

High-Quality, Inclusive Education

Learning From Your Staff, Pupils and Parents

edurio'

High-Quality, Inclusive Education

Learning From Your Staff, Pupils and Parents

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Executive summary

This report provides insight into educational trends for the 2023/24 academic year, focusing on education quality and inclusion. Drawing on data from over 245,000 participants, the report identifies improvements and challenges in pupil engagement, staff support, and parental satisfaction.

While some trends are positive, such as increased engagement in reading and better support for teachers, concerning declines in pupil interest and staff feelings of respect from pupils present pressing challenges for the coming year.

Positive Trends



Negative Trends



Pupils

Increased Engagement: Pupils are slightly more engaged in reading for their studies and extra curricular activities.

Worsening Interest: Levels of interest in learning, overall happiness at school, and likelihood to recommend the school have significantly worsened over time.



Staff

Improved Support: Perceptions of support from the school have improved for both lesson planning and marking and assessment, reaching pre-pandemic levels.

Declining Respect: Feelings of respect from pupils have worsened significantly, with the proportion experiencing violence from pupils at an all-time high.



Parents and Carers

Higher Satisfaction: Satisfaction with Communication is significantly higher in 2023/24 than in 2022/23. Parents feel more informed about specific aspects of their children's experiences and are more optimistic about their progress.

Fluctuating Responses: Parental responses regarding high-quality and inclusive education have fluctuated over the past five years, and it's unclear if the recent uptick is part of a longer-term trend.

Introduction and Methodology

The Department for Education's trust quality descriptor¹ "High-Quality, Inclusive Education," serves as a critical benchmark for schools and multi-academy trusts, focusing on the provision of educational excellence that caters to all learners. This framework underscores the importance of delivering an equitable education system where every pupil can thrive, regardless of their personal circumstances.

The recently published National CST School Trust Report found that nationally, ongoing challenges include financial pressures, larger class sizes, and pupil attendance and wellbeing. These factors make it harder for schools to achieve their goals in education quality. Financial sustainability has become a primary concern for many school leaders, competing with the need to prioritise high-quality and inclusive education. Furthermore, while there have been efforts to address attainment gaps between disadvantaged students and their peers, much more work is needed to ensure equal opportunities for all.²

This report draws on insights from a comprehensive dataset compiled through three key surveys conducted by Edurio: the **Staff Experience and Wellbeing Survey**, the **Pupil Experience and Wellbeing Survey**, and the **Parent Experience Survey**. These surveys are designed to capture a wide range of perspectives from the key stakeholders in the education sector, focusing on their experiences, well-being, and engagement with schools. The data collected provides a detailed and multi-faceted view of educational trends across English schools.

For the 2023/24 academic year, responses were gathered from 245,000 respondents. This includes input from pupils, staff, and parents, representing a diverse cross-section of schools across England. The report also incorporates longitudinal data, using over 430,000 responses collected over the previous six years. This extensive historical dataset allows for trend analysis, providing valuable context for understanding changes in educational quality, engagement, and inclusion. Analysing trends, successes, and challenges, the report offers insight into how the sector can meet the demands of inclusivity and excellence in the coming years. Our approach to data analysis involves employing the double margin of error test at the 95% confidence level to ascertain the significance of differences between groups. Our analysis is structured around changes over time and differences by staff role, chosen for their significant differences within our dataset.

¹ Trust Quality Descriptors. Department for Education. July 2023
https://assets.publishing.service.gov.uk/media/64a68ab94dd8b3000f7fa566/Annex_A_-_Trust_Quality_Descriptions_July_2023_.pdf

² Confederation of School Trusts and Edurio. National CST School Trust Report 2024. September 2024.
<https://home.edurio.com/resources/insights/cst-school-trust-report>

The sector outlook in the new academic year



The sector outlook in the new academic year

Over the past year, Edurio has published multiple reports that investigate elements of inclusivity within the Education sector. These provide some important context for the focus of this report.

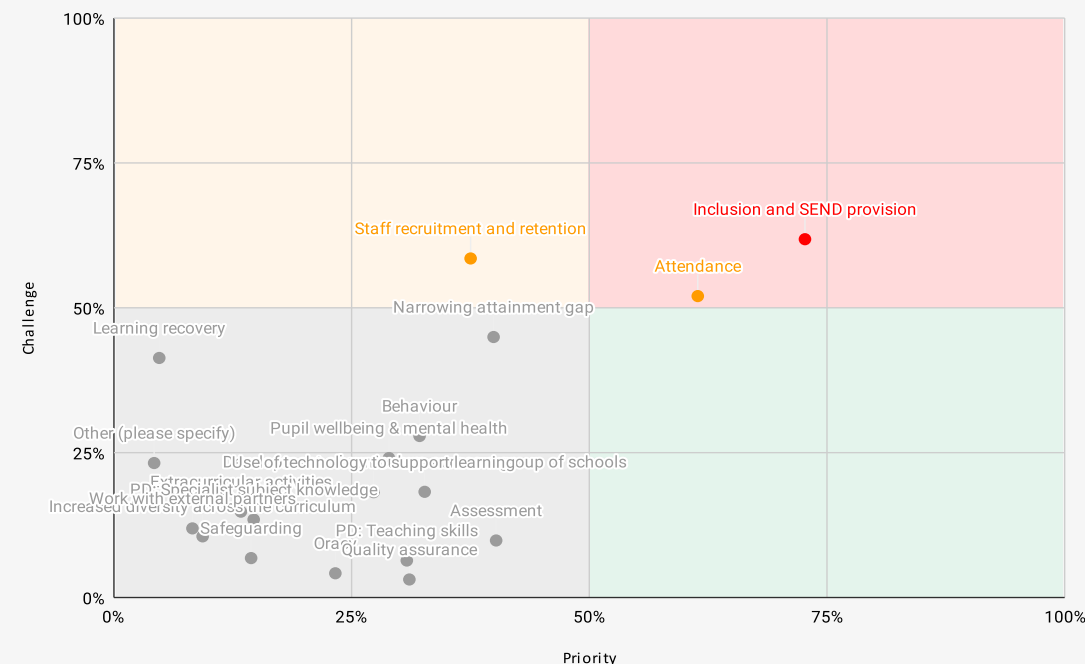
During the CST and Edurio National CEO survey, we asked CEOs what their priorities were for the 2024/25 academic year. Financial sustainability has emerged as the top priority for sector CEOs, surpassing education quality for the first time.

What are the top five strategic priorities for your trust in the next academic year?



Though improving education remains a critical goal, challenges such as inclusion, SEND provision, and pupil attendance demand significant attention. As a result, school leaders are navigating the complex task of balancing financial resilience with the need to provide equitable, high-quality education for all students. Schools face increasing pressures to manage resources effectively while maintaining these high standards.

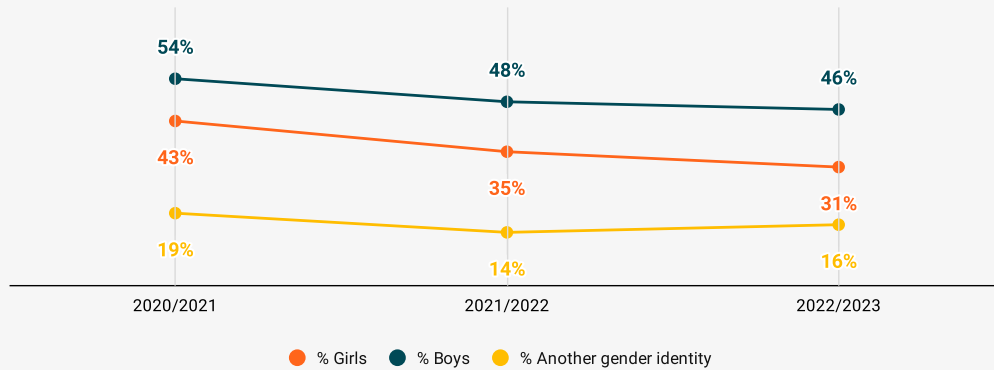
Most demanding priorities for Quality of Education in 2024/25



Our Pupil Wellbeing report¹ showed that pupil wellbeing has worsened significantly since 2020. It also highlighted inequalities in gender, showing that girls have lower wellbeing scores than boys, and this gap is widening over time. Those with another gender identity have lower wellbeing scores still.

Overall, how well do you feel lately physically and mentally?

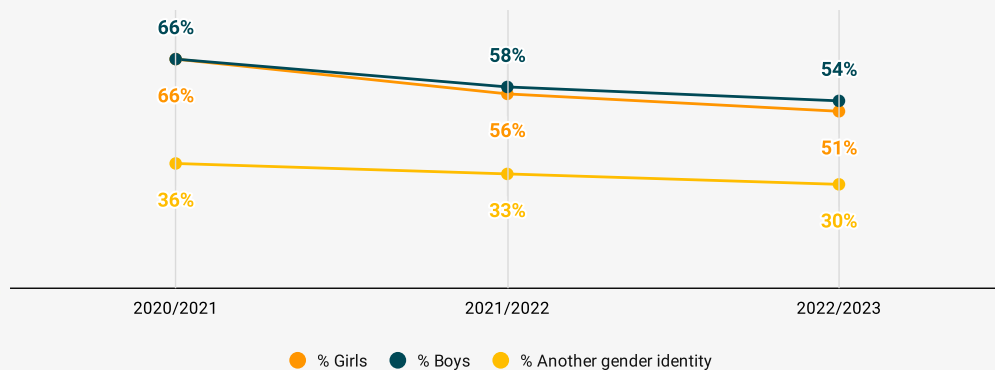
By % of pupils feeling very or quite well over time



Interestingly, happiness at school is similar between boys and girls though has been worsening for all groups.

How happy are you to be studying at this school?

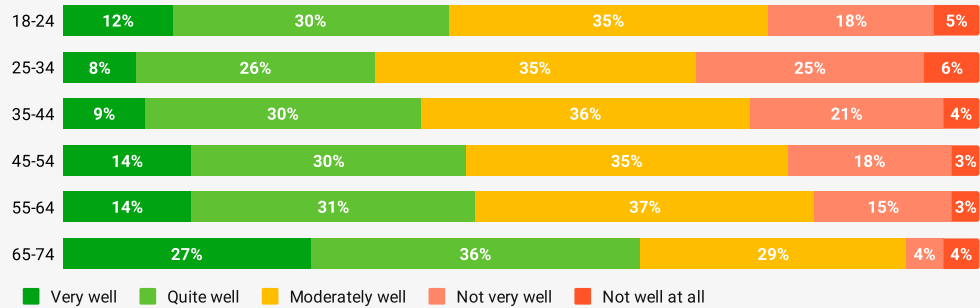
By % of pupils feeling very or quite happy



¹ Edurio. Pupil Wellbeing Report 2023. <https://home.edurio.com/resources/insights/pupil-wellbeing-report-2023>

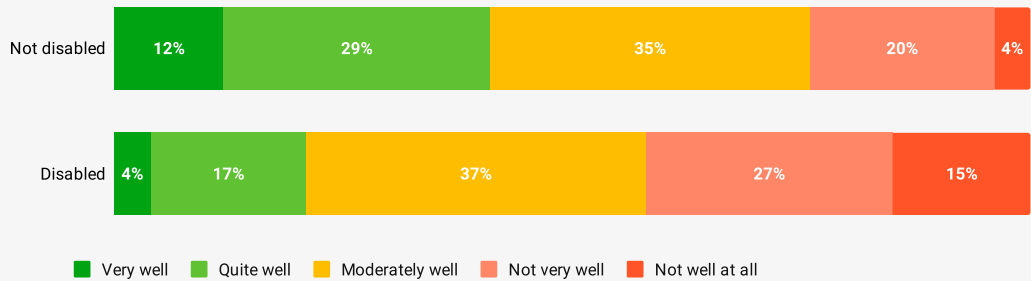
As well as differences in the experiences of pupils with different protected characteristics, we also see differences in the experiences of staff with different protected characteristics. In our Staff Wellbeing in Academies report¹, we saw that staff aged 25–34 report the lowest wellbeing. As respondents get older, they report better overall wellbeing, better quality of sleep, less stress and feeling less overworked.

Overall, how well do you feel lately physically and mentally?
by age



We also saw in our Staff Wellbeing in Academies report that disabled staff are less positive across all wellbeing measures – this is the area with the biggest disparity between majority and marginalised groups.

Overall, how well do you feel lately physically and mentally?
by disability



This, in all, highlights the room for progress to be made to create a more inclusive environment that allows for high-quality education.

¹ Edurio. Staff Wellbeing in Academies. May 2024 <https://home.edurio.com/insights/staff-welbeing-in-schools-2024>

Pupil Insights

Pupil Insights

The 2023/24 academic year presents a mixed picture of pupil engagement and well-being. Encouragingly, more pupils report being asked to read for their studies compared to the previous year, though levels have not yet returned to those seen during the pandemic. Satisfaction with extracurricular activities has also improved, although fewer pupils are participating in them.

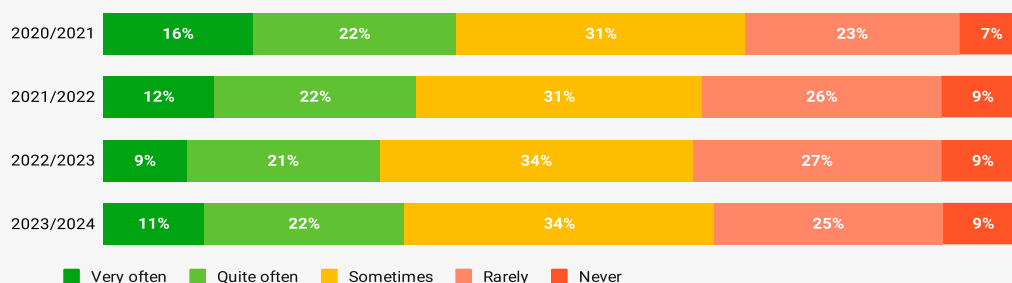
However, challenges remain, with less than a third of pupils finding their studies interesting. Additionally, pupil happiness has declined, with fewer than half feeling happy at school.

Engagement in Reading and Extracurricular Activities

A higher proportion of pupils report being asked to read for their studies compared to last year. Around a third of pupils (33%) report being asked to read for their studies, showing some recovery from the previous year's decline. However, this figure remains below pandemic levels.

How often do your teachers ask you to read for your studies (e.g. stories, books, other texts)?

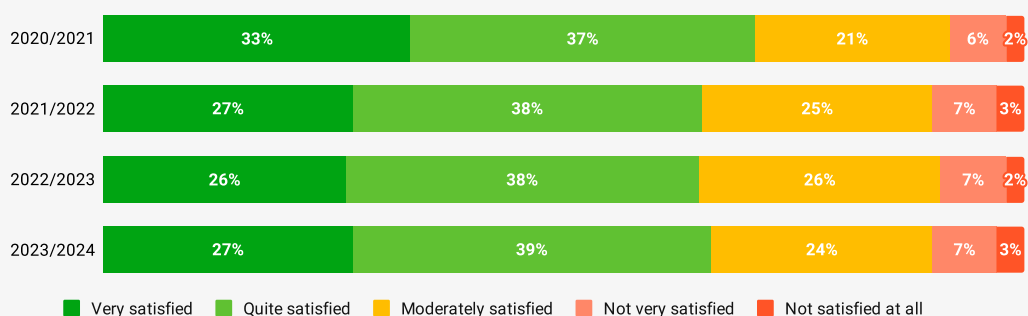
Over Time



Pupils' perceptions of extracurricular activities have improved compared with the previous two academic years. However, fewer pupils report taking part in clubs organised by their school and nearly half (47%) of pupils reported that they don't take part in any extra curricular activities in 2023/24.

Overall, how satisfied are you with the lunchtime or afterschool clubs organised by your school?

Over Time



Do you take part in any lunchtime or afterschool clubs at your school?

Over time

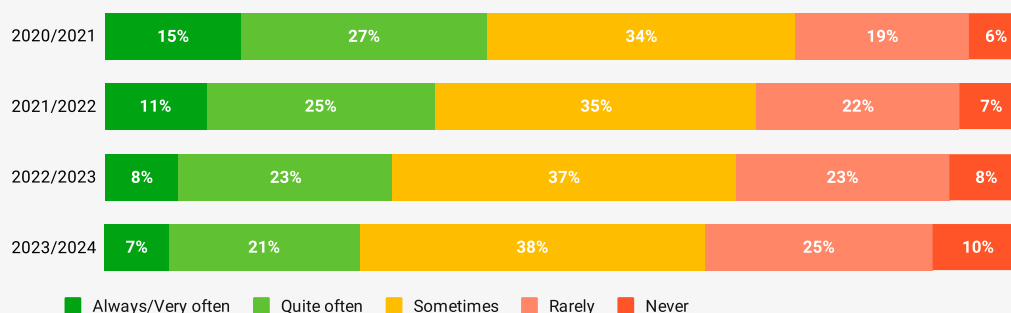


Interest in Learning

Pupil interest in learning continues to decline. Only 28% of pupils report often finding their learning interesting, a notable drop over the past four years.

How often do you find what you learn at school interesting?

Over Time

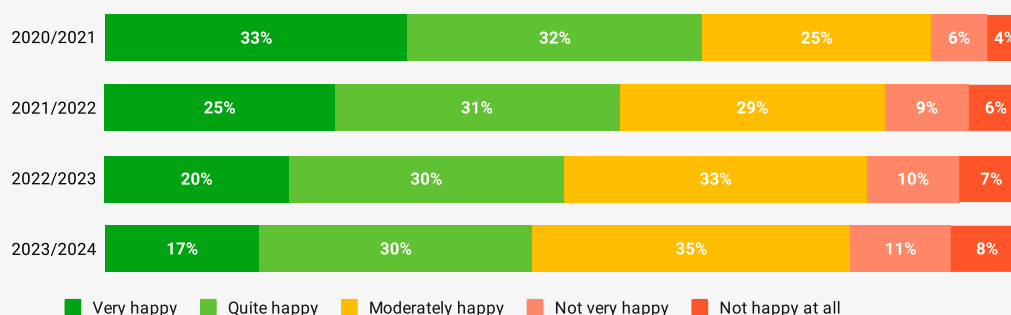


Pupil Happiness

Fewer than half of the pupils (47%) report feeling very or quite happy at school. This is the first time in the survey's history that the proportion of happy pupils has dropped below 50%. Around 1 in 5 pupils (19%) report feeling not very or not at all happy.

How happy are you to be studying at this school?

Over Time

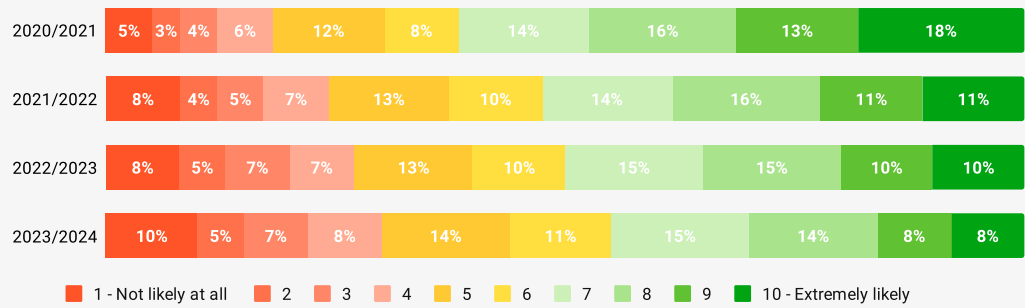


Likelihood to Recommend School

Only 30% of pupils would be likely to recommend their school to others (scoring 8, 9, or 10 in response to this question), reflecting a steady decline in satisfaction and engagement.

On a scale from 1 to 10, how likely would you be to recommend this school to another pupil?

Over Time



Staff Insights

Staff Insights

In 2023/24, staff members reported increased support in key areas such as lesson preparation and marking and assessment.

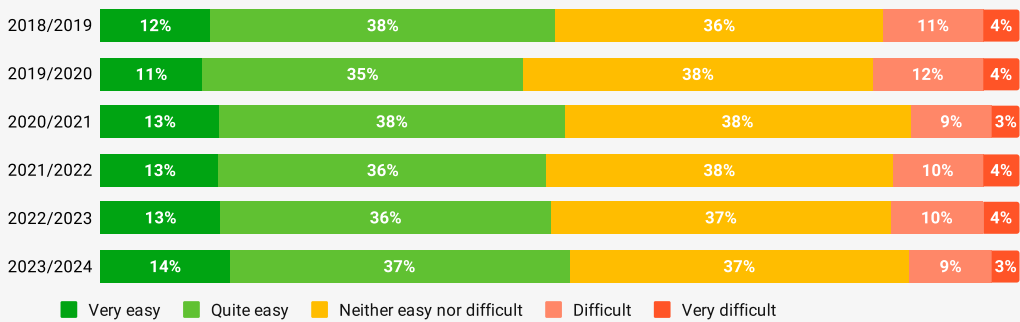
However, a worrying trend has emerged, as the proportion of staff feeling respected by pupils has dropped to 68%. Additionally, incidents of emotional and physical violence against staff rose for the third consecutive year, with nearly 1 in 4 staff members experiencing some form of violence.

Support for Lesson Preparation and Marking

More than half of staff (51%) now report feeling well-supported in lesson preparation, returning to pre-pandemic levels.

How easy or difficult is it to get support with lesson preparation?

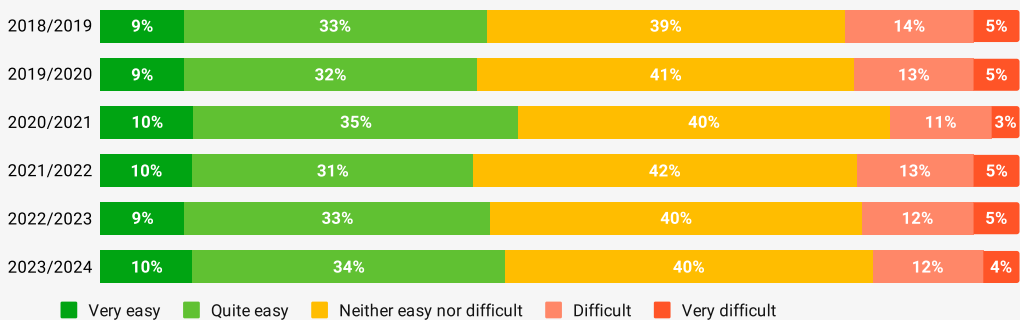
Over Time



Similarly, support for marking and assessment has improved over the past three years, with 44% of staff indicating positive experiences in 2023/24, compared to 41% in 2021/22

How easy or difficult is it to get support with marking and assessment?

Over Time

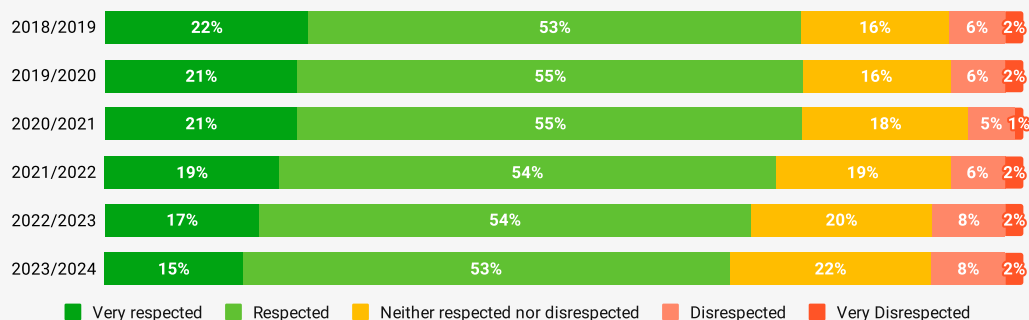


Respect and Violence

One of the more concerning findings is the significant decline in feelings of respect from pupils among staff. Only 68% of staff report feeling respected by pupils, a marked decrease from earlier years.

How respected by students do you feel?

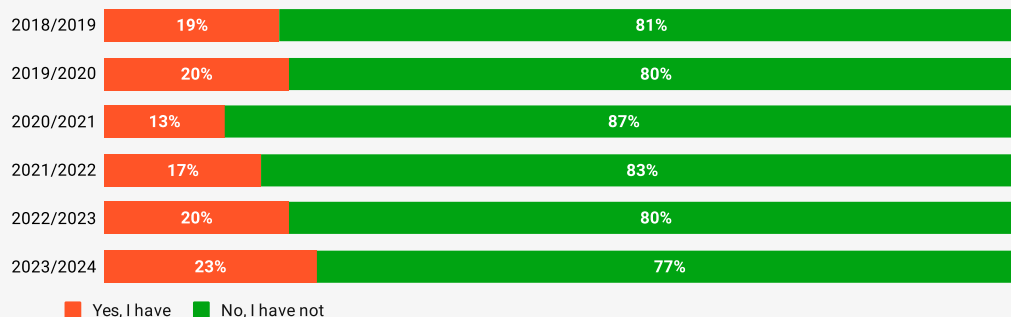
Over Time



Furthermore, emotional and physical violence against staff has risen for the third consecutive year, with around a quarter (23%) of staff members reporting instances of violence (emotional or physical), surpassing pre-pandemic levels.

In the past three months, have you experienced any emotional or physical violence (e.g. bullying, threats) from a student?

Over Time



Parental Insights

Parental Insights

Parental satisfaction with communication from schools has improved, though it remains below pre-pandemic levels. Positive trends are also seen in how informed parents feel about their child's school life. Additionally, optimism regarding children's academic progress has risen, with 71% of parents expressing optimism about their child's academic performance, an improvement from the previous year.

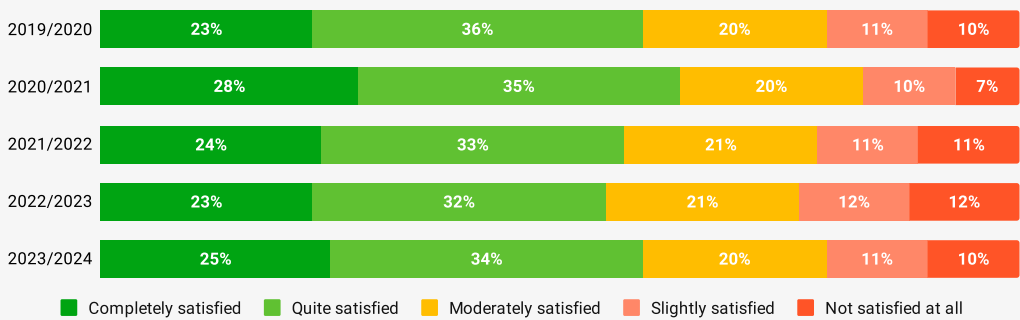
Parents are increasingly positive about how their child's school approaches both marking and assessment, as well as the overall learning process. This is an encouraging sign, although the responses have fluctuated over time and long-term trends remain uncertain.

Communication with Schools

Over half of parents (59%) report being satisfied with the communication they receive from their child's school, marking an improvement over last year but not yet reaching the satisfaction levels seen during the Covid-19 pandemic.

In general, how satisfied are you with the school's communication with you?

Over Time

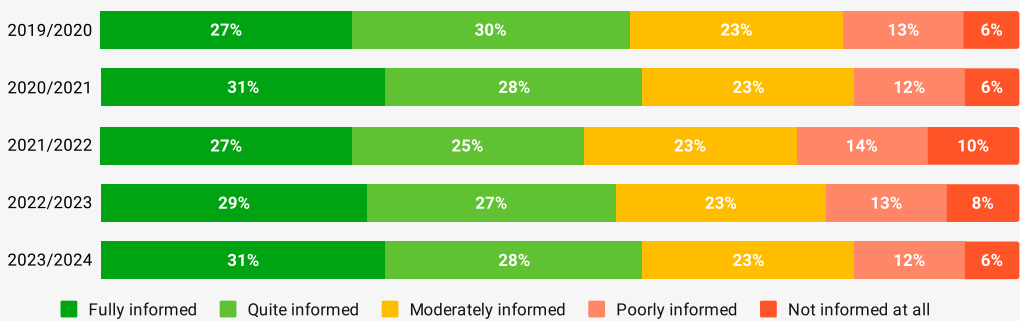


How informed Parents feel

Over half of parents (59%) report feeling fully informed about their child's homework. This reflects a positive trend for the second consecutive school year. This is now in line with the level of satisfaction seen during the pandemic.

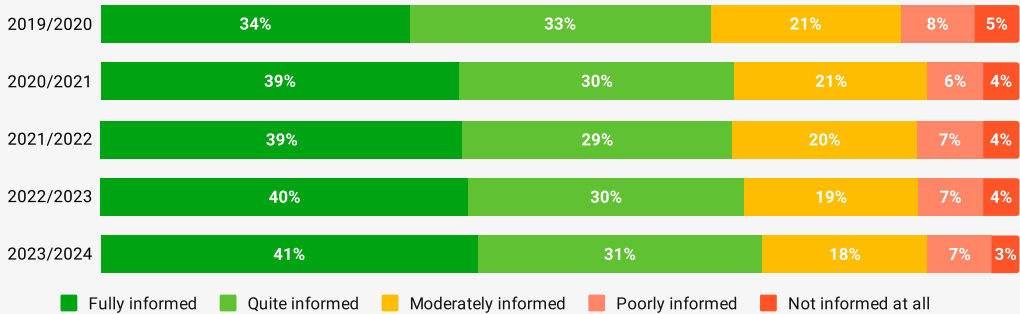
How informed do you feel with regard to your child's homework?

Over Time



There is also a positive trend in how informed parents feel with regard to their child's behaviour at school. 72% of parents feel “fully informed” or “quite informed” about their child's behaviour at school – the most positive parents have ever been.

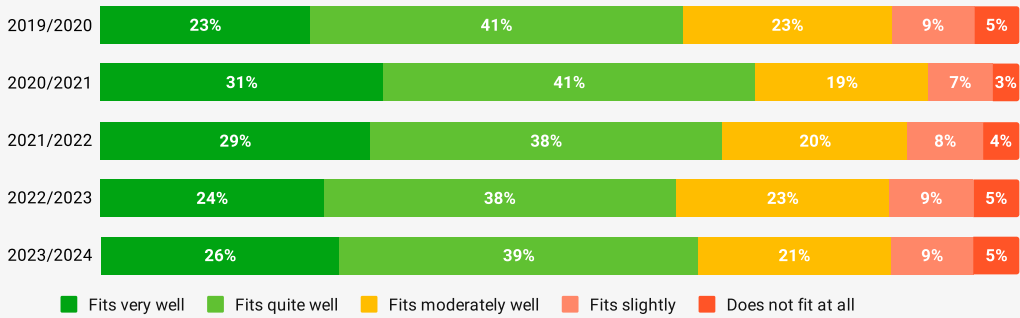
How informed do you feel with regard to your child's behaviour at school?
Over Time



Reflections on the School's Approach

65% of parents think their child's school's approach to marking and assessment fits their child's needs. There is an increase compared to last year's results, but this year's results are not as positive as 2020/2021 or 2021/2022.

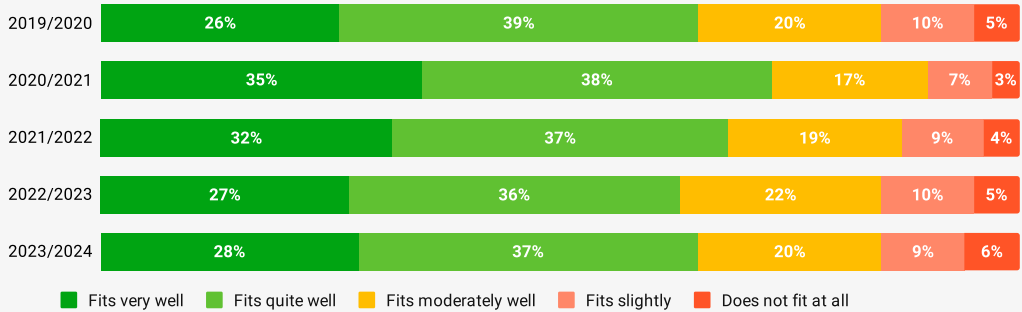
How does the school's approach to marking and assessment fit your child's needs?
Over Time



Similarly, 65% of parents think their child's school's approach to the learning process fits their child's needs. There is an increase compared to last year's results, but again, this year's results are not as positive as 2020/2021 or 2021/2022.

How does the school's approach to the learning process overall fit your child's needs?

Over Time

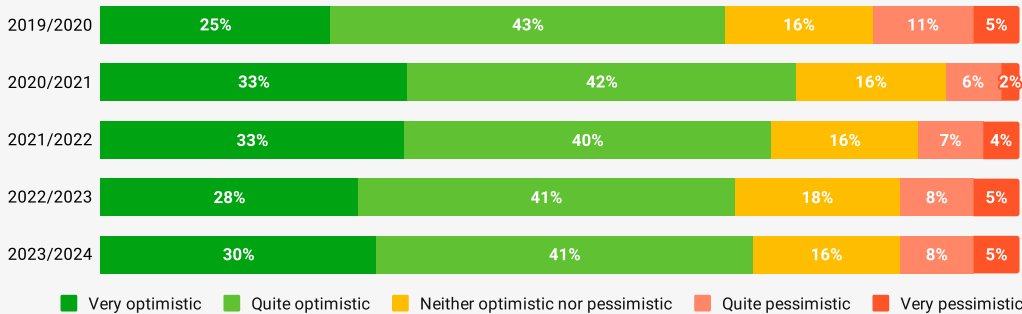


Child's Progress

Optimism about their child's progress has fluctuated over the past five years. This year, 71% of parents express optimism about their child's academic performance, compared to 69% in 2022/23.

How optimistic or pessimistic do you feel about your child's progress at school?

Over Time



Conclusion

Conclusion



Dame Alison Peacock

CEO of The Chartered College of Teaching

High-quality inclusive education means offering a warm compassionate culture where everyone knows that they are valued within the school community. It means embracing the ethic of 'learning without limits' seeking to offer learning that is irresistible to both teachers and students. To achieve this we need a profession that is empowered with the self-efficacy to make micro-decisions within the classroom that ensure it is a safe, yet energising space to learn.

There is nothing more important to the future of our society than the education of our children and young people. What children learn in school, through the curriculum and the way they are taught, through extracurricular activities and the relationships they form, is key to the kinds of adults they will become, the work they will do in the world, and the communities they will build. Education such as this, must be the norm for every pupil, whatever their background or educational needs.

That under half of pupils feel very or quite happy at school, and fewer than three in 10 are interested in what they're learning should make us ask questions, and perhaps cast a new light on the problems of behaviour and attendance. There are, of course, no simple reasons why pupils aren't interested or enjoying their learning, and no easy solutions. We know that we need changes in the curriculum, in how it's assessed, and in how schools are held accountable. We also know that too many teachers are teaching subjects that aren't their specialism, that too many schools have teacher vacancies, and that there is too little money or time available for extra-curricular activities, or the additional support pupils need for their wellbeing. All of these issues have an impact, both on our pupils and on our profession.

The decline in respect and trust that the profession is experiencing, alongside the increase in pupil violence reported here, is particularly worrying. It has been associated with decreasing mental health and wellbeing among our teachers and leaders and growing teacher shortages in our country and beyond - teacher shortages that we simply cannot afford if we are to thrive as a society.

In our schools, teachers, leaders and support staff continue to do an amazing job, transforming lives every single day. While many problems will require national change, the importance of a positive school culture cannot be underestimated. It is heartening to see that teachers report feeling more supported to manage lesson planning, assessment and parental engagement this year. And I'm encouraged by the more positive rhetoric from Ministers, and the commitment to build better relationships between government and the profession.

Rebuilding respect requires strengthening teacher professionalism, empowering teachers with greater autonomy and improved wellbeing, celebrating their expertise and amplifying their voices in shaping education policy. The findings of this report need to be part of the conversation between teachers, leaders and government in supporting schools to meet the challenges ahead, and to provide the best education possible for our children and young people, and the communities we serve. Now is the time - we can shape the future of education, together.

About Edurio

Edurio is England's leading provider of staff, pupil, and parent feedback surveys for schools and multi-academy trusts, working with over 150 trusts and 2000 schools across England and internationally.

Edurio's platform and nationwide dataset allow trust and school leaders to benchmark their performance against national averages on topics like staff wellbeing, parental engagement, pupil wellbeing and others.

By measuring the often difficult to track elements of education quality, Edurio can help school leaders make informed decisions, develop engaging relationships with staff and communicate their values to their community.

Featuring surveys designed in partnership with academic experts, Edurio has developed an advanced survey management and data visualisation platform for schools and school trusts to easily access these important insights.

By using Edurio to centrally manage your stakeholder feedback across the trust, you can:

- ✓ Strengthen relationships between school leadership and the staff and parent community
- ✓ Reduce effort to analyse data and ensure high response rates due to the use of a trusted partner
- ✓ Provide an understanding of where your resources and support are needed
- ✓ Identify areas for professional learning and growth opportunities
- ✓ Find areas of good practice and celebrate strengths
- ✓ Improve staff wellbeing and student achievement

If you're interested in learning how Edurio can help your school or trust achieve its goals, email contact@edurio.com or visit our homepage home.edurio.com.

50+ Survey Templates

The Edurio template library allows you to access professionally designed survey questions on a wide range of topics. You can use the existing questions with the national benchmarks, as well as create your own.

Here are just some of the topics our templates cover:



Staff Surveys

- Staff Experience Survey
- Climate and Environmental Action Survey
- Parental Engagement
- Pupil Attendance
- Pupil Behaviour and Support
- SEND Capabilities and Support
- Staff Equality, Equity, Diversity and Inclusion Survey
- Staff Professional Development Survey
- Technology Usage and Attitudes
- Back to School
- Setting Goals
- Staff Wellbeing Pulse Survey
- Staff Work Satisfaction Pulse Survey
- Staff Ofsted Survey
- Staff Survey for Independent Schools



Pupil Surveys

- Pupil Experience Survey
- Assessment Readiness: Survey For Primary Pupils
- Climate and Environmental Action Survey
- Equality, Equity, Diversity and Inclusion (EEDI) Survey
- Exam Readiness
- Pupil Attendance
- Pupil Behaviour
- Pupil Safeguarding Survey
- Reading Habits Survey
- Technology Usage and Attitudes Survey
- Transition Years
- Pupil Wellbeing Pulse Survey
- Pupil Ofsted Survey



Parent Surveys

- Parent Experience Survey
- Assessment Readiness
- Climate and Environmental Action
- Events and Communication
- Exam Readiness
- Pupil Attendance
- Pupil Behaviour
- SEND Capabilities and Support
- Transition Years
- Parent Ofsted Survey

For more information:

home.edurio.com/survey

Appendix

Appendix

2018-2024 - Edurio Staff Wellbeing and Experience

Academic Year	Total number of Respondents
2018/2019	14,471
2019/2020	10,315
2020/2021	25,907
2021/2022	43,720
2022/2023	49,938
2023/2024	73,795

2019-2024 - Parent Experience

Academic Year	Total number of Respondents
2019/2020	2,663
2020/2021	9,800
2021/2022	35,281
2022/2023	38,813
2023/2024	61,789

2020-2024 - Pupil Experience and Wellbeing

Academic Year	Total number of Respondents
2020/2021	45,867
2021/2022	61,387
2022/2023	77,653
2023/2024	112,048

2018-2024 - Edurio Staff Wellbeing and Experience - Responses Per Question

Question	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
How easy or difficult is it to get support with lesson preparation?	7,301	4,589	8,730	15,395	17,500	28,793
How easy or difficult is it to get support with marking and assessment?	6,948	4,252	8,252	14,919	16,157	29,516
How easy or difficult is it to get support with student family engagement?	10,154	4,986	6,967	13,362	17,131	28,024
How respected by students do you feel?	13,345	8,086	14,684	23,438	23,969	38,338
In the past three months, have you experienced any emotional or physical violence (e.g. bullying, threats) from a student?	13,471	7,330	12,047	16,693	16,673	31,056

2019-2024 - Parent Experience - Responses Per Question

Question	2019/20	2020/21	2021/22	2022/23	2023/24
In general, how satisfied are you with the school's communication with you?	2,315	9,561	25,367	24,756	54,114
How informed do you feel with regard to your child's homework?	2,576	8,020	23,484	24,101	41,875
How informed do you feel with regard to your child's behaviour at school?	2,610	9,563	25,562	27,715	45,091
How does the school's approach to marking and assessment fit your child's needs?	1,784	5,096	16,198	14,489	28,380
How does the school's approach to the learning process overall fit your child's needs?	2,026	5,676	19,029	19,236	35,411
How optimistic or pessimistic do you feel about your child's progress at school?	1,970	6,061	17,929	16,317	30,432

2018-2024 - Edurio Pupil Experience and Wellbeing - Responses Per Question

Question	2020/21	2021/22	2022/23	2023/24
How often do your teachers ask you to read for your studies (e.g. stories, books, other texts)?	40,880	27,336	39,063	74,585
Overall, how satisfied are you with the lunchtime or afterschool clubs organised by your school?	13,139	10,987	18,854	28,685
Do you participate in any lunchtime or afterschool clubs at your school?	37,642	27,885	39,715	78,970
How often do you find what you learn at school interesting?	42,807	34,914	49,871	76,534
How happy are you to be studying at this school?	39,791	56,171	72,840	102,782
On a scale from 1 to 10, how likely would you recommend this school to another pupil?	37,759	36,988	54,765	81,814