An Roinn Oideachais
Department of Education

Return to school: Report on findings of surveys in post-primary schools
December 2020

Contents

1. Introduction

This report presents an analysis of data generated from a number of surveys in post-primary schools carried out by the Inspectorate during the period 09 December to 15 December 2020. It is one of a series of reports on the Inspectorate's research activity in schools during the 2020/21 school year. These include reports on the findings of similar surveys that were carried out in primary, special and post-primary schools in October 2020 and in post-primary schools in December 2020.

2. Methodology

2.1 Design of the survey

Online surveys were administered to a random sample of students, parents, principals and teachers in post-primary schools throughout the country. The survey questions were based on four key themes:

Table 1: Survey Themes
1) Experience of school
2) Wellbeing
3) Teaching and Learning
4) Implementation of COVID-19 measures

All responses were anonymous. Qualitative and quantitative data arising from each of the surveys were analysed and used to inform this report.

The purpose of the surveys was to:

- Provide an overview of the successes and challenges experienced by schools during this period under four key themes.
- Identify specific issues relevant to the post-primary sector.

2.2 Data sample

The principals of the schools selected for participation were provided with information about the surveys. A link to the surveys was subsequently emailed to schools on 09 December 2020 and principals were requested to facilitate the distribution of online links to the relevant surveys to teachers and parents. The link for the online student survey for completion at home by students was sent by principals to parents. The online surveys remained open for respondents until 15 December 2020.

The sample of schools included Irish-medium schools and schools participating in *Delivering Equality of Opportunity in Schools* (DEIS), the action plan of the Department of Education for educational inclusion. The survey was available in English and Irish. A different sample was

used for each group of respondents.[1] The sampling excluded the schools which had participated in the surveys that took place in October 2020.

2.3 Number of respondents

Table 2 below illustrates the number of respondents for each survey:

Table 2: Number of respondents for each survey		
Survey type	**Number of post-primary schools contacted prior to survey distribution**	**Number of responses received per survey type**
Principal	50	43
Teacher	18	270
Learner	18	2,060
Parent	18	2,172

Parents were invited to complete the survey in respect of any child(ren) in their family attending a post-primary school. This contributed to the overall high number of responses to the parent surveys. More boys than girls responded to the learner surveys.[2] The responses were distributed almost evenly across the year groups from first to sixth year.

Of the forty-three principals who responded, just over a fifth (23%) were working in schools with designated DEIS status. Just over a third (35%) of the teachers who responded worked in schools with assigned DEIS status. Most of the teachers (87%) who responded were subject teachers. A few (3%) worked in special education and the remaining teachers worked in a variety of other roles.

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[1] For example, in School A, principals were invited to complete the principal survey, but teachers, parents and students were not. In School B, teachers were invited to complete the teacher survey, but principals, parents and students were not.
[2] The range of options available to respondents in this section of the survey included 'male', 'female' and 'other'.

2.4 Limitations of the surveys

It should be noted that the data relates to surveys of principals, teachers, parents and students who were reflecting on their experiences since the start of the school year in September. Perspectives and priorities may well have changed in light of evolving circumstances since then.

2.4 Quantitative terms used in this report

When using quantitative terms in this report, the following descriptors were employed:

Table 3: Quantitative terms used	
Almost all	More than 90%
Most	75% – 90%
Majority* / more than half	51% – 74%
Half	50%
Less than half / a significant minority	25% – 49%
A small number / less than a quarter	16% – 24%
A few	Less than 15%

2.5 Analysis of data

Quantitative data was analysed using survey software. Qualitative data was analysed using thematic analysis. The collated data was reviewed and used to inform this report.

3. Overview of survey findings by participant group

3.1 Survey of principals

Principals who responded to the survey indicated that, overall, schools were operating effectively in the current circumstances. They felt that teaching and learning was going well in their schools. Additional supports had been introduced to promote the wellbeing of staff and students. Almost all schools had digital platforms in place and teachers and students were familiar with using them. Principals indicated that arrangements had been made to ensure that students could continue their learning in the event of a partial or full school closure. Principals considered that measures to prevent the spread of COVID-19 in schools were being implemented successfully. Accessing substitute cover when a teacher was absent from the school has continued to be a challenge for many principals.

3.2 Survey of teachers

Most teachers indicated that their school was operating effectively. Just under three quarters of teachers agreed that they were coping well in their professional roles since the schools had reopened. They had accessed online resources to support their teaching and most were happy with the progress their students were making with their learning. Teachers expressed confidence in their ability to use digital platforms to support teaching and learning. Notwithstanding the measures implemented to prevent the spread of COVID-19 in classrooms, the majority of teachers expressed satisfaction with their teaching and with students' engagement in their learning. Some teachers indicated that the range of methodologies they could use had been limited by the introduction of physical distancing measures in schools. Some teachers also expressed anxiety about feeling safe in their school, with a number of teachers reporting that students were not adhering closely to the requirements for hand sanitisation and/or physical distancing.

3.3 Survey of students

Overall, the responses from students indicated that they were happy to be back at school, that they experienced high degrees of satisfaction with their school experiences and that they were afforded opportunities to socialise with their peers. Students' responses were generally positive in relation to teaching and learning. The majority of students agreed that they were enjoying their lessons most or all of the time. However, a significant minority indicated that this was true for only some of the time. Over half of the students surveyed agreed that they had the opportunity to work collaboratively with other students. There was

overall agreement that most people in their school generally followed the school rules about preventing the spread of COVID-19, and observed physical distancing.

3.4 Survey of parents

Overall, parents indicated that their children had settled well in school and were happy to have returned. Most parents agreed that their child was progressing in their learning. Parents indicated that their child's school had made appropriate arrangements to mitigate the transmission of COVID-19 and that these arrangements had been effectively communicated to them.

3.5 Summary of open response comments

Surveys for principals, teachers and parents included an open response box where respondents had the option to provide additional commentary. The tables at Appendix 1 present an overview of the range and frequency of this commentary.

Thirty principals chose to provide comments in the open text box. These comments covered a range of areas with the most prevalent topics being positive and negative commentary around wellbeing and concerns regarding teacher supply. A total of 658 parents provided observations. The most commonly referenced areas were: concerns about students' wellbeing; positive commentary regarding their child's experience of school and negative observations regarding the low temperature in classrooms as a result of increased ventilation measures. Comments were provided by seventy-five teachers. The most prevalent items in these responses in order of frequency were: concerns regarding the perceived safety of schools; issues relating to teaching and learning and positive observations regarding the manner in which the school was functioning in the changed environment. The box below provides examples of some commentary from parents, principals and teachers.

At this stage, things have settled into a regular pattern and the school is running well and we are very happy to be able to open our school. It is also really important for the students that school is open. However, the work involved in getting to this point has been colossal with the vast bulk of work landing at the door of the principal and deputy Principal. (Principal)

This year has been very difficult for schools, teachers, parents and children, but it has also been a year of finding inner strengths and resilience. It has been very important for the schools to remain open and while difficult it has been great for our children. Thanks to everyone for their contribution. (Parent)

I think we're doing our best in a difficult situation. (Teacher)

4. Detailed findings by theme

4.1 Experience of school

Following a successful re-opening in September 2020, post-primary schools continued to operate effectively during the first term of the 2020/21 school year. Survey respondents confirmed that the return to schooling was positive for school communities. In the main, students were reported to have settled back into school. Almost all parents of first year students stated that their child had coped well with the transition to post-primary school. Principals and teachers indicated that they had adapted well, that they were fulfilling their roles effectively and that their schools were operating successfully in the new environment. The Department of Education provided schools with a broad range of guidance and advice to support them in overcoming the challenges of this changed context. This included a COVID-19 response plan for the safe reopening of schools, training and resources, adherence to hygiene and safety regulations in the school environment.[3] Survey responses by school personnel confirmed that they had accessed this documentation.

Most parents (81%) agreed or strongly agreed that their child had settled well into school in the period from September to December. A similar proportion of parents (84%) agreed that teachers and staff had supported their child in settling into school during this period. With regard to the experiences of first year students, almost all parents (90%) of this first year cohort stated that their child had successfully transitioned from primary to post-primary school and had settled well into their new school. One parent of a first year student observed that, '*The school [has] done a great job in getting everyone settled in and learning safely. They are also to be commended for helping the kids transitioning into secondary school for the first time*'. Almost all parents (96%) indicated that their child was able to get to and from school safely.

Students indicated varied levels of satisfaction regarding their school experiences during the first term of the school year. More than a half (56%) agreed that they were happy to be at school with just under a third (29%) of students reporting that they were unsure of how they felt about being at school. While the surveys did not ask students to elaborate on their responses, the Inspectorate's engagement with focus groups of students suggested that preventative measures related to COVID-19 such as the wearing of face masks, coupled

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[3] The full range of guidance documents provided by the Department to support the re-opening of schools is available at the following link: https://www.gov.ie/en/publication/7acad-reopening-our-post-primary-schools/.

with elevated anxiety levels around the virus, may have adversely affected some students' experiences.[4]

While a majority of parent respondents (69%) stated that their children were happy to return to school, concerns about students' levels of contentment were reflected by a significant minority (22%) of parents who stated that their children were not happy about being back at school. One parent observed that, '*It's all taking its toll on a very grounded, capable, confident young person'*. In describing their child's experience of returning to school, another parent observed, 'A *lot of her friends and my child are finding it hard to settle this year with the new way of living and all the changes in their lives and school being hugely affected by controls around COVID regulation*'. Survey responses indicate that the return to school period was managed and navigated successfully by principals and teachers. Almost all principals (98%) agreed or strongly agreed that schools operated effectively throughout the term. A review of commentary provided in the surveys shows that principals were appreciative of the supports provided by the Department of Education with one principal noting, '*The funding provided by the DE was so very welcome and we are putting funds to good use*'. Another principal observed, '*We have managed the situation well*'.

Teachers were also in agreement that schools had functioned effectively throughout the period, with most teachers (83%) responding positively to this survey item. Most principals (86%) indicated that they were fulfilling their leadership roles successfully since their schools had reopened. Just under three-quarters of teachers (72%) agreed that they were coping well in their teaching roles. One teacher observed that, '*It has been a tough term with all the changes but overall I feel that we are coping well*'.

In preparation for the reopening of schools in September, the Department of Education issued a range of documents, including a COVID-19 response plan for the safe reopening of schools; training and resources; supports for the special education sector; advice on adherence to COVID-19 regulations in the school environment; guidance on special educational needs, guidance on provision for students at very high risk from contracting COVID-19, and guidance on learning and school programmes.[5] Over three-quarters of principals (77%) agreed that they were happy with the range of supports available to them.

The majority of principals (56%) indicated that they had been able to access substitute cover when a teacher was absent in their school. However, survey responses also indicated that

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[4] A series of focus groups with students was conducted by the Inspectorate during the September-December 2020 period as part of the Inspectorate's research project into the resumption of schooling. The reports on the key findings from these focus groups are available at the following hyperlink: https://www.gov.ie/en/publication/87634-resumption-of-schooling-autumn-2020-report-on-analysis-of-data-from-principals/.
[5] The full range of guidance prepared and published by the Department is available at the following hyperlink: https://www.gov.ie/en/publication/7acad-reopening-our-post-primary-schools/.

over two-fifths (44%) of principals experienced difficulties accessing substitute cover for absent teachers. Concerns in relation to this issue were also evident in the comments provided by some principals and parents. One principal noted that '*the lack of available substitute qualified teachers is a constant concern and cause of anxiety for students, parents, staff and management*'.

4.2 Wellbeing

The need for schools to prioritise activities to support the wellbeing of students was emphasised in the guidance documents made available to schools. The evidence from this survey suggests that considerable success was achieved in this regard. Schools also made supports available for the wellbeing of staff.

Almost all principals (95%) confirmed that their schools had put additional supports in place for the wellbeing of students. Approximately three-quarters of teachers (74%) expressed satisfaction with the support their school was providing for students' wellbeing in the context of COVID-19. One teacher described the manner in which students had adapted successfully to the changed context: '*While a stressful year with all of the changes and a very different learning environment, our students are doing their best and adjusting well to the new environment*'.

Parents also expressed high levels of satisfaction with the supports that schools provided for students' wellbeing. In this regard, most parents (81%) agreed that teachers and staff were supporting their child's wellbeing. High levels of praise for teachers and staff were evident in comments provided by parents, with one parent noting that, '*My children go to a school whose whole philosophy supports the child. It has really come into play in this strange year. We are very lucky*'. Most parents (88%) indicated that they were aware of the supports available if they were concerned about their child's wellbeing. Many students (88%) confirmed that they knew who to approach in their school if they had concerns.

Advisory sessions conducted by the Inspectorate with principals throughout the first term of 2020/21 school year confirmed that many schools had availed of the resources prepared by the National Educational Psychological Service (NEPS) for use by school personnel during COVID-19. Principals who responded to the survey indicated that most schools (81%) had put additional supports in place for the wellbeing of staff. Over half of teachers (57%) were satisfied with the level of supports their schools had in place to provide for their wellbeing in the context of the pandemic. Just under a third of teachers (30%) indicated that they were not satisfied with the level of support their schools had in place to provide for their wellbeing. In this regard, one teacher summarised the challenges experienced by their school community, observing: '*This is an extremely difficult year for the school cohort*'.

Almost all principals (98%) indicated that they felt safe in school. A significantly smaller proportion of teachers (61%) agreed or strongly agreed that they felt safe in school. Just

under a quarter (24%) of teachers stated that they did not feel safe in their school. Some teachers talked about the difficulties of staying safe, with one teacher describing their concerns in this regard: '*I am at risk as students have to be regularly reminded to socially distance … this is frustrating'.* Much of the commentary from teachers highlighted the impact of the increased ventilation requirements arising from the range of COVID protocols. One teacher described how, '*due to the need for ventilation, conditions in the staffroom have been freezing during the cold spell, making it very difficult to work. Staff have been working in coats, hats and gloves*'. Similar concerns were also evident in the commentary provided by parents: '*Concern over the coldness of the school over the winter months as windows have to remain open for ventilation. The kids are so cold during the day … I'm sure they find it hard to concentrate on their school work. They have to wear their jackets and layers under their uniform to keep warm'.*

4.3 Teaching and learning

The survey data shows that principals and school communities have worked to provide a supportive environment for teaching and learning and to ensure that students could progress in their learning. '*It is wonderful that we have been able to return to school and keep our schools open',* observed one teacher. *'While normality is consigned to history, it is so important that our students enjoy a routine and have social interaction on a daily basis*'.

Collaboration with colleagues benefits teachers' professional practice, and enhances educational provision for students. Most principals (83%) considered that there was a high level of professional collaboration among teachers in their school. Fewer teachers (63%) indicated that there were high levels of collaboration among teachers in their school. Almost all principals (94%) indicated that teaching and learning were going well in their schools. The majority of teachers (77%) were happy with the quality of teaching in the school in the context of the pandemic. Furthermore, a majority of teachers (67%) were positive about students' levels of engagement during lessons. Most teachers (89%) indicated that they had accessed online resources to support their teaching. Almost all of these teachers (97%) indicated that they had found these resources to be of use.

The requirement to observe physical distancing requirements imposes direct constraints on schools and classrooms and, as a consequence, many teachers have had to adapt their approaches to teaching. Most teachers (86%) indicated that they were using different teaching approaches from ones they had used previously. The majority of teachers (57%) felt confident that this did not impact adversely on the quality of their teaching. A significant minority of teachers (43%) however, indicated that their teaching was not as good as a result of the changes. Almost all principals (95%) agreed that teaching approaches had changed as a result of the pandemic.

The majority of students (67%) in schools indicated that they were enjoying their lessons 'all' or 'most' of the time. Just under a third of students (30%) indicated that they enjoyed their

lesson 'sometimes'. Programme guidance at post-primary level suggests that planned learning experiences should provide opportunities for social interaction and collaboration between pupils and students. More than half of teachers surveyed (57%) indicated that they were able to continue to provide opportunities for their students to work collaboratively during lessons. A significant minority (43%) indicated that they perceived that they could not provide such opportunities. One teacher observed that, '*It's almost impossible to do collaborative work which was an integral part of my classes before COVID*'.

In terms of student learning, respondents were generally in agreement that students were progressing in their learning. Almost all principals (98%) who responded felt that the students in their school were making progress in their learning. However, a lower proportion of teachers (76%) felt that the students in their schools were making progress in their learning. Most parents (81%) agreed that their children were making progress in their learning. A few parents (11%) did not agree with this statement. Students, too, agreed that they were getting on well with their learning, with the majority of students (67%) in agreement. A quarter of students (25%) indicated uncertainty regarding their learning. Commentary in the surveys highlighted the particular challenges faced by those students who were preparing for certificate examinations. One parent noted that, '*I feel it has been a very unsettling few months for Leaving Cert students in particular. There has been so much uncertainty for them to contend with. I think COVID has had a big impact on my daughter over the last nine months*'.

High quality feedback to students on the quality of their learning is an integral component of teaching and learning. A majority of students (62%) indicated that most of or all of their teachers provided commentary on the quality of their learning. A third of students (33%) indicated that only 'some' teachers provided them with feedback. Schools provided a varied range of supports to support students' learning needs. Most students (80%) agreed that they could obtain assistance if they considered that they were falling behind with their learning.

Circular 0074/2020[6] requires all schools to have in place a communication and learning platform that supports them to respond to a partial or full school closure. Schools were provided with Information and Communications Technology (ICT) Grant funding to support the embedding of digital technologies in teaching and learning. In 2020, €100 million issued to schools, which was the final tranche of the overall package of €210 million, for ICT infrastructure as provided for in the *Digital Strategy for Schools 2015-2020*. Funding for ICT was issued directly to schools on the understanding that schools were best placed to determine the ICT needs of their school community. €50 million was issued for the 2019-2020 school year in April 2020 with a further €50 million issued in December 2020 for the

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[6] Circular 0074/2020 *Communication/Teaching & Learning Platform* is available at the following hyperlink: https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/.

2020/21 school year. Schools could use this funding to acquire software applications or platforms to enable remote learning and communications and for the provision of devices on loan to teachers and learners to facilitate engagement with remote learning.

The survey findings indicated very positive results on the availability and use of digital technologies in schools. All [7] principals and almost all teachers (92%) indicated that their schools had a digital learning platform in place to support teaching and learning. All principals and almost all teachers (94%) agreed that there was widespread knowledge across their school of how to access and use these digital platforms. Most teachers (85%) stated that they used their school's digital platform regularly in their teaching. Almost all principals (95%) and most teachers (83%) confirmed that their students knew how to use their school's digital platforms.

Schools were required to make adapted provision for students who could return to school because they were medically certified as being at very high risk from contracting COVID-19. The purpose of this adapted education provision was to ensure that students who were medically certified as being at very high risk to the virus could maintain a meaningful connection with their class and school in order to successfully continue their learning from home. Supports for this cohort of students are outlined in documents produced by the Department of Education.[8] Some of the schools selected for participation in the principal surveys included a small cohort of students who were medically certified as being a very high risk from COVID-19. The survey of principals indicated that there were fourteen students in this category. Almost all principals (93%) with very high risk students agreed that they had measures in place to ensure that these students could continue their learning. In general, survey responses showed that this support was provided by subject teachers, special educational needs teachers, and by teachers who were themselves working from home because they were designated to be at very high risk from COVID-19.

4.4 Implementation of COVID-19 measures

Schools were required to implement a range of measures to minimise and manage the risk of transmission of infection. Responses to the surveys illustrated that there were very high levels of compliance in schools generally with implementing the measures outlined in the Department's COVID-19 response plan. Principals and teachers indicated that they attended training courses provided by the Department of Education and that they were aware of the necessary measures to take to prevent the spread of COVID-19 in their schools. Almost all teachers (92%) indicated that they had undertaken COVID-19 training provided by the

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[7] The term 'all' is used throughout this report to indicate a 100% response rate.
[8] Guidance provided to schools in making adapted education provision for pupils who cannot return to school because they are medically certified as being at very high risk to COVID-19 can be accessed at https://www.gov.ie/en/publication/7acad-reopening-our-post-primary-schools/.

Department of Education. Almost all principals (98%) and almost all teachers (95%) agreed that their schools had a COVID-19 policy in place. All principals and almost all teachers (98%) agreed that their school had appointed a lead worker representative. All principals agreed that they maintained a contact tracing log. Almost all principals (98%) agreed that their school had a policy on visitors to the school building. Almost all principals (95%) agreed that their school had arrangements in place for the regular cleaning of equipment used in practical subjects. In this regard, the Department published guidance for schools in relation to subjects that involve using equipment. The purpose of the guidance was to support the safe implementation of the practical aspects of those subjects.[9]

Principals indicated very high levels of cooperation with the schools' arrangements regarding COVID-19 among students, teachers and parents. This was also reflected in the Supporting the Safe Provision of Schooling (SSPS) inspection visits that were conducted by the Inspectorate on behalf of the Health and Safety Authority. In survey findings, almost all students (92%) agreed that their teachers and other adults in school helped them to follow the school rules regarding the prevention of the spread of infection. All principals and almost all teachers (96%) were aware of the measures to take if a student in their school displayed possible COVID-19 symptoms. All principals agreed that their schools had a designated isolation room as required. Almost all parents (93%) were confident that the school would respond appropriately if their child became unwell during the course of the school day. One parent stated, '*I am very happy with how [named school] have dealt with a COVID issue in school, they went above and beyond to ensure the safety of the students, close contacts and the guidelines that need to be adhered to*'. The majority of students (56%) agreed that year groups remained in their year groups during the school day. There was overall agreement among students that most people in their school adhered to arrangements implemented, including physical distancing, to prevent the spread of COVID-19.

Almost all teachers (97%) and all principals agreed that hand sanitisers were available at the main entrance to their school. Almost all teachers (95%) confirmed that their school had hand sanitisers in classrooms. Most teachers (79%) indicated that the students in their class sanitised their hands on the way into the school building most of the time or more frequently. A similar proportion of teachers (78%) indicated that students sanitised their hands regularly during the school day. This was further confirmed by responses from students. Most (79%) agreed that students in their classroom always used hand sanitiser when they entered the

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[9] *Return to School Guidance for Practical Subjects in Post-Primary Schools and Centres for Education* can be accessed at https://www.gov.ie/en/publication/68937-return-to-school-guidance-for-practical-subjects-in-post-primary-schools-and-centres-for-education/.

school building. In addition to using hand sanitiser in the morning, most students (80%) agreed that they used hand sanitiser throughout the day either always or most of the time.

The wearing of face coverings is mandatory at post-primary level. Almost all principals (92%) agreed that students in their school generally adhered to the requirements on the wearing of face coverings. All parents indicated that they were aware that their child was required to wear a face covering in school. Most teachers (88%) indicated that students followed the rules about wearing face coverings.

Parents indicated an awareness of the measures their child's school had taken to prevent the spread of the virus. Almost all parents (91%) stated that their child's school was working effectively to prevent the introduction and transmission of infection. There was evidence to suggest highly effective communication between schools and parents in relation to COVID-19 protocols. Comments from parents praised the manner in which schools ensured that parents were informed and up-to-date. One parent commented that, '*I've been really impressed by how the school has communicated with us since lockdown*'. Almost all parents (99%) agreed that their child knew the school rules about preventing the transmission of infection. Almost all parents (97%) indicated that they were aware of the measures to follow if they needed to contact the school. Similarly, most parents (87%) agreed that they had been informed by their child's school of the procedures to follow if they wished to visit the school premises.

Almost all principals (95%) and most teachers (89%) confirmed that they had a plan in place to ensure that students could continue their learning in the event of a partial or full school closure.

5. Findings and conclusions

5.1 Main findings

Experience of school

Post-primary schools continued to operate effectively during the first term of the 2020/21 school year, having successfully re-opened in September 2020. All survey respondents agreed that schools functioned effectively during this period. Overall, principals and teachers indicated that they were coping well in their respective roles. However, a substantial proportion of principals indicated that they had not been able to access substitute cover when a teacher was absent from their school. Most teachers had accessed the advice and guidance provided by the Department of Education to prepare for the reopening of schools and the mediation of the curriculum during the 2020/21 school year. Most parents agreed that their child had settled well back into school. They also agreed that they and the teachers had supported their child in this process. In addition, first year students were reported to be settling well into their new school. Over half of the students surveyed agreed that they were happy to beat school. Similarly, over two-thirds of parents agreed that their children were happy to be at school.

Wellbeing

Survey responses show that considerable success was achieved in ensuring that the school experience in the September-December 2020 term was as normal as possible and that the wellbeing of members of the school community was supported. Most students indicated that they had opportunities to socialise with their friends during the school day despite measures to mitigate the transmission of COVID-19. Almost all school principals indicated that additional supports had been put in place to support the wellbeing of students. Most parents and teachers considered that schools were successful in supporting the wellbeing of students. Similarly, most parents indicated that they were aware of the range of supports available in this regard. Most students confirmed that they knew who to approach in school if they needed help. A significant minority of teachers indicated that they were not satisfied with the wellbeing supports provided by their school.

Teaching and Learning

As schools re-opened, teachers and students returned to the core business of teaching and learning. Survey findings from school personnel were broadly positive with almost all principals and the majority of teachers indicating that teaching and learning were going well in their school. Positive levels of student engagement were reported by the majority of teachers. In line with the requirements of Circular 0074/2020, *Communication/Teaching &*

Learning Platform, almost all schools have digital learning platforms in place; survey responses indicate that there was widespread knowledge across schools on how to use these platforms. Unsurprisingly, the range of regulations required under COVID-19 protocols impacted on teaching approaches with a significant minority of teachers reporting that their pedagogical approaches had been negatively impacted. In particular, a significant minority of teachers stated that they perceived that current classroom arrangements had reduced opportunities for students to work collaboratively during lessons.

Students were generally in agreement that learning was progressing well with the majority agreeing that they were enjoying their lessons most or all of the time. However, a significant minority indicated that this was true only some of the time. Over half of the students surveyed agreed that they had the opportunity to work collaboratively with other students. While a majority of students agreed that most of their teachers provided regular feedback to them on their learning, a significant minority of student indicated that only 'some' teachers provided them with feedback. Almost all principals with very high risk students agreed that they had measures in place to ensure that these students could continue their learning. In general, survey responses showed that this support was provided by subject teachers, special educational needs teachers, and by teachers who were themselves working from home because they were designated to be at very high risk from COVID-19.

Implementation of COVID-19 measures

Post-primary schools re-opened with a range of physical distancing and hygiene protocols in place. Almost all principals and teachers indicated that their schools were compliant with the range of measures. Almost all teachers indicated that they had completed COVID-19 training and almost all principals confirmed that arrangements were in place to ensure the regular cleaning of equipment used in practical subjects. Schools were supported in this by the Department's guidance in relation to subjects that involved using equipment in order to support the safe implementation of the practical aspects of those subjects. Principals indicated that there were very high levels of cooperation amongst students, teachers and parents in support of the implementation of COVID-19 preventative measures. Similarly positive findings were evident in surveys completed by teachers, parents and students. Survey findings also indicated that there was very good communication between schools and parents in relation to COVID-19 protocols.

5.2 Main conclusions

- Survey findings indicate that post-primary schools operated effectively and safely during the September-December 2020 term
- Collaboration among members of school communities contributed significantly to the successful operation of schools.
- It is important that schools and teachers continue to monitor the impact of COVID-19 mitigation measures on their students' experience of school, including their engagement in collaborative learning

- Accessing substitute continued to be a challenge for many school principals
- All teachers need to ensure that their students receive regular feedback on their work.
- It is heartening to know that schools were using a range of ways to support students at very high risk from COVID-19

Appendix 1: Qualitative data

Appendix 1(a): Responses from parents

Qualitative responses from post-primary parents	
Response Category	**Number of responses**
Negative: Learner wellbeing	185
Positive: School functioning well	111
Negative: Issues related to ventilation and temperature	98
Negative: Exam-related issue	76
Negative: Compliance with Covid protocols	69
Negative: General observation (unrelated to other categories)	53
Negative: Face coverings	51
Negative: Lockers	40
Negative: Quality of teaching	36
Positive: Learner wellbeing	33
Negative: Communication with school	32
Negative: Transition Year	28
Negative: Contact Tracing	24
Negative: Teacher absences	15
Negative: Learners with additional needs	12
Positive: General observation	12

Negative: Digital technologies	11
Negative: Overflow classroom	10
Negative: Toilets	7
Positive: Communication with school community	7
Positive: Praise for Department of Education	3
Positive: Digital technologies	1

Appendix 1(b): Responses from teachers

Qualitative responses from post-primary teachers	
Response Category	**Number of responses**
Negative: Safety of schools	19
Negative: Issues related to teaching and learning	16
Positive: School open and functioning well	11
Ambivalent: General observation	9
Negative: Compliance with Covid protocols	7
Negative: Wellbeing	7
Negative: Issues related to ventilation and temperature	4
Positive: Wellbeing	4
Positive: Compliance with Covid-19 measures	3
Negative: Communication with the Department of Education	2
Negative: Digital teaching and learning	2

Appendix 1(c): Responses from principals

Qualitative responses from post-primary principals	
Response Category	**Number of responses**
Negative: Wellbeing of school community	23
Positive: Wellbeing of school community	10
Positive: Positive comments re. Department of Education	9
Positive: School open and functioning	8
Negative: Teacher supply	8
Positive: Compliance of school community with restrictions	7
Negative: Certificate examinations	7
Ambivalent: General observation	6
Negative: Issues related to teaching and learning	6
Negative: Covid restrictions: compliance	5
Negative: Communication with Department of Education and other agencies	4
Positive: Digital teaching and Learning	3
Negative: Issues related to funding	2

Appendix 2: Quantitative data

Appendix 2(a): Responses from students

What type of school are you in?		
2060 Responses		
Answer	**Count**	**Percent**
I am in a post-primary school	2060	100.00%

I am a		
2060 Responses		
Answer	**Count**	**Percent**
Male	1103	53.54%
Female	927	45.00%
Other	11	0.53%
I'd prefer not to say	19	0.92%

I am in..		
2060 Responses		
Answer	**Count**	**Percent**
1st Year	475	23.06%
2nd Year	403	19.56%
3rd Year	338	16.41%
Transition Year	186	9.03%
5th Year	325	15.78%
6th Year	333	16.17%

I am studying for the…		
658 Responses		
Answer	**Count**	**Percent**
Leaving Certificate	617	93.77%
LCA (Leaving Certificate Applied) programme	35	5.32%
LCVP (Leaving Certificate Vocational Programme)	6	0.91%

How do you feel about being in school at the moment?		
2060 Responses		
Answer	**Count**	**Percent**
Happy	1155	56.07%
Unhappy	315	15.29%
I am not sure	590	28.64%

I am enjoying my lessons in school		
2060 Responses		
Answer	**Count**	**Percent**
All the time	250	12.14%
Most of the time	1133	55.00%
Sometimes	613	29.76%
Never	64	3.11%

How are you getting on with your learning?		
2060 Responses		
Answer	**Count**	**Percent**
My learning is going well	1384	67.18%
I am not sure	514	24.95%
My learning is not going well	162	7.86%

My teacher lets me know how I am getting on with my learning

2060 Responses

Answer	Count	Percent
All of my teachers do	474	23.01%
Most of my teachers do	806	39.13%
Some of my teachers do	672	32.62%
None of my teachers do	108	5.24%

I know who I can talk to in my school if I am worried about anything

2060 Responses

Answer	Count	Percent
Yes	1819	88.30%
No	241	11.70%

I know how to get help if I am falling behind in my school work

2060 Responses

Answer	Count	Percent
Yes	1652	80.19%
No	408	19.81%

I have opportunities to socialise with some of my friends during the school day		
2060 Responses		
Answer	**Count**	**Percent**
Yes	1838	89.22%
No	222	10.78%

My teacher and other adults in the school help us to follow the rules for COVID-19		
2060 Responses		
Answer	**Count**	**Percent**
All of the time	1244	60.39%
Most of the time	641	31.12%
Sometimes	161	7.82%
Never	14	0.68%

Students in my school follow the rules about handwashing		
2060 Responses		
Answer	**Count**	**Percent**
All of the time	565	27.43%
Most of the time	1026	49.81%
Sometimes	451	21.89%
Never	18	0.87%

Students in my school use hand sanitiser when they come into the school every morning		
2060 Responses		
Answer	**Count**	**Percent**
Always	766	37.18%
Most of the time	856	41.55%
Sometimes	399	19.37%
Never	39	1.89%

Students in my school use hand sanitiser during the day		
2060 Responses		
Answer	**Count**	**Percent**
Always	711	34.51%
Most of the time	933	45.29%
Sometimes	389	18.88%
Never	27	1.31%

Students in my school follow the rules about social distancing		
2060 Responses		
Answer	**Count**	**Percent**
Always	302	14.66%
Most of the time	880	42.72%
Sometimes	666	32.33%
Never	212	10.29%

Students in my school keep the rules regarding the wearing of face coverings during lessons		
2060 Responses		
Answer	**Count**	**Percent**
Always	1247	60.53%
Most of the time	644	31.26%
Sometimes	156	7.57%
Never	13	0.63%

Students stay in their year groups during the school day		
2060 Responses		
Answer	**Count**	**Percent**
Always	1151	55.87%
Most of the time	667	32.38%
Sometimes	182	8.83%
Never	60	2.91%

Appendix 2(b): Responses from parents

My child is in..		
2172 Responses		
Answer	Count	Percent
A post-primary school	2172	100%

My child is in..		
2172 Responses		
Answer	**Count**	**Percent**
1st year	494	22.74%
2nd year	396	18.23%
3rd year	351	16.16%
Transition Year	277	12.75%
5th year	369	16.99%
6th year	282	12.98%
A special class	3	00.14%

My child is studying for the…		
651 Responses		
Answer	**Count**	**Percent**
Leaving Certificate	624	95.85%
LCA (Leaving Certificate Applied) Programme	17	2.61%
LCVP (Leaving Certificate Vocational Programme)	4	0.61%
Don't know	6	0.92%

My child has settled well into school this term

1678 Responses

Answer	Count	Percent
Strongly agree	471	28.07%
Agree	881	52.50%
Don't know	45	2.68%
Disagree	218	12.99%
Strongly Disagree	63	3.75%

My child has settled well into his/ her new school

494 Responses

Answer	Count	Percent
Strongly agree	208	42.11%
Agree	236	47.77%
Don't know	18	3.64%
Disagree	26	5.26%
Strongly Disagree	6	1.21%

Teachers and staff have supported my child in settling into school this term

2172 Responses

Answer	Count	Percent
Strongly agree	728	33.52%
Agree	1099	50.60%
Don't know	200	9.21%
Disagree	128	5.89%
Strongly Disagree	17	0.78%

How is your child feeling about being in school at the moment?

2172 Responses

Answer	Count	Percent
Happy	1504	69.24%
Unhappy	484	22.28%
I'm not sure	184	8.47%

My child is making progress in his/her learning in school

2172 Responses

Answer	Count	Percent
Strongly agree	578	26.61%
Agree	1183	54.47%
Don't know	170	7.83%
Disagree	205	9.44%
Strongly Disagree	35	1.66%

Teachers and staff are supporting my child's wellbeing

2172 Responses

Answer	Count	Percent
Strongly agree	699	32.18%
Agree	1067	49.13%
Don't know	406	18.69%

I am aware of the supports that are available if I am concerned about my child's wellbeing		
2172 Responses		
Answer	**Count**	**Percent**
Yes	1566	72.10%
No	339	15.61%
Don't know	267	12.29%

My child is able to get to and from school safely		
2172 Responses		
Answer	**Count**	**Percent**
Yes	2082	95.86%
No	72	3.31%
Don't know	18	0.83%

My child's school has let me know what it is doing to prevent the spread of COVID-19		
2172 Responses		
Answer	**Count**	**Percent**
Yes	2037	93.78%
No	99	4.56%
Don't know	36	1.66%

My child's school is working hard to prevent the spread of COVID-19

2172 Responses

Answer	Count	Percent
Strongly agree	1076	49.54%
Agree	886	40.79%
Don't know	137	6.31%
Disagree	53	2.44%
Strongly Disagree	20	0.92%

My child's knows the school rules about preventing the spread of COVID-19

2172 Responses

Answer	Count	Percent
Yes	2150	98.99%
No	3	0.14%
Don't know	19	0.87%

My child is required to wear a face covering (including a mask or visor) in school

2172 Responses

Answer	Count	Percent
Yes	2163	99.59%
No	4	0.18%
Don't know	5	0.23%

The school has informed me of the procedures to follow if I wish to visit the school		
2172 Responses		
Answer	**Count**	**Percent**
Yes	1891	87.06%
No	184	8.47%
Don't know	97	4.47%

I know what to do if I need to contact the school		
2172 Responses		
Answer	**Count**	**Percent**
Yes	2108	97.05%
No	64	2.95%

I know what the school will do if my child becomes unwell		
2172 Responses		
Answer	**Count**	**Percent**
Yes	2029	93.42%
No	143	6.58%

Appendix 2(c): Responses from principals

I am a principal in a...		
43 Responses		
Answer	**Count**	**Percent**
Post-primary school	43	100%

I work in a...		
43 Responses		
Answer	**Count**	**Percent**
DEIS school	10	23.26%
Non-DEIS school	33	76.74%

My school is in County...		
43 Responses		
Answer	**Count**	**Percent**
Clare	3	6.98%
Cork	3	6.98%
Donegal	3	6.98%
Dublin	16	37.21%
Galway	5	11.63%
Kerry	3	6.98%
Kildare	3	6.98%
Limerick	2	4.65%
Louth	1	2.33%
Mayo	1	2.33%
Meath	1	2.33%

Westmeath	1	2.33%
Wicklow	1	2.33%

My school is running effectively in the current circumstances		
43 Responses		
Answer	**Count**	**Percent**
Strongly agree	24	55.81%
Agree	18	41.86%
Don't know	1	2.33%

I am coping well in my leadership role since the school re-opened		
43 Responses		
Answer	**Count**	**Percent**
Strongly agree	12	27.91%
Agree	24	55.81%
Don't know	6	13.95%
Strongly Disagree	1	2.33%

I am satisfied with the range of supports available to me to as a principal		
43 Responses		
Answer	**Count**	**Percent**
Yes	33	76.74%
No	10	23.26%

I have been able to access substitute cover when a teacher has been absent in my school		
43 Responses		
Answer	**Count**	**Percent**
Yes	24	55.81%
No	19	44.19%

How often have you been able to access substitute cover?		
43 Responses		
Answer	**Count**	**Percent**
Every time	4	9.30%
Most times	24	55.81%
Sometimes	15	34.88%

I have read the documents on the gov.ie/backtoschool website		
43 Responses		
Answer	**Count**	**Percent**
Yes	43	100%

Teaching and learning are going well in my school		
43 Responses		
Answer	**Count**	**Percent**
Strongly agree	14	32.56%
Agree	27	62.79%
Don't know	2	4.65%

In the context of COVID-19, there is a high level of collaboration in regard to teaching and learning among teachers in my school

43 Responses

Answer	Count	Percent
Strongly agree	18	41.86%
Agree	18	41.86%
Don't know	5	11.63%
Disagree	2	4.65%

Teaching approaches in my school have changed in the context of COVID-19

43 Responses

Answer	Count	Percent
Strongly agree	24	55.81%
Agree	17	39.53%
Don't know	1	2.33%
Disagree	1	2.33%

My school has a digital learning platform to support teaching and learning as per Circular 0074/2020

43 Responses

Answer	Count	Percent
Yes	43	100%

The school's digital platform					
43 Responses					
	Strongly agree	**Agree**	**Don't know**	**Disagree**	**Strongly disagree**
The teachers in my school use the school's digital learning platform regularly in their teaching	18 (41.86%)	25 (58.14%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
The students in my school know how to use the school's digital learning platform	10 (44.19%)	22 (51.16%)	2 (4.65%)	0 (0.00%)	0 (0.00%)

The students in my school are making progress in their learning		
43 Responses		
Answer	**Count**	**Percent**
Strongly agree	16	37.21%
Agree	26	60.47%
Don't know	1	2.33%

As a result of COVID-19 my school has put additional supports in place for the well-being of students		
43 Responses		
Answer	Count	Percent
Yes	41	95.35%
No	1	2.33%
Don't know	1	2.33%

As a result of COVID-19 my school has put additional supports in place for the well-being of staff		
43 Responses		
Answer	Count	Percent
Yes	35	81.40%
No	8	18.60%

My school has...		
43 Responses		
Answer	**Yes**	**No**
A COVID-19 policy	42 (97.67%)	1 (2.33%)
A lead worker representative(s)	43 (100.00%)	0 (0.00%)
A policy on visitors to the school building	42 (97.67%)	1 (2.33%)
Hand sanitisers at all of the main entrances	43 (100.00%)	0 (0.00%)
A contact tracing log	43 (100.00%)	0 (0.00%)
An isolation room/area	43 (100.00%)	0 (0.00%)

I am satisfied with the health and safety arrangements that are in place in my school to prevent infection from COVID-19		
43 Responses		
Answer	**Count**	**Percent**
Yes	41	95.35%
No	2	4.65%

I know what to do if a student in my school displays possible COVID-19 symptoms.		
43 Responses		
Answer	Count	Percent
Yes	43	100%

COVID-19 Arrangements					
43 Responses					
	Strongly agree	**Agree**	**Don't know**	**Disagree**	**Strongly disagree**
Students are co-operating with the school's arrangements regarding COVID- 19	25 (58.14%)	17 (39.53%)	0 (0.00%)	1 (2.33%)	0 (0.00%)
Teachers are co-operating with the school's arrangements regarding COVID- 19	31 (72.09%)	11 (24.58%)	1 (2.33%)	0 (0.00%)	0 (0.00%)
Parents are co-operating with the school's arrangements regarding COVID- 19	24 (55.81%)	18 (41.86%)	1 (2.33%)	0 (0.00%)	0 (0.00%)

My school has arrangements in place for the regular cleaning of equipment used in practical subjects		
43 Responses		
Answer	**Count**	**Percent**
Yes	41	95.35%
No	2	4.65%

My school has students who are not at school because they are medically certified as being at very high risk to COVID-19		
43 Responses		
Answer	**Count**	**Percent**
Yes	14	32.56%
No	29	67.44%

My school has arrangements in place to ensure that students who are at very high risk to COVID-19 can continue their learning while at home		
14 Responses		
Answer	**Count**	**Percent**
Yes	13	92.86%
No	1	7.14%

Please select the arrangement(s) your school has in place (Select all that apply)		
20 Responses		
Answer	**Count**	**Percent**
A designated teacher who is at very high risk to COVID-19 and who is available to work from home	2	10.00%
A designated teacher from the school's existing support resources	6	30.00%
Support from subject teachers	12	60.00%

My school has arrangements in place to ensure that students can continue their learning in the event of a partial or full school closure

43 Responses

Answer	Count	Percent
Yes	41	95.35%
No	1	2.33%
Don't know	1	2.33%

Please select the arrangement(s) your school has in place:

41 Responses

Answer	Count	Percent
Providing work and feedback by using the postal service	4	3.05%
Providing work and feedback by e-mail	29	22.14%
Providing work and feedback using an online platform	40	30.53%
Lessons via video recording	26	19.85%
Live lessons via online platform	32	24.43%

I feel safe in my school

43 Responses

Answer	Count	Percent
Strongly agree	24	55.81%
Agree	18	41.86%
Strongly Disagree	1	2.33%

Appendix 2(d): Responses from teachers

I am a teacher in a...		
270 Responses		
Answer	**Count**	**Percent**
Post-primary school	270	100.00%

I teach in a...		
270 Responses		
Answer	**Count**	**Percent**
DEIS school	94	34.81%
Non-DEIS school	176	65.19%

My teaching role this year...		
270 Responses		
Answer	**Count**	**Percent**
Subject Teacher	234	86.67%
SET	7	2.59%
Special class teacher	6	2.22%
HSCL	2	0.74%
Other	21	7.78%

At the moment					
270 Responses					
Answer	**Strongly agree**	**Agree**	**Don't know**	**Disagree**	**Strongly Disagree**
I am coping well in my role as a teacher since the school re-opened	48 (17.78%)	147 (54.44%)	23 (8.52%)	35 (12.96%)	17 (6.30%)
My school is running effectively in the current circumstances	85 (31.48%)	138 (51.11%)	14 (5.19%)	21 (7.78%)	12 (4.44%)
I am satisfied with the support my school is providing for teachers' wellbeing in the context of COVID-19	64 (23.70%)	90 (33.33%)	35 (12.96%)	50 (18.52%)	31 (11.48%)
I am satisfied with the support my school is providing for students' wellbeing in the context of COVID-19	82 (30.37%)	117 (43.33%)	29 (10.74%)	27 (10.00%)	15 (5.56%)
In the context of COVID-19, there is a high level of collaboration between teachers in my school regarding teaching and learning	64 (23.70%)	105 (38.89%)	41 (15.19%)	37 (13.70%)	23 (8.52%)

Digital technologies are an integral part of my teaching		
270 Responses		
Answer	**Count**	**Percent**
Yes	231	85.56%
No	39	14.44%

If yes, how often?		
231 Responses		
Answer	**Count**	**Percent**
Every lesson	133	57.58%
Every day	68	29.44%
A few times a week	27	11.69%
Less often	3	1.30%

I have accessed online resources to support me in my teaching this term		
270 Responses		
Answer	**Count**	**Percent**
Yes	239	88.52%
No	31	11.48%

If yes, were these resources useful?		
239 Responses		
Answer	**Count**	**Percent**
Yes	233	97.49%
No	6	2.51%

My school has a digital learning platform in place

270 Responses

Answer	Count	Percent
Yes	249	92.22%
No	21	7.78%

I know how to use the school's digital learning platform

249 Responses

Answer	Count	Percent
Yes	235	94.38%
No	14	5.62%

I use the school's digital learning platform regularly in my teaching

249 Responses

Answer	Count	Percent
Yes	212	85.14%
No	37	14.86%

My students know how to use the school's digital platform

249 Responses

Answer	Count	Percent
Strongly agree	75	30.12%
Agree	132	53.01%
Don't know	22	8.84%
Disagree	18	7.23%
Strongly disagree	2	0.80%

I have read the documents on the gov.ie/back to school website		
270 Responses		
Answer	**Count**	**Percent**
Yes	211	78.15%
No	59	21.85%

Teaching is going well in my lessons		
270 Responses		
Answer	**Count**	**Percent**
Strongly agree	48	17.78%
Agree	161	59.63%
Don't know	32	11.85%
Disagree	20	7.41%
Strongly disagree	9	3.33%

Students are engaging well during lessons		
270 Responses		
Answer	**Count**	**Percent**
Strongly agree	35	12.96%
Agree	147	54.44%
Don't know	33	12.22%
Disagree	44	16.30%
Strongly disagree	11	4.07%

In the current circumstances, I am using different teaching approaches from those I used previously		
270 Responses		
Answer	**Count**	**Percent**
Yes	231	85.56%
No	39	14.44%

As a result		
227 Responses		
Answer	**Count**	**Percent**
My teaching is better	14	6.17%
My teaching is just as good	115	50.66%
My teaching is not as good	98	43.17%

As a result		
38 Responses		
Answer	**Count**	**Percent**
My teaching is just as good	24	63.16%
My teaching is not as good	14	36.84%

With the current classroom arrangements, I am able to provide students with opportunities to work collaboratively during lessons

270 Responses

Answer	Count	Percent
Always	6	2.22%
Most of the time	22	8.15%
Sometimes	127	47.04%
Never	115	42.59%

The students I teach are making progress in their learning

270 Responses

Answer	Count	Percent
Strongly agree	39	14.44%
Agree	167	61.85%
Don't know	40	14.81%
Disagree	17	6.30%
Strongly disagree	7	2.59%

The students I teach are familiar with using digital technologies as part of their learning		
270 Responses		
Answer	**Count**	**Percent**
Strongly Agree	60	22.22%
Agree	153	56.67%
Don't know	24	8.89%
Disagree	23	8.52%
Strongly disagree	10	3.70%

My school has…		
270 Responses		
	Yes	**No**
A COVID-19 policy	257 (95.19%)	13 (4.81%)
A lead worker representative(s)	264 (97.78%)	6 (2.22%)
Hand sanitisers at all of the main entrances	263 (97.41%)	7 (2.59%)
Hand sanitisers in all classrooms	257 (95.19%)	13 (4.81%)
An isolation area	261 (96.67%)	9 (3.33%)

The students in my school…				
270 Responses				
	All of the time	**Most of the time**	**Some of the time**	**Never**
Sanitise their hands on the way into the school building	111 (41.11%)	101 (37.41%)	49 (18.15%)	9 (3.33%)
Sanitise their hands regularly during the school day	108 (40.00%)	103 (38.15%)	52 (19.26%)	7 (2.59%)
Follow the rules about physical distancing	28 (10.37%)	82 (30.37%)	110 (40.74%)	50 (18.52%)
Follow the rules about wearing face coverings	122 (45.19%)	116 (42.96%)	26 (9.63%)	6 (2.22%)

I have completed the COVID-19 training provided by the Department of Education		
270 Responses		
Answer	**Count**	**Percent**
Yes	248	91.85%
No	22	8.15%

I am satisfied with the health and safety arrangements in place in my school to prevent infection from COVID-19		
270 Responses		
Answer	**Count**	**Percent**
Strongly agree	77	28.52%
Agree	113	41.85%
Don't know	35	12.96%
Disagree	29	10.74%
Strongly disagree	16	5.93%

I know what to do if a pupil in my class displays possible COVID-19 symptoms		
270 Responses		
Answer	**Count**	**Percent**
Yes	259	95.93%
No	11	4.07%

My school has arrangements in place to ensure that pupils can continue their learning in the event of a partial or full school closure		
270 Responses		
Answer	**Count**	**Percent**
Yes	241	89.26%
No	9	3.33%
Don't know	20	7.41%

Please select the arrangement(s) your school has in place:		
241 Responses		
Answer	**Count**	**Percent**
Providing work and feedback by using the postal service	14	3.85%
Providing work and feedback by e-mail	54	14.84%
Providing work and feedback using an online platform	232	63.74%
Lessons via video recording	64	17.58%

I feel safe in my school		
270 Responses		
Answer	**Count**	**Percent**
Strongly agree	53	19.63%
Agree	111	41.11%
Don't know	41	15.19%
Disagree	39	14.44%
Strongly disagree	26	9.63%