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School and College Panel – February 2022 wave

Research Report

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Executive Summary

This report presents findings from the third (February 2022) wave of the School and College Panel, a panel run by IFF Research on behalf of the Department for Education.

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.

Due to the small base size of 22, results for college leaders are reported using integer values (i.e., X out of 22) rather than percentages to reflect the small base size and the caution that should be taken with assuming these results.

No college teachers were invited to take part in the February wave of the survey.

Findings from each wave should be interpreted in the context of guidelines in place at that time. At the time of the February 2022 survey, 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 with previous waves of the School and College Panel (or its predecessor the School Snapshot Panel) as any changes and patterns may be impacted by the guidelines in place at each timepoint.

Suspension, permanent exclusions and managed moves

Schools were asked who else besides the headteacher had been involved in the most recent suspension and the most recent permanent exclusion.

Among the majority of schools that had ever issued a suspension (61%; 54% of primary schools and 98% of secondary schools), nearly all (97%) had someone else involved in the decision aside from just the headteacher, with most (89%) involving someone from the senior leadership team. Those most commonly involved were the deputy headteacher (61%) or the special education needs coordinator (SENCO) (49%).

Most schools indicated that they had never issued a permanent exclusion (78%), though this varied widely between primary and secondary schools (70% of secondary schools had issued a permanent exclusion compared with just 13% of primary schools). Among those that had issued a permanent exclusion, the vast majority involved someone from the senior leadership team (87%), with the specific job roles most often involved being the deputy headteacher (69%), the SENCO (52%), a designated safeguarding lead (49%) and the governing body (46%).

On average, schools reported taking 0.6 days (for suspensions) and 3.7 days (for permanent exclusions) between an incidence/the final incident occurring and the suspension/permanent exclusion being issued.

A quarter (25%) of schools had had some involvement in arranging or supporting the managed move of a pupil from their school, though this was much higher among secondary schools (61%) than primaries (18%). Around half of these schools said pupils were usually dual registered i.e. at both their school and the new school (54%). It was more common for pupils to usually be registered at the new school only (28%) than to be registered just with the original school (12%).

In terms of who was involved in decisions to make a managed move permanent most said this included the headteacher at the new school (87%), the headteacher at the original school (85%) and the parents/carers of the child (77%), and half said the local authority was involved (49%, though this was more common for primary schools (65%) than secondaries (25%)).

There was no consensus on who would make the final decision if there was a disagreement about the managed move of a pupil from their school, with roughly equal proportions mentioning the local authority (22%), the headteacher from the new school (19%) and the headteacher from the original school (17%) – a quarter were unsure who would make the final decision (26%).

Knife crime

In February 2022, 14% of schools were currently dealing with knife crime related safeguarding issues, higher than in October 2021 (10%) but in line with May 2021 (13%). Secondary schools were significantly more likely to be dealing with knife crime as a safeguarding issue (48%) than primary schools (8%), while 16 of the 22 college leaders said their college was dealing with knife crime as a safeguarding issue.

Among schools actively dealing with knife crime as a safeguarding issue at the time of the survey (which may involve specific incidents or more general safeguarding), the mean number of incidents was 0.9. This was slightly lower than in October 2021 (1.2) and May 2021 (1.3). Among all schools, 9% had found a child in possession of a knife in the

last 12 months, again significantly higher among secondaries (31%) than primaries (5%). This compares to 11 out of the 22 colleges.

Nearly all colleges (20 of the 22), most secondary schools (74%), but a smaller number of primary schools (38%) had a standardised process for dealing with knife crime. This typically involved removing the knife to a safe and secure place, contacting and informing parents/carers, police and the local authority, and a full search of the student and their belongings. Risk assessments and investigations were also reported, along with attempts to decide appropriate consequences and next steps. Local authority involvement was mentioned by some schools, for example via the Multi-Agency Safeguarding Hub and social services. This liaison would usually be carried out via the schools' Designated Safeguarding Lead. Schools without a standardised process gave similar responses.

Special educational needs and disabilities (SEND)

Schools were asked to indicate the extent to which they agreed or disagreed that they could effectively support pupils with SEND. Overall, 79% of schools felt they could effectively support pupils with SEND (30% strongly agreed), while 11% disagreed. This represents a return to the level of agreement seen in June 2021 (79%), and a significant improvement from earlier in this academic year (60% agreed in October 2021). Teachers were also asked the extent to which they felt equipped to support pupils with SEND. In line with June 2021, over half (57%) agreed they were equipped to provide this support, and 26% disagreed.

The most common barriers to effectively providing support for pupils with SEND reported by schools and teachers centred around there being increasing numbers of pupils needing support (reported by 68% of schools and 65% of teachers) and a lack of access to services and professionals. Teachers also commonly reported not having enough time to provide additional support to these pupils (64%).

Mental health support in schools

In 2018 NHS England and DfE introduced new Mental Health Support Teams (MHSTs) working in schools and colleges to offer early intervention mental health and wellbeing services to pupils and students. Two-thirds (68%) of schools had heard of the new mental health support team programme, with awareness higher amongst primary schools (70% vs 61% among secondary schools). Among those aware, there was a roughly even split between schools who felt they knew 'a lot' about the new programme, those who felt they knew a little about it, and those who had heard the name but knew nothing about the actual programme. A quarter of all schools were working with an MHST (24%) and around one in ten said this was in development or discussion (11%).

Aside from MHSTs, schools were asked if they had been offered any other new or additional support for mental health and wellbeing of pupils by their Local Authority this academic year, and whether they had taken-up these offers. Just over a half of schools recalled being offered training on pupil/student wellbeing (58%) or advice about how to support pupil/student mental health needs (including emails and electronic newsletters) (55%). In each case just over a third of all schools had taken up this offer (36% and 37% respectively), and a half of all schools had taken up the offer or planned to.

Leader and teacher wellbeing

ONS measures of the extent to which leaders and teachers felt satisfied with their life and felt happy both decreased significantly since they were last measured in October 2021, while the remaining measures of wellbeing remained consistent. In February 2022, leaders and teachers gave a mean rating (on a 0-10 scale) of 5.9 for life satisfaction, 6.8 for feelings of worthwhileness, and 5.7 for feelings of happiness. By comparison, in October 2021, life satisfaction was rated on average as 6.2, feelings of worthwhileness as 6.9, and feelings of happiness as 6.0.

The proportion of leaders and teachers reporting that they were anxious had remained consistent with October 2021 (a mean rating of 4.9 in February 2022 compared to 4.7 in October 2021), but was still significantly higher than in June 2021 (4.4).

Overall, half (50%) of leaders and teachers were satisfied with their job in February 2022, significantly lower than in April, June, and October 2021 (62%, 60%, and 58%, respectively).

Workforce challenges

Schools were asked to select which of a list of workforce challenges they had experienced this academic year. Almost all (98%) had experienced staff absence due to COVID-19 this academic year, and over three-quarters had experienced:

- Staff isolating due to being a 'close contact' or waiting for a PCR result (79%)
- Staff absence due to caring for children who were self-isolating (78%)
- Lack of supply cover for teaching staff (77%).

A majority had also faced challenges of staff absence due to non-covid illness (69%) and a lack of support staff (62%).

The vast majority (94%) of schools reported that managing staff absence was slightly, or much more of a challenge now compared to the start of the pandemic (just 1% felt it was less challenging). Over four-fifths (82%) reported that managing staff absence was much

more challenging now, with this higher among primary schools (85%) than secondary schools (66%).

Impact of COVID-19 on the workforce

Leaders and teachers were asked where they expected to be in 12 months time. Overall, 53% of leaders and teachers expected to remain in their current position, similar to results in June 2021 (53%). Overall, 6% of all leaders and teachers intended to leave the teaching profession entirely, and 86% of these felt the pandemic had impacted on this decision to at least some extent.

Leaders were asked whether their school was more or less likely to accept flexible working requests now than before the pandemic. Two-thirds (67%) reported that the pandemic had made no difference. Around one in eight schools (12%) were more likely to accept flexible working requests now, with a further one in ten (10%) less likely to accept them.

Secondary teachers were asked how challenging they or their colleagues had found implementing various aspects of COVID-19 testing at their school. The most common challenge was encouraging uptake of home testing (51% reported this to be at least fairly challenging) and having enough staff to oversee the tests (45%). Overall, 87% of secondary teachers thought regular COVID-19 testing of pupils was *at least* fairly important, with more than half (60%) saying that testing was very important.

COVID-19 vaccinations

In relation to COVID-19 vaccinations and booster vaccines, nearly all (98%) reported that they had had a vaccination against COVID-19, and over nine in ten (92%) reported having the booster vaccine. There were slight differences by level with leaders more likely to have had the first two doses and the booster vaccine than teachers.

Education recovery

The vast majority of teachers reported that their pupils were at least a little behind in their reading (87%), writing (90%), and grammar, punctuation, and spelling (89%) compared to where they would be if the COVID-19 pandemic had not happened. They were most likely to think pupils were very behind in writing and in grammar, punctuation, and spelling (each reported by 28% of teachers). Primary teachers were significantly more likely than secondary teachers to say that the pupils they teach were very behind in these aspects of English and literacy.

Over three in four (77%) teachers had been able to teach all (22%) or most (55%) of the content that they would normally have taught by this point in the academic year. One in five (19%) had taught around half of the content they would normally have taught, while 4% reported having been able to teach less than half of this content.

The most common barriers to pupils recovering from lost learning was inconsistent pupil attendance (reported by 88% of schools) and shortage of staff (reported by 84% of schools).

Pupil social and emotional development

When teachers were asked how the social and emotional development of pupils in the most recent class that they taught this term compares with what they would normally expect for a spring term prior to the pandemic, most (71%) felt this was worse than expected for this time of year.

Teachers were asked in an open-text question what type of support, if any, they would find most useful in helping them to manage behaviour in the classroom. The main type of support teachers would find useful was more teaching and support staff in and outside the classroom. Teachers also highlighted the need for a consistent and robust behaviour policy with meaningful consequences, and more engagement and support from the senior leadership team.

Remote learning

Teachers were asked the minimum number of hours of work they set per day for pupils learning remotely. Primary teachers most commonly set 3-4 hours of work per day for pupils in Key Stages 1 and 2 (54% and 60% of teachers teaching each Key Stage respectively). Just under a half (45%) of secondary teachers who teach Key Stage 3 pupils set a minimum of 5 or more hours of work. This was the case for 48% of teachers that teach Key Stage 4 children, and 46% that work with Key Stage 5 pupils.

Nearly all (96%) teachers used at least one format of remote learning, most commonly online worksheets or activities (86% of all teachers). Teachers were slightly more likely to feel that live lessons using videocall were not effective at delivering good quality education (41% of teachers thought they were not effective vs. 36% who feel they were effective). The remaining 23% were undecided, or felt it varied too much to say.

Additional timetabled hours

Secondary schools, with a sixth form, and colleges were asked in what activities it would be beneficial for their 16-19 students to have additional timetabled hours. Secondary

schools with a sixth form were most likely to select extra in-person one to one or small group tutoring (in addition to usual class time) (76%) and support with mental health, wellbeing and resilience (75%). Colleges were most likely to say that support with mental health, wellbeing and resilience would be beneficial for their 16-19 students, with 20 out of 22 colleges reporting this.

Impact of the Omicron variant on education recovery interventions

Schools were presented with a list of education recovery interventions and asked which they were participating in. The most common was the National Tutoring Programme - School Led Tutoring Grant (62% of all schools), though at least half were participating in National Professional Qualifications (56%) and the Early Career Framework (50%).

Schools participating in any of the education recovery interventions were asked an open-text question about how the recent rise in COVID-19 cases had impacted their involvement. The majority of these participating schools felt that the December rise in COVID-19 cases had impacted their ability to participate, with the absence of, or the inconsistent attendance of, staff and pupils being the most commonly reported.

However, for the majority of schools, the Omicron variant had not affected plans to participate in different education recovery interventions this academic year. Across all listed interventions, the Omicron variant had most commonly impacted plans to participate in the academic mentor element of the National Tutoring Programme (6% of all schools had cancelled plans to participate).

Introduction

This report presents findings from the February 2022 wave of the School and College Panel, a panel of leaders and teachers designed to provide rapid feedback to the Department for Education on topical educational issues from the provider perspective.

The short survey (taking five to ten minutes to complete) covered a range of topical issues in education including education recovery, teacher wellbeing and wraparound childcare provision. A total of 1,218 school leaders and 1,598 classroom teachers participated in the February wave. In addition to this, 22 college leaders participated in the survey.

Methodology

The School and College Panel consists of a group of leaders and teachers that have agreed to participate in short regular research surveys on topical education issues. The panel comprises those from the previous School Snapshot Panel (initially recruited in late 2020/early 2021) who agreed to remain as panellists and new respondents recruited specifically to the new School and College Panel. At the time of the February survey, almost half (46%) of panel members were new recruits. All college leaders were recruited at the start of the 2021/22 academic year. This is the first wave of the survey in which college leaders were invited to take part.

All school leaders and teachers were recruited from School Workforce Census data provided by the Department for Education. A maximum of two leaders from each chosen school were invited to take part in the February wave. In order to reduce the survey length for individual respondents, school leaders and secondary teachers were randomly allocated to either panel A or panel B, with each panel seeing a different set of questions. Where two leaders from the same school appeared to be on the same panel, they were allocated to different panels, ensuring that two leaders from the same school did not answer the same set of questions. Teachers were selected from the full population of teachers, meaning at some schools, multiple teachers were invited to participate in the February wave.

At the time of fieldwork in February 2022, sufficient numbers of college teachers had not been recruited onto the panel and for this reason, only college leaders, school leaders and school teachers were invited to take part in the survey.

The survey was administered online, with fieldwork lasting from 2 to 9 February 2022. Respondents received an email invite and two reminder emails.

The following table shows the response rate for the February survey by key group.

Table 1. Response rate by key group

	Primary Leaders	Secondary Leaders	College leaders	Primary Teachers	Secondary Teachers
Starting sample	2,382	1,824	64	2,392	2,219
Completed responses	737	481	22	863	735
Response rate	31%	26%	34%	36%	33%

Weighting

Two types of weighting were applied to the data, depending on whether questions were asking for school-level or individual-level answers from school leaders and school 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 are representative of all (in scope) state-funded schools.¹

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 school leaders and classroom teachers were combined and weighted together to the overall population of school teachers. The population data for the teachers weighting was taken from the Schools Workforce Census based on November 2020 data (the most current available data).

¹ Note that no responses were received from secondary studio schools in the December 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).

Panel A/B weighting approach

For the February survey, to minimise the survey length for individual respondents, primary and secondary school leaders, and secondary teachers were allocated either to group A or B, with each group receiving a different set of questions. Weights were calculated separately for panel A and panel B respondents to ensure results reported from either panel A or B were representative of the overall population. This resulted in four weights being created:

- Panel A school-level;
- Panel B school-level;
- Panel A individual;
- Panel B individual.

In addition to this, some questions in the February wave were asked to all leaders and teachers (i.e. both panel A and B) – a separate ‘overall’ individual-level weight was created specifically for these questions.

Primary teachers were not split into two different groups and therefore received all questions. Where a question was asked of primary and secondary teachers, the individual weight used reflected the panel the secondary teachers were on. For example, if a question was asked to panel B secondary teachers and all primary teachers – the individual weight B was used.

Interpreting the findings

Data presented in this report is from a sample of senior leaders and teachers rather than the total population of leaders and teachers. 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 (1,905 in panel A and 1,774 in panel B), 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 1,905 or 1,774) lies within a +/- 3.2% range of this figure for panel A (i.e. 46.8% - 53.2%) and a +/- 3.3% range of this figure for panel B (i.e. 46.7% - 53.3%). Results based on a sub-set of schools interviewed are subject to a wider margin of error. For example, for results among panel A school leaders (a base of 563), we can be 95% confident that for a survey result of 50% the sampling error is +/- 5.8%.

Differences between sub-groups and between this and previous waves are only commented on in the text if they are statistically significant at the 95% confidence level, 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 FSM eligible pupils and schools with the highest proportion of FSM eligible 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.

In this report there is occasional reference to findings from previous School Snapshot Surveys (including the COVID-19 School Snapshot Survey run in May 2020). It should be

noted that due to differences in methodology between the School Snapshot Survey and the School and College Panel, direct comparisons should be treated with caution.

Some survey questions allow for an 'other, please specify' free-text response. At the end of fieldwork, these free-text responses are examined. They are either back-coded into existing codes or new answer codes are created to group together responses for the purpose of reporting. These newly created codes are referred to as 'spontaneous' responses in charts. New codes are only created if they account for 1% or more of answers. Responses that cannot be matched to any existing, or newly created 'spontaneous' code, are reported as 'other'. It should be noted that results on these spontaneous responses are likely to be much lower than if those responses had been presented to respondents (the latter are often referred to as 'prompted' responses).

Suspensions, permanent exclusions and managed moves

The decision around whether a pupil should be suspended, permanently excluded or managed moved to a different school is an important one and needs to be taken with careful consideration, for example to ensure decisions are lawful, reasonable and fair, and do not discriminate against pupils on the basis of protected characteristics, such as disability or race. The Department has produced guidance on the process for suspension and permanent exclusion,² with temporary changes made to the school suspensions and permanent exclusions process due to COVID-19.³

This chapter explores the decision-making process on suspensions, permanent exclusions and managed moves, in particular who is involved in the decisions and for suspensions and permanent exclusions the time typically taken from a final incident occurring to the suspension or permanent exclusion.

Suspensions

All schools were asked to think about the most recent suspension they had dealt with, and to say who had been involved in the decision about this suspension, besides the headteacher, regardless of whether they had made the final decision.

Nearly half of primary schools (46%) indicated that the question was not applicable as they had not issued any suspensions. In comparison just 2% of secondary school leaders indicated that their school had not issued any suspensions.

Among schools that had issued suspensions (54% of primary schools, 98% of secondary schools), nearly all had involved someone other than the headteacher in the most recent decision (93% of primaries, 98% of secondaries). Most had involved someone from the senior leadership team other than the headteacher (89%, 87% of primary schools and 95% of secondary schools).

As shown in Figure 1, those most commonly involved were the deputy headteacher (61%) or the special education needs coordinator (SENCO) (49%).

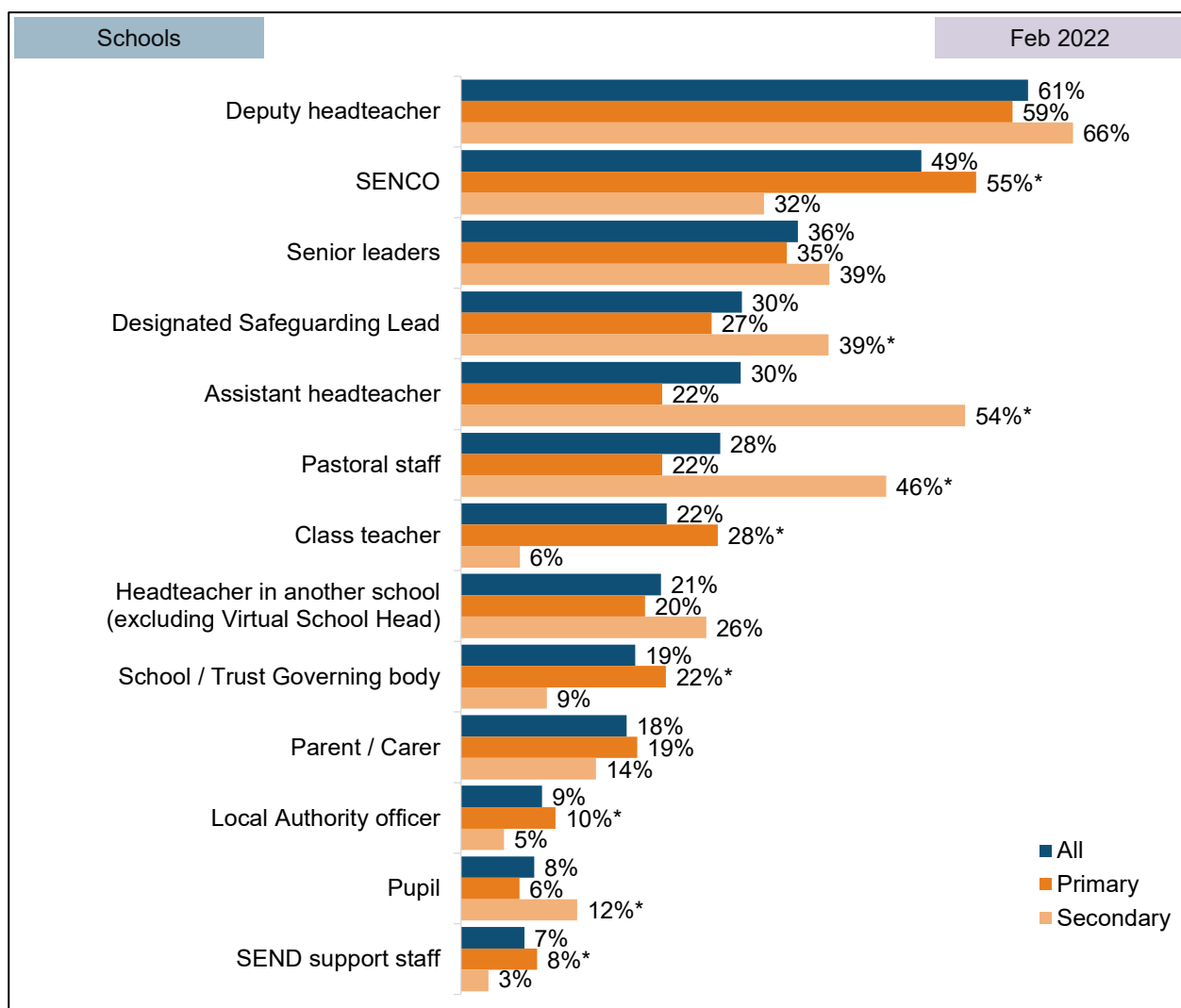
Those involved in the most recent suspension decision differed between primary and secondary schools reflecting their different staffing profiles. Secondary schools were more likely than primary schools to have involved the assistant headteacher (54%),

² [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/school-suspensions-and-permanent-exclusions)

³ [Changes to the school suspension and permanent exclusion process during the coronavirus \(COVID-19\) outbreak - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/changes-to-the-school-suspension-and-permanent-exclusion-process-during-the-coronavirus-covid-19-outbreak)

pastoral staff (46%) or a Designated Safeguarding Lead (39%), while primary schools were more likely to have involved a SENCO (55%), class teacher (28%) or the governing body (22%).

Figure 1. Parties involved in decision on whether a suspension should be issued in addition to the headteacher



Source: School and College Panel, February 2022 survey. A1: Panel A leaders who had issued a suspension (n=461). * Indicates a statistically significant difference between primary and secondary schools. Responses under 7% (for all schools) not shown

In terms of the number of working days between an incident occurring and the suspension being issued (in the most recent case), the mean number was less than a day (0.6 days, with minimal variation between primaries and secondaries). Overall, four in five schools (82%) said the decision was made within one day. Less than 1% said it took three days or longer, though around one in ten (9%) were unsure how long the process took on the most recent occasion.

Permanent exclusions

Similar to suspensions, all schools were asked to think about who else besides the headteacher had been involved in the decision-making on the most recent occasion that a permanent exclusion was issued, even if they did not make the final decision.

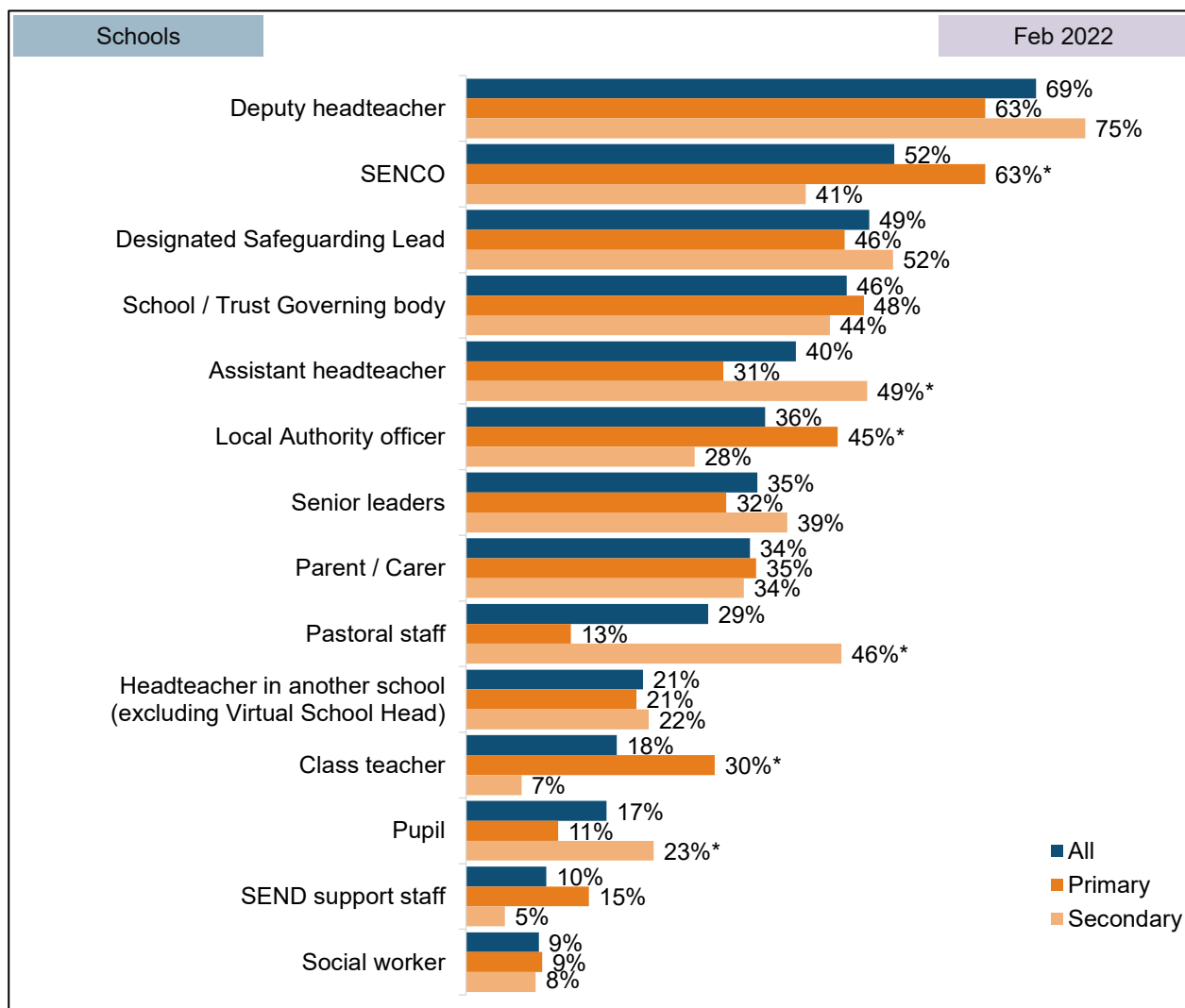
Three-quarters (78%) of schools said this situation did not apply to them as they had not issued a permanent exclusion: this applied to most primaries (87%) and three in ten secondaries (30%).

Of the 13% of primary schools and 70% of secondary schools that had issued a permanent exclusion very few indicated that in the most recent case the decision had solely been taken by the headteacher (2% of secondaries, no primaries). Nearly all had involved someone from the senior leadership team other than the headteacher (87%).

Figure 2 shows the parties involved in the most recent decision aside from the headteacher, with a deputy headteacher the most common role mentioned (69%), especially amongst secondary schools (75%). Around half had included a SENCO (52%), a designated safeguarding lead (49%) and the governing body (46%).

As with suspensions, there were differences between primary and secondary schools in the profile of staff involved in the decision. Primary schools were more likely than secondaries to involve SENCOs (63% vs. 41% of secondary schools), a local authority officer (45% vs. 28%) and class teachers (30% vs. 7%), while secondaries were more likely to have involved assistant headteacher (49% vs. 31% of primary schools) and pastoral staff (46% vs. 13%).

Figure 2. Parties involved in decision around permanent exclusion



Source: School and College Panel, February 2022 survey. A3: Panel A leaders who had issued a permanent exclusion (n=221). * Indicates a statistically significant difference between primary and secondary schools. Responses under 9% (for all schools) not shown.

The time taken to decide on the permanent exclusion on the most recent occasion, from the final incident to issuing the exclusion, was a mean average of just under four working days (3.7 days), clearly much longer than the process for suspensions.

Overall, amongst all schools, a fairly wide range of time periods were given, from 18% saying the decision was made in under one day through to 2% who said it was eleven working days or longer. Just over half (54%) made the decision within six working days.

Managed moves

Schools were asked a range of questions about managed moves. This was described to respondents as a move to another school, offered as a solution when a child has a problem with their current school that cannot be resolved, with the intention that the move provides the child with a fresh start in a new school.

A quarter (25%) of leaders had had some involvement in arranging or supporting the managed move of a pupil from their current school. As with suspensions and permanent exclusions, the incidence was much higher among secondary schools than primary schools (61% vs. 18% respectively).

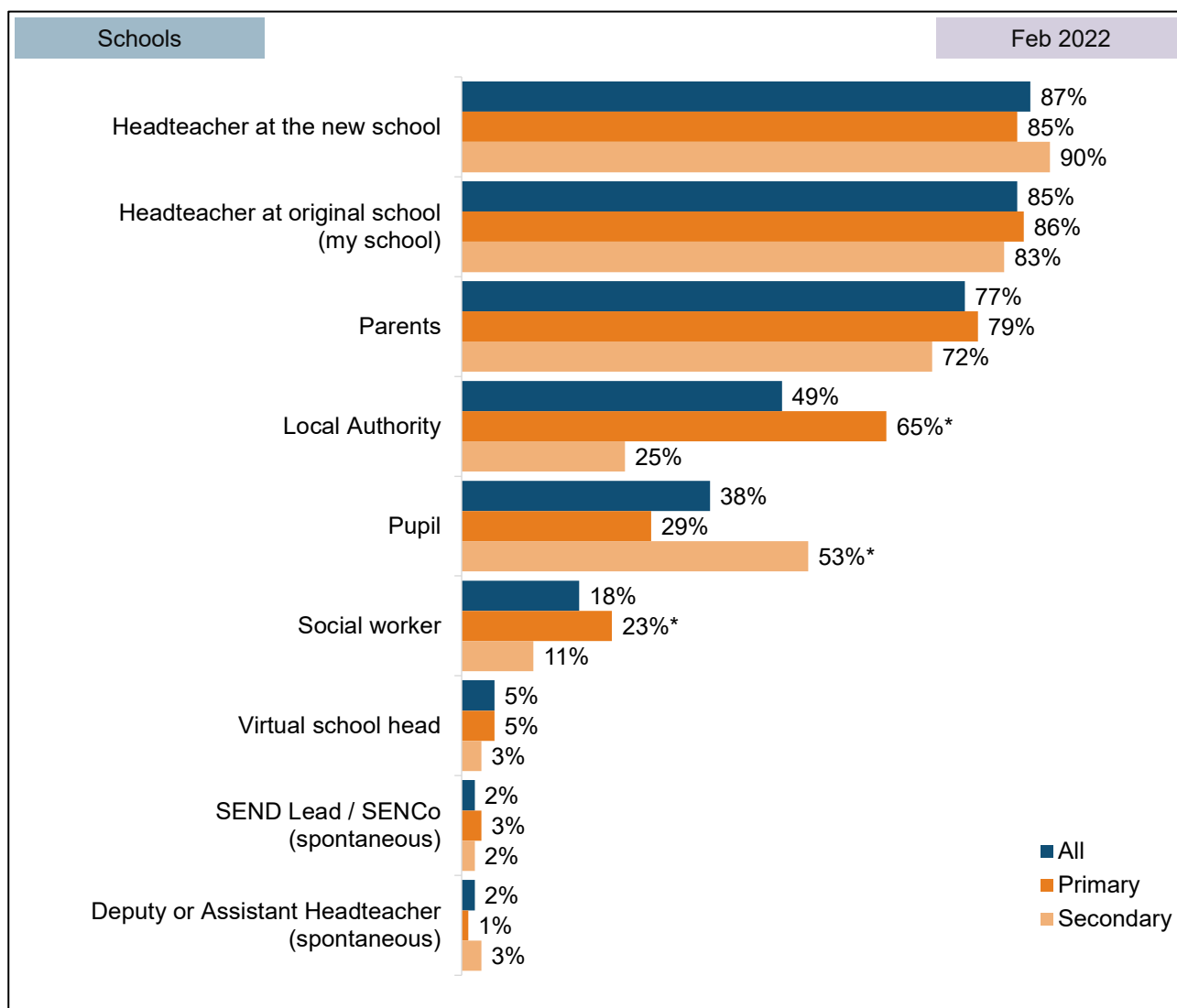
Schools who had experience of a managed move were asked where the pupils on a managed move from their school were usually registered. The most common response, mentioned by around a half (54%), was that the pupils were dual registered i.e. at both the original and the new school. Just over a quarter (28%) said they were registered at the new school only, and one in eight (12%) indicated that they continued to be registered at their school only (6% gave another response or were unsure).

This pattern varied between primary and secondary schools though. For secondary schools by far the most common approach was for the pupils to usually be dual registered (76%; the remainder were almost evenly split between those registered at the new school only (9%) and those registered at the original school only (11%). Among primary schools there was a more even split between pupils dual registered (40%) and those registered at the new school only (41%).

When asked who was typically involved in the decision to make the managed move permanent, the vast majority mentioned the headteacher at the original school (85%) and the new school (87%), and most involved the parents of the child (77%). Half involved the local authority (49%), with this being much more common among primary schools (65%) than secondary schools (25%). Primary schools were also more likely to involve a social worker than secondaries (23% vs. 11% respectively).

Overall, a minority of schools (38%) involved the pupil in the decision, though a slight majority of secondary schools did so (53% vs. 29% of primaries). Results are shown in Figure 3.

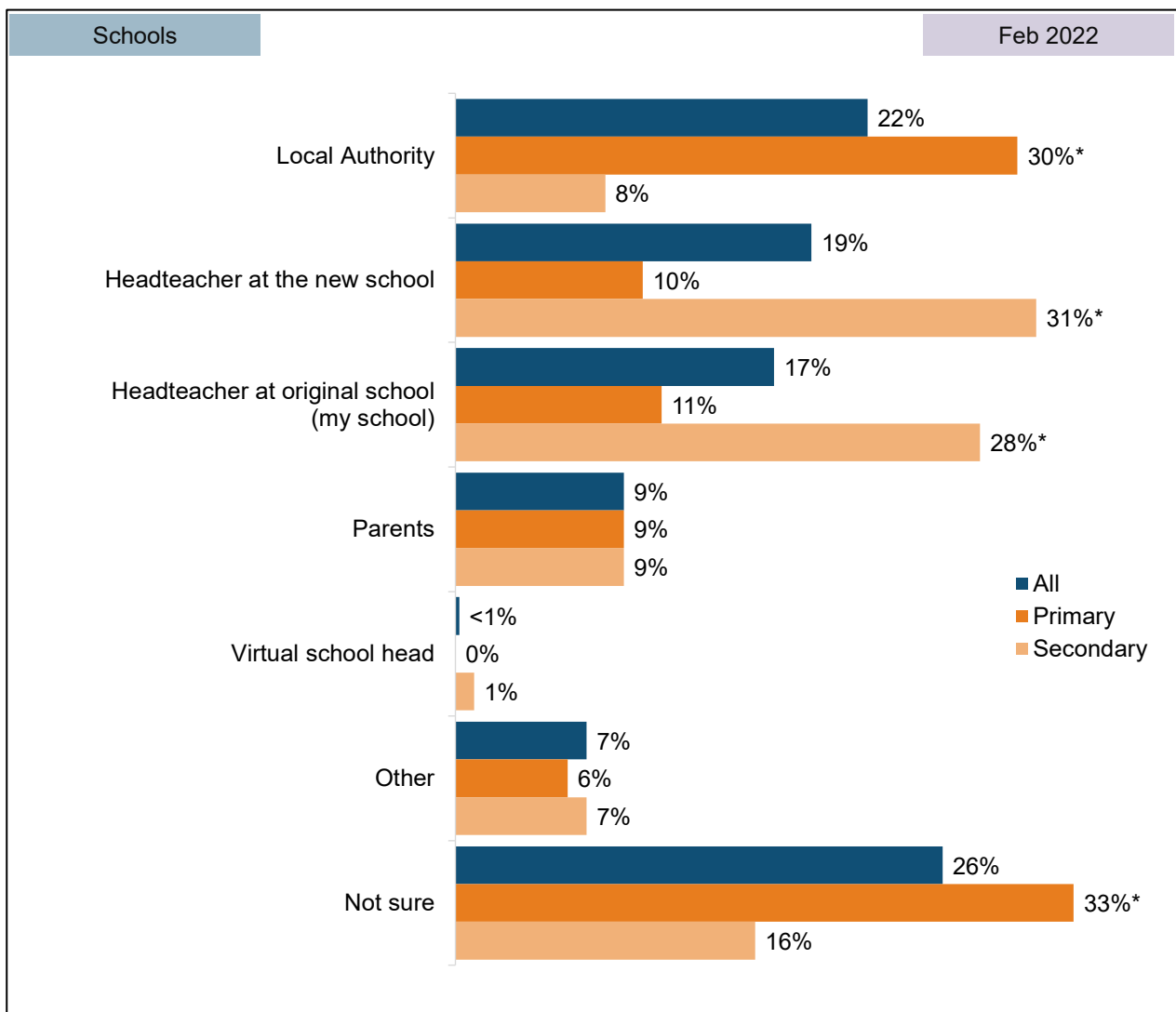
Figure 3. Parties involved in the decision when a managed move becomes permanent



Source: School and College Panel, February 2022 survey. A7: Panel A leaders who had issued a permanent exclusion (n=222). * Indicates a statistically significant difference between primary and secondary schools Responses under 2% (for all schools) not shown.

Schools were asked what the situation would be if there was a disagreement about the managed move of a pupil from their school and who would have the final decision on where the pupil would be educated. As shown in Figure 4, many were unsure who would make the final decision (26% overall, rising to 33% of primary schools). Primary schools most commonly felt that the local authority would make the final decision (30%) while amongst secondary schools it was more likely to rest with the headteacher at the new school (31%) or the headteacher at the original school (28%).

Figure 4. Party who makes the final decision on where the pupil will be educated if there is a disagreement about a managed move



Source: School and College Panel, February 2022 survey. A8: Panel A leaders who had experienced managed a managed move (n=224). * Indicates a statistically significant difference between primary and secondary schools

Knife crime

Knife crime is a serious issue which schools and colleges may be involved in dealing with. The following findings help build a picture of the scale of knife incidents in school and college settings over time. They also show how schools respond to knife-possession incidents, and which agencies and individuals they engage with as part of this process. This information will help to inform the government's response to serious youth violence and can also be used to shape future policies and responses to knife crime within schools and colleges.

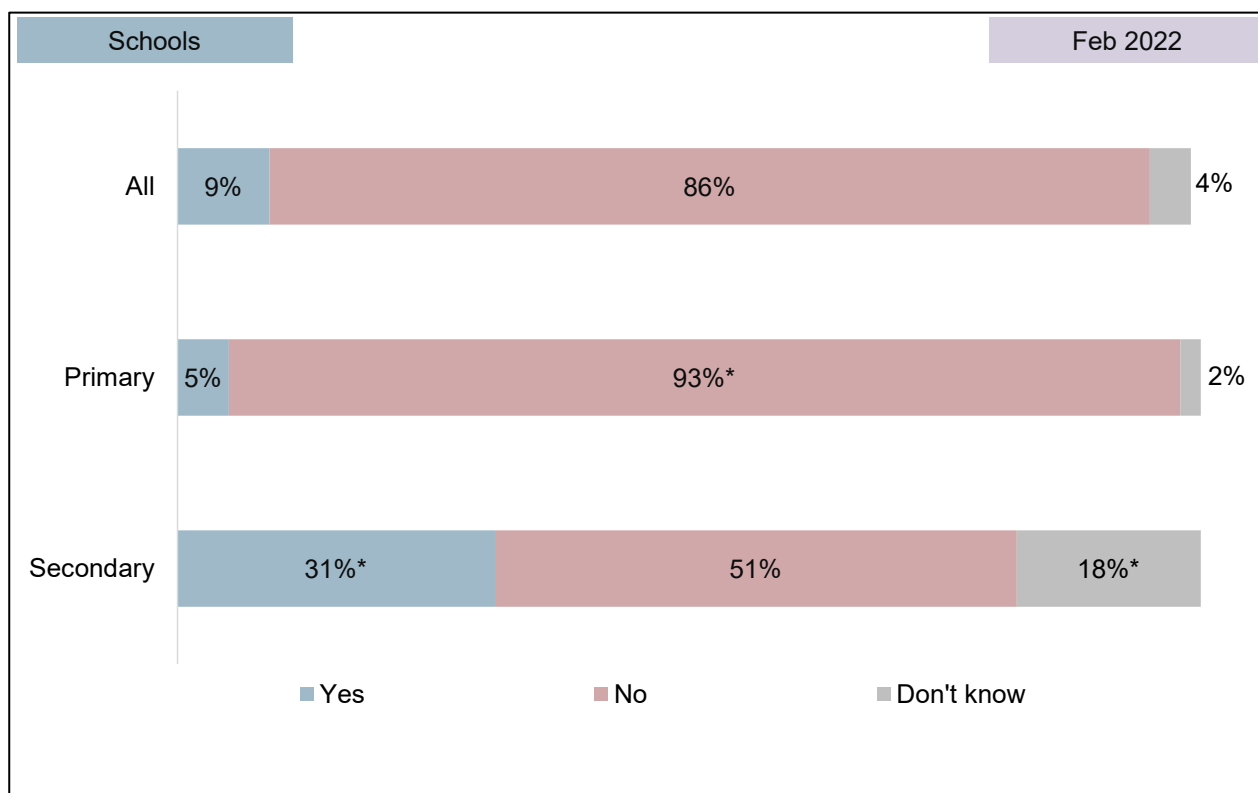
This chapter covers issues relating to knife crime reported by leaders, in particular whether any pupil had been caught in possession of a knife in the last 12 months, whether their school or college was currently actively dealing with knife crime as a safeguarding issue, and whether they have standardised processes for responding to knife incidents and if so, what these are.

Incidence of children in possession of a knife in the last 12 months

Around one in ten schools (9%) had reported finding a child in possession of a knife in the last 12 months. This was significantly more common in secondary schools (31% vs. 5% of primary schools). Schools in the East of England (16%) were also more likely to report this than average (8%), followed by schools in London (12%) and the West Midlands (11%).

Among colleges, 11 out of 22 leaders surveyed reported that they had found a child in possession of a knife in the last 12 months.

Figure 5. Whether schools had found a child in possession of a knife in the last 12 months

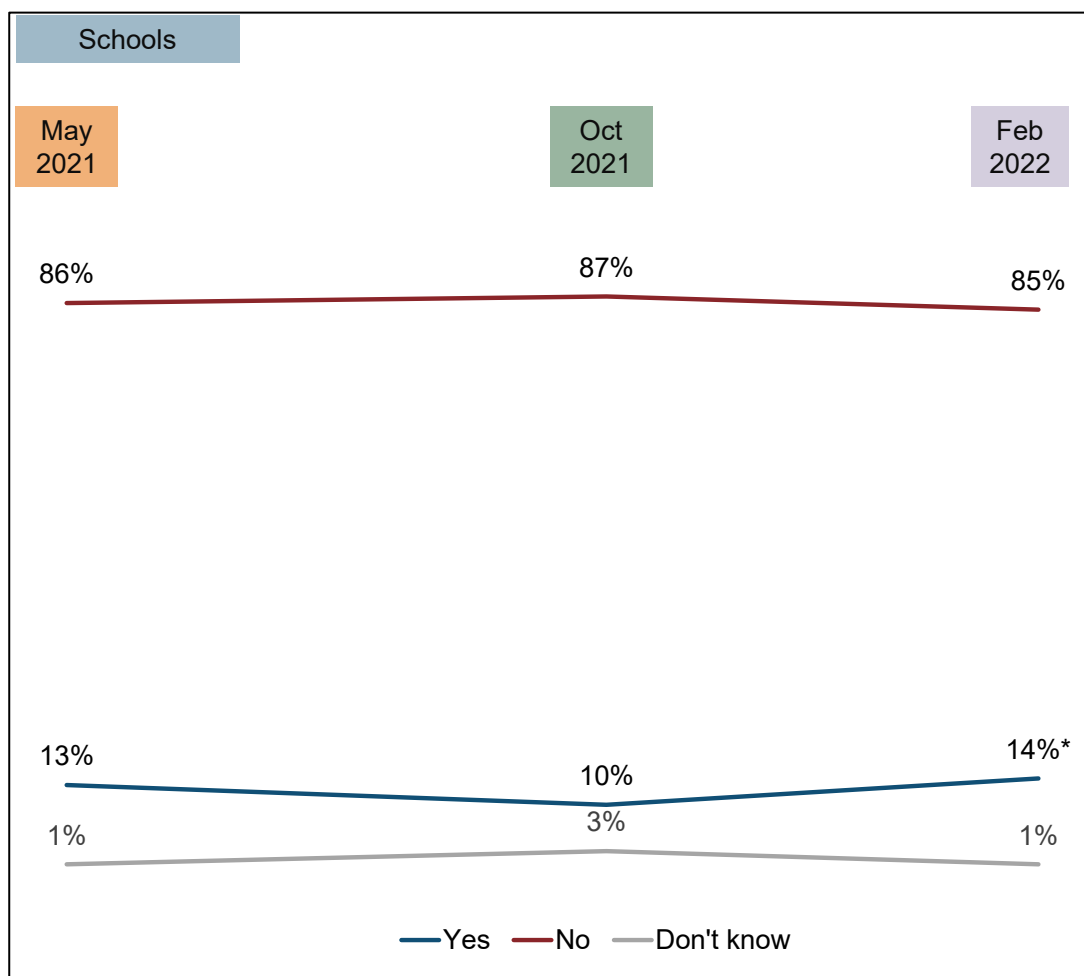


Source: School College Panel, February 2022 survey. C5: Panel B leaders (n=563). * Indicates a statistically significant difference between primary and secondary schools

Whether currently dealing with knife crime related safeguarding issues

In February 2022, 14% of schools were currently actively dealing with knife crime related safeguarding issues (in the question wording this was explained as ‘meaning you have taken action, however small, as a result of recognising a safeguarding risk to one of your pupils’). This was statistically significantly higher than in October 2021 (10%) but in line with findings from May 2021 (13%).

Figure 6. Proportion of schools actively dealing with knife crime as a safeguarding issue



Source: School College Panel, February 2022 survey. C1: Panel B leaders (n=563). October 2021 survey: All schools (n=811). May 2021 survey: All schools (n=1,013). * Indicates February 2022 result is statistically different from October 2021.

As seen in May and October 2021, in the current wave, schools with the following characteristics were significantly more likely to be dealing with knife crime as a safeguarding issue:

- Secondary schools (48%, compared with 8% of primary schools);
- Schools with the highest proportion of pupils eligible for FSM (19%, compared with 4% of schools with the lowest proportion of pupils eligible for FSM); and
- Urban schools⁴ (17%, compared with 5% of rural schools).

⁴ <https://www.gov.uk/government/collections/rural-urban-classification>

Schools in London (26%) were also statistically significantly more likely to be dealing with knife crime as a safeguarding issue than average (14%), a pattern similar to May 2021 (29% in London, compared to 13% on average), but not seen in October 2021.

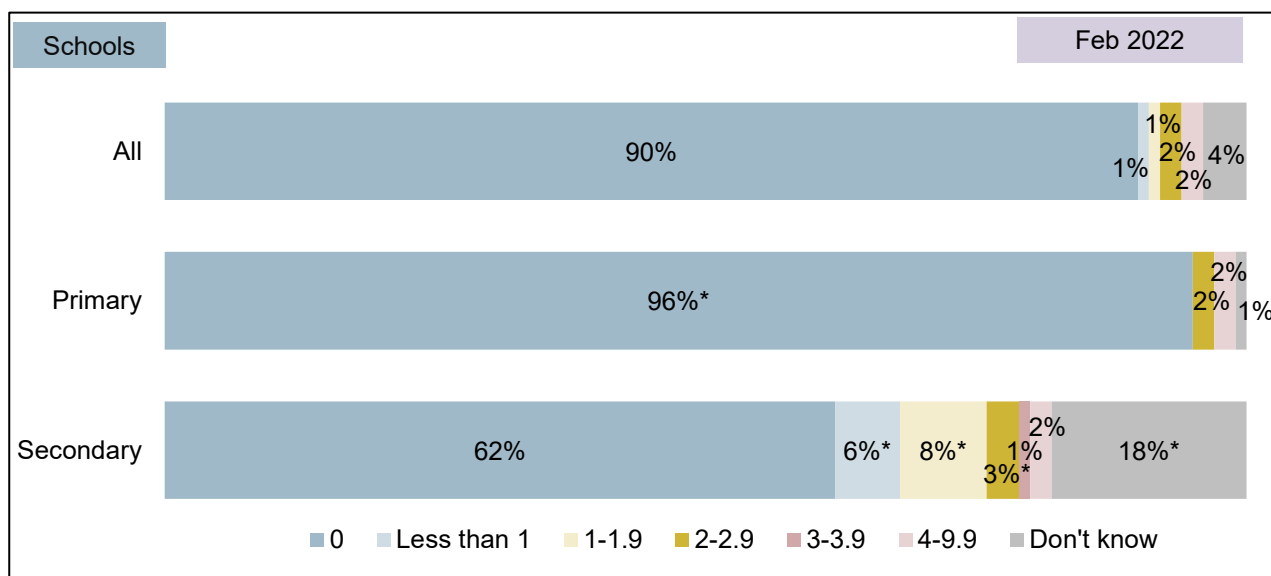
Among colleges, 16 of the 22 leaders surveyed confirmed that knife crime was a safeguarding issue their college was currently actively dealing with.

Among the minority of schools that were dealing with a knife crime safeguarding issue at the time of research in February 2022 (which may involve specific incidents or more general safeguarding), the largest proportion (35%) were actively dealing with one specific incident, in comparison to 11% who were dealing with two or more. Quite a large proportion reported not actively dealing with a specific incident (30%) or did not know how many incidents they were dealing with (15%, rising to 27% of secondary schools) or preferred not to say (10%). Among schools actively dealing with a knife crime safeguarding issue at the time of research, the mean number of incidents was 0.9, slightly lower than in October 2021 (1.2) and May 2021 (1.3).

Taken as a proportion of all pupils in the school, no schools reported that they were dealing with more than 10 incidents per 1,000 pupils, although 2% of all schools reported they were dealing with between 4 and 10 incidents per 1,000 pupils. This reflected findings from October 2021 (where 2% of schools were dealing with between 4 and 10 incidents). These results are shown in Figure 7 (based on all schools, including those not actively dealing with knife crime related safeguarding issues).

Of the 16 colleges that were dealing with knife crime safeguarding issues (which may involve specific incidents or more general safeguarding), the most common response was that they were not actively dealing with a specific incident (5) or did not know the number of specific incidents they were dealing with (5). Two reported that they were dealing with a single incident, two were dealing with two incidents, and one college was dealing with three incidents. The mean number of incidents was 0.9.

Figure 7. Number of safeguarding incidents involving knife crime that schools are actively dealing with per 1,000 pupils



Source: School College Panel, February 2022 survey. C2: Panel B leaders (n=563). * Indicates a statistically significant difference between primary and secondary schools.

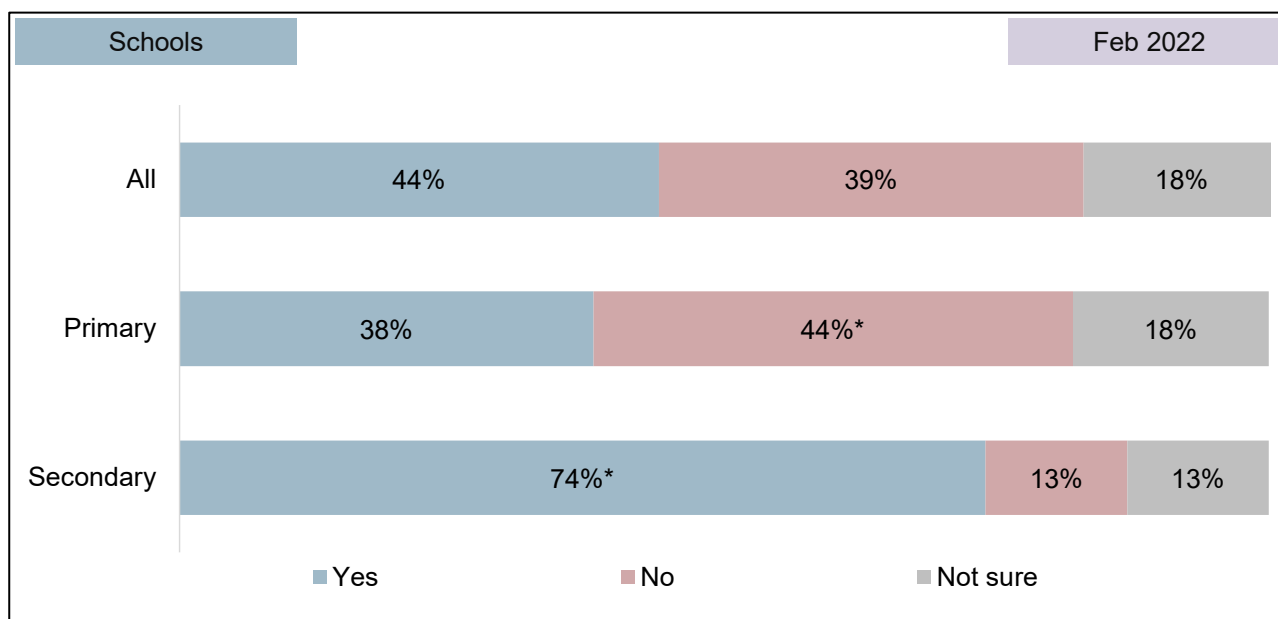
Whether there is a standardised process for dealing with knife incidents

Leaders were asked whether their school has a standardised process for dealing with a child after a knife incident (“We are now going to ask some questions about how your school responds if a child is found in possession of a knife and no one has been hurt. Even if the end actions taken may differ, does your school have a standardised process for dealing with the child after the knife incident?”)

Leaders were slightly more likely to say they had a standardised process in place (44%) than not (39%), though almost a fifth (18%) were unsure if their process / procedures counted as standardised or not. Secondary schools were significantly more likely to report having a standardised process than primary schools (74% vs. 38% respectively). Urban schools were also significantly more likely to have a standardised process than rural schools (47% vs. 35% respectively), as were schools in London (59%) compared to the average (44%).

Turning to colleges, 20 out of 22 reported having a standardised process for dealing with a child after a knife incident.

Figure 8. Whether schools had a standardised process for dealing with the child after a knife incident



Source: School College Panel, February 2022 survey. C3: Panel B leaders (n=563). * Indicates a statistically significant difference between primary and secondary schools.

Schools and colleges that had a standardised process for dealing with a child following a knife crime incident were asked an open text question to provide details of what this process was.

Initial processes tended to involve removing the knife and storing it securely out of harm's way, searching the student involved along with any of their belongings, and contacting parents / carers and police to notify them of the incident.

"Police called. Dependent on threat level, knife may be removed by our security staff - or police on site. Student detained and questioned by police." - *College leader*

"They will be searched for further potential knives. Parents will be contacted and the police will be involved." - *Secondary leader*

Local authority involvement was mentioned by some schools, for example Multi-Agency Safeguarding Hubs and social services. This liaison would usually be carried out via the schools' designated safeguarding lead (DSL).

"One of our DSLs would be informed and they would work together with the headteacher to consult with the [local] Safeguarding partnership procedures." - *Primary leader*

Others focused on the approach to investigating the incident, including examining any mitigating factors and any safeguarding issues, which would be followed by the headteacher and/or senior leadership team determining appropriate next steps for the student. This can include an exclusion or fixed-term exclusion (a suspension) and/or a managed move to an alternative school.

“The Head consults with a governor and other SLT members before deciding on a permanent suspension. To avoid making a decision in ‘the heat of the moment’ the Headteacher would normally take a little time to reflect upon the incident before deciding. In such an instance a fixed-term exclusion will be issued during this interim period.” - *Secondary leader*

“Full investigation to find the details. As per the guidance, the steps taken would depend on the age of the child/context. It would involve advice from Children's Services and our local police team.” – *Primary leader*

“A learner would be suspended pending a full investigation. However, a risk assessment would be carried out prior to this action being taken to ascertain if there are additional safeguarding issues that need to be considered e.g. is the learner a victim of exploitation etc. If there are no such mitigating factors the learner would be suspended as possession of a knife is classed as gross misconduct that will lead to permanent exclusion.” – *College leader*

A range of school policies were mentioned throughout the process, including safeguarding, disciplinary and behaviour policy. These each involved various protocols designed to deal with a serious incident in school.

“Any knife related crime would fall under our Behaviour Policy of a serious event requiring significant support. We list the potential support that may include external agencies, time out of school, at the very worst, exclusion to ensure the safety of other pupils and staff.” – *Primary leader*

Schools also mentioned steps taken to reduce knife crime including using rehabilitation and prevention education to raise awareness of knife crime across the school. Pastoral support would also be provided to allow the student to reintegrate within the school community.

“Substantial work is done with all students on the dangers and consequences of knife crime. Students are consistently aware of expectations and consequences of possession.” – *Secondary leader*

“I do feel that students who are permanently excluded for using a knife in school ... should receive an extensive support package from the [redacted] team before being allocated to another school - where they could quite easily offend again.” – *Secondary leader*

Non-standardised processes for dealing with knife incidents

Schools that had experienced an incident of knife crime in the last 12 months but that did not have a standardised process in place for dealing with such incidents were asked an open text question on what process they followed to deal with the student involved after the incident. Their responses were similar to those given by schools that did have a standardised process in place.

Removal of the knife to a safe and secure place was mentioned, including isolating the student in question and searching their belongings. Police, the local authority and parents/carers were informed, and risk assessments were conducted.

“Knife intercepted, parents informed, children isolated, police informed, support sought from LA (including Inclusion Team, Education Outcomes Team and Healthy Living & Learning Team).” – *Primary leader*

Consequences such as exclusion and suspension were applied, with a range of time scales reported. With fixed-term exclusions, some received an exclusion for half a day and others for 5 days. This was usually determined by considering any mitigating factors that might affect the sanction.

“We excluded. This is not a blanket response, we look at the context.” – *Secondary leader*

Education around knife crime and attempts to reintegrate the student back into school were also reported.

“[We] Explored the reasons for carrying a knife, educated child and parents, allocated counselling.” – *Primary leader*

“The police came into school at a later date to talk to Upper KS2 about knife crime etc. The child has support from our children's inclusion manager (who we pay for via Pupil Premium). This is ongoing.” – *Primary leader*

Special educational needs and disabilities (SEND)

This section of the report focuses on support for pupils with special educational needs and disabilities (SEND), and the barriers to effectively supporting these pupils.

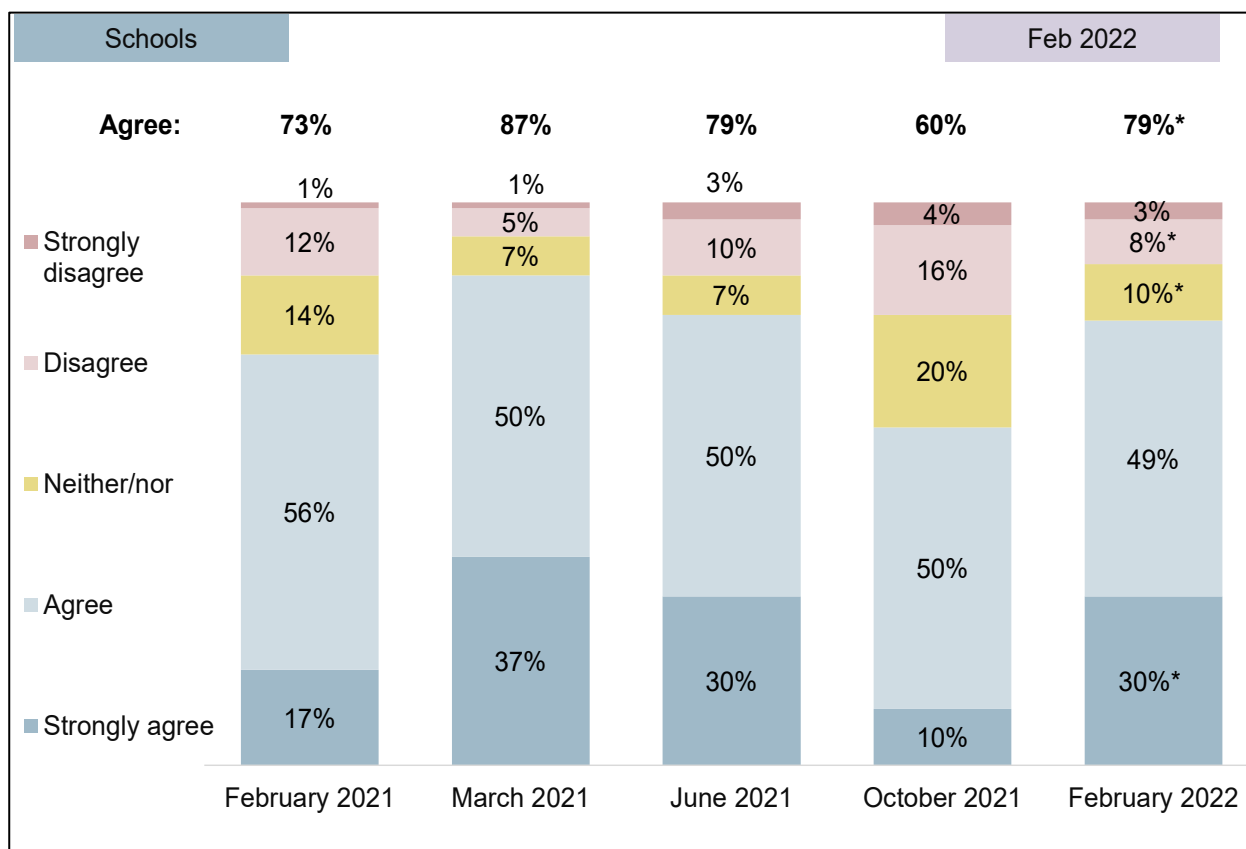
Under the Children and Families Act 2014, a child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability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

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

Whether schools and teachers feel able to effectively support pupils with SEND

Schools were asked the extent to which they agreed or disagreed that they could effectively support pupils with SEND. Overall, 79% of schools felt they could effectively support pupils with SEND (30% strongly agreed), while 11% disagreed. As shown in Figure 9, this represents a return to the level of agreement seen in June 2021 (when 79% agreed), and a significant improvement from earlier in this academic year (60% agreed in October 2021). Indeed, the proportion of schools strongly agreeing they could effectively support pupils with SEND increased from 10% in October 2021 to 30% in February 2022.

Figure 9. Schools' level of agreement that they are able to effectively support pupils with SEND



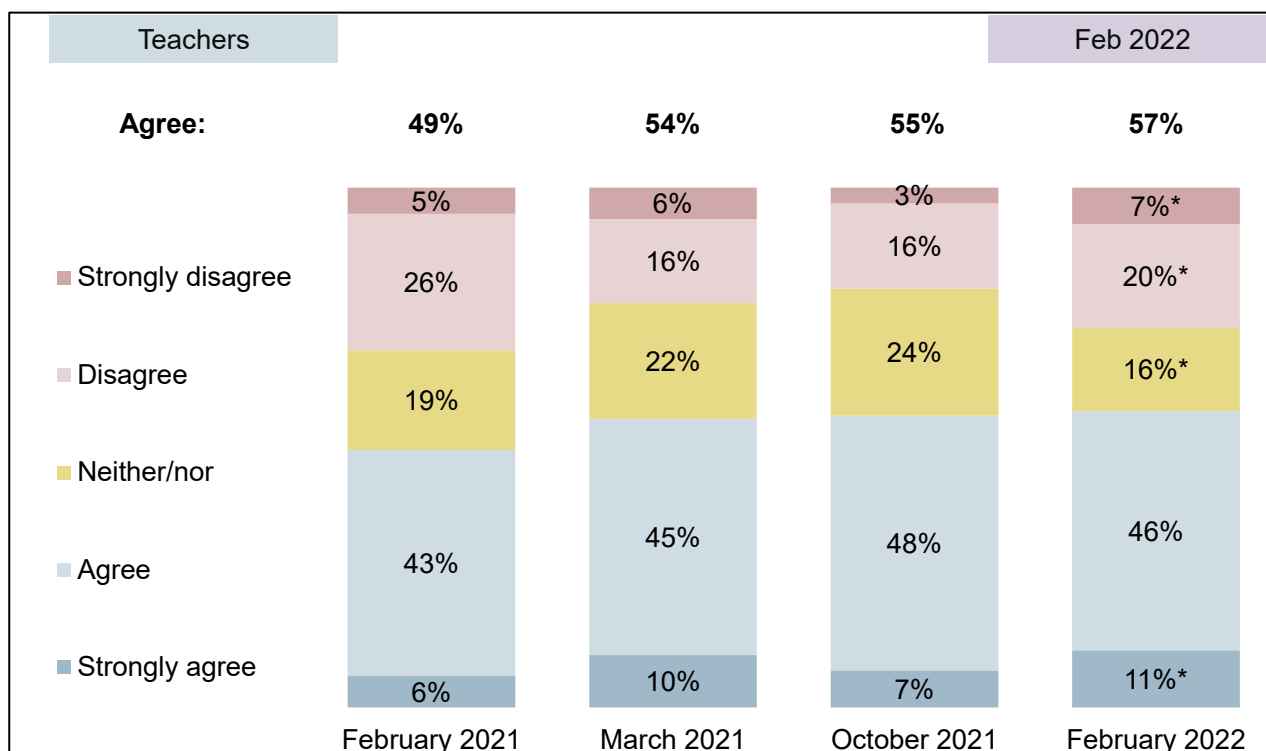
Source: School and College Panel, February 2022 survey. F1: Panel A schools (n=655). October 2021 survey: All schools (n=811). June 2021 survey: All schools (n=897). March 2021 survey: All schools (n=1,046). Late February 2021 survey: All schools (n=1,178). * Indicates February 2022 result is statistically different from October 2021.

There was no significant difference between the proportion of primary and secondary schools agreeing they could effectively support pupils with SEND (79% and 81% respectively).

Teachers were also asked to indicate the extent to which they agreed or disagreed that they felt equipped to support pupils with SEND. Approaching three-fifths (57%) of teachers felt equipped to support pupils with SEND (11% agreed strongly). This is a slight, though statistically significant, increase from October 2021 (when 7% of teachers strongly agreed they could support pupils with SEND). However, it should be noted that responses in February 2022 appear more polarised, as there was also an increase from October in the proportion of teachers who strongly disagreed they could effectively support these pupils (7% vs. 3% in October 2021).

Primary teachers were more likely than secondary teachers to disagree that they felt equipped to effectively support pupils with SEND (31% vs. 21% of secondary teachers).

Figure 10. Teachers' level of agreement that they feel equipped to effectively support pupils with SEND



Source: School and College Panel, February 2022 survey. F1: Panel A teachers (n=1,250).
 October 2021 survey: All teachers (n=1,077). March 2021 survey: All teachers (n=1,217).
 February 2021 survey: All teachers (n=1,266).

Barriers for schools to supporting pupils with SEND

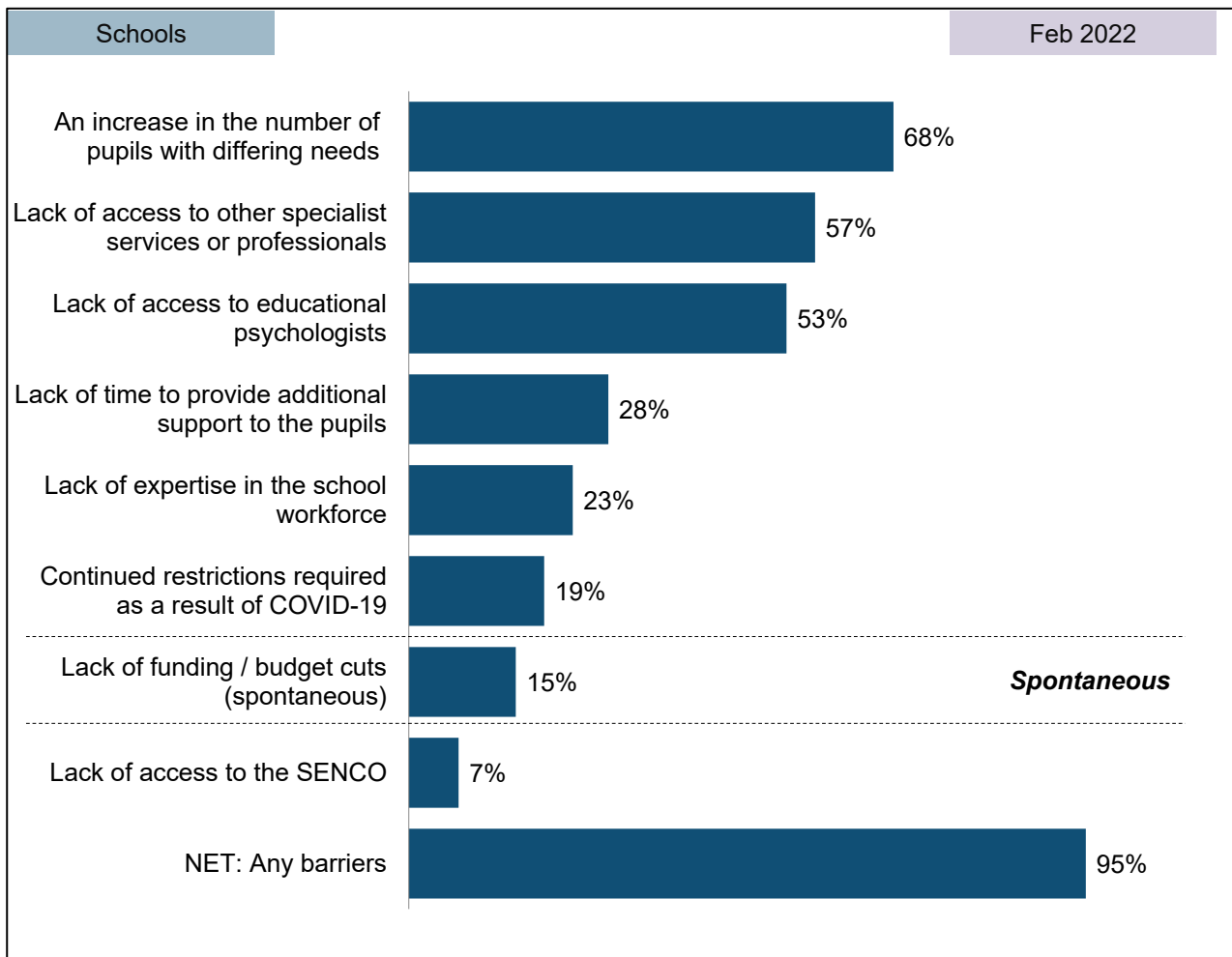
Schools were asked what barriers currently exist that prevent them from effectively providing support for pupils with SEND. In line with October 2021, the main barriers centred on an increasing number of pupils needing support and lack of access to services and professionals. In February 2022, over half of schools reported concerns on the following:

- Increased number of pupils with differing needs compared with the 2020/21 (68%, also 68% in October 2021);
- Not having access to other specialist services or professionals (57%, down from 71% in October 2021);
- Lack of access to educational psychologists (53% vs. 56% in October 2021).

Just 4% of schools felt there were no current barriers to providing effective support for pupils with SEND (in line with 3% of schools reporting no barriers in October 2021).

There were no significant differences between the barriers reported by primary and secondary schools. The most commonly reported barriers are shown in Figure 11.

Figure 11. Current barriers to supporting pupils with SEND for schools



Source: School and College Panel, February 2022 survey. F3: Panel A schools (n=655). Responses less than 7% not charted.

Schools were also asked about barriers to effectively providing support for pupils with SEND they anticipated going forward. The profile of anticipated barriers for schools was very similar (though at slightly higher levels) to the barriers currently being experienced, with the most commonly anticipated barriers being:

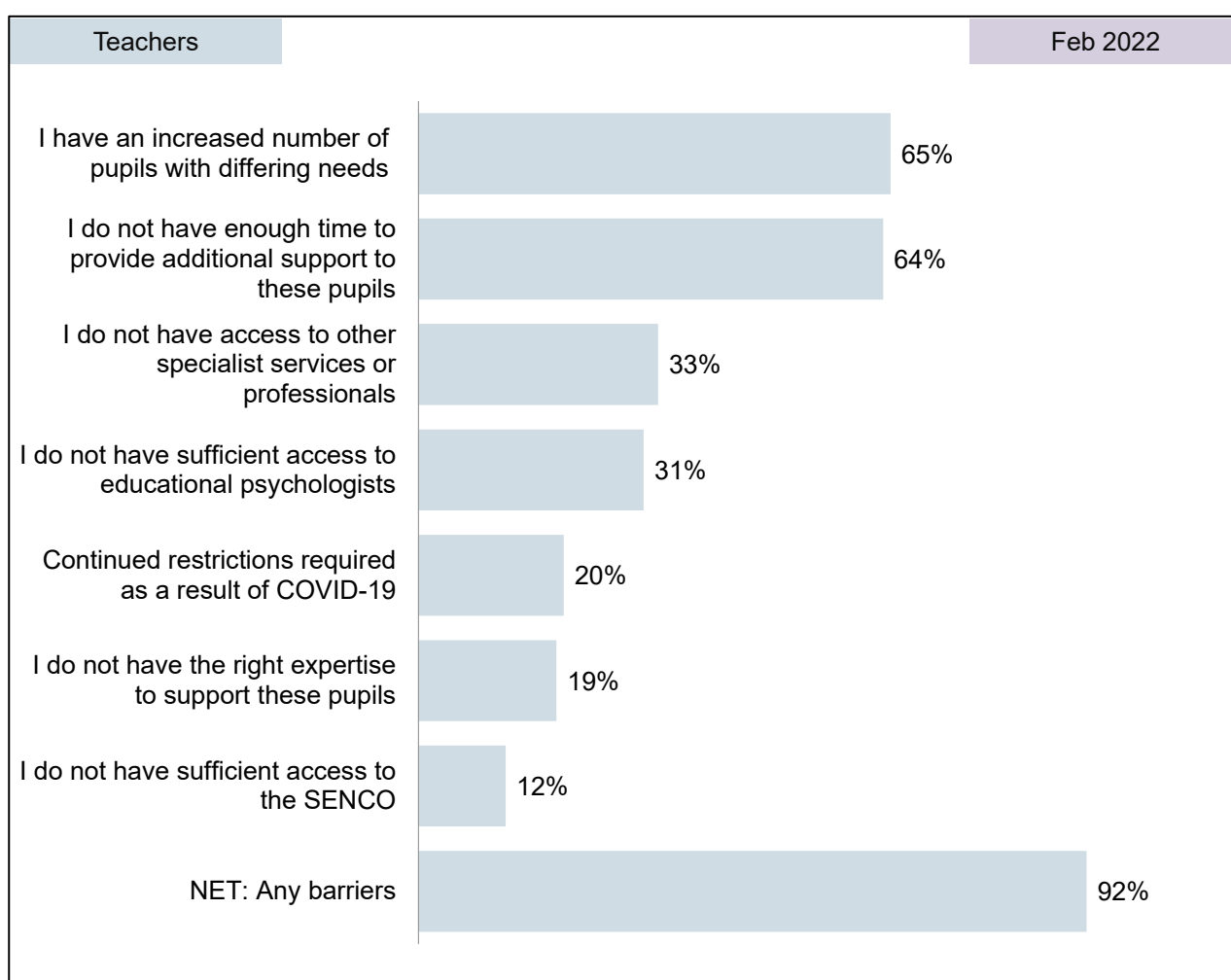
- An increase in the number of pupils with differing needs (76%);
- A lack of access to educational psychologists (58%); and
- A lack of access to “other” specialist services and professionals (60%).

Barriers for teachers to supporting pupils with SEND

Teachers were also asked about the barriers they currently experienced to providing effective support for pupils with SEND. In line with findings from October 2021, in February 2022, the most common barrier for teachers was an increased number of pupils with differing needs compared with the 2020/21 academic year (65%, similar to the 62% reporting this in October 2021) and that they do not have enough time to support these pupils (64%, again similar to the 67% in October 2021). Overall 6% of teachers felt they faced no barriers (in line with the 7% experiencing no barriers in October 2021).

The most commonly reported barriers are shown in Figure 12 below.

Figure 12 Current barriers to supporting pupils with SEND for teachers (prompted)



Source: School and College Panel, February 2022 survey. F3: Panel A teachers (n=1250). Responses less than 7% not charted.

Although primary and secondary teachers were equally likely to report any barriers to supporting pupils with SEND, secondary teachers were more likely than primary teachers to specifically report lack of time to provide additional support as a barrier (69% vs. 60%).

On the other hand, primary teachers were more likely to report lacking access to educational psychologists (38% vs. 24% of secondary teachers) and other specialist services or professionals (44% vs. 22% of secondary).

The barriers teachers anticipated going forward to effectively providing support for pupils with SEND were very similar to the barriers currently being experienced, with the most commonly anticipated barriers being:

- An increase in the number of pupils with differing needs (69%);
- Not having enough time to provide additional support to these pupils (63%); and
- A lack of access to 'other' specialist services or professionals (37%) and to educational psychologists (35%).

Mental health support in schools

Mental Health Support Teams

In 2018 NHS England and DfE introduced Mental Health Support Teams (MHSTs) in schools and colleges to promote and support mental health by offering early intervention for pupils and students with mild to moderate mental health needs. In the February 2022 panel survey, school leaders were asked about their awareness of and involvement in this programme.

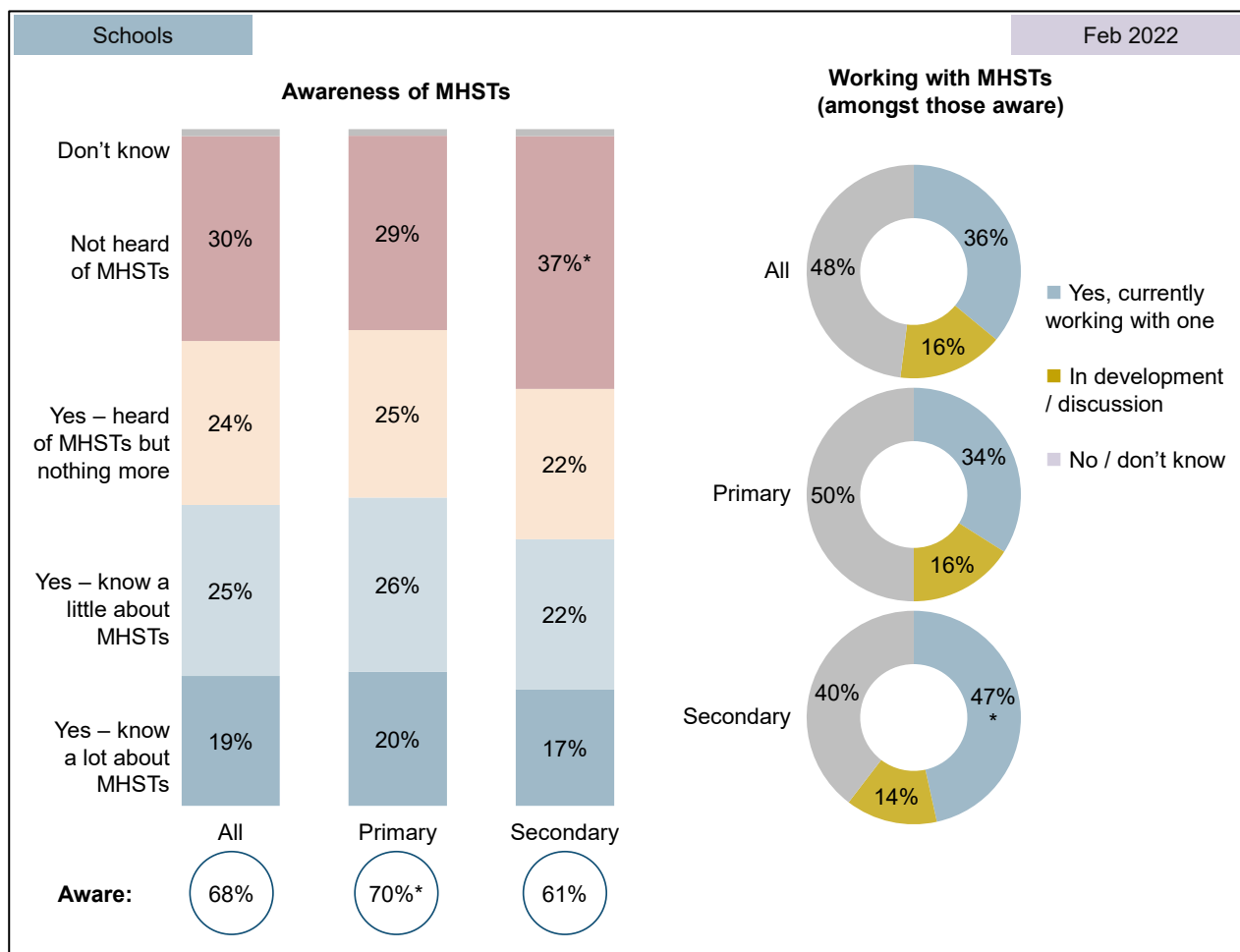
Awareness of and involvement with MHSTs

Two-thirds (68%) of schools had heard of the MHST programme, with awareness higher amongst primary schools (70%) than secondaries (61%). As shown in Figure 13, among those aware, there was a near even spread of answers between schools who felt they knew 'a lot' about them (19%), those who felt they knew a little about them (25%) and those who had only heard the name and knew nothing more about the actual programme (24%).

As shown in Figure 13, around a third (36%) of schools aware of MHSTs were currently working with an MHST, with a further 16% saying that this was in discussion or in development.

Recalculating the percentage to show the proportion of all schools, this equates to a quarter (24%) of all schools working with MHSTs (23% of primary schools and 29% of secondary schools). Adding in schools currently in discussion or developments with an MHST, the proportion of all schools engaging with MHSTs rises to 35% of all schools (35% of primary and 37% of secondary schools). This means around two-thirds of schools had either not heard of MHSTs or were not working with an MHST.

Figure 13. Awareness and incidence of working with MHSTs



Source: School and College Panel, February 2022 survey. H1/H2 Panel B leaders (n=563)/Panel B leaders aware of MHSTs (n=373). * Indicates a statistically significant difference between primary and secondary schools.

Offers and take-up of new / additional support for mental health and wellbeing of pupils

Aside from involvement with MHSTs, schools were asked if they had been offered any other new or additional support for mental health and wellbeing of pupils by their Local Authority this academic year, and whether they had taken-up these offers.

As shown in Figure 14, just over half of schools said they had been offered training on pupil/student wellbeing (58%) or advice about how to support pupil/student mental health needs (55%). A third of schools (33%) had been offered support accessing local services, while 30% had been offered guidance on best use of recovery and pupil premium funding for pupil wellbeing and 16% local assessment of current gaps and anticipated needs. Other types of new or additional support offered by their Local Authority that were mentioned spontaneously by schools included training for staff, in-school programmes or support for pupils e.g. interventions or assemblies, and training an internal mental health lead.

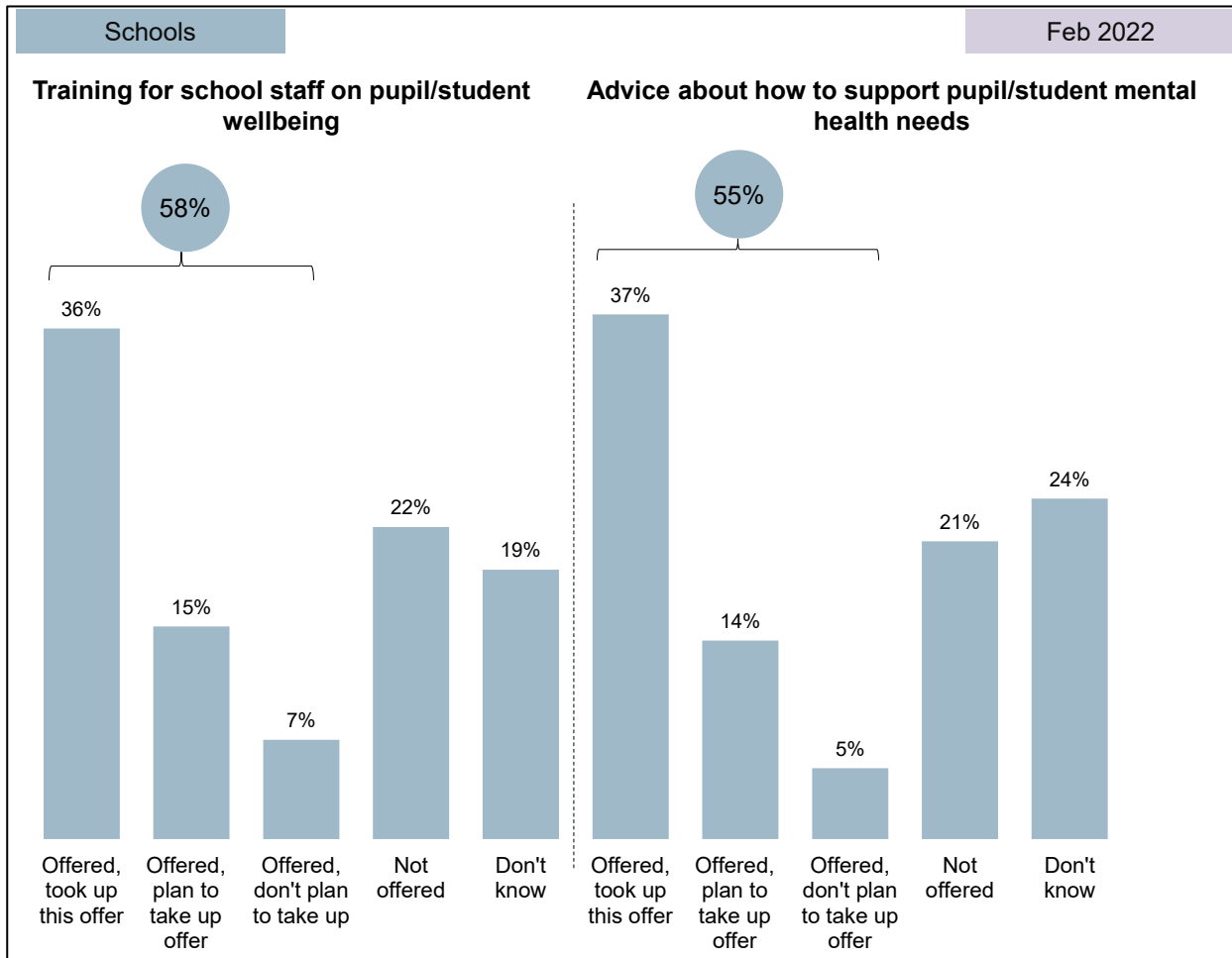
Primary schools were more likely than secondary schools to report being offered each of the following types of support:

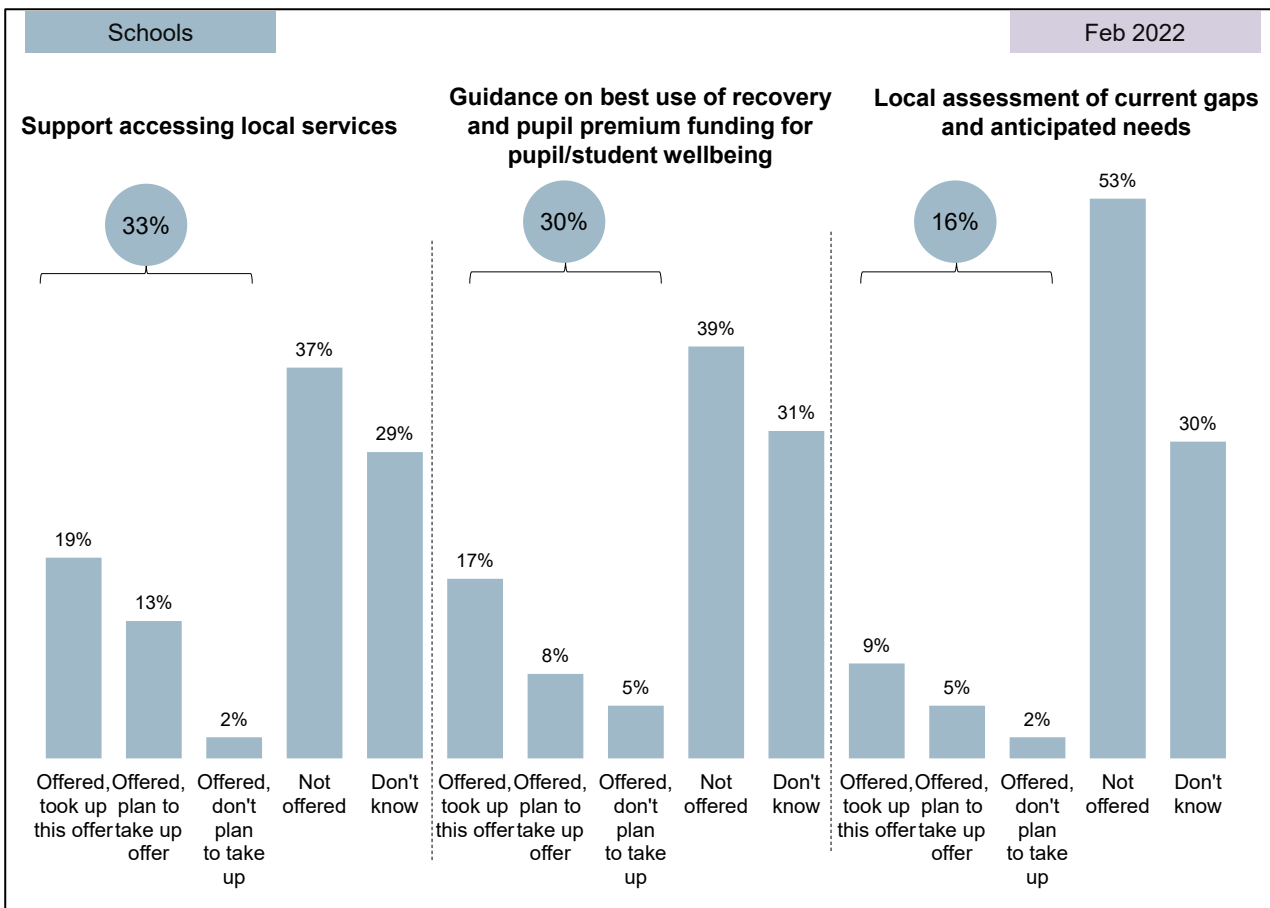
- Training for school staff on pupil/student wellbeing (61% vs. 43% of secondary schools);
- Advice about how to support pupil/student mental health needs (including emails and electronic newsletters) (57% vs. 44%); and
- Guidance on best use of recovery and pupil premium funding for pupil/student wellbeing (32% vs. 22%).

Most, but not all, schools that reported they had been offered support claimed to have already taken it up or said that they were planning to. Over a third of schools had taken up an offer of advice around supporting pupil mental health needs (37%) and training for school staff on pupil wellbeing (36%), and a further 14% and 15% respectively had been offered and were planning to take up the offer. Nearly one-in-five (19%) had taken up an offer of support accessing local services (13% were planning to); 17% had taken up guidance on best use of recovery and pupil premium funding for pupil/student wellbeing (8% were planning to); and 9% had taken up local assessment of current gaps and anticipated needs (5% were planning to).

Seven per cent of schools said that they had been offered training for staff on pupil wellbeing but did not plan to take up this offer, while 5% had been offered advice about how to support pupil mental health needs, or guidance on best use of recovery and pupil premium funding for pupil/student wellbeing, but did not plan to take these up. Two per cent of schools had been offered local assessment of current gaps and anticipated needs, or support accessing local services, but did not plan to take up these offers.

Figure 14. Offers and take up of Local Authority support





Source: School and College Panel, February 2022 survey. H6: Panel B leaders (n=563).

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

Schools with an Ofsted grade of 'outstanding' were more likely than schools with a grade of 'requires improvement' to have taken up an offer of training for school staff on pupil wellbeing (48% vs. 8%), of advice about how to support pupil mental health needs (41% vs. 17%), and of guidance on best use of recovery and pupil premium funding for pupil wellbeing (20% vs. 7%).

Leader and teacher wellbeing

In February 2022 leaders and teachers were asked a series of ONS-validated questions⁵ 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. Where averages are reported these are mean scores.

Supporting the wellbeing and mental health of staff is a crucial element of the Department's commitment to help create a supportive culture in schools and colleges. On 10th May 2021, the Department made a public commitment in the Education Staff Wellbeing Charter to measure staff wellbeing at regular intervals, track trends over time and build this evidence into policy making.

Results are discussed in the following sections. The final section discusses some sub-group differences common across all or nearly all measures covered in this chapter. As may be expected, the findings indicate that measures of wellbeing decreased substantially at the outset of the COVID-19 pandemic. They showed signs of improvement in Spring 2021, before declining again towards Winter 2021/22 and the February 2022 survey.

Life satisfaction

Leaders and teachers were asked to rate 'overall, how satisfied are you with your life nowadays?' using a scale from 0 to 10, where 0 is 'not at all' and 10 is 'completely satisfied'.

Almost half of teachers and leaders reported that they were satisfied with their life, with 47% giving a positive score of 7-10 (a score of 7-10 out of 10 is deemed to indicate high or very high life satisfaction). The mean average score of leaders and teachers on life satisfaction was 5.9 in February 2022.

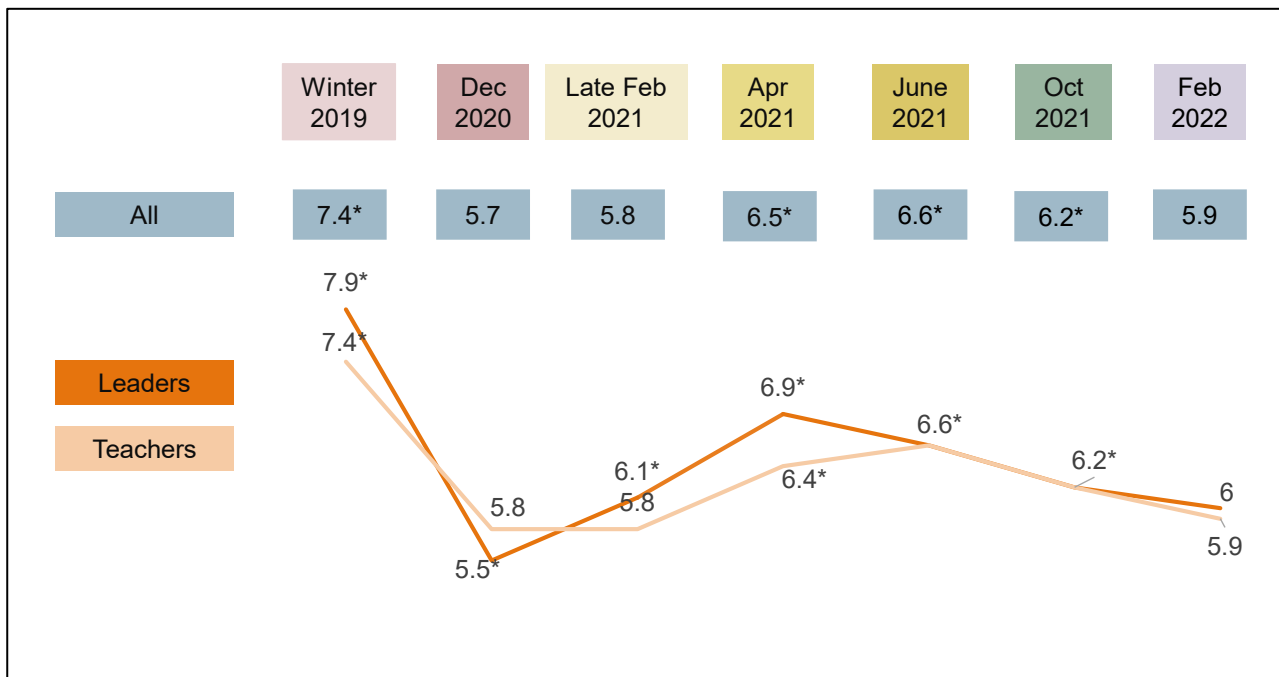
As shown in Figure 15, satisfaction levels appeared to be increasing from December 2020 to April 2021. However, since the April and June 2021 surveys, satisfaction levels have significantly decreased to around the levels seen in December 2020 / February 2021. Satisfaction levels in February 2022 were also significantly lower than in winter 2019, before the COVID-19 pandemic.

The life satisfaction levels between leaders and teachers have remained relatively in-line since June 2021 and October 2021, with no significant differences found between the

⁵ Given the change in people's circumstances during the COVID-19 pandemic, and the timing of the October survey (October 2021) and the ONS Annual Population Survey (year ending March 2021), comparisons between the October survey results and the general population are not explored further.

groups (6.6 for both in June 2021, 6.2 for both in October 2021, and 6.0 for leaders and 5.9 for teachers in February 2022).

Figure 15. Satisfaction with their life nowadays (mean score 0-10)



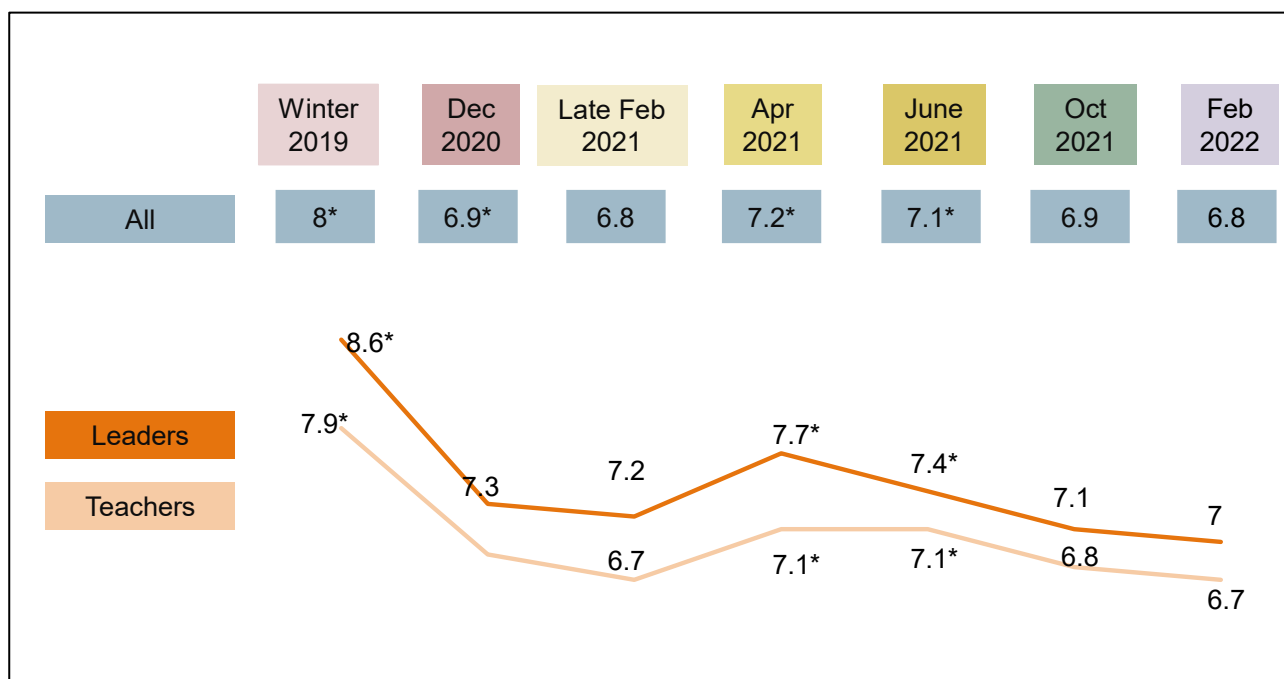
Source: School College Panel, February 2022 survey I1: All Leaders and Teachers. (n=2,816). October 2021 survey C1_1 (n=1,888). June 2021 survey A1_1 (n=1,876). April 2021 survey C1_1 (n=2,159). Late Feb 2021 survey F6_1 (n=2,580). December 2020 survey H1_1 (n=1,012). Winter 2019 survey T5_1 (n=1,815). * Indicates a significant difference between highlighted wave and February 2022.

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?’.

Almost two-thirds (63%) of leaders and teachers felt that the things they did in their life were worthwhile (giving a positive score of 7-10), with leaders significantly more likely to report this (68% of leaders compared to 63% of teachers). Leaders gave a higher average mean score than teachers (7.0 vs. 6.7). The average across leaders and teachers combined (of 6.8) has remained broadly unchanged from October 2021 (of 6.9) and has returned to levels seen in December 2020 / February 2021, after increasing in April 2021, a pattern exactly matching that found for life satisfaction.

Figure 16. Extent to which feel the things they do in their life are worthwhile (mean score 0-10)



Source: School College Panel, February 2022 survey I2: All Leaders and Teachers. (n=2,816). October 2021 survey C1_2 (n=1,888). June 2021 survey A1_2 (n=1,876). April 2021 survey C1_2 (n=2,159). Late Feb 2021 survey F6_2 (n=2,580). December 2020 survey H1_2 (n=1,012). Winter 2019 survey T5_2 (n=1,815). * Indicates a significant difference between highlighted wave and February 2022.

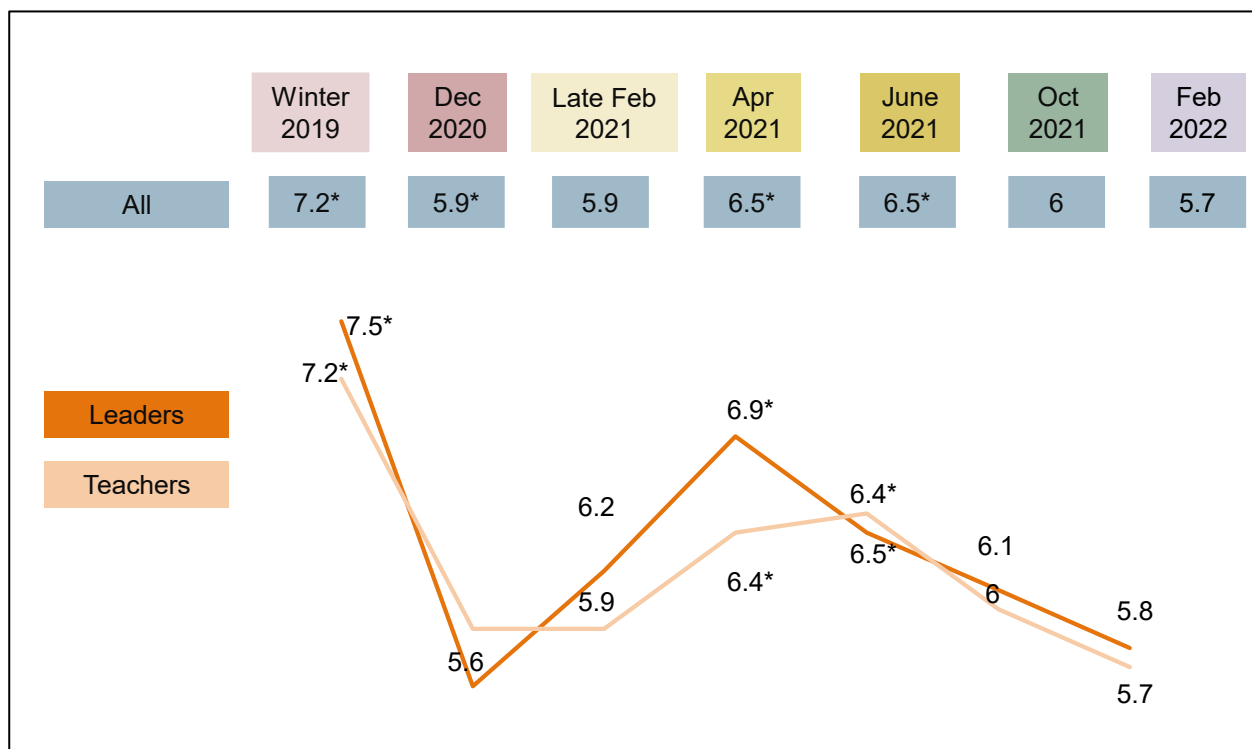
Happiness

Using the same 0 to 10 scale, leaders and teachers were asked ‘overall, how happy did you feel yesterday?’.

Almost half (45%) of leaders and teachers reported that they were happy yesterday (giving a positive score of 7-10). Around a quarter (28%) rated their level of happiness as low (a score of 0-4). There were no significant differences between the scores given by leaders and teachers. On average, leaders and teachers scored 5.7 on levels of happiness in February 2022.

As shown in Figure 17, feelings of happiness follow a similar pattern to life satisfaction and worthwhileness, falling sharply from winter 2019 to December 2020, increasing between December 2020 and April 2021, and since then falling back to levels similar seen in late 2020 / early 2021.

Figure 17. How happy felt yesterday (mean score 0-10)



Source: School College Panel, February 2022 survey I3: All Leaders and Teachers. (n=2,816). October 2021 survey C1_3 (n=1,888). June 2021 survey A1_3 (n=1,876). April 2021 survey C1_3 (n=2,159). Late Feb 2021 survey F6_3 (n=2,580). December 2020 H1_3 survey(n=1,012). Winter 2019 survey T5_3 (n=1,815). * Indicates a significant difference between highlighted wave and February 2022.

Anxiety

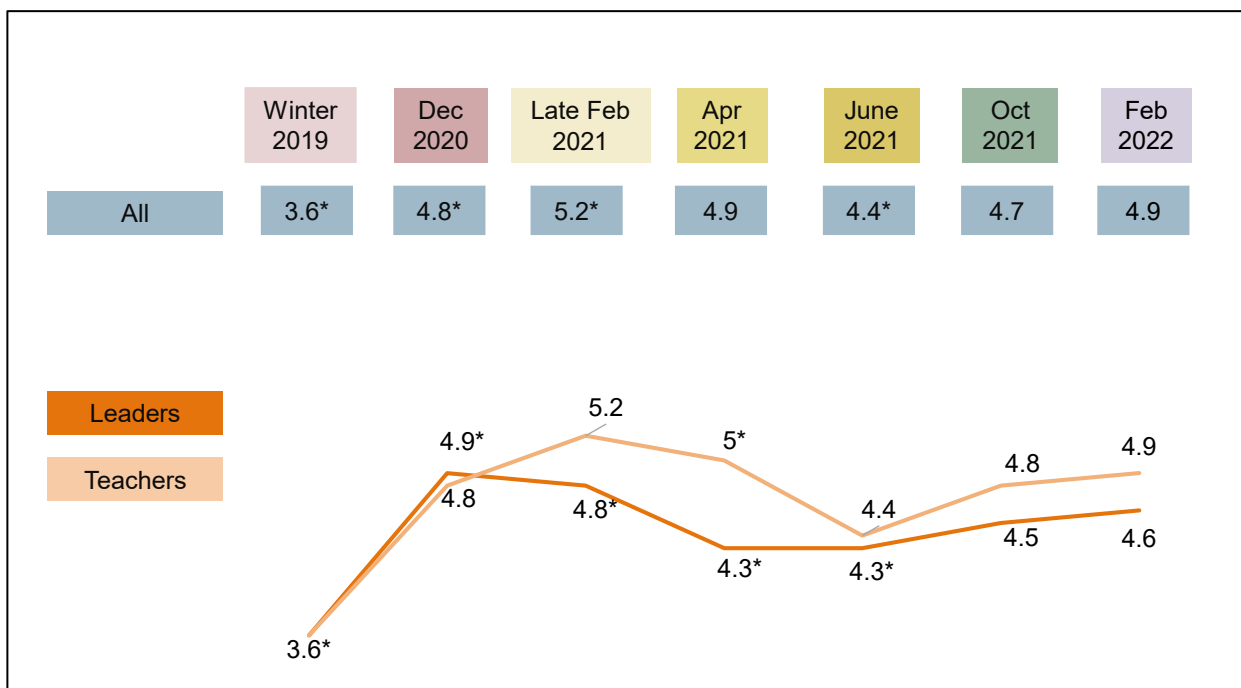
Using the same 0-10 scale, leaders and teachers were asked ‘overall, how anxious did you feel yesterday?’. A low score (between 0-3) represents a positive finding, i.e., not feeling anxious or feeling anxious to a low degree. Meanwhile, a rating of 6-10 represents a high level of anxiety, as rated by the ONS.

Almost half (46%) of leaders and teachers reported a high level of anxiety yesterday.

In comparison around a third (34%) of leaders and teachers reported that they were *not* anxious (a score of 0-3), with leaders significantly more likely to report this (37% of leaders compared to 33% of teachers). The mean anxiety level was 4.9, with teachers more likely to report higher anxiety levels than leaders (4.9 for teachers vs. 4.6 for leaders). Further to this, there were significant differences found between phase, with leaders and teachers from primary schools more likely to report higher mean anxiety levels than those from secondary schools (5.1 vs. 4.6 in secondary schools).

As shown in Figure 18, average feelings of anxiety (4.9 in the current wave) are similar to October 2021 (4.7) but higher than in June 2021 (4.4), and substantially higher than in Winter 2019 before the pandemic, when the mean score was 3.6. They are however significantly lower than the late February 2021 survey (when the average peaked at 5.2).

Figure 18. Level of anxiety yesterday



Source: School College Panel, February 2022 survey I4: All Leaders and Teachers. (n=2,816). October 2021 survey C2 (n=1,888). June 2021 survey A2 (n=1,876). April 2021 survey C2 (n=2,159). Late Feb 2021 survey F4 (n=2,580). December 2020 survey H2 (n=1,012). Winter 2019 survey T6 (n=1,815). * Indicates a significant difference between highlighted wave and February 2022.

Job Satisfaction

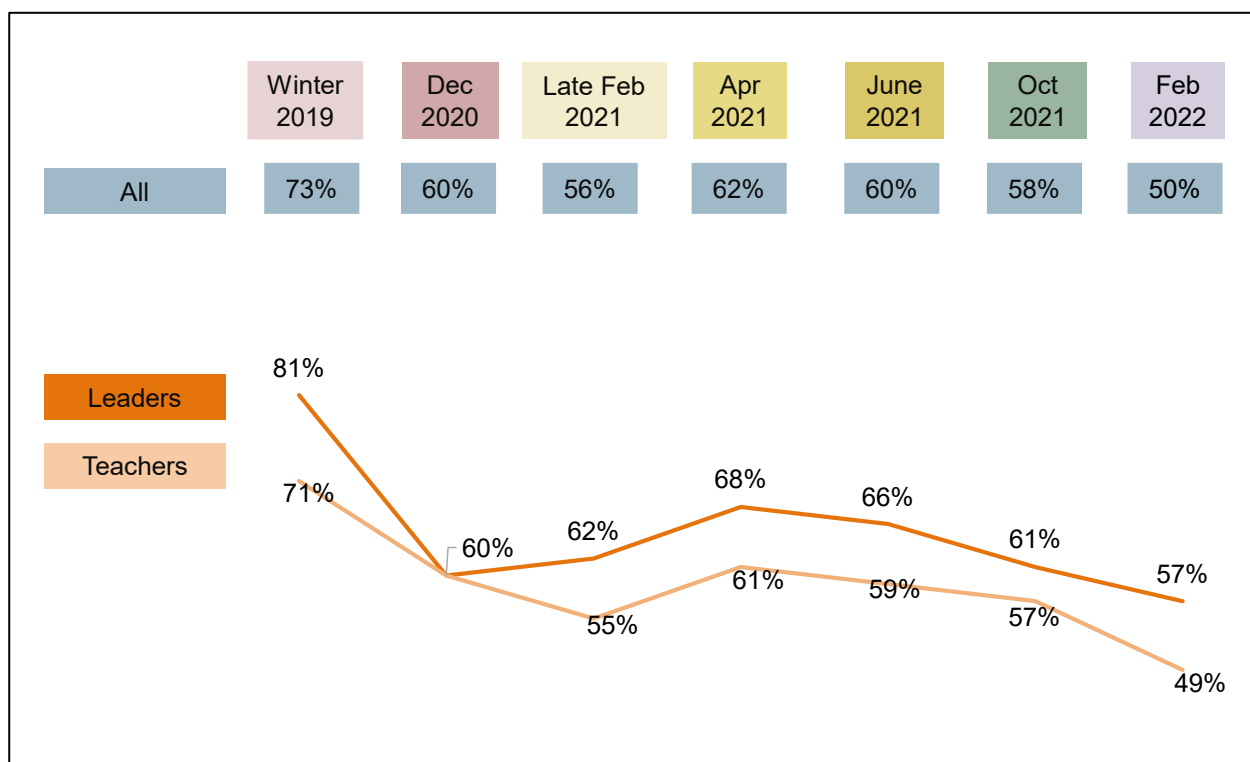
Teachers and leaders were asked how satisfied they were with their present job, using a scale of 1 to 7, where 1 means 'completely dissatisfied' and 7 means 'completely satisfied'.

Overall, half (50%) of leaders and teachers were satisfied with their job (a score of 5-7). Leaders were significantly more likely to report satisfaction in their current job than teachers (57% vs. 49%), with teachers significantly more likely to report dissatisfaction in their current job (a score of 1-3) than leaders (43% of teachers compared to 37% of leaders).

As shown in Figure 19, leaders' and teachers' satisfaction levels have significantly decreased since April, June, and October 2021 (where a satisfaction score of 5-7 was

reported by 62% in April 2021, 60% in June 2021, 58% in October 2021, and 50% in February 2022).

Figure 19. Satisfaction with present job



Source: School College Panel, February 2022 survey I5: All Leaders and Teachers. (n=2,816).

October 2021 survey C3 (n=1,888). June 2021 survey A3 (n=1,876). April 2021 survey C3 (n=2,159). Late Feb 2021 survey F4 (n=2,580). December 2020 survey H2 (n=1,012). Winter 2019 survey T6 (n=1,815). * Indicates a significant difference from February 2022. ^ Indicates a statistically significant difference between leaders and teachers.

Subgroup differences

Broad differences between leaders and teachers have been discussed above, but there were further significant differences found across the wellbeing measures by subgroup, as detailed below:

- Leaders and teachers in schools with the lowest proportion of FSM eligible pupils were more likely to report being satisfied in their job (a score of 5-7) than those in schools with the highest proportion (56% compared to 46%). Further to this, teachers and leaders in schools with the lowest proportion of FSM eligible pupils reported higher levels of mean life satisfaction than those in schools with the highest proportion (6.1 vs. 5.7).
- By region, leaders and teachers in the North East were more likely than average to report dissatisfaction in their job (53%), whilst those in the South East were

more likely than average to report satisfaction in their job (55%). In relation to feelings of worthwhileness, those in London and the South East were more likely to report higher levels of worthwhileness (7.2 for London, 7.0 for South East).

- Across all wellbeing measures there were differences between leaders and teachers that have a disability (reported by 8% of respondents) and those who do not. Those with a disability were more likely to report dissatisfaction in their job role (a score of 1-3) than those with no disability (53% vs. 41%). This was also true for mean levels of anxiety (5.5 for those with a disability vs. 4.8 for those without). For the other measures, those who have a disability were more likely to report lower levels of happiness (5.1 for those with a disability, 5.8 for those without), lower levels of worthwhileness (6.3 for those with a disability vs. 6.9) and lower levels of life satisfaction (5.4 for those with a disability vs. 6.0).

Workforce challenges

The Department's priority is to protect education, and make sure that schools and colleges have the teaching staff they need to safely deliver face-to-face education. The questions covered in this chapter were asked to improve understanding of the extent of challenges that education settings are facing.

Schools were asked to select from a prompted list of workforce challenges, which they had experienced this academic year. Almost all (98%) of schools reported they had experienced staff absence due to COVID-19 this academic year. In addition to this, over three-quarters of schools reported they had experienced:

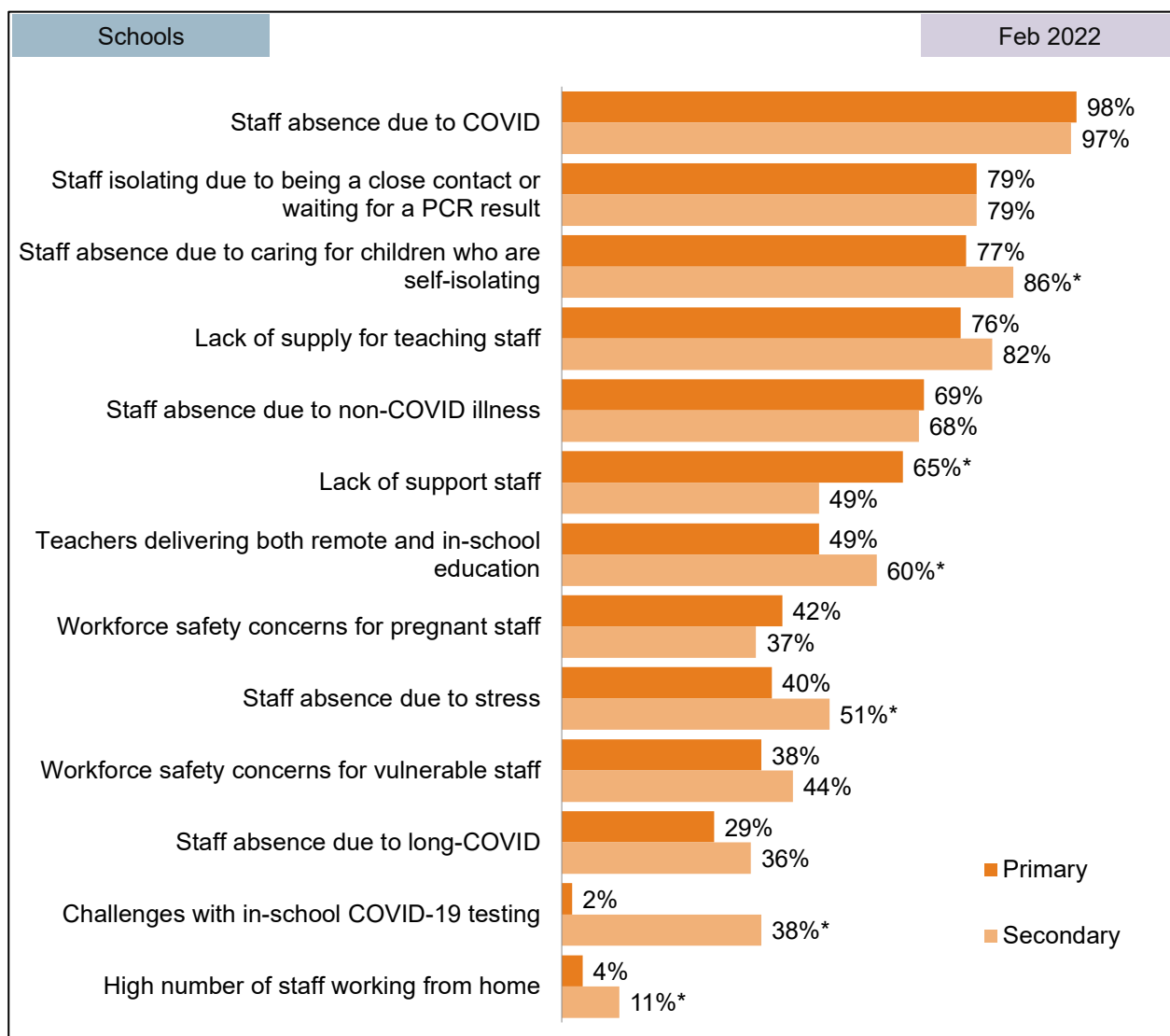
- Staff isolating due to being a 'close contact' or waiting for a PCR result (79%);
- Staff absence due to caring for children who are self-isolating (78%); and
- Lack of supply cover for teaching staff (77%).

There was no difference between primary and secondary schools in the proportions experiencing the top two challenges; staff absence due to COVID-19 (98% primary and 97% secondary) and staff isolating due to being a 'close contact' or waiting for a PCR result (79% for both primary and secondary). However, as seen in Figure 20 there were a number of differences by phase, with secondary schools more likely to have experienced:

- Staff absence due to caring for children who are self-isolating (86% vs. 77% primary);
- Teachers delivering both remote and in-school education (60% vs. 49%); and
- Staff absence due to stress (51% vs. 40%)..

Secondary schools were also much more likely to have experienced challenges with in-school testing (38% vs. 2%). It should be noted that at the time of survey, in-school COVID-19 testing was mandatory for secondary pupils only. Primary schools were likely to have experienced workforce challenges due to a lack of support staff, compared to secondary schools (65% vs. 49%).

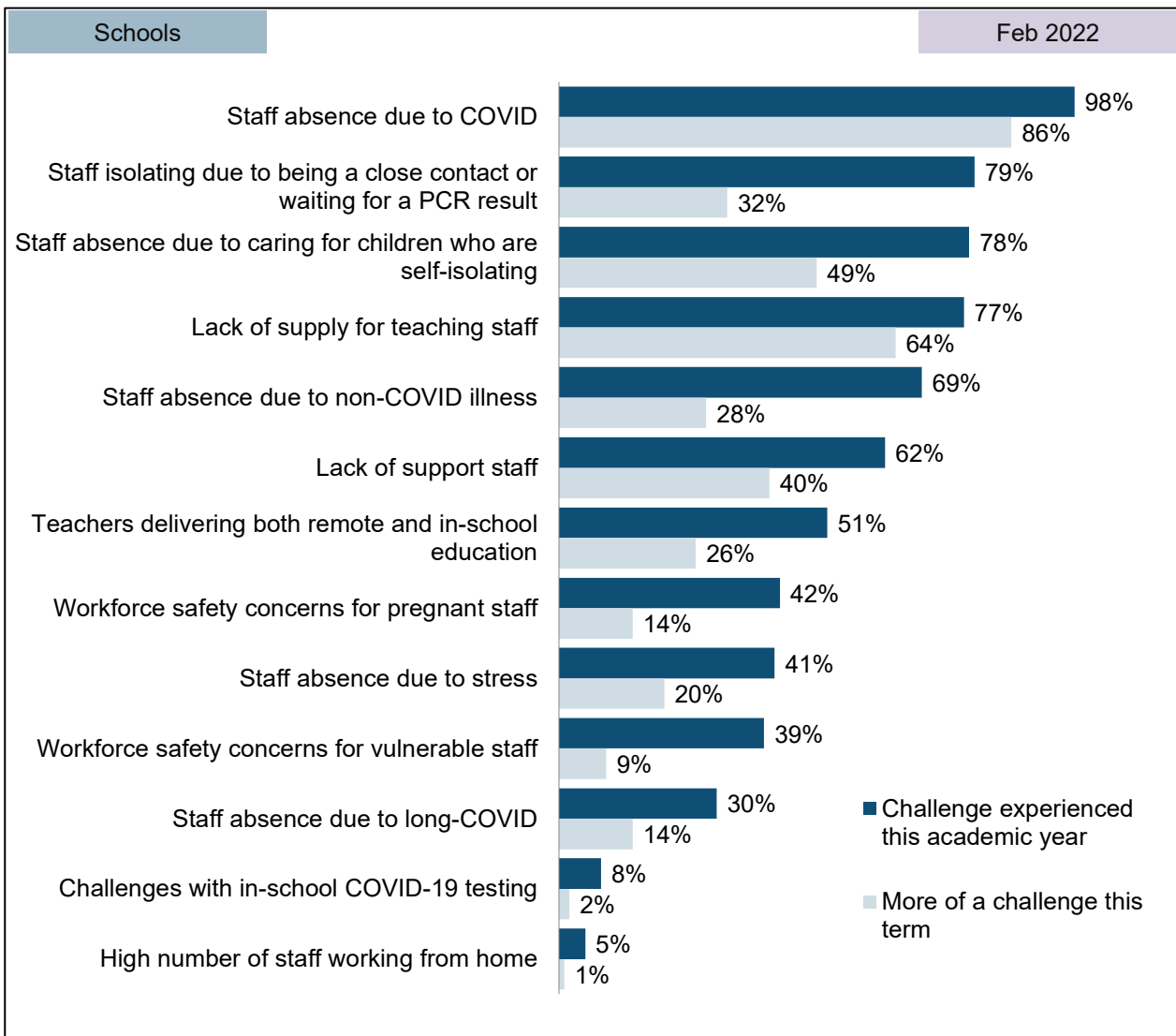
Figure 20 Workforce challenges experienced by schools this academic year, by phase (prompted)



Source: School and College Panel, February 2022 survey. J1: Panel A primary schools (n=410). Panel A secondary schools (n=245). * Indicates a statistically significant difference between primary and secondary schools.

Schools were also asked which of these had become more of a challenge this term (Spring 2022) compared with last term (Autumn 2021). As shown in Figure 21, the vast majority of schools (86%) reported that staff absence due to COVID-19 was an increased challenge and 64% reported that lack of supply teachers was an increased challenge this term. Almost half (49%) reported an increase of staff absence due to caring for children who are self-isolating.

Figure 21 Workforce challenges experienced by schools this academic year (prompted) and whether these are more of a challenge compared to last term

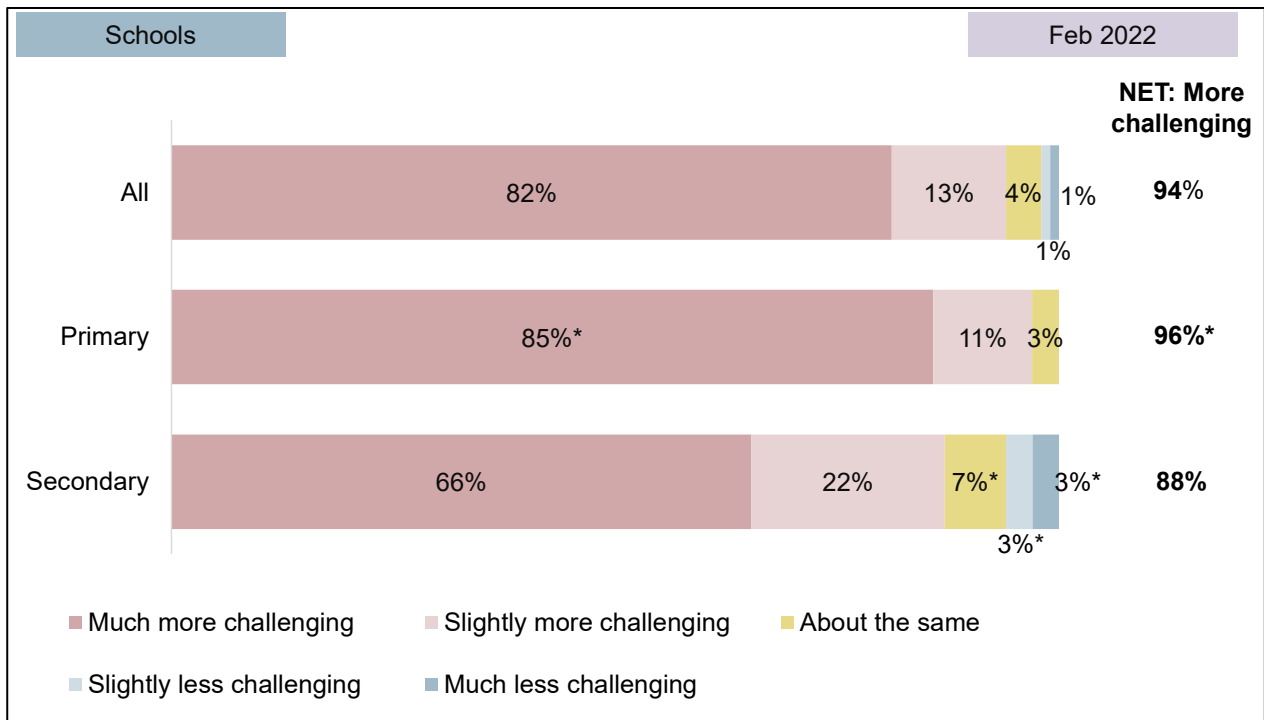


Source: School and College Panel, February 2022 survey. J1/J2: Panel A schools (n=655).

Managing staff absence

Schools were also asked, compared to the start of the pandemic, how much of a challenge managing staff absence currently was. As shown in Figure 22, the majority of schools (94%) reported that managing staff absence was more of a challenge now compared to the start of the pandemic, with 82% reporting it was much more challenging. Just 1% of schools found it to be less challenging compared to the start of the pandemic.

Figure 22 How challenging schools find managing staff absence now, compared to at the start of the pandemic



Source: School and College Panel, February 2022 survey. J3: Panel A schools (n=655).

Primary schools were more likely to report increased challenges with staff absence. Compared to the start of the pandemic, 85% of primary schools now found managing staff absence much more challenging, compared to 66% of secondary schools.

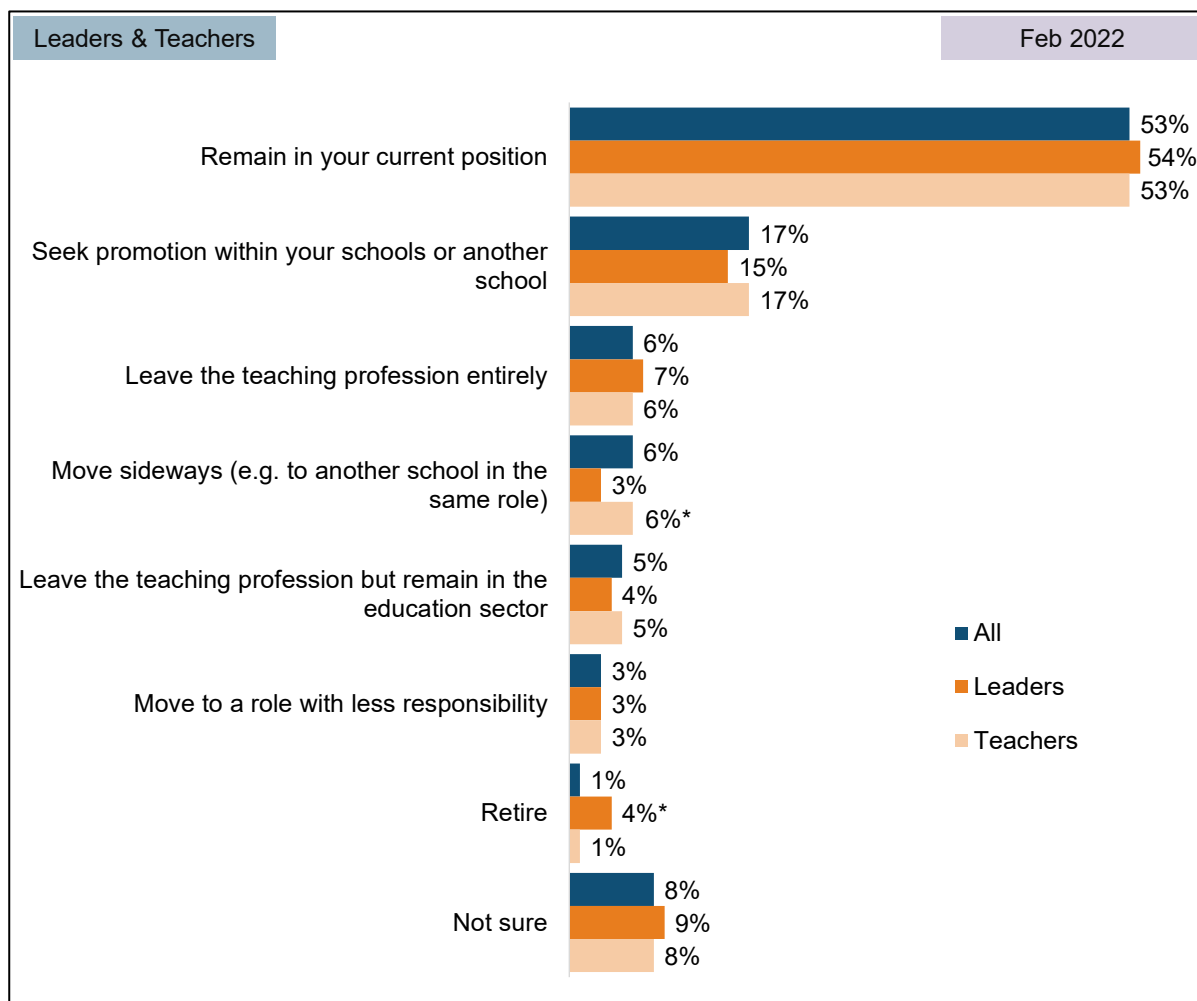
Impacts of COVID-19 on the workforce

Future career plans

Leaders and teachers were asked where they expected to be in 12 months' time. Overall, over half (53%) of leaders and teachers expected to remain in their current position, which remained consistent with the figure reported in the June 2021 survey (53%), but significantly less than in late February 2021 (57%). The most commonly intended move was to seek promotion within their school or another school (17%). 6% intended to leave the teaching profession entirely, compared with 7% in June 2021 and 5% in late February 2021.

Teachers were more likely than leaders to anticipate moving sideways in their role (e.g. to another school in the same role) (6% of teachers vs. 3% of leaders). On the other hand, leaders were more likely to anticipate retiring than teachers (4% vs. 1%). Other than these, there were few differences in responses from teachers and leaders. This is in contrast to the findings from the June 2021 survey when there were variations in the following responses: not expecting to remain in current positions (41% overall; 42% of teachers vs. 33% leaders), planning to seek promotion (20% overall; 21% of teachers vs. 16% of leaders), planning to leave the teaching profession entirely (7% overall; 7% of teachers vs. 5% of leaders) and planning to move sideways (6% overall; 6% of teachers vs. 3% of leaders). Nevertheless, the lack of difference between teachers and leaders does reflect the findings reported in the late February 2021 survey, when leaders and teachers reported similar patterns for career intentions in the subsequent 12 months.

Figure 23. Where leaders and teachers expect to be in 12 months

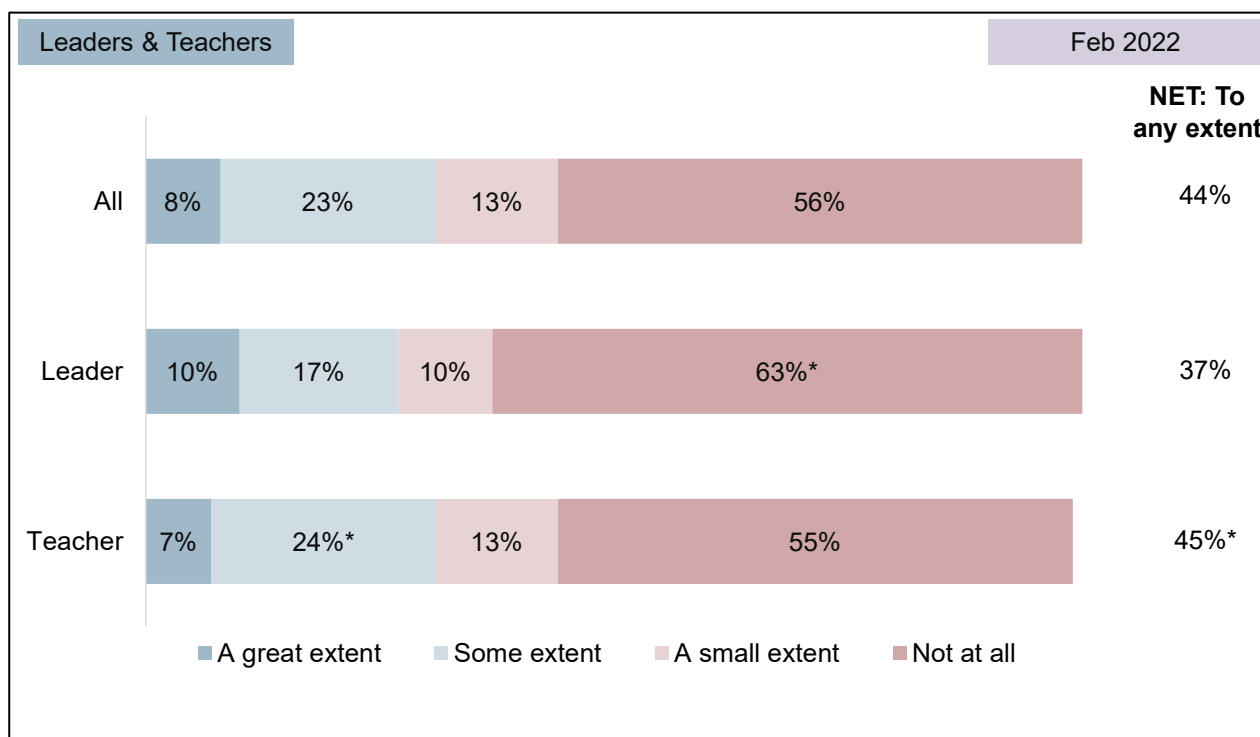


Source: School College Panel, February 2022 survey. K1: Panel A leaders (n=655) and teachers (n=1250). * Indicates a statistically significant difference between leaders and teachers.

Impact of COVID-19 on the decision to remain in current position

Leaders and teachers who knew where they would expect to be in the next 12 months were asked to what extent the COVID-19 pandemic had contributed to these intentions. For those who expected to remain in their current position, 44% reported that the pandemic had impacted this to at least a small extent (see Figure 24). Teachers were more likely to report that the pandemic had impacted their decision to some extent (24% of teachers vs. 17% of leaders). While leaders were more likely to report that the pandemic had not had any impact at all on their decision to remain in their position (63% of leaders vs. 55% of teachers). By phase, leaders and teachers from primary schools were more likely than those from secondary schools to report that the pandemic had contributed to their intention to remain in their current position to a great extent (10% in primary schools, vs 6% in secondary).

Figure 24. Extent to which COVID-19 pandemic has contributed to leaders' and teachers' intention to remain in current position



Source: School College Panel, February 2022 survey. K2_1: Panel A leaders (n=353) and teachers (n=654) who intend to remain in current position. * Indicates a statistically significant difference between leaders and teachers.

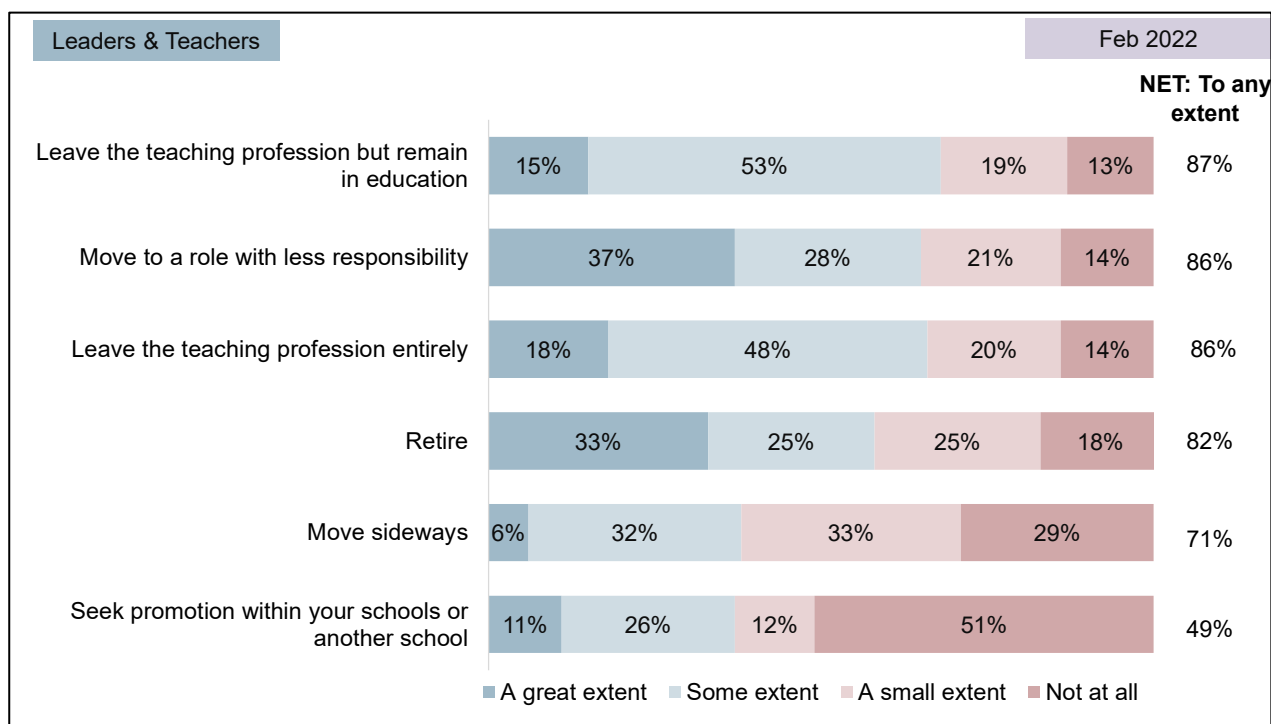
Impact of COVID-19 on the decision to move

As shown in Figure 25, leaders and teachers who intended to leave the teaching profession but remain in education were most likely to report that the pandemic had impacted this decision to any extent (87%) with 15% reporting the pandemic had contributed to their decision to retire to a great extent.

The pandemic contributed, to any extent, for the majority of those planning to:

- leave the teaching profession but remain in education (87%);
- move to a role with less responsibility (86%, with 37% saying the pandemic contributed to a great extent);
- leave the teaching profession entirely (86%);
- retire (82%); and
- move sideways (71%).

Figure 25. Extent to which COVID-19 pandemic has contributed to leaders' and teachers' intention to leave current position



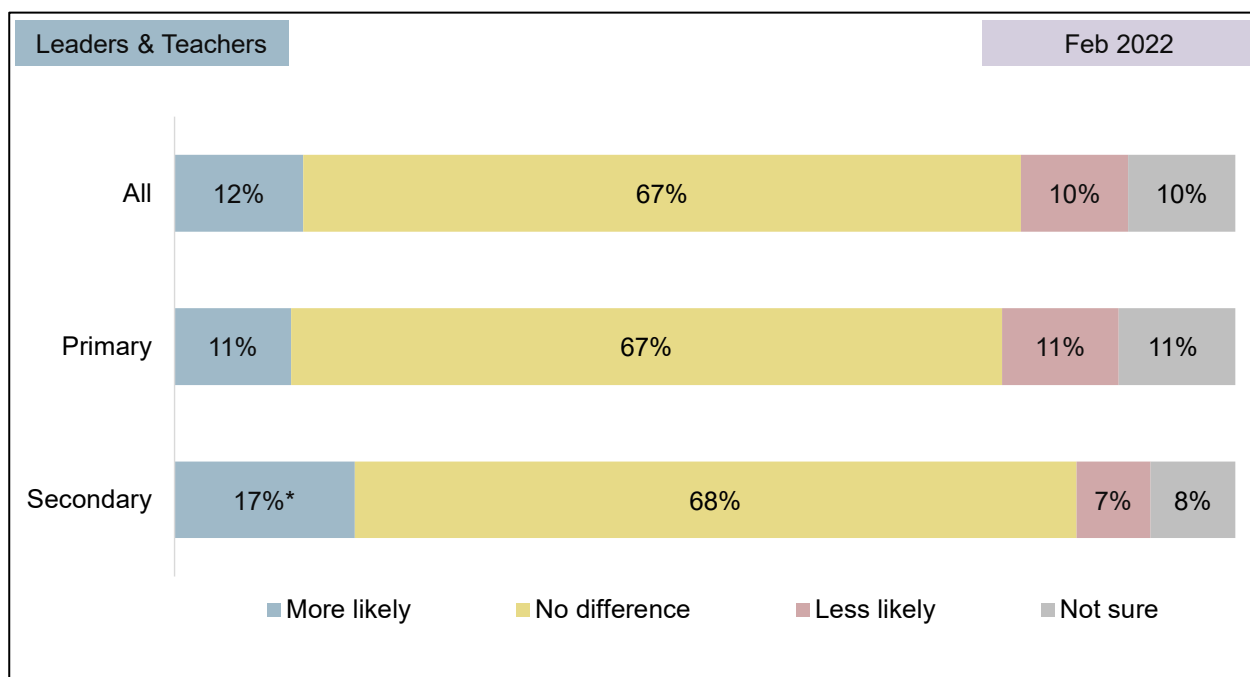
Source: School College Panel, February 2022 survey. K2: All leaders and teachers who intend to move to a role with less responsibility (61), retire (33), leave the teaching profession entirely (129), leave the teaching profession but remain in education (86), seek promotion (308), move sideways (92).

Flexible Working

Leaders were asked whether their school was more or less likely to accept flexible working requests now, compared to before the COVID-19 pandemic. Two-thirds (67%) of leaders reported that the pandemic had made no difference to their likelihood of accepting flexible working requests. One in eight (12%) said they were more likely to accept them, while a similar proportion (10%) said they were less likely to. The remainder asked (10%) were not sure about the impact of the pandemic on their decision making around flexible working.

By phase, secondary schools were more likely than primary schools to accept flexible working requests now compared to before the pandemic (17% of secondary schools compared to 11% of primary). Additionally, leaders in schools with the highest proportion of FSM-eligible pupils were most likely to report that their school was less likely to accept flexible working requests now than before the pandemic (20%).

Figure 26. Likelihood of schools to accept flexible working requests now, in comparison to before the COVID-19 pandemic



Source: School College Panel, February 2022 survey. K3: Panel A leaders (n=655). * Indicates a statistically significant difference between primary and secondary schools.

Challenges faced by schools implementing testing

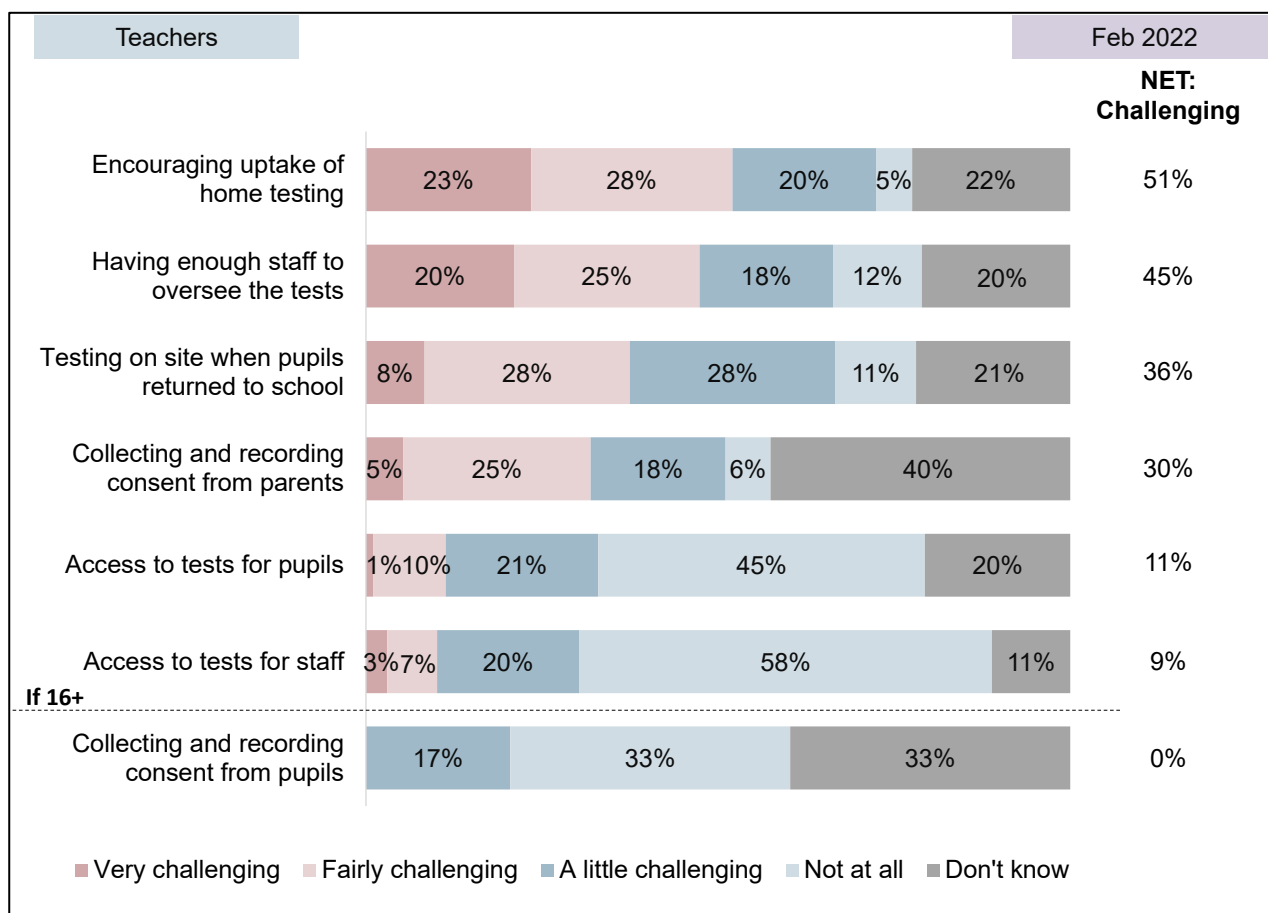
Secondary teachers were asked how challenging, if at all, they had found the following when implementing COVID-19 testing at the school:

- Collecting and recording consent from parents;
- Collecting and recording consent from pupils (for schools with pupils over the age of 16);
- Testing on site when pupils returned to school
- Having enough staff to oversee the tests;
- Encouraging uptake of home testing;
- Access to tests for pupils; and
- Access to tests for staff.

Encouraging uptake of home testing represented the biggest challenge: over half (51%) of secondary teachers reported that this had been either very (23%) or fairly (28%) challenging. Having enough staff to oversee the tests had also been commonly reported

as a challenge, with just under half (45%) of secondary teachers reporting this to be at least fairly challenging (see Figure 27).

Figure 27. Challenges faced by secondary teachers when implementing COVID-19 testing



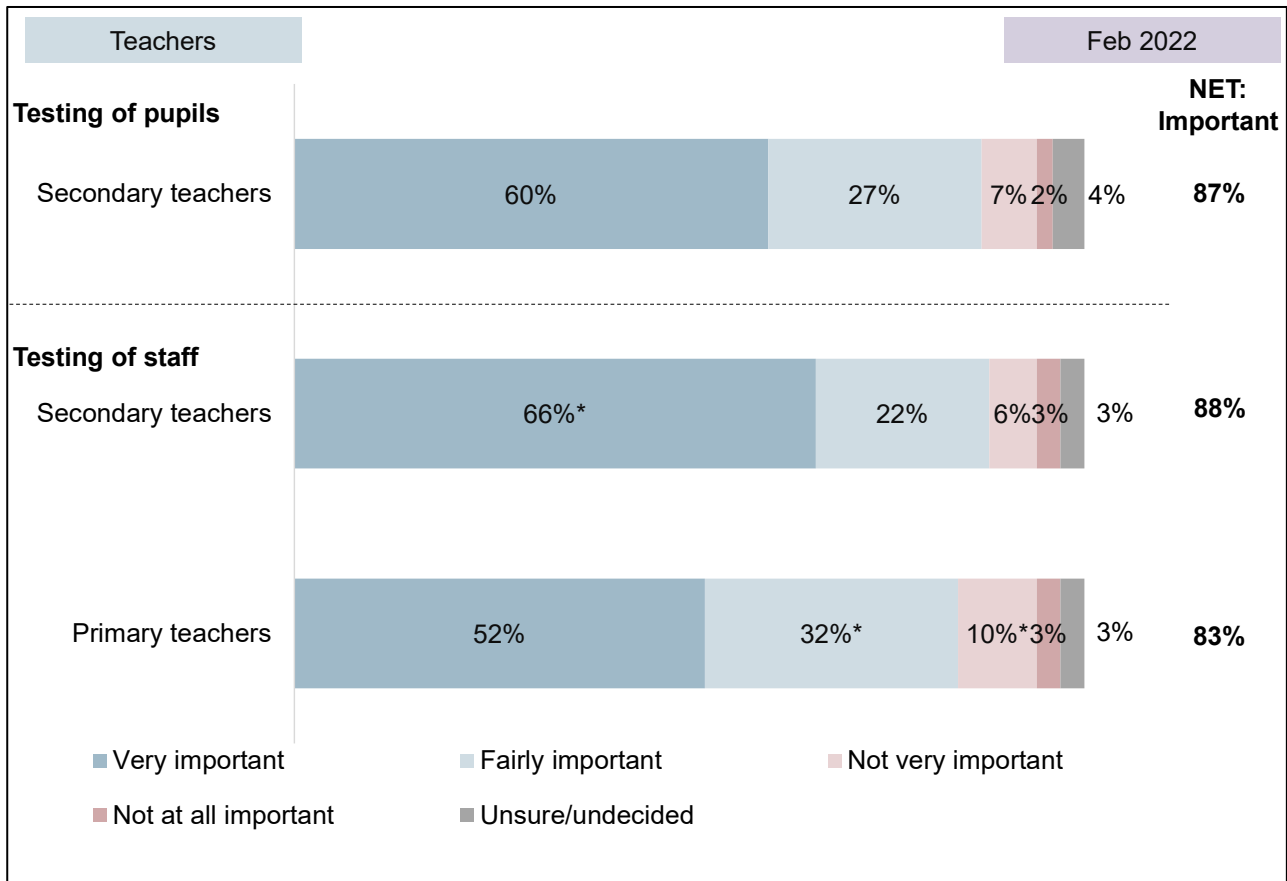
Source: School College Panel, February 2022 survey. K4_X: Panel B secondary teachers (n=348). K4_2 Panel B secondary teachers teaching pupils 16+ (n=6).

Secondary teachers were asked how important they felt regular COVID-19 testing of *pupils* was to effective on-site schooling at the time of interview. Overall, 87% of teachers thought it was *at least* fairly important, with more than half (60%) saying that testing was very important. Just under one tenth (9%) of those asked thought testing was not important. These findings were in line with the October 2021 survey (58% very important) and the May 2021 survey (56% very important).

Primary and secondary teachers were asked how important they felt regular COVID-19 testing of *staff* was to effective on-site schooling at present. Overall, 86% of teachers thought it was *at least* fairly important, with more than half (59%) saying that testing was very important. Around one tenth of teachers overall thought testing was not important, with significantly more primary teachers than secondary reporting this (13% of primary

vs. 9% of secondary). Secondary teachers were more likely to report testing of staff as important than primary teachers (88% of secondary teachers vs. 83% of primary).

Figure 28. How important is regular COVID-19 testing of pupils/staff to effective on-site schooling at present



Source: School College Panel, February 2022 survey. K5: Panel B secondary teachers (n=348). K6: Panel B secondary teachers (n=348) and primary teachers (n=863). * Indicates a statistically significant difference between primary and secondary schools.

Teachers that reported testing of pupils and/or staff as not important were then asked in an open text question as to why they felt this was the case. Some felt that the burden it places on schools was great in terms of taking up staff time and resulting absences. They felt it reduced the time available that staff could dedicate to teaching.

“We have been close to shutting the school due to the number of staff absent with positive LFTs but no symptoms.” – *Primary teacher*

“Children have missed too much of their learning and adult absences only adds to the pressure on the adult to pull the children that are already severely behind from lock-downs up.” – *Primary teacher*

Other teachers reported trusting staff to carry out self-testing of their own accord and determine for themselves if they were well enough to work. There were also mentions linked to this around feeling that an absence of symptoms meant that there was no need to test.

“Staff are able to make the decision whether they require testing and are able to do so.” – *Primary teacher*

“It's only important to test staff if they have symptoms. If they don't have symptoms, they are unlikely to be infectious.” – *Primary teacher*

Lower symptom severity was also cited as a reason for the lack of importance attached to testing. Additionally, teachers felt that high levels of vaccination take up had reduced the risk of severe illness from contracting COVID-19.

“As covid strains have evolved, the transmission is much higher but the effects are much less severe - similar to a cold. I believe this is now something we have to live with and testing is not going to prevent transmission as we are all in regular daily contact.” – *Primary teacher*

“Thanks to the vaccination, most people with covid now are not severely ill. More like a cold or small flu which people are not tested for. So now testing is not important anymore.” – *Primary teacher*

As a form of protection against COVID-19, testing was seen by some teachers to have no effect.

“We've all been left exposed to Covid for the past two years with very little in the way of protection so I don't think testing will make any difference - only to the unvaccinated.” – *Primary teacher*

“Children are spreading covid more rapidly, so staff testing has no impact on learning.” – *Primary teacher*

The need to return to normal was also a theme that emerged from teachers responses. Along with reprioritisation of educating children over testing.

“I think we just need to get on with things now. It's so disruptive otherwise. Children's education has suffered enough.” – *Primary teacher*

Difficulty policing the tests, doubts about their accuracy and the irregularity in which they were being taken by staff and/or pupils were other more practical reasons mentioned.

“Because in primary schools, children are not being tested so testing staff makes very little difference to how much the virus is being transmitted in school.” – *Primary teacher*

“Because tests are not picking up asymptomatic people, just confirming those with symptoms who would be off anyway.” – *Primary teacher*

COVID-19 vaccinations

Leaders and teachers were asked whether they had had any vaccinations against COVID-19 and whether they had had a booster vaccine.

The majority of leaders and teachers asked had had a vaccination against COVID-19 (98%). By phase, leaders and teachers from primary schools were very slightly more likely to report they had had the vaccine than those from secondary schools (99% of primary schools vs. 97% of secondary schools). The small proportion of those left over preferred not to say (1%) or hadn't had the vaccine and didn't intend to (1%). Potentially in relation to being high risk, all leaders and teachers who were disabled reported having had the vaccine (100%).

In relation to whether teachers and leaders had had their booster vaccine, more than nine in 10 reported this to be the case (92%), with the remainder either having the intention to in future (5%) or having no intention to (3%).

Leaders were significantly more likely to report having had the booster vaccine than teachers (97% of leaders vs. 91% of teachers). Most of this gap was accounted for by teachers who intended to get the booster in the future (5%). By phase, leaders and teachers at secondary schools were more likely to report having had the booster vaccine than those at primary schools (95% for secondary schools vs. 91% for primary).

Leaders and teachers that were disabled were also more likely to report having had the booster vaccine than those who weren't disabled (97% for those who are disabled vs. 92%). In addition to this, leader and teachers based in rural areas were more likely to report having had the booster vaccine than those in urban areas (95% for rural, vs. 92% for urban).

Education recovery

In the February 2022 survey, teachers were asked how far behind they felt the pupils they teach were, compared to where they would have been if the COVID-19 pandemic had not happened. They were asked this in the following areas: reading, writing, and grammar, punctuation and spelling. The vast majority of teachers reported that their pupils were at least a little behind in all of these aspects of English and literacy.

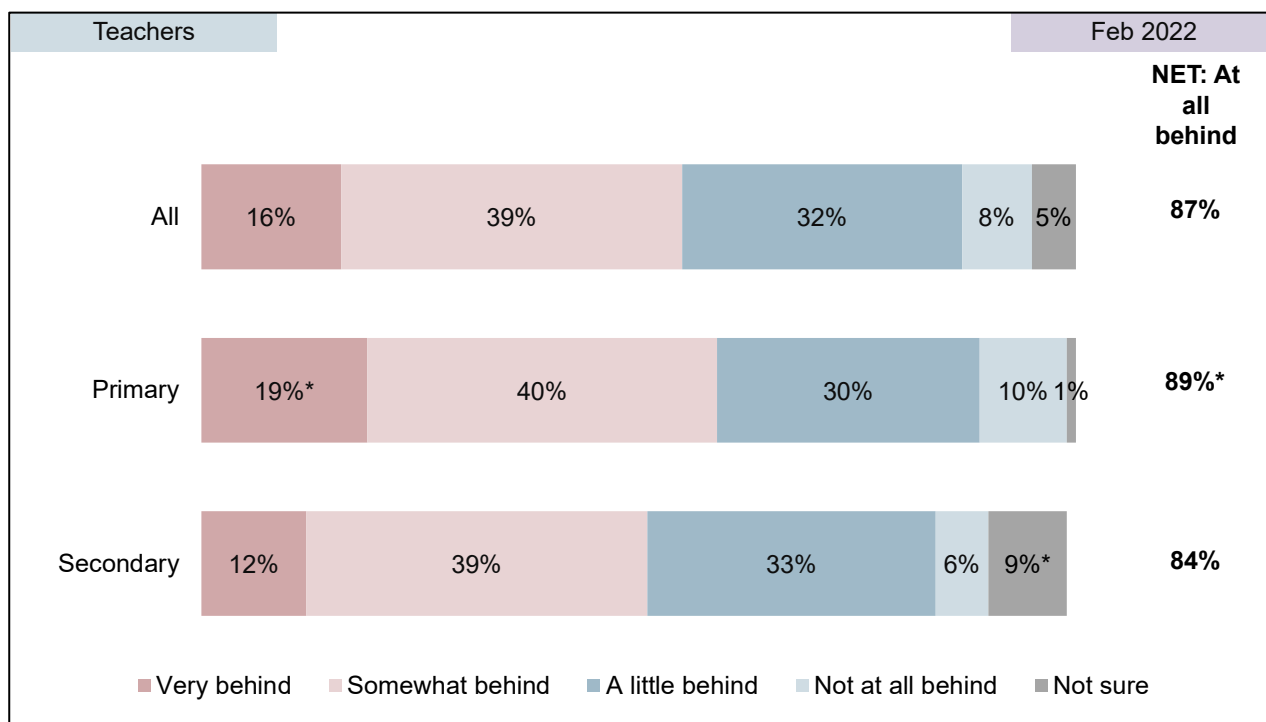
Reading

Close to nine in ten (87%) teachers reported that their pupils were at least a little behind in reading, including 16% of teachers who reported that their pupils were very behind compared to where they would have been if the COVID-19 pandemic had not happened.

Primary teachers were significantly more likely to say that the pupils they taught were very behind in reading (19% vs. 12% of secondary teachers). Other teachers more likely to report that their pupils were very behind compared to where they would be if the COVID-19 pandemic had not happened included:

- Teachers from schools with the highest proportion of pupils eligible for FSM (30% vs. 7% of teachers from schools with the lowest proportion of pupils eligible for FSM); and
- Teachers from schools with the Ofsted grade 'requires improvement' (25% vs. 9% of teachers from schools rated 'outstanding').

Figure 29. How far behind pupils are in reading, compared to where they would be if the COVID-19 pandemic had not happened



Source: School and College Panel, February 2022 survey. N1_1: All panel A teachers (n=1,250).

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

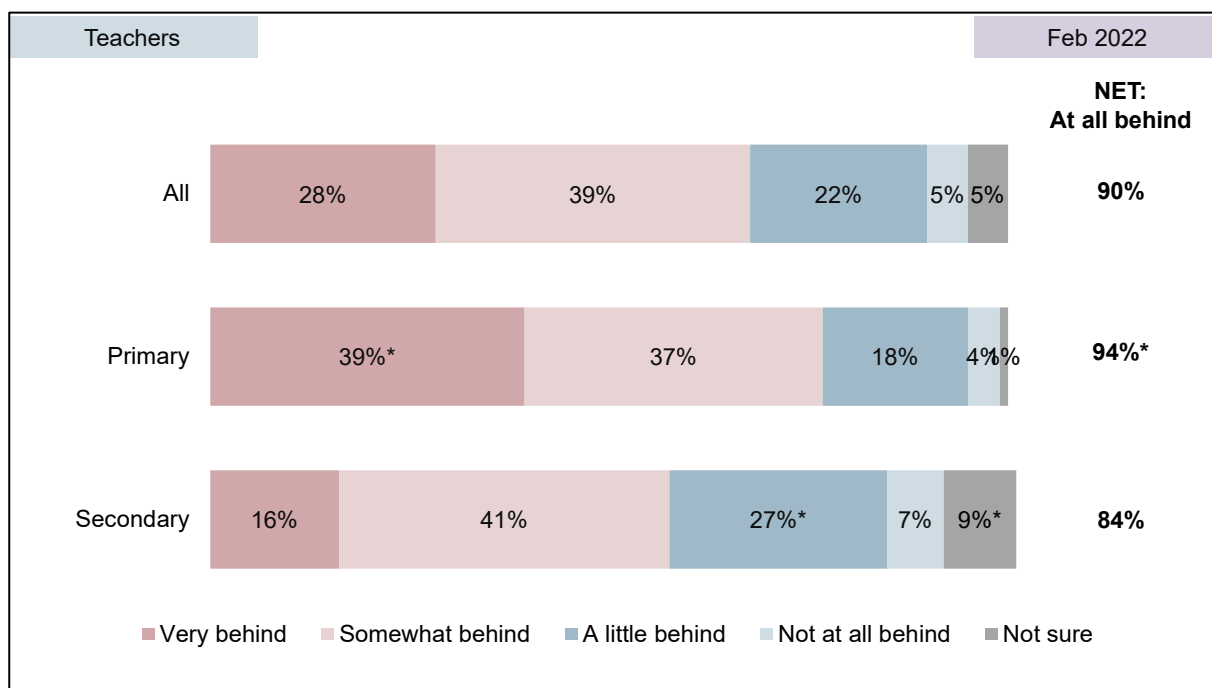
Writing

Nine in ten (90%) teachers reported that their pupils were at least a little behind in their writing, including 28% of teachers who reported that their pupils were very behind.

Similarly to reading, primary teachers were significantly more likely to say that the pupils they taught were very behind in their writing (39% vs. 16% of secondary teachers). Other teachers more likely to report that their pupils were very behind compared to where they would be normally included:

- Teachers from schools with the highest proportion of pupils eligible for FSM (41% vs. 24% of teachers from schools with the lowest proportion of pupils eligible for FSM);
- Teachers from schools with the Ofsted grade 'requires improvement' (32% vs. 17% of teachers from schools rated 'outstanding'); and
- Teachers from schools in the North West (36% vs. 28% on average across regions).

Figure 30. How far behind pupils are in writing, compared to where they would be if the COVID-19 pandemic had not happened



Source: School and College Panel, February 2022 survey. N1_2: All panel A teachers (n=1,250). * Indicates a statistically significant difference between primary and secondary schools.

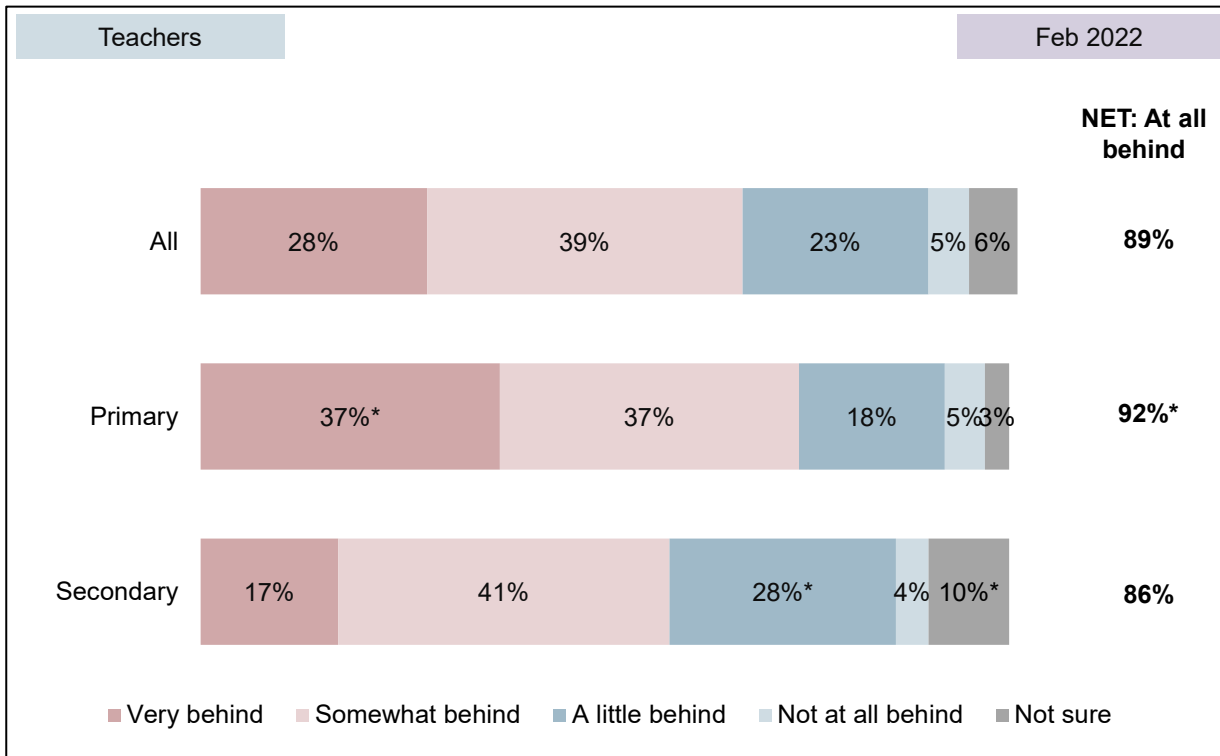
Grammar, punctuation, and spelling

Nine in ten (89%) teachers reported that their pupils were at least a little behind in their grammar, punctuation, and spelling, including 28% of teachers who reported that their pupils were very behind.

As with reading and writing, primary teachers were significantly more likely to say that the pupils they taught were very behind (37% vs. 17% of secondary teachers). Other teachers more likely to report that their pupils were very behind compared to where they would be normally included:

- Teachers from schools with the highest proportion of pupils eligible for FSM (36% vs. 24% of teachers from schools with the lowest proportion of pupils eligible for FSM); and
- Teachers from schools with the Ofsted grade 'requires improvement' (32% vs. 20% of teachers from schools rated 'outstanding').

Figure 31. How far behind pupils are in grammar, punctuation and spelling, compared to where they would be if the COVID-19 pandemic had not happened



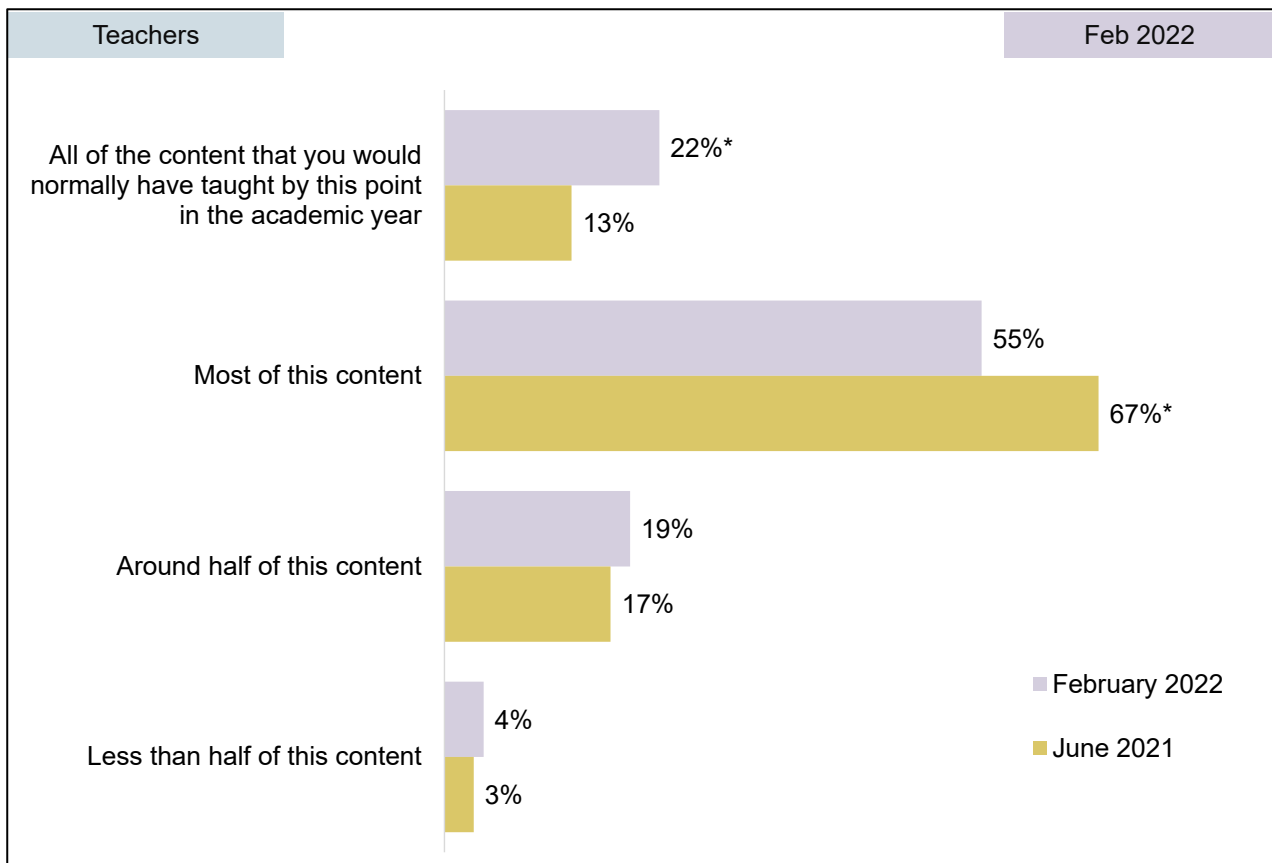
Source: School and College Panel, February 2022 survey. N1_3: All panel A teachers (n=1,250). * Indicates a statistically significant difference between primary and secondary schools.

Content taught compared to previous years

Teachers were asked, with a specific subject and year group in mind, how much of the content that they would normally have taught by this point in the academic year they had been able to teach this year. Over three in four (77%) teachers reported that they had been able to teach all (22%) or most (55%) of the content that they would normally have taught by this point in the academic year. One in five (19%) had taught around half of this content, while 4% had been able to teach less than half of this content.

To compare, in June 2021 teachers were asked how much of the usual subject content they had been able to teach that 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 that point in the academic year. The remaining fifth had taught half (17%) or less than half (3%) of the usual content.

Figure 32. Whether teachers have been able to teach all of the normal content



Source: School and College Panel, February 2022 survey. N5: All panel A teachers (n=1,250). June 2021 survey (n=977). * Indicates a statistically significant difference between February 2022 and June 2021.

Similarly to June 2021, primary teachers were more likely to experience difficulties teaching the full range of content than secondary teachers: 81% of secondary teachers had taught most or all of the content that they would normally have taught by this point in the academic year, compared with 74% of primary teachers. Meanwhile, primary teachers were more likely than secondary teachers to have taught less than half of this content (5% vs. 2%).

Teachers at schools with the lowest quintile of pupils eligible for FSM were more likely to have taught all of the content that they would normally have taught by this point in the academic year (31% vs. 19% of teachers at schools with the highest quintile of pupils eligible for FSM). Teachers at schools with the Ofsted grade 'outstanding' were more likely to have taught all or most of this content than teachers at schools with the grade 'requires improvement' (85% vs. 73%).

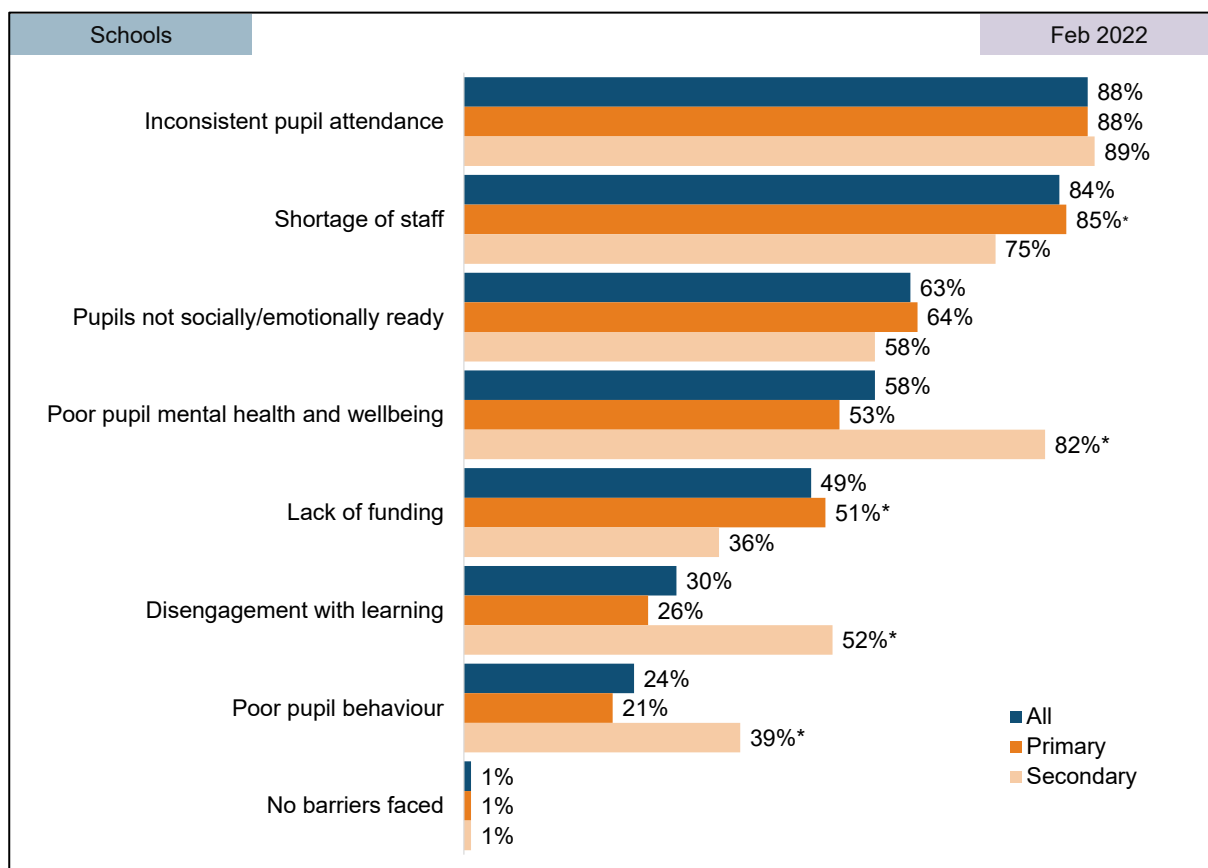
Barriers to recovery (schools)

Schools were asked what barriers, if any, had made it difficult for them to help pupils to recover from lost learning this academic year. Schools most commonly reported inconsistent pupil attendance (88%) and shortage of staff (84%) as barriers. Over half of schools also reported pupils not being socially or emotionally ready (63%) and poor pupil mental health and wellbeing (58%) as barriers. Around half of schools reported funding as a barrier (49%). Just 1% of schools reported that they faced no barriers in helping pupils to recover from lost learning. The full list can be seen in Figure 3333.

There were some notable differences between the barriers faced by primary and secondary schools. Primary schools were significantly more likely to report barriers related to resources, such as shortage of staff (85% vs. 75% of secondary schools) and lack of funding (51% vs. 36%). Meanwhile, secondary schools were more likely to report barriers related to pupil behaviour and wellbeing, including:

- Poor pupil mental health and wellbeing (82% vs. 53% of primary schools);
- Disengagement with learning (52% vs. 26% of primary schools); and
- Poor pupil behaviour (39% vs. 21% of primary schools).

Figure 33. Barriers to helping pupils to recover from lost learning this academic year – school perspective



Source: School and College Panel, February 2022 survey. N9: All panel B leaders (n=563).

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

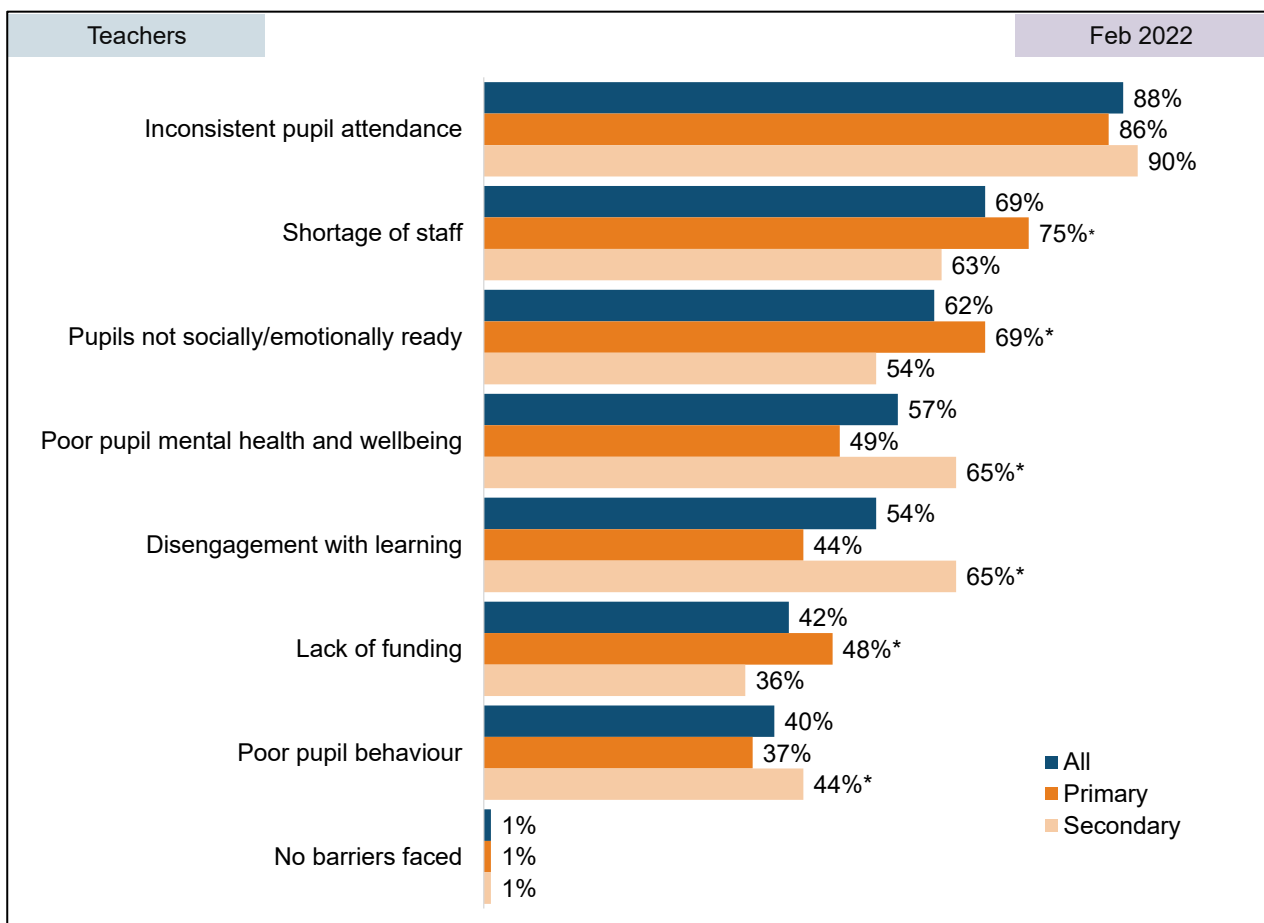
Barriers to recovery (teachers)

Teachers were also asked what barriers, if any, had made it difficult for them to help pupils to recover from lost learning this academic year. The top barriers faced by teachers mirrored those faced by schools. Teachers most commonly reported inconsistent pupil attendance (88%) as a barrier, followed by shortage of staff (69%). Over half of teachers also reported that pupils were not socially or emotionally ready (62%), and that poor pupil mental health and wellbeing (57%) and disengagement with learning (54%) were barriers. Around four in ten teachers reported lack of funding as a barrier (42%). Just 1% of teachers reported that they faced no barriers in helping pupils to recover from lost learning. The full list can be seen in Figure 3434.

Primary teachers were significantly more likely to report shortage of staff (75% vs. 63% of secondary teachers), pupils not being socially or emotionally ready (69% vs. 54%), and lack of funding (48% vs. 36%) as barriers. Meanwhile, secondary teachers were more likely to report the following barriers:

- Poor pupil mental health and wellbeing (65% vs. 49% of primary teachers);
- Disengagement with learning (65% vs. 44% primary teachers);
- Poor pupil behaviour (44% vs. 37% primary teachers);
- Staff mental health / morale (spontaneous) (2% vs. 1% primary teachers); and
- Pressure as result of unrealistic expectations from Government / DfE / Ofsted (spontaneous) (2% vs. 0% primary teachers).

Figure 34. Barriers to helping pupils to recover from lost learning this academic year- teacher perspective



Source: School and College Panel, February 2022 survey. N9: All panel A teachers (n=1,250). * Indicates a statistically significant difference between primary and secondary schools.

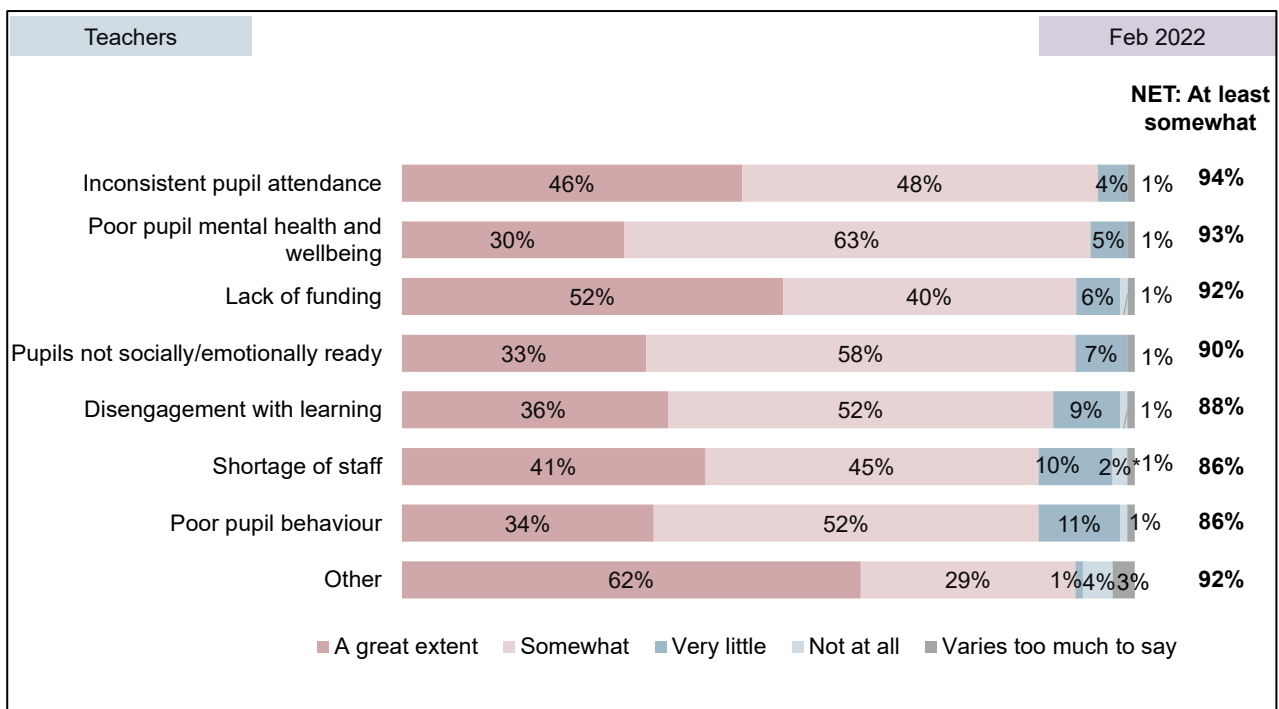
Teachers who had experienced each barrier were asked to what extent, if at all, these barriers prevented them from being able to help pupils to recover from lost learning this academic year. Teachers were most likely to report that inconsistent pupil attendance prevented them from being able to help pupils to recover from lost learning, with 94% of

teachers who saw this as a barrier saying it prevented them to a great extent (46%), or somewhat (48%). Poor pupil mental health and wellbeing prevented 93% of teachers who saw it as a barrier, either to a great extent (30%) or somewhat (63%). And lack of funding prevented 92% of teachers who saw it as a barrier, either to a great extent (52%) or somewhat (40%).

Primary teachers were more likely to report that the following barriers prevented them from being able to help pupils to recover from lost learning to a great extent:

- Pupils not socially / emotionally ready (42% vs. 20% of secondary teachers);
- Shortage of staff (53% vs. 26% of secondary teachers); and
- Lack of funding (60% vs. 39% of secondary teachers).

Figure 35. To what extent the barriers prevented teachers from being able to help pupils to recover from lost learning this academic year



Source: School and College Panel, February 2022 survey. N10_X: All panel A teachers (n=1,250)

Priority subjects

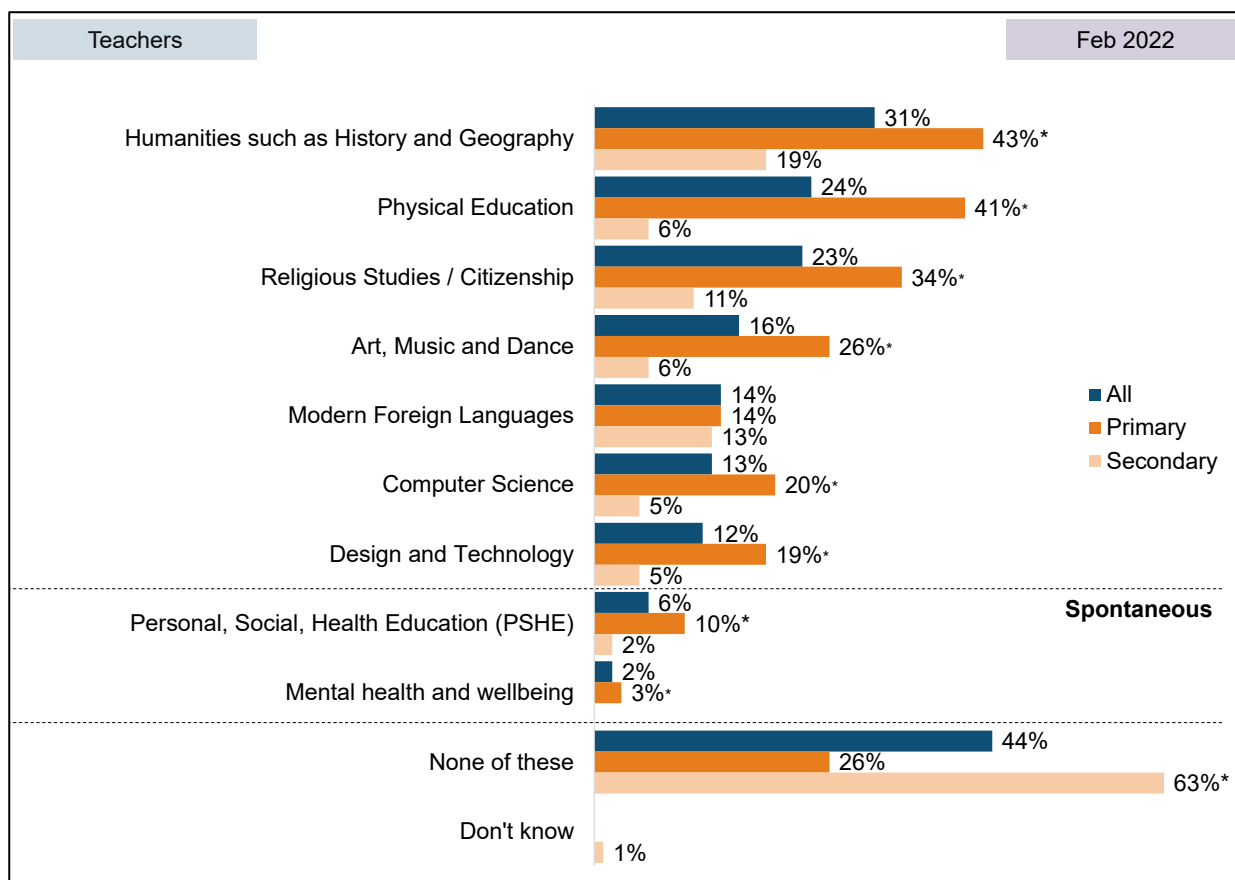
Teachers were asked whether, aside from English, Maths and Science, there were any subjects that were currently being prioritised at their school. Teachers were most likely to report that no other subjects were being prioritised (44%). Teachers at schools where

subjects other than English, Maths and Science were currently prioritised most commonly reported these subjects to include Humanities such as History and Geography (31%), Physical Education (24%), and Religious Studies / Citizenship (23%).

There were some clear differences between primary and secondary teachers. Secondary teachers were significantly more likely to report that none of these other subjects were currently prioritised at their school (63% vs. 26% of primary teachers). On the other hand, primary teachers were more likely to report that a range of subjects were prioritised at their school, including:

- Humanities such as History and Geography (43% vs. 19% of secondary teachers);
- Physical Education (41% vs. 6%);
- Religious Studies / Citizenship (34% vs. 11%);
- Art, Music and Dance (26% vs. 6%);
- Computer Science (20% vs. 5%);
- Design and Technology (19% vs. 5%); and
- Personal, Social, Health Education (PSHE) (spontaneous) (10% vs. 2%).

Figure 36. Subjects currently prioritised aside from English, Maths, and Science



Source: School and College Panel, February 2022 survey. N6: All panel A teachers (n=1,250).

*Indicates a statistically significant difference between primary and secondary teachers.

Pupil social and emotional development

Teachers were asked how the social and emotional development of pupils in the most recent class that they taught this term compares with what they would normally expect for a spring term prior to the pandemic. Most teachers (71%) felt that the social and emotional development of their pupils was worse than expected for this time of year, compared to a spring term prior to the pandemic. Close to one in five (18%) teachers felt that the social and emotional development of their pupils was about the same as expected, while just 2% felt that it was better than expected for this time of year. About one in ten (9%) felt that it varied too much to say.

There was some variation among different regions. Teachers located in the North West were more likely to report that the social and emotional development of their pupils was better than expected for this time of year, compared to a spring term prior to the pandemic (5% vs. 2% on average across regions). Meanwhile, teachers located in the East of England were more likely to report that the development of their pupils was worse than expected (78% vs. 71% on average across regions), and teachers located in London and West Midlands were more likely to report that it was about the same as expected (25% and 26% respectively vs. 18% on average across regions).

Support to manage behaviour

Teachers were asked in an open-text question what type of support, if any, they would find most useful in helping them to manage behaviour in the classroom. The main type of support raised by teachers was more teaching and support staff in and outside classroom. Teachers also highlighted the need for a consistent and robust behaviour policy with meaningful consequences, and more engagement and support from the senior leadership team. Other types of support mentioned included more parental support, effective support and appropriate funding to support children with additional needs, more funding in general, and smaller class sizes.

Remote learning

Hours set for pupils learning remotely

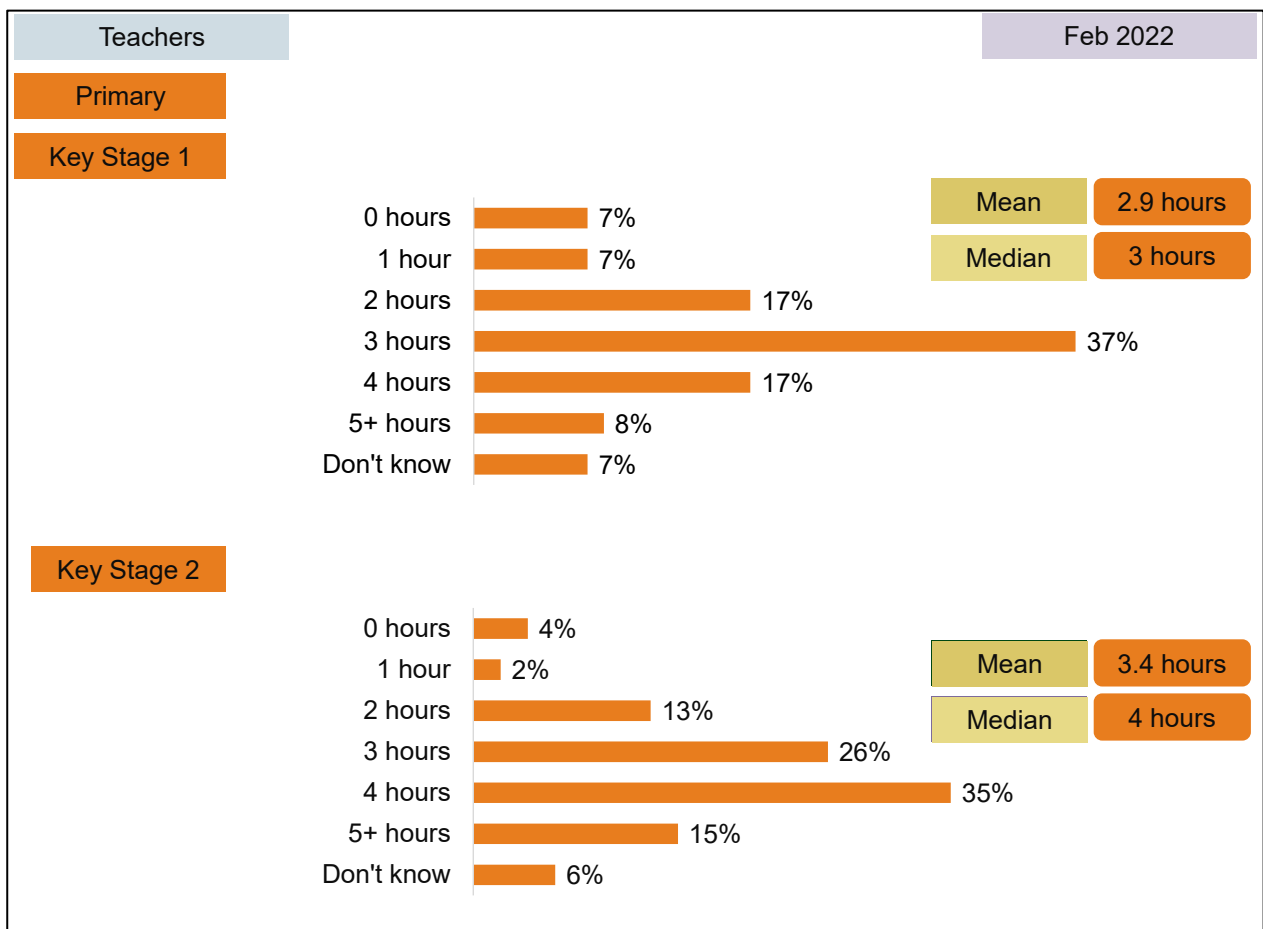
Teachers were asked the minimum number of hours of work they set per day for pupils learning remotely (for each Key Stage that they taught).

Primary teachers most commonly reported that they set 3-4 hours of work per day for pupils in Key Stages 1 and 2 (54% and 60% of teachers teaching each Key Stage respectively). Secondary schools most commonly reported that they set 5 or more hours per day for pupils in Key Stage 3, 4 and 5 (45%, 48% and 46% of teachers teaching each Key Stage, respectively) – see Figure 37 and Figure 38 for further details.

The mean and median number of hours per day set for pupils in each Key Stage was as follows:

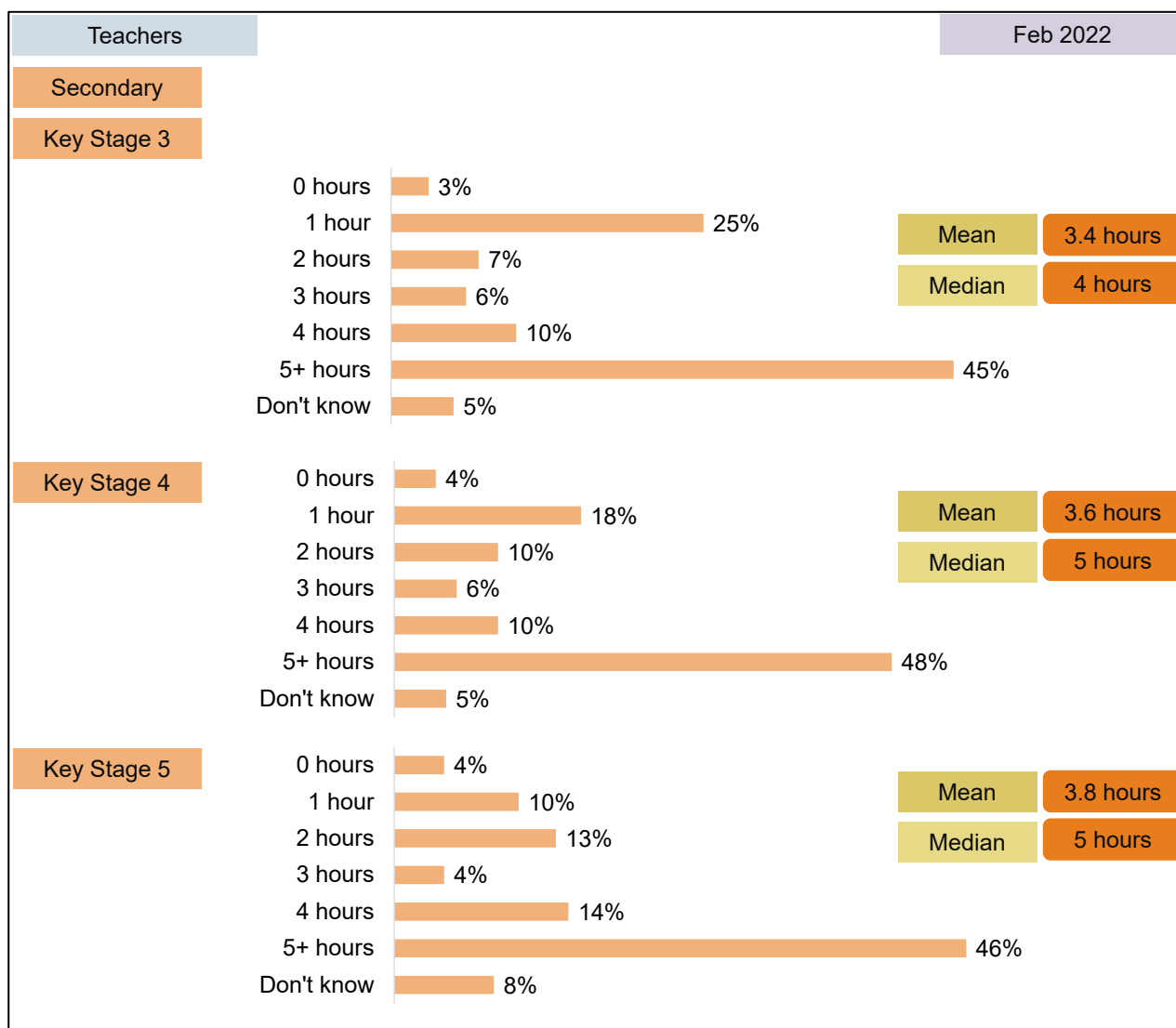
- Key Stage 1: mean: 2.9 hours / median: 3 hours
- Key Stage 2: mean: 3.4 hours / median: 4 hours
- Key Stage 3: mean: 3.4 hours / median: 4 hours
- Key Stage 4: mean: 3.6 hours / median: 5 hours
- Key Stage 5: mean: 3.8 hours / median: 5 hours.

Figure 37. Minimum number of hours of work teachers set per day for pupils who are learning remotely (Key Stages 1 and 2)



Source: School and College Panel, February 2022 survey. N2: All panel B teachers that teach pupils in: Key Stage 1 (n=288); Key Stage 2 (n=438); 'Prefer not to say' and outlier responses (those greater than 9 hours) are excluded from reported figures.

Figure 38. Minimum number of hours of work teachers set per day for pupils who are learning remotely (Key Stages 3, 4 and 5)



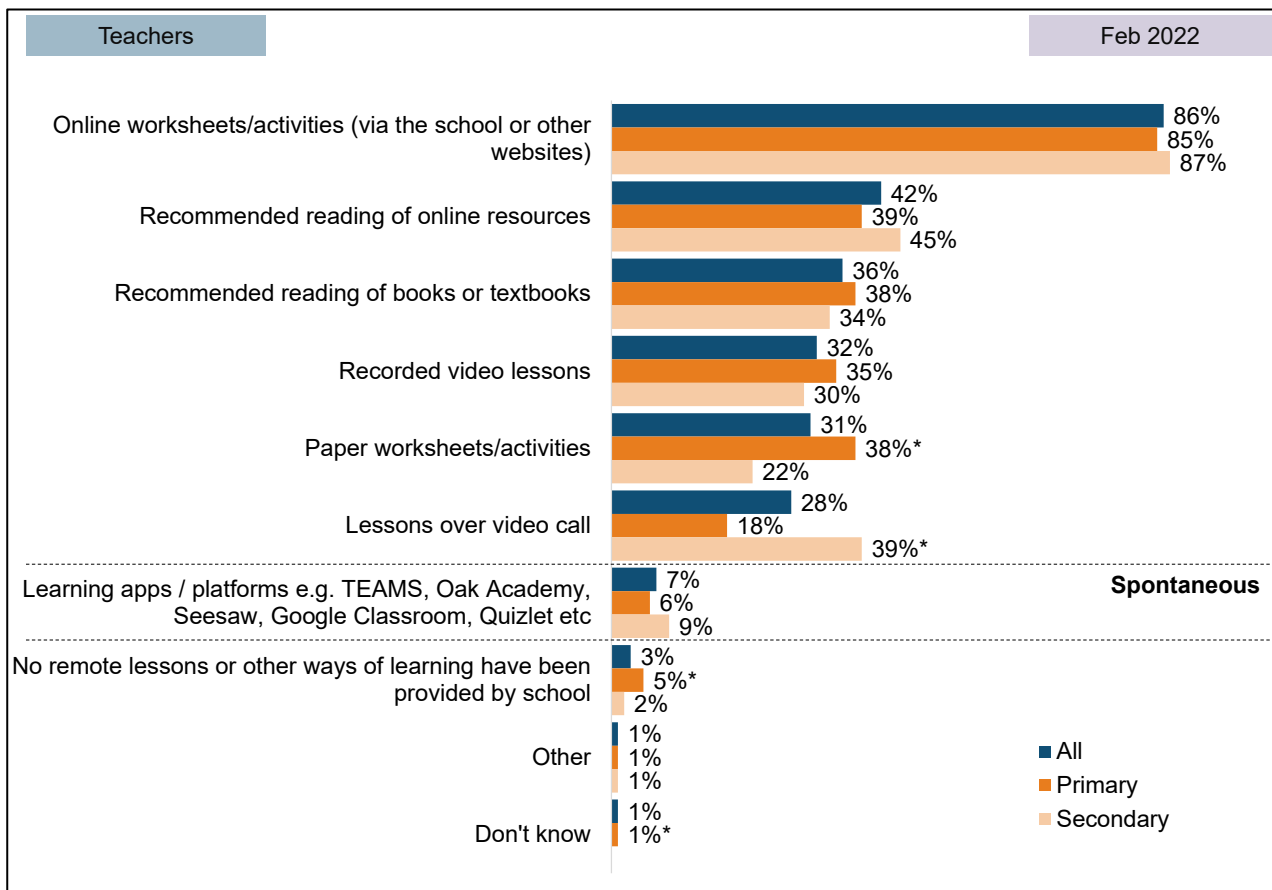
Source: School and College Panel, February 2022 survey. N2: All panel B teachers that teach pupils in: Key Stage 3 (n=264); Key Stage 4 (n=275); Key Stage 5 (n=165). 'Prefer not to say' and outlier responses (those greater than 9 hours) are excluded from reported figures.

Formats of remote education

Teachers were asked which formats of remote education they were currently using for pupils needing to learn remotely. Nearly all (96%) teachers used at least one format of remote learning, most commonly online worksheets or activities via the school or other websites (86%). At least three in ten teachers used recommended reading of online resources (42%), recommended reading of books or textbooks (36%), recorded video lessons (32%), and paper worksheets or activities (31%).

There were a few differences between primary and secondary teachers. Primary teachers were more likely to report using paper worksheets and activities (38% vs. 22% of secondary teachers), or to say that no remote lessons or other ways of learning have been provided by their school (5% vs. 2%). Meanwhile, secondary teachers were more likely to report using live lessons over video call (39% vs. 18% of primary teachers).

Figure 39. Formats of remote education currently used for pupils needing to learn remotely

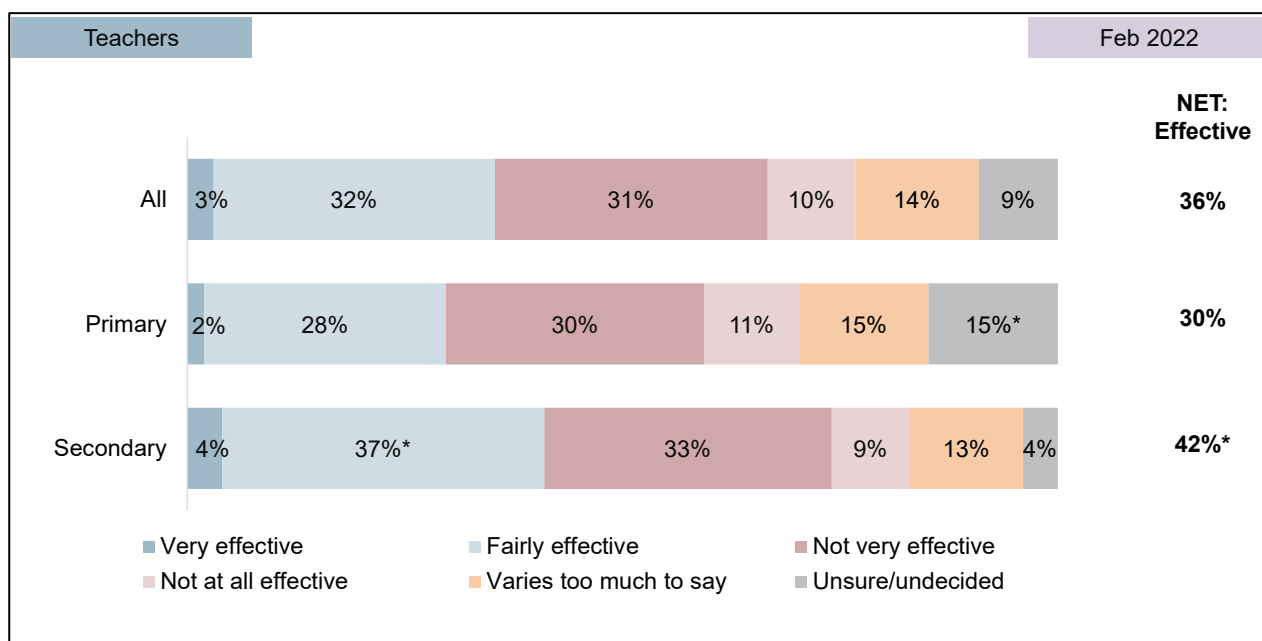


Source: School and College Panel, February 2022 survey. N3: All panel B teachers (n=1,211). * Indicates a statistically significant difference between primary and secondary schools.

Teachers were also asked how effective they thought live lessons using videocall were at delivering good quality education. Slightly more teachers felt that live lessons using videocall were *not* effective at delivering good quality education (41% vs. 36% of teachers who felt that live lessons using videocall *were* effective). Only 3% thought they were very effective. Nearly one in ten teachers were unsure (9%) and 14% felt that it varied too much to say.

Secondary teachers were more likely than primary teachers to say that live lessons using videocall were effective at delivering good quality education (42% vs. 30%). Primary teachers were more likely to be undecided (15% vs. 4% of secondary teachers).

Figure 40. How effective live lessons using videocall are at delivering good quality education

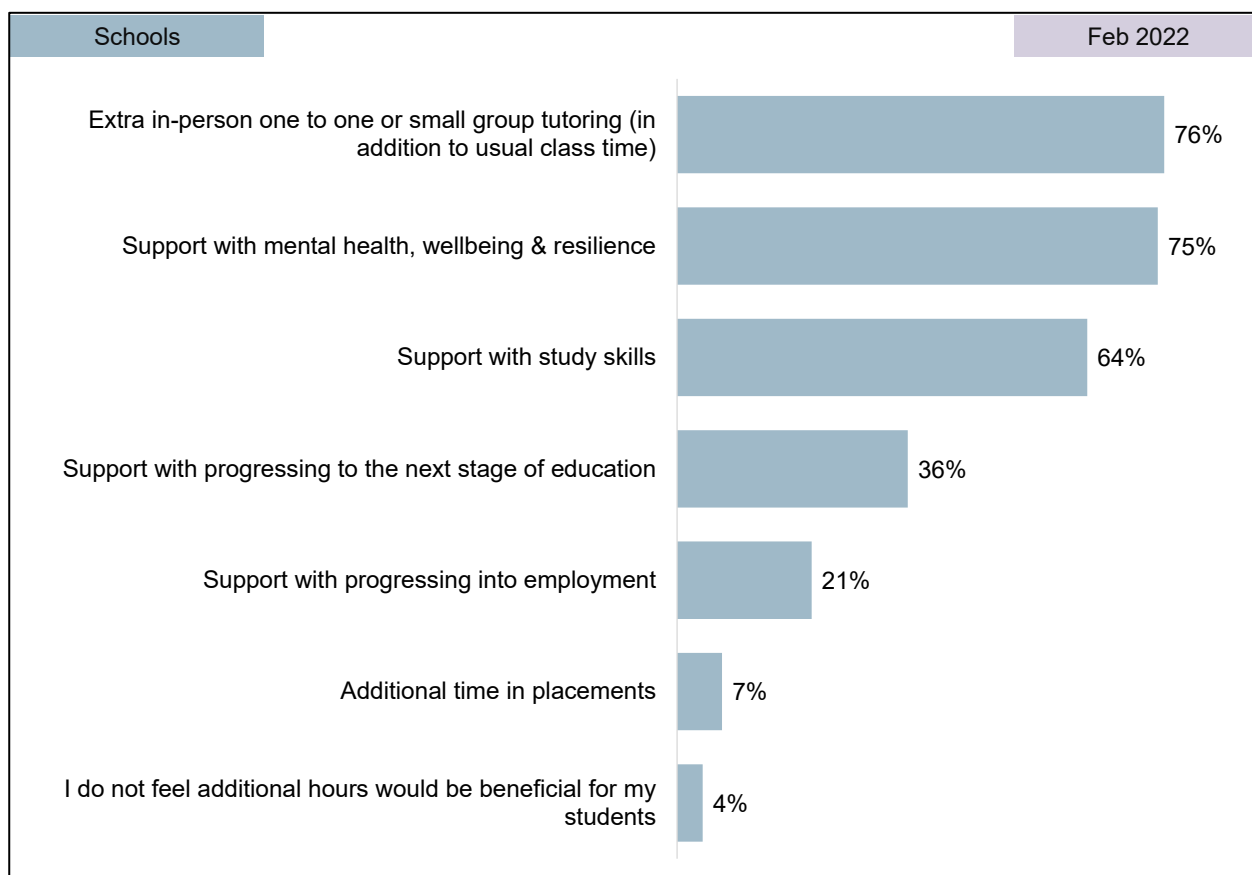


Source: School and College Panel, February 2022 survey. N4: All panel B teachers (n=1,211). * Indicates a statistically significant difference between primary and secondary schools.

Additional timetabled hours for 16-19 students

The government is giving sixth forms and colleges additional funding to deliver more hours to 16-19 students from September 2022. Secondary schools with a sixth form and colleges were asked what activities would be most beneficial for their 16-19 students to have additional timetabled hours in. Secondary schools with a sixth form were most likely to say that extra in-person one to one or small group tutoring (in addition to usual class time) (76%) and support with mental health, wellbeing and resilience (75%) would be beneficial. Close to two in three schools also said that support with study skills would be beneficial (64%). The full list can be seen in Figure 41.

Figure 41. Activities that would be most beneficial for 16-19 students to have additional timetabled hours in



Source: School and College Panel, February 2022 survey. N7: All panel A secondary leaders with a sixth form (n=152)

When asked to pick just one of these options, secondary schools with a sixth form were most likely to say that extra in-person one to one or small group tutoring would be most beneficial (45%), followed by support with mental health, wellbeing and resilience (34%), and support with study skills (12%).

Colleges were most likely to say that support with mental health, wellbeing and resilience would be beneficial for their 16-19 students, with 20 out of 22 colleges reporting this. Sixteen out of 22 colleges reported that extra in-person one to one or small group tutoring, and support with study skills, would be beneficial. Support with progressing into employment and support with progressing to the next stage of education were reported as beneficial by 13 colleges each, while two colleges felt that additional time in placements would be beneficial for their students.

When asked to pick just one of these options, colleges were most likely to say that extra in-person one to one or small group tutoring (in addition to usual class time), or support with mental health, wellbeing and resilience, would be most beneficial for their students, with eight out of 22 colleges picking each of these options. Five colleges felt that support with study skills, and one that support with progressing to the next stage of education, would be most beneficial.

Impact of the Omicron variant on education recovery interventions

Schools were asked about the education recovery interventions they participated in, and the impact of recent rises (from December 2021) in COVID-19 cases on their participation.

Education recovery interventions schools participate in

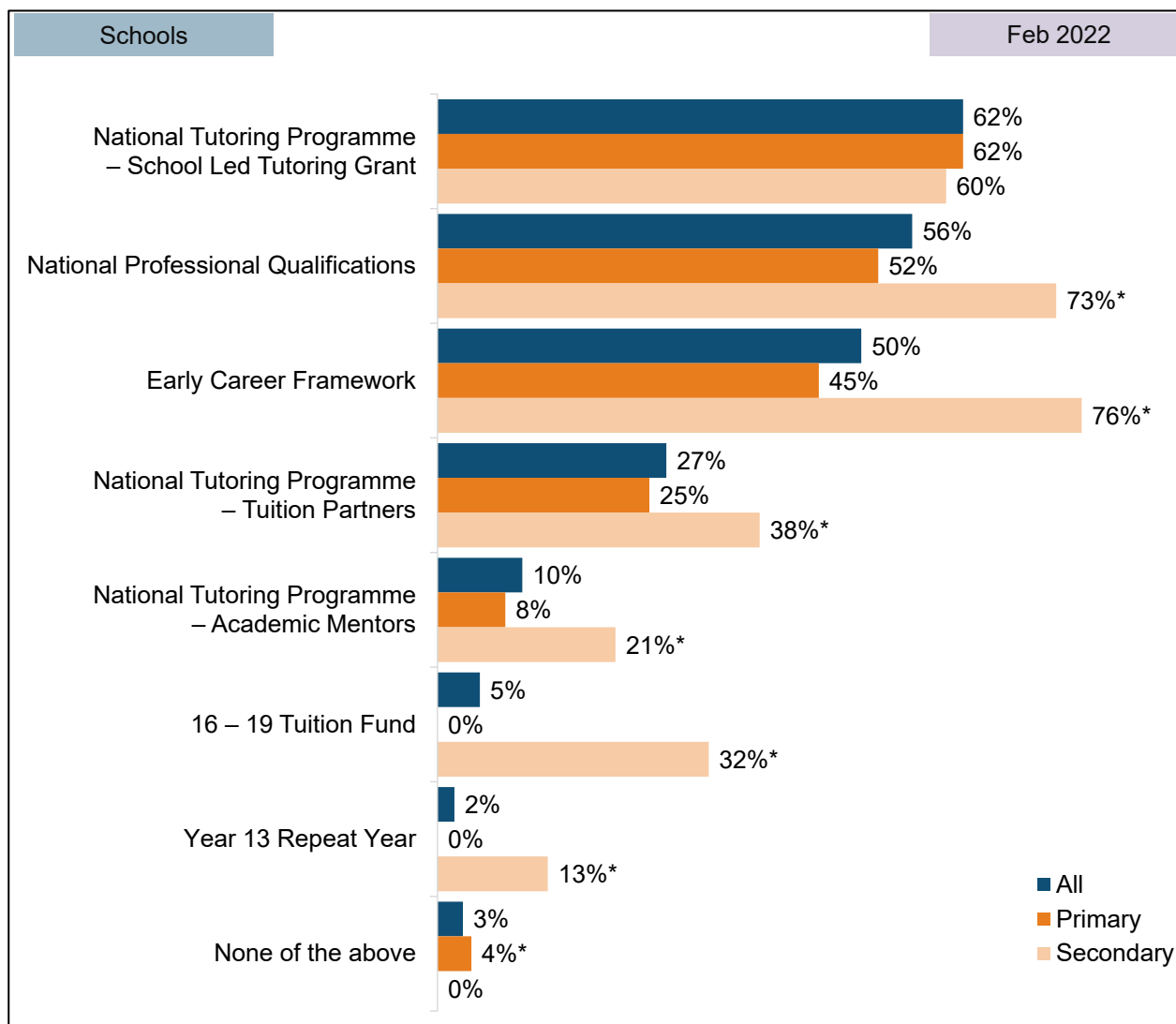
Schools were presented with a list of education recovery interventions and asked which of them they participated in.⁶

Overall, three quarters of primary schools (75%) and secondary schools (78%) participated in at least one of the National Tutoring Programme (NTP) routes; with this most commonly being the School Led Tutoring Grant for both (62% and 60%).

As shown in Figure 42, amongst secondary schools the scheme most participated in was the Early Career Framework (76%) closely followed by National Professional Qualifications (73%). Primary schools had lower participation rates for several of the interventions.

⁶ For this question, schools were presented with a list of recovery funded programmes, and this included the Recovery Premium as an option. However, because this is allocated directly to schools and all schools receive it, including this as an 'opt-in' style activity is inappropriate for analysis and so has been excluded in reporting.

Figure 42. Education recovery interventions schools have participated in



Source: School and College Panel, February 2022 survey. O1: Panel B leaders (n=563). Indicates a statistically significant difference between primary and secondary schools.

Impact of COVID-19 on barriers to participation

Schools who participated in the education recovery interventions were asked whether the recent rise in COVID-19 cases had impacted participation and what barriers they had specifically experienced.

As shown by Table below, the vast majority of schools who participated in the education recovery interventions felt that since December 2021, the rise in COVID-19 cases had impacted participation. That said, the impact was lower amongst secondary schools participating in the Year 13 Repeat Year and the 16-19 tuition fund, where 37% and 29% respectively said there had been no change noticed.

Across the interventions, the greatest issue was the inconsistent attendance of pupils, although there were also notable mentions of staff shortages for primary schools. However, generally, a range of barriers were mentioned including attendance, disengagement, behaviour and mental readiness.

Table 2. Impact of COVID-19 on barriers to participation

	National Tutoring Programme			16-19 tuition fund	Year 13 Repeat Year
	All	Primary	Secondary	Secondary	Secondary
Base: Schools participating	(430)	(243)	(187)	(74)	(30~)
Inconsistent pupil attendance	79%	79%	77%	54%	51%
Pupil disengagement with learning	22%	18%	42%*	17%	14%
Poor pupil behaviour	8%	8%	11%	4%	-
Pupils not socially/emotionally ready	29%	31%*	20%	16%	18%
Poor pupil mental health and wellbeing	28%	27%	34%	32%	32%
Shortage of staff	63%	66%*	46%	42%	24%
No change due to Omicron variant	10%	10%	9%	29%	37%

Source: School and College Panel, February 2022 survey. O2: "Since December 2021, has the most recent rise in COVID-19 cases increased the impact of the following barriers on any of these interventions?" Panel B leaders participating in NTP (n=430), Year 13 Repeat Year (n=30~).

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

~Caution low base size, results indicative only

Schools who participated in education recovery interventions were asked an open question to understand how the most recent rise in COVID-19 cases had affected their school's ability to participate in the interventions, with participation meaning both the delivery of, and pupil access to, the interventions.

Reflecting the above results, by far the most common issue was the absence of, or the inconsistent attendance of, both staff and pupils. Schools also commonly cited the impact of school-wide staff shortages, and staff being redeployed from delivering interventions to cover to cover for the absence of teaching staff.

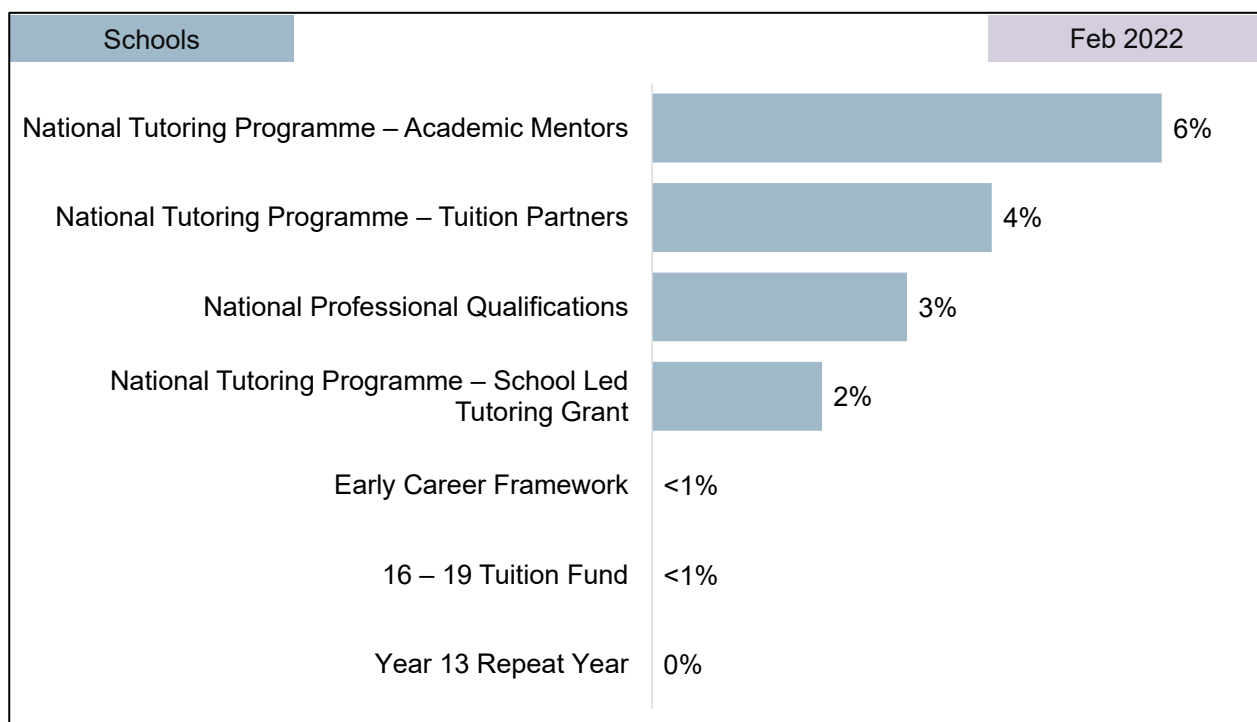
“We have been experiencing severe staff shortages across the school due to COVID. It has made it difficult to provide a skeleton staff for each class. Interventions have not been able to happen as staff are having to be redeployed. In addition, pupil absence rates have been high.”

Primary leader

Schools were asked whether the Omicron variant had affected plans to participate in different education recovery interventions this academic year.

For each intervention, the majority of schools reported that they were already participating, or they were not participating, but the Omicron variant had no impact on this. However, as shown in Figure 43, a minority of schools reported that the Omicron variant had caused them to cancel plans. Most commonly it had affected participation in academic mentoring route of National Tutoring Programme (6% of schools were going to participate this year, but now were not due to the Omicron variant).

Figure 43. Proportion of schools who were going to participate in education recovery interventions this year but now are not due to effects of the Omicron variant



Source: School and College Panel, February 2022 survey. O5: All Panel B leaders (563)



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