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School and College Panel – January 2023

Research report

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Executive summary

This report presents findings from the January 2023 wave of the School and College Panel. Findings in this report are based on responses from 1,134 school leaders, 32 college leaders, 2,356 classroom teachers and 84 college teachers.

Cost of living and energy prices

Three-in-ten (30%) schools who have received the Energy Bill Relief Scheme (EBRS) discount reported that it was having an impact on their school, the most common of which was not having to turn the heating off or down as much as they would otherwise have done (24%). However, a quarter of schools (27%) felt that the discount received via the scheme was not sufficient to have had any impact.

Around nine-in-ten schools (88%) had taken action or planned action as a result of recent inflation / the rise in cost-of-living. This was most often turning the heating down or off (60%) and cutting back on the use of course materials (58%).

Similarly, almost all colleges (97%) reported taking action or planning action as a result of recent inflation, including turning the heating down or off (58%) and reducing non-teaching staff numbers (52%). Half of colleges reported a change to student demographics as a result of recent high inflation (48%), and two-fifths (42%) had seen a reduction in adult enrolments.

Over six-in-ten schools (63%) reported the amount their school pays per meal had increased in this academic year compared to the previous one, and just over half (53%) had increased what they charge parents/pupils for meals. Three-in-ten schools (31%) also reported a decrease in the quality of the food, and a quarter (25%) reported a decrease in portion size compared to the previous academic year.

Delivery of maths

The majority of secondary schools with sixth forms (87%) were offering either A level maths (84%) or core maths (a Level 3 qualification) (41%). The median number of pupils in A level maths classes was 17, compared to a median of 12 for core maths classes. Although core maths was usually being delivered exclusively by maths teachers, 5% of secondary schools offering core maths reported having science/engineering teachers teaching core maths.

Among leaders in secondary schools offering core maths, there were varied views on the minimum qualification they thought was required for teaching core maths: 33% thought

this required a maths degree or higher; 30% thought a degree or higher in a related subject was needed, and 25% felt an A level in maths was a suitable minimum.

Three-quarters of colleges (74%) offered either A level maths (65%) or core maths (39%). Colleges had a median of 20 students in A level maths classes, and a median of 15 students in core maths classes.

Subject specialism

Six-in-ten teachers (61%) had taught outside of their specialism in the past 12 months, with 37% doing so every or most weeks. Of these, 60% had to teach a subject that was not closely related to their subject specialism. Almost half (46%) had received training or support to help them teach outside of their specialism, and almost all who had (94%) had found this helpful.

Attitudes towards teaching outside of subject specialisms were typically negative: 78% agreed that it increased their workload, 68% reported that it was stressful, and 65% had felt unprepared. While a relatively high proportion (38%) enjoyed the variety, relatively few (19%) felt teaching outside of their specialism would help their career prospects.

Digital Skills

Almost all schools were teaching practical digital skills, most commonly in computing lessons (96%). Around two-thirds (68%) were covering digital skills across the curriculum, with just under half (47%) covering them in PSHE/RSHE lessons, in addition to other lessons.

Systematic Synthetic Phonics (SSP)

Nearly all (97%) primary schools were currently using a Systematic Synthetic Phonics (SSP) programme, and most (95%) were using a programme validated by the Department for Education.

Over half (57%) of schools using an SSP programme had started using their current programme this academic year (24%) or in the previous academic year (33%); most of these said their current programme had replaced Letters and Sounds 2007.

Quality (82%), effectiveness (76%), training-related (78%) and cost-related (68%) factors were the most important factors when choosing an SSP programme. When asked to choose the single most important factor, effectiveness (49%) was the most common response.

The Reading Framework

In July 2021, the Department for Education published ‘The Reading Framework: teaching the foundations of literacy’,¹ providing guidance for schools to meet existing expectations for teaching early reading. Over nine-in-ten (92%) primary schools had read the framework, and two-thirds (66%) had already made changes as a result.

Attendance guidance

In May 2022, the Department for Education published new school attendance guidance ‘Working together to improve school attendance’.² Almost two-thirds of school leaders and teachers (63%) were aware of the new school attendance guidance. Of those leaders that were familiar with or knew at least a bit about the guidance, over three-quarters (79%) said they had a published school attendance policy which meets the expectations set out in the guidance. Increased funding and more resource for administration support were the most common responses when leaders and teachers were asked what further support would be helpful to implement the new guidance. Nine-in-ten schools (90%) reported having a named senior leader for attendance policy.

Just under nine-in-ten schools (88%) said they share attendance data they hold about pupils who have concerning attendance levels with the local authority, and over half (56%) reported that they hold regular meetings with the local authority to discuss their attendance strategy and agree joint targeted actions for pupils who are persistently or severely absent, although 19% of schools have those meetings less than termly. Of the schools that met with the local authority, a quarter (25%) were aware of still paying for these meetings.

Further Education Support

Most college leaders (84%) said they knew about the FE Commissioner and their team, and over half (55%) had interacted with them. Among those aware of the FE commissioner and their team, the majority (17 out of 26) felt positively about them, with the remainder neutral.

Of the 26 college leaders that knew about the FE commissioner and their team, 19 were aware of active support being introduced, of which 11 said their perception of the FE commissioner and their team was more positive since the introduction of active support.

¹ [The reading framework: teaching the foundations of literacy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy)

² [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)

Further Education Recruitment

The Teach in FE Campaign launched in January 2022, with the objective of raising the profile of FE teaching as a potential career in the wider workforce, to support an increase in the number of FE teachers. The campaign produces communication content that can be utilised by provider leadership teams as part of their own recruitment.

Six-in-ten (61%) colleges had heard of the Teach in FE campaign before the survey.

Most colleges (58%) had seen a decrease in the number of applications and enquiries about teaching vacancies in 2022 compared to 2021.

Pupil Premium

Around three-quarters (73%) of school leaders were aware of the menu outlining the set of approaches that schools can use their pupil premium for; just over half (54%) had read it and the vast majority of these leaders (85%) found the menu helpful.

Schools were asked what resources were used to help their pupil premium strategy. The most commonly used were Education Endowment Foundation (EEF) resources (83%), followed by Department for Education's pupil premium guidance (65%) and pupil premium strategy statement template (63%).

Around three-quarters (77%) of schools would find further support useful, with the most common types of additional support desired being case studies from other schools (42%), additional EEF guidance (41%), and training on how to use pupil premium effectively (40%).

National Institute of Teaching (NlOT)

Under a quarter (24%) of school leaders and teachers had heard of the NlOT. Amongst this group knowledge levels varied: 1% reported they knew a lot about the NlOT, 8% reported they knew a little, while one-in-six (16%) had only heard the name. Amongst colleges, one-in-five (20%) college teachers said they had heard of the NlOT, with 7% reporting that they knew a little about it and 13% reporting they have only heard the name.

Of the school leaders and teachers who had heard of the NlOT, just over two in five (44%) thought one of NlOT's main roles was to deliver National Professional Qualifications (NPQs) and around one-in-five (41%) thought it was to conduct research around professional development.

Outreach support from alternative provision in mainstream secondary schools

Around eight-in-ten secondary schools (79%) reported they had pupils who needed outreach support from alternative provision. 61% of schools said that they had pupils receiving outreach support, with 11% of schools with pupils who require outreach support, reporting that support was received by all pupils who need it. The majority (87%) of schools requiring outreach support had at least one pupil who needed outreach support but was not receiving it.

The main barrier to receiving support is demand exceeding supply. Of secondary schools reporting pupils in need of outreach support but not receiving it, 68% stated this was due to lack of local availability. 52% said they had pupils on waiting lists to receive outreach support, and 51% said it was too expensive.

For those receiving outreach support, this was most often in the form of one-to-one behavioural support for pupils (67%). Other types of outreach support were reported, including self-regulation classes and support on curriculum pathways.

In the majority of cases (82%) the outreach support was being provided by state funded alternative provision, with 9% of respondents receiving support from special schools.

Wellbeing

Wellbeing measures have remained relatively stable since September 2022 for leaders. However, there has been a decrease in feelings of worthwhileness, happiness, and job satisfaction amongst teachers compared to when these questions were last asked.³ Mean life satisfaction levels have remained relatively consistent for both teachers and leaders since September 2022.

Mental Health Training

Awareness of the DfE's training grant for senior mental health leads was higher in January 2023 amongst all school leaders, with eight-in-ten (82%) of both primary and secondary school leaders aware of the grant, an increase compared to seven-in-ten (71%) in May 2022.

Amongst leaders who were aware of DfE's training grant for senior mental health leads, eight-in-ten (82%) said their school had applied or intended to make an application for

³ Job satisfaction was last asked in May 2022, the other wellbeing questions were previously asked in September 2022. It should be noted that pressures on teachers / within schools differ at different times of the year, and this should be considered when comparing the results.

the grant. This was an increase against May 2022 (74%). Looking at all schools in January 2023, not just those who were aware, this equates to 69% of schools having applied, or intending to apply for the grant.

The most frequent reason schools gave for not applying for the grant was 'no staff availability/capacity for role' (51%), followed by the school being too busy with other things (32%).

Amongst colleges, around two-thirds (65%) were aware of the grant. Of the 20 who were aware, 14 had already applied for the grant, with a further 4 were intending to apply. The remaining 2 did not know if they would apply.

Mental health support in schools

Nearly two-thirds (63%) of school leaders had heard of the Mental Health Support Teams (MHST) programme. Knowledge of the programme, however, was mixed with around a quarter (23%) knowing 'a lot', and a similar proportion (24%) knowing 'a little'. Around one in six school leaders (16%) had heard of MHSTs but nothing more about the programme. Amongst those aware of the MHST programme, January 2023 saw an increase in schools currently working with MHSTs (51% vs. 36% in February 2022). Looking at all schools in January 2023, not just those who were aware of the MHSTs, this equates to 32% of all schools currently working with one, with a further 6% in development or discussion. Around a third of colleges surveyed (35%) reported being aware of the new MHST programme. Amongst all colleges, 16% were currently working with an MHST.

Introduction

This report presents findings from the January 2023 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 5 to 7 minutes to complete) covered a range of topical education issues including school budgets, pupil behaviour and safeguarding. Findings in this report are based on responses from 1,134 school leaders, 32 college leaders, 2,356 primary and secondary school teachers and 84 college teachers.

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 survey was administered online, with fieldwork lasting from 23-30 January 2023. Respondents received an email invite, 2 reminder emails and 1 text reminder (where mobile numbers had previously been provided by respondents). Further details on methodology can be found in the technical report.⁴

The following table shows the number of responses for the January survey by key group.

Table 1. Number of responses by key group

	Primary Leaders	Secondary Leaders	Primary Teachers	Secondary Teachers	College Leaders	College Teachers
Completed responses	644	490	1,145	1,211	32	84

Weighting

Two types of weighting were applied to school leader data, depending on whether questions were asking for school-level or individual-level answers from these respondents. All school teacher data was weighted to individual-level. No weighting was applied to the college leader or teacher sample. Further details on weighting can be found in the technical report³.

⁴ The 2022 School and College Panel technical reports can be found here: [School and college panel: omnibus surveys for 2021 to 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/collections/school-and-college-panel-omnibus-surveys-for-2021-to-2022)

Interpreting the findings

Where leader responses are weighted to school-level, these findings are reported as a percentage of 'schools'. Charts showing data weighted to school-level have a 'schools weighting' flag in the top left.

Where leader data is weighted to individual-level, these findings are reported as a percentage of 'leaders'. Charts showing data weighted to individual-level have an 'individual weighting' flag in the top left.

For questions asked at a college level, 1 leader response has been allowed per institution. In these instances, findings are reported as a percentage of 'colleges' rather than 'college leaders' (e.g., 75% of colleges...). Findings reported as a percentage of 'college leaders' or 'college teachers' (e.g., 50% of college leaders...) may represent multiple respondents from the same institution.

Please note the relatively low base size on questions asked to college leaders (32 colleges leaders across 31 colleges).

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, 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.

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

Where averages are reported, the mean average is used as standard, unless otherwise specified.

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. Further detail on methodology can be found in the technical report.

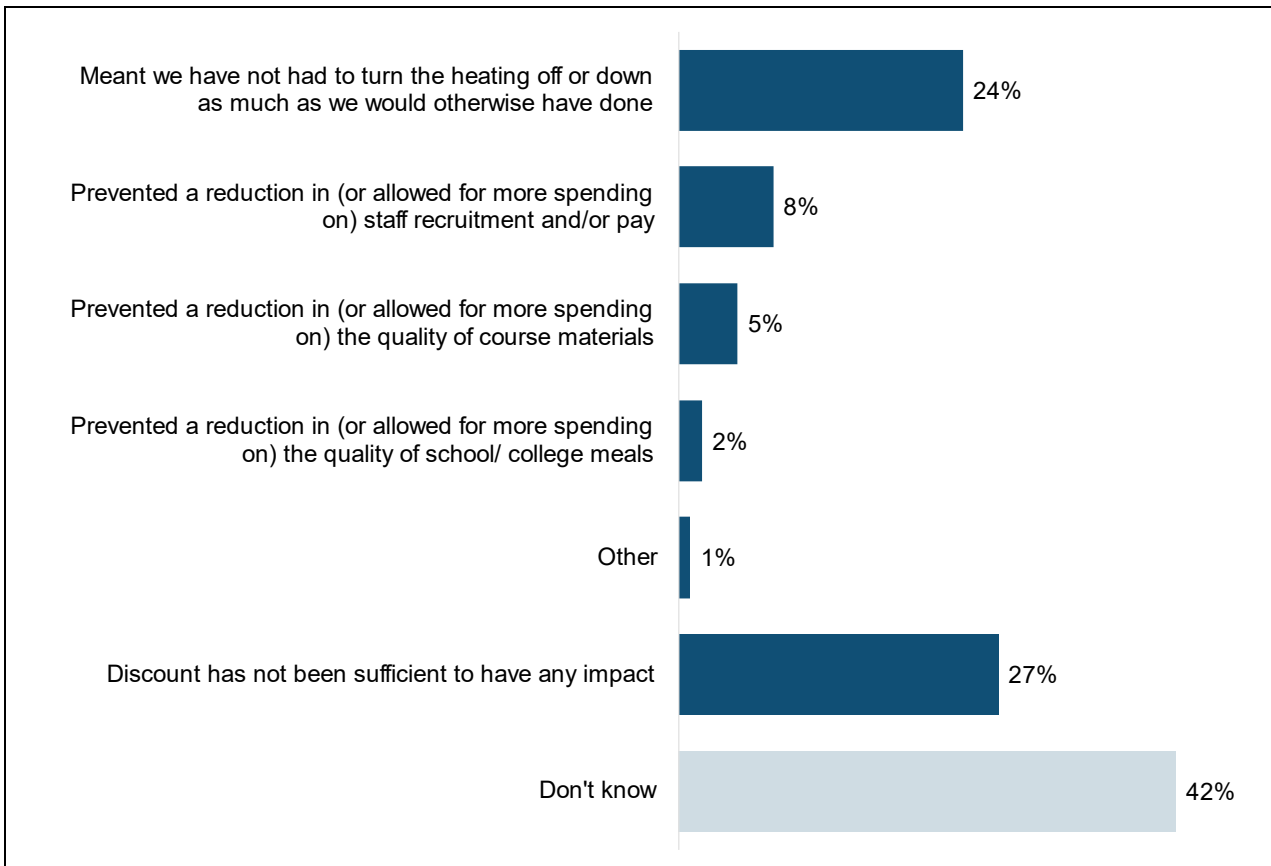
Cost of living and energy prices

The rise in the cost of living refers to the fall in real disposable incomes (adjusted for inflation and after taxes and benefits) that the UK has experienced since late 2021. This is partly as a result of high inflationary pressures on everyday items, such as food and energy. Costs have also risen for schools and colleges, with the government aiming to support where possible. This chapter covers the impact of the Energy Bill Relief Scheme (EBRS) on schools, the changes schools and colleges have had to make as a result of the rise in cost of living (e.g., turning the heating down, dropping previously offered courses) and any impacts on school meals.

Impact of the Energy Bill Relief Scheme (EBRS) on schools

Schools were asked what impact, if any, the EBRS has had on their school. Three-in-ten (30%) reported the scheme as having an impact, the most common of which was not having to turn the heating off or down as much as they would otherwise have done (24%). However, just over a quarter of schools (27%) felt that the discount received via the scheme was not sufficient to have had any impact, as shown in Figure 1.

Figure 1. Impact of the Energy Bill Relief Scheme on schools (Schools weighting)



F1: Panel B Leaders, not applicable responses removed (schools that did not receive a discount) (n=510).

Source: School and College Panel, January 2023 survey

Secondary schools were more likely than primary schools to report the EBRS preventing a reduction in staff recruitment and/or pay (12% vs. 7% of primary schools).

Impact of the cost of living on schools

Schools were asked what they had done, or planned to do, this academic year as a result of recent inflation. The vast majority of schools (88%) had taken or planned to take action. As shown in Figure 2, the most commonly reported actions were turning the heating down or off (60%) and cutting back on the use of course materials (58%).

Primary schools were more likely to report having taken any action (89% vs. 80% of secondary schools), and, as shown in Figure 2, were more likely to have:

- Turned the heating down or off
- Cut back on the use of course materials
- Reduced non-teaching staff numbers

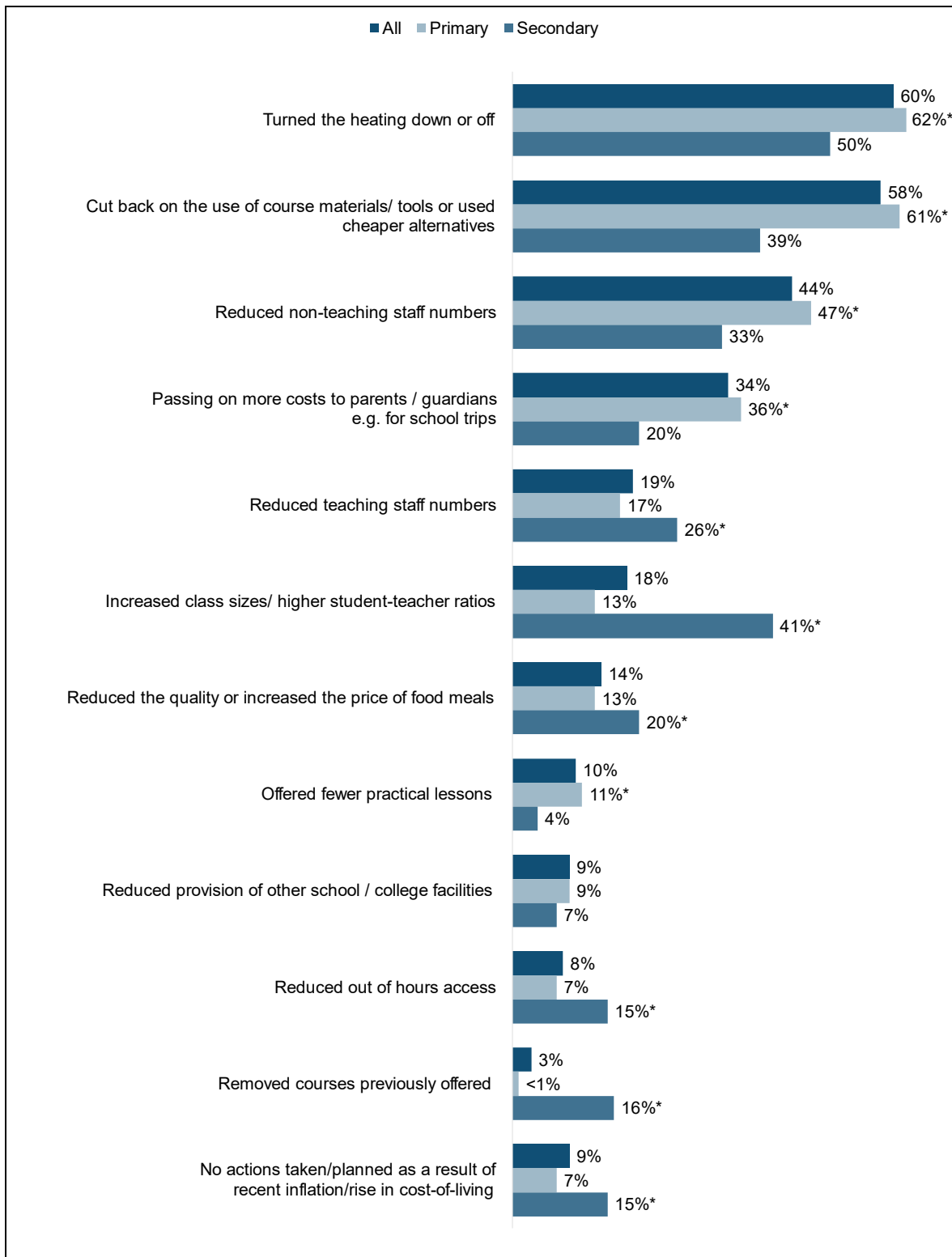
- Passed on more costs to parents/guardians
- Offered fewer practical lessons.

Secondary schools were more likely than primary schools to have done the following as a result of recent high inflation:

- Reduced teaching staff numbers
- Increased class sizes/higher teacher-student ratios
- Reduced the quality/increased the price of food meals
- Reduced out of hours access
- Removed courses previously offered.

Schools with the lowest proportion of FSM-eligible pupils were more likely to report turning the heating down or off than those with the highest proportion (69% vs. 55%), cutting back on the use of course materials (66% vs. 43%) and passing on more costs to parents (44% vs. 30%).

Figure 2. Actions planned or taken by schools this academic year as a result of recent inflation (Schools weighting)



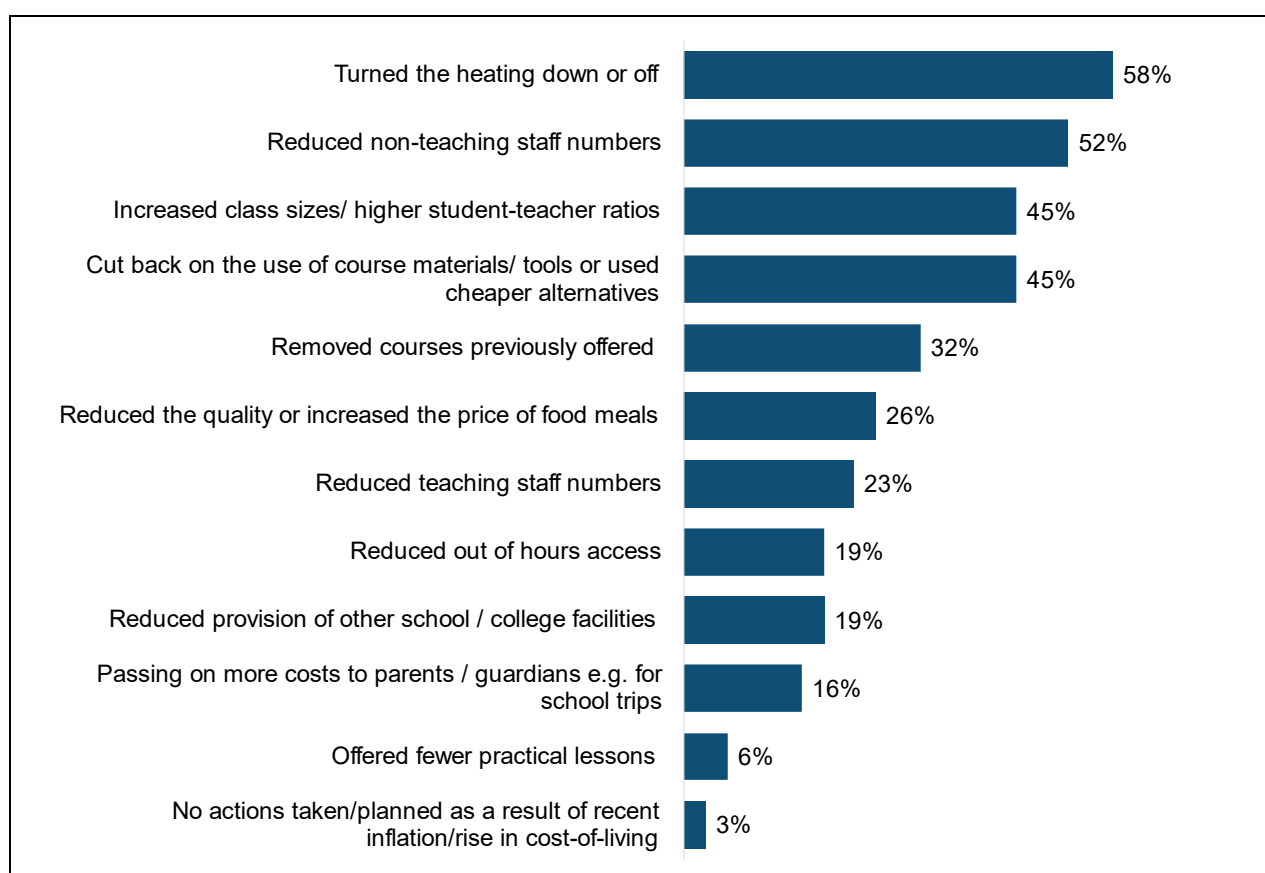
F2: Panel B leaders (n=548). *Indicates significant difference between primary and secondary schools. Other (4%) and don't know (4%) not charted.

Source: School and College Panel, January 2023 survey.

Colleges

Almost all colleges (97%) reported taking or planning action as a result of recent inflation. The pattern of actions taken or planned was similar to those reported by schools. As shown in Figure 3, the most commonly reported actions taken or planned were turning the heating down or off (58%) and reducing non-teaching staff numbers (52%), followed by increasing class sizes or having higher student-teacher ratios (45%) and cutting back on course materials (45%).

Figure 3. Actions planned or taken by colleges this academic year as a result of recent inflation (Colleges)



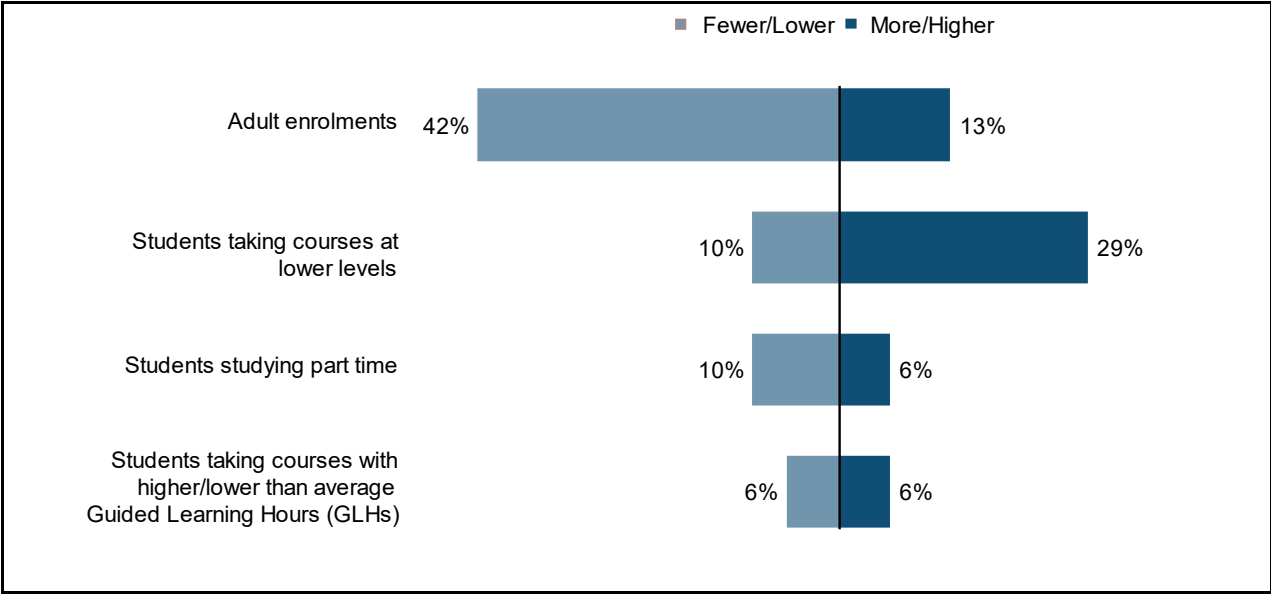
F2: FE leaders (1 per institution) (n=31). Other not charted (3%).

Source: School and College Panel, January 2023 survey.

Colleges were also asked whether they had noticed a number of specific changes this academic year due to the effects of inflation. Almost half (48%) reported a change to student demographics.

Figure 4 shows results where respondents were asked whether a particular aspect had increased or decreased. The most widespread such change reported was a decrease in adult enrolments (42%). Colleges were also quite likely to report more students taking courses at lower levels (29% vs. 10% saying fewer students were doing this).

Figure 4. Changes noticed by colleges this academic year as a result of recent inflation (Colleges)



F4: FE leaders (1 per institution) (n=31).

Source: School and College Panel, January 2023 survey.

Removing courses

Schools who reported removing or planning to remove courses as a result of recent inflation (3% reported this⁵) were asked which courses this had affected. The most commonly reported subjects to remove included:

- Creative arts (e.g., art and design, photography, music, drama)
- Social sciences (e.g., psychology, sociology, politics)
- Technology studies (e.g., design technology, computing, graphics)
- Foreign languages (e.g., French, German, Latin, Spanish).

Some schools mentioned that courses that were removed tended to be ones with lower uptake (i.e., smaller numbers of students) at Key Stage 4 or Key Stage 5 level. The courses least likely to be removed were further maths and natural sciences.

Around a third of colleges (32%) reported removing or planning to remove courses as a result of recent inflation. Among the 10 colleges responding to the survey that reported this, the examples of the courses removed included creative arts courses (such as textiles, photography, music, and performing arts), English for speakers of other

⁵ N=42.

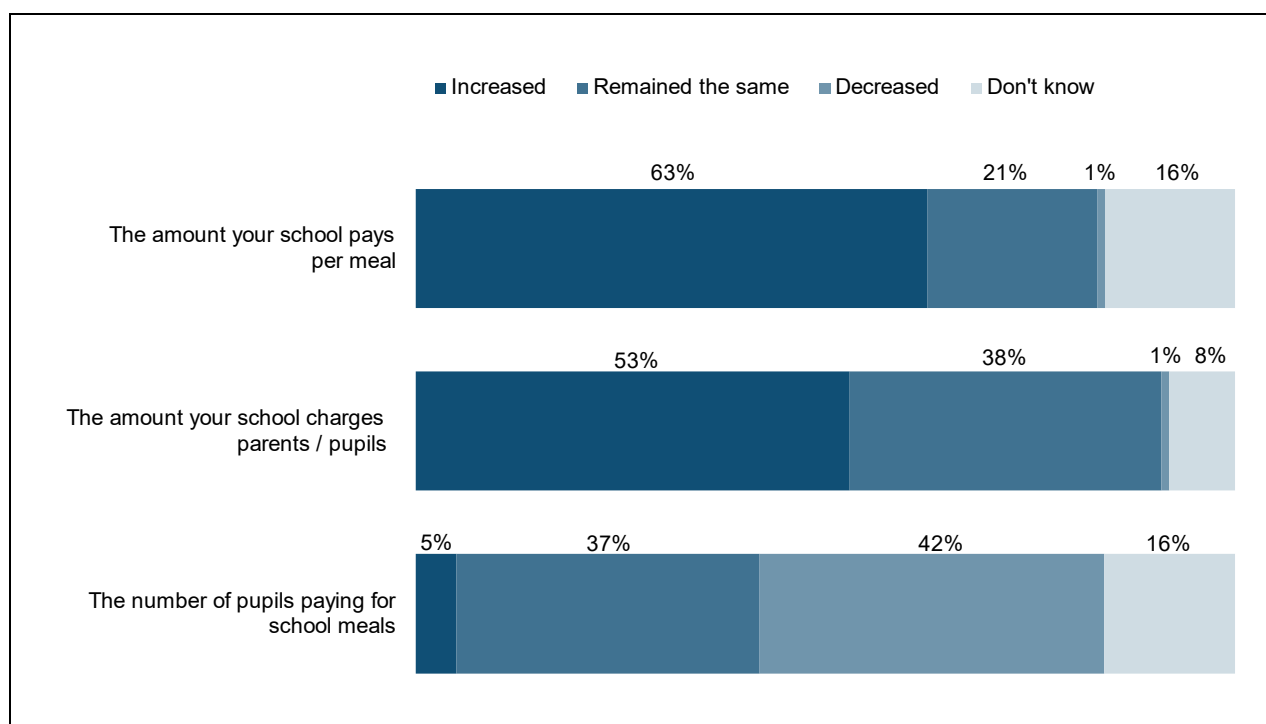
languages (ESOL) courses, and apprenticeships (such as in engineering, construction, healthcare and accounting).

Impact of the cost of living on meals offered by schools

Schools were asked whether they had seen any changes to the meals offered by their schools compared to the previous academic year. As shown in Figure 5, just over six-in-ten (63%) schools reported that the amount their school pays per meal had increased, followed by just over half (53%) reporting that the amount their school charges parents/pupils for meals had increased.

It was quite common for schools to report fewer pupils paying for school meals (42%, compared with 5% saying this had increased).

Figure 5. Changes seen to school meals compared to the previous academic year (I) (Schools weighting)



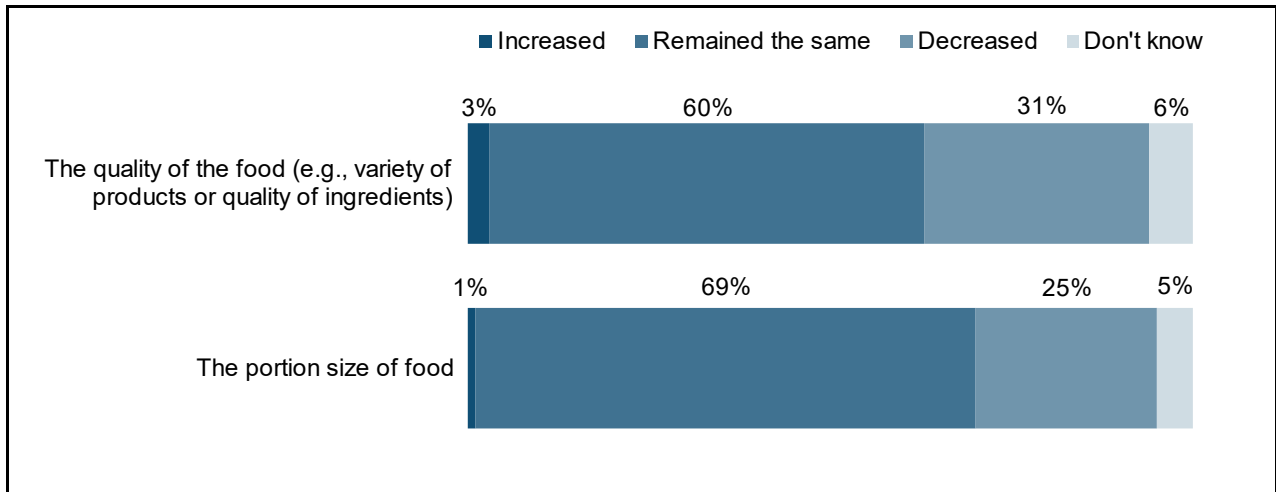
F5: Panel B leaders, not applicable responses removed (n=523).

Source: School and College Panel, January 2023 survey.

Schools with the lowest proportion of FSM-eligible pupils were more likely to report an increase to the amount their school charges parents/pupils compared to the average (63% vs. 53%). This proportion was also significantly higher compared to those in the highest two FSM-eligible pupils quintiles (47%).

However, as shown in Figure 6, just under a third (31%) of schools reported that the quality of food had decreased and a quarter said portion sizes had decreased (25%). Very few schools said either had increased (3% and 1% respectively).

Figure 6. Changes seen to school meals compared to the previous academic year (II) (Schools weighting)



January 2023 survey. F5: Panel B leaders, not applicable responses removed (n=523).

Source: School and College Panel.

Secondary schools were more likely than primary schools to report a decrease to portion sizes (31% vs. 24%).

Delivery of Maths

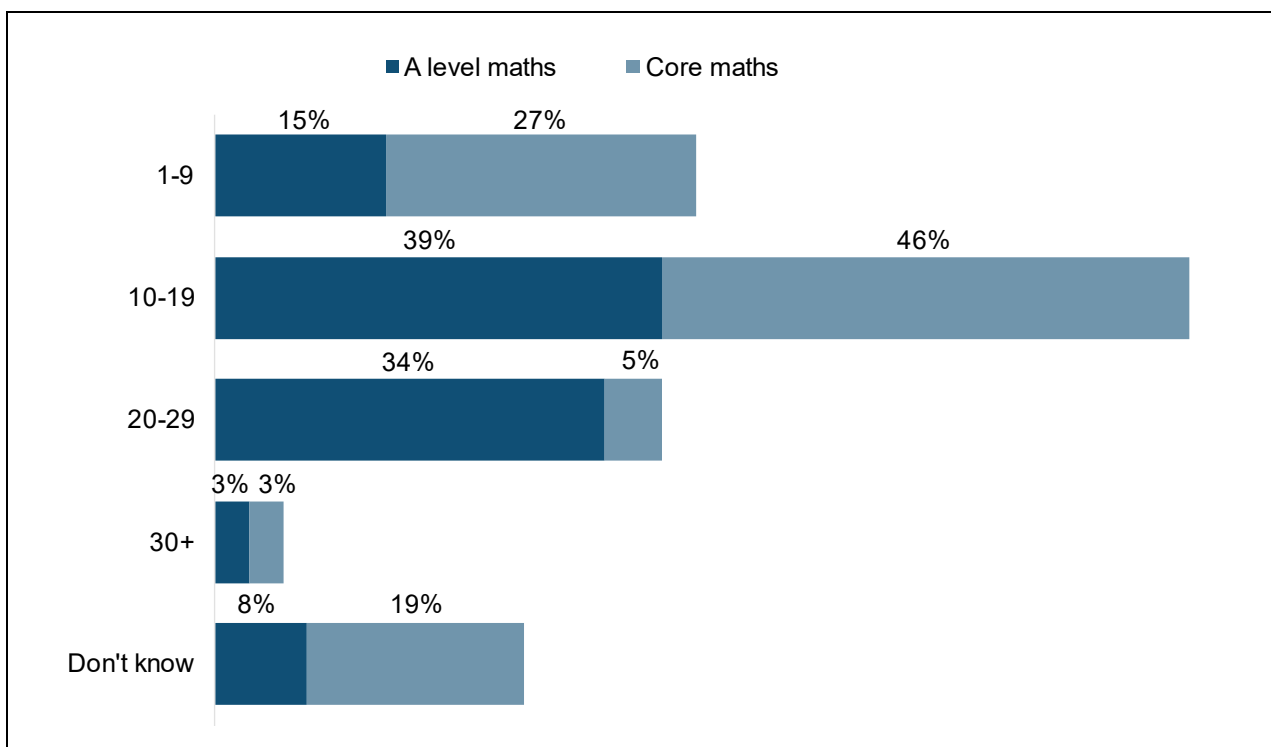
This section investigates the number of colleges and secondary schools with sixth forms that deliver maths, the number of pupils/students studying maths, and who is delivering maths classes.

Amongst secondary schools with sixth forms, the vast majority (87%) were offering either A level maths (84%) or Core maths (a Level 3 qualification) (41%). Around one-in-eight were offering neither (13%). A smaller portion of colleges reported that they taught maths. Three-quarters (74%) offered either A level maths (65%) or core maths (39%), while around a quarter offered neither (23%).

Number of pupils/students taking maths

In secondary schools with sixth forms, the median number of pupils in A level maths classes was 17, higher than the median number of pupils in Core maths classes (12).

Figure 7. Number of pupils in A level maths and core maths classes in schools with sixth forms (Schools weighting)



January survey. R3: Panel B Secondary Leaders with sixth forms who offer Core Maths (n=60). R4: Panel B Secondary Leaders with sixth forms who offer A-level Maths (n=128).

Source: School and College Panel, January 2023 survey.

As shown in Figure 7, most schools said the number of pupils in their A level maths classes was 10-19 pupils (39%) or 20-29 pupils (34%). Core maths classes, however, tended to have 10-19 pupils (46%) or less than 10 (27%). Within colleges the median number of students in A level maths classes was 20, and the median number in Core maths classes was 15.

Seven of the 20 colleges offering A level maths had, on average, 10-19 students in A level maths classes, 11 had 20-29, and 1 had 30 or more students on average. Among the 12 colleges offering core maths, 6 had 10-19 students on average in these classes, 3 had 20-29, and 1 reported having 30 or more students on average in their core maths classes.

Delivery of core maths classes

All the secondary schools with sixth forms that offered core maths said that maths teachers teach this subject, with 5% also having science or engineering teachers teaching it.

In the schools offering core maths, the minimum qualification leaders thought was required for teaching it varied. A third (33%) thought it required a maths degree or higher, a similar proportion (30%) thought a degree or higher in a related subject was needed, and a quarter (25%) said an A level in maths was the minimum qualification required. A further 8% said the minimum qualification needed was a subject specific Continuing Professional Development (CPD) or Subject Knowledge Enhancement (SKE).

Amongst the 12 colleges offering core maths, all except 1 reported that core maths was being taught exclusively by maths teachers (in 1 science/engineering teachers also taught it). Of these 12 college leaders, and as found with school leaders, there was a range of views regarding the minimum qualifications required to teach core maths, from A level maths (5 respondents), a degree or higher in maths (2 respondents), a degree or higher in a related subject (2 respondents), and a subject specific CPD or SKE (2 respondents).

Subject specialism

This section explores how often secondary school teachers have had to teach outside of their subject specialism. If they have taught outside of their specialism, it explores how closely related the subject they had to teach was to their specialism and whether they received support to do so. It also covers views on teaching outside subject specialism.

How often secondary school teachers teach outside of their specialism

Six-in-ten secondary school teachers (61%) reported teaching outside of their specialism in the past 12 months, with almost four-in-ten (37%) doing so every or most weeks.

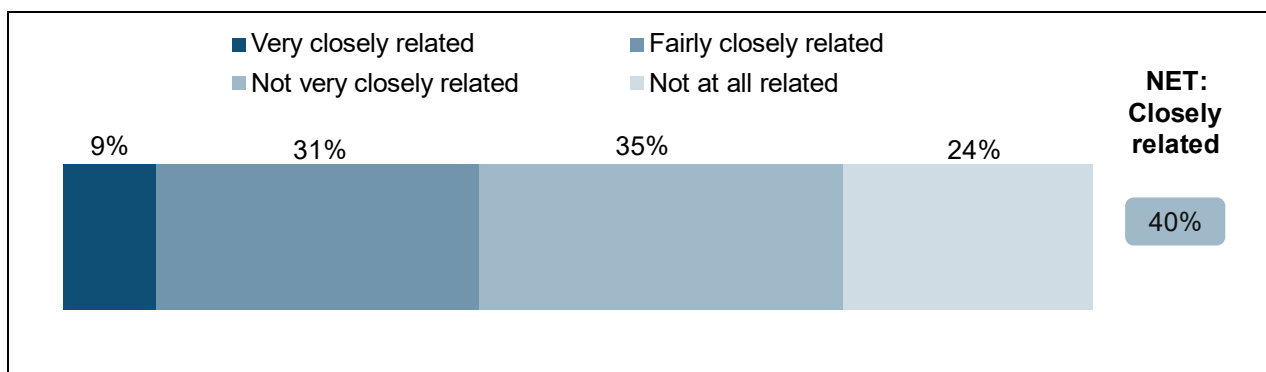
Teachers in schools with the highest proportion of pupils eligible for FSM were more likely than those in schools with the lowest proportion of pupils eligible for FSM to have taught outside of their subject specialism in the past 12 months (62% vs. 46%).

History and Design and Technology teachers were more likely than average to have taught outside of their specialism (78% and 81% vs. 61% on average), whilst English and Maths teachers were less likely than average to have done so (49% and 45% vs. 61%).

How closely related the subject they had to teach was to their subject specialism

Secondary teachers who had taught outside of their subject specialism in the past 12 months were asked how closely, if at all, the subject was related to their specialism or existing area of knowledge. Most (60%) had taught a subject that was not closely related to their specialism.

Figure 8. How closely the subject they had to teach was to their subject specialism (Individual weighting)



S2: Secondary teachers who have taught outside their specialism (n=737).

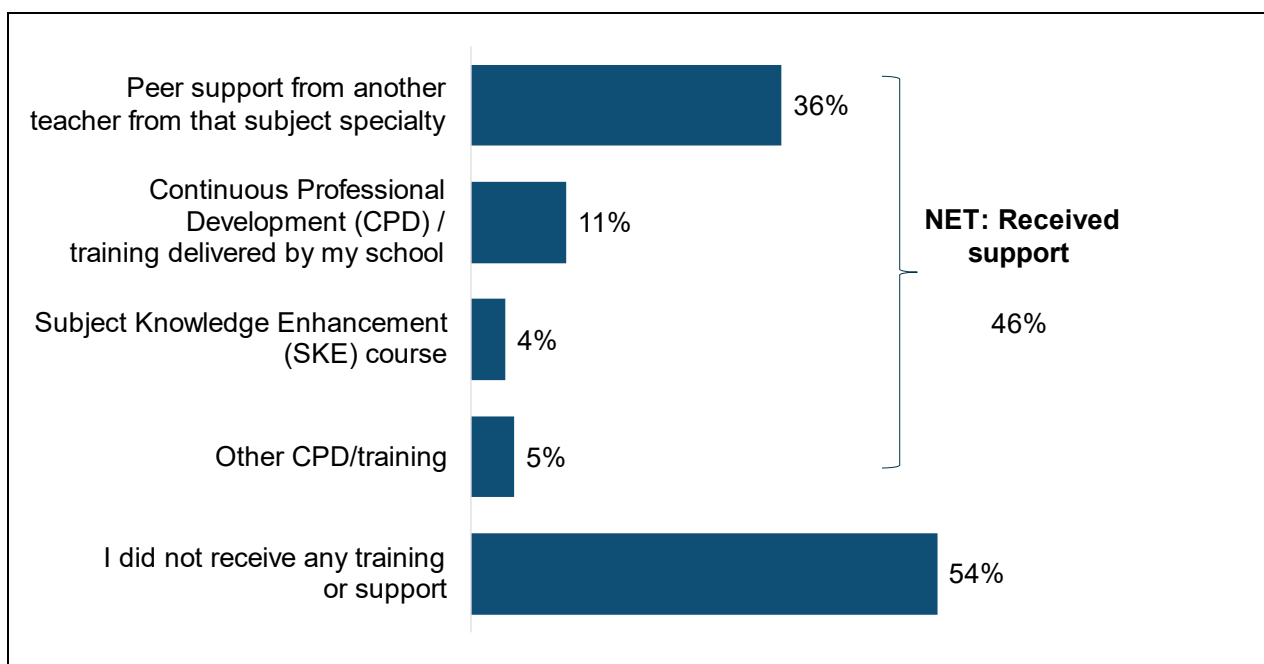
Source: School and College Panel, January 2023 survey.

English, Maths and IT/Computer science teachers were more likely than average to have taught a subject not closely related to their specialism (72%, 73% and 85% respectively vs. 60% on average).

Support received when teaching outside of specialism

Secondary teachers who taught outside of their specialism in the past 12 months were relatively evenly split between those that did not receive any training or support to help them teach outside of their specialism (54%) and those that did (46%). Peer support from another teacher who specialised in the subject taught was the most common form of support received (received by 36% of those teaching outside of their specialism).

Figure 9. Support received from secondary teachers to help with teaching outside of specialism (Individual weighting)



S3: Secondary teachers who have taught outside their specialism (n=737).

Source: School and College Panel, January 2023 survey.

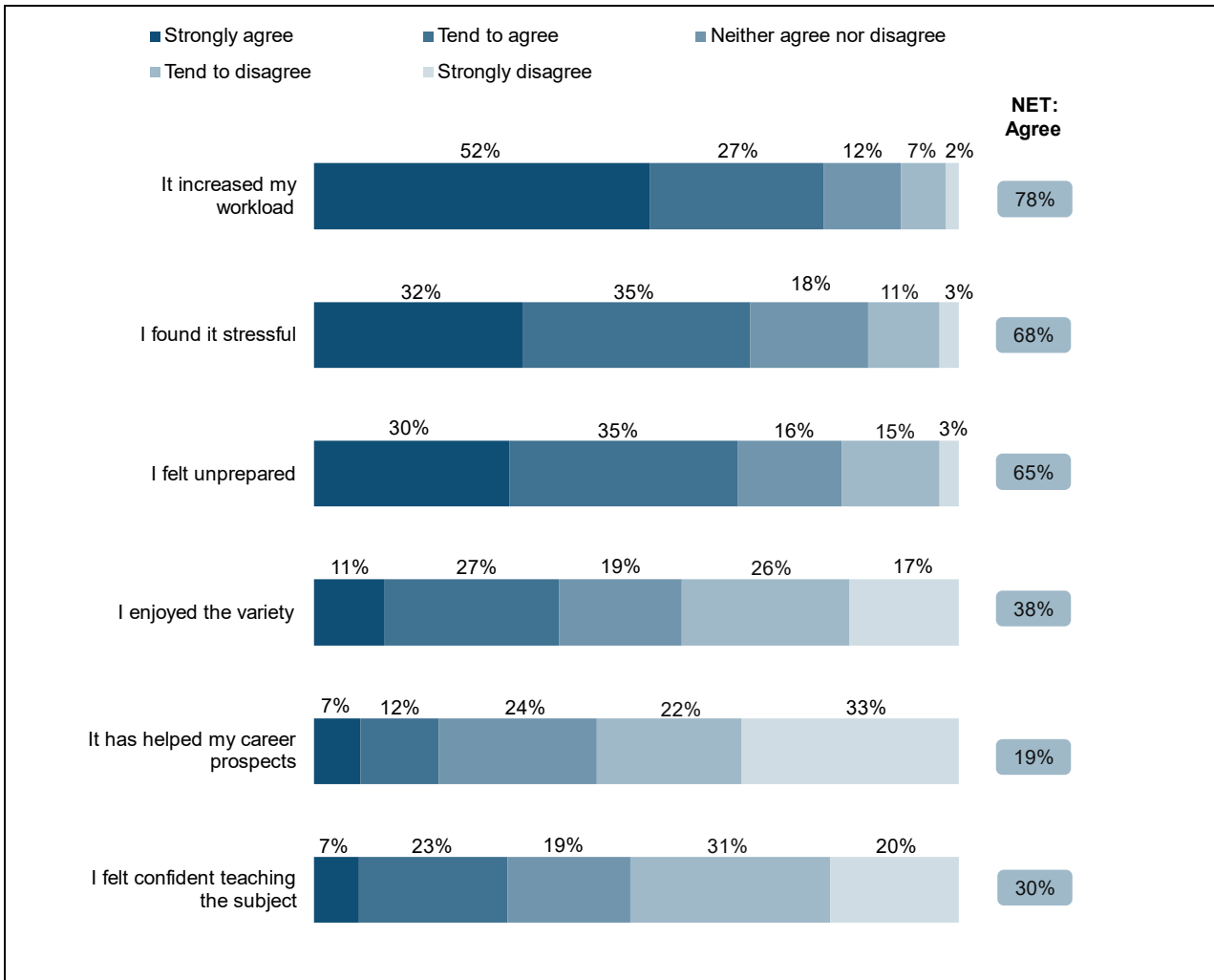
Maths teachers were less likely than average to receive support from a peer with the subject specialism outside their core area (24% vs. the 36% average).

Almost all of the secondary teachers who had taught outside of their subject specialism who had received training to do so found this support helpful (94%), ranging from 20% who thought it helped to a great extent, 45% who felt it helped to some extent, to 29% who thought it helped to a small extent. In comparison 6% felt this training had not helped at all.

Attitudes towards teaching outside of specialism

In general, most teachers had negative attitudes towards teaching outside of their subject specialism, with the majority agreeing that it increased their workload (78%), was stressful (68%), and they felt unprepared (65%). Two-in-ten (19%) agreed that it would help their career prospects. More positively, almost four-in-ten (38%) enjoyed the variety, and three-in-ten (30%) felt confident teaching the subject.

Figure 10. The extent to which teachers agree or disagree with various statements relating to teaching outside of their specialism (individual weighting)



S5: Secondary teachers who have taught outside their specialism (n=737).

Source: School and College Panel, January 2023 survey.

Secondary teachers who felt that the subject they taught was closely related to their subject specialism were more likely than average to agree that they enjoyed the variety (53% vs. 38%), felt confident teaching the subject (47% vs. 30%), and agreed that it has helped their career prospects (32% vs. 19%). Conversely, teachers who did not feel the subjects were closely related were more likely than average to feel that teaching outside of their specialism was stressful (71% vs. 68%) and that they felt unprepared (73% vs. 65%).

Teachers who received any kind of support for teaching outside of their specialism were more likely than average to agree that they enjoyed the variety (49% vs. 38%), felt confident teaching the subject (38% vs. 30%), and agreed it has helped their career prospects (27% vs. 19%). In comparison, those who did not receive support were more

likely than average to agree that they found teaching a subject outside of their specialism stressful (72% vs. 68%) and that they felt unprepared (74% vs. 65%).

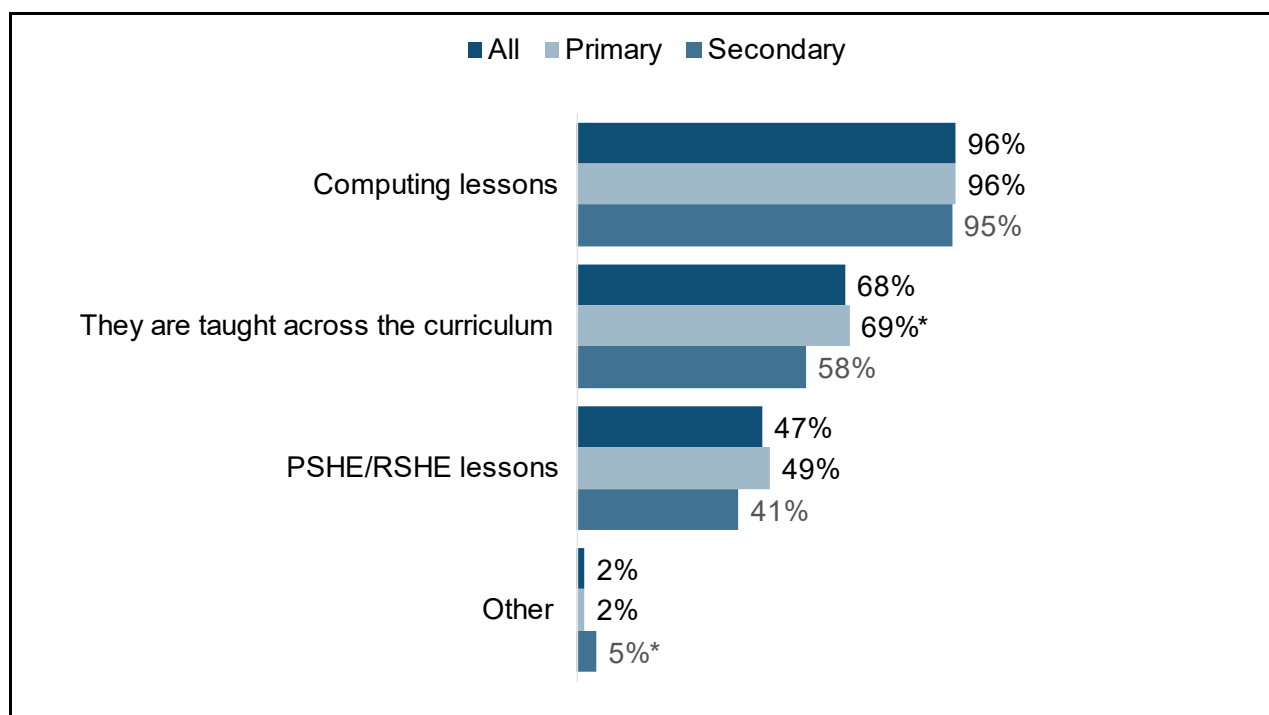
Significant differences were found by subject area:

- Science teachers were more likely than average to agree that they felt confident teaching outside of their specialism (37% vs. 30%). English teachers were more likely than average to disagree with this statement (63% vs. 51%).
- History teachers were more likely than average to agree that it increased their workload (90% vs. 78%).
- Design and Technology teachers were more likely than average to agree that they felt unprepared (82% vs. 65%).

Digital Skills

This section explores how digital skills teaching is embedded within school curricula. Schools were asked how they provide pupils with ‘the skills needed to use digital devices, applications and networks, and create digital documents’. As shown in Figure 11, almost all schools were teaching practical digital skills, most commonly in computing lessons (96%).

Figure 11. How digital skills were being taught (Schools weighting)



B1: Panel A Leaders (n=586). *indicates significant difference between primary and secondary.

Source: School and College Panel, January 2023 survey.

Of the 2 schools that were not currently teaching digital skills, 1 reported it was due to a lack of specialist staff to deliver them and a lack of digital infrastructure, while the other was unsure of the reason.

Systematic Synthetic Phonics (SSP)

Literacy is the foundation for success in all subjects, as well as for success in later life and employment. Improving reading is central to the government's agenda to promote equality of opportunity for all. The department advises a Systematic Synthetic Phonics-centred approach to reading. Data collected from this wave of the School and College Panel survey will enable the department to understand better the extent to which schools are using SSP programmes, the considerations involved when choosing an SSP programme, and the impact of The Reading Framework: teaching the foundations of literacy.⁶

Systematic Synthetic Phonics (SSP) is a structured, sequential method of teaching reading skills in children. This chapter covers the types of SSP in use in schools and what methods have previously been used, as well as important factors when choosing an SSP programme and the impact of the Department for Education's Reading Framework.

In January 2023 nearly all (97%) primary schools were currently using an SSP programme. Those with the highest proportion of FSM eligible pupils were less likely to be currently using SSP (92% vs. 97% overall).

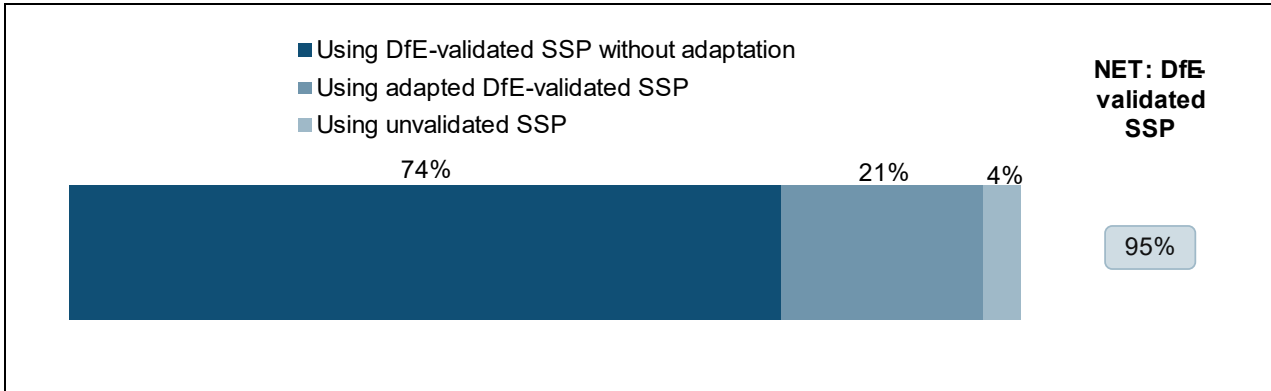
Type of SSP in use

Recently, the Department for Education has run a process validating complete SSP teaching programmes, though there is no statutory requirement for schools to choose an SSP programme from the validated list.

As shown in Figure 12, most primary schools (95%) were using a programme validated by the Department for Education. 4% reported using an unvalidated SSP programme (with 1% of respondents reporting using Letters and Sounds 2007 – an SSP programme which was previously validated but removed from the list of validated programmes in 2022).

⁶ [The reading framework: teaching the foundations of literacy](#)

Figure 12. Type of SSP programme being used (Schools weighting)



C2: Panel B Primary Leaders who use an SSP programme (n=301). Responses with less than 3% not charted. 'We use multiple approaches' (1%), 'Don't know' (1%).

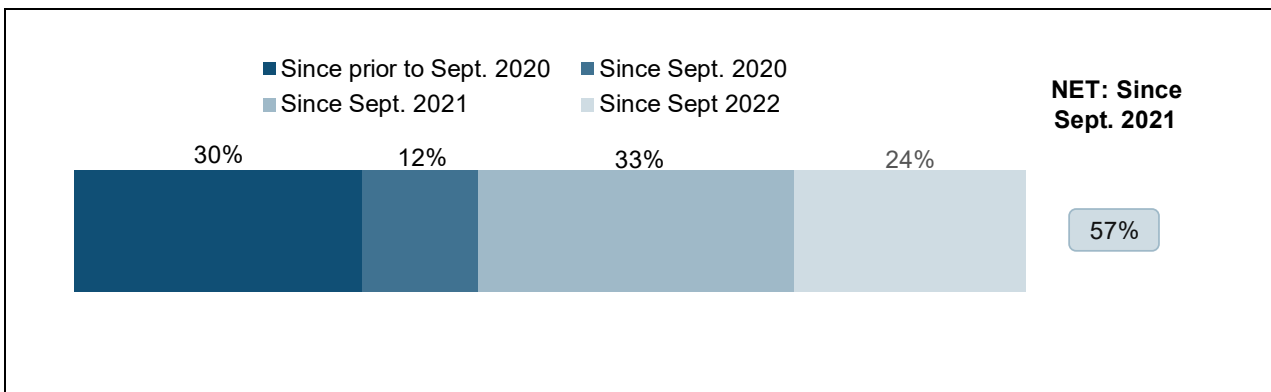
Source: School and College Panel, January 2023 survey.

Schools with the lowest proportion of pupils eligible for FSM were more likely to have adapted a DfE-validated SSP programme in some way (32% vs. 21% overall). Schools with the highest proportion of FSM-eligible pupils were more likely to be using a programme without adaptation (80% vs. 62% of schools with the lowest proportion).

Timeline of SSP approaches

As shown in Figure 13, over half (57%) of schools using an SSP programme had started using their current programme this academic year (24%) or in the previous academic year (33%).

Figure 13. How long schools have been using current SSP approach (Schools weighting)



C3: Panel B Primary Leaders who use an SSP programme (n=301).

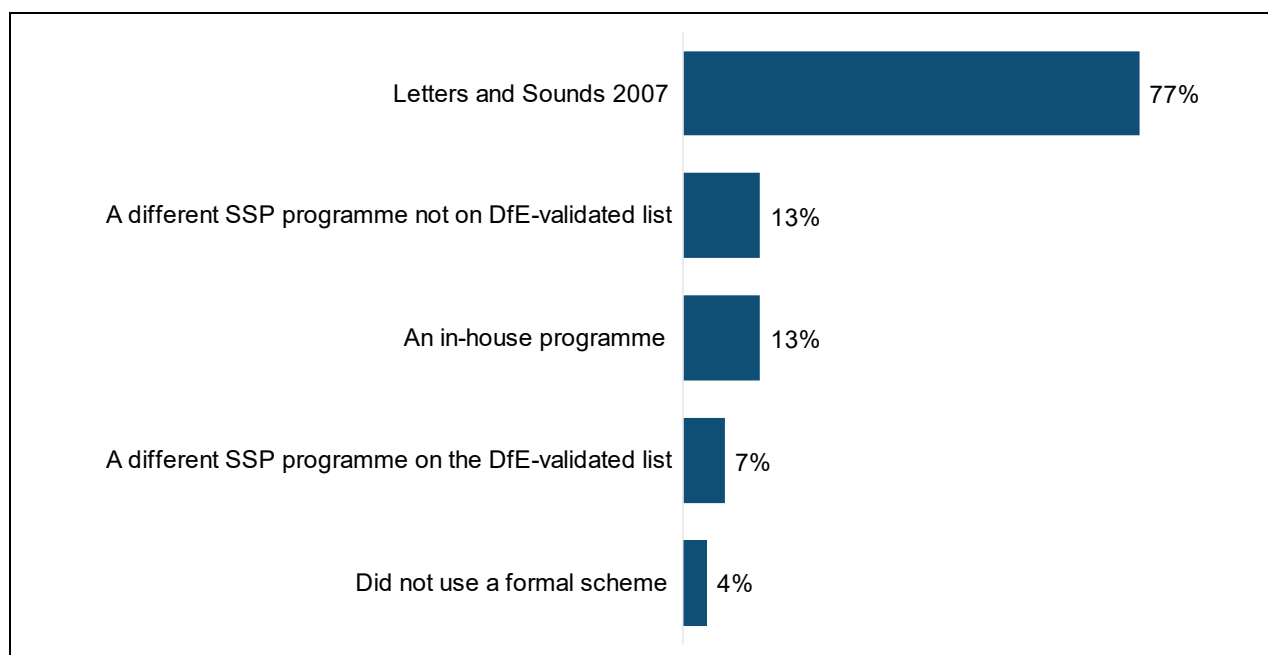
Source: School and College Panel, January 2023 survey.

Schools with the lowest proportion of pupils eligible for FSM were more likely to have started their current programme within this academic year (2022/23) (34% vs. 24% overall).

Previous approaches to SSP

For the majority (77%) of schools that started their current SSP approach in this or the previous academic year, Letters and Sounds 2007 was the approach their current SSP programme replaced.

Figure 14. Previous approaches to SSP (Schools weighting)



C4: Panel B Primary Leaders who started using their current SSP approach this or the previous academic year (n=173).

Source: School and College Panel, January 2023 survey.

Nearly nine-in-ten (86%) schools that started their current SSP approach in this or the previous academic year had been using a singular approach to SSP before their current programme, with a minority (14%) using multiple approaches.

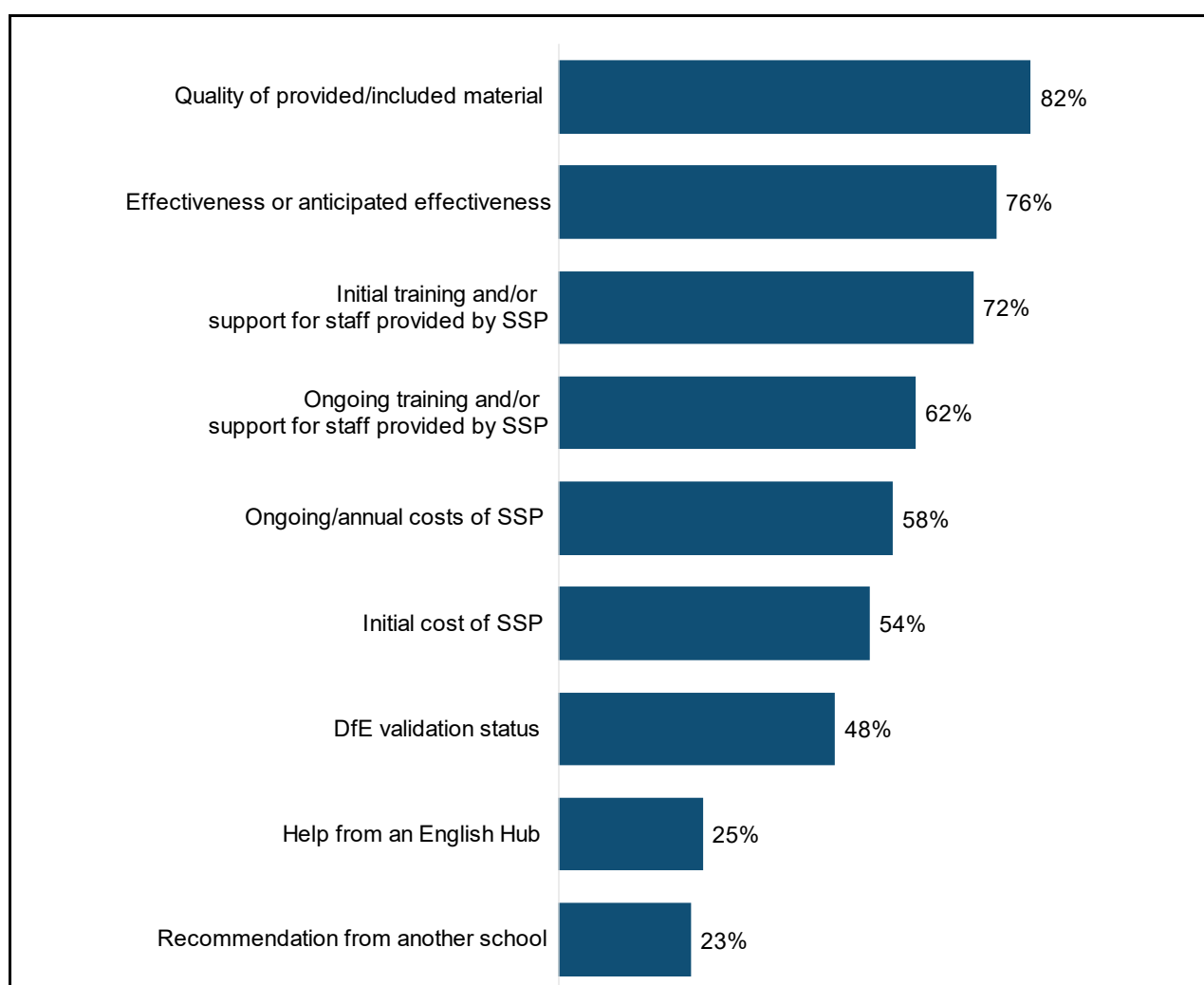
A previous multi-faceted approach was more likely in schools with the lowest proportion of pupils eligible for FSM (27% vs. 14% overall). Almost all schools with the highest proportion of FSM eligible pupils used a singular approach (94% vs. 73% of those with the lowest proportion).

Important factors when choosing an SSP programme

From a list of prompted factors, primary schools were asked to choose the important factors when choosing an SSP programme. As shown in Figure 15, quality (82%), effectiveness (76%) and factors related to training⁷ (78%) were most commonly reported as important, followed by cost⁸ (68%).

When asked to choose the most important factor, effectiveness (49%) was the most common response, with the second most common factor - quality - chosen by considerably fewer (16%).

Figure 15. Factors important when choosing an SSP programme (Schools weighting)



C5: Panel B Primary Leaders who use an SSP programme (n=301).

Source: School and College Panel, January 2023 survey.

⁷ This is a net category of the two training factors (initial training and ongoing/annual training).

⁸ This is a net category of the two cost factors (initial cost and ongoing/annual costs)

Schools with the lowest proportion of pupils eligible for FSM were more likely to think of initial cost as an important factor (66% vs. 46% of those with the highest proportion).

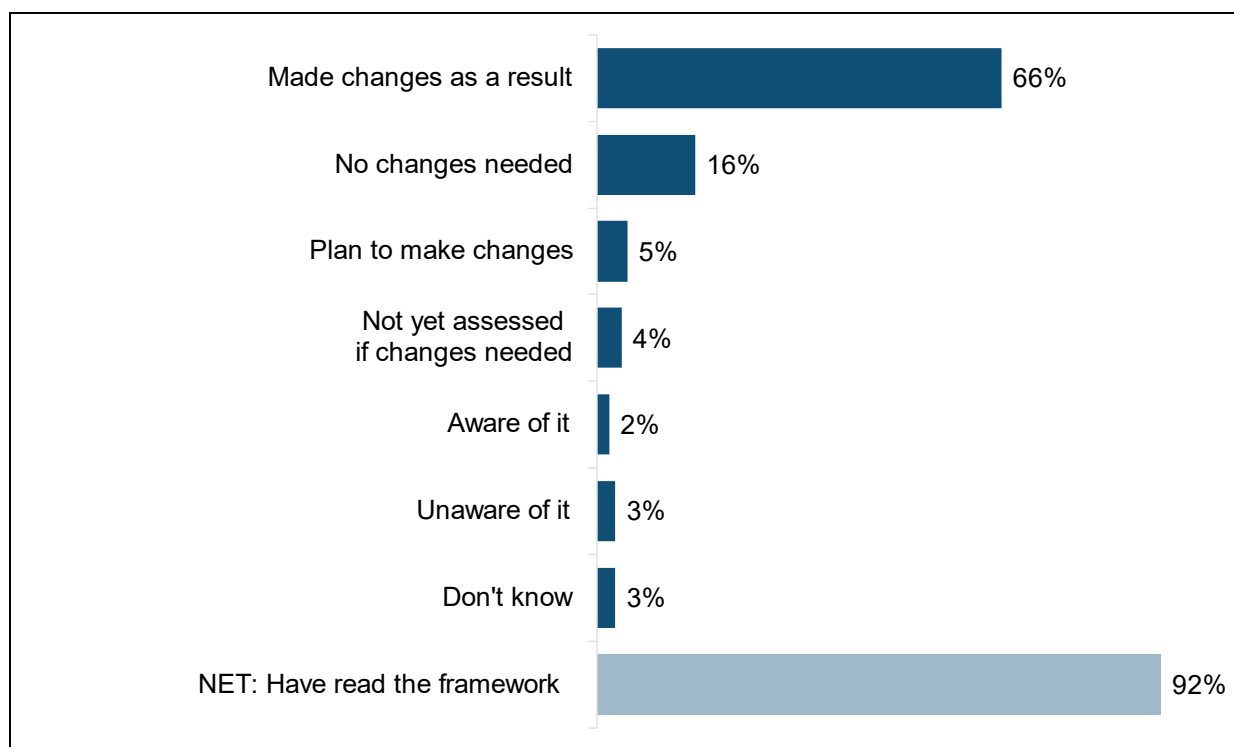
In contrast, for schools with the highest proportion of FSM eligible pupils, help from an English Hub was quite often an important consideration (41% vs. 20% of those with the lowest proportion). These schools were also more likely to cite English Hub help as the most important factor (8% vs. 3% overall).

Impact of the Reading Framework

In July 2021, the Department for Education published 'The Reading Framework: teaching the foundations of literacy'⁹, providing guidance for schools to meet existing expectations for teaching early reading.

Around nine-in-ten (92%) primary schools had at least read the framework, with two-thirds (66%) having already made changes, and a further 5% planning changes.

Figure 16. Whether schools have read the Reading Framework and made changes as a result (Schools weighting)



C7: Panel B Primary Leaders (n=310).

Source: School and College Panel, January 2023 survey.

⁹ [The Reading Framework: teaching the foundations of literacy](#)

Across all primary schools, those with the lowest proportion of pupils eligible for FSM were more likely to report not needing to make any changes following reading the Framework (24% vs. 9% of those with the highest proportion).

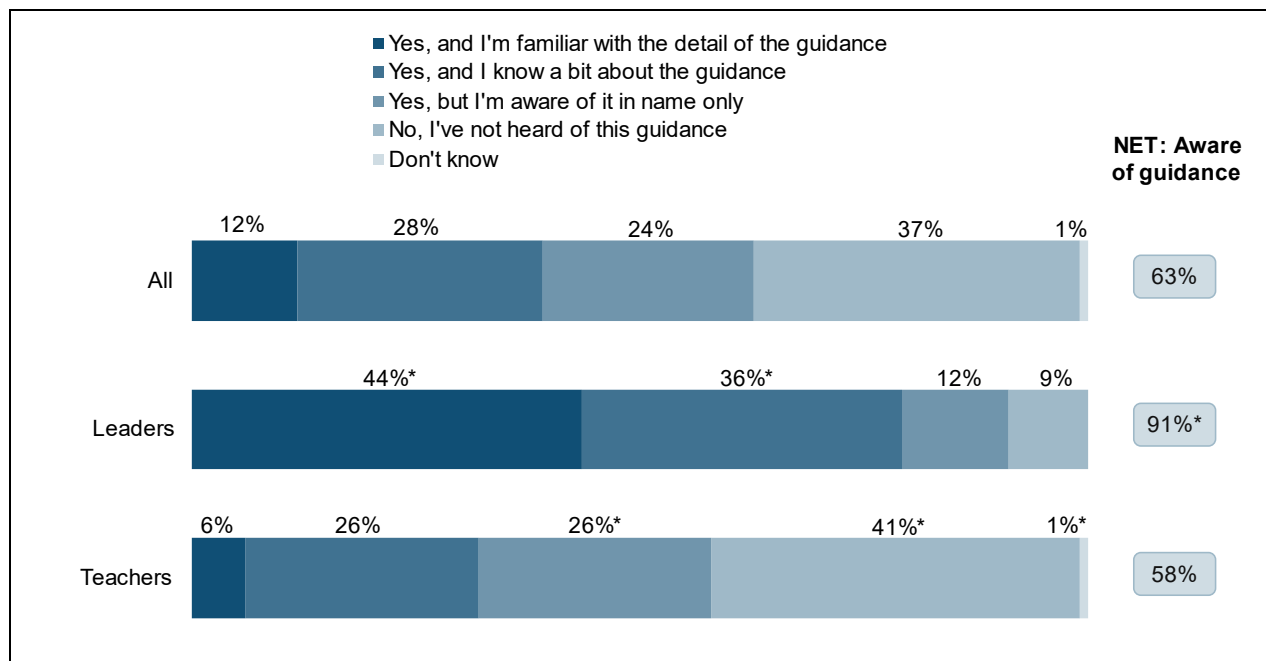
Attendance guidance

In May 2022, the DfE published new school attendance guidance 'Working together to improve school attendance'¹⁰ which came into effect in September 2022 with the commitment to the guidance becoming statutory when parliamentary time allows. This chapter explores awareness of this guidance among school leaders and teachers, and the prevalence of attendance policies and processes in schools, to inform DfE's future attendance policies and implementation support.

Awareness of attendance guidance

Almost two-thirds of school leaders and teachers (63%) were aware of the new school attendance guidance. Just over a quarter (28%) knew a bit about the guidance and around one-in-eight (12%) were familiar with the detail of the guidance (see Figure 17).

Figure 17. Awareness of school attendance guidance (Individual weighting)



P1: Panel A leaders and all teachers (n=2942), panel A leaders (n=586), all teachers (n=2356). *Indicates significant difference between leaders and teachers.

Source: School and College Panel, January 2023 survey.

Awareness was higher among leaders than teachers (91% vs. 58%) and leaders were also more familiar with the detail of the guidance than teachers (44% vs. 6%).

¹⁰ [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/107111/Working_together_to_improve_school_attendance.pdf)

Leaders from schools with the highest proportion of FSM-eligible pupils were more likely to be familiar with the detail of the guidance compared to schools with the lowest proportion (55% vs. 41%).

Prevalence of published school attendance policies

Over three-quarters (79%) of schools whose leaders knew at least a bit about the guidance have a published (i.e. publicly-available, such as on the school website) school attendance policy which meets the expectations set out in the guidance. A further 15% have a published school attendance policy but have not yet checked it against the guidance.

Secondary schools were more likely to have a published school attendance policy which meets the expectations set out in the guidance than primary schools (87% vs. 78%). Primary schools were more likely to have a published school attendance policy that has not yet been checked against the guidance (16% vs. 10% of secondary schools).

Senior Leadership Team (SLT) leader for attendance policy

Nine-in-ten schools (90%) reported having a named SLT leader for attendance policy. Secondary schools were more likely to have a named SLT leader than primary schools (96% vs. 88% respectively).

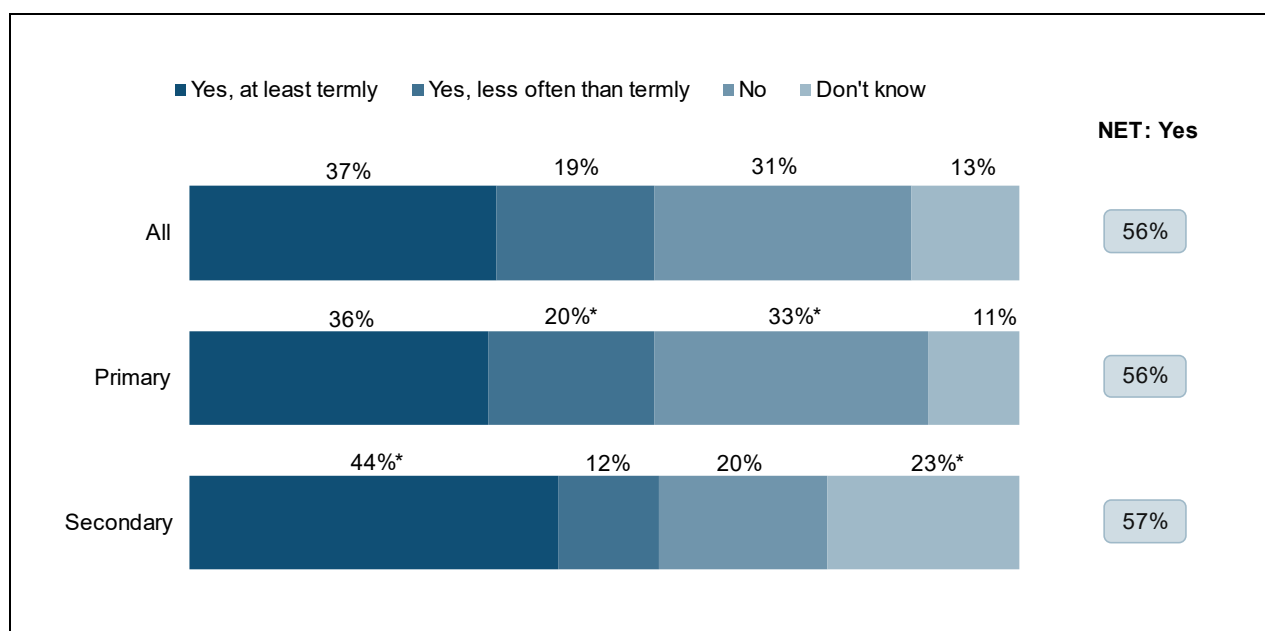
Working with local authorities

Just under nine-in-ten schools (88%) reported that they share attendance data they hold about pupils who have concerning attendance levels with the local authority. Schools with the highest proportion FSM-eligible pupils were more likely to share data with the local authority than those with the lowest proportion (94% vs. 85%).

Over half (56%) of schools reported that they hold regular meetings with the local authority to discuss attendance strategy and agree joint targeted actions for pupils who are persistently or severely absent (also known as Targeting Support Meetings in the new guidance). As shown in Figure 18, 37% of schools hold these meetings at least termly with 19% holding these less than termly; just under a third (31%) of schools do not hold these regular meetings.¹¹

¹¹ The new attendance guidance states that these meetings should be offered to all schools once per term from September 2023

Figure 18. Whether schools have regular meetings with the local authority to discuss attendance strategy and agree joint targeted actions (Schools weighting)



P5: Panel A leaders (n=586). *Indicates significant difference between primary and secondary schools.

Source: School and College Panel, January 2023 survey.

More secondary schools said they hold these meetings at least once a term compared to primary schools (44% vs. 36%), while more primary schools said they do not hold these meetings at all compared to secondary schools (33% vs. 20%).

Schools with the highest proportion of FSM-eligible pupils were more likely to hold these meetings at least termly than those with the lowest proportion (43% vs. 27% respectively).

Of the schools that held regular Targeting Support Meetings, a quarter (25%) were aware of paying for these meetings, compared with just over a third (35%) who said they did not pay – a high proportion were unsure (40%)¹². Primary schools were more likely to report that they pay for these meetings than secondary schools (27% vs. 14%), though secondary schools respondents were more likely to not know whether they were paying or not (51% vs. 38%).

Of the schools who do not currently hold Targeting Support Meetings with the local authority or are currently paying for them, 8% said they had plans to start holding free Targeting Support Meetings by September 2023. Just over four-in-ten (41%) had no plans to start holding them by this date, and around half (51%) did not know.

¹² The new attendance guidance states that these meetings should be offered free of charge from September 2023

Schools with the highest proportion of FSM-eligible pupils were more likely to have plans to start holding these meetings compared to those with the lowest proportion (16% vs. 3% respectively).

Further support needed to implement the new attendance guidance

The 63% of leaders and teachers who were aware of the new attendance guidance were asked what further support would be helpful for them to implement the new guidance. Increased funding and more resource for administration support were the most common responses.

“Our school works very hard on attendance, but this takes staff from other duties, so more funding please.” – Primary teacher

“Direct funds for schools to employ a designated full-time member of staff to challenge attendance effectively.” – Secondary teacher

“To improve attendance, you need strong pastoral support and proactive team of staff. Often pastoral roles are filled by subject teachers; with enough funding and effective management, pastoral staff should have a smaller timetable so that they have sufficient time to liaise with parents, senior staff, SEND coordinator, counsellors, learning support team and have conversations with students” – Secondary teacher

“Funding paid directly to schools to employ attendance officers who can go out and visit families. Currently not enough LA capacity for this.” – Secondary leader

Others mentioned needing a better approach to supporting families such as parental engagement strategies and education of parents on the guidance.

“Information sent to parents by the DfE explaining attendance in terms they understand and outlining the importance of schools tackling holidays in term time.” – Primary leader

“Better support from some families around school attendance, fewer hoops to jump through to receive support from outside agencies for poor attenders” – Primary teacher

Another topic raised when answering this question was around needing more time to reflect on and implement the guidance.

“Time to spend reflecting on the guidance and what it means in my setting, for me and my students” – Secondary teacher

“Staff need time in the timetable to improve engagement with learners at risk of poor attendance. At the minute, this time is not available beyond the absolute core duties which means young people at risk of poor attendance cannot receive support from the teacher who may know them well.” – Secondary teacher

Other topics mentioned included more timely and effective engagement with local authorities, and a greater understanding from those working outside of schools that schools only have so much control over improving attendance.

Further Education Support

This chapter explores college leaders' views on the Further Education (FE) Commissioner. The FE Commissioner is an independent adviser that leads a team of ex-principals and finance practitioners within Further Education. The FE Commissioner and their team offer a wide range of support and help to all FE colleges in England within the statutory FE sector, but not to other types of colleges.

The Further Education (FE) Commissioner

Most college leaders (84%) said they knew about the FE Commissioner and their team, and over half (55%) had interacted with them. Among those aware of the FE commissioner and their team, the majority (17 out of 26) felt positively about them, with the remainder neutral.

Active support

The FE Commissioner and their team have developed a range of active support tools to facilitate creativity in their solutions and support. This support is available to all colleges.

Of the 26 college leaders that knew about the FE commissioner and their team:

- 19 were aware of active support being introduced, among whom:
 - 11 were more positive about the FE commissioner and their team since the introduction of active support.
 - 6 said their perception of the FE commissioner had not changed since the introduction of active support.
 - 2 said they did not know whether their perception of the FE commissioner had changed since the introduction of active support.

Seeking support

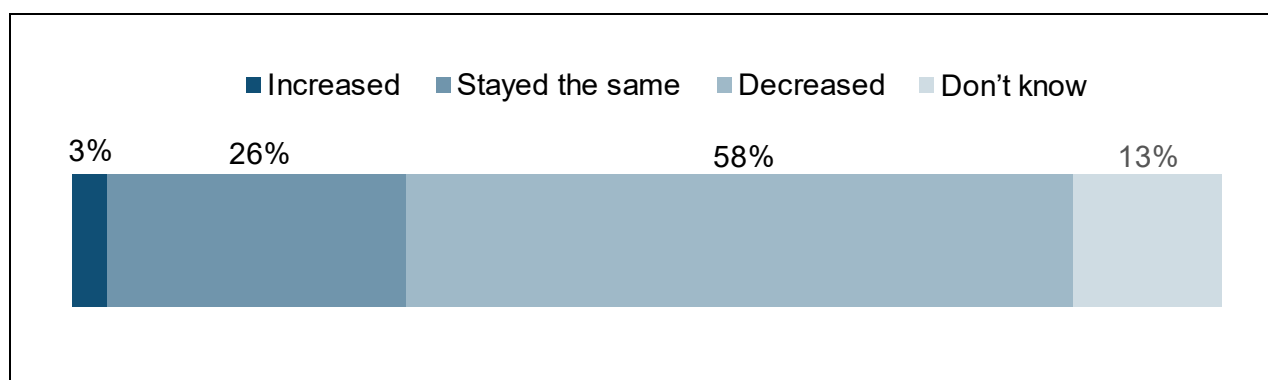
Among the college leaders that knew about the FE commissioner and their team, the majority (21 of the 26) said they were likely to voluntarily seek support from the FE Commissioner's team if they were to experience an issue that falls within their area of work this academic year. Of the three college leaders unlikely to voluntarily seek support, two said this was because there were other sources of support that they would prefer to use.

Further Education Recruitment

In January 2022, the Department for Education launched the 'Teach in FE' TV and radio campaign aimed at improving recruitment and retention of FE teachers. Six-in-ten (61%) colleges had heard of this campaign before the survey.

As shown in Figure 19, many colleges (58%) had seen a decrease in the number of applications and enquiries about teaching vacancies in 2022 compared to 2021. A quarter (26%) said it had stayed the same, whilst just 3% had seen an increase.

Figure 19. Change in number of people applying for/enquiring about teaching vacancies at colleges compared to 2021 (Colleges)



E2: FE leaders (1 per institution) (n=31).

Source: School and College Panel, January 2023 survey.

Pupil Premium

Raising the attainment of disadvantaged pupils has been at the centre of the DfE's education policy since the introduction of pupil premium in 2011. The pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Data from the January 2023 School and College Panel survey has provided the department with insight into the scale of awareness and impact of recently introduced policies and guidance aimed at supporting schools to improve the effectiveness of pupil premium spend. This data will help the department to continue to support schools to raise the attainment of disadvantaged pupils.

School leaders can decide on which activity to spend their pupil premium within the framework set out by the 'menu of approaches', published in March 2022.¹³ This chapter will cover awareness and the helpfulness of the menu of approaches, as well as resources used to help develop the school's pupil premium strategy.

Awareness and perceived usefulness of the menu of approaches

Around three-quarters (73%) of school leaders were aware of the menu outlining the set of approaches that schools can use their pupil premium for, and just over half of leaders (54%) had read it. School leaders from schools with the lowest proportion of pupils eligible for FSM were more likely than average to be aware of it (82%).

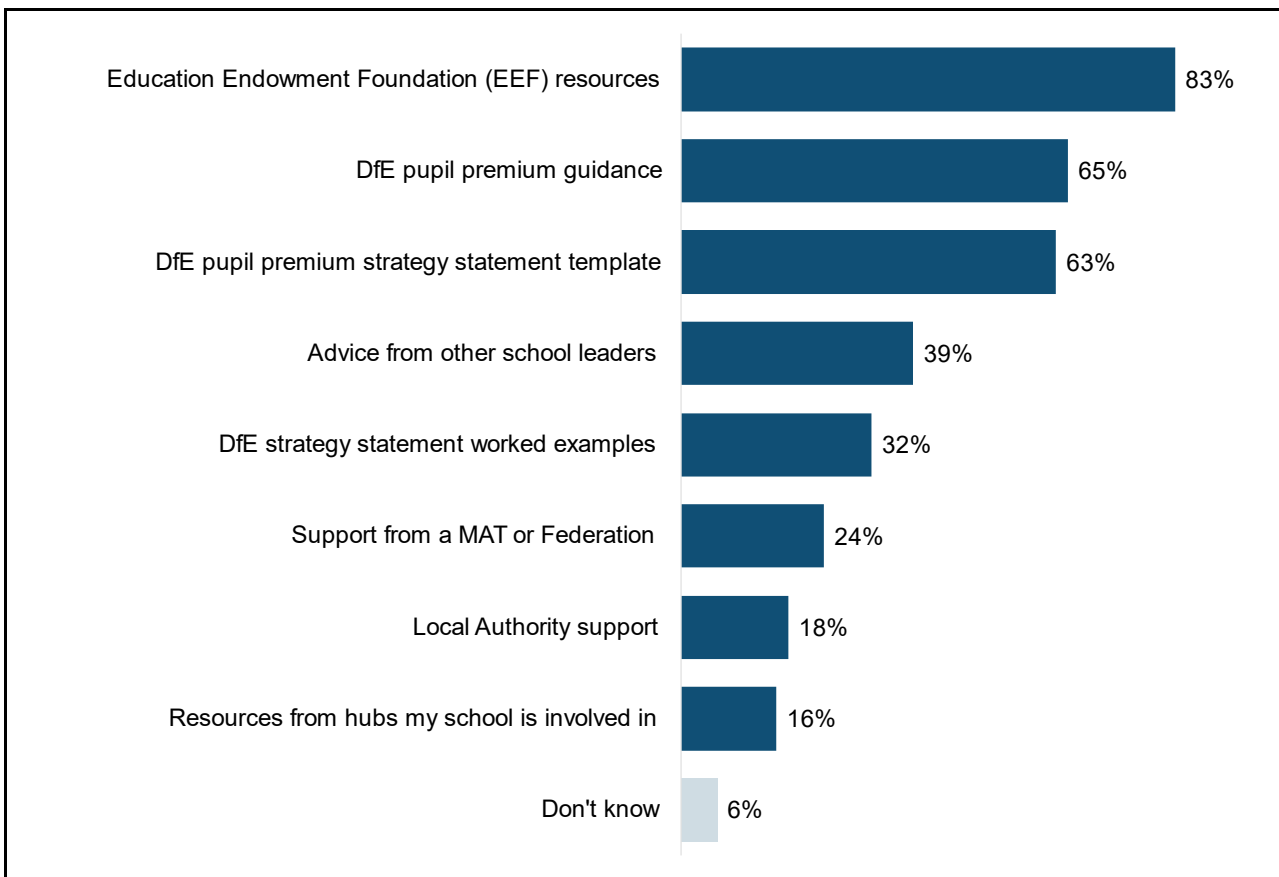
The vast majority of leaders who had read the menu of approaches found it helpful (85%), with 11% describing it as very helpful. In comparison, 13% said it was not very helpful and 1% not at all helpful: the most common reason for these views was that it was too broad or vague (62%), followed by it not including approaches that they want to spend pupil premium on (26%) and insufficient guidance on how to implement the approaches (22%).

Resources used to help develop pupil premium strategy

Schools were asked what resources were used to help their pupil premium strategy. The most commonly used were Education Endowment Foundation (EEF) resources (83%), followed by Department for Education's pupil premium guidance (65%) and pupil premium strategy statement template (63%). The full list of resources used is shown on Figure 20.

¹³ [Using pupil premium: guidance for school leaders \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Figure 20. Resources used to help develop pupil premium strategy (Schools weighting)



K4: Panel B leaders (n=548). Responses < 5% ('other' and 'no resources used') not charted.

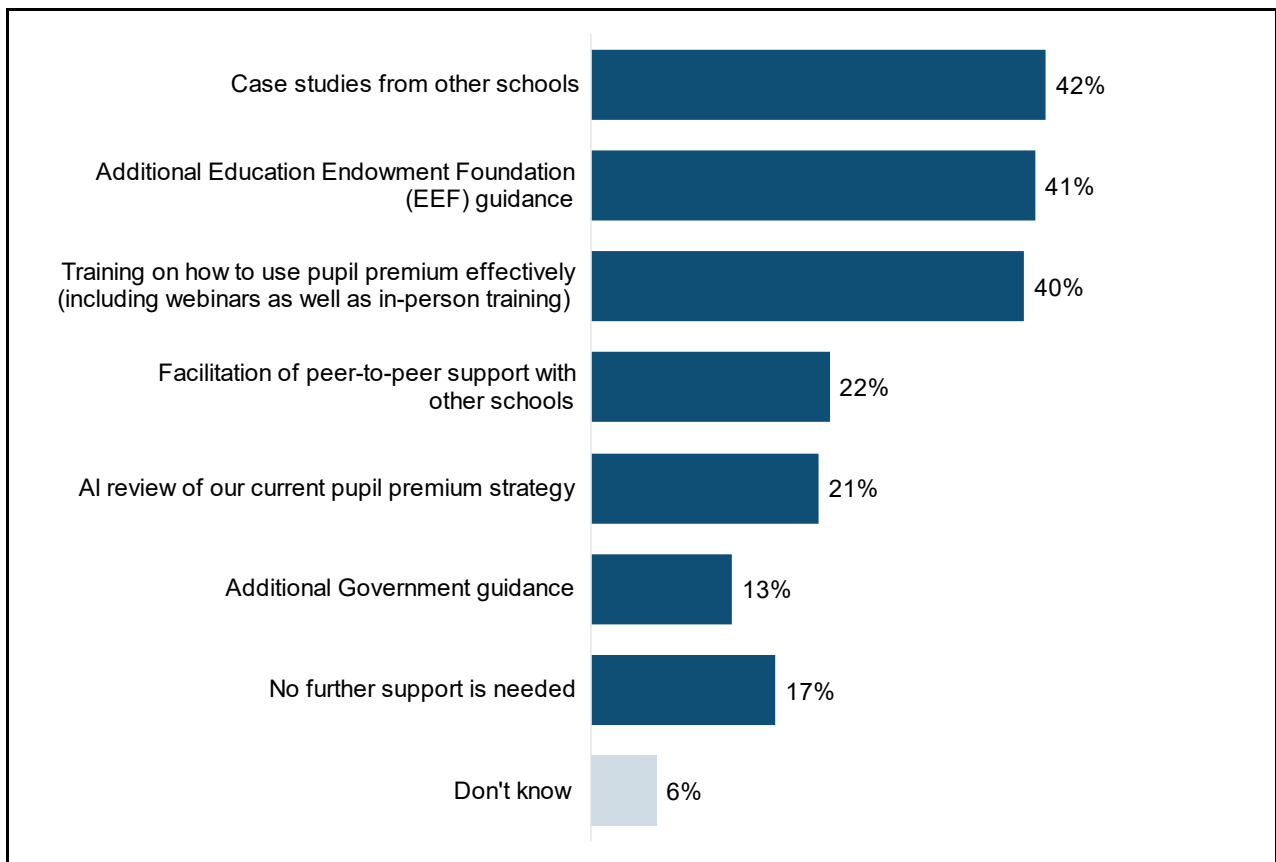
Source: School and College Panel, January 2023 survey.

Primary schools were more likely to have used Local Authority support than secondary schools (19% vs. 12% respectively).

Additional support schools would find most useful in developing pupil premium strategy

Schools were also asked what, if any, additional support would be useful in helping to develop their pupil premium strategy. Around three-quarters (77%) indicated that some further support would be useful. The three most common types of additional support were case studies from other schools, additional EEF guidance, and training on how to use pupil premium effectively (including webinars as well as in-person training). The full list of additional support desired is shown in the following chart.

Figure 21. Additional support schools would find most useful in helping to develop their pupil premium strategy (Schools weighting)



K5: Panel B leaders (n=548). Responses < 5% ('other') not charted.

Source: School and College Panel, January 2023 survey.

Secondary schools were more likely to feel facilitation of peer-to-peer support with other schools would be useful (30% vs. 20% of primaries). In contrast, primary schools were more likely to feel that no further support was needed (18% vs. 10% of secondaries).

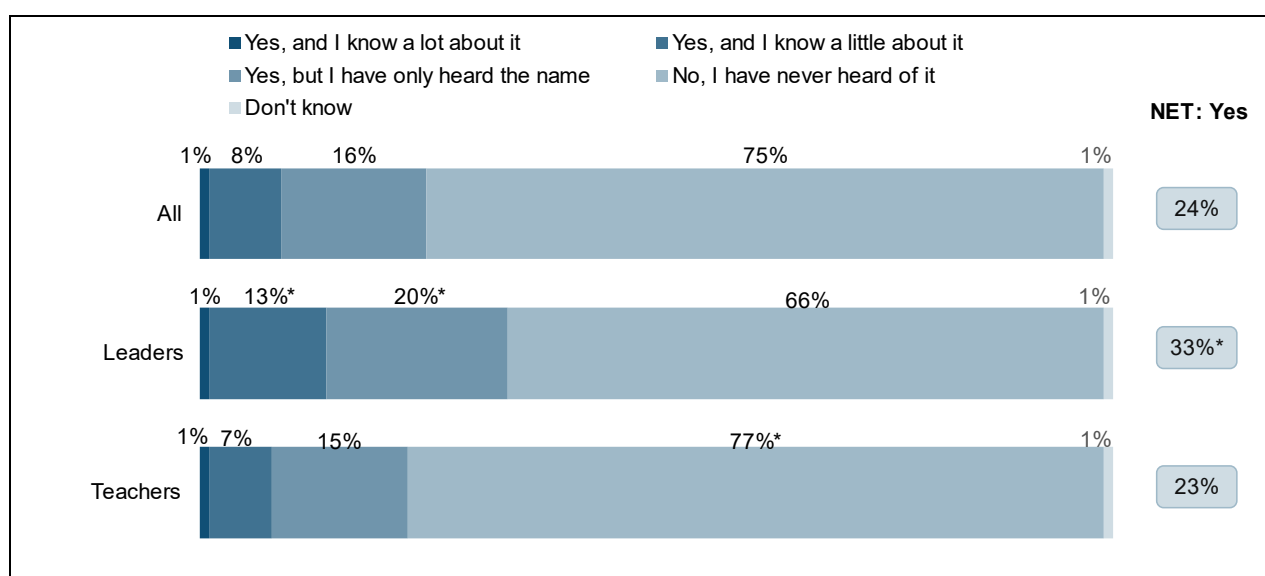
National Institute of Teaching (NlOT)

In May 2022 the DfE formally created the National Institute of Teaching (NlOT). The NlOT aims to improve the quality of teaching and school leadership by carrying out research, sharing findings across the sector and delivering professional development programmes.

Awareness of the National Institute of Teaching (NlOT)

Around a quarter (24%) of school leaders and teachers had heard of the NlOT. As shown in Figure 22, even amongst those who had heard of the NlOT, most did not know much about it. Overall 1% reported they knew a lot and 8% reported they knew a little about the NlOT, while one-in-six (16%) had only heard the name.

Figure 22. Whether school leaders and teachers had heard of NlOT (Individual weighting)



Q1: Panel A Leaders and all school teachers (n=2942). *Indicates significant difference between Leaders and Teachers.

Source: School and College Panel, January 2023 survey.

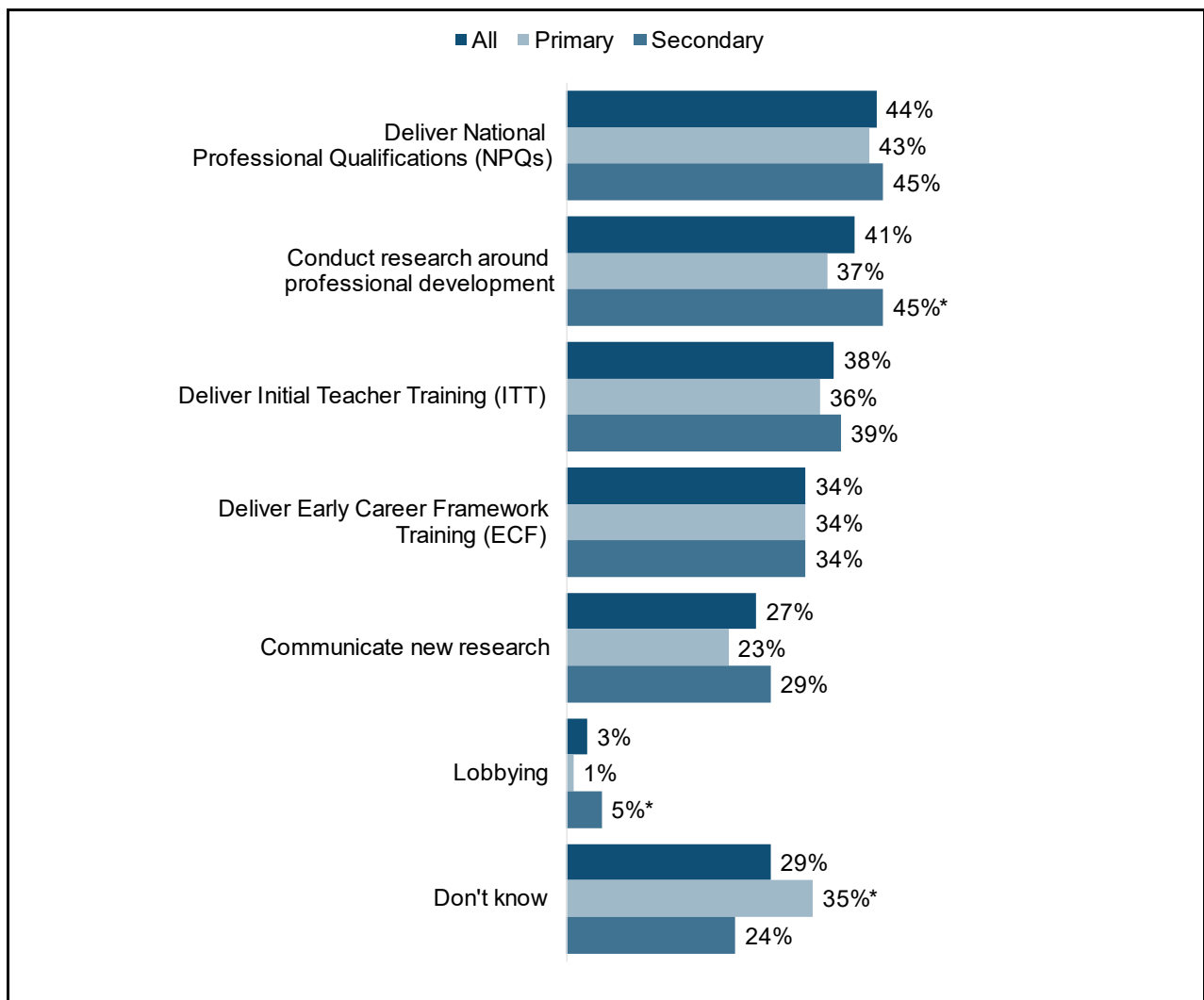
School leaders were more likely than school teachers to have heard of the NlOT (33% vs. 23%). Likewise, leaders and teachers from secondary schools were more likely to have heard of the NlOT than those from primary schools (28% vs. 21%).

One-in-five (20%) college teachers said they had heard of the NlOT, with 7% reporting that they know a little about it and 13% reporting they have only heard the name.

Perception of the main roles of the National Institute of Teaching (NlOT)

Of the school leaders and teachers who had heard of the NlOT, just over two-in-five (44%) thought one of NlOT's main roles was to deliver National Professional Qualifications (NPQs) and around one-in-five (41%) thought it was to conduct research around professional development. Just under four-in-ten (38%) and around a third (34%) thought that a main role of the NlOT was to deliver Initial Teacher Training and the Early Career Framework respectively, as shown in Figure 23.

Figure 23. Perceptions of the main roles of the NlOT (individual weighting)



Q2: Panel A Leaders and all teachers who have heard of NlOT (n=744). *Indicates significant difference between primary and secondary schools.

Source: School and College Panel, January 2023 survey.

As shown in Figure 23, there were some differences in perception of the main roles of the NlOT between primary and secondary schools. Secondary schools were more likely to

say one of the main roles of the NIoT was to conduct research around professional development (45% vs. 37%) and lobbying (5% vs. 1%). In contrast, primary schools were more likely not to know the main role of the NIoT (35% vs. 24% of secondary schools).

Of the 17 college teachers who had heard of the NIoT, 8 thought one of the of NIoT's main roles was to conduct research around professional development, 7 said the NIoT delivers National Professional Qualifications (NPQs). Delivering ITT and ECF training were mentioned by 5 college teachers each.

Support for learners with Special Educational Needs and Disabilities (SEND)

The Department for Education is interested in understanding school and teacher confidence in supporting pupils with SEND, any barriers they experience, and access to specialist services. The SEND and AP Improvement Plan set out that the Department of Health and Social Care will work together with the Department for Education to take a joint approach to SEND workforce planning, informed by a stronger evidence base. We are keen to broaden our understanding of the issues around access to specialists to inform this work.¹⁴

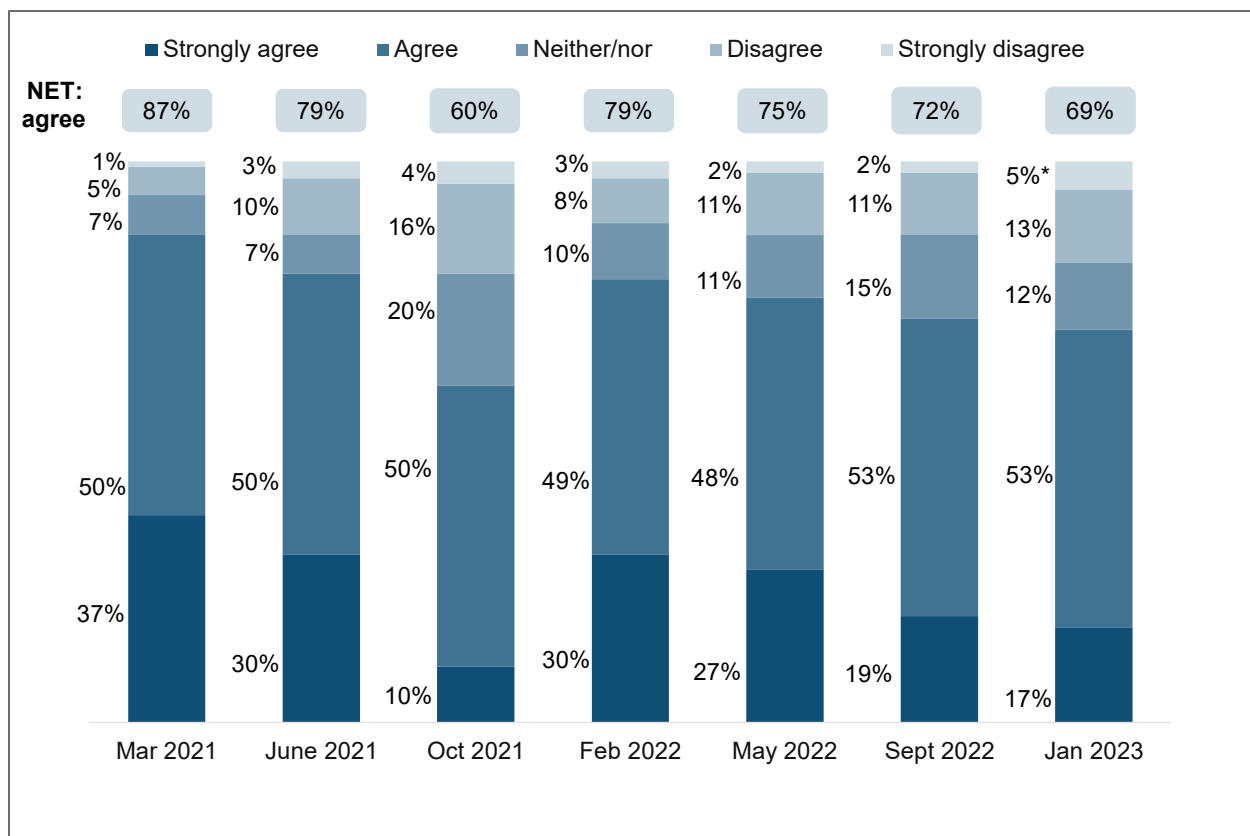
School confidence in supporting learners with SEND

Schools were asked to indicate the extent to which they agreed or disagreed that their school can effectively support pupils with SEND. Overall, around seven-in-ten (69%) schools agreed that they were able to effectively support these pupils, with 17% strongly agreeing. Just under one-in-five (18%) disagreed that they could effectively support students with SEND.

As shown in Figure 24, since February 2022 there has been a steady decline in school agreement that they are able to effectively support pupils with SEND (79% agreeing in February 2022 vs. 69% in January 2023, a fall of 10 percentage points). Aligned with this, compared to when the question was last asked (September 2022), there has been an increase in the proportion of schools who strongly disagree they can effectively support pupils with SEND (up from 2% to 5% in January 2023).

¹⁴ [SEND and alternative provision improvement plan - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/114242/SEND_and_alternative_provision_improvement_plan.pdf)

Figure 24. Schools' level of agreement that they are able to effectively support pupils with SEND (Schools weighting)



H2: Panel A leaders (n=586). September 2022 (n=558). May 2022 (n=512). February 2022 (n=512). October 2021 (n=811). June 2021 (n=897). March 2021 (n=1,046). *Indicates significant difference between January 2023 and September 2022.

Source: School and College Panel, January 2023 survey.

Secondary schools were more likely than primary schools to agree that they could effectively support pupils with SEND (76% vs. 68%). In contrast, primary schools were more likely to strongly disagree that they could effectively support these pupils (6% vs. 2%).

Schools with the lowest proportion of FSM-eligible pupils were more likely to agree that they could effectively support pupils with SEND than those with the highest proportion (73% vs. 55%). Teacher confidence in supporting pupils with SEND is shown in a following section.

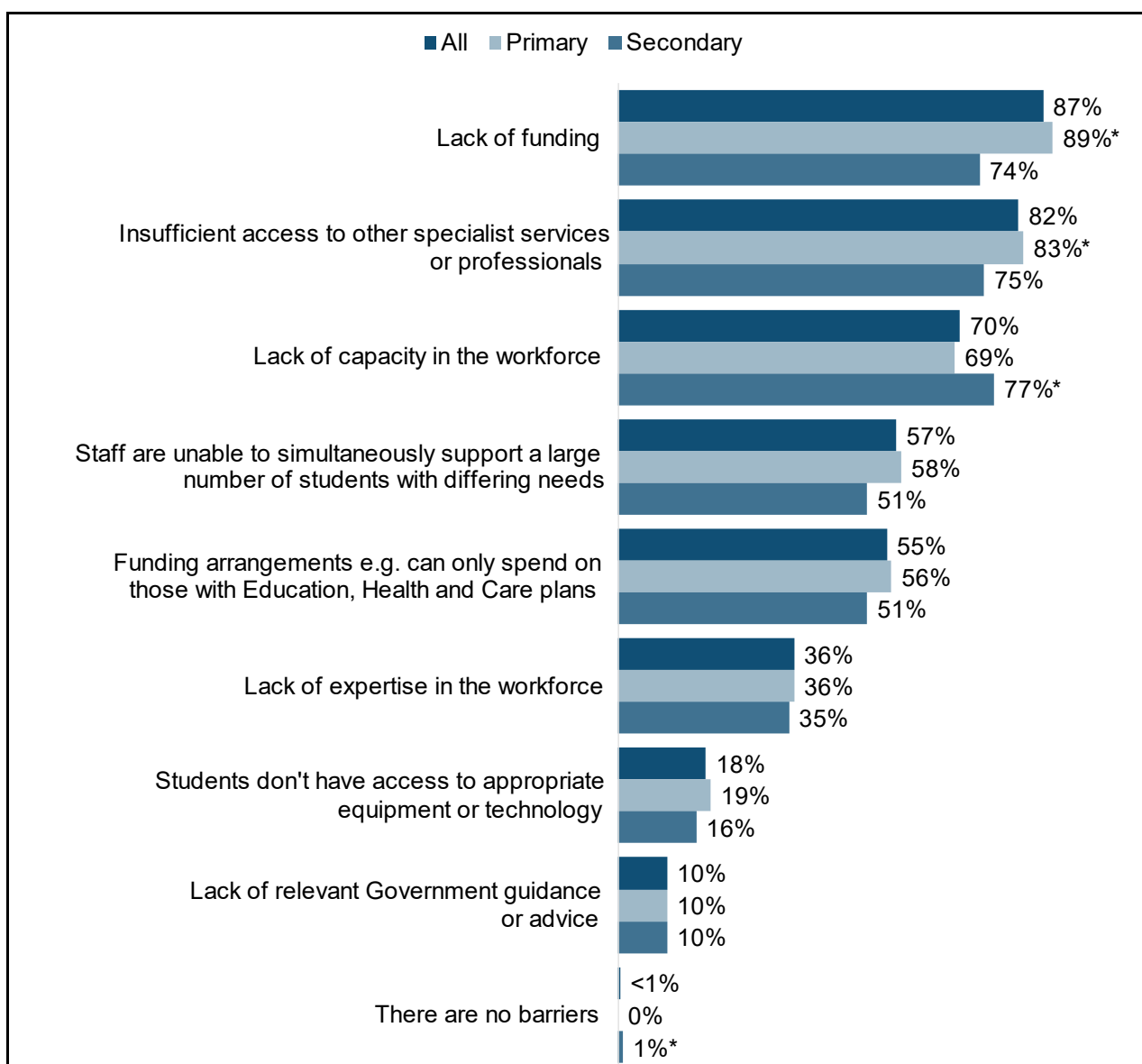
Barriers to effective support

Schools were asked which barriers, if any, they faced in meeting the needs of pupils with SEND. As shown in Figure 25, they were most likely to report the lack of funding as a barrier (87%), although this was closely followed by 82% who reported insufficient access

to other specialist services or professionals. Nearly every school reported that one or more barriers existed in terms of meeting the needs of pupils, with less than 1% saying there were no barriers.

Compared to September 2022, schools were more likely to report that they had insufficient access to other specialist services or professionals (82% vs. 77% in September). That said, they were less likely to report staff being unable to simultaneously support a large number of students with differing needs (57% vs. 64% in September 2022).

Figure 25. School barriers to meeting the needs of students with SEND (Schools weighting)



H4: Panel A leaders (n=586). *Indicates significant difference between primary and secondary schools. Other not charted (1%).

Source: School and College Panel, January 2023 survey.

Secondary schools were more likely than primary schools to report lack of capacity in the workforce as a barrier in meeting the needs of pupils with SEND (77% vs. 69%). Primary schools were more likely than secondary schools to report lack of funding (89% vs. 74%), and insufficient access to other specialist services or professionals (83% vs. 75%) as barriers.

Schools with the highest proportion of FSM-eligible pupils were more likely than those with the lowest proportion to report staff being unable to simultaneously support a large

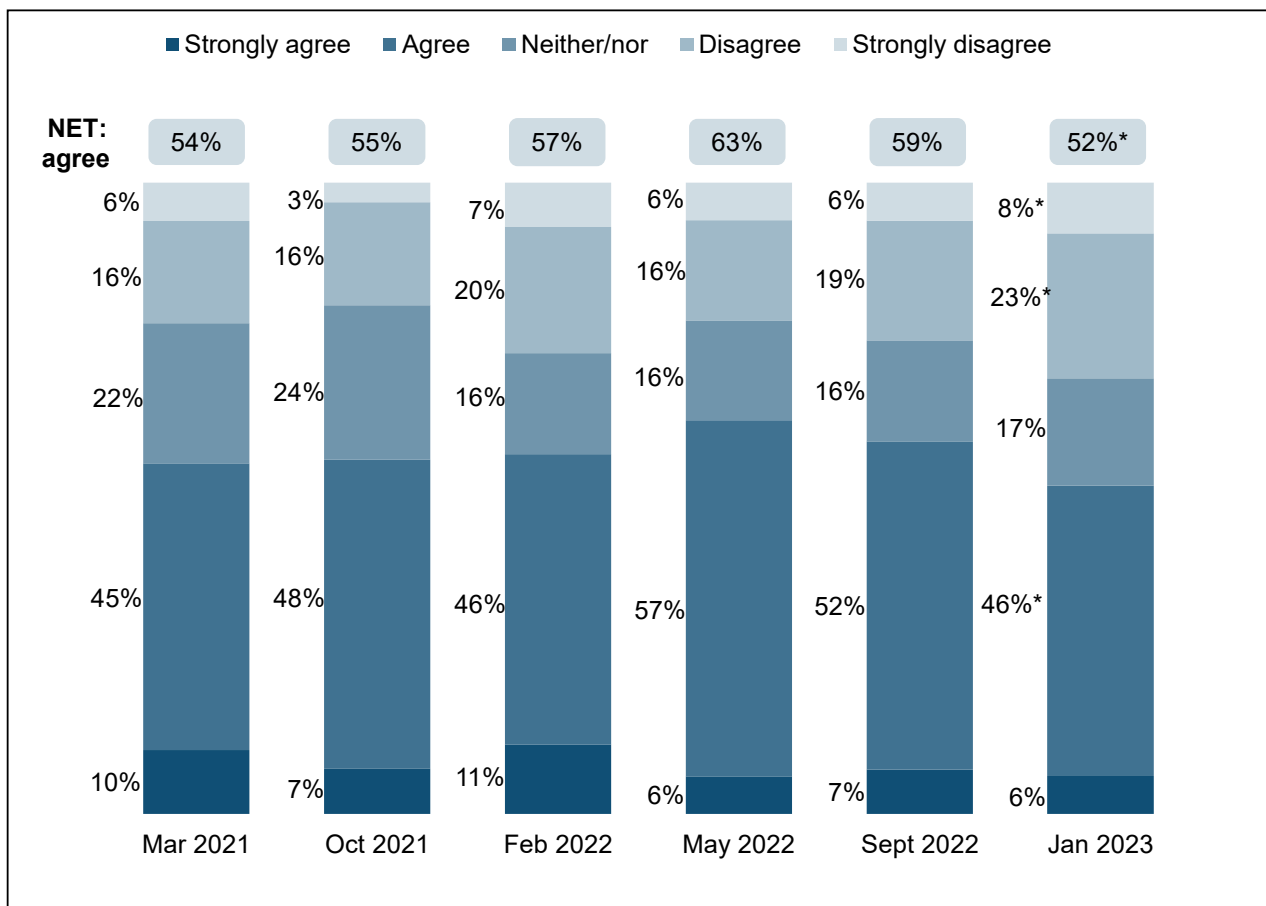
number of students with differing needs as a barrier to meeting the needs of students with SEND (63% vs. 47%).

Teacher confidence in supporting learners with SEND/LDD

Teachers were asked to indicate the extent to which they personally felt equipped to support pupils with SEND.

Overall, just over half (52%) of teachers agreed that they felt equipped, which was a decrease from almost six-in-ten (59%) in September 2022, when this question was last asked, as shown in Figure 26.

Figure 26. Teachers' level of agreement that they feel equipped to effectively support pupils with SEND (Individual weighting)



H1: Teachers (n=2,356). September 2022 (1,938). May 2022 (n=734). February 2022 (n=1,250). October 2021 (n=1,077). March 2021 (n=1,217). *Indicates significant difference between January 2023 and September 2022.

Source: School and College Panel, January 2023 survey.

More primary teachers than secondary teachers disagreed that they felt equipped to support pupils with SEND (34% vs. 28% for secondary), with primary teachers being twice as likely as secondary teachers to strongly disagree (10% vs. 5%).

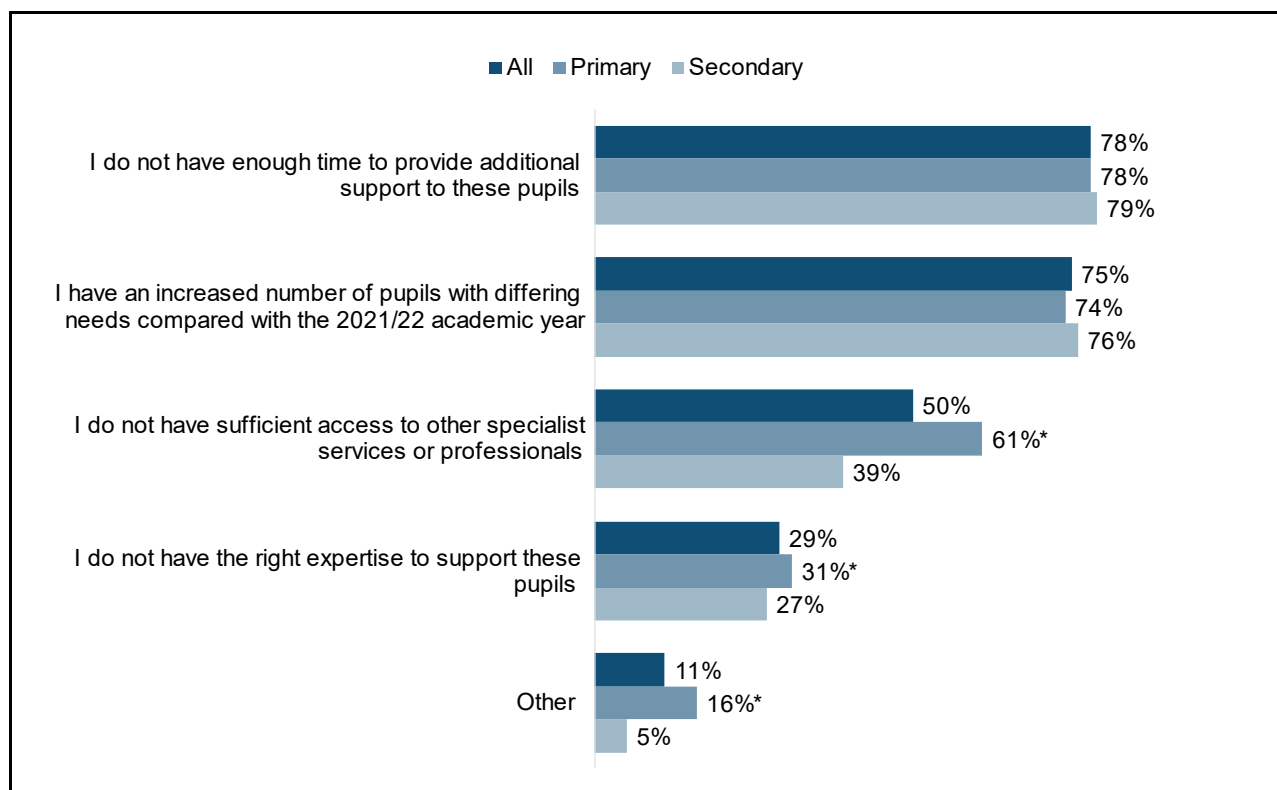
Teachers from schools with the highest proportion of FSM-eligible pupils were more likely than those from schools with the lowest proportion to disagree that they felt equipped to support pupils with SEND (39% vs. 27%).

Barriers to teachers providing effective support

Almost all (96%) teachers reported currently experiencing barriers to providing effective support for pupils with SEND. This was the case for both primary and secondary teachers, although primary teachers were slightly more likely than secondary teachers to claim this was the case (97% vs. 95%).

Of teachers experiencing barriers, the most commonly reported barrier was not having enough time to provide additional support to pupils with SEND (78%), closely followed by having an increased number of pupils with differing needs (75%), as shown in Figure 27.

Figure 27. Reported barriers to meeting the needs of students with SEND (Individual weighting)



H3: Teachers that are experiencing barriers, not applicable responses removed (n=2,253). *Indicates significant difference between primary and secondary teachers.

Source: School and College Panel, January 2023 survey.

Primary teachers experiencing barriers were more likely than secondary teachers to report that:

- They did not have sufficient access to other specialist services or professionals,
- They did not have the right expertise to support these pupils.

Themes amongst “other” responses from primary teachers (16%) included feeling that parents and families were not doing their part to support the needs of children with SEND at home, instead leaving it to the schools and teachers to provide, and that they felt restricted by the curriculum and were therefore unable to focus on children’s individual needs.

Amongst those experiencing barriers to meeting the needs of students with SEND, schools with the highest proportion of FSM-eligible pupils were more likely to report an increased number of pupils with differing needs compared with the 2021/22 academic year (79% vs. 72%).

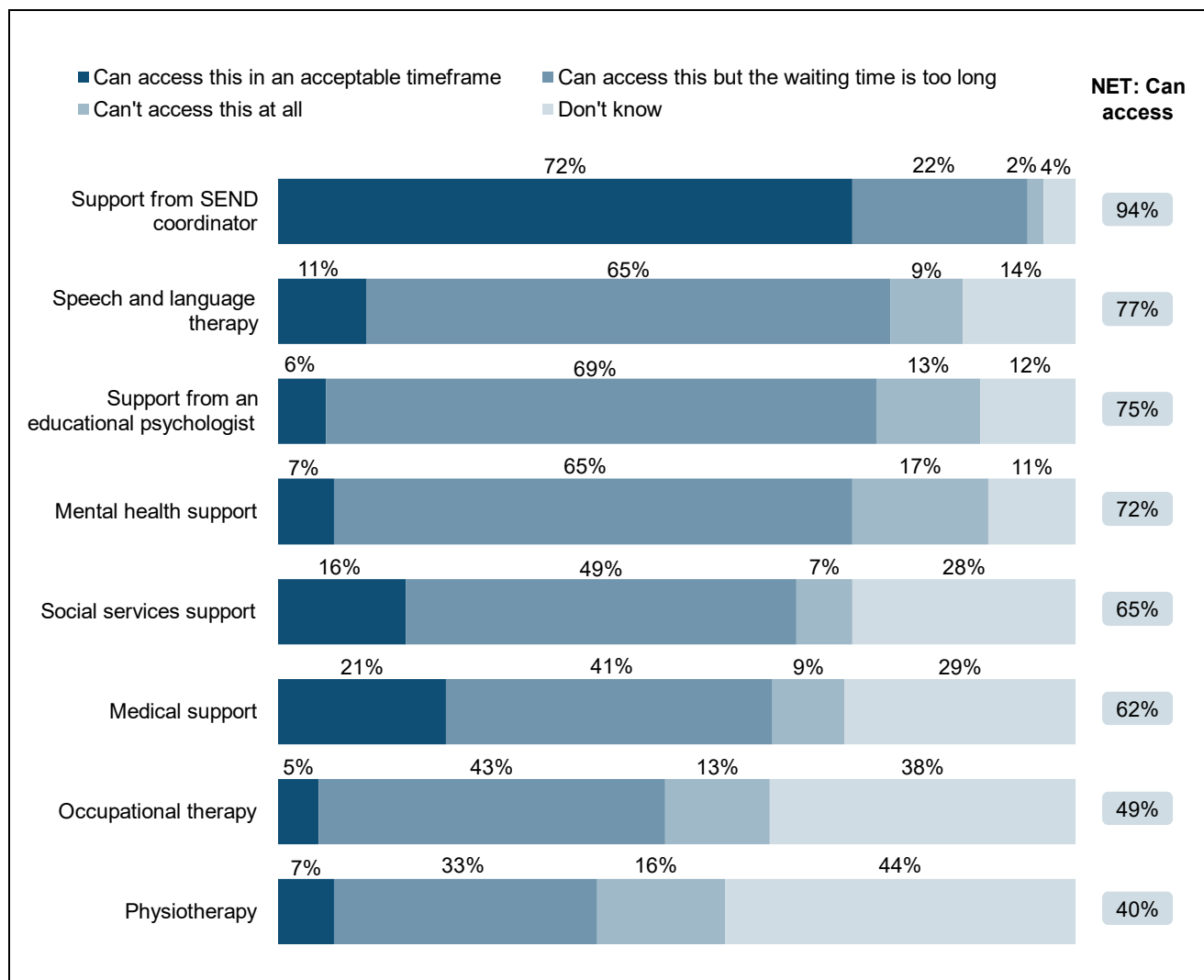
Compared to September 2022, teachers were more likely in January 2023 to report:

- An increased number of pupils with differing needs compared to 2021/22 (75% vs. 68% in September 2022)
- Not having sufficient access to other specialist services or professionals (50% vs. 45%)
- Not having the right expertise as a barrier (29% vs. 24%)

Teacher access to support for pupils with SEND

Teachers who taught pupils with SEND who said they did not have sufficient access to specialist services or professionals (40% of all teachers), were asked about their ability to access different types of support. As shown in Figure 28, access was easiest for SEND coordinators and 72% felt that they could access this support in an acceptable timeframe. However, while the vast majority of those who could comment felt they could access services such as speech and language therapy, educational psychologists and mental health support, most felt that the waiting time was too long.

Figure 28. How well teachers with insufficient access to specialist services or professionals can access different forms of support for pupils with SEND (Individual weighting)



H6: Teachers who teach SEND, but do not have access to other specialist services or professionals, not applicable responses removed (SEND coordinator, n=922; speech and language therapy, n=902; educational psychologist, n=916; mental health support, n=892; social services support, n=856; medical support, n=774; occupational therapy, n=751; physiotherapy, n=687).

Source: School and College Panel, January 2023 survey.

Secondary teachers who taught pupils with SEND, and who felt they did not have sufficient access to specialist services or professionals, were more likely than their equivalent primary teachers to report not being able to access educational psychology (19% vs. 10%), speech and language therapy (15% vs. 6%), and social services (10% vs. 5%) at all.

In contrast, primary teachers were more likely to report not being able to access mental health support at all compared to secondary teachers (20% vs. 12%).

There were some differences in access by region. Teachers who taught pupils with SEND and who reported not having sufficient access to specialist services or professionals were more likely to report not being able to access the following support at all:

- Physiotherapy: London (30%) and the South East (23%) compared to 16% overall.
- Educational psychologist: South East (19% vs. 13% overall)
- Speech and language therapy: East of England (14% vs. 9% overall)
- SEND Coordinator: South East (4% vs. 2% overall)

Amongst those who reported not having sufficient access to specialist services or professionals, some improvements were seen in teachers' ability to access certain specialisms compared to September 2022. There was a rise in the proportion of teachers reporting they could access speech and language therapy from 69% in September 2022 to 77% in January 2023, although the majority (65%) felt the waiting time was too long. Also there was a rise in the proportion reporting they could access physiotherapy from 34% in September 2022 to 40% in January 2023, although again many (33%) felt the waiting time was too long.

Waiting times for support for pupils with SEND

As shown in Figure 28, the issue for most teachers who taught pupils with SEND and who did not have sufficient access to specialist services or professionals was the timeliness of access. Support from a SEND coordinator was the only type of support that these teachers said they could access in an acceptable timeframe (72%).

Wait time for specialisms varied somewhat by primary and secondary teachers. Amongst those who taught pupils with SEND and did not have sufficient access to specialist services or professionals, primary teachers were more likely to report waiting too long for:

- Educational psychologist (78% vs. 53% of secondary teachers)
- Speech and language therapy (78% vs. 41%)
- Occupational therapy (54% vs. 25%)
- Social services (53% vs. 43%)
- Physiotherapy (40% vs. 23%)
- Medical support (46% vs. 34%)

In contrast, secondary teachers were more likely to report waiting too long for access to support from a SEND Coordinator (26% vs. 20% of primary teachers). Teachers with the highest proportion of FSM-eligible pupils were also likely to report waiting too long for a

SEND coordinator (23% vs. 14% of teachers from schools with the lowest proportion of FSM-eligible pupils).

Teachers from certain regions were more likely to report waiting too long for access specific specialisms, notably:

- Speech and language therapy: North West (78%), Yorkshire and the Humber (75%) compared to 65% overall.
- Mental health support: North East (77% vs. 65% overall)
- Social services support: South West (59% vs. 49% overall)
- Medical support: East Midlands (56% vs. 41% overall)

The number of teachers reporting waiting too long to access some of the specialisms increased compared to September 2022, namely for:

- Educational psychology (69% in January 2023 vs. 63% in September 2022)
- Speech and language therapy (65% in January 2023 vs. 59% in September 2022)
- Medical support (41% in January 2023 vs. 36% in September 2022)

Colleges

Around six-in-ten (63%) college teachers reported teaching pupils with SEND. These teachers reported similar issues to school teachers, with waiting times often being too long for access to the specialist services or professionals. This was particularly true for mental health support, where 20 out of 21 who reported being able to access this service saying that the wait was too long.

Serious youth violence

Serious youth violence is an important issue that schools and colleges may have to deal with. This chapter builds upon findings from previous waves of the School and College panel to provide a clearer picture of the scale and nature of serious violence in education settings over time. This information will help to inform the government's response to serious youth violence.

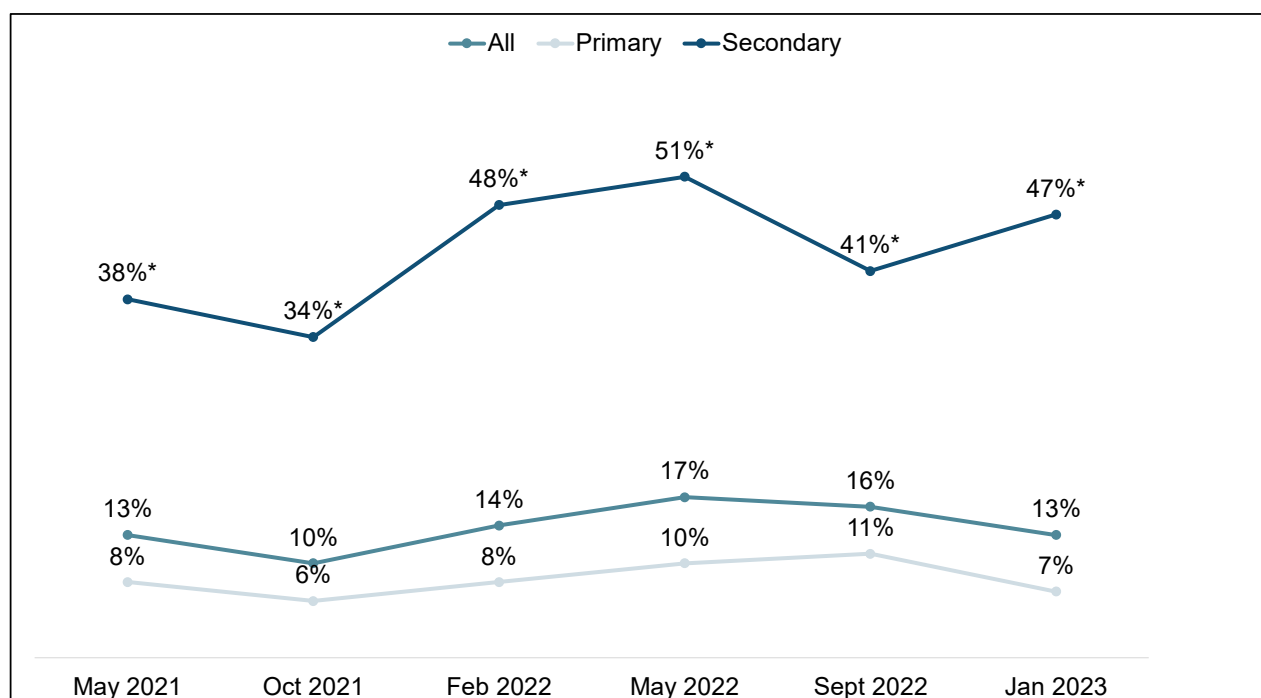
The findings cover issues relating to serious youth violence reported by leaders, in particular whether their school or college was actively dealing with knife crime as a safeguarding issue and how many specific incidents of knife crime as a safeguarding issue they were dealing with.

Whether currently dealing with knife crime as a safeguarding issue

In January 2023, just over one-in-ten schools (13%) reported that they were currently actively dealing with knife crime as a safeguarding issue. 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'.

As shown in Figure 29, compared to the previous months in which this question has been asked (since May 2021), there has been no marked change in the proportion of schools dealing with knife crime as a safeguarding issue (the only exception being a dip amongst secondary schools in October 2021, 34% vs 47% for January 2023).

Figure 29. Proportion of schools who were dealing with knife crime as a safeguarding issue over time (Schools weighting)



I1: Panel A Leaders (n=586). *indicates significant difference between primary and secondary. September 2022 survey. H1: Panel B Leaders (n=544), May 2022 survey. F1: Panel A Leaders (n=505), February 2022 survey. Panel B Leaders (n=563), October 2021 survey. F1: All leaders (n=811), School Snapshot Panel, May 2021 survey. I1: All leaders (n=1,013).

Source: School and College Panel, January 2023 survey.

As found in previous waves, secondary schools were much more likely than primary schools to be dealing with knife crime as a safeguarding issue (47% vs. 7%).

Reflecting previous trends, schools in London were more likely than the national average to be dealing with knife crime as a safeguarding issue (24% vs. 13% overall), with those in the South East less likely to do so (7% vs. 13% overall).

Among colleges, around four-in-ten (39%) were currently dealing with knife crime as a safeguarding issue, and around a half (48%) were not. One-in-ten (13%) were unsure either way.

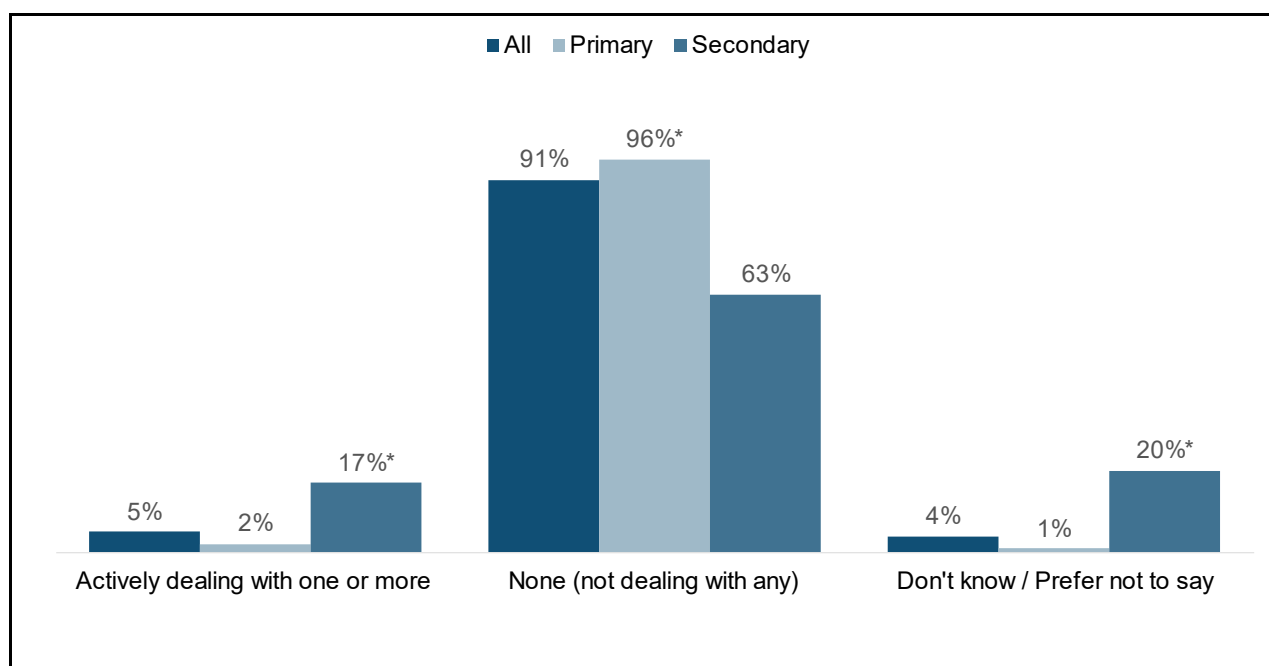
Number of incidents

Among schools that were dealing with knife crime as a safeguarding issue at the time of the January 2023 research, 31% were dealing with 1 specific incident and 5% were dealing with 2 or more incidents. A further third (32%) were not actively dealing with any incidents, while a quarter (25%) did not know how many specific incidents they were

dealing with. The mean number of specific incidents was 0.7, lower than in all previous waves (and representing a slight decrease since 0.9 in September 2022).

Taken as a proportion of all schools (Figure 30), one in every twenty (5%) were actively dealing with a safeguarding incident involving knife crime at the time of the survey. Less than 1% of all schools were dealing with more than 10 incidents per 1,000 pupils, with 1% dealing with between 4 and 10 incidents per 1,000 pupils. This is in line with previous findings.

Figure 30. Prevalence of safeguarding incidents involving knife crime which schools were actively dealing with (Schools weighting)



Incidents per 1,000 pupils	>0.0, but <1.0	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 9.9	10.0+
All	1%	1%	2%	<1%	1%	<1%
Primary	0%	0%	2%	0%	1%	<1%
Secondary	6%*	7%*	2%	1%	1%	0%

I2: Panel A Leaders (n=586). * indicates statistically significant difference between primary and secondary.
Source: School and College Panel, January 2023 survey,

Among the 12 colleges dealing with knife crime as a safeguarding issue, 6 were unsure how many individual incidents they were dealing with. Three colleges were dealing with a

singular incident, with 2 dealing with no current incidents, and 1 answering they would 'prefer not to say'.

National Tutoring Programme

The National Tutoring Programme (NTP) is the Government's flagship education recovery programme. It provides primary and secondary schools with funding to spend on targeted academic support to pupils whose learning has been affected by the Covid-19 pandemic.

This programme offers support through 3 routes:

- **School Led Tutoring (SLT)** – members of a school's own personnel, either currently employed or specifically engaged for this purpose, including retired, returning or supply teachers, support staff, and others
- **Tuition Partners (TP)** – tutors recruited by external tutoring organisations quality-assured by the Department for Education
- **Academic Mentors (AM)** – full-time, in-house staff members employed to provide intensive support to pupils who need it

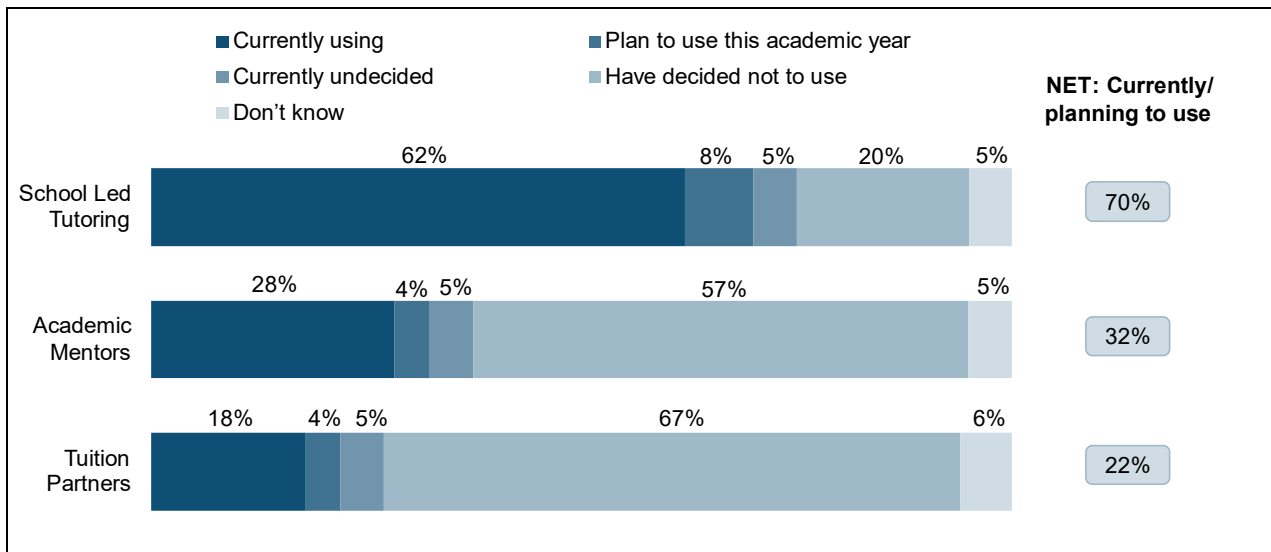
Usage or planned usage of NTP routes

Just over eight-in-ten (83%) schools were currently using, or planning to use, at least 1 NTP route this academic year. This represents an increase when compared to November 2022 (78%) and September 2022 (77%).

As shown in Figure 31, schools were most likely to use School Led Tutoring, with just over six-in-ten (62%) currently doing so. Tuition Partners was the least commonly used route, with two-thirds (67%) having actively decided not to use this. Compared to November 2022, there has been an increase in the number of schools currently using School Led Tutoring (62% vs. 50% in November), and Academic Mentors (28% vs. 22% in November).¹⁵

¹⁵ The SCP January survey findings differ from the latest school census data, which can be found here: [National Tutoring Programme, Academic Year 2022/23 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics.service.gov.uk)

Figure 31. Whether currently using or has plans to use NTP route to deliver tutoring (Schools weighting)



A1: Panel B Leaders (n=548).

Source: School and College Panel, January 2023 survey.

As in November 2022, secondary schools were significantly more likely to be currently using or planning to use all 3 NTP routes this academic year (21% vs. 4% of primary schools).

Secondary schools were more likely to be currently using Tuition Partners (34% vs. 15% of primary schools) and Academic Mentors (42% vs. 26% for primary), with no difference between secondary and primary schools in their current use of School Led Tutoring. The proportion of secondary schools using Tuition Partners has increased since November 2022 (34% vs. 24% in November). As in both September and November 2022, primary schools were more likely to have decided not to use Academic Mentors (61% vs. 37% for secondary).

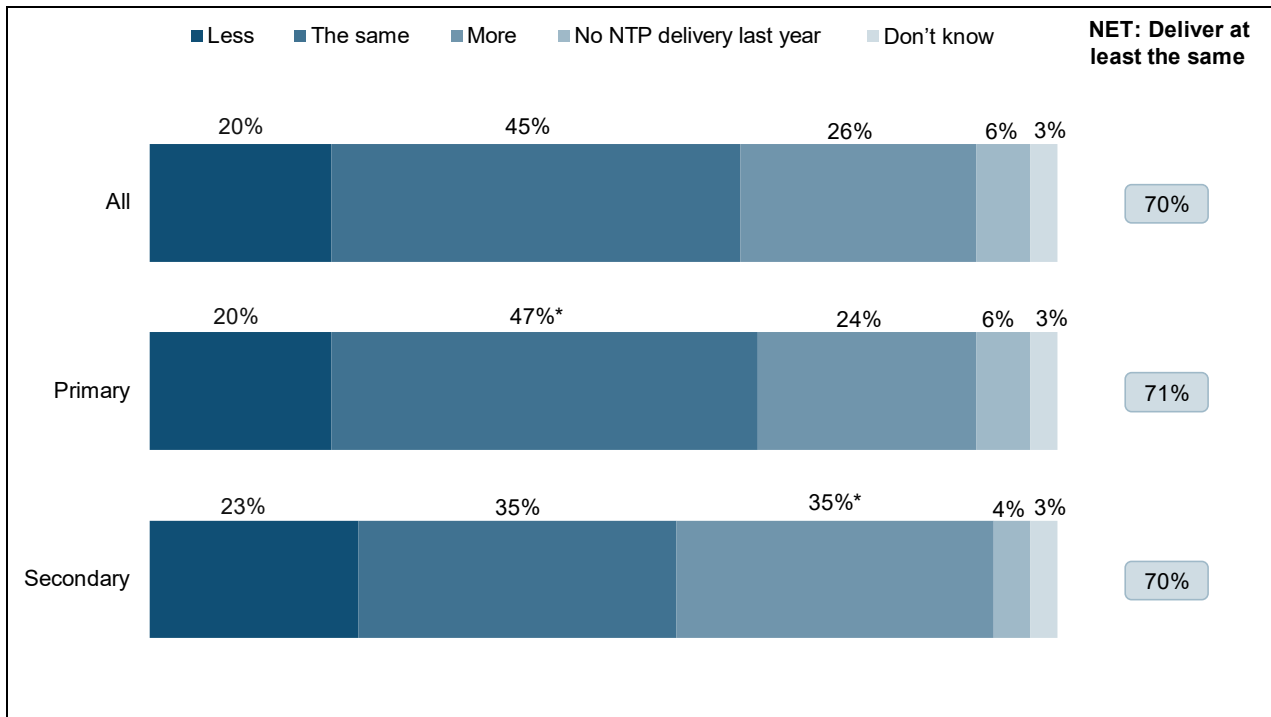
Schools with the highest proportion of pupils eligible for FSM were more likely to be currently using or planning to use all 3 NTP routes this academic year (13% vs. 1% in schools with the lowest FSM proportion). They were also more likely to be currently using Tuition Partners (26% vs. 8%) and Academic Mentors (47% vs. 23%).

The amount of NTP tutoring planned compared to last academic year

Similar to September 2022, nearly half (45%) of schools using or planning to use NTP tutoring were planning to deliver the same amount of tutoring hours as per the previous academic year. Overall, however, there has been a small net shift to delivering more NTP

tutoring this academic year, with around a quarter (26%) of schools using or planning to use NTP planning to deliver more, against a fifth (20%) planning to deliver less (i.e. a net gain of 6 percentage points). These figures are similar to September 2022, although at that point in time there was an even balance between schools planning to deliver more and those planning to deliver less (22% planned to deliver less and 21% planned to deliver more).

Figure 32. Whether planning to deliver a higher, same, or smaller amount of NTP tutoring compared to 2021-22 academic year (Schools weighting)



A2: Panel B Leaders using, or planning to use, NTP routes (n=465). *indicates significant difference between primary and secondary.

Source: School and College Panel, January 2023 survey.

As shown in Figure 32, secondary schools were more likely than primary schools to be planning to increase their NTP provision this academic year.

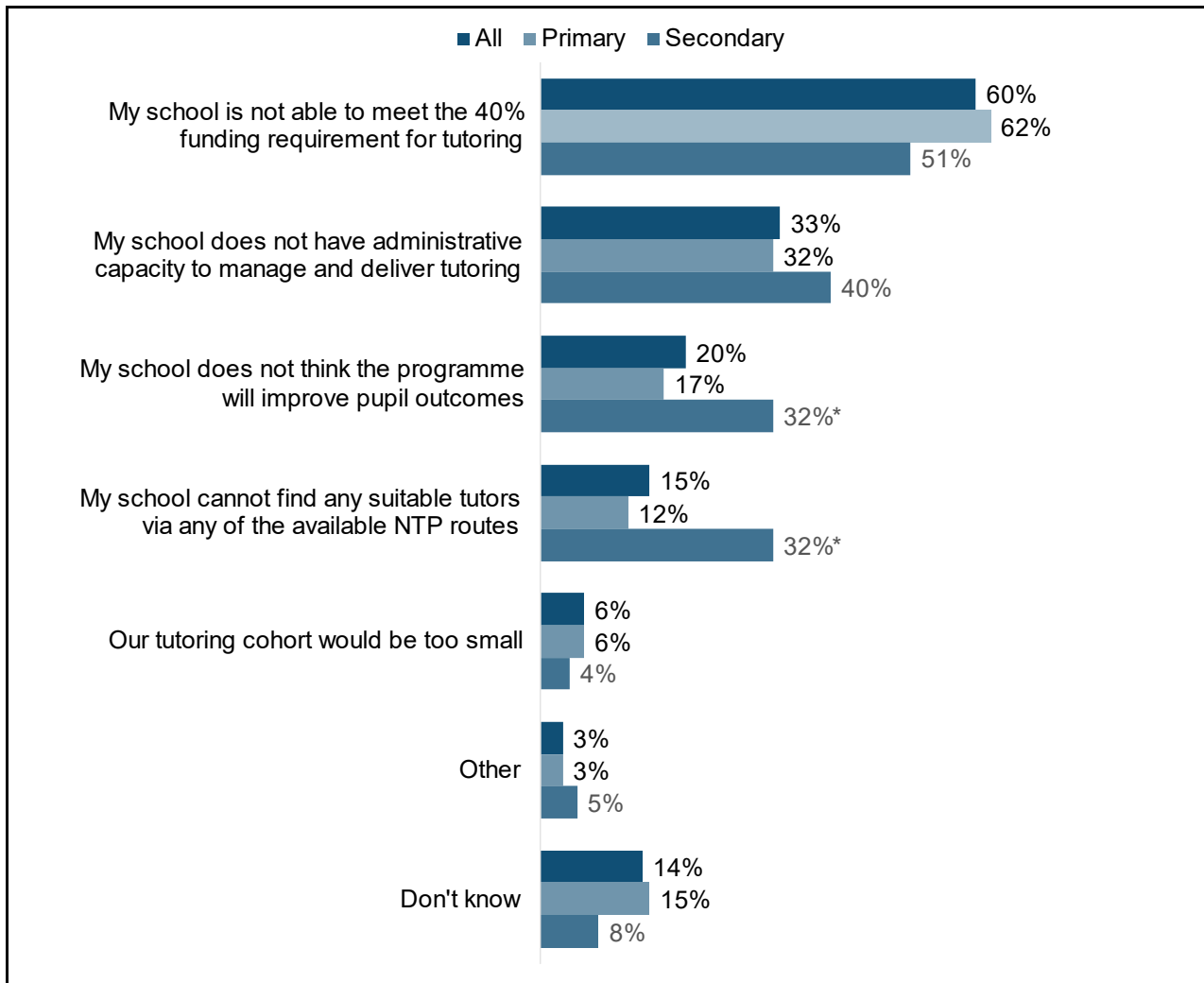
Schools with the highest proportion of pupils eligible for FSM were also more likely to be planning to increase their provision (27% vs. 13% of those with the lowest proportion).

Reasons schools are not delivering, or delivering less tutoring via the NTP route

Among schools that were not delivering the same/more NTP tutoring this academic year or not using NTP routes altogether, being unable to meet the 40% funding requirement

was the most commonly cited reason behind this (60%), followed by a lack of administrative capacity (33%).

Figure 33. Reasons schools are delivering less tutoring via the NTP, may not deliver via the NTP, or is unsure, this academic year (Schools weighting)



A3: Panel B Leaders not using, nor planning to use, or currently delivering less NTP routes this academic year (n=182). *indicates significant difference between primary and secondary.

Source: School and College Panel, January 2023 survey.

As shown in Figure 33, secondary schools were more likely to say they did not think the programme will improve pupil outcomes (32% vs. 17% of primary schools), or that they could not find any suitable tutors (32% vs. 12% of primary).

Outreach support from alternative provision settings in mainstream secondary schools

Secondary schools were asked about outreach support they received from alternative provision settings.

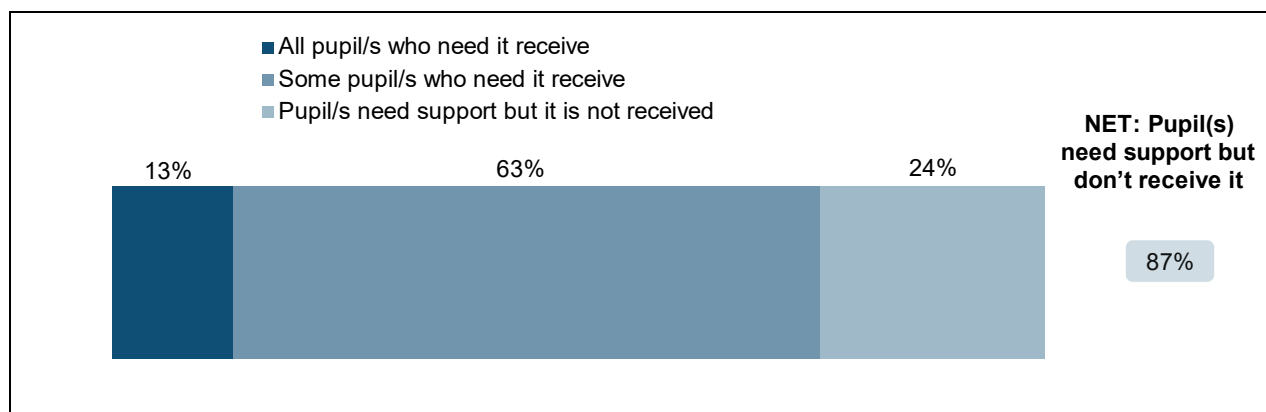
When asking secondary schools about outreach support from alternative provision settings, we defined this as: “Services provided by alternative provision settings (e.g. Pupil Referral Units, alternative provision academies or free schools, or independent or unregistered alternative provision), or special schools, that support children and young people with behavioural needs which can disrupt theirs or others’ learning.”

This includes one-to-one or group support for pupils as well as whole school support or training. This definition did not include placements by mainstream schools into alternative provision settings where pupils appear on both schools’ rolls simultaneously.

Eight-in-ten secondary schools (79%) reported they had pupils who needed outreach support from alternative provision settings, while one-in-ten (10%) reported that support was not required by any pupils in their school. Around six-in-ten (61%) secondary schools said that they have pupils who are currently receiving outreach support, with 11% reporting that support is being received by all pupils who need it.

Of the schools requiring outreach support, three-quarters (76%) reported that at least some of their pupils received outreach support. However only 13% said that all pupils who need the outreach support received it.

Figure 34. Whether pupils requiring outreach support from Alternative Provision (AP) settings currently receive it (Schools weighting)



J1: Panel B Secondary Leaders with pupils requiring support from alternative provision settings (n=188).

Source: School and College Panel, January 2023 survey.

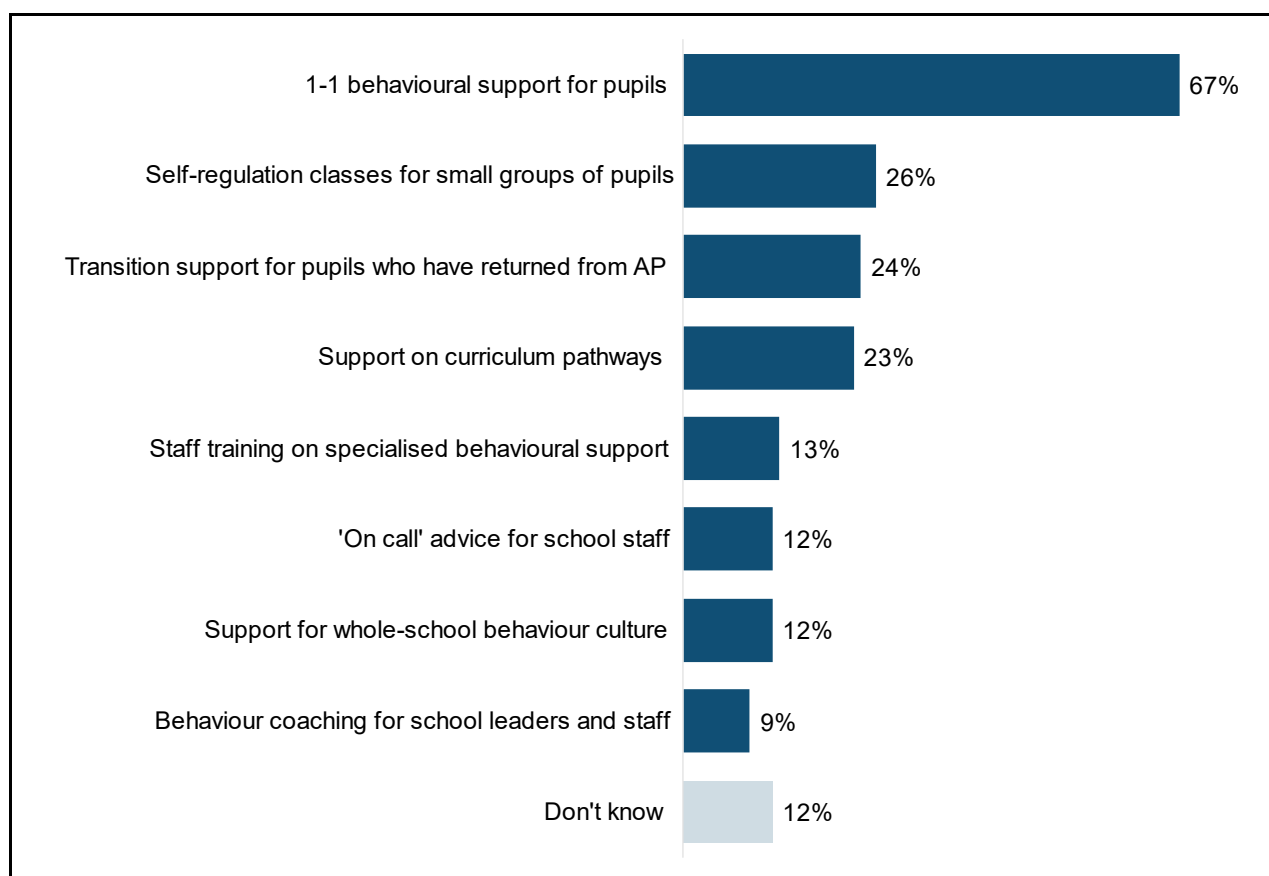
Schools with the highest proportion of pupils eligible for FSM were more likely than those with the lowest proportion of pupils eligible for FSM to report that they had at least some pupils who required outreach support from alternative provisions (90% vs. 70%).

The type of outreach support received by secondary schools and how it is funded

Among secondary schools with any pupils receiving outreach support services from alternative provision settings, just over eight-in-ten (82%) received this from a state funded alternative school, such as a Pupil Referral Unit, an alternative provision academy or an alternative provision free school. One-in-six (16%) had services delivered by an independent school providing alternative provision, and (13%) had services delivered by unregistered alternative providers. Nine percent received outreach support from a special school, and 6% reported another source.

Figure 35 below, shows that secondary schools receive a wide range of outreach support services, with by far the most common being one-to-one behavioural support for pupils (67%). The next most-commonly delivered services are self-regulation classes for small groups of pupils (26%), transition support for pupils who have returned from alternative provision (24%) and support on curriculum pathways (23%).

Figure 35. Types of outreach support services currently being delivered in secondary schools from alternative provision settings (Schools weighting)



J3: Panel B secondary leaders of schools who receive outreach support services (n=141). Responses < 5% ('other') not charted.

Source: School and College Panel, January 2023 survey.

Of those secondary schools whose pupils received outreach support from alternative provision settings, two thirds (66%) reported using outreach support funded through a traded service. 12% reported using a universal service but also purchased additional support from the provider separately¹⁶. A further 4% funded solely through a universal service. The remaining 17% were unsure how the alternative provision outreach support used in their school was funded.

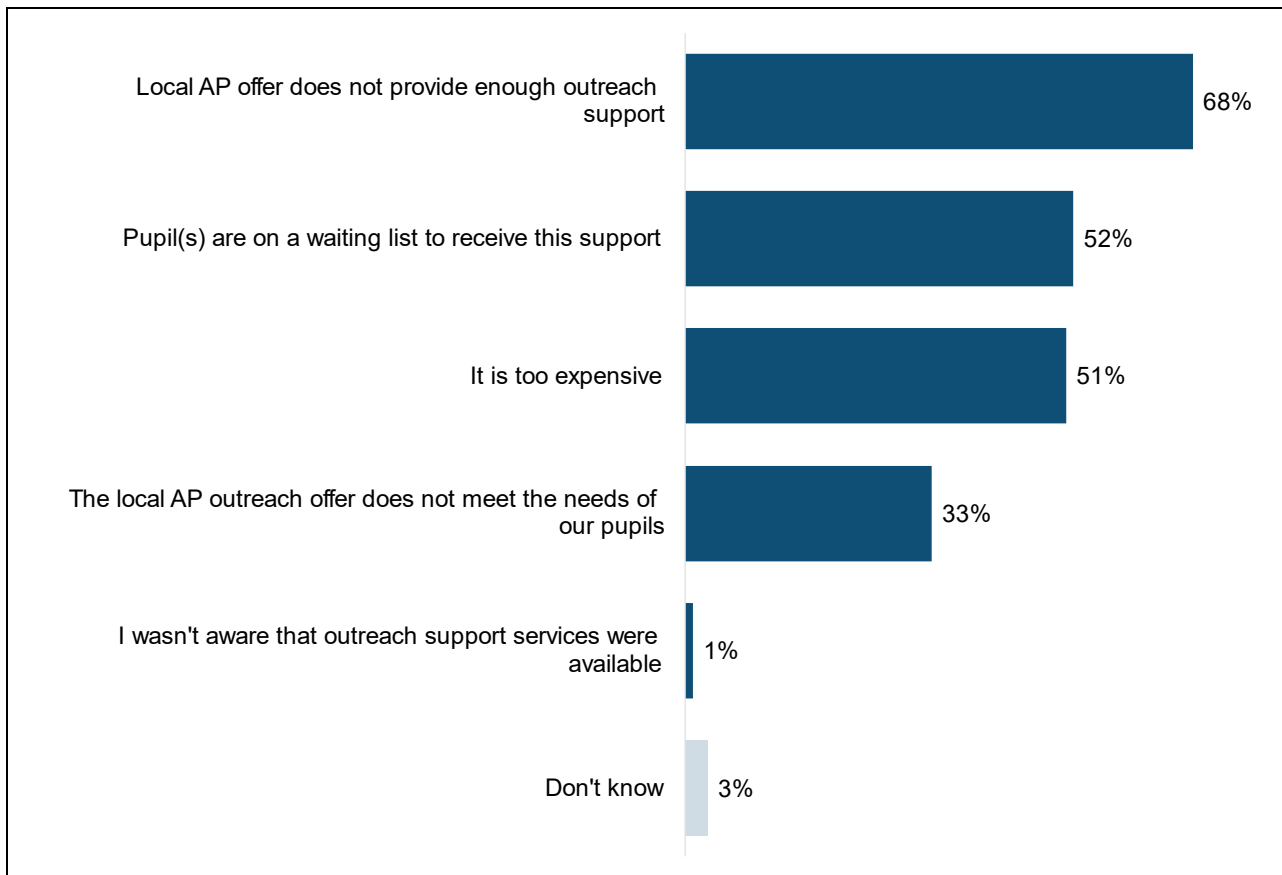
Reasons for secondary schools not receiving the outreach support they need

Among secondary schools with pupils requiring outreach support who did not receive it, the barriers to access centred around demand exceeding supply, and the cost of the support. The most commonly-reported barrier was that the local alternative provision

¹⁶ The universal service is a free to use service that is funded by the local authority or alternative provision.

offer did not provide enough outreach support (68%), followed by pupils being on waiting lists to receive the support (52%), and the expense of the support (51%). Only 1% of secondary schools said they were not aware that outreach support services were available.

Figure 36. Main reasons that pupils who require AP outreach support services do not receive them (Schools weighting)



J4: Panel B secondary leaders of schools were there are pupils who need AP outreach support services but do not receive them (n=163).

Source: School and College Panel, January 2023 survey.

Access to and experience of Early Help services

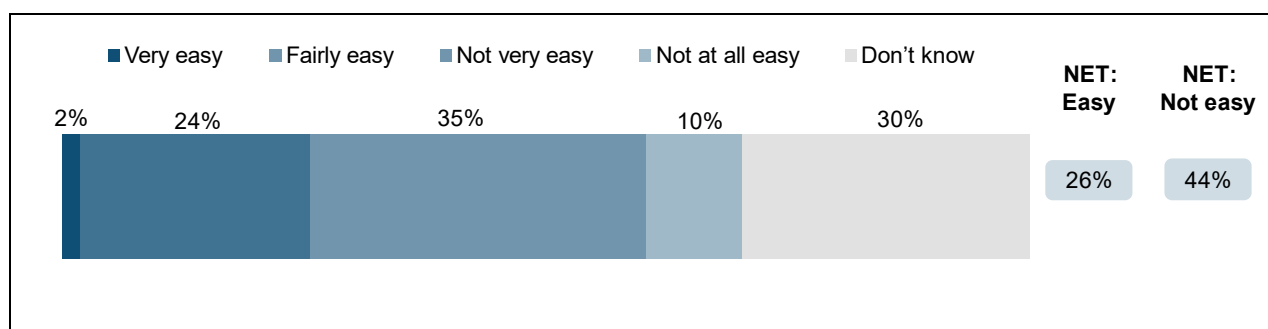
We have included questions about early help services to increase our understanding of school and college experience of access to and experience of early help and family support services. We want to better understand what the common barriers are that schools and colleges, families and pupils experience when seeking access to these services.

This section of the report is based on the 84 College teachers who took part in the January panel wave. Findings are presented as percentages of this total base.

Ease of access to family support services

As shown in Figure 37, around a quarter (26%) of college teachers felt that it was easy to access family support services, but just over four-in-ten (44%) felt it was not easy. A sizeable proportion (30%) could not comment either way.

Figure 37. How easy college teachers find accessing family support services (College teachers)



L1: College teachers (n=84).

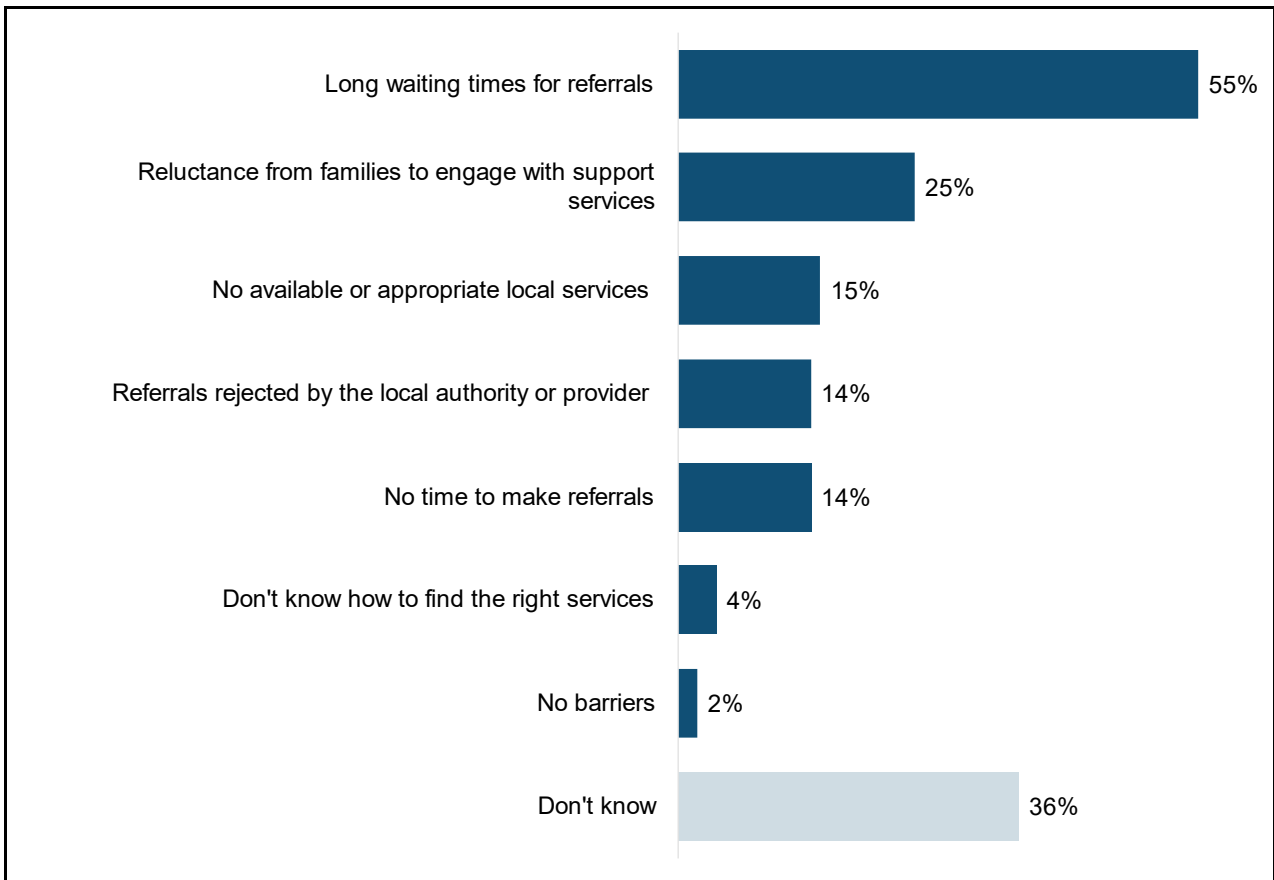
Source: School and College Panel, January 2023 survey.

Barriers to accessing support

Overall, just over six-in-ten (62%) college teachers reported experiencing significant barriers to accessing family support services. By far the most commonly reported barrier was long waiting times for referrals (55%), followed by reluctance from families to engage with support services (25%), as shown in Figure 38.

Only 2% of college teachers felt that there were no barriers to accessing family support services for their pupils and families, however over a third (36%) were unable to comment on the barriers at their college.

Figure 38. Barriers to college teachers accessing family support services (College teachers)



L2: College teachers (n=84).

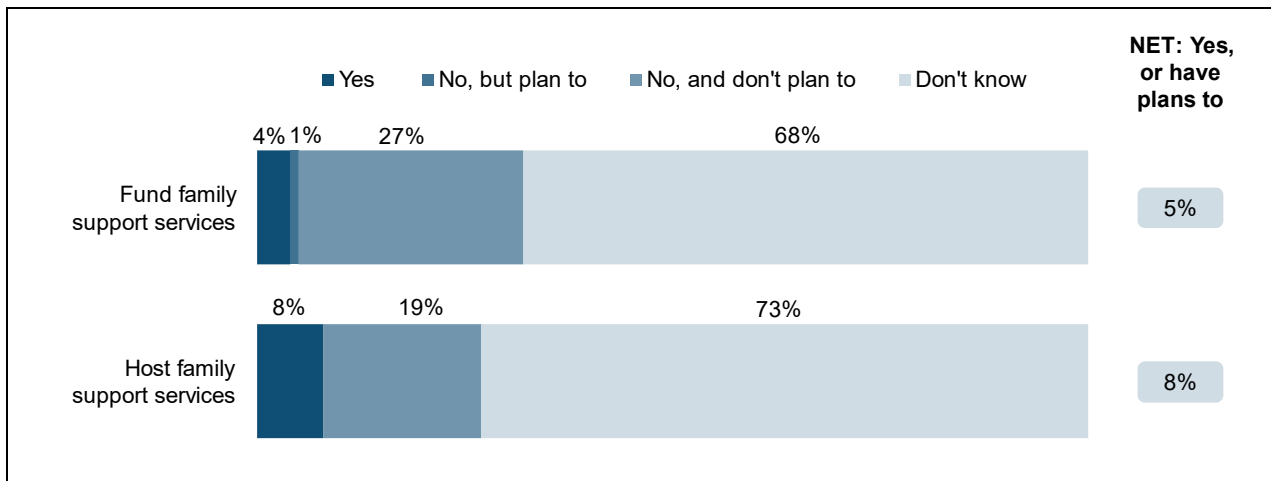
Source: School and College Panel, January 2023 survey.

Whether colleges fund or host their own family support services

As shown in Figure 39, only a small number of college teachers funded or hosted their own support services for pupils and families; 4% reported that their college funded family support services (with a further 1% saying they planned to do so), and 8% reported their college hosted family support services.

Just over a quarter (27%) reported not planning to fund family support services, whilst around one-in-five (19%) reported not planning to host these services. The majority of college teachers did not know whether their college funded (68%) or hosted (73%) any family support services.

**Figure 39. Whether colleges fund or host their own family support services
(College teachers)**



L3/L4: College teachers (n=84).

Source: School and College Panel, January 2023 survey.

Teacher and Leader Wellbeing

As part of the Education Staff Wellbeing Charter, published in May 2021, the Department for Education has committed to measuring staff wellbeing at regular intervals, to track trends over time, and build this evidence into policy making.

In January 2023, leaders and teachers from schools and colleges were asked a series of ONS-validated questions about personal wellbeing, including their life satisfaction, the extent to which they feel the things they do in life are worthwhile, their happiness, and their anxiety levels. Where averages are reported, these are mean scores. Please see Annex: Table 2 for wellbeing scores and their ONS classifications.

Wellbeing measures have remained relatively stable since the previous wave. However, there has been a decrease in feelings of worthwhileness and happiness amongst teachers.

Life Satisfaction

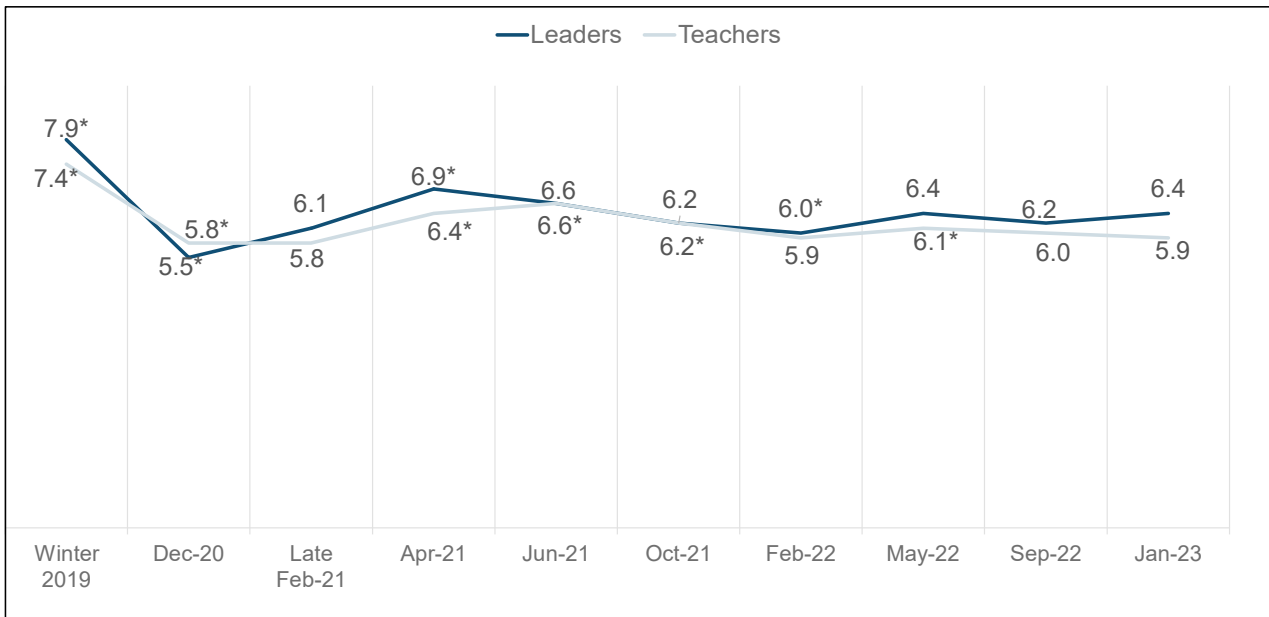
Leaders and teachers were asked to rate how satisfied they are with their life nowadays using a scale from 0 to 10, where 0 is 'not at all' and 10 is 'completely satisfied'.

Leaders were slightly more likely than teachers to report that they are satisfied with their life nowadays. Over half (55%) of leaders reported being satisfied with their life, giving a positive score of 7-10, compared to less than half of teachers (46%).

As shown in Figure 40, mean life satisfaction levels have remained broadly consistent for both teachers and leaders since September 2022¹⁷. However, in January 2023, the gap between leaders and teachers appears to have widened, and leaders were more likely than teachers to report higher mean levels of life satisfaction (6.4 vs. 5.9, respectively).

¹⁷ It should be noted that pressures on teachers / within schools differ at different times of the year, and this should be considered when comparing the results.

Figure 40. Satisfaction with their life nowadays (mean score 0-10) (Individual weighting)



Panel A Leaders and All Teachers (n=2,942), September 2022 survey, N1: Panel B Leaders and Secondary Teachers, All Primary Teachers (n=1,998), May 2022 survey N1: All Leaders and Teachers (n=2,395). February 2022 survey I1_1 (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 January 2023.

Source: School and College Panel, January 2023 survey.

Over half of college teachers (52%) and leaders (56%) reported being satisfied with their life, giving a positive score of 7-10. College teachers reported a mean score of 6.2 and college leaders reported a mean score of 6.4.

Worthwhileness of daily tasks

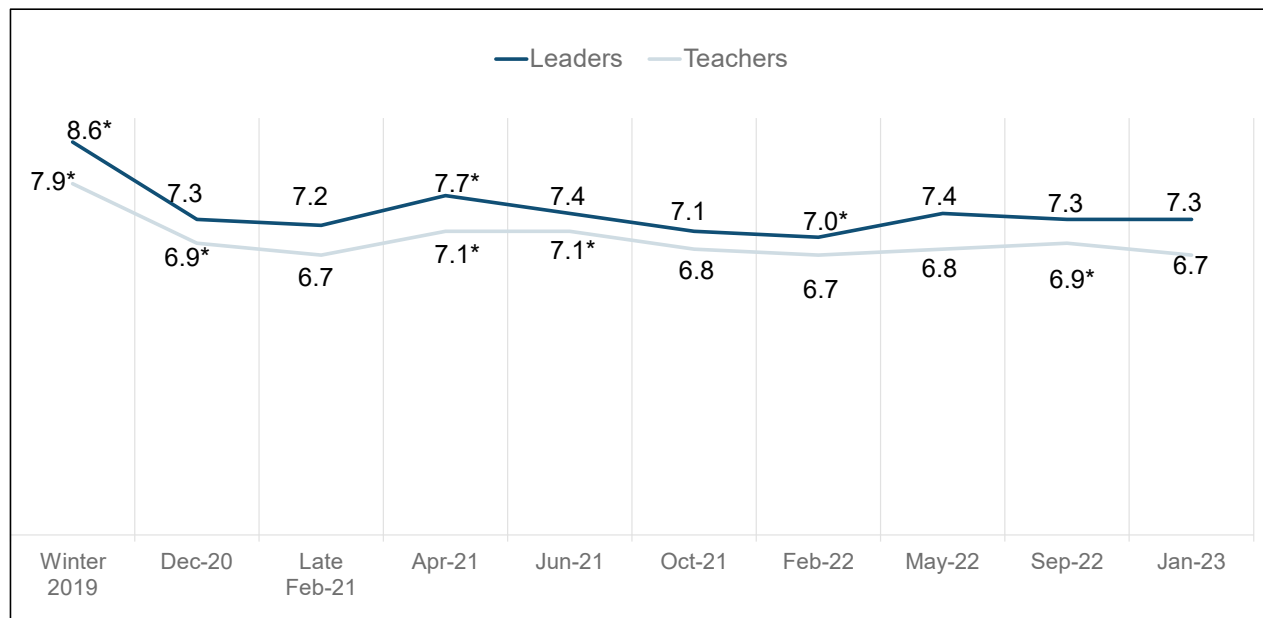
Using the same 0 to 10 scale as detailed above, leaders and teachers were asked about the extent to which they feel the things they do in their life are worthwhile.

As with life satisfaction, and as reported in previous waves, leaders were more likely than teachers to feel that the things they do in their life are worthwhile. In January 2023, seven-in-ten (71%) leaders gave a high worthwhileness score (7-10) compared to six-in-ten teachers (60%).

As shown in Figure 41, the mean score for this measure in January 2023 remained in line with September 2022 for leaders (both 7.3). However, the mean score for teachers has decreased from 6.9 in September 2022 to 6.7 in January 2023. That said, it should be

noted that September 2022 recorded a slightly increase on May 2022, and therefore the January 2023 score is back in-line with early 2022.

Figure 41. Extent to which they feel the things they do in their life are worthwhile (mean score 0-10) (Individual weighting)



O2: Panel A Leaders and all teachers (n=2,942). September 2022 survey, N2: Panel B Leaders and Secondary Teachers, All Primary Teachers (n=1,998). May 2022 survey N2: All Leaders and Teachers (n=2,395). February survey I2 (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 January 2023.

Source: School and College Panel, January 2023 survey.

Teachers working in schools with the lowest proportion of FSM-eligible pupils reported a higher mean worthwhileness score compared to the average (7.0 vs. 6.7).

Over eight-in-ten (84%) college leaders reported a high score of worthwhileness (7-10), compared to seven-in-ten (71%) college teachers. College leaders reported a mean score of 7.9, while college teachers reported a mean score of 7.2.

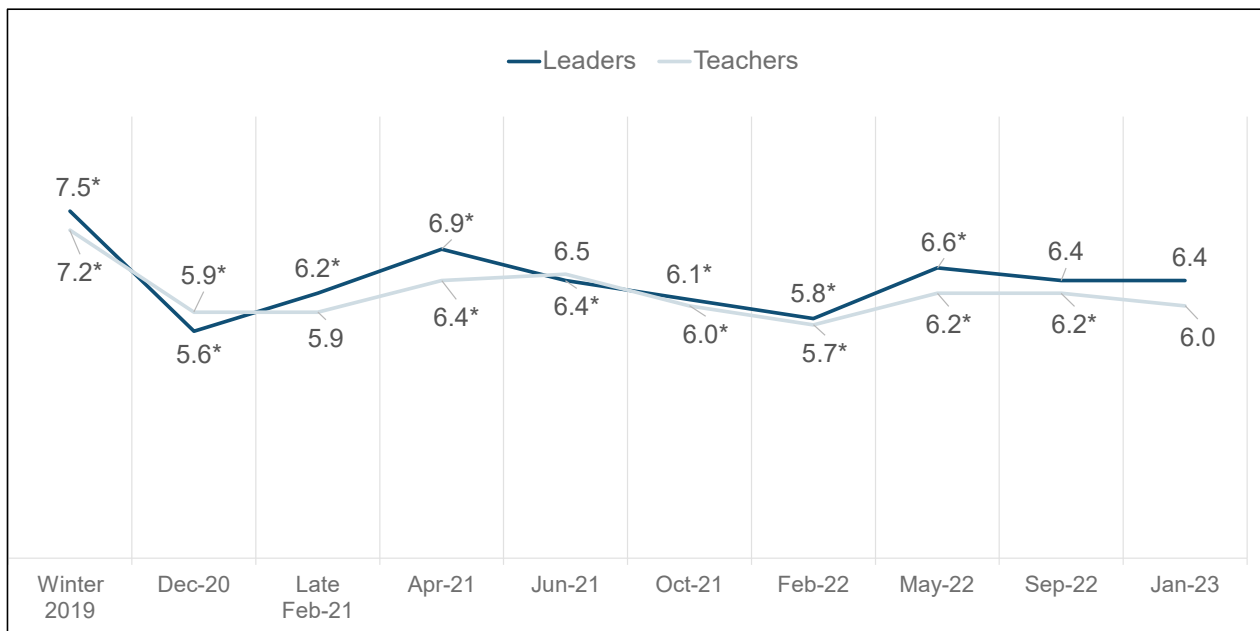
Happiness

Leaders and teachers were also asked about their happiness, using the same 0 to 10 scale.

Again, leaders were more likely than teachers to report feeling happy in their previous day. Over half of leaders (56%) reported a high happiness score (7-10), compared to less

than half (48%) of teachers. The mean happiness rating for leaders was 6.4, consistent with September 2022. The mean happiness rating for teachers was 6.0, a fall since September 2022 (6.2), as shown in Figure 42.

Figure 42. How happy they felt yesterday (mean score 0-10) (Individual weighting)



O3: Panel A Leaders and all teachers (n=2,942). September 2022 survey, N3: Panel B Leaders and Secondary Teachers, All Primary Teachers (n=1,998). May 2022 survey N3: All Leaders and Teachers (2,395). February 2022 survey I3 (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 January 2023.

Source: School and College Panel, January 2023 survey.

Teachers from schools with the lowest proportion of pupils eligible for FSM were more likely than average to report a high happiness score (53% vs. 48%). Likewise, teachers from primary schools were slightly more likely than teachers from secondary schools to report a high happiness score (50% vs. 46%, with respective mean scores of 6.1 and 5.9).

Six-in-ten college teachers (61%) and 56% of college leaders reported a high happiness score. College teachers reported a mean score of 6.6, while college leaders reported a mean score of 6.5.

Anxiety

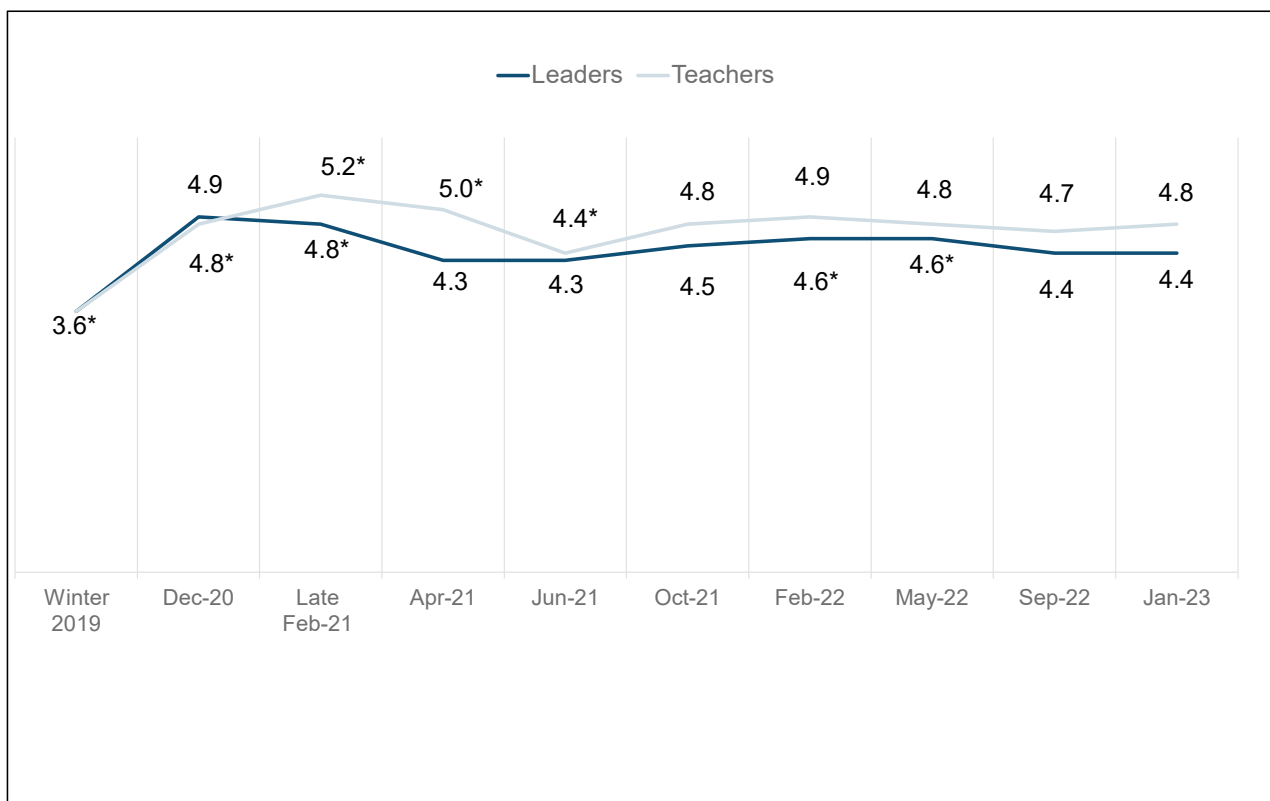
Leaders and teachers also reported their feelings of anxiety on the day before taking the survey, using the 0-10 scale. For this question, a low score of 0-3 represents a positive

finding, i.e., not feeling anxious or feeling anxious to a low degree. A rating of 6-10 represents a high level of anxiety, as per the ONS classifications see Annex: Table 2.

Four-in-ten (39%) leaders and 36% of teachers reported a low anxiety score (0-3). In line with the broad trend across previous survey waves, leaders (4.4) reported a lower mean anxiety score than teachers (4.8).

As shown in Figure 43, mean anxiety scores remain low for leaders, in line with September 2022 (both 4.4) but down on May 2022 (4.6). Amongst teachers, mean anxiety scores in January 2023 (4.8) remain in line with September 2022 (4.7) and May 2022 (4.8).

Figure 43. Level of anxiety yesterday (mean score 0-10) (Individual weighting)



O4: Panel A Leaders and all Teachers (n=2,942). September 2022 survey, N4: Panel B Leaders and Secondary Teachers, All Primary Teachers (n=1,998). May 2022 survey N4: All Leaders and Teachers (2,395). February 2022 survey I4 (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 January 2023.

Source: School and College Panel, January 2023 survey.

By level and type of school, leaders working in secondary schools were the group most likely to report low (0-3) anxiety scores (46%). This compared to just 34% of teachers in primary schools.

Amongst college leaders, 44% reported a low anxiety score, with a mean of 4.6, while 45% of college teachers reported a low anxiety score, with a mean of 4.2.

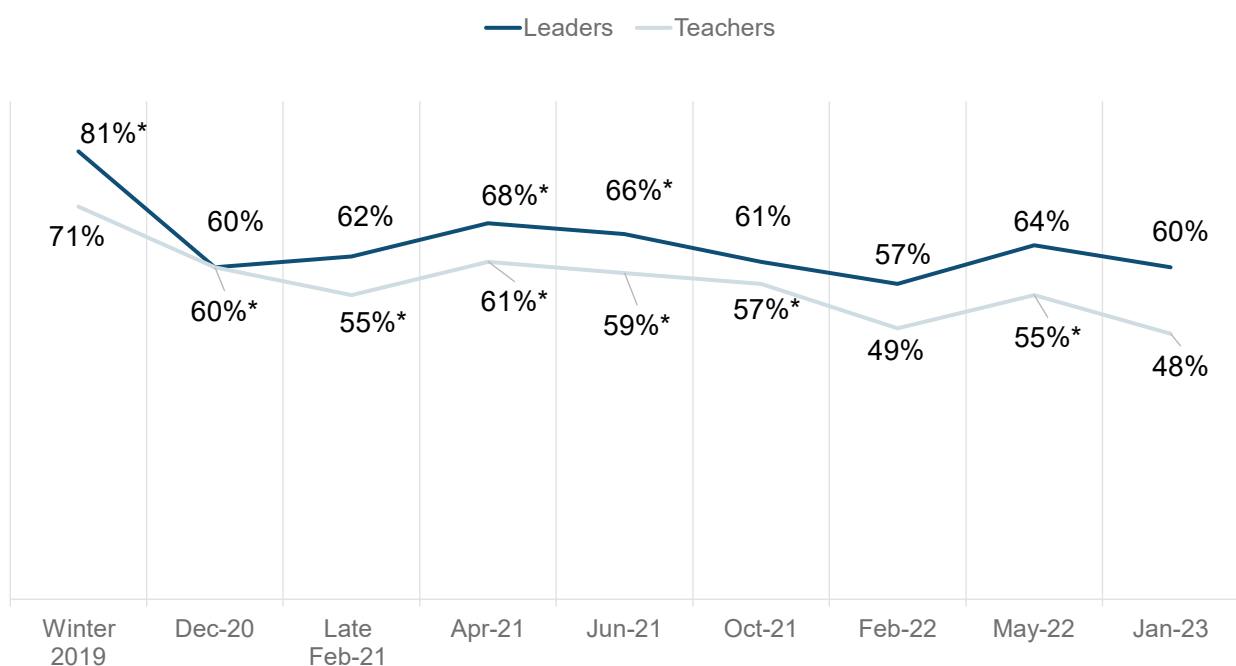
Job Satisfaction

All leaders and teachers were asked how satisfied they were with their present job, using a 7-point scale ranging from ‘completely dissatisfied’ to ‘completely satisfied’.

Leaders were more likely than teachers to report high levels of job satisfaction. Six-in-ten leaders (60%) agreed that they were satisfied with their job, compared to just under half (48%) of teachers.

As shown in Figure 44, in May 2022, 55% of teachers were satisfied with their job, this has now dropped to 48% in January 2023. However, it should be noted that satisfaction levels recorded in January 2023 are on a par with February 2022.

Figure 44. Satisfaction with present job (proportion ‘somewhat’, ‘mostly’, or ‘completely’ satisfied) (Individual weighting)



O5: Panel A Leaders and all Teachers (n=2,942). May 2022 survey N6: All Leaders and Teachers (n=2,395). February 2022 survey I5 (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 between highlighted wave and January 2023.

Source: School College Panel, January 2023 survey.

Teachers from schools with the lowest proportion of pupils eligible for FSM were more likely than average to be satisfied with their job (55% vs. 48%).

Almost eight-in-ten (78%) college leaders reported that they were satisfied with their job, whilst six-in-ten (60%) college teachers felt the same.

Mental Health Training

Mental Health Support

Staff and pupil mental health and wellbeing continues to be a priority for the DfE as set out in *Transforming children and young people's mental health provision: a green paper* which committed to offering senior mental health lead training to all state maintained schools and colleges in England by 2025¹⁸. The DfE announced a further £10 million in grants for 2022-23, so that up to 8,000 more schools and colleges – the equivalent of two-thirds of eligible settings - were able to apply for a training grant by the end of the financial year. The grant allows schools and colleges to train a senior mental health lead to put in place an effective whole school or college approach to mental health, to promote and support the wellbeing of pupils and students

In this section, schools and colleges were asked about their awareness and intention to take up this grant to train a senior mental health lead in their school or college, and reasons why they were not intending to apply,

DfE grants to access senior mental health lead training

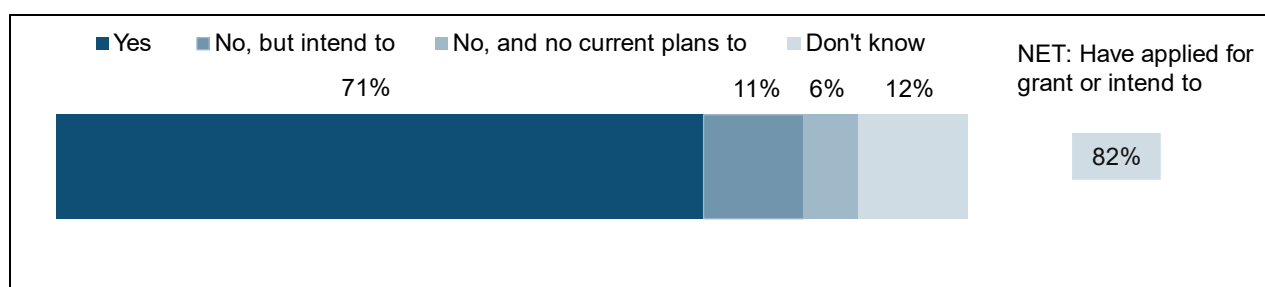
Eight-in-ten (82%) school leaders overall were aware of DfE's training grant for senior mental health leads in January 2023: an increase compared to seven-in-ten (71%) aware in May 2022.

Primary school leaders were more likely than secondary school leaders to be aware of the grant (84% vs. 77%).

As shown in Figure 45, amongst schools who were aware of DfE's training grant for senior mental health leads, eight-in-ten (82%) had applied or intended to make an application. This was an increase on the rate recorded in May 2022 (74%). Only a minority of those aware had no current plans to apply (6% compared to 14% in May 2022). Just over one-in-ten of leaders did not know if they would apply for the grant or not, remaining consistent with the figure for May 2022 (both 12%).

¹⁸ [Transforming children and young people s mental health provision.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/transforming-children-and-young-people-s-mental-health-provision.pdf)

Figure 45. Schools awareness and intentions to apply for the grant (Schools weighting)



M1: Panel A leaders (n=586). M2: Panel A leaders aware of grant (n=477).

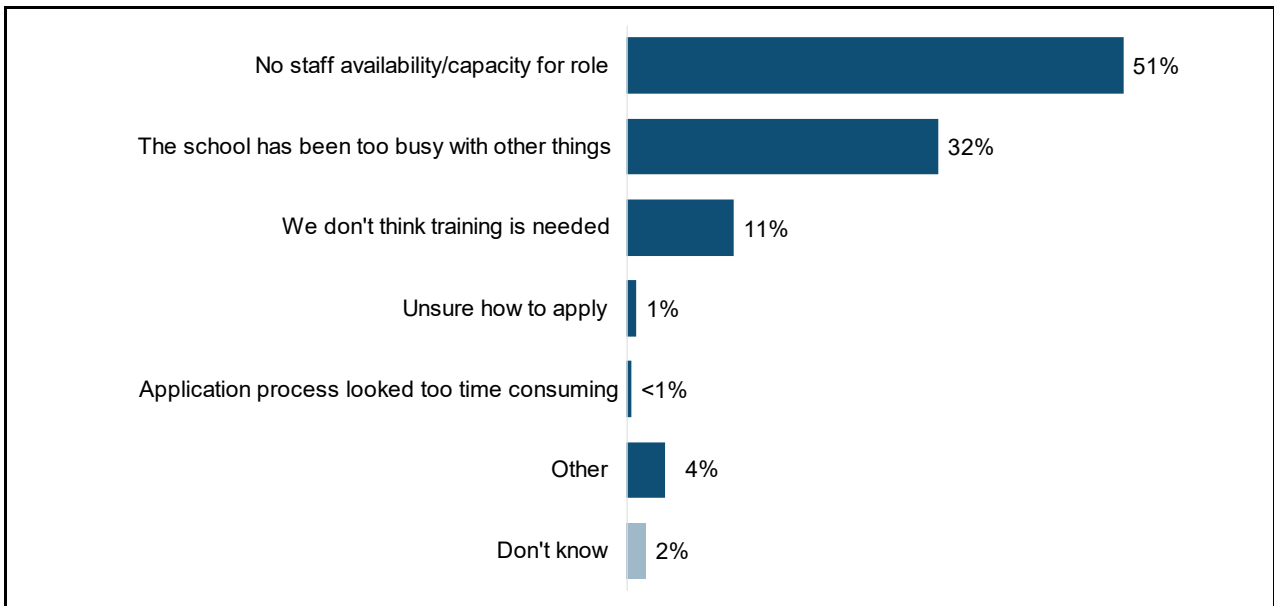
Source: School College Panel, January 2023 survey.

Primary schools were more likely than secondary schools to say they have applied or intended to apply for a grant (83% vs. 76% of secondary schools aware of the training grant). Instead, secondary schools were more likely to report that they did not know if they would apply for the grant (21% vs. 11% of primary schools).

Some regional differences were also evident in the proportion applying for a grant. Amongst those aware of the grant, primary and secondary schools in the North East and South West were more likely than average to have applied or report that they intended to apply for the grant (100% and 94% respectively, vs. 82% on average). Whereas schools in London were less likely than average to have applied or intend to (73% vs. 82% on average).

As shown in Figure 46, the main reason why schools had not applied for a grant was due to having no staff availability/capacity for the role (51%), followed by the school being too busy with other things (32%).

Figure 46. Reasons why schools were not intending to apply for the senior mental health lead training grant (Schools weighting)



M3: Panel A leaders aware of grant with no intention to apply (n=77). *Indicates significant difference between May 2022 and January 2023.

Source: School College Panel, January 2023 survey.

Colleges were also asked about their awareness of the DfE training grant for senior mental health leads. Around two-thirds (65%) were aware. Of the 20 who were aware, 14 had already applied for the grant, with a further 4 intending to apply. The remaining 2 did not know if they would apply.

Amongst those who were intending to apply, no staff availability/capacity for the role was the most cited reason for not having yet applied for the grant (3 out of 4 colleges).

Mental health support in schools

In 2017, the Government published its Green Paper for Transforming children and young people's mental health, which detailed proposals for expanding access to mental health care for children and young people.¹⁹ One of the commitments in the paper was the establishment and roll out of Mental Health Support Teams (MHSTs).

Mental Health Support Teams are designed to meet, promote and support the mental health and wellbeing needs of children and young people in primary, secondary and further education (ages 5 to 18). The MHSTs will focus on three core functions, including delivering evidence-based, early interventions for children and young people with mild to moderate mental health problems, such as low mood or anxiety. Alongside this, MHSTs support the senior mental health lead to introduce or develop their whole school or college approach, and provide timely advice to school and college staff, liaising with external specialist services to help children and young people stay in education.

In January 2023, school leaders were asked about their awareness of and schools' involvement in this programme. They were last asked this in February 2022.

Awareness of and involvement with MHSTs

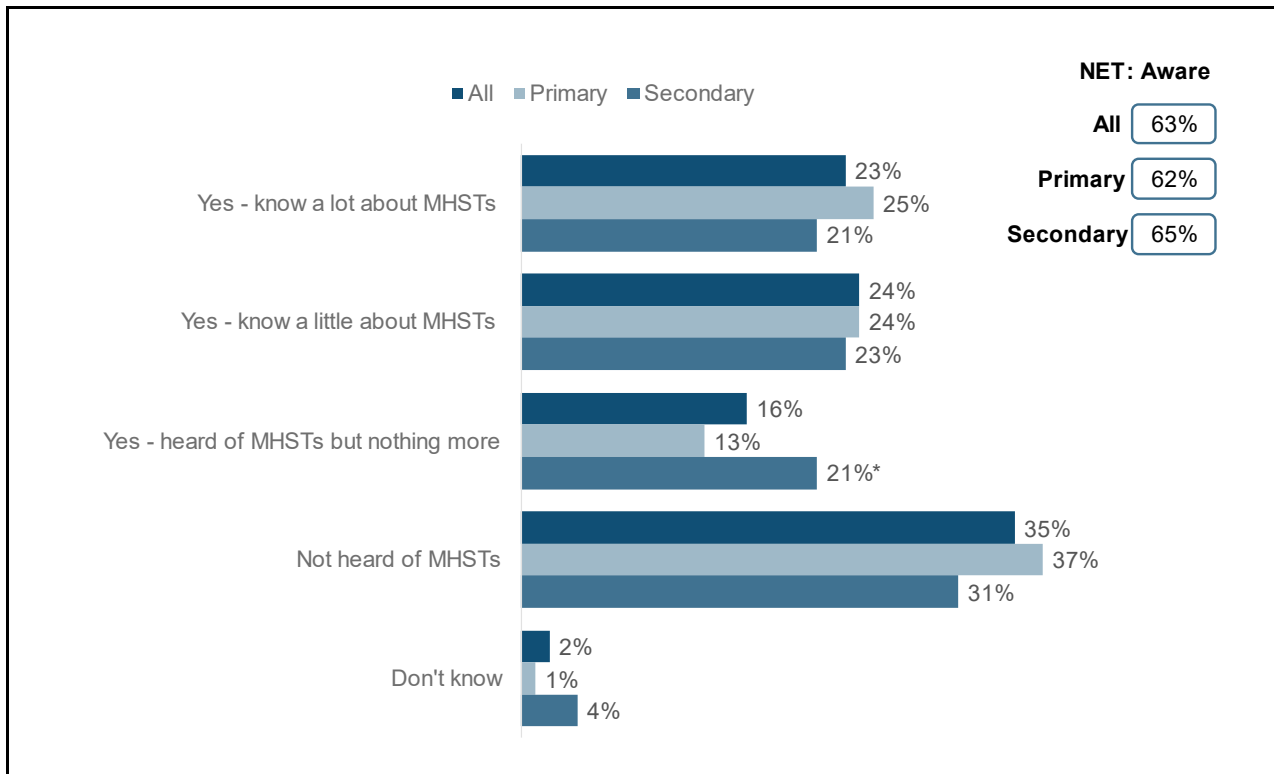
Nearly two-thirds (63%) of school leaders had heard of the MHST programme. This compared to 68% in February 2022.

Overall awareness of the MHST programme was similar between secondary school leaders and primary school leaders (65% vs. 62%), a change compared to February 2022 when primary school leaders were more likely to be aware of MHSTs than secondary school leaders (70% vs. 61%). As shown in

Figure 47, amongst those who were aware, there was a near even spread of schools who felt they knew 'a lot' about the programme (23% of all schools), and those who felt they knew a little about it (24% of all schools). Around one in every six school leaders (16%) had heard of MHSTs but knew nothing more about them.

¹⁹ [Transforming children and young people's mental health provision: a green paper - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper)

Figure 47. Awareness of MHSTs (Schools weighting)



N1 Panel A leaders (n=586) * Indicates a statistically significant difference between primary and secondary schools.

Source: School and College Panel, January 2023 survey.

Amongst those aware of the MHST programme, January 2023 saw an increase in schools currently working with MHSTs (51% vs. 36% in February 2022). Looking at all schools in January 2023, not just those who were aware of the MHSTs, this equates to 32% of all schools currently working with one, with a further 6% in development or discussion.

Around a third of colleges surveyed (35%) reported being aware of the new MHST programme. Amongst all colleges, 16% were currently working with an MHST.

Annex

Table 2. The ONS wellbeing measures and their bandings

Life satisfaction	Worthwhileness of daily tasks	Happiness	Anxiety
Dissatisfied (0-4)	Not worthwhile (0-4)	Not happy (0-4)	Not anxious (0-3)
Neither satisfied nor dissatisfied (5-6)	Neither satisfied nor dissatisfied (5-6)	Neither satisfied nor dissatisfied (5-6)	Neither satisfied nor dissatisfied (4-6)
Satisfied (7-10)	Life is worthwhile (7-10)	Happy (7-10)	Anxious (6-10)

Glossary

AM: Academic Mentors

AP: Alternative Provision

EBRS: Energy Bill Relief Scheme

EEF: Education Endowment Foundation

FE: Further Education

FSM: Free School Meals

MHST: Mental Health Support Team

NiOT: National Institute of Teaching

NTP: National Tutoring Programme

SEND: Special Educational Needs and Disabilities

SLT: Senior Leadership Team

SLT: School Led Tutoring

SSP: Systematic Synthetic Phonics

TP: Tuition Partners



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