



Department
for Education

The School Snapshot Survey: Winter 2018

Research report

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Executive Summary

This report covers the Winter 2018 findings from the third wave of the School Snapshot Survey. A total of 836 surveys were conducted with school leaders and 1,010 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 analysed by both groups this is noted by reference to leaders and teachers. The survey covers a range of educational topics.

Curriculum

Leaders and teachers were asked to provide their perspective on a range of policy areas relating to the curriculum, including the advanced maths premium, reformed GCSEs, hiring Modern Foreign Languages (MFL) teachers and the use of educational technology in MFL, curriculum implementation, the English Baccalaureate (EBacc), on-entry assessment and phonics.

Advanced Maths Premium

The advanced maths premium was introduced by the DfE to support secondary schools and colleges in raising participation in advanced post-16 maths. The Education and Skills Funding Agency (ESFA) are providing funding to schools from academic year 2019/2020 to academic year 2021/2022. The funding will help schools build capacity in teaching maths and in promoting the value of maths to pupils. Eighty percent of schools planned to undertake at least one action using the premium (on average they planned to undertake 3 actions). Schools were planning to use the advanced maths premium funding to support a range of activities including:

- Promotional activities to raise participation (60%);
- Increasing resources (51% were planning to secure additional teaching resource/equipment and 32% were planning additional teachers);
- Widening the offer (47% were planning additional classes and 39% were looking to increase the number of Level 3 qualifications on offer).

GCSE reform

The Government has recently reformed GCSEs. The new English literature, English language and mathematics GCSEs formed the first wave of changes, introduced for teaching from September 2015. The first results for these new GCSEs were awarded in August 2017. Further waves of reformed GCSEs were first taught in 2016, 2017 and 2018.

English and maths teachers were asked how confident they felt in teaching the reformed GCSEs; 85% of maths teachers felt 'very' or 'quite' confident, but one in ten (10%) stated that they were 'not very' or 'not at all' confident. A similar proportion of English teachers said the same about English literature and language: 77% were confident and 11% were not.

Modern foreign languages

Secondary MFL teachers were asked how often they use educational technology in teaching MFL. Here, 'educational technology' included interactive or static resources, such as websites, apps, Powerpoint presentations or printed online resources.

The vast majority (84%) of teachers said they used educational technology in 'most', if not 'every', lesson. Only 3% said educational technology was 'hardly' or 'never' used.

Secondary schools were asked if they planned to increase the number of MFL teachers employed at their school in the next five years. One third (32%) planned to increase teacher numbers, but 61% had no plans for an increase.

Curriculum implementation

As in the Winter 2017 survey, schools were asked whether they had participated in, or accessed support from a set of national support programmes within the last 12 months. Of the 4 programmes asked about, schools had most commonly participated in Maths hubs (62%), followed by The Lessons from Auschwitz Project (45%), Music Education hubs (34%) and finally Science Learning Partnerships (23%).

Significantly more schools in Winter 2018 said they had participated in Math Hubs compared to a year ago (62% vs 56%). There were no significant differences between the years for the other three programmes.

Compared with secondary schools, primary schools remained significantly more likely to use Maths Hubs (65% primary vs. 53% secondary) and Music Education Hubs (36% primary vs. 27% secondary) in the Winter 2018 survey. However, the gap between primary and secondary school use of the hubs has narrowed since the Winter 2017 survey.

EBacc

The EBacc entry measure is the proportion of Key Stage 4 (KS4) pupils entering GCSEs in a set of EBacc eligible subjects that are English language and literature, mathematics, history or geography, the sciences (including computer science) and a language.

Schools estimated that in the academic year 2018/19 46% of their KS4 pupils would be entered into the EBacc and that this figure would be 48% in 2019/20.

Looking forward to 2020/21, seven in ten (69%) schools thought the proportion entered into the EBacc would remain about the same, two in ten (23%) schools said there would be an increase and one in ten (8%) thought there would be a decrease. When comparing school leader estimates of EBacc entry rates between different survey waves, estimations from school leaders have remained fairly consistent over time.

On-entry assessment

On-entry assessment provides a snapshot of pupils' ability when they first start school in reception. Overall, nine in ten primary schools (91%) reported conducting on-entry assessments for their reception pupils.

Phonics

Fully decodable books contain only words that are decodable through sounding out and blending the letter combinations that pupils have previously learned. In other words, they do not contain 'sight' or 'tricky' words that pupils cannot decode using their phonic knowledge. A fully decodable book is therefore one that pupils can independently read to build confidence in their early stages of learning to read.

Primary schools were asked if pupils read from decodable books in the early stages of learning to read. The vast majority (95%) reported that decodable books were being used by pupils.

Primary teachers were asked how often they read to their class on average. Just over two-thirds (68%) stated that they read to their class at least once a day (increasing to 87% of those teaching Early Years).

Resources, teacher workload and careers

In the survey, leaders and teachers were asked for their views and experiences in a number of areas relating to resources, workload and career development. This included: the types of resources used by teachers; actions undertaken by schools to reduce unnecessary workload and their impact; careers development and opportunities; awareness of the provider access policy statement; promotion of STEM careers; Continuing Professional Development (CPD); and policies on mobile phones.

Primary teachers were asked which resource types they used in science and humanities lessons to explore potential differences in the use of resources across the curriculum.

Resources in the classroom

Resource types used by the majority of teachers in 'at least some of their lessons' included those that were:

- 'developed themselves from scratch' (used by 96% of teachers in at least some lessons);
- 'developed within their school from scratch' (72%);
- 'accessed online at no cost' (71%);
- 'accessed via a subscription service' (65%).

Teachers less commonly used resources that were 'accessed via a one-off payment' and those 'developed and shared by another school' (27% and 29% respectively).

The frequency of use of different resource types varied between primary and secondary teachers. Secondary teachers were significantly more likely than primary teachers to use resources 'developed themselves from scratch' (71% vs. 59%) and resources 'developed within their school from scratch' (42% vs. 21%) in most or every lesson. By contrast, primary teachers were more than twice as likely to use resources 'accessed via a subscription service' as secondary teachers (31% vs. 14%).

All primary teachers were asked about the types of resources they use in their science and humanities classes. When teaching science, close to two-thirds (63%) of primary teachers used static digital resources in most or every lesson which is significantly more than those that used interactive educational technology (27%), physical textbooks (1%) and e-books (1%). When teaching science, close to three quarters (71%) of primary school teachers stated that they never used physical textbooks and more than half (57%) never used e-books.

A similar pattern occurs when considering resources used by primary teachers when teaching humanities. The most commonly used resource is static digital resources, with 87% of primary teachers using static digital resources in most or every lesson. Textbooks were the second most commonly used resource and were used in most or all lessons by

around one in five teachers (18%). A similar proportion used interactive educational technology (14% in most/all lessons) and e-books were least commonly used resource (6%).

All teachers in secondary schools were asked how often in the last 12 months they had used the same types of resources.

Static digital resources were the most commonly used resource by far, with 87% of secondary teachers using them for the majority, if not all, of their lessons. In comparison, textbooks were the second most commonly used resource and were used in most or all lessons by around one in five secondary teachers (18%). A similar proportion used interactive educational technology (14% in most/all lessons) and e-books were least commonly used (6%).

Teacher workload

Reducing unnecessary workload is a priority for the DfE and an important element of the recently published teacher recruitment and retention strategy.¹ The strategy sets out how we will encourage school leaders to reduce teachers' workload and create the right climate for head teachers to establish supportive school cultures.

Almost all leaders (over 99.5%) reported that their school had undertaken at least one action to reduce unnecessary workload (only one primary school said that they did not know whether they had taken any action).

The two most common actions leaders reported their school had taken to evaluate and reduce workload were: 'consulted with staff' (95% of schools) and 'reduced workload related to marking' (94% of schools). In addition to these actions, roughly three-quarters of school leaders reported their school had: 'reduced workload related to planning' (78%), 'used the independent reports' (78%), 'used advice from Ofsted to change practice in the school' (74%), and 'introduced teacher support schemes and/or wellbeing programmes' (71%). The DfE published the workload reduction toolkit in July 2018 and the Making Data Work report in November 2018, 46% of school leaders reported that they had 'used the DfE workload reduction toolkit' and 57% reported they had 'reduced workload related to data monitoring'.

The 2018 Winter survey results were largely consistent with results from the 2018 Summer survey, though it should be noted that some new actions were tested for the Winter survey. There was a significant increase between the Summer 2018 and Winter 2018 waves in the 'use of independent reports on marking, on planning and resources and/or on data management as a basis to review current policies' – the proportion of schools leaders that reported doing this rose from 69% in Summer 2018 to 78% in Winter 2018.

¹ <https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

Careers advice for pupils

Every school in England is required to offer independent careers guidance on the full range of education and training options, including apprenticeships, to their pupils. According to the updated October 2018 statutory guidance for governing bodies, schools must, amongst other obligations, do the following:²

- Ensure there are opportunities for a range of education and training providers to access all pupils in year 8 to year 13 to inform them about approved technical education qualifications and apprenticeships.
- Publish a policy statement outlining their arrangements for provider access and ensure that it is followed.³
- Adopt the Gatsby Benchmarks to improve careers provision. This includes linking curriculum learning with careers; particularly in STEM subjects.

All secondary schools were asked whether visits had been arranged in the last 12 months from the following technical education providers: a studio school, a University Technical College (UTC), an apprenticeship provider or a Further Education college.

The majority of secondary schools (95%) had arranged a visit from at least one technical education provider during the past 12 months, with only a small proportion of schools (5%) having not arranged a visit from any provider. Secondary schools had most commonly arranged a visit from apprenticeship providers (90%) followed by a visit from an FE college (81%).

Close to three quarters (73%) of secondary schools had published a provider access statement on their website or were planning to.

Subjects in which STEM careers are most commonly promoted are the 'science curriculum' (99% of secondary schools), maths (94%) and design & technology (93%). The most common ways of promoting STEM careers outside of the curriculum were through 'STEM clubs, societies and weeks' (24%) and through 'links with employers (talks, visits, work experience etc.)' at 23%.

Continuing professional development

A range of CPD types were presented to school leaders and teachers, and both groups were asked whether they had accessed these in the last 12 months. It is worth noting that they were only asked about the types of CPD that they had accessed and not about the number of occasions on which they had accessed CPD (and some may have classified one incidence of CPD as more than one 'type').

²

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

³ <http://researchbriefings.files.parliament.uk/documents/CBP-7236/CBP-7236.pdf>

Almost all school leaders (over 99.5%) and teachers (99%) had accessed at least one type of CPD. School leaders were significantly more likely than teachers to have accessed all types of CPD, but the types of CPD that were most commonly accessed in the last 12 months were largely the same for leaders and teachers.

The two CPD types accessed by the majority of leaders and teachers were 'CPD delivered by their own school' (93%) and 'non-accredited course delivered by an external provider or consultant' (71%).

Just under half of leaders and teachers had accessed 'coaching/mentoring' and 'CPD provided by wider Multi-Academy Trust/Teaching School Alliance' (46% and 45% respectively). A quarter of leaders (25%) had received formally accredited CPD, yet only 18% of teachers had. Only around one in five leaders and teachers had accessed 'system leader support' (19%) and 'formally accredited CPD' (19%) opportunities during the last 12 months.

Mobile phones

Schools were also asked about their policies around pupil use of mobile phones on school premises.

The most common mobile phone policy among primary schools was to allow phones but insist that they are left in a particular place during the school day (65%). In comparison the most common policy among secondary schools was to allow pupils to carry phones but not to use them at all during the school day (46%).

Primary schools were also significantly more likely than secondary schools to ban phones on school premises altogether (28% vs. 8%), while secondary schools were significantly more likely than primary schools to allow pupils to carry phones with them and to use them at specified points during the school day (29% vs. 1%).

Support for pupils

Educate Against Hate

In 2016, the Department launched the 'Educate Against Hate' website, which aims to provide practical advice, support and resources to teachers and school leaders to safeguard pupils from extremism and radicalisation.

Overall, a similar proportion of around two fifths of leaders and teachers (43%) were aware of the 'Educate Against Hate' website in the Winter 2018 Survey as they were the Winter 2017 Survey (43%). However, in Winter 2018, leaders and teachers were significantly more likely to have visited the website once (30% in Winter 2017 vs. 38% in Winter 2018). Those using the website felt it had a number of uses. Eighty-five percent of leaders and teachers thought it helped them to understand how to raise a concern. 82% also thought it helped them to spot the signs of radicalisation in children, and 79% thought it helped them to promote fundamental British values like respect and tolerance of those with different faiths.

Extra-curricular activity

Almost all schools offered some form of sports extra-curricular activity (100% of primary schools and 99% of secondary schools) and almost all offered some form of arts/drama/dance activity (94% of primary schools and 97% of secondary schools). Nearly all secondary schools offered music (96%), academic clubs (94%) and technology/digital related extra-curricular activities (91%); however, these were a little less common at primary schools (85% offered music, 67% academic related clubs and 61% technology/digital related activities). Three-quarters (74%) of secondary schools offered volunteering and debating (compared to only one in five primary schools (23%)).

In terms of hours of provision delivered per week, schools provided:

- Sports activities (just over 11 hours in secondary schools and 5½ hours in primary schools)
- Arts/drama/dance (just over 6 hours in secondary schools and almost 3 hours in primary schools)
- Music (around 5 hours in secondary schools and 2 hours in primary schools)
- Academic clubs (around 8½ hours in secondary schools and 2 hours in primary schools)

Mental health

In recent years the Government has made significant steps to improve mental health support in schools. The Government's December 2017 green paper (Transforming

Children and Young People's Mental Health Provision)⁴ outlined proposals to improve mental health support, with a commitment to incentivising every school and college to identify a Designated Senior Lead for Mental Health to oversee the approach to mental health and wellbeing.

In Winter 2017, seven in ten (70%) schools had a designated lead for mental health. By Winter 2018 this had increased significantly to more than eight in ten schools (82%). This overall increase is largely a result of the significant increase in the proportion of primary schools that have a mental health lead between Winter 2017 and Winter 2018 (67% vs. 81% respectively).

Wellbeing

Schools were asked about the actions they take to monitor pupil wellbeing. All schools indicated that they monitor wellbeing through one to one discussions with pupils (100%) and parents (100%). The vast majority also use observation (98% primary and 93% secondary), insights from pastoral or specialist staff (e.g. mentors or counsellors) (94% primary and 99% secondary), feedback from pupils (e.g. through a student council) (94% primary and 97% secondary) and surveys of pupils (86% primary and 92% secondary).

PSHE

Two-thirds (63%) of teachers teaching Key Stages 1 to 5 taught PSHE. Almost nine in ten of these teachers (89%) said they felt fairly confident (58%) or very confident (31%) teaching PSHE.

Schools leaders were asked how their school currently delivers PSHE. The most common mode of delivery was through assemblies and form periods (99% for primary schools and 98% for secondary schools). Primary schools were significantly more likely than secondary schools to deliver PSHE through the core curriculum within classroom time (99% vs. 87%). Secondary schools were significantly more likely to use drop down days (66% vs. 59%) and extra-curricular activities to deliver PSHE (68% vs. 46%).

Relationships and sex education

All primary and secondary teachers were asked whether they teach relationships and/or sex education. More than half (56%) of primary teachers deliver one or both of these subjects, much higher than the third of secondary teachers (39%) that teach relationships or sex education.

Those that taught about relationships were slightly but significantly more confident in doing so than those that taught sex education (87% vs. 80%). Primary school teachers

⁴ <https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>

were more confident in teaching about either relationships or sex than secondary teachers.

Special Educational Needs and Disability (SEND)

A SEND review considers how a school is providing for its pupils with special educational needs and/or disabilities. The purpose of a SEND review is to improve SEND provision and strategy to ensure pupils with SEND are effectively supported and able to achieve good outcomes⁵.

Significantly more schools had reviewed their SEND provision in the last 12 months in the Winter 2018 Survey than was the case in the Winter 2017 Survey (81% in 2017 vs. 85% in 2018). This growth is largely the result of the significant increase in secondary schools that reviewed their SEND provision in this time period (75% vs. 83%).

Free School Meals

The vast majority of primary (88%) and secondary (80%) schools said they understood how to implement the new free school meals eligibility criteria under Universal Credit very or fairly well. Primary schools were significantly more likely to believe that they know how to do this 'very well' (47% primary vs. 30% secondary).

Pupil premium

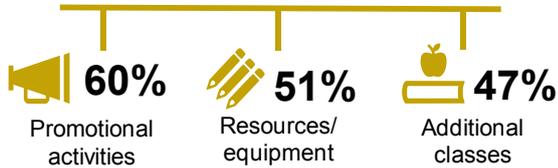
Schools were asked how they used their pupil premium to support disadvantaged pupils. Subsidising school trips or other enrichment/developmental activities, including extra-curricular clubs such as swimming or music was the most common way to support disadvantaged pupils in both primary (98%) and secondary (98%) schools. Secondary schools were significantly more likely to use nearly all approaches to assisting disadvantaged pupils, apart from employing additional teaching assistants, which primary schools were significantly more likely to do (90% primary, 73% secondary).

⁵ This is the definition provided in the survey if respondents needed it.

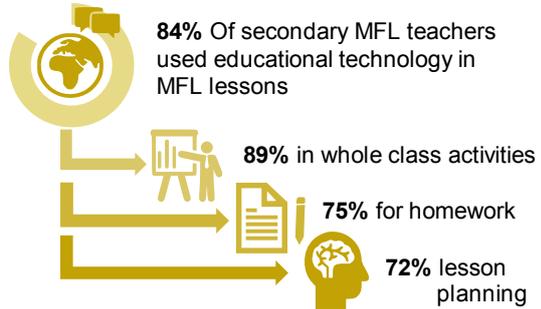
School Snapshot Survey: Winter 2018 findings infographic

1. Curriculum

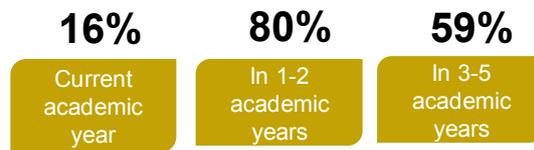
Secondary schools planned to use the advanced maths premium in a variety of ways:



Confidence in teaching reformed GCSEs felt among teachers of those subjects

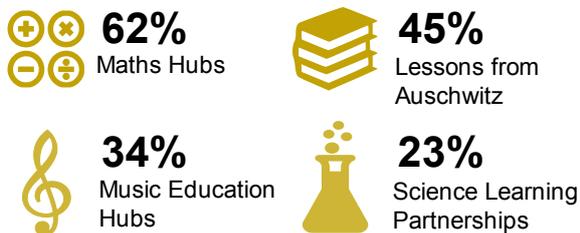


32% of secondary schools said they would increase MFL teacher numbers in the next 5 years. This increase will take place:



1. Curriculum cont.

Schools said they had participated in a range of DfE funded-programmes:



48% of pupils entering Key Stage 4 in September 2019/20 are estimated to be eligible for the Ebacc entry measure.

The majority of schools thought the proportion entering EBacc would stay the same for 2020/21.



91% of schools reported using on-entry assessments for their reception pupils.



95% of primary schools use decodable books in the early stages of learning to read.

68% of primary school teachers said they read to their class *at least once a day*.

24% of primary school teachers said they read to their class *at least every other day*.

7% of primary school teachers said they read to their class *less than 3 times a week*.

2. Resources, teacher workload & careers

Resources that are 'developed themselves from scratch' were used by:

- ↳ **96%** of all classroom teachers in *at least some lessons*.
- ↳ **82%** of English teachers in *most/all of their lessons*.
- ↳ **49%** of Maths teachers in *most/all of their lessons*.



Resources that are 'accessed via a subscription service' were used by:

- ↳ **29%** of Maths teachers in *most/all of their lessons*.
- ↳ **22%** of Science teachers in *most/all of their lessons*.
- ↳ **4%** of English teachers in *most/all of their lessons*.

95% of secondary schools had arranged a visit from at least one technical education provider in the past 12 months.



88% of secondary schools that said they were aware of the new requirement to allow apprenticeship and technical education providers access to students.



73% of secondary schools have put a provider access statement on their website or are planning to



2. Resources, teacher workload & careers cont.

Most common actions school leaders reported their school had taken to **evaluate and reduce workload** were:



Consulted with staff: 95%
Reduced workload related to marking: 94%

Of those aware that their school had taken action to reduce unnecessary workload:



33% of leaders said actions taken had made their own weekly workload more manageable



61% of classroom teachers said actions taken had made their own weekly workload more manageable

CPD types accessed by most teachers include:

93%

CPD delivered by own school

71%

Non-accredited course delivered by an external provider or consultant

Primary and secondary schools adopt different policies for dealing with mobile phones.

	Primary	Secondary
Allow phones but insist they are left in a particular place during the school day	65%	16%
Allow pupils to carry phones but not to use them at all during the school day	1%	46%

3. Support for students

Awareness of the 'Educate against Hate' website increased among leaders, from **40%** in 2017 to **60%** in 2018.



Awareness of the website differed among leaders and teachers:

Leaders:
59%



Teachers:
40%

For both primary and secondary schools, the three most commonly offered extra-curricular activities were:



P: 100%
S: 99%

Sports



P: 95%
S: 97%

Arts, drama,
dance



P: 85%
S: 95%

Music

The average number of hours of extra-curricular sport provided was:

Primary
5 hours
35 mins



Secondary
11 hours
20 mins

The proportion of state-funded schools with a designated mental health lead increased from **70%** in 2017 to **82%** in 2018.



All schools monitor pupil wellbeing through one-to-one discussions with **pupils 100%** and **parents 100%**.

Key: P = Primary schools; S = Secondary schools

3.Support for students cont.

63% of teachers of Key Stage 1 to 5 pupils teach PSHE

89% said they were confident doing so



Primary school teachers were significantly more likely to **teach relationships and sex education**:

P: 56%



S: 33%

It was most common to **deliver relationships and sex education through the core curriculum within classroom time**.

98%

Primary
schools

91%

Secondary
schools

The proportion of schools that reviewed their SEND provision in the last 12 months increased from:

81% in 2017 to **85%** in 2018.



Most schools felt they understand how to implement the new Free School Meals eligibility criteria, under Universal Credit.

88% of primary schools

80% of secondary schools

The **most common way to use pupil premium to support disadvantaged students** was by **subsidising school trips or other enrichment/developmental activities** e.g. swimming or music.

P: 98%



S: 98%

Background

This report covers the Winter 2018 findings of the third 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 1,600 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 836 surveys were conducted with school leaders and 1,010 surveys with teachers. This was split by primary and secondary schools as shown in Table 1. Of the leaders, most were headteachers (69%) and just less than one in five were deputy headteachers (19%) (see the appendices for more detail).

Table 1. Completed surveys by teacher level and school type

	Leaders		Teachers	
	Primary	Secondary	Primary	Secondary
Completed surveys	426	410	533	477

Fieldwork took place between 29 October – 21 December 2018.

Interpreting the findings

Data presented in this report are from a sample of teachers and senior leaders rather than the total populations 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.

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.

The Department is looking to track changes in leaders and teachers' opinions of various topics over time and consequently some of the questions included in the School Snapshot Survey repeat those asked in the Teacher Voice Omnibus.⁶ Participants for the Teacher Voice Omnibus were contacted from the NFER Teacher Voice Panel of practising leaders and teachers, whereas the School Snapshot Survey utilises a random sampling approach to selecting schools. This difference in sampling methodology means that caution should be taken if comparing results from questions that appear across the two surveys – there are no direct comparisons made in this report, but previous Teacher Voice Omnibus reports can be found alongside School Snapshot Survey reports on the gov.uk website.⁷ As the Winter 2018 Survey is the third wave of the School Snapshot Survey, for some questions we have been able to compare the current results with responses collected from the Winter 2017 or Summer 2018 waves of the School Snapshot Survey⁸. These 'within School Snapshot' comparisons can be done with relative confidence as the same random sampling methodology has been used for selecting schools.

⁶ <https://www.gov.uk/government/publications/teacher-voice-omnibus-march-2018-survey>

⁷ <https://www.gov.uk/government/collections/nfer-teacher-voice-omnibus>

⁸ <https://www.gov.uk/government/collections/nfer-teacher-voice-omnibus>

1. Curriculum

This chapter explores schools' and teachers' perspectives on a range of policy areas relating to the curriculum, including the advanced maths premium, the reformed GCSEs, hiring Modern Foreign Languages (MFL) teachers and the use of educational technology in MFL, curriculum implementation, English Baccalaureate (EBacc), on-entry assessment and phonics.

1.1 Advanced Maths Premium

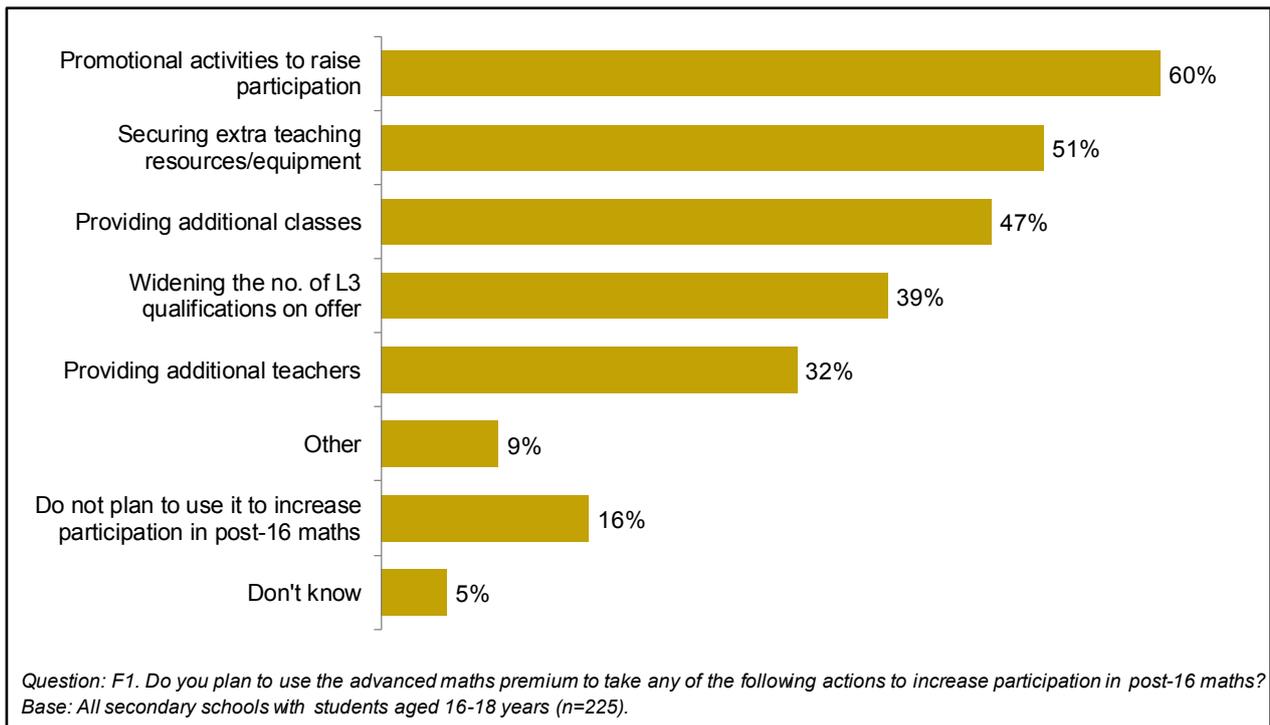
The advanced maths premium was introduced by the DfE to support secondary schools and colleges in raising participation in advanced post-16 maths. The Education and Skills Funding Agency (ESFA) are providing funding to schools from academic year 2019/2020 to academic year 2021/2022. The funding will help schools build capacity in teaching maths and in promoting the value of maths to pupils.

In the Winter 2018 survey, secondary schools with pupils aged 16 to 18 were asked if they planned to use the advanced maths premium to undertake any of the listed actions in Figure 1 to increase participation in post-16 maths. Eighty percent of schools planned to undertake at least one action using the premium (on average they planned to undertake 3 actions).

A range of activities were planned including:

- Promotional activities to raise participation (60%);
- Increasing resources (51% were planning to secure additional teaching resource/equipment and 32% were planning additional teachers);
- Widening the offer (47% were planning additional classes and 39% were looking to increase the number of Level 3 qualifications on offer),

Figure 1. Actions used (if any) to increase participation in post-16 maths

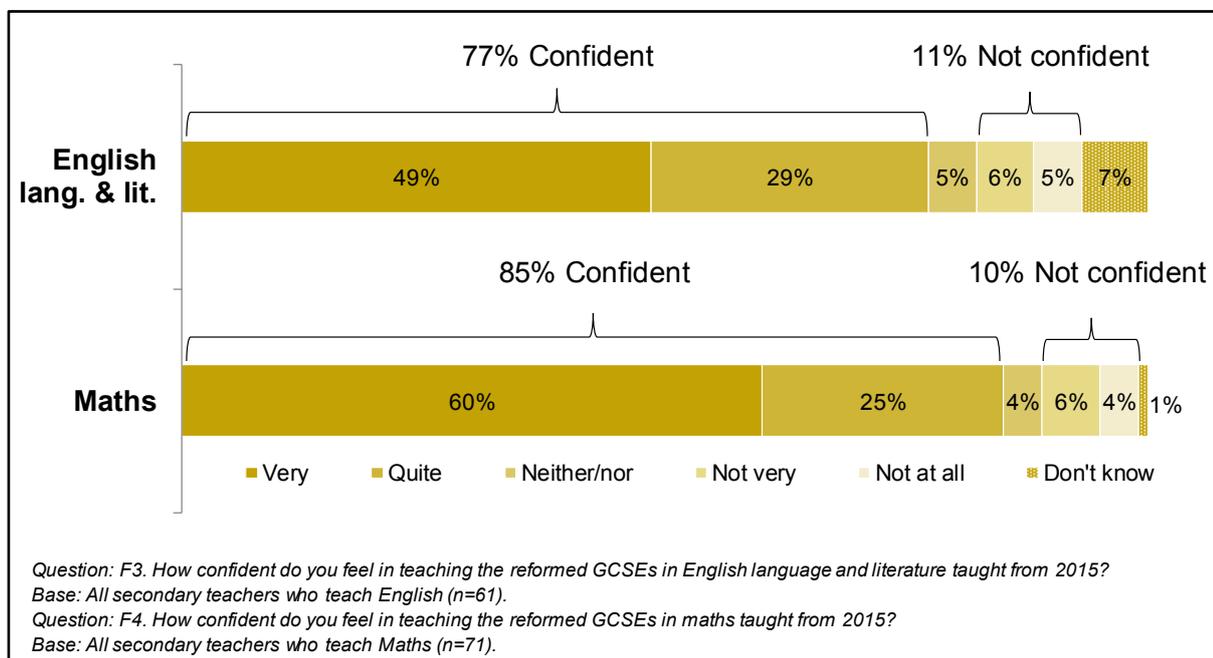


1.2 GCSE Reform

The Government has been introducing reformed GCSEs since September 2015, in a series of waves. The new English literature, English language and mathematics GCSEs formed the first wave. The first results for these new GCSEs were awarded in August 2017.

English and maths teachers were asked how confident they felt in teaching the reformed GCSEs. As Figure 2 below shows, 85% of maths teachers felt 'very' or 'quite' confident, but one in ten (10%) stated that they were 'not very' or 'not at all' confident. A similar proportion of English teachers said the same about English literature and language: 77% were confident and 11% were not.

Figure 2. Confidence in teaching reformed English and maths GCSEs



Small base sizes prevent subgroup analysis and may be the reason why no significant differences in teachers' confidence were found between the two subjects.

1.3 Modern Foreign Languages

Educational technology in Modern Foreign Languages

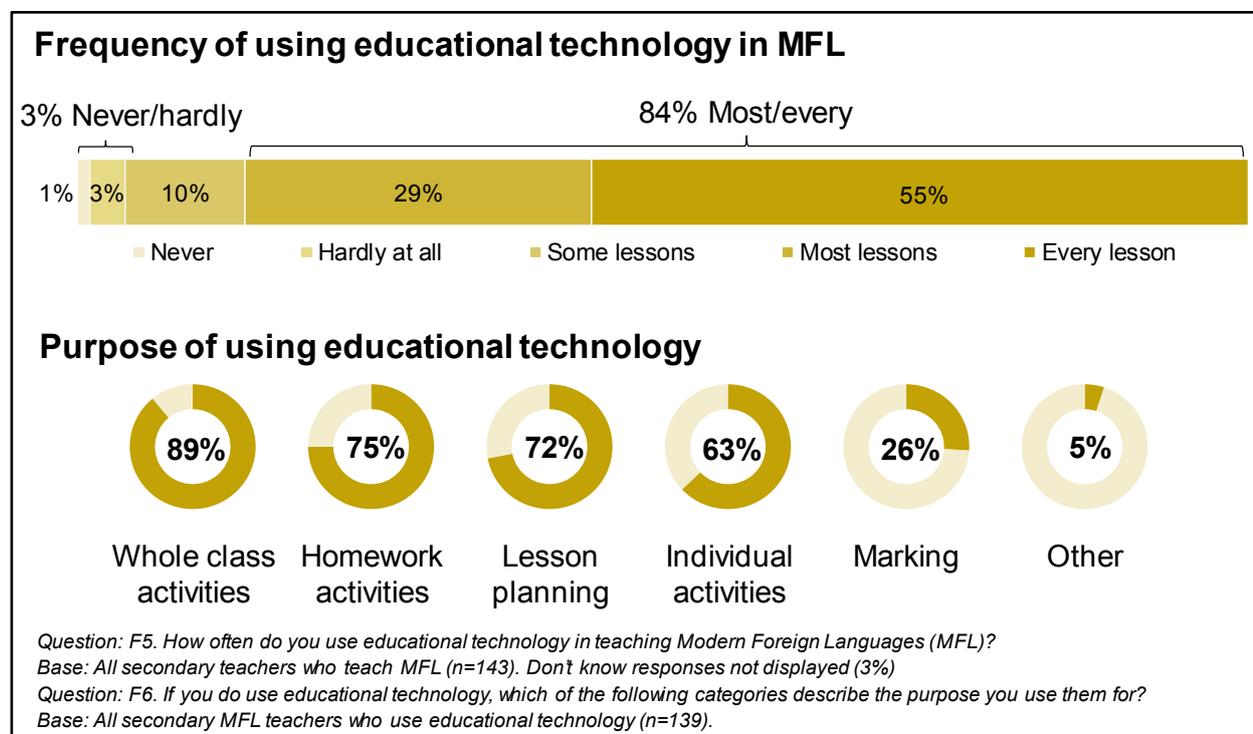
With the recent reforms, a greater focus is being placed on the improvement in teaching Modern Foreign Languages (MFL). Educational technology has the potential to form a key role in this as it offers the opportunity to engage pupils, tailor learning, and bring the subjects to life in school.

Secondary MFL teachers were asked how often they use educational technology in teaching MFL. Here, 'educational technology' included interactive or static resources, such as websites, apps, Powerpoint presentations or printed online resources.

The vast majority (84%) of MFL teachers said they used educational technology in 'most', if not 'every', lesson. Only 3% said educational technology was 'hardly' or 'never' used.

Nine in ten MFL teachers that used this technology (who did not state that they never used it), reported that it was used for whole class activities. Around three-quarters reported using it for homework activities or lesson planning (75% or 72% respectively). Figure 3 shows the full breakdown of how MFL teachers use educational technology.

Figure 3. The frequency and purpose of using educational technology in MFL



Hiring teachers in Modern Foreign Languages

Secondary schools were asked if they planned to increase the number of MFL teachers employed at their school in the next five years. One third (32%) planned to increase teacher numbers, but 61% had no plans for an increase. Seven percent were unsure of whether they will increase numbers of MFL teachers.

The schools with the highest proportion of pupils on Free School Meals were significantly more likely to be planning an increase in MFL teachers than those with lowest proportion (40% vs 22% respectively).

Of those schools that were planning an increase in MFL teachers, four-fifths stated that numbers would increase in the next 1-2 academic years (80%), three-fifths in the next 3-5 years (59%) and just under one fifth (16%) during the current academic year. Two percent did not know when the increase would happen.

1.4 Curriculum implementation

There are a range of national support programmes that have been funded by the Department for Education. Some of these programmes include:

- *'The Maths Hubs programme, which brings together mathematics education professionals in a collaborative national network of 35 hubs, each locally led by a lead school or college, to develop and spread excellent practice, for the benefit of all pupils and pupils.'*⁹
- *Music Education Hubs, which are groups of organisations such as local authorities, schools, art organisations, community or voluntary organisations. They work together to create joined-up music education provision, respond to local need and fulfil the objectives of the hub.*¹⁰
- *Science Learning Partnerships, which combine local expertise in teaching and learning in science, facilitating CPD, and providing school-to-school support. They are led by local teaching school alliances, schools and colleges with excellence in science, higher education institutions, and other local partners with cutting-edge expertise in science.*¹¹
- *The Lessons From Auschwitz Project which is run by the Holocaust Educational Trust and aims to increase knowledge and understanding of the Holocaust for A Level pupils and to clearly highlight what can happen if*

⁹ <http://www.mathshubs.org.uk/>

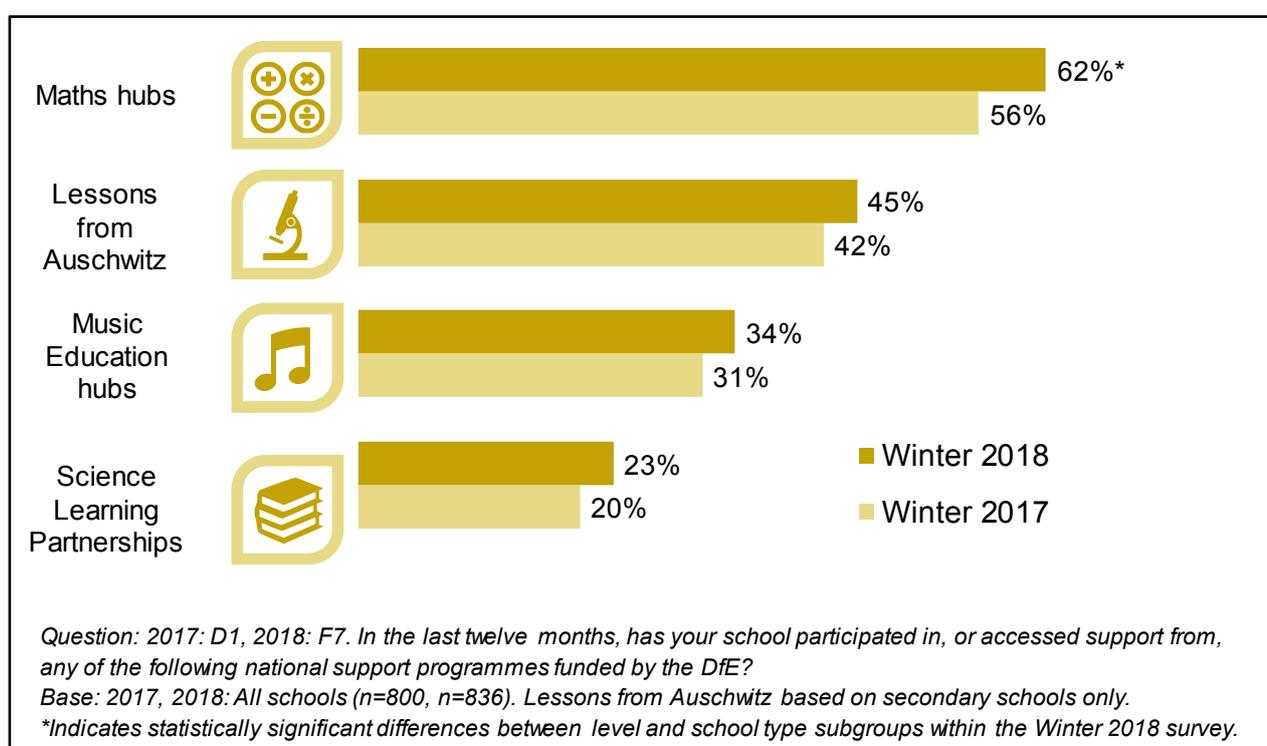
¹⁰ <http://www.artscouncil.org.uk/music-education/music-education-hubs>

¹¹ <https://www.stem.org.uk/science-learning-partnerships>

*prejudice and racism become acceptable. It is run with secondary schools only.*¹²

As in the Winter 2017 survey¹³, schools were asked whether they had participated in, or accessed support from any of the four national support programmes mentioned above within the last 12 months. Maths hubs remain the most commonly used (62%), followed by The Lessons from Auschwitz Project (45%), Music Education hubs (34%) and finally Science Learning Partnerships (23%). Over the same time period, there was also a significant increase in the proportion of schools that had participated in Math Hubs, with participation rising by 6 percentage points between Winter 2017 and Winter 2018 (56% vs 62%). As Figure 4 shows, there were no significant differences between years for the other three programmes.

Figure 4. The proportion of schools that have participated in DfE funded programmes



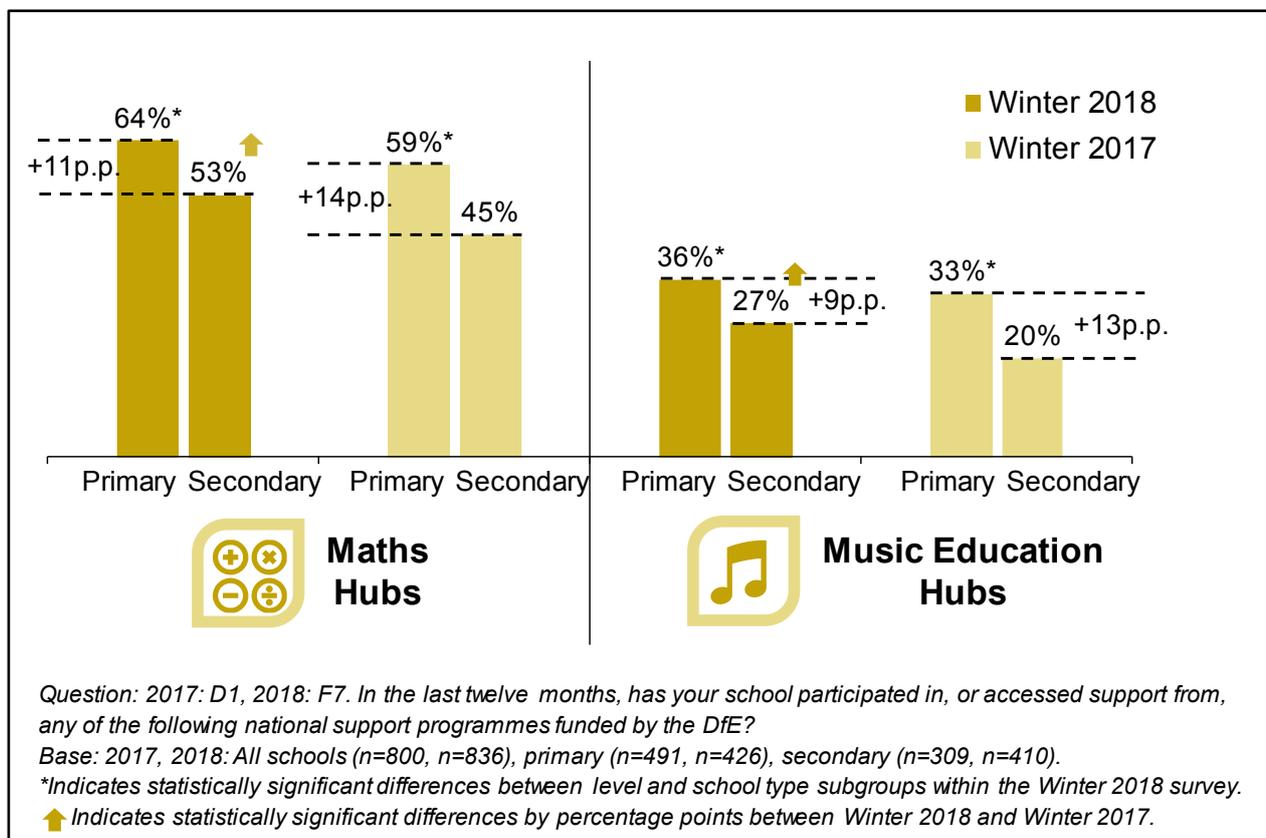
As shown in Figure 5, in the Winter 2017 survey, there was a difference in response depending on school level: primary schools were significantly more likely to have participated in Maths Hubs (59%) and Music Education Hubs (33%) compared to secondary schools (45% and 20% respectively). In the Winter 2018 survey, there were still significant differences in use of Maths Hubs and Music Education Hubs by phase but the gap between primary and secondary schools had narrowed. A significantly higher

¹² <https://www.het.org.uk/lessons-from-auschwitz-programme>

¹³ The Winter 2017 School Snapshot report describes the responses of leaders and teachers. This has been rebased at this wave to describe the school-wide view.

proportion of secondary schools participated in Maths Hubs (53%) and Music Education Hubs (27%) compared to the year before.

Figure 5. Proportion of schools that have participated in Maths and Music Education Hubs, by phase (primary, secondary) and year



In Winter 2018, a significantly larger proportion of secondary schools reported participation in Science Learning Partnerships (38%), compared to primary schools (20%). There were no significant differences between these 2018 responses and those in Winter 2017 (33% secondary and 17% primary).

With the exception of The Lessons From Auschwitz project (for which there were low base sizes), there was some variance in participation in the programmes by region:

- **Maths Hubs:** Schools from the East Midlands showed the greatest level of participation (77%), significantly greater than several other regions. The lowest participation was recorded in the East of England (42%) and London (52%).
- **Music Education Hubs:** Schools from the South West showed the greatest level of participation (52%), again this was significantly greater than several other regions. In comparison, only a fifth of schools in Yorkshire and the Humber (19%) and the West Midlands (20%) had participated.

- *Science Learning Partnerships*: Schools from London showed by far the greatest level of participation (42%), significantly more-so than every other region. The lowest level of participation was recorded in the South East (12%).

1.5 English Baccalaureate (EBacc)

The EBacc entry measure is the proportion of Key Stage 4 (KS4) pupils entering GCSEs in a set of EBacc eligible subjects which are English language and literature, mathematics, history or geography, the sciences (including computer science) and a language.

In the Winter 2017 survey, secondary school leaders were asked how many of their pupils will be completing KS4 in the 2017/2018 academic year. Following that, they were asked to give the number of those pupils they expected to enter the full range of subjects required for the EBacc entry measure. In the Winter 2018 survey, the same questions were asked of the 2018/2019 and 2019/2020 academic years, building a picture of these three consecutive academic years.

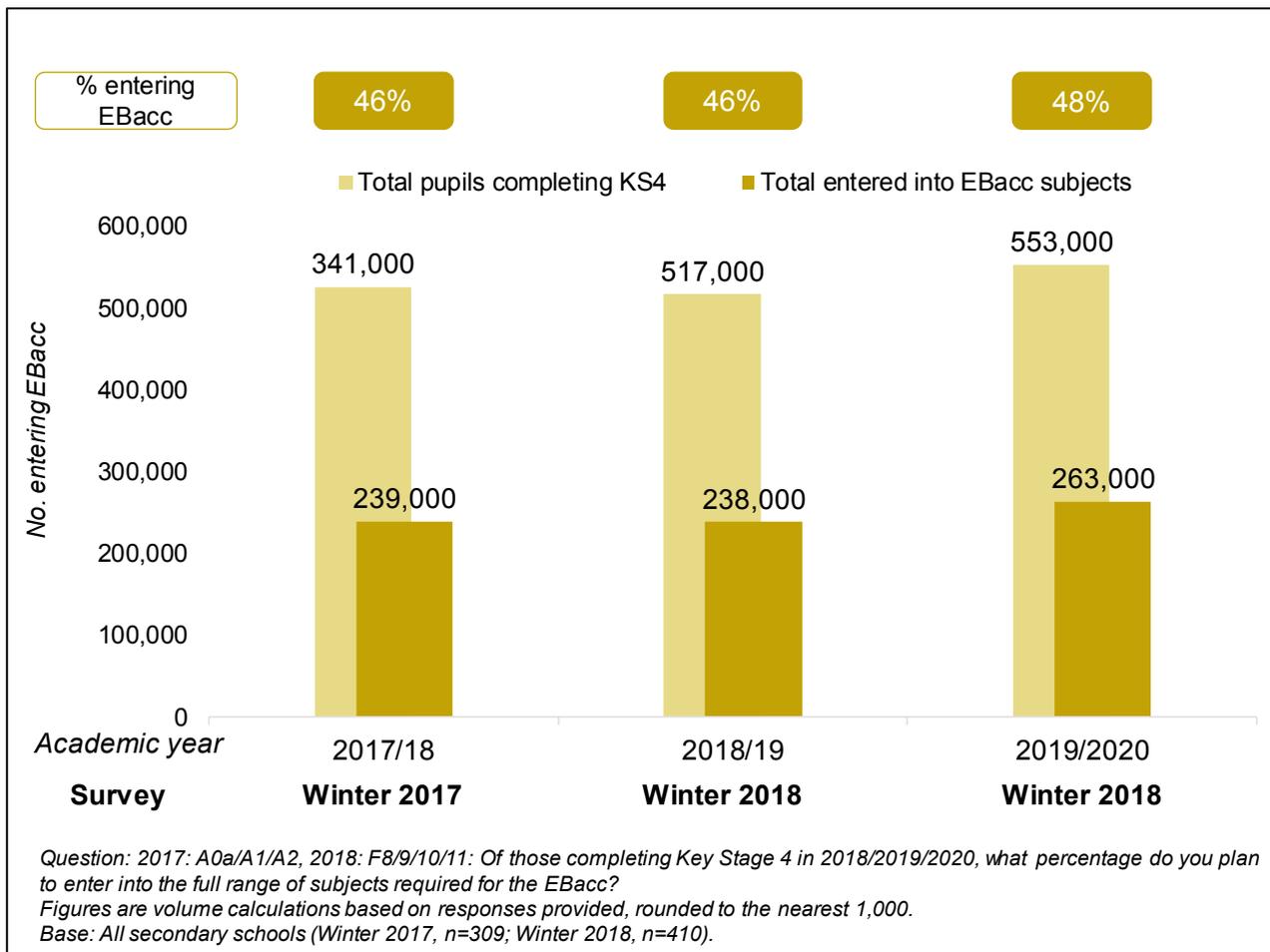
Overview over time

Estimates across the two Winter surveys indicated that, across the c.3,400 secondary schools in England, 239,000, 238,000 and 263,000 pupils would be entered into EBacc across the three respective years. Considering the volumes of pupils anticipated to complete their KS4 in each year, similar proportions (with no significant differences) were estimated to be eligible for EBacc across the three academic years, equating to 46% of 2017/18 pupils, 46% of 2018/19 pupils and 48% of 2019/20 pupils.¹⁴ Figure 6 below outlines the estimated numbers involved.

Excluding schools that gave a 'don't know' response makes the estimated proportions of pupils entering EBacc equal to 46%, 47% and 50% respectively. Again, this increase is not statistically significant.

¹⁴ To calculate the proportion entering EBacc: the total number of pupils being entered into EBacc (so the sum of the numbers given by each school) was divided by the total number of pupils completing their key stage 4 in the relevant academic year (the sum of the numbers given by each school). Figures were then grossed up to the schools population. Schools were excluded from the calculation if they did not know how many pupils were being entered to the EBacc subjects (18 schools in the Winter 2018 survey and 9 in Winter 2017). In Winter 2017 only, responses that were unable to give an exact percentage of pupils being entered into EBacc were able to select a range instead e.g. 10% or less, 11-20%, 21-30%, etc. The mid-point of the range was then included in the estimates.

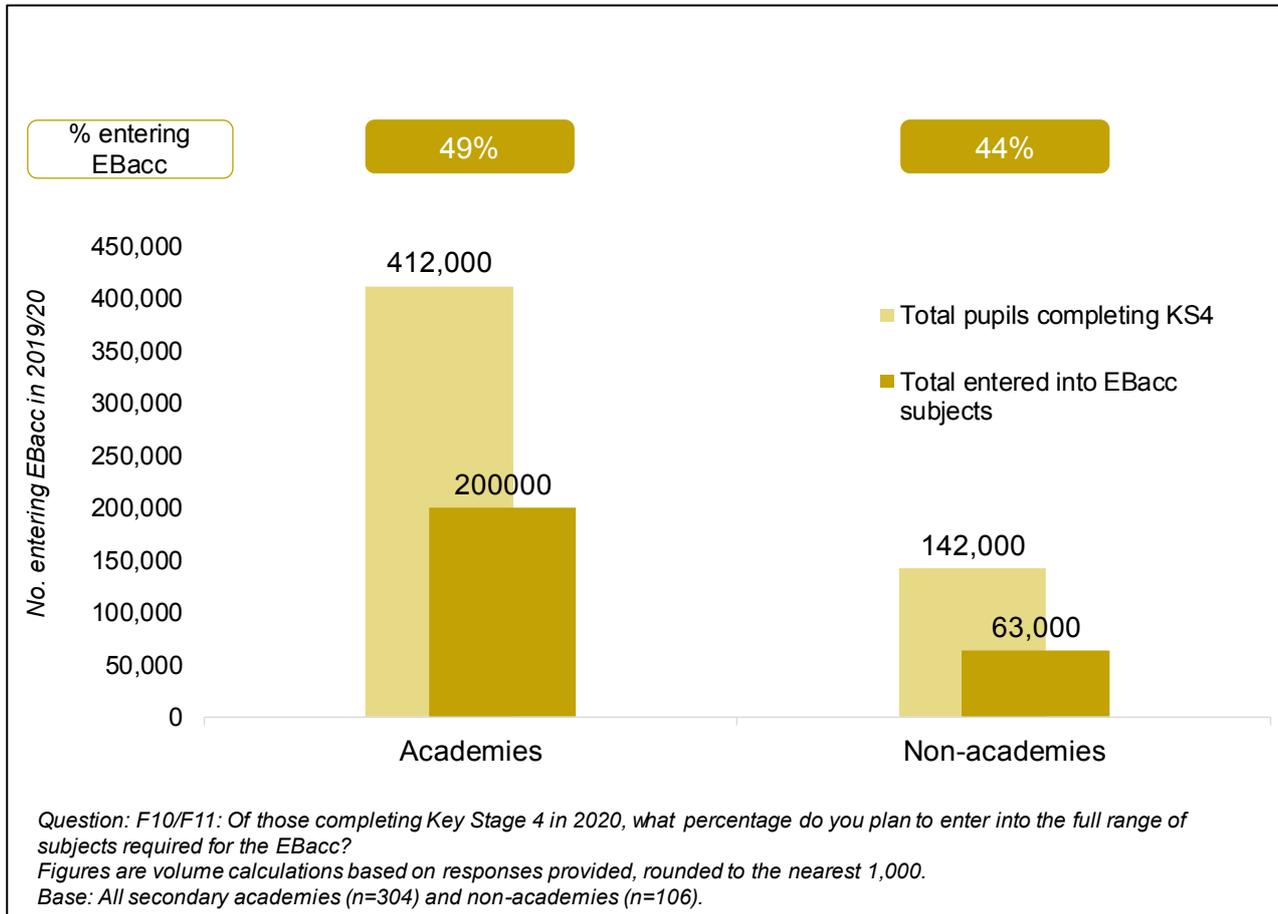
Figure 6. Estimated % of KS4 pupils likely to be entered into EBacc across 3 academic years



Academic year 2019/20

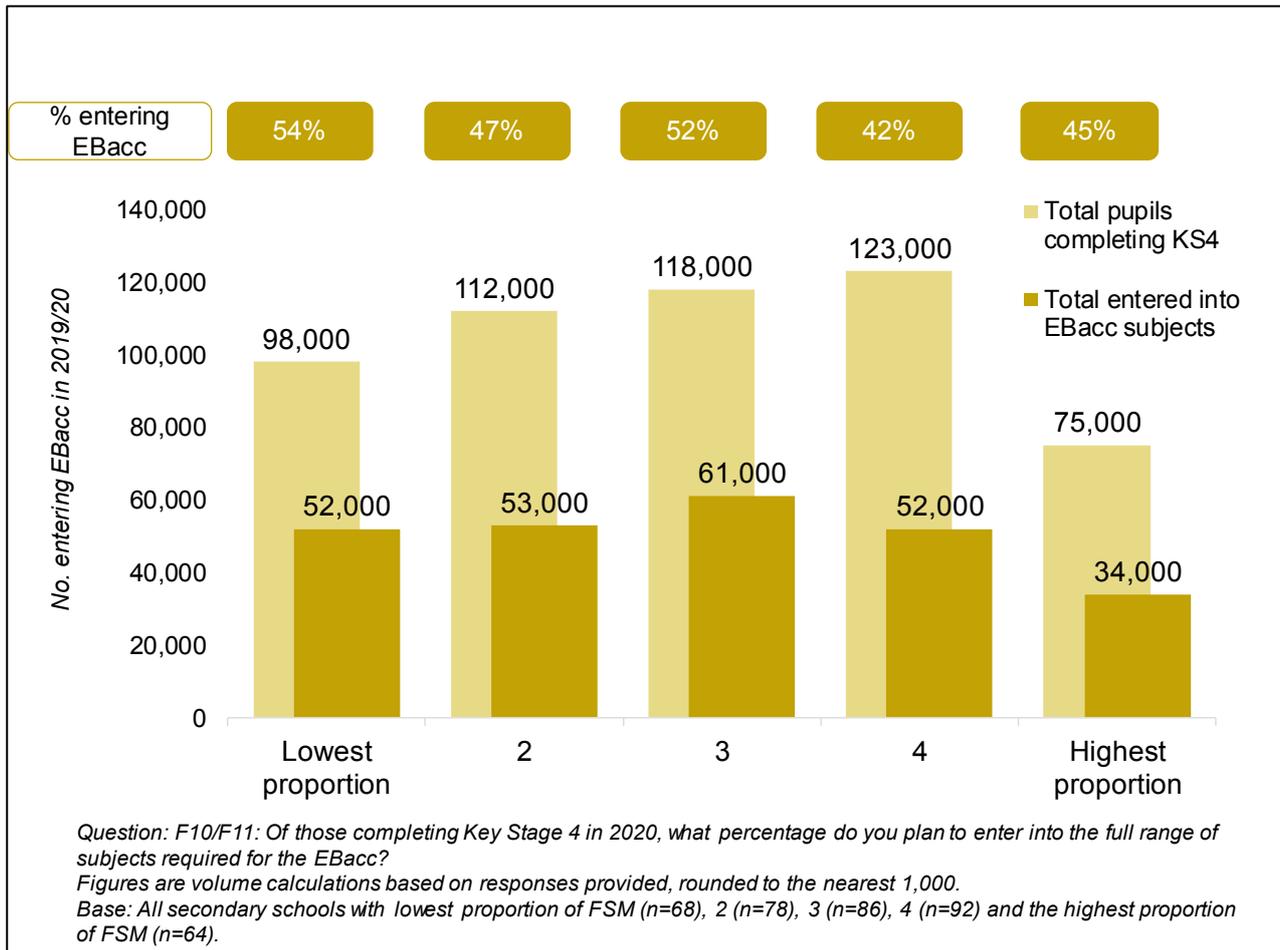
Looking at the 2019/20 academic year, the estimated proportion of pupils entered into EBacc by academies and non-academies were slightly different, but not at the level of statistical significance. Figure 7 shows the anticipated figures for these.

Figure 7. Estimated % of KS4 pupils likely to be entered into EBacc in 2019/20 by academy status



As shown in Figure 8, there is no significant difference in the proportion of pupils that secondary schools intend on entering into the EBacc by the proportion of pupils entitled to FSM at that school.

Figure 8. Estimated % of KS4 pupils likely to be entered into EBacc in 2019/20 by proportions of Free School Meals



Academic year 2020/21

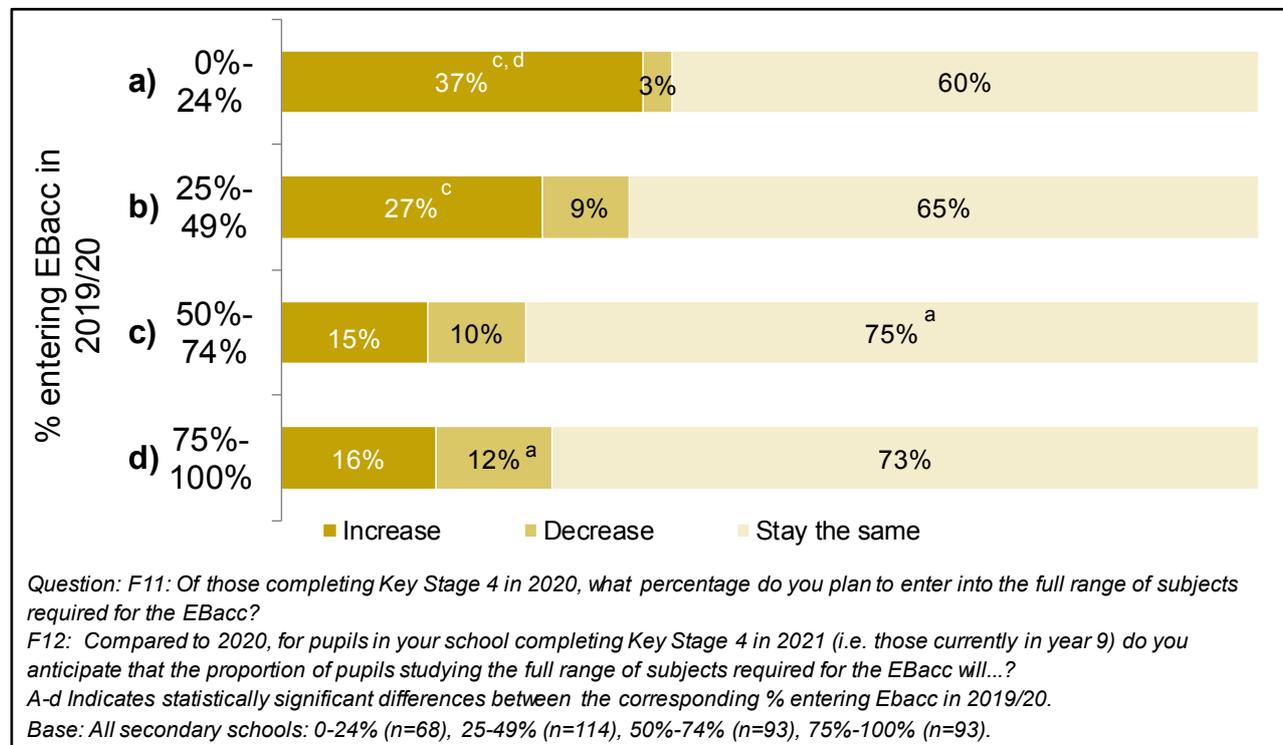
In the Winter 2018 survey, secondary schools reported whether they anticipated a change in the proportion of pupils entering EBacc in academic year 2020/21 compared to the previous year.

Overall, seven in ten (69%) schools thought the proportion would remain about the same, two in ten (23%) schools said there would be an increase and one in ten (8%) thought there would be a decrease in the proportion of pupils entering EBacc at their school.

Those with the highest proportion of FSM pupils were significantly more likely to anticipate an increase of pupils entering EBacc (37%) in 2020/21 compared to those with the lowest level of FSM pupils (12%).

Figure 9 shows how secondary schools expected the proportion of KS4 pupils studying the full range of subjects required for the EBacc to change in the 2020/2021 academic year split by their anticipated entry rate for 2019/20. While there was some indication that schools anticipating having fewer than 75% of KS4 pupils entered for the EBacc in 2019/20 were more likely to anticipate an increase for 2020/21, most schools expected that their entry rate would stay the same regardless of their entry rate in 2019/20.

Figure 9. Estimated change of KS4 pupils likely to be entered into EBacc in 2020/21 by proportions entered in 2019/20



1.6 On-entry-assessment

Primary and infant schools use on-entry assessment to provide a snapshot of pupils' ability when they first start school in reception. They are used to inform teaching and learning throughout a child's time at primary school, by taking into account individual needs.

Overall, nine in ten primary school leaders (91%) reported conducting on-entry assessments for their reception pupils.¹⁵ Eight percent said they do not conduct on-entry assessments and 2% responded that on-entry assessments were not applicable to their school.

Smaller schools were significantly more likely to use on-entry assessments than larger schools: 97% of those with 51 to 200 pupils said they conducted assessments compared to only 90% of schools with more than 200 pupils.¹⁶

Non-academies were significantly more likely to conduct on-entry assessments than academies (93% vs 86%), as were schools with the lowest proportion of FSM pupils (94% vs 82% compared with schools with the highest proportion of FSM pupils).

1.7 Phonics

Fully decodable books contain only words that are decodable through sounding out and blending the letter combinations that pupils have previously learned. In other words, they do not contain 'sight' or 'tricky' words that pupils cannot decode using their phonic knowledge. A fully decodable book is therefore one that pupils can independently read to build confidence in their early stages of learning to read.

Primary schools¹⁷ were asked if pupils read from decodable books in the early stages of learning to read. The vast majority (95%) reported that decodable books were being used by pupils. Non-academies were significantly more likely to use decodable books than academies (97% vs 91%). Only a small number of schools were not using decodable books or did not know what a decodable book was (3% and 2% respectively).

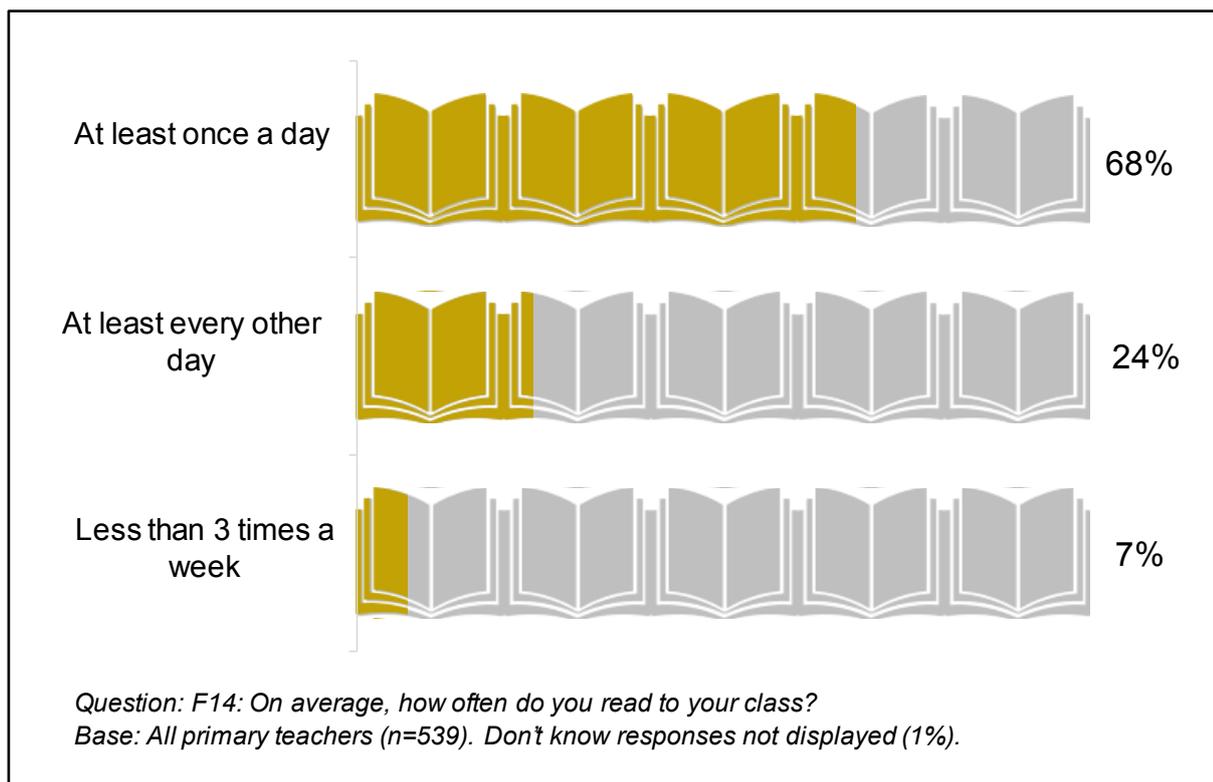
Primary teachers were asked how often they read to their class on average. Other than giving instructions (or similar), this included reading from a book of any kind (fact or fiction), both inside or outside of English. As shown in Figure 10, just over two-thirds of teachers reported reading to their class at least once a day.

¹⁵ All primary schools except junior schools were asked this question

¹⁶ Schools with 1 to 50 pupils have been excluded from this analysis due to low base sizes (n=14)

¹⁷ All primary schools except junior schools were asked this question

Figure 10. How often primary teachers read to their class on average



Reading to pupils was particularly prevalent among teachers at schools with high proportions of FSM pupils (70% read to their class at least once a day, significantly higher than the 57% of schools with low proportions of FSM pupils).

Teachers of younger pupils read to their classes more frequently. Eighty-seven percent of early years foundation stage teachers read to their class at least once a day, a significantly higher proportion than key stage 1 teachers (75%) and key stage 2 teachers (55%). The table below outlines the full breakdown of responses.

Table 2. How often primary teachers read to their class on average by key stage

	Early years	Key stage 1	Key stage 2
<i>Base</i>	157	184	302
At least once every other day	87%	75%	55%
At least every other day	10%	17%	33%
Less than 3 times a week	3%	7%	11%
Don't know	1%	1%	1%

In part reflecting the different demographics of teachers by key stage, female teachers were significantly more likely to read at least once a day compared to male teachers (69% vs 55%).

Further, younger teachers, aged 18-34, were significantly more likely to report reading to their class than teachers aged 45 or older; with 12% of older teachers but only 5% of younger teachers reporting to read to their class less than three times a week.

2. Resources, teacher workload and careers

This chapter details the types of resources used in the classroom for primary and secondary teachers, actions undertaken by schools to reduce unnecessary workload and its impact, careers development and opportunities, awareness of the provider access policy statement, promotion of STEM careers, Continuing Professional Development and policies on mobile phones.

2.1 Resources in the classroom

The Department plans to build on the principles set out in the Independent Planning and Resources Review Group Report (2016) to improve curriculum planning while reducing unnecessary workload.¹⁸ The principles include the importance of planning a sequence of lessons rather than focusing on individual lesson plans, making use of existing high-quality resources such as textbooks, and that fully-resourced schemes of work should be in place for all teachers.

The Department is therefore interested in the resources that teachers use in their lessons, any barriers they face, and whether more can be done to support teachers in accessing the resources they need to teach.

Primary teachers were asked which resource types they used in science and humanities lessons to explore potential differences in the use of resources across the curriculum.

Resources created or accessed by teachers and their frequency of use

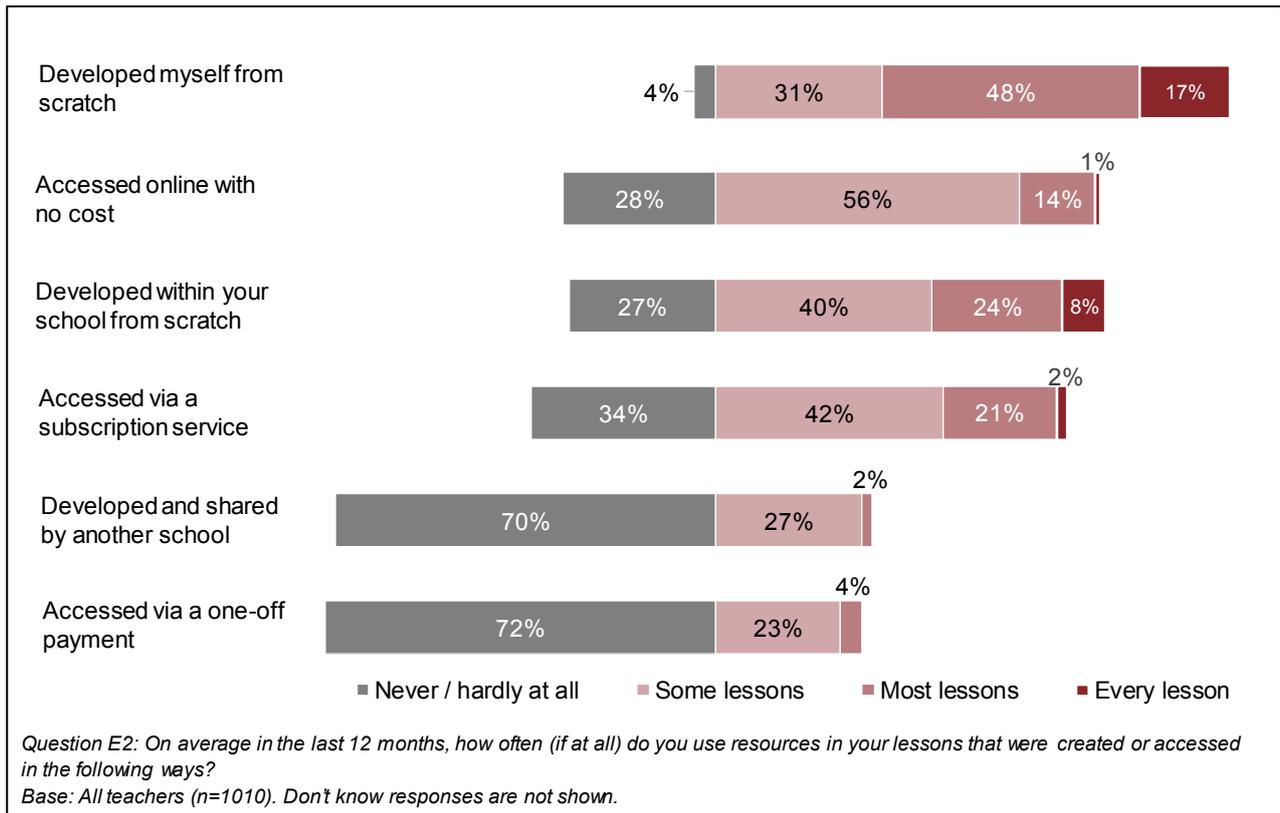
As Figure 11 illustrates, the frequency that teachers used different resources varied substantially by how these resources were developed or accessed. The resources used by the majority of teachers in 'at least some of their lessons' included those that were:

- 'developed themselves from scratch' (used by 96% of teachers in at least some lessons);
- 'developed within their school from scratch' (72%);
- 'accessed online at no cost' (71%);
- 'accessed via a subscription service' (65%).

Teachers less commonly used resources that were 'accessed via a one-off payment' and those 'developed and shared by another school' (27% and 29% respectively).

¹⁸ <https://www.gov.uk/government/publications/reducing-teacher-workload-planning-and-resources-group-report>

Figure 11. Types of resources used in the classroom



The frequency of use of different resource types varied between primary and secondary teachers. Secondary teachers were significantly more likely than primary teachers to use resources ‘developed themselves from scratch’ (71% vs. 59%) and resources ‘developed within their school from scratch’ (42% vs. 21%) in most or every lesson. By contrast, primary teachers were more than twice as likely to use resources ‘accessed via a subscription service’ as secondary teachers (31% vs. 14%).

Types of resources used in the classroom by English, Maths and Science teachers in secondary schools

Amongst secondary teachers, responses also varied by subject taught. English teachers used resources developed themselves from scratch more often than teachers in other subject areas. Maths and Science teachers made more use of resources accessed online (either paid or at no cost). Over eight in ten (82%) English teachers used resources ‘developed themselves from scratch’ in most or all of their lessons, whereas only about half (49%) of Maths teachers did. In comparison, Maths teachers (29%) and Science teachers (22%) were significantly more likely than English teachers (4%) to use resources ‘accessed via a subscription service’ in most or all of their lessons. See below for a breakdown of responses across Secondary English, Maths and Science teachers.

Figure 12. Types of resources used in the classroom for Secondary English teachers

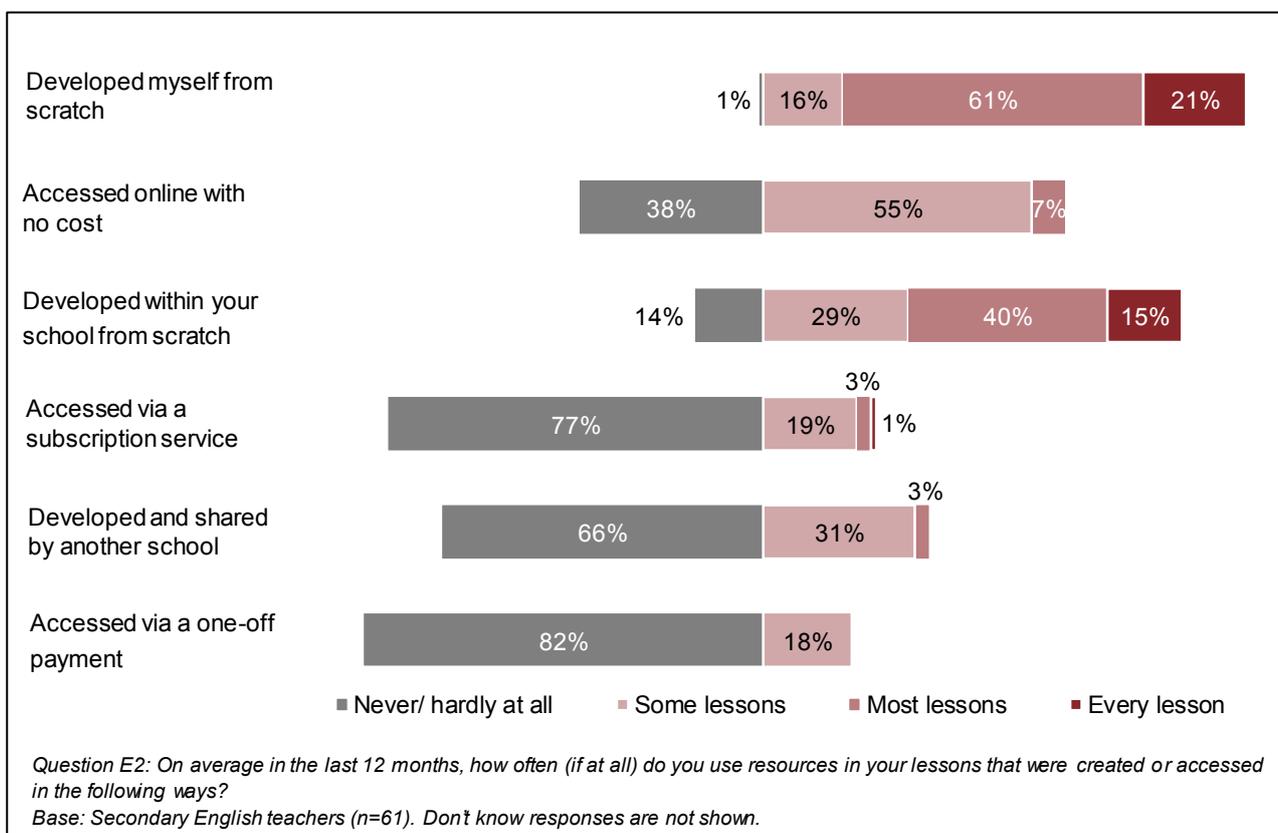


Figure 13. Types of resources used in the classroom for Secondary Maths teachers

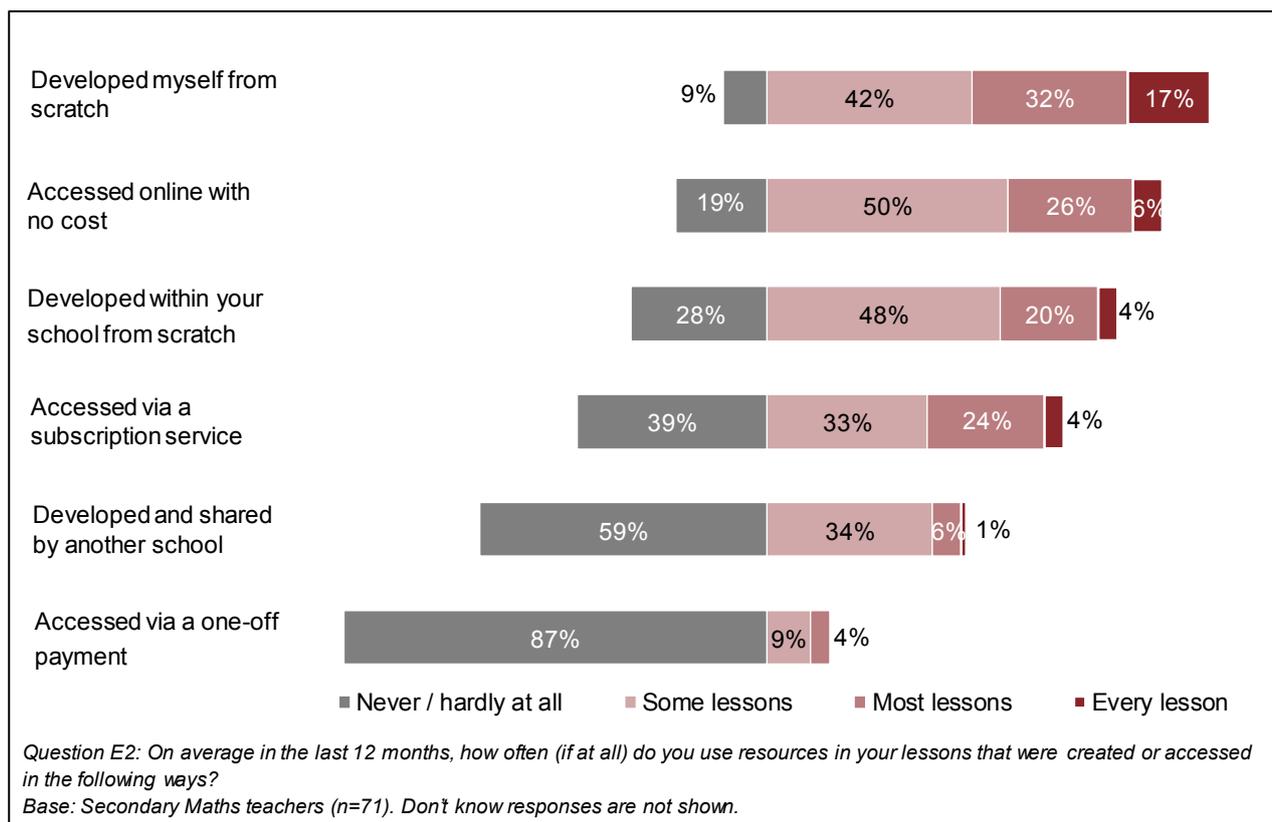
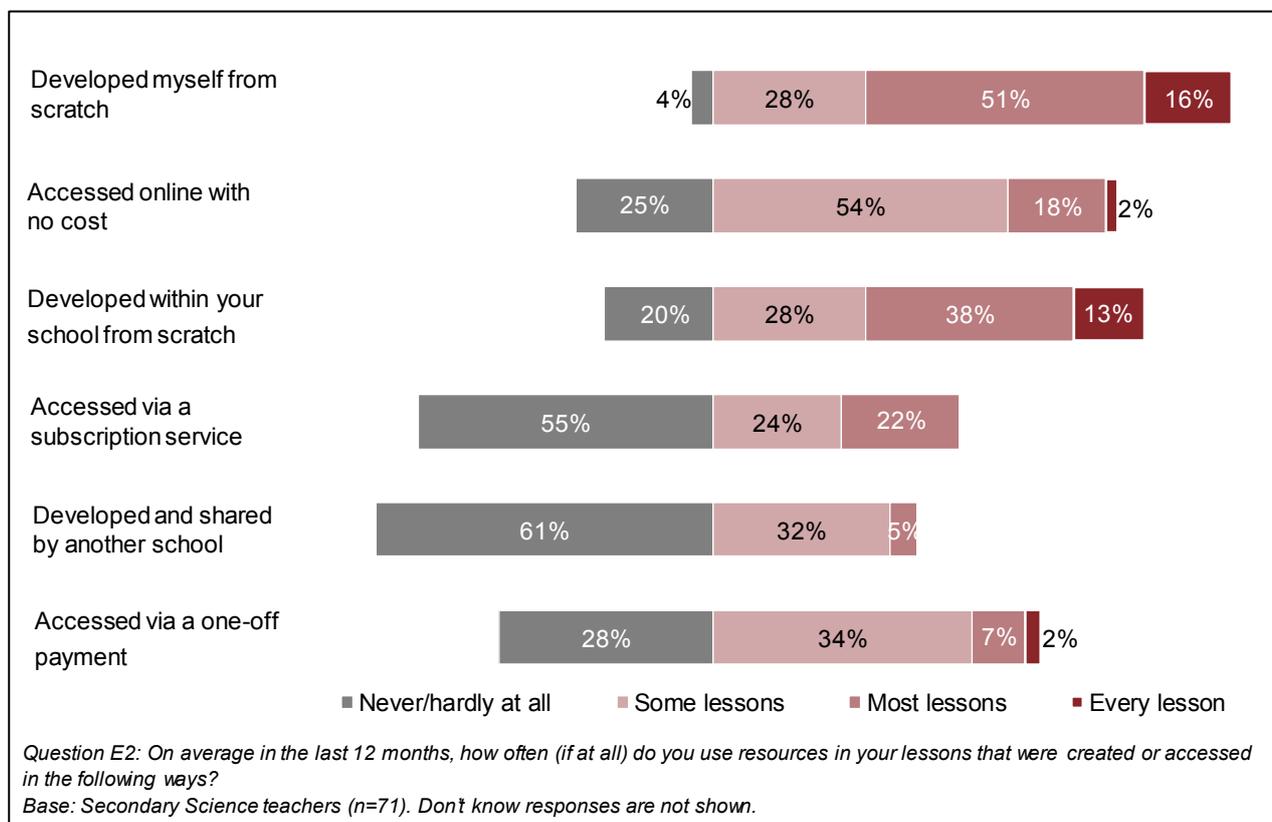


Figure 14. Type of resources created or accessed by Secondary Science teachers



Specific resources used by teachers

After establishing how often resources created or accessed in particular ways were used in the classroom, teachers were asked to specify which resources they use which were accessed: online at no cost; via a subscription service or via a one-off payment.¹⁹

Primary teachers

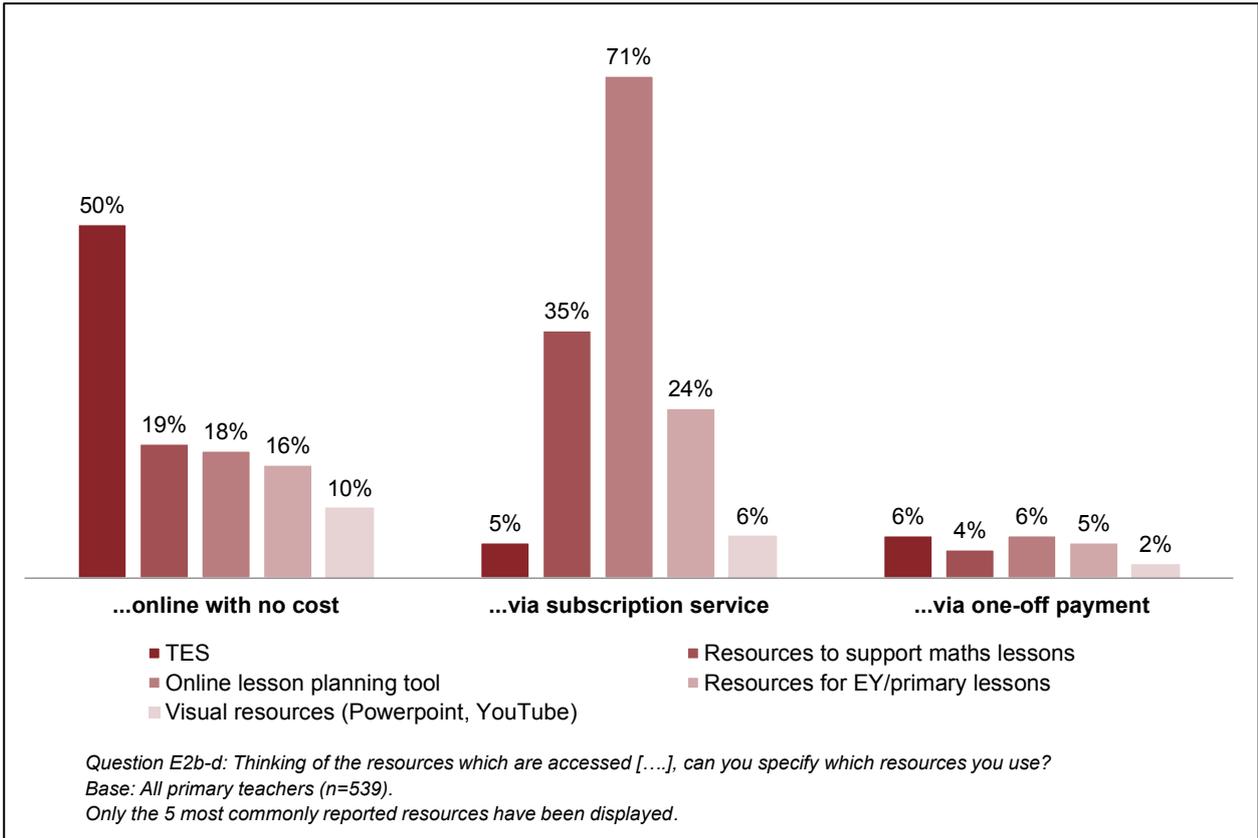
Among primary teachers using resources accessed online at no cost, exactly half (50%) used 'TES' (formerly the Times Educational Supplement) in this way. TES was used by considerably more primary teachers than other resource types. The next most commonly used resources, used by almost one-fifth of all primary teachers, were 'resources to support Maths lessons (e.g. Nrich, NCETM, Snappy Maths, Maths Bot)' (19%), and a similar proportion used 'online lesson planning tools (Topmarks, Twinkl, Active Learn)' (18%).

Across paid-for resources (those accessed either via a subscription service or via a one-off payment), the most common resources used were 'online lesson planning tools (Topmarks, Twinkl, Active Learn)' with 71% of all primary teachers accessing these resources via a subscription service. In comparison, only one quarter (24%) of primary teachers accessed resources specific to the design of early years and primary lessons (including Teachers Pet, Primary Resources, Plan Bee).

As Figure 15 shows, teachers were significantly less likely to access resources via a one-off payment, but roughly one in twenty used either 'TES' (6%), 'online lesson planning tools (Topmarks, Twinkl, Active Learn)' (6%) and 'resources for early years or primary lessons' (5%) in this capacity.

¹⁹ Participants were able to spontaneously list whichever resources they accessed via the three listed methods, and their responses were entered into a free text box. During the analysis stage of the data the different responses given were grouped into appropriate, broad response categories. The composition of each response category is provided as an Annex in this report.

Figure 45 Resources accessed by primary teachers

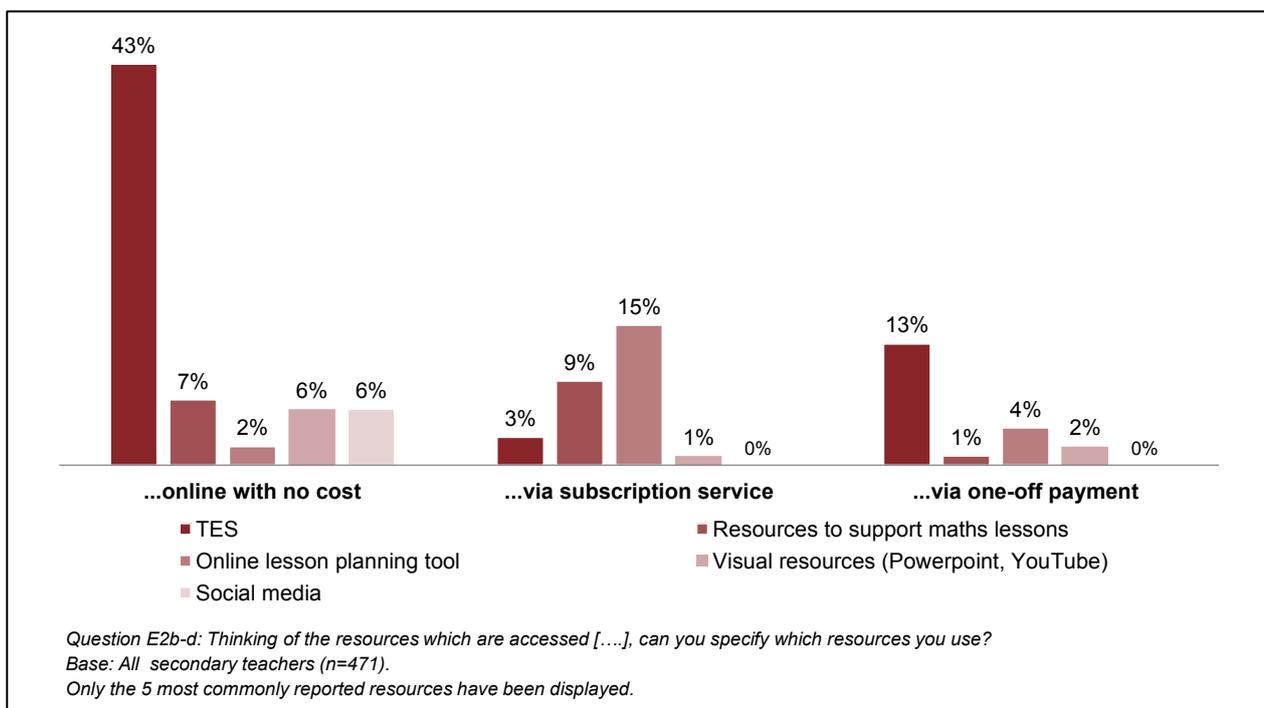


Secondary teachers

As shown in Figure 16 the trends across secondary teachers were broadly comparable to primary teachers. 'TES' was the most popular resource of those accessed online at no cost (43% of all secondary teachers used TES in this capacity). Similarly, 'online lesson planning tools' were the resources most commonly used by secondary teachers via a subscription service (15% of all secondary teachers used this resource in this way).

Whereas there was a relatively even split of primary teachers that used each of the 5 resources via a one-off payment, secondary teachers were significantly more likely to use 'TES' than other resources. Over one in ten (13%) secondary teachers used 'TES' in comparison to less than one in twenty (4%) that used 'online lesson planning tools'.

Figure 16. Resources accessed by secondary teachers



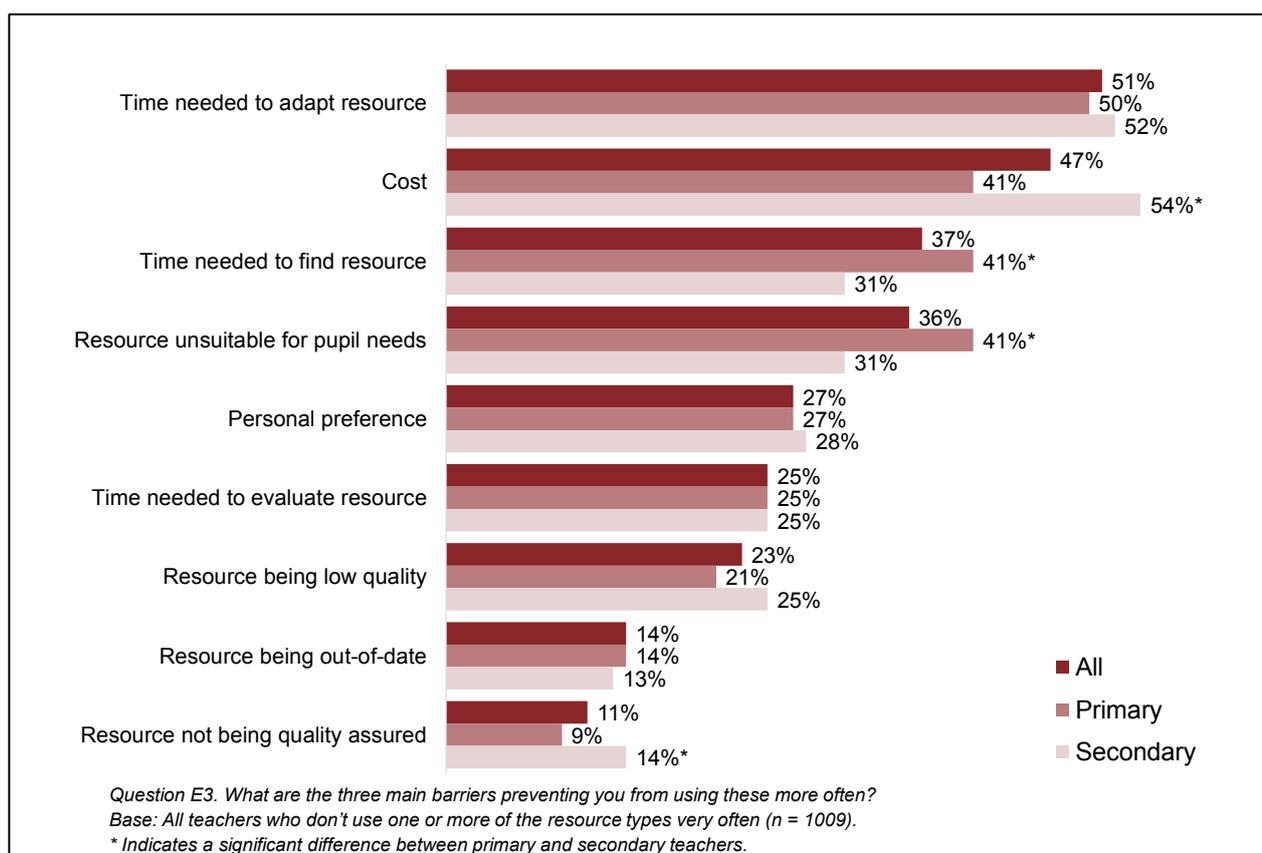
Secondary Maths (19%) and Science (24%) teachers were significantly more likely to use 'online lesson planning tools' than English (7%) teachers.

Barriers facing teachers from accessing resources

Teachers that did not use one or more of the online resources in at least some of their lessons were asked to identify the three most prominent barriers preventing them from accessing these resources more often.²⁰

As Figure 17 shows, there were two key barriers for teachers that wanted to access resources more often, these were: 'time needed to adapt the resource (51%) and 'cost of resource' (47%).

Figure 17. Main reasons for not using online and physical resources more often



Secondary teachers were significantly more likely to state that 'cost' was a barrier to accessing resources more often than primary teachers (54% vs. 41%). Conversely, 41% of primary teachers cited 'resource being unsuitable for pupil needs' as one of three main barriers compared to just 31% of secondary teachers.

Generally, amongst secondary teachers, barriers cited did not differ significantly by subject taught. However, English teachers were more likely than Science teachers to report that 'resources being low quality' was a main barrier to accessing the listed resources more often (34% of English teachers said this vs. 13% of Science teachers).

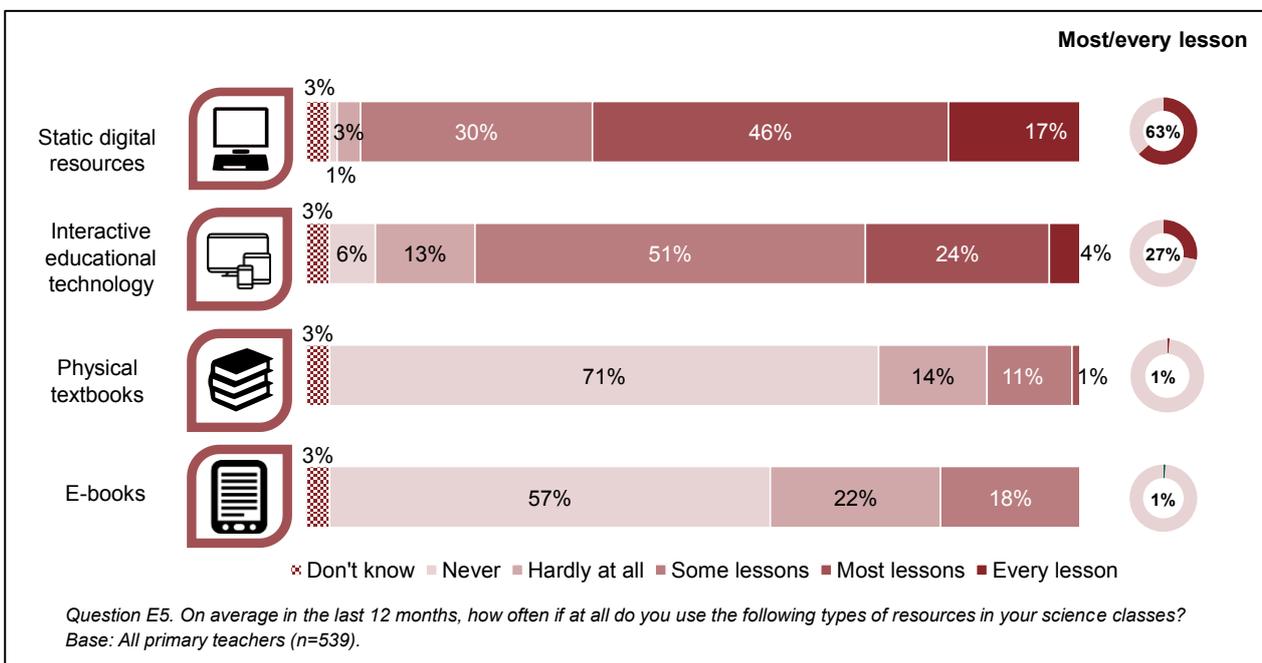
²⁰ Only 1 teacher used all the resources in at least some of their lessons.

Resources accessed by primary school teachers

All primary teachers were asked about the types of resources they used in their science and humanities classes. These two subject areas were included to explore potential differences in the use of resources across the curriculum.

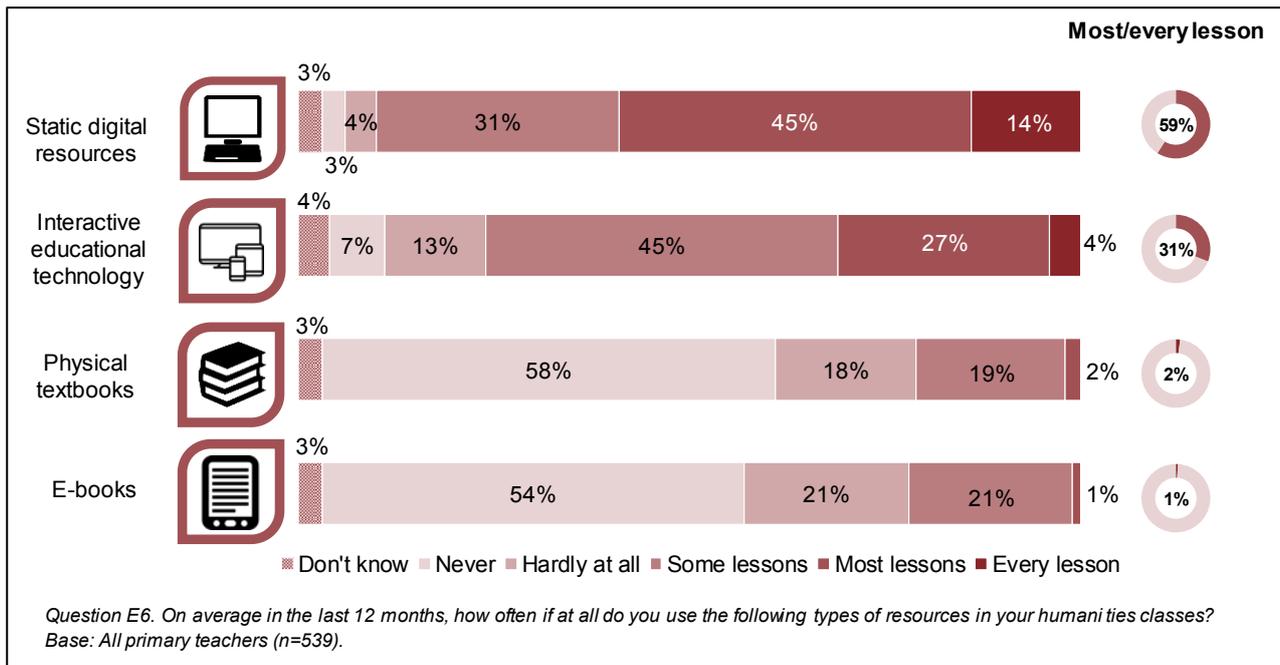
Close to two-thirds (63%) of primary teachers used static digital resources in most or every science lesson which is significantly more than those that used interactive educational technology (27%), physical textbooks (1%) and e-books (1%). When teaching science, close to three quarters (71%) of primary school teachers stated that they never used physical textbooks and more than half (57%) never used e-books.

Figure 18. Use of resources types in science class by primary teachers



A similar pattern emerged when primary school teachers were asked about the types of resources they use in their humanities classes. Again, the most commonly used resources were static digital resources, with 59% of teachers using these in most lessons or every lesson. Physical text books and e-books were the resources least likely to be used by primary school teachers when teaching humanities – with more than half of teachers stating they never used physical textbooks (58%) or e-books (54%).

Figure 19. Use of resource types in humanities



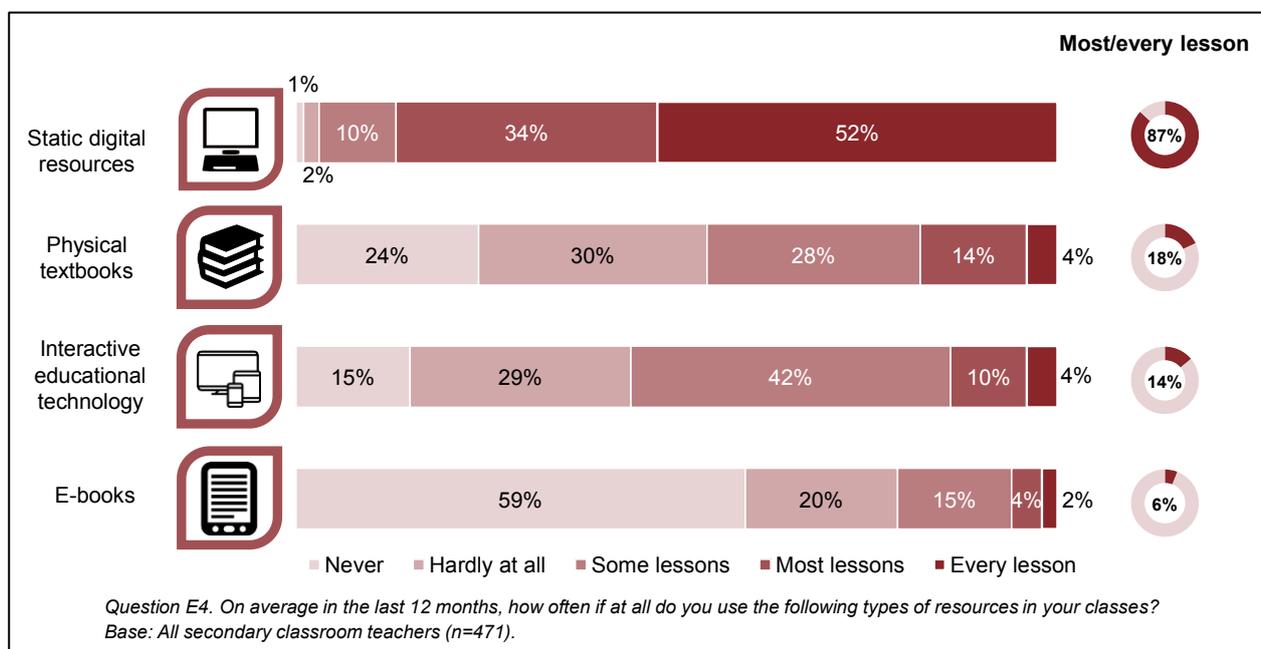
Resources accessed by secondary teachers

In the Winter 2018 survey, teachers in secondary schools were asked how often in the last 12 months they had used different types of resources.

Static digital resources were the most commonly used resource by far, with 87% of secondary teachers using them for the majority, if not all, of their lessons. In comparison textbooks were the second most commonly used resource and were used in most or all lessons by around one in five teachers (18%). A similar proportion used interactive educational technology (14% in most/all lessons) and e-books were least commonly used (6%).

Figure 20 below breaks down the frequency of use for each resource type

I



Teachers at schools with the lowest levels of pupils eligible for FSMs were significantly more likely to have used textbooks for most or every lesson (27%) compared to those at schools with the highest levels of FSM pupils (14%). On the other hand, teachers at schools with the lowest proportion of FSM pupils were significantly less likely to use static digital resources in most or every lesson (77%) compared to those with the highest levels of FSM (91%).

2.2 Teacher workload

This chapter considers the activities schools have undertaken to reduce unnecessary workload and whether, ultimately, this had made a difference to the individual workloads of school leaders and teachers. Data for leaders and teachers are presented independently.

Reducing unnecessary workload is a priority for the DfE and an important element of the recently published teacher recruitment and retention strategy.²¹ The strategy sets out how we will encourage school leaders to reduce teachers' workload and create the right climate for head teachers to establish supportive school cultures.

Since the Workload Challenge in 2014²², the DfE has taken a number of steps to evaluate and address teacher workload, including:

- the Making Data Work report and government response, published in November 2018, which includes recommendations to remove unnecessary data and evidence collections in schools²³;
- the publication of a workload reduction toolkit for schools in July 2018²⁴ (updated content was added in March 2019);
- publishing the 2016 Teacher Workload Survey report²⁵;
- delivering an action plan for reducing teacher workload²⁶; and
- and setting up three independent teacher workload review groups which published reports on increasing efficiencies in marking, planning and data management in 2016.

²¹ <https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

²² <https://www.gov.uk/government/publications/workload-challenge-for-schools-government-response>

²³ <https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response>

²⁴ <https://www.gov.uk/guidance/reducing-workload-in-your-school>

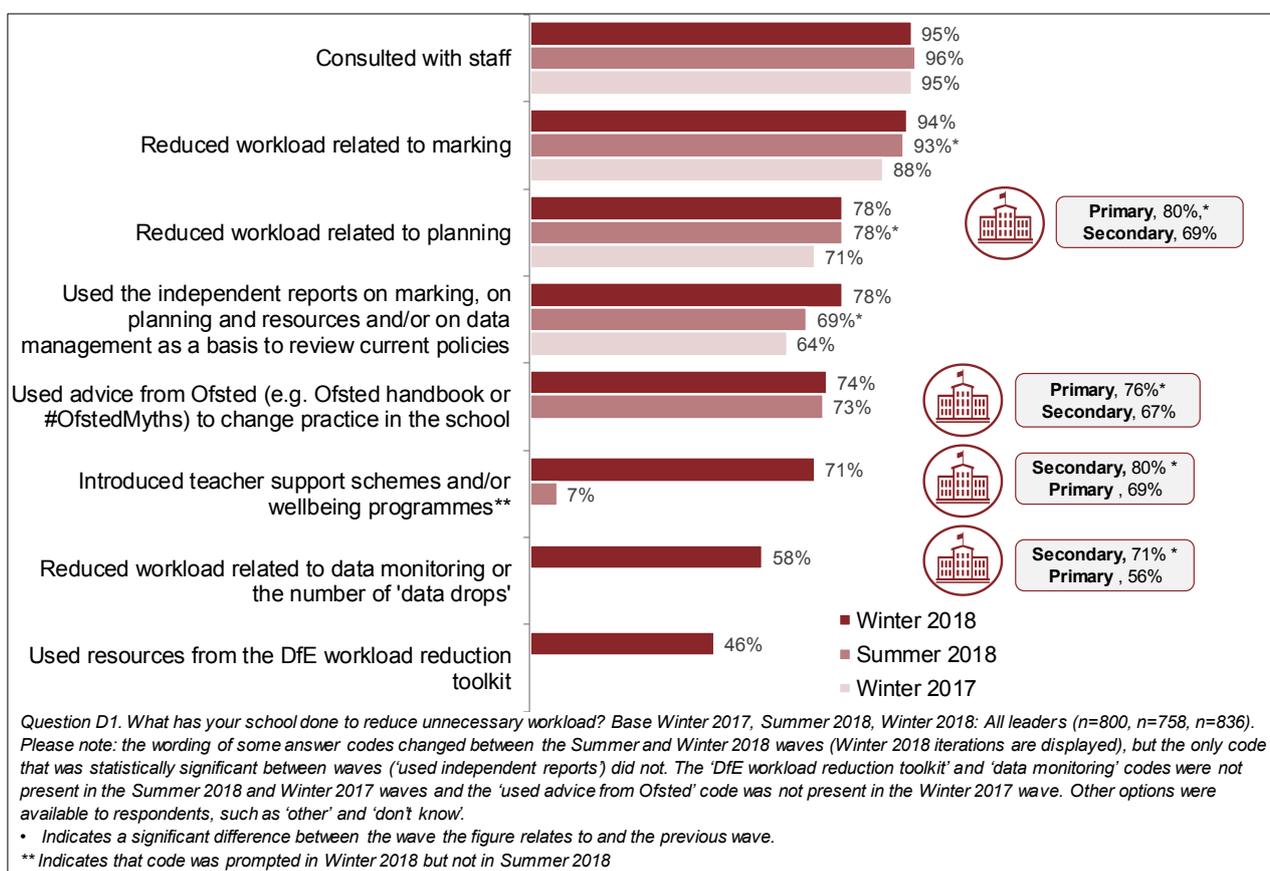
²⁵ <https://www.gov.uk/government/publications/teacher-workload-survey-2016>

²⁶ <https://www.gov.uk/government/publications/reducing-teachers-workload>

Action taken by schools to reduce unnecessary workload (school leaders)

Almost all leaders (over 99.5%) reported that their school had undertaken at least one action to evaluate and reduce unnecessary workload. Figure 21 illustrates the most common responses from leaders across the 2017 Winter, 2018 Summer and 2018 Winter surveys. The question has undergone subtle changes between waves²⁷ and some of the response categories have been updated, so direct comparison must be treated with caution. However, the central intention of the question has not changed; the question asks schools to report actions they have undertaken to address workload. It is not an opinion-based question that would be more influenced by alterations to the question text.

Figure 21. Actions taken by schools to reduce unnecessary workload – responses from school leaders



²⁷ From "Which of the following has your school done to evaluate and reduce unnecessary workload...?" in the 2017 Winter wave, to "What has your school done to evaluate and reduce unnecessary workload?" in the 2018 Summer wave, to "What has your school done to reduce unnecessary workload?" in the most recent 2018 Winter iteration.

The majority of leaders reported that their schools had undertaken at least two of the actions in the list in order to reduce unnecessary workload. These were: 'consulted with staff' (95% of school leaders) and 'reduced workload related to marking' (94% of school leaders). In addition to these actions, roughly three-quarters of school leaders reported they had: 'reduced workload related to planning' (78%), 'used the independent reports' (78%), 'used advice from Ofsted to change practice in the school' (74%) and introduced teacher support schemes and/or wellbeing programmes (71%). The DfE published the workload reduction toolkit in July 2018 and the Making Data Work report in November 2018, 46% of school leaders reported that they had 'used the DfE workload reduction toolkit' and 57% reported they had 'reduced workload related to data monitoring'.

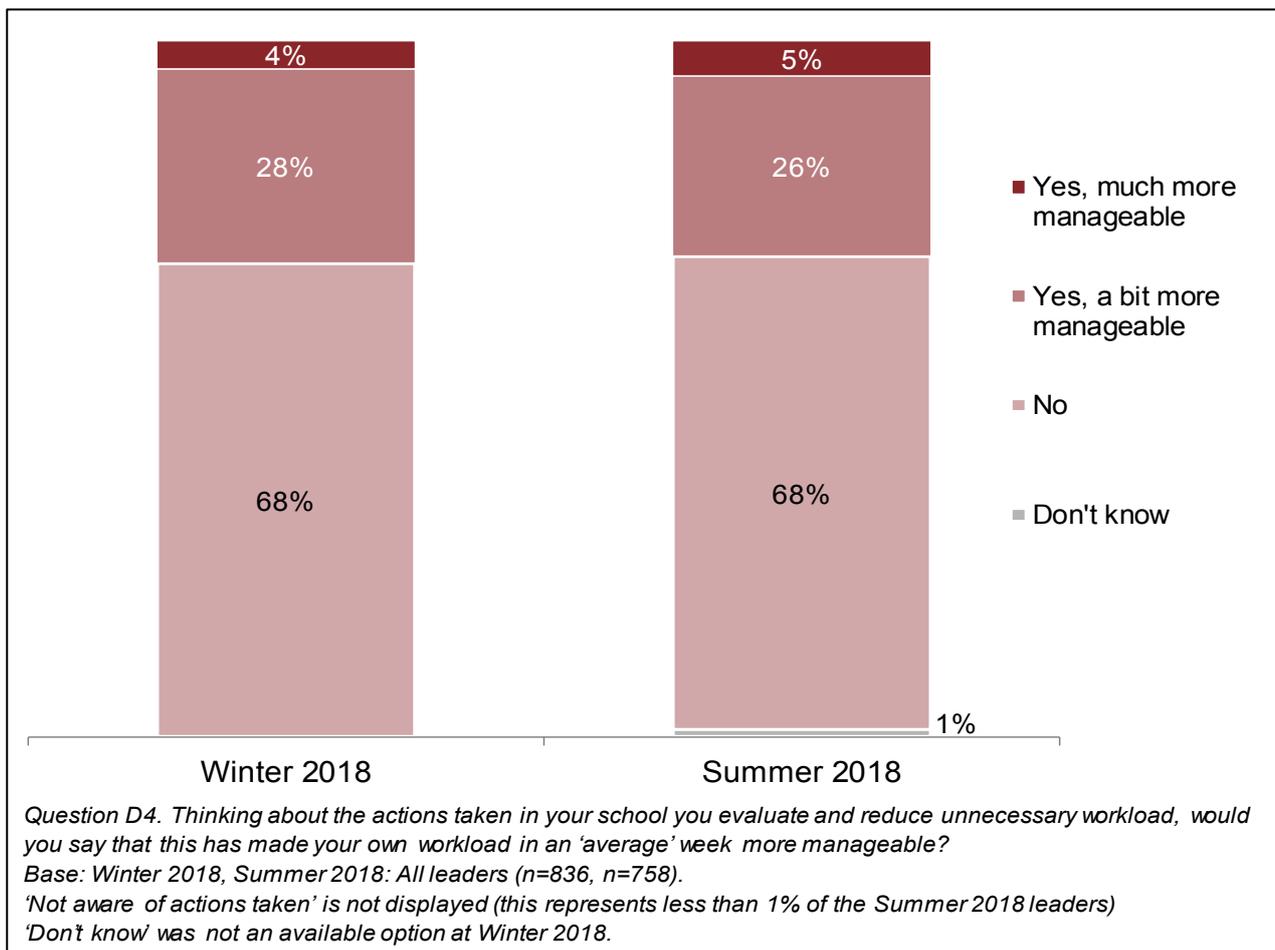
The 2018 Winter survey results were largely consistent with results from the 2018 Summer survey. As illustrated in Figure 21, the only action that has seen a significant increase between the Summer 2018 and Winter 2018 waves was 'use of independent reports on marking, on planning and resources and/or on data management as a basis to review current policies' – the proportion of school leaders reporting that they had undertaken this action rose from 69% in Summer 2018 to 78% in Winter 2018.

Differences between the actions undertaken by primary and secondary schools typically remained consistent between the 2018 Summer survey and the most recent 2018 Winter survey. In the 2018 Winter survey, primary school leaders were significantly more likely than secondary school leaders to report having 'reduced workload related to planning' (80% and 69% respectively) and 'used advice from Ofsted' (76% and 67%). Conversely (and new to this wave, so no cross-wave comparisons can be made), secondary school leaders were significantly more likely than primary school leaders to have 'introduced teacher support schemes and/or wellbeing programmes' (80% and 69%) and 'reduced workload related to data monitoring' (71% and 56%).

Impact on manageability of workload (school leaders)

School leaders who stated that their school had taken action to reduce unnecessary workload (all schools in the sample) were asked whether these actions had made their own workload in an 'average' week more manageable. As can be seen in Figure 22, leaders generally reported that it these actions had made no difference to their own workload (68%). The remaining third either said that these actions had made their own workload in an average week a bit more manageable (28%) or a lot more manageable (4%). These results were not significantly different from those in previous waves of the survey (see Figure 22 for comparison).

Figure 22. Impact on manageability of workload – responses from school leaders

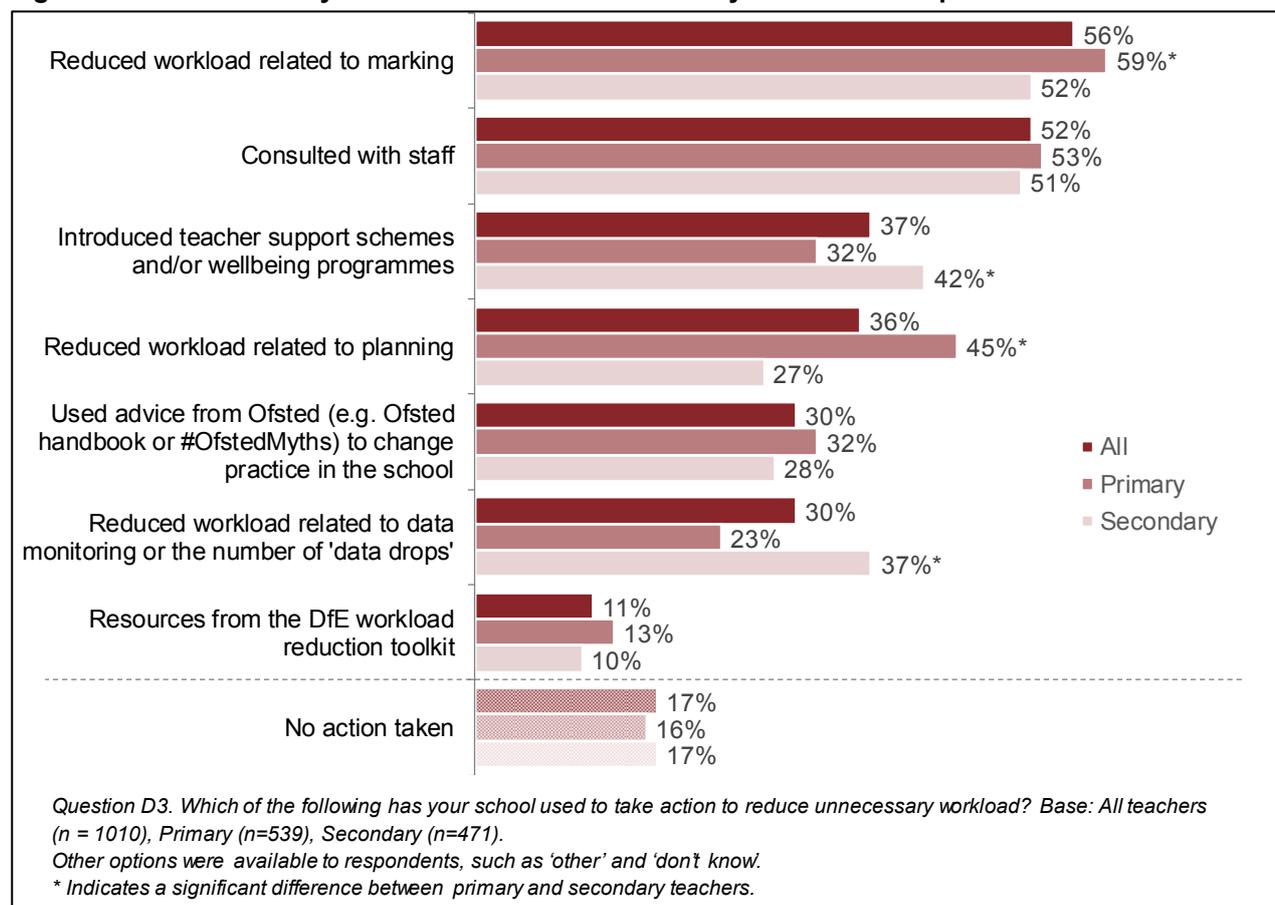


Action taken by schools to reduce unnecessary workload (teachers)

Teachers were also asked about actions that their school had taken to reduce unnecessary workload. The actions reported by teachers tended to align with those reported by leaders. The two most common actions reported by teachers were, 'reduced workload related to marking' (56%) and 'consulted with staff' (52%), which were also the two most common reported by leaders (94% and 95% respectively).

The frequency that these actions were reported was much lower for teachers than for leaders. Just under one in five (17%) teachers were not aware of any action taken by their school (Figure 23).

Figure 23 Action taken by schools to reduce unnecessary workload – responses from teachers

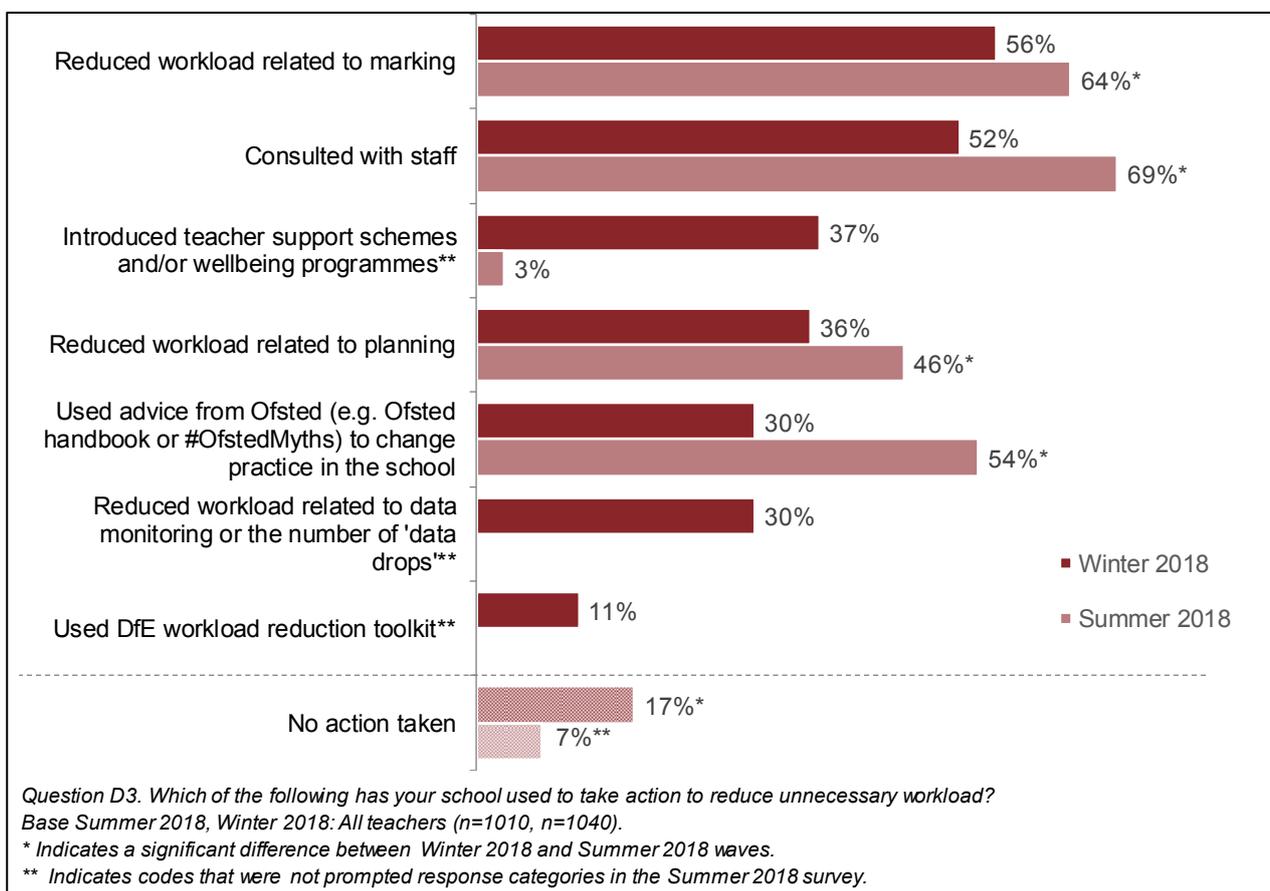


The proportion of primary and secondary teachers that reported each action varied markedly. Primary teachers were significantly more likely than secondary teachers to report that their school had taken action to 'reduce workload related to marking' (59% of primary teachers vs. 52% of secondary) and 'reduce workload related to planning' (45% vs. 27%). Conversely, secondary teachers were significantly more likely than primary teachers to report that their school had 'introduced teacher support schemes' (42% of secondary teachers vs. 32% of primary) and 'reduced workload related to data monitoring' (37% vs. 23%) to reduce unnecessary workload.

The same question was asked in the Summer 2018 survey, although a few of the codes were different and the 'no action taken' code was not included as a prompted code in Summer 2018 (although some teachers still gave this response in the 'other' code). In the Winter 2018 survey, 17% of teachers, when prompted, reported that no action had been taken by their school and 7% reported the same, unprompted, during Summer 2018.

The proportion of teachers reporting that most actions had been taken was lower in Winter 2018 than in Summer 2018. For instance, over two-thirds (69%) of teachers reported their school had 'consulted with staff in other ways (aside from a workload survey)' in the Summer 2018 survey in comparison to just over half (52%) in the Winter 2018 survey. In part these differences might be a function of a different approach to the way that the question is asked; they might also be affected by the timing of the survey (at the start of the academic year rather than at the end of it).

Figure 24 Teachers' awareness of action taken by their school to reduce unnecessary workload (comparing Winter 2018 and Summer 2018 results)



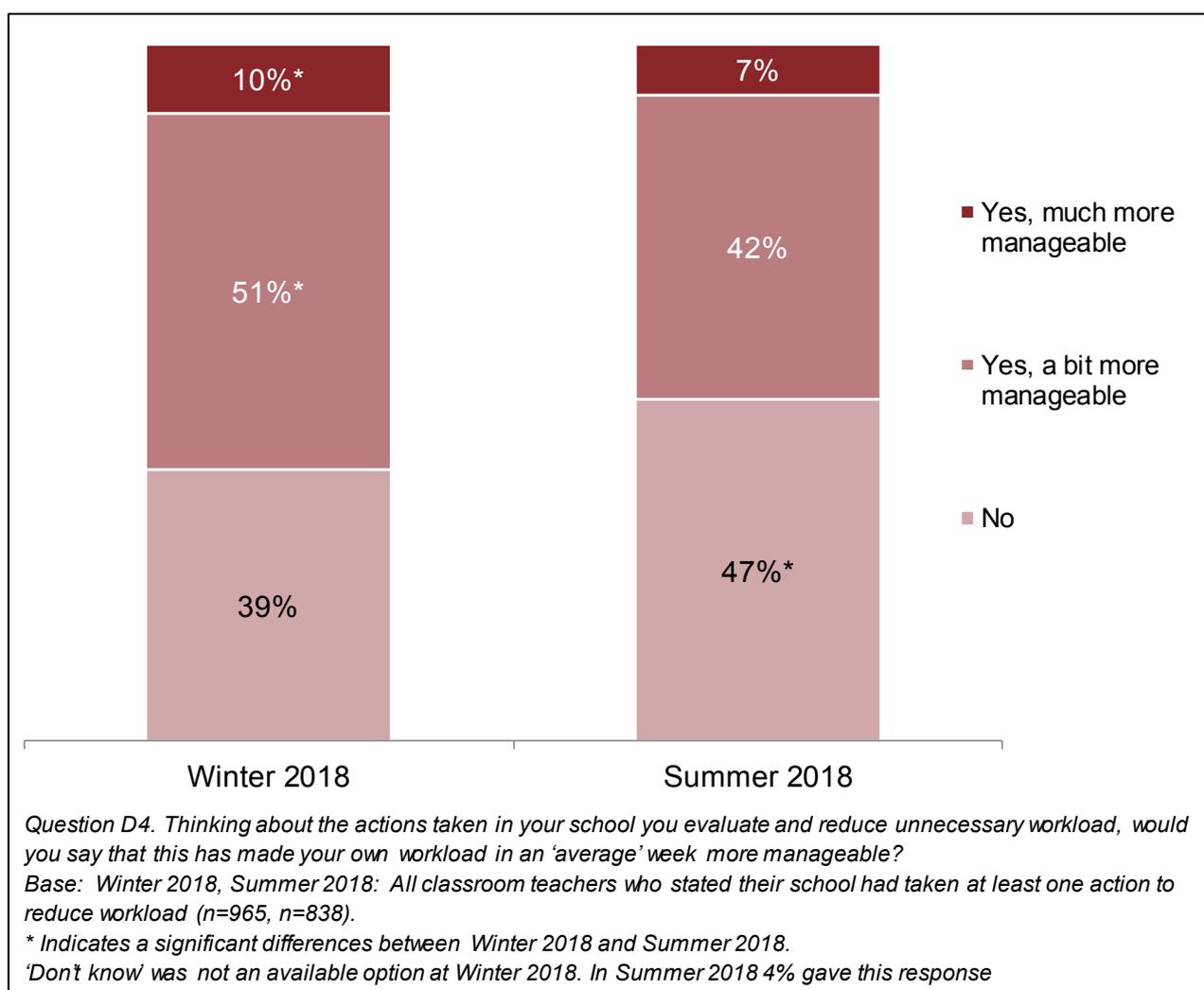
Impact on manageability of workload (teachers)

Teachers were asked whether the actions taken in their school to evaluate and reduce unnecessary workload had made their own workload in an 'average' week more manageable.

Among teachers who stated that their school had taken action, 61% reported that these actions had made their own workload in an 'average' week more manageable – 51% reported a bit more manageable and 10% reported a lot more manageable. Thirty-nine percent reported that their weekly workload was not more manageable.

Figure 25 compares responses from the 2018 Summer survey and the most recent 2018 Winter survey. Among teachers who reported that their school had taken action to reduce unnecessary workload, the proportion who stated that the actions had made their own workload more manageable were higher in Winter 2018 than in Summer 2018 (61% compared with 49%).

Figure 25. Impact on manageability of workload – responses from teachers



2.3 Careers Advice for Pupils

This section explores opportunities for pupils within secondary schools to access career advice.

Every school in England is required to offer independent careers guidance on the full range of education and training options, including apprenticeships, to their pupils. According to the updated October 2018 statutory guidance for governing bodies, schools must, amongst other obligations, do the following:²⁸

- Ensure there are opportunities for a range of education and training providers to access all pupils in year 8 to year 13 to inform them about approved technical education qualifications and apprenticeships.
- Publish a policy statement outlining their arrangements for provider access and ensure that it is followed.²⁹

In addition to these statutory requirements, schools should adopt the eight Gatsby Charitable Foundation's Benchmarks³⁰, and meet them in full by the end of 2020. One of the Benchmarks asks schools to link curriculum learning with careers; particularly that STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers.

The three requirements mentioned above relate to questions in the Winter 2018 School Snapshot Survey.

Careers opportunities

Under the so-called Baker clause, from January 2018 all local authority-maintained schools and academies are required to give education and training providers the opportunity to talk to pupils in years 8 to 13 about approved technical qualifications and apprenticeships. Schools must have clear arrangements in place to ensure that all pupils have opportunities to hear from providers of post-14, post-16 and post-18 options at, and leading up to, important transition points.

All secondary schools were asked which of a series of opportunities had been arranged for pupils in the last 12 months to help them hear about technical options for Key Stage 4, 5 or post-18 choices. The opportunities they were asked about were visits from the

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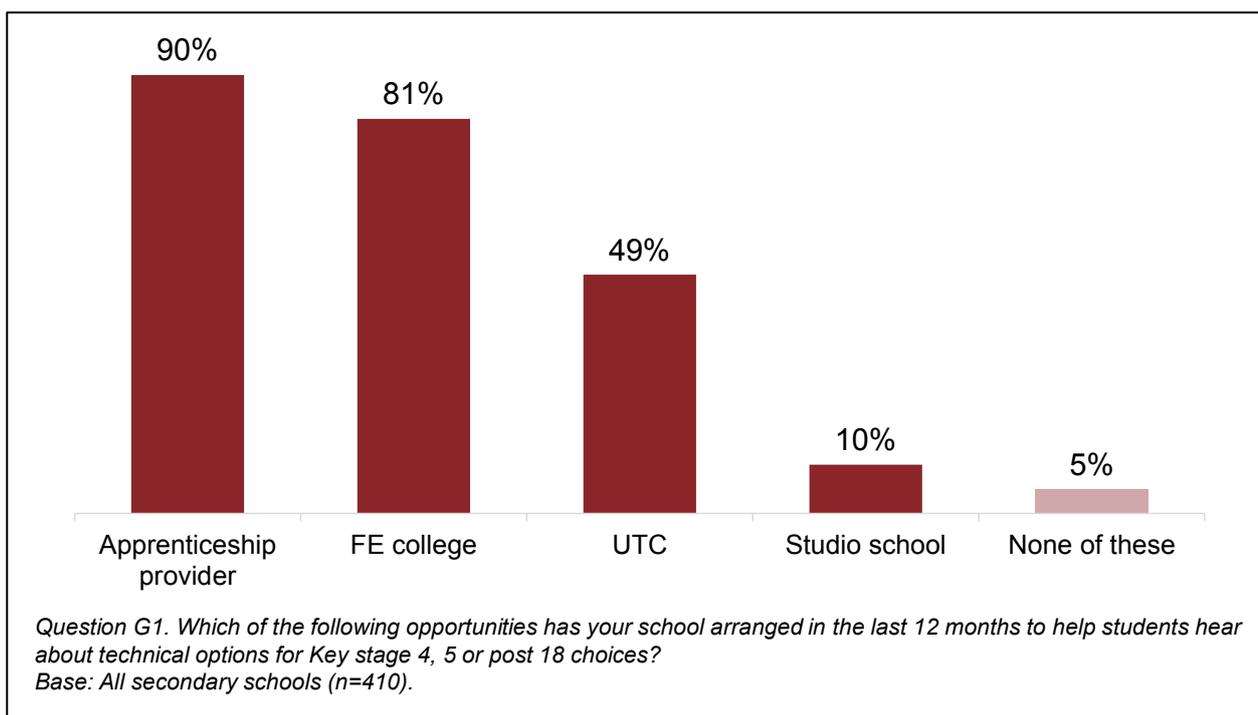
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

²⁹ <http://researchbriefings.files.parliament.uk/documents/CBP-7236/CBP-7236.pdf>

³⁰ Gatsby Charitable Foundation (2014) Good Career Guidance. London: Gatsby Charitable Foundation

following technical education providers: a studio school, a University Technical College (UTC), an apprenticeship provider or a Further Education college.

The majority of secondary schools (95%) had arranged a visit from at least one technical education provider during the past 12 months, with only a small fraction of schools (5%) having not arranged a visit from any provider. Secondary schools had most commonly



Academies were significantly more likely than non-academies to have arranged a visit from a UTC (52% of academies vs. 41% of non-academies), and schools with the lowest proportion of FSM pupils were significantly more likely than those with the highest proportion to have arranged a visit from a Studio School (13% for schools with the lowest proportion vs. 3% for schools with the highest proportion).

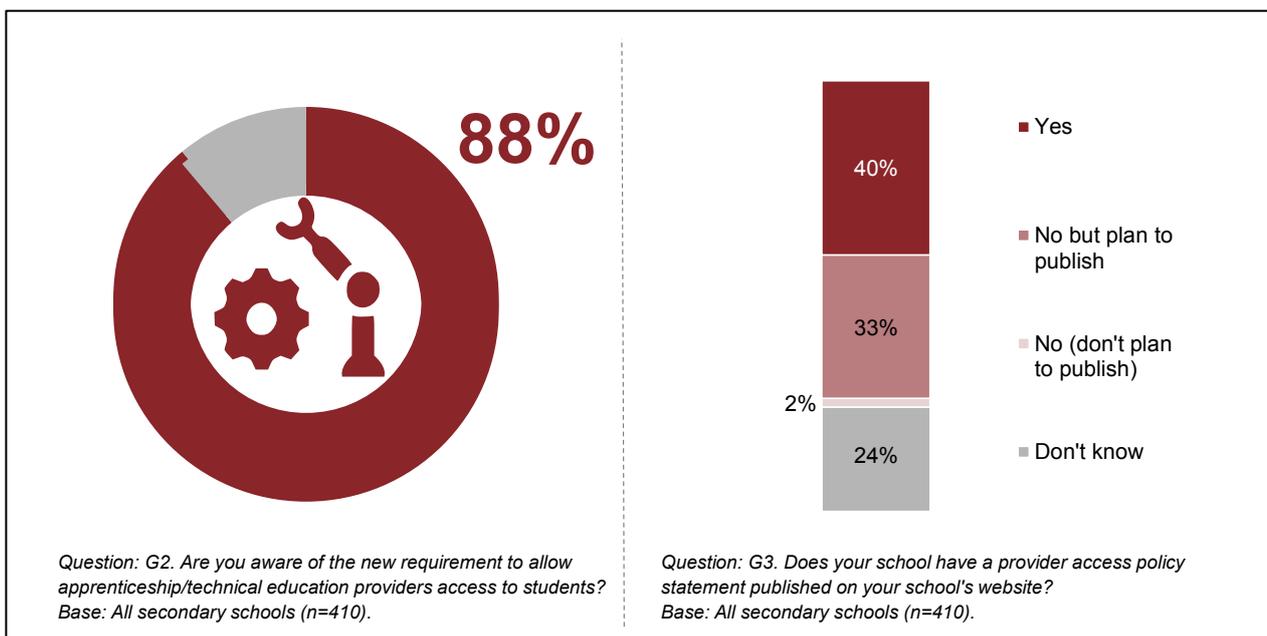
Provider access policy statement

Schools are required to publish a statement outlining their provider access policy³¹. In the Winter 2018 survey, schools were asked whether they were aware of the new

³¹ A provider access policy statement sets out opportunities for pupils in years 8 – 13 to meet providers of technical education.

requirement to allow apprenticeship and technical education providers access to pupils; nearly nine in ten (88%) were aware of the requirement (Figure 27).

Secondary schools were then asked whether they have a provider access statement published on their website. Close to three quarters (73%) of secondary schools had either published this statement or were planning to (Figure 27). As the Gatsby Benchmarks also ask schools to include encounters with higher and further education in their careers programme, we expect opportunities for young people to meet technical education and apprenticeship providers to continue to increase.



Academies were significantly more likely than non-academies to have published a provider access policy statement on their website (43% of academies vs. 32% of non-academies).

Promotion of STEM careers

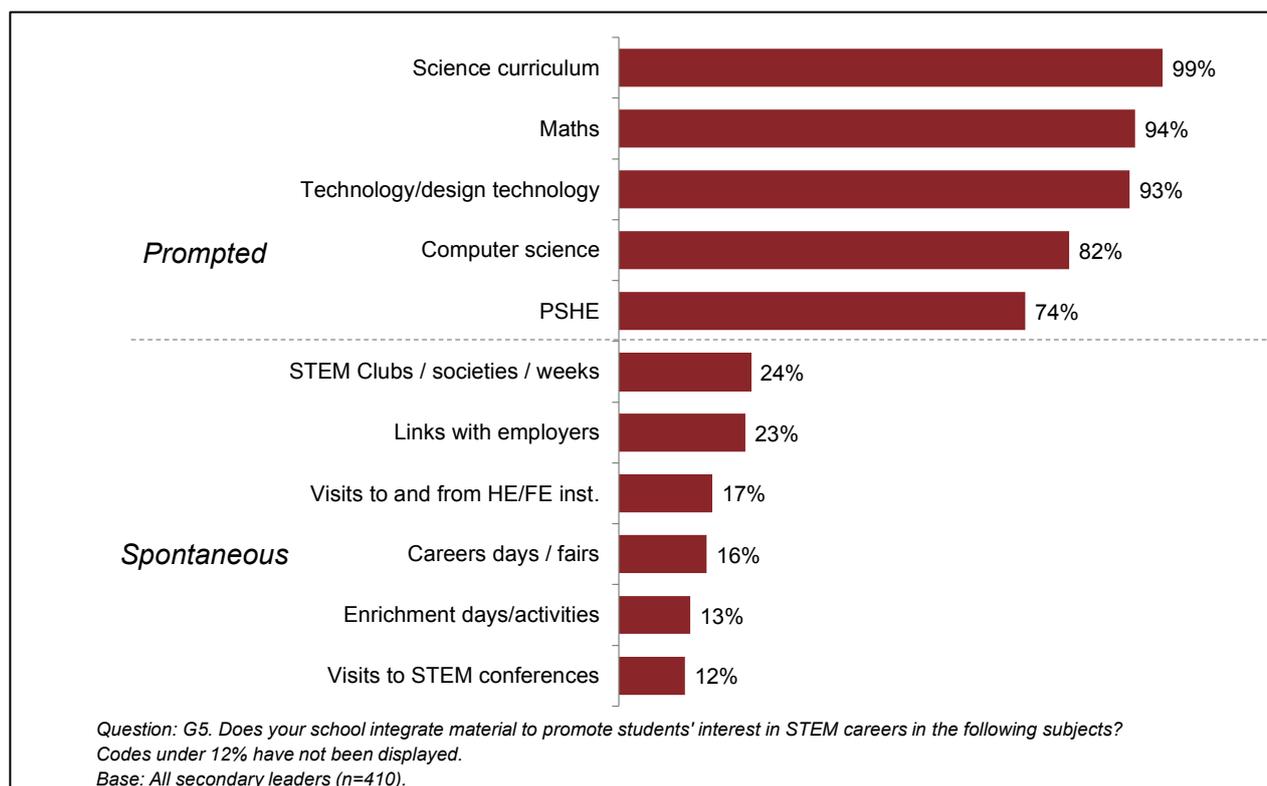
Secondary schools have been encouraged to promote the importance of STEM subjects for a wide range of careers. As part of the Winter 2018 Survey, schools were asked whether they integrated material to promote pupils' interest in STEM careers in a range of subjects and whether they promoted STEM careers by means outside of the curriculum.

Virtually all schools (98%) reported that they promoted STEM careers in three or more ways. As Figure 28 illustrates, the subjects in which STEM careers are most commonly

promoted are the 'science curriculum' (99%), 'maths' (94%) and 'design & technology' (93%); each are used to promote STEM careers by more than nine in ten schools.

Secondary schools also promoted interest in STEM through other subject curriculums including 'other humanities (history, geography, MFL etc.)' (10%), 'arts subjects (music, photography, dance etc.)' (9%) and 'engineering and construction' (8%).

Figure 28 Whether school integrates material in the following subjects/ways to promote pupil



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Across all schools, the most common ways of promoting STEM outside of the curriculum was through 'STEM clubs, societies and weeks' (24%) and through 'links with employers (talks, visits, work experience etc.)' (23%).

Schools with the lowest proportion of FSM pupils (13%) were significantly more likely than those with the highest proportion of FSM pupils (2%) to spontaneously mention that they use 'talks and visits from other external speakers.'

2.4 Continuing Professional Development

This section considers the types of Continuing Professional Development (CPD) school leaders and teachers have accessed in the last 12 months. Interest in this area reflects recent developments in education policy, emphasising the importance of high-quality CPD for improving the quality of teaching, school leadership and, subsequently, pupil outcomes.

This is reflected in the ‘Standard for teachers’ professional development’, published by the Department in July 2016³², and the government’s decision to award contracts to 10 CPD providers as part of the Teaching and Leadership Innovation Fund (TLIF) running from 2017/18 to 2020.³³ Through the TLIF scheme, CPD programmes aim to increase skills, confidence and knowledge in the following areas:

- leadership
- managing challenging pupil behaviour
- teaching and leadership of phonics and early reading
- geography
- science, technology, engineering and mathematics (STEM)
- early career teacher development.

In 2017, DfE launched a reformed delivery model for National Professional Qualifications (NPQs) to better prepare leaders for the range of roles in today’s school system. NPQ’s are currently delivered at four different levels and aim to increase the supply of quality leaders, particularly in areas of greatest need.

In the third wave of the School Snapshot Survey (Winter 2018), a range of CPD types were presented to school leaders and teachers, and both groups were asked whether they had accessed these in the last 12 months. It is worth noting that they were only asked about the types of CPD that they had accessed and not about the number of occasions on which they accessed CPD (and some may have classified one incidence of CPD as more than one ‘type’).

Figure 29 shows the full range of CPD accessed by leaders and teachers of primary and secondary schools in the last 12 months. Responses are separated by those prompted during the survey and those mentioned spontaneously by respondents.

Over 99% of leaders and teachers had accessed at least one of these types of CPD.

There were distinct ‘tiers’ in participation in different CPD types: those accessed by the majority; those accessed by just under half; and those accessed by around one-fifth of

³² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/537030/160712_-_PD_standard.pdf

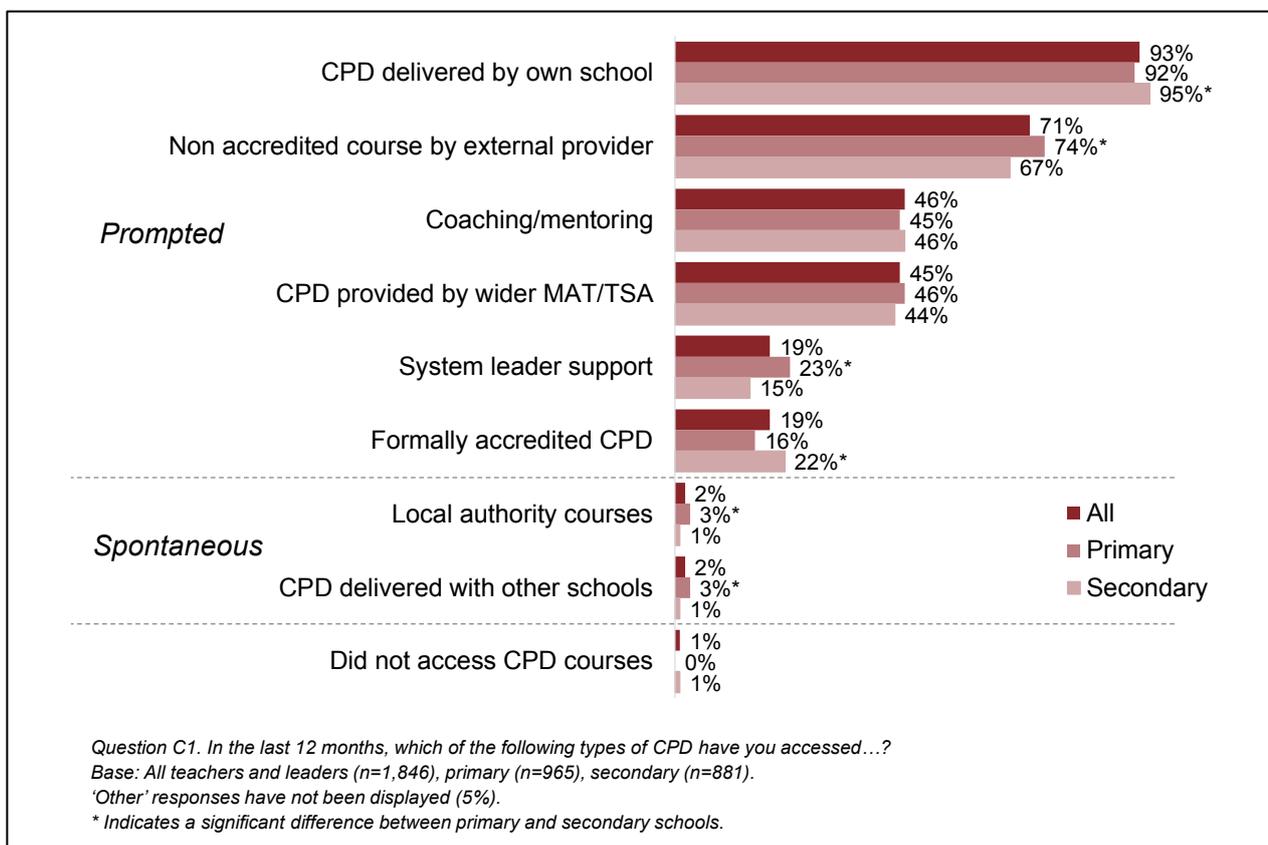
³³ <https://www.gov.uk/guidance/teaching-and-leadership-innovation-fund-programmes-for-teachers-and-school-leaders>

respondents. The two CPD types accessed by the majority of leaders and teachers were ‘CPD delivered by their own school’ (93%) and ‘non-accredited course delivered by an external provider or consultant’ (71%).

The two types of CPD accessed by just under half of leaders and teachers were ‘coaching/mentoring’ and ‘CPD provided by wider Multi-Academy Trust/Teaching School Alliance’ that were accessed by 46% and 45% of respectively. By contrast, the CPD types in the lower tier were accessed by roughly one in five leaders and teachers. These were: ‘system leader support’³⁴ (19%) and ‘formally accredited CPD’ (19%) opportunities during the last 12 months.

It is notable that the proportions accessing formally accredited CPD are much lower than for other informal types of CPD.

Figure 29. Types of CPD accessed in the last 12 months by primary and secondary leaders and



There were some small differences between primary and secondary teachers in the types of CPD accessed:

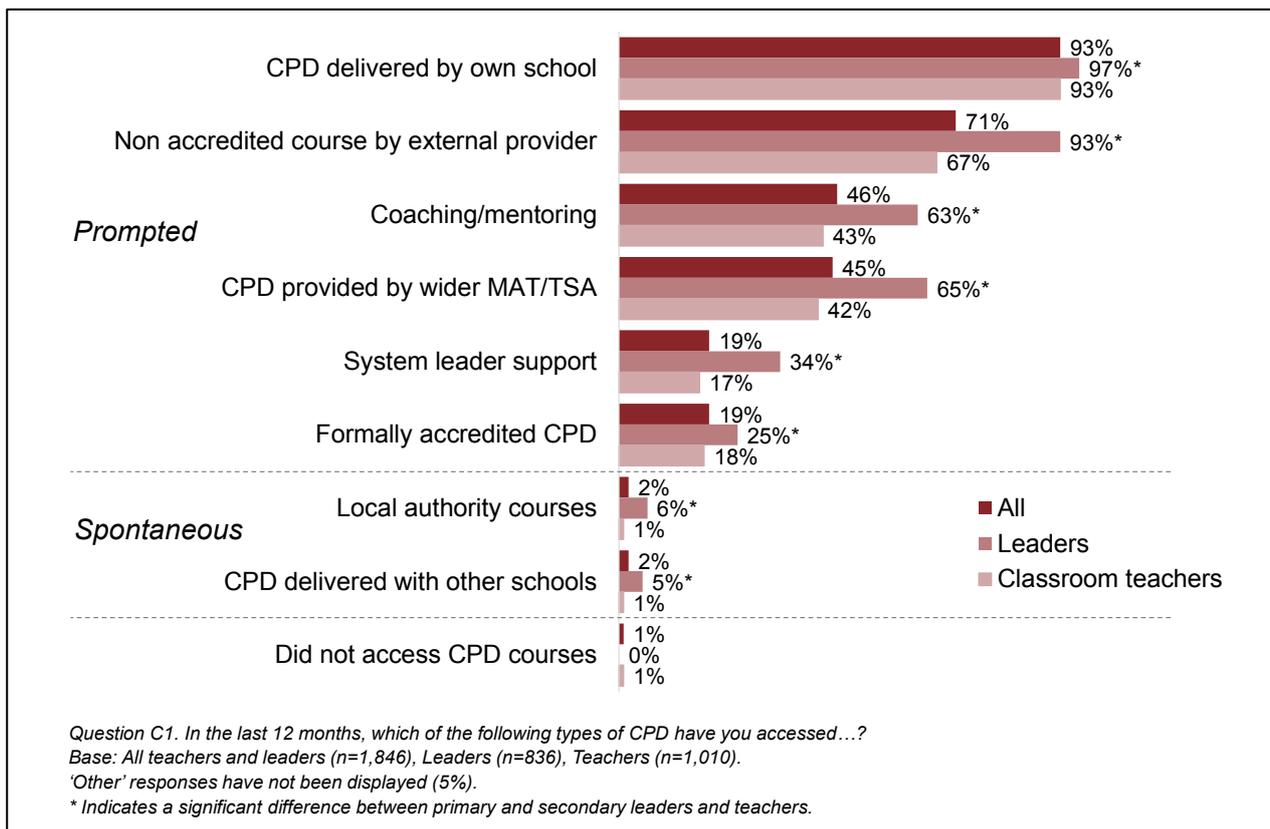
³⁴ System leaders work beyond their own school or setting, and can be senior or middle leaders in schools or other expert practitioners. Their work might include sharing successful practice with colleagues in other schools, providing coaching in a specialist area or a formal deployment to support a school in challenging circumstances

- secondary school leaders and teachers (22%) were significantly more likely than primary teachers and leaders (16%) to have accessed ‘formally accredited CPD(Masters/NPQs)’
- primary school leaders and teachers (74%) were more likely than secondary schools and teachers (67%) to have accessed non-accredited courses from an external provider.
- primary school leaders and teachers (23%) were more likely to have accessed ‘system leader support’ than their counterparts in secondary schools (15%).

Perhaps unsurprisingly, school leaders and teachers in academies were more likely to receive CPD provided by a wider MAT/TSA than those who were not academies (56% compared to 37%).

Further, all these types of CPD were significantly more likely to be accessed by school leaders than teachers – see Figure 30 below for a breakdown of responses.

Figure 30. Types of CPD accessed in the last 12 months by school leaders and teachers



Almost all school leaders had received CPD delivered by their own school and 93% had attended non-accredited courses delivered by an external provider. Almost two thirds had received CPD delivered by the wider MAT/TSA and a similar proportion had received coaching or mentoring. A third (34%) had received ‘system leader support’ and a quarter (25%) had received formally accredited CPD.

Nearly all teachers had received some CPD delivered by their own school but receipt of other types of CPD was much less common. Two-thirds (67%) had attended non-accredited courses delivered by an external provider. Two-fifths had received coaching/mentoring (43%) and a similar proportion had attended CPD provided by the wider MAT/TSA (42%). Fewer than one in five had received either 'system leader support' or formally accredited CPD.

Examining types of CPD accessed by different subgroups suggests that as a secondary teacher progresses up the school hierarchy (from classroom teacher, to head of department, to school leader), they are more likely to access different types of CPD. Secondary teachers that had head of department (HoD) responsibilities were significantly more likely than those without HoD responsibilities to have accessed the following types of CPD:

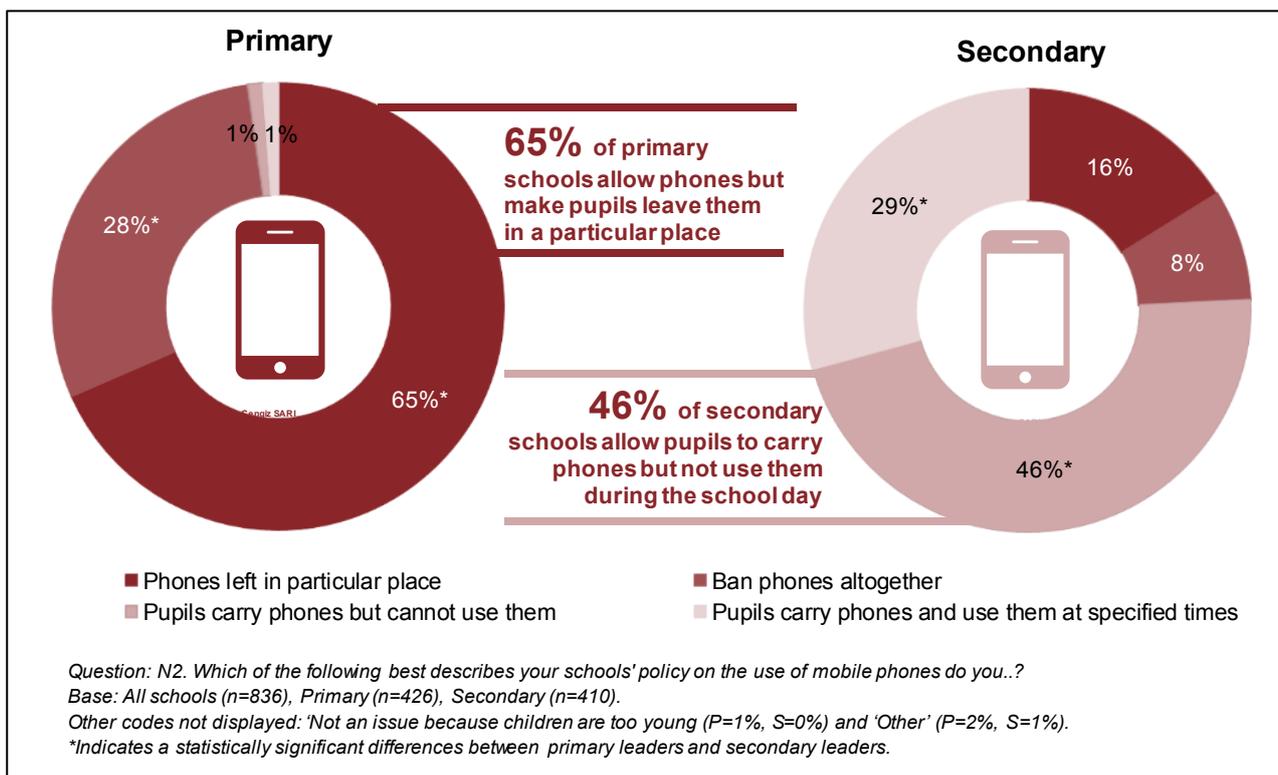
- 'CPD delivered by own school' (96% for HoD vs. 91% for non-HoD);
- 'non-accredited course delivered by an external provider or consultant' (68% for HoD vs. 58% for non-HoD),
- 'system leader support' (15% for HoD vs. 5% for non-HoD).³⁵

School leaders and teachers who had been in the profession for a shorter amount of time were more likely to receive coaching/mentoring; 57% of those who had been teaching for 3 years or less had received coaching/mentoring in the last 12 months compared with 44% of those with 4 or more years of teaching experience.

2.5 Mobile phones

Primary schools and secondary schools adopt different policies for dealing with mobile phones on school premises, with secondary schools tending to adopt more lenient policies than primary schools. The most common mobile phone policy among primary schools was to allow phones but insist that they are left in a particular place during the school day (65%, compared to significantly lower proportion of 16% of secondary schools). In comparison the most common policy among secondary schools was to allow pupils to carry phones but not to use them at all during the school day (46% which is significantly higher than the 1% of primary schools that use this policy). Primary schools were also significantly more likely than secondary schools to ban phones on school premises altogether (28% vs. 8%), while secondary schools were significantly more likely than primary schools to allow pupils to carry phones with them and to use them at specified times during the school day (29% vs. 1%).

Figure 31. School policy on use of mobile phones by school phase



3. Support for pupils

This chapter reviews the support that pupils receive across a range of issues. It examines:

- teacher and leader awareness and use of the 'Educate Against Hate' website
- frequency and time spent doing extra-curricular activities
- prevalence of designated mental health leads and reasons for not having a lead
- the way schools monitor pupil wellbeing
- frequency that teachers teach PSHE as well as relationships and sex education alongside teachers' confidence in teaching these subjects
- school level data on frequency and method of SEND provision reviews
- school level confidence in implementing the new FSM criteria under Universal Credit as well as the ways schools use their pupil premium to support disadvantaged pupils.

3.1 Educate Against Hate

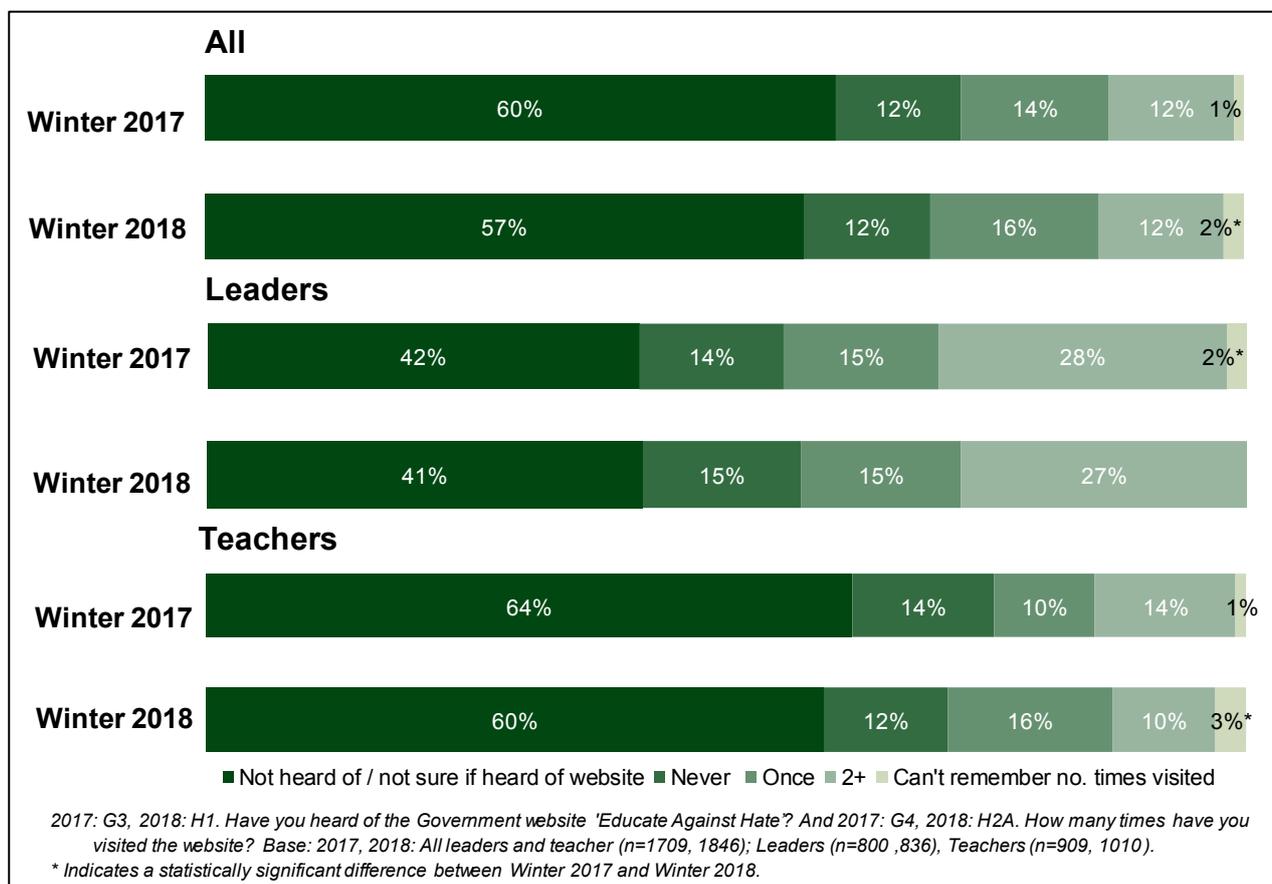
In 2016, the Department launched the ‘Educate Against Hate’ website, that aims to provide practical advice, support and resources to school leaders and teachers to assist them in their role in safeguarding pupils from extremism and radicalisation.

Awareness and usefulness of the ‘Educate against Hate’ website

Overall, a similar proportion of around two fifths of leaders and teachers (43%) were aware of the ‘Educate Against Hate’ website in the Winter 2018 Survey as they were the Winter 2017 Survey (43%).

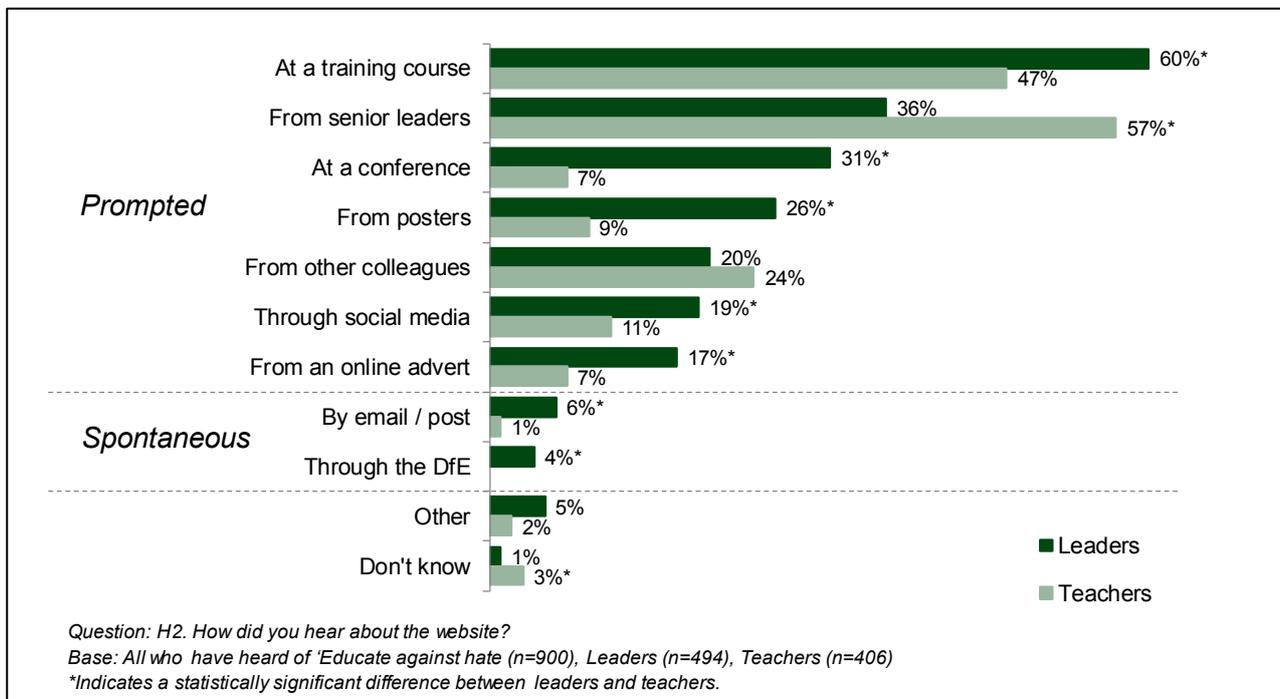
School leaders remained significantly more likely to have heard about the ‘Educate Against Hate’ website compared to teachers (Winter 2017: leaders 58% vs teachers 37%; Winter 2018: leaders 59% vs teachers 40%) and to have visited the website at least once (Winter 2017: leaders 56% vs teachers 35%; Winter 2018: leaders 43% vs teachers 29%). 85% of leaders and teachers who used the website thought it helped them to understand how to raise a concern. 82% also thought it helped them to spot the signs of radicalisation in children, and 79% thought it helped them to promote fundamental British values like respect and tolerance of those with different faiths.

Figure 32. Number of times leaders and teachers visited ‘Educate Against Hate’ website



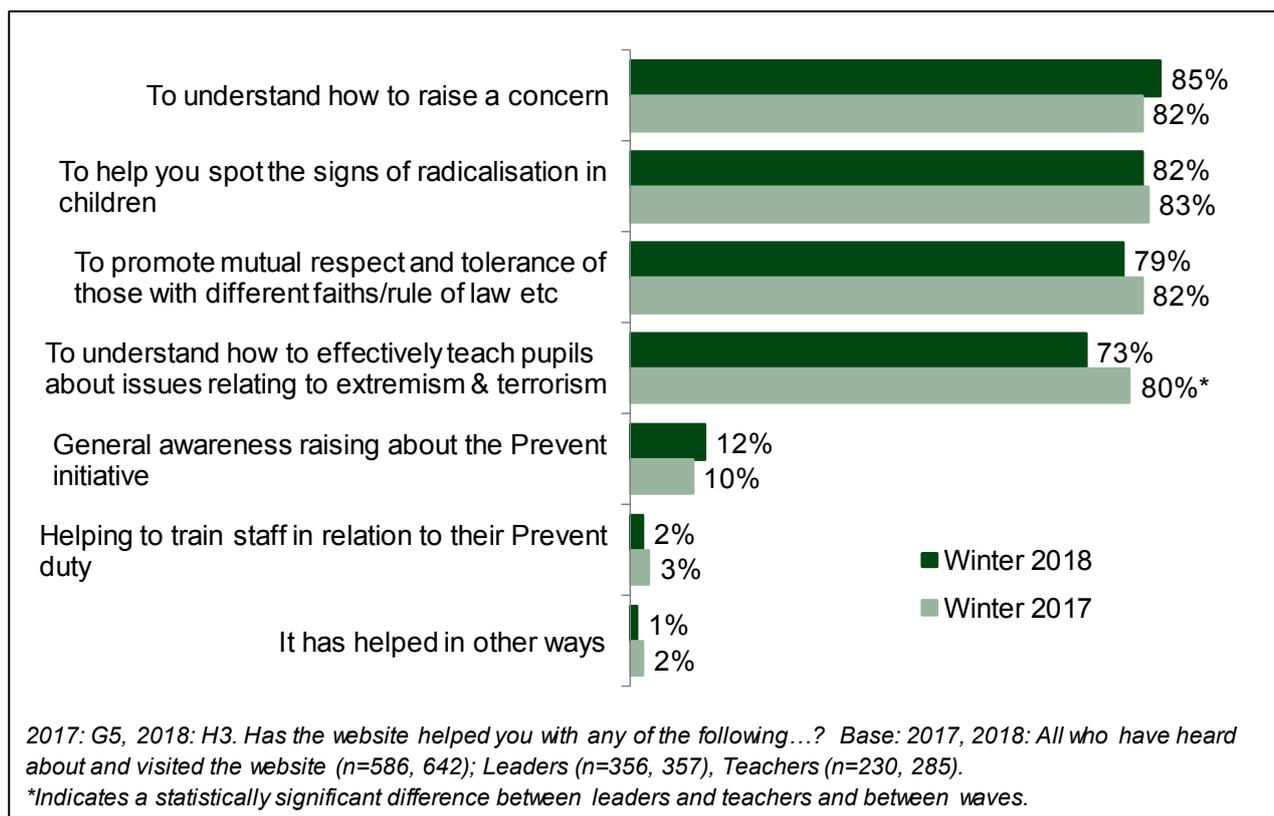
As shown in Figure 33, the way teachers and leaders heard about the website varied widely. Teachers most often heard about it via senior leaders (57%), while leaders themselves had most often heard about it at a training course (60%). Conferences and posters were far more likely to be mentioned by leaders than teachers.

Figure 33. Ways leaders and teachers first heard about the 'Educate Against Hate' website



Understanding how to raise a concern, spotting signs of radicalisation as well as promoting mutual respect and tolerance have remained the top three ways the Educate Against Hate website has helped leaders and teachers.

Figure 34. Ways leaders and teachers think the 'Educate Against Hate' website has helped



In the current survey, leaders and teachers differed somewhat as to the ways they thought the website had been useful. Teachers were significantly more likely to say the website helped them 'to understand how to raise a concern' (87% teachers vs. 77% leaders) and 'spot the signs of radicalisation in children' (84% teachers vs. 74% leaders), while leaders were significantly more likely to say the website helped with 'general awareness raising about the Prevent initiative' (17% leaders vs. 10% teachers) and 'helping to train staff in relation to their Prevent duty' (9% leaders vs. 1% teachers).

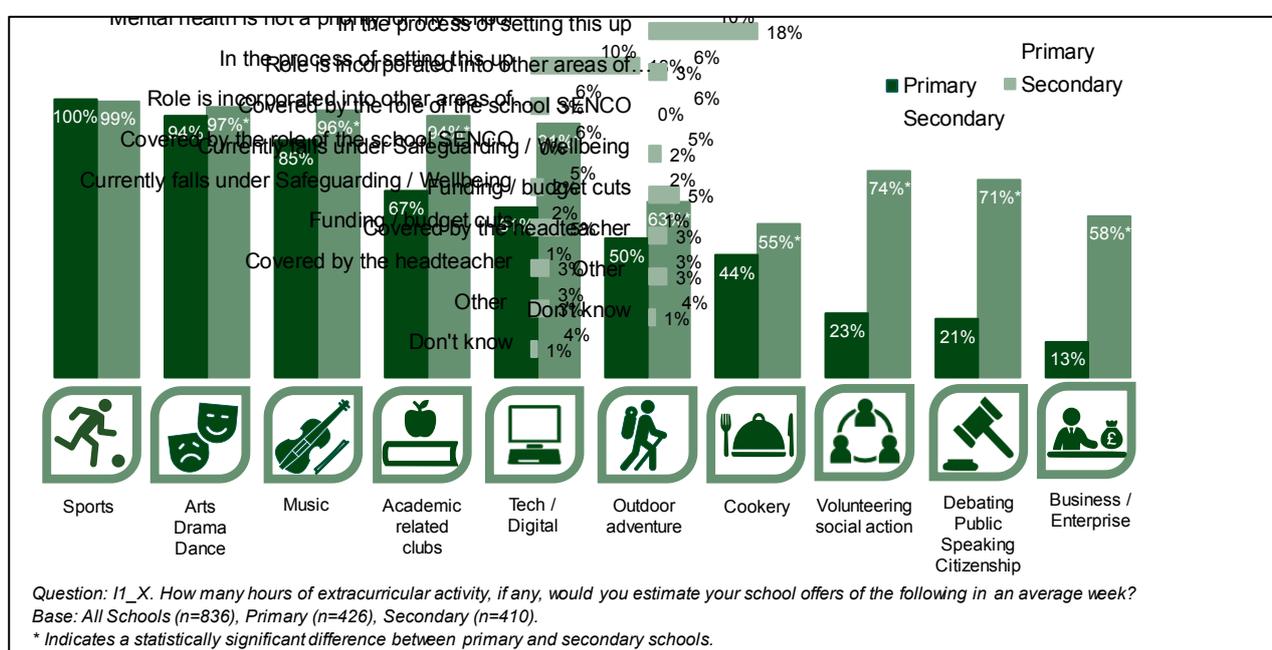
There were no significant differences in the ways primary school and secondary school teachers considered the website to be helpful.

3.2 Extra-curricular activity

For the first time in the School Snapshot Survey series, schools were asked to estimate how many hours per week their school spent on various extra-curricular activities. With this question it was possible to measure both the incidence of schools that provide each activity, and for schools that did provide the activity it was also possible to measure the time spent providing each activity.

Across both primary and secondary schools, 'sports', 'arts, drama, dance' and then 'music' were three most commonly reported extra-curricular activities that schools spent time offering. Apart from sports activities, secondary schools were significantly more likely than primary schools to offer each type of extra-curricular activity.

Figure 35. Extra-curricular activities offered at school



Amongst primary schools, those with the highest proportion of FSM pupils were significantly more likely than those with the lowest proportion of FSM pupils to offer:

- 'arts, drama and dance' (99% highest proportion vs. 90% lowest proportion);
- technology or digital classes (72% highest proportion vs. 50% lowest proportion); and
- cookery (54% highest proportion vs. 36% lowest proportion).

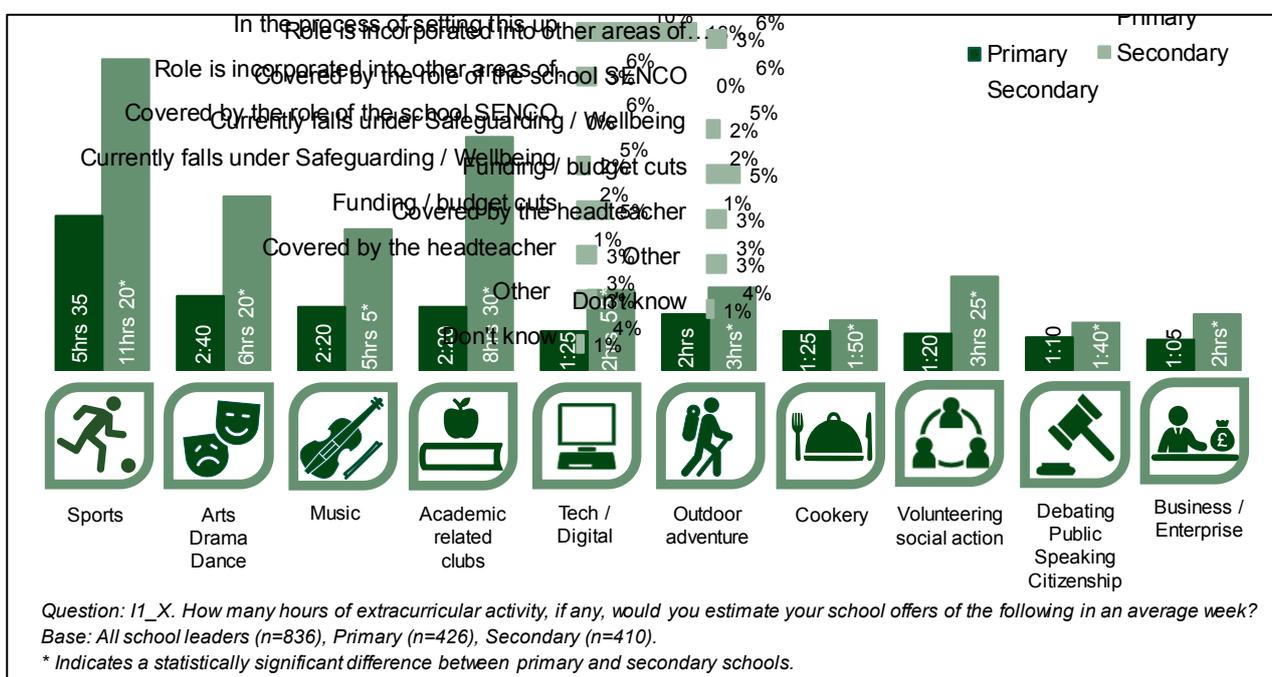
Academy primary schools were significantly more likely than non-academy primary schools to offer 'debating, public speaking or citizenship' (28% academy vs. 18% non-academy) and cookery (55% academy vs. 40% non-academy).

Amongst secondary schools, those with the highest proportion of FSM pupils were significantly more likely than those with the lowest proportion of FSM pupils to offer cookery (63% highest proportion vs. 42% lowest proportion).

All schools were asked to specify if they spent time on any other extra-curricular activities and 23% of school leaders indicated that they did. Some of the more common alternative activities included 'games clubs' (8%), 'mindfulness, friendship and wellbeing clubs' (4%), 'other outdoor activities like gardening, farming, climbing, orienteering' (3%), 'book reading, library clubs' (3%) and 'lego clubs' (3%).

As shown in Figure 36, secondary schools offered more hours of each extra-curricular activity than primary schools did, on average.

Figure 36. Hours of extra-curricular activity provided per week



Among primary schools offering extra-curricular activities, academy primary schools offered significantly more hours per week than non-academy primary schools for:

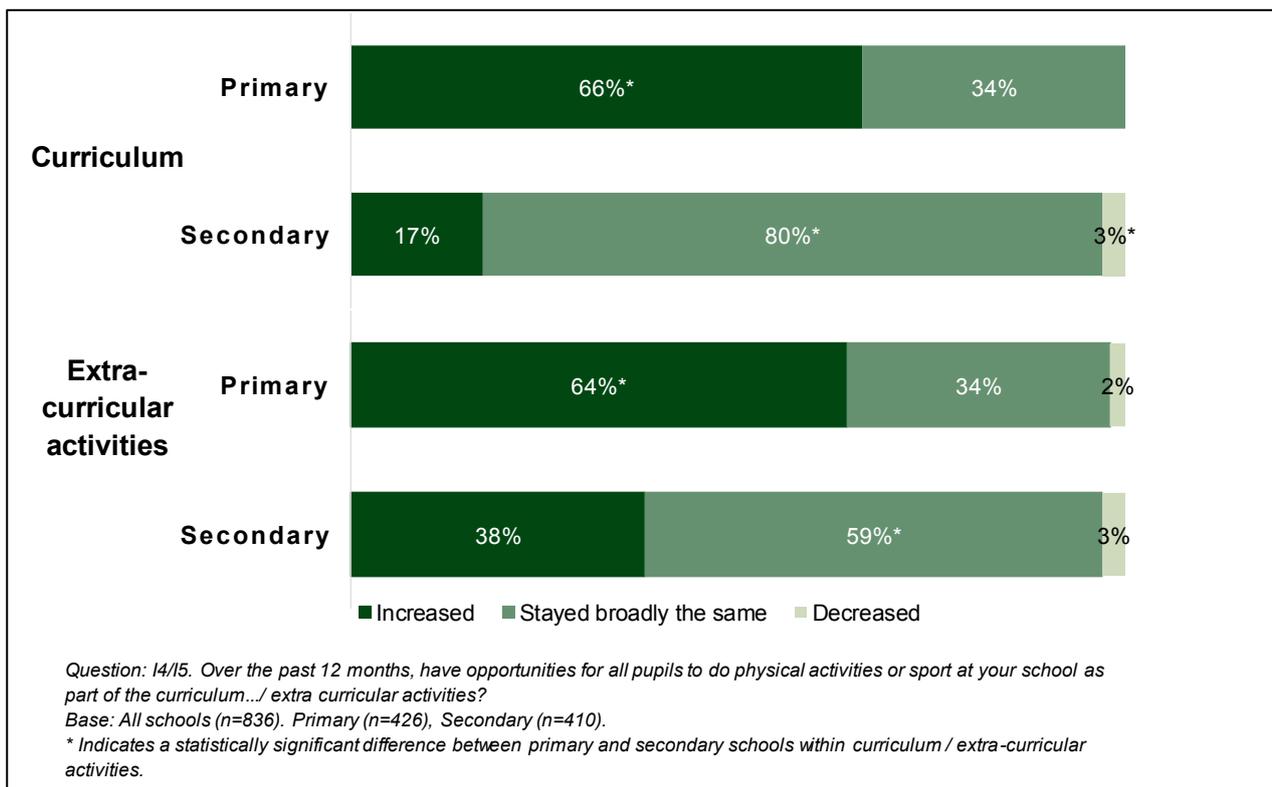
- Sports (6 hours 35 minutes academy vs. 5 hours 5 minutes non-academy)
- Academic subject related clubs (2 hours 55 minutes academy vs. 2 hours 5 minutes non-academy)
- Outdoor adventure (2 hours 30 minutes academy vs. 1 hour 40 minutes non-academy)
- Cookery (1 hour 40 minutes academy vs. 1 hour 10 minutes non-academy).

Of the secondary schools offering each type of activity, on average secondary schools with the lowest proportion of FSM pupils provided significantly more time per week on the following extra-curricular activities compared to secondary schools with the highest proportion of FSM pupils:

- Sports (13 hours lowest proportion vs. 8 hours 10 minutes highest proportion)
- Arts, drama and dance (6 hours 35 minutes lowest proportion vs. 4 hours 35 minutes highest proportion)
- Music (7 hours 40 minutes lowest proportion vs. 3 hours 25 minutes highest proportion)
- Technology and digital classes (3 hours 5 minutes lowest proportion vs. 2 hours 20 minutes highest proportion)
- Outdoor adventure (3 hours 35 minutes lowest proportion vs. 2 hours 20 minutes highest proportion).

Schools were asked to reflect on how opportunities for all pupils to do physical activities or sport as either part of the curriculum or as an extra-curricular activity had changed over the previous 12 months. Amongst primary schools, about two thirds thought that opportunities to do physical activity as part of extra-curricular activities (64% of primary schools) and within curriculum time (66% of primary schools) had increased over the previous 12 months. In contrast, the majority of secondary schools thought the opportunities offered to their pupils had remained broadly the same over the same period – a minority (38%) of secondary schools thought that their opportunities to do extra-curricular physical activity had increased, and just 17% of secondary schools thought it had increased in curriculum time. As shown in Figure 37, very few schools reported any decrease in opportunities to do physical activities.

Figure 37. Changes to the opportunities for pupils to do physical activities as part of the curriculum and as part of extra-curricular activities



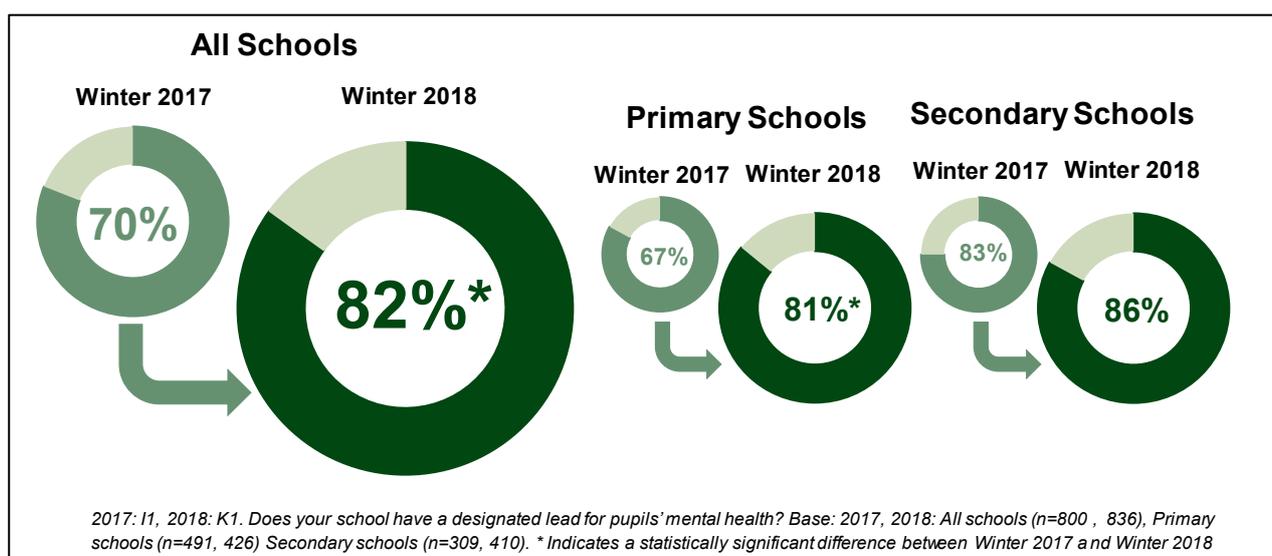
Compared with academy schools (51%), non-academy schools were significantly more likely to say that opportunities for their pupils to take part in physical activities as part of the curriculum had increased over the last 12 months (61%). There was very little difference by academy status in changes in opportunities to extra-curricular activities.

3.3 Mental health

In recent years the Government has made significant steps to improve mental health support in schools. The Government’s December 2017 Green Paper (Transforming Children and Young People’s Mental Health Provision)³⁶ outlined proposals to improve mental health support with Department for Health and Social Care, NHS England and DfE creating brand new Mental Health Support Teams (MHST) to work with schools and colleges to support children and young people with mild to moderate mental health issues and help children and young people with more severe needs access the right support. The Government will also support all schools to identify and train a senior mental health lead to oversee the approach to mental health and wellbeing.

In Winter 2017, seven in ten (70%) state funded schools had a designated lead for mental health. By Winter 2018 this had increased significantly to more than eight in ten schools (82%). As shown in Figure 38 it appears that this overall increase is largely a result of the significant increase in the proportion of primary schools that have a mental health lead between Winter 2017 and Winter 2018 (67% vs. 81% respectively).

Figure 38. School has a designated lead for pupils' mental health



In Winter 2018, schools that were significantly more likely to have a designated mental health lead included:

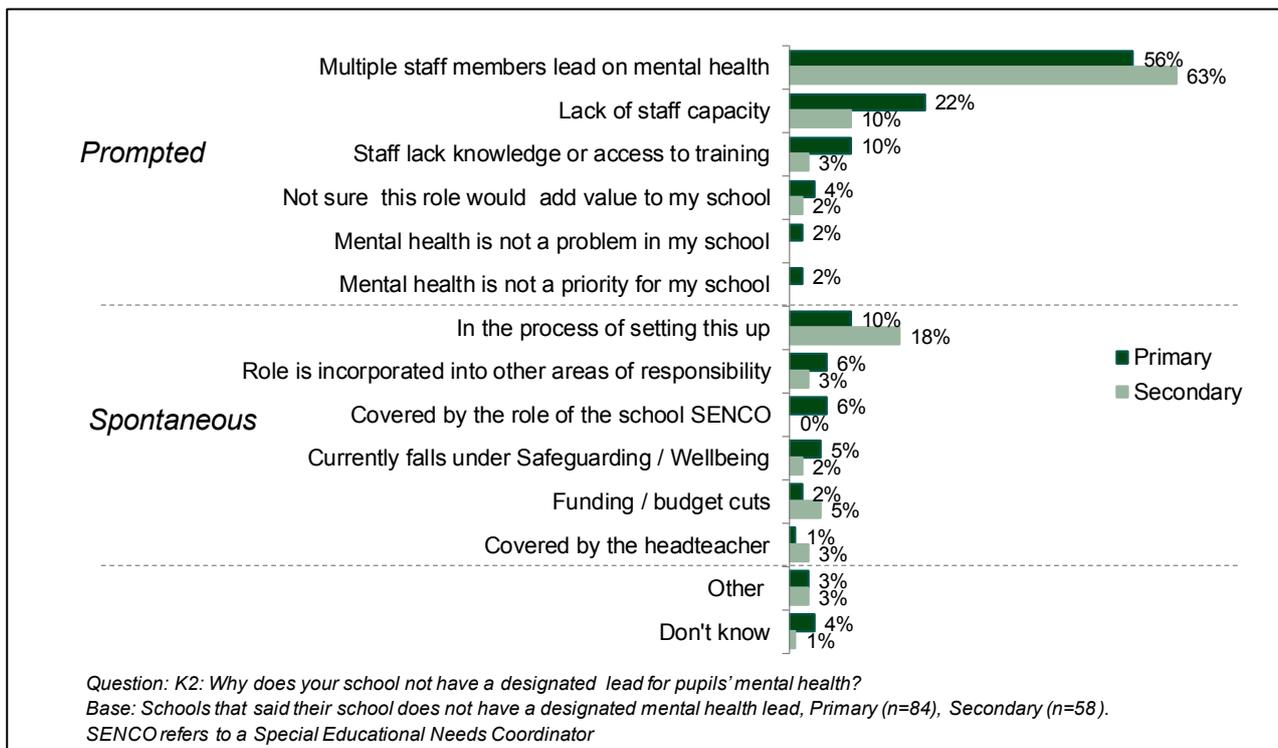
- academy schools (89% vs. 78% non-academy schools).
- schools with the highest proportion of pupils eligible for FSMs (88% vs. 76% schools with the lowest proportion of pupils eligible for FSMs)

³⁶ <https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>

- schools in the South West (90%) compared with schools in other areas including London (79%), the North East (72%), the South East (79%) and the West Midlands (80%).

When asked why schools did not have a designated mental health lead, by far the most common reason mentioned by over half of primary (56%) and secondary (63%) schools was that they had multiple staff members that lead on mental health at their school. It was also quite common that schools were in the process of setting up a designated mental health lead (10% of primary and 18% of secondary schools). The two most common barriers to have a designated mental health lead were lack of staff capacity (22% of primary and 10% of secondary schools) and also staff lacking knowledge or access to training (10% of primary and 3% of secondary schools). Results shown in Figure 39 have low base sizes and partly because of this there are no significant differences between primary and secondary schools.

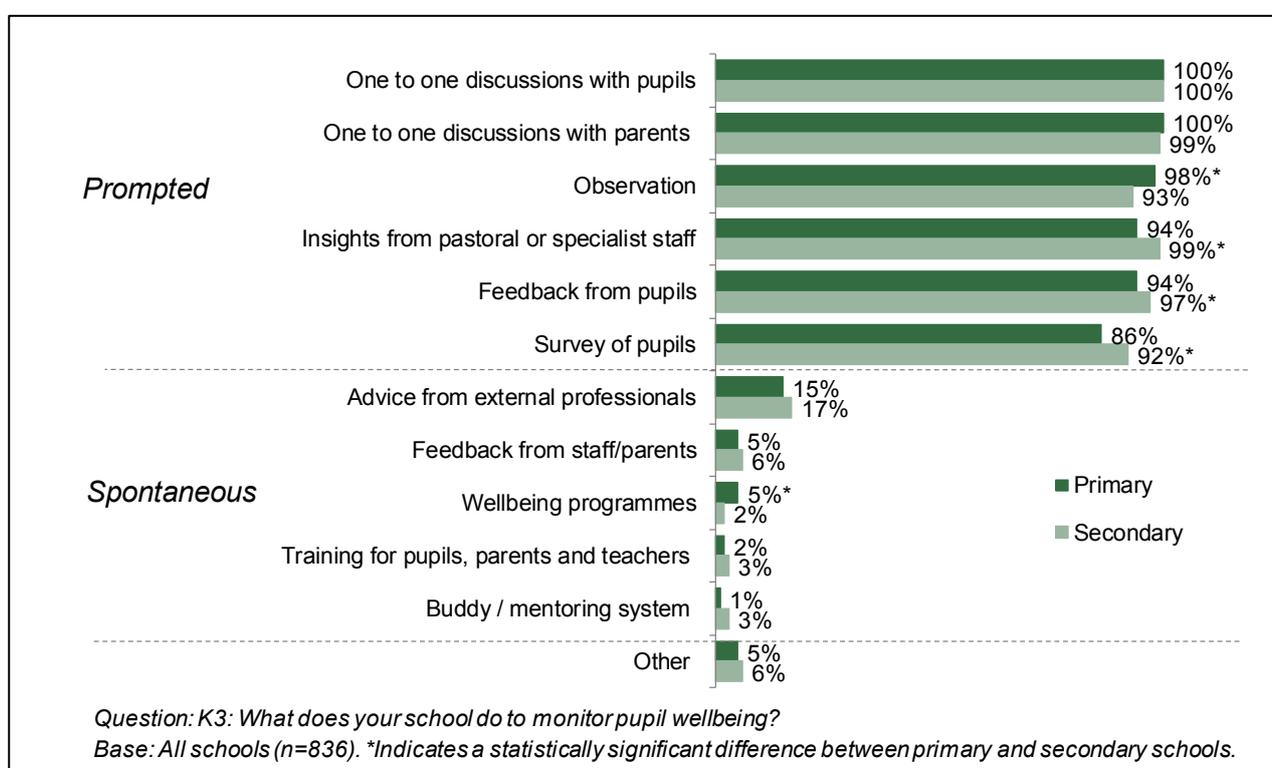
Figure 39. Reasons for not having a designated mental health lead



3.4 Wellbeing

Schools were asked about the actions they take to monitor pupil wellbeing. All schools indicated that they monitor wellbeing through one to one discussions with pupils (100%) and parents (100%). As shown in Figure 40, the vast majority also use observation, insights from pastoral or specialist staff (e.g. mentors or counsellors), feedback from pupils (e.g. through a pupil council) and surveys of pupils. A significantly higher proportion of primary schools use observation (98%, compared to 93% of secondary schools), whereas a significantly higher proportion of secondary schools use insights from pastoral or specialist staff (99%, compared to 94% of primary schools), feedback from pupils (97% vs. 94%) and surveys of pupils (92% vs. 86%).

Figure 40. Actions taken by schools to monitor pupil wellbeing



In general, academies and non-academies used similar methods to monitor pupil wellbeing. However, academies were significantly more likely to say they used insights from pastoral or specialist staff than non-academies (97% vs. 93%).

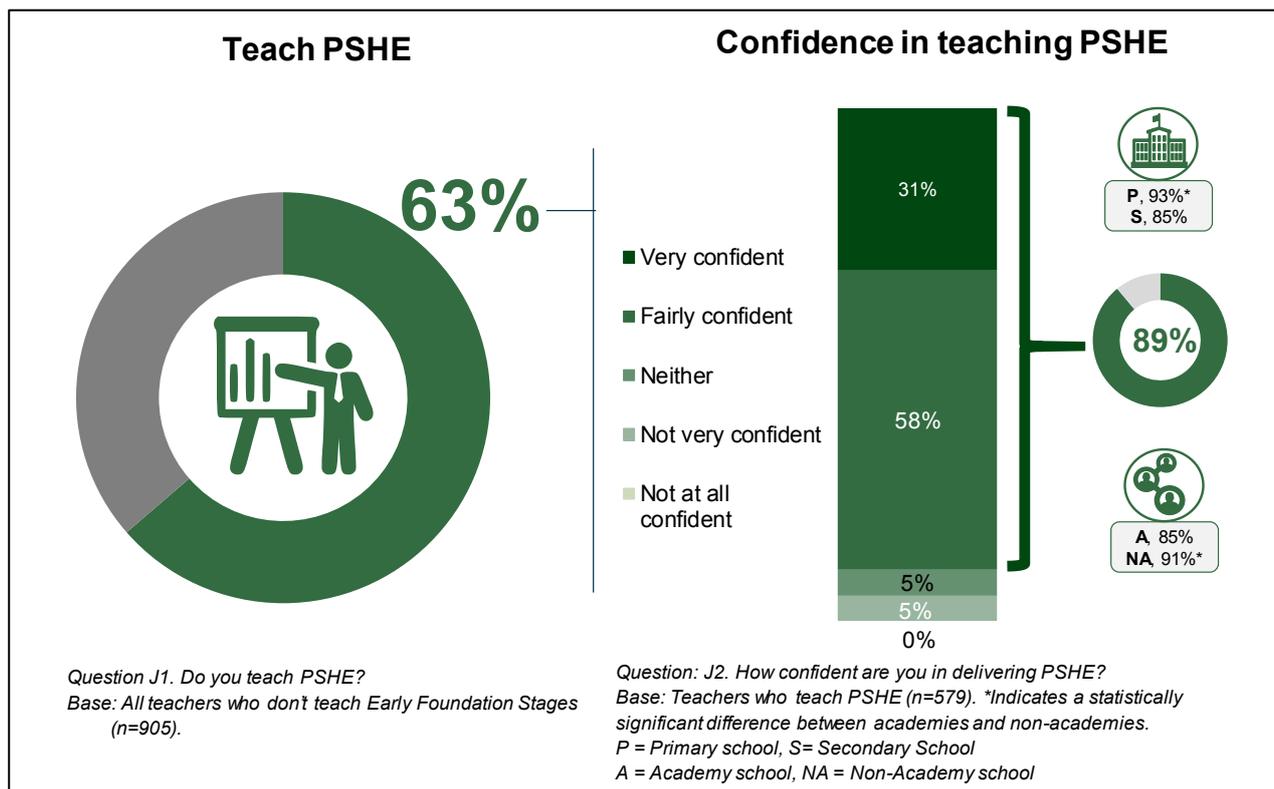
Schools across different regions tended to take similar actions. However, compared to all other regions apart from the East of England, schools in the South West were significantly more likely to spontaneously mention that they employ or use information, advice or guidance from external professionals (31%).

3.5 PSHE

Frequency of teaching PSHE and confidence in teaching PSHE

Two-thirds (63%) of teachers that taught Key Stages 1 to 5 taught PSHE. Almost nine in ten of these teachers (89%) said they felt fairly confident (58%) or very confident (31%) teaching PSHE.

Figure 41. Frequency of teaching PSHE and teachers' confidence in teaching PSHE



Primary teachers were significantly more likely than secondary teachers to be confident in delivering PSHE (93%, compared to 81% of secondary school teachers).

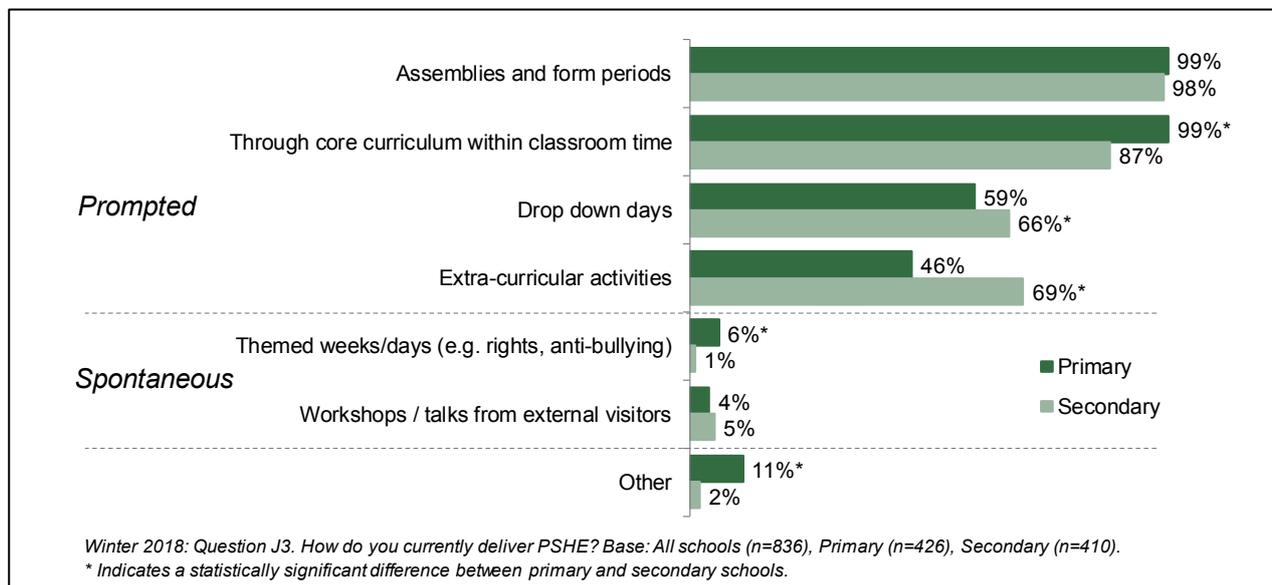
Similarly, teachers at non-academy schools were significantly more confident teaching PSHE than teachers at academy schools (91% vs. 85%). One in ten academy teachers felt they were not confident in teaching PSHE (10%) compared with 3% of non-academy teachers that were not confident.

Delivery of PSHE

Schools leaders were asked how their school currently delivered PSHE. Figure 42 shows that the most common mode of delivery was through assemblies and form periods (99% for primary schools and 98% for secondary schools). Primary schools were significantly more likely than secondary schools to deliver PSHE through the core curriculum within

classroom time (99% vs. 87%). Secondary schools were significantly more likely to use drop down days (66% vs. 59%) and extra-curricular activities to deliver PSHE (68% vs. 46%).

Figure 42. Modes of delivery for PSHE

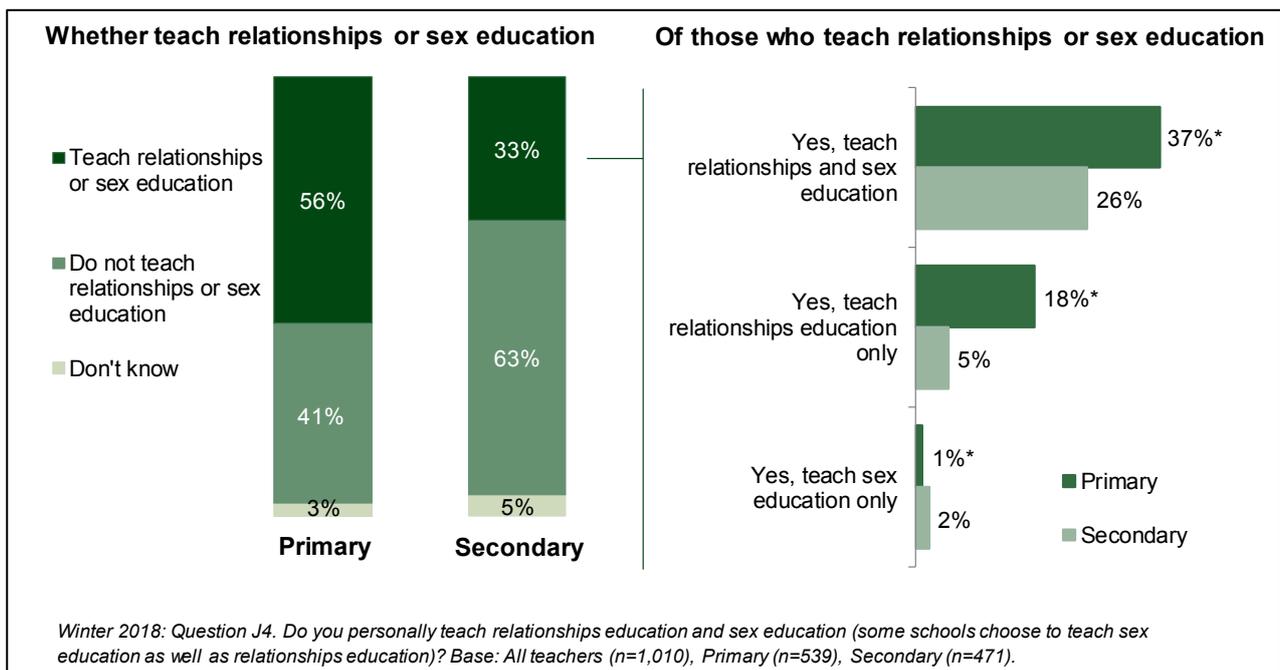


In general, academies and non-academies delivered PSHE in similar ways. However, a significantly higher proportion of non-academies delivered PSHE through the core curriculum within classroom time (98%, compared to 95% of academies), whereas a significantly higher proportion of academies delivered it through extra-curricular activities (56%, compared to 47% of non-academies) and spontaneously mentioned that it was delivered through external visitors or workshops (6%, compared to 3% of non-academies).

Relationships and sex education

Primary and secondary teachers were asked whether they taught relationships and/or sex education. As shown in Figure 43, more than half (56%) of primary teachers taught one or both of these subjects, much higher than the third of secondary teachers (33%) that taught relationships or sex education. Of those primary and secondary school teachers who teach about sex or relationships, it was most common to teach about both relationships and sex education (37% of primary teachers and 26% of secondary teachers) rather than only teaching about relationships (18% of primary teachers and 5% of secondary teachers) or only teaching about sex (1% of primary teachers and 2% of secondary teachers).

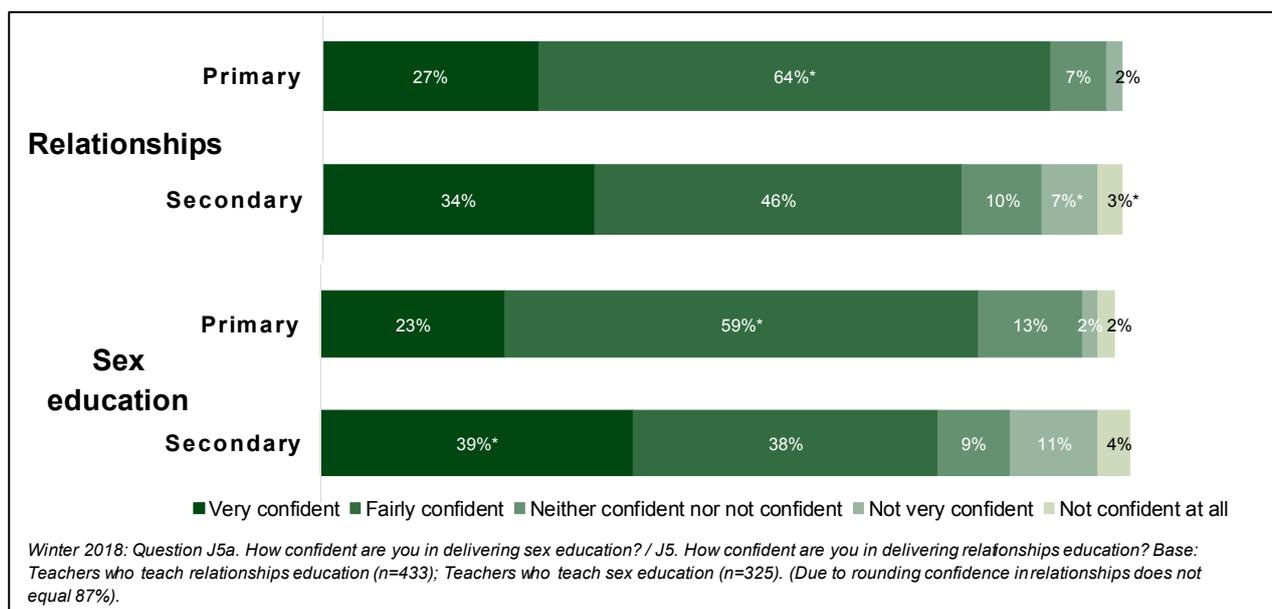
Figure 43. Proportion of primary and secondary teachers that teach about relationships and sex education.



As secondary school teachers tend to teach subject specific curricula, and not all subjects lend themselves to teaching about relationships and sex education, it may not be surprising that primary school teachers were significantly more likely to teach relationships and sex education.

For teaching about relationships, a significantly higher proportion of primary school teachers were confident doing so (91%, compared to 81% of secondary school teachers). Indeed, significantly more secondary school teachers (10%) were not confident in teaching about relationships compared to primary school teachers (2%). For sex education, a higher proportion of primary school teachers were confident teaching it (82%, compared to 77% of secondary school teachers) but this difference was not significant. On the other hand, a significantly higher proportion of secondary school teachers did not feel confident (15%, compared to 4% of primary school teachers).

Figure 44. Confidence of primary and secondary teachers that teach relationships and sex education teachers

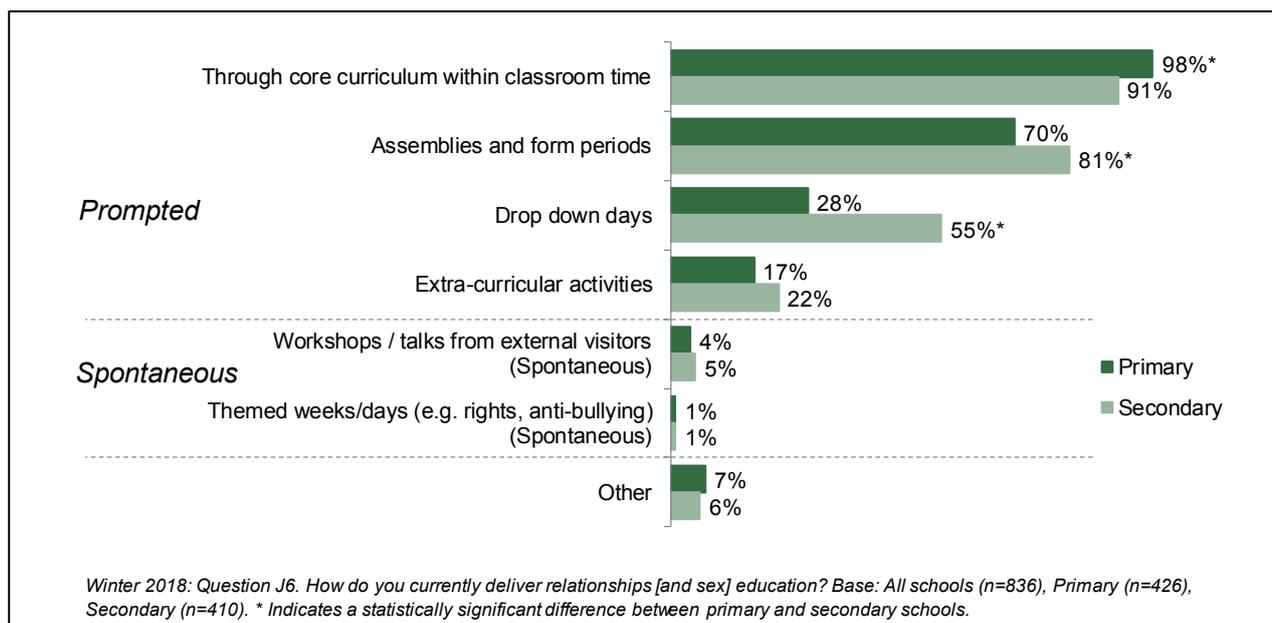


Non-academy teachers were more confident in teaching relationships and sex education than academy teachers. For relationships education, 91% of non-academy teachers were confident (compared with significantly fewer academy teachers, 81%) and 8% of academy teachers said they did not feel confident (compared with significantly fewer non-academy teachers, 3%). For sex education, 83% of non-academy teachers were confident compared to 76% of academy teachers, but this difference was not significant. However, 14% of academy teachers said they did not feel confident (compared with significantly fewer non-academy teachers, 5%).

Delivery of relationships and sex education

Schools were asked how they currently deliver relationships and sex education. Figure 45 shows that the most common mode of delivery is through core curriculum within classroom time. This is significantly more common in primary schools (98%) than secondary schools (91%). On the other hand, secondary schools were significantly more likely to use assemblies and form periods (81% secondary vs. 70% primary) and drop-down days (55% secondary vs. 28% primary). Around a fifth of all schools delivered relationships and sex education through extra-curricular activities (22% of secondary schools and 17% of primary schools).

Figure 45. Modes of delivery for relationships and sex education



Secondary schools that were significantly more likely to deliver relationships and sex education through the core curriculum included:

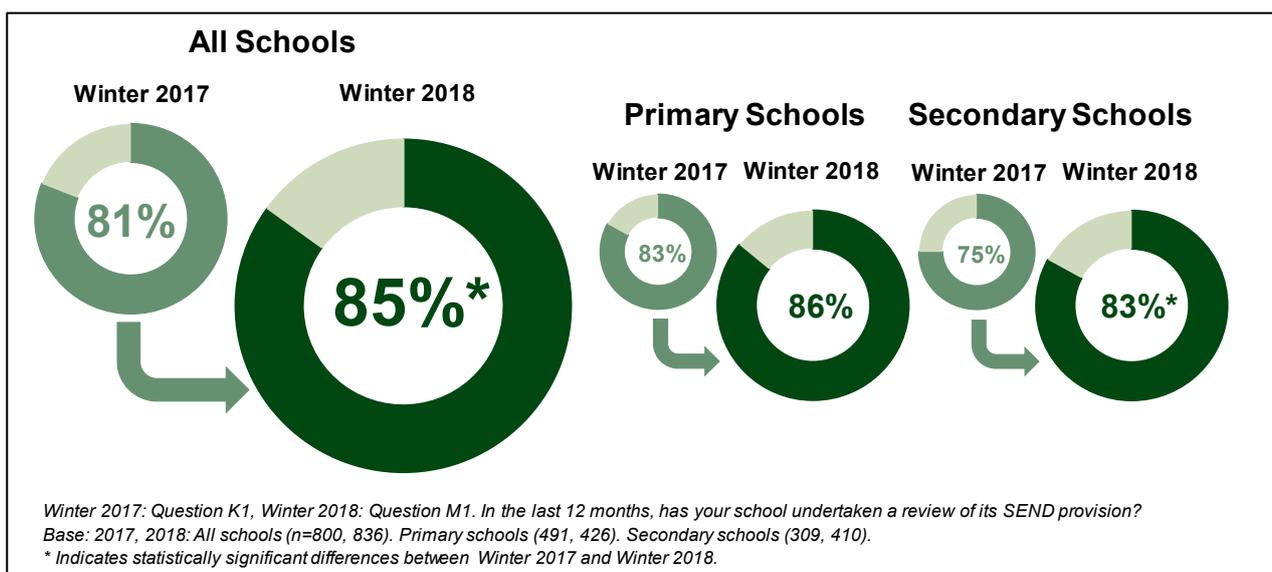
- non-academy secondary schools (97% vs. 89% of secondary academy schools)
- secondary schools with the lowest proportion of FSM pupils (95% vs. 84% of schools with the highest proportion of FSM pupils).

3.6 Special Educational Needs and Disability (SEND)

A Special Educational Needs and Disability (SEND) review considers how a school is providing for its pupils with special educational needs and/or disabilities. The purpose of a SEND review is to improve SEND provision and strategy to ensure pupils with SEND are effectively supported and able to achieve good outcomes³⁷.

Significantly more schools had reviewed their SEND provision in the last 12 months when compared to the previous 12 months, with 81% reporting to have done so in Winter 2017 and 85% in the Winter 2018 Survey. This growth is largely the result of the significant increase in secondary schools reporting that they had reviewed their SEND provision between Winter 2017 and Winter 2018 (75% vs. 83%). This increase in secondary schools reviewing their provision has reduced what used to be a significant gap in SEND provision reviews between primary and secondary schools in Winter 2017 (83% vs 75% respectively). In Winter 2018, there was no significant difference between the proportion of primary (86%) and secondary schools (83%) that have undertaken a review of their SEND provision in the last 12 months.

Figure 46. Undertaken review of SEND provision in last 12 months



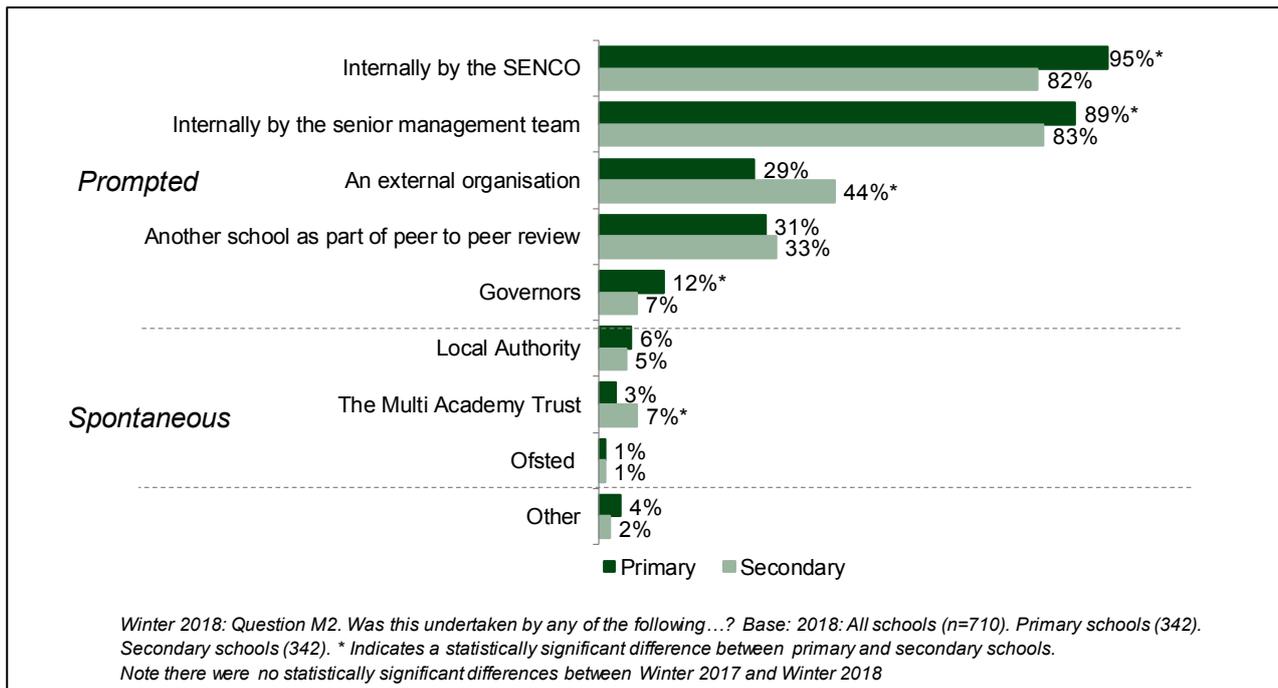
As in Winter 2017, non-academies remained significantly more likely to have reviewed their SEND provision than academies (non-academy 88% vs. 82% academy).

Among schools that had undertaken a review of their SEND provision in the last 12 months, the vast majority stated that the review process was conducted internally by the Special Educational Needs Coordinator (SENCO) (93%), or by a member of the Senior Management Team (89%).

³⁷ This is the definition provided in the survey if respondents needed it.

As can be seen in Figure 47, primary schools and secondary schools differed slightly in which methods they used to conduct a review of their SEND provision. There were no significant differences in methods used by primary and secondary schools between Winter 2017 and Winter 2018. In Winter 2018, primary schools were significantly more likely to conduct the review 'internally by the SENCO', 'internally by the management team' or by a 'Governor' while secondary schools have remained significantly more likely to conduct the review through 'an external organisation'.

Figure 47. Method of the SEND Provision review used in primary and secondary schools in Winter 2018



London based schools (50%) were also significantly more likely to use 'an external organisation' than schools in all other areas apart from the North East (46%).

Schools with the lowest proportion of pupils eligible for FSM were significantly more likely than schools with the highest proportion of pupils eligible for FSM to:

- conduct reviews internally by SENCO (96% low proportion vs. 90% high proportion)
- use a governor (14% low proportion vs. 6% high proportion).

There were some differences by academy status, where academy schools were significantly:

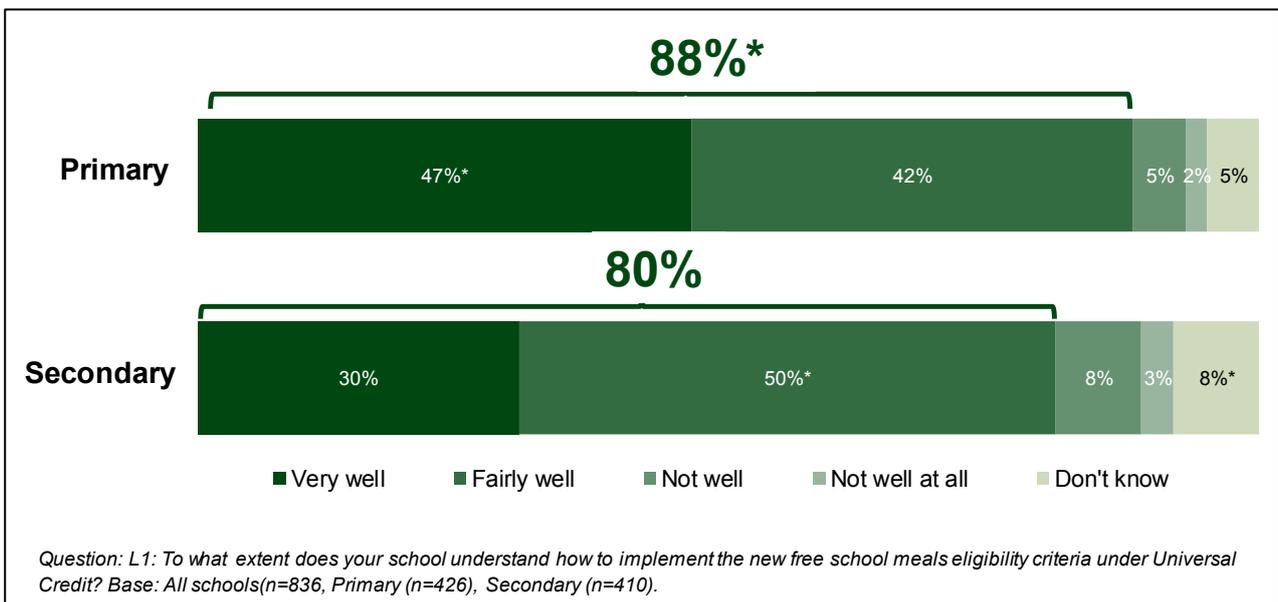
- more likely to use another school as part of a peer-to-peer review compared to non-academies (43% academy vs. 24% non-academy)

- less likely to review internally by the SENCO (90% academy vs. 95% non-academy) and use a Local Authority (4% academy vs. 7% non-academy).

3.7 Free School Meals

The vast majority of primary (88%) and secondary (80%) schools felt they understood how to implement the new free school meals eligibility criteria under Universal Credit very or fairly well. Primary schools were significantly more likely to feel that they knew how to do this ‘very well’ (47% primary vs 30% secondary).

Figure 48. Extent primary and secondary schools understands how to implement the new FSM criteria under Universal Credit?



Interestingly there were no significant differences in the self-reported understanding of how to implement the new FSM criteria under Universal Credit by the proportion of FSM pupils at their school.

Pupil premium

Schools were asked if they used their pupil premium to support disadvantaged pupils in the range of ways listed in the prompted section of Table 3. Respondents could give more than one reason and could also give other spontaneous reasons. The ways that schools used their pupil premium to assist disadvantaged pupils varied considerably depending on whether the school was a primary or secondary school and the proportion of pupils that they had at their school that were eligible for free school meals.

Subsidising school trips or other enrichment/developmental activities, including extra-curricular clubs such as swimming or music was the most common way to support disadvantaged pupils in both primary (98%) and secondary (98%) schools. Secondary schools were significantly more likely to report nearly all of the listed and spontaneously suggested ways of assisting disadvantaged pupils, apart from employing additional teaching assistants, which primary schools were significantly more likely to do (90% primary, 73% secondary).

Table 3. Ways schools use pupil premium to support disadvantaged pupils

Method	Primary	Secondary
<i>Prompted</i>		
Subsidise school trips / developmental activities	98%	98%
Employ additional teaching assistants	90%*	73%
Subsidise pupils' uniforms, books etc	86%	97%*
Pay for pastoral support	82%	87%*
CPD for teachers or teaching assistants	81%	77%
Introduce programmes to raise pupils' aspiration	77%	92%*
Employ additional teachers	62%	81%*
Invest in digital technology	51%	67%*
<i>Spontaneously mentioned</i>		
Pay higher salaries to attract high-quality teachers	8%	15%*
Tutoring / mentoring sessions or programmes	4%	11%*
Travel costs (to and from school and/or external events)	2%	5%*
Bespoke tailored curriculum for disadvantaged pupils		3%*
Other	6%	3%

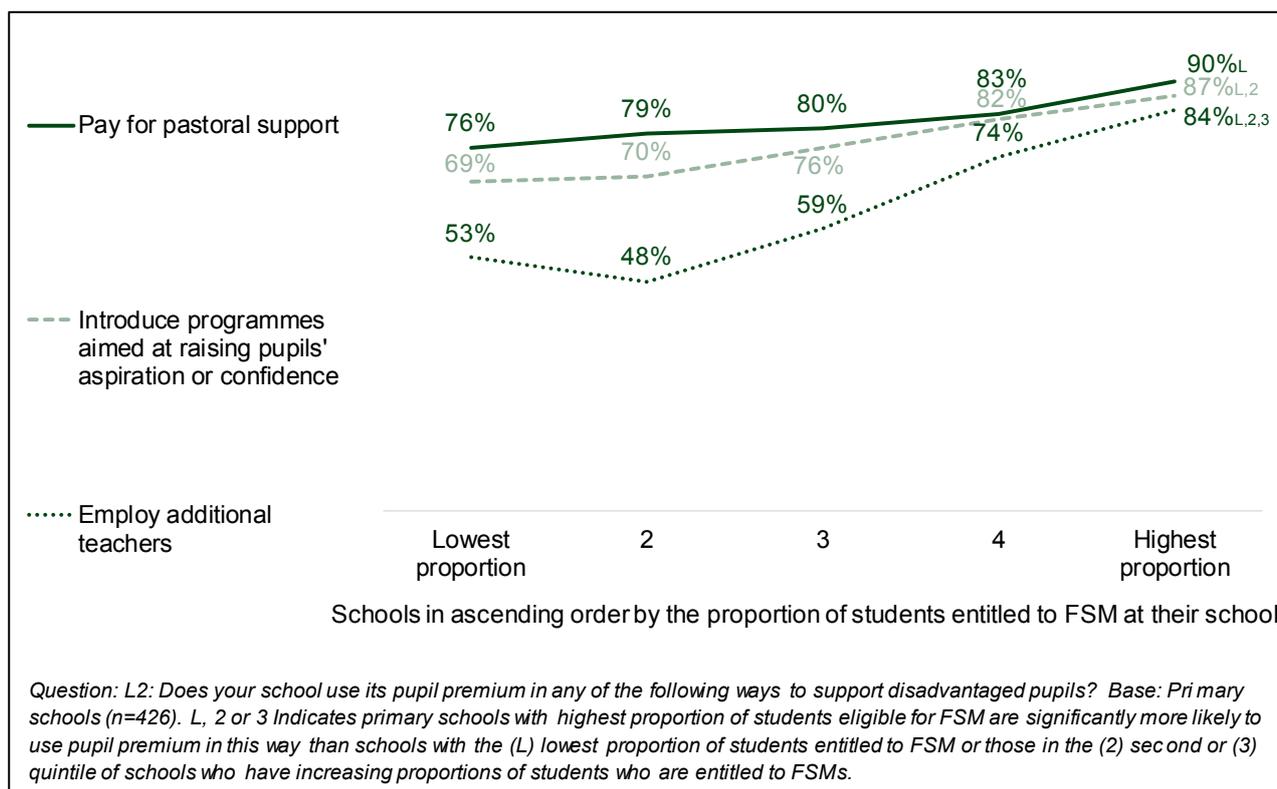
Question: L2: Does your school use its pupil premium in any of the following ways to support disadvantaged pupils? Base: All schools (n=836). Primary (n=426), Secondary (n=410).

* Indicates primary or secondary schools are statistically significantly more likely to use the premium.

There were also some key differences in the ways that primary and secondary schools spent their pupil premium depending on the proportion of pupils they had at their school that were eligible for FSM.

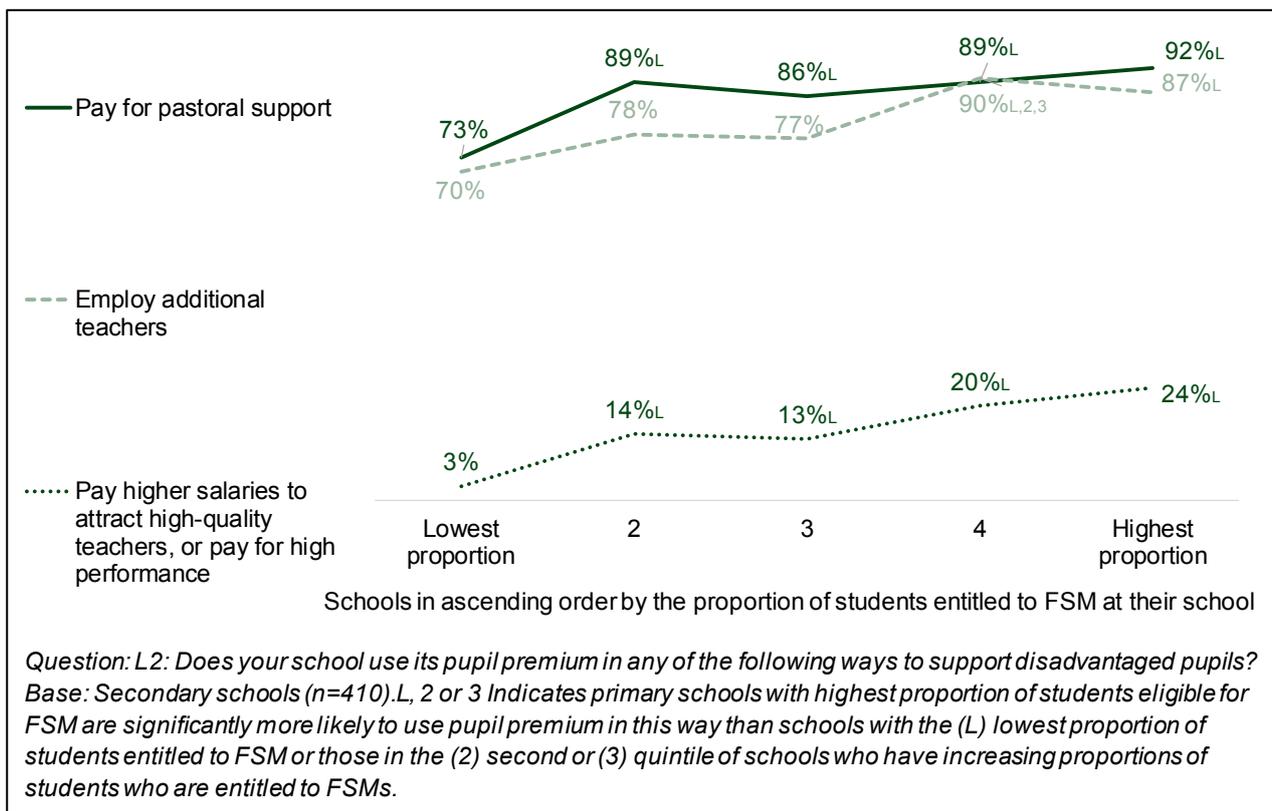
Figure 49 shows how primary schools with the highest proportion of FSM pupils were significantly more likely than schools with the lowest proportion of FSM pupils to use their pupil premium to pay for pastoral support (76% low proportion vs. 90% high proportion), introduce programmes aimed at raising pupils aspirations or confidence (69% low proportion vs. 87% high proportion) and employ additional teachers (53% low proportion vs. 84% high proportion).

Figure 49. Ways primary schools use pupil premium to support disadvantaged pupils by proportion of FSM pupils at their school



Similar to primary schools, secondary schools with the highest proportion of FSM pupils were significantly more likely to use the pupil premium to pay for pastoral support (73% low proportion vs. 92% high proportion) and employ additional teachers (70% low proportion vs. 87% high proportion). In contrast to primary schools, secondary schools with the highest proportion of FSM pupils were also significantly more likely to use the pupil premium to pay higher salaries to attract high-quality teachers or pay for high performance (3% low proportion vs. 24% high proportion). They were as likely to use it to introduce programmes aimed at raising pupils' aspirations or confidence (86% low proportion vs. 93% high proportion).

Figure 50. Ways secondary schools use pupil premium to support disadvantaged pupils by proportion of FSM pupils at their school





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