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School and College Panel – April 2023

Research report

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Executive summary

Science in the curriculum

The national curriculum for science in England aims to cover the knowledge, methods, processes, and uses of science across biology, chemistry, and physics¹. The Department for Education is currently developing the future continuous professional development (CPD) programme for teachers. The information from this report will help towards ensuring the department designs the structure and content of the CPD programme to address the barriers young people face in taking science A-levels, particularly those from underrepresented groups.

Confidence teaching science

Just over half of teachers reported teaching science in their school (55%), of which, 9% reported being the science lead. Almost all science teachers who were not the science lead felt confident teaching the science curriculum (95%). Equally, almost all science leads agreed that they had the skills (92%) and the knowledge (88%) to undertake their role effectively. However, less than a quarter (23%) of science leads agreed that they had the time to undertake their role effectively.

Subject specialism

Of science teachers who taught out of specialism, seven-in-ten (70%) felt comfortable doing so and half (51%) felt that teaching out of specialism was an effective teaching method.

GCSE and A-level science

Almost all schools reported offering GCSE triple science (95%), with a third (34%) offering it to all pupils. The most commonly-reported reason for not offering GCSE triple science to all pupils was prior and current academic achievement (68%). Schools reported that the main barriers preventing pupils from taking at least one science A-level was a lack of interest (31%) and students thinking science was difficult or intimidating (31%).

¹ [National curriculum in England: science programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study)

Science development or action plans

Just over eight-in-ten (81%) schools reported having a science development or action plan, whereas 15% of schools did not have a science development or action plan, with 9% not planning to implement one.

Number of hours per week of science in primary school

Most primary teachers (77%) reported that students had a minimum of 1 to 2 hours per week of science timetabled, with 7% reporting that students had a minimum of 2 hours of more a week timetabled.

PE in the curriculum

Primary schools made use of a combination of various professionals to teach different aspects of the PE curriculum. Almost six-in-ten primary schools (57%) used specialist PE teachers from among the school staff to teach PE, with a similar proportion (56%) using other members of school staff. Around one-in-five primary schools (18%) reported having specialist swimming teachers on the school staff.

Four-in-ten primary schools (40%) used external professionals, such as coaches, to teach at least part of the PE curriculum, while almost two-in-three (64%) used external swimming teachers.

Around three-quarters (73%) of primary teachers taught PE at their school, with 32% teaching it to Key Stage 1 (KS1) pupils and 48% teaching it to Key Stage 2 (KS2) pupils.

Confidence teaching PE

Primary teachers who taught PE to KS1 pupils were generally confident planning, delivering, or supporting a PE lesson to improve a range of pupil outcomes. In particular, over nine-in-ten teachers were confident about improving pupils' enjoyment of being physically active and improving the confidence of girls to participate in the same activities as boys (both 93%). The exception, however, was in terms of planning, delivering, or supporting a PE lesson that improved swimming and water safety skills, in which a third of teachers (34%) were confident.

Among primary teachers who taught PE to KS2 pupils, confidence in their own teaching ability was high. Confidence was highest in terms of teaching with the aim of improving running, jumping, throwing, and catching skills (95%) and improving the confidence of girls to participate in the same activities as boys (90%). Primary teachers who taught PE to KS2 pupils were less confident planning, delivering, or supporting a PE lesson that

improved dancing with a range of movement patterns (64%), or a PE lesson that improved swimming and water safety skills (46%).

Swimming and water safety lessons

Primary schools were more likely to be providing pupils with swimming and/or water safety lessons than in March 2022, when this question was last asked (91% vs. 80%)². In terms of lesson content, the schools delivering swimming and water safety lessons were most likely to be teaching their pupils to swim at least 25 metres (92%) and to perform a range of swimming strokes (87%).

The main reason given for primary schools not providing swimming and/or water safety lessons this academic year was because they felt it was not suitable due to the age of their pupils, or not required as part of their curriculum requirements (63%)³.

Generative Artificial Intelligence in education

Use of generative artificial intelligence by leaders and teachers

One-in-ten (11%) leaders and teachers had used generative artificial intelligence (AI) tools in their job role, with a further two-in-ten (23%) planning to do so at some point. Most commonly, leaders and teachers had used generative AI tools to create lessons/curriculum resources (62%).

When leaders and teachers were asked why they had not used generative AI tools in their role, the most common reason was that they didn't know enough about how generative AI tools could be used in their role (58%), though some were concerned about the risks associated with generative AI tools (23%).

Use of generative AI by pupils

Among teachers who were not using generative AI tools in their role, but who were aware of these tools, only 2% reported that pupils were permitted to use generative AI in their work, with the majority (72%) reporting that it was not permitted. Among the same group of teachers, 4% reported that pupils were actually using generative AI in their work, with a large proportion (69%) reporting that pupils were not using these tools.

² Please note that in March 2022 schools were asked whether swimming and water safety lessons were 'currently' being provided, and in April 2023, schools were asked whether swimming and water safety lessons were provided during 'this academic year'.

³ The national curriculum requires primary pupils to be taught particular swimming and water safety skills, but this can be done either in KS1 or KS2. As a result, some primary schools may choose not to teach their pupils swimming and water safety in KS1.

Plans to make changes regarding generative AI tools

Just 1% of schools had made changes within their school to account for generative AI tools and technology, but a further fifth (21%) were either in the process of reviewing/making changes or planning to make changes in the future. Most schools said they had no current plans to consider the issue of generative AI tools (65%).

Advising pupils on use of generative AI tools

Just under a fifth (18%) of school leaders and teachers reported that they would feel confident in advising pupils on the appropriate use of AI in their work (including coursework/homework). Three quarters (76%) said they would not feel confident.

Careers

Around two-thirds (63%) of secondary leaders and teachers had some understanding of apprenticeships and technical route options, with 14% claiming to have a strong understanding of these options.

Almost nine-in-ten (86%) college leaders and teachers had at least some understanding of apprenticeships and technical route options with half (49%) saying they have a strong understanding.

Awareness of the provider access legislation

Eighty-five percent of secondary leaders had heard of the provider access legislation (sometimes known as the Baker Clause), with three quarters (73%) reporting they knew what it was. Three-in-five (59%) secondary leaders who knew what the provider access legislation was, were aware that The Careers & Enterprise Company provide support to schools to meet their legal duty under the legislation.

Most college leaders had heard of the provider access legislation and reported that they knew what it was (22 out of the 29 colleges asked the question). The remaining 7 said they had never heard of it.

Teacher confidence linking the curriculum to careers

Seven-in-ten (69%) teachers reported feeling confident linking the subject area they taught to career routes and future job opportunities for their students. Around a third (32%) said they would be likely to undertake some continuous professional development (CPD) on careers education in the next 12 months.

Nine-in-ten (92%) college teachers reported feeling confident linking their subject to career routes, with 51% feeling very confident. Just over a half (54%) said they were likely to consider undertaking CPD on careers education in the next 12 months.

Types of bullying

Around three-in-ten leaders and teachers had seen or received reports of racist bullying (31%) and homophobic or biphobic bullying (28%) at least sometimes in the last 12 months, with 7% and 8% respectively seeing it often or very often. 14% had seen transphobic bullying at least sometimes with 4% seeing this often or very often. Both Asian and Black leaders and teachers were more likely to say they had at least sometimes seen or received reports of racist bullying compared to White leaders and teachers (47%, 46% and 30% respectively).

Around a quarter of college leaders and teachers had seen or received reports of racist bullying (28%), homophobic/biphobic bullying (26%) and transphobic bullying (22%) at least sometimes in the last 12 months.

Ventilation

Checking CO₂ monitors

School teachers were asked how often they checked the readings of a carbon dioxide (CO₂) monitor in their teaching space. The most common response (37%) was that the question was not applicable because they didn't have a CO₂ monitor. There was some disparity in checking habits, with some teachers checking the monitor very frequently (33% reported that they checked the monitor at least once a day) and others checking the monitor less frequently (51% checked it on a less than weekly basis).

Excluding those who mentioned that they had not had monitors provided, having too many other priorities in the classroom (42%) and that opening windows to lower CO₂ levels makes the classroom too cold (22%) were the two most common reasons that prevented them from checking their CO₂ monitor.

Sufficiency of CO₂ monitors

Over seven-in-ten (73%) schools reported that they had enough CO₂ monitors for every teaching space, although 5% reported that they had no CO₂ monitors at all.

Attitudes towards CO₂ monitors

Among schools with CO₂ monitors from the Department for Education, a quarter (27%) agreed that using a CO₂ monitor can help balance good ventilation with saving energy. Of schools who agreed with this statement, seven-in-ten (69%) had discussed with staff about using a CO₂ monitor to help balance good ventilation with saving energy or had planned to.

Nearly half (45%) of teachers who had a CO₂ monitor in their teaching space agreed that their CO₂ monitor helped them to understand how to balance good levels of ventilation and keeping their classroom warm (by knowing when to open or close doors and windows). A quarter (23%) disagreed with the statement.

Around four-in-ten schools neither agreed nor disagreed that using a CO₂ monitor can help balance good ventilation with saving energy (41%) or that the presence of CO₂ monitors provides a safer environment for school staff (42%).

Guidance

One-in-five (17%) teachers, regardless of whether they had a CO₂ monitor or not, reported that they had read the guidance from the Department for Education instructing schools on how to use a CO₂ monitor correctly. This equated to 21% of teachers with a CO₂ monitor in their teaching space.

Additional hours

As part of the government's long-term education recovery plan, the Department for Education is funding 40 additional learning hours for band 5⁴ full time equivalent and T Level students (and a proportionate increase for those in lower bands) in 16 to 19 education. It is being used alongside other programmes, such as the 16 to 19 tuition fund, to aid education recovery. Among schools with sixth forms that had received the funding, 44% reported that they had used it to fund existing provision plans⁵, a similar proportion reported that they did not know if they had used it to fund existing provision plans (45%), and 11% reported that they have not. Around four-in-ten (41%) schools with sixth forms reported that they had used it to fund additional learning hours which were not otherwise planned. A similar proportion (44%) did not know if they had done this, and 15% reported that they had not.

⁴ The definitions of the funding bands are based on the annual hours that are planned for a student. Providers should refer to the funding regulations for further information on what hours may be included.

⁵ This question did not clarify what is meant by 'funding existing plans'. Therefore, respondents could have interpreted this to mean extending existing provision plans.

Twenty-one out of 26 colleges reported that they were using the funding to help fund existing provision plans⁶, whilst three had not and two did not know. Similarly, 20 reported that they were using it to provide additional learning hours which were not otherwise planned, whilst 2 had not and 4 did not know.

Among secondary schools with sixth forms providing additional learning hours, the most common use of the additional hours was for support with study/life skills (72%). The same was true in colleges, with 13 of the 20 using the funding for study/life skills.

Among secondary schools with sixth forms that were providing additional learning hours with the funding, the additional learning was most commonly being delivered (or was planned to be delivered) by teachers (91%). The same was true in colleges (17 of 20 colleges reported this).

Secondary schools with sixth forms providing additional learning hours with the funding were asked what challenges, if any, they have faced when delivering the additional hours. Nine-in-ten (91%) schools and 19 of 20 colleges cited at least one challenge. The most common response for schools was that it was difficult to fit the hours into the existing timetable (65%), followed by added workload for existing staff (60%). Hiring additional staff was the biggest challenge for colleges (13 of 20 colleges), followed by struggling to fit it into the timetable (11 of 20 colleges).

National Tutoring Programme and pupil premium

Around two-thirds (65%) of schools reported using at least one National Tutoring Programme (NTP) route during the academic year. Most commonly, tutoring was offered to support disadvantaged pupils (75%), or to support those that fell furthest behind during the COVID-19 pandemic (62%).

Around half (48%) of schools using at least one NTP route reported it was likely they would continue to offer tutoring after this academic year using internal staff, with 8% reporting they would likely continue offering tutoring using external staff⁷.

Just under six-in-ten schools (57%) reported spending at least some of their pupil premium budget on funding tutoring this academic year. Around a fifth (19%) reported that they were not using this budget on tutoring, and around a quarter (24%) of schools did not know whether their schools spent any of their pupil premium on tutoring.

⁶ See note 5.

⁷ This survey took place before the Department for Education announced new arrangements for the 2023/24 academic year. This announcement included confirmation on the subsidy for next year, which is set as 50% of the total cost incurred to deliver tutoring instead of the previously announced 25%.

The most common priorities for pupil premium spending were supporting pupils' social, emotional, and behavioural needs (77%), followed by extracurricular activities (56%) and tutoring (44%). The latter is in line with the sizeable number spending some proportion of their pupil premium budget to fund tutoring.

SEND: Access to specialist services

Three-quarters (77%) of teachers and around six-in-ten (58%) college teachers reported teaching any pupils with SEND who require or receive specialist services. For all services aside from SEND coordinators, both school and college teachers reported waiting too long for access to services.

The most common barrier preventing teachers who could not access at least one specialist service was an insufficient number of specialists in their area/school to meet demand (56%), followed by the school not having enough funding to provide the service (22%).

Cost of living

The majority of schools (91%) had taken or planned to take action as a result of recent inflation, similar to the level recorded for January 2023 (88%).

Compared to January 2023, schools were more likely to report planning or taking action in terms of turning the heating down or off (68% vs. 60% in January), reducing non-teaching staff numbers (54% vs. 44% in January), reducing teaching staff numbers (25% vs. 19% in January), reducing the quality or increasing the price of food meals (25% vs. 14% in January), and reducing the provision of other school or college facilities (28% vs. 9%).

Introduction

This report presents findings from the April 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 approximately 4 to 7 minutes to complete) covered a range of topical education issues including science teaching, the PE curriculum, and artificial intelligence. Findings in this report are based on responses from 973 school leaders, 29 college leaders, 2,034 primary and secondary school teachers and 76 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 24 April to 5 May 2023⁸. Respondents received an email invite, 3 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 report⁹.

The following table shows the number of responses for the April 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	584	389	982	1,052	29	76

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 report.

⁸ Fieldwork was extended by four days due to strike action and a bank holiday.

⁹ [School and college panel: omnibus surveys for 2022 to 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/research-data-and-statistics/school-and-college-panel-omnibus-surveys-for-2022-to-2023)

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' label in the figure title.

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' label in the figure title.

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 (29 colleges leaders across 26 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.

Science in the curriculum

The national curriculum for science in England aims to cover the knowledge, methods, processes and uses of science across the specific disciplines of biology, chemistry, and physics¹⁰. This chapter covers teacher experiences of teaching science, teaching out of specialism, the provision of GCSE and A-level science, and action plans for improving science education.

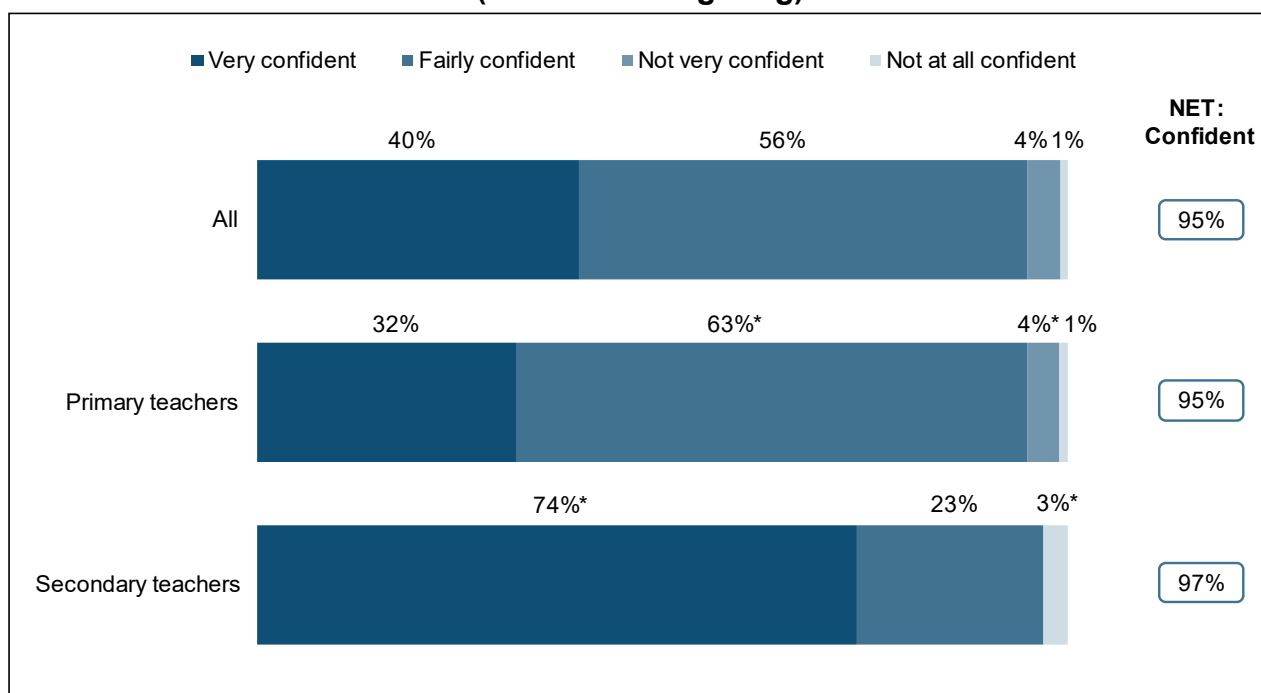
Just over half of teachers reported teaching science at their school (55%), with one-in-ten (9%) stating that they were the science lead.

Confidence teaching science

Science teachers who were not the science lead at their school were asked how confident they felt teaching the science curriculum. As shown in Figure 1, almost all non-lead science teachers (95%) felt confident, with 40% reporting that they felt 'very confident'.

¹⁰ [National curriculum in England: science programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/421222/national-curriculum-in-england-science-programmes-of-study.pdf)

Figure 1. Science teacher (non-lead) confidence teaching the science curriculum (Individual weighting)



E2: Panel A Teachers who taught science but were not the science lead (n=464), Panel A primary teachers who taught science, but were not the science lead (n=371), Panel A secondary teachers who taught science, but were not the science lead (n=93). *Indicates significant difference between primary and secondary teachers.

Source: School and College Panel, April 2023 survey

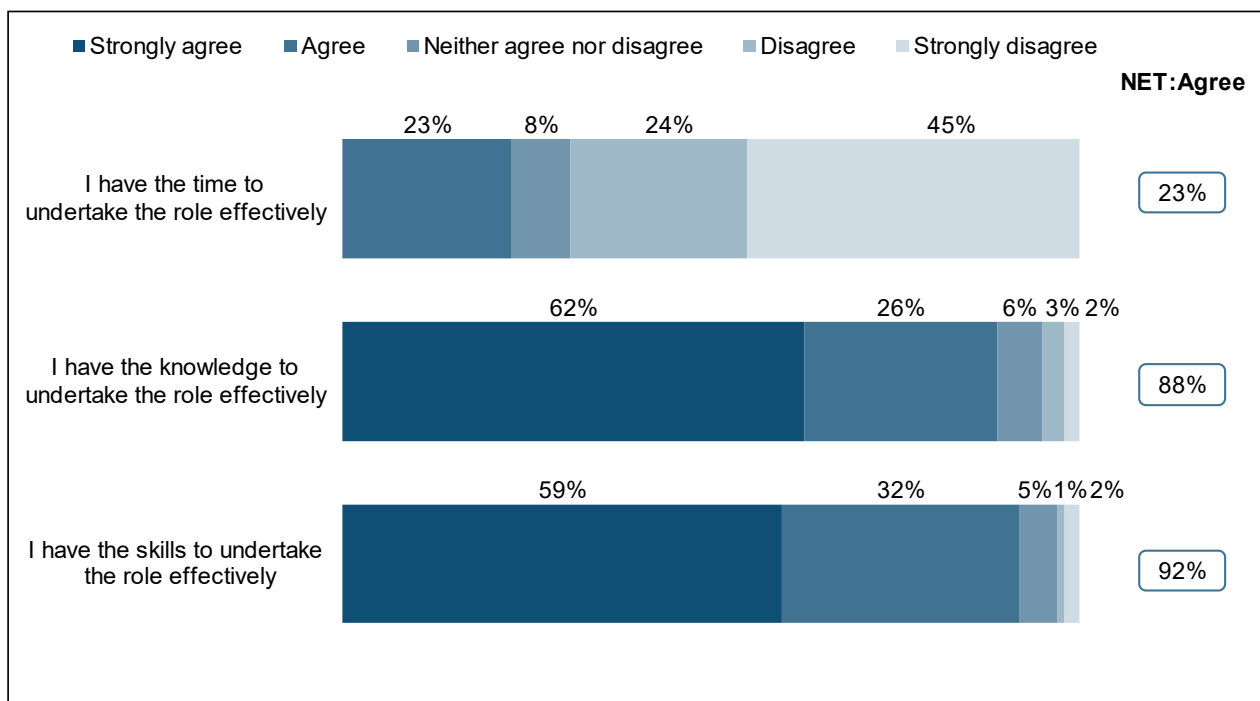
Overall, there was no difference in the proportion of primary and secondary non-lead science teachers who felt confident teaching science (95% vs. 97%), however secondary teachers were over twice as likely as primary teachers to report feeling ‘very confident’ (74% vs. 32%).

By region, non-lead science teachers in both London and Yorkshire and the Humber reported slightly lower confidence level than others in respect of teaching the science curriculum (90% and 89%, respectively, vs. 95% overall). Otherwise, confidence levels were similar across the regions.

Science leads

Science leads were asked a series of statements relating to being a science lead at their school. As shown in Figure 2, around nine-in-ten science leads agreed that they had the skills (92%), and the knowledge (88%) to undertake their role effectively. However, less than a quarter (23%) agreed that they had the time to undertake their role effectively, with three times as many (69%) disagreeing with this statement. Nearly half (45%) strongly disagreed that they had time to undertake the role effectively.

Figure 2. Science lead agreement that they have the skills, knowledge, and time to undertake their role effectively (Individual weighting)



E3: Panel A Teachers who were the science lead at their school (n=88).

Source: School and College Panel, April 2023 survey

Secondary science leads were more likely than primary science leads to strongly agree that they have the skills to undertake the role effectively (76% vs 47% of primary science leads), as well as being more likely to strongly agree that they have the knowledge to undertake the role effectively (80% vs 49% of primary science leads).

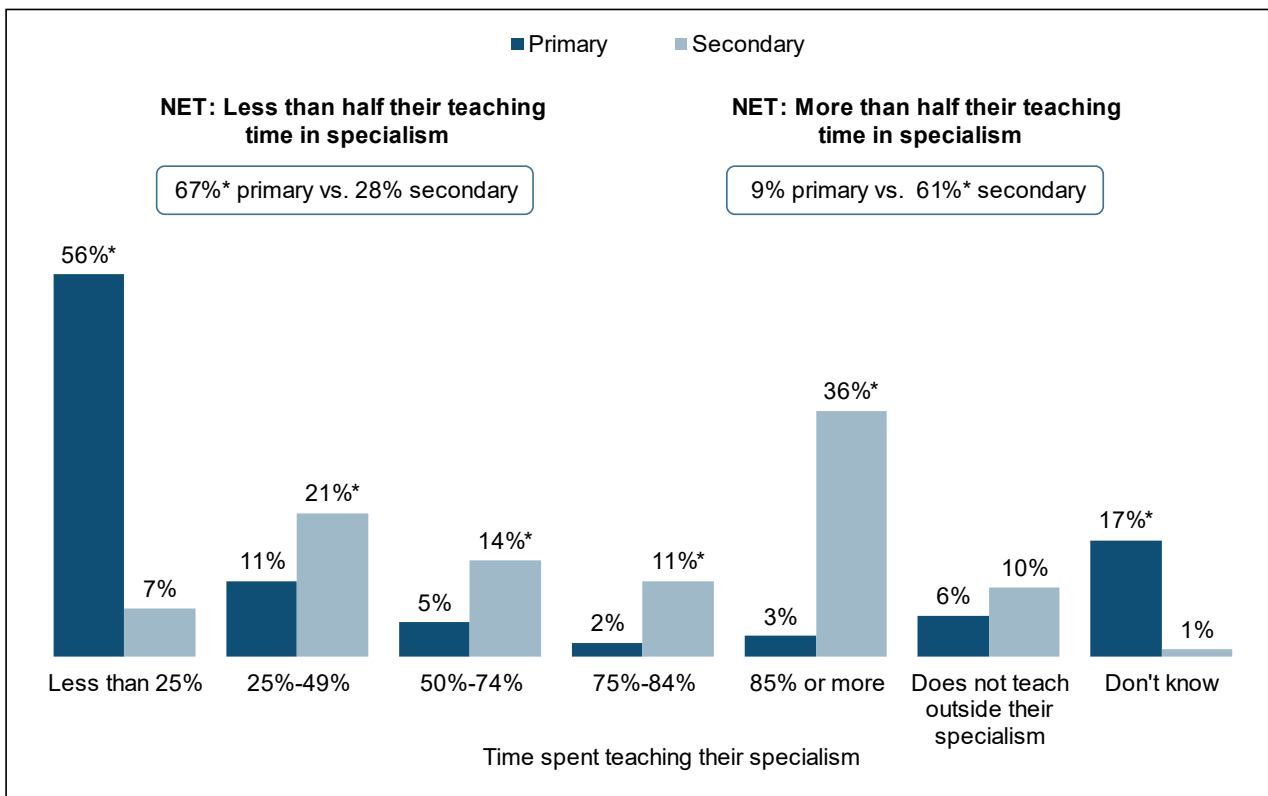
Subject specialism within science

Time spent teaching their specialism

Science teachers were asked how much time they spent teaching their specialism. Overall, approximately three in five (59%) teachers spent less than half of their teaching time teaching their specialism, whilst one in five (21%) spent more than half of their teaching time in their specialism.

As shown in Figure 3, six-in-ten secondary teachers (61%) spent over half of their teaching time in their specialism, compared to 9% of primary teachers. These proportions reflect the broad nature of primary school teaching, compared to secondary teaching.

Figure 3. How much time science teachers spent teaching their specialism (Individual weighting)



E4: Panel A Primary Teachers who taught science (n=418), Panel A Secondary Teachers who taught science (n=134). *Indicates significant difference between primary teachers and secondary teachers.

Source: School and College Panel, April 2023 survey

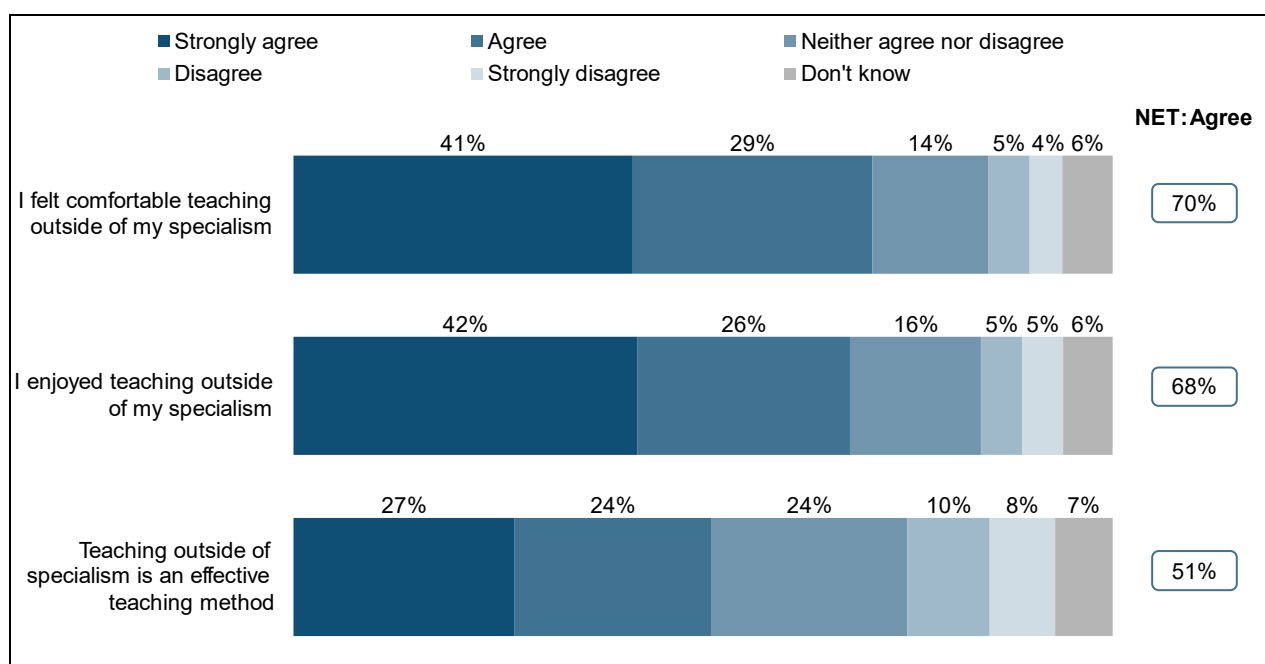
Primary science teachers were more likely to report that they did not know how much time they spent teaching their specialism compared to secondary science teachers (17% vs. 1%).

Teacher views on teaching out of specialism

Science teachers who reported teaching out of specialism were asked a series of statements relating to their enjoyment, confidence, and thoughts on the effectiveness of teaching out of their specialism.

Overall, seven-in-ten (70%) teachers felt comfortable teaching out of specialism, with a similar proportion reporting that they enjoyed teaching out of specialism (68%). Half of teachers (51%) felt that teaching out of specialism was an effective teaching method, as shown in Figure 4.

Figure 4. Teacher views on teaching outside of their specialism (Individual weighting)



E6: Panel A Teachers who taught out of specialism (n=513).

Source: School and College Panel, April 2023 survey

Primary teachers were more likely than secondary teachers to agree that:

- they felt comfortable teaching outside of their specialism (75% vs. 55% of secondary teachers).
- they enjoyed teaching outside of their specialism (72% vs. 52%).
- teaching outside of specialism is an effective teaching method (55% vs. 35%).

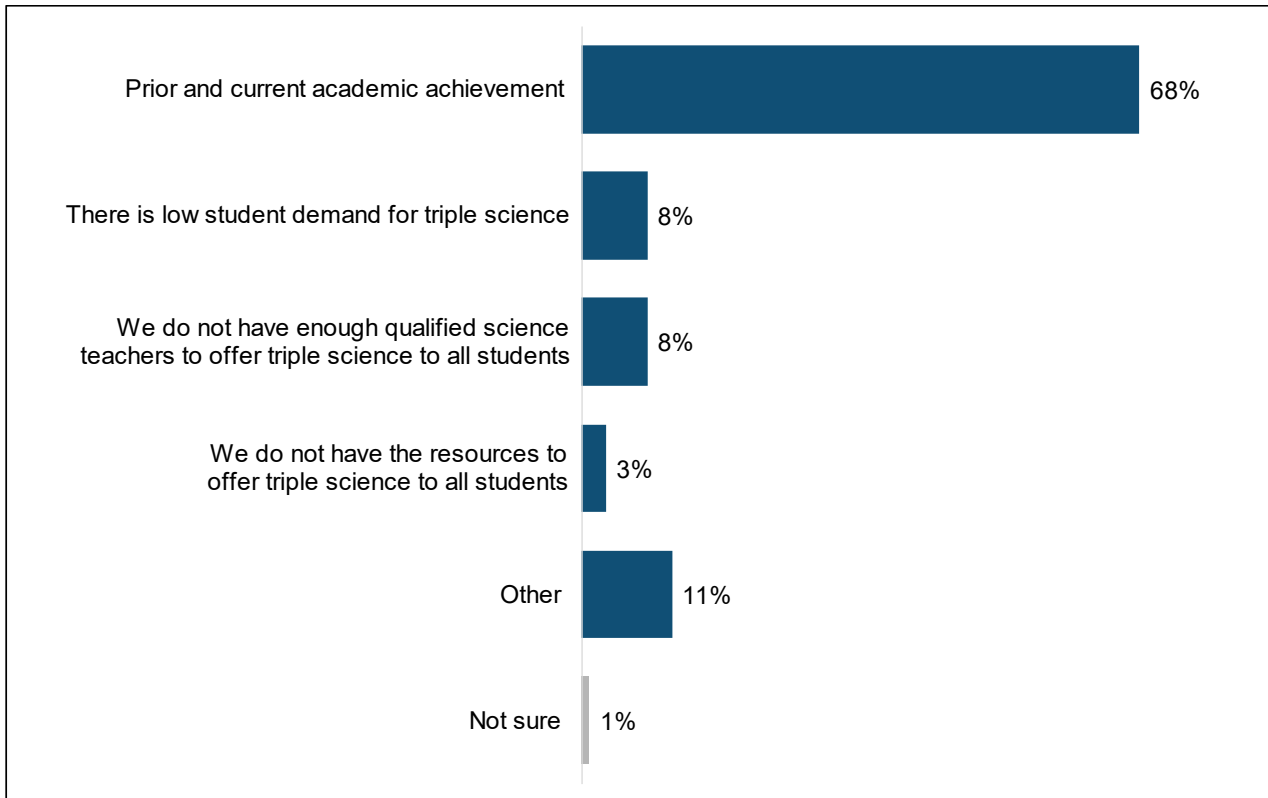
GCSE and A-level science

Offering GCSE triple science

Almost all secondary schools reported offering GCSE triple science (95%), while 5% did not offer triple science. A third (34%) of secondary schools offered triple science to all pupils, but most (61%) offered it to select students. Schools with the lowest proportion of pupils eligible for FSM were more likely to offer GCSE triple science to all pupils (50% vs. 34% overall).

As shown in Figure 5, the most commonly reported reason for not offering GCSE triple science to all pupils was because of prior and current academic achievement (68%).

Figure 5. Main reasons why schools do not offer GCSE triple science to all pupils (School weighting)

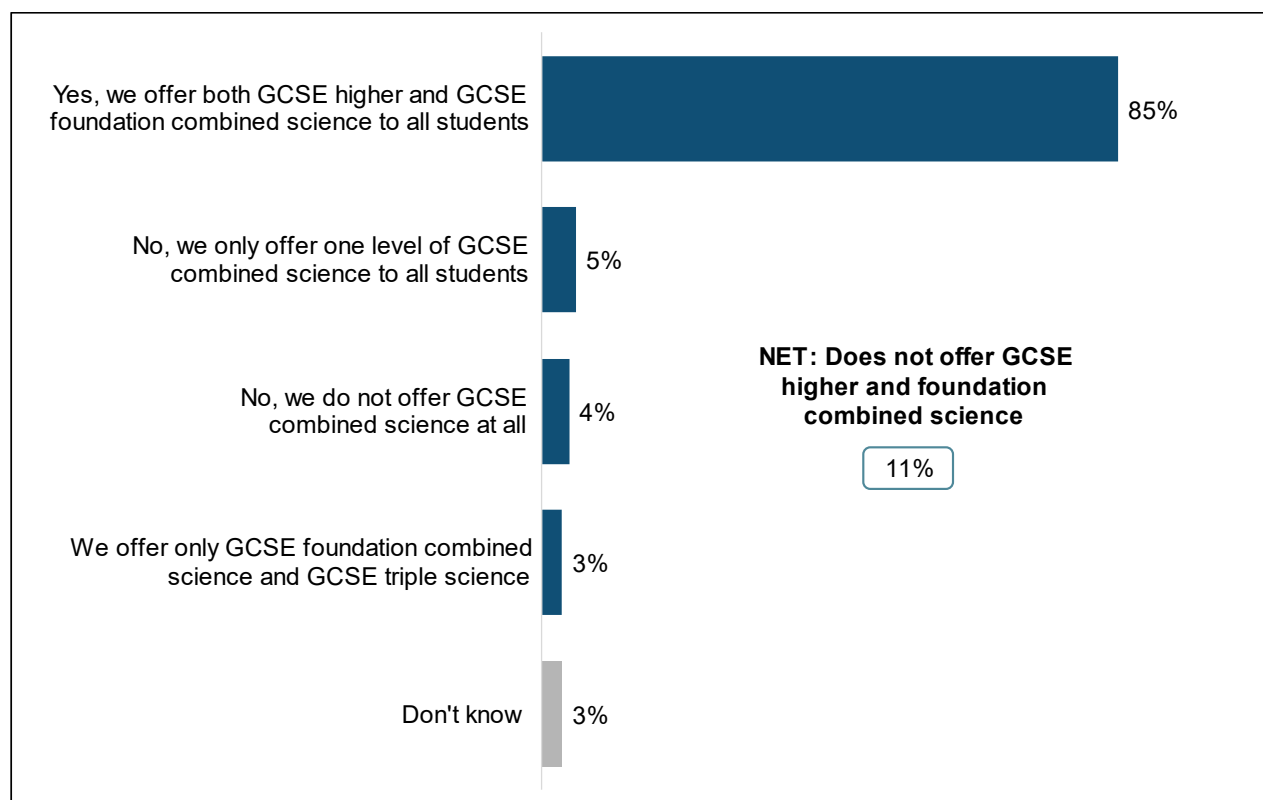


E8: Panel A Secondary Leaders that did not offer triple science to all students (n=136).

Source: School and College Panel, April 2023 survey

Schools were also asked whether they offered GCSE combined science at both higher and foundation tier to their pupils. As shown in Figure 6, 85% of schools offered both of these options to their pupils.

Figure 6. Whether schools offer both GCSE higher and GCSE foundation combined science to students (School weighting)



E10: Panel A Secondary Leaders (n=213).

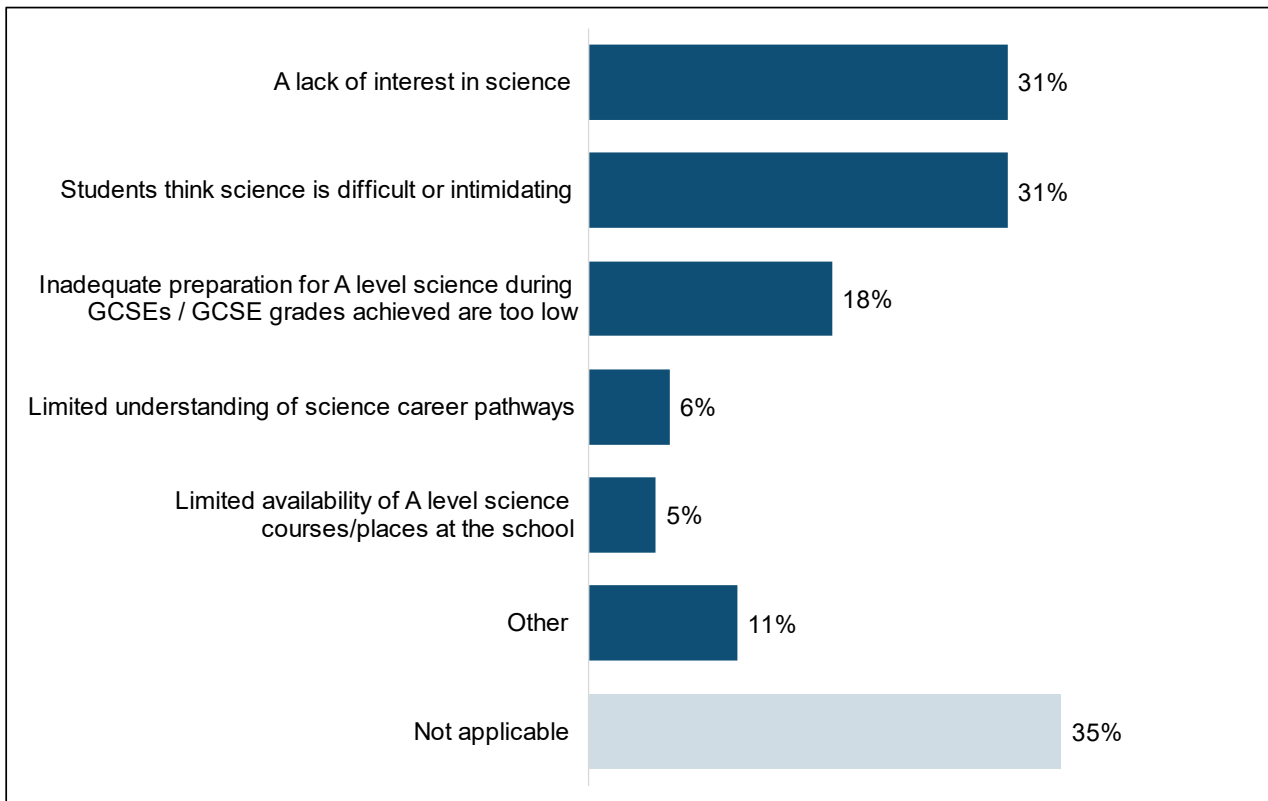
Source: School and College Panel, April 2023 survey

Schools with the highest proportion of pupils eligible for FSM were more likely to offer both GCSE higher and GCSE foundation combined science to all pupils, compared to schools with the lowest proportion of FSM eligible pupils (97% vs. 64%). Instead, schools with the lowest proportion of pupils eligible for FSM were more likely to report that they did not offer GCSE combined science at all (16% vs. 4% overall), or that they only offered one level of GCSE combined science (12% vs. 5% overall).

Barriers preventing pupils from taking A-level science

Secondary schools were asked what the main barriers were that prevented pupils in their school from taking up at least one science A-level. As shown in Figure 7, the two most commonly reported barriers were a lack of interest in science (31%), and students thinking that science is difficult or intimidating (31%). This was followed by inadequate preparation for A-level science during GCSEs or that the GCSE grades achieved were too low (18%).

Figure 7. Main barriers preventing pupils from taking up at least one A-level science (School weighting)



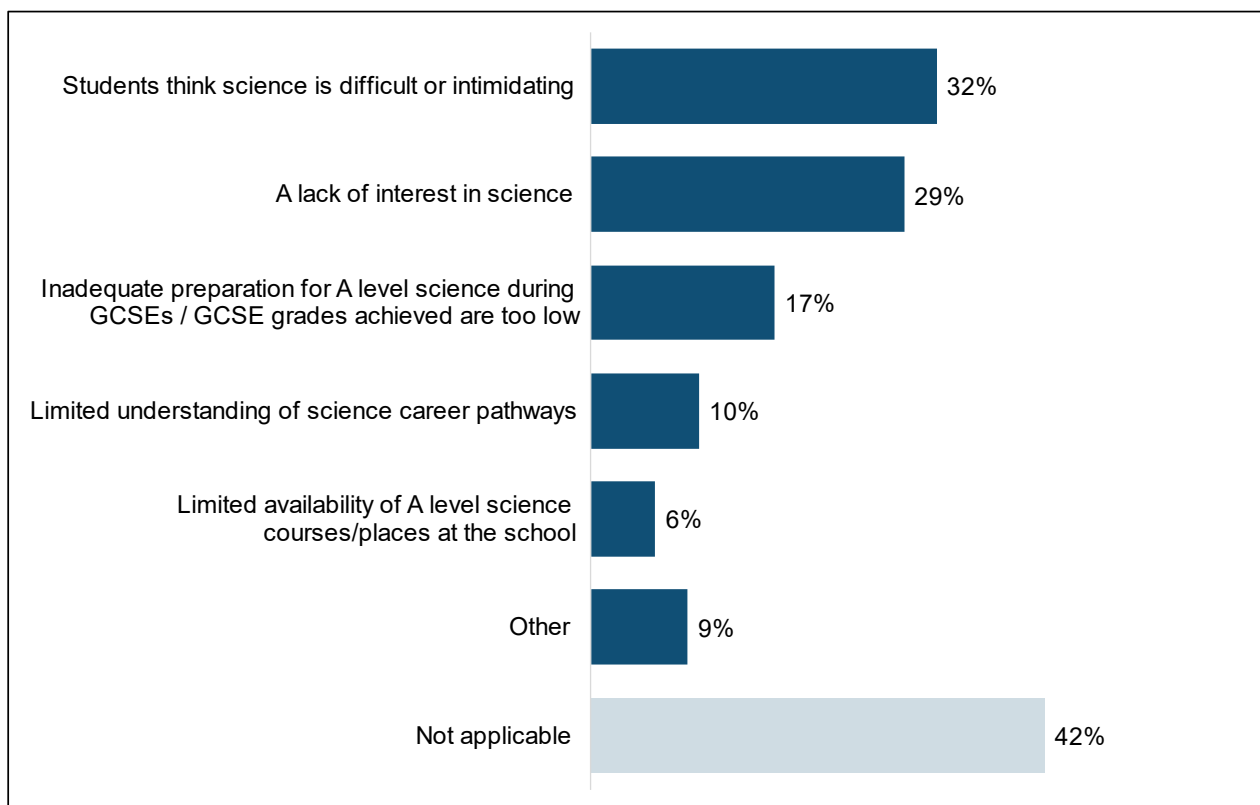
E9: Panel A Secondary Leaders (n=213).

Source: School and College Panel, April 2023 survey

Schools with the lowest proportion of pupils eligible for FSM were more likely than those with the highest proportion to report a lack of interest in science as a barrier to the take-up of A-level science (40% vs. 11%). Conversely, schools with the highest proportion of pupils eligible for FSM were more likely to report limited availability of A-Level science courses or places at the school (12% vs. 0%).

Teachers were in agreement with leaders on the main barriers preventing pupils from taking A-level science, with the two most common reasons being that pupils think science is difficult or intimidating (32%), or a lack of interest in science (29%), as shown in Figure 8.

Figure 8. Teacher views on the main barriers preventing pupils from taking at least one A-level science (Individual weighting)



E9: Panel A Secondary Teachers (n=549).

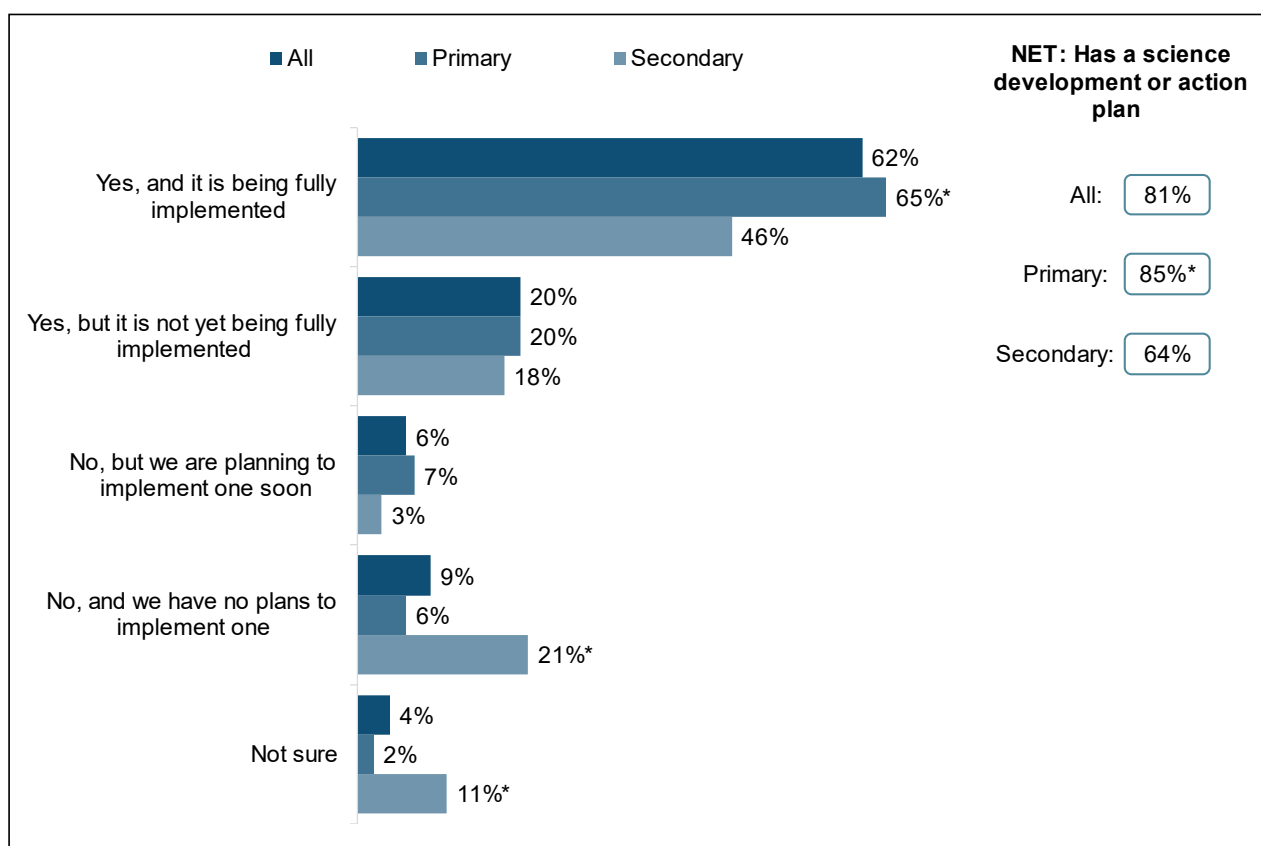
Source: School and College Panel, April 2023 survey

Teachers from schools with the highest proportion of pupils eligible for FSM were more likely than those from schools with the lowest proportion to report inadequate preparation for A-Level science during GCSEs and/or GCSE grades being too low as a barrier preventing pupils from taking up an A-level science (25% vs. 8%).

Science development or action plans

Just over eight-in-ten (81%) schools reported having a science development or action plan, with six-in-ten (62%) reporting that it had been fully implemented within their school, as shown in Figure 9. Conversely 15% of schools did not have a science development or action plan at their school, with 9% not planning to implement one.

Figure 9. Whether schools have a science development or action plan in their school (Schools weighting)



E11: Panel A Primary Leaders (n=289), Panel A Secondary Leaders (n=213). *Indicates significant difference between primary and secondary schools.

Source: School and College Panel, April 2023 survey

Primary schools were more likely than secondary schools to have a science development or action plan in place (85% vs. 64%), with secondary schools being more likely to have no plans to implement one (21% secondary vs. 6% primary).

Schools with the lowest proportion of pupils eligible for FSM were more likely to have a science development or action plan in place which was being fully implemented (70% vs. 62% overall).

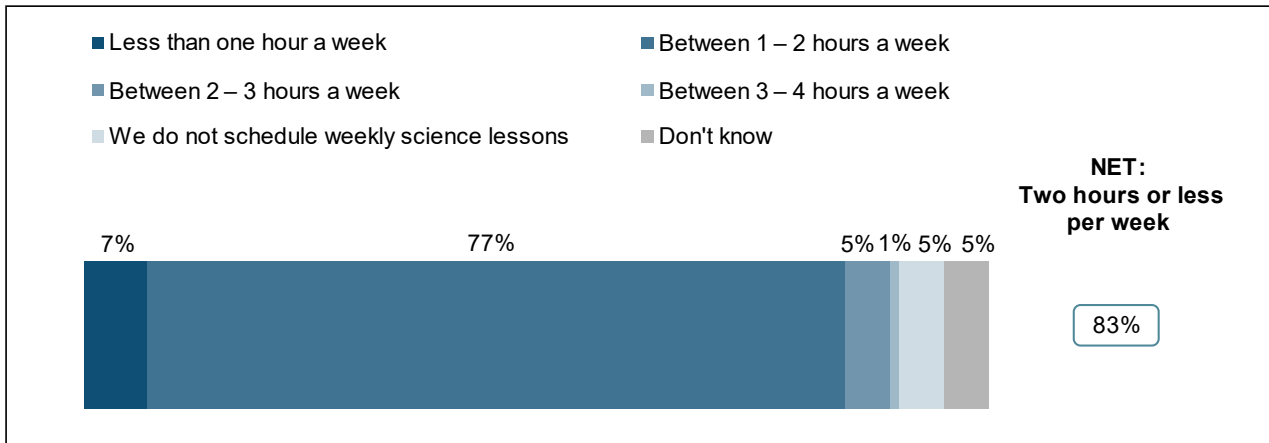
Number of hours per week of science in primary schools

Primary teachers were asked the minimum number of hours per week of science that every student in their school had timetabled¹¹.

¹¹ If teachers taught across key stages, they were asked to consider the highest key stage.

As shown in Figure 10, most primary teachers (77%) reported having a minimum of 1 to 2 hours a week timetabled for science. Only 7% reported that students had more than 2 hours a week timetabled science as a minimum.

Figure 10. Minimum number of hours a week of science timetabled for students (Individual weighting)



E12: Panel A Primary Teachers (n=489).

Source: School and College Panel, April 2023 survey

Primary teachers who taught KS2 were less likely to say don't know (3% vs. 5% on average) and were more likely to report students having a minimum of 1 to 2 hours a week timetabled (80% vs. 77% on average). There was no difference in the proportion of KS2 and KS1 teachers who had more than 2 hours a week timetabled for science (both 7%).

Physical Education (PE)

Teaching PE

Primary schools were asked who they used to teach PE, which also included the teaching of swimming and water safety. Within each school, a combination of professionals may be used to teach different elements of the PE curriculum.

Almost six-in-ten primary schools (57%) used specialist PE teachers from among the school staff to teach PE, with a similar proportion (56%) using other teachers or members of school staff. Around one-in-five schools (18%) reported having dedicated swimming teachers on the school staff.

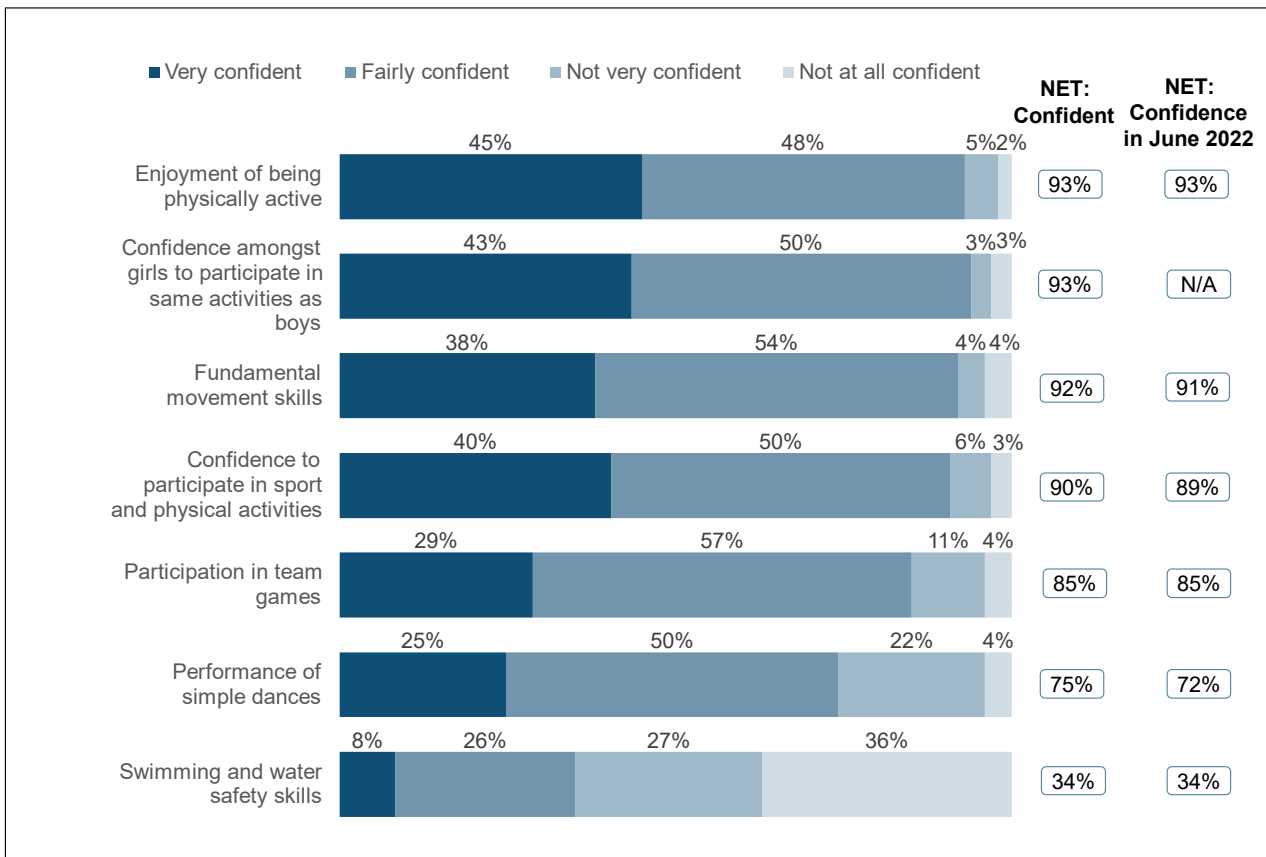
Many primary schools also make use of professionals from outside the school staff to teach at least part of their PE curriculum. Four-in-ten schools (40%) made use of external PE teachers or professionals, such as coaches, while almost two-in-three (64%) used external swimming teachers.

Primary school teachers were also asked whether they themselves taught any PE at their school. Around three-quarters (73%) of primary teachers reported teaching PE, compared to 27% who reported that they did not. One-in-three (32%) primary school teachers reported teaching PE to KS1 pupils, while almost half (48%) reported teaching PE to pupils in KS2.

Confidence teaching PE

Primary teachers who taught PE to KS1 pupils were asked how confident they felt planning, delivering, or supporting a PE lesson that improves various pupil outcomes. As shown in Figure 11, confidence was high, especially in respect to the teaching of the enjoyment of being physically active (93%), confidence among girls to participate in the same activities as boys (93%), fundamental movement skills (92%) and confidence to participate in sports and physical activities (90%). A much lower proportion of teachers (34%) were confident in terms of planning, delivering, or supporting a PE lesson that improves swimming and water safety skills.

Figure 11. Whether primary teachers who teach KS1 PE feel confident teaching, planning, delivering, or supporting a PE lesson that improves various pupil outcomes (Individual weighting)



D3_X: Panel A Primary Teachers that taught PE to KS1 (n=157), J1_X (June 2022): Panel B primary teachers that taught PE to KS1 (n=141). 'Don't know' responses for 'Confidence amongst girls to participate in the same sports and physical activities as boys' (2%), and 'Swimming and water safety skills' (3%) are excluded from this chart. There were no 'don't know' responses for the remaining codes.

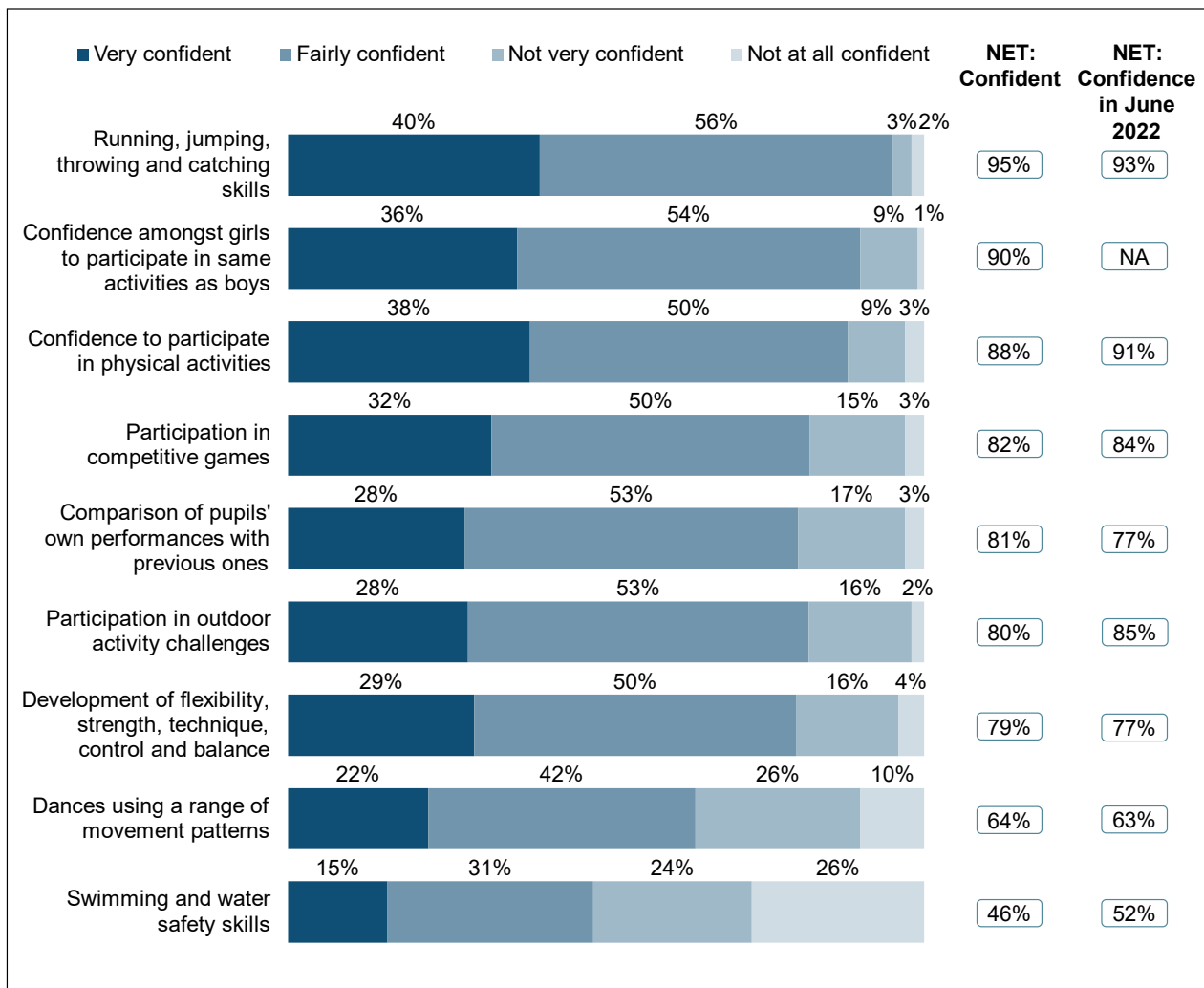
Source: School and College Panel, April 2023 survey and June 2022 survey

The reported confidence primary teachers felt teaching PE to KS1 has not changed compared to the last time this question was asked in June 2022.

Primary teachers who taught PE to KS2 pupils were asked a similar question about their confidence in teaching. As shown by

Figure 12, confidence levels in teaching ability were fairly high across the majority of pupil outcomes teachers were asked about. Teachers were the most confident in planning, delivering, or supporting a PE lesson that improves running, jumping, throwing, and catching skills (95%) and confidence among girls to participate in the same activities as boys (90%). Primary teachers who taught PE to KS2 pupils were less confident planning, delivering, or supporting a PE lesson that involved dances using a range of movement patterns (64%) and swimming and water safety skills (46%).

Figure 12. Whether primary teachers who teach KS2 PE feel confident teaching, planning, delivering, or supporting a PE lesson that improves various skills (Individual weighting)



D4_X: Panel A Primary Teachers that taught PE to KS2 (n=234). J2_X (June 2022): Panel B primary teachers that taught PE to KS2 (n=224). 'Don't know' responses for 'Participation in outdoor activity challenges' (2%), and 'Swimming and water safety skills' (5%) are excluded from this chart, <1% responded to the remaining statements with don't know'.

Source: School and College Panel, April 2023 survey and June 2022 survey

There were no significant differences in the confidence teachers felt compared to the last time this question was asked in June 2022.

Swimming and water safety lessons

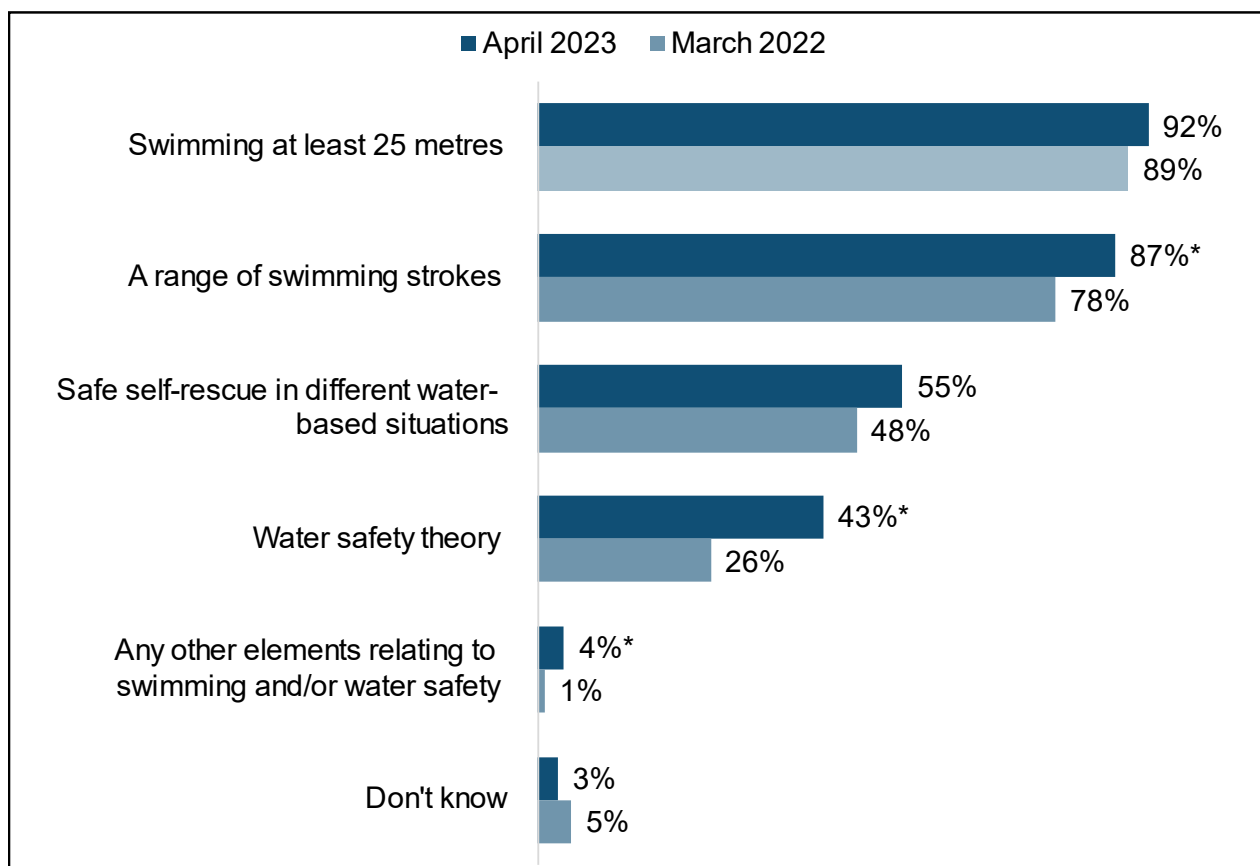
Primary schools were more likely to report having provided pupils with swimming and/or water safety lessons this academic year, compared to March 2022 when this question was last asked (91% vs. 80%)¹².

The primary schools who were delivering swimming and/or water safety lessons to their pupils were asked about the topics covered within these lessons. Schools were most likely to be teaching their pupils to swim at least 25 metres (92%) and a range of swimming strokes (87%). They were less likely to be teaching safe self-rescue in different situations (55%), water safety theory (such as cold-water shock or rip tides) (43%) or any other elements relating to swimming (4%).

As shown in Figure 13, primary schools were more likely to be teaching about a range of swimming strokes this academic year, compared to March 2022 (87% vs. 78%). They were also more likely to be teaching about water safety theory (43% vs. 26%).

¹² Please note that in March 2022 schools were asked whether swimming and water safety lessons were 'currently' being provided, and in April 2023, schools were asked whether swimming and water safety lessons were provided during 'this academic year'.

Figure 13. What elements primary schools were teaching to KS1 or KS2 pupils in swimming and/or water safety lessons this academic year (School weighting)



D6: Panel A Primary Leaders that provided swimming or safety lessons (n=262). E2 (March 2022): Panel B Primary Leaders that provided swimming or safety lessons (n=269). *Indicates a significant difference between responses in April 2023 and March 2022.

Source: School and College Panel, April 2023 survey and March 2022 survey

Primary schools in rural areas who were teaching swimming and/or water safety lessons were more likely to be teaching about performing safe self-rescue in different water-based situations compared to those in urban areas (74% vs. 49%). Similarly, schools with the lowest proportion of pupils eligible for FSM were more likely to be teaching about safe self-rescue (66% vs. 44% of schools with the highest proportion of pupils eligible for FSM).

The 26 primary schools who had not provided swimming and/or water safety lessons during the academic year were most likely to say this was because the lessons were not suitable due to the age of their pupils or not part of their curriculum requirements (17 schools)¹³. Four schools reported that it was due to the lack of available pool space, 3 reported that lessons were planned for later in the year, and another 3 cited the cost of

¹³ The national curriculum requires primary pupils to be taught particular swimming and water safety skills, but this can be done either in KS1 or KS2. As a result, some primary schools may choose not to teach their pupils swimming and water safety in KS1.

running the lessons. A further 2 schools noted pressure on curriculum time, and 1 school noted staff capacity. There were no significant differences in the reasons given for not providing the swimming and/or water safety lessons compared to those provided in March 2022, when this question was last asked.

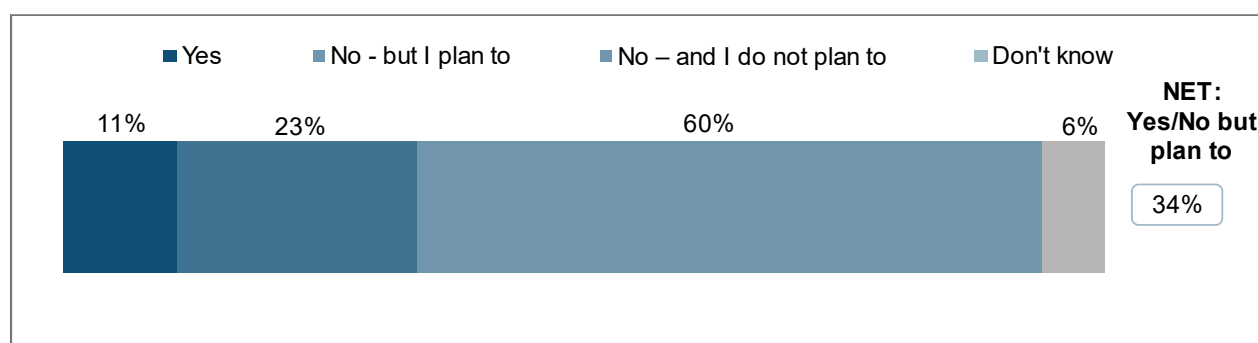
Generative artificial intelligence in education

Generative artificial intelligence (AI) refers to technology that uses learning algorithms to produce content that can include audio, code, images, text, simulations, and videos. An example of this includes ChatGPT, a chatbot that is able to generate human-like responses to prompts. This chapter covers teachers' and leaders' experiences of using generative AI, and their confidence in doing so.

Leader and teacher use of generative AI tools

One-in-ten (11%) leaders and teachers had used generative AI tools in their job role. Just over one in five (23%) had not used generative AI but were planning to do so at some point. Three-in-five (60%) leaders and teachers had not used generative AI tools in their role and did not plan to do so.

Figure 14. Whether leaders and teachers had used generative AI tools in their roles (Individual weighting)



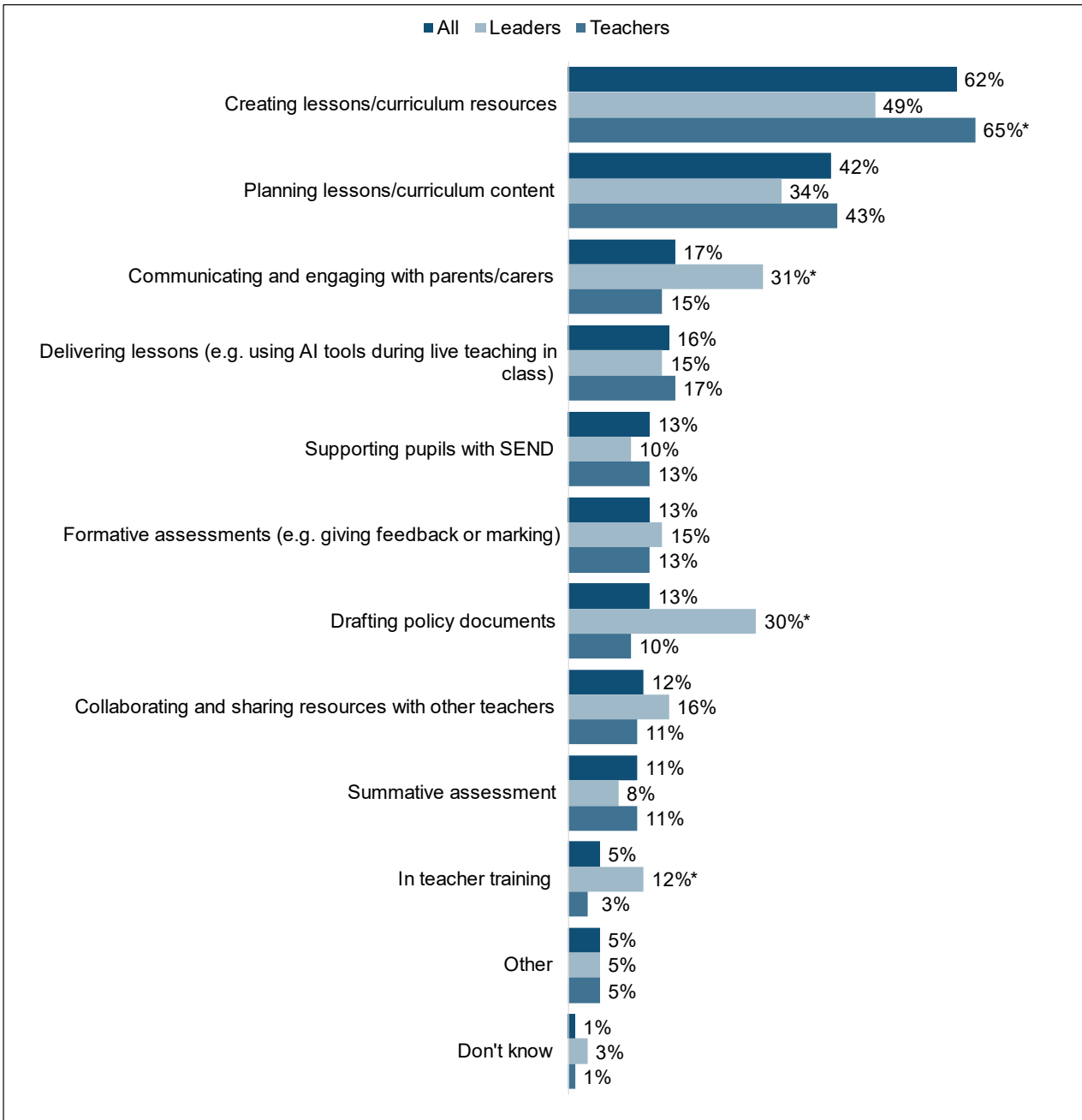
B1: Panel A Leaders (n=502), all teachers (n=2,034).

Source: School and College Panel, April 2023 survey

Teachers and leaders in secondary schools were more likely than teachers and leaders in primary schools to have used generative AI tools in their role (14% vs. 9%). Overall, there was no difference in having ever used generative AI tools between leaders and teachers (12% and 11% respectively).

Leaders and teachers who had used generative AI tools as part of their roles were asked if they had used these tools to support certain tasks (Figure 15). Most commonly, leaders and teachers had used generative AI tools to create lessons/curriculum resources (62%). This was followed by using generative AI tools to plan lessons/curriculum content (42%). Figure 15 highlights the full range of tasks that leaders and teachers have used generative AI tools for as part of their role and compares how they have used AI differently.

Figure 15. Tasks which leaders and teachers had used generative AI for (Individual weighting)



B2: Panel A Leaders who had used generative AI tools (n=63), all teachers who had used generative AI tools (n=227). *Indicates significant difference between leaders and teachers.

Source: School and College Panel, April 2023 survey

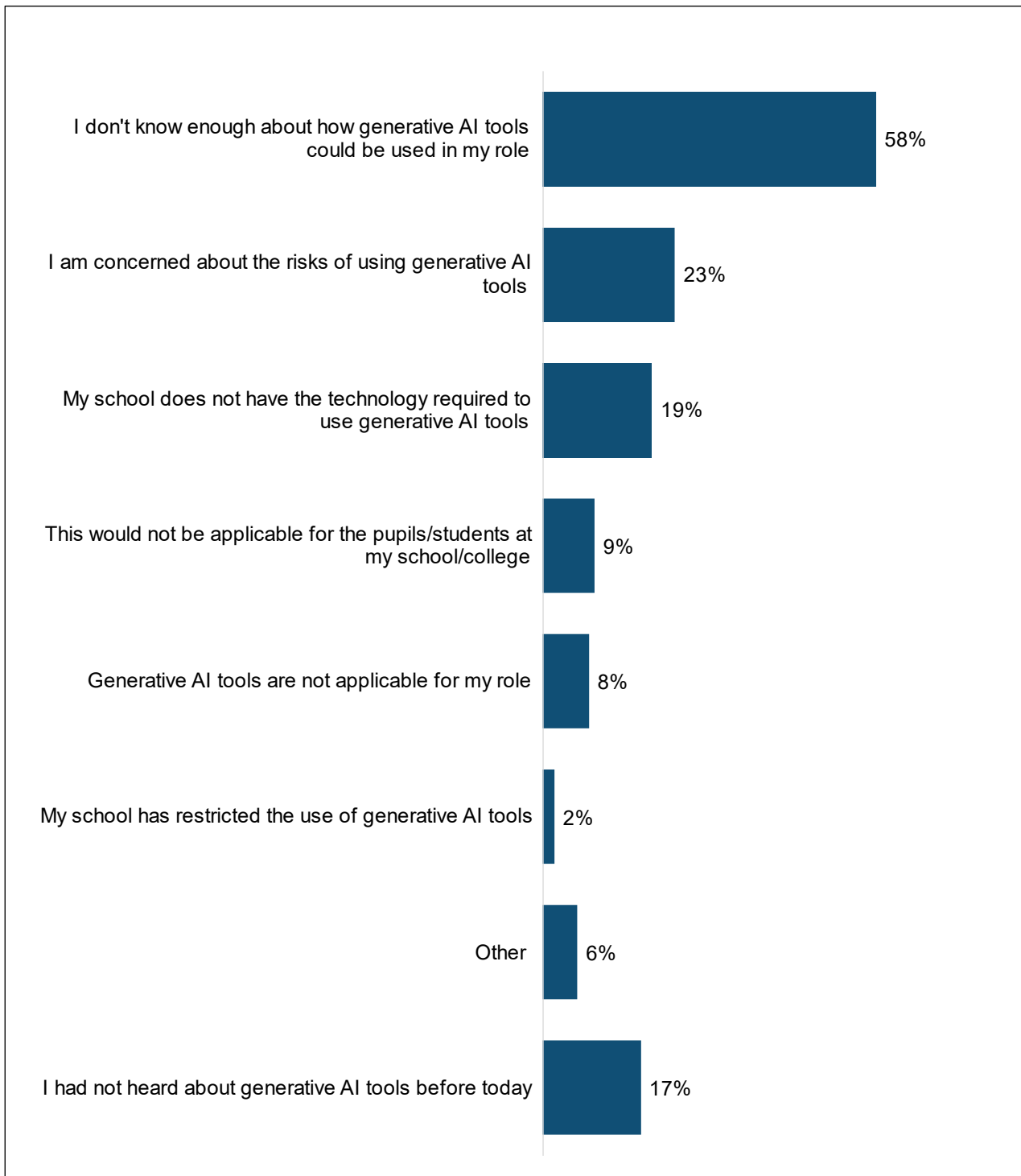
Secondary leaders and teachers were more likely than primary leaders and teachers to have used generative AI tools for:

- formative assessments (for example, giving feedback or marking) (18% vs. 6%).
- summative assessments (16% vs. 3%)

Leaders and teachers in schools with the highest proportion of pupils eligible for FSM were also more likely to use generative AI to draft policy documents, compared to those in schools with the lowest proportion of pupils eligible for FSM (26% vs. 6%).

As shown in Figure 16, when leaders and teachers were asked why they had not used generative AI tools in their role, the most common reason was that they didn't know enough about how generative AI tools could be used in their role (58%). This was followed by around a quarter (23%) who were concerned about the risks of using generative AI tools, and a further 19% reporting that their school did not have the required technology.

Figure 16. Reasons for leaders and teachers not using generative AI tools in their role (Individual weighting)



B3: Panel A Leaders and all teachers who had not used generative AI tools in their role (n=2101).

Source: School and College Panel, April 2023 survey

Leaders were more likely than teachers to say they had not used generative AI tools in their role so far because they did not know enough about how it could be used (64% vs. 57%).

Primary leaders and teachers were more likely than secondary leaders and teachers to have not used generative AI because:

- their school did not have the technology required to use generative AI tools (22% vs. 14% of secondary leaders and teachers).
- it was not applicable for the pupils/students at their school (14% vs. 4%).
- generative AI tools were not applicable for their role (9% vs. 7%).

In contrast, secondary leaders and teachers were more likely than primary leaders and teachers to have not used generative AI because:

- they did not know enough about how generative AI tools could be used in their role (61% vs. 56% of primary leaders and teachers).
- they were concerned about the risks of using generative AI tools (30% vs. 18%).
- their school restricted the use of generative AI tools (3% vs. 1%).

In addition, leaders and teachers in schools with the highest proportion of FSM pupils were more likely than average to have not heard of generative AI before being asked about the topic in the survey (21% vs. 17% total).

Colleges

At the time of the survey, approximately a quarter of college leaders and teacher (23%) had used generative AI tools, while another quarter (26%) had not used generative AI tools but planned to. Half had not used generative AI tools in their role and did not plan to (51%).

Of the 24 college leaders and teachers who had used generative AI tools as part of their roles, 13 had used generative AI tools to create lessons/curriculum resources, and 11 had used these tools to plan lessons/curriculum content.

The most common reason that college leaders and tutors had not used generative AI tools was that they didn't know enough about them (57%), followed by being concerned about the risk (23%), and feeling that the generative AI tools were not applicable to their role (12%).

Whether pupils are permitted to use or are using generative AI tools

School teachers who were not using generative AI tools in their role, but were aware of these tools, were asked if pupils were permitted to use generative AI tools, such as

ChatGPT, in work that they had set. Teachers who were not using generative AI tools in their role but were aware of these tools were also asked if pupils were actually using AI tools in work that they had been set¹⁴.

Most teachers who had not used generative AI tools (72%) reported that using generative AI tools was not permitted in the work they set, with only 2% reporting that it was. A quarter (26%), however, did not know either way. Secondary teachers who had not used generative AI tools were slightly more likely than primary teachers who had not used generative AI tools to report that their pupils were permitted to use AI tools (3% vs. 1%).

Most teachers who had not used generative AI tools (69%) also reported that pupils were not using these tools in the work they had set, with only 4% reporting that they were. Around a quarter (28%) did not know. As with permitted use, secondary teachers who had not used generative AI tools were more likely than primary teachers who had not used generative AI tools to report that their pupils were using generative AI tools in the work they set (6% vs. less than 1% of primary teachers).

Colleges

A similar pattern of findings was seen among college teachers who had not used generative AI tools but were aware of them. Three-in-five (62%) reported that using generative AI tools for the work they set was not permitted, with 2% reporting that it was. A further 36% did not know.

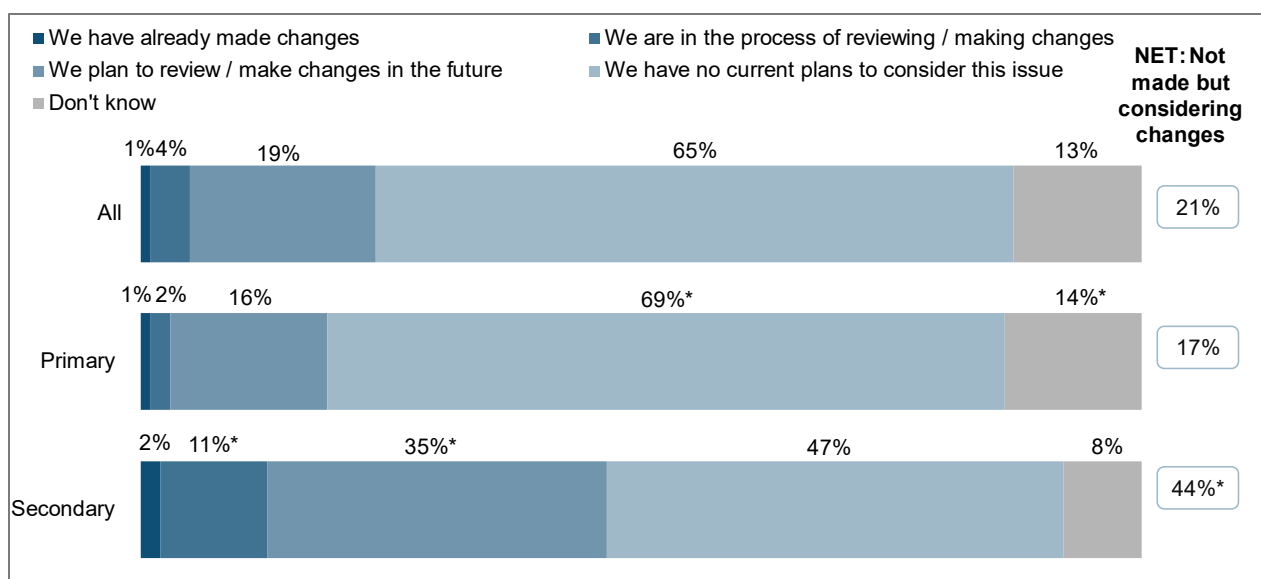
Almost half of college teachers (47%) reported that students were not using generative AI tools in the work they had set, although 7% said that they were. A further 45% said that they did not know whether students were using generative AI or not.

Plans to make changes regarding generative AI tools

Just 1% of schools had made changes within their school to account for generative AI tools and technology, but a further fifth (21%) were either in the process of reviewing/making changes or planning to make changes in the future. Most schools had no current plans to consider the issue of generative AI tools (65%).

¹⁴ These questions were not asked to teachers who had used AI themselves.

Figure 17. Whether schools have made changes based on generative AI tools (Schools weighting)



B6: Panel A Leaders (n=502). Respondents were able to select more than one response; the NET scores take this into account and only count a respondent once if they have selected more than one of the individual answers. *Indicates significant difference between secondary and primary schools.

Source: School and College Panel, April 2023 survey

There was no significant difference between primary and secondary schools in terms of having already made changes to account for generative AI tools and technology (1% vs. 2% respectively). However secondary schools were more likely than primary schools to report that they had not yet made but were considering making changes to account for generative AI tools (44% vs. 17%).

Schools with the highest proportion of pupils eligible for FSM were more likely than schools with the lowest proportion to report that they had no current plans to consider changes within their school to account for generative AI tools and technology (72% vs. 56%).

The small number of schools that had made changes to reflect generative AI tools and technology (8 schools), were asked what changes these were. Two had made changes with the curriculum in mind, 3 had made changes regarding homework, and a further 2 had assigned staff to research the uses of generative AI.

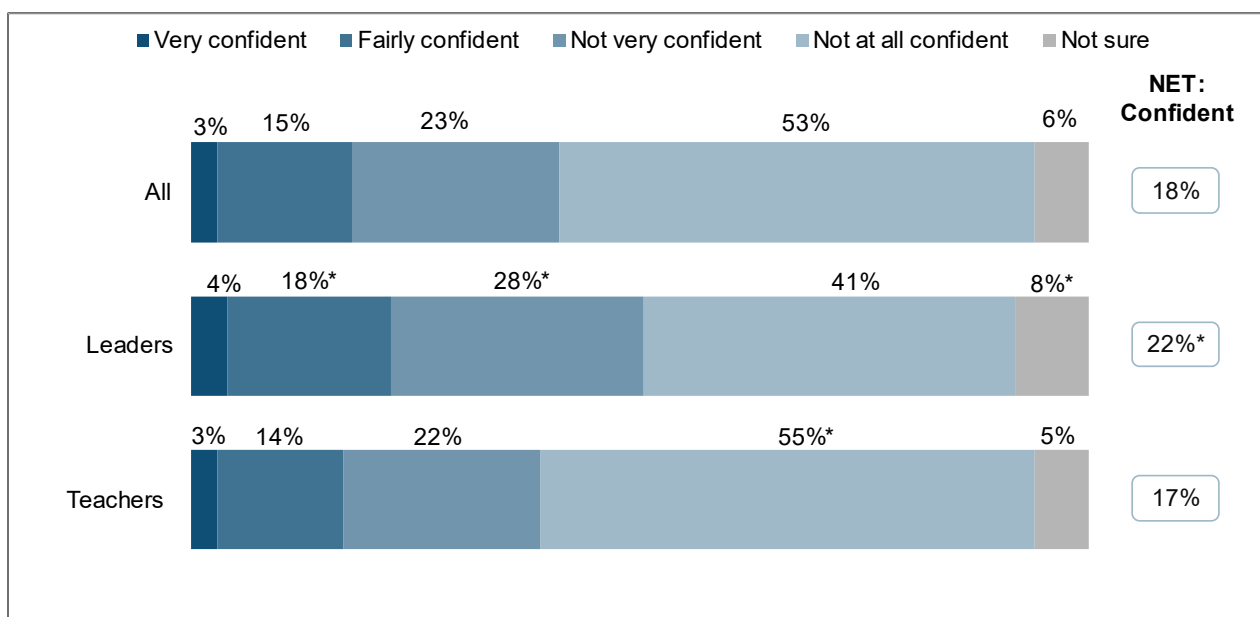
Colleges

Colleges were also asked about planned changes. 20 out of 26 colleges had not yet made changes to account for generative AI tools and technology but were in the process of considering making changes. Three colleges had already made changes, and 1 college had no plans to consider the issue.

Advising pupils on use of generative AI tools

Just under a fifth (18%) of school leaders and teachers reported that they would feel confident in advising pupils on the appropriate use of AI in their work (including coursework/homework), while three quarters (76%) said they would not feel confident.

Figure 18. Levels of leader and teacher confidence in advising pupils about the appropriate use of AI tools in their work (Individual weighting)



B7: Panel A Leaders (n=502), all teachers (n=2034). *Indicates significant difference between leaders and teachers.

Source: School and College Panel, April 2023 survey

Leaders reported being more confident than teachers in terms of advising pupils about the appropriate use of AI tools in their work (22% vs. 17%). Additionally, secondary leaders and teachers were more confident than primary leaders and teachers in advising pupils about the appropriate use of AI tools in their work (25% vs. 11%).

Those who taught older key stages were the most confident advising pupils about the appropriate use of AI tools in their work, with teachers of the younger key stages the least confident (confidence for KS1 was 7%, compared to 14% for KS2, 24% for KS3, 24% for KS4 and 28% for KS5).

Colleges

Just under a half (47%) of college leaders and teachers felt they would be confident advising pupils on the appropriate use of AI in their work (including coursework or homework), half (50%) reported that they would not feel confident and 4% were not sure.

Careers

This chapter covers leaders' and teachers' understanding of apprenticeships and technical route options, their awareness of the provider access legislation and the support available from The Careers & Enterprise Company (CEC). It also covers teachers' confidence linking the curriculum to careers which is one of the Gatsby Benchmarks of Good Career Guidance¹⁵ and their likelihood to undertake Continuous Professional Development (CPD) on careers education.

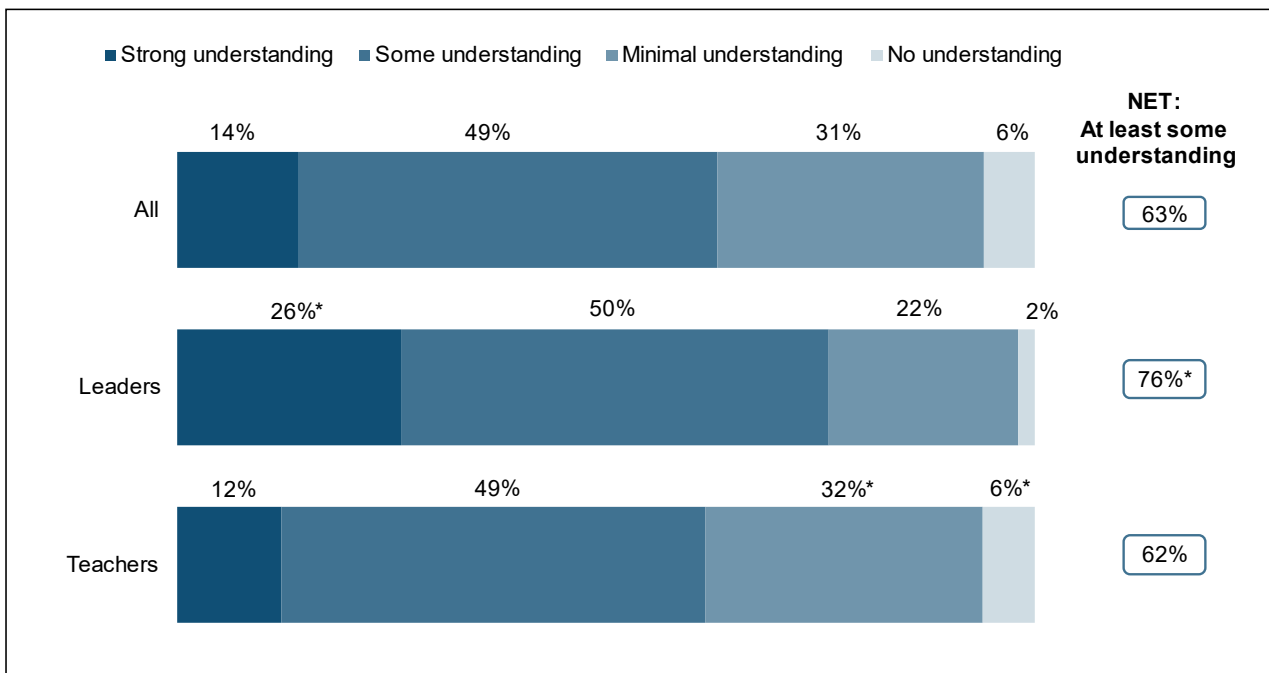
Understanding of apprenticeships and technical route options

Around two-thirds (63%) of secondary leaders and teachers had some understanding of apprenticeships and technical route options, with 14% reporting that they had a strong understanding of these options.

Understanding of these options was higher among secondary leaders compared to secondary teachers. As shown in Figure 19, around three-quarters (76%) of secondary leaders had some understanding of apprenticeship and technical route options compared to 62% of secondary teachers.

¹⁵ [Implementing the Gatsby benchmarks \(goodcareerguidance.org.uk\)](https://www.goodcareerguidance.org.uk)

Figure 19. Understanding of apprenticeships and technical route options among leaders and teachers (Individual weighting)



J1: Panel B secondary leaders and all secondary teachers (n=1228); Panel B secondary leaders (n=176); All Secondary Teachers (n=1052). *Indicates significant difference between secondary leaders and teachers.

Source: School and College Panel, April 2023 survey

Secondary leaders and teachers from schools with the highest proportion of pupils eligible for FSM were more likely to have at least some understanding of apprenticeships and technical route options compared to those from schools with the lowest proportion (67% vs 56%).

Colleges

Almost nine-in-ten (86%) college leaders and teachers had at least some understanding of apprenticeships and technical route options, with 49% saying they had a strong understanding and could confidently give students information and advice on the different options available to them.

Awareness of the provider access legislation

Provider access legislation (sometimes known as the Baker Clause) is a statutory duty to ensure there are opportunities for providers of technical education and apprenticeships to visit schools for the purpose of informing year 8 to 13 pupils about approved technical education qualifications or apprenticeships. On 1 January 2023, the strengthened provider access legislation came into force which specifies that schools must provide at

least six opportunities for providers of technical education and apprenticeships to speak to all pupils, during school years 8 to 13.

When asked if they were aware of the legislation, 85% of secondary leaders said they had heard of it, with 73% saying more specifically that they knew what it was.

Secondary leaders who had a strong understanding of apprenticeships and technical routes were more likely to say they had heard of the legislation, compared to those with only minimal understanding (96% vs 68%).

Among secondary leaders who knew what provider access legislation was, three-in-five (59%) were aware that CEC provided support to schools to meet their legal duty under the legislation.

Colleges

Most college leaders (22 out of 29) had heard of the provider access legislation and knew what it was. The remaining 7 said they had never heard of it.

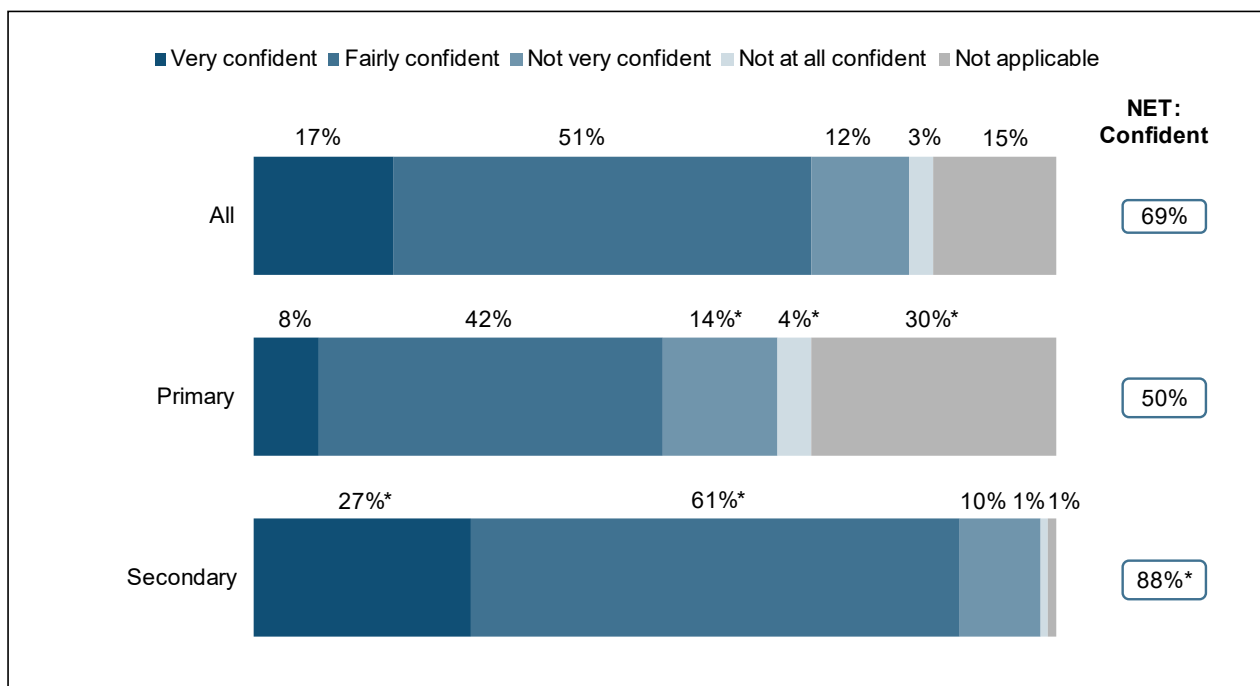
The majority of college leaders who knew about provider access legislation were aware that CEC provided support to schools to meet their legal duty under the legislation (18 out of the 22 college leaders who knew what provider access legislation was).

Teacher confidence linking the curriculum to careers

Teachers were asked how confident they were linking the subject area they taught to career routes and future job opportunities for their students. Seven-in-ten teachers (69%) felt confident doing this.

As shown in Figure 20, secondary teachers felt more confident linking their subject to career routes than primary teachers (88% vs. 50%), whilst primary teachers were more likely to report this was not applicable to their job than secondary teachers (30% vs. 1%). When re-based to exclude those who responded, 'not applicable', secondary teachers were still more likely to feel confident linking their subject to career routes than primary teachers (88% vs. 71%).

Figure 20. Whether teachers are confident linking the subject area they teach to career routes and future job opportunities for their students (Individual weighting)



J4: All teachers (n=2034), primary teachers (n=982) and secondary teachers (n=1052). *Indicates significant difference between primary and secondary schools. 'Not sure' is excluded from the chart (All, 2%, Primary, 3%, Secondary, 1%).

Source: School and College Panel, April 2023 survey

Among primary teachers, those teaching KS2 were more likely to feel confident linking their subject to career routes than those teaching KS1 (56% vs. 41%) while those teaching KS1 were more likely to report this was not applicable to their job (35% vs. 24% of those teaching KS2).

Teachers with a strong understanding of apprenticeships and technical routes were more likely to say they were confident linking the subject area they taught to career routes and future job opportunities for their students than those with some understanding, minimal understanding, and no understanding (99% vs. 94%, 78% and 64% respectively).

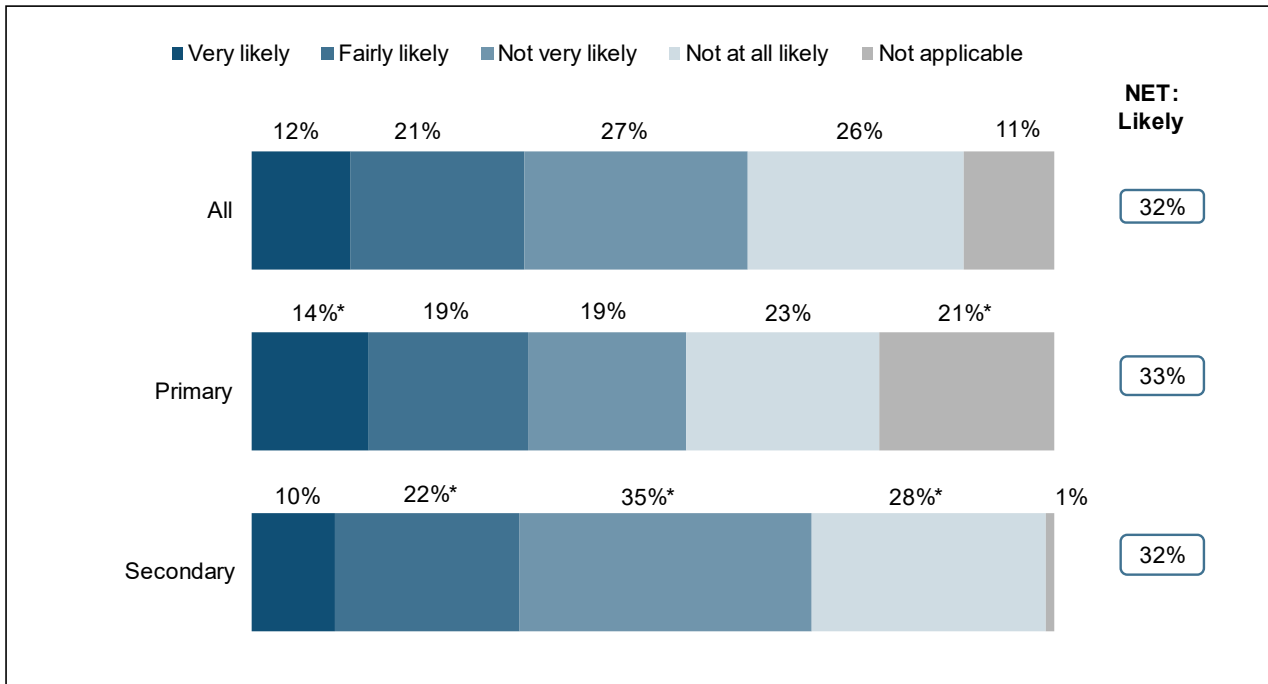
Continuous Professional Development on careers education

Around a third (32%) of teachers said they would be likely to consider taking some Continuous Professional Development (CPD) on careers education in the next 12 months.

As shown in Figure 21, while a third of both primary and secondary teachers responded that they were likely to consider taking CPD on careers education (33% and 32% respectively), primary teachers were slightly more likely to respond that they were very

likely to do so than secondary teachers (14% vs. 10%). Primary teachers were also more likely to say it was not applicable to their job (21% vs. 1%).

Figure 21. Whether teachers would be likely to consider taking any Continuous Professional Development (CPD) on careers education in the next 12 months (Individual weighting)



J5: All teachers (n=2034), primary teachers (n=982) and secondary teachers (n=1052). *Indicates significant difference between primary and secondary schools. 'Not sure' is excluded from the chart (All, 4%, Primary, 4%, Secondary, 4%).

Source: School and College Panel, April 2023 survey

Teachers from schools with the highest proportion of pupils eligible for FSM were more likely to consider taking CPD on careers education compared to those from schools with the lowest proportion (39% vs 30%).

Colleges

Nine-in-ten (92%) college teachers reported feeling confident linking their subject to career routes, with 51% feeling very confident.

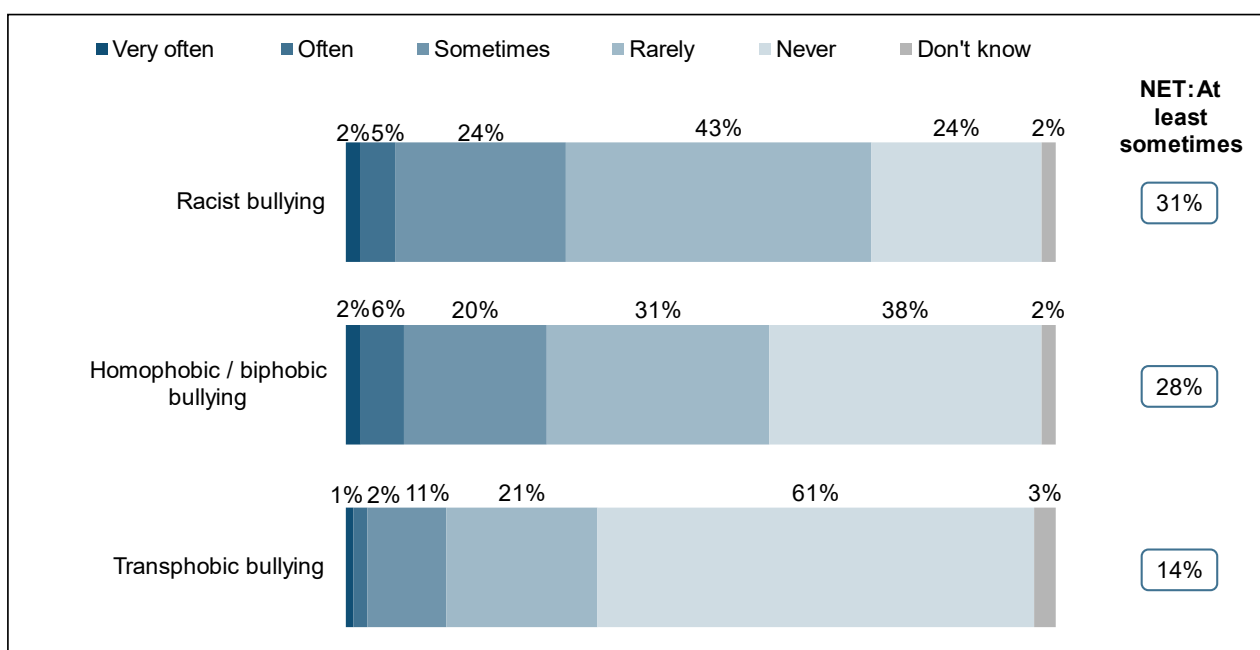
Just over half (54%) of college teachers said they were likely to consider taking CPD on careers education, with 22% saying they would be very likely to consider it.

Types of bullying

Leaders and teachers were asked how often they had seen or received reports of different types of bullying between pupils in the last 12 months.

Around three-in-ten school teachers and leaders had seen or received reports of racist bullying (31%) and homophobic or biphobic bullying (28%) at least sometimes, with 7% and 8% respectively seeing it often or very often. As shown by Figure 22, 14% had seen transphobic bullying at least sometimes with 4% seeing this often or very often.

Figure 22. How often school leaders and teachers have seen or received reports of types of bullying between pupils in the last 12 months (Individual weighting)



K1: Panel B Leaders and all teachers (n=2505).

Source: School and College Panel, April 2023 survey

Teachers were more likely to have seen or received reports of homophobic or biphobic bullying and transphobic bullying at least sometimes compared to leaders (30% vs. 20%, and 15% vs. 9% respectively). There was no significant difference recorded for racist bullying.

Leaders and teachers working in secondary schools were more likely to have seen or received reports of each of the forms of bullying at least sometimes compared to those at primary schools:

- homophobic/biphobic bullying (47% vs. 11%)
- transphobic bullying (27% vs. 3%)
- had seen racist bullying (46% vs. 17%)

Leaders and teachers from schools with the highest proportion of pupils eligible for FSM were more likely to have seen or received reports of each type of bullying at least sometimes compared to leaders and teachers from schools with the lowest proportion of pupils eligible for FSM (32% for homophobic or biphobic bullying vs. 20%, 14% for transphobic bullying vs. 10%, and 41% for racist bullying vs. 22%).

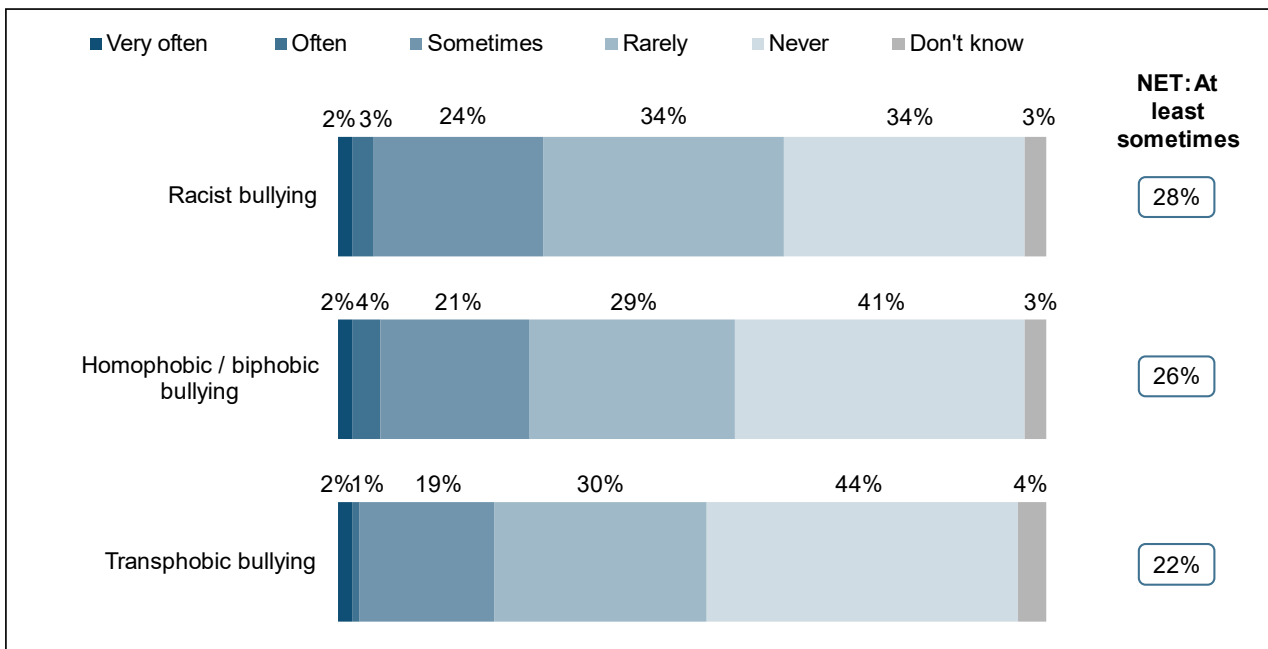
Asian and Black leaders and teachers were more likely to say they had at least sometimes seen or received reports of racist bullying compared to White leaders and teachers (47%, 46% and 30% respectively). White leaders and teachers were less likely to say that they had at least sometimes seen or received reports of homophobic or biphobic bullying (27% vs. 28% on average).

Male leaders and teachers were more likely to say they had at least sometimes seen or received reports of homophobic or biphobic bullying compared to female leaders and teachers (34% vs. 26%).

Colleges

As shown by Figure 23, around a quarter of college leaders and teachers had seen or received reports of racist bullying (28%), homophobic or biphobic bullying (26%) and transphobic bullying (22%) at least sometimes in the last 12 months.

Figure 23. How often college leaders and teachers have seen or received reports of types of bullying between pupils in the last 12 months (Individual weighting)



K1: College Leaders and college teachers (n=102).

Source: School and College Panel, April 2023 survey

Ventilation

Over the last two winters, the Department for Education has provided sufficient CO₂ monitors to each school to cover all teaching spaces in state-funded settings, including early years, further education, childminders operating in groups of four or more, and children's homes that offer places to 6 or more. All settings listed on [Get Information About Schools](#) should have received approximately enough monitors to place one per teaching space. The Department for Education provided guidance both accompanying the monitors and through its standard communication channels.

CO₂ monitors are small devices that measure the concentration of carbon dioxide in the air. High CO₂ levels are indicative of bad ventilation. The aim of introducing CO₂ monitors into classrooms is to help staff understand how to balance the need to maintain good levels of ventilation and to keep classrooms warm, by knowing when to open or close doors and windows.

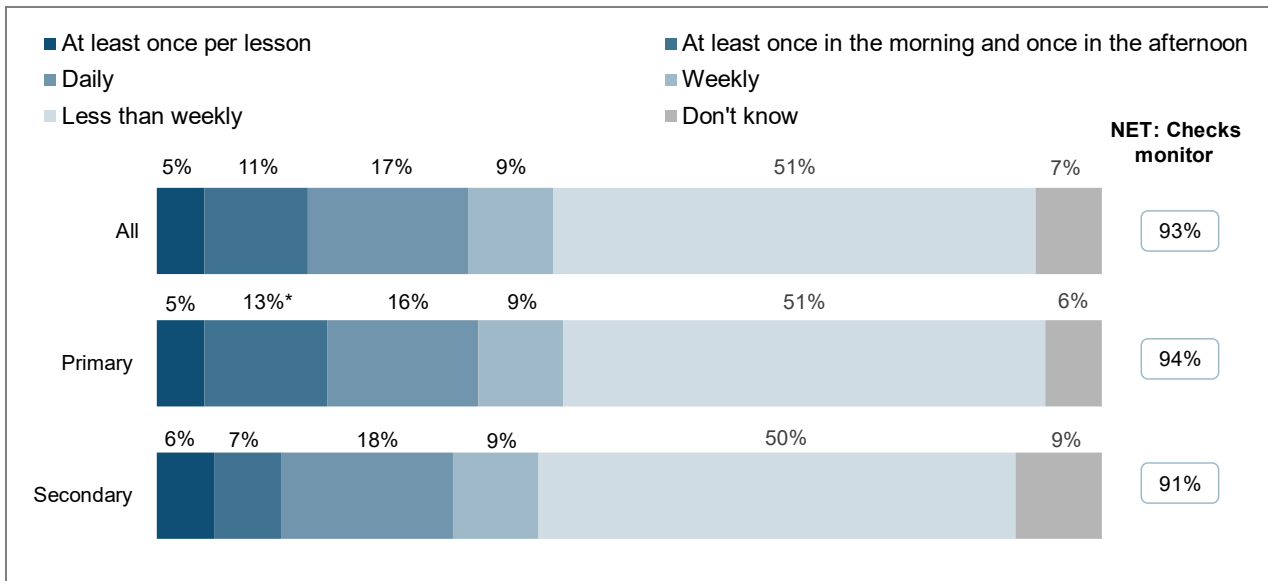
Checking CO₂ monitors

DfE guidance suggested monitors should be checked regularly, though it anticipates frequency would fall over time as teachers become familiar with trends during lessons.

School teachers were asked on average how often, if at all, they had checked the readings of a carbon dioxide (CO₂) monitor in their teaching space in this academic year. The most common response (37%) was that this question was not applicable because they didn't have a CO₂ monitor in their space. Secondary teachers were more likely than primary teachers to report this (54% vs. 22%).

Among those teachers with a CO₂ monitor in their teaching space, frequency of checking the monitor varied. As shown in Figure 24, a third (33%) reported that they checked the monitor at least once a day, one in ten (9%) checked it weekly, and half (51%) checked it less frequently.

Figure 24. How often teachers check the CO₂ monitors in their classroom (Individual weighting)



I1_rebased: All Panel B Teachers that had a CO₂ monitor in their teaching space, not applicable removed (n=619), Panel B primary teachers that had a CO₂ monitor in their teaching space (n=386) and Panel B secondary teachers that had a CO₂ monitor in their teaching space (n=233). *Indicates significant difference between primary and secondary teachers.

Source: School and College Panel, April 2023 survey

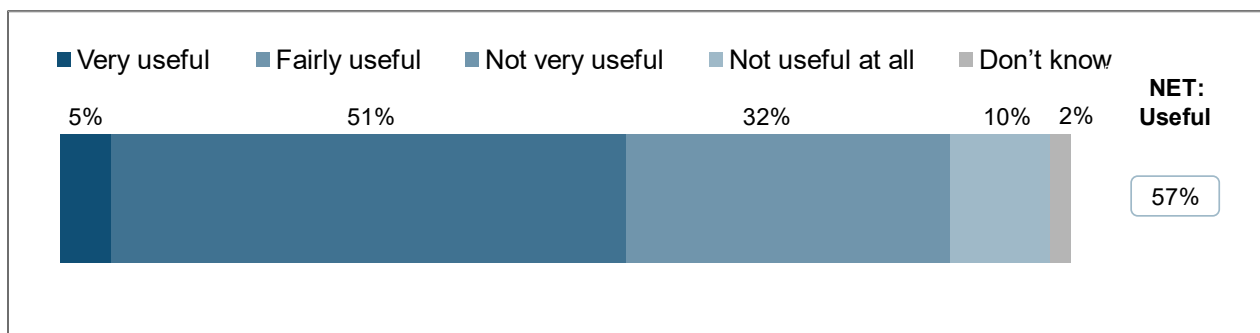
Guidance from the Department of Education on CO₂ monitors

One-in-five (17%) teachers, regardless of whether they had a CO₂ monitor in their space or not, reported that they had read the guidance from the Department for Education instructing schools on how to use a CO₂ monitor correctly. This equated to 21% among those who were responsible for reading the CO₂ monitor in their teaching space. Around half (52%) of all teachers had not read the guidance, 13% could not remember, and 19% reported that this was not applicable because they were not the person responsible for reading the CO₂ monitor in their teaching space. Primary teachers were more likely than secondary teachers to have read the guidance (22% vs. 12%). The same was true when looking only at teachers responsible for reading the CO₂ monitor in their teaching space (26% of primary teachers vs. 15% of secondary teachers).

As shown in Figure 25, around three-in-five (57%) teachers that had read the guidance found it useful, whilst 41%¹⁶ did not find it useful.

¹⁶ Due to rounding, the figure here in the text and the figures for 'not very useful' and 'not useful at all' in Figure 25 are not equal.

Figure 25. Usefulness of Department for Education’s guidance on reading CO₂ monitors correctly (Individual weighting)



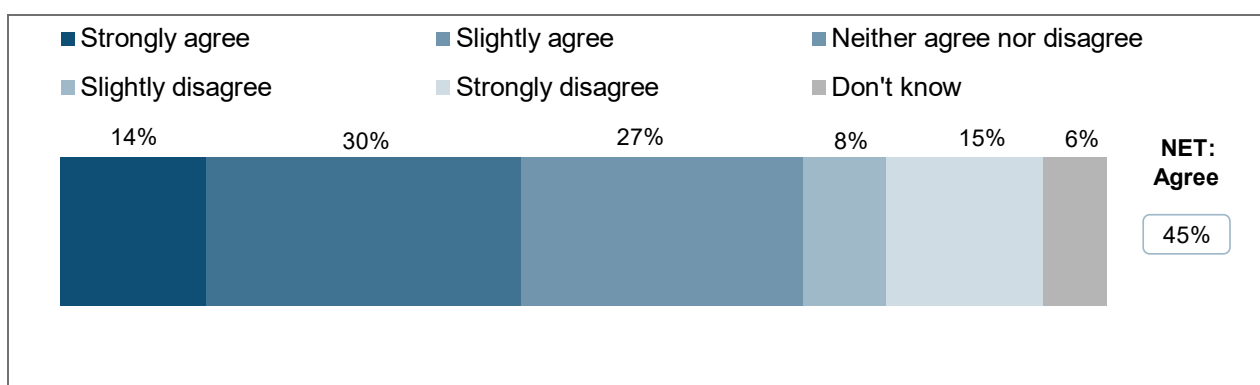
I3: Panel B Teachers who had read the DfE guidance on how to use a CO₂ monitor correctly (n=165).

Source: School and College Panel, April 2023 survey

Teachers views on CO₂ monitors

Teachers with a CO₂ monitor in their teaching space were asked the extent to which they agreed that it helped them understand how to balance good levels of ventilation and to keep their classroom warm by knowing when to open or close doors and windows. About twice as many agreed as disagreed with this statement (45% vs. 23%), as shown in Figure 26.

Figure 26. Teachers views on whether their CO₂ monitor helps them understand how to balance good levels of ventilation and keep their classroom warm (Individual weighting)



I4: Panel B Teachers who had a CO₂ monitor in their teaching space (n=619).

Source: School and College Panel, April 2023 survey

Among teachers with a CO₂ monitor in their teaching space, those in schools with the highest proportion of pupils eligible for FSM were less likely than the average overall to agree with the statement (35% vs. 45%).

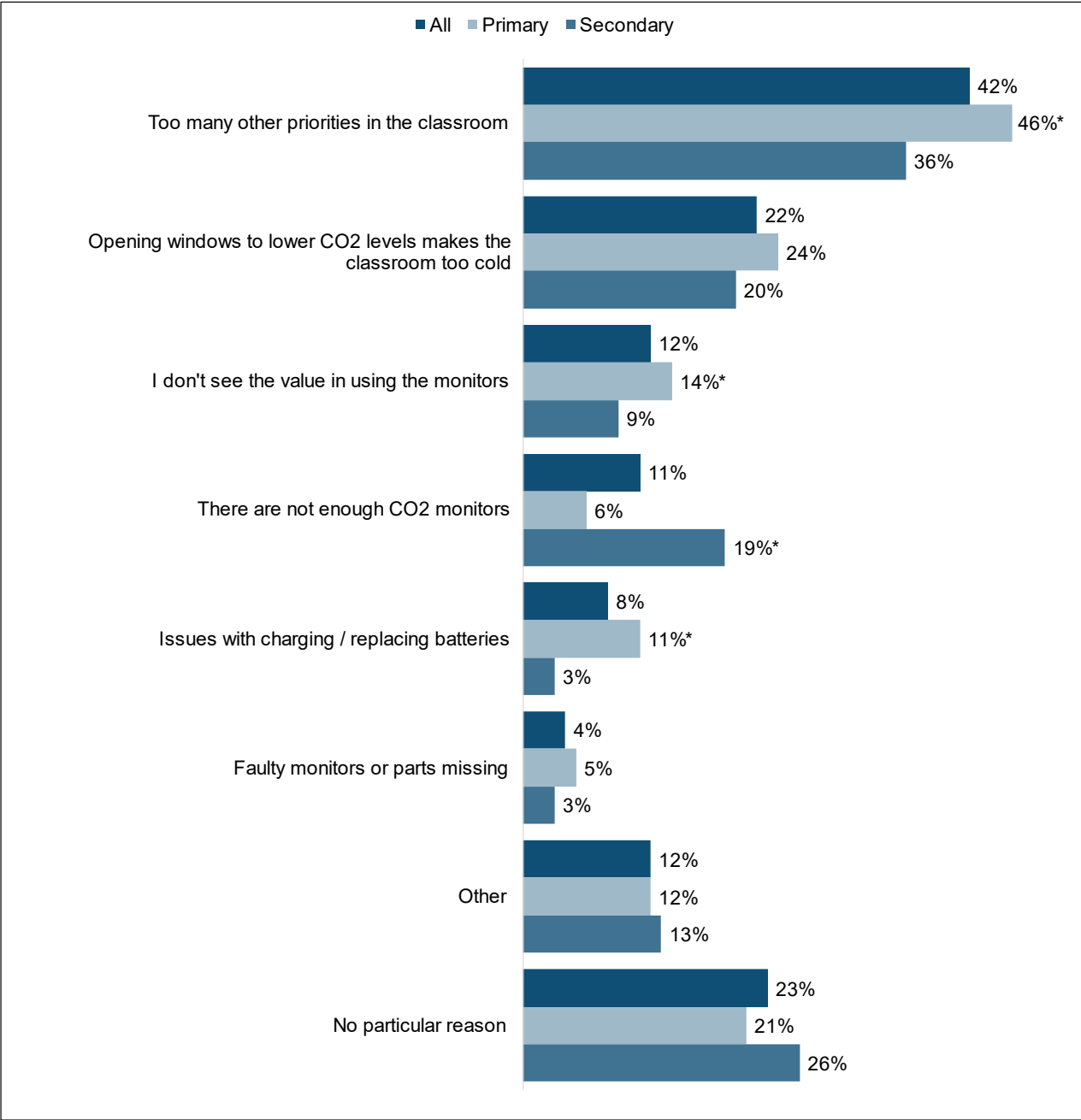
All teachers, excluding those in settings where monitors have not been provided, were asked what, if anything, had prevented them from using CO₂ monitors to date. The two most common responses were having too many other priorities in the classroom (42%) and that opening windows to lower CO₂ levels makes the classroom too cold (22%).

As shown in Figure 27, primary teachers were more likely than secondary teachers to report that the barriers to using CO₂ monitors to date were because:

- they had too many priorities in the classroom (46% vs. 36%).
- they did not see the value in using the monitors (14% vs. 9% secondary teachers).
- they had issues changing the batteries (11% vs. 3%).

In contrast, secondary teachers were more likely than primary teachers to report that they had not used CO₂ monitors to date because there were not enough CO₂ monitors (19% vs. 6%).

Figure 27. Reasons that prevent teachers from checking their CO₂ monitor (Individual weighting)



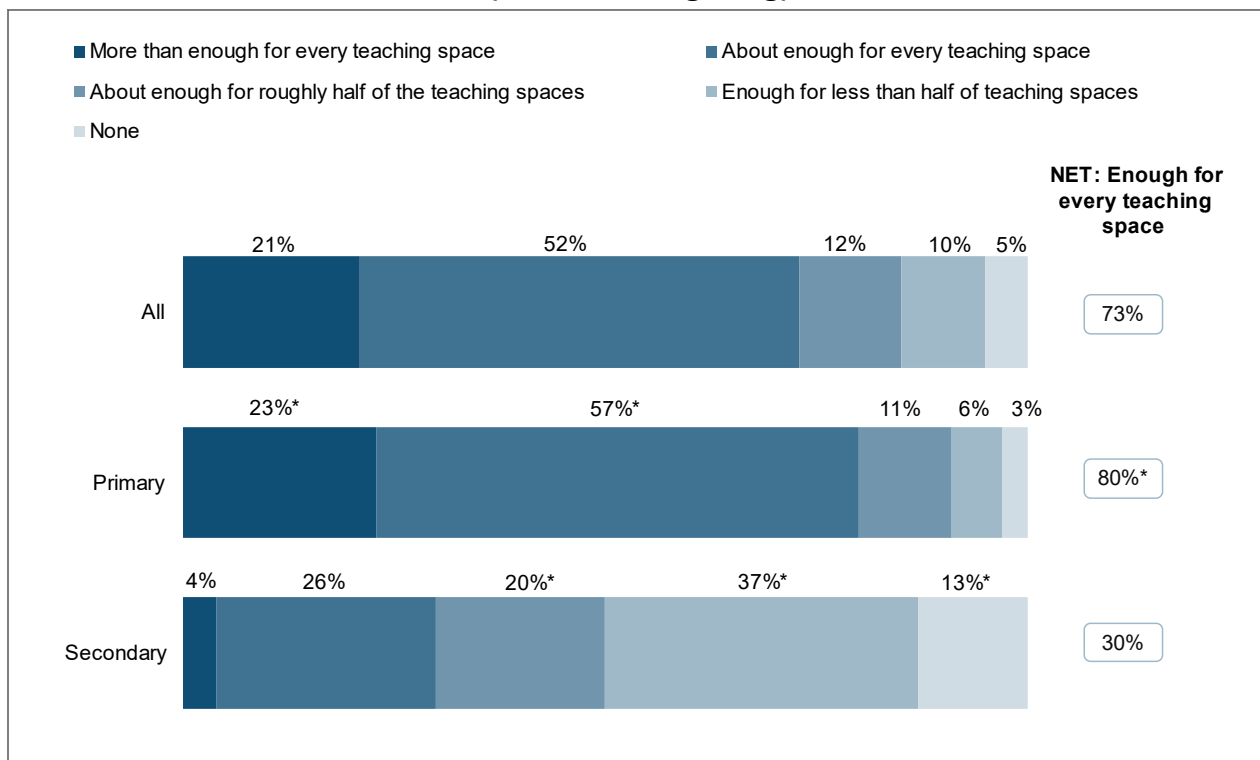
I5: Panel B Teachers, excluding those who answered for 'Monitors have not been provided for my teaching space' (n=691), Panel B primary teachers excluding those who answered for 'Monitors have not been provided for my teaching space' (n=421) Panel B secondary teachers excluding those who answered for 'Monitors have not been provided for my teaching space' (n=270). *Indicates significant difference between primary and secondary teachers.

Source: School and College Panel, April 2023 survey

Sufficiency of CO₂ monitors in schools

Over seven-in-ten (73%) schools reported that they had enough CO₂ monitors for every teaching space, although 5% reported that they had no CO₂ monitors at all.

Figure 28. CO₂ monitors schools have received from the Department for Education (Schools weighting)



I6_rebased: Panel B Leaders, excluding those who answered, 'Not sure' (n=390), Panel B primary leaders, excluding those who answered, 'Not sure' (n=257) and Panel B secondary leaders, excluding those who answered, 'Not sure' (n=133). *Indicates significant difference between primary and secondary schools.

Source: School and College Panel, April 2023 survey

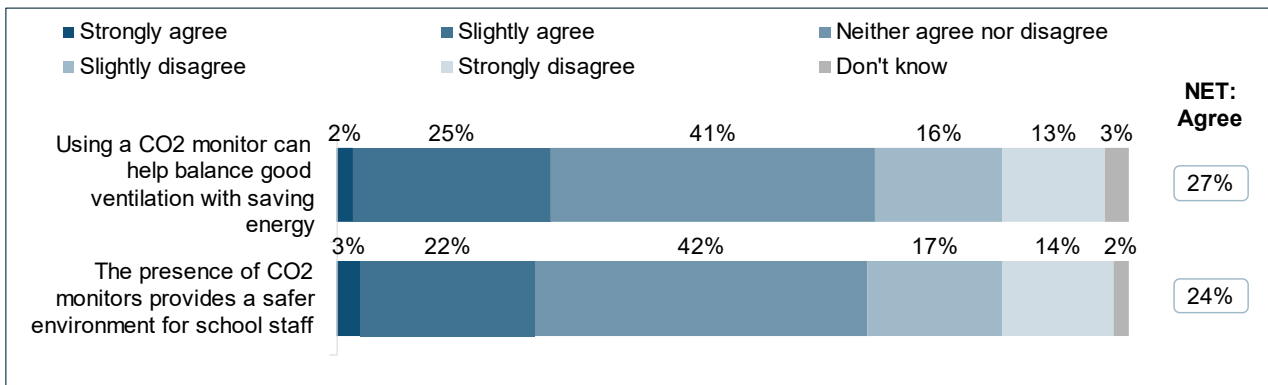
Primary schools were more likely than secondary schools to report they had enough CO₂ monitors for every teaching space (80% vs. 30%). Conversely, secondary schools were more likely than primary schools to report that they have not received any CO₂ monitors at all (13% vs. 3% of primary schools).

Impact of CO₂ monitors on schools

Schools that had received CO₂ monitors were asked if their presence helped balance good ventilation with saving energy, and if they felt it helped to provide a safer environment for school staff. As shown in Figure 29, around a quarter of schools agreed with each of these statements (27% and 24% respectively), but in both instances this agreement was matched or slightly outweighed by the proportion who disagreed (28%

and 31% respectively). Around four-in-ten schools reported that they neither agreed nor disagreed with these two statements (41% and 42% respectively).

Figure 29. School views on the impact of CO₂ monitors (Schools weighting)



I7: Panel B Leaders who had received any CO₂ monitors from DfE (n=365).

Source: School and College Panel, April 2023 survey

Primary schools were more likely than secondary schools to agree that using a CO₂ monitor can help balance good ventilation with saving energy (29% vs. 18%) Among schools that reported receiving CO₂ monitors and felt that using them helped balance good ventilation with saving energy, three-in-ten had discussed the topic with staff (58%) and one-in-ten intended to (11%). A fifth (21%) did not intend to discuss the topic and one-in-ten (10%) did not know.

Additional hours

As part of the government's commitment to a long-term education recovery plan, the department is investing £800m across the next 3 academic years to fund 40 additional learning hours for band 5¹⁷ (which covers most sixth form students) and T Level students (and a proportionate increase for those in lower bands) in 16 to 19 education.

Using the additional learning hours

When asked whether they were using the funding for additional learning hours, around one-in-ten (11%) secondary schools with sixth forms reported that they had not received this additional funding.

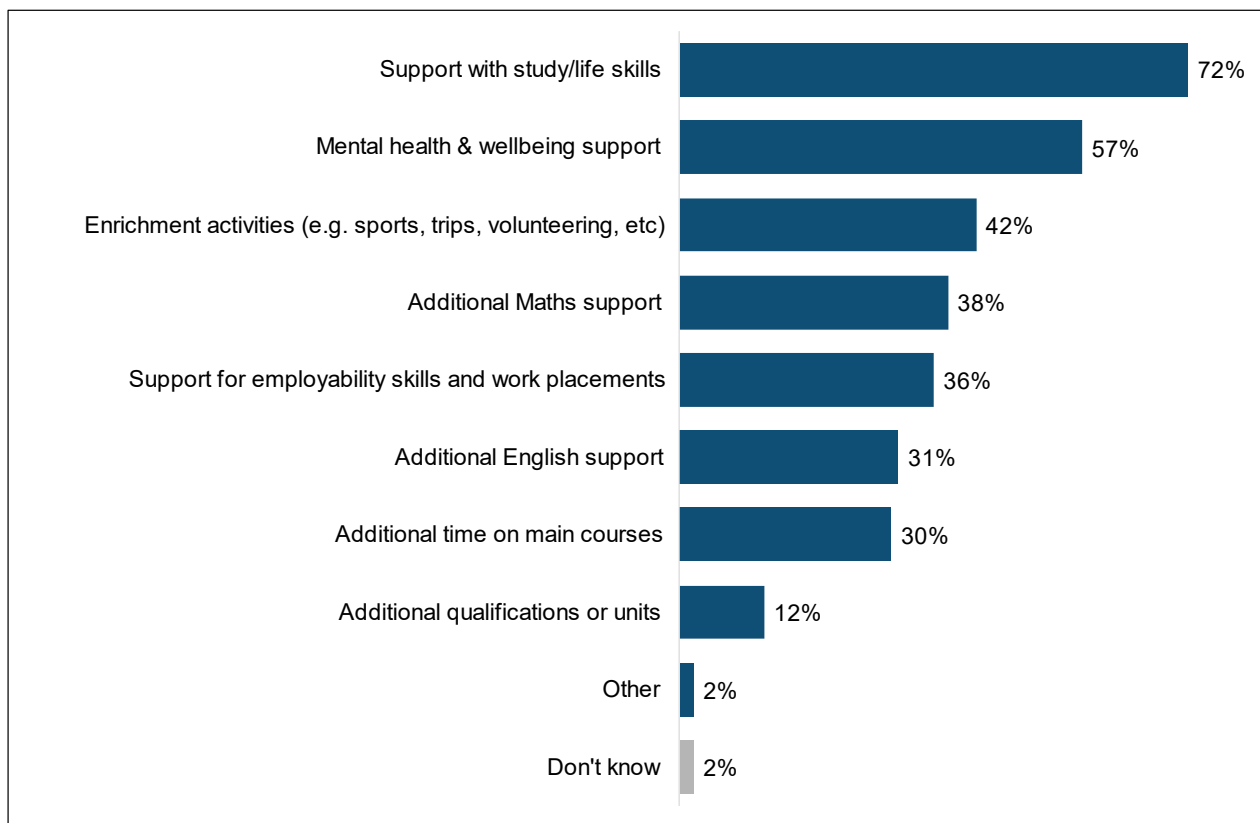
Among schools with sixth forms that had received the funding, 44% reported that they had used it to fund existing provision plans¹⁸, a similar proportion reported that they did not know if they had used it to fund existing provision plans (45%), and 11% reported that they had not. Around four-in-ten (41%) schools with sixth forms reported that they had used it to fund additional learning hours which were not otherwise planned, a similar proportion (44%) did not know if they had done this, and 15% reported that they had not.

As shown in Figure 30, in schools with sixth forms providing additional learning hours with the funding, the most common use of the additional hours was for support with study/life skills (72%), followed by mental health and wellbeing support (57%).

¹⁷ Band 5 students are those that have 580+ planned hours of study and are 16 and 17 year olds, or 18 and over with high needs. More information on banding can be found here: [Funding guidance for young people 2022 to 2023 rates and formula - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/funding-guidance-for-young-people-2022-to-2023-rates-and-formula)

¹⁸ Please note, this question did not clarify what is meant by 'funding existing plans', therefore respondents could have interpreted this to mean extending existing provision plans.

Figure 30. Use of additional hours in schools (Schools weighting)



H2: Panel A Secondary Leaders at schools with sixth forms that provided additional learning hours (n=54).

Source: School and College Panel, April 2023 survey

Colleges

Colleges were also asked if they were using the government's funding for 40 additional learning hours for band 5 to help fund existing provision plans and/or to provide additional learning hours otherwise not planned. Twenty-one out of 26 colleges reported that they were using the funding to help fund existing provision plans¹⁹, whilst 3 had not and 2 did not know. Similarly, 20 reported that they were using it to provide additional learning hours which were not otherwise planned, whilst 2 had not and 4 did not know.

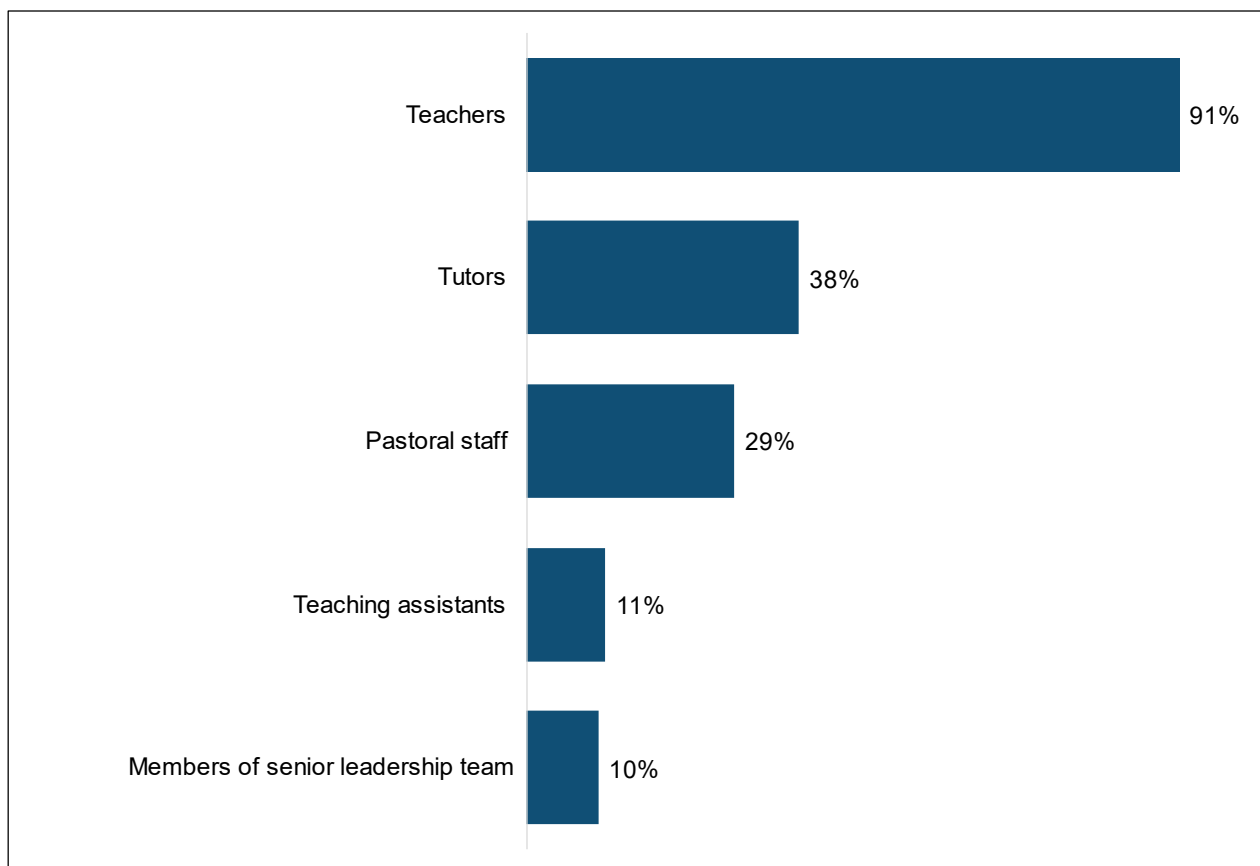
Among the 20 colleges who were providing additional learning hours with the funding, the most common use of the additional hours was for support with study/life skills (13 colleges), followed by additional maths support (12 colleges) and additional English support (12 colleges).

¹⁹ See note 18.

Delivery of additional funded hours

Among secondary schools with sixth forms that were providing additional learning hours with the funding, the additional learning was most commonly being delivered (or was planned to be delivered) by teachers (91%).

Figure 31. Who delivers additional hours in schools (Schools weighting)



H3: Panel A Secondary Leaders at schools with sixth forms that provided additional learning hours (n=54). Note: Respondents were able to select more than one answer to this question.

Source: School and College Panel, April 2023 survey

A third (33%) of these schools had hired additional permanent members of staff to cover these additional hours or planned to hire additional staff (23% had hired the permanent staff by the time of the survey, 10% were planning to do so). Most of the remainder (63%) had not hired any additional permanent members of staff nor were they planning to do so.

Colleges

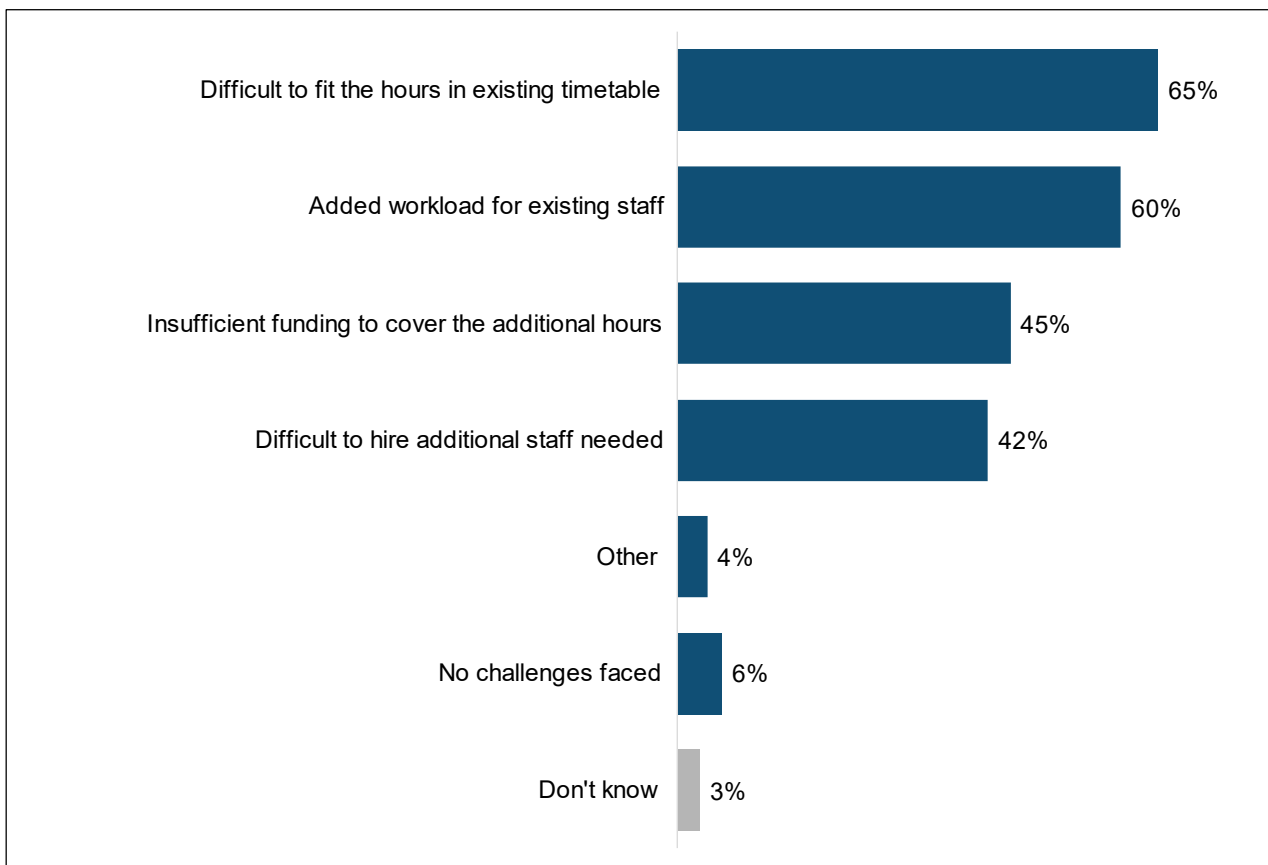
Among the 20 colleges providing additional learning hours with the funding, the additional learning was most commonly being delivered (or was planned to be delivered) by teachers (17 colleges), followed by pastoral staff (11 colleges) or tutors (10 colleges).

Among these 20 colleges, 9 colleges had hired additional permanent members of staff to cover these additional hours. The remaining 10 had not, and 1 college did not know.

Challenges faced delivering additional funded hours

Secondary schools with sixth forms that were providing additional learning hours with the funding were asked what challenges, if any, they have faced when delivering the additional hours. Nine-in-ten (91%) schools cited at least one challenge. As shown in Figure 32, The most common response was that it was difficult to fit the hours into the existing timetable (65%), followed by adding workload for existing staff (60%).

Figure 32. Challenges of delivering additional funded hours (Schools weighting)



H6: Panel A Secondary Leaders that provided additional learning hours (n=54).

Source: School and College Panel, April 2023 survey

Colleges

Colleges providing additional learning hours with the funding were likewise asked what challenges, if any, they faced when delivering additional hours. Of the 20 colleges using the funding for delivering additional hours, 19 of them cited a challenge with implementation. The most common response was that it was difficult to hire additional

staff needed (13 colleges), followed by it being difficult to fit the hours into the existing timetable (11 colleges) and adding workload for existing staff (10 colleges). Seven colleges thought that funding was insufficient to cover the additional hours.

National Tutoring Programme and pupil premium

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:

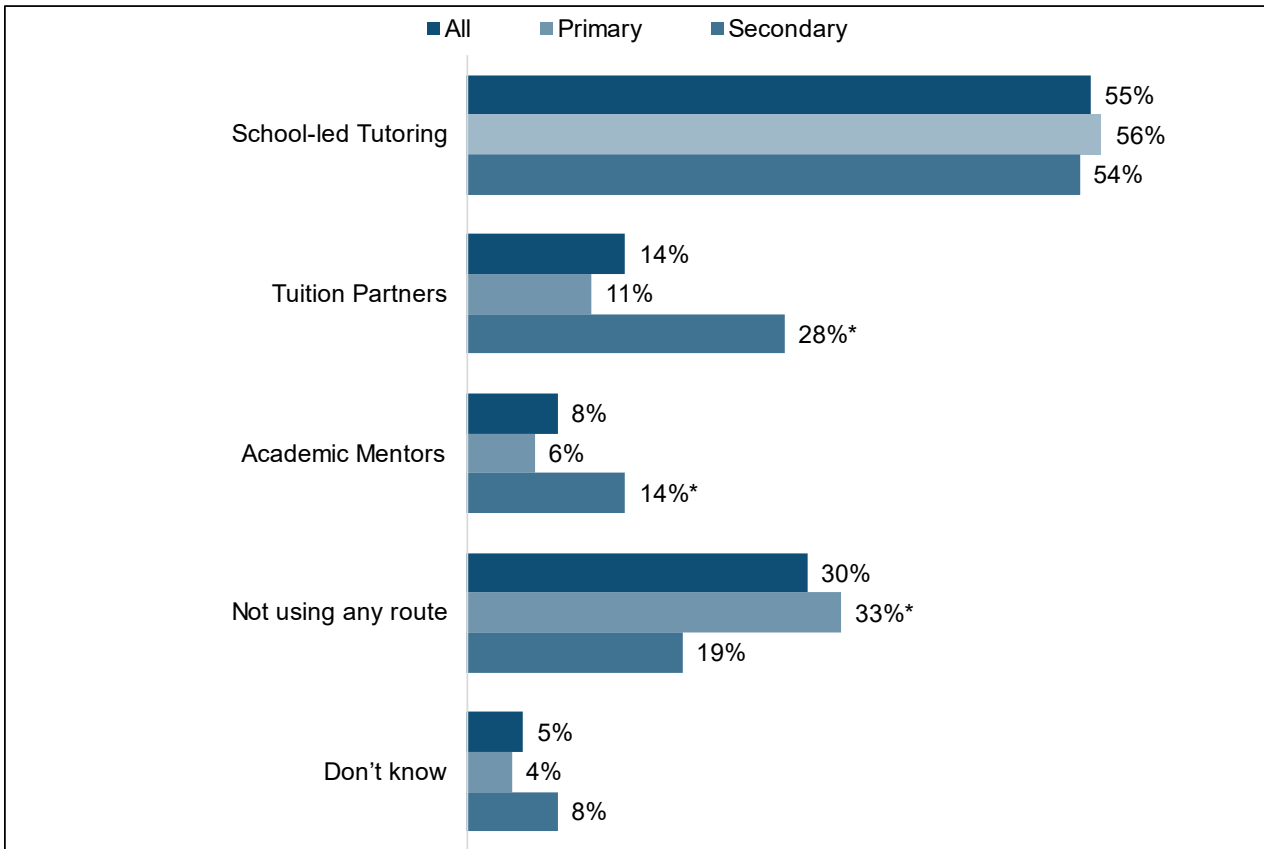
- **School Led Tutoring (SLT)** – members of a school's own staff, either currently employed or specifically engaged for this purpose, including retired, returning or supply teachers, support staff, and others
- **Tuition Partners (TP)** – tutors recruited by external tutoring organisations quality-assured 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 of NTP routes

Around two-thirds (65%) of schools in April 2023 reported using at least one NTP route during the academic year.

As shown in Figure 33, schools most frequently reported using School Led Tutoring (55%), with little variation between primary and secondary schools. Schools less frequently reported using Tuition Partners (14%) or Academic Mentors (8%). For these routes, there was larger variation by school phase, with secondary schools more frequently using both routes (28% for Tuition Partners and 14% for Academic Mentors).

Figure 33. NTP routes used by schools to deliver tutoring (Schools weighting)



A1: Panel B leaders (n=471), panel B primary leaders (n=295), panel B secondary leaders (n=176)
 *Indicates significant difference between primary and secondary.

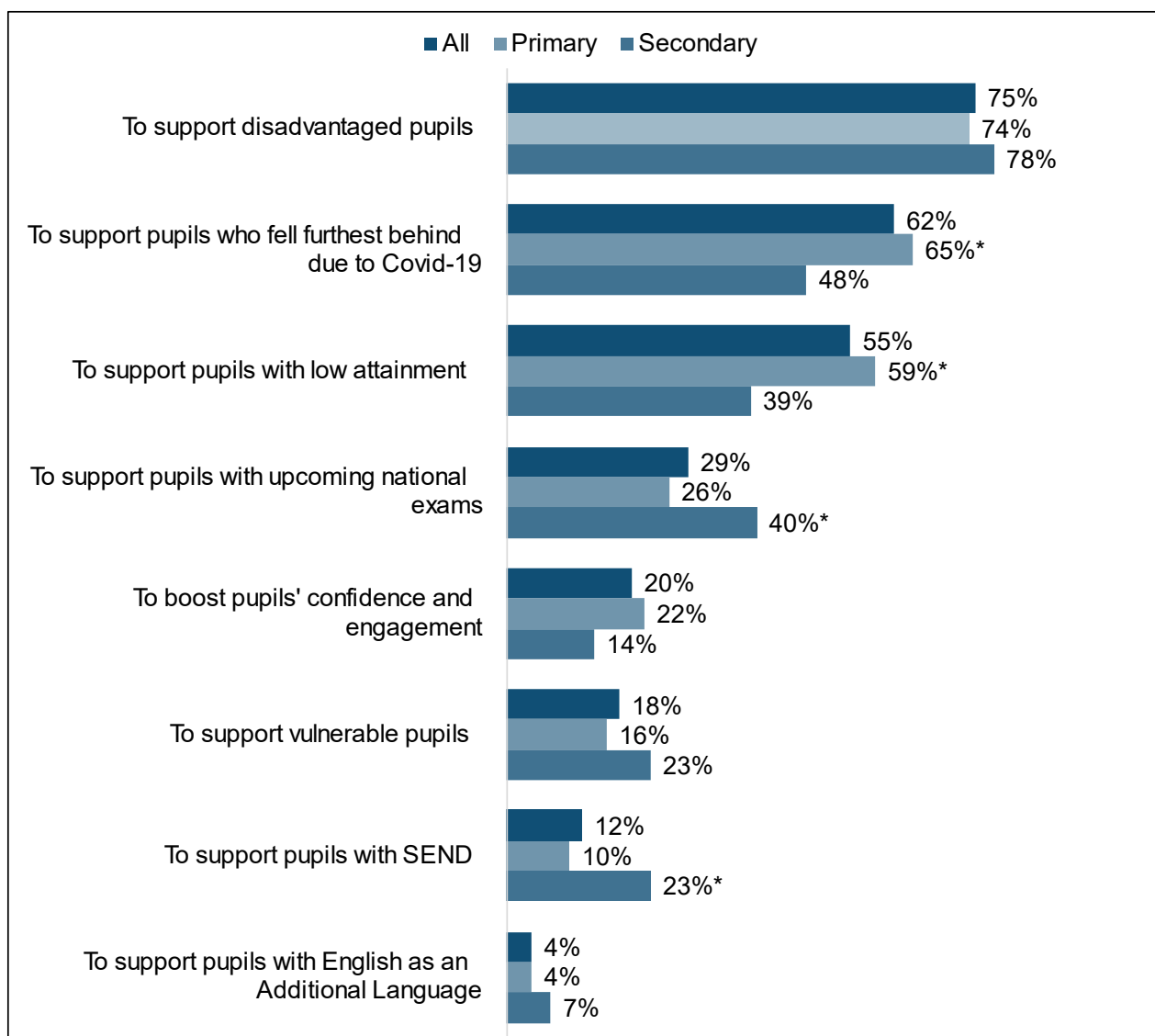
Source: School and College Panel April 2023 survey

Schools with the highest proportion of pupils eligible for FSM were more likely to be using Tuition Partners and Academic Mentors compared to schools overall (21% vs. 14%, and 13% vs. 8% respectively).

Reasons for offering tutoring

As shown in Figure 34, the reasons most commonly given for offering tutoring were to support disadvantaged pupils (75%), or to support those that fell furthest behind during the COVID-19 pandemic (62%). The latter was more commonly reported by primary schools than secondary schools (65% vs. 48%).

Figure 34. Reasons for offering tutoring (Schools weighting)



A2: Panel B leaders that delivered NTP tuition (n=312): primary (n=186), secondary (n=126). *Indicates significant difference between primary and secondary. 'To use tutors to fill gaps in teacher resource' (All, 1%, Primary, 1%, Secondary, 2%) not charted.

Source: School and College Panel April 2023 survey

Primary schools were also more likely than secondary schools to use tutoring to support pupils with low attainment (59% vs. 39%), whereas secondary schools were more likely to use tutoring to support pupils with upcoming national exams (40% vs. 26%), or with

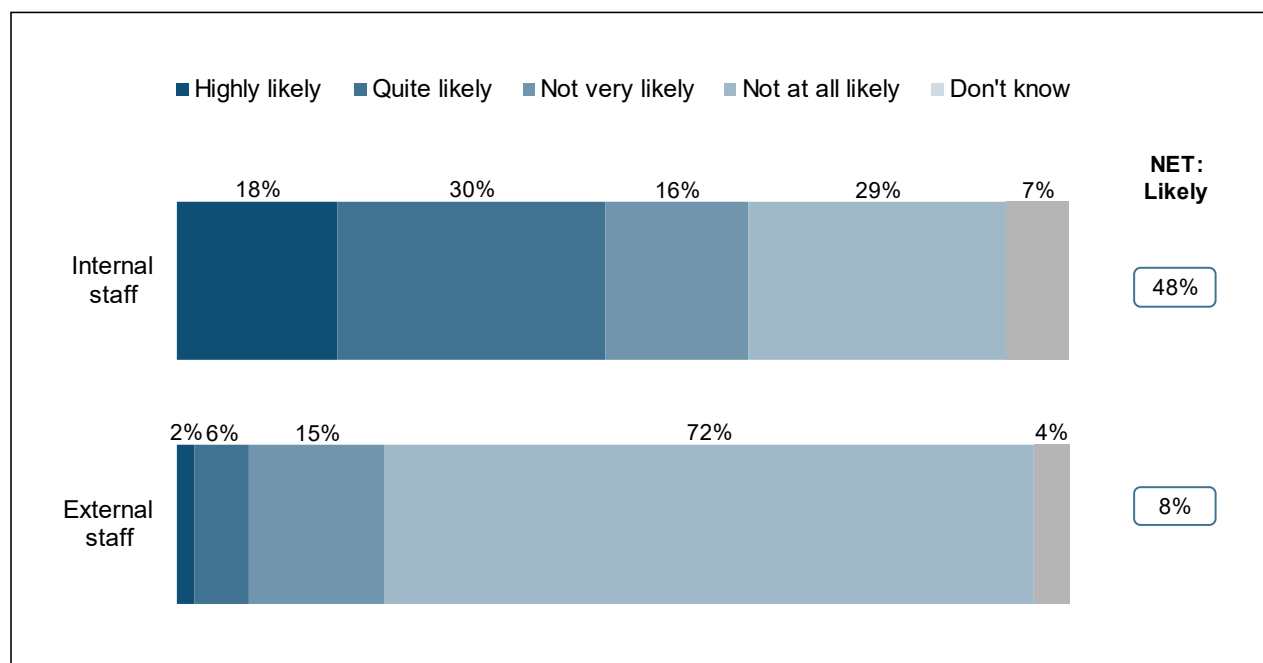
SEND (23% vs. 10%). Upcoming national exam support was also more likely to be mentioned by schools with the highest proportion of pupils eligible for FSM (42% vs. 29% overall).

Future tutoring intentions and staff delivery

School leaders were asked about the likelihood of their school continuing to offer tutoring after this academic year²⁰.

As shown in Figure 35, around half (48%) of schools using at least one NTP route reported it was likely they would continue to offer tutoring using internal staff after this academic year. Around one-in-ten (8%) reported it was likely that they would do so using external staff. Secondary schools were more likely than primary schools to report using external staff (15% vs. 6%).

Figure 35. Whether schools are likely to continue offering tutoring via internal/external staff (Schools weighting)



A3: Panel B leaders that delivered NTP tuition (n=312).

Source: School and College Panel April 2023 survey

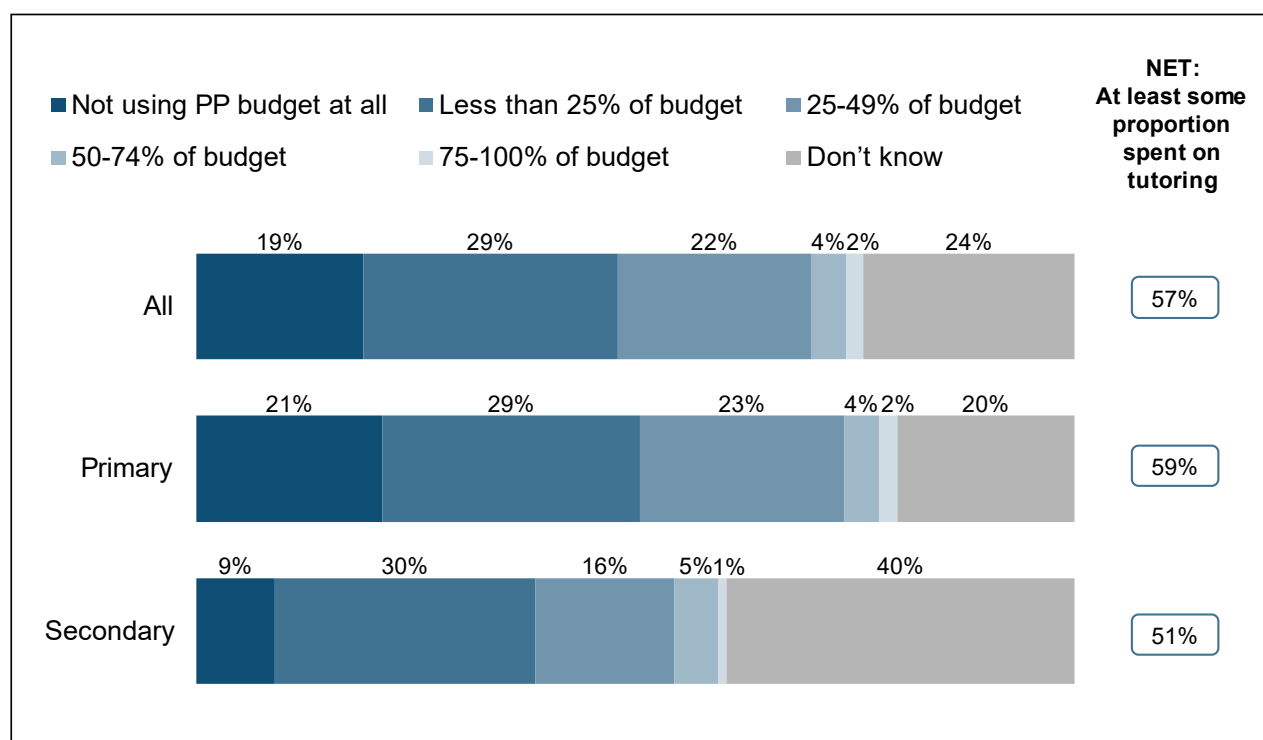
²⁰ This survey took place before the Department for Education announced new arrangements for the 2023/24 academic year. This announcement included confirmation on the subsidy for next year, which is set as 50% of the total cost incurred to deliver tutoring instead of the previously announced 25%.

Using pupil premium budget

As shown in Figure 36, just under six-in-ten (57%) schools spent at least some of their pupil premium budget on funding tutoring this year. Around three-in-ten (29%) were spending less than a quarter of the budget on tutoring and around two-in-ten (22%) were spending between a quarter and a half of the budget on tutoring. Around a fifth (19%) were not using this budget on tutoring, and around a quarter (24%) of schools did not know whether any of their pupil premium was spent on tutoring.

Primary schools were more likely than secondary schools to say they were not using their pupil premium budget to fund tutoring (21% vs. 9%). In contrast, secondary schools were more likely to not know whether their school spent any of the pupil premium budget on tutoring (40% of secondary schools vs. 20% of primary schools).

Figure 36. Proportion of pupil premium budget being used to fund tutoring (Schools weighting)



A4: Panel B leaders that delivered NTP tuition (n=312): primary (n=186), secondary (n=126). *Indicates significant difference between primary and secondary. '100%' (0 secondary leaders and <1% of primary leaders) not charted.

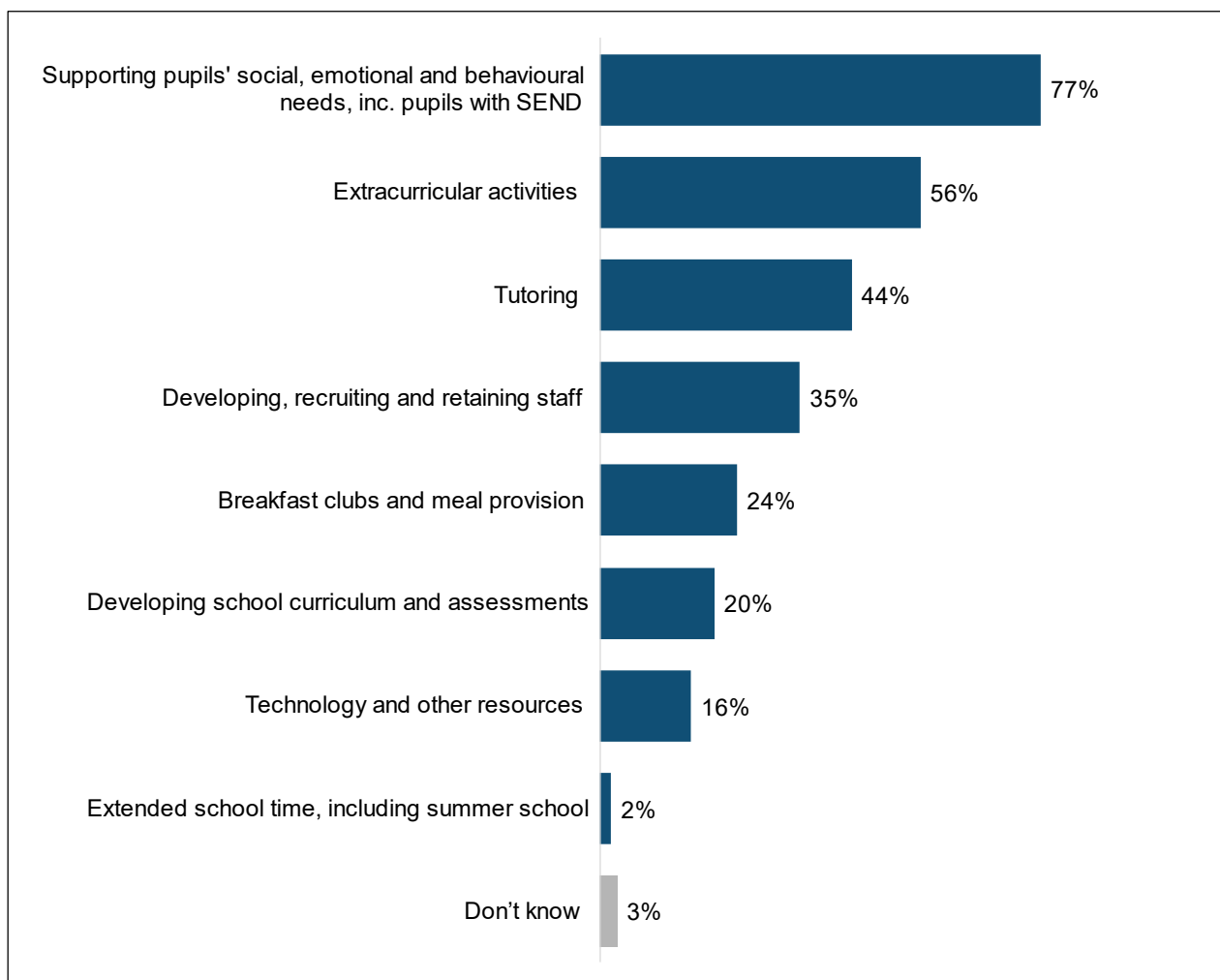
Source: School and College Panel April 2023 survey

Schools were asked what the key priorities were for their pupil premium spend²¹. As shown in Figure 37, the most common priorities from the options listed were supporting

²¹ Respondents were asked to choose up to three key priorities.

pupils' social, emotional and behavioural needs (77%), followed by extracurricular activities (56%) and tutoring (44%)²².

Figure 37. Key priorities for pupil premium spend (Schools weighting)



A5: Panel B leaders (n=471). 'Other' (1%) not charted.

Source: School and College Panel April 2023 survey

Secondary schools were more likely than primary schools to report that spending on technology and other resources to support teaching and learning was a key priority (30% vs. 13%), as well as extended school time (7% vs. 1%). Primary schools were more likely to identify supporting pupils' social, emotional, and behavioural needs (81% vs. 57% for secondary) and extracurricular activities (57% vs. 47%) as key priorities.

Schools with the lowest proportion of pupils eligible for FSM were more likely to identify tutoring as a key priority (51% vs. 34% of schools with the lowest proportion). Those with

²² Schools are able to spend their pupil premium budget on other activities which were not listed, and some of the categories in the list are broader and therefore likely to contain a greater variety of spend than others (e.g., pupils' social, emotional and behavioural needs vs extended school time).

the highest proportion were more likely to report spending on breakfast clubs and meal provision (27% vs. 14% of schools with the lowest proportion).

SEND: Access to specialist services

The Department for Education is interested in understanding schools' and teachers' experiences of access to specialist services, alongside any barriers to these. The SEND and AP Improvement Plan²³ 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. The Department for Education are keen to broaden their understanding of the issues around access to specialists to inform this work.

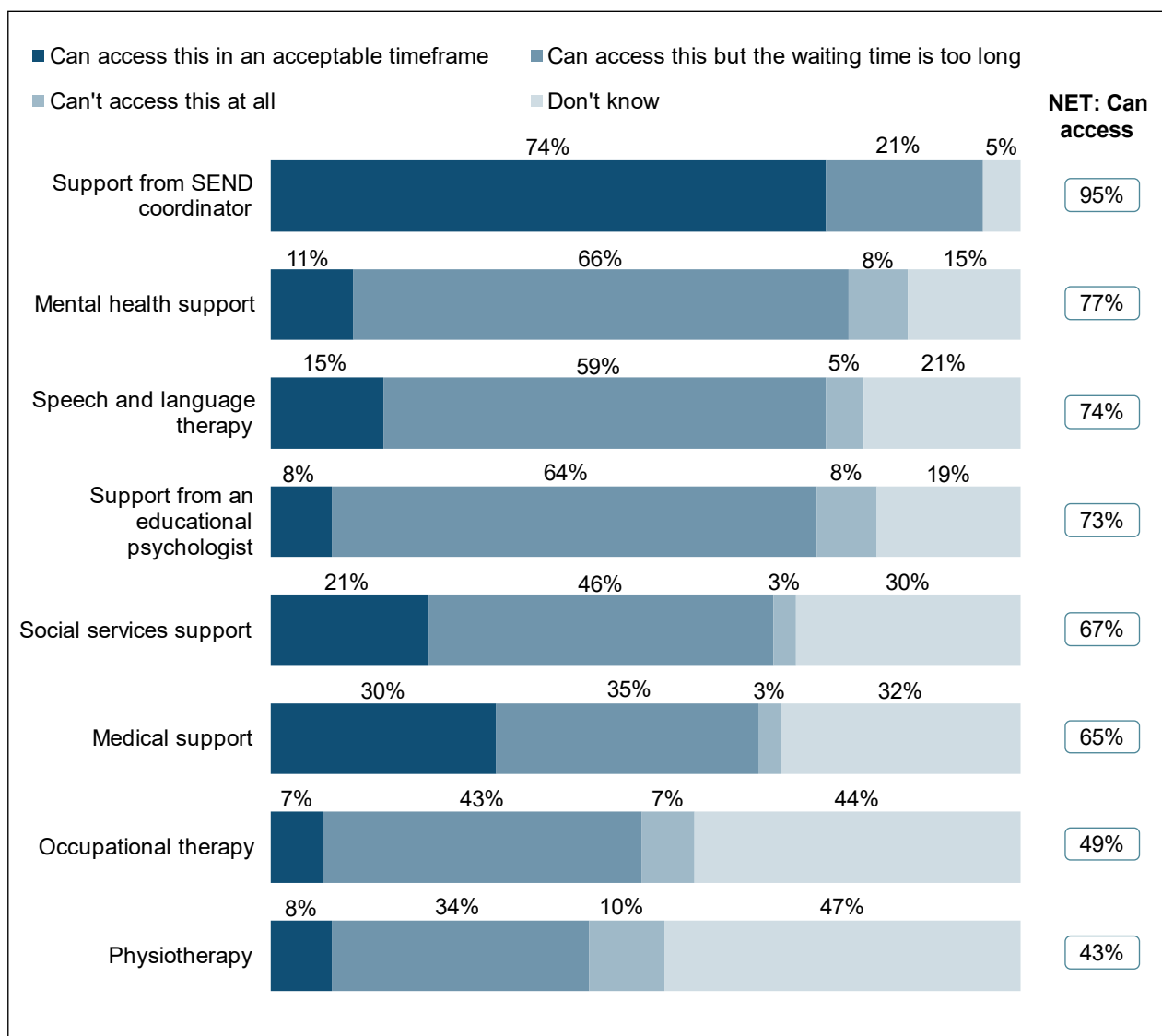
Teacher access to support for pupils with SEND

Around three-quarters (77%) of teachers said they taught pupils with Special Education Needs or Disabilities (SEND) who required or received specialist services. This was higher among primary teachers than secondary teachers (80% vs. 74%).

Teachers who taught pupils with SEND were asked about their ability to access different types of support. As shown in Figure 38, access to SEND coordinators was highest, with 74% feeling that they could access this support in an acceptable timeframe. The majority of teachers who taught pupils with SEND felt that they could access services such as mental health support, speech and language therapy, and educational psychologists. However, of these, most felt that the wait time was too long.

²³ [SEND and alternative provision improvement plan - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674242/SEND_and_alternative_provision_improvement_plan.pdf)

Figure 38. How well teachers who taught pupils with SEND can access different forms of support for these pupils (Individual weighting)



G2_rebased: Panel B Teachers who taught pupils with SEND, excluding not applicable responses (those who do not require the type of support)²⁴, SEND coordinator (n=963), mental health support (n=933), speech and language therapy (n=921), educational psychologist (n=934), social services support (n=899), medical support (n=861), occupational therapy (n=812), physiotherapy (n=770).

Source: School and College Panel, April 2023 survey

Secondary teachers who taught pupils with SEND were more likely than their equivalent primary teachers to report not being able to access speech and language therapy (7% vs. 3%). Primary teachers were more likely to report not being able to access mental

²⁴ In January 2023, when this question was last asked, this question was only asked of those who did not have sufficient access to specialist services or professionals. In April 2023, this question was asked of all teachers who taught pupils with SEND.

health support (10% vs. 5% of secondary teachers) as well as medical support (5% vs. 1%).

Teachers from schools in London who taught pupils with SEND were more likely to report not being able to access physiotherapy support at all (17% vs. 10% overall).

Waiting times for support for pupils with SEND

As shown in Figure 38, the barrier to accessing support services for most teachers who taught pupils with SEND was the timeline of access. Support from a SEND coordinator was the only type of support that most teachers reported they could access in an acceptable timeframe (74%).

Primary teachers who taught pupils with SEND were more likely to report waiting too long for access to all services, except support from a SEND coordinator, compared to secondary teachers:

- Mental health support (73% vs. 60% of secondary teachers)
- Speech and language therapy (74% vs. 41%)
- Support from an educational psychologist (80% vs. 47%)
- Social services support (54% vs. 37%)
- Medical support (41% vs. 29%)
- Occupational therapy (62% vs. 22%)
- Physiotherapy (46% vs. 23%)

Teachers from schools with the highest proportion of pupils eligible for FSM were more likely to report waiting too long to access the following services, compared to teachers from schools with the lowest proportion of pupils eligible for FSM:

- Support from a SEND coordinator (25% vs. 14%)
- Mental health support (75% vs. 60%)
- Speech and language therapy (66% vs. 54%)
- Occupational therapy (56% vs. 38%)
- Physiotherapy (53% vs. 24%)

Teachers from schools with the highest proportion of pupils eligible for FSM were also more likely to report waiting too long to access support from an educational psychologist (77% vs. 64% overall).

Teachers from schools in the South West were more likely to report waiting too long for access to speech and language therapy (70% vs. 59% overall), whilst teachers from schools in the North West were more likely to report waiting too long for access to medical support (46% vs. 35% overall).

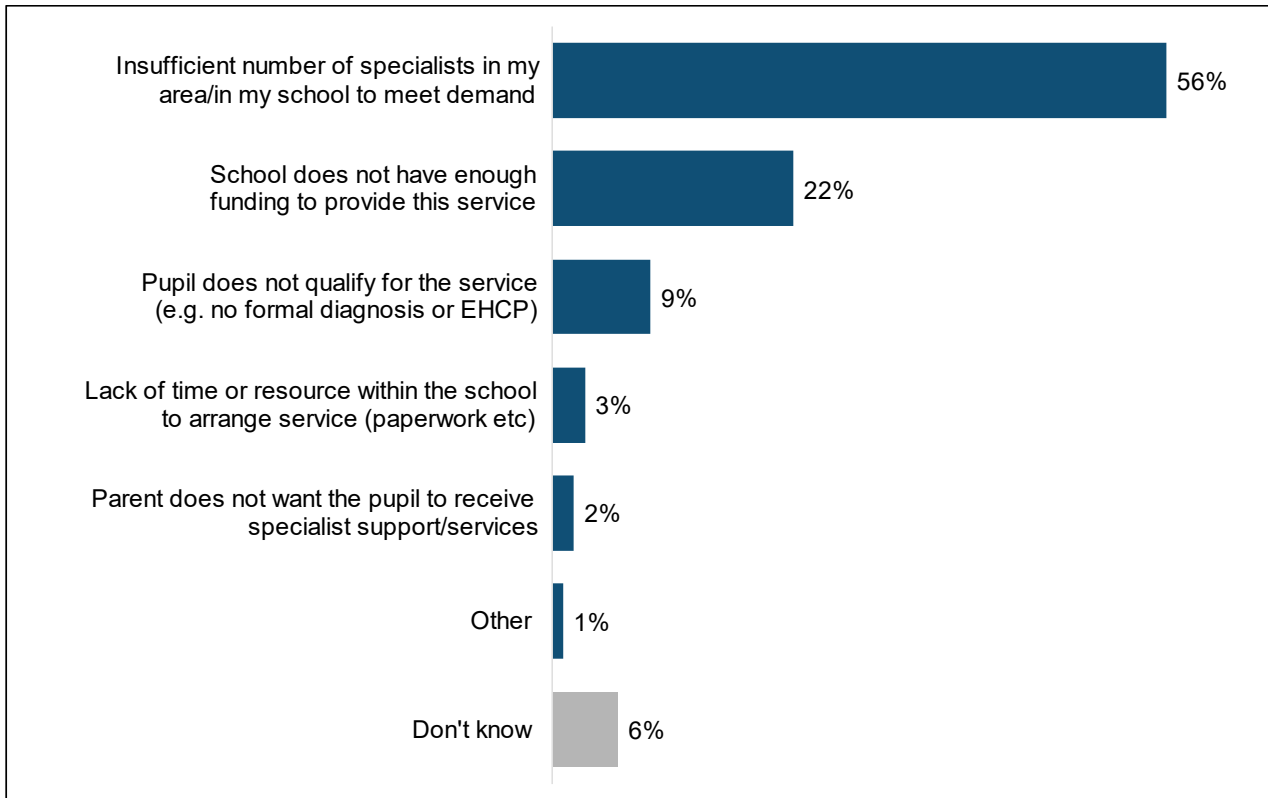
Colleges

Around six-in-ten (58%) college teachers reported teaching pupils with SEND who required or received specialist services. 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 support from an educational psychologist, for which 15 out of 19 colleges who could access this service reported that the wait was too long.

Barriers to access of specialist services for pupils with SEND

School teachers who taught pupils with SEND but who reported not being able to access at least one specialist service required for their pupils with SEND were asked what the main reason was for this lack of access. As shown in Figure 39, the most common barrier to access was an insufficient number of specialists in their area/school to meet demand (56%). The next most common reason was the school not having enough funding to provide the service (22%).

Figure 39. Teachers' reported barriers to access specialist services required for pupils with SEND (Individual weighting)



G3: Panel B Teachers who taught pupils with SEND, who cannot access at least one specialist services (n=150).

Source: School and College Panel, April 2023 survey

Primary teachers were more likely than secondary teachers to report an insufficient number of specialists in their area or school (63% vs. 45%).

Serious youth violence

Serious youth violence is an important issue that schools and colleges may have to deal with. This section 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.

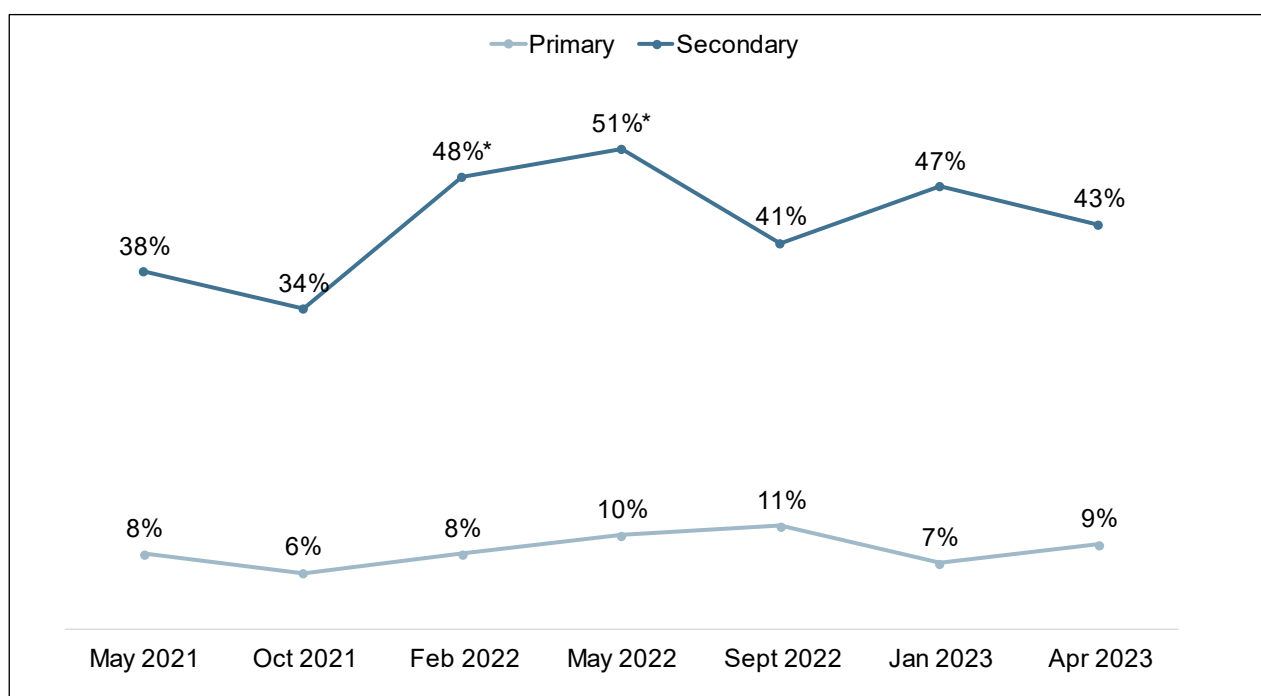
The findings cover issues relating to serious youth violence reported by leaders, in particular whether their school or college was actively dealing with knife crime as a safeguarding issue, and how many specific incidents of knife crime as a safeguarding issue they were dealing with.

Whether schools and colleges are currently dealing with knife crime as a safeguarding issue

In April 2023, 43% of secondary schools and 9% of primary schools were 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 40, there were no significant differences in the proportions of primary schools or secondary schools dealing with knife crime as a safeguarding issue in April 2023 compared to January 2023, when this question was last asked.

Figure 40. Proportion of schools who were dealing with knife crime as a safeguarding issue over time (Schools weighting)



F1: Panel B Leaders (n=471). *Indicates a significant difference in comparison to the previous wave. January 2023 survey. I1: Panel A Leaders (n=586). September 2022 survey. H1: Panel B Leaders (n=544), May 2022 survey. F1: Panel A Leaders (n=505), February 2022 survey. C1: 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, April 2023 survey

In April 2023, secondary schools were much more likely than primary schools to be dealing with knife crime as a safeguarding issue (43% vs. 9%), as found in previous waves.

Schools with the highest proportion of pupils eligible for FSM were more likely to be dealing with knife crime as a safeguarding issue (32% vs. 6% of schools with the lowest proportion), in keeping with a trend seen in previous waves of the survey.

As in all previous waves where this question was asked (excluding January 2023), in April 2023, schools in urban areas were more likely to be dealing with knife crime (18% vs. 3% of rural schools).

Colleges

Eleven out of the 26 colleges participating in the April 2023 survey were currently dealing with knife crime as a safeguarding issue, while 13 were not. Two were unsure either way.

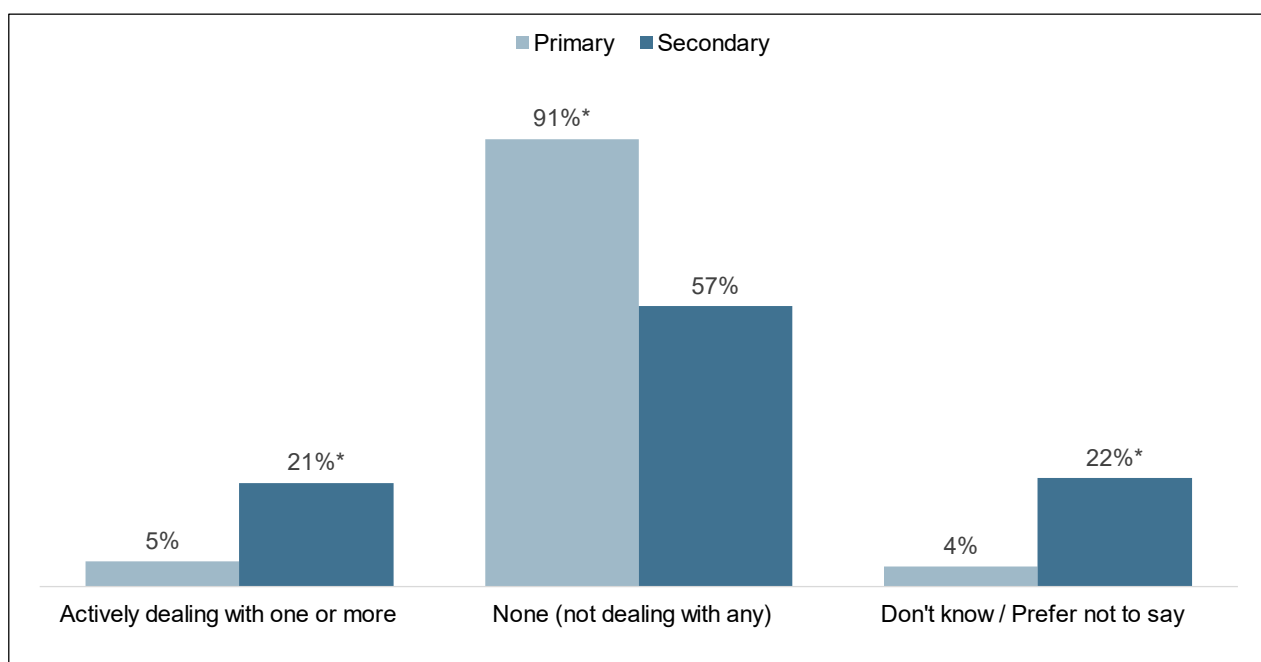
Number of incidents

Among primary schools that were dealing with knife crime as a safeguarding issue at the time of the April 2023 research, 57% were dealing with 1 specific incident and no primary schools reported that they were dealing with 2 or more incidents. One-in-ten (12%) did not know how many specific incidents they were dealing with, while three-in-ten (30%) preferred not to say. In primary schools, the mean number of specific incidents was 1.0.

Among secondary schools that were dealing with knife crime as a safeguarding issue at the time of the April 2023 research, 25% were dealing with 1 specific incident, 14% reported 2 incidents, and 9% reported 3 or more. Four-in-ten secondary schools (40%) did not know how many specific incidents they were dealing with, and 12% preferred not to say. In secondary schools, the mean number of specific incidents was 2.5.

Taken as a proportion of all primary schools (Figure 41), one-in-twenty (5%) primary schools were actively dealing with a safeguarding incident involving knife crime at the time of the survey. For secondary schools, this was significantly higher, with one fifth (21%) reporting they were actively dealing with a safeguarding incident involving knife crime at the time of the survey. Table 2, below, sets out the incidents per 1,000 pupils for primary and secondary schools.

Figure 41. Prevalence of safeguarding incidents involving knife crime which schools are actively dealing with (Schools weighting)



F2_rebased: Panel B Leaders (n=471), Panel B primary leaders (n=295), Panel B secondary leaders (n=176). *Indicates statistically significant difference between primary and secondary.

Source: School and College Panel, April 2023 survey

Table 2. Prevalence of safeguarding incidents involving knife crime which schools are 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+
Primary	0%	1%	2%	1%	1%	0%
Secondary	6%*	7%*	1%	4%*	2%	1%

F2: Panel B Leaders (n=471). *Indicates statistically significant difference between primary and secondary. Table excludes don't know (Primary 1%, Secondary 18%) and prefer not to say (Primary 3%, Secondary 5%).

Source: School and College Panel, April 2023 survey

Colleges

Among the 11 colleges dealing with knife crime as a safeguarding issue at the time they were surveyed, 4 were dealing with a single incident, 2 colleges were dealing with 2

separate incidents, 1 college was dealing with 5 separate incidents, while 4 were unsure how many individual incidents they were dealing with.

Cost of living

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 changes schools and colleges have had to make as a result of the rise in cost of living.

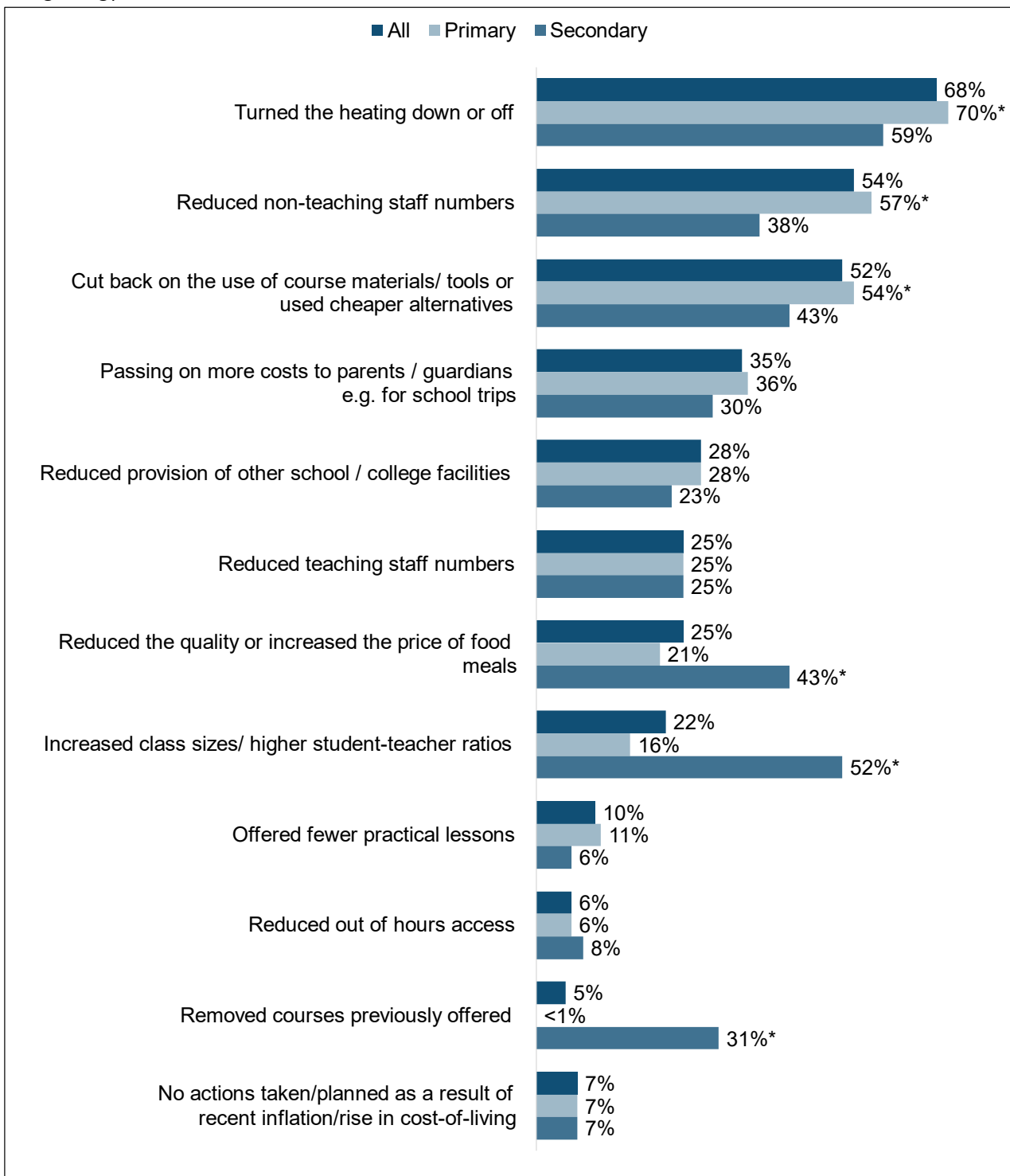
Impact of the cost of living on schools

Schools were asked what they had done, or planned to do, in the 2022/23 academic year as a result of recent inflation. The majority of schools (91%) had taken or planned to take action, consistent with January 2023 (88%). As shown in Figure 42, the most commonly reported actions were turning the heating down or off (68%), reducing non-teaching staff numbers (54%), and cutting back on the use of course materials (52%).

In April 2023, schools were more likely to report having planned or taken the following actions as a result of recent inflation compared to January 2023:

- Turned the heating down or off (68% vs. 60% in January)
- Reduced non-teaching staff numbers (54% vs. 44%)
- Reduced teaching staff numbers (25% vs. 19%)
- Reduced the quality or increasing the price of food meals (25% vs. 14%)
- Reduced provision of other school-college facilities (28% vs. 9%)

Figure 42. Actions schools have taken or plan to take in response to inflation (Schools weighting)



C1: Panel B leaders (n=471), Panel B primary leaders (n=295), Panel B secondary leaders (n=176).
 *Indicates significant difference between primary and secondary schools. Other (Panel B leaders, 2%, primary 2%, secondary, 3%) and don't know (Panel B leaders, 2%, primary 2%, secondary, 3%) not charted.

Source: School and College Panel, April 2023 survey

Schools with the lowest proportion of pupils eligible for FSM pupils were more likely to report passing on more costs to parents (48% vs. 27% of schools with the highest proportion of pupils eligible for FSM pupils). Schools with the highest proportion of pupils eligible for FSM pupils were more likely to report reducing out of hours access (14% vs. 1% of schools with the lowest proportion of pupils eligible for FSM).

Colleges

Almost all colleges (25 out of 26 colleges) 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. The most commonly reported actions were turning the heating down or off (17 colleges), followed by increasing class sizes or having higher student-teacher ratios (14 colleges) and reducing provision of other college facilities (13 colleges).

Colleges were also asked whether they had noticed a number of specific changes this academic year due to the effects of inflation. Eight out of 26 colleges reported a change to student demographics. Eleven colleges reported that they had seen fewer adult enrolments, compared to just 1 college who reported seeing more. Six colleges reported seeing more students taking courses at lower levels, whilst no colleges saw less. Two colleges reported seeing more student studying part-time, whilst 1 college reported seeing less.

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 April 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 **Error! Reference source not found.** for wellbeing scores and their ONS classifications.

Wellbeing measures have remained mostly stable since January 2023, the last time that these metrics were measured. There has been a small decrease in life satisfaction for leaders, a small increase in anxiety among leaders, and a small increase in happiness among teachers.

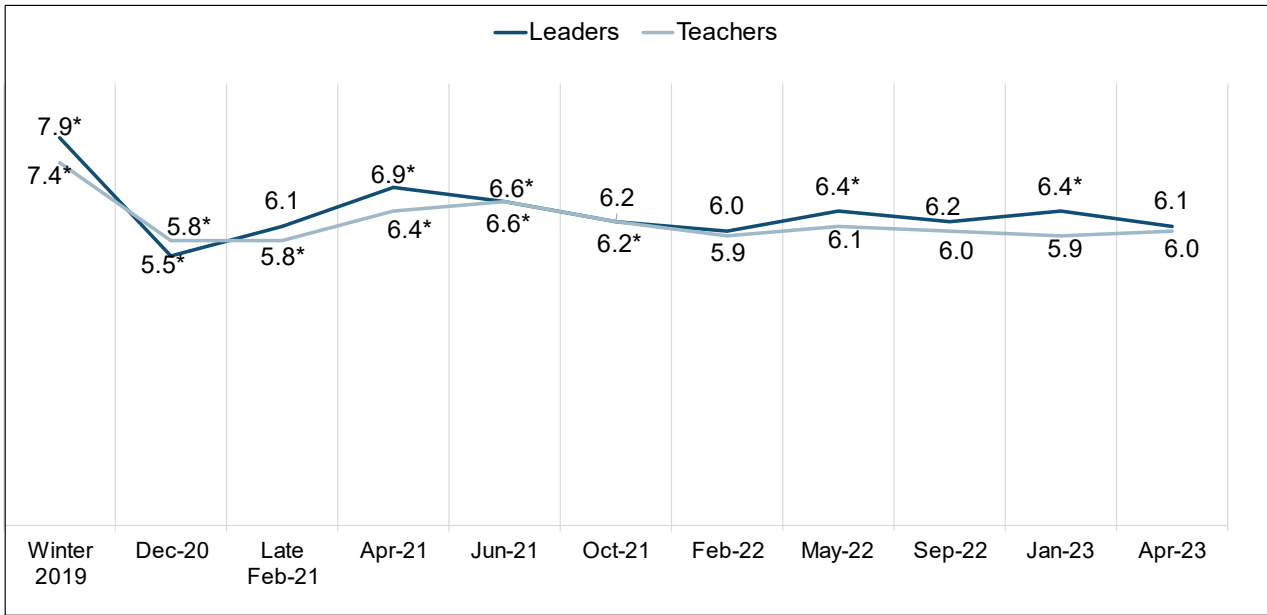
Life Satisfaction

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

As shown in Figure 43, mean life satisfaction levels have remained broadly consistent for both teachers and leaders since September 2022²⁵. Compared to January 2023, leaders' self-reported life satisfaction levels have fallen (6.4 in January vs. 6.1 in April), while teacher levels have remained consistent (5.9 in January, 6.0 in April).

²⁵ 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 43. Satisfaction with their life nowadays (mean score 0-10) (Individual weighting)



L1: Panel B Leaders and Teachers L1 (n=1,467). O1: January 2023 survey, 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 April 2023.

Source: School and College Panel, April 2023 survey

Colleges

Two-thirds of college teachers (67%) and 19 out of 29 college leaders reported being satisfied with life, giving a positive score between 7 to 10. College teachers reported a mean score of 6.6, and college leaders reported a mean score of 7.0.

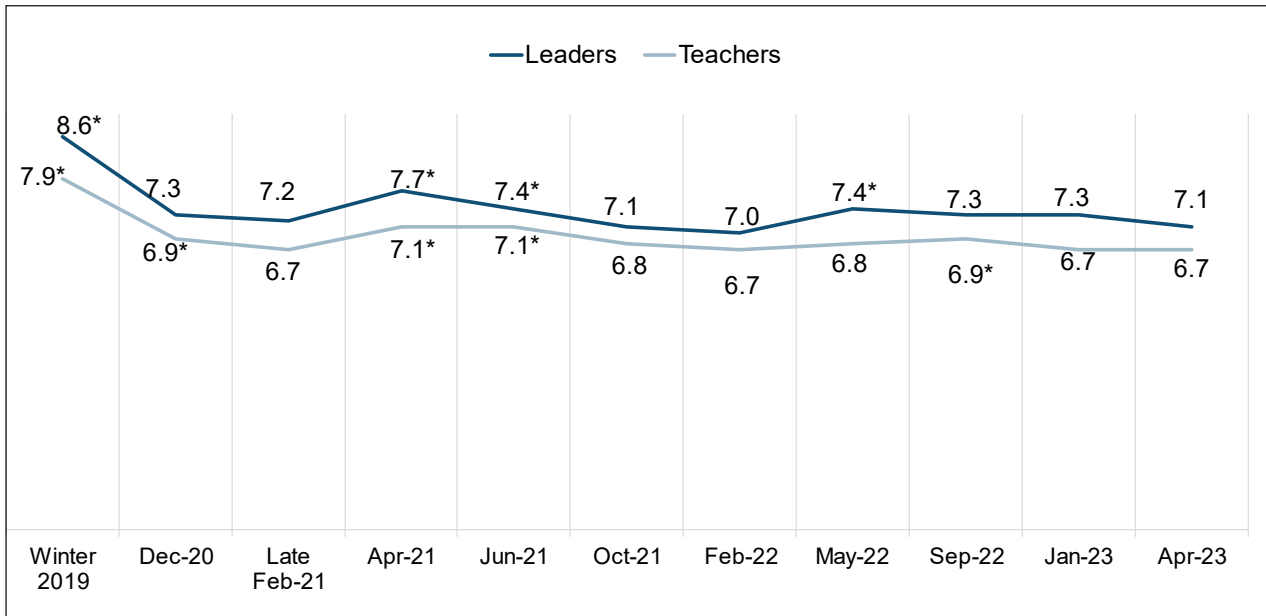
Worthwhileness of daily tasks

Using the same 0 to 10 scale as detailed above, leaders and teachers were asked the extent to which they felt the things they do in their life were 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 April 2023, seven-in-ten (69%) leaders gave a high worthwhileness score (7 to 10) compared to six-in-ten teachers (60%).

As shown in Figure 44, the mean score for this measure in April 2023 remained in line with January 2023 for both leaders (7.1) and teachers (6.7).

Figure 44. Extent to which they feel the things they do in their life are worthwhile (mean score 0-10) (Individual weighting)



L2: Panel B Leaders and Teachers (n=1,467). January 2023 survey, 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 April 2023.

Source: School and College Panel, April 2023 survey

Colleges

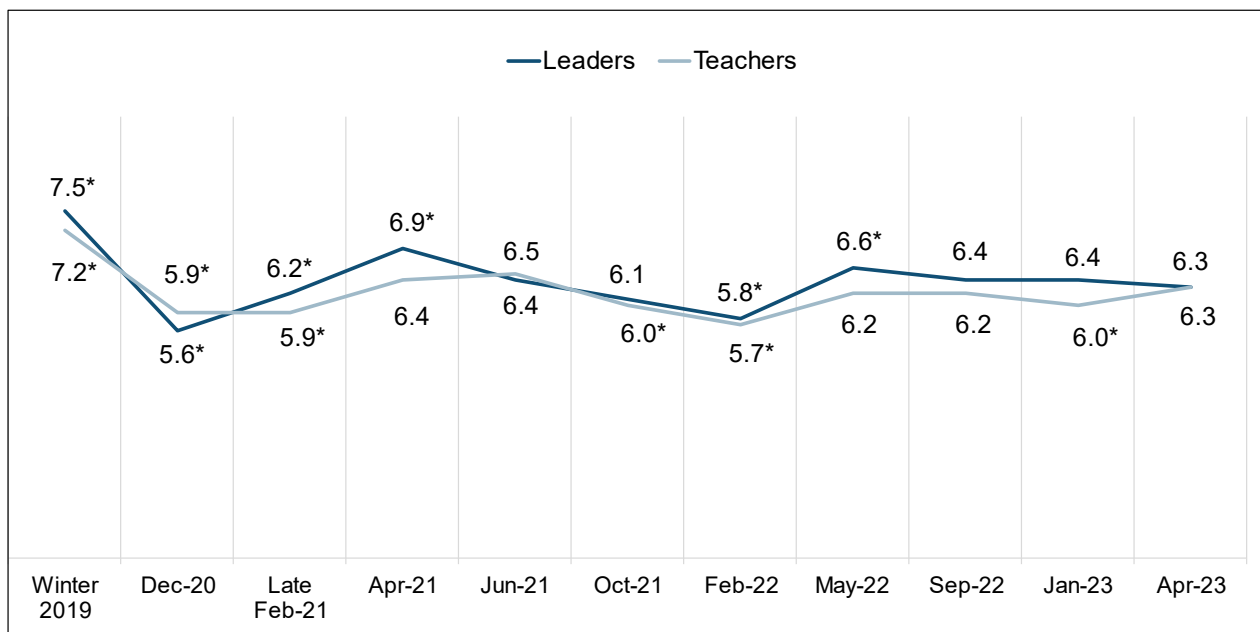
Three-quarters (76%) of college teachers and 21 out of 29 college leaders reported a high score of worthwhileness (7- to 10). College leaders reported a mean score of 8.1, while college teachers reported a mean score of 7.4.

Happiness

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

Unlike previous waves, in April 2023 happiness was reported at the same level for both leaders and teachers. Over half (53%) of leaders and teachers reported a high happiness score (7 to 10), with mean happiness ratings of 6.3 for both groups (as shown in Figure 45).

Figure 45. How happy they felt yesterday (mean score 0-10) (Individual weighting)



L3: Panel B Leaders and Teachers (n=1,467). January 2023 survey, 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 April 2023.

Source: School and College Panel, April 2023 survey

Female leaders and teachers reported a higher happiness mean score than male leaders and teachers in April 2023 (6.4 for females and 6.1 for males).

Colleges

Three-in-ten (62%) college teachers and 19 out of 29 college leaders reported a high happiness score.

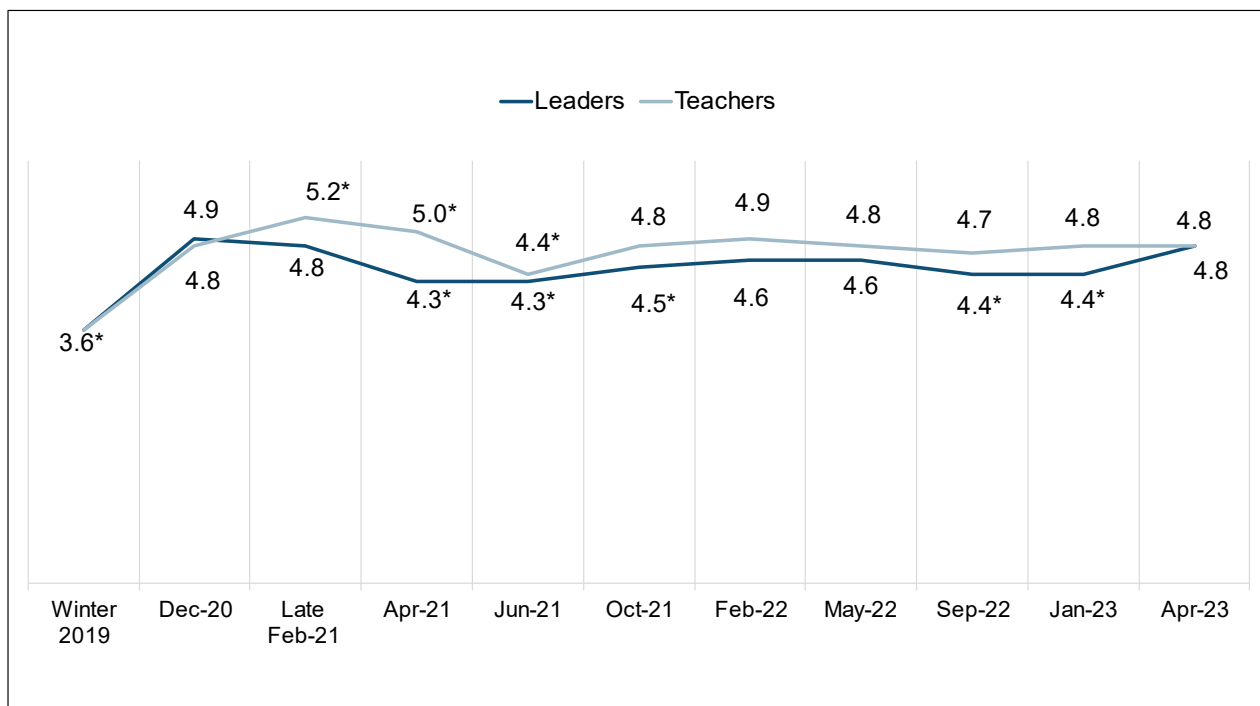
Anxiety

Leaders and teachers also reported their feelings of anxiety on the day before taking the survey, using the 0 to 10 scale. For this question, a low score of 0 to 3 represents a positive finding, i.e., not feeling anxious or feeling anxious to a low degree. A rating of 6 to 10 represents a high level of anxiety, as per the ONS classifications, detailed in Annex: Table 3. **Error! Reference source not found..**

In April 2023, around a third of leaders (36%) and teachers (34%) reported a low anxiety score (0 to 3). In a shift from previous waves, where leaders generally reported a lower mean score than teachers, both groups reported an average score of 4.8.

As shown in Figure 46, mean anxiety scores for leaders have risen in April 2023, and are back to a level recorded in February 2021 (4.8). Among teachers, mean anxiety scores in April 2023 (4.8) remained broadly in line with recent waves, January 2023 (4.8) and September 2022 (4.7).

Figure 46. Level of anxiety yesterday (mean score 0-10) (Individual weighting)



L4: Panel B Leaders and Teachers (n=1,467). January 2023 survey, 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 highlighted wave and April 2023.

Source: School and College Panel, April 2023 survey

Leaders in secondary schools were more likely to report low (0 to 3) anxiety scores than leaders in primary schools (42% vs. 32%).

Colleges

Among colleges, just under half of teachers (45%) and 13 out of 29 leaders reported a low (0 to 3) anxiety score, with a mean of 4.4 across both groups.

Annex

Table 3. The ONS wellbeing measures and their bandings

Life satisfaction	Worthwhileness of daily tasks	Happiness	Anxiety
Low (0-4)	Low (0-4)	Low (0-4)	Very low or low (0-3)
Medium (5-6)	Medium (5-6)	Medium (5-6)	Medium (4-5)
High or very high (7-10)	High or very high (7-10)	High or very high (7-10)	High (6-10)

Glossary

AI: Artificial Intelligence

AM: Academic Mentors

AP: Alternative provision

CEC: The Careers & Enterprise Company

CO²: Carbon Dioxide

CPD: Continuing Professional Development

FSM: Free School Meals

FTE: Full-time Equivalent

GCSE: General Certificate of Secondary Education

KS1/KS2: Key Stage 1 / Key Stage 2

NTP: National Tutoring Programme

PE: Physical Education

SEND: Special Educational Needs and Disabilities

SLT: School Led Tutoring

TP: Tuition Partners



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