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Research and analysis

Parent, pupil and learner voice: March 2025

Updated 15 July 2025

Applies to England

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Introduction

The Department for Education (DfE) commissioned Verian (formerly known as Kantar Public) to recruit and maintain a panel of Parents, Pupils and Learners in England, known as the Parent, Pupil and Learner Voice (PPLV). The PPLV is designed to collect robust evidence to help the Department for Education understand the perspectives of parents, carers, pupils and learners. This allows us to make more effective policy.

The PPLV works as a series of short surveys across the academic year, covering a range of new and longstanding policy issues. This report is about the findings from the March 2025 survey wave of the PPLV.

Methodology

The PPLV survey is answered by secondary school pupils (years 7 to 13), learners in further education (years 12 and 13) and parents of primary, secondary and special school pupils (years 1 to 11) who have agreed to participate in short, regular research surveys on topical education issues. We select parents and pupils randomly using records from the National Pupil Database (NPD) and invite them to take part in an online survey. For the first survey of the academic year, we send invitation letters to households. For other surveys in that same academic year, we send the invitation by email and text message to the parents and pupils who agreed to join the panel in the first survey.

Mid-way through the academic year, we randomly select pupils and learners in years 12 and 13 and invite them to join the panel in the same way. We select learners (those studying in a college setting) from the Individualised Learner Record (ILR) and we select pupils (those studying in a school setting) from the NPD. In this report, pupils in years 12 and 13 are referred to as “16 to 19 pupils and learners”, or in charts as “16-19”.

We ran a survey between 18 March and 8 April. The respondents were:

Audience	Responses
Primary school parents	793

Secondary school parents	1051
Special school parents	503
Post-16 school pupils	2497
Secondary school pupils	1493

Questions with fewer than 30 responses (before weighting) are not included in this report, and base sizes of below 100 should be treated with caution. Complete findings can be found in the published data tables, which include more detail on how different groups answered each question.

The report makes some comparisons to previous surveys conducted in previous academic years, for example the [Parent, Pupil and Learner Panel Omnibus surveys for 2023 to 2024](#). These comparisons are helpful to understand how trends may be changing. However, the survey methodology changes over time and so comparisons to previous years are not as reliable as survey findings within each academic year. We introduced parents of pupils attending special schools in the 2023 to 2024 academic year, so any comparisons from previous academic years do not include these audiences.

In this report we round figures to the nearest whole number. We do not describe 0% and 100% as 'none' and 'all' because figure rounding may mean this is not accurate. For instance, 100% may be 99.6% of respondents, rounded to the nearest whole number. Unless otherwise stated, when we refer to the 'average' we are reporting the arithmetic mean.

Further information on the survey methodology is available in the accompanying [technical report](#).

Topics covered in this survey

The survey included questions about:

- using technology and artificial intelligence for personalised learning
- school belonging and its impact on parental decision-making
- inclusive mainstream

- identification ownership among 16- and 17-year-olds
- attitudes towards girls and women
- higher education participation
- careers advisers
- perceptions of careers in childcare and early years
- attendance
- belonging
- behaviour
- wellbeing

Using technology and Artificial Intelligence (AI) for personalised learning

Personalised learning is where teachers use technologies to help change a pupil’s learning experience to fit their specific needs, abilities, and interests, including to track progress and provide feedback. We asked pupils and parents about how they would feel about teachers personalising their or their child’s lessons in this way.

Figure 1: How pupils and parents feel about teachers using personalised learning in their or their child’s lessons

Audience	Very positive	Positive	Neither positive nor negative	Negative	Very negative	Don’t know	Total
Pupils	13%	43%	30%	7%	2%	5%	100%
Parents	26%	48%	15%	5%	2%	4%	100%

Base: All parents (n = 2347). All pupils (n = 3990). Data table reference = “ai_personalised”.

We asked pupils and learners what they think are the advantages are of using technology or AI tools to adapt learning to their personal needs.

Figure 2: What pupils think the advantages are of using technology or AI tools to adapt learning to their personal needs

Response	Key stage 3	Key stage 4	16-19
It makes information easier to access	40%	48%	59%
It helps me understand things better	46%	38%	51%
It helps me with subjects I find difficult	40%	40%	47%
It helps me learn at my own pace	38%	41%	41%
It makes learning more fun	33%	17%	19%
Not applicable - I don't think there are any advantages	3%	7%	6%
Other	3%	2%	2%
Don't know	12%	9%	4%

Base: All pupils (n = 3990). Data table reference = “ai_personalised_advantages”.

We also asked them what they think are the disadvantages are of using technology or AI tools to adapt learning to their personal needs.

Figure 3: What pupils think the disadvantages are of using technology or AI tools to adapt learning to their personal needs

Response	Key stage 3	Key stage 4	16-19
The information from AI tools could be false or misleading	43%	57%	62%

Takes away the need to think for myself	36%	51%	53%
Getting distracted by other things on the device	43%	53%	48%
Spending too much time on screens	49%	46%	44%
Missing out on time with friends and teachers	32%	29%	21%
Sharing my personal data	25%	32%	28%
Not understanding how to use the technology	21%	17%	17%
Not applicable - I don't think there are any disadvantages	5%	4%	2%
Other	4%	5%	5%
Don't know	8%	4%	3%

Base: All pupils (n = 3990). Data table reference = “ai_personalised_concerns”.

Finally, we asked parents what their concerns are, if any, about teachers using technology or AI tools to deliver lessons adapted to their child's individual needs.

Figure 4: Parents' concerns about teachers using technology or AI tools to deliver lessons adapted to their child's individual needs

Response	Primary	Secondary	Special
Reduced child/teacher interaction	57%	53%	43%
Teachers may become more reliant on technology to deliver lessons	44%	49%	32%
Children may become more reliant on technology in lessons	47%	42%	30%
An increase in screen time for my child	46%	41%	24%
Less inclusive for children with SEND	17%	17%	28%

Technology isn't equally accessible to all children and may create an unfair advantage	25%	25%	20%
Privacy and security of children's data	20%	18%	17%
I don't understand how this technology works	15%	20%	19%
Not applicable - I don't have any concerns	12%	11%	19%
Other	3%	5%	5%

Base: All parents (n = 2347). Data table reference = "ai_personalised_concerns".

School belonging and its impact on parental decision-making

We asked primary and secondary school parents what factors were most important to them when applying for a primary or secondary school place for their child.

Figure 5: Factors parents consider most important when applying for a primary or secondary school place

Response	Parents of pupils without SEND	Parents of pupils with SEND
Close to home or convenience of location	70%	66%
School's academic reputation or results	58%	44%
Availability of special educational needs (SEN) support (including SEN units)	3%	39%
I have another child attending the school	24%	17%
School ethos, values and culture	24%	15%

School facilities and resources	22%	15%
School staff and school leadership	22%	16%
School is an inclusive environment for pupils regardless of background or differences	14%	16%
Feeder school link with my child's prior school	9%	12%
Curriculum and extra-curricular activities	11%	5%
My child's friends already attend or are likely to attend the school	8%	8%
The school was recommended to us by others	6%	4%
Other	4%	4%
Don't know	0%	2%

Base: All primary and secondary school parents (n = 1844). Data table reference = "decisionmaking_factors".

We asked if they had ever considered moving their child to a different school or education setting, other than when they would normally be expected to move schools, such as from primary to secondary school. A minority (27%) of parents of pupils without SEND and about half (48%) of parents of pupils with SEND said they had. We then asked primary and secondary parents who said they have ever considered moving their child to a different school or education setting if they did move their child. A minority of parents of pupils without SEND (28%) and parents and pupils with SEND (22%) parents said they had.

We then asked primary and secondary parents who said they have ever considered moving their child to a different school or education setting, where they considered moving their child.

Figure 6: Type of school or education setting to which parents had considered moving their child

Response	Parents of pupils without SEND	Parents of pupils with SEND
To another mainstream school	90%	70%
To a special school	1%	25%
To a home education setting	9%	16%
To an alternative provision (AP) setting	2%	13%
Don't know	5%	3%

Base: All primary and secondary school parents who said they have ever considered moving their child to a different school or education setting, other than when they would normally be expected to move schools, such as from primary to secondary school. (n = 735). Data table reference = “decisionmaking_where”.

For parents who had considered moving their child to a new school or education setting, we asked them why.

Figure 7: Reasons why parents have moved or considered moving their child to a different school or educational setting

Response	Parents of pupils without SEND	Parents of pupils with SEND
Availability of special educational needs (SEN) support	6%	54%
Their mental health or emotional wellbeing	30%	53%
Experiences of bullying or harassment	25%	35%
The school's teaching styles and curriculum	35%	26%

Concerns about their sense of belonging or inclusion at school	23%	34%
Relocation or to make the journey to and from school easier	17%	9%
Lack of extracurricular activities or social opportunities	16%	4%
The school suggested their child's needs might be better met in a different school or educational setting	3%	11%
Other	25%	10%
None of the above	6%	3%
Prefer not to say	2%	2%

Base: All primary and secondary school parents who said they have ever considered moving their child to a different school or education setting, other than when they would normally be expected to move schools, such as from primary to secondary school. (n = 735). Data table reference = "decisionmaking_new_school".

Inclusive mainstream

We asked pupils how often they had felt included at their school or college since the start of the school year.

Figure 8: How often pupils felt included at their school or college since the start of the academic year

SEND status	All the time	Most of the time	Some of the time	Never	Don't know	Total
Pupils without	25%	46%	24%	4%	1%	100%

SEND

Pupils with SEND	16%	42%	33%	7%	2%	100%
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Base: All pupils and learners (n = 3990). Data table reference = “inclusivemainstream_included”.

We then asked pupils who said they felt included at least some of the time, what sort of actions related to inclusivity were taken by their school or college.

Figure 9: Actions related to inclusivity that pupils said had been taken by their school

Response	Pupils without SEND	Pupils with SEND
Offers a variety of activities outside of academic lessons that I can participate in	56%	46%
Has social spaces or areas available to me	52%	45%
Teaches me life skills alongside academic subjects	50%	37%
Provide opportunities for me to learn in small groups or one-to-one when I need it	45%	40%
Offers pastoral support	45%	40%
Provides a support base or space for me to take breaks or seek support if I need it	38%	42%
Makes the building accessible to me	39%	34%
Understands and respects my life outside of school or college	37%	29%
Listens to my views and acts on my feedback	33%	27%
Shows flexibility around school or college rules and	24%	24%

policies

Other	3%	7%
Don't know	7%	11%

Base: Pupils and learners who have felt included at least some of the time since the start of this school year (n = 3739). Data table reference = "inclusivemainstream_actions".

We then asked parents the same question, asking what sort of actions related to inclusivity does their child's school or college do.

Figure 10: Actions related to inclusivity that parents said had been taken by their child's school

Response	Parents of pupils without SEND	Parents of pupils with SEND
Offers a variety of activities outside of academic lessons for their child to participate in	59%	43%
Provides opportunities for their child to learn in small groups or one-to-one when needed	49%	56%
Offers pastoral support	49%	51%
Teaches life skills alongside academic subjects	49%	36%
Provides a support base or space for their child to take breaks or seek support if they need it	35%	47%
Establishes and maintains good relationships between parent and school	45%	42%
Makes the school building accessible to their	37%	36%

child

Understands and respects their child’s life outside of school	33%	35%
Shows flexibility around rules and policies	18%	25%
Other	2%	5%
Don’t know	8%	10%

Base: All parents (n = 2347). Data table reference = “inclusivemainstream_actions”.

We asked parents the extent they agreed or disagreed that their child’s school is an inclusive environment regardless of pupils’ backgrounds or differences.

Figure 11: Extent parents agree or disagree that their child’s school is an inclusive environment regardless of pupils’ backgrounds or differences

SEND status	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don’t know	Total
Parents of pupils without SEND	42%	42%	10%	3%	2%	1%	100%
Parents of pupils with SEND	31%	42%	16%	6%	3%	3%	100%

Base: All parents (n = 2347). Data table reference = “inclusivemainstream_environment”.

Identification ownership among 16- and 17-year-olds

We asked pupils and learners what forms of identification they own.

Figure 12: Identification owned by pupils and learners

Response	Age 11-13	Age 14-15	Age 16-19
Passport	80%	82%	85%
Birth or adoption certificate	64%	68%	63%
Full or provisional driving licence	0%	3%	57%
Bank statement	24%	36%	51%
Photographic Oyster Card (plastic)	9%	13%	13%
National Railcard (digital)	2%	3%	10%
None	4%	4%	1%
Don't know	8%	7%	1%

Base: All pupils and learners (n = 3990). Options with fewer than 5% of respondents are not charted (with the exceptions of “None” and “Don’t know”). Data table reference = “identification_own”.

We asked pupils and learners if, before taking the survey, they knew that people are required to show a form of ID when they go to a polling station. A majority of 11 to 13 year old pupils (68%), 14 to 15 year old pupils, (82%) and pupils and learners 16 years or older (89%) said they knew this.

We also asked if, before taking the survey, they knew that people who do not own ID can apply for a Voter Authority Certificate (VAC), free of charge, so they can vote. A VAC is a paper document with your photo on it that you can use to prove your

identity when voting in person in England, Scotland or Wales. A minority of 11 to 13 year old pupils (21%), 14 to 15 year old pupils (18%) and pupils and learners 16 years or older (23%) said they knew this.

Attitudes towards girls and women

We asked pupils and learners how often in the previous week they had witnessed other pupils at their school make comments about girls and women that they would describe as misogynistic. We defined misogynistic as showing feelings of hating girls and women or a belief that boys and men are better than girls and women. We only asked this question to pupils and learners who consented to answering questions about behaviour and attitudes towards girls and women (98%).

Figure 13: How often in the previous week pupils and learners had witnessed other pupils at their school making comments about girls and women that they would describe as misogynistic

Key stage	Every day	Most days	Some days	Never	Prefer not to say	Don't know	Total
Key stage 3	5%	10%	33%	35%	1%	15%	100%
Key stage 4	5%	14%	43%	26%	1%	10%	100%
16-19	5%	11%	37%	36%	1%	10%	100%

Base: Pupils and learners who consented to answering questions about behaviour and attitudes towards girls and women (n = 3922). Data table reference = “attitudegirls_misogynistic”.

We then asked how often in the previous week they had witnessed other pupils at their school make comments about girls and women that made them worry about the safety of girls and women in the previous week.

Figure 14: How often, in the previous week, pupils and learners had

witnessed other pupils at their school make comments about girls and women that made them worry about the safety of girls and women

Key stage	Every day	Most days	Some days	Never	Prefer not to say	Don't know	Total
Key stage 3	4%	5%	23%	55%	1%	12%	100%
Key stage 4	2%	8%	36%	43%	1%	9%	100%
16-19	3%	6%	27%	53%	0%	10%	100%

Base: Pupils and learners who consented to answering questions about behaviour and attitudes towards girls and women (n = 3922). Data table reference = “attitudegirls_safety”.

Higher education (HE) participation

We asked pupils and learners in years 12 and 13 what they were planning to do from September 2025.

Figure 15: What pupils and learners in years 12 and 13 are planning to do from September 2025

Response	Year 12	Year 13
Go to university or study for a higher education qualification	0%	49%
Begin an apprenticeship	19%	14%
Any other learning at a college or other training provider	10%	4%
Continue at school	45%	4%
Paid work	7%	10%

Take a gap year	0%	7%
Begin a traineeship	0%	0%
Begin an internship	0%	0%
Volunteering	0%	0%
Other	2%	1%
Don't know or I haven't decided yet	15%	9%

Base: Pupils and learners in years 12 and 13 (n = 2497). Options “Go to university/study for a higher education qualification” and “Take a gap year” were only shown to year 13 pupils. Data table reference = “he_plan”.

We asked year 13 pupils and learners who said they were not planning to attend university or study for a higher education qualification in 2025 why this was.

Figure 16: Reasons why year 13 pupils and learners are not planning to attend university or study for a higher education qualification in 2025

Response	Percentage
I wanted to start earning money sooner rather than later	36%
The cost of university or higher education is too expensive	34%
I do not think university or higher education is good value for money	26%
I am planning on attending university or studying a higher education qualification later in life	26%
I do not think higher education is right for me	26%
I have had enough of formal learning	23%
My intended career path does not require a university/higher education qualification	19%
I don't feel ready to study at a higher level	13%

I'm not expected to meet the required grades	12%
Other	8%
Don't know	1%

Base: Pupils and learners in year 13 who are not planning to attend university or study for a higher education qualification in 2025 (n = 395). Data table reference = “he_whyntattend”.

We asked pupils and learners who said they were not expected to meet the required grades to attend university or study a higher education qualification, if they would consider applying if their final grades were higher than predicted. A minority (28%) said yes and 53% said no. The remaining 19% said they did not know.

We asked those who said the cost of university or higher education is too expensive, what aspects of cost they were most concerned about.

Figure 17: What aspects of costs year 13 pupils and learners who think university is too expensive are most concerned about

Response	Percentage
I am equally put off by tuition fees and living costs	77%
I am put off by the tuition fees	9%
I am put off by the living costs	9%
I am put off by another cost	4%
Don't know	2%

Base: Pupils and learners in years 13 who said the cost of university/higher education is too expensive (n = 134). Data table reference = “he_costs”.

We presented pupils and learners in years 12 and 13 with a series of statements about the cost of higher education, and asked to what extent they agreed or

disagreed. Only year 13 pupils who plan to go to university or study for a higher education qualification from September 2025 were asked about the statement: “I nearly did not apply to go to university or study for a higher education qualification because of concern about debt”.

Figure 18: The extent Year 12 and 13 pupils and learners agree or disagree with statements about the cost of higher education

Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
I am comfortable with taking out a student finance loan to fund my studies	14%	28%	32%	18%	8%	100%
Going to university or studying for a higher education qualification is a good financial investment	16%	32%	34%	13%	5%	100%
I nearly did not apply to go to university or study for a higher education qualification because of concern about debt	14%	23%	19%	25%	18%	100%

Base: Pupils and learners in years 12 and 13 (n = 2497). Data table references = “he_loan”, “he_goodinvestment”. Pupils and learners in years 13 who plan to go to university or study for a higher education qualification from September 2025 (n = 543). Data table reference = “he_debtconcern”.

Careers advisers

We asked pupils and learners whether they had discussed their future career plans with anyone since September 2024. A majority of key stage 3 pupils (64%), key stage 4 pupils (85%), and pupils and learners aged 16 to 19 (86%) said they had.

We asked those who said they had discussed their future career plans, who they had discussed them with.

Figure 19: Who pupils and learners have discussed their future career plans with since September 2024

Response	Key stage 3	Key stage 4	16-19
Parents, guardians or other relatives	75%	78%	84%
Friends	57%	63%	75%
Teachers	49%	55%	71%
A careers adviser at school or college	24%	60%	48%
People at careers fairs	10%	27%	27%
Someone else	4%	6%	6%

Base: Pupils and learners in years 7 to 13 who have had a discussion with someone about their future career plans (n = 3195). Data table reference = “careersadviser_discussionwho”.

We then asked those who said they had discussed their future career plans with a careers adviser, how they had had those conversations.

Figure 20: Ways pupils and learners have discussed their future careers plans with a careers adviser

Response	Key stage 3	Key stage 4	16-19
I have had one in-depth conversation with a careers adviser	22%	42%	40%
I have had a short conversation with a careers adviser	28%	29%	37%
I have participated in a group exercise with a careers adviser	36%	19%	13%
I have had several in-depth conversations with a careers adviser	32%	22%	24%
Other	6%	1%	3%

Base: Pupils and learners in years 7 to 13 who have discussed their future career plans with a careers adviser (n = 1452). Data table reference = “careersadviser_discussionhow”.

We also asked those who said they had not spoken to a careers adviser since September 2024, if they were scheduled to speak to one during the rest of the academic year. A minority of key stage 3 pupils (13%), key stage 4 pupils (27%), and pupils and learners aged 16 to 19 (16%) said they were. However, 47% of key stage 3 pupils, 30% of key stage 4 pupils and 31% of pupils and learners aged 16 to 19 said they did not know.

Perceptions of careers in childcare and early years

We asked pupils and learners in years 10 to 13 about their perceptions of careers in childcare and early years. Working in early years and childcare was defined as being paid to look after and educate children under the age of 5, usually at a nursery, playgroup or by a childminder.

We asked to what extent they agreed or disagreed that careers in early years and

childcare are fun.

Figure 21: The extent that pupils agree or disagree that careers in early years and childcare are fun

Audience	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Total
Pupils and learners in years 10 to 13	8%	32%	36%	13%	4%	7%	100%

Base: Pupils and learners in years 10 to 13 (n = 3134). Data table reference = “careerchildcare_attitude_fun”.

We also asked how likely they were to consider a career in early years and childcare.

Figure 22: How likely pupils are to consider a career in early years and childcare

Audience	Very likely	Fairly likely	Not very likely	Not at all likely	Don't know	Total
Pupils and learners in years 10 to 13	5%	16%	37%	37%	5%	100%

Base: Pupils and learners in years 10 to 13 (n = 3134). Data table reference = “careerchildcare_likely”.

We asked pupils who are not very, or not at all likely to consider a career in early years and childcare why this was.

Figure 23: Reasons why pupils are not interested in a career in early years

and childcare

Response	Percentage
It doesn't interest me	79%
The pay in early years and childcare isn't high enough	35%
I wouldn't fit in with other people who work in early years and childcare	14%
I haven't considered any careers	13%
The work-life balance in early years and childcare isn't good enough	12%
My school or college doesn't offer early years and childcare qualifications	8%
There aren't enough jobs available in early years and childcare	4%
I won't get good enough grades to do an early years and childcare qualification	3%
Another reason	14%
Don't know	1%

Base: Pupils and learners in years 10 to 13 who are not very, or not at all likely to consider a career in early years and childcare (n = 2326). Data table reference = "careerchildcare_whynot".

We asked pupils and learners whether they had received any information, advice or guidance on working in early years and childcare. A minority (28%) said they had.

We asked those pupils and learners who had received information, advice or guidance what sources they had received this from.

Figure 24: Which sources pupil have received information, advice or guidance on working in early years and childcare from

Response	Percentage
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Family	44%
Teachers or trained advisors in school/college	43%
Social Media	29%
Friends	28%
A talk from someone already working in childcare	28%
Careers and training websites	19%
Somewhere else	7%
The 'Do something BIG. Work with small children' advertising campaign	7%
None of the above	8%
Don't know	8%

Base: Pupils and learners in years 10 to 13 who have received information, advice or guidance on working in early years and childcare (n = 880). Data table reference = "careerchildcare_informationsources".

Attendance

We asked pupils and learners how often they had attended school in the past 2 weeks of term time.

Figure 25: How often pupils have attended school in the past 2 weeks of term

Key stage	Every weekday	Most weekdays	Some weekdays	Not at all	Total
Key stage	77%	18%	3%	2%	100%

Key stage 4	75%	18%	4%	2%	100%
16-19	59%	32%	6%	2%	100%

Base: All pupils and learners in years 7 to 13 (n = 3990). Data table reference = “attendance_pupils”.

Across previous academic years, the proportions of pupils and learners who said they had been to school every day or most days were:

Figure 26: Proportion of pupils who had been to school every day or most days over time

Wave	Key stage 3	Key stage 4
2025-03	95%	93%
2024-09	97%	96%
2024-03	95%	95%
2023-12	96%	94%

Base: All pupils and learners in years 7 to 13 (n = 3990). Bases refer to most recent data: refer previous reports for base sizes at each data point. Data table reference = “attendance_pupils”.

Belonging

We asked pupils and parents a series of questions about how they, or their child, felt about school over the previous week of term. Firstly, we asked how often they, or their child, had felt safe at school over the previous week of term.

Figure 27: How often pupils and parents felt they or their child felt safe at school over the previous week of term

Audience	Every day	Most days	Some days	Never	Don't know	Total
Key stage 3 pupils	47%	34%	12%	4%	3%	100%
Key stage 4 pupils	39%	41%	14%	4%	2%	100%
16-19 learners	68%	27%	4%	1%	0%	100%
Primary parents	66%	26%	7%	0%	1%	100%
Secondary parents	51%	35%	8%	3%	3%	100%
Special parents	58%	22%	9%	3%	8%	100%

Base: All pupils (n = 2552). Data table reference = “belonging_safe”. All parents (n = 2347). Data table reference = “belonging_safe”.

The majority of key stage 3 (81%) and key stage 4 (80%) pupils said that they had felt safe at school every day or most days over the previous week of term, whilst 95% of 16 to 19 pupils and learners said the same.

When last asked, in March 2024, a lower proportion of key stage 3 (72%) and 16 to 19 pupils and learners (87%) and a similar proportion of key stage 4 pupils (78%) said that they had felt safe at school every day or most days over the previous week of term.

The majority of primary parents (91%), secondary parents (86%) and special school parents (80%) said that their child had felt safe at school every day or most days over the previous week of term.

When last asked, in March 2024, a similar proportion of primary parents (93%), said that their child had felt safe at school every day or most days over the previous week of term, whilst a lower proportion of secondary parents (83%) and a higher

proportion of special school parents (85%) said the same.

We also asked pupils and parents how often they or their child had enjoyed going to school over the previous week.

Figure 28: How often pupils and parents felt they or their child had enjoyed school over the previous week of term

Audience	Every day	Most days	Some days	Never	Don't know	Total
Key stage 3 pupils	20%	36%	27%	15%	2%	100%
Key stage 4 pupils	9%	29%	42%	18%	2%	100%
16-19 learners	17%	41%	33%	8%	1%	100%
Primary parents	47%	37%	13%	2%	0%	100%
Secondary parents	25%	46%	20%	7%	2%	100%
Special parents	48%	30%	14%	6%	2%	100%

Base: All pupils (n = 2552). Data table reference = “belonging_enjoy”. All parents (n = 2347). Data table reference = “belonging_enjoy”.

The majority of key stage 3 (56%) and 16 to 19 pupils and learners (58%) said they had enjoyed going to school every day or most days over the previous week, whilst 38% of key stage 4 pupils said the same.

When last asked, in March 2024, a similar proportion of key stage 3 (55%), a higher proportion of key stage 4 pupils (52%) and a lower propotion of 16 to 19 pupils and learners (51%) said they had enjoyed going to school every day or most days over the previous week.

The majority of primary parents (84%), secondary parents (70%) and special school parents (78%) said their child had enjoyed going to school every day or most days over the previous week.

When last asked, in March 2024, a similar proportion of primary parents (86%), secondary parents (68%) and special school parents (79%) said their child had enjoyed going to school every day or most days over the previous week.

Finally, we asked pupils how often they felt like they belonged at school over the past week.

Figure 29: How often pupils felt they belonged at school over the previous week of term

Key stage	Every day	Most days	Some days	Never	Don't know	Total
Key stage 3	34%	38%	20%	5%	3%	100%
Key stage 4	26%	38%	23%	9%	4%	100%
16-19	42%	36%	15%	5%	1%	100%

Base: All pupils (n = 2552). Data table reference = “belonging_belong”.

A majority of key stage 3 (71%) and key stage 4 (64%) pupils said they felt they had belonged at school every day or most days over the past week, whilst 78% of 16 to 19 pupils and learners said the same.

When last asked, in March 2024, a lower proportion of key stage 3 (61%), key stage 4 pupils (60%) and 16 to 19 pupils and learners (59%) said they felt they had belonged at school every day or most days over the past week.

Behaviour

We asked pupils to rate the behaviour of pupils at their school over the previous week of term.

Figure 30: Pupil rating of behaviour in the previous week of term

Key stage	Very good	Good	Neither good nor poor	Poor	Very poor	Don't know	Total
Key stage 3	8%	34%	33%	16%	6%	3%	100%
Key stage 4	7%	32%	36%	16%	6%	3%	100%
16-19	16%	50%	22%	8%	3%	2%	100%

Base: All pupils and learners (n = 3990). Data table reference = "behaviour_others".

A minority of key stage 3 (41%) and key stage 4 (39%) pupils rated behaviour as good or very good in the previous week of term, whilst 66% of 16 to 19 pupils and learners said the same.

When last asked, in December 2024, a higher proportion of key stage 3 (44%) and a similar proportion of key stage 4 pupils (39%) rated behaviour as good or very good.

In March 2024, a lower proportion of key stage 3 (31%), key stage 4 pupils (32%) and 16 to 19 pupils (56%) rated behaviour as good or very good.

We asked pupils how often they felt their school had been calm and orderly over the previous week of term.

Figure 31: How often pupils felt their school had been calm and orderly in the previous week of term

Key stage	Every day	Most days	Some days	Never	Don't know	Total
Key stage 3	10%	33%	40%	14%	2%	100%
Key stage 4	10%	38%	38%	12%	1%	100%
16-19	22%	49%	21%	5%	3%	100%

Base: All pupils and learners (n = 3990). Data table reference = “behaviour_calm”.

A minority of key stage 3 (44%) and key stage 4 (48%) pupils said that their school had been calm and orderly every day or most days in the previous week of term, whilst 71% of 16 to 19 pupils and learners said the same.

When last asked, in December 2024, a higher proportion of key stage 3 (49%) and a similar proportion of key stage 4 pupils (48%) said that their school had been calm and orderly every day or most days in the previous week of term.

In March 2024, a higher proportion of key stage 3 (48%), a similar proportion of key stage 4 pupils (48%) and a lower proportion of 16 to 19 pupils (66%) said that their school had been calm and orderly every day or most days in the previous week of term.

We asked pupils how often misbehaviour of other pupils interrupted the lesson or stopped them doing their work in the previous week of term.

Figure 32: How often misbehaviour of other pupils interrupted the lesson or stopped them doing their work in the previous week of term

Key stage	All lessons	Most lessons	Some lessons	Rarely	Never	Don't know	Total
Key stage 3	7%	26%	36%	22%	6%	3%	100%
Key stage 4	5%	16%	43%	26%	5%	4%	100%
16-19	2%	8%	24%	41%	23%	3%	100%

Base: All pupils and learners (n = 3990). Data table reference = “behaviour_misbehaviour”.

A majority of key stage 3 (69%) and key stage 4 (65%) pupils said that misbehaviour had interrupted all, most or some lessons in the previous week of term, whilst 34% of 16 to 19 pupils and learners said the same.

When last asked, in December 2024, similar proportion of key stage 3 (69%) and key stage 4 pupils (63%) said that misbehaviour had interrupted all, most or some lessons in the previous week of term.

In March 2024, a higher proportion of key stage 3 (73%) and key stage 4 pupils (70%) said that misbehaviour had interrupted all, most or some lessons in the previous week of term, whilst a similar proportion of 16 to 19 pupils (33%) said the same.

We also asked parents questions on parental concern and communication of pupil behaviour. We asked parents how easy their child finds school rules on behaviour to follow.

Figure 33: How easy pupils find their school’s behaviour rules to follow according to parents

Phase	Very easy	Fairly easy	Not very easy	Not easy at all	Don’t know	Total
Primary	58%	33%	6%	1%	1%	100%
Secondary	39%	46%	7%	6%	2%	100%
Special	25%	44%	16%	6%	9%	100%

Base: All parents (n = 2347). Data table reference = “behaviour_easy”.

The majority of primary parents (92%), secondary parents (85%) and special school parents (69%) said their child finds it very or fairly easy to follow their school’s behaviour rules.

When last asked, in May 2024, a similar proportion of primary parents (92%) and secondary parents (84%) said their child finds it very or fairly easy to follow their school’s behaviour rules, whilst a lower proportion of special school parents (66%) said the same.

We asked parents to what extent they agreed or disagreed that their child understands what will happen if they don’t meet the expected standards of behaviour.

Figure 34: Extent that parents agree or disagree that their child understands what will happen if they don't meet the expected standards of behaviour

Phase	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Total
Primary	46%	43%	6%	2%	1%	2%	100%
Secondary	48%	46%	3%	1%	1%	2%	100%
Special	17%	34%	21%	11%	8%	9%	100%

Base: All parents (n = 2347). Data table reference = “behaviour_expectations”.

The majority of primary parents (90%), secondary parents (94%) and about half of special school parents (51%) agreed or strongly agreed that their child understands what will happen if they don't meet the expected standards of behaviour.

When last asked, in May 2024, a similar proportion of primary parents (90%) and secondary parents (93%) agreed or strongly agreed that their child understands what will happen if they don't meet the expected standards of behaviour, whilst a similar proportion of special school parents (48%) said the same.

We asked parents to what extent they agreed or disagreed that they are supportive of their child's school's behaviour rules.

Figure 35: Extent that parents agree or disagree that they are supportive of their child's school's behaviour rules

Phase	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Total
Primary	45%	44%	7%	2%	1%	0%	100%
Secondary	37%	42%	11%	6%	3%	2%	100%

Special	41%	40%	12%	3%	1%	4%	100%
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Base: All parents (n = 2347). Data table reference = “behaviour_supportive”.

A majority of primary parents (89%), secondary parents (79%) and special school parents (81%) agreed or strongly agreed that they are supportive of the school’s behaviour rules.

When last asked, in May 2024, a similar proportion of primary parents (88%), secondary parents (77%) and special school parents (80%) agreed or strongly agreed that they are supportive of the school’s behaviour rules.

We asked parents to what extent they agreed or disagreed that they are supportive of how the school’s behaviour rules are implemented.

Figure 36: Extent that parents agree or disagree that they are supportive of how the school’s behaviour rules are implemented

Phase	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don’t know	Total
Primary	36%	43%	11%	5%	2%	3%	100%
Secondary	26%	46%	14%	9%	3%	2%	100%
Special	35%	40%	15%	3%	2%	5%	100%

Base: All parents (n = 2347). Data table reference = “behaviour_implemented”.

The majority of primary parents (79%), secondary parents (72%) and special school parents (75%) agreed or strongly agreed that they are supportive of how the school’s behaviour rules are implemented.

When last asked, in May 2024, a similar proportion of primary parents (79%) and special school parents (75%) and agreed or strongly agreed that they are supportive

of how the school’s behaviour rules are implemented, whilst a smaller proportion of secondary parents (67%) said the same.

We asked parents whether their child’s school communicates with them about their child’s behaviour.

Figure 37: Whether the school communicates with parents about their child’s behaviour

Phase	Yes, I receive regular updates	Yes, but only if there are issues with behaviour	No	Don’t know	Total
Primary	28%	57%	12%	3%	100%
Secondary	41%	47%	10%	3%	100%
Special	55%	35%	8%	1%	100%

Base: All parents (n = 2347). Data table reference = “behaviour_communicate”.

The majority of primary parents (85%), secondary parents (87%) and special school parents (91%) said the school communicates with them about their child’s behaviour.

When last asked, in May 2024, a lower proportion of primary parents (80%) and a similar proportion of secondary parents (87%) and special school parents (93%) said the school communicates with them about their child’s behaviour.

Wellbeing

We asked pupils a series of questions about personal wellbeing validated by the Office for National Statistics (ONS). These questions are known as the [‘ONS4’ personal wellbeing measures](#) and are answered using a scale from 0 to 10. For happiness, life satisfaction, and sense of things you do in life being worthwhile, a higher score is indicative of better personal wellbeing. For anxiety, a lower score is indicative of better personal wellbeing.

Across this academic year and previous academic years, the average scores for year 7 to 11 pupils’ wellbeing measures were:

Wave	Happiness	Worthwhile	Life satisfaction	Anxiety
2025-03			7.1	4.0
2025-02	7.2	7.1	7.1	3.6
2024-09	7.1	7.4	7.3	3.2
2024-05	6.5	6.9	6.9	4.2
2024-03	6.6	6.8	6.7	4.2
2023-12	7	7.2	7.1	3.3

Base: All pupils in years 7 to 11 (n = 3990).Bases refer to most recent data: refer to previous reports for base sizes at each data point. Only life satisfaction and anxiety questions were asked in March 2025. Data table references = “wellbeing_anxious”; “wellbeing_happy”; “wellbeing_worthwhile”; “wellbeing_satisfied”.

The average wellbeing scores for 16 to 19 pupils and learners were 6.6 for happiness and 6.6 for sense of things they do in life being worthwhile.

16 to 19 pupils and learners had a higher happiness score than when we last asked this question in May 2024 (6.1), and also higher than when we asked at a similar time the previous year in March 2024 (6.0).

16 to 19 pupils and learners reported higher average scores for sense of things they do in life being worthwhile than when we last asked in May 2024 (6.3), and also higher than when we asked at a similar time the previous year in March 2024 (6.1).

We also asked parents a subset of these questions, referring to their child’s personal wellbeing. Across this academic year and the previous academic years, the average scores for parents’ views on their child’s personal wellbeing were:

Wave	Happiness	Anxiety
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2025-03	7.8	2.8
2025-02	8.1	2.4
2024-09	8.2	2.5
2024-05	7.9	2.8
2024-03	7.9	2.7
2023-12	8.2	2.4

Base: All parents (n = 2347). Bases refer to most recent data: refer to previous reports for base sizes at each data point.Data table references = “wellbeing_anxious”, “wellbeing_happy”.

We also asked pupils how often they felt lonely.

Figure 38: How often pupils feel lonely

Audience	Hardly ever or never	Some of the time	Often	Prefer not to say	Total
Pupils	29%	45%	21%	5%	100%

Base: All Pupils (n = 2497). Data table reference = “wellbeing_lonely”.

The percentage of pupils who said they often felt lonely was higher than when we last asked this question in February 2025 (14%) and September 2024 (12%).

Glossary of terms

Individualised Learner Record (ILR): The primary data collection about further education and work-based learning in England. It is requested from learning providers in England’s further education system.

National Pupil Database (NPD): A register data set of all pupils in state schools in England, compiled by the Department for Education. It contains attainment data as children progress through school, as well as information on pupil background, absences and exclusions from school.

Special Educational Needs and Disability (SEND): A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Some children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

Special schools: Schools which provide an education for children with a special educational need or disability. Almost all pupils in special schools have an education, health and care plan (EHCP), which are plans for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

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