

Report 1

How have schools coped with Covid-19?

Findings from the Edurio Covid-19 Impact Review, summer term 2020

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edurio'

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Executive Summary



The Edurio Covid-19 Impact Review was launched to help schools navigate the disruption caused by Covid-19 and gain insights into how schools in England have been coping across four areas important for a good education. It consisted of parent, pupil and staff surveys.

The surveys were completed by 45,338 respondents from 277 schools. The review has thus become England's largest multi-stakeholder study of the impact of Covid-19 on schools.

45,338
RESPONDENTS

22,729
PARENTS

14,432
PUPILS

8,177
STAFF

Responses collected June - July 2020

277
SCHOOLS

CHAPTER 3

The majority of stakeholders feel their school has coped well

87% of staff and 72% of parents reported they were happy with their school's handling of the Covid-19 disruption. 58% of pupils say they have coped well while 16% have struggled.

There are material differences in Covid-19 resilience between schools. Primary schools have fared better than secondaries. Ofsted rating and school size have not had a material impact on overall results.

CHAPTER 4.1

Gaps in attainment have widened last term

8 in 10 teachers report that the gap in attainment between more and less able pupils is increasing, with 4 out of 10 saying it is increasing a lot. Over half of teachers feel that all or most of their pupils will require additional support to catch up with learning.

Only 3 out of 10 parents are very or quite confident about their child making progress last term. In contrast, over half of pupils report they are progressing well. However, this differs materially across year groups, with less than a third of Year 10-13 pupils reporting good progress.

CHAPTER 4.2

Covid-19 has had a detrimental effect on pupil well-being

More than half of parents reported having seen their children being more stressed or anxious this term, compared to usual.

Almost four in ten pupils reported feeling stressed often this term. Three in ten pupils reported feeling overworked often this term.

CHAPTER 4.3

Collaboration has been strong for staff but lacking for pupils

Three quarters of teachers frequently collaborated with other teachers last term, and 63% of staff report feeling like part of one team with their colleagues last term.

Over half of pupils never worked together with their classmates on something last term. A quarter of pupils report often feeling lonely.

CHAPTER 4.4

Leadership decisions have been clear

More than eight out of ten staff and more than seven out of ten parents found the way the school communicated with them to be clear. Leadership decisions and expectations were found to be clear by 85% of staff and 79% of parents.

Half of staff members felt involved in the decisions that affected their work. In contrast, only a quarter of parents reported that they had felt involved in shaping their school's response to Covid-19.

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Foreword

We have seen extraordinary acts of leadership during Covid-19 – teachers and leaders who have rapidly found new ways to educate and support young people and families. Equally, we have seen parents and families adapting quickly to educating their children at home. Many of our young people have completed their schooling in the face of a global pandemic, at an extraordinarily difficult moment in history. Schools and families have worked together within the spirit of generosity and reciprocity.

This important research from Edurio captures how schools have responded to Covid-19. With deep dives into learning, wellbeing, community, leadership and safety, this report is an important social and educational artefact.

It is heartening to see that seven out of ten parents surveyed gave an overall positive response to schools' handling of Covid-19 during lockdown. However, the report also highlights some of the challenges that schools will face in the new academic year.

While around half of pupils say they were making good progress in their learning, the proportion of pupils who evaluated their progress negatively is substantial, with less than a third of Year 10 to 13 pupils saying they are progressing well with their learning. Less than a third of parents said they are confident about their child making progress. Eight in ten teachers said that the attainment gap between pupils was increasing, with four in ten saying that it was increasing a lot. And in schools with a higher free school meal share, relatively more teachers believe all or most pupils will require additional support to catch up.

One out of eight pupils say that they did not cope well last term. Over a third of pupils reported that they felt stressed often.

Schools will rise to this challenge. For the new academic year, schools are putting in place assessment processes so that they can understand the impact of the lockdown on learning loss. They are also ensuring that there is strong welfare and pastoral support for pupils as they return to school. And of course they are working hard to ensure schools are safe.

There is no substitute for the classroom. This is because teachers have a variety of ways of checking that learning has happened, can diagnose a pupil's weaknesses and decide what work to give them next and can break down a complex activity. We need to trust and respect the professionalism and integrity of school leaders and teachers to work with families and communities to restore education.

Together, we will rise strong from the impact of the global pandemic.

Leora Cruddas

Chief Executive Officer

Confederation of School Trusts

Chapter 1

Introduction

Introduction

In early 2020, Covid-19 caused full or partial school shutdowns globally. In England, the final term of the school year started with schools closed for most pupils and ended with attempts to reopen classrooms for wider attendance. Schools had to make considerable changes to how they normally operate and help their staff, pupils and their families adjust to the new and often changing circumstances.

The scope and duration of this disruption has been a serious test to the education sector's capacity to respond effectively to sudden change, and schools will need to be ready to sail in uncharted waters for some time. To help school and system leaders make better decisions and build resilience within their organisations, Edurio set out to understand how pupils, parents and school staff experienced learning and working during the disruption caused by Covid-19.

In order to understand the challenges that schools faced last term, Edurio partnered with United Learning to design the Covid-19 Impact Review that was launched in June 2020. Between June and July 2020, over 45,000 parents, pupils and staff from schools across England participated in the review. The breadth of topics covered together with the number of respondents makes this the largest comprehensive multi-stakeholder review of the Covid-19 impact on schools in England to date. We hope it helps school leaders guide their response to possible future disruptions and identify priorities in the recovery phase.

Chapter 2

Edurio Covid-19 Impact Review

Edurio Covid-19 Impact Review

Research design

The goal of the Covid-19 Impact Review was to get a balanced view of what was happening with school communities in England during the lockdown. Edurio partnered with United Learning to design pupil, parent and staff survey instruments that measure four key areas that have been fundamental to a strong school response to the Covid-19 disruption. The review covered the learning process, stakeholder well-being, school community, and leadership during disruption (Figure 2.1.1). The themes were broken down into further modules to measure important elements like use of technology, workload and equity. Respondents also answered a number of general and qualitative questions.

FIGURE 2.1.1: FRAMEWORK FOR RESILIENCE

Learning

How teaching and learning happened and how much progress pupils were able to make last term.

- › Teaching and learning approaches
- › Technology
- › Equity

Community

How much were the schools able to retain a sense of community through the disruption.

- › Belonging
- › Collaboration
- › Relationships with other stakeholders



Leadership

How the school was led through the disruption and whether everybody felt supported.

- › Communication and support
- › Clarity of decisions
- › Involvement in decision-making

Well-Being

How pupils, staff members and parents were coping emotionally and physically.

- › Workload
- › Stress and anxiety levels
- › Sense of safety online and in school

Research participants

In May and June 2020, Edurio held an open call inviting schools and multi-academy trusts to take part in the Covid-19 Impact Review. The participating schools were given a unique private link for each of the three surveys, which they distributed to their parents, pupils and staff by email, text message or other school communication solutions. The respondents could access the survey from computers, tablets or mobile phones. Each participating school and Trust received a report of their results.

Surveying took place between June-July 2020 and gathered over 45 thousand participants across 277 schools. The research covers primary and secondary schools across all regions of England. For a detailed breakdown of participants by school type and individual respondent characteristics, see Appendix A.

FIGURE 2.2.1: RESPONDENTS BY STAKEHOLDER GROUP

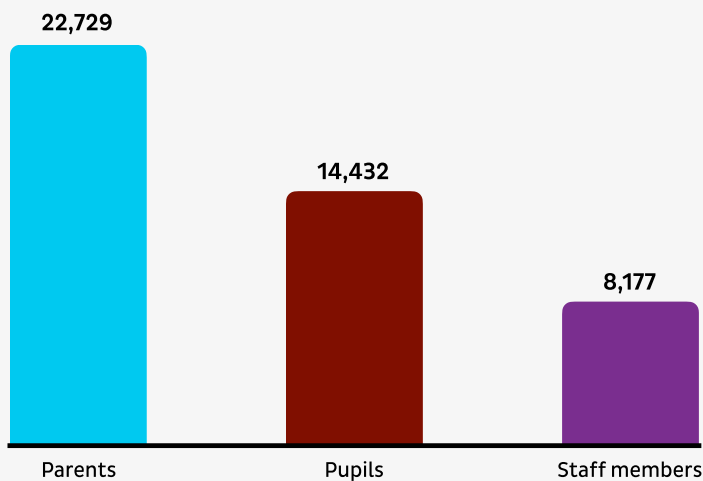
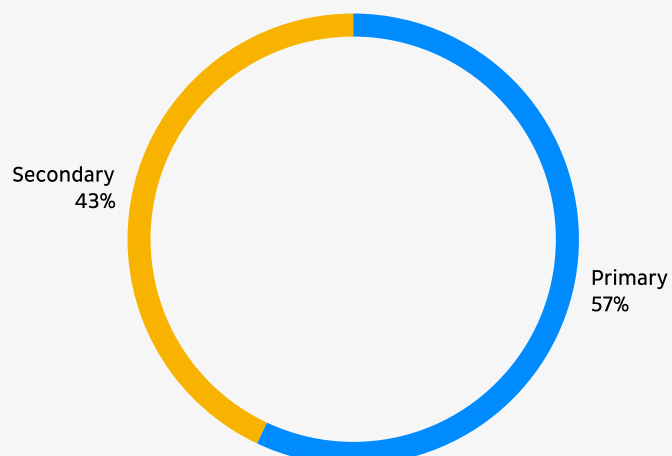


FIGURE 2.2.2: RESPONDENTS BY EDUCATION PHASE OF THEIR SCHOOL



Chapter 3

General Findings

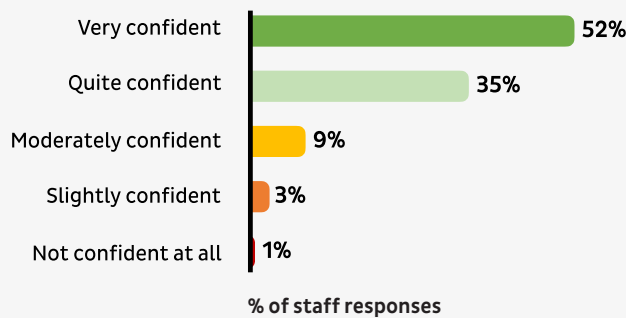
General Findings

How have schools coped?

We asked pupils, parents and staff members to share their overall perceptions of how they and their school have been doing over the summer term. Overall, we see a lot of appreciation of the actions taken by the schools, and the majority of stakeholders appear to have coped well despite the difficult situation.

Staff

FIGURE 3.1.1: STAFF RESPONSES TO THE QUESTION "HOW CONFIDENT ARE YOU IN THE SCHOOL'S ACTIONS IN RESPONSE TO THE COVID-19 DISRUPTION?"



Staff members were asked to evaluate their confidence in the school's actions in response to Covid-19. Almost 9 out of 10 staff members gave a positive response showing that trust within the schools is high (Figure 3.1.1).

STAFF

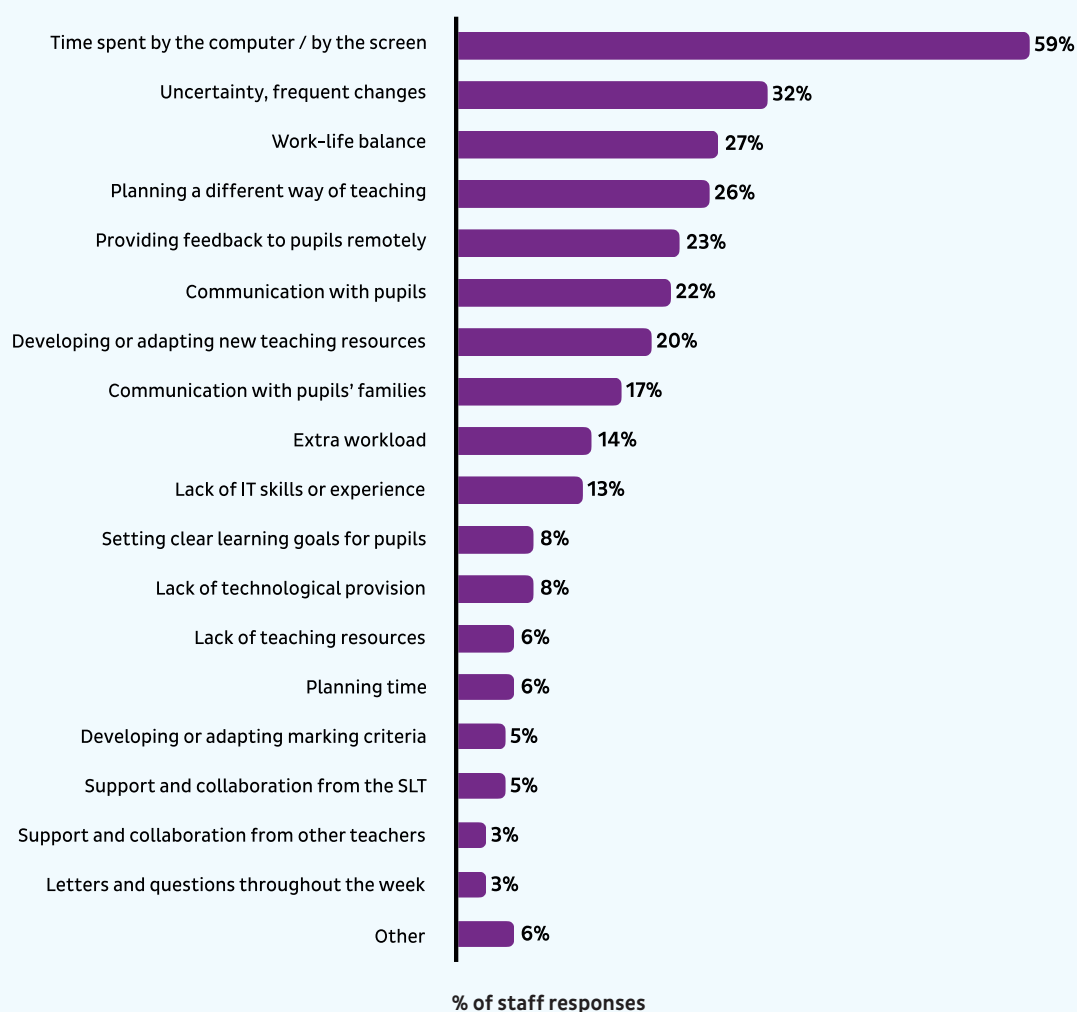
"I think given the timescale we have pulled off an amazing provision."

"Unprecedented access to the whole spectrum of online learning; great opportunities although some duplication of course content from various providers."

"Very pleased with departmental utilisation of online resources. Not at all satisfied with the school's approach to tracking and following-up pupils who have not engaged enough. Concerned that any action to address this will add to teacher workload."

"In the early stages I don't think the schools actions were communicated effectively. I think a lot of parents felt they were neglected by the school and staff as well."

FIGURE 3.1.2: STAFF RESPONSES TO THE QUESTION
"PLEASE SELECT TWO OR THREE OF THE MAIN CHALLENGES YOU HAVE FACED THIS TERM."



Staff were asked about the challenges they had faced last term. Time spent by the computer is a widespread concern and was picked by over half of the staff members. The other top choices cover a very broad spectrum of issues - from specific professional challenges to dealing with uncertainty and pressure more generally (Figure 3.1.2).

STAFF

"Time spent on PC is a big issue for me. This has caused pain in posture."

"Although I have tried to reply to all/ most emails, the amount of students requiring individual support/ differentiated work has been quite unmanageable at times. I have not felt that I have done a good enough job during this time!"

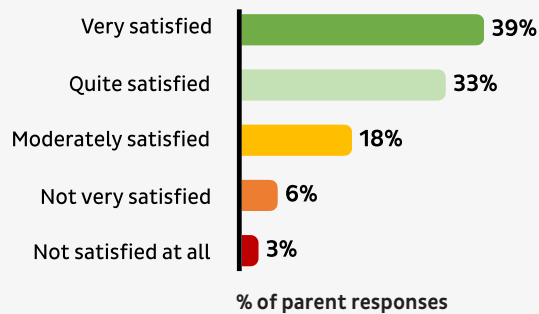
"Communication with pupils - this has been tricky when all we are seeing is the end results of a task and we have no idea how well the pupil is faring."

"Communication with families takes up an enormous amount of time which then puts other work behind."

"I have missed being in the school environment and seeing the children. I have struggled with the overall change in my life's routine."

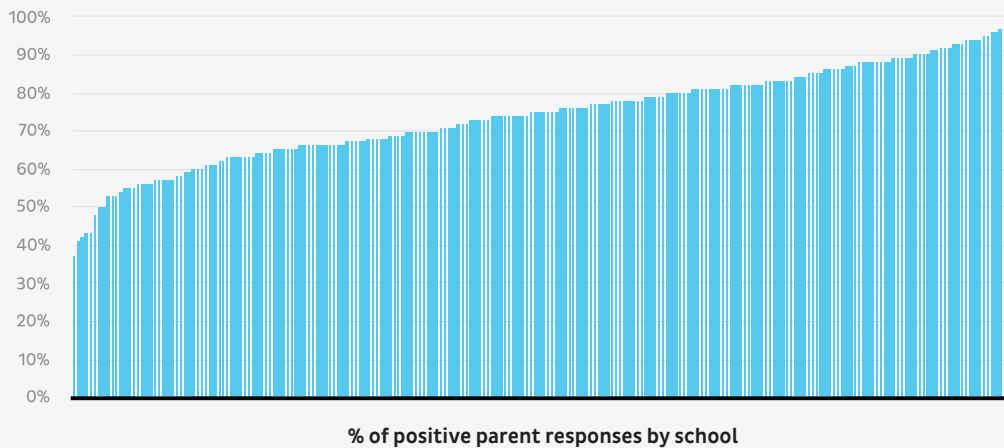
Parents

FIGURE 3.1.3: PARENT RESPONSES TO THE QUESTION
"IN GENERAL, HOW SATISFIED HAVE YOU BEEN WITH HOW YOUR SCHOOL HAS BEEN HANDLING THE COVID-19 DISRUPTION?"



Parents also gave an overall positive response with 70% of parents being very satisfied or quite satisfied with the school's handling of the Covid-19 disruption. However, parental satisfaction differs considerably across the schools (Figure 3.1.3) - the proportion of positive responses ranges from 100% to under 40% (Figure 3.1.4).

FIGURE 3.1.4: POSITIVE PARENT RESPONSES TO THE QUESTION
"IN GENERAL, HOW SATISFIED HAVE YOU BEEN WITH HOW YOUR SCHOOL HAS BEEN HANDLING THE COVID-19 DISRUPTION?"
 BY SCHOOL.



PARENTS

"I feel they have kept us informed throughout and have put good strategies in place to get the children back to school.."

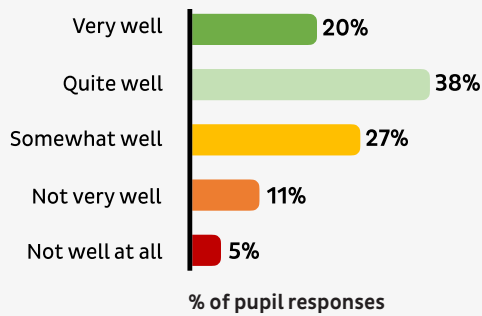
"The school has been excellent with communication. I feel slightly let down on the assumption that each home had the required technology to school from home. No assistance has been given or offered in obtaining this technology."

"We feel very torn. The light touch to school work has helped us cope with the pressure of work and looking after children during this time. As time has gone on, however, we are increasingly concerned about the lack of schooling and impact on our daughter's development."

"I have been shocked by the lack of contact from the school. No work submitted, no work marked, no feedback given, no contact at all."

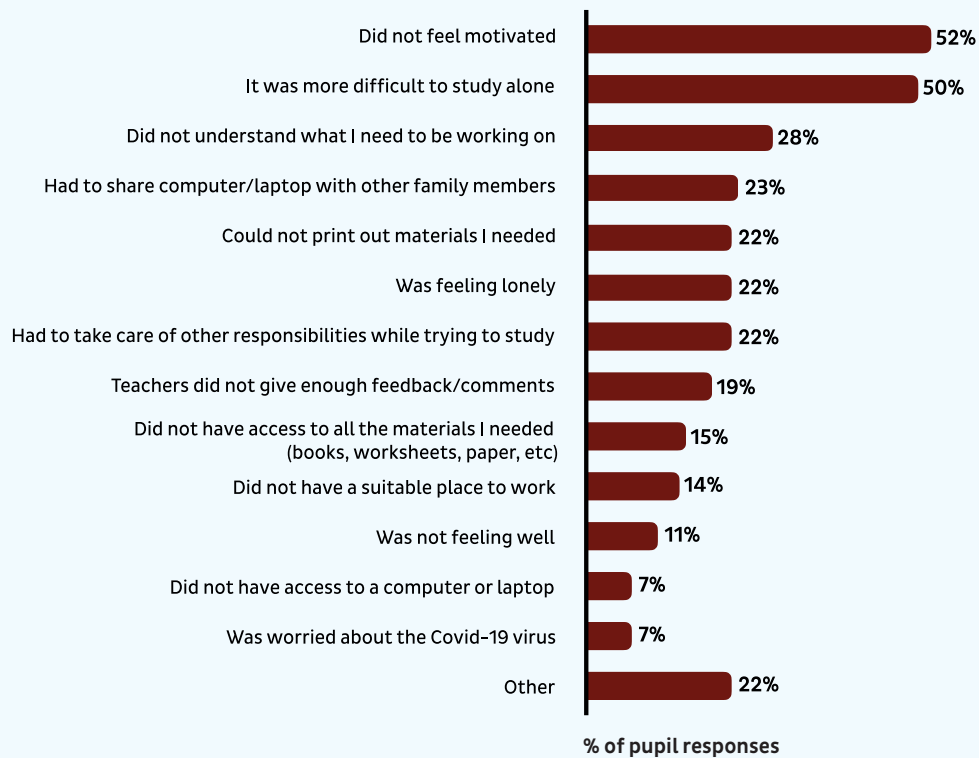
Pupils

FIGURE 3.1.5: PUPIL RESPONSES TO THE QUESTION
"IN GENERAL, HOW ARE YOU COPING WITH THE CURRENT SITUATION?"



Over half of pupils report that they were coping well with the situation last term (Figure 3.1.5). Overall, that is good news. However, 16% of pupils say that they were not coping well. 1 out of every 8 pupils struggling is a serious issue that needs to be addressed.

FIGURE 3.1.6: PUPIL RESPONSES TO THE QUESTION
"WHAT HAVE BEEN YOUR BIGGEST CHALLENGES REGARDING LEARNING THIS TERM?"



PUPILS

"Sometimes it's good because I can spend more time with my family, but sometimes it feels bad because I can't see my friends."

"I'm loving it. So much easier to work as there are less disruptions and I can do better work. I am missing friends as an only child but I play with many on my PS4 and chat."

"I have so much energy and it is hard to calm down."

"Very sad, angry and feeling a sense of loss."

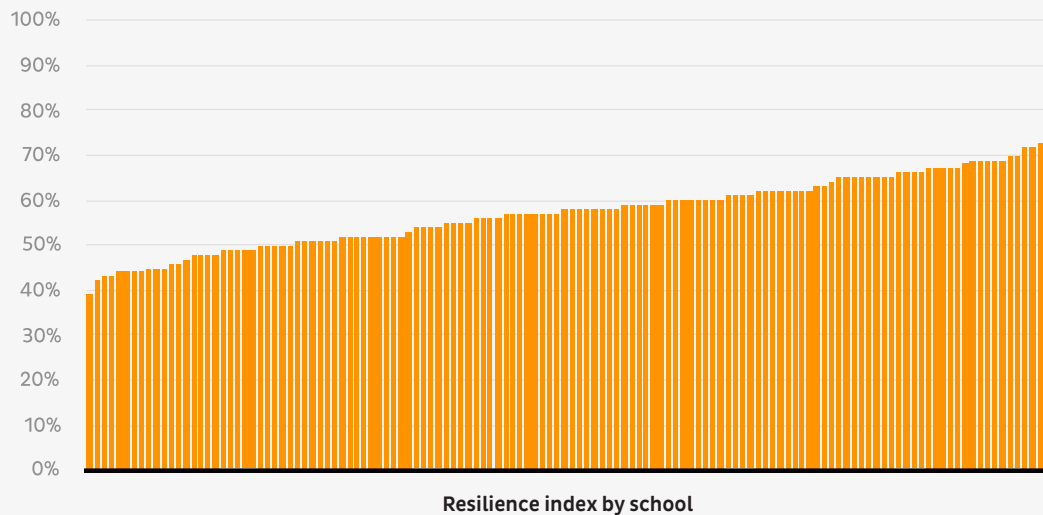
When pupils were asked to select their biggest challenges, they most frequently picked lack of motivation, and difficulty in studying alone (Figure 3.1.6). These two factors were selected twice as often as any other factor. Other challenges that were frequently selected or mentioned in comments include lack of clarity regarding schoolwork, limited access to technology or learning materials, the need to balance school and other responsibilities, and emotional well-being.

Differences across schools

Not all schools were impacted equally by Covid-19. We sought to understand if there are systemic differences in how resilient schools have been.

To do this, we developed a compound indicator, the Resilience Index (RI) that gives an overall score between 0-100% for the school. It is calculated as an average of key question results across the 4 themes in the framework introduced in Chapter 2 (see Appendix B for more details).

FIGURE 3.2.1: RESILIENCE INDEX BY SCHOOL

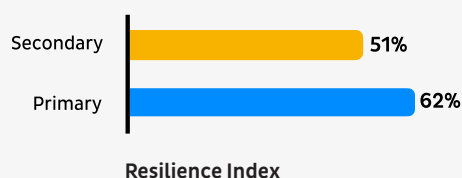


Resilience Index scores for the participating schools range from 39% to 74%, indicating a substantial variety in how schools have been coping with the Covid-19 disruption.

Education phase

Primary schools have higher RI scores than secondary schools, indicating a higher ability to deal with Covid-19 disruption.

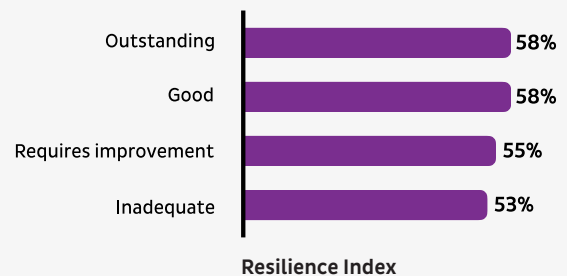
FIGURE 3.2.2: AVERAGE RESILIENCE INDEX BY EDUCATION PHASE



Ofsted rating

There are relatively minor differences between schools with different Ofsted grades.

FIGURE 3.2.3: AVERAGE RESILIENCE INDEX BY THE SCHOOLS' OFSTED RATING



School size

While smaller schools appear to have slightly better RI scores, the difference is minor and doesn't fully explain the difference between primary and secondary schools.

FIGURE 3.2.4: **AVERAGE RESILIENCE INDEX BY SCHOOL SIZE (NUMBER OF PUPILS): PRIMARY SCHOOLS**



FIGURE 3.2.5: **AVERAGE RESILIENCE INDEX BY SCHOOL SIZE (NUMBER OF PUPILS): SECONDARY SCHOOLS**



Overall we see that the education phase has had a bigger link with Covid-19 resilience than school size or Ofsted rating. More importantly, differences across individual schools are bigger than can be explained by the school categories. Organisation Resilience is a quality that is determined by the unique situation of each school and its approach to managing disruption.

Chapter 4

Deep Dives

Deep Dives

The previous chapter provides a general overview of school resilience last term. However, a number of distinct elements contribute to a strong school response to the Covid-19 disruption. These are covered in the framework introduced in Chapter 2.

The four key areas fundamental for a strong response are the following - the learning process, stakeholder well-being, school community, and leadership during disruption (Figure 4.1). The following chapter will take a look at each of these areas in depth. In addition, we analysed stakeholder perceptions of safety from Covid-19 in their school, which is covered in the final section (4.5) of this chapter.

Every school is unique and will have its strengths and weaknesses. However, the trends covered in this chapter offer an insightful overview for schools and policymakers to use in their work.

FIGURE 4.1: FRAMEWORK FOR RESILIENCE



Learning

In the period following the lock-down, the approach to teaching and learning varied a lot from school to school. How each school tried to ensure that their pupils continue learning depended on their unique context as well as external guidelines. This section reviews how pupils were learning last term and what progress they were able to make.

FIGURE 4.1.1: TEACHER RESPONSES TO THE QUESTION "HOW HAVE YOU BEEN TEACHING?"

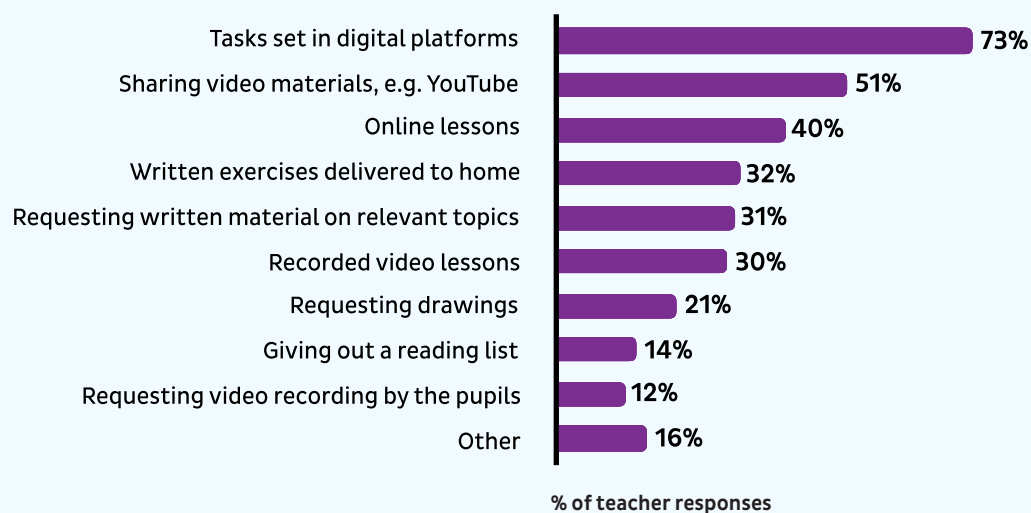
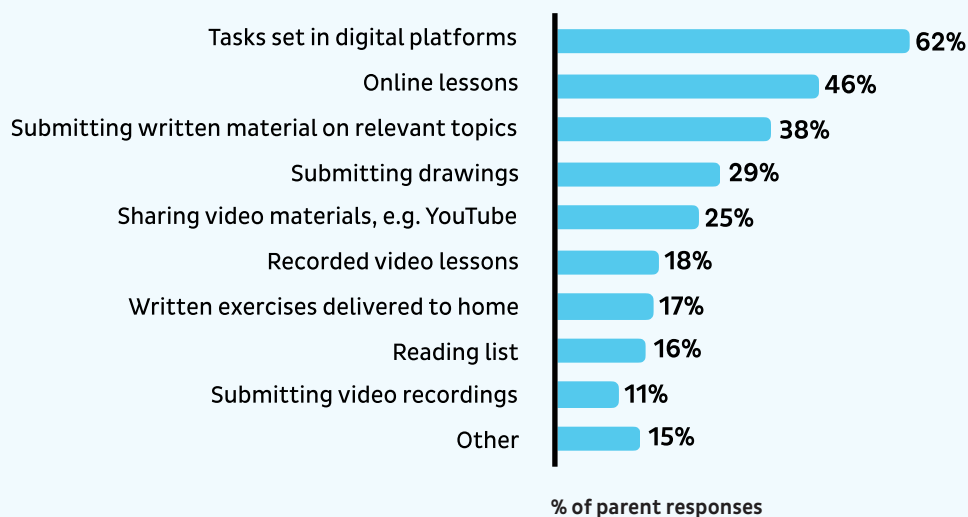


FIGURE 4.1.2: PARENT RESPONSES TO THE QUESTION "HOW HAS YOUR CHILD BEEN LEARNING?"



Most frequently teachers set their students tasks in digital platforms (73%) and share online video materials (51%). Nearly a third of teachers also say that the school delivered written exercises to pupils at home (Figure 4.1.1). Similarly, parents report that tasks set in digital platforms was the most frequent way of learning (62%), and over 40% of parents report their child learning via online lessons (Figure 4.1.2).

The results show that education technology has clearly been important for sustaining learning and communication between teachers and pupils. Further analysis of technology use is beyond the scope of this report but highly relevant for the sector. Therefore we will be publishing a separate report specifically on the use of technology in schools during Covid-19 disruption.*

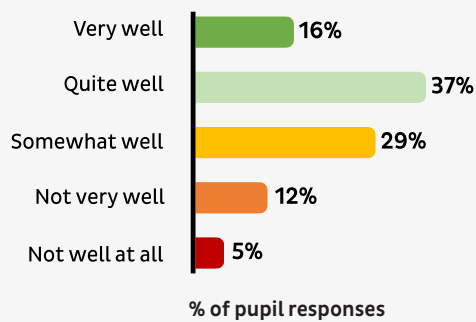
* Sign up on home.edurio.com/insights to get insights from Edurio's report on technology use during Covid-19 disruption

Pupil progress

One of the major concerns about education during this period is about the progress pupils have been able to make and the impact on their long term attainment. We asked all stakeholders how well pupils have been able to learn last term.

How pupils and parents see progress

FIGURE 4.1.3: PUPIL RESPONSES TO THE QUESTION
"HOW DO YOU FEEL YOU ARE PROGRESSING WITH YOUR LEARNING THIS TERM?"



Around half of pupils say they felt they were progressing very well or quite well with their learning last term, whereas 17% gave a negative response. The predominance of positive responses carries an encouraging message about the schools' ability to adapt the learning process to new circumstances. Yet, the proportion of pupils who evaluated their progress negatively is substantial and likely hides further pupils who have disengaged with learning entirely.

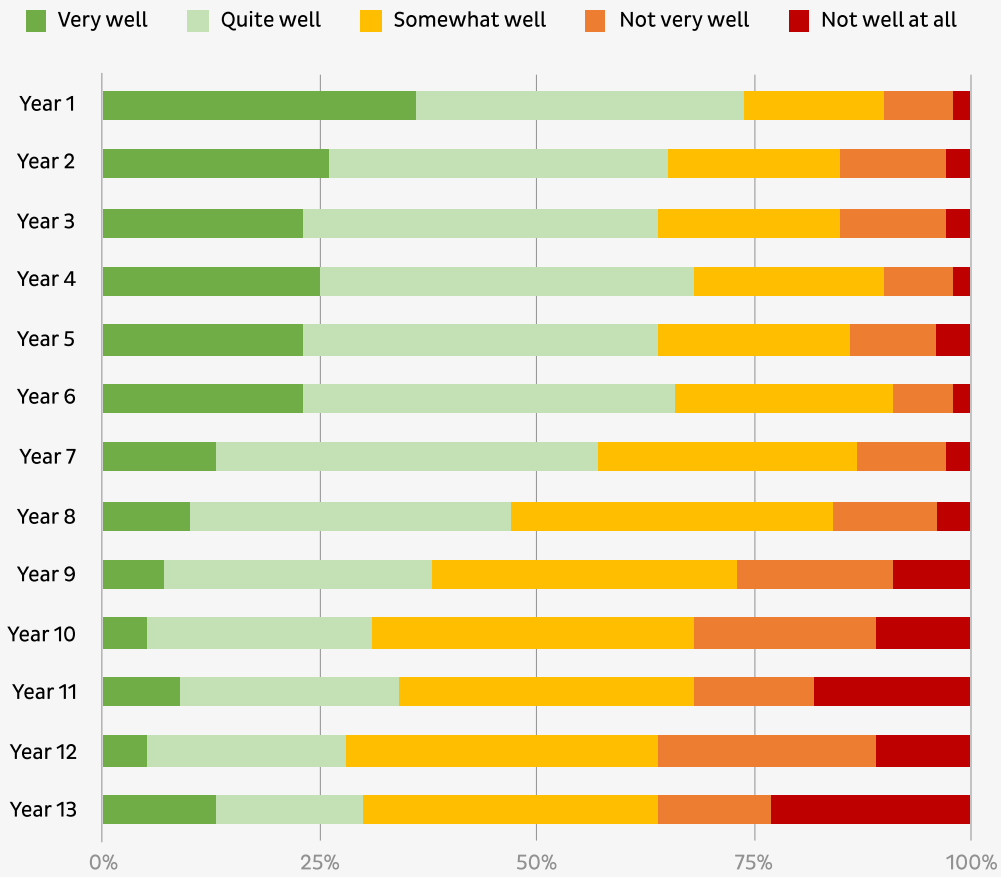
PUPILS

"My maths has got better by quite a lot."

"I feel that I have been researching more topics and learning more as I am not distracted but I do miss my friends. My mum has to help me sometimes and we talk about the work before I start it which helps."

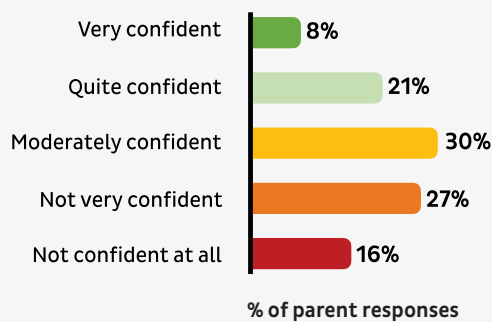
"Not as much as I would have at school"

FIGURE 4.1.4: PUPIL RESPONSES TO THE QUESTION
"HOW DO YOU FEEL YOU ARE PROGRESSING WITH YOUR LEARNING THIS TERM?"
 BY YEAR GROUP



Breaking the pupils' response down by their year group gives a revealing image - up to Year 6, two thirds of pupils report they are progressing well, whereas in secondary school the picture rapidly deteriorates with less than a third of Year 10-13 pupils saying they are progressing well with their learning.

FIGURE 4.1.5: PARENT RESPONSES TO THE QUESTION
"HOW CONFIDENT HAVE YOU FELT ABOUT YOUR CHILD MAKING PROGRESS THIS TERM?"



Parent responses were mixed - over 40% said they are not confident about their child making progress, compared to just under 30% who said they are very or quite confident. Parent comments highlighted how varied pupil learning experiences were last term.

"The school and my son's teacher have supported us very well with setting up the work each week and answering any questions we may have and asking how my son is doing"

"Moving away from academic learning has ultimately been positive for this learner, whose key skills for independent activities are developing."

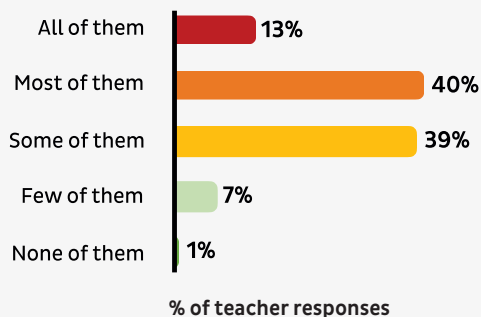
"Very concerned as he was already working at a lower level to most of his peers."

"Would expect as a parent to have more communication/feedback from the teachers. As a parent I don't really know if she's been making any progress at all."

How teachers see pupil progress

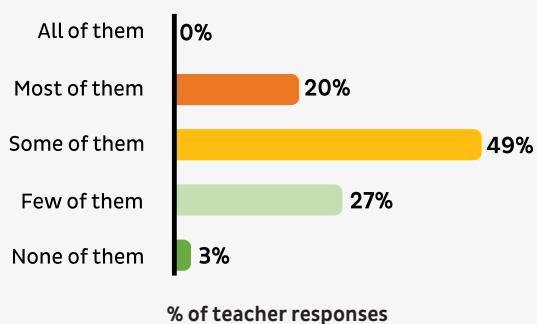
While parents and pupils are best placed to report on their individual experiences, teachers have a class-wide view. Their views help us assess the scope of the challenge in classrooms across England.

FIGURE 4.1.6: TEACHER RESPONSES TO THE QUESTION
"HOW MANY OF YOUR PUPILS WILL REQUIRE ADDITIONAL SUPPORT TO CATCH UP WITH LEARNING?"



Almost all teachers report that their pupils will need additional support to catch up, and over half of teachers believe that all or most of their pupils will require it.

FIGURE 4.1.7: TEACHER RESPONSES TO THE QUESTION
"HOW MANY OF YOUR PUPILS HAVE NOT ENGAGED WITH LEARNING AT ALL THIS TERM?"



We also looked to assess how many pupils have not engaged with learning at all. 1 in 5 teachers say that most of their pupils have not engaged with learning last term. In addition, 76% of teachers report some or few disengaged pupils so nearly all classrooms were impacted.

This indicates that regaining lost learning next term will frequently be a whole-class issue rather than that of individual pupils.

"I have not been setting new information or concepts, students will just require testing to see what they have retained."

"I think our curriculum is sufficiently designed to revisit, consolidate and extend learning."

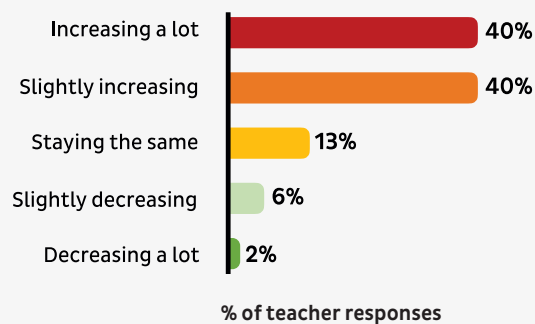
"I consider that the class have made progress but none of them are where children usually are by the end of the year."

"Expecting that a lot of children will require support, but until they are back, it is difficult to say with any certainty."

Attainment gap

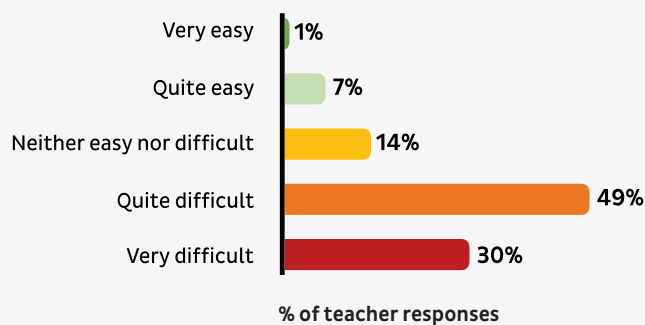
In discussions about the impact of the Covid-19 outbreak on pupil progress, the question of equity is perhaps the most important to understand.

FIGURE 4.1.8: TEACHER RESPONSES TO THE QUESTION
"HOW DO YOU PERCEIVE THE DIFFERENCES IN ATTAINMENT BETWEEN MORE
AND LESS ABLE PUPILS CHANGING?"



When asked to assess differences in pupil attainment, eight in ten teachers said that the attainment gap between pupils was increasing, with four in ten saying that it was increasing a lot (Figure 4.1.8).

FIGURE 4.1.9: TEACHER RESPONSES TO THE QUESTION
"HOW EASY OR DIFFICULT HAS IT BEEN TO SUPPORT PUPILS WHO ALREADY
HAD LOW ATTAINMENT?"



Teacher thoughts on how easy or difficult it had been to support pupils who already had low attainment emphasise the same concern (Figure 4.1.9).

STAFF

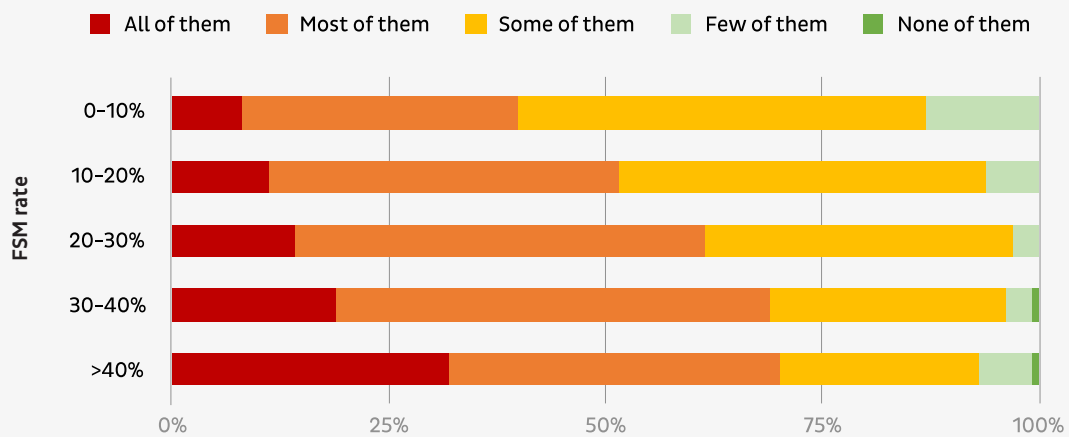
"The less able pupils are the ones that don't engage with home learning."

"This is hard to judge. I know previously high attainers that haven't done much and other previously low attainers who have worked hard."

"This has been mostly linked to parental support. Less able children that have had high levels of parental support have done well with attainment."

"This can be related to home situation and access to technology."

FIGURE 4.1.10: TEACHER RESPONSES TO THE QUESTION "HOW MANY OF YOUR PUPILS WILL REQUIRE ADDITIONAL SUPPORT TO CATCH UP WITH LEARNING?" BY SCHOOL FSM RATE



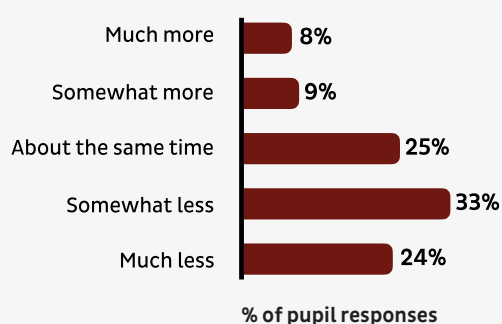
Breaking the staff views on additional support down by the school's proportion of pupils eligible for free school meals (FSM) shows a correlation - schools with higher FSM rate also have a larger share of teachers who believe all or most pupils will require additional support to catch up (Figure 4.1.10).

Well-being

In a time of uncertainty and anxiety, well-being of all stakeholders becomes an even higher priority for schools than before. It is also more difficult to check in with everybody remotely, so tracking well-being becomes more challenging. By looking at the impact of Covid-19 on workload, level of stress and digital safety, this section explores how dealing with these challenges influenced well-being in schools.

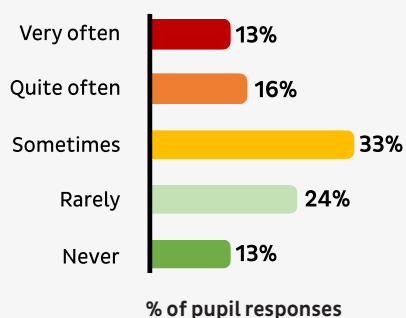
Pupils

FIGURE 4.2.1: PUPIL RESPONSES TO THE QUESTION
"WHEN WORKING FROM HOME, HAVE YOU BEEN SPENDING MORE OR LESS TIME ON LEARNING
THAN WHEN WORKING FROM SCHOOL?"



When pupils were asked to compare their workload last term to that before Covid-19, 57%, or more than half, of pupils reported working less at home than they had done at school, and only 1 in 6 pupils reported working more (Figure 4.2.1).

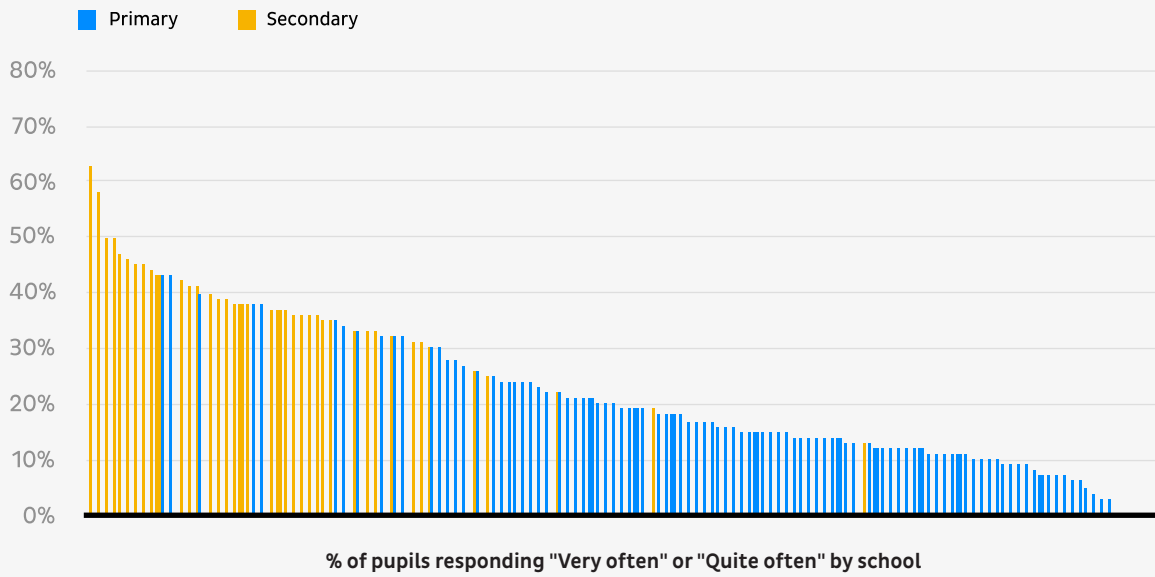
FIGURE 4.2.2: PUPIL RESPONSES TO THE QUESTION
"HOW OFTEN HAVE YOU FELT OVERWORKED THIS TERM?"



In terms of how manageable their workload was, 29% of pupils said they felt overworked very or quite often. A somewhat larger proportion, 37%, claimed that they rarely or never felt overworked (Figure 4.2.2).

However, this picture differs massively across schools. Figure 4.2.3 shows the percentage of pupils who felt overworked very or quite often in each participating school. The percentage ranged from 62% to 0% and the data show a clear trend that workload was seen to be a much bigger challenge in secondary schools than in primary schools.

FIGURE 4.2.3: PUPIL RESPONSES TO THE QUESTION
"HOW OFTEN HAVE YOU FELT OVERWORKED THIS TERM?"
 BY SCHOOL



PUPILS

"I feel as though I have had the same amount of work but it takes me a shorter amount of time."

"At home because in school if I run out of time I don't have to finish my work. At home I have to finish it."

"Some days less work and some days more work."

"Sometimes I felt overwhelmed and Mum had to say that we have done enough for the day."

FIGURE 4.2.4: PUPIL RESPONSES TO THE QUESTION
"HOW OFTEN HAVE YOU FELT STRESSED THIS TERM?"

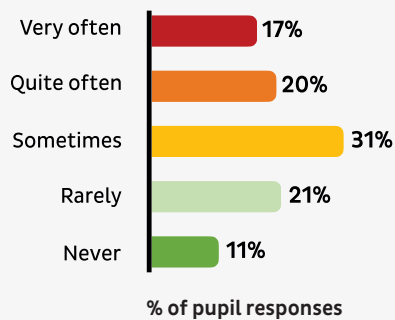
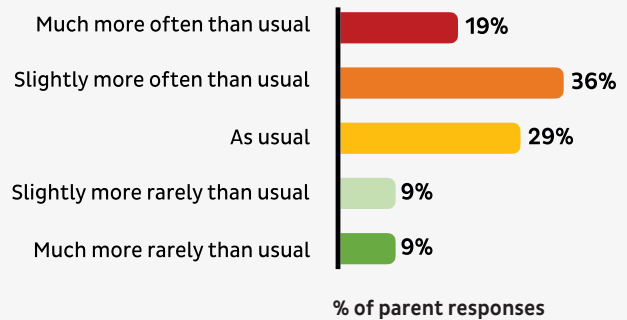


FIGURE 4.2.5: PARENT RESPONSES TO THE QUESTION
"HOW OFTEN HAVE YOU SEEN YOUR CHILD BEING ANXIOUS OR STRESSED THIS TERM?"



When asked to reflect on their stress level this term, 37% pupils reported that they felt stressed often, while 32% reported never or rarely feeling stressed. One in six pupils reported feeling stressed very often (Figure 4.2.4). Similarly, one in five parents said their child has been anxious or stressed much more often than usual and over half reported increased stress levels (Figure 4.2.5). Pupil and parent comments highlight that various factors, not just workload, have added to pupils feeling stressed. It is also worth noting that for some pupils the experience came with reduced stress – learning from those cases can help us build a more inclusive education system going forward.

PUPILS

"Because I'm stuck inside and can't see my friends and only have technology to do my work."

"Purely due to thinking about the future. In terms of gradings. Doing the exams etc:("

"I'm scared of covid."

"I feel more stressed in school, it's nice at home being able to get on with work without having to deal with all the drama of school."

PARENTS

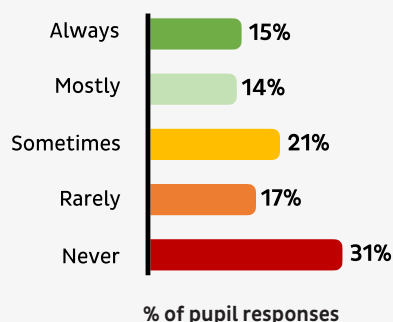
"4yr olds get cabin fever quite a lot."

"Child hitting puberty at the same time as lockdown!"

"She was being bullied at school, as she's not at school at the moment, her anxiety is so much better, we have noticed a massive difference in our daughter."

FIGURE 4.2.6: PUPIL RESPONSES TO THE QUESTION

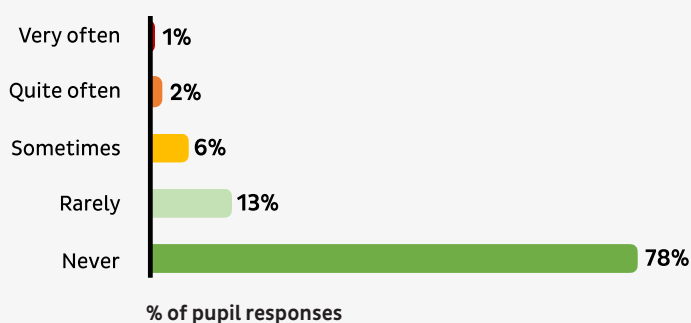
"HOW OFTEN HAVE YOU HAD SOMEBODY FROM THE SCHOOL TO TALK TO IF YOU HAVE BEEN FEELING UNWELL, SAD, STRESSED OR LONELY?"



There is also a concerning message about the ability of schools to adapt their support mechanisms for a remote learning scenario. Almost half of the pupils reported they rarely or never had somebody from the school to talk to when they had emotional difficulties and only 15% always had somebody to talk to.

FIGURE 4.2.7: PUPIL RESPONSES TO THE QUESTION

"THIS TERM, HOW OFTEN HAVE YOU EXPERIENCED PROBLEMS WITH OTHERS ONLINE (E.G. BULLYING)?"



Finally, the reliance on online solutions for learning and communication last term has raised concerns about children being particularly vulnerable to online bullying and harassment. In our survey, 78% of pupils report that they never experienced online bullying last term.

Families

FIGURE 4.2.8: PARENT RESPONSES TO THE QUESTION "HOW WELL HAS YOUR FAMILY BEEN COPING WITH YOUR CHILD'S LEARNING ARRANGEMENTS?"

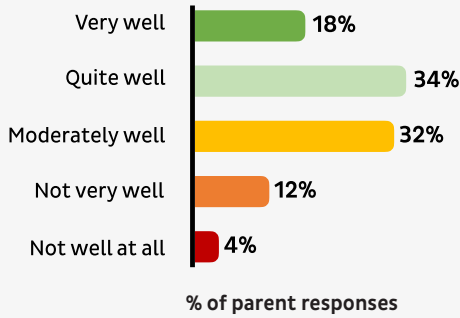
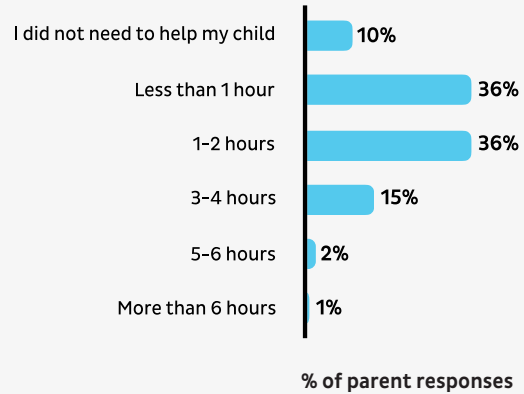


FIGURE 4.2.9: PARENT RESPONSES TO THE QUESTION "ON AVERAGE, HOW MANY HOURS PER DAY HAVE YOU HAD TO HELP YOUR CHILD WITH SCHOOLWORK?"



The majority of parent responses about their ability to manage the learning arrangements paint a positive picture. Over half of parents say that their family has coped well with their child's learning arrangements last term and more than 80% report spending up to two hours per day to help their child with coursework (Figure 4.2.8). About one in six families report spending at least 3 hours per day or not coping well (Figure 4.2.9). In comments, this is often linked with having multiple children or difficulties aligning parental and professional responsibilities.

PARENTS

"I'm very lucky that I've not had to work during this period, a family where both parents have to work would struggle."

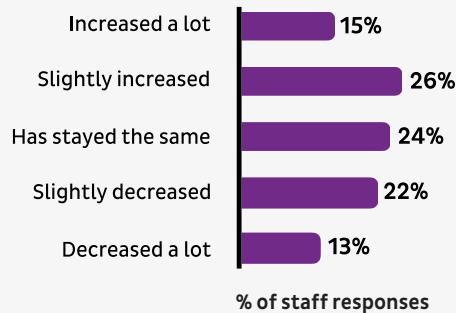
"Just been taking it based on his mood each day. Not been pushing too much at this age."

"It's really stressful and I don't get the work done that I'm supposed to be doing."

"3 kids with big age gaps, it's been a challenge."

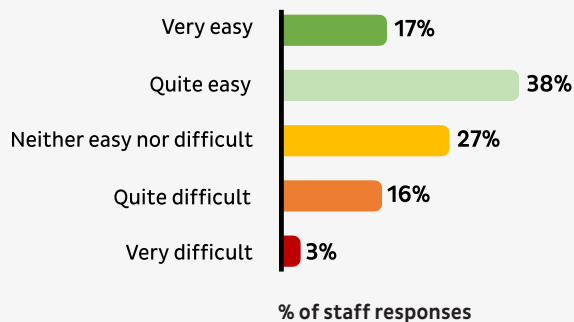
Staff members

FIGURE 4.2.10: STAFF RESPONSES TO THE QUESTION
"HOW HAS YOUR WORKLOAD CHANGED COMPARED TO BEFORE COVID-19?"



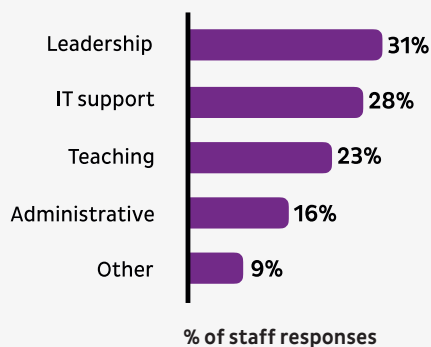
For the majority of school staff, the lockdown did not have a major impact on workload. 59% of staff report that their workload changed only slightly or not at all compared to before the Covid-19 outbreak. Yet from the remaining respondents, 15% report feeling a significant increase and 13% a significant decrease in workload (Figure 4.2.10).

FIGURE 4.2.11: STAFF RESPONSES TO THE QUESTION
"HOW EASY OR DIFFICULT HAS IT BEEN FOR YOU TO STAY ON TOP OF YOUR WORK RESPONSIBILITIES?"



In terms of how manageable the workload has been, over half of school staff say that it was either quite or very easy to stay on top of their work responsibilities last term, while one in five found it difficult (Figure 4.2.11). This is actually better than what school staff claimed in our research prior to Covid-19.*

FIGURE 4.2.12: STAFF RESPONSES TO THE QUESTION
"HOW EASY OR DIFFICULT HAS IT BEEN FOR YOU TO STAY ON TOP OF YOUR WORK RESPONSIBILITIES?"
BY ROLE



Looking at the percentage of staff who feel it has been difficult to stay on top of their work responsibilities, we see that leadership and IT support staff have struggled the most with around 30% having difficulties managing their responsibilities. A quarter of teachers have struggled while administrative and other staff have had an easier task at balancing work (Figure 4.2.12).

* Read our review of staff retention in academies here: home.edurio.com/retention-report

STAFF

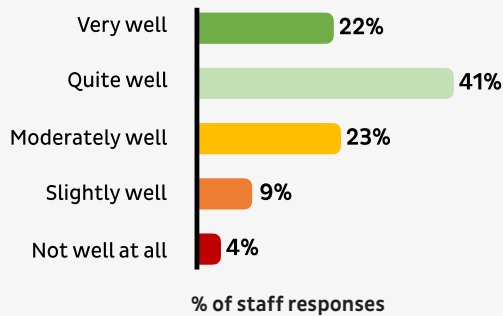
"It has stayed the same but the nature of (and time required for) some of the tasks has changed."

"I don't think easy is the right word, it has been manageable."

"It gets done but with a young family it is difficult to find the time and space."

"I haven't been able to work as my children attend the school and don't fall into the category of being allowed in so I had no child care. Therefore my work in school has decreased to zero."

FIGURE 4.2.13: STAFF RESPONSES TO THE QUESTION
"IN TERMS OF YOUR EMOTIONAL WELL-BEING, HOW WELL HAVE YOU BEEN COPING WITH WORK THIS TERM?"



Staff assessment of their emotional well-being last term tells a similar story. More than 60% of staff reported that they were coping well emotionally this term while 13% say they were not (Figure 4.2.13).

STAFF

"Roller-coaster, sometimes it's been positive, other times very stressful."

"Due to support from the Senior Leadership Team in setting achievable targets, acknowledging difficulties and supporting me I feel that I have coped well with work this term."

"I want to make sure I am doing enough for the team. To make sure that others do not feel I am being lazy whilst at home."

"Balancing my home life, work and the perception of the media has been hard."

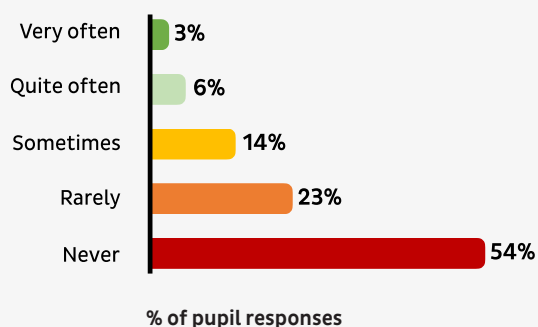
Data from the staff survey show a picture in which, overall, staff have coped reasonably well, but most schools had a substantial minority who struggled with workload and stress. In particular school leaders and IT support teams have struggled with the rapidly expanding responsibilities they have had over the last term.

Community

Another issue that has caused particular concern during the remote learning period is the health of school communities. Not being able to see other pupils, colleagues, and friends, and have their support if needed, can negatively impact stakeholder emotional well-being and ability to work and study. We wanted to see what pupils, parents and staff thought about their opportunities to collaborate and stay in touch with each other last term.

Pupils

FIGURE 4.3.1: PUPIL RESPONSES TO THE QUESTION "HOW OFTEN HAVE YOU WORKED ON SOMETHING TOGETHER WITH YOUR CLASSMATES THIS TERM?"



Over half of pupils report that they did not work together with their classmates last term at all, and less than 10% had such opportunities often. Collaborative work is one strategy that could help improve the academic as well as social experience of pupils during disruption, but it is reliant on access to technology.

PUPILS

"Met my friend on Houseparty to do work together. We organised this ourselves not through school."

"Only when I've been in school."

"We did postcards to send to our friends."

FIGURE 4.3.2: PUPIL RESPONSES TO THE QUESTION "HOW EASY OR DIFFICULT IS IT TO CONNECT WITH YOUR FRIENDS FROM SCHOOL THIS TERM?"

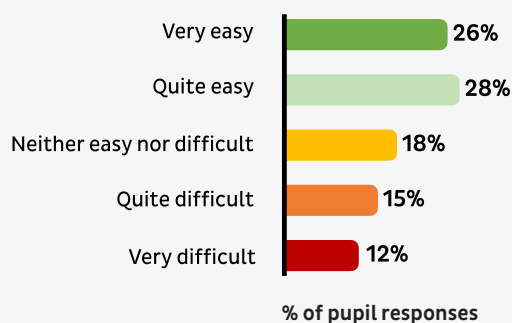
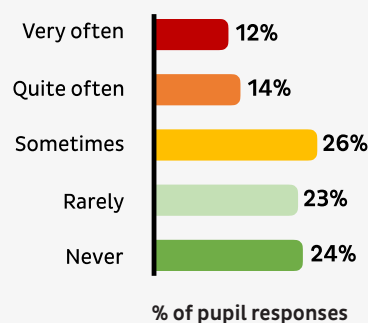


FIGURE 4.3.3: PUPIL RESPONSES TO THE QUESTION "HOW OFTEN HAVE YOU FELT LONELY THIS TERM?"



The majority of pupils found it easy to connect with their friends from school, which is welcome news. However, one in four pupils report finding it difficult to connect with friends and often feeling lonely. Respondent comments also reflect this mixed experience.

PUPILS

"Not spoken to any friends since lockdown."

"I have a best friend that I chat to often on WhatsApp."

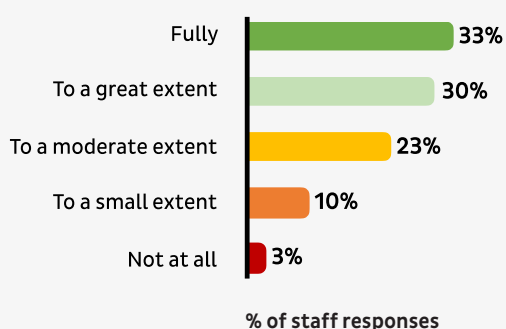
"I spoke to them on my Zoom meeting."

"I have missed my teacher."

Staff

FIGURE 4.3.4: STAFF RESPONSES TO THE QUESTION

"TO WHAT EXTENT HAVE YOU FELT LIKE PART OF ONE TEAM WITH YOUR COLLEAGUES THIS TERM?"



An effective response to the disruption required a lot of teamwork. 63% of school staff have fully or to a great extent felt like part of one team with their colleagues last term, while further 23% say their sense of belonging to their team was moderate (Figure 4.3.4).

STAFF

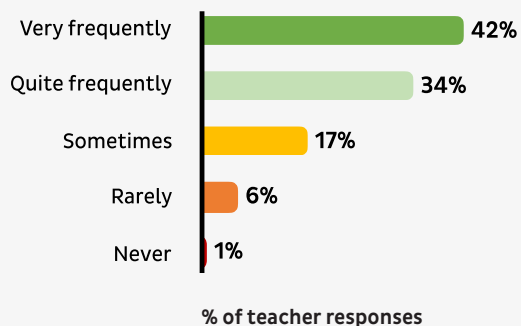
"Work with a lovely class staff team, have kept in contact with them daily/weekly even though I'm not in school."

"Balancing work and childcare has been a challenge during this period of time but well supported by school."

"I have loved being able to join my colleagues on our phase meetings, otherwise working from home I would have felt very isolated."

"Before the lockdown I felt like I was a part of a strong team but now I feel out of the loop as I do not hear from anyone unless it is to do with a whole school thing or online training."

FIGURE 4.3.5: TEACHER RESPONSES TO THE QUESTION
"HOW FREQUENTLY HAVE YOU COLLABORATED WITH OTHER TEACHERS THIS TERM?"



Among teachers, three quarters frequently collaborated with other teachers (Figure 4.3.5). It is positive news that the extent of collaboration has been large despite the sudden disruption - it is important for teaching efficiency as well as community.

STAFF

"Easy to collaborate with staff in the same bubbles."

"Some have been very receptive to ideas of sharing resources while others have taken resources and not reciprocated and some have not engaged with sharing at all."

Parents

FIGURE 4.3.6: TEACHER RESPONSES TO THE QUESTION
"HOW SATISFIED HAVE YOU BEEN WITH THE COMMUNICATION BETWEEN YOU AND THE PARENTS OR GUARDIANS OF YOUR PUPILS?"

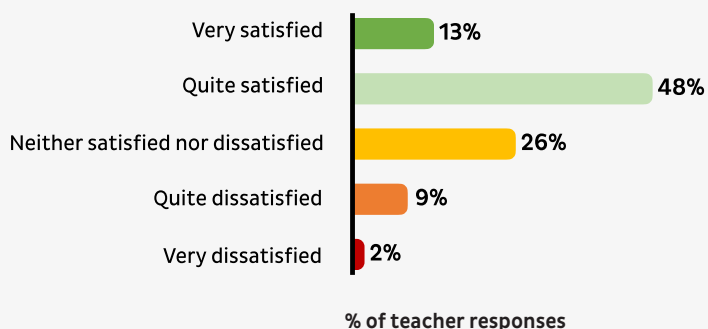
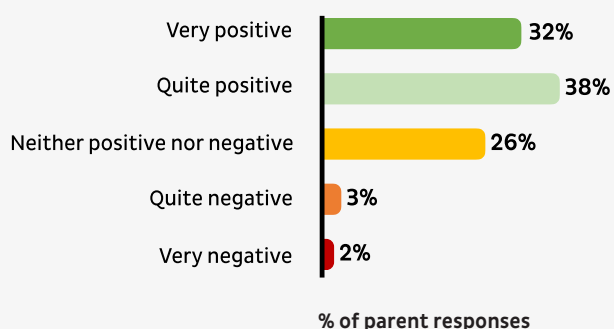


FIGURE 4.3.7: PARENT RESPONSES TO THE QUESTION
"HOW WOULD YOU RATE THE RELATIONSHIP YOU HAVE WITH THE SCHOOL'S LEADERS AND TEACHERS?"



Parent and school partnership was essential for supporting learning last term. We therefore asked both parents and teachers how they felt about working with each other. More than 60% of staff reported being satisfied with the communication they had had with parents and guardians of their pupils, while 1 in 10 expressed some dissatisfaction (Figure 4.3.6). 70% of parents rated their relationship with teachers and school leaders as either quite or very positive, and only a small percentage - 5% - rated it negatively (Figure 4.3.7).

PARENTS

"We have felt the school has been really open about their responses to the situation, calm and professional in a difficult time."

"Good line of communication with form teachers. Little or no opportunity for contact with leaders."

"Haven't really had much contact but feel if I needed to it would be pretty easy."

"The school doesn't like to be challenged and they take it personally. They don't see it as constructive."

STAFF

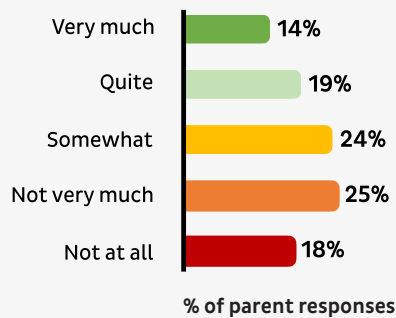
"Most parents have been fantastic under very trying circumstances. A few have not replied to emails or have insisted their children are doing the work even when shown evidence that they are not, but these are a small minority."

"Have been able to have much longer conversations with parents/guardians than I have opportunity to on Parents' Evenings."

"Though I have had regular contact with most parents, their communication has been, sometimes, negative and it has been difficult to manage their expectations."

FIGURE 4.3.8: PARENT RESPONSES TO THE QUESTION

"HOW MUCH HAVE YOU FELT LIKE A PART OF THE SCHOOL COMMUNITY THIS TERM?"



One in three parents felt like a part of the school community this term, demonstrating lower levels of connection with the school community than pupils or staff. Comments show that some parents chose not to actively engage with the rest of the school community, while others have appreciated both activities organised by the school and support groups set up by parents.

PARENTS

"We have enjoyed things like the family quiz each week on YouTube, challenges and watching assemblies."

"The school seems not to want to involve the parents which is very sad. I'd love a better relationship with the school, where we feel more a part of it and a community."

"Feeling of being abandoned to do it ourselves, with very limited guidance."

Leadership

The way an organisation is led can either hinder or strengthen its ability to respond effectively to sudden change. Our previous research* demonstrates that the relationship with school leaders is one of the strongest contributors to staff wellbeing. This section will explore some key aspects of the work of school leadership teams in England during the Covid-19 disruption.

Clarity of communication

FIGURE 4.4.1: STAFF RESPONSES TO THE QUESTION "HOW CLEAR HAS THE COMMUNICATION FROM THE SCHOOL LEADERSHIP BEEN THIS TERM?"

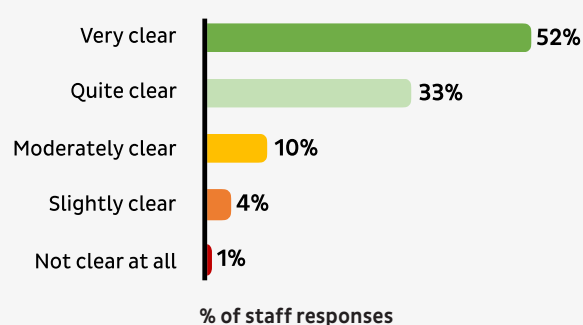
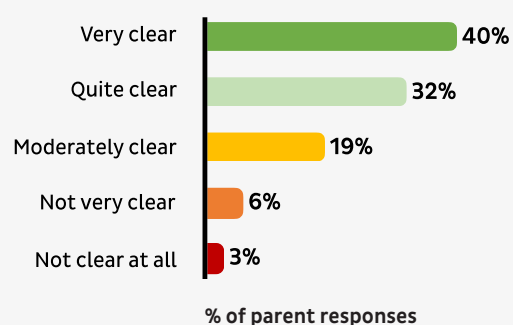


FIGURE 4.4.2: PARENT RESPONSES TO THE QUESTION "HOW CLEAR HAS THE COMMUNICATION FROM THE SCHOOL BEEN THIS TERM?"



Staff and parents were asked their views of how clear they had found communication from the school this term. The majority show strong agreement with 72% of parents and 85% staff members reporting that they had found school communication to be clear this term (Figures 4.4.1 and 4.4.2). Comments on potential improvements referred to the multitude of communication channels used.

STAFF

"Communication has been very open and honest throughout the pandemic."

"Too many emails so I couldn't remember where I had seen information."

"Lots of mixed messages or lack of communication between SLT as they don't all give the same answer."

PARENTS

"The school could not be any clearer on advice and actions taken."

"Daily Tasks and expectations are clearly communicated but weekly/term objectives not always as clear."

* Read our review of staff retention in academies here: home.edurio.com/retention-report

Clarity of decision making

FIGURE 4.4.3: STAFF RESPONSES TO THE QUESTION "HOW CLEAR ARE THE EXPECTATIONS OF YOUR WORK FROM THE SCHOOL LEADERSHIP?"

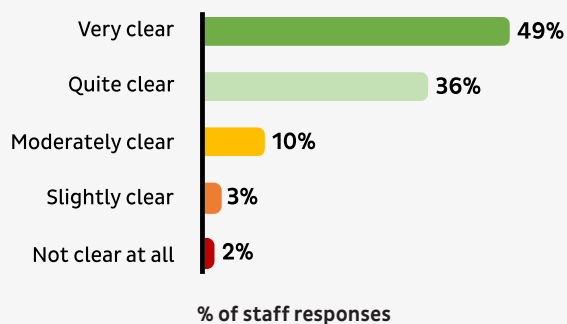
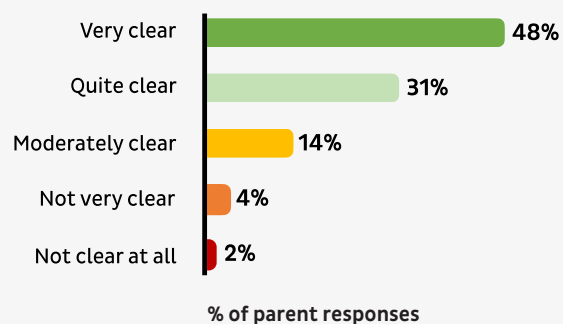


FIGURE 4.4.4: PARENT RESPONSES TO THE QUESTION "HOW CLEAR TO YOU ARE THE DECISIONS MADE BY THE SCHOOL MANAGEMENT IN RESPONSE TO COVID-19 DISRUPTION?"



85% of staff members and 79% of parents found that the decisions made by the school leadership and the expectations from staff were clear last term. Only around 5% found decisions and expectations unclear (Figures 4.4.3 and 4.4.4). This was supported by many positive comments tempered with some criticism.

STAFF

"I feel management have been incredibly understanding and supportive."

"Lack of consistency in approach as no set guidance for online marking etc."

PARENTS

"Always very clear and written in a friendly but professional manner."

"The line from the school seemed to be "we do what the government tells us to - not what is best for our pupils."

Stakeholder engagement in decision making

FIGURE 4.4.5: STAFF RESPONSES TO THE QUESTION "HOW INVOLVED HAVE YOU BEEN IN DECISIONS WHICH AFFECT YOUR WORK?"

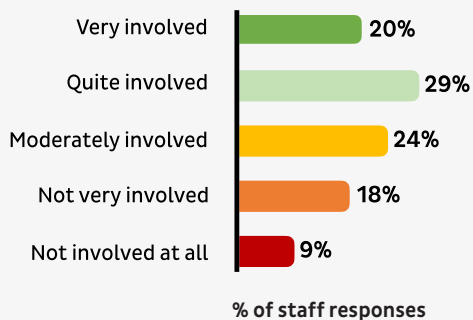
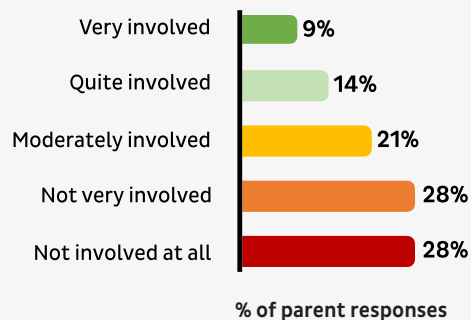


FIGURE 4.4.6: PARENT RESPONSES TO THE QUESTION "HOW INVOLVED IN SHAPING THE SCHOOL'S RESPONSE TO COVID-19 DO YOU FEEL?"



Both parents and staff were asked how involved they had been in the school's decision making. Half of staff members felt very or quite involved whereas a quarter felt slightly or not at all involved (Figure 4.4.5). In contrast, only 23% of parents report feeling involved in the decision-making process (Figure 4.4.6). Based on respondent comments, however, it should be noted that many parents did not feel that it was appropriate for them to be part of decision making during the current period.

STAFF

"I feel I could communicate my feelings about issues concerning decisions made."

"We were told how it would be rather than consulted."

"We have been asked for our opinions on certain things but I don't think it has affected the decisions made."

PARENTS

"This is a matter for the head and staff to decide after following guidelines."

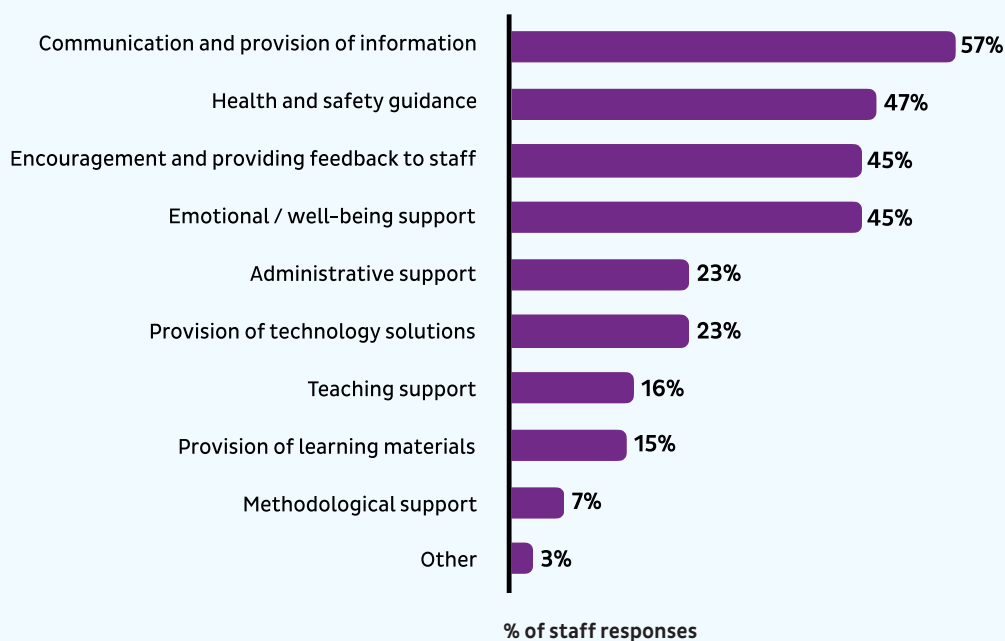
"Moderately involved but I feel that is enough - the experts are the teachers to know what is best for the children."

"Parents weren't consulted on any decisions made regarding the school's response. And any attempt to question their response was met with further negativity from senior leadership."

Support

We asked staff members about the support they had received from school leaders, and what further support they would appreciate.

FIGURE 4.4.7: STAFF RESPONSES TO THE QUESTION
"WHAT SUPPORT FROM THE SCHOOL'S LEADERSHIP HAS BEEN MOST VALUABLE TO YOU THIS TERM?"



When asked, what support had been valuable, four key areas emerged with around half of respondents mentioning each - communication and provision of information (57%), health and safety guidance (47%), emotional and well-being support (45%), and providing encouragement and feedback to staff (45%). These were selected far more often than administrative, technological or direct professional support (Figure 4.4.7).

STAFF

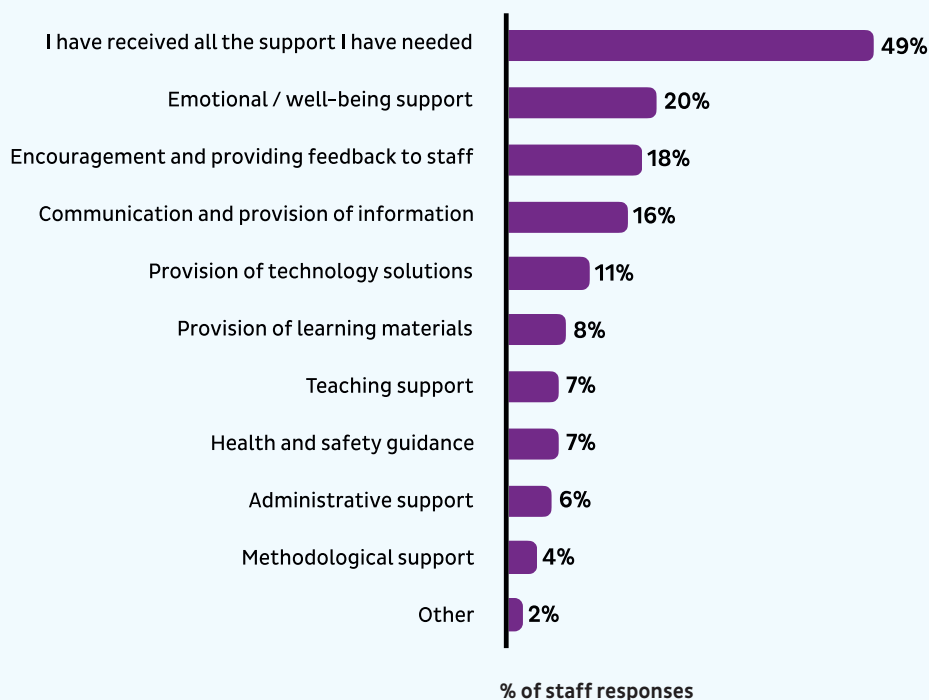
"Our school has been exceptional in providing support to staff, actively looking at ways to support mental health."

"Also praise and support from the leadership team has been much needed while balancing home life, home schooling and my job."

"Clear health and safety guidance was given. Provision of learning materials online, which the school has bought into, has been SO valuable in setting work."

"IT Support has been second to none. [...] the IT Tech is always very swift to join a Chat / Meeting / etc in order to help all students try to access all of the resources."

FIGURE 4.4.8: STAFF RESPONSES TO THE QUESTION
"WHAT SUPPORT FROM THE SCHOOL'S LEADERSHIP WOULD YOU VALUE MORE OF?"



The importance of clear communication and ‘being there’ emotionally for your staff is also visible in responses given to the question on what support from the school leadership staff would value seeing more of. Encouragingly, almost half of staff reported that they had received all support from school leaders they needed. Of the other options, 20% selected emotional and well-being support, followed by providing encouragement and feedback (18%), and communication and provision of information (16%). Fewer than one in ten staff members would like more methodological support, or support with administrative tasks (Figure 4.4.8).

STAFF

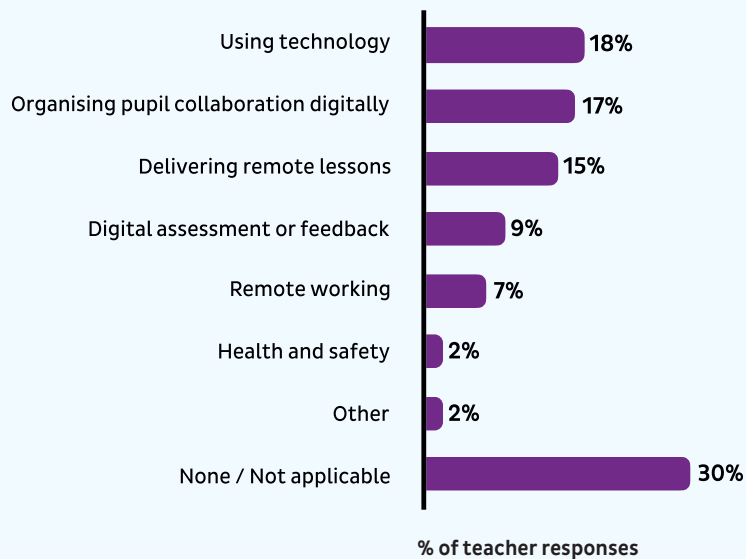
"This is not about the leadership in school, it is directly about our trust. The communication to our teachers on the ground in school and working remotely has been really poor, in fact non-existent, in terms of a thank you. [...] Really sad as that is such a quick win, when you have such a willing staff."

"Clearer guidance to staff, parents and pupils about home working expectations e.g. What MUST students do as a minimum as I feel many have done very little as they thought they needn't do anything."

"Provision of ICT for students to work from home."

"I would appreciate some support and training on how to use some of the technology we have been expected to use, not just assume or expect us to know."

FIGURE 4.4.9: TEACHER RESPONSES TO THE QUESTION
"WHAT ADDITIONAL TRAINING WOULD YOU FIND VALUABLE, TO SUPPORT YOUR WORK?"



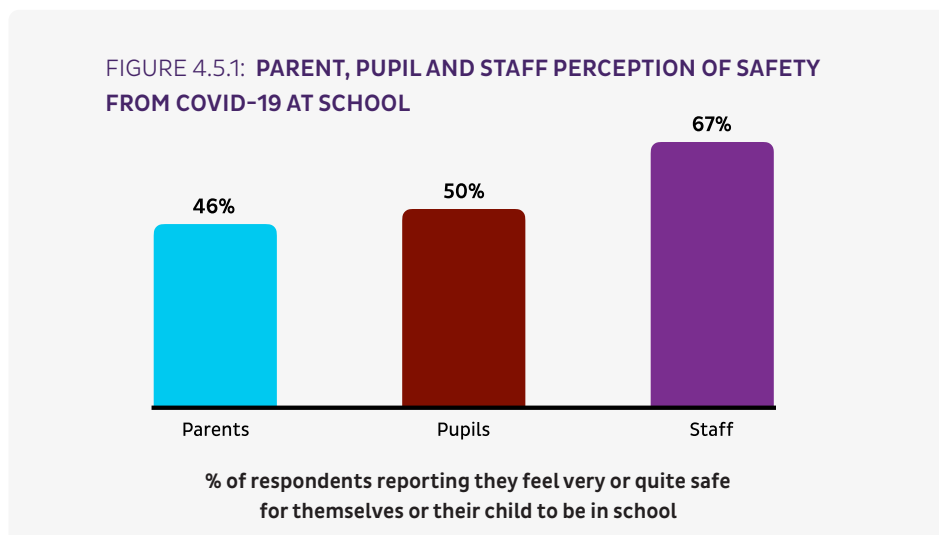
We also asked staff members to evaluate their training needs, with a particular focus on teaching staff. About a third of the participating teachers felt they had all the training they needed. From those that felt additional training would help, using technology, organising pupil collaboration digitally and delivering remote lessons were the most frequently selected options (Figure 4.4.9).

Overall, both parent and staff views regarding school leadership have been positive, showing the acknowledgment by all stakeholders of the challenges that school leaders have faced this term and the appreciation for their hard work. To help school leadership further understand what helped their communities most during the lockdown, Edurio will publish a deeper analytic report *Lessons for School Leaders* in September this year.*

*Sign up on home.edurio.com/insights to get insights from Edurio's report *Lessons for School Leaders*

Safety

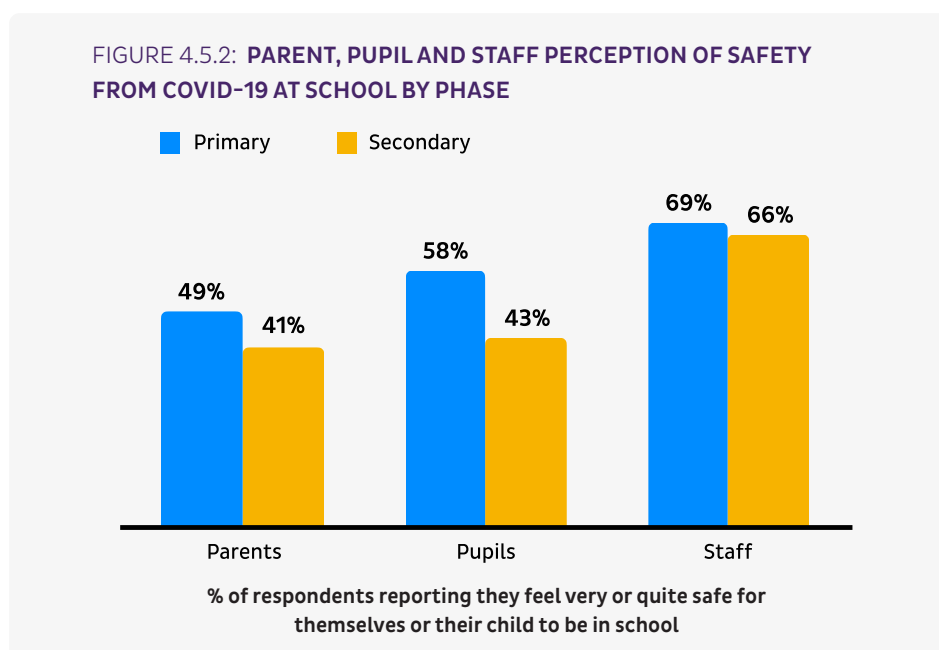
During a period of uncertainty, a sense of safety in school is critically important to ensure that staff can focus on their responsibilities, parents feel comfortable sending their children back, and learning can happen. Therefore, in addition to the four primary themes of the Covid-19 Impact Review, we asked our respondents about their perception of safety from Covid-19 in their school.



Around half of parents and pupils in June-July 2020 felt that it is very or quite safe from Covid-19 for the pupils to be in school. For staff members the results are more positive with over two thirds reporting feeling safe to be in school (Figure 4.5.1).

In general, pupils who feel safe base their feelings on their experience of already being back at school, while comments also reveal a variety of worries. Parent comments highlight their appreciation for the work put in by school staff. Lower perception of safety was frequently linked with a lack of communication from the school, or risks to the more vulnerable family members. In a number of schools staff raise concerns about their safety and perceive the protective measures taken so far to be inadequate. The prospect of going back to learning at full capacity was raised as an issue by both parents and staff members.

There is a difference in views between respondents from primary and secondary schools. Primary school pupils and their parents feel safer than their secondary school peers to return to school (Figure 4.5.2).



PUPILS

"I don't know how it is going to be facilitated yet. So I don't have an opinion on it. The guidelines are changing daily."

"It feels quite unsafe but I trust the scientist saying it is safe."

"My mum's a nurse and has helped with learning infection control and hand washing."

"I would have to take public transport which I wouldn't feel comfortable about but I would feel mostly safe at school. I am very cautious."

"Due to my illnesses I'm anxious to go back to school indoors. I will be wearing PPE though to help lessen the risk, and the school is doing lots to help."

"I just wouldn't want to bring it back to a baby and my dad with heart problems."

PARENTS

"He has no physical health issues so we are not concerned about Covid19, of course it cannot be totally without risk but the risk is entirely reasonable."

"I think the school has gone above and beyond in terms of making the school environment safe. Children picking up Covid 19 from environments outside school is the risk and is beyond the control of the school."

"My concerns are around the lack of distancing during drop off and collection times, plus the fact the children will not be able to be distanced in class."

"I do not know what measures have been placed in the school to minimise risks of covid 19."

"At the moment I wish to have my children with me so I have control over their contacts."

STAFF

"Extra cleaning and social distancing has enabled me to stay safe."

"We have put a lot of good measures in place to make the school as safe as it can be."

"There is no social distancing which puts me, colleagues and the students at risk."

"With a small number of pupils it feels quite safe, however with the whole school coming back I am not sure."

Chapter 5

Conclusion

Conclusion

The hard work of school leaders and staff across England ensured that, despite the disruption, education continued throughout the spring and summer term. Our research sought to understand how exactly education in England was affected and help schools, Trusts and policymakers map the path forward.

Thanks to the enthusiastic participation of schools and support of our partners, this became the largest cross-stakeholder review of Covid-19 impact on schools in England.

Overall, we saw plenty of positive and encouraging messages from pupils, parents and staff. However, their experiences have by no means been uniform. While many coped well, the comments of those who struggled present a multitude of issues that school and sector leaders will need to address to make their organisations and school communities more resilient.

While we cannot always predict what challenges are coming our way, we can learn to become more resilient by reflecting on our actions so far. That is what we intended to do in this report, and Edurio is committed to helping schools navigate their way forward.

Future publications

We are continuing our work with the data gathered in the Review. We have currently confirmed two further publications that will be launched in the coming months.

- **Lessons for School Leaders** – a deeper analysis of the links between school actions and overall outcomes. This report will help school leaders understand what strategies might be most effective in managing any future disruption for their school.
- **Technology Use During Covid-19** – a focused report that explores how education technology has supported schools last term – what has worked well, what hasn't, and how school can best apply education technology going forward.

To be the first to receive news of future reports, please sign up at home.edurio.com/insights.

Further research

Edurio will continue evaluating the impact of Covid-19 among its other research programmes. If your school or Trust would like to participate in either future Covid-19 impact reviews or our wider research on topics like staff wellbeing, parental engagement, and governance, please reach out to us at research@edurio.com.

Acknowledgements

The Edurio Covid-19 Impact Review was a highly important project that had to be executed in a short period of time. It is remarkable how active school leaders were in their participation. Thinking about the future is not easy in the midst of a crisis. The research participants not only helped their school but will help many others have a more informed response to the disruption.

We are grateful to Dominic Norrish and Sarah Smith from United Learning for their guidance on designing survey instruments that reflect the issues faced by schools in England during this period. Their leadership and support has had a tremendous impact on this study. Likewise, we are grateful to the many other school, Trust and sector leaders who lent their feedback in the design process.

We have been lucky to be part of the wonderful education community in England - organisations that supported the research and shared the opportunity to participate with schools in their network. Confederation of School Trusts (CST), Association of School and College Leaders (ASCL), Forum Strategy, Nesta, The Key and IWeYou - we thank you and are glad to call you friends!

Finally, the Edurio Implementation, Commercial, Support and Technical teams have been beyond impressive, working on this important pro-bono project under the leadership of Madara Rudzite and Jordan Butel in addition to their daily responsibilities. They supported Trusts and schools through this challenging time and carried out the most intense month of data collection in Edurio's history with true grace.

About the Authors

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Richard is a senior survey design and analytics specialist at Edurio and led the development of the Covid-19 Impact Review and the analytics for this report. Richard is one of the most experienced school stakeholder survey experts in England with over a decade of experience supporting thousands of schools in gathering effective stakeholder feedback. Richard holds a degree in Mathematics from the University of St Andrews and has an advanced certificate in Market and Social Research Practice from the Market Research Society.

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Kristaps is a survey design specialist at Edurio and leads our research, survey framework design and survey instrument validation activities. Kristaps frequently authors and edits Edurio's reports and other thought leadership activities, and ensured the structure and clarity for this report. Kristaps has a degree in Education and Biological Sciences from the University of Cambridge.

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Ernest is the CEO of Edurio. He is a frequent public speaker in the UK and internationally on effective use of stakeholder feedback in schools and has published research on student feedback and assessment. Ernest leads Edurio's policy guidance and has advised a number of education systems as well as participated in policy debates with the OECD and European Commission. Ernest holds a degree in Decision Science from the University of Manchester.

About Edurio

Edurio is a leading provider of stakeholder feedback solutions to schools and multi-academy trusts across the UK and internationally, working with over 100 Trusts and 1500 schools. Edurio has developed an advanced survey management and data visualisation platform for schools and multi-academy trusts as well as a research based survey library, covering topics like staff retention, parental engagement and teaching & learning. The team designs surveys in partnership with academic experts and practitioners to address school management priorities and inspection requirements. Edurio publishes research, case studies and practical guidance on evidence-driven school improvement. Its publications can be found at home.edurio.com/insights.

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Appendix

Appendix A: Survey Participants

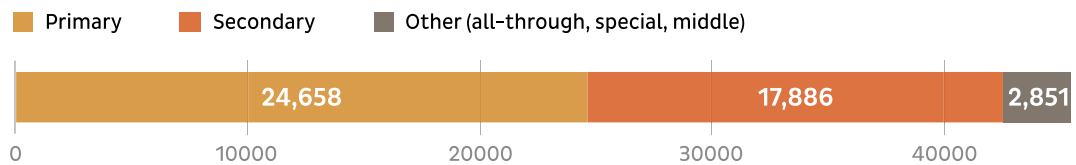
The surveys have been completed by 45,338 respondents from 277 schools. The responses were collected between June and July 2020.

Respondents by School Type

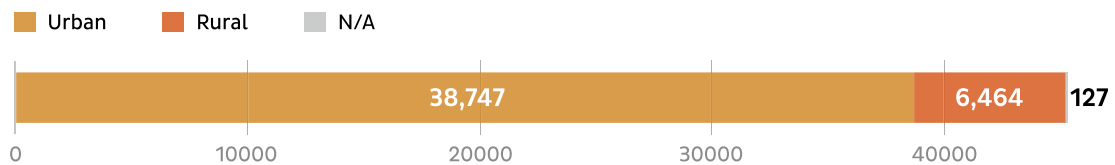
The respondents were grouped by different school types to make sure that all key school groups are well represented.

Further analysis was carried out using these groupings. Numbers refer to total numbers of respondents, across all survey types.

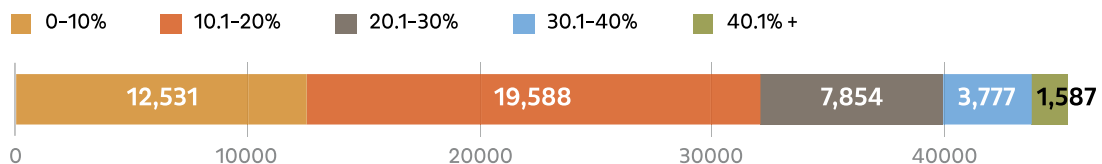
Education Phase



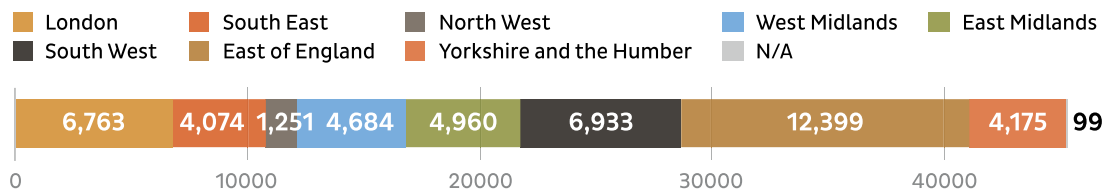
Urban | Rural



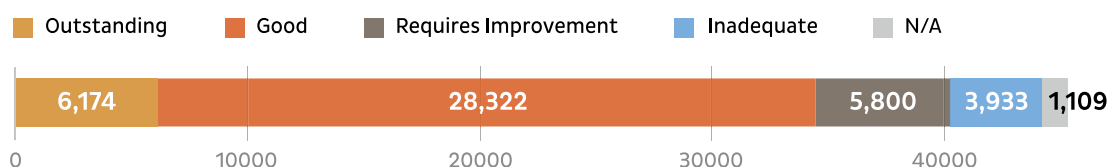
Proportion of pupils with FSM status



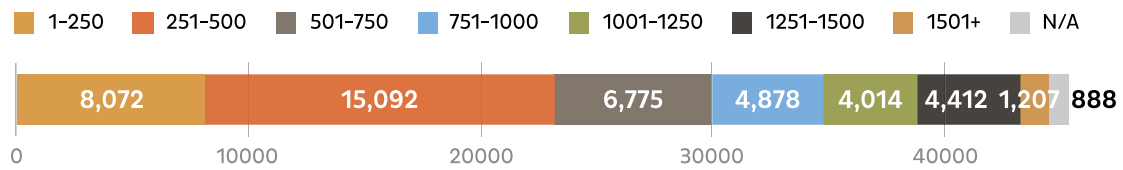
School RSC Region



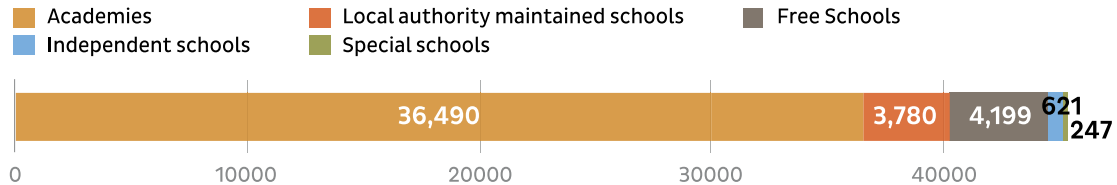
Ofsted Rating



School Size (number of pupils)



School Type

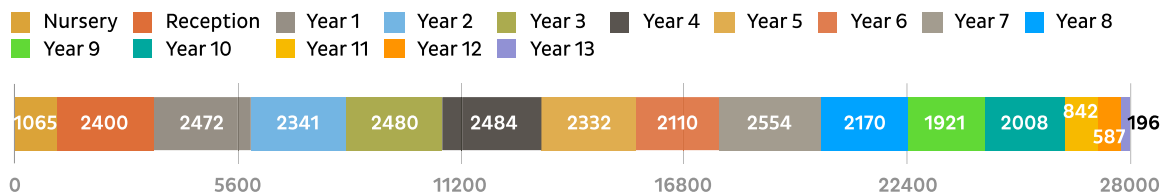


Respondents by respondent characteristics

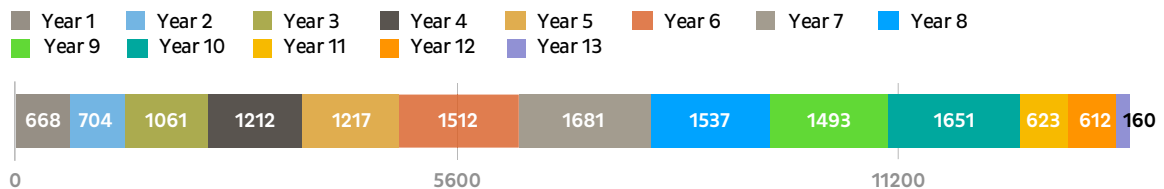
The respondents answered a number of questions designed to better understand their personal characteristics and circumstances.

It was important to make sure that the data set covered the various demographic characteristics across the school population.

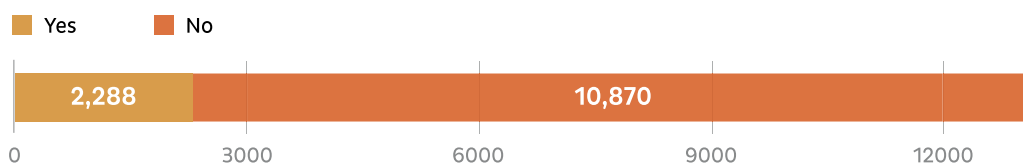
Year Group: Parents



Year Group: Pupils

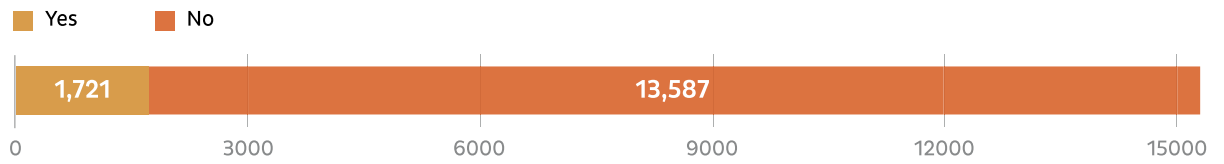


Parents reporting FSM status

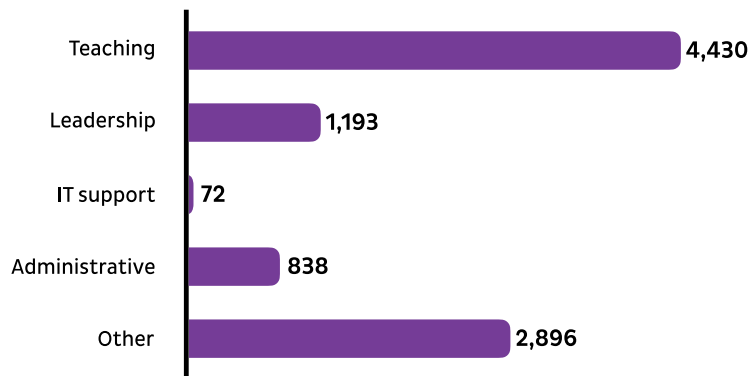


As free school meals are offered to all pupils in Reception and Years 1 and 2 under the Universal Infant Free School Meals programme, responses from those years were not included in these totals.

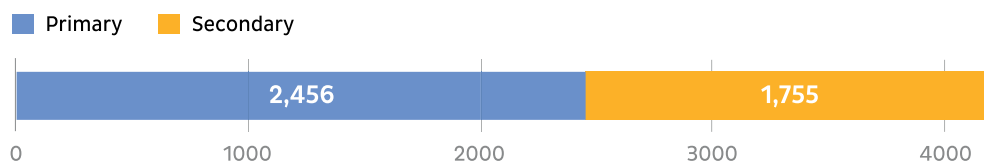
Parents reporting SEN status



Staff respondents by role*



Teaching staff by phase taught*



Respondents were able to select multiple roles.

Appendix B: Methodology

The surveys were developed based on research into the areas that have been fundamental to a strong school response to the Covid-19 disruption: the learning process, stakeholder well-being, school community, and leadership during disruption.

Edurio partnered with United Learning to design pupil, parent and staff survey instruments that measure the impact of Covid-19 on this resilience framework.

The surveys comprise 124 questions in total; 42 in the family survey (including 6 questions about the respondent, 5 open questions, and 31 survey items); 33 in the pupil survey (including 1 question about the respondent, 4 open questions, and 28 survey items); and 49 in the staff survey (including 4 questions about the respondent, 5 open questions, and 40 survey items).

The Resilience Index

In analysing the survey we applied our compound indicator, the Resilience Index (RI), to the results at school level: each school was given an index for each of the themes of the Resilience Framework.

Theme	Factor (subscale)	Component questions
Leadership	Families	2
	Staff	
Learning	Families	3
	Pupils	
	Staff	
Well-being	Families	3
	Pupils	
	Staff	
Community	Families	3
	Pupils	
	Staff	

An RI score was given only to schools that participated in all three surveys and had a minimum of 15 pupil and parent respondents and 5 staff respondents across all component questions.

Survey delivery

In May and June 2020, Edurio held an open call inviting schools and multi-academy trusts to take part in the Covid-19 Impact Review. 277 schools from across England chose to take part.

The surveys were administered through the Edurio online platform. Participating schools were given unique private links for each of the three surveys, which they distributed to parents, pupils and staff by email, text message or other school communication solutions. Respondents could access their surveys from computers, tablets or mobile phones.

Appendix C: List of Figures

This appendix gives some background to the figures shown in the report.

Figure	Number of respondents (n)
Figure 2.2.1: Respondents by stakeholder group	45,338
Figure 2.2.2: Respondents by education phase of their school	45,338
Figure 3.1.1: Staff responses to the question "How confident are you in the school's actions in response to the Covid-19 disruption?"	6,097
Figure 3.1.2: Staff responses to the question "Please select two or three of the main challenges you have faced this term."	2,009
Figure 3.1.3: Parent responses to the question "In general, how satisfied have you been with how your school has been handling the Covid-19 disruption?"	16,623
Figure 3.1.4: Positive parent responses to the question "In general, how satisfied have you been with how your school has been handling the Covid-19 disruption?" by school	11,733
Figure 3.1.5: Pupil responses to the question "In general, how are you coping with the current situation?"	11,430
Figure 3.1.6: Pupil responses to the question "What have been your biggest challenges regarding learning this term?"	11,308
Figure 3.2.1: Resilience Index by school	130 schools
Figure 3.2.2: Average Resilience Index by education phase	125 schools
Figure 3.2.3: Average Resilience Index by the schools' Ofsted rating	127 schools
Figure 3.2.4: Average Resilience Index by school size (Number of pupils): Primary Schools	83 schools
Figure 3.2.5: Average Resilience Index by school size (Number of pupils): Secondary Schools	39 schools
Figure 4.1.1: Teacher responses to the question "How have you been teaching?"	3,691
Figure 4.1.2: Parent responses to the question "How has your child been learning?"	21,635
Figure 4.1.3: Pupil responses to the question "How do you feel you are progressing with your learning this term?"	12,335
Figure 4.1.4: Pupil responses to the question "How do you feel you are progressing with your learning this term?" by year group	12,335
Figure 4.1.5: Parent responses to the question "How confident have you felt about your child making progress this term?"	19,120

Figure 4.1.6: Teacher responses to the question "How many of your pupils will require additional support to catch up with learning?"	3,354
Figure 4.1.7: Teacher responses to the question "How many of your pupils have not engaged with learning at all this term?"	3,384
Figure 4.1.8: Teacher responses to the question "How do you perceive the differences in attainment between more and less able pupils changing?"	3,802
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Figure 4.2.1: Pupil responses to the question "When working from home, have you been spending more or less time on learning than when working from school?"	11,564
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Figure 4.2.4: Pupil responses to the question "How often have you felt stressed this term?"	11,421
Figure 4.2.5: Parent responses to the question "How often have you seen your child being anxious or stressed this term?"	17,120
Figure 4.2.6: Pupil responses to the question "How often have you had somebody from the school to talk to if you have been feeling unwell, sad, stressed or lonely?"	11,396
Figure 4.2.7: Pupil responses to the question "This term, how often have you experienced problems with others online (e.g. bullying)?"	11,377
Figure 4.2.8: Parent responses to the question "How well has your family been coping with your child's learning arrangements?"	16,997
Figure 4.2.9: Parent responses to the question "On average, how many hours per day have you had to help your child with schoolwork?"	17,472
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Figure 4.2.13: Staff responses to the question "In terms of your emotional well-being, how well have you been coping with work this term?"	6,276

Figure 4.3.1: Pupil responses to the question "How often have you worked on something together with your classmates this term?"	11,510
Figure 4.3.2: Pupil responses to the question "How easy or difficult is it to connect with your friends from school this term?"	11,480
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Figure 4.3.4: Staff responses to the question "To what extent have you felt like part of one team with your colleagues this term?"	6,115
Figure 4.3.5: Teacher responses to the question "How frequently have you collaborated with other teachers this term?"	3,090
Figure 4.3.6: Teacher responses to the question "How satisfied have you been with the communication between you and the parents or guardians of your pupils?"	3,332
Figure 4.3.7: Parent responses to the question "How would you rate the relationship you have with the school's leaders and teachers?"	15,826
Figure 4.3.8: Parent responses to the question "How much have you felt like a part of the school community this term?"	16,737
Figure 4.4.1: Staff responses to the question "How clear has the communication from the school leadership been this term?"	6,242
Figure 4.4.2: Parent responses to the question "How clear has the communication from the school been this term?"	16,953
Figure 4.4.3: Staff responses to the question "How clear are the expectations of your work from the school leadership?"	6,093
Figure 4.4.4: Parent responses to the question "How clear to you are the decisions made by the school management in response to Covid-19 disruption?"	16,821
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Figure 4.4.7: Staff responses to the question "What support from the school's leadership has been most valuable to you this term?"	7,032
Figure 4.4.8: Staff responses to the question "What support from the school's leadership would you value more of?"	6,858
Figure 4.4.9: Teacher responses to the question "What additional training would you find valuable, to support your work?"	3,595
Figure 4.5.1: Parent, pupil and staff perception of safety from Covid-19 at school	34,252
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