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[Department
for Education](#)

Research and analysis

Parent, pupil and learner voice: June 2025

Updated 27 November 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 June 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 “post-

16”, 16 to 19 pupils and learners”, or in charts as “16-19”.

We ran a survey between 26 June and 3 July 2025. The respondents were:

Audience	Responses
Primary school parents	952
Secondary school parents	1266
Special school parents	531
Post-16 school pupils	908
Secondary school pupils	1692

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 are 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:

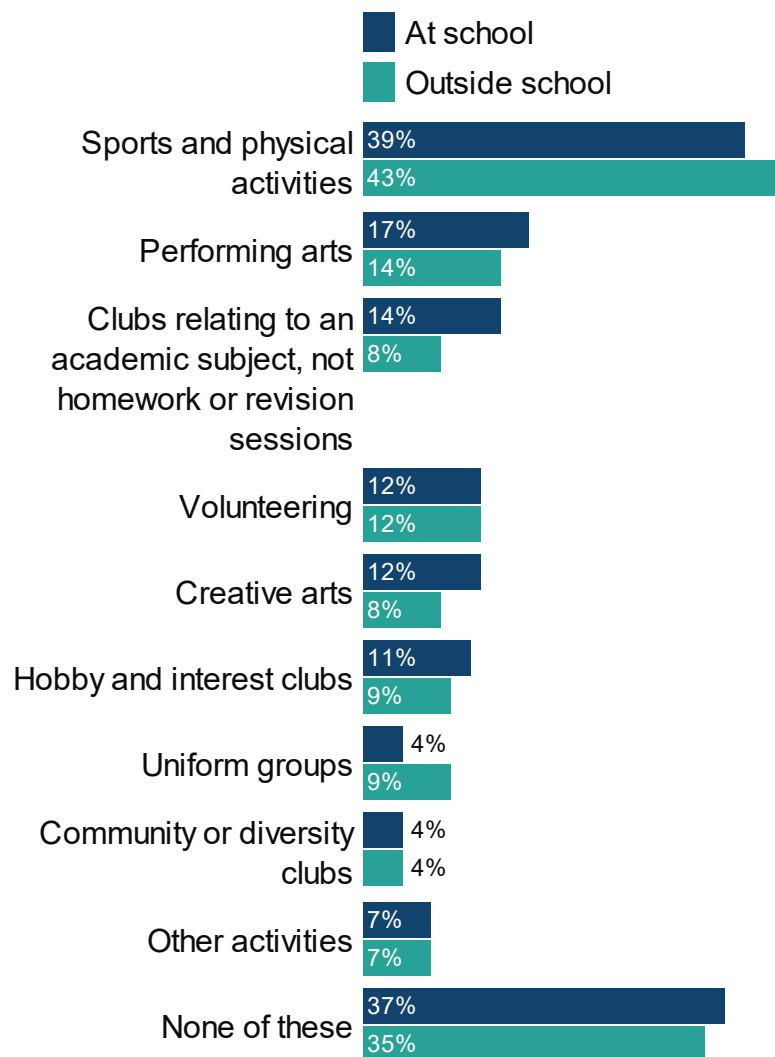
- extracurricular activities
- arts education
- reading
- behaviour
- mobile phones
- perceptions of fairness in society
- period products
- post-16 courses
- school lunches

Extracurricular activities

We asked secondary school pupils which extracurricular activities they had taken part in in or outside of school since April 2025.

Figure 1: Extracurricular activities pupils have taken part in this term at school or college and outside school

[Change to table and accessible view](#)

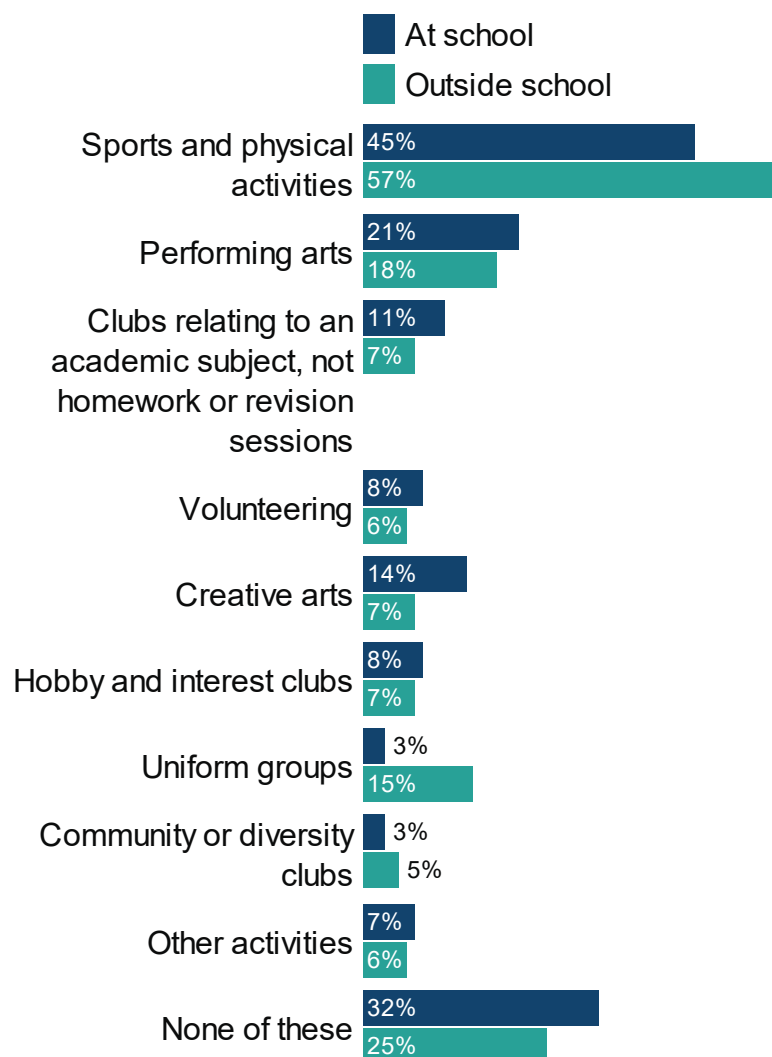


Base: All pupils and learners in years 7 to 13 (n = 2600).
Data table reference = “extracurricular_school” and “extracurricular_outsideschool”.

We also asked parents of primary, secondary and special school pupils which extracurricular activities their child had taken part in in or outside of school since April 2025.

Figure 2: Extracurricular activities parents say pupils have taken part in this term at school or college and outside school

[Change to table and accessible view](#)



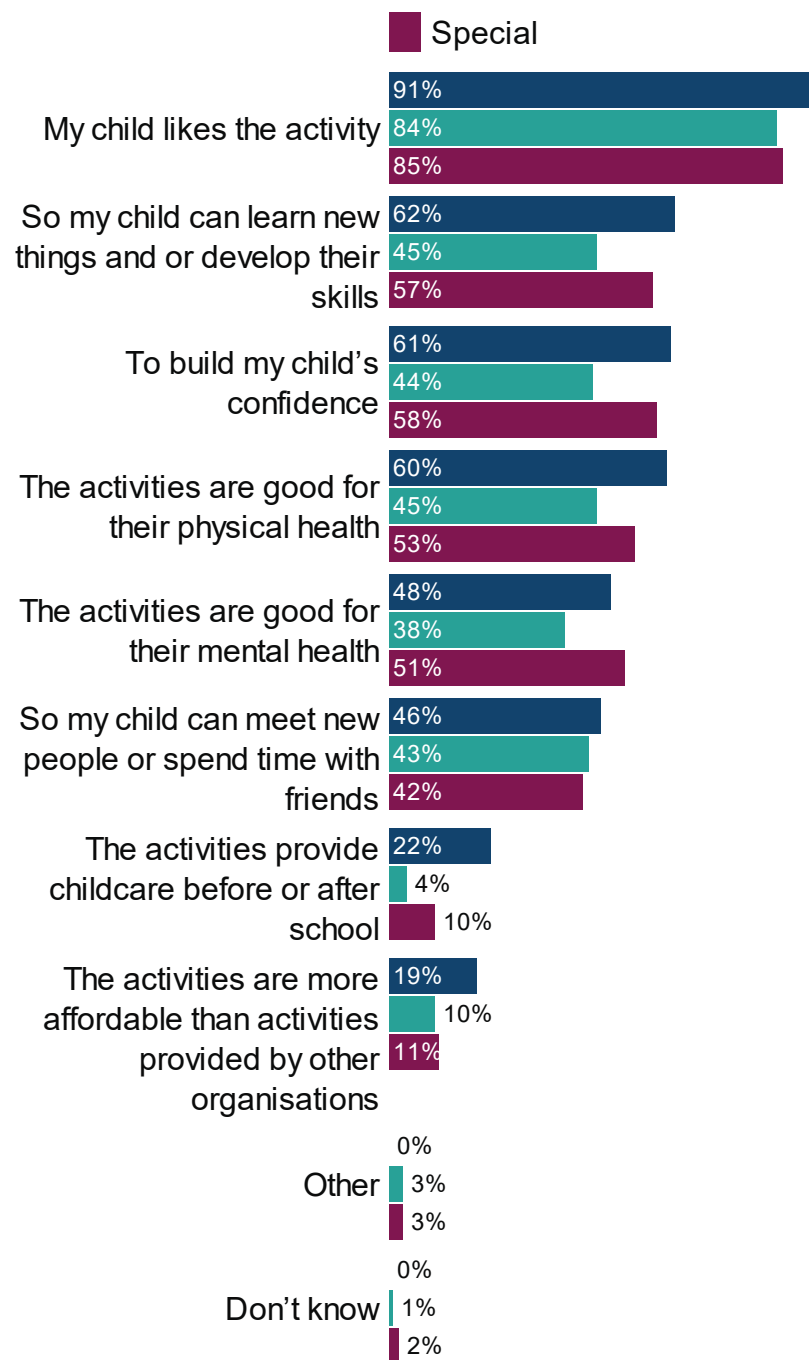
Base: All parents (n = 2749). Data table reference = “extracurricular_school” and “extracurricular_outsideschool”.

We asked parents who said their child has taken part in extracurricular activities at school since April 2025 why their child takes part in extracurricular activities.

Figure 3: The reasons parents say pupils take part in extracurricular activities at school

[Change to table and accessible view](#)

Primary
Secondary



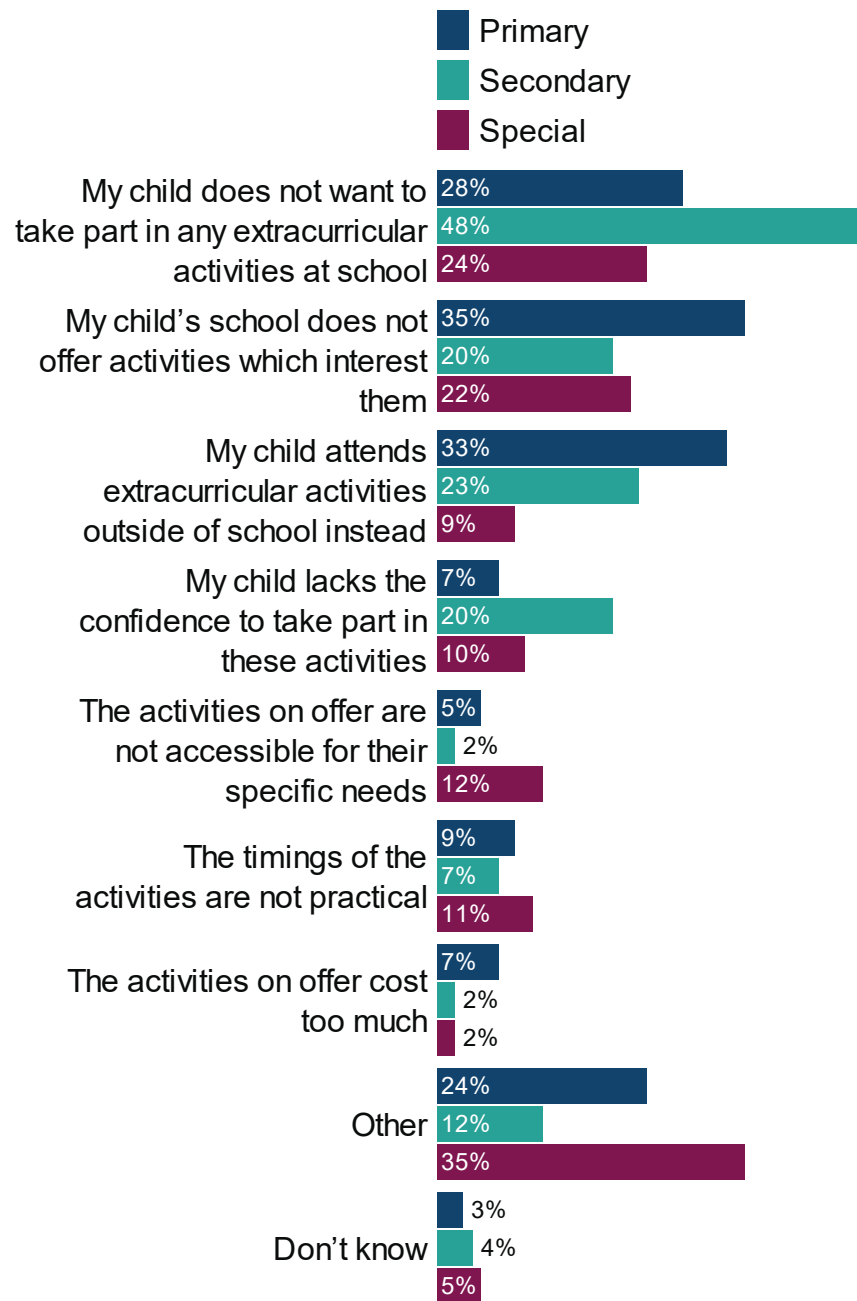
Base: Parents who said their child has taken part in extracurricular activities at school since April 2025 (n = 1602). Data table reference = "extracurricular_reasonstakepart".

We asked parents who said their child has not taken part in extracurricular activities at school since April 2025 why this was.

Figure 4: The reasons parents say pupils have not taken

part in extracurricular activities

[Change to table and accessible view](#)



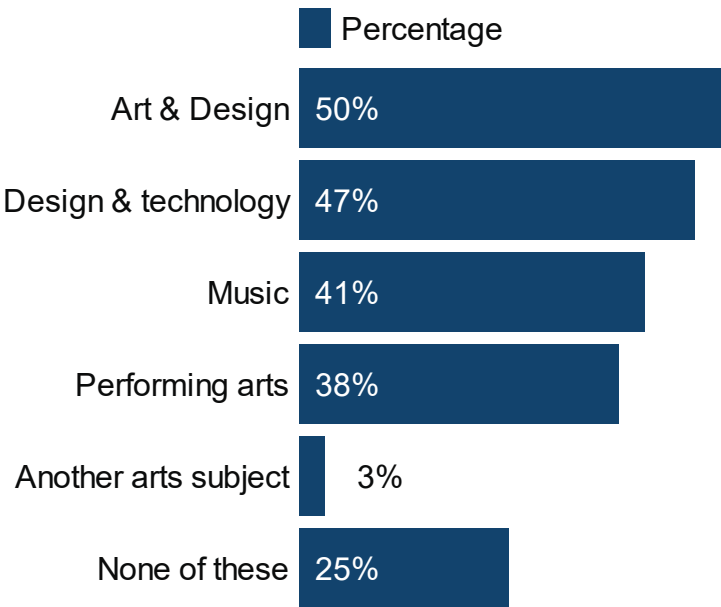
Base: Parents who said their child has not taken part in extracurricular activities at school since April 2025 (n = 1147). Data table reference = "extracurricular_reasonsnot".

Arts education

We asked secondary school pupils which art subjects they are studying.

Figure 5: Art subjects secondary school pupils are studying

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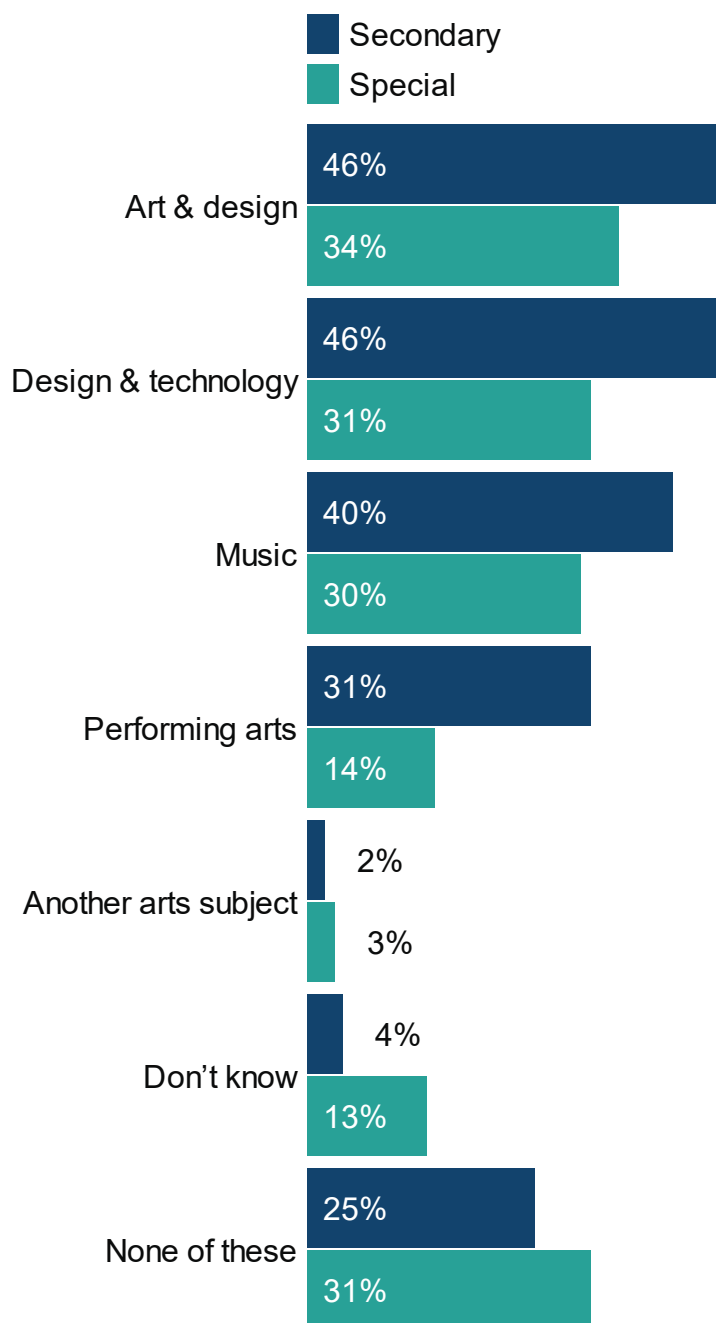


Base: Secondary pupils in years 7 to 11 (n = 1692). Data table reference = “artseducation_subjects”.

We also asked parents of secondary and special school pupils whose child is in year 7 to 11 which art subjects their child is studying.

Figure 6: Art subjects that parents said their child was taking

[Change to table and accessible view](#)



Base: All secondary parents, and special parents whose child is in year 7 to 11 (n = 1573). Data table reference = "artseducation_subjects".

We asked parents of primary, secondary and special school pupils if they knew of any extracurricular arts education opportunities at their child's school.

Among primary school parents, 44% said 'yes', 44% said 'no', and 13% said they 'did not know'.

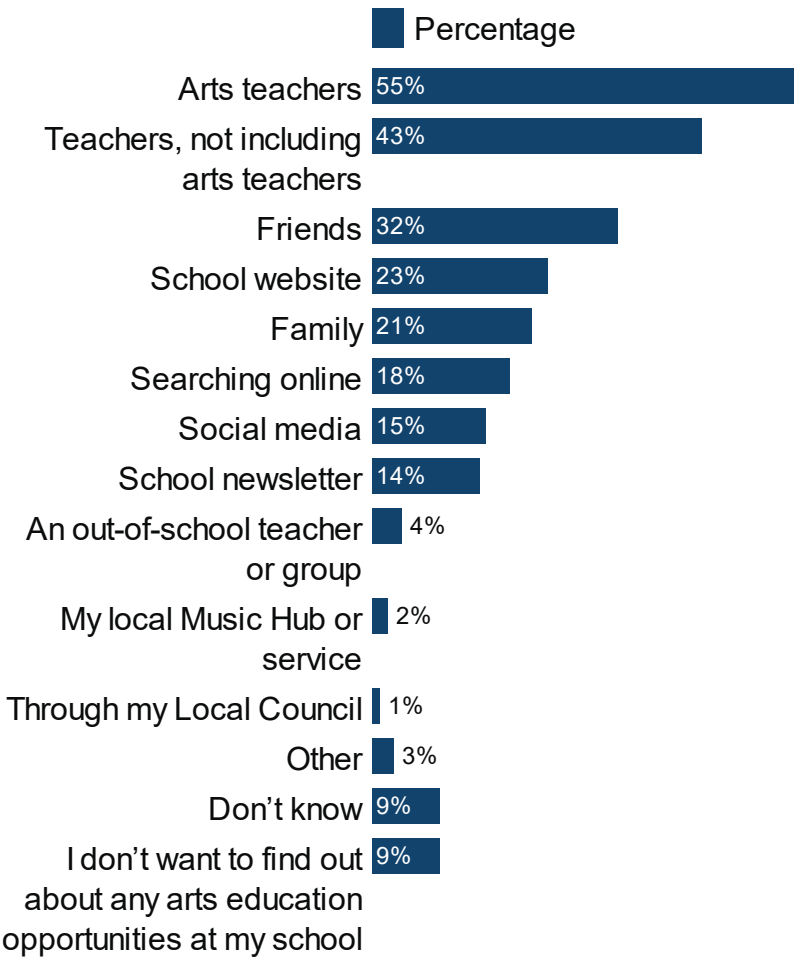
Among secondary school parents, 43% said ‘yes’, 32% said ‘no’ and 25% said they ‘did not know’.

Among special school parents, 14% said ‘yes’, 58% said ‘no’ and 28% said they ‘did not know’.

We asked secondary school pupils where they would go to find out about any arts education opportunities, including related extracurricular activities, at their school.

Figure 7: Where secondary school pupils would go to find out about arts education opportunities and extracurricular activities at their school

[Change to table and accessible view](#)

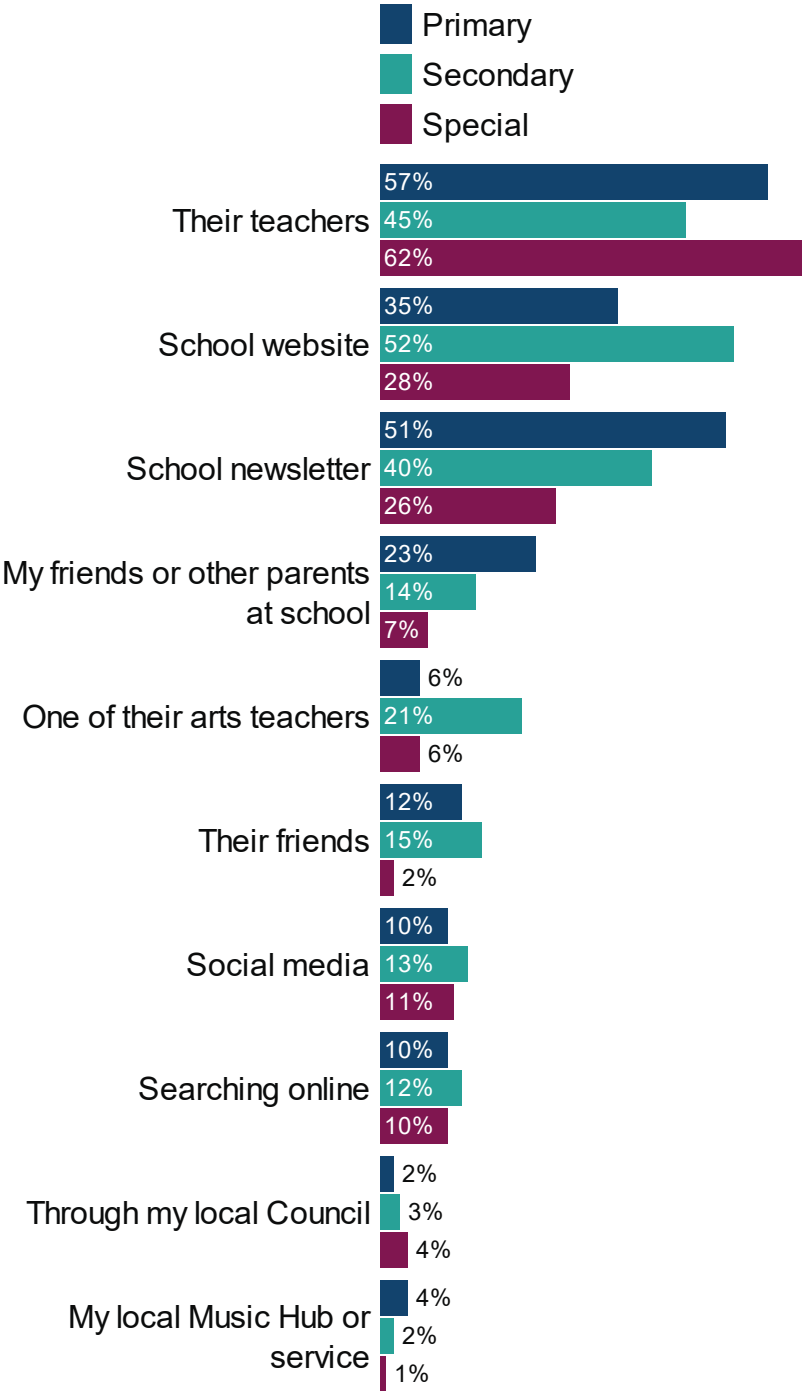


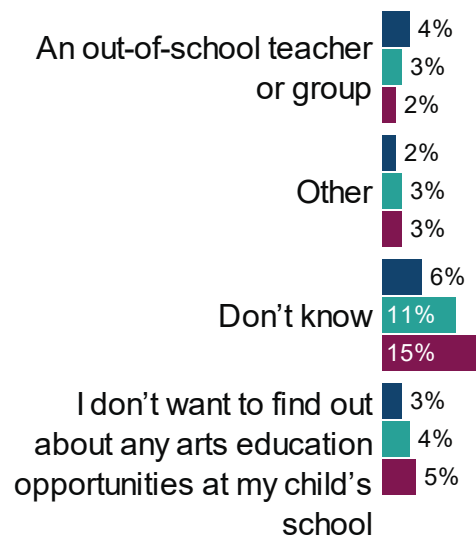
Base: Secondary pupils in years 7 to 11 (n = 1692). Data table reference = “artseducation_aware”.

We also asked parents where they would go to find out about any arts education opportunities, including related extracurricular activities, at their child’s school.

Figure 8: Where parents would go to find out about arts education opportunities and extracurricular activities at their child’s school

[Change to table and accessible view](#)



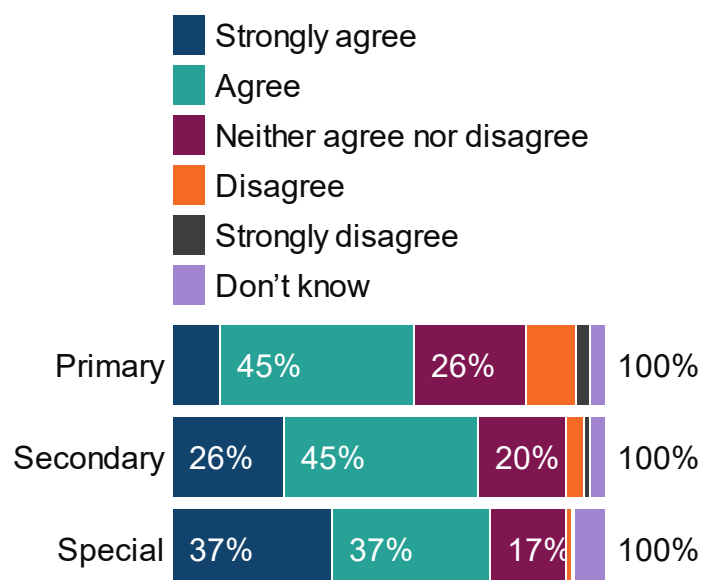


Base: All parents (n = 2749). Data table reference = "artseducation_aware".

We asked parents who knew of the available extracurricular arts education opportunities at their child's school the extent they agree or disagree those opportunities meet their child's needs.

Figure 9: Extent parents agree or disagree arts education opportunities at their child's school meets their child's needs

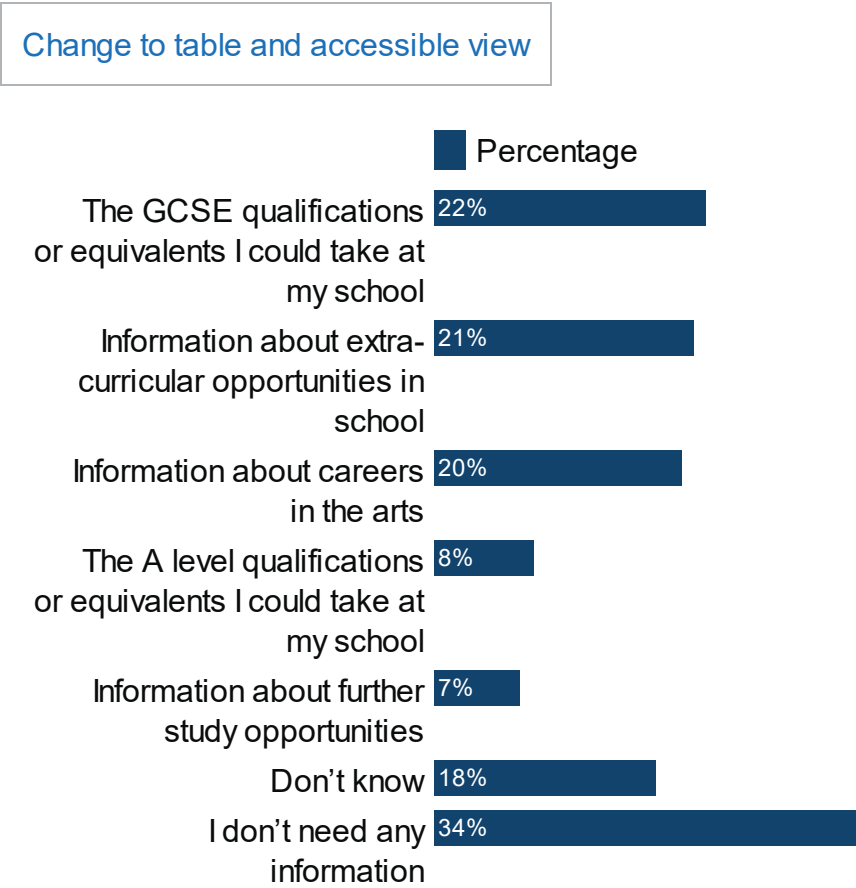
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Base: All parents who know of the available extracurricular arts education opportunities at their child’s school (n = 877).
Data table reference = “artseducation_enough”.

We asked secondary school pupils in years 7 to 11 who want to find out about arts education opportunities at their school what information they would like to find out regarding arts education opportunities at their school.

Figure 10: Information about arts education opportunities pupils would like to find out about

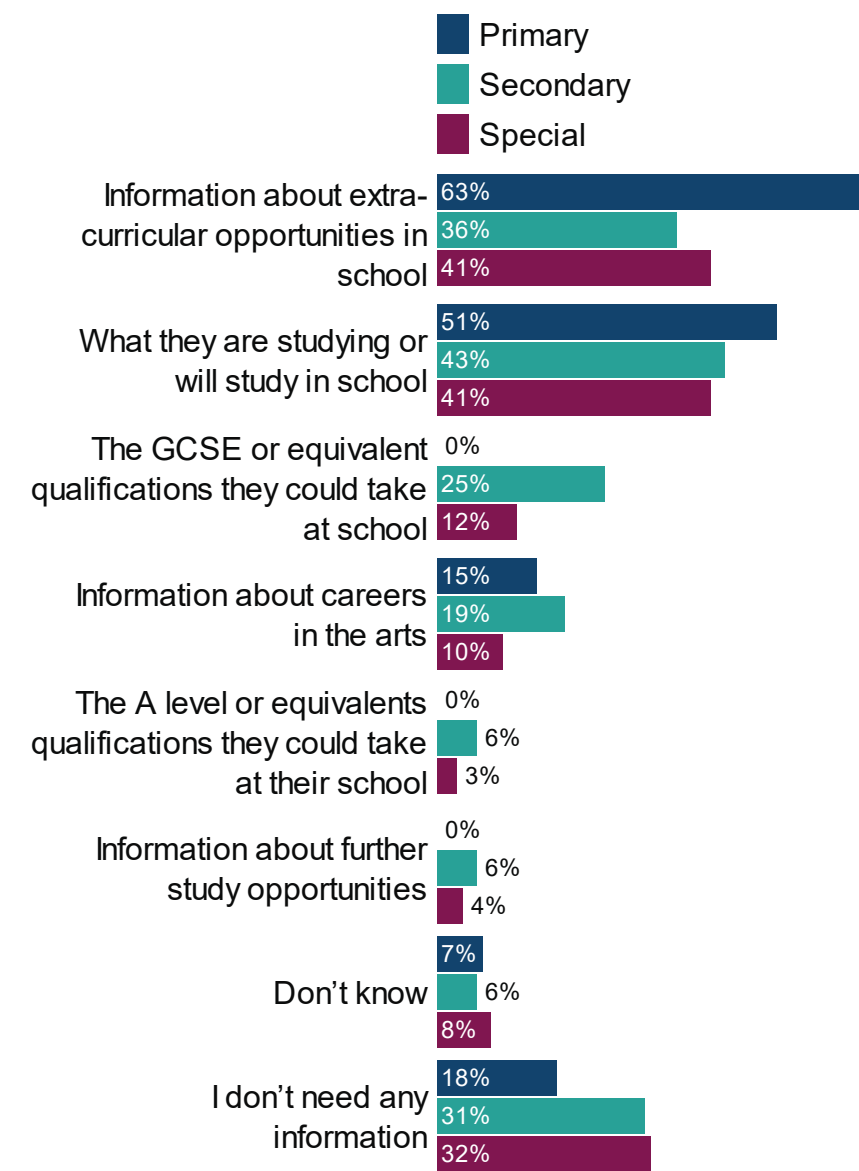


Base: Secondary pupils in years 7 to 11 who want to find out about arts education opportunities at their school (n = 1310).
Data table reference = “artseducation_information”.

We asked all parents, excluding those who said they were unsure or they did not want to find out about arts education opportunities at their child’s school, the same question.

Figure 11: Information about arts education opportunities parents would like to find out about

[Change to table and accessible view](#)

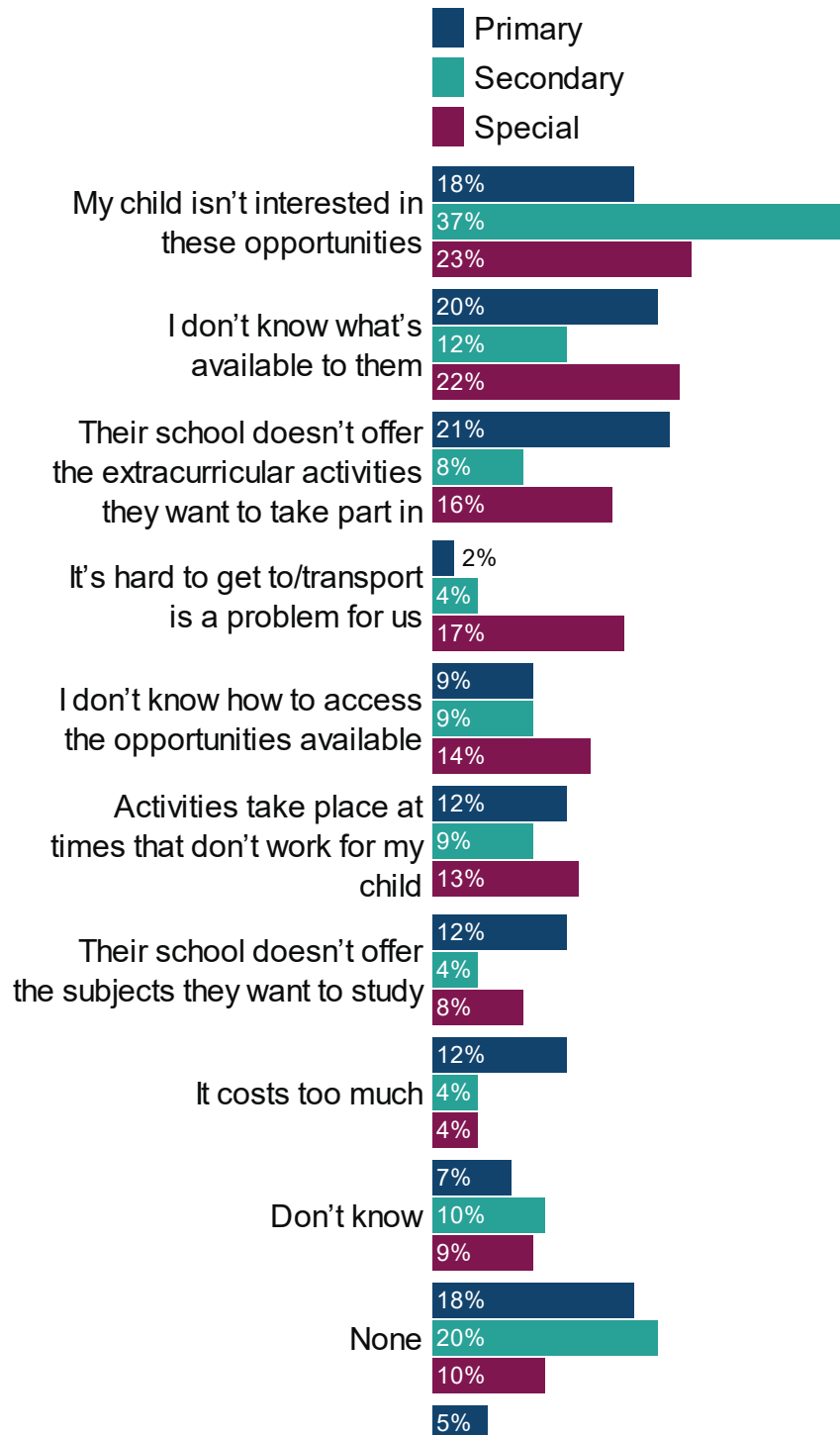


Base: Parents who know where they would go to find out information about arts education opportunities for their child at their school (n = 2282). Data table reference = “artseducation_information”.

We asked parents what the barriers were to their child accessing arts education opportunities at school.

Figure 12: Barriers to pupils accessing arts education reported by parents

[Change to table and accessible view](#)





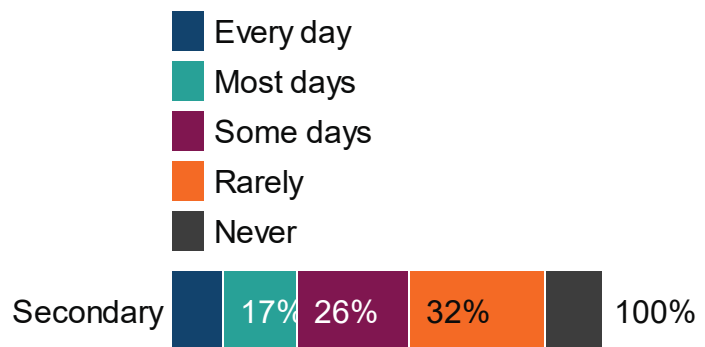
Base: All parents (n = 2749). Data table reference = “artseducation_access”.

Reading

We asked secondary school pupils how often they read in their free time.

Figure 13: How often secondary pupils read in their free time

[Change to table and accessible view](#)



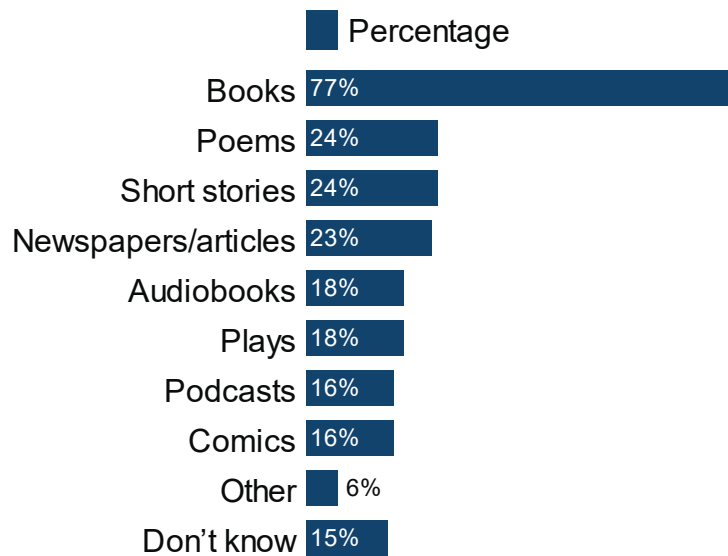
Base: Secondary pupils in years 7 to 11 (n = 1692). Data table reference = “reading_often”.

We asked secondary school pupils what kind of reading materials staff at their school recommend that are not directly related to schoolwork.

Figure 14: Types of reading materials not directly related

to schoolwork that pupils say school staff recommend

[Change to table and accessible view](#)

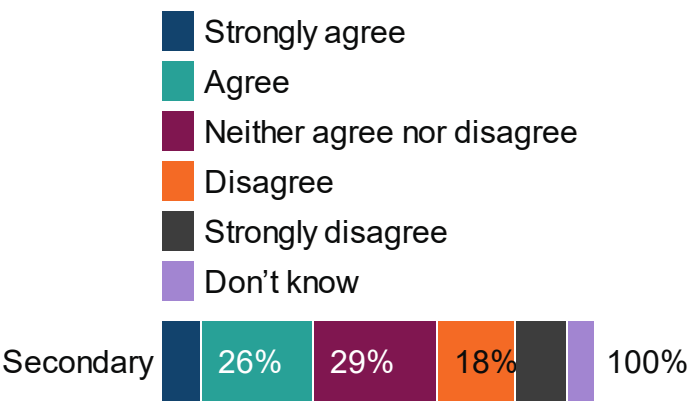


Base: Secondary pupils in years 7 to 11 (n = 1692). Data table reference = “reading_recommendtype”.

We asked secondary school pupils to what extent that staff at their school regularly recommend reading materials they are interested in.

Figure 15: Extent that pupils agree or disagree that secondary school staff recommend reading materials pupils are interested in

[Change to table and accessible view](#)



Base: Secondary pupils in years 7 to 11 (n = 1692). Data table reference = “reading_recommend”.

We asked secondary school pupils who read in their free time how they tend to access books, audiobooks, or other reading materials.

Figure 16: How secondary school pupils access books, audiobooks, or other materials for reading in their free time

[Change to table and accessible view](#)



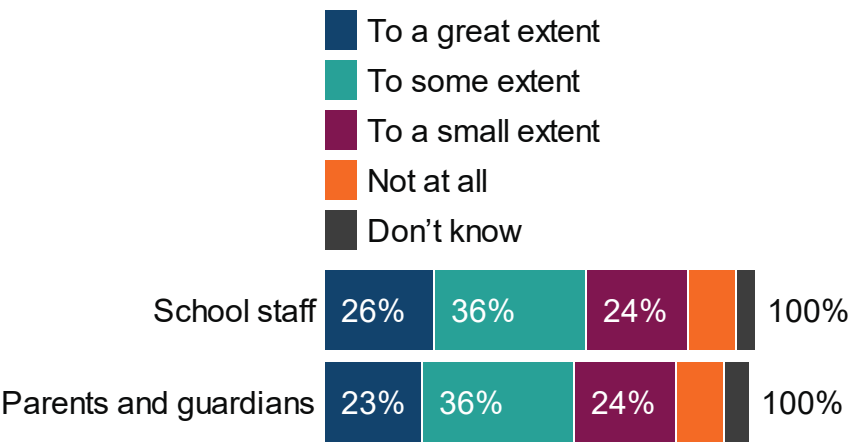
Base: Secondary pupils in years 7 to 11 who read in their free time (n = 1412). Data table reference = “reading_access”.

We asked secondary school pupils to what extent, their parents or guardians and secondary school staff encourage them to

read in their free time.

Figure 17: Extent secondary school pupils said their parents or guardians and school staff encourage them to read in their free time

[Change to table and accessible view](#)

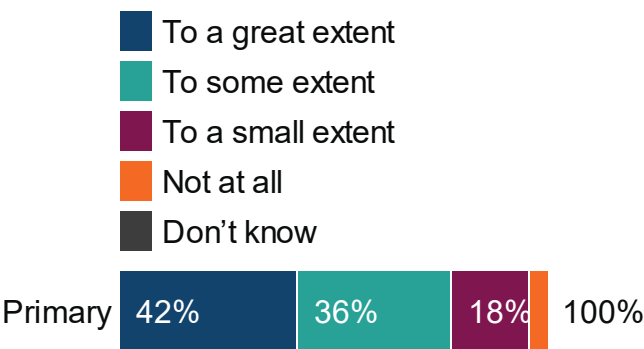


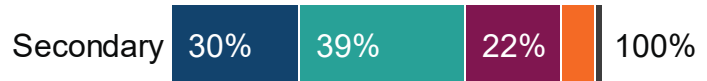
Base: Secondary pupils in years 7 to 11 (n = 1692). Data table reference = “reading_encourageparent” and “reading_encourageschool”.

We asked primary and secondary parents to what extent they encourage their child to read in their free time.

Figure 18: The extent parents encourage pupils to read in their free time

[Change to table and accessible view](#)



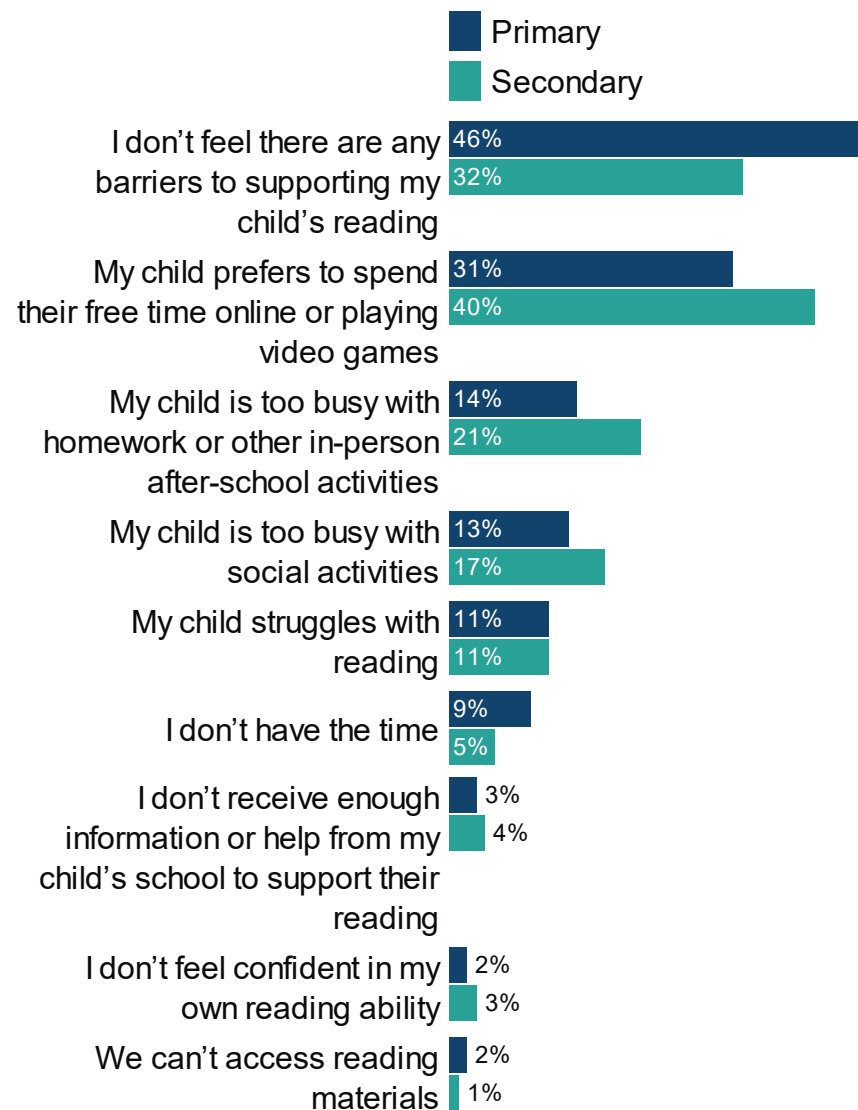


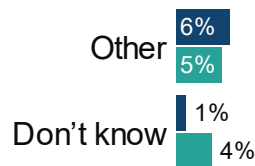
Base: Primary and secondary parents whose child is in years 4 to 11 (n = 1771). Data table reference = “reading_freetime”.

We asked primary and secondary parents what were the barriers to encouraging their child to read in their free time.

Figure 19: The barriers parents face to encouraging primary and secondary pupils to read in their free time

[Change to table and accessible view](#)



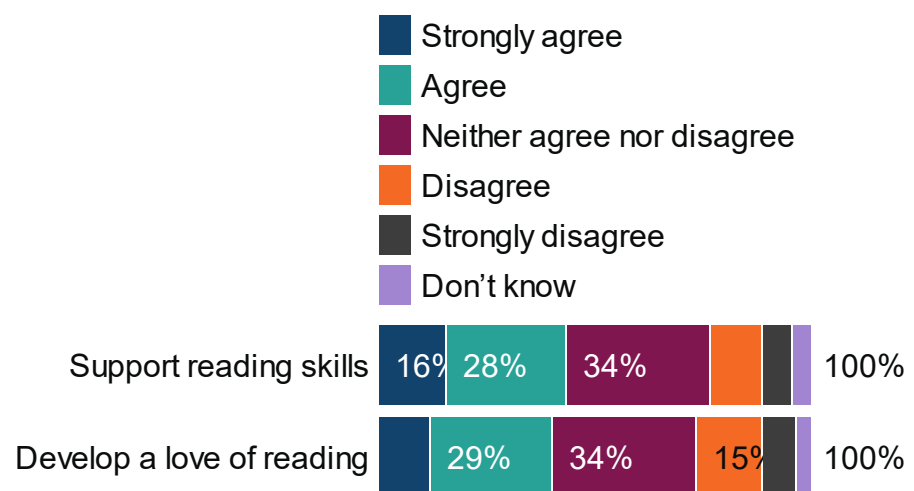


Base: Primary and secondary parents whose child is in years 4 to 11 (n = 1771). Data table reference = "reading_barriers".

We asked parents of primary and secondary parents to what extent they agree or disagree that teachers are able to do more in school to support their child's reading skills than they can at home. We also asked them to what extent do they agree or disagree that teachers are able to do more in school to support their child in developing a love of reading than they can at home.

Figure 20: Extent parents agree or disagree that teachers are able to do more in school to support their child's reading skills and develop a love for reading than they can at home

[Change to table and accessible view](#)



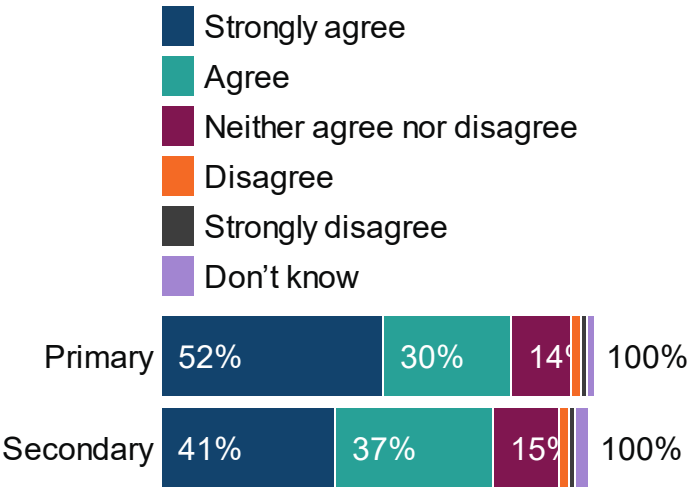
Base: Primary and secondary parents whose child is in years 4 to 11 (n = 1771). Data table reference =

“reading_schoolsupport” and “reading_personalsupport”.

We asked parents of primary and secondary parents to what extent do they agree or disagree that reading for enjoyment will help their child to succeed in life, outside of academic studies.

Figure 21: Extent parents agree or disagree that reading for enjoyment will help their child to succeed in life, outside of academic studies

[Change to table and accessible view](#)



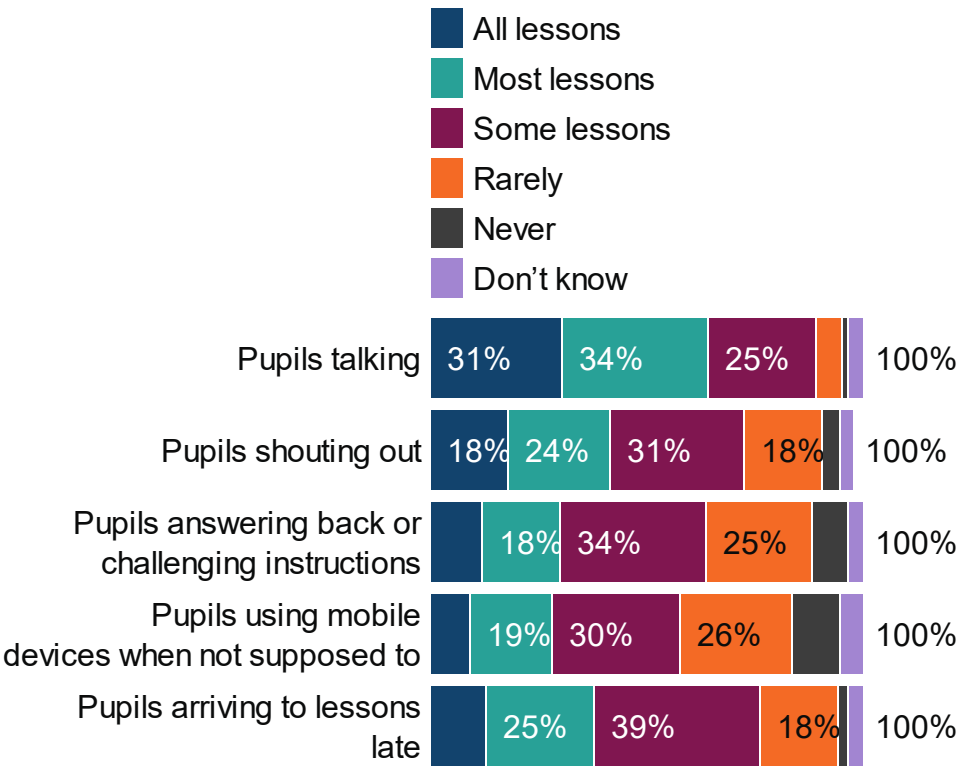
Base: Primary and secondary parents whose child is in years 4 to 11 (n = 1771). Data table reference = “reading_succeed”.

Behaviour

We asked all school pupils how often they experienced different types of pupil misbehaviour during lessons or classes they attended the past week of term.

Figure 22: How often other pupils experienced different types of pupil misbehaviour during lessons or classes they attended the past week of term

[Change to table and accessible view](#)



Base: All school pupils in years 7 to 13 (n = 2105). Data table reference = “pupilbehaviour_talking”, “pupilbehaviour_shouting”, “pupilbehaviour_challenge”, “pupilbehaviour_phones”, “pupilbehaviour_late”.

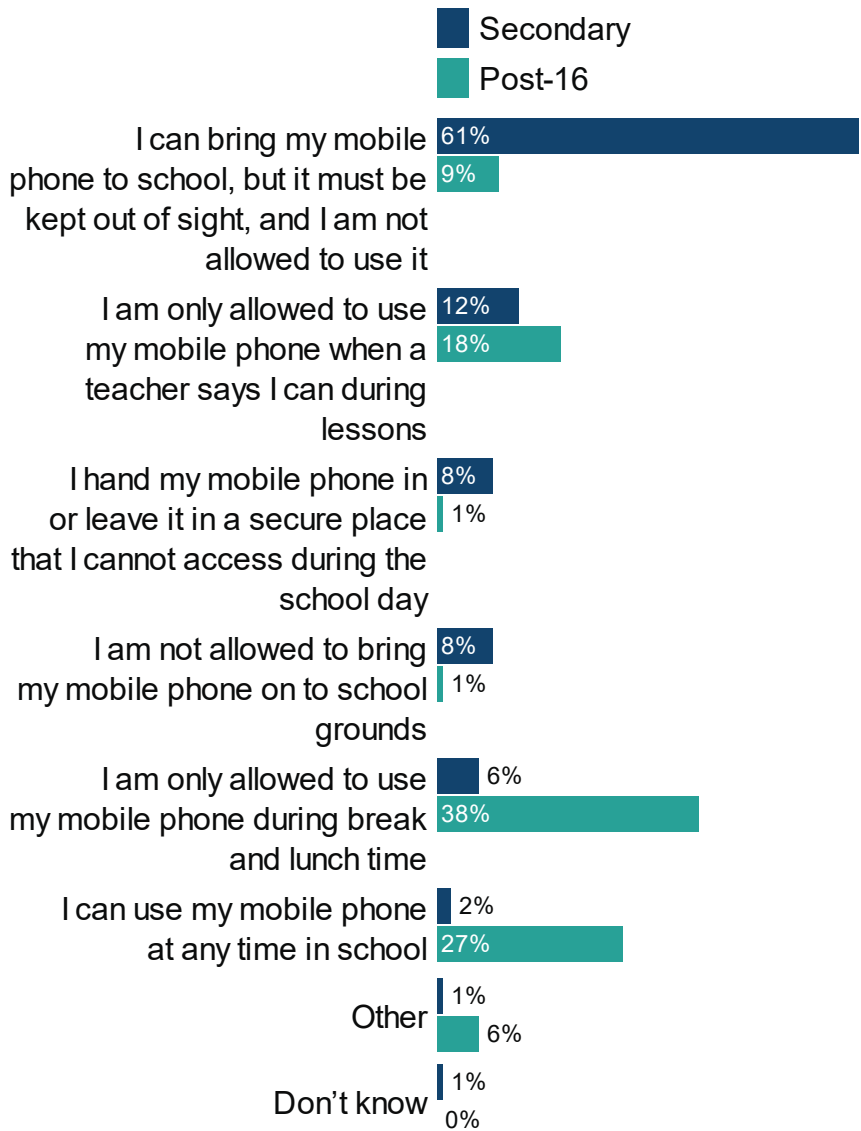
Mobile phones

We asked pupils in years 7 to 13 how they are allowed to use mobile phones whilst at school.

Figure 23: How pupils in years 7 to 13 are allowed to use

mobile phones at school

[Change to table and accessible view](#)

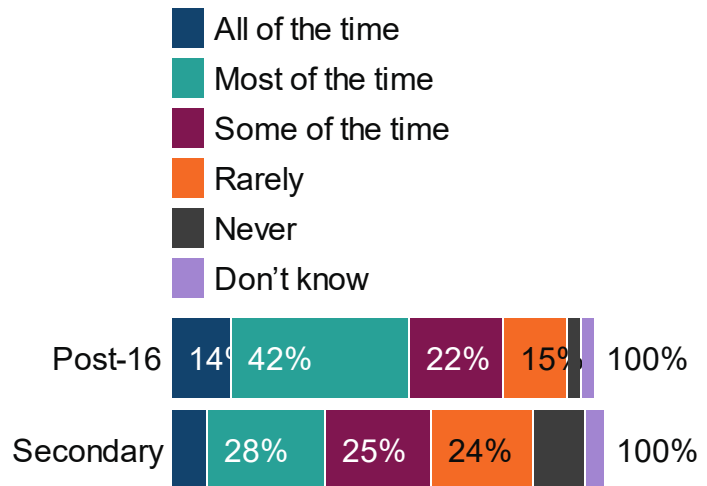


Base: Pupils in years 7 to 13 (n = 2105). Data table reference = “phones_policy”.

We asked pupils in years 7 to 13 how often pupils in their school followed the rules on mobile phones in the past week.

Figure 24: How often pupils in their school followed the rules on mobile phones in the past week

[Change to table and accessible view](#)

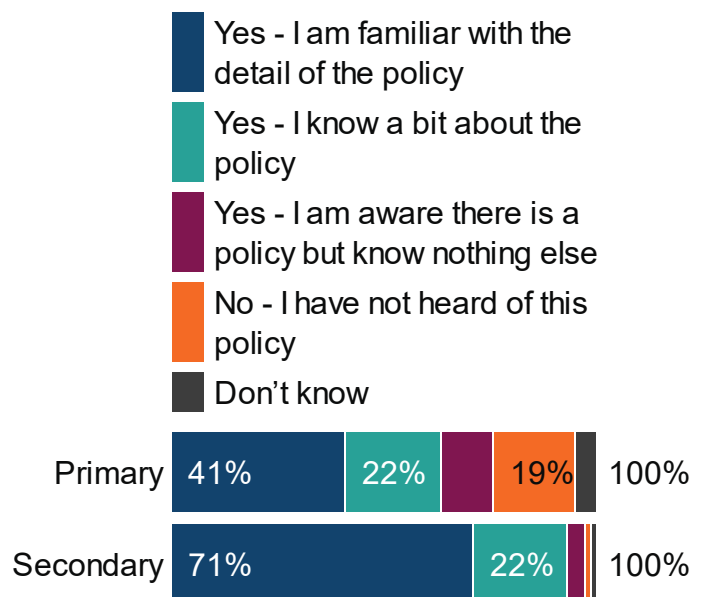


Base: Secondary pupils in years 7 to 13 (n = 2105). Data table reference = “phones_followrules”.

We asked all parents if they were aware of their child's school mobile phone policy.

Figure 25: Whether parents are aware of their child's school mobile phone policy

[Change to table and accessible view](#)



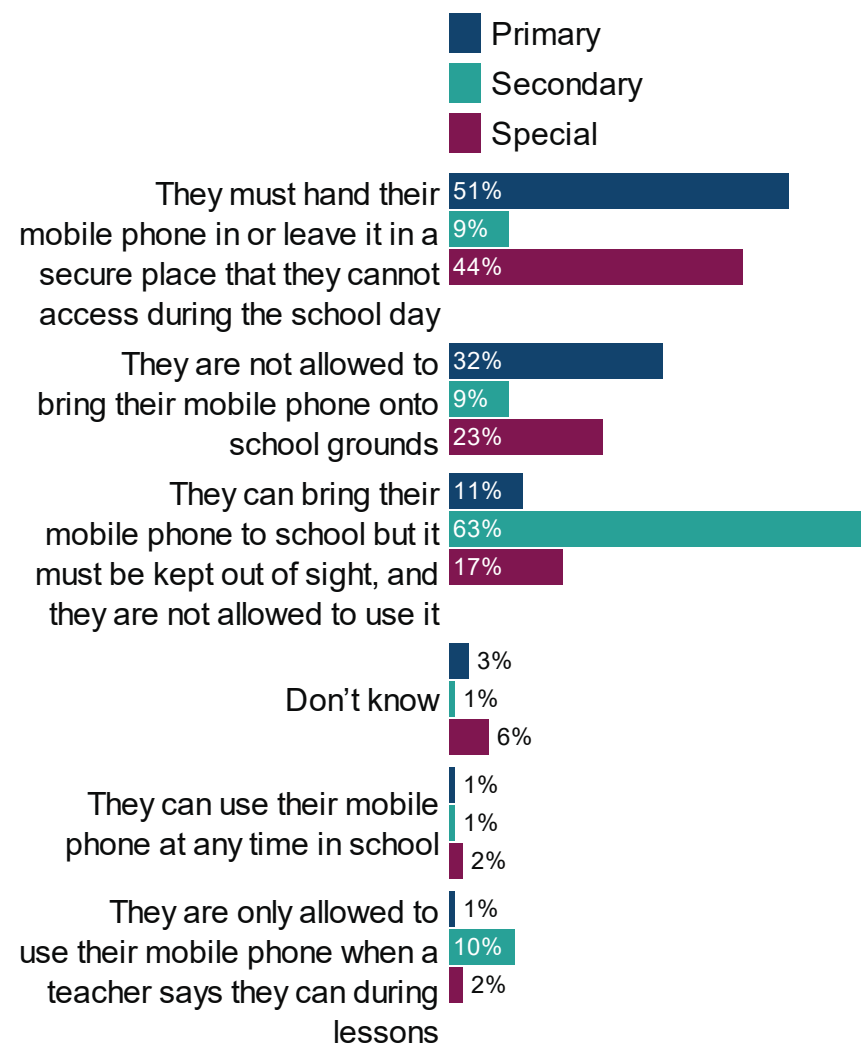


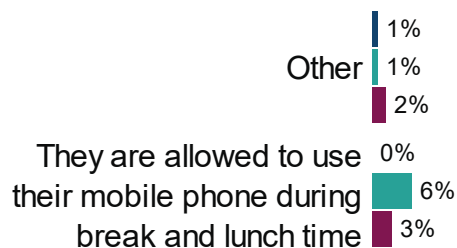
Base: All parents (n = 2749). Data table reference = "phones_policyawareness".

We asked parents who know at least a bit about their child's school mobile phone policy what their child's school mobile phone policy says about how pupils are allowed to use mobile phones whilst at school.

Figure 26: Mobile phone policies that parents say are in place at their child's school

[Change to table and accessible view](#)



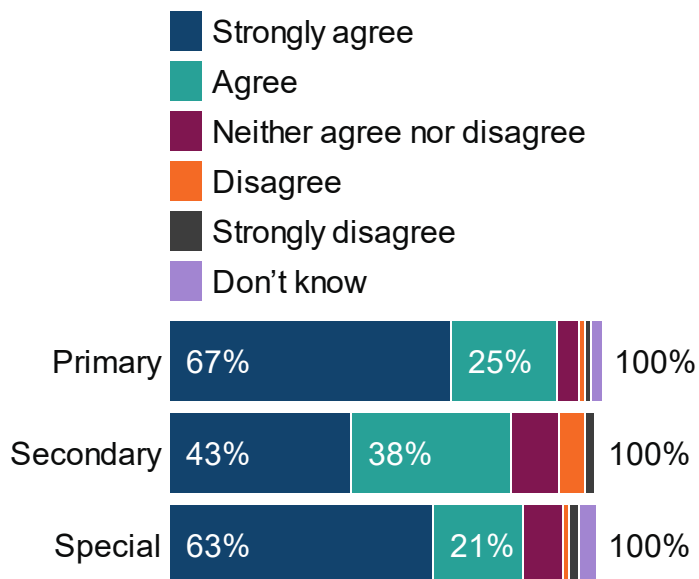


Base: Parents who know at least a bit about their child's school mobile phone policy (n = 2052). Data table reference = "phones_content".

We also asked parents who know at least a bit about their child's school mobile phone policy the extent to which they agree or disagree they are supportive of their child's school mobile phone policy.

Figure 27: The extent parents are supportive of their child's school mobile phone policy

[Change to table and accessible view](#)



Base: Parents who know at least a bit about their child's school mobile phone policy (n = 2052). Data table reference

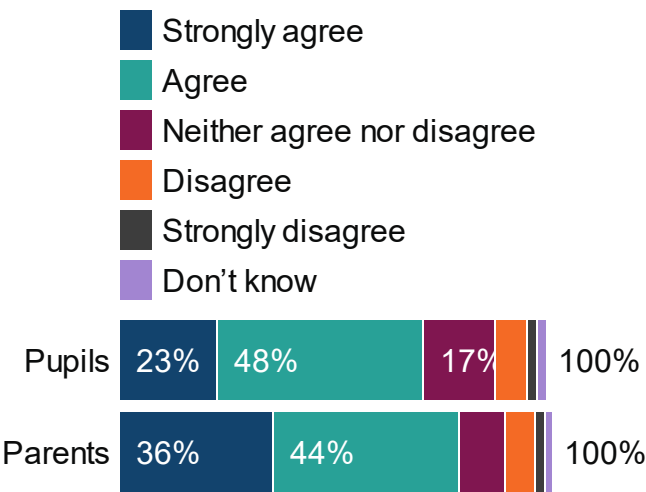
= “phones_policyeffective”.

Perceptions of fairness in society

We asked pupils and learners in years 10 to 13 and all parents the extent they agree or disagree that they or their child have a fair chance to go as far as their talent and hard work will take them.

Figure 28: Extent pupils and parents agree or disagree that they or their child have a fair chance to go as far as their talent and hard work will take them

[Change to table and accessible view](#)



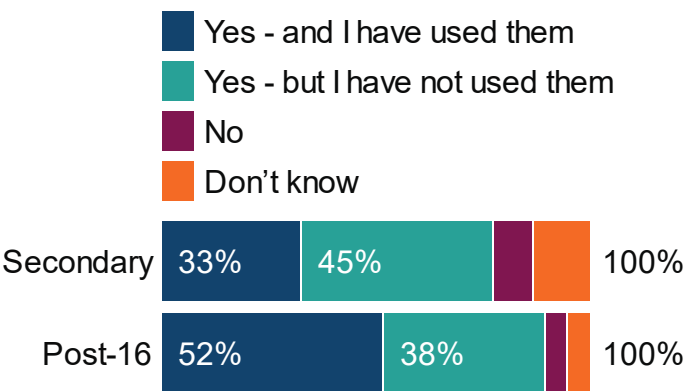
Base: Pupil and learners in years 10-13 (n = 1642). Parents (n = 2218). Data table reference = “lifestyle_fairchancechild_all”.

Period products

We asked all female pupils and learners whether their school or college provides free period products.

Figure 29: Whether female pupil’s schools or colleges provide free period products

[Change to table and accessible view](#)

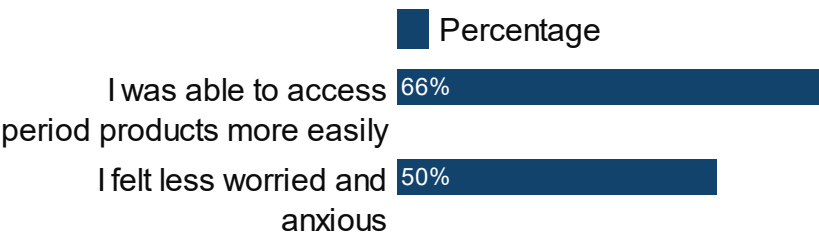


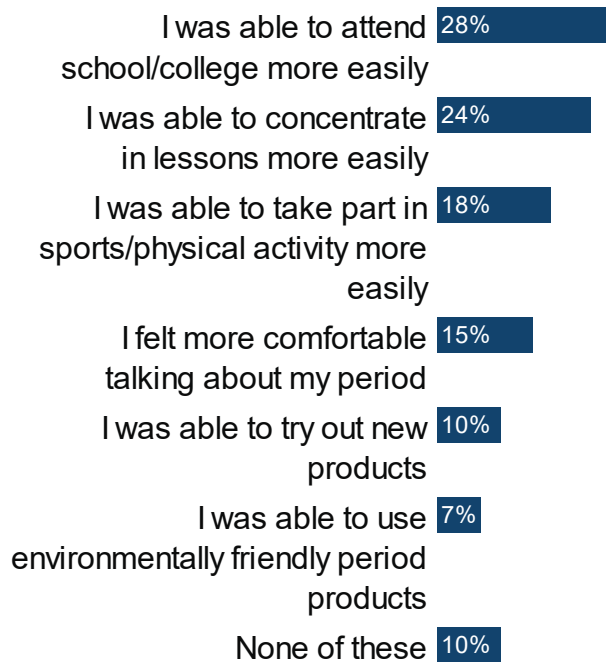
Base: Female pupils and learners in years 7 to 13 (n = 1544). Data table reference = “period_products”.

We asked female pupils and learners in years 7 to 13 who have used period products provided by their school/college what were the benefits of accessing free period products.

Figure 30: The benefits pupils gained from accessing free period products

[Change to table and accessible view](#)



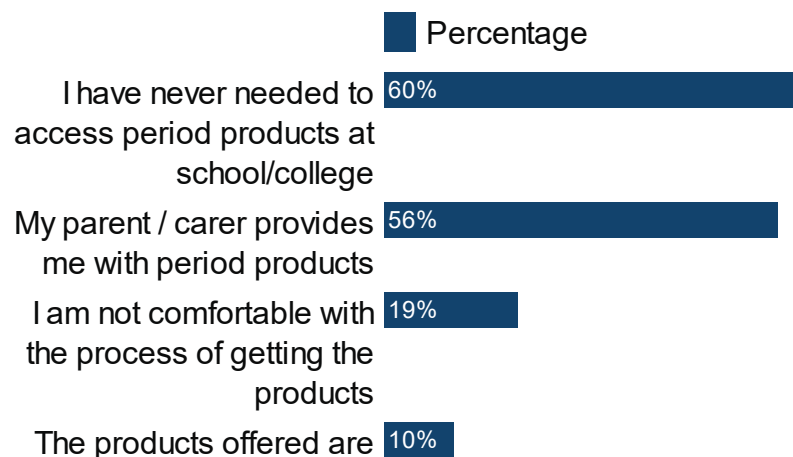


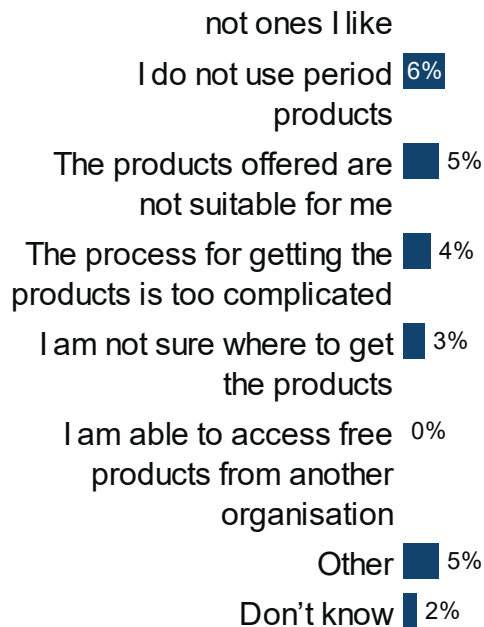
Base: Female pupils and learners in years 7 to 13 who have used period products provided by their school/college (n = 659). Data table reference = “period_benefits”.

We also asked female pupils and learners in years 7 to 13 who have not used free period products provided by their school/college why they have not used them.

Figure 31: Why pupils have not used free period products provided by their school/college

[Change to table and accessible view](#)



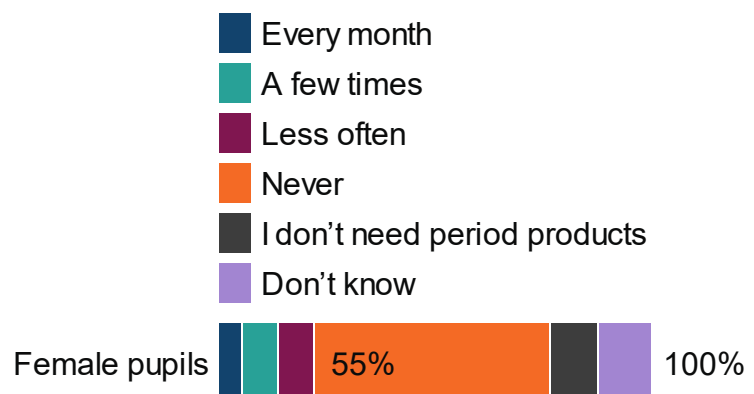


Base: Female pupils and learners in years 7 to 13 who have not used period products provided by their school/college (n = 616). Data table reference = “period_whynotused”.

We asked all female pupils in years 7 to 13 how often have they been unable to access period products because of their cost in the last 12 months.

Figure 32: How often pupils have been unable to access period products because of their cost in the last 12 months

[Change to table and accessible view](#)

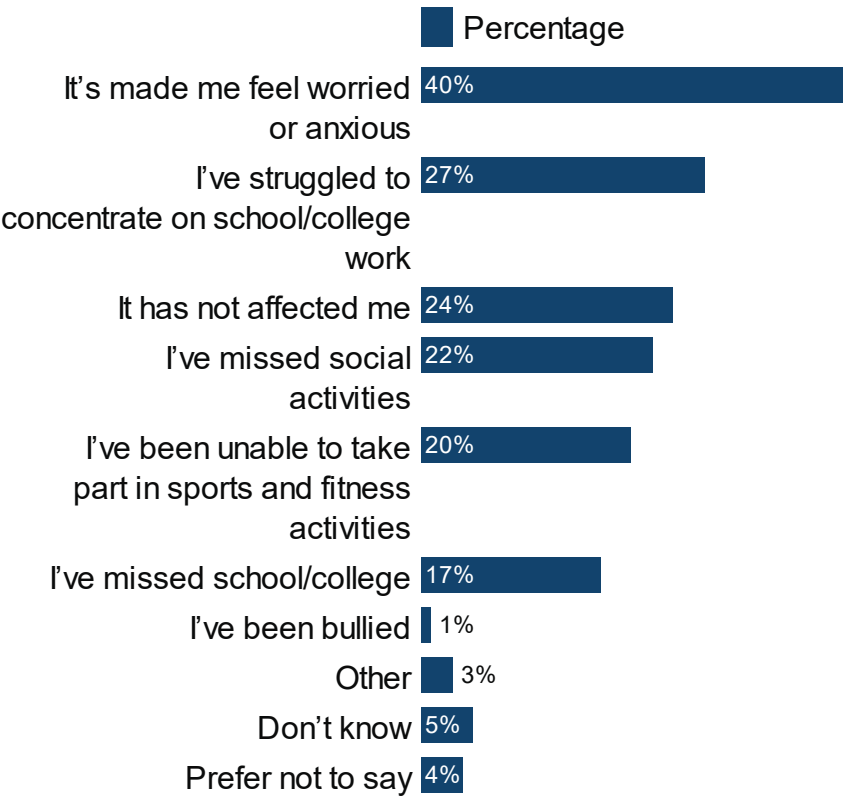


Base: Female pupils and learners in years 7 to 13 (n = 1544). Data table reference = “period_access”.

We asked all female pupils and learners in years 7 to 13 who have been unable to access period products because of their cost in the last 12 months how that had affected them.

Figure 33: How being unable to access period products because of their cost has affected pupils

[Change to table and accessible view](#)



Base: Female pupils and learners in years 7 to 13 who have been unable to access period products because of their cost in the last 12 months (n = 392). Data table reference = “period_accessaffect”.

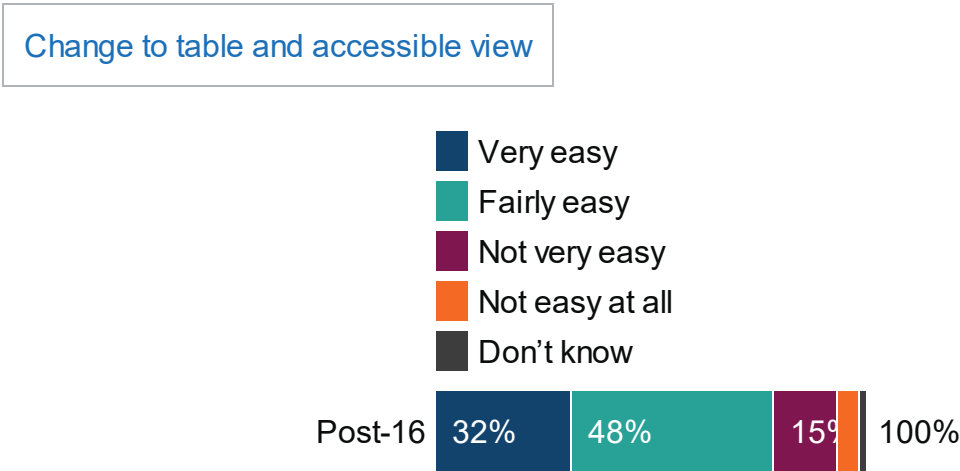
Post-16 courses

We asked pupils and learners in years 12 and 13 if their school or college was their first choice for post-16 education. The majority (80%) said yes, 15% said no and 5% did not know.

We asked pupils and learners in years 12 and 13 if the course or subjects they have been studying this year was their first choice. The majority (76%) said yes, 21% said no and 3% did not know.

We asked pupils and learners in years 12 and 13 how easy do they find travelling to school or college.

Figure 34: How easy pupils and learners in years 12 and 13 find travelling to school or college



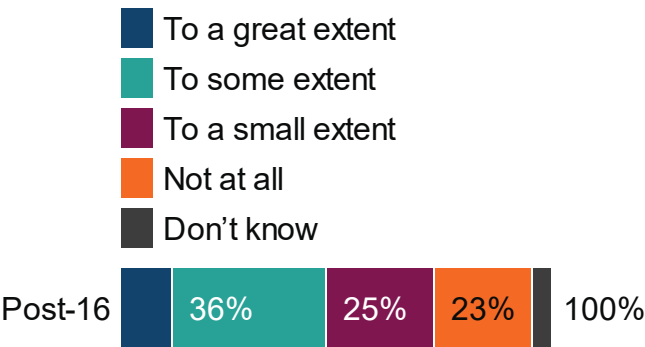
Base: Pupil and learners in years 12 and 13 (n = 908). Data table reference = “post16_travel”.

We asked pupils and learners in years 12 and 13 who do not attend their first choice school or college to what extent was travel a barrier to them attending their preferred choice of school or college.

Figure 35: The extent travel was a barrier to attending

pupils and learners preferred choice of school or college

[Change to table and accessible view](#)

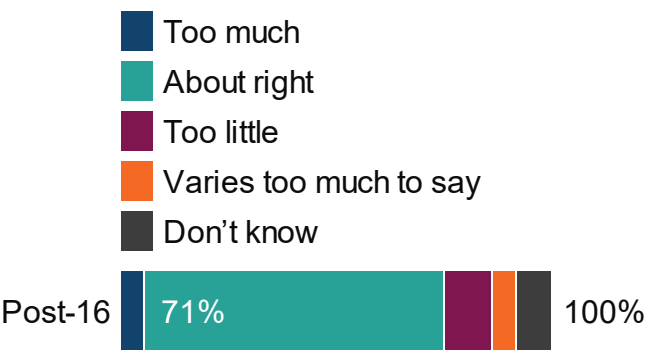


Base: Pupil and learners in years 12 and 13 who do not attend their first choice school or college (n = 125). Data table reference = “post16_traveldifficult”.

We asked pupils and learners in years 12 and 13 if the contact time they have with their school or college teacher in lessons is too much, too little or about right.

Figure 36: Whether contact time pupils and learners have with their school or college teacher in lessons is too much, too little or about right

[Change to table and accessible view](#)



Base: Pupil and learners in years 12 and 13 (n = 908). Data

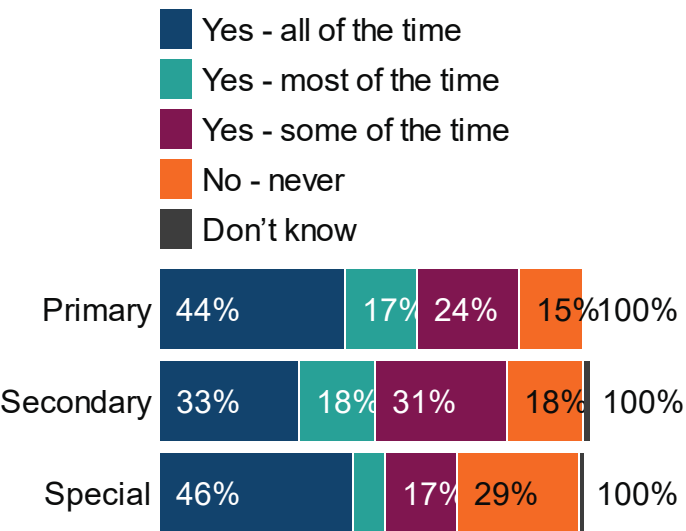
table reference = "post16_contact".

School lunches

We asked all parents whether their child had eaten school lunches provided by the school, either bought at the school or a free school meal since September 2024.

Figure 37: Whether pupils had eaten school lunches

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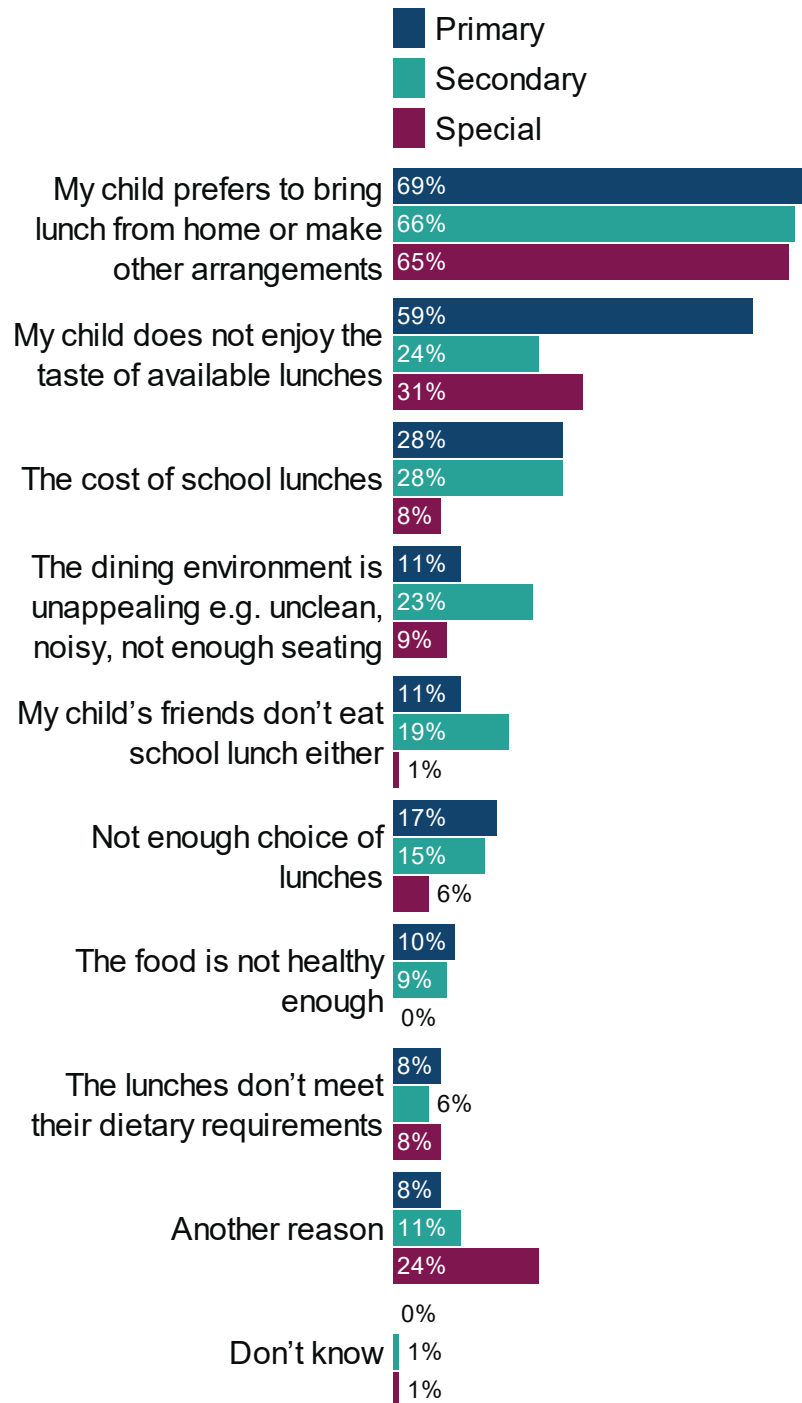


Base: All parents (n = 2749). Data table reference = "nutrition_schoollunch".

We asked all parents who said their child has not eaten school lunches provided by school since September 2024 why does their child not eat a school lunch.

Figure 38: Why pupils do not eat a school lunch

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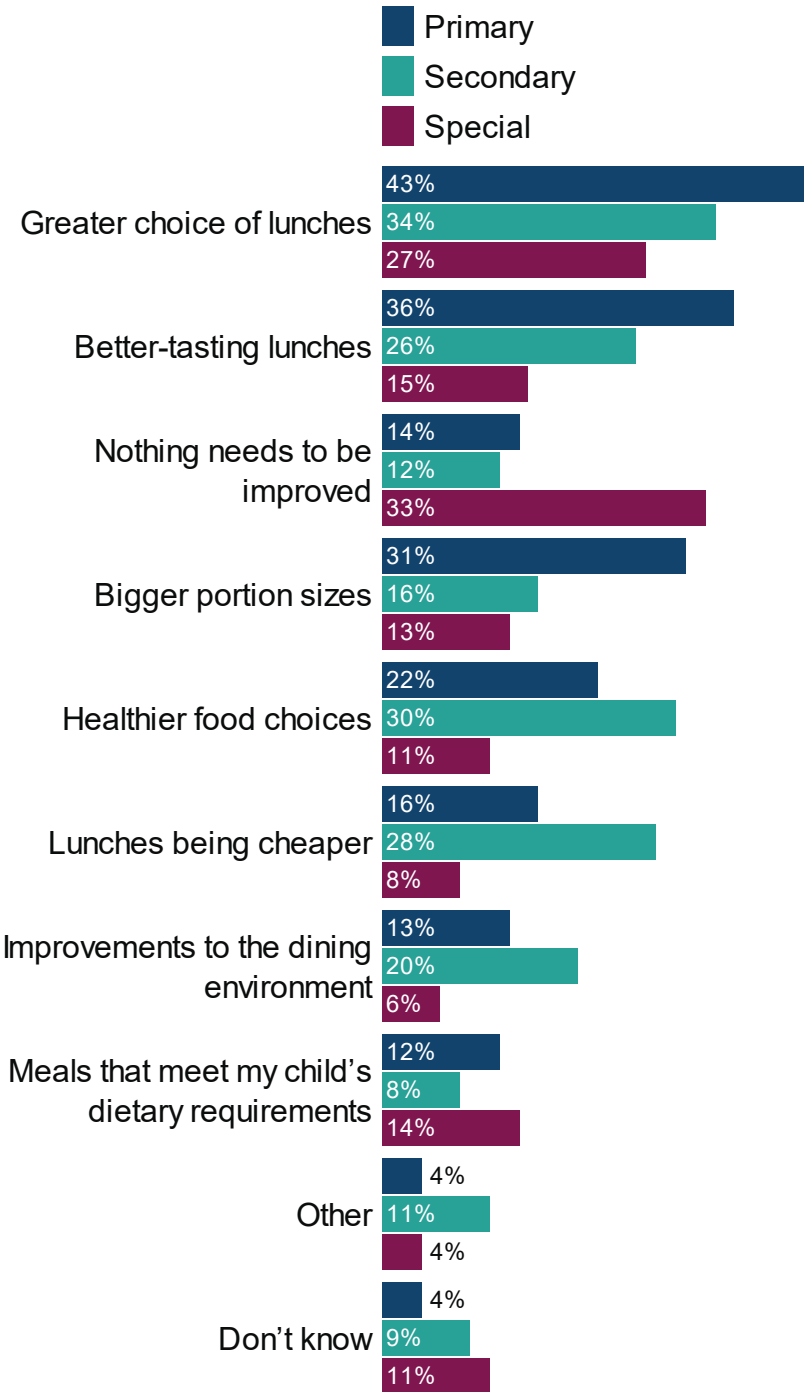
Base: All parents who said their child has not eaten school lunches provided by school since September 2024 (n = 502). Data table reference = "nutrition_whynot".

We asked parents what would they like to be improved about

their child’s school lunch.

Figure 39: What parents would like to be improved about their child’s school lunch

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Base: All parents (n = 2749). Data table reference =

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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