

Survey results on behalf of IPPR
Sample size: 215 senior teachers at
primary schools (excluding private
schools) in England.

Fieldwork Dates: 17th May - 4th June 2026



Total

Q1. To the best of your knowledge, how many children in
Year 3 or above at the school you work at are eligible for
Free School Meals?

Unweighted base	215
Base: All	215
Up to 9%	11%
10 to 14%	18%
15% to 20%	12%
21% to 34%	25%
35% or more	29%
Don't know	6%

Q2. To what extent do you agree or disagree with the
following statement: "Disadvantaged pupils are
disproportionately impacted by the SATs system."By
disadvantaged, we mean pupils who face additional
barriers to learning compared with their peers. This
includes pupils eligible for free school meals, pupils with
SEND, pupils with English as an additional language,
pupils with long term health conditions and pupils from
ethnic minority backgrounds.

Unweighted base	215
Base: All	215
Strongly agree	48%
Somewhat agree	34%
Neither agree nor disagree	5%
Somewhat disagree	9%
Strongly disagree	3%
Don't know	0%
Net: Agree	82%
Net: Disagree	12%

Q3. In your experience which, if any, groups of pupils tend to experience the greatest negative impact from SATs?
Please select up to three options.

Unweighted base	215
Base: All	215
Pupils eligible for free school meals	17%
Pupils with SEND (special educational needs and disabilities)	90%
Looked-after children	13%
Pupils with English as an additional language	51%
Pupils in high-deprivation areas	47%
Another type of group	5%
Don't know	1%
Not applicable – I don't think any groups experience a negative impact from SATs	3%
Net: Any negative impact	96%

Q4. To what extent do you agree or disagree with the following statement: "The current SATs system allows all pupils to demonstrate what they know and can do."

Unweighted base	215
Base: All	215
Strongly agree	1%
Somewhat agree	11%
Neither agree nor disagree	5%
Somewhat disagree	32%
Strongly disagree	51%
Don't know	-
Net: Agree	12%
Net: Disagree	83%

Q5. Overall, how well or not do you think the current SATs system supports disadvantaged pupils? By disadvantaged, we mean pupils who face additional barriers to learning compared with their peers. This includes pupils eligible for free school meals, pupils with SEND, pupils with English as an additional language, pupils with long term health conditions and pupils from ethnic minority backgrounds.

Unweighted base	215
Base: All	215
Very well	2%
Fairly well	5%
Not very well	37%
Not at all well	56%
Don't know	1%
Net: Well	6%
Net: Not Well	93%

Q6. To what extent do you agree or disagree with the following statement: "Preparation for SATs impacts the breadth of the curriculum in primary schools."

Unweighted base	215
Base: All	215
Strongly agree	67%
Somewhat agree	27%
Neither agree nor disagree	3%
Somewhat disagree	3%
Strongly disagree	1%
Don't know	-
Net: Agree	93%
Net: Disagree	4%

Q7. Which, if any, of the following changes typically occur in your school during assessment preparation periods? Select all that apply.

Unweighted base	215
Base: All	215
More time spent on tested subjects	77%
Increased use of practice tests or past papers	85%
Less time spent on extra-curricular or enrichment activities	47%
Additional interventions or booster groups (for instance small-group literacy or numeracy boosters, or targeted SATs revision sessions outside the normal timetable)	89%
Additional free materials to support children when studying at home	47%
Other	3%
Don't know	0%
Not applicable - No significant changes typically occur in my school during assessment preparation periods	3%
Net: Any changes	97%

Q8. In your experience, to what extent are disadvantaged pupils more or less likely than their peers to be identified for additional interventions to prepare for SATs?

Unweighted base	215
Base: All	215
Much more likely to be identified for additional interventions	54%
Slightly more likely to be identified for additional interventions	32%
No difference	12%
Slightly less likely to be identified for additional interventions	1%
Much less likely to be identified for additional interventions	-
Don't know	1%
Net: More likely	86%
Net: Less likely	1%

In your experience to what extent, if at all, are disadvantaged pupils more likely than their peers to have fewer opportunities to access enrichment activities or to study subjects beyond English and Maths as a result of SATs preparation or SATs interventions?

Q9_1. Access enrichment activities (e.g. after school programmes/clubs, attending cooking classes being involved in sports etc.)

Unweighted base	215
Base: All	215
Much more likely	12%
Slightly more likely	18%
No difference	48%
Slightly less likely	9%
Much less likely	11%
Don't know	2%
Net: More likely	31%
Net: Less likely	20%

Q9_2. To study subjects beyond English and Maths as a result of SATs preparation or SATs interventions

Unweighted base	215
Base: All	215
Much more likely	17%
Slightly more likely	21%
No difference	38%
Slightly less likely	12%
Much less likely	8%
Don't know	4%
Net: More likely	38%
Net: Less likely	20%

Q10. Thinking about your school as a whole, how would you describe the overall impact of SATs preparation and testing on day-to-day school life?

Unweighted base	215
Base: All	215
Very positive	1%
Somewhat positive	9%
Neither positive nor negative	19%
Somewhat negative	49%
Very negative	22%
Don't know	-
Net: Positive	10%
Net: Negative	71%

Q11. To what extent do you agree or disagree with the following statement: "Preparation for and administration of SATs increases stress levels for teachers in my school"?

Unweighted base	215
Base: All	215
Strongly agree	64%
Somewhat agree	29%
Neither agree nor disagree	4%
Somewhat disagree	2%
Strongly disagree	1%
Don't know	-
Net: Agree	93%
Net: Disagree	3%

Q12. In your view how significant a factor, if at all, are SATs-related pressures in influencing teachers' decisions to leave their school or the profession?

Unweighted base	215
Base: All	215
A very significant factor	18%
A fairly significant factor	34%
A minor factor	34%
Not a factor at all	8%
Don't know	5%
Net: Very/ fairly significant factor	52%
Net: Minor/ no factor at all	43%

Q13. In your view during periods of SATs preparation, do parental reports of their children's reluctance to attend school increase, decrease, or not change?

Unweighted base	215
Base: All	215
Increase	48%
No change	41%
Decrease	1%
Don't know	11%

Q14. Which of the following best reflects your view of the future of SATs?

Unweighted base	215
Base: All	215
They should be kept as they are	7%
They should undergo reform	39%
They should be replaced	12%
They should be removed and not replaced with any other formal assessment	40%
Don't know	1%
Net: Any change	92%

Q15. To what extent do you agree or disagree with the following statement: "Schools currently have the support and resources needed to ensure SATs are experienced fairly and equally by all pupils."

Unweighted base	215
Base: All	215
Strongly agree	3%
Somewhat agree	16%
Neither agree nor disagree	12%
Somewhat disagree	30%
Strongly disagree	37%
Don't know	1%
Net: Agree	20%
Net: Disagree	67%

Q16_multi. Which type of support, if any, would most improve fairness and equality in the SATs system? Please select up to three options.

Unweighted base	215
Base: All	215
Additional pastoral or wellbeing support for pupils	27%
Greater flexibility in access arrangements	26%
More time or resources for targeted support	22%
Changes to the assessment system itself	61%
SATs should be removed and not replaced with any other formal assessment	47%
Other	9%
Don't know	1%
Not applicable – I don't think the current SATs system needs changing to improve fairness and equality	2%
Net: Any improvement for fairness and equality	97%

Q17_multi. Which, if any, of the following changes would most improve how SATs operate within the school accountability system? Please select up to three options.

Unweighted base	215
Base: All	215
A greater role for teacher assessment	69%
Use of a wider range of assessment evidence	50%
Reducing the accountability consequences of SATs results	65%
Measures that better reflect pupils' work across the curriculum	48%
Other specify	4%
Don't know	-
Not applicable – I don't think the current SATs system needs changing to improve how they operate within the school accountability system	3%
Net: Any improvement for school accountability system	97%

Q18. To what extent do you agree or disagree with the following statement: "Greater flexibility in assessment and accountability would allow schools to improve the quality of education they offer, without lowering standards."

Unweighted base	215
Base: All	215
Strongly agree	48%
Somewhat agree	41%
Neither agree nor disagree	6%
Somewhat disagree	4%
Strongly disagree	1%
Don't know	-
Net: Agree	89%
Net: Disagree	5%