Department for Education

Research and analysis

School and college voice: March 2025

Updated 17 July 2025

Applies to England

Contents

Introduction

The Department for Education (DfE) commissioned Verian (formerly known as Kantar Public) to recruit and maintain a panel of school and college leaders and teachers in England, known as the School and College Voice (SCV). The SCV is designed to collect robust evidence to help the Department for Education

understand the perspectives of teachers and leaders. This allows us to make more effective policy.

The SCV 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 School and College Voice.

Methodology

The SCV survey is answered by teachers and leaders who have agreed to participate in short, regular research surveys on topical education issues.

We select teachers and leaders randomly using records from the School Workforce Census (SWFC) and invite them to take part in an online survey. For the first survey of the academic year, we send invitation letters and emails to teachers and leaders. For other surveys in that same academic year, we send the invitation by email and text message to the teachers and leaders who agreed to join the panel in the first survey.

We ran a survey between 19 March and 26 March 2025. For this wave of surveys, we did not include special school audiences. The respondents were:

Audience	Responses
Primary school leaders	452
Secondary school leaders	537
Primary school teachers	332
Secondary school teachers	379

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 School and College 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 special school teachers and leaders to the SCV 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:

- teaching school hubs

- reach of the National Institute of Teaching (NIoT) research programme

- delayed entry for summer born pupils

- mentoring and coaching

- behaviour

Teaching school hubs

We asked primary and secondary teachers and leaders how much they knew about teaching school hubs before taking the survey.

Figure 1: Teachers' and leaders' level of knowledge of teaching school hubs

Level	Know a lot	Know a little	Only know the name	Not heard of them	Total

Teacher	8%	28%	25%	39%	100%
Leader	25%	48%	19%	8%	100%

We then asked primary and secondary school leaders who said they knew a little or a lot about teaching school hubs which programmes or services have been accessed at their school since December 2023.

Figure 2: Programmes leaders have personally accessed at their school since December 2023

Response	Percentage
Early Careers Framework (ECF)	73%
National Professional Qualifications (NPQ)	68%
Initial Teacher Training (ITT)	47%
Appropriate Body services (AB)	36%
Signposting to other continuous professional development (CPD) programmes	35%
None of these	8%
Don't know	4%

We also asked teachers who said they knew a little or a lot about teaching school hubs which programmes they had personally accessed at their school since December 2023.

Figure 3: Programmes that teachers have personally accessed at their school since December 2023

Response	Percentage
Signposting to other CPD programmes	28%
NPQ	28%
ECF	22%
ITT	11%
Appropriate body (AB) services	5%
None of these	32%
Don't know	6%

Base: All primary and secondary teachers who know a little or a lot about teaching school hubs (n = 260). Data table reference = "tsh_access".

Finally, we asked primary and secondary teachers and leaders whose school had accessed programmes or services through the teaching school hub how satisfied or dissatisfied they were with the service they received from the teaching school hub.

Figure 4: Teacher and leader satisfaction with service received from teaching school hubs

Level	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Vari... too muc... to s...
Teacher	15%	67%	16%	1%	1%	1%
Leader	22%	54%	21%	1%	1%	2%

Reach of the National Institute of Teaching research programme

We asked primary and secondary teachers and leaders if they had heard of the National Institute of Teaching before taking the survey.

Figure 5: Teacher and leader knowledge of National Institute of Teaching

Level	Know a lot about it	Know a little about it	Only know the name	Never heard of it	Don't know	Total
Teacher	2%	19%	34%	44%	1%	100%
Leader	7%	33%	34%	26%	0%	100%

We asked those who said they had at least heard of the National Institute of Teaching what they thought its main roles are.

Figure 6: What teachers and leaders think are the main roles of the National Institute of Teaching

Response	Teacher	Leader
Conduct research around professional development	47%	44%
Deliver ITT	45%	46%

Deliver NPQs	42%	44%
Deliver the ECF	39%	43%
Communicate new research	32%	31%
Deliver National Leaders of Education (NLE) training	27%	27%
Lobbying	6%	6%
Other	1%	0%
Don't know	28%	30%

> **Base**: Primary and secondary teachers (n = 387) and primary and secondary leaders (n = 725) who have heard of, or know about, the National Institute of Teaching. Data table reference = "niot_roles".

Finally, we asked primary and secondary teachers and leaders who thought conducting and communicating research is one of the main roles of the National Institute of Teaching, if since September 2024, they had engaged with any of the research produced by the National Institute of Teaching. A minority of primary (13%) and secondary (16%) school teachers, and a minority of primary (18%) and secondary (33%) school leaders said they had engaged with the research.

Delayed entry for summer born pupils

We asked primary leaders whose school has a reception class if, in the past 3 academic years, their school had received any requests from parents for delayed admission to reception for summer born pupils. The majority (57%) said they had and 35% said they had not. The remaining 8% said that they did not know.

We asked primary leaders who said that their school had received delayed admission requests approximately how many requests for summer born pupils they had received in the past 3 years.The majority of leaders (87%) said that between 1 and 5 requests had been received.

We also asked how requests for delayed admission to reception for summer born pupils are decided. Around half (52%) said that the school decides whether or not to approve the request and a minority (21%) said that they defer the decision to the local authority. The remaining 28% said that they did not know.

For those whose school decides whether to approve delayed admission requests for summer born pupils, we asked what best describes their schools' current policy or guidance for handling these requests.

Figure 7: Primary schools' current policy or guidance for approving delayed admission requests for summer born pupils'

Response	Percentage
We ask parents to make a case for delayed admission and make decisions on a case-by-case basis	85%
We do not agree any requests	5%
We agree all requests	4%
Not applicable - we do not have a school policy or guidance	3%
Don't know	3%

Base: Primary leaders whose school decides whether to approve delayed admission requests for summer born pupils. (n = 217). Data table reference = "delayedadmission_handle_reception".

We asked secondary school leaders whose school has a year 7 cohort if, in the past 3 academic years, their school had received any requests from parents for delayed admission to year 7 for summer born pupils who were educated out-of-year group at primary school. A minority (13%) said they had and 50% said they had not. The remaining 37% said that they did not know.

We asked secondary leaders who said that their school had received delayed admission requests for summer born pupils approximately how many requests they had received in the past 3 years. The majority of leaders (85%) said that between 1 and 5 requests had been received.

We also asked how requests are decided for delayed admission to year 7 for summer born pupils who were educated out-of-year group at primary school. A minority (31%) said that the school decides whether or not to approve the request and a minority (13%) said that they defer the decision to the local authority. The remaining 56% said that they did not know.

For those whose school decides whether to approve delayed admission requests for summer born pupils, we asked what best describes their schools' current policy or guidance for handling these requests.

Figure 8: Secondary schools' current policy or guidance for approving delayed admission requests for summer born pupils

Response	Percentage
We ask parents to make a case for delayed admission, and make decisions on a case-by-case basis	55%
We do not agree any requests	15%
Not applicable - we do not have a school policy or guidance	11%
We agree all requests	8%
Don't know	11%

Base: All secondary leaders whose school decides whether to approve delayed admission requests for summer born pupils. (n = 177). Data table reference = "delayedadmission_handle_y7".

Mentoring and coaching

We asked primary and secondary teachers and leaders whether they had ever received regular mentoring and coaching, while working in state education, either arranged formally as part of a scheme or informally by themselves.

Figure 9: Whether teachers and leaders have ever received regular

mentoring or coaching

Response	Teacher	Leader
Currently has a mentor or coach	17%	22%
Had a mentor or coach previously	37%	42%
Has never had a mentor or coach	45%	36%
Don't know	1%	0%

Base: All primary and secondary teachers (n = 711). All primary and secondary leaders (n = 989). Data table reference = "mentorcoach_receive".

We then asked primary and secondary teachers and leaders who said they had received mentoring or coaching how this was arranged.

Figure 10: How mentoring and coaching was arranged for teachers and leaders

Response	Teacher	Leader
Through a scheme set up by my school	57%	40%
Through a scheme set up by DfE	19%	15%
I arranged it informally myself	14%	16%
Through a scheme set up by my trust	9%	19%
Through a scheme set up by another organisation	6%	19%
Through my local authority	2%	7%
Other	7%	5%
Don't know	3%	1%

We asked primary and secondary teachers and leaders how interested they were, if at all, in having, or continuing to have, a mentor or coach in the next 3 years.

Figure 11: Teacher and leader interest in having, or continuing to have, a mentor or coach in the next 3 years

Level	Very interested	Fairly interested	Not very interested	Not at all interested	Don't know	Total
Teacher	16%	31%	31%	20%	2%	100%
Leader	31%	38%	19%	11%	2%	100%

We asked all primary and secondary teachers how interested, if at all, they would be in progressing to a school leadership position in the next 10 years.

Figure 12: Primary and secondary school teacher interest in progressing to leadership position in the next 10 years

Phase	Very interested	Fairly interested	Not very interested	Not at all interested	Don't know	Total
Primary	23%	25%	19%	32%	1%	100%
Secondary	19%	24%	20%	35%	1%	100%

We asked leaders who were interested in receiving mentoring or coaching, as well as teachers who were interested in both receiving mentoring or coaching and progressing into leadership roles, what leadership skills they would like a mentor or coach to support them with.

Figure 13: Skills teachers and leaders would like a mentor or coach to support them with

Response	Teacher	Leader
Curriculum and assessment - ensuring a broad, structured and coherent curriculum	56%	30%
Ensuring that teaching in your school is high quality	55%	43%
Special educational needs and disabilities (SEND)	52%	35%
Organisational management	51%	45%
Creating a positive school culture	49%	39%
Continuous school improvement	46%	56%
Professional development for staff	46%	39%
Pupil behaviour management and approaches	44%	30%
Maintaining relationships beyond the school with parents, carers and the local community, for example	35%	31%
Governance and accountability	32%	30%
None of the above	1%	3%
Don't know	1%	2%

Base: Primary and secondary teachers who are both interested in receiving mentoring or coaching and progressing into leadership roles (n = 174), and primary and secondary leaders who are interested in receiving mentoring or coaching (n = 649). Data table reference = "mentorcoach_supportarea".

We also asked all primary and secondary school teachers and leaders if, during their career in the state education sector, they had ever provided mentoring or coaching.

Figure 14: Whether teachers and leaders have provided mentoring or coaching in their career in the state education sector

Level	Currently a mentor or coach	Was a mentor or coach previously	Has never been a mentor or coach	Don't know	Total
Teacher	24%	37%	38%	0%	100%
Leader	36%	42%	22%	0%	100%

> **Base**: All primary and secondary teachers (n = 711). All primary and secondary leaders (n = 989). Data table reference = "mentorcoach_provide".

We then asked primary and secondary teachers and leaders how interested they are in continuing to be, or becoming, a mentor or coach over the next 3 years.

Figure 15: Teachers' and leaders' interest in continuing as, or becoming, a mentor or coach in the next 3 years

Level	Very interested	Fairly interested	Not very interested	Not at all interested	Don't know	Total
Teacher	25%	41%	18%	15%	2%	100%
Leader	36%	40%	18%	5%	2%	100%

> **Base**: All primary and secondary teachers (n = 711), and primary and secondary leaders (n = 989). Data table reference = "mentorcoach_provideinterest".

Finally, we asked those who said they were not interested in being a mentor or coach over the next 3 years why this was.

Figure 16: Reasons why teachers and leaders are not interested in

becoming, or continuing to be, a mentor or coach in the next 3 years

Response	Teacher	Leader
Concern about capacity, high workload or stress	83%	80%
Insufficient recognition for the additional work	51%	17%
It will reduce my time in the classroom	37%	11%
Lack of support or training	22%	10%
It will reduce my time for leadership responsibilities	12%	54%
Do not feel experienced enough	11%	7%
It is not appropriate for my role	4%	6%
Other	14%	11%
Don't know	1%	0%

Base: Primary and secondary teachers who are not interested in providing mentoring over the next 3 years (n = 238), and primary and secondary leaders who are not interested in providing mentoring over the next 3 years (n = 239). Data table reference = "mentorcoach_providereasons".

Behaviour

We asked primary and secondary teachers how good or poor pupil behaviour was over the previous week of term.

Figure 17: Teacher's ratings of pupil behaviour over the previous week of term

Phase	Very good	Good	Neither good nor poor	Poor	Very poor	Don't know	Total

Primary	13%	48%	15%	17%	7%	1%	100%
Secondary	8%	41%	22%	20%	8%	0%	100%

> **Base**: All primary and secondary teachers (n = 711). Data table reference = "behaviour_rating".

A majority of primary school teachers (61%) and about half of secondary school teachers (49%) said that the behaviour of pupils at their school over the previous week had been good or very good.

When last asked, in December 2024, a lower proportion of primary school teachers (52%) and a similar proportion of secondary school teachers (48%) rated behaviour as good or very good.

In March 2024, a higher proportion of primary school teachers (66%), and a lower proportion of secondary school teachers (44%), rated behaviour as good or very good.

We also asked primary and secondary leaders how good or poor pupil behaviour was over the previous week of term.

Figure 18: Leader's ratings of pupil behaviour over the previous week of term

Phase	Very good	Good	Neither good nor poor	Poor	Very poor	Don't know	Total
Primary	28%	59%	7%	5%	1%	0%	100%
Secondary	17%	54%	18%	8%	3%	0%	100%

> **Base**: All primary and secondary leaders (n = 989). Data table reference = "behaviour_rating".

The majority of primary school leaders (87%), and secondary school leaders (71%), rated behaviour over the previous week as good or very good.

When last asked, in December 2024, a lower proportion of primary school leaders (82%) and secondary school leaders (67%) rated behaviour as good or very good.

In March 2024, a higher proportion of primary school leaders (90%), and a lower proportion of secondary school leaders (65%), rated behaviour as good or very good.

We then asked primary and secondary school teachers how often their school had been calm and orderly over the previous week of term.

Figure 19: How often teachers felt their school has been calm and orderly over the previous week of term

Phase	Every day	Most days	Some days	Never	Don't know	Total
Primary	13%	48%	35%	3%	1%	100%
Secondary	15%	37%	39%	9%	1%	100%

Base: All primary and secondary teachers (n = 711). Data table reference = "behaviour_calm".

The majority of primary (61%) and secondary teachers (52%) said that their school had been calm and orderly every day or most days.

When last asked, in December 2024, a similar proportion of primary school teachers (59%) and secondary school teachers (53%) said that their school had been calm and orderly every day or most days.

In March 2024, a higher proportion of primary school teachers (66%) and a similar proportion of secondary school teachers (53%) said that their school was calm and orderly either every day or most days.

We also asked primary and secondary school leaders how often their school had been calm and orderly over the previous week of term.

Figure 20: How often leaders felt their school has been calm and orderly over the previous week of term

Phase	Every day	Most days	Some days	Never	Don't know	Total
Primary	46%	42%	11%	0%	0%	100%
Secondary	34%	49%	16%	0%	0%	100%

> **Base**: All primary and secondary leaders (n = 989). Data table reference = "behaviour_calm".

The majority of primary school leaders (88%) and secondary school leaders (83%) said that their school had been calm and orderly every day or most days over the previous week.

When last asked, in December 2024, a lower proportion of primary school leaders (85%) and secondary school leaders (79%), said that their school had been calm and orderly either every day or most days.

In March 2024, a higher proportion of primary school leaders (90%), and a similar proportion of secondary school leaders (82%), said that their school was calm and orderly either most or all days.

We finally asked primary and secondary school teachers in how many lessons in the previous week of term did pupil misbehaviour stop or interrupt teaching and learning.

Figure 21: Proportion of teachers' lessons interrupted by pupil misbehaviour over the previous week of term

Phase	All lessons	Most lessons	Some lessons	Rarely	Never	Don't know	NA	Total
Primary	7%	30%	34%	23%	3%	0%	2%	100%
Secondary	4%	19%	45%	26%	5%	0%	1%	100%

> **Base**: All primary and secondary teachers (n = 711). Data table reference = "behaviour_interrupt".

A minority of primary school teachers (37%) and secondary school teachers (22%) said that pupil misbehaviour had interrupted all or most of the lessons they had taught in the previous week.

When last asked, in December 2024, a lower proportion of primary school teachers (33%) and a similar proportion of secondary school teachers (23%) said that pupil misbehaviour had interrupted all or most of the lessons they had taught in the previous week.

In March 2024, a similar proportion of primary school teachers (38%) and a higher proportion of secondary school teachers (37%) said that pupil misbehaviour had interrupted all or most of the lessons they had taught in the previous week.

We also asked primary and secondary school leaders in how many lessons in the previous week of term did pupil misbehaviour stop or interrupt teaching and learning.

Figure 22: Proportion of leaders' lessons interrupted by pupil misbehaviour over the previous week of term

Phase	All lessons	Most lessons	Some lessons	Rarely	Never	Not applicable	Don't know
Primary	2%	8%	27%	35%	7%	21%	0%
Secondary	2%	6%	25%	40%	20%	7%	0%

Base: All primary and secondary leaders (n = 989). Data table reference = "behaviour_interrupt".

Very few primary school leaders (8%) and secondary school leaders (10%) said that pupil misbehaviour had interrupted all or most of the lessons they had taught in the previous week.

When last asked, in December 2024, a similar proportion of primary (7%) and a lower proportion of secondary school leaders (7%) said that pupil misbehaviour had interrupted all or most of the lessons they had taught in the previous week.

In March 2024, a higher proportion of primary school leaders (12%) and a similar proportion of secondary school leaders (9%) said that pupil misbehaviour had interrupted all or most of the lessons they had taught in the previous week.

Glossary of terms

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).

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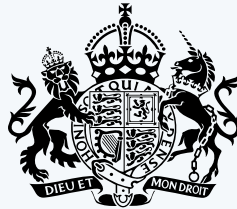Policy papers and consultations

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