COVID-19 School Snapshot Panel

Findings from the late February survey

March 2021

IFF Research Ltd

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Executive Summary

This report presents findings from the second wave of the School Snapshot Panel (run in late February 2021), a new panel run by IFF Research on behalf of the Department for Education.

This wave covered key issues affecting schools during the COVID-19 pandemic, including:

- Remote education;

- Support for pupils with SEND; and

- Staff mental health and wellbeing.

A note on the reporting

The report covers questions asked about the individual experiences of leaders and teachers, and others asked of leaders at the school level.

Two types of weighting were applied to the data, depending on whether questions were asking for school-level or individual-level answers from leaders and teachers. Where responses from 'leaders', 'teachers' or 'leaders and teachers' are referred to in the report, individual-level weighting has been applied. Where responses from 'schools' are referred to, leaders have answered the survey question and a school-level weighting has been applied. Further detail on the weighting approach can be found in the methodology section.

Findings from each wave should be interpreted in the context of guidelines in place at that time. During February 2021, a national lockdown was in place and only children of key workers and vulnerable children were able to attend schools.

Caution should be taken when comparing results between waves as any changes and patterns may be impacted by the guidelines in place at each timepoint.

In the late February survey leading practitioners are, for the purposes of survey routing and reporting, classed as 'teachers'. This should be noted as a methodological change from previous waves of the survey where leading practitioners were classed as 'leaders'.

Remote education

In late February 2021, schools were asked if remote education had affected the range or depth of subjects taught. Overall, 12% reported delivering a reduced range of subjects and a further two-thirds (67%) reported that they were delivering the same subjects but in

less depth. Schools most commonly reported that this affected design and technology (51%) and music (48%). In comparison, few of these schools said maths or English were affected (both 8%). In line with findings from schools as a whole, 70% of individual teachers surveyed reported that they were covering a reduced amount of content remotely.

Leaders and teachers were also asked about barriers to remote education. Across both primary and secondary schools the two most common barriers were pupil motivation (mentioned by 97% of leaders and teachers as a barrier to home learning to at least a small extent) and pupil resources for home learning (95% of leaders and teachers reported this a barrier to at least a small extent).

Schools were asked the minimum number of hours of work they aim to set per day for pupils learning remotely. Reflecting government guidance, the vast majority of primary schools reported that they aim to set 3-4 hours of work per day for pupils in key stages 1 and 2 (92% and 86% of schools teaching each key stage respectively) and the vast majority of secondary schools reported that they were setting 5 or more hours per day for pupils in key stage 3 and 4 (85% and 91% of schools teaching each key stage respectively).

Relationships, Sex and Health Education (RSHE)

Schools were asked if they had been able to teach any of the statutory RSHE curriculum remotely. Almost half (48%) of primary schools and 29% of secondary schools had not been able to teach any of the curriculum remotely. Schools that had been able to teach the curriculum remotely typically reported reduced coverage, with only 13% of secondary schools reporting they had taught the sex education part of the curriculum remotely.

Secondary schools were much more likely than primary schools to report they were not teaching the RSHE curriculum remotely because they did not think it was appropriate (74% vs. 55%).

SEND and transition to post-16 education

Nearly three-quarters (73%) of schools agreed they were able to effectively support pupils with SEND, while 14% disagreed. These findings were similar across primary and secondary schools.

Of those who said they could not effectively support pupils with SEND, the main barrier, reported by 87% of schools, was difficulty providing the level of remote teaching and task differentiation needed for these pupils. Around six-in-ten schools also reported lack of access to specialist services or professionals (62%), and that the COVID-19 restrictions

they have been required to make in school limit how they can provide support to pupils with SEND (59%).

Almost half (49%) of secondary teachers felt they could not support pupils with SEND to transition to post-16 education well compared with only 30% for pupils without SEND.

Attendance of vulnerable young people

Schools were asked to indicate in an open-text question what additional support they need from DfE to help ensure good attendance of vulnerable young people after the wider opening of schools to all pupils. The most common support needs were around access to external support services, clear guidance to parents setting out expectations and consequences of attending and not attending school and a clear and consistent message that it is safe to return to school. The need for additional funding was also commonly cited, both to ensure the school has sufficient trained staff to support vulnerable children and deal with attendance issues, and also for non-staffing resources such as transport costs and breakfast clubs.

Workforce

Workload

Leaders and teachers were asked whether they were spending more or less time on a set list of tasks in the beginning of the Spring term compared with the Autumn term.

The tasks leaders most frequently said they were spending more time on were keeping up to date with current COVID-19 guidelines (92%), supporting staff mental health (84%), and pastoral support (80%). Teachers most commonly reported increased time spent planning and preparing online lesson and resources (83%) and on general administrative work (66%).

Leaders and teachers were also asked whether their workload was more or less manageable than before the pandemic, or about the same. The majority of both leaders and teachers reported that their workload was less manageable, with leaders significantly more likely to say this (65%, compared with 58% of teachers). Headteachers were the most likely to report their workload had become less manageable (71%).

Early career framework (ECF) reforms

Leaders and teachers were asked whether, before the survey, they had heard of the ECF reforms, a funded package of support for new teachers in their first two years. Almost half (48%) of leaders reported they had heard of the reforms, compared with 12% of teachers.

Career progression

Leaders and teachers were asked where they expected to be in 12 months' time. Almost three-fifths (57%) of leaders and teachers expected to remain in their current position at their school. The most common intended move was to seek promotion either within their school or at another school (18%). Five percent intended to leave the teaching profession entirely. Almost seven in ten (68%) of those who did not intend to stay in their current position reported that the COVID-19 pandemic had contributed to this decision.

Teacher Wellbeing

In line with findings from the December 2020 survey, in late February ONS measures of life satisfaction, worthwhileness and happiness for leaders and teachers remained low compared to pre-pandemic measures. In late February, 43% of leaders and teachers reported they were satisfied with their life (a rating of 7-10), while 28% were dissatisfied (a rating 0-4). The number reporting they were anxious continued to rise from previous surveys (54% late February 2021 vs. 46% in December 2020).

Leaders and teachers were asked how satisfied they were with their job. Leaders were more likely to report satisfaction with their job (62%) than teachers (55%).

Leaders and teachers were also asked if they have had to take time off work since the start of the academic year, due to burnout or mental health issues caused by or related to the pandemic. Overall, 7% of leaders and 10% of teachers reported they had taken time off for this reason.

Pupil Mental Health and Wellbeing

Leaders and teachers were asked whether they or staff in their school had received any new or additional training on pupil mental health since September 2020. The majority of schools (76%) reported that some or all of their staff had received new or additional training on pupil mental health; a further 14% reported they would have welcomed additional training but indicated that it was not available. Thirty-five percent of individual teachers surveyed reported they had undertaken new or additional training since September 2020 (an increase from 29% in the December wave). Two-fifths (41%) of teachers reported they would have welcomed new or additional training on pupil mental health, but this had not been offered to them.

Wraparound care

Prior to the COVID-19 pandemic, 80% of primary schools offered daily supervised wraparound childcare; 71% intended to offer this when schools reopened.

Around three-quarters (76%) of primary schools that intended to offer wraparound childcare when schools reopened expected to run this at the same capacity as they had done in the Autumn term. One fifth (20%) expected this to be at reduced capacity and a small number (3%) expected to offer this with an increased capacity.

Introduction

This report details findings from the late February 2021 (mid-Spring term) wave of the newly formed School Snapshot Panel, a panel of leaders and teachers sampled from the Schools Workforce Census to provide rapid feedback to the Department for Education.

The five-minute survey covered a range of topical issues in education during the closure of schools in early 2021 due to the COVID-19 pandemic.

Methodology

The School Snapshot Panel consists of a group of leaders and teachers that have agreed to participate in short, regular, research surveys on topical issues in education. Leaders and teachers agreed to be part of the panel in late 2020 and early 2021.

The survey was administered online, and the fieldwork period was one week, from 24th February to 3rd March 2021. Leaders and teachers received an email invite and up to two reminder emails if needed.

The tables below show the response rate for the survey for leaders and teachers by school phase.

Table 1. Response rate by key group

	Primary Leaders	Secondary Leaders	Primary Teachers	Secondary Teachers
Starting sample	1,382	659	1,111	1,028
Complete surveys	819	359	729	673
Response rate	**59%**	**54%**	**66%**	**65%**

In the late February survey leading practitioners[1] are, for the purposes of survey routing and reporting, classed as teachers (whereas in previous waves of the survey they were classified as leaders). In this wave a total of 102 respondents were leading practitioners.

This means that the 'leaders' category consists exclusively of headteachers, deputy headteachers and assistant headteachers.

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[1] Respondents self-identified as 'leading practitioners' in the recruitment survey. A leading practitioner is a qualified teacher in a post where their primary purpose is to model and lead improvement of teaching skills, for example training new teachers and/or acting as a leading authority on a subject within their school.

Weighting

Two types of weighting were applied to the survey data, depending on whether questions asked for school-level or individual-level answers from leaders and teachers.

School-level weighting

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

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

Teachers / individual weighting

For the analysis on a teacher rather than a school base, the responses from leaders and classroom teachers were combined and weighted together to the overall population of teachers. The population data for the teachers' weighting was taken from the Schools Workforce Census based on November 2019 data (the most current available data).

Interpreting the findings

Data presented in this report is from a sample of senior leaders and teachers rather than the total population of leaders and teachers. Although the leader sample and the teacher sample have been weighted to be nationally representative (by school type and by teacher demographics), the data is still subject to sampling error. The extent of sampling error depends on the sampling approach (the closer it is to a random sample the less the sampling error), the sample size (the larger the sample the lower the likely sampling error) and the survey result (the closer to 50% the less confident statistically we are in the finding).

Given the sample size in the research (2,580), statistically we can be 95% confident that for a survey finding of 50% based on all respondents, the 'true' value (if all leaders and teachers had answered rather than a sample of 2,551) lies within a +/- 1.9% range of this figure (i.e. 48.1% - 51.9%). Results based on a sub-set of schools interviewed are subject to a wider margin of error. For example, for results among school leaders, we can be 95% confident that for a survey result of 50% the sampling error is +/- 2.7%.

Differences between sub-groups and previous waves are only commented on in the text if they are statistically significant at the 95 percent confidence level, unless otherwise stated, i.e. statistically we can be 95% confident that the differences are 'real' differences and not a result of the fact that the findings are based on a sample of schools rather than a census of all schools

Free School Meal (FSM) entitlement is used as a proxy for deprivation levels at the school. All schools in England were listed in ascending order of the proportion of their pupils that are entitled to FSM. This ordered list was then split into five equal groups (or quintiles). Quintile 1, which is referred to as the 'lowest proportion' throughout the report, represents the schools with the lowest proportion of pupils entitled to FSM. This group thus equates to the schools with the least disadvantaged/deprived pupil population. The proportion of pupils entitled to FSM increases progressively as the quintiles increase. Schools in the 'highest proportion' quintile (quintile 5), represent the schools with the highest proportion of pupils entitled to FSM, i.e. having the greatest level of disadvantage in the local population. In the report, significant differences tend to be tested between schools with the lowest proportion of FSM pupils and schools with the highest proportion of FSM pupils.

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

In this report there is occasional reference to findings from the COVID-19 School Snapshot survey. This sought to understand the opinions of leaders and teachers in primary and secondary schools on a range of educational topics in May 2020 while

schools were first closed to the majority of students during the coronavirus (COVID-19) outbreak. The survey adopted a random sampling approach to select schools from the eligible population.[2] Roughly 800 leaders and 1,000 teachers took part in the survey each wave.

Reference may also be made to the DfE Panel of School Leaders and Teachers (July, September and December 2020). This was a panel of roughly 3,500 leaders and teachers developed from the School Snapshot Survey. Participants who took part in the Winter 2018, Summer 2019 and Winter 2019 waves of the School Snapshot Survey were invited to be part of the School Snapshot panel.

The difference in sampling methodology between the School Snapshot Panel and the two data sources highlighted above means that caution should be taken when comparing results from School Snapshot Panel questions with those from the School Snapshot Survey and the Panel of School Leaders and Teachers.

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[2] Mainstream local authority-maintained and academy schools, in primary and secondary settings.

Remote education

Whilst schools were closed to most pupils in early 2021, remote education was a key priority for schools, enabling teachers to continue educating pupils whilst they were at home. This section of the report looks at the range and coverage of subjects that teachers have been able to deliver remotely, the barriers to delivering remote education, and the average number of hours per day pupils have been expected to work remotely.

Coverage of subjects through remote education

Schools were asked if they had been able to deliver the same range of subjects remotely compared to when most pupils were physically attending school. The majority of schools reported that they were either delivering a reduced range of subjects (12%) or delivering the same range of subjects but to less depth (67%). As shown in Figure 1, primary schools were much more likely than secondary schools to say they could not deliver the same range (13% vs. 3% of secondary) or that they were delivering the same range of subjects but in less depth (70% vs. 51%). Almost half of secondary schools indicated that they were delivering the same range of subjects and to the usual depth (46%).

Figure 1. Whether schools have been able to the same range of subjects through remote education
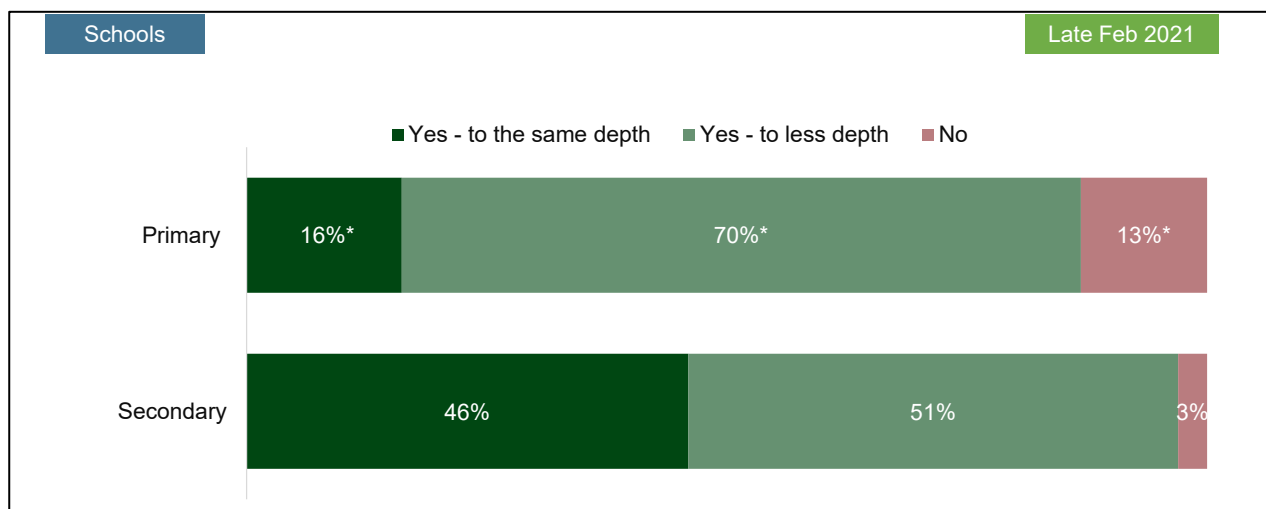
Source: School Snapshot Panel, Late February 2021 survey. A1: All leaders (n=1,178). Don't know and not providing remote education answer options are not charted (equating to <1% of responses). * Indicates a statistically significant difference between primary and secondary schools.

Leaders whose schools were not delivering the same range or depth, were asked which subjects were being deprioritised or taught to less depth. As shown in Figure 2, the subjects most impacted by remote delivery were design and technology (51%), music

(48%), art (38%), PE (37%), drama (34%) and computing (32%). Few said English or maths were affected (each 8%).

Figure 2. Subjects deprioritised or being taught in less depth because of remote education

	Schools		Late Feb 2021
Design and Technology			51%
Music			48%
Art			38%
PE			37%
Drama			34%
Computing			32%
RE			23%
Food			23%
Science			20%
RSHE			20%
History			14%
Geography			14%
Business Studies			12%
Classics			11%
Mathematics			8%
English			8%
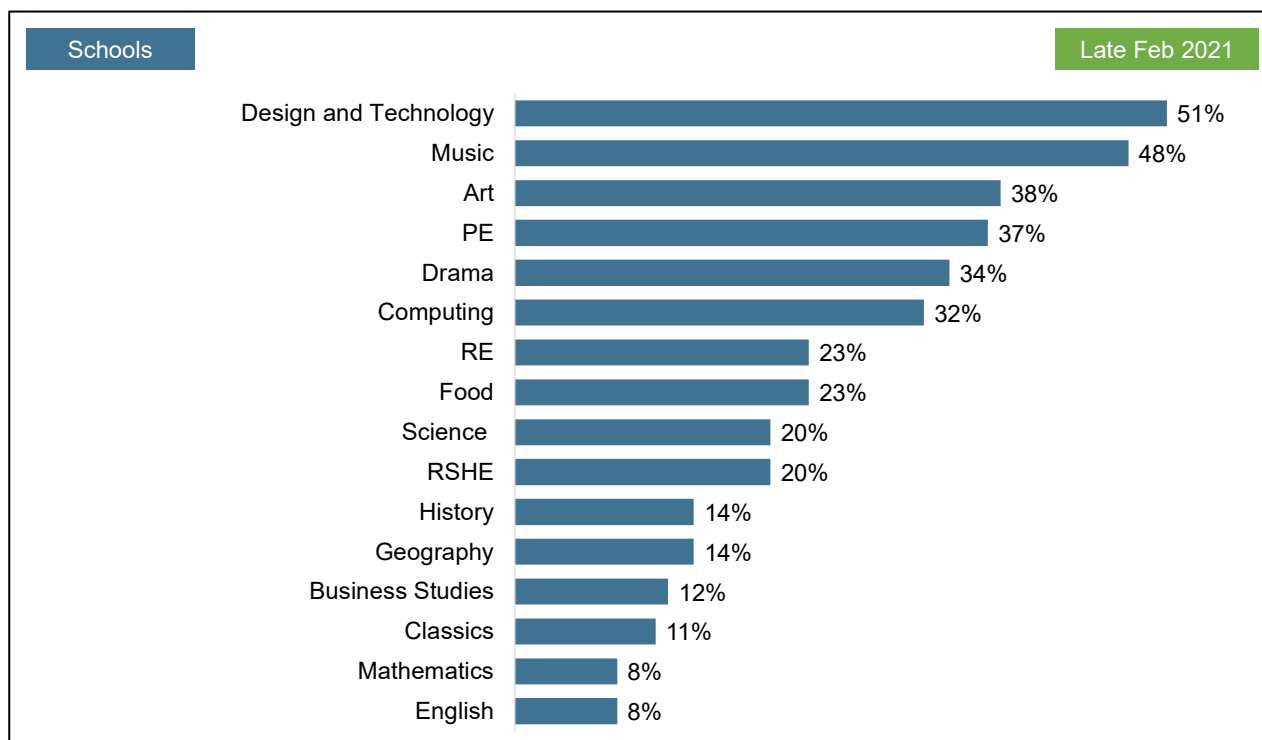
Source: School Snapshot Panel, Late February 2021 survey. A2: All leaders not delivering the same range of subjects, or delivering them but to less depth (n=876). Responses fewer than 5% are not charted.

Primary schools were more likely than secondary schools to report reduced teaching of STEM subjects (70% vs. 41%), humanities (47% vs. 20%) music (50% vs. 33%) and art (40% vs. 26%) amongst others[2]. Secondary schools were more likely than primary to report reduced teaching of PE (58% vs. 34%).

Teachers were asked a slightly different question to leaders regarding whether they were able to cover the *same amount of content* remotely, compared to when pupils physically attend school. The majority of teachers (70%) reported they were covering a reduced amount of content. These results were similar for primary (70%) and secondary teachers (69%). Around a fifth (22%) of teachers reported they could deliver the same amount of content remotely, and 7% reported they were delivering more content. Secondary teachers were slightly more likely than primary to be delivering more content remotely (8% vs. 6%).

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[2] List of subjects not exhaustive. Only differences over 10% listed.

Barriers to remote education

All leaders and teachers were asked about the extent to which a series of factors represented a barrier to remote education for their pupils (see Figure 3).

Pupil motivation was seen as the biggest barrier to remote education, with 97% of leaders and teachers reporting this as a barrier to at least a small extent and 32% saying it was a barrier to a great extent. Pupil resources for home learning and parental support were also common barriers, reported as a barrier to at least a small extent by 95% and 93% of leaders and teachers respectively. Leaders were also asked the extent to which financial constraints were a barrier to remote education: almost three-quarters (72%) felt this was a barrier to at least a small extent, with 11% saying this was a barrier to a great extent.

In comparison, staff confidence using technology and staff access to sufficient connectivity/devices at home were less commonly cited as barriers (54% and 46% respectively). Teachers were also asked the extent to which support from school leadership was a barrier to delivering remote education. The majority (67%) reported this was not an issue at all, and only 3% of teachers reported this as a barrier to a 'great extent'.

Figure 3. Extent to which the following factors were considered barriers to remote education by leaders and teachers
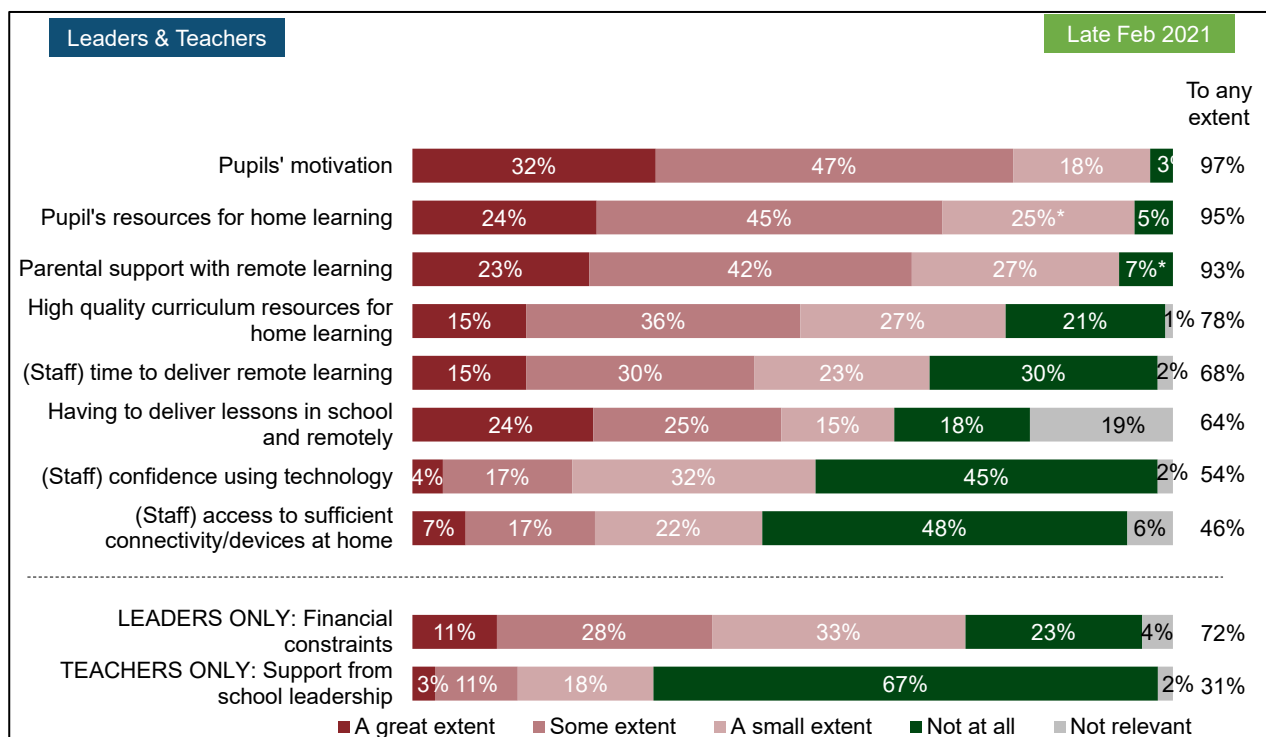
Secondary leaders and teachers were more likely than those in primary school to consider pupil motivation to be a barrier to a great extent (37%, compared with 27% of primary leaders and teachers). Primary leaders and teachers were significantly more likely to report the following factors as barriers to delivering remote education to a great extent:

- Having to deliver lessons to pupils in school and remotely at the same time (31% vs. 17%)

- Having high quality curriculum resources for home learning (21% vs. 9%)

- Having time to deliver remote learning (20% vs. 10%)

- Parental support with home learning (32% vs 14%).

Leaders and teachers at schools with the highest proportion of FSM were much more likely to describe parental support as a key barrier: 41% of leaders and teachers at schools with the highest proportion of FSM pupils considered this to be a barrier to a great extent, compared with 12% among schools with the lowest proportion.

Hours set for pupils not attending school

Schools were asked what the minimum number of hours of work they aim to set per day for pupils learning remotely (for the key stages taught in their school).

Reflecting government guidance,[3] the vast majority of primary schools reported that they aim to set 3-4 hours of work per day for pupils in key stages 1 and 2. Three-in-four primary schools that teach key stage 1 reported that they aim to set 3 hours of work per day (77%), and 77% of those that teach key stage 2 aim to set 4 hours of work per day. Similarly, the vast majority of secondary schools reported that they were setting 5 or more hours per day for pupils in key stage 3 and 4 (85% and 91% of schools teaching each key stage, respectively) – see Figure 4 for further details.

The mean number of hours set for pupils in each key stage was as follows:

- Key stage 1: 3 hours

- Key stage 2: 4 hours

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[3] https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance?utm_source=remote_education#remote-education

- Key stage 3: 5 hours

- Key stage 4: 5 hours

- Key stage 5: 5 hours

These findings mirror the number of hours work schools reported they set for pupils in key stages 1-4 in the early February survey.

Figure 4. Minimum number of hours of work schools aim to set per day for pupils not attending school
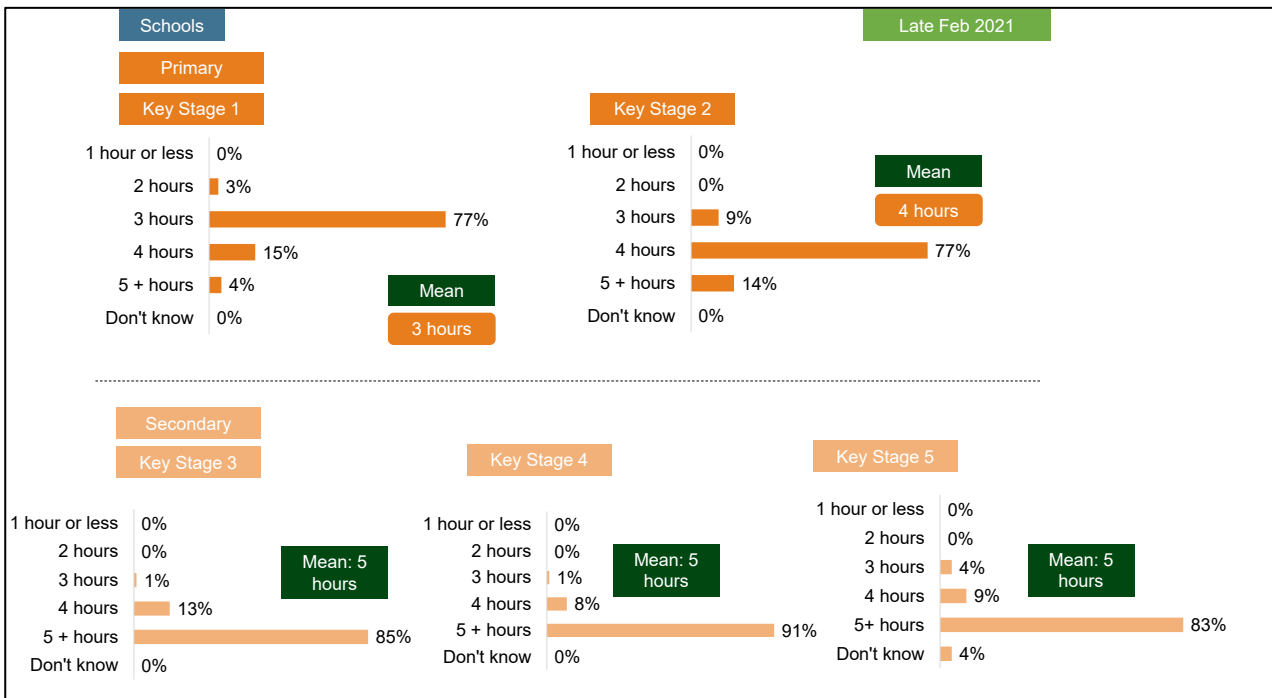
Source: School Snapshot Panel, Late February 2021 survey. A5: All schools that teach pupils in: key stage 1 (n=761); key stage 2 (n=770); key stage 3 (n=348); key stage 4 (n=338); key stage 5 (n=215).

Relationships, Sex and Health Education (RSHE)

Relationships, Sex and Health Education (RSHE) is a compulsory part of the curriculum which aims among other things to provide pupils with the skills to manage their mental health and wellbeing.

The law requires schools to provide some relationships, sex and health education to all secondary age pupils in the academic year 2020/21, and to provide some relationships and health education to all primary age pupils. Schools are also required to publish a Relationships and Sex Education (RSE) policy and to consult parents on this, online if face-to-face engagement is not possible.

Some schools may choose to focus this year's RSHE teaching on the immediate needs of their pupils, introducing a more comprehensive RSHE programme in September 2021. The intention is that RSHE teaching in the 2021/22 academic year, should seek to address any gaps in pupils' RSHE education this year.

As part of the late February survey, and in the context that the majority of pupils were learning remotely through January and February, schools were asked if they had been able to teach any of the statutory RSHE curriculum remotely. Almost half (48%) of primary schools and almost three in ten secondary schools (29%) had **not** been able to teach any of the curriculum remotely. Those that had were more likely to be teaching health and less likely to be teaching sex and relationships remotely. As shown in Figure 5, only 13% of secondary schools reported they had taught the sex education part of the curriculum remotely.[4]

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[4] Primary schools were not asked whether they had taught the sex education part of the curriculum remotely as sex education is not compulsory in primary schools. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.

Figure 5 Areas of the RSHE curriculum delivered remotely by schools
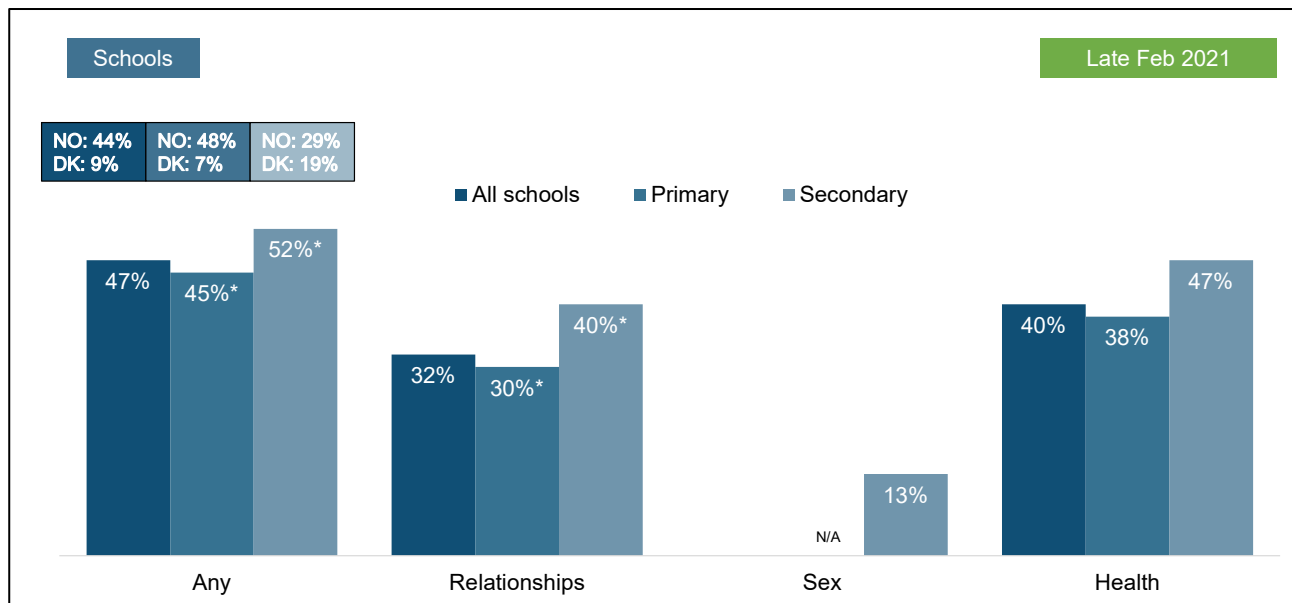
Source: School Snapshot Panel, Late February 2021 survey. C1/2: All schools (n=1,178).
*Indicates a statistically significant difference between primary and secondary schools.

All schools that were not delivering the RSHE curriculum remotely were asked why this was the case. Secondary schools were much more likely than primary schools to report this was because they did not think it was appropriate to teach remotely (74% vs. 55%). Primary schools were more likely to say their school simply had not started to teach the RSHE curriculum (41% vs. 18%).

Less common reasons for not teaching the RSHE curriculum remotely included: having to deprioritise it while teaching remotely (reported by 13% of schools not delivering RSHE remotely), planning to teach it later in the year / when schools reopen (8%) and still being in consultation with parents regarding the new curriculum (2%).

Supporting pupils with Special Education Needs (SEND)

This section looks at school support for pupils with special educational needs and disabilities (SEND), and the barriers to effectively supporting these pupils. It also looks at supporting year 11 pupils with SEND with transitioning to post-16 education.

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

- Have a significantly greater difficulty in learning than the majority of others of the same age, or

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

Supporting pupils with SEND

Schools were asked the extent to which they agreed that they had been able to effectively support pupils with SEND since the start of the 2020/21 academic year. Nearly three-quarters (73%) agreed, while 14% disagreed. Another 14% neither agreed nor disagreed. Findings were similar across primary and secondary schools.

Barriers to meeting the needs of pupils with SEND

Schools that felt they could not effectively support pupils with SEND since the start of the 2020/21 academic year were asked what they considered the barriers to be (Figure 7). The main barrier, reported by nearly nine-in-ten (87%) of those schools, was the difficulty of providing the level of remote teaching and task differentiation needed for these pupils. Around six-in-ten (62%) of those schools reported lack of access to specialist services or professionals, and that the COVID-19 restrictions they are required to make in school limit how well they can provide support pupils with SEND (59%).

Figure 6. Barriers to meeting the needs of pupils with SEND since the start of the 2020/21 academic year (prompted list)

| Schools | | Late Feb 2021 |

Barrier	Percentage
It's difficult to provide the level of remote teaching and task differentiation needed for these pupils	87%
Lack of access to specialist services or professionals	62%
The COVID-19 restrictions we are required to make in school limit how we can provide support to these pupils	59%
Staff are unable to simultaneously support a large number of pupils with differing needs	46%
Lack of capacity in the school workforce	40%
Pupils don't have access to appropriate equipment or technology to learn remotely	36%
Lack of expertise in the school workforce	9%
Lack of relevant Government guidance or advice	8%
Lack of parental engagement	5%
Other	7%

Source: School Snapshot Panel, late February 2021 survey. B2: Schools that disagree they can effectively support pupils with SEND (n=162).

Lack of access to specialist services or professionals was significantly more likely to be reported as a barrier by primary than secondary schools (66% vs. 45%). Pupils lacking access to appropriate equipment or technology was significantly more likely to be reported as a barrier for urban than rural schools (42% vs. 19%).

Supporting pupils with SEND with transition to post-16 education

Secondary teachers were asked how well they felt they can support current year 11 pupils with SEND to transition to post-16 education. Around a third (34%) felt they could support these pupils fairly well or very well, but almost half (49%) felt that they could not support these pupils. This compared to 60% of secondary teachers who felt able to support year 11 pupils without SEND to transition to post-16 education, and 30% feeling they could not support pupils without SEND pupils well.

Figure 7. How well secondary teachers feel they can support current year 11 pupils with SEND and year 11 pupils without SEND to transition to post-16 education

	Teachers				Late Feb 2021

Legend: ■ Very well ■ Fairly well ■ Not very well ■ Not well at all ■ Not sure

	Very well	Fairly well	Not very well	Not well at all	Not sure
Pupils with SEND	3%	31%	34%*	15%*	17%
Pupils without SEND	10%*	50%*	25%	5%	11%
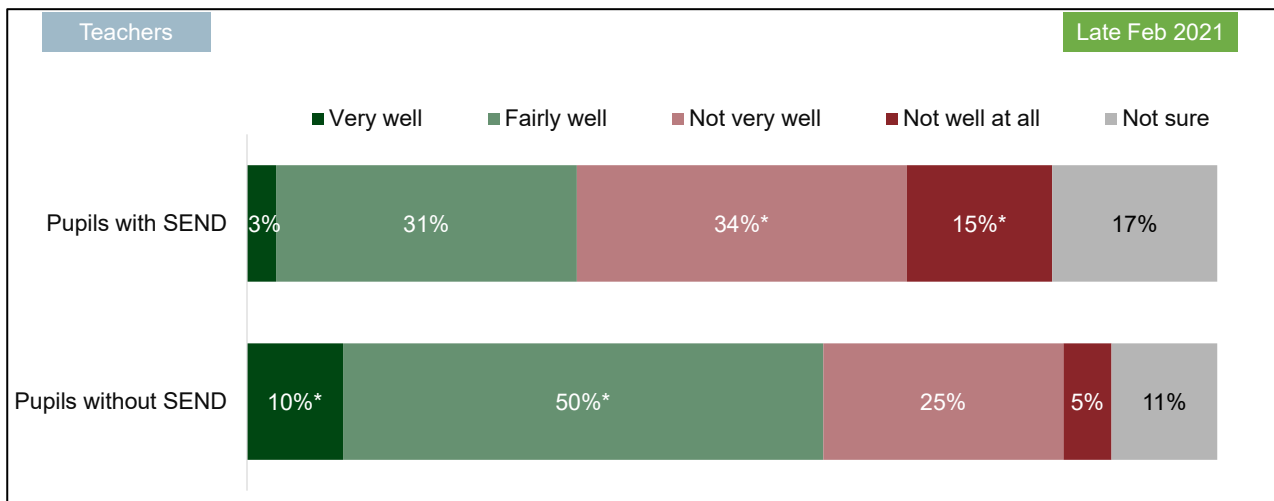
Source: School Snapshot Panel, late February 2021 survey. B3/B4: All secondary teachers (n=673) * Indicates a statistically significant difference.

Attendance

In early 2021, government guidance stated that only children of critical workers and vulnerable children or young people were eligible to physically attend school during the COVID-19 national lockdown.

Additional support needed to ensure good attendance of vulnerable young people

Schools were asked to indicate in an open-text question[5] what additional support they need from DfE to help ensure good attendance of vulnerable young people after the wider opening of schools to all pupils. The most common response was that they did not know what additional support they needed from DfE. Many schools also reported that they did not need any additional support from DfE. This was reported much more frequently by primary than secondary schools.

"No support required from the DfE, it is our relationships with pupils and parents that will support those who are anxious in returning to school."

Leader, primary school

External support services

Amongst schools who cited an additional support need, one commonly emerging theme was around more support from, or better access to, external support services. Lack of support and external support services was a particular concern for secondary schools. Schools reported needing access to a range of services such as counsellors, home visitors, CAMHS workers, social services and other welfare / pastoral support. They also highlighted the need for clear communication between schools and the various agencies.

"Support in bringing about better access to outside agency support such as CAMHS/Educational psychologists/speech and language therapists/play therapists etc. Capacity and waiting list issues more often than not mean that support is not targeted when it is most needed."

Leader, primary school

Clear and consistent messaging

Schools discussed the need for clear and consistent messaging from DfE that it is safe to return to school. This was not only for the vulnerable children and their parents to

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[5] Respondents were provided with an empty text box in which they were asked to write in their own words what support was needed.

encourage them to return, but also for staff to ensure that schools would have enough staff on site to support vulnerable children. Schools also discussed the need for clear guidance to be given to parents setting out the expectations and consequences of attending and not attending school. Schools varied in their opinion of the tone of this message, in particular regarding fines with some schools believing clear messages should be given to parents regarding fines, and others indicating that messaging should be more reassuring rather than 'threatening' parents of non-attending pupils with fines.

"Clear and consistent messaging to parent community - they will come into school if it is clear why they should now be coming back. The additional funding will of course be welcome in ensuring that appropriate interventions and support can be in place for them when they are back. Threatening them with longer school hours and shortened school holidays probably won't be very effective messaging for these students."

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Leader, secondary school

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Financial support

Another theme emerging from the responses was the need for funding and financial support. Schools, particularly secondary schools, reported needing financial support for non-staffing resources, such as transport costs or breakfast clubs. Schools also discussed needing additional funding to ensure they have sufficient trained staff to address attendance issues and support vulnerable children. In some cases this funding was needed to hire new or specialist staff or funding for training of existing staff. Some cited that the additional funding was needed to cover staff who were self-isolating.

A number of schools mentioned the need for 'catch-up funding' or other types of targeted funding which could be ring-fenced to support vulnerable children, highlighting how much of their original budget had been spent on COVID related items and measures.

"To support the children to the level we would wish would require more staff. Our budget for the next financial year will mean we will be facing massive staff redundancies therefore will have a skeleton staff to run our school. This will not lend itself to supporting any children to the best of our ability, never mind supporting children who are vulnerable."

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Leader, primary school

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Other, less commonly reported support needs discussed by schools included support and advice on staffing issues such as training staff or sourcing additional staff. A small number also suggested that vaccinations for staff and pupils may encourage attendance.

Risk assessment

Risk assessments form part of an employer's legal duty to take the steps needed to protect staff, students and others from COVID-19 within educational settings. These risk assessments should be regularly reviewed and adjusted as circumstances within educational settings and public health advice change.

The data highlights that nearly all schools are planning for and mitigating against risks in line with changes to school attendance.

When asked whether they had updated their risk assessment in light of current restrictions and the changes to school attendance for this term, almost all schools (97%) indicated that they had. Schools with the highest proportion of FSM pupils were more likely than schools with the lowest proportion of FSM pupils to have done so (100% vs. 94%).

Workforce

Workload

Workload reduction is a longstanding priority for the Department for Education. Leaders and teachers are likely to have experienced significant changes to their role during the coronavirus (COVID-19) pandemic that may have impacted on their workload. Leaders and teachers were asked questions to understand the impact of the pandemic on workloads. These included whether they were spending more or less time on specific tasks, and whether their overall workload had become more or less manageable than usual.

As leaders and teachers engage in different tasks in their day-to-day roles, this section addresses the changes to leaders' and teachers' workload separately. As the survey covered leaders' personal workload, rather than their views on the workload of teachers at their school (as has been the case in previous waves of the School Snapshot Survey), the leaders' section of the report is reported using teacher-based weighting.[6]

Leaders' workload in the context of COVID-19

Leaders were asked if they had spent more or less time on a list of tasks since schools were closed to most pupils in January 2021 compared to the Autumn term. As shown in Figure 9, the closure of schools to most pupils in January had a significant impact on leaders' workloads, and for all except one task, workloads had increased. The proportion saying time spent on tasks had increased compared with the Autumn term was particularly marked for: time spent on keeping up to date with current COVID-19 guidelines (92% of leaders reported an increase), supporting staff mental health (84%), pastoral support including communication with external organisations (80%), and general admin (76%). For each of these tasks 5% or less of leaders reported decreases.

The only task leaders reported spending less time on compared to the Autumn term was recording, inputting, monitoring and analysing data in relation to pupils' performance and for other purposes (33%, compared with 23% that reported they were spending more time on this).

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[6] See the Background section to the report for an explanation of this weighting.

Figure 8. The amount of time spent by leaders on specific tasks since schools closed to most pupils in January 2021, compared to Autumn term
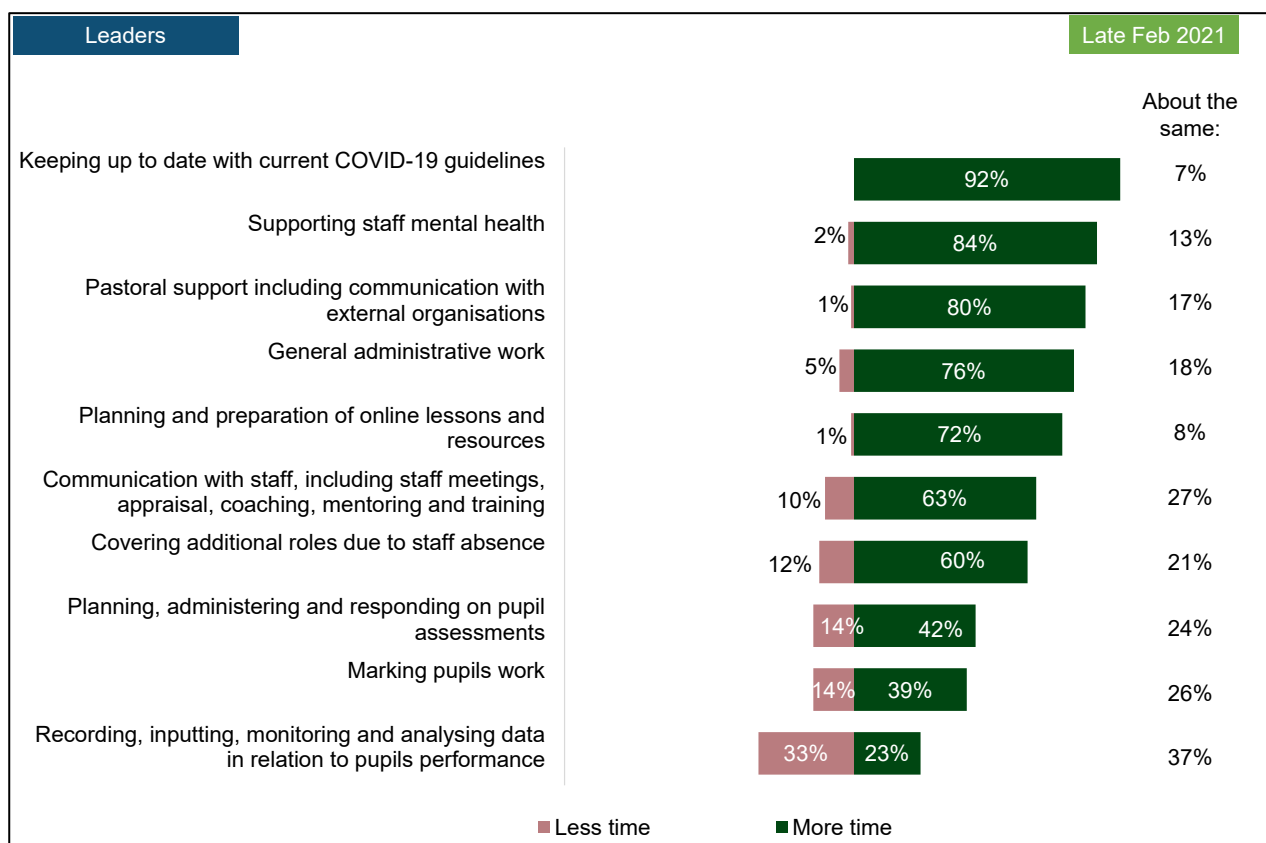
Source: School Snapshot Panel, late February 2021 survey. E2: All leaders (n=1,178).

Secondary leaders were significantly more likely than primary leaders to say that they spent *more time* on:

- Planning and preparation of online lessons and resources (80% vs. 68% of primary leaders)

- Marking pupils' work (48% vs. 33%)

- Planning, administering and responding to pupil assessments (55% vs. 34%)

- Recording, inputting, monitoring and analysing data in relation to pupils' performance and for other purposes (31% vs. 18%)

- Communication with staff (67% vs. 60%).

On the other hand, they were more likely than primary leaders to say they spent *less time* covering additional roles due to staff absence (19% vs. 8%).

Primary leaders were significantly more likely to say that they spent *more time* on:

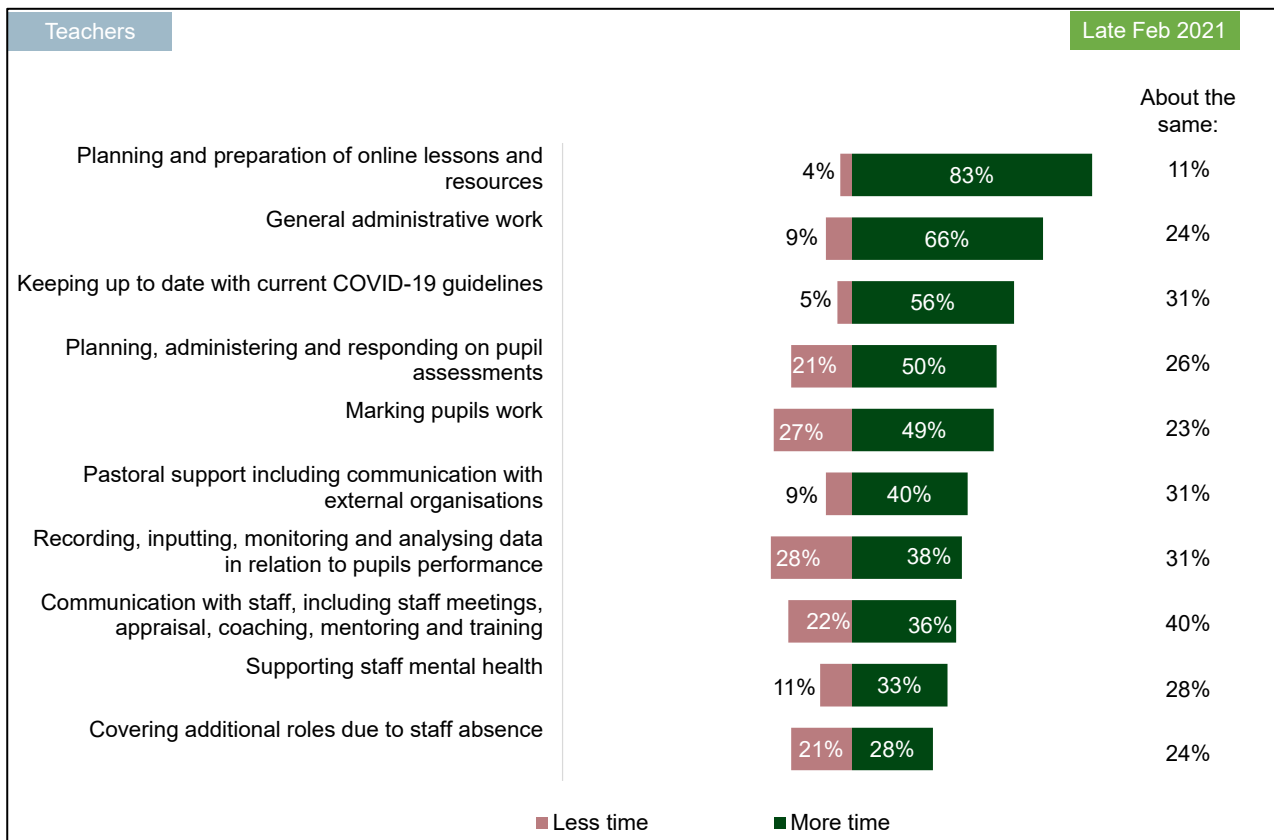- General administrative work (78% vs. 73% of secondary leaders)

- Covering additional roles due to staff absence (65% vs. 51%)

- Supporting staff mental health (88% vs. 78%)

- Pastoral support including communication with external organisations (83% vs. 75%).

Primary leaders were significantly more likely to say they spent *less time* on recording, inputting, monitoring and analysing data in relation to pupils' performance and for other purposes (42% vs. 18% of secondary leaders), and planning, administering and responding on pupil assessments (19% vs. 6%).

Teachers' workload in the context of COVID-19

Teachers were asked if they had spent more or less time on a similar list of tasks since schools were closed to most pupils in January 2021 than in the Autumn term. As shown in Figure 10, for all tasks most teachers reported spending more rather than less time on these tasks. Since schools closed to most pupils in January 2021, over half of teachers reported spending increased time on planning and preparing online lesson and resources (83%), general administrative work (66%) and keeping up to date with current COVID-19 guidelines (56%).

Figure 9. The amount of time spent by teachers on specific tasks since schools closed to most pupils in January 2021, compared to Autumn term

Teachers		Late Feb 2021
		About the same:
Planning and preparation of online lessons and resources	4% / 83%	11%
General administrative work	9% / 66%	24%
Keeping up to date with current COVID-19 guidelines	5% / 56%	31%
Planning, administering and responding on pupil assessments	21% / 50%	26%
Marking pupils work	27% / 49%	23%
Pastoral support including communication with external organisations	9% / 40%	31%
Recording, inputting, monitoring and analysing data in relation to pupils performance	28% / 38%	31%
Communication with staff, including staff meetings, appraisal, coaching, mentoring and training	22% / 36%	40%
Supporting staff mental health	11% / 33%	28%
Covering additional roles due to staff absence	21% / 28%	24%

Less time ■ More time

Secondary teachers were significantly more likely to say that they spent *more* time on marking pupils' work (56% vs. 41% of primary teachers), planning, administering and responding on pupil assessments (62% vs. 39%), and recording, inputting, monitoring and analysing data in relation to pupils' performance and for other purposes (51% vs. 25%). However, they were significantly more likely to say they were spending *less* time covering additional roles due to staff absence (32% vs. 10%).

Primary teachers were significantly more likely than secondary teachers to say that they spent *more* time on covering additional roles due to staff absence (37% vs. 18% of secondary teachers), supporting staff mental health (39% vs. 27%), and keeping up to date with current COVID-19 guidelines (62% vs. 50%).

Manageability of workload

Leaders and teachers were asked whether their workload was more or less manageable than before the pandemic, or about the same. The majority of both leaders and teachers said their workload was less manageable. Leaders were significantly more likely to say this (65%, compared with 58% of teachers).

Although this applied to a relatively small proportion of either group, teachers were significantly more likely than leaders to say that their workload was more manageable than before the pandemic (12%, compared with 5% of leaders). Just under a third (30%) of both leaders and teachers felt that their workload was about the same as before the pandemic.

Headteachers were significantly more likely than other leaders to report their workload had become less manageable (71%, compared with 60% of assistant and 63% of deputy headteachers). Leaders and teachers who have been in teaching for over 20 years were significantly more likely to say that their workload had become less manageable (65%, compared with 59% on average), while leaders and teachers who had been in teaching for less than two years (21%) or for two to five years (15%) were significantly more likely than average (11%) to say that their workload had become more manageable.

Early Career Framework Reforms

The Early Career Framework (ECF) reforms are a funded package of support for new teachers in their first two years. Leaders and teachers were asked whether they had heard of the ECF reforms prior to this survey. Overall, 17% had heard of the reforms, with this significantly higher among leaders (48%) than teachers (12%). Headteachers were the most likely than other leaders to have heard of the reforms (53%, compared with 40% of assistant headteachers).

Leaders and teachers in secondary schools were more likely than primary to have heard of the reforms (20% vs. 15%).

Future Career Plans

Leaders and teachers were asked where they expect to be in 12 months' time. Overall, 57% of leaders and teachers expected to remain in their current position. The most commonly intended move was to seek promotion either within their school or another school (18%). Five percent intended to leave the teaching profession entirely.

Figure 10. Where leaders and teachers expected to be in 12 months
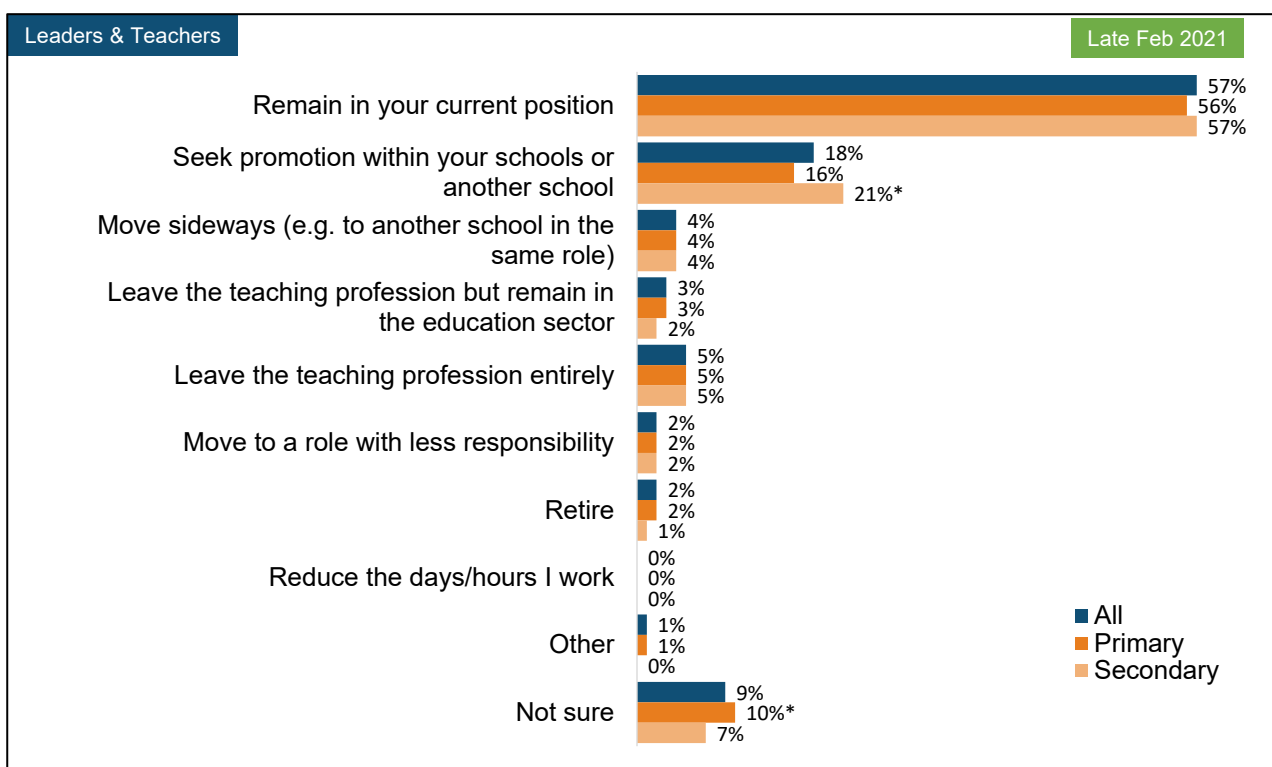
Source: School Snapshot Panel, Late February 2021 survey. F1: All Leaders and Teachers (n=2,580). * Indicates a statistically significant difference between primary and secondary leaders and teachers.

Leaders and teachers reported similar patterns for career intentions in the next 12 months.

Overall, 32% of leaders and teachers planned to move from their current position. These leaders and teachers were asked the extent to which the COVID-19 pandemic had

contributed to their intention to leave their position. Approximately two-thirds reported that the pandemic had impacted on their plan to change position (68%).

Teacher Wellbeing

Teachers were asked a series of ONS-validated questions[7] about personal wellbeing, including: their life satisfaction, the extent to which they feel the things they do in life are worthwhile, how happy they felt yesterday and their anxiety levels. They were also asked questions around their job satisfaction and future career plans.

Life satisfaction

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

In late February 2021, less than half of leaders and teachers were satisfied with their life, with 43% giving a positive score (between 7-10). Leaders were significantly more satisfied (48% gave a positive rating) than teachers (42%).

As shown in Figure 11, life satisfaction ratings were similar to December 2020, but have significantly decreased since leaders and teachers were asked this question in the Winter 2019 School Snapshot Survey, when satisfaction levels were at 72%.

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[7] Given the change in people's circumstances during the COVID-19 pandemic, and the timing of the Late February survey (February 2021) and the Annual Population Survey (March – June 2020), comparisons between the late February survey results and the general population are not explored.

Figure 11. Extent to which leaders and teachers were satisfied with their life
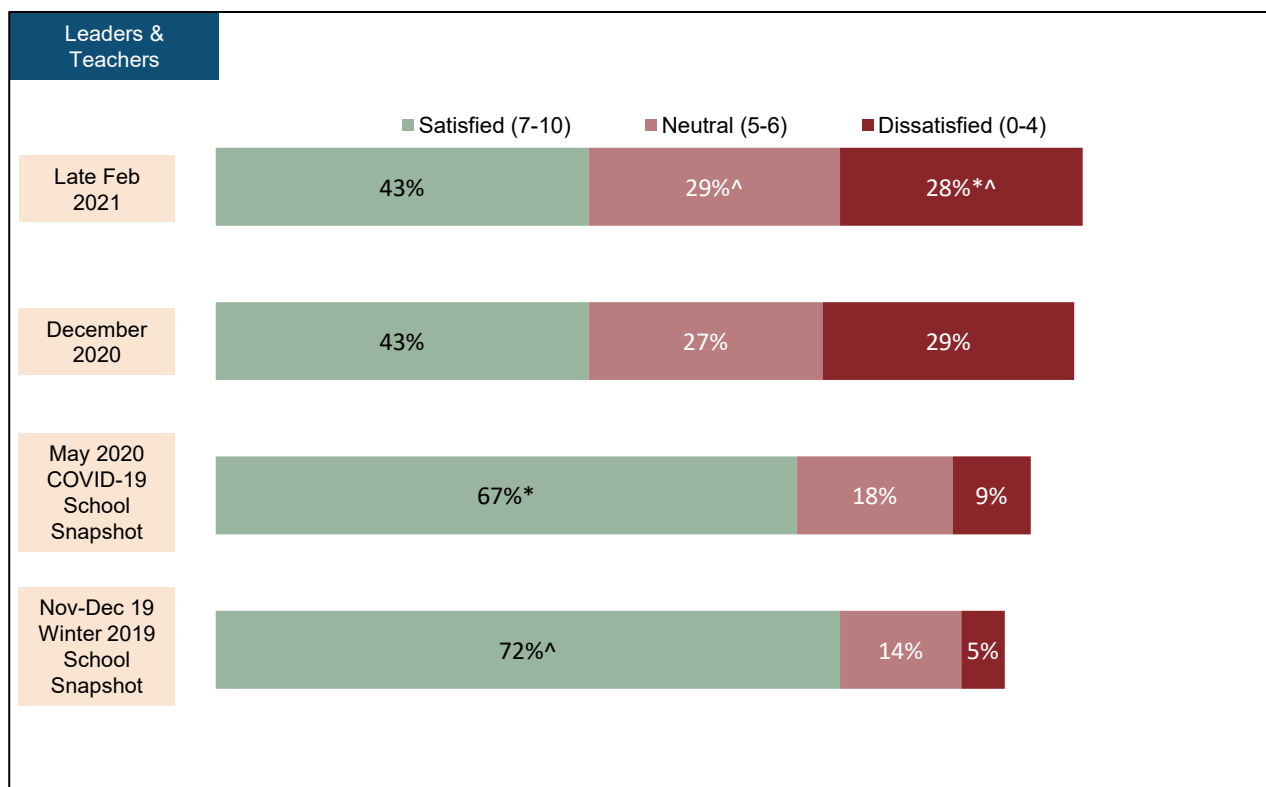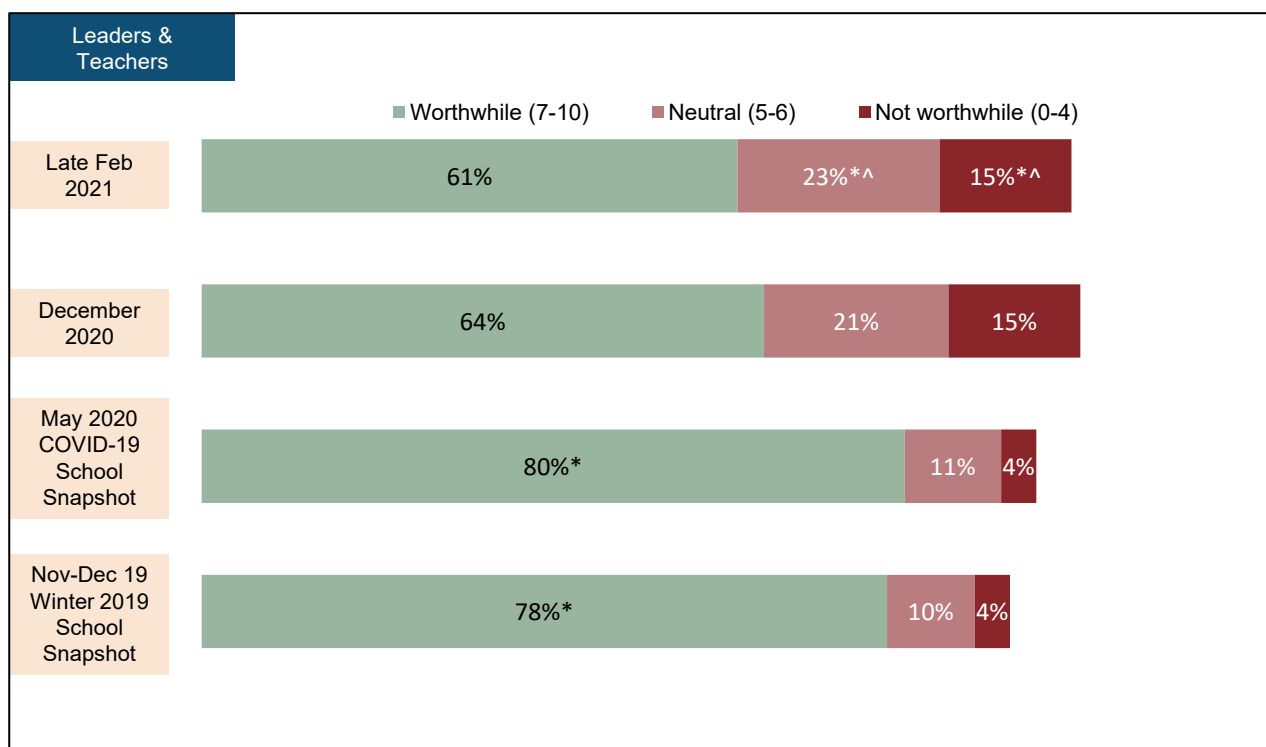

Source: School Snapshot Panel, Late February 2021 survey. F6_1: All Leaders and Teachers (n=2,580). December 2020 survey(n=1,012). COVID-19 School Snapshot (n=1,784). Winter 2019 School Snapshot (n=1,815). *Indicates statistical differences between COVID-19 survey and Late Feb 2021 survey. ^Indicates statistical differences between Winter 2019 survey and Late Feb 2021 survey.

Worthwhileness of life activities

Using the same 0 to 10 scale as life satisfaction, leaders and teachers were asked 'overall, to what extent do you feel that the things you do in your life are worthwhile?'.

In February 2021, three-fifths (61%) of leaders and teachers felt that the things they did in their life were worthwhile (giving a positive score between 7-10). Leaders (71%) were significantly more likely to give higher scores than teachers (59%). Although these results are consistent with those in December 2020, as shown in Figure 12, views of whether the things they do in their life are worthwhile have decreased significantly since the Winter 2019 School Snapshot Survey in November-December 2019, when 78% of leaders and teachers felt that the things they did in their life were worthwhile.

Figure 12. Extent to which leaders and teachers felt things they did in their daily life were worthwhile

Leaders & Teachers	Worthwhile (7-10)	Neutral (5-6)	Not worthwhile (0-4)
Late Feb 2021	61%	23%*^	15%*^
December 2020	64%	21%	15%
May 2020 COVID-19 School Snapshot	80%*	11%	4%
Nov-Dec 19 Winter 2019 School Snapshot	78%*	10%	4%

Source: School Snapshot Panel, Late February 2021 survey. F6_2: All Leaders and Teachers (n=2,580). December 2020 survey(n=1,012). COVID-19 School Snapshot (n=1,784). Winter 2019 School Snapshot (n=1,815). *Indicates statistical differences between COVID-19 survey and Late Feb 2021survey. ^Indicates statistical differences between Winter 2019 survey and Late Feb 2021 survey.
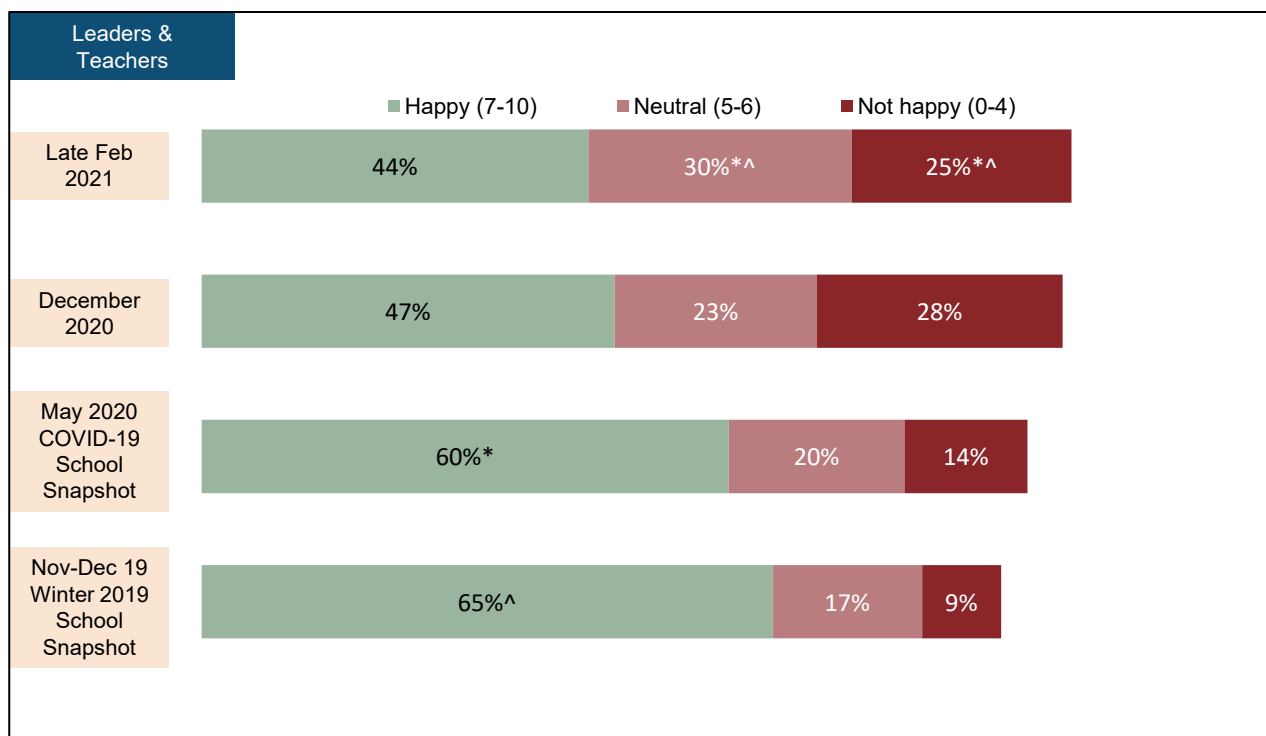
Happiness

Using the same scale, leaders and teachers were asked 'overall, how happy did you feel yesterday?'.

Overall, 44% reported that they were happy yesterday, with significantly more leaders (49%) than teachers (43%) reporting this. A quarter (25%) reported they were not happy yesterday.

As shown in Figure 13 this has significantly decreased since leaders and teachers were asked this question in November-December 2019 in the Winter 2019 School Snapshot Survey (when 65% reported being happy yesterday).

Figure 13. Extent to which leaders and teachers felt happy yesterday

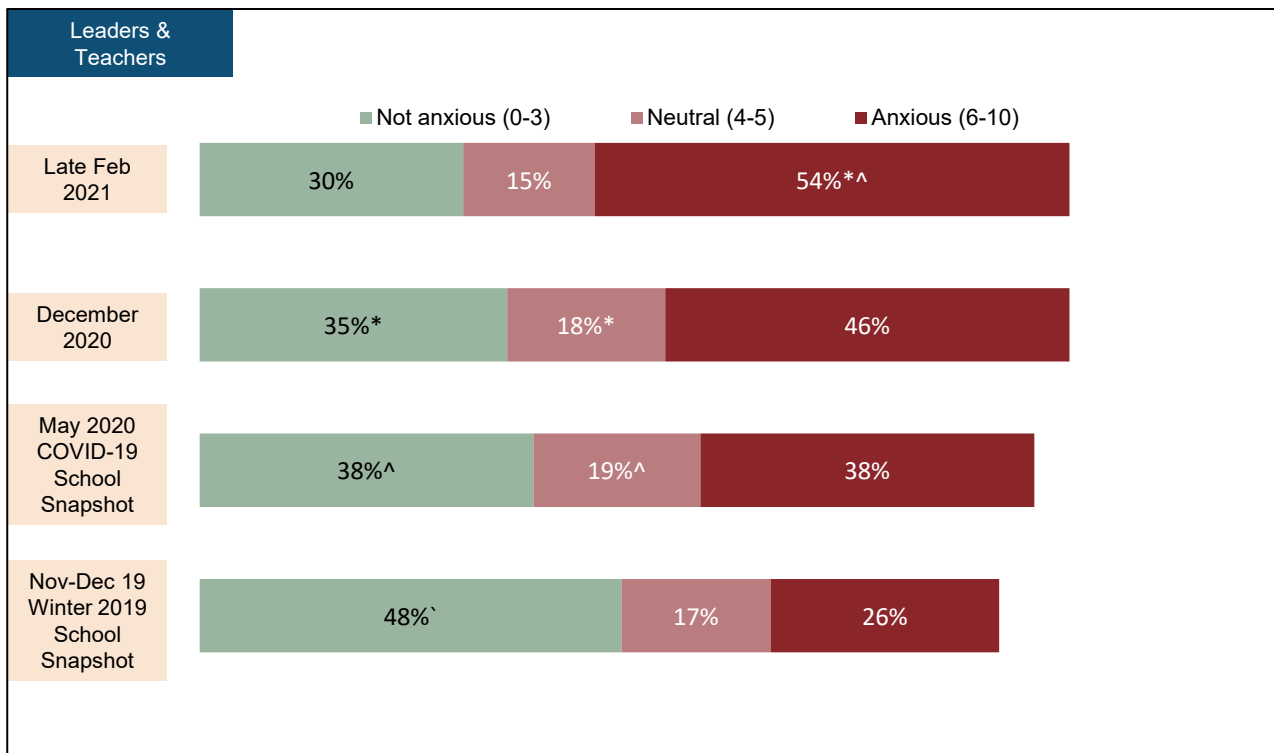| Leaders & Teachers	Happy (7-10)	Neutral (5-6)	Not happy (0-4)
Late Feb 2021	44%	30%*^	25%*^
December 2020	47%	23%	28%
May 2020 COVID-19 School Snapshot	60%*	20%	14%
Nov-Dec 19 Winter 2019 School Snapshot	65%^	17%	9%

Source: School Snapshot Panel, Late February 2021 survey. F6_3: All Leaders and Teachers (n=2,580). December 2020 survey(n=1,012). COVID-19 School Snapshot (n=1,784). Winter 2019 School Snapshot (n=1,815). *Indicates statistical differences between COVID-19 survey and Late Feb 2021survey. ^Indicates statistical differences between Winter 2019 survey and Late Feb 2021 survey.

Anxiety

Using the same scale, leaders and teachers were asked 'overall, how anxious did you feel yesterday?'. It is important to note that for anxiety a low score (between 0-3) is a positive score as it indicates not being anxious.

Three in ten (30%) leaders and teachers reported that they were **not** anxious (giving a score of 0-3 on the scale); with significantly more leaders (35%) reporting this than teachers (29%). As shown in Figure 14 anxiety levels have increased over time, with 54% anxious in the late February 2021 survey up from 46% in December 2020, 38% in May 2020 and 26% in the November-December 2019.

Figure 14. Extent to which leaders and teachers felt anxious

| Leaders & Teachers	Not anxious (0-3)	Neutral (4-5)	Anxious (6-10)
Late Feb 2021	30%	15%	54%*^
December 2020	35%*	18%*	46%
May 2020 COVID-19 School Snapshot	38%^	19%^	38%
Nov-Dec 19 Winter 2019 School Snapshot	48%`	17%	26%

Source: School Snapshot Panel, Late February 2021 survey. F4: All Leaders and Teachers (n=2,580). December 2020 survey(n=1,012). COVID-19 School Snapshot (n=1,784). Winter 2019 School Snapshot (n=1,815). *Indicates statistical differences between December 2020 survey and Late Feb 2021 survey. ^Indicates statistical differences between COVID-19 School Snapshot survey and Late Feb 2021 survey. `Indicates statistical differences between Winter 2019 School Snapshot survey and Late Feb 2021 Survey.

Job satisfaction

Leaders and teachers were asked how satisfied they were with their present job. Overall, 56% of leaders and teachers were satisfied with their job (5% completely satisfied, 31% mostly satisfied and 21% somewhat satisfied). Over a third (36%) were dissatisfied (2% completely dissatisfied, 13% mostly dissatisfied and 21% somewhat dissatisfied).

As shown in Figure 15, leaders (62%) were more likely than teachers (55%) to be satisfied with their current job. Almost two-fifths of teachers were dissatisfied (37%).

Figure 15. Extent to which leaders and teachers were satisfied with their job
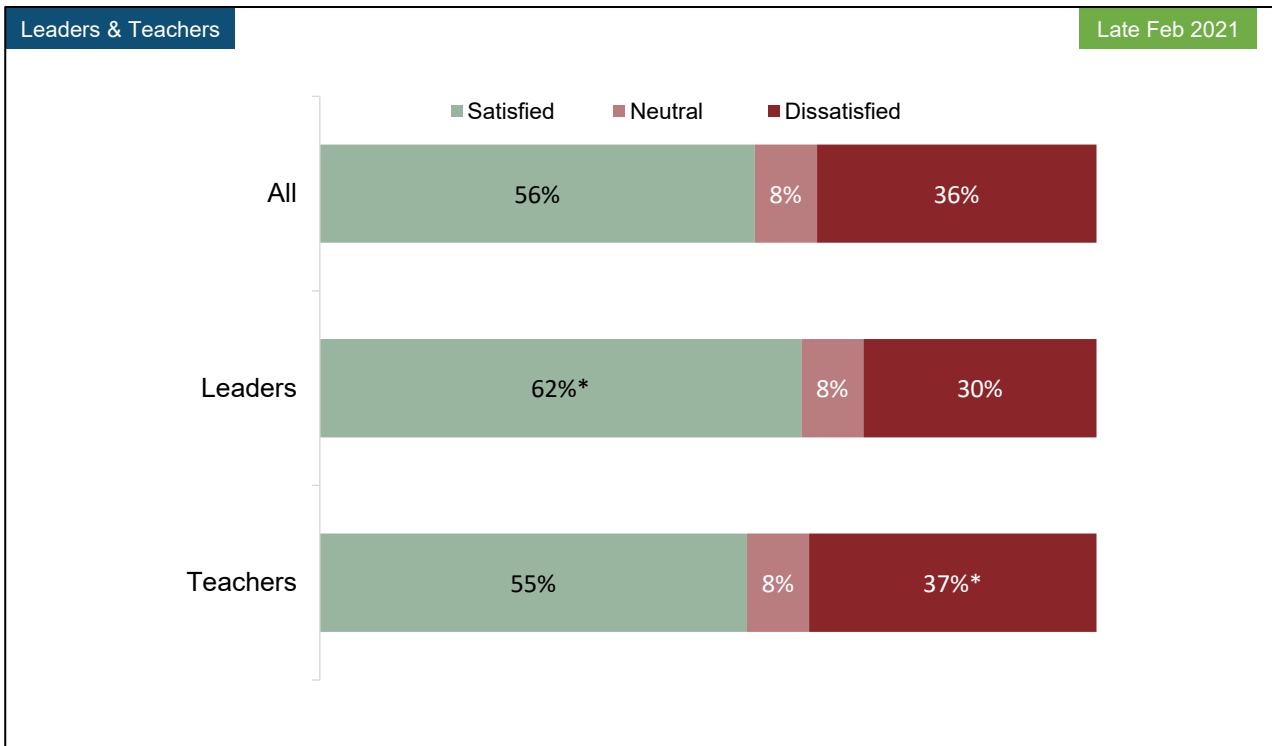
Source: School Snapshot Panel, Late February 2021 survey. F5: All Leaders and Teachers (n=2,580).

## Time off due burnout or mental health issues

Leaders and teachers were asked if they had had to take time off work since the start of the academic year due to burnout or mental health issues caused by or related to the pandemic. Teachers were more likely to report they had taken time off for these reasons than leaders (10% vs. 7%), as were staff that worked at schools in urban areas (10%) compared with those in rural areas (7%).

Pupil Mental Health and Wellbeing

Pupil mental health and wellbeing is an ongoing priority for the Department for Education. The pandemic and associated lockdown measures are affecting children and young people's mental health and wellbeing in a variety of ways. Being away from school will likely have had a negative impact on the mental health and wellbeing of children and young people, as they will have had less contact with friends, access to supportive adults and structure and routine. School staff being knowledgeable and prepared to identify and respond to emerging needs as pupils return to school will be key to supporting their recovery. During the COVID-19 pandemic, the DfE introduced a new £8m initiative called Wellbeing for Education Return, which helped local areas to provide training and support to schools and colleges, to help them promote wellbeing and good mental health, identify emerging issues and access additional support where required.

Leaders were asked whether staff in their school had received any new or additional training on pupil mental health since September 2020. The majority of schools (76%) reported that some or all of their staff had received additional training on pupil mental health. It was more common for schools to say they would have welcomed such training (14%) than for them to feel staff did not require such training (5%).

Figure 16. Whether staff have received new or additional training on pupil mental health since September (leader responses)
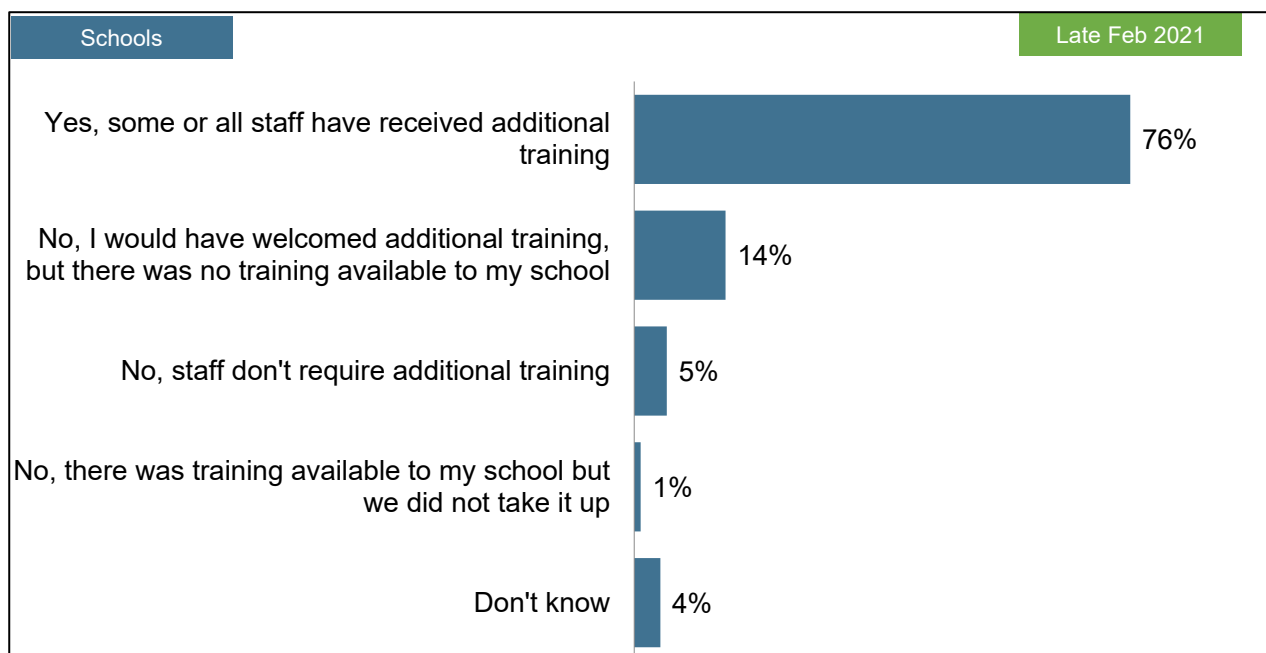
Source: School Snapshot Panel, Late February 2021 survey. G1: All Leaders (n=1,178).

Teachers were asked whether they (as individuals) had received any new or additional training on pupil mental health since September 2020. Just over a third of teachers (35%)

in late February 2021 said they had received training on pupil mental health since September 2020. This was significantly higher than in December 2020 (29%). Around two-fifths of teachers (41%) had not been offered such training but would have welcomed it.

Figure 17. Whether teachers have received new or additional training on pupil mental health since September

Source: School Snapshot Panel, Late February 2021 survey. G2: All Teachers (n=1,402). December 2020 survey. B1: All Teachers (n=619). * Indicates a statistically significant differences between the Late February 2021 and December 2020 surveys.

There were significant differences reported by phase, with more primary teachers (38%) than secondary (32%) having taken up new or additional training; and more secondary teachers (15%) than primary (9%) reporting that they don't require additional training.

Wraparound care

This section looks at the wraparound childcare offer provided by schools before the pandemic, and what schools expected to offer when schools re-opened to all pupils on 8th March 2021. Throughout this section, wraparound childcare refers only to daily supervised wraparound care (before and after school clubs) and not extra-curricular clubs (for example sports, arts and tuition). Most of the wraparound provision offered in England is to primary school age pupils.

Wraparound offer in primary schools

Four-fifths of primary schools (80%) reported they offered daily supervised wraparound childcare before the COVID-19 pandemic. Primary academies (85%) were significantly more likely to have offered daily wraparound childcare before the COVID-19 pandemic, than primary non-academies (78%).

Capacity of wraparound offer when schools reopen

Around seven in ten (71%) primary schools intended to offer wraparound childcare when schools reopened. In a similar trend to before the school closures, academies (76%) were more likely to have the intention of offering wraparound childcare when schools reopened compared with non-academies (67%).

Primary schools with the lowest proportion of FSM- eligible pupils (76%) were more likely to intend to offer wraparound childcare than schools with the highest proportion of FSM-eligible pupils (60%).

Around three-quarters (76%) of primary schools that intended to offer wraparound childcare after schools reopened expected to run this at the same capacity as they had done in the Autumn term. One fifth (20%) expected this to be at reduced capacity. A small number (3%) expected to offer this with an increased capacity.