

# Responses to re-opening of schools, early June 2020



# Contents

---

Executive summary	3
Primary school re-opening	4
Staff wellbeing	11
Respondent profile	14

# Executive summary

## Numbers

**60% of primary schools** opened to more children in the first week of June. Only **half of these were fully open**, Monday to Friday; around one in five are open for a limited number of days and the remainder are offering a range of alternative scheduling.

In these re-opened primary schools, just under half of Y6 pupils were back in school - ie **30% of the expected cohort, with only 25% of the early years** cohort attending.

**A quarter of primary teachers still weren't back** in school in the first week of June, while **a third were in school but working fewer hours than normal**. 16% were working **more** hours than normal: the median number of hours worked last week in primary schools was 40.

## Safety measures

Only **10% of re-opened primary schools are operating a test, track and isolate system for all pupils** (this was one of the 'essentials' for re-opening from an earlier survey), while a further 15% are routinely testing for symptoms, such as taking temperature.

At least three quarters of schools have implemented:

- Limiting class size (typically to 15)

- Safe distancing (85% using 2m, 15% using 1m)
- Scheduled handwashing
- Limitations on sharing resources
- Frequent cleaning of surfaces
- Keeping just one teacher (as far as possible) with one group of children for the whole day
- 'Bubbles' of children (typically 13 max) taking break, lunch and arriving/departing together

**48% of primary staff feel that these measures are keeping children safe**, (10% think they aren't) and **37% feel they are keeping staff safe** – though almost a quarter think they aren't keeping staff safe.

## Staff wellbeing

School staff are less happy than they were in May, with many expressing high levels of anxiety. 75% of primary teachers in re-opened schools expressed anxiety, while 85% across all phases expressed this.

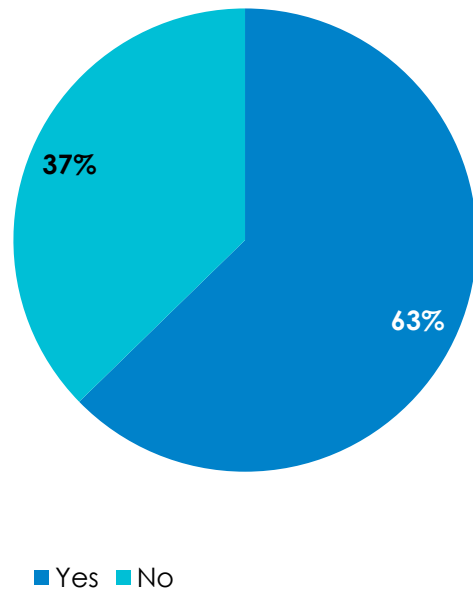
**Independent schools** are taking fewer of the above safety measures and have been open for longer, but staff in these schools rate their personal wellbeing higher than those in other school types.

# Primary school re-opening

## Scale of re-opening

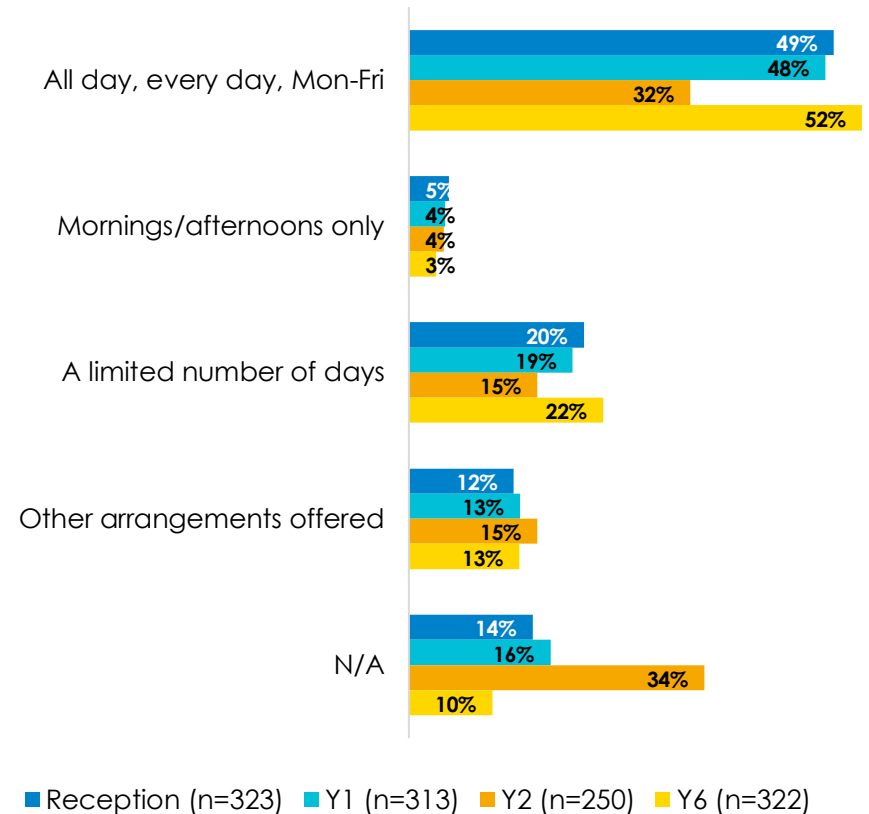
Less than two thirds of primary schools actually opened their doors to more pupils in the first week of term.

**Did your school open to more pupils this week? (n=547)**



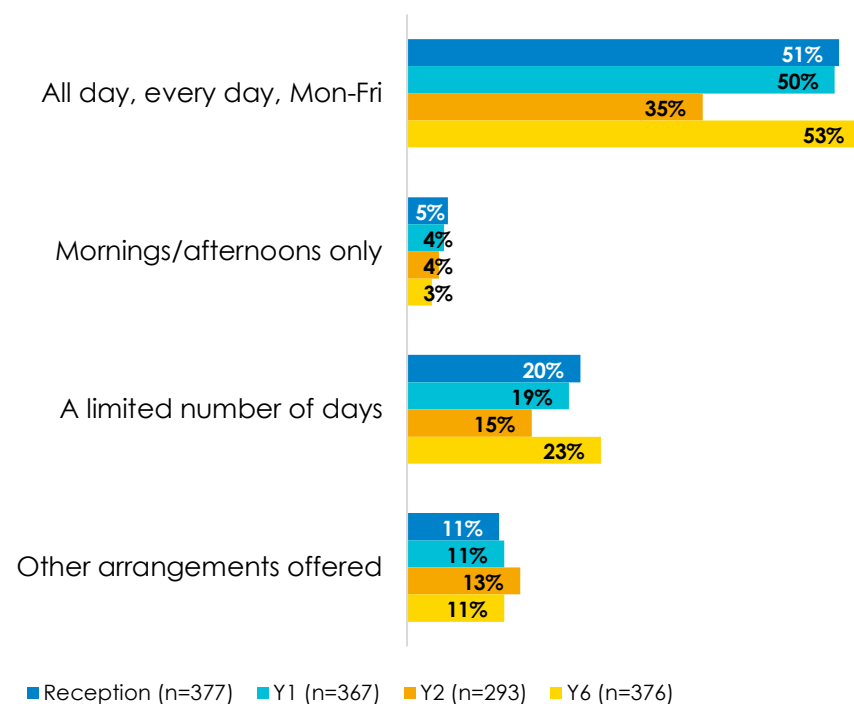
Of these open schools, less than half opened full time.

## Schools are open:



Half of schools that are re-opened are offering full time education to reception classes and years 1 and 6, while around 28% of state and 43% of independent school are offering this to Y2 pupils. Other schools are offering fewer hours.

**Children are being offered to come in to school:**



(Schools not operating these year groups in normal times are omitted from this data)

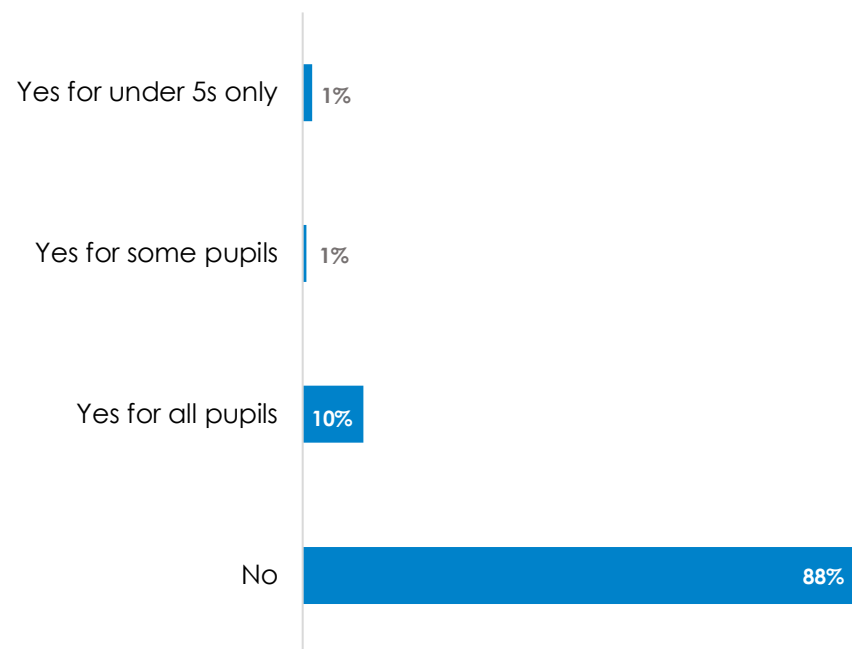
Numbers of pupils actually attending is low, however, peaking in Y6 at **44% in state schools** and **68% in independent** schools.

**Safety measures**

A clear finding from Schoolzone's [May survey](#) of teachers was that 88% (both primary and secondary) thought they would only feel safe going back to school if there was a system of **test, track and isolate** in place. In fact, **only 10% of schools** had such a system in place for all pupils.

Despite being open to more pupils, a smaller proportion of independent schools are operating a test, track and isolate policy, at 60%.

**Is your school operating or benefitting from a test, track and isolate system? (n=342)**



Most schools (88%) are operating a 'bubble' system, but they say that the typical size of the bubble (median) is 13, while the median class size in the first week back is 15, so in effect a bubble is mostly commonly just a class.

Frequent cleaning of surfaces is also very widespread, though not all (85%) are adopting this strategy. Teaching staff are involved in doing this in over half of open schools.

Most are also limiting class sizes, typically to 15, though with attendance at around 40-50% in many classes, most schools should be able to cover this with normal staffing.

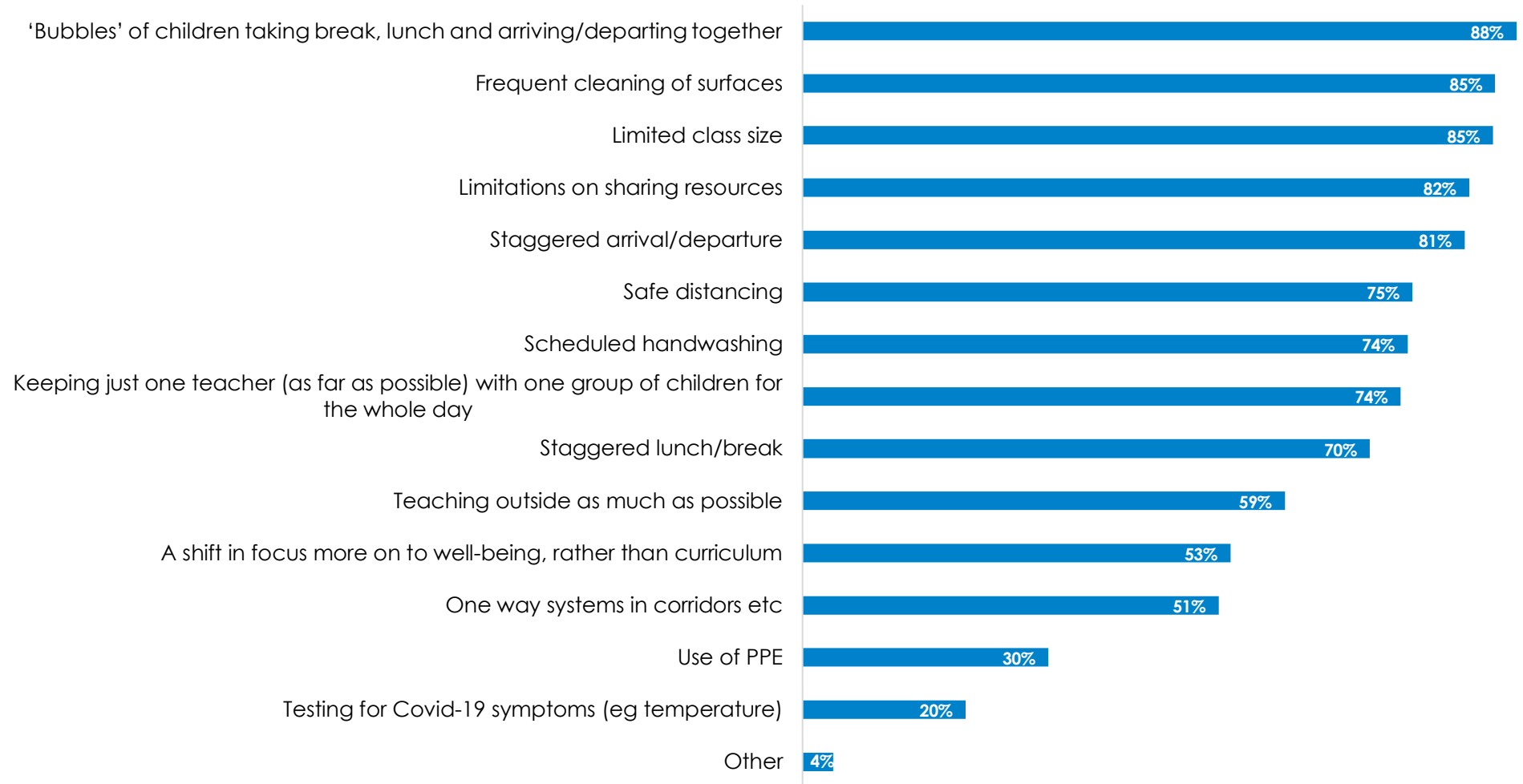
Schools are adopting safe distancing measures of 2 metres, typically (85%) but with a significant proportion (15%) using just 1 metre.

Less than a third are using PPE and only one in ten is testing for symptoms (eg taking temperatures) of pupils.

Over half of schools have changed the emphasis of their curriculum to focus more on well-being.

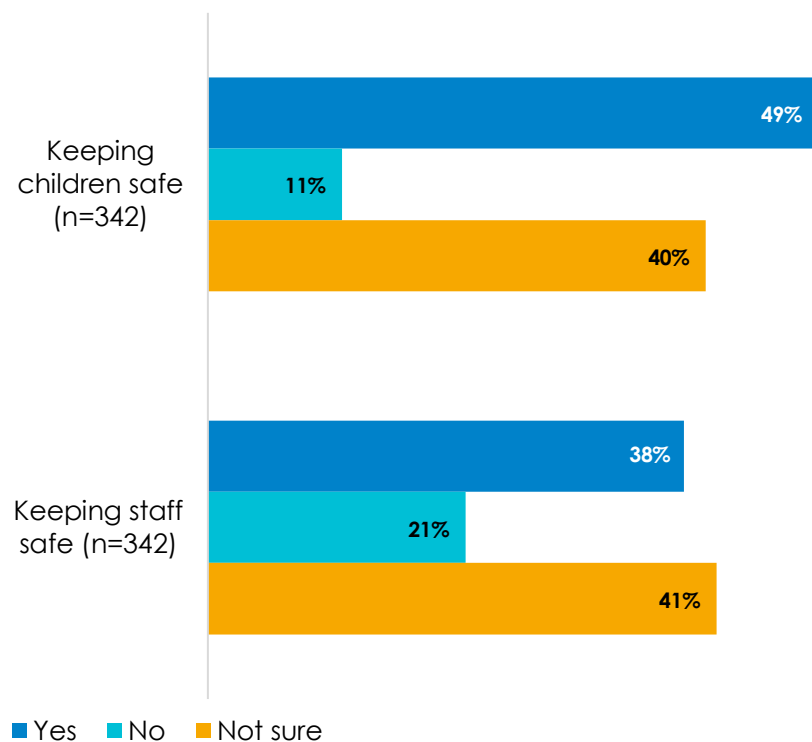
**Independent schools** are operating all these measures, other than use of PPE and testing for symptoms, considerably less commonly than state schools, perhaps relying on the fact that they normally have smaller classes anyway.

## Which of these strategies are you adopting in your school? (n=344)



Half of primary teachers feel these measures are keeping children safe, while just over a third feel they are keeping staff safe. There is a high degree of uncertainty.

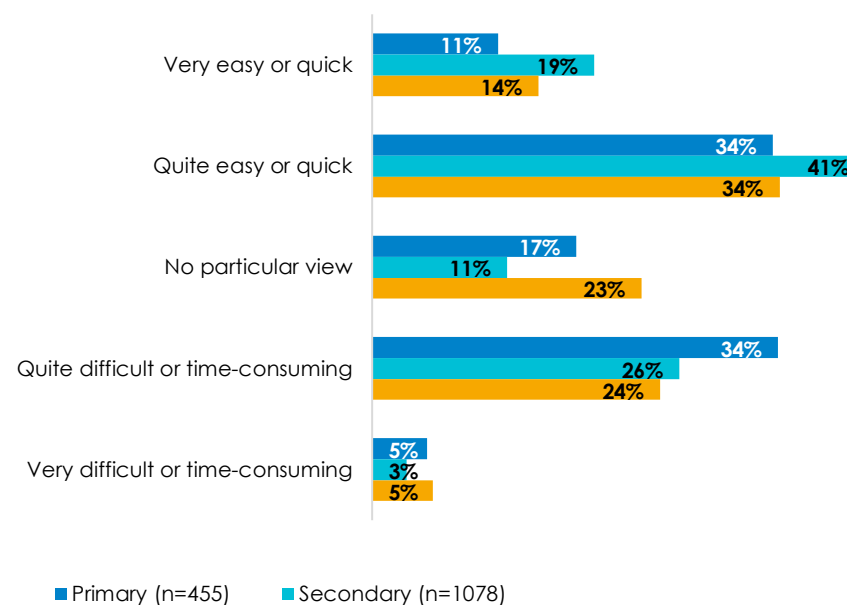
**Overall, do you feel that these strategies are:**



**Edtech**

The need to share resources with learners has become more important during school closures. While the process seems unproblematic for most, primary teachers have found this more difficult or time consuming than those in secondary or tertiary, where perhaps the practice is more common, in normal times.

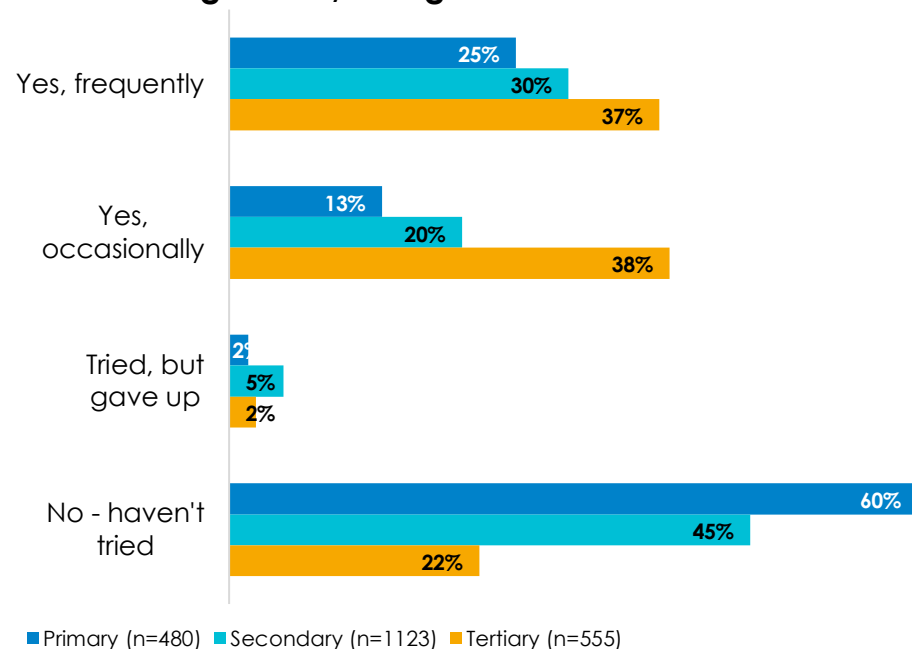
**During lockdown, how easy have you found it to share resources with students?**





As noted in our previous study, teachers have not been delivering lessons online very extensively, largely for safeguarding reasons. 60% of primary and 45% haven't tried during closures, only a quarter or primary and just over a third of secondary teachers have delivered them frequently.

**Did you deliver / have you delivered any lessons online during school/college closure?**

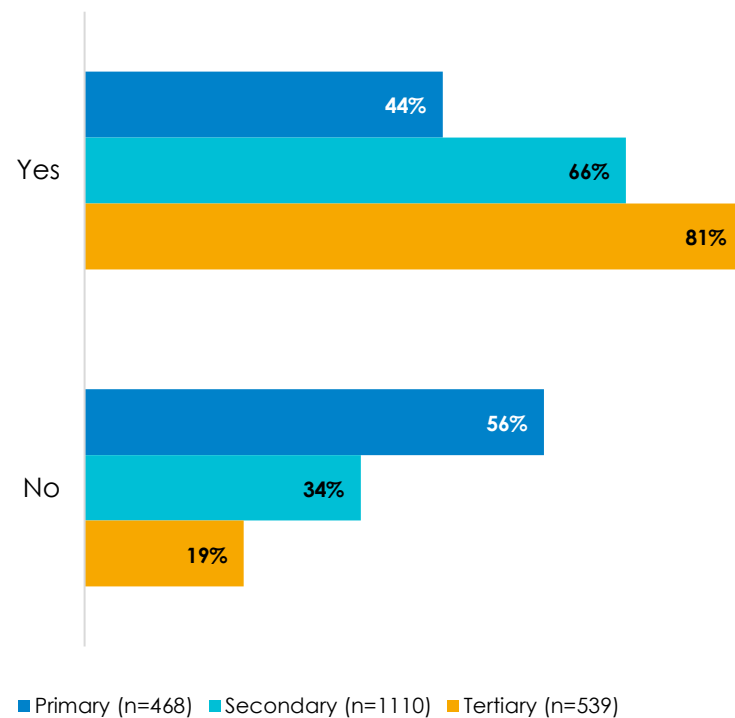


**Independent schools** have been delivering online lessons much more frequently than state schools – 63% of teachers here have done so, while in state schools, a similar proportion didn't try.

**Less than a third of teachers received any training** on how to deliver lessons online, with more independent school teachers receiving it (42%) than state (25%).

Online lesson delivery seems to be a more popular part of any future catch-up programs with **older learners** (see next page). As the data above perhaps suggests, **independent** school teachers are also happier to deliver lesson online in future – 84% can envisage using this mechanism in future.

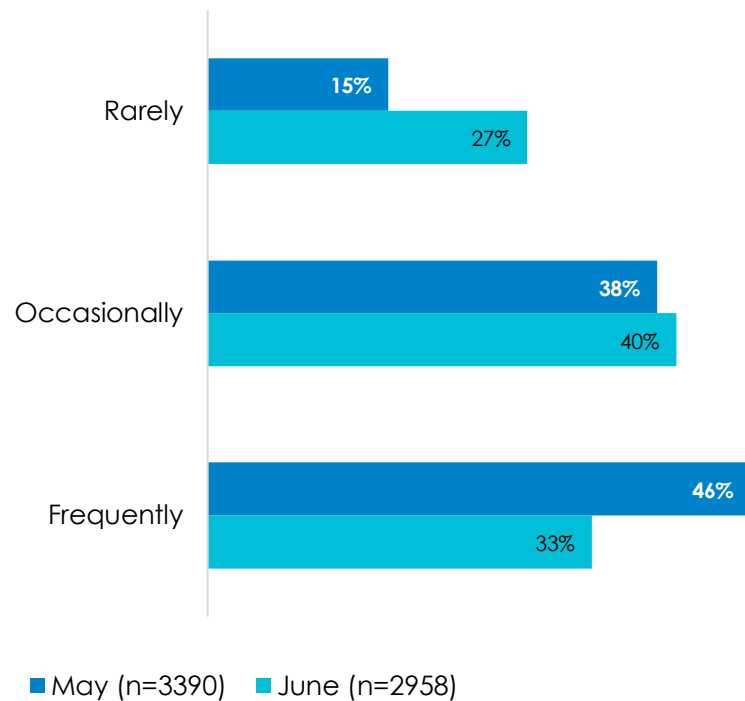
Would you deliver your lessons online if your school or college is closed for prolonged periods or as catch up lessons in the summer?



# Staff wellbeing

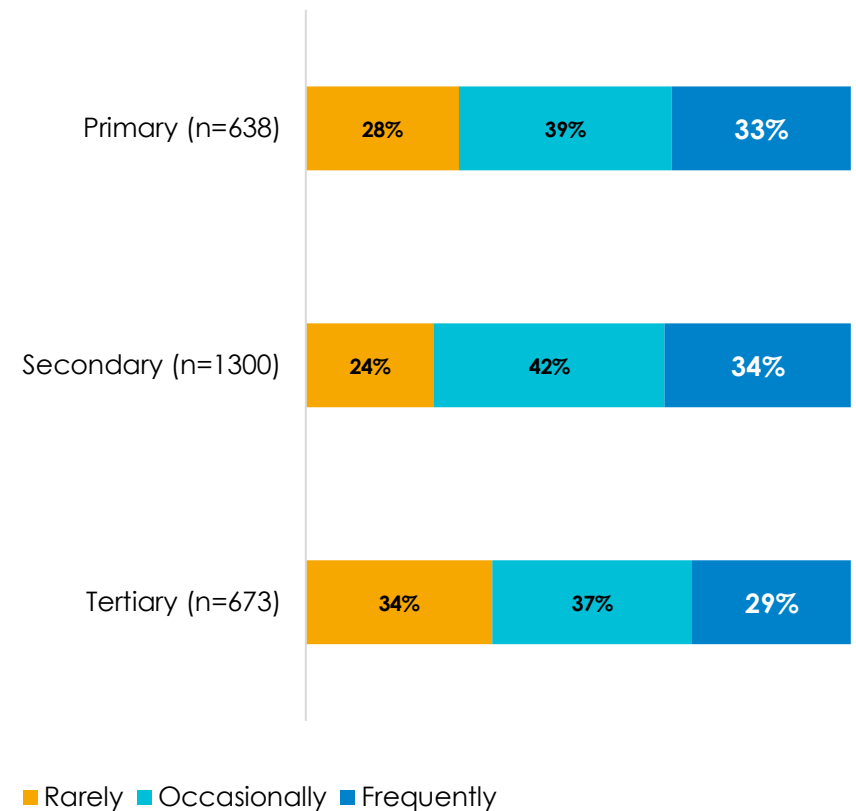
Teachers feel less happy and cheerful since schools re-opened at the start of June.

## I feel happy and cheerful



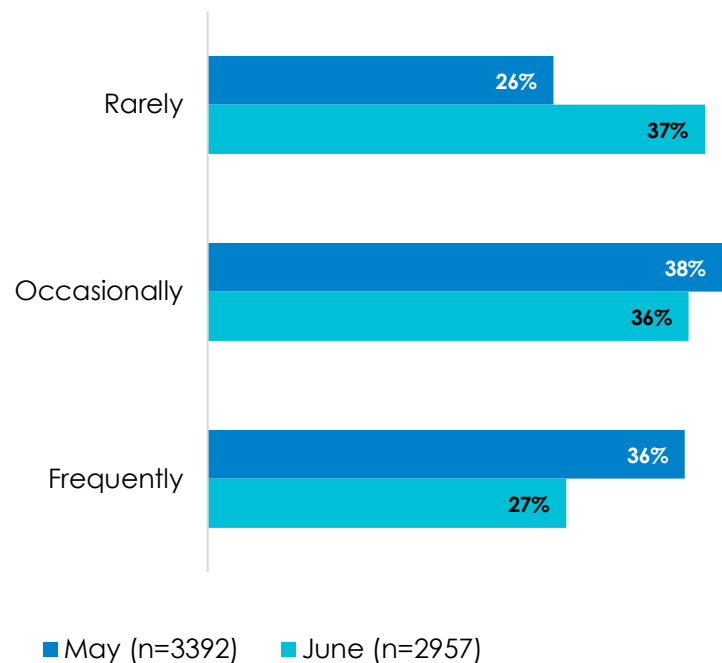
Primary and secondary staff are feeling about the same, while tertiary staff are a little happier.

## I feel happy and cheerful - June



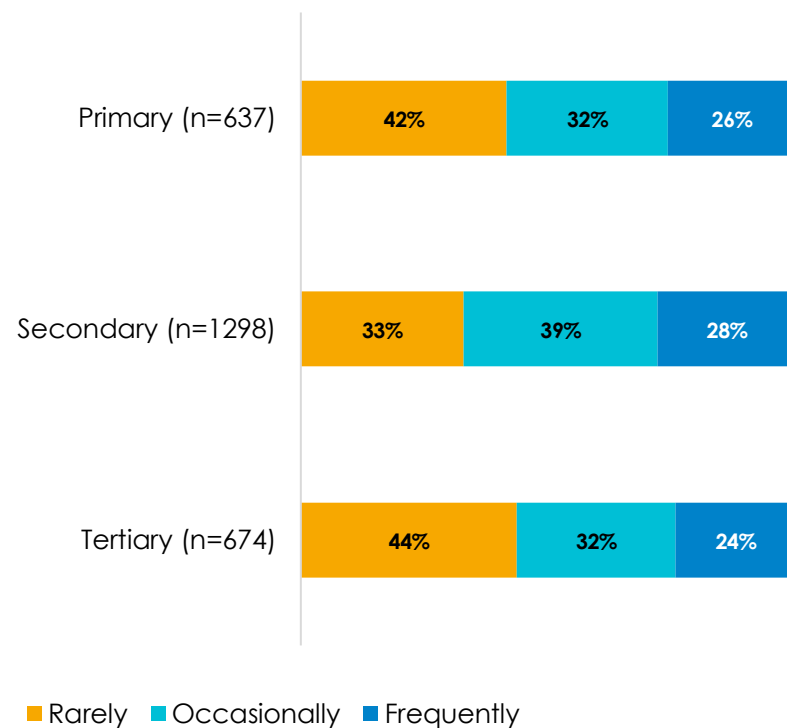
Teachers are also feeling less calm and relaxed since May.

### I feel calm and relaxed



Secondary teachers are a little more calm and relaxed than either primary or tertiary teachers this month.

### I feel calm and relaxed - June



Staff are also feeling slightly **less hopeful and optimistic**, and **less full of energy**, since May, again with **secondary** staff being a little **more** hopeful and full of energy than their primary and tertiary colleagues.

There has been little change in teachers' feelings about their profession, between May and June. Only a quarter say they rarely feel highly effective at what they do (a third of tertiary teachers). **58% of teachers feel that what they do is important and worthwhile** (52% of tertiary teachers).

**Independent** school teachers felt **more positive on all measures** of wellbeing.

When primary teachers were asked how they were feeling since re-opening, 423 responded: 310 (73%) expressed **anxiety** in some form or another (see below), while 57 were generally positive. These responses are published in full [here](#).

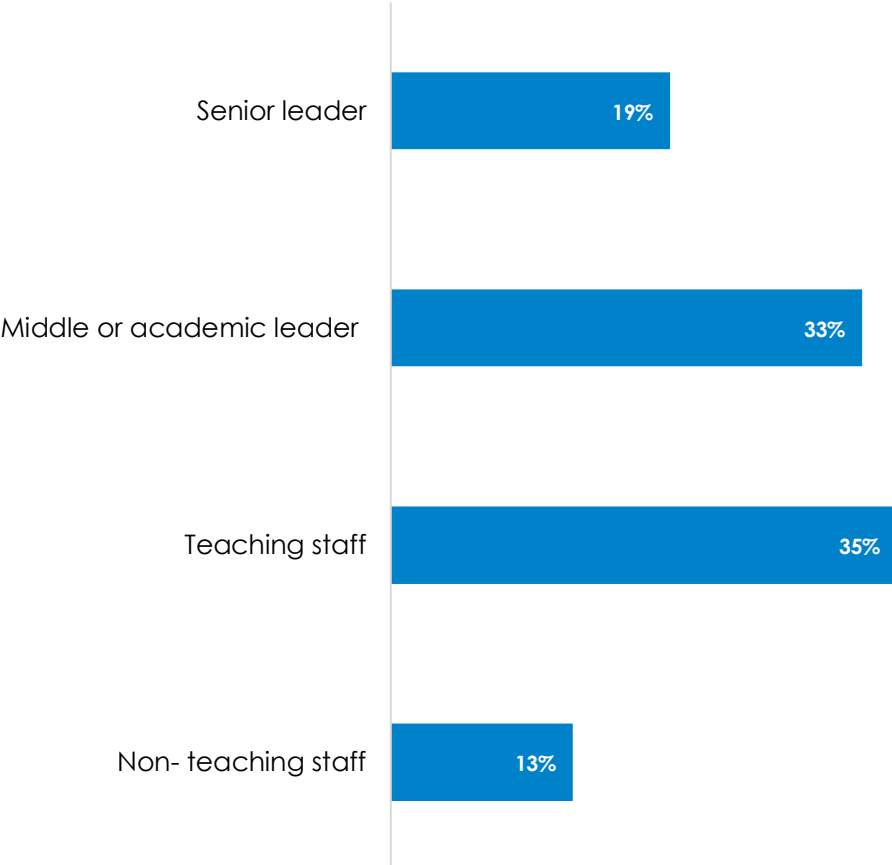
Of the 2,442 of the total response (inc 669 HE) who told us how they were feeling, 2,069 (85%) used one of the following words, or expressed other negative emotions:

- Anxious/ apprehensive / nervous
- Worried
- Scared / fear
- Depressed / despondent / fed up
- Concern
- Stressed / pressured
- Angry
- Frustrated
- Desperate / despair / miserable
- Negative
- Overwhelmed

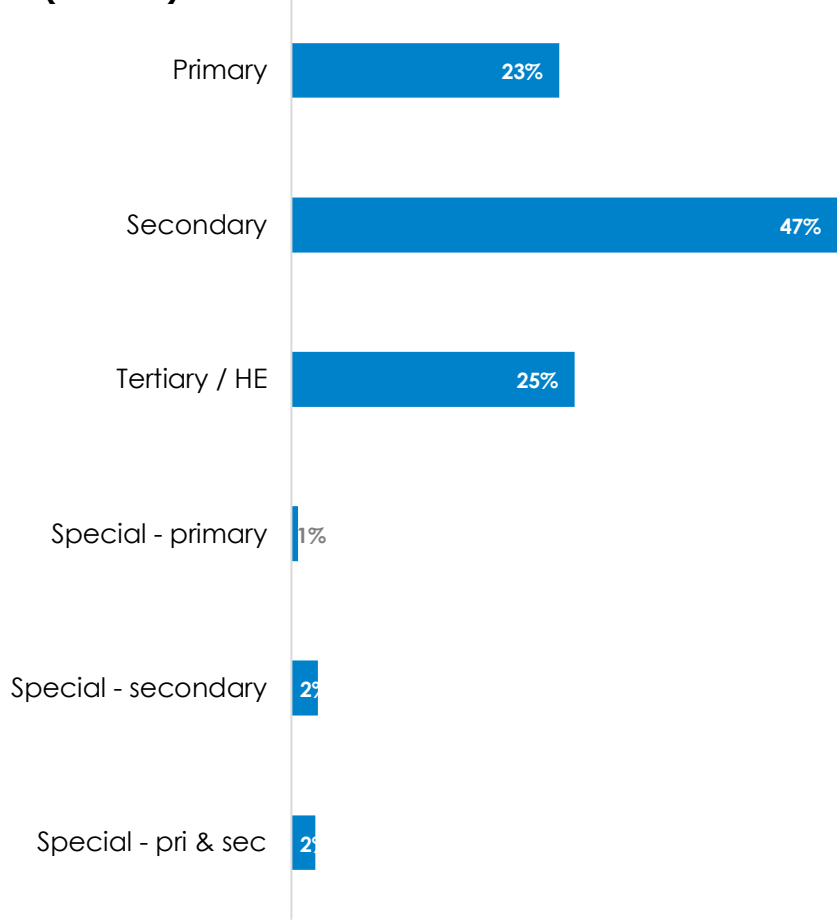
A sample of 50 responses (uncategorised) can be found [here](#). There were 2,442 such responses received, available on request.

# Respondent profile

What is your role? (n=2757)



Are you currently working mostly in: (n=2756)



The logo for Schoolzone features the word "schoolzone" in a sans-serif font. "school" is in black and "zone" is in yellow. The text is centered within a white rectangular area that is framed by a thick yellow border. The border consists of four horizontal and vertical bars that meet at the corners, creating a frame around the text.

schoolzone

[research@schoolzone.co.uk](mailto:research@schoolzone.co.uk)

(+44) 1242 262906

The logo for the British Educational Suppliers Association (besa) features the word "besa" in a bold, lowercase sans-serif font. To the right of the text is a stylized graphic of three overlapping, curved lines in shades of orange and yellow, resembling a checkmark or a set of stairs. Below the main text, the full name "BRITISH EDUCATIONAL SUPPLIERS ASSOCIATION" is written in a smaller, uppercase sans-serif font.

besa  
BRITISH EDUCATIONAL  
SUPPLIERS ASSOCIATION

The logo for MRS Evidence Matters features a circular graphic composed of small, multi-colored squares (red, black, white, and grey) arranged in a ring. To the right of this graphic, the text "MRS Evidence Matters" is written in a sans-serif font, with "MRS" in a larger, bold font. Below this, the words "Company Partner" are written in a smaller font.

MRS Evidence  
Matters™  
Company Partner