



Department  
for Education

# COVID-19 School Snapshot Panel

Findings from the June survey

September 2021

IFF Research Ltd



Government  
Social Research

# Contents

List of figures	4
Executive Summary	6
A note on the reporting	6
Staff absence	6
Workload	7
Summer School	7
Extra-curricular activities	8
Curriculum coverage	8
Safeguarding software on DfE-issued laptops and tablets	9
Teaching citizenship	9
Leader and Teacher wellbeing	9
Future career plans	10
Mental Health	10
Support for pupils with Special Educational Needs or Disabilities (SEND)	11
Period Product Scheme	12
Introduction	13
Methodology	13
Weighting	14
Interpreting the findings	15
Staff absence	16
Workload	20
Summer School	24
Extra-curricular activities	27
Curriculum coverage	30
Safeguarding software on DfE-issued laptops and tablets	33
Teaching citizenship	36
Leader and Teacher Wellbeing	37
Future career plans	43
Mental Health	45

Support for pupils with SEND

50

Period Product Scheme

56

## List of figures

Figure 1 Reasons for teachers and leaders being unable to work from the school site since the re-opening of schools on 8 <sup>th</sup> March 2021 .....	17
Figure 2 Actions taken by schools to reduce workload in the last 12 months (leaders) ...	21
Figure 3 Actions taken by schools to reduce workload in the last 12 months (teachers) .	22
Figure 4 What schools are planning to offer as part of the summer school .....	24
Figure 5 Reasons for not running a summer school this summer .....	26
Figure 6 Types of activities schools have been able to offer this academic year .....	28
Figure 7. Whether teachers have been able to teach all of the normal content .....	30
Figure 8. Whether teachers felt that pupils are behind in their learning .....	31
Figure 9. Extent to which pupils are behind in their learning according to teachers.....	32
Figure 10. Whether schools received DfE laptops with pre-installed security settings, awareness that existing setting are due to expire, and whether schools will be able to add own software by 30 <sup>th</sup> September .....	34
Figure 11. Reasons provided by schools for being unable to add own software to DfE devices by 30 <sup>th</sup> September .....	35
Figure 12. Whether school teaches pupils about money management .....	36
Figure 13. How satisfied with life are you nowadays? .....	38
Figure 14. To what extent do you feel the things you do in your life are worthwhile? .....	38
Figure 15. How happy did you feel yesterday? .....	39
Figure 16. How anxious did you feel yesterday? .....	40
Figure 17. Satisfaction with present job .....	42
Figure 18. Where leaders and teachers expect to be in 12 months.....	43
Figure 19. Extent to which COVID-19 pandemic has contributed to leaders' and teachers' intention to leave current role.....	44
Figure 20. Confidence implementing a whole school approach to mental health .....	45

Figure 21. Teachers' agreement with a range of statements regarding pupil mental health .....	47
Figure 22. Teachers' confidence at knowing how to handle different types of bullying at their school .....	49
Figure 23. Schools' levels of agreement that they are able to effectively support pupils with SEND .....	50
Figure 24. Barriers to supporting pupils with SEND for schools.....	51
Figure 25. Anticipated barriers to supporting pupils with SEND for teachers.....	52
Figure 26. Whether teachers were involved with supporting pupils with SEND transition to the school .....	53
Figure 27. Barriers to supporting pupils with SEND transition to the school .....	54
Figure 28. Barriers to supporting pupils with SEND transition to post-16 education .....	55
Figure 29. Use of DfE's Period Product Scheme and reasons for not using.....	56

## Executive Summary

This report presents findings from the sixth (June 2021) wave of the School Snapshot Panel, a panel run by IFF Research on behalf of the Department for Education.

It covers key issues affecting schools during the COVID-19 pandemic including:

- Teacher and leader wellbeing and workload
- Education recovery following the re-opening of schools
- Support for pupils with special educational needs and disabilities

### A note on the reporting

The report covers questions asked about the individual experiences of teachers and leaders, and others asked of leaders at the school level.

Two types of weighting were applied to the data, depending on whether the questions were asking for school-level or individual-level answers from leaders and teachers. Where responses from 'leaders', 'teachers' or 'leaders and teachers' are referred to in the report, individual-level weighting has been applied. Where responses from 'schools' are referred to, leaders have answered the survey question and a school-level weighting has been applied. Further detail on the weighting approach can be found in the methodology section.

Findings from each wave should be interpreted in the context of guidelines in place at that time. From 8<sup>th</sup> March 2021, schools were fully reopened to all children, and the survey explored the experiences of school leaders and teachers since the reopening.

Caution should be taken when comparing results between waves as any changes and patterns may be impacted by the guidelines in place at each timepoint.

### Staff absence

The Department has sought to understand more about the potential causes of staff absence throughout the Autumn term in 2020 and into the Spring term in 2021.

In June 2021, leaders were asked if any of their teachers or school leaders had been unable to work from the school site since the re-opening of schools on 8<sup>th</sup> March. The majority (71%) of schools had experienced leaders or teachers being unable to work from the school site since 8<sup>th</sup> March, significantly higher than in the April 2021 survey (61%). However, it should be noted that the time period considered in the June survey was

longer than that in the April survey, as at both waves, respondents were asked about the period since schools reopened on 8<sup>th</sup> March 2021.

In June, two-thirds (66%) of schools reported that, since 8<sup>th</sup> March, they had staff remaining at home because they were self-isolating due to potential contact with COVID-19 from either inside or outside the school, or due to a suspected case of COVID-19. Nearly half (47%) of all schools reported that, since 8<sup>th</sup> March, they have had staff at home due to potential contact with a case of COVID-19 from *outside* of the school, and a third of all schools (32%) due to potential contact *within* the school.

Schools with the highest proportion of pupils eligible for FSM were significantly more likely to have staff remaining at home due to a potential contact with a case of COVID-19 within the school setting (40% vs. 29% of schools with the lowest proportion of pupils eligible for FSM), as were those in urban compared with rural areas (35% vs. 22%).

## Workload

School leaders and teachers were asked which of a list of formal and informal actions, if any, their school has taken to reduce workload in the last 12 months. Over nine-in-ten (92%) leaders reported that their schools had taken some action to reduce workload in the last 12 months, most commonly consulting with staff about potential ways to reduce workload (63%), and reviewing workload related to marking (63%).

A far lower proportion of teachers (65% vs. 92% of leaders in schools) reported that their school had taken some action to reduce workload in the last 12 months. Teachers most commonly reported that their school had reviewed workload related to marking (36%), consulted with staff about potential ways to reduce workload (27%), and reviewed workload related to data monitoring or the number of 'data drops' (26%). Around three in ten teachers (29%) reported that their school had not taken any of the listed actions to reduce workload in the last 12 months, and 6% were unsure.

## Summer School

About three-quarters (73%) secondary schools reported that they were planning to run a summer school this summer. Schools with the highest proportion of pupils eligible for FSM were significantly more likely to be planning to offer a summer school (84% vs. 58% of schools with the lowest proportion of pupils eligible for FSM). Amongst schools planning to run a summer school, most reported that they plan to offer academic support (86%), sports (86%), art (71%) and/or wellbeing support (65%).

Those planning to run a summer school were asked, as an open-text question, what benefits they think the summer school will have for their pupils. The most common theme

was transition support, such as the importance of supporting pupils transitioning from Year 6 to Year 7 due to schools being unable to run normal transition during this school year. Other commonly mentioned themes included social benefits such as building friendships, and academic benefits such as the chance to catch up on lost learning.

The most common reason for secondary schools not planning to run a summer school this summer was due to the demands of this academic year and staff needing to take a break over the summer (74%).

## Extra-curricular activities

Leaders were asked to indicate, from a pre-set list, which extra-curricular activities their school had been able to offer this academic year. Extra-curricular activities for this question were defined as those that took place outside of curriculum teaching time, and as a regular activity rather than a one-off event such as a school trip.

From the 40 activities listed, schools reported offering an average of 4.1 different activities. Differences by phase were prominent, with secondary schools much more likely than primary schools to have been able to offer any of the extracurricular activities (93% vs. 74%). Across both primary and secondary schools, the most commonly offered extracurricular activity was sports or physical activity (offered by 72% of schools).

## Curriculum coverage

Teachers were asked how much of the usual subject content they have been able to teach this academic year. Around two-thirds (67%) had been able to teach most of the content that they normally would have taught at this point in the academic year, and a further 13% reported they had been able to teach all the content they would normally have taught.

Overall, 96% of teachers felt that as a result of school closures at least some of their pupils were behind in their learning, compared to where they would expect them to be at this stage of their education. In line with findings from the December 2020 survey, half of all teachers (50%) said that 'some' pupils were behind, and a further 23% reported that 'almost all' were behind (a reduction from 29% in December).

Most teachers who felt pupils were behind in their learning felt those pupils were between one and three months behind (58%), while a further quarter (27%) felt they were more than three months behind; the latter was higher among primary teachers (34%) than secondary teachers (20%), and among teachers at schools with the highest proportions of pupils eligible for FSM compared with those at schools with the lowest (39% vs. 16%).



## Safeguarding software on DfE-issued laptops and tablets

Schools were asked whether they had received any laptops or tablets from the DfE that had pre-installed security settings (such as content filtering) on them. In total, 44% of all schools reported that they had received such devices. Amongst these schools, half (51%) were aware (prior to the survey) that existing security settings were due to expire on 30<sup>th</sup> September 2021. Two-thirds (66%) of those who received DfE devices with preinstalled security settings reported they would be able to install their own safeguarding software onto *all* the devices before the expiration of the existing settings, and a further 5% said they would be able to add their own safeguarding software on to *some* of the devices. Over a quarter (26%) were unsure whether they would be able to add their own safeguarding software or not.

Schools that said they would be unable to add new safeguarding software before 30<sup>th</sup> September for all devices received were asked why this was the case. The most commonly reported issues were a lack of resources, for example not enough people or time available (34%), being unable to retrieve the devices in question from families (30%) and lacking the necessary IT skills within the school (21%).

## Teaching citizenship

All leaders were asked if their school teaches pupils about managing money, such as how to make good decisions about spending and saving. Most did so with this more common among secondary schools (86%) than primary schools (60%). Schools with the lowest proportion of pupils eligible for FSM were more likely than those on the highest proportion to teach pupils about managing money (70% vs. 59%).

## Leader and Teacher wellbeing

Although ONS measures of the extent to which leaders and teachers feel the things they do in life are worthwhile and happiness for leaders and teachers remained low compared to pre-pandemic levels (winter 2019), improvements have been observed in life satisfaction and anxiety since April 2021. In June 2021, 70% of leaders and teachers gave a rating of 7-10 for worthwhileness and 58% gave a rating of 7-10 for happiness, reflecting little change from the previous measurement in April 2021 (68% and 57% respectively) and a significant difference from Winter 2019 (78% and 65% respectively). In June, 62% of leaders and teachers reported they were satisfied with their life (a rating of 7-10), a slight increase from 58% in April. The proportion reporting they were anxious (a rating of 6-10) has continued to fall from 47% in April to 40% in June.

In June, leaders and teachers were asked how satisfied they were with their job. Overall, leaders and teachers job satisfaction levels have remained in line with those seen in April

(60% in June vs. 62% in April). As in April, leaders remained more likely to report being satisfied (66%) than teachers (59%).

## Future career plans

In June, leaders and teachers were asked where they expect to be in 12 months' time. Overall, 53% of leaders and teachers expected to remain in their current position, significantly fewer than when the same question was asked in the late February 2021 survey (57%). The most intended move was to seek promotion either within their school or another school (20% of all leaders and teachers). Seven percent of all leaders and teachers intended to leave the teaching profession entirely, an increase from 5% in late February. Teachers were significantly more likely than leaders to say that they do not expect to remain in their current position in 12 months' time (42% vs. 33%).

Leaders and teachers who did not plan to remain in their current position were asked to what extent the COVID-19 pandemic had contributed to their intention to leave. Two-thirds indicated that the pandemic had impacted on their plan to change position (66%), a similar proportion as in the late February survey (68%). Leaders were significantly more likely than teachers to say that the COVID-19 pandemic had contributed to their intention to leave their current role to a great extent (21% vs. 14% of teachers).

## Mental Health

In June 2021, 84% of all schools reported having a designated lead for pupils' mental health responsible for co-ordinating the school's mental health and wellbeing provision. Schools tended to be confident in the ability of the school or (if applicable) the mental health lead to implement the activities needed to develop a whole school approach to mental health; 86% reported that they were fairly (53%) or very (33%) confident.

Overall, 14% of schools were not confident they could implement the activities needed to develop a whole school approach to mental health; leaders were most likely to put this down to a lack of time when asked this as an open-text question.

Teachers were asked to indicate the extent to which they agreed with a range of statements regarding supporting pupils with mental health needs. In line with April, although with slightly lower levels of agreement, teachers most commonly agreed with the statements 'I know how to help pupils with mental health issues access support offered by my school or college' (71% vs. 75% in April) and 'I feel equipped to identify behaviour that may be linked to a mental health issue' (71% vs. 75% in April).

Teachers were also asked how confident they would be in knowing what to do if they saw or heard of different types of bullying occurring at school. The majority of teachers felt

confident dealing with all forms of bullying, with confidence highest for dealing with bullying based on race, nationality or ethnicity (96%) and disability (96%). Teachers were less often confident in knowing how to handle transgender (88%) and sexual (88%) bullying.

## **Support for pupils with Special Educational Needs or Disabilities (SEND)**

Leaders were asked the extent to which they agreed or disagreed that their school could effectively support pupils with SEND. Overall, four-fifths (79%) of schools agreed (30% agreed strongly) that they were able to support SEND pupils, a significant decrease from March (87% agreed).

Schools were asked what they anticipated the barriers to supporting pupils with SEND would be in the next academic year (2021/22). Around two-thirds of all schools anticipated that the barriers would relate to an increase in the number of pupils with differing needs compared with the 2020/21 academic year (67%), a lack of access to “other” specialist services or professionals (65%), and staff having to support a large number of pupils with differing needs (65%). Only 3% of schools reported they did not anticipate any barriers.

Teachers were also asked about the barriers they anticipated to supporting pupils with SEND in the next academic year. Half reported potential issues arising from an increased number of pupils with differing needs compared to the 2020/21 academic year (50%) and a lack of time to provide additional support to these pupils (50%). One in six (16%) did not anticipate any barriers.

Around two-fifths (39%) of teachers surveyed were involved with supporting pupils with SEND transition to their school in September 2021. These teachers were asked about any barriers they experienced or were expecting to experience. By far the most common barrier was the impact of COVID-19 restrictions on opportunities for transition visits, mentioned by 79% of teachers involved or planning to be involved with the process. Following this, 44% mentioned that there were limited opportunities for contact with feeder schools to inform transition activities.

Around one in eight (12%) secondary teachers surveyed were involved with supporting pupils with SEND transition to post-16 provision. When asked about specific barriers faced, 70% of these teachers cited young people being very unsure of what they want to do when they transition and 63% cited COVID-19 restrictions limiting opportunity for transition visits. Compared to when this question was last asked in April 2021, fewer barriers were experienced (18% reported experiencing no barriers vs. 5% in April 2021).

## Period Product Scheme

In 2020, DfE introduced the Period Product Scheme to provide free period products for all pupils who need them.

One third of schools (33%) reported that they were using the scheme. Almost two-fifths of schools (39%) answered 'don't know' or indicated that they provided period products but were unsure of whether or not this was through the DfE scheme. Schools who did not use the scheme most commonly said this was because they were unaware of the scheme (42%), or it was not needed for their pupils (30%).

## Introduction

This report details findings from the June 2021 wave of the School Snapshot Panel, a panel of leaders and teachers sampled from the Schools Workforce Census to provide rapid feedback to the Department for Education.

The five-minute survey covered a range of topical issues in education following the reopening of schools to all pupils from 8<sup>th</sup> March 2021. This involved all pupils returning to school, and education being delivered in the classroom.

In this report there is occasional reference to findings from previous School Snapshot Surveys (including the COVID-19 School Snapshot Survey run in May 2020). Due to differences in methodology between the School Snapshot Survey and the School Snapshot Panel, direct comparisons should be treated with caution.<sup>1</sup>

## Methodology

The School Snapshot Panel consists of a group of teachers and leaders that have agreed to participate in short regular research surveys on topical issues in education. Teachers and leaders agreed to be part of the panel in late 2020 and early 2021. They were recruited from School Workforce Census data provided by the Department for Education. One leader from each chosen school was invited to take part. Teachers were selected from the full population of teachers, meaning at some schools multiple teachers were invited to participate.

The survey was administered online, with the fieldwork lasting from 16<sup>th</sup> June to 23<sup>rd</sup> June 2021. Leaders and teachers received an email invite and two reminder emails.

The tables below show the response rate for the survey for leaders and teachers by school phase, for the June survey.

---

<sup>1</sup> The School Snapshot Survey was administered to one leader and three teachers at each school sampled, whereas the School Snapshot Panel is a randomised sample of leaders and teachers taken from the Schools Workforce Census. Therefore, teachers are invited from schools that may not have been sampled for a leader survey.

**Table 1. Response rate by key group**

	<b>Primary Leaders</b>	<b>Secondary Leaders</b>	<b>Primary Teachers</b>	<b>Secondary Teachers</b>
Starting sample	1,397	861	1,133	1,090
Complete surveys	608	289	487	492
Response rate	<b>44%</b>	<b>34%</b>	<b>43%</b>	<b>45%</b>

## Weighting

Two types of weighting were applied to the data, depending on whether questions were asking for school-level or individual-level answers from leaders and teachers.

### School-level weighting

At the analysis stage, the school-level/leaders' data was grossed up to the overall population of schools. This process corrects for the over-sampling of secondary schools (relative to the proportion of the population that they represent) so that the findings can be interpreted as being representative of all (in scope) state-funded schools.<sup>2</sup>

The population data for weighting was drawn from Get Information about Schools (GIAS).

### Teachers / individual weighting

For the analysis on a teacher rather than a school base, the responses from leaders and classroom teachers were combined and weighted together to the overall population of teachers. The population data for the teachers weighting was taken from the Schools Workforce Census based on November 2019 data (the most current available data).

---

<sup>2</sup> Note that no responses were received from secondary studio schools in the June wave, therefore responses are representative of all in scope state-funded schools *excluding* secondary studio schools (secondary studio schools comprise 0.1% of the total school population).

## Interpreting the findings

Data presented in this report is 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 type and by teacher demographics), the data is still subject to sampling error. The extent of sampling error depends on the sampling approach (the closer it is to a random sample the less the sampling error), the sample size (the larger the sample the lower the likely sampling error) and the survey result (the closer to 50% the less confident statistically we are in the finding).

Given the sample size in this survey (1,876), statistically we can be 95% confident that for a survey finding of 50% based on all respondents, the 'true' value (if all leaders and teachers had answered rather than a sample of 1,876) lies within a +/- 3.2% range of this figure (i.e. 46.8% - 53.2%). Results based on a sub-set of schools interviewed are subject to a wider margin of error. For example, for results among school leaders, we can be 95% confident that for a survey result of 50% the sampling error is +/- 4.6%.

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

Free School Meal (FSM) entitlement is used as a proxy for deprivation levels at the school. All schools in England were listed in ascending order of the proportion of their pupils 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 schools with the lowest proportion of pupils entitled to FSM. This group thus equates to the schools with the least disadvantaged/deprived pupil population. The proportion of pupils entitled to FSM increases progressively as the quintiles increase. In the report, significant differences tend to be tested between schools with the lowest proportion of pupils eligible for FSM and schools with the highest proportion of pupils eligible for FSM.

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

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

## Staff absence

Staff absence has been an ongoing issue throughout the Autumn term in 2020 and into the Spring term in 2021.

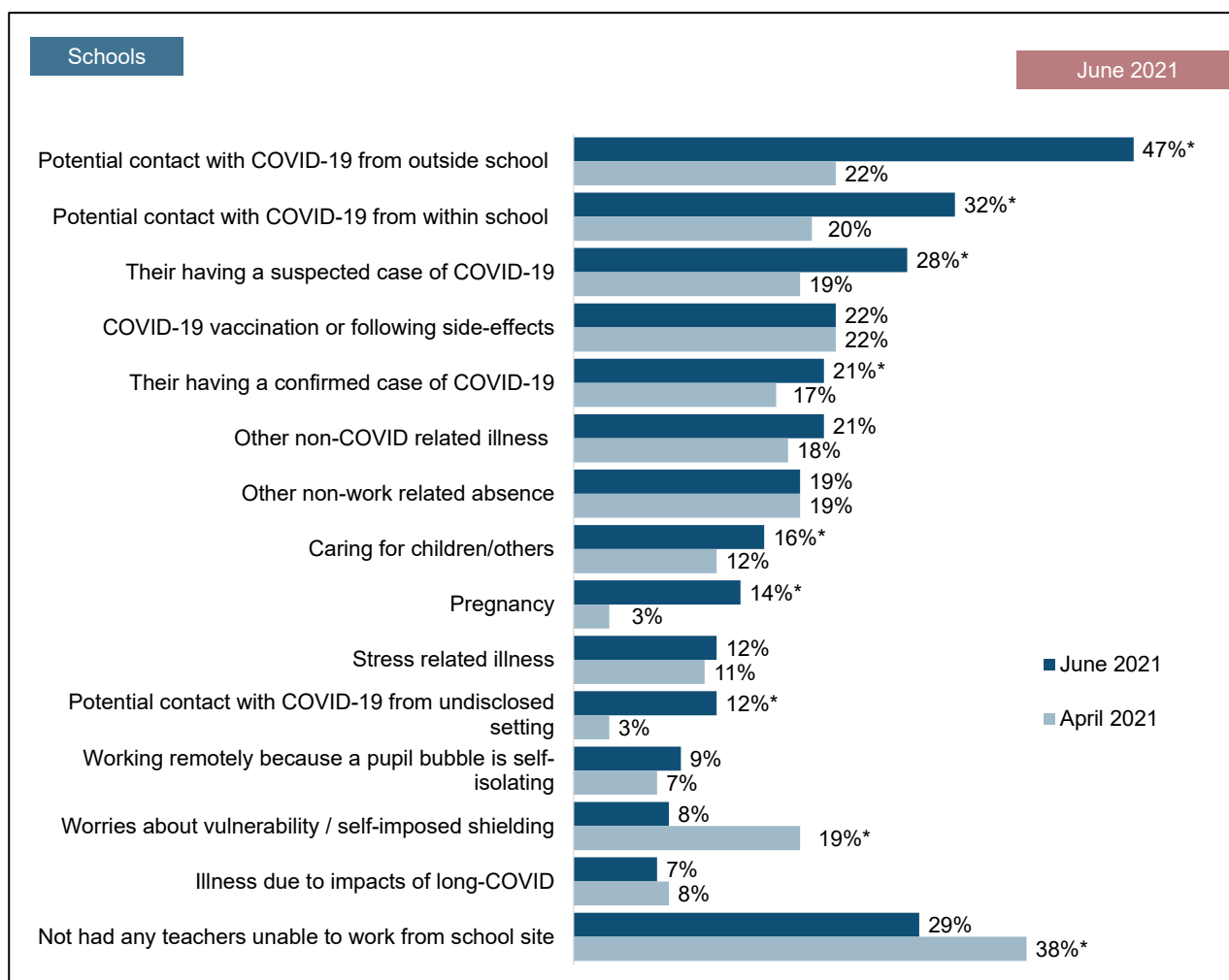
Leaders were asked if any of their teachers or school leaders had been unable to work from the school site since the re-opening of schools on 8<sup>th</sup> March 2021. The majority (71%) of schools had experienced leaders or teachers being unable to work from the school site for at least one of the reasons listed in Figure 1. This was significantly higher than in the April 2021 survey, when 61% of schools had experienced leaders or teachers being unable to work from the school site. However, it should be noted that the time period considered in the June survey was longer than that in the April survey, as at both waves, respondents were asked about the period since schools reopened on 8<sup>th</sup> March 2021. The proportion of staff reported absent in the June 2021 survey may also have been higher due to increases in general transmission rates in June compared with April.

Nearly half (47%) of schools had staff at home due to potential contact with a case of COVID-19 from outside of the school, and a third (32%) due to potential contact within the school. One-in-five (21%) reported staff were at home due to a confirmed case of COVID-19. Absence for COVID-19 vaccination, or due to the side-effects of the vaccine, was another relatively common reason for staff being away from the school, reported by 22% of schools.

As illustrated in Figure 1, schools in June 2021 were significantly more likely than in April 2021 to have teachers unable to work from the school site for a number of reasons, including potential contact with COVID-19 from inside or outside the school setting (inside: 32% vs. 20%; outside: 47% vs. 22%), a suspected case of COVID-19 (28% vs. 19%), and a confirmed case of COVID-19 (21% vs. 17%). On the other hand, fewer had teachers remaining at home due to worries about vulnerability and self-imposed shielding (8% vs. 19%).



**Figure 1 Reasons for teachers and leaders being unable to work from the school site since the re-opening of schools on 8<sup>th</sup> March 2021**



Source: School Snapshot Panel, June 2021/April 2021 survey. D1 & D2: All leaders (n=897/1,029)

Secondary schools were more likely than primary schools to report staff had been unable to work from the school site for any reason (85% vs. 68%). Secondary schools were more likely than primaries to cite for a range of reasons including:

- Potential contact with a case of coronavirus *outside* the school setting (68% vs. 43%)
- Potential contact with a case of coronavirus *within* the school setting (38% vs. 30%)
- Suspected case of coronavirus (47% vs. 24%)
- Confirmed case of coronavirus (39% vs. 18%)
- Potential contact with a case of coronavirus in an undisclosed setting (23% vs. 10%)

- Receiving the COVID-19 vaccination or following side effects (33% vs. 20%)
- Non-COVID-19 related illness, such as flu (29% vs. 19%)
- Other non-work related absence, such as compassionate leave (31% vs. 16%)
- Caring for children / others (27% vs. 14%)
- Pregnancy (23% vs. 12%)
- Stress-related illness (19% vs. 10%)
- Worries about COVID-19 or self-imposed shielding (18% vs. 7%)
- Illness due to impacts of long-COVID (13% vs. 5%).

It is worth noting that secondary schools typically have a higher staff count than primary schools, which may explain why they reported these reasons more frequently.

Schools with the highest proportion of pupils eligible for FSM were significantly more likely to have staff remaining at home due to a potential contact with a case of coronavirus within the school setting (40% vs. 29% of schools with the lowest proportion of pupils eligible for FSM), and due to other non-COVID-19 related illness (e.g. flu) (27% vs. 17%). Urban schools were significantly more likely than rural schools to report that they had teachers unable to work from the school site (76% vs. 57%) and were more likely than rural schools to report staff had been absent for reasons including:

- Potential contact with a case of coronavirus *outside* the school setting (53% vs. 32%)
- Potential contact with a case of coronavirus *within* the school setting (35% vs. 22%)
- Suspected case of coronavirus (33% vs. 16%)
- Confirmed case of coronavirus (24% vs. 14%)

It should be noted that secondary schools are more likely to be urban (85% of secondary school respondents were urban compared with 71% of primary) which may be underlying this difference.

Regional differences could also be seen, with schools in the North West being more likely to report experiencing any teachers and leaders not able to work from the school site since the re-opening of schools on 8<sup>th</sup> March 2021 (87% vs. 71% overall), while schools in the East of England (58%) and South West (59%) were less likely to report this. Schools in the North West were also more likely to have staff with confirmed cases of COVID-19 (35% vs. 21% overall) and staff self-isolating because of potential contact within the school setting (42% vs. 32% overall). Schools in Yorkshire and Humber were

more likely than average to have staff self-isolating due to potential contact within the school setting (43% vs. 32%), due to a suspected case of coronavirus (38% vs. 28%), and due to a pupil bubble(s) self-isolating due to COVID-19 (19% vs. 9%).

## Workload

Workload reduction is a longstanding priority for the Department for Education. Leaders and teachers are likely to have experienced significant changes to their role during the coronavirus (COVID-19) pandemic that may have impacted on their workload. In the June 2021 survey school leaders and teachers were asked which actions, if any, their school has taken to reduce workload in the last 12 months, covering both formal and informal activities.

In June over nine-in-ten (92%) leaders reported that their school<sup>3</sup> had taken some action to reduce workload in the last 12 months. The three actions most frequently reported to be used by schools remain consistent with the top three actions in the Winter 2019 wave of the School Snapshot Survey. However, the proportion of schools reporting these actions has significantly reduced since then; 63% of leaders said their school had consulted with staff (down from 95%), 63% reviewed workload related to marking (down from 94%) and 56% reviewed workload related to data monitoring or the number of data drops (down from 88%)<sup>4</sup>.

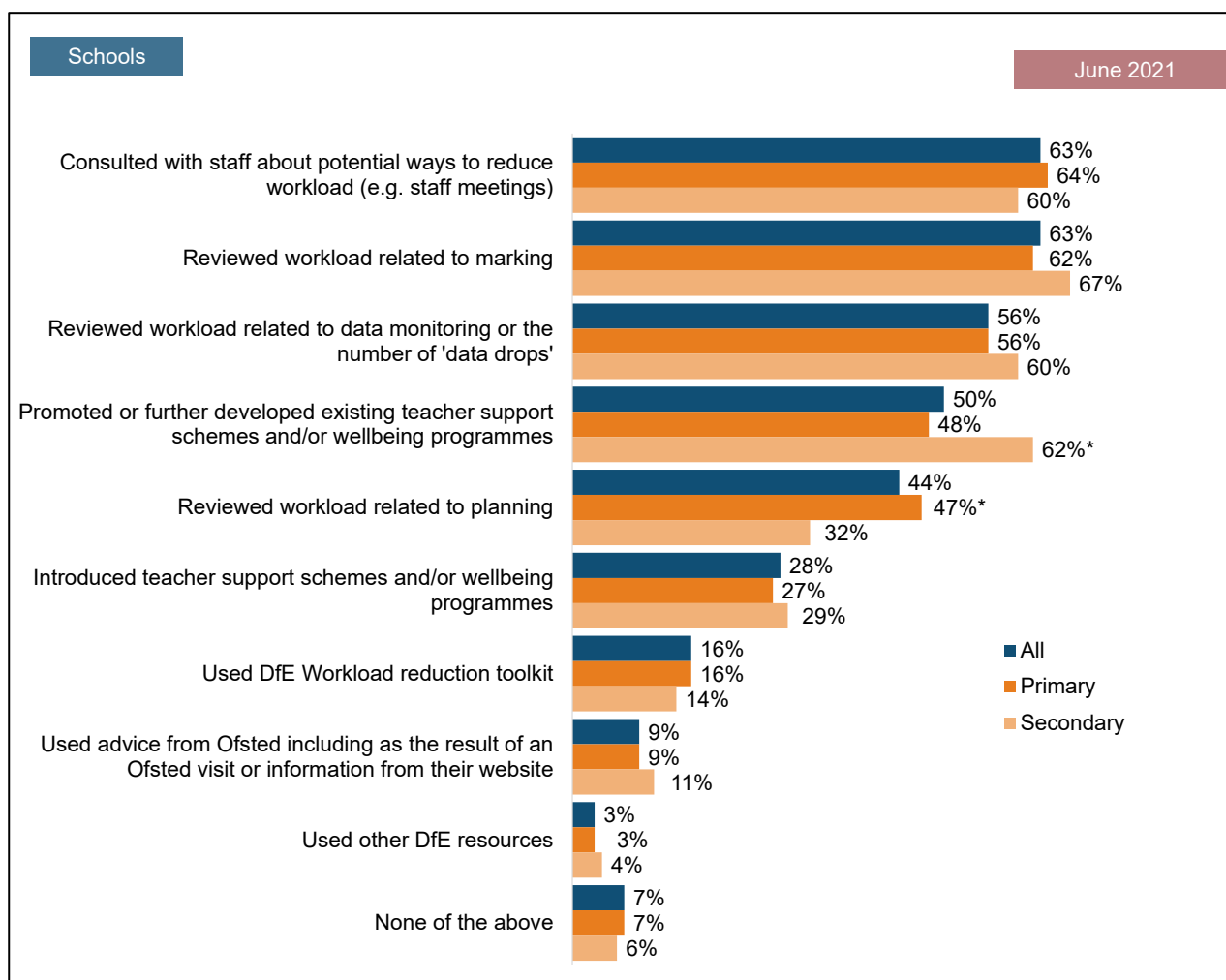
Primary schools were significantly more likely than secondary schools to say that they had reviewed workload related to planning (47% vs. 32%), while secondary schools were significantly more likely to say that they had promoted or further developed existing teacher support schemes and/or wellbeing programmes (62% vs. 48%).

---

<sup>3</sup> These results among leaders use the school-level weighting has been applied.

<sup>4</sup> Some response categories have undergone slight changes since Winter 2019 to improve clarity, so direct comparison between these waves should be treated with caution.

**Figure 2 Actions taken by schools to reduce workload in the last 12 months (leaders)**



School Snapshot Panel, June 2021 survey. B1: All primary (n=608) and secondary schools (n=289)

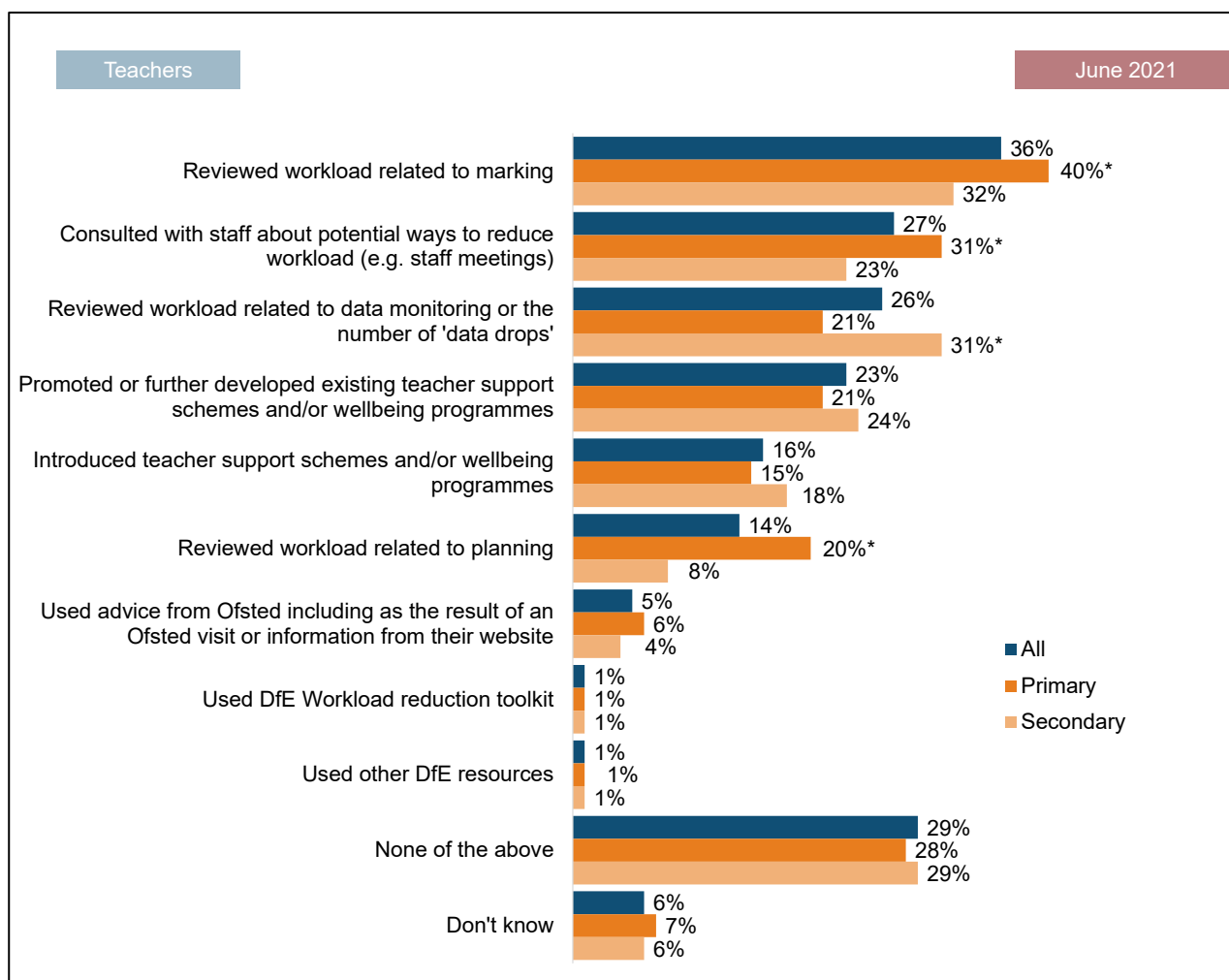
Schools with the highest proportion of pupils eligible for FSM were significantly more likely to report that they had promoted or further developed existing teacher support schemes and/or wellbeing programmes (60%, compared with 47% of schools with the lowest proportion of pupils eligible for FSM), and reviewed workload related to planning (53% vs. 37%). Urban schools were significantly more likely than rural schools to say that they had taken any action to reduce workload in the last 12 months (95% vs. 85%).

When teachers were asked the same question, around two thirds (65%) reported that their school had taken some action to reduce workload in the last 12 months, lower than reported by leaders about schools (92%). Around three-in-ten teachers (29%) reported that their school had not taken any of the listed actions to reduce workload in the last 12 months and 6% were unsure. The top three actions reported by teachers in the Winter 2019 School Snapshot Survey were significantly less likely to be reported in June 2021;

36% of teachers reported their school had reviewed workload related to marking (down from 78%); 27% consulted with staff about potential ways to reduce workload (down from 78%) and 26% reviewed workload related to data monitoring or the number of 'data drops' (down from 61%).

Primary teachers were significantly more likely than secondary teachers to say that their school had reviewed workload related to marking (40% vs. 32%), consulted with staff about potential ways to reduce workload (31% vs. 23%), and reviewed workload related to planning (20% vs. 8%). Meanwhile, secondary teachers were significantly more likely to say that their school had reviewed workload related to data monitoring or the number of 'data drops' (31% vs. 21% of primary teachers).

**Figure 3 Actions taken by schools to reduce workload in the last 12 months (teachers)**



Teachers working in schools in the East of England (57%) and in London (55%) were significantly less likely to report that their school had taken any action to reduce workload

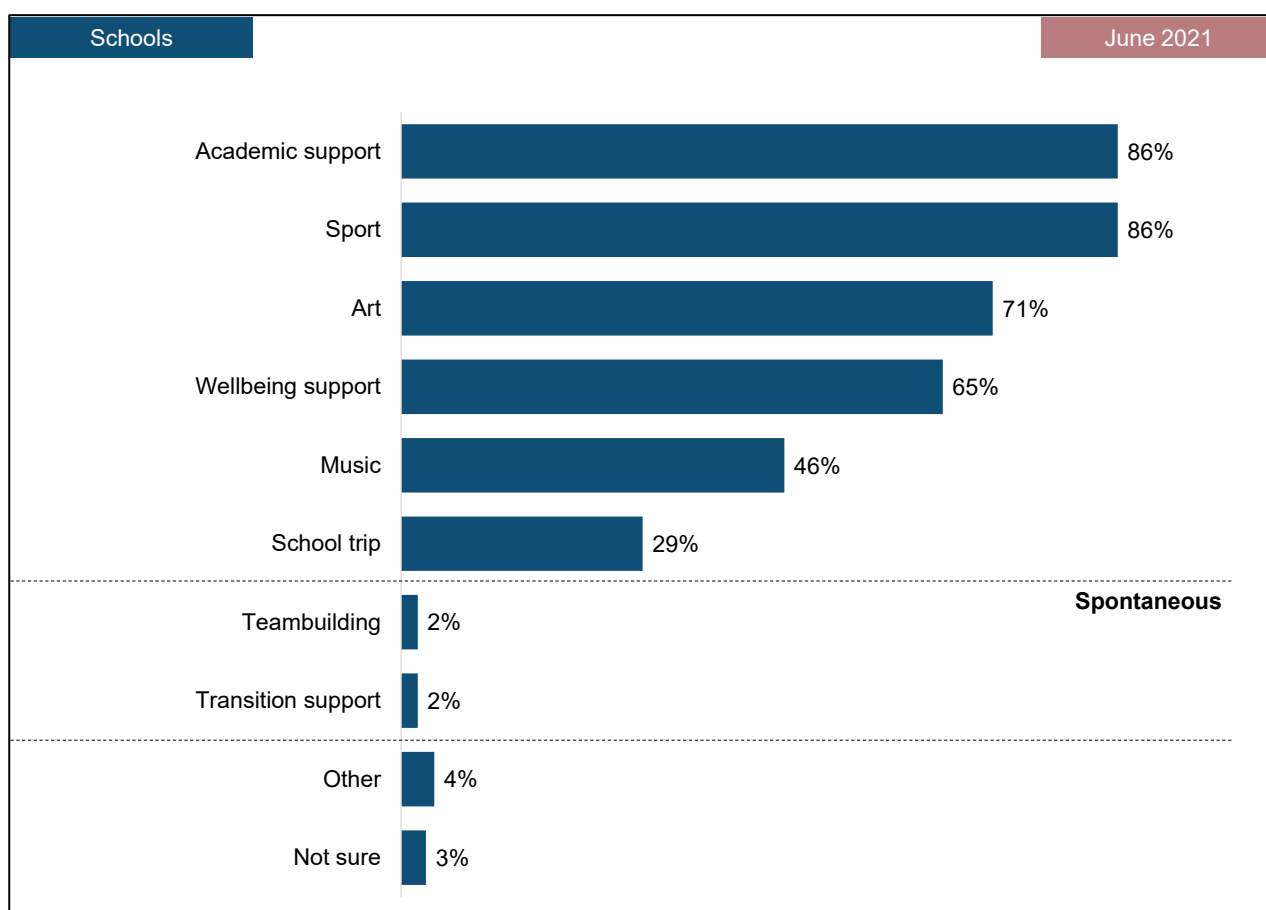
in the last 12 months, while teachers in the South East (76%) were more likely (compared with 65% on average across regions).

## Summer School

Secondary schools were asked whether they are planning to run a summer school this summer. About three quarters (73%) of secondary schools were planning to do so, while 22% said that they were not planning to and 6% were unsure. Schools with the highest proportion of pupils eligible for FSM were significantly more likely to say that they were planning to offer a summer school (84% vs. 58% of schools with the lowest proportion of pupils eligible for FSM). Urban schools were also significantly more likely to say this than rural schools (75% vs. 59%).

Secondary schools planning to run a summer school were asked what they planned to offer as part of the summer school. Schools most commonly reported that they planned to offer academic support (86%) and sports (86%). Over half of schools were also planning to offer art (71%) and wellbeing support (65%).

**Figure 4 What schools are planning to offer as part of the summer school**





Secondary schools planning to run a summer school were asked as an open-text question what benefits they thought the summer school would have for their pupils.

### **Transition support**

Of the themes emerging, the most common was transition support. Many mentioned the importance of supporting pupils transitioning from Year 6 to Year 7 due to schools being unable to run normal transition during this school year. Bridging the gap from primary to secondary school, familiarising pupils with the school and the staff, and providing emotional support were highlighted by schools.

*“Enable Year 6 students to become more accustomed to the school and to help us identify possible learning gaps before they start with us in September.”*

**Leader, secondary school**

*“It will support a smooth transition for our Year 6 students from disadvantaged backgrounds as well as providing us with information/profiles for the relevant students to support their academic transition to secondary school.”*

**Leader, secondary school**

### **Social support**

Many schools also mentioned social benefits and support as important benefits of summer school. This included building friendships, a sense of community, having social contact, and team building, which are important for developing self-confidence and social skills.

*“An opportunity for students to meet others from outside their current school bubbles and therefore have the chance to meet new people and re-socialise but under supervision. A chance for children to have some fun and also get to know some of our staff at the same time.”*

**Leader, secondary school**

### **Academic benefits**

Beyond transition and social support, other schools also felt that summer school can provide pupils with academic benefits and support. It can be an opportunity for schools to identify gaps in learning and to support pupils who have fallen behind to catch up.

*“Help with catch-up on lost learning and enable them to participate in some extra-curricular activities that they have missed during lockdowns.”*

**Mental health and wellbeing**

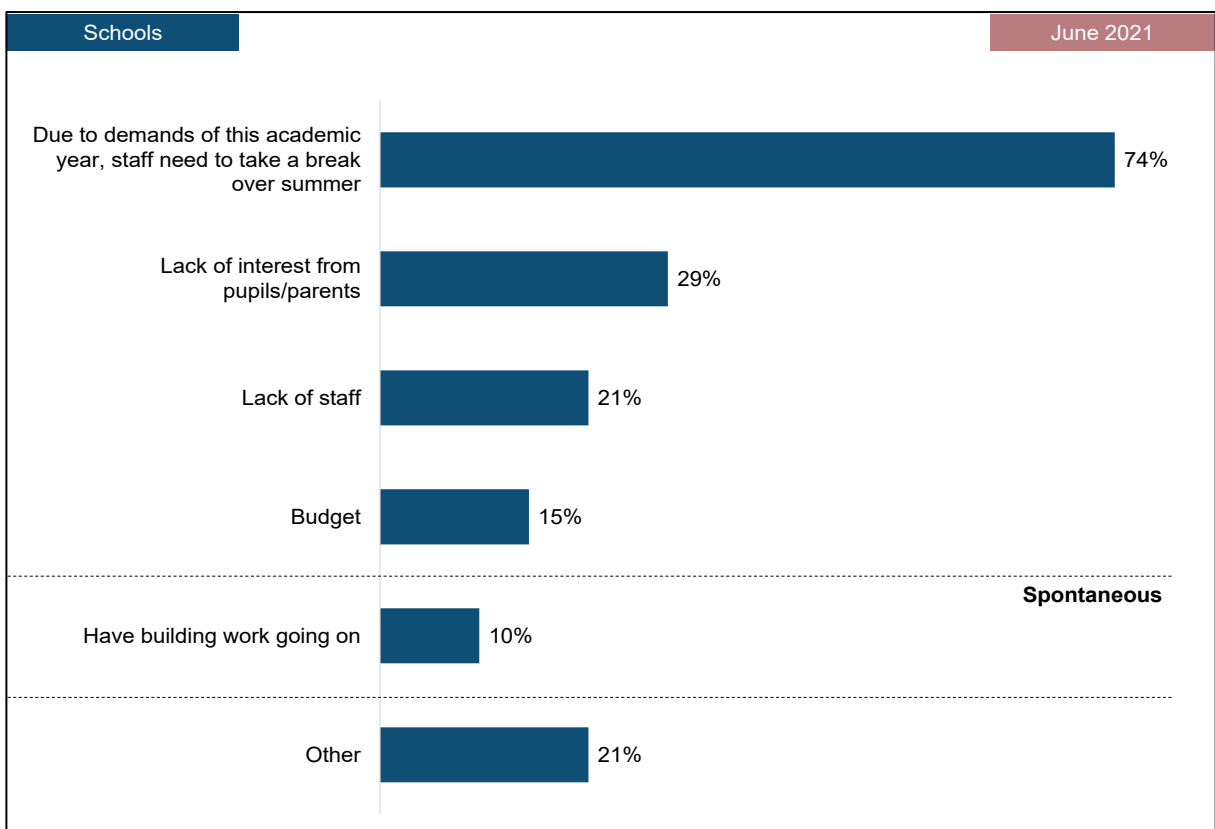
Some schools also felt that summer school will be important in supporting pupil wellbeing and mental health. Building confidence, reducing stress and anxiety, and supporting the most vulnerable pupils were all seen as key benefits.

*“Current students along with transition students will be given that much needed engagement that was lost through COVID. This will help with both the academic aspects but also with wellbeing and behaviour.”*

**Reasons for not planning to run a summer school this summer**

Secondary schools that are not planning to run a summer school this summer were asked why this was the case. By far the most common reason was that due to the demands of this academic year, staff need to take a break over summer (74%). Three-in-ten also reported a lack of interest from pupils or parents (29%), and one-in-five reported lack of staff as a barrier (21%).

**Figure 5 Reasons for not running a summer school this summer**



## Extra-curricular activities

Research suggests that extra-curricular activities are important in developing social skills as well as providing a range of other positive outcomes (e.g., academic achievement, behaviour, and attendance at school). As such, schools are expected to offer a broad and balanced curriculum that extends beyond the academic, technical, or vocational qualifications.

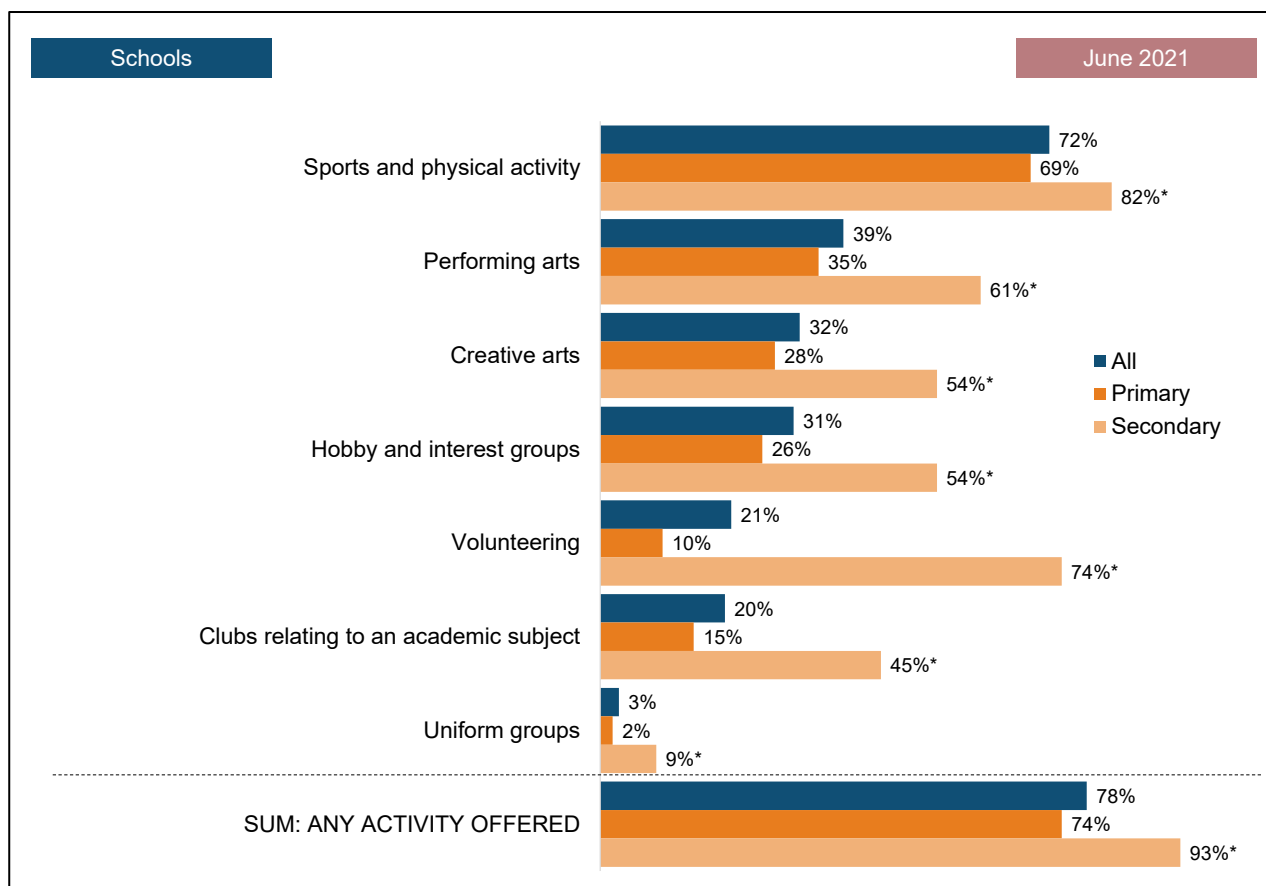
Leaders were asked to indicate, from a pre-set list,<sup>5</sup> which extra-curricular activities their school had been able to offer for pupils this academic year. Extra-curricular activities for this question were defined as those that took place outside of curriculum teaching time, and as a regular activity rather than a one-off event such as a school trip.

From the 40 activities listed, schools reported offering a mean average of 4.1. As shown in Figure 6, the majority (72%) of schools had offered sports and physical activities, most commonly team sports, and almost two-fifths (39%) had been able to offer performing arts related activities, such as performing arts, craft and design. Only a small minority (3%) had been able to offer uniform groups such as Guides or Scouts groups. Overall, 22% of schools had not been able to offer any of the activities this academic year.

---

<sup>5</sup> The following answer options were available to respondents: 'SPORTS AND PHYSICAL ACTIVITIES'; Team sports, running and athletics, racket sports, swimming or diving, adventure, outdoor or water sports, gymnastics, trampolining or cheerleading, fitness activities, combat sports, martial arts or target sports, 'PERFORMING ARTS'; Dance, drama and theatre activities, other musical performance group, choir, orchestra or ensemble, 'CREATIVE ARTS'; arts craft and design, creative writing, film, music or video production, 'HOBBY AND INTEREST GROUP'; gardening, chess or other games club, cookery, book club, debating or public speaking, school magazine or newspaper, entrepreneurship activities, work experience, student radio, website, blog or podcast, leisure games, 'VOLUNTEERING'; opportunity to have a position of responsibility e.g. prefect, Duke of Edinburgh, community or diversity club, charity group, mentoring younger students, National Citizenship Service, 'CLUBS RELATING TO AN ACADEMIC SUBJECT'; computer or code club, science and technology club, languages club, humanities club, heritage 'UNIFORM GROUPS'; Beaver, Cub, Scout or Rainbow, Brownie or Guide group, Combined Cadet Force.

**Figure 6 Types of activities schools have been able to offer this academic year**



Source: School Snapshot Panel, June 2021 survey. J1: All leaders (n=897); Primary (n=608); Secondary (n=289). \* Indicates a statistically significant difference between primary and secondary schools. Please note: 'Clubs relating to an academic subject' does not include homework or revision sessions.

Differences between phase were prominent, with secondary schools much more likely to have been able to offer activities compared to primary schools (93% vs. 74%). On average, secondary schools offered 8.2 of the 40 listed activities, compared with an average of 3.3 activities amongst primary schools. Secondary schools offered, on average, a greater number of:

- Sports activities (2.2 vs. 1.6 among primaries, out of 8 activities listed)
- Performing arts (0.9 vs. 0.4, out of 6 activities listed)
- Creative arts (0.9 vs. 0.4, out of 3 activities listed)
- Hobby and interest clubs (1.2 vs. 0.4, out of 10 activities listed)
- Volunteering activities (1.8 vs. 0.1, out of 6 activities listed)

- Clubs relating to academic subjects (0.9 vs. 0.2, out of 5 activities listed).

Schools with an Outstanding OFSTED rating were more likely than average to have offered any of these activities (87% vs. 78% overall), in particular they were more likely to have offered sports and physical activities (81% vs. 72% overall), hobby and interest clubs (41% vs. 31% overall), and volunteering (29% vs. 21% overall). Some variation could also be seen by region, with schools in London being the most likely to have offered any of these activities (87% vs. 78% overall).

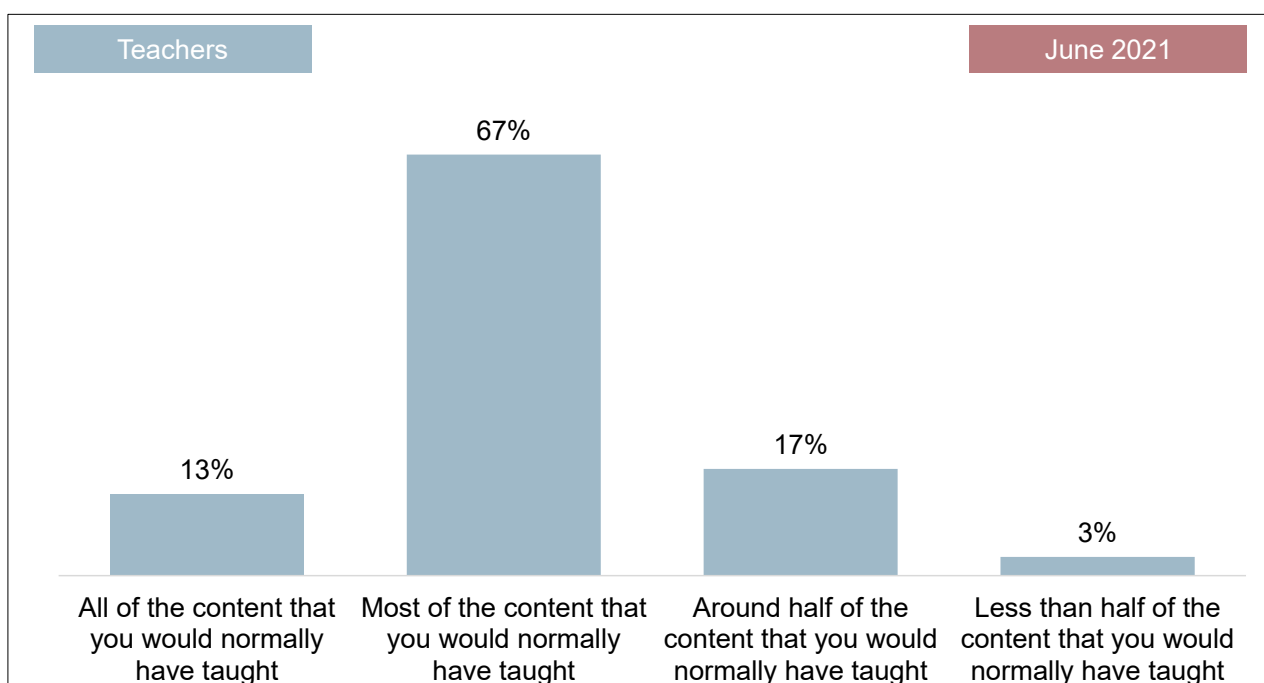
## Curriculum coverage

This section explores views on the impact of time spent outside the classroom on pupils' learning.

### Content taught compared to previous years

Teachers were asked how much of the usual subject content they have been able to teach this academic year. A minority (13%) were able to teach all of the content, while two-thirds (67%) of teachers had been able to teach most of the content that they normally would have taught at this point in the academic year. The remaining fifth had taught half (17%) or less than half (3%) of the usual content.

**Figure 7. Whether teachers have been able to teach all of the normal content**



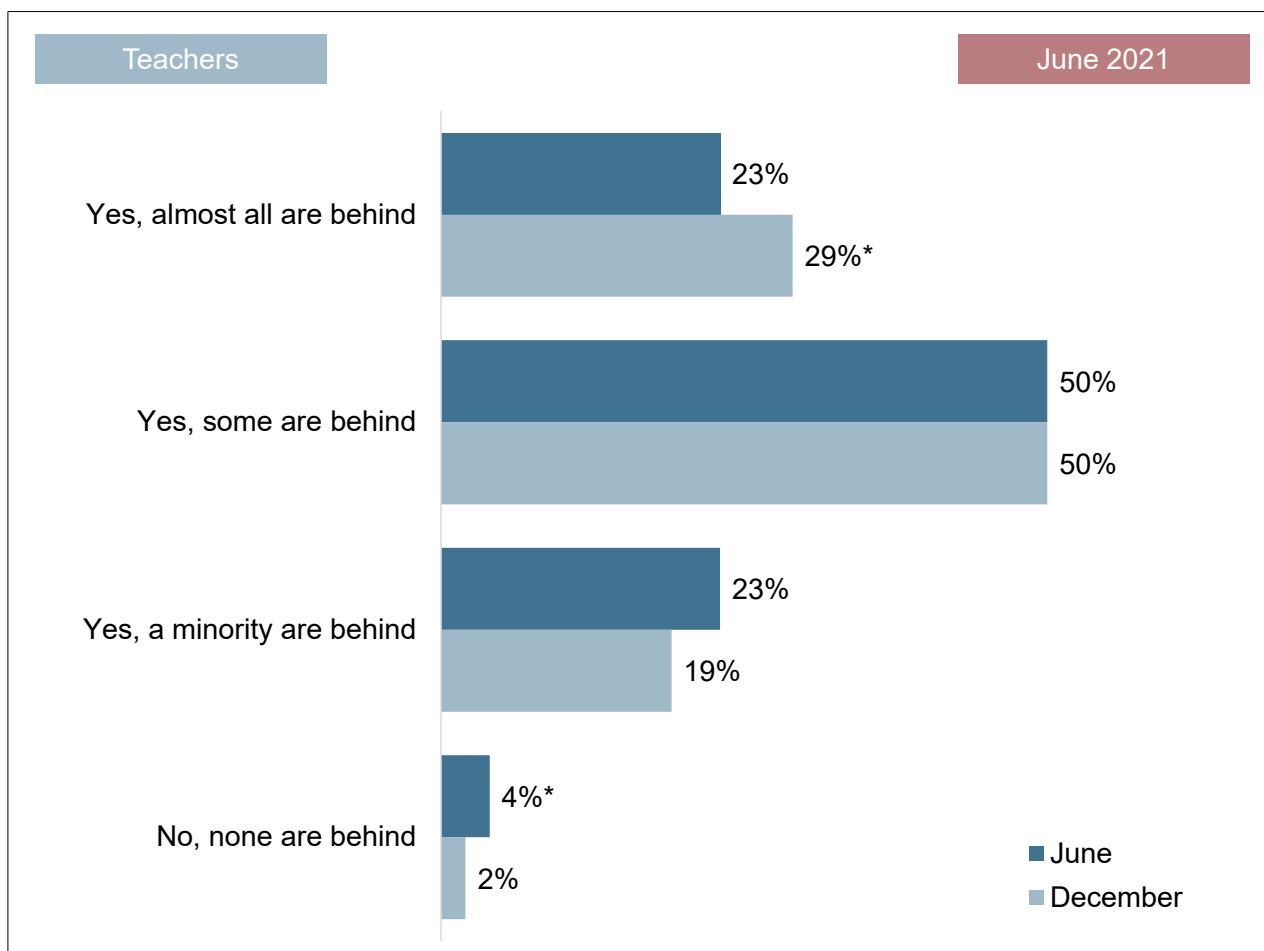
Source: School Snapshot Panel, June 2021 survey. H1: All teachers (n=977).

Primary teachers were more likely to experience difficulties teaching the full range of content than secondary teachers: one in ten (10%) had taught all of the normal content compared to 17% of secondary teachers. This was also the case for teachers at schools with the highest proportion of pupils eligible for FSM compared with those at schools with the lowest (8% vs. 17% respectively).

### Whether pupils are behind in their learning

Overall, 96% of teachers felt that some of their pupils were behind in their learning due to school closures, compared to where they would expect them to be at this stage of their education. Half of all teachers (50%) said that 'some' pupils are behind (the same proportion as in the December 2020 wave of the survey), and almost a quarter (23%) felt that almost all pupils were behind (down from 29% in December).

**Figure 8. Whether teachers felt that pupils are behind in their learning**



Source: School Snapshot Panel, June 2021 survey. H2: All teachers (n=979). December 2020 survey. F1: All teachers (n=619). \* Indicates a statistically significant difference between June 2021 and December 2020.

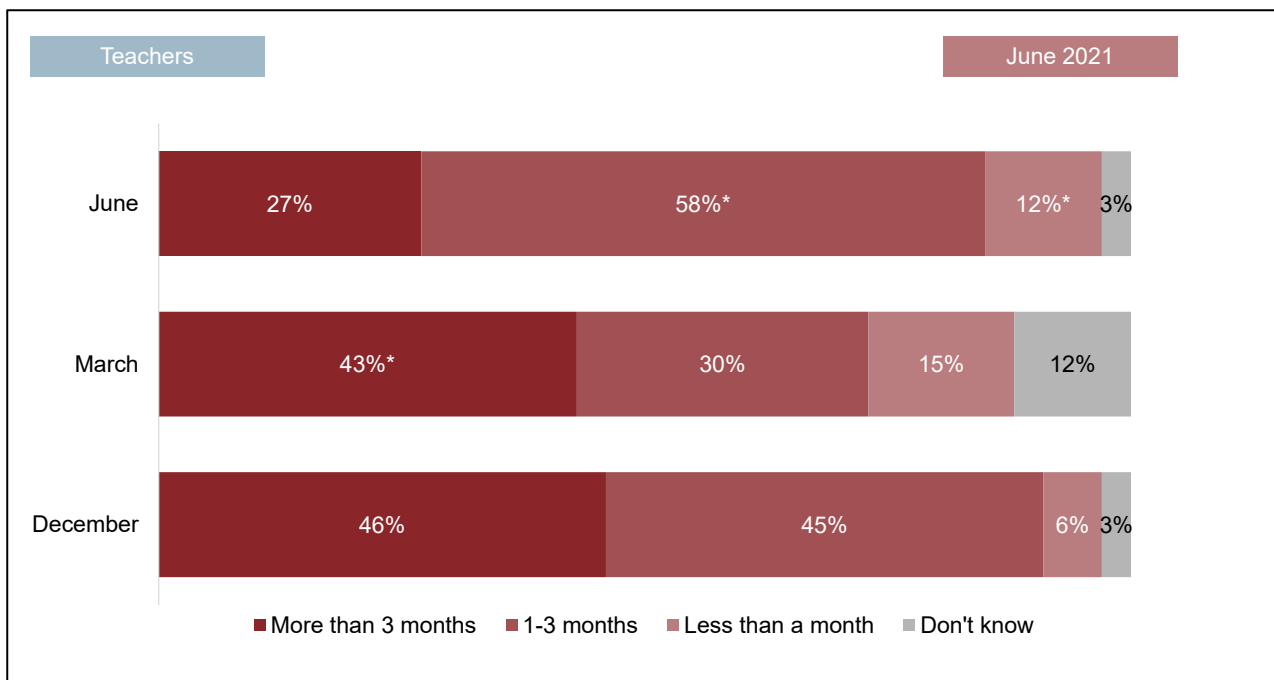
Significantly more teachers at schools with the highest proportion of pupils eligible for FSM expressed concerns that almost all their pupils were behind in their learning, with two-fifths (42%) reporting that this was the case, compared to 15% of teachers at schools with the lowest proportions of pupils eligible for FSM.

**Extent that pupils are behind in their learning**

Teachers who said that they thought pupils were behind in their learning were asked how many months they thought pupils had fallen behind. Most (58%) of these teachers considered pupils to be one to three months behind. A further quarter (27%) felt that it was more than three months. One in eight (12%) said less than a month behind.

When compared to where teachers felt pupils were at with their learning in December 2020, a significantly lower proportion in June thought that they were more than three months behind where they ought to be (46% in December vs. 27% in June).

**Figure 9. Extent to which pupils are behind in their learning according to teachers**



Source: School Snapshot Panel, June 2021 survey. H3: Teachers that felt pupils were behind in their learning (n=938). December 2020 survey. F2: Teachers that felt pupils were behind in their learning (n=603). \* Indicates a statistically significant difference between June 2021 and December 2020.

Primary teachers were significantly more likely than secondary teachers to say that pupils were more than three months behind in their learning (34% vs. 20%), as were teachers at schools with the highest proportions of pupils eligible for FSM compared with those at schools with the lowest (39% vs. 16%).



## **Safeguarding software on DfE-issued laptops and tablets**

All schools are responsible for keeping children and young people safe online, and for ensuring that appropriate content filters and monitoring systems are in place to protect them from unsafe content or activity. This applies to laptops and tablets that were provided by DfE to support children and young people to access education and social care services during the COVID-19 pandemic. Some DfE devices had safeguarding software pre-installed. Licences for this software are due to expire on 30<sup>th</sup> September 2021, after which time schools will be required to install their own safeguarding software.

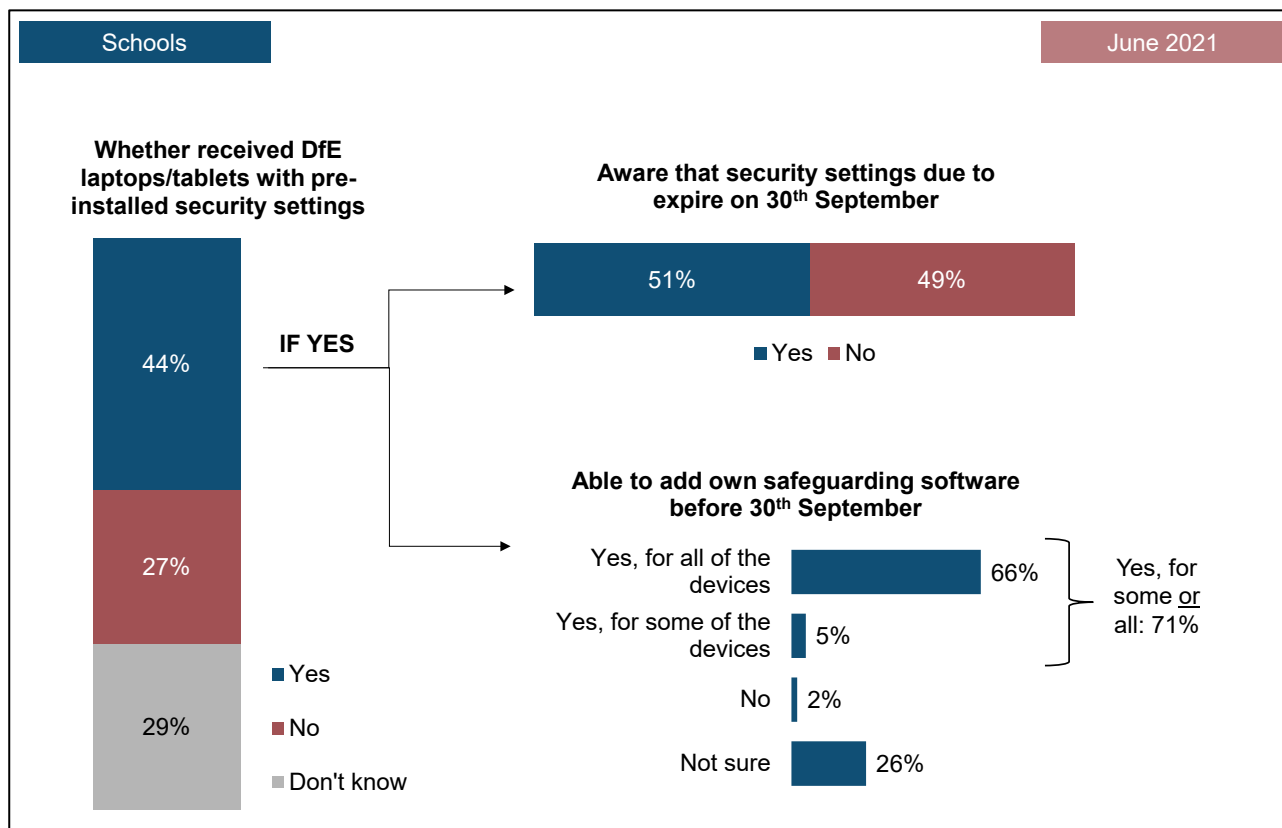
This data gives us insight into how many devices may not be reset before licenses expire and the reasons why schools may not meet the deadline. DfE is developing solutions to support schools and this research helps us prioritise the types of support we should offer and the number of schools that may need it.

### **Awareness of safeguarding software expiration and plans to add new settings**

Schools were asked whether they had received any laptops or tablets from the DfE that had pre-installed security settings (such as content filtering) on them. In total, 44% of all schools reported that they had received such devices, whereas 27% had not and 29% were unsure.

Of schools that received DfE laptops or tablets with pre-installed security settings, half (51%) were aware that existing security settings are due to expire on 30<sup>th</sup> September 2021. Two-thirds (66%) of schools that had received DfE laptops or tablets with pre-installed security settings were also confident that they would be able to install their own safeguarding software before the expiration of the existing settings.

**Figure 10. Whether schools received DfE laptops with pre-installed security settings, awareness that existing setting are due to expire, and whether schools will be able to add own software by 30<sup>th</sup> September**



Source: School Snapshot Panel, June 2021 survey. I1: All leaders (n=897). I2/I3: Leaders that received DfE devices with pre-installed security settings (n=403).

Significantly more secondary schools than primary schools had received DfE laptops or tablets with pre-installed security settings on them (52% vs. 42%), as was the case for schools with the highest proportions of pupils eligible for FSM compared to those with the lowest (48% vs. 37%).

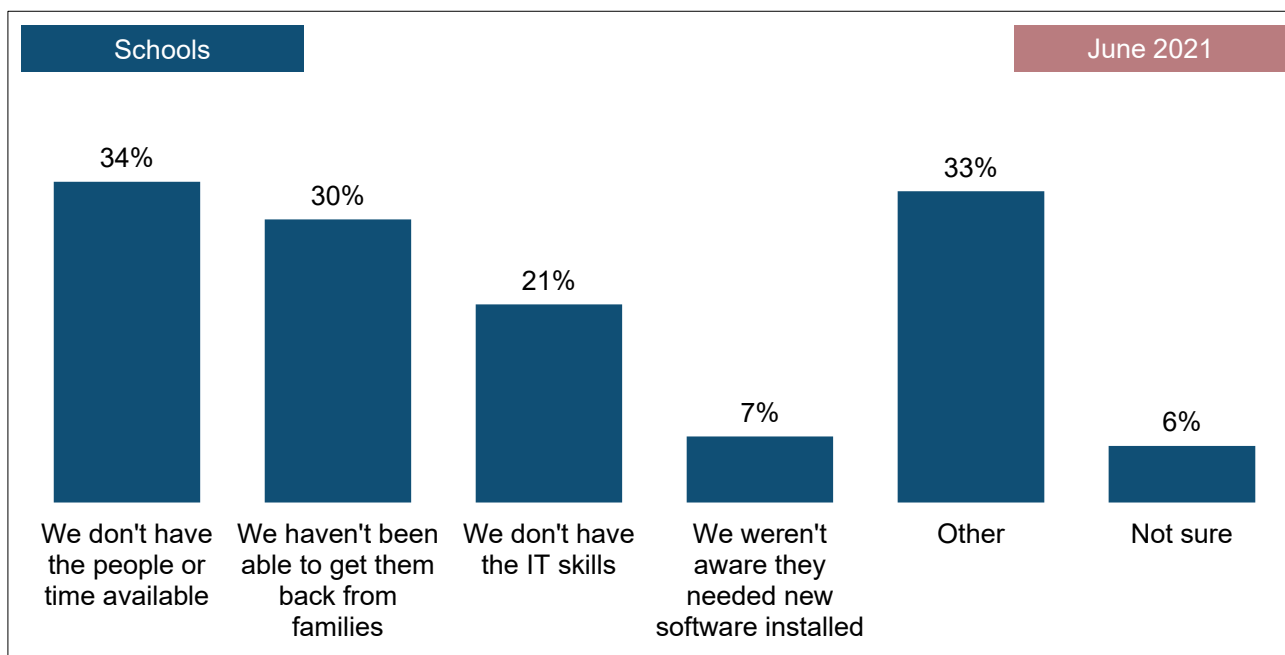
While awareness that existing security settings are due to expire did not differ by school phase, primary non-academies were more aware of the required update in comparison to primary academies (56% vs. 42%).

Finally, schools with the highest proportion of pupils eligible for FSM were significantly more likely to report that they would not be able to add their own safeguarding software before 30<sup>th</sup> September (9% vs. 2% of schools with the lowest proportions).

## Reasons why new settings cannot be added by 30<sup>th</sup> September 2021

Schools that said they would be unable to add new safeguarding software before 30<sup>th</sup> September for all devices received were asked why this was the case. The reasons varied, with the most common being a lack of resources (e.g. not enough people or time available) (34%), being unable to retrieve the devices in question from families (30%) and 21% lacked the necessary IT skills within the school. One-third (33%) provided another reason for being unable to install new safeguarding software prior to 30<sup>th</sup> September, most commonly cost, or laptops not being to a sufficient standard.<sup>6</sup>

**Figure 11. Reasons provided by schools for being unable to add own software to DfE devices by 30<sup>th</sup> September**



Source: School Snapshot Panel, June 2021 survey. I4: Leaders that will not be able to install own safeguarding software for all devices by 30th September (n=29).

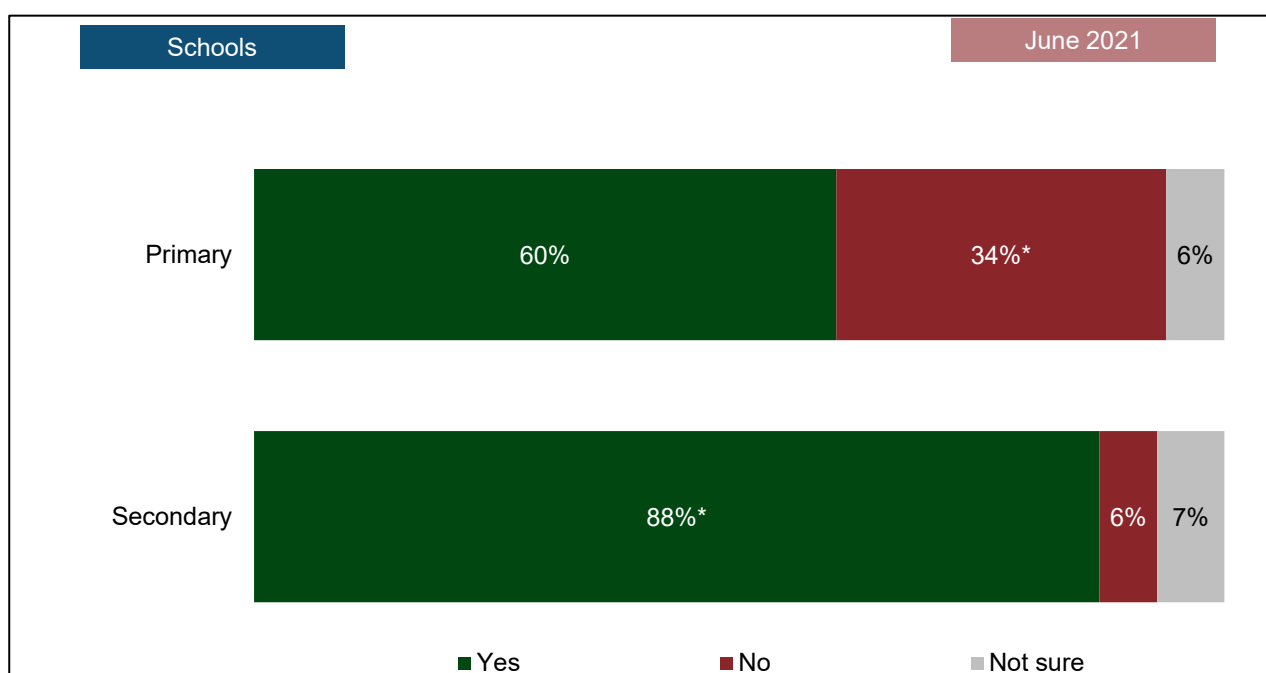
<sup>6</sup> Please note small base size (n=29) results should be interpreted with caution.

## Teaching citizenship

There has been a heightened awareness of financial education during the pandemic and a growing need to understand to what extent schools are teaching children financial education. In June there was a launch of a rapid All Party Parliamentary Group (APPG) Inquiry into primary school aged financial education.

All leaders were asked if their school teaches pupils about managing money, such as how to make good decisions about spending and saving. As shown in Figure 12, secondary schools were significantly more likely than primary schools to report their pupils were taught about money management (88% vs. 60%).

**Figure 12. Whether school teaches pupils about money management**



Source: School Snapshot Panel, June 2021 survey. L1: Primary Leaders (n=608); Secondary Leaders (n=289). \* Indicates a statistically significant difference between primary and secondary schools.

Schools with the lowest proportion of pupils eligible for FSM were more likely than those with the highest proportion to teach pupils about managing money (70% vs. 59%).

Teachers were asked if they personally taught children about managing money. Just under a quarter (23%) of primary teachers surveyed reported they taught this, compared with 32% of secondary teachers. Amongst secondary teachers who personally taught children about managing money, 57% did so as part of citizenship lessons, and 43% taught this during other lessons.

## Leader and Teacher Wellbeing

The Department made a public commitment in the Education Staff Wellbeing Charter, published 10 May, to measure staff wellbeing at regular intervals which enables us to track trends over time and build this evidence into policy making.

In June 2021 leaders and teachers were asked a series of ONS-validated questions<sup>7</sup> about personal wellbeing, including: their life satisfaction, the extent to which they feel the things they do in life are worthwhile, how happy they felt yesterday, their anxiety levels, and job satisfaction.

### Life satisfaction

Leaders and teachers were asked to give a rating for the question ‘overall, how satisfied are you with your life?’ using a scale from 0 to 10, where 0 is not at all and 10 is ‘completely’.

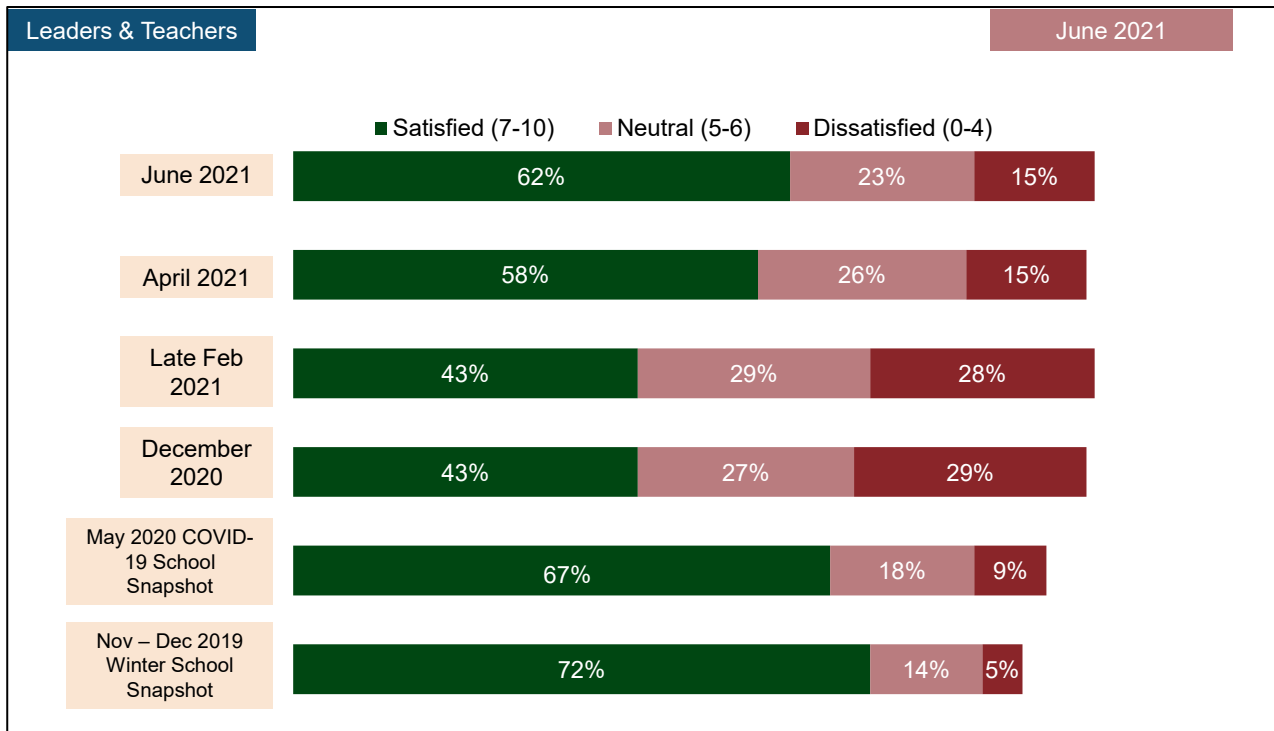
Over six-in-ten leaders and teachers (62%) were satisfied with their life, giving a positive score of 7-10. There were no significant differences between the scores given by leaders and teachers.

As shown in Figure 13, satisfaction levels have significantly increased since the April 2021, late February 2021 and December 2020 surveys. However, life satisfaction is still significantly lower than when leaders and teachers were asked in the COVID-19 School Snapshot Survey (May 2020) and Winter 2019 School Snapshot Survey (November – December 2019), when levels were at 67% and 72% respectively.

---

<sup>7</sup> Given the change in people’s circumstances during the COVID-19 pandemic, and the timing of the June (June 2021) and the Annual Population Survey (March – June 2020), comparisons between the June survey results and the general population are not explored.

**Figure 13. How satisfied with life are you nowadays?**



Prefer not to say responses are not shown. Source: School Snapshot Panel, June 2021 survey.

A1\_1: All Leaders and Teachers (n=1,876). April 2021 survey (n=2,159). Late Feb 2021 survey (n=2,580). December 2020 survey(n=1,012). COVID-19 School Snapshot (n=1,784). Winter 2019 School Snapshot (n=1,815).

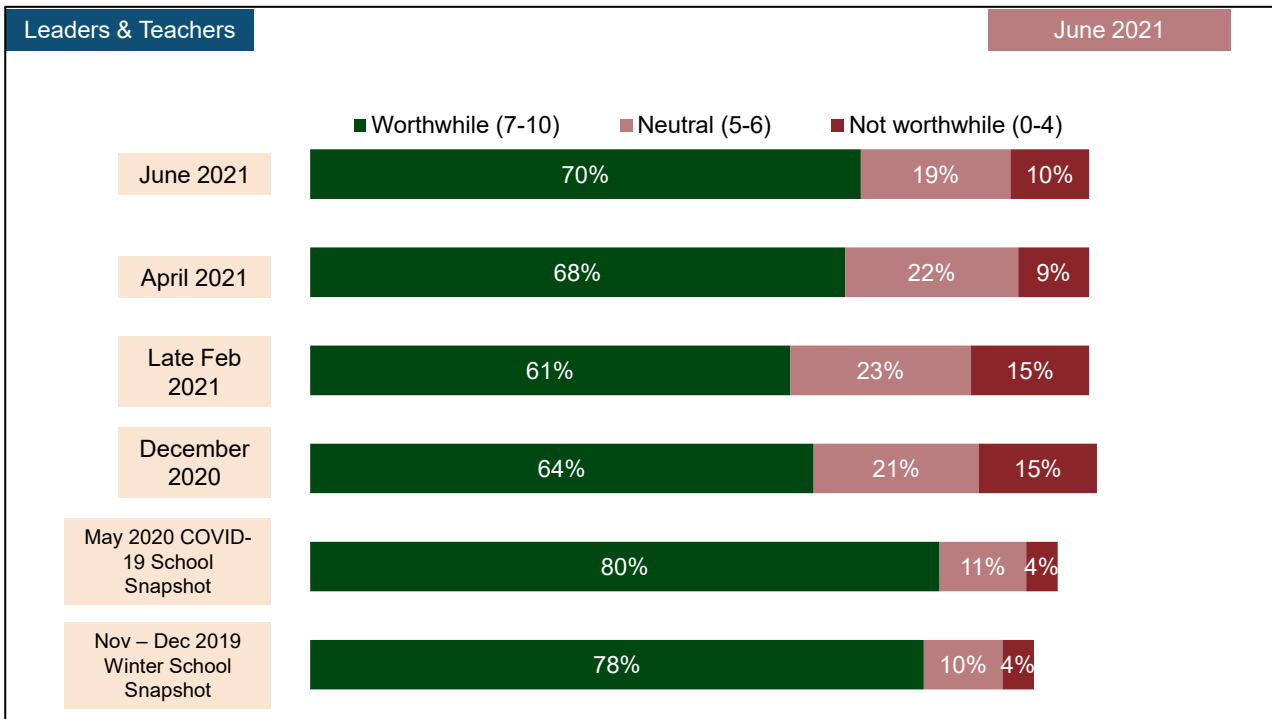
### Worthwhileness of daily tasks

Using the same 0 to 10 scale as life satisfaction, leaders and teachers were asked ‘overall, to what extent do you feel that the things you do in your life are worthwhile?’.

Seven-in-ten (70%) leaders and teachers felt that the things they did in their life were worthwhile (giving a positive score between 7-10). Leaders were significantly more likely to give a positive score than teachers (74% vs. 70%), mirroring the findings of the April 2021 survey.

As shown in Figure 14, feelings of worthwhileness have significantly increased since the late February 2021 and December 2020 surveys. However, they are significantly lower than when leaders and teachers were asked in May 2020 and November-December 2019, when levels were at 80% and 78% respectively.

**Figure 14. To what extent do you feel the things you do in your life are worthwhile?**



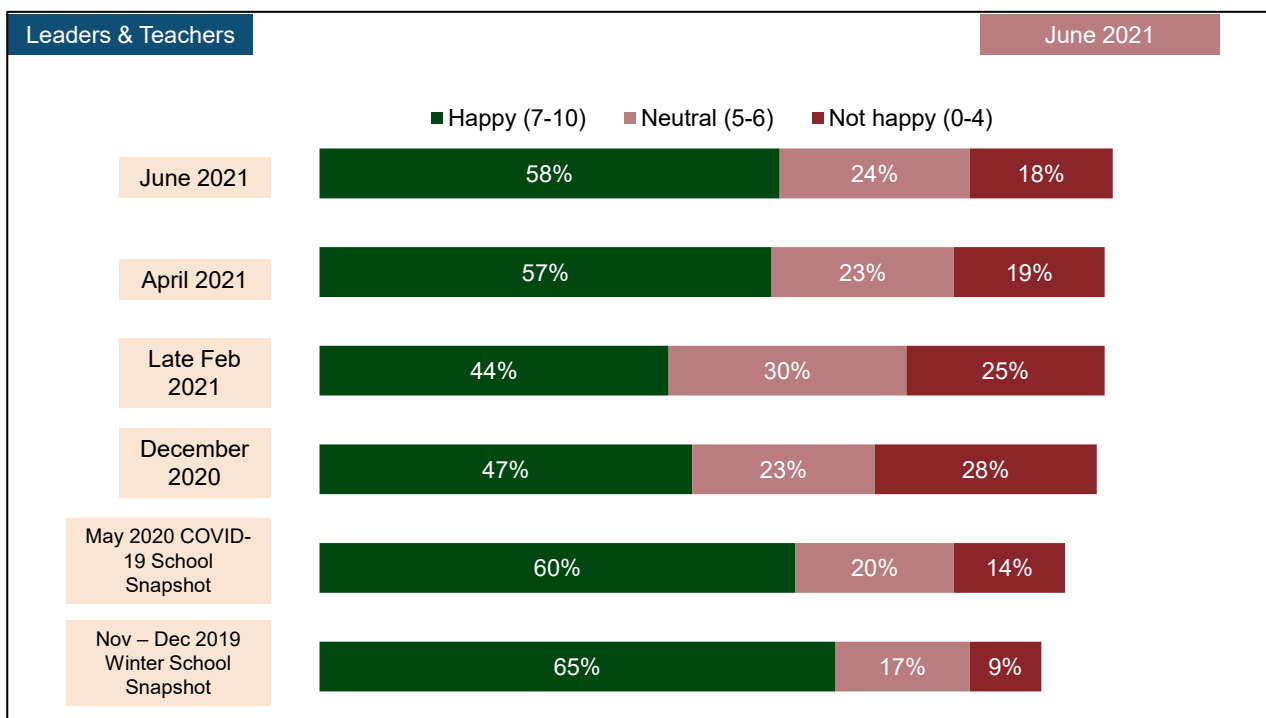
## Happiness

Using the same scale, leaders and teachers were asked ‘overall, how happy did you feel yesterday?’.

Well over half of leaders and teachers (58%) reported that they were happy yesterday. Close to one-in-five were not happy (18%). Leaders were more likely than teachers to report that they were not happy (21% vs. 17%).

As shown in Figure 15, feelings of happiness have significantly increased since the late February 2021 and December 2020 surveys. However, they are significantly lower than when leaders and teachers were asked in November-December 2019, when levels were at 65%.

**Figure 15. How happy did you feel yesterday?**



## Anxiety

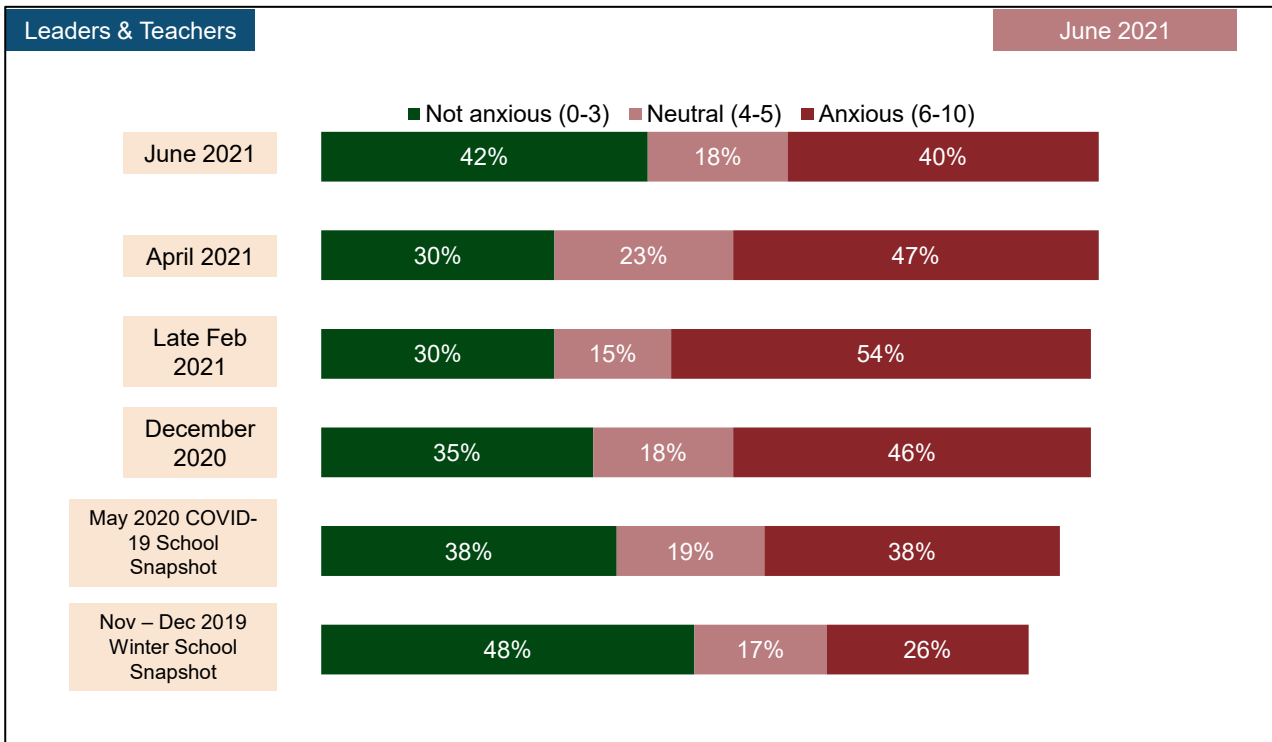
Using the same scale, leaders and teachers were asked ‘overall, how anxious did you feel yesterday?’. A low score (between 0-3) is a positive score as it represents not being anxious.

Less than half of leaders and teachers reported that they were not anxious (42%) (giving a score of 0-3). Leaders were significantly more likely than teachers to report that their anxiety was very low (giving a score of 0-1) (22% vs. 17%).

As shown in Figure 16, feelings of anxiety have significantly decreased from 46% in the December survey, 54% in the late February 2021 survey and 47% in the April 2021 survey. However, they are significantly higher than when leaders and teachers were asked in November – December 2019, when levels were at 26%.

**Figure 16. How anxious did you feel yesterday?**



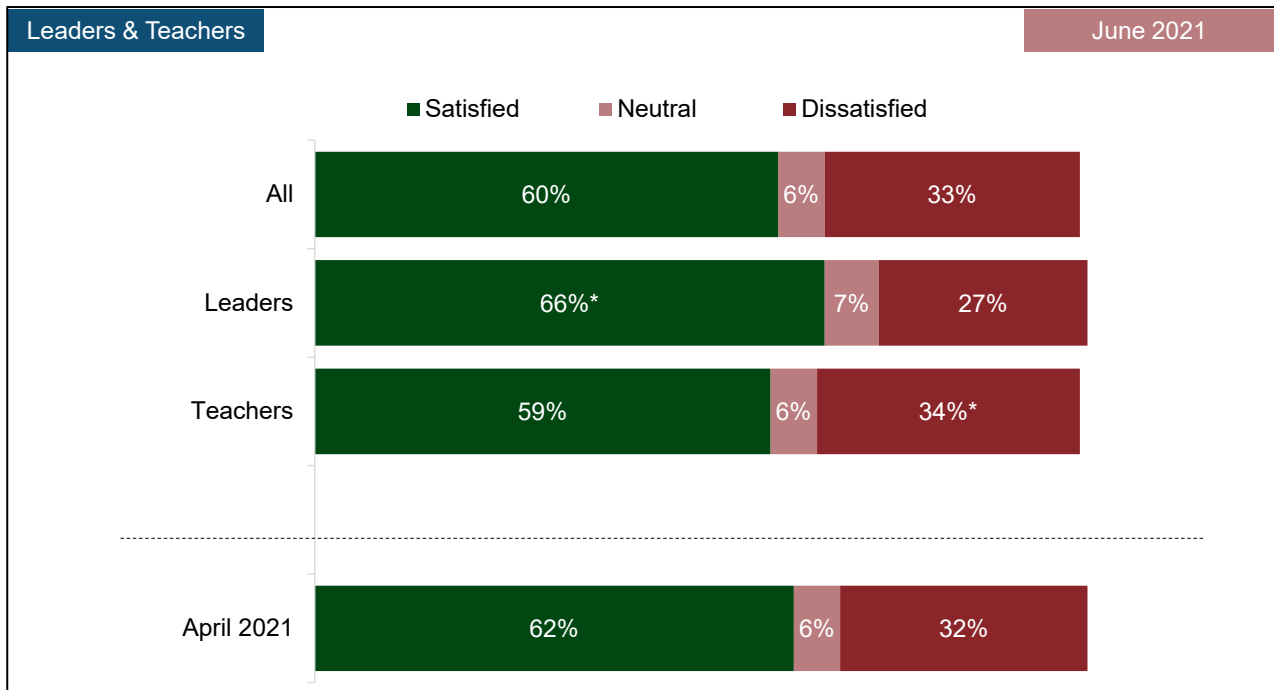


## Job satisfaction

Teachers and leaders were asked how satisfied they were with their present job. Overall, three-fifths (60%) of leaders and teachers were satisfied with their job. As shown in Figure 17, leaders were significantly more satisfied with their job than teachers (66% vs 59%).

Overall, leaders' and teachers' job satisfaction levels have not significantly changed since the April survey (60% in June vs. 62% in April), and remained lower than the November - December Winter 2019 School Snapshot survey, when 73% of leaders and teachers reported they were satisfied with their job.

**Figure 17. Satisfaction with present job**

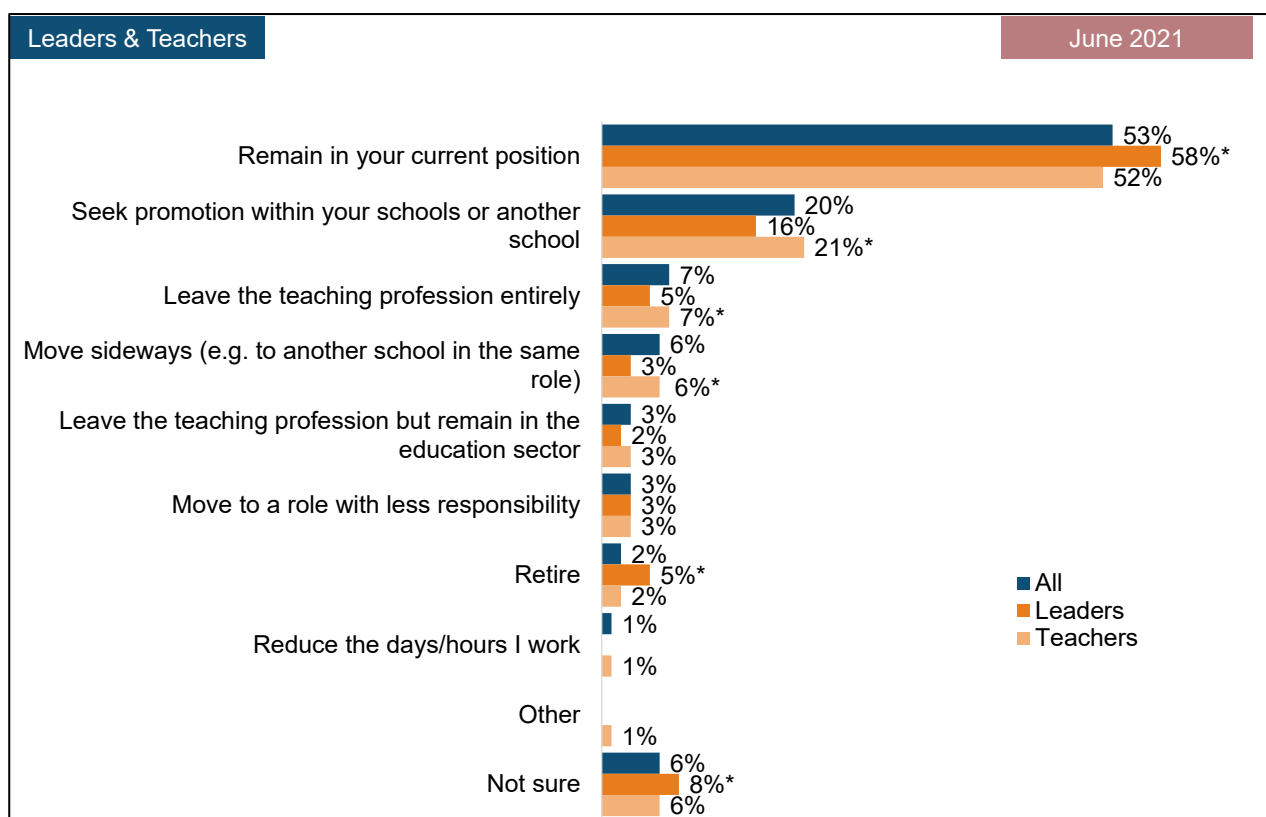


## Future career plans

The coronavirus pandemic and associated recovery measures have likely heavily affected the current responsibilities of teachers and leaders, which may have impacted their likelihood to remain in teaching. In June, leaders and teachers were asked where they expect to be in 12 months' time. Overall, 53% of leaders and teachers expected to remain in their current position, significantly fewer than when the same question was asked in the late February survey (57%). The most commonly intended move was to seek promotion either within their school or another school (20% of teachers and leaders). Seven percent intended to leave the teaching profession entirely, compared with 5% in late February.

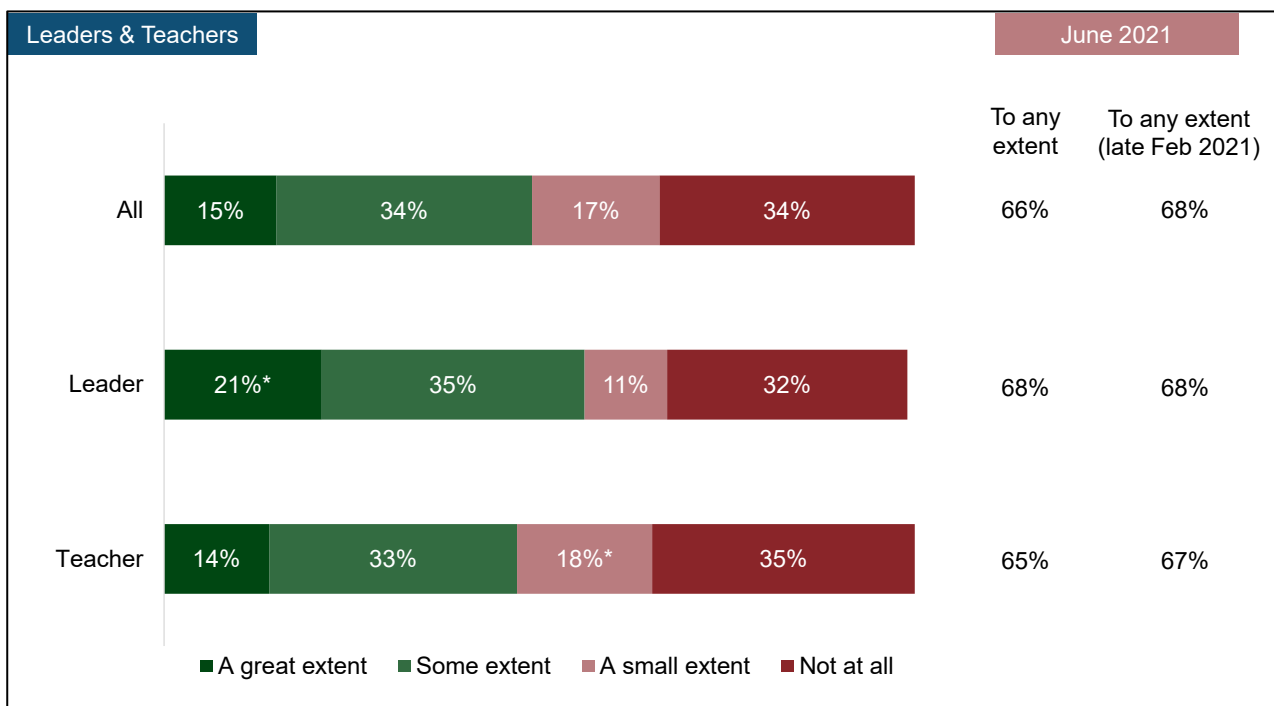
Teachers were significantly more likely than leaders to say that they do not expect to remain in their current position (42% vs. 33%). They were more likely to say that they plan to seek promotion within their school or another school (21% vs. 16% of leaders), that they plan to leave the teaching profession entirely (7% vs. 5%), and that they plan to move sideways (e.g. to another schools in the same role) (6% vs. 3%). This is in contrast to the late February survey, when leaders and teachers reported similar patterns for career intentions in the next 12 months.

**Figure 18. Where leaders and teachers expect to be in 12 months**



Leaders and teachers who did not plan to remain in their current position were asked to what extent the COVID-19 pandemic had contributed to their intention to leave. Two-thirds reported that the pandemic had impacted on their plan to change position (66%), a similar proportion as in the late February survey (68%). Leaders were significantly more likely to say that the COVID-19 pandemic had contributed to their intention to leave their current role to a great extent (21% vs. 14% of teachers).

**Figure 19. Extent to which COVID-19 pandemic has contributed to leaders' and teachers' intention to leave current role**



## Mental Health

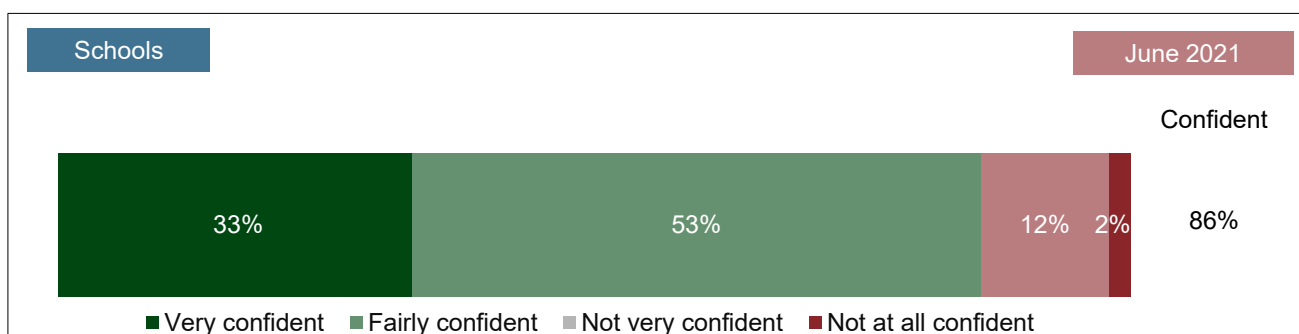
Pupil mental health and wellbeing is an ongoing priority for the Department for Education. The pandemic and associated lockdown measures have affected children and young people's mental health and wellbeing in a variety of ways. Schools and school staff being equipped to identify and respond to emerging needs is key to supporting their recovery.

In June 2021, 84% of all schools reported having a designated lead for pupils' mental health with responsibility for co-ordinating the school's mental health and wellbeing provision. The figures for primary and secondary schools were 83% and 88% respectively (a significant difference). This chapter explores the ability of schools and teachers to support pupils' mental health.

### Implementing a whole school approach to mental health

Schools tended to be confident in the ability of the school or the mental health lead (where there was one in the school) to implement the activities needed to develop a whole school approach to mental health; 86% reported that they were fairly (53%) or very (33%) confident.

**Figure 20. Confidence implementing a whole school approach to mental health**



Source: School Snapshot Panel, June 2021 survey. K2: All leaders (n=897).

In terms of subgroup differences, schools with the highest proportions of pupils eligible for FSM were significantly more likely to say they were very confident in their ability to implement a whole school mental health approach, compared with schools with the lowest proportions (45% vs. 29%).

In addition, schools with a dedicated mental health lead were significantly more confident than those without one (90% vs. 66% were very or fairly confident).

Overall, 14% of schools were not confident they could implement the activities needed to develop a whole school approach to mental health. These leaders were asked, in the form of an open-text question, why this was the case, and most often they put this down

to a lack of time. Both primary and secondary leaders felt that staff were burdened with too many roles and responsibilities, and that although mental health leads may have the intentions to implement such activities, they did not have adequate time or resources in order to follow through.

*“Because Mental Health Lead is an additional role on top of Behaviour Lead, SENCO, Assistant Head - which involves supporting staff with appraisal as well as training new staff. There comes a time when there simply are not enough hours in the day...”*

**Primary leader**

Some differences could be seen between the responses of leaders from schools with and without a mental health lead. While schools with a mental health lead were more likely to explicitly cite lack of time as a barrier, schools without a mental health lead were more likely to cite a lack of resources or other capacity.

There was also a portion of schools for which a lack of relevant training was an issue, with some calling for more training on mental health for all staff, and others suggesting that it was not their expertise and increased specialist support was required.

*“We need further training. Issues with some children are still emerging that are far beyond the realms of what we are trained to do.”*

**Primary leader**

Other issues mentioned related to a lack of funding and resources.

*“Budget - although we know what would benefit pupils, we simply don't have the budget or time within the curriculum to fully implement initiatives.”*

**Primary leader**

## **Supporting pupils' mental health**

Teachers were asked to indicate the extent to which they agreed with a range of statements regarding supporting pupils with mental health needs.

The highest levels of agreement seen were in relation to the following two statements:

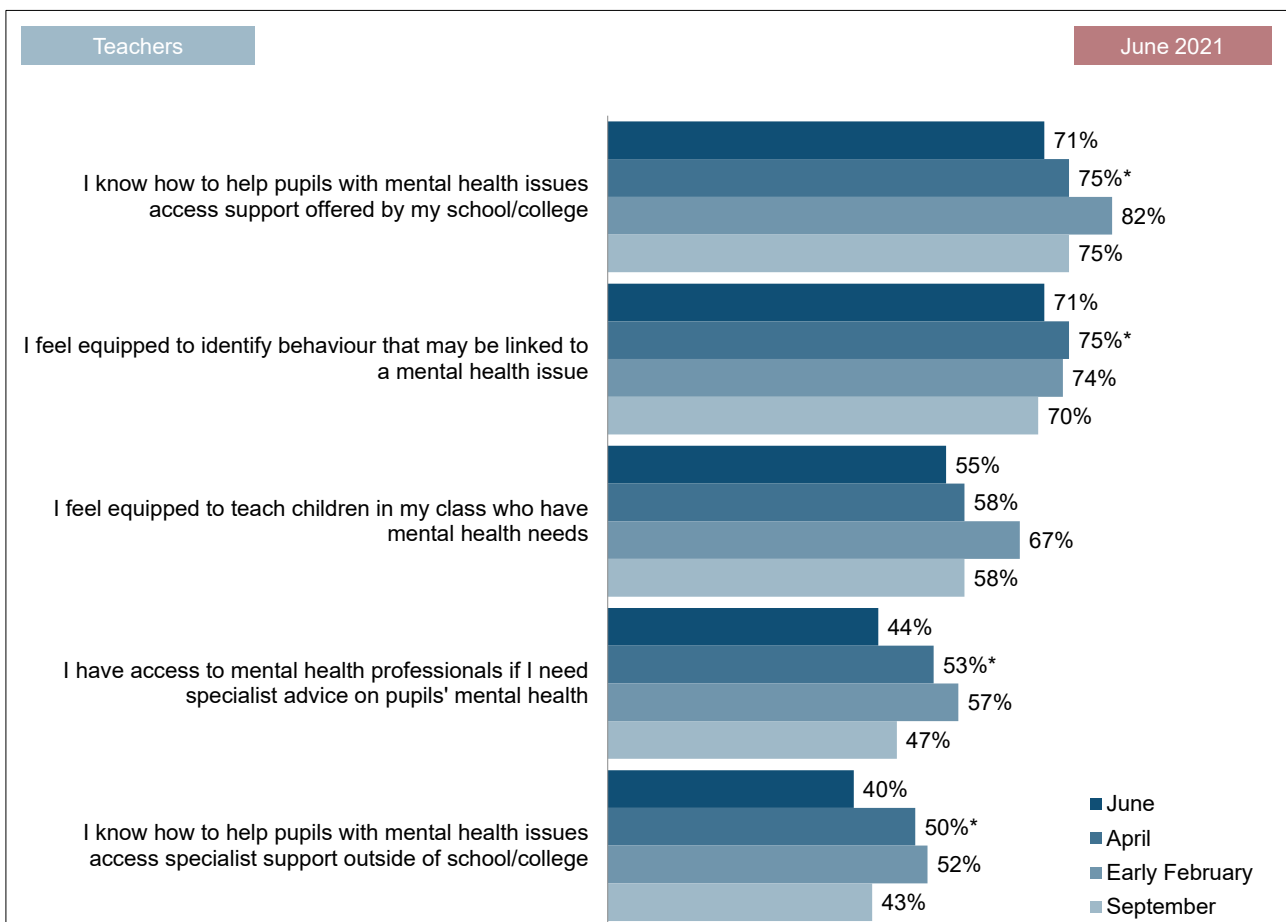
- I know how to help pupils with mental health issues access support offered by my school or college (71%); and
- I feel equipped to identify behaviour that may be linked to a mental health issue (71%).

However, agreement has declined significantly for both statements since the previous wave in April 2021 (75% in April vs. 71% in June for each).

There was also a significant decrease in terms of the proportion agreeing that:

- I have access to mental health professionals if I need specialist advice on pupils' mental health (53% in April vs. 44% in June).
- I know how to help pupils with mental health issues access specialist support outside of school/college (50% in April vs. 40% in June).

**Figure 21. Teachers' agreement with a range of statements regarding pupil mental health**



Source: School Snapshot Panel, June 2021 survey. K4: All teachers (n=979). April 2021 survey. H1: All teachers (n=1,130). \* Indicates a statistically significant difference between June 2021 and April 2021.

Analysis by school phase shows that primary teachers felt more positive than secondary teachers about supporting the mental health of their pupils. They were significantly more likely to agree that:

- I feel equipped to identify behaviour that may be linked to a mental health issue (75% vs. 66%);
- I know how to help pupils with mental health issues access specialist support outside of school/college (43% vs. 36%); and
- I feel equipped to teach children in my class who have mental health needs (60% vs. 50%).

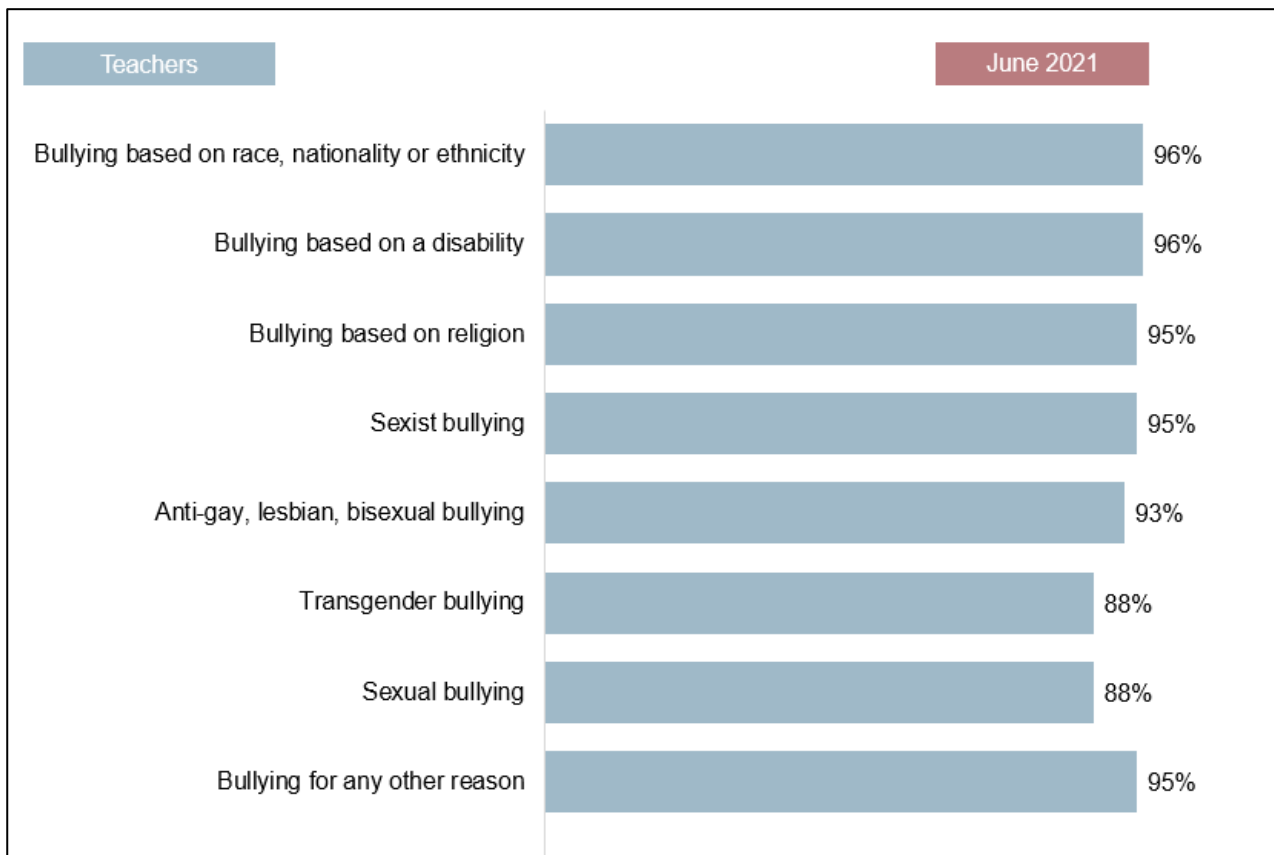
## **Dealing with bullying**

The Government has sent a clear message to schools that bullying, including cyberbullying, for whatever reason, is unacceptable. It can have a devastating effect on individuals, harm their education and have serious and lasting consequences for their mental health and wellbeing. Teachers were asked how confident they would be in knowing what to do if they saw or heard of different types of bullying occurring at school. The majority of teachers felt confident dealing with all forms of bullying, especially bullying based on race, nationality or ethnicity (96%) and disability (96%).

Slightly fewer, though a high proportion, were confident in knowing how to handle transgender (88%) and sexual (88%) bullying.



**Figure 22. Teachers' confidence at knowing how to handle different types of bullying at their school**



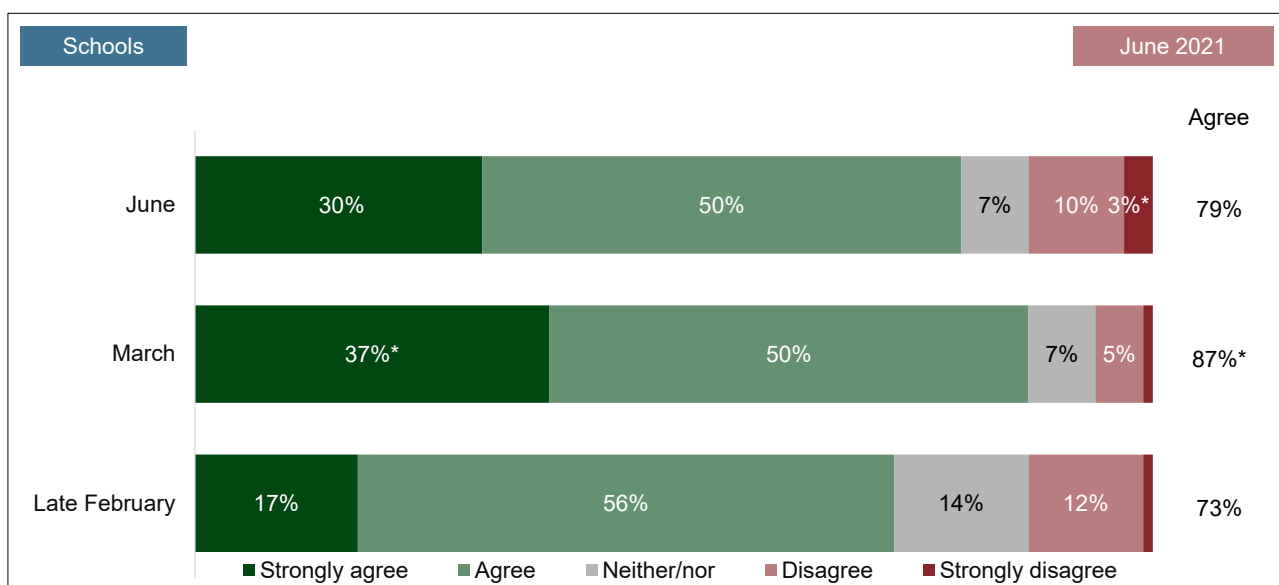
Source: School Snapshot Panel, June 2021 survey. K5: All teachers (n=979).

In comparison to primary teachers, significantly more secondary teachers expressed confidence in knowing to deal with anti-gay, lesbian or bisexual (95% vs. 91%) and transgender (91% vs. 85%) bullying.

## Support for pupils with SEND

Schools were asked to indicate the extent to which they agreed or disagreed that they could currently effectively support pupils with SEND. Overall, four-fifths (79%) of schools agreed that they were able to support pupils with SEND (30% agreed strongly), whereas 13% disagreed (of which 3% disagreed strongly). This represents a significant decrease in the proportion of schools agreeing with the statement since March 2021 (87% in March 2021 vs. 79% in June 2021), but is higher than the proportion found to agree in late February.

**Figure 23. Schools' levels of agreement that they are able to effectively support pupils with SEND**



Source: School Snapshot Panel, June 2021 survey. F3: All leaders (n=897). March 2021 survey. All schools (n=1,046). Late February 2021 survey. All leaders (n=1,178). \* Indicates a statistically significant difference between June 2021 and March 2021.

There were no notable subgroup differences for this question.

### Barriers for schools to supporting pupils with SEND in 2021/22 academic year

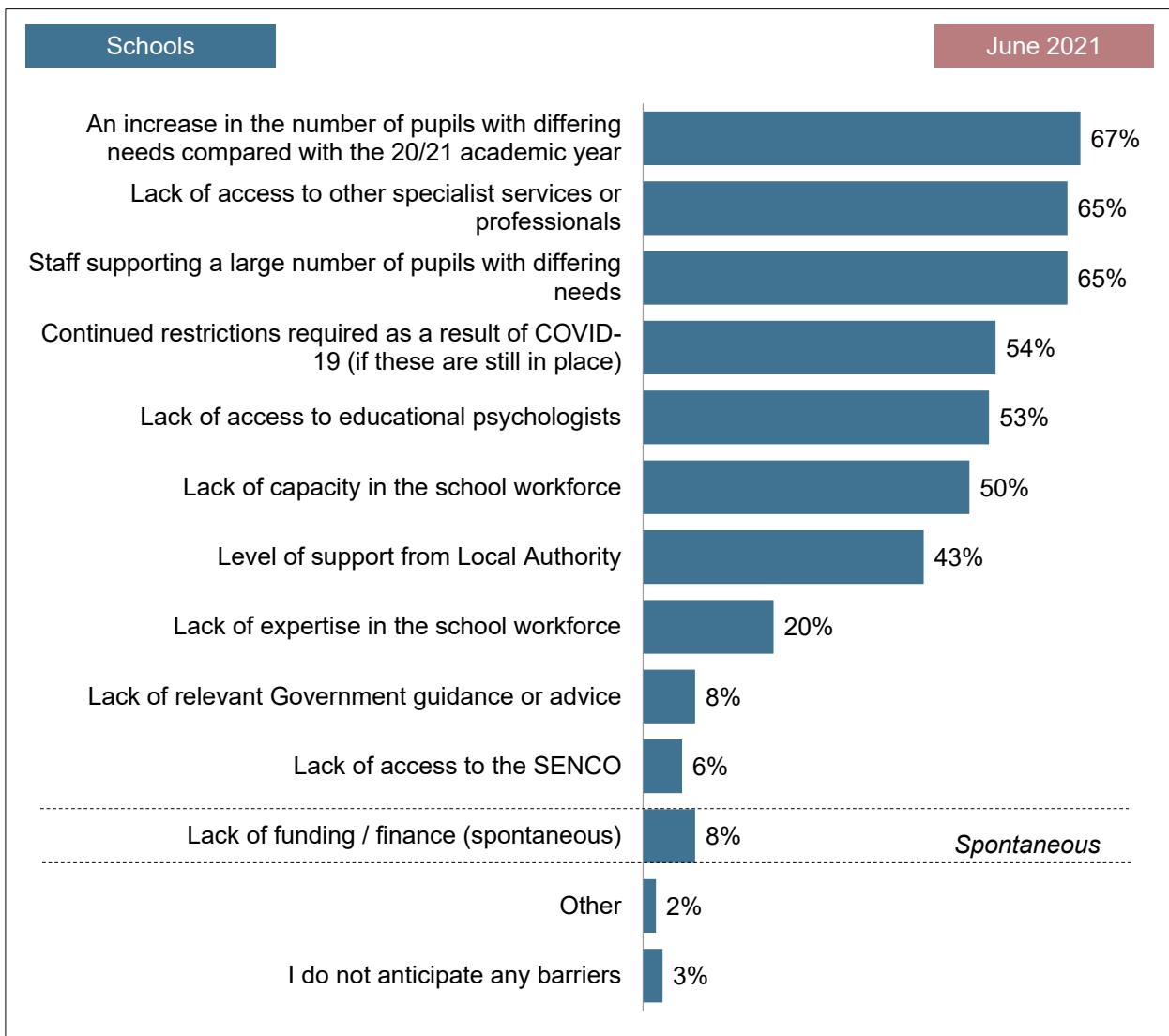
Schools were asked about what they anticipated the barriers to supporting pupils with SEND being in the next academic year (2021/22). Around two-thirds of all schools anticipated that the barriers would relate to:

- An increase in the number of pupils with differing needs compared with the 2020/21 academic year (67%);
- A lack of access to “other” specialist services or professionals (65%); and

- Staff having to support a large number of pupils with differing needs (65%).

The full list of barriers reported by schools can be found in Figure 24.

**Figure 24. Barriers to supporting pupils with SEND for schools**



Source: School Snapshot Panel, June 2021 survey. F4: All schools (n=897).

Secondary schools were significantly more likely than primary schools to expect barriers to supporting pupils with SEND that related to:

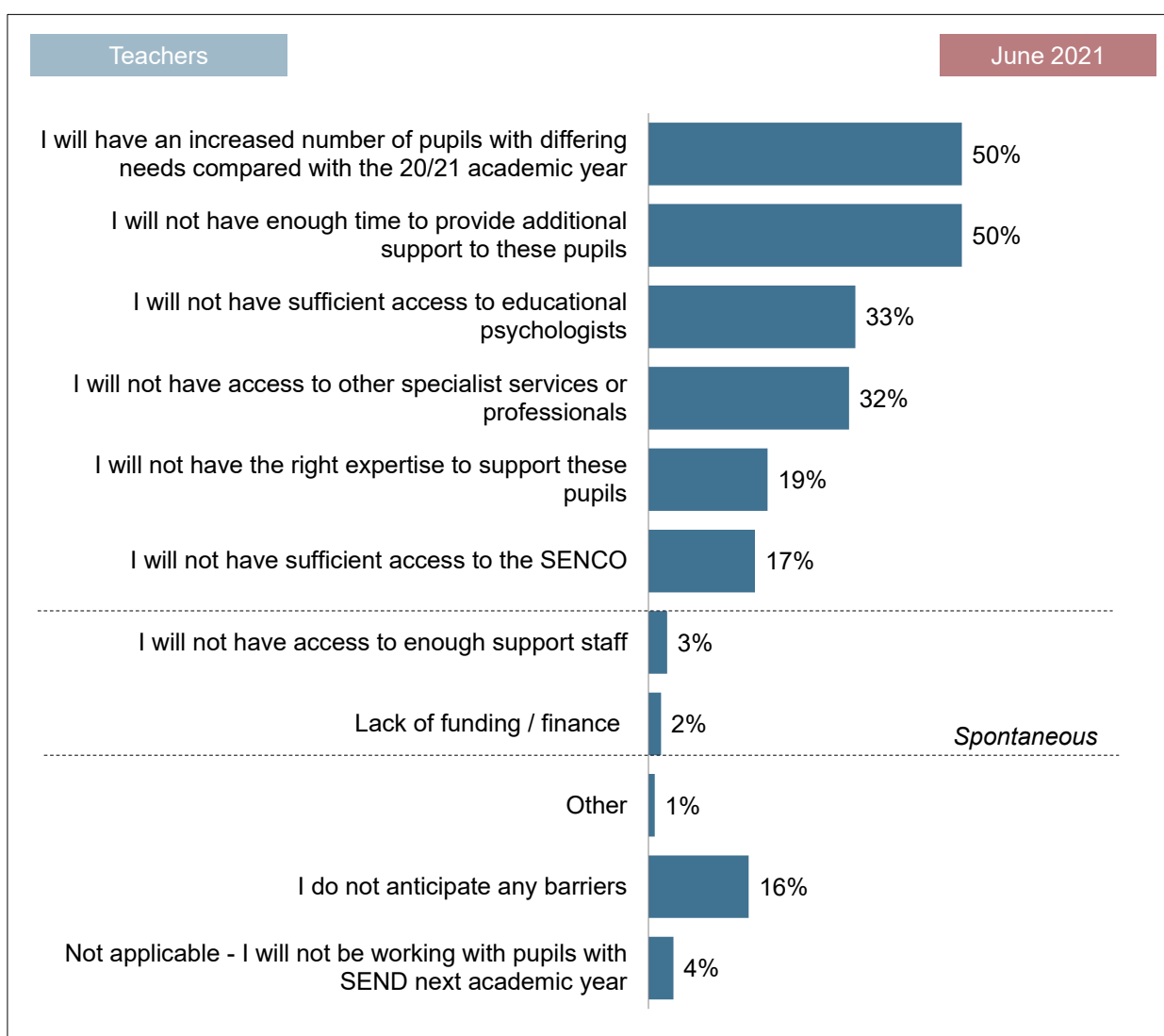
- Continued restrictions as a result of COVID-19 (61% vs. 52%); and
- A lack of relevant Government guidance or advice (12% vs. 7%).

## Barriers for teachers to supporting pupils with SEND in 2021/22 academic year

Teachers were also asked about the barriers they anticipated to supporting pupils with SEND in the next academic year. Half of all teachers reported potential issues arising from an increased number of pupils with differing needs compared to the 2020/21 academic year (50%) and a lack of time in order to provide additional support to these pupils (50%). One in six (16%) did not anticipate any barriers.

The full list is shown in Figure 25.

**Figure 25. Anticipated barriers to supporting pupils with SEND for teachers**



Source: School Snapshot Panel, June 2021 survey. F5: All teachers (n=979).

A significantly higher proportion of primary than secondary teachers expected to see insufficient access to educational psychologists (44% vs. 22%) and to other specialist services or professionals (39% vs. 23%), whereas secondary teachers were more likely

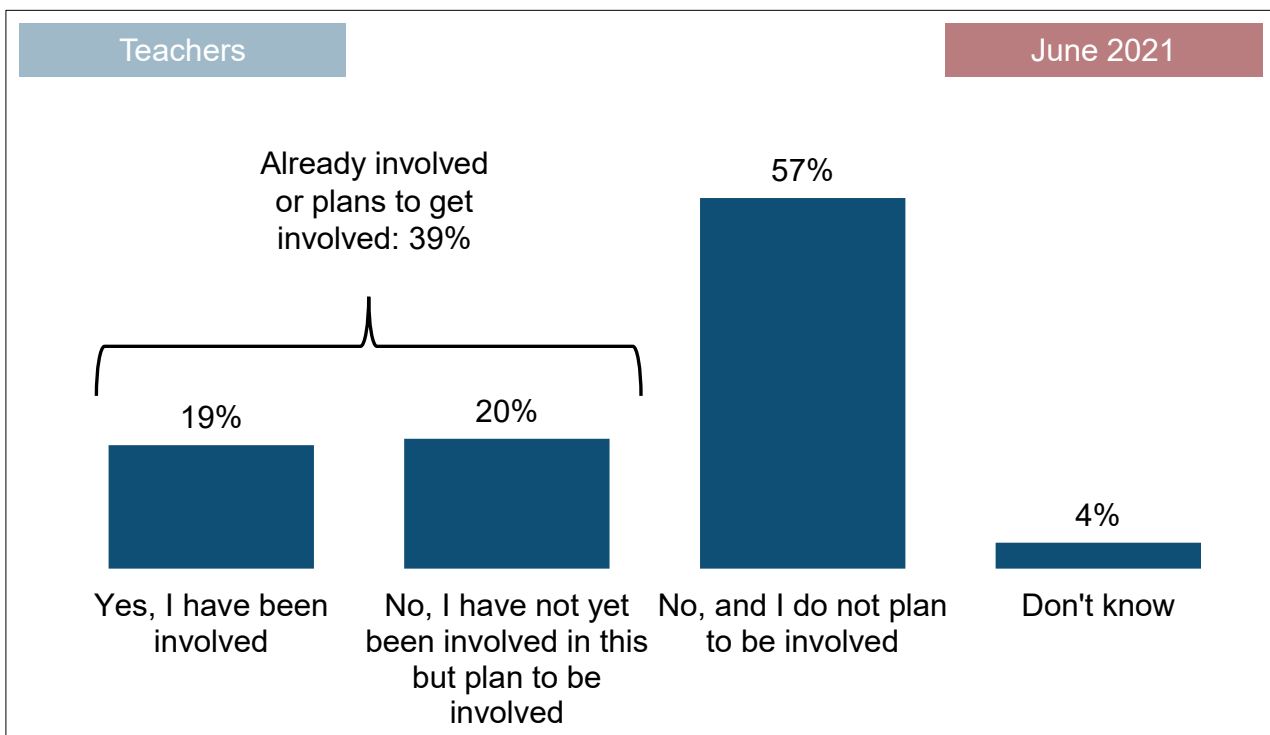
to feel they would lack the right expertise to support SEND pupils (21% vs. 16%). Significantly more secondary teachers reported no barriers (19% vs. 12% of primary teachers).

Additionally, significantly fewer teachers working at schools with the lowest proportions of pupils eligible for FSM reported an increased number of pupils with differing needs as a barrier they anticipated to supporting pupils with SEND in the next academic year (43% vs. 54% of those with the highest proportion of pupils eligible for FSM).

### Supporting pupils with SEND transition to the school in September 2021

The proportion of teachers involved in supporting pupils with SEND make the transition to their school in September 2021 is shown in Figure 26. Two-fifths (39%) of teachers had been involved in this process already (19%) or had not yet been involved but planned to be in the future (20%). The proportion already involved or planning to be was significantly higher among primary teachers than secondary (51% vs. 27%). A majority (57%) had not been involved and did not plan to be.

**Figure 26. Whether teachers were involved with supporting pupils with SEND transition to the school**

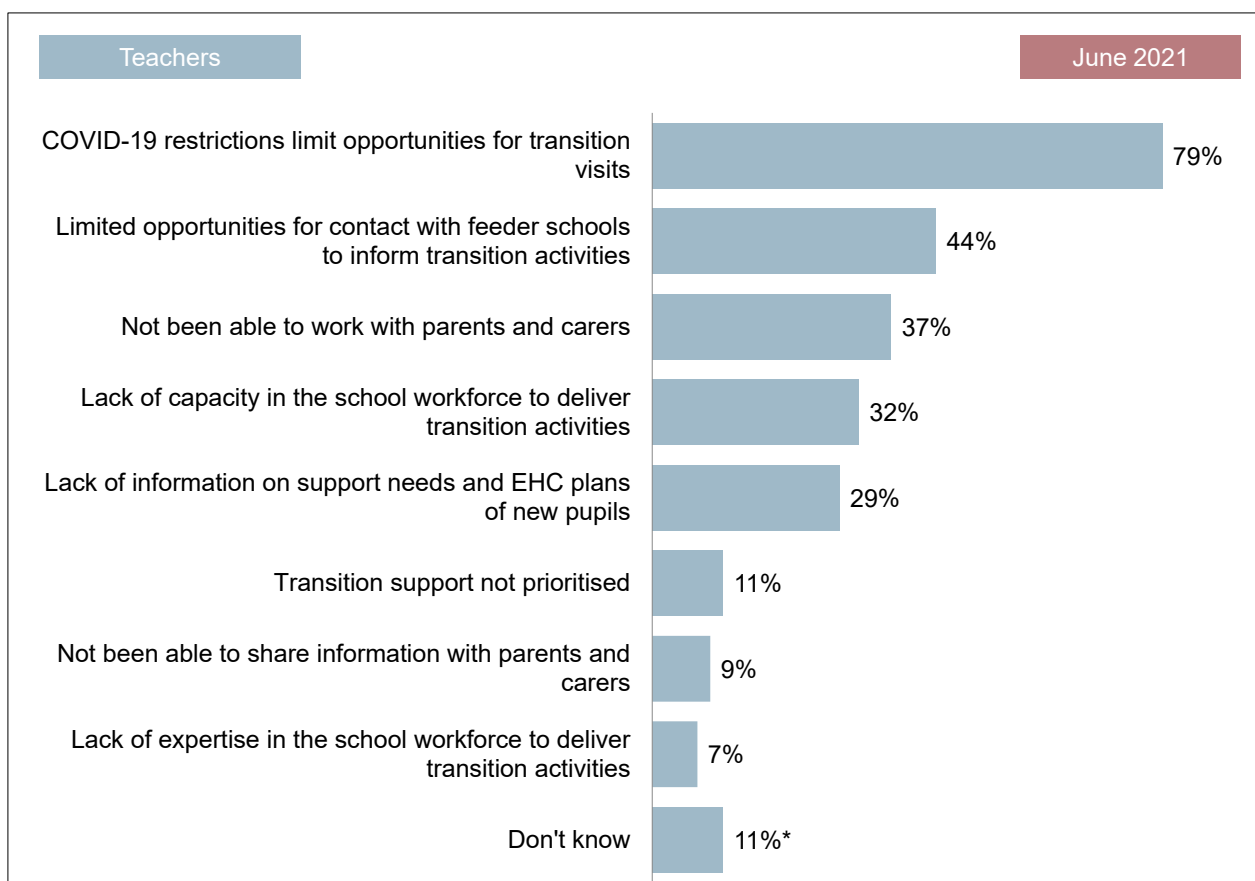


Source: School Snapshot Panel, June 2021 survey. F1: All teachers (n=979).

## Barriers to supporting pupils with SEND transition to the school

By far the most common barrier experienced, or expected to be experienced, to supporting pupils with SEND make the transition to the respondent's school was the impact of COVID-19 restrictions on opportunities for transition visits, mentioned by 79% of teachers involved or planning to be involved with the process. Following this, 44% mentioned that there were limited opportunities for contact with feeder schools to inform transition activities.

**Figure 27. Barriers to supporting pupils with SEND transition to the school**



Source: School Snapshot Panel, June 2021 survey. F2: Teachers that were involved or planning to be involved with supporting SEND pupils transition to school (n=377).

Secondary teachers were significantly more likely than primary teachers to report that there were limited opportunities for contact with feeder schools (53% vs. 40%).

Finally, limited opportunities for contact with feeder schools was also cited by a greater proportion of teachers at schools with the highest proportions of pupils eligible for FSM in comparison to those at schools with the lowest (51% vs. 34%)<sup>8</sup>.

<sup>8</sup> Although there was a significant difference between the highest and lowest FSM quintile, it should be noted that the percentage did not decrease with each FSM quintile.

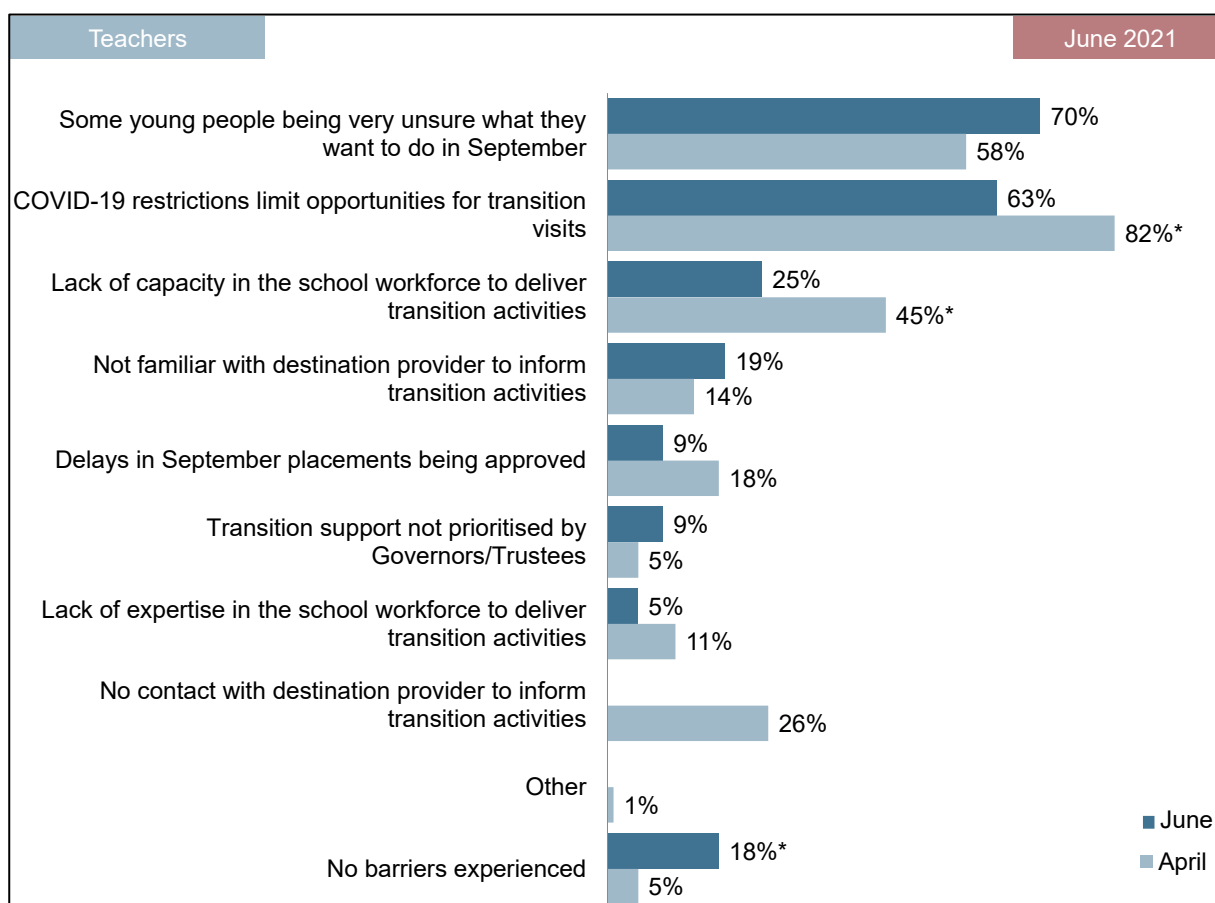
## Supporting pupils with SEND transition to post-16 provision

One in eight (12%) secondary teachers were involved with supporting pupils with SEND transition to post-16 provision. These teachers were asked what the barriers to providing this type of support had been. The two most frequently mentioned barriers related to:

- Young people being very unsure what they want to do in September (70%); and
- COVID-19 restrictions limiting opportunities for transition visits (63%).

Figure 28 displays the list of barriers mentioned by teachers, and provides a comparison with findings from the April 2021 wave of the panel survey. As shown, the impact of COVID-19 restrictions has significantly reduced between April and June (82% vs. 63%), as have issues relating to a lack of capacity in the school workforce (45% vs. 25%).

**Figure 28. Barriers to supporting pupils with SEND transition to post-16 education<sup>9</sup>**



Source: School Snapshot Panel, June 2021 survey. F7: Secondary teachers involved in supporting pupils with SEND transition to post-16 education (n=57). April 2021 survey. E2: Secondary teachers involved in supporting pupils with SEND transition to post-16 education (n=76).

<sup>9</sup> The code 'No contact with destination provider to inform transition activities' was not asked in the June 2021 survey.

## Period Product Scheme

In 2020, DfE introduced the Period Product Scheme to provide free period products for all pupils who need them. This means that pupils at all state-maintained schools and 16 to 19 education organisations in England that take part in the scheme can get access to free period products in their place of study. Data was published on the scheme in January 2021 [Period products scheme: management information - GOV.UK](https://www.gov.uk/government/publications/period-products-scheme-management-information) ([www.gov.uk](https://www.gov.uk))

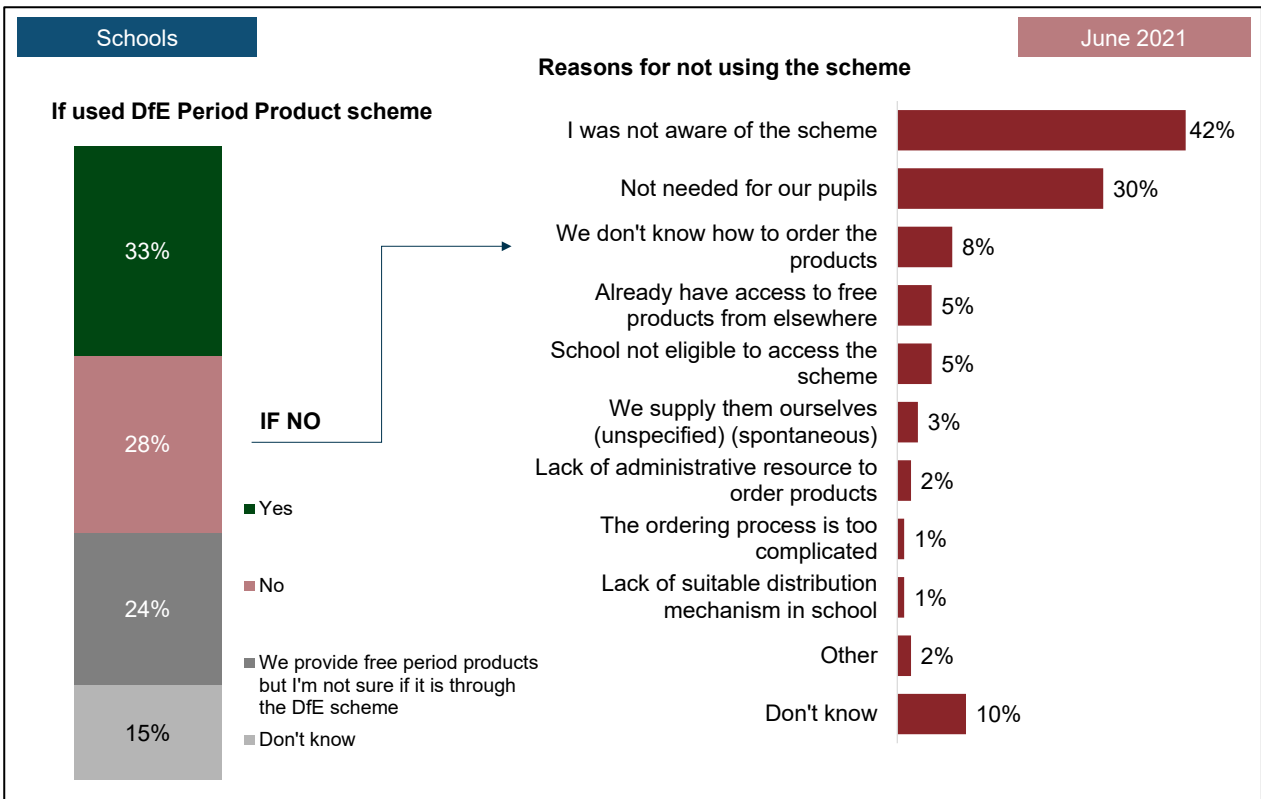
In June 2021, one third of schools (33%) were currently using the DfE's Period Product Scheme. This was significantly more likely among secondary than primary schools (44% vs. 31%). A quarter of schools (24%) reported that they provide free period products but were unsure if this is through the DfE scheme. Almost three-in-ten schools (28%) said that they are not using the scheme, with primary schools significantly more likely to say this than secondary schools (32% vs. 8%). It should be noted that almost two-fifths of schools (39%) answered 'don't know' or indicated that they provided period products but were unsure of whether or not this was through the DfE scheme.

Schools in the North West (49%) were significantly more likely to be using the scheme, while schools in the South East (26%) and East Midlands (23%) were less likely to say this (compared with 33% on average across regions).

Schools that were not using the DfE's Period Product Scheme were asked why they do not use the scheme. The most common answer, given by over four-in-ten schools, was that they were not aware of the scheme (42%). Three-in-ten (30%) schools felt that the scheme was not needed for their pupils. Less than one-in-ten (8%) schools did not know how to order the products using the scheme.

### **Figure 29. Use of DfE's Period Product Scheme and reasons for not using**





Source: School Snapshot Panel, June 2021 survey. E1/E2: All Leaders (n=897)/All schools that do not use the DfE Period Product Scheme (n=222).





Department  
for Education

© Department for Education 2021

**Reference: DFE- RR1161**

**ISBN: 978-1-83870-303-5**

For any enquiries regarding this publication, contact us at  
[www.education.gov.uk/contactus](http://www.education.gov.uk/contactus).

This document is available for download at [www.gov.uk/government/publications](http://www.gov.uk/government/publications).