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COVID-19 School Snapshot Survey

Research report

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Executive Summary

Background

This report covers the findings from the Covid-19 Snapshot Survey, fieldwork for which took place from 13 May to 31 May 2020. The survey examined the opinions of 1,576 leaders and 997 teachers in primary and secondary schools on a range of educational topics while schools were closed to the majority of students during the coronavirus (COVID-19) outbreak.

Curriculum delivery and social distancing

Curriculum

Predictably, very few schools had been able to deliver all of the school curriculum during the coronavirus (COVID-19) outbreak (6%), with the remainder delivering most (27%) or some of it (65%). In comparison, 3% of schools indicated that they had been able to deliver none of the regular curriculum. Secondary schools had been able to deliver a higher proportion of the regular curriculum during lockdown than primary schools: around half of secondary schools had been able to deliver all (13%) or most (37%) of the regular curriculum compared to around three-in-ten primary schools that had delivered all (4%) or most (25%) of the curriculum.

Schools had used a wide variety of means to provide work for pupils at home during their school's closure due to coronavirus (COVID-19), most commonly emailing, phoning or messaging parents (mentioned by 92% of schools), using online learning platforms such as Google Classroom and Oak Academy (88%) and providing take-home physical workbooks or worksheets (81%). More than half of schools also directly contacted pupils, via email, phone or messaging (63%); a similar proportion posted hardcopy workbooks or worksheets (58%). Contacting parents (93% vs. 84%) and providing physical workbooks to take home (83% vs. 72%) were more common among primary schools, whereas the other methods were more common among secondary schools (97% vs. 86% for online learning platforms; 79% vs. 60% for directly contacting pupils; 68% vs. 55% for posting hardcopies of workbooks or worksheets).

Primary and secondary schools with the highest proportion of pupils eligible for FSMs were significantly more likely than those with the lowest proportion eligible for FSM to have provided work via take-home physical workbooks or worksheets (91% vs. 70% for primary; 78% vs. 31% for secondary). This likely reflects reduced access to devices among pupils eligible for FSM.

Remote learning

It was common for leaders and teachers to feel they or their school needed additional support with using technology, with this being most needed for monitoring pupil progress (58% of leaders and 54% of teachers), engaging with pupils (63% of leaders and 50% of teachers), and conducting remote meetings with parents (55% of leaders and 45% of teachers).

There were felt to be extensive barriers to effective use of technology for remote learning. Over three-fifths of schools mentioned pupils' access to digital devices (87%), broadband or connectivity for pupils (84%), parents' or pupils' digital skills (76%), costs (68%) and the quality or availability of hardware and software (64%). A minority, though still at least two-fifths of schools, felt the lack of awareness or knowledge about what technology or approaches work well (45%), teachers' safeguarding and data security concerns (45%), broadband or connectivity for staff (44%) and parental concerns (40%) were also barriers.

Schools with the highest proportions of pupils eligible for FSMs were significantly more likely to face barriers related to pupils' access to digital devices (93% vs. 64%), broadband or connectivity for pupils (91% vs. 64%); and parents' or pupils' digital skills (85% vs. 55%).

Most schools were providing a wide range of support for pupils that lacked digital capacity (i.e. those that did not have access to the internet, digital devices or lacked digital skills), most commonly providing hard-copy resources (mentioned by 93% of schools) and guidance and technical support (76%). Almost half of schools (47%) had provided some pupils with laptops or tablets, though this was much higher in secondary schools (81%) than in primary (41%).

While schools had used a variety of approaches for pupils who lacked digital access, secondary schools with the highest proportion of pupils eligible for FSM were less likely to offer their pupils devices than those with the lowest proportion eligible for FSM (69% vs 94%).

Social distancing

The vast majority of teachers (94%) did not think social distancing could be practically implemented when their school reopened to higher numbers of pupils, indeed 73% disagreed strongly that it would be possible to implement social distancing (higher among primary teachers (78%) than secondary (69%). In comparison 4% of teachers agreed or agreed strongly social distancing could be practically implemented.

Among teachers that felt practically implementing social distancing in schools would be difficult upon the reopening to higher numbers of pupils, the most common barriers were felt to be a lack of space on the school premises (75% overall; though more often an

issue for secondary teachers (81%) than primary (69%); children being too young to understand social distancing (29%; 50% among primary teachers but mentioned by just 5% of secondary teachers), and that it is simply human nature for children to touch, hug and play (24%).

Support for pupils

School status during Covid-19 closures

Nearly all schools were open to vulnerable children or children of key workers at the time of the COVID-19 School Snapshot survey (96%).

Free school meals

Nearly all schools (97%) reported that they were continuing to provide food to free school meal eligible pupils not attending school during the pandemic. These schools were doing so in a range of ways, most commonly via the Department for Education national voucher scheme supplied by Edenred (80%).¹ Other methods included delivering food to the homes of pupils (37%) and having food collected from site (32%).

Schools were also asked whether they were offering free school meals to vulnerable children or the children of key workers attending their school during the pandemic. Half (49%) were offering them just to those that are usually eligible and two-fifths (38%) were offering them to all pupils attending school during the pandemic. One-in-nine (12%) were not offering any free school meals to children attending the school during the pandemic. However, this is likely to be because none of their children attending those schools during this period were eligible for free school meals.

Economically disadvantaged pupils

More than four-in-five schools (84%) were taking additional action beyond the regular school support to help economically disadvantaged pupils (those that attract the Pupil Premium and those supported by their school even though they fall just above the threshold to qualify for free school meals) that were not currently attending school. Four-fifths of schools were ensuring staff were in regular contact to encourage engagement and promote wellbeing (82%), and three-quarters were providing hard copy resources such as worksheets or textbooks (76%) and providing pupils with free online resources such as courses or videos (75%). About two-thirds indicated that staff were setting additional work or providing additional feedback for these pupils (63%).

More than two-thirds of teachers were taking additional action beyond the regular school support to help economically disadvantaged pupils (69%, higher among primary school

¹ Use of the national voucher scheme continued to increase after fieldwork had concluded and the findings in this survey do not represent the total number of schools who ordered vouchers through the scheme.

teachers than secondary school teachers (74% vs. 65%). This most often involved making regular contact with pupils (63% of all teachers), providing hard copy resources (55%) and providing lists of online resources to these pupils (40%).

SEND

This section looks at school support for pupils with special educational needs and disabilities during the COVID-19. It includes questions on support for children with Education, Health and Care (EHC) plans and on support for those children who are identified as having SEND but who do not have an EHC plan (the 'SEN support' group).

Nearly all schools (96%) were providing additional support for pupils with EHC plans who were not attending school during the pandemic: this typically involved additional support for social, emotional, or mental health needs (90%) and providing access to remote learning (85%). Schools offering additional support for pupils with EHC plans reported that this took a range of forms, most commonly additional communication with parents (97% of those offering additional EHC support), one-to-one telephone or video calls with pupils (87%), additional support via email (84%) and additional paper-based resources (80%).

Similarly, the vast majority of schools (97%) also indicated they were providing additional support for pupils with SEND that do not have an EHC plan. Around nine-in-ten were providing additional support for social, emotional, or mental health needs (90%) and / or additional support to access remote learning (90%). Just under half (47%) reported providing additional support related to medical or health needs. Each of these types of support were more common in secondary schools than in primary schools.

Reflecting the school-level responses, 82% of teachers also reported to be providing additional support for pupils with SEND that do not have an EHC plan. With two-thirds (68%) of teachers reporting to do this by supporting pupils with SEND to access remote learning and more than half (56%) said they were providing additional support for social, emotional, or mental health needs

At the time of the survey in May 2020, half (50%) of schools reported, that they can effectively support pupils with SEND during the COVID-19 pandemic, with the remainder almost equally divided between those who disagreed (24%) and those who neither agreed nor disagreed (25%). Two-thirds (68%) of teachers agreed that they know where to go for advice and guidance on supporting pupils with SEND in accessing remote learning and about one-in-six disagreed (16%) or neither agreed nor disagreed (15%). However, teachers were relatively less positive about how equipped they felt to support pupils with SEND during the coronavirus (COVID-19) pandemic. Half (49%) did feel equipped, compared to a quarter (25%) that disagreed - a quarter (25%) neither agreed nor disagreed.

The 24% of schools that disagreed that they could effectively support pupils with SEND during the COVID-19 pandemic were asked what, if any, barriers were preventing them from meeting the needs of these pupils. Over half reported that lack of access to specialist services or professionals (cited by 60% of these schools) and pupils' lack of access to appropriate technology or equipment (54%) were barriers. Around two-fifths that felt their school was unable to support pupils with SEND faced barriers relating to a lack of relevant government guidance and advice (40%) and a lack of appropriate technology or equipment (39%). Around a third spontaneously mentioned that a lack of capacity within the school workforce (33%) and distance learning failing to meet pupil needs (32%) were barriers. For teachers the key barriers to feeling equipped to support pupils with SEND were pupils not having access to the appropriate equipment or technology (70%), not having enough time to provide additional support to these pupils (31%) and not having access to appropriate equipment or technology themselves (31%).

Schools spontaneously suggested a range of ways in which the DfE could best help them support pupils with SEND during the COVID-19 pandemic. Those most commonly mentioned included: DfE providing technology / electronic resources such as internet access and laptops (cited by 20%); DfE reassuring parents and children by disseminating clear information and guidance relating to SEND pupils (18%); providing increased financial support to support the needs of SEND pupils (17%); and free online resources specifically for pupils with SEND (15%).

Among teachers, two-in-five (40%) said they did not know what DfE could do to support them in this respect. The types of support most commonly cited by teachers were to provide technology / electronic resources such as internet access or laptops (18%), to provide free online resources / programmes for pupils with SEND (12%) and / or to provide increased financial support to help support the needs of pupils with SEND (10%).

At-risk pupils

Just over a third (37%) of schools reported that they identified new at-risk children where the child is attending school during the pandemic.

Around half (52%) of schools indicated that they identified new at-risk children among those not attending the school during the pandemic. This was more common among secondary schools (66%) than primary schools (49%).

During the survey, schools were asked about what they think the DfE could be doing to ensure that all children get the help they need. Where suggestions were given, these were most commonly for the DfE to lobby for improvements to social services (17%), to ensure greater co-operation and easier communication across services such as schools, the police, healthcare services and social services (14%) and for the DfE to be given powers to ensure that at-risk and vulnerable children are in school (9%).

Vulnerable pupils

Vulnerable pupils were defined as “children that receive support through social care, have EHC plans or have been identified as vulnerable by the school or local authority”. During the school closures to most pupils, more than half of school leaders (61%) and teachers (54%) thought that there were vulnerable children enrolled at their school who ought to be attending school during the closures, but these pupils were not attending.

School leaders and teachers that reported that vulnerable pupils enrolled at their school were not attending during the school closures to most pupils, were asked why they thought these pupils were not attending. The majority of leaders and teachers felt that vulnerable pupils were not attending because the parent or carer thought the child may be exposed to the virus in school (88% of leaders and 71% of teachers) or because the parent refuses to send the child for another or an unspecified reason (82% of leaders and 56% of teachers). About half of these leaders (54%) and teachers (50%) felt the reason was that the parent or carer does not consider their child to be vulnerable.

Nearly all schools with vulnerable pupils not attending school had tried to phone, text or email the family or carer to encourage the attendance of these pupils (99%). More than four-in-five schools had also contacted children’s social care (86%) or tried to communicate via online learning (83%). Close to two-thirds of schools had used existing face-to-face contact, such as when delivering free school meals or food vouchers, to check on the family (64%).

Close to half (48%) of schools reported that there had been occasions when their school had been unable to contact the parent or carer of a vulnerable child, with secondary schools being significantly more likely to report this (55% vs. 47% of primary schools). In these instances, the vast majority (88%) of schools had contacted children’s social care with significantly more secondary schools reporting contacting children’s social care (95% vs. 87% of primary schools). Close to two-fifths of schools (38%) had been in touch with health care professionals and more than a quarter (26%) had contacted the police.

Alternative provision

Schools were asked whether the number of alternative provision placements commissioned by them had changed since the partial closure of schools. Almost half (45%) reported that this was not relevant for their school, around a third (36%) reported the number of commissioned placements had stayed the same, one in ten (10%) reported an increase and a slightly lower proportion (7%) reported a decrease.

Primary schools were far more likely to say the issue was not relevant for their school (50% vs. 24% of secondary schools). Where there had been a change, more primaries reported an increase than a decrease (12% vs. 5%), whereas the reverse was true for secondary schools (5% reported an increase compared with 18% reporting a decrease).

Pupil mental health and wellbeing

Of the schools that provided support to pupils with mental health needs before coronavirus (COVID-19) school closures, 85% of primary schools and 95% of secondary schools reported that at least some of these pupils had retained access to mental health support during the closures to the majority of pupils.

The vast majority (around nine-in-ten) of schools reported that during the school closures to the majority of pupils, they were providing information and signposting pupils to local or national support (92%), providing a designated staff contact for pupil or parent advice (89%) and providing guidance about self-care (85%). Around two-thirds (67%) were adapting existing support services to be able to deliver them remotely. A third (34%) had commissioned new online or telephone support services. Secondary schools were significantly more likely than primary schools to be supporting pupils with mental health needs in each of these ways.

Leaders and teachers were presented with five statements about supporting pupil mental health when schools reopen to a higher number of pupils and asked how concerned they were about each.² For each statement, over three-fifths of leaders and teachers (at least 65%) were somewhat or very concerned. More than nine-in-ten leaders (96%) and teachers (93%) were concerned about funding the level of support required. The vast majority of leaders (82%) and teachers (92%) were also concerned about the ability to balance activities to promote mental health and wellbeing with curriculum catch up and about delivering targeted mental health support for all pupils with identified needs (86% of leaders and 85% of teachers concerned).

Attendance and behaviour

Leaders and teachers were asked to think about what additional support, if any, would be the most useful with helping their school deal with potential attendance and behaviour issues when schools reopen.

Additional government support through reassurances on safe opening (21%) and clear, timely guidance on attendance (17%) were the two key areas where leaders and teachers suggested additional support would help them to deal with potential attendance issues. Compared to leaders, teachers were significantly more likely to say they 'don't know' what sort of additional support might help with potential attendance issues (34% vs. 9% of leaders).

² The five statements were: providing information and signposting to local or national support; providing a designated staff contact for pupil or parent advice; providing guidance about self-care; adapting existing support services to deliver remotely; commissioning new online or telephone support services such as counselling. There was also an option to specify any other types of support that were provided.

Leaders and teachers in secondary schools were significantly more likely than leaders and teachers in primary schools to report that the following would help with potential attendance issues: having specific staff that deal with attendance issues (10% vs. 5% of primary respondents), supporting pupils' readjustment (7% vs. 5%), availability of PPE (7% vs. 4%), more time to plan and follow up on issues (6% vs. 2%) and support or funding for arranging safe transport (3% vs. 1%). Leaders and teachers in primary schools were significantly more likely to suggest that no additional support was required (17% vs. 12%) and that suspending fines for non-attendance (6% vs. 2%) would be useful.

When considering what additional support might be useful in addressing potential behavioural issues, there were three key areas of support that were top of mind for leaders and teachers: hiring additional support staff such as school counsellors or pastoral staff that can provide one-to-one support or mentoring (19%); changes to the curriculum, for example by introducing more flexibility, changes to exams or less focus on attainment (14%) and more access to external agencies through things such as quicker referrals (14%).

Leaders and teachers at primary schools were significantly more likely than those at secondary schools to mention that more access to external agencies (16% vs 13% of secondary respondents), changes to the curriculum (17% vs. 10% secondary respondents), training for staff (13% vs. 10% of secondary respondents) and resources of support materials to use in class (11% vs. 2% of secondary respondents) would be useful. Whereas secondary school leaders and teachers were significantly more likely to mention that greater access to school counselling services would be useful (19% vs. 6% of primary respondents) and they were also more likely to say they don't know what support would be useful (23% vs. 16% of primary respondents).

Workforce

Working situation and COVID-19 vulnerability

During the school closures to the majority of pupils, school leaders and teachers were most commonly combining working from home with working on the school premises, although leaders were significantly more likely to do so (66%, compared with 60% of teachers). Both primary leaders and teachers were significantly more likely to be continuing working only on school premises (35% and 5% of primary leaders and teachers, compared with 20% and 1% of secondary leaders and teachers).

In the context of the coronavirus (COVID-19) outbreak, teachers were slightly (though statistically significantly) more likely than leaders to be considered high risk themselves (9% of teachers vs. 6% of leaders) and to be living with, or caring for, someone considered high risk (23% of teachers vs. 19% of leaders).

Workload

Leaders reported that they were spending more time on general administrative work (73% of leaders reported an increase, just 7% reported a decrease) and communication with parents or guardians (70% reported an increase compared with 9% reporting a decrease), and less time on planning and responding on pupil assessment, marking pupils' work and monitoring pupil performance data.

Teachers reported that they were spending more time communicating with parents/guardians (53% of teachers reported an increase; 20% reported a decrease), doing general administrative work (45% vs. 19%) and planning online lessons and resources (42% vs. 26%), and less time on analysing pupil performance (54% of teachers reported a decrease; 12% reported an increase), pastoral support (30% vs. 14%) and marking (57% vs. 16%).

Leaders were more likely to say their current workload was less manageable than usual (45%) than more manageable (15%). In contrast, 43% of teachers reported their workload was more manageable than usual (vs 18% reporting it being less manageable).

Flexible working opportunities offered by schools

The survey highlights that, when schools were originally closed to most pupils in Spring 2020, schools made extensive changes to the flexible working opportunities available to teaching staff. The most common forms of flexible working practices, offered by over nine in 10 schools, were: working on a rota with other staff to share responsibilities, regularly working from home during 'in-school' hours, and flexibility in usual working hours. Broadly consistent with the school-level findings, teachers reported most commonly accessing the following flexible working opportunities within their own role:

- Regularly working from home during 'in-school' hours (72%);
- Flexibility in usual working hours (70%); and
- Working on a rota with other staff to share responsibilities (68%).

Over half (55%) of teachers who reported taking up new flexible working practices while schools were closed to most pupils agreed that accessing these opportunities had made them more open to considering forms of flexible working within their role in the future.

Teacher recruitment

More than half (57%) of schools did not expect the number of trainee placements that their school was able to host to change in the 2020/21 academic year. Less than one-third (29%) expected the number of trainee placements to decrease and 7% expected it to increase. Primary schools were significantly more likely to expect a decrease in their

trainee placements (31% vs. 21% of secondary schools), whereas secondary schools were significantly more likely to not expect any change (65% vs. 55% of primary schools).

More than three-quarters of primary (78%) and secondary schools (80%) did not expect the number of teachers they were going to recruit in the next academic year to change due to the coronavirus (COVID-19) outbreak. Of the 15% of schools that did expect recruitment to change, 10% of schools expected to recruit fewer teachers and 5% expected to recruit more teachers.

About half (53%) of all schools did not expect any changes to the timing of their recruitment of teachers due to coronavirus (COVID-19); with secondary schools being significantly more likely to say this than primary schools (65% vs. 50%) and primary schools being significantly more likely to expect a delay to their recruitment for teaching staff (14% vs. 4%).

Career progression

Unlike in the Winter 2019 survey – when leaders were significantly more likely than teachers to expect to be in the same role in 12 months' time – leaders and teachers were equally likely to expect to stay in the same role in the COVID-19 School Snapshot Survey (79% among teachers and 81% among leaders). The teacher figure represents an increase on the result in the Winter 2019 survey (73%), whereas the leader figure represents a statistically significant fall from the 85% in the Winter 2019 survey.

There was also a significant change between the Winter 2019 and COVID-19 surveys in the proportion of leaders reporting that they are planning to leave the teaching profession entirely. In the COVID-19 survey, almost one in five (18%) leaders that did not expect to be in the same role in 12 months' time were planning to leave the teaching profession entirely, significantly more than the proportion (6%) in the Winter 2019.

The impact of coronavirus (COVID-19) on leaders' and teachers' expectations for their role was substantial. One in five (20%) of all leaders and teachers reported that the virus had influenced whether they expected to be in the same role.

CPD

Since school closures the majority of primary (70%) and secondary (60%) teachers reported that they had to postpone or cancel at least some of their CPD.

Schools were asked to what extent they thought their school would consider bidding for the delivery of CPD initiatives from DfE if schools re-open in the Autumn term. About two-in-five (43%) schools agreed or strongly agreed that they would consider bidding, one-

fifth disagreed or strongly disagreed (20%) and a quarter neither agreed nor disagreed (24%).

Teacher wellbeing

The opportunity to work flexibly was the most common way teachers felt they could effectively manage their health and wellbeing (reported by 43%) since schools closed to most pupils. Other common means were access to wellbeing and mental health online resources (26%) and access to a peer support system (22%). One in five secondary teachers reported confidential counselling with a mental health professional would help them (20%).

Wellbeing scores are highly interconnected. Around three-in-five (61%) leaders were happy, and of these, over nine-in-ten were also: satisfied with their life (92%); and felt the things they did were worthwhile (99%). Teachers' wellbeing scores were also interconnected. Of the 60% that reported they were happy yesterday, 87% and 96% were satisfied with their life, and felt the things they did were worthwhile, respectively.

Generally speaking, leaders and teachers were most likely to report that the things they do in their life are worthwhile (87% and 79%, respectively), and least likely to be not anxious (39% and 38%, respectively).

Background

This report covers the findings from the COVID-19 Snapshot Survey. The survey sought to understand the opinions of leaders and teachers in primary and secondary schools on a range of educational topics while schools were closed to the majority of students during the coronavirus (COVID-19) outbreak. The COVID-19 School Snapshot Survey has replaced the Summer 2020 wave of the School Snapshot Survey.

Methodology

A sample of 5,197 schools was drawn from the Department's database of schools, 'Get Information about Schools' and a further 729 schools that had agreed to be re-contacted in previous waves of the School Snapshot Survey were invited to take part in both the of the COVID-19 School Snapshot Survey. A further 1,410 teachers that had agreed to be re-contacted were also invited to take part in the teacher component. Further information is provided in the technical annex.

At each school, one leader was surveyed (predominantly via a telephone methodology) and up to three teachers were surveyed (using a combination of online and telephone interviewing). A total of 1,576 surveys were conducted with school leaders and 997 with teachers. Within both groups, slightly more responses were obtained from primary than secondary leaders and teachers, as shown in Table 1. Of the leaders, most were headteachers (69%), just less than one in six were deputy headteachers (15%) and close to one-in-ten were assistant headteachers (9%) (see the accompanying tables for more details).

Table 1. Completed surveys by teacher level and school type

	Primary Leaders	Secondary Leaders	Primary Teachers	Secondary Teachers
Completed surveys	802	774	504	493

To reduce survey length whilst covering all relevant topics, school leaders were randomly assigned to one of two routes through the survey. 787 leaders (396 primary and 391 secondary) completed the 'Route 1' survey, which covered topics such as Free School Meal (FSM), at-risk pupils and SEND, while 789 leaders (406 primary and 383 secondary) completed the 'Route 2' survey, which explored topics such as remote learning, workload and support for returning to school.

Fieldwork took place between 13 May – 31 May 2020.

Interpreting the findings

Data presented in this report are 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. 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. This means there is no more than a 5 per cent chance that any reported differences are a consequence of sampling error.

Depending on the question, responses from school leaders have either been weighted to represent the school view or to represent their individual view as a senior teacher. Where the report refers to schools, this represents responses from school leaders. The report attempts to make this distinction clear by referring to responses from schools when the school-based weighting has been applied, and referring to leader responses when the teacher-based weighting (which utilises individual demographic details) has been applied. At the school-level we have used the general population of schools for weighting. However, when comparing results by academy status or by phase (i.e. primary schools vs. secondary schools) it is worth noting that in the general population the majority of secondary schools (69%) are now academies whereas only 33% of primary schools are academies.

Free School Meal (FSM) entitlement is used as a proxy for deprivation levels at the school. All schools in England were put into a list of ascending order of the proportion of pupils that they have 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. 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. 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.

1. Curriculum delivery and social distancing

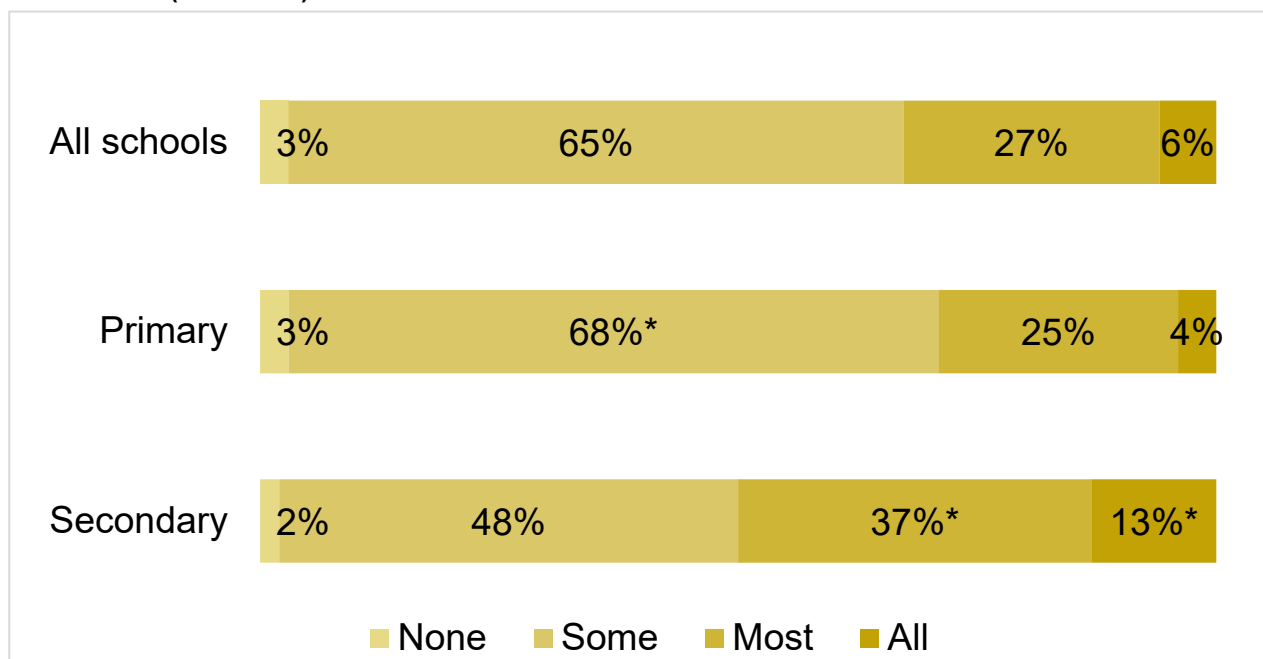
Leaders and teachers were asked for their views and experiences on a number of areas relating to the curriculum and the impact of the coronavirus (COVID-19) outbreak on curriculum delivery. This section explores remote learning and leaders' and teachers' views towards social distancing when schools reopen.

1.1 Curriculum

School leaders were asked to indicate the extent to which their school was able to deliver the regular curriculum during the lockdown due to coronavirus (COVID-19).

Overall, 6% of schools delivered all of the school curriculum, while 27% could deliver most of it, 65% some of it. In comparison 3% indicated that they had been able to deliver none of it.

Figure 1. The extent to which schools were able to deliver the regular curriculum during coronavirus (COVID-19)



Question: U1. How much of the regular curriculum is your school still able to deliver? Base: All Route 2 schools (n=789), Primary (n=406), Secondary (n=383).

* Indicates statistically significant differences between primary and secondary schools.

Secondary schools had been able to deliver a higher proportion of the regular curriculum during the lockdown than primary schools. Around half of secondary schools had been able to deliver all (13%) or most (37%) of the regular curriculum compared to around three in ten primary schools (4% had delivered all and 25% most of the curriculum). It was most common for primary schools to have been able to deliver some of the regular curriculum (68%, compared with 48% of secondary schools). There was little difference by phase in the proportion not able to deliver any of the regular curriculum.

1.2 Remote learning

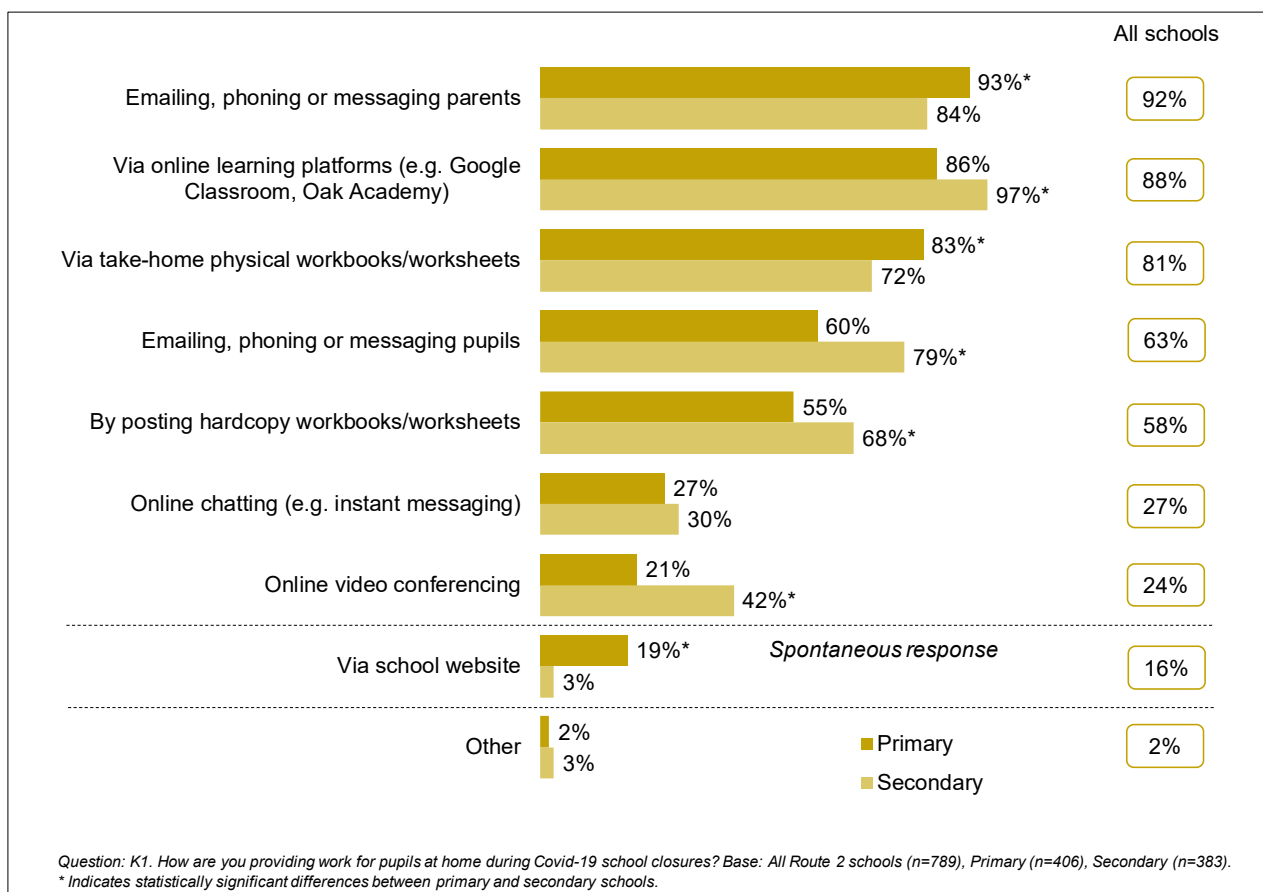
Leaders and teachers were asked how they were providing work for pupils at home during their school's closure due to coronavirus (COVID-19).

How schools provided work for pupils at home

The majority of schools had emailed, phoned or messaged parents (92%) in order to provide work for pupils at home; a smaller proportion had emailed, phoned or messaged pupils directly (63%). The majority of schools had used online learning platforms such as Google Classroom and Oak Academy (88%) and a similar proportion had provided pupils with take-home physical workbooks or worksheets when schools closed (81%). Around six in ten schools had posted hardcopy workbooks or worksheets to pupils (58%).

A smaller proportion of schools had used online chatting e.g. instant messaging (27%), online video conferencing (24%) and the school website (16%) to provide work for pupils studying at home.

Figure 2. The ways in which schools provided work for pupils at home during coronavirus (COVID-19) school closures



Primary and secondary schools differed in the ways in which they had provided work for pupils at home during coronavirus (COVID-19) school closures.

A significantly higher proportion of primary schools emailed, phoned or messaged parents (93% vs. 84%), provided pupils with take-home physical workbooks or worksheets (83% vs. 72%) and used the school website to provide work for pupils (19% vs. 3%).

In comparison, secondary schools were significantly more likely to provide work via online learning platforms (97% vs. 86%), by directly emailing, phoning or messaging their pupils (79% vs. 60%), by posting hardcopy workbooks or worksheets (68% vs. 55%) and via online video conferencing (42% vs. 21%).

Secondary schools with the highest proportion of pupils eligible for FSMs were significantly more likely to post hardcopy workbooks or worksheets (78% vs. 34%) and provide take home physical workbooks or worksheets (78% vs. 31%). Among primary schools, the same trend emerged for the proportion providing take-home physical workbooks or worksheets (91% of primary schools with the highest proportion of pupils eligible for FSMs used them vs. 70% of those with the lowest proportion). It is likely that

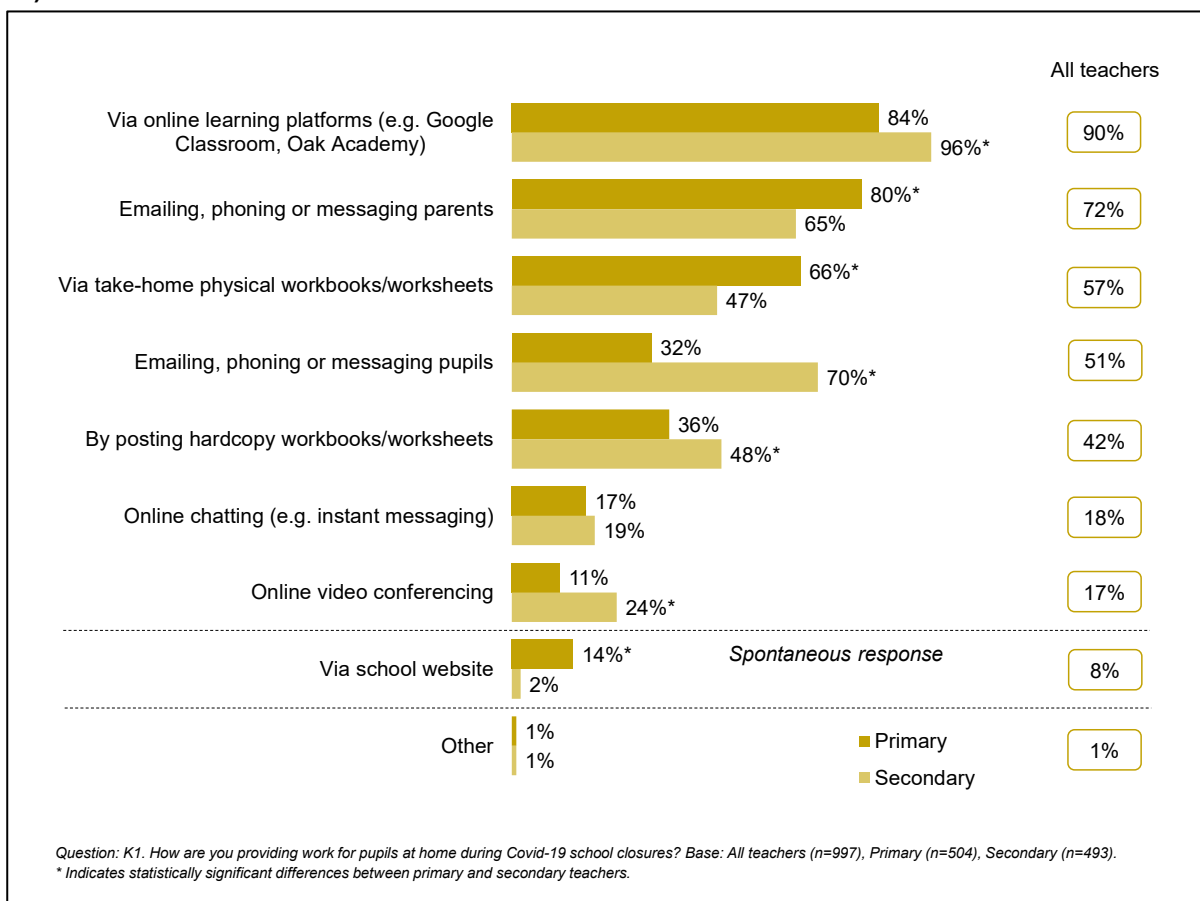
this reflects reduced access to devices such as laptops among pupils eligible for FSM, as discussed below.

How teachers provided work for pupils at home

The most frequently cited method mentioned by teachers was online learning platforms (90%), while three-quarters emailed, phoned or messaged parents (72%). More than half also provided pupils with take-home physical workbooks or worksheets (57%) and emailed, phoned or messaged pupils (51%).

Around two-fifths of teachers said they posted hardcopy workbooks or worksheets (42%) and one-fifth provided work using online chats (18%) and online video conferencing (17%). An additional 8% provided materials via the school website.

Figure 3. The ways in which teachers provided work for pupils at home during coronavirus (COVID-19) school closures



Primary teachers were significantly more likely than secondary teachers to email, phone or message parents (80% vs. 65%), while secondary teachers were significantly more likely to provide work direct to pupils, via email, phone or messaging (70% vs. 32%). Primary teachers were also more likely than secondary teachers to provide pupils with

take-home physical workbooks or worksheets (66% vs. 47%) and use the school website to provide work (14% vs. 2%).

On the other hand, significantly more secondary teachers provided work via online learning platforms (96% vs. 84%), by posting hardcopy workbooks or worksheets to pupils (48% vs. 36%) and via online video conferencing (24% vs. 11%).

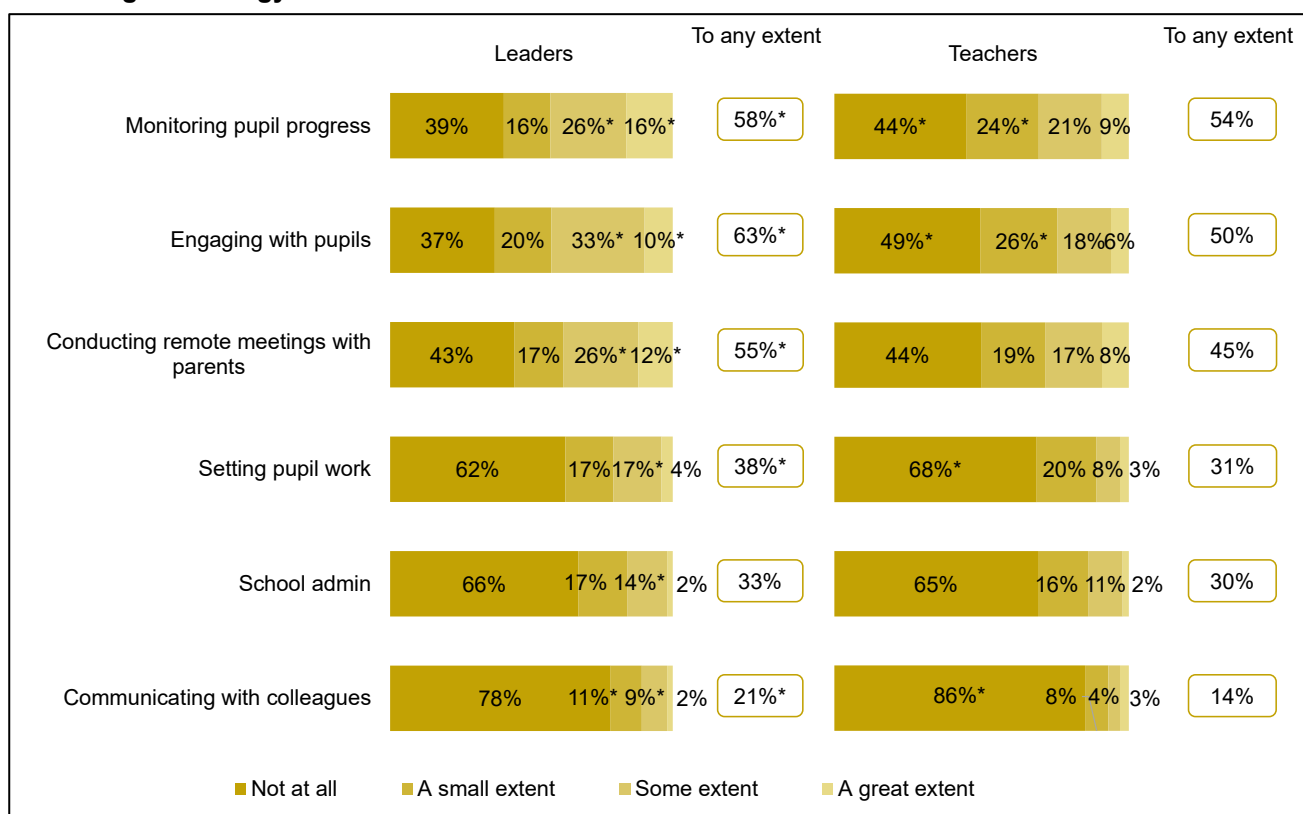
Differences also occurred according to FSM status; those teachers at schools with the highest proportion of FSM eligible pupils were significantly more likely than those at schools with the lowest proportion to provide work via take-home physical workbooks or worksheets (73% vs. 43%) and by posting hardcopy workbooks or worksheets (48% vs. 23%). Again, this likely reflects reduced access to devices such as laptops among pupils eligible for FSM.

Support with using technology at home

Leaders and teachers were asked to what extent they, or their school, needed additional support with using technology for different kinds of tasks. As shown in Figure 4, there was general agreement that support was most needed for monitoring pupil progress (58% of leaders and 54% of teachers), engaging with pupils (63% of leaders and 50% among teachers), and conducting remote meetings with parents (55% of leaders and 45% of teachers). For all six measures covered, except for school admin, leaders were significantly more likely than teachers to feel support was needed for the school or for themselves.

Significantly more leaders than teachers felt a great extent of support was required for monitoring pupil progress (16% vs. 9%) and engaging with pupils (10% vs. 6%).

Figure 4. The extent to which leaders and teachers felt their school/they needed additional support with using technology for different tasks



Leaders

Among leaders only, those from secondary schools were significantly more likely than those from primary schools to feel their school required support for using technology to set pupil work (42% vs. 35%).

In terms of monitoring pupil progress, a similar proportion of primary and secondary leaders felt support was needed, but a significantly higher proportion of primary leaders felt this was needed to a great extent (18% vs. 11%).

There were some subgroup differences by Ofsted rating.³ Where school leaders in schools with a 'good' (60%) or 'requires improvement' Ofsted rating (64%) were significantly more likely to report needing additional support using technology to monitor pupil progress than leaders in schools with an 'outstanding' rating (46%). Similarly, leaders in schools with a 'requires improvement' (66%) rating were significantly more likely to report needing additional support with using technology to conduct remote meetings with parents than school leaders in 'good' (54%) or 'outstanding' (48%) schools.

Teachers

Similar to the pattern among leaders regarding monitoring pupil progress, primary teachers were significantly more likely than secondary teachers to say that additional support was needed in this area to a great extent (12% vs. 6%) and secondary teachers were more likely to say that it was not needed at all (48% vs. 39%).

However, in contrast to leaders, there were differences amongst teachers according to school type in terms of the extent to which they required support engaging with pupils, with secondary teachers significantly more likely to feel that they needed support in this area than primary teachers (55% vs. 46%).

Teachers at schools with the highest proportion of pupils eligible for FSMs were significantly more likely than those with the lowest proportion to need help monitoring pupil progress to a great extent (12% vs. 5%).

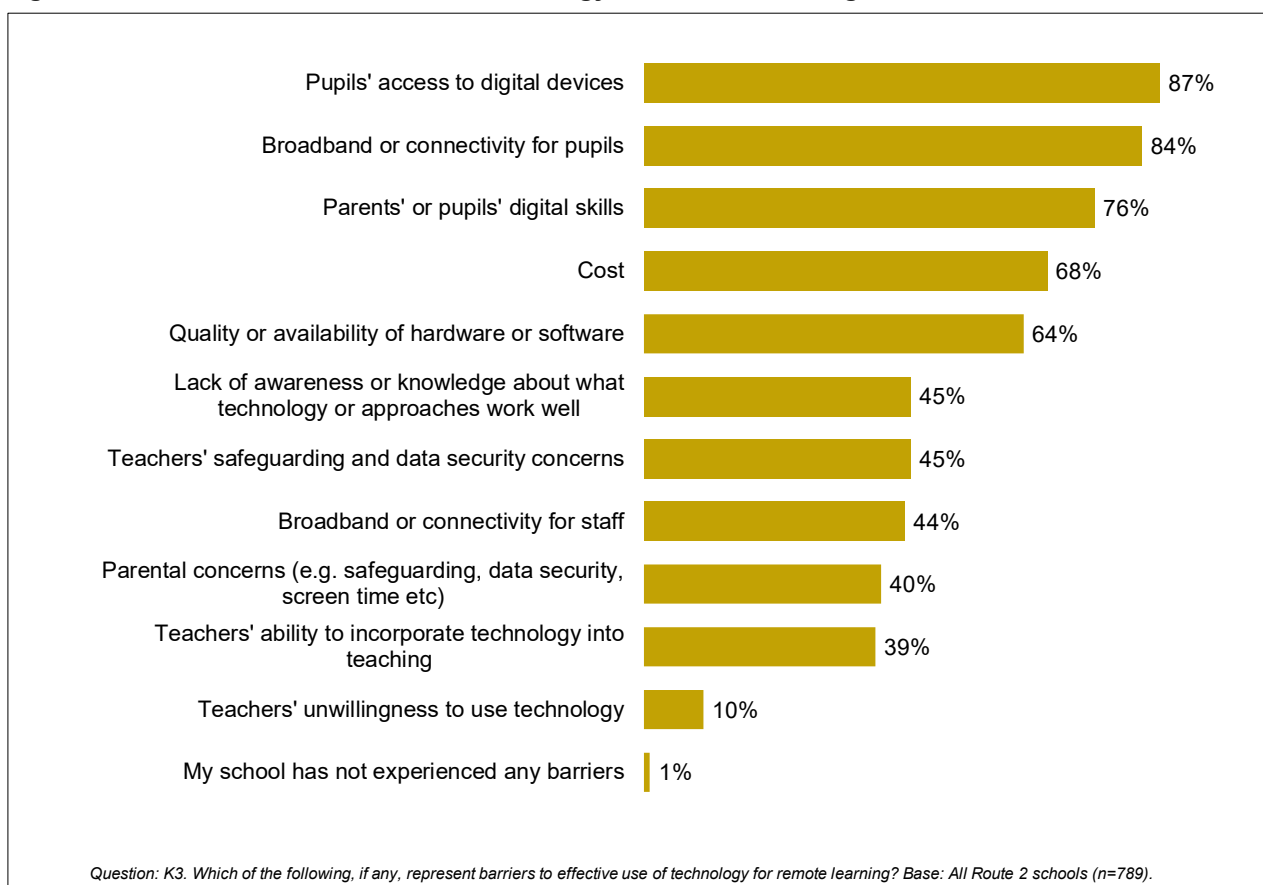
³ Additional support needs were analysed for subgroup differences by FSM and Ofsted rating where 50 or more leaders or teachers had mentioned the support.

Barriers to effective use of technology for remote learning

Leaders were asked about barriers to the effective use of technology for remote learning at their school.

The most common barriers to effective use of technology for remote learning, each experienced by over three-quarters of schools were pupils' access to digital devices (87%), broadband or connectivity for pupils (84%) and parents' or pupils' digital skills (76%). Around two-thirds felt that cost (68%) and the quality or availability of hardware and software (64%) were barriers. A minority, though still mentioned by at least two-fifths, felt the following were barriers: lack of awareness or knowledge about what technology or approaches work well (45%), teachers' safeguarding and data security concerns (45%), broadband or connectivity for staff (44%), parental concerns (40%) and teachers' ability to incorporate technology into teaching (39%).

Figure 5. Barriers to effective use of technology for remote learning



Primary schools were significantly more likely to experience barriers related to parents' or pupils' digital skills (77% vs. 70%) and parental concerns (42% vs. 29%).

On the other hand, broadband or connectivity for pupils (93% vs. 82%) and teachers' safeguarding and data security concerns (51% vs. 44%) were issues for significantly more secondary than primary schools. This may be because secondary schools were

more likely to use online learning platforms, online chatting and video conferencing, as discussed previously.

Differences also emerged between schools with the highest and lowest proportions of pupils eligible for FSMs; those with the highest proportion were significantly more likely to face barriers related to:

- Pupils' access to digital devices (93% vs. 64%);
- Broadband or connectivity for pupils (91% vs. 64%);
- Parents' or pupils' digital skills (85% vs. 55%).

On the other hand, schools with the highest proportion eligible for FSMs were significantly less likely to say teachers' ability to incorporate technology into teaching was a barrier (29% vs. 45% among those with the lowest proportion on FSMs).

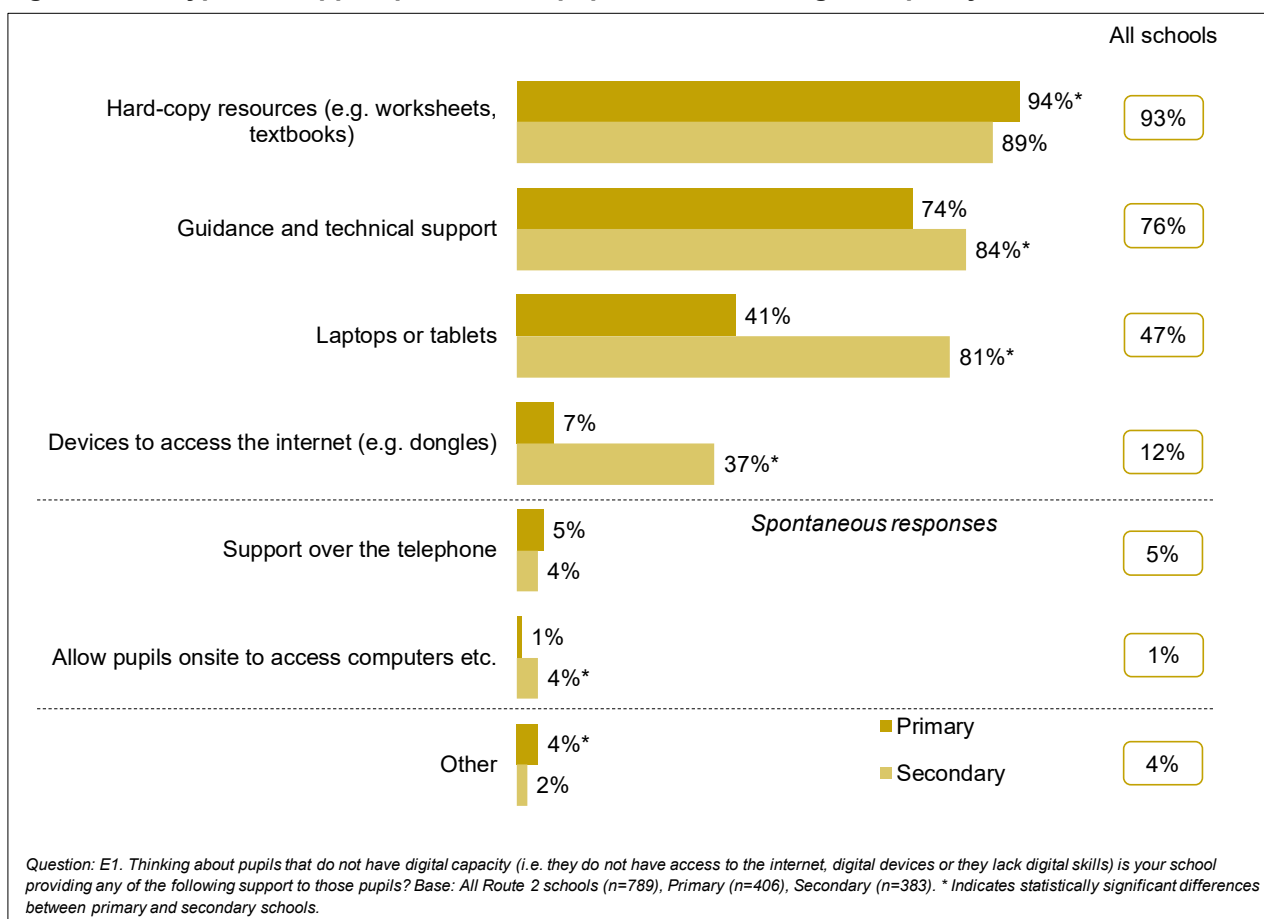
Amongst secondary schools, cost presented a more significant barrier for those with the highest proportion of pupils eligible for FSMs (76% vs. 43%), while at primary schools with the lowest proportion of pupils on FSMs, the teachers' ability to incorporate technology was a notable barrier (45% vs. 28% of primaries with the highest proportion of FSMs).

Support for pupils that lack digital capacity

Leaders were asked about the types of support their school was providing for pupils that lacked digital capacity (i.e. those that did not have access to the internet, digital devices or lacked digital skills).

Most schools (93%) provided hard-copy resources (e.g. worksheets and textbooks), while three-quarters (76%) offered guidance and technical support. Almost half (47%) had provided laptops or tablets to some pupils. Far fewer (12%) had provided devices to access the internet (e.g. dongles).

Figure 6. The types of support provided for pupils that lacked digital capacity



Some differences existed between primary and secondary schools, with primary schools significantly more likely to provide hard-copy resources (94% vs. 89%), while significantly more secondary schools did the following:

- Provided guidance and technical support (84% vs. 74%);
- Provided laptops or tablets (81% vs. 41%);
- Provided devices, e.g. dongles, to access the internet (37% vs. 7%);

A significantly higher proportion of schools with the highest proportion of pupils eligible for FSMs provided hard-copy resources (97% vs. 86%) and guidance and technical support (79% vs. 68%), in comparison to those with the lowest proportion.

Amongst secondary schools, there was also a significant difference in the proportion offering laptops or tablets according to FSM status; those with the highest proportion of pupils eligible for FSM were less likely to offer their pupils devices than schools with the lowest proportion eligible for FSM (69% vs 94%).

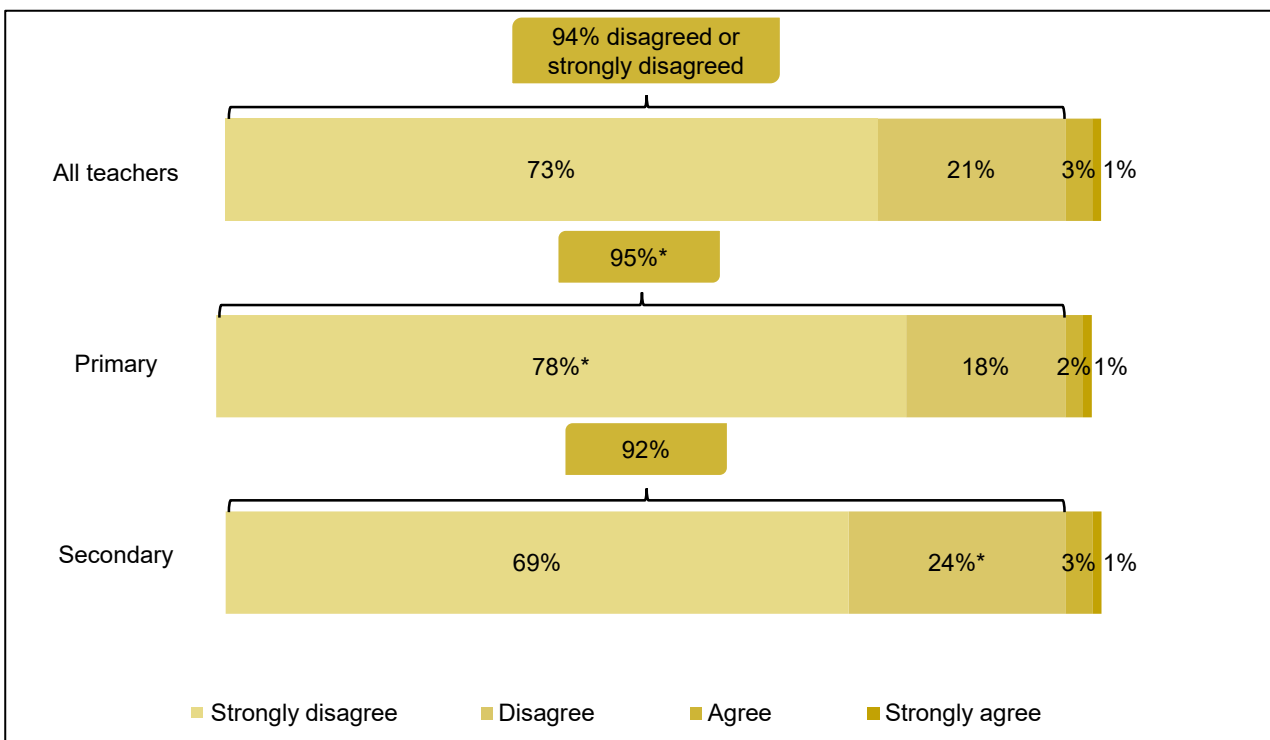
1.3 Social distancing

Feasibility of social distancing at school

Teachers were asked the extent to which they agreed or disagreed that social distancing measures could be practically implemented when their school reopened to higher numbers of pupils, in addition to just children of key workers or those who were vulnerable.

Among all teachers, over nine-in-ten disagreed (21%) or strongly disagreed (73%) that it would be possible to implement social distancing in schools, compared with 4% who agreed or agreed strongly. A further 2% neither agreed nor disagreed.

Figure 7. The extent to which teachers agreed or disagreed that social distancing measures could be practically implemented when their school reopened



As shown in Figure 7, primary school teachers were significantly more likely than secondary school teachers to disagree strongly that social distancing could be practically implemented upon the return to school (78% vs. 69% respectively), and overall primary teachers were slightly though statistically significantly more likely to disagree or disagree strongly (95% vs. 92%).

In addition, general disagreement was significantly higher among teachers at schools with the lowest proportion of pupils eligible for FSM (97%), in comparison to those with the highest proportion eligible (91%).

Barriers to implementing social distancing

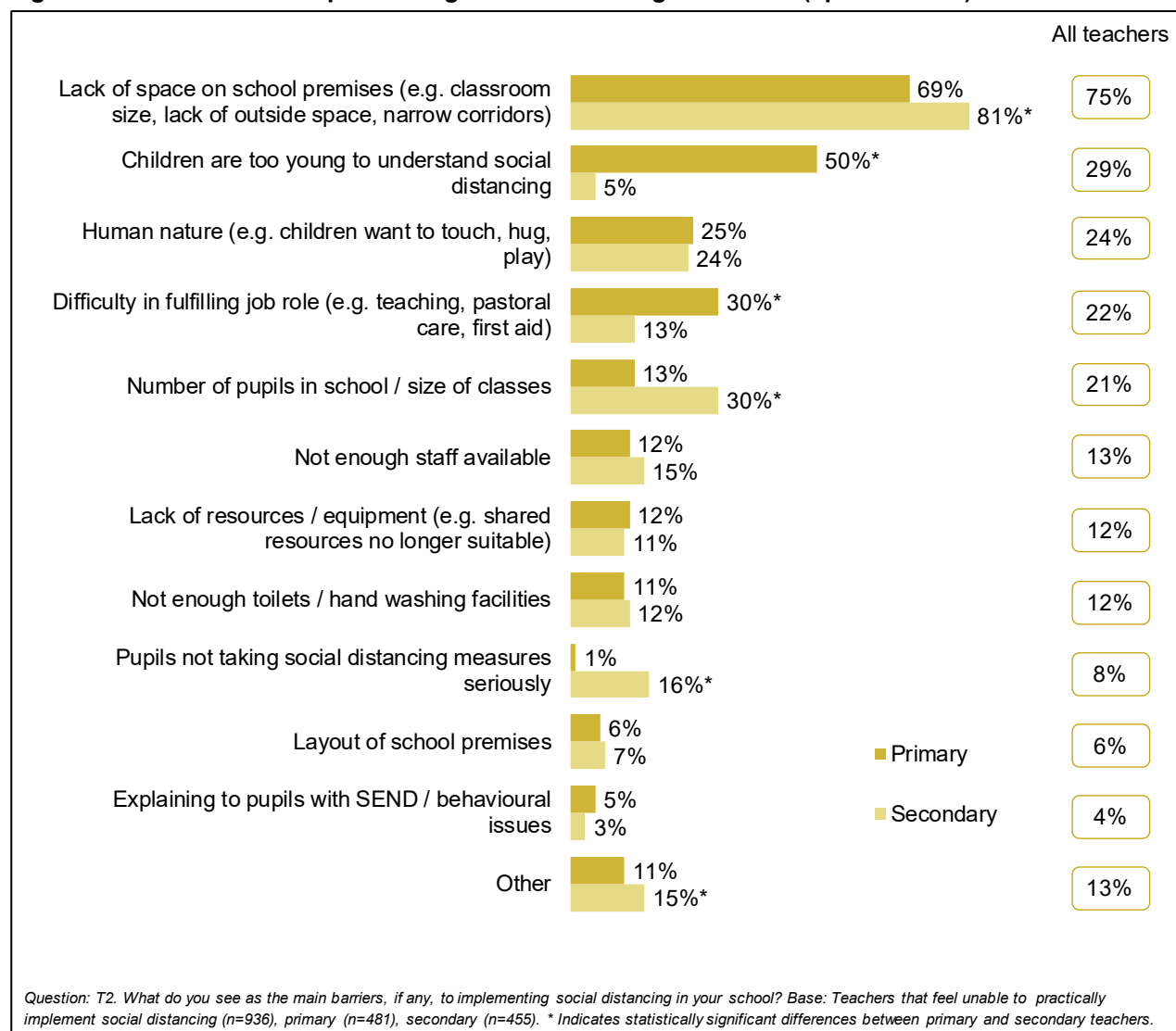
Teachers that felt practically implementing social distancing in schools would be difficult upon the reopening to higher numbers of pupils were asked what they saw as the main barriers to doing so.

Three-quarters (75%) said that social distancing was not feasible due to a lack of space on the school premises (e.g. classroom size, limited outside space, narrow corridors). This was by far the most cited barrier to implementing social distancing, but around three in ten (29%) also mentioned that children would be too young to understand social distancing, while around a quarter said that it was simply human nature for children to touch, hug and play (24%), around a fifth felt it would create difficulties around fulfilling their job role (e.g. teaching, pastoral care, first aid) (22%), or said that it was not practical due to the number of pupils in the school or class sizes (21%).

Other barriers to social distancing mentioned by teachers included:

- A lack of available staff (13%);
- A lack of resources or equipment, due to sharing resources (12%);
- A lack of toilets and hand washing facilities (12%);
- Pupils not taking social distancing measures seriously (8%).

Figure 8. The barriers to implementing social distancing in schools (spontaneous)



The barriers to implementing social distancing differed somewhat between primary and secondary teachers. Primary teachers were significantly more likely to say that children would be too young to understand social distancing (50% vs. 5%) and that they would have difficulties fulfilling their job role as a result of it (30% vs. 13%).

On the other hand, a significantly higher proportion of secondary teachers felt that social distancing was impractical due to a lack of space on the school premises (81% vs. 69%), the number of pupils in school or class sizes (30% vs. 13%) and because pupils would not take social distancing measures seriously (16% vs. 1%).

Teachers at primary schools with the highest proportion of pupils eligible for FSMs were significantly more likely to feel that children would be too young to understand social distancing (56%) than those at primary schools with the lowest proportion of pupils eligible for FSMs (40%).

2. Support for pupils

School leaders and teachers were asked how schools and they personally were supporting pupils during coronavirus (COVID-19) school closures. This section explores whether FSMs are being delivered; the additional support provided to economically disadvantaged pupils, pupils with an EHC plan or with SEND, at-risk pupils, vulnerable pupils; the impact on alternative provision placements and the support that will be available for pupils when mental health needs when school re-open as well as leaders' and teachers' views on how the DfE could help when potential behaviour and attendance issues when schools reopen.

2.1 School status during Covid-19 closures

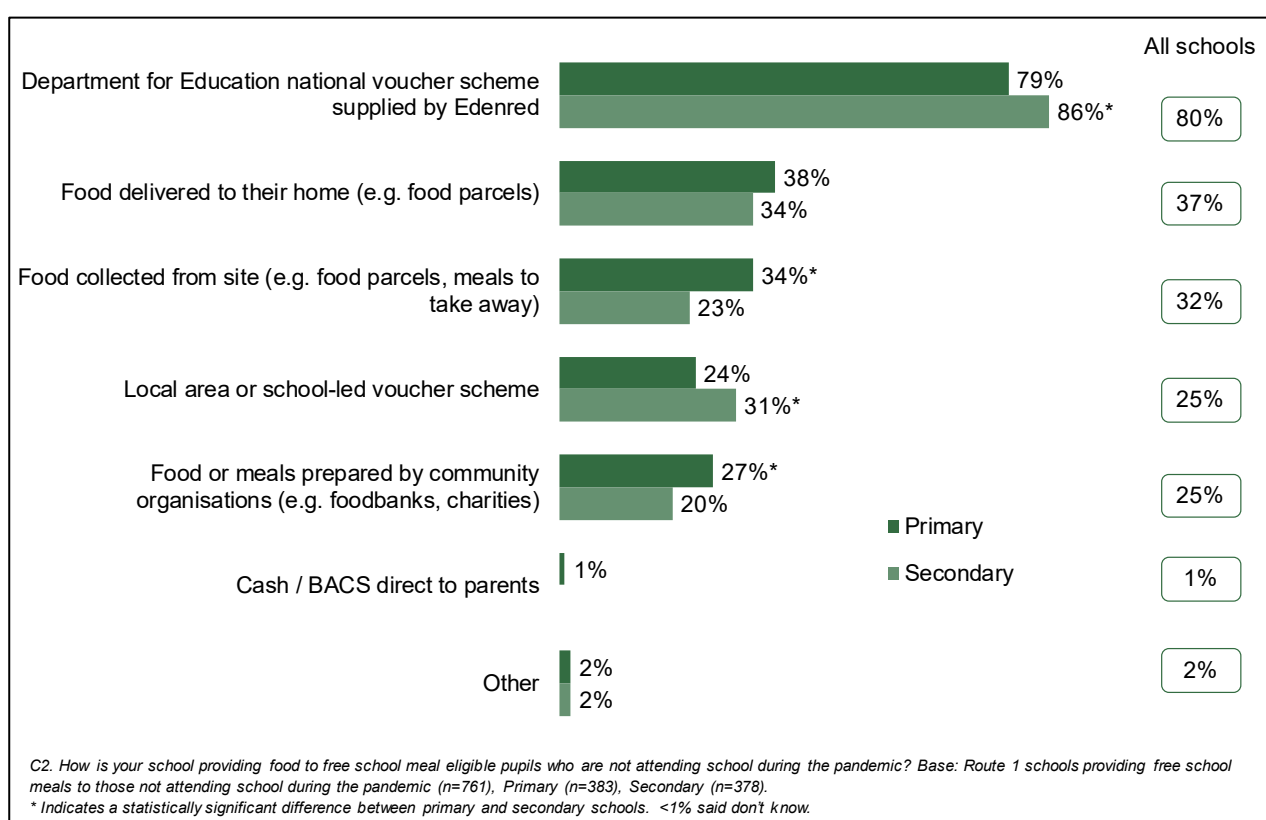
Nearly all schools (96%) were open to vulnerable children or children of key workers at the time of the COVID-19 survey and urban schools were significantly more likely to be open to these pupils than rural schools (97% vs. 93%). There were no significant differences in whether they were open or not by school phase (primary or secondary), the proportion of pupils entitled to FSMs or Ofsted rating.

2.2 Free school meals

Nearly all schools (97%) reported they were continuing to provide food to free school meal eligible pupils not attending school during the pandemic (the figure was the same for primary and secondary schools).

Schools that were providing food to these pupils were doing so in a range of ways, most commonly via the Department for Education national voucher scheme supplied by Edenred (80%).⁴ Other methods included delivering food to the homes of pupils (37%) and having food collected from site (32%). Figure 9 illustrates the full range of ways schools were providing food to free school meal eligible pupils not attending school during the pandemic, and compares responses of primary and secondary schools.

Figure 9. Ways schools are providing food to free school meal eligible pupils not attending school



⁴ Use of the national voucher scheme continued to increase after fieldwork had concluded and the findings in this survey do not represent the total number of schools who ordered vouchers through the scheme.

23% of secondary schools) and to be providing food or meals prepared by community organisations such as foodbanks or charities (27% vs 20%).

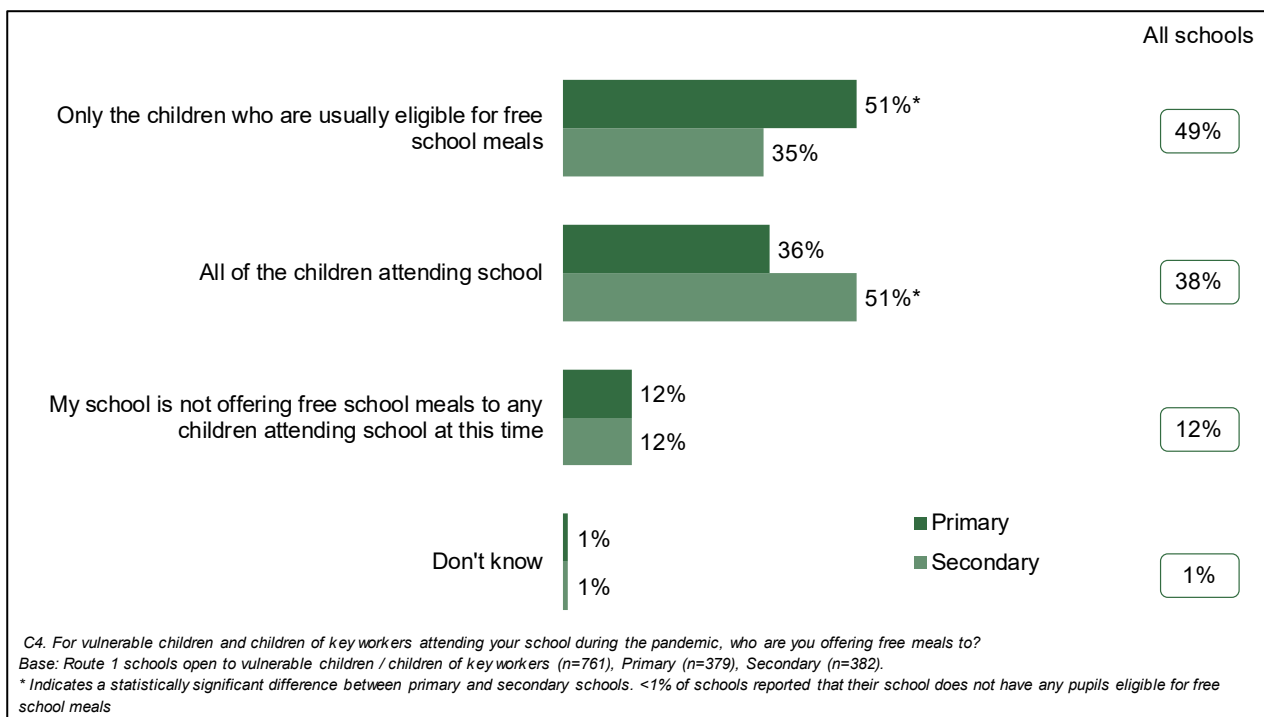
The 18 schools not providing food to free school meal eligible pupils not attending schools during the pandemic were asked why this was the case. This is a low base, and hence results should be treated with caution, but the barriers most commonly mentioned were staffing constraints (cited by eight schools), difficulties accessing the Department for Education national voucher scheme supplied by Edenred (cited by 6 schools), the school having limited facilities (cited by five schools) and budget constraints (cited by four schools). Results did not appear to differ between primary and secondary schools.

Schools were also asked whether they were offering free school meals to vulnerable children or the children of key workers attending their school during the pandemic.

Half (49%) reported offering free school meals only to those that are usually eligible, with this a more common approach in primary (51%) than secondary schools (35%). A sizeable minority (38%) reported offering free school meals to all pupils attending school during the pandemic. This was a more common approach in secondary schools (51%) than primary (36%).

In comparison, over one-in-nine (12%) were not offering any free school meals to children attending the school during the pandemic. This is likely to be because none of the children attending during this period were eligible for free school meals.

Figure 10. Types of children attending schools during the pandemic that are being offered free school meals



2.3 Economically disadvantaged pupils

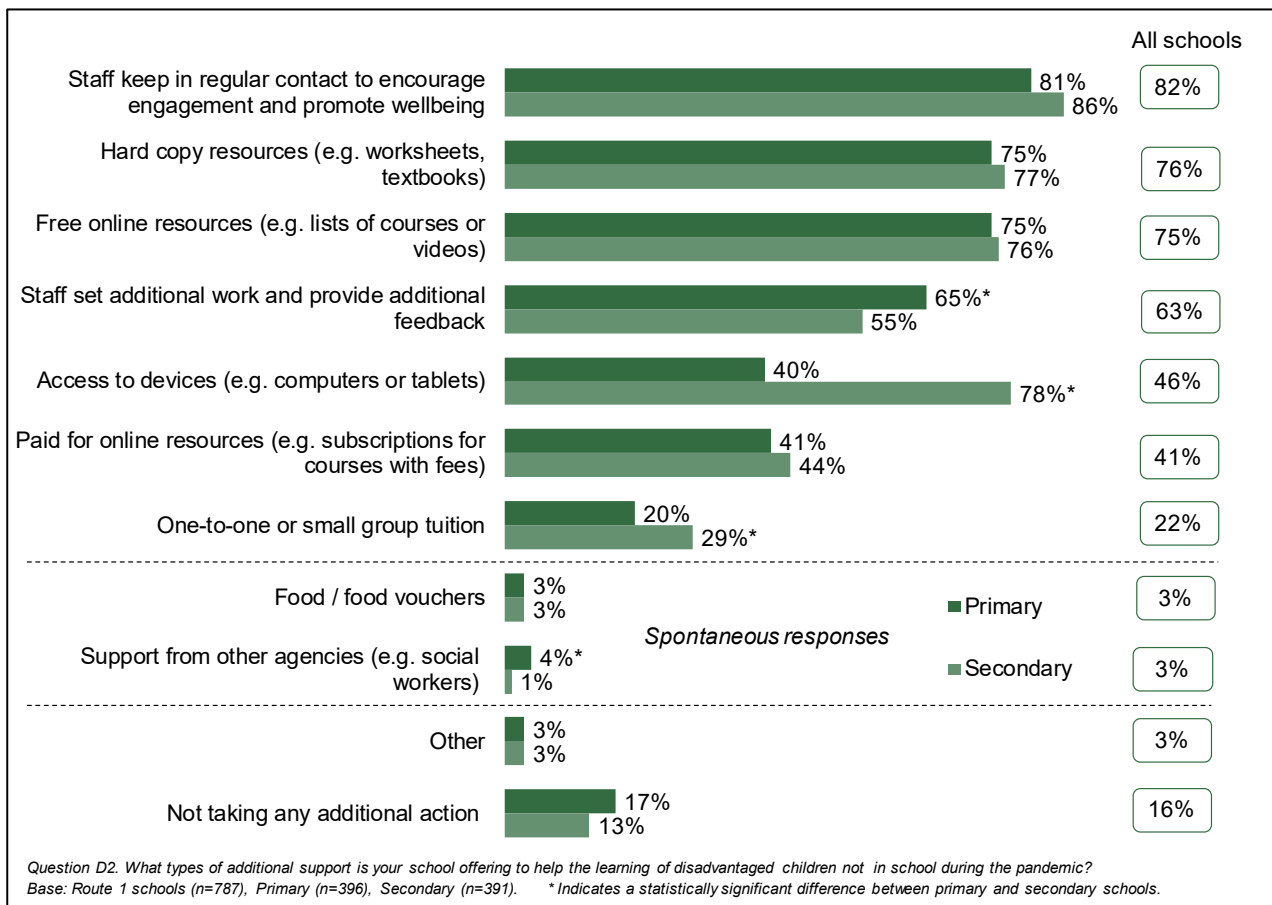
School leaders and teachers were asked to consider the support given to economically disadvantaged pupils. Economically disadvantaged pupils were defined as pupils that attract the Pupil Premium as well as those that might be supported by their school even though they fall just above the threshold to qualify for free school meals. The choices in relation to free schools meals were multiple choice and therefore teachers and leaders could choose more than one type of support.

School-level support

More than four-in-five (84%) schools reported that their school was taking additional action beyond the regular school support to help economically disadvantaged pupils that were not currently attending school. This was consistent across primary schools (83%) and secondary schools (87%). Schools with the highest proportion of FSM pupils were significantly more likely to report supporting disadvantaged pupils than schools with the lowest proportion of FSM pupils (86% vs. 74% respectively).

Four-fifths of schools were ensuring staff were in regular contact to encourage engagement and promote wellbeing (82%), and three-quarters were providing hard copy resources such as worksheets or textbooks (76%) and providing pupils with free online resources such as courses or videos (75%). About two-thirds indicated that staff were setting additional work or providing additional feedback for these pupils (63%).

Figure 11. Ways schools are supporting economically disadvantaged pupils that are not attending school



Primary schools were significantly more likely than secondary schools to report that their staff set additional work and provided additional feedback to disadvantaged pupils (65% vs. 55% respectively). In comparison, secondary schools were significantly more likely to support disadvantaged pupils by providing access to digital devices (78% vs. 40% among primary) and through one-to-one tuition (29% vs. 20%).

Schools with the highest proportion of FSM pupils were significantly more likely than those with the lowest proportion of FSM pupils to have supported their economically disadvantaged pupils by:

- Staff keeping in regular contact to encourage engagement and promote wellbeing providing access to devices (86% vs. 74%).
- Providing free online resources such as lists of courses or videos (80% vs. 69%).
- Providing paid for online resources such as subscriptions for courses with fees (47% vs. 34%)
- Support from other agencies such as social workers (7% vs. 2%).

Schools with the lowest proportion of FSM pupils were significantly more likely than those with the highest proportion of FSM pupils to not be taking any additional action to support their economically disadvantaged pupils (26% vs. 14%).

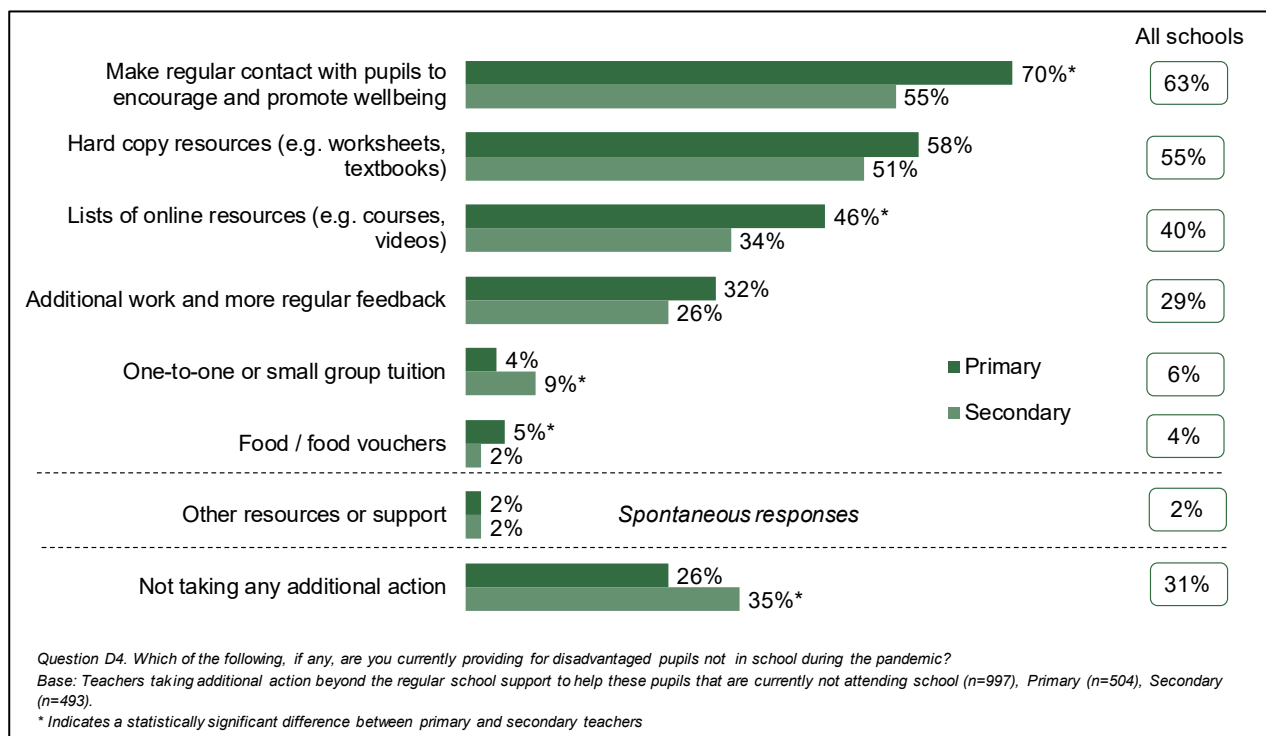
Schools that provided disadvantaged pupils with access to devices or one-to-one or small group tuition were asked how they funded or resourced this support. The vast majority of these schools reported to use school funds (96%). Less than one-in-five schools also reported that they used local authority, charity, community organisation or private donations (18%) or the national devices scheme (18%; this was used by more secondary (25%) than primary schools (17%)). Schools with the highest proportion of FSM pupils were significantly more likely to use the national devices scheme than schools with the lowest proportion of FSM pupils (27% vs. 10%).

Support provided by teachers

More than two-thirds of teachers (69%) reported that they were taking additional action beyond the regular school support to help economically disadvantaged pupils. Primary school teachers were significantly more likely to provide this support than secondary school teachers (74% vs. 65%). Teachers at schools with the highest proportion of FSM pupils were also significantly more likely to report providing support to economically disadvantaged pupils than teachers at schools with the lowest proportion of FSM pupils (75% vs. 63% respectively).

The most common ways that teachers provided support tended to align with the ways that school leaders reported their school was assisting; 63% of teachers reported that they make regular contact with pupils, 55% said they provided hard copy resources and 40% of these teachers provided lists of online resources to these pupils.

Figure 12. Ways teachers are supporting economically disadvantaged pupils that are not attending school



Primary teachers were significantly more likely than secondary teachers to report making regular contact to encourage engagement and promote wellbeing (70% vs. 55%) and providing pupils with lists of online resources such as courses or videos (46% vs. 34%). As with school level responses, secondary teachers were significantly more likely to support disadvantaged pupils through one-to-one tuition (9% vs. 4% primary).

Teachers working in schools with the highest proportion of FSM pupils were significantly more likely than those in schools with the lowest proportion of FSM pupils to have supported economically disadvantaged pupils by:

- Making regular contact with pupils to encourage and promote wellbeing (62% vs. 45%)
- Providing free online resources such as lists of courses or videos (54% vs. 34%).
- Setting additional work and providing more regular feedback (35% vs. 24%)
- Food provision such as vouchers, parcels or access to foodbanks (5% vs. 1%).⁵

They were also significantly more likely to not be taking any additional action beyond those identified above to support their economically disadvantaged pupils (37% highest proportion of FSM pupils vs. 25% lowest proportion of FSM pupils).

⁵ Please note the use of food parcels will likely be in addition to the voucher scheme as the response options were multiple choice.

2.4 SEND

This section looks at school support in place at the time of the survey in May 2020 for pupils with special educational needs and disabilities (SEND) in mainstream schools during COVID-19. It does include support for pupils in special schools or other settings.

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).

This section includes questions on support for children with Education, Health and Care (EHC) plans and on support for those children who are identified as having SEND but who do not have an EHC plan (the 'SEN support' group).

An EHC plan details the education, health and social care provision that is to be made for a child or young person. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and includes assessments from relevant partner agencies.

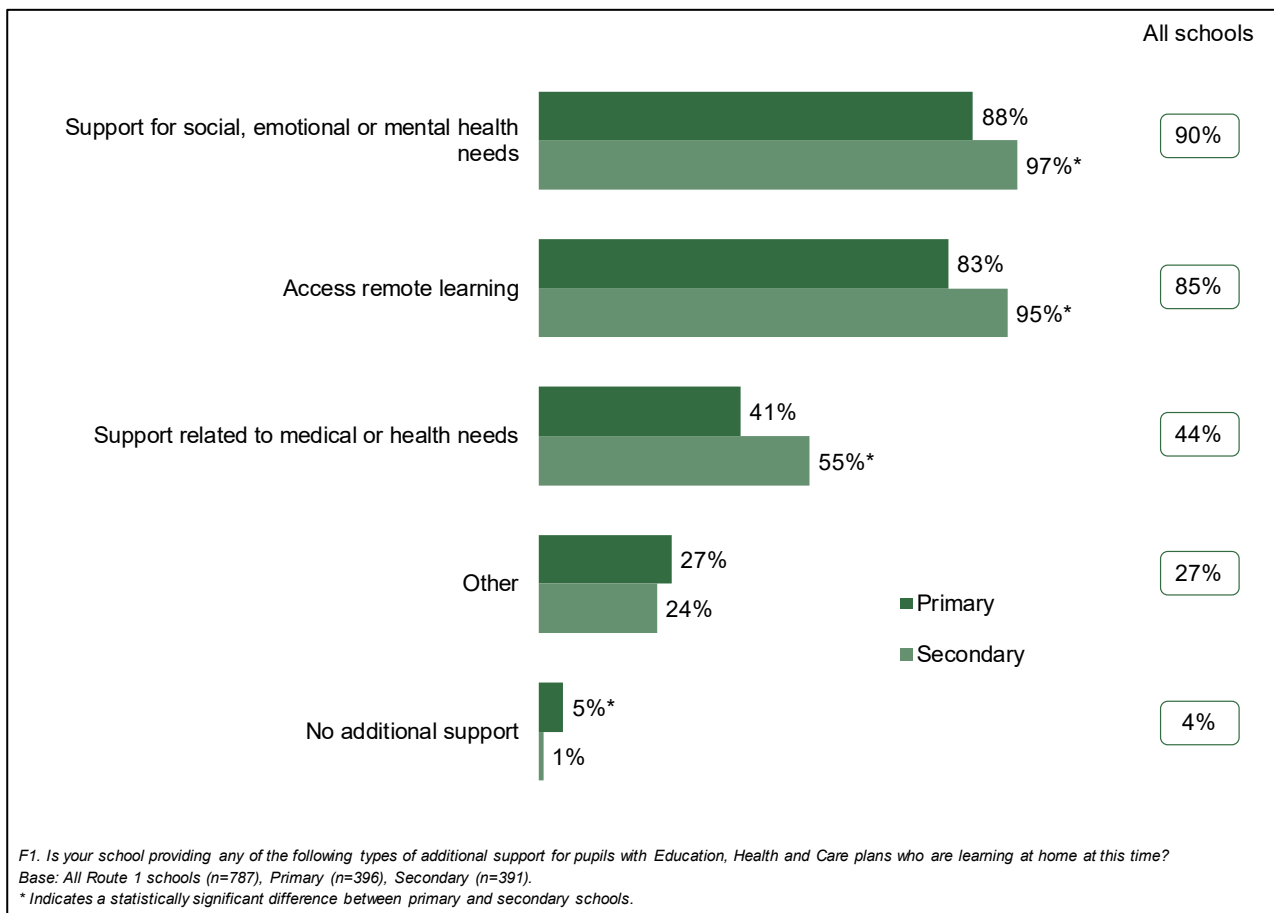
School-level views of the support provided to pupils with SEND during COVID-19

Additional school support offered to pupils with Education Health and Care (EHC) plans

Schools were asked whether they were providing any additional support for pupils with EHC plans who were not attending school during the pandemic.

Nearly all (96%) were providing some additional support, with this significantly higher among secondary schools (99%) than primary (95%). The vast majority reported providing additional support for social, emotional, or mental health needs (90%) and providing access to remote learning (85%). Fewer than half (44%) were providing additional support related to medical or health needs. Figure 13 shows how the types of additional support offered varied between primary and secondary schools.

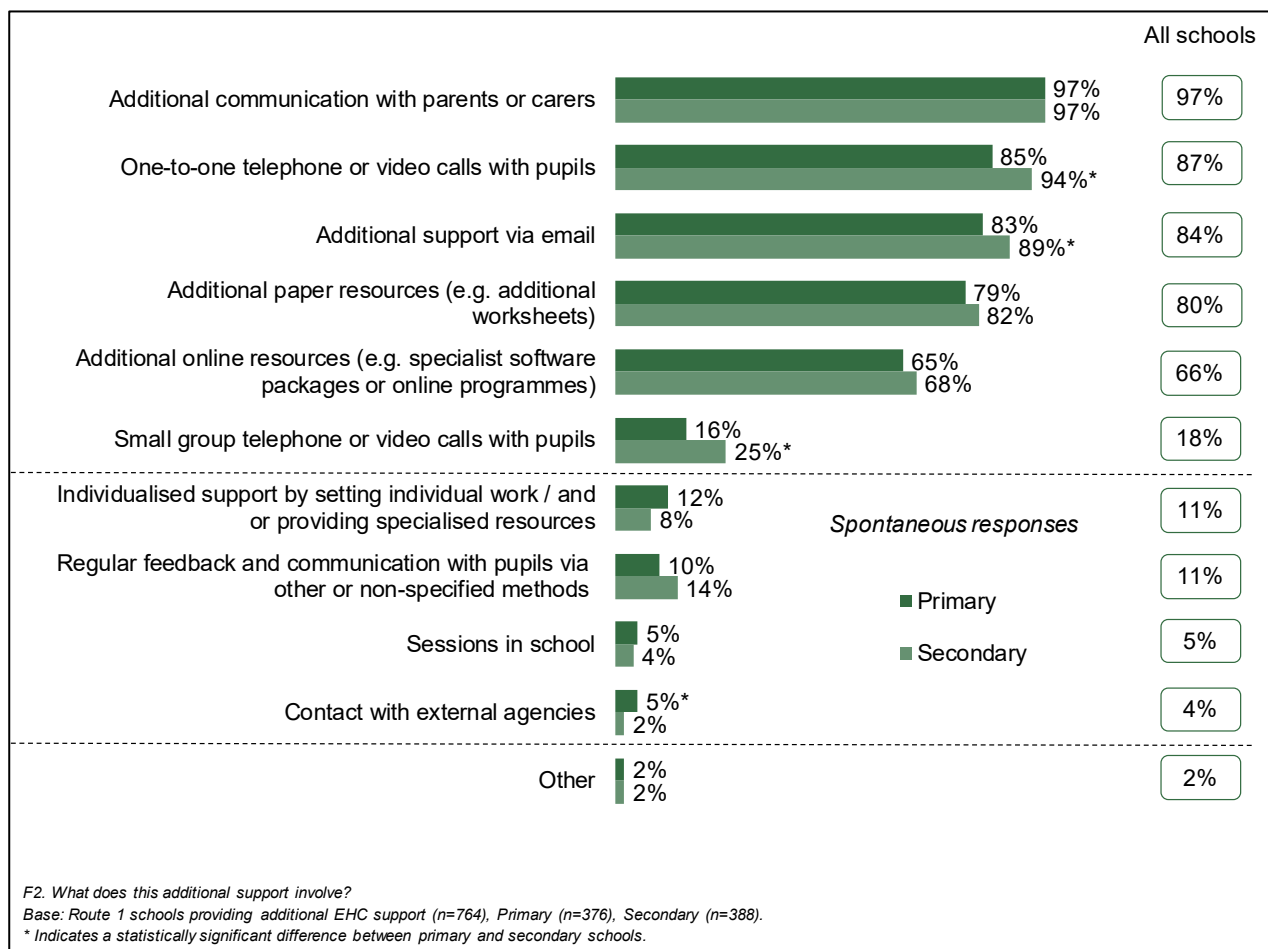
Figure 13. Types of additional support being offered by schools for pupils with EHC plans who are learning from home during the pandemic



Secondary schools were significantly more likely to offer each type of additional support for pupils with EHC plans, with nearly all secondary schools reporting that their school was offering additional support for social, emotional or mental health needs or access to remote learning (97% and 95% respectively, compared with 88% and 83% of primary schools). Primary school leaders were significantly more likely than secondary school leaders to report that their school was not offering additional support to pupils with EHC plans who were learning from home (5% compared to 1% of secondary school leaders).

Schools offering additional support for pupils with EHC plans who were learning from home reported that this involved a range of activities; those most commonly mentioned included additional communication with parents (cited by 97% of those offering additional support for those with EHC plans), one-to-one telephone or video calls with pupils (87%), additional support via email (84%) and additional paper-based resources (80%). Figure 14 shows the full range of responses in terms of what was involved in the additional support for pupils with EHC plans being offered by schools.

Figure 14. What is involved as part of the additional support being offered by schools for pupils with EHC plans who are learning from home during the pandemic



As Figure 14 shows, secondary schools were more likely than primary schools to report that they provided one-to-one telephone or video calls with pupils (94% vs. 85% respectively), additional support via email (89% vs. 83% respectively) and small group telephone or video calls with pupils (25% vs. 16% respectively). On the other hand, five percent of primary schools reported they provided additional support for pupils with EHC plans via contact with external agencies, which was the case for a significantly lower proportion of secondary schools (2%).

Additional school support offered to pupils in the 'SEN support' group

Schools were asked whether they were providing any additional support for pupils with SEND that do not have an EHC plan (the 'SEN support' group). Nearly all were (97%).

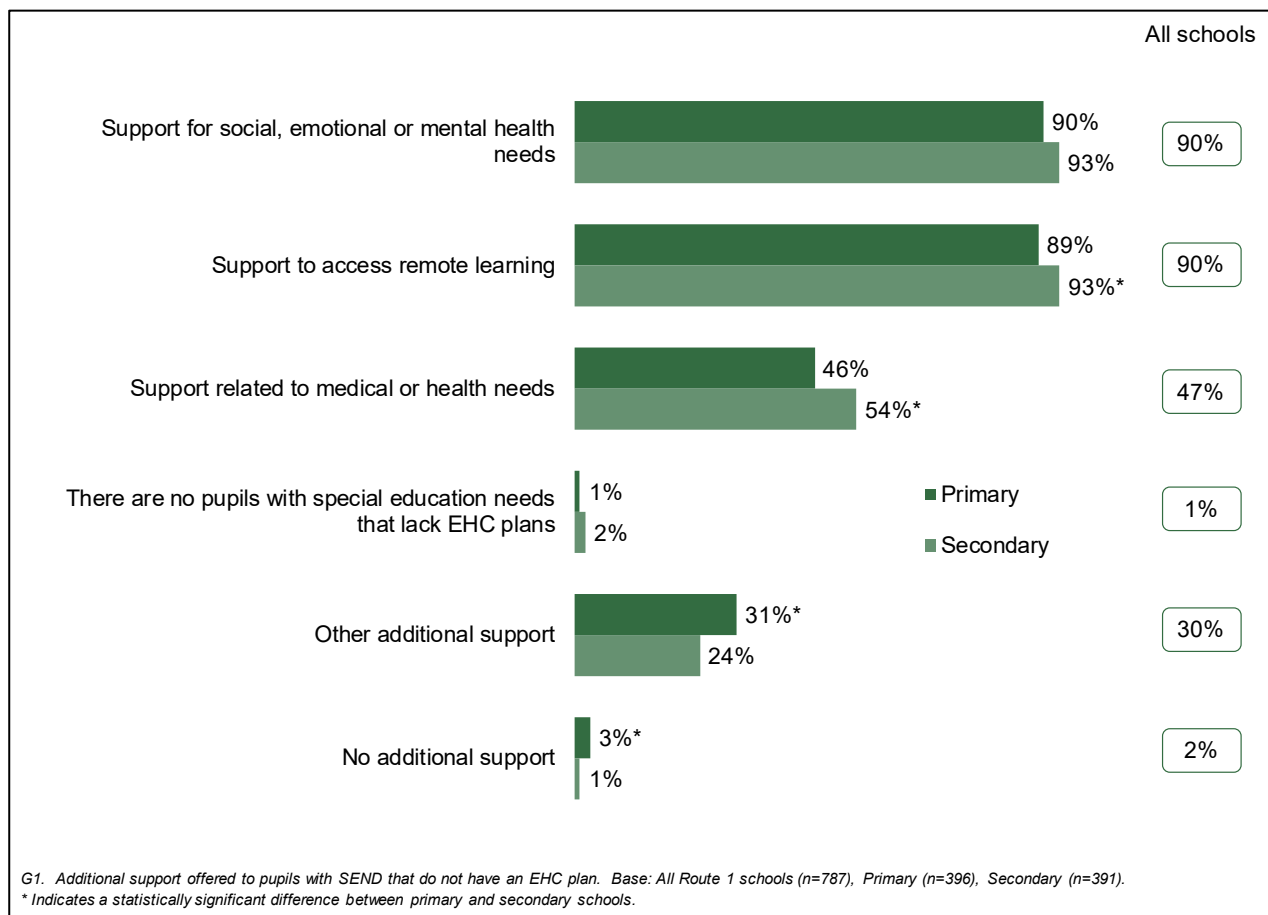
The types of additional support provided was offered at similar levels to pupils with SEND that do not have an EHC plan and pupils with an EHC plan:

- *Social, emotional or mental health needs*: 90% of pupils with SEND without an EHC plan, and 90% of pupils with an EHC plan were offered this support.⁶
- *Support with remote learning*: 90% of pupils with SEND without an EHC plan, and 85% of pupils with an EHC plan were offered this support.
- *Support related to medical or health needs*: 47% of pupils with SEND without an EHC plan, and 44% of pupils with an EHC plan were offered this support.
- *Other additional support*: 30% of pupils with SEND without an EHC plan, and 27% of pupils with an EHC plan were offered other types of support.

As shown in Figure 15 it was more common for secondary schools than primary schools to provide additional support to access remote learning (93% vs. 89%) and support related to medical or health needs (54% vs. 46%). Whereas primary schools were significantly more likely to report that they provided no additional support (3% vs. 1% in secondary schools) and primary schools that provided support were significantly more likely to provide another form of support (31% vs. 24% than secondary schools).

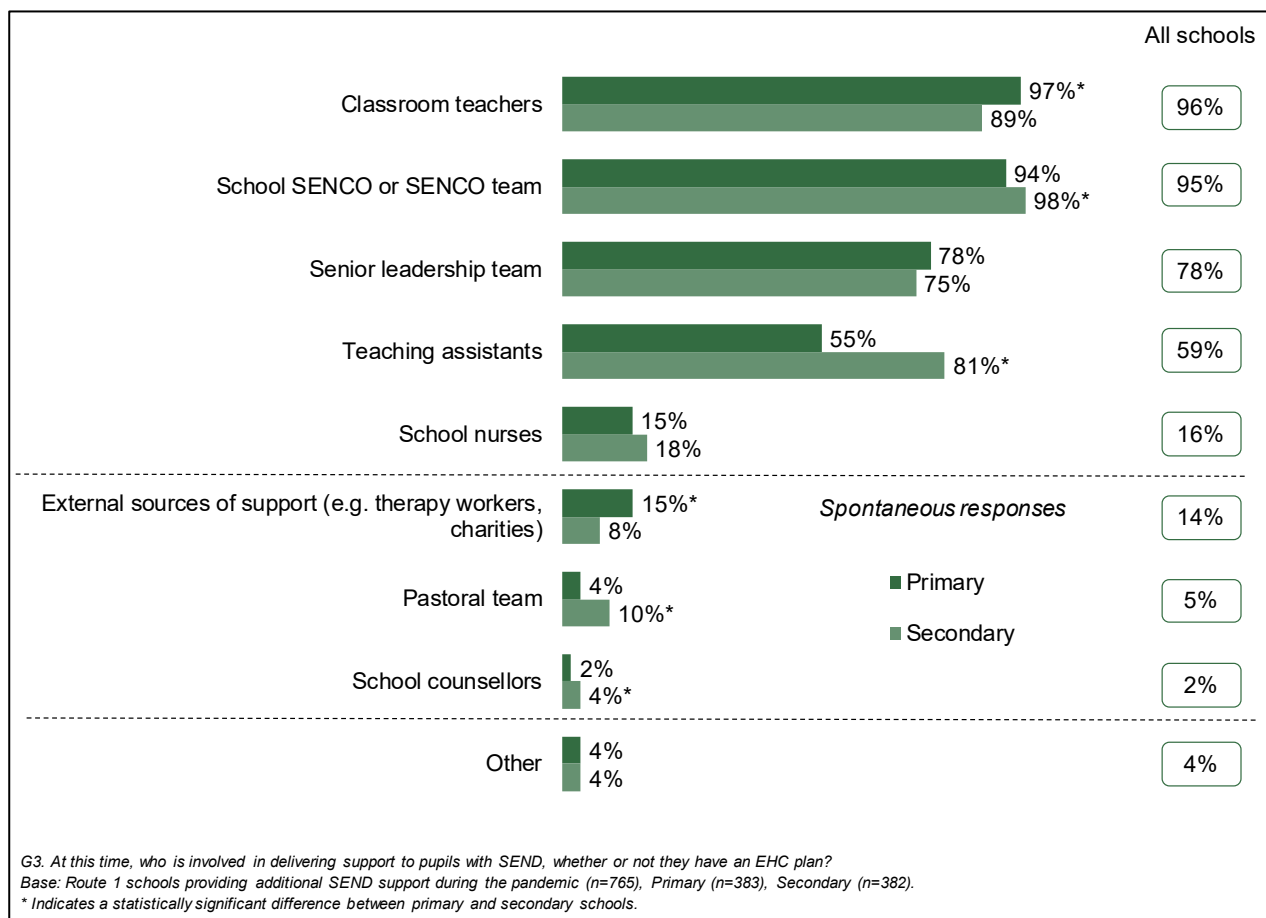
⁶ Please note that these pupils with SEND that do, or do not have an EHC plan do not reflect the proportion of pupils with SEND where social, emotional or mental health needs are their primary type of need. For example, in the 2019/20 Special Education Needs in England publication, 14% of pupils with SEND who had an EHC had a social, emotional or mental health need as their primary type of need. <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england> . Further the Covid-19 School Snapshot Survey questions did not invite responses relating to other types of Primary Types of Need (PTON).

Figure 15. Additional support offered to pupils with SEND that do not have an EHC plan



Schools providing additional support for pupils with SEND were asked who was involved in delivering the support. Almost all reported that classroom teachers (96%) and their school Special Educational Needs Coordinator (SENCO) or SENCO team were involved (95%) and just over three-quarters (78%) mentioned their senior leadership team. Figure 16 illustrates the full range of responses in terms of who was involved in delivering additional support to pupils at SEN support.

Figure 16. Who is involved in delivering support to pupils with SEND (whether or not they have an EHC plan)

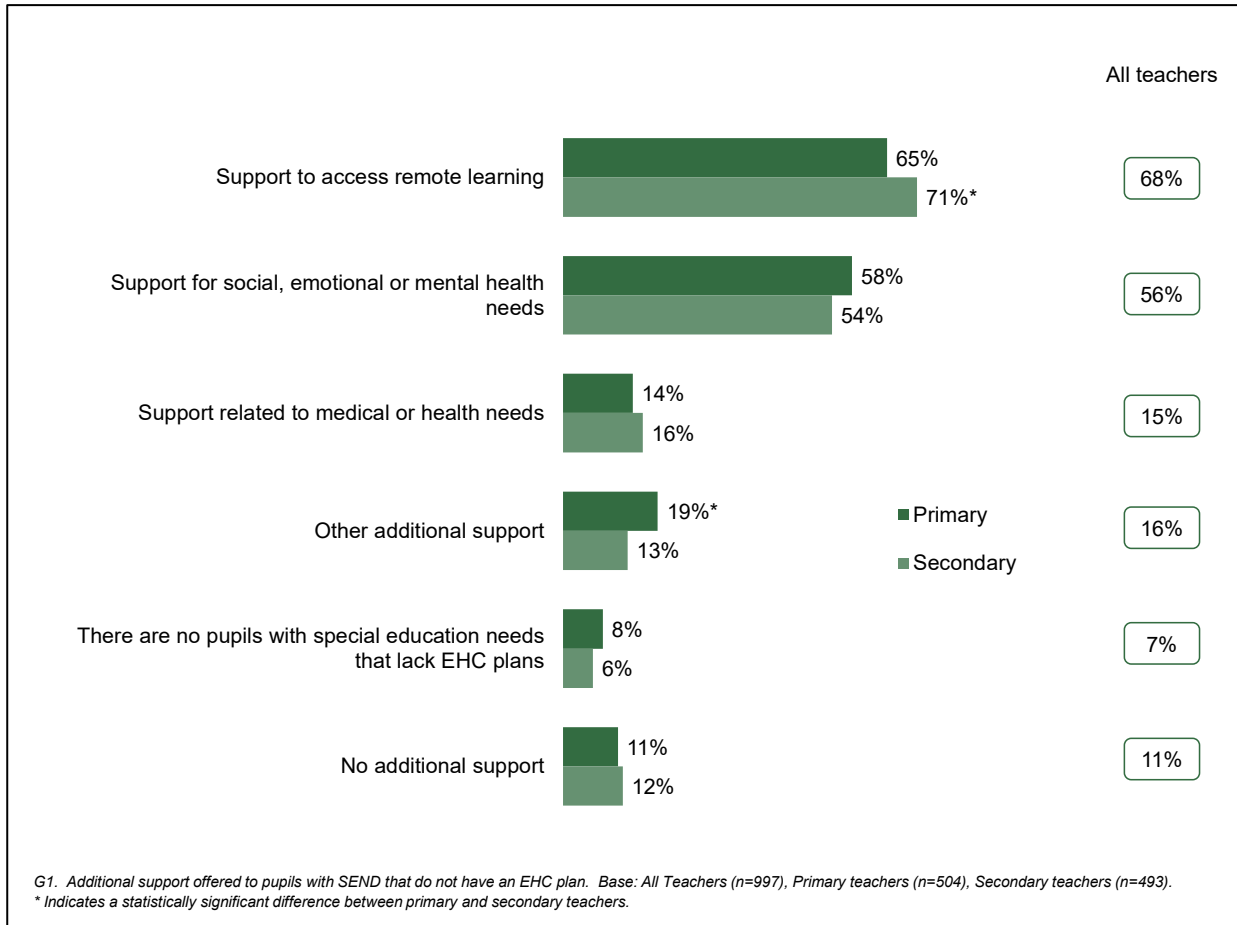


As shown in Figure 16, primary schools were significantly more likely than secondary schools to involve classroom teachers (97% vs. 89% respectively) and external sources of support such as therapy workers and charities (15% vs. 8% respectively, though it should be noted that this answer was given spontaneously rather than being one of the options read out to respondents). On the other hand, secondary schools were significantly more likely to involve a school SENCO or SENCO team (98% vs. 94% respectively, though the figures are clearly very high for both school types), teaching assistants (81% vs. 55% respectively) and a pastoral team (10% vs. 4% respectively, this again a spontaneous response).

Additional teacher support offered to pupils with SEND

The vast majority of teachers (82%) were providing additional support for pupils with SEND that do not have an EHC plan; 7% said they had no pupils with SEND without an EHC plan, leaving 11% reporting no additional support was being provided for these pupils. The additional support was most commonly in relation to access remote learning (68%) and / or additional support for social, emotional or mental health needs (56%). It was far less common for teachers to be providing additional support related to medical or health needs (15%) and / or other additional support (16%).

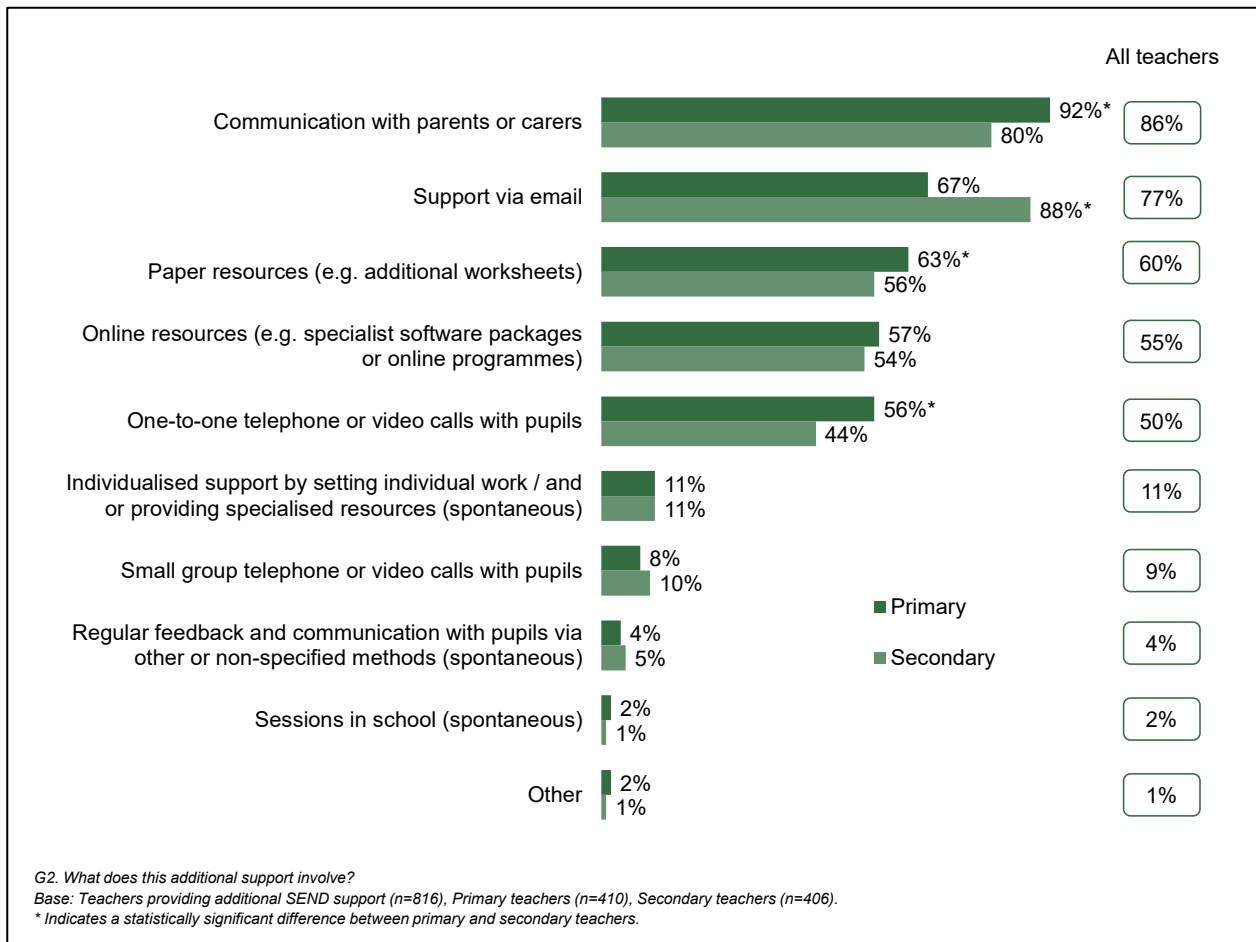
Figure 17. Additional support offered to pupils with SEND that do not have an EHC plan (teachers)



Secondary school teachers were significantly more likely than primary school teachers to be providing support to access remote learning (71% vs. 65% respectively), while primary school teachers were more likely to be providing other additional support beyond the three listed (19% vs 13%).

Teachers that were providing additional support to pupils with SEND were asked what this involved. Most commonly, it related to additional communication with parents or carers (86%), additional support via email (77%), use of additional paper resources such as additional worksheets (60%) or online resources (55%). Figure 18 shows the full range of responses to this question.

Figure 18. What is involved in additional support provided by teachers for pupils with SEND during the pandemic



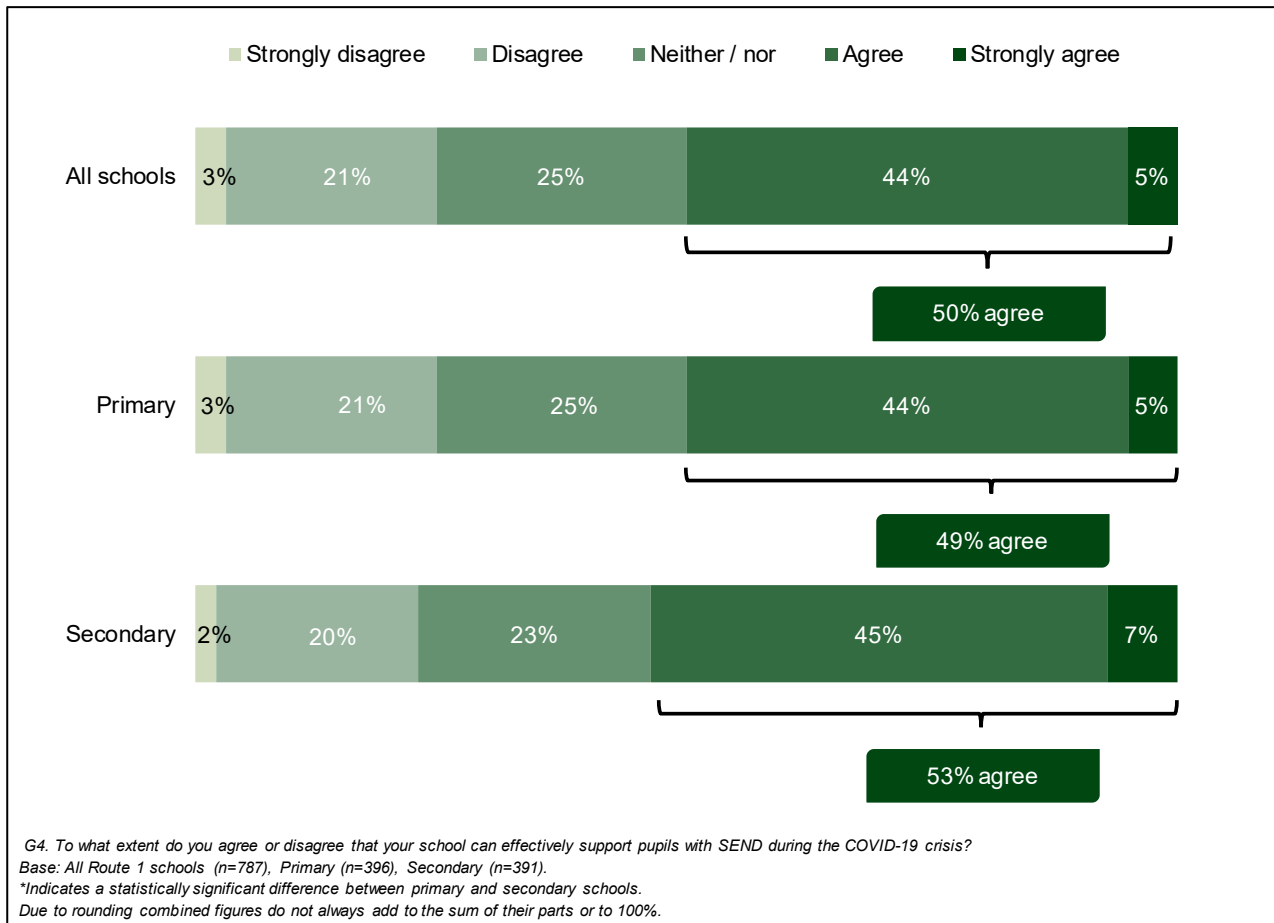
As Figure 18 illustrates, primary school teachers were significantly more likely than secondary school teachers to be communicating with parents or carers as part of additional support being delivered to pupils with SEND (92% vs. 80% respectively), using additional paper resources such as additional worksheets (63% vs. 56% respectively) and delivering this support via one-to-one telephone or video calls with pupils (56% vs. 44% respectively). On the other hand, secondary school teachers were significantly more likely to be providing this type of additional support via email (88% vs. 67% of primary school teachers).

Views on the effectiveness of additional support offered to pupils with SEND (leaders and teachers)

School views

In May 2020, half (50%) of schools agreed they can effectively support pupils with SEND during the coronavirus (COVID-19) pandemic, with the remainder almost equally divided between those who disagreed (24%) and those who neither agreed nor disagreed (25%).

Figure 19. Whether schools agreed that they school can effectively support pupils with SEND during the COVID-19 crisis

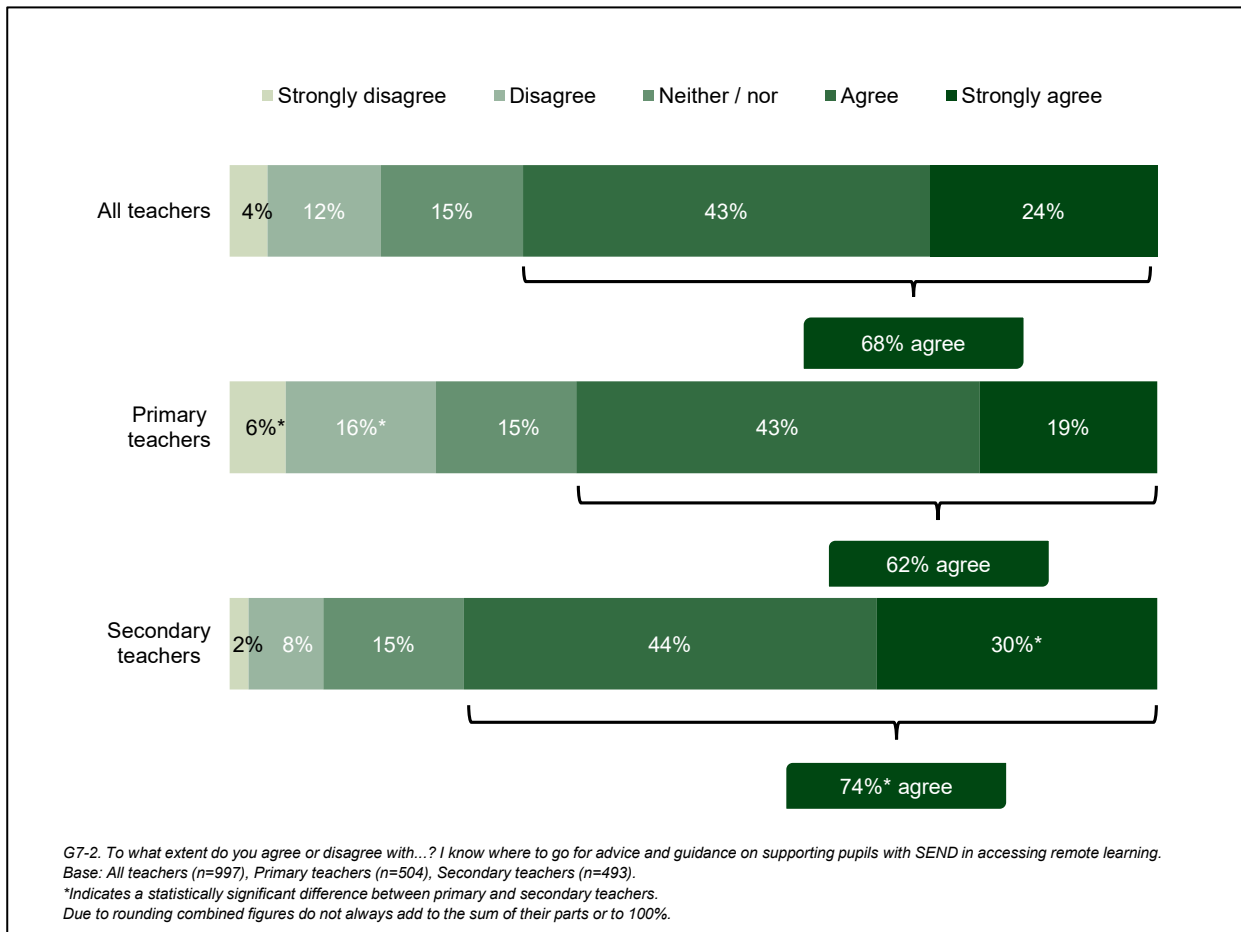


As shown in Figure 19, primary schools' and secondary schools' views on the effectiveness of support offered to pupils with SEND did not differ significantly.

Classroom teacher views

Around two-thirds (68%) of teachers agreed that they know where to go for advice and guidance on supporting pupils with SEND in accessing remote learning. One in six disagreed (16%), with a similar proportion (15%) neither agreeing nor disagreeing – see Figure 20.

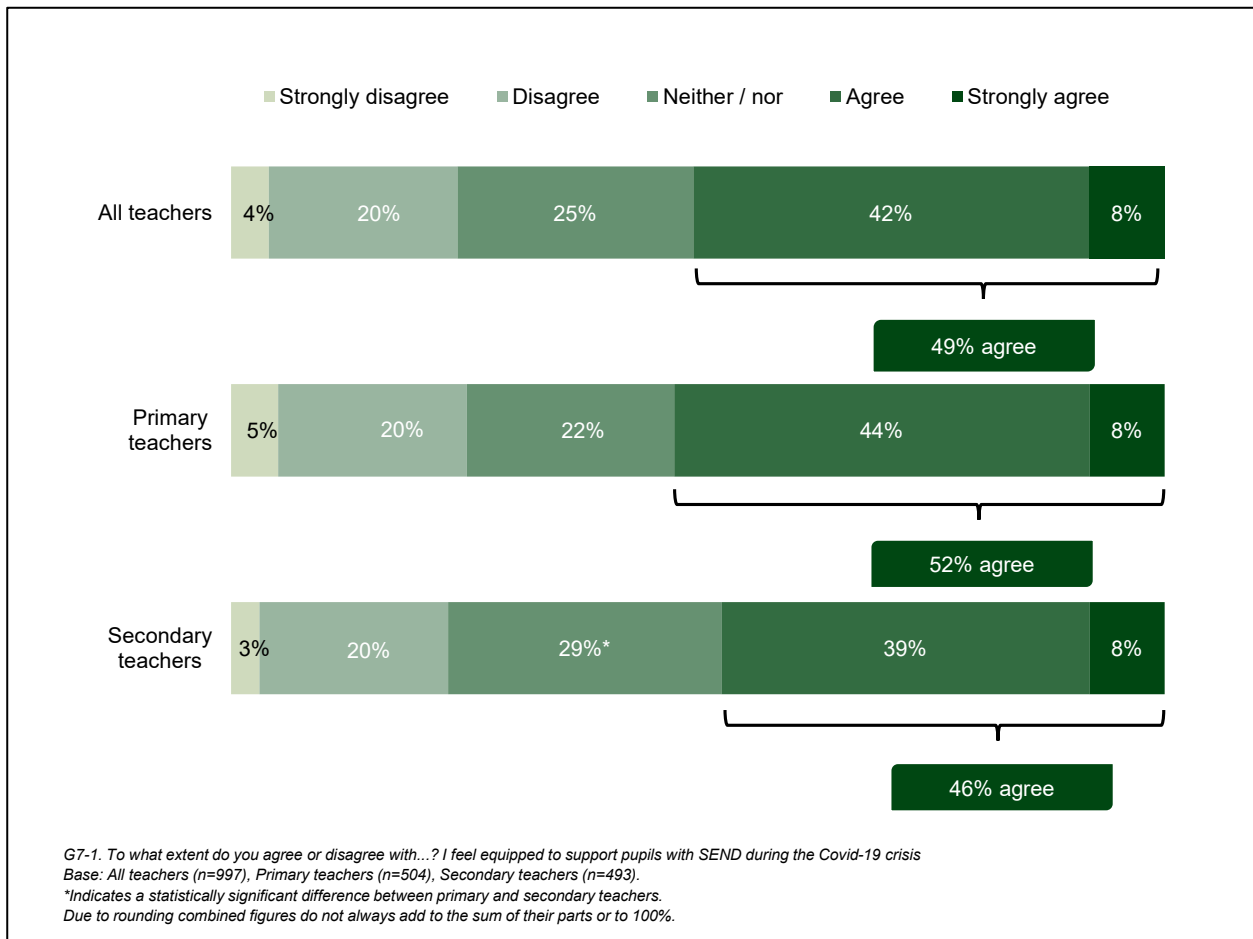
Figure 20. Whether teachers agreed that they know where to go for advice and guidance on supporting pupils with SEND in accessing remote learning



Secondary school teachers were significantly more likely to agree that they know where to go for advice on supporting pupils with SEND than primary school teachers (74% vs 62% respectively). Around one-in-five (22%) primary school teachers disagreed (6% strongly), in comparison to 11% of secondary school teachers (among whom 2% strongly disagreed).

In comparison to knowing where to go for advice and guidance, teachers were relatively less positive about how equipped they felt to support pupils with SEND during the coronavirus (COVID-19) pandemic in May 2020. Half (49%) did feel equipped, compared to a quarter (25%) that disagreed - a quarter (25%) neither agreed nor disagreed. Views differed relatively little between primary and secondary teachers.

Figure 21. Whether teachers agreed that they feel equipped to support pupils with SEND during the pandemic

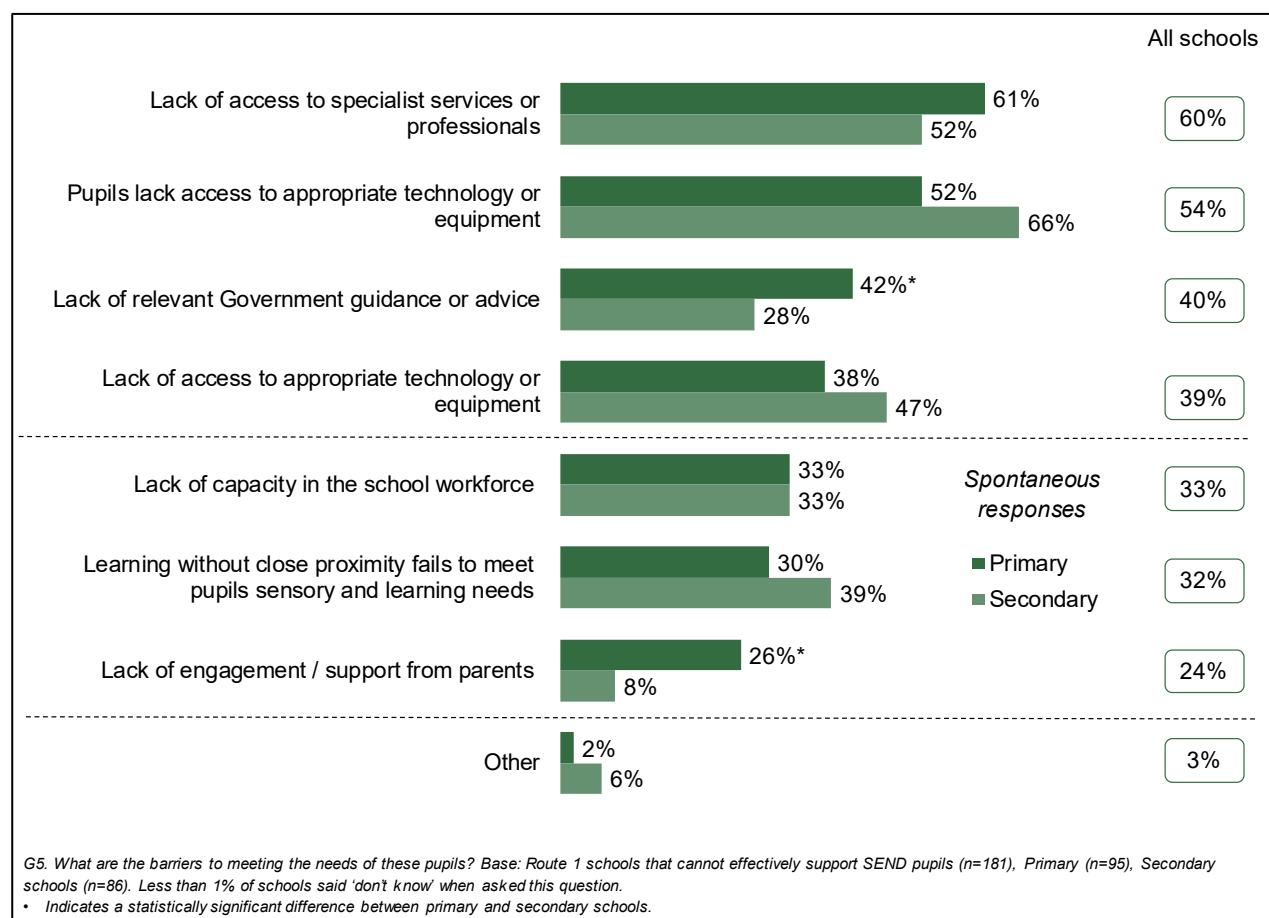


Barriers to offering support to pupils with SEND (Leaders and teachers)

School-level barriers and service access concerns for supporting pupils with SEND

The 24% of schools that disagreed that they could effectively support pupils with SEND during the coronavirus (COVID-19) pandemic were asked what, if any, barriers were preventing them from meeting the needs of these pupils. Over half reported that lack of access to specialist services or professionals (cited by 60% of these schools) and pupils' lack of access to appropriate technology or equipment (54%) were barriers. Around two-fifths that felt their school was unable to support pupils with SEND faced barriers relating to a lack of relevant government guidance and advice (40%) and a lack of appropriate technology or equipment (39%). Around a third spontaneously mentioned that a lack of capacity within the school workforce (33%) and distance learning failing to meet pupil needs (32%) were barriers. Figure 22 shows the full list of barriers identified, and how these differ between primary and secondary schools.

Figure 22. Barriers faced by schools preventing them from effectively meeting the needs of pupils with SEND

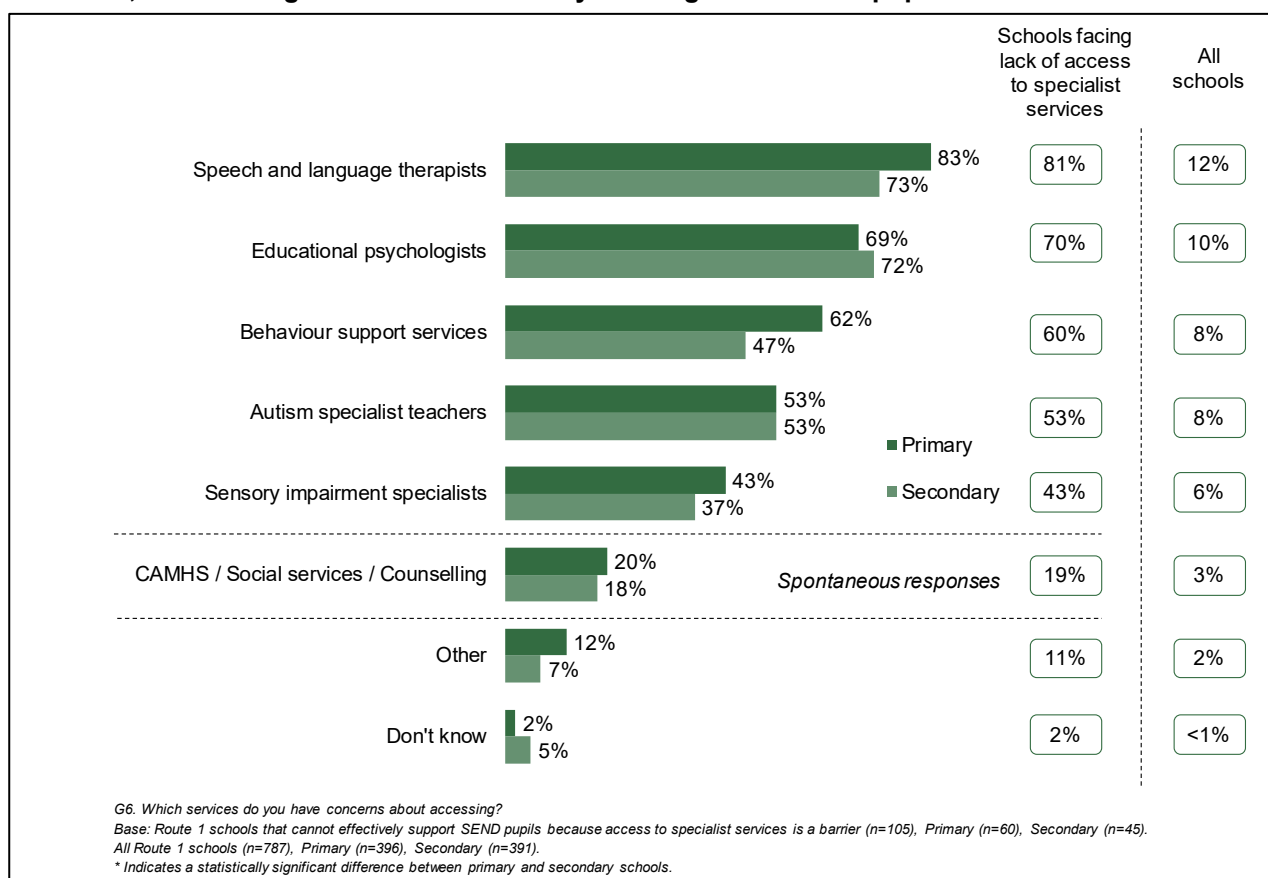


As Figure 22 illustrates, primary schools were more likely than secondary schools to cite that a lack of Government guidance or advice (42% vs. 28%) and a lack of engagement /

support from parents (26% vs. 8%) were barriers to meeting the needs of pupils with SEND.

Schools that cited a lack of access to specialist services or professionals as a barrier to their effectively supporting pupils with SEND were asked which services they had concerns about accessing. As Figure 23 illustrates, those most commonly mentioned were speech and language therapists (81%), educational psychologists (70%), behaviour support services (60%) and autism specialist teachers (53%). Responses did not differ significantly between primary and secondary schools.

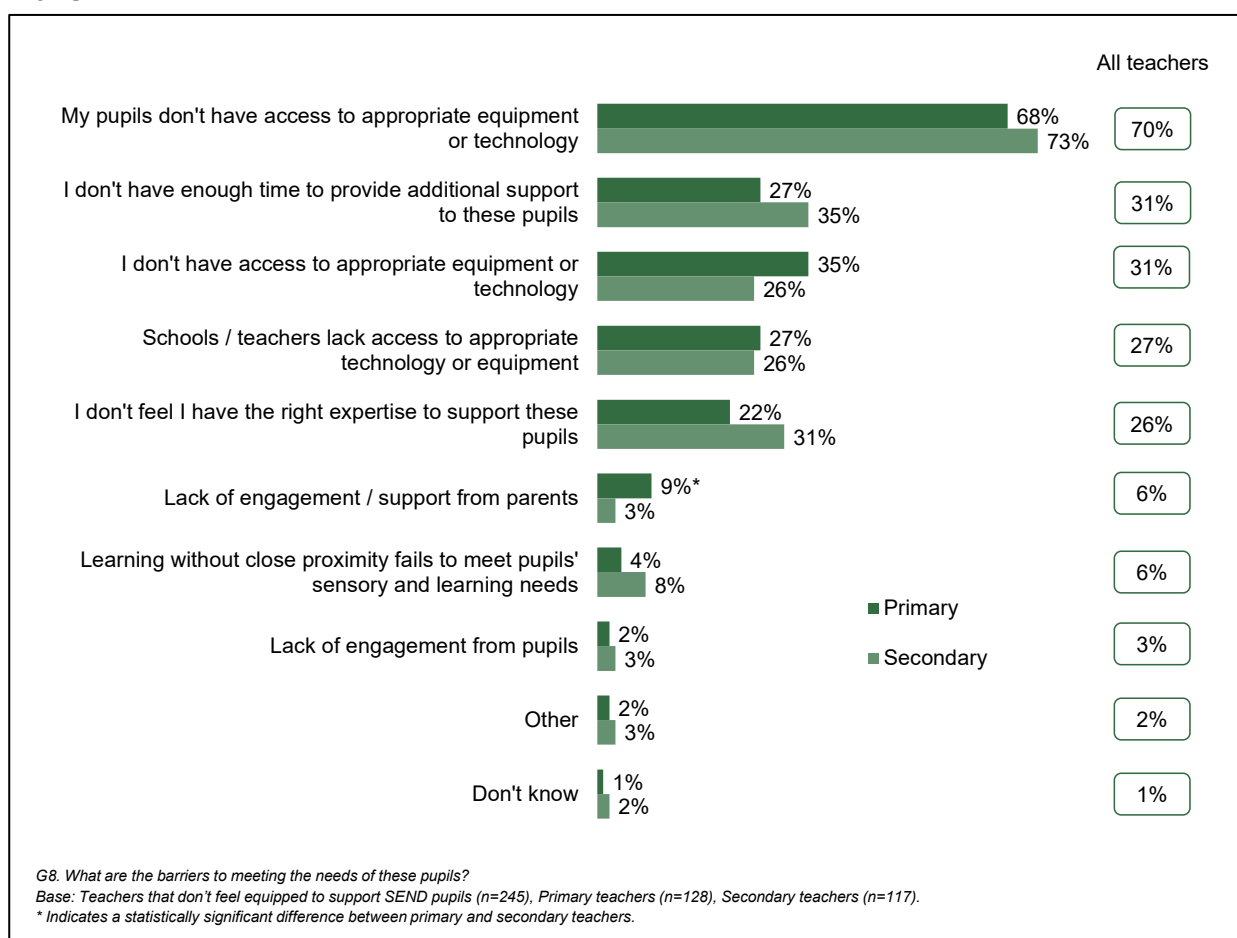
Figure 23. Specialist services or professionals to which schools reported lacking access during the lockdown, contributing to them not effectively meeting the needs of pupils with SEND



Classroom teacher views on the barriers to effective support

Teachers that did not feel equipped to support pupils with SEND during the coronavirus (COVID-19) pandemic were asked what, if any, barriers were preventing this. Seven-in-ten (70%) cited their pupils not having access to the appropriate equipment or technology, while 31% said they did not have enough time to provide additional support to these pupils and the same proportion (31%) said they did not have access to appropriate equipment or technology themselves. Figure 24 presents all the barriers cited by teachers.

Figure 24. Barriers faced by teachers preventing them from effectively meeting the needs of pupils with SEND



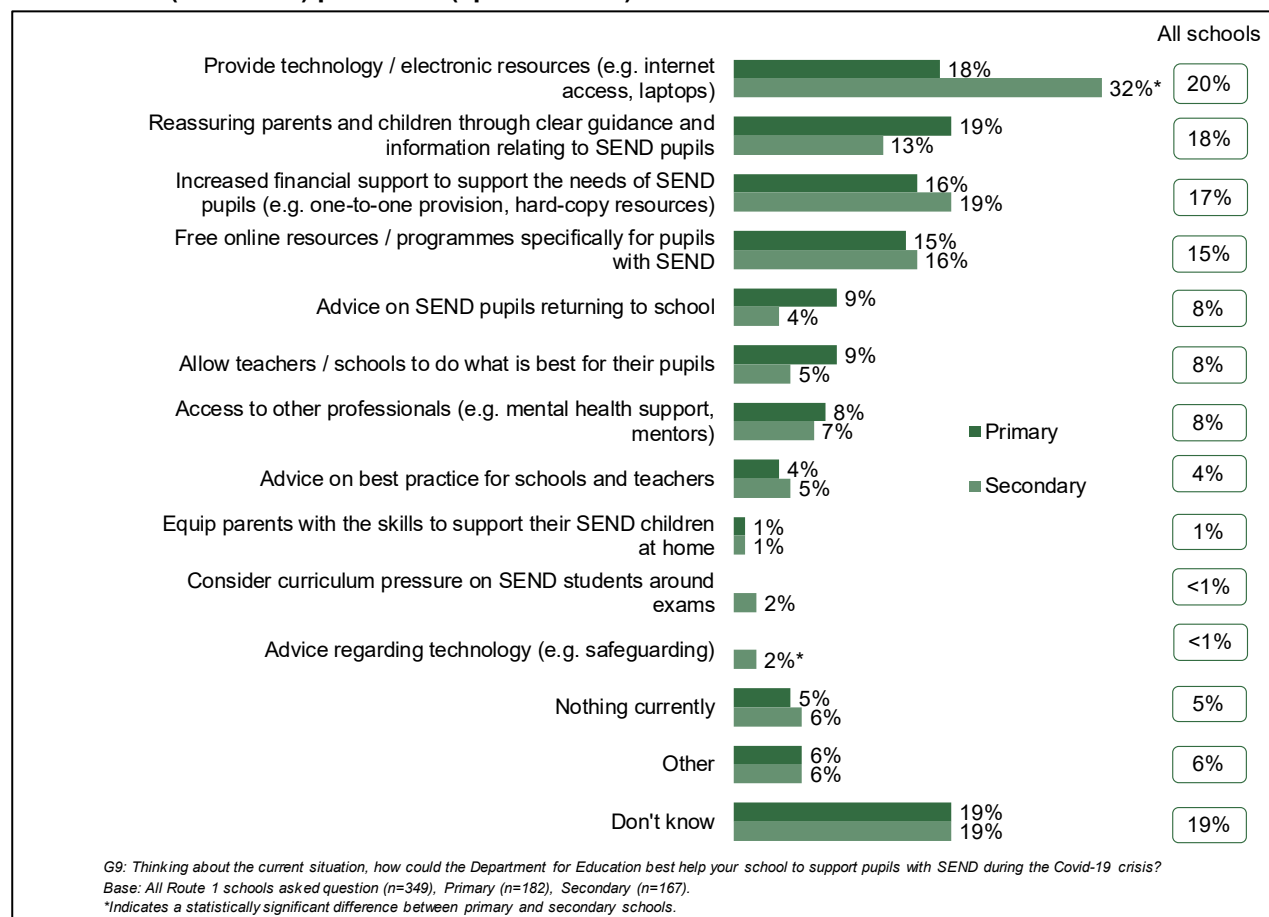
As was the case with leaders, primary school teachers were significantly more likely than secondary school teachers to cite a lack of engagement / support from parents as a barrier (9% vs. 3% respectively). Other than this, the barriers cited by primary school teachers and those cited by secondary school teachers did not differ significantly.

How the DfE might support pupils with SEND during the coronavirus (COVID-19) pandemic

School views

Schools spontaneously suggested a range of ways in which the DfE could best help them support pupils with SEND during the coronavirus (COVID-19) pandemic. Those most commonly mentioned included: DfE providing technology / electronic resources such as internet access and laptops (cited by 20%); DfE reassuring parents and children by disseminating clear information and guidance relating to pupils with SEND (18%); providing increased financial support to support the needs of pupils with SEND (17%) and free online resources specifically for pupils with SEND (15%). Secondary schools were significantly more likely than primary schools to report that DfE could support them providing technology / electronic resources such as internet access and laptops (32% vs. 18% respectively).

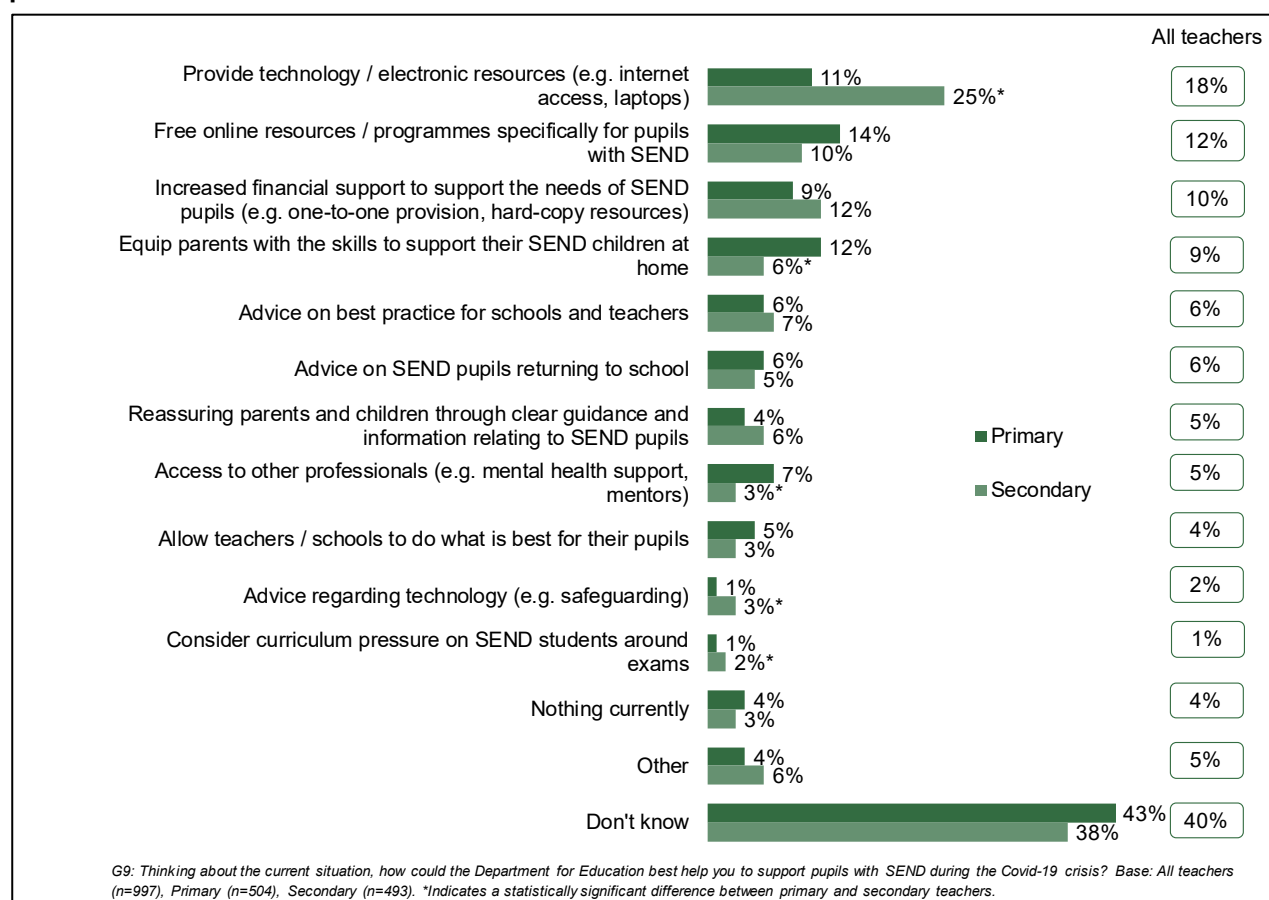
Figure 25. How schools think DfE could best help them to support pupils with SEND during the coronavirus (COVID-19) pandemic (spontaneous)



Classroom teacher views

Teachers were also asked how the Department for Education (DfE) could help them to support their pupils with SEND during the coronavirus (COVID-19) pandemic. Two-in-five (40%) said they did not know what DfE could do to support them in this respect. The types of support most commonly cited by teachers were to provide technology / electronic resources such as internet access or laptops (18%), to provide free online resources / programmes for pupils with SEND (12%) and / or to provide increased financial support to help support the needs of pupils with SEND (10%). Figure 26 shows the full range of responses to the question.

Figure 26. How teachers think DfE could best help them to support pupils with SEND during the pandemic



Secondary school teachers were significantly more likely than primary school teachers to report that DfE could provide technology / electronic resources such as internet access or laptops (25% vs. 11% respectively) and give advice regarding the use of technology (3% vs. 1% respectively). On the other hand, primary school teachers were significantly more likely than secondary school teachers to suggest the DfE could support them by equipping parents with the skills to support their SEND children at home (12% vs. 6% respectively).

2.5 At-risk pupils

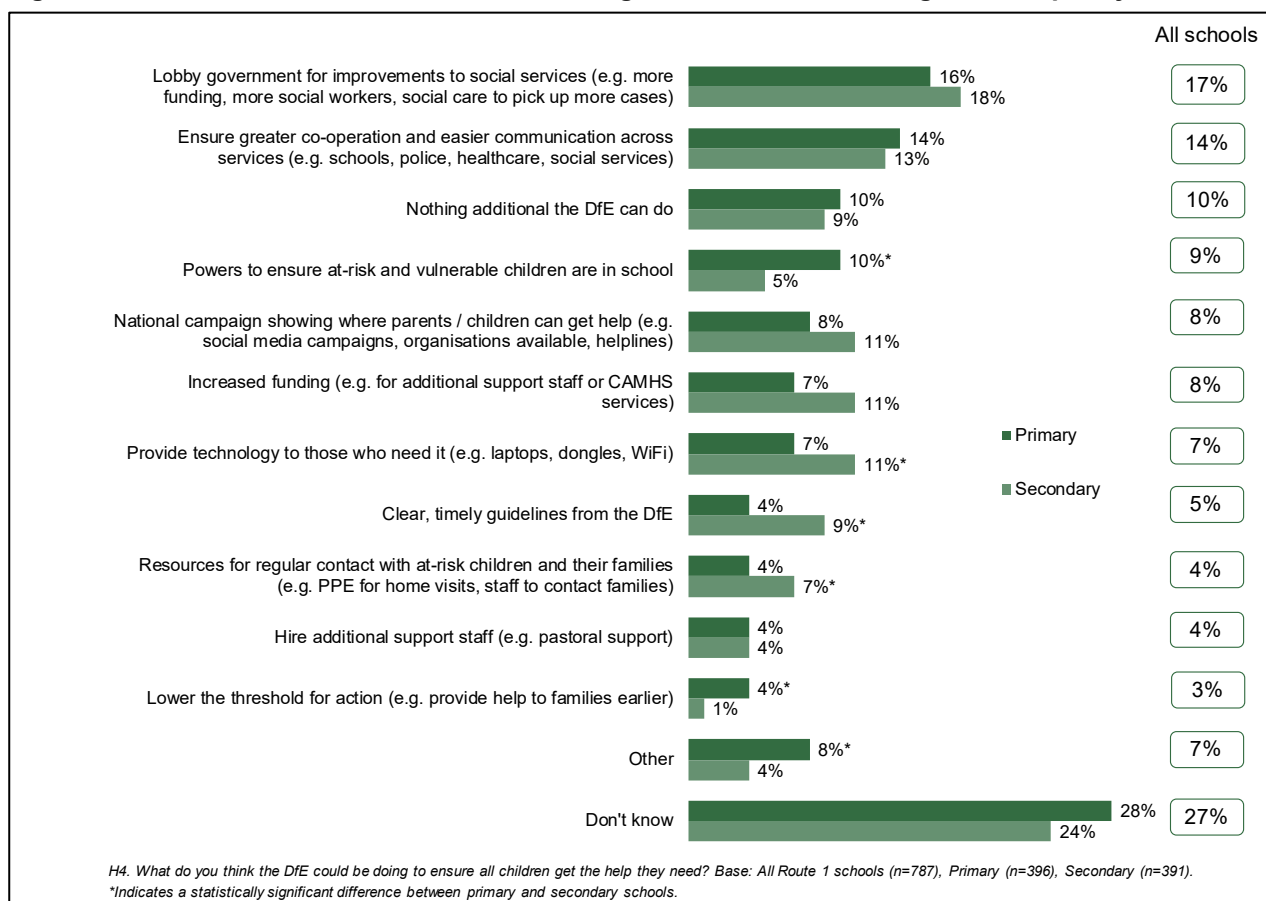
Just over a third (37%) of schools reported they have identified new at-risk children where the child is attending the school during the pandemic.

In comparison, around half (52%) of schools reported that they identified new at-risk children where the child is not attending the school during the pandemic. This was more common among secondary schools (66%) than primary (49%).

Overall, 18% of schools reported they have had children at home approach them directly to raise safeguarding concerns about themselves or their siblings. Again, secondary schools were significantly more likely than primary schools to report this (41% vs. 13% respectively).

During the COVID-19 survey, schools were asked about what they think the DfE could be doing to ensure that all children get the help they need. Almost three-in-ten (27%) said they did not know and an additional one-in-ten (10%) felt there was nothing additional that DfE could do in this respect. Where suggestions were given, these were most commonly for the DfE to lobby for improvements to social services (cited by 17% of schools), to ensure greater co-operation and easier communication across services such as schools, the police, healthcare services and social services (cited by 14% of schools) and for the DfE to be given powers to ensure that at-risk and vulnerable children are in school (9%). Figure 27 shows the full range of responses in terms of what schools think the DfE could be doing to ensure all children get the help they need.

Figure 27. What schools think DfE could be doing to ensure all children get the help they need



Responses were relatively similar between primary and secondary schools (all within six percentage points). Even so, primary schools were significantly more likely than secondary schools to suggest that the DfE be given powers to ensure that at-risk and vulnerable children are in school (10% vs. 5% respectively). On the other hand, secondary schools were significantly more likely to suggest that the DfE:

- Provide technology (e.g. laptops, dongles and WiFi) to those who need it (11% vs. 6% of primary schools);
- Produce and disseminate clear, timely guidelines (9% vs. 4% of primary schools); and,
- Help ensure there are resources for regular contact with at-risk children and their families e.g. PPE for home visits, staff to contact families (7% vs. 4% of primary schools).

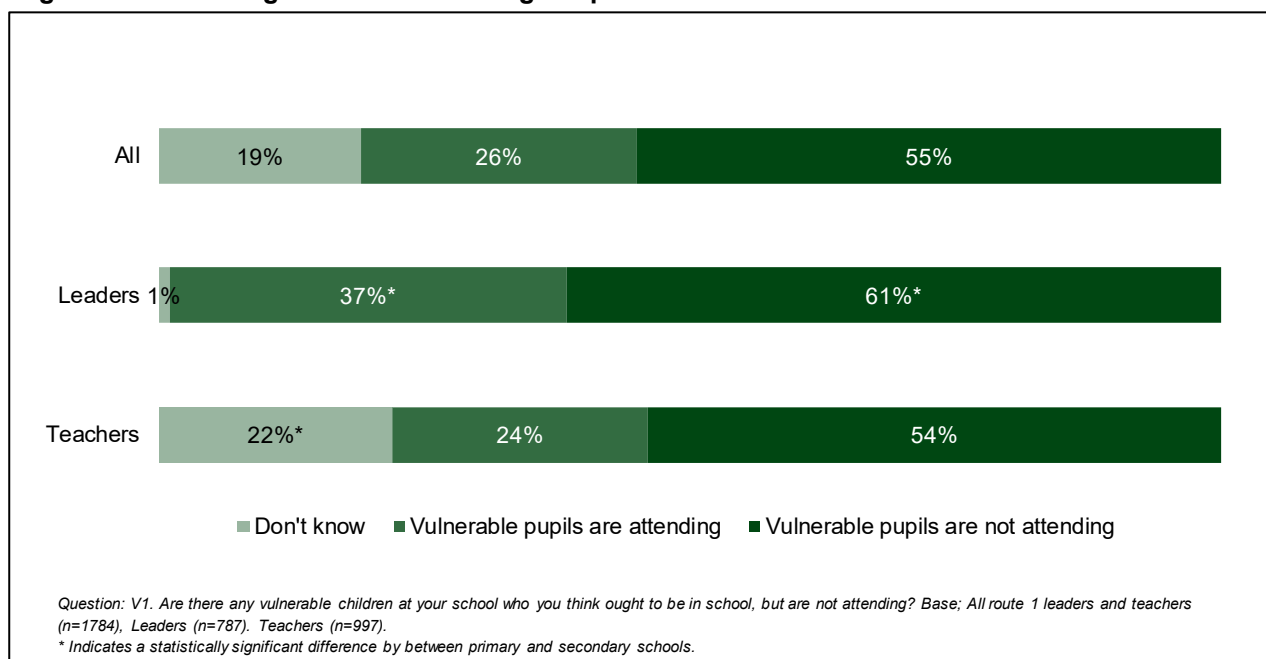
2.6 Vulnerable pupils

For this survey, vulnerable pupils were defined as “children that receive support through social care, have EHC plans or have been identified as vulnerable by the school or local authority”. The introduction of the next set of questions to respondents acknowledged that during the school closures, when schools were open for vulnerable children and children of key workers, “for some vulnerable children staying at home will be the safest option, but for others being in school will be the safest option”.

Attendance of vulnerable pupils

During the school closures more than half of school leaders (61%) and teachers (54%) thought that there were vulnerable children enrolled at their school who ought to be attending school during the closures to most pupils, but these pupils were not currently attending. In addition, around a fifth of teachers (22%, though only 1% of leaders) did not know if there were vulnerable children at their school that ought to be attending who were not. This leaves 37% of leaders and 24% of teachers who believed all the vulnerable pupils who ought to be attending school were doing so.

Figure 28. Whether leaders and teachers thought there were vulnerable children at their school who ought to be attending but were not during the pandemic



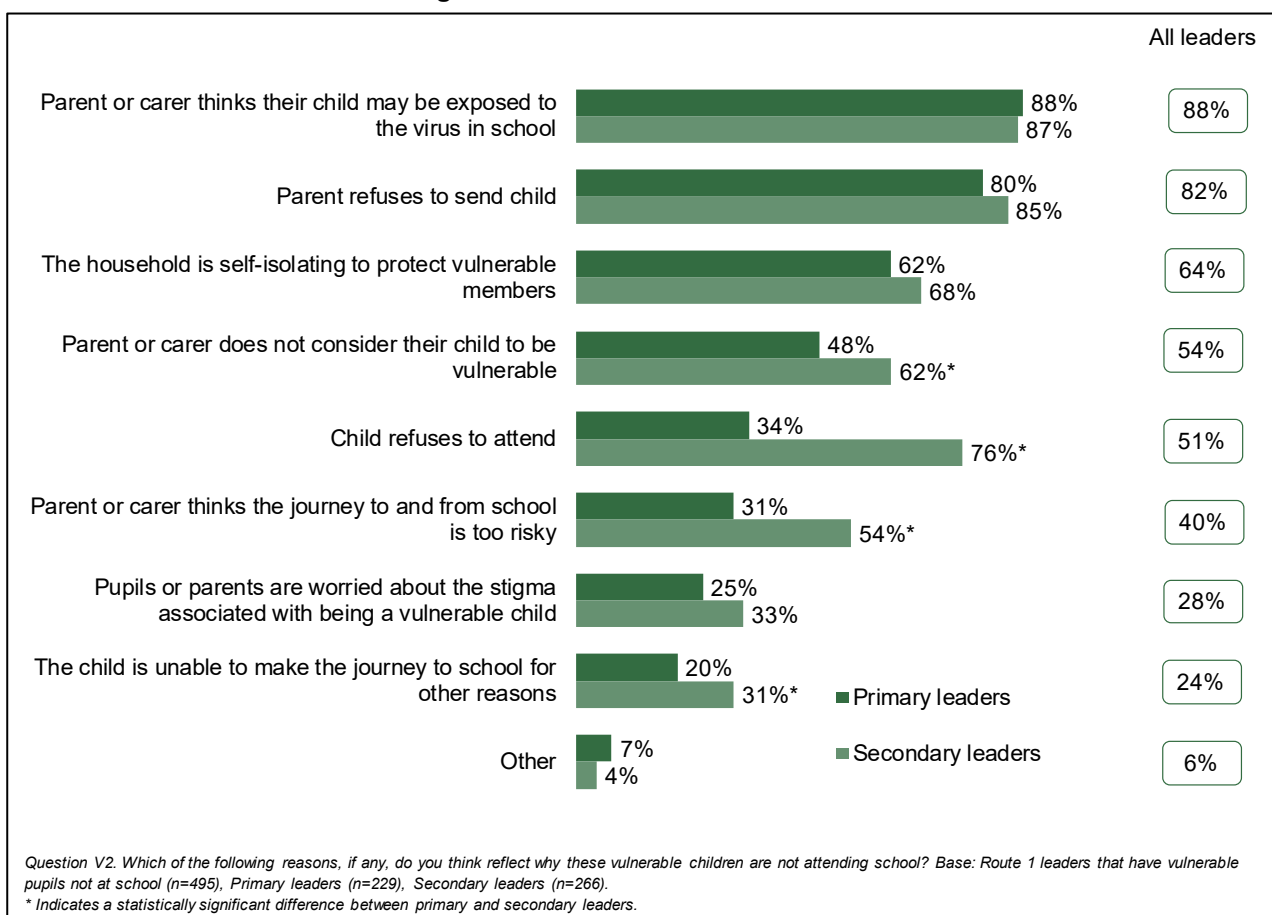
Leaders and teachers at primary schools were significantly more likely to think all vulnerable pupils that ought to attend school were doing so (42% of primary leaders and 35% of primary teachers, compared with 29% of secondary school leaders and 12% of secondary teachers). Related to this, secondary leaders were significantly more likely than primary leaders to report that vulnerable pupils that ought to be attending school were not (68% compared with 58% of primary leaders). Differences between primary and

secondary phases were not significant among teachers, but that is likely due to the greater proportion of secondary teachers reporting that they did not know whether vulnerable pupils who ought to be attending were or not (36% of secondary teachers vs. 9% of primary teachers).

Reasons for non-attendance of vulnerable pupils

School leaders were presented with a list of potential reasons for why vulnerable pupils who should be attending during school closures were not – see Figure 29. More than four-in-five leaders thought that vulnerable pupils were not attending because the parent or carer thought the child may be exposed to the virus in school (88%) or because the parent refuses to send the child for another or an unspecified reason (82%). Close to two-thirds (64%) of leaders said these pupils were not attending because the household is self-isolating, and over half felt the reason was that the parent or carer does not consider their child to be vulnerable (54%) or that the child refused to attend (51%).

Figure 29. Leaders' views on why vulnerable pupils they felt ought to be attending school during school closures were not attending

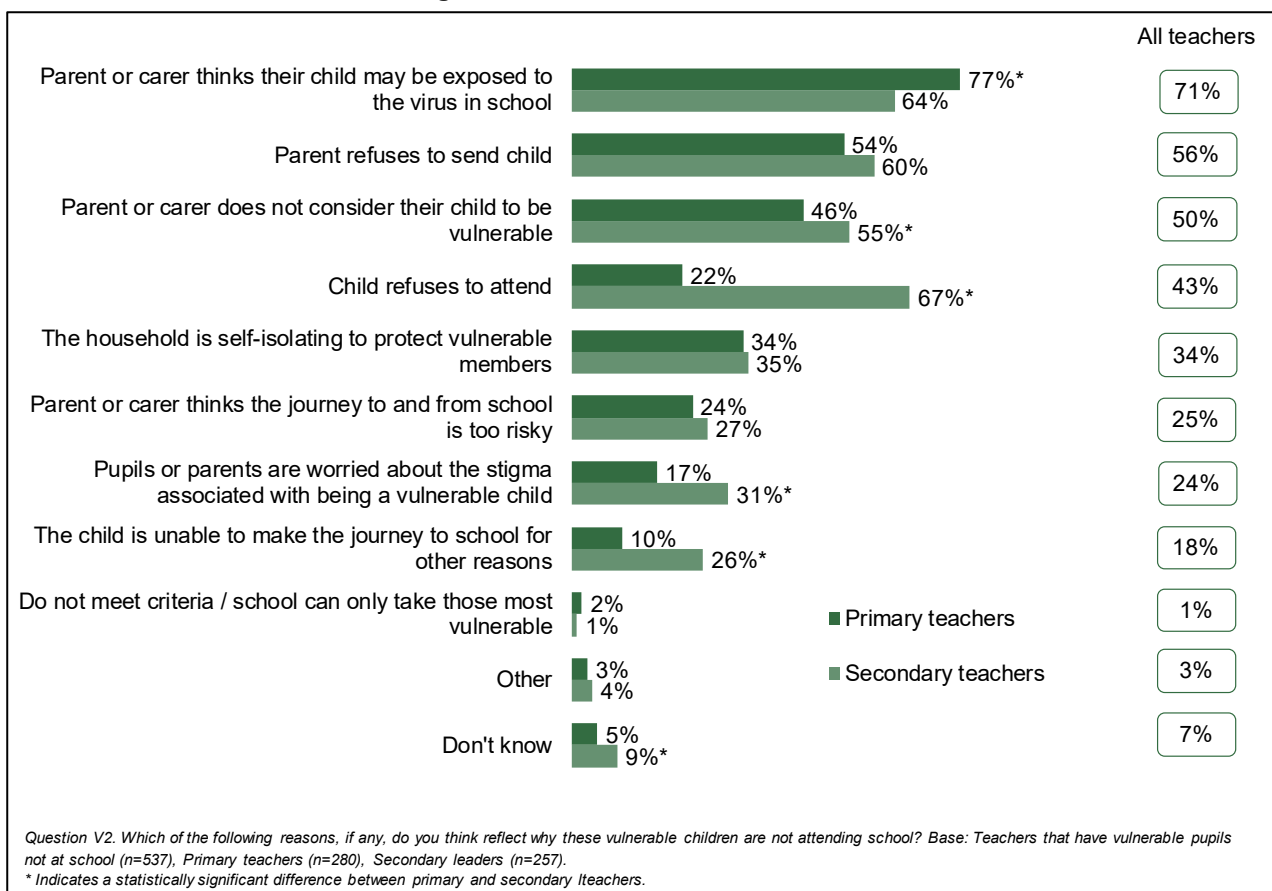


As shown in Figure 29 there were some significant differences in the responses between primary and secondary leaders. Notably, secondary leaders were significantly more likely to report that vulnerable children were not attending school during school closures

because their parent or carer does not consider their child to be vulnerable (62% vs. 48% of primary leaders), because the child refuses to attend (76% vs. 34% of primary leaders) or because of the concerns that the journey to school would be too risky (54% vs. 31% of primary leaders).

Teachers that reported having vulnerable pupils that should be attending school, but were not, were asked the same question. As can be seen in Figure 30 the top two reasons given by teachers were the same as those most mentioned by leaders; with 71% of teachers saying that these pupils do not attend because their parent or carer thinks their child may be exposed to the virus in school and 56% saying that the parent or carer refuses to send their child. Half (50%) of these teachers also said that the non-attendance was because the parent or carer does not consider their child to be vulnerable. Apart from the statements 'parent or carer does not consider their child to be vulnerable' and 'pupils or parents are worried about the stigma associated with being a vulnerable child' a significantly higher proportion of leaders than teachers reported that vulnerable children were not attending school for each of the other reasons shown in Figure 29 and Figure 30.

Figure 30. Teachers' views on why vulnerable pupils they felt ought to be attending school during school closures were not attending



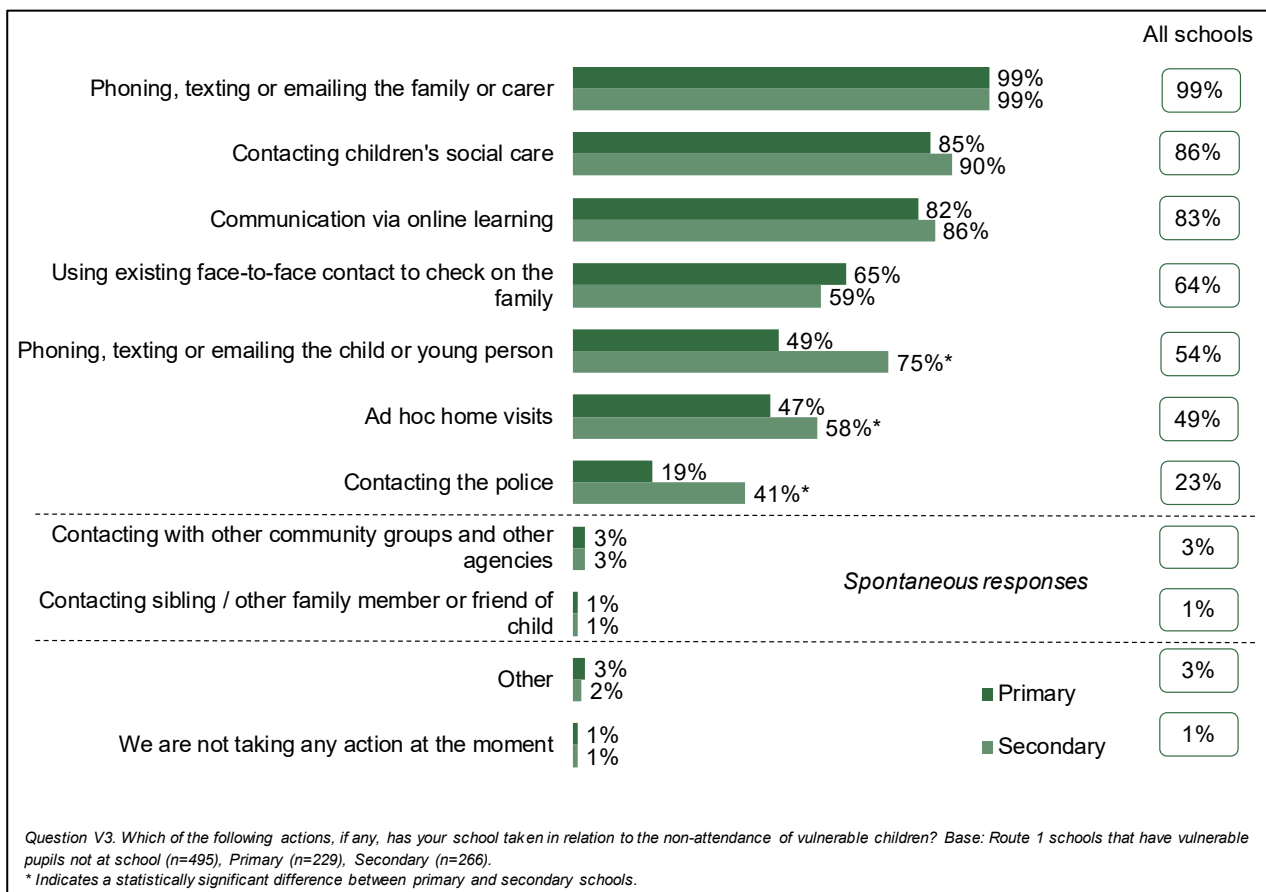
There were some significant differences between the reasons for non-attendance cited by primary and secondary teachers. Notably, significantly more primary teachers thought the reason vulnerable children were not attending was because parent or carer thinks their child may be exposed to the virus in school (77% vs. 64%), whereas significantly more secondary teachers reported that non-attendance was because the parent or carer does not consider their child to be vulnerable (55% vs. 46%) or because the child refuses to attend (67% vs 22%).

Actions taken to encourage attendance of vulnerable pupils

School leaders were presented with a list of seven actions, as shown in Figure 31, and asked which of these actions, as well as any others, their school had taken in relation to the non-attendance of vulnerable pupils.

Nearly all schools with vulnerable pupils not attending school had tried to phone, text or email the family or carer to encourage the attendance of these pupils (99%). More than four-in-five schools had also contacted children's social care (86%) or tried to communicate via online learning (83%). Close to two-thirds of schools had used existing face-to-face contact, such as when delivering free school meals or food vouchers, to check on the family (64%). Around half had tried contacting the young person directly by phone, text or email (54%) or through ad hoc home visits (49%), although both were far higher among secondary schools where non-attendance was an issue (75% and 58% respectively vs. 49% and 48% among primary schools). Close to a quarter (23%) had contacted the police in relation to the non-attendance of vulnerable children, and again this was far more common among secondary schools (41%) than primary (19%).

Figure 31. Actions taken by schools in relation to the non-attendance of vulnerable children

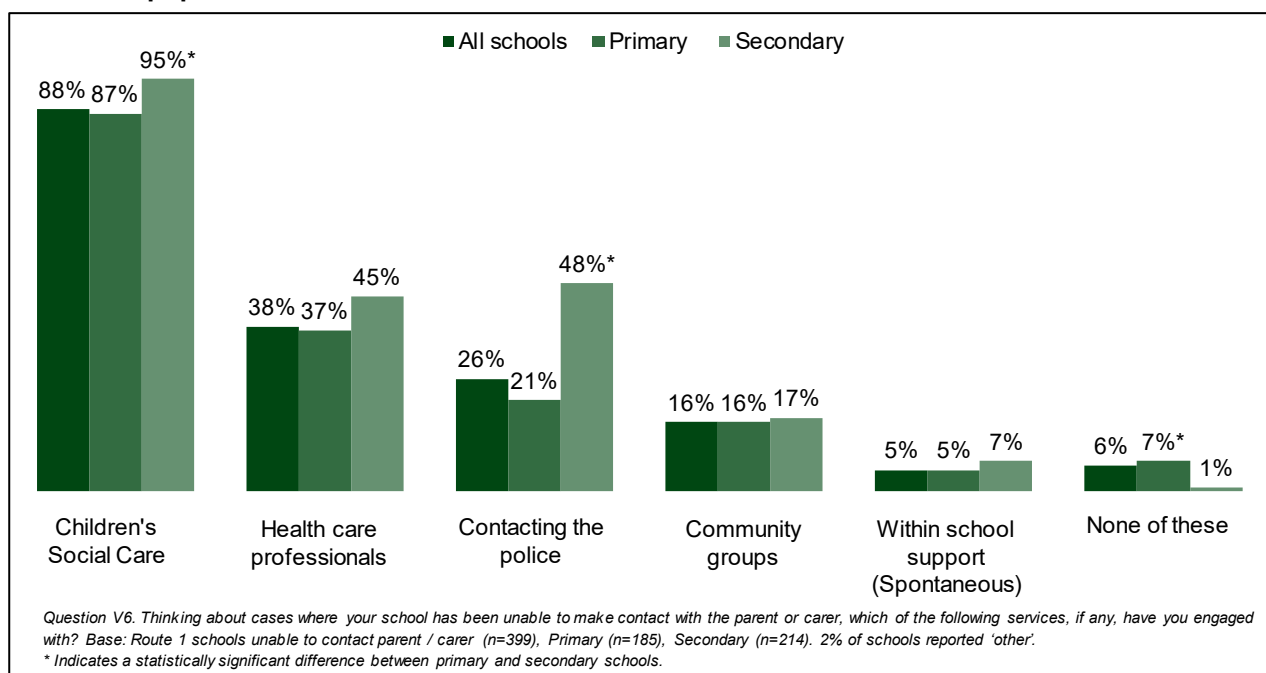


Contacting parents or carers of vulnerable pupils that are not attending school

Close to half (48%) of schools reported that there had been occasions when their school had been unable to contact the parent or carer of a vulnerable child. Secondary schools were significantly more likely to report this than primary schools (55% vs. 47%).

Schools were asked whether they had engaged with a range of services (as shown in Figure 32) in the cases where they had been unable to make contact with the parent or carer of a vulnerable child. The vast majority (88%) of schools had contacted children's social care in these instances (rising to 95% of secondary schools, significantly more than the 87% of primary schools). Close to two-fifths (38%) of schools that had been unable to make contact had been in touch with health care professionals and more than a quarter (26%) had contacted the police. Again, it was more common for secondary schools to contact the police than for primary schools (48% vs. 21%). Sixteen percent of schools engaged with community groups and 5% spontaneously mentioned that they had engaged within school support such as attendance officers, designated safeguarding leads, senior staff or pastoral support. Primary schools were significantly more likely to report that they had not engaged with any of the services (7% vs. 1% of secondary schools).

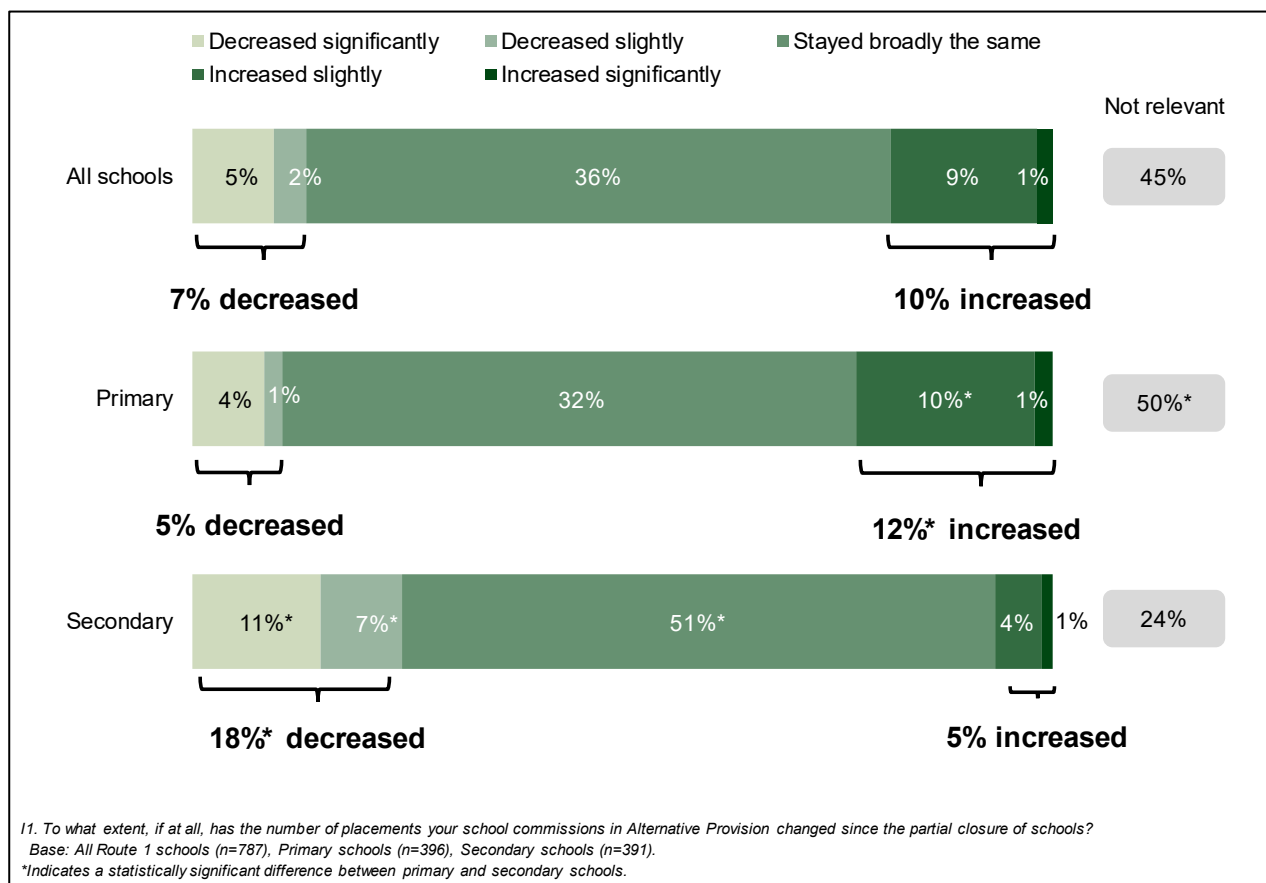
Figure 32. Services schools have engaged with when unable to contact parent or carer of vulnerable pupil



2.7 Alternative provision

Schools were asked whether the number of Alternative Provision placements commissioned had changed since the partial closure of schools. Almost half (45%) reported that this was not relevant for their school, around a third (36%) reported the number of commissioned placements had stayed the same, one-in-ten (10%) reported an increase and a slightly lower proportion (7%) reported a decrease – see Figure 33.

Figure 33. Extent to which number of Alternative Provision placements commissioned by schools has changed since the partial closure of schools



As Figure 33 shows, responses to this question from primary schools and those from secondary schools varied considerably. Primary schools were far more likely to say this was not relevant for their school (50% vs. 24% of secondary schools). Where there had been a change, primary schools were more likely to report an increase (12%) than a decrease (5%), whereas the reverse was true for secondary schools (5% reported an increase compared with 18% reporting a decrease).

2.8 Pupil mental health and wellbeing

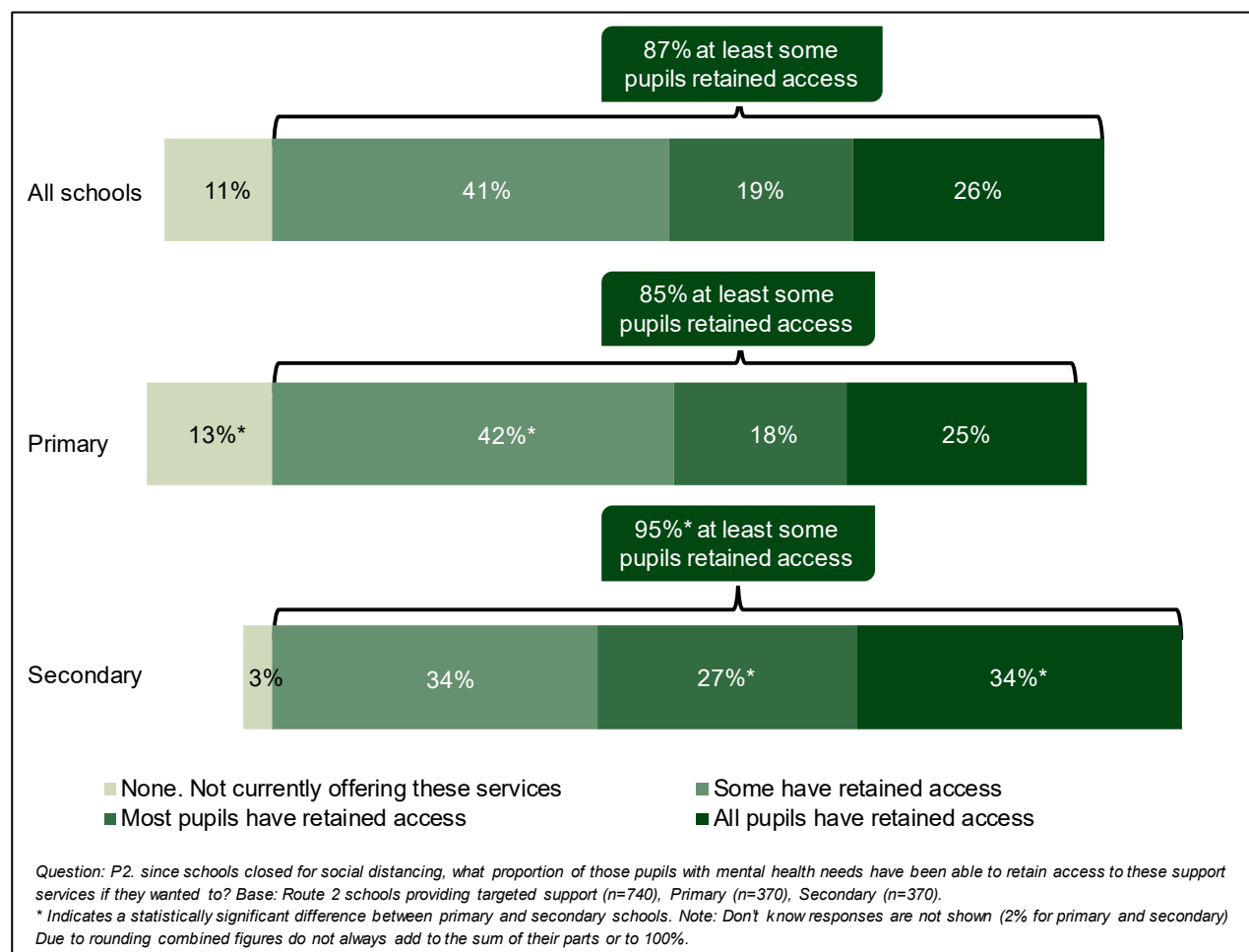
School leaders and teachers were asked about how coronavirus (COVID-19) might impact on support for pupil mental health and wellbeing.

Before schools closed for social distancing, more than nine-in-ten primary schools (91%) and nearly all secondary schools (97%) provided support for pupils identified as having mental health needs through activities such as school counselling, CBT or other therapies. Secondary schools were significantly more likely to offer this support than primary schools.

Retaining mental health support for pupils identified as having mental health needs before coronavirus (COVID-19) school closures

Of the schools that provided support to pupils with mental health needs before coronavirus (COVID-19) school closures, 85% of primary schools and 95% of secondary schools reported that at least some of these pupils had retained access to mental health support during the closures to the majority of pupils.

Figure 34. Retained access to mental health support for pupils during coronavirus (COVID-19) school closures

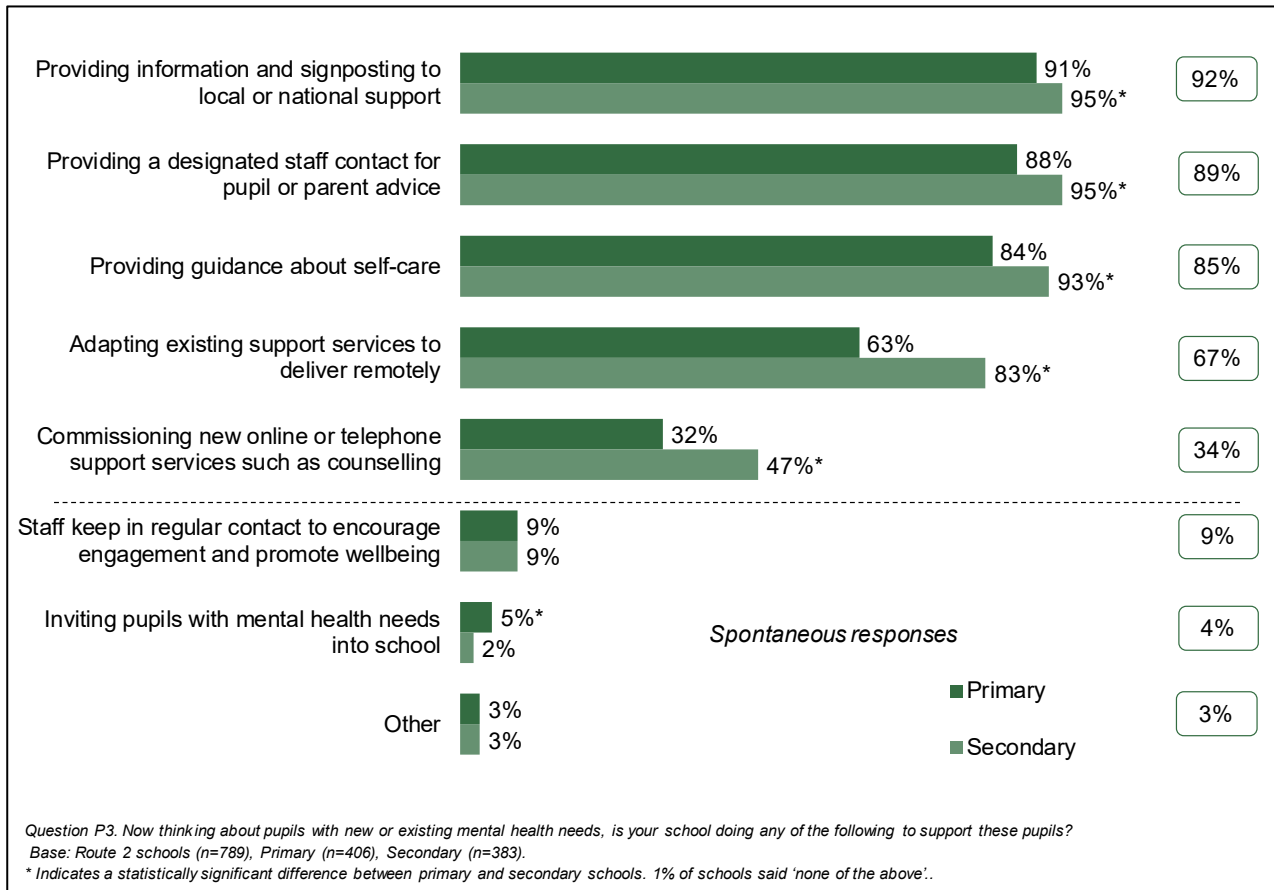


Secondary schools were significantly more likely to report that all or most pupils with pre-existing mental health needs had retained access (61% secondary, 43% primary). Primary schools were significantly more likely to report that only some of these pupils had retained access (42% primary vs. 34% secondary) or that their school was not providing these services to any pupils at the moment (13% primary vs. 3% secondary).

Methods for supporting pupils with new or existing mental health needs during coronavirus (COVID-19) school closures

In order to explore how schools have been supporting pupils with mental health needs during coronavirus (COVID-19) school closures, leaders were read a list of five activities and asked which, if any, their school was doing to support pupils with new or existing mental health needs. They could also mention other ways they were supporting pupils that were not listed (see the spontaneous responses shown in Figure 35). The vast majority (around nine-in-ten) reported that they were providing information and signposting pupils to local or national support (92%), providing a designated staff contact for pupil or parent advice (89%) and providing guidance about self-care (85%). Around two-thirds (67%) were adapting existing support services to be able to deliver them remotely. A third (34%) had commissioned new online or telephone support services. Secondary schools were significantly more likely than primary schools to be supporting pupils with mental health needs in each of these ways.

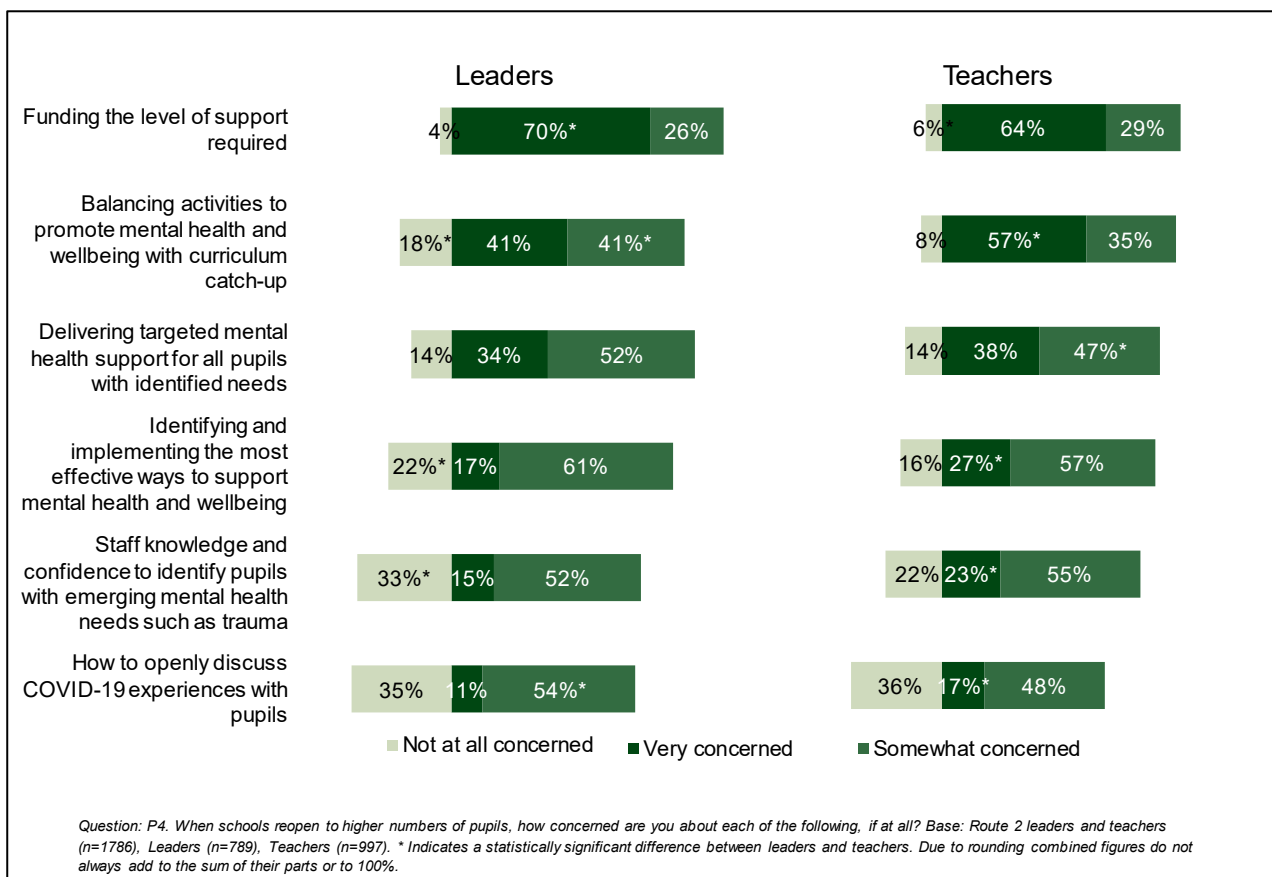
Figure 35. Ways schools have been supporting pupils with new or existing mental health needs during coronavirus (COVID-19) school closures



Concerns about supporting pupil mental health when schools reopen to a higher number of pupils

Leaders and teachers were presented with six statements about supporting pupil mental health when schools reopen to a higher number of pupils and asked how concerned they were about each. For each of the five areas, a majority of leaders and teachers (at least 65%) were somewhat or very concerned. More than nine-in-ten leaders (96%) and teachers (93%) were concerned about funding the level of support required, with significantly more leaders (70%) than teachers (64%) very concerned about this. The vast majority of leaders (82%) and teachers (92%) were also concerned about the ability to balance activities to promote mental health and wellbeing with curriculum catch up (teachers were significantly more likely to be very concerned about this than leaders (57% vs. 41% respectively) and about delivering targeted mental health support for all pupils with identified needs (86% of leaders and 85% of teachers concerned).

Figure 36. School leaders and classroom teachers concerns about supporting pupil mental health when schools reopen



Teachers were also significantly more likely than leaders to be very concerned about the following three statements:

- Identifying and implementing the most effective ways to support mental health and wellbeing (27% vs. 17% of leaders).

- Staff knowledge and confidence to identify pupils with emerging mental health needs such as trauma, grief or behaviour challenges (23% vs. 15% of leaders).
- How to openly discuss coronavirus (COVID-19) experiences with pupils (17% vs. 11% of leaders).

Primary school teachers were significantly more likely than secondary teachers to be very concerned about each of the following:

- Balancing activities to promote mental health and wellbeing with curriculum catch up (60% primary teachers vs. 54% secondary teachers).
- Delivering targeted mental health support for all pupils with identified needs (43% primary teachers vs 34% secondary teachers).
- Identifying and implementing the most effective ways to support mental health and wellbeing (31% primary teachers vs. 22% secondary teachers).
- Staff knowledge and confidence to identify pupils with emerging mental health needs such as trauma, grief or behaviour challenges (25% primary teachers vs. 20% secondary teachers).
- How to openly discuss coronavirus (COVID-19) experiences with pupils (21% primary teachers vs. 12% secondary teachers). Supporting this trend, secondary teachers were significantly more likely to be not all concerned (42% secondary teachers vs. 30% primary teachers).

Among leaders there was much less variation by school level. In contrast to the level differences among teachers, significantly more primary than secondary leaders were not at all concerned about staff knowledge and confidence to identify pupils with emerging mental health needs such as trauma, grief or behaviour challenges (37% primary leaders vs. 26% secondary leaders). Leaders at schools with the highest proportion of FSM pupils were significantly more likely to be very concerned about this statement than leaders from schools with the lowest proportion of FSM pupils (16% vs. 7% respectively).

Spontaneously mentioned concerns from leaders and teachers about supporting pupil mental health when schools reopen to a higher number of pupils

After responding to the six prompted statements, leaders and teachers were asked if they had any other concerns around supporting pupil mental health and wellbeing when schools reopen. Of the leaders and teachers that provided a response, their open-text responses were coded and new concerns that were mentioned by 5% or more of leaders and teachers are shown in Figure 37 whereas concerns raised by less than 5% of leaders and teachers are presented in Table 2. Generally, similar proportions of leaders and teachers raised each of the concerns displayed, however leaders were significantly more likely to say that they did not have any other concerns (38% vs 33%) and teachers were significantly more likely to be unsure about what other concerns they might have, with 22% of teachers and 6% of leaders saying they don't know. It is worth noting that some of the spontaneously mentioned open-text responses reflect similar concerns to the original six statements that were presented, indicating that a greater proportion of leaders and teachers might share these concerns then reflected in Figure 37. For example, variations of balancing activities to promote mental health and wellbeing with curriculum catch up were entered in the open-text boxes suggesting this concern might be shared by more than the 96% of leaders and 93% of teachers that said they were concerned in Figure 37, or that the same leaders and teachers that selected this response wanted to use the opportunity of the open-text box to further express their concern about this issue.

Figure 37. Spontaneously mentioned concerns from more than 5% of leaders and teachers about supporting pupil mental health when schools reopen to a higher number of pupils

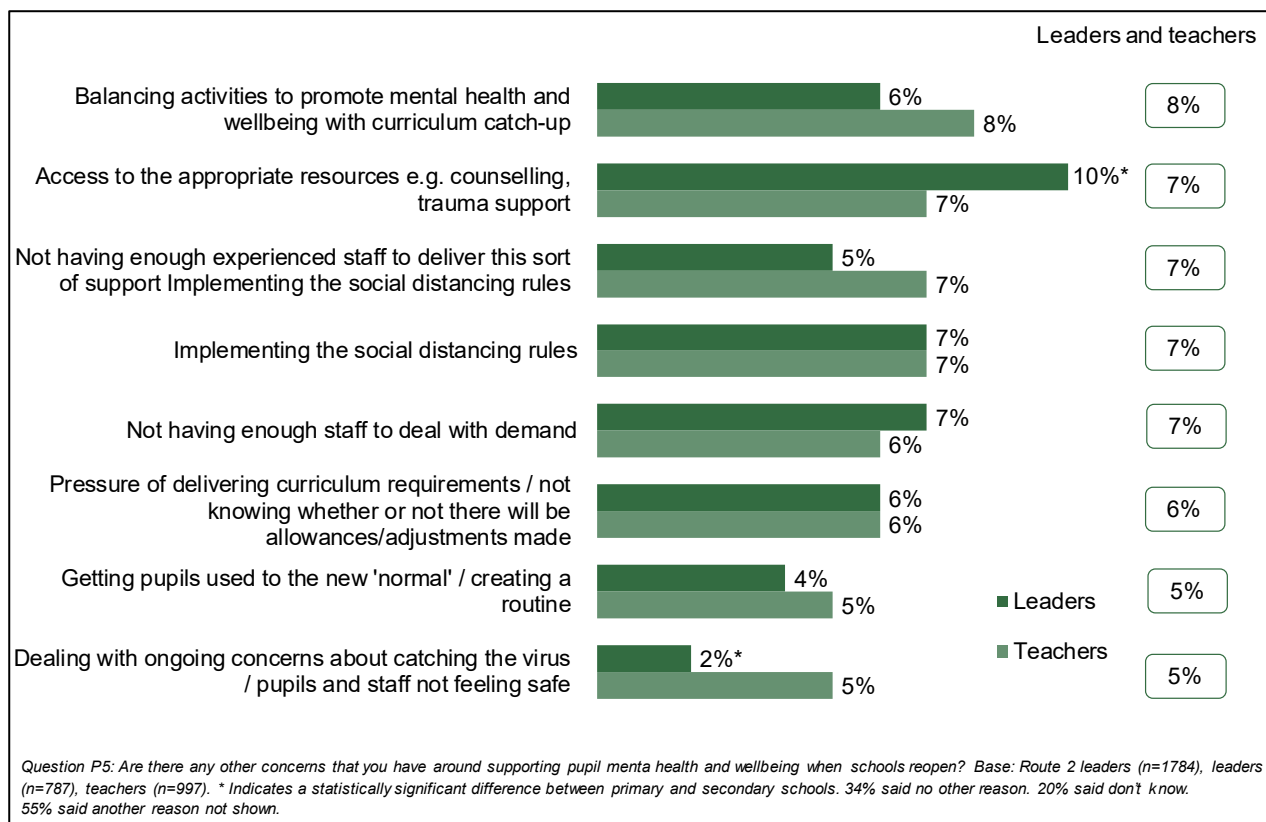


Table 2. Spontaneously mentioned concerns from fewer than 5% of leaders and teachers about supporting pupil mental health when schools reopen to a higher number of pupils

Type of specialist support	All	Leaders	Teachers
Funding the level of support required	4%	7%*	4%
Dealing with the raised anxiety levels of pupils who have missed out on lessons / exam preparation	4%	3%	4%
Impacts on staff wellbeing and their ability to deliver the support	4%	3%	4%
Dealing with the possible rise in numbers of the pupil who need this kind of support	3%	5%	3%
Identifying and delivering the appropriate support to parents who may be struggling or be unsupportive and unengaged	3%	5%*	3%
Not knowing how the children have coped so far / what their experience of Covid-19 has been	3%	3%	3%
Being able to support pupils whose social skills have deteriorated during the lockdown	3%	4%	2%
Staff ability to identify, talk with and support pupils with emerging mental health needs such as trauma, grief or behaviour challenges as a result of COVID	2%	2%	2%
Attendance issues / supporting children who can't or refuse to come to school	2%	3%	1%
Don't know	20%	6%	22%*
No other concerns	34%	38%*	33%

Question. P5: Are there any other concerns that you have around supporting pupil mental health and wellbeing when schools reopen?
 Base: All route 2 leaders and teachers (n=1784). Leaders (n=787). Teachers (n=997). 1% said too early to say / none or very minor concerns. * Indicates a statistically significant difference between leaders and teachers.

2.9 Attendance and behaviour

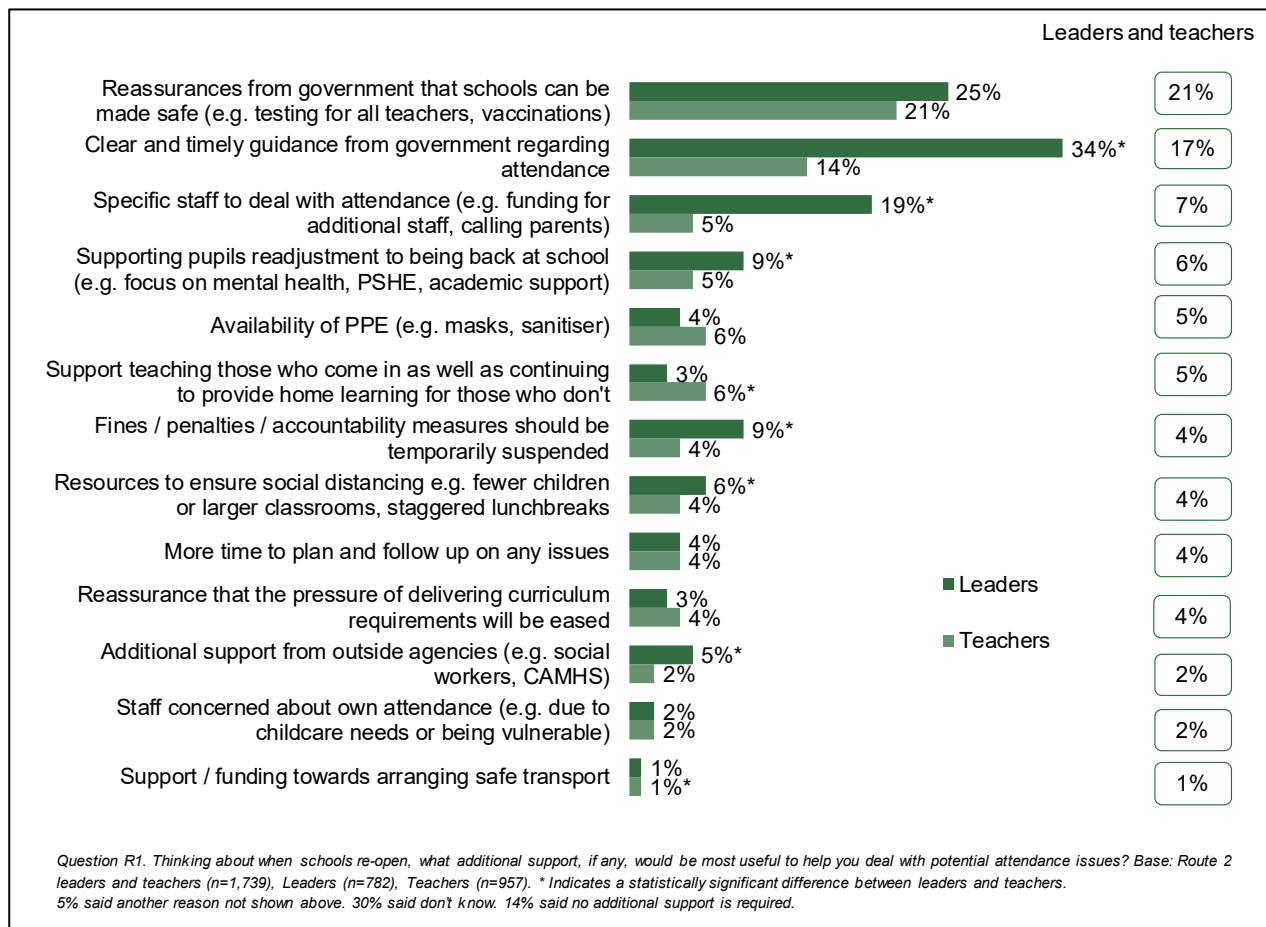
School leaders and teachers were asked to think about what additional support, if any would be the most useful with helping their school deal with potential attendance and behaviour issues when schools reopen to all pupils. These spontaneous responses were grouped together into the codes presented in the figures below.

Additional support to help with potential attendance issues when schools reopen

Additional government support through reassurances on safe opening (21%) and clear, timely guidance on attendance (17%) were the two key areas where leaders and teachers reported additional support would help them to address potential attendance issues.

The full list of responses given is presented in Figure 38. It is worth noting that relative to leaders, teachers were significantly more likely to be unsure about what sort of support might help with attendance (34% vs. 9% of leaders) and 15% of teachers and significantly fewer leaders (9%) reported that their school would not need additional support.

Figure 38. Leaders' and teachers' views on additional support that could help with potential attendance issues



As can be seen in Figure 38 there were some significant differences in the types of additional support mentioned by leaders and teachers. Leaders were significantly more likely than teachers to state that the following forms of additional support would be useful to help them to deal with potential attendance issues:

- Clear and timely guidance from government (34% vs. 14%);
- Having specific staff to deal with attendance (19% vs. 5%);
- Supporting pupils' readjustment to school (9% vs. 5%);
- Temporarily suspending fines, penalties or accountability measures (9% vs. 4%);
- Resources to ensure social distancing (6% vs. 4%);
- Additional support from outside agencies (5% vs. 2%).

On the other hand, teachers were significantly more likely than leaders to suggest that additional support with teaching for those who come in and continuing to provide home learning for those who do not (6% vs. 3% of leaders) would be useful to help address potential attendance issues.

Differences in views about what additional support would be most useful also emerged by school phase. Leaders and teachers in primary schools were significantly more likely to say that fines should be suspended (6% vs. 2%) and that no additional support was required (17% vs. 12%), while leaders and teachers in secondary schools were more likely to mention the following:

- Specific staff to deal with attendance (10% vs. 5%);
- Supporting pupils' readjustment (7% vs. 5%);
- Availability of PPE (7% vs. 4%);
- More time to plan and follow up on issues (6% vs. 2%);
- Staff concerned about own attendance (3% vs. 1%);
- Support or funding for arranging safe transport (3% vs. 1%).

There were also some subgroup differences by proportion of FSM eligible pupils and by Ofsted rating.⁷ Leaders and teachers at schools with the highest proportion of FSM pupils were significantly more likely than those at schools with the lowest proportion of FSM pupils to report that reassurances from government would be useful (28% vs. 17% respectively). Whereas leaders and teachers at schools with the lowest proportion of FSM pupils were significantly more likely to say they 'don't know' what support would be useful (38% vs. 25%).

Leaders and teachers working in schools with 'outstanding' Ofsted ratings were significantly more likely than those at 'requires improvement' schools to report that they did not need any additional support with potential attendance issues (19% vs. 11%). Whereas Leaders and teachers working in schools with a 'good' Ofsted rating were significantly more likely than those in schools with an 'outstanding' rating to say that having specific staff to deal with attendance would be useful (8% vs. 4%) or to have reported not knowing what support would be useful (32% vs. 24% respectively). Leaders and teachers working in schools with 'requires improvement' Ofsted ratings were significantly more likely than those in schools with a 'good' rating to say that 'other' types of support would be useful (10% vs. 5%).

⁷ Subgroup differences by FSM and Ofsted rating should be interpreted with caution as the base size per type of additional support was often less than 50. Although overall bases for leaders and teachers in each FSM quintile and Ofsted rating group were at least 50.

Additional support to help with potential behavioural issues when schools reopen

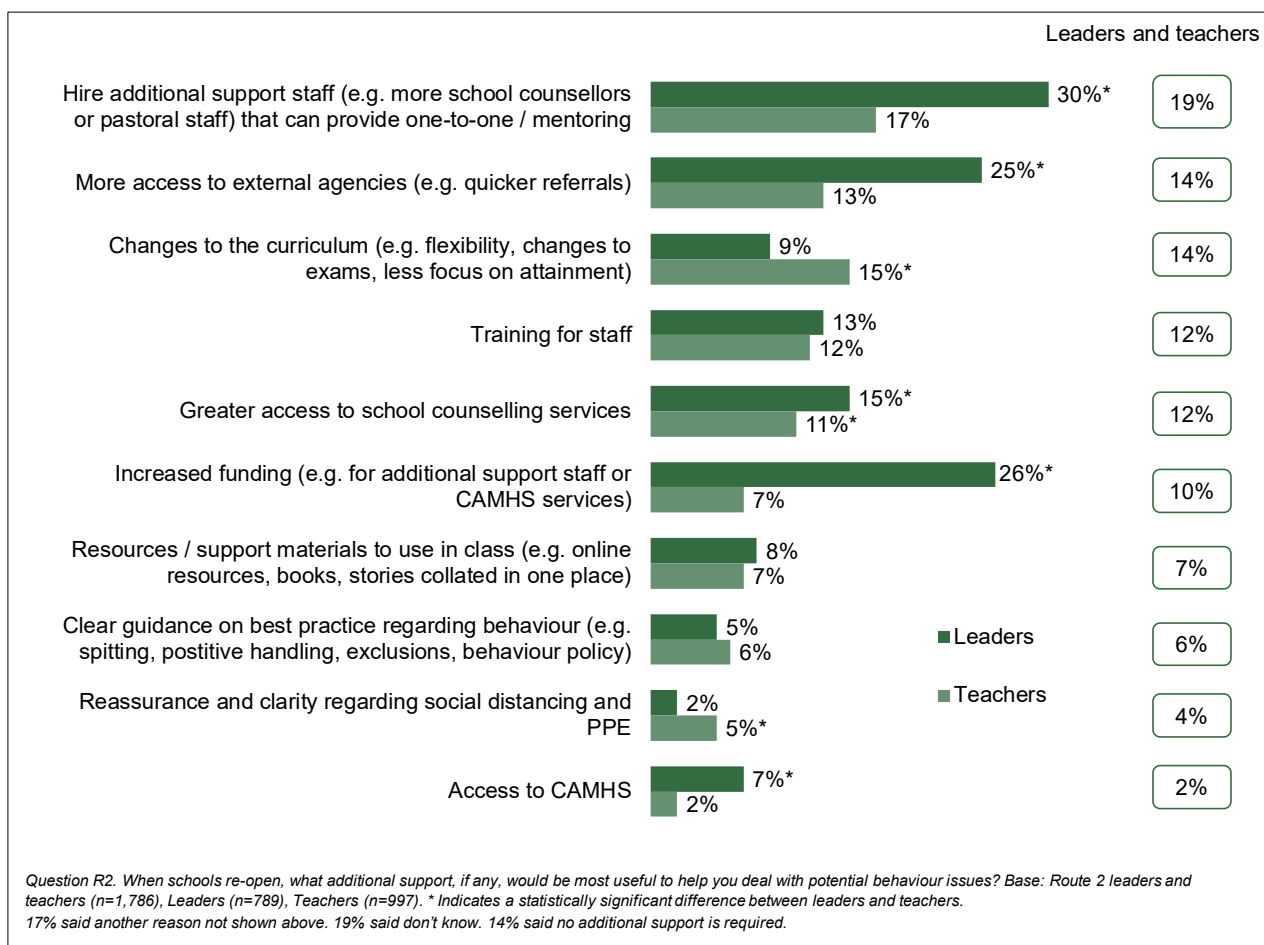
When leaders and teachers were asked what additional support might help with potential behavioural issues when schools reopen, two-thirds (67%) made suggestions, 14% reported that no additional support was required and 19% of respondents were unsure what support would be useful.

There were three key areas that were top of mind for leaders and teachers when asked what additional support would be most useful to deal with potential behaviour issues, these were:

- Hiring additional support staff such as school counsellors or pastoral staff that can provide one-to-one support or mentoring (19%).
- Changes to the curriculum, for example by introducing more flexibility, changes to exams or less focus on attainment (14%).
- More access to external agencies through things such as quicker referrals (14%).

The full list of responses is presented in Figure 39. There were quite a few differences between leaders' and teachers' responses, and in line with the previous question, the high proportion of 'don't know' responses is driven mostly by teachers (21% of teachers vs. 4% of leaders).

Figure 39. Leaders' and teachers' views on additional support that could help with potential behavioural issues



Although teachers were significantly more likely to not know what additional support would be useful (21% vs. 4% of leaders), they were also more likely to suggest changes to the curriculum (15% vs. 9%) and, reassurance and clarity regarding social distancing (5% vs. 2%). On the other hand, the following were mentioned significantly more often by leaders than teachers:

- Hire additional support staff (30% vs. 17%);
- More access to external agencies (25% vs. 13%);
- Greater access to school counselling (15% vs. 11%);
- Increased funding (26% vs. 7%);
- Access to CAMHS (7% vs. 2%).

Primary school leaders and teachers had differing views to their secondary school peers. Leaders and teachers at primary schools were significantly more likely than those at secondary schools to mention the following forms of additional support: access to external agencies (16% vs 13% of secondary respondents), changes to the curriculum (17% vs. 10% secondary respondents), training for staff (13% vs. 10% of secondary

respondents) and resources of support materials to use in class (11% vs. 2% of secondary respondents) would be useful. Whereas secondary school leaders and teachers were significantly more likely to mention that greater access to school counselling services would be useful (19% vs. 6% of primary respondents) and they were also more likely to say they did not know what additional support would be useful (23% vs. 16% of primary respondents).

Although the base sizes for each type of support are low, there does appear to be some subgroup differences by proportion of FSM pupils and by Ofsted rating.⁸ Leaders and teachers at schools with the highest proportion of FSM pupils were significantly more likely than those at schools with the lowest proportion of FSM pupils to request more access to external agencies (18% vs. 7%) and changes to the curriculum (18% vs. 9%). Meanwhile, those at schools with the lowest proportion of pupils eligible for FSM were significantly more likely to say that no additional support was required (17% vs. 11%) or to not know what additional support would be useful (26% vs. 17%).

In terms of Ofsted rating, leaders and teachers at schools rated as 'outstanding' were significantly more likely than those at schools with a 'good rating' to report greater access to school counselling services (18% vs. 11%) and more likely than leaders and teachers at schools with a 'good' or a 'requires improvement' rating to say that reassurance and clarity regarding social distancing would be useful (9% vs. 3% at 'good' and 4% at 'requires improvement' schools). However, increased funding was mentioned by significantly more leaders and teachers at schools with ratings of 'requires improvement' (20% vs. 10% at 'outstanding' and 9% at 'good' schools).

⁸ Subgroup differences by FSM and Ofsted rating should be interpreted with caution as the base size per type of additional support was less than 50, although it was at least 50 for the number of leaders and teachers in each FSM quintile and Ofsted rating.

3. Workforce

The COVID-19 survey covered issues relating to leaders' and teachers' working lives in the context of the coronavirus (COVID-19) outbreak. This comprised questions on; their current working situation (and COVID-19 vulnerability); workload; teacher recruitment and retention; career progression; flexible working practices; Continuing Professional Development (CPD); and personal wellbeing.

3.1 Working situation and Covid-19 vulnerability

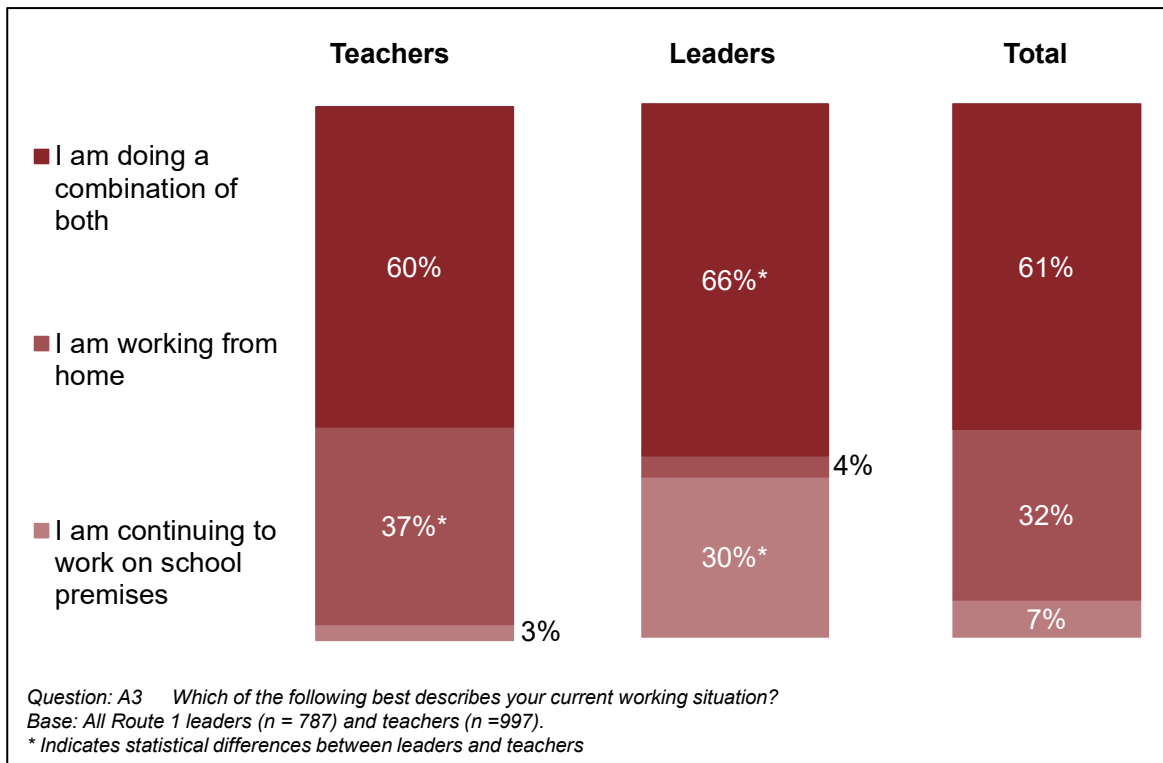
The survey covered leaders' and teachers' working situation in the context of coronavirus (COVID-19), whereby schools were closed to most pupils. Related questions on both groups' coronavirus (COVID-19) risk level (and the risk level of anyone they live with, or care for) provided evidence on the proportion of professionals in the education sector directly impacted by the virus, a factor that may influence their working patterns.

Working situation

School leaders and teachers were most commonly combining working from home with working on the school premises, although leaders were significantly more likely to do so (66%, compared with 60% of teachers).

However, there were wide differences in relation to the other two modes of working (see Figure 40). Nearly one-in-three (30%) leaders reported they are continuing to work on the school premises only (and not from home) – only 3% of teachers (3%) were working in this way. The reverse was true of working from home; teachers were significantly more likely to report they were exclusively working from home than leaders (37% and 4%, respectively).

Figure 40. Leaders' and teachers' working situation during the coronavirus (COVID-19) outbreak



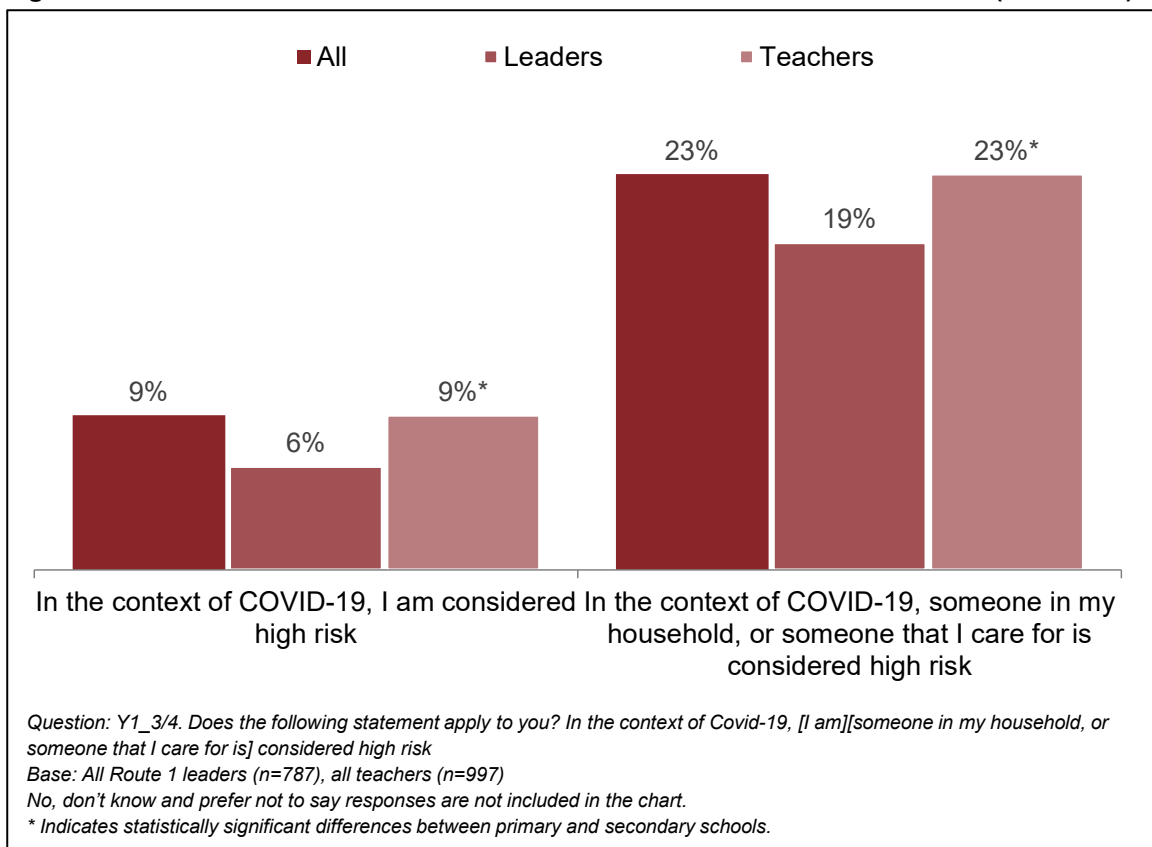
There were differences in working situation by school phase. Both primary leaders and teachers were significantly more likely to be continuing working on the school premises only (35% and 5% of primary leaders and teachers, compared with 20% and 1% of secondary leaders and teachers). Secondary teachers were twice as likely as primary teachers to be working from home only (50% and 24% respectively).

Coronavirus (COVID-19) vulnerability

In the context of the coronavirus (COVID-19) outbreak, teachers were slightly (though statistically significantly) more likely than leaders to be:

- Considered high risk themselves (9% of teachers vs. 6% of leaders); and
- To be living with, or caring for, someone considered high risk (23% of teachers vs. 19% of leaders).

Figure 41. Leaders' and teachers' risk status in the context of the coronavirus (COVID-19) outbreak



School leaders and teachers considered high risk in the context of the coronavirus (COVID-19) were least likely to report they are continuing to work on the school premises. Almost a quarter (23%) of high-risk leaders and teachers reported they are continuing to work on the school premises (either working on the school premises only (1%), or a combination of working from home and working on the school premises (21%)), significantly lower than the 73% among leaders and teachers not considered high risk.

The differences explored above existed but were less marked for those living with, or caring for, someone considered high risk: 59% of school leaders and teachers in this situation were continuing to spend some time on the school premises, compared with 71% of leaders and teachers not living with someone considered high risk.

3.2 Workload

Workload reduction is a longstanding priority for the Department for Education. Leaders and teachers may have experienced significant changes to their role during the coronavirus (COVID-19) pandemic that could have impacted on their workload.

Leaders and teachers were asked some questions to better understand this. 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. Those who reported their overall workload had become less manageable were subsequently asked about what support might help with this.

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.⁹

Leaders' workload in the context of coronavirus (COVID-19)

The closure of schools to most pupils has had a significant impact on leaders' workloads. For six of the nine specific tasks covered in the COVID-19 School Snapshot Survey, the proportion of leaders reporting to spend more time on these tasks was greater than the proportion reporting to spend less time (see Figure 42).

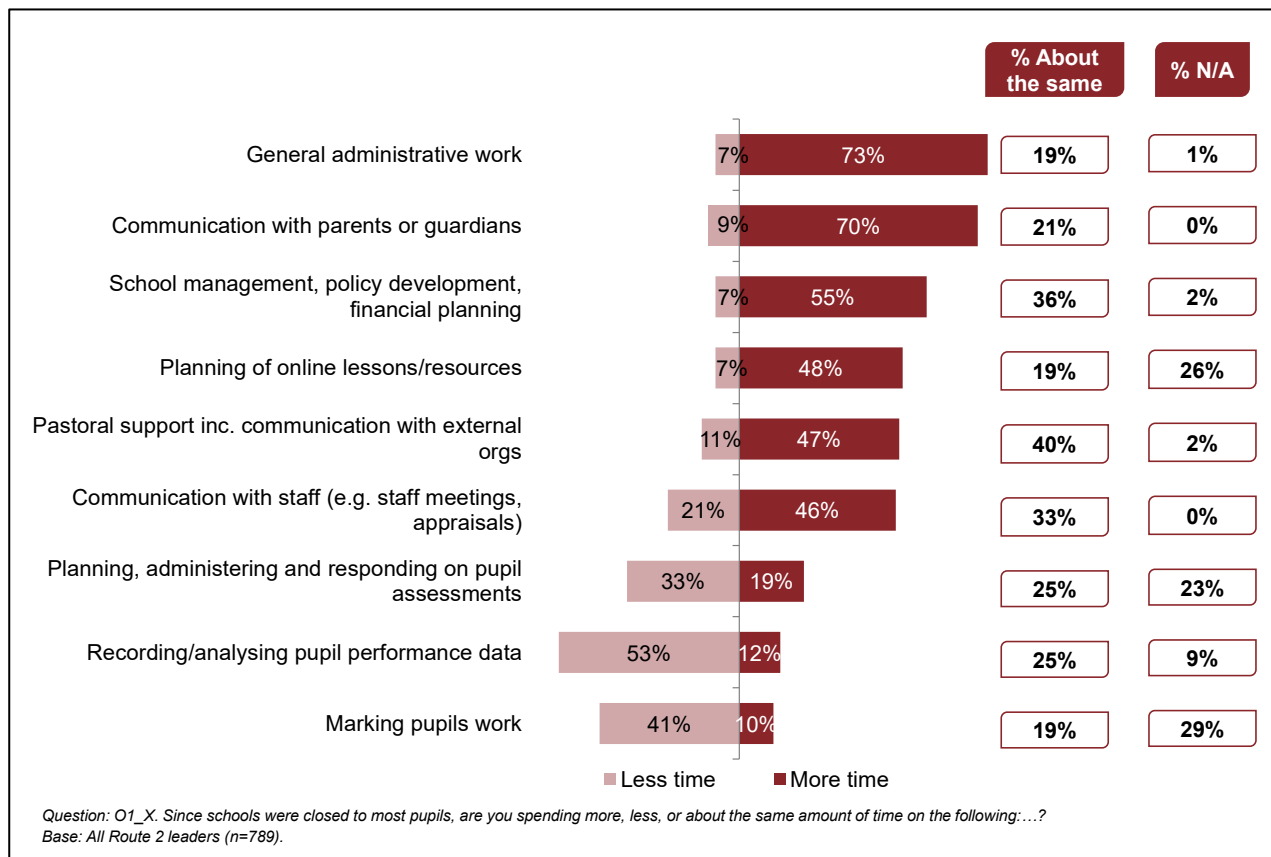
The largest differences were for general administrative work (73% of leaders reported an increase, just 7% reported a decrease) and communication with parents or guardians (70% reported an increase compared with 9% a decrease).

In contrast, leaders reported that they were spending less time doing the following:

- Planning, administering and responding on pupil assessment (33%, compared with 19% that reported they were spending more time on this);
- Marking pupils' work (41% vs. 10%, respectively); and
- Monitoring pupil performance data (53% vs. 12%, respectively).

⁹ See the Background section to the report for an explanation of this weighting.

Figure 42. The impact of the closure of schools on the amount of time leaders spend doing specific tasks



The impact of coronavirus (COVID-19) on the amount of time leaders spend doing specific tasks differed by school phase. Secondary leaders were significantly more likely than primary leaders to report they were spending more time on tasks directly related to pupils, such as:

- Marking pupils' work (15%, compared with 8% of primary leaders);
- Planning and responding on pupil assessments (26% vs.14%); and
- Recording and analysing data in relation to pupil performance (24% vs. 5%).

In contrast, primary leaders reported they were spending more time on general administrative work than secondary leaders (77%, compared with 66% of secondary leaders).

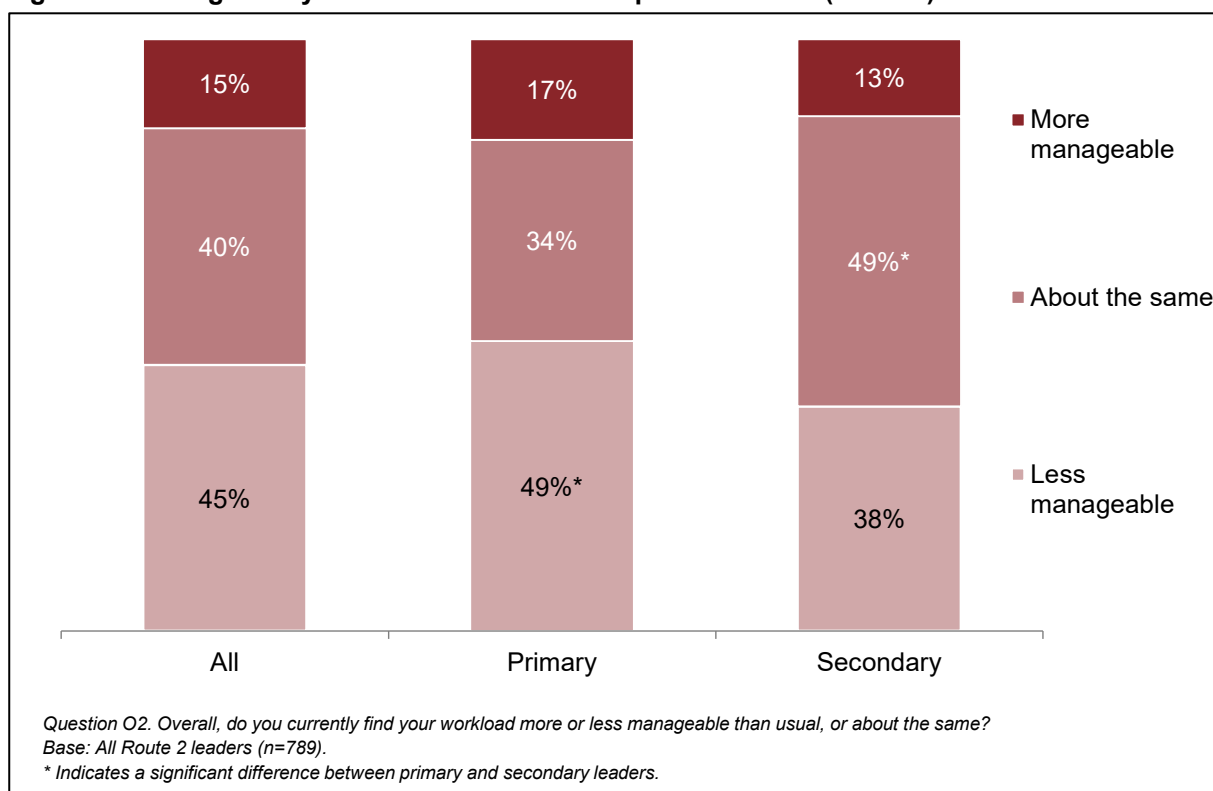
Looking at the situation among leaders of schools with the lowest and highest proportion of FSM eligible pupils, those from schools with the lowest proportion of FSM pupils were significantly more likely to report spending increased time planning and administering pupil assessments (25%, compared with 13% of leaders from schools with the highest proportion). In contrast, leaders from schools with the highest proportion of FSM pupils were significantly more likely to report spending increased time offering pastoral support (52%, compared with 34% of leaders from schools with the lowest proportion).

Manageability of workload (leaders)

Leaders were asked whether their workload was more or less manageable than usual (prior to schools being closed to most pupils), or about the same. Leaders were three times more likely to say their current workload was less manageable than usual (45%) than more manageable (15%).

By phase, primary leaders were significantly more likely than secondary leaders to say their workload was less manageable than usual (49% vs. 38% respectively). There was no significant difference in the proportion indicating their workload was more manageable (17% among primary leaders, 13% secondary leaders).

Figure 43. Manageability of current workload compared to usual (leaders)



Headteachers were significantly more likely than other leaders to report their workload had become less manageable (51%, compared with 29% of deputy and assistant headteachers).

Leaders who reported their workload was less manageable were asked what support might help improve this through an open-text, unprompted answer box. There was general agreement among respondents: two-in-three (65%) wanted clarification of guidelines from government in terms of the expectations on leaders and teachers during the coronavirus (COVID-19) outbreak. Other, less common, things that leaders reported

were support with increased administration (12%) and a delay in schools reopening (5%).¹⁰

Teachers' workload in the context of coronavirus (COVID-19)

Of the nine workload-related tasks covered in the survey, a larger proportion of teachers were spending more time than less time on four of the tasks. The reverse was true (a larger proportion spending less time than more time) for another four tasks, suggesting the coronavirus (COVID-19) has impacted teacher workload in an unsystematic way. An equal proportion of teachers were spending more and less (32%) time doing the remaining task: communication with staff (meetings, coaching etc.).

Results show that teachers are spending more time on:

- communicating with parents/guardians (53%, compared with 20% reporting they were spending less time);
- general administrative work (45% and 19%, respectively); and
- planning online lessons and resources (42% and 26%, respectively); and
- school management, policy development and financial planning (24% and 19%, respectively).

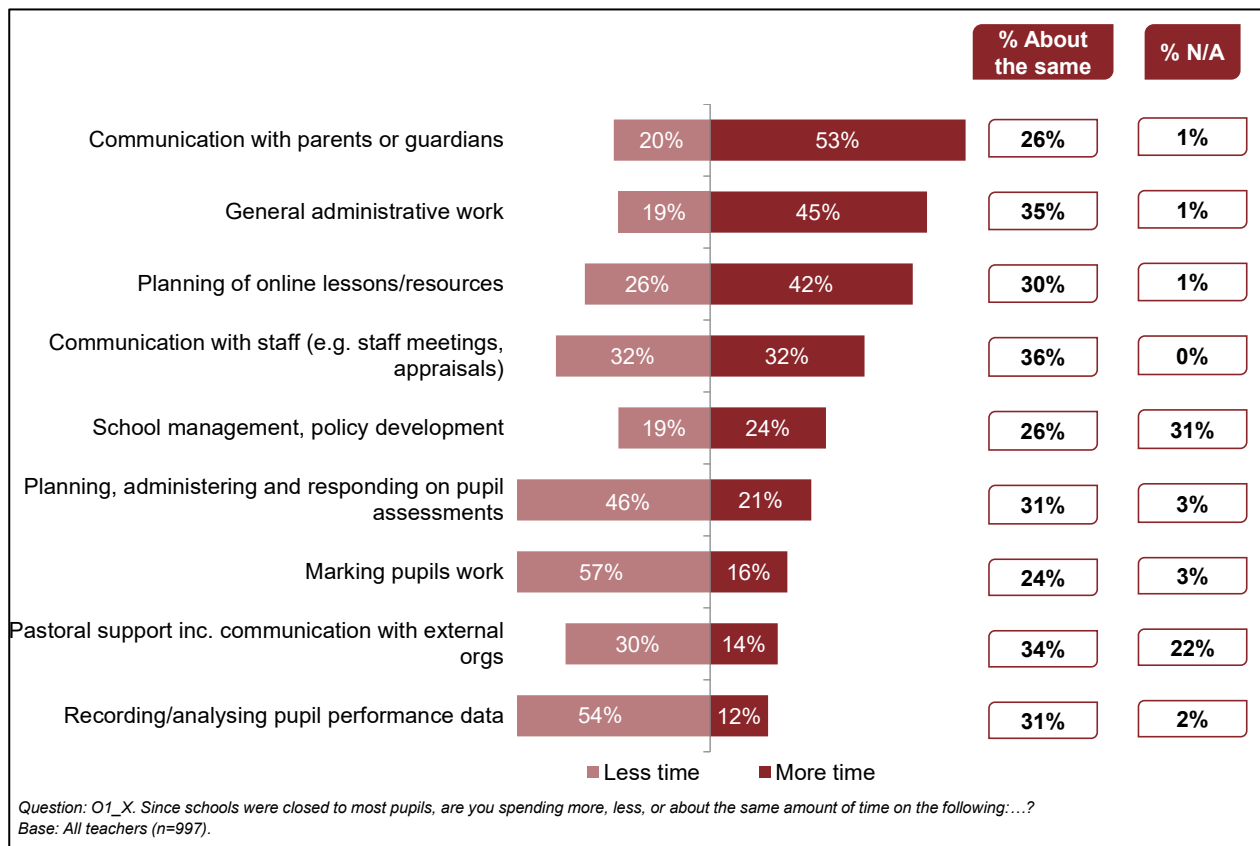
They were more likely to report spending less time on:

- analysing pupil performance data (54%, compared with 12% reporting they were spending more time);
- pastoral support (30% and 14% respectively);
- marking (57% and 16% respectively); and
- pupils' assessments (46% and 21% respectively).

Full results are shown in Figure 44.

¹⁰ The Covid-19 School Snapshot Survey was in field from 13 May to 31 May 2020. During this time, the advice from government was that all schools should remain closed to most pupils (excluding vulnerable children and children of critical workers). On the 28th May 2020, the Prime Minister announced plans to reopen primary (from the 1st June), and secondary (from the 15th June) schools to transitioning year groups. A full reopening of schools in Autumn 2020 was announced in early July 2020.

Figure 44. The impact of the closure of schools on the amount of time teachers spend doing specific tasks



Mirroring the results for leaders, differences by school phase were apparent, with secondary teachers significantly more likely to report they were spending more time on the following tasks directly related to pupils:

- Planning and preparing online lessons and resources (50%, compared with 35% of primary teachers);
- Planning, administering and responding on pupil assessments (30% vs. 12%);
- Marking pupils' work (26% vs. 7%); and
- Recoding and analysing pupil performance data (21% vs. 4%).

In contrast, primary school teachers were significantly more likely to report spending more time on the following:

- Communicating with parents (63%, compared with 42% of secondary teachers); and
- General administrative work (48% vs. 41%).

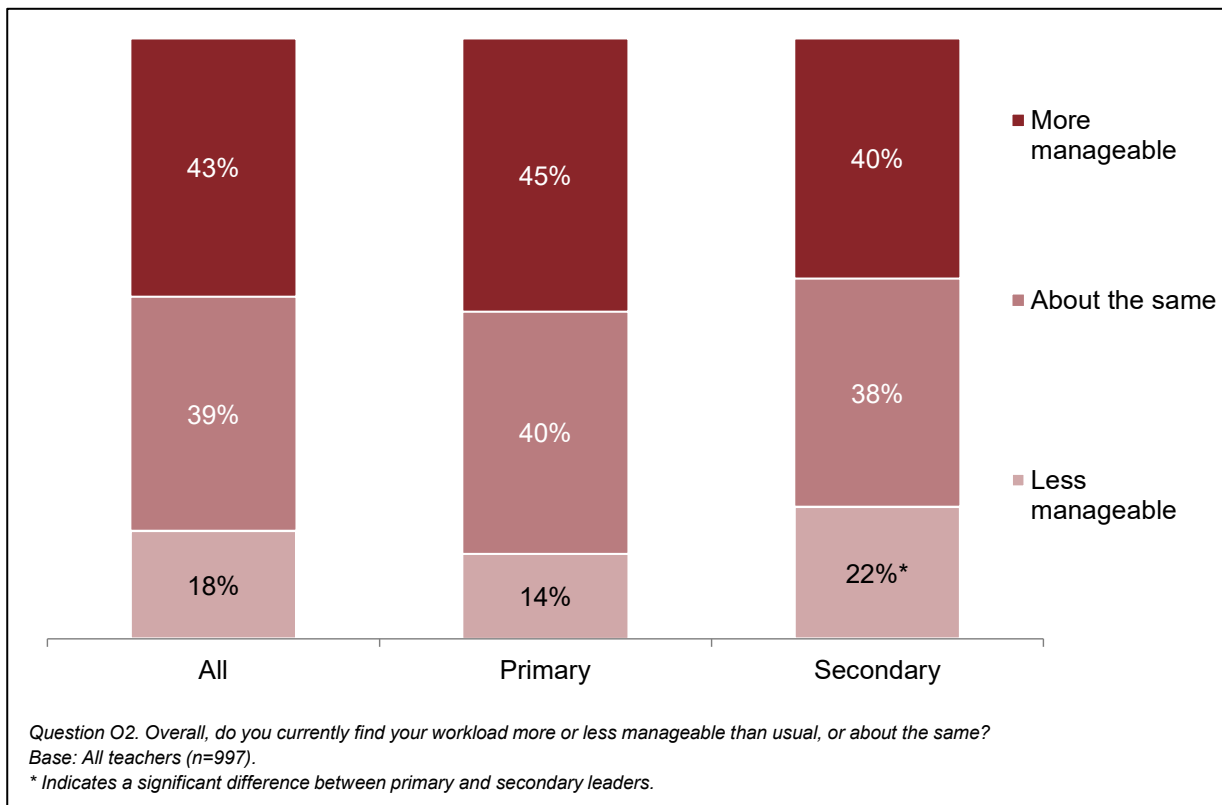
There were no significant differences by teacher job role, FSM or region for teachers.

Manageability of workload (teachers)

More than two-fifths of teachers reported their workload was more manageable than usual (43%) compared with less than a fifth (18%) that reported their workload was less manageable.

Secondary teachers were significantly more likely than primary teachers to report their workload was less manageable than usual (22% vs 14% respectively).

Figure 45. Manageability of current workload compared to usual (teachers)



Teachers that reported their workload was less manageable were asked what support might help improve this through an open-text, unprompted answer box. The most common answers related to clarification of guidelines from government on the expectations on leaders and teachers (19%), childcare support (17%), support with increased administration (15%) and more access to online resources (6%). Twenty-five per cent of respondents were unsure what would help.

3.3 Flexible working

The first closure of schools to most pupils in the wake of the coronavirus (COVID-19) outbreak, in Spring 2020, necessitated changes to teaching staff's working practices. In the COVID-19 School Snapshot Survey, school leaders were asked about the flexible working opportunities they were offering teaching staff that were not available before, and teachers were asked which, if any, flexible working opportunities they had made use of.

The survey also covered leaders' and teachers' views on offering and using flexible working opportunities in the future.

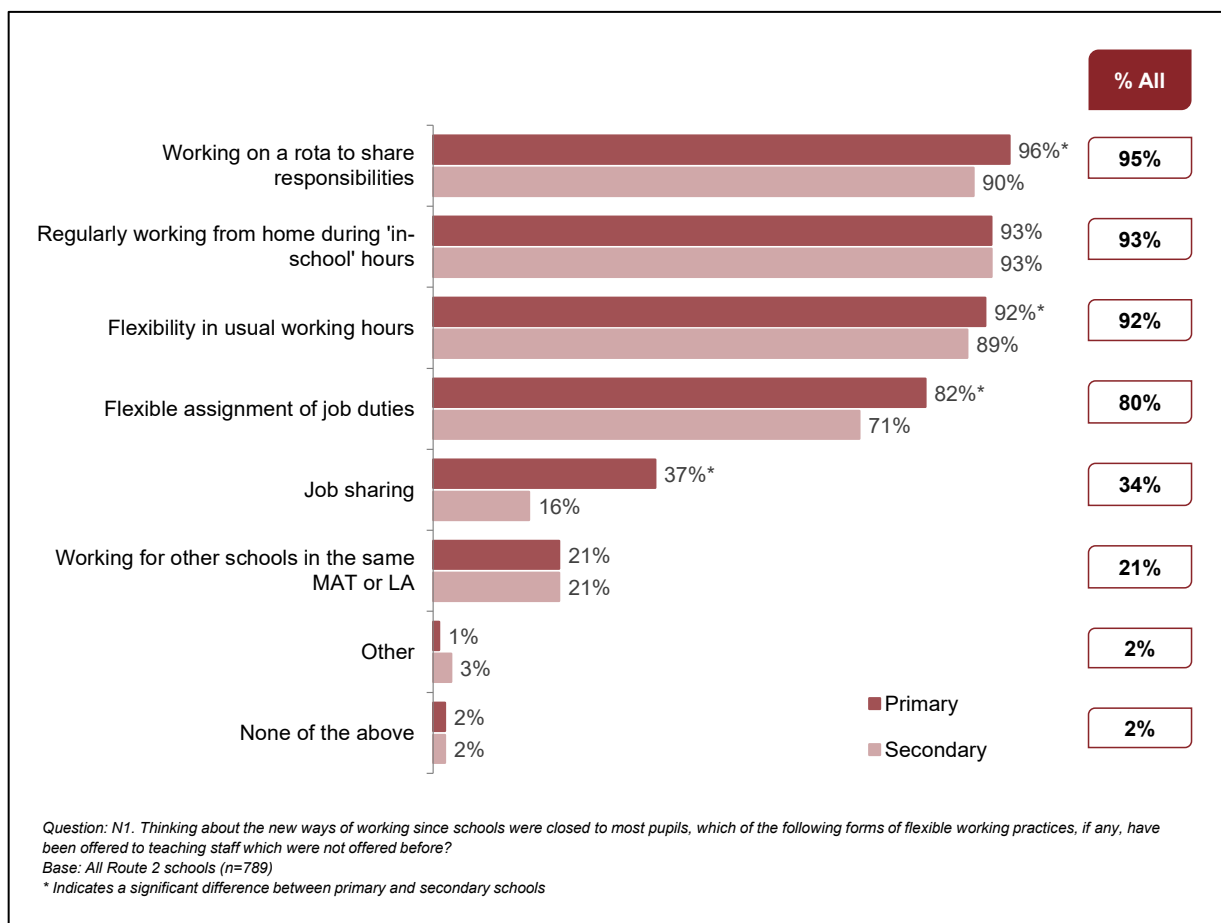
Flexible working opportunities offered by schools

The survey highlights that, while schools were closed to most pupils, schools made extensive changes to the flexible working opportunities on offer to teaching staff. On average, schools were offering four types of flexible working practice that had not been available to their teachers previously. Three flexible working practices were offered by over nine in 10 schools that had not offered previously:

- Working on a rota with other staff to share responsibilities (95%);
- Regularly working from home during 'in-school' hours (93%); and
- Flexibility in usual working hours (92%).

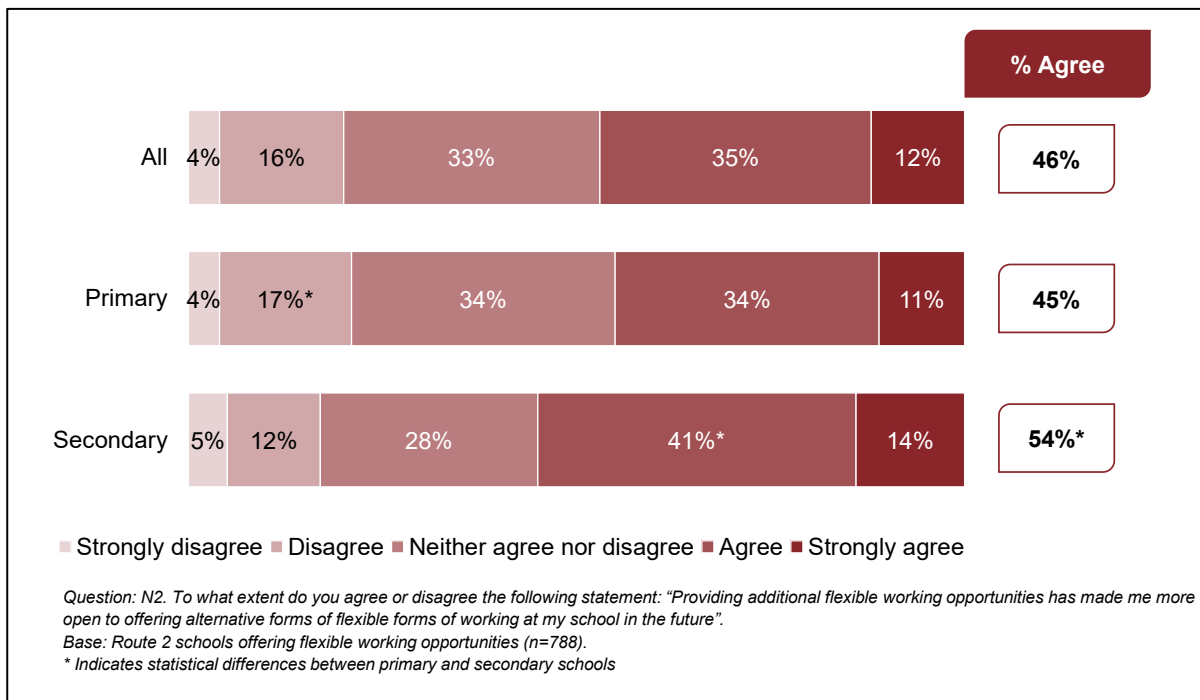
As shown in Figure 46, primary schools were significantly more likely than secondary schools to have started offering a number of flexible working practices, most prominently rota working (96% vs. 90% of secondary schools), the flexible assignment of job duties (82% vs. 71%) and job sharing (37% vs. 16%).

Figure 46. Flexible working practices primary and secondary schools are offering to teaching staff that were not available previously



Although primary schools were significantly more likely to report offering a range of flexible working opportunities, secondary schools were significantly more likely to agree that providing additional flexible working opportunities during the coronavirus (COVID-19) outbreak had made them more open to doing so in the future. Over half (54%) of secondary schools agreed that this had made them more open to offering alternative forms of flexible working in the future (compared with 45% of primary schools).

Figure 47. Schools' level of agreement with whether they are more open to offering alternative forms of flexible working in the future



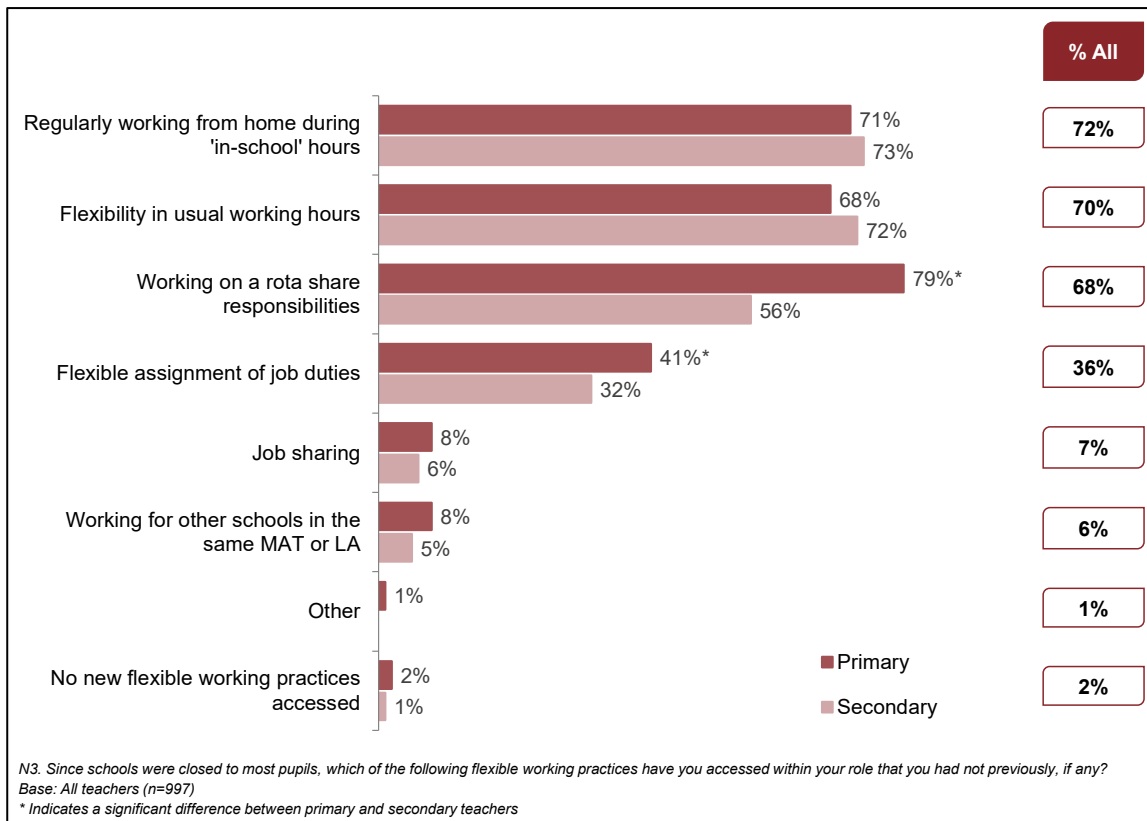
Flexible working opportunities accessed by teachers

Reflecting the school-level findings, teachers reported an increase in access to flexible working opportunities within their own roles. The most commonly accessed practices were:

- Regularly working from home during 'in-school' hours (72%);
- Flexibility in usual working hours (70%); and
- Working on a rota with other staff to share responsibilities (68%).

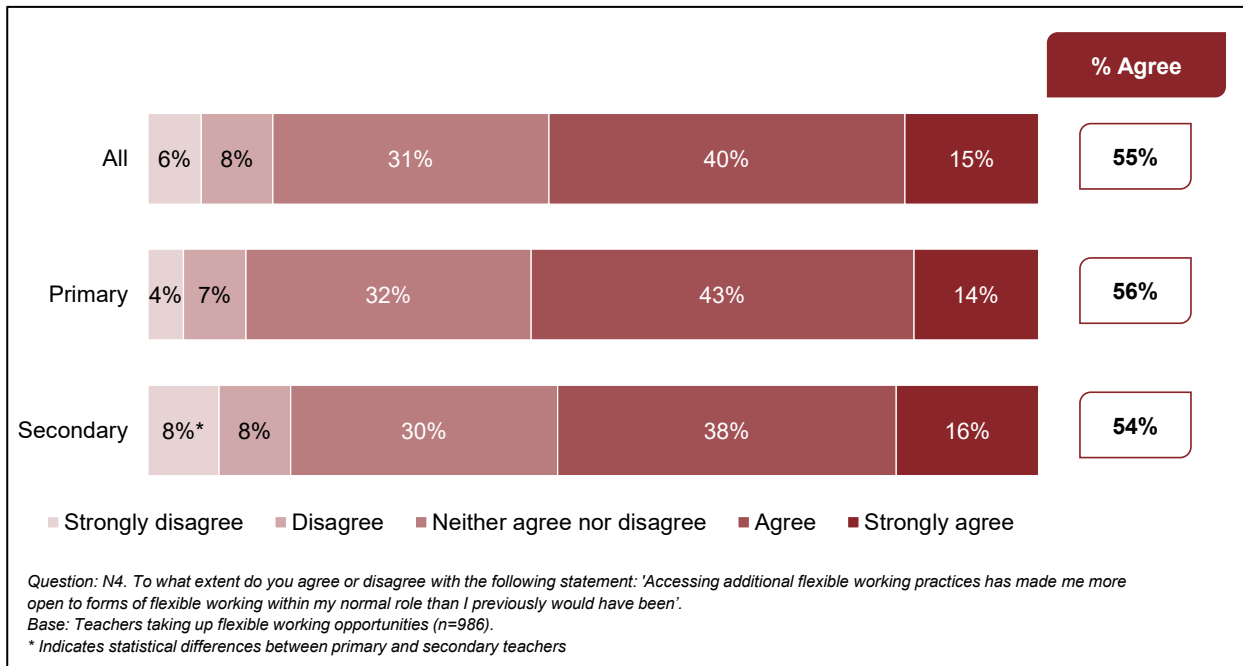
Compared with leaders' results, there were fewer differences by school phase for teachers (see Figure 48). Primary teachers were, however, significantly more likely to report working on a rota with other staff to share some responsibilities (79%, compared with 56% of secondary teachers) and to have a flexible assignment of job duties (41%, compared with 32% of secondary teachers). These teacher-level differences reflect differences at the school level explored earlier.

Figure 48. Flexible working practices primary and secondary teachers are accessing



Over half (55%) of teachers agreed that accessing additional flexible working practices during the coronavirus (COVID-19) outbreak had made them more open to considering flexible working practices within their own role in the future. Openness to using forms of flexible working in the future differed by school phase. Some secondary teachers were significantly more likely to strongly disagree that they were more open to using forms of flexible working in the future (8%, compared with 4% of primary teachers).

Figure 49. Teachers' level of agreement with whether they are more open to accessing alternative forms of flexible working in the future



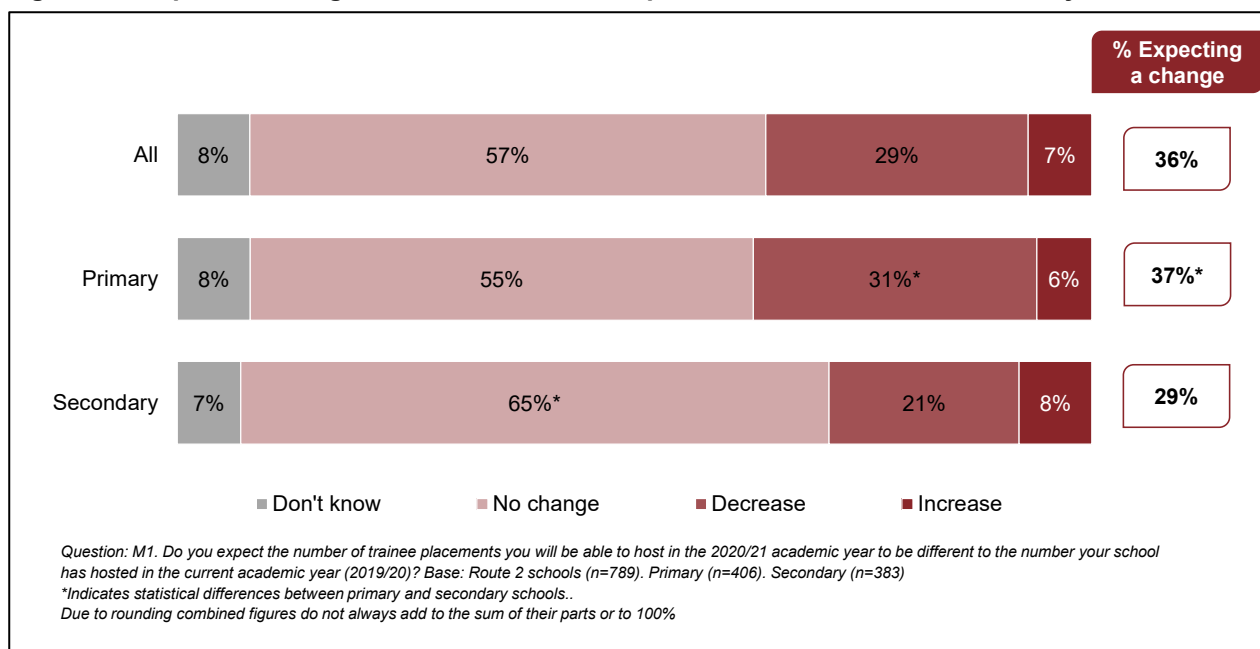
3.4 Teacher recruitment

Changes to trainee placements

School leaders were asked how they expected the number of trainee placements their school will be able to host in the 2020/21 academic year to be different to the number their school hosted in the current 2019/20 academic year. More than half (55%) of primary schools and close to two-thirds (65%) of secondary schools did not expect the number of trainee placements at their school to change in the upcoming year.

Where a change was expected, it was far more often a decrease (29%) than an increase (7%). Primary schools were particularly likely to expect a decrease (31%, compared with 6% expecting an increase).

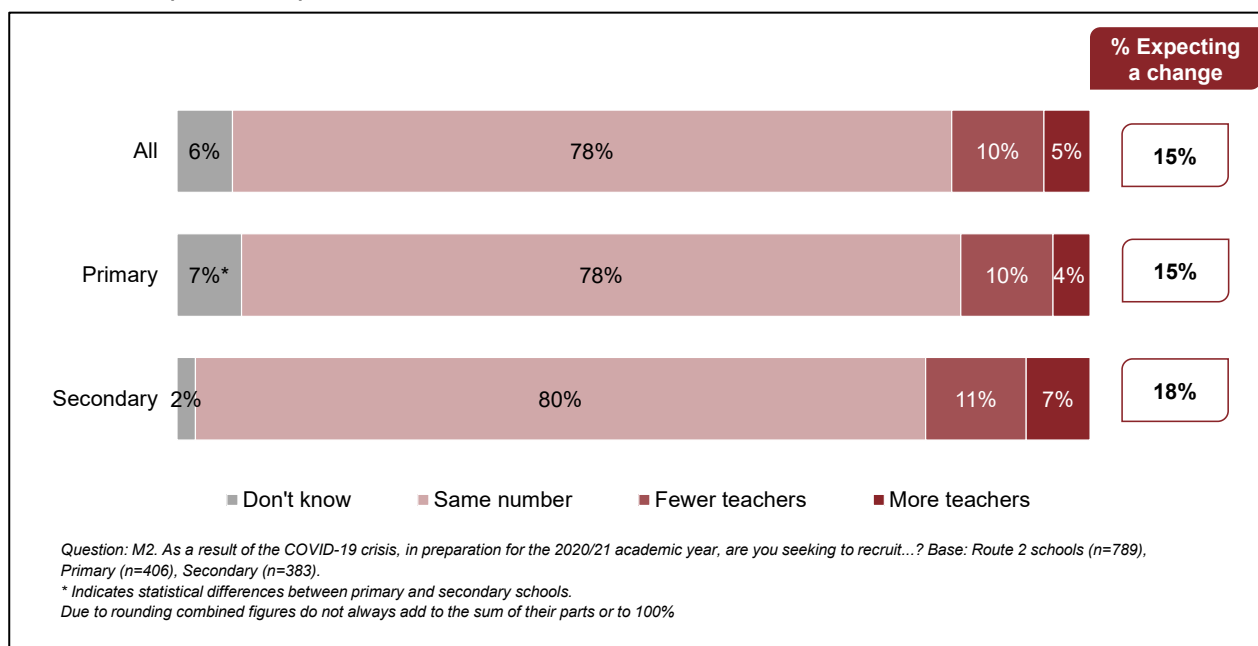
Figure 50. Expected changes to number of trainee placements in 2020/21 academic year



Changes to recruitment

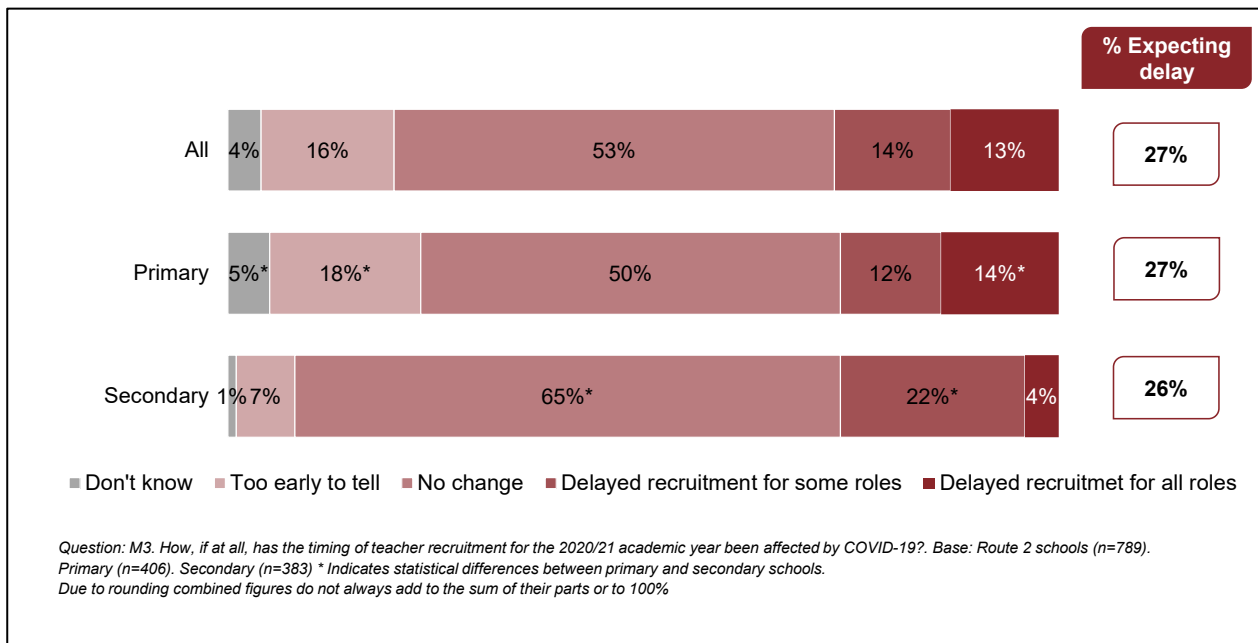
School leaders were also asked whether coronavirus (COVID-19) meant that they were seeking to recruit more or less teachers in the 2020/21 academic year than previously expected. More than three-quarters of primary (78%) and secondary schools (80%) did not expect the number of teachers they were going to recruit in the next academic year to change due to coronavirus (COVID-19). Among the remainder more schools expected to recruit fewer teachers (10%) than expected to recruit more (5%). Differences between primary and secondary schools were not statistically significant.

Figure 51. Expected changes to recruitment of teachers in 2020/21 academic year due to coronavirus (COVID-19)



Most schools did not expect the timing of teacher recruitment for the 2020/21 academic year to be affected by coronavirus (COVID-19); half of primary schools (50%) and close to two-thirds (65%) of secondary schools reported this. Others were unsure (4%) or said it was too early to tell (16% - this was significantly higher among primary leaders (18%) than secondary (7%)). Overall, similar proportions of primary (27%) and secondary (26%) schools expected to delay at least some of their recruitment for teaching roles. Primary schools were significantly more likely than secondary schools to expect to delay recruitment of all teaching roles (14% vs. 4% respectively), whereas secondary schools were significantly more likely to delay recruitment of just some teaching roles (22% vs. 12% of primary schools).

Figure 52. Expected changes to timing of teacher recruitment for 2020/21 academic year due to coronavirus (COVID-19)

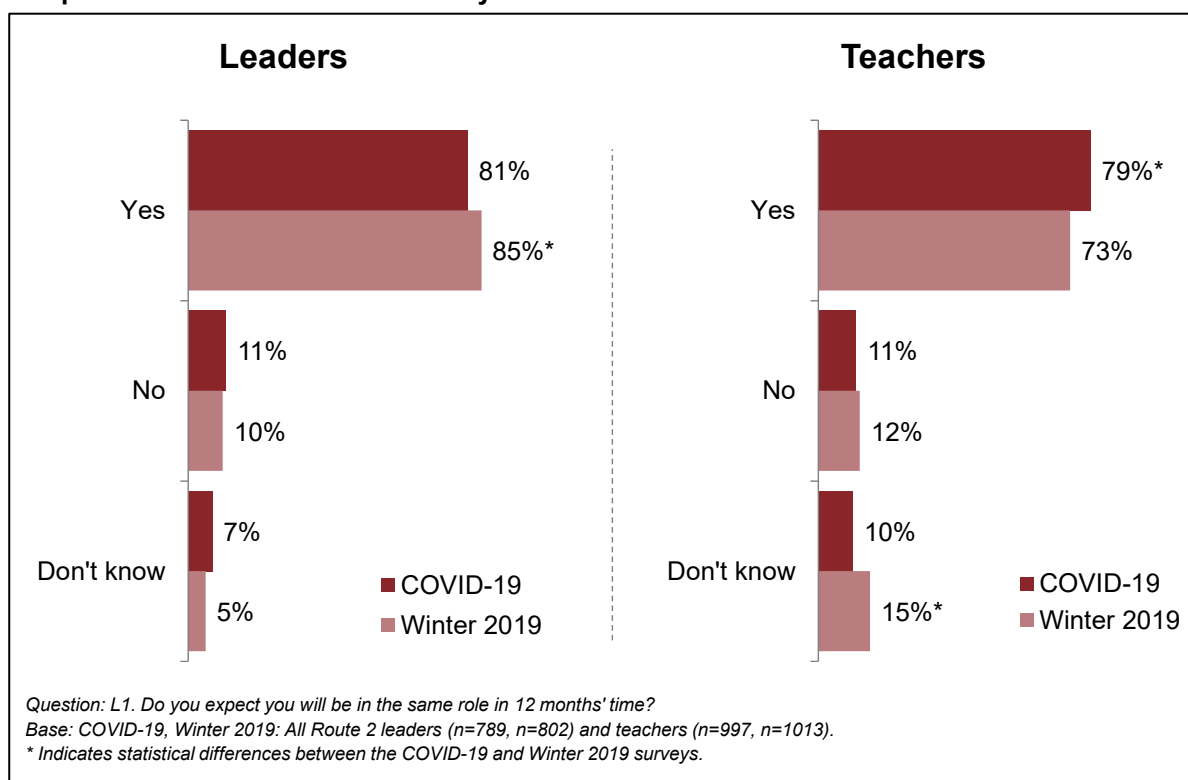


3.5 Career progression

Leaders and teachers were asked whether they expect to be in the same role in 12 months' time, and, if not, where they intend to be. The impact of coronavirus (COVID-19) on this decision was also explored.

Unlike in the Winter 2019 survey – when leaders (85%) were significantly more likely than teachers (73%) to expect to be in the same role in 12 months' time – leaders and teachers were equally likely to expect to stay in the same role (79% among teachers and 81% among leaders). The teacher figure represents an increase on the result in the Winter 2019 survey (73%), whereas the leader figure represents a statistically significant fall from the 85% in the Winter 2019 survey.

Figure 53. Whether leaders and teachers expect to be in the same role in 12 months' time, compared with the Winter 2019 survey



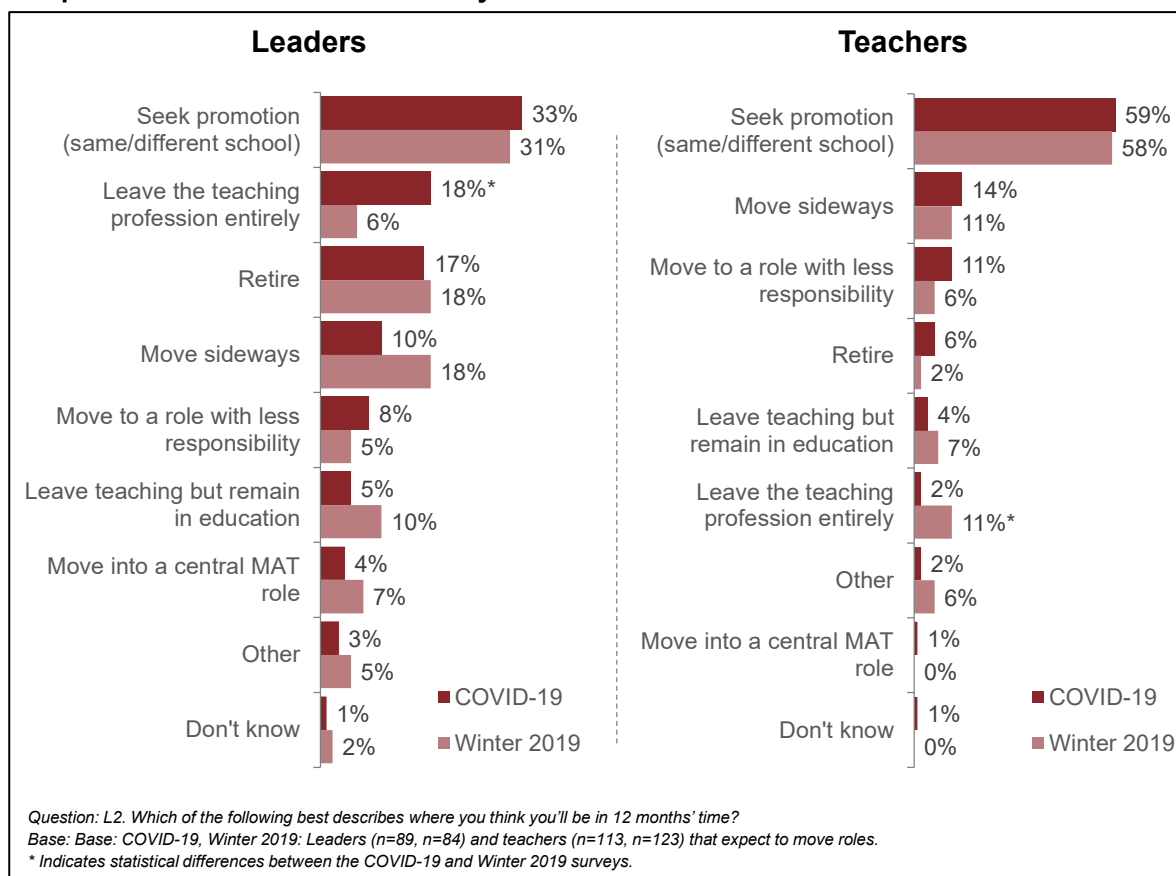
Differences by phase echoed findings from the Winter 2019 survey. Whilst there were no differences by school phase for leaders, some secondary school teachers were significantly more likely to expect to leave their current role in 12 months' time (15%, compared with 8% of primary teachers). This is similar to Winter 2019, where it was reported that secondary teachers were significantly less likely to expect to be in the same role in 12 months' time (70% vs. 76% of primary teachers).

Where leaders and teachers intend to be in 12 months' time

For leaders and teachers who did not expect to be in the same role in 12 months' time, both groups were most commonly intending to seek a promotion, either within their school or another; this applied to more than half of the teachers expecting to change role (59%) and about one-third of the leaders (34%). A further 17% of leaders and 6% of teachers were planning to retire.

Between the Winter 2019 and COVID-19 School Snapshot Surveys there was a large change in the proportion of leaders and teachers reporting that they are planning to leave the teaching profession entirely. In the COVID-19 survey, almost one-in-five (18%) leaders who did not expect to be in the same role in 12 months' time were planning to leave the teaching profession entirely, significantly more than the proportion (6%) in the Winter 2019 survey. Conversely, 2% of teachers who did not expect to be in the same role in 12 months' time were planning to leave the profession entirely, significantly less than the proportion in Winter 2019 (11%).

Figure 54. Where leaders and teachers expecting to leave their role intend to be in 12 months' time, compared with the Winter 2019 survey



Among leaders and teachers, differences by school phase were limited, although primary leaders who did not expect to be in the same role in 12 months' time were five times more likely than secondary leaders to intend to leave the teaching profession entirely in

12 months' time (25% vs. 5%). Indeed, a similar proportion of primary leaders were intending to leave the profession entirely as were intending to seek a promotion (27%).

There were notable differences by age, reflecting the likelihood of retirement in each age group, but also other reasons for leaving their current role. For instance, seven in ten (69%) teachers aged 18-34 who were expecting to leave their current role intend to seek a promotion, compared with 2% of those aged 55 and above. One-in-five (18%) aged 55 and above who were expecting to leave their current role intend to leave the teaching profession but remain in the sector (compared with 4% aged 18-34).

The impact of coronavirus (COVID-19) on leaders' and teachers' career intentions

The impact of coronavirus (COVID-19) on leaders' and teachers' expectations for their role was substantial. One-in-five (20%) of all leaders and teachers reported that the virus had influenced whether they expected to be in the same role, with leaders significantly more likely to report this than teachers (23% vs. 19%, respectively).

The impact coronavirus (COVID-19) had on leaders' expectations for their future job role also varied by school phase. More than a quarter (27%) of primary leaders reported that coronavirus (COVID-19) had influenced their expectations (significantly more than the proportion of secondary leaders – 16%). There were no differences by school phase for teachers.

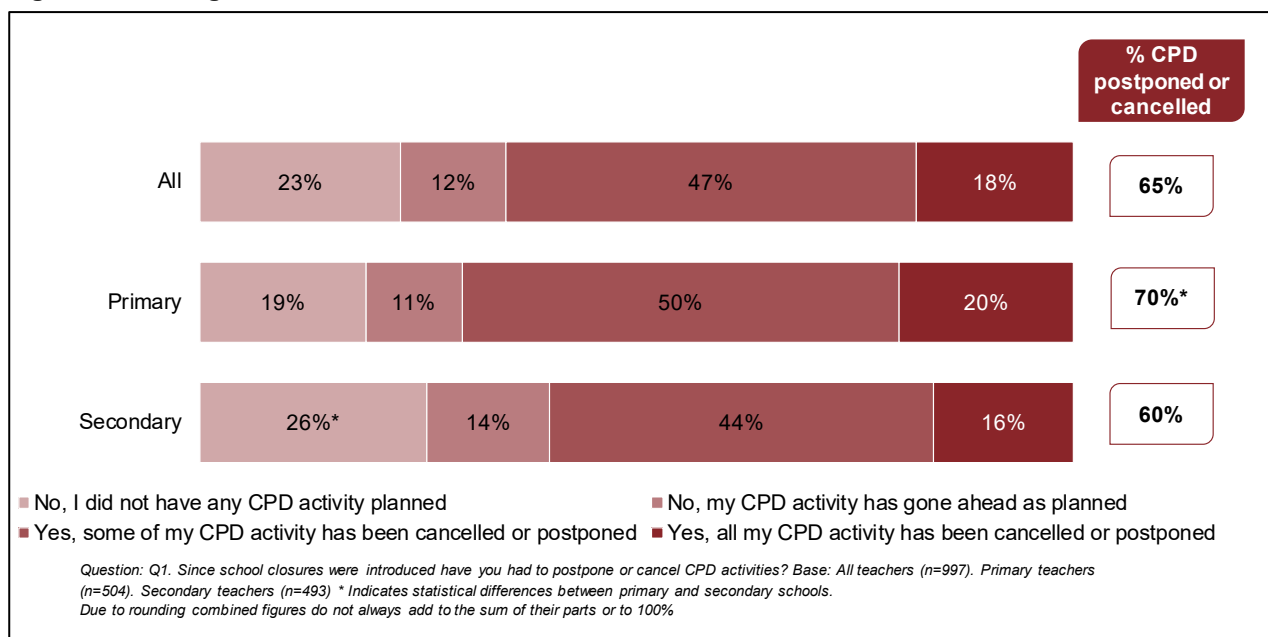
There was also a relationship between the impact of coronavirus (COVID-19) and leaders' and teachers' expectations for their job role in 12 months' time. Three in 10 (30%) leaders and teachers who do not expect to be in the same role in 12 months' time reported that coronavirus (COVID-19) had influenced this decision. This was significantly higher than the proportion of leaders and teachers reporting that coronavirus (COVID-19) had influenced their decision and that expect to be in the same role (14%).

Additionally, the decision most strongly influenced by the coronavirus (COVID-19) outbreak was the intention to leave the teaching profession, but remain in the education sector. Two-thirds (67%) of leaders and teachers who reported they were intending to leave the profession, but remain in education said that coronavirus (COVID-19) had influenced this. Nearly two-in-five (38%) leaders and teachers intending to leave teaching entirely reported that the virus had influenced this decision.

3.6 Continuing Professional Development

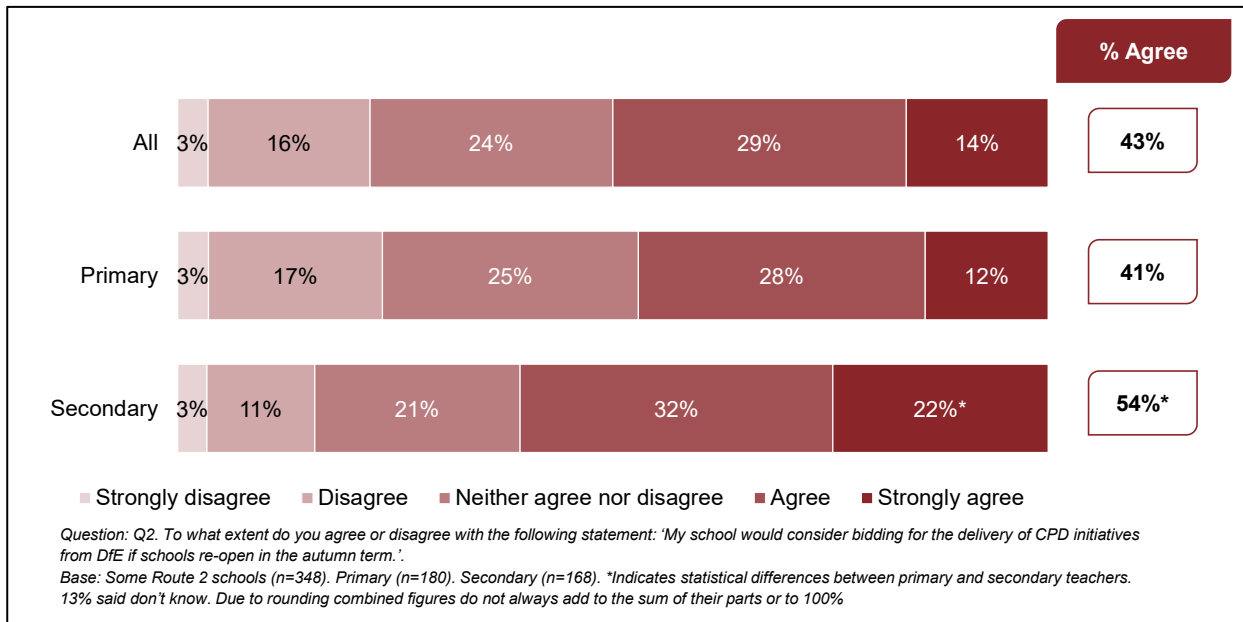
Since school closures the majority of primary (70%) and secondary (60%) teachers reported that they had to postpone or cancel at least some of their CPD. The significantly higher proportion among primary teachers is largely due to the greater proportion of secondary teachers not having to cancel any CPD as they did not have any activity planned (26% of secondary teachers vs. 19% of primary teachers) – the proportion saying all their CPD had gone ahead as planned (12%) was not significantly different between primary and secondary teachers.

Figure 55. Changes to teachers' CPD since school closures



Schools were asked to what extent they thought their school would consider bidding for the delivery of CPD initiatives from DfE if schools re-open in the Autumn term. About two-in-five (43%) schools agreed or strongly agreed that they would consider bidding, one-fifth disagreed or strongly disagreed (20%) and a quarter neither agreed nor disagreed (24%). Secondary schools were more certain that they would bid for the delivery opportunity as significantly more secondary schools reported to strongly agree than primary schools (22% of secondary schools vs. 12% of primary schools).

Figure 56. Schools likelihood of bidding for delivery of CPD initiatives from DfE in the Autumn term



3.7 Teacher wellbeing

Teachers were asked what would help them effectively manage their own health and wellbeing following the closure of schools to most pupils due to the coronavirus (COVID-19) outbreak.

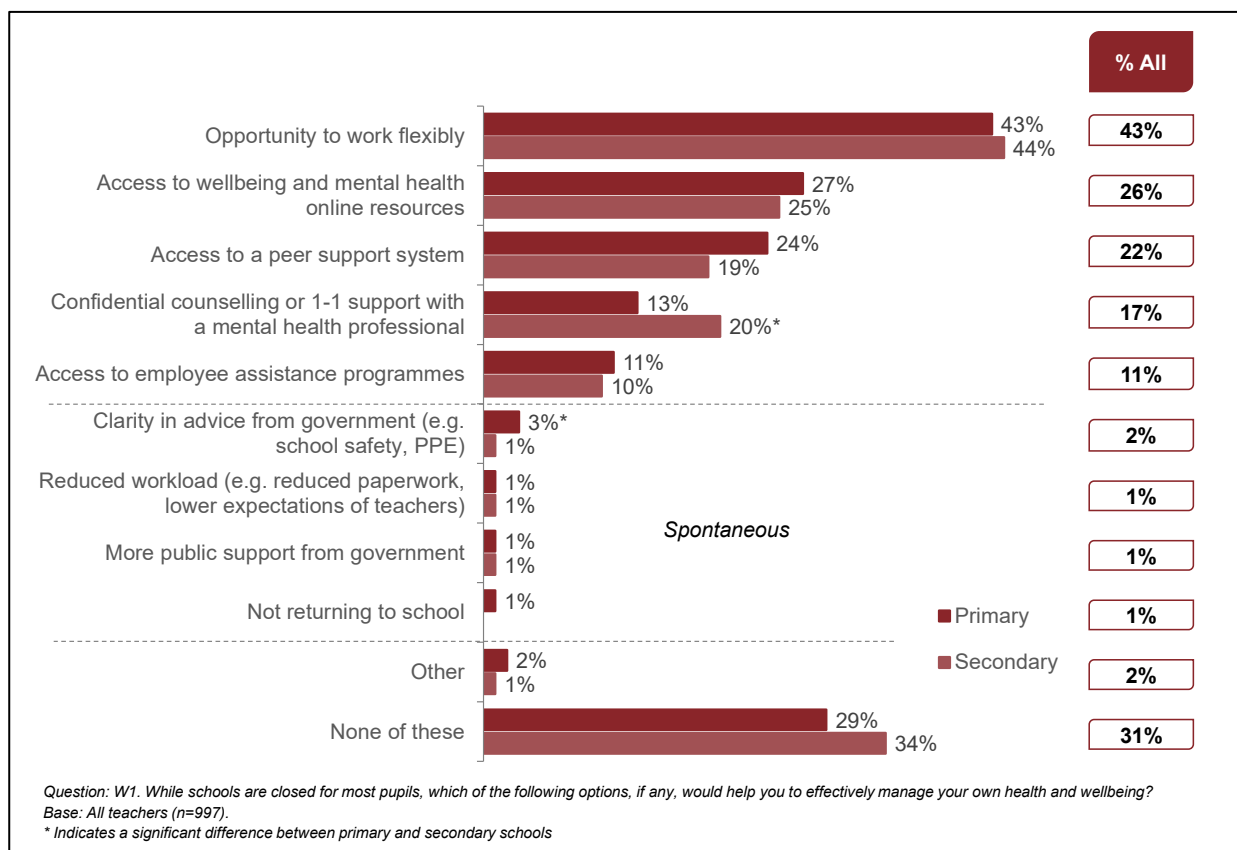
They were also asked a series of ONS-validated questions about personal wellbeing, including: their life satisfaction, the extent to which they feel the things they do in life are worthwhile, how happy they felt yesterday and their anxiety levels.

Managing health and wellbeing

The opportunity to work flexibly (43%) was the most common thing that teachers felt would help them to manage their health and wellbeing. This was, by some margin, the most prevalent means of managing health and wellbeing, followed by access to wellbeing and mental health online resources (26%) and access to a peer support system (22%).

Teachers from primary and secondary schools reported these means of managing health and wellbeing consistently, although one-in-five secondary teachers reported confidential counselling with a mental health professional would help them (20%), significantly more than the proportion of primary teachers (13%).

Figure 57. Things that would help primary and secondary teachers to effectively manage their own health and wellbeing



Personal wellbeing

Consistent with Winter 2019 results, leaders and teachers responses highlight the strong correlation between the measures of personal wellbeing. Unsurprisingly, Leaders and teachers that gave more positive scores for one of the measures also gave positive scores across the other wellbeing measures

For instance, around three-in-five (61%) of leaders were happy, and of these, over nine-in-ten were also: satisfied with their life (92%); and felt the things they did were worthwhile (99%). The situation for teachers was similar, although slightly less marked. Roughly the same proportion (60%) were happy with 87% and 96% satisfied with their life and the worthwhileness of the things they do in their life.

The interconnectedness of the personal wellbeing measures for leaders and teachers is displayed Table 3 and Table 4, respectively.

Table 3. Interconnectedness of the personal wellbeing measures for leaders

	Life satisfaction		Worthiness of daily tasks		Happiness		Anxiety	
	Satisfied (7-10)	Dissatisfied (0-4)	Life is worthwhile (7-10)	Not worthwhile (0-4)	Happy (7-10)	Not happy (0-4)	Not anxious (0-3)	Anxious (6-10)
Total	74%	8%	87%	2%	61%	16%	39%	41%
Leaders that are...								
Satisfied with life (7-10)			99%	0%	76%	10%	48%	36%
Think the things they do in life are worthwhile (7-10)	83%	5%			69%	14%	43%	40%
Happy (7-10)	92%	1%	99%	0%			57%	26%
Not anxious (0-3)	90%	3%	98%	1%	88%	4%		

Table 4. Interconnectedness of the personal wellbeing measures for teachers

	Life satisfaction		Worthiness of daily tasks		Happiness		Anxiety	
	Satisfied (7-10)	Dissatisfied (0-4)	Life is worthwhile (7-10)	Not worthwhile (0-4)	Happy (7-10)	Not happy (0-4)	Not anxious (0-3)	Anxious (6-10)
Total	67%	9%	79%	4%	60%	14%	38%	38%
Teachers that are...								
Satisfied with life (7-10)			96%	<.05%	79%	6%	47%	33%
Think the things they do in life are worthwhile (7-10)	81%	4%			73%	9%	44%	36%
Happy (7-10)	87%	1%	96%	0%			55%	26%
Not anxious (0-3)	81%	3%	91%	2%	84%	4%		

Participant responses on the wellbeing measures did appear to be related to their answers to other questions related to mental health and wellbeing. Notably, there were differences by the ONS wellbeing measures in relation to what teachers felt would help them effectively manage their own health and wellbeing. Generally, teachers that scored lower on the life satisfaction and happiness scale, and higher on the anxiety scale, were more likely to report that a range of the things would help them. Taking the happiness scale specifically, teachers with a low level of happiness (0-4 on the scale) were significantly more likely to report the following would help them effectively manage their health and wellbeing:

- Access to wellbeing and mental health online resources (39%, compared with 23% of teachers with a high level of happiness – 7-10 on the scale);
- Access to a peer support system (33% and 20%, respectively); and
- Confidential counselling (33% and 10%, respectively).

Satisfaction with life

On a scale from 0 to 10, where 0 is not at all and 10 is 'completely', leaders and teachers were asked: 'overall, how satisfied are you with your life?'

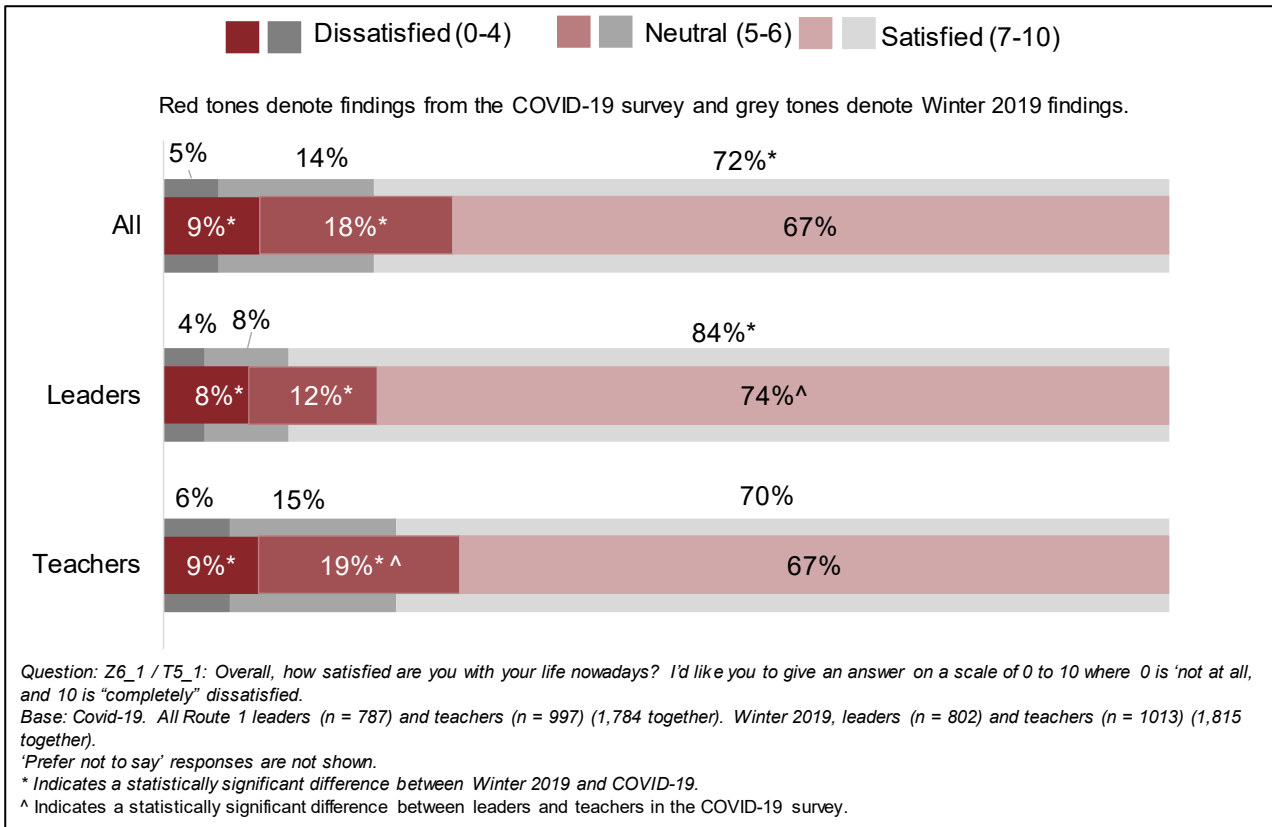
Leaders were significantly more satisfied with life, with 74% of leaders and 67% of teachers giving a positive score (between 7 and 10). This reflects the situation across many sectors, with people in more senior positions typically reporting higher satisfaction than those in more junior positions.

The proportion of leaders reporting a positive score in this survey was significantly lower than in the Winter 2019 survey (84%), although there was no significant difference for teachers. Leaders' and teachers' scores were similar to that of the general population in Great Britain, as 67% of the general population gave a positive score to this question during the coronavirus (COVID-19) outbreak.^{11,12}

¹¹ Personal wellbeing data used in the COVID-19 School Snapshot Survey reports are typically taken from the Annual Population Survey (APS). In the context of the coronavirus (COVID-19) outbreak, personal wellbeing data has been collected through the Opinions and Lifestyle Survey (COVID-19 module). The tables, from which the figures quoted in this report are taken, can be downloaded here: <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/coronaviruspersonalandeconomicwellbeingimpacts>

The general population figures are an average, across the period 20th March 2020 to 7th June 2020.

Figure 58. Life satisfaction

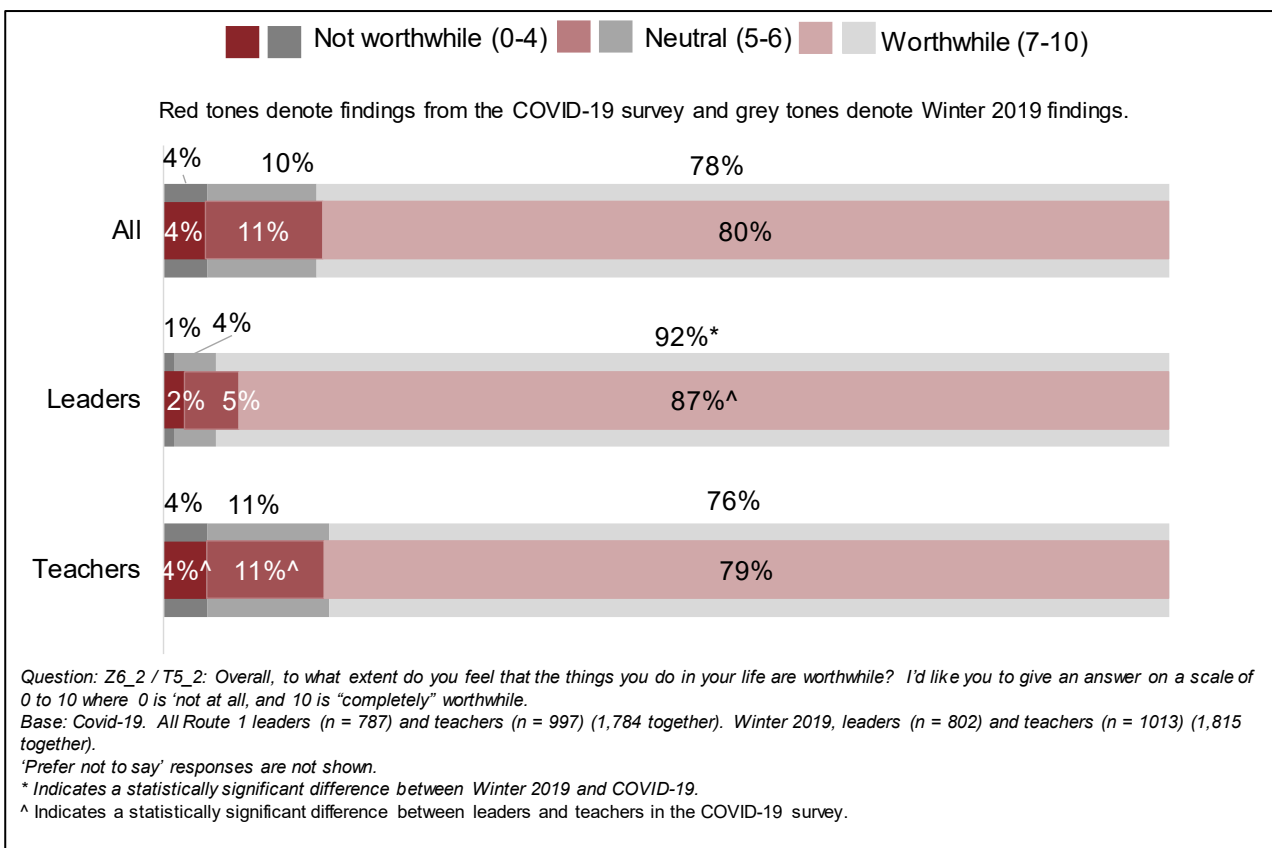


Worthwhileness of daily tasks

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?'. As with life satisfaction scores, leaders were significantly more likely to have higher scores than teachers. Nine-in-ten (87%) leaders reported that they felt the things they did in their life were worthwhile (7-10), whereas three-quarters (79%) of teachers said the same.

Again, the leaders' proportion represents a significant decrease on the proportion reporting this from the Winter 2019 survey (92% compared with 87% in this survey). On a more positive note, both groups scored significantly higher than the general population in Great Britain (75% of the general population reported a positive score).

Figure 59. Worthwhileness of daily tasks

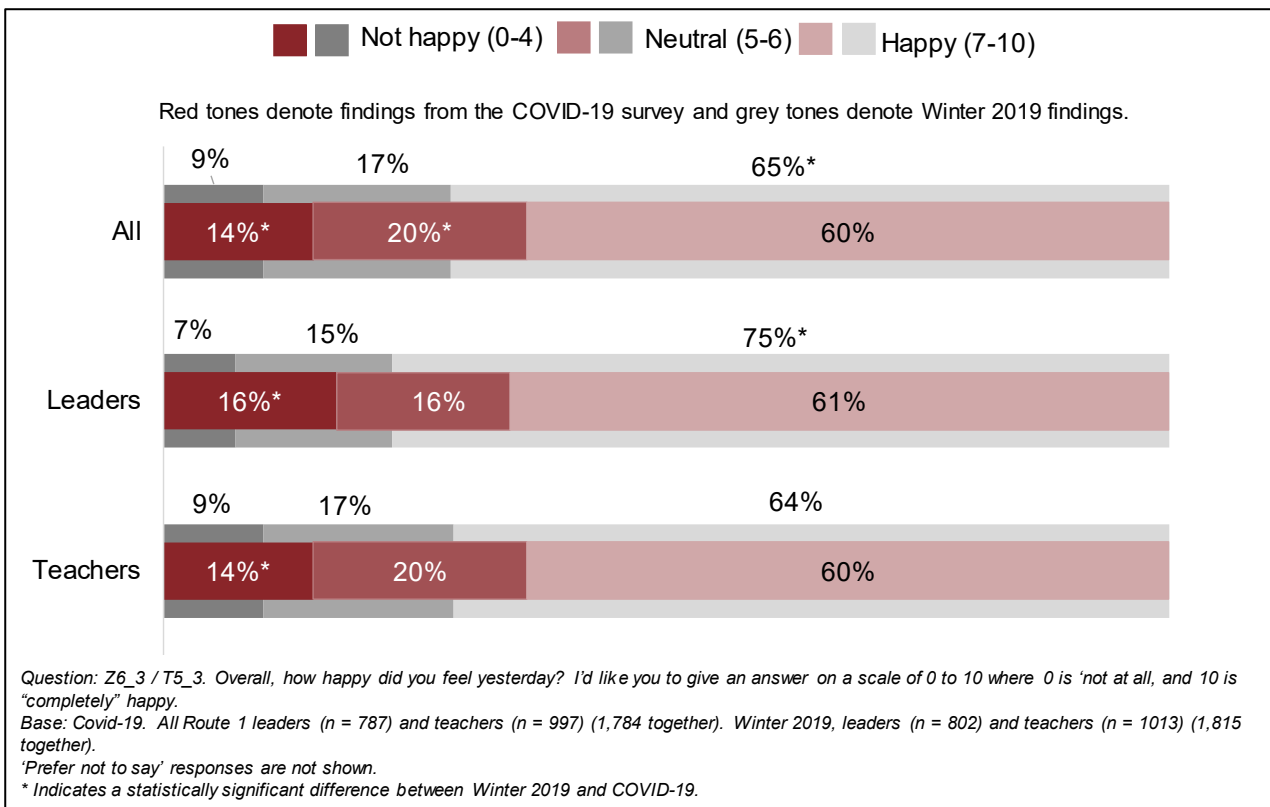


Happiness

Using the same scale, leaders and teachers were asked ‘overall, how happy did you feel yesterday?’. Unlike the other measures, there were no differences between leaders’ and teachers’ results, suggesting both are experiencing similar levels of happiness during the coronavirus (COVID-19) outbreak.

Three-in-five leaders (61%) and teachers (60%) reported they were happy yesterday (giving a positive score of 7-10). Again, these figures represent a significant drop for leaders, but not teachers, compared to the Winter 2019 survey (75% of leaders gave a positive score in the Winter 2019 survey compared with 61% in this survey). Leaders’ and teachers’ results were very similar to that of the general population in Great Britain, with 63% reporting a positive score.

Figure 60. Levels of happiness

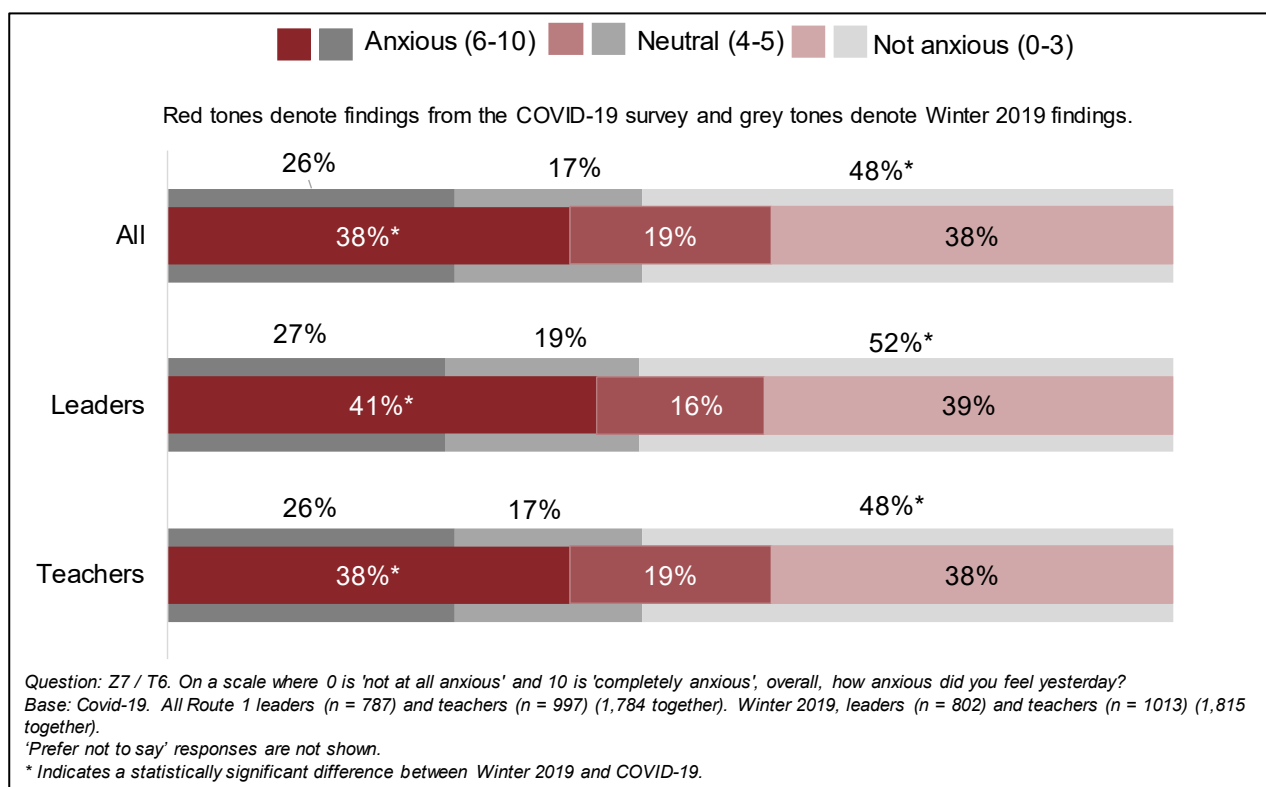


Anxiety

Using the same scale, leaders and teachers were asked 'overall, how anxious did you feel yesterday?'. Similar to the trends for the happiness scores, leaders and teachers reported a similar level of anxiety. Two-in-five leaders (39%) and teachers (38%) reported that they were not anxious (giving a score of 0-3 on the scale), a significant decrease for both groups compared to the Winter 2019 survey (when 52% and 48% of leaders and teachers, respectively, reported they were not anxious). Indeed, a greater proportion of leaders (41%) reported high or very high levels of anxiety than reported they were not anxious (39%).

Roughly two-in-five (42%) of the general population in Great Britain reported they were not anxious, comparable with leaders and teachers in the COVID-19 School Snapshot Survey.

Figure 61. Anxiety levels





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