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for Education

COVID-19 School Snapshot Panel

Findings from the July survey

October 2021

IFF Research Ltd



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Executive Summary

This report presents findings from the seventh (July 2021) wave of the School Snapshot Panel, a panel run by IFF Research on behalf of the Department for Education.

It covers key issues affecting schools during the COVID-19 pandemic including:

- Rapid asymptomatic testing in schools
- Mental health of staff and pupils
- Individual and small group tuition.

A note on the reporting

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

Two types of weighting were applied to the data, depending on whether the 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. From 8th March 2021, schools were fully reopened to all children, and the survey explored the experiences of school leaders and teachers since the reopening.

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.

Rapid asymptomatic testing

Schools were asked whether they had used the aggregated, school-level COVID-19 testing data that the DfE had made available to schools on 8th June: 13% of schools reported using this data. Significantly more secondary schools reported using the testing data than primary (26% vs. 10%).

Of the schools that reported using the COVID-19 testing data, just over a third (35%, equivalent to 4% of all schools surveyed) had or intended to take action as a result, and a similar proportion (36%) said it was too early to say whether they intended to make any

changes or not. Almost a third (29%) of schools using the COVID-19 testing data had not made or did not intend to make any changes as a result of using the data.

The most common actions undertaken or planned by schools as a result of using the COVID-19 testing data were reminding pupils, parents and staff about testing (18% of schools), increasing communications around the benefits of testing (10%), and increasing preventative measures like social distancing, wearing face masks and working in bubbles (8%).

Three-quarters of all leaders (76%) and over one-third of secondary teachers (36%) had personally been involved in supporting COVID-19 testing, most commonly supporting home COVID-19 testing for staff (70% of leaders and 24% of secondary teachers) and home COVID-19 testing for pupils (29% of leaders and 21% of secondary teachers).

Among those personally involved in supporting testing activities, the median time spent on these activities in the last full working week before taking part in the survey was one hour for leaders and 20 minutes for secondary teachers. When asked about their experience, the most common response was that answering parental queries took too much time (46% of all leaders reported this to be the case). This was followed by ongoing communications to maintain or increase engagement in testing (39%), providing advice on testing (38%) and reading DfE daily updates (38%).

Prevent

School leaders were asked how confident the school was in its ability to carry out its Prevent duties. They were also asked which sources they had used to seek information or guidance relating to the Prevent duty.

The overwhelming majority of leaders (98%) were confident in the school's ability to train staff to recognise and refer radicalisation concerns. A large majority were also confident in the school's ability to deal with a safeguarding incident related to terrorism or extremism (94%), understand how the local and national counter-terrorism risk/threat relates to Prevent delivery (91%) and have conversations with pupils around radicalisation, extremism and terrorism (87%).

Schools were asked which resources they had used on *two or more* occasions to seek information in relation to the Prevent duty. Over half (55%) had used the GOV.UK guidance on Prevent, and a third (34%) had used a local authority Prevent staff member (e.g. Prevent Coordinator or Prevent Education Officer).

Extending the School Day

Schools were first asked how many hours a week pupils in year 3 or 9 (depending on whether it is a primary or secondary) were required to be in school. The most common response given (by 70% of schools) was 32-35 hours overall. Secondary schools were significantly more likely than primary schools to report pupils being required to be in school for more than 35 hours (16% vs. 7%). Schools were asked how they would use the extra time if the government funded them to extend the school day by around 30 minutes to an hour per day. Almost four-in-ten (37%) reported it would be solely for enrichment activities such as extracurricular sport, arts or wellbeing support, while only 3% would use the extra time solely to teach broader curriculum content. Most commonly, schools reported that they would use the time for a mixture of both (41%) enrichment activities and broader curriculum content, and this was consistent across phases. One in seven (14%) were unsure how they would use the extra time.

Schools were also asked how they would staff this additional time in the school day. Most commonly, schools would use a mixture of teaching and non-teaching staff (54%). The remainder were equally split between those that would mostly or just use teaching staff, and those that would mostly or just use non-teaching staff (each 13%). Secondary schools were significantly more likely than primary schools to say they would use mostly or only teaching staff (24% vs. 11%) and primary schools were significantly more likely to say this of non-teaching staff (15% vs 8% among secondaries). Around a fifth (20%) were unsure how they would deliver it.

Mental Health

Schools were presented with a range of eight practices in relation to staff and pupil mental health and asked the extent to which these were embedded within their school. Overall just over one-third of schools reported that all the types of practice asked about were fully or partially embedded in their school (37%), with this higher among secondary schools (43%) than primary schools (36%). Primary academies were also more likely to report that all of the practices are embedded compared to non-academies (41% vs. 33% of primary non-academies).

When examining the eight individual practices, all were at least partially embedded in the majority of schools, with at least nine-in-ten schools reporting this for: pupils are referred to specialist support where needed (96%); pupils with identified mental health needs are provided support in school (96%); staff are supported in relation to their own health and wellbeing (94%); and the school follows a published school ethos or set of values which include promoting positive mental health and wellbeing (90%). In comparison, other practices were reported as at least partially embedded by only a half to two thirds of schools: measurement of the mental health and wellbeing of all pupils to inform practice

in school (66%); and pupils being consulted on the mental health and wellbeing offer (51%).

Post-16 Qualifications

Teachers in Key Stage 4 and 5 were asked about their awareness of and familiarity with different post-16 programmes, as well as how likely they would be to encourage pupils to take them.

The vast majority had heard of A Levels (99%) and apprenticeships (95%), while around half were aware of T Levels (52%). Just over one-third (36%) had heard of traineeships.

Teachers that were aware of each programme were asked how much they knew about what they involve. Over nine in ten (93%) considered that they knew a lot about A Levels. This compares to one-fifth (21%) for apprenticeships and much fewer for traineeships (5%) and T Levels (3%). Almost half of Key Stage 4 and 5 teachers that had heard of traineeships and T Levels knew nothing about them beyond the name (42% and 45% respectively).

Key Stage 4 teachers that were aware of a programme were asked whether they would encourage their pupils to consider it. A Levels were most likely to be encouraged by teachers, with 98% reporting that they would encourage all, most or some of their pupils to consider them, and nine-in-ten (90%) would encourage pupils to do apprenticeships. Considerably fewer would encourage pupils to do traineeships (56%) and T Levels (44%).

Pupil absence, behaviour and discipline

Schools were asked about the measures that they had used in the past four weeks to respond to behaviour that warranted disciplinary action. The majority (82%) of schools had engaged with the pupil's parents or carer, while less than half had referred a pupil to a space within the school (43%) or engaged with external services (43%).

When schools were asked how the number of suspensions (fixed period exclusions) compared to a typical summer term prior to the pandemic, most (67%) felt the number was consistent with previous years, although one-quarter (25%) reported a change; 15% of all schools said that suspensions had gone up, and 10% that they had decreased.

Teachers were asked how concerned they were about disengagement from learning and an increase in behaviour issues. Over three-fifths of teachers were concerned to at least some extent about disengagement from learning (64%) and behaviour issues (61%).

Teachers were also asked about the different types of disruptive behaviour that occurred in their classes on the most recent days they were teaching. Nearly all teachers (96%)

said that pupils had been chatting when they were not supposed to be, and three-quarters (78%) that pupils had been shouting out.

Schools also reported which reasons for pupil absence would be very difficult to address in the next academic year. Parents and family related absences were mentioned most frequently, with 83% of all schools reporting that they will find it difficult to address these next year. Following this, seven in ten (70%) said that pupil related absences would be hard to manage and 61% said this of COVID-19 related absences.¹

Tuition

Teachers were asked what proportion of pupils would benefit from individual or small group tuition to help them catch up on learning lost through the pandemic. The average (mean) response was 39% of pupils.

The July survey also asked schools whether they would be interested in funding from the DfE to run small group tutoring with the option to choose who delivers this, and if so, how they think they would use this funding. The vast majority of schools would be interested in this funding (92%). Interested schools would be likely to use the funding, if offered it, to deliver additional tuition (56%), subsidise existing tuition costs (7%) or both (36%).

Those interested in the funding were asked how likely or unlikely they would be to participate in the programme if DfE required schools' chosen tutors to undertake free tutoring training (for approximately 10 hours). Around half of schools (47%) would be likely (31%) or very likely (16%) to participate, while around a quarter (27%) would be unlikely (20%) or very unlikely (7%).

In terms of when schools would run these tutoring sessions if they were to provide them, two-thirds (66%) reported that it would be after school, just under a half (46%) said during lesson time, and a third (32%) said before school.

Finally, schools interested in DfE funding were asked which subjects they thought pupils would benefit from the most if they received individual or small group tuition. Maths (97%) and English (97%) were mentioned by nearly all schools interested in the funding, followed by science (27%) then PE (12%). All other subjects were mentioned by fewer than 10% of schools.

¹ 'Pupil related absence' includes absences due to mental health, bullying, pupils feeling disinterested in learning, pupils feeling behind academically, pupils feeling isolated from their peers, pupils feeling as though they don't belong at school, pupils having caring responsibilities, pupils having issues with transport and pupils' additional needs not being fully met in school (e.g. SEND, medical needs).

'Parents/family related absence' includes absences due to parents/carers belief in the importance of attending school, parents/carers confidence or skills to support regular attendance, family challenges (e.g. mental health issues, addiction, housing problems) and parents booking holidays during term time.

In total, 29% of schools were planning to use the National Tutoring Programme (NTP) in the 2021/22 academic year, though almost the same proportion (30%) were unsure.

Introduction

This report details findings from the July 2021 wave of the 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 short survey (taking five to ten minutes to complete) covered a range of topical issues in education following the reopening of schools from 8th March 2021, involving all pupils returning to school and education being delivered in the classroom. A total of 846 leaders and 934 classroom teachers participated in the July wave.

Methodology

The School Snapshot Panel consists of a group of teachers and leaders that have agreed to participate in short regular research surveys on topical education issues. Teachers and leaders agreed to be part of the panel in late 2020 and early 2021. They were recruited from School Workforce Census data provided by the Department for Education. One leader from each chosen school was invited to take part. Teachers were selected from the full population of teachers, meaning at some schools multiple teachers were invited to participate.

The survey was administered online, with fieldwork lasting from 1st July to 8th July 2021. Leaders and teachers received an email invite and two reminder emails.

The table below shows the response rate for the July 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	1,397	861	1,133	1,090
Complete surveys	570	276	458	476
Response rate	41%	32%	40%	44%

Weighting

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.

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.²

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).

² Note that no responses were received from secondary studio schools in the May wave, therefore responses are representative of all in scope state-funded schools *excluding* secondary studio schools (secondary studio schools comprise 0.1% of the total school population).

Interpreting the findings

Data presented in this report is from a sample of teachers and senior leaders rather than the total population of teachers and leaders. 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 this survey (1,780), 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 1,780) lies within a +/- 2.3% range of this figure (i.e. 47.7% - 52.3%). 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 +/- 3.4%.

Differences between sub-groups and previous waves are only commented on in the text if they are statistically significant at the 95% 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. 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 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 Snapshot Panel, direct comparisons should be treated with caution.

Rapid Asymptomatic Testing

In June, the Department provided access to aggregated, school-level COVID-19 testing data to primary schools and secondary schools as a tool to support them in increasing participation in rapid asymptomatic testing. Schools were able to view their setting's test results for students and staff. School leaders and teachers were asked if and how they had used the data in their setting. This chapter also assesses the role that teachers and leaders play in supporting testing in school as well as the burden that COVID-19 testing is putting on staff resources.

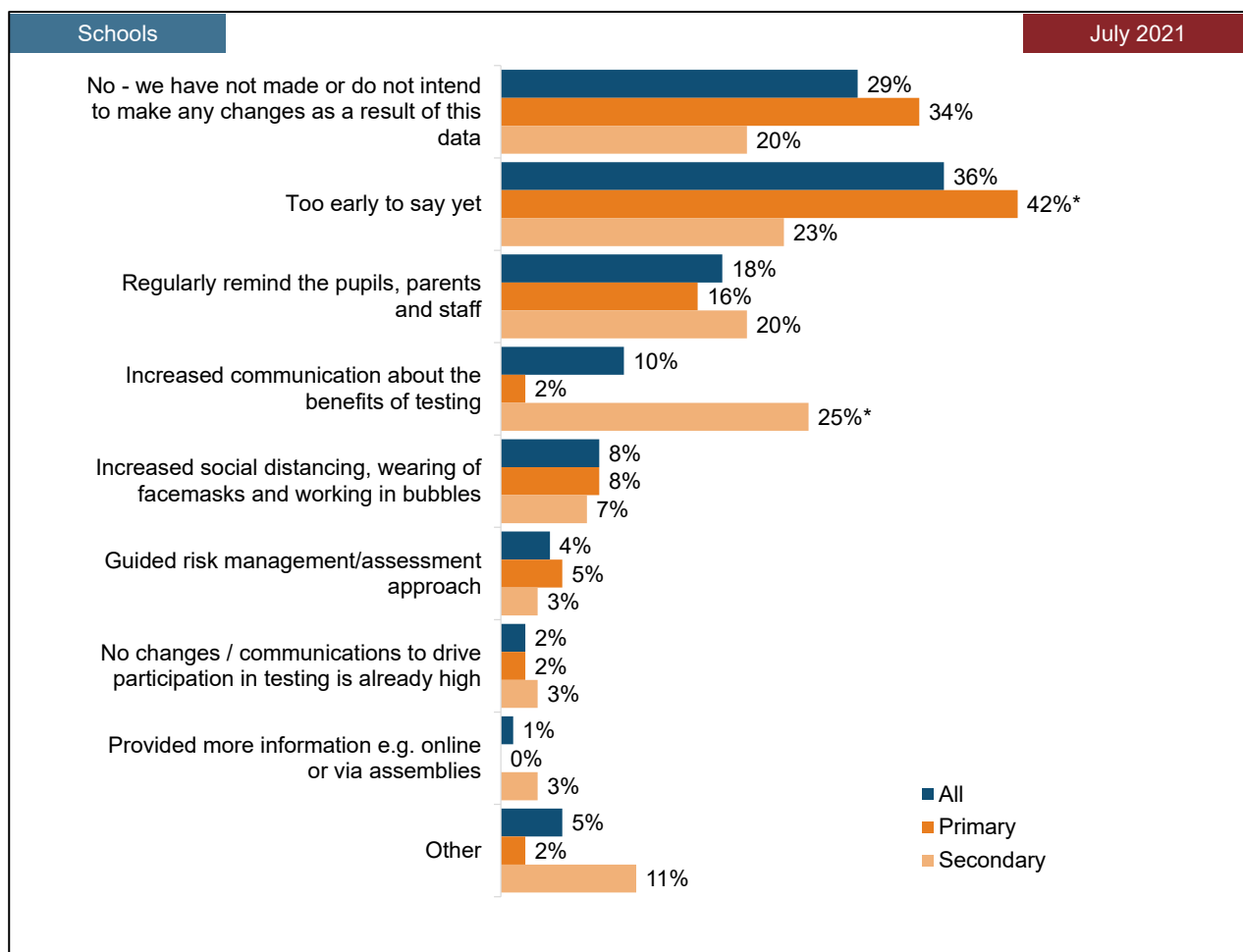
Use of COVID-19 testing data

Schools were asked whether they had used the aggregated, school level COVID-19 testing data that the DfE had made available to schools on 8th June - 13% of schools reported using this data. Significantly more secondary schools reported using the testing data than primary schools (26% vs. 10%).

Of the schools that reported using the COVID-19 testing data, just over a third (35%, equivalent to 4% of all schools) had or intended to take action as a result. A similar proportion (36%) said it was too early to say whether they would make any changes or not. This leaves three-in-ten (29%) schools using the COVID-19 testing data that had not made or did not intend to make any changes as a result of using the data.

Schools that had used the data most commonly reported that they had already or were intending to regularly remind pupils, parents and staff about testing (18%), increase communications around the benefits of testing (10%), and increase preventative measures like social distancing, wearing face masks and working in bubbles (8%).

Figure 1. How schools have used the COVID-19 testing data



Source: School Snapshot Panel, July 2021 survey. A2: All leaders whose school has used COVID-19 testing data (n=128) * Indicates a statistically significant difference between primary and secondary schools.

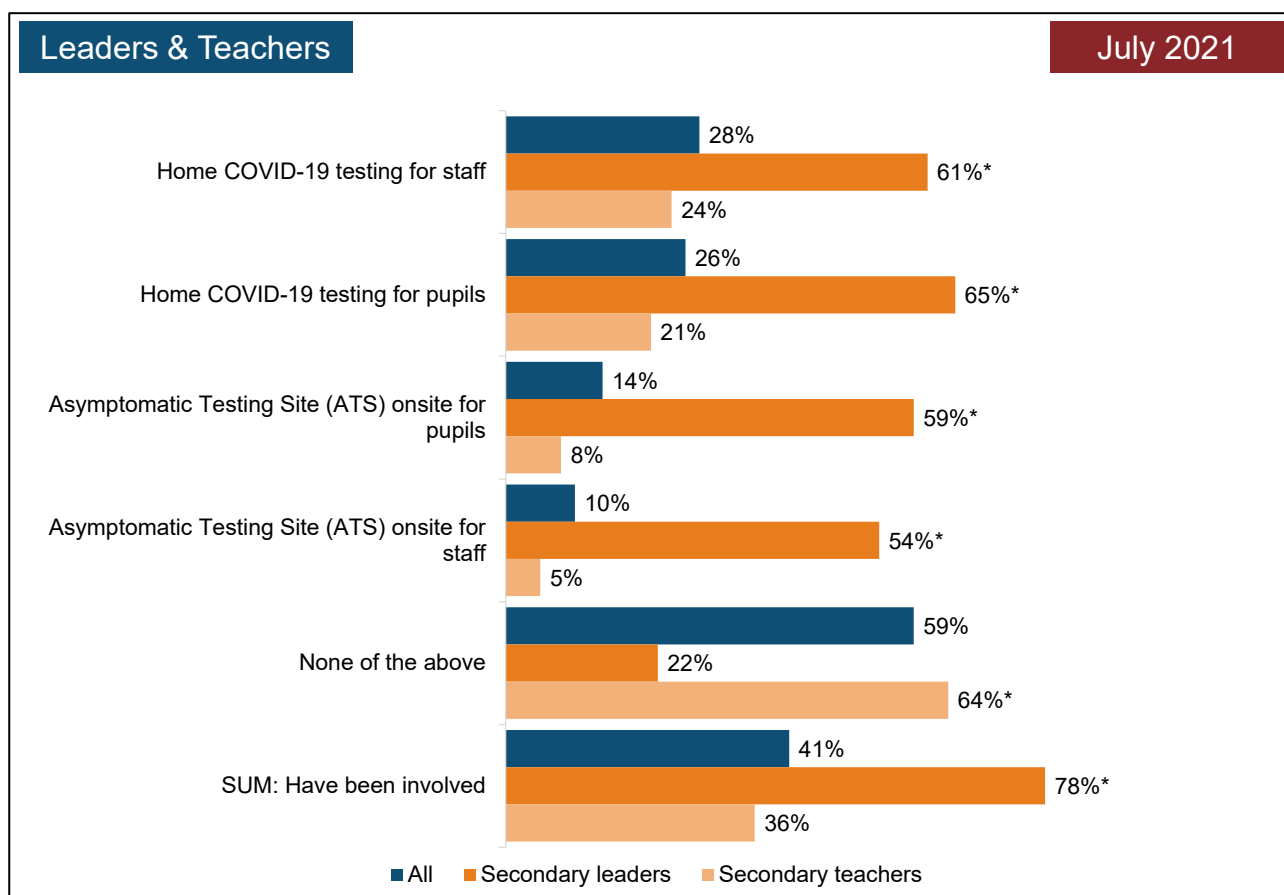
Involvement in activities supporting COVID-19 testing

All secondary leaders and teachers were asked whether they had been involved in activities supporting COVID-19 testing. Overall, almost four-in-five secondary leaders (78%) and over one-third of secondary teachers (36%) had been involved in supporting testing.

Three-in-five (61%) secondary leaders were involved in supporting home COVID-19 testing for staff and two-thirds (65%) in supporting home COVID-19 testing for pupils. More than half (54%) were also involved in supporting asymptomatic onsite testing for staff and 59% supported asymptomatic onsite testing for pupils.

Secondary teachers were most likely to have been involved in supporting home COVID-19 testing for staff (24%) and supporting home COVID-19 testing for pupils (21%).

Figure 2. How secondary leaders and teachers have been involved in supporting testing in school



Source: School Snapshot Panel, July 2021 survey. A3: Secondary leaders and secondary teachers (n=752) * Indicates a statistically significant difference between leaders and teachers.

Staff time spent on COVID issues

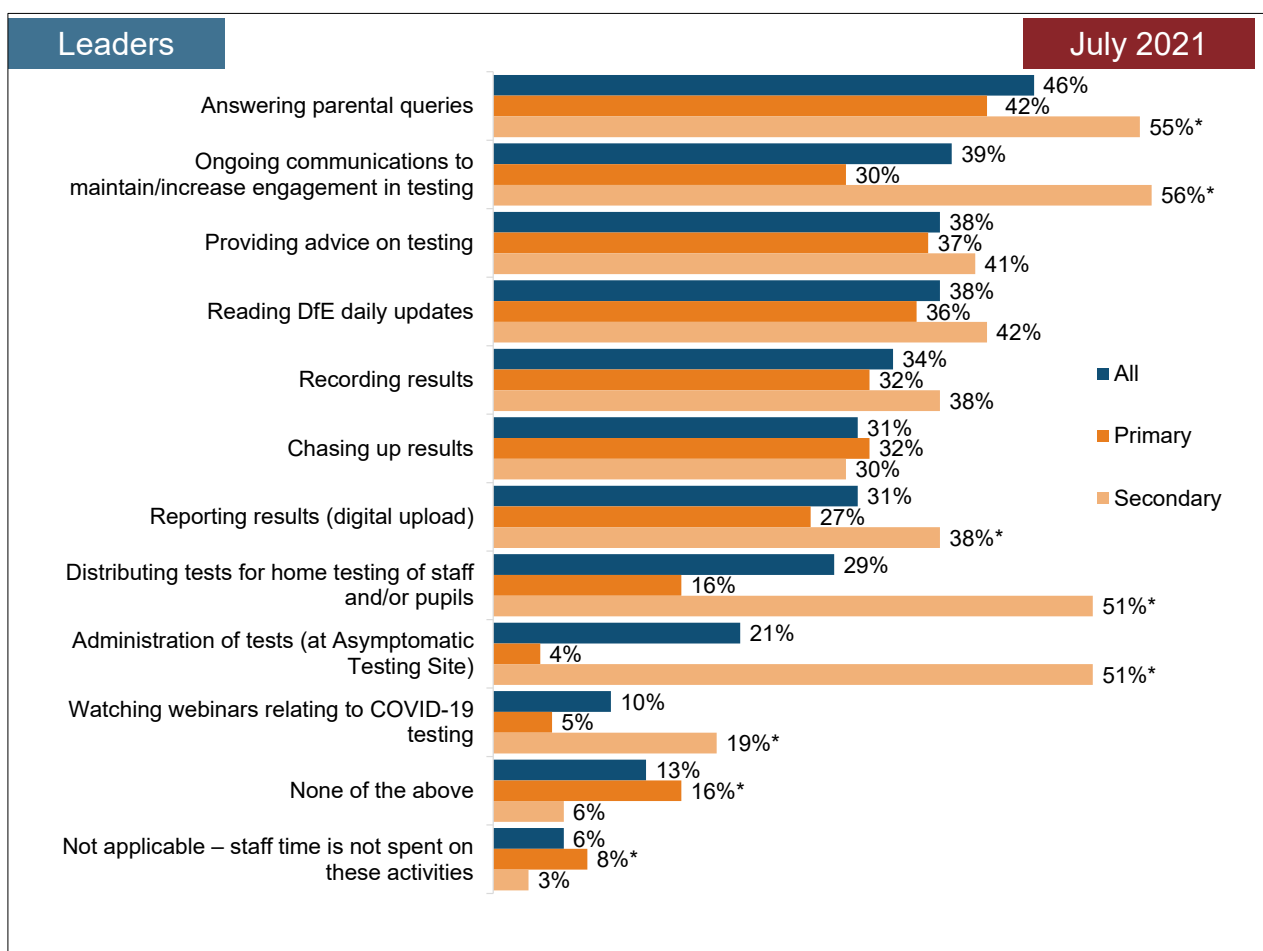
Secondary leaders that were personally involved in supporting testing activities reported spending a median of an hour doing so in the last full working week before taking part in the survey. Secondary teachers that were involved in supporting activities spent a median average of 20 minutes in the last full working week.

Leaders were asked which activities, if any, related to COVID-19 testing were taking up too much time for school staff. Four-fifths (80%) believed some activities were taking up too much time. The most commonly selected response was that answering parental queries took up too much time (46% of all leaders reported this as an issue). This was followed by ongoing communications to maintain or increase engagement in testing (39%), providing advice on testing (38%) and reading DfE daily updates (38%).

Differences by phase were prominent, with secondary schools significantly more likely to report the following activities to be taking too much time:

- Answering parental queries (55% vs. 42%)
- Ongoing communications to maintain/increase engagement in testing (56% vs. 30%)
- Reporting results (digital upload) (38% vs. 27%)
- Distributing test for home testing of staff and/or pupils (51% vs. 16%)
- Administration of tests (at Asymptomatic Testing Site) (51% vs. 4%)
- Watching webinars relating to COVID-19 testing (19% vs. 5%).

Figure 3. Which activities leaders are concerned are taking up too much time



Prevent

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism. This is also known as the Prevent duty. This section of the survey asked school leaders whether they are responsible for delivering the school's obligations under the Act, how confident they thought the school was in its ability to carry out its Prevent duties, and the sources of information or guidance used by the school relating to Prevent.

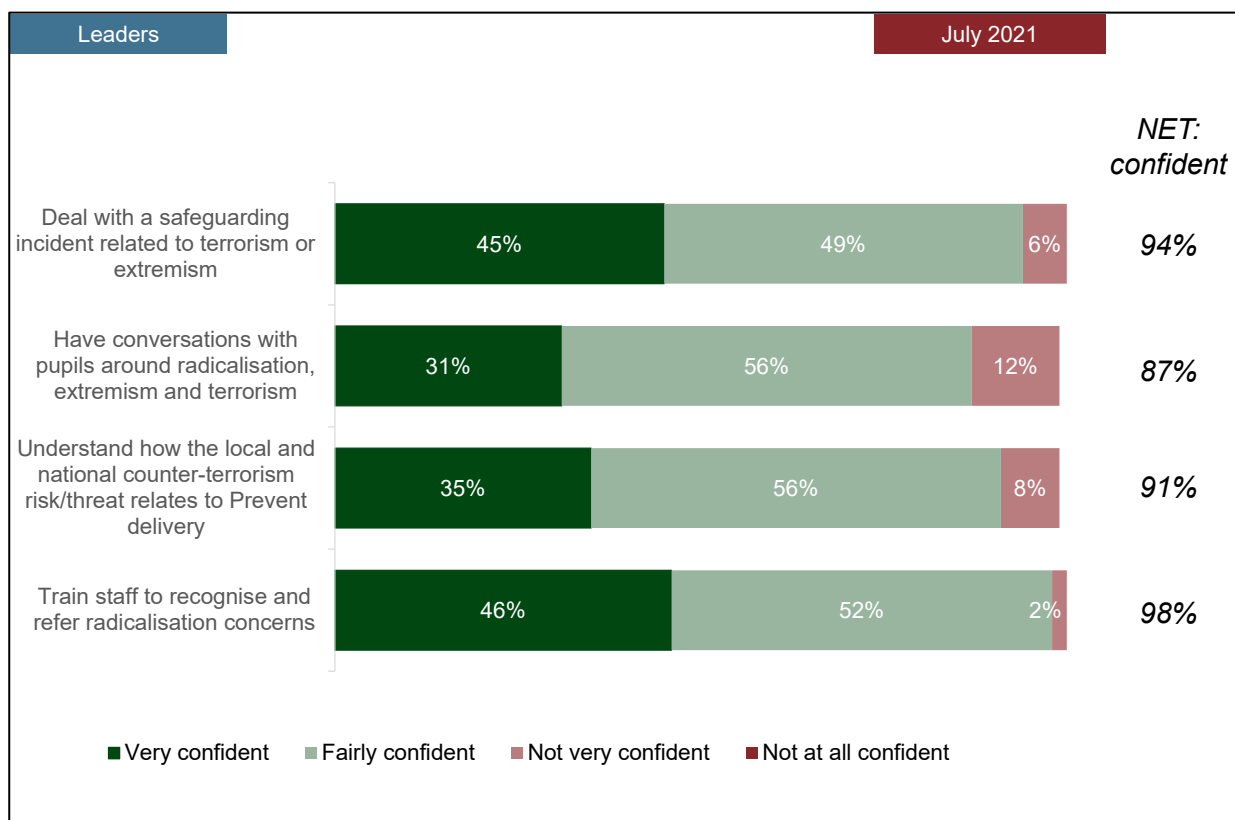
Whether leaders were personally responsible for implementing or delivering any of their school's responsibilities under the Prevent duty

Over two-thirds (69%) of leaders were personally responsible for implementing or delivering any of their school's responsibilities under the Prevent duty. This was higher (at 86%) for headteachers than for deputy headteachers (62%) and assistant headteachers (45%). Primary school leaders were more likely to be responsible for implementing Prevent compared to their secondary school counterparts (81% vs. 46%).

Confidence in the school's ability to deliver its Prevent duties

Leaders who reported that they were personally responsible were asked how confident they felt about the school's ability to deliver four aspects of its Prevent duties. The overwhelming majority of leaders (98%) were confident in the school's ability to train staff to recognise and refer radicalisation concerns. The vast majority were also confident in the school's ability to deal with a safeguarding incident related to terrorism or extremism (94%), understand how the local and national counter-terrorism risk/threat relates to Prevent delivery (91%) and to have conversations with pupils around radicalisation, extremism and terrorism (87%).

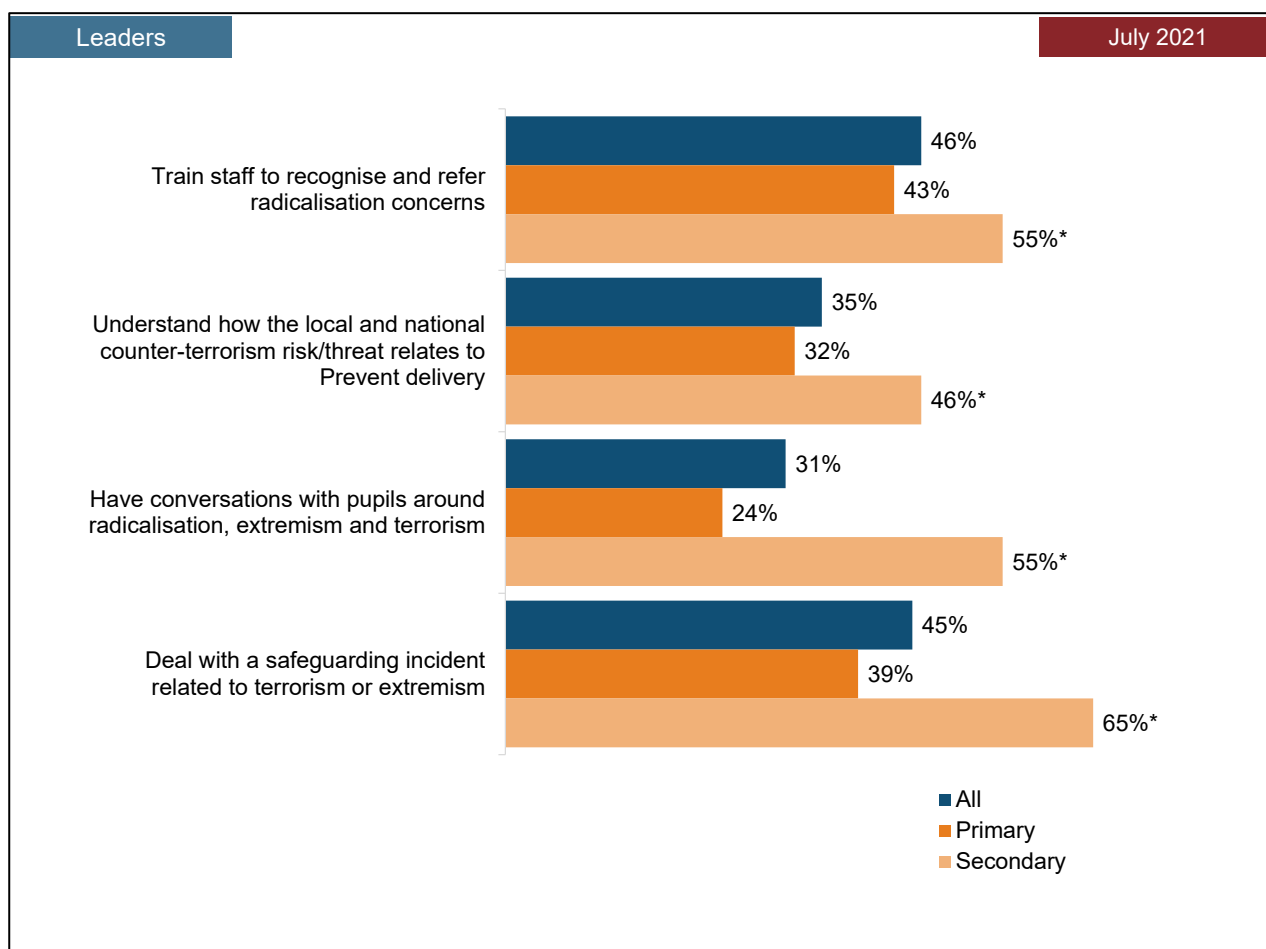
Figure 4. How confident leaders feel in their school’s ability to do the following in relation to the Prevent duty:



Source: School Snapshot Panel, July 2021 survey. B2 (All leaders who are responsible for Prevent n=590). 'Not at all confident' is 1% or less for each statement.

There were some differences in the level of confidence between primary and secondary leaders, as shown in Figure 5. Secondary leaders were more likely to be ‘very confident’ in each of the four areas than primary leaders. Over half of secondary leaders (55%) were ‘very confident’ about the school’s ability to have conversations with pupils around radicalisation, extremism and terrorism, compared to a quarter (24%) of primary leaders. Similarly, two-thirds of secondary leaders responsible for their school’s Prevent duties were very confident in the school’s ability to deal with a safeguarding incident related to terrorism or extremism (65%), compared to two-fifths (39%) of primary leaders.

Figure 5. Percentage of primary and secondary leaders 'very confident' in the school's ability to do the following regarding its Prevent duties



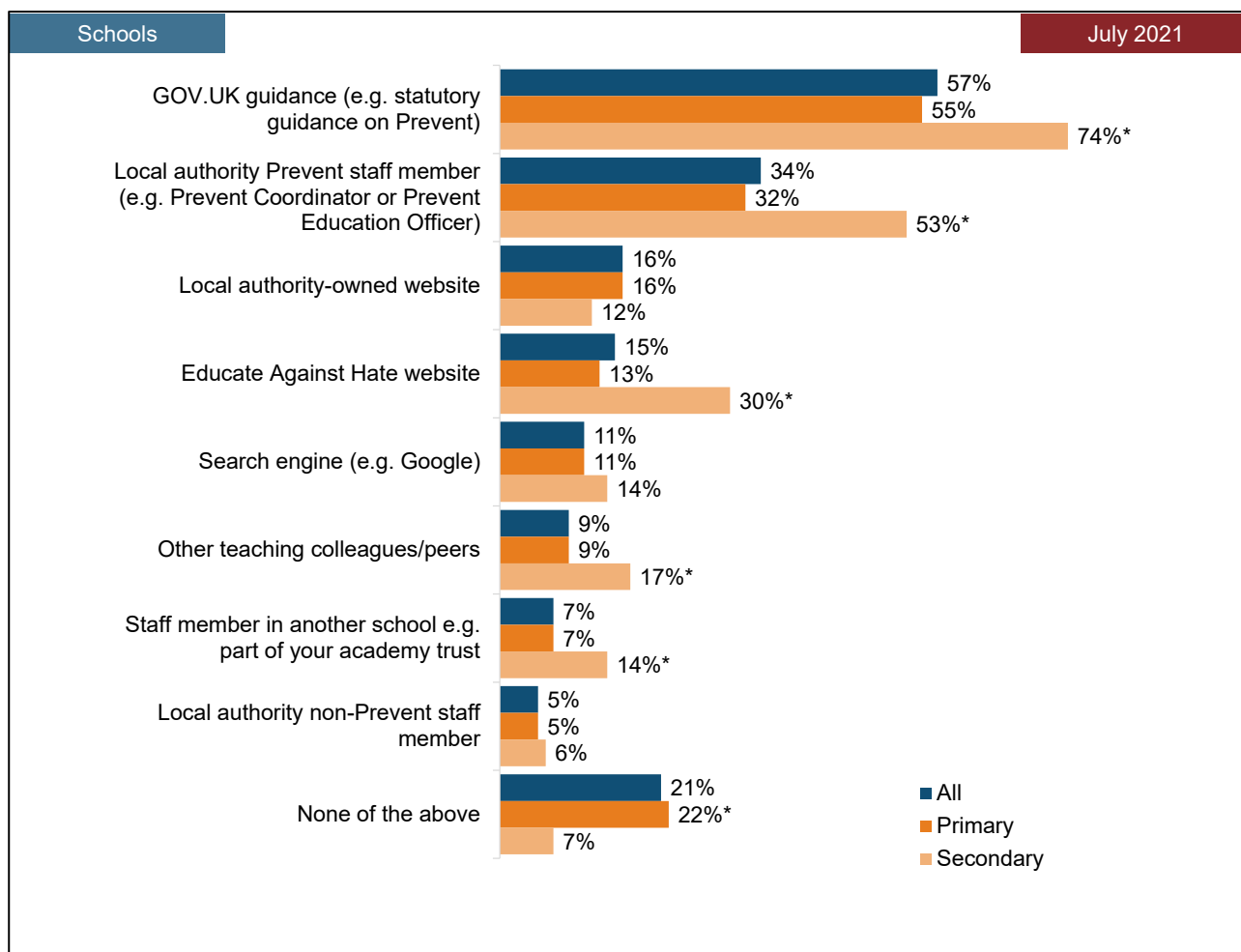
Source: School Snapshot Panel, July 2021 survey. B2 * Indicates a statistically significant difference between primary and secondary schools. (All leaders who are responsible for Prevent n=590, Primary leaders n=464, Secondary leaders n=126).

Leaders in schools with the highest quintile of FSM eligible pupils were more likely to be 'very confident' about the school's ability to carry out its various Prevent responsibilities compared to leaders in schools with the lowest proportion of pupils eligible for FSM.

Prevent information and guidance used

Schools were asked about the resources they had used on *two or more* occasions in relation to the Prevent duty. As shown in Figure 6, over half (57%) had used the GOV.UK guidance on Prevent, and a third (34%) had used a local authority Prevent staff member (e.g. Prevent Coordinator or Prevent Education Officer). Around one-in-six schools had used the local authority-owned website (16%) or the Educate Against Hate website (15%). A fifth of schools reported not having used any of these resources on two or more occasions.

Figure 6. Prevent information and guidance used on two or more occasions



Source: School Snapshot Panel, July 2021 survey. B3: All leaders who are responsible for Prevent n=590, Primary leaders n=464, Secondary leaders n=126. ‘Don’t know’ and other codes less than 5% not shown.

Primary schools were more likely not to have used any of the listed sources compared to secondary schools (22% vs. 7%), as were schools with the lowest proportion of FSM eligible pupils (25% vs 13% among schools with the highest proportion of FSM eligible pupils).

Schools in London and Yorkshire and the Humber were more likely to have used a local authority Prevent staff member compared to England as a whole (61% of London and 50% of Yorkshire and the Humber schools vs. 34% across all schools in England).

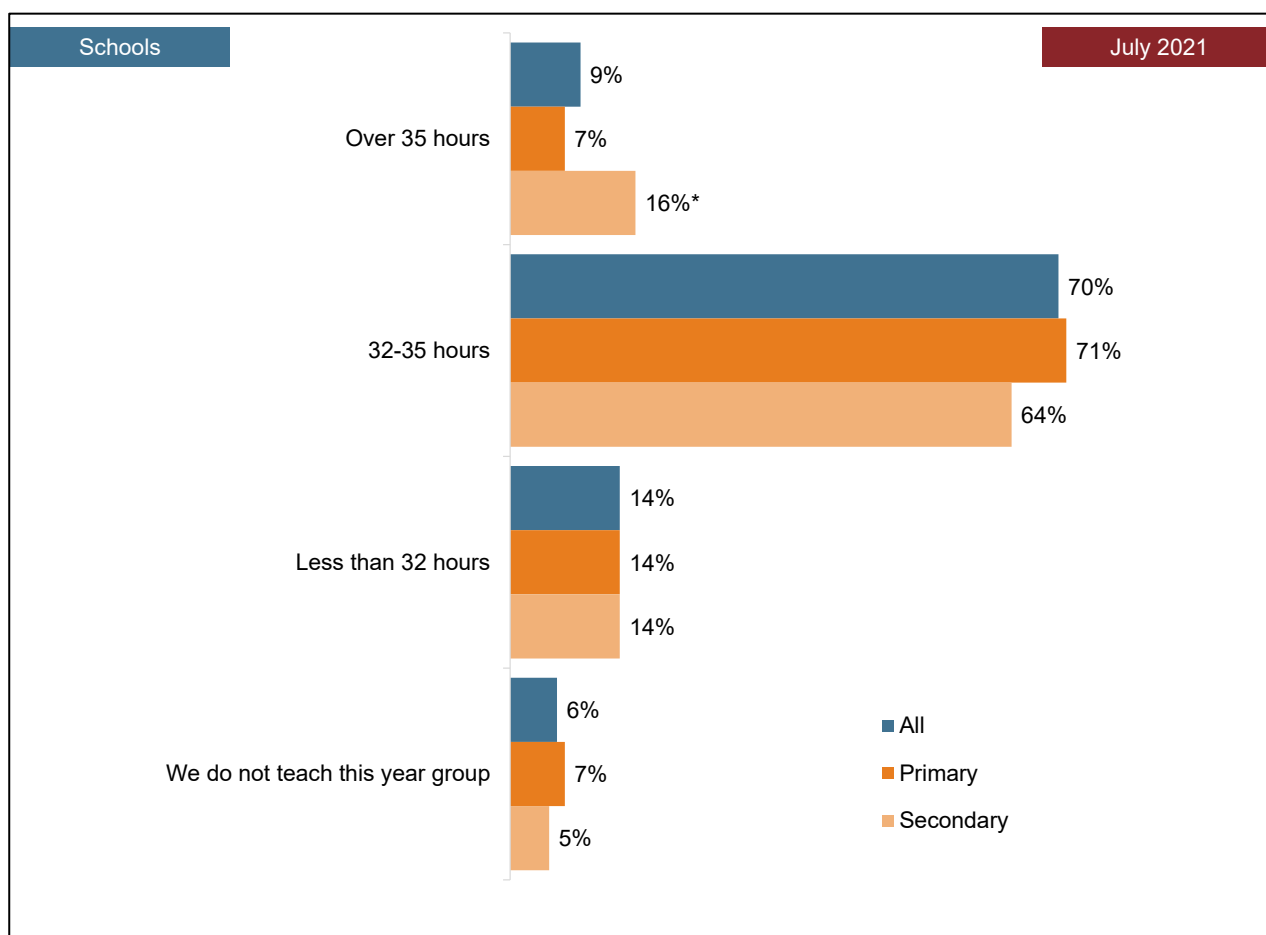
Extending the School Day

For its post-Covid education recovery plan, the government have been exploring options to help pupils catch-up on lost learning during the pandemic. One way of doing this would be to extend the school day. In this section, schools were asked how long their current school day is, what the potential extra time would be used for, and who would staff it.

Current length of school day

Schools were first asked how many hours a week pupils in year 3 or 9 (depending on whether it was a primary or secondary school) were required to be in school. The most common response was 32-35 hours overall (reported by 70% of schools). Secondary schools were significantly more likely to report pupils being required to be in school for more than 35 hours than primary schools (16% vs. 7%).

Figure 7. Current length of a school day for primary and secondary schools

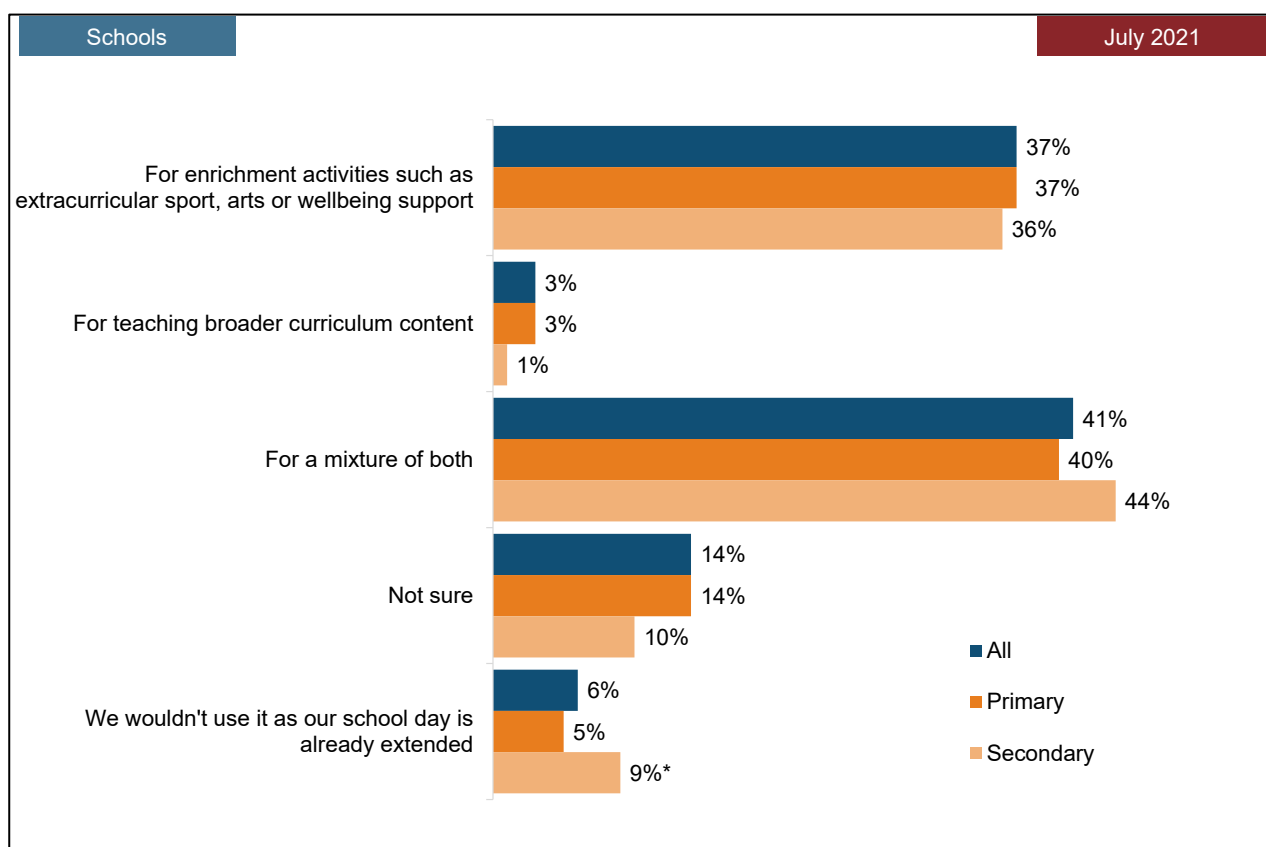


Source: School Snapshot Panel, July 2021 survey. E1: All leaders (n=846) * Indicates a statistically significant difference between primary and secondary schools.

How the extra time would be used

Schools were asked how they would use the extra time if the government funded them to extend the school day by around 30 minutes to an hour per day. Almost four-in-ten (37%) reported it would be for enrichment activities such as extracurricular sport, arts or wellbeing support. While only 3% would use the extra time solely to teach broader curriculum content, it was relatively common for schools to say they would use the time for a mixture of both enrichment activities and broader curriculum content (41%), and this was consistent across phases. Some schools reported that they would not use the extra time as they already have an extended school day, with secondary schools significantly more likely to report this than primary schools (9% vs. 5%). One-in-seven were unsure how they would use the additional time (14%).

Figure 8. How schools would use the extra time

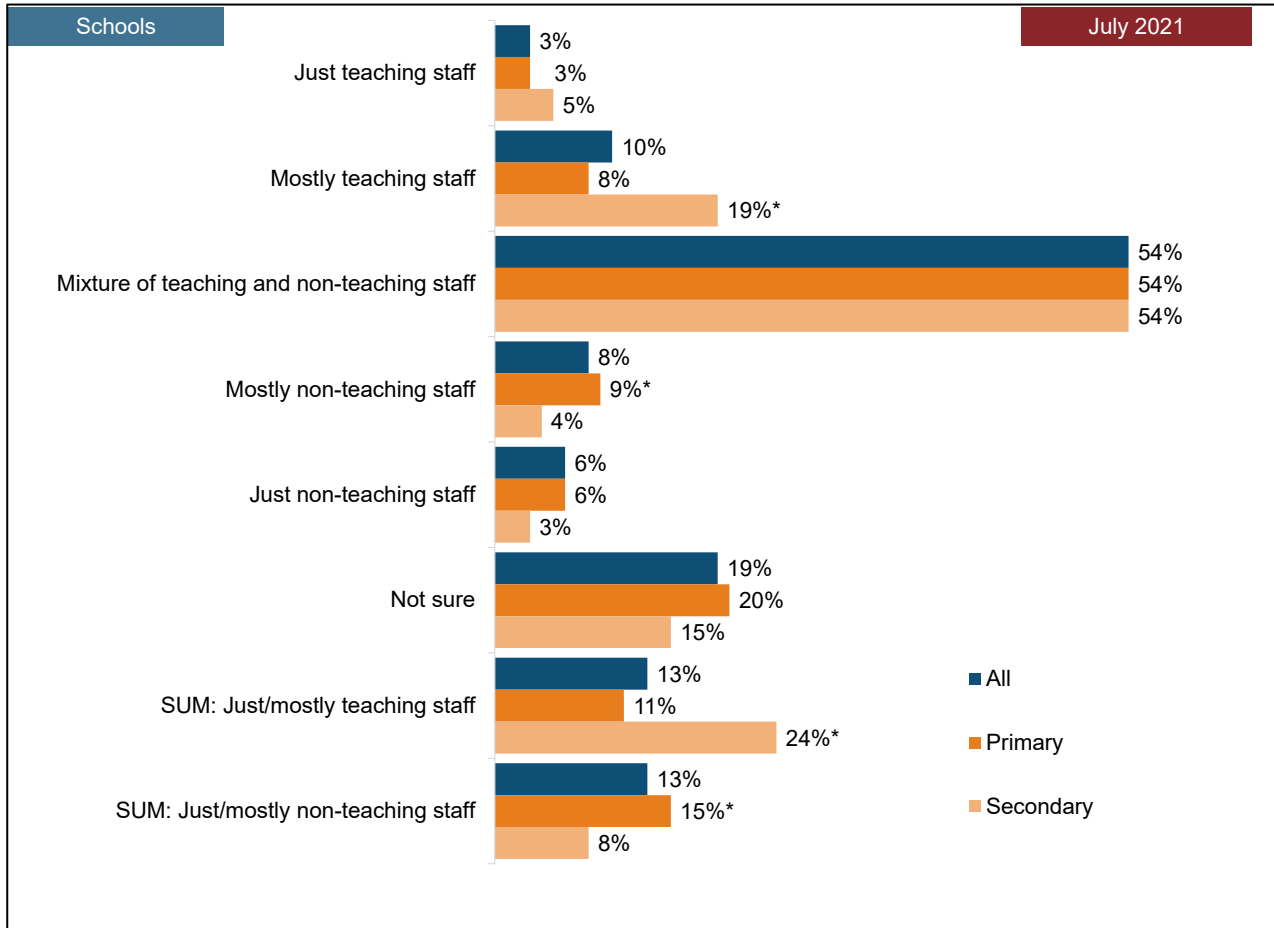


Source: School Snapshot Panel, July 2021 survey. E2: All leaders (n=846) * Indicates a statistically significant difference between primary and secondary schools.

Schools were asked how they would staff this additional time in the school day. Most commonly, schools said that they would use a mixture of teaching and non-teaching staff (54%). The remainder were equally split between those that would mostly or just use teaching staff, and those that would mostly or just use non-teaching staff (each 13%). Secondary schools were significantly more likely to say they would use mostly or only

teaching staff than primary schools (24% vs. 11%) and primary schools were significantly more likely to say this of non-teaching staff (15% vs 8% among secondaries). Around a fifth (20%) were unsure how they would deliver it.

Figure 9. How schools would staff the additional time in the school day



Mental Health

Staff and pupil mental health and wellbeing is an ongoing priority for the Department for Education. In May 2021, the DfE announced that funding would be made available to train a senior mental health lead in up to 7,800 schools and colleges in England in the next academic year. This training will give senior leaders the knowledge and skills they'll need to develop an effective whole school approach to mental health, and to introduce new approaches to promote and support mental health.

In this section, schools were asked how well various elements of mental health practice, which together can be taken to indicate presence of a Whole School Approach to mental health and wellbeing, are embedded in the school. The survey defined embedded for respondents as something that is consistently integrated into whole school practices, and which is reviewed and adapted to meet the needs of the school. The practices asked in the survey were:

- The school follows a published school ethos or set of values which include promoting positive mental health and wellbeing
- Staff are provided with training on how to support pupils' mental health and wellbeing
- All pupils' mental health and wellbeing are measured to inform practice in school
- Pupils are consulted on the development of the mental health and wellbeing offer
- Pupils are taught about mental health and wellbeing outside of PSHE/health education lessons
- Pupils with identified mental health needs are provided support in school
- Pupils are referred to specialist support where needed
- Staff are supported in relation to their own health and wellbeing

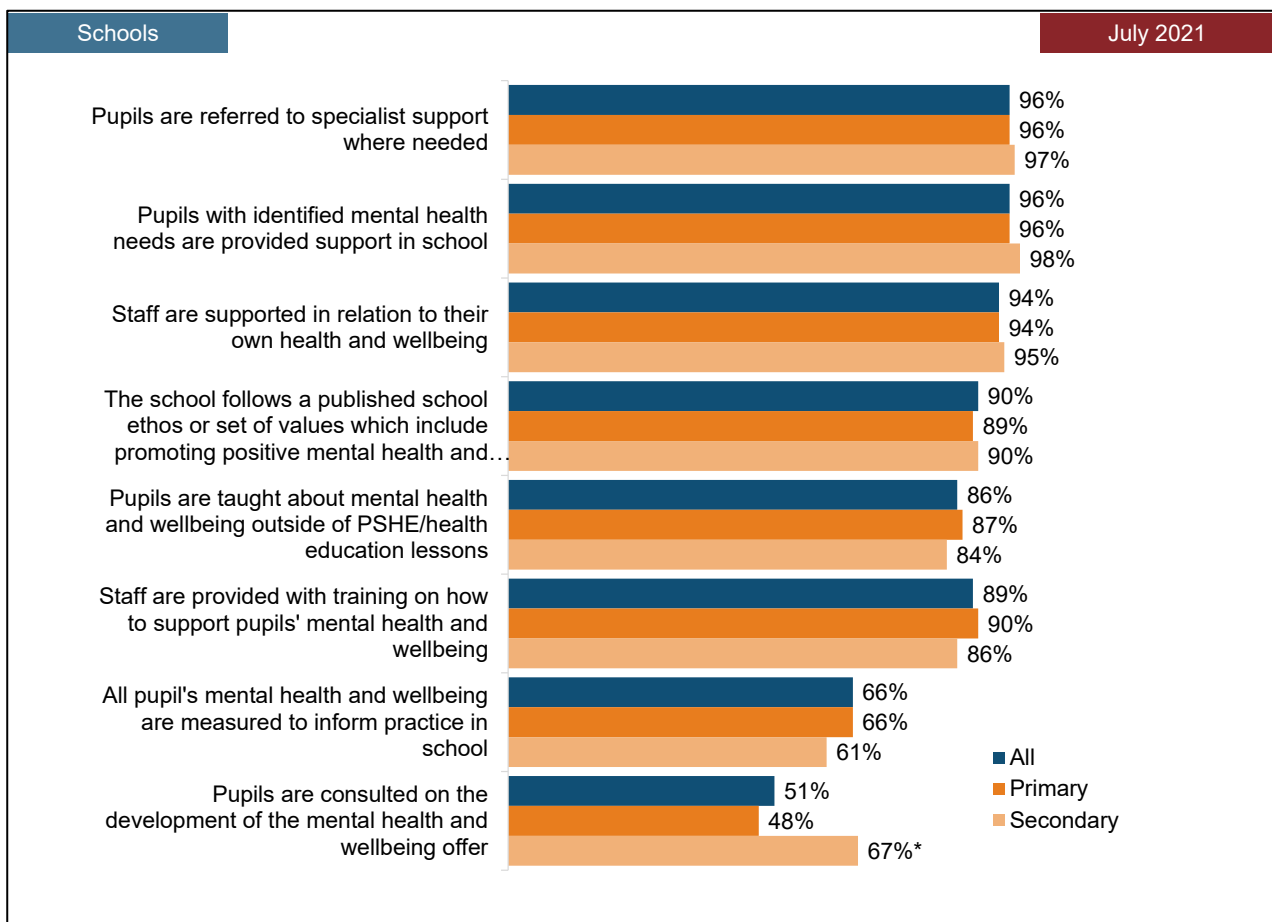
How well mental health and wellbeing practices are embedded in schools

Schools were presented with eight statements (as outlined in the list above) in relation to staff and pupil mental health and asked the extent to which these practices were embedded within their school.

At an overall level, over one-third (37%) of schools reported that all eight practices were either fully or partially embedded in their school. Secondary schools were more likely to have all of these practices at least partially embedded compared to primary schools (43% vs. 36% of primary schools). Primary academies were also more likely to report that each of these practices were at least partially embedded compared to non-academies (41% vs. 33% of primary non-academies).

When examining individual practices, all were at least partially embedded in a majority of schools, with at least nine-in-ten schools reporting this for the following: pupils being referred to specialist support where needed (96%), pupils with identified mental health needs being provided with support in school (96%), staff being supported in relation to their own health and wellbeing (94%), and the school following a published school ethos or set of values which include promoting positive mental health and wellbeing (90%). In comparison, two-thirds (66%) of schools reported that all pupil's mental health and wellbeing are measured to inform practice in school, to be at least partially embedded, and half (51%) reported this for pupils being consulted on the development of the mental health and wellbeing offer.

Figure 10. Which practices are 'partially' or 'fully' embedded in the school



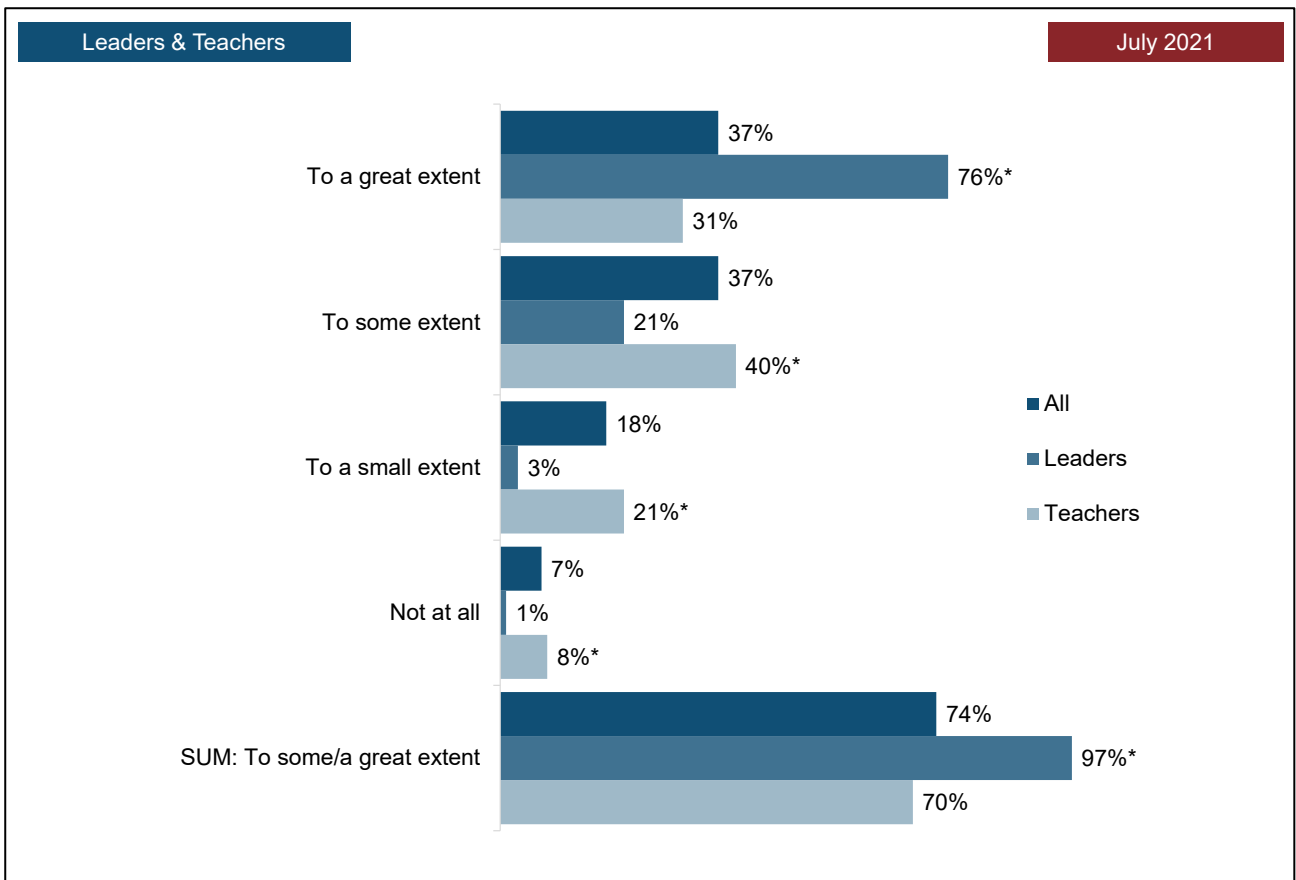
Source: School Snapshot Panel, July 2021 survey. F1: All leaders (n=846) * Indicates a statistically significant difference between primary and secondary schools.

There were no significant differences by school phase apart from whether pupils are consulted on the development of the mental health and wellbeing offer, with significantly more secondary schools reporting this to be at least partially embedded than primary schools (67% vs. 48%).

Senior leadership buy-in

Schools were asked the extent to which there was clear buy-in from the senior leadership team on the importance of activities to support and promote mental health and wellbeing across the school. Overall, three-quarters of schools (74%) reported clear buy-in from the senior leadership team to at least some extent, with significantly more leaders than teachers reporting this (97% vs. 70%). Leaders were also significantly more likely to report this buy-in to a great extent than teachers (76% vs. 31%).

Figure 11. To what extent do leaders and teachers think there is clear buy-in from the senior leadership team on the importance of activities to support and promote mental health and wellbeing across the school



Source: School Snapshot Panel, July 2021 survey. F2: All leaders (n=1,780) * Indicates a statistically significant difference between leaders and teachers.

Post-16 Programmes

The section covers questions asked of teachers in Key Stage 4 and 5 about their awareness of and familiarity with certain post-16 programmes. (A levels, apprenticeships, traineeships, and the new T level qualifications³), as well as how likely they would be to encourage pupils to take them.

Teacher awareness and understanding of post-16 options is likely to influence pupil decisions. Evidence gathered here will allow us to track awareness of new programmes, like T Levels, as they expand and roll out more widely.

Awareness

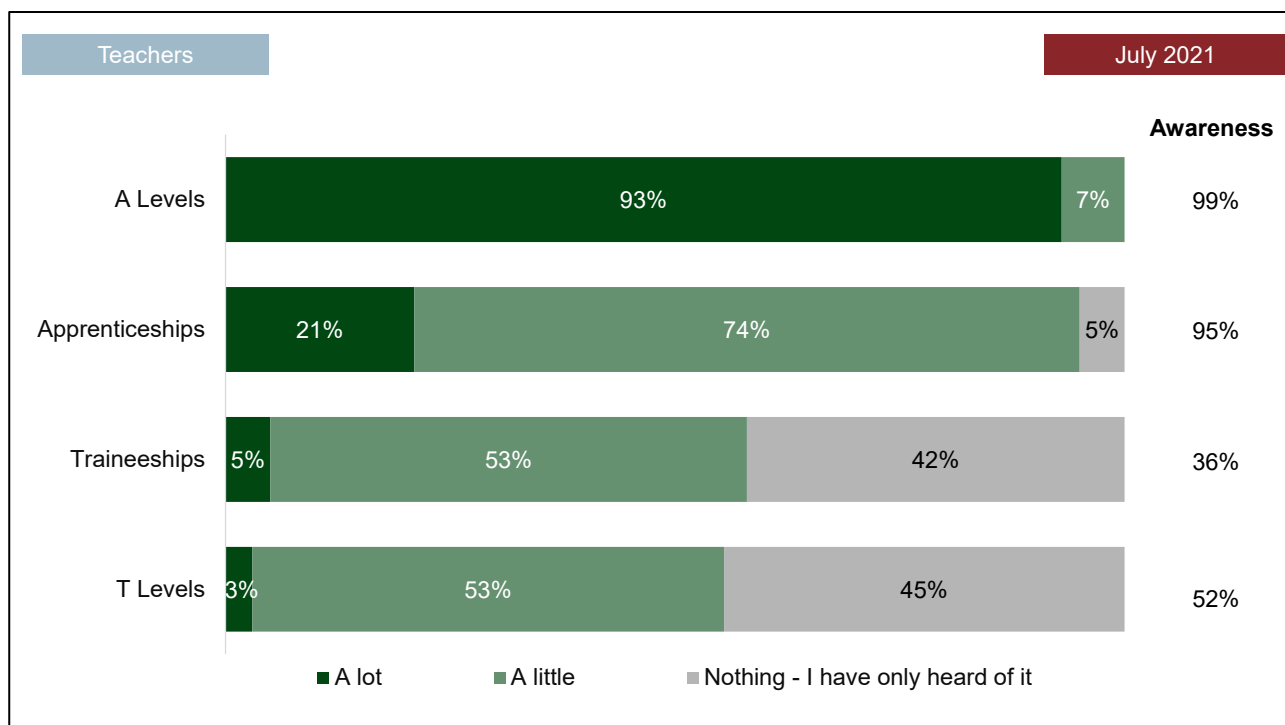
All Key Stage 4 and Key Stage 5 teachers were asked which post-16 programmes they had heard of. The vast majority had heard of A Levels (99%) and apprenticeships (95%), while around half were aware of T Levels (52%). One-third (36%) had heard of traineeships.

Knowledge

Teachers that were aware of each programme were asked how much they knew about what each involves. Over nine in ten (93%) reported that they knew a lot about A Levels. This compared to one-fifth (21%) for apprenticeships and a small minority of those aware of traineeships (5%) and T Levels (3%). Almost half of Key Stage 4 and 5 teachers that had heard of traineeships and T Levels knew nothing about them beyond the name (42% and 45% respectively).

³ T levels are new two-year courses equivalent to three A levels. The first three T levels started to be taught in September 2020 by a limited number of providers, with roll-out expected to increase in future years.

Figure 12. Teachers' awareness and knowledge of post-16 programmes



Source: School Snapshot Panel, July 2021 survey. C1: All KS4 and KS5 teachers (n=458). C2: Teachers that were aware of each qualification (T Levels n=240, traineeships n=167, apprenticeships n=436, A Levels n=454).

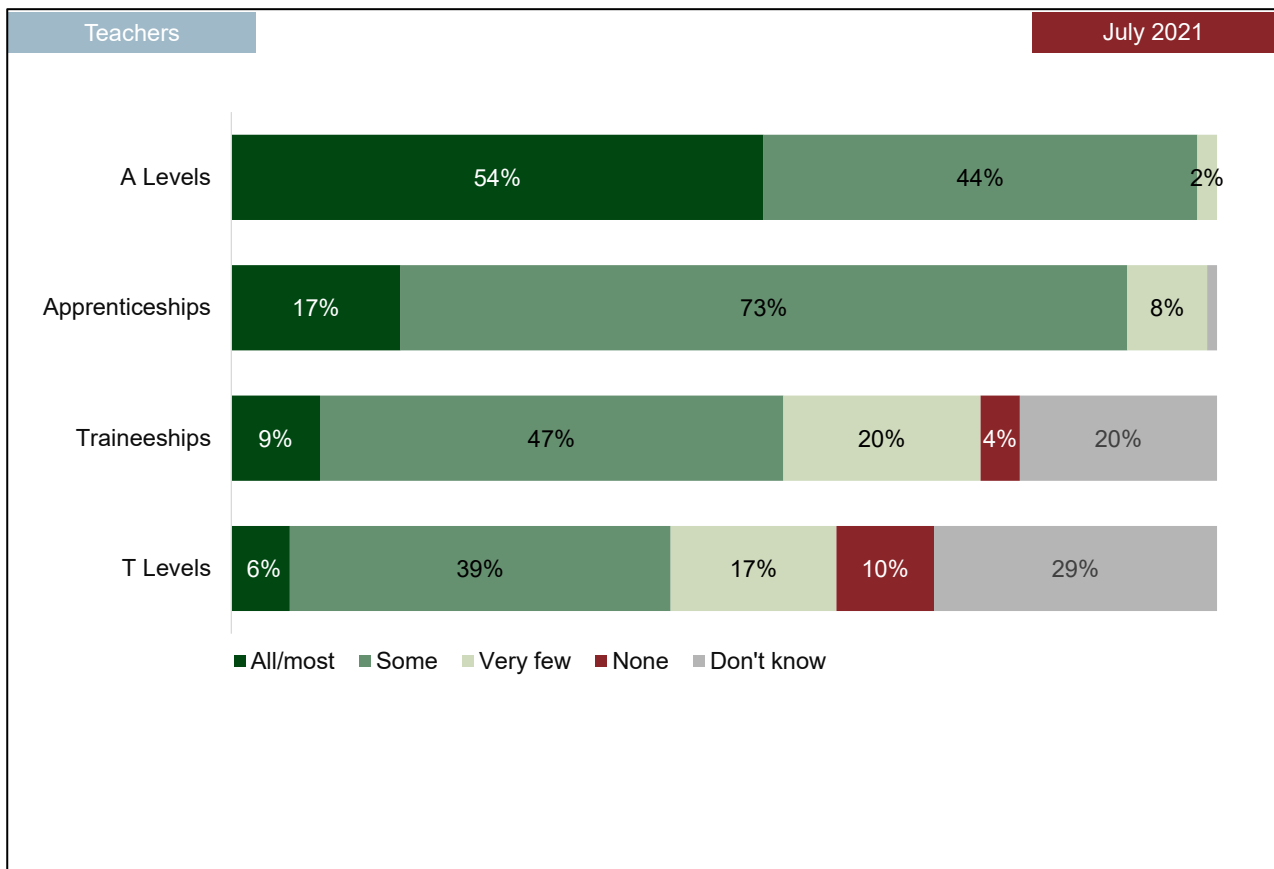
Amongst those aware of T levels, teachers at secondary academies were more likely than those at non-academies to report that they know nothing about them (48% vs. 32%).

Teachers at schools with the lowest proportion of FSM eligible pupils were less likely to report knowing a lot about apprenticeships (11% of those that were aware of apprenticeships) than those at schools with the highest proportion of pupils eligible for FSM (32%).

Encouraging pupils to consider different post-16 programmes

Key Stage 4 teachers that were aware of each qualification were then asked whether they would encourage their pupils to consider it. A Levels were the most likely to be encouraged by teachers, with 98% reporting that they would encourage all, most or some of their pupils to consider them. Nine-in-ten (90%) would encourage pupils to do apprenticeships, whereas considerably fewer would do so for traineeships (56%) and T Levels (44%).

Figure 13. Proportion of pupils that teachers would encourage to do post-16 programmes



Source: School Snapshot Panel, July 2021 survey. C3: KS4 teachers that were aware of each qualification (T Levels n=235, traineeships n=167, apprenticeships n=431, A Levels n=449).

Significantly more teachers at schools with the lowest proportions of pupils eligible for FSM reported that they would encourage all or most pupils to consider A Levels than those at schools with the highest proportion (68% vs. 33%).

Pupil absence, behaviour and discipline

This chapter covers views on pupil discipline, absence, and behaviour. It looks at:

- Disciplinary action taken by leaders in the last four weeks
- The frequency of different types of low-level disruption in classes reported by teachers on the most recent day of teaching.
- Challenges addressing pupil absence in the next academic year

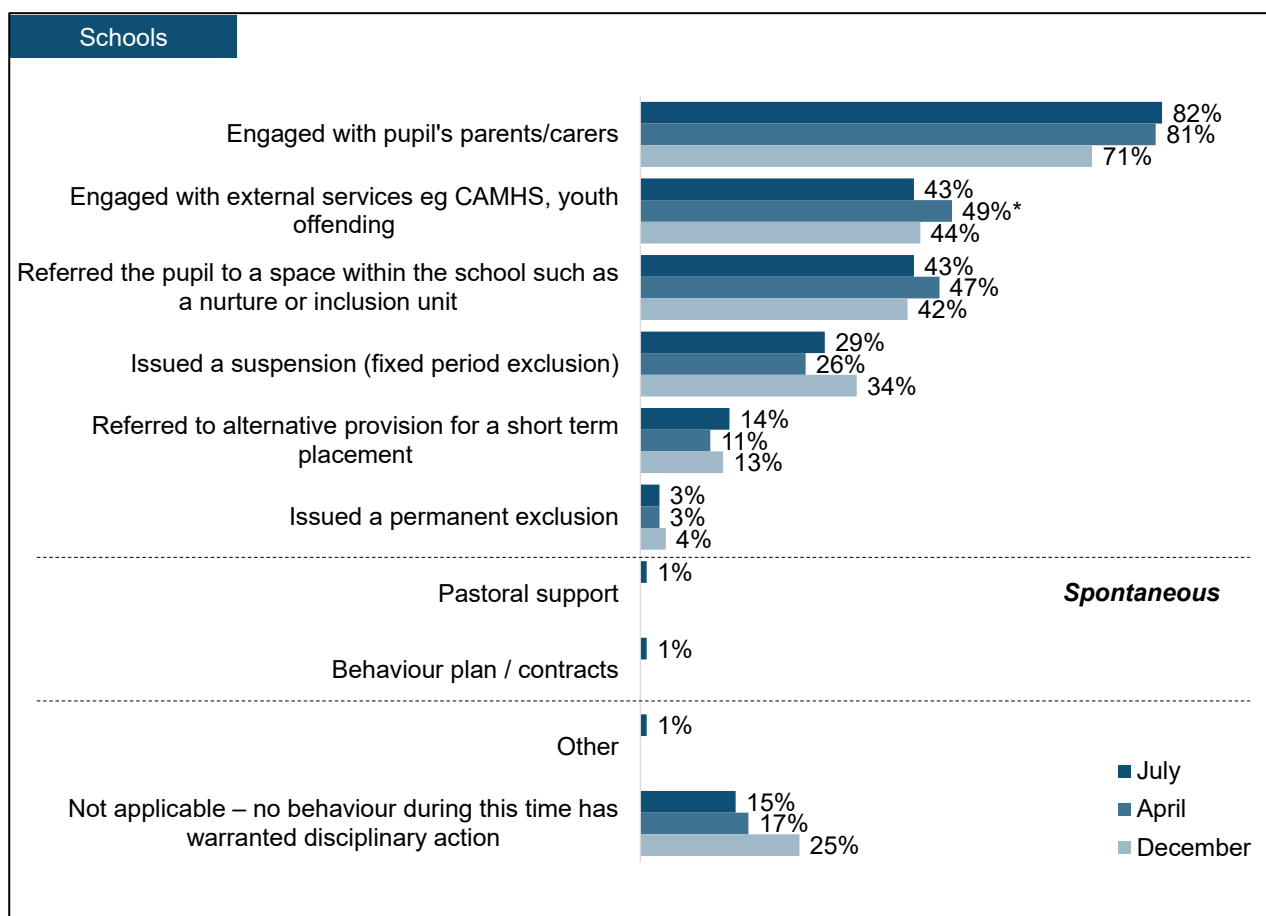
Disciplinary action

Schools were asked about the measures that they had used in the past four weeks to respond to behaviour that warranted disciplinary action. Most schools had taken some action (84%). However, one-fifth (18%) of primary schools felt there had not been any behaviour that warranted disciplinary action during the past four weeks compared to just 2% of secondary schools. The 15% that stated no behaviour has warranted disciplinary action is similar to 17% that said this in April 2021.

The majority (82%) of schools had engaged with the pupil's parents or carers. Less than half had referred a pupil to a space within the school (43%) or engaged with external services (43%). As shown in Figure 14, ,

There was a significant reduction since April in the proportion reporting that they had used external services, such as CAMHS (49% in April vs. 43% in July). At the same time there has been an increase in the number of schools who engaged with parents or carers since December 2020 (82% in July v 71% in December 2020).

Figure 14. Measures used in responding to behaviour that has warranted disciplinary action in the last four weeks



Source: School Snapshot Panel, July 2021 survey. D1: All leaders (n=846). April 2021 survey. F1: All leaders (n=1,029). December 2020 survey. D1: All leaders (n=393). * Indicates a statistically significant difference between July and April.

Significantly more schools with the highest proportions of FSM eligible pupils had used at least some of the measures in comparison to those with the lowest proportions (90% vs. 74% respectively).

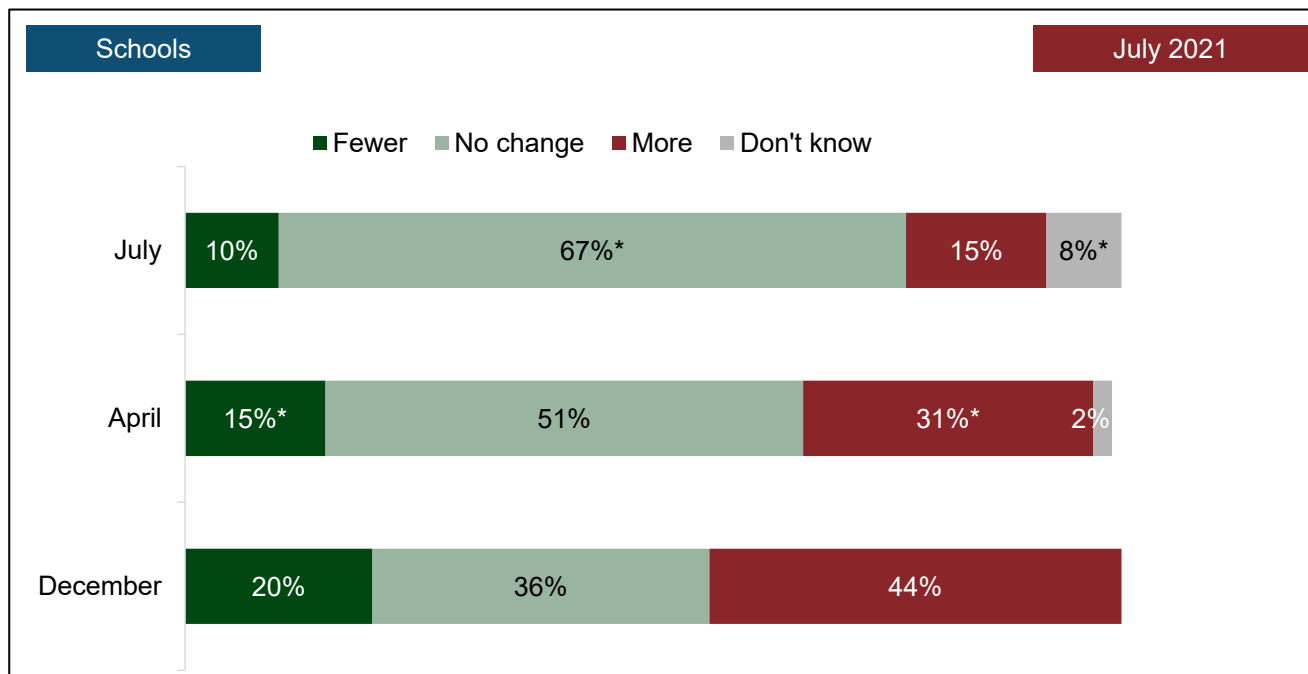
Number of suspensions⁴

Schools were asked how the number of suspensions in the current summer term compared to a typical summer term prior to the pandemic in order to provide a direct comparison. For most (67%) the number was consistent with previous years, although one-quarter (25%) reported a change; 15% of all schools said that suspensions had gone up, and 10% that they had decreased. The proportion of schools reporting that the

⁴ Where suspensions are noted, it refers to what legislation calls a fixed period 'exclusion'

number of suspensions has stayed the same compared to the same time in a typical year has increased since December 2020 (36%) and April 2021 (51%).

Figure 15. How the number of suspensions in the current summer term compared to a typical summer term prior to the pandemic



Source: School Snapshot Panel, July 2021 survey. D2: All leaders (n=846). April 2021 survey. F2: Leaders who issued suspensions (n=371). December 2021 survey. D2: Leaders who issued suspensions (n=240). * Indicates a statistically significant difference between July and April.

Secondary schools were significantly less likely than primary schools to report that the number of suspensions issued was about the same as pre-pandemic levels (40% vs. 73%).

Schools more likely to report an increase in suspensions than they would expect in a typical summer term were:

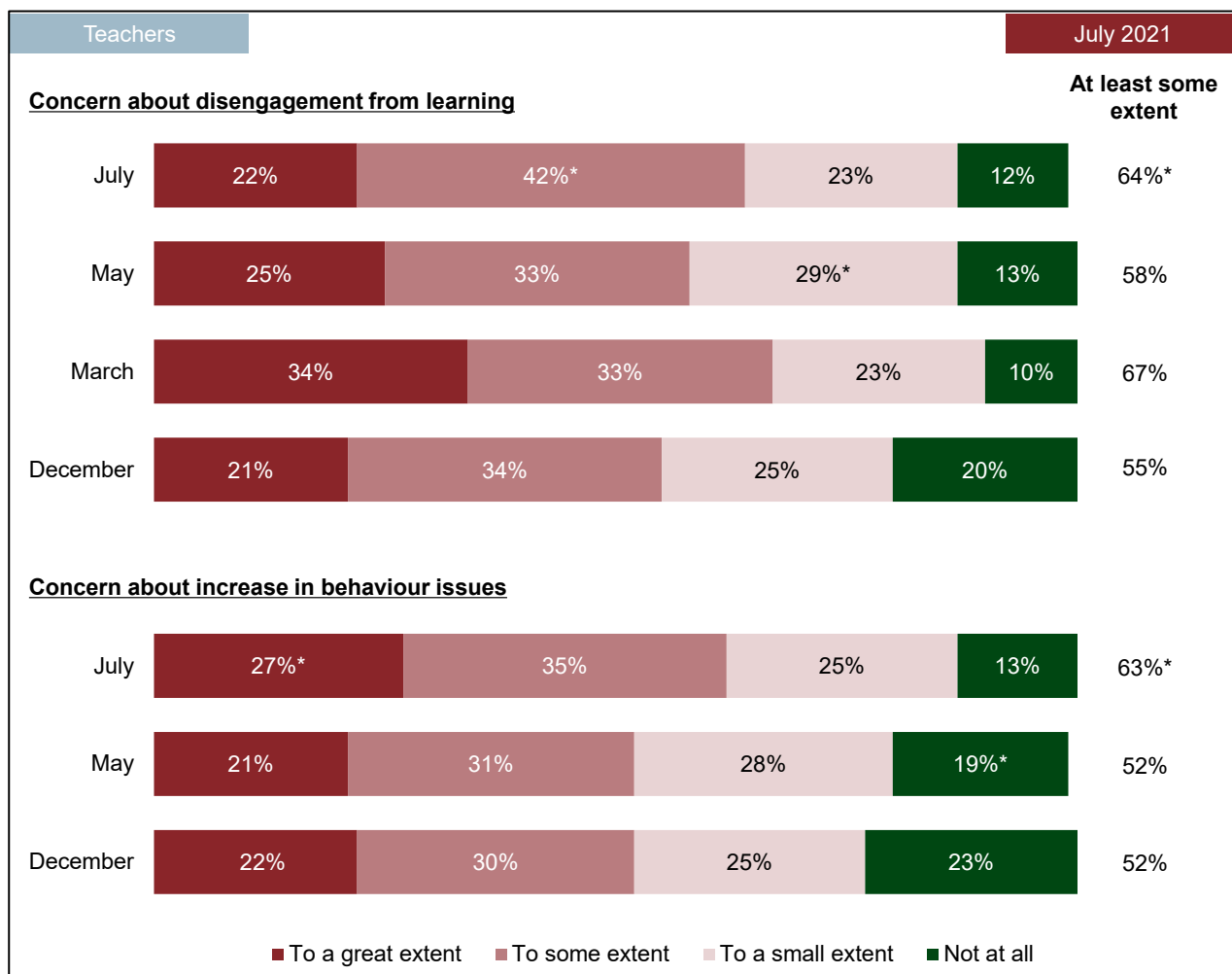
- Schools with the highest proportion of FSM eligible pupils (26% vs. 11% among those with the lowest)
- Schools with an Ofsted rating of requires improvement (27% vs. 15% of 'good' schools and 13% of 'outstanding' schools).

Behavioural issues

Teachers were asked how concerned they were about disengagement from learning and an increase in behaviour issues. Concern with these areas was fairly high; 64% of teachers were concerned to at least some extent about disengagement from learning (a

significant increase from 58% in May) and 61% were concerned to at least some extent about behaviour issues (a significant increase from 52% in May).

Figure 16. Extent to which teachers were concerned about disengagement from learning and an increase in behaviour issues



Source: School Snapshot Panel, July 2021 survey. D4: All teachers (n=934). * Indicates a statistically significant difference between July and May surveys.

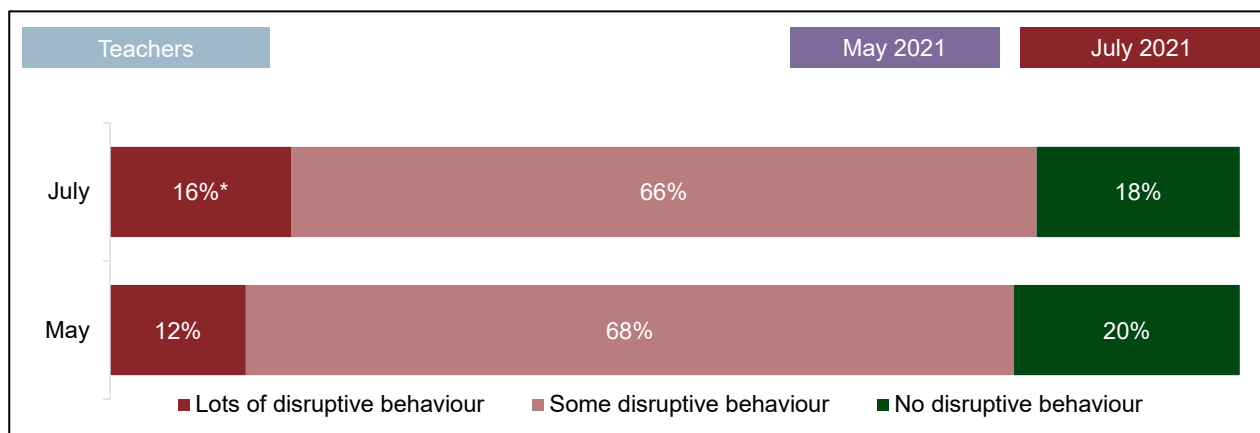
In terms of subgroup differences, secondary teachers were significantly more concerned than primary teachers to a great extent about both disengagement from learning (34% vs. 10%) and an increase in behaviour issues (35% vs. 18%). This was also the case for teachers at schools with the highest proportions of pupils eligible for FSM when compared to those with the lowest proportions.

Disruptive behaviour

Teachers were asked how much, if any, disruptive behaviour there had been in their classes on the most recent day they were teaching. As shown in Figure 17, 16% of

teachers in the July 2021 survey said that there was lots of disruptive behaviour, a significant increase on the figure of 12% in the May 2021 survey.

Figure 17. How much disruptive behaviour there was in classes



Source: School Snapshot Panel, July 2021 survey. D5All teachers (n=934). May 2021 survey. B2: All teachers (n=1,054). * Indicates a statistically significant difference between May and July waves.

Teachers at the following types of schools were significantly more likely to report lots of disruptive behaviour:

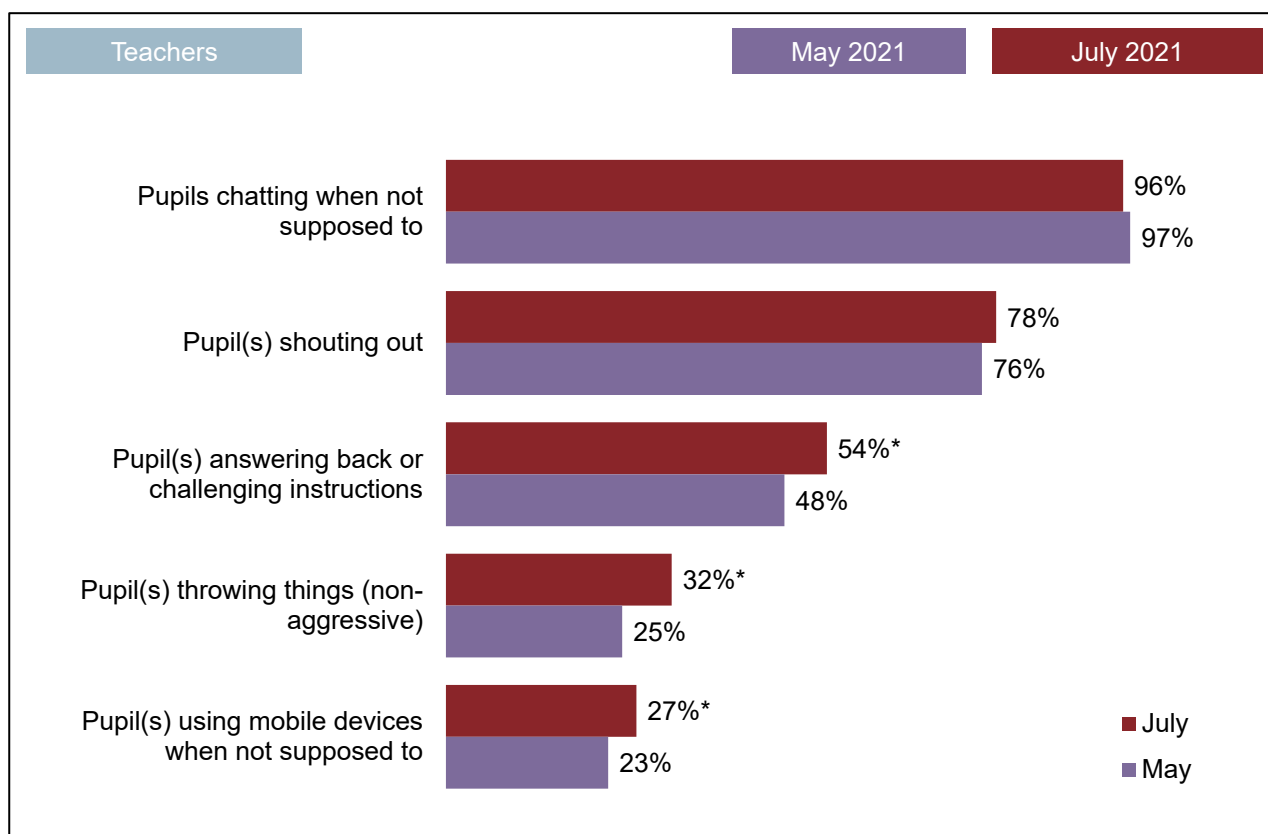
- Primary academies (20% vs. 11% at primary non academies); and
- Those with the highest proportions of pupils eligible for FSMs (19% vs. 8% of those with the lowest).

Teachers were also asked whether different types of disruptive behaviour occurred in their classes on the most recent days they were teaching. Nearly all teachers (96%) said that pupils had been chatting ‘frequently’ or ‘sometimes’ when they were not supposed to, and over three-quarters (78%) that they had been shouting out. These findings are similar to those of the May 2021 survey.

However, there has been a significant increase since May 2021 in the proportion of teachers reporting the following behaviour occurring in their classes:

- Pupil(s) answering back or challenging instructions (54%, up from 48% in May);
- Pupil(s) throwing things (non-aggressive) (32%, up from 25% in May); and
- Pupil(s) using mobile devices when not supposed to (27%, up from 23% in May).

Figure 18. How often did the following happen ‘frequently’ or ‘sometimes’ in the classes teachers taught on the most recent day they were teaching



Source: School Snapshot Panel, July 2021 survey. D6: All teachers (n=934), primary (570), secondary (276). May 2021 survey. B3: All teachers (n=1,054). * Indicates a statistically significant difference between May and July waves.

Primary teachers were significantly more likely than secondary teachers to report pupil(s) shouting out (83% vs. 74%), while secondary teachers were more likely to have experienced:

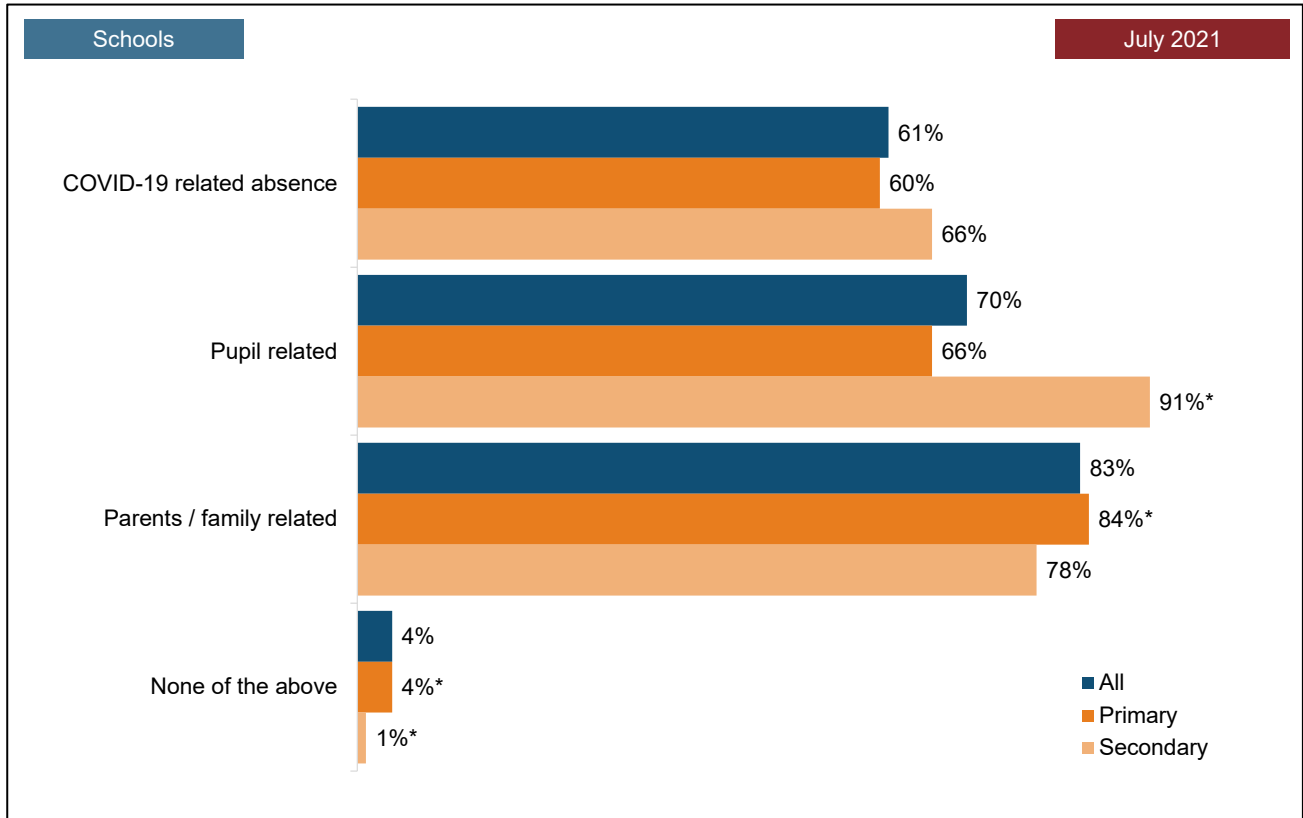
- Pupil(s) throwing things (non-aggressive) (40% vs. 24%);
- Pupil(s) answering back or challenging instructions (62% vs. 47%); and
- Pupil(s) using mobile devices when not supposed to (53% vs. 2%).

Addressing pupil absence

Schools were asked which reasons for pupil absence would be very difficult to address in the next academic year. Parents and family related absences were mentioned most

frequently (83% felt they will find it very difficult to address these next year), followed by, pupil related absences (70%)⁵ and COVID-19 related absences (61%).(See Figure 16)

Figure 19. Reasons for pupil absence that schools reported will be very difficult to address next academic year



Source: School Snapshot Panel, July 2021 survey. D3: All leaders (n=846), primary (570), secondary (276). * Indicates a statistically significant difference between primary and secondary schools.

As Figure 19 shows, significantly more secondary schools than primary schools felt that it would be difficult to address pupil related absence (91% vs. 66%), whereas for parents and family related absences the reverse was true (78% vs. 84%).

Breaking this down by specific statements, secondary schools – when compared to primary schools - were more likely to say that the following will be very difficult to address next academic year with regards to pupil absence:

⁵ ‘Pupil related absence’ includes absences due to mental health, bullying, pupils feeling disinterested in learning, pupils feeling behind academically, pupils feeling isolated from their peers, pupils feeling as though they don’t belong at school, pupils having caring responsibilities, pupils having issues with transport and pupils’ additional needs not being fully met in school (e.g. SEND, medical needs).

‘Parents/family related absence’ includes absences due to parents/carers belief in the importance of attending school, parents/carers confidence or skills to support regular attendance, family challenges (e.g. mental health issues, addiction, housing problems) and parents booking holidays during term time.

- Mental health (85% of secondary schools vs. 49% of primary schools)
- Family challenges e.g. mental health issues (57% vs. 43%)
- Pupils feeling disinterested in learning (35% vs. 16%)
- Pupils feeling behind academically (24% vs. 14%)
- Pupils feeling isolated from their peers (23% vs. 8%)
- Pupils having caring responsibilities (20% vs. 8%)
- Pupils feeling as though they don't belong at school (22% vs. 6%).

In contrast, primaries schools were more likely to say that parents booking holidays during term time will be very difficult to address in the next academic year (63% vs. 35% of secondary schools).

Free school meals

Schools with the highest proportion of pupils eligible for FSM were more likely to say that the following reasons for absence would be very difficult to address in 2021-22 academic year than their counterparts in schools with the lowest proportion of pupils eligible for FSM:

- 'Parents / carers belief in the importance of attending school' (61% vs 30% of leaders in schools with the lowest proportion FSM).
- 'Family challenges e.g. MH issues' (62% vs 29% of leaders in schools with the lowest proportion FSM).
- 'Parents / carers confidence or skills to support regular attendance' (47% vs 27% of leaders in schools with the lowest proportion FSM).

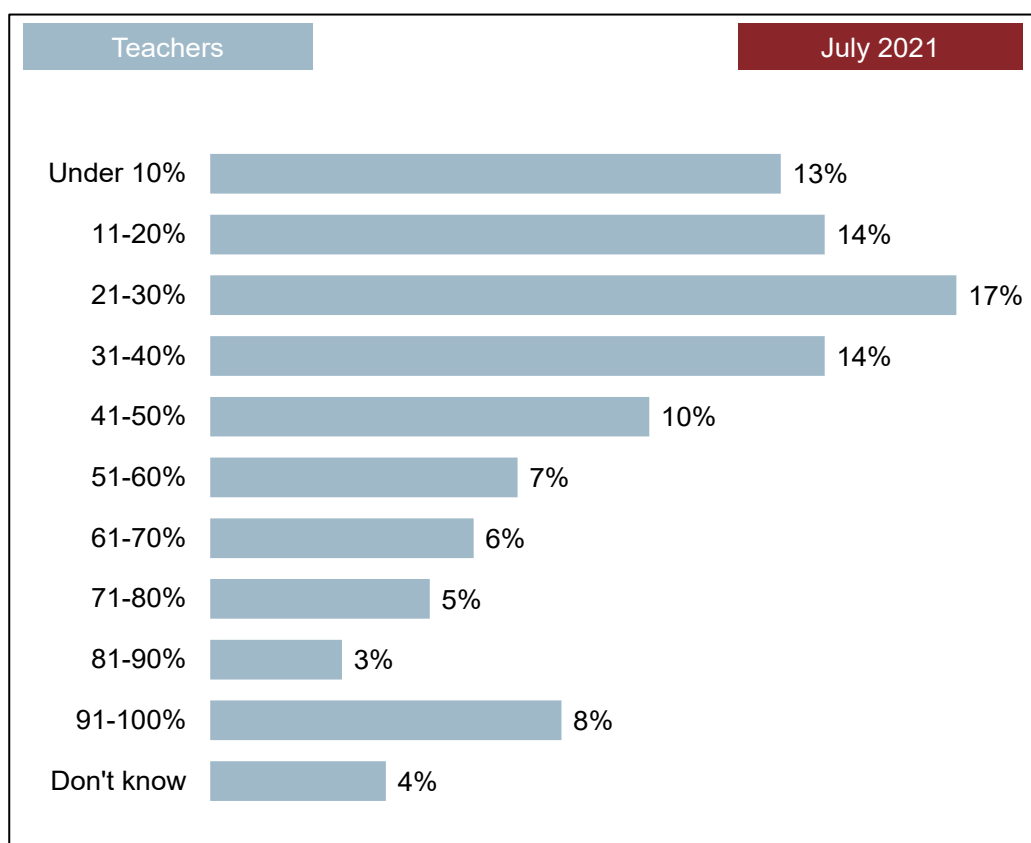
Tuition

On 2nd June, the DfE announced £1 billion for national tutoring ‘revolution’ which will see up to 100 million tutoring hours for children and young people across England. This section captures school teachers and leaders thoughts on how many pupils would benefit from tuition and who should deliver it.

Benefit to pupils of individual and small group tuition

Teachers were asked what proportion of pupils would benefit from individual or small group tuition to help them catch up on learning lost through the pandemic. As shown by Figure 20, responses varied greatly. Mostly commonly however, teachers said that 21% - 30% of pupils would benefit from individual or small group tuition. The mean average response was 39% of pupils and the median was 35%.⁶

Figure 20. Proportion of pupils that would benefit from individual or small group tuition to help them catch up on learning lost through the pandemic



Source: School Snapshot Panel, July 2021 survey. G1: All teachers (n=934).

⁶ The mean and median were calculated by defining a specific value to each of the bands. For this, the midpoint of each band was chosen as the value. For example, for ‘less than 10%’, the value was 5%.

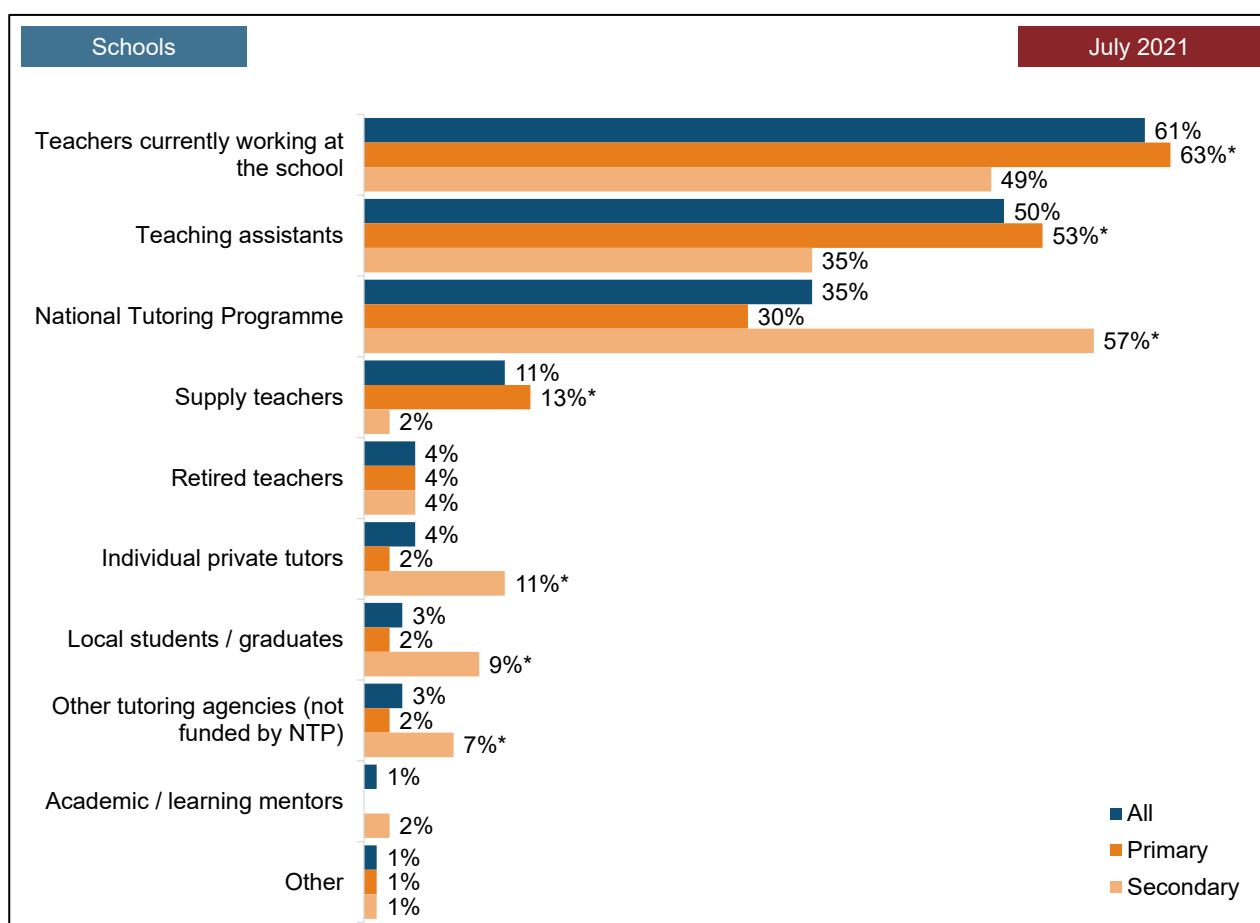
Teachers at schools with the highest proportion of FSM eligible pupils indicated a higher proportion of their pupils would benefit from individual or small group tuition (an average of 51% of their pupils) than teachers at schools with the lowest proportion eligible for FSM (on average these teachers thought 32% of pupils would benefit).

Delivering small group tuition

Schools were asked whether they were delivering small group tuition to help support pupils catch up on learning lost through the pandemic, and if so, how this was being delivered.

In total, four-fifths (79%) of schools were delivering small group tuition. These schools were most likely to be delivering this through teachers currently working at the school (61%) and or teaching assistants (50%). A third said it was being delivered through the National Tutoring Programme (35%). The full list can be found in Figure 21.

Figure 21. Who is delivering small group tuition in schools



Source: School Snapshot Panel, July 2021 survey. G3: Schools delivering small group tuition (n=669). * Indicates a statistically significant difference between primary and secondary schools.

There were notable subgroup differences by school phase. Secondary schools delivering small group tuition were significantly more likely than primary schools to use:

- National Tutoring Programme (57% vs. 30%);
- Individual private tutors (11% vs. 2%);
- Local students or graduates (9% vs. 2%); and
- Other tutoring agencies (not funded by NTP) (7% vs. 2%).

However, significantly more primary schools were more likely to be using:

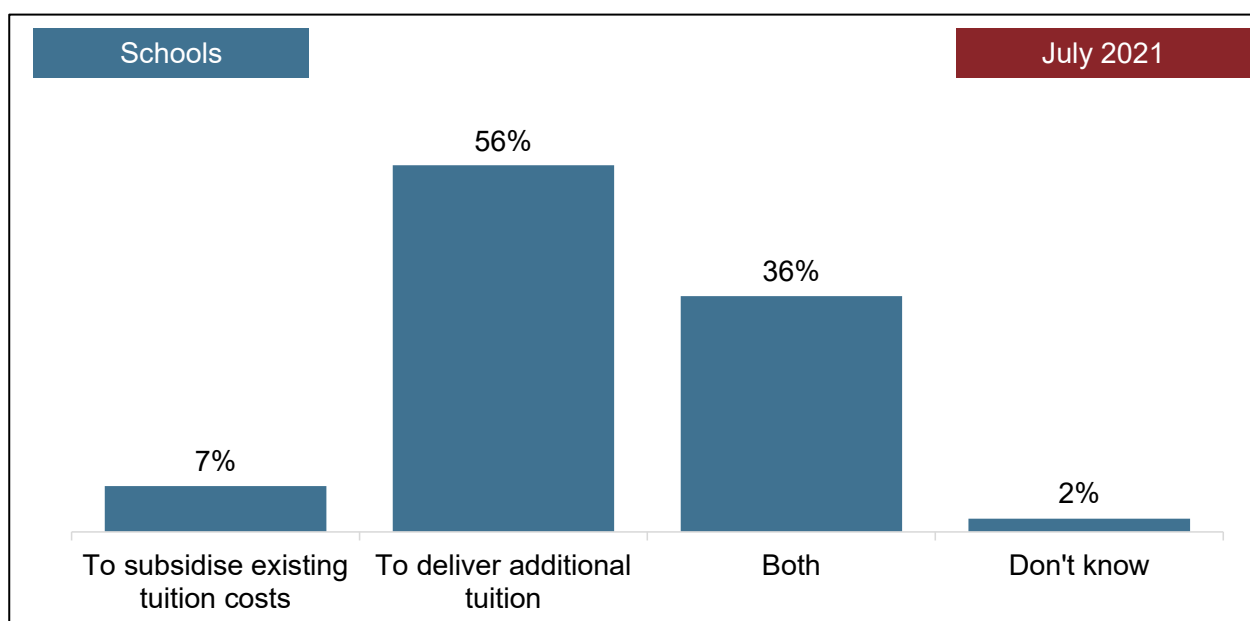
- Teachers currently working at the school (63% vs. 49%);
- Teaching assistants (53% vs. 35%); and
- Supply teachers (13% vs. 2%).

Interest in DfE funding

Schools were also asked whether they would be interested in funding from the DfE to run small group tutoring with the option to choose who delivers this, and if so, how they think they would use this funding.

The vast majority of schools would be interested in this funding (92%). These schools were most interested in using the funding to deliver additional tuition (56%), or both additional tuition and to subsidise existing tuition costs (36%), but rarely just to subsidise existing tuition (7%).

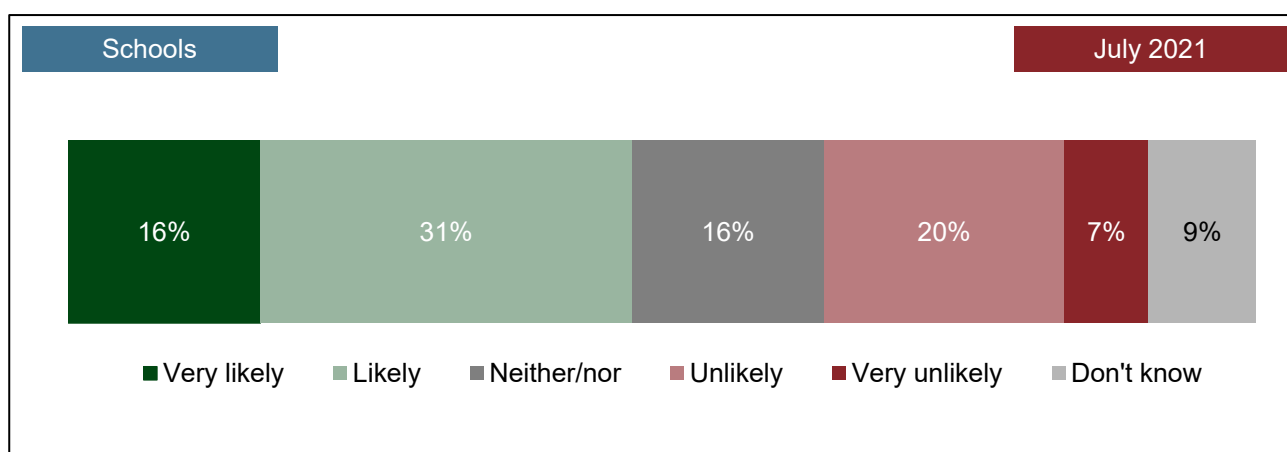
Figure 22. How schools planned to use additional funding from the DfE for small group tuition, if it were to be offered



Source: School Snapshot Panel, July 2021 survey. G5: Schools interested in DfE funding for small group tuition (n=776).

Schools that were interested in DfE funding for small group tuition were asked how likely or unlikely they would be to participate in the programme if DfE required the schools' chosen tutors to undertake free tutoring training (for approximately 10 hours). Around half of schools (47%) would be likely (31%) or very likely (16%) to participate, while around a quarter (27%) would be unlikely (20%) or very unlikely (7%).

Figure 23. Likelihood that school would participate in a programme if DfE required tutors to undertake free tutoring training

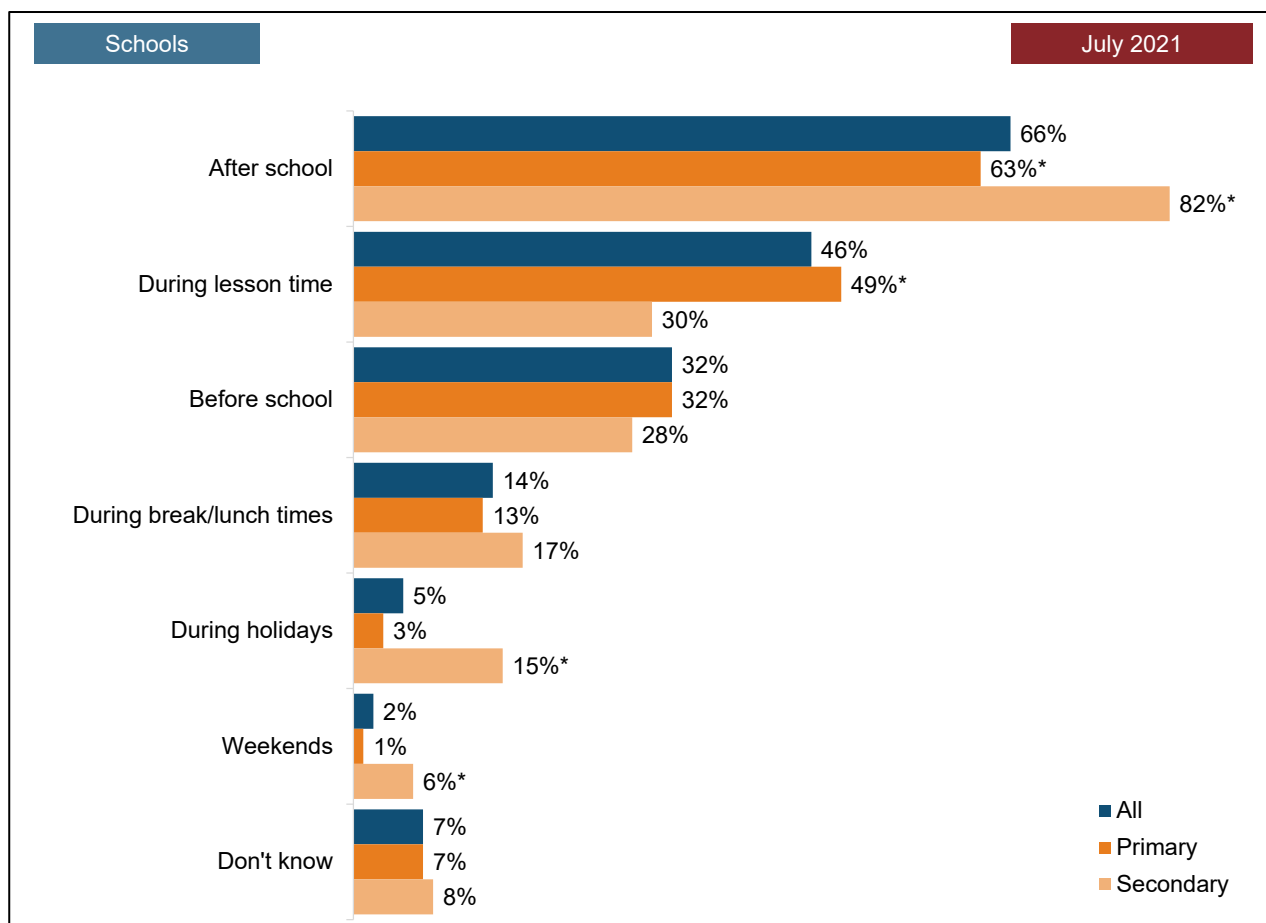


Source: School Snapshot Panel, July 2021 survey. G6: Schools interested in DfE funding for small group tuition (n=776).

Schools with the highest proportion of FSM eligible pupils were significantly less likely than those with the lowest proportions of such pupils to be unlikely or very unlikely to participate in such a programme if DfE required schools' chosen tutors to undertake free tutoring training (18% vs. 33%).

In terms of when schools would run these tutoring sessions if they were to provide them: two-thirds (66%) of schools reported that it would be after school; just under half (46%) said it would be during lesson time; a third (32%) would run the tutoring sessions before school starts; and a relatively small minority (14%) would run them during break and lunch times.

Figure 24. When schools would run tutoring sessions if they were to provide them



Source: School Snapshot Panel, July 2021 survey. G7: Schools interested in DfE funding for small group tuition (n=776). * Indicates a statistically significant difference between primary and secondary schools.

As shown in Figure 24, there were differences by school phase. Secondary schools were significantly more likely to say that they would run the tutoring sessions after school (82% vs. 63%), during holidays (15% vs. 3%) and at weekends (6% vs. 1%), while a higher proportion of primary schools would do so during lesson time (49% vs. 30%).

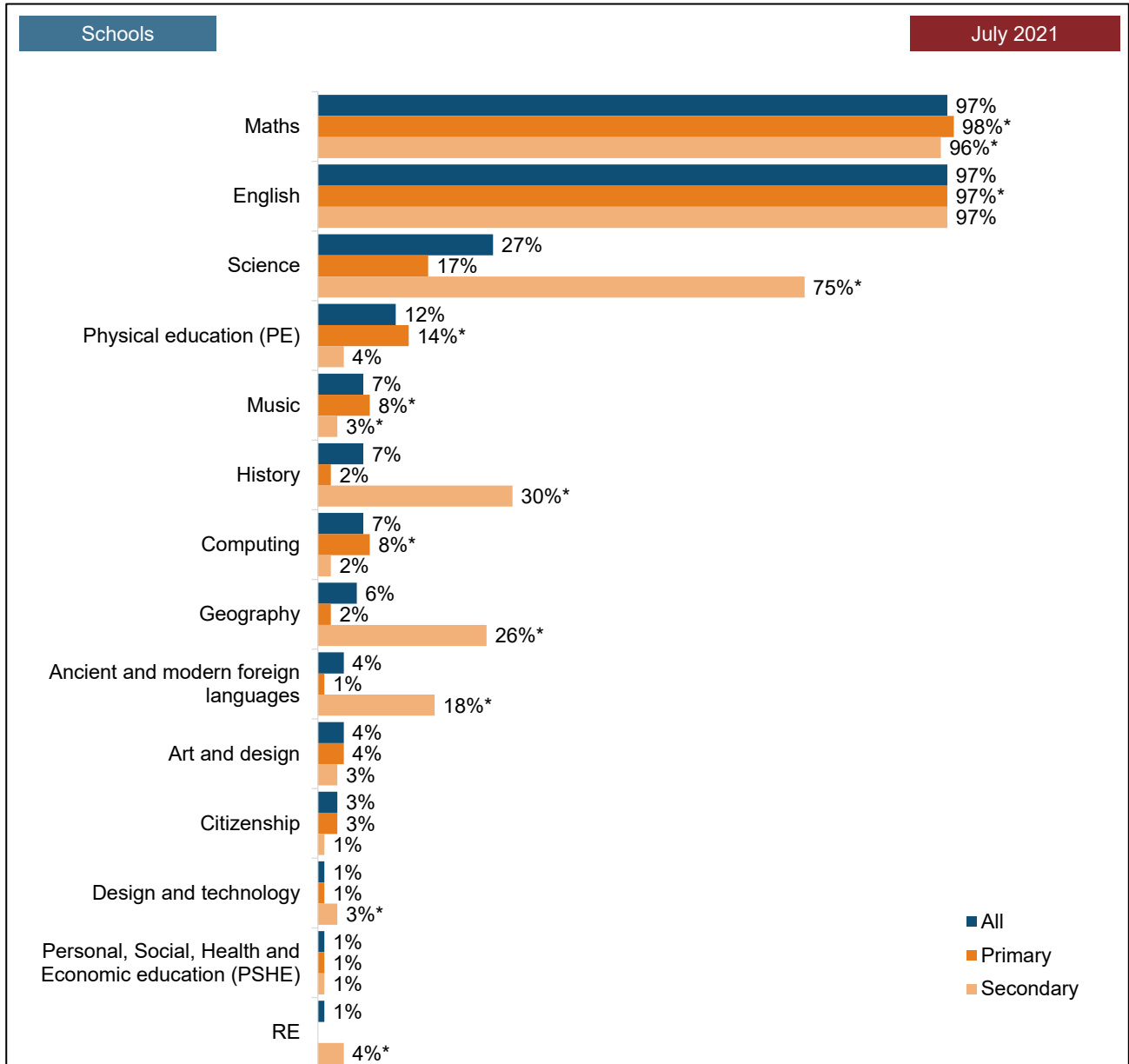
Primary non-academies were significantly more likely than primary academies to expect to run the sessions after school (66% vs. 56%).

Schools with the lowest proportions of FSM eligible pupils were significantly more likely to anticipate running small group tuition before school than those with the highest proportions (35% vs. 21%), while the reverse was true for the proportion planning to run sessions during holidays (2% vs. 10%).

Schools interested in DfE funding for small group tuition were asked which subjects they thought pupils would experience the most benefit from if they received individual or small group tuition. Maths (97%) and English (97%) were mentioned by nearly all schools,

followed by, though mentioned by far fewer schools, science (27%) and PE (12%), No other subjects were mentioned by 10% of schools. The full list is shown in Figure 25.

Figure 25. Subjects for which pupils would most benefit from receiving individual or small group tuition



Source: School Snapshot Panel, July 2021 survey. G8: Schools interested in DfE funding for small group tuition (n=776). * Indicates a statistically significant difference between primary and secondary schools.

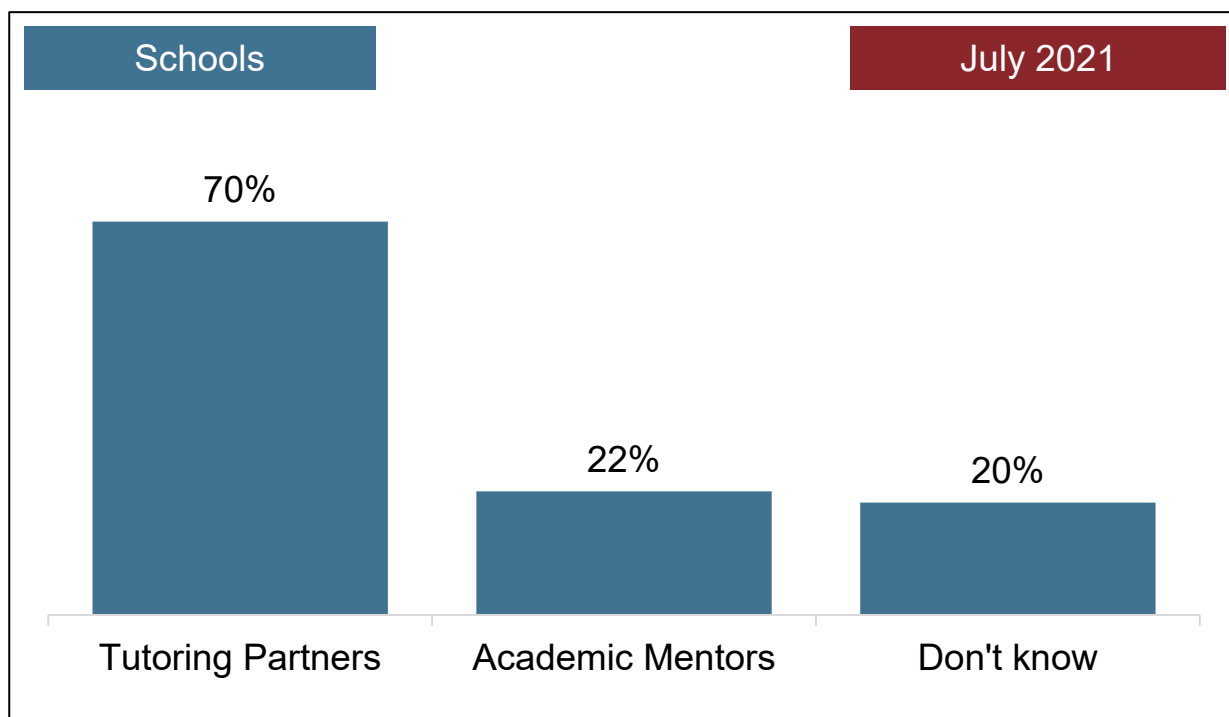
There were clear differences according to school phase, with secondary schools significantly more likely to mention academic subjects (such as science, history, geography and languages), whereas a higher proportion of primary schools mentioned subjects such as PE, music and computing.

National Tutoring Programme

In total, 29% of schools were planning to use the National Tutoring Programme (NTP) in the 2021/22 academic year, though around a third (30%) were unsure if they would use it or not. Two-fifths (41%) did not expect to use it.

Seven in ten (70%) of schools that said they were planning on using the NTP would use Tutoring Partners specifically, and 22% would use Academic Mentors.

Figure 26. Components of NTP that schools were planning to use



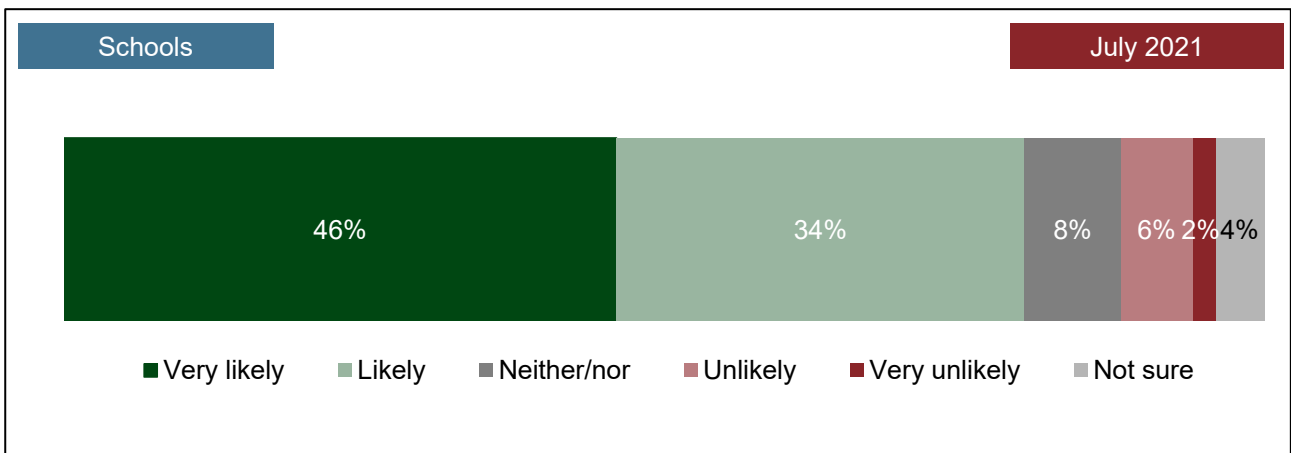
Source: School Snapshot Panel, July 2021 survey. G10: Schools planning to use NTP in 2021/22 (n=259).

Secondary schools were more likely to be planning to use the NTP next year (40%) than primary schools (26%), as were schools with the highest proportion of FSM eligible pupils (37% vs. 24% of those with the lowest proportion).

In terms of which components of the NTP schools planned to use, secondary schools were significantly more likely to plan to use Academic Mentors (37% vs. 17% of primary schools).

Schools were also asked how likely they would be to continue using the NTP if DfE offered additional funding to run small group tutoring with the school's choice of tutor. Four in five schools (80%) said they would be likely (34%) or very likely (46%) to use it. A minority of schools (8%) were unlikely (6%) or very unlikely (2%).

Figure 27. Likelihood of continuing to use the NTP if DfE offered additional funding to run small group tutoring with schools' choice of tutor



Source: School Snapshot Panel, July 2021 survey. G11: Schools planning to use NTP in 2021/22 and using it now (n=180).

There were no notable subgroup differences for the question.



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