



Department
for Education

Pupil experiences in school: academic year 2024 to 2025

**Findings from Department for
Education's omnibus surveys with
pupils and parents**

November 2025



Government
Social Research

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Acknowledgements

This report brings together both new data and previously published data from the Department for Education's (DfE) Parent, Pupil and Learner Voice survey (and its predecessors the Pupil, Parent and Learner Panel (PPLP) survey and the Parent and Pupil Panel (PPP) survey). The DfE omnibus surveys team and all the participants who took part in the surveys are gratefully acknowledged for their contribution to this report.

Executive summary

This report presents findings from the Department for Education's (DfE's) Pupil, Parent and Learner Voice (PPLV) survey, and its predecessors the Pupil, Parent and Learner Panel (PPLP) survey and the Parent and Pupil Panel (PPP) survey. These surveys collected termly data from multiple respondent groups on a range of priority topics across DfE policy areas. The surveys were delivered via multiple waves on a termly basis and the findings from each wave have previously been published separately.

For the first time, this publication brings together the published data on a selection of topics to provide a single, thematic report on pupils' experiences in schools. This report is structured in line with these topics, with chapters containing findings relating to:

- Experiences of school
- Relationships with staff
- Motivation to learn

Key findings for each chapter are described below. Where the data items have been collected on a termly basis, comparisons have been made with that term in the previous year; this helps achieve like-for-like comparisons as there are seasonal patterns in the data. Commentary is provided throughout the report in relation to findings that are found to be statistically significant.

Findings 1: Experiences of school

Key findings include:

- Following decreases in previous years, in May 2025 there was a significant increase of 12 percentage points compared to May 2024 in the percentage of secondary school pupils in years 7 to 11 who reported they felt they belong in school most or every day in the last two weeks (69% in May 2025 compared to 57% in May 2024).
- There are significant differences in feelings of belonging in school with female pupils, pupils eligible for free school meals, pupils identified with SEND and pupils in Key Stage 4 all reporting lower levels of school belonging.
- The percentage of pupils who report feeling safe in school most or every day has been fairly stable between March 2022 and November 2024 with decreases seen during each academic year. There has been a significant increase of 6 percentage points in the latest academic year; in May 2025, 78% of secondary school pupils in years 7 to 11 reported they feel safe in school most or every day in the last two weeks compared to 72% in May 2024.

- The percentage of pupils who report they enjoy school most or every day has been fairly stable between March 2022 and March 2025 with fluctuations seen during the academic year and a significant increase of 11 percentage points seen in the most recent wave, in comparison to the previous year. In May 2025, 59% of secondary school pupils in years 7 to 11 reported they enjoyed school most or every day in the last two weeks, compared to 48% in May 2024.

Findings 2: Relationships with staff

Key findings include:

- There were increases between May 2021 and May 2024 in pupils reporting there is often or always an adult at school who “really cares about me” and in the latest year there was a significant increase of 7 percentage points. In May 2025, 57% of secondary school pupils in years 7 to 11 reported there is often or always an adult at school who “really cares about me”, compared to 50% in May 2024.
- The percentage of pupils who report there is often or always an adult at school who “listens to me when I have something to say” was fairly stable between May 2021 and May 2025 and there was an increase of 5 percentage points in the latest year, although this wasn’t significant. In May 2025, 61% of secondary school pupils in years 7 to 11 reported there is often or always an adult at school who “listens to me when I have something to say”, compared to 56% in May 2024.
- There have been small increases between May 2023 and May 2024 in the percentage of pupils who report there is often or always an adult at school who “believes that I will be a success” and in the latest year there was a significant increase of 8 percentage points. In May 2025, 63% of secondary school pupils in years 7 to 11 reported there is often or always an adult at school who “believes that I will be a success”, compared to 55% in May 2024.
- The percentage of pupils reporting there is often or always an adult who “tells me when I do a good job” was fairly stable between May 2021 and May 2024, with decreases seen across the academic year and in the latest year there was a significant increase of 7 percentage points. In May 2025, 59% of secondary school pupils in years 7 to 11 reported there is often or always an adult at school who “tells me when I do a good job”, compared to 52% in May 2024.

Findings 3: Motivation to learn

Key findings include:

- The percentage of pupils who reported feeling motivated to learn increased slightly between March 2022 and April 2024, this was followed by a significant decrease of 5 percentage points seen in the latest year. In May 2025, 70% of secondary

school pupils in years 7 to 11 reported feeling fairly or very motivated to learn, compared to 75% of pupils in April 2024.

Conclusion

This publication brings together, for the first time, data published across a number of separate reports on pupils' experiences in school. The data presented here indicates that there have been some improvements in the latest year across a number of measures. The data will continue to be monitored to see if the trends and patterns seen this year are sustained. In addition, other data sources will be explored to help understand what these findings mean in a more comprehensive manner.

There was a decrease in feelings of belonging in school between 2022 and 2024 but in the latest year an increase of twelve percentage points was seen in the percentage who reported they feel they belong in school most or every day. The reported data on feelings of safety and enjoyment in school have been fairly stable over time, but both saw a significant increase in the latest wave compared to the same period in the previous academic year. There were also increases seen in the latest year in most measures relating to relationships with staff. There was a decrease seen in the latest year in feelings of motivation to learn compared to 2024, following increases seen in previous years.

There were differences seen across the measures by pupil characteristics in the latest wave but for most measures these differences were not significant. The exception to this is feelings of belonging in school where there were differences seen in all characteristic groups.

Introduction

This report presents findings from the Department for Education's (DfE's) Parent, Pupil and Learner Voice survey (and its predecessors the Parent, Pupil, and Learner Panel (PPLP) survey and the Parent and Pupil Panel (PPP) survey). The report presents findings from multiple survey waves up to May 2025 and covers the full 2024 to 2025 academic year. The report presents findings from a number of questions relating to pupils' experiences in school.

The aim of this publication

The aim of this publication is to collate and present data collected via DfE's omnibus surveys on pupils' experiences in schools. It includes indicators such as sense of school belonging, enjoyment, safety and relationships with education staff - helping schools to understand key factors impacting school attendance, engagement in learning, behaviour and attainment. Every child should feel they belong in a school that is safe, calm, supportive and inspires them to do well. Understanding children and young people's experiences is essential to help us understand how we can best support them to attend, achieve and thrive.

Coverage within this publication

This publication collates data over time from multiple omnibus survey waves which have previously been published in order to understand key trends for each theme. To present consistent coverage in trends over time, throughout this report findings are presented for pupils in years 7 to 11 only. Where coverage in omnibus survey waves also included pupils and learners in years 12 and 13, figures presented in this report may differ from those already published.

Themes included

The data included here covers a range of topics relating to pupils' experiences in schools and the report has been structured in line with the following themes:

- Experiences of school
- Relationships with staff
- Motivation to learn

Methodology

The Parent, Pupil and Learner Voice (PPLV) survey (and its predecessors the Parent, Pupil and Learner Panel (PPLP) survey and the Parent and Pupil Panel (PPP) survey) is a panel survey of parents, pupils and learners.

The panel has been designed to provide rapid feedback to the DfE on topical educational issues. Parents and pupils on the panel were invited to take part in a 10-to-15-minute online survey by letter, email and/or text message.

The panel includes pupils in state-funded secondary schools and parents of pupils from state-funded primary and secondary schools (and parents of state-funded special schools from December 2023).

The pupil and parent samples were weighted to be representative of pupils within in-scope state-funded schools in England using the National Pupil Database (NPD). Weighting was based on characteristics of the pupils only, as the NPD does not hold information about parents. As such, the parent survey responses are weighted based on the characteristics of their child that was sampled from the NPD. Separate weights were calculated for parent and pupil samples, and the weighting was conducted in two stages – design weighting, followed by raking. In addition to these design weight, an additional stage of weighting is required to ensure that the responding sample at each wave is representative of the population. This stage of weighting compensates for systematic differences in attrition and response rates between sub-groups of the recruited panel.

See Table 1 for links to technical reports which have been published for each academic year, where further detail on methodology can be found.

Table 1: Technical reports for each academic year

Academic year	Link to technical report
2020 to 2021	2020 to 2021 Parent and Pupil Panel Technical Report
2021 to 2022	2021 to 2022 Parent, Pupil and Learner Panel Technical Report
2022 to 2023	2022 to 2023 Parent, Pupil and Learner Panel Technical Report
2023 to 2024	2023 to 2024 Parent, Pupil and Learner Voice Technical Report
2024 to 2025	2024 to 2025 Parent, Pupil and Learner Voice Technical Report

Table 2 shows the fieldwork dates and the total number of respondents participating in each survey wave used within this report. Table 3 shows the response rates for each wave.

Achieved sample sizes

Table 2: PPP, PPLP and PPLV survey waves – achieved sample sizes¹

	Fieldwork dates	Secondary pupils (years 7 to 11)	Primary school parents	Secondary school parents	Special school parents	All parents
PPP May 2021	12 to 17 May 2021	987	NA	NA	NA	NA
PPP November 2021	30 November to 5 December 2021	4,228	2,197	1,850	NA	4,047
PPP March 2022	9 to 14 March 2022	1,920	1,355	1,284	NA	2,639
PPP NBS June 2022	15 to 21 June 2022	1,577	NA	NA	NA	NA
PPP June 2022	30 June to 4 July	NA	1,164	1,171	NA	2,335
PPLP November 2022	9 to 14 November 2022	2,245	1,468	1,508	NA	2,976
PPLP March 2023	22 March to 19 April 2023	2,978	1,413	1,435	NA	2,848
PPLP NBS May 2023	17 to 21 May 2023	2,126	NA	NA	NA	NA
PPLP June 2023	21 to 26 June 2023	NA	1,678	1,616	NA	3,294

¹ Achieved sample sizes taken from technical reports.

	Fieldwork dates	Secondary pupils (years 7 to 11)	Primary school parents	Secondary school parents	Special school parents	All parents
PPLV December 2023	1 December 2023 to 22 January 2024	3,976	1,828	1,870	1,104	4,802
PPLV March 2024	20 to 27 March 2024	1,234	812	747	517	2,076
PPLV NBS April 2024	24 April to 22 May 2024	3,126	NA	NA	NA	NA
PPLV May 2024	15 to 24 May 2024	1,792	838	927	524	2,289
PPLV December 2024	11 to 17 December 2024	1,348	761	1,009	489	2,259
PPLV March 2025	18 March to 8 April 2025	1,493	793	1,051	503	2,347
PPLV May 2025	21 May to 13 June 2025	2,592	830	1,075	521	2,426

Notes: NA – Not applicable, not all survey waves included both pupils and parents.
Parents of pupils in special schools were included in omnibus surveys since December 2023.

Response rates

Table 3: PPP, PPLP and PPLV survey waves – achieved response rates²

	Fieldwork dates	Secondary pupils (years 7 to 11)	Primary school parents	Secondary school parents	Special school parents	All parents
PPLP May 2021	12 to 17 May 2021	66%	NA	NA	NA	NA
PPLP November 2021	30 November to 5 December 2021	18%	16%	14%	NA	15%
PPLP March 2022	9 to 14 March 2022	40%	56%	58%	NA	57%
PPLP NBS June 2022	15 to 21 June 2022	30%	NA	NA	NA	NA
PPLP June 2022	30 June to 4 July	NA	46%	46%	NA	46%
PPLP November 2022	9 to 14 November 2022	46%	54%	55%	NA	54%
PPLP March 2023	22 March to 19 April 2023	40%	52%	52%	NA	52%
PPLP NBS May 2023	17 to 21 May 2023	36%	NA	NA	NA	NA
PPLP June 2023	21 to 26 June 2023	NA	46%	47%	NA	46%

² Response rates taken from technical reports.

	Fieldwork dates	Secondary pupils (years 7 to 11)	Primary school parents	Secondary school parents	Special school parents	All parents
PPLV December 2023	1 December 2023 to 22 Jan 2024	15%	14%	12%	12%	12%
PPLV March 2024	20 to 27 March 2024	33%	47%	43%	49%	46%
PPLV NBS April 2024	24 Apr to 22 May 2024	32%	NA	NA	NA	NA
PPLV May 2024	15 to 24 May 2024	35%	44%	42%	45%	44%
PPLV December 2024	11 to 17 December 2024	40%	56%	51%	60%	54%
PPLV March 2025	18 March to 8 April 2025	37%	50%	46%	54%	49%
PPLV May 2025	21 May to 13 June 2025	39%	53%	47%	56%	51%

Notes: NA – Not applicable, not all survey waves included both pupils and parents.
Parents of pupils in special schools were included in omnibus surveys since December 2023.

Margins of error

‘Confidence Intervals’ have been calculated to account for the fact that the survey is based on a subset of the population. A 95% confidence interval is a margin of error around an estimate, which gives a range of values within which you can be 95% confident that the true value will lie. For instance, if 1,000 people are interviewed, and 500 (50%) of them say that they agree with a statement, then you can be 95% confident that the true proportion of people who agree with the statement is between 50% +/- 3%

(between 47% and 53%). These confidence intervals have been presented on each chart included within the publication where they are available.

For pupil data, analysis was conducted using R statistical software. Weighted proportions and 95% confidence intervals were constructed using the "xlogit" transformation method within the survey_prop function from the srvyr package. For parent data, estimates were extracted from published data tables, with confidence intervals included where these were available. Please refer to the technical reports listed in Table 1 for further details on these calculations.

Interpreting the findings

For most questions, annual comparisons have been made between May 2025 and May 2024. Due to seasonal patterns seen in the data, comparisons aren't made between one term and the next.

Confidence interval data has been used to estimate statistical significance. Where non-overlapping intervals occur, this has been used as evidence for statistically significant differences between time points or between respondent groups. All statistically significant differences between time points and respondent groups have been noted in the report text.

A breakdown by ethnicity has not been included within the report or data tables due to small sample sizes for specific ethnic categories which means it will not be possible to draw meaningful conclusions from the data.

Comparisons over time are helpful to understand how trends may be changing however there have been changes to survey methodology over time (see technical reports linked in Table 1 for more information).

Due to rounding to the nearest whole number, percentages may not total to exactly 100% or precisely reflect statistics provided in the data tables.

Data tables

An accompanying set of data tables have been published alongside this report and can be found on the [Pupil experiences in school](#) page on gov.uk. Data tables include confidence intervals (where available), total responses for each response category and responses by key subgroups for each data set. The data tables include breakdowns for additional subgroups which aren't reported within this report (Children in Need (CIN)). For further guidance on how to interpret these tables, please see the User Guide within the data tables.

Table 4: List of accompanying data tables

Table number	Sheet name	Title	Coverage
1	Unweighted_base_pupil	Unweighted base, pupils	Pupils in years 7 to 11
2	Belong	Pupil experiences of school belonging, views of pupils, March 2022 to May 2025	Pupils in years 7 to 11
3	Safe	Pupil experiences of safety in school, views of pupils, March 2022 to May 2025	Pupils in years 7 to 11
4	Enjoy	Pupil experiences of enjoyment in school, views of pupils, March 2022 to May 2025	Pupils in years 7 to 11
5	Relationship_cares	Pupil experiences of relationships with staff in school (cares), views of pupils, May 2021 to May 2025	Pupils in years 7 to 11
6	Relationship_listens	Pupil experiences of relationships with staff in school (listens), views of pupils, May 2021 to May 2025	Pupils in years 7 to 11

Table number	Sheet name	Title	Coverage
7	Relationship_believes	Pupil experiences of relationships with staff in school (believes), views of pupils, May 2021 to May 2025	Pupils in years 7 to 11
8	Relationship_good_job	Pupil experiences of relationships with staff in school (good job), views of pupils, May 2021 to May 2025	Pupils in years 7 to 11
9	Motivation	Pupil experiences of motivation to learn, views of pupils, March 2022 to May 2025	Pupils in years 7 to 11
10	Unweighted_base_parent	Unweighted base, parents	Parents of primary, secondary and special school pupils
11	Safe_parents	Pupil experiences of safety in school, views of parents, March 2022 to May 2025	Parents of primary, secondary and special school pupils
12	Enjoy_parents	Pupil experiences of enjoyment in school, views of parents, March 2022 to May 2025	Parents of primary, secondary and special school pupils

Findings 1: Experiences of school

This chapter presents findings relating to pupils' overall experiences of school. Pupils and parents were asked questions on a termly basis relating to school belonging, safety and enjoyment.

Key findings

- Following decreases in previous years, in May 2025 there was a significant increase of 12 percentage points compared to May 2024 in the percentage of secondary school pupils in years 7 to 11 who reported they felt they belong in school most or every day in the last two weeks (69% in May 2025 compared to 57% in May 2024).
- There are significant differences in feelings of belonging in school with female pupils, pupils eligible for free school meals, pupils identified with SEND and pupils in Key Stage 4 all reporting lower levels of school belonging.
- The percentage of pupils who report feeling safe in school most or every day has been fairly stable between March 2022 and November 2024 with decreases seen during each academic year. There has been a significant increase of 6 percentage points in the latest academic year; in May 2025, 78% of secondary school pupils in years 7 to 11 reported they feel safe in school most or every day in the last two weeks compared to 72% in May 2024.
- The percentage of pupils who report they enjoy school most or every day has been fairly stable between March 2022 and March 2025 with fluctuations seen during the academic year and a significant increase of 11 percentage points seen in the most recent wave, in comparison to the previous year. In May 2025, 59% of secondary school pupils in years 7 to 11 reported they enjoyed school most or every day in the last two weeks, compared to 48% in May 2024.

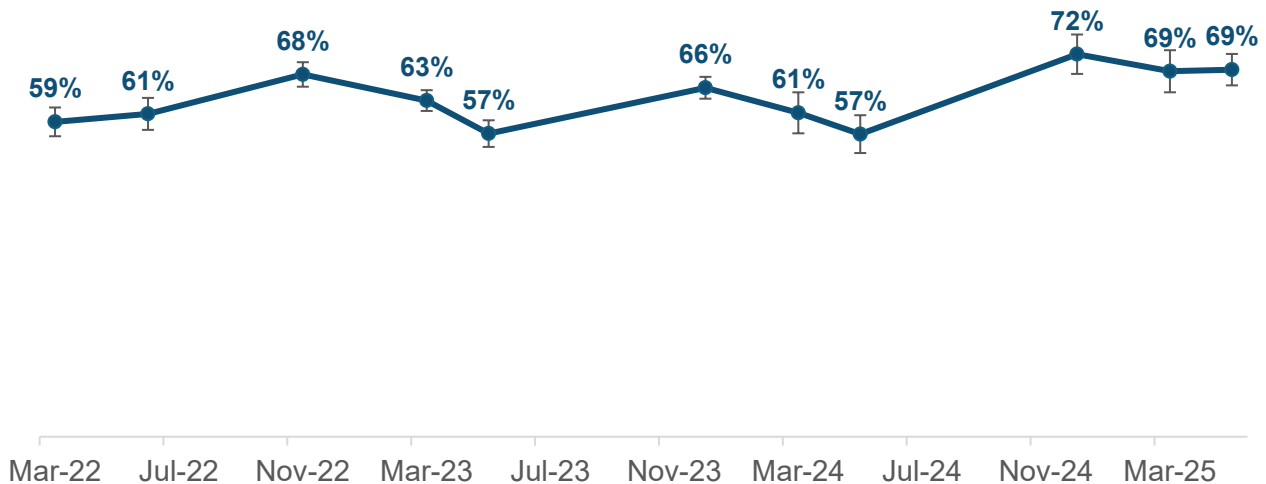
School belonging

As shown in Figure 1, in May 2025, 69% of secondary school pupils in years 7 to 11 reported they feel they belonged in school most or every day in the last week. In addition, 23% reported they felt they belong in school on some days, 6% reported that they felt they never belong in school and 3% of pupils reported they don't know.

Trends over time

Following decreases in previous years, in May 2025 there was a significant increase of 12 percentage points compared to May 2024 in the percentage of secondary school pupils in years 7 to 11 who reported they felt they belong in school most or every day in the last two weeks (69% in May 2025 compared to 57% in May 2024).

Figure 1: Percentage of secondary school pupils who report feeling they belong in school most days or every day in the last week, March 2022 to May 2025



Base: Pupils in years 7 to 11, for base numbers in each wave, see Table 2.

Source: PPLV/PPLP “Thinking about the past week of term, how often would you say you have... Felt you belong at your school”

Confidence intervals: for each point, a vertical line represents the 95% confidence interval. See the Methodology section for further information on interpretation.

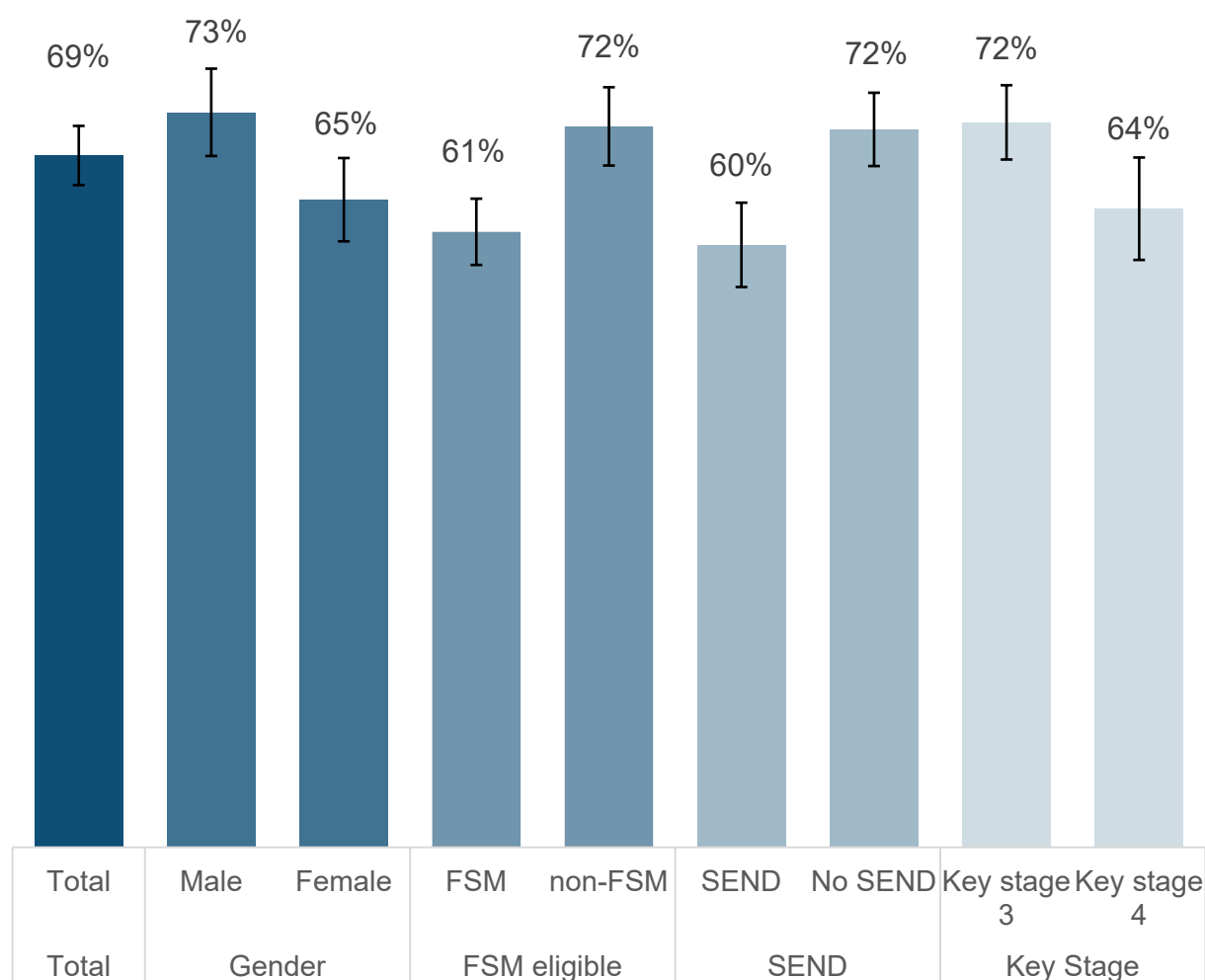
Differences by pupil characteristics

Figure 2 presents responses from different pupil characteristic groups on feelings of belonging in school:

- Females are less likely to report they feel they belong in school most or every day compared to males (65% vs 73%).
- Pupils eligible for free school meals (FSM) are less likely to report they feel they belong in school most or every day compared to those who are not eligible for free school meals (61% vs 72%).
- Pupils identified with special educational needs or disability (SEND) are less likely to report they feel they belong in school most or every day compared to those who are not (60% vs 72%).
- Pupils in Key Stage 3 (Years 7 to 9) are more likely to report they feel they belong in school most or every day compared to pupils in Key Stage 4 (Years 10 to 11) (72% vs 64%).

The differences by gender, FSM and SEND are all significant. The differences by Key Stage are not significant so exercise caution when assessing whether the reported differences represent meaningful differences in the wider population for these groups.

Figure 2: Percentage of secondary school pupils who report feeling they belong in school most or every day in the last week, by pupil characteristic, May 2025



Base: All pupils year 7 to 11, n=2,592. Base numbers for sub-groups can be found within the data tables.

Source: PPLV May 2025. "Thinking about the past week of term, how often would you say you have... Felt you belong at your school"

Confidence intervals: for each bar, a vertical line represents the 95% confidence interval. See the Methodology section for further information on interpretation.

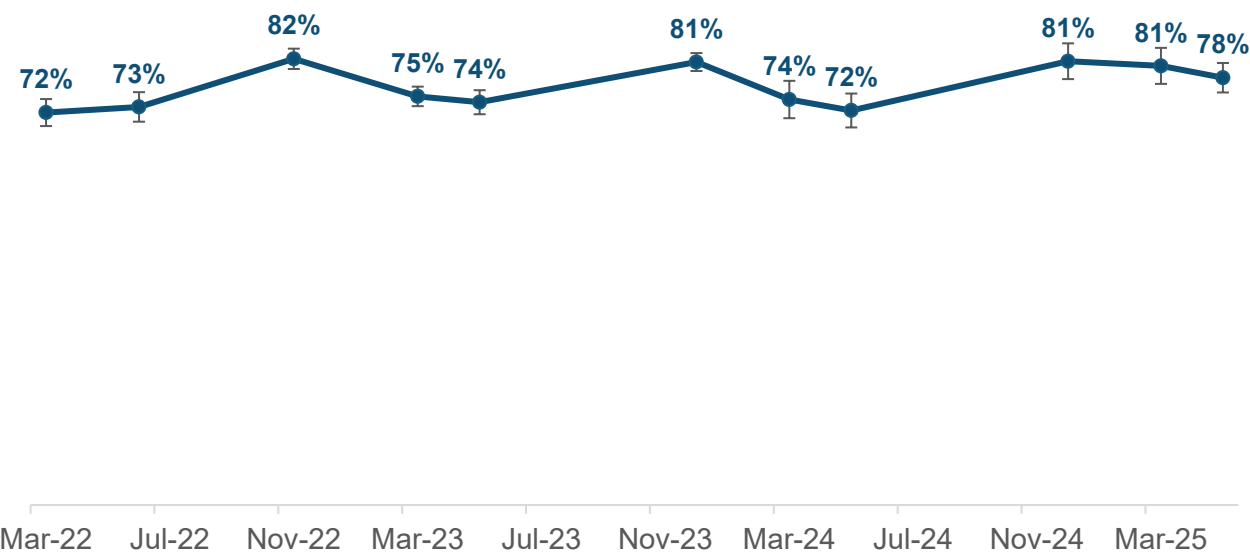
Safety in school

As shown in Figure 3, in May 2025, 78% of secondary school pupils in years 7 to 11 reported they felt safe in school most or every day in the last week. In addition, 15% reported they felt safe in school on some days, 4% reported that they never felt safe in school and 3% of pupils reported they don't know.

Trends over time

The percentage of pupils who report feeling safe in school most or every day has been fairly stable between March 2022 and November 2024 with decreases seen during each academic year. There has been a significant increase of 6 percentage points in the latest academic year; in May 2025, 78% of secondary school pupils in years 7 to 11 reported they feel safe in school most or every day in the last two weeks compared to 72% in May 2024.

Figure 3: Percentage of secondary school pupils who report feeling safe in school most or every day in the last week, March 2022 to May 2025



Base: Pupils in years 7 to 11, for base numbers in each wave, see Table 2.

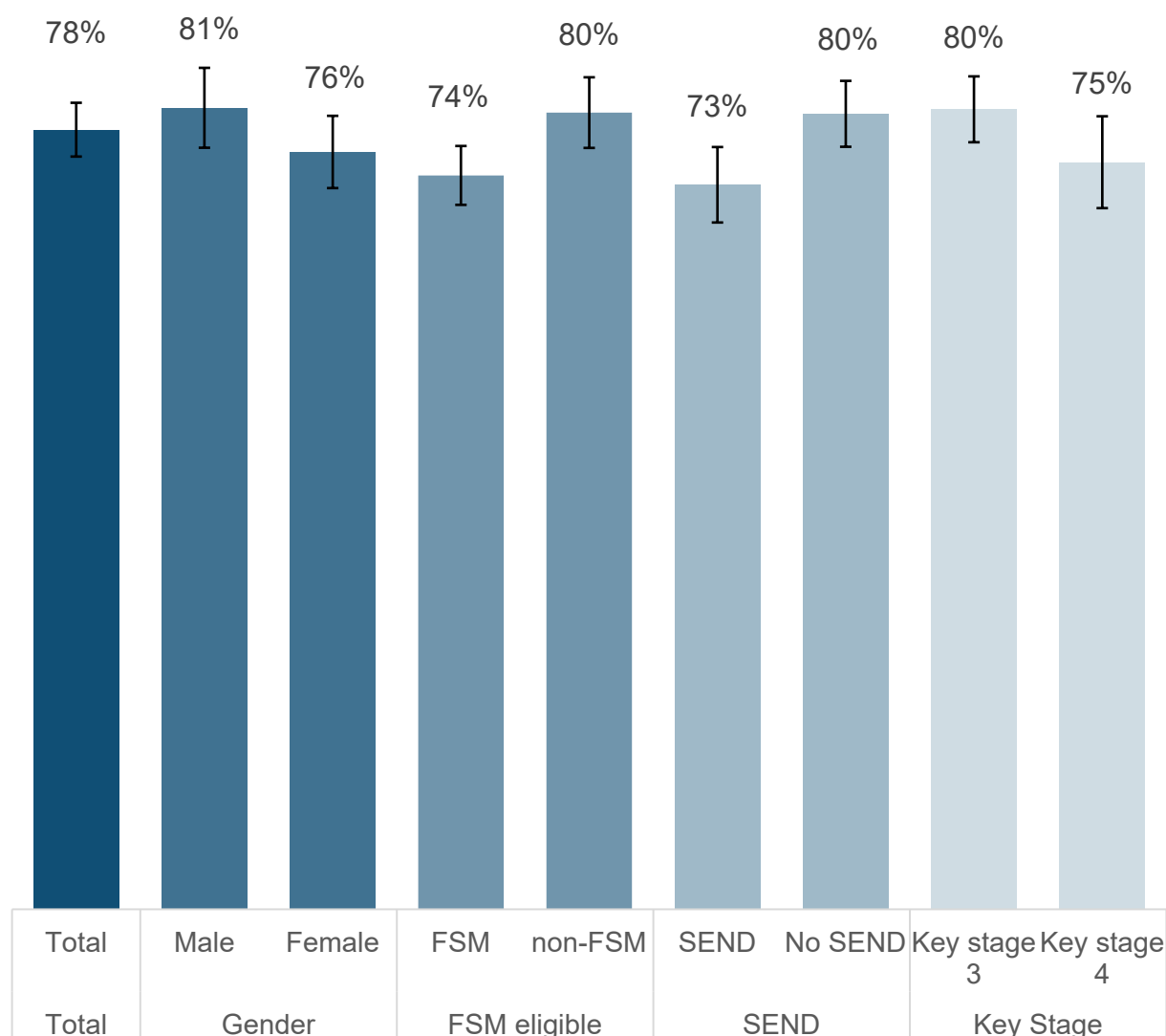
Source: PPLV/PPLP “Thinking about the past week of term, how often would you say you have... Felt safe at your school”

Confidence intervals: for each point, a vertical line represents the 95% confidence interval. See the Methodology section for further information on interpretation.

Differences by pupil characteristics

Figure 4 presents data on the percentage of pupils who report feeling safe in school most or every day in the last week, for different characteristic groups for the most recent survey wave in May 2025. None of these differences are significant so exercise caution when assessing whether the reported differences represent meaningful differences in the wider population.

Figure 4: Percentage of secondary school pupils who report feeling safe in school most or every day in the last week, by pupil characteristic, May 2025



Base: All pupils year 7-11, n=2,592. Base numbers for sub-groups can be found within the data tables.

Source: PPLV May 2025. "Thinking about the past week of term, how often would you say you have... Felt safe at your school"

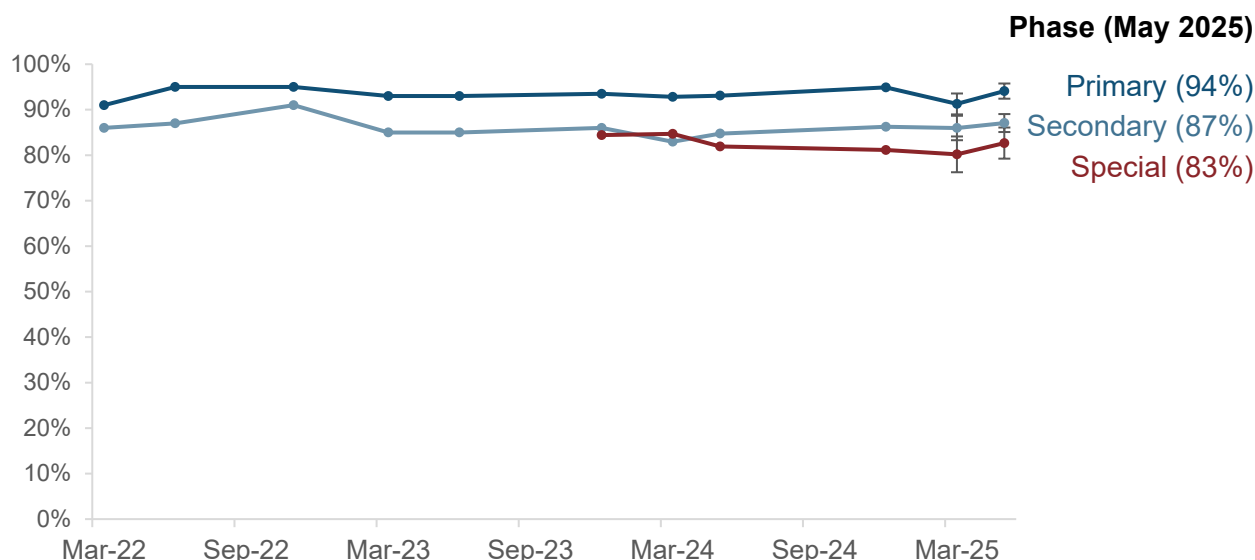
Confidence intervals: for each bar, a vertical line represents the 95% confidence interval. See the Methodology section for further information on interpretation.

Views of parents

Parents were asked how often their child felt safe at school in the last week. Parents of primary school pupils were consistently more likely to report that their child felt safe at school most days or every day in the last week compared to parents of secondary school pupils and where confidence intervals are available, these differences are significant. These questions were asked to parents of special school pupils from December 2023, findings from this group have fluctuated over time.

In the latest wave, May 2025, parents of pupils from special schools had the lowest percentage reporting their child felt safe at school most days or every day in the last week (83%), this compares to 87% of parents of secondary school pupils and 94% of parents of primary school pupils. The difference between parents of special school pupils and parents of primary school pupils is significant but there is no significant difference between parents of special school pupils and parents of secondary school pupils.

Figure 5: Percentage of parents who report their child felt safe at school most days or every day in the last week, by phase, March 2022 to May 2025



Base: Parents of primary and secondary school pupils, for base numbers in each wave, see Table 2.

Source: PPLV/PPLP “Thinking about the past week, how often would you say <Pupil> has - Felt safe at school”

Confidence intervals: for March and May 2025, a vertical line represents the 95% confidence interval.

Data was not available to calculate this at other data points. See the Methodology section for further information on interpretation.

School enjoyment

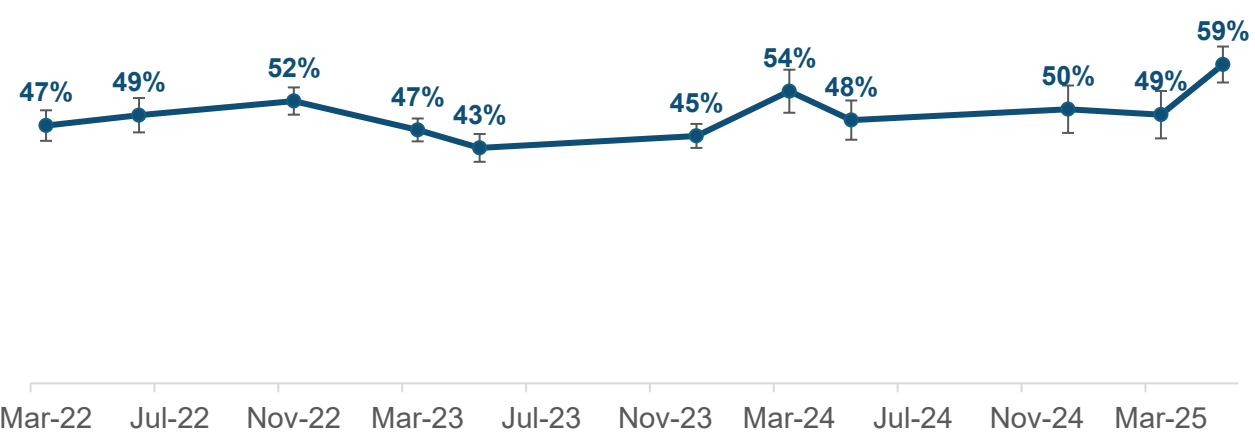
As shown in Figure 6, in May 2025, 59% of secondary school pupils in years 7 to 11 reported they enjoyed school most or every day in the last week. In addition, 32% reported they enjoyed school on some days, 8% reported that they never enjoyed school and 1% of pupils reported they don’t know.

Trends over time

The percentage of pupils who report they enjoy school most or every day has been fairly stable between March 2022 and March 2025 with fluctuations seen during the academic year and a significant increase of 11 percentage points seen in the most recent wave, in comparison to the previous year. In May 2025, 59% of secondary school pupils in years 7

to 11 reported they enjoyed school most or every day in the last two weeks, compared to 48% in May 2024.

Figure 6: Percentage of secondary school pupils who report feeling they enjoyed school most or every day in the last week, March 2022 to May 2025

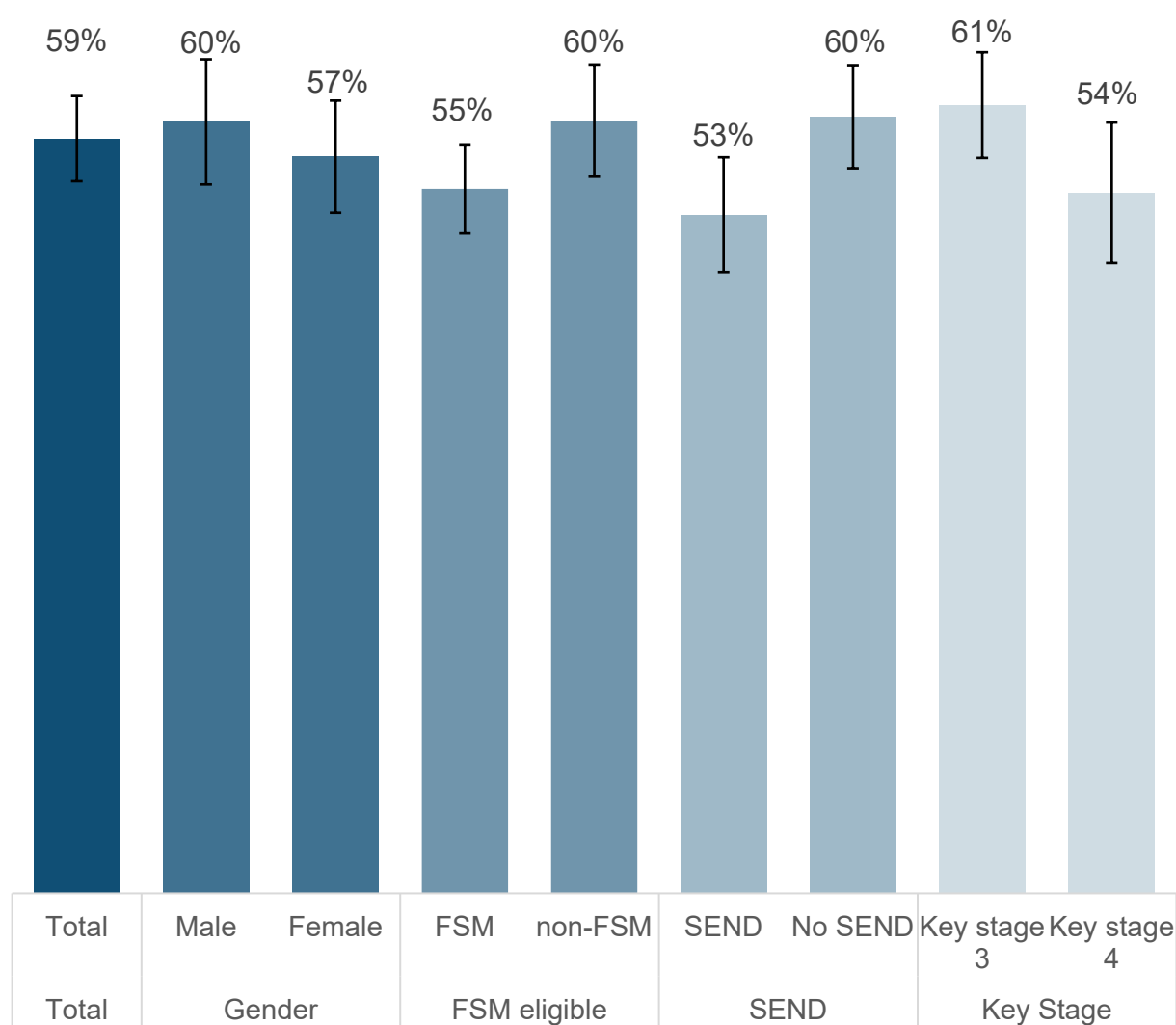


Base: Pupils in years 7 to 11, for base numbers in each wave, see Table 2.
Source: PPLV/PPLP “Thinking about the past week of term, how often would you say you have... Enjoyed coming to school”
Confidence intervals: for each point, a vertical line represents the 95% confidence interval. See the Methodology section for further information on interpretation.

Differences by pupil characteristics

Figure 7 presents data on the percentage of pupils who report they enjoyed school most or every day in the last week for different groups for the most recent survey wave in May 2025. None of these differences are significant, so exercise caution when assessing whether the reported differences represent meaningful differences in the wider population.

Figure 7: Percentage of secondary school pupils who report feeling they enjoyed school most or every day in the last week, by pupil characteristic, May 2025



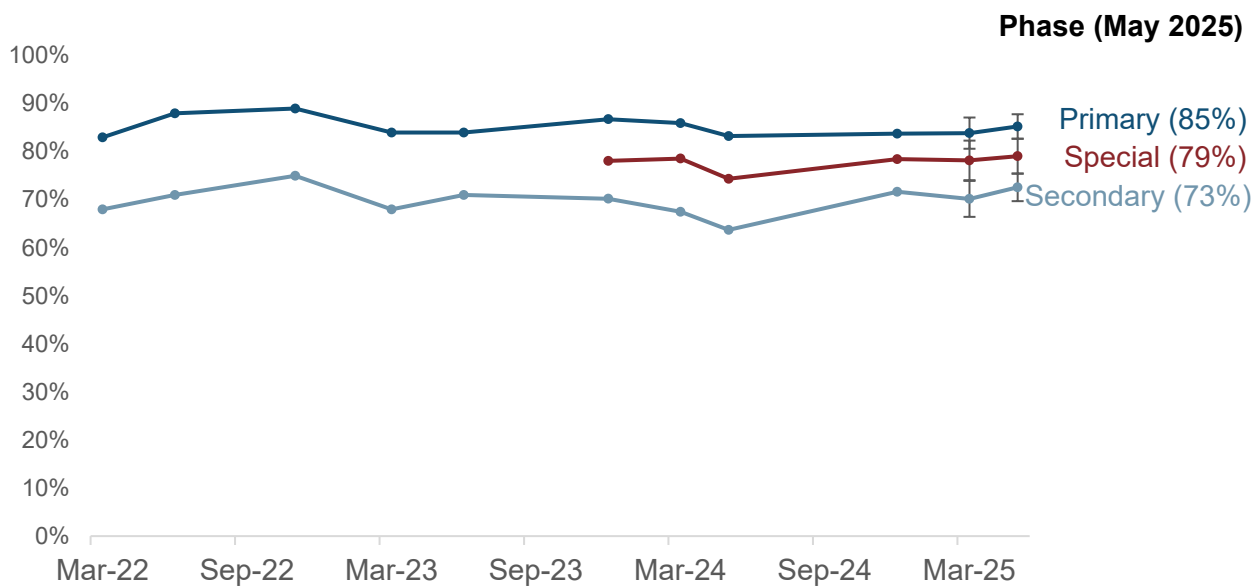
Base: All pupils year 7 to 11, n=2,592. Base numbers for sub-groups can be found within the data tables.
Source: PPLV May 2025. “Thinking about the past week of term, how often would you say you have... Enjoyed coming to school”
Confidence intervals: for each bar, a vertical line represents the 95% confidence interval. See the Methodology section for further information on interpretation.

Views of parents

Parents were asked how often their child enjoyed school in the last week. Parents of primary school pupils were consistently more likely to report that their child enjoyed school most days or every day in the last week compared to parents of secondary school pupils and where confidence intervals are available, these differences are significant. These questions were asked to parents of special school pupils from December 2023, these respondents were more likely to report their child enjoys school compared to parents of secondary school pupils but less likely than parents of primary school pupils.

In the latest wave, May 2025, parents of pupils from secondary schools had the lowest percentage reporting their child enjoyed school most days or every day in the last week (73%), this compares to 85% of parents of primary school pupils and 79% of parents of special school pupils. The differences between responses from parents of special school pupils and those from parents of both primary and secondary school pupils are not significant. There is a significant difference between the responses from parents of primary school pupils and parents of secondary school pupils in May 2025.

Figure 8: Percentage of parents who report their child enjoyed school most days or every day in the last week, by phase, March 2022 to May 2025



Base: Parents of primary and secondary school pupils, for base numbers in each wave, see Table 2.

Source: PPLV/PPLP “Thinking about the past week, how often would you say <Pupil> has – Enjoyed going to school”

Confidence intervals: for March and May 2025, a vertical line represents the 95% confidence interval. Data was not available to calculate this at other data points. See the Methodology section for further information on interpretation.

Findings 2: Relationships with staff

This chapter presents findings relating to pupils' relationships with staff. Pupils were asked to rate on a scale of 1 to 5, where 1 is 'never' and 5 is 'always'³, at school, there is an adult who:

- Really cares about me
- Listens to me when I have something to say
- Believes that I will be a success, and
- Tells me when I do a good job.

Key findings

- There were increases between May 2021 and May 2024 in pupils reporting there is often or always an adult at school who “really cares about me” and in the latest year there was a significant increase of 7 percentage points. In May 2025, 57% of secondary school pupils in years 7 to 11 reported there is often or always an adult at school who “really cares about me”, compared to 50% in May 2024.
- The percentage of pupils who report there is often or always an adult at school who “listens to me when I have something to say” was fairly stable between May 2021 and May 2025 and there was an increase of 5 percentage points in the latest year, although this wasn't significant. In May 2025, 61% of secondary school pupils in years 7 to 11 reported there is often or always an adult at school who “listens to me when I have something to say”, compared to 56% in May 2024.
- There have been small increases between May 2023 and May 2024 in the percentage of pupils who report there is often or always an adult at school who “believes that I will be a success” and in the latest year there was a significant increase of 8 percentage points. In May 2025, 63% of secondary school pupils in years 7 to 11 reported there is often or always an adult at school who “believes that I will be a success”, compared to 55% in May 2024.
- The percentage of pupils reporting there is often or always an adult who “tells me when I do a good job” was fairly stable between May 2021 and May 2024, with decreases seen across the academic year and in the latest year there was a significant increase of 7 percentage points. In May 2025, 59% of secondary school pupils in years 7 to 11 reported there is often or always an adult at school who “tells me when I do a good job”, compared to 52% in May 2024.

³ The questionnaire wording defined 1 as 'never' and 5 as 'always'. For ease of interpretation, within the narrative, we have translated 2 as 'rarely', 3 as 'sometimes' and 4 as 'often'.

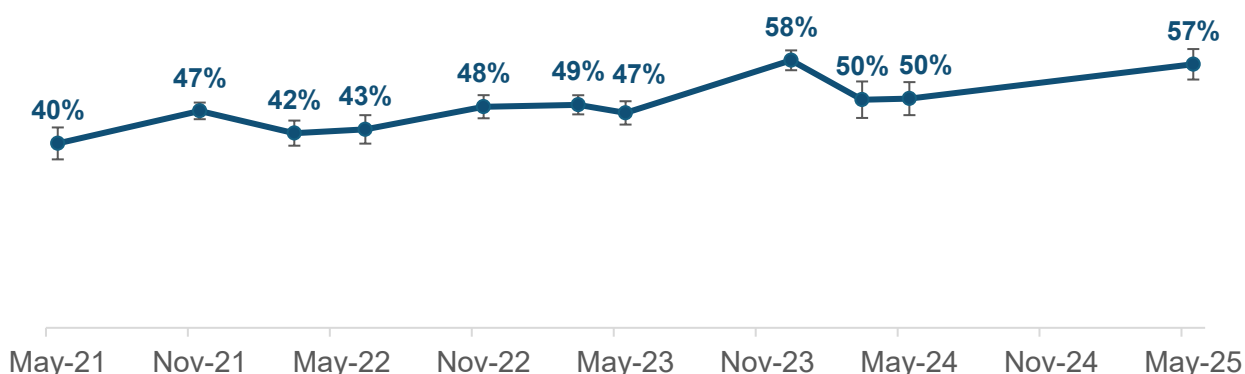
Cares

Pupils were asked on a scale of 1 to 5 where 1 is 'never' and 5 is 'always', how often there is an adult at school who "really cares about me". As shown in Figure 9, in May 2025, 57% of secondary school pupils in years 7 to 11 responded 4 or 5 (there is often or always an adult at school who "really cares about me"). In addition, 27% responded 3 (sometimes), 11% responded 2 (rarely) and 5% responded 1 (never).

Trends over time

There were increases between May 2021 and May 2024 in pupils reporting there is often or always an adult at school who "really cares about me" and in the latest year there was a significant increase of 7 percentage points. In May 2025, 57% of secondary school pupils in years 7 to 11 reported there is often or always an adult at school who "really cares about me", compared to 50% in May 2024.

Figure 9: Percentage of secondary school pupils who report often or always there is an adult at school who... "Really cares about me", May 2021 to May 2025



Base: Pupils in years 7 to 11, for base numbers in each wave, see Table 2.

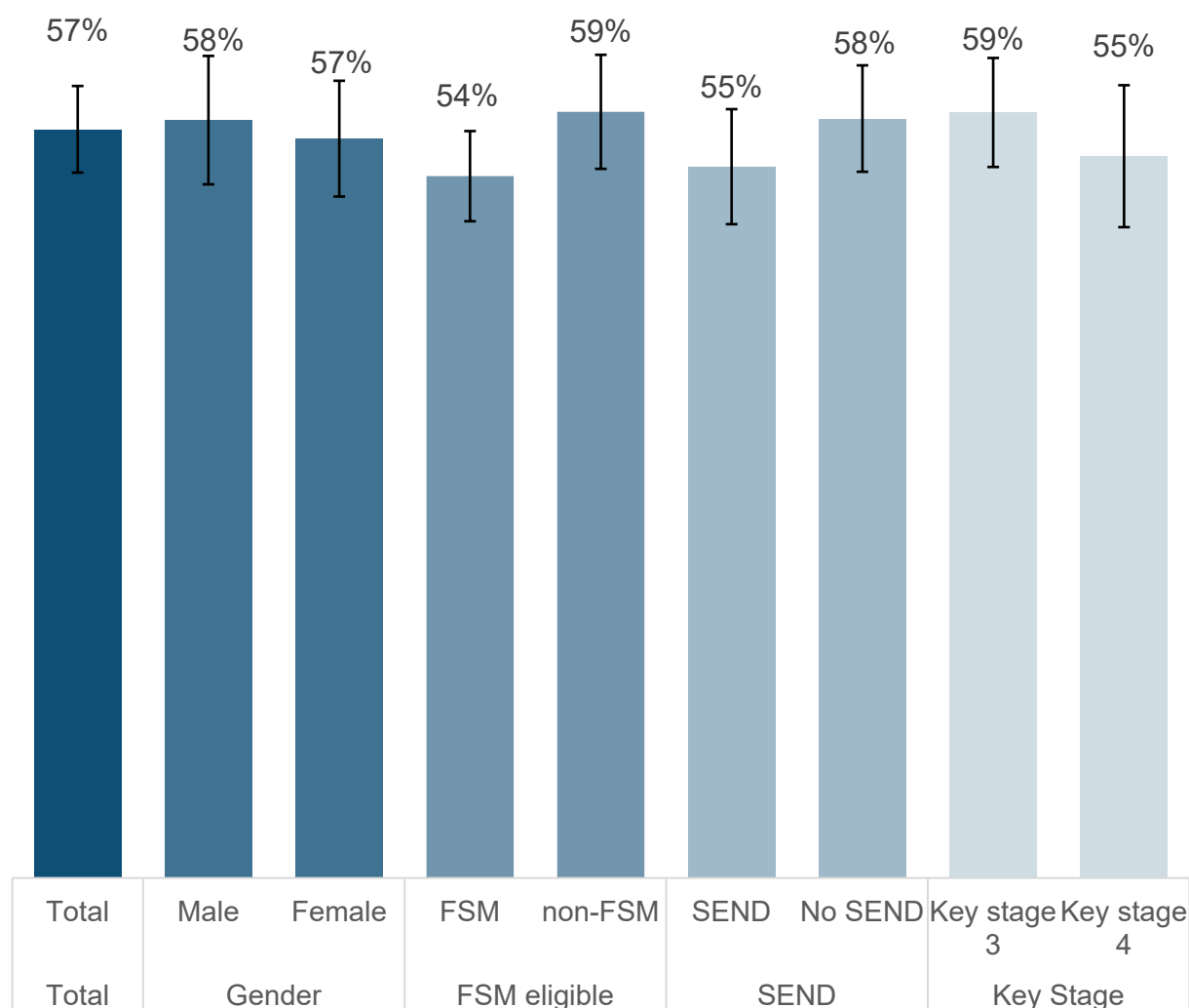
Source: PPLV/PPLP "At school/college, there is an adult who...Really cares about me. Please rate on a scale of 1 to 5 where 1 is 'never' and 5 is 'always'"

Confidence intervals: for each point, a vertical line represents the 95% confidence interval. See the Methodology section for further information on interpretation.

Differences by pupil characteristics

Figure 10 presents data on the percentage of pupils who report feeling often or always there is an adult who "Really cares about me", for different characteristic groups for the most recent survey wave in May 2025. None of these differences are significant so exercise caution when assessing whether the reported differences represent meaningful differences in the wider population.

Figure 10: Percentage of secondary school pupils who report feeling often or always there is an adult at school who... “Really cares about me”, by pupil characteristics, May 2025



Base: All pupils year 7 to 11, n=2,592. Base numbers for sub-groups can be found within the data tables.
Source: PPLV May 2025. “At school/college, there is an adult who...Really cares about me. Please rate on a scale of 1 to 5 where 1 is 'never' and 5 is 'always'”
Confidence intervals: for each bar, a vertical line represents the 95% confidence interval. See the Methodology section for further information on interpretation.

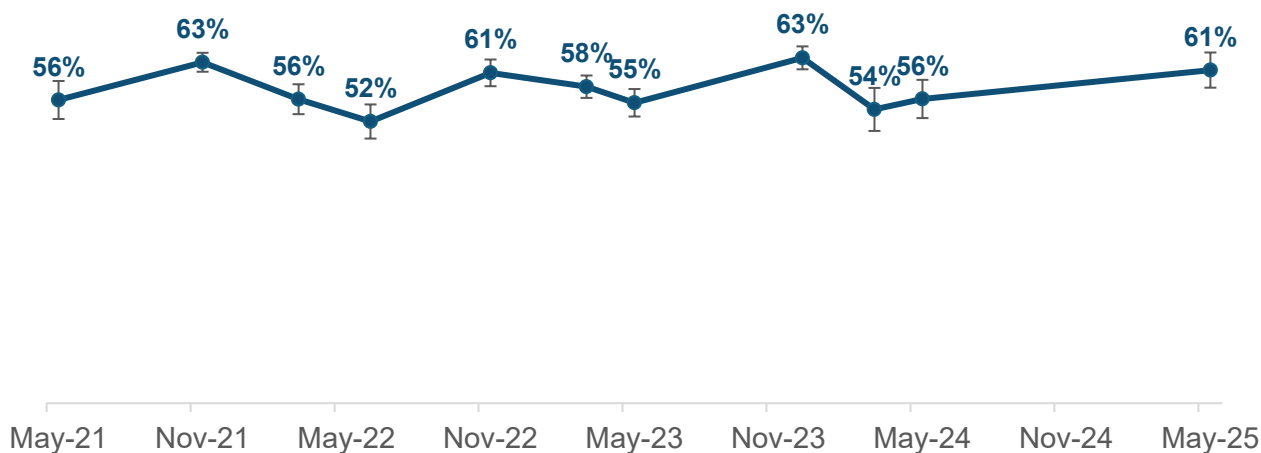
Listens

Pupils were asked on a scale of 1 to 5 where 1 is ‘never’ and 5 is ‘always’, how often there is an adult at school who “listens to me when I have something to say”. As shown in Figure 11, in May 2025, 61% of secondary school pupils in years 7 to 11 responded 4 or 5 (there is often or always an adult at school who “listens to me when I have something to say”). In addition, 25% responded 3 (sometimes), 11% responded 2 (rarely) and 4% responded 1 (never).

Trends over time

The percentage of pupils who report there is often or always an adult at school who “listens to me when I have something to say” was fairly stable between May 2021 and May 2025 and there was an increase of 5 percentage points in the latest year, although this wasn’t significant. In May 2025, 61% of secondary school pupils in years 7 to 11 reported there is often or always an adult at school who “listens to me when I have something to say”, compared to 56% in May 2024.

Figure 11: Percentage of secondary school pupils who report feeling often or always there is an adult at school who “Listens to me when I have something to say”, May 2012 to May 2025



Base: Pupils in years 7 to 11, for base numbers in each wave, see Table 2.

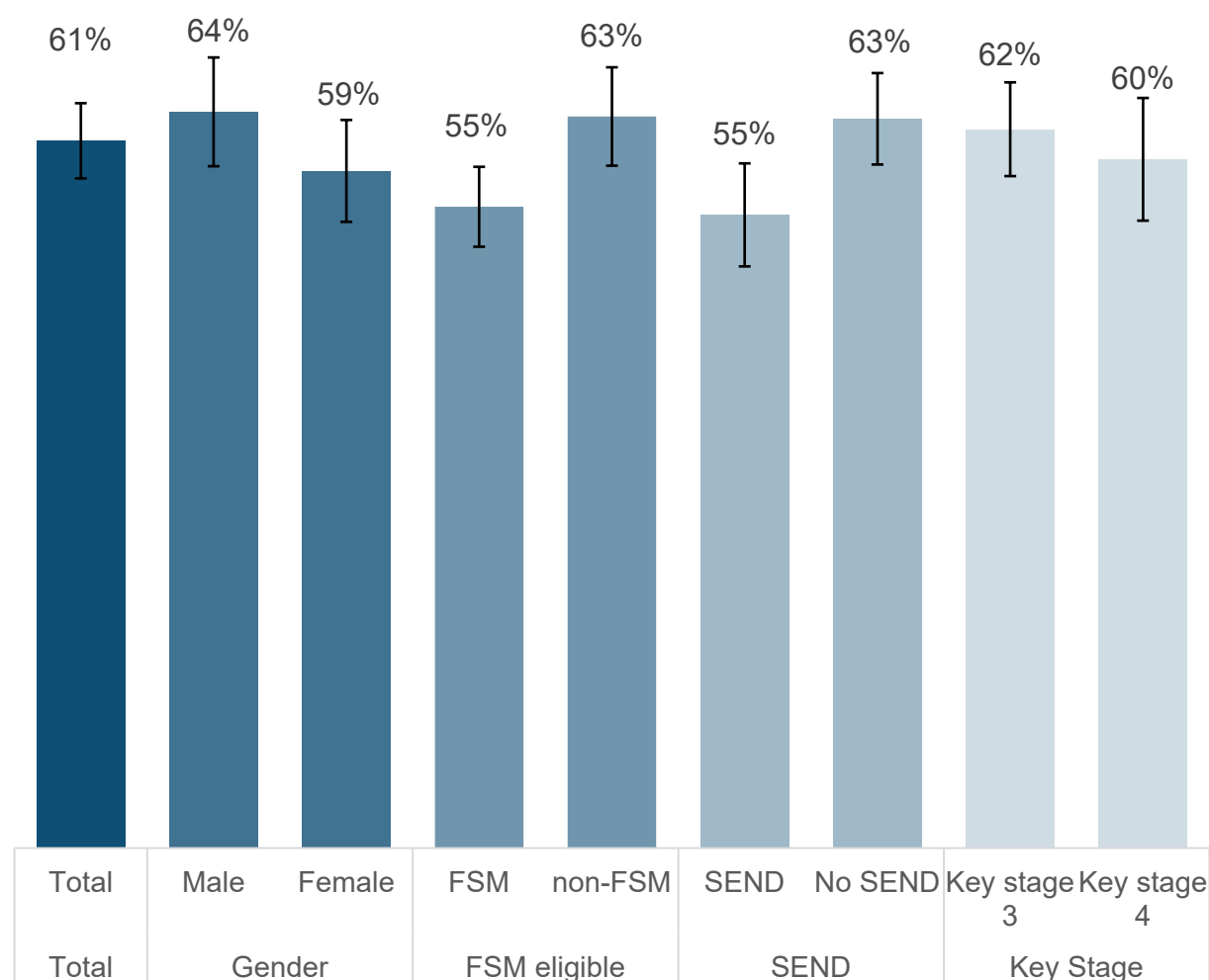
Source: PPLV/PPLP “At school/college, there is an adult who...listens to me when I have something to say. Please rate on a scale of 1 to 5 where 1 is 'never' and 5 is 'always'”

Confidence intervals: for each point, a vertical line represents the 95% confidence interval. See the Methodology section for further information on interpretation.

Differences by pupil characteristics

Figure 12 presents data on the percentage of pupils who report feeling often or always there is an adult who “listens to me when I have something to say” for different characteristic groups for the most recent survey wave in May 2025. None of these differences are significant so exercise caution when assessing whether the reported differences represent meaningful differences in the wider population.

Figure 12: Percentage of secondary school pupils who report feeling often or always there is an adult at school who... “Listens to me when I have something to say”, by pupil characteristic, May 2025



Base: All pupils year 7 to 11, n=2,592. Base numbers for sub-groups can be found within the data tables.

Source: PPLV May 2025. “At school/college, there is an adult who...Listens to me when I have something to say. Please rate on a scale of 1 to 5 where 1 is 'never' and 5 is 'always'”

Confidence intervals: for each bar, a vertical line represents the 95% confidence interval. See the Methodology section for further information on interpretation.

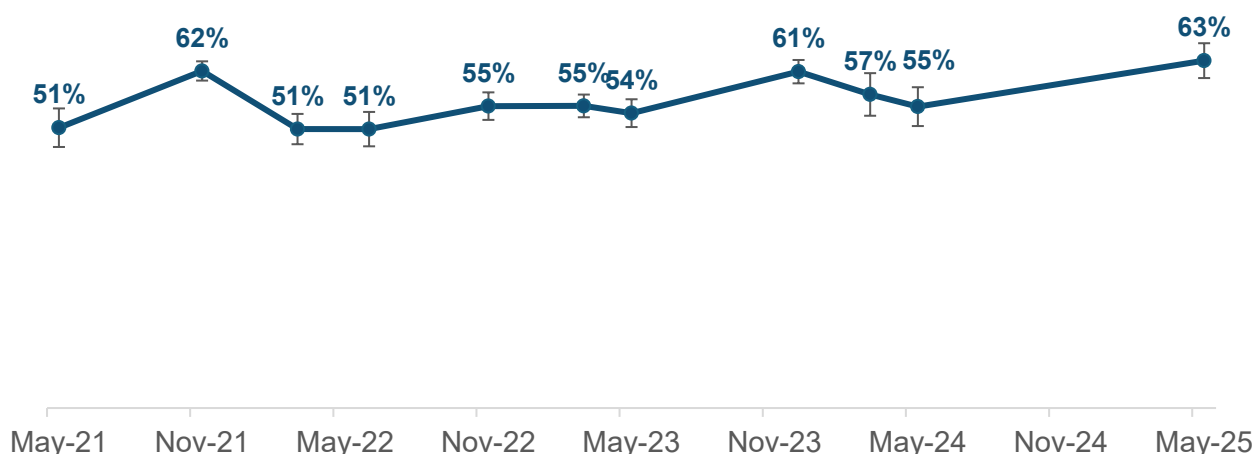
Believes

Pupils were asked on a scale of 1 to 5 where 1 is 'never' and 5 is 'always', how often there is an adult at school who “believes that I will be a success”. As shown in Figure 13, in May 2025, 63% of secondary school pupils in years 7 to 11 responded 4 or 5 (there is often or always an adult at school who “believes that I will be a success”). In addition, 22% responded 3 (sometimes), 10% responded 2 (rarely) and 5% responded 1 (never).

Trends over time

There have been small increases between May 2023 and May 2024 in the percentage of pupils who report there is often or always an adult at school who “believes that I will be a success” and in the latest year there was a significant increase of 8 percentage points. In May 2025, 63% of secondary school pupils in years 7 to 11 reported there is often or always an adult at school who “believes that I will be a success”, compared to 55% in May 2024.

Figure 13: Percentage of secondary school pupils who report feeling often or always there is an adult at school who... “Believes that I will be a success”, May 2021 to May 2025



Base: Pupils in years 7 to 11, for base numbers in each wave, see Table 2.

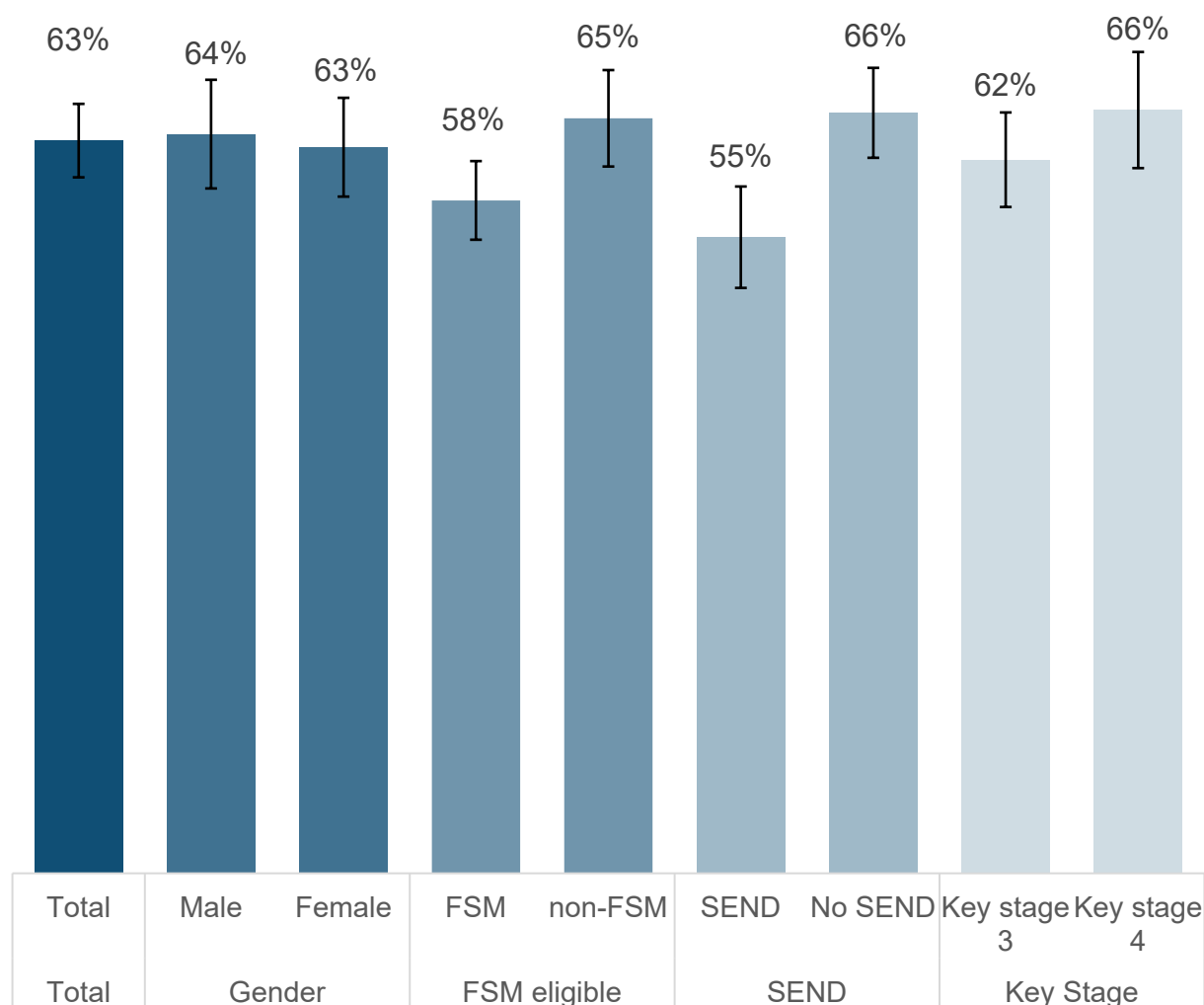
Source: PPLV/PPLP “At school/college, there is an adult who...Believes that I will be a success. Please rate on a scale of 1 to 5 where 1 is 'never' and 5 is 'always'”

Confidence intervals: for each point, a vertical line represents the 95% confidence interval. See the Methodology section for further information on interpretation.

Differences by pupil characteristics

Figure 14 presents data on the percentage of pupils who report feeling often or always there is an adult who “believes that I will be a success” for different characteristic groups for the most recent survey wave in May 2025. There is a significant difference in the responses for the SEND group; pupils identified with SEND were less likely to report feeling there is often or always an adult who “believes that I will be a success” (55% vs 66%). There are no significant differences for the other characteristic groups so exercise caution when assessing whether the reported differences represent meaningful differences in the wider population.

Figure 14: Percentage of secondary school pupils who report feeling often or always there is an adult at school who “Believes that I will be a success”, by characteristic, May 2025



Base: All pupils year 7 to 11, n=2,592. Base numbers for sub-groups can be found within the data tables.

Source: PPLV May 2025. “At school/college, there is an adult who...Believes that I will be a success.

Please rate on a scale of 1 to 5 where 1 is 'never' and 5 is 'always'”

Confidence intervals: for each bar, a vertical line represents the 95% confidence interval. See the Methodology section for further information on interpretation.

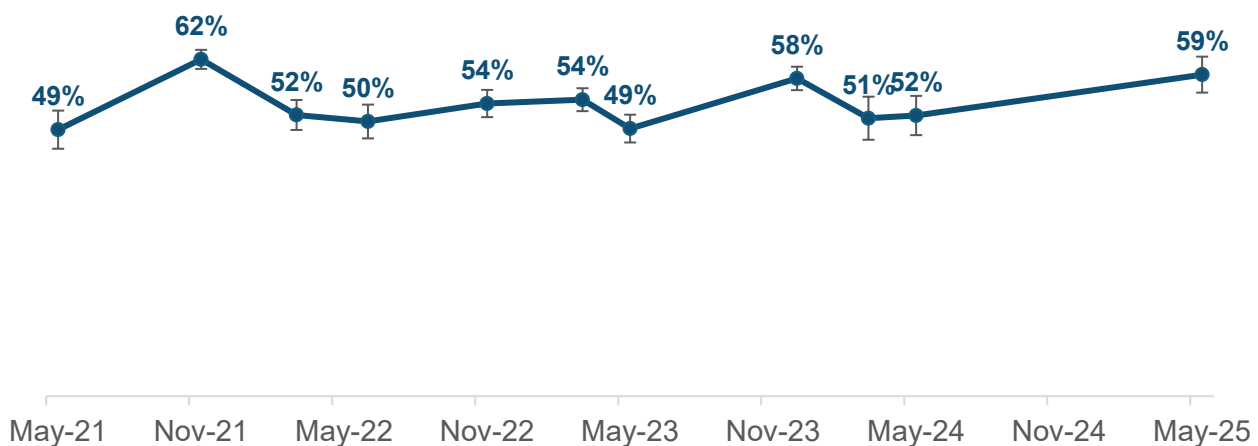
Good job

Pupils were asked on a scale of 1 to 5 where 1 is 'never' and 5 is 'always', how often there is an adult at school who “tells me when I do a good job”. As shown in Figure 15, in May 2025, 59% of secondary school pupils in years 7 to 11 responded 4 or 5 (there is often or always an adult at school who “tells me when I do a good job”). In addition, 24% responded 3 (sometimes), 13% responded 2 (rarely) and 5% responded 1 (never).

Trends over time

The percentage of pupils reporting there is often or always an adult who “tells me when I do a good job” was fairly stable between May 2021 and May 2024, with decreases seen across the academic year and in the latest year there was a significant increase of 7 percentage points. In May 2025, 59% of secondary school pupils in years 7 to 11 reported there is often or always an adult at school who “tells me when I do a good job”, compared to 52% in May 2024.

Figure 15: Percentage of secondary school pupils who report feeling often or always there is an adult at school who... “Tells me when I do a good job”, May 2021 to May 2025



Base: Pupils in years 7 to 11, for base numbers in each wave, see Table 2.

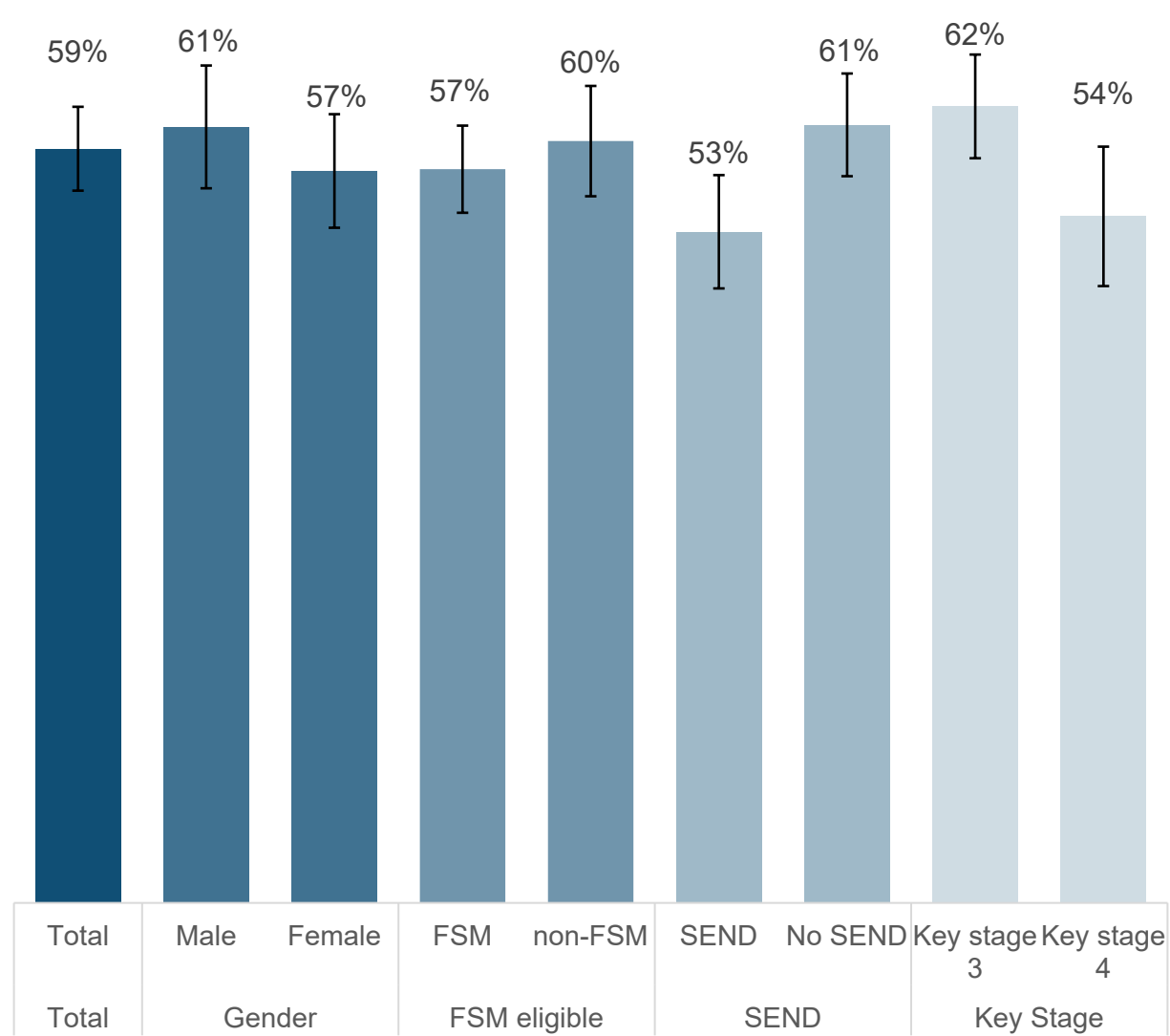
Source: PPLV/PPLP “At school/college, there is an adult who...Tells me when I do a good job. Please rate on a scale of 1 to 5 where 1 is 'never' and 5 is 'always'”

Confidence intervals: for each point, a vertical line represents the 95% confidence interval. See the Methodology section for further information on interpretation.

Differences by pupil characteristics

Figure 16 presents data on the percentage of pupils who report feeling often or always there is an adult who “tells me when I do a good job” for different characteristic groups for the most recent survey wave in May 2025. None of these differences are significant so exercise caution when assessing whether the reported differences represent meaningful differences in the wider population.

Figure 16: Percentage of secondary school pupils who report feeling often or always there is an adult at school who... “Tells me when I do a good job”, by characteristic, May 2025



Base: All pupils year 7 to 11, n=2,592. Base numbers for sub-groups can be found within the data tables.
Source: PPLV May 2025. “At school/college, there is an adult who...Tells me when I do a good job. Please rate on a scale of 1 to 5 where 1 is 'never' and 5 is 'always'”
Confidence intervals: for each bar, a vertical line represents the 95% confidence interval. See the Methodology section for further information on interpretation.

Findings 3: Motivation to learn

Pupils were asked how motivated they are to learn with the following response categories: very motivated, fairly motivated, not very motivated, not at all motivated and don't know.

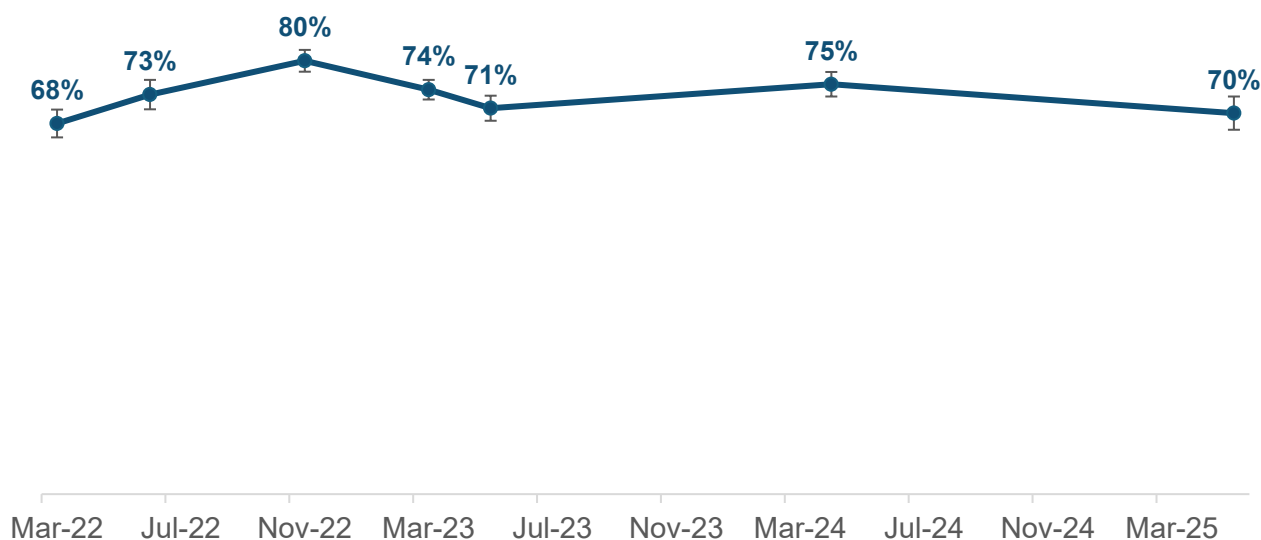
Summary

In May 2025, 19% of secondary school pupils in years 7 to 11 responded they felt 'very motivated', 51% responded 'fairly motivated', 20% responded 'not very motivated', 7% responded 'not at all motivated' and 3% responded 'don't know'.

Trends over time

The percentage of pupils who reported feeling motivated to learn increased slightly between March 2022 and April 2024, this was followed by a significant decrease of 5 percentage points seen in the latest year. In May 2025, 70% of secondary school pupils in years 7 to 11 reported feeling fairly or very motivated to learn, compared to 75% of pupils in April 2024.

Figure 17: Percentage of secondary school pupils who report feeling fairly or very motivated to learn, March 2022 to May 2025



Base: Pupils in years 7 to 11, for base numbers in each wave, see Table 2.

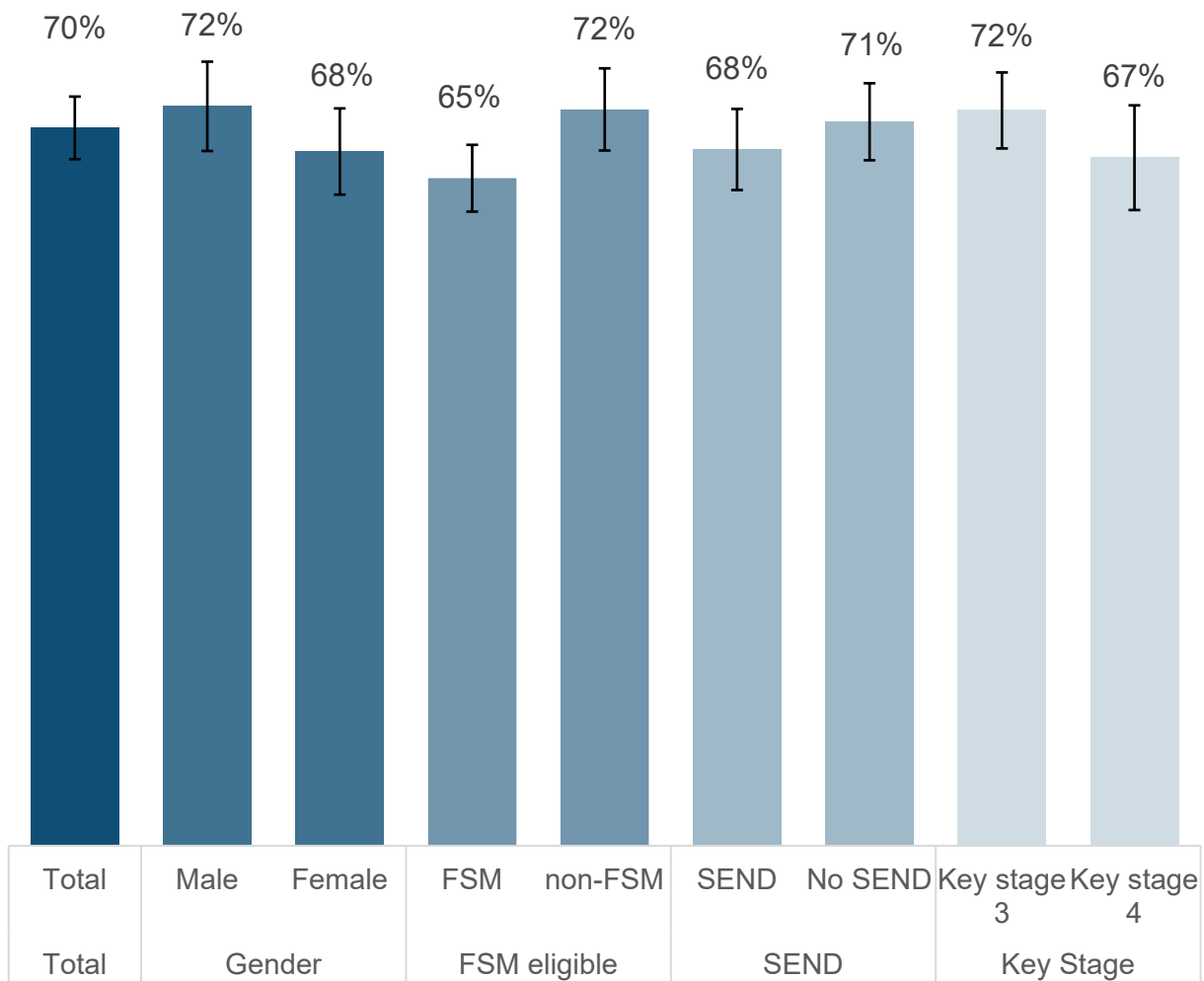
Source: PPLV/PPLP "How motivated, if at all, would you say you are to learn? "

Confidence intervals: for each point, a vertical line represents the 95% confidence interval. See the Methodology section for further information on interpretation.

Differences by pupil characteristics

Figure 18 presents data on the percentage of pupils who report feeling fairly or very motivated to learn for different characteristic groups for the most recent survey wave in May 2025. None of these differences are significant so exercise caution when assessing whether the reported differences represent meaningful differences in the wider population.

Figure 18: Percentage of secondary school pupils who report feeling fairly or very motivated to learn, by characteristic, May 2025



Base: All pupils year 7 to 11, n=2,592. Base numbers for sub-groups can be found within the data tables.
Source: PPLV May 2025. "How motivated, if at all, would you say you are to learn? "
Confidence intervals: for each bar, a vertical line represents the 95% confidence interval. See the Methodology section for further information on interpretation.

Discussion

This publication brings together, for the first time, data published across a number of separate reports on pupils' experiences in school. The data presented here indicates that there have been some improvements in the latest year across a number of measures. The data will continue to be monitored to see if the trends and patterns seen this year are sustained. In addition, other data sources will be explored to help understand what these findings mean in a more comprehensive manner.

There was a decrease in feelings of belonging in school between 2022 and 2024 but in the latest year an increase of 12 percentage points was seen in the percentage who reported they feel they belong in school most or every day. The reported data on feelings of safety and enjoyment in school have been fairly stable over time, but both saw a significant increase in the latest wave. There were also increases seen in the latest year in most measures relating to relationships with staff. There was a decrease seen in the latest year in feelings of motivation to learn compared to 2024, following increases seen in previous years.

A consistent finding is that females were less likely to report good experiences of school compared to males although these differences were generally not significant. The exception is for experiences of belonging in school where there is a significant difference by gender; in May 2025, 65% of females reported they feel they belong in school most or every day compared to 73% of males.

Pupils eligible for free school meals are less likely to report good experiences of school although these differences were generally not significant. Again, there is an exception for experiences of belonging in school where this is a significant difference. In May 2025, 61% of pupils eligible for free school meals reported they feel they belong in school most or every day compared to 72% of pupils who are not eligible for free school meals.

Pupils with SEND are less likely to report good experiences of school although these differences are not always significant. Significant differences can be seen in reported feelings of belonging in school and feelings of whether there is an adult at school who believes they will be a success.

There is a mixed picture in the experiences of school by key stage, generally KS3 pupils (years 7 to 9) had more positive experiences of school but this isn't the case for all measures and where this is the case the differences were not always significant. The only significant difference by key stage is in relation to feelings of belonging in school. In May 2025, 72% of pupils in Key Stage 3 (Years 7 to 9) reported they feel they belong in school most or every day compared to 64% of pupils in Key Stage 4 (Years 10 to 11).

Glossary

Table 5: Glossary of terms

Term	Definition
Special Educational Needs and Disability (SEND)	A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition. For more detail, please see the SEND Code of Practice: SEND Code of Practice. SEN data is collected via school census and obtained via the National Pupil Database (NPD). From December 2023 pupils were asked whether they have a long-term illness or disability, during recruitment for the PPLV survey. Responses to this question were combined with the information on special educational needs from school census to form a composite SEND variable, which is used in the data presented here.
Free School Meals (FSM)	Eligibility for FSM is used as a proxy for socioeconomic status. Pupils and learners eligible for FSMs were considered to be living in greater socioeconomic deprivation than those pupils and learners who were not eligible for FSMs. FSM refers to data from the National Pupil Database (NPD).

Term	Definition
Children in Need (CIN)	This is a broad definition spanning a wide range of children and adolescents, in need of varying types of support and intervention, for a variety of reasons. A child is defined as ‘in need’ under section 17 of the Children Act 1989, where they are unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for them of services by a local authority; or their health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services; or they are disabled.



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