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Authors: IFF Research



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Executive Summary

This report presents findings from the May 2022 wave of the School and College Panel, a panel run by IFF Research on behalf of the Department for Education.

A note on the reporting

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

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

Due to the small base size of 16, the results for colleges are reported using integer values (i.e., X out of 16) rather than percentages and caution should be taken with assuming the representativeness of these results. This is the second wave in which college teachers were invited to take part in the survey. Ninety-one college teachers took part but due to the small base size, no weighting has been applied. For questions where the base size drops below 30 integer reporting is used.

Findings from each wave should be interpreted in the context of guidelines in place at that time. Caution should be taken when comparing results from previous surveys as any changes and patterns may be impacted by the guidelines in place at each timepoint.

Where averages are reported, the mean average is used as standard, unless otherwise specified. Where this report references respondents 'agreeing' with a statement, generally the figures used are the combined figures for 'strongly agree' and 'agree', unless specifically stated. The same is true for the reported figure for 'disagree'.

Due to small base sizes, Black, Asian and minority ethnic groups are combined for the purpose of ethnicity analysis and reporting.

Workforce absence

Just over three-in-four (77%) school leaders and teachers reported that they had been prevented from working this academic year due to one of the reasons listed in Figure 1. The most commonly reported reason was COVID-19 related (57%), with over half

reporting that they had been prevented from working due to being ill with COVID-19 (53%), and over one-in-ten reporting that they had been prevented by having to isolate due to a close contact testing positive for COVID-19 (15%). Teachers were more likely than leaders to have been prevented from working for any listed reason (79% compared to 66%), including COVID-19 related reasons (58% compared to 50%).

Two-thirds of college leaders and teachers had been prevented from working for any listed reason this academic year (65%). Akin to school leaders and teachers, this was most likely to be COVID-19 related (43%).

School leaders and teachers who were absent from work due to mental health reasons were most commonly absent for less than a week (66%). This was also true for leaders and teachers who had been absent from work due to personal reasons (72%), and leaders and teachers who had been absent due to having to isolate due to a close contact testing positive for COVID-19 (59%). Leaders and teachers who were absent due to being ill with COVID-19 were most commonly absent for more than one week (53%).

Workforce concerns

In May 2022, schools' principal concern in relation to their workforce was staff burnout (83%). Compared to December 2021, they were more worried about funding (77% in May vs. 59% in December 2021), but less concerned about staff absence due to COVID-19 related illness (27% vs. 72%).

Primary schools were more likely to cite concerns about funding than secondaries (80% vs. 64%), with secondaries more concerned about retention (54% vs. 31%) and recruitment (67% vs. 34%) of staff.

Teacher pay awards

Over two-thirds of school leaders were aware of the government's teacher pay award proposals (to the School Teachers' Review Body) for both the 2022/23 (69%) and 2023/24 (67%) academic years.

Awareness of the government's Teacher Pay Award was most commonly acquired through coverage in the national media (46%), and through union bodies (37%). Over a quarter became aware of these through headteacher networks (28%) or through reading DfE's published evidence (also 28%).

National Tutoring Programme

School leaders and teachers were asked about their schools' use of the National Tutoring Programme's (NTP) different routes, how they measured the effectiveness of the tutoring being delivered, and which barriers they found to delivering NTP for pupils with SEND. Close to three-quarters of schools (71%) were using at least one route, an increase from 63% in December 2021. The School-Led Tutoring grant was the route most used and its take up had increased from December 2021 (rising from 48% to 61% in May 2022).

School leaders using NTP were asked about the methods their school uses to measure its effectiveness. Most commonly, schools compared test results before and after tutoring (83%), collected feedback from tutors (66%) and from pupils (61%). All school leaders delivering NTP were asked about the barriers their school faces to delivery for pupils with SEND. The most common barriers were the lack of access to external SEND providers (33%), the lack of internal staff able to tutor pupils with SEND (due to staff absences) (28%) and insufficient funding (20%). One-in-five schools (19%) did not find any barriers to delivery for pupils with SEND.

School teachers who use NTP were asked the same question about barriers to delivery for pupils with SEND. They also indicated that lack of access to external SEND providers was the most common barrier (27%). One-in-five teachers using NTP reported pupils' struggling to engage due to poor wellbeing (21%) and a lack of internal staff able to tutor pupils with SEND due to recruitment issues (20%) as barriers. Just under one-third (31%) reported they did not know the barriers to delivery for pupils with SEND.

16-19 Tuition Fund

Schools were asked about their intention to opt in to the 16-19 Tuition fund in the next academic year (2022/23). Forty-five percent reported that they intended to opt in and 42% said that they were unsure. Just 7% reported that they were not intending to opt in, while 5% said that their institution is not eligible for the fund. Unlike schools, the majority of colleges reported that they intend to opt in, with 14 out of 16 intending to opt in and the remaining two reporting that they were unsure.

The Education Staff Wellbeing Charter

Just over half (51%) of leaders and 21% of teachers had heard of the Education Staff Wellbeing Charter.

School leaders who had heard of the Charter had most commonly received information about it from Department for Education communication channels (69%). Other channels through which leaders had received information about the Charter were through a

colleague (22%), through a teaching union (19%), or via social media and networking sites (17%). Teachers were most likely to have received information about the Charter through their school signing up to it (38%),¹ through a colleague (31%), or through a teaching union (17%).

College leaders and teachers were also asked whether they had heard about the Education Staff Wellbeing Charter. Their level of awareness was similar to that of school leaders and teachers, with 25% reporting that they had heard of the Charter and 64% reporting that they had not.

Of the 7 college leaders who had heard of the Charter, 2 had received information about it via Department for Education communication channels, 2 through a colleague, and 2 through conferences or events, such as the Schools and Academies Show. College teachers had most commonly received information about the Charter through their college signing up to it, with 9 out of 20 teachers reporting this.

Leader and teacher wellbeing

School leader and teacher life satisfaction increased since it was last measured in February 2022 (average of 6.1 in May 2022 compared to 5.9 in February 2022).² Happiness also increased since February 2022 (6.2 in May 2022 compared to 5.7 in February 2022). Meanwhile, feelings of worthwhileness remained consistent with February 2022 (6.9 in May 2022 vs. 6.8 in February 2022).³

Feelings of anxiety remained consistent with February 2022 and October 2021 (a mean rating of 4.8 in May 2022, compared to 4.9 in February 2022 and 4.7 in October 2021), and was higher than in June 2021 (4.4).

School leaders and teachers who gave an anxiety score of 5 or higher (where 0 represents the lowest and 10 represents the highest level of anxiety) were asked what their main source of anxiety was. The most commonly reported source was workload pressures (81%), followed by school accountability pressures (60%), financial worries and concerns related to the rising cost of living (48%), and other work-related issues (46%).

Over half (56%) of school leaders and teachers reported feeling satisfied with their job in May 2022, higher than in February 2022 (50%), but lower than in June and April 2021 (60% and 62% respectively).

¹ Please note that this response option was only available for teachers, not for leaders.

² Respondents were asked to answer on a scale from 0-10 for life satisfaction and 1-10 for feelings of worthwhileness, happiness and anxiety

³ Average scores of life satisfaction, happiness, and worthwhileness remained lower than around the same time last year (April and June 2021). Full tracking results can be seen in figures 12 to 14.

Wellbeing measures reported by college leaders and teachers followed a similar pattern to that of school leaders and teachers, with the following mean scores: 6.2 for life satisfaction, 7.1 for feelings of worthwhileness, 6.3 for feelings of happiness, 4.3 for feelings of anxiety and 70% reported being satisfied with their job.

Around half (49%) of college leaders and teachers reported anxiety levels between 5-10, (where 0 represents the lowest and 10 represents the highest level of anxiety). These college leaders and teachers showed a similar pattern to school leaders and teachers when selecting their main anxiety source, with workload pressures (85%), financial worries and concerns related to the rising cost of living (56%), school accountability pressures (42%), and other work-related issues (42%) the top four responses.

National Professional Qualifications (NPQs)

Four-in-ten school leaders and teachers said they had taken, or had plans to take an NPQ. However, 39% said they had not, or did not intend to. A fifth (21%) were unsure. Leaders were more likely to have taken/be taking an NPQ than teachers (59% vs. 18%).

Over three-quarters (76%) of leaders and teachers who have taken an NPQ, or planned to, had done so to improve their leadership skills. Seven-in-ten (71%) said they were motivated by improving their career prospects.

Workload being too high (64%) was the most common reason why leaders and teachers had not taken, or did not intend to take, an NPQ. Leaders were more likely than teachers to say they had not and did not intend to take an NPQ because they did not see the benefits for their school (19% vs. 6%). On the other hand, teachers who had not and did not intend to take an NPQ were more likely to say this was because they were considering leaving the profession (29% vs. 18% of leaders).

Just over a quarter of college teachers (26%) said they had taken, or planned to take an NPQ, though almost half (44%) said they were unsure. Three-in-ten (30%) reported they had not, and did not intend to take an NPQ.

Music teaching

Almost all schools (96%) were providing music teaching across all three terms of the academic year, with a small percentage (3%) teaching in only one or two terms. In schools providing any timetabled music teaching, pupils received an average of 47⁴

⁴ Please note that values smaller than 5 minutes were removed from the data, and values greater than 120 minutes were cleaned to "Don't know".

minutes per week. Secondary school pupils received more timetabled music teaching each week on average (58 minutes vs. 45 minutes for primary pupils).

Knife crime

In May 2022, 17% of schools were currently actively dealing with knife crime as a safeguarding issue (which may involve specific incidents or more general safeguarding). This was in line with findings from February 2022, when 14% of schools were dealing with knife crime as a safeguarding issue (in the question wording this was explained as 'meaning you have taken action, however small, as a result of recognising a safeguarding risk to one of your pupils'), but significantly higher than in October 2021 (10%) and in May 2021 (13%). In line with previous waves, secondary schools were much more likely to be dealing with knife crime as a safeguarding issue compared to primary schools (51% vs. 10% of primary schools).

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

- Schools with the highest proportion of pupils eligible for FSM (26%, compared with 7% of schools with the lowest proportion eligible)
- Urban schools⁵ (20%, compared with 6% of rural schools).

Among schools that were dealing with knife crime as a safeguarding issue at the time of research in May 2022, the largest proportion (37%) were actively dealing with one specific safeguarding incident involving knife crime. The mean number of safeguarding incidents among schools who were dealing with knife crime as a safeguarding issue was 0.9, the same as in February 2022, but slightly lower than in October 2021 (1.2) and May 2021 (1.3).

Taken as a proportion of all pupils in the school, less than 1% of schools reported that they were dealing with more than 10 incidents per 1,000 pupils, and 1% of all schools reported they were dealing with between 4 and 10 incidents per 1,000 pupils. This was similar to findings from February 2022 and October 2021 (when 2% of schools were dealing with between 4 and 10 specific safeguarding incidents involving knife crime).

Eight of the 16 colleges who responded to the survey were dealing with knife crime as a safeguarding issue. Of these 8, the most common responses were that they were actively dealing with one specific safeguarding incident involving knife crime (2), more than one incident (2) or that they did not know the number of specific incidents they were

⁵ <https://www.gov.uk/government/collections/rural-urban-classification>

dealing with (2). One college leader each reported that they were not actively dealing with a specific safeguarding incident involving knife crime at this moment in time.

Ukraine family / Ukraine sponsorship scheme

Around a fifth (17%) of schools reported having new pupils join their school who had arrived in the UK via the Ukraine Sponsorship/Ukraine Family Scheme.

Over eight-in-ten schools reported that these pupils had required English as an Additional Language provision (83%), and additional teaching and learning support in classrooms (81%). Almost three-quarters said pupils had required additional pastoral support (74%). The majority (65%) of these schools said they did not have access to Ukrainian speaking members of staff or translation support.

Among the 16 college leaders who responded to the survey, one had a student (or students) who had joined their college after arriving in the UK via the Ukraine Sponsorship / Ukraine Family Schemes. A further 4 anticipated they would have students joining via the scheme soon, and 3 were unsure.

Cost of living

Parents and pupils asking for advice on welfare or financial support

Around three-quarters (74%) of schools said there had been an increase in the number of parents or students asking for advice on welfare or financial support (e.g., access to food banks or about free school meals) at their school, since the start of the academic year.

College leaders reported similar findings as 13 out of 16 reported that there had been an increase over the same time period. Around half of college teachers (52%) also said the same.

Pupils arriving to school hungry

Just over half of school teachers (52%) reported that the number of pupils arriving hungry had increased at least a bit since the start of the academic year. Around a fifth (21%) said it had stayed the same compared to the start of the academic year, and less than 1% stated that it had decreased. Just over a quarter of teachers (27%) did not know.

College teachers reported similarly, with just over half (53%) reporting that the number of learners arriving hungry had increased. One-in-six (16%) said it had stayed the same,

and 1% stated that it had decreased. Like school teachers, a fairly high proportion (30%) did not know.

Impact of cost of living on pupils' school experience

Around three-quarters of schools reported an increase, since the start of the academic year in the number of pupils who had not bought or replaced uniform/sports kit (74%) and had not been able to pay for school trips (73%). Around half of schools also said that there had been increase in the number of pupils not able to take part in extra-curricular activities due to costs (50%), pupils not buying all the books and equipment needed (49%) and struggling with the costs of travelling to school (48%).⁶

Colleges were also asked a similar set of questions to schools. Eleven of the 16 colleges reported that, since the start of the academic year, there had been an increase in the number of learners who missed lessons or attended less frequently e.g., to go to part time work. Eleven also stated an increase in the number of learners who had struggled to afford the costs of transport to college. More than half (ten colleges) also reported a rise in the number of learners who had withdrawn from studying since the start of the academic year. Results among college teachers were similar to college leaders. Just under nine-in-ten (88%) said there had been an increase in the number of learners who missed lessons or attended less frequently to go to part time work. Two-thirds also reported an increase in the number of learners who struggled to afford the costs of transport to college (68%); had not bought all the books and equipment needed (68%); had withdrawn from studying (66%); and missed lessons (or attended college less frequently) because parents needed to go to work (64%).⁷

Main challenges schools/colleges will face in the coming months

In an open-ended question, school and college leaders and teachers were asked what they believe are the main challenges, if any, their school or college will face due to the rising cost of living in the coming months. The most common answer related to a lack of funding (for the school or for pupils) and/or an overstretched budget. Leaders highlighted the impact of rising utility costs to their school or college. School leaders also reported the cancellation of school trips or extra-curricular activities or these having to be further subsidised by schools as families cannot afford them.

Some school and college teachers specifically considered the impact the rising cost of living would have on the pupils, with the main answers on this theme relating to the increase in food poverty and the effects of hunger on pupils learning. Another challenge

⁶ All percentages in this paragraph are based on schools excluding those answering 'not applicable' e.g., those who have not run any school trips.

⁷ All percentages reported exclude 'not applicable' e.g., those who provide free transport to and from college.

reported by school teachers was the pressure of buying or replacing uniform, PE kit or clothing on families.

There were three challenges particularly highlighted by college leaders and teachers. The first, which was mentioned particularly by college leaders, related to pay freezes or inadequate increases for staff. College leaders and teachers also frequently mentioned the impact of rising transport costs on both pupils and staff, and older learners needing to balance school work and part time employment.

Period product scheme

The period products scheme is for all girls and women⁸ who need to access period products in their place of learning. Schools were asked about their awareness and use of the scheme.

Almost two-thirds of schools were aware of this scheme prior to the survey (64%), with awareness higher among secondary schools (80%) than primaries (61%). Over two-fifths of all schools were using the scheme (44%), rising to three-quarters of secondary schools (76%, compared with 38% of primary schools). Around half (48%) of the schools that were aware of the scheme, but not using it, said it was not needed for their pupils.

Three-quarters (75%) of schools using the scheme reported the reduction of worry and anxiety as the most common benefit.

All colleges (16) said they were aware of the scheme and that they were using it. As with schools, reducing worry and anxiety was the most cited benefit (12), along with reducing stigma around menstruation (12).

Mental health support

DfE grants to access senior mental health lead training

Awareness of the DfE's new training grant for senior mental health leads to access quality assured training was high amongst schools, with 71% of both primary and secondary schools being aware of the grant. Amongst schools aware of it, 54% had applied for the grant to fund training for their senior mental health lead. A fifth (20%) intended to apply and 14% did not currently have plans to do so. The most common

⁸ Throughout this section, a reference to 'girls and women' or to 'female pupils and learners' also includes a reference to learners who menstruate (or may later start menstruating) who may not identify as female but, instead, identify as transgender or non-binary. 'Learners who menstruate' was the language used in the survey questions when asking about the period product scheme.

reasons for not applying for the grant were that schools didn't think any training was needed (43%), followed by being too busy with other things (35%).

Seven of the 16 college leaders were aware of the new DfE training grant for senior mental health leads, eight were not and one was not sure. Of these 7, 5 had applied for the grant.

Mental health leads

The majority of primary (89%) and secondary (87%) schools had a designated lead for students' mental health. One in ten (10%) schools did not have a designated lead, and 1% were not sure.

Fourteen of the 16 college leaders reported their college having a designated lead for student's mental health.

How well mental health and wellbeing practices are embedded in schools/colleges

Almost all schools had partially or fully embedded the following mental health and wellbeing practices in their schools: support to students identified with mental health needs (98%), teaching students about mental health and wellbeing (97%) and supporting staff in relation to their own mental health and wellbeing (95%). Schools were least likely to have partially (39%) or fully (16%) embedded measuring students' mental health and wellbeing to inform school practices. This was also the least common measure amongst colleges.

More schools reported that they were teaching students about mental health and wellbeing in May 2022 compared to the July 2021 survey (97% vs 86%). Similarly, more schools reported that students were engaged in the development of the mental health and wellbeing offer (70% vs 51%). Fewer schools reported that students were provided with accessible referral routes for specialist support where needed (96% in July 2021 vs 87% in May 2022) and that students' mental health and wellbeing were measured to inform practice in school (66% in July 2021 vs 54% in May 2022).

Senior leadership buy-in

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

All 16 college leaders reported that there was clear buy-in from the senior leadership team on the importance of activities to support and promote mental health and wellbeing across the college (14 to a great extent and 2 to some extent).

Awareness of mental health and wellbeing activities

Almost all (99%) leaders had at least some awareness of the activities available at their school to support pupil mental health and wellbeing, with 65% fully aware and 34% having some awareness.

Eleven of the 16 college leaders reported having full awareness of activities available at their college to support pupil mental health and wellbeing, whilst five said they had some awareness.

Local mental health services

Three quarters (77%) of schools agreed that relevant staff have enough information about the range of local mental health provision available to help pupils access support, compared to 16% who disagreed. In contrast, only a third of schools (36%) agreed that local mental health services provide support and guidance to their school to ensure learners can access the support they need.

When college leaders were asked about local mental health services, 13 (out of 16) agreed that the relevant college staff had enough information about the range of local mental health provision available to help students access support. Seven disagreed that local mental health services provide support and guidance to their college to ensure learners can access the support they need.

Working with partners on mental health and wellbeing activities

Schools were more likely to work with health partners than local authorities across two of the activities listed; to monitor pupils' mental health needs (37% of schools worked with health partners, 22% worked with their local authority) and to deliver school's approach to promoting and supporting mental health and wellbeing (28% worked with health partners, 18% with local authority).

For the third listed activity, to ensure planning of services is informed by education staff in schools, there was no significant difference in the proportion working with health partners (23%) compared to the proportion collaborating with local authority (21%).

Half (8 out of 16) of college leaders reported working with a partner to monitor students' mental health needs, whilst six (respectively) reported working with them to ensure planning of services is informed by education staff in colleges or deliver their college's approach to promoting and supporting mental health and wellbeing.

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

Overall, three-quarters (75%) of schools agreed that they were able to effectively support pupils with SEND, which includes over a quarter (27%) who agreed strongly. The most common barriers to providing effective support for pupils with SEND were funding arrangements (83%) and lack of access to specialist services or professionals (80%). Only 2% of schools reported there were no barriers to effectively support these pupils.

Overall, 63% of school teachers agreed that they personally felt equipped to support pupils with SEND: greater than February 2022 (when 57% of school teachers agreed). Results were very similar for colleges, with 63% of college teachers agreeing they felt equipped and 19% strongly agreeing. College teachers were also asked about barriers to providing effective support for pupils with SEND. In line with findings from February 2022, the most common barriers for teachers were increased numbers of pupils with differing needs (67%) and not having enough time to support these pupils (65%).

Reasonable adjustments for pupils with disability

Schools were asked what reasonable adjustments were currently used by learners with disability. Nearly all schools used teaching adaptations, such as small group teaching (95%), classroom aids, such as planners or checklists (92%) and sensory adjustments such as ear defenders (91%). Only 1% of school reported that no reasonable adjustments were currently required for any of their learners. Teachers were asked a similar question about reasonable adjustments currently being used by learners with disability in their classes. Teachers most commonly reported they were making adjustments so these learners could leave the classroom (70%), have toilet flexibility (68%) and were implementing teaching adaptations (67%). Only 3% of teachers reported that reasonable adjustments were not required by any learners in their classes.

School leaders and teachers with pupils who needed reasonable adjustments were asked about the barriers to implementing these. Overall, 96% of these schools, and 92% of these teachers, reported at least one challenge. Lack of funding was found to be the main barrier across groups, reported by 83% of school leaders, 66% of school teachers, 15 out of the 16 college leaders and 44% of college teachers. Funding was most commonly reported as a barrier in primary schools (84% vs. 76% of secondary schools.)

When the same questions were asked to college leaders, all 16 reported teaching adaptations were in place, and all 16 were currently providing additional technology and allowing these learners to leave the classroom. Three-quarters (75%) of college teachers were providing additional technology for students requiring teaching adaptations in their classroom and two-thirds (67%) were allowing these pupils to leave the classroom. Ten

percent of college teachers responded that no reasonable adjustments were currently required for learners in their classroom.

In line with schools, college respondents most commonly cited lack of funding as the main challenge to implementing reasonable adjustments. This was reported by 15 out of the 16 college leaders and 44% of college teachers. College respondents also commonly reported limited staff resource due to recruitment issues (reported by 11 out of 16 leaders and 48% of college teachers).

SEND and Alternative Provision Green Paper

School and college teachers were asked whether, prior to the survey, they were aware that the Government had published a SEND and Alternative Provision Green Paper. The majority of school teachers (56%) were aware of it, and among college teachers, 38% were aware. All teachers who were aware of the paper were asked where they had heard about it. Of the different sources, the most common among school teachers was from colleagues (54%). More than twice as many secondary teachers had heard about it from a teaching union, compared to primary school teachers (31% vs. 15%). Among college teachers, the most common sources were from colleagues 51% and from a DfE source 34%. Those school teachers aware of the paper were asked whether they would take part in the government consultation for the SEND and Alternative Provision Green Paper. Close to half (48%) were likely to take part. Among college teachers that were aware of the review, 34% stated they were likely to take part.

Introduction

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

The short survey (taking 5 to 7 minutes to complete) covered a range of topical issues in education including pupil mental health, teacher wellbeing and the rise in cost of living. A total of 1,017 school leaders and 1,378 classroom teachers participated in the May wave. In addition to this, 16 college leaders and 91 college teachers participated in the survey.

Methodology

The School and College Panel consists of a group of leaders and teachers that have agreed to participate in short regular research surveys on topical education issues. The panel comprises those from the previous School Snapshot Panel (initially recruited in late 2020/early 2021) who agreed to remain as panellists and new respondents recruited specifically to the new School and College Panel. At the time of the May survey, almost half (49%) of school leaders and teachers on the panel were 'new recruits' i.e., recruited directly onto the School and College Panel. All college leaders and teachers were recruited at the start of the 2021/22 academic year. This is the second wave of the survey in which college teachers were invited to take part. Moreover, this is also the second wave that sixth-form leaders have taken part, this group of respondents have been included in the 'college leaders' category in the report.

All school leaders and teachers were recruited from School Workforce Census data provided by the Department for Education. A maximum of two leaders from each chosen school were invited to take part in the May wave. To reduce the survey length for individual respondents, school leaders and teachers were randomly allocated to either panel A or panel B, with each panel seeing a different set of questions. Where there were two leaders from the same school, they were allocated to different panels, ensuring that two leaders from the same school did not answer the same set of questions. Teachers were selected from the full population of teachers, meaning at some schools, multiple teachers were invited to participate in the May wave. Similarly, multiple teachers from the same college were invited to participate this wave. Unlike schools, all college leaders and teachers sat on one panel: there was no panel A / B split with different questions to each panel.

The survey was administered online, with fieldwork lasting from 5 to 12 May 2022. Respondents received an email invite and two reminder emails.

The following table shows the response rate for the May survey by key group.

Table 1. Response rate by key group

	Primary Leaders	Secondary Leaders	College leaders	Primary Teachers	Secondary Teachers	College Teachers
Starting sample	2,391	1,865	84	2,411	2,242	209
Completed responses	612	405	16	727	651	91
Response rate	26%	22%	19%	30%	29%	44%

Weighting

Two types of weighting were applied to school leader data, depending on whether questions were asking for school-level or individual-level answers from these respondents. All school teacher data was weighted to individual-level. No weighting was applied to the college data.

School-level weighting

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

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

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

Individual-level weighting

For the analysis on an individual- rather than school level, the responses from school leaders and classroom teachers were weighted to the full in-scope population of school leaders and teachers. The population data for the individual weighting was taken from the Schools Workforce Census based on November 2020 data (the most current available data).

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

Panel A/B weighting approach

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

- Panel A school-level
- Panel B school-level
- Panel A individual
- Panel B individual
- Combined individual (for the mental health and wellbeing questions which were asked of individuals in both panel A and B)

Interpreting the findings

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

Given the sample size in this survey (1,149 in panel A and 1,246 in panel B), statistically we can be 95% confident that for a survey finding of 50% based on all respondents, the 'true' value (if all leaders and teachers had answered rather than a sample of 1,149 or 1,246) lies within a +/- 4.1% range of this figure for panel A (i.e. 45.9% - 54.1%) and a +/- 3.9% range of this figure for panel B (i.e. 46.1% - 53.9%). Results based on a sub-set of schools interviewed are subject to a wider margin of error. For example, for results among panel B school leaders (a base of 512), we can be 95% confident that for a survey result of 50% the sampling error is +/- 6.1%.

Due to the small sample size for colleges in this survey (16 college leaders and 91 college teachers), findings are not presented in this report as percentages when the sample size for a question is below 30. Instead, it is reported as "*8 out of 16 colleges said X*". It is reported in this way to reiterate that the findings are based on a small sample size and should be treated with caution.

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

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

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

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

Some survey questions allow for an 'other, please specify' free-text response. At the end of fieldwork, these free-text responses are examined. They are either back-coded into existing codes or new answer codes are created to group together responses for the purpose of reporting. These newly created codes are referred to as 'spontaneous' responses in charts. New codes are only created if they account for 1% or more of answers. Responses that cannot be matched to any existing, or newly created 'spontaneous' code, are reported as 'other'. It should be noted that results on these spontaneous responses are likely to be much lower than if those responses had been presented to respondents (the latter are often referred to as 'prompted' responses).

Below each chart, the source of the data is outlined in the following format, "Source: School College Panel, [wave] survey. [Question number]: [base descriptor] (n=XXX), for example Source: School College Panel, May 2022 survey. S1: Panel B leaders (n=512), The *n* value is the unweighted base size for the survey question.

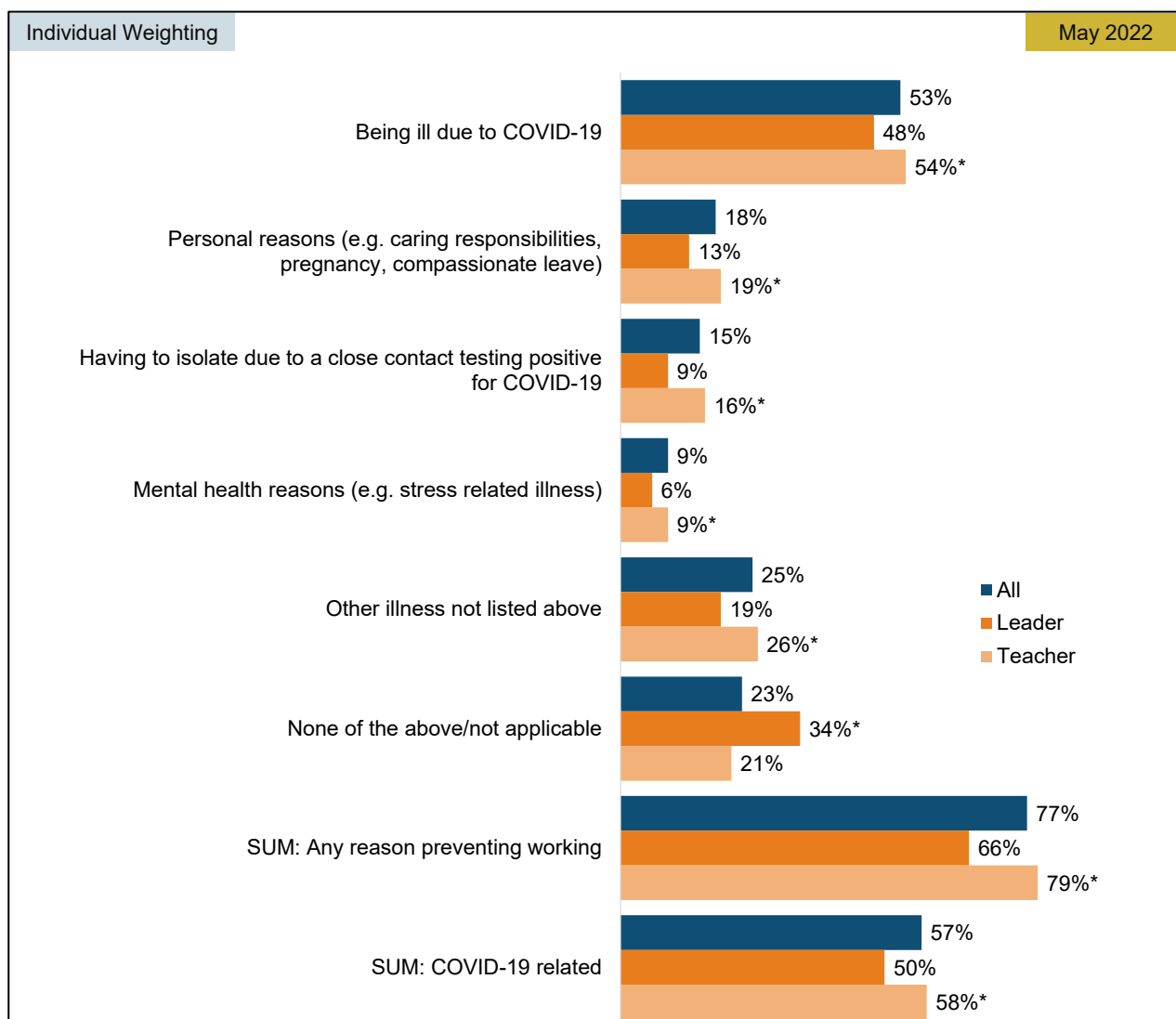
Workforce absence

In May 2022, leaders and teachers were asked if any of the reasons listed in Figure 1 had prevented them from working this academic year. Just over three in four (77%) school leaders and teachers reported that they had been prevented from working by at least one of the listed reasons. The most commonly reported reason was COVID-19 related (57%), with over half reporting that they had been prevented from working due to being ill with COVID-19 (53%), and one-in-ten reporting that they had been prevented by having to isolate due to a close contact testing positive for COVID-19 (15%).

A quarter of school leaders and teachers had been prevented from working this academic year due to another illness not listed (25%). Almost one-in-five had been prevented by personal reasons, such as caring responsibilities, pregnancy, or compassionate leave (18%), while one in ten had been prevented by mental health reasons, such as stress related illness (9%).

School teachers were more likely than leaders to have been prevented from working for any listed reason (79% compared to 66%), including COVID-19 related reasons (58% compared to 50%). Leaders were more likely than teachers to say that none of the reasons listed had prevented them from working this academic year (34% compared to 21%).

Figure 1. Reasons preventing school leaders and teachers from working this academic year



Source: School College Panel, May 2022 survey. R1: Panel A leaders and teachers (n=1,149).

* Indicates a significant difference between leaders and teachers.

Leaders and teachers in primary schools were more likely to report that they had been prevented from working by COVID-19 related reasons (61% compared to 53% in secondary schools), while leaders and teachers in secondary schools were more likely to report that they had been prevented from working by personal reasons (22% compared to 15% in primary schools), and other illnesses (30% compared to 20% in primary schools).

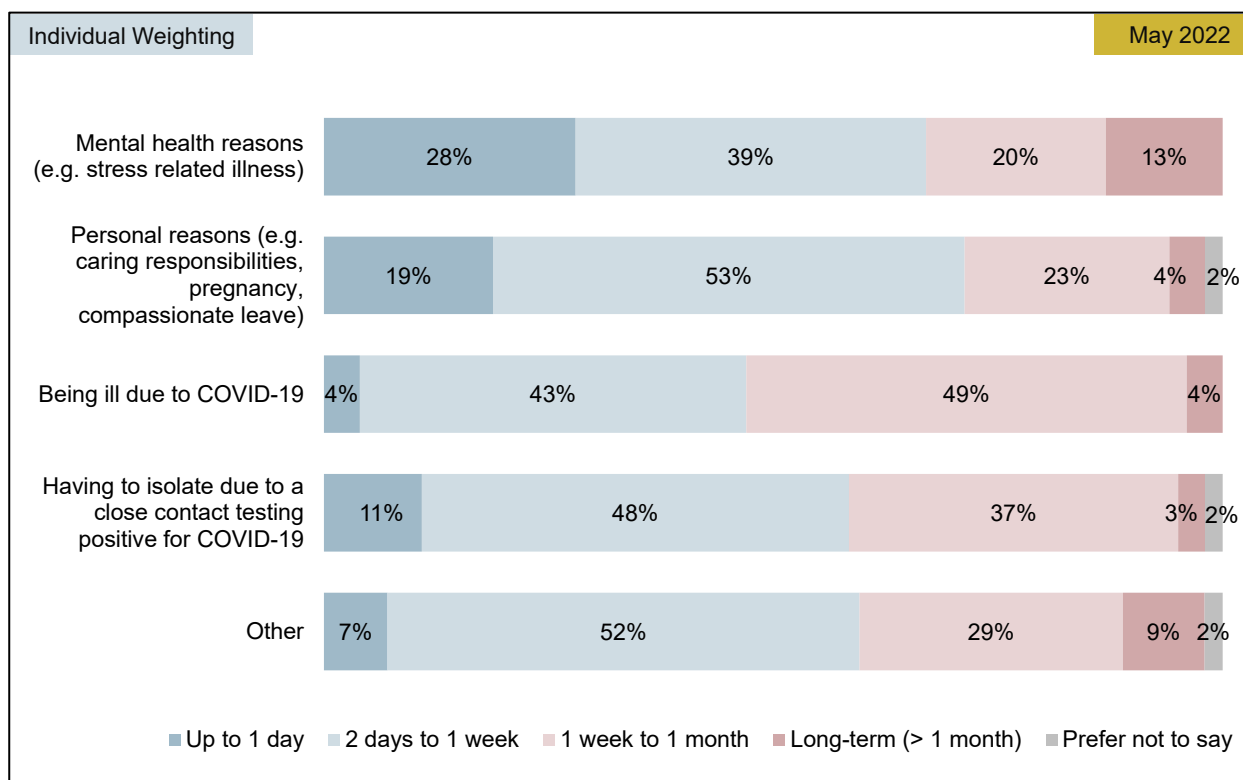
College leaders and teachers were also asked about what had prevented them from working this academic year. Two thirds of college leaders and teachers reported that they had been prevented from working for any listed reason this academic year (65%). Akin to school leaders and teachers, this was most likely to be COVID-19 related (43%), with

36% reporting that they had been prevented from working due to being ill with COVID-19, and 17% reporting that they had been prevented due to having to isolate due to a close contact testing positive for COVID-19. One-in-five had been prevented from working due to personal reasons (20%), while 17% has been prevented by other illnesses not listed, and 10% by mental health reasons.

School leaders and teachers who were absent from work due to mental health reasons were most commonly absent for less than a week, with 28% reporting that they were absent for up to one day and 39% reporting that they were absent for between two days and one week. This was also true for leaders and teachers who had been absent from work due to personal reasons (19% reporting that they were absent for up to one day, and 53% reporting that they were absent for between two days and one week).

School leaders and teachers who were absent due to being ill with COVID-19 most commonly reported that they were absent for between two days and one week (43%) or for more than one week but less than one month (49%). This was also the case for leaders and teachers who had been absent due to having to isolate due to a close contact testing positive for COVID-19, with 48% reporting that they were absent for between two days and one week, and 37% reporting that they were absent for more than one week but less than one month.

Figure 2. Amount of time that school leaders and teachers were absent this academic year, by reason for absence



Source: School College Panel, May 2022 survey. R2_1-5: Panel A leaders and teachers that have been absent for these reasons (n=91/187/589/146/264).

School leaders and teachers with a disability were more likely to report a long-term absence (over 1 month) due to being ill with COVID-19 (9% compared to 3% of leaders and teachers without a disability).

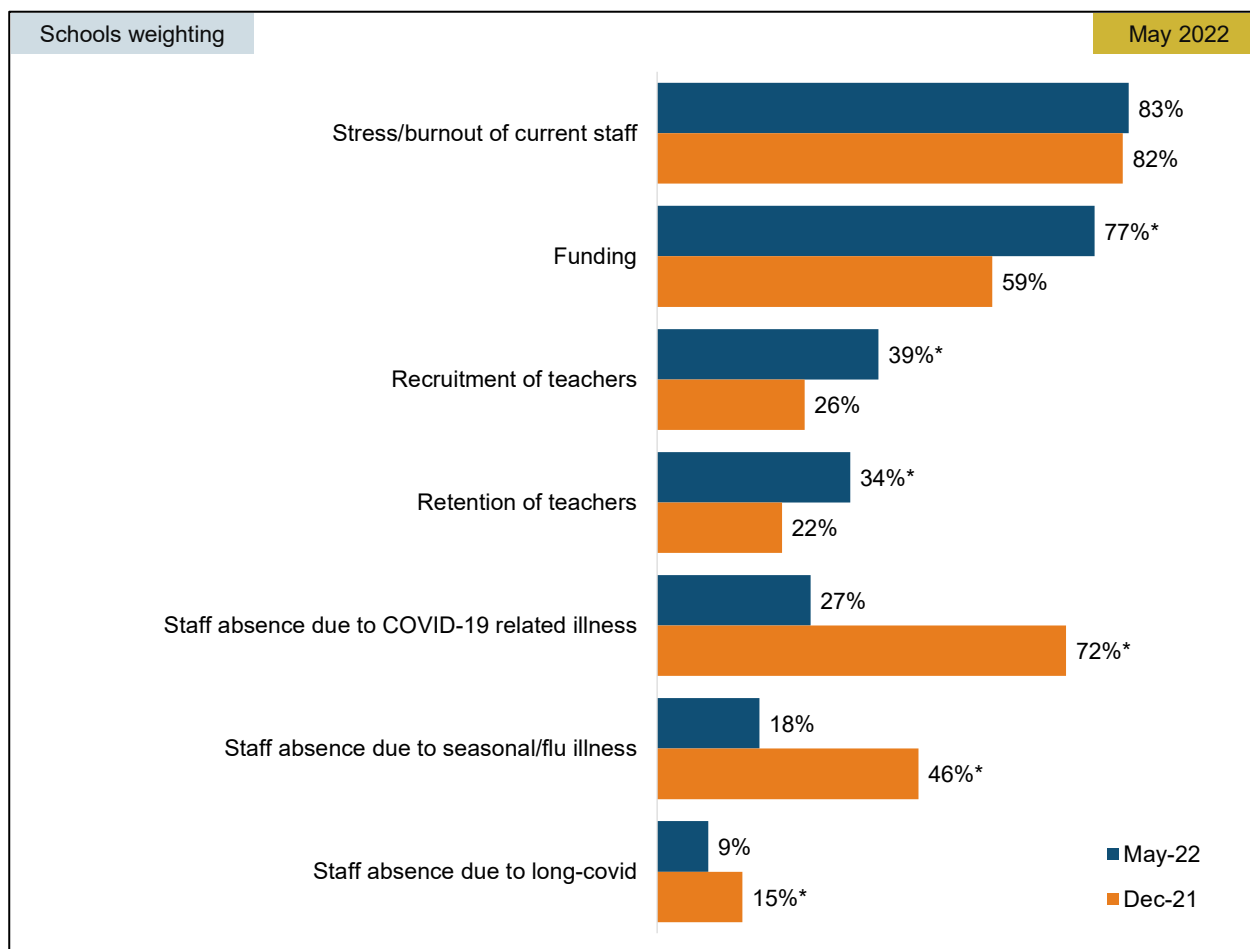
College leaders and teachers who reported that they had been prevented from working by one of the listed reasons this academic year were asked about the amount of time they had been absent for each reason indicated. For college leaders and teachers who reported being absent due to mental health reasons, the amount of time that they had been absent for varied widely, but between two days and one week was the most common response (4 out of 11 leaders and teachers).

College leaders and teachers who had been absent for personal reasons commonly reported being absent for between two days and one week (11 out of 21). Half of college leaders and teachers (50%) who reported being absent due to COVID-19 illness reported being absent for between two days and one week, while the other half (50%) reported being absent for more than one week. Ten out of 18 leaders and teachers who reported being absent due to isolating after a close contact tested positive for COVID-19 reported being absent for more than one week.

Workforce concerns

Schools were asked what they were most concerned about in relation to their workforce. Comparing December 2021 and May 2022 surveys, schools continued to be most concerned with stress/burnout of current staff (83%). More schools were concerned about funding (77% in May 2022 vs. 59% in December 2021), while fewer were concerned about absence due to COVID-19 related illness (27% vs. 72%), seasonal flu and illness (18% vs. 46%), and long-covid (9% vs. 15%).

Figure 3. Workforce-related concerns of schools



Source: School College Panel, May 2022 survey. S1: Panel B leaders (n=512), Dec 2021 survey. C2: Panel B Leaders (n=622). Responses with 2% or less not charted. * Indicates significant difference between May 2022 and December 2021.

In May 2022, primary schools were more likely than secondary schools to cite concerns around funding (80% vs. 64%). On the other hand, secondary schools were more likely to be concerned about the recruitment (67% vs. 34%) and retention of teachers (54% vs. 31%).

Schools with the highest proportion of FSM-eligible pupils were more likely to worry about:

- Retention of teachers (43% vs. 34% overall)
- Staff absence due to seasonal/flu illness (25% vs. 18% overall).

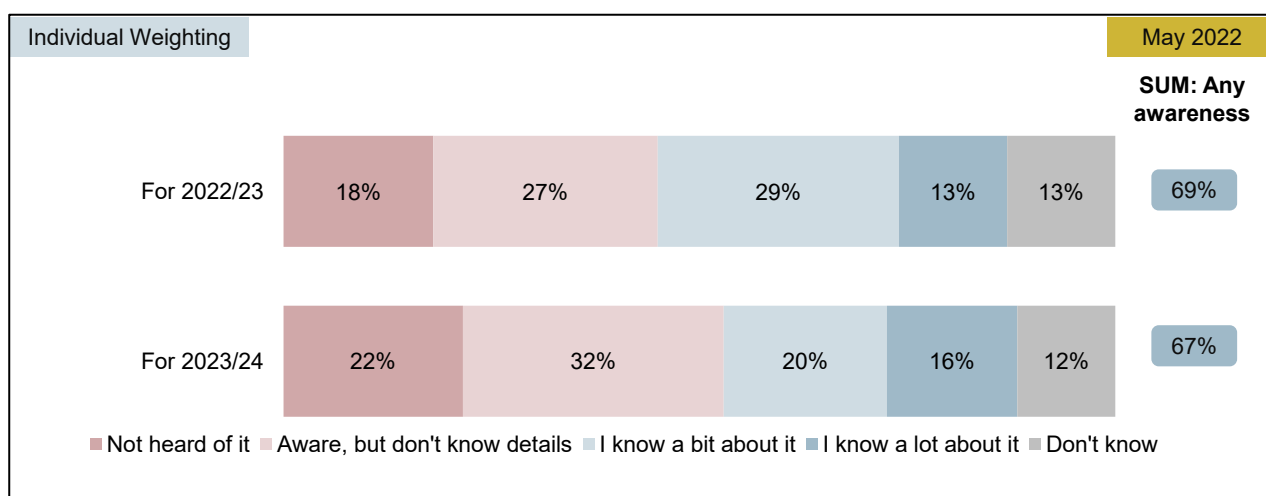
In contrast, those with the lowest proportion of FSM-eligible pupils were more likely to worry about pressures related to inspections, accountability reporting, exams, and assessments (6% vs. 2%).

Teacher pay awards

In March, the Department for Education set out proposals for how the pay awards for the academic years 2022/2023 and 2023/2024 should be applied to meet the government’s ambition to raise teacher starting salaries to £30,000. Leaders were asked how much they knew about these proposals.

As shown in Figure 4, over two-thirds of leaders had some awareness of the government’s proposals for both the 2022/23 and 2023/24 academic years.

Figure 4. Leaders’ awareness of DfE proposals for teacher pay awards



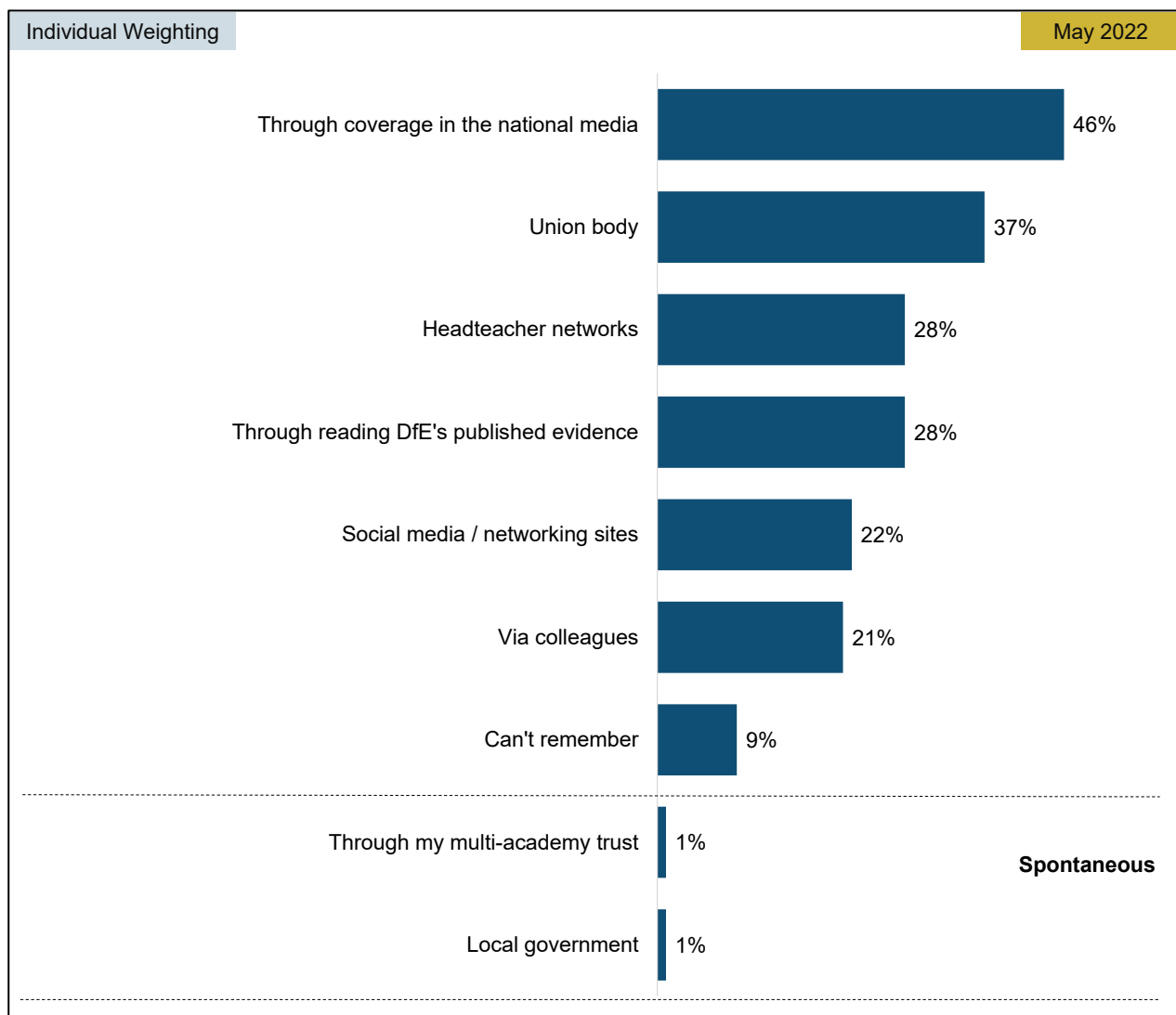
Source: School College Panel, May 2022 survey. E1: Panel B leaders (n=512).

Headteachers were more likely than deputy or assistant heads to have any awareness of the government’s 2022/23 proposals (82% vs. 63% and 60% respectively) or of the 2023/24 proposals (80% vs. 65% and 55% respectively).

Leaders from secondary multi-academy trusts were less likely than the overall average to have any awareness of the proposals for 2022/23 (59% vs. 69%). There was no difference in awareness by MAT status on the 2023/24 proposals.

As shown in Figure 5, of those that said they had heard about the government’s pay awards proposals, approaching half (46%) said they had found out through coverage in the national media. Other common routes were through union bodies (37%), headteacher networks (28%) and through reading DfE’s published evidence (28%).

Figure 5. Where leaders found out about DfE’s proposals for teacher pay awards



Source: School College Panel, May 2022 survey. E2: Panel B leaders that had heard about pay award proposals (n=421).

Secondary leaders were more likely to say they had heard about the proposals via a union body than primary leaders (43% vs. 33%). Conversely, primary leaders were more likely to cite colleagues as their source of information than secondary leaders (24% vs. 16%).

National Tutoring Programme

The National Tutoring Programme (NTP) is a government-funded initiative, launched in autumn 2020, and currently in its second year of implementation. The programme aims to support pupils' catch-up following the COVID-19 pandemic, through the provision of subsidised tutoring. The NTP offers three routes for schools: Tuition Partners, Academic Mentors, and School-led Tutoring. The first route, Tuition Partners, allows schools to engage an external tutoring organisation, selected from a pre-approved group, to provide tutoring according to their pupils' needs. The second route, Academic Mentors, helps schools recruit an additional member of staff for the whole academic year, dedicated to the support of pupils' catch-up. The third route, School-led Tutoring, provides schools additional funds to be solely used for tuition activities. Both internal and external staff can be employed through this route, according to the school's preference. All government-funded schools in England can take part in the programme, but different qualifying criteria and subsidies apply to the routes.

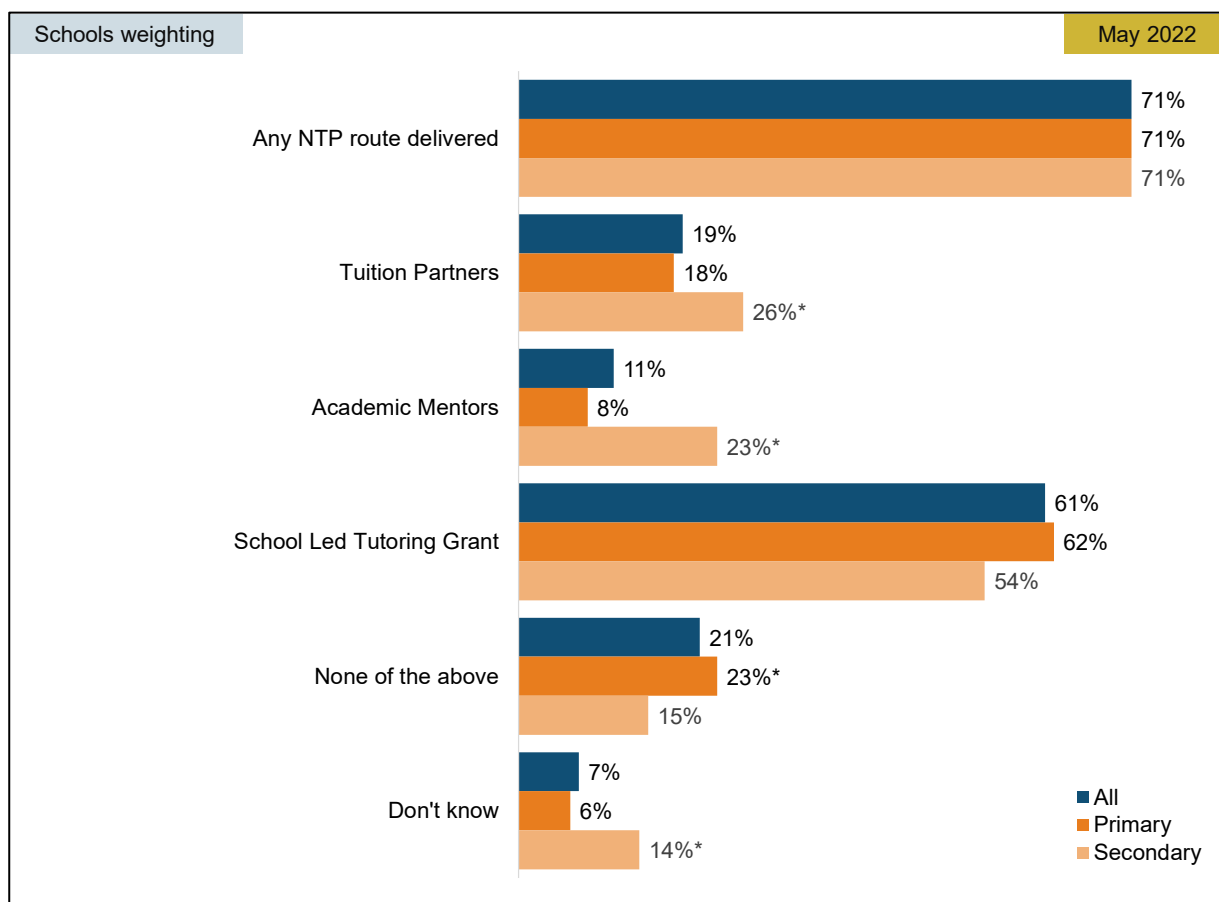
Delivery of NTP

Overall, 71% of schools were using at least one NTP route to deliver tutoring. The School-Led Tutoring grant was the route most used (61%), followed by the Tuition Partners route (19%) and the Academic Mentors route (11%).⁹ Compared to December 2021, there was an increase in the general uptake of NTP routes (from 63% to 71%), mainly driven by the School-Led Tutoring grant take up (from 48% to 61%). Proportions for the Tuition Partners and Academic Mentors routes remained stable.

While there was no significant difference in the uptake of the School-Led Tutoring grant between primary and secondary schools, Figure 6 below shows statistically significant differences for the Tuition Partners route (18% vs. 26% for secondary) and the Academic Mentors route (8% vs. 23% for secondary), as well as between schools not using any routes (23% vs. 15% for secondary). The proportion of schools using any of the NTP routes was the same overall between rural and urban schools, but a significantly higher proportion of urban schools used the Academic Mentors route (12%) compared to rural ones (5%).

⁹ Schools could deliver more than one route at the same time.

Figure 6. National Tutoring Programme route(s) currently being delivered within school

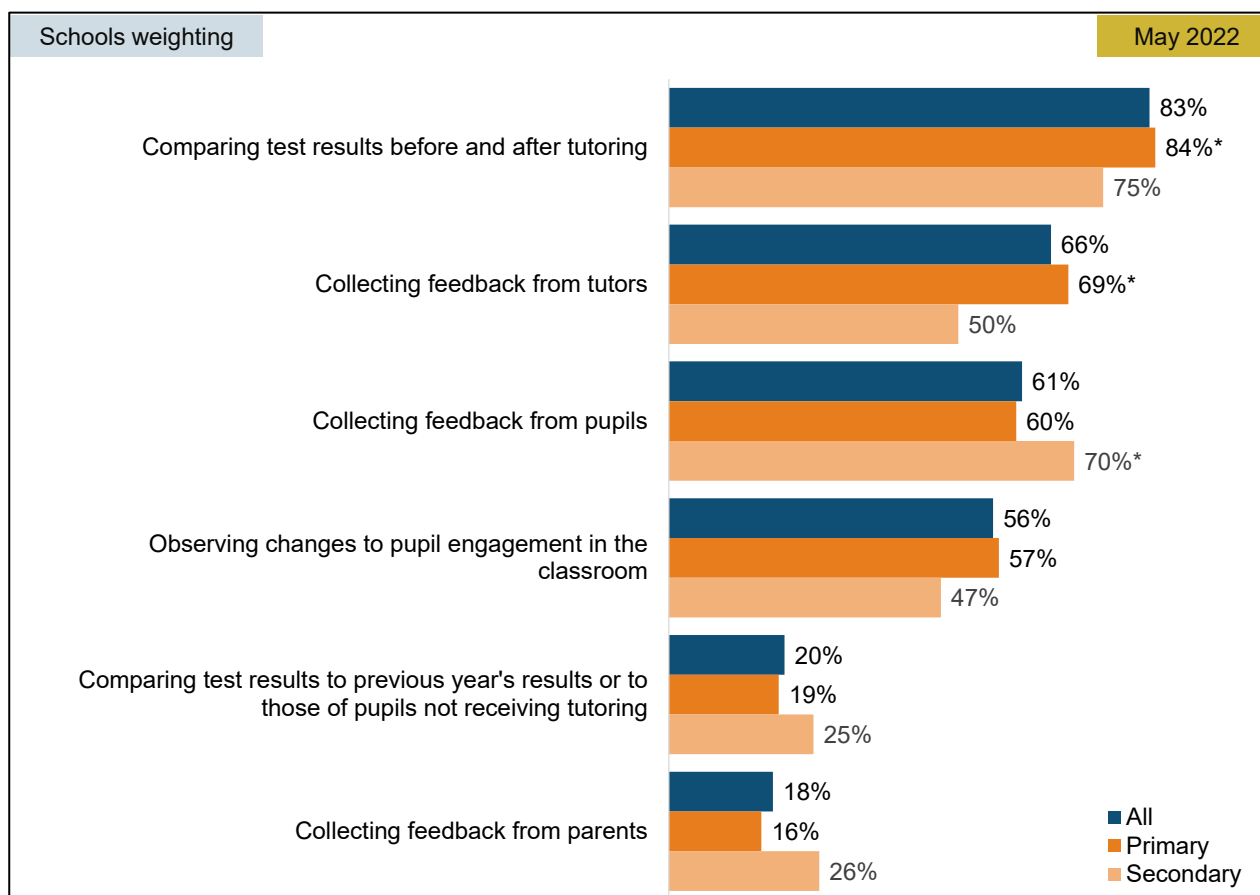


Source: School and College Panel, May 2022 survey. P1: Panel A leaders (n=505). * Indicates a significant difference between primary and secondary schools.

Measurement of NTP effectiveness

The most common method for measuring the effectiveness of the tutoring delivered (reported by 83% of schools) was the comparison of test results before and after tutoring, followed by the collection of feedback from tutors (66%) and the collection of feedback from pupils (61%). As shown in Figure 7 below, there were significant differences between primary and secondary schools for several of the methods. Primary schools were more likely to compare test results (84% vs. 75% of secondaries) and collect feedback from tutors (69% vs. 50%). On the other hand, secondary schools were more likely to collect feedback from pupils (70% vs. 60% of primaries) and collect feedback from parents (26% vs. 16% of primaries).

Figure 7. Schools' methods to measure the effectiveness of the tutoring being delivered



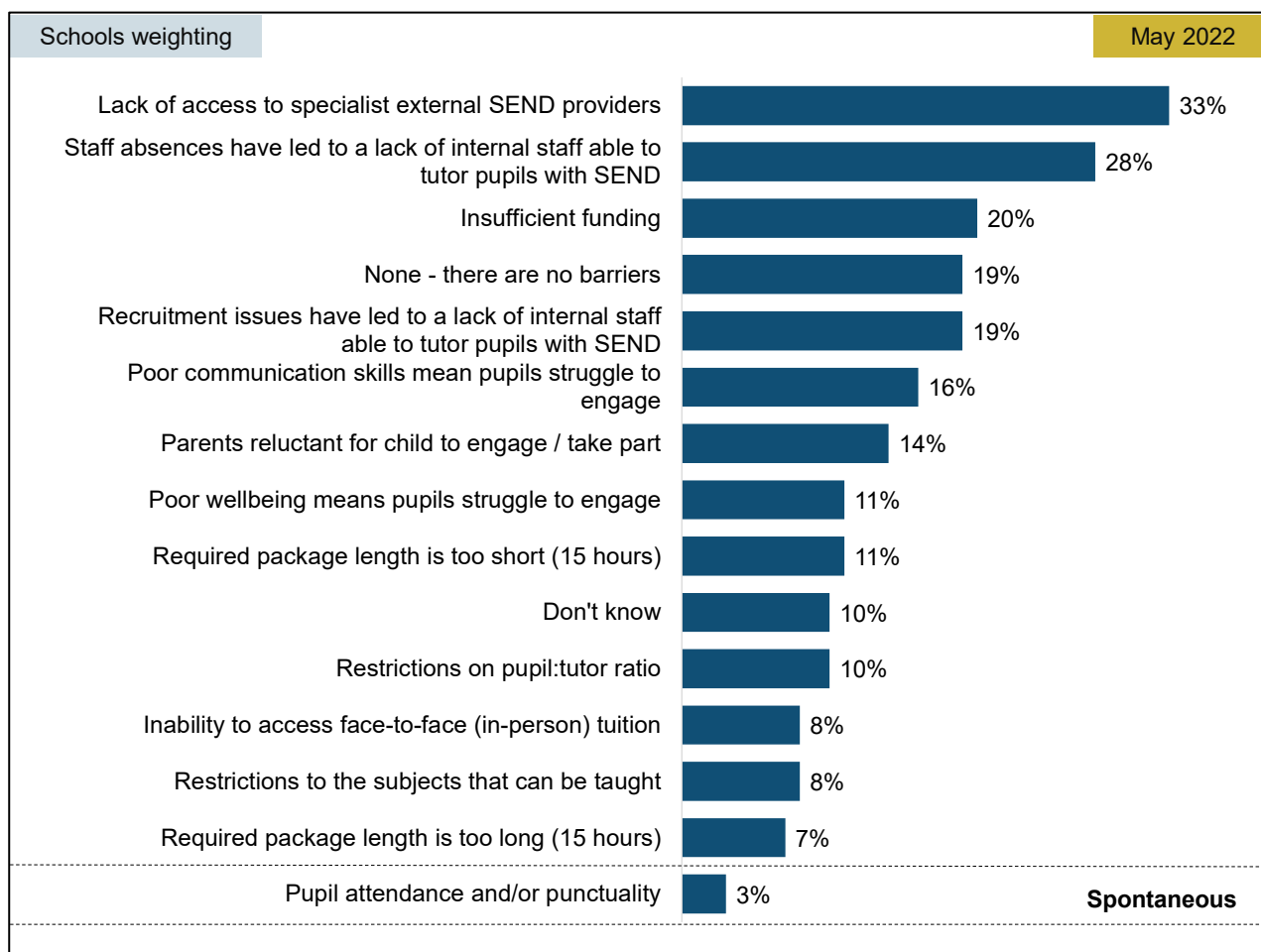
Source: School and College Panel, May 2022 survey. P2: Panel A leaders who use NTP (n=358).

* Indicates a significant difference between primary and secondary schools. Responses under 3% (for all schools) not shown

Barriers to delivering NTP for pupils with SEND

The barriers indicated by most schools to delivering the NTP for pupils with SEND were the lack of access to external SEND providers (33%), the lack of internal staff able to tutor pupils with SEND (due to staff absences) (28%) and insufficient funding (20%). One-in-five schools (19%) did not find any barriers, as shown in Figure 8 below.

Figure 8. Barriers to delivering the National Tutoring Programme for pupils with SEND (Schools)



Source: School and College Panel, May 2022 survey. P3: Panel A leaders who use NTP (n=358). Responses under 3% (for all schools) not shown

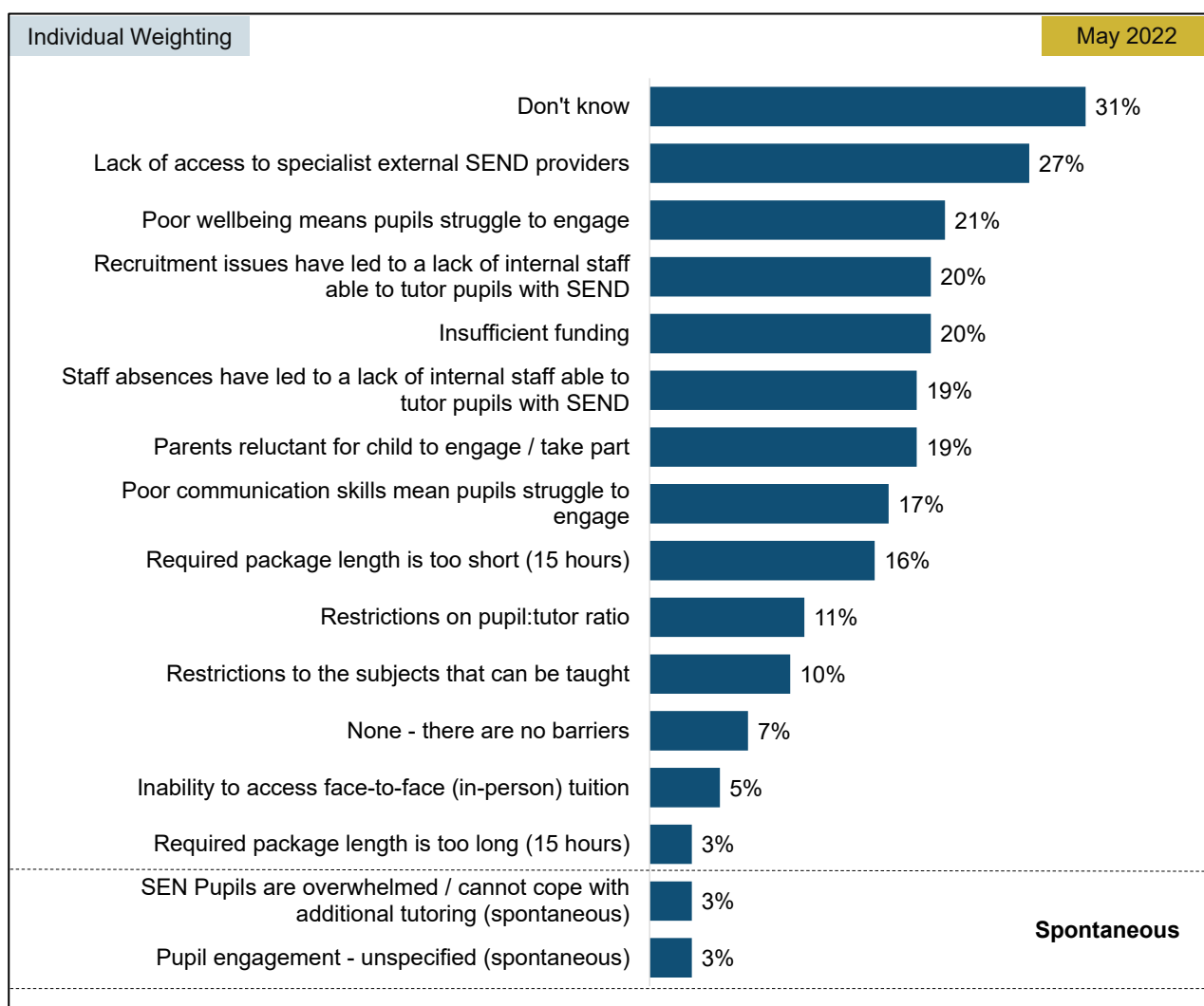
Some barriers were more common amongst secondary schools compared to primaries. This was true for:

- the lack of internal staff able to tutor pupils with SEND (due to recruitment issues) (28% vs. 17% for primaries)
- the struggles to engage due to poor wellbeing (25% vs. 9% for primaries)
- the inability to access face-to-face (in-person) tuition (17% vs. 7% for primaries)
- and the restrictions to the subjects that can be taught (17% vs. 7% for primaries).

Differences were also found between rural and urban schools, with urban schools being more likely to find a lack of access to specialist external SEND providers (37% vs. 20% for rural schools) and parents reluctant for child to engage / take part (16% vs. 6% for rural schools).

Teachers in schools delivering NTP were asked the same question about barriers for pupils with SEND. Almost a third (31%) indicated they don't know what the barriers are. Close to one-in-three teachers indicated the lack of access to external SEND providers (27%) and more than one-in-five (21%) pointed at pupils' struggle to engage due to poor wellbeing. Other barriers highlighted by teachers are shown in Figure 9 below.

Figure 9. Barriers to delivering the National Tutoring Programme for pupils with SEND (Teachers)



Source: School and College Panel, May 2022 survey. P3: Panel A teachers who use NTP (n=189). Responses under 3% (for all schools) not shown

16-19 Tuition Fund

In the May 2022 survey, secondary schools teaching pupils aged 16-19 were asked whether or not they intend to opt in to the 16-19 Tuition Fund in the next academic year (2022/23). Forty-five percent reported that they intended to opt in and 42% said that they were unsure. Just 7% reported that they were not intending to opt in, while 5% said that their institution is not eligible for the fund. Secondary non-academies were more likely than academies to report that their institution was not eligible for the fund (14% vs. 3%).

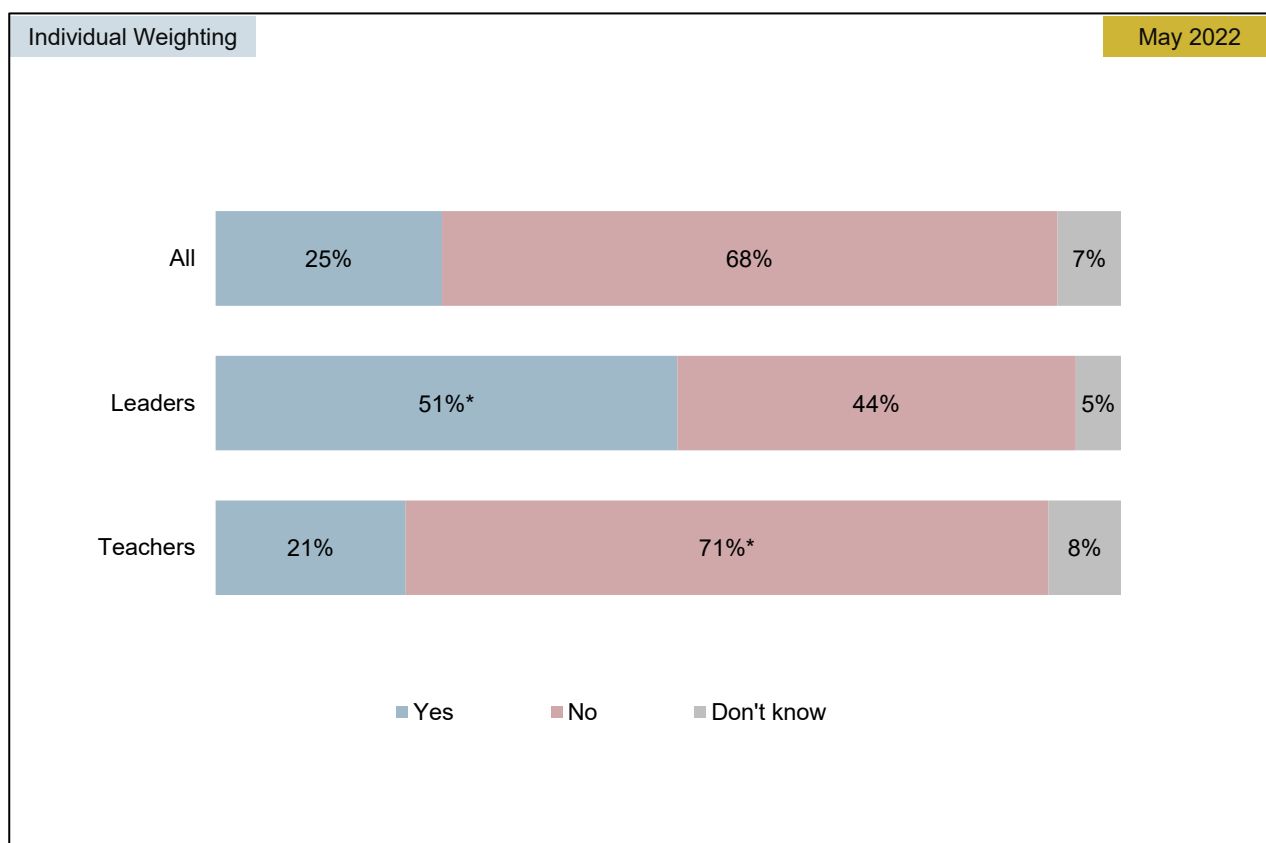
Among college leaders the vast majority (14 of the 16) intended to opt in to the 16-19 Tuition Fund next academic year; two were unsure.

The Education Staff Wellbeing Charter

In May 2021, the department published the Education Staff Wellbeing Charter, which we are encouraging schools and colleges to sign up to. The Charter is a set of commitments from government, Ofsted, and schools and colleges to protect and promote the wellbeing of staff. It can be used to inform a whole school or college approach to wellbeing or develop a staff wellbeing strategy.

In May 2022, school leaders and teachers were asked whether, prior to the survey, they had heard about the Education Staff Wellbeing Charter. A quarter of all school leaders and teachers reported that they had heard about the Charter (25%), although this was much more common among leaders than teachers (51% compared to 21%).

Figure 10. Whether school leaders and teachers had heard about the Education Staff Wellbeing Charter



Source: School College Panel, May 2022 survey. Q1: Panel A leaders and teachers (n=1,149). * Indicates a significant difference between leaders and teachers.

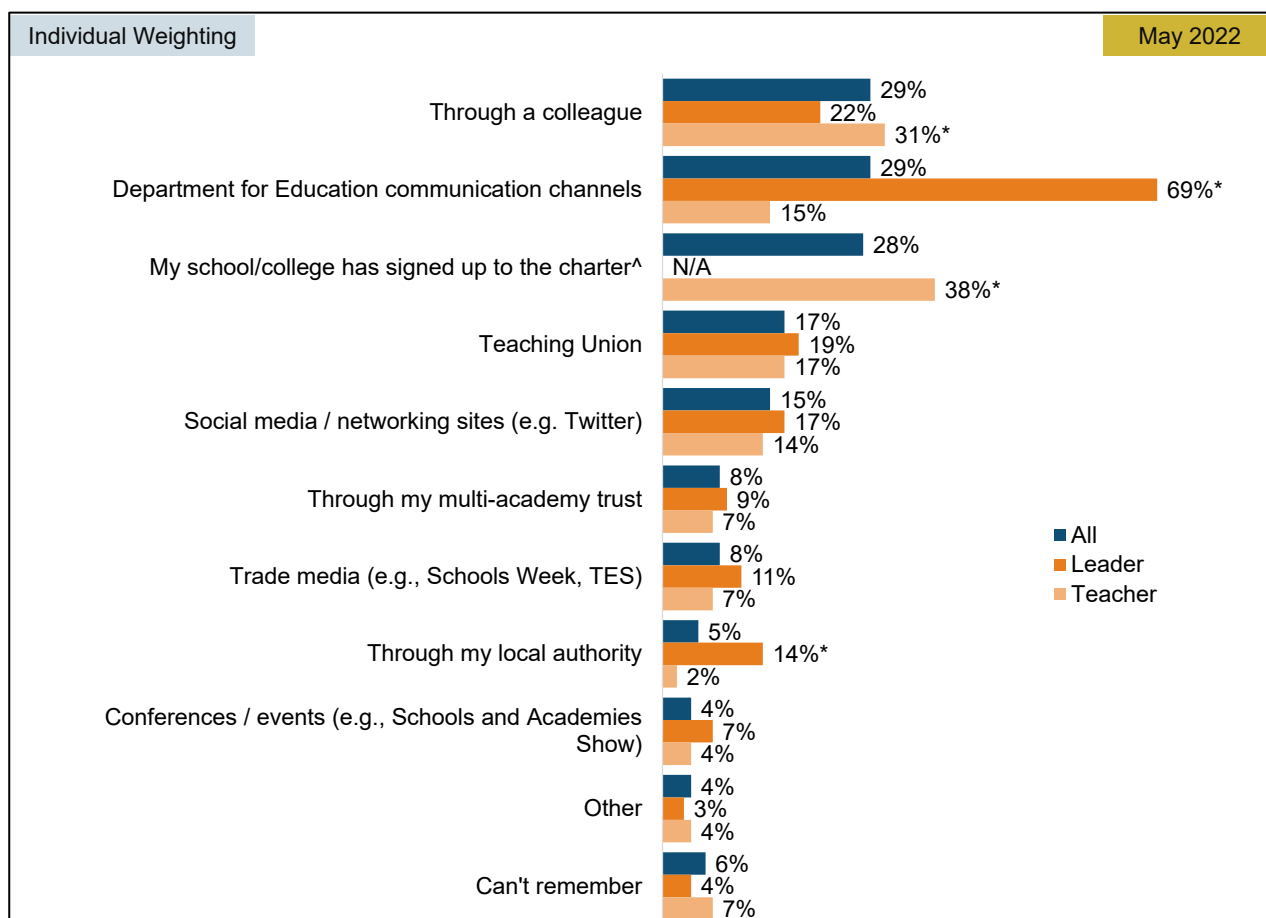
As shown in Figure 11, school leaders who had heard of the charter most commonly reported that they had received information about it from Department for Education communication channels (69%). Leaders were more likely to report that they had received information about the Charter in this way than teachers (69% vs. 15%). Other

channels through which leaders had received information about the Charter were via a colleague (22%), a teaching union (19%), or social media and networking sites (17%).

School teachers were most likely to have received information about the Charter through their school signing up to it (38%),¹⁰ through a colleague (31%), or through a teaching union (17%). Teachers from schools with an Ofsted rating of 'Outstanding' were less likely to report that they had received information about the Charter through their school signing up to it, compared to those in schools rated 'Good' or 'Requires Improvement' (11% compared to 32% for teachers in both schools rated 'Good' and 'Requires Improvement'). In addition, teachers from rural schools were more likely to report receiving information in this way than those in urban schools (40% compared to 26% of teachers in urban schools).

¹⁰ This response option was only available for teachers, not for leaders.

Figure 11. Sources from which leaders and teachers received information about the Education Staff Wellbeing Charter



Source: School College Panel, May 2022 survey. Q2: Panel A leaders and teachers who had heard of the charter (n=396). * Indicates a significant difference between leaders and teachers. ^ Please note that this response option was only available for teachers, not for leaders.

Colleges

College leaders and teachers were also asked whether, prior to the survey, they had heard about the Education Staff Wellbeing Charter. Their level of awareness was similar to that of school leaders and teachers, with a quarter (25%) reporting that they had heard of the Charter and two-thirds (64%) reporting that they had not heard of the Charter.

Out of the 7 college leaders who reported that they had heard of the Charter, 2 reported that they had received information about it through the Department for Education communication channels, 2 through a colleague, and 2 through conferences or events, such as the Schools and Academies Show. College teachers most commonly reported that they had received information about the Charter through their college signing up to it

(9 of the 20 teachers), followed by information via Department for Education communication channels (4), and through a teaching union (4).

Leader and Teacher Wellbeing

Supporting the wellbeing and mental health of staff is a crucial element of the department's commitment to help create a supportive culture in schools and colleges. As part of the Education Staff Wellbeing Charter, published May 2021, the Department has committed to measuring staff wellbeing at regular intervals, track trends over time and build this evidence into policy making.

In May 2022, all leaders and teachers were asked a series of ONS-validated questions about personal wellbeing, including: their life satisfaction, the extent to which they feel the things they do in life are worthwhile, their happiness, their anxiety levels, and job satisfaction. Where averages are reported, these are mean scores. In this wave, respondents who indicated their level of anxiety was 5 out of 10 or higher were also asked about the main cause of their anxiety.

Results are discussed in the following sections. The final section discusses some sub-group differences common across all or nearly all measures covered in this chapter. The findings indicate that measures of wellbeing decreased substantially at the outset of the COVID-19 pandemic. The measures improved in Spring 2021, before declining again towards Winter 2021/22 and February 2022, but have increased from these levels in the current survey.

Life satisfaction

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

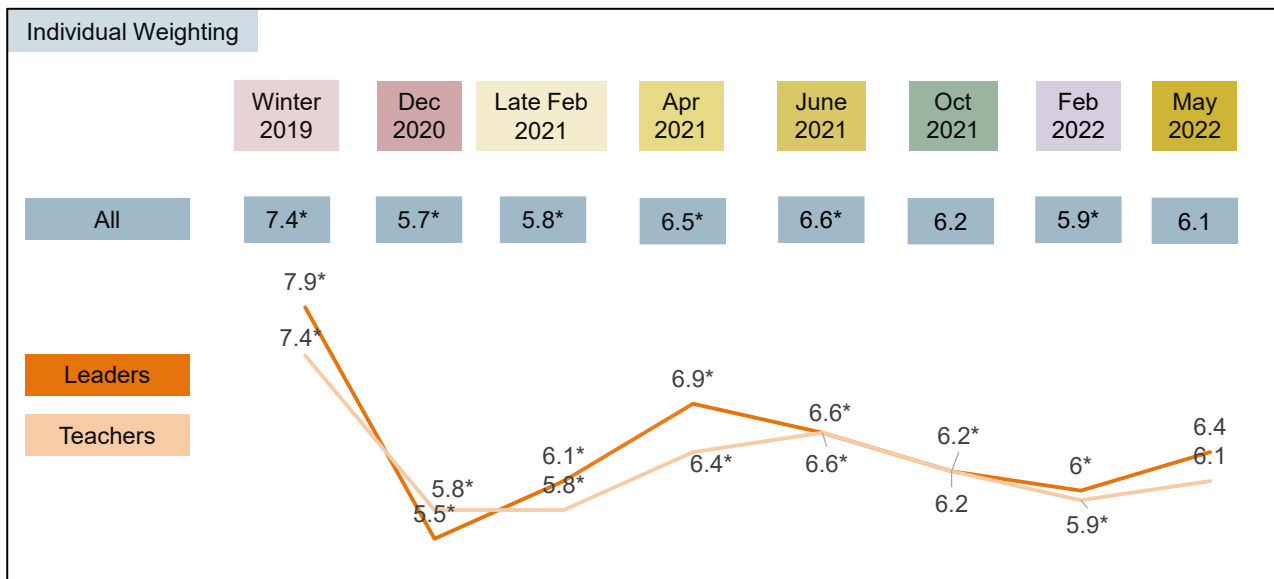
Just over half of school leaders and teachers reported that they were satisfied with their life, with 53% giving a positive score of 7-10 (a score of 7-10 is deemed to indicate high or very high life satisfaction). The mean average score of school leaders and teachers on life satisfaction was 6.1 in May 2022 (a score of 5-6 is deemed to indicate a medium level of life satisfaction).

As shown in Figure 12, life satisfaction levels increased from December 2020 to April 2021, and then fell in the period to February 2022. In this survey, life satisfaction levels had increased, with a higher mean satisfaction score (6.1) than February 2022 (5.9).

Until the May survey, the life satisfaction levels of school leaders and teachers had remained relatively similar since June 2021, with no significant differences found between the groups (6.6 for both in June 2021, 6.2 for both in October 2021, and 6.0 for leaders and 5.9 for teachers in February 2022). In May 2022, however, leaders reported

higher levels of life satisfaction than reported by teachers (6.4 compared to 6.1 for teachers).

Figure 12. Satisfaction with their life nowadays (mean score 0-10)



Source: School College Panel, May 2022 survey N1: All Leaders and Teachers (n=2,395). February 2022 survey I1_1 (n=2,816). October 2021 survey C1_1 (n=1,888). June 2021 survey A1_1 (n=1,876). April 2021 survey C1_1 (n=2,159). Late Feb 2021 survey F6_1 (n=2,580). December 2020 survey H1_1 (n=1,012). Winter 2019 survey T5_1 (n=1,815). * Indicates a significant difference between highlighted wave and May 2022.

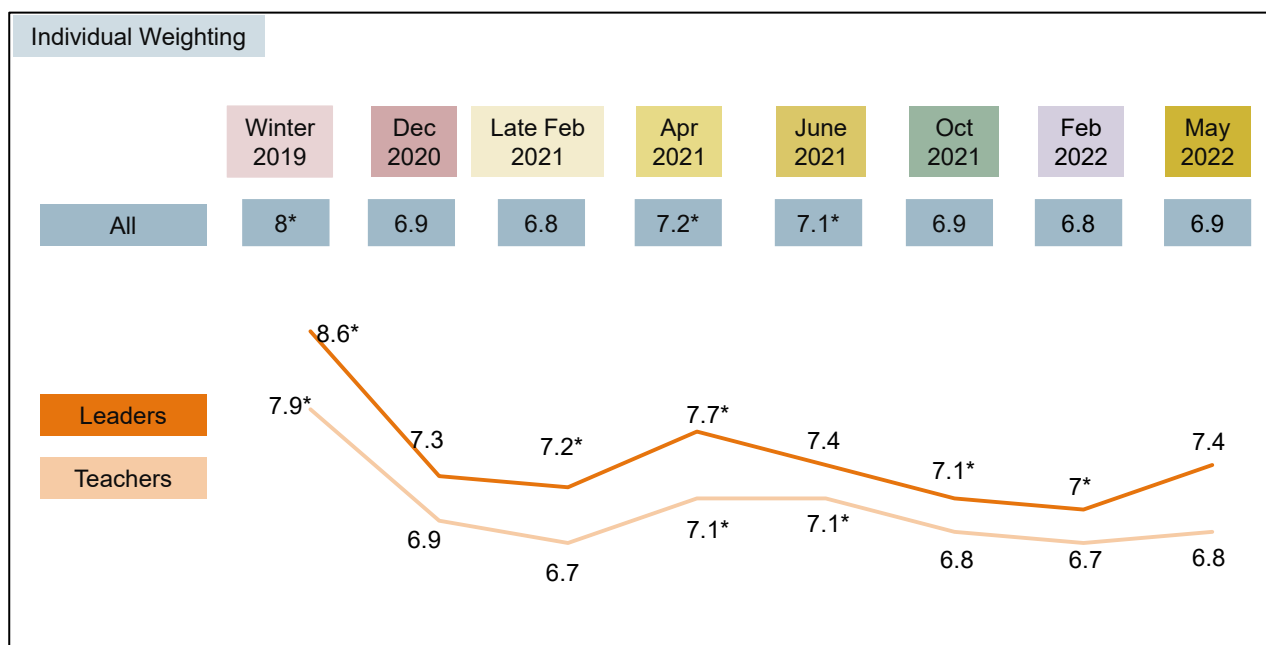
Over half of college leaders and teachers reported that they were satisfied with their life (56% reported a score between 7-10, and with a mean score of 6.2), similar to that of school leaders and teachers.

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?’.

Two-thirds (66%) of school leaders and teachers felt that the things they did in their life were worthwhile (giving a positive score of 7-10), with leaders more likely to report this than teachers (75% compared to 65%, respectively; the mean scores were 7.4 for leaders compared to 6.8 for teachers). The mean worthwhileness score across school leaders and teachers combined (6.9) has remained broadly unchanged in the last two waves (6.8 in February 2022 and 6.9 in October 2021), with a high point in April 2021, with a mean of 7.2.

Figure 13. Extent to which feel the things they do in their life are worthwhile (mean score 0-10)



Source: School College Panel, May 2022 survey N2: All Leaders and Teachers (2,395). February survey I2 (n=2,816). October 2021 survey C1_2 (n=1,888). June 2021 survey A1_2 (n=1,876). April 2021 survey C1_2 (n=2,159). Late Feb 2021 survey F6_2 (n=2,580). December 2020 survey H1_2 (n=1,012). Winter 2019 survey T5_2 (n=1,815). * Indicates a significant difference between highlighted wave and May 2022.

The mean worthwhileness score was 7.1 for college leaders and teachers, with almost three-quarters reporting that they felt that the things they did in their life were worthwhile (73% reporting a positive score of 7-10).

Happiness

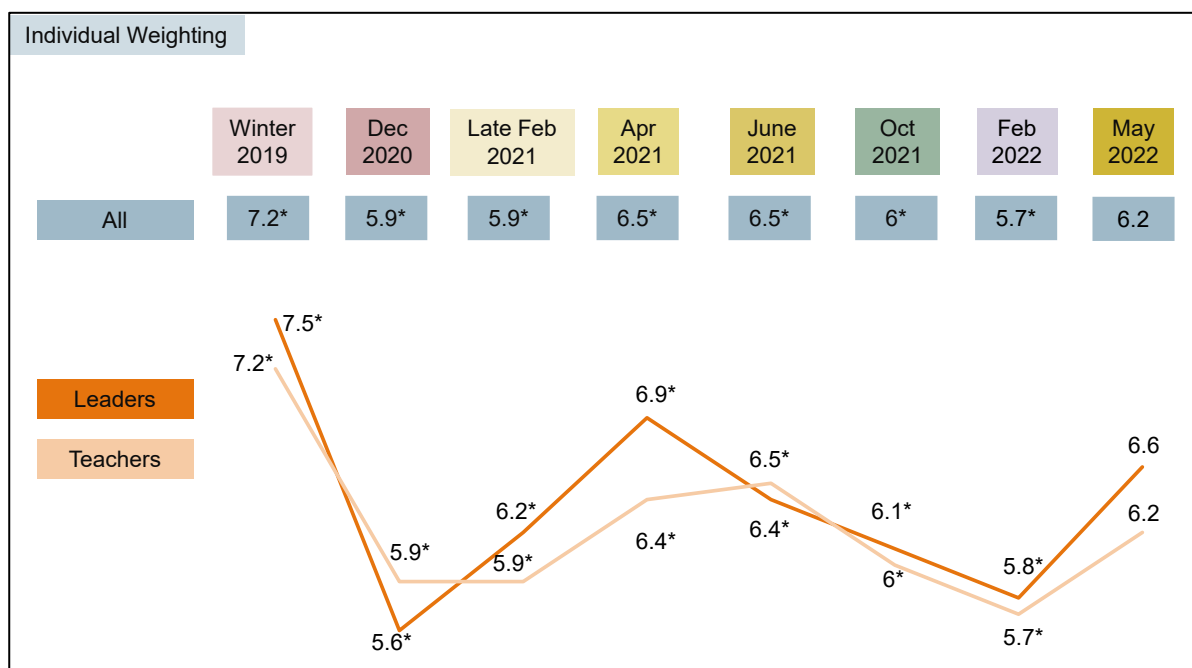
Using the same 0 to 10 scale, leaders and teachers were asked ‘overall, how happy did you feel yesterday?’.

Over half (53%) of school leaders and teachers reported that they were happy yesterday (giving a positive score of 7-10), while almost a quarter (23%) reported low levels of happiness (a score of 0-4). The mean happiness rating for school leaders and teachers combined was 6.2; this was higher for leaders (6.6) than teachers (6.2).

As shown in Figure 14, feelings of happiness follow a similar pattern to life satisfaction, falling sharply from Winter 2019 to December 2020, increasing between December 2020

and April 2021, then decreasing to February 2022, before increasing in the May 2022 survey.

Figure 14. How happy felt yesterday (mean score 0-10)



Source: School College Panel, May 2022 survey N3: All Leaders and Teachers (2,395). February 2022 survey I3 (n=2,816). October 2021 survey C1_3 (n=1,888). June 2021 survey A1_3 (n=1,876). April 2021 survey C1_3 (n=2,159). Late Feb 2021 survey F6_3 (n=2,580). December 2020 H1_3 survey(n=1,012). Winter 2019 survey T5_3 (n=1,815). * Indicates a significant difference between highlighted wave and May 2022.

Three-in-five (61%) college leaders and teachers reported high levels of happiness (a score of 7-10), with a mean score of 6.3.

Anxiety

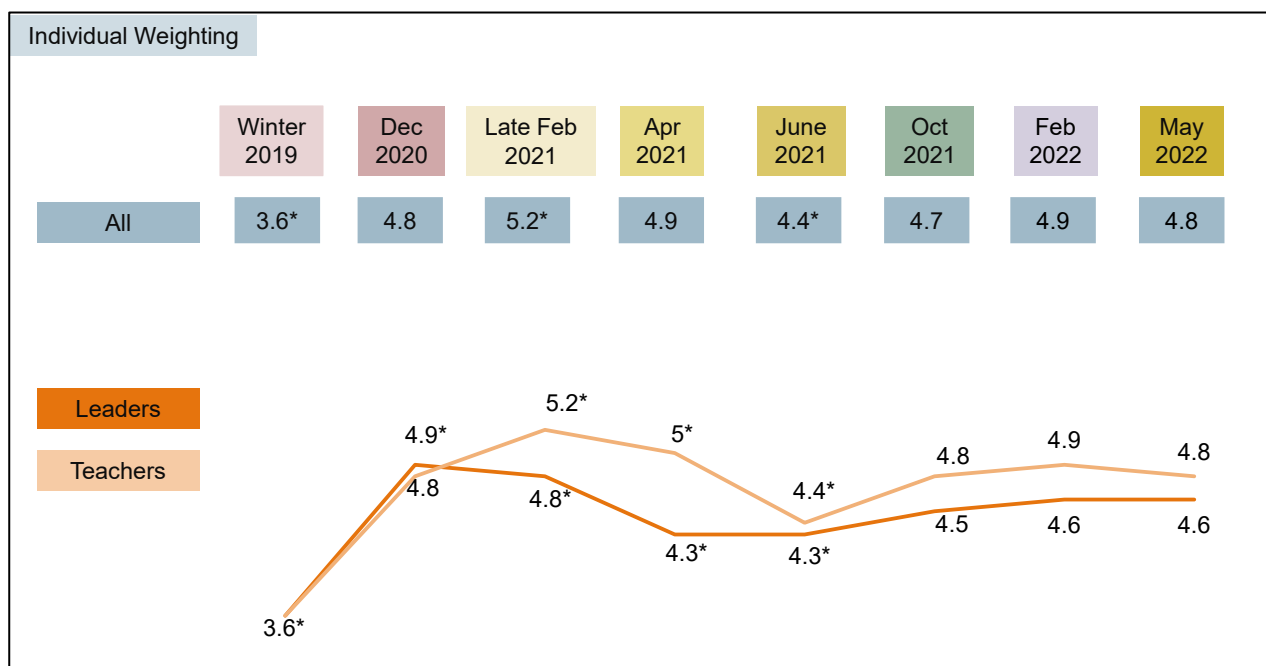
Using the same 0-10 scale, leaders and teachers were asked ‘overall, how anxious did you feel yesterday?’. A low score (between 0-3) represents a positive finding, i.e., not feeling anxious or feeling anxious to a low degree. A rating of 6-10 represents a high level of anxiety, as rated by the ONS.

Almost half (45%) of school leaders and teachers reported a high level of anxiety yesterday. In comparison around a third (35%) of school leaders and teachers reported that they were not anxious or anxious to a low degree (a score of 0-3), with leaders more likely to report this (39% compared to 35% of teachers). The mean anxiety level was 4.8, with no significant differences between school leaders and teachers. There were, though,

differences by phase, with leaders and teachers from primary schools reporting higher mean anxiety levels than those from secondary schools (4.9 vs. 4.7 respectively).

As shown in Figure 15, mean anxiety levels (4.8 in the May wave) are similar to the last two waves (4.9 in February 2022 and 4.7 in October 2021) but higher than in June 2021 (4.4), and substantially higher than in Winter 2019, before the pandemic (3.6). They are, however, lower than the late February 2021 survey (when the mean peaked at 5.2).

Figure 15. Level of anxiety yesterday



Source: School College Panel, May 2022 survey N4: All Leaders and Teachers (2,395). February 2022 survey I4 (n=2,816). October 2021 survey C2 (n=1,888). June 2021 survey A2 (n=1,876). April 2021 survey C2 (n=2,159). Late Feb 2021 survey F4 (n=2,580). December 2020 survey H2 (n=1,012). Winter 2019 survey T6 (n=1,815). * Indicates a significant difference between highlighted wave and May 2022.

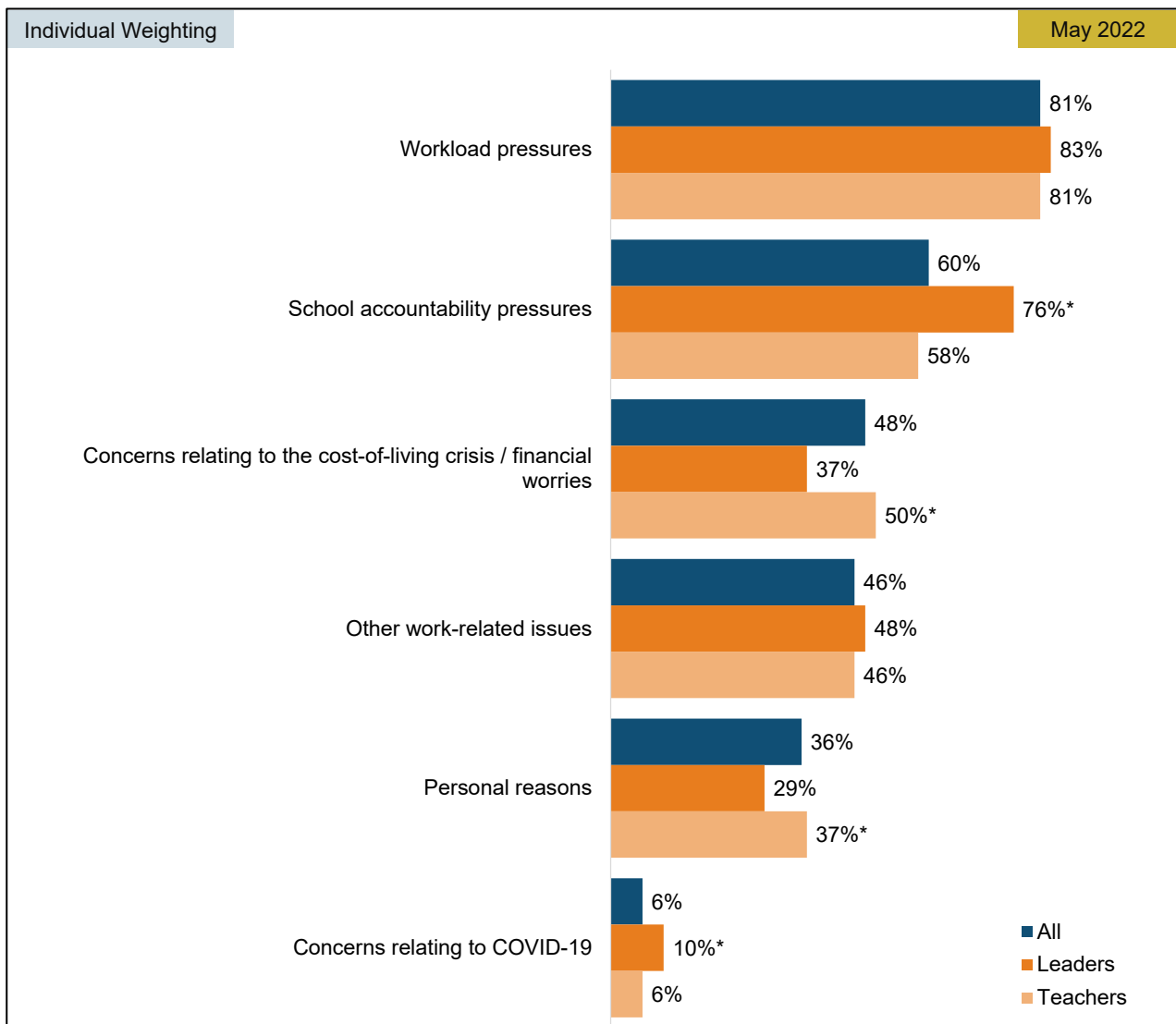
A high level of anxiety (6-10) was reported by around a third (36%) of college leaders and teachers, with a mean score of 4.3.

Sources of anxiety

Leaders and teachers who reported scores of 5 to 10 on the anxiety scale were asked what their main source of anxiety was over the past week. As shown in Figure 16, the most commonly reported source was workload pressures, selected by four-fifths (81%) of leaders and teachers. This was followed by school accountability pressures (60%), financial worries and concerns related to the rising cost of living (48%), other work-related issues (46%), and personal reasons (36%). Concerns related to COVID-19 were less commonly selected (6%).

Leaders were more likely than teachers to report school accountability pressures (76% of leaders compared to 58% of teachers) and concerns related to COVID-19 (10% of leaders compared to 6% of teachers) as the main source of their anxiety. Meanwhile, teachers were more likely than leaders to report financial worries and cost of living concerns (50% of teachers compared to 37% of leaders) and personal reasons (37% of teachers compared to 29% of leaders) as their main source of anxiety.

Figure 16. Main source of anxiety



Source: School College Panel, May 2022 survey N5: Leaders and Teachers that scored 5-10 on anxiety scale (1,334). * Indicates a significant difference between leaders and teachers. Responses under 3% are not charted.

Subgroup differences

There were differences by subgroup in the likelihood of those feeling anxious to report financial worries related to the rising cost of living as the main cause, with the following groups of school leaders and teachers more likely to report this:

- Those aged under the age of 35 (54% compared to the overall average of 48%)
- Males (54% vs. 47% of females)
- Those who are BAME (61% BAME¹¹ vs. 47% white)
- Those with a disability (58% vs. 46% of those without a disability).

Other differences by subgroups in the main causes of their anxiety were:

- Headteachers (88%) and deputy headteachers (71%) were more likely than average (60%) to report school accountability pressures as their main anxiety source
- Those aged between 55-64 were more likely than those younger than them to report other work-related issues as their main anxiety source. (58% vs. 46% of younger leaders and teachers).

Colleges

College leaders and teachers that had an anxiety score of 5-10 showed a similar pattern of responses to school leaders and teachers when choosing their main source of anxiety. Workload pressures (85%), financial worries and concerns related to the rising cost of living (56%), college accountability pressures (42%), and other work-related issues (42%) were the top four responses selected. This was followed by personal reasons (25%) and concerns related to COVID-19 (10%).

A higher proportion of college leaders indicated that college accountability pressures were the main cause of their anxiety (6 out of 7 leaders) than college teachers (16 out of 45).¹²

Job Satisfaction

All leaders and teachers were asked how satisfied they were with their present job, using a 7-point scale ranging from 'completely dissatisfied' and to 'completely satisfied'.

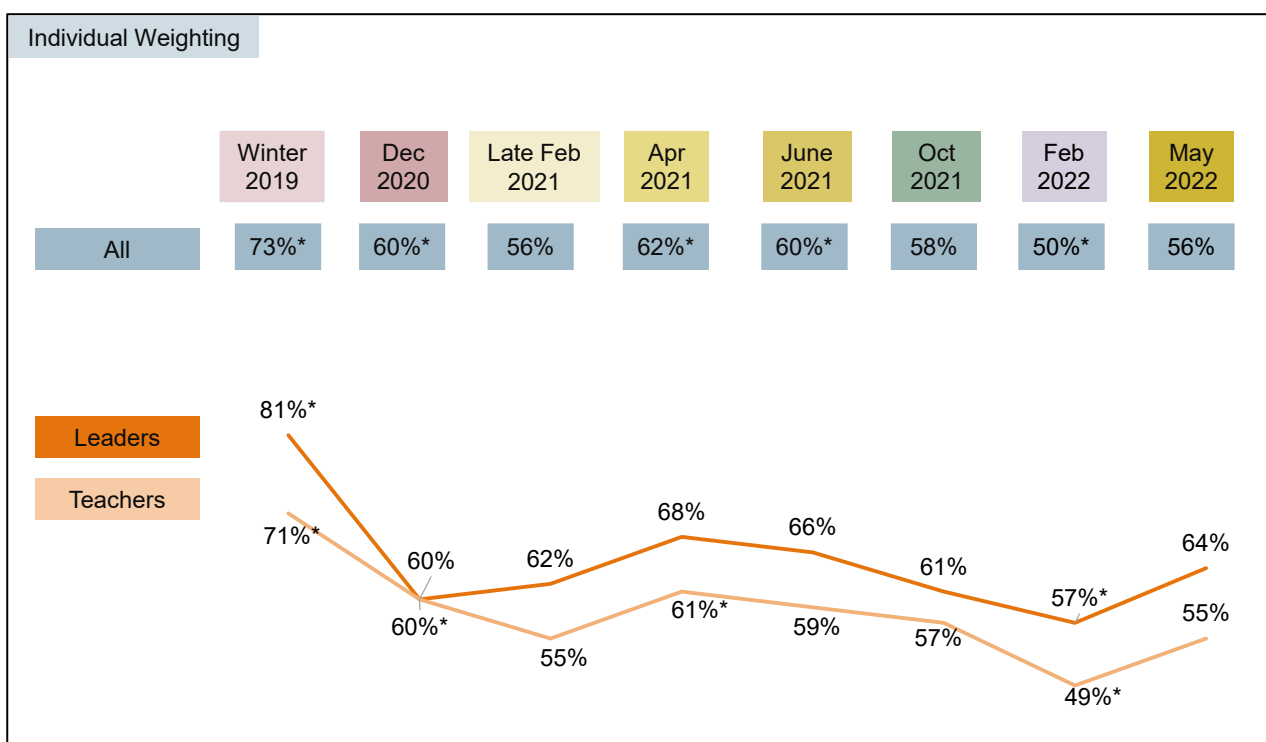
¹¹ Due to small base sizes, Black, Asian and minority ethnic groups are combined for the purpose of ethnicity analysis and reporting.

¹² Due to small base size, this difference should be treated as indicative only.

Overall, over half (56%) of school leaders and teachers reported feeling either somewhat, mostly or completely satisfied with their job though this was higher among leaders (64%) than teachers (55%). Teachers were more likely to report they were somewhat, mostly or completely dissatisfied in their current job than leaders (38% of teachers compared to 30% of leaders).

As shown in Figure 17, school leader and teacher job satisfaction levels have increased since February 2022 (from 50% in February 2022 to 56% in May 2022). However, job satisfaction levels remain lower in May 2022 (at 56%) than in June and April 2021 (60% in June 2021 and 62% in April 2021).

Figure 17. Satisfaction with present job (proportion ‘somewhat’, ‘mostly’ or ‘completely’ satisfied)



Source: School College Panel, May 2022 survey N6: All Leaders and Teachers (n=2,395). February 2022 survey I5 (n=2,816). October 2021 survey C3 (n=1,888). June 2021 survey A3 (n=1,876). April 2021 survey C3 (n=2,159). Late Feb 2021 survey F4 (n=2,580). December 2020 survey H2 (n=1,012). Winter 2019 survey T6 (n=1,815). * Indicates a significant difference between highlighted wave and May 2022.

The same question on job satisfaction was also asked to college leaders and teachers. Seven-in-ten college leaders and teachers reported feeling satisfied with their job, a higher proportion when compared with school leaders and teachers.

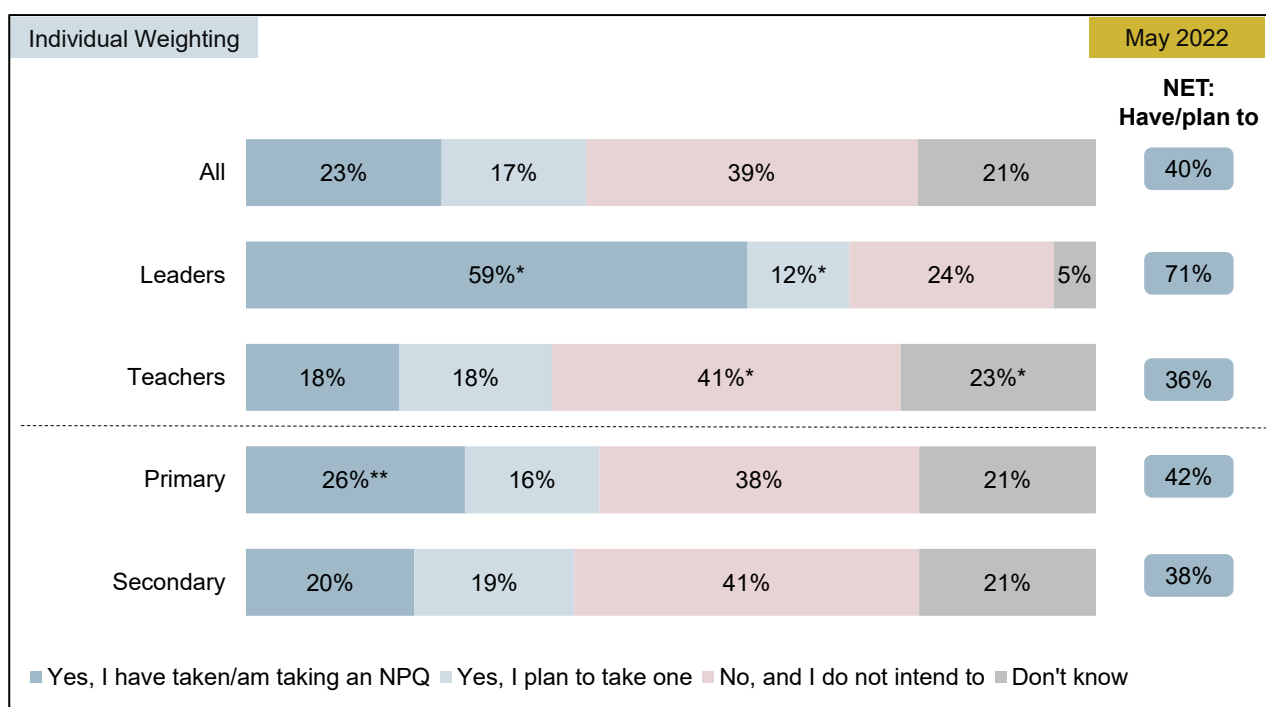
Subgroup differences across different wellbeing measures

- Across all wellbeing measures, apart from job satisfaction, there were differences between school leaders and teachers with a disability (reported by 11% of respondents) and those without a disability. Those with a disability were more likely to report feeling anxious (a mean of 5.3 compared to a mean of 4.7 for those without a disability), were less likely to report feeling happy (a mean of 5.6 compared to 6.3 for those without a disability), to report feeling that the things they do in their life were worthwhile (6.2 compared to 7.0 for those without a disability) and to report feeling satisfied with their life (5.5 compared to 6.2 for those without a disability).
- Female respondents were more likely than male respondents to report higher feelings of worthwhileness (a mean of 6.9 for females compared to 6.7 for males), happiness (6.3 for females compared to 6 for males) but also anxiety (4.9 for females compared to 4.4 for males).
- Those who identified as BAME were more likely to report higher happiness levels than those who identified as white (a mean of 6.6 compared to 6.2, respectively). Meanwhile, those who identified as white were more likely to report higher anxiety levels than those who identified as BAME (a mean of 4.9 compared to 4.3, respectively).

National Professional Qualifications

Leaders and teachers were asked whether they had taken, or planned to take, a National Professional Qualification. The aim was to understand what motivates teachers and leaders to take an NPQ and why some are not planning on taking an NPQ. The findings will be used to help the department improve take-up of NPQs. As shown in Figure 18, almost a quarter were currently or had previously undertaken an NPQ (23%), and around a sixth (17%) planned to undertake one. Two-fifths (39%) had not taken and did not intend to take an NPQ. Over a fifth of respondents were unsure if they planned to undertake an NPQ or not (21%).

Figure 18. Whether have taken or plan to take an NPQ



Source: School College Panel, May 2022 survey. T1: Panel B leaders and teachers (n=1,246). * Indicates significant difference between leaders and teachers. **indicates significant difference between primary and secondary leaders and teachers.

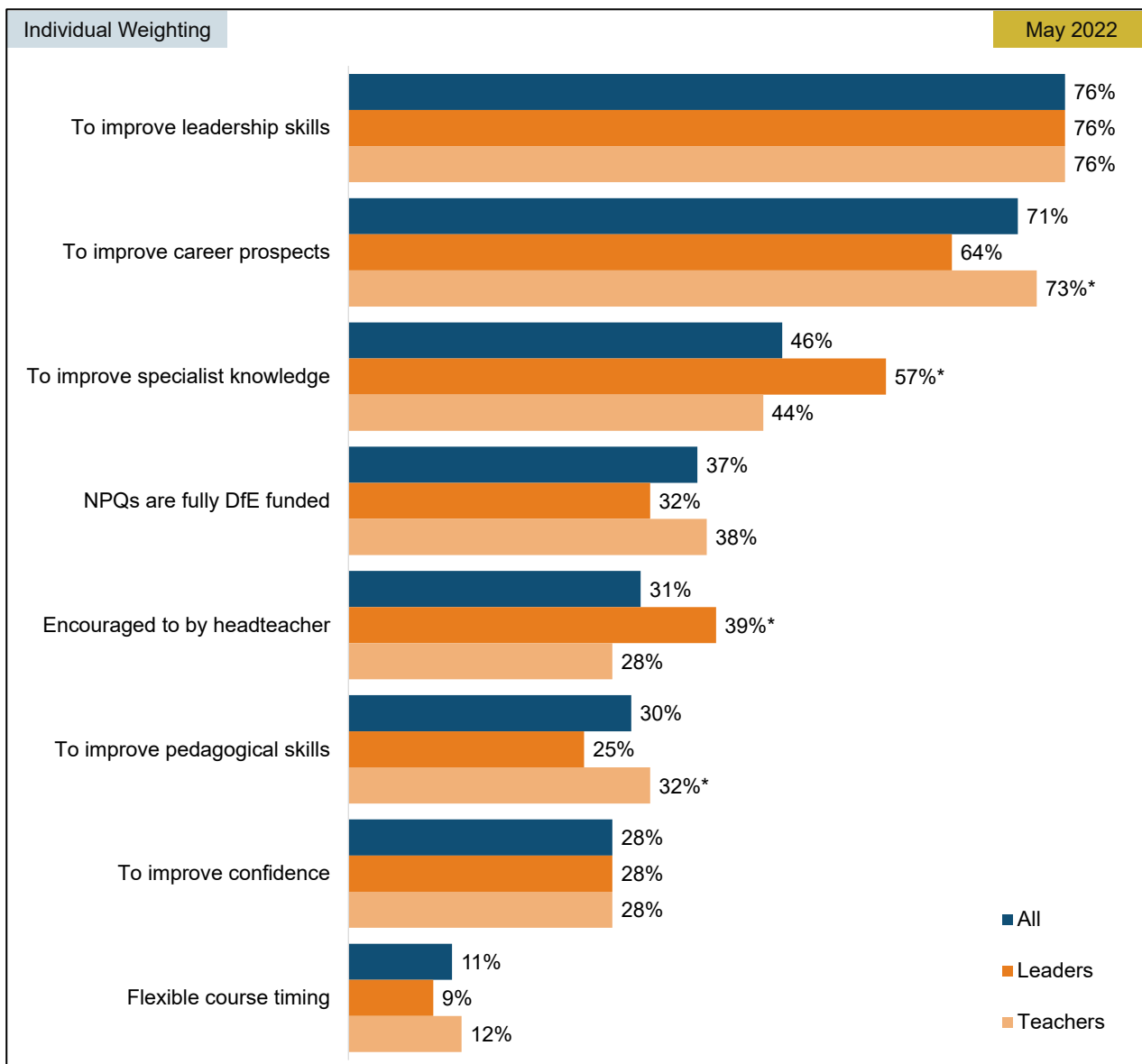
Leaders were more than twice as likely to have taken/be taking an NPQ than teachers (59% vs. 18%). Primary school leaders and teachers were also more likely than those in secondary schools to have taken/be taking an NPQ (26% vs. 20%).

Leaders and teachers from schools with the lowest proportion of FSM-eligible pupils were more likely than those from schools with the highest proportion to say they have not taken and do not intend to take an NPQ (44% vs. 34%).

Those in the Upper Pay Range were more likely not to have taken or plan to take an NPQ (49% vs. 39% overall).

As shown in Figure 19, the main reasons for having taken an NPQ or planning to do so were to improve their leadership skills (76%) and to improve their career prospects (71%).

Figure 19. Motivations for taking/intending to take an NPQ



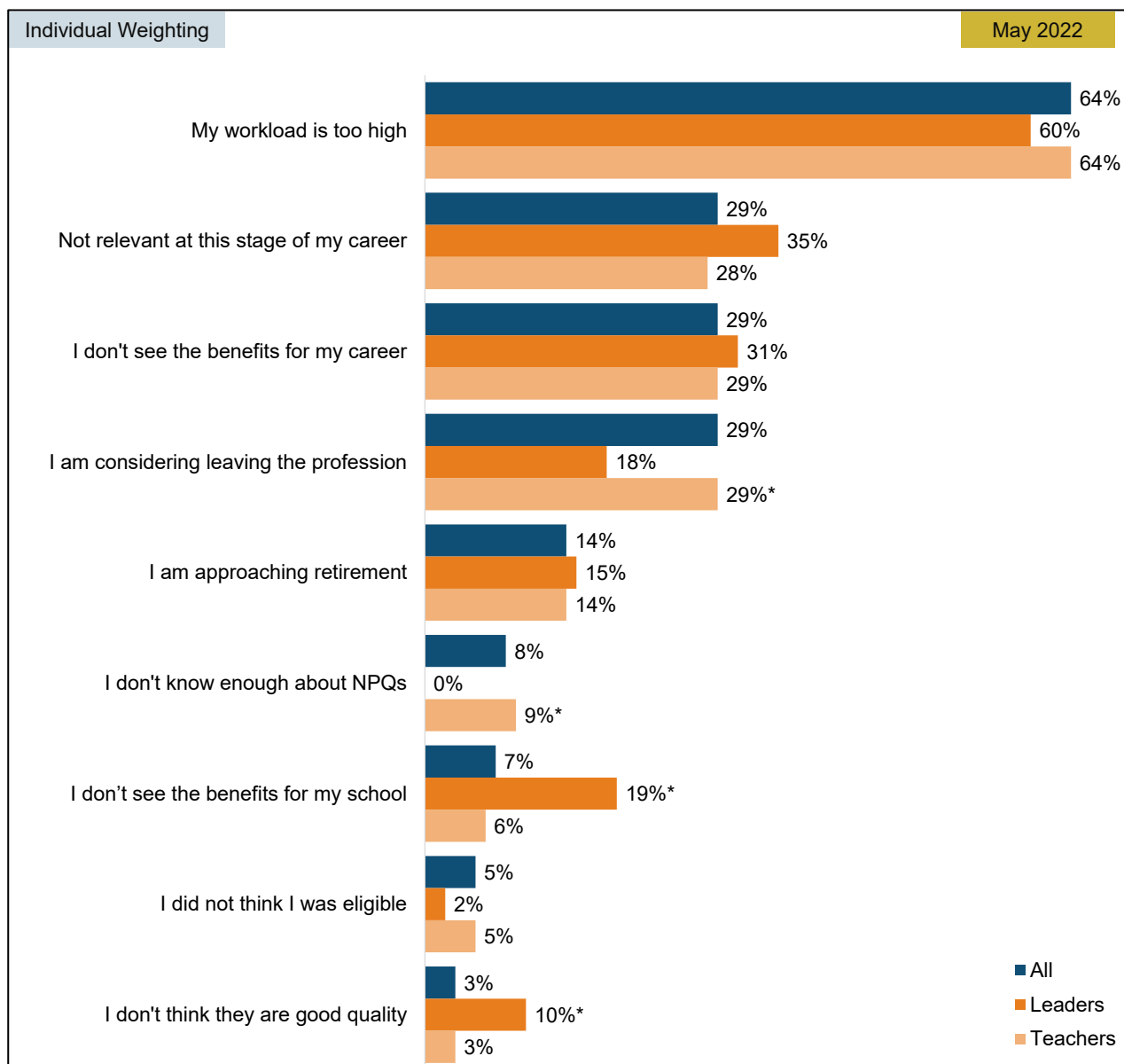
Source: School College Panel, May 2022 survey. T2: Panel B leaders and teachers that took/intended to take an NPQ (n=628). Responses with less than 2% not charted. * Indicates significant difference between leaders and teachers.

Motivations varied by sub-group as follows:

- Teachers were more likely than leaders to be motivated by improving their career prospects (73% vs. 64%) and by improving pedagogical skills (32% vs. 25%).
- Assistant headteachers were more likely than the overall average to say they had been encouraged by their headteacher (48% vs. 31%).
- Qualified teachers in the Main Pay Range were more likely to cite improving their career prospects as a motivation (81% vs. 71% overall), as were men (80% vs. 68% of women).

As shown in Figure 20, workload being too high (64%) was the most common reason why leaders and teachers had not taken, or did not intend to take, an NPQ. Other factors, each mentioned by three in ten (29%) were not seeing any benefits of an NPQ to their career, not believing it to be relevant to them at this stage of their career, and them considering leaving the profession.

Figure 20. Reasons for not intending to take an NPQ



Source: School College Panel, May 2022 survey. T3: Panel B leaders and teachers that had not taken/did not intend to take an NPQ (n=425). Responses with less than 2% not charted. *Indicates significant difference between leaders and teachers.

Leaders were more likely than teachers to say they did not see the benefit for their school in doing an NPQ (19% vs. 6%), and that they did not think NPQs were good quality (10% vs. 3%). In contrast, teachers were more likely than leaders to say that their considering leaving the profession was a factor (29% vs. 18%), and that they did not know enough about NPQs (9% vs. 0%).

Leaders and teachers from secondary schools were more likely than those from primaries to say they thought an NPQ was not relevant at their stage of career (35% vs 23%).

Primary leaders and teachers were more likely to say they did not know enough about NPQs (11% vs 8% overall). This was also the case for qualified teachers in the Main Pay Range (20% vs. 8% overall).

Colleges

College leaders and teachers were also asked about NPQs. Just over a quarter of college teachers (26%) said they had taken or planned to take an NPQ, though almost half (44%) were unsure if they would take an NPQ or not. In comparison 30% said they had not taken an NPQ and did not intend to.

Three (out of 16) college leaders said they had already taken an NPQ, were currently doing so or had plans to take an NPQ. The majority (11), said they had not and did not intend to, with 2 answering 'don't know'.

The 27 college leaders and teachers that had taken an NPQ or planned to, were most commonly motivated by improving their leadership skills (13), their specialist knowledge (11), their pedagogical skills (10) and their career prospects (9).

Those that had not taken an NPQ and had no plans to were asked for their reasons. Similarly to school leaders and teachers, high workload was cited as a key reason (32%), along with NPQs not being relevant at the respondent's stage of career (32%).

Music teaching

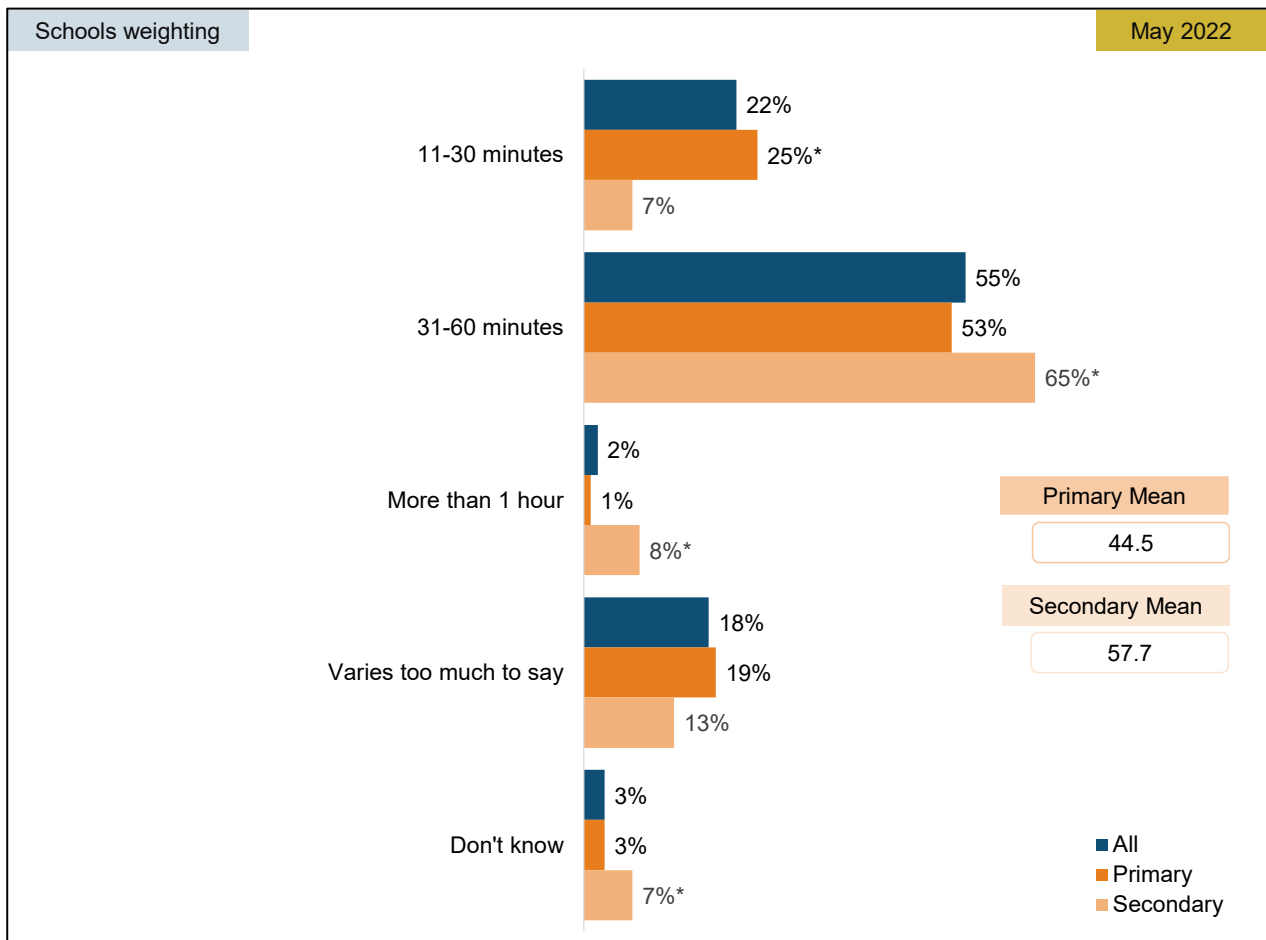
School leaders were asked in which terms of the current academic year pupils had received, or will receive, timetabled music teaching. Those schools providing music teaching in at least one term were then asked how many minutes of timetabled music teaching pupils received on average in a typical week.

Almost all schools (96%) were providing music teaching across all three terms, with small percentages teaching only in one or two terms (2% and 1% respectively). The spread across terms was uniform, with music being taught by 97% of schools in the autumn term, by 97% in the spring term, and by 98% in the summer term.

Among those schools providing timetabled music teaching, the average duration received by pupils was 47¹³ minutes in a typical week. Around half of schools provided between 31-60 minutes of music teaching per pupil per week (55%), and a fifth (22%) provided 11-30 minutes music teaching per pupil per week. One-in-six schools (18%) indicated that the amount of music teaching per week varied too much to say. As shown in Figure 21, primary schools were more likely to provide between 11-30 minutes (25% vs. 7% among secondaries), while secondary schools were more likely to provide between 31-60 minutes (65% vs. 53% among primaries) and more than one hour (8% vs. 1% among primaries). Secondary school pupils received more timetabled music teaching each week on average (58 minutes vs. 45 minutes for primary pupils).

¹³ Values under 5 minutes (26 records) were recoded as invalid responses, and values greater than 120 minutes (3 records) were edited to "Don't know".

Figure 21. Average minutes of timetabled music teaching received by pupils in a typical week



Source: School and College Panel, May 2022 survey. J2: Panel A leaders providing music (excluding invalid responses) (n=469). * Indicates a significant difference between primary and secondary schools.

Knife Crime

Schools and colleges may be involved in dealing with the serious issue of knife crime. The findings discussed in this chapter help build a picture of the scale of knife incidents in school and college settings over time. This information will help to inform the government's response to serious youth violence and can also be used to shape future policies and responses to knife crime within schools and colleges.

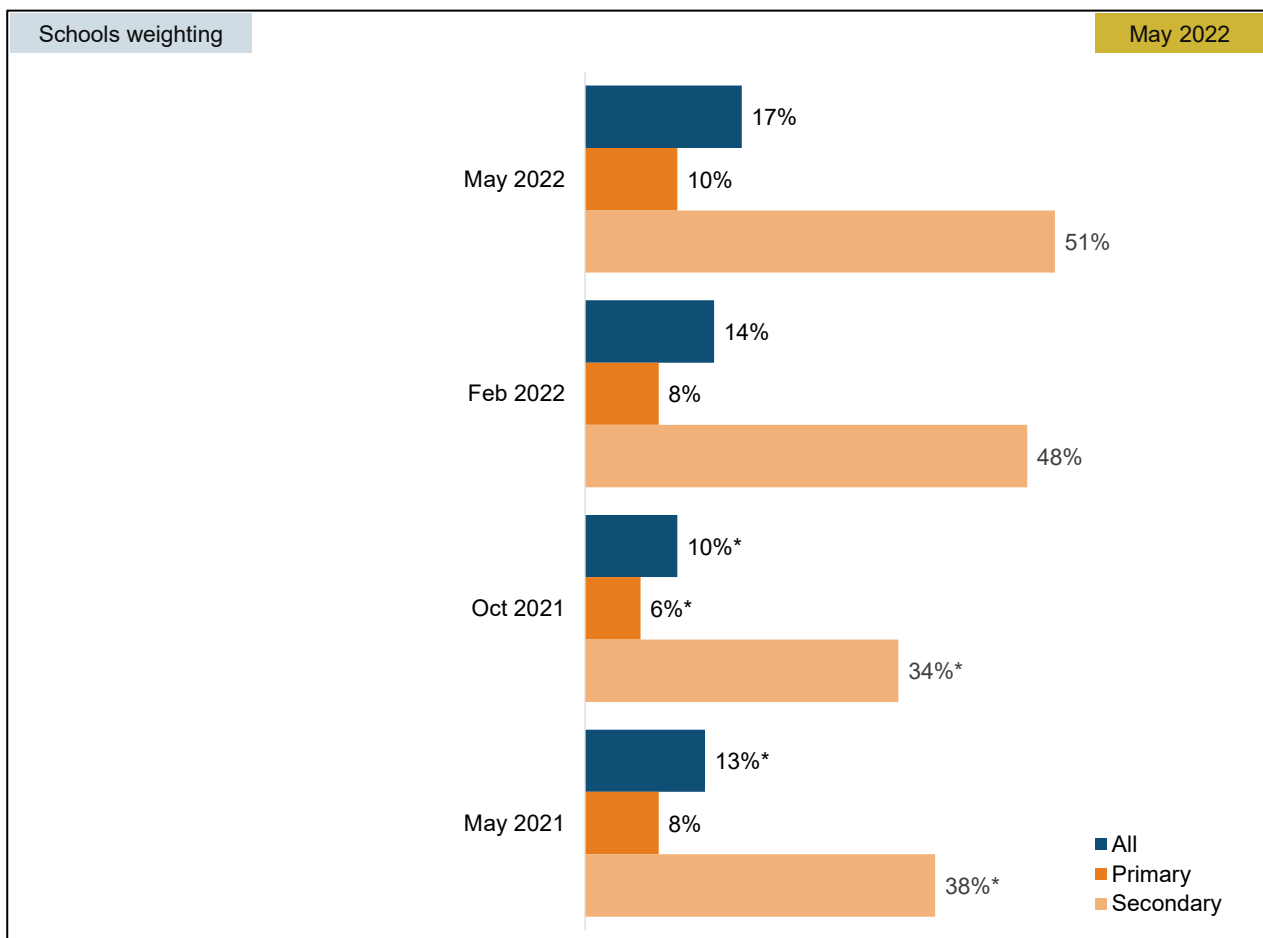
This chapter covers issues relating to knife crime reported by leaders, in particular whether their school or college was actively dealing with knife crime as a safeguarding issue, and how many specific incidents they were dealing with.

Whether currently dealing with knife crime related safeguarding issues

In May 2022, 17% of schools were currently actively dealing with knife crime as a safeguarding issue (in the question wording this was explained as 'meaning you have taken action, however small, as a result of recognising a safeguarding risk to one of your pupils'). This was in line with findings from February 2022, when 14% of schools were dealing with knife crime as a safeguarding issue, but significantly higher than in October 2021 (10%) and in May 2021 (13%).

As shown in Figure 22 below, secondary schools remain much more likely to be actively dealing with knife crime as a safeguarding issue (51% vs. 10% of primary schools).

Figure 22. Proportion of schools actively dealing with knife crime as a safeguarding issue



Source: School College Panel, May 2022 survey. F1: Panel A leaders (n=505). February 2022 survey: Panel B leaders (n=563). October 2021 survey: All schools (n=811). May 2021 survey: All schools (n=1,013).

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

- Schools with the highest proportion of pupils eligible for FSM (26%, compared with 7% of schools with the lowest proportion eligible)
- Urban schools¹⁴ (20%, compared with 6% of rural schools).

Schools in London (33%) were also significantly more likely to be dealing with knife crime as a safeguarding issue than average (17%), a pattern similar to February 2022 (26% in London, compared to 14% on average) and May 2021 (29% in London, compared to 13% on average).

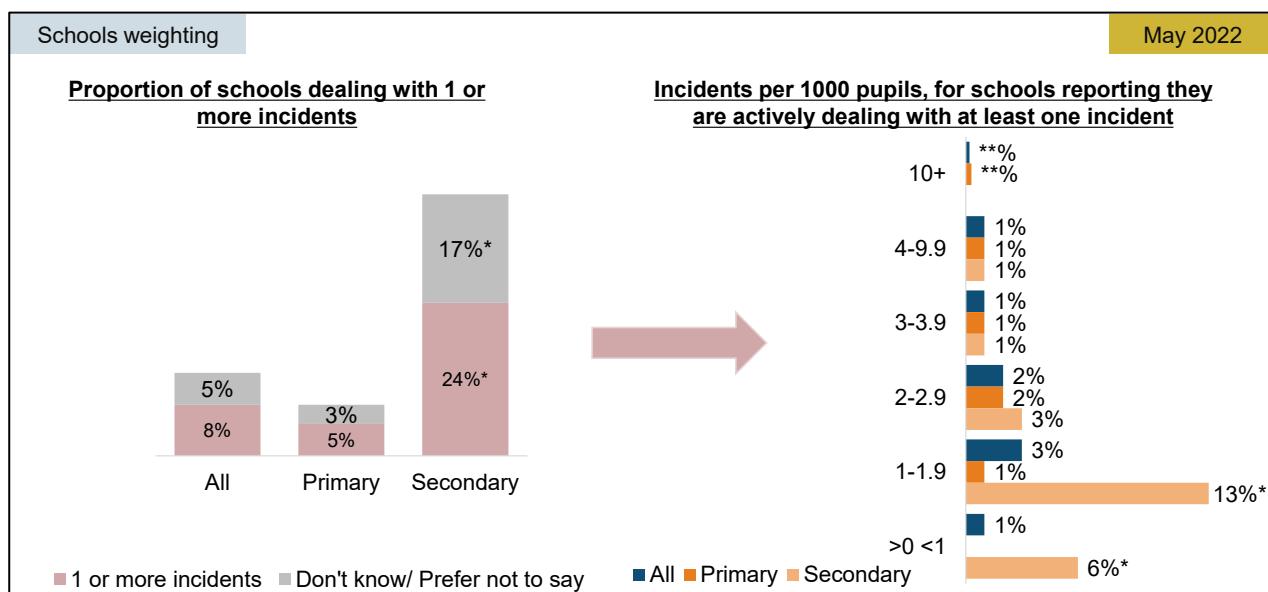
¹⁴ <https://www.gov.uk/government/collections/rural-urban-classification>

Among schools that were dealing with knife crime as a safeguarding issue (which may involve specific incidents or more general safeguarding), the largest proportion (37%) were actively dealing with one individual safeguarding incident involving knife crime, whereas 12% were dealing with two or more incidents and 22% were not actively dealing with an incident at the time of the survey. A further 15% of schools dealing with knife crime as a safeguarding issue did not know how many specific incidents they were dealing with; this was significantly more likely among secondary than primary schools (24% vs. 6%). A mean of 0.9 specific safeguarding incidents involving knife crime were reported across schools who were dealing with knife crime as a safeguarding issue;¹⁵ the same as in February 2022 (0.9), but slightly lower than in October 2021 (1.2) and May 2021 (1.3).

Less than 0.5% of schools reported that they were dealing with more than 10 incidents per 1,000 pupils in the school, and only 1% of schools reported they were dealing with between 4 and 10 incidents per 1,000 pupils. This is similar to findings from February 2022 and October 2021 (when 2% of schools were dealing with between 4 and 10 incidents). May 2022 results are shown in Figure 23.

¹⁵ This average includes the 22% who were not actively dealing with any incidents.

Figure 23. Number and proportion of individual safeguarding incidents involving knife crime schools are actively dealing with



Source: School College Panel, May 2022 survey. F2: Panel A leaders (n=505). * Indicates a significantly higher difference between primary and secondary schools. **Indicated a percentage smaller than 0.5%.

Among colleges, 8 of the 16 leaders surveyed confirmed they were actively dealing with knife crime as a safeguarding issue. When college leaders were last asked about knife crime as a safeguarding issue in February 2022, 16 out of 22 leaders reported that their college was dealing with a specific safeguarding incident related to knife crime at the time.

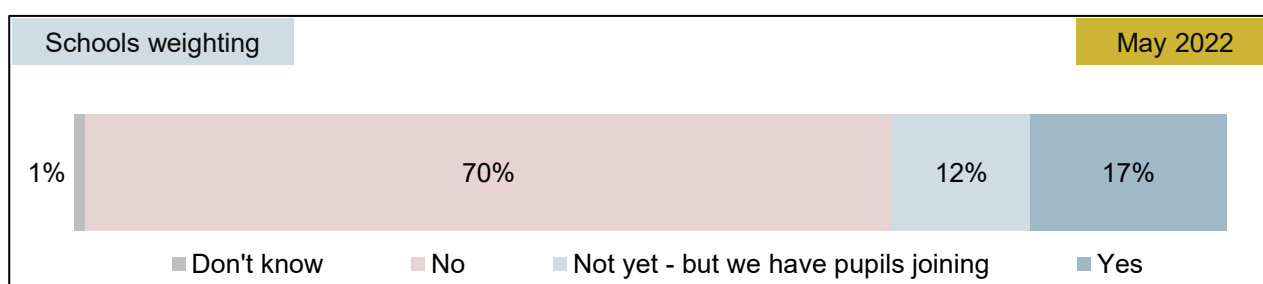
Of the 8 college leaders in May that were dealing with knife crime as a safeguarding issue, 2 were dealing with one safeguarding incident, 1 was dealing with two incidents and 1 was dealing with three specific incidents. In addition, 2 were unsure and 1 said they were not active dealing with a specific safeguarding incident related to knife crime at this time.

Ukraine family/ sponsorship scheme

The Ukraine Family Scheme allows Ukrainian nationals and their family members to come to the UK. The Ukraine Sponsorship Scheme allows people in the UK to sponsor an applicant from Ukraine to reside with them in the UK.

Around a sixth (17%) of schools reported having new pupils join their school who had arrived in the UK via this scheme, and in addition one in eight (12%) had pupils due to join their school via these schemes.

Figure 24. Proportion of schools who have had pupils join that arrived in the UK via Ukraine Family and/or Ukraine Sponsorship scheme



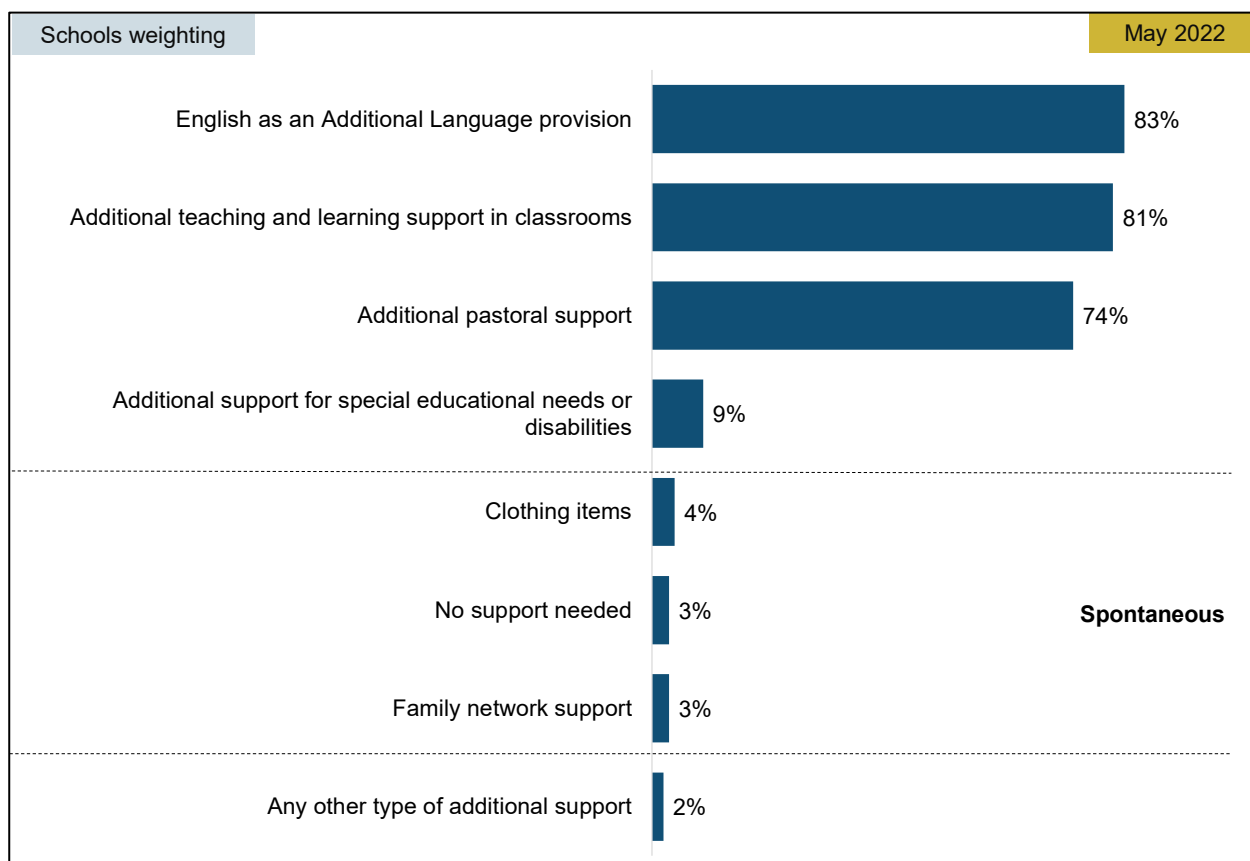
Source: School College Panel, May 2022 survey. G1: Panel B leaders and teachers (n=512).

Primary schools were more likely than secondary schools to say they had not had pupils join via these schemes (73% vs. 57%). This was particularly the case for primary non-academies (76%).

Schools with the lowest proportion of FSM-eligible pupils were more likely to have had pupils join via this scheme (27% vs. 17% overall), as were rural schools (25% vs. 15% of urban schools).

Schools with pupils that had joined via the scheme were asked what types of additional support they had required, if any. As shown in Figure 25, over four-fifths reported that these pupils had required English as an Additional Language provision (83%) and additional teaching and learning support in classrooms (81%). Almost three-quarters said pupils had required additional pastoral support (74%).

Figure 25. Types of support required by pupils joining school that entered UK via Ukraine Family/Ukrainian Sponsorship Scheme

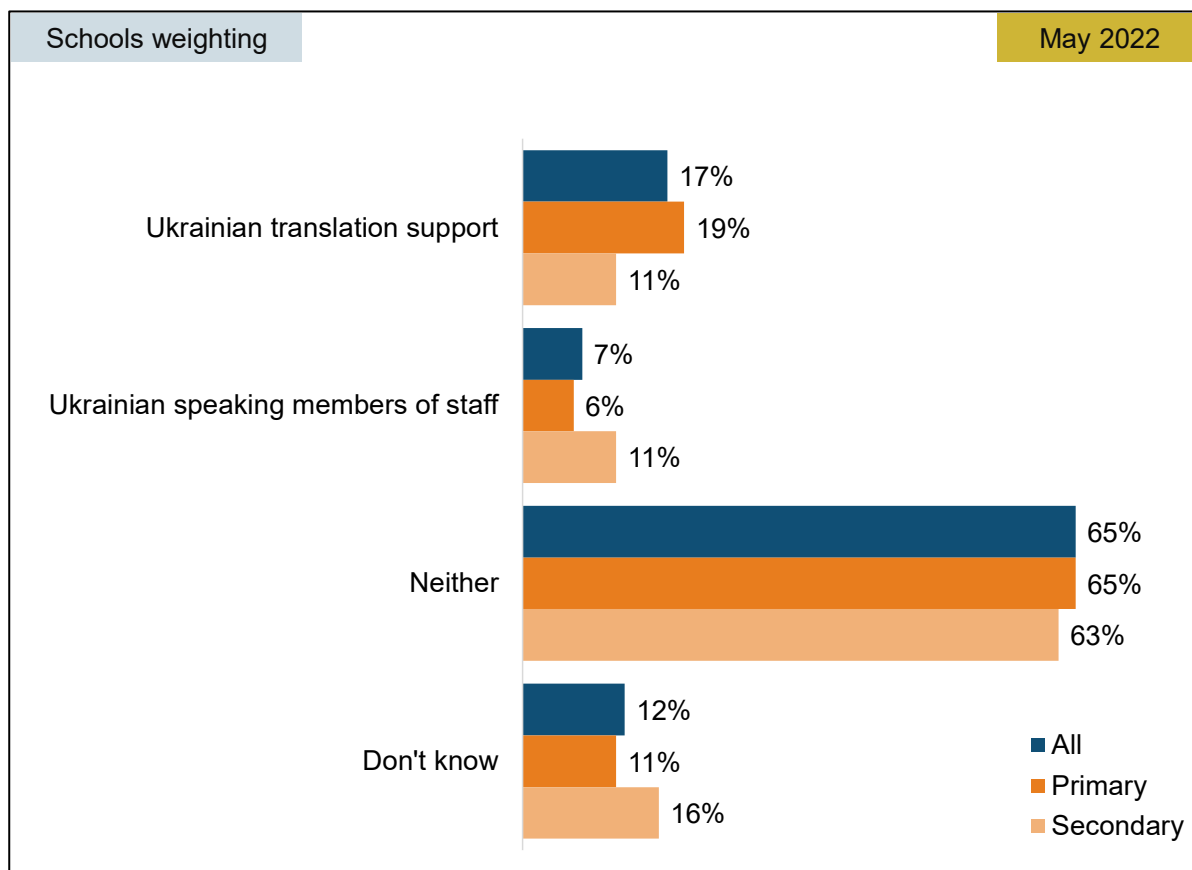


Source: School College Panel, May 2022 survey. G2: Panel B leaders that have had new pupils join (n=86). Responses with less than 2% not charted.

Primary schools were more likely to say that these pupils had required additional teaching and learning support in classrooms than secondary schools (86% vs. 61%).

Schools with pupils that entered the UK via these schemes were also asked if they have access to Ukrainian speaking members of staff, or translation support. The majority (65%) had not had access to either. Approaching one-in-five (17%) said they had access to translation support (via the Local Authority, a charity or other), while 7% had a Ukrainian speaking member of staff. As shown in Figure 26, there was no significant difference in the responses given by primary and secondary schools.

Figure 26. Whether schools had access to support methods



Source: School College Panel, May 2022 survey. G3: Panel B leaders that have had or will have new pupils join (n=162).

Primary non-academies were more likely to have access to translation support (24% vs. 17% overall).

College leaders and teachers were also asked if any pupils who had joined their college had arrived in the UK via the Ukraine Family/Ukraine Sponsorship Scheme. From the 16 college leader responses, 1 had a student (or students) who had joined their college after arriving in the UK via the Ukraine Sponsorship / Ukraine Family Schemes. A further 4 out of 16 anticipated they would have students joining via the scheme soon, and 3 were unsure. Two percent of college teachers were aware of new pupils in their college who have arrived via the Ukraine Family and/or the Ukraine Sponsorship scheme.

Of the 3 college leaders and teachers that had any students in their college join via this scheme, 2 said they had required additional pastoral support and English as an Additional Language provision, one said they had needed additional teaching and learning support in classrooms, and one reported that the pupils had needed support for special educational needs.

None of the ten college leaders and teachers that had, or were soon to have new pupils join, said they had access to Ukrainian speaking members of staff or translation support.

Cost of Living

The rising cost of living refers to the fall in real disposable incomes (adjusted for inflation and after taxes and benefits) that the UK has experienced since late 2021.¹⁶ The Department wants to understand how the rise in cost of living is affecting schools, colleges, young people and their families.

Parents and pupils asking for advice on welfare or financial support

Schools were asked if, since the start of the academic year, there had been an increase in the number of parents or students at their school asking for advice on welfare or financial support (e.g., access to food banks or about free school meals). Around three-quarters (74%) of school leaders said there had been an increase. Schools with the highest proportion of pupils with FSM entitlement were more likely to have seen this increase (80% vs. 53% among schools with the lowest proportion of pupils entitled to FSM). There was also a regional difference; more schools in the North West had seen an increase, compared to the overall figure (84% vs. 74% overall).

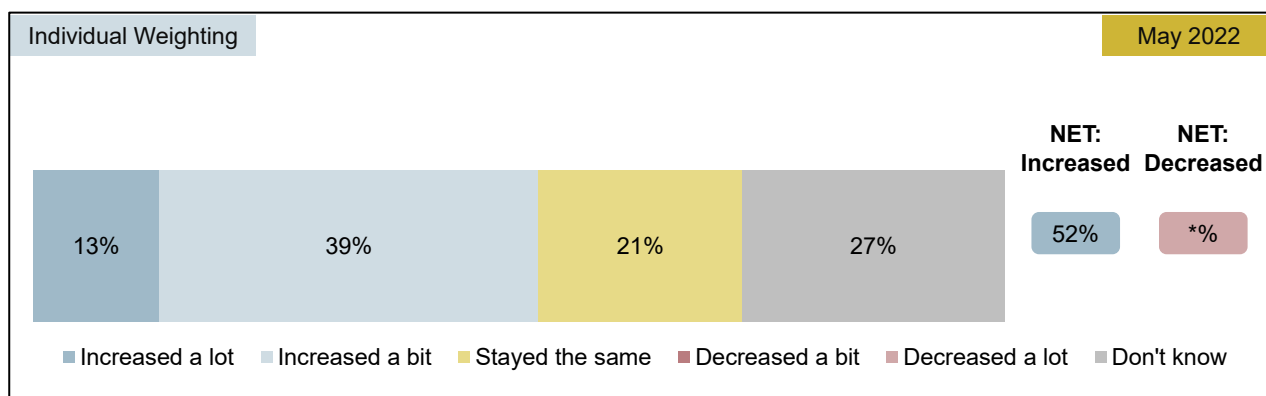
Similarly, most college leaders (13 of the 16) reported that there had been an increase since the start of the academic year in the number of parents or students asking for advice on welfare or financial support. Around half of college teachers (52%) also said the same.

Pupils arriving to school hungry

Teachers were asked if, since the start of the academic year, the number of pupils arriving at their school hungry had increased, decreased or stayed the same. As shown in Figure 27, just over half of teachers (52%) reported that the number of pupils arriving hungry had increased. Around a fifth (21%) said it had stayed the same, and less than 1% stated that it had decreased. Just over a quarter (27%) did not know.

¹⁶ [Cost of living crisis | The Institute for Government](#)

Figure 27. Since the start of the academic year, has the number of pupils arriving at school hungry has increased, decreased or stayed the same



Source: School College Panel, May 2022 survey. D2: Panel A teachers (n=644). Decreased a bit was selected by <1% and decreased a lot was selected by 0%. *indicates <1%

Teachers in primary schools were more likely to say pupils arriving hungry had increased compared to those working in secondary schools (59% vs. 44%). Teachers from schools with the highest proportion of pupils with FSM entitlement were around twice as likely to report an increase compared to those with the lowest proportion entitled (68% vs. 33%). Teachers from urban schools were also more likely to report an increase compared to their counterparts in rural areas (54% vs. 43%).

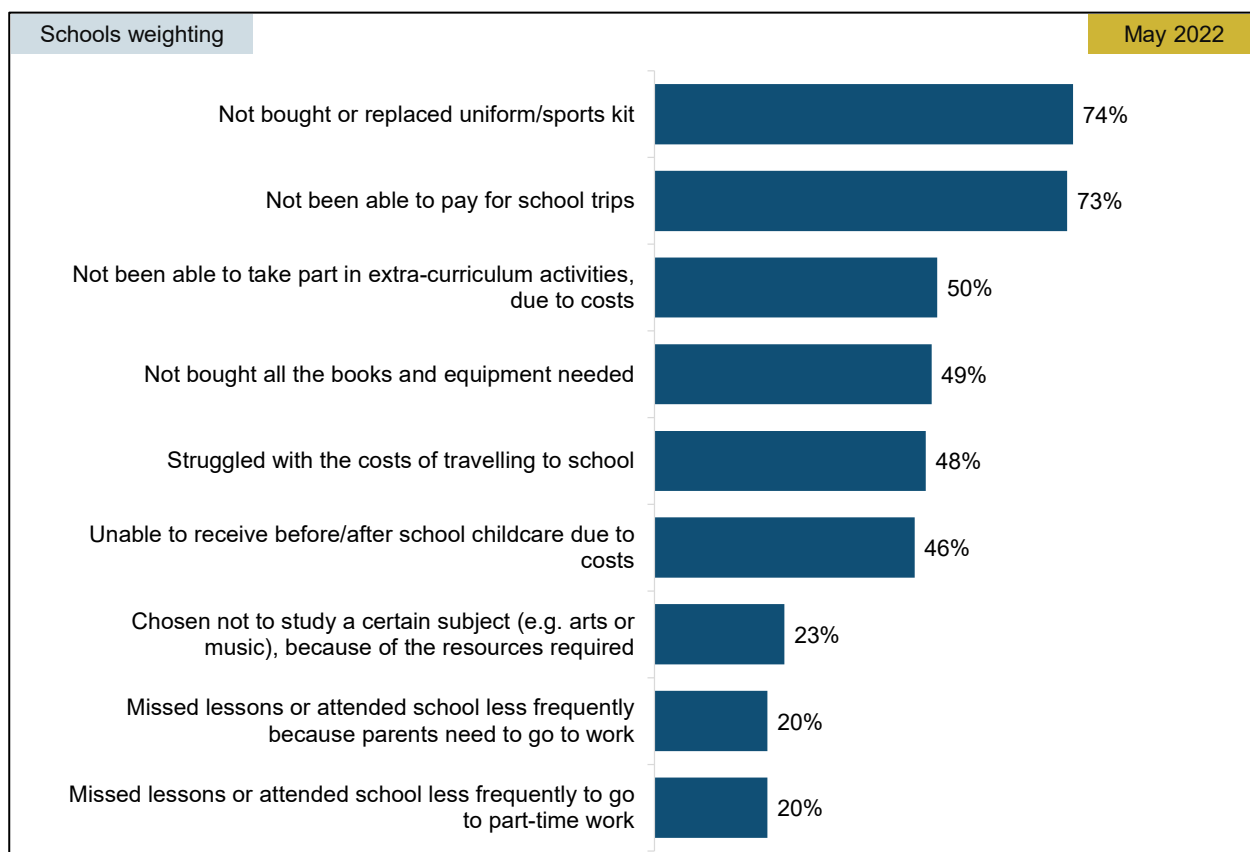
College teachers reported similarly to schools, with just over half (53%) reporting that the number of learners arriving hungry had increased. One-in-six (16%) said it had stayed the same since the start of the academic year, and 1% stated that it had decreased. Like school teachers, just under a third (30%) did not know.

Impact of cost of living on pupils' school experience

Schools were also asked if, since the start of the academic year, there had been increases in a number of pupils who have struggled with the impact of the rising cost of living in a number of areas.¹⁷ Around three-quarters of schools reported an increase in the number of pupils who had not bought or replaced uniform/sports kit (74%) and not been able to pay for school trips (73%). Around half had seen increases in the number of pupils unable to take part in extra-curricular activities because of the cost (50%), unable to buy all the books and equipment needed (49%), struggling with the costs of travelling to school (48%), and unable to pay for before or after school childcare (46%). The full list is shown in Figure 28.

¹⁷ All percentages reported exclude schools answering 'not applicable' e.g., those who have not run any school trips.

Figure 28. Whether schools had seen an increase in the following areas since the start of the academic year



Source: School College Panel, May 2022 survey. D2: Panel A leaders excluding those answering not applicable (n ranges from 401-490). Base for primary school-specific statement (n = 263). Base for secondary school-specific statement (n=188). Each of these statements should be read in full as “Since the start of the academic year have you seen an increase in the number of pupils at your school who have...”

Secondary schools were more likely to report increases in the following areas since the start of the academic year, compared to primaries:

- The number of pupils who had not bought all the books and equipment needed (60% vs. 42% of primaries)
- The number of pupils struggling with the costs of travelling to school (62% vs. 44%)
- The number of pupils missing lessons or attending school less frequently because parents needed to go to work and the pupil had to, for example, care for younger siblings (37% vs. 16%).

Conversely, primary schools were more likely to report an increase in the number of pupils at school who had chosen not to study a certain subject (e.g., arts or music), because of the resources required (30% vs. 13% of secondary schools).

Schools with the highest proportion of pupils with FSM entitlement were more likely than schools with the lowest proportion to have seen increases in all the aspects listed in Figure 28, with the exception of the number of pupils at the school who had chosen not to study a certain subject, the number who had not been able to take part in extra-curricular activities due to costs, and the number who had missed lessons or attended school less frequently to go to part-time work.

There were also differences by Ofsted rating. Schools with a 'requires improvement' rating were more likely to report an increase in the following since the start of the academic year compared to schools with a rating of 'outstanding':

- The number of pupils at the school who had not been able to take part in extra-curriculum activities due to costs (57% 'requires improvement' vs. 33% 'outstanding')
- The number of pupils who had not bought or replaced uniform/sports kit (93% vs. 56%)
- The number of pupils struggling with the costs of travelling to school (67% vs. 34%)
- The number of pupils who had missed lessons or attended school less frequently because parents need to go to work (44% vs. 12%).

College leaders were also asked a similar set of questions to schools.¹⁸ Eleven of the 16 college leaders reported that, since the start of the academic year, there had been an increase in the number of learners who missed lessons or attended less frequently e.g., to go to part time work. Eleven also stated an increase in the number of learners who had struggled to afford the costs of transport. More than half (ten college leaders) also reported a rise in the number of learners who had withdrawn from studying since the start of the academic year.

Results among college teachers were similar to college leaders.¹⁹ Just under nine-in-ten (88%) said there had been an increase in the number of learners who missed lessons or attended less frequently to go to part time work. Two-thirds of college teachers also reported an increase in the following:

- The number of learners who struggled to afford the costs of transport to college (68%)

¹⁸ All figures reported exclude 'not applicable' e.g., those who provide free transport to and from college.

¹⁹ All percentages have been calculated excluding those answering not applicable from the base.

- The number of learners who had not bought all the books and equipment needed e.g., technology (68%)
- The number of learners at college who had withdrawn from studying (66%)
- The number of learners who missed lessons or attended college less frequently because parents needed to go to work e.g., caring for younger siblings (64%).

Main challenges schools/colleges will face in the coming months

School and college leaders and teachers were asked, in an open-ended question, what they believe the main challenges, if any, their school or college will face due to the rising cost of living in the coming months. The most common answer, particularly amongst school and college leaders but also frequently mentioned by school teachers too, related to a lack of funding and/or an overstretched budget (either at school or pupil level).

“Using funding to provide uniforms / PE kit, breakfast and break snacks for children who don’t have anything at home, supplementing referrals to foodbanks who are finding their resources stretched. Significant increases in energy bills which will hit school budgets. Support staff are leaving as they are able to access higher pay in retail. Difficulties with recruiting staff for similar reasons.” – *Primary Leader*

“General increasing costs with no additional funding such as the cost of consumables, food and equipment together with rising staff costs - NI contribution which isn’t funded for FE colleges.” – *College Leader*

“There isn’t enough money in the school budget to provide the basics for children - books, resources etc. Class sizes have got bigger, there are fewer TAs, each member of staff does more duties than previously. It has had a huge impact on our work life balance already and this will grow.” – *Secondary Teacher*

Leaders in particular highlighted the impact of rising utility costs to their school or college.

“Energy costs at college will reduce pay award to staff which we fear will increase staff turnover and in turn disrupt students.” – *College Leader*

“Our energy bill has risen from £16k per annum to £70k per annum - this was as high as £100k at one point. This has had a significant

effect on our whole school budget and means is the equivalent of a member of staff.” – *Secondary Leader*

“Cost of fuels for heating, food etc. impact upon costs during the day, and for before and after school club costs. Such clubs need to be affordable to make them a viable option for parents. Yet with e.g., cost of food rising, this makes costs increase. Generally, schools are aware and supportive for families that previously were struggling. This cost of living increase affects these families more. – *Primary Leader*

The last of these quotations touches upon another topic commonly mentioned by school leaders, which was the cancellation of school trips or extra-curricular activities, or these having to be further subsidised by schools as families cannot afford them.

“Change in lessons due to parents not being able to pay for trips, looking for cheaper alternatives, visitors coming in, self-led activities, etc to ensure pupils still having access to the cultural capital and learning experiences.” – *Secondary Leader*

“We are subsidising trips, extra-curricular activities, uniform and wrap around care for families where we are aware of vulnerabilities. This could well increase.” – *Primary Leader*

School and college teachers approached this question from a slightly different angle to leaders, they focussed on the impact the rising cost of living would have on the pupils specifically. It was common for answers from teachers to cite the increase in food poverty and the effects of hunger on pupils’ learning and behaviour.

“Hungry kids are disruptive kids. Lack of money increases stress in a family. Stressed kids are disruptive kids. Disruptive kids are not learning kids.” – *Secondary Teacher*

“Learners will struggle with food, getting into college, as will their families. This will have an impact on their mental health and concentration on college work. Less likely to succeed or not achieve to their potential.” – *College Teacher*

“Children coming into school hungry and tired. Parents who are stressed and worrying about how to keep their families afloat. All of

which put undue pressure on children during a time when they should be able to concentrate on their education.” – *Primary Teacher*

Another challenge reported by school teachers was around the pressure of buying or replacing of uniform, PE kit or clothing on families.

“Parents unable to send children in suitable clothing and shoes, parents struggling to contribute towards trips, events, additional resources (nursery). Children with emotional and behavioural difficulties due to stresses at home.” – *Primary Teacher*

“Replacing uniform especially shoes as these are items that students need to replace more frequently.” - *Secondary Teacher*

There were three challenges particularly highlighted by college leaders and teachers. The first, which was mentioned particularly by college leaders, related to pay freezes or inadequate increases for staff.

“Staff pay award. We want to match staff's rising cost of living via an appropriate pay award, but this will not be affordable given current funding levels.” – *College Leader*

College leaders and teachers also frequently mentioned the impact of rising transport costs on both pupils and staff, and older learners needing to balance school work and part-time employment.

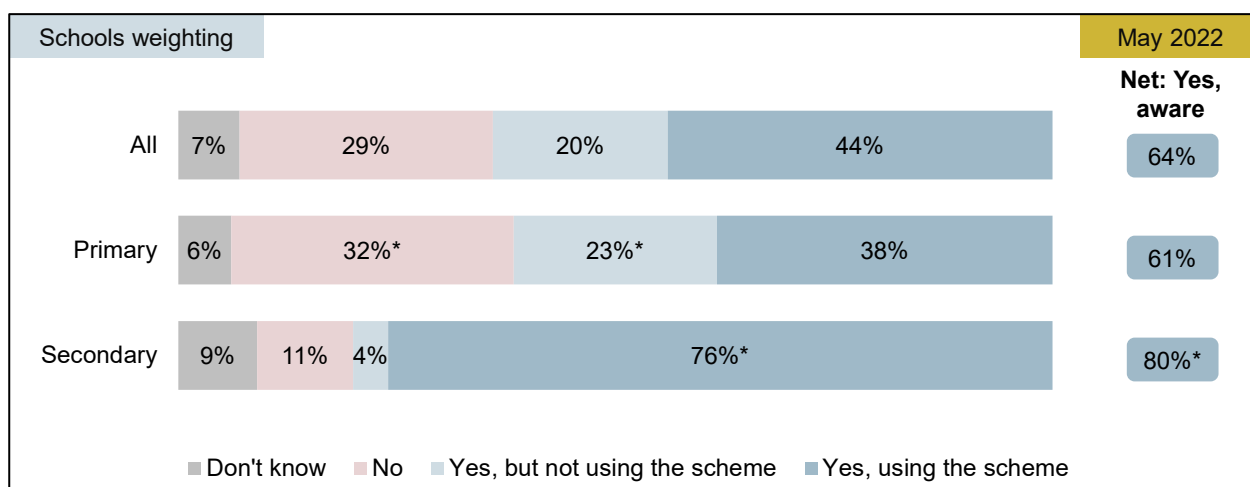
Period product scheme

The period product scheme is available to all maintained schools and 16 to 19 education organisations in England. It provides free period products to girls and women who need them in their place of study. The Department has recently announced that the period product scheme will continue until at least 2024.

DfE has committed to supporting the most disadvantaged and vulnerable children and young people through high-quality local services so that no one is left behind. By providing girls and women with access to period products in their place of study, the department is ensuring that inability to access products is not holding anyone back. Questions were asked to the School and College Panel to better understand the awareness of the programme and potential impacts on learners.

Almost two-thirds of schools were aware of this scheme prior to the survey (64%), with this being higher among secondary schools (80%) than primaries (61%). Over two-fifths of schools were using the scheme (44%), rising to three-quarters when looking at secondary schools (76% compared with 38% of primary schools).

Figure 29. Whether aware of and using DfE’s period product scheme



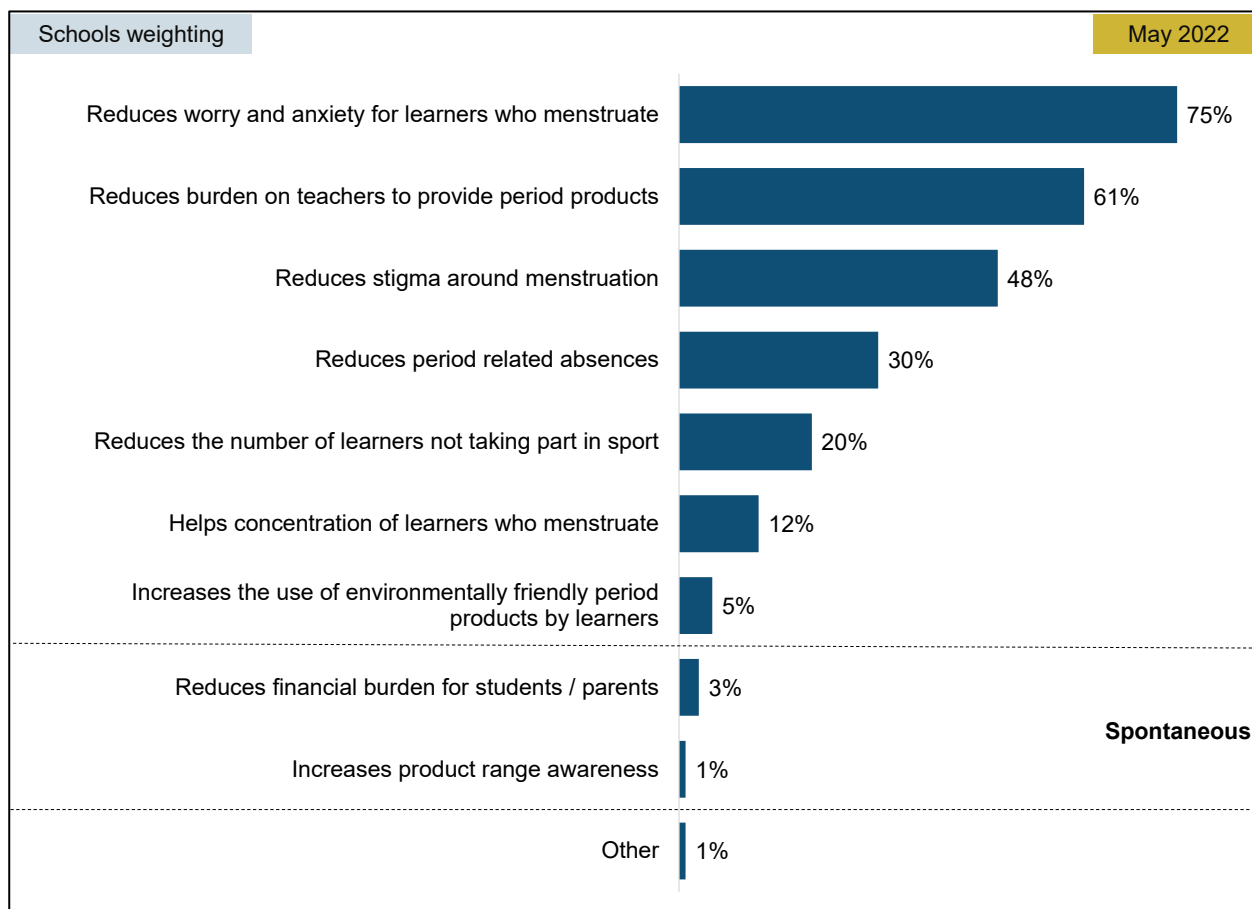
Source: School College Panel, May 2022 survey. K1: Panel A leaders (n=505).

*indicates significant difference between primary and secondary leaders.

Schools with the lowest proportion of FSM-eligible pupils were more likely to be aware of the scheme but not be using the scheme compared to those with the highest proportion (32% vs. 16% respectively).

As shown in Figure 30, three-quarters (75%) of schools using the scheme reported the reduction of worry and anxiety is the most common benefit. A majority also indicated that it reduced the burden on teachers to provide period products (61%) and almost half (48%) felt it helped reduce the stigma about menstruation.

Figure 30. Benefits for using the period product scheme



Source: School College Panel, May 2022 survey. K3: Panel A leaders using the scheme (n=268). Responses of less than 1% not charted.

Secondary schools using the scheme were more likely than primary schools to report the following benefits:

- Reduced worry and anxiety (84% vs. 72%)
- Reduction in stigma around menstruation (63% vs. 42%)
- A reduction in period related absences (52% vs. 21%).

Primary schools were more likely than secondaries to cite reducing burden on teachers (65% vs. 51%).

Schools with the highest proportion of FSM-eligible pupils were more likely to say the scheme was beneficial in reducing period related absences (46% vs. 30%), and to report spontaneously that it reduced financial burden for students and parents (8% vs. 3%).

Schools with an 'Outstanding' Ofsted rating were more likely to say the scheme was beneficial in helping concentration of (22% vs. 12%).

The fifth of schools that were aware of the scheme but not using it were asked for their reasons why. As shown in Figure 31, almost half (48%) said it was not needed for their pupils. The next most common response was that they were not eligible (20%).

Figure 31. Reasons why not using the scheme



Source: School College Panel, May 2022 survey. K2: Panel A leaders aware of, but not using the scheme (n=82).

Primary academies were more likely to say they were not using the scheme because of a lack of administrative resource (17% vs. 8%), and not knowing how to order the products (14% vs. 7%).

Colleges were also asked about their awareness and use of the scheme. All 16 were using the scheme. As with schools, reducing worry and anxiety was the most cited reason (12), along with reducing stigma around menstruation (12). Six leaders said the scheme reduces burden on teachers to provide period products, and a similar number said it reduces period related absences (5) and increases the use of environmentally friendly period products (5).

Mental health support

Staff and pupil mental health and wellbeing is an ongoing priority for the Department for Education. *Transforming children and young people's mental health provision: a green paper* committed to offering training to all eligible settings in England by 2025, and over 8,000 schools and colleges claimed a £1,200 grant to train a senior mental health lead between October 2021 and March 2022, which includes half of all state-funded secondary schools in England. The DfE announced a further £10 million in grants for 2022-23, so that up to 8,000 more schools and colleges – the equivalent of two-thirds of eligible settings - will be able to apply for a training grant by the end of this financial year, which will support them to promote and support the mental health and wellbeing of all pupils. This training will give senior leaders the knowledge and skills they'll need to develop an effective whole school approach to mental health, and to introduce new approaches to promote and support mental health.

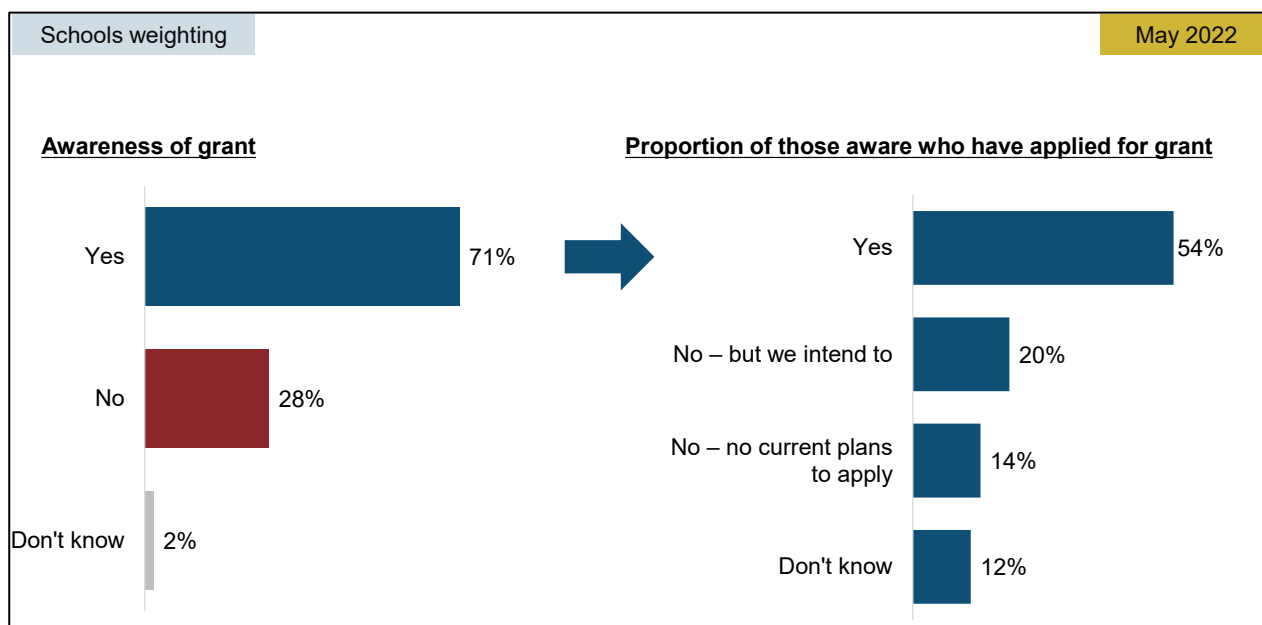
In this section, schools and colleges were asked about their awareness and intention to take up this training grant, and also how well various elements of mental health practice, which together can be taken to indicate presence of a whole school or college approach to mental health and wellbeing, are embedded in a setting. The survey defined 'embedded' for respondents as something that is consistently integrated into whole school or college practices, and which is reviewed and adapted to meet the needs of the setting. This section then explores buy-in from senior leadership teams and how schools and colleges work with partners to deliver this mental health support.

DfE grants to access senior mental health lead training

Awareness of the DfE's new training grant for senior mental health leads was high amongst schools, with 71% of both primary and secondary schools aware of the grant. Secondary non-academy schools were more likely than average to be aware of the grant (84%).

As shown in Figure 32, amongst schools aware of DfE's new training grant for senior mental health leads, just over half (54%) had made an application, and a fifth (20%) intended to apply. Around a quarter of those aware had no current plans to apply (14%) or had not yet decided (12%). Primary schools were more likely than secondary schools to say they currently had no plans to apply (15% vs. 6%).

Figure 32. Proportion of schools aware of grant, and proportion of these who have applied

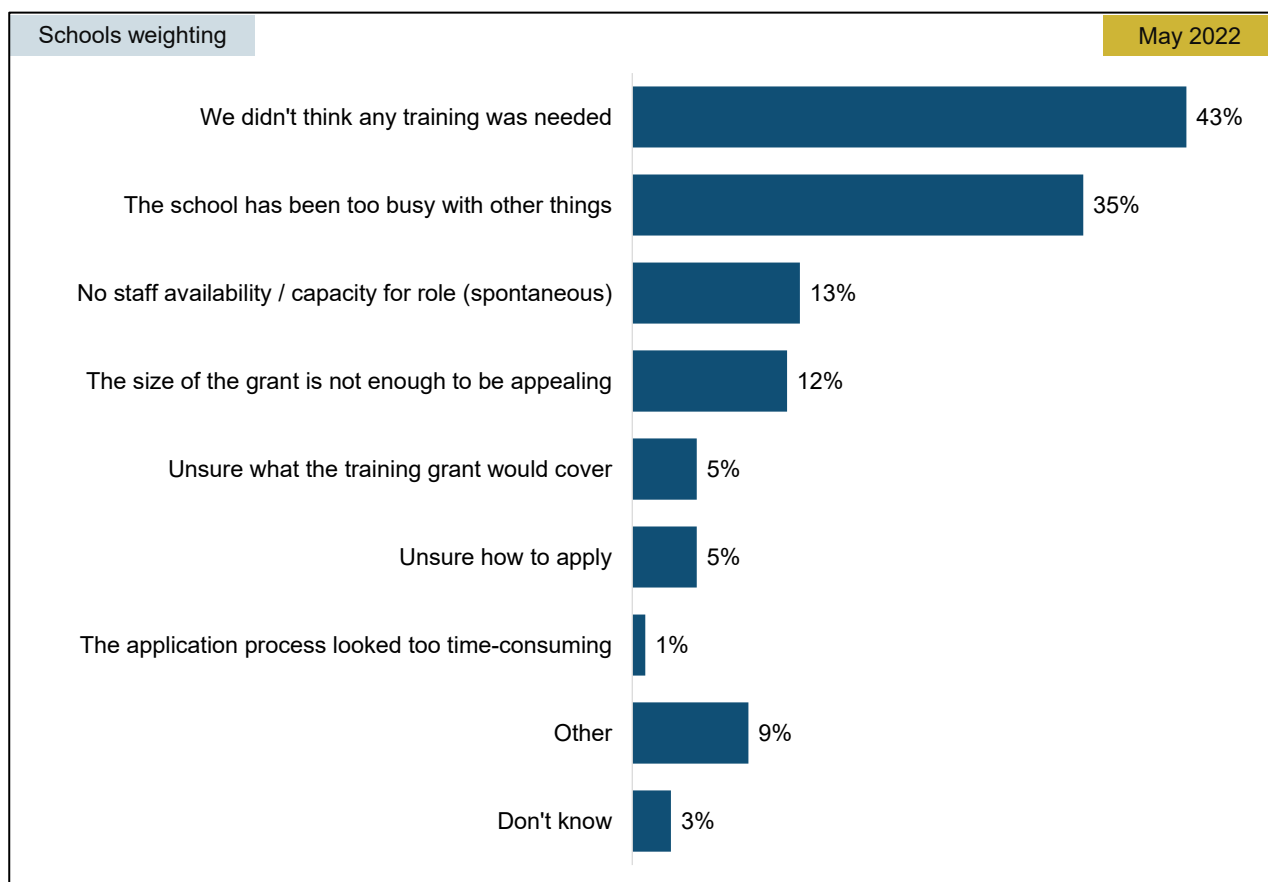


Source: School College Panel, May 2022 survey. A1: Panel A leaders (n=505). A2: Panel A leaders aware of grant (n=360).

Schools with the lowest proportion of FSM-eligible pupils were less likely to have plans to apply for the grant (26%), compared to those with the highest proportion of FSM-eligible pupils (10%) or all schools (14%).

As shown in Figure 33, the most common reasons why schools had not applied for the grant were that they did not think any training was needed (43%) or that they were too busy with other things (35%). Reasons for not applying were similar amongst different types of schools.

Figure 33. Reasons why schools were not intending to apply for the senior mental health lead training grant



Source: School College Panel, May 2022 survey. A3: Panel A leaders aware of grant with no intention to apply (n=41).

Seven of the 16 college leaders were aware of the new DfE training grant for senior mental health leads. Five of the seven had applied for the grant.

Mental health leads

The vast majority of primary (89%) and secondary (87%) schools had a designated lead for students' mental health. One in ten (10%) schools did not have a designated lead, and 1% were not sure.

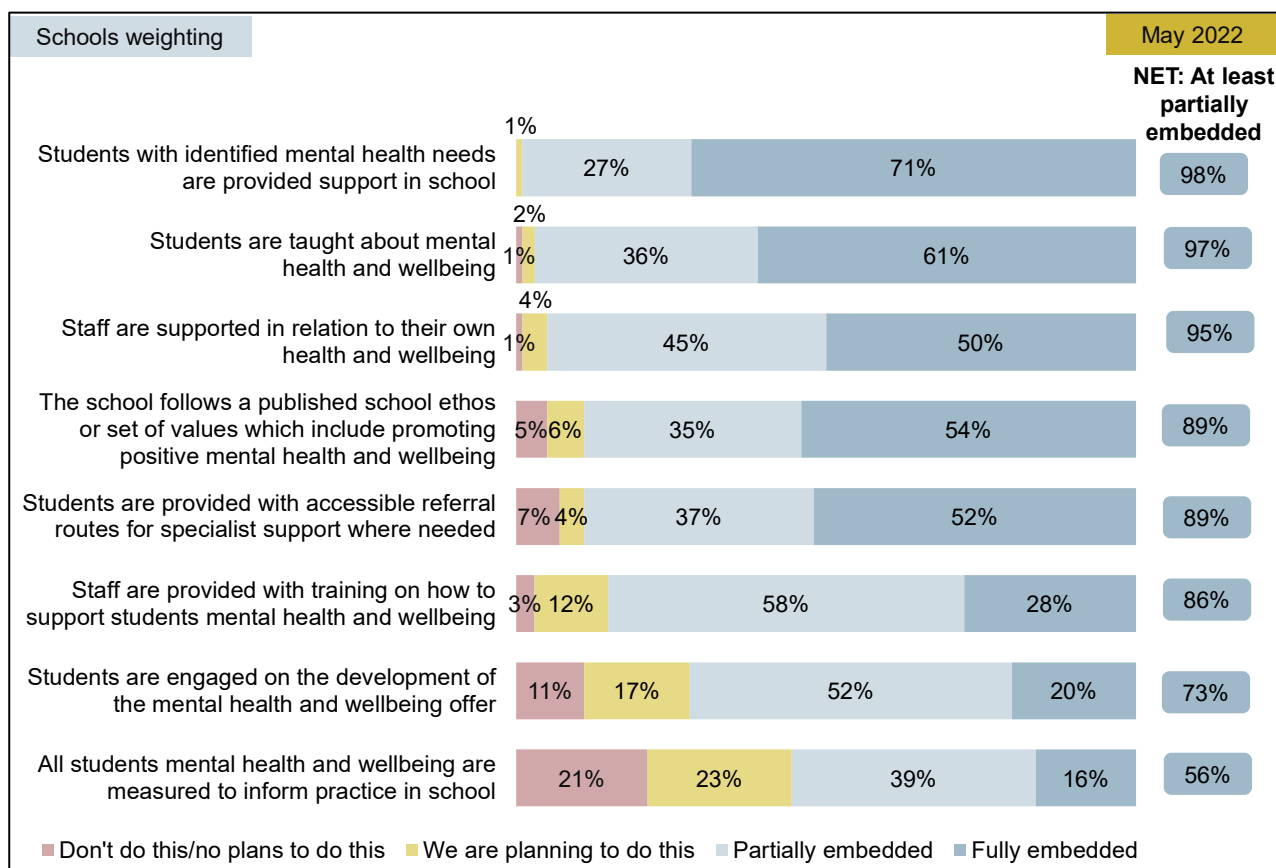
Fourteen of the 16 college leaders reported that their college had a designated lead for student mental health.

How well mental health and wellbeing practices are embedded in schools/colleges

Leaders were presented with eight statements in relation to staff and pupil mental health and asked the extent to which these practices were embedded within their schools. Two-fifths (40%) of schools reported all 8 practices were at least partially embedded (in line with 37% of schools reporting this July 2021). As shown in Figure 34, providing support to students identified with mental health needs (98%), teaching students about mental health and wellbeing (97%) and supporting students in relation to their mental health and wellbeing (95%) were partially or fully embedded in almost all schools.

Of the eight practices, schools were least likely to have partially (39%) or fully (16%) embedded measuring students' mental health and wellbeing to inform school practices.

Figure 34. The extent to which mental health and wellbeing practices were embedded within schools



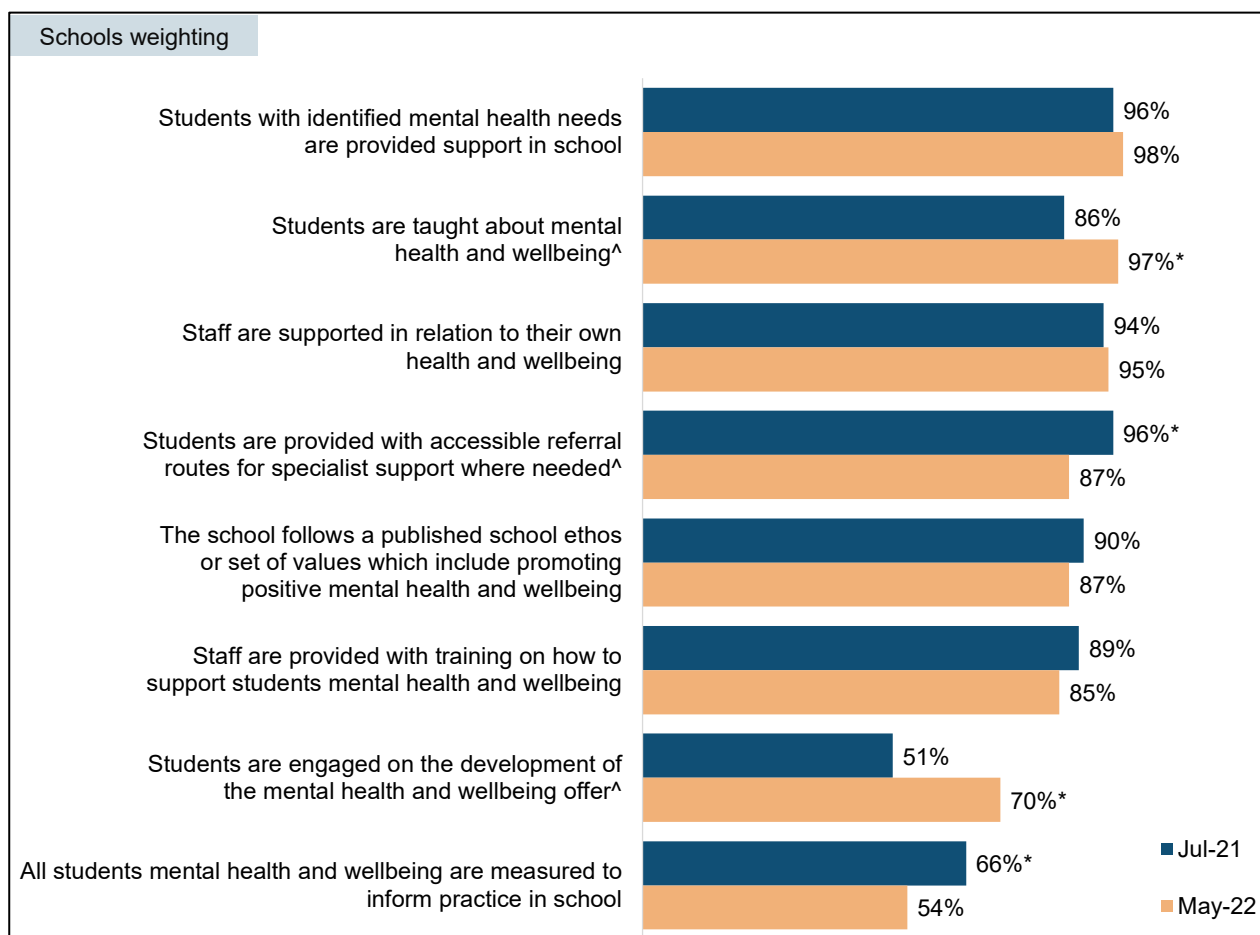
Source: School College Panel, May 2022 survey. A5: Panel B leaders, each statement rebased to exclude those selecting don't know (n=510, n=512, n=511, n=497, n=502, n=507, n=493 n=496).

Figure 35 shows the extent to which different mental health and wellbeing practices were embedded within schools in May 2022 compared with findings from July 2021. More schools reported that they were teaching students about mental health and wellbeing in May 2022 compared to the July 2021 survey (97% vs 86%), and that students were engaged in the development of the mental health and wellbeing offer (70% vs. 51%).²⁰ On the other hand, fewer schools reported that students were provided with accessible referral routes for specialist support where needed (96% in July 2021 vs. 87% in May 2022) and that students' mental health and wellbeing were measured to inform practice in school (66% in July 2021 vs. 54% in May 2022).²¹

²⁰ Question wording in July 2022: "Pupils are taught about mental health and wellbeing outside of PSHE/health education lessons" and "Pupils are consulted on the development of the mental health and wellbeing offer"

²¹ Question wording in July 2022: "Pupils are referred to specialist support where needed"

Figure 35. The extent to which mental health and wellbeing practices were at least partially embedded within schools²²

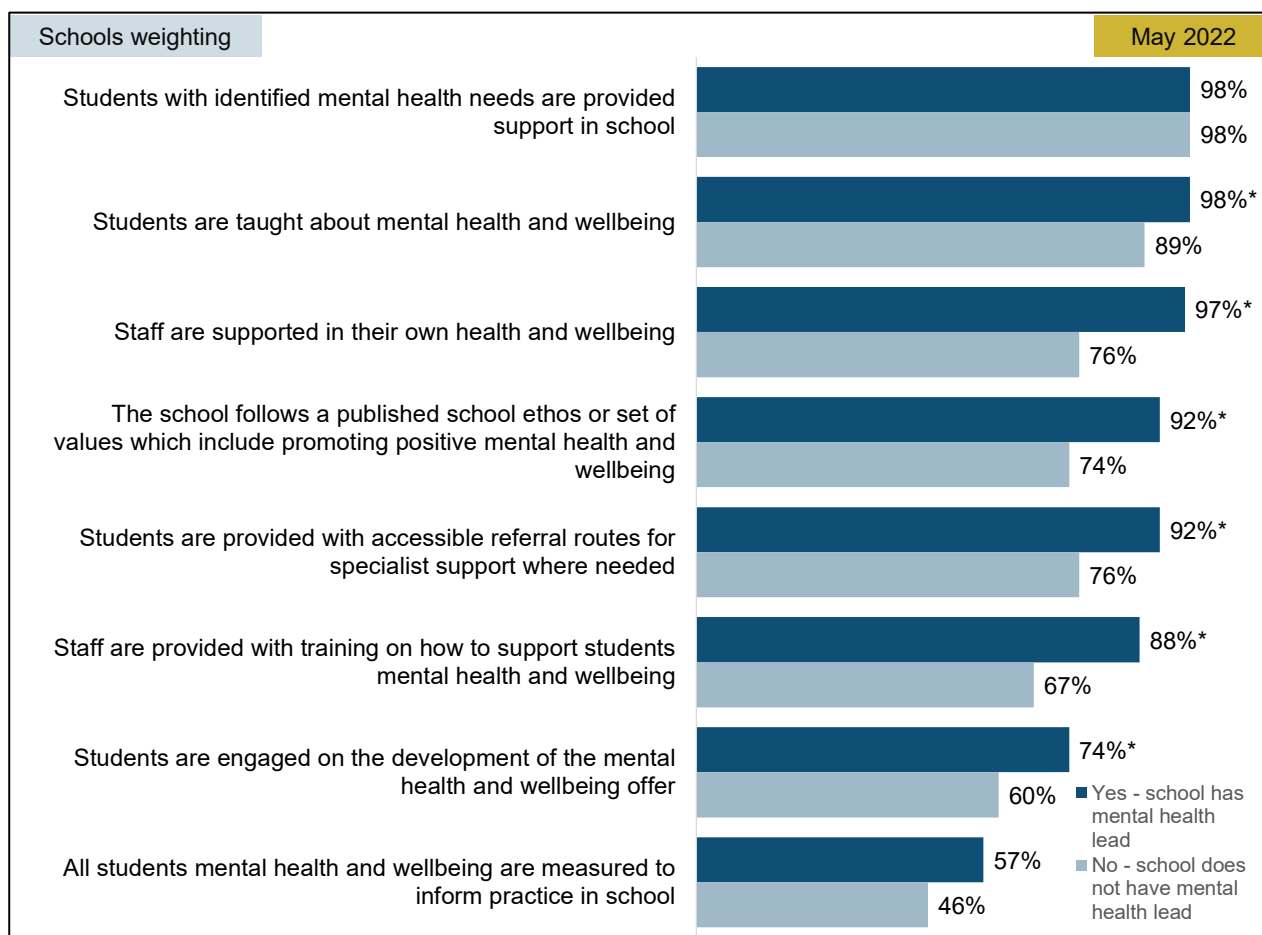


Source: School College Panel, May 2022 and July 2021 surveys. A5: Panel B leaders (n=512) and F1: All leaders (n=846). [^]indicates where question wording has changed slightly between waves. * Indicates a significant difference between waves.

In May 2022, schools with a mental health lead were more likely than those without to have most of the different mental health and wellbeing practices at least partially embedded (see Figure 36).

²² Figures for May 2022 are slightly different compared to the previous chart as the base has not been rebased to exclude don't know responses.

Figure 36. Mental Health and Wellbeing practices at least partially embedded within schools, by whether or not school has a mental health lead



Source: School College Panel, May 2022 survey. A5: Panel B leaders, excluding don't knows, at schools with / without a mental health lead (n=449 / n=52), (n=451 / n=52), (n=450 / n=52), (n=440 / n=49), (n=443 / n=51), (n=448 / n=51), (n=436 / n=50), (n=439 / n=50). * Indicates a significant difference between schools with and without a mental health lead.

College leaders were also asked to what extent mental health and wellbeing practices were embedded within their colleges. All sixteen had the following practices at least partially embedded:

- Students are taught about mental health and wellbeing
- Students with identified mental health needs are provided support in college
- Students are provided with accessible referral routes for specialist support where needed
- Staff are supported in relation to their own mental health and wellbeing.

Fewer colleges reported they follow a published college ethos or set of values which included promoting positive mental health and wellbeing (15), providing staff training on

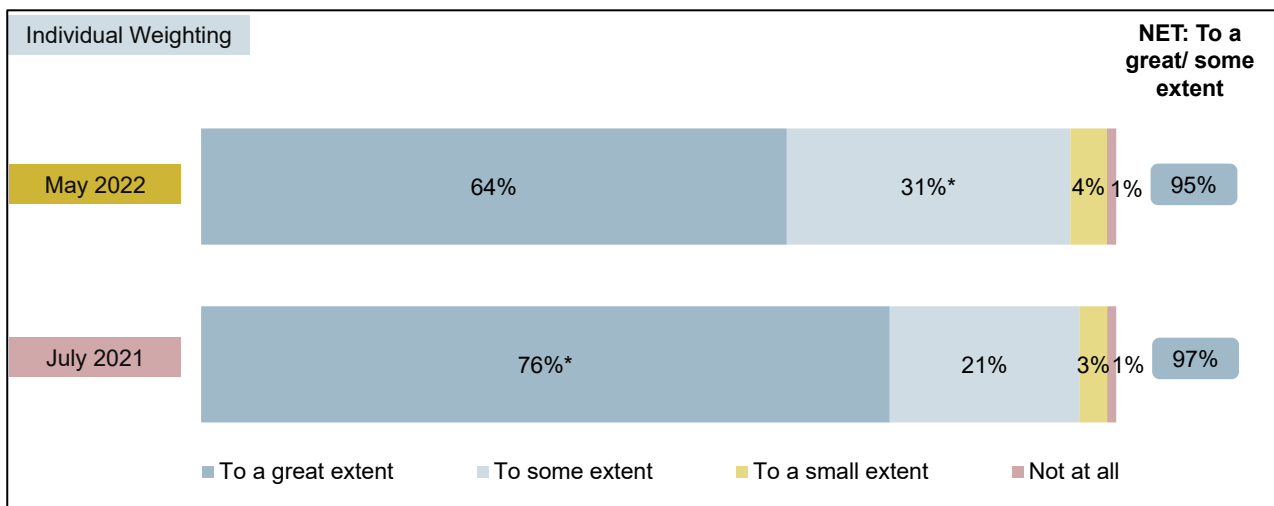
how to support students' mental health and wellbeing (14) or engaging students in the development of the mental health and wellbeing (12). Only 5 of the 16 colleges reported all students' mental health and wellbeing is measured to inform practice in college.

Senior leadership buy-in

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

As shown in Figure 37, leaders were less likely to think there is clear buy-in from the senior leadership team to a great extent in May 2022 than was the case in July 2021 (64% vs. 76%).

Figure 37. Extent to which school leaders think there is clear buy-in from the senior leadership team on the importance of activities to support and promote mental health and wellbeing across the school



Source: School College Panel, May 2022 and June 2021 survey. B1: Panel A leaders (n=505) F2: All leaders (n=846). * Indicates a significant difference between May 2022 and July 2021 results.

All 16 college leaders reported that there was clear buy-in from the senior leadership team on the importance of activities to support and promote mental health and wellbeing across the college (14 to a great extent).

Awareness of mental health and wellbeing activities

Of school leaders surveyed in May 2022, just over a quarter (28%) were the lead or one of the leads responsible for activities relating to pupil mental health and wellbeing in their school and just over half (53%) had some responsibility. A fifth (19%) of school leaders had no responsibility for activities relating to pupil mental health and wellbeing.

Almost all (99%) leaders had at least some awareness of the activities available at their school to support pupil mental health and wellbeing; two-thirds (65%) felt fully aware. Leaders who were responsible for activities relating to pupil mental health and wellbeing in their school were more likely to be fully aware of their school's activities to support pupil mental health and wellbeing (78%, compared with 45% among those leaders with no responsibility for these activities).

Leaders working in a school with a mental health lead were more likely to have at least some awareness of mental health and wellbeing activities than those working in one without (100% vs. 94%).

Leaders working at schools with the lowest proportion of FSM-eligible pupils were more likely to report being fully aware of their school's activities to support pupil mental health and wellbeing, than those with the highest proportion of FSM-eligible pupils (78% vs. 60% respectively).

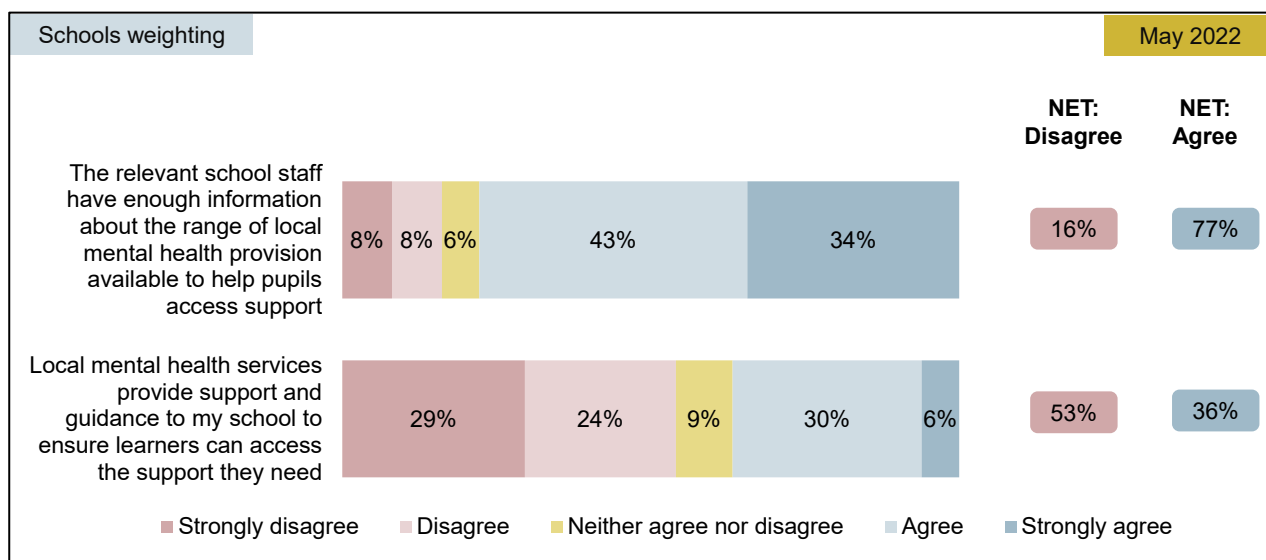
Eleven of the 16 college leaders reported having full awareness of activities available at their college to support pupil mental health and wellbeing, whilst the remainder had some awareness.

Local mental health services

As shown in Figure 38, three-quarters (77%) of schools agreed that relevant staff have enough information about the range of local mental health provision available to help pupils access support, compared with a sixth (16%) who disagreed.

In contrast, only a third of schools (36%) felt that local mental health services provide support and guidance to their school to ensure learners can access the support they need.

Figure 38. The extent to which schools have information about local mental health provision and local mental health services provide support to schools



Source: School College Panel, May 2022 survey. C3: Panel B leaders (n=512).

Schools with a mental health lead were more likely than those without to agree relevant staff have enough information about the range of local mental health provision available (81% vs. 51%). They were also more likely to agree that local mental health services provide support and guidance to their school to ensure learners can access the support they need (39% vs. 21%). Other differences included:

- Urban schools were more likely than rural schools to agree relevant staff have enough information about the range of local mental health provision available (79% vs. 69%).
- Schools in the South East were less likely to agree staff have enough information about the range of local mental health provision available (67% vs. 77% among other schools).

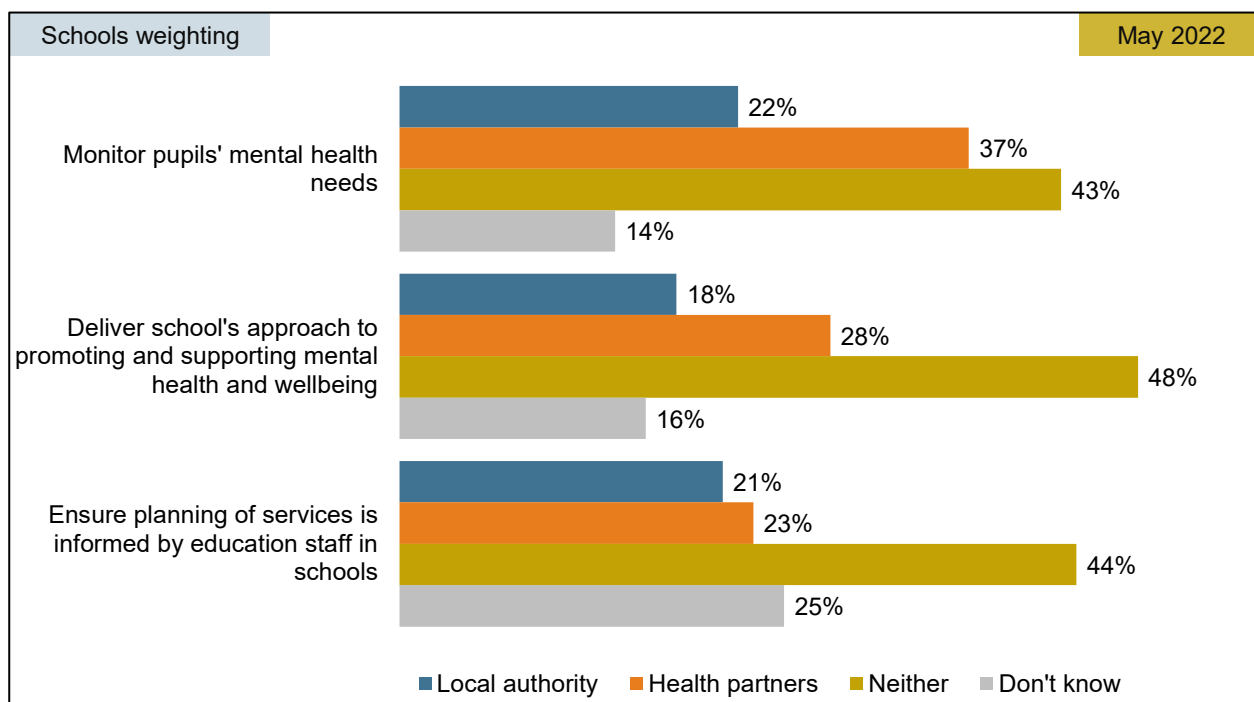
When college leaders were asked about local mental health services, 13 (out of 16) agreed that the relevant college staff had enough information about the range of local mental health provision available to help students access support. College leaders were roughly evenly divided as to whether local mental health services provide support and guidance to their college to ensure learners can access the support they need (9 agreed vs. 7 who disagreed).

Working with partners on mental health and wellbeing activities

Leaders were asked if their school worked with their local authority or other health partners across a range of mental health and wellbeing activities (listed in Figure 39). A minority did so. Schools were more likely to work with health partners than local authorities across all forms of collaboration. Working with health partners to monitor pupils' mental health was the most common area of collaboration, with almost two-fifths of schools (37%) doing this.

Around a fifth of schools work with the local authority to monitor pupils' mental health needs (22%), deliver their approach to promoting and supporting mental health and wellbeing (18%) and ensure planning of services is informed by education staff in schools (21%).

Figure 39. Whether schools work together with the local authority and/or health partners for aspects of their mental health and wellbeing activities



Source: School College Panel, May 2022 survey. C4: Panel B leaders (n=512).

Schools with a mental health lead were more likely to work with any partners to deliver their approach to promoting and supporting mental health and wellbeing (38% vs. 22% of those who do not have a lead) and monitor pupils' mental health needs (45% vs. 33%).

Secondary schools were more likely than primary schools to work with health partners across the different mental health activities discussed, namely:

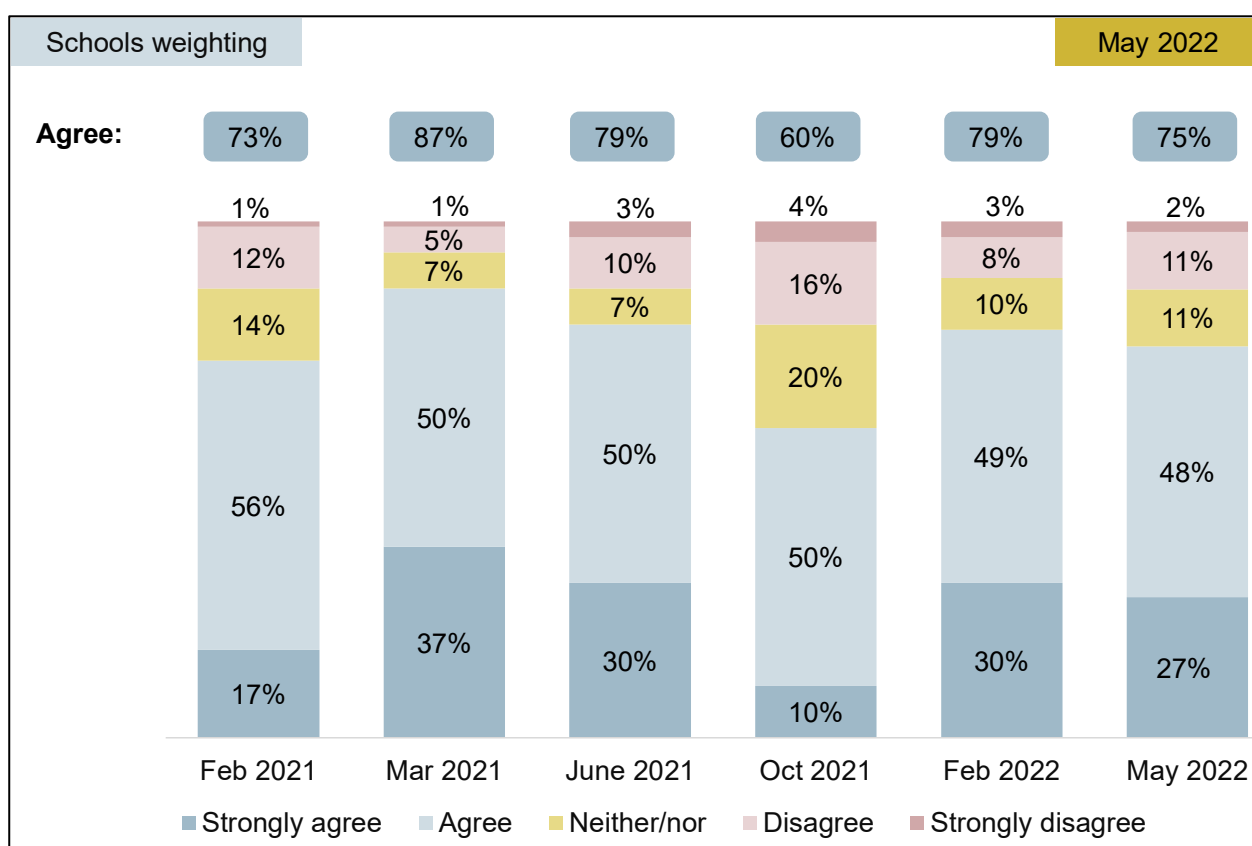
- Monitoring pupils' mental health needs (52% vs. 34% among primary schools)
- Delivering their approach to promoting and supporting mental health and wellbeing (42% vs. 25%)
- Ensuring planning of services is informed by education staff in schools (30% vs. 21%).

Half (8 out of 16) of college leaders reported working with partners to monitor students' mental health needs. Slightly fewer (six) reported working with partners to ensure planning of services is informed by education staff in colleges or to deliver their college's approach to promoting and supporting mental health and wellbeing.

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

In May 2022, schools were asked to indicate the extent to which they agreed or disagreed that they can currently effectively support pupils with SEND. Overall, three-quarters (75%) of schools agreed that they were able to effectively support these pupils, and over a quarter (27%) agreed strongly. As shown in Figure 40, this is similar to the proportion of schools agreeing in February 2022 (79%). Confidence remains higher than October 2021 when 60% of schools agreed they could effectively support these pupils (and when 10% agreed strongly).

Figure 40. Schools' level of agreement that they are able to effectively support pupils with SEND



Source: School and College Panel, May 2022 survey. H2: Schools (n=512), February 2022 (n=512). October 2021(n=811), June 2021 (n=897). March 2021 (n=1,046). Late February 2021 (n=1,178).

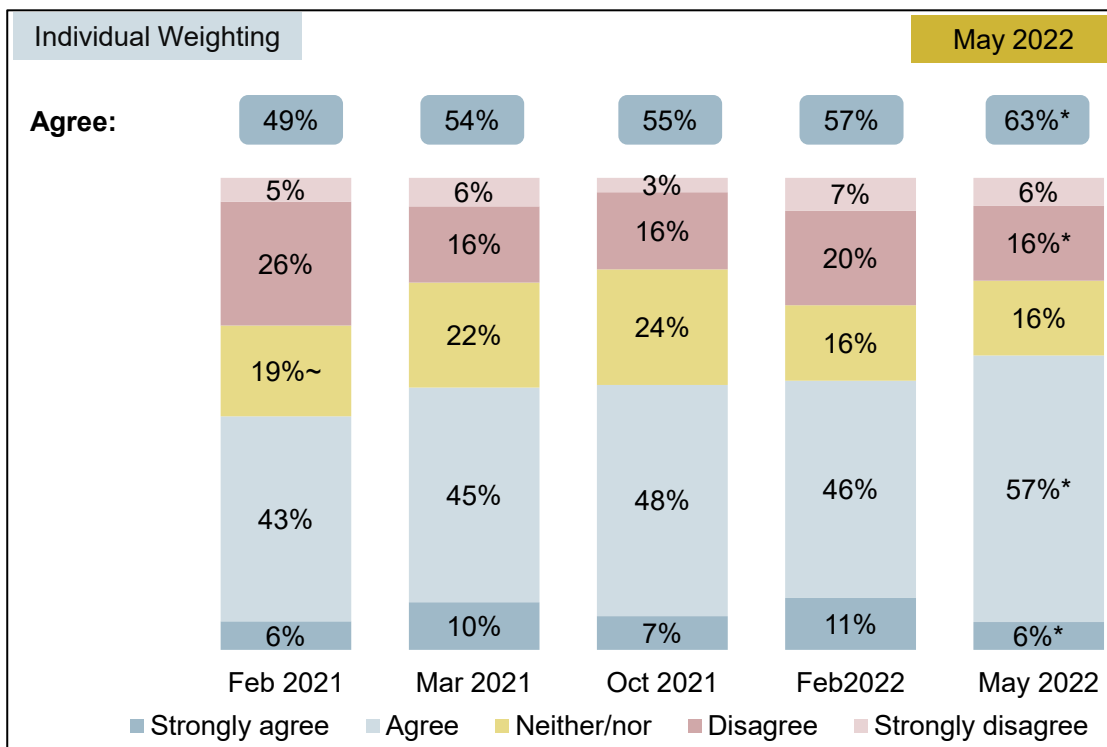
There was no significant difference between the proportion of primary and secondary schools agreeing they could effectively support pupils with SEND (74% and 80% respectively). Around one-in-eight schools (13%) disagreed that they able to effectively support pupils with SEND.

When college leaders were asked the same question, 14 out of 16 agreed their sixth form or college can effectively support pupils with SEND (5 of whom strongly agreed).

Confidence amongst teachers supporting pupils with SEND

Teachers were asked to indicate the extent to which they agreed or disagreed that they personally felt equipped to support pupils with SEND. Overall, almost two-thirds (63%) of school teachers agreed they were equipped, which represents an increase in agreement from February 2022 (57%), October 2021 (55%), March 2021 (54%) and early February 2021 (49%). The proportion that agreed strongly with the statement (6%) was lower than in the February 2022 wave (11%). Just over a fifth (22%) did not feel equipped to effectively support.

Figure 41. Teachers' level of agreement that they feel equipped to effectively support pupils with SEND



Source: School and College Panel, May 2022 survey. H1: Teachers (n=734), February 2022 (n=1,250), October 2021 (n=1,077), March 2021 (n=1,217), February 2021 (n=1,266). * Indicates May 2022 result is significantly different from February 2022

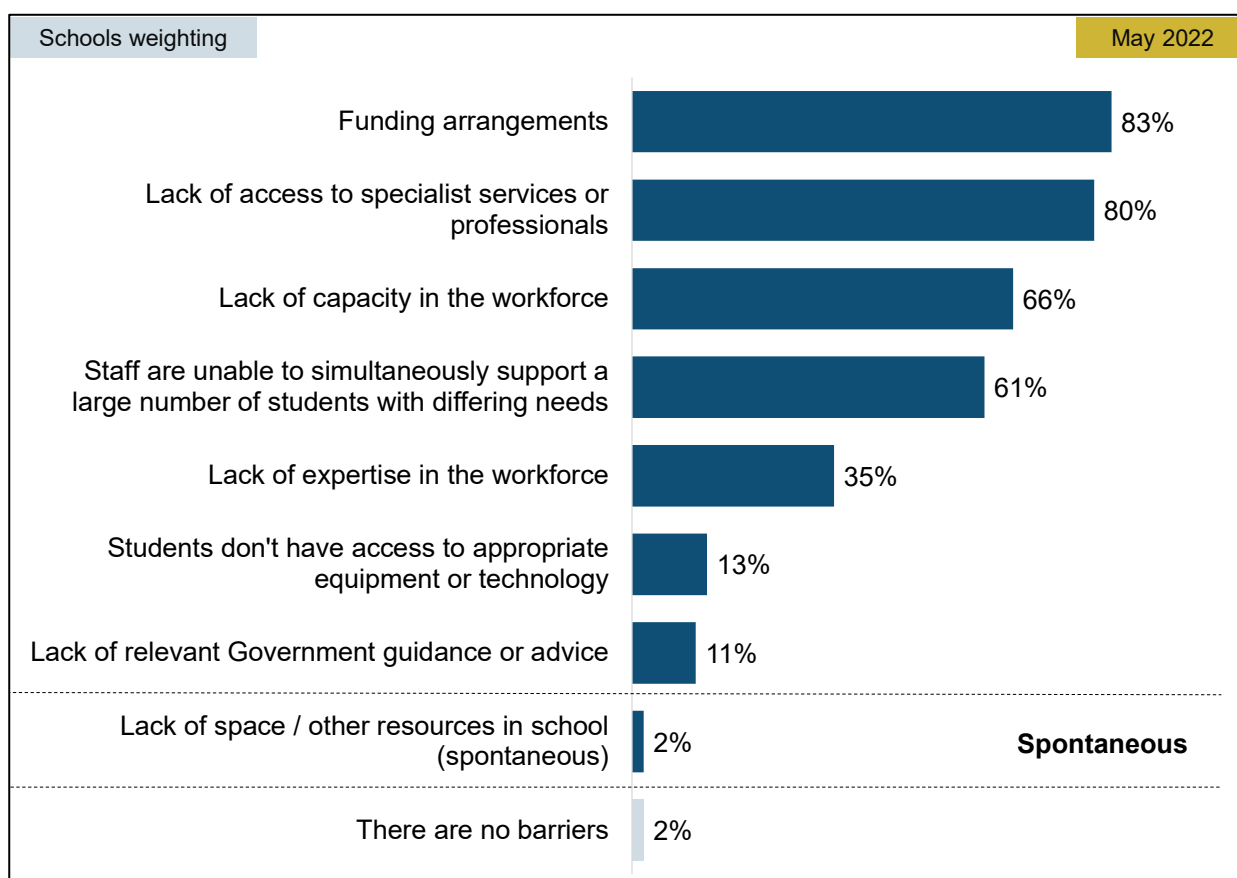
In line with results from school teachers, 63% of college teachers agreed they felt equipped to support pupils with SEND, though more (19%) agreed strongly.

Barriers to providing effective support for pupils with SEND

In May 2022, schools were asked what barriers they currently face to providing effective support for pupils with SEND.²³ As shown in Figure 42, the most commonly reported barriers, each experienced by around four-fifths of schools, were funding arrangements (83%) and lack of access to specialist services and professionals (80%).

Only 2 percent of schools reported that there were no barriers to effectively supporting pupils with SEND.

Figure 42. Barriers to providing effective support for pupils with SEND faced by schools (prompted)



Source: School and College Panel, May 2022 survey. H4: Panel B schools (n=512). Responses less than 2% not charted.

²³ Due to changes in some pre-code answer option, comparisons are not made between May 2022 and February 2022 responses.

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

- Funding arrangements (85% vs. 69% of secondary schools)
- Lack of access to specialist services or professionals (81% vs. 72% of secondary schools)
- Staff being unable to simultaneously support a large number of students with differing needs (62% vs. 53% of secondary schools).

Responses from college leaders echoed those of schools. The most common barriers reported by college leaders were funding (reported by 14 out of 16), lack of capacity in the workforce (8 out of 16) and staff being unable to simultaneously support a large number of pupils with differing needs (8 out of 16).

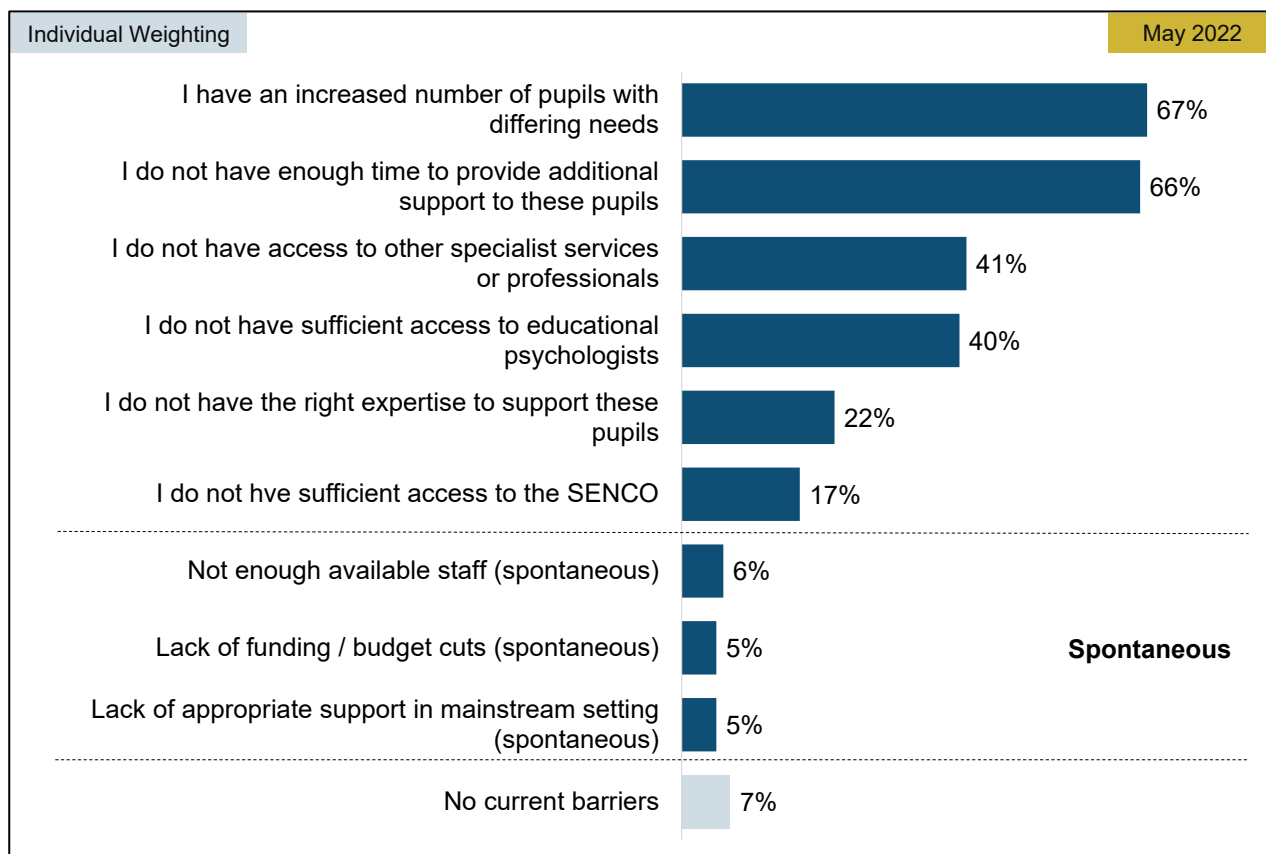
Barriers to effective support reported by teachers

Teachers were also asked about the barriers they currently face to providing effective support for pupils with SEND. In line with findings from February 2022, the most common barriers for teachers were an increased number of pupils with differing needs compared with the 2020/21 academic year (67%, similar to the 65% reporting this in February 2022) and not having enough time to support these pupils (66%, again similar to the 64% in February 2022).

Two-fifths of teachers indicated that a lack of access to educational psychologists (40%) and to other specialist services or professionals (41%) were barriers they currently faced to providing effective support for pupils with SEND.

Overall, 7% of teachers felt they faced no barriers (the same proportion as in February 2021).

Figure 43. Current barriers to supporting pupils with SEND for teachers (prompted)



Source: School and College Panel, May 2022 survey. H3: Panel B teachers excluding those who said not applicable (n=724). Responses less than 5% not charted.

Primary teachers were more likely than secondary teachers to report the following barriers:

- Lack of sufficient access to educational psychologists (50% vs. 29% of secondary teachers) or other specialist services or professionals (52% vs. 29%)
- Not enough available staff (spontaneous mentions) (8% vs. 3% of secondary teachers)
- Lack of funding / budget cuts (spontaneous mentions) (8% vs. 3% of secondary teachers).

None of the barriers were more commonly reported by secondary than primary teachers.

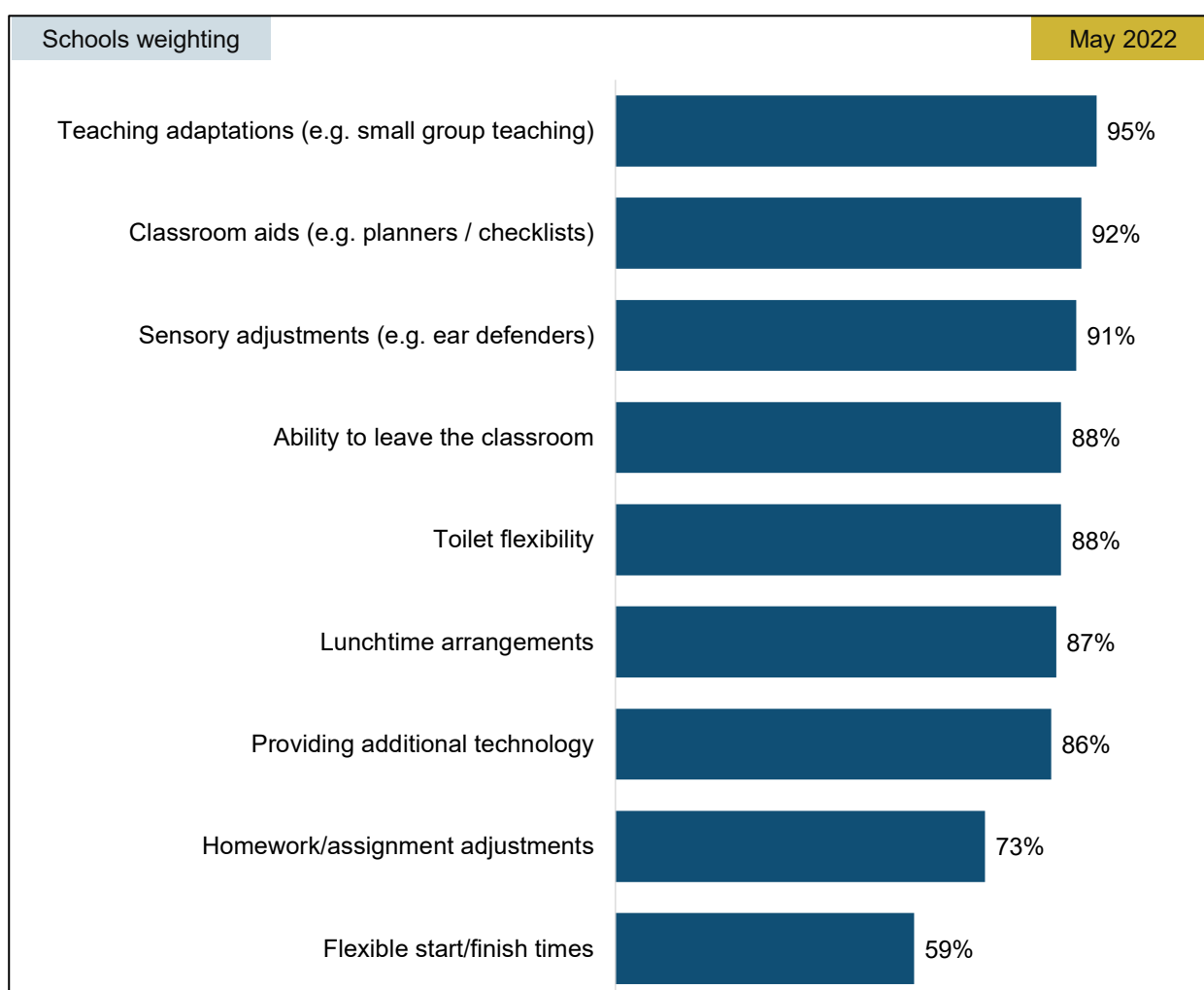
Again, responses from college teachers mirrored those of school teachers, with the most common barriers being an increased number of pupils with differing needs (reported by 60% of college teachers), not enough time to provide additional support to these pupils (47%), not having sufficient access to educational psychologists (31%) and not having access to other specialist services or professionals (31%).

Reasonable adjustments for pupils with disability

Schools were asked what reasonable adjustments, if any, were currently used by learners with disability. Nearly all schools were using teaching adaptations, most commonly small group teaching (95%), classroom aids such as planners or checklists (92%) and sensory adjustments such as ear defenders (91%). Only 1% of schools reported that no reasonable adjustments were currently required for any of their learners.

A full list of the most common adjustments used by schools is shown in Figure 44. These were prompted responses, with respondents selecting those that applied from a list presented to them. They also had the opportunity to type in additional, spontaneous responses (these are discussed later in the report).

Figure 44. Reasonable adjustment used for children in school with disability (leader responses)



Source: School and College Panel, May 2022 survey. H5: Panel B schools (n=512). Responses less than 5% not charted. *Indicates a significant difference when comparing primary and secondary

Primary schools were more likely than secondary schools to use:

- Teaching adaptations (97% vs. 81% of secondary schools)
- Classroom aids (94% vs. 84% of secondary schools)
- Sensory adjustments (94% vs. 73% of secondary schools).

Secondary schools, on the other hand, were more likely than primary schools to be using toilet flexibility (94% vs. 87%) and to be providing additional technology (96% vs. 84%).

In addition to the prompted list presented in Figure 44, respondents could type in other, spontaneous reasonable adjustments made by the school. The most common such responses included adapted or bespoke curriculum (3%), additional one-to-one support (2%), access to safe spaces, intervention areas or sensory rooms (2%) and access to specialised support such as mindfulness sessions or a physiotherapist (2%). Schools with the lowest proportion of FSM-eligible pupils were most likely to spontaneously mention physical adjustments to the environment, such as adapted furniture (4% vs. 1%).

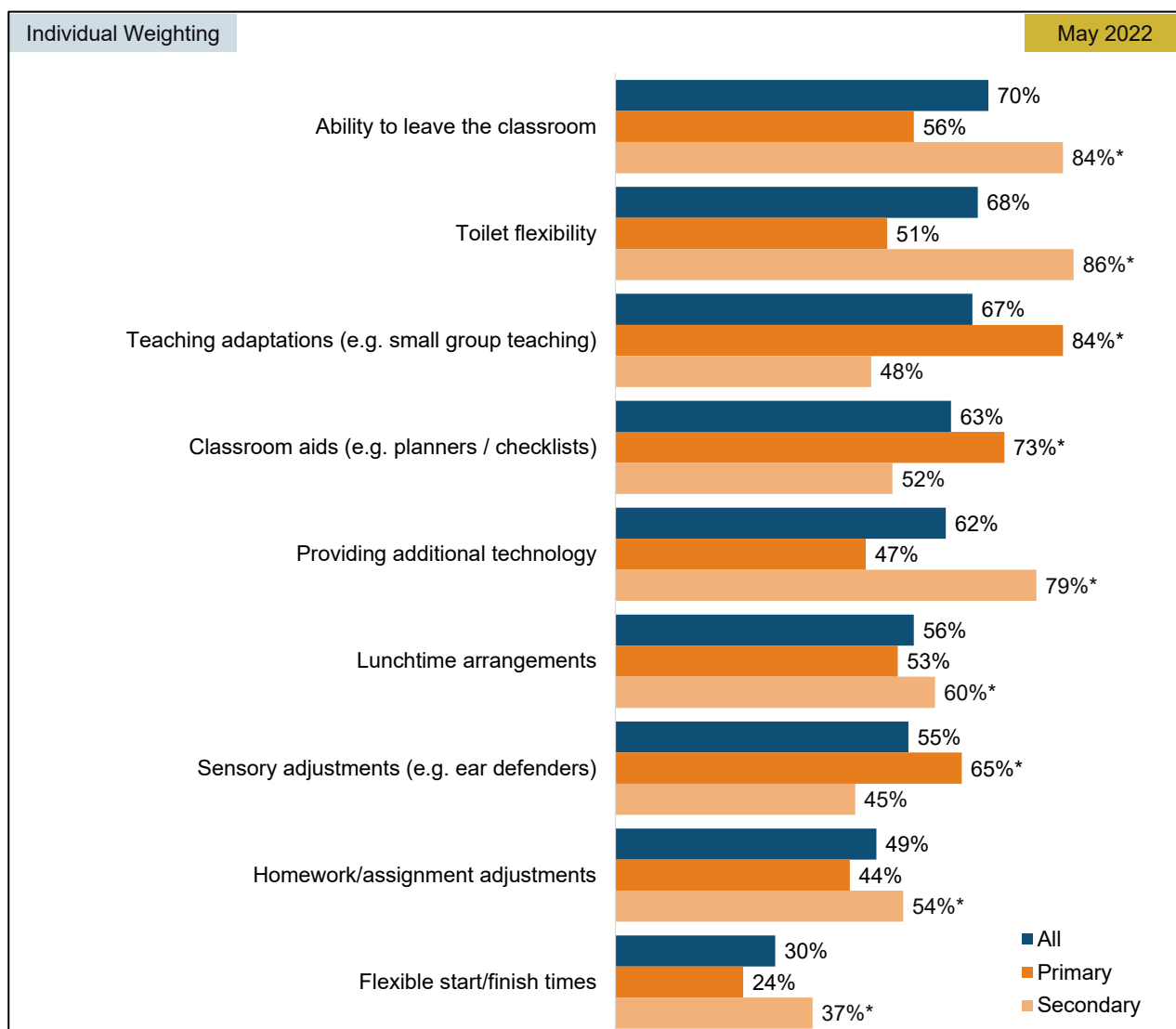
When the same question was asked of college leaders, all 16 reported that they were currently providing additional technology and allowing these learners to leave the classroom. Almost all (15 out of 16) reported that classroom aids were in use and 14 of the 16 reported that lunchtime arrangements were in place.

Reasonable adjustments used by teachers

Teachers were also asked what reasonable adjustments were being used by learners with a disability in their classes. Teachers most commonly reported that they made adjustments to allow these learners to leave the classroom (70%), have toilet flexibility (68%) and teaching adaptations (67%). Only 3% of teachers reported that reasonable adjustments were not required by any learners in their classes.

A full list the most common adjustments used by teachers are shown in Figure 45.

Figure 45. Reasonable adjustment used for children in classes with disability (teacher responses)



Source: School and College Panel, May 2022 survey. H5: Panel B schools (n=734). Responses less than 5% not charted. *Indicates a significant difference when comparing primary and secondary

There were quite wide differences between primary and secondary teachers, with primary teachers more likely to report using:

- Teaching adaptations (84% vs. 48% of secondary teachers)
- Classroom aids (73% vs. 52%)
- Sensory adjustments (65% vs. 45%).

On the other hand, secondary teachers were more likely than primary teachers to report using:

- Ability to leave the classroom (84% vs. 56%)
- Toilet flexibility (86% vs. 51%)
- Providing additional technology (79% vs. 47%)
- Homework adjustments (54% vs. 44%).

In addition to the prompted list of responses presented in Figure 45, respondents could type in other, spontaneous reasonable adjustments used for children with disabilities in their classes: the only item mentioned by more than 1% was additional support such as one-to-one support (3%).

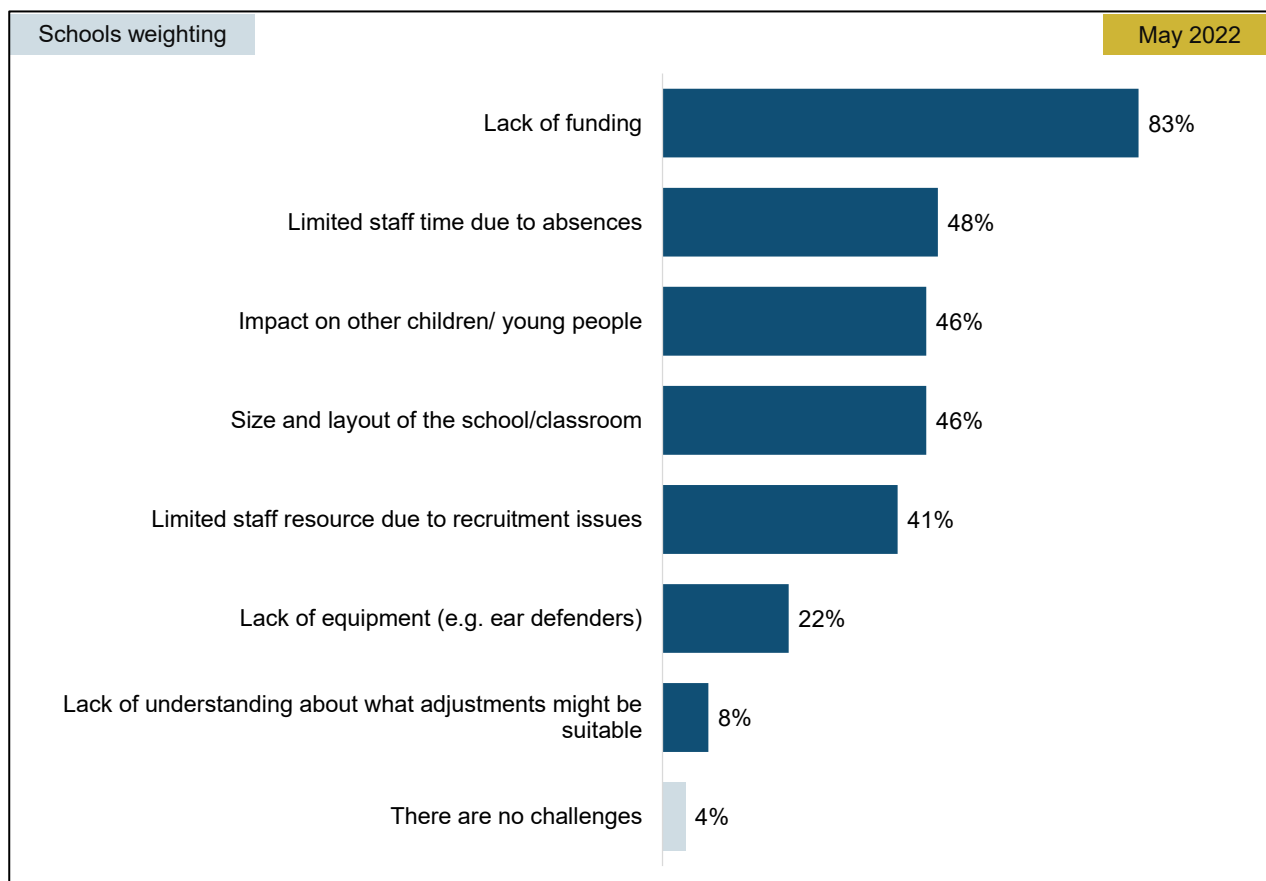
When the same question was asked to college teachers, 10% responded that no reasonable adjustments were currently required for learners in their classroom. Three-quarters (75%) were providing additional technology and two-thirds (67%) were allowing these pupils to leave the classroom. Just under half were currently using the other listed adjustments such as toilet flexibility (48%), homework/assignment adjustments (46%) and classroom aids (44%).

Challenges to implementing reasonable adjustments

All schools with learners requiring reasonable adjustments were asked what challenges, if any, they faced implementing these. Nearly all of these schools (96%) reported at least one challenge. This was most commonly a lack of funding (83%).

A list of the most common challenges is presented in Figure 46.

Figure 46. Challenges to implementing reasonable adjustments (leader responses)



Source: School and College Panel, May 2022 survey. H5: Panel B schools with learners who require adjustments (n=508). Responses less than 5% not charted apart from ‘there were no challenges’.

There were differences by school phase, with primary schools more likely to report lack of funding (84% vs. 76% of secondaries) and impact on other children (49% vs. 35%) as challenges, while secondary schools were more likely to report limited staff resource due to recruitment issues as a challenge (50% vs. 39%).

The profile of challenges reported by teachers was similar, with a lack of funding the most common barrier to implementing reasonable adjustments (reported by 66% of teachers), and again this was more commonly reported by primary teachers (75% vs. 57% of secondary teachers). Around two-fifths of teachers felt each of the following were challenges to implementing reasonable adjustments for children with disabilities:

- Size and layout of the school/classroom (43%)
- Impact on other children / young people (43%)
- Limited staff time due to absences (42%)
- Limited staff resource due to recruitment issues (39%)

- Lack of equipment (37%).

College respondents also cited lack of funding as the main challenge. This was reported by 15 out of the 16 college leaders and 44% of college teachers. College respondents also commonly reported limited staff resource due to recruitment issues (reported by 11 out of 16 leaders and 48% of college teachers).

SEND and Alternative Provision Green Paper

School and college teachers were asked whether, prior to the survey, they were aware that the Government had published a SEND and Alternative Provision Green Paper. Those that had were asked how they had heard about it, and how likely they were to take part in the Government consultation for the SEND and Alternative Provision Green Paper. Asking these questions is important as it allows the Department to develop a baseline for understanding how well-informed schools and colleges are regarding the SEND Review, their preferred channels of communication and how they receive/share information.

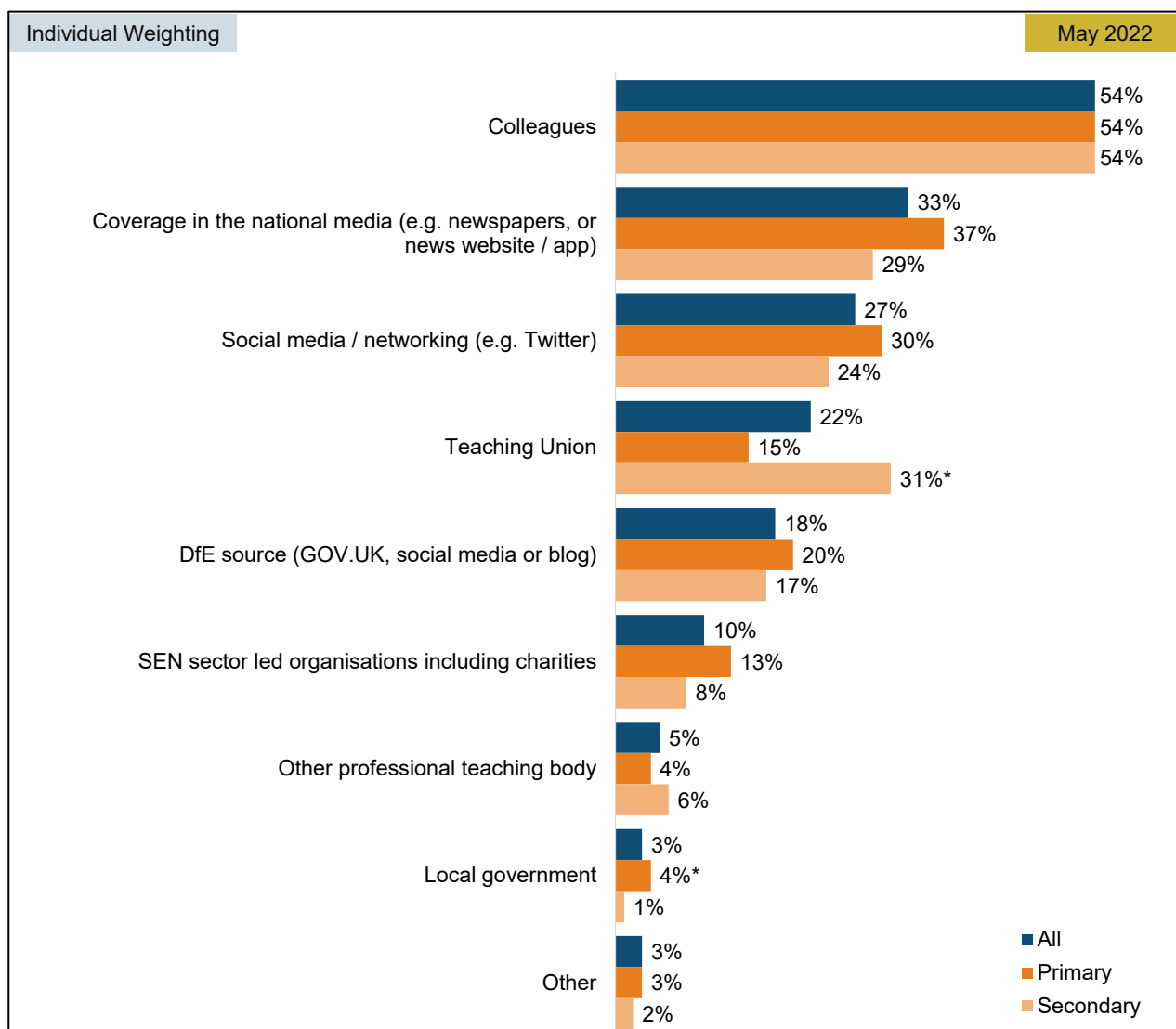
Before asking the awareness question, the SEND and Alternative Provision Green Paper was described to respondents as follows 'The Government has published a SEND Review green paper which sets out proposals for a system that offers children and young people access to the right support, in the right place and at the right time, so they can fulfil their potential and lead happy, healthy and productive adult lives.'

The majority of school teachers (56%) had heard of the SEND and Alternative Provision Green Paper. Around a quarter (23%) had only heard the name, and a similar proportion (26%) said they knew a little bit about it; 7% felt they knew a lot about it. Among the college teachers asked the question, more than one-in-three (38%) were aware that the Government had published the paper (20 had only heard the name, 13 knew a little about it and 2 knew a lot about it).

Those school teachers aware of the Green Paper were asked the sources through which they had heard about it. The most common way was having heard about it from colleagues (54%), followed by coverage in the national media (33%), social media/networking (27%), through a teaching union (22%) and via DfE sources such including GOV.UK, social media or DfE blogs (18%). Similarly, college teachers tended to have heard about it from colleagues (18), from a DfE source (12), and through social media/networking (9).

Secondary school teachers were more likely to have heard about it from a teaching union than primary teachers (31% vs. 15%), as shown in Figure 47.

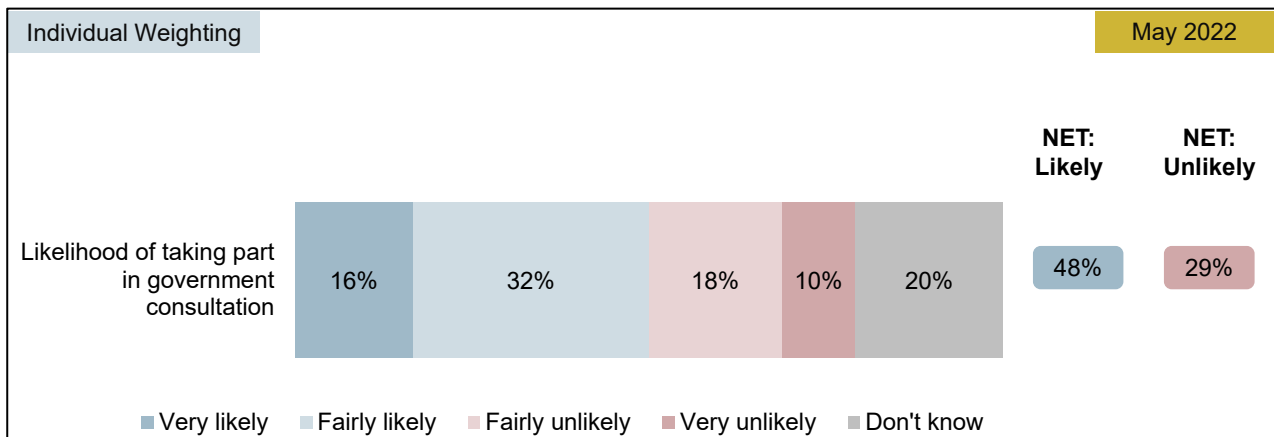
Figure 47. Sources from which school teachers have heard about the SEND and Alternative Provision Green Paper



Source: School and College Panel, May 2022 survey. M2: Panel A teachers aware of the Green paper (n=358). * Indicates a significant difference between primary and secondary schools. Responses under 3% (for all teachers) not shown

Almost half of the school teachers aware of the SEND and Alternative Provision Green Paper (48%) said they were likely to take part in the government consultation (16% were very likely), while three-in-ten (29%) were unlikely to do so, as shown in Figure 48. This means that overall, just over a quarter (27%) of all school teachers were likely to take part in the consultation (with 9% very likely to do so). Quite a high proportion were unsure (20% of those aware, equivalent to 11% of all teachers). Among the 35 college teachers aware, there was an even split between those likely to take part (34%), those unlikely (34%) and those unsure (31%).

Figure 48. Likelihood of teachers taking part in the government consultation for the SEND and Alternative Provision Green Paper



Source: School and College Panel, May 2022 survey. M3: Panel A teachers aware of the Green Paper (n=358). Prefer not to say (3%) not shown.



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For any enquiries regarding this publication, contact us at:

omnibus.surveys@education.gov.uk or www.education.gov.uk/contactus

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