Department for Education

The School Snapshot Survey: Summer 2019

2. Workforce

Research report

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Executive Summary

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

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

Teacher workload

One-hundred percent of leaders surveyed reported that their school had undertaken at least one action to evaluate and reduce unnecessary workload and almost all (99%) reported that their schools had undertaken at least two of the actions. The majority (94%) of leaders reported taking at least five actions.

Leaders and teachers reported that the most common actions taken were to have reviewed workload related to marking (96% leaders vs. 76% teachers) and consulted with staff (94% leaders vs. 74% teachers).

The DfE published the workload reduction toolkit in July 2018 and the Making Data Work report in November 2018. There had been a significant increase in the use of the DfE school workload reduction toolkit, reported by leaders, over the last 6 months from 46% in Winter 2018 to 56% in Summer 2019. There had also been a significant increase from Winter 2018 in the proportion of schools that reported to have: reviewed workload related to data monitoring (89% Summer 2019 vs. 58% Winter 2018); used advice from Ofsted (85% vs. 74%); reviewed workload relating to planning (88% vs. 78%), and introduced teacher support schemes and/or wellbeing programmes (82% vs. 71%).

The majority of teachers responding to the survey also reported that action was being taken in their schools to reduce workload. Over three-quarters (76%) of teachers reported their school had reviewed marking whereas just over half (56%) reported the same in the Winter 2018 survey. Likewise, 74% of teachers reported there had been consultations with staff, compared with 52% in the Winter 2018 survey. Only 5% of teacher respondents reported that they were not aware of any action taken.

Although teachers were less likely to report the specific actions taken by their school to reduce teacher workload, they were significantly more likely than leaders to say that their own workload had reduced as a result of action taken by the school. While

over two-thirds of leaders (68%) reported that actions taken had made no difference to their own workload, two-thirds of teachers (67%) reported that actions taken had made their own workload in an average week more manageable; with 55% reporting it was a bit more manageable and 12% reporting it was a lot more manageable.

Aspiration to headship

Fewer than one in five teachers reported that they aspired to become a headteacher (18%) in this survey. This is a significantly smaller proportion than the 23% that wanted to become a headteacher in Summer 2018. However, this decrease in the proportion of teachers who do not aspire to become a headteacher is offset by the significant increase in teachers that reported that they do not know if they want to become a headteacher or not; with 16% stating this in 2019, compared with just 7% in Summer 2018

Compared to the previous year, the proportion of teachers citing they wanted to stay in the classroom as their main reason for not wanting to become a headteacher had significantly increased from 29% in Summer 2018 to 35% in Summer 2019 and was the most common reason provided. The second most common reason reported was work-life balance issues; yet the proportion citing this had significantly decreased from 21% in Summer 2018 to 16% in Summer 2019.

Diversity in the workforce

In the Summer 2019 survey, leaders were asked to consider the practices that their school takes to support diversity in leadership positions and in the workforce more generally.

Supporting diversity in staff leadership positions

School leaders were presented with a list of seven practices and asked whether their school used each practice to support diversity among staff leadership positions. The most common practices actions taken by schools were using diverse recruitment panels (79%), communicating the benefits of diversity in leadership (45%), and having mandatory training on diversity, unconscious bias or diversity awareness (41%).

Secondary schools, schools in London and the East of England, schools with the highest proportion of FSM pupils and schools that offer a higher than average number of practices (eight or more) to support students' mental health were more likely to use a higher number of practices to support diversity in staff leadership positions. However, these differences must be interpreted with caution as the effectiveness of each of the seven practices at supporting diversity in staff leadership positions is likely to vary; consequently using a higher number of practices does not

necessarily mean that a school is more supportive of diversity in leadership positions.

Supporting diversity in the workforce generally

School leaders were presented with another list of seven practices and asked whether their school used each practice to support diversity among the workforce generally. More than half of schools engaged in the following practices: encouraging staff to openly discuss diversity and ask questions (72%); creating or updating diversity action plans or policies (53%); and displaying posters in staff rooms that promote diversity and inclusion (52%).

As with practices that aimed to support diversity in leadership, there was a correlation between the number of activities schools provide in relation to pupils' mental health and the number of practices that they engage in to promote diversity in their workforce. Among schools that provide an above average (eight or more) number of mental health practices they also offered a significantly higher average number of practices (3.7) aimed to support diversity in the workforce compared with schools that offered an average (six or seven) or below average (five or less) number of activities related to pupils' mental health (that used an average of 3.2 and 2.6 practices respectively).

School resource management

The two actions leaders considered to be the most useful in getting the most out of their budget were reviewing staff structures and using DfE benchmarking data (91% and 89% respectively). However, in Summer 2019 a significantly higher proportion of school leaders reported finding the following actions useful: benchmarking data, in particular DfE benchmarking data (71% in Summer 2019 vs. 66%, Summer 2018); the DfE Efficiency Metric (22% vs. 18%) and other DfE information and advice (39% vs 33%).

Summer 2019 Workforce Infographic

2. Workforce

94% of **school leaders** reported that their school had taken 5 or more actions to reduce workload

96% of schools did this by **reviewing workload related to marking**

94% reported **consulting with staff** in other ways to reduce workload

100% of leaders reported that their school had taken at least one action to reduce workload

Of the teachers aware of actions taken to reduce workload at their school…

67% …reported that actions taken **had made their workload more manageable**

18% of teachers want to become a headteacher

…a significantly smaller proportion than the **23%** in Summer 2018

Of the 18% of teachers who aspire to become a headteacher…

15% aspire to become a **headteacher** in the next **3 years**

Of the 82% of teachers who **do not** aspire to become a headteacher…

35% said the main reason for **not wanting to become a headteacher** was because **they want to stay in the classroom**

2. Workforce cont.

On average, schools **used 3 practices** to support **diversity in leadership positions**

79% used diverse recruitment panels

45% communicated the benefits of diversity in leadership

On average, schools **used 3 practices** to support **diversity among the workforce generally**

72% encouraging staff to openly discuss diversity and ask questions

53% creating or updating diversity action plans or policies

With regards to schools getting the **most out of their budget:**

91% of leaders said that "reviewing staff structures" was useful

89% said that "using DfE benchmarking data" was useful

Background

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

Methodology

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

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

Table 1. Completed surveys by teacher level and school type

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

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

Interpreting the findings

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

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

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

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

Workforce

In the survey, leaders and teachers were asked for their views and experiences on a number of areas relating to workforce structure, career development and budgets.

This included: diversity in the workforce, aspiration to headship, actions undertaken by schools to reduce workload and their impact; and actions taken by schools to get the most out of their budget.

2.1 Teacher workload

Reducing unnecessary workload remains a priority for the Department for Education and an important element of the teacher recruitment and retention strategy published in January 2019.[1] The strategy sets out how DfE will support headteachers to create positive and supportive cultures in their schools, including by driving down unnecessary workload.

This section considers the activities schools have undertaken to reduce workload and whether this has made a difference to the workload of leaders and teachers. Data for leaders and teachers are presented independently.

Since the publication of the Winter 2018 School Snapshot Survey DfE has taken a number of steps to evaluate and address teacher workload including:

- Publishing, in October 2019, the 2019 Teacher Workload Survey report[2],

- Improving the navigation (October 2019), and updating the content (March 2019) in the school workload reduction toolkit (originally published July 2018)[3];

- Publishing a letter (July 2019) to all local authorities and academy trusts to ask for their support in addressing workload issues throughout the school system and remind them of their responsibility in reducing data burdens on schools[4]; and

- Working at a regional and local level to deliver support to schools, including funding regional school-based development projects, thought the Teaching School Council, on how best to use the school workload reduction toolkit.

DfE accepted and is acting on all of the recommendations in the Making Data Work report (published in November 2018 alongside the government response). The

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[1] https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy
[2] https://www.gov.uk/government/publications/teacher-workload-survey-2019
[3] https://www.gov.uk/guidance/school-workload-reduction-toolkit
[4]https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/817713/Data_burdens_on_schools.pdf

report includes recommendations to remove unnecessary data and evidence collections in schools[5].

Action taken by schools to reduce workload (school leaders)

One-hundred per cent of leaders surveyed reported that their school had undertaken at least one action to reduce workload in the last 12 months. Figure 13 illustrates the most common responses from leaders across the Summer 2018, Winter 2018 and Summer 2019 surveys. The question has undergone slight changes between waves[6], as have some of the response categories, so direct comparison between survey waves should be treated with caution. However, the central intention of the question has not changed; the question asks leaders to report actions they have undertaken to address workload.

Nearly all leaders (99%) reported that their schools had undertaken at least two of the actions on the list in order to reduce workload, and as many as 94% reported taking at least five actions. The most commonly cited actions were reviewing workload related to marking (96%) and consulting with staff in other ways (94%). Almost nine in ten (89%) reported they had reviewed workload related to data monitoring or the number of data drops, a significant increase from Winter 2018 (58%). Other actions commonly cited by leaders were reviewing workload related to planning (88%), using advice from Ofsted to change practice in the school (85%) and introducing teacher support schemes and/or wellbeing programmes (82%).

The DfE published the workload reduction toolkit in July 2018 and the Making Data Work report in November 2018. As can be seen in Figure 13, there have been increases in the proportion of leaders taking most of the actions listed in the chart compared with Winter 2018. This increase was most marked for the proportion of leaders reporting they had reviewed workload related to data monitoring (89% in Summer 2019, up from 58% in Winter 2018). In addition to this, there was also a significant increase in Summer 2019 in the percentage of leaders who had reviewed workload relating to planning (88% up from 78% in Winter 2018), introduced teacher support schemes and/or wellbeing programmes (82% up from 71% in Winter 2018) and used the DfE workload reduction toolkit (56% up from 46% in Winter 2018).

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[5] https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response
[6] The question changed from "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 2018 Winter iteration to "Which of the following has your school done to reduce workload in the last 12 months?" in the 2019 Summer wave.

Figure 1. Actions taken by schools to reduce workload in the last 12 months – responses from school leaders[7]

Question: E1. Which of the following has your school done to reduce workload in the last 12 months?
Base: Summer 2019, Winter 2018, Summer 2018: All leaders (n=820, n=836, n=758).
^ There were wording changes in the code presented between waves. See footnotes in-text for more detail.
~ In Summer 2018 7% of leaders spontaneously mentioned this, and it was introduced as a code to be prompted on in Winter 2018 and Summer 2019.
In Summer 2018, not all of these codes were presented and so there is data missing. Further in Summer 2018 'other' and 'don't know' were response options which have been excluded in this chart.
* Indicates a significant difference between Summer 2019 and the previous waves.

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[7] In Summer 2019 participants were asked about the changes they had made in the last 12 months and were asked to respond Yes, No or Don't know to each code. The codes marked with a '^' have changed slightly between waves:
Reviewed workload related to marking (Winter 2018: *Reduced* workload related to marking) (Summer 2018: Reduced or changed marking)
^Consulted with staff in other ways (Winter 2018: Consulted with staff) (Summer 2018: Consulted with staff in other ways)
^Reviewed workload related to data monitoring or the number of 'data drops' (Winter 2018: *Reduced* related to data monitoring or the number of 'data drops') (Not asked in Summer 2018 and Winter 2017)
^Reviewed workload related to planning (Winter 2018: *Reduced* workload related to planning) (Summer 2018: Reduced or changed planning) (Winter 2017: Reduce or changed planning)
^Used other DfE resources (e.g. independent reports on marking, planning and data management, or the Making Data Work report) (Winter 2018 and Summer 2018: Used the independent reports on marking, on planning and resources and/or on data management as a basis to review current policies).

There were some differences in the actions reported by primary and secondary leaders. Primary leaders were significantly more likely than secondary leaders to report reviewing workload related to planning (90% compared with 81% of secondary leaders). Secondary leaders were more likely to have reported that they:

- reviewed workload related to data monitoring or the number of data drops (95%, compared with 87% of primary leaders).

- introduced teacher support schemes and/or wellbeing programmes (91%, compared with 81% of primary leaders),

- reviewed or updated school policies to manage workload (18%, compared with 10% of primary leaders).

There were no clear patterns in the actions taken by the Ofsted rating of schools or the proportion of FSM pupils at the school.

Impact on manageability of workload (school leaders)

Leaders who stated that their school had taken action to reduce workload were asked whether these actions had made their own workload in an average week more manageable. As can be seen in Figure 14, nearly one-third (32%) either said that these actions had made their own workload in an average week a bit more manageable (27%) or a lot more manageable (5%). However, 68% of leaders stated that the actions had not made their workload more manageable. This is consistent with the impact reported by leaders in Winter 2018 and Summer 2018.

Figure 2. Impact on manageability of workload – responses from school leaders

Question E2. Thinking about the action(s) taken at your school to evaluate and reduce workload, would you say that this has made your own workload in an 'average' week more manageable?
Base: Summer 2019, Winter 2018, Summer 2018: All leaders (n=820, n=836, n=758).
'Don't know' was not an available answer option in Winter 2018 and Summer 2019 waves. In Summer 2018 1% of leaders answered 'Don't know'.
'Not aware of actions taken' is not displayed (this represents less than 1% responses at each wave).
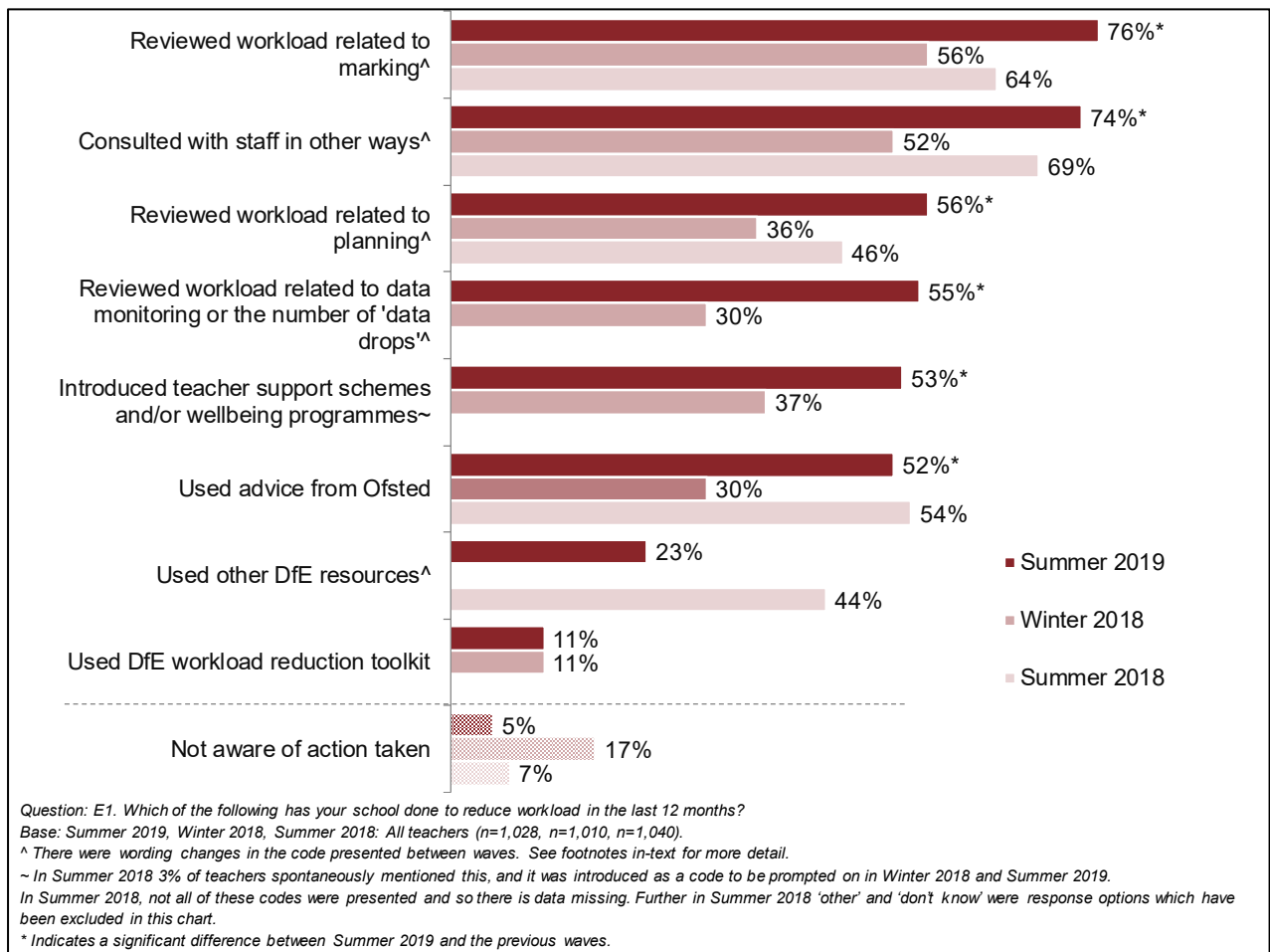
Leaders from schools with the highest proportion of FSM pupils were the most likely to agree that the actions taken had made their workload a lot more manageable (10% compared with 3% of leaders with the lowest proportion of FSM pupils).

Action taken by schools to reduce workload (teachers)

Teachers were asked about actions that their school had taken in the last 12 months to reduce workload.[8] Just 5% reported that their school had taken no action. The most common actions reported by teachers were reviewing workload related to marking (76%) and consulted with staff in other ways (74%), which were also the two actions most commonly reported by leaders (96% and 94% respectively). As shown in Figure 15, teachers in the Summer 2019 survey reported a significant increase in activity to reduce workload compared with Winter 2018 and Summer 2018. In part these differences may be a function of a slight change to the way that the question was asked.

Figure 3. Actions taken by schools to reduce workload in the last 12 months – responses from teachers[9]

Question: E1. Which of the following has your school done to reduce workload in the last 12 months?
Base: Summer 2019, Winter 2018, Summer 2018: All teachers (n=1,028, n=1,010, n=1,040).
^ There were wording changes in the code presented between waves. See footnotes in-text for more detail.
~ In Summer 2018 3% of teachers spontaneously mentioned this, and it was introduced as a code to be prompted on in Winter 2018 and Summer 2019.
In Summer 2018, not all of these codes were presented and so there is data missing. Further in Summer 2018 'other' and 'don't know' were response options which have been excluded in this chart.
* Indicates a significant difference between Summer 2019 and the previous waves.

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[8] The question changed from "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 2018 Winter iteration to "Which of the following has your school done to reduce workload in the last 12 months?" in the 2019 Summer wave.

[9] In Summer 2019 participants were asked about the changes they had made in the last 12 months and were asked to respond Yes, No or Don't know to each code. The codes marked with a '^' have changed slightly between waves: For details on the wording changes please see footnote 18.

There were differences in actions reported by primary and secondary teachers, as shown in Figure 16. Primary teachers were significantly more likely than secondary teachers to report that their school had acted to review workload related to planning (66% of primary teachers vs. 46% of secondary). Secondary school teachers were significantly more likely to report actions had been taken to review workload related to data monitoring (60% of secondary teachers vs. 49% of primary teachers) and introducing teacher support schemes and/or wellbeing programmes (56% of secondary teachers vs. 49% of primary).

Figure 4. Action taken by school to reduce workload in the last 12 months – comparing responses from primary and secondary teachers[10]

Question E1. Which of the following has your school done to reduce workload in the last 12 months?
Base: All teachers (n=1,028), Primary (n=519), Secondary (n=509).
^ There were wording changes in the code presented between waves. See footnotes in-text for more detail.
~ In Summer 2018 3% of teachers spontaneously mentioned this, and it was introduced as a code to be prompted on in Winter 2018 and Summer 2019.
In Summer 2018, not all of these codes were presented and so there is data missing. Further in Summer 2018 'other' and 'don't know' were response options which have been excluded in this chart.
* Indicates a significant difference between Summer 2019 and the previous waves.

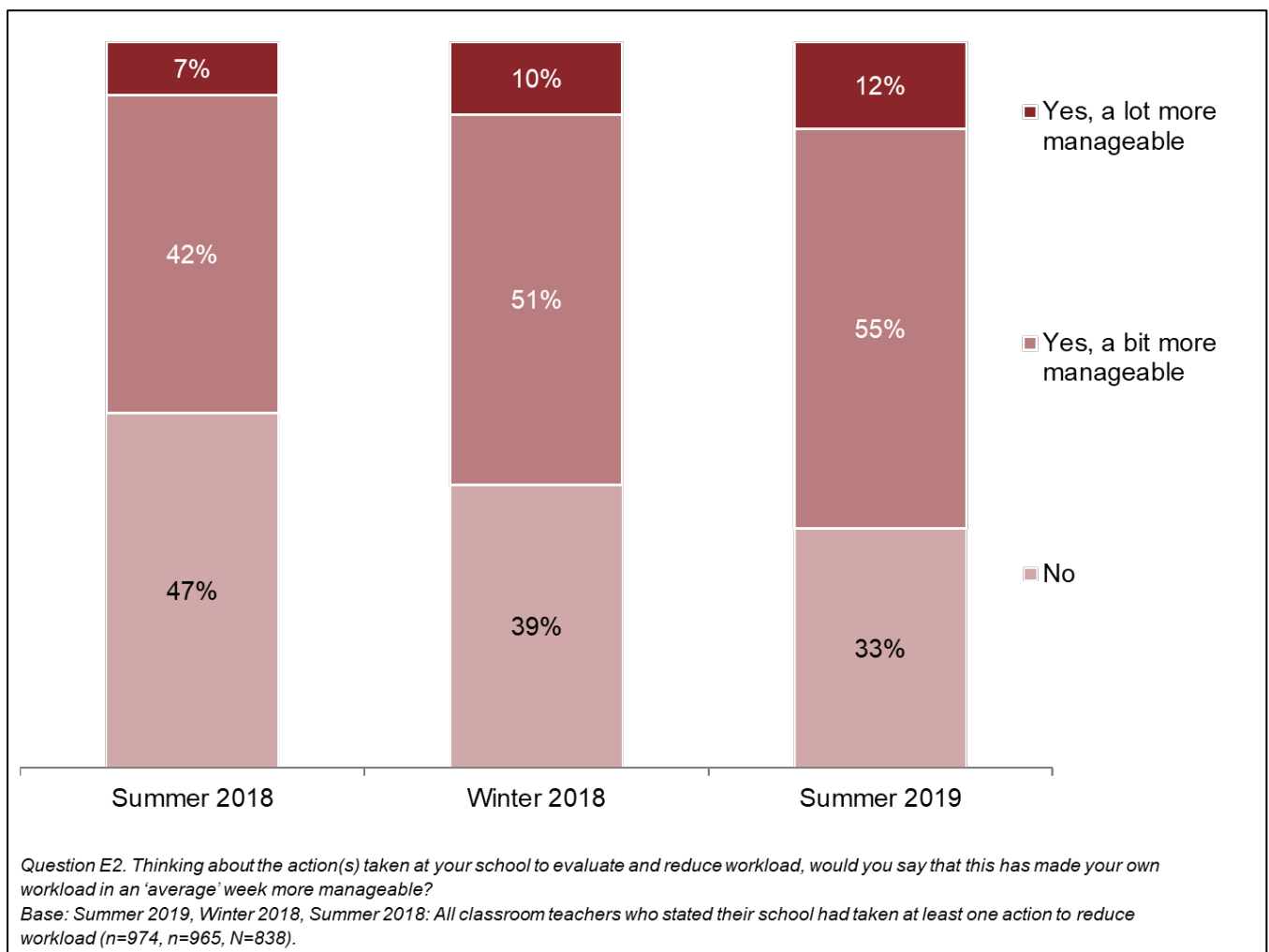[10] In Summer 2019 participants were asked about the changes they had made in the last 12 months and were asked to respond Yes, No or Don't know to each code. The codes marked with a '^' have changed slightly between waves: For details on the wording changes please see footnote 18.

Impact on manageability of workload (teachers)

Teachers were asked whether the actions taken in their school to evaluate and reduce workload had made their own workload in an average week more manageable: two-thirds (67%) reported that these actions had made their own workload in an average week either a bit more manageable (55%) or a lot more manageable (12%). This is a significant increase from the Summer 2018 survey in which just under half (49%) of teachers reported that actions had made their workload in an average week more manageable.

Figure 5. Impact on manageability of workload – responses from teachers

Question E2. Thinking about the action(s) taken at your school to evaluate and reduce workload, would you say that this has made your own workload in an 'average' week more manageable?
Base: Summer 2019, Winter 2018, Summer 2018: All classroom teachers who stated their school had taken at least one action to reduce workload (n=974, n=965, N=838).

2.2 Aspiration to headship

As in the Summer 2018 survey, classroom teachers were asked whether they aspire to be a headteacher. In this survey, fewer than one in five teachers reported that they did want to become a headteacher (18%). This is a significantly smaller proportion than in the previous year (23%). It is likely that this reduction is related to the significant increase in the proportion of teachers that don't know whether they want to become a headteacher which has occurred over the same time period (from 7% in Summer 2018 to 16% in Summer 2019). Figure 18 displays the full breakdown between the two years.

Figure 6. Aspiration to become a headteacher

Question C1. Do you aspire to be a headteacher?
Base Summer 2019, Summer 2018: All classroom teachers (n=1,028, n=1,010).
* Indicates a significant difference between the Summer 2018 and Summer 2019 waves.
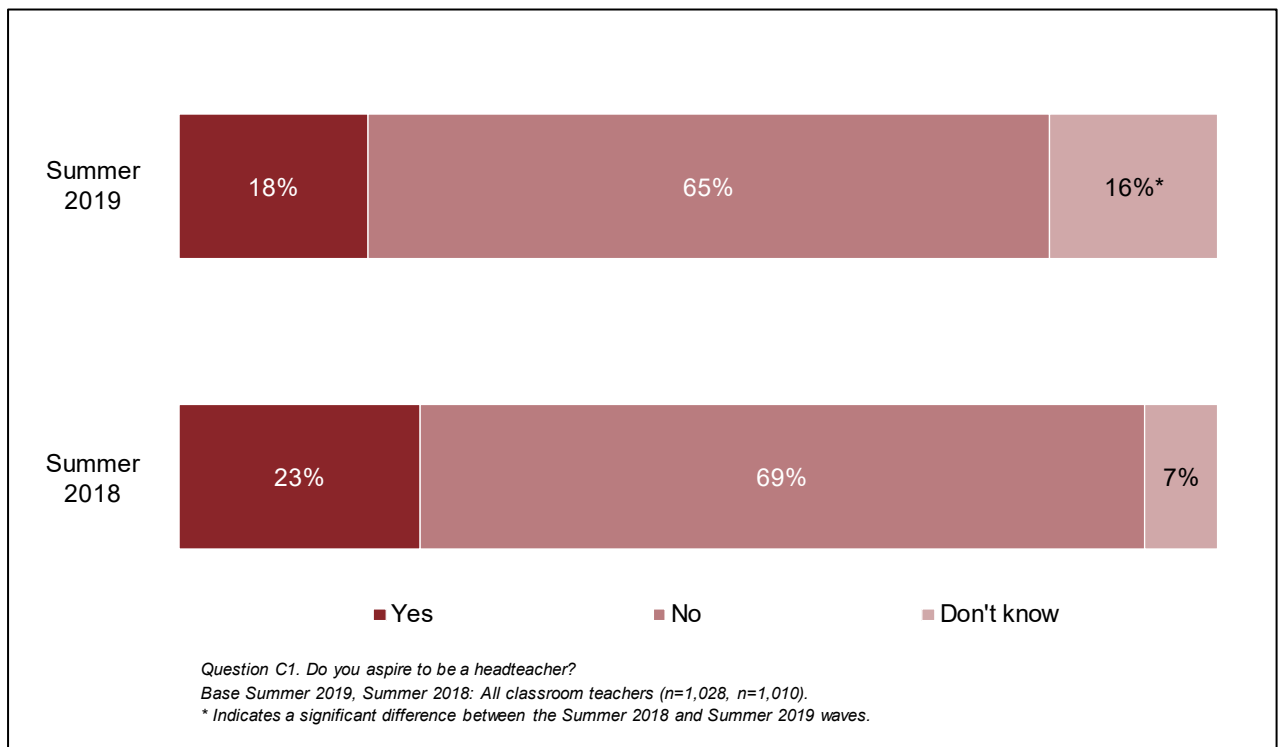
In the Summer 2019 survey, primary teachers were significantly more likely to report that they aspire to become a headteacher (21% and 15% respectively).

Other patterns that were found in the Summer 2018 survey were identified again in 2019. These patterns include:

- A significant difference by gender: 23% of male teachers were more likely to aspire to be a headteacher compared to only 16% of female teachers. This trend is consistent with Summer 2018, when 33% of male teachers aspired to be a headteacher compared with 20% of female teachers.

- A significant difference by age: 27% of those aged 18 to 34 years old stated that they wanted to become a headteacher, which is significantly higher than all older age groups. This pattern continued where more 35 to 44 year olds
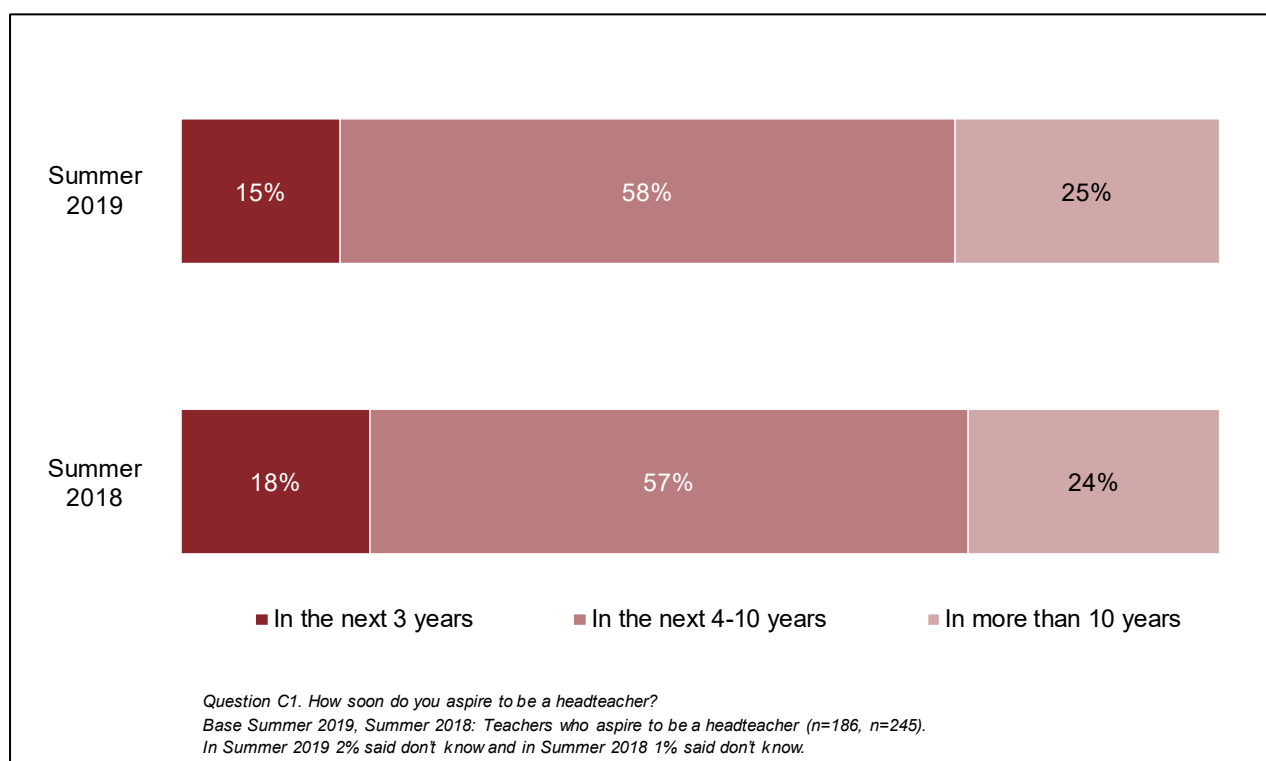
(16%) aspired to be a headteacher compared with 45 to 64 year olds (6%). The significant difference between 18 to 34 years olds and 35 to 44 year olds is a new finding in Summer 2019, suggesting that the disparity in aspiration by age group might be increasing.

- A significant difference by length of time in the teaching profession: 25% of those teaching for 10 years or less aspired to become a headteacher compared to only 11% of those in teaching for a longer time.[11]

- A significant difference by job role: Newly Qualified Teachers (40%) were more likely to aspire to headship than those who are QTS/QTLS in the main pay range (22%) or upper pay range (13%).

Teachers who have been in the workforce for longer are more likely to achieve their aspiration of becoming a headteacher. As such, this might explain why those that aspire to be headteachers are younger, lower earners, and newly qualified.

The 18% of teachers that said they wanted to become a headteacher were asked how soon they aspired to be headteacher. Fifteen percent of these teachers said within the next three years, 58% said in the next four to ten years and 25% said in more than ten years. Only 2% did not know. These responses aligned with the Summer 2018 responses, showing no significant differences.

Figure 7. When teachers that aspire to headship hope to become a headteacher

Question C1. How soon do you aspire to be a headteacher?
Base Summer 2019, Summer 2018: Teachers who aspire to be a headteacher (n=186, n=245).
In Summer 2019 2% said don't know and in Summer 2018 1% said don't know.

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[11] Differences by age and length of time to be interpreted with caution. Those who have aspirations to headship may be successful and therefore would be excluded from this question as they would not fall into the older and more experienced groups of teachers.

Other similarities with the Summer 2018 responses included older teachers aspiring to become headteachers sooner than younger teachers. In Summer 2019, only 4% of those aged 18-34 stated 'in the next 3 years' compared to nearly a quarter (24%) of those aged 35-44.[12] As in 2018, there was also a difference by job role. In 2019, Newly Qualified Teachers (7%) were significantly less likely to state 'in the next 3 years' compared to QTS/QTLS in the upper pay range (18%).
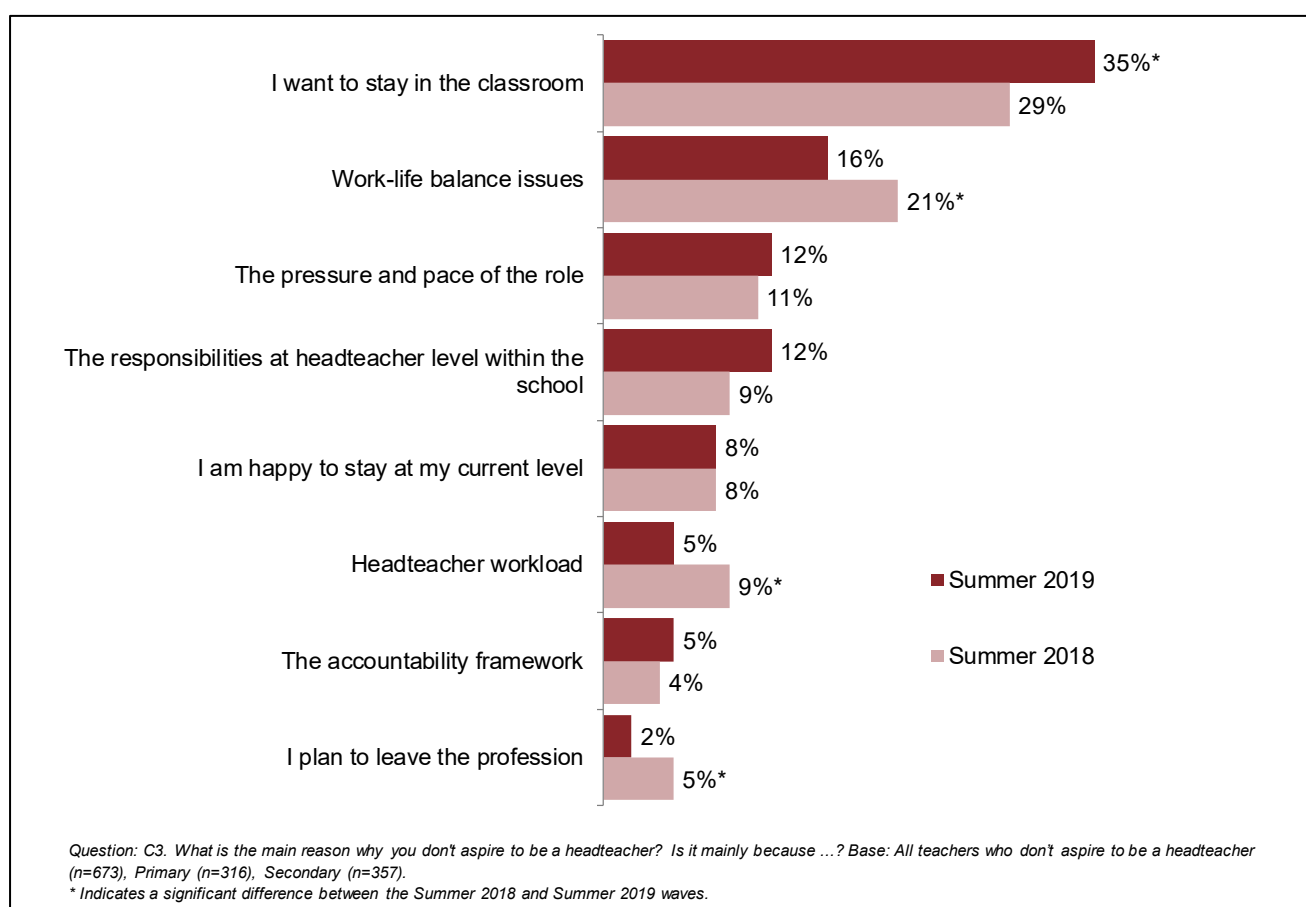
The Summer 2019 survey showed no significant differences between when primary and secondary teachers hoped to become a headteacher. This differs to the previous year's results where primary school teachers were significantly more likely to aspire to headship sooner than secondary teachers (25% and 8% respectively stated 'in the next 3 years').

The two-thirds of teachers (65%) who did not aspire to be a headteacher were asked to identify their main reason for this. As outlined in Figure 20, the most common reasons were similar to those identified in Summer 2018. The two most common reasons remained wanting to stay in the classroom and work-life balance issues, though the former had increased, and latter decreased, significantly compared to the previous year.

The proportion of teachers saying their main reason was headteacher workload or that they plan to leave the profession was also significantly lower than in Summer 2018.

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[12] Base sizes of those aged 45+ were too small test (n = 15)

Figure 8. Main reason for not aspiring to become a headteacher

Question: C3. What is the main reason why you don't aspire to be a headteacher? Is it mainly because …? Base: All teachers who don't aspire to be a headteacher (n=673), Primary (n=316), Secondary (n=357).
* Indicates a significant difference between the Summer 2018 and Summer 2019 waves.

The notable significant differences among the various subgroups in the Summer 2018 survey had all been lost in 2019 and some new significant differences emerged in their place. This change suggests that subgroup differences should be treated with caution. In Summer 2019 the main reason given for not wanting to become a headteacher varied by teachers depending on whether they taught in an academy or non-academy school, a primary or secondary school and whether they were a male or female teacher.

- Teachers in primary schools (39%) were more likely to state that they want to stay in the classroom compared to those in secondary schools (32%). However, of all secondary school teachers, those who teach at a non-academy school (41%) were significantly more likely to want to stay in the classroom than secondary teachers at an academy school (27%).

- Secondary school teachers were more likely to report that they were happy to stay at their current level (10%) than primary school teachers (6%). Yet, within the primary school teachers, those teaching at an academy school (10%) were significantly more likely to state this as their main reason compared to those at a non-academy school (4%).

- Female teachers tended to state more frequently they wanted to stay in the classroom (38%) compared to male teachers (29%), whereas males more frequently stated work-life balance issues as their main reason for not aspiring to headship (25%, compared to 14% of female teachers).

2.3 Diversity in the workforce

In the Summer 2019 survey, school leaders were asked to consider the practices that their school takes to support diversity in leadership positions and in the workforce more generally.

Supporting diversity in staff leadership positions

School leaders were presented with a list of seven practices and asked whether their school used each one to support diversity among staff leadership positions. The range of practices are likely to vary in their impact of supporting diversity in staff leadership positions and included practices that targeted individual teaching staff and those which aimed to change policy or school culture. The seven practices covered were:

- Diverse recruitment panels. For example, panels which include different genders or ethnicities
- Communicating the benefits of diversity in leadership
- Mandatory training on diversity, unconscious bias or diversity awareness
- Targeted leadership programmes or training for women, BAME or other colleagues from minority groups
- Targeted coaching and mentoring for women, BAME or other colleagues from minority groups
- Setting up or signposting staff to diversity networks
- Targeted recruitment campaigns for Senior Leadership Team vacancies for women, BAME or other.

Number of practices used

There was a great range in the number of practices used; on average schools used about three of the listed practices (an average of 2.9 practices), yet 8% of schools did not report using any of the stated practices to support diversity in leadership positions and more than one-third of schools (36%) engaged in four or more practices. Differences in the number of practices used must be interpreted with caution as the effectiveness of each of the seven practices at supporting diversity in staff leadership positions is likely to vary; consequently using a higher number of practices does not necessarily mean that a school is more supportive of diversity in leadership positions.

Figure 9. Average number of practices used to support diversity in leadership positions
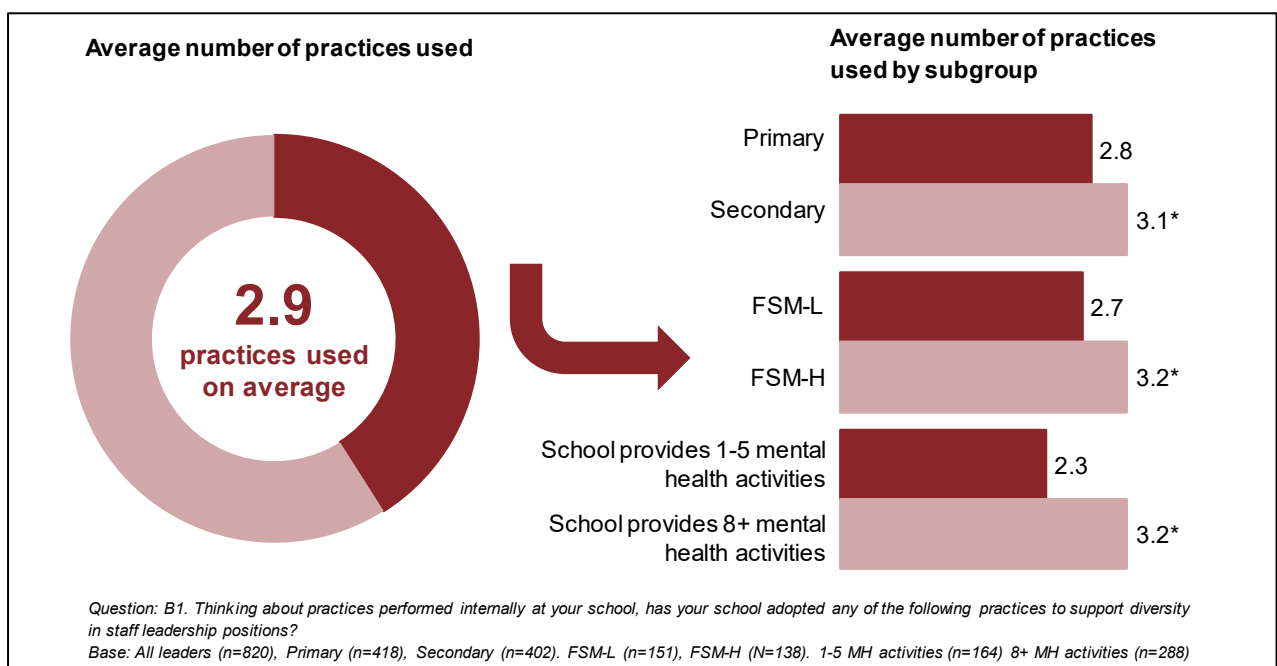
On average, secondary schools and schools with highest proportion of FSM pupils used significantly more practices than primary schools or schools with the lowest proportion of FSM pupils; with an average of 2.8 practices used in primary schools compared with 3.1 practices in secondary schools, and an average of 3.2 practices used in schools with the highest proportion of FSM pupils compared with 2.7 practices used in schools with the lowest proportion of FSM pupils.

There is a correlation between the number of activities schools provide in relation to pupils' mental health and the number of practices that they engage in to promote diversity in their leadership staff. Schools that provide a higher than average number of activities (eight or more) in relation to pupils' mental health used significantly more practices to support diversity in leadership positions (an average of 3.2 practices) compared with schools that offer an average (six or seven) or below average number (five or less) of activities related to pupils' mental health (which used an average of
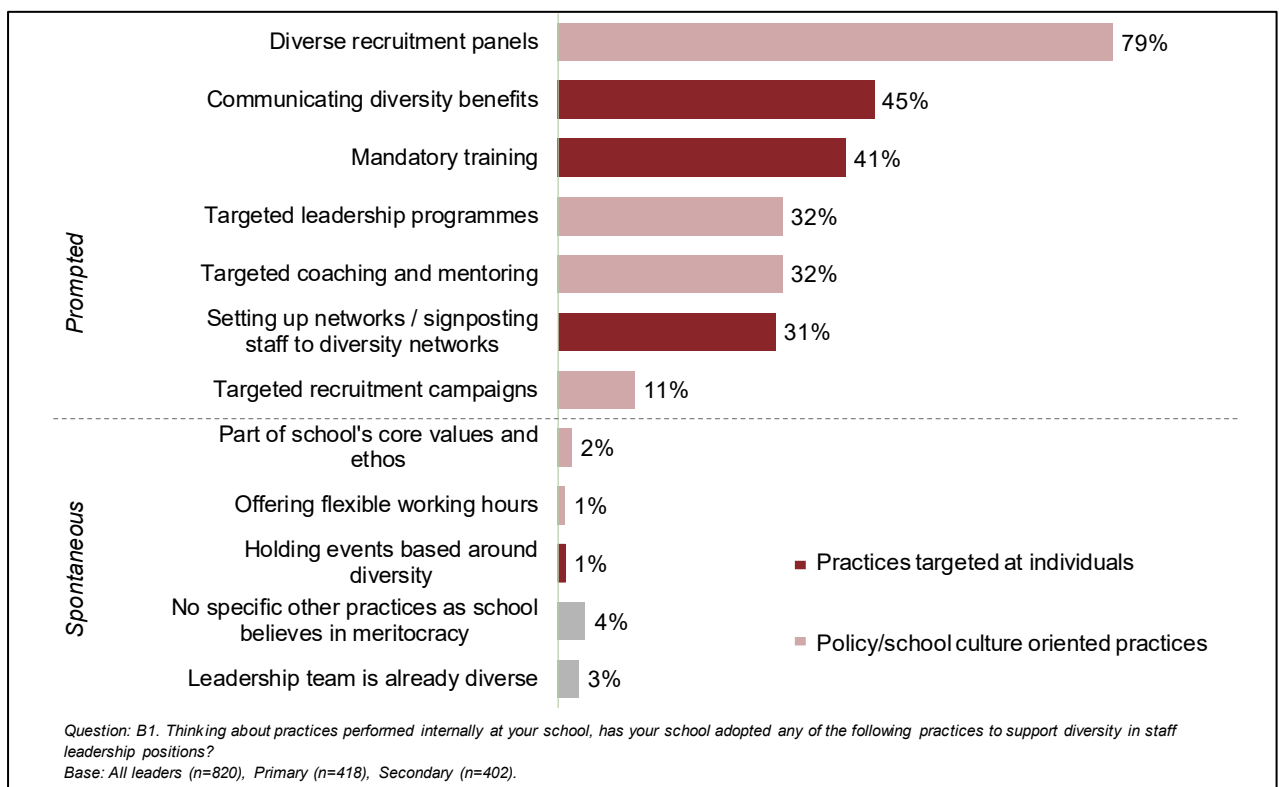
2.8 and 2.3 practices respectively). While this correlation is interesting, it is worth noting that the impact of each practice is not known and so a higher number of practices used does not necessarily mean that a school is more effective at supporting mental health or diversity among their leadership team.

When looking across regions it becomes clear that schools in London and the East of England were significantly more likely to use more practices to encourage diversity in leadership than other regions (with an average of 3.3 practices used in London and the East of England compared with the average of 2.9 practices used in other regions).

Type of practices

As can be seen in Figure 22, three-quarters (79%) of schools used diverse recruitment panels, and more than two in five communicated the benefits of diversity in leadership (45%) and have mandatory training on diversity (41%).

Figure 10. Practices taken by school to support diversity in staff leadership positions

Question: B1. Thinking about practices performed internally at your school, has your school adopted any of the following practices to support diversity in staff leadership positions?
Base: All leaders (n=820), Primary (n=418), Secondary (n=402).

Compared to primary schools, secondary schools were significantly more likely to implement practices that that aimed to support diversity in leadership by using practices that change school policy or culture rather than targeting individuals; with 90% of secondary schools using school policy or school culture based practices compared with 84% of primary schools. The practices which were more used more frequently varied slightly between primary and secondary schools. A significantly

higher proportion of primary schools provide mandatory training on diversity, unconscious bias or diversity awareness than secondary schools (43% vs 34%). On the other hand, significantly more secondary schools engaged in targeted leadership programmes or training for women, BAME or other colleagues from minority groups (44% vs 30%).

Schools in London and the East of England were significantly more likely to have engaged in communicating the benefits of diversity in leadership (56% London, 61% East of England vs. 45% average across regions) and targeted coaching and mentoring for women, BAME or other colleagues from minority groups (43% London, 41% East of England vs. 32% average across regions). London schools were also signficantly more likely that other regions to have targeted leadership programmes or training for women, BAME or other colleagues from minority groups (45% vs. 32% average across regions). Furthermore, London schools were significantly more likely than schools in other regions to use practices that seek to change school policies or culture than schools in other regions (92% vs. 85% average across regions).

There were no clear trends among the 8% of schools which did not report using any of the stated activities. However schools with the highest proportion of FSM pupils (5%) and secondary schools (6%) were significantly more likely to spontaneously mention that they did not do any of the activities because their leadership team was already diverse compared with schools with the lowest proportion of FSM pupils (1%) or primary schools (2%) that mentioned this.

Supporting diversity in the workforce generally

School leaders were presented with another list of seven practices and asked whether their school used each practice to support diversity among the workforce generally. This included practices targeted at individuals and those which aimed to change policy or school culture. The seven practices asked about were:

- Encouraged staff to openly discuss diversity and ask questions

- Created or updated diversity action plan or policy

- Displayed posters in staff rooms promoting diversity and inclusion

- Used job adverts that encourage applicants from diverse backgrounds

- Collected and monitored diversity data

- Distributed myth busting documents or leaflets to staff

- Shared case studies on how other schools have grown diverse teams.

Number of practices

As with practices used to support diversity in leadership positions, there was a wide range in the number of practices that schools used to support diversity in the workforce more generally. On average schools used about three of the listed practices (an average of 3.3. practices used per school), however 8% had not done any of the listed practices, one-quarter (27%) had used one or two practices and half (47%) used four or more practices.

Figure 11. Average number of practices used to support diversity in the workforce generally

Average number of practices used

3.3 practices used on average

Average number of practices used by subgroup

Subgroup	Value
Primary	3.3
Secondary	3.2
FSM-L	3.3
FSM-H	3.6
School provides 1-5 mental health activities	2.6
School provides 8+ mental health activities	3.7*

Question: B2. Thinking about practices performed internally at your school, has your school adopted any of the following practices to promote awareness of, and encourage, diversity in the school workforce generally?
Base: All leaders (n=820), Primary (n=418), Secondary (n=402). FSM-L (n=151), FSM-H (N=138). 1-5 MH activities (n=164) 8+ MH activities (n=288)
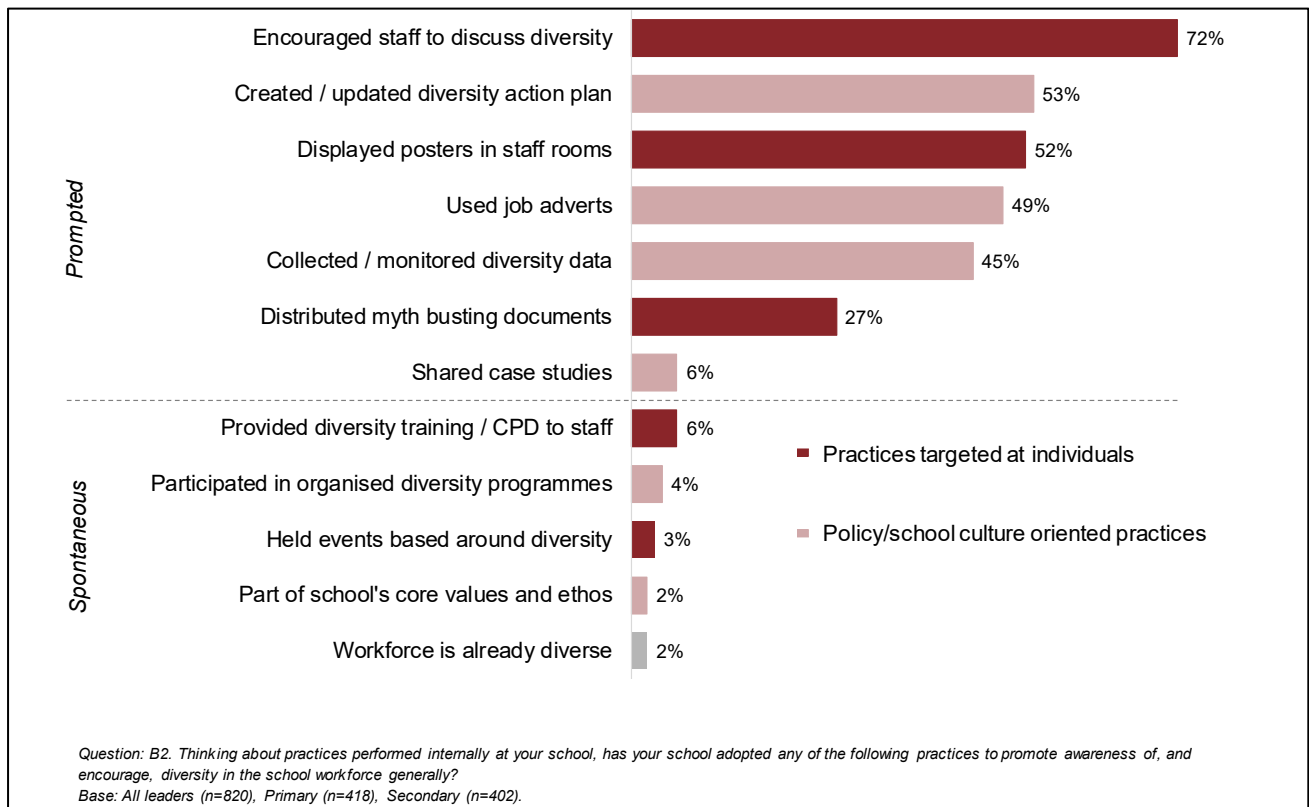
As with practices that aimed to support diversity in leadership, schools that provide a higher than average number of activities (eight or more) in relation to pupils' mental health, were also significantly more likely to use more practices that support diversity in the workforce (average of 3.7 practices) in comparison to schools that offered an average (six or seven) or below average (five or less) number of activities related to pupils' mental health (that used an average of 3.2 and 2.6 practices respectively).

Schools in the East Midlands used significantly fewer practices compared with other regions (2.8 practices on average compared with 3.3 practices across regions).

Type of practices

The most common practice adopted by 72% of schools was to encourage diversity in the workforce was to encourage staff to openly discuss diversity and ask questions. Approximately half of schools created or updated a diversity action plan (53%), displayed posters in staff rooms (52%), used job adverts (49%) or collected or monitored diversity data (45%).

Figure 12. Practices taken by school to support diversity in workforce generally

Question: B2. Thinking about practices performed internally at your school, has your school adopted any of the following practices to promote awareness of, and encourage, diversity in the school workforce generally?
Base: All leaders (n=820), Primary (n=418), Secondary (n=402).

Secondary schools were significantly more likely to engage in practices which were targeted towards changing school policy or culture (14%) than primary schools (9%).

The practices which were more commonly used varied slightly between primary and secondary schools. A significantly higher proportion of primary schools created or updated diversity action plans or policies (55% vs 47%) and used job adverts that encourage applicants from diverse backgrounds (51% vs 43%). Whereas, significantly more secondary leaders said their school collected and monitored diversity data (63% vs 41%).

Compared to schools with the lowest proportion of FSM pupils, schools with the highest proportion of FSM pupils were significantly more likely to have displayed posters in staff rooms promoting diversity and inclusion (61% vs 49%), collected and monitored diversity data (56% vs 34%) and spontaneously mentioned that they provided diversity training / CPD to staff (13% vs 3%).

2.4 School resource management

Schools strive to get the best value from resources to achieve the best outcomes for all of their students. The Department for Education publishes online information, tools, training and guidance to help school leaders with their financial planning and resource management.[13] The online guidance includes:
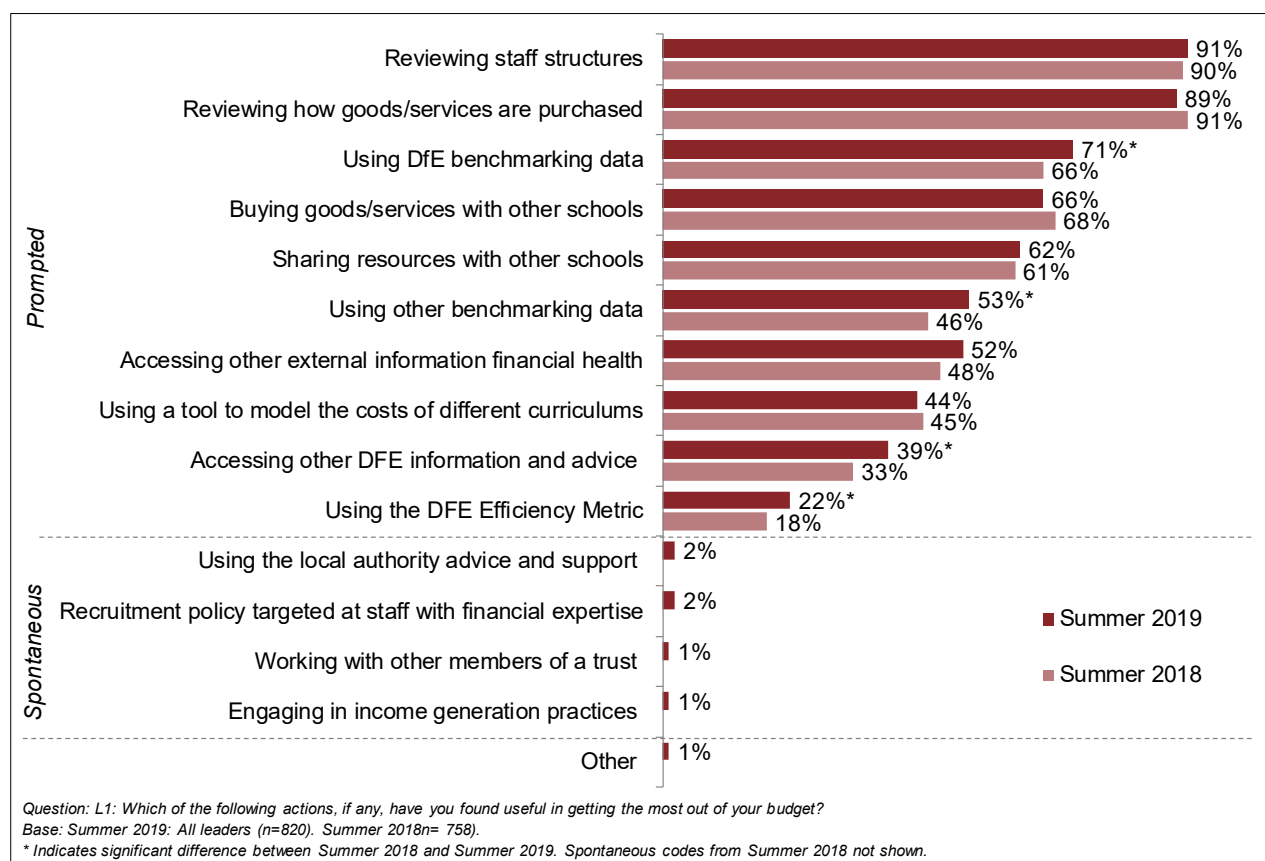
- Step by step guides for school procurement.

- Resource management checklists to help with planning of school finances and resources.

- Tools to review and benchmark school finances against schools who share similar characteristics. The tools enable leaders to assess their financial position and review their budget to identify risks.

- Guidance for reviewing staffing structures and tools to evaluate whether a specific school has the right staff to teach the planned curriculum.

- Access to external financial advice, links to school financial management training, access to peer support avenues and case study examples of effective school budgets.

The survey asked all school leaders about the actions that they found useful for getting the most out of their school budget. School leaders were presented with ten possible actions and asked, if relevant, how useful each had been. They were also given the opportunity to mention any other useful actions that they had taken.

The two actions leaders considered to be the most useful in getting the most out of their budget were reviewing staff structures and using DfE benchmarking data (91% and 89% respectively). As can be seen in Figure 25, results are largely unchanged from the last time this question was asked to leaders in the Summer 2018 survey. The biggest change was the increase in leaders reporting they found benchmarking data useful, in particular DfE benchmarking data (71% in Summer 2019 vs. 66%, Summer 2018). There was also a significant increase in the proportion of leaders citing the DfE Efficiency Metric (22% vs. 18%, Summer 2018) and other DfE information and advice (39% vs 33%) as useful.

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[13] https://www.gov.uk/government/collections/schools-financial-health-and-efficiency

Figure 13. Useful actions for getting the most out of the school budget

Prompted

Action	Summer 2019	Summer 2018
Reviewing staff structures	91%	90%
Reviewing how goods/services are purchased	89%	91%
Using DfE benchmarking data	71%*	66%
Buying goods/services with other schools	66%	68%
Sharing resources with other schools	62%	61%
Using other benchmarking data	53%*	46%
Accessing other external information financial health	52%	48%
Using a tool to model the costs of different curriculums	44%	45%
Accessing other DFE information and advice	39%*	33%
Using the DFE Efficiency Metric	22%*	18%

Spontaneous

Action	Summer 2019
Using the local authority advice and support	2%
Recruitment policy targeted at staff with financial expertise	2%
Working with other members of a trust	1%
Engaging in income generation practices	1%
Other	1%

Question: L1: Which of the following actions, if any, have you found useful in getting the most out of your budget?
Base: Summer 2019: All leaders (n=820). Summer 2018n= 758).
* Indicates significant difference between Summer 2018 and Summer 2019. Spontaneous codes from Summer 2018 not shown.

There were several significant differences between the actions reported to be useful by primary and secondary school leaders to get the most out of their budget. Primary leaders were more likely to cite DfE benchmarking data (72% vs. 64% secondary leaders), working with other schools to buy goods and services (68% vs. 57%) and sharing resources with other schools (63% vs. 56%). Secondary school leaders were more likely to state other (non-DfE) benchmarking data (59%, compared with 52% of primary leaders), using a tool to model the teacher and other staff costs of different curriculums (76% vs. 38%), using the DfE Efficiency Metric (35% vs. 20%) and accessing other DfE information/advice (47% vs. 38%).

Academies were significantly more likely than non-academies to report it had been useful to work with other schools to buy goods and services (79% vs 59%) and share resources (72% vs 56%). They were also more likely than non-academies to cite use of a tool to model the teacher and other staff costs of different curriculums (57% vs 37%).

There also appears to be some differences in opinion in the West Midlands compared with other regions. Leaders in the West Midlands (84%) were significantly more likely than leaders in all other regions, except for the South West (73%), to report that it had been useful to work with other schools to buy commonly bought goods and services together (66% average across regions). Further, leaders in the

West Midlands (39%) were significantly less likely than leaders in all other regions, except from the East of England (49%), to report it was useful to use other benchmarking data (53% average across regions).

Leaders in Yorkshire and the Humber (38%) were significantly less likely than leaders in all other regions, apart from the North East (41%), to have benefitted from accessing other external information and advice on financial health and efficiency (52% average across regions).