School and College Panel – June 2023

Research report

October 2023

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Technology procurement

Three-in-ten leaders (31%) reported being involved with the procurement of technology for their school. Schools were most likely to report using a Managed Service Provider (MSP) to support them with the use of technology (53%), followed by procurement (41%) then implementation of technology (38%). A quarter (24%) of schools did not use an MSP for any of these reasons.

Schools that used an MSP were most likely to use it for procuring all types of technology (57%). Around three-in-ten (28%) reported using it only for specialist technology procurement.

Schools' Buying Strategy

Eight-in-ten schools (80%) reported having a specific team or person with responsibility for commercial or procurement activity within their school (referred to as 'centralised'), whilst one-in-ten (11%) did not. Nearly nine-in-ten schools (87%) that were part of a MAT (Multi Academy Trust) reported having a specific team or person responsible for commercial procurement activity in their wider MAT.

Six-in-ten schools (59%) whose procurement activity was centralised in the school were able to estimate the amount of full-time equivalent (FTE) time that the centralised procurement team dedicated to commercial or procurement activity. Of schools that could provide an answer, two-thirds (66%) reported having less than 0.5 FTE, and 18% had more than 1.0 FTE.

Around six-in-ten schools (58%) with a centralised team for procurement reported that they did not know whether the staff who dealt with commercial and procurement activity held any supply related qualifications or accreditations. Of schools that did know, the most common qualification for staff to hold was a CIPS Award for School Business Professionals (with ISBL).

International teacher recruitment

Almost a quarter of secondary schools (24%) had filled at least one of their posts through recruiting international teachers in the last academic year. This was the situation with 2% of primary schools.

Schools that recruited international teachers in the last academic year were most likely to report recruiting between 1 and 2 teachers (77%). The most common reasons for

recruiting international teachers were a lack of good quality candidates locally or nationally (56%) and allowing schools to fill a subject specialist role (53%).

Just under six-in-ten schools (56%) who had recruited international teachers in the last academic year would be likely to do so again, whilst three-in-ten (31%) would not. Reasons for not recruiting international teachers again related to poor quality of candidates, a lack of support to help international teachers adjust, and the process being too difficult or costly[1].

Schools that had not recruited any international teachers in the last academic year were most likely to say this was because no international teachers had applied to work at their school (53%). Other reasons also included having enough good quality candidates locally (20%), and the quality of international candidates being poor (14%).

When asked what could encourage schools that had not filled any posts through international recruitment to recruit international teachers in future, the most common response was more support for finding good quality international applicants (36%), closely followed by having more information about the benefits of international recruitment and guidance on how to manage the recruitment process (31% for both).

One-in-five secondary leaders (20%) reported being aware of the international relocation payment scheme for trainee teachers of languages and physics moving to England, with 9% reporting that they knew at least something about it beyond having only heard of it.

Engagement model

Among primary teachers in mainstream schools, one-in-five (20%) had not used the engagement model (EM), and around a third (32%) had not heard of the model. Of those teachers who had used the EM, 29% felt confident using it to assess pupils not engaged in subject-specific study, but 44% were not confident.

In terms of how useful the EM has been in supporting teachers who use the EM with teaching pupils not engaged in subject-specific study, one third (33%) of primary teachers reported that it was useful and 28% reported that it was not useful (39% did not know how useful it was).

Around half (51%) of primary school teachers who had used the EM reported that they were not aware of the 5 areas of engagement that make up the EM. Among those who were aware of the 5 areas of engagement, the majority (78%) reported that none were

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[1] These responses were reported qualitatively as they were based on a small sample of leaders (n=15).

unclear. Around one-in-six found Realisation and Anticipation unclear (both 15%), followed by Initiation and Persistence (both 8%), and Exploration (6%).

In terms of what, if anything, the Department for Education could do to support schools in using the EM, primary teachers aware of the model most commonly said staff training (65%), closely followed by a desire for the Department for Education to provide examples of best practice (57%), and more guidance (45%).

Use of commercial writing programmes in primary schools

Primary school leaders were asked whether they used internally developed (including with their MAT) or externally developed schemes/programmes as part of teaching. Spelling schemes or programmes were the most commonly used, with 82% of schools reporting using them, followed by handwriting (75%), writing (53%) and finally vocabulary, grammar, and punctuation (52%). The same pattern was seen for teacher responses.

Primary leaders and teachers were asked what they thought would be beneficial in improving writing outcomes in their school. The most common response, given by seven-in-ten (71%), was specific interventions for pupils at risk of not meeting writing expectations, followed by training/CPD specific to teaching writing (61%).

Attendance guidance

Almost eight-in-ten schools (79%) reported having a published school attendance policy which meets the expectations set out in the attendance guidance[2]. Over one-in-ten schools (13%) reported that they had a published school attendance policy but had not checked it against the new guidance and 1% reported not having a published school attendance policy at all. When schools were asked what further support would be helpful to implement the new guidance, timely and effective engagement with local authorities and increased funding were the most common responses. Around nine-in-ten schools (88%) reported having a named senior leadership team lead for attendance policy.

Around nine-in-ten schools (91%) said they share attendance data about pupils with concerning attendance levels with the local authority, and almost six-in-ten (58%) reported that they hold meetings with the local authority to discuss their attendance strategy and to agree joint targeted actions for pupils who were persistently or severely absent. Four-in-ten (39%) hold these meetings at least termly and two-in-ten (19%) hold

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[2] Working together to improve school attendance - GOV.UK (www.gov.uk)

them less often than termly. Of the schools that met with the local authority, around three-in-ten (29%) reported paying for these meetings.

Use of Exclusions and associated guidance

One-in-twenty schools (5%) reported they had withdrawn or cancelled a permanent exclusion before the governing board met. Where this was the case, the median number of permanent exclusions withdrawn or cancelled was 1.

Around four-in-ten leaders and teachers (41%) reported that they were familiar with or knew at least a bit about the 'Behaviour in Schools' guidance, and around three-in-ten (32%) reported that they knew at least a bit about the 'Suspension and Permanent Exclusion' guidance.

Among those who knew at least a bit about the guidance and had used it, 60% found the 'Behaviour in Schools' guidance useful, and 63% found the 'Suspension and Permanent Exclusion' guidance useful (with higher usefulness ratings given by leaders compared with teachers, and by primary leaders and teachers compared with secondary leaders and teachers).

Pupil Support Units and In-school Alternative Provision

Around one-in-ten (11%) of all schools had a Pupil Support Unit (PSU), with a further 7% planning to establish one. In total, 18% of schools reported that they had, or plan to have a PSU. Secondary schools were more likely to have a PSU compared with primary schools (37% vs. 6%), and to have plans to establish one (13% vs. 5%). In total, 50% of secondary schools had, or had plans to have, a PSU, compared with 11% of primary schools.

Among schools with a PSU, 20% reported that pupils spent (on average) less than one day in the PSU, while an equivalent proportion (20%) reported that on average, pupils spent over 3 months in the PSU before returning to normal classroom lessons.

One-in-twenty (5%) schools had an in-school alternative provision (AP) unit, with the prevalence being greater in secondary schools (12%) than in primary schools (4%). A further 9% of secondary schools and 3% of primary schools were intending to establish in-school AP units.

A third (33%) of all placements in in-school AP units were for a month or less, and nearly a quarter (24%) of all pupils placed in in-school AP units remained there for a year or more before returning to normal classroom lessons.

SEND Complaints

Seven-in-ten (68%) schools recorded the number of formal complaints their school received in relation to Special Educational Needs or Disabilities (SEND), and around half (51%) recorded the type. Overall, eight-in-ten (79%) schools recorded at least one of the two pieces of information (type or number). Over half of schools (55%) had no SEND complaints in the last year. For 38% of the schools that received a complaint, none of those complaints were escalated to another body. While for 10% of schools that received a complaint, all were escalated[3].

Among the 21 college leaders responding to the survey, 14 said they recorded the number of formal complaints their college received, and 7 recorded the type. Overall, 15 colleges recorded at least one of the two pieces of information (type or number). Three colleges had none of their complaints escalated, 1 college had some of their complaints escalated[4].

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

Just over half of schools (51%) agreed that they were able to effectively support pupils with SEND/LDD. However, nearly every school reported that one or more barriers existed in terms of meeting the needs of pupils, with less than 1% saying there were no barriers. Nine-in-ten (90%) schools reported a lack of funding as a barrier they faced in meeting the needs of pupils with SEND/LDD, followed by 83% of schools that cited insufficient access to other specialist services or professionals and 73% who reported a lack of capacity in the workforce.

Fifteen out of 21 colleges agreed that they were able to effectively support pupils with SEND. When asked which barriers, if any, they faced in meeting the needs of pupils with SEND/LDD, 20 out of 21 colleges reported barriers of some kind. Colleges were most likely to report a lack of funding (14 colleges) followed by funding arrangements such as only being able to spend on those with Education, Health and Care plans (13 colleges) and a lack of capacity in the workforce (12 colleges).

Over half of teachers (56%) agreed they felt equipped to support pupils with SEND/LDD, an increase from 52% in January 2023. However, almost all (97%) teachers reported experiencing barriers of some kind in respect to providing effective support for pupils with

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[3] Twenty-five schools that reported that they had 1 SEND complaint were not asked the question about the proportion of complaints which they had escalated.
[4] Two colleges that reported that they had 1 SEND complaint were not asked the question about the proportion of complaints which they had escalated.

SEND/LDD. In terms of the barriers to meeting the needs of pupils with SEND/LDD, the most common reason given by teachers was an increased number of pupils with differing needs compared with the previous academic year (81%), followed by not having enough time to provide additional support to these pupils (75%).

Almost all teachers who worked with pupils with SEND reported utilising information/training about supporting children and young people in their setting who have, or may have, SEND (99%). The most common sources used by teachers who worked with pupils with SEND were SENCO support (83%) and internal training courses delivered by school (79%). Teachers who worked with pupils with SEND predominantly found SENCO support the most useful (30%) form of information or support.

Almost all teachers (94%) reported experiencing barriers that prevented or limited them from accessing information and training about SEND. The most common barrier was lack of time (82%), followed by cost being too high (38%) and not knowing where to find the right information (36%).

Almost all teachers who worked with pupils with SEND reported they could use further support (of some kind) for learners with SEND/LDD (99%). Around eight-in-ten teachers who worked with pupils with SEND said more specialist support for pupils available in the mainstream would help them further support students in their setting who have, or may have, SEND (79%). This was followed by over seven-in-ten (73%) teachers who said smaller class sizes would be of benefit.

Almost all FE teachers who worked with pupils with SEND (98%) reported using any information/training about supporting children and young people in their setting who have, or may have, SEND. The most common source of information/training reported was speaking to teaching colleagues (75%), followed by internal training courses delivered by the college (73%) and SENCO support (58%).

FE teachers who worked with pupils with SEND and used more than one source of information and/or training found speaking to teaching colleagues the most useful form of information or support (35%), followed by SENCO support (27%).

Around seven-in-ten (69%) FE teachers who worked with SEND pupils reported a lack of time as the main barrier that prevented or limited them from accessing information and training about SEND.

Over four-in-ten FE teachers mentioned that more specialist support for pupils available in mainstream, and smaller class sizes would help them further support students in their setting who have, or may have, SEND (44% for each).

Pupil and student mental health

Over two-thirds (68%) of teachers reported feeling equipped to identify behaviour that could be linked to a mental health issue. Nearly two-thirds (64%) reported that they knew how to help students with mental health issues access support offered by their school.

Just under nine-in-ten FE teachers (86%) agreed they knew how to help students with mental health issues access support offered by their college, while three quarters (77%) felt equipped to identify behaviour that may be linked to a mental health issue.

Almost all schools reported that the provision of support to students identified with mental health needs was partially or fully embedded practice within their school (97%), as was teaching students about mental health and wellbeing (96%).

Almost all colleges (20 out of 21) reported that teaching students about mental health and wellbeing and providing support to students identified with mental health needs were at least partially embedded within their college.

Mental health leads

Nine-in-ten primary (91%) and secondary (88%) schools had a designated lead for students' mental health. Less than one-in-ten (8%) schools did not have a designated lead, and 2% were not sure. Twenty of 21 college leaders reported that their college had a designated lead for student mental health.

Almost all school leaders (95%) reported that there was clear buy-in (to a great or some extent) from their senior leadership team on the importance of mental health and wellbeing activities.

Twenty-three of 24 college leaders reported that there was clear buy-in from the senior leadership team on the importance of activities to support and promote mental health and wellbeing across the college, with 18 out of 24 reporting this to a great extent.

Declaration of disability

One-in-five (19%) leaders and teachers identified as having a disability or a long-term health condition. Amongst school staff who considered themselves to have a disability, four-in-five (80%) had disclosed this information to their school or trust.

Among leaders and teachers who had disclosed their disability to their school or trust, around four-in-ten (43%) reported having reasonable adjustments in place. The most common type of adjustment in place was specialised furniture or equipment in the workplace, followed by a reduction of (or no) additional duties.

Thirty-nine school leaders or teachers who had indicated they had a disability or long-term health condition had not disclosed it to their school or trust[5]. The 3 most commonly selected reasons for not disclosing were:

- A concern that they would be discriminated against

- Concerns about how their personal data would be collected and stored

- Their school or trust had not asked them to disclose the information

Three-quarters of leaders (74%) agreed that their school had open and honest conversations around disability, compared to 34% of teachers.

Staff mental health and wellbeing

Leaders and teachers were asked about the forms of wellbeing support they could access in their current role. The most common support available was mental health support, including counselling (43%), followed by staff wellbeing groups and activities (38%). In colleges, the most common form of support available to leaders and teachers was staff wellbeing groups and activities (62%), closely followed by mental health support, including counselling (58%).

Extra-curricular activities

All schools (100%) offered at least one extra-curricular activity, including:

- Sports and physical activities (99%)

- Performing arts (91%)

- Hobby and interest groups (79%)

- Clubs relating to an academic subject (70%)

- Creative arts (67%)

- Volunteering (63%)

- Uniform groups (5%)

Overall, schools reported offering a median of 10 activities, with secondary schools offering a median of 19, compared to primary schools offering 9.

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[5] These responses were reported qualitatively as they were based on a small sample of teachers and leaders (n=39).

All 21 colleges surveyed offered at least one extra-curricular activity. The most common activity offered was volunteering with 19 of 21 colleges offering this, followed by sports and physical activities, with 17 in 21 colleges offering this. Colleges reported offering a median of 7 activities.

T Levels and Apprenticeships

Almost all Key Stage 4 and 5 teachers (in schools or sixth forms, not sixth form colleges or FE providers) had heard of apprenticeships (98%), and a majority were also aware of T Levels (86%). One-in-five (20%) were aware of the T Level Transition Programme (TLTP). Awareness of T Levels has increased from June 2022, when this question was last asked, rising from 68% to 86%.

Of teachers who were aware of each programme, over nine-in-ten (94%) reported that they knew at least a little about apprenticeships[6], followed by 67% knowing at least a little about T Levels and 61% about the TLTP.

Of those aware of each programme, Key Stage 4 teachers were most likely to encourage at least some pupils to consider apprenticeships (88%). Key Stage 4 teachers were less likely to encourage at least some pupils to consider T Levels (44%) or the TLTP (18%).

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[6] Please note that, due to a questionnaire routing error which was rectified on the morning of 30 June (day 5 day of fieldwork), there were 70 teachers who had heard of apprenticeships (but neither T Levels nor the T Level Transition Programme) who were not then asked the follow-up question about their knowledge of apprenticeships. These teachers are therefore not included in the base for the knowledge of apprenticeships question.

Introduction

This report presents findings from the June 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 technology procurement, international teacher recruitment and T Levels. Findings in this report are based on responses from 824 school leaders, 24 college leaders, 1,727 primary and secondary school teachers and 69 college teachers.

Methodology

The School and College Panel consists of a group of leaders and teachers who have agreed to participate in short, regular research surveys on topical education issues.

The survey was administered online, with fieldwork lasting from 26 June – 3 July 2023. 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 report[7].

The following table shows the number of responses for the June 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	471	353	808	919	24	69

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.

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[7] School and college panel: omnibus surveys for 2022 to 2023 - GOV.UK (www.gov.uk)

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. 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 (24 colleges leaders across 21 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.

On figures displayed in this report, an asterisk is used to indicate a significant difference between two groups (e.g., teachers vs. leaders, primary vs. secondary, or comparisons to previous waves). The asterisk is placed on the figure which is the higher of the two data points being compared.

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.

Any data that refers to commercial products is not presented in this report or published in the accompanying data tables.

Technology procurement

Involvement with procurement of technology

Three-in-ten leaders (31%) reported being involved with the procurement of technology for their school, compared to less than one-in-ten teachers (8%).

Primary leaders and teachers were both more likely to be involved with the procurement of technology than their secondary counterparts:

- 36% primary leaders vs. 23% secondary leaders

- 10% primary teachers vs. 6% secondary teachers.

Teachers from schools with the highest proportion of pupils eligible for FSM were more likely than those with the lowest proportion to be involved with the procurement of technology (11% vs. 5%).

Using Managed Service Providers

Managed Service Providers (MSP) deliver services, such as network, application, infrastructure, and security, via ongoing and regular support and administration, either on site or remotely[8]. Schools were asked whether they used an MSP to support them with tasks in order to assist the Department for Education in understanding the technology procurement landscape.

Schools were most likely to report using an MSP to support them with the use of technology (53%), followed by procurement (41%), then implementation (38%), as shown in Figure 1[9]. A quarter of schools (24%) did not use an MSP for any of these reasons. The remaining 19% did not know whether an MSP was used for these reasons.

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[8] Schools were given examples of commonly used MSPs in the education sector.
[9] This figure is based on schools whose leader reported being involved with the procurement of technology for their school.

Figure 1. What schools use their Managed Service Provider for (Schools weighting)

Category	Percentage
Use of technology (e.g. the maintenance or upkeep of technology)	53%
Procurement of technology	41%
Implementation of technology	38%
None of the above	24%
Don't know	19%
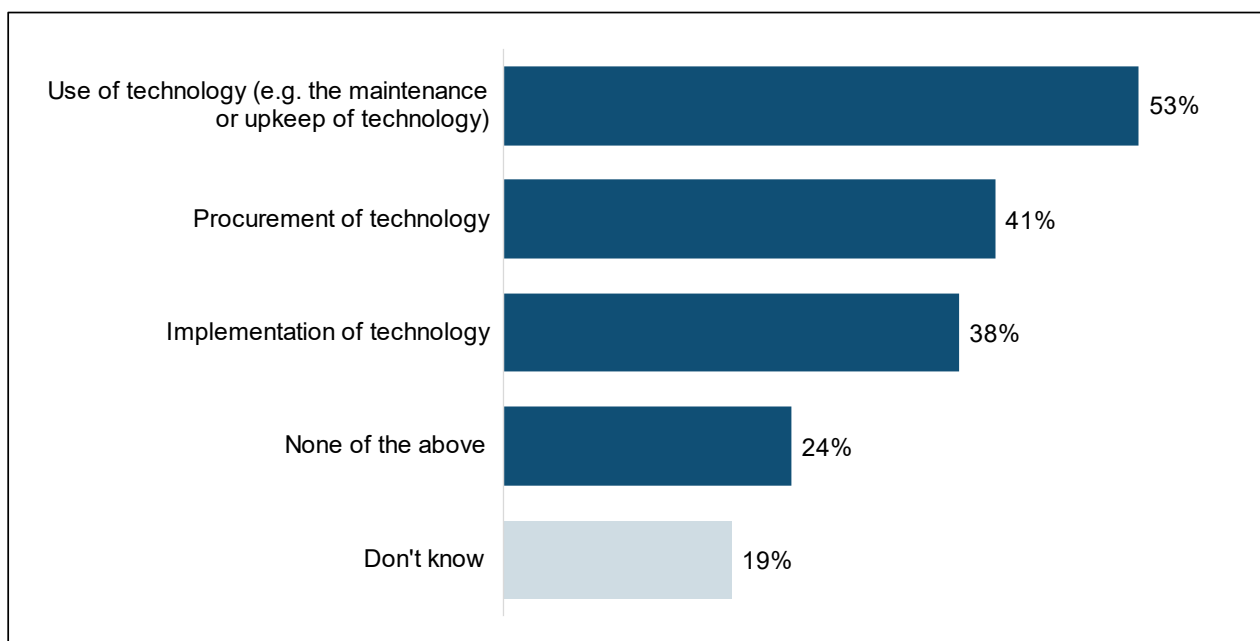
A2: Panel A Leaders who were involved in the procurement of technology for their school (n=124).

Source: School and College Panel, June 2023 survey

Over four-in-ten teachers (44%) did not know what their school used an MSP to support with, whilst 14% did not use an MSP for any of the reasons listed in Figure 1. Around a third of teachers reported using an MSP to support their school with implementation of technology (33%) or the use of technology (32%). A quarter (26%) reported that an MSP was used to support with procurement.

Using Managed Service Providers for procurement

Schools that used an MSP were most likely to use this for procuring all types of technology (57%), though around three-in-ten (28%) reported using it only for specialist technology procurement[10].

In contrast to the answers given by leaders on behalf of their schools, teachers who were involved in procuring technology for their school were more likely to report using an MSP for specialist technology procurement (41%), rather than all technology procurement (34%).

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[10] Respondents were given the example of 'cyber security' for 'specialist technology procurement'.

Specialist technology procurement

Teachers and leaders who reported using an MSP for specialist technology procurement only were most likely to use it for:

- infrastructure e.g., broadband, network (21 out of 22 leaders; 17 out of 22 teachers)

- cyber security (19 out of 22 leaders; 13 out of 22 teachers)

- subject specific technology (3 out of 22 leaders; 7 out of 22 teachers)

Schools' Buying Strategy

The Schools' Buying Strategy was introduced in 2017 to formalise a series of initiatives to support buyers in schools to get best value, save time and invest those savings to allow for maximising the resources to support high-quality education for pupils[11].

Under the Strategy, the Department for Education has launched a project to enhance schools commercial capability and support schools to access good value when they procure goods and services. The questions below were asked as part of the project's goal to understand how commercial capability varies amongst schools across England.

Centralised commercial or procurement activity in schools

Eight-in-ten schools (80%) reported having a specific team or person (e.g., a School Business Manager) with responsibility for commercial or procurement activity within their school (referred to as being 'centralised'). One-in-ten (11%) did not, and 8% were unsure.

Secondary non-academies were more likely than secondary academies to have a specific team or person responsible for this activity (95% vs. 82%).

Schools in which procurement activities were not centralised were asked to describe how these activities were carried out in their school. They were asked who carried out these activities and the procedures they follow[12]. Different examples were given, with the main themes including:

- The leadership team having involvement with procurement and an office team completing the ordering

- Procurement being centralised as a trust and overseen by a Chief Financial Officer

- Activity being carried out through a MAT, or trust officer within this

- Local heads having discussions with Local Authorities to take advice on how best to approach these activities

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[11] Schools' buying strategy - GOV.UK (www.gov.uk)
[12] Responses were collected via open-text boxes. Data has been analysed qualitatively.

Centralised commercial or procurement activity in MATs

A high proportion of schools that were part of a MAT (87%) reported having a specific team or person (e.g., a Trust Business Manager) responsible for commercial or procurement activity in their wider MAT.

All schools part of a MAT were then asked to describe how procurement activities took place (regardless of whether it was a centralised process or not). A few key ways specifically identified by MATs included:

- Finance Directors or Chief Financial Officers overseeing the procurement process by managing budgets across the academy

- Consulting senior members of staff (SLT, Head Teachers) across the MAT to understand the needs of the academy

- Conferring with a trust in instances where purchases exceed a certain cost (e.g., £5000) for further approval

Time dedicated to centralised procurement activity

Schools with centralised procurement activity were asked to provide the amount of full-time equivalent (FTE) time that the team had which was dedicated to commercial or procurement activity. Over four-in-ten schools (41%) were unsure of the situation, Of schools that could provide an answer to this question, two-thirds (66%) reported having less than 0.5 FTE (as shown in Figure 2), and 18% had more than 1.0 FTE.

Figure 2. Estimated amount of FTE that schools' centralised teams have which is dedicated to commercial or procurement activity (Schools weighting)
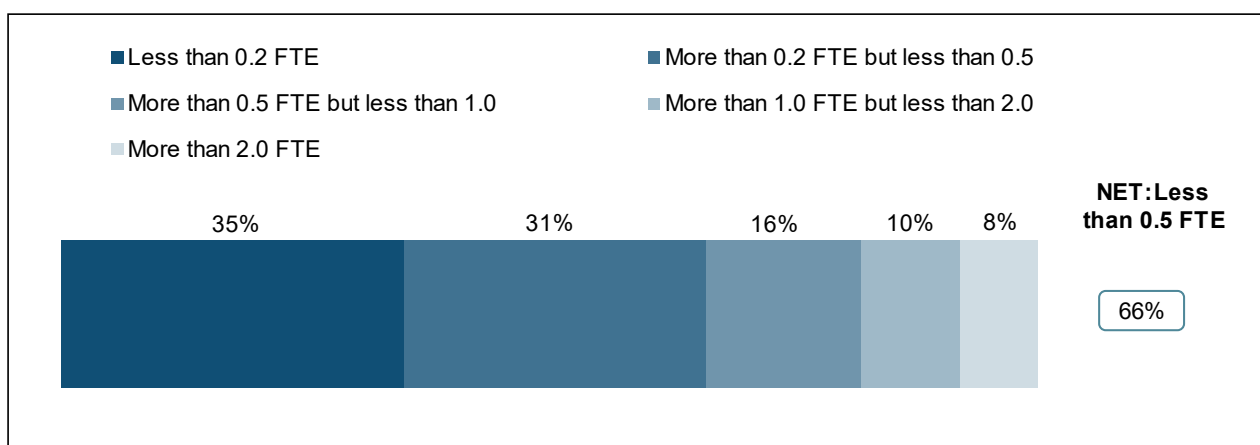
C2_rebased: Panel A Leaders whose procurement activity was centralised in the school; excluding don't know responses (n=198).

Source: School and College Panel, June 2023 survey

Of schools that could provide an answer, secondary schools were more likely to report dedicating more than 1.0 FTE to commercial or procurement activity than primary schools (37% vs. 14%). However, primary academies were more likely than primary non-academies to report dedicating more than 1.0 FTE to commercial or procurement activity (31% vs. 6%).

Schools that were part of an MAT were more likely to report dedicating more than 1.0 FTE to commercial or procurement activity compared to average (34% vs. 18% overall).

Qualifications of staff who deal with procurement and supply

Schools whose procurement activity was centralised were asked whether any of the members of staff who dealt with commercial and procurement activity held procurement and supply related qualifications or accreditations. Around six-in-ten schools (58%) reported not knowing whether staff held these qualifications or not.

Of schools that knew what qualifications or accreditations these members of staff held, three-in-ten (30%) reported that staff held any type of qualification or accreditation related to procurement and supply (Figure 3). The most common qualification held was a Chartered Institute of Procurement and Supply (CIPS) Award for School Business Professionals (with the Institute of School Business Leadership) (24%).

Figure 3. Whether staff have any procurement and supply related qualifications or accreditations (Schools weighting)

CIPS Award for School Business Professionals (with ISBL): 24%

CIPS Qualifications (e.g. Certificates / Diplomas in Procurement and Supply): 7%

Professional Accreditations (e.g. MCIPS): 2%

Apprenticeships (e.g. Level 3 or Level 4 Commercial Procurement and Supply): 1%

NET: Any of these: 30%
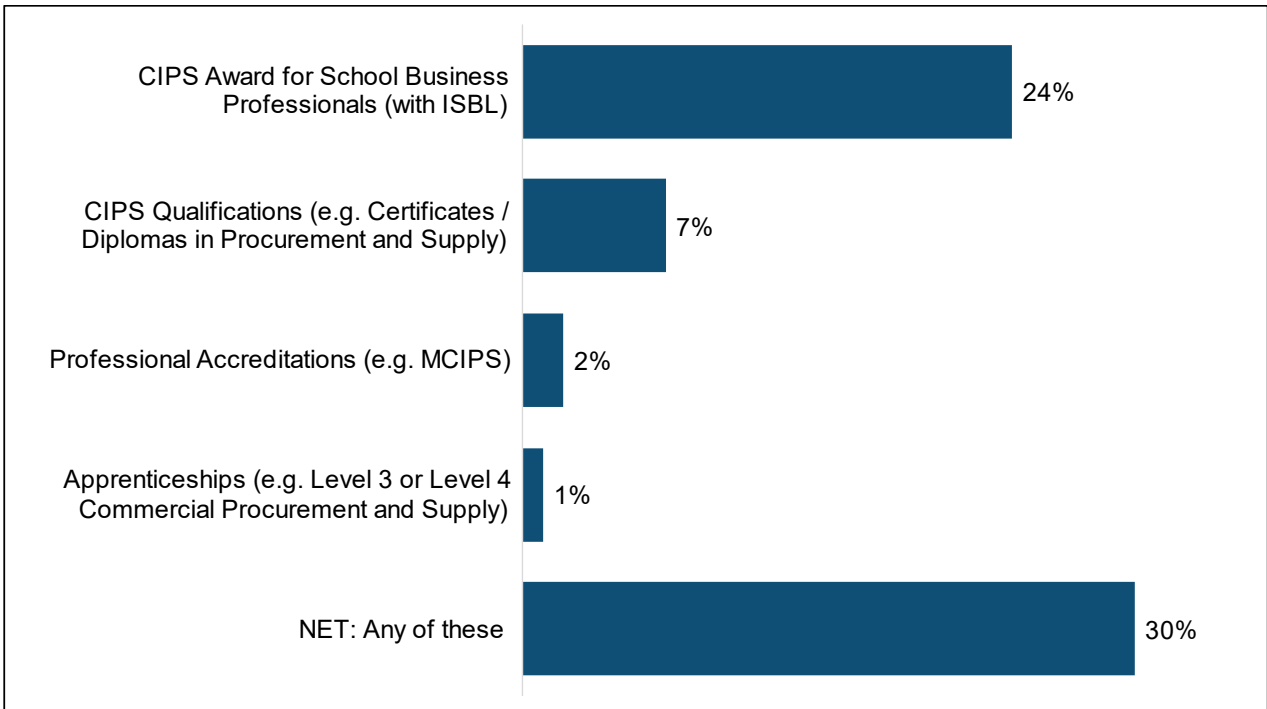
C7_rebased: Panel A Leaders whose procurement activity was centralised in the school, excluding 'Don't know' responses (n=120).

Source: School and College Panel, June 2023 survey

International teacher recruitment

In March 2023, the Department for Education announced an international relocation payment (IRP) for non-UK trainees and teachers of languages and physics. The findings in this section will help the department to understand schools' current approach and attitudes towards hiring non-UK teachers and awareness of the IRP. This section covers whether schools have previously filled posts by recruiting international teachers. For the purposes of this research, international teachers were defined as those who originally trained to be a teacher outside of the UK.

Whether schools have recruited international teachers

Around a quarter of secondary schools (24%) had filled at least one of their posts through recruiting international teachers in the last academic year, compared to 2% of primary schools. Additionally, schools in London and the South East were more likely than average to have recruited international teachers in the last academic year (17% and 12% respectively vs. 5% on average).

Among schools that had recruited international teachers in the last academic year, they were most likely to report recruiting 1 to 2 teachers (77%). Fifteen percent recruited between 3 and 4 teachers, and 7% reported recruiting between 5 and 10. The median number of posts filled through recruiting international teachers by schools that had done so was 1.

Reasons for recruiting international teachers

Among schools that had recruited at least one international teacher in the last academic year, the most common reason for doing so was a lack of good quality candidates locally or nationally (56%), closely followed by it allowing the school to fill a post with a subject specialist (53%), as shown in Figure 4. Three-in-ten (30%) schools also reported that the international candidate was the best applicant for the role[13].

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[13] Due to low base sizes for schools that who have recruited international teachers (n=47), further subgroup analysis is not possible for questions using this base.

Figure 4. Reasons why schools had recruited international teachers in the last academic year (Schools weighting)

Reason	Percentage
There were not enough good quality candidates locally/nationally	56%
It allowed us to fill a post with a subject specialist	53%
An international candidate applied to our advert and was the best applicant for the job	30%
We have recruited internationally successfully in the past	9%
It was an affordable option compared with recruiting locally or nationally	9%
We wanted to increase the diversity of the school's workforce	4%
None of the above	8%

B2: Panel B Leaders who filled any posts through international recruitment (n=47).

Source: School and College Panel, June 2023 survey

Experience of recruiting international teachers

Just under six-in-ten schools (56%) who had recruited international teachers in the last academic year would be likely to do so again, whilst three-in-ten (31%) would not (Figure 5).

Figure 5. Whether schools that had previously recruited international teachers would be likely to do so again (Schools weighting)

■ Very likely   ■ Fairly likely   ■ Not very likely   ■ Not at all likely   ■ Not sure

| 21% | 35% | 24% | 7% | 14% | **NET: Likely** |

56%
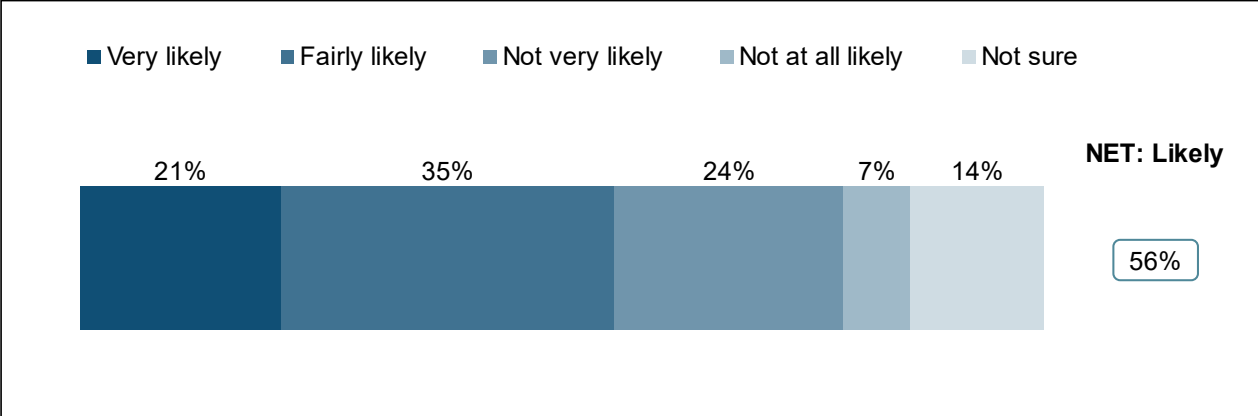
B3_rebased: Panel B Leaders who filled any posts through international recruitment, excluding not applicable responses (n=47).

Source: School and College Panel, June 2023 survey

The 15 school leaders[14] who reported they would be unlikely to recruit an international teacher in the future were asked why this was. The main reasons reported by these leaders were:

- The quality of international recruits or candidates being poor (9 out of 15 school leaders)

- A lack of support to help international teachers adjust to the English education system (7 out of 15 school leaders)

- The process being too difficult or time-consuming (7 out of 15 school leaders)

- The cost of international recruitment agencies being too high (6 out of 15 school leaders)

Other reasons included having enough good quality candidates locally or nationally, and concerns about retaining international teachers long-term.

Reasons for not recruiting international teachers

Schools that had not recruited any international teachers in the last academic year were asked why this was the case. The most common reason given was that no international teachers had applied (53%). Other reasons, as shown in Figure 6, included having enough good quality candidates locally (20%) and the quality of international candidates

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[14] Please note, responses from school leaders here have been reported at the individual level instead of the school level due to small base sizes not allowing for weighting at the school level.

being poor (14%). Thirteen percent of schools were not recruiting in the last academic year.

Figure 6. Reasons why schools had not recruited international teachers in the last academic year (Schools weighting)

Legend: ■ All ■ Primary ■ Secondary

Reason	All	Primary	Secondary
No international teachers applied	53%	55%*	35%
We have enough good quality candidates locally or nationally	20%	20%	20%
The quality of international recruits/ candidates were poor	14%	10%	44%*
We were not recruiting in the last academic year	13%	15%*	2%
The process is too difficult/time-consuming (e.g. remote interviewing)	10%	7%	27%*
We did not consider it during the last academic year	8%	9%	4%
The cost of international recruitment agencies is too high	7%	6%	15%*
Concerns about retaining international teachers long-term	4%	3%	14%*
None of the above	4%	4%	5%

B5: All Panel B Leaders who had not filled any posts through international recruitment (n=358), Panel B Primary Leaders who had not filled any posts through international recruitment (n=231), Panel B Secondary Leaders who had not filled any posts through international recruitment (n=127). *Indicates significant difference between primary and secondary. 'Don't know' not charted (3% or less).

Source: School and College Panel, June 2023 survey

Primary schools were more likely than secondary schools to report no international teachers having applied as a reason for not recruiting international teachers (55% vs. 35%). In contrast, secondary schools were more likely than primary schools to cite a several reasons, including:

- The quality of recruits being poor (44% vs. 10% of primary schools)

- The process being too time consuming or difficult (27% vs. 7% of primary schools)

- The cost of international recruitment agencies being too high (15% vs. 6% of primary schools)

- Concerns about retaining international teachers long term (14% vs. 3% of primary schools)

Schools with the lowest proportion of pupils eligible for FSM were more likely than average to report having enough good quality local candidates (30% vs. 20%), as well as not recruiting in the last academic year (21% vs. 13%).

Schools in London were more likely than average to report cost as a reason for not hiring international teachers (23% vs. 7%), as well as having concerns about the quality of international recruits (28% vs. 14%) and retaining international teachers long-term (12% vs. 4%). Schools in the East of England were more likely than average to report the process being too difficult or time-consuming (19% vs. 10%).

What could encourage schools to recruit international teachers

Schools that had not recruited any international teachers in the previous academic year were asked what would encourage them to recruit international teachers in future. The most common responses given by schools was more support finding good quality international applicants (36%), more information about the benefits of international recruitment (31%), and guidance on how to manage the recruitment process (31%).

As shown in Figure 7, one-in-five schools that had not recruited any international teachers in the previous academic year (20%) reported that they would not consider recruiting international teachers in future.

Figure 7. What would encourage schools that have not recruited international teachers to do so in future (Schools weighting)

Legend: All, Primary, Secondary

More support for finding good quality international applicants
- All: 36%
- Primary: 32%
- Secondary: 64%*

More information about the benefits of recruiting internationally
- All: 31%
- Primary: 32%
- Secondary: 28%

More guidance/information on managing the process of recruiting internationally
- All: 31%
- Primary: 30%
- Secondary: 37%

More support to help schools obtain visas for recruits
- All: 22%
- Primary: 18%
- Secondary: 50%*

Support with advertising aimed at international teachers
- All: 17%
- Primary: 16%
- Secondary: 24%

None of the above - I would not consider international teachers
- All: 20%
- Primary: 21%*
- Secondary: 12%

Don't know
- All: 22%
- Primary: 25%*
- Secondary: 7%

B6: All Panel B Leaders who had not filled any posts through international recruitment (n=358), Panel B Primary Leaders who had not filled any posts through international recruitment (n=231), Panel B Secondary Leaders who had not filled any posts through international recruitment (n=127). *Indicates significant difference between primary and secondary. 'Other' not charted (2% or less).

Source: School and College Panel, June 2023 survey

Primary schools were more likely than secondary schools to report that they would not consider recruiting international teachers in future (21% vs. 12%). Secondary schools were more likely to report wanting more support for finding good quality international applicants than primary schools (64% vs. 32%), as well as more support to obtain visas for recruits (50% vs. 18%).

Schools in the South West were more likely than average to report wanting more support for finding good quality candidates (51% vs. 36% overall), whilst schools in London were more likely to report wanting more support to help schools to obtain visas for recruits (46% vs. 22% overall). Schools in the East of England were more likely to say they would like support with advertising aimed at international teachers (27% vs. 17% overall).

International relocation payment scheme

In 2023, the international relocation payment (IRP) scheme was launched, designed as a contribution towards the relocation expenses of non-UK trainees and teachers of languages or physics moving to England.

Overall, one-in-five secondary leaders (20%) were aware of the IRP scheme, but the majority of this group had only heard of it (and knew nothing more) (12%). In total, one-in-ten secondary leaders (9%) reported that they knew 'a lot' or 'a little' about the scheme (Figure 8).

Figure 8. Whether secondary leaders are aware of the international relocation payment scheme (Individual weighting)
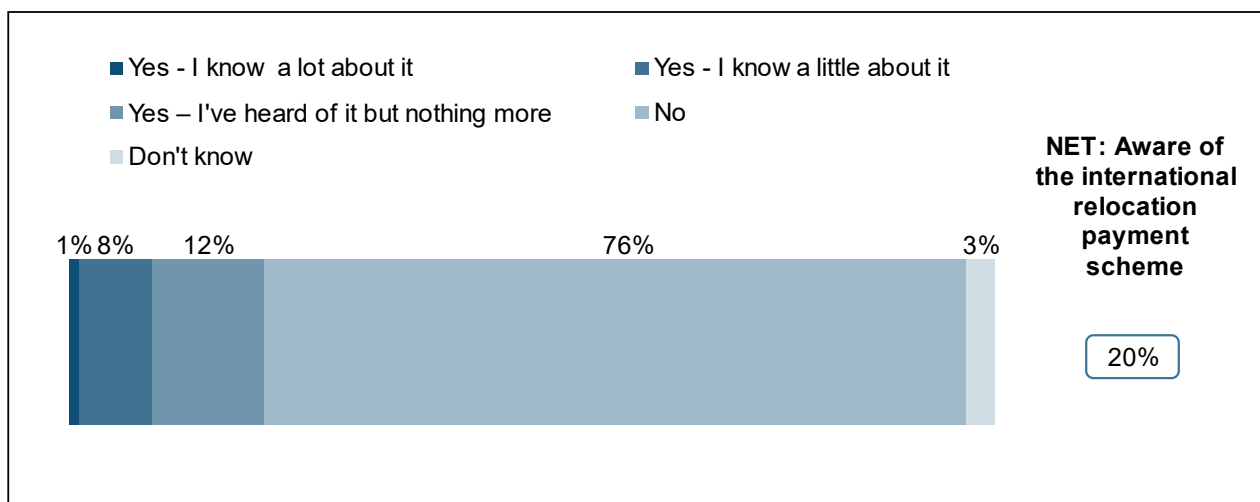
B7: Panel B Secondary Leaders (n=182). Due to rounding, the figures may not match the NET exactly.

Source: School and College Panel, June 2023 survey

Engagement model

The engagement model (EM)[15] is a teacher assessment tool to help schools support pupils who are in Key Stage 1 (KS1) and Key Stage 2 (KS2), working below the level of the national curriculum and not engaged in subject-specific study. It was made statutory from September 2021, replacing P-scales 1 to 4. The engagement model is predominantly used in special school. These questions were included to better understand how it is used in mainstream schools.

Confidence using, and usefulness of, the EM

Among primary teachers, one-in-five (20%) had not used the EM, and around a third (32%) had not heard of the EM.

Excluding those who did not use EM or had not heard of the EM, confidence levels in using the EM were mixed (Figure 9). Overall, 29% felt confident using the EM to assess pupils not engaged in subject-specific study, but 44% were not confident.

Figure 9. Confidence using the EM to assess pupils not engaged in subject-specific study, among those that use/had heard of the EM (Individual weighting)
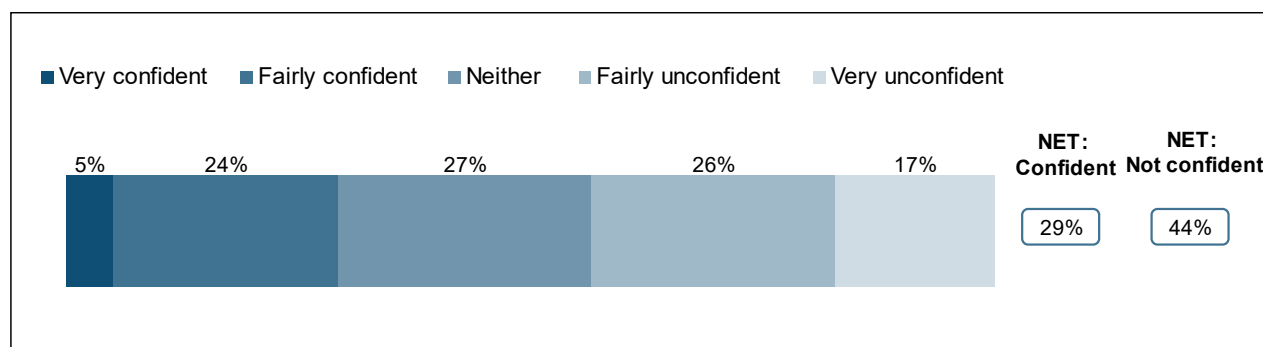
E1_rebased: All Primary Teachers, excluding those who have not used, or have not heard of the Engagement Model (n=390). Due to rounding, the figures may not match the NET exactly.

Source: School and College Panel, June 2023 survey

Primary school teachers who used the EM were asked how useful the model was in terms of supporting them with teaching pupils not engaged in subject-specific study. As shown in Figure 10, one third (33%) reported that it was either very or fairly useful, but a near equal proportion (28%) reported that it was not very or not useful at all. Around four-in-ten (39%) answered 'don't know'.

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[15] The engagement model - GOV.UK (www.gov.uk)

Figure 10. Usefulness of the EM, in terms of supporting teachers to teach pupils not engaged in subject-specific study (Individual weighting)
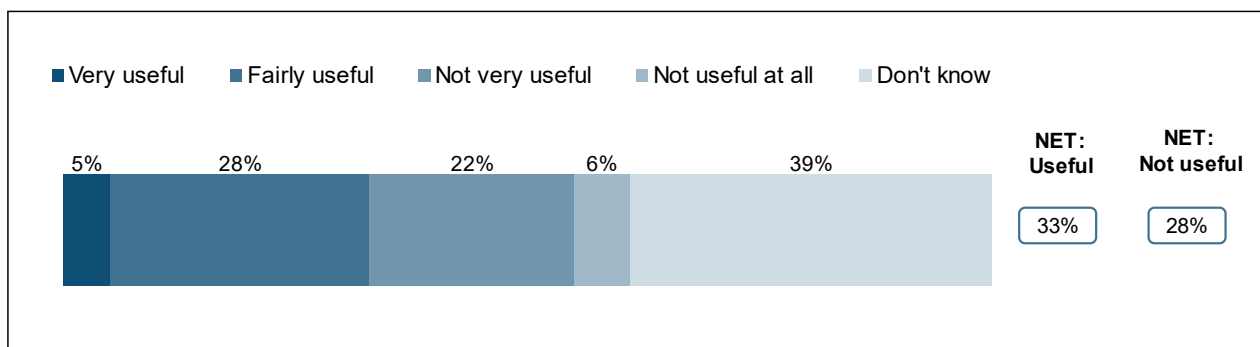
E2: All Primary Teachers, excluding those who have not used, or have not heard of the Engagement Model (n=390).

Areas of engagement

Primary school teachers that said they used the EM were asked whether any of the five areas of engagement that comprise the model were unclear. Around half (51%) of primary teachers reported that they were not aware of the 5 areas of engagement. Among those who were aware of the 5 areas of engagement, the majority (78%) reported that none of the areas were unclear. Around one-in-six found Realisation and Anticipation unclear (both 15%), followed by Initiation and Persistence (both 8%), and Exploration (6%).

Primary teachers from schools with the lowest proportion of pupils eligible for FSM were more likely than the total average to report that they were not aware of the 5 areas of engagement (63% vs. 51%).

Support with using the EM

Primary teachers who were aware of the EM were asked what more, if anything, the Department for Education could do to support schools with using the EM. As shown in Figure 11, staff training was the most common response, cited by around two-thirds of respondents (65%). This was followed by a provision of examples of best practice (57%), and more guidance (45%).

Figure 11. What primary teachers think the Department for Education could do more to support schools with using the EM (Individual weighting)

Category	Percentage
Staff training (e.g. through webinars)	65%
Examples of best practice	57%
More guidance	45%
Other	3%
No additional support is required	2%
Don't know	16%
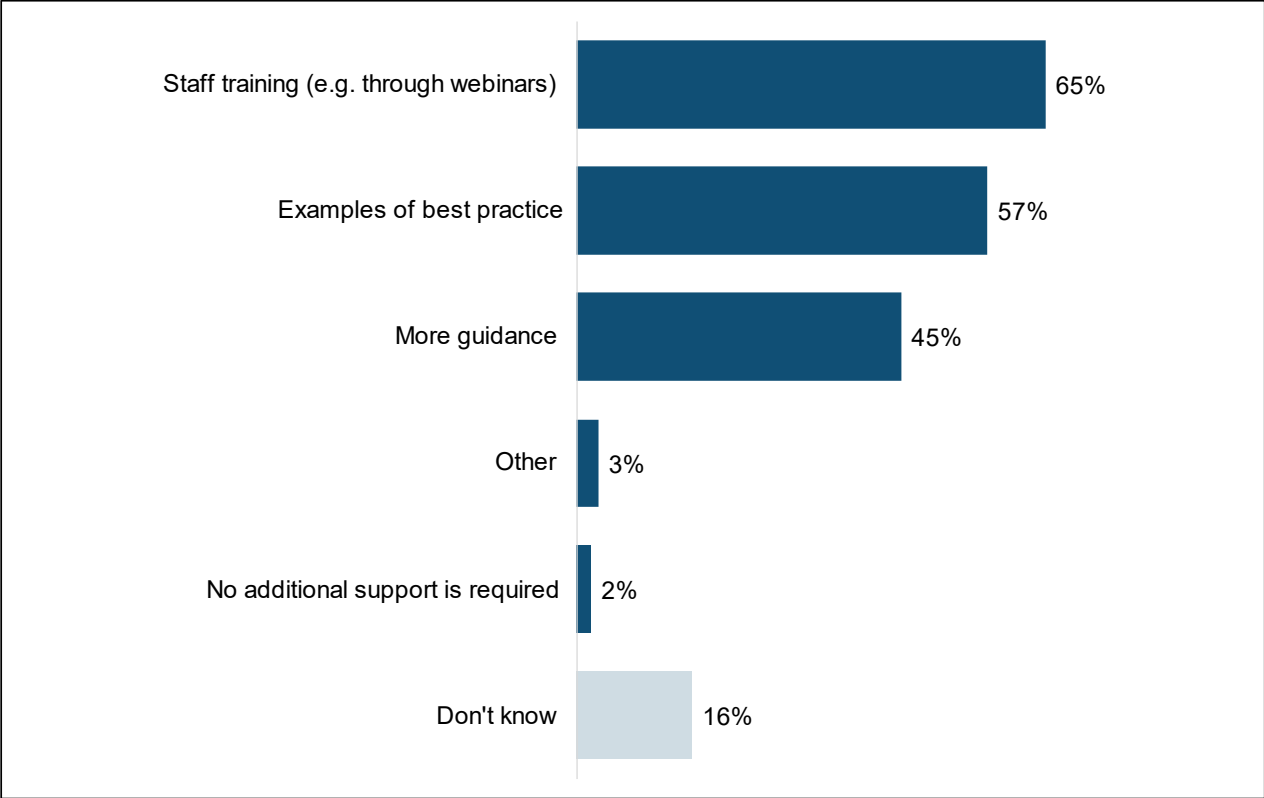
E4: All Primary Teachers who were aware of the EM (n=550).

Source: School and College Panel, June 2023 survey

Use of commercial writing programmes in primary schools

This government's levelling up mission for schools is that by 2030, 90% of children will leave primary school having achieved the expected standard in reading, writing and maths. Data from the June 2023 School and College Panel survey provides the Department for Education insight into current practice in relation to teaching writing in primary schools. This data will help the department to continue to support schools in driving improvements in primary attainment. Questions were asked of primary teachers and leaders to explore the use of external and internal programmes or schemes as part of their teaching practice.

Primary schools can use commercial schemes/programmes to assist in teaching. In June 2023, primary school leaders and teachers were asked about any schemes or programmes they used in their school as part of their teaching practice for writing. Schemes or programmes were defined as structured, sequenced teaching approaches or frameworks, supported with materials and delivered over a period of time. Schools were asked not to include systematic synthetic phonics (SSP) programmes in their answers.

Spelling schemes/programmes were the most commonly used, with 82% of schools reporting that they used this type of scheme/programme. As shown in Figure 12, this was followed by handwriting (75%), writing (53%) and vocabulary, grammar, and punctuation (52%).

Across all schemes/programmes, most were developed externally to schools or MATS, with this especially the case for spelling (67%).

Figure 12. Types of internally and externally developed schemes to assist in teaching used in primary schools (Schools weighting)
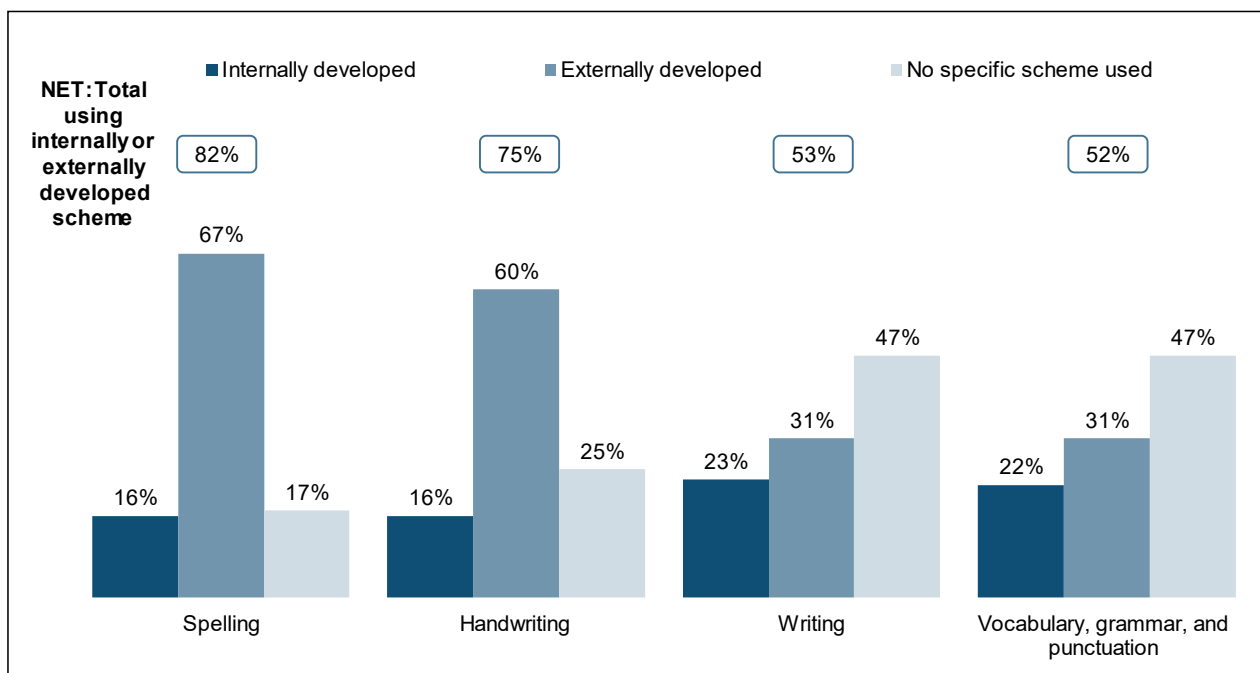
J1: Panel A Primary Leaders (n=233). 'Don't know' not charted (<1% for all)[16].

Schools with the highest proportion of pupils eligible for FSM were more likely to report using vocabulary, grammar, and punctuation schemes (65% vs. 52% overall) and writing schemes (67% vs. 53% overall). Handwriting schemes were less likely to be used in schools with the lowest proportion of pupils eligible for FSM (57% vs. 75% overall).

Specifically looking at internally developed schemes, there was also greater usage in schools with the highest proportion of pupils eligible for FSM, with:

- 38% reporting usage of internally developed writing schemes (vs. 23% overall), and
- 36% reporting usage of internally developed vocabulary, grammar, and punctuation schemes (vs. 22% overall).

Primary academies were more likely to use internally developed writing and handwriting schemes compared to maintained primary schools (writing: 30% vs. 18%, handwriting: 22% vs. 12%).

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[16] Some schools used both internally and externally developed schemes.

Externally developed programmes used by schools

Schools that reported using externally developed schemes and programmes to support teaching practices were asked to name them. The question was asked via an open text box, to gather a wide variety of responses. The data below is based on unweighted data and should not be used in statistical sense but as an indication of the sorts of programmes and schemes being used in schools.

Use of external schemes and programmes was most common for teaching spelling. 155 schools reported using externally developed spelling schemes and programmes. Leaders from these schools named a total of 36 different schemes which their school was currently using, with the most common being used by 45 schools.

139 schools reported using externally developed handwriting schemes and programmes. Leaders from these schools named a total of 23 different schemes which their school was currently using, the most common of which was used by 36 schools.

Seventy-three schools reported using externally developed writing schemes and programmes. Leaders from these schools named a total of 46 different schemes which their school was currently using, the most common of which was used by 15 schools.

Seventy-two schools reported using externally developed vocabulary, grammar and punctuation schemes and programmes. Leaders from these schools named a total of 38 different schemes which their school was currently using, the most common of which was used by 9 schools.

Improving writing outcomes in schools

Primary leaders and teachers were asked what they thought would be beneficial in improving writing outcomes in their school. The most common response, given by seven-in-ten (71%), was specific interventions for pupils at risk of not meeting writing expectations. This was closely followed by training/CPD specific to teaching writing (61%). The full response breakdown is shown in Figure 13.

Figure 13. What leaders and teachers thought would be beneficial in improving writing outcomes (Individual weighting)
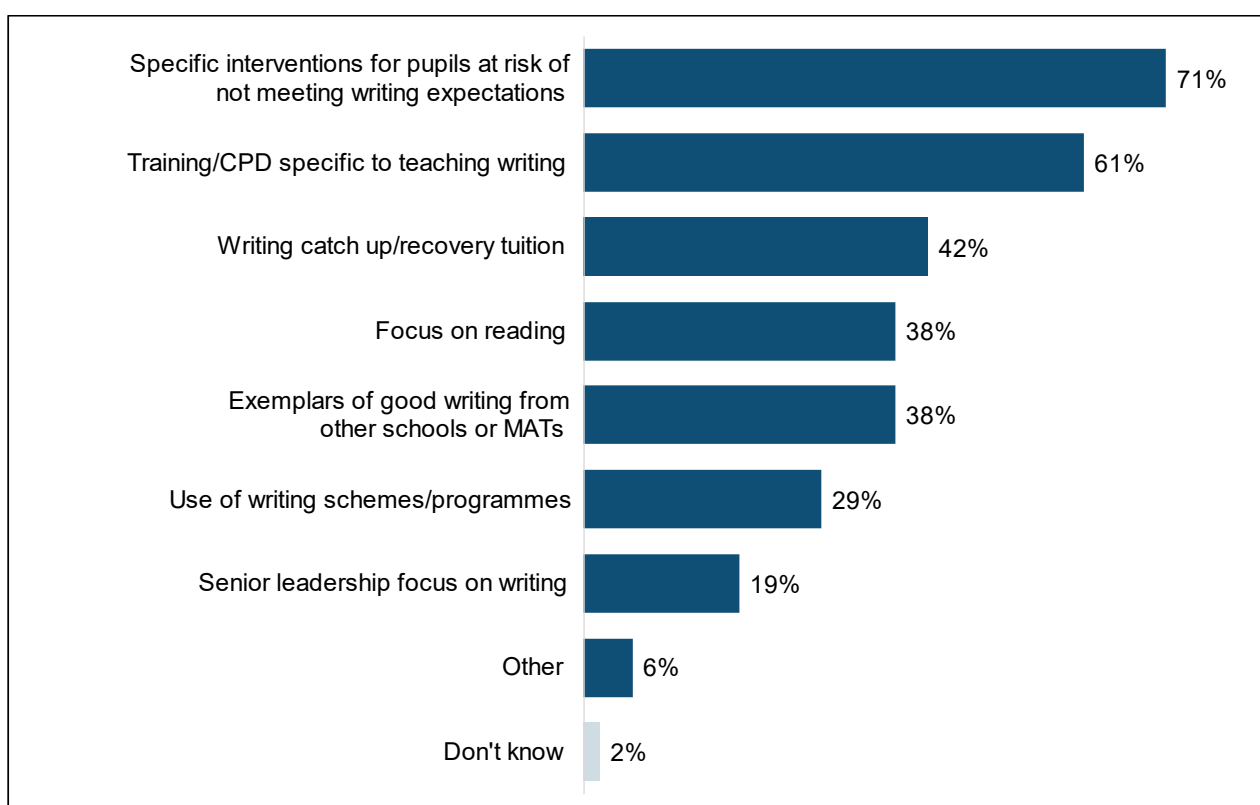
J9: Panel A Primary Leaders and All Primary Teachers (n=1,041).

Source: School and College Panel, June 2023 survey

Leaders were more likely than teachers to report that training/CPD specific to teaching writing (71% vs. 59%) and report that a senior leadership focus on writing (27% vs. 18%) would be beneficial in improving writing outcomes in their school. In contrast, teachers were more likely to report that use of writing schemes/programmes would be beneficial (31% of teachers vs. 18% of leaders).

Attendance guidance

In May 2022, the Department for Education published school attendance guidance 'Working together to improve school attendance'[17]. This guidance came into effect in September 2022, with the intention of putting the guidance on a statutory footing when parliamentary time allows.

Implementation of attendance guidance

Around eight-in-ten schools (79%) reported having a published school attendance policy which meets the expectations set out in the new attendance guidance, as shown in Figure 14. This is in line with January 2023 results (79%), when this question was last asked. Over one-in-ten schools (13%) reported they had a published school attendance policy but had not checked it against the new guidance and 1% said they did not have a published school attendance policy at all.

Figure 14. Whether schools have a published school attendance policy which meets the expectations set out in the new attendance guidance (Schools weighting)
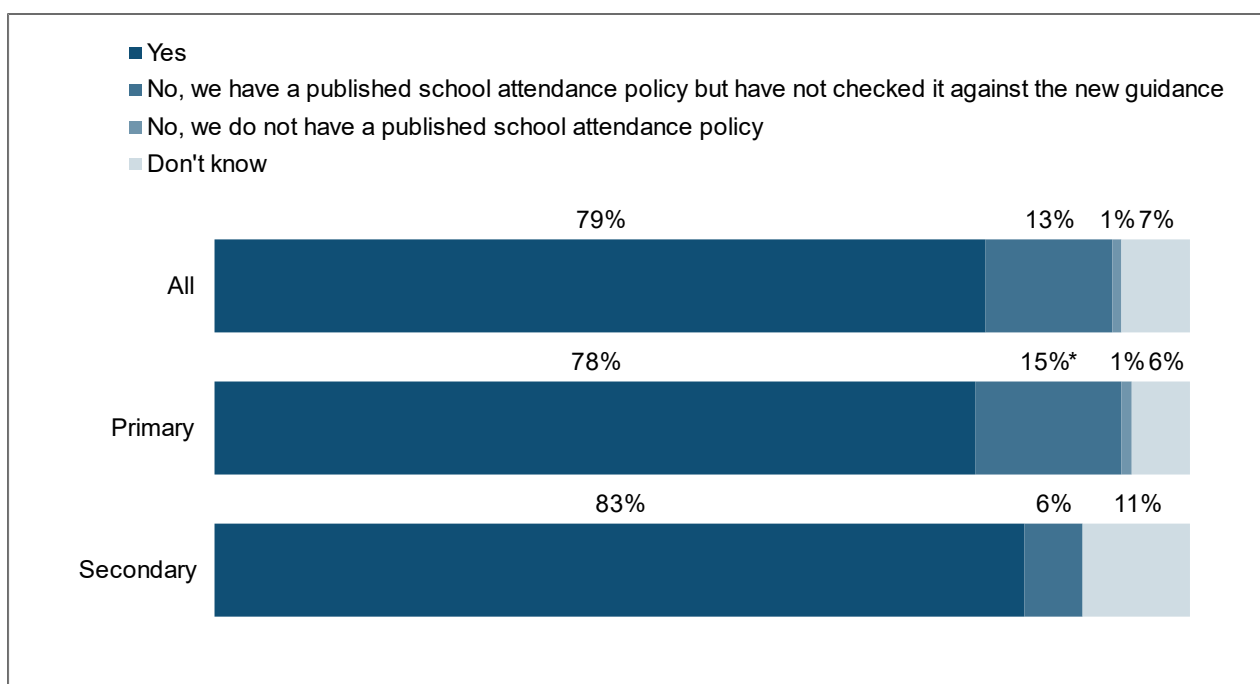
Legend:
- Yes
- No, we have a published school attendance policy but have not checked it against the new guidance
- No, we do not have a published school attendance policy
- Don't know

All: 79% | 13% | 1% | 7%
Primary: 78% | 15%* | 1% | 6%
Secondary: 83% | 6% | 11%

G2: All Panel A Leaders (n=404); Panel A Primary Leaders (n=233); Panel A Secondary Leaders (n=171).
*Indicates significant difference between primary and secondary schools.

Source: School and College Panel, June 2023 survey

Around eight-in-ten primary and secondary schools had a published school attendance policy that meets the expectations of the new attendance guidelines (78% and 83% respectively). Primary schools were more likely than secondary schools to say they had a published policy but had not checked it against the new guidance (15% vs. 6%).

Senior Leadership Team (SLT) leader for attendance policy

In line with January 2023, around nine-in-ten schools (88% in June 2023 vs. 90% in January 2023) reported having a named SLT leader for attendance policy, whilst 7% reported that they did not. Secondary schools were more likely to have a named SLT leader than primary schools (97% vs. 86%).

Working with local authorities

Around nine-in-ten schools (91%) reported that they shared attendance data about pupils who have concerning attendance levels with the local authority. This was similar to January 2023, when 88% reported sharing attendance data.

Schools with the highest proportion pupils eligible for FSM were more likely than average to share attendance data about pupils (97% vs. 91% overall).

In line with January 2023, just under three-in-six (58%) schools reported that they hold meetings with the local authority to discuss attendance strategy and to agree joint targeted actions for pupils who are persistently or severely absent (also known as Targeting Support Meetings in the new guidance). As shown in Figure 15, around four-in-ten schools (39%) hold these meetings at least termly, around two-in-ten schools (19%) hold these less than termly, and three-in-ten schools (30%) schools do not hold these meetings[18].

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

Figure 15. Whether schools have regular meetings with the local authority to discuss attendance strategy and agree joint targeted actions (Schools weighting)
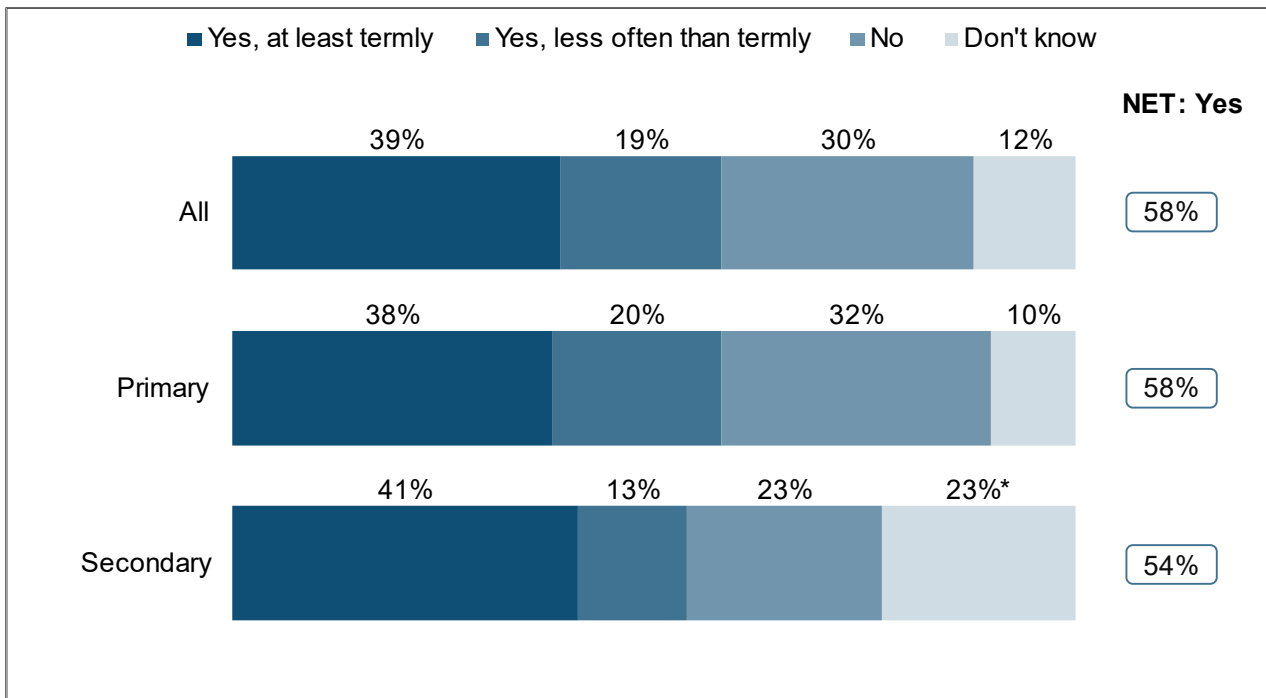
G5: All Panel A Leaders (n=404); Panel A Primary Leaders (n=233); Panel A Secondary Leaders (n=171).
*Indicates significant difference between primary and secondary schools.

Source: School and College Panel, June 2023 survey

Schools with the highest proportion of pupils eligible for FSM were more likely to hold Targeting Support Meetings with the local authority (74% vs. 47% with the lowest proportion of pupils eligible for FSM), and to hold these at least termly (50% vs. 31% respectively).

In line with January 2023, of the schools that held Targeting Support Meetings, in June 2023, just under three-in-ten (29%) reported that they paid for these meetings, compared with a third (33%) who said they did not pay. Just under four-in-ten (38%) did not know whether they pay[19]. Schools with the highest proportion of pupils eligible for FSM were more likely to report that they paid for these meetings (42% vs. 21% of schools with the lowest proportion of pupils eligible for FSM).

Of the schools that did not hold Targeting Support Meetings with the local authority or who had to pay for them, one-in-ten (10%) said they had plans to start holding free Targeting Support Meetings with the Local Authority by September 2023. Just under half (46%) had no plans to do this, and 44% did not know.

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[19] The new attendance guidance states that these meetings should be offered free of charge from September 2023.

Further support needed to implement the new attendance guidance

Schools were asked what further support would be helpful for them to implement the new guidance. Timely and effective engagement with local authorities and increased funding were the most common responses. Though these are 2 separate issues, responses often mentioned both issues, as shown by some of the comments below.

"We are able to implement the guidance as an educational establishment but require significantly more support from the Local Authority to follow up the attendance issues for students who are not attending. More funding needs to be provided for home visits to build a relationship with families and to support pupils as they transfer from primary to secondary." – *Secondary leader.*

"Funding to pay for EWO [Education Welfare Officer] time and attendance support staff." – *Secondary leader.*

"I would like support from the local authority, suddenly a huge burden has been put on to schools, with no resources to support them. There is an attendance crisis, with lots of children requiring safe and well visits, yet no extra funding to pay for staff to go and do these visits, so it leaves schools understaffed whilst existing members of staff go out and do the visits, not to mention the chasing up of non-attendance as well." – *Secondary leader.*

"For the local authority to have time to support with these targeted meetings." – *Primary leader.*

"Extra support from the local authority which is free to work with pupils - we are losing all free support. A member of staff who can work with parents as most attendance issues stem from parents, but we don't have capacity and need more funding to be able to support this." – *Secondary leader.*

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

"Information for parents in the importance of education." – *Primary leader*

"Support with capacity to have meetings with parents whose children do not regularly attend." – *Secondary leader*

"Support with parents. Parents need to inform the impact of non-attending has on a child's future potential. Parents need to attend compulsory parenting sessions around routines/ structures/ boundaries/ reading with their children/ importance of sleep/ talking to their children/ no means no/ dietary advice - this will hopefully also give them some strategies to be able to get their children into school." – *Primary leader.*

Administration resources / support was also raised in response to this question.

"There needs to be more staff to support to escalate to within the local authority as we can be waiting for them to intervene." – *Secondary leader*

Other topics mentioned included advice and support on definitions and implementation strategies, access to support services and agencies and reintroducing the ability to fine and prosecute families.

Use of Exclusions and associated guidance

Withdrawn or cancelled permanent exclusions

The Department for Education sought to understand whether, and how, schools use their power to cancel an exclusion following the recent updates made to the 'Suspension and Permanent Exclusion' guidance in May 2023 (to come into force from September 2023) to reflect amended regulations and provide further clarity around a head teacher's power to cancel an exclusion before a governing board has met to consider reinstatement of the pupil.

In June 2023, schools were asked if they had withdrawn or cancelled any permanent exclusions before the governing board had met. The majority of schools (89%) had not withdrawn or cancelled any permanent exclusions before the governing board had met. Among the 5% that reported they had withdrawn or cancelled at least one permanent exclusion before the governing board met, the median number of permanent exclusions cancelled was 1. The remaining 7% of schools did not know how many permanent exclusions had been withdrawn or cancelled before the governing.

Primary schools were more likely than secondary schools to report that they had not withdrawn or cancelled any permanent exclusions before the governing board had met (94% vs. 63%). In contrast, 21% of secondary schools reported that they had withdrawn or cancelled at least one permanent exclusion compared to 1% of primary schools.

Among schools that had withdrawn or cancelled at least one permanent exclusion before the governing board met, 83% reported that this was because there was an alternative permanent school placement arranged, 15% reported it was because new evidence warranted a review of the decision, and a further 17% reported there was another reason.

Awareness of 'Behaviour in Schools' and 'Suspension and Permanent Exclusion' guidance

In July 2022, the Department for Education published updated 'Behaviour in Schools' guidance[20] and 'Suspension and Permanent Exclusion' guidance[21], which both came into effect in September 2022. These documents provide further clarity and support to head teachers on how to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend. Following these updates, the Department for Education is interested to see whether school leaders

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[20] Behaviour in schools guidance (publishing.service.gov.uk)
[21] Suspension and Permanent Exclusion guidance July 2022 (publishing.service.gov.uk)

and teachers are aware of these pieces of guidance and whether they have found them useful.

Leaders and teachers were asked whether they had heard of these pieces of guidance. As shown in Figure 16, around four-in-ten leaders and teachers (41%) reported that they were familiar with or knew a bit about the 'Behaviour in Schools' guidance and around three-in-ten (32%) reported the same level of awareness in respect of the 'Suspension and Permanent Exclusion' guidance.

Figure 16. Knowledge of 'Behaviour in Schools' and 'Suspension and Permanent Exclusion' guidance (Individual weighting)
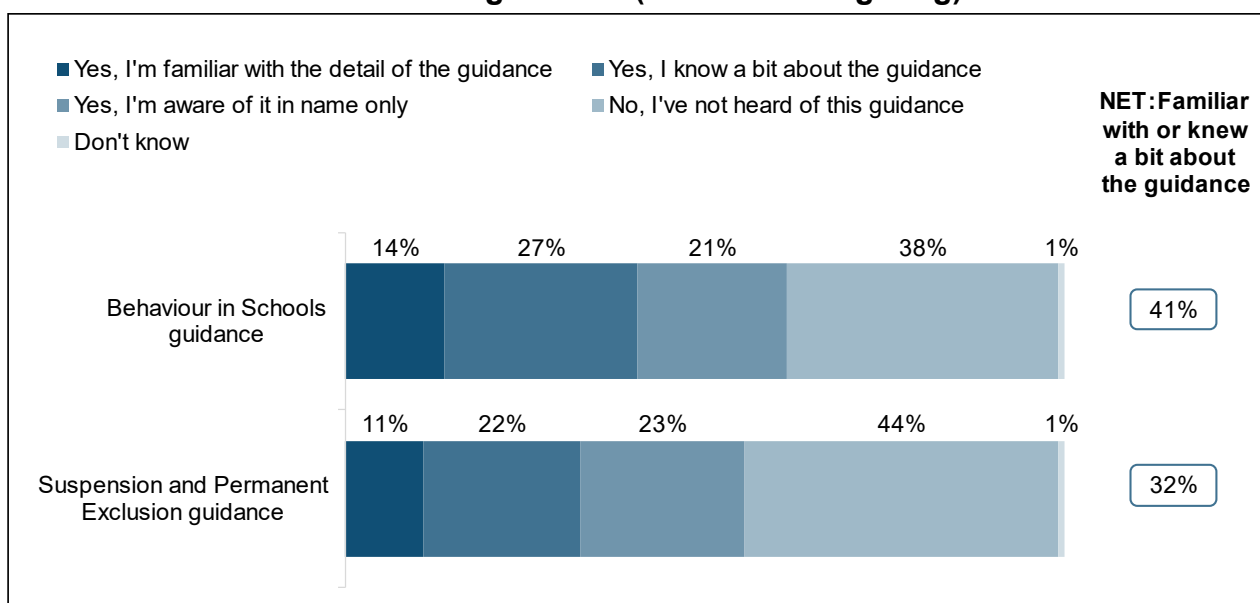
H3: Panel A Leaders and All Teachers (n=2,131). Due to rounding, the figures may not match the NET exactly.

Source: School and College Panel, June 2023 survey

Leaders were more likely than teachers to report that they were familiar with or knew a bit about the 'Behaviour in Schools' guidance (82% of leaders vs. 34% of teachers), whereas teachers were more likely to report that they knew of the guidance by name only (22% of teachers vs. 10% of leaders) or that they had not heard of this guidance (42% of teachers vs. 7% of leaders).

The same pattern applied to the 'Suspension and Permanent Exclusion' guidance. Leaders were more likely to report that they were familiar with or knew a bit about this guidance (76% of leaders vs. 25% of teachers), whereas teachers were more likely to report that they knew of the guidance by name only (24% of teachers vs. 14% of leaders) or that they had not heard of this guidance (49% of teachers vs. 10% of leaders).

Leaders and teachers from schools with the lowest proportion of pupils eligible for FSM were less likely than average to report that they were familiar with or knew a bit about the 'Behaviour in Schools' guidance (36% vs. 41% on average).

Usefulness of 'Behaviour in Schools' and 'Suspension and Permanent Exclusion' guidance

Based on leaders and teachers who had used the guidance, around six-in-ten found each of them either very or fairly useful ('Behaviour in Schools' guidance - 60%, 'Suspension and Permanent Exclusion' guidance - 63%, as shown in Figure 17).

Figure 17. Usefulness of 'Behaviour in Schools' and 'Suspension and Permanent Exclusion' guidance (Individual weighting)
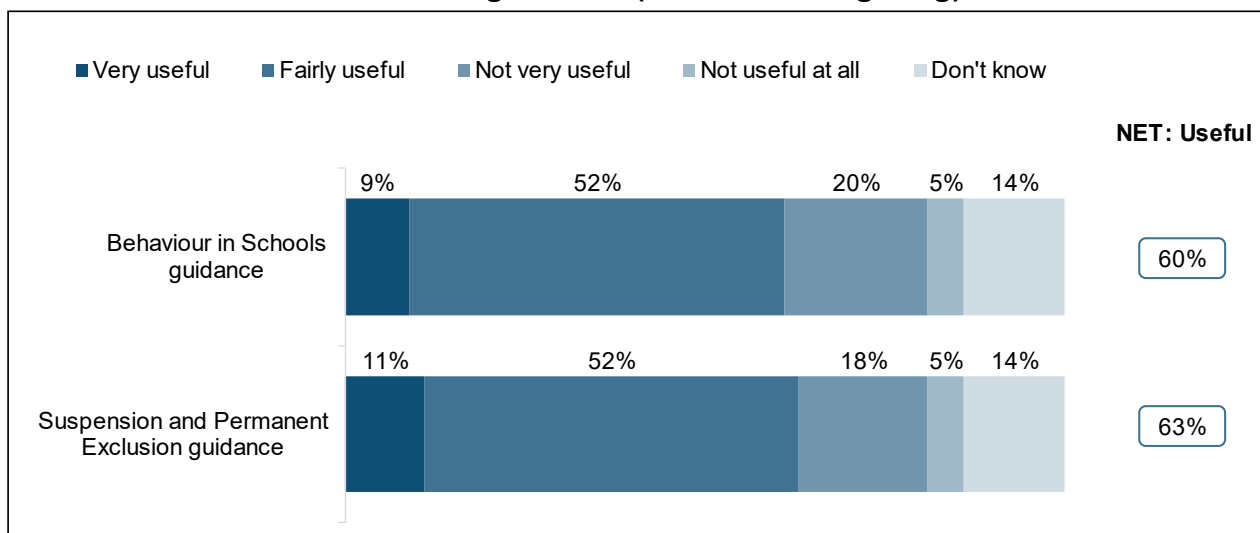
H4_rebased: Panel A Leaders and All Teachers who were familiar with or at least knew a bit about the guidance, excluding those who have not used it (Behaviour in Schools, n=855, Suspension and Permanent Exclusion, n=684). Due to rounding, the figures may not match the NET exactly.

Source: School and College Panel, June 2023 survey

Leaders were more likely than teachers to report that both types of guidance were useful:

- 'Behaviour in Schools' (74% of leaders vs. 55% of teachers)

- 'Suspension and Permanent Exclusion' (80% of leaders vs. 54% of teachers)

Primary leaders and teachers were more likely than secondary leaders and teachers to report that both types of guidance were useful:

- 'Behaviour in Schools' (66% of primary leaders and teachers vs. 54% of secondary leaders and teachers)

- 'Suspension and Permanent Exclusion' (68% of primary leaders and teachers vs. 58% of secondary leaders and teachers)

Pupil Support Units and In-school Alternative Provision

As set out in Department for Education's Behaviour in Schools guidance (2022)[22], Pupil Support Units (PSUs), sometimes known as in-school units, inclusion, learning, or nurture support, are planned interventions which are intended to support and improve behaviour and maintain learning in place of mainstream lessons. The underlying ambition should be to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. Little is known about the number of schools using these arrangements, the numbers of pupils being supported, or the duration of placements in PSUs.

Most PSUs solely accommodate pupils in their own schools, but some, known as in-school alternative provision (AP) units, also provide behavioural support for pupils from other schools and those who have been permanently excluded, as well as support for pupils who cannot attend mainstream schools due to illness or other reasons.

These questions help the Department to better understand how PSUs and in-school AP units contribute to wider arrangements for alternative provision, particularly in the context of wider reforms to alternative provision[23].

Pupil Support Units

In June 2023, around one-in-ten (11%) schools had a PSU, with a further 7% planning to establish one. In total, 18% of all schools reported that they have, or plan to have a PSU. Eight-in-ten schools (80%) reported that they did not have a PSU and had no plans to establish one.

Secondary schools were more likely to have a PSU compared with primary schools (37% vs. 6%), and to have plans to establish one (13% vs. 5%). In total, 50% of secondary schools had, or had plans to have, a PSU, compared to 11% of primary schools.

Schools with the highest proportion of pupils eligible for FSM were also far more likely to have a PSU (20% vs. 3% of schools with the lowest proportion of pupils eligible for FSM).

Schools in the West Midlands were more likely than the average across the country to have PSU (28% of schools in the West Midlands vs. 11% overall)[24].

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[22] Behaviour in schools guidance (publishing.service.gov.uk)
[23] As set out in the Department for Education's SEND and alternative provision improvement plan (2023).
[24] The unweighted response for West Midlands for this question was n=31.

Pupils receiving support from pupil support units

The 81 schools which told us they had PSUs were asked how many pupils received support from their PSU in a typical school week. As shown in Figure 18, the most common response was between 6-10 pupils (32% of schools responded in this way), followed by 28% of schools with PSUs that support between 1-5 pupils.

Figure 18. Number of pupils receiving support in a typical school week from PSUs (Schools weighting)
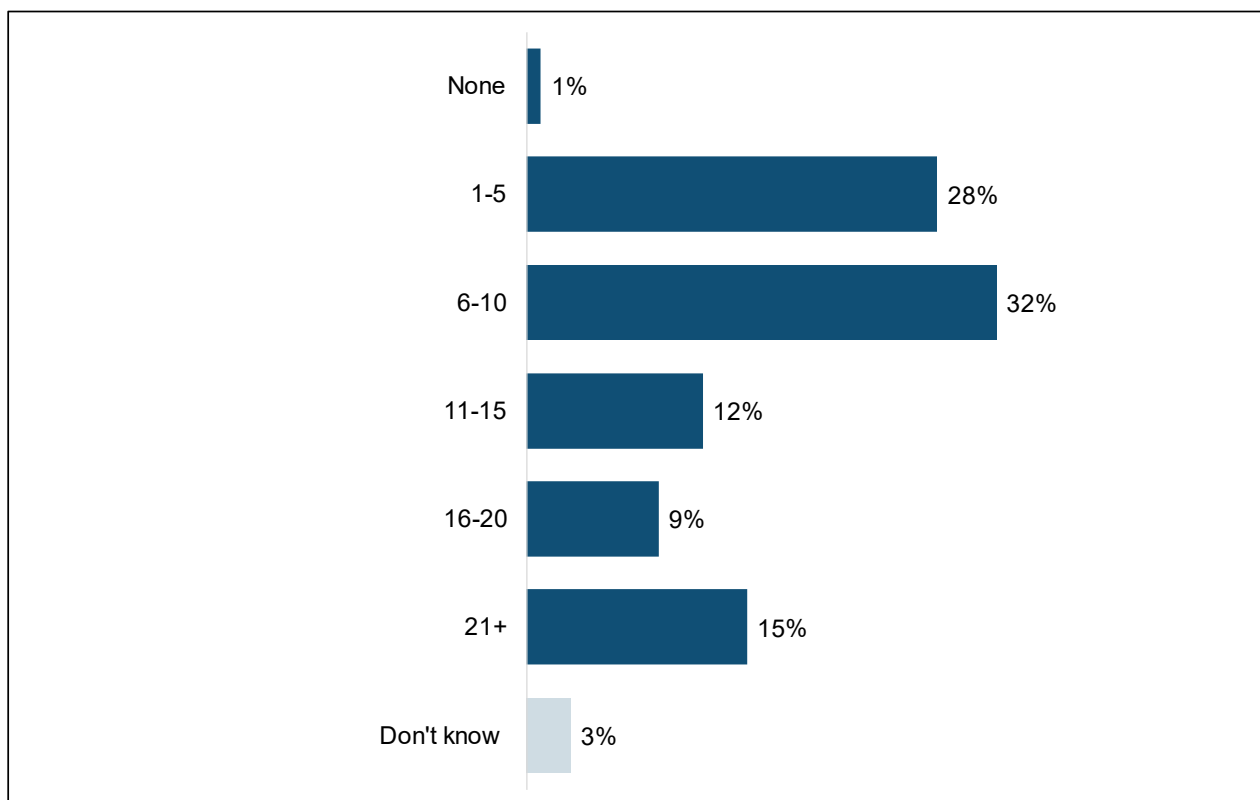
R3: Panel B Leaders with a Pupil Support Unit (n=81).

Source: School and College Panel, June 2023 survey

Length of time in PSU

Schools with PSUs were asked how long pupils were placed in the PSU before they returned to their normal classroom lessons. As shown in Figure 19, owing to the flexible nature and purpose of PSUs, pupils typically spent either a very short, or extensive amount of time in PSUs, with less than one day (20%) and over 3 months (20%) the most common intervals of time. Overall, three-in-ten (31%) schools reported that pupils were placed in a PSU for up to 5 days before returning to normal classroom lessons.

Figure 19. Average length of time pupils placed in PSUs before return to normal classroom lessons (Schools weighting)

Category	Percentage
Less than one day	20%
Two or three days	10%
Four to five days	2%
More than a week, less than a full month	6%
A month	3%
2-3 months	10%
Over 3 months	20%
Over a year	14%
Don't know	16%
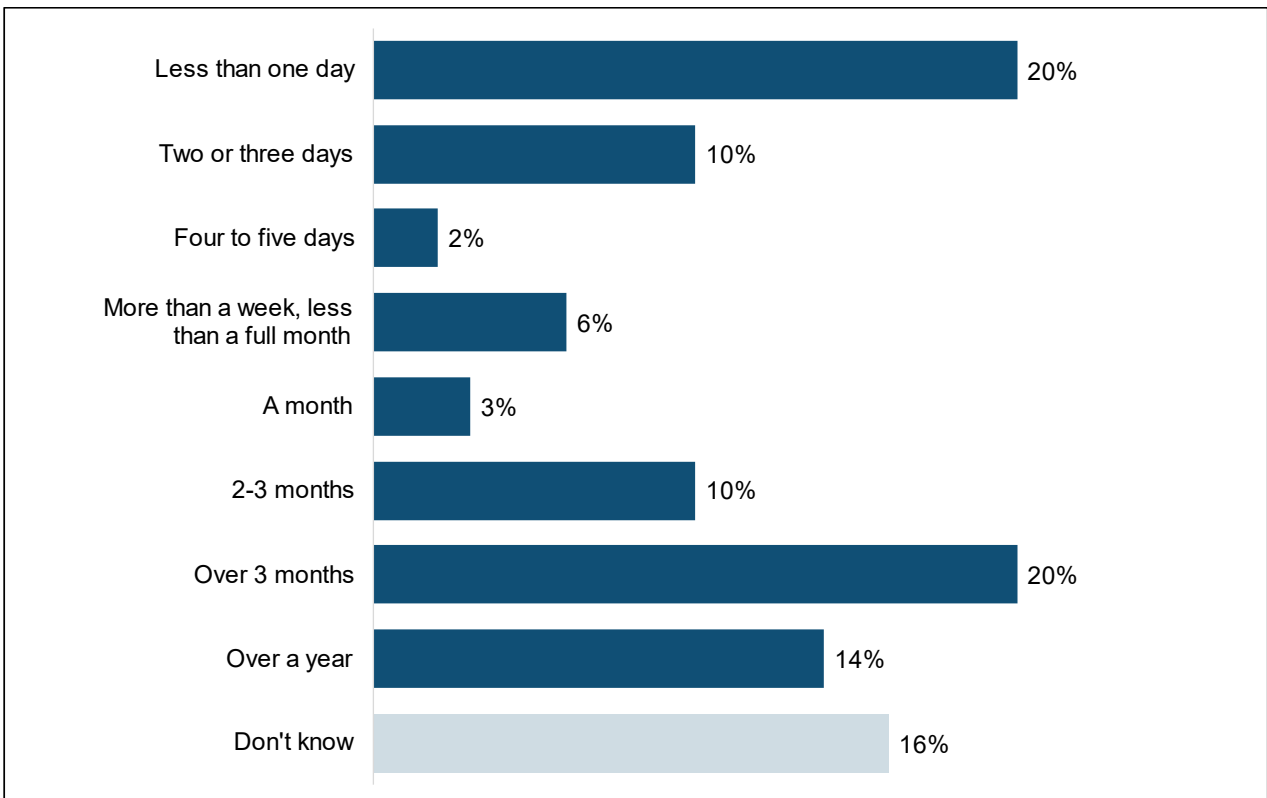
R4: Panel B Leaders with a Pupil Support Unit (n=81).

Source: School and College Panel, June 2023 survey

In-School Alternative Provision

One-in-twenty (5%) schools had an in-school AP unit, with a further 4% planning to establish one. In total, 9% of schools reported that they had, or planned to have an in-school AP unit. Almost nine-in-ten (88%) schools did not have an in-school alternative provision (AP) unit and had no plans to establish one.

In-school AP units were more likely to currently exist in secondary schools than primary schools (12% vs. 4%). Secondary schools were also more likely to be planning to establish an in-school AP unit (9% vs. 3% for primary). In total, 20% of secondary schools reported that they had, or planned to have, an in-school AP unit, compared with 7% of primary schools.

As with PSUs, schools in the West Midlands were far more likely than the average across the country to have an in-school AP unit (22% vs. 5% overall)[25].

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[25] The unweighted response of leaders in West Midlands was n=31.

Pupils receiving support from in-school alterative provision

For schools with an in-school AP unit (31 schools), it was most common for between 1 and 5 pupils to receive support in a typical week (45% of schools reported this was the case). Figure 20 shows the full breakdown of response to this question.

Figure 20. Number of pupils receiving support in a typical school week from in school alternative provision units (Schools weighting)
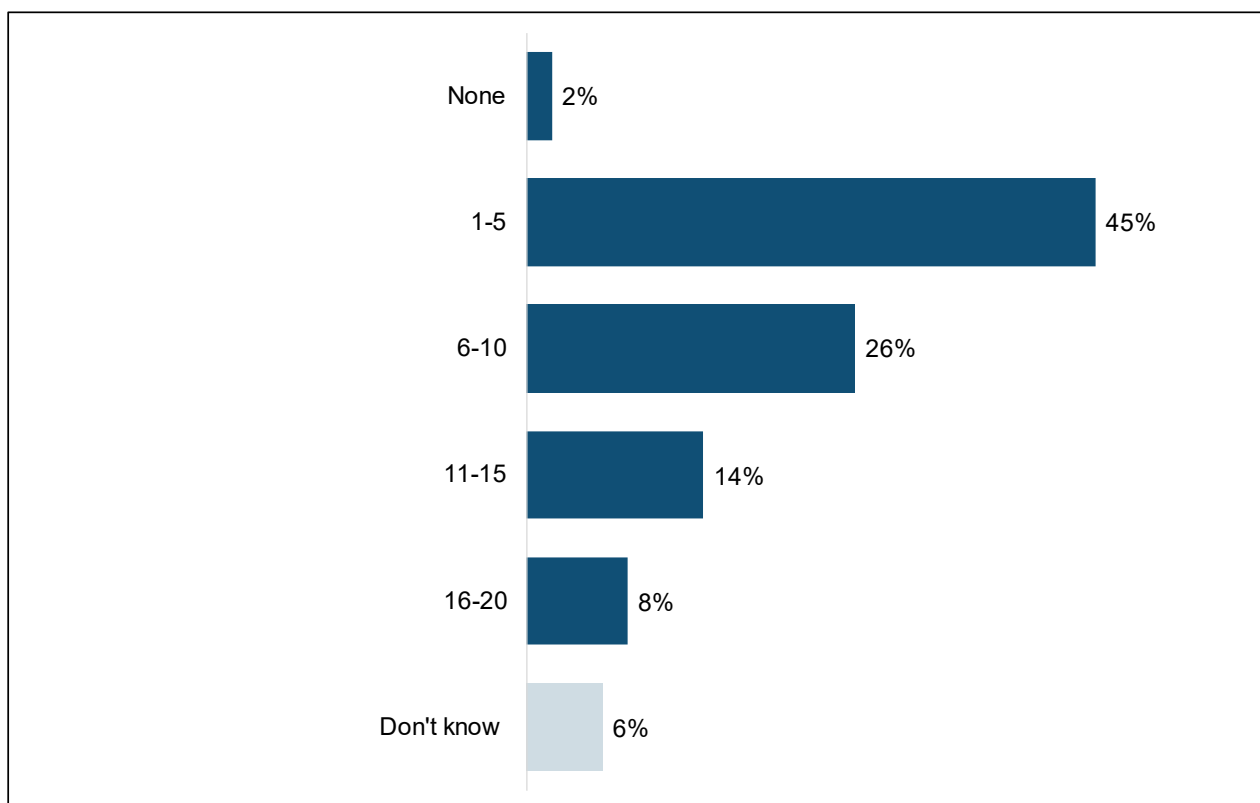
R6a: Panel B Leaders with an in-school AP Unit (n=31).

Source: School and College Panel, June 2023 survey

Schools with in-school AP units were asked how long pupils were placed in the unit before they returned to their normal classroom lessons. As with PSUs, there was a mixed spread of time lengths (shown in Figure 21) with, for example, a quarter (23%) of schools reporting over 3 months and a further quarter (24%) of schools reporting over a year, and conversely a third (33%) reporting one month or less.

Figure 21. Average length of time pupils placed in in school alternative provision before return to normal classroom lessons (Schools weighting)
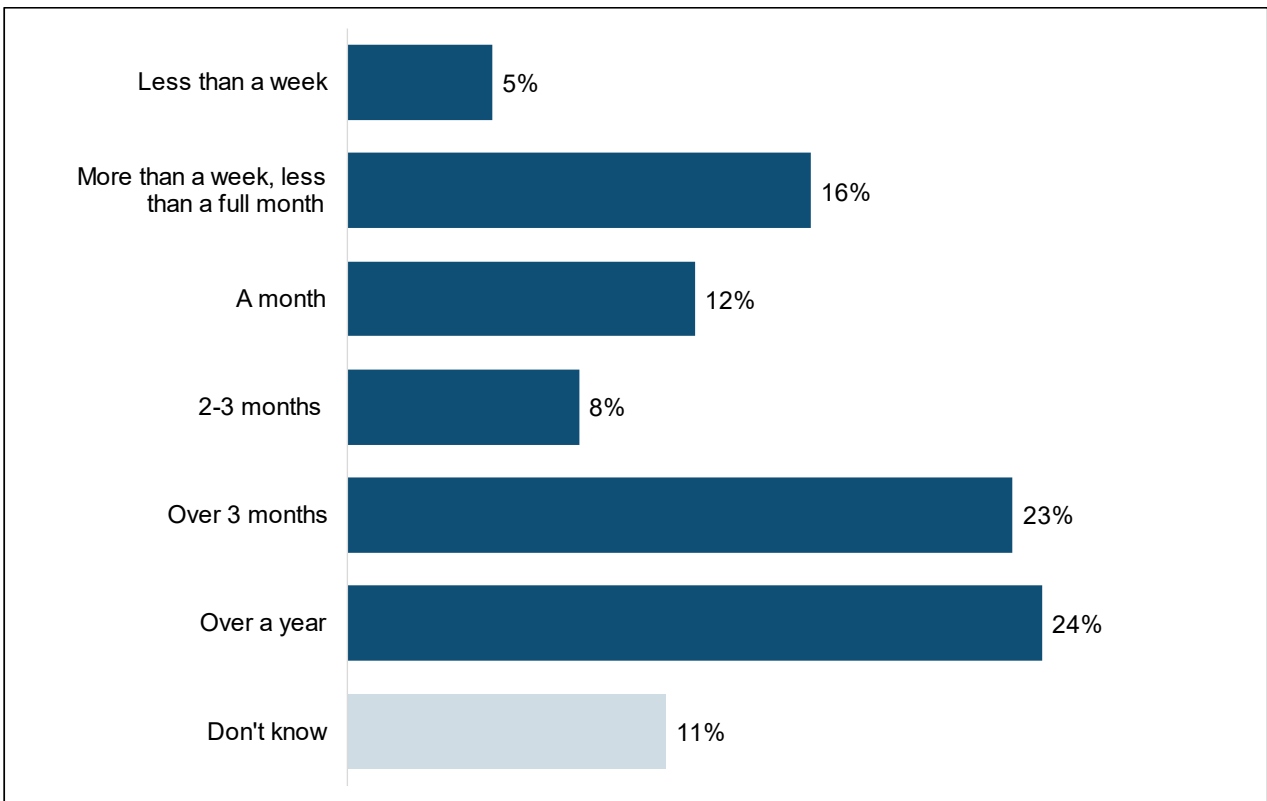
R7: Panel B Leaders with an in-school AP Unit (n=31).

Source: School and College Panel, June 2023 survey

SEND Complaints

In June 2023, schools were asked about the formal complaints they received from parents/carers in relation to education and support for pupils with Special Educational Needs or Disabilities (SEND). Just over two-thirds (68%) of schools said they recorded the number of formal complaints their school receives, and around half (51%) said they recorded the type of complaint.

Overall, eight-in-ten (79%) schools recorded at least one of the two pieces of information (type or number). One-in-ten (11%) schools did not record either the type or the number of complaints, and 10% of schools were unsure.

Schools that recorded the number of formal complaints they received from parents/carers relating to SEND provision were asked how many complaints they had received during the academic year. Most schools reported that they had not received any complaints (55%), with Figure 22 showing the breakdown of responses.

Figure 22. Number of formal complaints received by schools this academic year from parents/carers relating to SEND provision (Schools weighting)
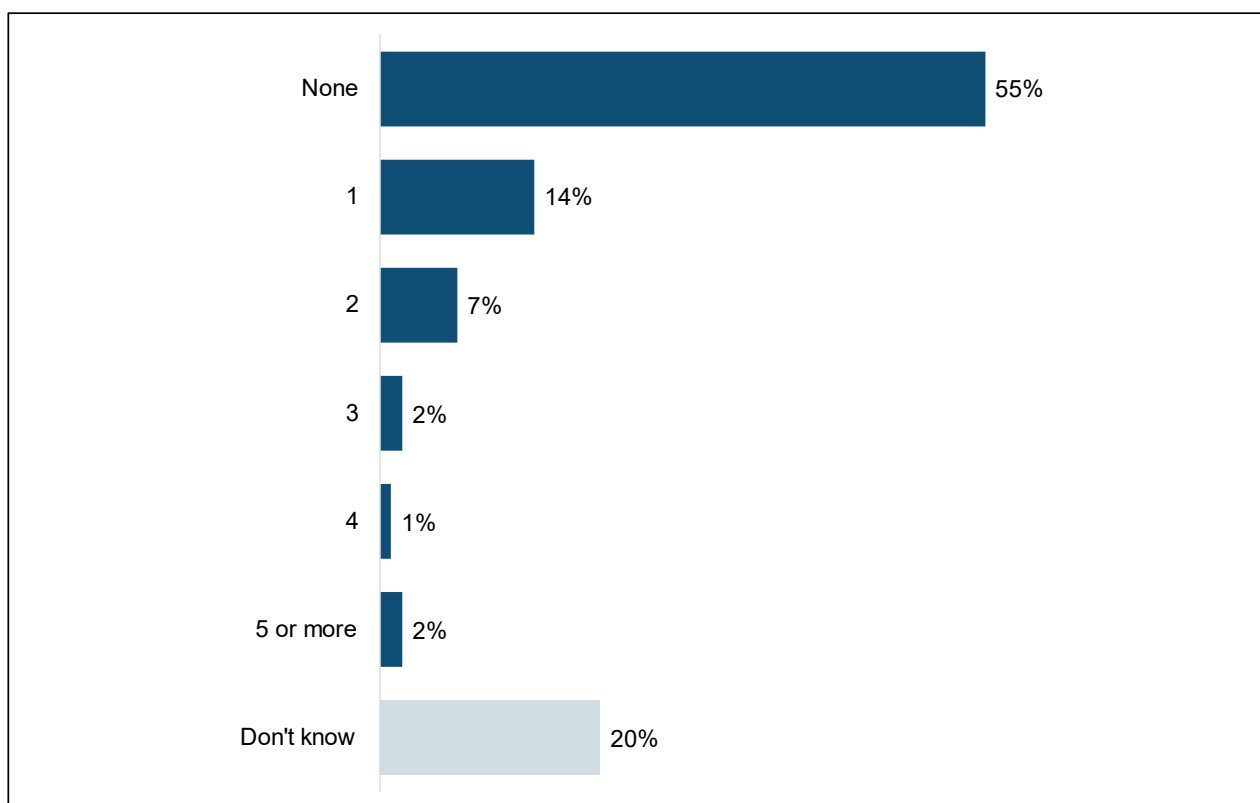
P3_banded: Panel B Leaders who record number of formal complaints (n=274).

Source: School and College Panel, June 2023 survey

Schools that had at least one formal complaint were asked if these complaints were escalated to another body (e.g., Ofsted, the Department for Education, or the Local Authority)[26]. Four-in-ten (38%) schools reported that none of their complaints were escalated, 16% reported that some of their complaints were escalated, and one-in-ten (10%) reported that all their complaints were escalated. Less than 1% of schools reported that they didn't know how many complaints were escalated.

Colleges

Among the 21 college leaders responding to the survey, 14 reported that they recorded the number of formal complaints their college received, and 7 recorded the type. In total, 15 colleges recorded the number or type of complaints (or both of these aspects). The remaining 6 colleges did not know whether they recorded type or number of complaints.

Of the 14 colleges that recorded the number of formal complaints their colleges receive, 3 colleges reported no complaints this academic year, 2 colleges reported 1 complaint, 2 colleges reported 2 complaints, 1 college reported 3 complaints and 1 college reported 5 or more complaints. Five colleges did not know the number of complaints received.

Colleges that had at least one formal complaint were asked if these complaints were escalated to another body (e.g., Ofsted, the Department for Education, or the Local Authority). Of the 6 colleges that had received any complaints, 3 reported that none had been escalated, and 1 college reported that some complaints had been escalated[27].

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[26] The questionnaire did not ascertain who escalated the complaint, only whether it was escalated. Of the schools who received only 1 complaint, 25 were not asked the question about the proportion of complaints which had been escalated due to an error in the questionnaire. Their data is not included in the figures above. A further 11 schools who said they received 1 SEND complaint were asked whether this complaint was escalated or not. Their data is included in the figures above.
[27] As with schools, the questionnaire did not ascertain who escalated the complaint, only whether it was escalated. Two colleges that reported that they had 1 SEND complaint were not asked the question about the proportion of complaints which they had escalated as the questionnaire only asked those that had more than one complaint.

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

The Department for Education is interested in understanding school and teacher confidence in supporting pupils with Special Educational Needs and Disabilities (SEND) and Learning Difficulties and Disabilities (LDD), any barriers they experience, as well as access to specialist services. The SEND and AP Improvement Plan set out that the Department of Health and Social Care will work together with the Department for Education to take a joint approach to SEND workforce planning, informed by a stronger evidence base[28].

School confidence in supporting learners with SEND/LDD

Schools were asked to indicate the extent to which they agreed or disagreed that their school can effectively support pupils with SEND/LDD. Overall, around half of schools (51%) agreed that they were able to effectively support these pupils, with 11% strongly agreeing. Just over one third (34%) disagreed that they could effectively support students with SEND/LDD.

As shown in Figure 23, over the last 5 waves (i.e., since February 2022) there has been a steady decline in school agreement that they are able to effectively support pupils with SEND/LDD (79% agreeing in February 2022 vs. 51% in June 2023, a fall of 28 percentage points).

Aligned with this, compared to January 2023 when the question was last asked, there has been a decrease in the proportion of schools that strongly agreed they can effectively support pupils with SEND/LDD (dropping from 17% to 11% in June 2023, a drop of 6 percentage points). Similarly, the proportion of schools that strongly disagreed that they can effectively support pupils with SEND/LDD increased from 5% in January 2023, to 10% in June 2023.

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[28] SEND and alternative provision improvement plan - GOV.UK (www.gov.uk)

Figure 23. Schools' level of agreement that they are able to effectively support pupils with SEND/LDD (Schools weighting)
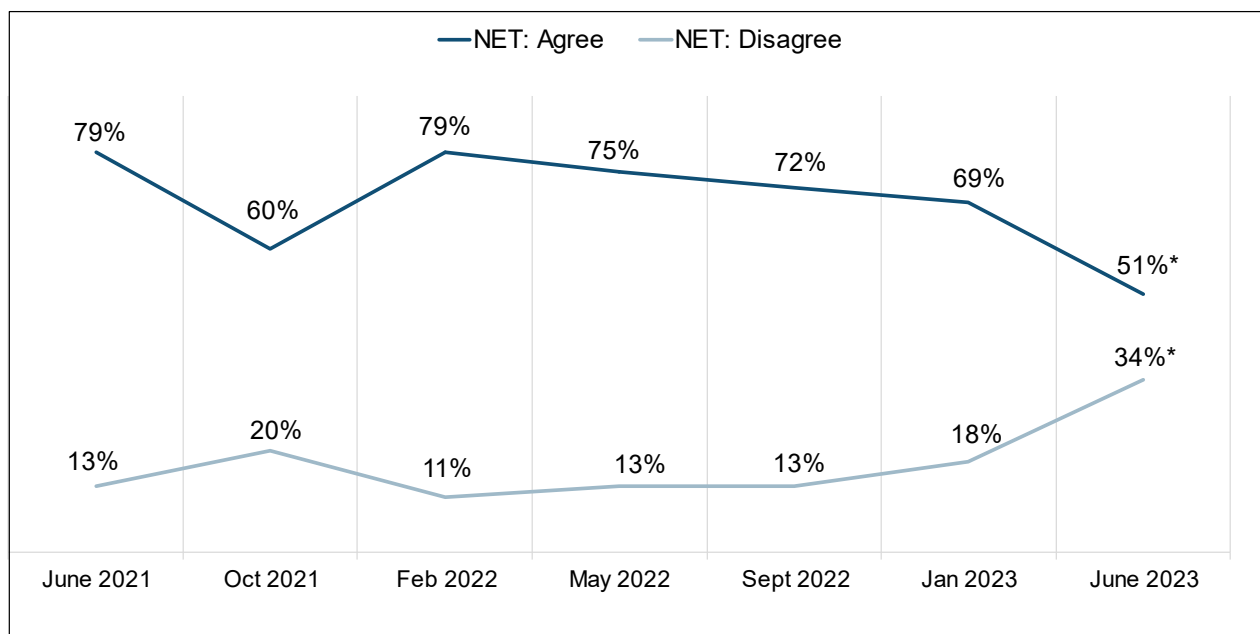
Q2: Panel B Leaders June 2023 (n=420); January 2023 (n=586); September 2022 (n=558); May 2022 (n=512); February 2022 (n=655); October 2021 (n=811); June 2021 (n=897). *Indicates significant difference between June 2023 and January 2023.

Source: School and College Panel, June 2023 survey

In June 2023, schools with the lowest proportion of pupils eligible for FSM were more likely to disagree that they could effectively support pupils with SEND/LDD, compared to schools with the highest proportion of pupils eligible for FSM (45% vs. 29%).

Barriers to effective support

Schools were asked which barriers, if any, they faced in meeting the needs of pupils with SEND/LDD. Nearly every school cited one or more barriers in terms of meeting the needs of pupils with SEND/LDD, with less than 1% saying there were no barriers. As shown in

Figure 24, schools were most likely to report the lack of funding as a barrier (90%), followed by insufficient access to other specialist services or professionals (83%), and a lack of capacity in the workforce (73%).

Compared to January 2023, schools in June 2023 were more likely to report that staff are unable to simultaneously support a large number of students with differing needs (71% vs. 57% in January 2023), that there was a lack of expertise in workforce (46% vs. 36%) and that students don't have access to appropriate equipment or technology (24% vs. 18%).

Figure 24. School barriers to meeting the needs of students with SEND/LDD (Schools weighting)

Legend: ■ All ■ Primary ■ Secondary

Lack of funding
- All: 90%
- Primary: 93%*
- Secondary: 78%

Insufficient access to other specialist services or professionals
- All: 83%
- Primary: 84%
- Secondary: 82%

Lack of capacity in the workforce
- All: 73%
- Primary: 72%
- Secondary: 76%

Staff are unable to simultaneously support a large number of students with differing needs
- All: 71%
- Primary: 73%*
- Secondary: 60%

Funding arrangements e.g. can only spend on those with Education, Health and Care plans
- All: 60%
- Primary: 62%*
- Secondary: 52%

Lack of expertise in the workforce
- All: 46%
- Primary: 47%
- Secondary: 41%

Students don't have access to appropriate equipment or technology
- All: 24%
- Primary: 26%*
- Secondary: 14%

Lack of relevant Government guidance or advice
- All: 10%
- Primary: 10%
- Secondary: 13%

Q3: All Panel B Leaders (n=420); Panel B Primary Leaders (n=238); Panel B Secondary Leaders (n=182). *Indicates significant difference between primary and secondary schools. Other, Don't know, and 'There are no barriers' not charted (all less than 1%).

Source: School and College Panel, June 2023 survey

Colleges

College leaders were also asked to what extent they agreed or disagreed that their college can effectively support pupils with SEND/LDD. Fifteen out of 21 colleges agreed that they were able to effectively support these pupils, with 4 strongly agreeing and 11 agreeing; whilst 6 neither agreed nor disagreed.

When asked which barriers, if any, they faced in meeting the needs of pupils with SEND/LDD, 20 out of 21 colleges reported experiencing barriers. Colleges were most likely to report a lack of funding (14 colleges) followed by funding arrangements (e.g., can only spend on those with Education, Health and Care plans) (13 colleges) and a lack of capacity in the workforce (12 colleges).

Teacher confidence in supporting learners with SEND/LDD

Teachers were asked to indicate the extent to which they personally felt equipped to support pupils with SEND/LDD. As shown in Figure 25, over half (56%) of teachers agreed they felt equipped to do so, which was an increase of 4 percentage points compared with January 2023 (52%), when this question was last asked.

In line with this, against January 2023, the proportion of teachers that disagreed that they can effectively support pupils with SEND/LDD decreased from 31% to 25% in June 2023, with those that strongly disagreed decreasing from 8% to 5%.

Figure 25. Teachers' level of agreement that they feel equipped to effectively support pupils with SEND/LDD (Individual weighting)
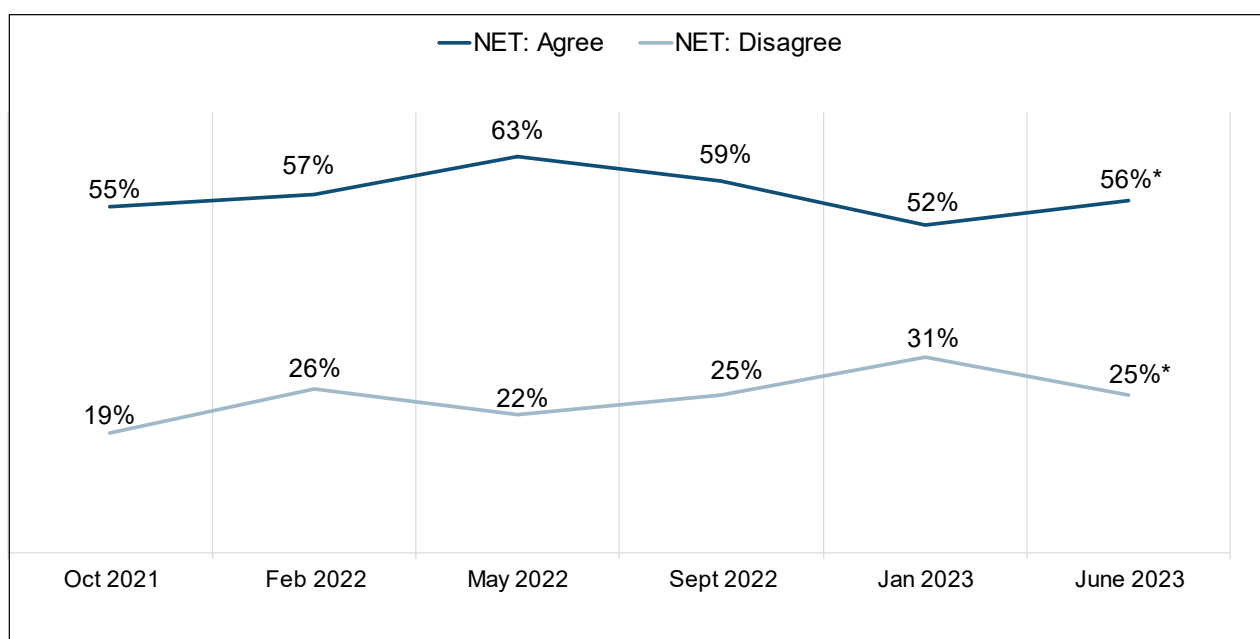
Q1: All Panel A Teachers June 2023 (n=878); January 2023 (n=2,356); September 2022 (n=1,938); May 2022 (n=734); February 2022 (n=1,250); October 2021 (n=1,077)[29]. *Indicates significant difference between June 2023 and January 2023.

Source: School and College Panel, June 2023 survey

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[29] Prior to May 2022, the wording of the question did not reference LDD, instead only asking whether teachers felt equipped to support pupils with SEND. From May 2022 onwards, the wording included reference to both SEND and LDD.

As found in previous waves, teachers from schools with the highest proportion of pupils eligible for FSM were more likely to disagree that they felt equipped to support pupils with SEND/LDD than those from schools with the lowest proportion (34% vs. 21%).

Barriers to teachers providing effective support

Almost all (97%) teachers cited barriers to providing effective support for pupils with SEND/LDD (97% for primary teachers and 98% for secondary teachers).

As shown in Figure 26, the most commonly reported barrier was having an increased number of pupils with differing needs compared with the 2021/2022 academic year (81%), closely followed by not having enough time to provide additional support to these pupils (75%).

Compared against January 2023, teachers in June 2023 were more likely to report that they had an increased number of pupils with differing needs compared with the 2021/22 academic year (81% vs. 72% in January 2023).

Figure 26. Reported barriers to meeting the needs of students with SEND/LDD (Individual weighting)
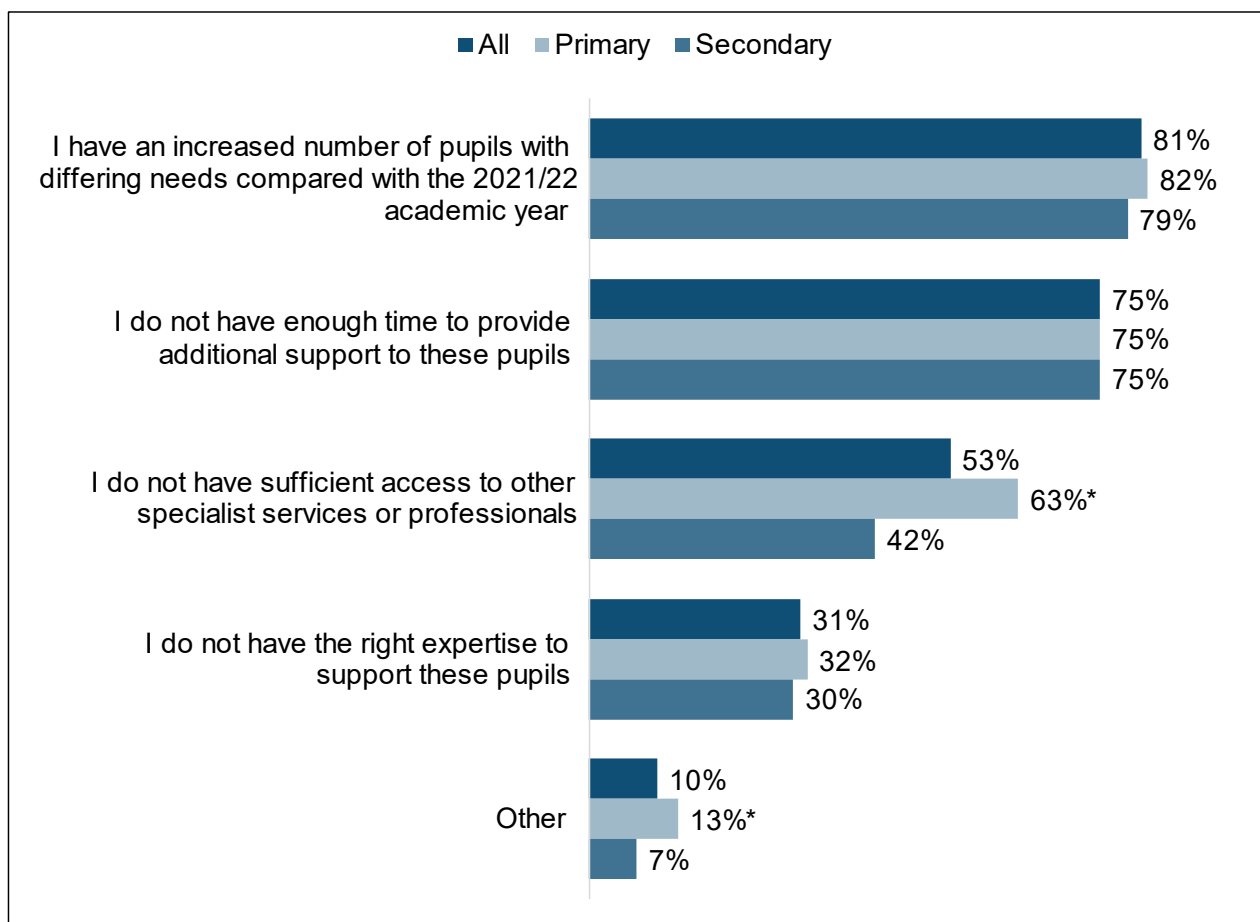
Q4: All Panel A Teachers (n=878); Panel A Primary Teachers (n= 405); Panel A Secondary Teachers (n= 473). 'No current barriers' not charted (2%), Don't know and Not applicable not charted (less than 1% each). *Indicates significant difference between primary and secondary teachers.

Source: School and College Panel, June 2023 survey.

Primary teachers were more likely than secondary teachers to report they did not have sufficient access to other specialist services or professionals (63% vs. 42%) and were also more likely to state an 'other' reason (13% vs. 7% for secondary teachers). Otherwise, there was no difference in their responses to secondary teachers.

Themes among 'other' responses (10%) included a lack of funding, lack of staff and lack of resources such as equipment and space.

Sources used for information and/or training about supporting children and young people who have SEND

Teachers who worked with pupils with Special Educational Needs and Disabilities (SEND) were asked to indicate what sources, if any, they used for information and/or training about supporting children and young people in their setting who have, or may have, SEND.

Almost all teachers (99%) reported using any of the listed information/training sources. As shown in Figure 27, the most common sources used by teachers were SENCO support (83%), internal training courses delivered by school (79%) and speaking to teaching colleagues (78%).

Compared with November 2022, when this question was last asked, teachers in June 2023 were less likely to report using internal training courses delivered by school (79% vs. 84% in November 2022). In contrast, teachers were more likely to report speaking to teaching colleagues in June 2023 than in November 2022 (78% vs. 71% respectively).

Figure 27. Sources used for information and/or training about supporting children and young people who have SEND (Individual weighting)

Legend: ■ All ■ Primary ■ Secondary

Source	All	Primary	Secondary
SENCO support	83%	86%*	79%
Internal training courses delivered by school	79%	68%	89%*
Speaking to teaching colleagues	78%	74%	81%*
Speaking to other specialists e.g. educational psychologists, speech therapists	38%	58%*	17%
Training courses delivered by Local Authority	28%	38%*	18%
Education Endowment Foundation/ other academic research	24%	24%	23%
Mental health services or other health professionals	19%	22%*	17%
Other training courses, for example from NASEN or another charity	17%	22%*	11%
Other resources or support from the local authority	10%	14%*	5%
Work shadowing	4%	4%	3%

S2: All Panel B Teachers who work with pupils with SEND (n=841); Panel B Primary Teachers who work with pupils with SEND (n=401); Panel B Secondary Teachers who work with pupils with SEND (n=440). Other not charted (2%), 'I do not access information or training about supporting children and young people with SEND' not charted (1%). *Indicates significant difference between primary and secondary teachers.

Source: School and College Panel, June 2023 survey

Primary teachers were more likely to use external specialist services[30] than secondary teachers (61% vs. 27%). Primary teachers were also more likely than secondary teachers to report:

- Using SENCO support (86% vs. 79%)

- Speaking to other specialists, e.g., educational psychologists, speech therapists (58% vs. 17%)

- Using training courses delivered by the Local Authority (38% vs. 18%).

- Using mental health services or other health professionals (22% vs. 17%)

- Using other training-courses, for example from NASEN or another charity (22% vs. 11%)

- Other resources or support from the local authority (14% vs. 5%).

In contrast, secondary teachers were more likely to use training courses[31] than primary teachers (91% vs. 81%), specifically being more likely to report using internal training courses delivered by the school (89% vs. 68%). Secondary teachers were also more likely than primary teachers to report speaking to teaching colleagues (81% vs. 74%).

Most useful sources of information and/or training to support children and young people who have, or may have, SEND

As shown in Figure 28, teachers that worked with pupils with SEND found SENCO support the most useful (30%) form of support for improving their ability to support children and young people who had (or may have) SEND. This was followed by speaking to teaching colleagues (21%), internal training courses delivered by the school (15%) and speaking to other specialists (14%).

Although the sources of information reported as being most useful were similar between November 2022 and June 2023, in June 2023 teachers were more likely to report speaking to teaching colleagues as the most useful source (21% vs. 15%), and less likely to mention internal training courses delivered by school as the most useful source (15% vs. 19%).

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[30] This category consists of "mental health services or other health professionals" and "Speaking to other specialists e.g., educational psychologists, speech therapists".
[31] This category consists of "Internal training courses delivered by school", "Training courses delivered by Local Authority" and "Other training courses, for example from NASEN or another charity".

Figure 28. Most useful sources of information and/or training to support children who have, or may have, SEND (Individual weighting)

Source	Percentage
SENCO support	30%
Speaking to teaching colleagues	21%
Internal training courses delivered by school	15%
Speaking to other specialists e.g. educational psychologists, speech therapists	14%
Training courses delivered by the Local Authority	4%
Other training courses, for example from NASEN or another charity	4%
Education Endowment Foundation/ other academic research	2%
None of the above	6%

S3_derived: Panel B Teachers who work with pupils with SEND (n=841). Other, 'Other resources or support from the local authority', 'Mental health services or other health professionals', Don't know, 'I do not access information or training about supporting children and young people with SEND' all not charted (1%). Work shadowing not charted (less than 1%).

Source: School and College Panel, June 2023 survey

Primary teachers were more likely than secondary teachers to report:

- Speaking to other specialists e.g., educational psychologists, speech therapists as the most useful source (23% vs. 4%)

- Training courses delivered by Local Authority (7% vs. 2%)

- Other training courses, for example from NASEN or another charity (5% vs. 2%)

In contrast, secondary teachers were more likely than primary teachers to report speaking to teaching colleagues (28% vs. 14%) and internal training courses delivered by school as the most useful sources (24% vs. 6%).
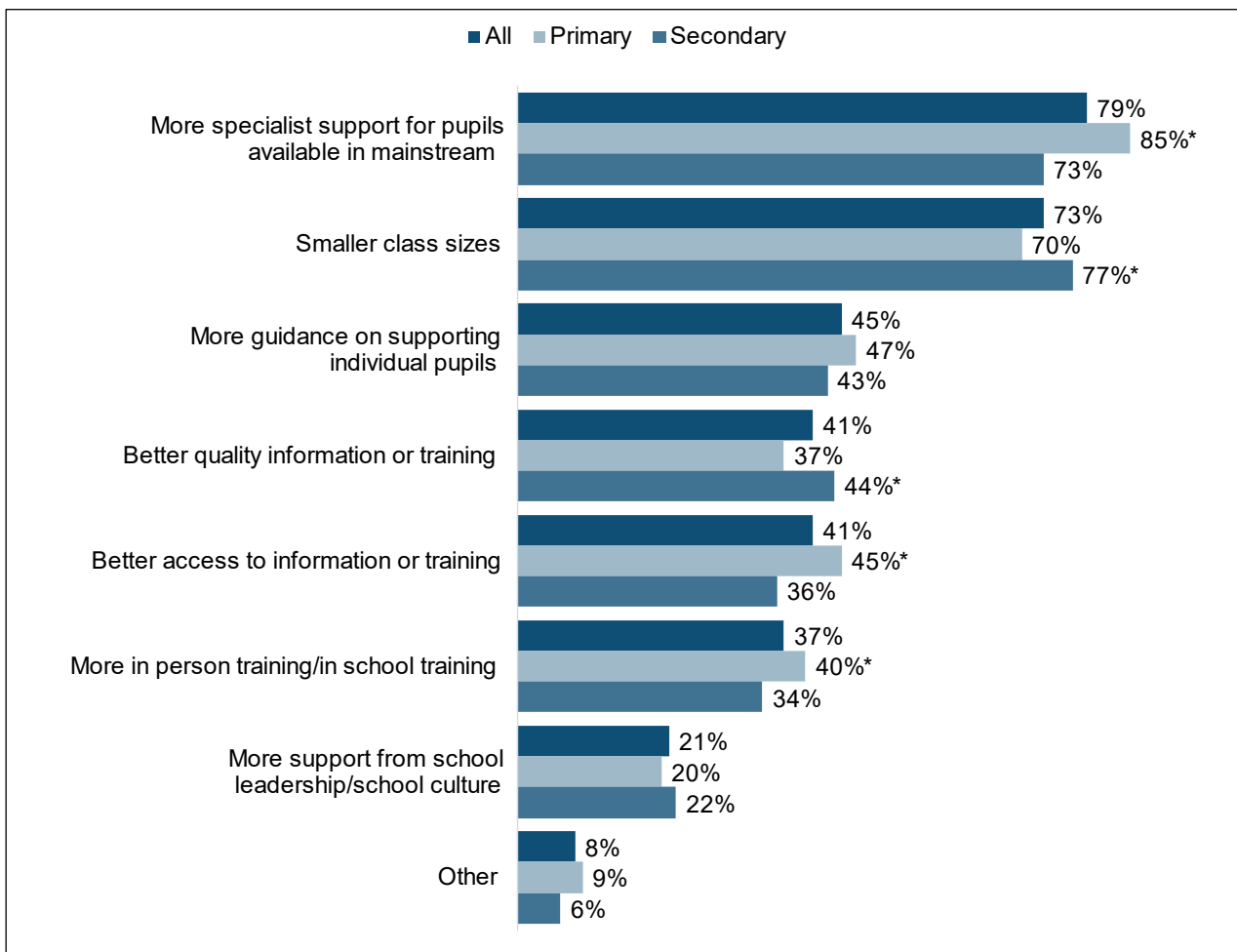
Further support needed for learners with SEND

Teachers were asked what, if anything, would further help them support students in their setting who have, or may have, SEND.

Almost all teachers (99%) reported they could use further support. As shown in Figure 29, when asked what would further help teachers to support students who have, or may have SEND, the most common response was for more specialist support for pupils available in mainstream (79%). This was followed by over seven-in-ten (73%) teachers reporting that smaller class sizes would help them to support these students.

Compared with November 2022, when this question was last asked, teachers were more likely to report more specialist support for pupils available in mainstream in June 2023 (79% vs. 73% in November 2022). Teachers were also more likely to report that smaller class sizes would help them to support their students with SEND in June 2023 (73% vs. 69% in November 2022).

Figure 29. Further help that would support students who have, or may have, SEND (Individual weighting)

Legend: ■ All ■ Primary ■ Secondary

More specialist support for pupils available in mainstream
- All: 79%
- Primary: 85%*
- Secondary: 73%

Smaller class sizes
- All: 73%
- Primary: 70%
- Secondary: 77%*

More guidance on supporting individual pupils
- All: 45%
- Primary: 47%
- Secondary: 43%

Better quality information or training
- All: 41%
- Primary: 37%
- Secondary: 44%*

Better access to information or training
- All: 41%
- Primary: 45%*
- Secondary: 36%

More in person training/in school training
- All: 37%
- Primary: 40%*
- Secondary: 34%

More support from school leadership/school culture
- All: 21%
- Primary: 20%
- Secondary: 22%

Other
- All: 8%
- Primary: 9%
- Secondary: 6%

S5: All Panel B Teachers who work with pupils with SEND (n=841); Panel B Primary Teachers who work with pupils with SEND (n=401); Panel B Secondary Teachers who work with pupils with SEND (n=440). *Indicates significant difference between primary and secondary teachers. None of the above (1%) and Don't know (less than 1%) not charted.

Source: School and College Panel, June 2023 survey

Primary teachers were more likely than secondary teachers to report that more specialist support for pupils available in mainstream (85% vs. 73% for secondary teachers) and more in person training/in school training (40% vs. 34%) would help them to support pupils who have, or may have, SEND.

In contrast, secondary teachers were more likely than primary teachers to report that smaller class sizes (77% vs. 70% for primary teachers) and better quality information or training (44% vs. 37%) would help them to further support students who have, or may have, SEND.

Barriers preventing or limiting leaders and teachers from accessing information and training about SEND

Teachers that worked with pupils with SEND were asked about the barriers that prevented or limited them from accessing information and training about SEND. Almost all (94%) teachers reported that they were currently experiencing some barriers. As shown in Figure 30, the most common barrier was a lack of time (82%), followed by the cost being too high (38%) and not knowing where to find the right information (36%).

Compared to November 2022, teachers were more likely to say in June 2023 that they did not know where to find the right information (36% vs. 25%), that the information available was not useful or relevant (23% vs. 17%) and that there was a lack of support from school leadership (15% vs. 11%).

Figure 30. Barriers preventing or limiting teachers from accessing information and training about SEND (Individual weighting)
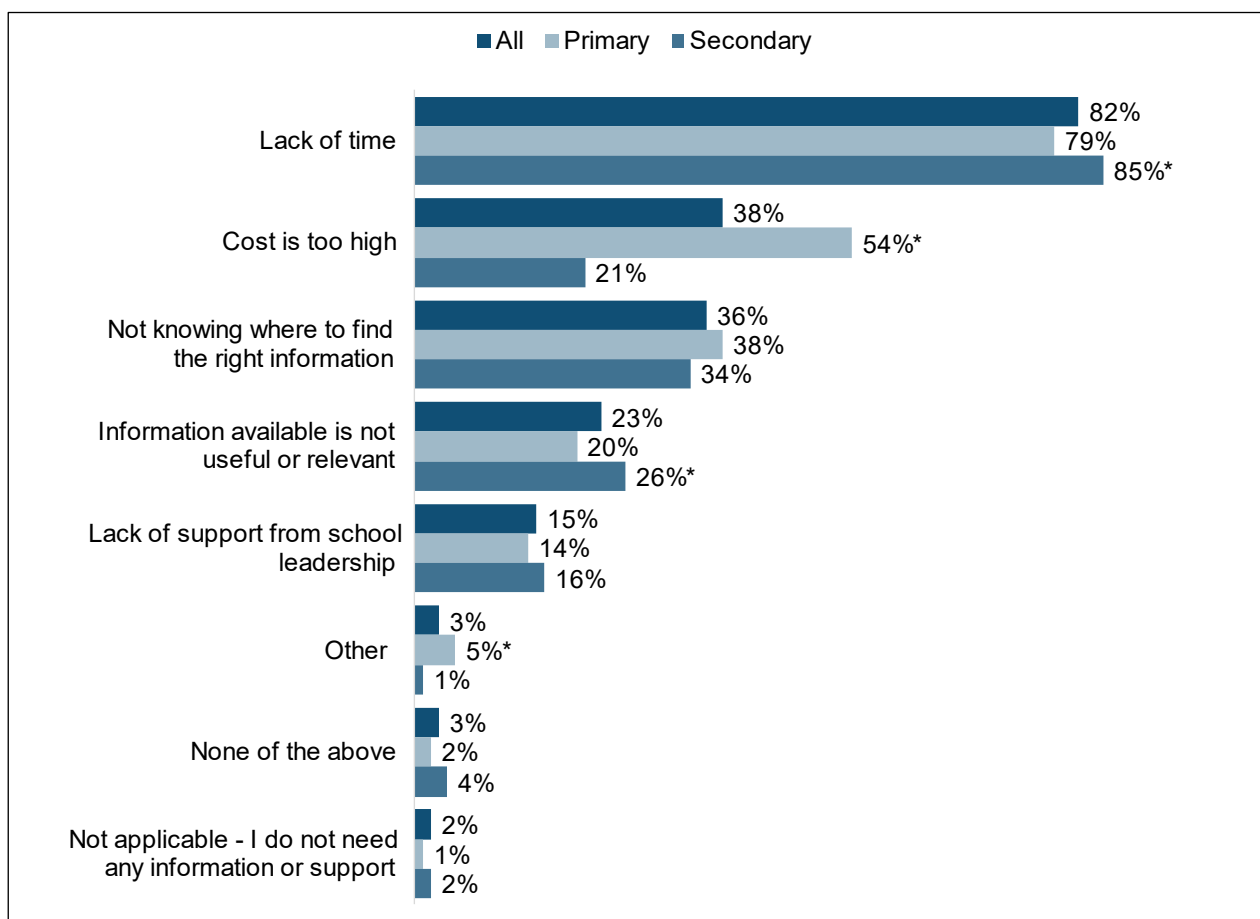
S4: All Panel B Teachers who work with pupils with SEND (n=841); Panel B Primary Teachers who work with pupils with SEND (n=401); Panel B Secondary Teachers who work with pupils with SEND (n=440). *Indicates significant difference between primary and secondary teachers. Don't know not charted (2%).

Source: School and College Panel, June 2023 survey

Primary teachers were more likely than secondary teachers to report that the cost was too high (54% vs. 21%) as a barrier; whilst secondary teachers were more likely than primary teachers to report a lack of time (85% vs. 79%) and that the information available was not useful or relevant (26% vs. 20%).

Colleges

FE teachers were also asked to indicate what sources, if any, they used for information and/or training about supporting children and young people in their setting who have, or may have, SEND. Almost all FE teachers (98%) who work with SEND pupils reported using at least one of the listed information/training resources (as shown in Figure 27) about supporting children and young people in their setting who have, or may have, SEND. Three-quarters (75%) reported speaking to teaching colleagues, followed by internal training courses delivered by the college (73%) and SENCO support (58%).

FE teachers that worked with pupils with SEND found speaking to teaching colleagues the most useful form of information or support (35%), followed by SENCO support (27%), and internal training courses delivered by the college (15%).

When asked about the barriers preventing or limiting them from accessing information and training about SEND, the most common response from FE teachers that worked with SEND pupils was a lack of time (69%). This was followed by 27% of FE teachers who said they did not know where to find the right information and 23% who said that the cost was too high.

FE teachers were asked what, if anything, would further help them support students in their setting who have, or may have, SEND. More specialist support for pupils available in mainstream (44%) and smaller class sizes (44%) were the most commonly requested sources of support. This was followed by better access to information or training (42%), better quality information or training (40%) and more guidance on supporting individual pupils (40%).

Pupil and student mental health

This section covers teachers' confidence in identifying behaviour that might be linked to a mental health issue, in teaching pupils and students with mental health and wellbeing needs, and in accessing or helping pupils and students to access mental health support. It also covers how well mental health and wellbeing practices are embedded in schools and colleges. The findings in this section will help to inform the Department for Education's understanding of how well teachers feel able to promote and support the mental wellbeing of children and young people, and how well they understand the support the Department provides.

School teachers' views on supporting pupil mental health and wellbeing

Teachers were asked the extent to which they agreed or disagreed that they could identify behaviour linked to pupil mental health and wellbeing need, and subsequently provide support, across a range of metrics.

Over two-thirds (68%) of teachers reported feeling equipped to identify behaviour that could be linked to a mental health issue. Nearly two-thirds (64%) reported that they knew how to help students with mental health issues access support offered by their school.

Around half (51%) of teachers agreed that they felt equipped to teach pupils in their class who had mental health needs. A smaller proportion felt that they knew how to help students with mental health issues access specialist support outside of school (39%), that they had access to mental health professionals for specialist advice about students' mental health (33%), and that pupils were able to access specialist support when needed (30%).

Teachers' responses on supporting pupil mental health and wellbeing across survey waves dating back to September / October 2020 are shown in Figure 31 and Figure 32.

Figure 31. Teachers' agreement with statements regarding student/pupil mental health (i) (Individual weighting)
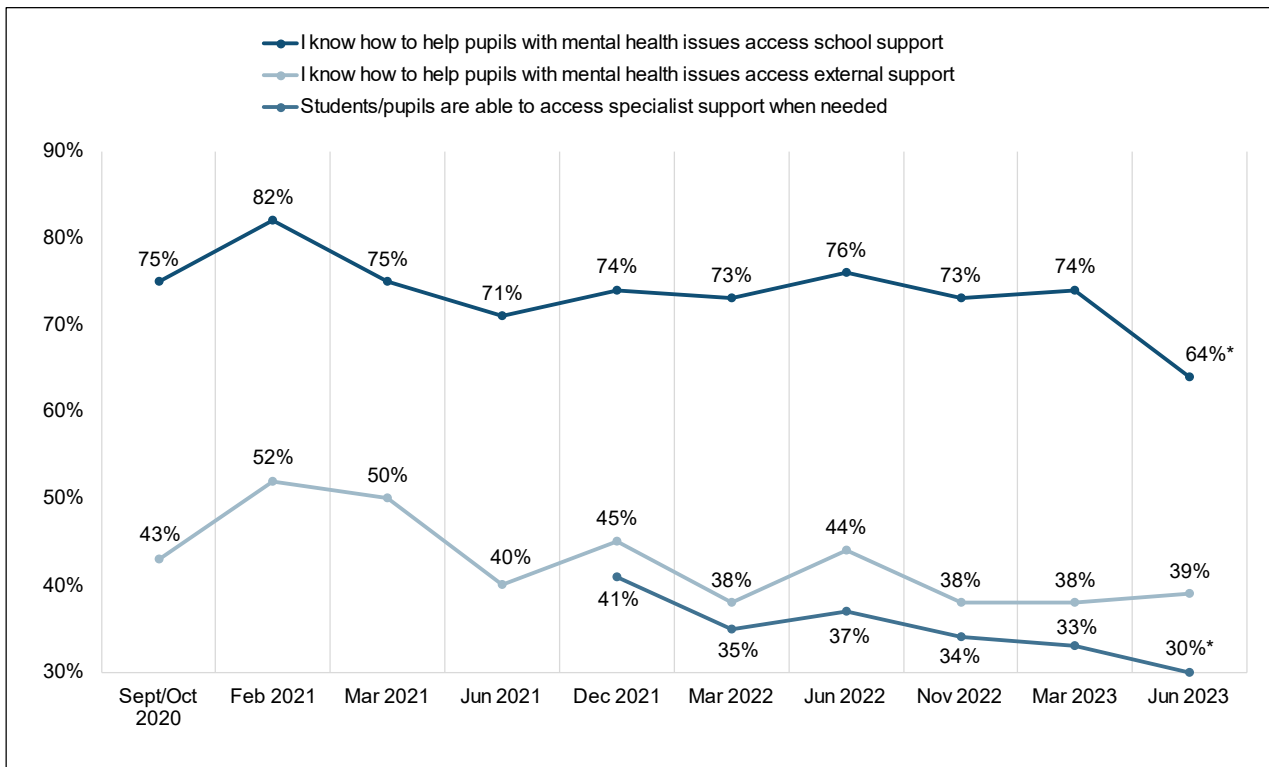
M1: June 2023 survey (n=1,727); March 2023 survey (n=2,230); November 2022 survey (n=1,343); June 2022 survey (n=1,151); March 2022 survey (n=695); December 2021 survey (n=1,720); June 2021 survey (n=979); March 2021 survey (n=1,130); Early February 2021 (n=1,266); September/October 2020 (n=746). *Indicates a significant difference between March 2023 and June 2023.

Source: School and College Panel, June 2023 survey

As shown in Figure 31, while levels of agreement with the statements about pupil mental health have fluctuated over time, other than 'I know how to help pupils with mental health issues access external support' there is a general trend of a fall in agreement with these statements since February 2021[32].

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[32] 'Students/pupils are able to access specialist support when needed' was included in the survey for the first time in December 2021.

Figure 32. Teachers' agreement with statements regarding student/pupil mental health (ii) (Individual weighting)
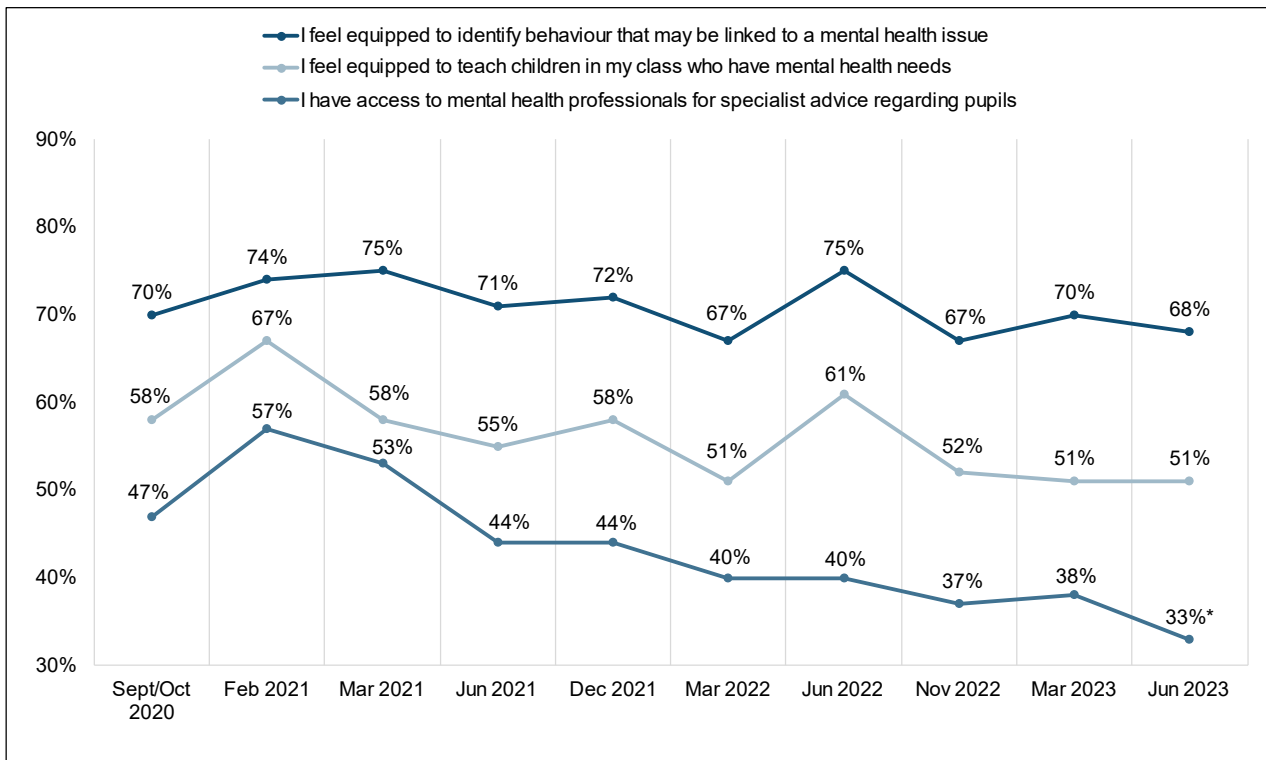
M1: June 2023 survey (n=1,727); March 2023 survey (n=2,230); November 2022 survey (n=1,343); June 2022 survey (n=1,151); March 2022 survey (n=695); December 2021 survey (n=1,720); June 2021 survey (n=979); March 2021 survey (n=1,130); Early February 2021 (n=1,266); September/October 2020 (n=746). *Indicates a significant difference between March 2023 and June 2023.

Source: School and College Panel, June 2023 survey

Similarly to Figure 31, Figure 32 shows that, other than 'I feel equipped to identify behaviour that may be linked to a mental health issue', there is also a general trend of fall in agreement with these statements since February 2021.

Compared to March 2023 when these questions were last asked, teachers had lower levels of agreement regarding 'I know how to help pupils with mental health issues access school support' (64% vs. 74% in March 2023), 'I have access to mental health professionals for specialist advice regarding pupils' (33% vs. 38% in March 2023), and 'Students/pupils are able to access specialist support when needed' (30% vs. 33% in March 2023) in June 2023.

Primary school teachers were more likely to agree with the statement 'I know how to help students with mental health issues access specialist support outside of school' than secondary school teachers (42% vs. 35%), whilst secondary school teachers were more likely to agree with the statement 'Pupils/students are able to access specialist support when needed' than primary school teachers (34% vs. 26%).

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Teachers from schools with the lowest proportion of pupils eligible for FSM were more likely to feel equipped to identify behaviour that may be linked to a mental health issue (73% vs. 68% overall) and to know how to help students with mental health issues access support offered in their school (70% vs. 64% overall).

College teachers' views on supporting student mental health and wellbeing

In line with findings from school teachers, FE teachers were most likely to agree that they knew how to help students with mental health issues access support offered by their college (86%) and that they feel equipped to identify behaviour that may be linked to a mental health issue (77%).

On the other measures for college teachers, it was found that:

- 65% agreed that they felt equipped to teach pupils/students in my class who have mental health needs

- 57% agreed that students are able to access specialist support when needed

- 52% agreed that they had access to mental health professionals if they needed specialist advice about pupils/students mental health

- 46% agreed that they knew how to help students with mental health issues access specialist support outside of college

How well mental health and wellbeing practices are embedded in schools

School leaders were presented with 8 statements in relation to staff and pupil mental health and were asked the extent to which these practices were embedded within their schools. Overall, almost half (46%) of schools reported that all 8 practices were partially or fully embedded. This was more likely in schools with a designated mental health lead compared to those without (49% vs. 27%)[33].

As shown in Figure 33, providing support to students identified with mental health needs (97%), teaching students about mental health and wellbeing (96%) and providing students with accessible referral routes for specialist support where needed (92%) were partially or fully embedded in over nine-in-ten schools.

Compared to May 2022, in June 2023, schools were more likely to report that measuring all students' mental health and wellbeing to inform practice in school was at least partially

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[33] The unweighted response for schools without a designated mental health lead was n=32.

embedded (63% vs. 54% in May 2022). In addition, schools were more likely to report that students being provided with accessible referral routes for specialist support where needed was at least partly embedded (92% vs. 87% in May 2022).

Figure 33. The extent to which mental health and wellbeing practices were embedded within schools (Schools weighting)
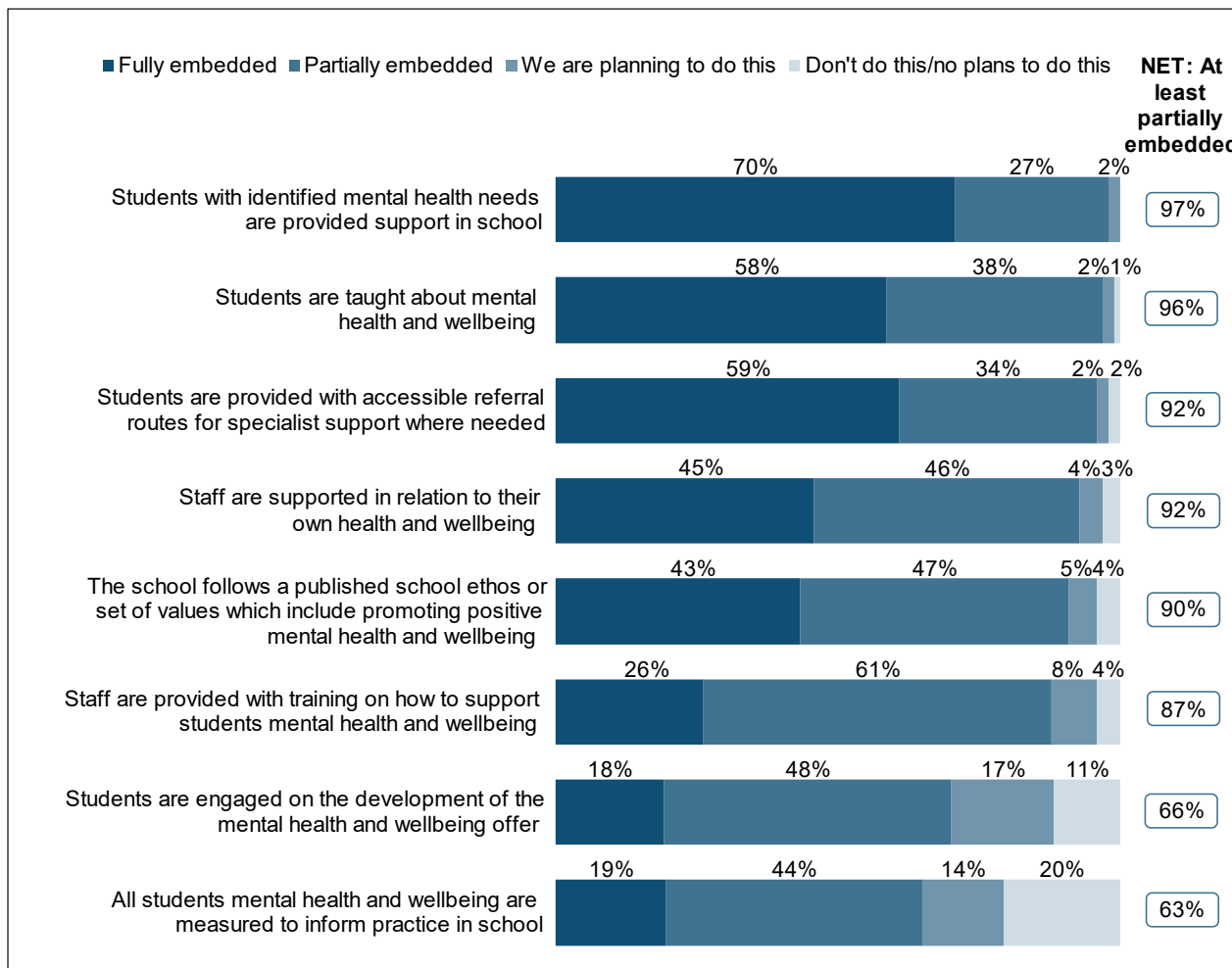
L1: Panel A leaders (n=404). Don't know not charted (less than 1% to 7%). Due to rounding, the figures may not match the NET exactly.

Secondary schools were more likely than primary schools to report that students being engaged in the development of the mental health and wellbeing offer was at least partially embedded within their schools or that they were planning to do so (90% vs. 81% in primary schools). Secondary schools were also more likely than primary schools to report the practice of students being provided with accessible referral routes for specialist support where needed was fully embedded within their school (69% vs. 56% in primary schools).

Schools with the lowest proportion of pupils eligible for FSM were more likely than those with the highest proportion to report the practice of following a published ethos or set of values which include promoting positive mental health and wellbeing was at least partially embedded within their school or they planned to do so (100% vs. 94%).

Schools with a designated mental health lead were more likely than schools without this lead to report that the following were at least partially embedded:

- The school follows a published ethos or set of values which include promoting positive mental health and wellbeing (91% vs. 80%)

- Staff are provided with training on how to support students' mental health and wellbeing (90% vs. 68%)

- All students' mental health and wellbeing are measured to inform practice in school (65% vs. 40%)

How well mental health and wellbeing practices are embedded in colleges

College leaders were also presented with these 8 statements in relation to staff and pupil mental health and were asked the extent to which these practices were embedded within their colleges. In total, 8 out of 21 colleges had partially or fully embedded all 8 practices within their college.

Below details the number of colleges that reported they had at least partially embedded these practices:

- Students are taught about mental health and wellbeing (20 out of 21 colleges)

- Students with identified mental health needs are provided support in college (20 out of 21 colleges)

- The college follows a published ethos or set of values which include promoting positive mental health and wellbeing (19 out of 21 colleges)

- Staff are provided with training on how to support students mental health and wellbeing (19 out of 21 colleges)

- Students are provided with accessible referral routes for specialist support where needed (19 out of 21 colleges)

- Staff are supported in relation to their own health and wellbeing (18 out of 21 colleges)

- Students are engaged on the development of the mental health and wellbeing offer (15 out of 21 colleges)

- All students' mental health and wellbeing are measured to inform practice in college (10 out of 21 colleges)

Mental health leads

Nine-in-ten primary (91%) and secondary (88%) schools had a designated lead for students' mental health. Under one-in-ten (8%) schools did not have a designated lead (7% for primary schools vs. 9% for secondary schools), and 2% did not know.

Twenty out of 21 college leaders reported that their college had a designated lead for student mental health.

Senior leadership buy-in

In line with May 2022 results, when this question was last asked, almost all school leaders (95%) reported that there was a clear buy-in (to a great or to some extent) from their senior leadership team on the importance of mental health and wellbeing activities.

Figure 34. Extent to which school leaders think there is clear buy-in from the senior leadership team on the importance of activities to support and promote mental health / wellbeing across the school (Individual weighting)
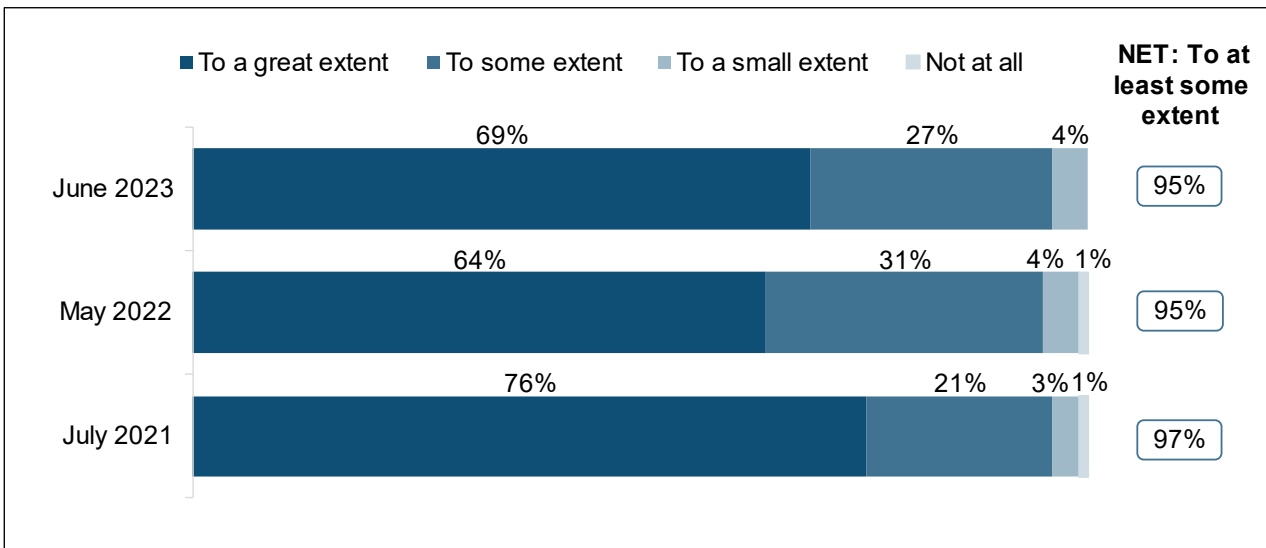
K2: June 2023 Panel A leaders (n=404); May 2022 (n=505); July 2021 (n=846). Don't know for June 2023 survey not charted (less than 1%). Due to rounding, the figures may not match the NET exactly.

Source: School and College Panel, June 2023 survey

Twenty-three of 24 college leaders reported there was clear buy-in from the senior leadership team on the importance of activities to support and promote mental health and wellbeing across colleges. Of these, 18 out of 24 reported clear buy-in to a great extent, and 5 out of 24 to some extent. One of 24 college leaders did not know.

Declaration of disability

The Department for Education wants teaching to be an inclusive profession that supports teachers from all backgrounds. To monitor the diversity of the school workforce, the school workforce census (SWC) collects data on the characteristics of school staff, including disability status. In the 2022 SWC, disability status was reported as not obtained for 56% of teachers[34]. Earlier research by BMG research, on behalf of the DfE, explored the challenges and barriers in collecting disability data, and methods to overcome them by interviewing individuals who had a role in the collection of disability data[35]. Findings presented here will build on this evidence base by providing insight into the reasons why teachers and leaders may not disclose their disability status to their school. Improved reporting on disability will enable Local Authorities, Schools and Trusts to better support disabled people in the school workforce.

Leaders and teachers were asked about any disability they might have, and whether or not they have declared this to their school. They were provided with the definition of disability as under the Equality Act 2010[36], which outlines that you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

One-in-five (19%) leaders and teachers identified as having a disability or a long-term health condition, whilst almost eight-in-ten (78%) did not. Teachers were more likely than leaders to report having a disability or long-term health condition (19% vs. 14%). Secondary leaders and teachers were more likely than primary school staff to identify as having a disability or a long-term health condition (21% vs. 16%).

Amongst school staff who identified as having a disability, four-in-five (80%) had disclosed this information to their school or trust. School staff aged 18 to 34 who identified as having a disability were more likely to have disclosed their disability to their school or trust, compared to the average across all teachers (91% vs. 80% overall).

Whether leaders and teachers had adjustments in place

School leaders and teachers who had disclosed their disability to their trust or school were asked if they had had any reasonable adjustments[37] put in place. Around four-in-ten (43%) reported having reasonable adjustments in place. Two-in-ten (20%) reported that

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[34] School workforce in England - June 2023 - GOV.UK (www.gov.uk)
[35] BMG Research (2023). Disability data collection in schools (workforce) - GOV.UK (www.gov.uk)
[36] Definition of disability under the Equality Act 2010 - GOV.UK (www.gov.uk)
[37] Reasonable adjustments were defined as 'changes a school makes to remove or reduce a disadvantage related to someone's disability. For example, making changes to the workplace, working arrangements or providing equipment, services or support. Reasonable adjustments are specific to an individual person, and they can cover any area of work.'

they did not have them in place, but they needed them, and a further 35% reported they did not have reasonable adjustments, nor did they need them.

Those more likely to report they had reasonable adjustments in place were:

- Secondary leaders and teachers compared to primary leaders and teachers (51% vs. 35%)

- Leaders and teachers in schools with the highest proportion of pupils eligible for FSM (62% vs. 43% overall)[38]

Those aged 35-44 were less likely to report that they did not require a reasonable adjustment (22% vs. 35% overall).

Type of adjustments in place

School leaders and teachers with reasonable adjustments in place were asked in an open text box what adjustments they had in place. The most common type of adjustment was specialised furniture or equipment in the workplace, followed by a reduction of (or no) additional duties. Also common was a reduced timetable or working part time and accessible and/or shorter routes within school. Many leaders and teachers who had reasonable adjustments listed multiple things they had in place at school, for example:

"Non-attendance at staff briefings. Cover lessons re-roomed to my classroom. Non-attendance at staff social gatherings. Warning of fire drills where possible. Adjusted break/before/after school duties." - Secondary teacher

"I have a work station that has been set up purposefully for me, with ergonomic key board and mouse." - Secondary teacher

"No outdoor play duty, P-E taught by another teacher while I teach their class a different subject." – Primary teacher

Reasons for not disclosing a disability

Thirty-nine school leaders or teachers who had indicated they had a disability had not disclosed it to their school or trust. This group were presented with a list of reasons about what may have prevented them from disclosing their disability or long-term health condition. The 3 most commonly chosen reasons were:

- A concern that they would be discriminated against

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[38] The unweighted response of leaders and teachers at schools with the highest proportion of pupils eligible for FSM was n=30.

- Concerns about how their personal data would be collected and stored

- Their school or trust had not asked them to disclose the information

Conversations about staff disability in schools

Two-in-five (39%) school leaders and teachers agreed that their school had open and honest conversations around disability, with one-in-five (19%) disagreeing that this was the case. Leaders were more likely than teachers to agree with this statement (74% vs. 34%). The full breakdown of the response to this question is in Figure 35.

Figure 35. Whether leaders and teachers agree that their school has open and honest conversations around disability (Individual weighting)
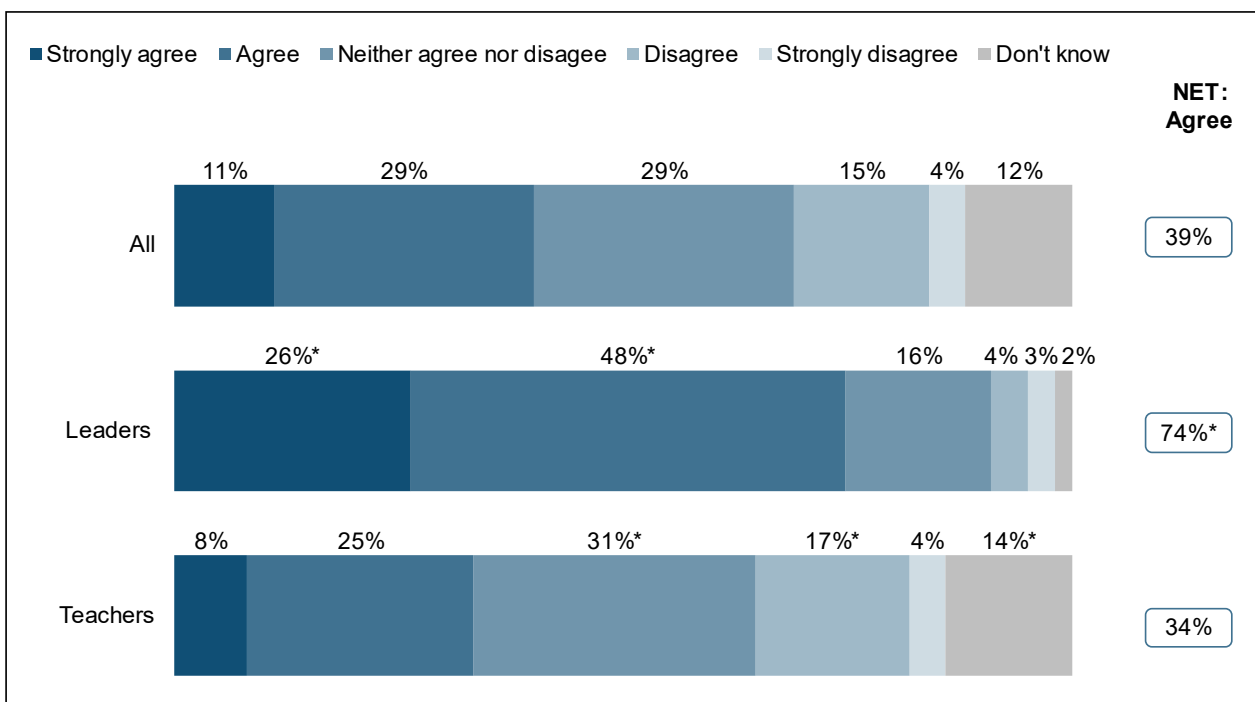
D6: All Panel A Leaders and Teachers (n=1,282); Panel A Leaders (n=404); Panel A Teachers (n=878). Prefer not to say not charted (1%). Due to rounding, the figures may not match the NET exactly. *Indicates significant difference between leaders and teachers.

Source: School and College Panel, June 2023 survey

Primary leaders and teachers were more likely than their secondary counterparts to report their school has open and honest conversations around disability (46% vs. 31%).

Staff mental health and wellbeing

Supporting the mental health and wellbeing of staff in schools is crucial to the Department's commitment to recruit and retain more teachers and leaders and support teacher quality. Evidence shows that the wellbeing of teachers and leaders has decreased significantly since the start of the pandemic, and, whilst there have been some improvements, it has yet to recover to pre-pandemic levels[39].

Findings presented here will add to the evidence base, helping us to understand what types of support school leaders and teachers can access in their settings. Findings will also help to inform the Department's school staff wellbeing policy.

Forms of wellbeing support

Leaders and teachers were asked about the forms of wellbeing support they could access in their current role. The most common form of support available was mental health support, including counselling (43%), followed by staff wellbeing groups and activities (38%), and an employee assistance programme or equivalent (36%). Leaders were more likely than teachers to report being able to access all the types of support shown in Figure 36.

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[39] IFF Research (2023). Working Lives of Teachers and Leaders - Wave 1 - GOV.UK (www.gov.uk)

Figure 36. Forms of wellbeing support which school leaders and teachers can access in their current role (Individual weighting)
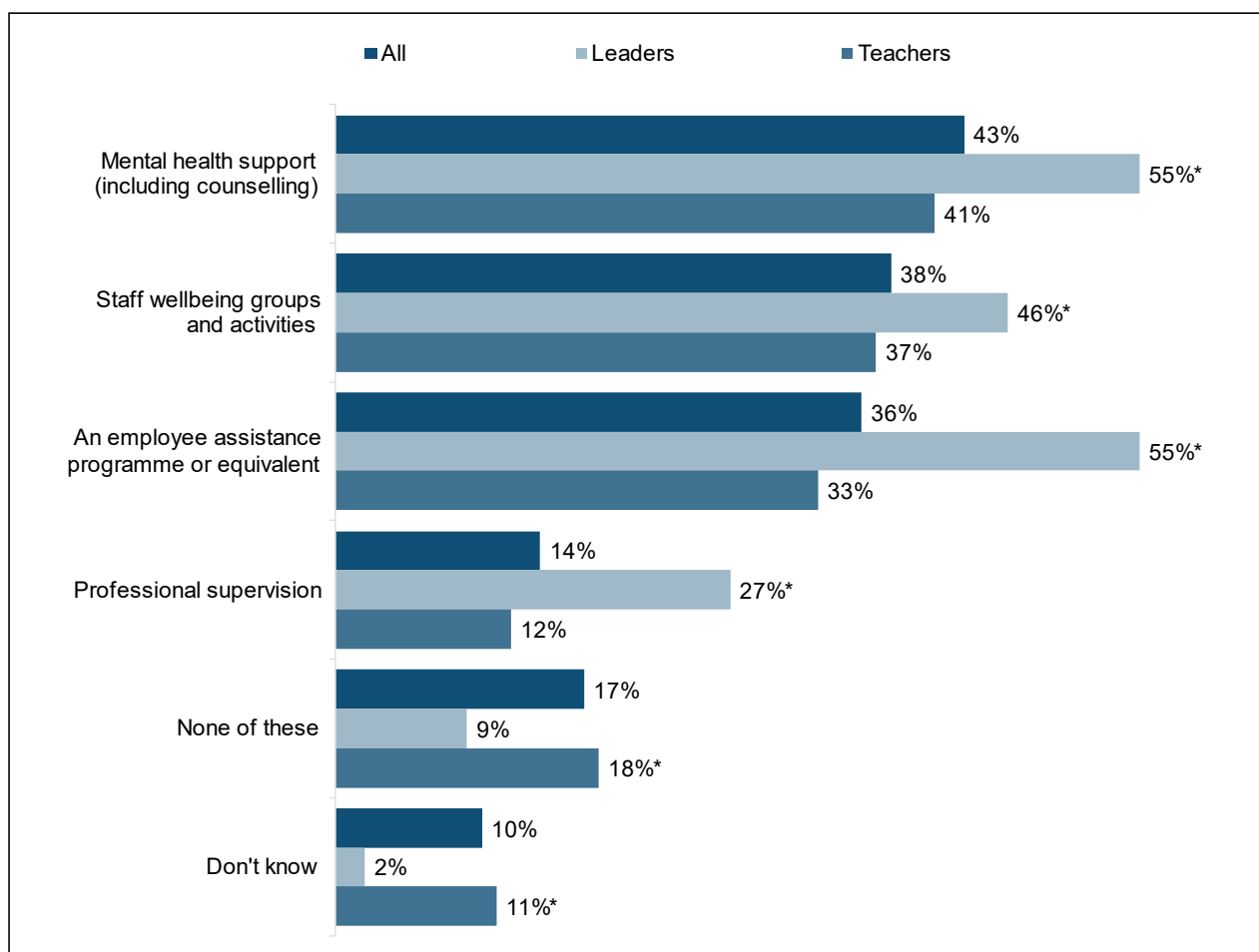
F1: All Leaders and Teachers (n=2,551); All Leaders (n=824); All Teachers (n=1,727). Other not charted (less than 1%). *Indicates significant difference between leaders and teachers.

Source: School and College Panel, June 2023 survey

Secondary leaders and teachers were more likely to report being able to access staff wellbeing groups and activities (47% of secondary, vs. 29% of primary), whereas primary leaders and teachers were more likely to report being able to access professional supervision[40] (16% of primary vs. 12% of secondary). Primary leaders and teachers were more likely than their secondary counterparts to report not being able to access any forms of wellbeing support (20% vs. 13%).

Staff wellbeing groups and activities were more readily available to staff in schools with the lowest proportion of pupils eligible for FSM (43% vs. 38% overall), whereas

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[40] Professional supervision is defined as a participant led process that gives staff a safe and confidential space to talk about, and process what is going on for them at work. It is a reflective practice that enables staff to work with an experienced professional supervisor to focus on their mental wellbeing and develop new coping strategies to feel more fulfilled and in control in their role.

professional supervision was more commonly available in schools with the highest proportion of pupils eligible for FSM (18% vs. 14% overall).

Colleges

College leaders and teachers were also asked about the forms of wellbeing support they could access in their current role. The most common form of support available in colleges was staff wellbeing groups and activities (62%), closely followed by mental health support (including counselling) (58%). The full breakdown of the responses given are shown in Figure 37.

Figure 37. Forms of wellbeing support which college leaders and teachers can access in their current role
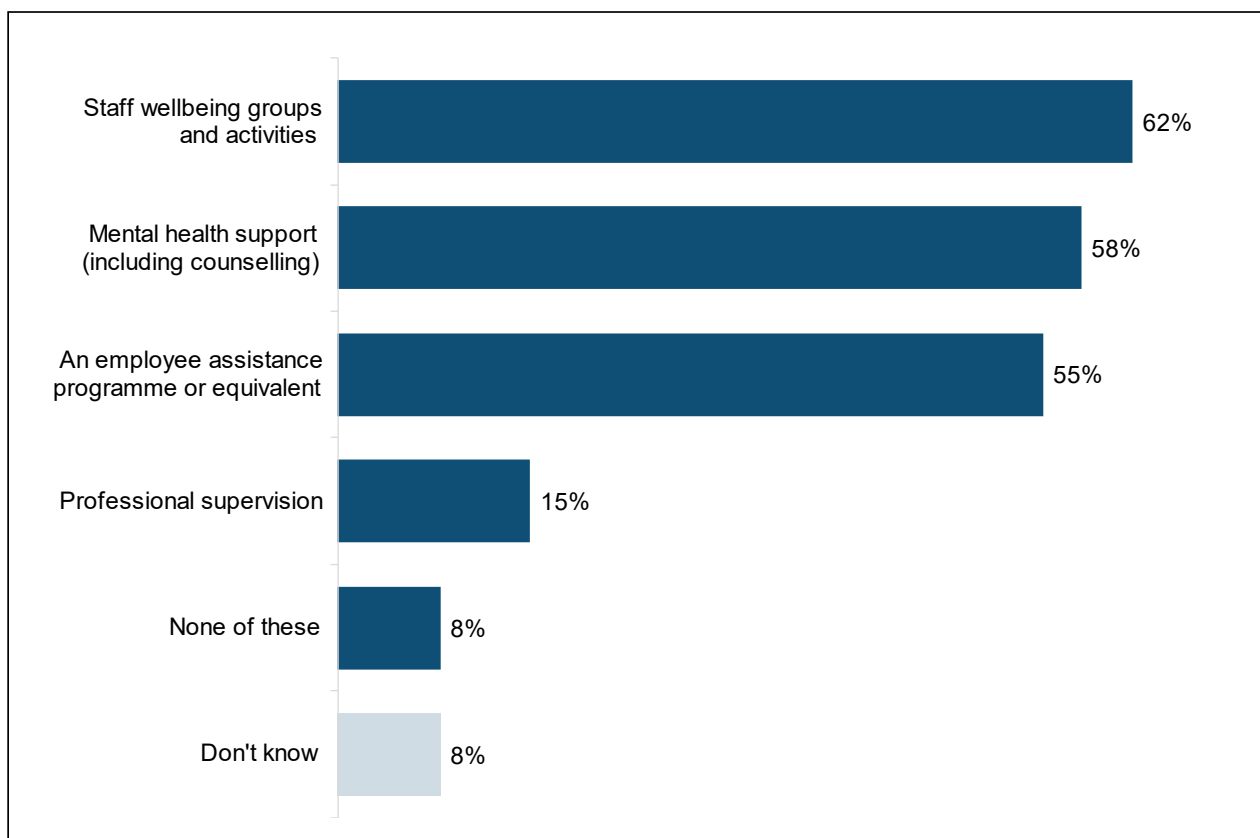
F1: FE Leaders and Teachers (n=93)[41].

Source: School and College Panel, June 2023 survey.

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[41] College leader and teacher responses are not broken down due to a low base size of leaders (n=24).

Extra-curricular activities

The Department for Education is committed to ensuring young people have access to high quality extra-curricular opportunities. These activities are an important part of a rich educational experience and can bring wider benefits to young people's mental health, confidence, social skills and general wellbeing. The Department periodically collects data on the levels of provision by schools and participation by pupils to inform policy work in this area.

Schools were asked to indicate from a pre-set list which extra-curricular activities they had been able to offer pupils in this academic year. Extra-curricular activities were defined as those that took place outside of curriculum teaching time and as a regular activity, rather than a one-off event such as a school trip. Using the answers given to the activities included in the questionnaire, broad net codes have been created and are shown in Figure 38.

All schools (100%) offered at least one extra-curricular activity. Overall, schools reported offering a median of 10 activities. Sports and physical activities had been offered by almost all schools (99%). The top 3 sports activities offered within all schools were:

- Team sports (88%)

- Running and athletics (48%)

- Racket sports (38%)

Performing arts activities had been offered by 91% of schools. Within all schools, the top 3 activities offered were:

- Choir (69%)

- Drama and theatre activities (49%)

- Dance (49%)

Eight-in-ten schools (79%) offered extra-curricular activities in the areas of hobby and interest groups. Within all schools, the top 3 hobby activities offered were:

- Gardening (46%)

- Chess or other games club (36%)

- Cookery (33%)

Seven-in-ten schools (70%) offered clubs relating to an academic subject. Within all schools, the top 3 academic clubs offered were:

- Computer club or code club (42%)

- Science and technology club (32%)

- Languages clubs (19%)

Looking at creative arts activities, 67% of schools offered these activities. Within all schools, the top 3 activities offered were:

- Arts, crafts, and design (59%)

- Creative writing (18%)

- Film, music, or video production (9%)

Six-in-ten schools (63%) offered volunteering activities. Within all schools, the top 3 activities offered were:

- The opportunity to have a position of school responsibility (e.g., school council, prefect) (57%)

- Mentoring younger students (21%)

- Charity groups (e.g., fundraising) (18%)

Lastly, 5% of schools offered uniform groups. The top offer was the Combined Cadet Force (2%).

Figure 38. Types of activities schools have been able to offer this academic year (Schools weighting)
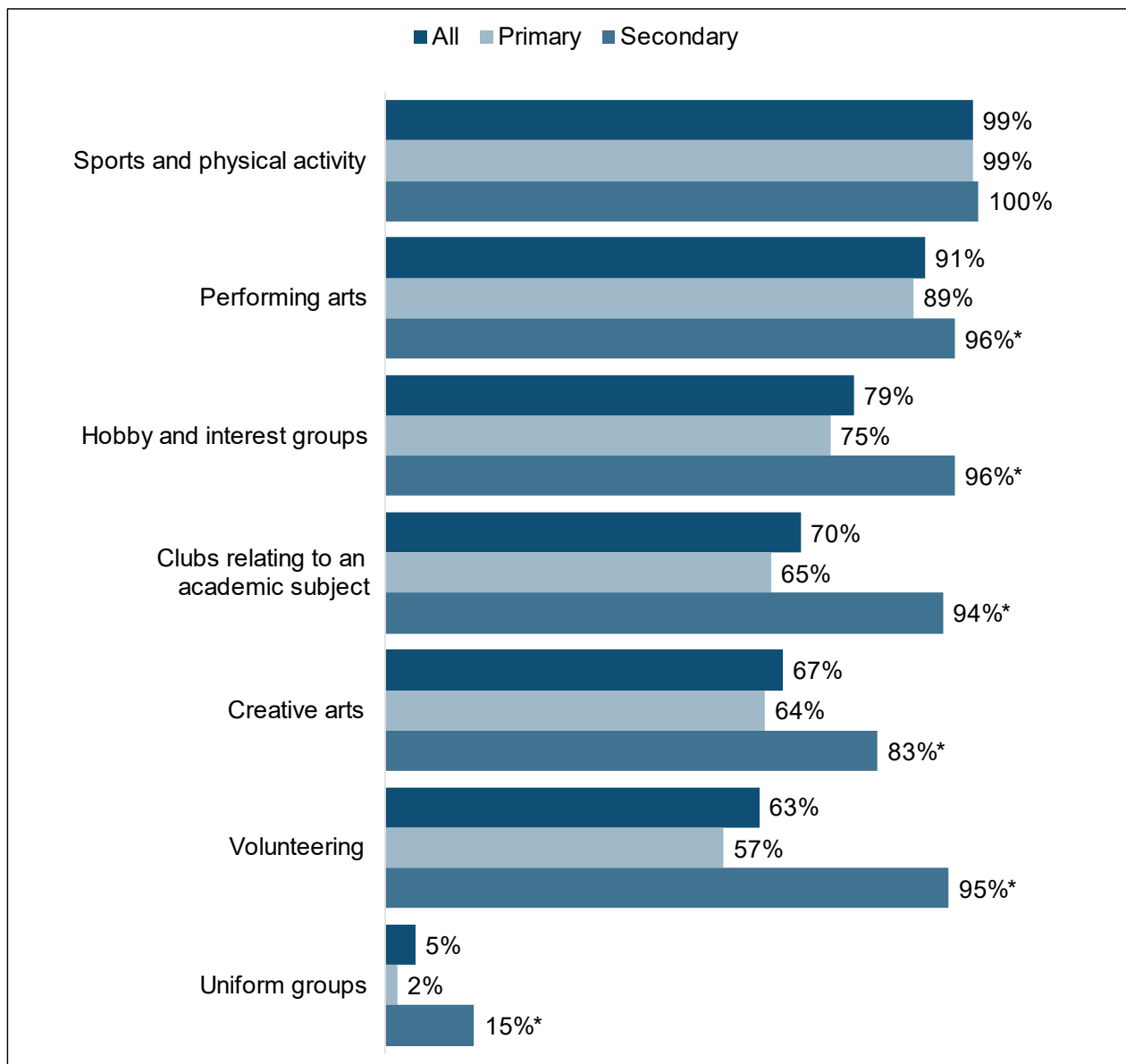
I1: All Panel A Leaders (n=404); Panel A Primary Leaders (n=233); Panel A Secondary Leaders (n=171).
*Indicates significant difference between primary and secondary.

Source: School and College Panel, June 2023 survey

Secondary schools were much more likely to offer a wider range of activities (9 activities offered on average by primaries vs. 19 activities on average in secondaries)[42]. Secondaries offered, on average, a greater number of:

- Sports and physical activities (4 vs. 3 among primaries)

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[42] Averages within this section have been calculated using the median as a measure of central tendency.

- Hobby and interest clubs (3 vs. 1)

- Volunteering (4 vs. 1)

- Performing arts (4 vs. 2)

- Clubs relating to academic subject (2 vs. 1)

Differences between schools by the proportion of pupils who were eligible for FSM were also prominent, with schools with the lowest proportion of pupils eligible for FSM much more likely to offer a wider range of activities than schools with the highest proportion (12 vs. 9). Schools with the lowest proportion of FSM-eligible pupils offered, on average, a greater number of:

- Sports and physical activities (3 vs. 2)

- Performing arts (3 vs. 2)

Colleges

Colleges were also asked to indicate from a pre-set list which extra-curricular activities they had been able to offer pupils in this academic year. Colleges reported offering a median of 7 activities.

All 21 colleges offered at least one extra-curricular activity. The most common activities offered in the last academic year were:

- Volunteering (offered by 19 of 21 colleges)

- Sports and physical activities (offered by 17 of 21 colleges)

- Hobby and interest clubs (offered by 16 of 21 colleges)

- Clubs relating to an academic subject (offered by 14 of 21 colleges)

- Performing arts (offered by 12 of 21 colleges)

- Creative arts (offered by 12 of 21 colleges)

- Uniform groups (offered by 5 of 21 colleges)

National Tutoring Programme

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

This programme offers support through 3 routes:

- **School Led Tutoring (SLT)** – members of a school's own 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

Seven-in-ten (71%) schools in June 2023 reported using at least one NTP route during the academic year. This was slightly higher than the figure reported in April 2023, when 65% of schools reported using at least one NTP during this academic year, though the June 2023 figure is in line with March 2023 (72%). This increase was driven by a higher proportion of schools reporting that they used School-Led Tutoring this academic year (63% in June 2023 vs. 55% in April 2023). Just 1% of schools used all routes in June 2023, the same as in April 2023.

As shown in Figure 39, School Led Tutoring (63%) was the most commonly reported NTP route, with very little variation between primary and secondary schools. Schools less frequently reported using Tuition Partners (13%) or academic mentors (8%). The usage of NTP routes, in terms of which was most commonly reported, has not changed since April 2023.

For NTP routes there was a large variation in use by school phase, with secondary schools more frequently participating in both NTP routes respectively (22% in Tuition Partners and 19% in Academic Mentors), compared to primary schools (11% and 5% respectively).

Figure 39. Which NTP routes used by schools to deliver tutoring (Schools weighting)
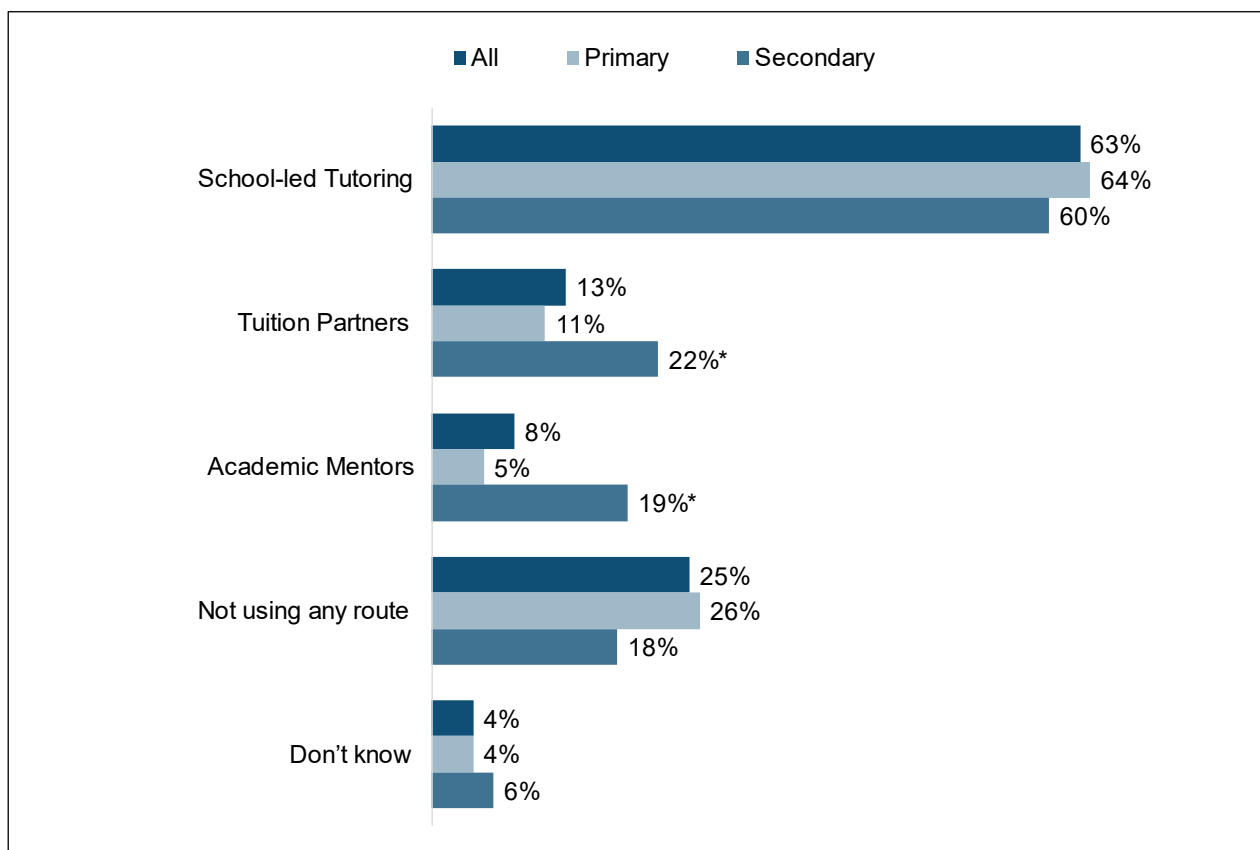
O1: All Panel B Leaders (n=420); Panel B Primary Leaders (n=238); Panel B Secondary Leaders (n=182).
*Indicates significant difference between primary and secondary.

Source: School and College Panel June 2023 survey

Schools with the highest proportion of pupils eligible for FSM were more likely to report using any NTP routes (85% vs. 71% overall). This was true for each route:

- School Led Tutoring (76% vs. 63% overall)

- Tuition Partners (23% vs. 13% overall)

- Academic Mentors (13% vs. 8% overall)

T Levels and Apprenticeships

This section covers questions asked of teachers in Key Stage 4 and 5[43] about their awareness of and familiarity with certain post-16 technical education programmes, as well as how likely they would be to encourage pupils to take them. This includes T Levels, the T Level Transition Programme (TLTP) and Apprenticeships.

Teacher awareness and understanding of post-16 options is likely to inform pupil decisions. Collecting this information will allow tracking of awareness of programmes such as T Levels as they continue to roll out more widely[44].

Awareness

Almost all Key Stage 4 and 5 teachers had heard of Apprenticeships (98%), and the majority were also aware of T Levels (86%). Awareness of the TLTP (including under alternative names / branding) was lower, with one-in-five (20%) Key Stage 4 or 5 teachers reporting that they had heard of this programme[45].

Compared to June 2022, when this question was last asked, awareness of T Levels has increased from 68% to 86%. Awareness of Apprenticeships has remained the same as in June 2022 (98%). Questions on the TLTP were not included in the June 2022 wave.

Teachers from schools with the highest proportion of pupils eligible for FSM were more likely than those with the lowest to report having awareness of the TLTP (30% vs. 18%).

Level of knowledge

Teachers that were aware of each programme were asked how much they knew about what it involves[46]. Over nine-in-ten (94%) reported that they knew at least a little about Apprenticeships, followed by 67% knowing at least a little about T Levels and 61% knowing at least a little about the TLTP, as shown in Figure 40. Over a quarter of

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[43] Questions on T Levels and Apprenticeships were only asked to teachers in schools and sixth forms, rather than colleges. Findings should only be interpreted in this context, and do not reflect college awareness and knowledge.

[44] For example, the Technical Education Learner Survey demonstrates that learner choice is informed by teacher recommendations: Technical education learner survey 2022 - GOV.UK (www.gov.uk).

[45] In summer 2023, the T Level Transition Programme was rebranded as the T Level Foundation Year. Due to timings, awareness of this rebrand was not tested.

[46] Please note that due to a questionnaire routing error which was rectified on the morning of 30th June (5th day of fieldwork), there were 70 teachers who had heard of Apprenticeships (but neither T Levels nor the T Level Transition Programme) who were not then asked the follow-up question about their knowledge of Apprenticeships. These teachers are therefore not included in the base for the knowledge of Apprenticeships question.

teachers reported knowing 'a lot' about Apprenticeships (27%), compared to 7% in relation to T Levels and 5% in relation to the TLTP.

Teachers from schools with the highest proportion of FSM pupils were more likely to report knowing at least a little about the TLTP (76% vs. 61% overall).

Among teachers aware of each programme, the degree of knowledge of Apprenticeships and T Levels remained similar to June 2022. For example, 27% of those aware of Apprenticeships in June 2023 said they knew 'a lot' about them, compared to 26% in June 2022.

Figure 40. How much secondary teachers who teach Key Stage 4 or 5 know about each post-16 programme that they are aware of (Individual weighting)
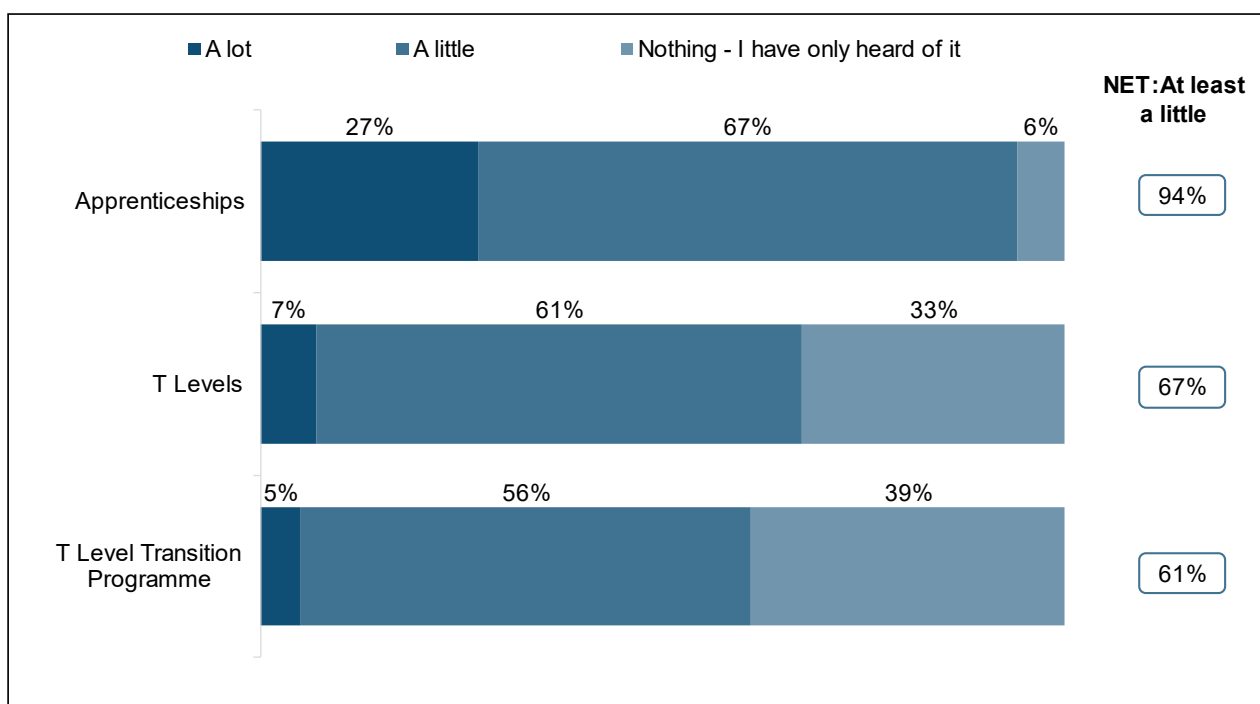
N2: Secondary Teachers who taught KS4 or KS5 and had heard of: Apprenticeships (n=774); T Levels (n=738); and the T Level Transition Programme (n=174). Due to rounding, the figures may not match the NET exactly.

Source: School and College Panel, June 2023 survey

Encouragement

Key Stage 4 teachers who were aware of each programme were asked whether they would encourage pupils to consider taking the programme. They were also asked whether they would encourage pupils to consider A levels.

A levels were most likely to be encouraged by teachers, with 97% of teachers reporting that they would encourage at least 'some' pupils to consider them as shown in Figure 41.

Similarly, just under nine-in-ten (88%) teachers who were aware of Apprenticeships reported that they would encourage at least some pupils to consider them. Both findings are consistent with June 2022, when the equivalent figures were 96% for A-levels and 90% for apprenticeships.

As shown in Figure 41, teachers were less likely to encourage pupils to consider T Levels or the TLTP. Of teachers who were aware of T Levels, 50% would encourage at least some pupils to consider taking them, and 45% of teachers aware of the TLTP would encourage pupils to consider taking this programme.

Figure 41. What proportion of pupils Key Stage 4 teachers would encourage to consider each post-16 programme that they are aware of (Individual weighting)
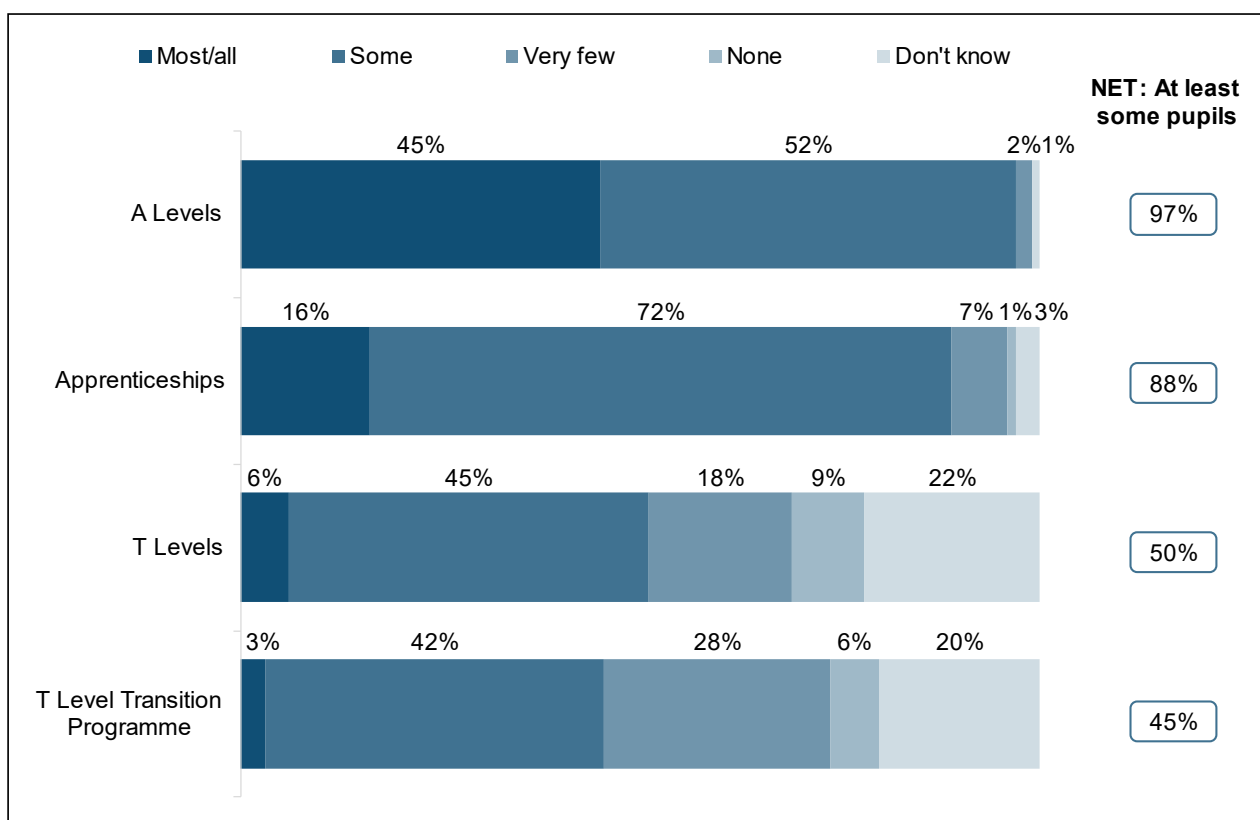
N3_rebased: Secondary Teachers who taught KS4 who had heard of: A Levels (n=854); Apprenticeships (n=837); T Levels (n=731); T Level Transition Programmes (n=172). Due to rounding, the figures may not match the NET exactly.

Source: School and College Panel, June 2023 survey

Teachers from schools with the highest proportion of pupils eligible for FSM were more likely than those with the lowest to encourage at least some pupils to consider T Levels (58% vs. 33%). The same was seen for Apprenticeships, where more teachers from schools with the highest proportion of pupils eligible for FSM would encourage at least some pupils to consider this programme compared to teachers from schools with the lowest proportion (92% vs. 81%).

Glossary

AP – Alternative Provision

CIPS – Chartered Institute of Procurement and Supply

EM – Engagement Model

FSM – Free School Meals

FTE – Full Time Equivalent

IBSL - Institute of School Business Leadership

IRP - International Relocation Payment

LDD – Learning Difficulties and Disabilities

MSP – Managed Service Provider

NTP – National Tutoring Programme

PSU – Pupil Support Unit

SEND – Special Educational Needs and Disabilities

SLT – Senior Leadership Team

SSP – Systematic Synthetic Phonics

SWC – School Workforce Census

TLTP – T Level Transition Programme