School and College Panel: September 2022

Research report

February 2023

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Executive Summary

This report presents findings from the September 2022 wave of the School and College Panel, a panel run by IFF Research on behalf of the Department for Education. The report covers questions asked about the individual experiences of teachers and leaders, and others asked of leaders at the school level.

Tutoring

Schools were most likely to report currently using School Led Tutoring (54%) route of the National Tutoring Programme (NTP). Academic mentors (22%) and Tuition Partners (12%) were less common routes. Around three-quarters (77%) were currently using, or plan to use, at least one route this academic year.

Almost two-thirds (64%) of schools using at least one of these routes reported that they would be utilised in all three school terms. Almost half (48%) were planning to deliver the same hourly amount of provision as they did last year, with similar proportions delivering less (22%) or more (21%) compared to 2021/22. Among schools using or planning to use the NTP this academic year, 3% had not done so last year, rising to 7% among secondary schools.

Teacher workload and recruitment across different subjects

On average,[1] secondary teachers reported teaching a median of two GCSE classes. Teachers taught the highest number of GCSE classes on average in physics (5), chemistry (4) and biology (4).

Across all 12 subjects covered in the research, GCSE class sizes averaged 26 pupils. Just under half (47%) of teachers were typically teaching GCSE classes with 26-30 pupils, whilst just over a quarter (27%) taught class sizes with an average of 21-25 pupils. Class sizes were highest, on average, for physics, chemistry, biology and geography (all 28), and lowest for French (20)

Teachers expected to spend an average of 7 hours teaching each GCSE subject in a typical week. This varied considerably by subject, from an average of 10 hours per week for physics to 3 hours for French and geography.

Nine-in-ten (90%) secondary schools had experienced difficulty recruiting in at least one subject over the past six months. This was highest for STEM subjects (except biology), with 47% citing physics, 42% mathematics, 39% computing and 30% chemistry. The three most common strategies taken to address recruitment difficulties were running

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[1] In this section, the median statistic is used for the average.

multiple rounds of recruitment (64%), using non-specialist teachers to teach the subject (62%), or using supply teachers (53%).

Improving writing standards in primary schools

Nearly nine-in-ten (88%) primary school leaders thought that their teachers were confident in teaching writing. A similar proportion (87%) had targets or actions related to writing specifically mentioned in their improvement plan; within this group around three-quarters (76%) said writing was a priority in their school. Over half of schools (56%) that did have writing targets in their improvement plan had made it a higher priority since the start of the 2019/20 academic year.

The most widely used strategies to improve writing that primary schools already had in place were spelling schemes/programmes (81%), staff training (79%), handwriting schemes/programmes (77%) and curriculum review (70%).

The support for writing that primary schools would find most helpful were workforce training/CPD support (61%), Department for Education validated resources or programmes (40%), or the facilitation of peer-to-peer support e.g. through English hubs (38%).

Musical instruments and equipment

Six-in-ten (60%) schools offered or loaned musical instruments for pupils to use outside the classroom. Among these schools, half (51%) had access to sufficient stock to be able to provide instruments of pupils' choice always or most of the time, and a similar proportion considered the quality of the musical instruments to be very good or good (53%).

Seven-in-ten schools (69%) had access to a sufficient stock of musical instruments for classroom/curriculum use, more often through the school itself than through a music hub. Four-in-ten (41%) schools rated the overall quality of the musical instruments available for classroom use good or very good.

A fifth (19%) of schools provided additional music equipment for pupils with SEND. Nearly a quarter (23%) of schools offered music technology for pupils to use: among these schools nearly two-thirds (64%) had access to sufficient stock of equipment for classroom/ curriculum use always or most of the time.

Diversity

Eight-in-ten schools (81%) had adopted at least one of nine different practices to promote awareness of, and encourage, diversity in the school workforce. The most widely used strategies were to: encourage staff to openly discuss the topic and ask questions (57%), make public commitments to diversity (43%), create and update a diversity action plan or policy (31%), and display posters in staff rooms promoting diversity and inclusion (23%).

National Professional Qualifications (NPQ)

Awareness of NPQs has increased: 80% of leaders and teachers were aware of the qualifications compared with just over half (55%) in the December 2021 survey. More leaders and teachers also intended to apply for an NPQ (37% vs. 25% in December 2021).

Support for learners with SEND/LDD

The proportion of schools citing different barriers to meeting the needs of SEND/LDD pupils were similar to May 2022, the last time these questions were asked. Over three-quarters (77%) of schools reported insufficient access to specialist services or professionals as a barrier to supporting pupils with SEND/LDD. Schools citing insufficient access were asked how well they can access specific types of support, and the waiting time they experience. For the majority of the types of support, whilst schools could at least access them, waiting times were considered too long for all types of support except for SEND coordinators

Cost of living

Almost nine-in-ten (87%) schools said there had been an increase in the last six months in the number of parents or students at their school asking for advice on welfare or financial support. This is an increase from May 2022 (74%) when a similar question asked whether there had been an increase since the start of the 2021/22 academic year. Teachers were asked the same question and over half (55%) said that there had been an increase in the last six months.

Eight-in-ten (80%) schools indicated that there had been an increase in the last six months in the number of pupils arriving at their school hungry. Six-in-ten (60%) teachers also reported that this had increased in the last six months, higher than in May 2022, when just over half of teachers (52%) reported that the number of pupils arriving hungry since the start of the 2021/22 academic year had increased. Around nine-in-ten (86%) teachers and leaders who work with Year 10 or 11 pupils agreed that the rising cost of

living would influence pupils' post-16 choices (44% strongly agreed). A very small minority (2%) disagreed with this statement.

School leaders were asked what they believe will be the main challenges facing their school in the coming months due to the rising cost of living. The most common challenge was increased energy bills for the school, reported by 95% of leaders, followed by lack of funding for the school (90%).

Teachers were asked a similar question though focussed on what they believed the main challenges teachers and pupils will face over the coming months. Teachers identified a wide range of challenges, including a lack of funding for the school, followed by increased mental health concerns amongst pupils and/or parents, and food poverty increase and effects of hunger on pupils.

Both teachers and leaders were asked if there were any particular groups of pupils whose education is disproportionately affected by increases to the cost of living. The two groups most reported were vulnerable children (71%) and children on FSM (69%).

Introduction

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

The short survey (taking 5 to 7 minutes to complete) covered a range of topical education issues in education including recruitment, tutoring and the rising cost of living. A total of 1,102 school leaders and 1,938 classroom teachers participated in the September 2022 wave. There were no questions this wave put to college respondents.

Methodology

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

All school leaders and teachers were recruited from School Workforce Census data provided by the Department for Education. A maximum of two leaders from each chosen school were invited to take part in the September wave. To reduce the survey length for individual respondents, school leaders and teachers were randomly allocated to either panel A or panel B, with each panel group mostly seeing a different set of questions. Where two leaders were from the same school, they were allocated to different panels, ensuring that two leaders from the same school did not answer the same set of questions.

The survey was administered online, with fieldwork lasting from 26th September to 3rd October 2022. Respondents received an email invite, three reminder emails and one text reminder (where mobile numbers had previously been provided by respondents).

Further details on methodology can be found in the technical report.[2]

The following table shows the number of responses for the September survey by key group. A total of 3,040 respondents completed this survey.

Table.1. Number of responses by key group

	Primary Leaders	Secondary Leaders	Primary Teachers	Secondary Teachers
Completed responses	713	389	946	992

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[2] The 2022 School and College Panel technical reports can be found here: School and college panel: omnibus surveys for 2021 to 2022 - GOV.UK (www.gov.uk)

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.

School-level weighting

At the analysis stage, for questions reported at the school-level, leaders' data was grossed up to the overall population of schools. This process corrects for the over-sampling of secondary schools (relative to the proportion of the population that they represent) so that the findings are representative of all (in scope) state-funded schools.

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

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

Individual-level weighting

For the analysis on an individual rather than school level, the responses from school leaders and classroom teachers were weighted to the full in-scope population of school leaders and teachers. The population data for the individual weighting was taken from the Schools Workforce Census based on November 2021 data (the most current available data).

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

Panel A/B weighting approach

For the September survey, to minimise the survey length for individual respondents, school leaders and teachers were allocated either to group A or B, with each group receiving a different set of questions. Weights were calculated separately for panel A and panel B respondents to ensure results reported from either panel A or B were representative of the overall population.

Interpreting the findings

Data presented in this report is from a sample of senior leaders and teachers rather than the total population of leaders and teachers. Although the leader sample and the teacher sample have been weighted to be nationally representative (by school type and by teacher demographics), the data is still subject to sampling error.

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.

Free School Meal (FSM) entitlement is used as a proxy for deprivation levels at the school. All schools in England were listed in ascending order of the proportion of their pupils that are entitled to FSM. This ordered list was then split into five equal groups (or quintiles). Quintile 1, which is referred to as the 'lowest proportion' throughout the report, represents the schools with the lowest proportion of pupils entitled to FSM. This group thus equates to the schools with the least disadvantaged/deprived pupil population. The proportion of pupils entitled to FSM increases progressively as the quintiles increase. In the report, significant differences tend to be tested between schools with the lowest proportion of FSM eligible pupils and schools with the highest proportion of FSM eligible pupils.

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

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

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

Glossary

AM: Academic mentor

EAL: English as an additional language

FSM: Free school meals

LDD: Learning difficulties and disabilities

MAT: Multi-academy trust

NPQ: National Professional Qualification

NTP: National Tutoring Programme

PPA: Planning, preparation and assessment

SENCo: Special Educational Needs Coordinator

SEND: Special educational needs and disabilities

SLT: School Led Tutoring

SSP: Systematic Synthetic Phonics

TA: Teaching assistant

TP: Tuition Partners

TSF: Targeted Support Fund

Tutoring

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 three routes:

- **School Led Tutoring (SLT)** – members of a school's own personnel, either currently employed or specifically engaged for this purpose, including retired, returning or supply teachers, support staff, and others.

- **Tuition Partners (TP)** – tutors recruited by external tutoring organisations quality-assured by DfE.

- **Academic Mentors (AM)** – full-time, in-house staff members employed to provide intensive support to pupils who need it.

Usage and planned usage of NTP routes

As shown in Figure 1, schools were most likely to report using SLT, with over half (54%) currently doing so. TP was the least likely route, with almost two-thirds (64%) having decided against using this route.[3] Around a fifth (22%) used AMs, a marked increase compared with May 2022, when 11% of schools were using them. Around three-quarters (77%) are currently using, or plan to use, at least one route this academic year. One-in-ten have decided not to use any routes this academic year.

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

Figure 1. Whether currently using or has plans to use NTP route to deliver tutoring

Schools weighting

	Currently using	Plan to use this academic year	Currently undecided	Have decided not to use	Don't know
School Led Tutoring	54%	13%	12%	15%	6%
Academic Mentors	22%	7%	9%	49%	13%
Tuition Partners	12%	6%	8%	64%	10%
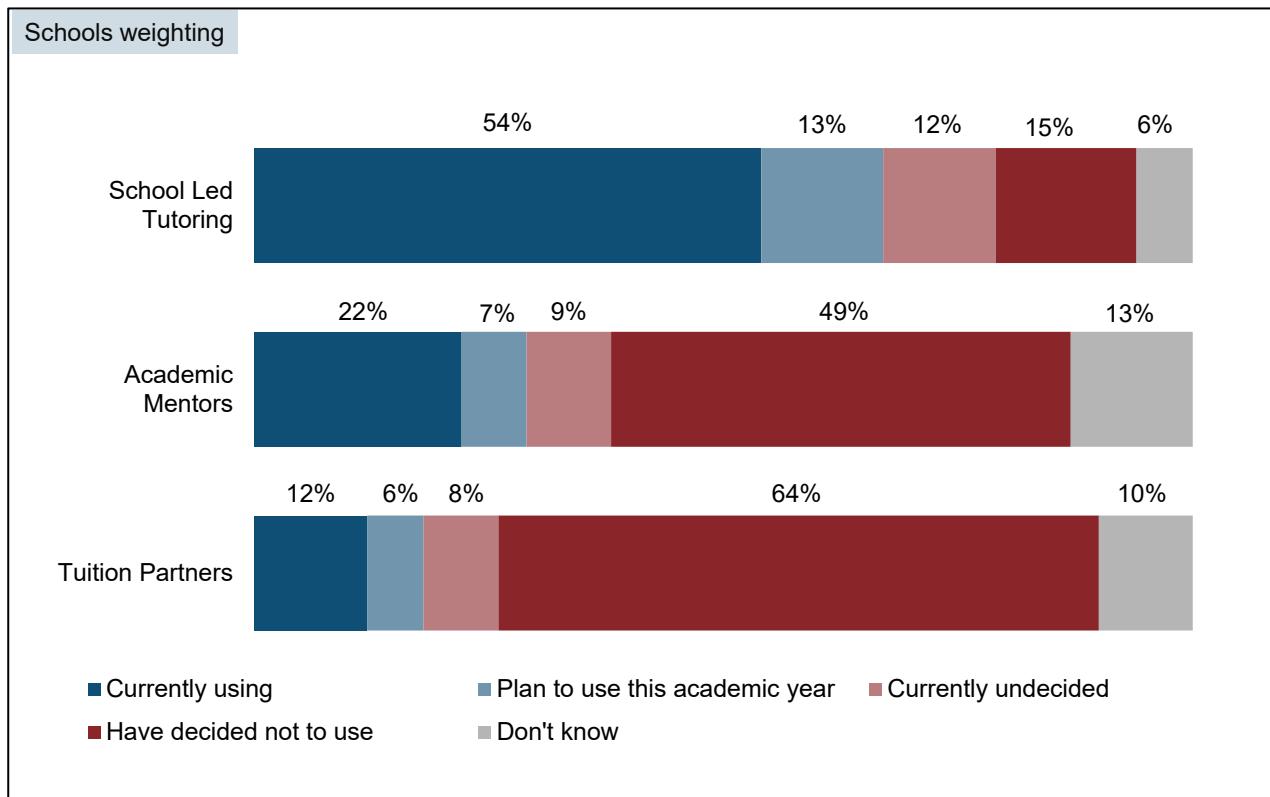
Source: School and College Panel, September survey. B1: Panel B Leaders (n=544).

There was no significant difference in primary or secondary schools' responses regarding SLT, with the majority of both phases currently using this route.

AMs were more favoured in secondaries, with over a third (34% vs. 20% in primary) currently using them with their pupils. Primary schools were more likely to have decided against this approach entirely (53% vs. 29% for secondary).

Schools with the highest proportion of pupils eligible for FSM were more likely to be currently using, or planning to use AMs, than those with the lowest proportion (38% vs. 21%). Two-thirds of schools with the lowest proportion of pupils eligible for FSM had decided against this route for this academic year (66% vs 43% of those with the highest proportion).

Primary schools were less likely to be using TPs than secondaries (11% vs. 20% respectively), and more likely to report having decided against this route (66% vs. 52%). This route was more common in schools with the highest proportion of pupils eligible for FSM, with almost a quarter (24%) currently using or planning to use a TP, compared to around one in eight (13%) of those with the lowest proportion of pupils eligible for FSM.

School terms in which NTP routes will be used

Schools that reported currently using, or planning to use, any of the three routes mentioned previously were asked in which school terms this delivery would take place.

Almost two-thirds of these schools reported it would take place in every term (64%). This was more likely to be the case in primary schools (66% vs. 55% for secondary).

As shown in Figure 2, schools were most likely to report Spring term delivery, particularly primary schools.

Almost a quarter of secondary schools (22% vs. 13% for primary) were unsure when NTP tutoring would be delivered.

Figure 2. 2022-23 term in which NTP tutoring will be delivered
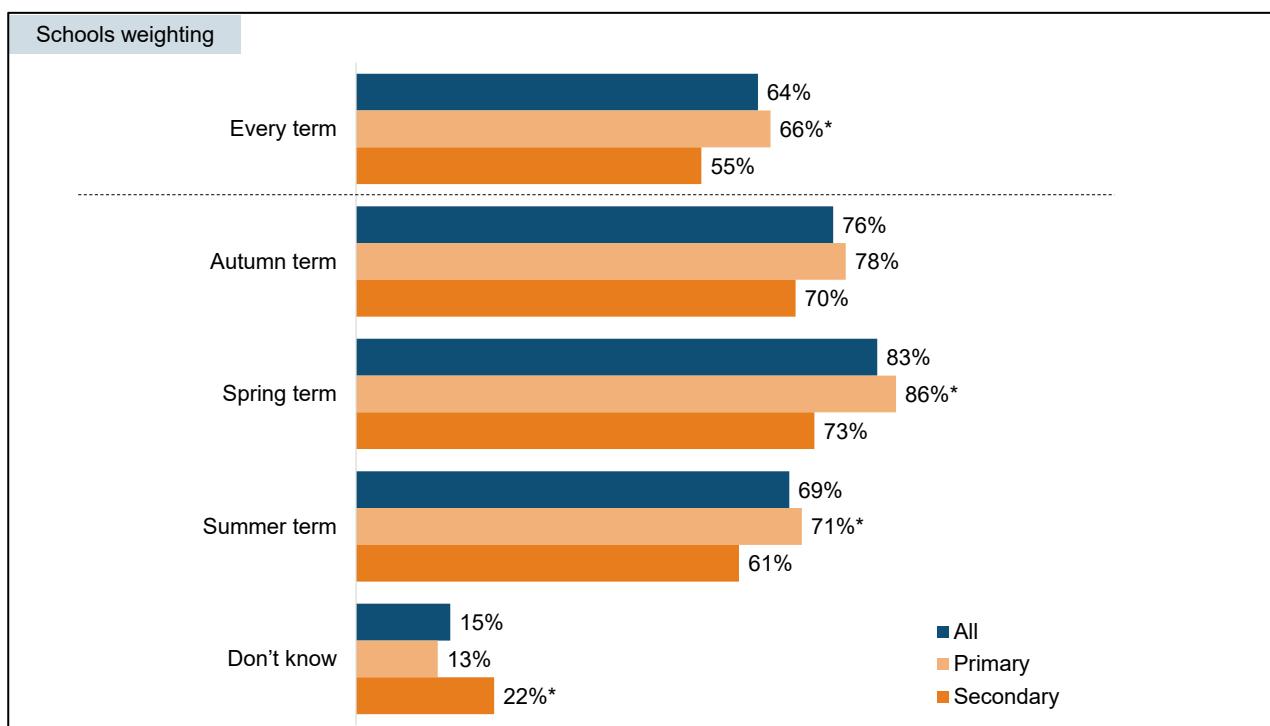
Source: School and College Panel, September survey. B2: Panel B leaders that are using/planning to use an NTP route (n=425); Primary schools (n=263), secondary schools (n=162). *Indicates significant difference between primary and secondary.

The amount of NTP tutoring planned compared to the last academic year

Among schools using or planning to use NTP tutoring, nearly half (48%) planned to deliver the same amount of tutoring hours as they did in the last academic year. Similar

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proportions reported planning to deliver more (21%), or less tutoring (22%) compared to the 2021/22 academic year.

Figure 3. Whether planning to deliver a higher, same, or smaller amount of NTP tutoring compared to 2021-22 academic year
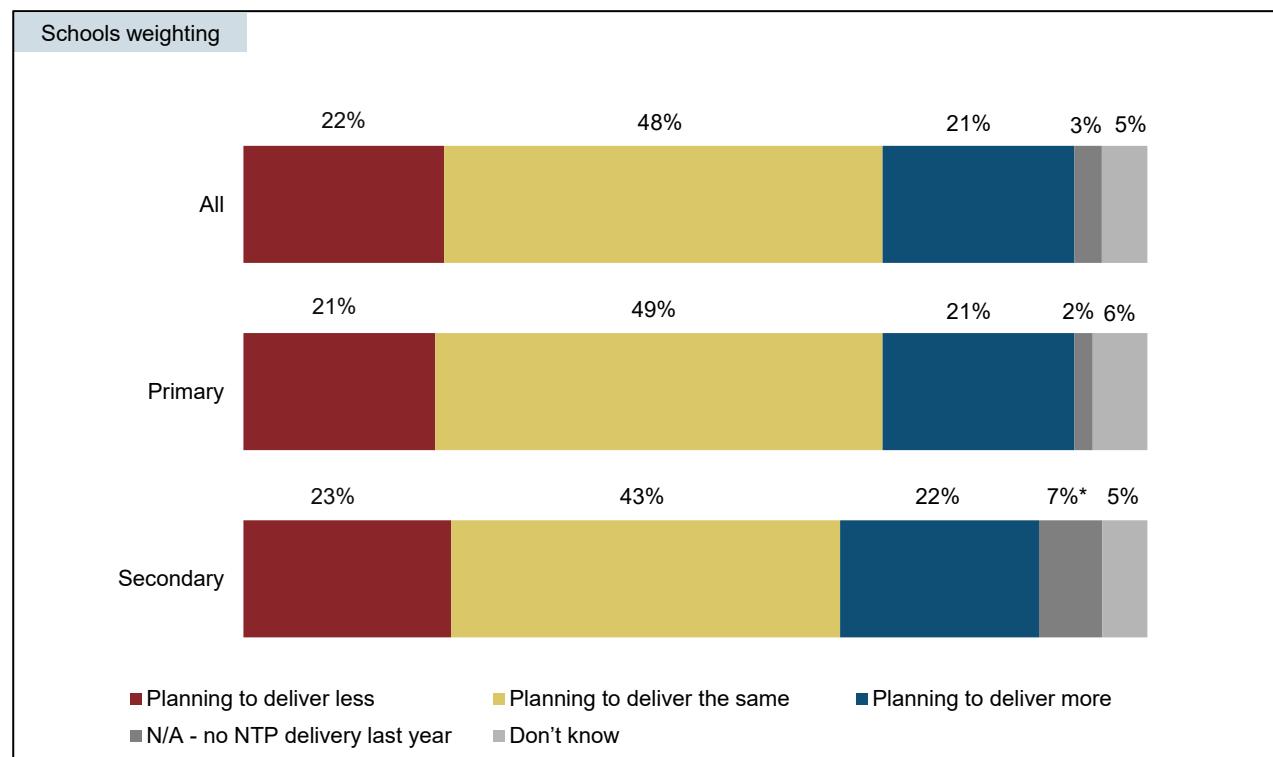
Source: School and College Panel, September survey. B3: Panel B Leaders that are using/planning to use an NTP route (n=425). *Indicates significant difference between primary and secondary.

As shown in Figure 3, secondary schools were more likely than primaries to report not having delivered tutoring via the NTP in the last academic year, indicating a stronger uptake in these routes for 2022-23 among secondaries.

Teacher workload and recruitment across different subjects

Teacher recruitment and retention is a priority for the Department for Education. Recruitment and retention challenges for certain subjects can lead to larger class sizes and teachers seeing an increase in teaching hours. The Department for Education has implemented a range of policies to boost teacher sufficiency in particular subjects, including financial incentives. This section outlines how class sizes and teaching hours vary across subjects this academic year. It also highlights which subjects secondary schools have experienced the most difficulty recruiting teachers for.

Number of GCSE classes taught by teachers

Secondary teachers of 12 subjects were asked how many classes of GCSE (year 10 and 11) pupils they were teaching this academic year. Figure 4 shows the results across all 12 subjects combined, and 9 of the specific subjects (three are not shown due to low base sizes). Overall, the average (median) number of GCSE classes being taught was 2. Physics (5), chemistry (4) and biology (4) teachers were teaching the highest number of classes on average. In contrast, French, mathematics, English, geography, and history teachers were teaching the fewest classes on average (2).

Figure 4. Median number of different GCSE classes that secondary teachers are teaching in this academic year, by subject
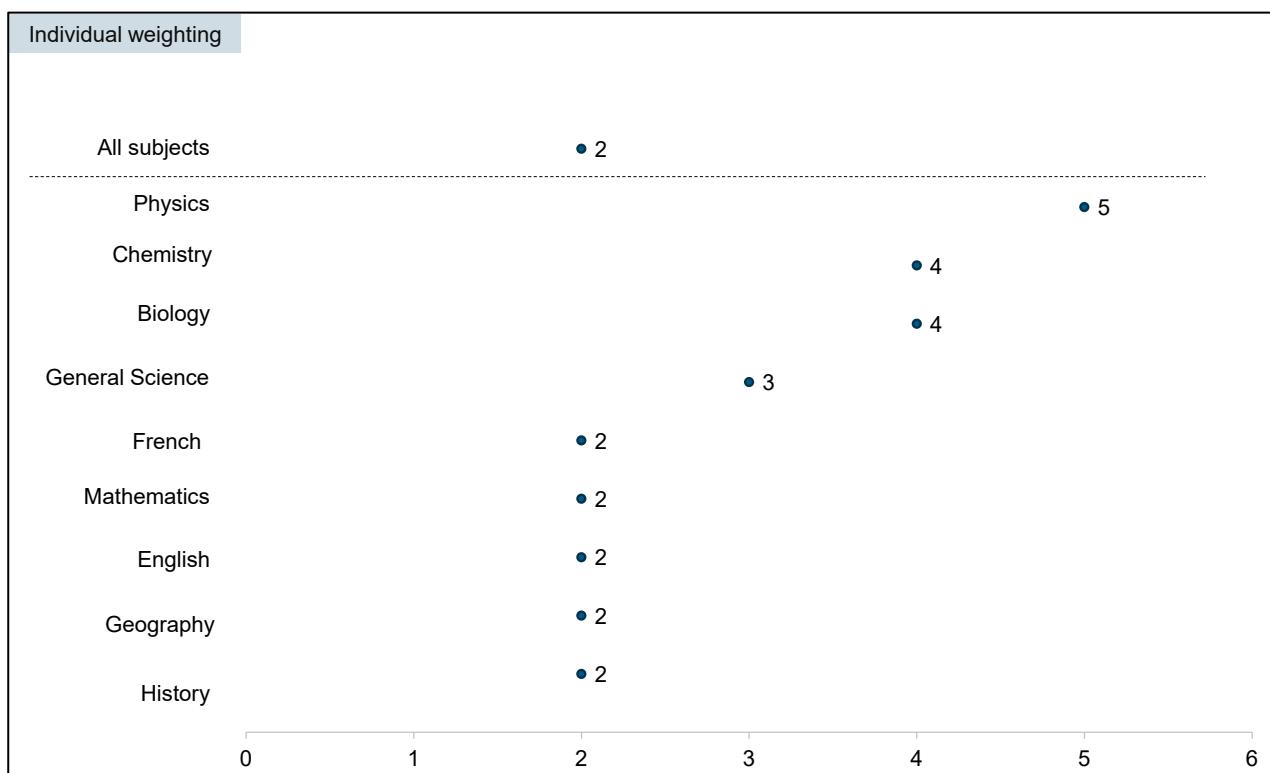
Source: School and College Panel, September 2022 survey. D2: Secondary teachers that taught at least one of the listed subjects (n=634); and that taught each specific subject: Physics (36), Chemistry (46), Biology (48), General Science (49), Mathematics (136), History (61), English (123), Geography (45), French (31). Computing, German and Spanish contribute to the total but are not shown separately as they had sample bases below 30 respondents.

Secondary teachers in schools with the lowest proportion of FSM-eligible pupils were more likely to say they taught 5 or more GCSE classes per subject (20%) than those in schools with the highest proportion of FSM-eligible pupils (9%).

Size of GCSE classes

Across 12 GCSE subjects, GCSE class sizes averaged 26 pupils. Just under half (47%) of teachers were teaching classes in the range of 26-30 pupils, whilst just over a quarter (27%) taught class sizes with an average of 21-25 pupils.

Class sizes were highest, on average, for physics, chemistry, biology and geography (all 28), and lowest for French (20). GCSE English class sizes averaged 27 pupils whilst GCSE mathematics class sizes averaged 26 pupils.

Figure 5. Median number of pupils taught, on average, in a single class of each GCSE subject, this academic year
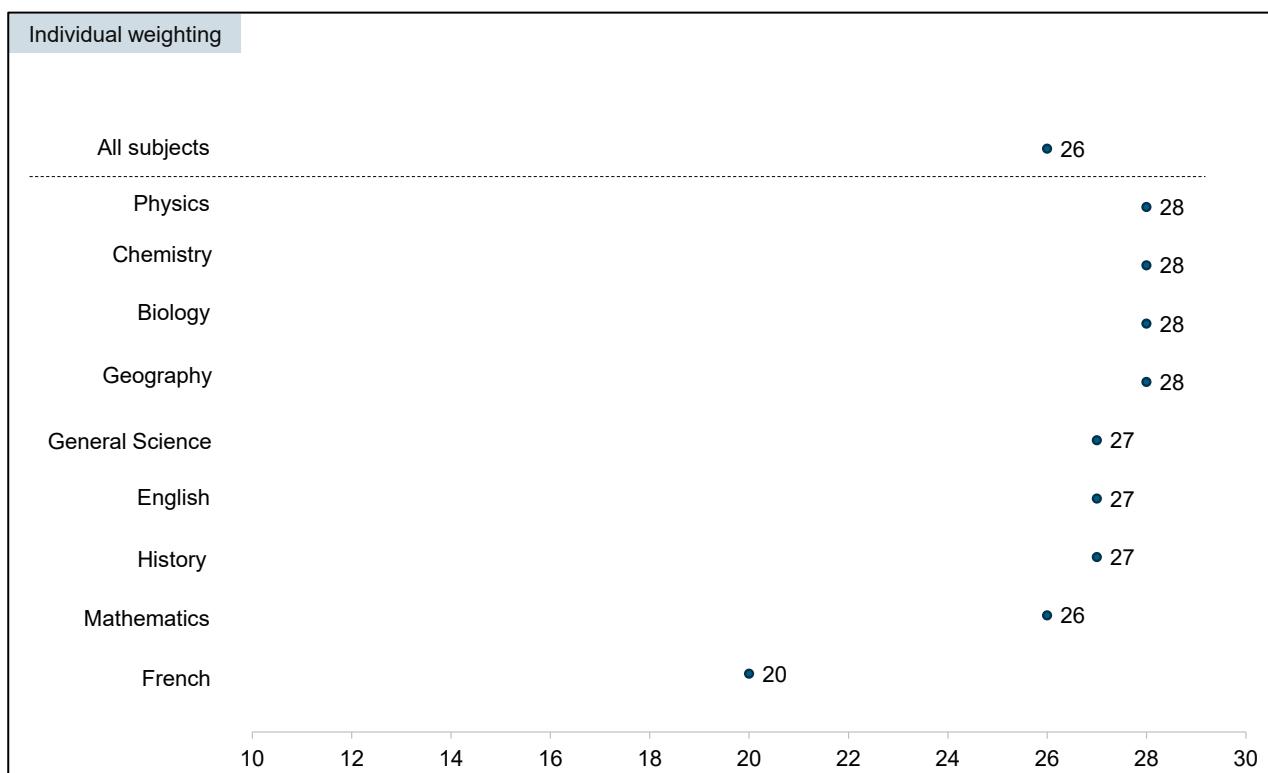
Source: School and College Panel, September 2022 survey. D3: Secondary teachers that taught at least one of the listed subjects (n=634); and that taught each specific subject: Physics (36), Chemistry (46), Biology (48), Geography (45), History (61), English (123), General Science (49), Mathematics (136), French (31). Computing, German and Spanish contribute to the total but are not shown separately as they had sample bases below 30 respondents.

Average number of hours spent teaching GCSE subjects

Across all subjects, the average (median) number of hours that teachers will spend teaching each GCSE subject in a typical week during this academic year was 7 hours. Over three quarters (79%) anticipated spending between 1-10 hours per week on teaching each GCSE subject, with 15% spending 11-15 hours and 7% spending 16 or more hours.

Time spent on GCSE teaching varied considerably by subject – from an average of 10 hours per week for physics to 3 hours for French and geography.

Figure 6. Median number of hours per week, on average, that subject teachers will spend teaching each GCSE subject, in this academic year
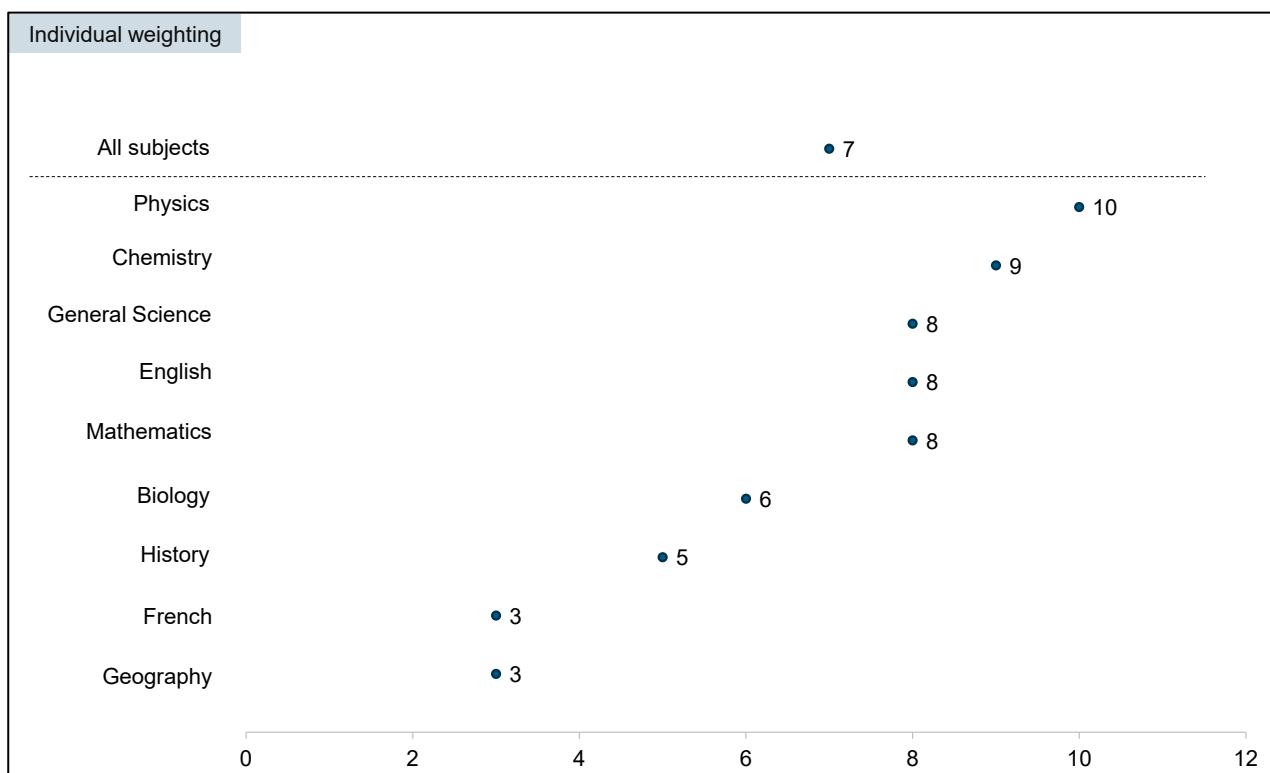
Source: School and College Panel, September 2022 survey. D4: Secondary teachers that taught at least one of the listed subjects (n=634); and that taught each specific subject: Physics (36), General Science (49), Chemistry (46), Mathematics (136), English (123), Biology (48), History (61), Geography (45), French (31). Computing, German and Spanish contribute to the total but are not shown separately as they had sample bases below 30 respondents.

Recruitment of teachers

Secondary schools were asked to select up to three subjects that they have found most difficult to recruit teachers for in the last six months. Nine-in-ten (90%) secondary schools had experienced difficulty recruiting in at least one subject over this time period. Secondary schools had found it most challenging to recruit for the STEM subjects (except biology), with 47% citing difficulties in recruitment in physics, 42% mathematics, 39% computing and 30% chemistry; followed by English (21%) and geography (12%). As shown in Figure 7, fewer than 10% reported difficulty recruiting for each of the other subjects.

Figure 7. Subjects that secondary schools had found it most difficult to recruit for in the last 6 months

Schools weighting

Subject	Percentage
Physics	47%
Mathematics	42%
Computing	39%
Chemistry	30%
English	21%
Geography	12%
Spanish	9%
Biology	9%
French	7%
History	3%
German	2%
No difficulty for these subjects	9%
Don't know	2%
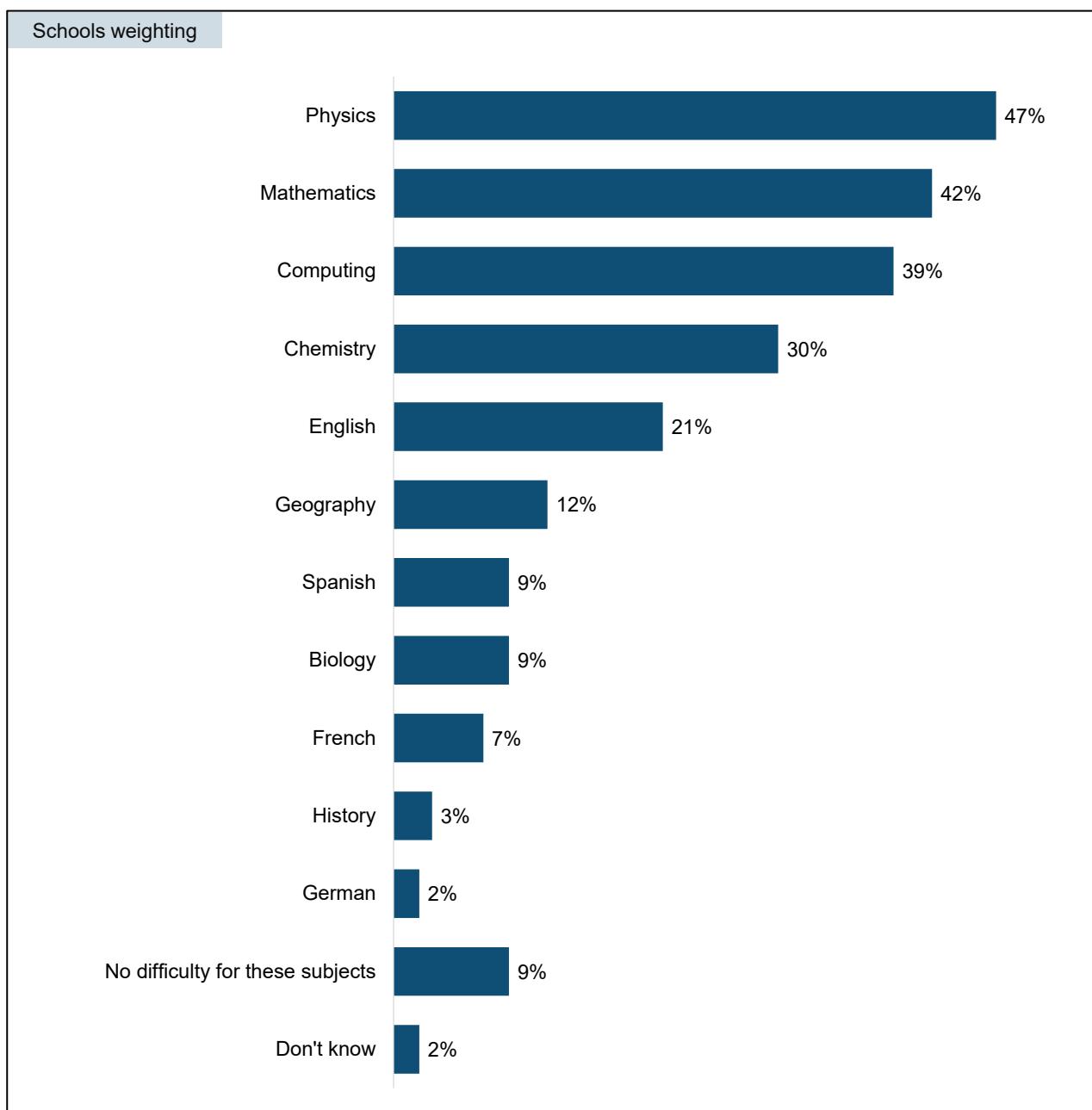
Source: School and College Panel, September 2022 survey. D5: Panel B secondary leaders (n=199).

Secondary schools that reported difficulty recruiting in any subjects were asked to say for each subject how their school had responded to this challenge. Taking the combined results across all subjects, the top three strategies taken to address recruitment difficulties were: running multiple rounds of recruitment (64%), using non-specialist teachers to teach the subject (62%), or using supply teachers (53%). Other responses,

cited by between a fifth to a third of secondary schools were: hiring less qualified applicants, accepting increased class sizes for this subject, or reducing subject provision. The full list of responses can be found in Figure 8.

Figure 8. How schools had responded to recruitment difficulties, across all subjects where experienced difficulty in the last 6 months

Schools weighting

Response	Percentage
Run multiple recruitment rounds	64%
Used non-specialist teachers to teach this subject	62%
Used supply teachers	53%
Hired less qualified applicants	31%
Increased class sizes for this subject	29%
Reduced subject provision	21%
Used teaching assistants to cover classes	9%
Stopped offering this subject at A level	8%
Stopped offering this subject at GCSE	5%
Other	16%
Taken no action	5%

Source: School and College Panel, September 2022 survey. D6: Panel B secondary leaders that have faced difficulty recruiting teachers (n=170). Please note that this chart shows how schools answered across all subjects and the categories were not mutually exclusive so some schools may have adopted more than one strategy.

Improving writing standards 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 September 2022 School and College Panel survey provides the Department for Education insight into pedagogy and teacher confidence in relation to teaching writing in primary schools. This data will help the Department for Education to continue to support schools in driving improvements in primary attainment. Questions were asked of primary leaders to explore the prioritisation of writing and associated actions in schools to support pupils with writing.

Confidence of teacher workforce in teaching writing

As shown in Figure 9, nearly nine-in-ten primary schools believed that their teacher workforce was confident in teaching writing, including 22% who felt they were very confident; whilst 12% were not confident.

Figure 9. Rating of level of confidence of their teacher workforce in teaching writing

Schools weighting

| 12% | 66% | 22% | 1% | NET: Confident 88% |

Not at all confident ■ Not very confident ■ Fairly confident ■ Very confident ■ Don't know
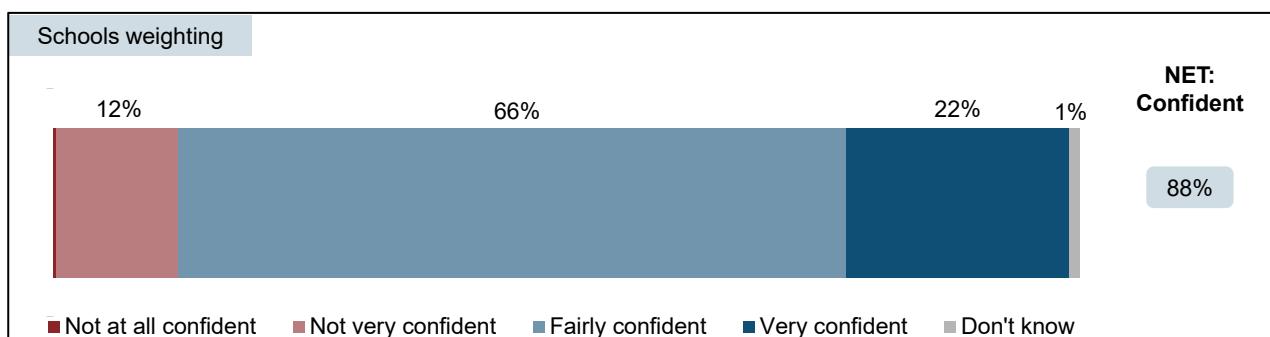
Source: School and College Panel, September 2022 survey. I1: Panel B primary leaders (n=345). "Not at all confident" was less than 0.5%.

Primary schools with the lowest proportion of FSM-eligible pupils had higher confidence in their teacher workforce to teach writing compared to those with the highest proportion of FSM-eligible pupils (93% vs. 77%).

Targets related to writing in school improvement plan

Figure 10 shows the proportion of primary schools that had targets or actions in their school improvement plan related to writing (87%).

Figure 10. Whether any targets or actions related to writing specifically mentioned in their school improvement plan

Schools weighting

65%   21%   12% 1%   **NET: Yes**

87%

■ Yes – it is in the plan, and this is a priority

■ Yes - it is in the plan, but it is not a priority

■ No - it is not specifically mentioned in the plan

■ No - we do not have a school improvement plan / this has not been finalised
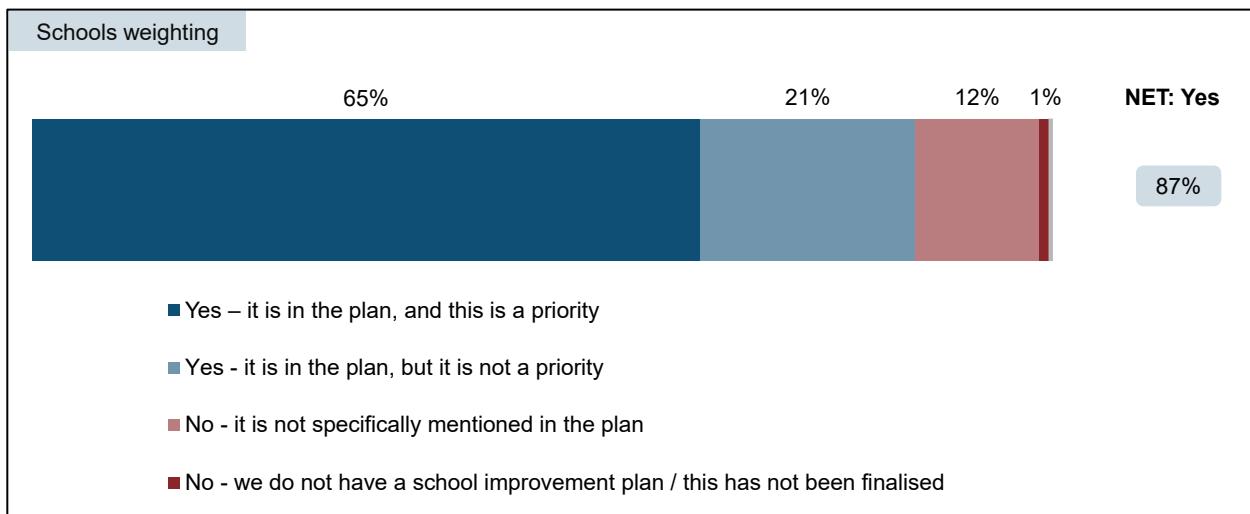
Source: School and College Panel, September 2022 survey. I2: Panel B primary leaders (n=345). Don't know was smaller than 0.5% and not shown on figure

Of those schools that did have writing targets in their school improvement plan:

- Around three-quarters (76%) said that writing was a priority. 24% of schools said that, although it was in their plan, it was not a priority.

- Over half (56%) said that writing had increased in priority since the start of the 2019/20 academic year (i.e. three years ago). Just over a third (37%) said writing has stayed at the same level of priority, and 6% said that it had decreased in priority.

Initiatives to improve writing

Primary schools were asked what other initiatives they already have in place in their school, or planned to put in place this academic year, beyond SSP programmes, in order to improve writing outcomes for pupils.

The most common strategies already in place, or being planned by primary schools, are summarised in Figure 11.

Figure 11. The initiatives primary schools have in place (or are planning to put in place) to improve writing outcomes for pupils

Schools weighting

Initiative	Currently in place	Not currently in place but have plans to in 22-23 academic year
Spelling scheme or programme	81%	11%
Staff training	79%	16%
Handwriting scheme or programme	77%	10%
Curriculum review	70%	12%
Peer to peer development and support	58%	22%
Vocabularly, grammar and punctuation scheme or programme	58%	13%
Writing composition scheme or programme	55%	13%
Coaching	44%	25%

■ Currently in place   ■ Not currently in place but have plans to in 22-23 academic year

Source: School and College Panel, September 2022 survey. I4: Panel B primary leaders (n=345). 'Not currently in place and no plans' and the 'don't know' options are not shown.

Primary schools with the highest proportion of FSM-eligible pupils were more likely to have handwriting schemes or programmes currently in place (86%) than those with the lowest proportion of FSM-eligible pupils (72%). Conversely, primaries with the lowest proportion of FSM-eligible pupils were more likely to already have a curriculum review (82%) in place than those with the highest proportion (66%).

When asked if they had any other things in place currently to improve writing outcomes for pupils, around half (48%) of primaries had something else. Examples of other initiatives schools had in place are outlined below.

External schemes/ resources:

"[Resource name] based whole school approach, developed in partnership with an English consultant." – Primary Leader

"[Resource name] for comparative judgement and moderation." – *Primary Leader*

Focusing on writing during staff training/CPD:

"A 3-day spelling training programme all teachers attend to skill up their knowledge and how to effectively teach this." – Primary Leader

"In the process of implementing a new writing initiative and so their CPD time has been dedicated to this across the year."– Primary Leader

"All teachers and TAs received in-house training over a series of staff meetings." – Primary Leader

Intervention/ extra tuition:

"Interventions for some pupils (short, targeted interventions using catch up literacy)."– Primary Leader

"We pool the NTP money with pupil premium to provide as much intervention and extra support as we possibly can." – Primary Leader

Increased use of writing tasks across the curriculum:

"Writing for pleasure and [resource name] both allow children to write about what they want in a genre of their choosing. They are given a stimulus sometimes–- either an image, movie clip, piece of music and they choose how they wish to respond in writing. It might be a poem, narrative, report–- whatever they choose." – Primary Leader

"…whole school project in the spring where all classes explore the same text (typically Shakespeare or other classic fiction) and produce a book."– Primary Leader

"Whole School Handwriting competition as a roll out for the focus this
year." – Primary Leader

More moderation of marking:

"Moderation between year groups/classes and other schools to
improve teaching and learning and expectations." – Primary Leader

"Moderation of writing assessment, to check staff subject knowledge
and judgements, alongside CPD." – Primary Leader

Reading a wider range of more challenging texts:

"We have been working on improving reading and increasing the
range/depth/quality of texts the children read." – Primary Leader

"Additional reading with and to children to increase their exposure to
a wide range of texts, to impact in their writing through vocabulary
and sentence structure, etc." – Primary Leader

Primary school leaders were asked if the Department for Education were to provide
targeted support for writing, which approaches would be most helpful – they were asked
to select up to two responses from a list of four listed approaches, though they could also
write in other approaches. As shown in Figure 12, the preferred form of targeted support
for writing amongst primary schools was workforce training/CPD support (61%).

Figure 12. Which two forms of targeted support that the Department for Education could offer would be most helpful for improving writing outcomes in their school

Schools weighting

Form of support	Percentage
Training (e.g. workforce training/ CPD support)	61%
DfE validated resources or programmes	40%
The facilitation of peer-to-peer support (e.g. through English hubs)	38%
Guidance (e.g. government guidance)	20%
Other	8%
None of the above	9%
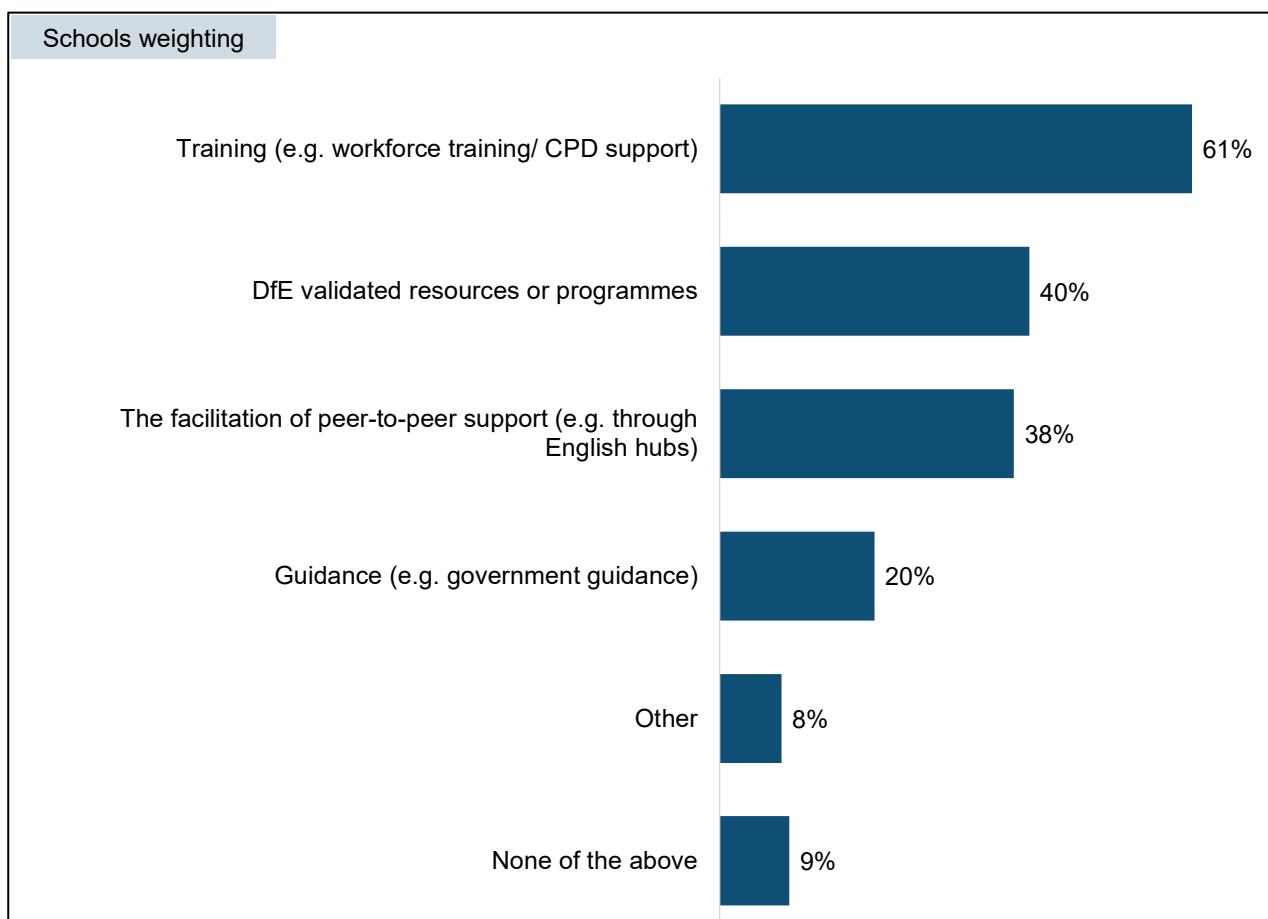
Source: School and College Panel, September 2022 survey. I6: Panel B primary leaders (n=345). Respondents could only choose two of the four listed items. 'Don't know' not charted (<1%).

Primary schools with the highest proportion of FSM-eligible pupils showed greater interest in the facilitation of peer-to-peer support (43%) than those with the lowest proportion of FSM-eligible pupils (25%).

Musical instruments and equipment

Music is a statutory subject in the national curriculum[4] for all children in primary school and for the first years of secondary (from key stage 1 to 3). The Department for Education's policy is that music education is an essential part of the curriculum and the development of children and young people, including through its positive impact on wellbeing, confidence, and communication skills. The music education questions asked in previous waves of the SCP supported the development of National Plan for Music Education[5], published in June 2022. The questions asked in the September 2022 survey will inform next steps in relation to the £25 million capital funding announced as part of the Plan.

Musical instruments for use outside the classroom

Six-in-ten (60%) schools offered or loaned musical instruments for pupils to use outside of the classroom – 30% through school, 36% with the support of a music hub and 2% in other ways. Over a third (35%) did not have access to musical instruments to offer to pupils in this way.

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[4] National curriculum in England: music programmes of study - GOV.UK (www.gov.uk)
[5] The power of music to change lives: a national plan for music education - GOV.UK (www.gov.uk)

Figure 13. Whether their school offers or loans musical instruments for pupils to use outside the classroom

Schools weighting

Category	All	Primary	Secondary
SUM: Any offer/loan of musical instruments	60%	58%	66%
Yes - through school	30%	25%	55%*
Yes - with the support of a music hub	36%	39%*	21%
Yes - other	2%	2%	2%
No	35%	39%*	16%
Don't know	5%	3%	17%*
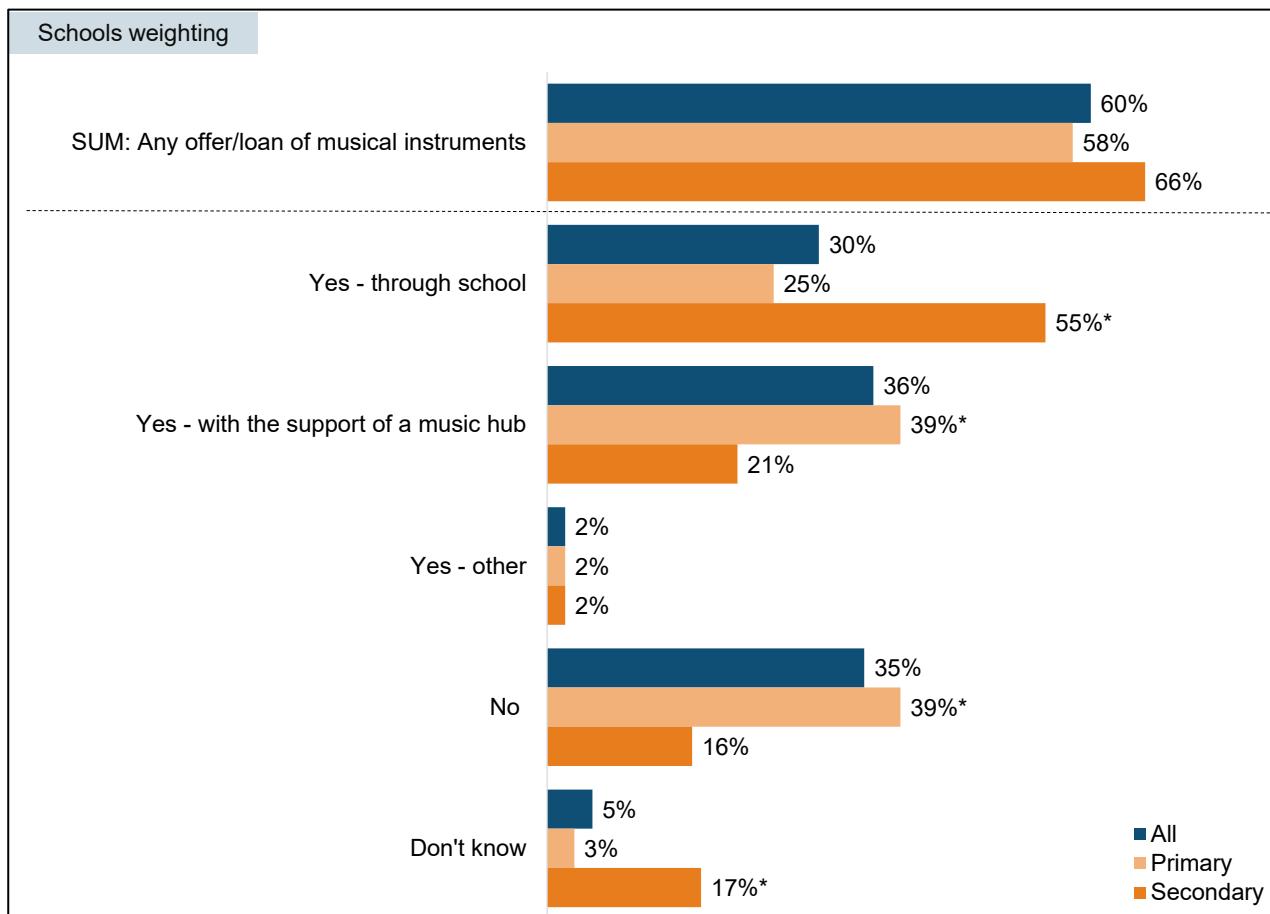
Source: School and College Panel, September 2022 survey. G1: Panel A leaders (n=558). *Indicates significant difference between primary and secondary schools.

As shown in Figure 13, secondary schools were more likely than primaries to offer instruments through the school itself (55% vs. 25%), whereas primary schools were more likely than secondaries to offer instruments via a music hub (39% vs. 21%). Primary schools were more likely to say they did not provide instruments (39% vs. 16% in secondaries) whereas those in secondary schools were more likely to say they didn't know (17% vs. 3% in primaries).

Schools with the lowest proportion of FSM-eligible pupils were more likely to offer or loan any musical instruments (74%) than those with the highest proportion of FSM-eligible pupils (55%); this was driven by them being more likely to be offering instruments through the school itself (42% vs. 26%).

Half of schools (51%) that provided musical instruments had access to sufficient stock to be able to provide instruments of pupils' choice always or most of the time; 23% could do so sometimes, 15% only occasionally and 7% never. As shown in Figure 14, primary

schools were more able than secondary schools to offer instruments always or most of the time (53% vs. 42%).

Figure 14. How often schools have sufficient access to a stock of musical instruments to enable pupils' timely access to the instrument of their choice
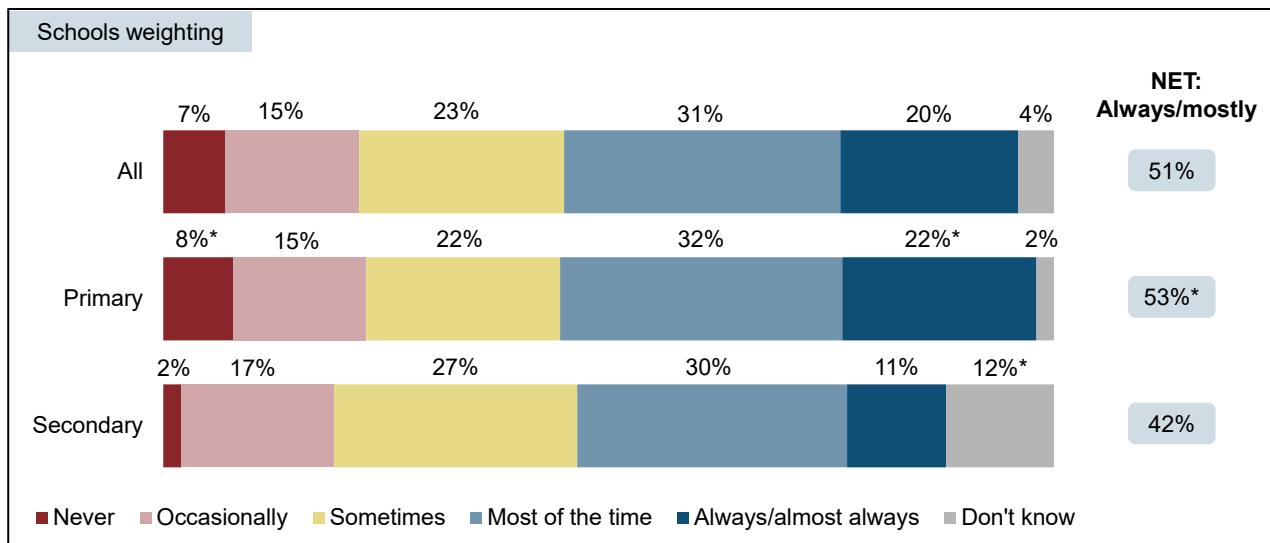
Source: School and College Panel, September 2022 survey. G2: Panel A leaders that provide musical instruments (n=341). *Indicates significant difference between primary and secondary schools.

Schools with the lowest proportion of FSM-eligible pupils were more able to offer timely access to an instrument always or most of the time (68%) than schools with the highest proportion of FSM-eligible pupils (43%).

Just over half (53%) of schools rated the overall quality of the musical instruments positively, including 19% rating them very good and 34% good. A third (34%) considered them to be reasonable and 8% rated them as poor or very poor. As shown in Figure 15, primary schools were more likely to rate their instruments positively than secondary schools.

Figure 15. Overall quality of musical instruments that school is able to offer/loan pupils outside of the classroom
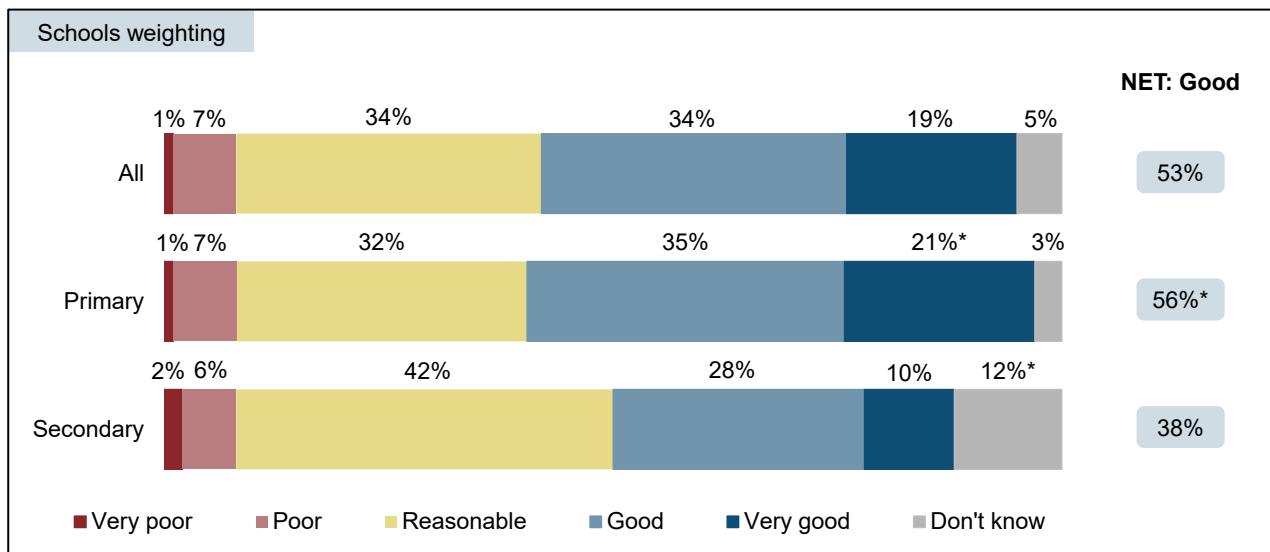
Source: School and College Panel, September 2022 survey. G3: Panel A leaders that provide musical instruments (n=341). *Indicates significant difference between primary and secondary schools.

Primary schools were more likely to rate their instruments good or very good (56% very good/good) than secondary schools (38%), and the proportion of primaries rating them very good was also higher than in secondaries (21% vs. 10%). The quality of instruments available in schools with the lowest proportion of FSM-eligible pupils was rated better (63% very good/good) than in schools with the highest proportion of FSM (44% very good/good).

Musical instruments for use inside the classroom

As shown in Figure 16, almost seven-in-ten (69%) schools had sufficient stock of musical instruments for classroom/curriculum use – 50% through school, 23% with the support of a music hub and 1% in other ways.[6]

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[6] Note that the sum of the 'through school' and 'with the support of a music hub' figure exceeds the overall of 69% because schools could be using both (and other) ways of offering or loaning instruments, as shown on Figure 16.

Figure 16. Whether their school has sufficient stock of musical instruments for classroom/ curriculum use

Schools weighting

Yes - through any means: All 69%, Primary 70%, Secondary 63%

Yes - through school: All 50%, Primary 49%, Secondary 56%

Yes - with the support of a music hub: All 23%, Primary 26%*, Secondary 8%

Yes - other: All 1%, Primary 1%, Secondary 1%

No: All 27%, Primary 28%, Secondary 23%

Don't know: All 4%, Primary 2%, Secondary 13%*

Legend: All, Primary, Secondary
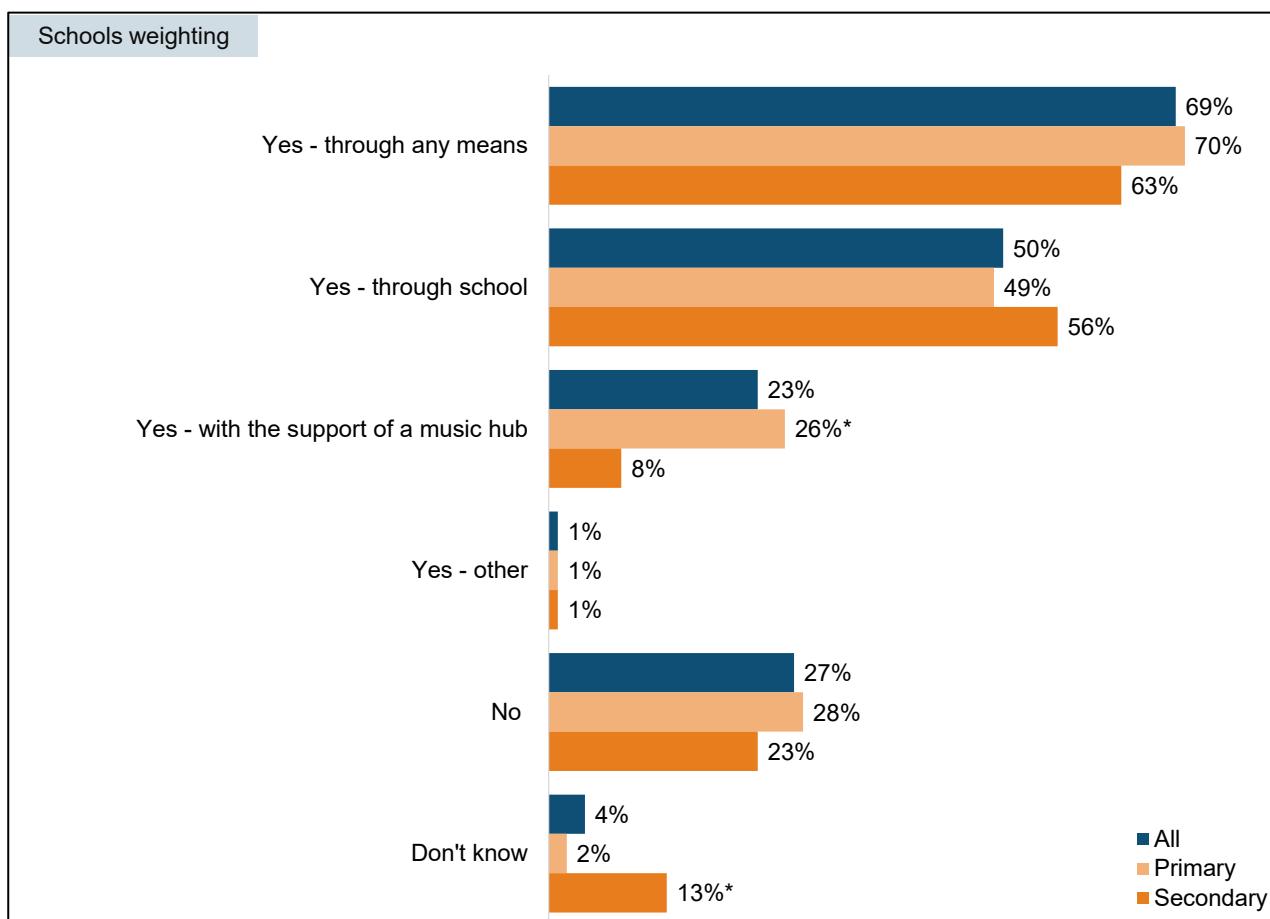
Source: School and College Panel, September 2022 survey. G4: Panel A leaders (n=558). *Indicates significant difference between primary and secondary schools.

Primary schools were more likely to utilise the support of a music hub than were secondaries (26% vs. 8%).

Just over four-in-ten (41%) schools rated the overall quality of the musical instruments for classroom use good or very good, as shown in Figure 17.

Figure 17. Overall quality of musical instruments that school is able to use in the classroom as part of the curriculum
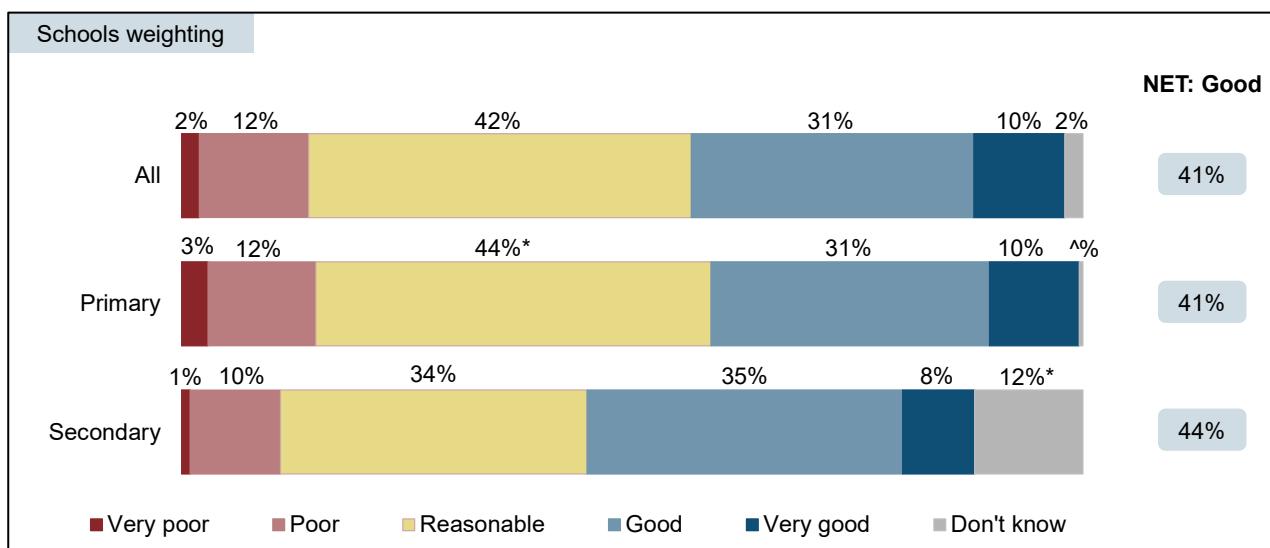
Source: School and College Panel, September 2022 survey. G5: Panel A leaders (n=558). ^% indicated a percentage smaller than 0.5% *Indicates significant difference between primary and secondary schools.

Just under one-in-five (19%) of schools with the lowest proportion of FSM-eligible pupils had instruments available for classroom that were very good quality, compared with just under one-in-ten (9%) of schools with the highest proportion on FSM.

Music technology/equipment

Almost a fifth (19%) of schools provided additional music equipment for pupils with SEND, for example adaptive instruments or music technology. Over two thirds (69%) of schools did not provide any additional music equipment for SEND pupils; whilst 13% were unsure whether they did or did not.

Figure 18. Whether their school provides additional music equipment for pupils with SEND e.g. adaptive instruments or music technology

Schools weighting

Yes - through any means
- All: 19%
- Primary: 16%
- Secondary: 33%*

Yes - through school
- All: 14%
- Primary: 11%
- Secondary: 31%*

Yes - with the support of a music hub
- All: 5%
- Primary: 5%
- Secondary: 3%

No
- All: 69%
- Primary: 75%*
- Secondary: 34%

Don't know
- All: 13%
- Primary: 9%
- Secondary: 32%*

Legend: All, Primary, Secondary
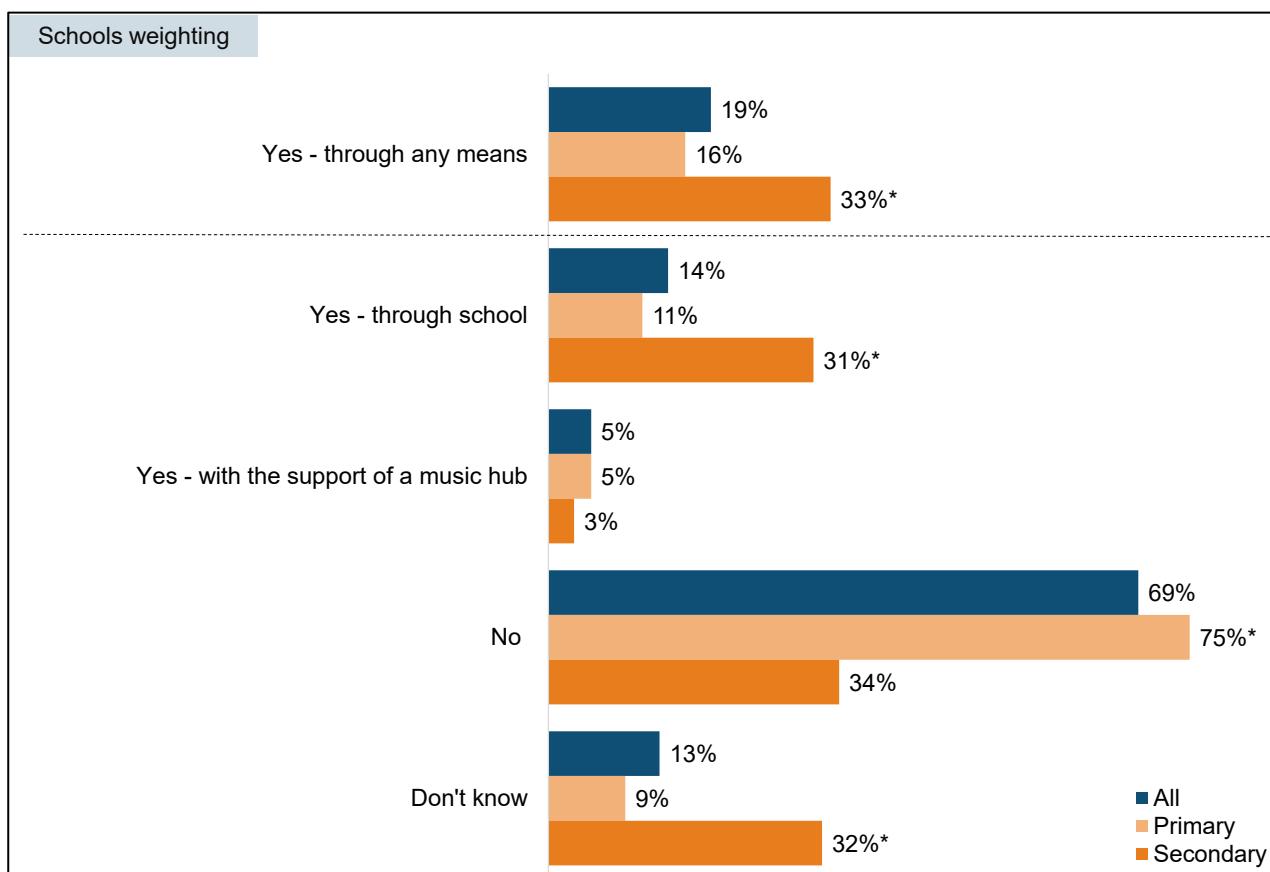
Source: School and College Panel, September 2022 survey. G6: Panel A leaders (n=558). 'Yes – other' not shown on chart as it was selected by fewer than 0.5% of schools. *Indicates significant difference between primary and secondary schools.

The proportion of schools providing additional music equipment for SEND pupils was twice as high in secondary schools as in primaries (33% vs. 16%). Secondary schools were more likely than primaries to provide additional music equipment for SEND pupils through the school itself (31% vs. 11%).

Nearly a quarter (23%) of schools offered or loaned music technology for pupils to use, as required, including 21% through school and 2% with the support of a music hub. Just over seven-in-ten (71%) schools did not do so. The remaining 6% were unsure.

Figure 19. Whether their school offers/loans music technology for pupils to use, as required
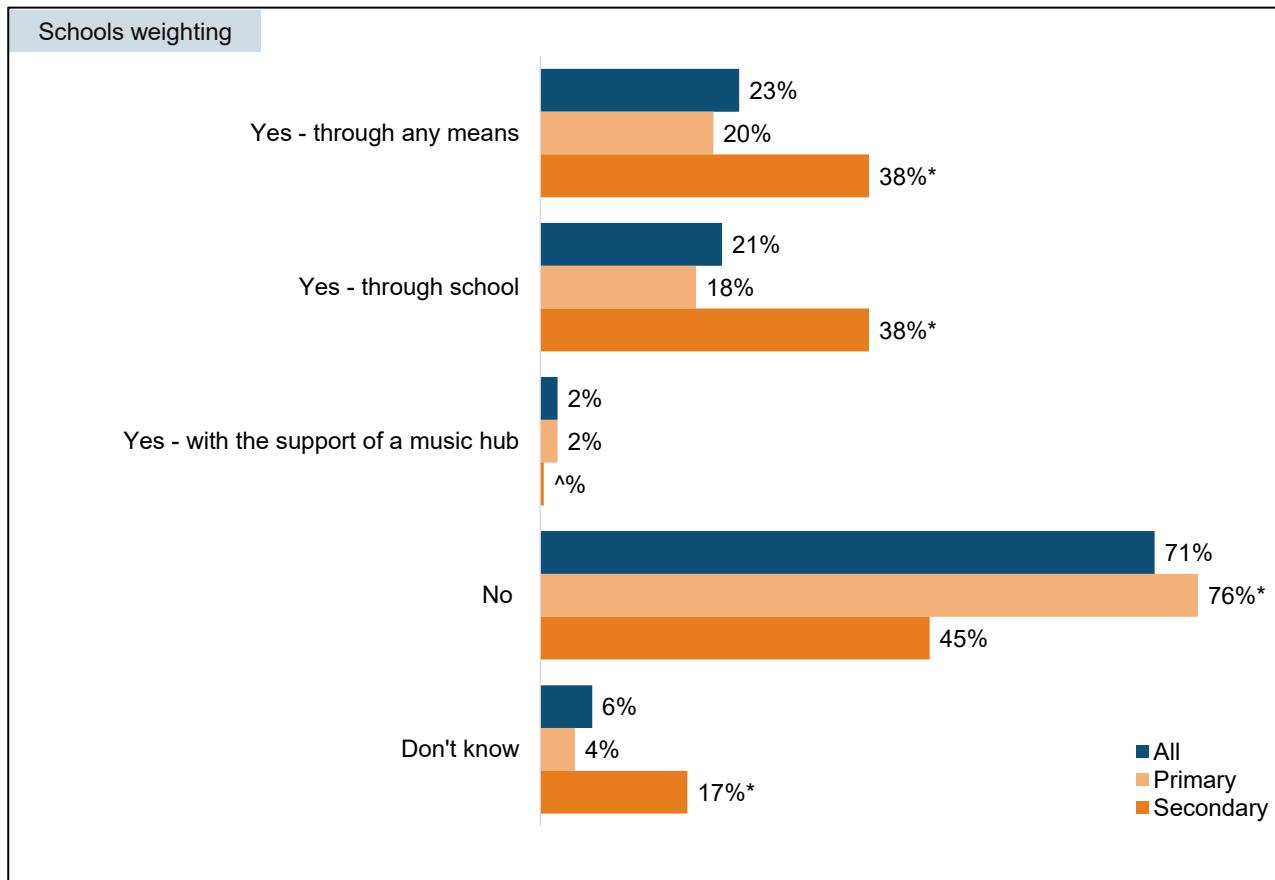
Source: School and College Panel, September 2022 survey. G7: Panel A leaders (n=558). ^% indicated a percentage smaller than 0.5%. * Indicates significant difference between primary and secondary schools.

The proportion of schools offering music technology to pupils was nearly twice as high in secondary schools (38%) as in primaries (20%), with secondaries much more likely than primaries to offer music technology through the school itself (38% vs. 18%). Again, leaders in secondary schools were more likely than those in primaries to say they did not know (17% vs. 4%), whilst those in primaries were more likely to say categorically that they did not offer this (76% vs. 45%).

Nearly two-thirds of schools (64%) that provided music technology had access to sufficient stock of music technology (e.g. tablet computers with music apps) for classroom/curriculum use always or most of the time; 19% could do so sometimes, 14% occasionally and 1% never.

Figure 20. How often schools have sufficient access to a stock of music technology equipment for classroom/ curriculum use
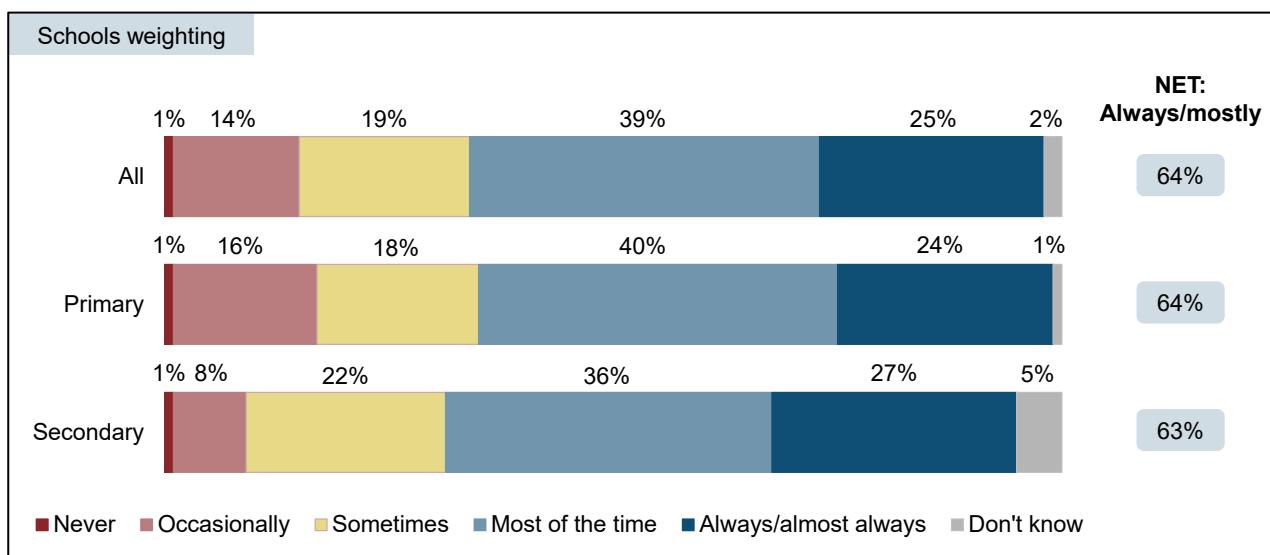
Source: School and College Panel, September 2022 survey. G8: Panel A leaders that provide musical technology (n=150).

Diversity

It is important that teaching is an inclusive profession where talented teachers from all backgrounds are supported throughout their career journeys. We know, however, that some groups remain underrepresented in the workforce and in leadership. Therefore, the Department for Education is interested to understand the extent to which schools are taking action to promote diversity and to create and maintain inclusive workplaces.

Schools were asked whether they or their Trust had adopted any of the practices to promote awareness of, and encourage, diversity in the school workforce generally. Eight-in-ten (81%) schools had done at least one of the activities shown in Figure 21.

Nearly all of the practices were more commonly undertaken in secondary schools than in primary schools. The largest disparities were for: collecting and regularly monitoring staff diversity data, which was undertaken by 38% of secondary schools but only 16% of primaries, recruitment practices designed to increase diversity, which were adopted by 30% of secondaries and 16% of primaries, and coaching or mentoring initiatives for specific groups (15% vs. 1%).

Figure 21. Whether school or Trust has adopted any of the following practices to promote awareness of, and encourage diversity in the school workforce generally

Schools weighting

Encouraged staff to openly discuss diversity and ask questions
- All: 57%
- Primary: 56%
- Secondary: 59%

Public commitments to diversity
- All: 43%
- Primary: 42%
- Secondary: 51%*

Created or updated a diversity action plan or policy
- All: 31%
- Primary: 29%
- Secondary: 39%*

Displayed posters in staff rooms promoting diversity and inclusion
- All: 23%
- Primary: 22%
- Secondary: 31%*

Collecting and regularly monitoring staff diversity data
- All: 19%
- Primary: 16%
- Secondary: 38%*

Recruitment practices designed to increase diversity
- All: 18%
- Primary: 16%
- Secondary: 30%*

Networks for specific groups
- All: 6%
- Primary: 5%
- Secondary: 15%*

Shared success stories demonstrating leadership diversity
- All: 5%
- Primary: 4%
- Secondary: 10%*

Coaching or mentoring initiatives for specific groups
- All: 3%
- Primary: 1%
- Secondary: 15%*

Other
- All: 3%
- Primary: 3%
- Secondary: 5%

None of the above
- All: 19%
- Primary: 20%
- Secondary: 15%

Legend: All, Primary, Secondary

Source: School and College Panel, September 2022 survey. E1: Panel A leaders (n=558). * Indicates significant difference between primary and secondary

Serious youth violence

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

The findings cover issues relating to serious youth violence reported by leaders, in particular whether their school[7] was actively dealing with knife crime as a safeguarding issue, and how many specific incidents of knife crime as a safeguarding issue they were dealing with, with more detail on the nature of weapon possession incidents.

Whether currently dealing with knife crime related safeguarding issues

In September 2022, 16% of schools were currently actively dealing with knife crime as a safeguarding issue.[8] This may involve specific incidents or more general safeguarding. This was in line with the findings in May 2022 (17%) and February 2022 (14%), but higher than in October 2021 (10%).

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[7] Colleges were not asked questions related to serious youth violence in the current survey.
[8] In the question wording this was explained as 'meaning you have taken action, however small, as a result of recognising a safeguarding risk to one of your pupils'

Figure 22. Proportion of schools who were dealing with knife crime as a safeguarding issue over time
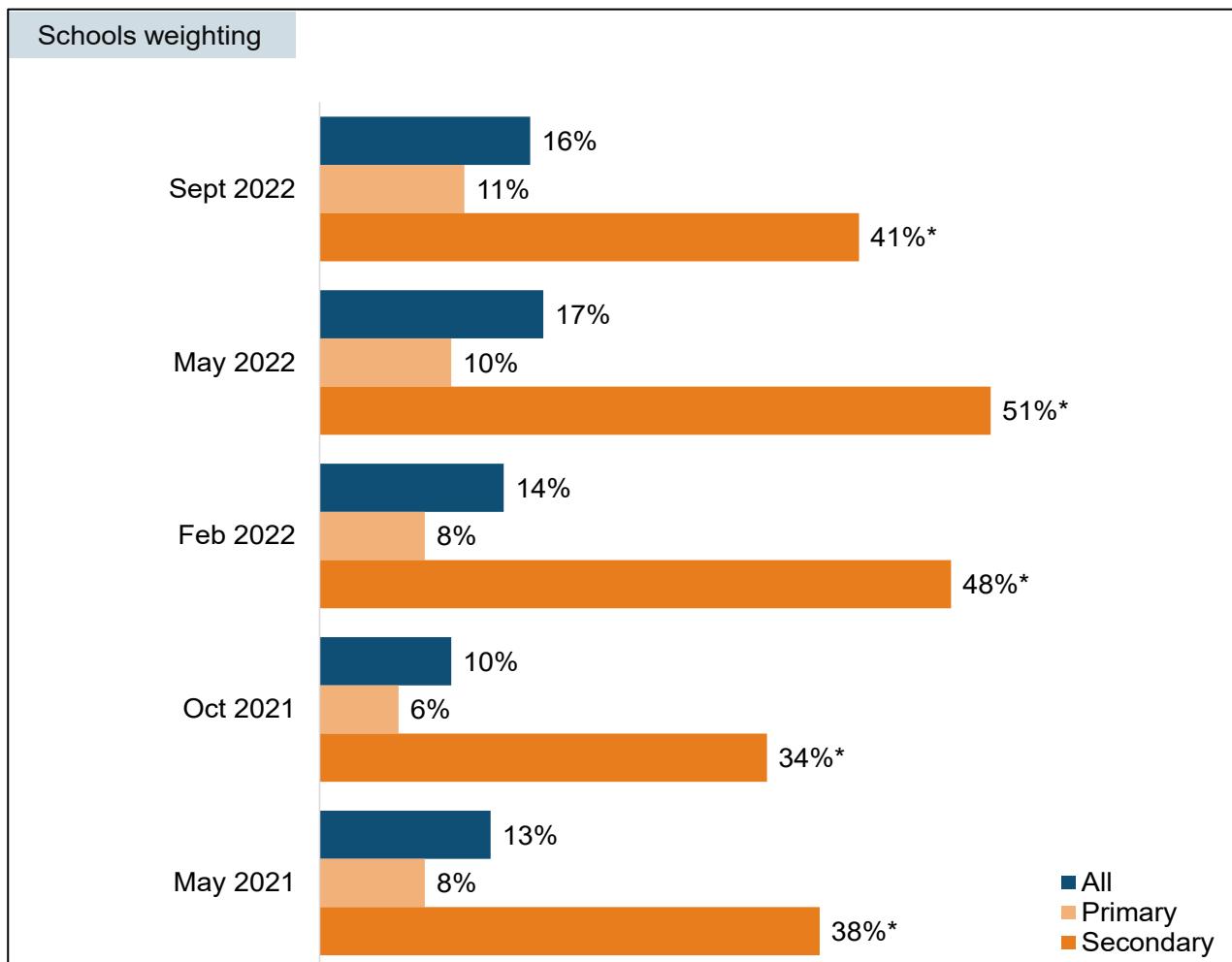
Source: School and College Panel, September 2022 survey. H1: Panel B Leaders (n=544), May 2022 survey. F1: Panel A Leaders (n=505), February 2022 survey. Panel B Leaders (n=563), October 2021 survey. F1: All leaders (n=811), School Snapshot Panel, May 2021 survey. I1: All leaders (n=1,013). *Indicates statistically significant difference between primary and secondary.

As in previous waves, secondary schools were more likely to be dealing with knife crime as a safeguarding issue (41% vs. 11% of primaries). However, as shown in Figure 22, there has been a significant[9] reduction in secondary schools reporting this compared to the last time this question was asked in May 2022 (51%).

In line with previous waves, schools with the following characteristics were significantly more likely to be dealing with knife crime as a safeguarding issue:

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[9] Where 'significant' is used, this is referring to statistical significance. This means that 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.

- Schools with the highest proportion of pupils eligible for FSM (21%, compared with 5% of schools with the lowest proportion eligible)

- Urban schools (19%, compared with 7% of rural schools).

In May 2022, schools in London were significantly more likely than the national average to be dealing with knife crime as a safeguarding issue (33% compared to 17%). By September the incidence fell to 21% for London schools compared to the national average of 16%.

Number of incidents

Among schools that were dealing with knife crime as a safeguarding issue (which may involve specific incidents or more general safeguarding) at the time of the September 2022 research, 29% were dealing with one specific incident, while 12% reported two or more incidents. A further 29% were not actively dealing with any incidents, while 21% did not know how many specific incidents they were dealing with; secondary schools were significantly more likely to not know than primary schools (35% compared to 10%). The mean number of specific incidents was 0.9, the same as in May 2022 and February 2022, but slightly lower than in October 2021 (1.2) and May 2021 (1.3).

Taken as a proportion of all pupils in the school, less than 0.5% of schools reported they were dealing with more than 10 incidents per 1,000 pupils, with 2% reporting they were dealing with between 4 and 10 incidents per 1,000 pupils. This is in line with previous findings. September 2022 results are shown in Figure 23.

Figure 23. Number of individual safeguarding incidents involving knife crime which schools are actively dealing with (incidents per 1000 pupils)
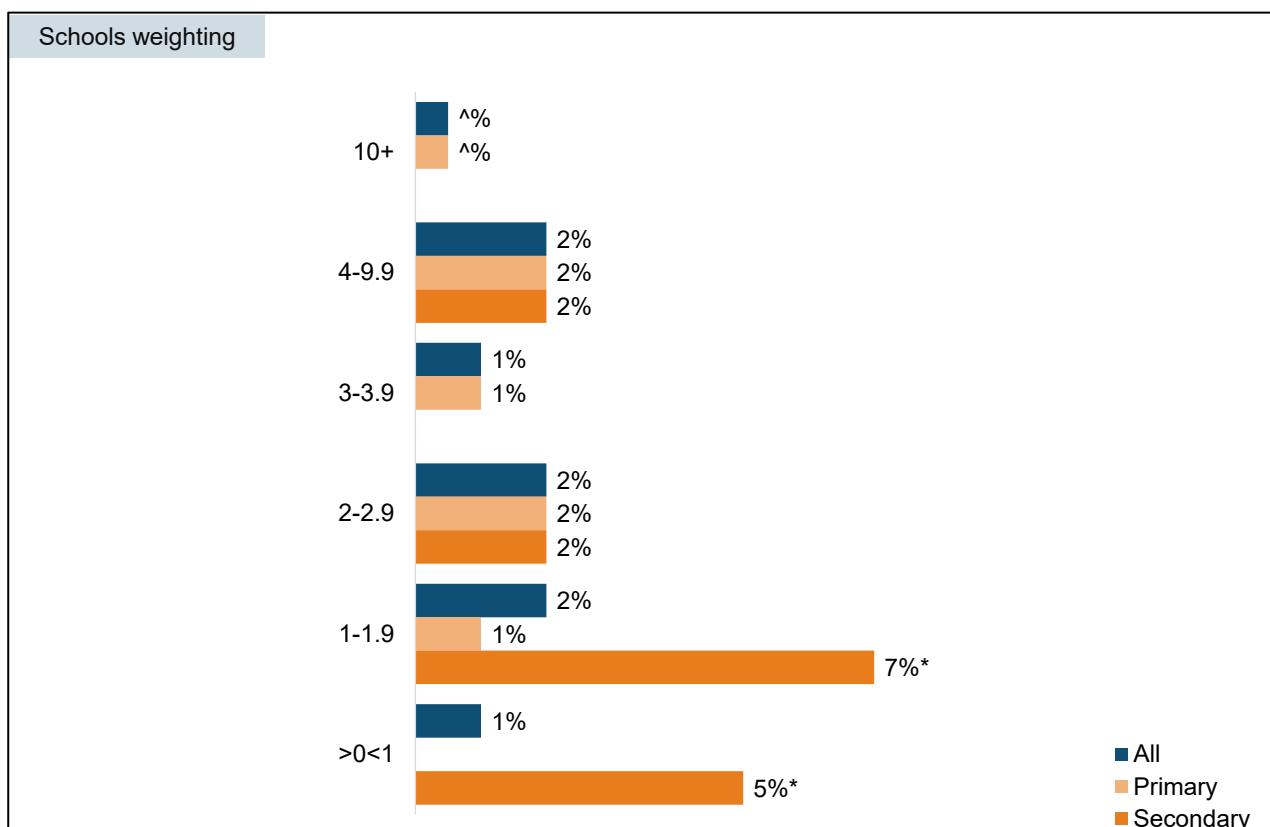
Source: School and College Panel, September 2022 survey. H2: Panel B Leaders (n=544), * indicates statistically significant difference between primary and secondary. ^ indicates percentage is below 0.5%.

Weapon possession[10]

Almost one-in-ten (9%) schools reported a known incident of weapon possession on school premises by a pupil during the 2022 summer term. Secondary schools were more likely to report this (22% compared to 6% for primary).

Among schools that did report a known incident of weapon possession, 14% reported that a pupil used the weapon to cause injury or intimidation on school premises. When thinking about the most recent incident, all ten schools[11] where pupils had used a weapon to cause injury or intimidation on school premises in the 2022 summer term

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[10] The questions in this section have not been asked on the School and College Panel previously so there are no previous findings to compare them to.
[11] Due to a low base size unweighted data is reported here.

reported that a pupil had been a target. One reported that a staff member was also targeted.

National Professional Qualifications (NPQs)

National Professional Qualifications (NPQs) are a national, voluntary suite of qualifications that provide training and support for leaders and teachers at all levels, from those who want to develop expertise in high-quality teaching practice to those leading multiple schools across trusts. A new suite of six NPQs was introduced in autumn 2021. These reformed NPQs are now in their second year of delivery (22/23 academic year). From 2022, the suite expanded to eight qualifications.

This chapter builds upon findings from previous waves of the School and College Panel, examining whether awareness of and demand for NPQs in schools has changed over the course of the last academic year.

Awareness of NPQs

Most leaders and teachers (80%) had heard about NPQs, with awareness higher among leaders than teachers (99% vs. 76%). Awareness has increased since December 2021, when this question was last asked, when just over half (55%) of leaders and teachers were aware of NPQs. As in the current survey, leaders had more awareness than teachers in December 2021 (93% vs. 49%).

Sources of awareness

Leaders and teachers that were aware of NPQs had most often heard about them through a colleague (57%), via the Department for Education communication channels (29%), through their MAT (24%), or through social media (21%).

There was some variation between leaders and teachers in where they were likely to have heard about NPQs. As shown in Figure 24, teachers were more likely than leaders to have heard about them through a colleague (61% of teachers vs. 43% of leaders), whereas leaders were more likely than teachers to reference all other sources.

Figure 24. Sources where leaders and teachers had heard about NPQs

Individual weighting

Through a colleague
- All: 57%
- Leaders: 43%
- Teachers: 61%*

Department for Education communication channels
- All: 29%
- Leaders: 64%*
- Teachers: 22%

Through my multi-academy trust
- All: 24%
- Leaders: 30%*
- Teachers: 23%

Social media
- All: 21%
- Leaders: 31%*
- Teachers: 18%

Conferences / events
- All: 13%
- Leaders: 30%*
- Teachers: 10%

National and trade media
- All: 12%
- Leaders: 30%*
- Teachers: 8%

Through my local authority
- All: 11%
- Leaders: 29%*
- Teachers: 7%

Headteacher networks
- All: 11%
- Leaders: 39%*
- Teachers: 5%

Source: School and College Panel, September 2022 survey. F2: Panel B leaders (n=539) and all teachers (n=1,481) that had heard about NPQs. *Indicates significant difference between leaders and teachers. Responses 5% or below not included.

Leaders and teachers from secondary schools were more likely than primary schools to reference their colleagues (60% vs. 55%) and their MAT (29% vs. 20%) as the source of their awareness; while primary schools were more likely to reference their local authority (15% vs. 7%) and headteacher networks (14% vs. 7%).

Applying for an NPQ

All leaders and teachers that had heard of the new NPQs were asked if they intend to apply for an NPQ in the future. As shown in Figure 25, over a third (37%) reported having

the intention to apply and the same proportion (37%) reported having no intention to apply, while just over a quarter (26%) were unsure.

The proportion of those aware that intended to apply (37%) was higher than in December 2021 (25%).

Figure 25. Intention to apply for NPQ in the future
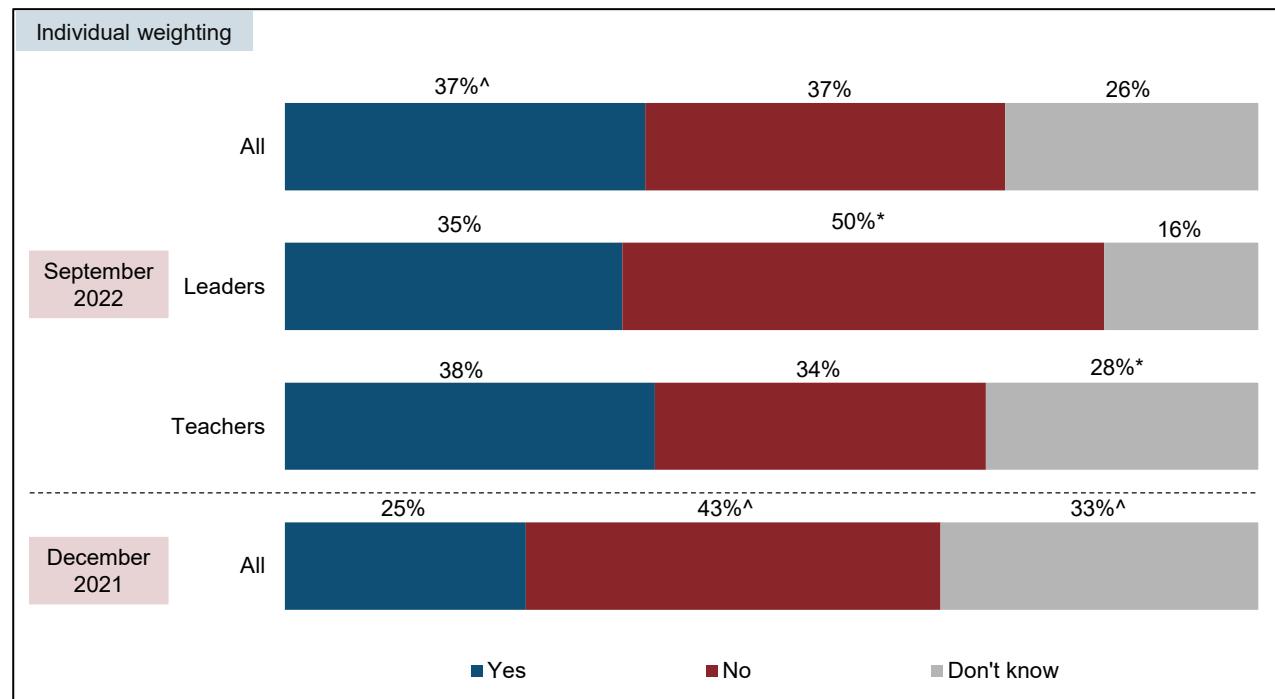
Source: School and College Panel, September 2022 survey. F7: Panel B leaders (n=539) and all teachers (n=1,481) aware of NPQs. *Indicates significant difference between leaders and teachers. ^Indicates significant difference between the current survey and December 2021.

Leaders and teachers from primary schools were more likely to report an intention to apply for an NPQ than those from secondary schools (40% vs. 34%).

Helpful information about NPQs

Leaders and teachers that did not intend to or were unsure about applying for an NPQ, were asked whether certain information would be helpful in deciding whether to undertake an NPQ. Information thought to be helpful are summarised in Figure 26 below.

Figure 26. Helpful information to aid decision making on whether to undertake an NPQ

Individual weighting

	All	Leaders	Teachers
Time commitment to complete a qualification	55%	40%	58%*
To better understand how they will support me and my career	36%	20%	40%*
To better understand what each qualification is about	27%	12%	30%*
More information about funding for NPQs	26%	17%	28%*
A timetable for when assessments would be due	24%	18%	26%*
More information on assessment/how the qualification is assessed	22%	14%	24%*
More information on how the qualification will support my school	21%	13%	23%*
More information on the application process	13%	5%	15%*
I do not require any further information	8%	17%*	5%
Not applicable - I am not interested in undertaking an NPQ	31%	37%*	29%

Source: School and College Panel, September 2022 survey. F8: Panel B leaders (n=352) and all teachers (n=924) not intending to, or unsure about, undertaking an NPQ. *Indicates significant difference between leaders and teachers. Responses below 3% not included.

As shown in Figure 26, teachers were more likely than leaders to report all information sources as being helpful. Leaders were more likely than teachers to report not needing further information (17% vs. 5%), or not having an interest in undertaking an NPQ (37% vs. 29%).

Primary school leaders and teachers were more likely than their secondary school counterparts to select the following sources of information as helpful:

- To better understand what each qualification is about (30% vs. 23%).

- More information about how the qualification will support their school (25% vs. 17%).
- More information on the application process (16% vs. 11%).

Leaders and teachers from schools with the highest proportion of FSM-eligible pupils were more likely than those from schools with the lowest proportion to report information around the time commitment to complete a qualification as being helpful information (60% of the highest proportion vs. 49% of the lowest proportion).

The NPQ Targeted Support Fund (TSF)

Earlier this year, the Government announced the Targeted Support Fund (TSF). This provides a £200 grant to schools that have between 1 and 600 pupils for each teacher or leader they employ who takes an NPQ. Schools are able to spend this flexibly, for example they may wish to use the payments towards the cost of supply cover or for travel costs for face-to-face sessions.

Awareness of the TSF

Leaders and teachers in schools with 600 or fewer pupils were asked if they had heard about the TSF. One-in-six (16%) said they were aware of it, with 83% unaware. Leaders were much more likely to be aware of the TSF than teachers (38% of leaders vs. 12% of teachers).

Half of leaders and teachers that were aware of the TSF reported that it would make no difference to their likelihood of completing an NPQ. Just under a quarter (24%) of those aware of the TSF reported being much more likely to complete an NPQ, and a fifth (20%) reported being at least somewhat more likely to.

Reasons why the TSF will not influence the decision to complete an NPQ

Figure 27 shows the reasons cited as to why the TSF would have no bearing on their likelihood of completing an NPQ, with lacking the time to complete a qualification the most common reason. Notably, 35% of those saying the TSF would have no bearing said the reason was that they already had these qualifications and a further 13% said that they were currently completing an NPQ.

Figure 27. Reasons why the TSF will make no difference to completing an NPQ
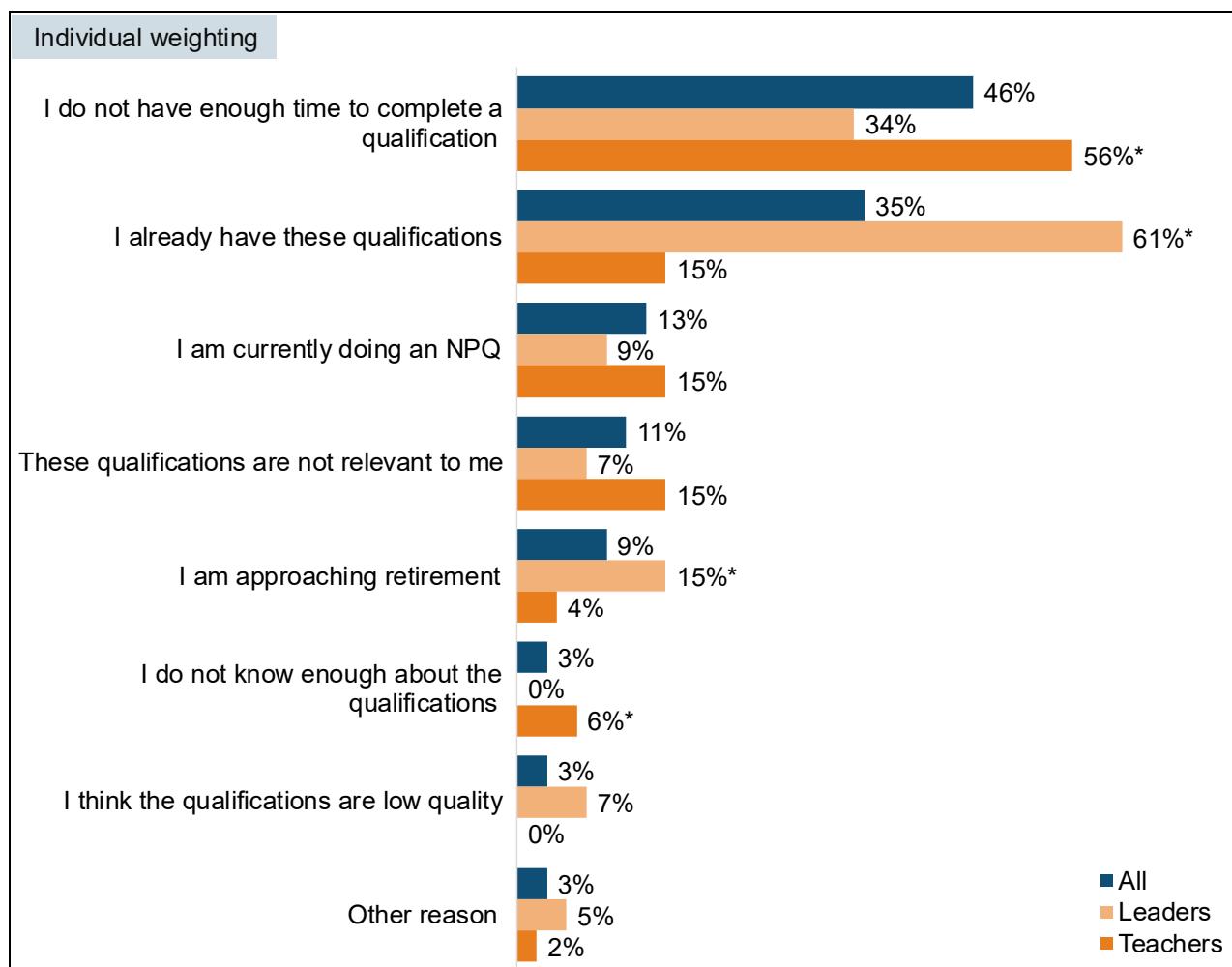
Source: School College Panel, September 2022 survey. F6: Panel B leaders (n=74) and all teachers (n=52) that think the Targeted Support Fund will make no difference. *Indicates significant difference between leaders and teachers.

As shown in Figure 27, leaders were more likely than teachers to report already having an NPQ, or being close to retirement, as reasons for the TSF having no impact on their decision. Teachers were more likely than leaders to report a lack of time to complete the qualification as a reason why the TSF would not affect their decision to complete an NPQ.

Provision of enrichment activities and school-aged childcare

This section looks at the wraparound childcare offer (before and after-school clubs) and enrichment activities (e.g. sports) provided by primary schools. The findings from this survey help to support the Government's objective of ensuring schools can deliver face-to-face, high quality childcare options for parents and carers outside of normal school hours. The data reported helps build a national childcare sufficiency picture and an evidence base for policy decisions on how to ensure affordable, flexible, and high-quality childcare for families.

Activities/childcare that will be offered

All primary schools reported that some kind of childcare or enrichment activity will be provided at their school this term. Most primary schools (95%) reported that enrichment activities (e.g. sports) will be provided, the next most common provision was wraparound childcare (89%), followed by educational activities (62%).

Primary schools in the East Midlands were least likely to report providing wraparound childcare (75% vs. 89% on average).

Responsibility for provision

Most primary schools (78%) reported that this provision would be run by school staff. As shown in Figure 28, a small proportion reported this would be run by private providers (21%).

Figure 28. Who leaders anticipate will run majority of provision this term
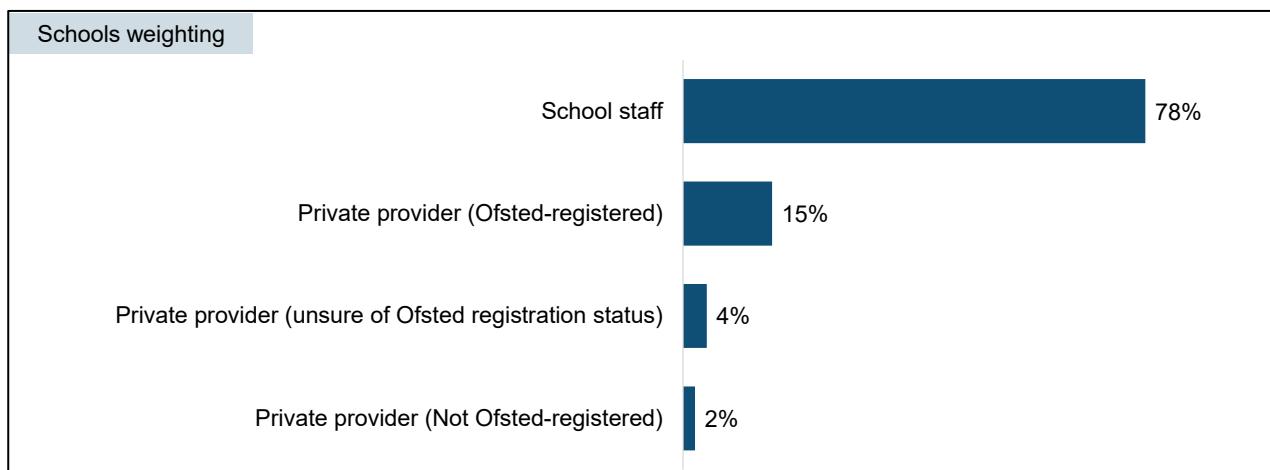
Schools weighting

School staff	78%
Private provider (Ofsted-registered)	15%
Private provider (unsure of Ofsted registration status)	4%
Private provider (Not Ofsted-registered)	2%

Primary schools with the highest proportion of FSM-eligible pupils were more likely to report using school staff for provision (89%) than those with the lowest proportion (61%), whereas the latter were more likely to use Ofsted-registered private providers (23% vs. 8% among those with the highest proportion of FSM-eligible pupils).

Government support for childcare

The government offers a range of support to families in paying for childcare and enrichment activities, including Tax Free Childcare, childcare vouchers and the childcare element of Universal Credit (UC). Half (50%) of primary schools said that they would accept this government funded support for childcare costs, but around a third (34%) were unsure. Under a fifth (17%) said they would not accept this type of support.

Amongst the 62 primary schools in the survey[12] which provide childcare and are not planning to accept government funded support, they most commonly reported this to be due to a lack of demand from parents to use this support (34%) and that the support is too complicated for the school to administer (21%). The most common spontaneous (other, please specify) response was that they don't charge for childcare.

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[12] Note the relatively small base of respondents to this question so percentages should be treated with a degree of caution

Figure 29. Reasons for not accepting government support for childcare

Schools weighting

Reason	Percentage
Lack of / no demand from parents to use government funded support for childcare costs	34%
It's too complicated for the school to administer	21%
I was not aware of this government funded support	17%
The payment systems used for activities and childcare provision do not support payments from government accounts	12%
It's too expensive to the school to administer	10%
Other	34%
Don't know	7%
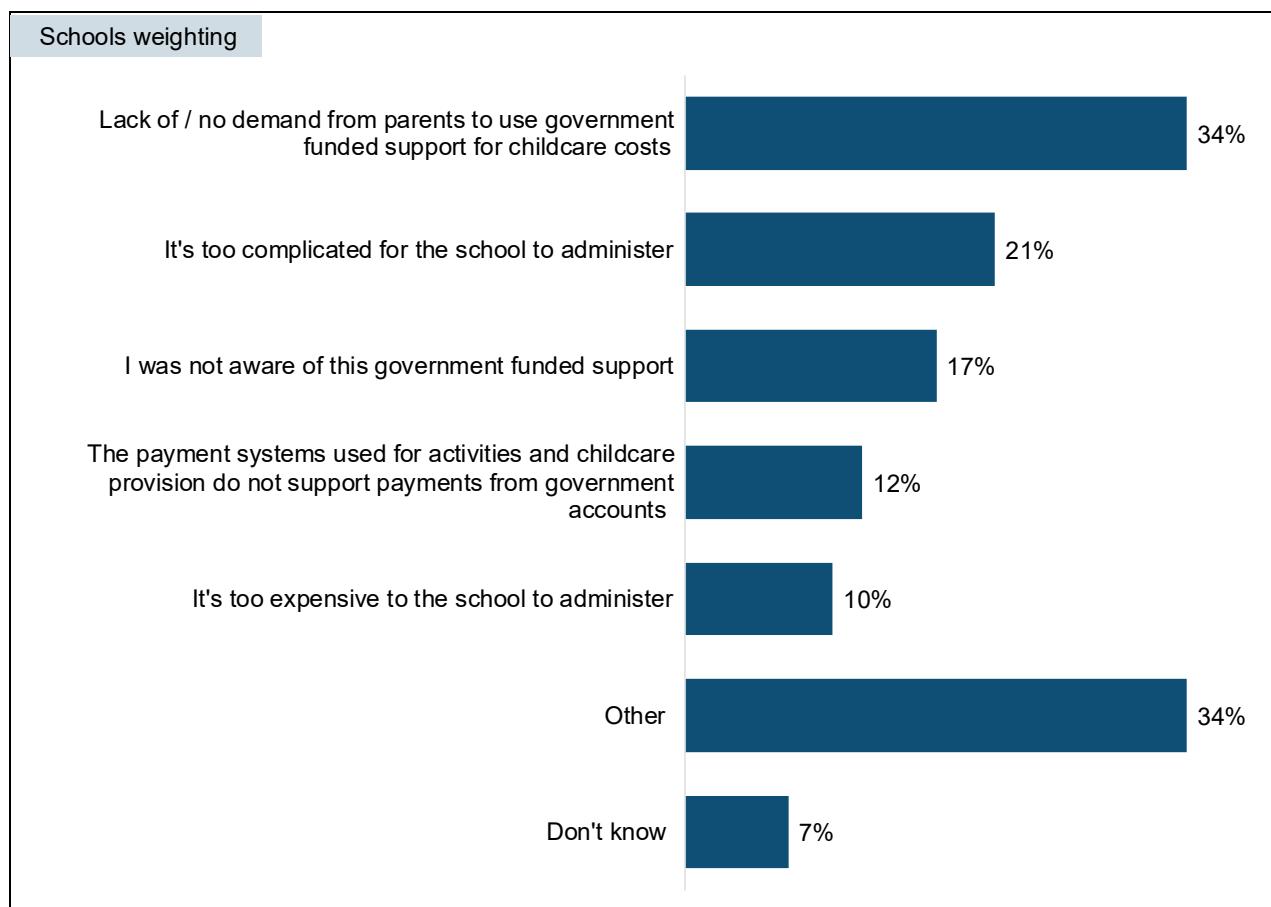
Source: School and College Panel, September 2022 survey. M5: Panel A primary leaders that are not accepting government support and provide childcare (n=62).

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

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 currently effectively support pupils with SEND/LDD. Overall, nearly three-quarters (72%) of schools agreed that they were able to effectively support these pupils, with just under one-in-five (19%) strongly agreeing. Around one-in-eight schools (13%) disagreed that they can effectively support pupils with SEND.

As shown in Figure 30, this is similar to the proportion of schools agreeing in May 2022 and February 2022, though schools were less likely to strongly agree in September 2022 (19% vs. 27% in May).

Figure 30. Schools' level of agreement that they are able to effectively support pupils with SEND
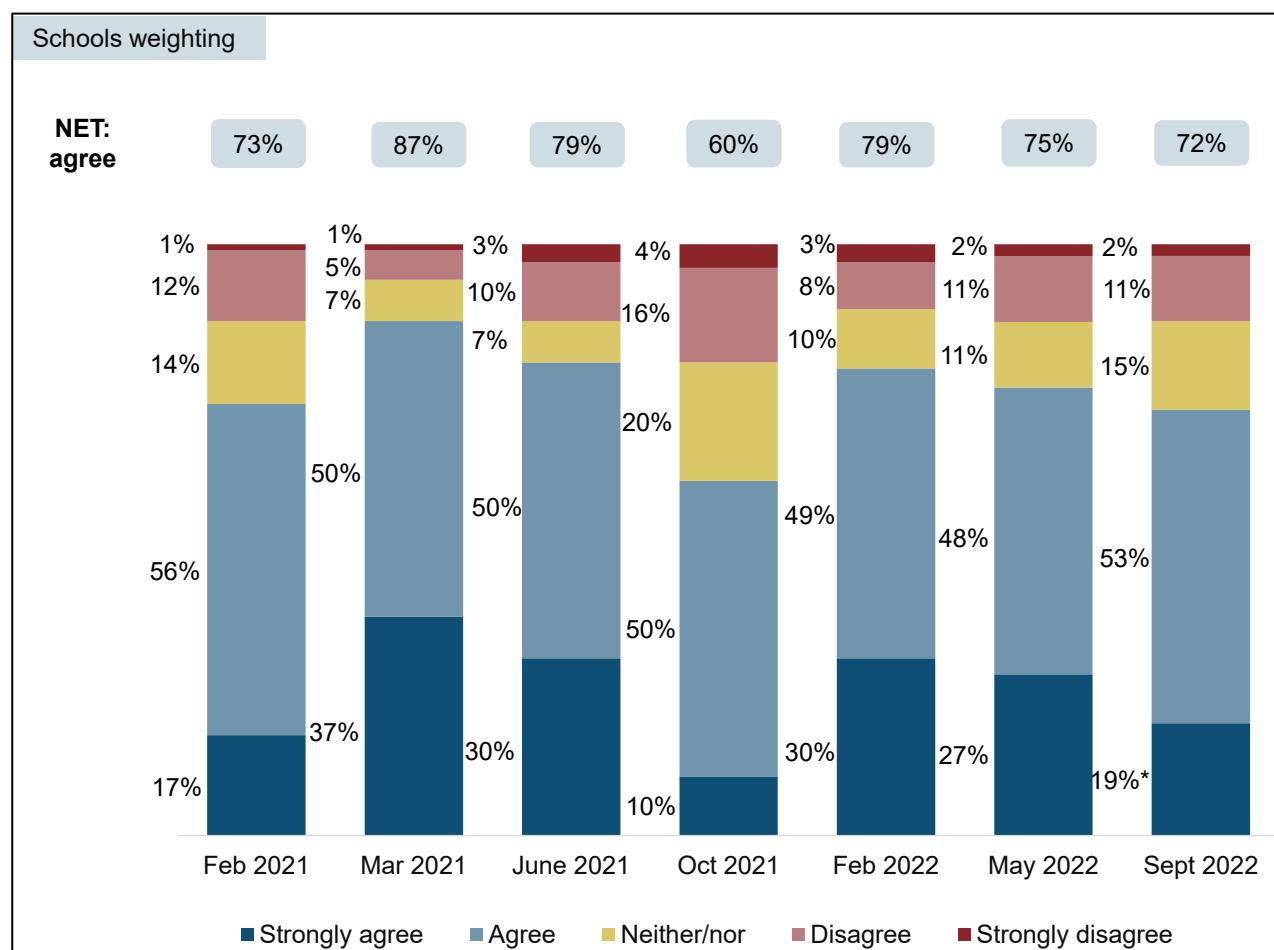
There was no significant difference between primary and secondary schools' response to this question. Teacher confidence in supporting pupils with SEND/LDD is shown in the next section.

Barriers to effective support

Schools were asked which barriers, if any, they faced in meeting the needs of pupils with SEND/LDD. They were most likely to report funding arrangements as a barrier (85%). As shown in Figure 31, over three-quarters (77%) also reported insufficient access to other specialist services or professionals as a barrier they experience.

Schools were more likely than in May 2022 to report that students do not have access to appropriate equipment or technology (20% vs. 13% in May). Responses remained consistent across other codes.

Figure 31. School barriers to meeting the needs of students with SEND/LDD

Schools weighting

Barrier	All	Primary	Secondary
Funding arrangements	85%	87%*	78%
Insufficient access to other specialist services or professionals	77%	79%*	69%
Lack of capacity in the workforce	70%	69%	71%
Staff are unable to simultaneously support a large number of students	64%	66%*	54%
Lack of expertise in the workforce	40%	42%*	27%
Students don't have access to appropriate equipment or technology	20%	20%	19%
Lack of relevant Government guidance or advice	11%	12%	7%
There are no barriers	0%	0%	3%*

Source: School and College Panel, September 2022 survey. L4: Panel A Leaders (n=558).
*Indicates significant difference between primary and secondary.

Primary schools were more likely than secondaries to report the following barriers:

- Funding arrangements

- Insufficient access to professionals and specialist services

- Staff being unable to support a large number of students

- Lack of expertise in the workforce.

Schools with the highest proportion of pupils eligible for FSM were less likely than overall to report insufficient access to other specialist services or professionals (71% vs. 77% overall).

School access to support for pupils with SEND/LDD

Schools that cited that they do not have sufficient access to the specialist services or professionals they required (77%), were asked about their ability to access different types of support. As shown in Figure 32, it was uncommon for these schools to say that any services were not accessible at all. Access was easiest for SEND coordinators, which three-quarters of these schools felt they could access in an acceptable timeframe. While the vast majority could access services such as educational psychologists, mental health support and speech and language therapy, the majority felt the wait was too long.

Figure 32. How well schools with insufficient access to specialist services or professionals can access different forms of support for pupils with SEND/LDD
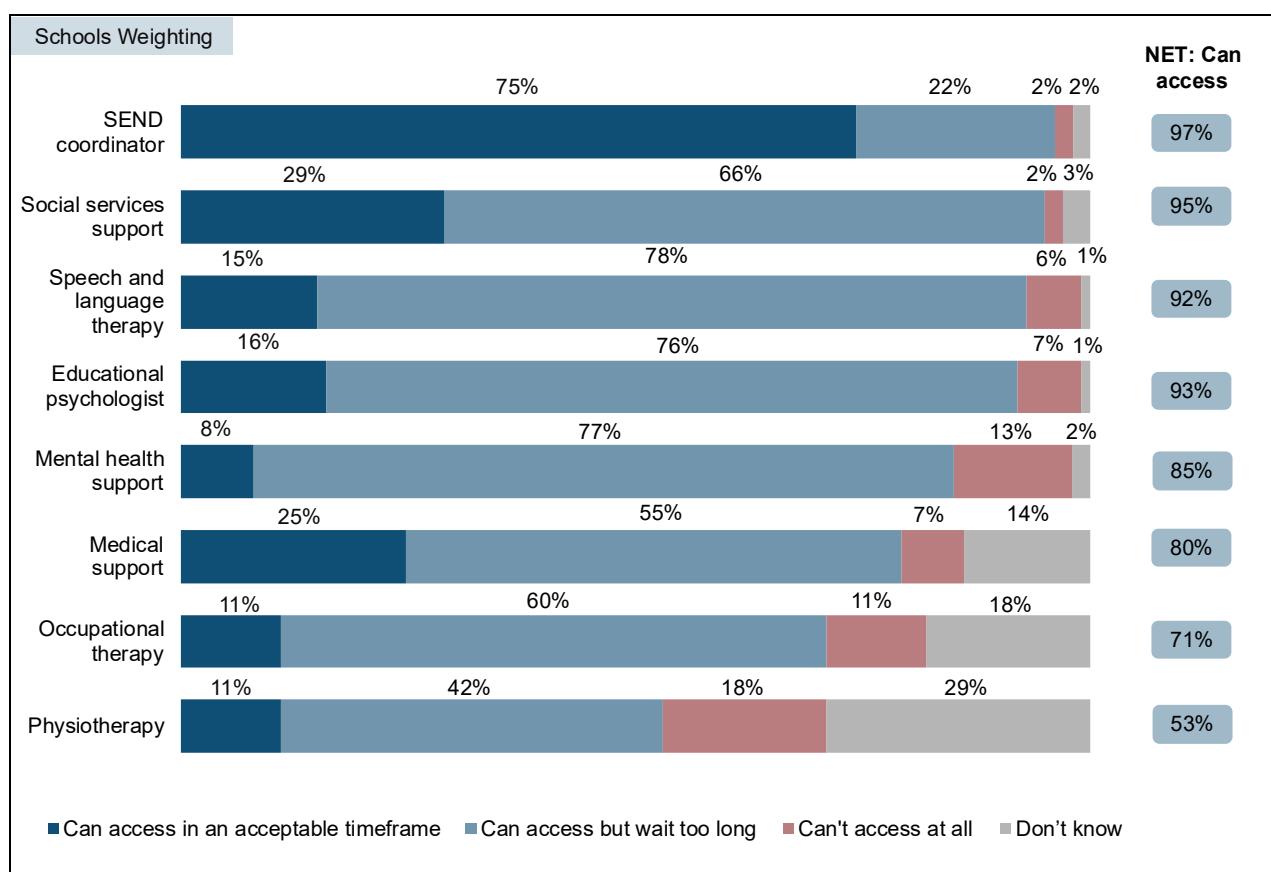
Source: School and College Panel, September 2022 survey. L5: Panel A Leaders with insufficient access to specialist services or professionals they reported requiring (educational psychologist, n=421; speech and language therapy, n=418; physiotherapy, n=379; occupational therapy, n=403; mental health support, n=419; medical support, n=405; SEND coordinator, n=412; social services support, n=417).

Primary schools were more likely to report no access to mental health support (14% vs. 7% for secondary). There were no other significant differences by phase in their ability to access specific forms of support.

Schools with the lowest proportion of pupils eligible for FSM were more likely to report being unable to access medical support at all (16%) than those with the highest proportion (2%).

Waiting times for support for pupils with SEND/LDD

The issue for most schools was timeliness of access, with support from a SENCo the only type of support that a majority (75%) of schools said they could access in an acceptable timeframe.

Secondary schools were more likely than primaries to report waiting too long for access to an educational psychologist (85% vs. 75%), mental health support for pupils with SEND (84% vs. 75%), and social services support (82% vs. 64%).

In contrast, primaries were more likely to report timeliness issues with occupational therapy (62% vs. 49% in secondary schools).

Schools with the lowest proportion of pupils eligible for FSM were more likely to report being able to access occupational therapy within an acceptable timeframe (15% vs. 5% of those with the highest proportion of FSM eligibility).

Teacher confidence in supporting pupils with SEND/LDD

Teachers were asked to indicate the extent to which they personally felt equipped to support pupils with SEND. Overall, around six-in-ten (59%) teachers agreed they were equipped, similar to May 2022 (63%) and the results from previous waves of the survey, as shown in Figure 33.

Figure 33. Teachers' level of agreement that they feel equipped to effectively support pupils with SEND

Schools weighting

NET: agree

	Feb 2021	Mar 2021	Oct 2021	Feb 2022	May 2022	Sept 2022
NET: agree	49%	54%	55%	57%	63%	59%
Strongly disagree	5%	6%	3%	7%	6%	6%
Disagree	26%	16%	16%	20%	16%	19%
Neither/nor	19%	22%	24%	16%	16%	16%
Agree	43%	45%	48%	46%	57%	52%*
Strongly agree	6%	10%	7%	11%	6%	7%

■ Strongly agree ■ Agree ■ Neither/nor ■ Disagree ■ Strongly disagree
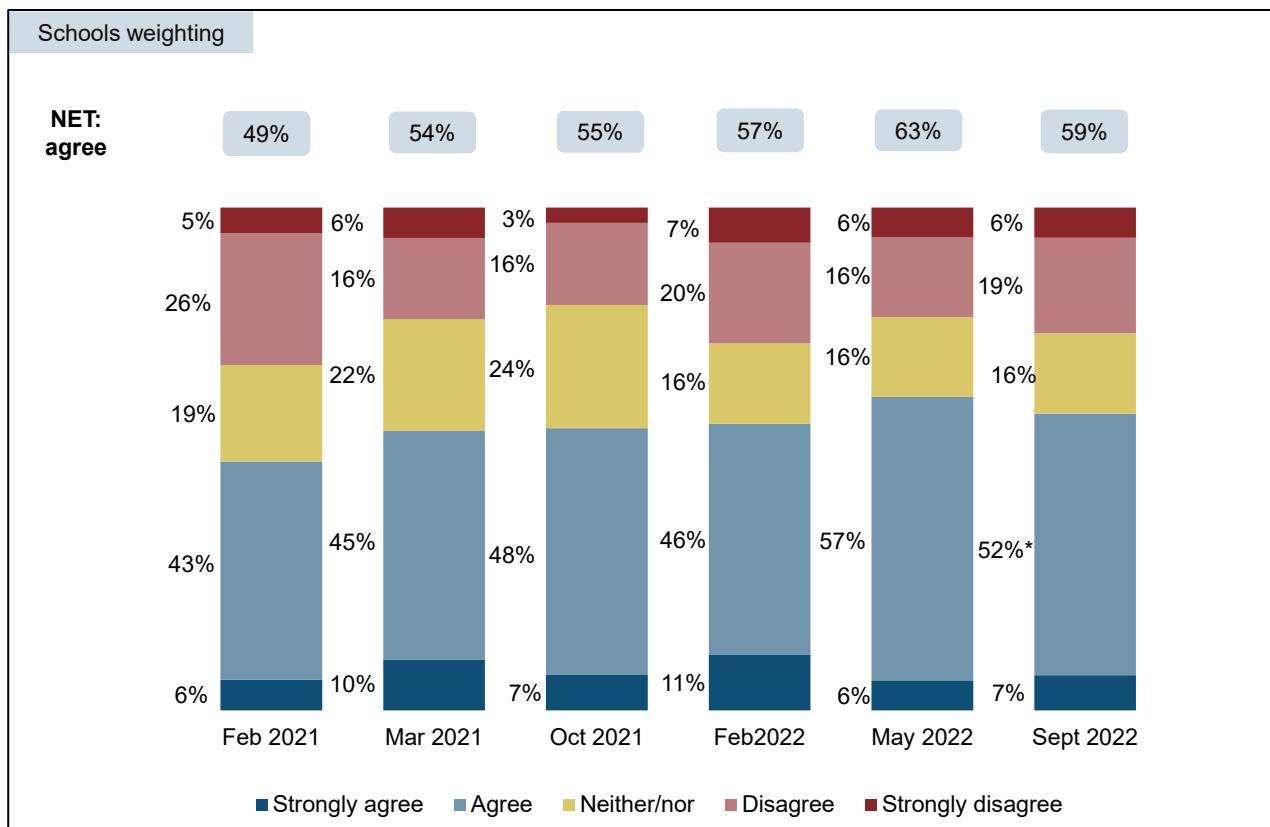
Source: School and College Panel, September 2022 survey. L1: Teachers (n=1938), May 2022 survey. H1: Teachers (n=734), February 2022 (n=1,250), October 2021 (n=1,077), March 2021 (n=1,217), February 2021 (n=1,266). *Indicates significant difference between September 2022 and May 2022.

Secondary teachers were more likely to agree / strongly agree that they felt equipped to support pupils with SEND (63% vs. 55% for primary); the same was true for teachers from schools with the lowest proportion of pupils eligible for FSM (66% agreeing vs. 56% for those with the highest proportion).

Barriers to effective support

Almost all (93%) teachers reported currently experiencing barriers to effectively supporting pupils with SEND/LDD. Primary teachers (95%) were more likely than secondary teachers (91%) to report this.

Among those reporting barriers, the most commonly reported barrier was not having enough time to provide additional support to pupils with SEND, followed by having an increased number of pupils with differing needs, as shown in Figure 34.

Figure 34. Barriers to meeting the needs of students with SEND/LDD
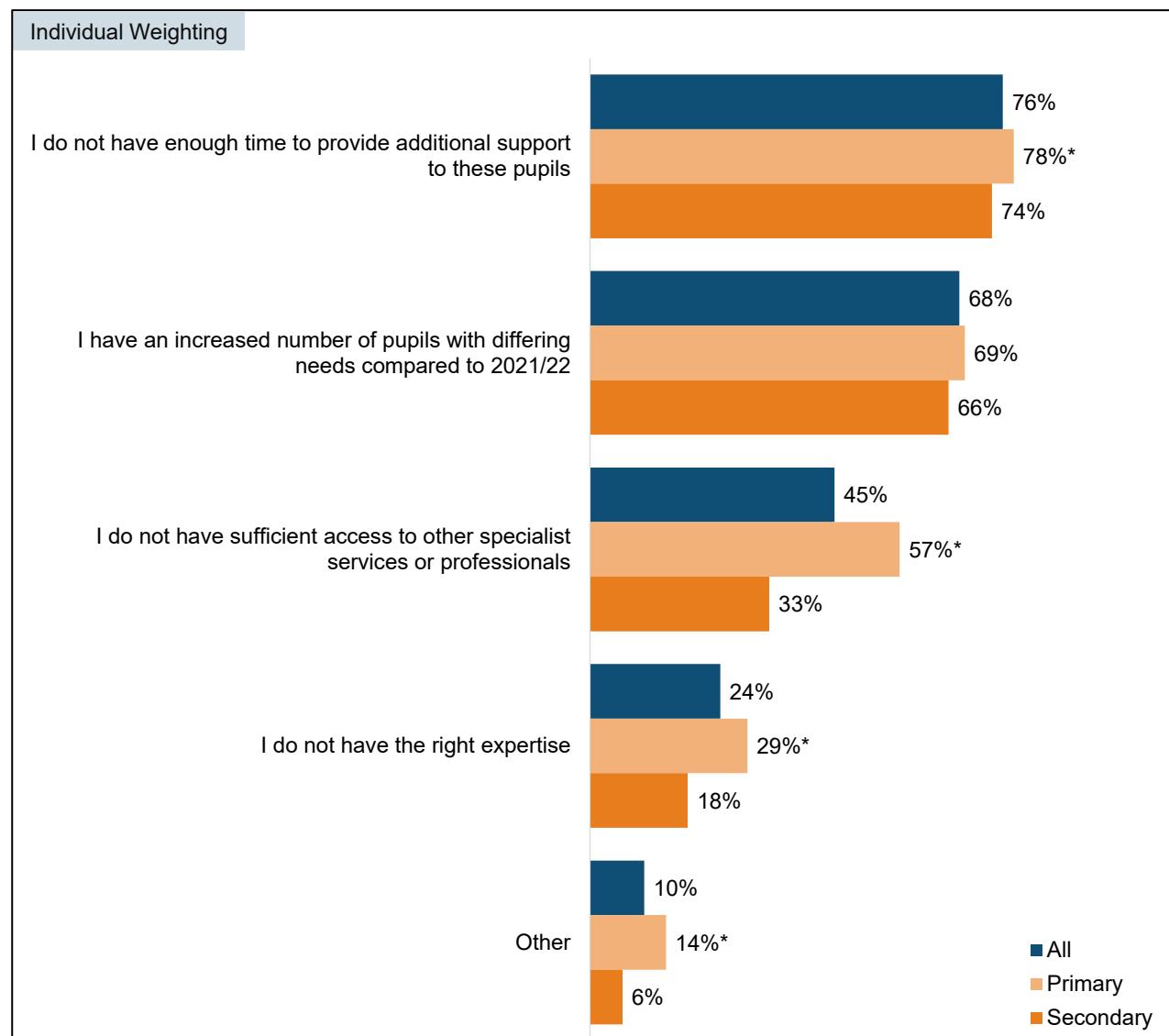
Source: School and College Panel, September 2022 survey. L3_rebased: all teachers that are experiencing barriers to effectively supporting pupils with SEND/LDD (n=1,797). *Indicates significant difference between primary and secondary.

Primary teachers were significantly more likely than secondary teachers to report all but one of the barriers listed in Figure 34. There was no difference between primary and secondary teachers having an increased number of pupils with differing needs compared to the last academic year, suggesting that this rise has been seen across phases.

Teachers were more likely in September than in May 2022 to report not having enough time to provide additional support as a barrier (76% vs. 66%). There were no other significant differences found between September and May 2022 in barriers reported.

Cost of living

Questions on this topic sought to understand how the rise in cost of living is affecting schools, pupils and their families.

Parents and pupils asking for advice on welfare or financial support

Schools were asked if, in the last six months, there had been an increase in the number of parents or students at their school asking for advice on welfare or financial support. Just under nine-in-ten (87%) of schools said there had been an increase. This is an increase from May 2022 (74%) when a similar question asked whether there had been an increase since the start of the 2021/22 academic year. Schools with the highest proportion of pupils entitled to FSM were more likely to report an increase in the last six months (93% vs. 72% among schools with the lowest proportion of pupils entitled to FSM).

Pupils arriving to school hungry

Schools were asked if, in the last six months, the number of pupils arriving at their school hungry had increased, decreased or stayed the same. As shown on Figure 35 below, eight-in-ten schools said there had been an increase. One-in-six (16%) said that the number has stayed the same. No school said that the number arriving to school hungry had decreased. Schools with the highest proportion of pupils eligible for FSM were far more likely to report an increase than those with the lowest proportion (90% vs. 61%).

Figure 35. Whether the number of pupils arriving at school hungry has increased, decreased or stayed the same in the last six months (Schools)
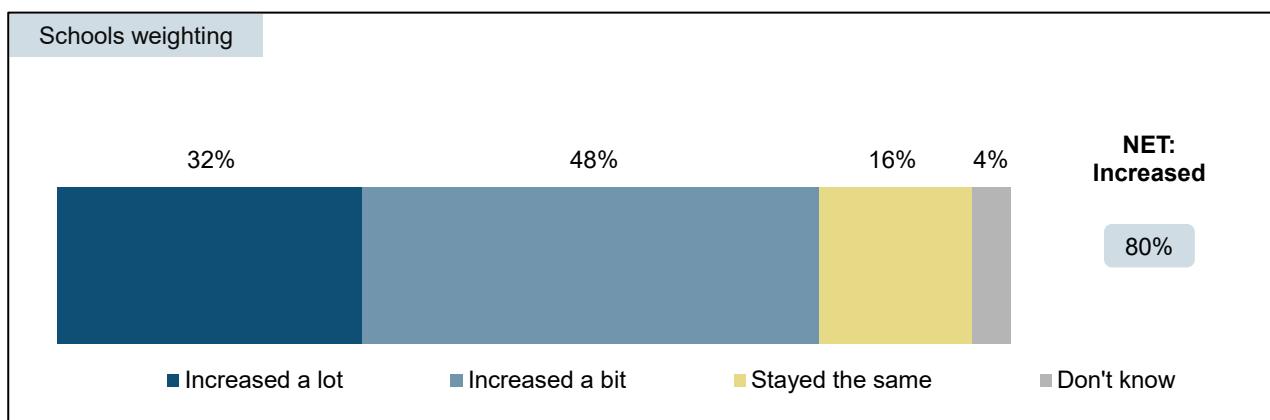
Teachers were asked the same question and 60% reported an increase in the last six months. This has increased since May 2022, when just over half of teachers (52%) reported that the number of pupils arriving hungry since the start of the 2021/22 academic year had increased. Around one in eight (13%) said that the number had stayed the same, whilst around a quarter (26%) did not know.

Figure 36. In the last six months, has the number of pupils arriving at school hungry increased, decreased or stayed the same (Teachers)
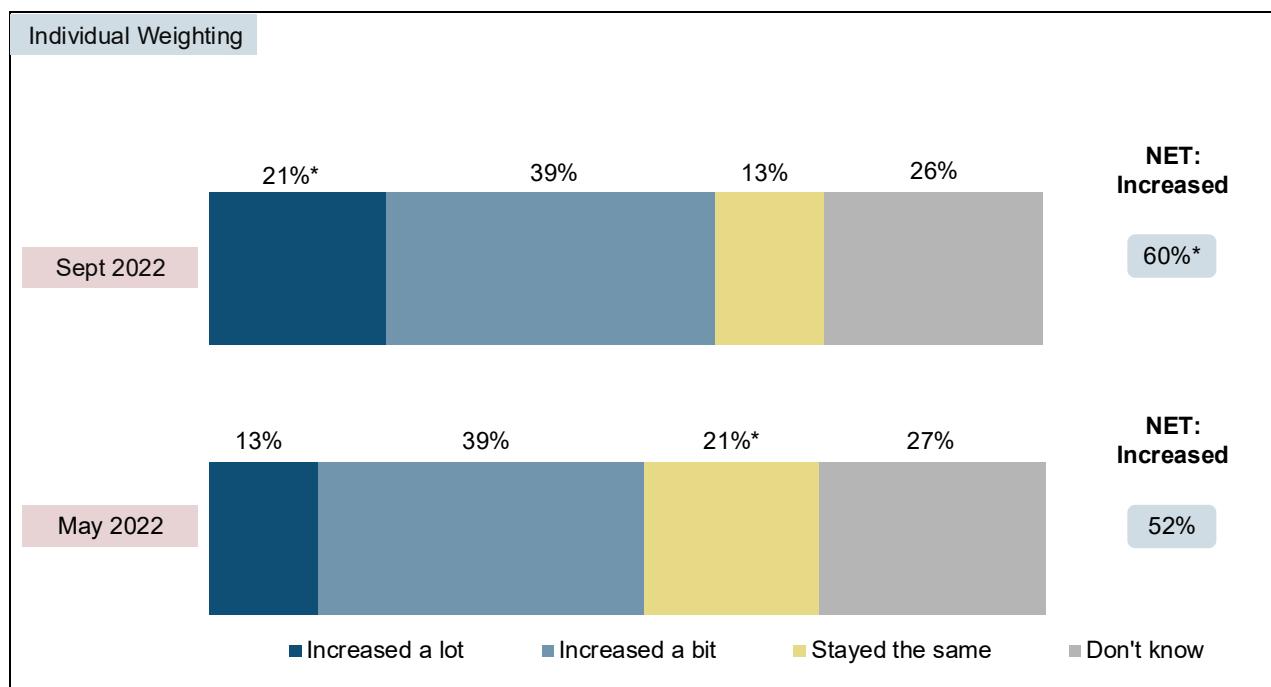
Primary school teachers were more likely to report an increase compared to secondary teachers (64% vs. 56%), as were teachers in schools with the highest proportion of FSM pupils (74% vs. 43% among teachers in schools with the lowest proportion eligible for FSM).

Impact of cost of living on pupils' school experience

Schools were also asked if, in the last six months, there had been increases in the number of pupils who have struggled with the effect of the rising cost of living in a number of areas related to their school experience.[13]

Schools reported increases in the last six months in pupils not been able to pay for school trips (84%), not buying or replacing uniform/sports kit (80%) and not buying all the books and equipment needed (64%). The majority reported increases in other categories

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[13] All percentages reported exclude schools answering 'not applicable' e.g., those who have not run any school trips.

too and the full list is shown in Figure 37. This also demonstrates where there have been increases compared to when this question was last asked in May 2022.[14] The largest rises were in not buying all the books and equipment needed (64% vs. 49% in May 2022), not being able to pay for school trips (84% vs. 73%) and not been able to take part in extra-curriculum activities due to costs (60% vs. 50%).

Figure 37. Whether schools had seen an increase in the number of pupils who have experienced the following since the start of the academic year
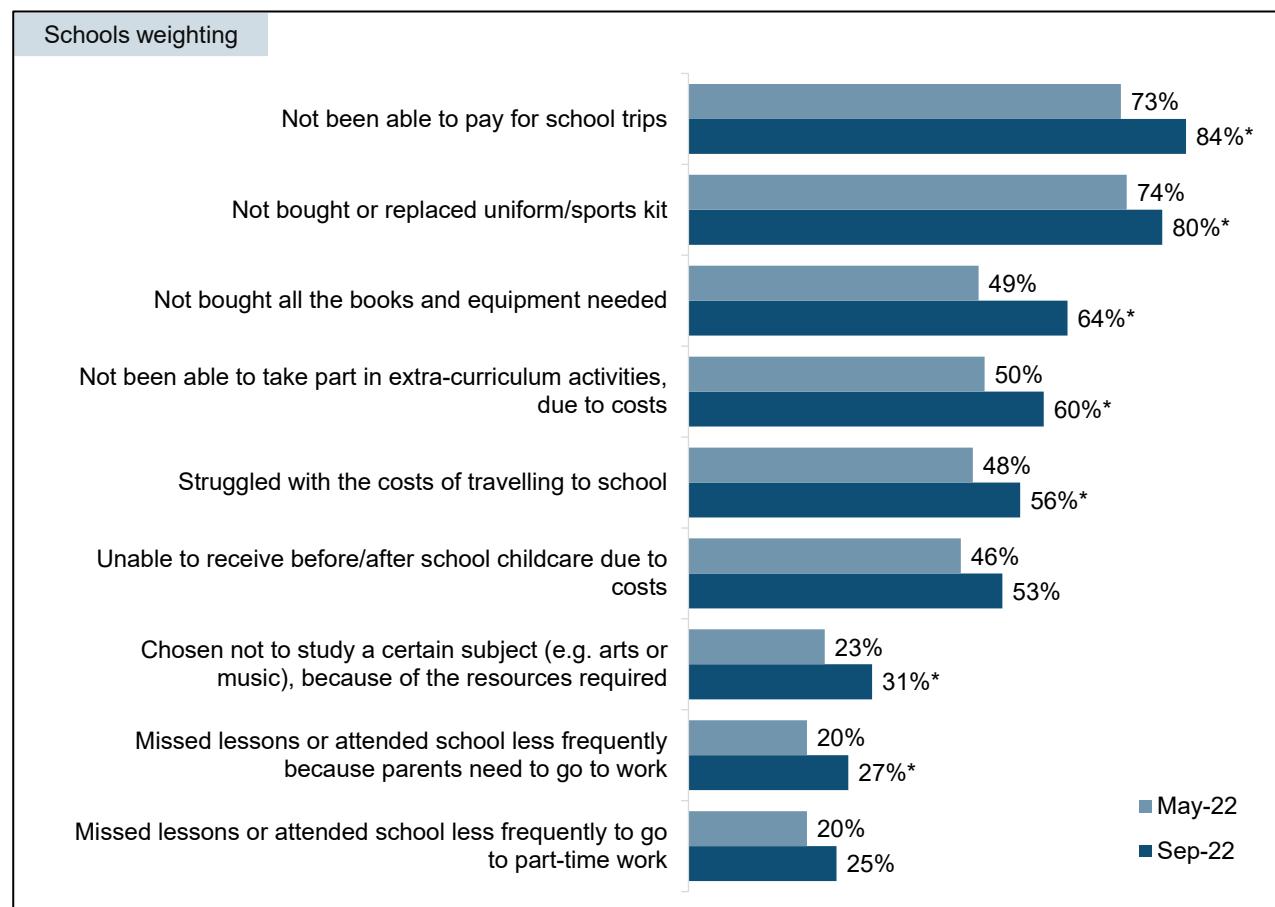
Source: School and College Panel, Sept 2022 survey. O3: Panel A leaders excluding those answering not applicable (n ranges from 293-545). Base for primary school-specific statement (n=311). Base for secondary school-specific statement (n=182).

May 2022 survey. D3: Panel A leaders excluding those answering not applicable (n ranges from 263-490). Base for primary school-specific statement (n=272). Base for secondary school-specific statement (n=188).

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[14] In May 2022, this question was "Since the start of the academic year have you seen an increase in the number of pupils at your school who have ...

More secondary schools reported increases in the following areas in the last six months, compared to primaries:

- The number of pupils struggling with the costs of travelling to school (69% vs. 53%)

- Pupils at school who have missed lessons or attended school less frequently because parents need to go to work (e.g. caring for younger siblings) (44% vs. 22%).

In contrast, primary schools were more likely to report an increase in these areas:

- The number of pupils at school who have not been able to pay for school trips (86% vs. 70%)

- The number of pupils who have chosen not to study a certain subject (e.g. arts or music), because of the resources required (37% vs. 20%)

- The number of pupils who have not been able to take part in extra-curriculum activities due to costs (62% vs. 52%).

Schools with the highest proportion of pupils with FSM entitlement were more likely than schools with the lowest proportion to have seen increases in the last six months in all aspects in Figure 37, with the exception of the number of pupils at school who have chosen not to study a certain subject, pupils at their school who have missed lessons or attended school less frequently to go into part-time work, and pupils unable to receive childcare due to costs. For these statements, there was no difference between the highest and lowest FSM quintile. The largest differences between the highest and lowest FSM proportions were found in the number who struggled with the costs of travelling to school (74% vs. 35% for the lowest proportion) and pupils not buying all the books and equipment needed (84% vs. 46% for the lowest proportion).

Impact of cost of living on pupils' choice of post-16 destination

Secondary leaders and teachers who work with year 10 or 11 pupils were asked to answer on a scale from 'strongly agree' to 'strongly disagree' as to whether the rising cost of living will influence pupils' choice of post-16 destination.

Just under nine-in-ten (86%) agreed that it would influence pupils' choices (with 44% strongly agreeing). A small minority (2%) disagreed with this statement. Leaders and teachers aligned in the levels of agreement with this statement.

Main challenges to the school / teachers and pupils over the coming months

School leaders' view

School leaders were asked what they believe the main challenges facing their school would be in the coming months due to the rising cost of living. The most common challenge reported was the increased energy bills for the school, which was reported by 95% of leaders, followed by lack of funding for the school (90%).

Other challenges reported by eight-in-ten or more school leaders were increased mental health concerns amongst pupils and/or parents, these same concerns amongst staff, food poverty increase and effects of hunger on pupils, and school trips or extra-curricular activities being cancelled or needing further subsidy by the school. The full list of challenges is shown in Figure 38.

Figure 38. Main challenges schools will face due to the rising cost of living in the coming months (leaders)

Individual weighting

Challenge	%
Increased energy bills for the school	95%
Lack of funding for the school	90%
Increased mental health concerns amongst pupils and/or parents	87%
Food poverty increase and effects of hunger on pupils	85%
School trips / extra curricular activities being cancelled or further subsidised by school	80%
Increased mental health concerns amongst staff	80%
Families unable to buy or replace uniform / PE kits /equipment for school	72%
Increase in teaching staff leaving the profession due to taking higher paid work	55%
Pupils unable to afford transport to school	26%

Source: School and College Panel, Sept 2022 survey. O5: Panel A leaders (n=558)

Secondary leaders were more likely to believe that the following will be challenges to their school, compared to primary leaders:

- Families unable to buy or replace uniform / PE kits / equipment for school (78% vs. 68%)

- Increase in teaching staff leaving the profession due to taking higher paid work (61% vs. 51%)

- Pupils unable to afford transport to school (46% vs. 15%).

Conversely, more primary leaders believed that school trips or extra-curricular activities being cancelled or further subsidised by the school would be a challenge in the coming months, compared to secondary leaders (84% vs. 74%).

Leaders from schools with the highest quintile of pupils eligible for FSM were more likely to cite the following challenges, compared to those from the lowest quintile:

- Food poverty increase and effects of hunger on pupils (92% vs. 64%)

- Families unable to buy or replace uniform / PE kits / equipment for school (77% vs. 67%)

- Pupils unable to afford transport to school (30% vs. 19%).

School teachers' view

Teachers were asked what they believed the main challenges teachers and pupils will face over the coming months. This was a prompted question with the teachers selecting from a list of options presented to them. Teachers identified a wide range of challenges, with five being reported by over eight-in-ten teachers: lack of funding for the school , increased mental health concerns amongst pupils and/or parents, food poverty increase and effects of hunger on pupils, pay freezes or inadequate pay rises for staff, and increased mental health concerns amongst staff. Results are shown in Figure 39.

Figure 39. Main challenges teachers and pupils will face due to the rising cost of living in the coming months (teachers)

Individual weighting

Challenge	Percentage
Lack of funding for the school	87%
Increased mental health concerns amongst pupils and/or parents	86%
Food poverty increase and effects of hunger on pupils	85%
Pay freezes or inadequate pay rises for staff	84%
Increased mental health concerns amongst staff	83%
Families unable to buy or replace uniform / PE kits /equipment for school	71%
School trips / extra curricular activities being cancelled or further subsidised by school	70%
Increase in teaching staff leaving the profession due to taking higher paid work	69%
Pupils unable to afford transport to school	30%

Source: School and College Panel, Sept 2022 survey. O5: Panel A secondary teachers and all primary teachers (n=1,430)

Similar to leaders, secondary teachers were more likely to report families unable to buy or replace uniform (75% vs. 67%), an increase in teaching staff leaving the profession (73% vs. 65%), and pupils unable to afford transport to school (40% vs. 21%), compared to primary teachers. Secondary teachers were also more likely to report pay freezes or inadequate pay rises for staff being a challenge compared to their primary counterparts (87% vs. 82%).[15]

Teachers from schools with the highest quintile of pupils eligible for FSM were more likely to report the following challenges for teachers and pupils, compared to those from the lowest quintile:

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[15] This statement was only prompted to teachers.

- Increased mental health concerns amongst pupils and/or parents (89% vs. 82%)

- Food poverty increase and effects of hunger on pupils (92% vs. 73%)

- Families unable to buy or replace uniform / PE kits /equipment for school (73% vs. 60%)

- Pupils unable to afford transport to school (31% vs. 23%).

Groups of pupils disproportionately affected by the increase in the cost of living

Teachers and leaders were asked if there were any particular groups of pupils whose education is disproportionately affected by increases to the cost of living. As shown in Figure 40 below, the two groups believed to be most affected were vulnerable children (71%) and children on FSM (69%). Around a third of teachers and leaders said that children with SEND would be disproportionately affected and around a quarter reported children who speak English as an additional language would be impacted.

Figure 40. Whether there are any groups of pupils in particular at school whose education is disproportionately affected by increases to the cost of living

Individual weighting

Vulnerable children: All 71%, Leaders 77%*, Teachers 71%

Children on Free School Meals: All 69%, Leaders 78%*, Teachers 67%

Children with SEND: All 32%, Leaders 32%, Teachers 32%

Children who speak English as an additional language: All 26%, Leaders 24%, Teachers 26%

Children from ethnic minorities: All 17%, Leaders 17%, Teachers 17%

Other: All 4%, Leaders 7%*, Teachers 3%

No groups disproportionately affected: All 5%, Leaders 6%, Teachers 5%

Not applicable - education is not being negatively affected: All 1%, Leaders 1%, Teachers ^%

Don't know: All 14%, Leaders 5%, Teachers 15%*

Source: School and College Panel, Sept 2022 survey. O6: Panel A leaders, secondary teachers and all primary teachers (n=1,988) *indicates a significant difference between leaders and teachers.   ^ indicates proportion of those who answered was <0.5%

There were some differences between teachers and leaders in which groups of pupils are disproportionately affected. Leaders were more likely than teachers to say vulnerable children (77% vs. 71%) and children on FSM (78% vs. 67%) would be disproportionately affected. Teachers were more likely to answer 'don't know' to this question (15% vs. 5% of leaders).

Secondary school leaders and teachers were more likely than those in primary schools to say that children on FSM (73% vs. 65% of primaries) and from ethnic minorities (20% vs. 14%) would be overly impacted, whereas a higher proportion of primary school leaders and teachers said that no groups would be disproportionately affected by the increased cost of living (7% vs. 3% of secondaries).

For every prompted pupil group shown in Figure 40 above, leaders and teachers from schools with the highest proportion of FSM eligible pupils were more likely to say that they would be disproportionally affected, compared to those working in schools with the lowest proportion of FSM eligible pupils:

- Vulnerable children (78% of those with the highest proportion of FSM eligible pupils vs 63% of those with the lowest proportion)
- Children on Free School Meals (70% vs 61%)
- Children with SEND (37% vs 26%)
- Children who speak English as an additional language (36% vs 19%)
- Children from ethnic minorities (23% vs 15%).

Challenges facing schools

In September 2022, school leaders and teachers were asked one of two open-ended questions asking how the Department for Education can best support schools at the moment and what the main challenges facing schools in the coming months are anticipated to be.[16] The answers overlapped across both questions, with school leaders and teachers wanting support for issues they believed were going to be a challenge in the near future, particularly the rising cost of living.

Main challenges facing schools

Budget or funding concerns were the most common theme from leaders and teachers across both primary and secondary settings. Leaders and teachers tied these concerns in with what the impact of the lack of funding is, such as the impact on the recruitment and retention of staff and teaching assistants, or the lack of equipment.

> "Lack of funds for the school that provisions such as TAs cannot be brought into school." – Secondary teacher

> "The completely unrealistic financial constraints which have stated we must implement an overdue and significant pay increase for staff but it is completely unfunded. We have a six figure surplus we were going to use on equipment for students. It will now evaporate into the new higher wage bill. Next year we will have no choice but to make staff redundant…. These are serious times and we need serious solutions." – Secondary leader

> "The lack of funding. We already feel we don't have enough money for pencils, pens etc. I wouldn't feel that I could take a day off if I was ill as I know we can't afford a supply teacher." – Primary teacher

> "Underfunding and poor staff recruitment / retention. This is putting additional pressure on existing staff who are increasingly being used for excessive cover / having to take on additional classes or subjects due to teachers leaving mid-year / difficulties finding suitable replacements for those who have left." – Secondary teacher

Others mentioned the cost of living and rising energy costs and how that will impact the school finances.

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[16] Respondents were randomly assigned one question to answer.

> "Cost of utilities. Heating and lighting. This is impacting on the resources and other things we are allowed to purchase." – Secondary leader

> "Increasing energy costs will result in a colder school so the children's basic needs of warmth are not met. Less money in the school's budget to pay for these energy costs will mean other areas such as resources, staff pay (meaning loss of staff), extra-curricular activities, food and trips etc are decreased." – Secondary leader

Challenges related to mental health were also mentioned, both in relation to staff and pupils.

> "Mental health challenges due to an increase in living costs compared to current salary. Teachers may feel that they are just working to live and have the added stress of being able to pay bills etc. For the pupils, they may witness similar stresses at home with their parents." – Primary teacher

Another topic raised when answering this question, particularly among leaders, was around challenges regarding pupils with SEND. This was often linked to responses around funding and the lack of resource affecting SEND pupils.

> "We currently have an increasing number of children with significantly high SEND needs. Some children who are non-verbal or violent. We are an infant school. These children come with no funding or prospect of funding for at least a year until we go through the process of the graduated response. During this time staff work tirelessly with no funded support." – Primary leader

> "Financing the staffing needed to support the needs of a growing number of pupils with SEND, especially ADHD, ASD and release for the SENCo to coordinate and manage the caseload whilst maintaining a work life balance." – Primary leader

Other topics mentioned include increased workloads which was more frequently mentioned by teachers, particularly around losing planning, preparation and assessment (PPA) time to cover other classes. Teachers and leaders also mentioned the behaviour and attitude of pupils, with this often tied in with the lack of funding for support staff.

Support the Department for Education can provide

Similar to the previous question, 'more funding' was the most common theme running through the answers provided by both leaders and teachers. Some simply stated "more funding", however the common topic was around teachers' pay.

> "Fund the teachers recommended pay increase. Fund the NJC [National Joint Council] support staff increases. These are unaffordable with the increased energy prices being a further budget crippling issue despite the energy relief fund. Lack of funding means we are facing the need to cut posts and lead to redundancies, this will impact the support young people get. Please listen to those in the profession and fund schools appropriately." – Secondary leader

> "The additional energy costs and unfunded 5% pay rises for teaching staff, alongside support staff costs, mean that funding remains the key issue." – Secondary leader

> "Increase the funding for proper pay rises in all roles including support staff; increase the funding for resources for schools including extra-curricular activities." – Secondary teacher

Others mentioned funding in order to deal with the rising cost of living, particularly in relation to energy costs.

> "Increase funding to account for the rapidly increasing costs of resources, everything is getting more expensive." – Primary teacher

> "Increase funding to cover unfunded pay increases, energy costs etc. The support for energy for the next 6 months is welcome but it still mean that our schools will be paying 2.5 times the costs from last year." – Secondary leader

> "Help with cost of increasing energy- this has taken a lot of the school budgets." – Primary leader

Teachers, particularly in secondary schools, mentioned that the Department for Education can help to reduce workload.

> "Reducing workload. Less lessons on the timetable to allow effective marking, planning and preparation in the working day not in the evenings and weekends! My current basic working week is 60-70

hours. What little PPA time there is frequently taken up completing paperwork or supporting students. This is not a school issue but education as a whole talking to friends and colleagues across a range of schools." – Secondary teacher

"Look at teacher workload. … For myself, to make a lesson from start to finish with scaffolded support and other extra resources needed for a class would take me nearly 2 hours. For a 20 hour lesson week that is 40 extra hours needed just for planning and that is not including time needed for extra responsibilities." – Secondary teacher

Similar to the question on the challenges facing schools, supporting pupils with additional needs was also reported by leaders and teachers.

"Ringfenced funding for students who might most need support, additional financial support for EAL students (particularly refugees or those with very low proficiency in English) as well as a bank of national resources for teachers to use." – Secondary teacher

"Sort out the SEND crisis. The SEND system is broken; funding does not cover what is needed in schools. If every school is a SEND school then we need to have proper funding to upskill our staff." – Primary leader

Other topics which came through in smaller numbers were improving recruitment or retention, improving access to external services and addressing issues with Ofsted.

Wellbeing

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

In September 2022, leaders and teachers were asked a series of ONS-validated questions about personal wellbeing, including their life satisfaction, the extent to which they feel the things they do in life are worthwhile; their happiness; and their anxiety levels. Where averages are reported, these are mean scores. Please see Annex: Table 3 for wellbeing scores and their ONS classifications.

Wellbeing measures have largely stabilised since May 2022, following the improvement seen since Winter 2021 and early 2022.

Life satisfaction

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

As in May 2022, just over half (55%) of leaders and half (50%) of teachers reported being satisfied with their life, giving a positive score of 7-10.

As shown in Figure 41, the life satisfaction levels of leaders and teachers has remained largely consistent since October 2021. However, September 2022 has continued the trend of leaders reporting higher levels of life satisfaction than those reported by teachers (6.2 vs. 6.0 for teachers).

Teachers in primary schools were more likely than those in secondaries to report being satisfied with their life (53% vs. 48%, respectively).

Figure 41. Satisfaction with their life nowadays (mean score 0-10)
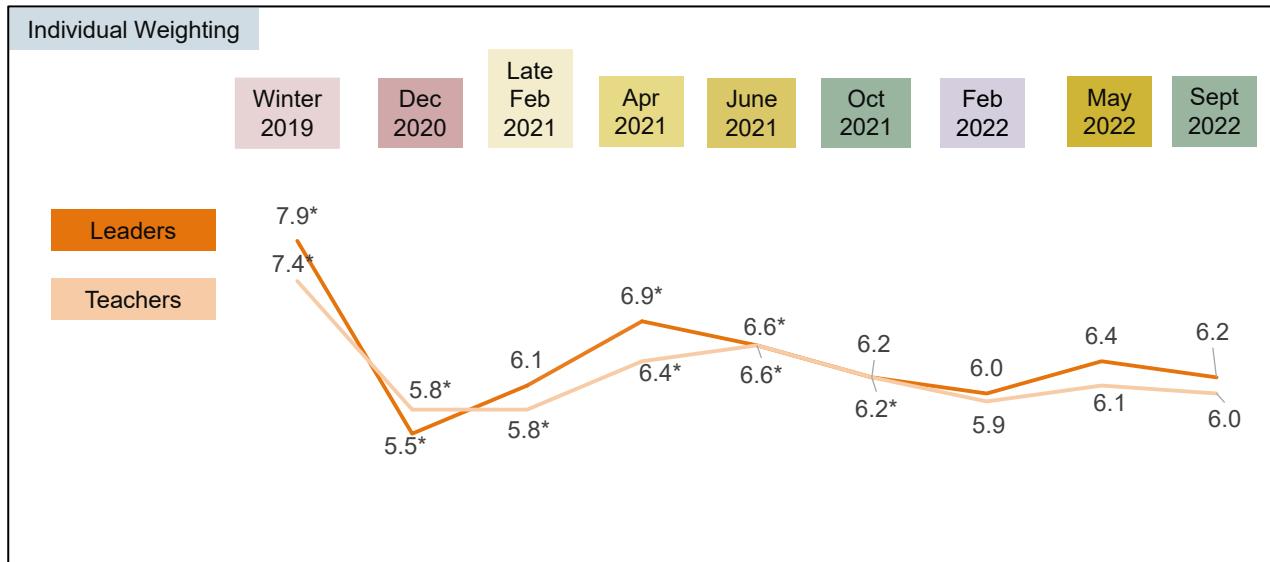
Source: School and College Panel, September 2022 survey, N1: Panel B Leaders and Secondary Teachers, All Primary Teachers (n=1,998)., May 2022 survey N1: All Leaders and Teachers (n=2,395). February 2022 survey I1_1 (n=2,816). October 2021 survey C1_1 (n=1,888). June 2021 survey A1_1 (n=1,876). April 2021 survey C1_1 (n=2,159). Late Feb 2021 survey F6_1 (n=2,580). December 2020 survey H1_1 (n=1,012). Winter 2019 survey T5_1 (n=1,815). * Indicates a significant difference between highlighted wave and September 2022.

Worthwhileness of daily tasks

Using the same 0 to 10 scale as that detailed above, leaders and teachers were asked about the extent to which they feel the things they do in their life are worthwhile (Figure 42).

Almost seven-in-ten (68%) leaders and teachers reported feeling that the things they did in their life were worthwhile. This response was more likely among leaders than teachers (72% of leaders gave a score of 7-10, compared to 67% of teachers).

September 2022 represents a slight decrease in the mean score given by leaders (7.3 vs. 7.4 in May 2022), and a slight increase for teachers (6.9 vs. 6.8 in May 2022) (these are not statistically significant differences).

Figure 42. Extent to which they feel the things they do in their life are worthwhile (mean score 0-10)
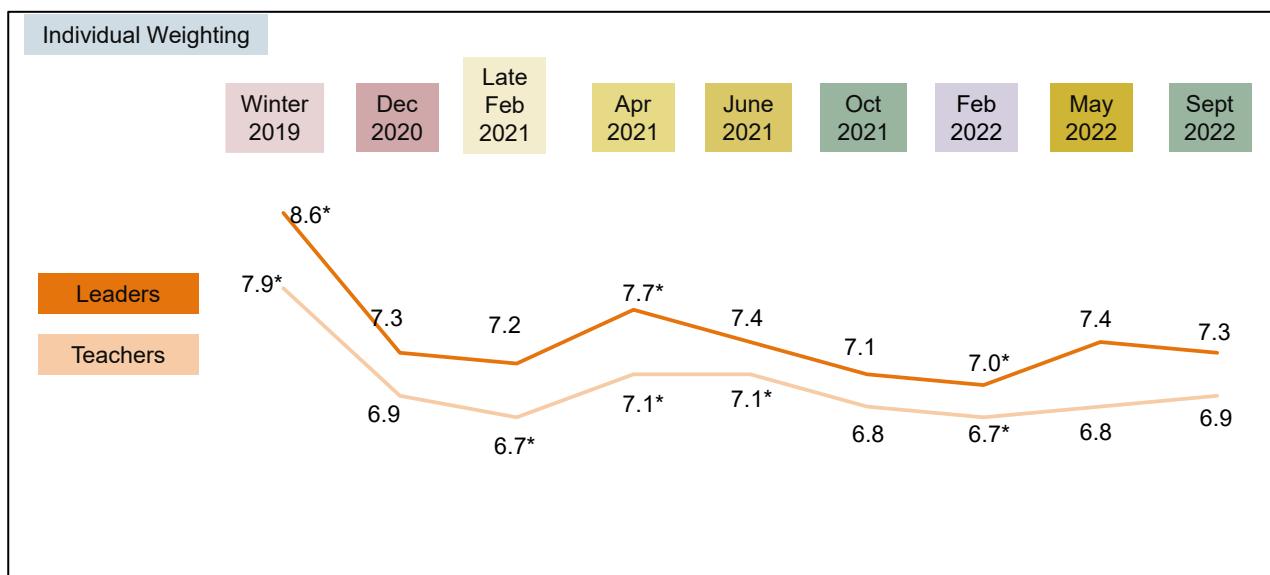
Source: School and College Panel, September 2022 survey, N2: Panel B Leaders and Secondary Teachers, All Primary Teachers (n=1,998). May 2022 survey N2: All Leaders and Teachers (2,395). February survey I2 (n=2,816). October 2021 survey C1_2 (n=1,888). June 2021 survey A1_2 (n=1,876). April 2021 survey C1_2 (n=2,159). Late Feb 2021 survey F6_2 (n=2,580). December 2020 survey H1_2 (n=1,012). Winter 2019 survey T5_2 (n=1,815). * Indicates a significant difference between highlighted wave and September 2022.

Happiness

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

Over half (56%) of leaders and teachers (52%) reported feeling happy in their previous day, with almost a quarter (23%) reporting low levels of happiness. The mean happiness rating was 6.2; this was higher for leaders (6.4) than teachers (6.2).

In September, there was a downward turn in leaders' reported mean happiness levels (6.4 vs. 6.6 in May 2022), with teachers' maintaining at 6.2 (these are not statistically significant differences).

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Figure 43. How happy they felt yesterday (mean score 0-10)
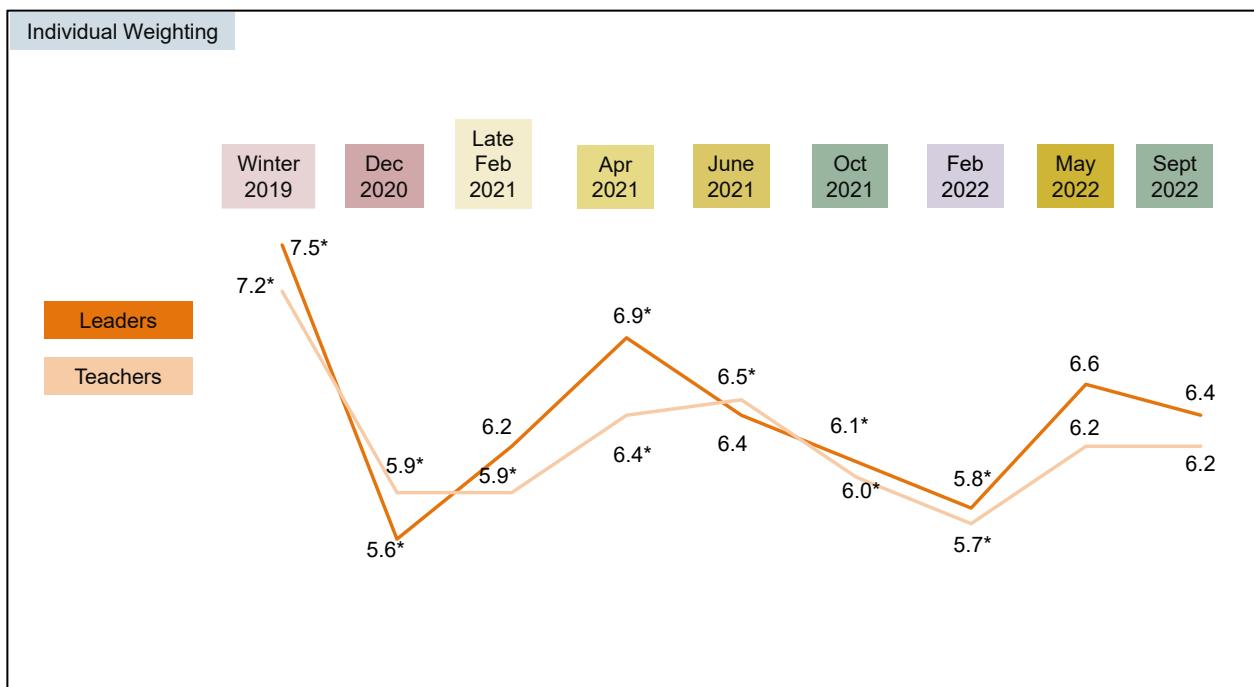
Source: School and College Panel, September 2022 survey, N3: Panel B Leaders and Secondary Teachers, All Primary Teachers (n=1,998). May 2022 survey N3: All Leaders and Teachers (2,395). February 2022 survey I3 (n=2,816). October 2021 survey C1_3 (n=1,888). June 2021 survey A1_3 (n=1,876). April 2021 survey C1_3 (n=2,159). Late Feb 2021 survey F6_3 (n=2,580). December 2020 H1_3 survey(n=1,012). Winter 2019 survey T5_3 (n=1,815). * Indicates a significant difference between highlighted wave and September 2022.

Teachers from schools with the lowest proportion of pupils eligible for FSM were more likely to report high or very high levels of happiness (59% vs. 51% overall).

Anxiety

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

Over four-in-ten (42%) leaders and (43%) teachers reported a high level of anxiety in their previous day. Around a third overall (36%) reported low or very low degrees of anxiety, with leaders more likely to report this than teachers (40% vs. 36%, respectively). The mean anxiety rating was 4.6, with no significant difference between leaders (4.4) and teachers (4.7).

As shown in Figure 44, there has been a slight fall in mean anxiety levels in September 2022 compared to the previous few waves. Levels are still substantially higher than in Winter 2019, before the pandemic (3.6 for both), but represent one of the lowest ratings since this point.

Figure 44. Level of anxiety yesterday (mean score 0-10)
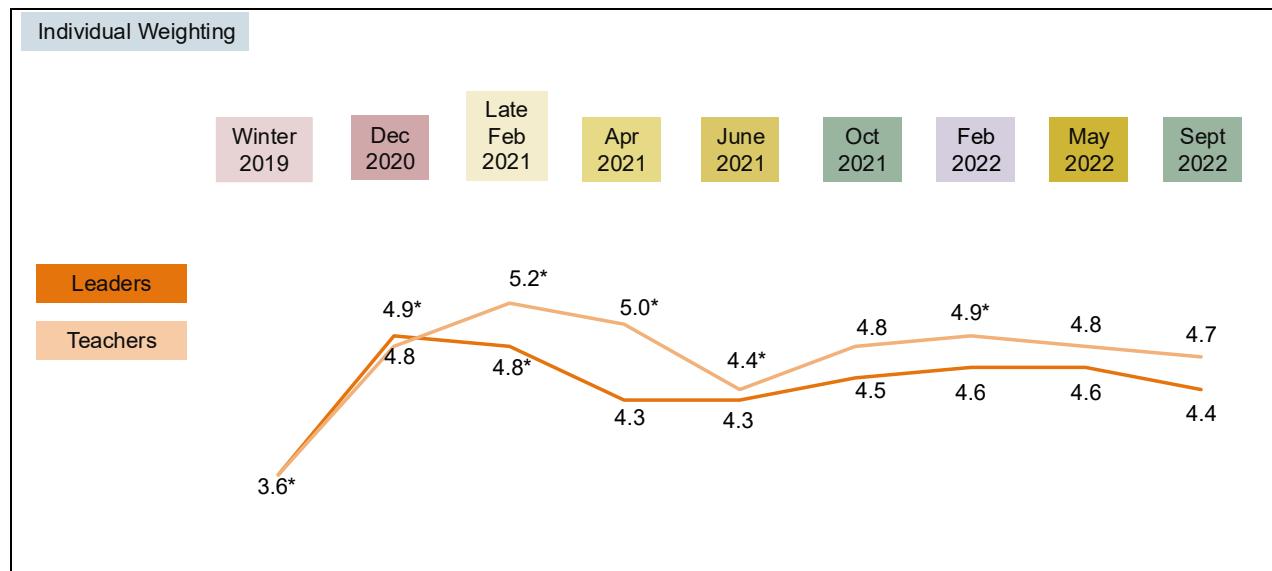
Source: School and College Panel, September 2022 survey, N4: Panel B Leaders and Secondary Teachers, All Primary Teachers (n=1,998). May 2022 survey N4: All Leaders and Teachers (2,395). February 2022 survey I4 (n=2,816). October 2021 survey C2 (n=1,888). June 2021 survey A2 (n=1,876). April 2021 survey C2 (n=2,159). Late Feb 2021 survey F4 (n=2,580). December 2020 survey H2 (n=1,012). Winter 2019 survey T6 (n=1,815). * Indicates a significant difference between highlighted wave and September 2022.

Phase had no significant bearing on the mean anxiety score, but secondary leaders were more likely to report low or very low degrees of anxiety than those in primaries (46% vs. 37% for primary).

Annex

The below table contains the topics that were asked in September 2022, alongside the relevant section of the data tables where these can be found.

Table 2. Topics covered in the September wave, alongside the relevant section in the data tables

Table section	Topic
Section B	Tutoring
Section D	Workloads and recruitment
Section E	Diversity
Section F	NPQs
Section G	Musical instruments
Section H	Knife crime
Section I	Levelling Up Paper
Section L	Support for learners with SEND
Section M	Childcare provision
Section N	Wellbeing
Section O	Cost of living
Section P	Challenges facing schools

Table 3. The ONS wellbeing measures and their bandings

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