the past week (9% compared with 5% of those without CiN status) and were less likely to say they had enjoyed going on most days (31% compared with 37% for those without CiN status).

Parents of pupils from all ethnic minorities, excluding white minorities were more likely to say that their child had enjoyed attending on most days (54% compared with 35% for parents of children from a white ethnic background). Around one in twenty parents of children from a white ethnic background (6%) said their child had never enjoyed going to school over the past week, compared with 1% of parents of children from all other ethnic groups combined.

Pupils

Pupils in years 7-13 (excluding year 12-13 learners in college settings) were asked how much they had enjoyed coming to school over the past week.

Around one in ten pupils (13%) said they had enjoyed coming to school every day in the past week. A third (34%) said they had enjoyed coming to school on most days and the same proportion (34%) said they had enjoyed coming to school on some days. Around one in six (16%) said they had never enjoyed coming to school over the past week.

Pupils in years 10-11 were less likely to say they had enjoyed coming to school every day in the past week (8% compared with 16% of pupils in years 7-9 and 14% of pupils in years 12-13). They were more likely to say that they had never enjoyed coming to school over the past week (21% compared with 14% of pupils in years 7-9 and 13% of pupils in years 12-13).

Male pupils were more likely to say they had enjoyed coming to school every day (16% compared with 11% of female pupils) or on most days (39% compared with 30% of female pupils). Female pupils were more likely to have enjoyed coming to school on some days (38% compared with 30% of male pupils) or to have never enjoyed coming to school over the past week (19% compared with 12% of male pupils).

Pupils eligible for FSM were more likely to say that they had never enjoyed coming to school over the past week (22% compared with 15% of pupils not eligible not eligible for FSM). Those pupils not eligible for FSM were more likely to say that they had enjoyed coming to school on most days (36% compared with 28% of those eligible for FSM).

Pupils considered to have SEN were also more likely to say that they had never enjoyed coming to school over the past week (22% compared with 15% of those without SEN).

Pupils from all ethnic minorities (excluding white minorities) were more likely to say that they had enjoyed coming to school every day in the past week (18% compared with 12% of pupils from a white ethnic background). Pupils from a white ethnic background were more likely to say that they had never enjoyed coming to school over the past week (18% compared with 11% of those from all other ethnic groups combined).

Pupils in the north-east were most likely to say they had never enjoyed coming to school over the past week (28% compared with 16% of all other regions combined).

How often pupils' school has felt safe

Parents

Around two-thirds (64%) of parents said they thought their child had felt safe at school every day over the past week. A quarter (24%) thought their child had felt safe on most days, around one in ten (8%) said their child had felt safe on some days and 1% said their child had never felt safe at school over the past week.

Parents of primary aged pupils were more likely to say their child had felt safe every day (71% compared with 56% of parents of secondary aged pupils). Parents of secondary aged pupils were more likely to say their child had felt safe on most days (30% compared with 20% of primary aged parents), some days (10% compared with 6% of primary aged parents) or never (2% compared with 1% of primary aged parents).

Parents of pupils eligible for FSM were more likely to say their child had felt safe at school on some days over the past week (12% compared with 6% of pupils not eligible not eligible for FSM). Pupils not eligible for FSM were more likely to say their child had felt safe at school on every day of the past week (67% compared with 55% of those eligible for FSM).

Parents whose child was not considered to have SEND were more likely to say they had felt safe every day at school (71% compared with 41% of those with SEND). Around a third of parents of a child with SEND said their child had felt safe at school on most days (35% compared with 22% of those without SEND). They were also more likely to say their child had felt safe on some days (17% compared with 5% of those without SEND) or never (5% compared with 1% of those without SEND).

Parents of pupils without an EHCP were more likely to say their child had felt safe every day at school in the past week (65% compared with 46% of those with an EHCP).

Parents of pupils who did not have CiN status were more likely to say they had felt safe every day at school (65% compared with 54% of those with CiN status). Around a third of parents whose child had CiN status said their child had felt safe at school on most days

(28% compared with 24% of those without CiN status). They were also more likely to say their child had felt safe on some days (11% compared with 8% of those without CiN status) or never (4% compared with 1% of those without CiN status).

Parents of children from an Asian ethnic background were more likely to say that they had felt safe every day at school (75% compared with 63% of parents of children from a white ethnic background).

Pupils

Pupils in years 7-13 (excluding year 12-13 learners in college settings) were asked how often they felt safe at school. Two in five pupils (38%) said that they had felt safe at school every day in the past week. A similar proportion (35%) said they had felt safe on most days, while one in five (19%) felt safe on some days and one in twenty (5%) said that they had never felt safe at school in the past week.

Pupils in years 10-11 were less likely to have felt safe on every day (31% compared with 40% of pupils in years 7-9 and 49% of pupils in years 12-13). They were more likely to have never felt safe at school in the past week (7% compared with 3% of pupils in years 12-13).

Male pupils were more likely to have felt safe every day (43% compared with 35% of female pupils) and less likely to have felt safe on some days (16% compared with 21% of female pupils).

Pupils eligible for FSM were less likely to have felt safe every day (32% compared with 40% of pupils not eligible for FSM) and more likely to say that they had never felt safe in the past week at school (8% compared with 4% of pupils not eligible for FSM).

Pupils considered to have SEN were also more likely to say that they had never felt safe in the past week at school (9% compared with 5% of those without SEN).

How often pupils felt they belonged at their school

Pupils in years 7-13 (excluding year 12-13 learners in college settings) were asked how often they felt they belonged at their school. Three in ten pupils (29%) said they felt they belonged at their school on every day in the past week and a similar proportion (31%) said they felt they belonged on most days. A quarter (24%) said they felt they belonged on some days, while around one in ten (12%) said that they had never felt they belonged at their school in the past week.

Male pupils were more likely to have felt they belonged at their school on every day of the past week (35% compared with 25% of female pupils) and less likely to have

belonged on some days (20% compared with 28% of female pupils) or never (9% compared with 14% of female pupils).

Pupils eligible for FSM were less likely to say they felt they belonged every day (24% compared with 31% of pupils not eligible for FSM) and more likely to say they never felt that they belonged at their school in the past week (18% compared with 10% of pupils not eligible for FSM).

Pupils from a black ethnic background were less likely to say they felt like they belonged at their school on every day of the last week (15% compared with 29% of pupils from a white ethnic background, 34% of pupils from a mixed ethnic background and 36% of pupils from an Asian ethnic background).

Other aspects of the school environment

Pupils in years 7-13 (excluding year 12-13 learners in college settings) were asked about several other aspects relating to how they felt about their school environment, as detailed in Figure 5.

Around four in five felt that school staff had been respectful to each other most of the time (50% on every day and 29% on most days).

The following groups were more likely to say that school staff had been respectful to each other on every day of the past week:

- Pupils in years 7-9 (54%) compared with pupils in years 10-11 (45%) and pupils in years 12-13 (48%)

- Male pupils (55% compared with 45% of female pupils)

- Pupils not eligible for FSM (52% compared with 43% of those eligible for FSM)

Pupils in years 7-9 (34%) and pupils in years 10-11 (30%) were more likely to say that their headteacher and other school leaders have reminded pupils about the behaviour rules on every day of the past week compared with pupils in years 12-13 (17%).

The following groups were more likely to say that pupils had been respectful to each other on every day of the past week:

- Pupils in years 12-13 (20%) compared with pupils in years 10-11 (8%) and pupils in years 7-9 (10%)

- Male pupils (14% compared with 7% of female pupils)

- Pupils with CiN status (14% compared with 10% of pupils without CiN status)

The following groups were more likely to say their school had felt calm and orderly on every day of the past week:

- Pupils in years 7-9 (11%) and pupils in years 12-13 (14%) compared with pupils in years 10-11 (6%)

- Male pupils (14% compared with 6% of female pupils)

- Pupils from all ethnic minorities (excluding white minorities) (14% compared with 8% of those from a white background)

Figure 5 Other aspects relating to pupils' sense of safety (pupils)
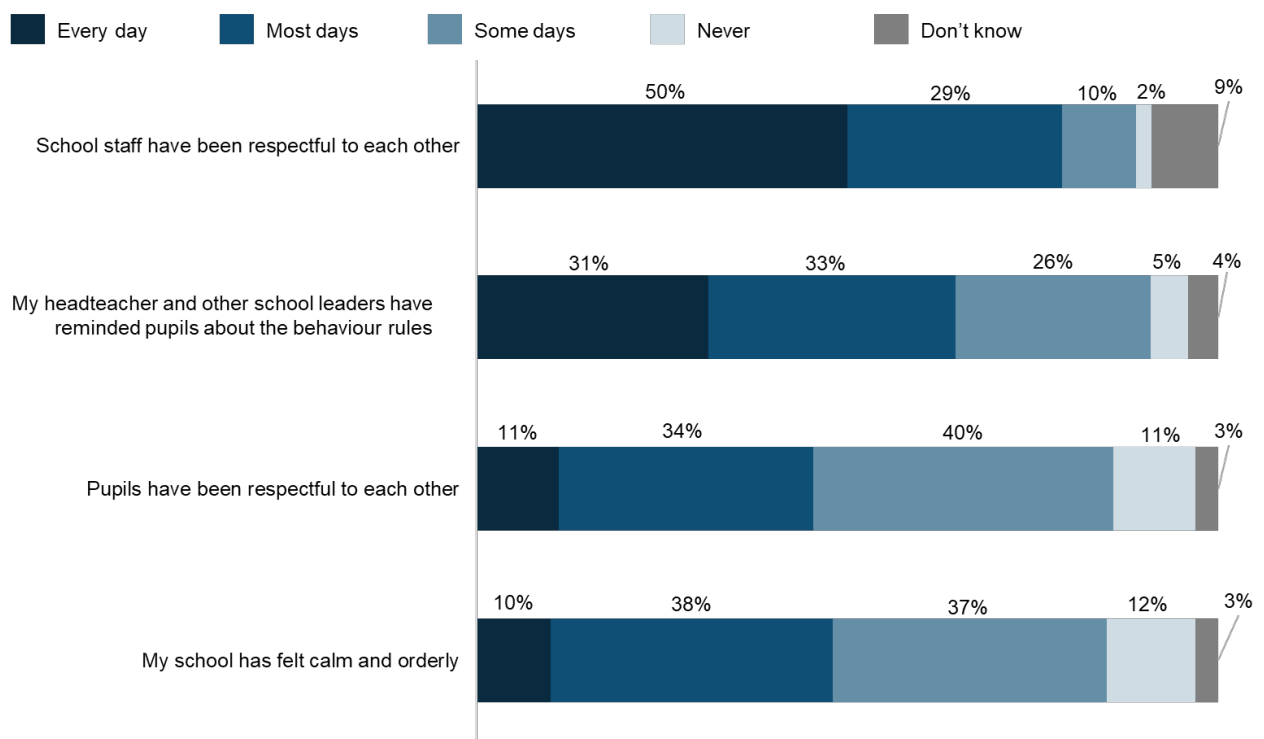
Base: All pupils (2,443).

Source: PPLP 2022 RW2 pupils and learners survey, Thinking about the past week, how often would you say…?

Support available at school or college

Pupils in years 7-13 (excluding year 12-13 learners in college settings) were asked to what extent (on a scale of 1 (never) to 5 (always)) they felt they had an adult at school who…

- …really cares about me

- …tells me when I do a good job

- …listens to me when I have something to say

- …believes that I will be a success

The responses from these four questions were combined to produce a 4-20 measure of school connectedness. Overall, pupils had a mean score of 13.7. Scores were higher for pupils in years 7-9 (14.1) compared with pupils in years 10-11 (13.2). As shown in Figure 6, pupils in year 7 had the highest mean score of 15.1, significantly higher than all other year groups. Pupils in year 10 had the lowest sense of school connectedness with a mean score of 12.9.

Figure 6 Pupils' mean score for school connectedness
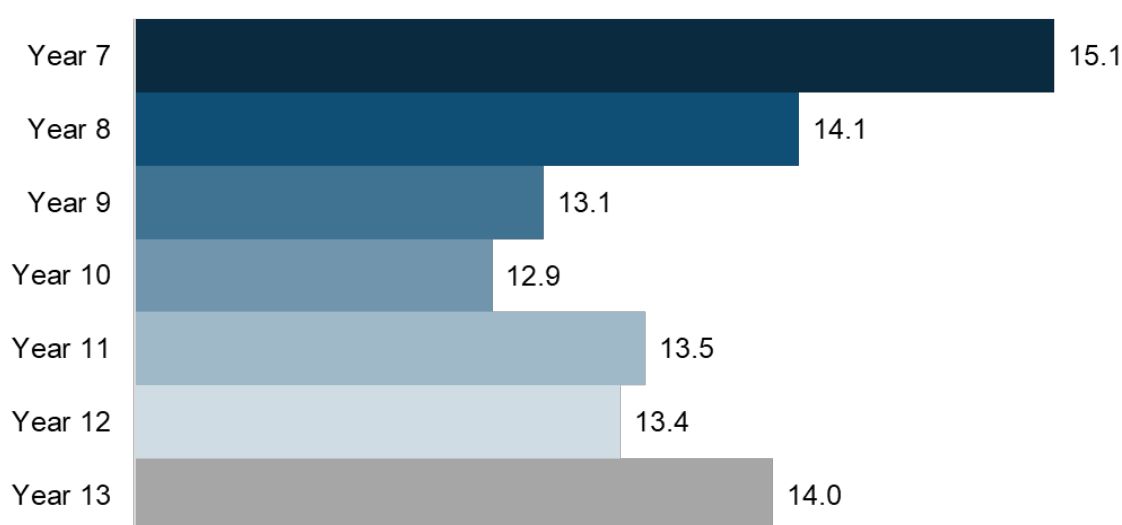
Base: year 7 pupils (372), year 8 pupils (362), year 9 pupils (379), year 10 pupils (383), year 11 pupils (424), year 12 pupils (256), year 13 pupils (267).

Source: PPLP 2022 RW2 pupils and learners survey. At school or college, there is an adult who… Please rate on a scale of 1 to 5 where 1 is 'never' and 5 is 'always' - …Really cares about me…Tells me when I do a good job…Listens to me when I have something to say…Believes that I will be a success

Other groups with higher mean scores, suggesting a greater feeling of school connectedness amongst these groups included:

- Male pupils (14.2) compared with female pupils (13.4)

- Pupils considered to have SEN (14.3) compared with pupils that were not considered to have SEN (13.7)

- Pupils not eligible for FSM (13.9) compared with pupils that were eligible (13.5)

- Pupils from an Asian ethnic background (14.4) compared with pupils from a white (13.8) or black (12.9) ethnic background

There was variation amongst pupils in the extent to which they felt they had an adult in school who could provide these types of support. A fifth of pupils (20%) reported having an adult at school who really cares about them all of the time, compared with 10% who felt this was never the case. Pupils were more likely to report having an adult at school who listens to them when they have things to say, with 27% saying this is always the case. A quarter of pupils (25%) reported that there is always an adult at school that believes that they will be a success and 22% reported that there is always an adult that tells them when they do a good job.

COVID-19 safety measures in school and college

To keep schools open and maximise the opportunity for young people to attend during the COVID-19 pandemic, education leaders, staff, pupils, learners and parents have worked tirelessly to implement measures which have helped to minimise the transmission of COVID-19 and to support the safety and wellbeing of children, young people, and staff. Such measures have clear benefits in reducing transmission within schools but their costs to pupils' education and wellbeing are less well understood, and the long-term effects may take years to become clear.

This section examines the safety measures that were in place in schools and colleges in late February and early March 2022. The recommendation for pupils and learners of secondary school age or above to wear face coverings in classrooms was lifted on 20th January 2022, but the recommendation to wear them in communal areas remained in place until January 27th 2022 and regular testing continued to be recommended until late February. It also looks at perceptions of those safety measures, among both parents, pupils and learners. This section also looks at COVID-19 testing. Advice which recommended regular testing was dropped in most settings on 21st February 2022.

Specific COVID-19 safety measures in place in the past 2 weeks of term time

Parents

Parents were asked about specific safety measures that were in place in their child's school during the past two weeks of termtime.

Three in five parents (59%) reported that pupils were asked to wash their hands frequently. The following groups were more likely to report that pupils were asked to wash their hands frequently:

- Parents of primary aged pupils (71% compared with 45% for secondary-aged pupils)

- Parents of pupils eligible for FSM (68% compared with 57% of pupils not eligible not eligible for FSM)

- Parents of pupils with CiN status (66% compared with 59% of those without CiN status)

- Parents of pupils from all ethnic minorities, excluding white minorities (66%) compared with parents of pupils from a white ethnic background (57%)

Around one in ten (10%) parents reported that pupils were asked to wear a mask. The following groups were more likely to say that pupils were asked to wear a mask:

- Parents of secondary aged pupils (20% compared with 2% for primary-aged pupils)

- Parents of female pupils (12% compared with 8% of parents of male pupils)

- Parents of pupils eligible for FSM (15% compared with 9% of pupils not eligible not eligible for FSM)

- Parents of pupils with CiN status (15% compared with 10% of those without CiN status)

- Parents of pupils from all ethnic minorities, excluding white minorities (15% compared with 8% of parents of pupils from a white ethnic background)

One in five (20%) parents reported that their child had been asked to stay in smaller groups. The following groups of parents were more likely to have reported this:

- Parents of pupils eligible for FSM (31% compared with 17% of pupils not eligible not eligible for FSM).

- Parents of pupils with CiN status (30% compared with 20% of those without CiN status)

- Parents of pupils from all ethnic minorities, excluding white minorities (30% compared with 17% of those from a white ethnic background)

Around one in seven (15%) parents reported that pupils had been asked to keep physically distant from each other where possible. The following groups of parents were more likely to report this:

- Parents of a secondary-aged pupils (17% compared with 13% of parents of a primary aged child).

- Parents of pupils eligible for FSM (24% compared with 12% of pupils not eligible not eligible for FSM).

- Parents of pupils with CiN status (25% compared with 14% of those without CiN status).

- Parents of pupils from all ethnic minorities, excluding white minorities (20% compared with 12% of parents of pupils from a white ethnic background).

A quarter of parents (25%) reported that their child's school asked for regular COVID testing. This was higher for:

- Parents of secondary aged pupils (36% compared with 17% of parents of a primary aged child)

- Parents of pupils eligible for FSM (34% compared with 23% of pupils not eligible not eligible for FSM).

- Parents of pupils with CiN status (34% compared with 25% of those without CiN status).

Around one quarter of parents (24%) reported their child was asked to follow one-way systems. This was higher for:

- Parents of secondary aged pupils (32% compared with 18% of parents of primary aged pupils).

- Parents of pupils eligible for FSM (31% compared with 22% of pupils not eligible not eligible for FSM).

- Parents of pupils with CiN status (30% compared with 24% of those without CiN status).

- Parents of pupils from all ethnic minorities, excluding white minorities (35% compared with 21% of parents of children from a white ethnic background).

A quarter of parents (26%) reported their child was asked to clean equipment or to avoid sharing equipment. This was higher for:

- Parents of pupils eligible for FSM (37% compared with 23% of pupils not eligible not eligible for FSM).

- Parents of pupils with CiN status (34% compared with 26% of those without CiN status).

- Parents of pupils from all ethnic minorities, excluding white minorities (37% compared with 23% of parents of children from a white ethnic background).

Compared with the previous research wave, which was conducted in February 2022 and asked about safety measures in place since January 20th 2022, there was a decrease in the reported prevalence of all COVID-19 safety measures in school. As shown in Figure 7 , the proportion of parents who reported that their child had been asked to do each of the following changed as follows over this period:

- Frequent hand washing fell from 68% in February 2022 to 59% in March 2022

- Wearing a mask fell from 37% to 10%

- Staying in smaller groups or bubbles fell from 43% to 20%

- Keeping physically distant from other pupils where possible fell from 37% to 15%

- Requesting regular tests for COVID-19 fell from 63% to 25% (advice recommending regular testing was dropped in most settings on 21st February 2022)

- Following one-way systems fell from 37% to 24%

- Cleaning equipment, or avoiding sharing equipment, fell from 40% to 26%

Pupils and learners

When asked about specific safety measures that were in place in their school or college during the past two weeks of termtime, around a third of pupils and learners (36%) said they were asked to wash their hands frequently while around a quarter (23%) said they were asked to wear a mask, shown in Figure 8. Around one in five (18%) were asked to stay in smaller groups such as year group bubbles and a similar proportion (16%) reported that they were asked to keep physically distant from other pupils where possible.

Around a third (36%) reported they were asked to regularly test for COVID-19 and two in five (42%) reported that they were asked to follow one-way systems. A quarter (25%) reported they were asked to clean or avoid sharing equipment and a similar proportion (28%) reported that they were asked to follow another safety measure.

Figure 7 Specific safety measures in place in schools (parents and pupils and learners)

Legend:
- All parents
- Primary school parents
- Secondary school parents
- Secondary aged pupils and learners

Wash their hands frequently
- 59%
- 71%
- 45%
- 36%

Clean equipment/ not sharing equipment
- 26%
- 25%
- 28%
- 25%

Regular COVID testing
- 25%
- 17%
- 36%
- 36%

Follow one way systems (either in class or communal school/college areas)
- 24%
- 18%
- 32%
- 42%

Stay in smaller groups (e.g. year group bubbles)
- 20%
- 19%
- 21%
- 18%

Keep physically distant from other pupils where possible
- 15%
- 13%
- 17%
- 16%

Wear a mask (either in class or communal school/college areas)
- 10%
- 2%
- 20%
- 23%

Follow any other safety measures
- 21%
- 21%
- 21%
- 28%

Base: All parents (2,639), Primary aged parents (1,355), Secondary aged parents (1,284).

Source: PPLP 2022 RW2 parent survey, In the past two weeks of term time, in [pupil]'s school, was [pupil] asked to...?

All pupils and learners (2,865).

The following groups were more likely to report they had been asked to wash their hands frequently:

- Pupils in year 7 (49%) compared with all other year groups (33%)

- Year 12-13 learners in college settings (39% compared with 28% of year 12-13 pupils in school settings)

- Pupils and learners eligible for FSM or FME (42% compared with 34% of pupils and learners not eligible for FSM or FME)

- Pupils and learners considered to have SEN (46% compared with 34% of those without SEN)

- Pupils and learners with an EHCP (59% compared with 35% of those without an EHCP)[11]

- Pupils with CiN status (49% compared with 35% of pupils without CiN status)

The following groups were more likely to report they had been asked to wear a mask:

- Pupils in year 7 (31%) compared with all other year groups (21%)

- Year 12-13 learners in college settings (18% compared with 18% of year 12-13 pupils in school settings)

- Pupils and learners eligible for FSM or FME (27% compared with 22% of pupils and learners not eligible for FSM or FME)

- Pupils and learners from all ethnic minorities, excluding white minorities (29% compared with 20% of those from a white ethnic background)

- Pupils and learners in London (32%) compared with those in all other regions (21%)

The following groups were more likely to report they had been asked to stay in smaller groups or bubbles:

- Pupils and learners eligible for FSM or FME (24% compared with 16% of pupils and learners not eligible for FSM or FME)

- Pupils with CiN status (24% compared with 17% of pupils without CiN status)

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[11] Only 83 pupils and learners with an EHCP took part in the survey. These findings should therefore be treated with caution.

- Pupils and learners from all ethnic minorities, excluding white minorities (22% compared with 16% of those from a white ethnic background)

Pupils and learners in the following groups were more likely to report they had been asked to keep physically distant from other pupils where possible:

- Year 12-13 learners in college settings (22% compared with 14% of year 12-13 pupils in school settings)

- Pupils and learners eligible for FSM or FME (21% compared with 15% of pupils and learners not eligible for FSM or FME)

- Pupils and learners considered to have SEN (22% compared with 15% of those without SEN)

- Pupils and learners with an EHCP (41% compared with 15% of those without an EHCP)[12]

- Pupils with CiN status (25% compared with 14% of pupils without CiN status)

- Pupils and learners from all ethnic minorities, excluding white minorities (21% compared with 14% of those from a white ethnic background).

The following groups were more likely to report that they had been asked to test regularly for COVID-19:

- Pupils in year 7 (47%) and pupils and learners in year 12 (49%) compared with all other year groups (ranging from 26% in year 10 to 35% in year 8)

- Year 12-13 learners in college settings (50% compared with 32% of year 12-13 pupils in school settings)

- Pupils and learners considered to have SEN (42% compared with 35% of those without SEN)

- Pupils with CiN status (41% compared with 34% of pupils without CiN status)

Pupils and learners in the following groups were more likely to report that they had been asked to follow one-way systems:

- Pupils in years 7-9 (49%) and pupils in years 10-11 (42%) compared with pupils and learners in years 12-13 (28%)

- Year 12-13 pupils in school settings (33% compared with 24% of year 12-13 learners in college settings)

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[12] Only 83 pupils and learners with an EHCP took part in the survey. These findings should therefore be treated with caution.

- Pupils and learners eligible for FSM or FME (49% compared with 40% of those pupils and learners not eligible for FSM or FME)

The following groups were more likely to report that they had been asked to clean or avoid sharing equipment:

- Pupils in years 7-9 (28%) and pupils and learners in years 12-13 (28%) compared with pupils in years 10-11 (18%)

- Year 12-13 learners in college settings (35% compared with 20% of year 12-13 pupils in school settings)

- Male pupils and learners (28% compared with 23% of female pupils and learners)

- Pupils and learners eligible for FSM or FME (33% compared with 23% of pupils and learners not eligible for FSM or FME)

- Pupils with CiN status (34% compared with 23% of pupils without CiN status)

- Pupils and learners from all ethnic minorities, excluding white minorities (31% compared with 23% of those from a white ethnic background)

Compared with the previous wave of interviewing, which was conducted in February 2022 and asked about safety measures in place since January 20th 2022, there was a decrease in the reported prevalence of all COVID-19 safety measures in school, as shown in Figure 9. The proportion of pupils and learners who reported being asked to adopt each specific safety measure changed as follows over this period:

- Frequent hand washing fell from 54% in February 2022 to 36% in March 2022

- Wearing a mask fell from 72% to 23%

- Staying in smaller groups or bubbles fell from 37% to 18%

- Keeping physically distant from other pupils where possible fell from 37% to 16%

- Regular testing for COVID-19 fell from 80% to 36%

- Following one-way systems fell from 54% to 42%

- Cleaning equipment, or avoiding sharing equipment, fell from 40% to 25%

Figure 8 Specific safety measures in place in schools over time (pupils and learners)

Legend:
- March 2022 (PPLP RW2)
- February 2022 (PPLP RW1)
- Nov/Dec 2021 (PPLP recruitment)

Wash your hands frequently
- 36%
- 54%
- 74%

Wear a mask (either in class or communal school/college areas)
- 23%
- 72%
- 89%

Stay in smaller groups (e.g. year group bubbles)
- 18%
- 37%
- 58%

Keep physically distant from other pupils where possible
- 16%
- 37%
- 51%

Regularly test for COVID-19
- 36%
- 80%
- Not asked

Follow one way systems (either in class or communal school/college areas)
- 42%
- 54%
- Not asked

Clean equipment/ not share equipment
- 25%
- 40%
- Not asked

Follow any other safety measures
- 28%
- 43%
- 54%

Base: All pupils and learners in March 2022 (2,865), February 2022 (3,968) and Nov/Dec 2021 recruitment (4,228).

Source: PPLP recruitment, PPLP RW1 and PPLP RW2 pupils and learners survey, In the past two weeks of term time, in your school or college, have you been asked to...?

Remote education

The COVID-19 pandemic has interrupted school attendance for many pupils and learners. While maximising the time pupils spend in-school or college has been a high priority throughout the pandemic, home-learning continues to be a necessary part of education provision.

Pupils and learners in years 7 to 13 were asked about remote learning in term time since January 2022, covering topics including: whether they had needed remote learning; the type of remote lessons they had; whether lessons delivered in school or college were available for those not attending; the challenges faced while learning remotely; and the challenges faced by those attending lessons in school or college which were also being made available remotely.

Whether pupil or learner has needed remote education since January 2022

Pupils and learners in years 7-13 were asked if they had needed remote education during term-time since January 2022 (excluding any homework). Around a quarter (27%) reported that they had needed remote education.

Pupils and learners who had needed remote education during term-time since January 2022 were asked what types of remote lessons they had received.

Two in five (41%) said they had received live-streamed lessons and around one in six (17%) had received pre-recorded lessons. More than two in five (44%) said that they had received neither live-streamed nor pre-recorded lessons.

Year 12-13 learners in college settings (53%) were more likely to have received live-streamed lessons than year 12-13 pupils in school settings (32%).

Pupils and learners from all ethnic minorities (excluding white minorities) were more likely to have received live-streamed lessons (49% compared with 38% of pupils from a white ethnic background).

Whether lessons attended in school have been available for those not attending

Pupils and learners were asked whether any of the lessons which they had physically attended at school had also been live-streamed or recorded for those who could not attend and needed to watch from home.

A quarter (24%) said that they had physically attended lessons which had also been live-streamed or recorded. Around six in ten (62%) said they had not attended such lessons and 14% said they did not know if they had attended lessons that had been live-streamed or recorded.

The proportion saying that they had physically attended lessons which had also been live-streamed or recorded was higher for the following groups:

- Pupils and learners in years 12-13 (27% compared with 22% of pupils in years 7-9)

- Year 12-13 pupils in school settings (33% compared with 22% of year 12-13 learners in college settings)

- Pupils and learners not considered to have SEN (25% compared with 19% of those with SEN)

- Pupils without CiN status (25% compared with 18% of pupils with CiN status)

- Pupils and learners from all ethnic minorities, excluding white minorities (28% compared with 23% for those from a White background).

Pupils and learners who said they had physically attended lessons which had also been live-streamed or recorded for those unable to attend were asked specifically whether the lessons had been live-streamed or recorded.

Three-quarters (74%) said that the lessons had been live streamed while a quarter (22%) said that they had been recorded.

Challenges faced while learning remotely

Pupils and learners who said they had received live-streamed or pre-recorded lessons were asked an open-text question about what challenges, if any, they faced whilst attending those lessons remotely.

Six in ten (59%) said that they had not faced any challenges with their remote lessons and a further 16% said that they did not know / could not recall what challenges they had faced.

Amongst the minority of those who did report challenges, the most common themes related to having technical or internet issues, struggling with the work and distractions or struggling to concentrate. Distractions or struggling to concentrate were particularly common for pupils and learners in year 13.

Technical or internet issues

Pupils and learners who said they faced technical or internet issues mentioned lack/intermittent Wi-Fi connection, difficulties logging on or accessing the materials and not having access to all the necessary resources.

> "Sometimes there were Wi-Fi issues at home, and it was difficult to understand the teacher online"

Secondary pupil or learner, year 13

> "It wouldn't let me log on sometimes"

Secondary pupil, year 7

Struggling with the work

Those who said they struggled with the work said they did not understand the work, found it harder to understand the work from home and struggled to ask teachers for support.

> "Not being able to communicate with the teacher, as quite difficult for the teacher to give me support as they have to also support the students who are physically present in the classroom"

Secondary pupil or learner, year 13

> "Glitches and not understanding the work set without teacher supervision"

Secondary pupil or learner, year 9

Distractions / struggled to concentrate

Pupils and learners who said they faced distractions and struggled to concentrate mentioned having distractions in the home such as siblings playing and finding it more difficult to work at home.

> "It was hard to concentrate with everything going on in the house so most of the time I gave up"

Secondary pupil, year 8

> "Trying to concentrate with siblings playing"

<div align="right">Secondary pupil, year 7</div>

Other responses mentioned finding it harder to receive help or ask questions, and lacking motivation.

Challenges faced while attending lessons in school that were also available remotely

Pupils and learners who said they had physically attended lessons which had also been live-streamed or recorded for those unable to attend were asked an open-text question about what challenges, if any, they faced while attending those lessons.

Three-quarters (75%) said that they had not faced any challenges with these lessons and a further 16% said that they did not know / could not recall what challenges they had faced.

Amongst the small number who did report challenges, the most common issues related to technical or network issues and being distracted or finding it hard to concentrate.

Technical or network issues

Pupils and learners who mentioned technical or network issues mentioned poor internet connection and difficulty engaging with the teacher due to technical challenges.

> "Communication due to technical interference"

<div align="right">Secondary pupil, year 11</div>

> "Technological issues reduce communication between teacher and students"

<div align="right">Secondary pupil or learner, year 12</div>

Distractions/ finding it hard to concentrate

Pupils and learners who mentioned distractions or finding it hard to concentrate cited pupil behaviour disrupting their learning (for example, by pupils taking over the teacher's screen) and the teacher splitting attention between those in class and attending virtually.

"It's harder to ask specific questions, also keeping concentration while teachers are giving live streamed lessons is a lot harder"

<p align="right">Secondary pupil or learner, year 13</p>

"People in my class taking over the teacher's screen and turning their mics on"

<p align="right">Secondary pupil or learner, year 8</p>

Small numbers of pupils and learners also mentioned struggling with the work and finding it harder to learn, and that they found it harder to receive help or ask questions.

Extra-curricular activities

This section focuses on pupils' participation in extra-curricular activities at school. Research suggests that extra-curricular activities are important in improving wellbeing and developing social skills. In addition, extra-curricular activities provide a range of other positive outcomes (e.g., academic achievement, behaviour, and attendance at school).[13] As such, schools are expected to offer a broad and balanced curriculum that extends beyond the academic, technical, or vocational qualifications.

Parents and pupils and learners were asked about participation in a range of extra-curricular activities, both at school or college and outside school or college, during the current school term (since January 2022). Some pupils engaged with activities both within and outside school or college – this means that percentages will sometimes add up to more than 100%.

Parents

Seven in ten parents (71%) reported that their child had taken part in extra-curricular sports and physical activities during the current term (46% at school or college and 45% outside school or college). This was the highest level of reported participation for any of the prompted extra-curricular activities.

More than two in five said their child had taken part in performing arts (44%, with 30% doing so in school or college and 19% outside school or college). The same proportion (44%) said their child had participated in creative arts (34% in school or college and 15% outside school or college).

Around three in ten (31%) said their child had taken part in hobby and interest clubs (14% in school or college and 20% outside school or college). A similar proportion (28%) said their child had taken part in clubs relating to an academic subject (22% in school or college and 9% outside school or college).

The levels of participation reported by parents was lower for volunteering (20%), participation in uniform groups (19%) and participation in community or diversity clubs (13%) and other extra-curricular activities (12%).

The following groups were more likely to report their child had participated in extra-curricular sports and physical activities during the current term:

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[13] Link to a report on gov.uk: An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility

- Parents of primary aged pupils (76% compared with 65% of parents of secondary-aged pupils)

- Parents of male pupils (75% compared with 68% of parents of female pupils)

- Parents of pupils not eligible for FSM (74% compared with 62% of those eligible for FSM)

- Parents of pupils not considered to have SEND (74% compared with 58% of parents of pupils with SEND)

- Parents of pupils without CiN status (72% compared with 65% of parents of pupils with CiN status)

- Parents of pupils from all ethnic minorities, excluding white minorities (77% compared with 69% of parents of children from a white ethnic background)

Parents from the following groups were more likely to report that their child had participated in the performing arts during the current term:

- Parents of female pupils (51% compared with 36% of parents of male pupils)

- Parents of pupils not eligible for FSM (46% compared with 37% of parents of pupils eligible for FSM)

- Parents of pupils not considered to have SEND (45% compared with 36% of those with SEND)

- Parents of pupils without an EHCP (44% compared with 27% of those with an EHCP)

- Parents of pupils in London (52% compared with 42% of those outside London).

Parents from the following groups were more likely to report that their child had participated in creative arts during the current term:

- Parents of primary-aged pupils (47% compared with 40% of parents of secondary-aged pupils)

- Parents of female pupils (48% compared with 40% of parents of male pupils)

- Parents of pupils from all ethnic minorities, excluding white minorities (55% compared with 40% of parents of pupils from a white ethnic background)

- Parents of pupils in London (52% compared with 43% of those outside London). Those in the north-west were less likely than those in all of the other regions to say their child had participated in creative arts (26%).

The following groups were more likely to report their child had participated in extra-curricular hobby and interest clubs during the current term during the current term:

- Parents of male pupils (35% compared with 28% of parents of female pupils)

- Parents of pupils from all ethnic minorities, excluding white minorities (40% compared with 29% of parents of children from a white ethnic background)

Parents from the following groups were more likely to report that their child had participated in clubs relating to an academic subject during the current term:

- Parents whose child was eligible for FSM (34% compared with 26% of pupils not eligible for FSM)

- Parents of pupils from all ethnic minorities, excluding white minorities (44% compared with 22% of those from a white ethnic background)

- Parents of pupils in London (37% compared with 27% of those outside London)

The following groups were more likely to report their child had participated in volunteering during the current term:

- Parents of secondary aged pupils (25% compared with 15% of parents of primary-aged pupils)

- Parents of pupils from all ethnic minorities, excluding white minorities (25% compared with 18% of those from a white ethnic background)

Participation in uniform groups was more commonly reported by the following groups:

- Parents of a primary aged child (23% compared with 15% of parents of a secondary-aged child)

- Parents whose child was not eligible for FSM (21% compared with 13% of those eligible for FSM)

- Parents of children from a white ethnic background (21% compared with 14% of those from all other ethnic groups combined)

Participation in community or diversity clubs such as LGBT+, wellbeing or religious groups during the current term was more commonly reported by:

- Parents of a pupil with CiN status (17% compared with 13% of those without CiN status)

- Parents of children from all ethnic minorities, excluding white minorities (24% compared with 9% of parents of children from a white ethnic background)

The following groups were more likely to report their child had participated in two or more extra-curricular activities (either as part of their school or college or outside of their school or college:

- Parents of primary-aged pupils (74% compared with 67% of parents of secondary-aged pupils)

- Parents of female pupils (74% compared with 68% of parents of male pupils and learners)

- Parents of pupils eligible for FSM (73% compared with 65% of those not eligible for FSM)

- Parents of pupils considered to have SEND (73% compared with 63% of those not considered to have SEND)

- Parents of pupils and learners from all ethnic minorities, excluding white minorities (78% compared with 69% of those of white pupils and learners)

Over two in five (46%) parents reported that their child had taken part in two or more extra-curricular activities, an increase from 32% in the November 2021 PPLP recruitment wave. Correspondingly, just under one in five parents (22%) reported that their child had taken part in one extra-curricular activity as part of their school or college, a decrease from 39% of parents at the November 2021 PPLP recruitment wave[14].

Around a quarter (27%) of parents reported that their child had done one extra-curricular activity outside of their school or college and two in five (42%) said their child had done at least two extra-curricular activities outside of their school or college.

Pupils and learners

Amongst pupils and learners, the most commonly reported extra-curricular activity was sports and physical activities which had been done by 59% of pupils or learners in the current term (40% at school or college and 35% outside of school or college), as shown in Figure 10.

Two in five (40%) pupils and learners had participated in creative arts (31% at school or college and 14% outside).

The other most common extracurricular activities were performing arts (36% had participated this term) and hobby and interest clubs (35% had participated this term).

Participation in volunteering was less common (27%), as was participation in clubs relating to an academic subject (25%).

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[14] The question in the November 2021 PPLP recruitment wave was asked slightly differently. Parents were asked to select from a multicode list. In March 2022, parents had to select whether their child did each activity as part of school or college, outside of school or college, or not at all. Therefore, the results are not directly comparable.

Around one in seven (15%) of pupils and learners had participated in uniform groups this term, 12% had participated in community or diversity clubs, and 20% had participated in some other type of extracurricular activity. Further figures are detailed in Figure 10.

Figure 9 Whether have participated in specific extra-curricular activities during current term (pupils and learners)
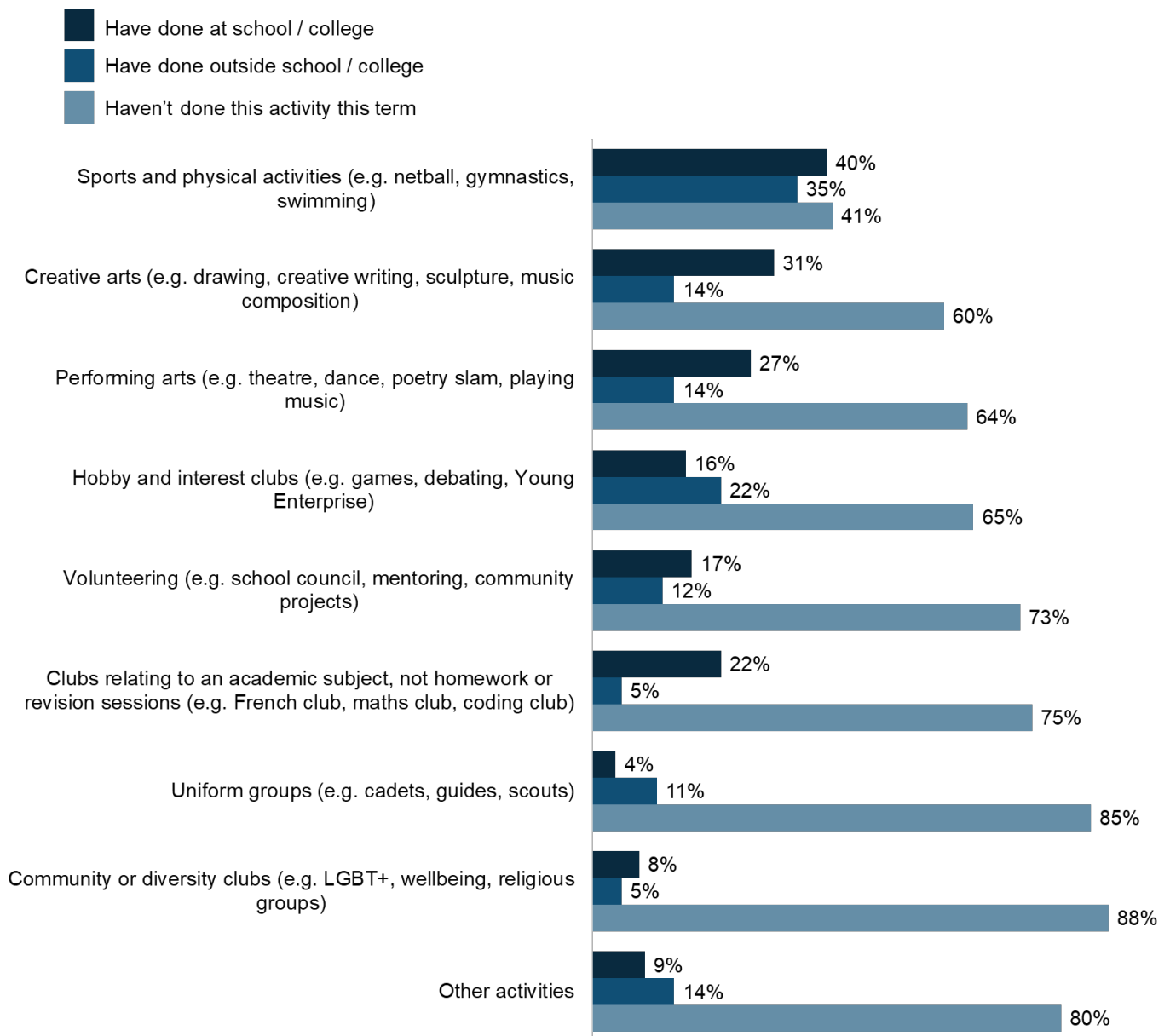
Base: All secondary aged pupils and learners (2,865).

Source: PPLP 2022 RW2 pupils and learners survey. Which of the following extra-curricular activities, if any, have you taken part in this term (since January 2022) at school or college?

The following groups of pupils and learners were more likely to have participated in sports and physical activities:

- Pupils in years 7-9 (69%) compared with pupils in years 10-11 (58%) and pupils and learners in years 12-13 (40%)

- Male pupils and learners (65% compared with 55% of female pupils and learners)

- Pupils without CiN status (63% compared with 56% of pupils with CiN status)[15]

Pupils and learners from the following groups were more likely to have participated in creative arts:

- Pupils in years 7-9 (49%) compared with pupils in years 10-11 (38%) and pupils and learners in years 12-13 (25%)

- Female pupils and learners (43% compared with 36% of male pupils and learners)

The following groups of pupils and learners were more likely to have participated in performing arts:

- Pupils in years 7-9 (49%) compared with pupils in years 10-11 (29%) and pupils and learners in years 12-13 (17%)

- Year 12-13 pupils in school settings (23% compared with 13% of year 12-13 learners in college settings)

- Female pupils and learners (40% compared with 31% of male pupils and learners)

Male pupils and learners were more likely to have participated in hobby and interest clubs (40% compared with 29% of female pupils and learners).

The following groups of pupils and learners were more likely to have participated in volunteering:

- Pupils in years 10-11 (30% compared with 24% of pupils in years 7-9)

- Year 12-13 pupils in school settings (40% compared with 17% of year 12-13 learners in college settings)

- Female pupils and learners (29% compared with 24% of male pupils and learners)

- Pupils and learners from all ethnic minorities, excluding white minorities (33% compared with 25% of those from a white ethnic background)

Clubs relating to an academic subject were more commonly attended by:

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[15] Note, unweighted base size for pupils and learners without CiN status was 82

- Pupils in years 7-9 (29%) and pupils in years 10-11 (28%) compared with pupils and learners in years 12-13 (15%)

- Year 12-13 pupils in school settings (20% compared with 11% of year 12-13 learners in school settings)

- Pupils and learners eligible for FSM or FME (31% compared with 24% of pupils and learners not eligible for FSM or FME)

- Pupils and learners from all ethnic minorities, excluding white minorities (31% compared with 24% of those from a white ethnic background)

Pupils and learners in the following groups were more likely to have participated in uniform groups:

- Pupils in years 7-9 (17%) and pupils in years 10-11 (16%) compared with pupils and learners in years 12-13 (8%)

- Male pupils and learners (17% compared with 12% of female pupils and learners)

- Pupils and learners from a white ethnic background (16% compared with 11% of those from all other ethnic groups combined)

Participation in community and diversity clubs was more common among pupils and learners from all ethnic minorities, excluding white minorities (18% compared with 11% of those from a white ethnic background).

The following groups were more likely to report they had participated in two or more extra-curricular activities:

- Pupils in years 7-9 (71%) and years 10-11 (67%) compared with pupils and learners in years 12-13 (53%)

- Year 12-13 pupils in school settings (63%) compared with year 12-13 learners in college settings (44%)

- Pupils without CiN status (69%) compared with pupils with CiN status (60%)

Two in five (22%) pupils and learners reported that they had done one extra-curricular activity as part of their school or college and more than two in five (44%) pupils and learners said they had done at least two extra-curricular activities as part of their school or college. Two in five (22%) pupils and learners reported that they had done one extra-curricular activity as part of their school or college

Around a quarter (24%) of pupils and learners reported that they had done one extra-curricular activity outside of their school or college and over a third (37%) said they had done at least two extra-curricular activities outside of their school or college.

Learning new languages

Preferences for which languages to learn

Parents

Parents were asked which, if any, languages they would like their child to learn excluding any the child was currently fluent in, spoke at home or was currently learning. The most common choices were Spanish (40%) and French (30%), shown in Table 3.

Other languages were selected by around one in ten parents at most, with the most popular choices being German (11%), Italian (10%), Mandarin (9%), Arabic (8%) and Japanese (7%). Less popular options included Latin (4%), Polish (4%), Urdu (3%), Ancient Greek (2%) or some other language (5%).

Around one in five parents (18%) said they would not like their child to learn any of the languages presented and 13% were uncertain about which of the languages presented they wanted their child to learn.

Parents of primary-aged pupils were more likely to say they wanted their child to learn Spanish (46% compared with 33% of parents of a secondary-aged child) and French (37% compared with 21% of parents of secondary-aged pupils). It should be noted that this disparity may relate to the fact that secondary-aged children are more likely to have already had significant exposure to teaching of those languages.[16] Amongst parents of pupils in years 7-9, 37% wanted their child to learn Spanish, compared with 27% of parents of pupils in years 10-11. Similarly, 24% of parents of pupils in years 7-9 wanted them to learn French, compared with 16% of parents of pupils in year 10-11.

Parents of secondary-aged pupils were more likely to say that there were no languages of those presented that they wanted their child to learn (22% compared with 14% of parents of a primary-aged child).

Parents of female pupils were more likely to say they wanted them to learn Italian (12% compared with 8% of parents of male pupils) or Mandarin (11% compared with 8% of parents of male pupils).

Parents of pupils eligible for FSM were more likely to want them to learn Arabic (12% compared with 7% of pupils not eligible for FSM). Pupils not eligible for FSM were more

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[16] Provisional figures for GCES, AS and A levels on gov.uk show that in 2021, the number of entries for GCSE language subjects was as follows: French = 125,655; Spanish = 109,655; German = 37,035; Other modern languages = 25,225; Ancient languages = 11,860

likely to want their child to learn Spanish (43% compared with 32% of those eligible for FSM) or Mandarin (10% compared with 6% of those eligible for FSM).

Parents of pupils with SEND were less likely to say they wanted their child to learn Spanish (35% compared with 42% of those without SEND), French (22% compared with 32% of those without SEND), Arabic (5% compared with 9% of those without SEND) and Latin (2% compared with 5% of those without SEND). They were more likely to say they did not want their child to learn any language presented (25% compared with 16% of those without SEND).

Parents of pupils with an EHCP were less likely to say they wanted their child to learn Spanish (20% compared with 41% of those without an EHCP). They were more likely to say they did not want their child to learn any language presented (30% compared with 17% of those without an EHCP).

Parents of pupils with CiN status were less likely to say they wanted their child to learn Spanish (34% compared with 40% of those without CiN status) and Arabic (4% compared with 8% of those without CiN status). They were more likely to say they did not want their child to learn any language presented (23% compared with 17% of those without CiN).

Parents of pupils from a white ethnic background were more likely to say they did not want their child to learn any language presented (21% compared with 9% of parents from all other ethnic groups combined).

Parents of pupils from all other ethnic groups combined were more likely to say they wanted their child to learn:

- French (36% compared with 28% of parents of pupils from a white ethnic background)

- Mandarin (15% compared with 8% of parents of pupils from a white ethnic background)

- Arabic (27% compared with 2% of parents of pupils from a white ethnic background)

- Japanese (12% compared with 5% of parents of pupils from a white ethnic background)

- Urdu (11% compared with 1% of parents of pupils from a white ethnic background)

- Ancient Greek (4% compared with 1% of parents of pupils from a white ethnic background).

Parents of pupils outside of London were more likely to say they did not want their child to learn any of the languages presented (19%) compared with 10% in London.

Pupils

Pupils in years 7-13 (excluding year 12-13 learners in college settings) were asked what languages they would like to learn excluding any they were already fluent in, spoke at home or were currently learning.

The most popular choice was Spanish, which was mentioned by a quarter (26%) of pupils. Japanese (19%), French (17%), Italian (17%) and German (15%) were also relatively popular choices, as shown in Table 3.

One in ten (9%) pupils said they wanted to learn Arabic and a similar proportion reported that they wanted to learn Mandarin (8%) or Latin (8%). Relatively few said that they wanted to learn Ancient Greek (5%), Polish (5%) or Urdu (3%). One in ten (11%) mentioned some other language. Around a quarter of pupils (23%) said that they did not want to learn any language presented and 7% said they were not sure what, if any, language they wanted to learn of those presented.

Pupils in years 10-11 were less likely to say that they wanted to learn French (14% compared with 19% of pupils in years 7-9 and pupils in years 12-13).

Pupils in years 12-13 were more likely to want to learn Italian (21% compared with 16% of pupils in years 7-9) and Mandarin (11% compared with 8% of pupils in years 7-9).

Female pupils were more likely to say they wanted to learn any of the languages presented, with 18% saying that they did not want to learn any language presented (compared with 28% of male pupils). They were particularly likely to say that they wanted to learn Italian (23% compared with 11% of male pupils).

Pupils eligible for FSM were less likely to say they wanted to learn Latin (4% compared with 9% of pupils not eligible for FSM).

Pupils considered to have SEN were more likely to say that they did not want to learn any language presented (30% compared with 22% of those without SEN) and less likely to say that they wanted to learn Italian (10% compared with 18% of those without SEN). Those with an EHCP were also less likely to say they wanted to learn Italian (8% compared with 17% of those without an EHCP).

Pupils with CiN status were less likely to say they wanted to learn German (10% compared with 15% of pupils without CiN status).

Pupils from a white ethnic background were more likely to say they didn't want to learn any language presented (26% compared with 15% of those from all other ethnic groups combined) or that they wanted to learn German (16% compared with 12% of pupils from all other ethnic groups combined).

Pupils from all ethnic minorities (excluding white minorities) were more likely to say they wanted to learn:

- Japanese (28% compared with 15% of pupils from a white ethnic background)

- Arabic (23% compared with 4% of pupils from a white ethnic background)

- Mandarin (12% compared with 7% of pupils from a white ethnic background)

- Urdu (10% compared with 1% of pupils from a white ethnic background)

Pupils outside of London were more likely to say that they did not want to learn any language presented (24% compared with 17% in London).

Table 3 Languages that parents would like their child to learn / which pupils and learners would like to learn (parents and pupils and learners)

	All parents	Primary school parents	Secondary school parents	Secondary aged pupils
Spanish	40%	46%	33%	26%
Japanese	7%	6%	8%	19%
French	30%	37%	21%	17%
Italian	10%	11%	9%	17%
German	11%	10%	11%	15%
Arabic	8%	9%	8%	9%
Mandarin	9%	10%	8%	8%
Latin	4%	4%	4%	8%
Ancient Greek	2%	1%	2%	5%
Polish	4%	4%	4%	5%
Urdu	3%	4%	3%	3%
Other	5%	7%	3%	11%
None of these	18%	14%	22%	23%
Don't know	13%	12%	14%	7%

Base: All parents (2,639), Primary aged parents (1,355), Secondary aged parents (1,284).

Source: PPLP 2022 RW2 parent survey, Would you like [Pupil] to learn any of the following languages?

All secondary aged pupils (2,443).

Source: PPLP 2022 RW2 pupils and learners survey, In the past two weeks of term time, in your school or college, have you been asked to...?

Pupil and learner mental health and well-being

Pupil and learner mental health and wellbeing is an ongoing priority for DfE. The pandemic and associated lockdown measures have affected children and young people's mental health and wellbeing in a variety of ways[17]. Being in school is thought to be beneficial for children and young people, while being away from school will likely have had some negative impact on their mental health and wellbeing.

Parents, pupils, and learners were asked a series of ONS-validated questions about personal wellbeing, including how happy they felt yesterday, their life satisfaction, the extent to which they feel the things they do in life were worthwhile, and their anxiousness levels. These questions are known as the 'ONS-4' measures.[18] Responses have been reported as mean scores.

It is important to note that for happiness, satisfaction and worthwhileness, a higher mean score indicates greater wellbeing. Higher anxiousness scores indicate lower wellbeing for this measure.

Pupils' and learners' views on their happiness

Pupils and learners were asked to indicate a score between 0 and 10 for how happy they felt yesterday ('happiness').

Overall, pupils and learners reported a mean score of 6.4 for happiness. Mean happiness scores tended to decrease in higher year groups. As detailed in Figure 11 , pupils in year 7 had a mean happiness score of 7.4 while pupils and learners in year 13 reported a lower mean score of 5.7.

As shown in Figure 12, the mean score for happiness of all pupils and learners was unchanged compared with the previous wave of the survey in February 2022, when it was also 6.4. Looking at the slightly longer-term trend, in the March 2021 PPP[19] wave (wave 8), which was conducted at an equivalent time of year, the overall mean score for happiness was slightly higher (6.8).

In addition to pupils and learners in higher year groups, the following groups had lower mean happiness scores:

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[17] See the DfE's 2021 State of the Nation report for a summary of current evidence: State of the nation 2021: children and young people's wellbeing - GOV.UK (www.gov.uk)

[18] ONS: Surveys using our four personal well-being questions

[19] The PPP and PPLP have slightly different methodology for recruiting pupils and learners in years 12 and 13 - therefore the comparisons made between the PPP and PPLP should be treated with caution. The recruitment methodology for parents was broadly consistent between the PPP and PPLP.

- Female pupils and learners (6.0 compared with 7.0 for male pupils and learners)

- Pupils and learners from a white ethnic background (6.4 compared with 6.9 for pupils and learners from an Asian ethnic background

- Pupils and learners that had attended school some (5.6) or most days (5.6) compared with those that attended every day (6.7)

Figure 10 Pupils' and learners' views of their own happiness (mean scores among pupils and learners)
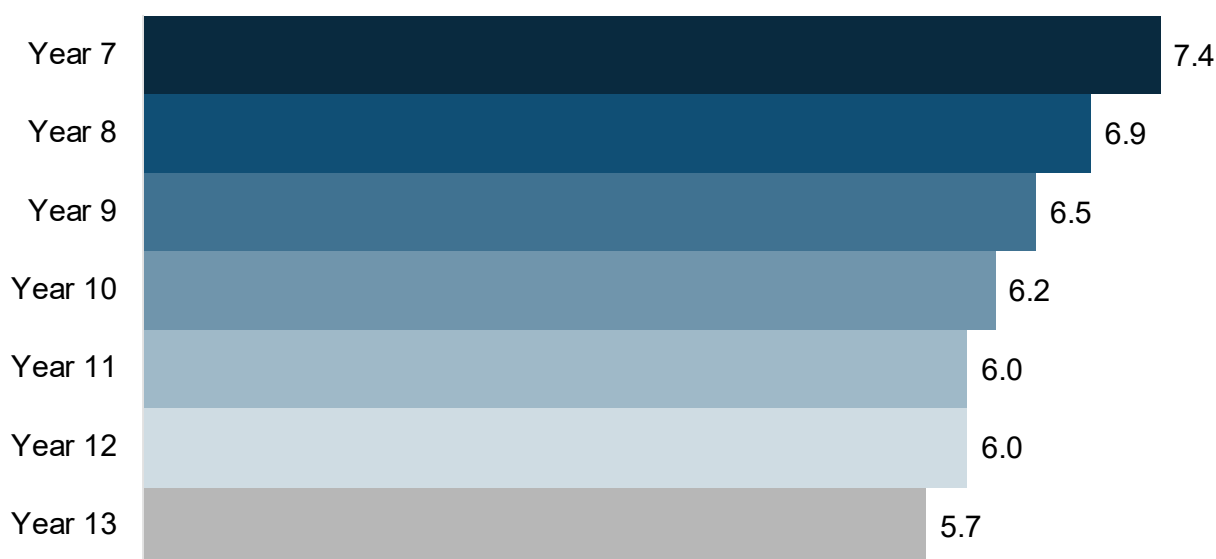
Base: year 7 pupils (372), year 8 pupils (362), year 9 pupils (379), year 10 pupils (383), year 11 pupils (424), year 12 pupils and learners (491), year 13 pupils and learners (454).

Source: PPLP 2022 RW2 pupils and learners survey, Overall, how happy did you feel yesterday?

Note: mean calculations exclude those who said, 'prefer not to say'.

Parents' views on pupil happiness

Primary and secondary parents were asked how happy their child appeared yesterday. Parents' views were more positive than pupils.

Parents gave an average of 7.9 for their child's happiness. This was in line with the mean score of 7.9 that was recorded in the previous wave of the survey in February 2022.

Looking at the slightly longer-term trend, in the March 2021 PPP[20] wave (wave 8), which was conducted at an equivalent time of year, the mean score was (8.1).

Primary parents gave a higher mean score for their child's happiness (8.1) than secondary parents, who gave a mean score of 7.6.

The following groups were more likely to give a higher mean score for their child's happiness:

- Parents of male pupils (8.1 compared with 7.7 for parents of female pupils)

- Parents of pupils not eligible for FSM (8.0 compared with 7.6 for parents of pupils eligible for FSM).

- Parents of pupils not considered to have SEND (8.2 compared with 6.7 for those with SEND).

- Parents of pupils without CiN status (7.9 compared with 7.4 for those with CiN status)

- Parents of pupils from all ethnic minorities, excluding white minorities (8.3 compared with 7.8 for parents of pupils from a white ethnic background)

- Parents of pupils who had attended school or college every day (8.0 compared with pupils and learners who had attended school or college most days (7.0) or some days (6.4))

- Parents of pupils who had not reported experiencing bullying (8.3 compared with 7.0 for those who had reported experiencing bullying).

Pupils' and learners' views on satisfaction and worthwhileness

Pupils and learners were also asked to indicate a score between 0 and 10 for how satisfied they are with their life nowadays ('satisfaction') and to what extent they feel that the things they do in their life are worthwhile ('worthwhile').

Overall, pupils and learners had a mean score of 6.5 for both satisfaction and worthwhileness. However, as was the case with happiness scores, satisfaction, and worthwhileness were lower in pupils and learners in higher year groups.

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[20] The PPP and PPLP have slightly different methodology for recruiting pupils and learners in years 12 and 13 - therefore the comparisons made between the PPP and PPLP should be treated with caution. The recruitment methodology for parents was broadly consistent between the PPP and PPLP.

As detailed in Figure 12 , pupils in year 7 had a mean satisfaction score of 7.5 and pupils and learners in year 13 had a lower mean satisfaction score of 5.5.

Similarly, pupils in year 7 had a mean worthwhileness score of 7.6, falling to 5.9 for pupils and learners in year 13.

Figure 11 Pupils' and learners' views of their own satisfaction and worthwhileness (mean scores among pupils and learners)
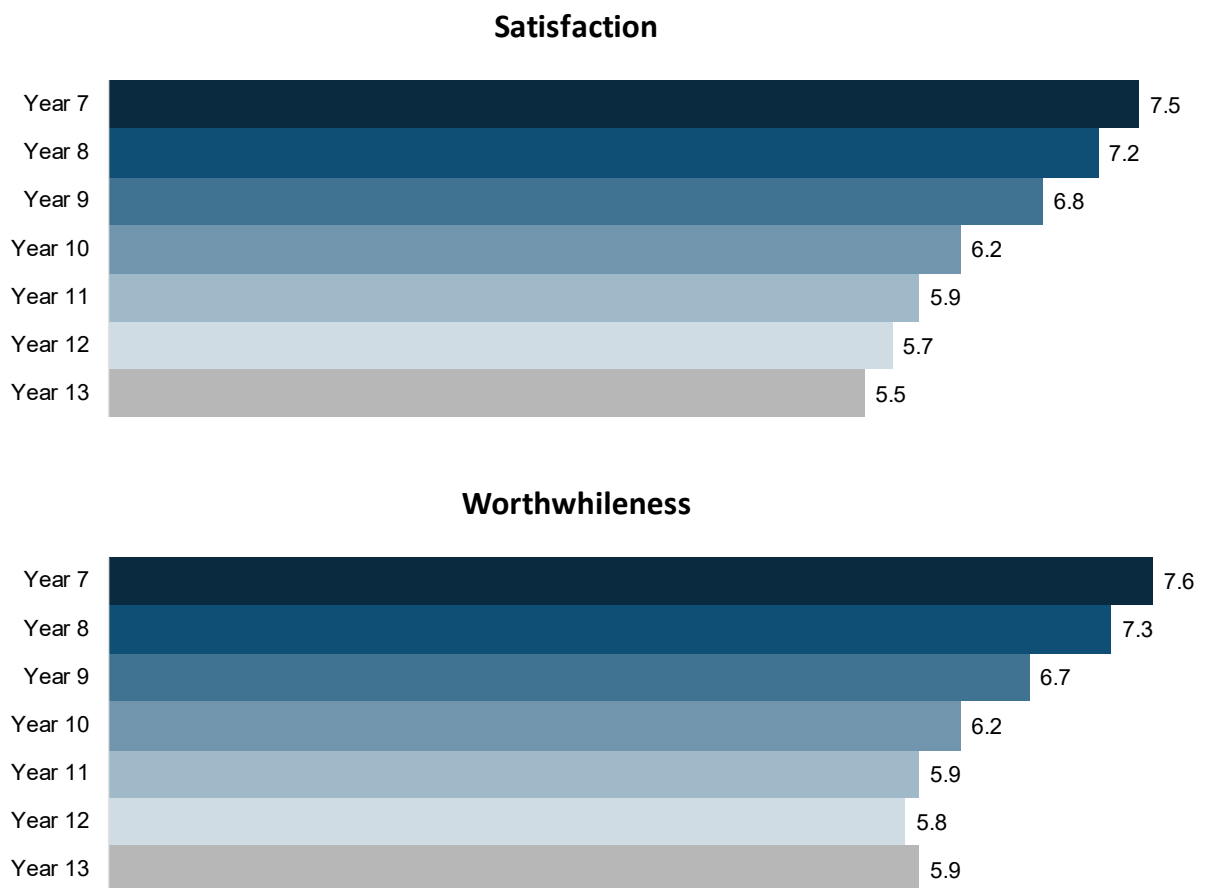
Satisfaction

Year	Score
Year 7	7.5
Year 8	7.2
Year 9	6.8
Year 10	6.2
Year 11	5.9
Year 12	5.7
Year 13	5.5

Worthwhileness

Year	Score
Year 7	7.6
Year 8	7.3
Year 9	6.7
Year 10	6.2
Year 11	5.9
Year 12	5.8
Year 13	5.9

Base: year 7 pupils (372), year 8 pupils (362), year 9 pupils (379), year 10 pupils (383), year 11 pupils (424), year 12 pupils and learners (491), year 13 pupils and learners (454).

Source: PPLP 2022 RW2 pupils and learners survey. Overall, how satisfied are you with your life nowadays, where 0 is not at all satisfied and 10 is completely satisfied? Overall, to what extent do you feel that the things you do in your life are worthwhile, where 0 is not at all worthwhile and 10 is completely worthwhile?

Note: mean calculations exclude those who said, 'prefer not to say'.

Looking at the trend over time, in the March 2021 PPP[21] wave (wave 8), which was conducted at an equivalent time of year, the overall mean satisfaction score was similar to the PPLP results (6.6 in March 2021 compared with 6.5 in March 2022). The mean score for worthwhileness was also similar (6.6 in March 2021 compared with 6.5 in March 2022). Figure 13 provides more detailed changes over time.
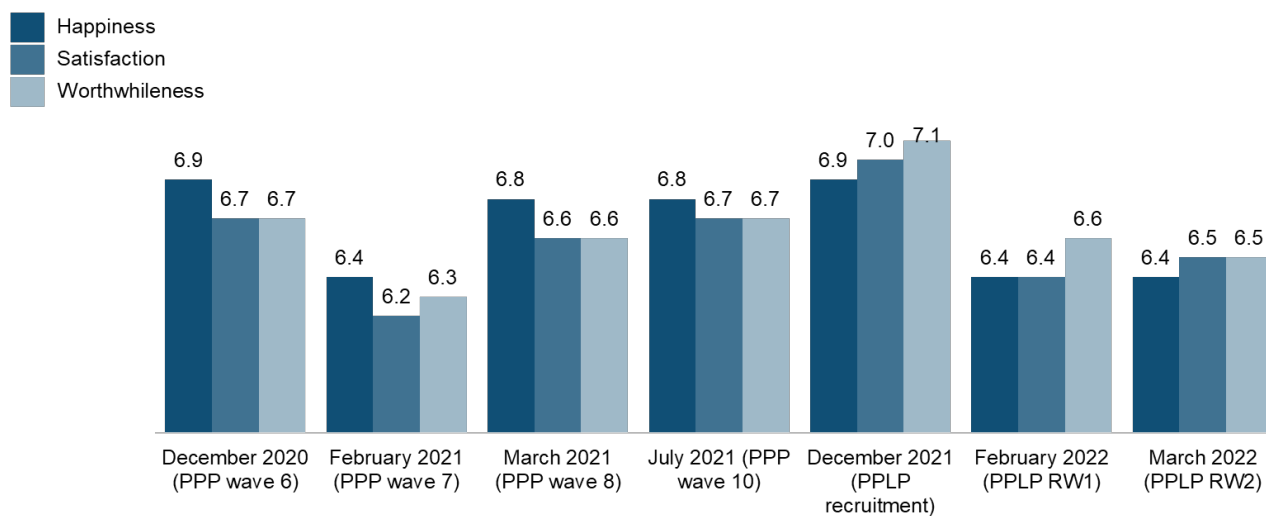
Alongside the tendency for older pupils and learners to give lower scores, the following groups had lower mean satisfaction scores:

- Female pupils and learners (6.0 compared with 7.0 for male pupils and learners)
- Pupils and learners in London (6.2 compared with 6.5 for those outside London)

Pupils and learners who had attended their school or college every day in the last two weeks reported higher satisfaction (6.8) than those who had attended most days (5.7), those who had attended some days (5.2) and those who had not attended at all (5.8).

Female pupils and learners had lower mean worthwhileness scores (6.1 compared with 7.1 for male pupils and learners).

Figure 12 Pupils' and learners' views of their own happiness, satisfaction and worthwhileness over time (mean scores among pupils and learners)

Base: All pupils and learners who took part in each wave. March 2022 (2,865), February 2022 (3,968), December 2021 (4,228), July 2021 (1,511), March 2021 (1,531), February 2021 (1,537), December 2020 (1,555).

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[21] The PPP and PPLP have slightly different methodology for recruiting pupils and learners in years 12 and 13 - therefore the comparisons made between the PPP and PPLP should be treated with caution. The recruitment methodology for parents was broadly consistent between the PPP and PPLP.

Pupils' and learners' views on their anxiousness

Pupils and learners were also asked to indicate a score between 0 and 10 for how anxious they felt yesterday ('anxiousness') giving a score between 0 and 10 (where 0 is 'not at all anxious' and 10 is 'completely anxious').

As noted above, for the anxiousness measure, a low mean score indicates higher wellbeing, as it represents low levels of anxiousness. Conversely, a high score indicates lower wellbeing, as it represents high levels of anxiousness.

The overall mean score for anxiousness was 4.3 and, again, the mean scores tended to be higher in pupils and learners in higher year groups, varying from 3.5 for pupils in year 7 to 4.9 for pupils in year 11. The level of anxiousness for pupils and learners in year 12 (4.8) and for pupils and learners in year 13 (4.7) was similar to that for pupils in year 11 (4.9).

Compared with the March 2021 PPP[22] wave (wave 8), which was conducted at an equivalent time of year, the overall mean score for anxiousness has slightly risen, increasing from 3.6 in February 2021 to 4.3 in March 2022, shown in Figure 14. There was also an increase over the shorter term, with the February 2022 anxiousness score of 4.0 rising to 4.3 in March 2022.

Alongside the tendency for older pupils and learners to report higher levels of anxiousness, the following groups had higher mean anxiousness scores:

- Female pupils and learners (4.9 compared with 3.6 for male pupils and learners)

- White pupils and learners (4.4) compared with pupils and learners from all other ethnic groups combined (3.9)

- Pupils and learners who had attended school or college on some days (5.1) or most days (4.7) of the past two weeks (compared with 4.1 for pupils and learners who had attended every day).

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[22] The PPP and PPLP have slightly different methodology for recruiting pupils and learners in years 12 and 13 - therefore the comparisons made between the PPP and PPLP should be treated with caution. The recruitment methodology for parents was broadly consistent between the PPP and PPLP.

Figure 13 Pupils' and learners' views of their own anxiousness over time (mean scores among pupils and learners)
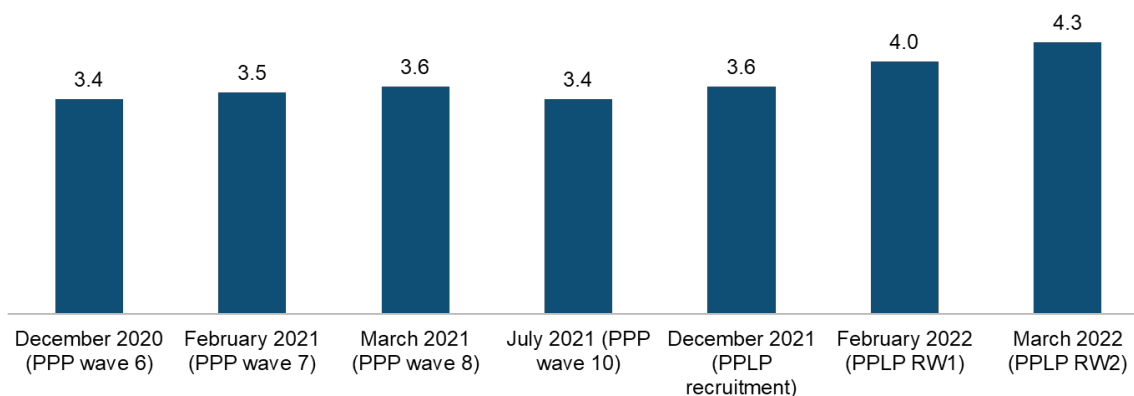
Base: All pupils and learners who took part in each wave. March 2022 (2,865), February 2022 (3,968), December 2021 (4,228), July 2021 (1,511), March 2021 (1,531), February 2021 (1,537), December 2020 (1,555).

Source: PPLP RW2 pupil and learners survey, Overall, how anxious did you feel yesterday, where 0 is 'not at all anxious' and 10 is 'completely anxious'?

Note: mean calculations exclude those who said, 'prefer not to say'.

Parents' views on pupil anxiousness

Primary and secondary parents were asked how anxious their child appeared yesterday, giving a score between 0 and 10 (where 0 is 'not at all anxious' and 10 is 'completely anxious').

As noted above, for the anxiousness measure a low mean score indicates higher wellbeing, as it represents low levels of anxiousness. Conversely, a high score indicates lower wellbeing, as it represents high levels of anxiousness.

Parents gave a mean score of 3.0 for their child's anxiousness. This was unchanged compared with the score of 2.9 recorded in the February 2022 wave of the survey. Looking at the slightly longer-term trend, in the March 2021 PPP wave (wave 8), which was conducted at an equivalent time of year, the mean score was lower (2.3).

Secondary parents gave a higher mean score of 3.3 for the levels of anxiousness for their child compared with 2.8 for primary parents.

The following groups of parents gave higher mean scores for their child's level of anxiousness (meaning that their child was more anxious):

- Parents of female pupils (3.1 compared with 2.8 for parents of male pupils)

- Parents of pupils considered to have SEND (4.6 compared with 2.6 for those without SEND)

- Parents of pupils with CiN status (3.3 compared with 3.0 for those without CiN status)

- Parents of pupils from a white background (3.1 compared with 2.6 for parents of pupils from all other ethnic groups combined).

Whether anything has made pupil feel worried, anxious, or depressed in the last two weeks

Pupils and learners were asked what, if anything, had made them feel worried, anxious, or depressed in the last two weeks. The most common causes of concern for pupils and learners were their school work (47%), getting good grades in their exams (46%) and their mental health (32%). Other frequently mentioned concerns include making and maintaining friendships (25%), applying for the next stage of their education (20%) and other pupils' behaviour at school (17%).

The COVID-19 pandemic was mentioned by around one in ten (11%) pupils and learners as a cause of concern. A similar proportion mentioned problems at home (10%), while 7% mentioned bullying, 6% mentioned coping with learning difficulties or SEND, 5% mentioned climate change and 1% mentioned not being able to access period products.

One in seven (14%) said that nothing had made them feel worried, anxious, or depressed in the last 2 weeks.

Focusing on the main causes of worry, anxiety and depression, school work was more likely to be a concern for:

- Pupils in years 10-11 (56%) and pupils and learners in years 12-13 (55%) compared with pupils in years 7-9 (37%)

- Pupils in years 12-13 in school settings (64% compared with 48% of learners in years 12-13 in college settings)

- Female pupils and learners (55% compared with 37% of male pupils and learners)

- Pupils without CiN status (47% compared with 41% of pupils with CiN status).

Getting good grades in exams was more likely to be a concern for:

- Pupils in years 10-11 (64%) and pupils and learners in years 12-13 (58%) compared with pupils in years 7-9 (29%)

- Pupils in years 12-13 in school settings (74% compared with 44% of learners in years 12-13 college settings)

- Female pupils and learners (56% compared with 35% of male pupils and learners)

- Pupils and learners not eligible for FSM or FME (48% compared with 38% of those eligible for FSM or FME)

- Pupils and learners not considered to have SEN (48% compared with 31% of those with SEN)

- Pupils without CiN status (46% compared with 39% of pupils with CiN status)

- Pupils and learners from all ethnic minorities, excluding white minorities (53% compared with 43% of those from a white background)

- Pupils and learners in London (58% compared with 44% of those outside London).

Mental health was more likely to be a cause of worry, anxiety, and depression for the following groups:

- Pupils in years 10-11 (38%) and pupils and learners in years 12-13 (44%) compared with pupils in years 7-9 (22%)

- Female pupils and learners (41% compared with 21% of male pupils)

- Pupils and learners from a white background (34% compared with 24% of those from all other ethnic groups combined)

- Pupils and learners in the south-west (42% compared with most other regions, ranging from 23% in the north-east to 33% in the south-east).

For the other less common causes of concern, some of the key differences by sub-group include:

- Concerns about making and maintaining friendships were more commonly reported by female pupils and learners (32% compared with 17% for male pupils and learners)

- Concerns about applying for the next stage of education were highest for pupils and learners in years 12-13 (38% compared with 23% pupils in years 10-11 and 9% pupils in years 7-9)

- Concerns about applying for the next stage of education were more common for pupils in years 12-13 in school settings (47% compared with 30% for learners in years 12-13 in college settings)

- Concerns about applying for the next stage of education were also more common for pupils and learners not considered to have SEN (21% compared with 14% of those with SEN)

- Concerns about other pupil's behaviour were less common in pupils and learners in years 12-13 (7% compared with 20% for pupils in years 7-9 and 18% for pupils in years 10-11)

- Concerns about other pupil's behaviour were higher for pupils and learners considered to have SEN (22% compared with 16% of those without SEN)

- Concerns about problems at home were more common for pupils and learners in years 12-13 (14% compared with 8% for pupils in years 7-9) and for pupils with CiN status (15% compared with 9% for those without CiN status)

- Concerns about bullying were more commonly reported for pupils in years 7-9 (10% compared with 6% for pupils in years 10-11 and 2% for pupils and learners in years 12-13), for those considered to have SEN (14% compared with 6% for those without SEN), for those with an EHCP[23] (17% compared with 7% of pupils and learners without an EHCP), for those with CiN status (11% compared with 8% of pupils who were not identified as CiN), and for pupils and learners from a white ethnic background (8% compared with 4% of pupils from all other ethnic groups combined)

- Concerns about not being able to access period products were mentioned by 3% of female pupils and learners.

Overall, female pupils were more likely to have concerns regarding almost all measures compared with male pupils. In addition to measures already noted, this includes applying for the next stage of education (25% compared with 14% of male pupils), other pupils' behaviour (19% compared with 14% of male pupils) and problems at home (13% compared with 6% of male pupils). Similarly, male pupils were more likely to say that nothing made them feel worried, anxious, or depressed (20% compared with 8% of female pupils).

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[23] Only 83 pupils and learners with an EHCP took part in the survey. These findings should therefore be treated with caution.

Understanding of climate change

In November 2021 during a speech at COP26, the Secretary of State for Education announced plans to put climate change at the heart of education, including plans to support teachers to deliver climate change education through a model science curriculum, which would be in place by 2023. The department has since published its Sustainability and Climate Change Strategy.

We wanted to collect data from the panel on whether pupils and learners remember being taught about climate change so that we can better understand whether climate change is being taught in a way that engages pupils and learners. The results will contribute to a baseline for the climate education policies set out in the DfE sustainability and Climate Change Strategy. We were also interested in whether they feel their studies had prepared them to understand the impacts of climate change.

The following section outlines whether pupils and learners think that their studies have prepared them to understand the impacts of climate change and whether they have had any lessons relating to climate change since the start of the current academic year.

Perception of how well studies have prepared pupils to understand climate change

Overall, three in five pupils and learners (60%) said they felt their studies had prepared them to understand the impacts of climate change well (16% said their studies had prepared them 'very well' and 44% 'fairly well'). One in five felt their studies had not prepared them very well (21%) and one in ten (9%) said that their studies had not prepared them to understand the impacts of climate change at all well. One in ten (10%) said they did not know how well their studies had prepared them to understand climate change.

The following groups were more likely to think that their studies had not prepared them well to understand climate change:

- Pupils and learners in years 12-13 (43% compared with 34% of pupils in years 10-11 and 22% of pupils in years 7-9). This is shown in Figure 14.

- Year 12-13 learners in college settings (48% compared with 38% of year 12-13 pupils in school settings)

- Female pupils and learners (33% compared with 27% of male pupils and learners).

Figure 14 How well studies have prepared pupils and learners to understand climate change (pupils and learners)

Legend: ■ Very well ■ Fairly well ■ Not very well □ Not at all well ■ Don't know

	Very well	Fairly well	Not very well	Not at all well	Don't know
All pupils/learners	16%	44%	21%	9%	10%
Year 7 pupils	14%	47%	18%	4%	16%
Year 8 pupils	19%	53%	14%	5%	10%
Year 9 pupils	17%	49%	18%	7%	9%
Year 10 pupils	15%	43%	21%	12%	9%
Year 11 pupils	18%	41%	24%	10%	6%
Year 12 pupils/learners	14%	35%	27%	14%	9%
Year 13 pupils/learners	11%	37%	31%	15%	6%
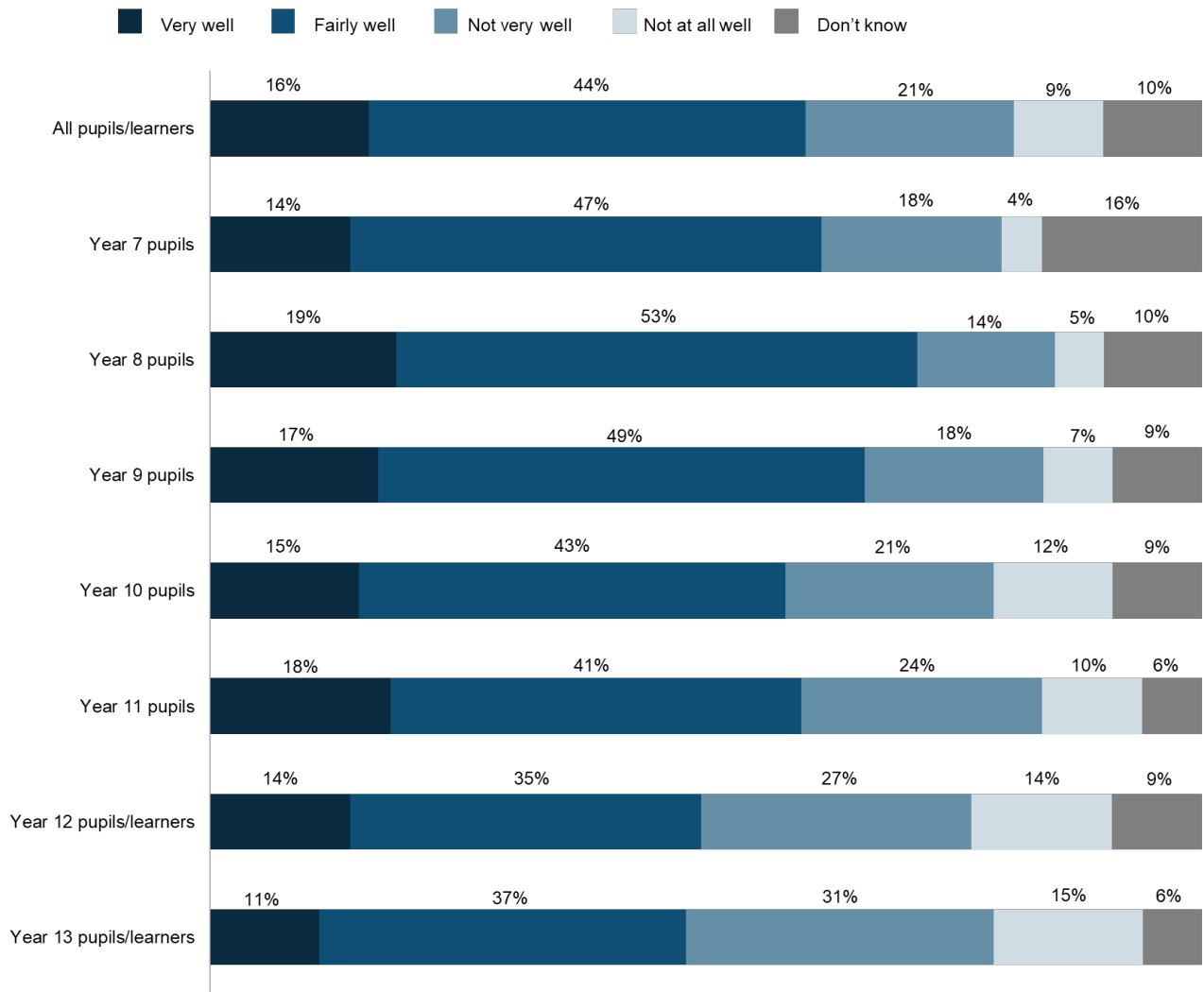
Base: All pupils and learners (2,865), year 7 pupils (372), year 8 pupils (362), year 9 pupils (379), year 10 pupils (383), year 11 pupils (424), year 12 pupils and learners (491), year 13 pupils and learners (454).

Source: PPLP 2022 RW2 pupils and learners survey. Thinking about all of your time at school or college, how well do you feel your studies have prepared you to understand the impacts of climate change?

Whether pupil has learnt about climate change in lessons

Pupils and learners were also asked whether they had any lessons where they learnt about climate change since the start of the current academic year. Around half (48%) of pupils and learners said that they had been taught about climate change since the start of the academic year. Two in five (39%) said they had not been taught about climate change this academic year and 13% said they were not sure whether or not they had been taught about climate change this academic year.

The following groups were more likely to report that they had been taught about climate change during the current academic year:

- Pupils in years 7-9 (62% compared with 47% of pupils in years 10-11 and 19% of pupils and learners in years 12-13).

- Year 12-13 pupils in school settings (24% compared with 14% of year 12-13 learners in college settings).

- Pupils and learners from all ethnic minorities, excluding white minorities (53% compared with 46% of those from a white ethnic background).

- Pupils and learners with at least one parent that attended university (53% compared with 43% of those with parents that had not attended university).

Future career

This section examines whether pupils and learners in years 9-13 know what career or job they want when they finish their studies, as well as whether they have received any careers advice, information or guidance from their school or college during the current academic year and, if so, whether that advice, information or guidance was useful.

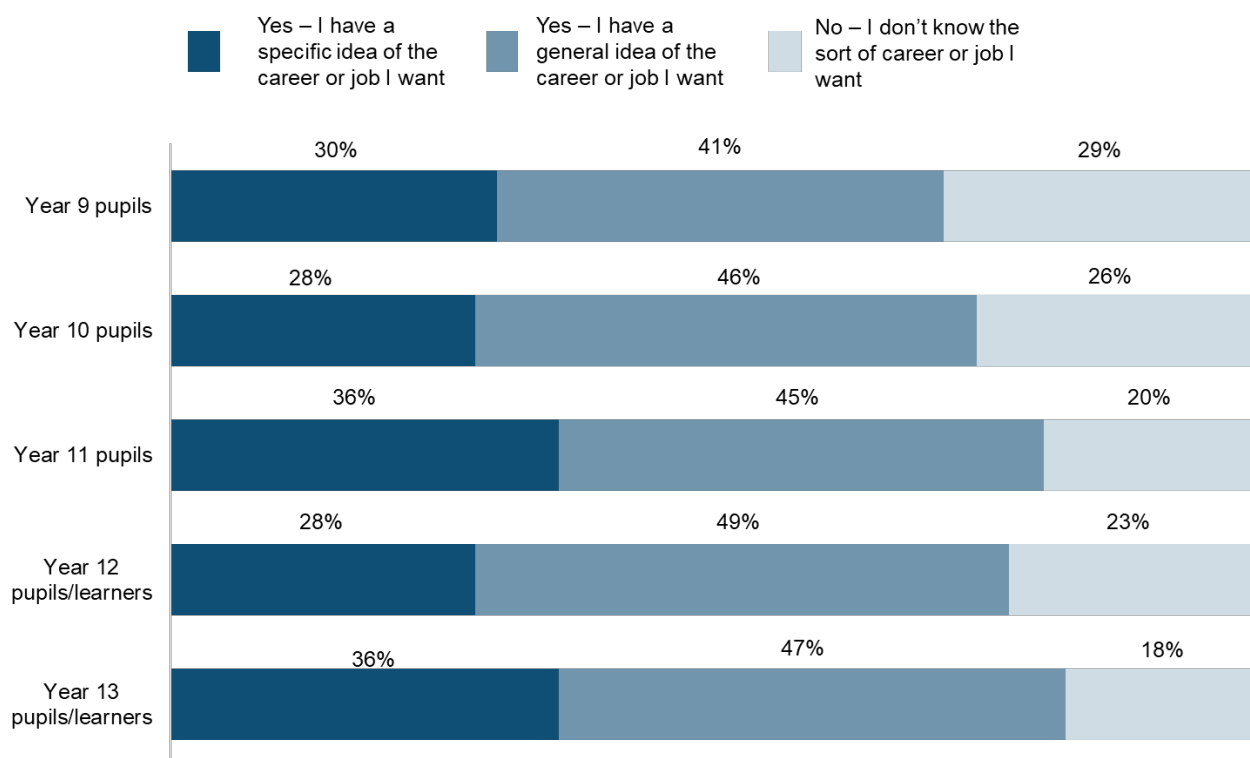## Whether pupils and learners know what kind of job they might want

Three in ten pupils and learners in years 9-13 (31%) reported that they had a specific idea of the career or job that they want when they finish their education. Slightly less than half of pupils and learners (45%) said that they had a general idea of the career or job that they want, and a quarter (24%) said that they did not know what type of career or job they want.

As detailed in Figure 15, a similar proportion of pupils and learners in each year group reported that they had a specific idea of the career or job that they want.

There were few differences between different groups of pupils and learners, though those in London were less likely to have a specific idea of the career or job they want (25% compared with 32% of those outside London).

Pupils and learners who had not received careers advice since the start of the academic year were more likely to say they did not know the sort of career or job they want (30%) compared with those that had received advice (19%).

Figure 15 Whether pupils and learners know what kind of job they want (pupils and learners)

Legend:
- Yes – I have a specific idea of the career or job I want
- Yes – I have a general idea of the career or job I want
- No – I don't know the sort of career or job I want

Group	Specific idea	General idea	Don't know
Year 9 pupils	30%	41%	29%
Year 10 pupils	28%	46%	26%
Year 11 pupils	36%	45%	20%
Year 12 pupils/learners	28%	49%	23%
Year 13 pupils/learners	36%	47%	18%

Base: year 9 pupils (379), year 10 pupils (383), year 11 pupils (424), year 12 pupils and learners (491), year 13 pupils and learners (454).

Source: PPLP 2022 RW2 pupils and learners survey, Do you know what kind of career or job you might want when you finish your education?

Whether pupils and learners have had any information, advice, or guidance on their future career

Three in five pupils and learners in years 9-13 (62%) said that they had received information, advice, or guidance on their future career from their school or college in the current academic year. A quarter (25%) said that they had not received any information, advice, or guidance and 13% were uncertain whether or not they had received this support.

The following groups were more likely to say that they had received information, advice, or guidance:

- Pupils and learners in years 12-13 (69%) and pupils in years 10-11 (64%) compared with pupils in years 7-9 (49%)

- Year 12-13 pupils in school settings (77% compared with 69% of year 12-13 learners in college settings)

- Pupils and learners not eligible for FSM or FME (64% compared with 55% of those eligible for FSM or FME)

Usefulness of information, advice, or guidance

Pupils and learners in years 9-13 who said that they had received information, advice, or guidance on their future career from their school were asked how useful it had been.

Attitudes towards this support were generally positive. One in five (18%) pupils and learners said that they had found the support 'very useful' and around three in five (57%) said that it had been 'quite useful'.

One in five (19%) said the careers support had been 'not very useful' and 2% said that it had been 'not useful at all'. One in twenty (5%) were not sure how useful the careers support had been.

There were relatively few differences amongst different groups of pupils and learners, although male pupils and learners were more likely to have found the careers support 'very useful' (21% compared with 14% of female pupils and learners).

Transition to year 7

The transition from year 6 to year 7, which marks the progression from primary to secondary education, is a critical time in the lives of young people. In many cases pupils will change schools, with according impacts on friendship groups, teacher relationships and travel routines. They will have to learn the new school rules and conventions, navigate around new – often larger - school buildings and learn which adults they should speak to if they need support. This period also marks the transition from Key Stage 2 to Key Stage 3, which means that pupils need to engage with new subjects and more complex concepts.

The following section examines how much support year 7 pupils received when they started in their new school. This included; how well they settled in, how easy it was to make and maintain friendships, how well they adapted to new school rules, how well they have kept up with schoolwork and what challenges they faced.

There is limited scope for analysis of different groups of year 7 pupils and parents (as the number of responding pupils and parents within specific groups is generally too low to report reliable percentage breakdowns). As such, only differences between male and female pupils are reported here.

Parents

Nine in ten parents of year 7 pupils (91%) reported that their child had moved to a new school between years 6 and 7.

Slightly less than half (46%) of parents of these year 7 pupils said their child had received lots of support from their secondary school to make sure that the transition from primary to secondary school went well. Two in five (42%) said their child had received some support and one in ten (10%) said their child had received no support. A small proportion (3%) were uncertain how much support their child had received.

Figure 16 shows how well parents of year 7 pupils who moved to a new school felt their child settled in, made new friendships, adapted to the new school rules, and kept up with school work at secondary school.

Nine in ten (91%) parents said that their child had adapted well to the school rules at secondary school. Around one in ten (8%) felt that their child had not adapted well to the school rules at secondary school.

Almost nine in ten parents of year 7 pupils (87%) thought that their child had settled in well at secondary school. The remaining 13% said their child had not settled in well.

More than four in five (84%) parents felt that their child was keeping up well with work at secondary school, whilst 15% said their child was not keeping up with work well.

Three-quarters (76%) said their child had found it easy to make and maintain friendships at secondary school. Just under a quarter (23%) said it had been difficult for their child to make and maintain friendships at secondary school

Figure 16 Whether parents of year 7 pupils felt their child settled in, made new friendships, adapted to the new school rules and kept up with school work at secondary school
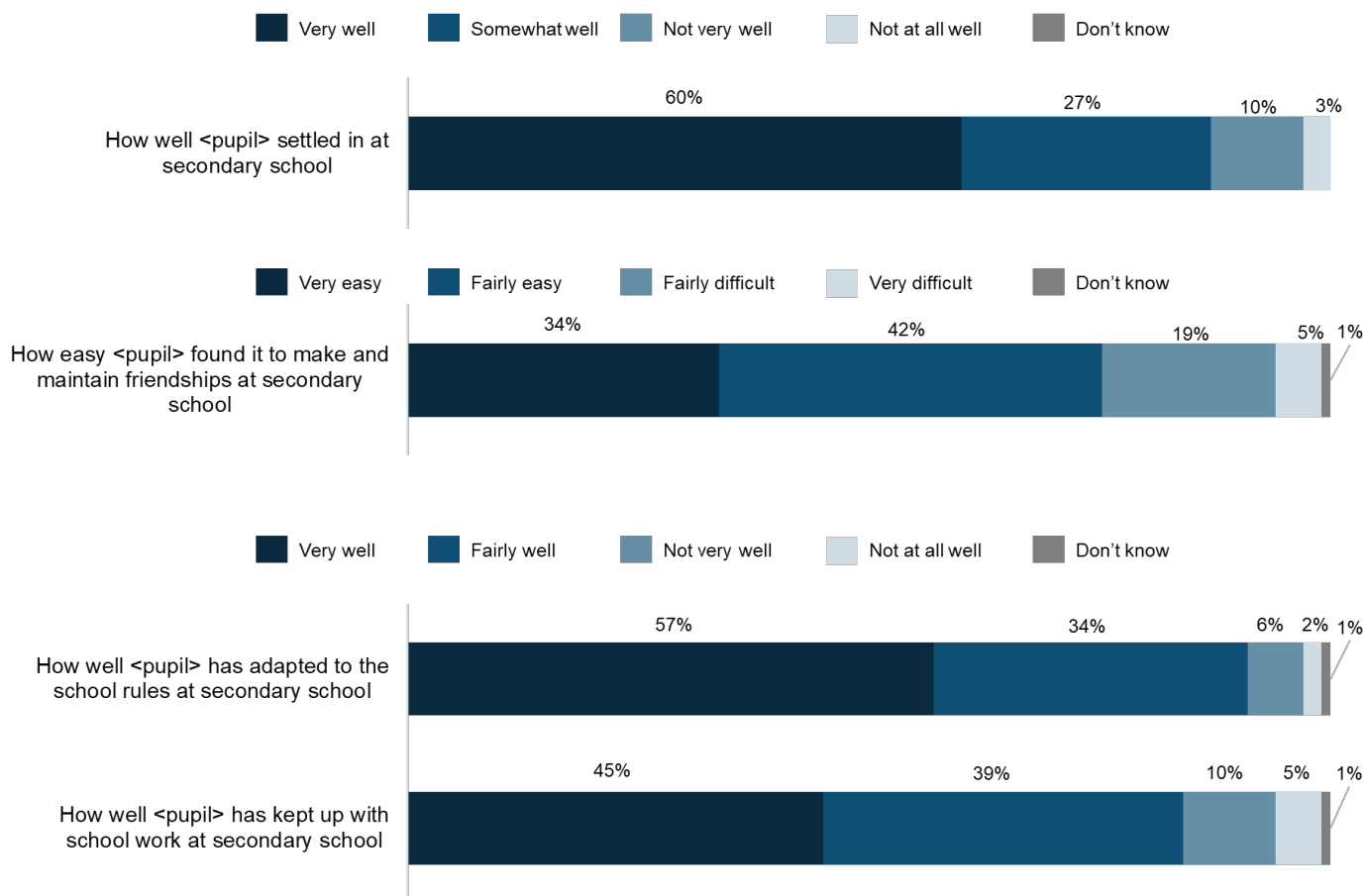
Base: Parents of year 7 pupils who attended a new school in September (272).

Source: PPLP 2022 RW2 parents survey, How well has <Pupil> settled in at secondary school?
How easy has <Pupil> found it to make and maintain friendships at secondary school?
How well has <Pupil> adapted to the school rules at secondary school?
How well has <Pupil> kept up with school work at secondary school?

Pupils

Nearly nine in ten year 7 pupils (86%) said that they had moved to a new school between years 6 and 7.

Around half of year 7 pupils that had moved schools (48%) said they had received lots of support from their secondary school to make sure the transition from primary to secondary school went well. A similar proportion (47%) said they had received some support and 4% said they had received no support.

Figure 17 shows how well year 7 pupils who moved to a new school felt they had settled in, made friendships, adapted to new school rules, and kept up with work in secondary school.

Overall, nine in ten (90%) of year 7 pupils said they had settled in well at secondary school. One in ten (10%) said they had not settled in well.

Three quarters (75%) of year 7 pupils reported that they had found it easy to make and maintain friendships in secondary school. Just under a quarter (23%) said it had been difficult to make and maintain friendships.

Overall, 94% of year 7 pupils felt that they had adapted well to their secondary school rules. Just 6% of year 7 pupils at a new school said they had not adapted well to the school rules at secondary school.

Almost nine in ten (86%) felt that they were keeping up with work well. Just over one in ten (13%) reported that they were not keeping up with work well.

Figure 17 Whether year 7 pupils who moved to a new school felt they had settled in, made friendships, adapted to the school rules and kept up with

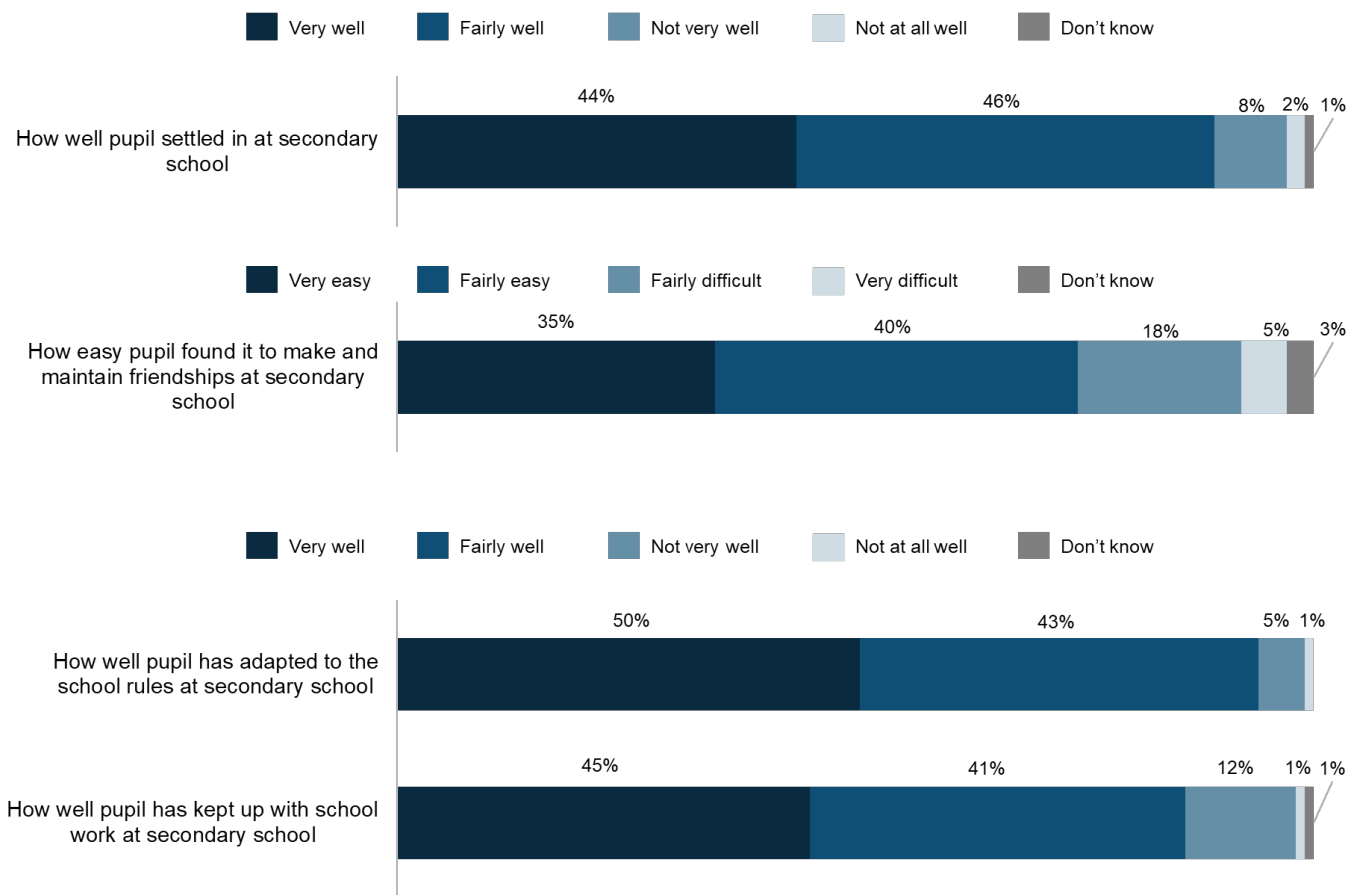Very well   Fairly well   Not very well   Not at all well   Don't know

How well pupil settled in at secondary school: 44% | 46% | 8% | 2% | 1%

Very easy   Fairly easy   Fairly difficult   Very difficult   Don't know

How easy pupil found it to make and maintain friendships at secondary school: 35% | 40% | 18% | 5% | 3%

Very well   Fairly well   Not very well   Not at all well   Don't know

How well pupil has adapted to the school rules at secondary school: 50% | 43% | 5% | 1%

How well pupil has kept up with school work at secondary school: 45% | 41% | 12% | 1% | 1%

Base: Year 7 pupils who attended a new school in September (328).

Source: PPLP 2022 RW2 parents survey, How well have you settled in at secondary school?
How easy have you found it to make and maintain friendships at secondary school?
How well have you adapted to the school rules at secondary school?
How well have you kept up with school work at secondary school?

?

Challenges of moving from primary to secondary school

Secondary pupils in year 7 and parents of year 7 pupils were asked what challenges were associated with moving from primary to secondary school. This was an open-ended question which respondents could answer in their own words. Parents were asked: "What challenges, if any, did [pupil] face moving to secondary school in September last year?" Pupils were asked: "What challenges, if any, did you face moving to secondary school in September last year?".

Parents and pupils raised a number of challenges which can broadly be categorised as:

- Those relating to the new aspects of the school, including the size of the school building and number of pupils, navigating the school building, the new structures, rules, and routines, keeping up with school work, and the lack of transition support
- Challenges specific to the child, including special educational needs or disabilities and learning difficulties, mental health and wellbeing, confidence, and independence
- Challenges related to other pupils in the school, including making and maintaining friendships, other pupils' behaviour, and dealing with bullying
- Challenges outside of the school environment, including transport to school and the COVID-19 pandemic

A small group of both parents and pupils reported experiencing no challenges moving to secondary school.

"I did not face any challenges."

Secondary pupil, year 7

"None, he attended summer school which really helped"

Parent of secondary pupil, year 7

New aspects of the school

The scale of the secondary school, and navigating the new school

The challenges of being in a new school, and navigating the school, was a common theme identified by both parents and pupils. Many parents mentioned pupils being overwhelmed by the scale of the school, and the stress of being in a much larger group of pupils. Specifically, parents said pupils found the noise of a secondary school, knowing where to go during unstructured times, and finding their way around new classrooms for each lesson challenging. Pupils also reported being intimidated by the much taller pupils and reported often getting lost when trying to navigate around their new school.

"Big school and lots people, hard to find classes and toilets"

Parent of secondary pupil, year 7

"There being older, taller children who might be intimidating"

Secondary pupil, year 7

91

New structures and routines

Many parents and pupils found adjusting to new structures and routines challenging. Many responses from parents relating to this referred to new timetable expectations around pupils being organised and the need to manage multiple classes and class teachers. Pupils also reported changes of schedule, such as longer lesson times than they had been used to, being challenging.

> "A more regimented school life with no time outside the school building during school time"

<div align="right">Parent of secondary pupil, year 7</div>

> "I struggle to concentrate for long periods of time. The lessons are an hour each and sometimes I get distracted and start to distract myself because I find it hard to focus or concentrate"

<div align="right">Secondary pupil, year 7</div>

Keeping up with school work

One of the most common challenges reported by both parents and pupils was keeping up with school work. Many parents said pupils found the increased academic difficulty of school work, and the different expectations of school work, such as the introduction of coursework, challenging. Difficulties with homework was another common theme, including the expectation that pupils will find time and remain organised with self-directed learning. Parents also reported challenges with the volume of subjects pupils are required to learn.

> "Keeping up with homework, especially homework set one day but due the next day as he doesn't finish until 3.40pm or 4pm some days and we have commitments after school some days for 5.30pm until 9pm."

<div align="right">Parent of secondary pupil, year 7</div>

> "It was a big move and the fast pace work can be hard to maintain"

<div align="right">Secondary pupil, year 7</div>

Lack of transition support

Another commonly reported challenge given by parents was the lack of support for the transition between primary and secondary school. This was less commonly reported by

pupils. Many parents reported that preparation sessions had been cancelled or moved online due to the pandemic: these included teacher-pupil introductions, physical visits to the new school to show pupils around, and familiarisation activities for pupils to develop new friendships. The challenges associated with the lack of transition support were commonly reported by parents of pupils with additional needs.

> "Never vistied the school or met any of the teachers before due to covid"

> Parent of secondary pupil, year 7

> "Not being able to visit the school or have a physical transition as everything had to be conducted virtually."

> Parent of secondary pupil, year 7

> "No support from my primary school. Size difference. My anxiety"

> Secondary pupil, year 7

> "We were unable to visit the school due to covid as he has additional needs it would of been helpful as a parent to of been able to meet the teachers on a 1 to 1 basis"

> Parent of secondary pupil, year 7

Challenges specific to the year 7 pupil

Special educational needs and disabilities or learning difficulties

Challenges associated with pupils having special educational needs and disabilities or learning difficulties were commonly reported by parents, but challenges related to this varied. They were less commonly reported by pupils. They included academic challenges associated with learning difficulties such as dyslexia and ADHD, developmental disabilities such as autism, and challenges to do with physical health and disability such as visual impairment. Parents said these challenges were exacerbated when schools could not accommodate additional needs that had previously been in place in their primary school. Parents also reported challenges with stigma associated with special educational needs and disabilities, such as these pupils fitting in and making and maintaining friendships.

> "He has ADHD and struggles with change"

"His dyslexia was confirmed by assessment over the summer. There has not been much support from school regarding this."

Parent of secondary pupil, year 7

"Due to ADHD and learning difficulties, felt unsupported and misunderstood"

Secondary pupil, year 7

"Being deaf in a new place"

Secondary pupil, year 7

Mental health and wellbeing

Some parents reported that their child had experienced challenges with their mental health or wellbeing. Anxieties related to moving from primary to secondary school were common, particularly for those who were moving to a school where they did not know any other pupils. Parents also reported mental health being impacted by the COVID-19 pandemic, particularly for those who had experienced multiple periods of self-isolation. Some pupils also reported anxiety around tests and examinations, and expectations for revision.

"He lost out on a lot of primary he was in year 5 when covid started. It's really effected his mental health his last week of primary school was spent isolating due to class isolation[…]. Not being able to say goodbye to his friends that he has been with since nursery terrible these poor kids"

Parent of secondary pupil, year 7

"I was anxious about moving to a really big school"

Secondary pupil, year 7

Confidence and independence

A small number of pupils and parents reported challenges with confidence and social skills, particularly due to the increased expectation of independence at secondary school. This was most commonly related to the independence required to travel to school alone.

Parents also reported challenges with confidence for pupils joining in with school activities, for example joining clubs where they did not know any other pupils.

> "Making new friends who are interested in the same activities- he won't join a club unless he has a friend there"

Parent of secondary pupil, year 7

> "Getting used to longer journey and greater independence required"

Parent of secondary pupil, year 7

> "(..) having the to get the courage to raise my hanf in lessons"

Secondary pupil, year 7

Challenges related to other pupils in the school

Making and maintaining friendships

The most commonly reported challenge by both parents of year 7s and pupils in year 7 was making and maintaining friendships. This was commonly reported when pupils were attending a new school without any friends from their primary school. Making and maintaining friendships was reported to be more challenging for pupils with special educational needs or disabilities and learning difficulties, and for those with mental health challenges. Making and maintaining friendships was also reported to be more challenging for those who had experienced periods of self-isolation, or who had missed out on transition support due to COVID-19. Some pupils also reported challenges dealing with conflict within their friendships.

> "[Pupil] found the amount of children in secondary school overwhelming. This has caused her anxieties about germs (something she struggled with in year 1) to return and this has made it difficult for her to make new friends within her class."

Parent of secondary pupil, year 7

> "Worrying about not making friends"

Secondary pupil, year 7

Other pupils' behaviour

A small number of parents and pupils found the behaviour of other pupils in their / their child's secondary school challenging. This was particularly the case for pupils who had not encountered poor behaviour during their primary school years. Poor behaviour was primarily challenging in unstructured times, such as breaks, as well as on school buses. Challenges with other pupils' behaviour commonly coincided with bullying.

> "Large size of the school, poor behaviour of other students she had not encountered this before"

> Parent of secondary pupil, year 7

> "I don't like the bus. The kids are badly behaved"

> Secondary pupil, year 7

> "Trying to get around, everyone pushes in the coridors and I've had my phone cracked from this multiple times"

> Secondary pupil, year 7

Bullying

Bullying was a common challenge reported by both parents and pupils. This was particularly raised by parents of pupils with special educational needs and disabilities or learning difficulties, and those who had faced discrimination due to their ethnic group.

> "Repeated bullying due to his little arm and hand"

> Parent of secondary pupil, year 7

> "She faced discrimination, bullying, amongst racism a plethora of challenges"

> Parent of secondary pupil, year 7

> "Being picked on by older years"

> Secondary pupil, year 7

Challenges outside of the school environment

Transport to school

A small number of parents and pupils reported challenges with transport to school. These parents and pupils said they / their pupils were getting the bus to school alone for the first time or walking routes alone.

> "Walking to school on her own"

Parent of secondary pupil, year 7

> "Getting himself to school on a bus. We all had covid and he had no practice run!"

Parent of secondary pupil, year 7

> "Getting on public transport"

Secondary pupil, year 7

The COVID-19 pandemic

Many of the challenges reported by parents were related to the COVID-19 pandemic. These included missing school due to periods of self-isolation; challenges associated with remote learning; the cancellation of tests and examinations; the cancellation of extra-curricular activities; mental health challenges brought about by the pandemic; the impact of COVID-19 on physical health; and the cancellation of transition support between primary and secondary school. These challenges were less commonly reported by pupils, but COVID-19 restrictions were mentioned by some pupils.

> "No visits to secondary due to pandemic"

Parent of secondary pupil, year 7

> "Covid restrictions, no SATs, no end of year celebrations. Most of [Pupil]s friends went to different school."

Parent of secondary pupil, year 7

> "the pandemic because of restrictions"

Secondary pupil, year 7

Other challenges

There were some other challenges reported by very small numbers of pupils and parents. These included lack of time outside; accessing online learning platforms; experiencing discrimination; accessing equipment; and bereavement.

Glossary

All ethnic minorities (excluding white minorities). For comparisons with the white group as a whole.

CiN – Children in Need. This is a broad definition spanning a wide range of children and adolescents, in need of varying types of support and intervention, for a variety of reasons. A child is defined as 'in need' under section 17 of the Children Act 1989, where:

- They are unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for them of services by a local authority.

- Their health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services; or

- They are disabled.

EHC Plan – Education Health and Care plan. This is a legal document that describes a child or young person's special educational, health and social care needs and explains the extra help that will be given to meet those needs and how that help will support the child or young person.

FSM or FME – Free School Meal or Free Meal Eligibility. Eligibility for FSMs/FME is used as a proxy for socioeconomic status. Pupils and learners eligible for FSMs/FME were considered to be living in greater socioeconomic deprivation than those pupils and learners who were not eligible for FSMs/FME. FSM refers to data from the National Pupil Database (NPD) and FME refers to comparable data from the Individualised Learner Record (ILR).

SEND – Special Educational Needs and Disability. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or

- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Where

a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

For more detail, please see the [SEND Code of Practice](#).

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