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School and College Panel – March 2023

Research report

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Executive summary

This report presents findings from the March 2023 wave of the School and College Panel. Findings in this report are based on responses from 1,092 school leaders, 34 college leaders, 2,230 classroom teachers and 85 college teachers.

Cost of living

Around two-in-ten (22%) schools reported that the discount received via the Energy Bill Relief Scheme (EBRS) had improved their financial position, with three-in-ten (30%) reporting that it had not made any real difference. In terms of the impact of the EBRS on secondary schools who had received a discount, two-in-ten (22%) reported that the scheme had had an impact of some kind. A quarter (25%) felt that the discount received through the scheme was not sufficient to have any impact on their school, and just over a half (54%) did not know what the impact had been.

The most commonly reported impact of the scheme was not having to turn the heating off or down as much as they would otherwise have done (15% of secondary schools who had received the discount).

Around two-in-ten colleges (19%) reported that the EBRS had improved their college's financial position, with three-in-ten (29%) reporting that it had not made any real difference.

A sizeable proportion of schools reported that the amount their school pays per meal had increased compared to the previous academic year (77%), and that the amount their school charges parents/pupils for meals had increased (62%). Both these measures were higher than recorded in January 2023, when the respective figures were 63% and 53%.

Over four-in-ten reported that the quality of food had decreased (43% in March 2023 vs. 31% in January 2023), and that the portion size of food had decreased (42% in March 2023 vs. 25% in January 2023). A similar pattern of findings in terms of rising costs but falling quality and portion size was also seen for colleges.

School uniform

In November 2021, DfE published new statutory guidance on the cost of school uniform. The guidance came into force in September 2022 and schools must now have due regard to the guidance when developing and implementing their school uniform policy.

Almost nine in ten (87%) school leaders were aware of this guidance in March 2023.

Nearly three quarters (73%) of schools reported that they consider their school to be compliant with the new school uniform guidance to some extent (62% reported being fully compliant and 11% reported they were compliant as far as they could be given existing supplier contracts).

Of schools who still needed to make changes to become fully compliant with the new guidance, around half (53%) were planning to reduce the number of branded items required by pupils. This was followed by similar proportions of schools each saying they were going to publish their uniform policy on their school website (39%), that they were going to reduce the overall number of items required by students (36%), or that they were going to introduce a second hand uniform scheme (36%).

A third (33%) of schools who were aware of the new guidance, whether they considered themselves fully compliant or not at the time of the survey, had introduced a second-hand uniform scheme since the guidance was published. Other common actions taken since the guidance was introduced included reducing the number of branded items required (18%), publishing the school uniform policy on their school website (14%), and reviewing the uniform policy against the requirements of the guidance (12%).

School Fruit and Vegetable Scheme

The School Fruit and Vegetable Scheme (SFVS) provides a free piece of fruit or vegetable to Reception and Key Stage 1 pupils attending state-funded schools. Products are delivered directly to schools who determine how they are distributed.

Nine-in-ten (90%) primary schools reported receiving produce through the SFVS. Of these schools, the most common time to distribute the fruit and vegetables received was at morning break (85%), though around four-in-ten (39%) primary schools said they allowed pupils to choose at what time to have their snack.

Almost all (93%) of the primary schools who received produce through SFVS reported having leftover produce from the scheme, with four-in-ten (41%) having leftover produce at least around half the days or more. Primary schools with leftover produce were most likely to distribute it to pupils in other year groups (84%) or give it to pupils to take home (50%).

Wraparound childcare

In line with findings from November 2022, four-in-five (80%) primary schools reported offering wraparound childcare either before and/or after school, with three-in-five (60%) reporting that they offered wraparound childcare both before and after school.

Amongst primary schools who offered wraparound childcare, nearly nine-in-ten (88%) reported that they were able to ‘fully meet demand’ from parents, defined as providing sufficient spaces (77% all or most of the time and 10% some of the time), for wraparound childcare in a typical school week.

Among primary schools unable to fully meet demand, around half cited not having enough space on the school premises or being unable to recruit enough staff (both 49%).

A fifth of primary schools (20%) offering wraparound childcare reported currently being oversubscribed or having a waiting list. A further near fifth (18%) reported having previously been oversubscribed or having had a waiting list this academic year.

Around two-thirds (64%) of primary schools offering wraparound childcare reported they were able to ‘fully cater to all parents’ requirements¹, a quarter (24%) were not able to fully cater to all requirements. Among this group, 70% reported their hours of provision did not meet some parents’ needs, and 63% reported that they could not provide the type of provision some parents want.

National Plan for Music Education

Around a half (49%) of school leaders were aware of the National Plan for Music Education (NPME). Among schools where the leader was aware of the NPME, over half (56%) had begun implementing changes as a result. This equates to 29% of all schools when re-based to include schools not aware of NPME.

Around four in ten (42%) schools currently had a Music Development Plan in their school. Of the schools with this plan in place, almost all (91%) intended to review their plan for the next academic year.

More than four-in-ten (44%) schools which had, or planned to have, a Music Development Plan reported that they had, or were intending to, use their local Music Hub to help review their plans.

Music Copyright in Schools

Around one-in-five (18%) schools reported that they record music recitals or school concerts featuring copyrighted music to make available to those associated with the school². Two thirds (68%) of schools did not, and 13% were unsure either way.

¹ ‘Fully catering to all parents’ requirements’ was defined as meeting parents’ expectations for what wraparound childcare will entail.

² By copyrighted music, we mean music that is exclusively owned by someone. This gives the owner exclusive rights to redistribution, reproduction and licencing of the music.

Three-in-five (59%) schools reported that they used sheet music to aid learning in their music lessons or in their extracurricular music activities. This includes 40% of schools using physical sheet music, and a similar proportion (42%) using digital sheet music.

Of schools using physical sheet music, just under a fifth (17%) reported that the amount of physical sheet music used in their school in the last two academic years had increased, 41% reported that it remained the same, and 20% that it had decreased. For schools that only used physical sheet music to aid learning (as opposed to using both physical and digital sheet music), four-in-ten (41%) said they made 100 or less copies per year, and 3% said they made 501+ copies a year. However, 41% could not give an estimate.

Of schools using digital sheet music, around half (47%) reported that the amount of digital sheet music used in their school in the last two academic years had increased, 30% reported that the amount remained the same, and 6% that it had decreased.

Climate action plans

Almost one-fifth (18%) of primary and secondary schools reported that they monitored their carbon emissions, 53% said they did not monitor them, and 29% did not know either way. Of the primary and secondary schools that did not monitor their carbon emissions, almost half (47%) were unsure how to monitor them.

Three fifths (61%) of colleges reported that they monitored their carbon emissions, 16% said they did not, and 23% did not know either way.

Overall, less than one-in-ten (7%) schools claimed to monitor and then report their carbon emissions in any way. Of the schools who did monitor their carbon emissions, the most common ways that they reported on their emissions was using the estate management record (27%) and to their governors (23%).

One-in-ten (10%) schools had a formal plan for sustainability or climate change in place in March 2023 and a further three-in-ten (32%) were in the process of developing one. Nine-in-ten (91%) school plans included teaching students about climate change, sustainability, and green skills and 84% included reducing energy usage.

Around half (52%) of colleges had a formal plan for sustainability or climate change in place.

When asked to consider barriers to developing a sustainability or climate change plan, three-fifths (61%) of schools without one reported that it was a lack of time that prevented them from developing a plan. Other common reasons were being unsure how to develop a plan (37%) and not seeing a requirement to do so (26%).

Just over a quarter (28%) of schools had a designated lead for sustainability, and 16% were working with an organisation to develop a climate action plan or sustainability strategy. For colleges these respective figures were 65% and 52%.

Climate change

Slightly under a half (45%) of school teachers and a third (32%) of college teachers have taught content that included climate change in the current academic year.

Three-quarters (76%) of teachers felt confident teaching content on climate change. At an overall level there was no change in teachers' confidence regarding climate change compared to March 2022 (when this question was last asked).

Use of remote teaching

Remote teaching is teaching from a different location (other than a school) to some, or all, pupils. The Department for Education has published non-statutory guidance to schools on providing high quality remote education when it is not possible, or is contrary to government guidance, for some or all pupils to attend school.

Around four-in-ten school leaders (42%) reported their school had used remote teaching since September 2021. This was more commonly reported by secondary school leaders than primary school leaders (69% vs. 36%). The top reasons for using remote teaching were when the school had needed to restrict attendance as a whole (62%), followed by restricting attendance of specific students (31%).

The most common reported barrier preventing schools from using remote teaching more was the lack of pupil access to digital hardware/software at home (28%), closely followed by it not being appropriate for the age group (23%). Just under half (46%) of school leaders reported no constraints to using remote teaching, or that they have not had the need to. Primary school leaders were more likely to report no barriers to using remote teaching compared to secondary school leaders (50% vs. 30%). School leaders of schools with an Ofsted rating of 'Requires improvement' were more likely to report barriers to using remote teaching (68% vs. 51% overall).

When the same questions around remote teaching were put to teachers, similar results to leaders were reported, with 46% of teachers saying their school had used remote teaching since September 2021, mostly to restrict attendance as a whole (71%). The most commonly reported barrier preventing teachers from using remote teaching in their school was again seen as the lack of pupil access to digital hardware/software at home (34%). Over a third of teachers (36%) reported no constraints to remote teaching.

Around two-thirds of college leaders and teachers (67%) had used remote teaching since September 2021, most commonly to restrict attendance as a whole (62% of college leaders and teachers who had used remote learning), followed by the need to cover lessons, for example in the event of teacher illness (53%). The top barriers preventing college leaders/teachers from using remote teaching more were concerns that it would have a negative impact on pupils' learning experiences (47%), closely followed by pupils not having access to digital hardware/software at home (45%).

Awareness of SEND and AP Improvement Plan

The government recently published the Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan which sets out plans to transform the national SEND and alternative provision system.

The majority of school leaders (86%) were aware of the SEND and AP Improvement Plan, compared to half (51%) of teachers. Having some knowledge of the plan was also higher amongst leaders, with 69% saying they know at least a little about it compared to 28% of teachers saying they know at least a little.

Whilst awareness levels did not significantly differ between college leaders and college teachers (76% vs. 61%), leaders were more likely to know something about the plan than teachers (65% reported that they knew a lot or a little vs. 28% of college teachers)

Speech, language and communication needs

Nine-in-ten primary teachers (91%) agreed that they were able to identify children with speech, language and communication needs (SLCN).

Almost two-thirds (64%) of primary teachers felt confident supporting children with SLCN, although just over a third (35%) of primary teachers reported that they were not confident.

A slightly higher proportion (76%) of primary teachers were confident understanding when to refer a child with SLCN to specialist services. That said, a quarter (23%) of primary teachers were still not confident in this respect.

Introduction

This report presents findings from the March 2023 wave of the School and College Panel, a panel of leaders and teachers designed to provide rapid feedback to the Department for Education on topical educational issues from the provider perspective.

The short survey (taking 5 to 7 minutes to complete) covered a range of topical education issues including school budgets, pupil behaviour and safeguarding. Findings in this report are based on responses from 1,092 school leaders, 34 college leaders, 2,230 primary and secondary school teachers and 85 college teachers.

Methodology

The School and College Panel consists of a group of leaders and teachers that have agreed to participate in short, regular research surveys on topical education issues.

The survey was administered online, with fieldwork lasting from 20-28 March 2023³. Respondents received an email invite, 3 reminder emails and 1 text reminder (where mobile numbers had previously been provided by respondents). Further details on methodology can be found in the technical report.

The following table shows the number of responses for the March survey by key group.

Table 1. Number of responses by key group

	Primary Leaders	Secondary Leaders	Primary Teachers	Secondary Teachers	College Leaders	College Teachers
Completed responses	666	426	1,073	1,157	34	85

Weighting

Two types of weighting were applied to school leader data, depending on whether questions were asking for school-level or individual-level answers from these respondents. All school teacher data was weighted to individual-level. No weighting was applied to the college leader or teacher sample. Further details on weighting can be found in the technical report.

³ Fieldwork was extended by a day to accommodate a final reminder email, more details of which can be found in the accompanying technical report: [School and college panel: omnibus surveys for 2021 to 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/114444/School_and_college_panel_omnibus_surveys_for_2021_to_2022_-_GOV.UK)

Interpreting the findings

Where leader responses are weighted to school-level, these findings are reported as a percentage of 'schools'. Charts showing data weighted to school-level have a 'schools weighting' label in the figure title.

Where leader data is weighted to individual-level, these findings are reported as a percentage of 'leaders'. Charts showing data weighted to individual-level have an 'individual weighting' label in the figure title.

For questions asked at a college level, 1 leader response has been allowed per institution. In these instances, findings are reported as a percentage of 'colleges' rather than 'college leaders' (e.g., 75% of colleges...). Findings reported as a percentage of 'college leaders' or 'college teachers' (e.g., 50% of college leaders...) may represent multiple respondents from the same institution.

Please note the relatively low base size on questions asked to college leaders (34 colleges leaders across 31 colleges).

Differences between sub-groups and between this and previous waves are only commented on in the text if they are statistically significant at the 95% confidence level, i.e., statistically we can be 95% confident that the differences are 'real' differences and not a result of the fact that the findings are based on a sample of schools rather than a census of all schools.

Due to rounding to the nearest whole number, percentages may not total to exactly 100% or precisely reflect statistics provided in the data tables.

Where averages are reported, the mean average is used as standard, unless otherwise specified.

In this report there is occasional reference to findings from previous School Snapshot Surveys (including the COVID-19 School Snapshot Survey run in May 2020). It should be noted that due to differences in methodology between the School Snapshot Survey and the School and College Panel, direct comparisons should be treated with caution. Further detail on methodology can be found in the technical report.

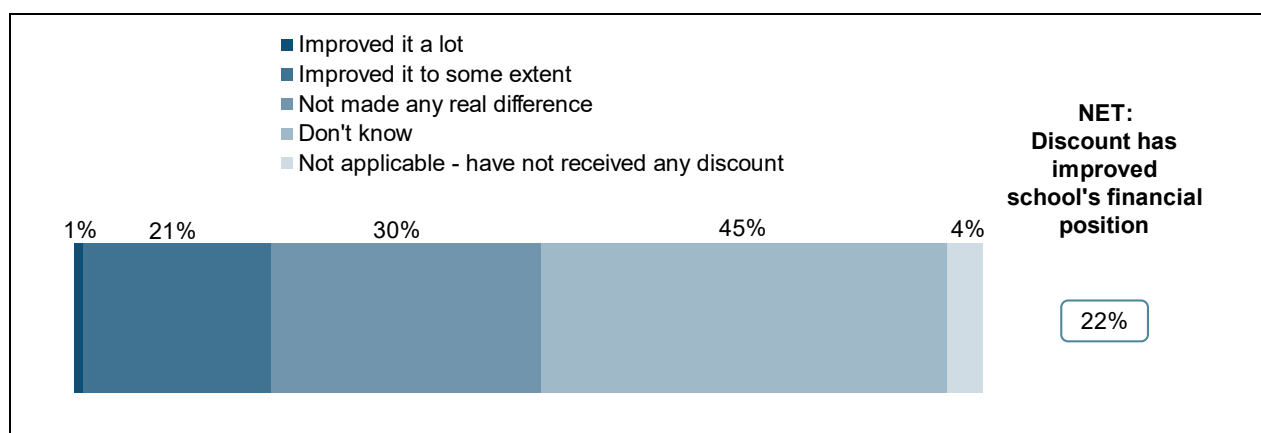
Cost of living

The rise in the cost of living refers to the fall in real disposable incomes (adjusted for inflation and after taxes and benefits) that the UK has experienced since late 2021. This is partly as a result of high inflationary pressures on everyday day items, such as food and energy. Costs have also risen for schools and colleges, with the government aiming to support where possible. This chapter covers the impact of the Energy Bill Relief Scheme (EBRS) on schools and colleges, and any impact of the rise in cost of living on school and college meals.

Impact of the Energy Bill Relief Scheme (EBRS) on schools

Schools were asked how, if at all, the EBRS had changed their school's financial position. Around two-in-ten (21%) reported that the discount received via the scheme had improved their school's financial position, with three-in-ten (30%) reporting that it had not made any real difference. However, as shown in Figure 1, over four-in-ten (45%) leaders could not answer this question on behalf of their school as they did not know the impact of the EBRS on their school's financial position.

Figure 1. Impact of the Energy Bill Relief Scheme on schools' financial positions (Schools weighting)



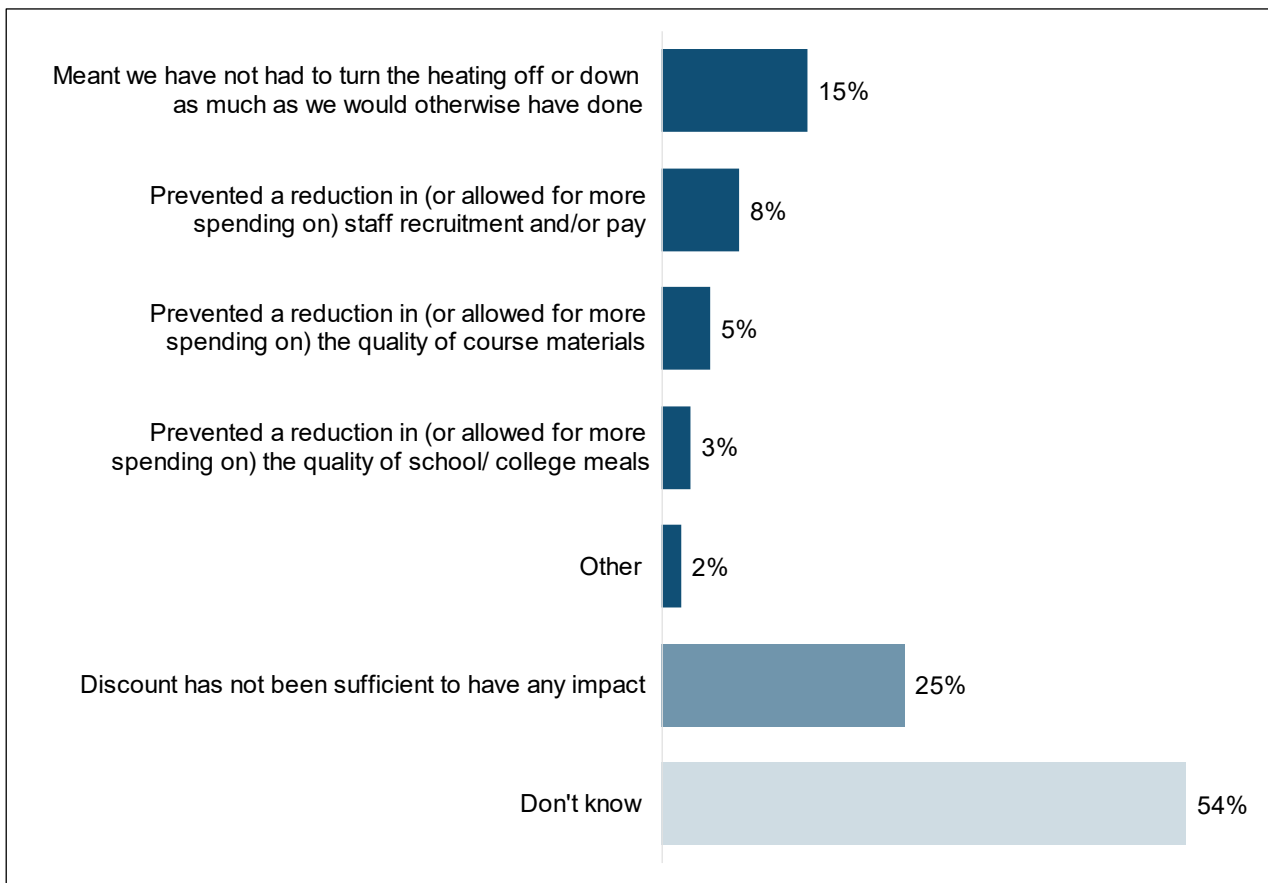
I1: Panel B leaders (n = 563).

Source: School and College Panel, March 2023 survey

Secondary schools who had received a discount through the EBRS were asked what impact, if any, the EBRS has had on their school. One-in-five (22%) claimed the scheme had had an impact of some kind, the most common of which was not having to turn the heating off or down as much as they would otherwise have done (15%), followed by preventing a reduction in (or allowing for more spending on) staff recruitment/pay (8%). However, a quarter of secondary schools (25%) felt that the discount received through

the scheme was not sufficient to have had any impact, and just over half of secondary schools (54%) didn't know what impact it had, as shown in Figure 2.

Figure 2. Impact of the Energy Bill Relief Scheme on secondary schools (Schools weighting)

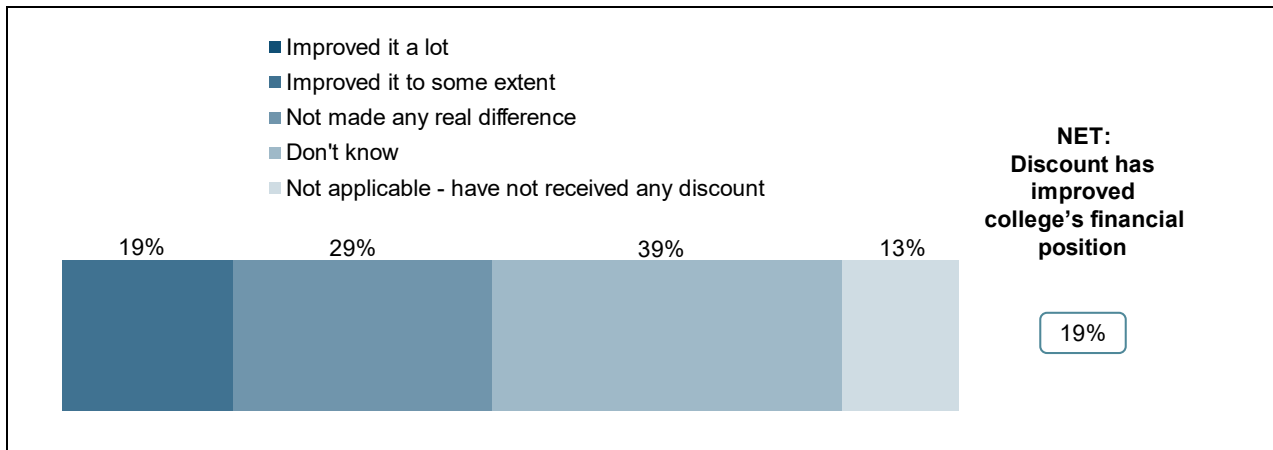


I2_rebased. Panel B secondary leaders who have received a discount through the EBRS, excluding not applicable responses (n=195).

Source: School and College Panel, March 2023 survey

Around two-in-ten colleges (19%) reported that the EBRS had improved their college's financial position, whilst three-in-ten (29%) reported that it had not made any real difference, as shown in Figure 3.

Figure 3. Impact of the Energy Bill Relief Scheme on colleges' financial positions



I1: FE leaders (1 per institution) (n=31). NB 'Improved it a lot' had zero responses.

Source: School and College Panel, March 2023 survey

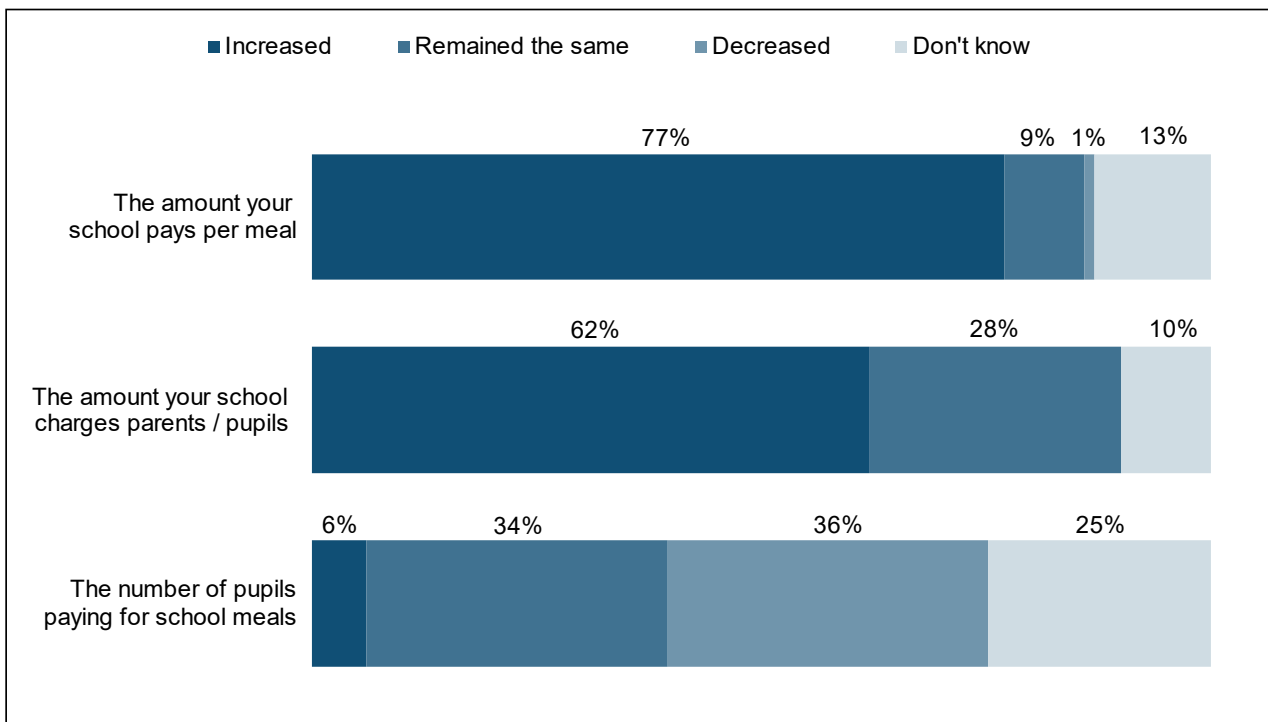
Colleges who had received a discount through the EBRS were also asked what impacts the EBRS has had on their college. Seven out of the 23 colleges asked this question reported that the discount was not sufficient to have had any impact, and an additional 12 did not know what impact the scheme had had.

Impact of the cost of living on meals offered by schools

Schools were asked whether they had seen any changes to the meals offered by their school compared to the previous academic year. As shown in Figure 4, just over three-quarters (77%) reported that the amount their school pays per meal had increased and around six-in-ten (62%) reported that the amount their school charges parents/pupils for meals had increased.

Schools tended to report that the number of pupils paying had stayed the same (34%) or that fewer pupils were paying for school meals (36%), with 6% reporting that the number had increased.

**Figure 4. Changes seen to school meals compared to the previous academic year
(I) (Schools weighting)**



I3_rebased: Panel B secondary leaders, excluding not applicable responses (n=199 to n=206).

Source: School and College Panel, March 2023 survey

Schools with the lowest proportion of pupils eligible for FSM were more likely than average to report that the number of pupils paying for school meals had remained the same (56% vs. 34% overall). Compared to other schools, only 10% said the number of pupils paying for schools meals had decreased (vs. 36% overall).

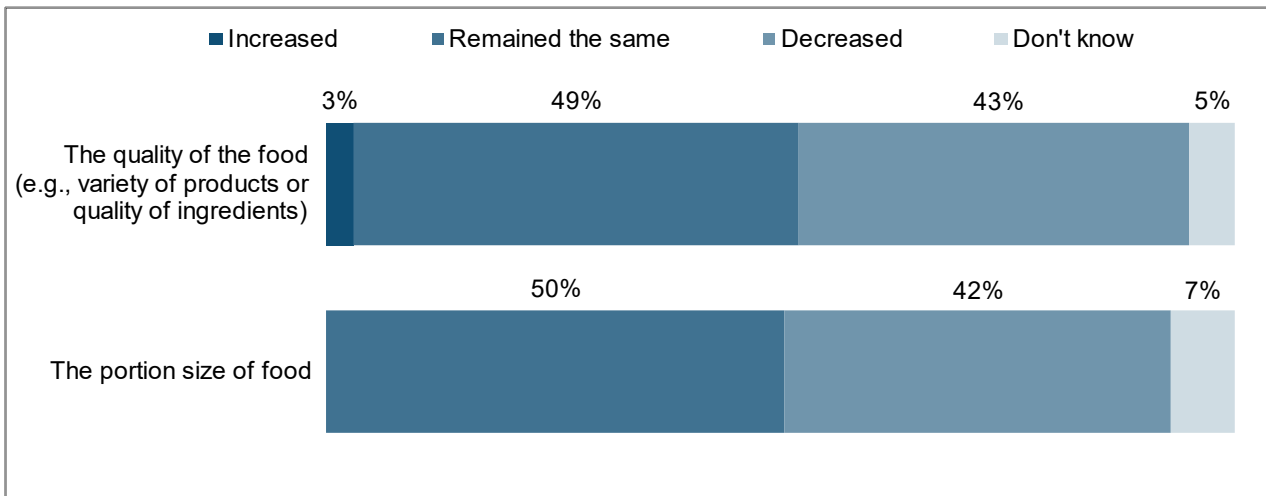
Compared to January 2023, when this question was last asked, more schools reported an increase in:

- The amount their school pays per meal (77% in March 2023 vs. 63% in January 2023)
- The amount their school charges to parents/pupils (62% in March 2023 vs. 53% in January 2023)

There has been no difference in the number of pupils paying for school meals compared to January 2023.

Over four-in-ten schools reported that the quality of food, and the portion size of food had decreased (43% and 42% respectively), as shown in Figure 5.

Figure 5. Changes seen to school meals compared to the previous academic year (Schools weighting)



I3_rebased: Panel B secondary leaders, excluding not applicable responses (n=199 to n=206).

Source: School and College Panel, March 2023 survey

Compared to January 2023, when this question was last asked, more schools reported a decrease in:

- The quality of the food (43% in March 2023 vs. 31% in January 2023)
- The portion size of food (42% in March 2023 vs. 25% in January 2023)

Colleges were also asked if they had seen any changes to the meals offered by their college compared to the previous academic year.

As shown in Table 2, 25 out of 29 colleges reported that the amount their college pays per meal had increased, and 19 out of 26 reported that the amount their college charges parents/pupils had increased. In contrast, 1 out of 29 colleges reported that the number of pupils paying for meals had increased (14 colleges could not comment either way on this).

Around a quarter of colleges (8 out of 28) reported a decrease to the quality of food, and almost half (13 out of 28) reported a decrease to the portion size of food.

Table 2. Changes seen to college meals compared to the previous academic year

Statement	n	Increased	Remained the same	Decreased	Don't know
The amount your college pays per meal	29	25	0	0	4
The amount your college charges parents / pupils	26	19	5	0	2
The number of pupils paying for college meals	29	1	9	5	14
The quality of food	28	3	12	8	5
The portion size of food	28	0	13	13	2

I3_X_rebased: FE leaders (1 per institution), excluding not applicable responses (base sizes in table).

Source: School and College Panel, March 2023 survey

School uniform

In November 2021, DfE published new statutory guidance on the cost of school uniforms. The guidance came into force in September 2022 and schools must now have due regard to the guidance when developing and implementing their school uniform policy. The research questions were designed to evaluate school leaders' awareness of the guidance and to assess the extent to which schools have already made changes or plan to make changes to their uniform requirements as a result.

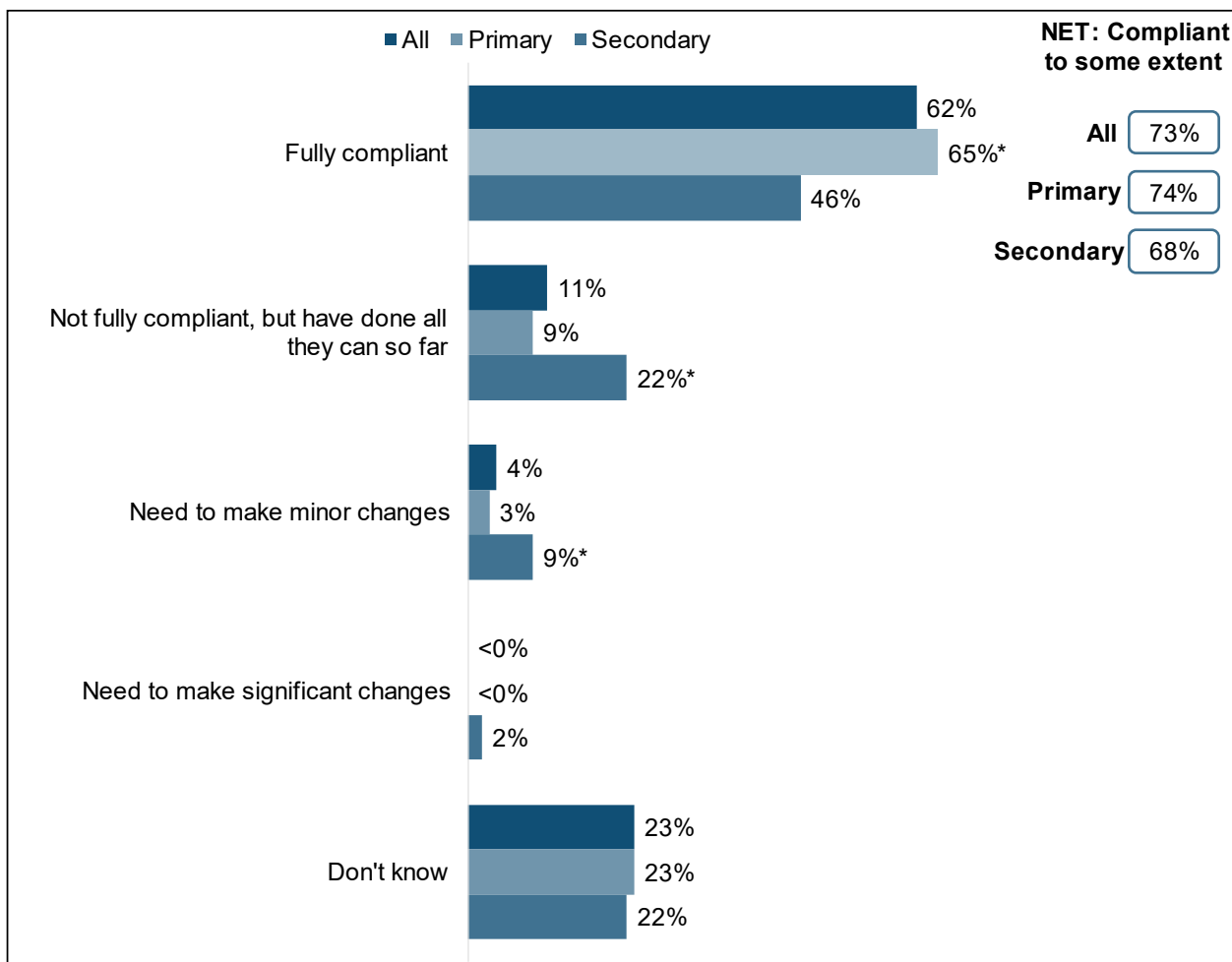
Almost nine-in-ten (87%) school leaders reported that they were aware of this guidance on the cost of school uniforms (37% knew a lot about it, 42% knew a little, and 7% had heard of it, but only in terms of the name of the guidance).

Compliance with school uniform guidance

Nearly three quarters (73%) of all schools reported that they were compliant with the new school uniform guidance to some extent (62% reported that they were fully compliant and 11% reported that they were compliant as far as they could be given existing supplier contracts).

As shown by Figure 6, primary schools were more likely to consider themselves fully compliant with the guidance compared to secondary schools, whereas secondary schools were more likely than primary schools to say they had done all they could so far (22% vs 9%).

Figure 6. Whether schools considered they are compliant with new guidance on cost of school uniform (Schools weighting)



K2_rebased: Panel B Leaders (n=563), primary leaders (n=355), secondary leaders (n=208). *Indicates significant difference between primary and secondary schools. ^ Indicates figure is less than 1.

Source: School and College Panel, March 2023 survey

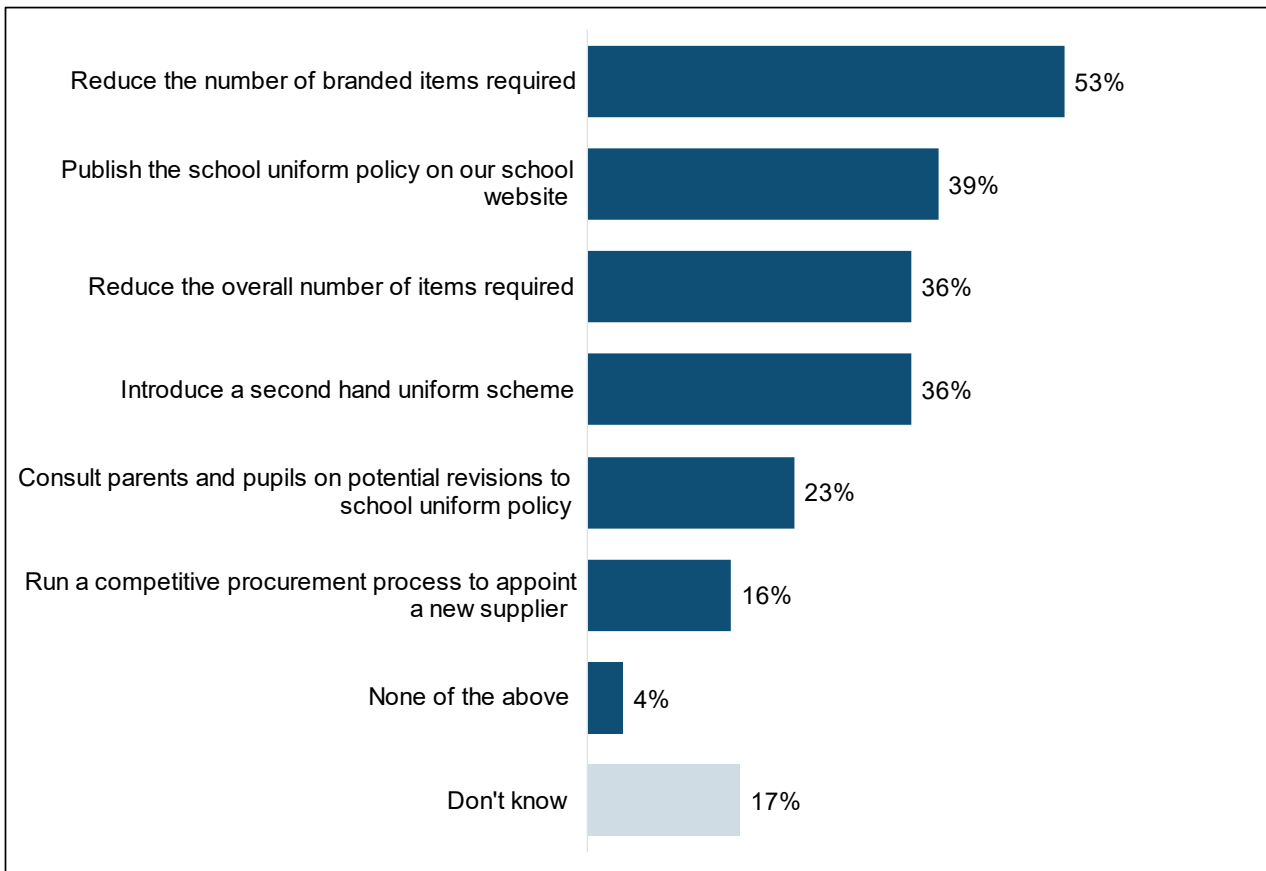
Planned changes to uniform policies

The schools which were planning to make changes to become compliant with the new guidance⁴ were asked what changes they were planning to make.

As shown by Figure 7, around half (53%) were planning to reduce the number of branded uniform items required by students. This was followed by a similar proportion of schools each saying they were going to publish their uniform policy on their school website (39%), that they were going to reduce the overall number of items required by students (36%), or that they were going to introduce a second hand uniform scheme (36%).

⁴ N=32.

Figure 7. What changes, if any, schools are planning to make their uniform policy compliant (Schools weighting)



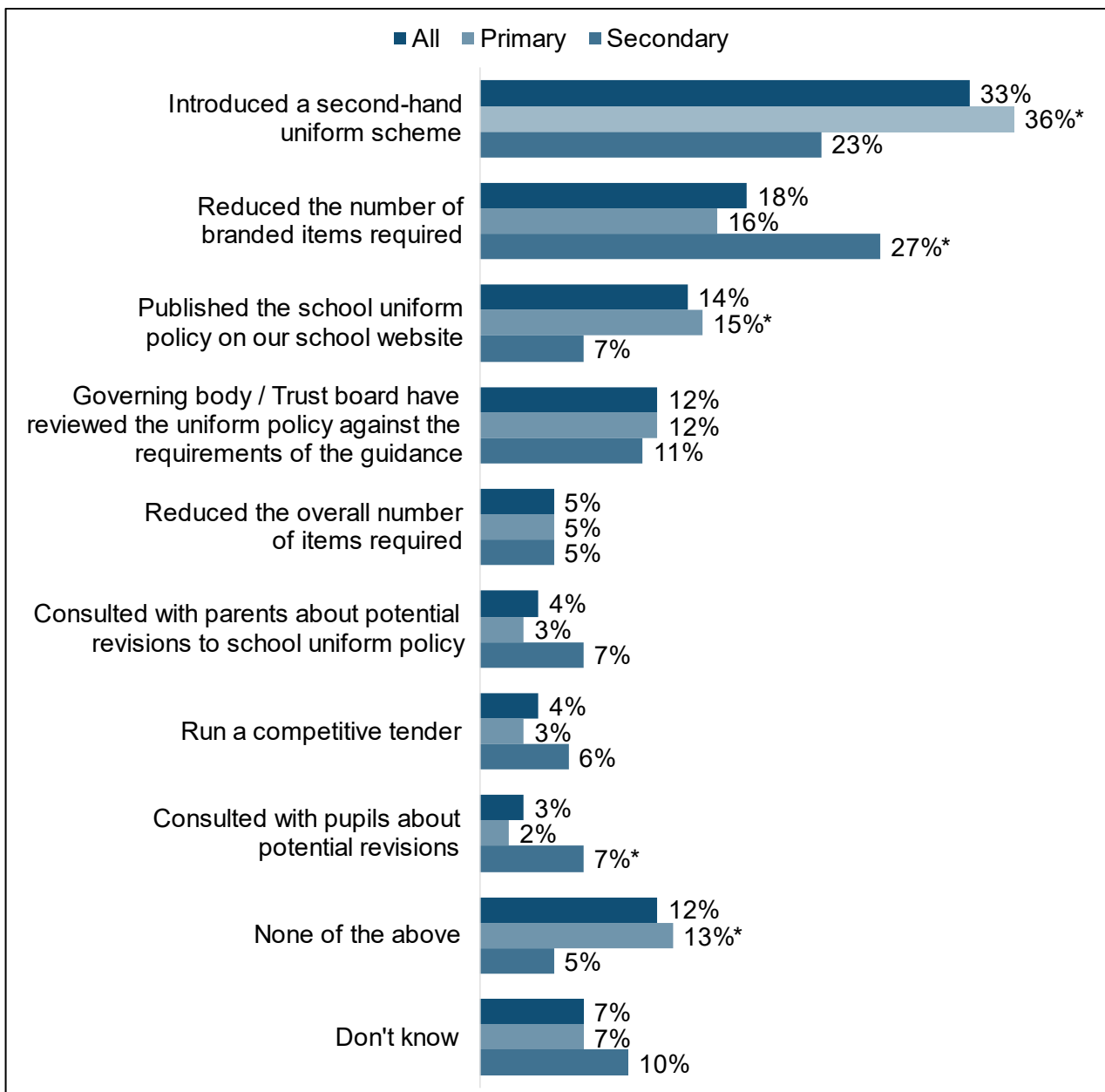
K3: Panel B Leaders that need to make changes to become compliant with the new guidance on the cost of school uniform (n=32).

Source: School and College Panel, March 2023 survey

Actions taken since publication of the school uniform guidance

Schools whose leaders were aware of the new guidance on cost of school uniform were asked whether they had taken any actions since the publication of the guidance. As shown by Figure 8, a third (33%) of schools had introduced a second-hand uniform scheme. Other common actions taken included reducing the number of branded items required (18%), publishing the school uniform policy on the school website (14%), and reviewing the uniform policy against the requirements of the guidance (12%).

Figure 8. Actions that schools have taken, if any, since the publication of the new school uniform guidance (Schools weighting)



K4: Panel B Leaders aware of the new guidance on cost of school uniform (n=488), panel B primary leaders aware of the new guidance on cost of school uniform (n=303), panel B secondary leaders aware of the new guidance on cost of school uniform (n=185). *Indicates significant difference between primary and secondary schools. 'Other' (3%) not charted.

Source: School and College Panel, March 2023 survey

The most common change for primary schools was introducing a second-hand uniform scheme, whereas the most common change in secondary schools was reducing the number of branded items required.

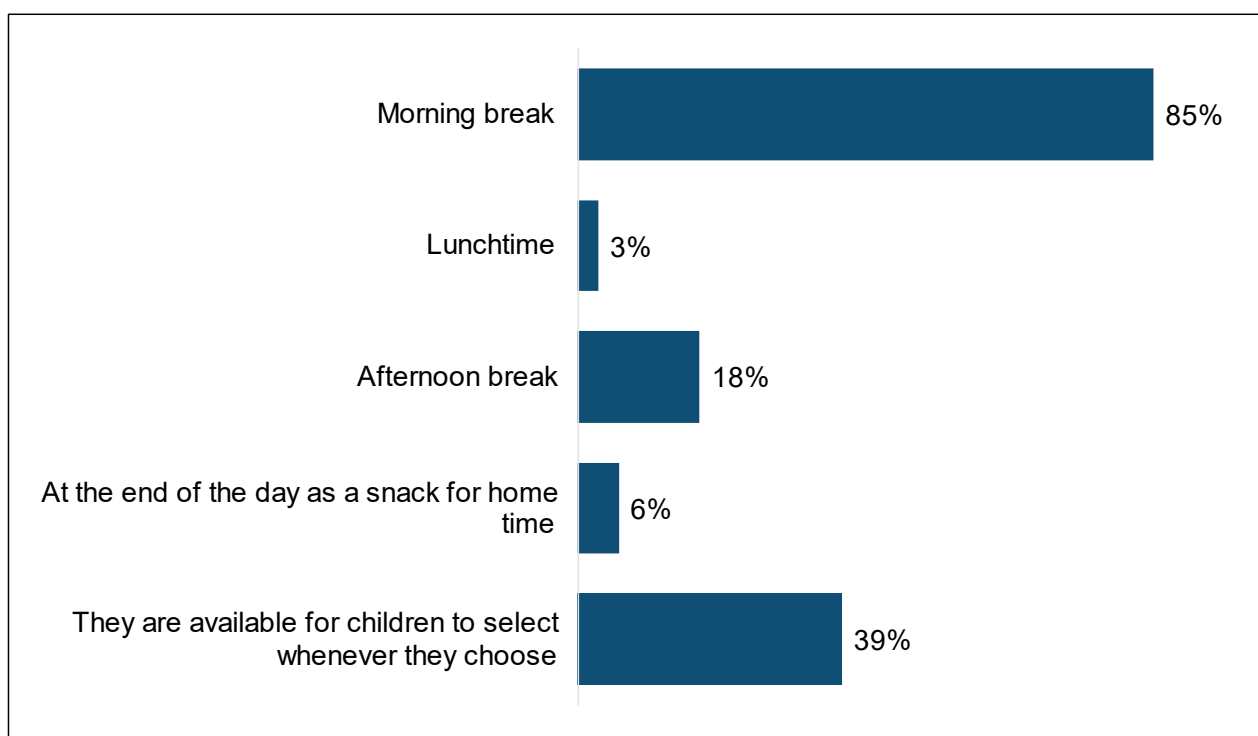
School Fruit and Vegetable Scheme

The School Fruit and Vegetable Scheme (SFVS) provides a free piece of fruit or vegetable to Reception and KS1 pupils in state-funded schools. Products are delivered directly to schools who determine how they are distributed. The survey questions were designed to aid the Department for Education's understanding of how the scheme is used by schools. This chapter covers the proportion of primary schools receiving fruit and vegetables through the SFVS, how they choose to distribute them, and what is done with any leftover produce.

Distribution of fruit and vegetables

Nine-in-ten (90%) primary schools reported receiving produce through the SFVS. These schools were asked when they distributed the fruit and vegetables, with the most common response being at morning break (85%). As shown in Figure 9, around four-in-ten (39%) primary schools reported that they allowed pupils to choose what time to have their snack.

Figure 9. When primary schools distribute fruit and vegetables received through the School Fruit and Vegetable Scheme (Schools weighting)



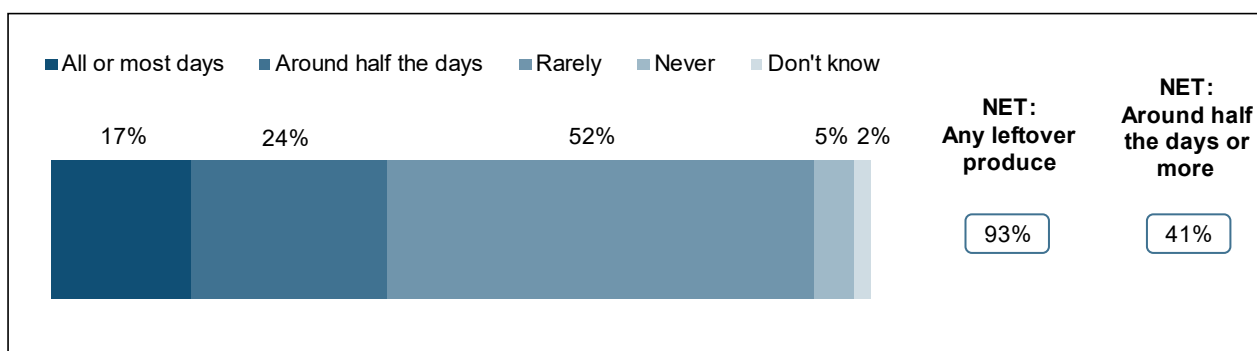
E2: Panel B primary leaders receiving produce through the SFVS (n=320).

Source: School and College Panel, March 2023 survey.

Leftover produce

Primary schools receiving produce through the SFVS were asked how often during the current academic term they had had leftover produce⁵ after distributing it to pupils. Nearly all schools (93%) reported having leftover produce at some point within the last term, though there was large variation in the frequency of leftover produce, with four-in ten (41%) reporting having leftover produce on at least around half of the days or more, compared to 52% who rarely had leftovers and 5% who never did, as shown in Figure 10.

Figure 10. How often schools have leftover produce from the School Fruit and Vegetable Scheme this academic term (Schools weighting)



E3: Panel B primary leaders receiving produce through the SFVS (n=320).

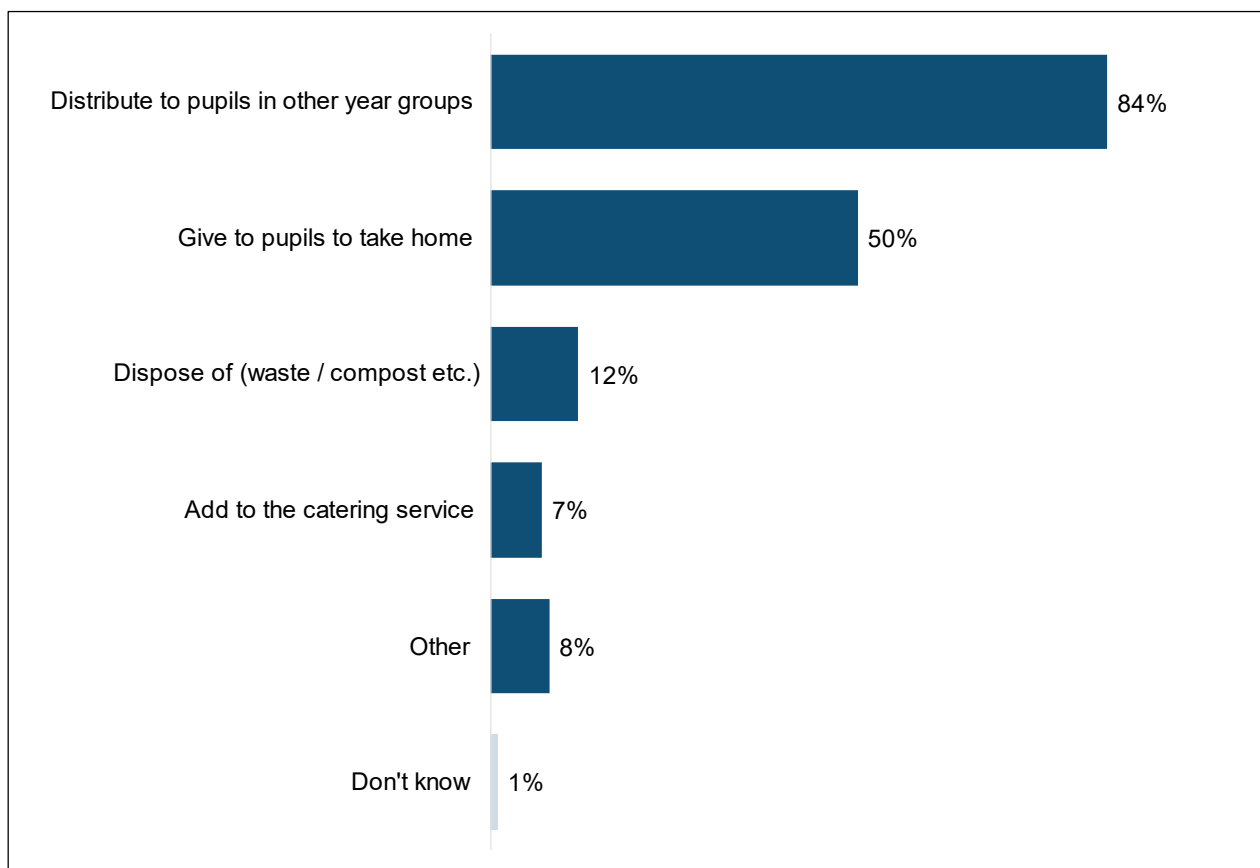
Source: School and College Panel, March 2023 survey

Primary schools with the highest proportion of pupils eligible for FSM were more likely to report never having leftover produce (12% vs. 5% overall).

Primary schools with leftover produce from the SFVS were asked what they did with them. As shown in Figure 11, the most common response was to distribute to pupils in other year groups (84%), followed by giving them to pupils to take home (50%), with 39% reporting they do both. Giving the produce to pupils to take home was particularly likely to be mentioned by primary schools with the highest proportion of pupils eligible for FSM (63% vs. 44% of those with the lowest proportion eligible for FSM).

⁵ The survey did not specify what was meant by leftovers.

Figure 11. What schools do with leftover produce from the School Fruit and Vegetable Scheme (Schools weighting)



E4: Panel B Primary leaders with leftover produce from the SFVS (n=297).

Source: School and College Panel, March 2023 survey

Levelling Up Premium

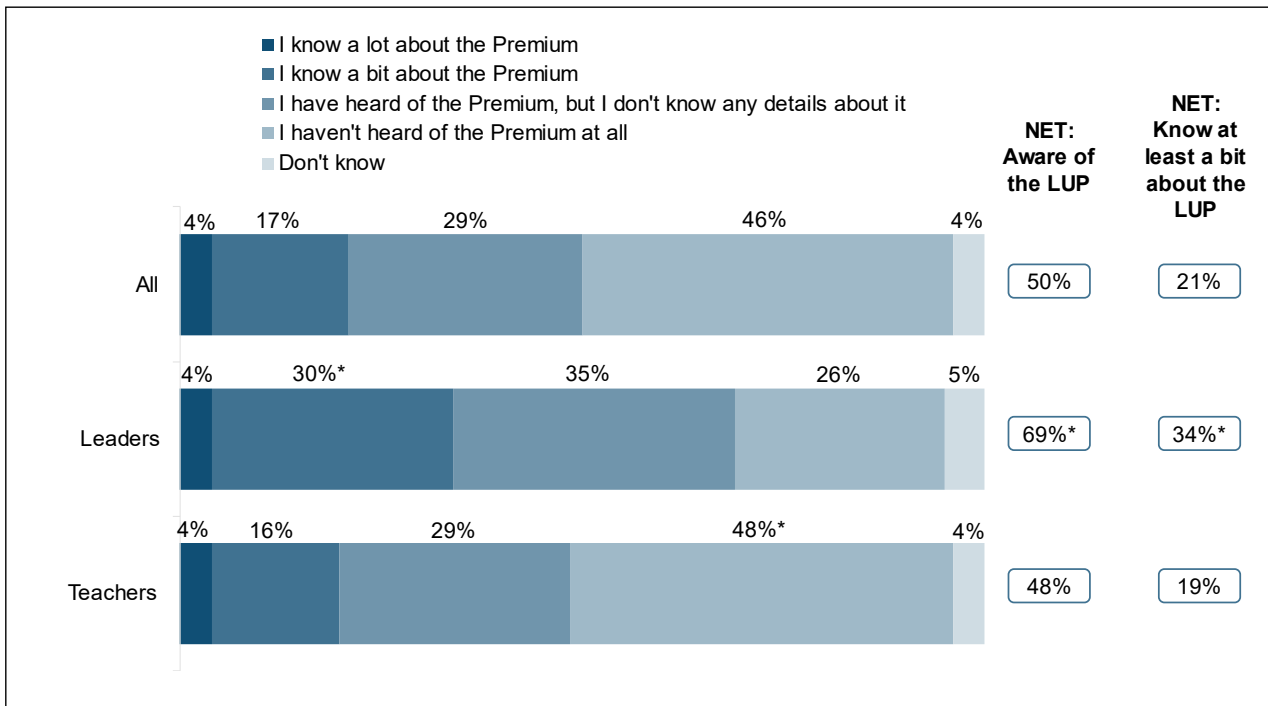
As part of the Government's levelling up programme, the Levelling Up Premium (LUP) was announced in October 2021. Since September 2022, maths, physics, chemistry, and computing teachers in the first five years of their careers who choose to work in disadvantaged schools, including in Education Investment areas, have been able to claim a LUP payment. Eligible teachers can claim up to £3,000 tax-free each year from academic year 2022/23 through to 2024/2025. This chapter covers awareness of the LUP amongst secondary leaders and teachers, and how they found out about it. Assessing awareness of the LUP helps the Department for Education to target communications to reach eligible teachers who have not already applied.

Awareness of the Levelling Up Premium

Both awareness and knowledge of the LUP was higher amongst secondary leaders compared to secondary teachers, as shown in Figure 12.

Almost seven-in-ten secondary leaders (69%) were aware of the LUP, compared to 48% of secondary teachers. Likewise, around a third (34%) of secondary leaders knew a lot or a bit about the LUP, compared to 19% of secondary teachers.

Figure 12. How familiar secondary leaders and teachers are with the Levelling Up Premium (Individual weighting)



P1: Panel B secondary leaders (n=208), and all secondary teachers (n=1,157), Overall base (n=1,365).
 *Indicates significant differences between leaders and teachers. NB. Figures in chart will not always sum to NET percentages due to rounding.

Source: School and College Panel, March 2023 survey

Science, technology, engineering, and maths (STEM) secondary teachers are the main audience for the LUP. In line with this, STEM secondary teachers were more likely to be aware of the LUP than other subject areas (53% of STEM teachers vs. 43% of non-STEM teachers), and to know ‘a lot’ about the LUP (7% STEM vs. 1% non-STEM teachers).

There has been an increase in both awareness and knowledge of the LUP since June 2022 when this question was last asked. In March 2023, 50% of secondary leaders and teachers reported being aware of the LUP compared to 44% in June 2022 (an increase of 6 percentage points). Additionally, 21% of secondary leaders and teachers reported knowing at least a bit about the LUP in March 2023, compared to 13% in June 2022.

The increase in awareness was present for secondary STEM teachers, whose awareness rose to from 45% in June 2022 to 53% in March 2023 (an increase of 8 percentage points).

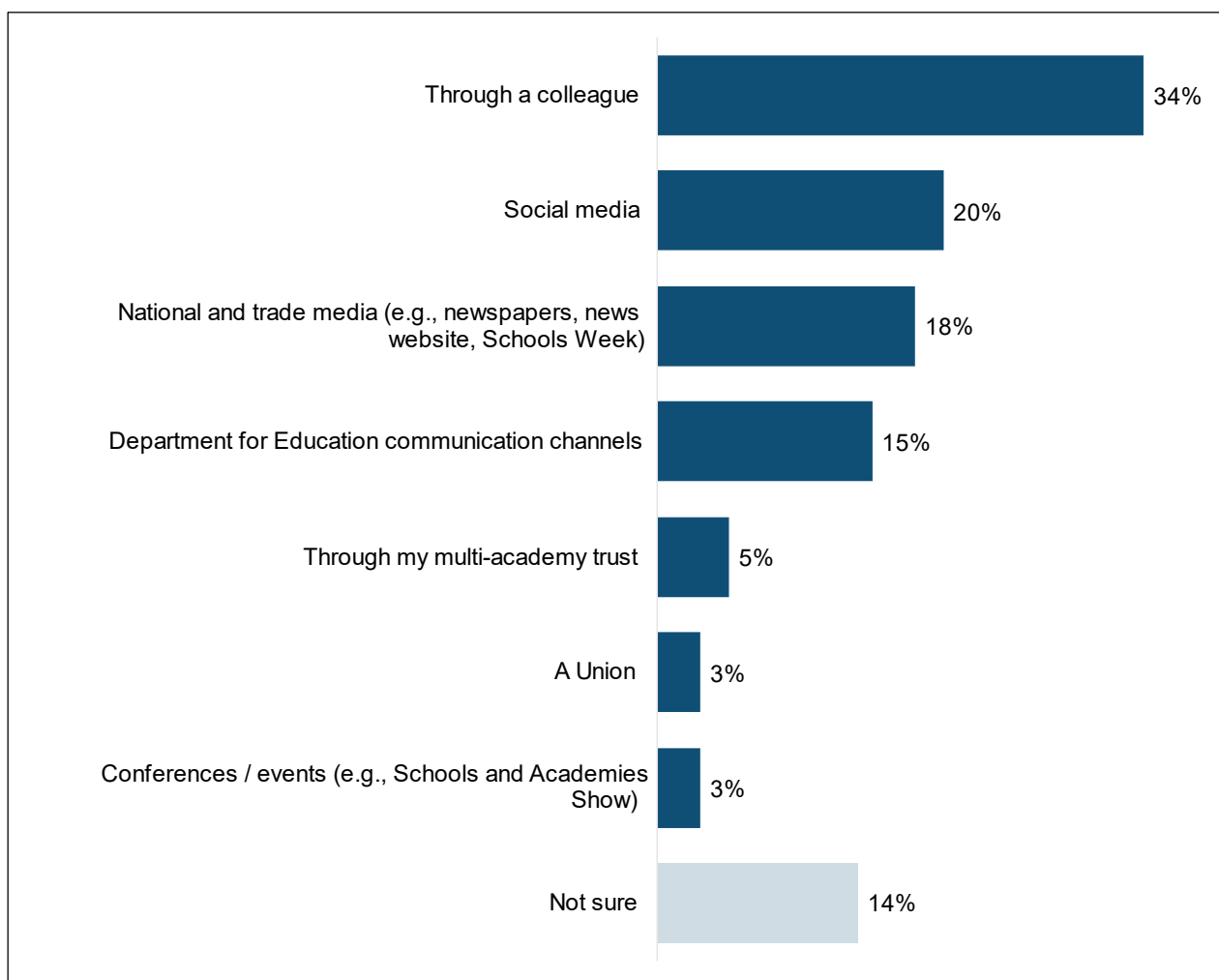
There was a largely consistent picture of awareness among schools with differing levels of pupils eligible for FSM, though schools with the highest proportion of these pupils were

more likely to be more confident in their awareness, with 8% selecting they 'know a lot about the Premium' (vs 4% overall).

How leaders and teachers found out about the Levelling Up Premium

Among secondary leaders and teachers aware of the LUP, the most commonly reported way of finding out about it was through a colleague (34%), followed by through social media (20%), the national and trade media (18%) and the Department for Education's communication channels (15%). The full list of responses is shown in Figure 13.

Figure 13. How secondary leaders and teachers found out about the Levelling Up Premium (Individual weighting)



P2: Panel B secondary leaders aware of the LUP (n=144), and all secondary teachers aware of the LUP (n=554), Overall base (n=698). Responses <3% not charted. Other (3%), 'Headteacher networks' (2%), 'through my local authority' (1%).

Source: School and College Panel, March 2023 survey

Secondary leaders were more likely to have found out about the LUP through the following channels compared to secondary teachers:

- Department for Education communication channels (32% of leaders vs. 12% of teachers)
- Headteacher networks (10% of leaders vs. 1% of teachers)
- Conferences / events (6% of leaders vs. 2% of teachers)

Secondary teachers were more likely than secondary leaders to have found out about the LUP through a colleague (38% vs. 13%).

STEM teachers were more likely to have heard about the LUP through Department for Education communication channels (16% vs. 7% of non-STEM teachers).

There were some differences in the channels through which secondary leaders and teachers had found out about the LUP in March 2023 compared to June 2022, with fewer secondary leaders and teachers in March mentioning national and trade media (18% vs. 26% in June 2022).

More STEM teachers reported finding out about the LUP through Department for Education's communication channels in March 2023 (16%) compared to June 2022 (10%).

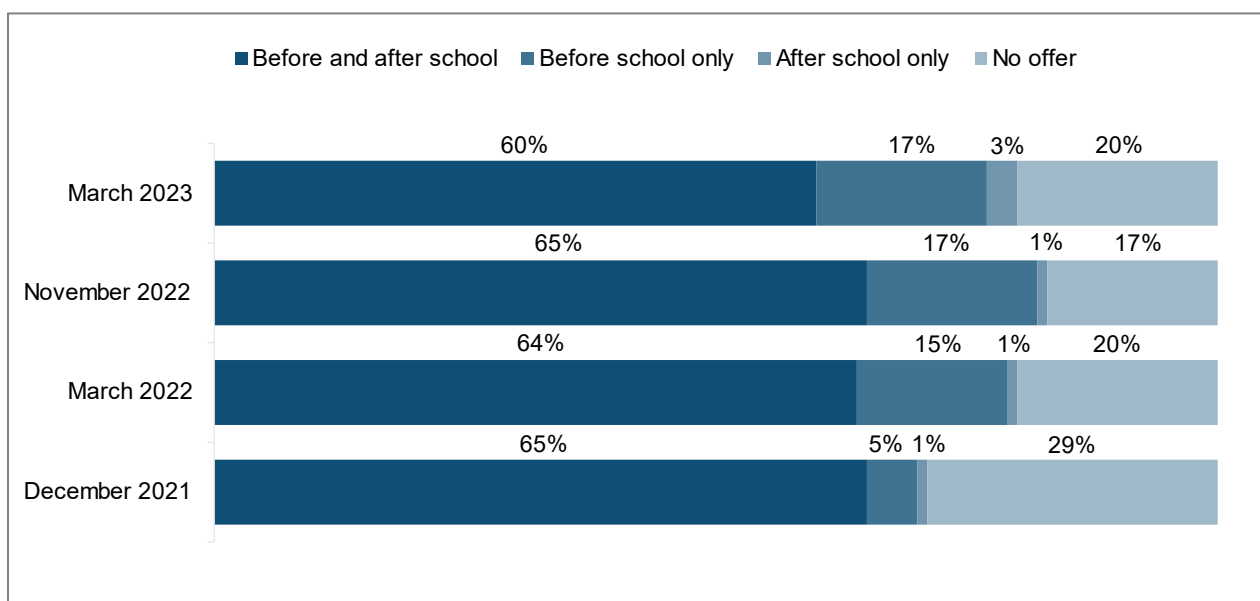
Wraparound childcare

This chapter looks at the wraparound childcare offer (before and after-school clubs) provided by primary schools, including whether parental demand and requirements are being met. The findings from this survey provide evidence to support the Government’s objective of ensuring schools can deliver face-to-face, high quality childcare options for parents and carers outside of normal school hours.

In line with findings from November 2022, four-in-five (80%) primary schools reported offering wraparound childcare either before and/or after school and three-in-five (60%) reported offering both before and after school childcare.

As shown in Figure 14, since December 2021 there has been a fall in the proportion of primary schools not offering any childcare (falling from 29% in late January 2021 to 20% in March 2023).

Figure 14. Whether primary schools offer wraparound childcare before school, after school or both (Schools weighting)



D1: Panel B primary leaders (n=355), November 2022 survey R1: Panel B primary leaders (n=459), March 2022 survey M1: Panel A primary leaders (n=294). December 2021 survey M1/M2: Panel A primary leaders (n=281).

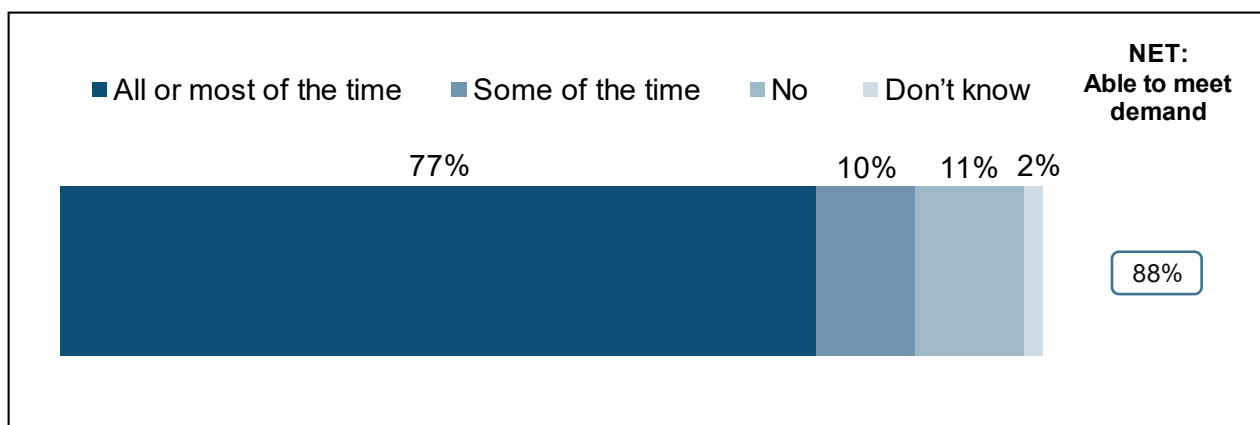
Source: School and College Panel, March 2023 survey

As in November 2022, primary schools with a high proportion of pupils eligible for FSM were less likely to offer after school provision (46% of schools with the highest proportion of pupils eligible for FSM vs. 71% with the lowest proportion).

Meeting demand

As shown in Figure 15, just over three-quarters (77%) of primary schools who offered wraparound childcare reported that they were able to ‘fully meet demand’ from parents for wraparound childcare all or most of the time in a typical school week⁶.

Figure 15. Whether primary schools are able to fully meet demand for wraparound childcare (Schools weighting)



D2: Panel B primary leaders offering wraparound childcare (n=285).

Source: School and College Panel March 2023 survey

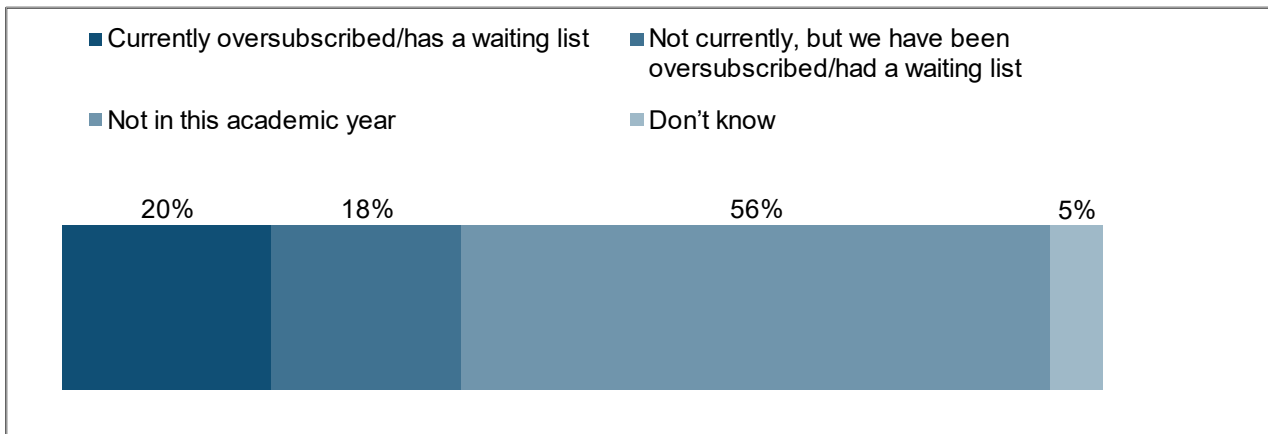
Among primary schools unable to fully meet demand for wraparound childcare all or most of the time, around half cited not having enough space on the school premises or being unable to recruit enough staff (both 49%). Around a third (36%) said the cost was prohibitive for their school.

Oversubscription

A fifth of primary schools (20%) offering wraparound childcare reported currently being oversubscribed or having a waiting list. A further near fifth (18%) reported having previously been oversubscribed or having had a waiting list this academic year. Around half of schools (56%) reported having neither been oversubscribed nor having a waiting list in this academic year.

⁶ ‘Fully meeting demand’ was defined as being able to meet the amount of spaces requested by parents.

Figure 16. Whether primary schools have been oversubscribed or had a waiting list for wraparound childcare (Schools weighting)



D4: Panel B primary leaders offering wraparound childcare (n=285). ‘Currently oversubscribed’ (13%) and ‘Currently has a waiting list’ (15%) were two separate codes in the survey. The chart represents those that answered either. Full code text for ‘not currently but has this academic year’ was ‘Not currently, but has had *either* this academic year’.

Source: School and College Panel March 2023 survey

Primary schools with the lowest proportion of pupils eligible for FSM were more likely to be currently oversubscribed (24% vs. 13% overall).

Catering to requirements

Just under two-thirds (64%) of primary schools offering wraparound childcare reported they were able to ‘fully cater to all parents’ requirements’. This was defined as ‘meeting parents’ expectations for what wraparound childcare will entail’.

Among the quarter of schools (24%) that were unable to cater to all requirements, 70% said their hours of provision did not meet some parents’ needs, 63% said they could not provide the type of provision some parents wanted, and 22% reported their cost was too high for parents.

National Plan for Music Education

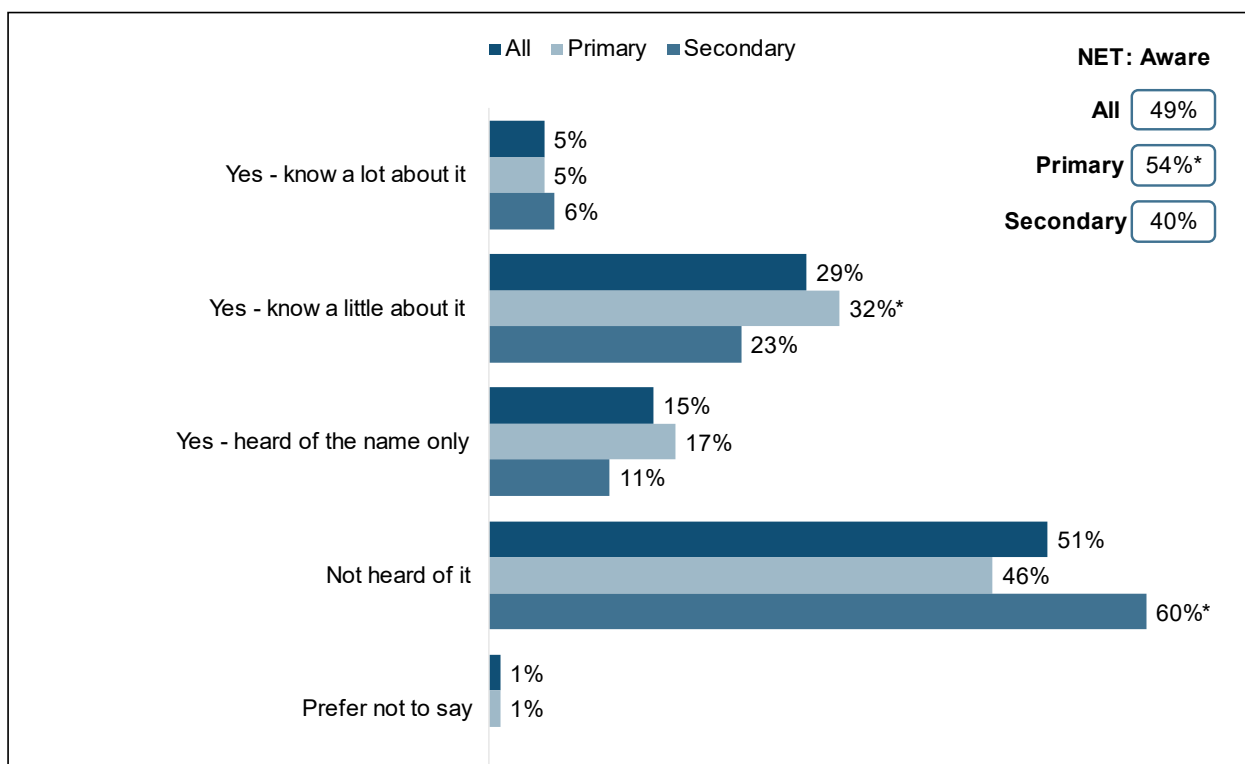
Music is a statutory subject in the national curriculum for all children in primary school and for the first three years of secondary (from key stage 1 to 3). The Department for Education's policy is that music education is an important part of the curriculum and is essential for the development of children and young people due to its positive impact on wellbeing, confidence, and communication skills. The music education questions asked in previous waves of the SCP supported the development of the National Plan for Music Education (NPME), published in June 2022. The NPME set out the government's vision for music education.⁷

The Department for Education is committed to monitoring and evaluating the ambitions of the NPME. The data collected in this survey will help to monitor progress, help ascertain the extent to which schools are aware of and following the guidance and give some insight into how, and whether, schools are working with their local Music Hubs.

As shown in Figure 17, around a half (49%) of school leaders were aware of the NPME. Of all school leaders, 5% reported they knew a lot about it and 29% reported they knew a little about it, but 15% knew of the NPME by name only.

⁷ [The power of music to change lives - A National Plan for Music Education \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Figure 17. Whether school leaders are aware of the National Plan for Music Education (Individual weighting)



J1: Panel A Leaders (n=529). *Indicates significant difference between primary and secondary schools.

Source: School and College Panel, March 2023 survey

Primary leaders were more likely than secondary leaders to say they were aware of the NPME (54% vs. 40% respectively).

Implementing the National Plan for Music Education

Just over half (56%) of schools aware of the NPME had implemented or begun to implement changes to their music education as a result. Overall, this equates to three-in-ten (29%) of all schools, with primary schools more likely than secondary schools to have implemented, or begun to implement, changes (30% of all primary schools vs. 20% of all secondary schools).

Music Development Plan

A Music Development Plan aims to capture the music curriculum, co-curricular and enrichment offer within a school, and sets out how it will be staffed and funded. One of the ambitions of the NPME is for all schools to have a Music Development Plan in place by academic year 2023/24.

Around four-in-ten (42%) schools had a Music Development Plan in their school at the time of the March 2023 survey, 49% of schools did not, and 9% were unsure either way.

Primary schools were more likely to have a Music Development Plan than secondary schools (44% vs. 35% respectively). However, as context, three-in-ten (30%) secondary schools responded 'don't know' to whether they currently had a Music Development Plan, compared to just 5% of primary schools.

Schools with the highest proportion of pupils eligible for FSM were more likely than average to have a Music Development Plan (52% vs. 42% overall).

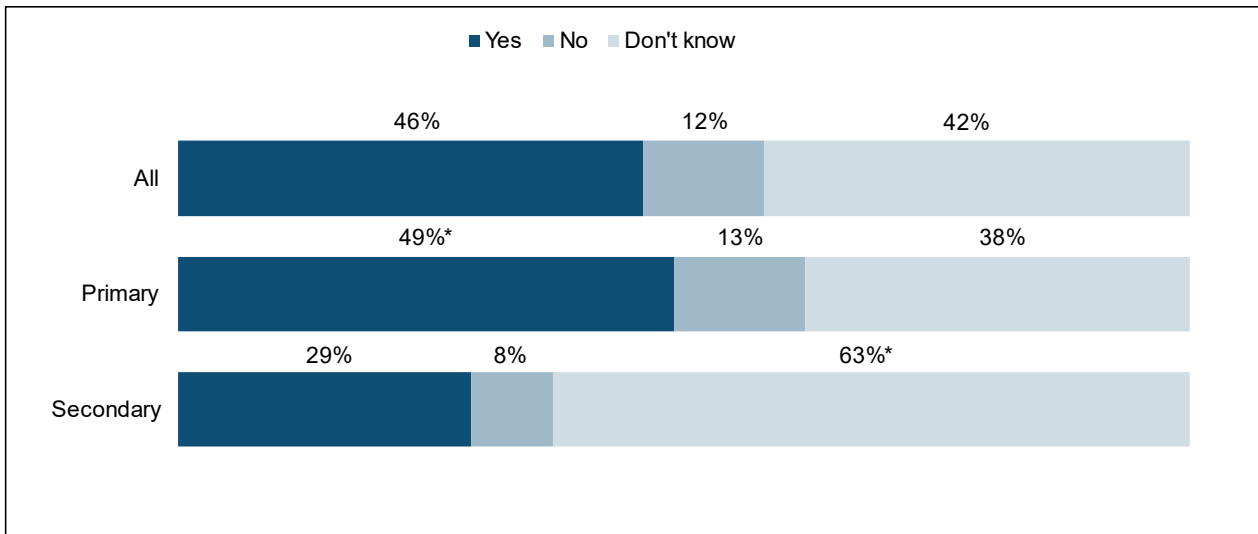
In schools where the leader was aware of the NPME, it was more likely for the school to have a Music Development Plan, compared to schools whose leaders had not heard of the NPME (47% vs. 37% respectively).

Implementing Music Development Plans

Of schools which had a Music Development Plan in place, around nine-in-ten (91%) intended to review their plan for the next academic year.

Of schools which did not have a Music Development Plan in place, just less than half (46%) reported they intended to put one in place for the next academic year (2023/2024), although 12% said they did not intend to do this. As shown in Figure 18, just over four in ten schools (42%) could not say either way what their intentions were in terms of a Music Development Plan.

Figure 18. Schools plans to put a Music Development Plan in place next academic year (Schools weighting)



J4_put: Panel A Leaders without a Music Development Plan in their school (n=316). *Indicates significant difference between primary and secondary schools.

Source: School and College Panel, March 2023 survey

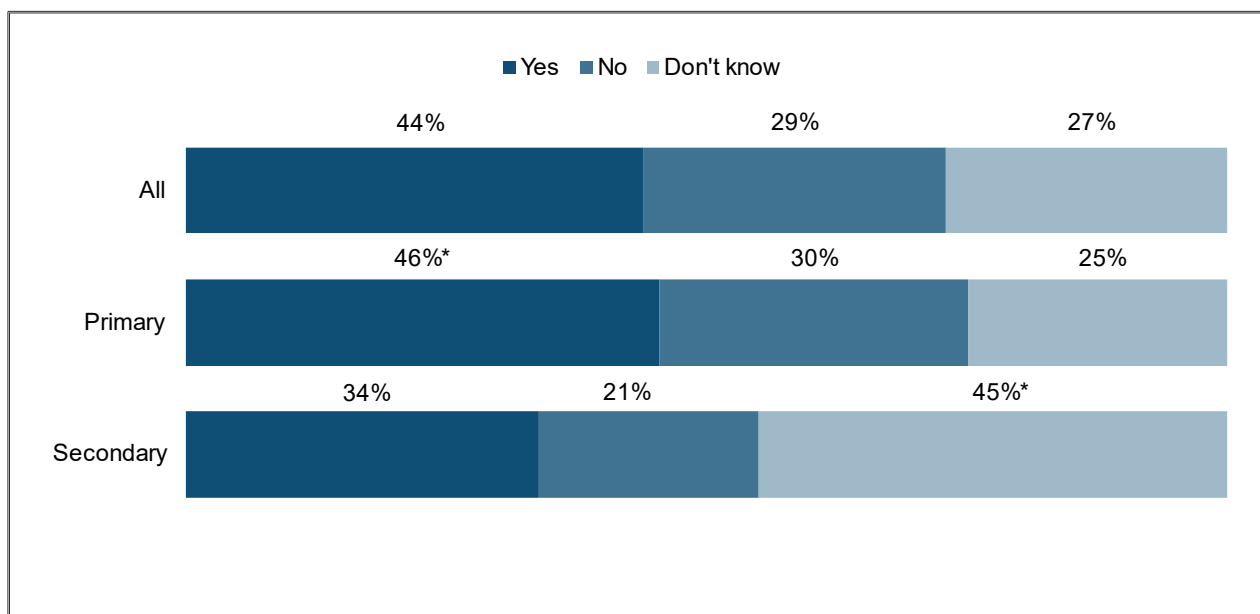
Primary schools that did not have a Music Development Plan were more likely to report that they intended to put one into place during the next academic year, compared to secondary schools without a Music Development Plan (49% vs. 29% respectively). Almost two thirds (63%) of secondary schools without a Music Development Plan did not know if they would be putting one into place.

Music Hubs

Music Hubs are groups of organisations, such as local authorities, community organisations or volunteer groups, supporting music education provision such as CPD, whole class music and instrument lessons, singing strategies, choirs, and an affordable instrument loan service.

As shown in Figure 19, more than four-in-ten (44%) schools which had, or planned to have, a Music Development Plan reported that they had used their local Music Hub to prepare their Plan or were intending to use their local Music Hub for this purpose.

Figure 19. Use, or planned use, of Music Hubs to prepare Music Development Plans (Schools weighting)



J5: Panel A Leaders that have, or plan to have a Music Development Plan (n=343). *Indicates significant difference between primary and secondary schools.

Source: School and College Panel, March 2023 survey

Primary schools were more likely to use, or plan to use, a local Music Hub when developing a Music Development Plan, compared to secondary schools (46% vs. 34% respectively, though again secondary schools were more likely to be unsure of what the situation had been and to answer 'don't know').

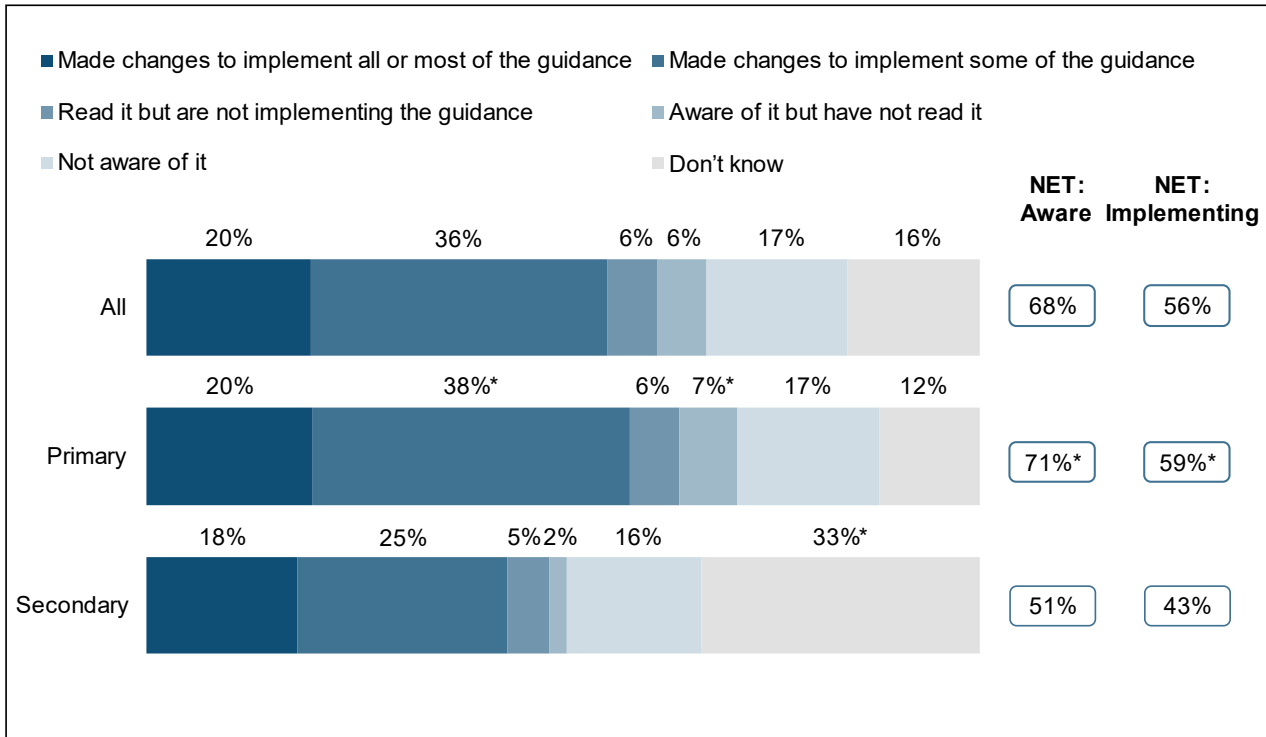
Schools with the highest proportion of pupils eligible for FSM were more likely to report using, or planning to use, their local Music Hubs when developing their Music Development Plan, compared to schools with the lowest proportion of pupils eligible for FSM (49% vs. 30% respectively).

Model Music Curriculum

The Model Music Curriculum published in March 2021 is non-statutory guidance for schools to help teach music at key stages 1, 2 and 3.

Two thirds (68%) of schools were aware of the Model Music Curriculum, and more than half (56%) were implementing the guidance. The full breakdown is shown in Figure 20 below.

Figure 20. The impact of the Model Music Curriculum (Schools weighting)



J6: Panel A Leaders: All (n=529); Primary (n=311); Secondary (n=218). *Indicates significant difference between primary and secondary schools.

Source: School and College Panel, March 2023 survey

Overall, primary schools were more likely than secondary schools to be aware of the Model Music Curriculum (71% vs. 51%), and be implementing it (59% vs. 43%). Secondary schools were most likely to report they did not know about the impact of the Model Music Curriculum on their school (33% vs. just 12% of primary schools).

Music copyright in schools

These questions were asked to understand schools' needs around use of copyrighted music. The results will inform decisions about what the Department for Education includes in the copyright licensing scheme, which has for the past ten years been the Department for Education's approach to centrally procuring copyright licences on behalf of schools, ensuring legal compliance and saving time and money.

Just under one-in-five (18%) schools reported that they record music recitals or school concerts featuring copyrighted music to make available to those associated with the school.⁸ Two thirds (68%) of schools said they did not, and 13% were unsure either way.

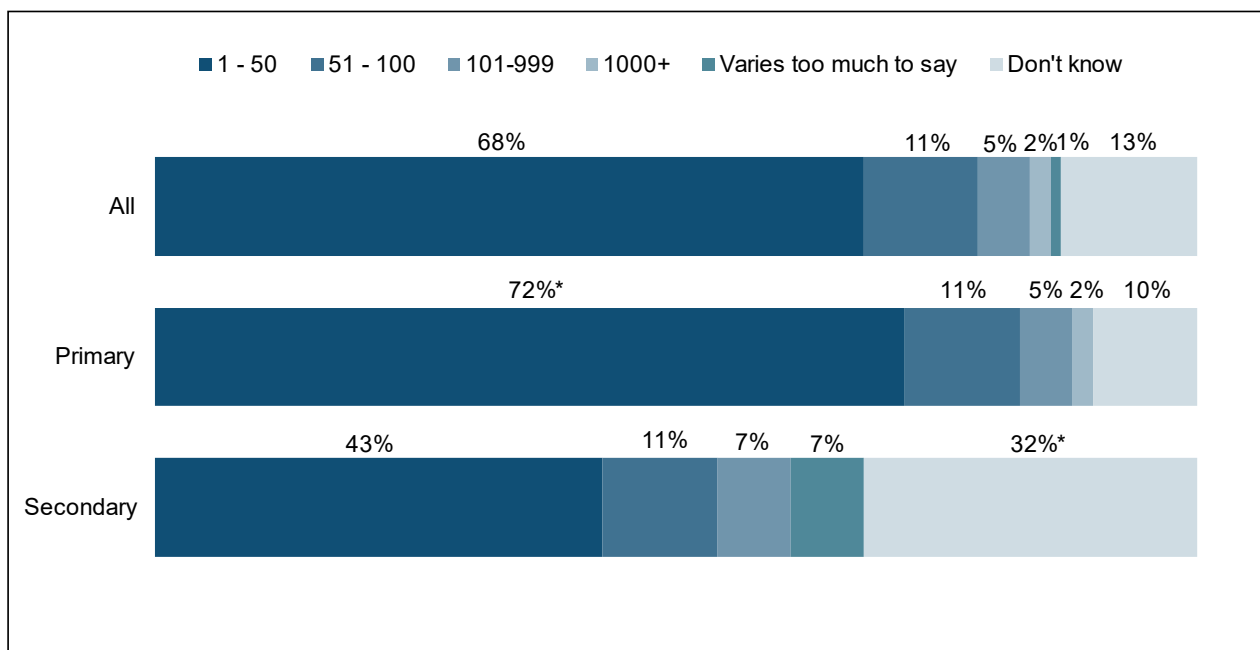
Within phase, 15% of secondary schools and 19% of primary schools said they ever recorded music recitals or school concerts featuring copyrighted music. Secondary schools were twice as likely as primary schools (23% vs 11%) to report that they did not know if their school recorded music recitals/school concerts featuring copyrighted music.

Of schools that made copies of their music recitals or school concerts, two thirds (68%) made between 1 and 50 copies per year. That said there was a range of answer options given, as shown in Figure 21.⁹

⁸ By copyrighted music, we mean music that is exclusively owned by someone. This gives the owner exclusive rights to redistribution, reproduction and licencing of the music.

⁹ Schools were asked to provide their best estimate.

Figure 21. Number of copies of music recitals or school concerts schools make per year (Schools weighting)



H2: Panel A Leaders that distribute copyrighted music All (n=91); Primary (n=57); Secondary (n=34).
 *Indicates significant difference between primary and secondary schools. NB. Respondents were given options of '501-750' and '751-1000' in the survey. These codes have been combined for the above chart.

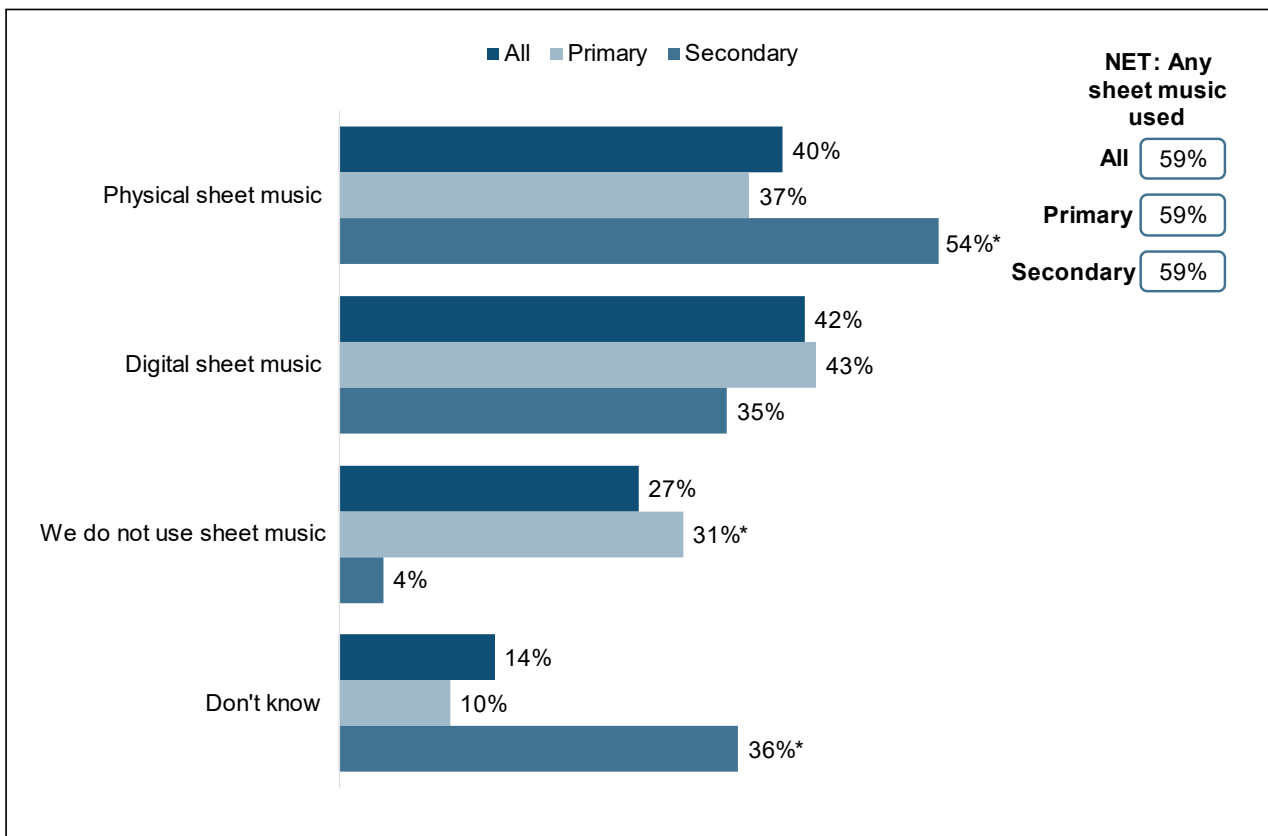
Source: School and College Panel, March 2023 survey

Primary schools were more likely than secondary schools to say that they only made 1-50 copies (72% vs 43%), however secondary schools were less able to answer the question (32% said they did not know and 7% that it varies too much vs. 10% and 0% respectively for primary schools).

Format of sheet music in schools

As shown in Figure 22, around three-in-five (59%) schools reported that they used any type of sheet music to aid learning in their music lessons or in their extracurricular music activities. This included 40% of schools using physical sheet music, and a similar proportion of 42% using a digital format. Around a quarter (27%) of schools reported not using sheet music at all.

Figure 22. Type of sheet music used by schools in music lessons or extracurricular music activities (Schools weighting)



H3: Panel A Leaders All (n=529); Primary (n=311); Secondary (n=218). *Indicates significant difference between primary and secondary schools.

Source: School and College Panel, March 2023 survey

Similar proportions reported using *only* physical sheet music (17%) or *only* digital sheet music (20%).

Primary schools were significantly more likely to report they did not use any form of sheet music compared to secondary schools (31% vs 4% respectively); however secondary schools were far more likely to report that they did not know if sheet music was used in their school (36% vs. 10% of primary schools). Overall, secondary schools were more likely to use physical sheet music compared to primary schools (54% vs. 37% respectively).

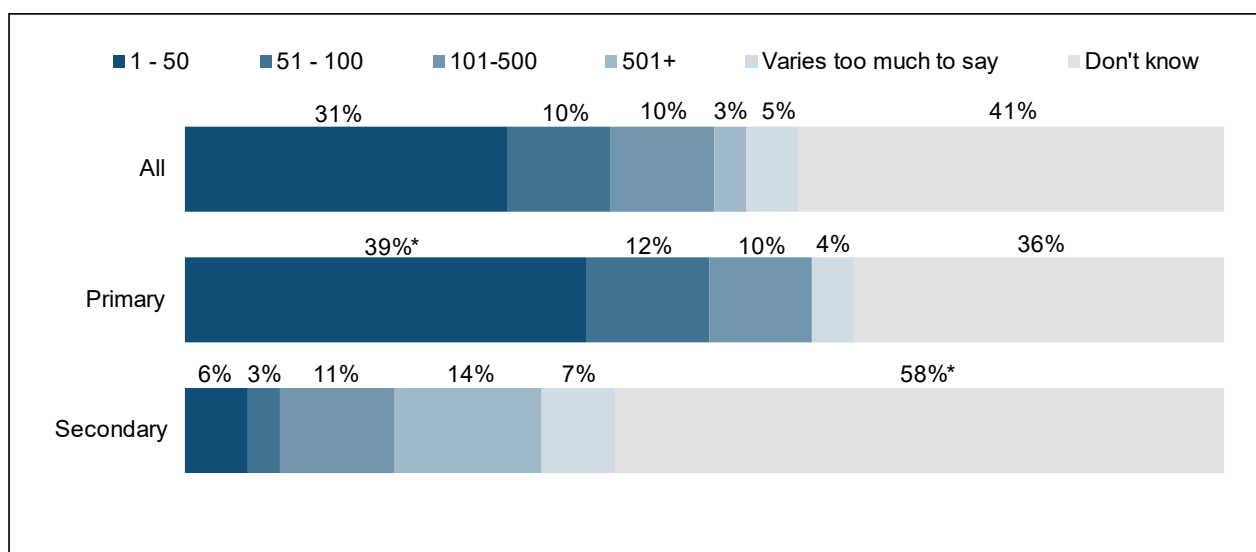
Physical sheet music

Of schools using physical sheet music (40%) to aid learning in their music lessons or in their extracurricular music lessons, there was a broadly similar proportion who reported that the amount of physical sheet music used in their school in the last two academic years has increased as decreased (17% said it had increased, 20% that it had

decreased). Around two-in-five (41%) of these schools reported that the amount of physical sheet music used in the last two academic years had remained the same, and 22% did not know if the amount had changed, in either direction.

For schools that only use physical sheet music to aid learning (as opposed to using both physical and digital sheet music), four-in-ten (41%) reported that they make 100 or less copies per year. At the other end of the scale 3% said they made 501 or more copies per year, and a sizeable proportion (41%) could not provide an estimate, as shown in Figure 23.

Figure 23. Number of copies of physical sheet music which schools make per year (Schools weighting)



H5: Panel A Leaders that use physical sheet music to aid learning only: All (n=103); Primary (n=50); Secondary (n=53). *Indicates significant difference between primary and secondary schools. NB. Respondents were given the options of '501-750' and '751-1000' in the survey – these codes have been combined in the above chart.

Source: School and College Panel, March 2023 survey

Primary schools were far more likely than secondary schools to make 100 or less copies of physical sheet music per year (50% vs. 10% respectively). In contrast, 14% of secondaries produced 501 or more copies of physical sheet music per year; no primary schools reported producing this amount.

Digital sheet music

Of schools using digital sheet music to aid learning in their music lessons or in their extracurricular music lessons, around half (47%) of schools reported that the amount of digital sheet music used in their school in the last two academic years had increased. Three-in-ten (30%) schools reported that the amount of digital sheet music used had

remained the same, and 6% report it had decreased. Around a fifth (18%) schools did not know if the amount had changed, in either direction.

The proportion of schools reporting an increase in the use of digital sheet music was similar between primary and secondary schools (46% and 51% respectively). Primary schools were more likely than secondary schools to report that the situation had stayed the same (33% vs. 10% respectively), whilst secondary schools were twice as likely to report that they did not know (32% vs. 16% primary schools).

Climate action plans

A key initiative of DfE's sustainability and climate change strategy for education is 'sustainability leadership and climate action plans'. The strategy states: "By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan". Additionally, the strategy commits to supporting and facilitating reporting of carbon emissions. The findings from this report will serve as a baseline in terms of how many education settings are already reporting emissions and have some sort of sustainability leadership and plan in place. Monitoring these questions will allow the Department to gauge how well the rollout of this policy has been and help decide whether further action needs to be taken to achieve these commitments.

This chapter covers whether schools and colleges are monitoring and reporting on their carbon emissions, whether they have a plan or strategy for sustainability or climate change and what this looks like.

Monitoring carbon emissions

Almost one-fifth (18%) of primary and secondary schools monitor their carbon emissions. Just over half (53%) do not monitor carbon emissions and 29% did not know whether they monitored them.

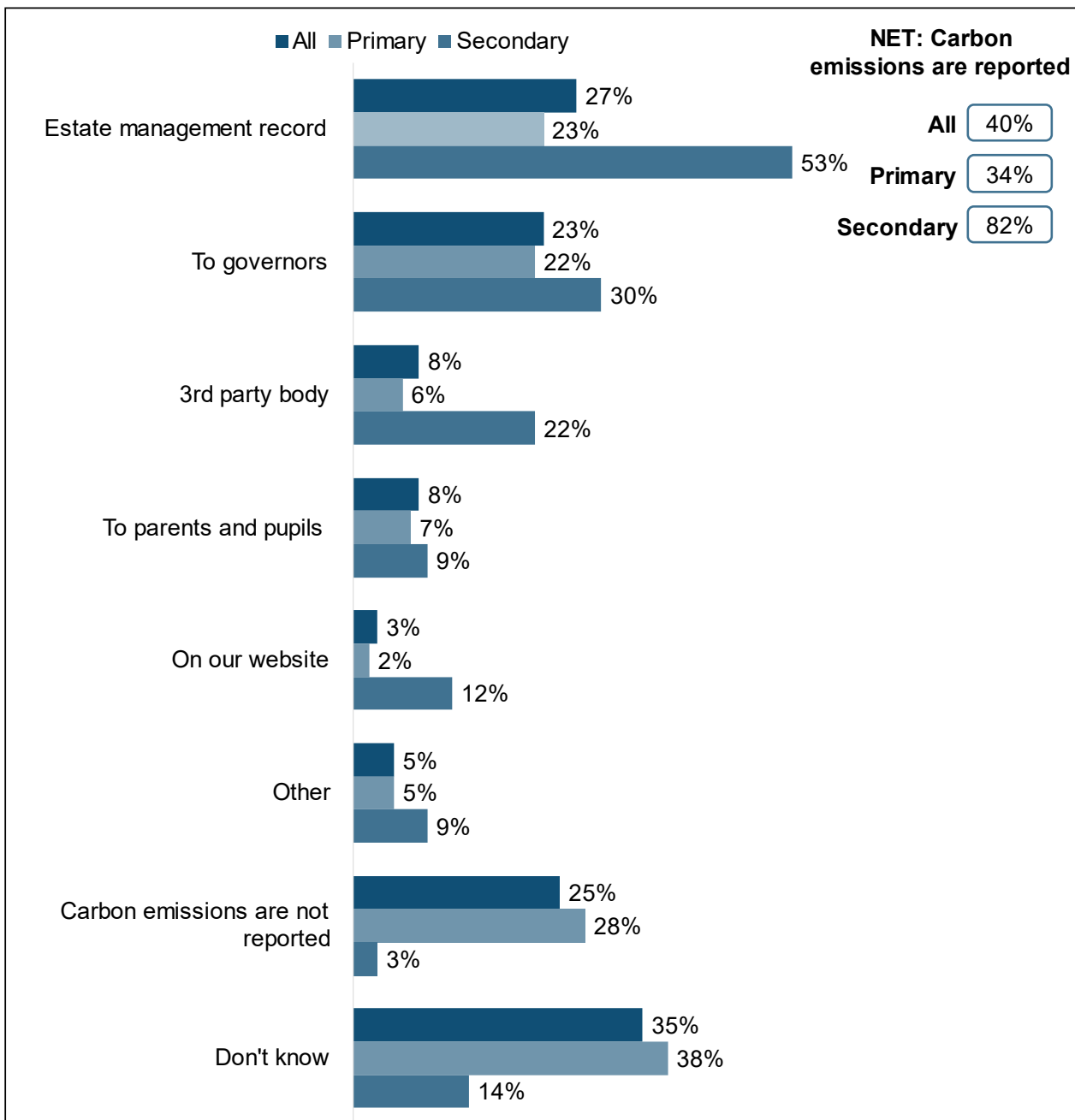
Primary schools were more likely than secondary schools to say they monitored their carbon emissions (19% vs. 13% respectively). Three-fifths (61%) of colleges monitored carbon emissions with 16% saying they did not and 23% saying they were unsure either way.

Reporting carbon emissions

Almost nine-in-ten (86%) of all schools reported that they did not monitor their carbon emissions, or that they monitored them but did not report them anywhere. Overall, 7% of schools claimed to monitor and report their carbon emissions, and 6% were unsure about the situation.

Of the primary and secondary schools who monitored their carbon emissions, the most common ways that schools reported on their emissions was using the estate management record (27%) and to their governors (23%). Under one in ten (8%) reported on their emissions to a 3rd party body such as the Energy Savings Opportunity Scheme (ESOS) or the Streamlined Energy and Carbon Reporting (SECR) or to parents and pupils.

Figure 24. Where, if at all, do schools report carbon emissions (Schools weighting)



F2: Panel B leaders that monitor carbon emissions (n=93), primary leaders that monitor emissions (n=67), secondary leaders that monitor emissions (n=26)

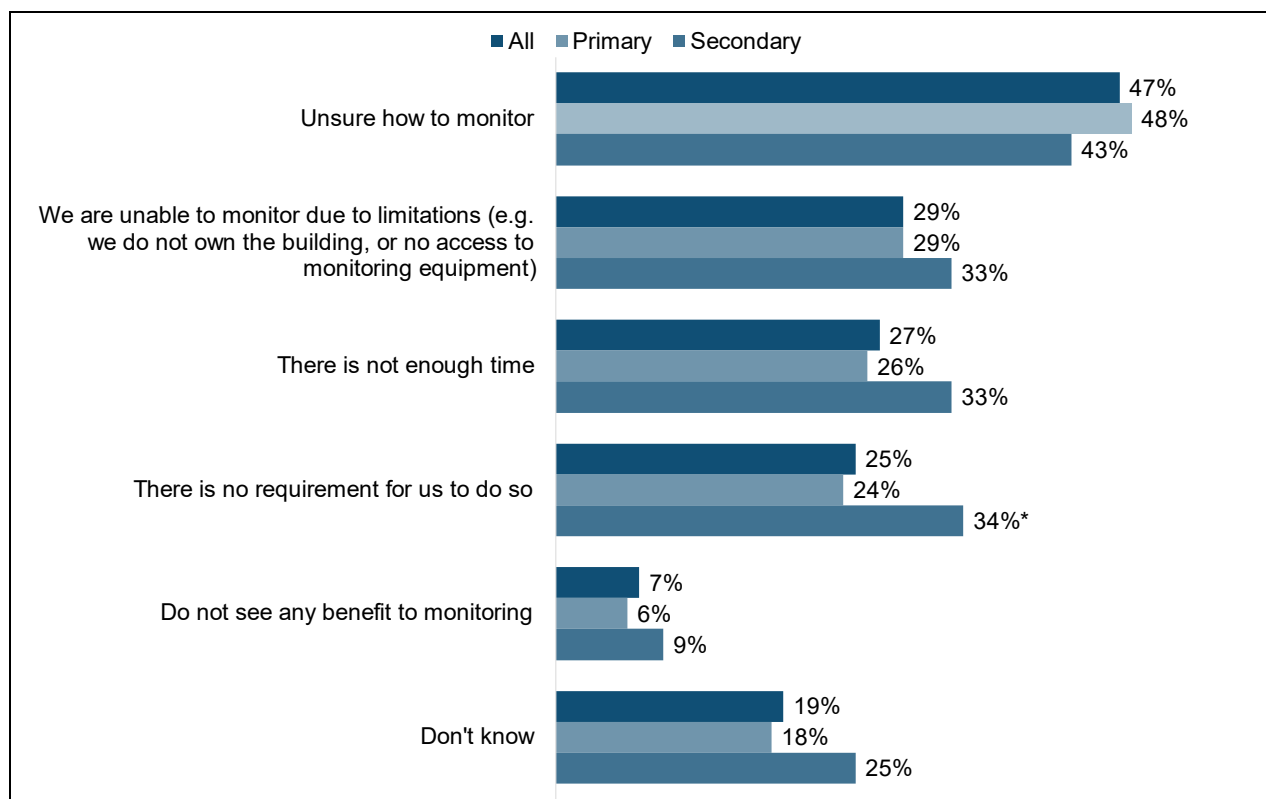
Source: School and College Panel, March 2023 survey

Reasons for not reporting carbon emissions

Of the 53% of primary and secondary schools that did not monitor their carbon emissions, almost half (47%) were unsure how to monitor them. Other common reasons given included being unable to do so due to limitations such as not owning the building or the right equipment (29%), not having sufficient time (27%) and no requirement to do so

(25%). This latter reason was more likely to be mentioned by secondary than primary schools (34% vs. 24%, as shown in Figure 25).

Figure 25. Why schools do not monitor carbon emissions (Schools weighting)



F3: Panel B leaders that do not monitor carbon emissions (n=307), primary leaders that do not monitor carbon emissions (n=185), secondary leaders that do not monitor carbon emissions (n=122). *Indicates significant difference between primary and secondary schools. Other (1%) not charted.

Source: School and College Panel, March 2023 survey

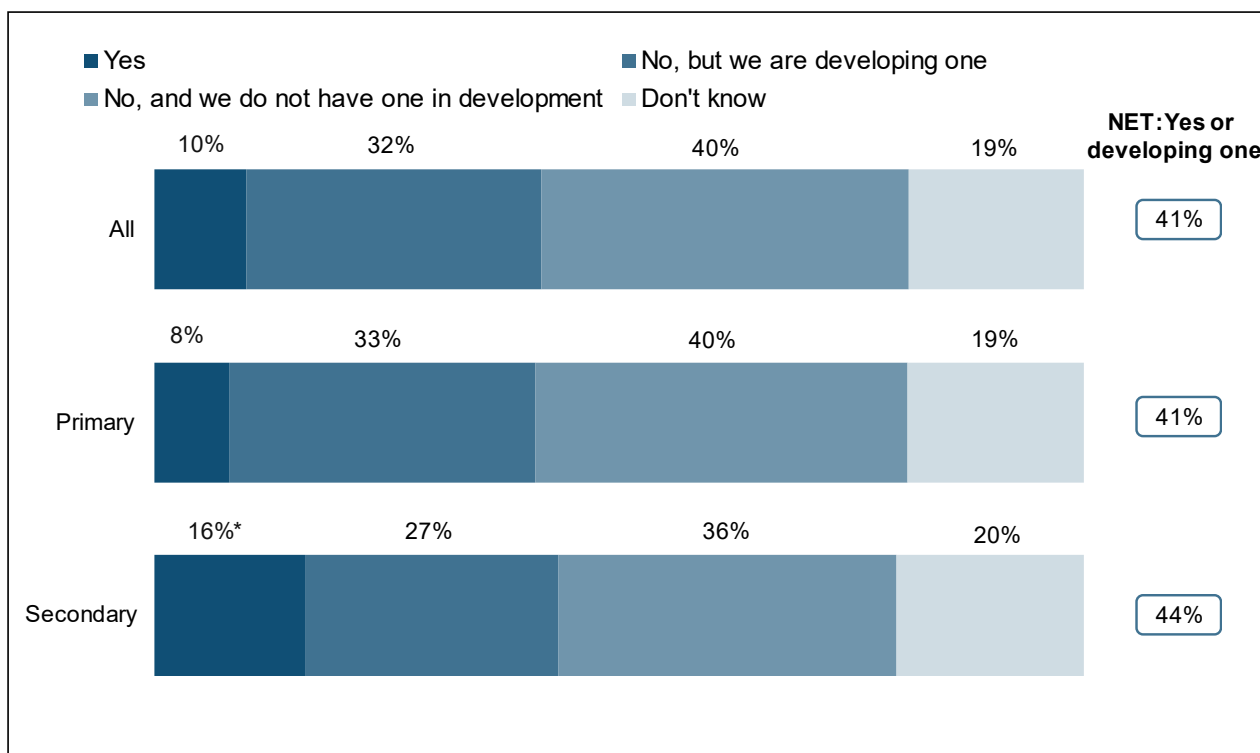
Nineteen colleges said that they monitored carbon emissions. Of those, 17 reported their emissions in some way - 16 reported them to governors, 8 reported them to the estate management record, 7 reported them on their website, 5 reported them to a third party body (such as the Energy Savings Opportunity Scheme), 2 reported them to parents and pupils and 2 did not know how they were reported.

Of the 5 colleges who did not monitor their carbon emissions, 2 were unable to monitor them due to limitations, 1 did not have enough time, 1 said there was no requirement to do so and 2 did not know why they were not monitored.

Sustainability leadership and climate action plans

One-in-ten (10%) schools had a formal plan for sustainability or climate change in place at the time of asking and a further three-in-ten (32%) were in the process of developing one. Four-in-ten schools (40%) did not have a plan, nor one currently in development.

Figure 26. Whether schools have a formal plan for sustainability or climate change (Schools weighting)



F4: Panel B leaders (n=563), primary leaders (n=355), secondary leaders (n=208). *Indicates significant difference between primary and secondary schools.

Source: School and College Panel, March 2023 survey

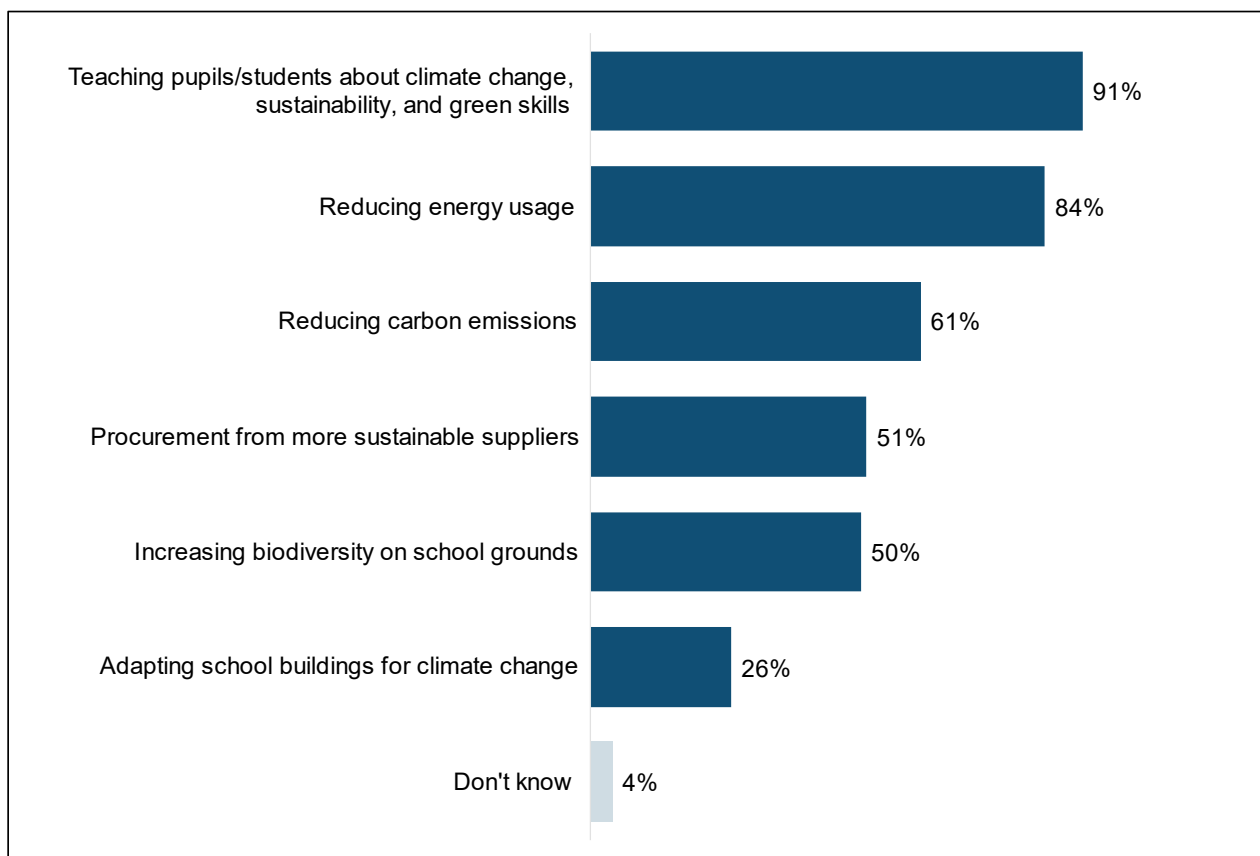
As shown by Figure 26, secondary schools were more likely than primary schools to have a formal plan for sustainability or climate change in place (16% vs. 8%).

Around half (52%) of colleges had a formal plan for sustainability or climate change in place at the time of asking, a further 16% were in the process of developing one and 13% did not have a plan, nor one currently in development. 19% of colleges did not know whether they had a plan in place.

Elements included

Most schools with sustainability or climate change plans incorporated teaching students about climate change, sustainability and green skills within the plan (91%), and reducing energy usage within the plan (84%) (Figure 27).

Figure 27. The elements that school plans for sustainability or climate change cover (Schools weighting)



F5: Panel B leaders with a formal plan for sustainability or climate change (n=62).

Source: School and College Panel, March 2023 survey

Colleges

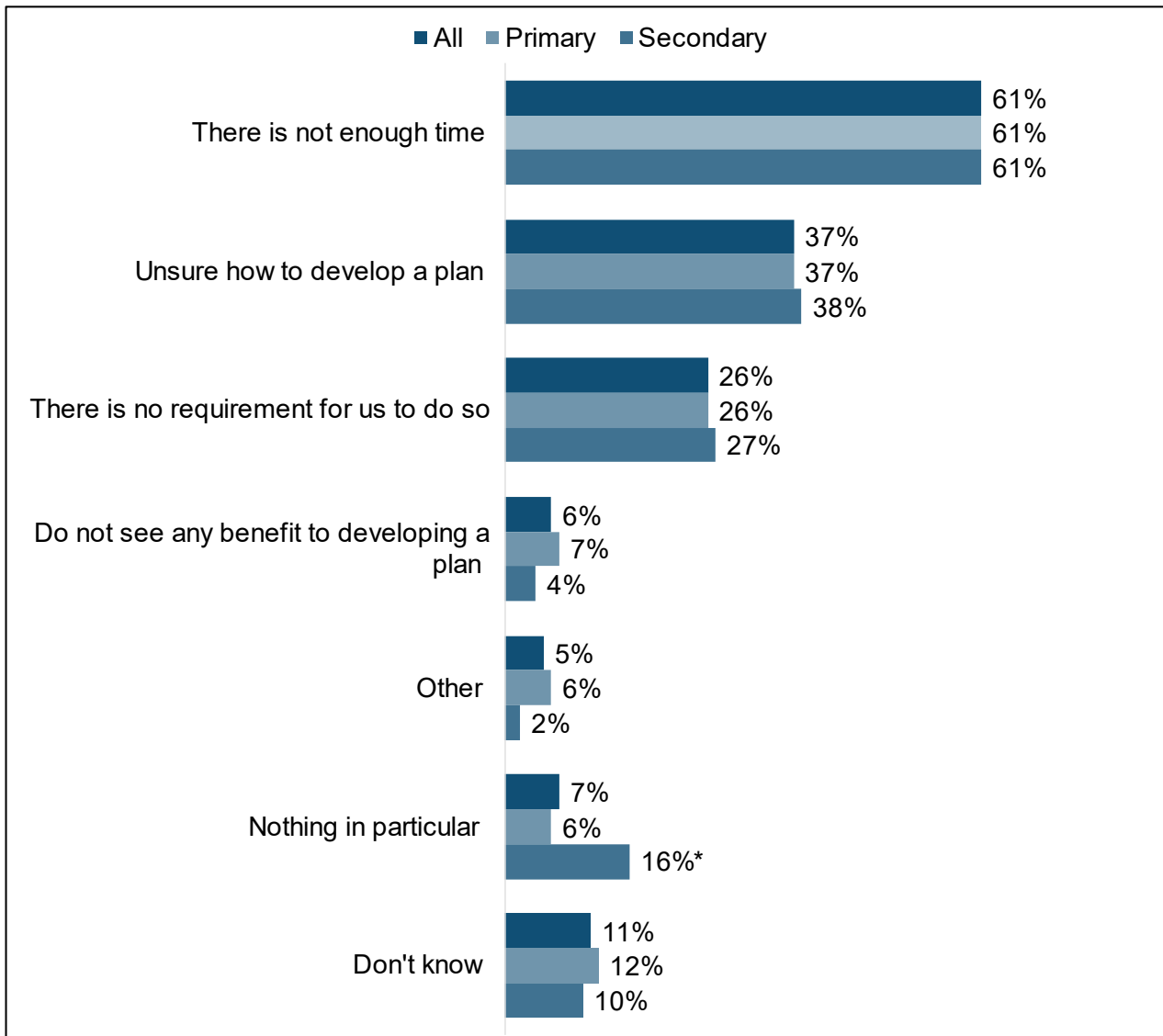
All 16 colleges with a sustainability or climate change plan in place covered teaching students about climate change, sustainability, and green skills in their plan. Almost all plans (15 out of 16) included reducing carbon emissions, 13 colleges said their plans included reducing energy usage, 11 that it included procurement from more sustainable suppliers and 10 that it included adapting buildings for climate change. Five included increasing biodiversity on college grounds.

Barriers to developing a climate action plan

Three-fifths (61%) of schools without a current plan or one in development reported that a lack of time prevented them from developing a plan. Other common reasons included schools being unsure how to develop a plan (37%) and no requirement for them to do so (26%).

As shown by Figure 28, secondary schools were more likely than primary schools to say that there was nothing stopping them developing a plan (16% vs. 6%).

Figure 28. What, if anything, has prevented schools from developing a plan for sustainability or climate change (Schools weighting)



F6: Panel B Leaders with no formal plan for sustainability or climate change (n=219), primary leaders with no formal plan for sustainability or climate change (n=144), secondary leaders with no formal plan for sustainability or climate change (n=75). *Indicates significant difference between primary and secondary schools.

Source: School and College Panel, March 2023 survey

Of the 4 colleges that did not have a plan in place and were not currently developing one, 2 said they did not have enough time to develop one and 1 said they did not see any benefit in doing so. One college said there was nothing in particular stopping them from developing a plan.

Designated leads for sustainability

Just over a quarter (28%) of schools had a designated lead for sustainability while 62% said they did not and 10% did not know if they had one. There was no significant difference in these findings by phase.

Around two-thirds (65%) of colleges had a designated lead for sustainability while 23% did not and 13% did not know if they had one.

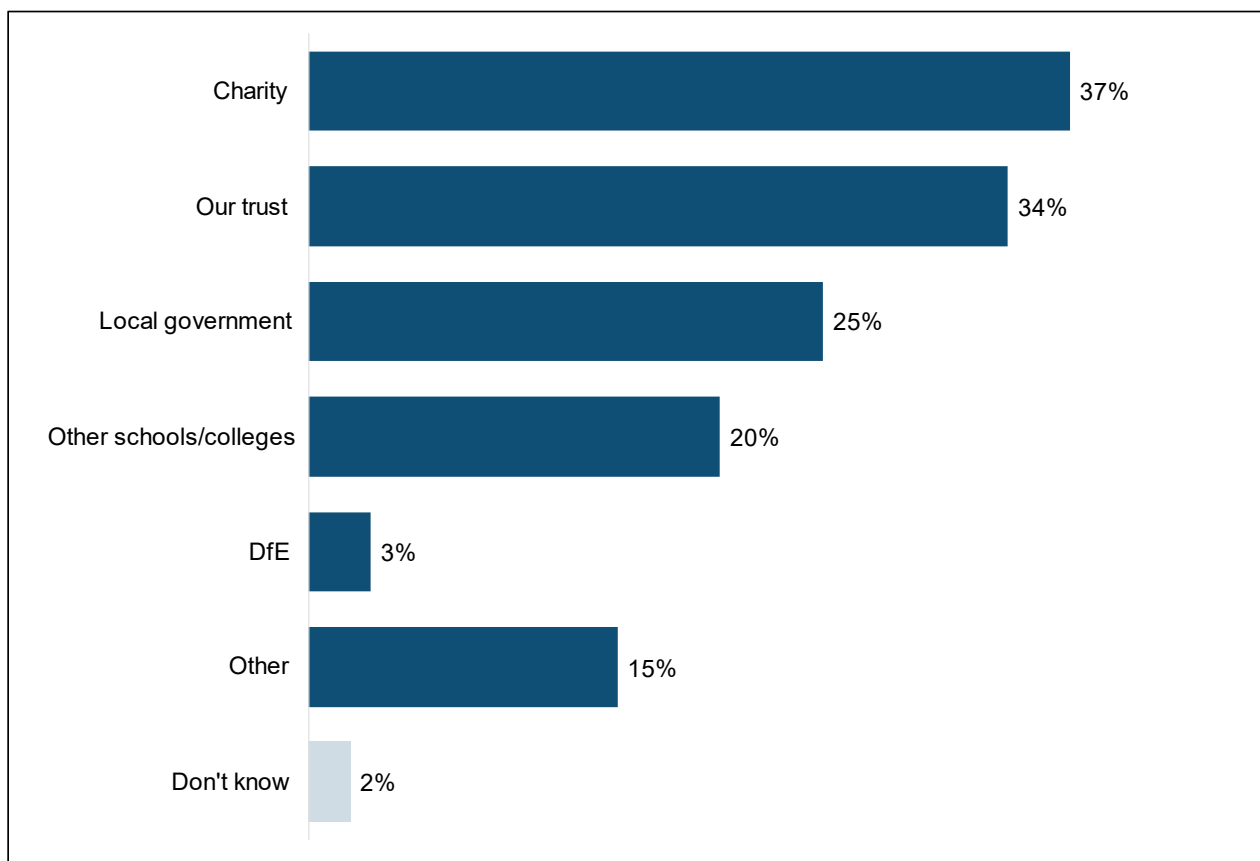
Collaboration on climate action plans or sustainability strategies

Around one-in-six schools (16%) were working with other organisations to develop a climate action plan or sustainability strategy. Most of the remainder (64%) said they were not and 20% were unsure either way.

There were no differences in these levels by phase.

Of the schools that were working with an organisation to develop a climate action plan or sustainability strategy, most commonly they were working with a charity (37%) or with their trust (34%), as shown by Figure 29. Again, there was no marked differences in these results by phase.

Figure 29. Organisations schools are working with to develop climate action plans or sustainability strategies (Schools weighting)



F9: Panel B Leaders currently working with any organisation to develop a climate action plan or sustainability strategy (n=84).

Source: School and College Panel, March 2023 survey

Around half (52%) of colleges were working with an organisation to develop a climate action plan or sustainability strategy. Around a quarter (26%) said they were not and 23% said they did not know if they were.

Six of the 16 colleges who were working with any organisations to develop a climate action plan or sustainability strategy were working with other schools or colleges and 5 were working with local government. Two said they were working with a charity, 1 was working with their trust, and 1 was working with DfE.

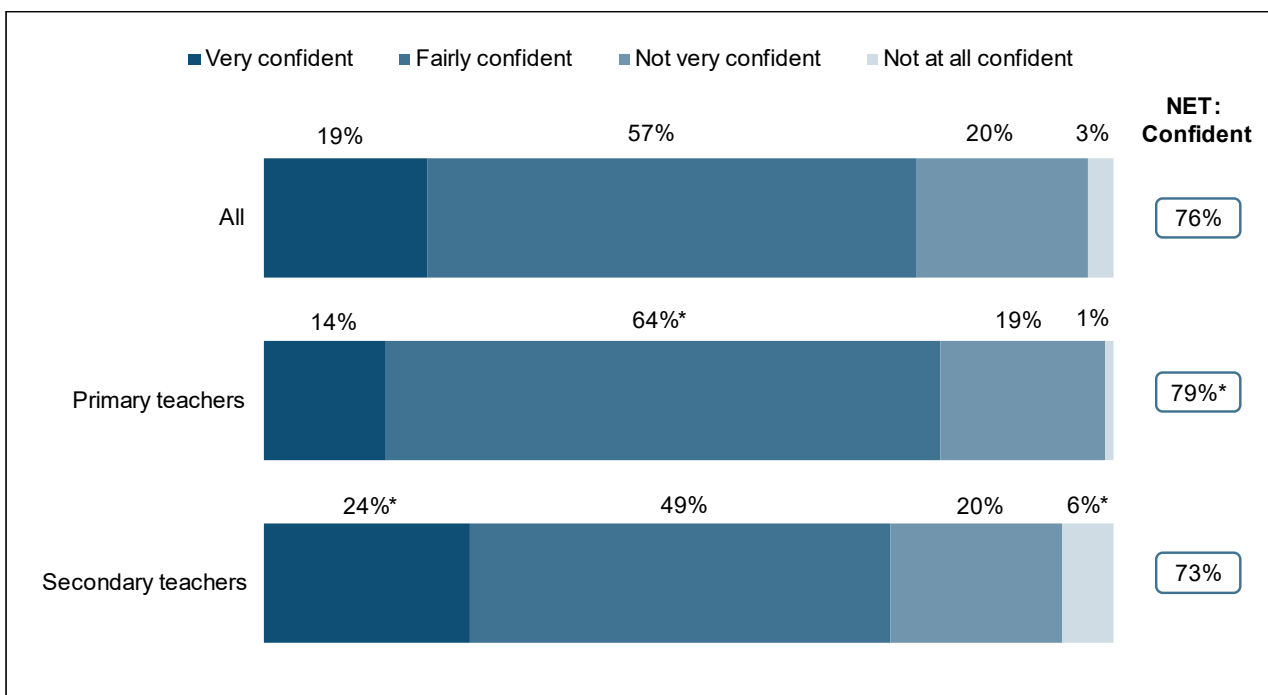
Confidence in teaching climate change topics

Following feedback from the sector about teacher confidence, the Sustainability and Climate Change Strategy sets out additional support for teaching about climate change. This includes CPD, and quality assured, freely accessible teaching resources. The ongoing monitoring of these questions will help the Department understand whether the support provided is increasing confidence.

Slightly under half (45%) of school teachers had personally taught content that included climate change in the current academic year. There was no significant difference in the proportion of teachers who had taught climate change compared to March 2022, when this question was last asked.

Overall, three-quarters (76%) of teachers felt confident teaching content on climate change, with 19% reporting that they felt ‘very’ confident.

Figure 30. Whether teachers are confident teaching content that includes climate change (Individual weighting)



G2: All Secondary teachers and panel A primary teachers (n=1,692), panel A primary teachers (n=535) and secondary teachers (n=1,157). Don't know not charted (2% or less). *Indicates significance between primary and secondary.

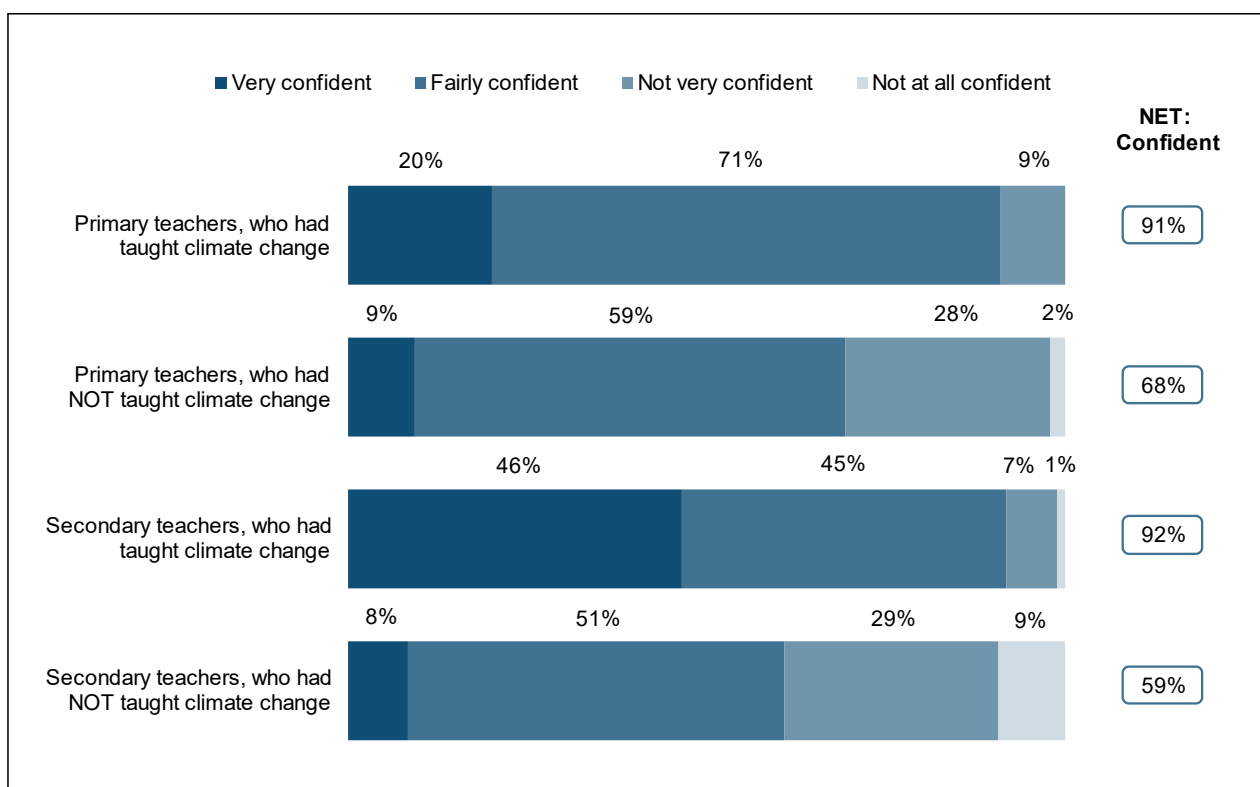
Source: School and College Panel, March 2023 survey

Overall, primary teachers were more confident than secondary teachers in teaching climate change content (79% vs. 73%). They were also less likely to report being ‘very confident’ (only 14% of primary teachers vs. 24% of secondary teachers).

Secondary STEM teachers¹⁰ were more likely than non-STEM teachers to report being confident in teaching climate change (77% vs. 70%). The gap was wider among those reporting they were ‘very confident’ (35% vs. 15%, respectively).

Teachers who had already taught on climate change this academic year were more likely to report being confident doing so than those who had not taught the subject (91% vs 63%). Amongst those who had taught the subject, it was secondary teachers who were more than twice as likely to feel ‘very’ confident teaching the subject (46% compared to 20% of primary teachers who had taught the subject).

Figure 31. Whether teachers are confident teaching about climate change (Individual weighting)



G2: Panel A primary teachers who had taught climate change (n=248), panel A primary teachers who had not taught climate change (n=285), all secondary teachers who had taught climate change (n=499), all secondary teachers who had not taught climate change (n=653). Don't know not charted (2% or less).

Source: School and College Panel, March 2023 survey

At the overall level, there was no change in teachers’ confidence teaching climate change content compared to March 2022, when this question was last asked. However, teachers were less likely to say they were ‘very’ confident about the subject (19% vs.

¹⁰ By STEM, we include teachers who teach Maths, Science, Design and Technology, IT/Computer Science.

23% in March 2022). This was even true for teachers with experience of teaching climate change (33% 'very' confident vs 40% 'very' confident in March 2022).

Around one in twenty (6%) of school teachers said they had received training in respect of teaching climate change. The proportion was higher for secondary teachers (9%) than primary teachers (4%). There was no difference in levels of training compared to March 2022.

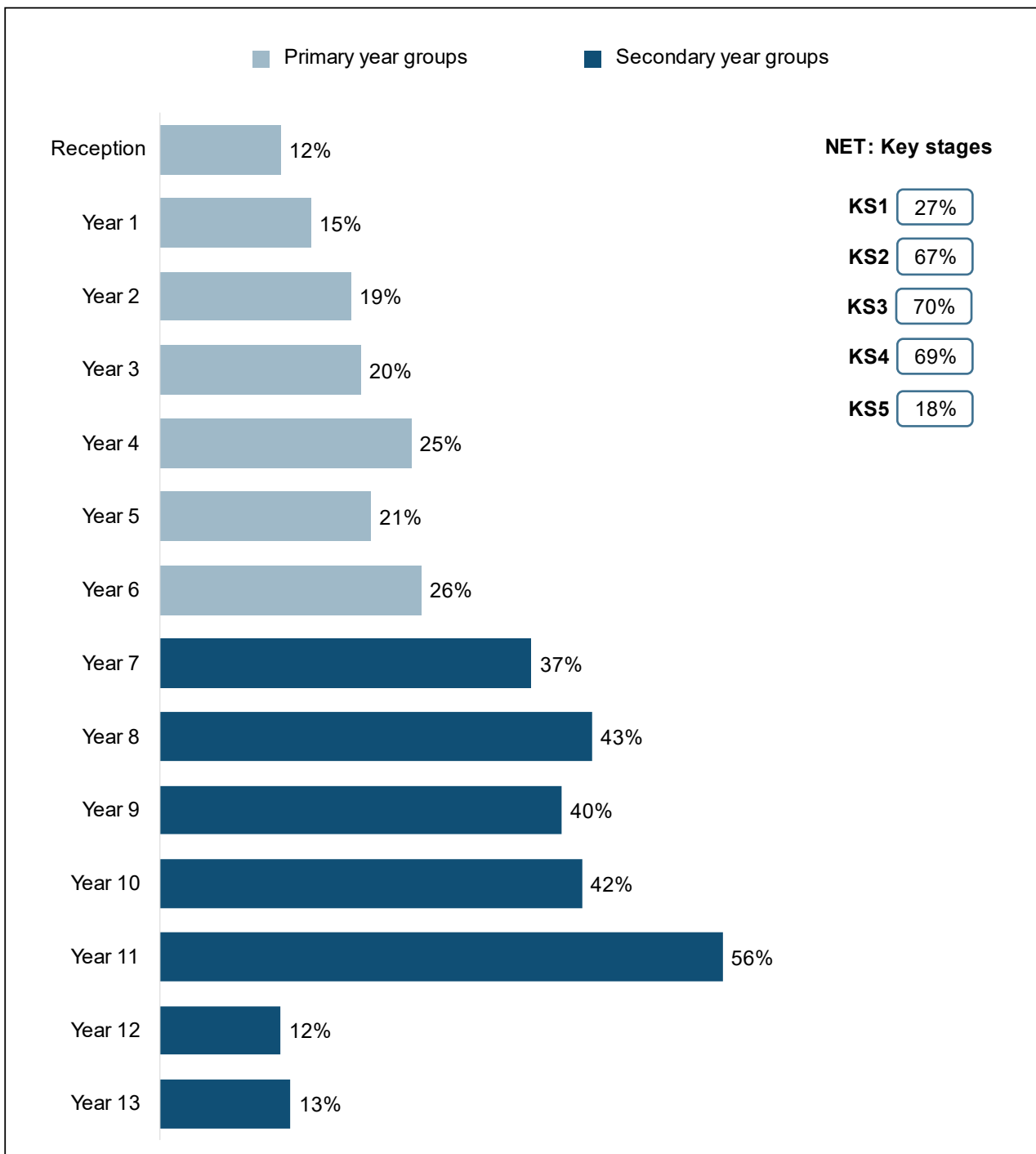
Over a third (38%) of college teachers said they had personally taught on climate change this academic year. Almost all (94%) of these college teachers felt confident teaching the subject (31% very confident and 63% fairly confident), whilst only 52% of those who had not taught the subject claimed they would feel confident.

Just over one in ten (13%) of college teachers said they had received any training on teaching about climate change.

Year groups

As Figure 32 shows, for both primary and secondary teachers, climate change is taught across a range of year groups. However, for primary teachers, it was most commonly taught in Year 6 (26%) and Year 4 (25%), and for secondary teachers it was most commonly taught in Year 11 (56%).

Figure 32. Year groups most frequently taught climate change content (Individual weighting)



G4: Panel A primary teachers who have taught any content that includes climate change (n=248) All Secondary teachers who have taught any content that includes climate change (n=499). NB. Percentages shown are within phase.

Source: School and College Panel, March 2023 survey

Around half of college teachers (53%) had taught climate change to Year 13, with a third (34%) teaching it to Year 12.

Use of remote teaching

Remote teaching is teaching from a different location (other than a school) to some, or all, pupils, for example, a teacher at home and pupils/students in a class or split between multiple classes. Remote teaching might include both recorded and live direct teaching. Schools' and colleges' were asked about their use of remote teaching and reasons for use, alongside barriers preventing them from using remote teaching more. This information will be used to inform the Department for Education's policy development in these areas.

School use of remote teaching

Around four-in-ten school leaders (42%) reported that their school had used remote teaching since September 2021¹¹, whilst 57% had not (and 1% answered don't know). Use of remote teaching was more commonly reported by secondary school leaders than primary school leaders (69% vs. 36%), as well as school leaders in urban rather than rural regions (44% vs. 32%).

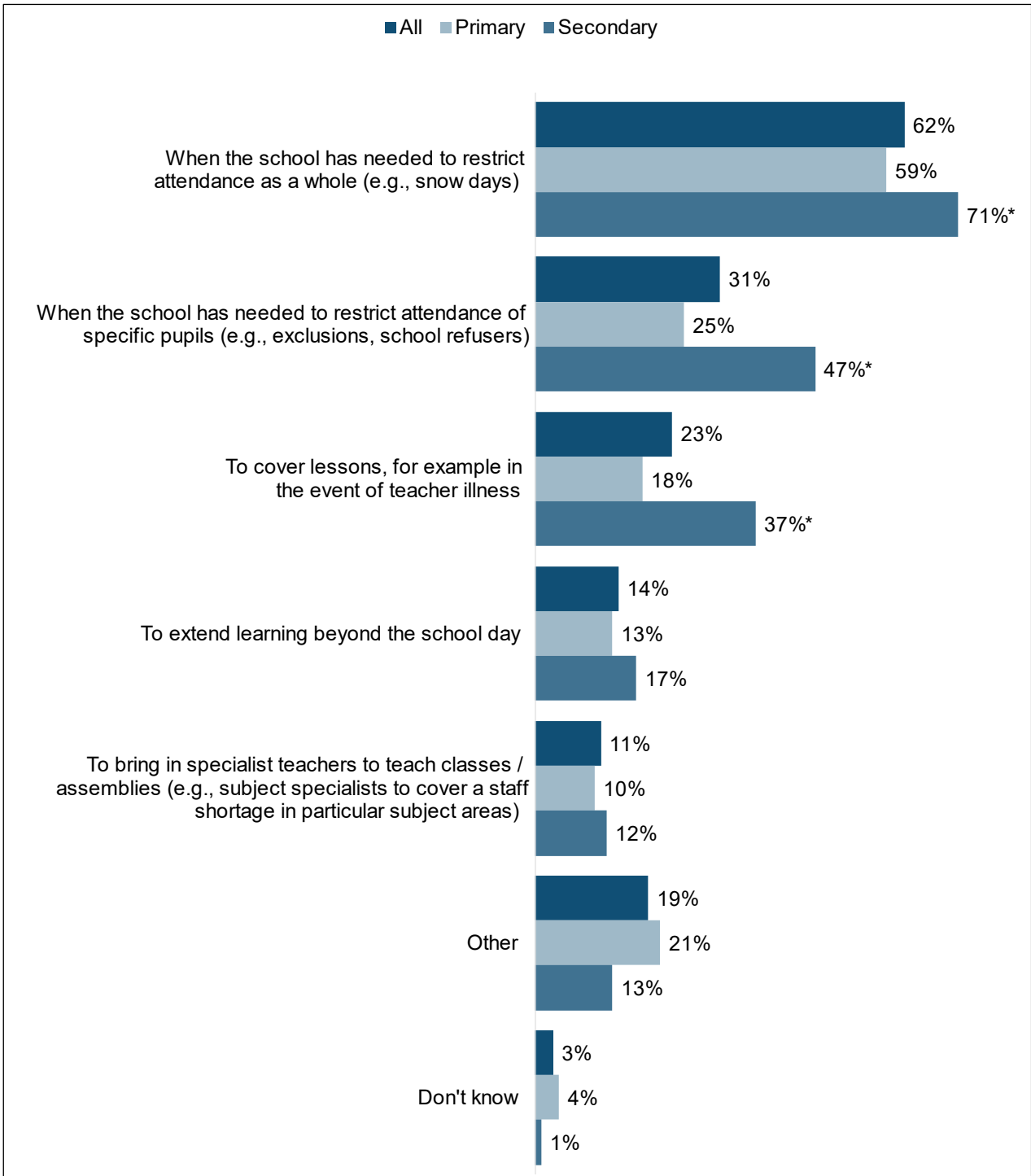
Most often, school leaders reported that remote teaching was used when the school had needed to restrict attendance as a whole, such as snow days (62% of schools using remote teaching), followed by when the school had needed to restrict the attendance of specific students (e.g. exclusions, school refusers)¹² (31%). The full list of reasons given by schools is shown in Figure 33.

Secondary school leaders were more likely to report using remote teaching than primary school leaders to restrict attendance as a whole, to restrict the attendance of specific pupils, and to cover lessons (e.g. in the event of teacher illness).

¹¹ Leaders were asked to respond in relation to September 2021, as the requirement to keep pupils in separate groups or 'bubbles', or routinely send home groups of pupils when one tested positive for COVID was dropped in September 2021.

¹² A school refuser is any student who is refusing to attend school as a result of a wide range of issues including bullying, physical or mental illness, trauma or unmet Special Education Needs and Disabilities.

Figure 33. Reasons given for using remote teaching (Schools weighting)



Q2: Panel B primary leaders who used remote teaching at their school (n=128), and Panel B secondary leaders who used remote teaching at their school (n=143), Overall base (n=271). *Indicates significant difference between primary schools and secondary schools.

Source: School and College Panel, March 2023 survey

Just under a fifth (19%) of school leaders cited an 'other' response. These other responses included to teach during teacher strike days, and to allow for teaching to take place when events such as transport strikes prevented attendance.

Colleges' views on remote teaching

Around two-thirds of college leaders (68%) reported that their college had used remote teaching since September 2021. Leaders cited different reasons for doing so, with 'covering lessons' (n=14¹³) being the most frequently mentioned reason.

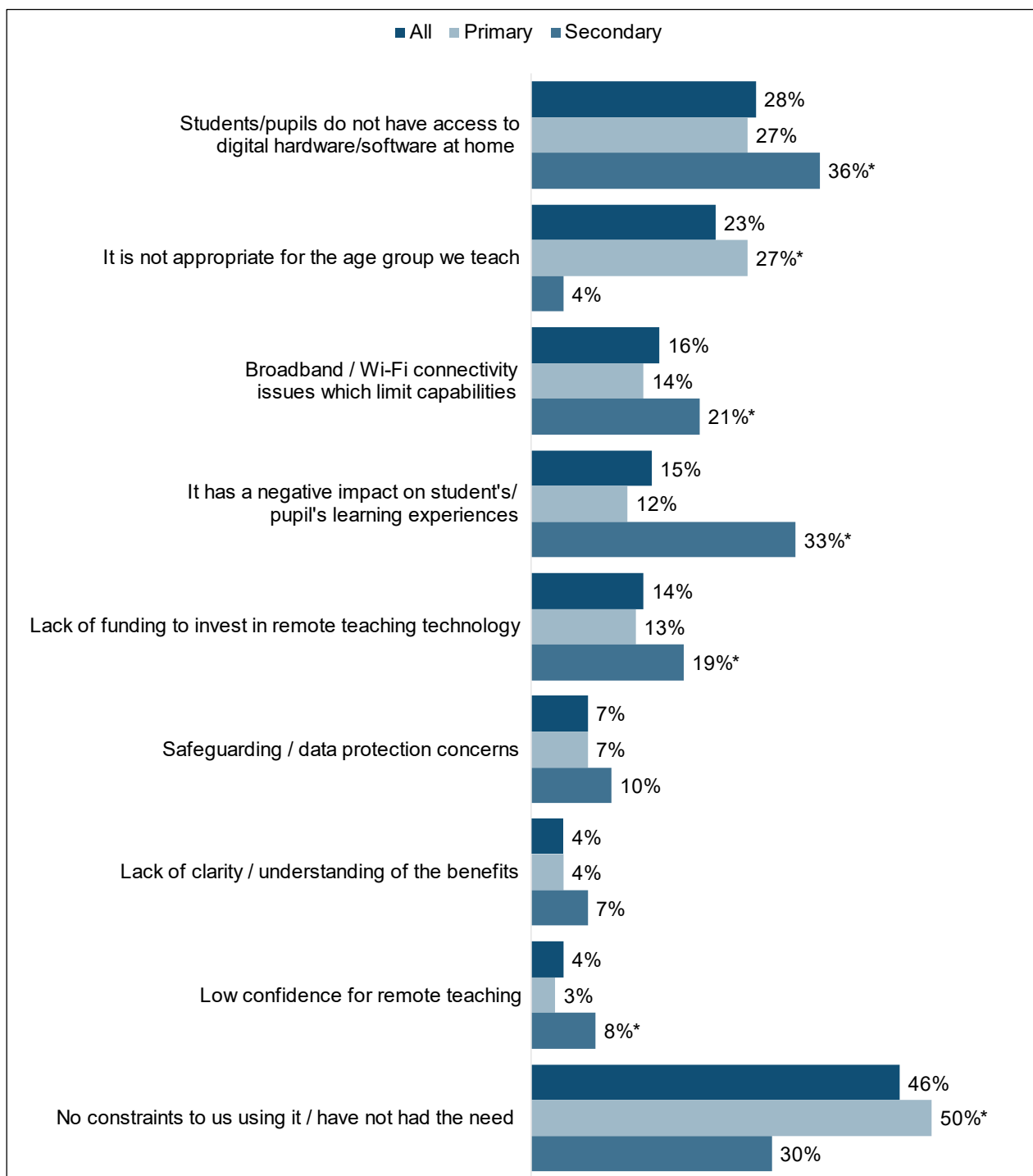
Three-in-ten (29%) FE leaders cited an 'other' response. Among these other reasons were when students or staff were unable to attend for other reasons, e.g. transport strikes, illness, or to teach during teacher strike days.

Barriers to use of remote teaching

School leaders were asked what, if anything, prevented remote teaching from being used more in their school. As shown in Figure 34, the most commonly reported reason was that pupils did not have access to digital hardware/software at home (28%), closely followed by it not being appropriate for the age group they teach (23%). Nearly a half (46%) of schools felt there were no constraints to using remote teaching, or that they did not need to use remote teaching.

¹³ Base size for this question was n=21 (FE leaders who have used remote teaching, one per FE institution).

Figure 34. Barriers which prevent schools from using remote teaching more (Schools weighting)



Q3: Panel B primary leaders (n=355), and Panel B secondary leaders (n=208), Overall base (n=563).

*Indicates significant difference between primary schools and secondary schools. Responses 3% or lower not charted; Lack of skills/knowledge for remote teaching (3%), ESFA funding regulations (<1%), Other constraints (3%), Don't know (3%).

Source: School and College Panel, March 2023 survey

Secondary school leaders were more likely than primary school leaders to cite students/pupils not having access to digital hardware/software at home, that remote teaching has a negative impact on student/pupil learning experiences, and that there was a lack of funding to invest in remote teaching technology.

Primary school leaders were more likely than secondary leaders to say remote teaching was not appropriate for the age group they teach.

Leaders of schools with the highest proportion of pupils eligible for FSM were more likely to report pupils not having access to digital hardware/software at home (36% vs. 20% of those with the lowest proportion).

Some differences were evident by Ofsted rating, with schools who had a 'requires improvement' Ofsted rating more likely to report the following as barriers preventing them from using remote teaching more:

- Pupils not having access to digital hardware/software at home (54% vs. 28% overall)
- Broadband/Wi-Fi connectivity issues which limit capabilities (32% vs. 16% overall)
- Lack of funding to invest in remote teaching technology (35% vs. 14% overall)

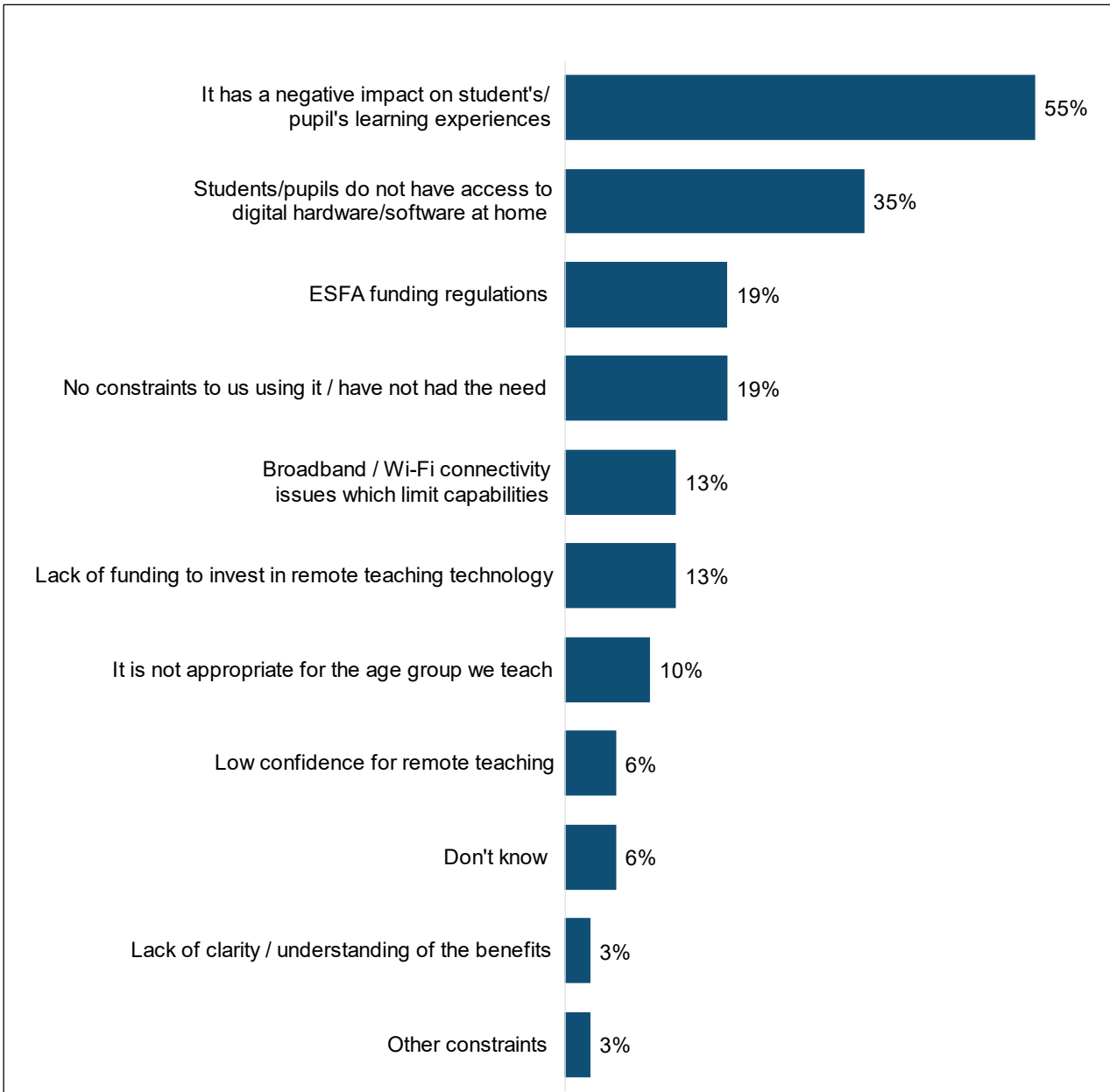
Schools in urban regions were more likely than those in rural regions to report pupils not having access to digital hardware/software at home (31% vs. 17% of rural schools). Overall schools in rural regions were more likely to say they had no constraints to using remote teaching, or that they had not had to use it (56% vs. 44% of urban schools).

Schools that had used remote teaching in the last 12 months were significantly more likely to report having at least one constraint that prevented them from using remote teaching more compared to those who had not used remote teaching (68% vs. 40%).

Colleges' views on barriers to use of remote teaching

College leaders reported that the main barrier preventing them from using remote teaching more was that it has a negative impact on students' learning experiences (55%), closely followed by students not having access to digital hardware/software at home (35%). The full list of responses is shown in Figure 35.

Figure 35. Barriers which prevent college leaders from using remote teaching more



Q3: FE leaders (1 per institution) (n=31) Safeguarding/data protection concerns not charted (0%).

Source: School and College Panel, March 2023 survey

Teachers

When the same questions around remote teaching were put to teachers, similar results to leaders were reported, with 46% of teachers saying their school had used remote teaching since September 2021, mostly to restrict attendance as a whole (71%). The most commonly reported barrier preventing teachers from using remote teaching in their school was again seen as the lack of pupil access to digital hardware/software at home (34%). Over a third of teachers (36%) reported no constraints to remote teaching.

Around two-thirds of college leaders and teachers (67%) had used remote teaching since September 2021, most commonly to restrict attendance as a whole (62% of college leaders and teachers who had used remote learning), followed by the need to cover lessons, for example in the event of teacher illness (53%). The top barriers preventing college leaders/teachers from using remote teaching more were concerns that it would have a negative impact on pupils' learning experiences (47%), closely followed by pupils not having access to digital hardware/software at home (45%).

Mental Health Support Teams (MHSTs)

In 2017, the Government published its 'Green Paper for Transforming children and young people's mental health',¹⁴ which detailed proposals for expanding access to mental health support for children and young people. One of the commitments in the paper was the establishment and roll out of Mental Health Support Teams (MHSTs).

Mental Health Support Teams are designed to promote and support the mental health and wellbeing of children and young people in primary, secondary and further education (ages 5 to 18). MHSTs have three core functions:

- to deliver evidence-based interventions for mild-to-moderate mental health issues;
- support the education settings' senior mental health lead¹⁵ (where established) in each school or college to introduce or develop whole school or college approach¹⁶ and;
- give timely advise to school and college staff, and liaise with external specialist service to help children and young people to get the right support and stay in education.

In March 2023, school leaders were asked about their awareness of, and involvement in, this programme. They were last asked this in January 2023.

Awareness

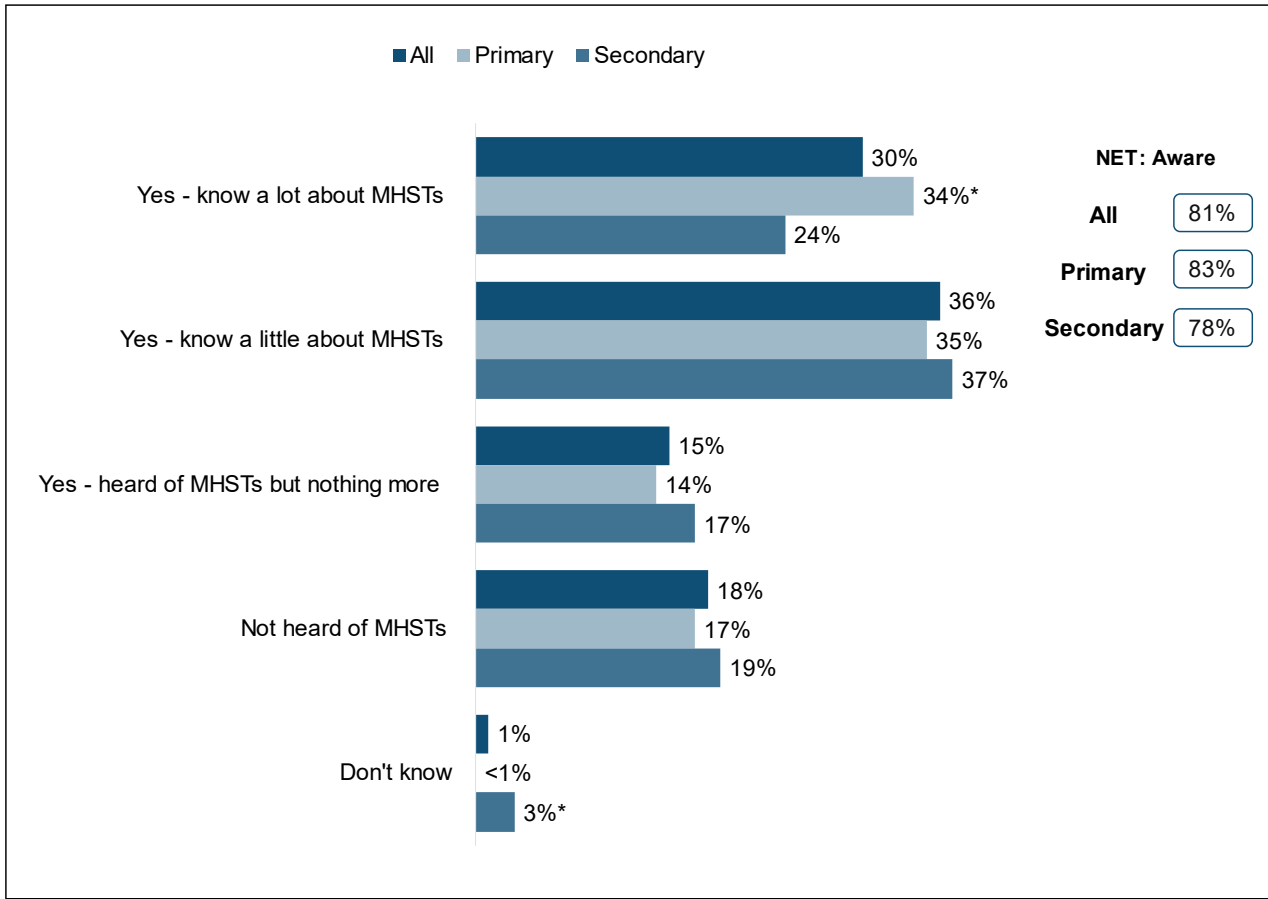
As shown in Figure 36, eight-in-ten (81%) school leaders in March 2023 were aware of MHSTs, with 30% knowing a lot about them.

¹⁴ <https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>

¹⁵ [Senior mental health lead training - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/senior-mental-health-lead-training)

¹⁶ [Promoting children and young people's mental health and wellbeing - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/promoting-children-and-young-peoples-mental-health-and-wellbeing)

Figure 36. Whether school leaders were aware of MHSTs (Individual weighting)



B1: Panel B leaders (n=563). *Indicates significant difference between primary and secondary.

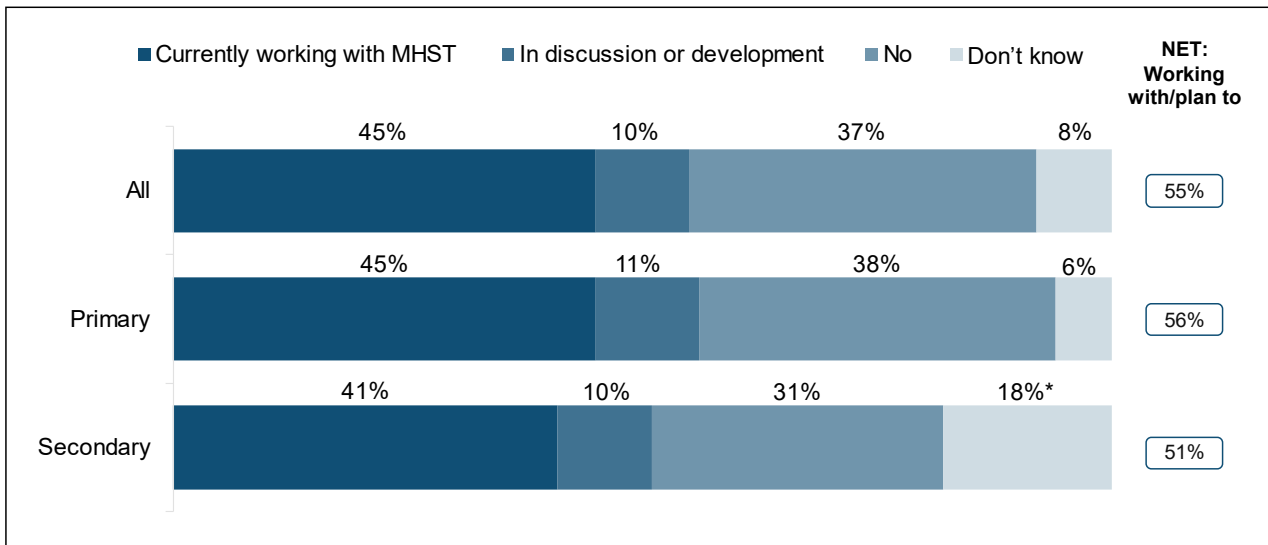
Source: School and College Panel March 2023 survey

Although comparisons in awareness between January 2023 and March 2023 should be treated with caution, as asking the question in the January wave may have increased awareness levels in itself leading to higher levels of awareness in the March wave, there has been a marked increase in awareness of MHSTs, increasing from 63% in January 2023 to 81% in March 2023 (an 18 percentage point increase).

Involvement and impact of MHSTs

Slightly under a half (45%) of all schools were currently working with an MHST, with a further 10% reporting that it was in development or discussion, as shown in Figure 37.

Figure 37. Whether schools are currently working with an MHST (schools weighting)



B2_rebased: Panel B Leaders (n=563). *Indicates significant difference between primary and secondary. NB. Question was initially asked to leaders that had heard of new MHST programme. Percentages shown are shown as rebased to all Panel B Leaders.

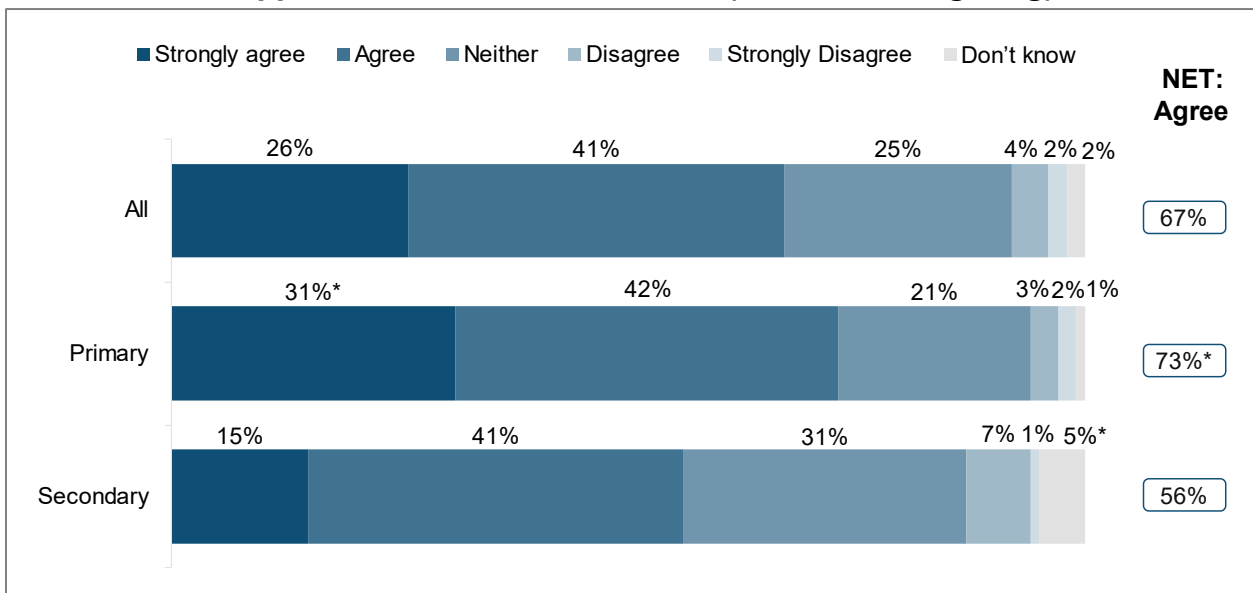
Source: School and College Panel March 2023 survey

Schools with the lowest proportion of pupils eligible for FSM were less likely to be currently working with an MHST (35% vs. 45% overall).

Around three-in-ten (29%) of colleges were currently working with an MHST, with a further quarter (23%) reporting that it was in development or discussion. Six of the 7 colleges that were aware of MHSTs but not currently developing an MHST plan said they were likely to work with an MHST if it was offered to them in the future, with just 1 reporting it was unlikely.

As shown in Figure 38, two-thirds (67%) of school leaders currently working with an MHST agreed that 'the MHST has provided better mental health and wellbeing support to pupils than would otherwise have been available'. This agreement was higher amongst primary leaders than secondary leaders (73% vs. 56%).

Figure 38. Whether schools agree that MHSTs have provided better mental health support than otherwise available (Individual weighting)



B4: Panel B Primary Leaders currently working with an MHST (n=159), Panel B Secondary Leaders currently working with an MHST (n=86), Overall base (n=245). *Indicates significant difference between primary and secondary.

Source: School and College Panel March 2023 survey

Almost all (94%) schools that had heard of the MHST programme, but were not currently developing a plan or working with an MHST, reported that they were likely to work with an MHST if it was offered to them in the future, with 56% reporting that this was ‘very likely’.

Of the 9 college leaders working with an MHST, 4 agreed that it ‘had provided better mental health and wellbeing support to students than would otherwise have been available’. The other college leaders were unsure about the impact; 4 responded ‘neither agree not disagree’, and 1 said ‘don’t know’.

Pupil and student mental health

This section covers teacher's confidence to identify behaviour that might be linked to mental health and know how to help or teach pupils and students with mental health and wellbeing needs. It also covers access to advice from professionals, confidence knowing how to access external support, and children and young people's access to that support when needed. The findings in this section will help to inform the Department for Education's understanding of how well teachers feel able to promote and support the mental wellbeing of children and young people, and how well they understand the support the Department for Education provides.

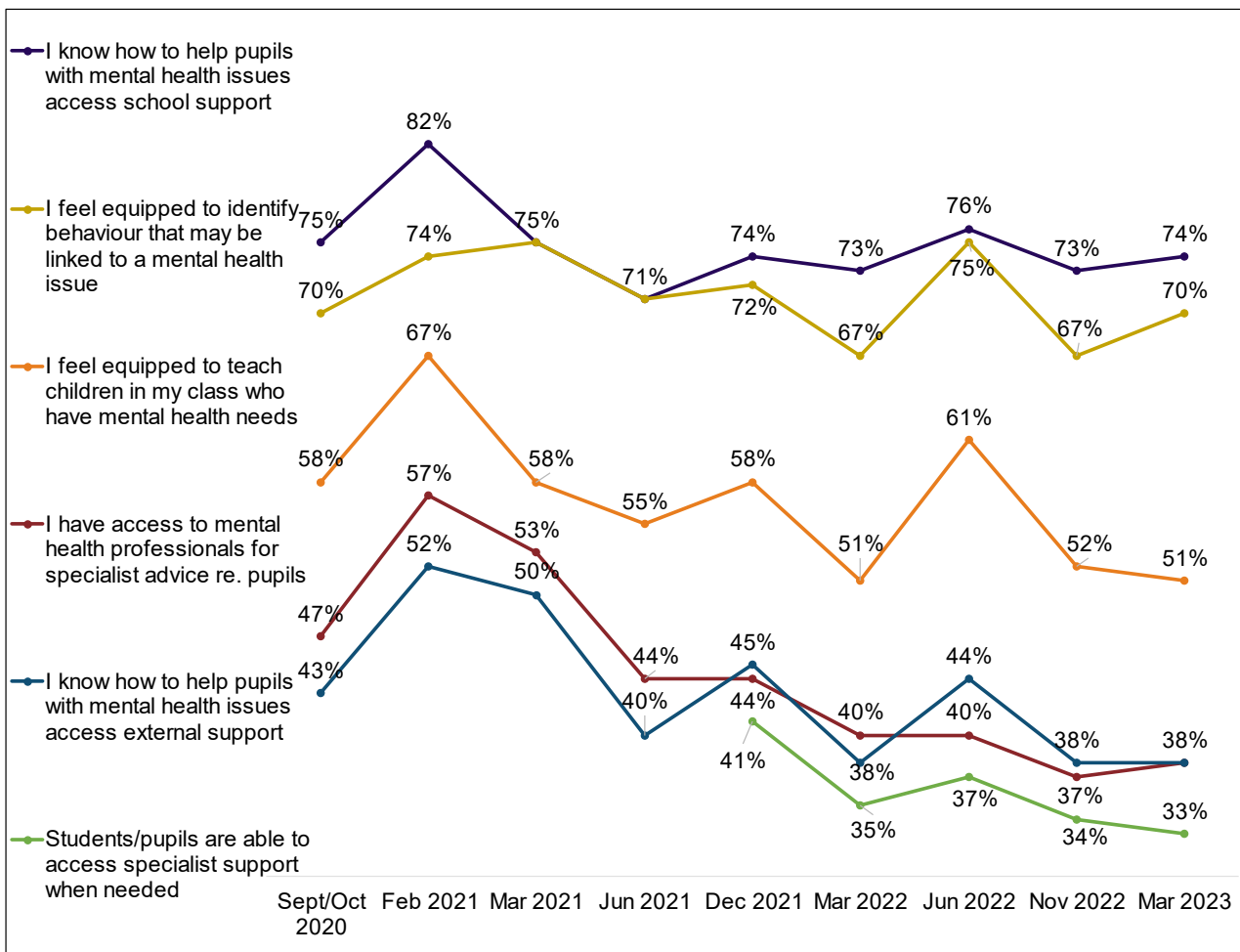
School teachers' views on supporting pupil mental health and wellbeing

Teachers were asked to agree or disagree with the extent to which they felt they could identify behaviour linked to a pupil mental health and wellbeing need, and subsequently provide support, across a range of metrics. Teachers reported feeling most able to help pupils with mental health issues access support offered by the school (74%) and feeling equipped to identify behaviour that may be linked to a mental health issue (70%).

Thereafter, around half (51%) agreed that they felt equipped to teach pupils in their class who have mental health needs. A smaller proportion of teachers felt that they knew how to help students with mental health issues access specialist support outside of school (38%), that they had access to mental health professionals for specialist advice about students' mental health (38%), or that pupils were able to access specialist support when needed (33%).

Teachers' responses on supporting pupil mental health and wellbeing across survey waves dating back to September / October 2020 are shown in Figure 39.

Figure 39. Teachers' agreement with statements regarding pupil mental health (Individual weighting)



March 2023 survey, C1 (n=2230), November 2022 survey (n=1,343). June 2022 survey (n=1,151). March 2022 survey (n=695). December 2021 survey (n=1,720). June 2021 survey. (n=979). March 2021 survey (n=1,130). Early February 2021 (n=1,266). September/October 2020 (n=746).

Source: School and College Panel March 2023 survey

Levels of agreement with the statements have fluctuated over time. While responses to the statements: 'I know how to help pupils with mental health issues access school support' and 'I feel equipped to identify behaviour that may be linked to a mental health issue' have remained stable, the level of agreement with the other statements has generally decreased. However, March 2023 represented a level of agreement aligned with that reported in November 2022, rather than a continued decline.

Compared to February 2021 when most responses reached their highest point of agreement, the largest drop was seen in those agreeing that they have access to mental health professionals for specialist advice (57% in Feb 2021 vs. 38% in March 2023).

In a number of instances, agreement with the statements was higher for secondary teachers than primary teachers. In March 2023 secondary teachers were more likely to agree that:

- They knew how to help students with mental health issues access support offered by their school (78% vs. 71%,)
- Had access to mental health professionals if they need specialist advice about pupils' mental health (41% vs. 35%,)
- Pupils were able to access specialist support when needed (42% vs. 23%,).

Teachers from schools with the highest proportion of pupils eligible for FSM were more likely to feel equipped to identify behaviour that may be linked to a mental health issue (74% vs. 70% overall). Teachers from schools with the lowest proportion of pupils eligible for FSM were more likely to know how to help students with mental health issues access specialist support outside of school/college (45% vs. 38% overall).

College teachers' views on supporting student mental health and wellbeing

In line with findings from school teachers, college teachers were most likely to agree that they knew how to help students with mental health issues access support offered by their college (89%) and that they feel equipped to identify behaviour that may be linked to a mental health issue (74%).

On the other measures for college teachers it was found that:

- They felt equipped to teach pupils in their class with mental health needs (62%)
- Students are able to access specialist support when needed (58%)
- They had access to mental health professionals if they need specialist advice about students' mental health (49%)
- They knew how to help students with mental health issues access specialist support outside of college (42%).

Behaviour in schools

All schools should be calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. Understanding concerns related to pupil behaviour and engagement is a priority for the Department for Education to inform policy development, guidance and/or best practice products for schools.

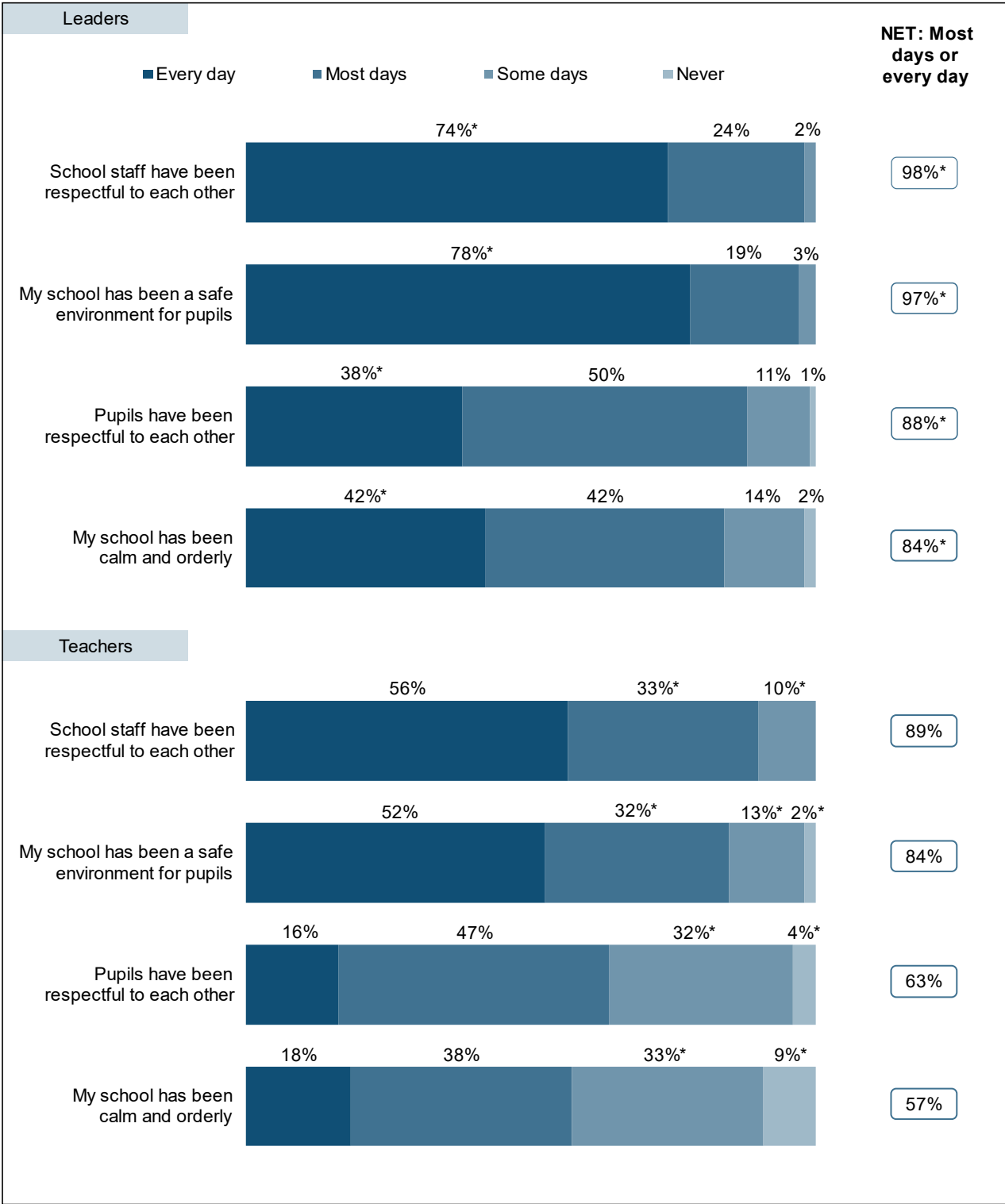
School leaders' views on behaviour culture

School leaders and teachers were asked a series of statements relating to their experience of the school's behaviour culture based on the last typical school week.

As shown in Figure 40, around eight-in-ten (78%) school leaders felt their school had been a safe environment for pupils every day, whilst slightly fewer (74%) reported that school staff had been respectful to each other every day.

Overall, the majority of school leaders reported that on every or most days pupils had been respectful to each other (88%), and that their school had been calm or orderly (84%).

Figure 40. Frequency of positive behaviour culture experiences as reported by school leaders and teachers (Individual weighting)



O1: Panel A leaders (n=529), All teachers (n=2,230). *Indicates significant difference between leaders and teachers. Don't know not charted (1% or less).

Source: School and College Panel, March 2023 survey

Primary school leaders were more likely than secondary school leaders to report that:

- Their school had been a safe environment for pupils every day (81% vs. 72%)
- Pupils had been respectful to each other every day or most days (91% vs. 84%)
- Their school had been calm and orderly every day or most days (87% vs. 78%)

Teachers' views on behaviour culture

Individual teacher views on the same behaviour culture statements were less positive than school leader views, as shown in Figure 40.

Just over half of teachers reported that school staff had been respectful to each other every day (56%), or that their school had been a safe environment for pupils every day (52%).

Around six-in-ten teachers reported that pupils had been respectful to each other every day or most days (63%), and that their school had been calm and orderly every day or most days (57%).

Primary school teachers were more likely than secondary school teachers to report that on every or most days:

- Their school had been a safe environment for pupils (89% of primary teachers vs. 80% of secondary teachers)
- Pupils had been respectful to each other (73% vs. 54%)
- Their school had been calm and orderly (61% vs. 52%)

Teachers at schools with the lowest proportion of pupils eligible for FSM were more likely than those with the highest proportion to report that on every or most days:

- Their school had been a safe environment for pupils (90% vs. 79%)
- Pupils had been respectful to each other (76% vs. 58%)
- Their school had been calm and orderly (69% vs. 49%)

Compared to November 2022, when this question was last asked, there was a fall in the proportion of teachers reporting that on every or most days:

- Their school had been a safe environment for pupils (88% in November 2022 vs. 84% in March 2023)
- Pupils had been respectful to each other (72% in November 2022 vs. 63% in March 2023)

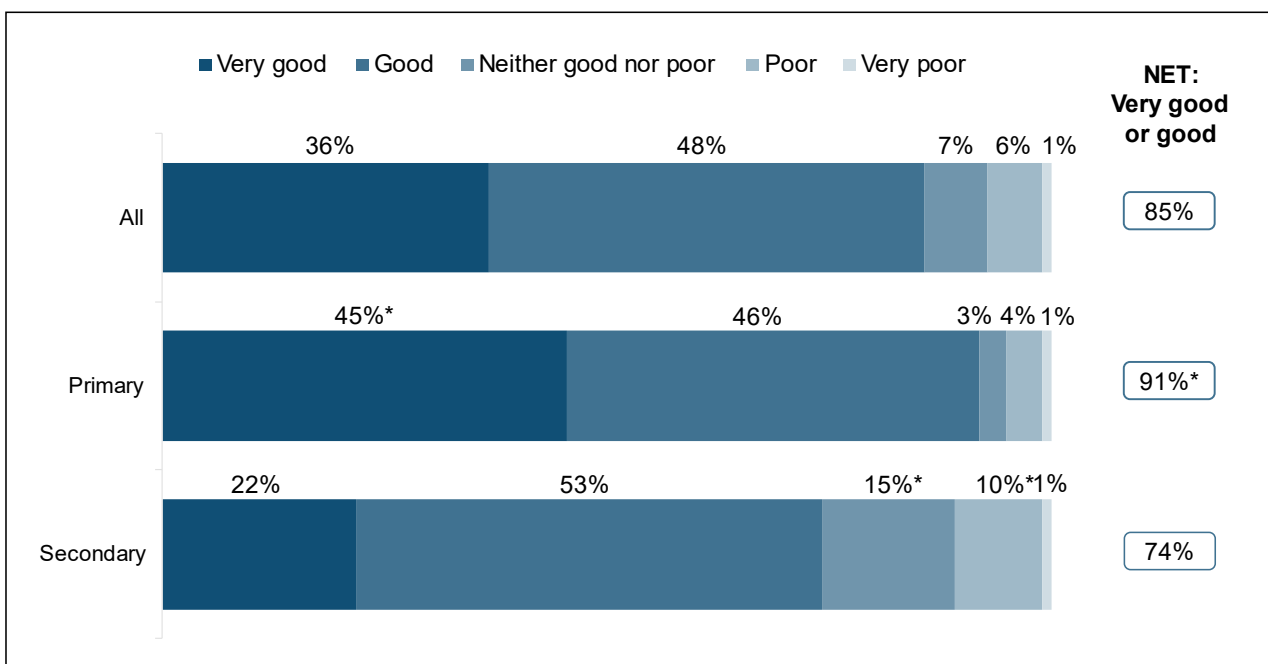
- Their school had been calm and orderly (63% in November 2022 vs. 57% in March 2023)

Pupil behaviour in the last week

School leaders' views

The majority of school leaders (85%) reported that pupils' behaviour was 'very good' (36%) or 'good' (48%) in the past week, as shown in Figure 41.

Figure 41. School leaders' views of pupil behaviour in school during the past week (Individual weighting)



O3: Panel A primary leaders (n=311), and Panel A secondary leaders (n=218), Overall base (n=529). Don't know and prefer not to say not charted (<1%, 1%). *Indicates significant difference between primary and secondary.

Source: School and College Panel, March 2023 survey

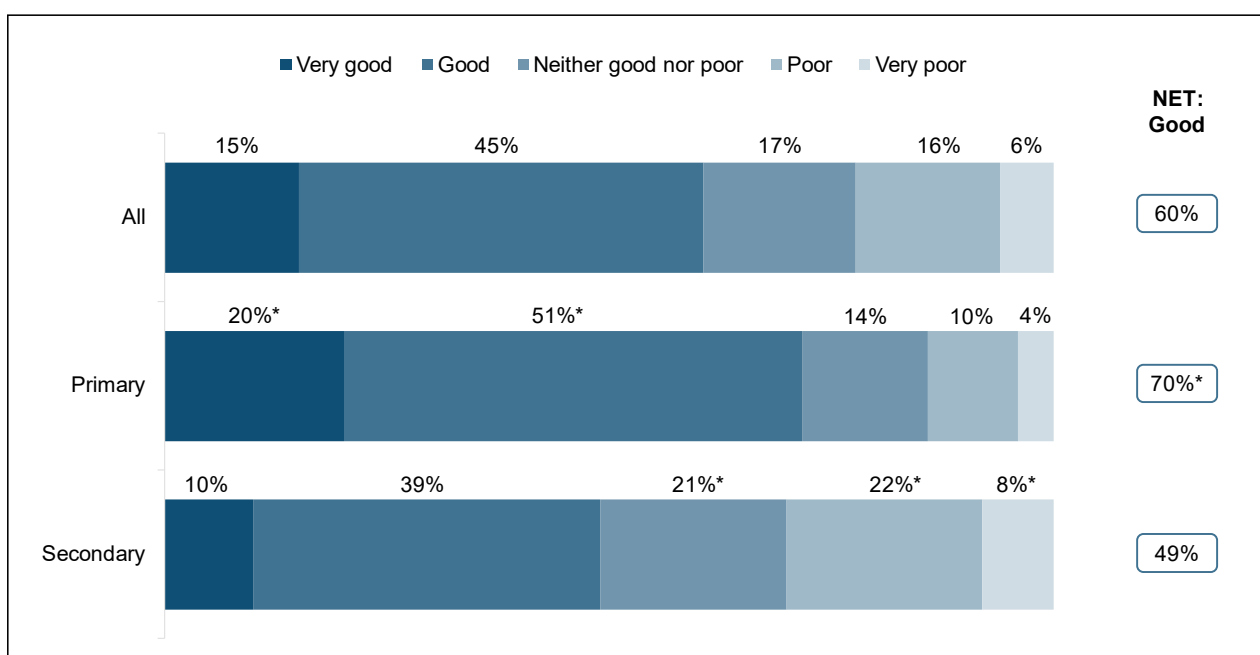
Primary school leaders were more likely than secondary school leaders to report pupils' behaviour as 'very good' or 'good' (91% vs. 74%).

School leaders at schools with the lowest proportion of pupils eligible for FSM were more likely to report pupils' behaviour as being 'very good' (52% vs. 36% overall).

Teachers' views

Teachers were also asked how pupils' behaviour had been in the past week at their school. Overall, six-in-ten (60%) reported pupils' behaviour as 'very good' (15%) or 'good' (45%), while over one-in-five (22%) reported it as poor (16% as 'poor' and 6% as 'very poor'), as shown in Figure 42. Teachers were more likely than school leaders to report that behaviour was poor in the past week (22% vs. 7%), and less likely than school leaders to report that it was good overall (60% vs. 87%).

Figure 42. Teachers' views of pupil behaviour in school during the past week (Individual weighting)



O3: All primary teachers (n=1073), All secondary teachers (n=1157), Overall base (n=2,230). Don't know (<1%) and prefer not to say (1%) not charted. *Indicates significant difference between primary and secondary.

Source: School and College Panel, March 2023 survey

Primary school teachers were more likely than secondary school teachers to report pupils' behaviour as 'very good' or 'good' (70% vs. 49%) and were more likely to report pupils' behaviour as 'very good' (20% vs. 10%).

Teachers at schools with the lowest proportion of pupils eligible for FSM were more likely than those with the highest to report pupils' behaviour as 'very good' or 'good' (77% vs. 55%), or 'very good' (26% vs. 11%).

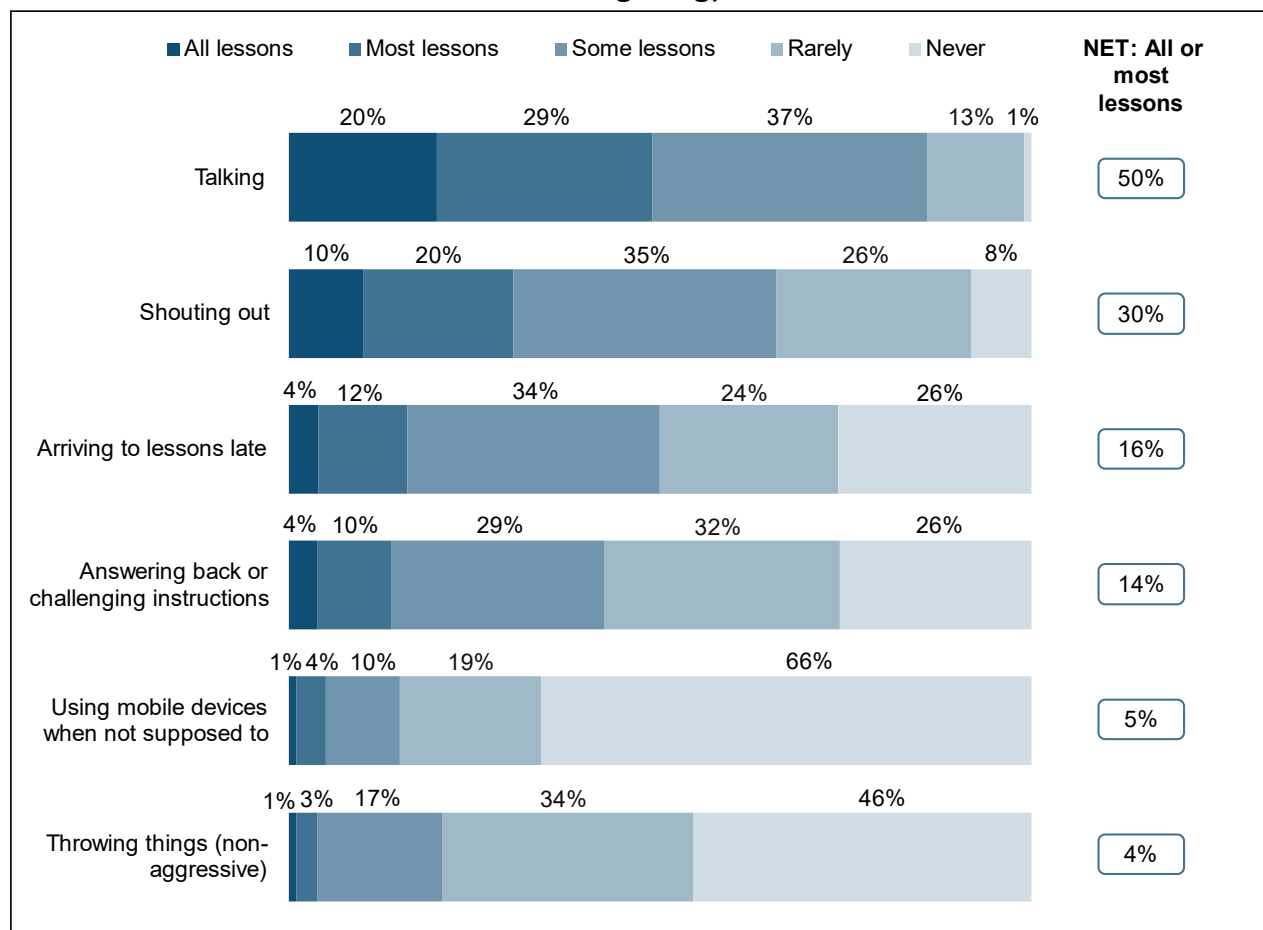
Compared to November 2022, when this question was last asked, there was an increase in the proportion of teachers reporting that pupil behaviour was 'poor' or 'very poor' (up from 14% in November 2022 to 22% in March 2023). Overall, 71% of teachers reported

pupil behaviour as ‘very good’ or ‘good’ in November 2023 compared to 60% in March 2023.

Frequency of types of misbehaviour

As shown in Figure 43, when asked about the frequency with which a list of disruptive behaviours had occurred in the lessons they had taught in the past week, school leaders and teachers were most likely to report talking and shouting out as the most frequent behaviours that occurred when they were not supposed to (50% and 30% respectively reported that these behaviours occurred in all or most lessons). Less frequently reported behaviours included arriving to lessons late (16% reported this happening in all or most lessons) and answering back or challenging instructions (14%). The misbehaviours least likely to be reported in all or most lessons were using mobile devices when not supposed to (5%) and throwing things non-aggressively (4%).

Figure 43. Frequency of types of misbehaviour in the past week (Individual weighting)



O6: All teachers and Panel A leaders that taught in the past week All (n=2,619); Leader (n=430); Teacher (n=2189). Don't know not charted (no greater than 1% on each row)

Source: School and College Panel, March 2023 survey

Teachers were more likely than school leaders to report a higher frequency of all types of misbehaviour in all or most lessons they taught in the past week:

- Talking (53% of teachers vs. 20% of school leaders)
- Shouting out (32% vs. 10%)
- Arriving to lessons late (17% vs. 5%)
- Answering back or challenging instructions (15% vs. 5%)
- Using mobile devices (5% vs. 2%)
- Throwing things (4% vs. 1%)

Secondary school leaders and teachers were more likely to report a higher frequency of misbehaviour than primary school leaders and teachers in all or most lessons, for 4 out of the 6 behaviours. The exception to this was shouting out which was higher for primary school leaders and teachers than secondary school leaders and teachers (there was no difference between phase in terms of pupil throwing things in a non-aggressive manner):

- Talking (54% for secondary vs. 45% for primary)
- Arriving late to lessons (29% vs. 3%)
- Answering back or challenging instructions (16% vs. 11%)
- Using mobile devices (10% vs. less than 1%)
- Shouting out (26% vs 33%)

School leaders and teachers at schools with the highest proportion of pupils eligible for FSM were also more likely to report higher frequencies of misbehaviours in all or most lessons for a number of the measures, compared to those with the lowest proportion of pupils eligible for FSM:

- Shouting out (34% for schools with the highest proportion of pupils eligible for FSM vs. 24% for the lowest)
- Arriving late to lessons (19% for highest vs. 11% for lowest)
- Answering back or challenging instructions (17% for highest vs. 6% for lowest)
- Using mobile devices (7% for highest vs. 4% for lowest)

Compared to November 2022, when this question was last asked, school leaders and teachers reported higher frequencies of misbehaviours in all or most lessons for:

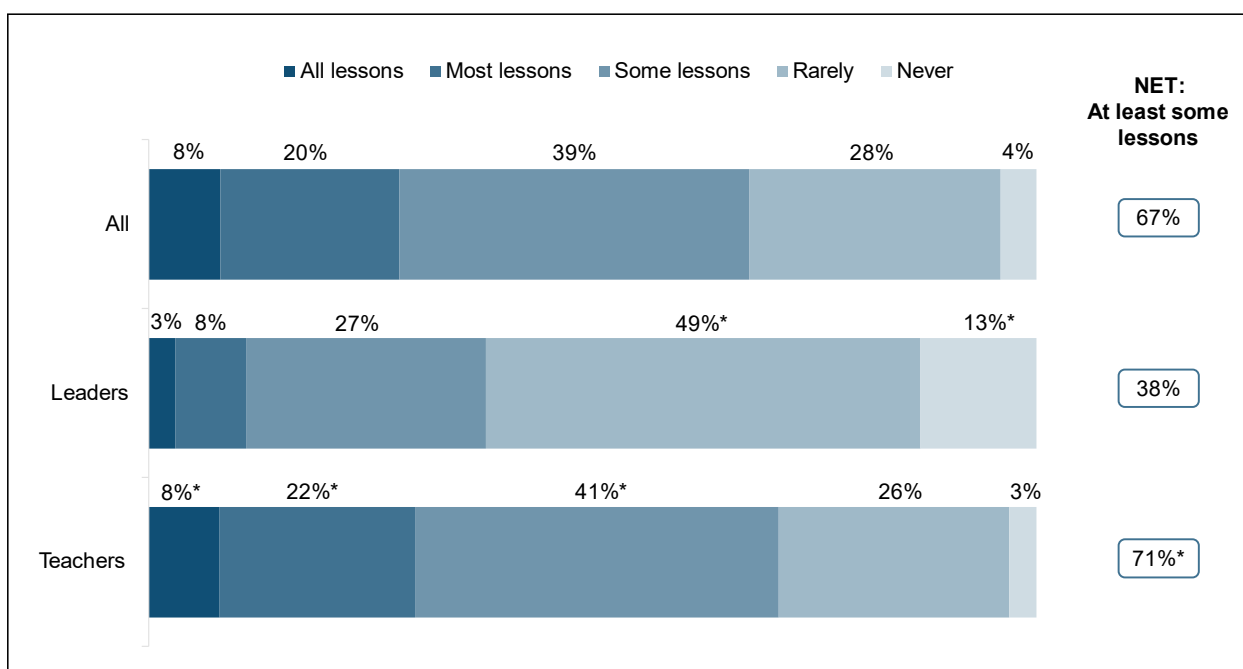
- Talking (86% in March 2023 vs. 81% in November 2022)
- Shouting out (65% vs. 60%)

- Arriving late to lessons (50% vs. 40%)
- Answering back or challenging instructions (42% vs. 29%)
- Using mobile devices (15% vs. 10%)
- Throwing things (20% vs. 15%)

Impact of pupil behaviour

School leaders and teachers that had taught lessons in the past week were asked how often pupil misbehaviour stopped or interrupted teaching or learning. Overall, around two-thirds (67%) reported that misbehaviour interrupted teaching in at least some lessons, as shown in Figure 44.

Figure 44. Extent to which misbehaviour interrupted teaching or learning in the past week (Individual weighting)



O4_rebased: All teachers that taught in the past week (n=2,189) and Panel A leaders that taught in the past week (n=430), Overall base (n=2,619). *Indicates significant difference between leaders and teachers.

Source: School and College Panel, March 2023 survey

Teachers were more likely than school leaders to report that misbehaviour interrupted teaching in the past week in at least some lessons (71% vs. 38%).

There were also some key differences reported by school type:

- Primary school leaders were more likely than secondary school leaders to report pupil misbehaviour interrupting all lessons (4% vs. 1%). The same was true for teachers (11% for primary vs. 6% for secondary).
- School leaders at schools with the highest proportion of pupils eligible for FSM were more likely than those with the lowest proportion to report pupil misbehaviour interrupting at least some lessons (47% vs. 26%). The same was true for teachers (73% for highest proportion vs. 66% for lowest proportion).

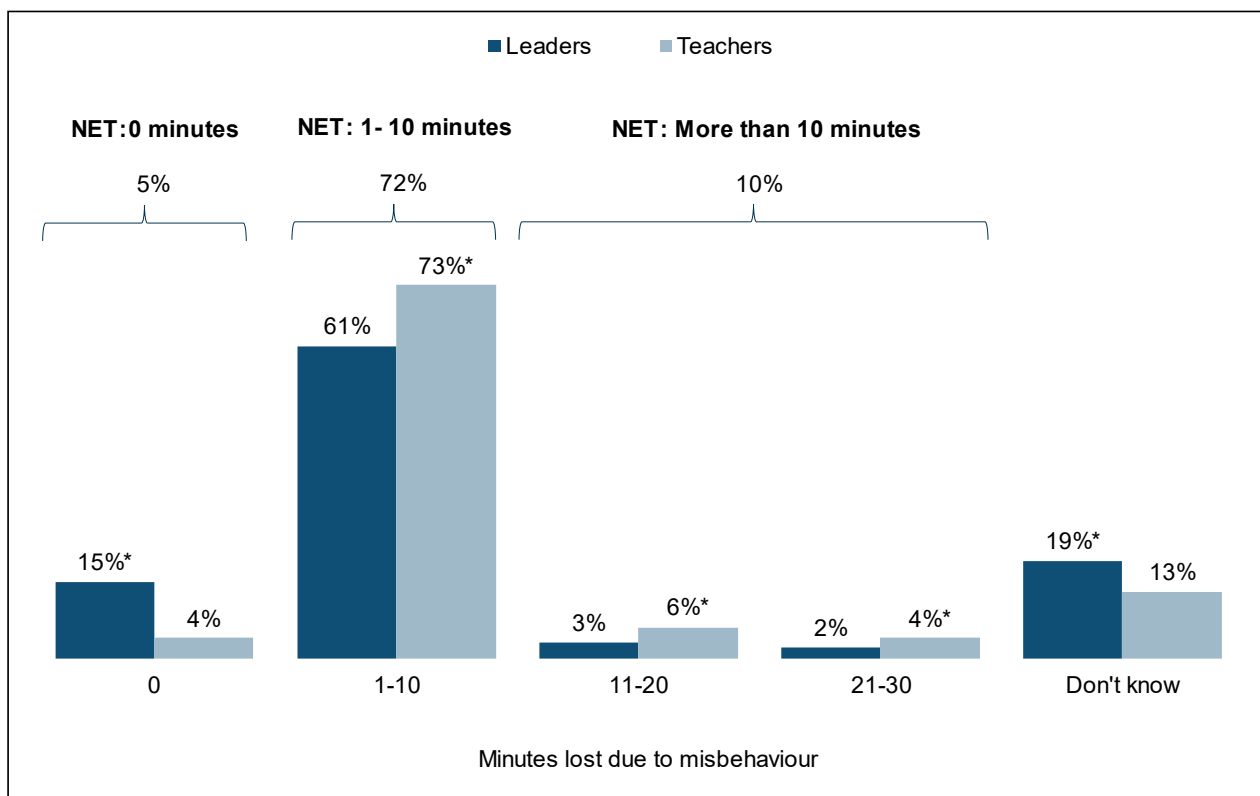
Compared to November 2022, when this question was last asked, there was an increase in the proportion of teachers reporting that misbehaviour had interrupted teaching in the past week in at least some lessons (up from 64% in November 2022 to 71% in March 2023).

Time lost due to pupil misbehaviour

School leaders and teachers that had taught lessons in the past week were asked how many minutes they thought were lost due to misbehaviour per 30 minutes of teaching time.

Overall, 72% of school leaders and teachers reported that between 1 to 10 minutes of time was lost per 30 minutes of teaching time, while 10% reported that more than 10 minutes were lost to pupil misbehaviour, as shown in Figure 45. Only 5% of school leaders and teachers reported that no time was lost to misbehaviour in the past week.

Figure 45. Minutes of lessons lost due to misbehaviour per 30 minutes of teaching time (Individual weighting)



O5: All teachers that taught in the past week (n=2,189), and Panel A leaders that taught in the past week (n=430), Overall base (n=2,619). *Indicates significant difference between leaders and teachers.

Source: School and College Panel, March 2023 survey

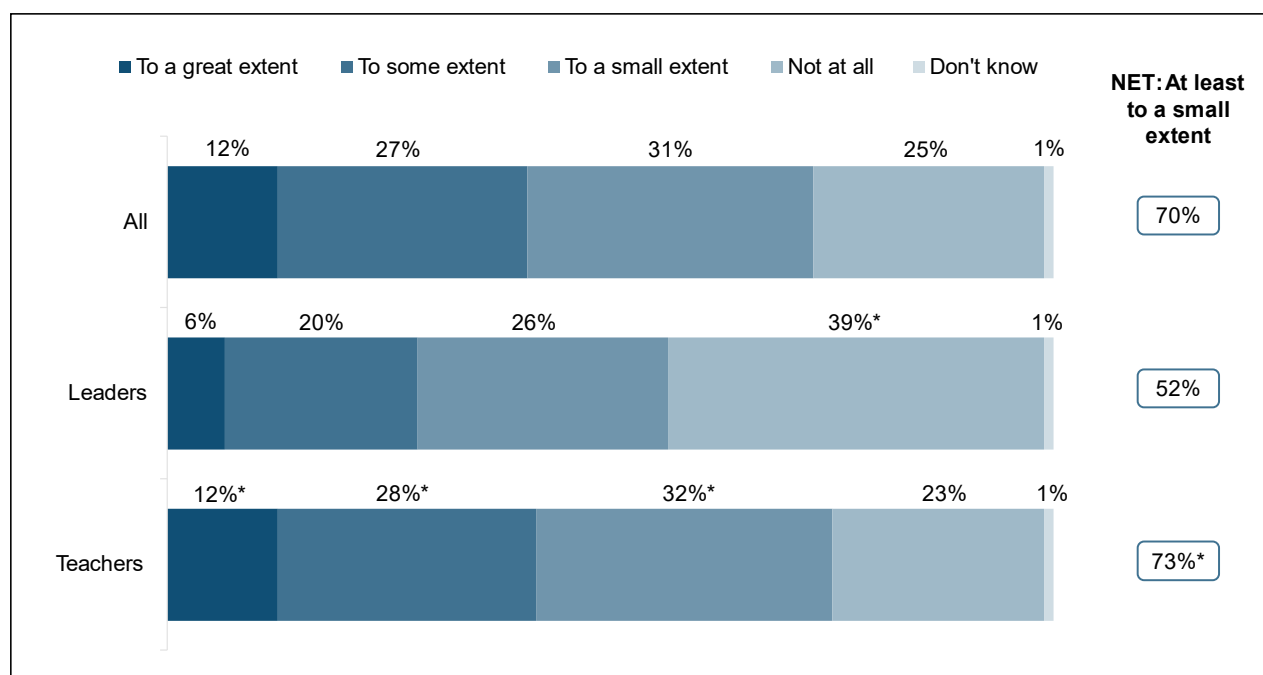
On average, school leaders and teachers reported that 5.3 minutes were lost for every 30 minutes of lesson time. Teachers cited a higher time on average, reporting that 5.5 minutes were lost for every 30 minutes of lesson time, compared to only 3 minutes reported by school leaders. There were some differences in reported time lost due to misbehaviour per 30 minutes of teaching time by school type:

- Secondary school leaders and teachers were more likely than primary school leaders to report that 1-10 minutes of teaching time was lost (77% vs. 68%), and on average cited a loss of 5.5 minutes per 30 minutes compared to 5.0 minutes per 30 minutes for primary school leaders and teachers.
- School leaders and teachers at schools with the highest proportion of pupils eligible for FSM reported an average of 6 minutes per 30 minutes of teaching time had been lost to pupil misbehaviour, compared to 5 minutes for school leaders and teachers at schools with the lowest proportion.

Effect of pupil misbehaviour on staff health and wellbeing

School leaders and teachers were asked the extent to which pupil misbehaviour has had a negative impact on their health and wellbeing. Overall, seven-in-ten (70%) reported that it had had a negative impact on their health and wellbeing at least to a small extent, as shown in Figure 46.

Figure 46. Extent to which pupil misbehaviour has had a negative impact on health and wellbeing (Individual weighting)



O7: All teachers (n=2,230), and Panel A leaders (n=529), Overall base (n=2,759). *Indicates significant difference between leaders and teachers. 'Not applicable' responses (i.e. there has been no poor pupil behaviour in last typical school week) are not included in the chart (5% for all, 8% of leaders, 4% of teachers).

Source: School and College Panel, March 2023 survey

Teachers were more likely than school leaders to report that misbehaviour had any negative impact on their health and wellbeing (73% vs. 52%).

There were also some differences by school type:

- Secondary school leaders and teachers were more likely than primary school leaders and teachers to report that misbehaviour had any negative impact on their health and wellbeing (75% vs. 65%).
- School leaders and teachers from schools with the highest proportion of pupils eligible for FSM were more likely than those from schools with the lowest proportion to report that misbehaviour had any negative impact on their health and wellbeing (70% vs. 63%).

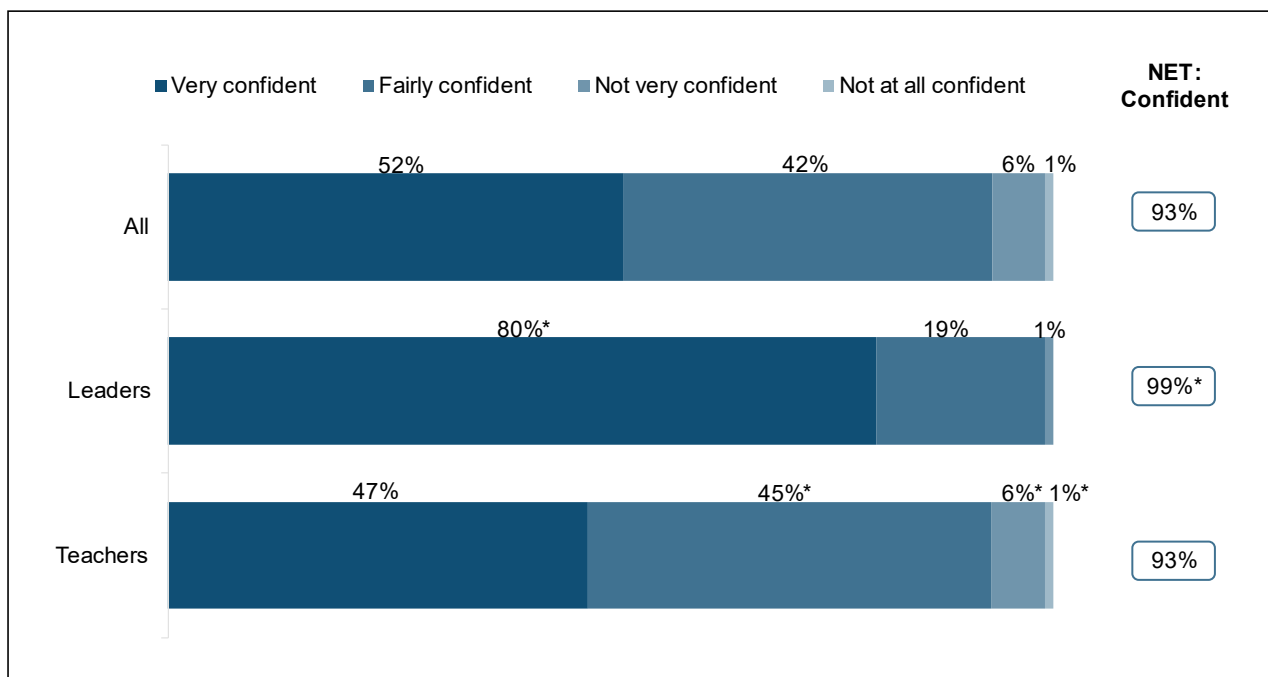
Compared to November 2022, when this question was last asked, there was an increase in the proportion of school leaders and teachers who reported that pupil misbehaviour has had a negative impact on their health and wellbeing (up from 61% in November 2022 to 70% in March 2023).

Confidence in managing behaviour

School leaders and teachers were asked about the level of confidence they had personally in managing misbehaviour in their school. Overall, 93% of school leaders and teachers felt confident, of which just over half (52%) felt 'very confident'.

School leaders were more likely than teachers to report feeling confident (99% vs. 93%) of which 80% of leaders felt 'very confident' managing misbehaviour in their school, compared to 47% of teachers, as shown in Figure 47.

Figure 47. Levels of confidence managing misbehaviour in schools (Individual weighting)



O2: Panel A leaders (n=529), All teachers (n=2,230), Overall base (n=2,759). *Indicates significant difference between leaders and teachers. Don't know not charted (<1%).

Source: School and College Panel, March 2023 survey

Differences by phase were evident with teachers from primary schools being more likely than those from secondary schools to report confidence in managing misbehaviour (94% vs. 91%).

Compared to November 2022, when this question was last asked, teachers and school leaders reported lower levels of confidence managing misbehaviour (95% in November 2022 down to 93% in March 2023).

National Tutoring Programme

The National Tutoring Programme (NTP) is the Government's flagship education recovery programme. It provides primary and secondary schools with funding to spend on targeted academic support to pupils whose learning has been affected by the COVID-19 pandemic.

This programme offers support through 3 routes:

- **School Led Tutoring (SLT)** – members of a school's own staff, either currently employed or specifically engaged for this purpose, including retired, returning or supply teachers, support staff, and others
- **Tuition Partners (TP)** – tutors recruited by external tutoring organisations quality-assured by the Department for Education
- **Academic Mentors (AM)** – full-time, in-house staff members employed to provide intensive support to pupils who need it

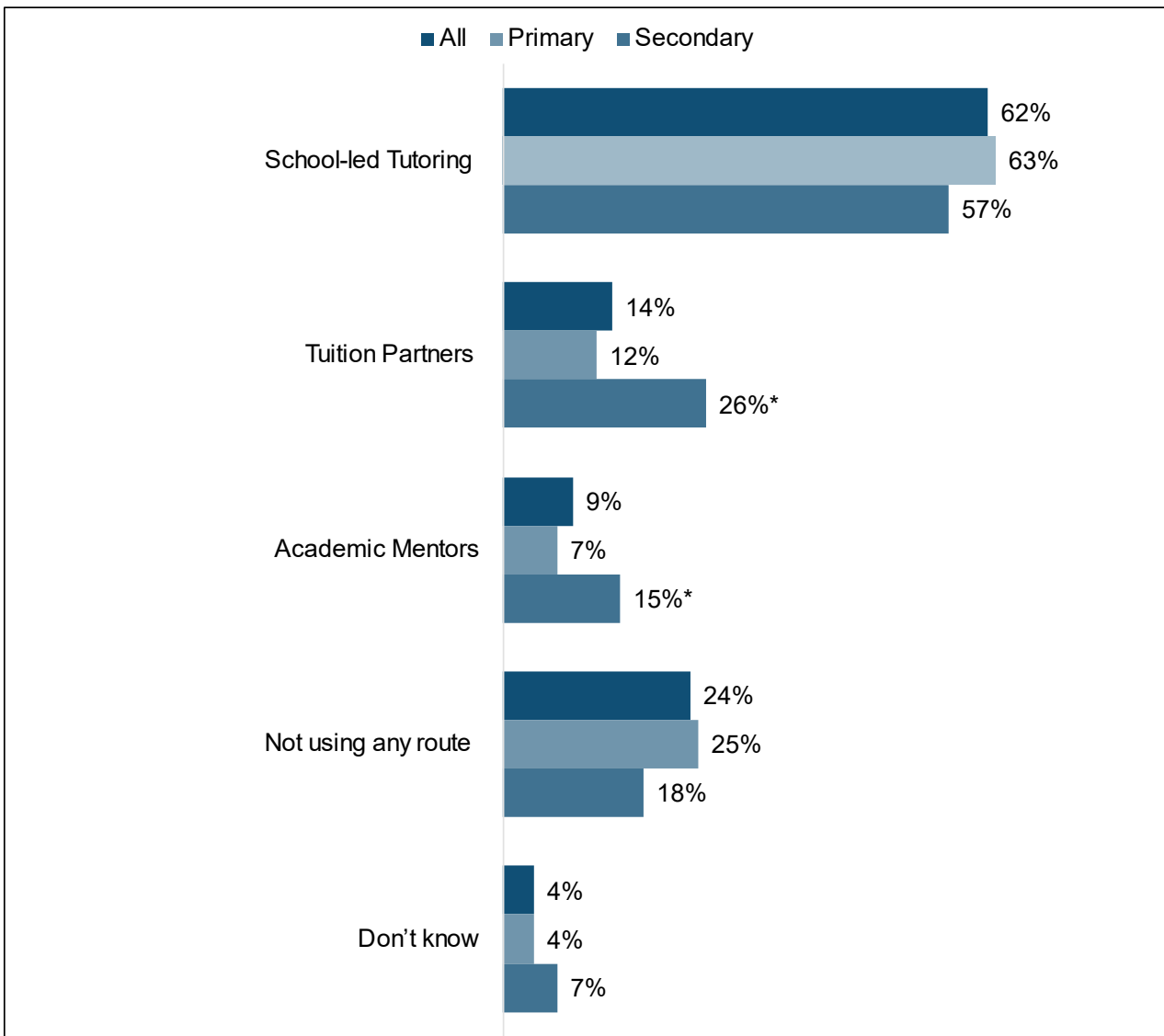
Usage of NTP routes¹⁷

Just over seven-in-ten (72%) schools in March 2023 were using at least one NTP route during the academic year.

As shown in Figure 48, schools were most likely to be using School Led Tutoring (62%). Schools were less likely to report using Academic Mentors (9%) or Tuition Partners (14%).

¹⁷ This question was changed in March 2023 to remove reference to 'planned usage' of NTP routes.

Figure 48. Whether schools currently using NTP route to deliver tutoring (Schools weighting)



A1: Panel A leaders (n=529), panel A primary leaders (n=311), panel A secondary leaders (n=218)

*Indicates significant difference between primary and secondary.

Source: School and College Panel March 2023 survey

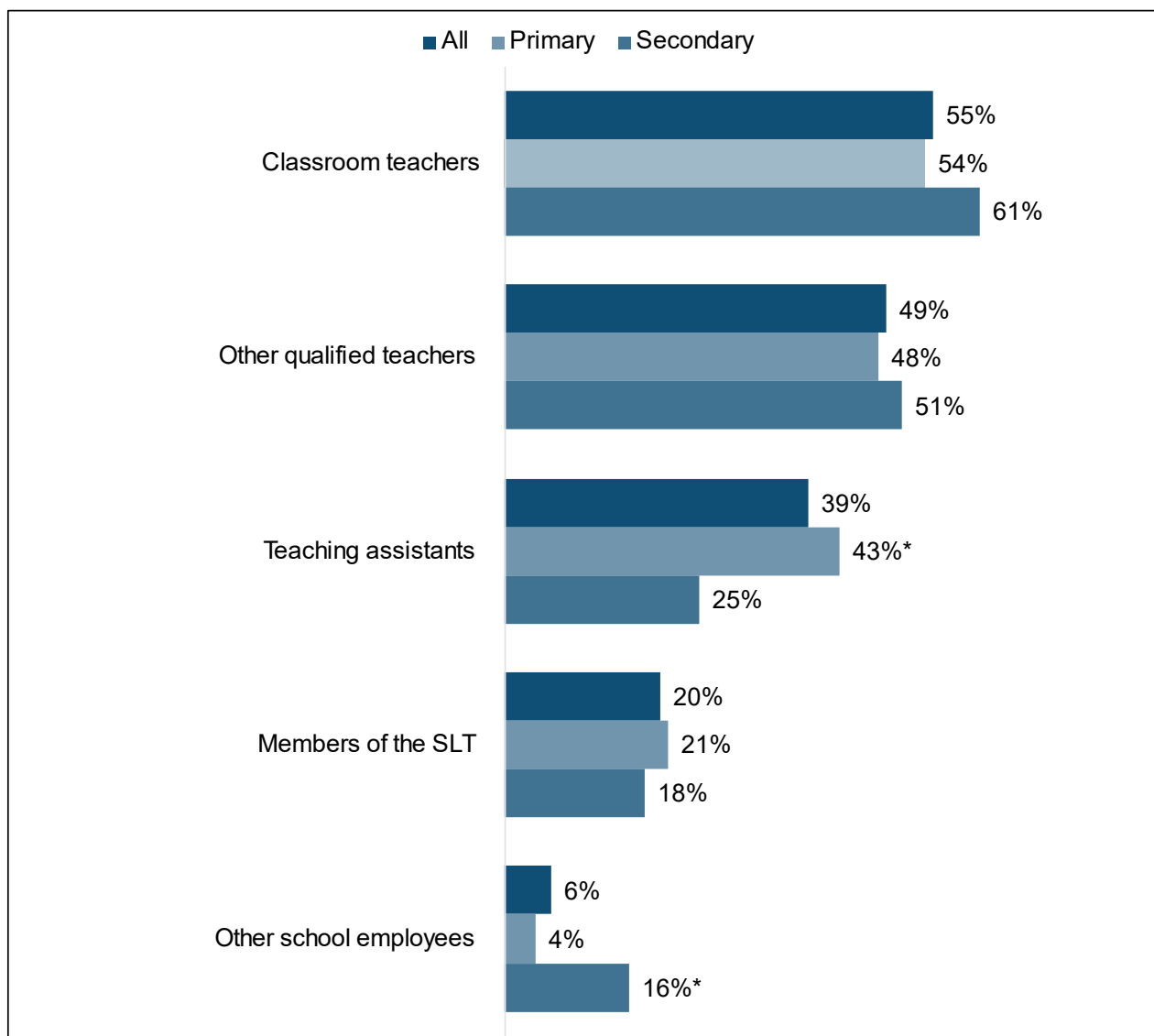
Also as shown in Figure 48, secondary schools were more likely to be using Tuition Partners and Academic Mentors than primary schools.

Academic Mentors were more likely to be the chosen route in schools with the highest proportion of pupils eligible for FSM (20% vs. 4% of those with the lowest proportion of pupils eligible for FSM).

Staff delivering NTP tuition

Around half of schools delivering NTP tuition were doing so via permanently employed classroom teachers (55%), or other qualified teachers¹⁸ (49%) (Figure 49). Just under one-in-five (19%) were doing so via both.

Figure 49. Staff delivering NTP tuition (Schools weighting)



A2: Panel A Leaders delivering NTP tuition (n=387), panel A primary leaders delivering NTP tuition (n=225), panel A secondary leaders delivering NTP tuition (n=162) *Indicates significant difference between primary and secondary. Responses below 5% not charted: 'External SEND specialists' (2%), Volunteers (1%), Don't know (1%).

Source: School and College Panel March 2023 survey

¹⁸ Examples given were 'supply teachers, ex-teachers, retired teachers'.

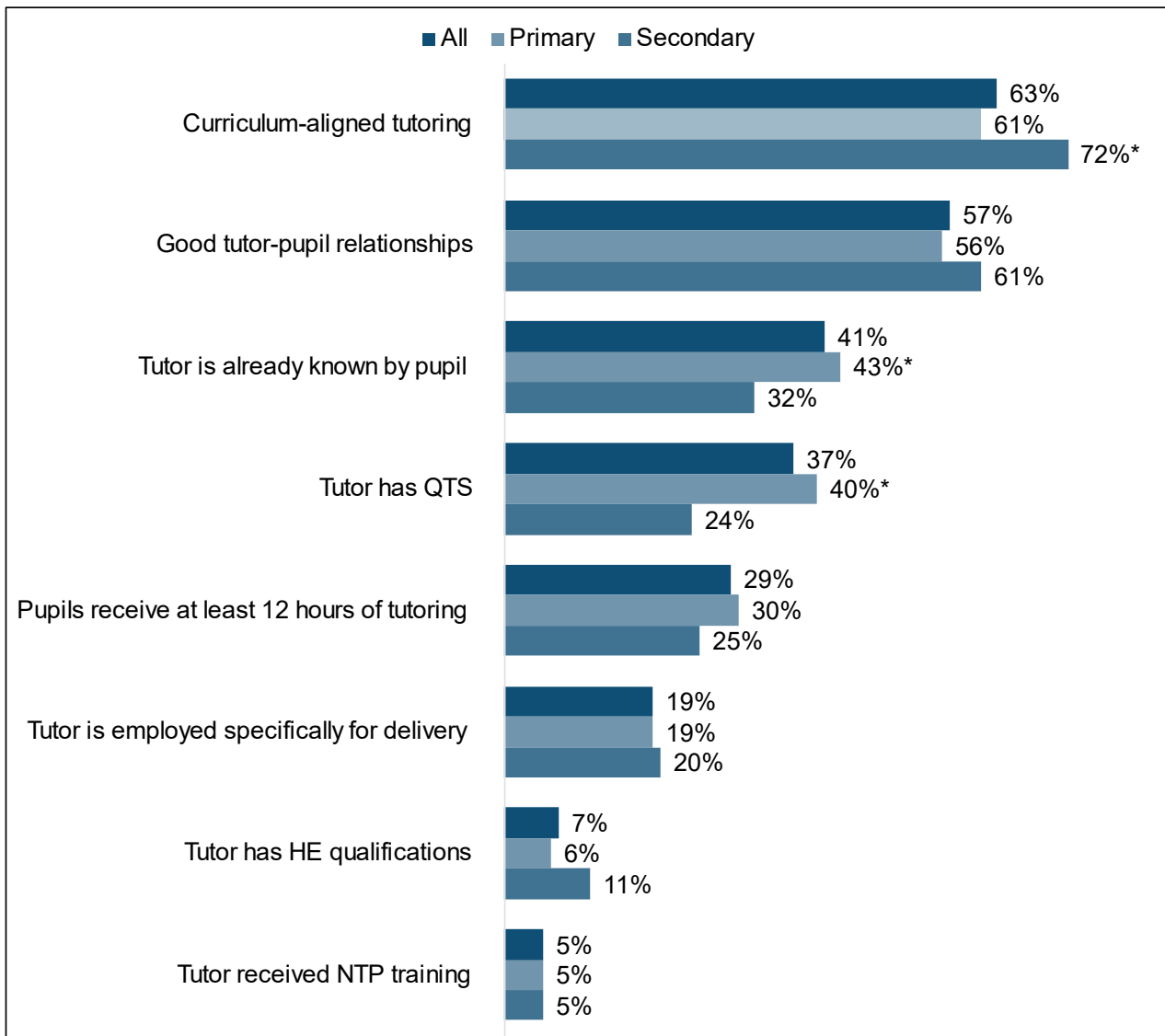
Primary schools were more likely than secondary schools to deliver NTP tuition via teaching assistants. Secondary schools were more likely than primary schools to use other school employees.

Schools with the highest proportion of pupils eligible for FSM were more likely to mention using members of the senior leadership team to deliver NTP tuition (27% vs. 7% in schools with the lowest proportion).

Features of tuition

Curriculum-aligned tutoring content (63%) and a strong tutor-pupil relationship (57%) were reported as having the most positive impacts on pupil outcomes through tutoring, as shown in Figure 50. The tutor having received NTP training was not seen as having such an impact on pupil outcomes in comparison to some of the other features of tutoring (5%).

Figure 50. Most positively impactful features of tutoring on pupil outcomes (Schools weighting)



A3: Panel A leaders (n=529), panel A primary leaders (n=311), panel A secondary leaders (n=218)

*Indicates significant difference between primary and secondary. Responses below 5% not charted: 'None of these' (3%), 'Don't know' (4%).

Source: School and College Panel March 2023 survey

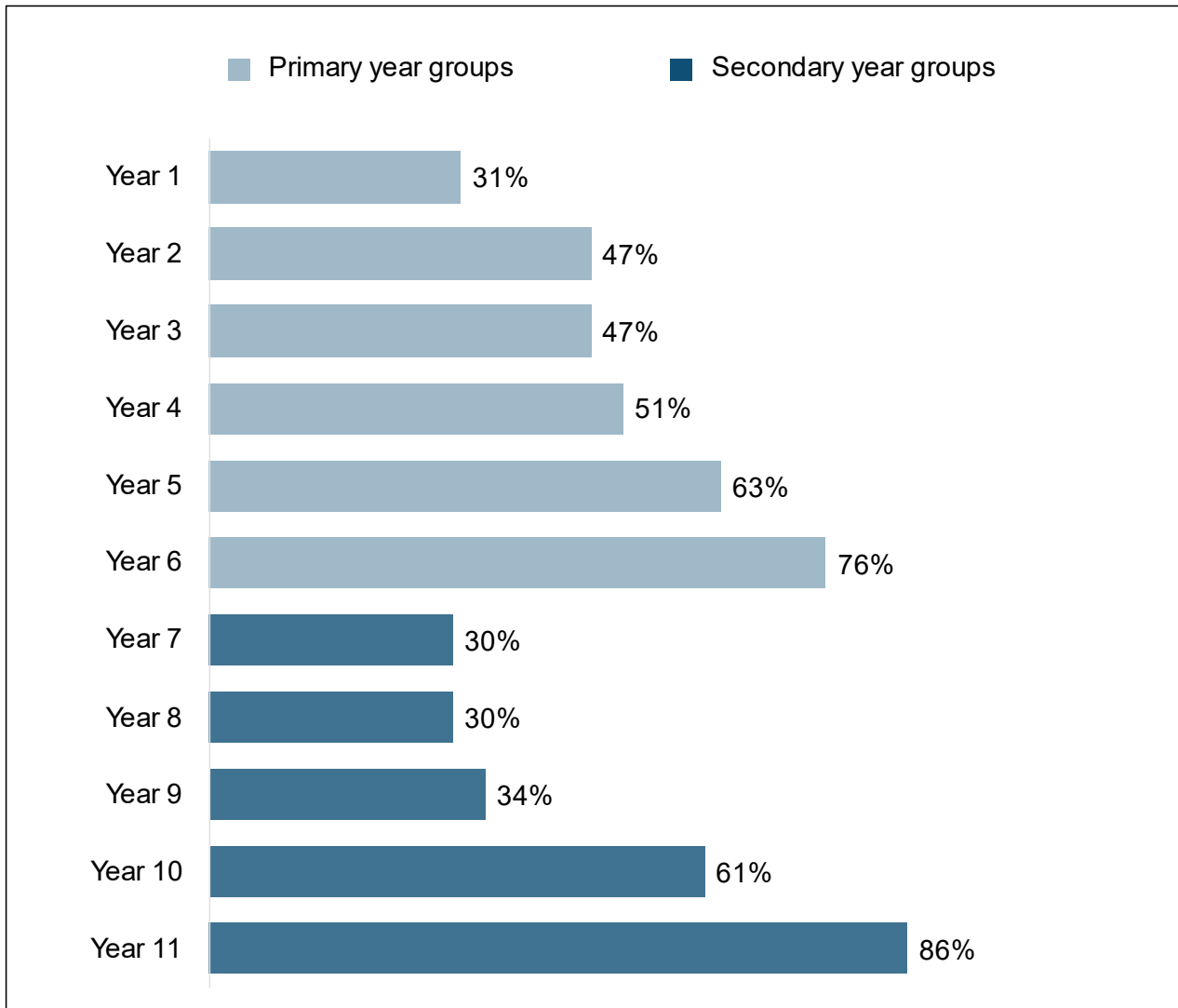
Primary schools, in comparison to secondary schools, were more likely to cite Qualified Teacher Status (QTS) and the pupil already knowing the tutor as features that had the most positive impact on improving pupil outcomes, with secondary schools instead more likely to report the importance of curriculum-aligned tutoring.

Schools with the highest proportion of pupils eligible for FSM were more likely to report the importance of tutors being employed specifically to deliver tutoring (26% vs. 7% of schools with the lowest proportion of FSM pupils), and less likely to report the importance of pupils receiving at least 12 hours of tutoring (16% vs. 35%).

Year groups

Generally, NTP tuition increased in line with age within each school phase, as shown in Figure 51, with 76% reporting NTP tuition was delivered to Year 6s, and 86% reporting it was delivered to Year 11s.

Figure 51. Year groups for which NTP tuition is delivered (Schools weighting)



A4: Panel A Leaders delivering NTP tuition (n=387), panel A primary leaders delivering NTP tuition (n=225), panel A secondary leaders delivering NTP tuition (n=162) NB. Percentages shown are within phase. 'Don't know' (<1% of primary vs. 5% of secondary) not charted.

Source: School and College Panel March 2023 survey

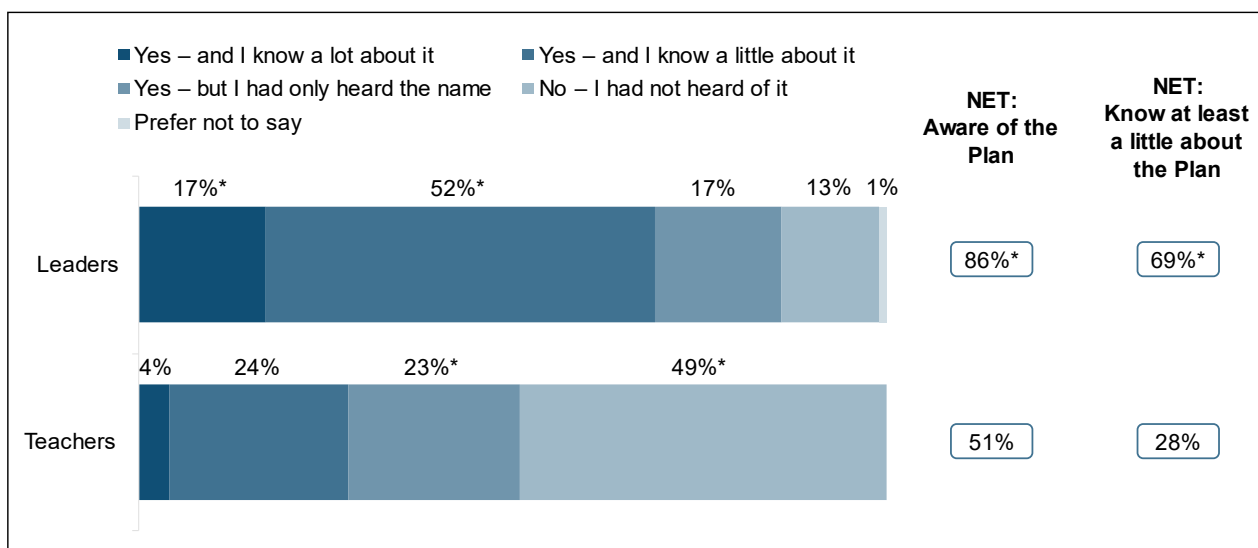
Awareness of SEND and AP Improvement Plan

The government recently published the Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan. This sets out plans to establish a single national system that delivers for every child and young person with SEND or in AP so that they enjoy their childhood, achieve good outcomes, and are well prepared for adulthood and employment.¹⁹ This chapter covers leader and teacher awareness of the SEND and AP Improvement Plan.

Leader and teacher awareness of the SEND and AP Improvement Plan

As shown in Figure 52, the majority of school leaders (86%) were aware of the SEND and AP Improvement Plan, compared to half (51%) of teachers. Knowledge of the plan was also higher amongst leaders, with 17% saying they knew a lot about it compared to 4% of teachers.

Figure 52. School leader and teacher awareness of the SEND and AP Improvement Plan (Individual weighting)



M1: Panel A leaders (n=529), Panel A teachers and all secondary teachers (n=1,692). *Indicates significant difference between leaders and teachers.

Source: School and College Panel, March 2023 survey

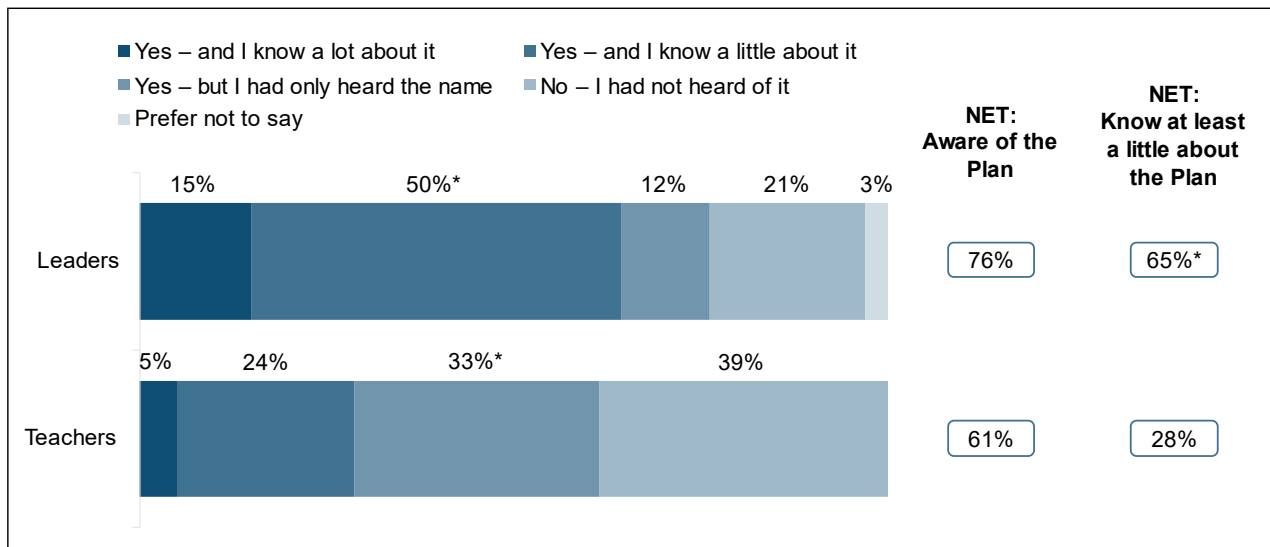
There were no significant differences in awareness and knowledge of the SEND and AP Improvement Plan between primary and secondary schools. Equally there was no difference in awareness of the plan between teachers from schools with the lowest and highest proportion of pupils eligible for FSM, however, those with the highest proportion

¹⁹ [SEND and alternative provision improvement plan - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/send-and-alternative-provision-improvement-plan)

of FSM pupils were more likely to know something about the SEND and AP Improvement plan (33% reported that they knew a little or lot about the plan vs. 28% overall).

College leaders and teachers were also asked if they were aware of the SEND and AP Improvement Plan. Whilst awareness levels did not significantly differ (as shown in Figure 53), leaders were more likely to know something about the plan than teachers (65% reported that they knew a little or a lot vs. 28% of college teachers).

Figure 53. College leader and teacher awareness of the SEND and AP Improvement Plan



M1: FE leaders (n=34), FE teachers (n=85). *Indicates significant difference between leaders and teachers.

Source: School and College Panel, March 2023 survey

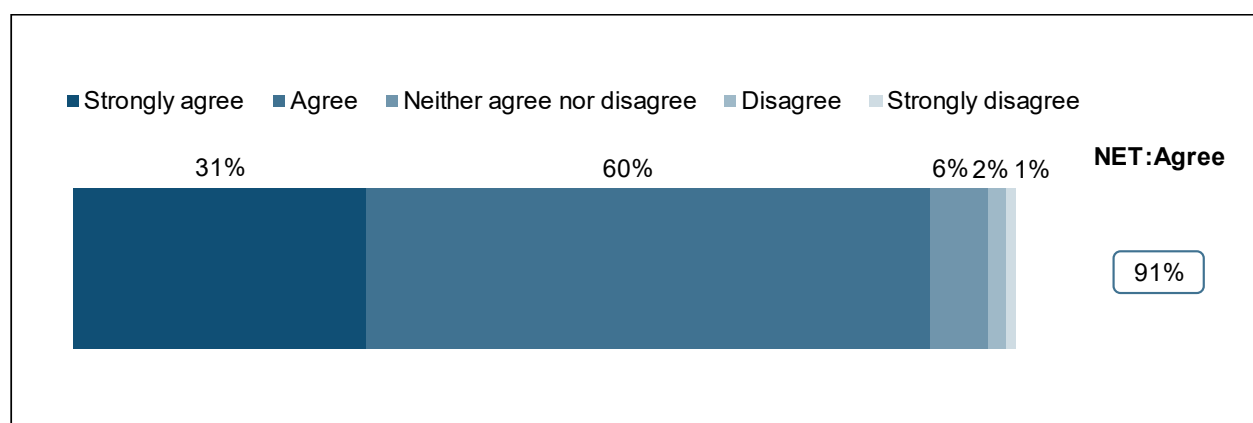
Speech, language and communication needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication. This chapter covers primary teachers' confidence in their ability to identify and support children with SLCN, alongside their confidence in knowing when to refer children with SLCN to specialist services.

Identifying children with SLCN

As shown in Figure 54, nine-in-ten primary teachers (91%) agreed that they were able to identify children with SLCN, with three-in-ten (31%) 'strongly agreeing'. Only 3% of teachers disagreed or strongly disagreed that they were able to identify children with SLCN.

Figure 54. Whether primary teachers agree that they can identify children with SLCN (Individual weighting)



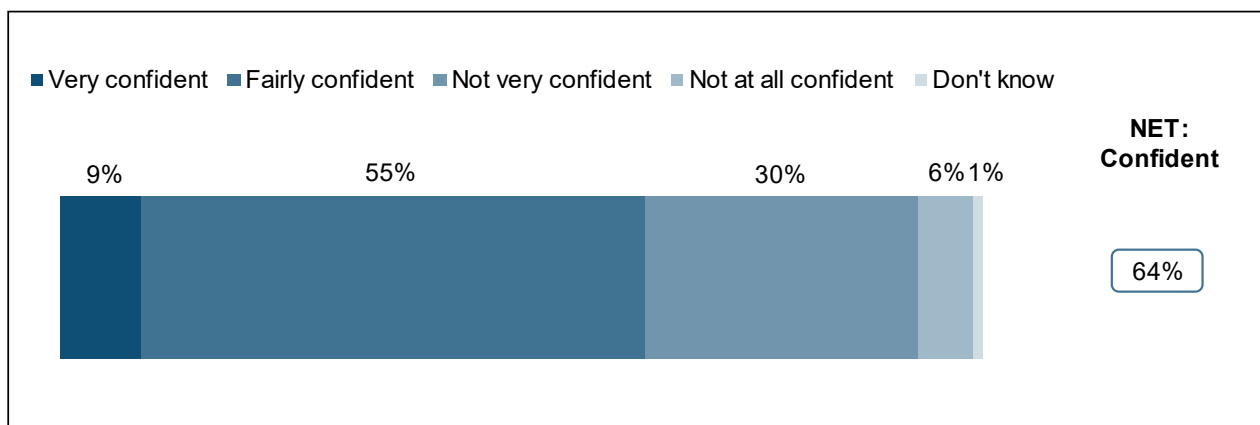
L1: All primary teachers (n=1,073).

Source: School and College Panel, March 2023 survey

Supporting children with SLCN

Almost two-thirds of primary teachers (64%) felt confident that they can support children with SLCN, with one-in-ten (9%) reporting they felt 'very confident'. Over a third (35%) of primary teachers reported that they did not feel confident that they can support children with SLCN (see Figure 55).

Figure 55. How confident primary teachers are in supporting children with SLCN (Individual weighting)



L2: All primary teachers (n=1,073).

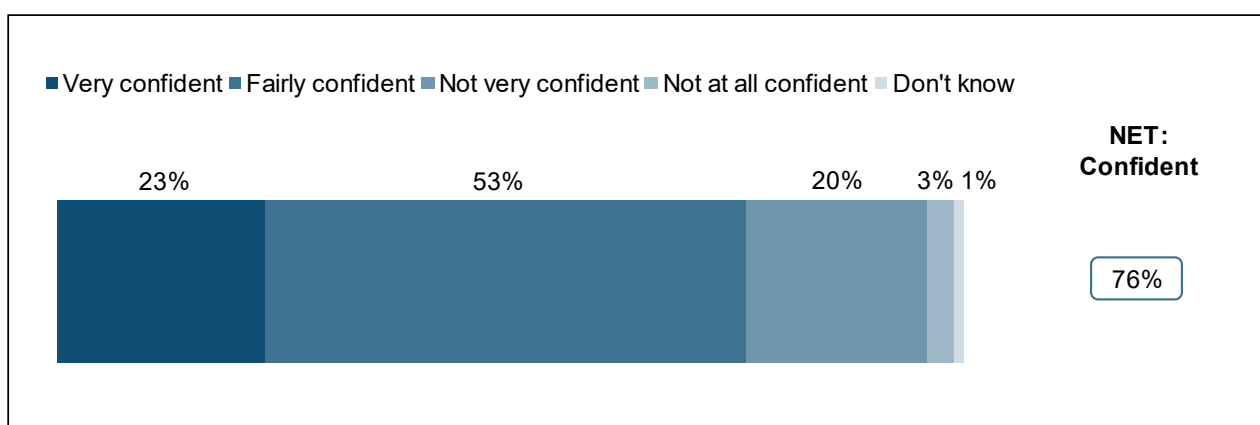
Source: School and College Panel, March 2023 survey

Primary teachers at schools not in a multi-academy trust (MAT) were more likely to feel confident (76% vs. 63% of those at schools in an MAT).

Referring children with SLCN

As shown in Figure 56, three-quarters (76%) of primary teachers were confident understanding when to refer a child with SLCN to specialist services, with around a quarter (23%) feeling 'very confident'. Around a quarter (23%) of primary teachers did not feel confident understanding when to refer children with SLCN to specialist services.

Figure 56. How confident primary teachers are in understanding when to refer children with SLCN to specialist services (Individual weighting)



L3: All primary teachers (n=1,073).

Source: School and College Panel, March 2023 survey

Glossary

AM: Academic Mentors

AP: Alternative provision

EBRS: Energy Bill Relief Scheme

ESOS: Energy Savings Opportunity Scheme

FSM: Free school meals

LUP: Levelling Up Premium

MAT: Multi-academy trust

MHSTs: Mental Health Support Teams

NTP: National Tutoring Programme

QTS: Qualified Teacher Status

SECR: Streamlined Energy and Carbon Reporting

SEND: Special Educational Needs and Disabilities

SFVS: School Fruit and Vegetable Scheme

SLCN: Speech language and communication needs

SLT: School Led Tutoring

STEM: Science, technology, engineering, and maths

TP: Tuition Partners



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