



Department
for Education

The School Snapshot Survey: Summer 2019

3. Support for Pupils

Research report

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Executive Summary

This report covers the findings related to support for pupils from the fourth (Summer 2019) wave of the School Snapshot Survey. A total of 820 surveys were conducted with school leaders and 1,028 surveys with teachers. In this report leaders includes staff that are headteachers, deputy headteachers, assistant headteachers and acting headteachers. The term 'teachers' refers to classroom teachers only. Where results are presented for both groups combined this is noted by reference to leaders and teachers. The survey covers a range of educational topics – this report focuses on leaders' and teachers' views on a range of policy areas relating to support for pupils.

Refer to the 'Curriculum' and 'Workforce' reports for findings on the other educational topics explored in the survey.

Anti-bullying

Leaders and teachers were asked about the frequency with which they have seen or received reports of various forms of bullying in the last 12 months, such as bullying based on religion, nationality and sexuality.

It was generally the case that all forms of bullying were seen infrequently. Just over half (56%) of all leaders and teachers said they had never or only rarely seen or received reports of bullying in the last 12 months. This is significantly lower than the 66% in Winter 2017, suggesting that incidences of bullying have increased overall. This might be due an increase in the frequency of bullying or perhaps due to an increased vigilance from leaders and teachers to identify and record incidences of bullying.

As in Winter 2017, the most commonly reported type of bullying seen or reported to leaders and teachers in Summer 2019 was sexist or sexual language used to degrade other pupils (9% saw it often or very often, a significant increase from 5% in Winter 2017).

Four in five leaders and teachers (81%) felt very or fairly confident in knowing what to do if they saw or heard of bullying occurring at their school. However, a significantly higher proportion stated they were very or fairly confident in knowing how to deal with bullying in Winter 2017 (87%).

Mental health and wellbeing

In recent years the Government has made significant steps to improve mental health support in schools. Prompted with eight actions regarding learners' mental health, 42% of schools said they had taken between six and seven of these.

The most common actions taken by schools were: providing referral routes for specialist support for pupils that need it (100%), providing dedicated support in

school for pupils with identified mental health needs (96%), providing staff training on promoting pupils mental health and wellbeing (94%) and monitoring the impact of mental health wellbeing support (92%).

Health Education

From September 2020 Health Education will be compulsory for all pupils in primary and secondary state funded schools. In Health Education, there is a strong focus on mental wellbeing, including a recognition that mental wellbeing and physical health are linked.

Nearly all schools teach Health Education (99%) and about two-thirds of teachers said they personally teach it (68%). Of those who teach Health Education, around nine in ten (87%) reported that they felt fairly confident (58%) or very confident (30%) in doing so.

Developmental extra-curricular activities

Alongside a school's ethos and taught curriculum, co-curricular and extra-curricular activities can contribute to personal development and an education that builds resilience, character and skills that are valuable for learning and future employment. Schools can give their pupils opportunities to be challenged and build expertise if they offer a broad range of high quality, extra-curricular activities, and barrier to participation are minimised. Just over half of the leaders in the survey were provided with a list of 33 extra-curricular activities for secondary schools and 29 extra-curricular activities for primary schools. These leaders were asked which of the activities their school offered outside of curriculum teaching time and as a regular activity, rather than a one-off event such as a school trip.¹

On average, secondary schools offered 21 of the 33 activities. All offered creative, sport and physical and volunteering and group membership activities and a very high proportion offered performance (99%) and work-related activities (82%).

In comparison, primary schools offered on average 14 of the 29 activities. While almost all offered sport and physical (99%), creative (97%), performance (95%) and volunteering and group membership activities (94%), less than half offered work-related activities (45%).

Across primary and secondary schools the three most commonly offered forms of extra-curricular activity were team sports such as football, netball, hockey (98%), providing opportunities to have a position of responsibility such as school council or prefect (93%); and running and athletics activities (84%).

¹ Due to question length not all leaders were asked this question. A random selection of primary and secondary leaders completed this question (n=425), primary leaders (n=262), secondary leaders (n=163).

Diversity Support

Teachers' confidence in supporting students that approach them regarding their gender identity has remained consistent over the past year. In Summer 2019 and Summer 2018 close to two-thirds of teachers reported that they were confident in supporting students regarding their gender identity (61% vs. 62% respectively) and close to one in five reported that they were not confident (19% vs. 18%).

Teachers remain significantly more likely to feel confident about supporting students who approach them regarding their sexual orientation rather than their gender identity. Seven in ten teachers (70%) said they felt confident about supporting students who approach them regarding their sexual orientation. This was a significant decrease in confidence compared with Summer 2018 when closer to three-quarters (74%) of teachers reported that they were confident.

Pupil behaviour

Nearly all school leaders (96%) and seven in ten (71%) teachers rated pupil behaviour at their school as generally good. Primary school leaders and teachers were significantly more likely to report that pupil behaviour was good compared with their secondary school counterparts (98% of primary leaders vs. 87% of secondary leaders; and 86% of primary teachers vs. 55% of secondary teachers). This finding is consistent with Summer 2018.

The vast majority of leaders (93%) were confident in their school's ability to deal with pupils that present with the most challenging behaviours, and three-quarters of teachers (74%) shared this confidence (a significantly lower proportion). Teachers' confidence has also decreased over the past year; from 78% in Summer 2018 to 74% in Summer 2019.

As in Summer 2018, close to four in five teachers (78%) teachers said they usually ('mostly' or 'always') felt supported by their school leaders to deal with challenging behaviour effectively, yet 6% said they only felt supported occasionally. These findings are comparable with Summer 2018.

Teachers were also asked how much learning time is lost within each hour of teaching time when an episode of challenging behaviour occurs. Seven in ten teachers (70%) reported that 10 minutes or less of teaching time was lost when an episode of challenging behaviour occurs, with around one in ten (9%) reporting longer than this. Around half (51%) thought between one and five minutes was lost. This pattern is similar to Summer 2018.²

² Challenging behaviour is defined as behaviour which has a duration, frequency, intensity or persistence that is beyond the normal range that schools tolerate; and most unlikely to respond to the customary strategies used in the classroom and school.

Two-thirds (67%) of teachers felt dealing with misbehaviour at their school negatively affected their wellbeing; this was significantly higher among secondary (72%) than primary (63%) school teachers.

Special Educational Needs and Disability (SEND)

The vast majority of schools that responded said they currently had a SEN information report available on their website (96%), and nearly all (94%) of those schools reported that they had published or updated this information within the last 12 months. Of the 96% of schools that said they had published their SEN information report on their website, around nine in ten (94%) stated that their reports provided information about the effectiveness of their school's provision for children and young people with SEN.

When preparing the SEN information report, just under three-quarters of schools reported consulting with either parents (73%) or pupils (70%). However, just six in ten (60%) consulted both of these groups and more than one in eight schools (13%) did not consult with parents or pupils.

Teachers responded to a series of statements about support for pupils with SEND, identical to those asked in Summer 2018. More than nine in ten teachers reported that they know when to engage the SENCO or access other forms of support in relation to pupils with SEND (92%), consistent with the previous wave. However, only about two in five (41%) agreed that there is appropriate training in place for all teachers in supporting pupils with SEND (a significant decrease from 59% in Summer 2018). Between Summer 2018 and Summer 2019, there have also been significant decreases in the proportion of teachers stating that they feel equipped to identify pupils who are making less than expected progress and who may have a SEN or a disability (86% down from 93% in Summer 2018), that they are confident that when support is put in place for pupils receiving SEN support, it is evidence based (74% down from 79% in Summer 2018) and that they feel able to meet the needs of pupils receiving SEN support (60% down from 76% in Summer 2018).

Teachers were also asked to what extent they agreed with three statements about pupils with an Education, Health and Care (EHC) plan. Over half of the teachers who responded (57%) thought children with EHC plans should be educated in mainstream schools as much as possible. Just over one-third (39%) agreed that assuming the necessary support is in place, children with EHC plans learn best in mainstream schools. Less than one in five teachers who responded (19%) agreed with the statement 'at present, mainstream schools in England can effectively support the learning of children with EHC plans'.

In this wave nearly three-quarters of teachers who engaged in sharing practice between teachers or schools found it useful at improving the support they provide pupils with SEN (73%). About two-thirds also agreed that school led training or CPD (67%), case meetings with, or input from, the Special Educational Needs Co-Ordinator (SENCO) (67%) and observing other teachers' lessons (63%) were useful in improving that support. However, since Summer 2018, there has been a significant decrease in the proportion of teachers that found the following activities useful in improving the support they provide: observing other teachers' lessons (63% down from 67% in Summer 2018) and progress discussions with pupils' parents (58% down from 65% in Summer 2018).

Careers guidance

The majority of secondary schools reported having a Careers Leader that has responsibility for overseeing the schools' careers programme (97%). Very high proportions of secondary schools reported ensuring that by age 14 pupils have accessed information about career paths (94%), by age 16 pupils have received personal guidance with a careers professional (91%) and/or had a meaningful encounter with a learning provider (90%) and their institution has a whole-institution careers programme that is well-resourced (87%). In comparison to Summer 2018, the proportion of secondary schools that had a Careers Leader and a whole-institution careers programme increased significantly (97% up from 94% in Summer 2018 for Careers Leaders; and 87% up from 82% in Summer 2018 for whole institution careers programme).

Four in five (80%) secondary leaders reported that they heard of the Quality in Careers Standard (QCS). Of those who had heard of it, 17% said their school holds the QCS and more than three-quarters (78%) said they did not currently hold the award. However, 38% said they are currently in the process of applying for or working towards it and only 40% simply said their school does not hold it.

Summer 2019 Support for Pupils Infographic

3. Support for students

When asked if they had seen or received reports of bullying in the last 12 months...

56% Of leaders and teachers said either **never or rarely**

Leaders were significantly more likely than teachers to feel confident in knowing how to deal with bullying:

Leaders:
87%



Teachers:
80%

42% of schools said they had taken between **six and seven actions** in relation to learners' mental health



The most common actions taken by schools were:

Providing referral routes for specialist support for pupils that need it: **100%**

Providing dedicated support in school for pupils with identified mental health needs: **96%**

68% of teachers teach Health Education and

87% said they feel confident doing so



Considering extra-curricular activities in primary and secondary schools:



99% offered **sport or physical related activities**



95% offered **volunteering and group memberships**



97% offered **creative activities**



95% offered activities that involve **performing**



49% offered activities related to **world of work**

3. Support for students cont.

61% of teachers feel confident in supporting students who approach them regarding their *gender identity*



70% feel confident supporting students who approach them regarding their *sexual orientation*

Leaders:
96%



Teachers:
71%

Leaders:
93%

Confident in their school's ability to deal with pupils with the most challenging behaviours

Teachers:
74%

67% of teachers felt that dealing with misbehaviour at their school had negatively affected their wellbeing



86% of teachers felt equipped to identify pupils who may have a SEN or a disability



60% of teachers felt able to meet the needs of pupils on SEN support



80% of secondary leaders have heard of the **Quality in Careers Standard**

Of those who have heard of the QCS...



17% hold the award...



38% are currently applying for it

Background

This report covers the Summer 2019 findings of the fourth wave of the School Snapshot Survey. Since Winter 2017, this survey has been conducted bi-annually to better understand the opinions of leaders and teachers in primary and secondary schools on a range of educational topics.

Methodology

A sample of 1,666 schools was drawn from the Department's database of schools, 'Get Information about Schools' and these schools were invited to take part in both the school and teacher components of the School Snapshot Survey. A further 300 schools were selected just to take part in the teacher component.

At each school, one leader was surveyed (predominantly via a telephone methodology) and up to three teachers were surveyed (using a combination of online and telephone interviewing). A total of 820 surveys were conducted with school leaders and 1,028 surveys with teachers. This was split by primary and secondary schools as shown in Table 1. Of the leaders, most were headteachers (73%) and just less than one in five were deputy headteachers (18%) (see the appendices for more detail).

Table 1. Completed surveys by teacher level and school type

	Leaders		Teachers	
	Primary	Secondary	Primary	Secondary
Completed surveys	418	402	519	509

Fieldwork took place between 3 June – 19th July 2019.

Interpreting the findings

Data presented in this report are from a sample of teachers and senior leaders rather than the total population of teachers and leaders. Although the leader sample and the teacher sample have been weighted to be nationally representative (by school and by teacher demographics), the data is still subject to sampling error. Differences between sub-groups and previous waves are only commented on in the text if they are statistically significant at the 95 percent confidence level, unless otherwise stated. This means there is no more than a 5 per cent chance that any reported differences are a consequence of sampling error.

Depending on the question, responses from school leaders have been weighted to represent the school view or to represent their individual view as a senior teacher (see the Technical Report for more details on the weighting). The report attempts to make this distinction clear by referring to responses from schools when the school-based weighting has been applied, and referring to leader responses when the teacher-based weighting (which utilises individual demographic details) has been applied. At the school-level we have used the general population of schools for weighting, however when comparing results by academy status or by level (i.e. primary schools vs. secondary schools) it is worth noting that in the general population the majority of secondary schools (68%) are now academies whereas only 32% of primary schools are academies.

Free School Meal (FSM) entitlement is used as a proxy for deprivation levels at the school. All schools were put into a list of ascending order of the proportion of pupils that they have that are entitled to FSM. This ordered list was then split into five equal groups (or quintiles). Quintile 1, which is referred to as the 'lowest proportion' throughout the report represents the fifth of schools with the lowest proportion of pupils entitled to FSM. The proportion of pupils entitled to FSM increases progressively as the quintiles increase. Schools in the 'highest proportion' quintile (quintile 5), represent the fifth of schools with the highest proportion of pupils entitled to FSM. Significant differences tend to be tested between schools with the lowest proportion of FSM pupils and schools with the highest proportion of FSM pupils.

Due to rounding to the nearest whole number, percentages may not total to exactly 100% or precisely reflect statistics provided in the data tables. For further information on the overall study methodology and weighting approach, please see the Technical Report.

Support for pupils

Respondents were asked a range of questions about the support that their school or they personally provide for pupils. These covered issues including bullying, mental health, Health Education and character.

3.1 Anti-bullying

By law, all state schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils. This policy is decided by the school. All teachers, pupils and parents must be told what it is.

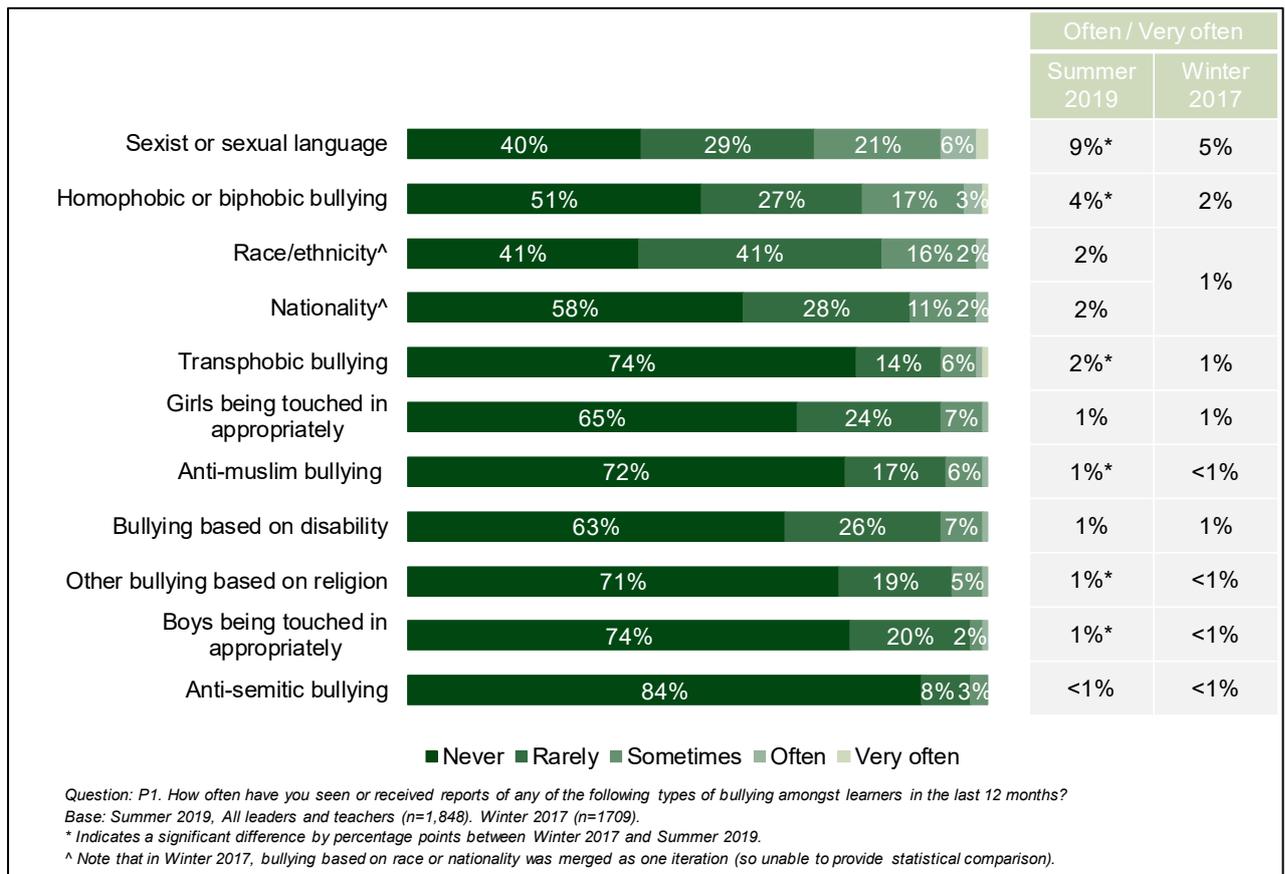
Frequency of bullying

Leaders and teachers were asked how often they had seen or received reports of various types of bullying amongst pupils in the last 12 months. It was generally the case that all forms of bullying were seen infrequently (either never or rarely). More than half (56%) of all leaders and teachers said they had never or rarely seen or received reports of each of the types of bullying listed in the last 12 months. This is significantly lower than the 66% in Winter 2017, suggesting that incidences of bullying may have increased overall.

However, it is important to note that these findings reflect leader and teacher perceptions of incidences of bullying, rather than official figures. While incidences of bullying appear to be rising, this could be linked to leaders and teachers becoming increasingly likely to recognise these issues.

The most commonly reported type of bullying seen or reported to leaders and teachers over the last 12 months was sexist or sexual language used to degrade other pupils (9% saw it often, a significant increase from 5% in Winter 2017).

Figure 1. Frequency with which leaders and teachers have seen or received reports of bullying



The following groups were significantly more likely to report bullying (in that fewer reported never or rarely seeing bullying in the last 12 months):

- secondary schools compared to primary schools (76% vs. 34%);
- secondary academies compared to secondary non-academies (37% vs. 27%);
- teachers compared to leaders (67% vs. 54%).

Confidence in knowing how to deal with bullying

Leaders and teachers were also asked how confident they were in knowing what to do if they saw or heard of bullying occurring at their school. Generally, confidence levels were high, with four-fifths (81%) of leaders and teachers stating they felt very or fairly confident. However, a significantly lower proportion stated they were very or fairly confident compared to Winter 2017 (87%).

In terms of sub-group differences, secondary leaders and teachers were significantly more likely than primary leaders and teachers to feel confident (83% vs. 79%), and respondents from secondary academies were significantly more confident than those from secondary non-academies (86% vs. 78%).

Confidence in dealing with bullying appears to be correlated with experience in the teaching profession. Those with greater than 20 years of experience in the teaching profession were significantly more likely to feel confident dealing with bullying than those with less experience (86% vs. 79% for 6 – 10 years, 75% for 4 – 5 years and 74% for 2 – 3 years).

It was also the case that leaders and teachers from schools rated by Ofsted as outstanding were significantly more likely to feel confident than respondents from schools rated inadequate (88% vs. 72%).

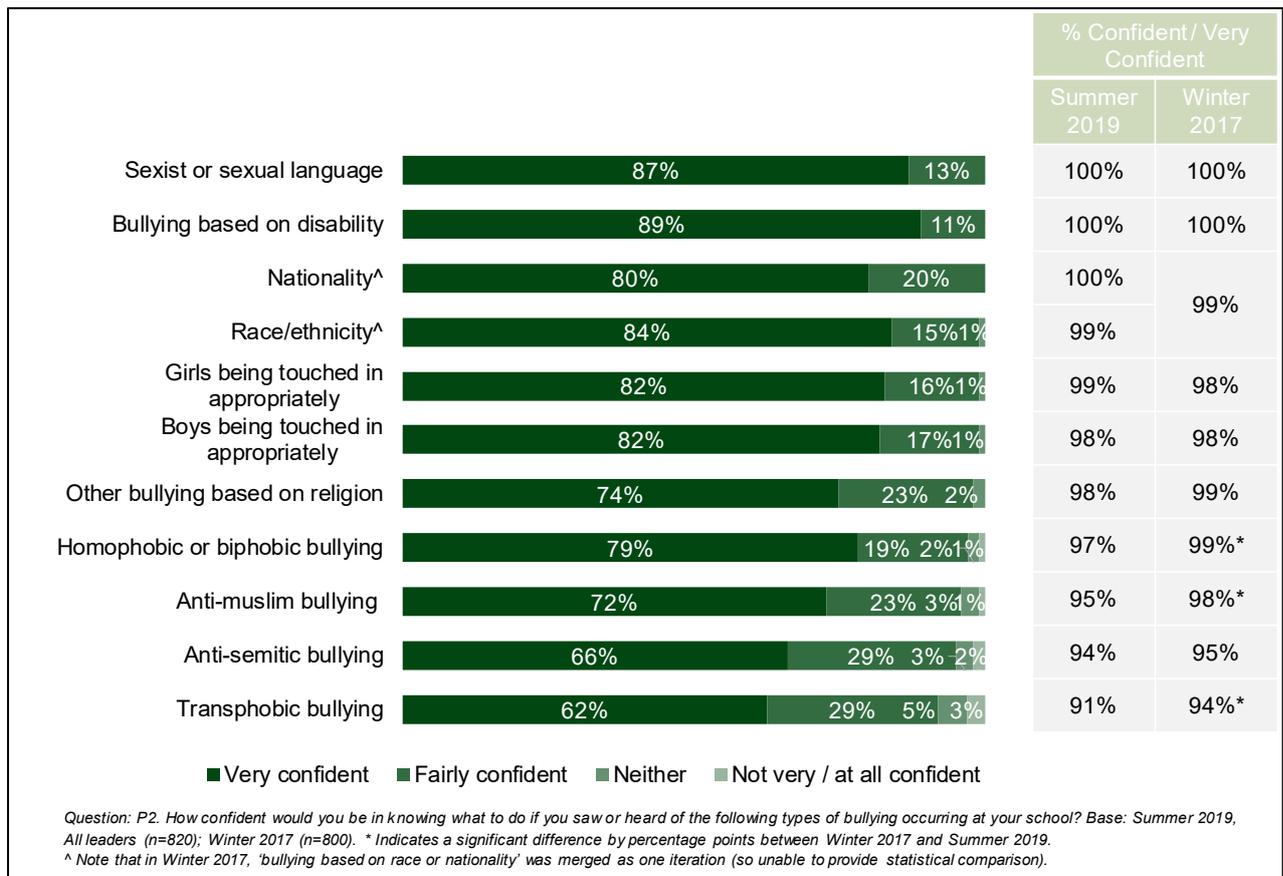
Leaders were significantly more likely than teachers to feel very or fairly confident in knowing how to deal with bullying (87% vs. 80%). Differences in leaders' confidence and then teachers' confidence will be explored in turn.

Leaders' confidence in knowing how to deal with bullying

All leaders felt confident in knowing how to deal with bullying based on sexist or sexual language, based on nationality or based on disability. Confidence levels were also extremely high for dealing with girls being touched inappropriately (99%), boys being touched inappropriately (98%), other bullying based on religion (98%) and anti-Semitic bullying (94%).

Although leaders were typically confident in dealing with each type of bullying, confidence has significantly decreased since Winter 2017 for homophobic or biphobic bullying (97% down from 99%), anti-Muslim bullying (95% down from 98%) and transphobic bullying (91% down from 94%).

Figure 2. Leaders' confidence in knowing how to deal with bullying



Across a number of measures, confidence in knowing how to deal with the issue was higher among secondary school leaders than primary school. This particularly applied to anti-Semitic bullying (98% vs. 92%) and transphobic bullying (97% vs. 89%).

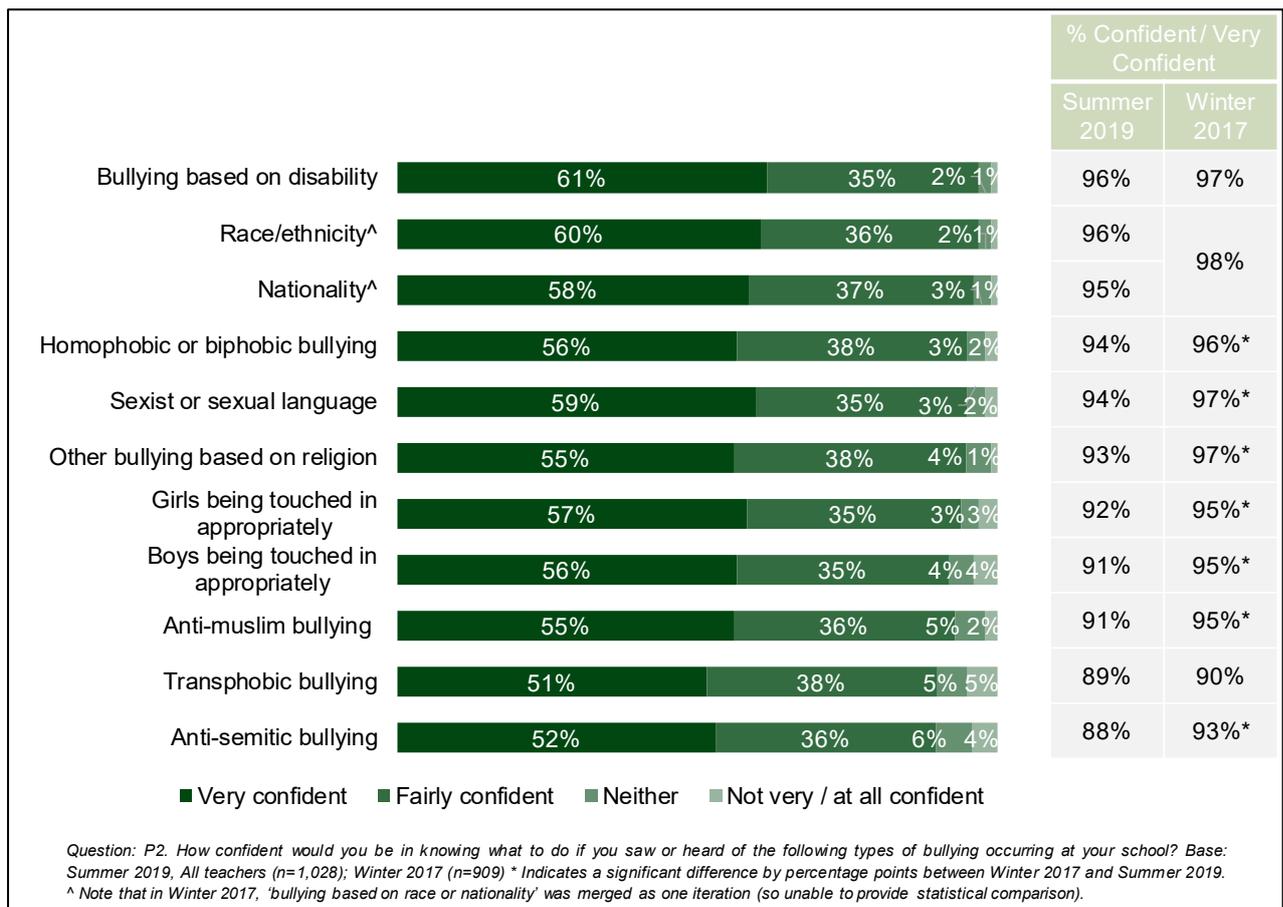
Also, leaders from schools with the highest proportion of FSM pupils were significantly more likely than leaders from schools with the lowest proportion to feel confident dealing with anti-Muslim bullying (99% vs. 92%), anti-Semitic bullying (98% vs. 91%), homophobic or biphobic bullying (100% vs. 95%), transphobic bullying (95% vs. 88%) and boys being touched inappropriately (99% vs. 96%).

Teachers' confidence in knowing how to deal with bullying

Teachers felt most confident in dealing with bullying based on race or ethnicity (96%), but like leaders, the vast majority were confident in dealing with bullying based on disability (96%) and bullying based on nationality (95%).

In comparison to Winter 2017, confidence significantly decreased among teachers for a number of measures. However, these were relatively small decreases (between 2-5%), with anti-Semitic bullying seeing the largest change (88% down from 93% in Winter 2017).

Figure 3. Teachers' confidence in knowing how to deal with bullying



Secondary teachers were significantly more likely than primary teachers to feel confident dealing with anti-Semitic bullying (92% vs. 85%), homophobic or biphobic bullying (96% vs. 92%) and transphobic bullying (94% vs. 84%).

Teachers from secondary academies tended to be significantly more confident on most measures than those from secondary non-academies.

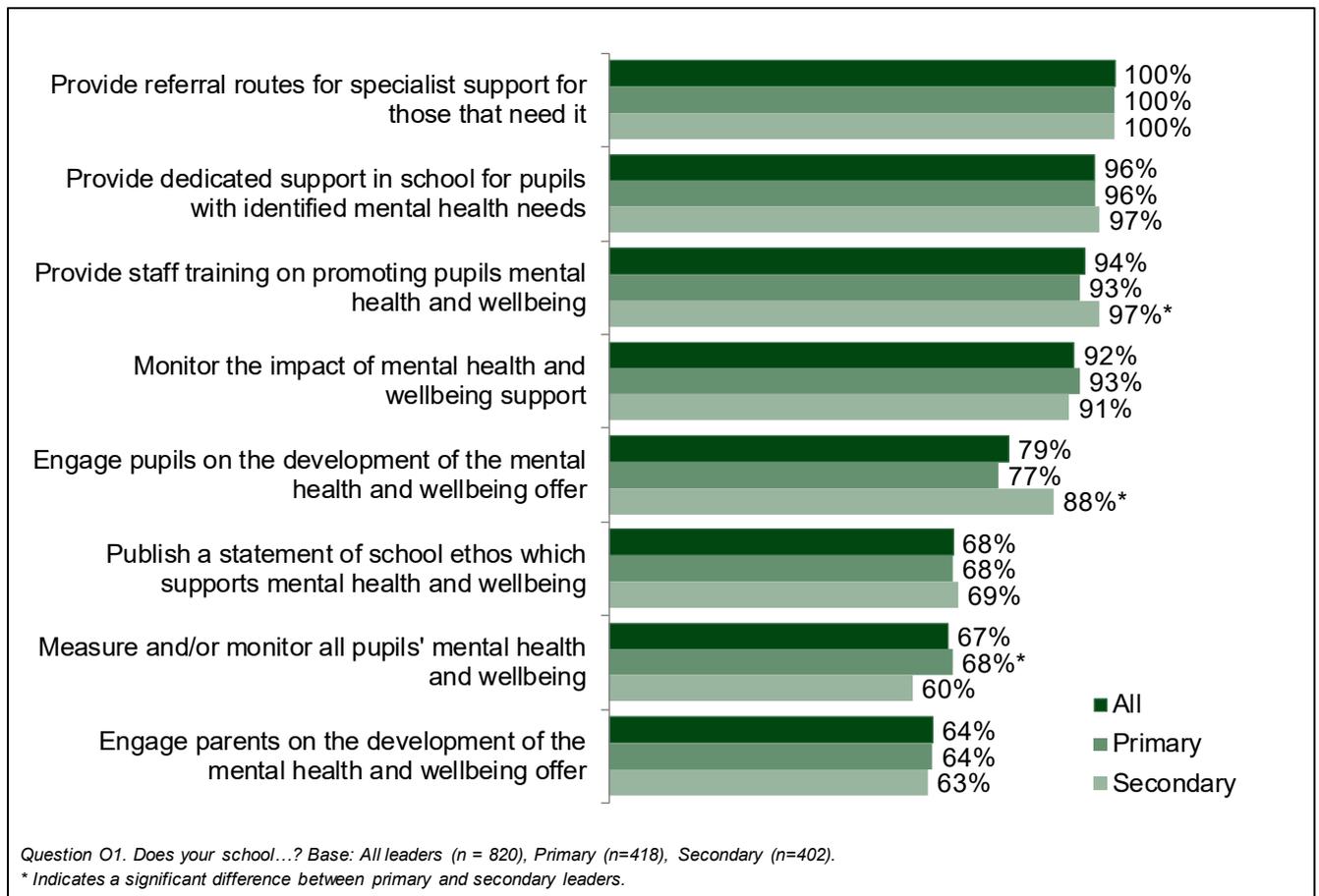
3.2 Mental health and wellbeing

Pupil mental health is a key priority for Government. Transforming Children and Young People's Mental Health Provision,³ the Government's December 2017 Green Paper, outlined proposals for mental health support in schools, including incentivising and supporting all schools and colleges to identify and train a senior mental health lead to oversee the approach to mental health. The senior mental health lead role aims to support the mental health of children and young people by ensuring their school or college has effective processes for consistently supporting mental health problems and promoting positive mental health. The senior lead role will help schools and colleges to make the best use of existing resources and effort to help improve the wellbeing and mental health of pupils.

In the Summer 2019 survey, leaders were asked whether they undertook a series of activities in relation to pupils' mental health. As shown in Figure 29, all actions were undertaken by at least six in ten schools. The actions can be grouped into: those undertaken by the vast majority of schools (more than nine in ten schools – the top four actions in Figure 29); and those activities undertaken by about two-thirds of schools (the bottom three actions in Figure 29).

³ <https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>

Figure 4. Actions taken by schools in relation to learners' mental health (prompted)



Secondary leaders were significantly more likely than primary leaders to provide staff training on promoting pupils' mental health and wellbeing (97% vs. 93%) and engage pupils on the development of the school's wellbeing offer (88% vs. 77%). Conversely, primary leaders were significantly more likely than secondary leaders to measure pupils' mental health and wellbeing (68% vs. 60%).

Leaders from schools with the highest proportion of FSM pupils were significantly more likely than those from schools with the lowest proportion of FSM pupils to provide dedicated support in school for pupils with identified mental health needs (100% vs. 92%).

Primary and secondary leaders were most likely to report they had taken either six or seven, of the eight, actions relating to learners' mental health (42% reported this). Over one-third (36%) had taken all eight of the actions covered in the survey. Roughly one-fifth (21%) had taken between one and five of the actions.

Leaders from schools in the South East reported fewer actions – 29% reported their school had taken fewer than five actions, compared to 21% on average across all regions.

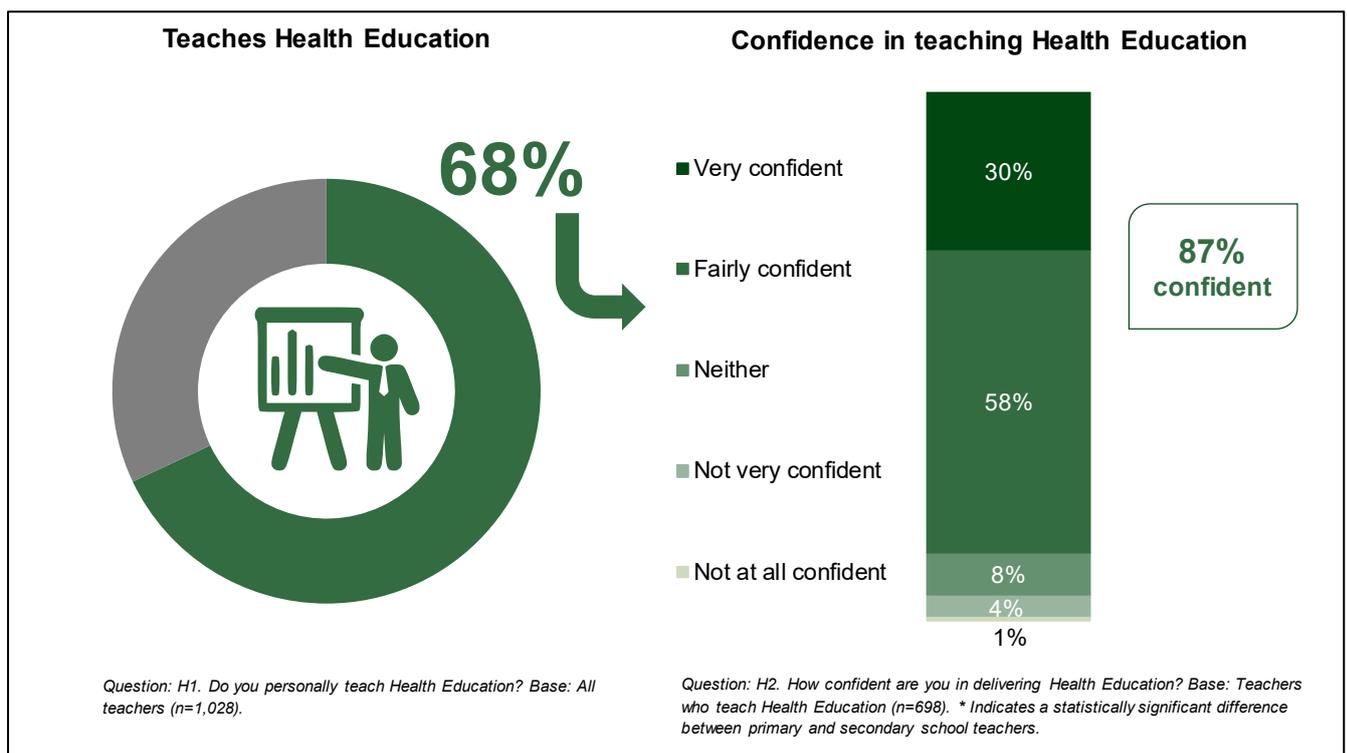
3.3 Health Education

From September 2020 Health Education will be compulsory for all pupils in primary and secondary state funded schools. In Health Education, there is a strong focus on mental wellbeing, including a recognition that mental wellbeing and physical health are linked.

Leaders were asked whether their school teaches Health Education and teachers whether they personally teach Health Education. This was asking about current provision of Health Education, not specifically about whether they already teach to the new requirements.

Nearly all leaders said their school teaches Health Education (99%). Two-thirds of teachers said they personally teach it (68%). Of those who teach Health Education, around nine in ten reported that they felt fairly confident (58%) or very confident (30%) in doing so.

Figure 5. Proportion of teachers who teach Health Education and confidence in doing so



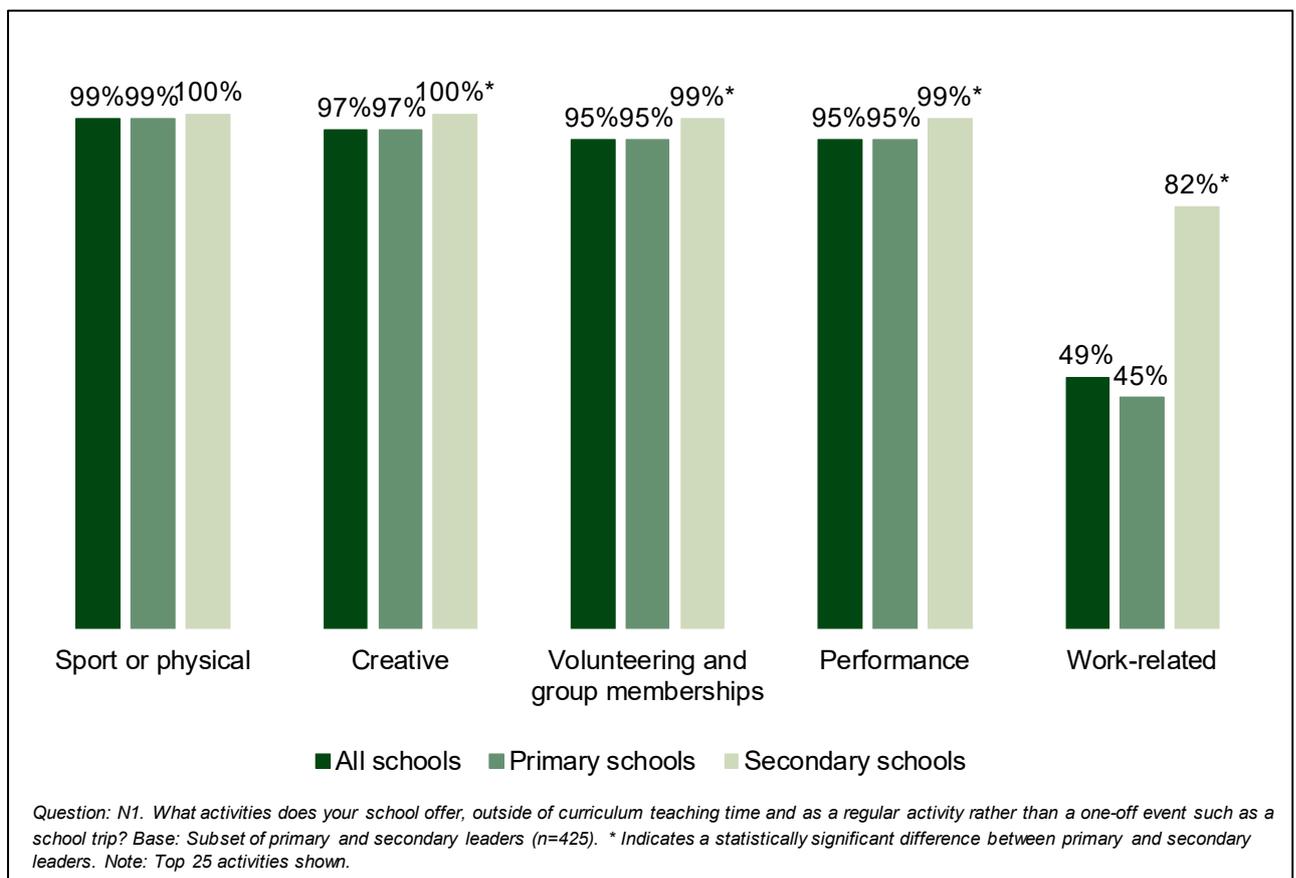
Primary teachers were significantly more likely than secondary teachers to teach Health Education (89% vs. 47%), as were teachers from secondary academies compared with those from secondary non-academies (50% vs 40%). In addition, primary teachers were significantly more likely than secondary teachers to feel confident (90% vs. 81%).

There were no significant differences among any other sub-groups.

3.4 Developmental extra-curricular activities

Alongside a school’s ethos and taught curriculum, co-curricular and extra-curricular activities can contribute to personal development and an education that builds resilience, character and skills that are valuable for learning and future employment. Schools can give their pupils opportunities to be challenged and build expertise if they offer a broad range of high quality, extra-curricular activities, and if barriers to participation are minimised. Just over half of the leaders in the survey were provided with a list of 33 extra-curricular activities (or 29 if a primary leader) and asked which of the activities their school offered, outside of curriculum teaching time and as a regular activity rather than a one-off event such as a school trip.⁴

Figure 6. Types of extra-curricular activities offered at schools



On average, secondary schools offered 21 of the 33 activities. All offered creative, sport and physical and volunteering and group membership activities and a very high proportion offered performance (99%) and work-related activities (82%).

⁴ Due to question length not all leaders were asked this question. A random selection of primary and secondary leaders completed this question (n=425), primary leaders (n=262), secondary leaders (n=163).

In comparison, primary schools offered on average 14 of the 29 activities. While almost all offered sport and physical (99%), creative (97%), performance (95%) and volunteering and group membership activities (94%), less than half offered work-related activities (45%).

Four-fifths of secondary schools (81%) offered activities in all five grouped themed areas, although this was the case for a minority of primary schools (45%).

The most common type of extra-curricular activity offered was team sports e.g. football, netball, hockey (98%). The following table shows the proportion of primary and secondary schools to offer each extra-curricular activity.

Table 2. Extra-curricular activities offered at schools⁵

Activity	All schools	Primary schools	Secondary schools
Team sports e.g. football, netball, hockey, cricket, rounders	93%	97%	100%*
Opportunity to have position of responsibility e.g. school council, prefect	84%	93%	100%*
Running and athletics	84%	83%	92%
Choir	81%	81%	83%
Arts, crafts and design e.g. painting, drawing, sculpture, photography, pottery, woodwork, graphic design	80%	78%	94%*
Gardening	74%	77%*	52%
Dance	70%	71%	67%
Racket sports e.g. tennis, badminton, table tennis, squash	66%	63%	87%*
Drama and theatre activities e.g. school play, talent show,	65%	62%	93%*

⁵ * Indicates a significant difference between primary and secondary schools.

pantomime, stand-up comedy, poetry			
Computer club or code club	63%	60%	87%*
Gymnastics, trampolining or cheerleading	60%	58%	74%*
Fitness activities e.g. yoga, Zumba	58%	57%	65%
Chess or other games club	56%	53%	79%*
Cookery	54%	54%	55%
Entrepreneurship activities e.g. young enterprise group	48%	45%	70%*
Charity group e.g. fundraising or volunteering	48%	44%	79%*
Film, music or video production	42%	38%	69%*
Mentoring younger students	42%	36%	89%*
Swimming or diving	36%	38%*	22%
Adventure, outdoor or water sports e.g. climbing, orienteering, hiking, canoeing, rowing, sailing	36%	32%	63%*
Combat sports, martial arts, or target sports, e.g. boxing, judo, karate, archery, fencing	31%	31%	28%
Other musical performance group e.g. jazz band	27%	22%	67%*
Orchestra	26%	22%	65%*
Creative writing	22%	18%	58%*
School magazine or newspaper	20%	17%	43%*
Debating or public speaking	16%	10%	63%*
Duke of Edinburgh	8%	N/A	78%

Leisure games e.g. snooker, darts	8%	8%	11%
Student radio, website, blog or podcast etc.	8%	7%	15%*
National Citizen Service	7%	N/A	61%
Work experience (beyond statutory Year 10 requirement)	6%	N/A	50%
Beaver, Cub or Scout group or Rainbow, Brownie or Guide group	4%	4%	1%
Combined Cadet Force	2%	N/A	19%
Other	4%	3%	9%*

Leaders spontaneously mentioned that they also offered the following extra-curricular activities:⁶

- 16% offered academic subject related clubs e.g. science club, history club;
- 8% offered Environment Club / Eco club;
- 3% had a mindfulness / wellbeing club;
- 3% had a book club;
- 2% offered a diversity club.

⁶ The proportion of schools that engage in these extra-curricular activities is likely to be higher if all leaders were presented with this activity.

3.5 Diversity Support

All schools should be inclusive places for children and young people irrespective of their developing sexual orientation and gender identity. Teachers play an important part in supporting students at this time. The National LGBT Survey 2017 found that respondents who were currently in education were generally low in openness about being LGBT to teaching staff. Amongst cisgender respondents, 55% had not been open with any of their teaching staff. This varied by respondents' sexual orientation; ranging from 43% of any gay and lesbian respondents to 81% of asexual respondents not being open with any of their teaching staff. Similarly, 41% of trans respondents stated that they had not been open about their gender identify with any of their teaching staff.⁷

In this survey (Summer 2019) and the Summer 2018 survey, teachers were asked how confident they felt in providing support to students regarding their gender identity and sexual orientation if they were faced with a pupil asking them questions or needing additional support.

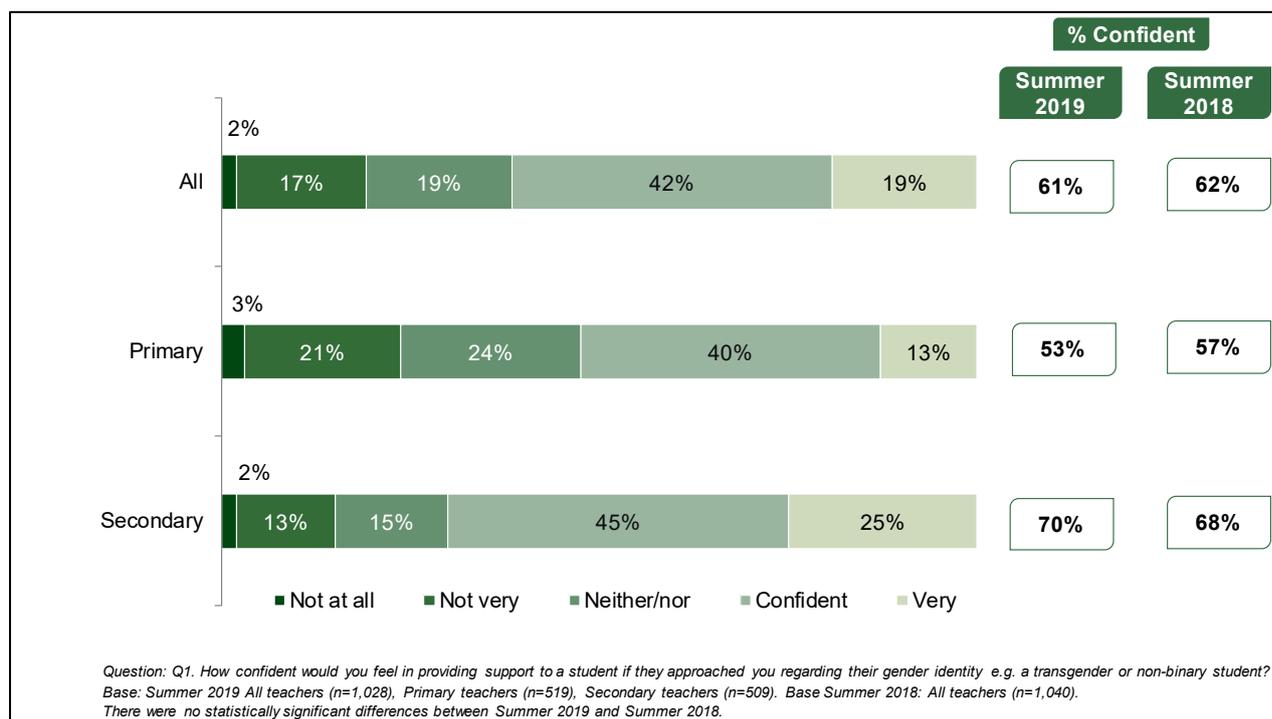
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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721704/LGBT-survey-research-report.pdf. The National LGBT Survey 2017 (2018)

Gender identity

In the Summer 2019 survey, three-fifths (61%) of all teachers said they would feel very confident (19%) or confident (42%) in supporting students who approached them regarding their gender identity. Compared with almost one in five (19%) that would not feel confident. This was consistent with the results of the previous Summer 2018 survey, when 17% of teachers were very confident, 46% were confident and 18% were not confident.⁸

Figure 7. Teachers' confidence in providing support to a student regarding their gender identity



As in Summer 2018, secondary teachers were significantly more confident than primary teachers in supporting pupils with their gender identity (70% vs. 53%).

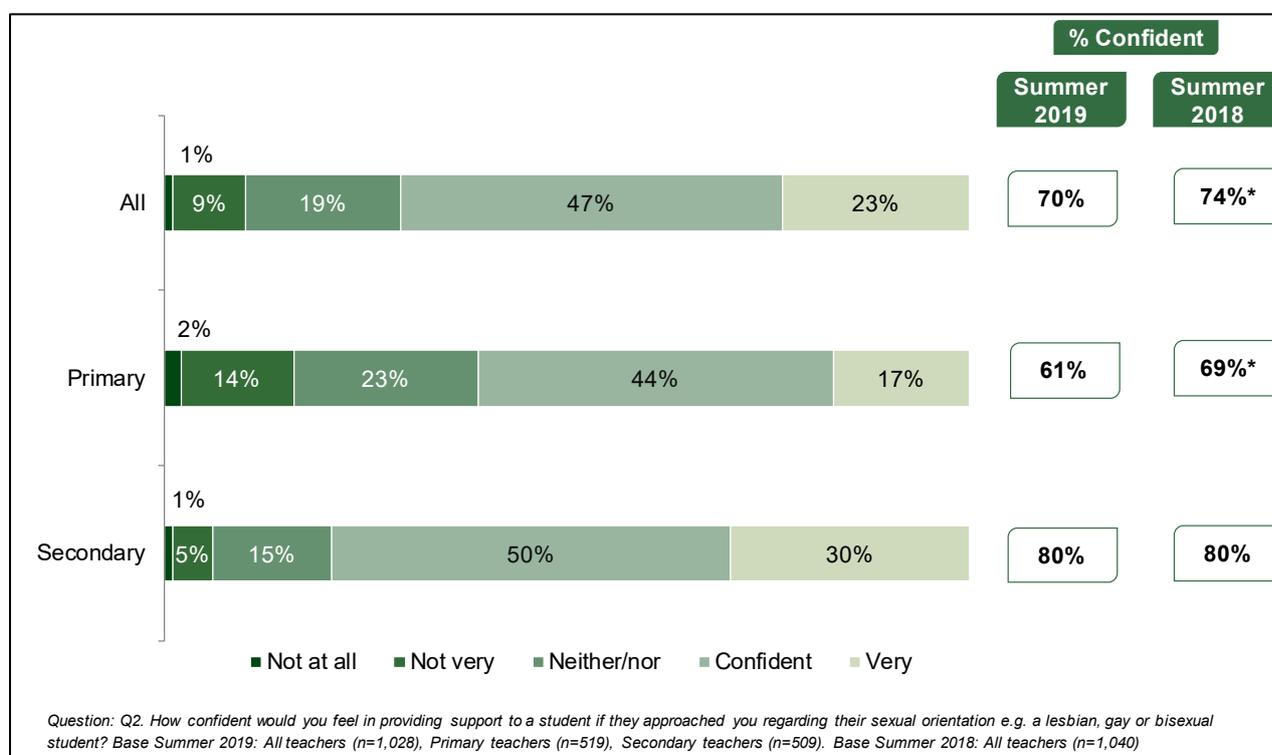
Unlike Summer 2018, there were differences in teacher confidence by the proportion of FSM pupils at their school and region of their school. Teachers in schools with the highest proportion of FSM pupils were significantly more likely to feel confident (65%) compared with teachers in schools with the lowest proportion of FSM pupils (53%). Teachers in London were more likely than the national average to say they felt confident (71% vs. 61% average across regions).

⁸ It should be noted that the question was updated from Summer 2018 "How confident would you feel in providing support to a student if they approached you regarding their gender identity?" to Summer 2019 "How confident would you feel in providing support to a student if they approached you regarding their gender identity e.g. a transgender or non-binary student?"

Sexual orientation

Seven out of ten teachers (70%) reported they would feel confident about supporting students who approach them regarding their sexual orientation. Significantly higher than the proportion of teachers that feel confident supporting pupils regarding their gender identity (61%). Since the Summer 2018 survey, the overall proportion of teachers reporting to be confident in supporting students with their sexual orientation has significantly decreased, from 74% in Summer 2018 to 70% in Summer 2019. However this decrease is due to a decrease in confidence reported by primary teachers (from 69% to 61%) as reported confidence has remained consistent for secondary teachers over this time period (at 80% for both years).

Figure 8. Teachers' confidence in providing support to a student regarding their sexual orientation



As with gender identity, significantly more secondary school teachers reported they would feel confident supporting students on issues of sexual orientation than primary school teachers (80% vs. 61%), indeed three in ten (30%) secondary school teachers felt very confident. Around one in six (16%) primary school teachers would not be confident supporting a student with their sexual orientation, which is significantly lower than the 6% of secondary school teachers that were not confident. This pattern is consistent with the findings in the Summer 2018 survey.

Matching the pattern found with gender identity, there were differences in teacher's level of confidence depending on the proportion of FSM pupils at their school and

region. Teachers in schools with the highest proportion of FSM pupils were more likely to feel confident (76%) compared with those in schools with the lowest proportion (63%). Teachers in London and the North East were most likely than say they felt confident (81% and 84% respectively), significantly higher than the national average (70% across regions).

3.6 Pupil behaviour

The government's independent review of behaviour in schools (March 2017) highlighted the importance of a whole-school approach to behaviour.⁹ The paper covered a range of strategies leaders can implement to improve pupil behaviour, such as high levels of support for staff members, and a leadership team with a strong presence.

Reflecting this, a key focus of Wave 4 of the School Snapshot Survey was to understand leaders' and teachers' views on a range of topics relating to pupil behaviour. This included:

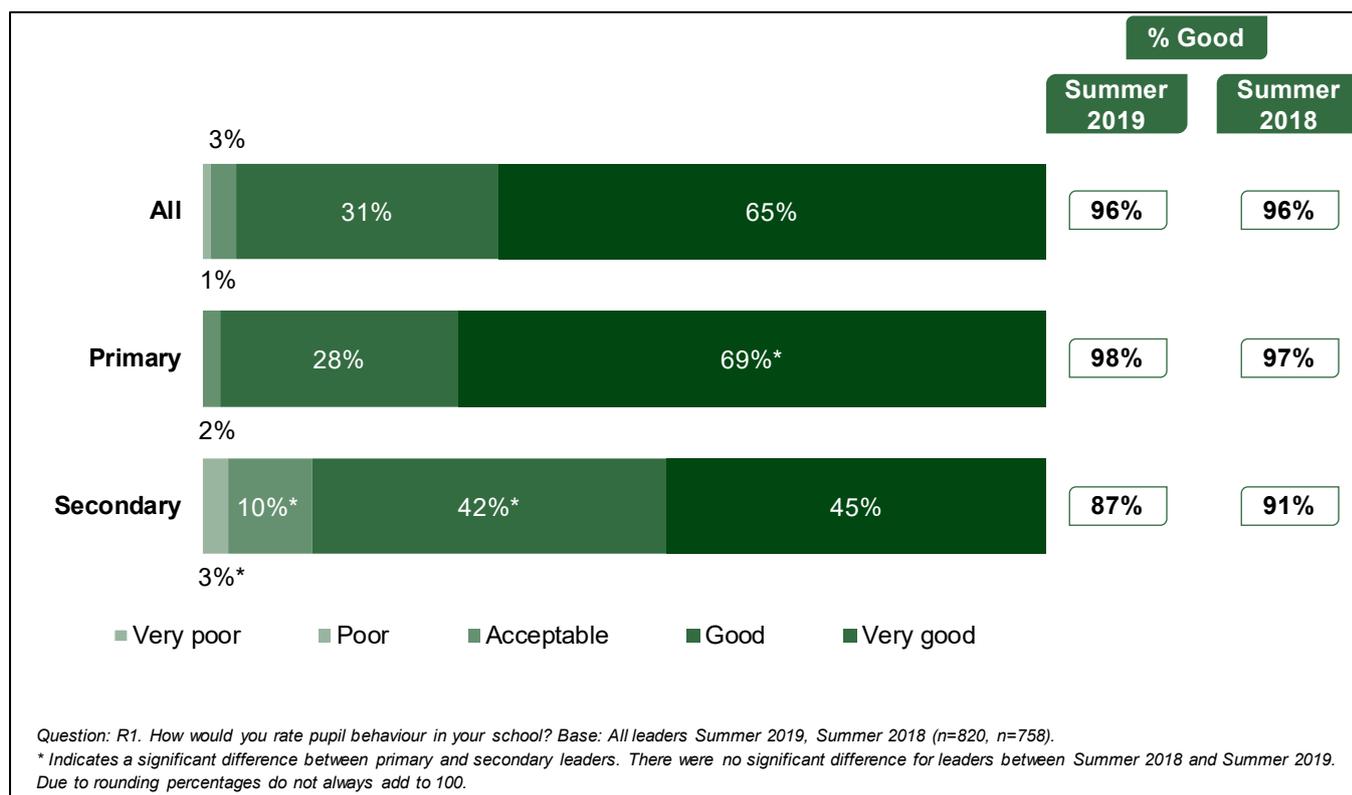
- leaders' and teachers' views on behaviour at their school;
- their school's ability to deal with challenging behaviour;
- how supported teachers feel in dealing with challenging behaviour;
- how much teaching time is lost to challenging behaviour; and
- the impact of pupil behaviour on teacher wellbeing.

Rating pupil behaviour

Leaders and teachers were asked to rate pupil behaviour at their school on a scale from very poor to very good.

As Figure 34 shows, nearly all (96%) leaders said that pupil behaviour in their school was either very good (65%) or good (31%). Overall, results were comparable with the Summer 2018 survey.

Figure 9. Leaders' assessment of pupil behaviour in their school



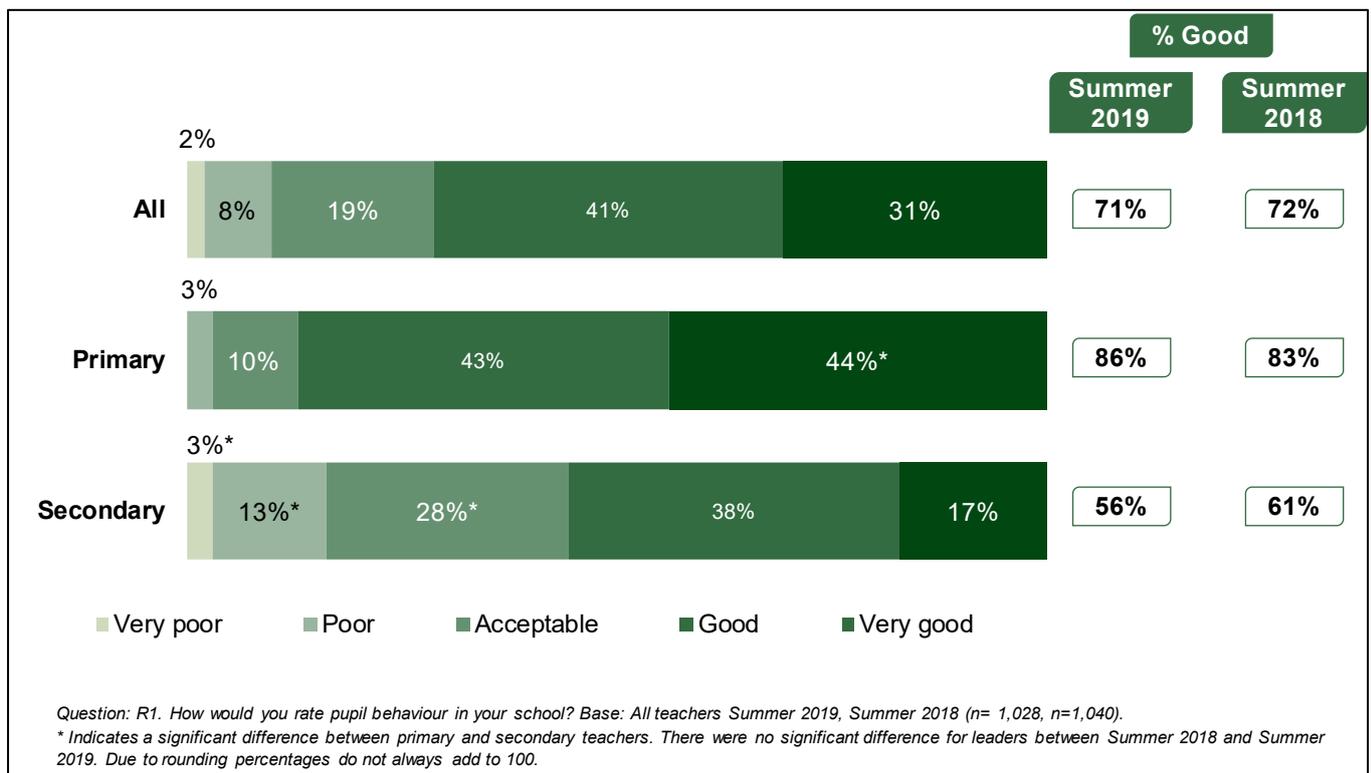
Primary leaders (98%) were significantly more likely than secondary leaders (87%) to rate pupil behaviour in their school as good, as were leaders from schools with the lowest proportion of FSM pupils (99% vs. 92% in those with the highest proportion).

Additionally, a significantly lower proportion of leaders from schools in the North East rated pupil behaviour in their school as good than in other regions on (83% vs. 96% average across regions).

Turning to teachers' assessment of pupil behaviour at their school, the picture was considerably less positive than reported by leaders. Seven in ten (71%) teachers rated pupil behaviour in their school as good or very good; one in 10 (10%) described it as poor or very poor. These results were very similar to the Summer 2018 survey.

Teachers' views of behaviour were less positive in secondary schools than primary. Secondary teachers were significantly more likely than primary teachers to report that pupil behaviour was poor or very poor (16% vs 3% of primary teachers) and were much less likely to rate pupil behaviour in their school as good or very good (56% vs 86% of primary teachers).

Figure 10. Teachers' assessment of pupil behaviour in their school



Similar to the leader findings, teachers from schools with the lowest proportion of FSM pupils (86%) were significantly more likely than those with the highest proportion (63%) to report that pupil behaviour in their school was good. More markedly, nine in 10 (90%) teachers in schools rated as outstanding by Ofsted rated pupil behaviour in their school as good, compared to just over half (52%) of those in schools that require improvement.

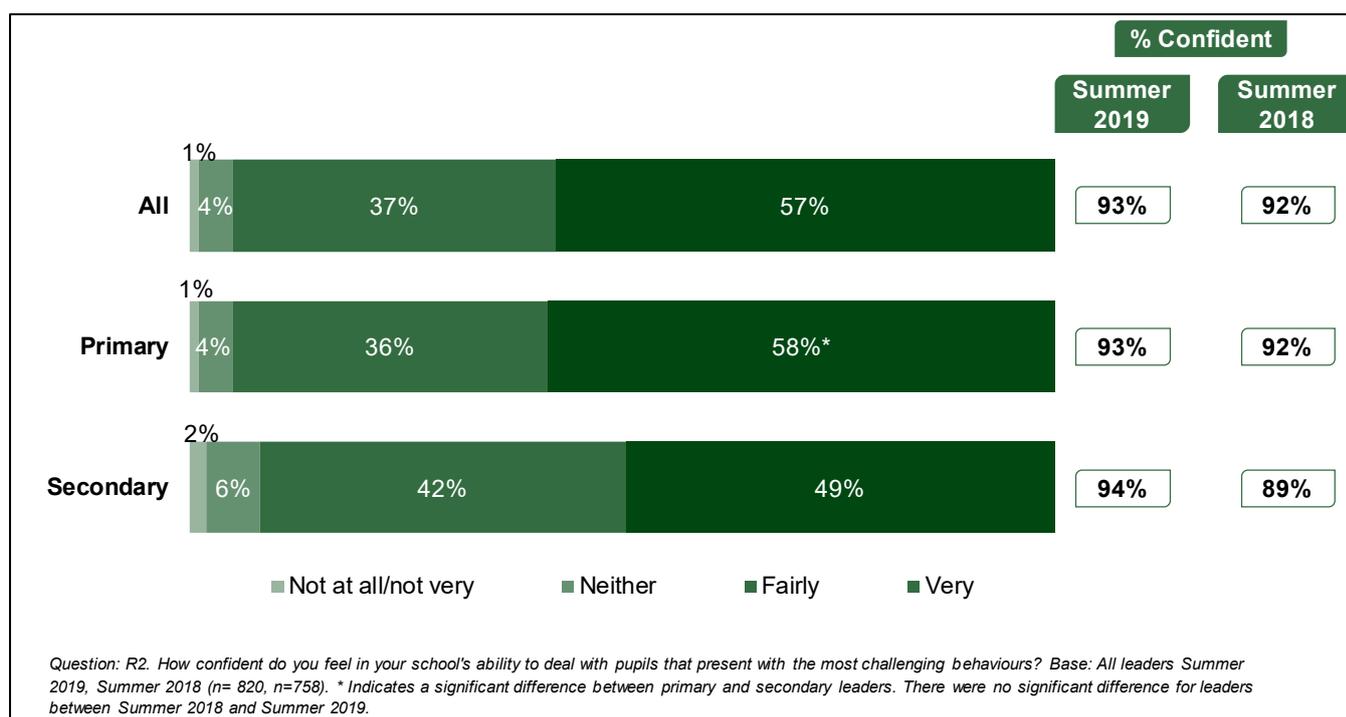
Additionally, teachers from schools in the East of England were significantly less likely than average to rate pupil behaviour at their school as good (63% vs. 71% average).

Dealing with challenging behaviour

Leaders and teachers were then asked about how confident they feel in their school's ability to deal with challenging pupil behaviour.¹⁰

As in Summer 2018, the vast majority (93%) of leaders reported that they were very (57%) or fairly (37%) confident in their school's ability to deal with challenging behaviour; primary leaders (58%) were significantly more likely than secondary leaders (49%) to be very confident.

Figure 11. Leaders' confidence in their school's ability to deal with challenging pupil behaviour



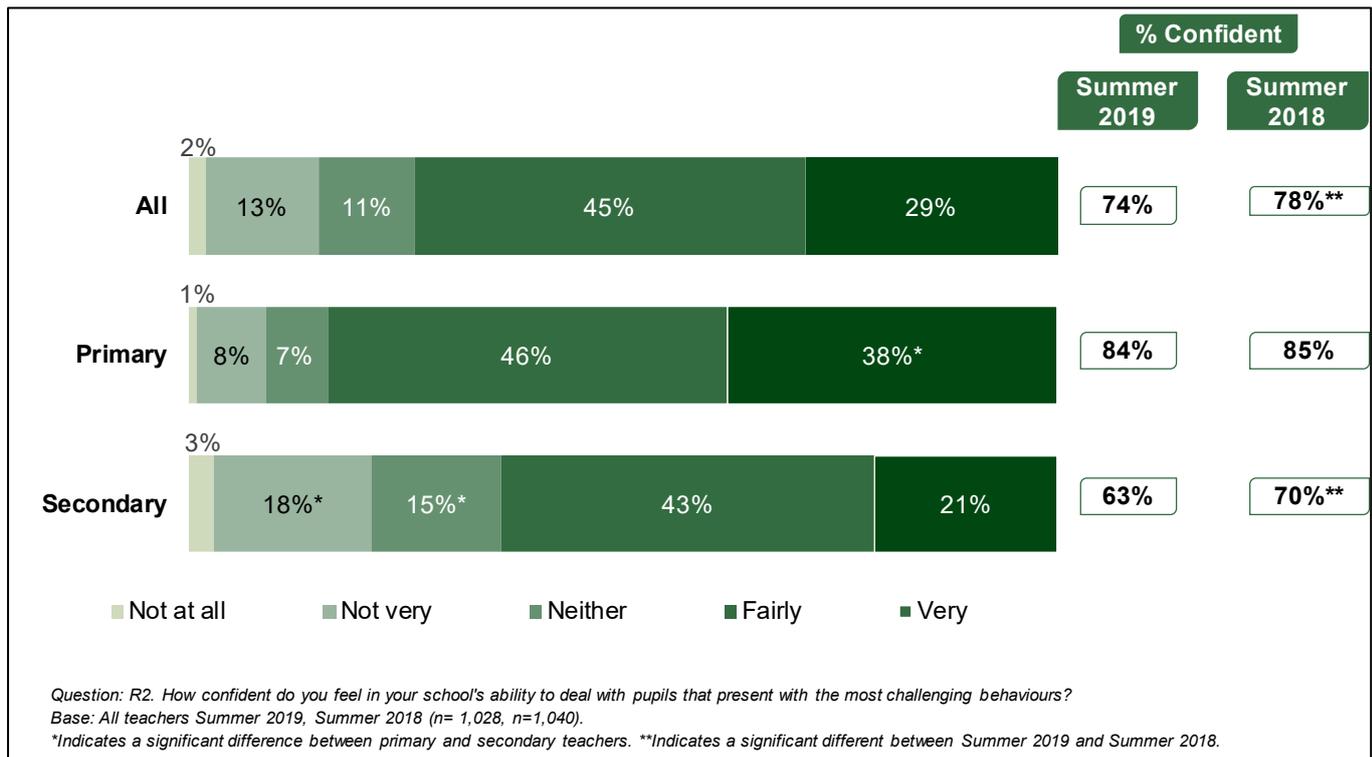
Leaders of schools based in the North East were significantly less likely than average to be confident in their school's ability to deal with challenging pupil behaviour (76% vs. 93% average).

As with their rating of pupil behaviour, teachers were much less confident than leaders about their school's ability to deal with challenging behaviour (74% for teachers vs. 93% for leaders), consistent with Summer 2018 findings. Also consistent with Summer 2018, confidence among secondary teachers (63%) was significantly lower than for primary teachers (84%) in Summer 2019 (see Figure 37).

¹⁰ Challenging behaviour was defined in the survey as 'that which has the duration, frequency, intensity or persistence that is beyond the normal range that schools tolerate, and most unlikely to respond to the customary strategies used in the classroom and school'

However, the proportion of teachers who were very or fairly confident was significantly lower in Summer 2019 (74%) than in Summer 2018 (78%) due to a significant decrease in confidence reported by secondary teachers (from 70% in Summer 2018 to 63% in Summer 2019). Primary school teachers have reported similar levels of confidence between the two waves (85% in Summer 2018 and 84% in Summer 2019).

Figure 12. Teachers' confidence in their school's ability to deal with challenging pupil behaviour



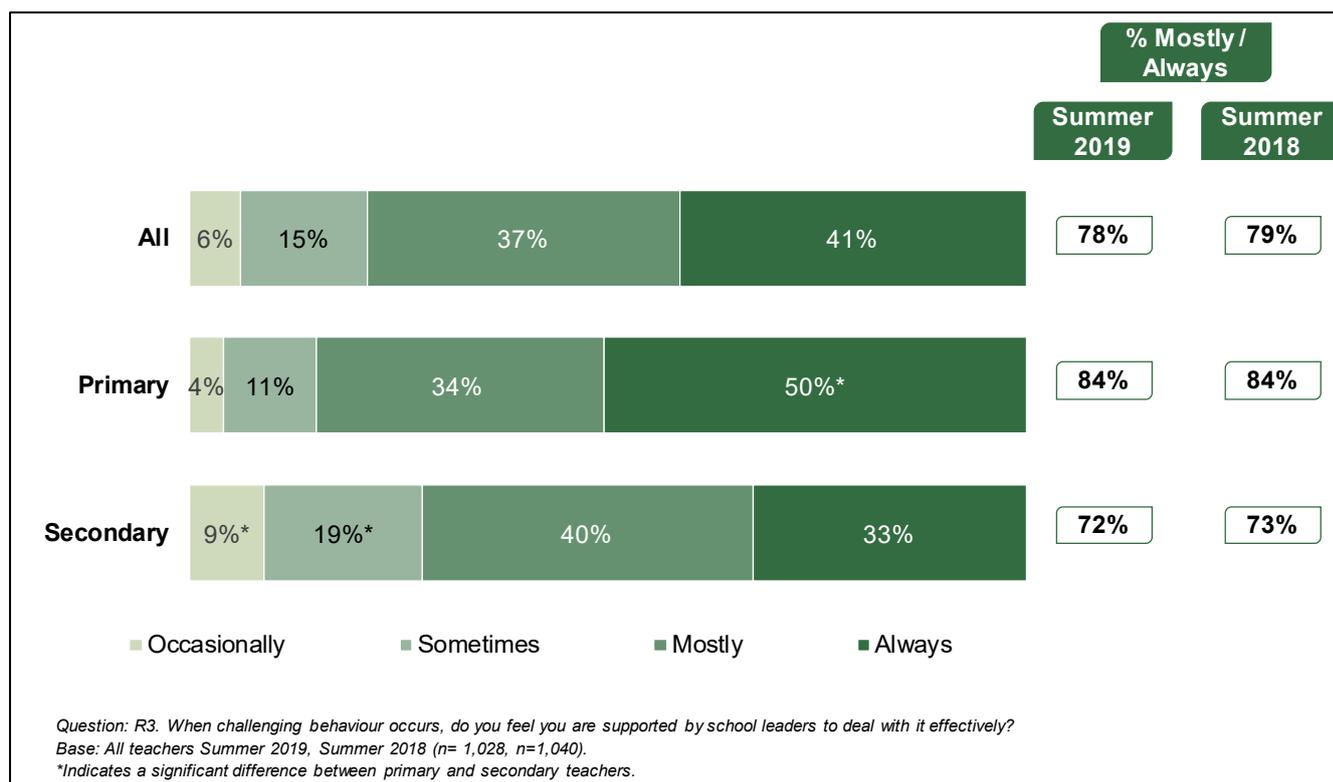
Teachers in schools rated as 'outstanding' (88%) by Ofsted were significantly more likely than those rated as 'good' (73%) and 'requires improvement' (62%) to report they were confident in their school's ability to deal with challenging behaviour.

Support by school leaders

Teachers were asked whether they felt supported by school leaders to deal with challenging behaviour amongst their pupils.

Over three-quarters of teachers felt always (41%) or mostly (37%) supported by their school leaders. A small minority (6%) felt only occasionally supported (see Figure 38). This pattern has remained consistent over time.

Figure 13. Whether teachers feel supported by school leaders to deal with challenging behaviour



As in Summer 2018, primary teachers were significantly more likely than secondary teachers to report they feel always or mostly supported by their school leaders (84% vs. 72%). Secondary teachers were significantly more likely than primary teachers to report that they only occasionally felt supported (9% vs. 4%).

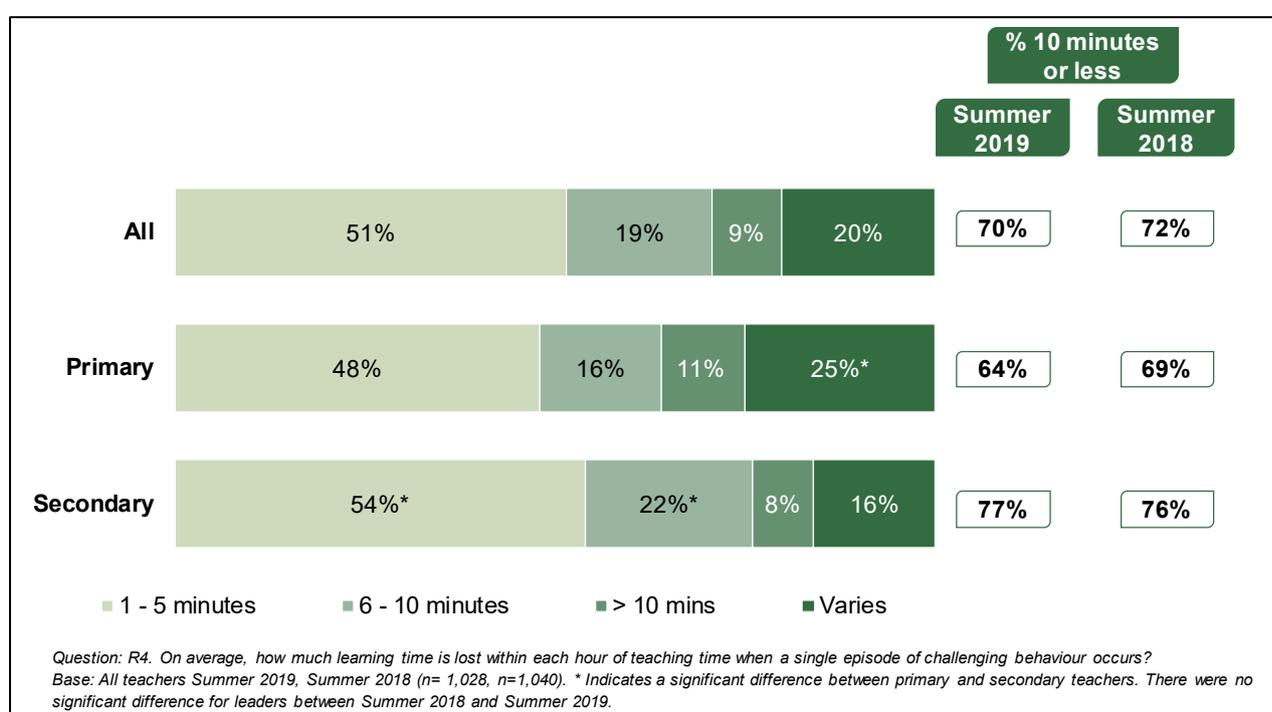
The following teachers were also significantly more likely to feel mostly or always supported by leaders at their school to deal with challenging behaviour effectively:

- Teachers based at schools rated as outstanding by Ofsted (86% vs. 72% of teachers at schools that require improvement).
- Older teachers (those aged 55-64 years old) (91% vs. 74% of younger teachers (those aged between 18-34 years old)).

Lost learning time

Teachers were also asked how much learning time is lost within each hour of teaching time when an episode of challenging behaviour occurs. As depicted in Figure 39, seven in ten teachers (70%) reported 10 minutes or less of teaching time was lost (around half (51%) indicated it was five minutes or less). Around one in ten (9%) reported losing more than 10 minutes per episode of challenging behaviour. However, one-fifth (20%) of teachers felt the amount of teaching time lost as a result of challenging behaviour varied too much to specify an answer. These results were similar to Summer 2018 findings.

Figure 14. Amount of learning time lost within each hour of teaching time when challenging behaviour occurs (teachers)



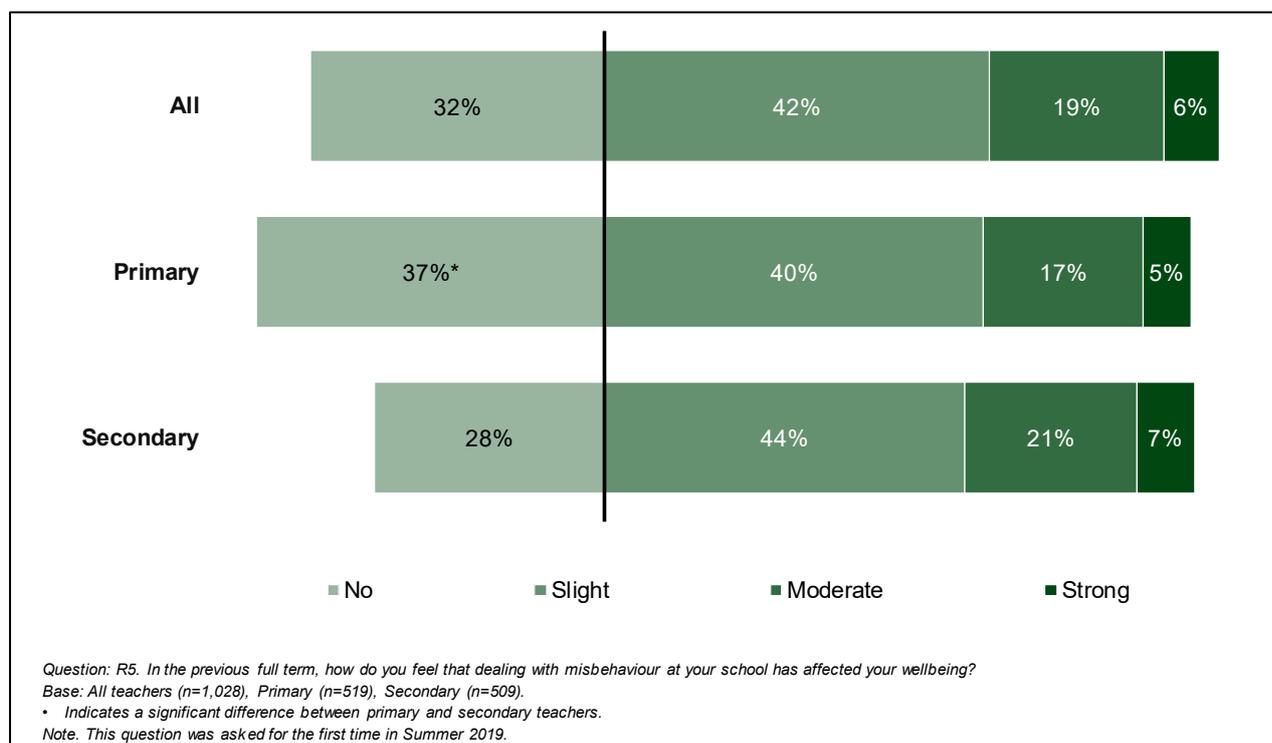
The following groups were all significantly more likely to say that more than 10 minutes of teaching time was lost when each episode of challenging behaviour occurred:

- Teachers in the main QTS pay range (13% vs 8% in the upper pay range).
- Younger teachers, aged between 18 and 34 years old (13% vs 9% on average).

Impact of misbehaviour on wellbeing

New to the Summer 2019 survey was a question for teachers that asked how dealing with misbehaviour at their school had affected their own wellbeing. Figure 40 illustrates that two-thirds (67%) of teachers felt that dealing with misbehaviour at their school had negatively affected their wellbeing to at least a slight extent.

Figure 15. Extent of negative impact dealing with misbehaviour has on teachers' wellbeing



As shown above, primary school teachers were significantly more likely than secondary teachers to report that dealing with misbehaviour had not had a negative impact on their wellbeing (37% vs. 28%). Further, secondary school teachers were significantly more likely than primary teachers to report that their experience had had at least a slight impact on their wellbeing (72% vs. 63%).

3.7 Special Educational Needs and Disability (SEND)

Under the Children and Families Act 2014, a child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools (or mainstream post-16 institutions).

SEN information reports on school website

All schools are required by law to publish a SEN information report on their website which contains information about the implementation of the governing body's or proprietor's policy for pupils with SEN. The information published should be updated every year and any changes that are made during the year should be amended in the report as soon as possible. Nearly all schools reported that they have a SEN information report available on their school's website (96%), and nearly all (94%) of these schools said that they had published or updated this information within the last 12 months.

Primary schools (97%) and schools with the lowest proportion of FSM pupils (99%) were significantly more likely to say they have this information on their website than secondary schools (93%) and schools with the highest proportion of FSM pupils (93%).

Among schools that reported publishing a SEN information report on their website, over nine in ten stated that their report provides information about the effectiveness of their school's provision for children and young people with SEN (93%). This was significantly higher among primary schools (94%) than secondary schools (89%). Under the relevant legislation, SEN information reports must contain information about evaluating the effectiveness of the provision made for children and young people with SEN.

Regionally, leaders from schools in the East of England (87%) and the West Midlands (85%) were significantly less likely than other regions (93% average across regions) to say their SEN information report provides information about the effectiveness of their school's provision for children and young people with SEN.

School leaders were asked who they consulted to help produce their school's SEN information report. Just under three-quarters consulted with either parents (73%) or pupils (70%): six in ten (60%) consulted both of these groups and around one in eight (13%) did not consult with either.

Primary schools were significantly more likely than secondary schools to consult with parents (74% vs. 64%).

Schools with the highest proportion of FSM pupils were significantly more likely than those with the lowest proportion to consult both parents and pupils (72% vs. 54%, respectively).

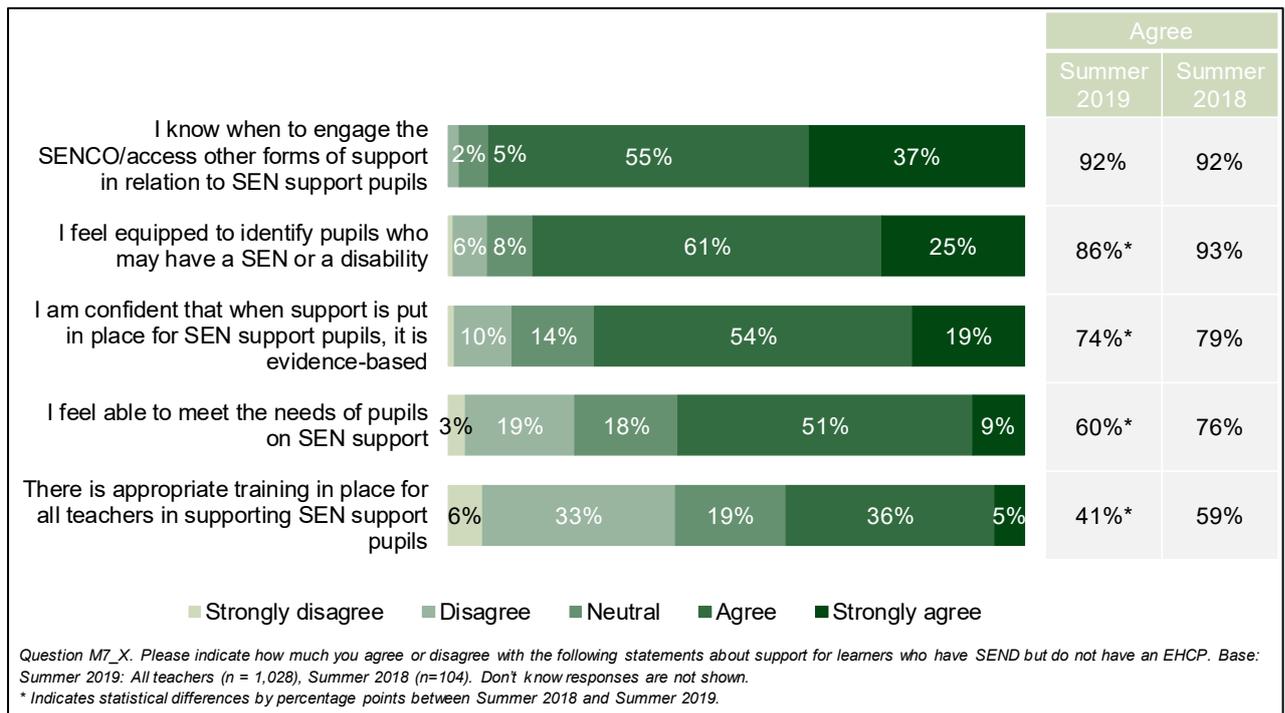
Regional differences were also apparent, with North East schools being significantly more likely than schools in other regions to consult both parents and pupils (78% vs. 60% average across regions).

Support for pupils with SEND

As in Summer 2018, teachers were asked to indicate the extent to which they agreed with a series of statements regarding pupils with SEND but without an EHC plan (the SEN support group). Consistent with reports from the previous year, more than nine in ten teachers reported that they know when to engage the SENCO or access other forms of support in relation to pupils receiving SEN support (92%). However, only about two in five teachers (41%) reported that there is appropriate training in place for all teachers in supporting pupils receiving SEN support. This is a significant decrease since Summer 2018 when 59% of teachers agreed with this statement.

Between Summer 2018 and Summer 2019, there have also been significant decreases in the proportion of teachers stating that they feel equipped to identify pupils who are making less than expected progress and who may have a SEN or a disability (86% down from 93% in Summer 2018), that they are confident that when support is put in place for pupils receiving SEN support, it is evidence based (74% down from 79% in Summer 2018) and that they feel able to meet the needs of pupils receiving SEN support (60% down from 76% in Summer 2018).

Figure 16. Teachers' views on providing support for pupils who have SEND

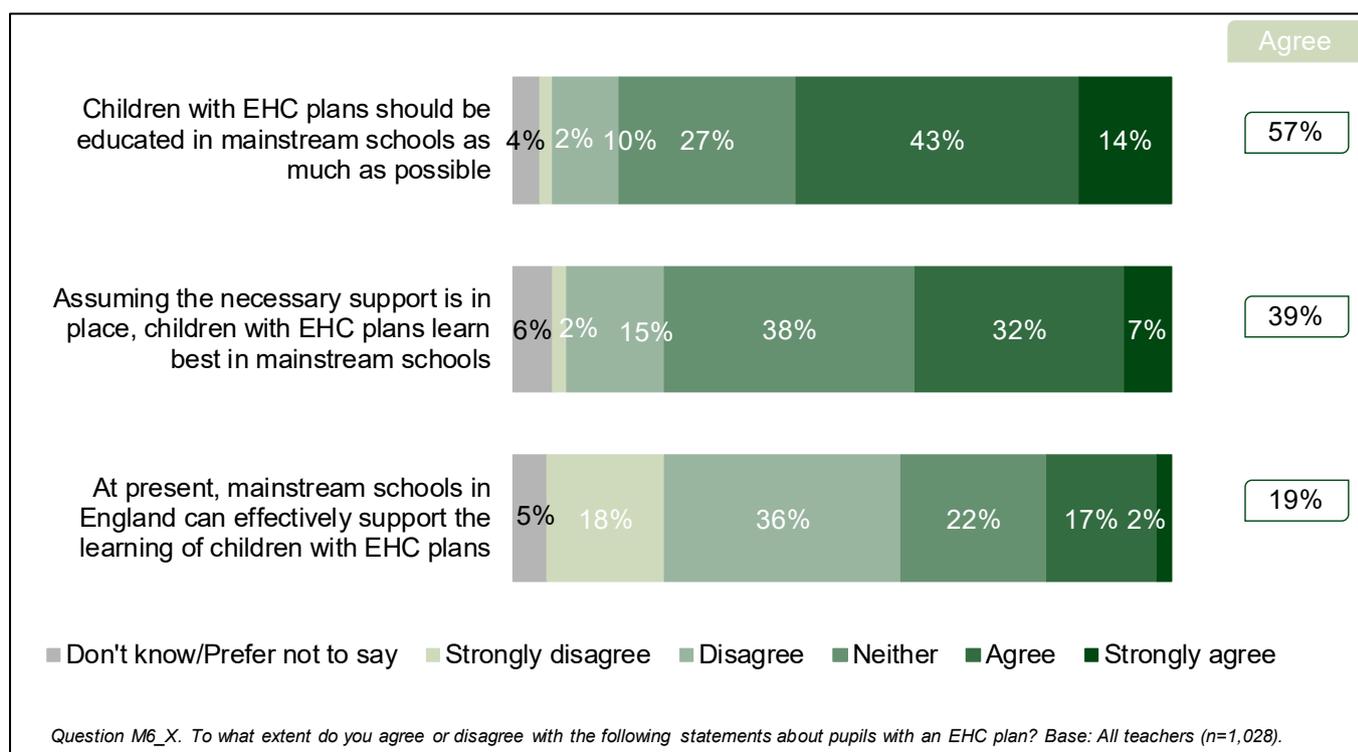


In Summer 2019, primary teachers were significantly more likely than secondary teachers to feel equipped to identify pupils who may have a SEN or a disability (92% vs. 79%), know when to engage the SENCO or access other forms of support (96% vs. 88%) and be confident that when support is put in place for pupils receiving SEN support, it is evidence based (78% vs. 69%).

Education, Health and Care (EHC) plans

Teachers were asked to what extent they agreed with three statements about pupils with EHC plans. Over half of teachers (57%) agreed or strongly agreed that ‘children with EHC plans should be educated in mainstream schools as much as possible’. Just over one-third (39%) agreed or strongly agreed that ‘assuming the necessary support is in place, children with EHC plans learn best in mainstream schools’. Less than one in five teachers (19%) agreed or strongly agreed that ‘at present, mainstream schools in England can effectively support the learning of children with EHC plans’.

Figure 17. Teachers’ views on support for pupils with an EHC plan



Regionally, teachers from schools in the North West were significantly more likely than those in other regions to think that ‘assuming the necessary support is in place, children with EHC plans learn best in mainstream schools’ (47% vs. 39% average across regions), whereas teachers from schools in the North East were significantly more likely to agree that ‘at present, mainstream schools in England can effectively support the learning of children with EHC plans’ (34% vs. 19% average across regions).

As well as this, teachers aged 55 to 64 were significantly more likely than the youngest teachers, aged 18 to 34 years, to agree that ‘children with EHC plans should be educated in mainstream schools as much as possible’ (72% vs. 57% respectively).

Useful activities for improving support provided to pupils with SEN

In this wave of the School Snapshot Survey, teachers responded to a series of statements about support for pupils who have SEN, identical to those asked in the Summer 2018 survey and the May 2017 Teacher Voice Omnibus.

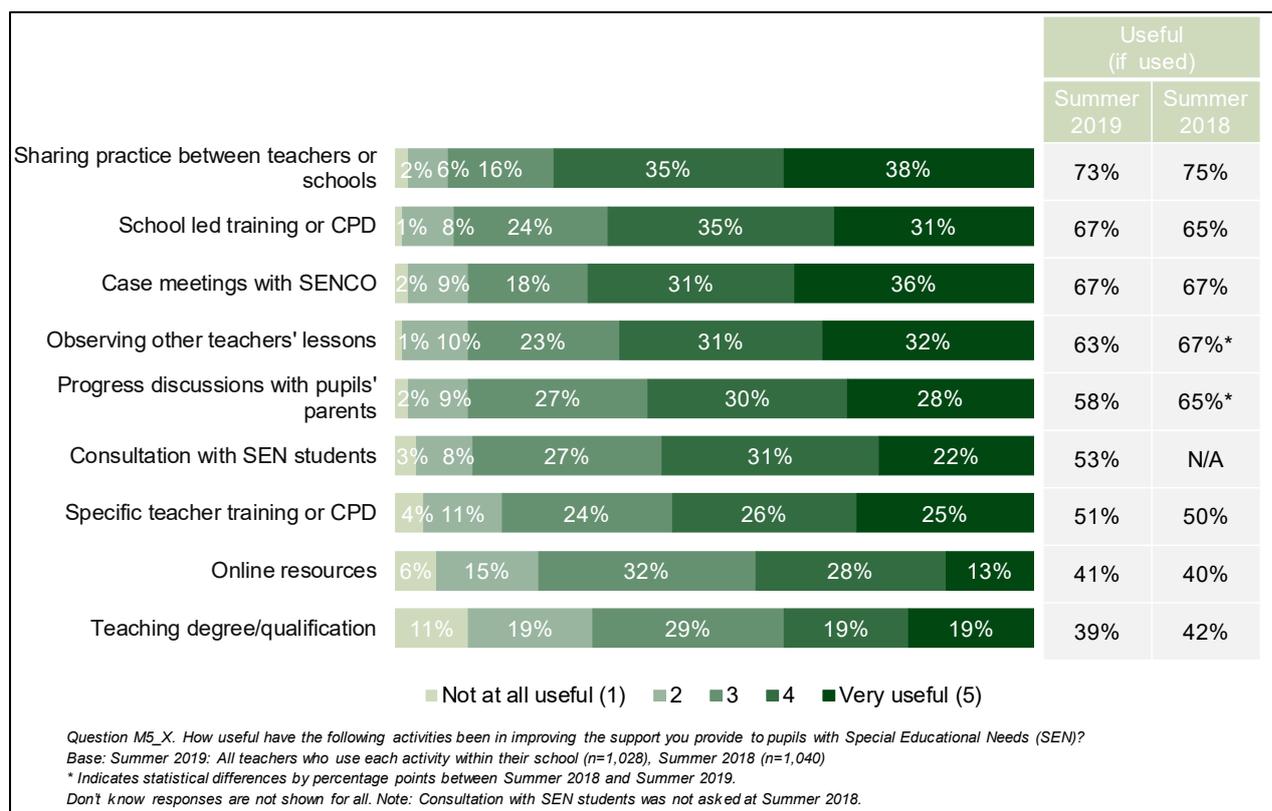
In this wave nearly three-quarters (73%) of teachers who engaged in sharing practice between teachers or schools found it useful at improving the support they provide pupils with SEN. The majority of teachers who used them also agreed that the following were useful:

- school led training or CPD (67%);
- case meetings with, or input from, SENCO (67%);
- observing other teachers' lessons (63%);
- progress discussions with pupils' parents (58%);
- consultation with pupils with SEN (53%);
- specific teacher training or CPD (51%).

A smaller proportion of teachers found online resources (41%) useful. Teaching degrees or qualifications were the least likely to be thought of as useful for improving support to these pupils (39%).

Since Summer 2018, there has been a significant decrease in the proportion of teachers that found observing other teachers' lessons (63% down from 67%) and progress discussions with pupils' parents (58% down from 65%) useful.

Figure 18. Usefulness of activities in improving the support provided to pupils with SEN



Primary school teachers were significantly more likely than secondary school teachers to find the following useful in this context:

- specific teacher training or CPD (48% vs. 39%);
- school led training or CPD (72% vs. 58%);
- online resources (46% vs. 29%);
- case meetings with SENCO (73% vs. 54%);
- progress discussions with pupils' parents (66% vs. 43%);
- sharing practice between teachers or schools (77% vs. 60%).

3.8 Careers guidance

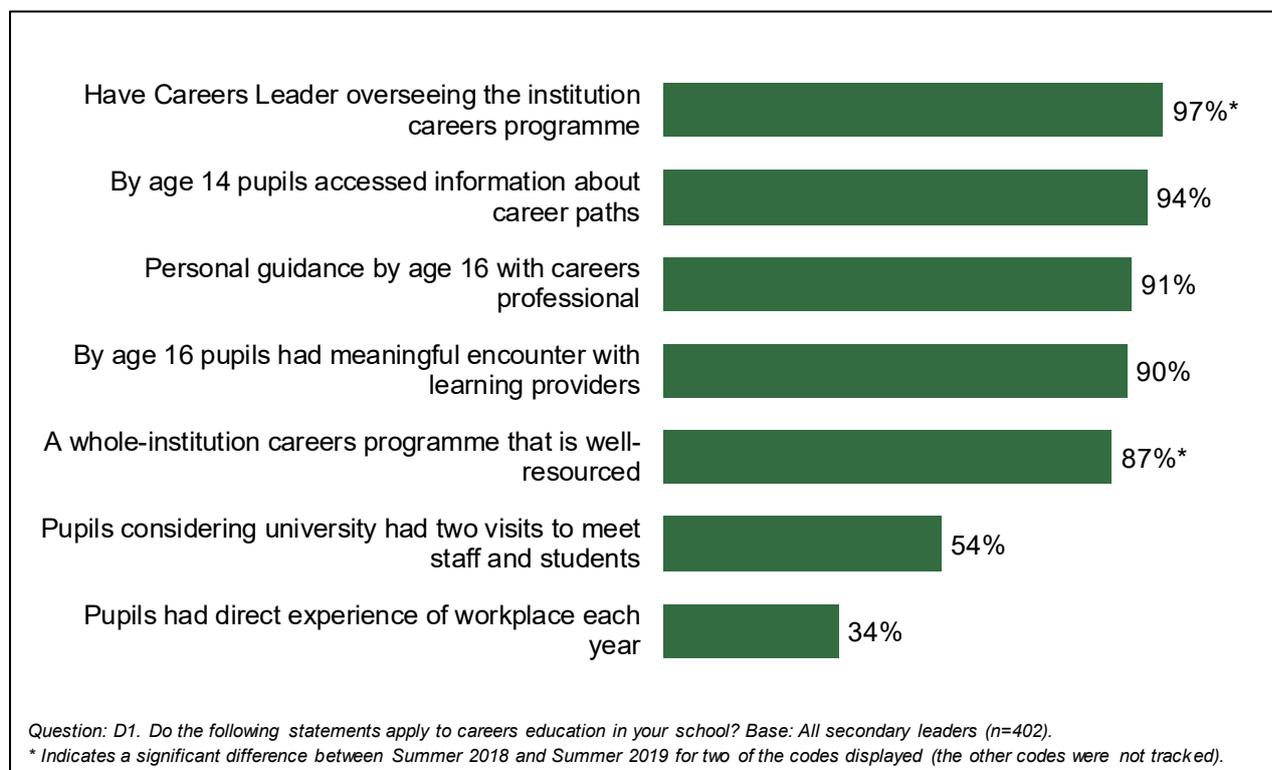
To assess careers development among secondary school pupils, secondary school leaders were asked a range of questions about careers education at their school and their awareness of the Quality in Careers Standard (QCS) and whether or not they held the QCS.

Careers programmes

Secondary leaders were provided with a series of statements on pupils' careers education and asked whether each statement applied to their school.

The majority of secondary schools surveyed had a Careers Leader that is responsible for overseeing the schools' careers programme (97%). Very high proportions of secondary schools reported that by age 14 pupils have accessed information about career paths (94%), by age 16 pupils have received personal guidance with a careers professional (91%) and/or had a meaningful encounter with a learning provider (90%) and their institution has a whole-institution careers programme that is well-resourced (87%).

Figure 19. Careers education at secondary schools (prompted)



In comparison to Summer 2018, the proportions of secondary schools that reported having a Careers Leader and a whole-institution careers programme that is well-resourced increased significantly (97% up from 94% in Summer 2018 for Careers Leaders; and 87% up from 82% in Summer 2018 for whole institution careers programme). The remaining codes were not tracked from previous waves, so comparisons cannot be drawn.

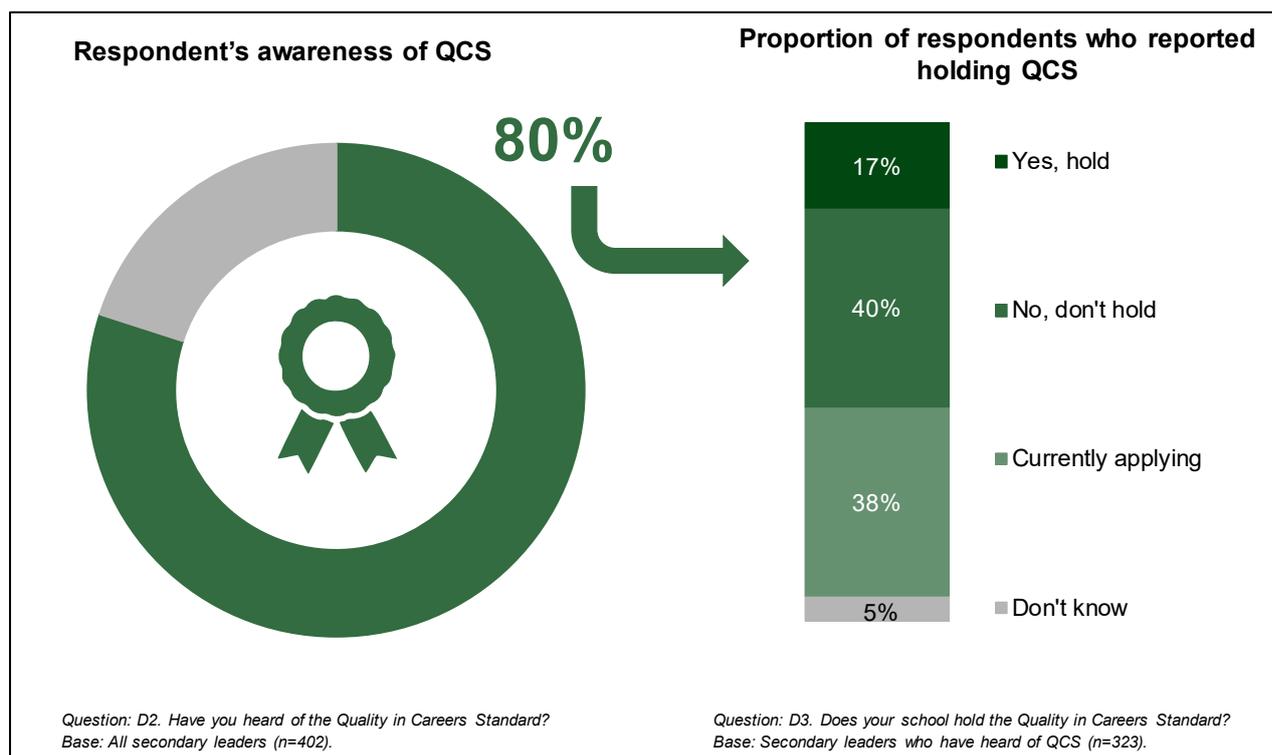
In terms of sub-group differences, secondary schools in the sample with the lowest proportion of FSM pupils were significantly more likely than secondary schools with the highest proportion of FSM pupils to have given pupils who are considering applying for university at least two visits to universities to meet staff and students before they leave school (81% vs. 45%).

London secondary schools in the sample were significantly less likely than other regions to ensure that by the age 16 pupils at their school had a meaningful encounter with a learning provider (75% vs. 90% average across regions), whereas schools in the East of England were significantly more likely than other regions to have done this (98%). Similarly, secondary schools in the West Midlands were significantly less likely than other regions to have a Careers Leader (92% vs. 97% average across regions) and ensure that by age 14, pupils had accessed information about career paths (87% vs. 94% average across regions).

Quality in careers

Four-fifths (80%) of secondary leaders reported they had heard of the Quality in Careers Standard (QCS). Of those who reported they had heard of it, 17% said their school holds the QCS (equivalent to 14% of all secondary schools) and 38% were in the process of applying for or working towards it (equivalent to 31% of all secondary schools).

Figure 20. Respondent's awareness of QCS and proportion of schools that reported holding it



Regionally, secondary leaders surveyed in Yorkshire and the Humber and the East Midlands were significantly more likely than secondary leaders surveyed in other regions to have heard of the QCS (98% and 94% vs. 80% average across regions). Awareness of the QCS appears to be positively linked to holding the QCS; leaders in Yorkshire (34%) and the Humber (34%) were significantly more likely to hold the QCS (compared with the 14% average across other regions) and a significantly higher proportion of leaders in the East Midlands (47%) reported that they were currently applying for it (compared with the 31% average across regions who were applying for it).

However this pattern did not pertain in the North West or South East. Secondary leaders surveyed in the North West were significantly less likely to have heard of the QCS (68%) but no less likely to hold it than other regions. Conversely, secondary leaders in the South East were no less likely to have heard of the QCS than the

average of other regions, but they were significantly more likely to report not holding it (45% vs. 32% average across regions).



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