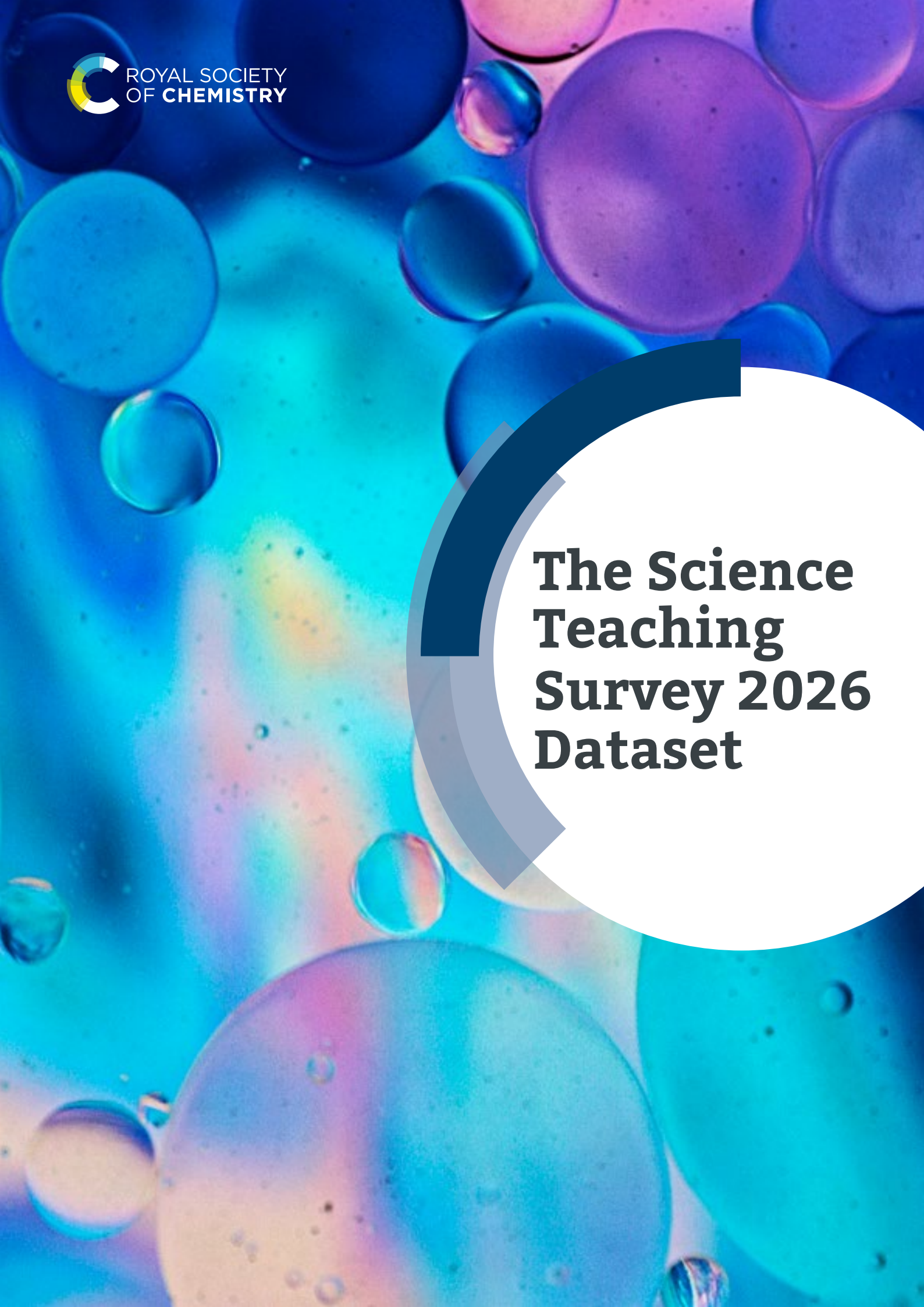




The Science Teaching Survey 2026 Dataset

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The data included in the following appendices represent state funded secondary schools only. Our definition of state funded secondary schools includes local authority, community, foundation or ETB; academy (standalone); academy (in a multi-academy trust); grammar school/state selective school (any type of state school with selective admissions).

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Introduction

The Science Teaching Survey 2026

Teachers and science technicians from across the UK and Ireland share their insights into the state of 11–18 science education.

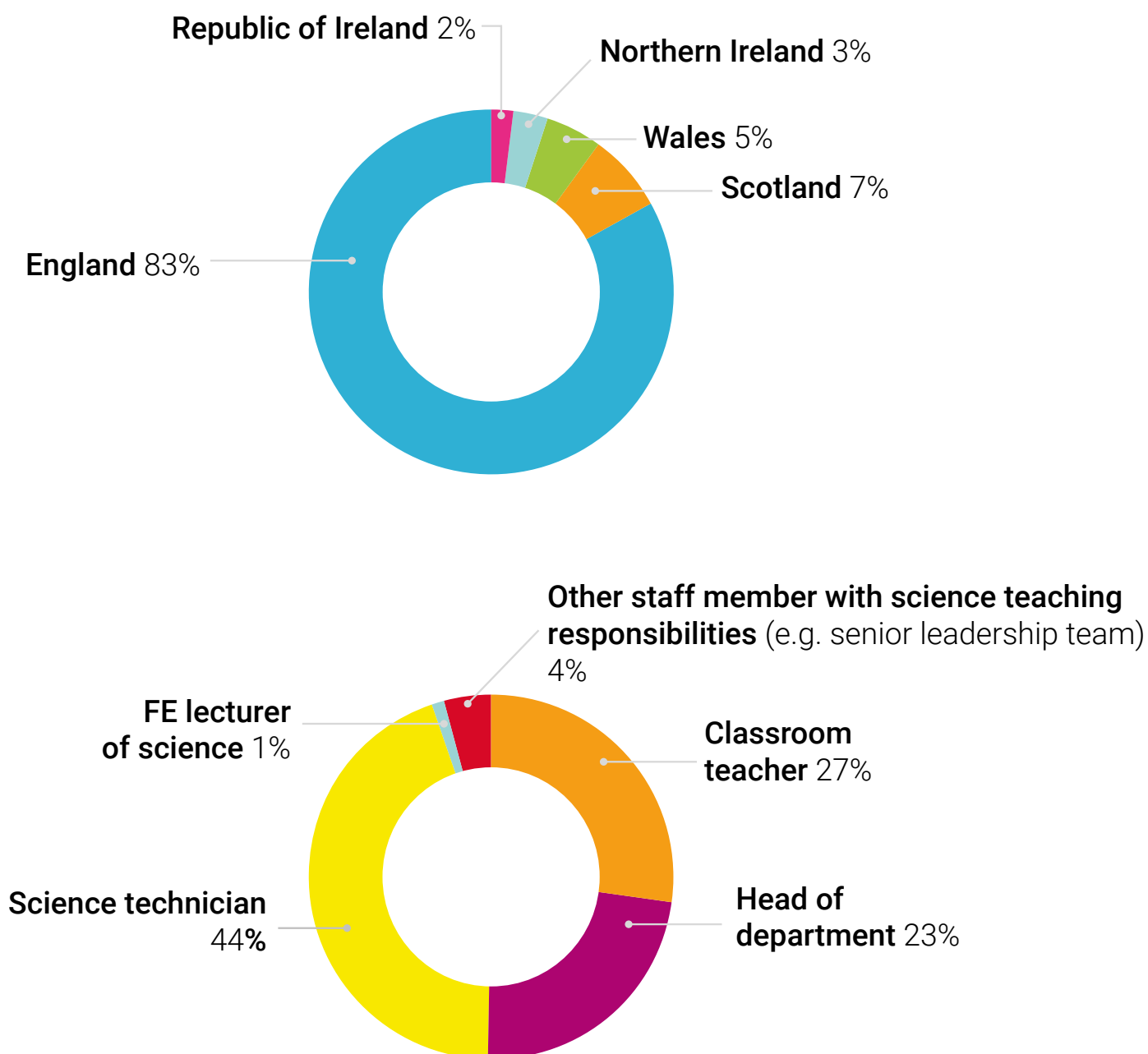
As we publish the findings from the fifth annual Science Teaching Survey, drawing on 1,981 responses, we can once again offer a rich picture of science education across the UK and Ireland. This year's findings highlight continuing challenges relating to staffing, professional development, curriculum and enrichment. At a time of significant curriculum reform, we have also explored educators' views in greater depth, seeking not only to understand the challenges they face, but also the solutions they believe could make the greatest difference.

High quality science education depends on the expertise, commitment and collaboration of many people, including teachers, technicians, teaching assistants, school leaders and wider partners. Across the survey, educators describe both the rewards of their work and the pressures they face in delivering the best possible experiences for young people. Their insights reinforce our shared ambition: that every young person should have access to a world-class science education, regardless of their background or circumstances. Understanding the realities facing those who deliver science education is an essential step towards achieving that goal.

Take me to the:

About the 2026 survey

Science teachers and technicians in secondary and further education (FE) completed the survey in April 2026. Here is a breakdown of survey participants by nation and job role:



*The data in the headline pages is from all schools surveyed, however our data in sections A to H for each nation are from state funded secondary schools only.

Science Teaching Survey 2026 Headlines

Teachers report that out of date and overloaded curriculums continue to have detrimental effects on learners amidst reform



Overloaded and out of date curriculums are still reported as having detrimental effects on learners

A fall in teacher confidence coincides with curriculum reform

Headlines: Teachers report out of date and overloaded curriculums

In your own teaching experience, which (if any) of these factors have had a detrimental effect on learner/student learning outcomes in the last year (since February 2025)? (England only)

	2024	2026
Insufficient departmental funding	60%	49%
Lack of specialist teachers within the sciences	43%	37%
Lack of science technicians	32%	28%
An overloaded curriculum	71%	77%
An out of date/irrelevant curriculum	30%	37%
Insufficient support for learner/student special educational needs and disabilities (SEND) / additional learning needs (ALN)	63%	57%
Not enough non-contact time (e.g. for planning, marking, practicing practical work)	77%	73%
Other	15%	9%
None of the above	3%	2%
Column n	1252	865

Filter: England; base n = 1252, n = 865

In your own teaching experience, which (if any) of these factors have had a detrimental effect on learner/student learning outcomes in the last year (since February 2025)? (Wales only)

	2024	2026
Insufficient departmental funding	73%	65%
Lack of specialist teachers within the sciences	37%	33%
Lack of science technicians	42%	33%
An overloaded curriculum	58%	57%
An out of date/irrelevant curriculum	18%	29%
Insufficient support for learner/student special educational needs and disabilities (SEND) / additional learning needs (ALN)	61%	53%
Not enough non-contact time (e.g. for planning, marking, practicing practical work)	82%	82%
Other	19%	12%
None of the above	0%	2%
Column n	62	49

Filter: Wales; base n = 62, n = 49

Headlines: Teachers report out of date and overloaded curriculums

In your own teaching experience, which (if any) of these factors have had a detrimental effect on learner/student learning outcomes in the last year (since February 2025)? (Northern Ireland only)

	2024	2026
Insufficient departmental funding	57%	64%
Lack of specialist teachers within the sciences	41%	40%
Lack of science technicians	43%	45%
An overloaded curriculum	65%	71%
An out of date/irrelevant curriculum	22%	14%
Insufficient support for learner/student special educational needs and disabilities (SEND) / additional learning needs (ALN)	39%	17%
Not enough non-contact time (e.g. for planning, marking, practicing practical work)	83%	79%
Other	17%	2%
None of the above	2%	2%
Column n	46	42

Filter: Northern Ireland; base n = 46, n = 42

In your own teaching experience, which (if any) of these factors have had a detrimental effect on learner/student learning outcomes in the last year (since February 2025)? (Republic of Ireland only)

	2024	2026
Insufficient departmental funding	44%	26%
Lack of specialist teachers within the sciences	18%	5%
Lack of science technicians	64%	68%
An overloaded curriculum	60%	74%
An out of date/irrelevant curriculum	9%	5%
Insufficient support for learner/student special educational needs and disabilities (SEND) / additional learning needs (ALN)	44%	45%
Not enough non-contact time (e.g. for planning, marking, practicing practical work)	78%	68%
Other	33%	21%
None of the above	0%	3%
Column n	45	38

Filter: Republic of Ireland; base n = 45, n = 38

Headlines: Teachers report out of date and overloaded curriculums

In your own teaching experience, which (if any) of these factors have had a detrimental effect on learner/student learning outcomes in the last year (since February 2025)? (Scotland only)

	2024	2026
Insufficient departmental funding	63%	61%
Lack of specialist teachers within the sciences	16%	16%
Lack of science technicians	38%	41%
An overloaded curriculum	66%	68%
An out of date/irrelevant curriculum	23%	22%
Insufficient support for learner/student special educational needs and disabilities (SEND) / additional learning needs (ALN)	75%	87%
Not enough non-contact time (e.g. for planning, marking, practicing practical work)	75%	83%
Other	31%	15%
None of the above	1%	0%
Column n	183	111

Filter: Scotland; base n = 183, n = 111

What are the barriers for you working with external organisations to support your learners/students to build a meaningful connection to science? Please select all that apply.

	%
Limited time	872 (79%)
Funding	634 (57%)
Class behaviour	150 (14%)
Lack of support and encouragement from senior leaders	267 (24%)
Safeguarding concerns	65 (6%)
Lack of awareness of opportunities	559 (51%)
Other priorities/pressures (e.g. Ofsted)	322 (29%)
Other	88 (8%)
There are no barriers	37 (3%)
Column n	1105

Filter: Teachers only; Unweighted; base n = 1105

Headlines: Teachers report out of date and overloaded curriculums

For each of the key stages that you teach, how confident are you in teaching biology, chemistry and/or physics subject content to these key stages? If you don't teach the particular subject content to a key stage select 'Do not teach'. (Wales only)

	combined somewhat confident and very confident %	
	2025	2026
Biology at KS3	90%	75%
Biology at KS4	64%	53%
Biology at KS5	36%	18%
Chemistry at KS3	95%	75%
Chemistry at KS4	76%	63%
Chemistry at KS5	46%	36%
Physics at KS3	93%	79%
Physics at KS4	78%	63%
Physics at KS5	27%	28%
Column n	41	49

Filter: Teachers only; Country: Wales; Unweighted; base n = 41, n = 49

For each of the key stages that you teach, how confident are you in teaching biology, chemistry and/or physics subject content to these key stages? If you don't teach the particular subject content to a key stage select 'Do not teach'. (Republic of Ireland only)

	combined somewhat confident and very confident %	
	2025	2026
Junior cycle biological world	91%	81%
Junior cycle chemical world	91%	81%
Junior cycle physical world	80%	73%
Junior cycle Earth and space	61%	55%
Transition year science	57%	55%
Leaving cert biology	46%	42%
Leaving cert AG science	16%	8%
Leaving cert chemistry	50%	43%
Leaving cert physics	32%	37%
Leaving cert chem and physics	12%	8%
Leaving cert computer science	NA	6%
Column n	44	38

Filter: Teachers only; Country: Republic of Ireland; Unweighted; base n = 44, n = 38

Science Teaching Survey 2026 Headlines

As reform progresses, questions remain about equitable access to triple science



A “genuine” entitlement could be impacted by school location, FSM%, sixth form provision and more

Polarised views on the purpose and feasibility of triple science

Respondents raised questions about equitable access to triple science. The potential barriers to offering a triple science entitlement are generally higher in schools with greater than 30% FSM

Headlines: Questions remain about equitable access to triple science

Do you anticipate your department offering a 'genuine' entitlement to triple science for all learners/students? By 'genuine', this means no prior attainment barrier, free choice by learners/students.

	Up to 30% FSM	More than 30% FSM
Yes	58 (50%)	13 (30%)
No	36 (31%)	20 (45%)
Don't know / Not sure	23 (20%)	11 (25%)
Column n	117	44 §

Filter: Teachers only + England; Unweighted; base n = 44-117 . § indicates difference at 90% confidence

What do you anticipate the barriers will be in your school to offering the triple science entitlement, if any? Please select all that apply.

	Up to 30% FSM	More than 30% FSM
Timetabling constraints	72 (62%)	33 (75%)
Understaffing of technicians	30 (26%)	18 (41%)
Teaching outside of specialism	43 (37%)	23 (52%)
Insufficient lab access	39 (33%)	17 (39%)
Insufficient funding	41 (35%)	21 (48%)
Understaffing of teaching staff	50 (43%)	23 (52%)
Other	10 (9%)	5 (11%)
There are no barriers	26 (22%)	6 (14%)
Column n	117	44

Filter: Teachers only + England; Unweighted; base n = 44-117

Do you think the learner/student entitlement to triple science will...?

	Benefit learners/ students	Benefit teachers	Benefit employers	Benefit society
Yes	69 (50%)	44 (32%)	48 (35%)	54 (39%)
No	51 (37%)	69 (50%)	67 (49%)	55 (40%)
Don't know / Not sure	18 (13%)	25 (18%)	23 (17%)	29 (21%)
Column n	138	138	138	138

Filter: Teachers only + England; Unweighted; base n = 138-138

Headlines: Questions remain about equitable access to triple science

How much do you, your learners/students, and their parents/guardians understand of the reformed pathways through the sciences? For example, their features and progression opportunities.

	You	Your learners/ students	The parents/ guardians of your learners/students
Everything	3 (18%)	0 (0%)	0 (0%)
A lot	9 (53%)	1 (6%)	0 (0%)
A little	5 (29%)	9 (53%)	8 (47%)
Nothing	0 (0%)	6 (35%)	5 (29%)
Don't know / Not sure	0 (0%)	1 (6%)	4 (24%)
Column n	17	17	17

Filter: Teachers only + Wales; Unweighted; base n = 17-17

Will learners/students be given the choice of science qualification they undertake?

	%
Yes	9 (53%)
No	6 (35%)
Don't know / Not sure	2 (12%)
Column n	17

Filter: Teachers only + Wales; Unweighted; base n = 17

Science Teaching Survey 2026 Headlines

Approaches to sustainability education vary but efforts are being made to reduce the environmental impact of practical work



Almost half of teachers don't use local examples when teaching about sustainability and climate change

59% of teachers don't ask students to think about the environmental impact of their practical work

The most frequently cited methods to minimise the environmental impact of practical work were; reusing equipment (93%), recycling materials (67%), and carefully selecting the amount and type of chemicals used (61%)

Headlines: Approaches to sustainability education vary

When teaching sustainability and/or climate change content, do you use local examples?

	%
Yes	139 (52%)
No	126 (48%)
Column n	265

Filter: Teachers only; Unweighted; base n = 265

When teaching sustainability and/or climate change content, do you use local examples?

	Up to 5 years	More than 5 years
Yes	24 (65%)	115 (50%)
No	13 (35%)	113 (50%)
Column n	37	228

Filter: Teachers only; Unweighted; base n = 37-228

Do you ever get your learners/students to think about the environmental impact of their school practical work?

	%
Yes	457 (41%)
No	648 (59%)
Column n	1105

Filter: Teachers only; Unweighted; base n = 1105

Do you ever get your learners/students to think about the environmental impact of their school practical work?

	Up to 5 years	More than 5 years
Yes	49 (32%)	408 (43%)
No	103 (68%)	545 (57%)
Column n	152	953

Filter: Teachers only; Unweighted; base n = 152-953

Headlines: Approaches to sustainability education vary**Do you ever get your learners/students to think about the environmental impact of their school practical work?**

	Republic of Ireland	Scotland	England	Wales	Northern Ireland
Yes	15 (52%)	52 (51%)	240 (37%)	16 (36%)	13 (37%)
No	29	102	641	44	35

State funded schools; Teachers only; Unweighted; n = 29-641

Do you ever get your learners/students to think about the environmental impact of their school practical work?

	Up to 30% FSM	More than 30% FSM
Use microscale for some practical activities	437 (54%)	111 (45%)
Carefully selecting the type and amount of chemicals used	489 (60%)	159 (64%)
Minimising single use plastics	357 (44%)	101 (41%)
Reusing equipment	767 (94%)	235 (94%)
Recycling materials	553 (68%)	162 (65%)
Optimising energy and water use	109 (13%)	30 (12%)
Run fewer practicals	70 (9%)	22 (9%)
Other	17 (2%)	6 (2%)
None of the above	0 (0%)	0 (0%)
Column n	815	249

Total sample; Unweighted; base n = 249-815

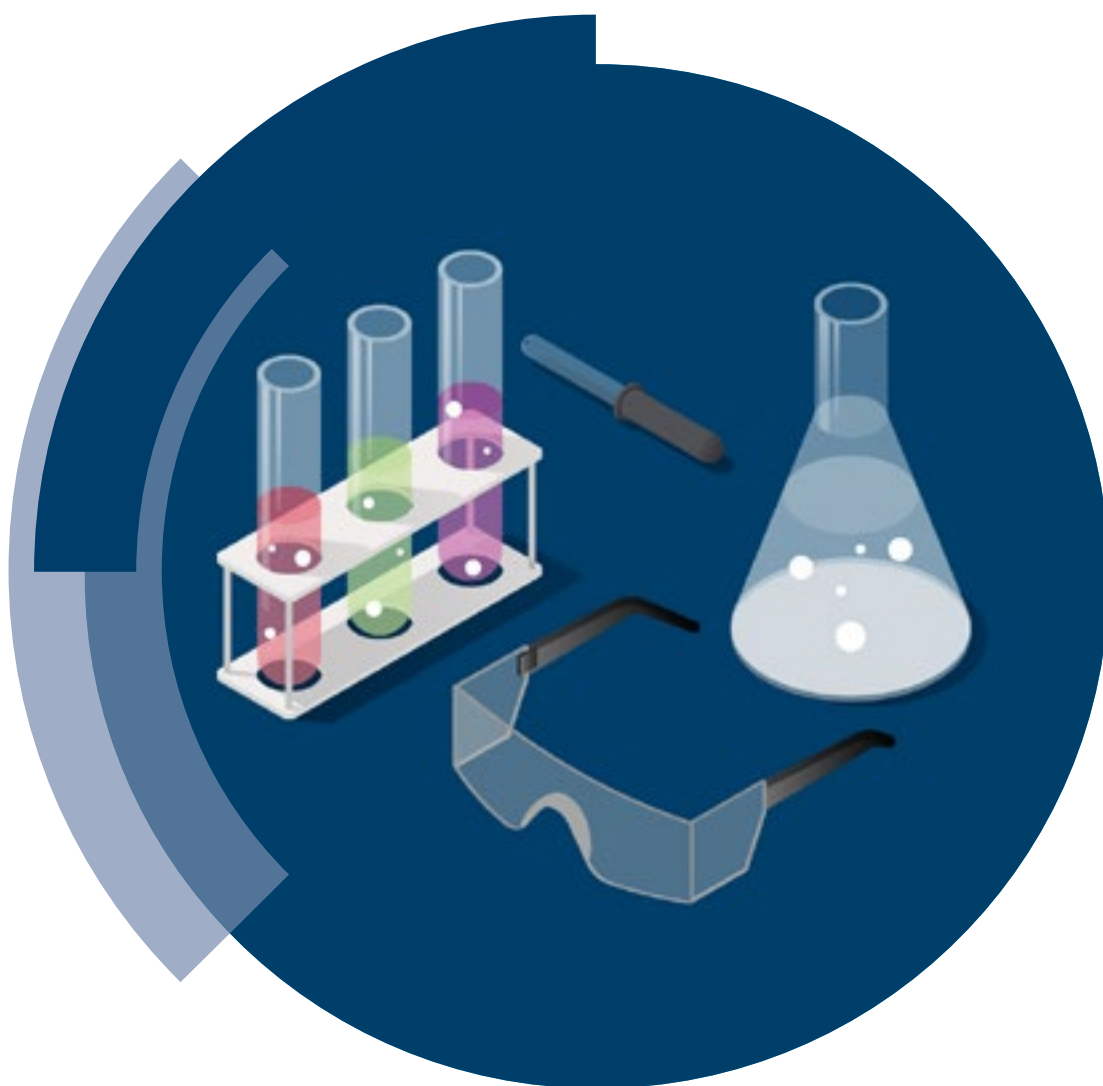
What does your school do to minimise the environmental impact of practical work? Please select all that apply.

	%
Use microscale for some practical activities	787 (48%)
Carefully selecting the type and amount of chemicals used	1000 (61%)
Minimising single use plastics	726 (44%)
Reusing equipment	1533 (93%)
Recycling materials	1101 (67%)
Optimising energy and water use	248 (15%)
Run fewer practicals	138 (8%)
Other	36 (2%)
None of the above	0 (0%)
Column n	1650

Total sample; Unweighted; base n = 1650

Science Teaching Survey 2026 Headlines

The frequency of hands-on practical work is declining



In most nations the frequency of practical work has decreased, with inequitable opportunities for learners

Majority of teachers would like to keep the current approach to assessing practical skills and understanding, with some changes. Teachers would value further professional development on practical science

Headlines: The frequency of hands-on practical work is declining

Thinking about the last 12 months, with each of your [] classes, how often did you generally do hands-on practical work in science lessons?

	At least once a week	At least once a fortnight	At least once a week	At least once a fortnight
KS3/Third level/Junior cycle	390 (38%)	380 (37%)	314 (32%)	392 (40%)
GCSE/National 5/Transition year	210 (19%)	368 (34%)	163 (16%)	374 (37%)
A-level/Higher/Senior cycle	142 (17%)	276 (33%)	106 (14%)	305 (39%)

Filter: Teachers only; All experience; Country: All; School type: All; Unweighted; base n = 845-1097, n = 784-1002

Thinking about the last 12 months, with each of your KS3/ Third Level/ Junior Cycle classes, how often did you generally do the following in science lessons?

	Scotland		England		Wales	
	At least once a week	At least once a fortnight	At least once a week	At least once a fortnight	At least once a week	At least once a fortnight
Hands-on practical work	74 (74%)	23 (23%)	149 (26%)	249 (43%)	12 (28%)	18 (42%)
A teacher demonstration of a practical	41 (41%)	35 (35%)	146 (25%)	228 (39%)	12 (28%)	11 (26%)
Watching a video of a practical	14 (14%)	9 (9%)	91 (16%)	109 (19%)	4 (9%)	5 (12%)

Filter: Mainstream schools; Teachers only + Teach at age range; Unweighted; base n = 100, n = 578-580, n = 43

Thinking about the last 12 months, with each of your KS3/ Third Level/ Junior Cycle classes, how often did you generally do the following in science lessons?

	Hands-on practical work		A teacher demonstration of a practical		Watching a video of a practical	
	Up to 30% FSM	More than 30% FSM	Up to 30% FSM	More than 30% FSM	Up to 30% FSM	More than 30% FSM
At least once a week	125 (28%)	28 (19%)	121 (27%)	27 (18%)	67 (15%)	26 (18%)
At least once a fortnight	192 (44%)	61 (41%)	171 (39%)	60 (41%)	76 (17%)	34 (23%)
Column n	440	148	443	148 ¥	443	148 ¥

Filter: Teachers only + Teach at age range; Unweighted; base n = 148-443. ¥ indicates difference at 95% confidence.

Headlines: The frequency of hands-on practical work is declining

Thinking about the last 12 months, with each of your GCSE/ National 5/ Transition Year classes, how often did you generally do the following in science lessons?

	Hands-on practical work		A teacher demonstration of a practical		Watching a video of a practical	
	Up to 30% FSM	More than 30% FSM	Up to 30% FSM	More than 30% FSM	Up to 30% FSM	More than 30% FSM
At least once a week	63 (14%)	16 (10%)	70 (15%)	16 (10%)	52 (12%)	19 (13%)
At least once a fortnight	179 (38%)	47 (30%)	157 (34%)	52 (33%)	81 (18%)	41 (27%)
Column n	465	156 ¥	462	156	441	151

Filter: Teachers only + Teach at age range; Unweighted; base n = 151-465. ¥ indicates difference at 95% confidence.

Thinking about the last 12 months, with each of your A-Level/ Higher/ Senior Cycle classes, how often did you generally do the following in science lessons?

	Hands on practical work		A teacher demonstration of a practical		Watching a video of a practical	
	Up to 30% FSM	More than 30% FSM	Up to 30% FSM	More than 30% FSM	Up to 30% FSM	More than 30% FSM
At least once a week	36 (10%)	7 (9%)	29 (9%)	2 (3%)	11 (4%)	1 (1%)
At least once a fortnight	130 (37%)	23 (31%)	82 (25%)	16 (23%)	33 (11%)	13 (19%)
Don't know / Not sure	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Column n	350	74 ¥	332	69	298	67

Filter: Teachers only + Teach at age range; Unweighted; base n = 67-350. ¥ indicates difference at 95% confidence.

Thinking about the last 12 months, with each of your KS3/ Third Level/ Junior Cycle classes, how often did you generally do the following in science lessons?

	Hands on practical work		A teacher demonstration of a practical		Watching a video of a practical	
	Up to 5 years	More than 5 years	Up to 5 years	More than 5 years	Up to 5 years	More than 5 years
At least once a week	32 (23%)	282 (34%)	22 (16%)	236 (28%)	22 (16%)	121 (15%)
At least once a fortnight	59 (42%)	333 (40%)	55 (40%)	302 (36%)	31 (22%)	128 (15%)
Column n	139	831 ¥	139	834 §	140	834 §

Filter: Teachers only + Teach at age range; Unweighted; base n = 139-834. ¥ indicates difference at 95% confidence. § indicates difference at 90% confidence.

Headlines: The frequency of hands-on practical work is declining

Thinking about the last 12 months, with each of your A-Level/ Higher/ Senior Cycle classes, how often did you generally do the following in science lessons?

	Hands on practical work		A teacher demonstration of a practical		Watching a video of a practical	
	Up to 5 years	More than 5 years	Up to 5 years	More than 5 years	Up to 5 years	More than 5 years
At least once a week	10 (11%)	96 (14%)	9 (11%)	75 (11%)	3 (4%)	36 (6%)
At least once a fortnight	23 (26%)	282 (40%)	11 (13%)	176 (27%)	9 (12%)	84 (14%)
Column n	87	697 ¥	84	658 ¥	75	608

Filter: Teachers only + Teach at age range; Unweighted; base n = 75-697. ¥ indicates difference at 95% confidence.

Do you want required/core practicals to be retained as the primary method of assessing practical understanding at GCSE following reform?

	%
Yes	355 (60%)
No	103 (17%)
Don't know / Not sure	134 (23%)
Column n	592

Filter: Teachers only + England; Unweighted; base n = 592

Science Teaching Survey 2026 Headlines

Use of AI continues to grow among science educators



AI use continues to rise among teachers. In 2026, 59% of survey respondents use AI within their role

Teachers reported mainly using AI to create resources and write questions, but those that use AI for report writing and general admin reported the greatest positive impact

Many educators would like further professional development on AI

Headlines: Use of AI continues to grow among science educators**Have you ever used AI within your role?**

	Technicians	Teachers
Yes	275 (31%)	902 (82%)
No	601 (69%)	202 (18%)
Don't know / Not sure	876	1104 ¥

Total sample; Unweighted; base n = 876-1104. ¥ indicates difference at 95% confidence.

Have you ever used AI within your role?

	2024	2025	2026
Yes	44%	47%	59%
No	56%	53%	41%
Column n	1588	1917	1980

Filter: All experience; Country: All; Unweighted; base n = 1588, n = 1917, n = 1980

Have you ever used AI within your role?

	England	Scotland	Wales	Northern Ireland	Republic of Ireland
Yes	710 (82%)	82 (75%)	43 (88%)	33 (79%)	34 (89%)
No	155 (18%)	28 (25%)	6 (12%)	9 (21%)	4 (11%)
Column n	865	110 §	49 §	42	38

Filter: Teachers only; Unweighted; base n = 38-865. § indicates difference at 90% confidence.

Which of the following have you used AI for in your teaching role?
Please select all that apply

	%
Creating resources	715 (79%)
Question writing	595 (66%)
Writing reports	319 (35%)
General admin	361 (40%)
Lesson planning	286 (32%)
Giving feedback/marking	140 (16%)
Other	60 (7%)
Column n	903

Filter: Teachers only + Used AI; Unweighted; base n = 903

Headlines: Use of AI continues to grow among science educators

Which of the following have you used AI for in your teaching role?
Please select all that apply

	Up to 5 years	More than 5 years
Creating resources	97 (76%)	618 (80%)
Question writing	93 (73%)	502 (65%)
Writing reports	36 (28%)	283 (37%)
General admin	52 (41%)	309 (40%)
Lesson planning	53 (41%)	233 (30%)
Giving feedback/marking	21 (16%)	119 (15%)
Other	8 (6%)	52 (7%)
Column n	128	775

Filter: Teachers only + Used AI; Unweighted; base n = 128-775

Of the tasks selected, on a scale of 1-10, how much of a positive impact did using AI have?

	Creating resources	Question writing	Writing reports	General admin	Lesson planning	Giving feedback/marking	Other
1	29 (4%)	20 (3%)	5 (2%)	8 (2%)	7 (2%)	5 (4%)	3 (5%)
2	62 (9%)	34 (6%)	20 (6%)	20 (6%)	25 (9%)	13 (9%)	3 (5%)
3	52 (7%)	52 (9%)	15 (5%)	17 (5%)	30 (11%)	7 (5%)	3 (5%)
4	50 (7%)	31 (5%)	17 (5%)	30 (8%)	30 (11%)	10 (7%)	2 (3%)
5	95 (13%)	78 (13%)	32 (10%)	35 (10%)	33 (12%)	14 (10%)	8 (14%)
6	100 (14%)	72 (12%)	27 (9%)	47 (13%)	53 (19%)	20 (14%)	3 (5%)
7	89 (13%)	90 (15%)	38 (12%)	59 (17%)	23 (8%)	15 (11%)	4 (7%)
8	103 (15%)	88 (15%)	51 (16%)	50 (14%)	29 (10%)	22 (16%)	15 (26%)
9	54 (8%)	55 (9%)	44 (14%)	37 (10%)	16 (6%)	11 (8%)	3 (5%)
10	70 (10%)	70 (12%)	66 (21%)	51 (14%)	35 (12%)	22 (16%)	14 (24%)
Top 4 (7-10)	316 (45%)	303 (51%)	199 (63%)	197 (56%)	103 (37%)	70 (50%)	36 (62%)
Bottom 4 (1-3)	143 (20%)	106 (18%)	40 (13%)	45 (13%)	62 (22%)	25 (18%)	9 (16%)
Column n	704	590	315	354	281	139	58

Filter: Teachers only + Used AI + Selected task; Unweighted; base n = 58-704

Headlines: Use of AI continues to grow among science educators

Of the tasks selected, on a scale of 1-10, how much of a positive impact did using AI have?

	General admin		Lesson planning	
	Up to 30% FSM	More than 30% FSM	Up to 30% FSM	More than 30% FSM
1	4 (3%)	2 (3%)	3 (3%)	1 (2%)
2	11 (7%)	2 (3%)	9 (8%)	4 (9%)
3	8 (5%)	0 (0%)	14 (13%)	4 (9%)
4	14 (9%)	7 (11%)	13 (12%)	3 (7%)
5	17 (11%)	6 (9%)	12 (11%)	2 (4%)
6	18 (11%)	3 (5%)	21 (19%)	9 (20%)
7	29 (18%)	12 (18%)	8 (7%)	5 (11%)
8	19 (12%)	14 (22%)	11 (10%)	7 (15%)
9	16 (10%)	5 (8%)	7 (6%)	2 (4%)
10	21 (13%)	14 (22%)	12 (11%)	9 (20%)
Top 4 (7-10)	85 (54%)	45 (69%)	38 (35%)	23 (50%)
Bottom 4 (1-3)	23 (15%)	4 (6%)	26 (24%)	9 (20%)
Column n	157	65	110	46

Filter: Teachers only + Used AI + Selected task; Unweighted; base n = 46-157

Have you had any support to use AI in your role?

	%
Yes	85 (31%)
No	191 (69%)
Column n	276

Filter: Technicians only + Used AI; Unweighted; base n = 276

Section A

About your school

Summary

The highest levels of understaffing seen in departments are for physics teachers (47%) and teaching assistants (56%). 38% of respondents reported understaffing of science technicians, with chemistry teacher understaffing at 30%.

Equivalent data is available for Wales, Northern Ireland, Scotland and Republic of Ireland.

Which of the following best describes your current job role?

	%
Head of department/principal teacher – Science	132 (11%)
Head of department/principal teacher – Chemistry	64 (5%)
Head of department/principal teacher – Physics	52 (4%)
Head of department/principal teacher – Biology	22 (2%)
Classroom teacher of science, biology, chemistry and/or physics	316 (25%)
FE lecturer of science, biology, chemistry and/or physics	1 (0%)
Science technician	603 (48%)
Trainee/student science teacher	0 (0%)
Other staff member with science teaching responsibilities, e.g. SLT	54 (4%)
Column n	1244

Filter: State funded schools; Unweighted; base n = 1244

Which of the following best describes the school where you work?

	%
Local authority, Community, Foundation, or ETB	245 (20%)
Academy (standalone)	193 (16%)
Academy (in a MAT)	713 (57%)
Grammar school/selective school (any type of state school with selective admissions)	93 (7%)
Column n	1244

Filter: State funded schools; Unweighted; base n = 1244

Does your school have a sixth form?

	%
Yes	877 (70%)
No	367 (30%)
Column n	1244

Filter: State funded schools; Unweighted; base n = 1244

Does your sixth form offer the three sciences at A-level/Higher/Leaving Certificate?

	%
Yes	846 (96%)
No	31 (4%)
Column n	877

Filter: State funded schools; Unweighted; base n = 877

Which geographical setting best describes where your school is based?

	%
Urban	916 (74%)
Rural	285 (23%)
Don't know/not sure	43 (3%)
Column n	1244

Filter: State funded schools; Unweighted; base n = 1244

Please describe the staffing at your school or college in each of the following areas. By understaffed, we mean that you do not feel that the current provision is sufficient for your school.

	Biology teachers	Chemistry teachers	Physics teachers	Science technicians	Teaching assistants
Overstaffed	221 (18%)	38 (3%)	19 (2%)	14 (1%)	1 (0%)
Adequately staffed	849 (68%)	788 (63%)	597 (48%)	739 (59%)	210 (17%)
Understaffed	132 (11%)	373 (30%)	589 (47%)	469 (38%)	692 (56%)
Don't know / Not sure	27 (2%)	29 (2%)	23 (2%)	10 (1%)	254 (20%)
Not applicable	15 (1%)	16 (1%)	16 (1%)	12 (1%)	87 (7%)
Column n	1244	1244	1244	1244	1244

Filter: State funded schools; Not select 'Not applicable'; Unweighted; base n = 1244-1244

Does your senior leadership team (SLT) have a science teacher in it?

	%
Yes	797 (64%)
No	421 (34%)
Don't know/not sure	26 (2%)
Column n	1244

Filter: State funded schools; Unweighted; base n = 1244

Have you ever taken a break from teaching of more than 2 consecutive years?

	%
Yes	24 (4%)
No	617 (96%)
Column n	641

Filter: State funded schools; Teachers only; Unweighted; base n = 641

Section B

About your role

Summary

As in 2025, technicians broadly report good levels of confidence in supporting the three sciences across the three key stages. Teachers also feel confident in teaching the three sciences, with confidence dropping at key stage 5 (for chemistry, the number of teachers feeling somewhat or very confident in teaching KS4 is 90%, but for KS5 this drops to 65%).

34% of teacher respondents would recommend science teaching as a career to a friend, compared to 39% of technician respondents recommending being a science technician.

For which of these subjects, if any, would you define yourself as a specialist? Please select all that apply.

	%
Biology	248 (39%)
Chemistry	319 (50%)
Physics	227 (35%)
General Science	212 (33%)
None of the above	9 (1%)
Don't know / Not sure	1 (0%)
Column n	641

Filter: State funded schools; Teachers only; Unweighted; base n = 641

Including the current academic year, how many years have you been teaching the sciences? Please do not include your training year.

	%
1-2 YRS	28 (4%)
3-4 YRS	38 (6%)
5-9 YRS	118 (18%)
10+ YRS	457 (71%)
Don't know/Can't remember	0 (0%)
Prefer not to say	0 (0%)
Column n	641

Filter: State funded schools; Teachers only; Unweighted; base n = 641

Including the current academic year, how many years have you been working as a science technician?

	%
1-2 YRS	57 (9%)
3-4 YRS	96 (16%)
5-9 YRS	120 (20%)
10+ YRS	330 (55%)
Don't know/Can't remember	0 (0%)
Prefer not to say	0 (0%)
Column n	603

Filter: State funded schools; Technicians only; Unweighted; base n = 603

For each of the key stages, how confident are you in supporting biology, chemistry and/or physics?

	Biology at KS3	Biology at KS4	Biology at KS5	Chemistry at KS3	Chemistry at KS4
Very unconfident	28 (5%)	30 (5%)	30 (7%)	30 (5%)	27 (5%)
Somewhat unconfident	8 (1%)	12 (2%)	39 (9%)	6 (1%)	17 (3%)
Neither confident nor unconfident	13 (2%)	16 (3%)	30 (7%)	15 (3%)	25 (5%)
Somewhat confident	100 (18%)	136 (24%)	129 (30%)	101 (18%)	118 (21%)
Very confident	417 (74%)	363 (65%)	197 (46%)	415 (73%)	368 (66%)
Column n	566	557	425	567	555

	Chemistry at KS5	Physics at KS3	Physics at KS4	Physics at KS5
Very unconfident	38 (9%)	23 (4%)	25 (4%)	44 (10%)
Somewhat unconfident	40 (10%)	21 (4%)	44 (8%)	72 (17%)
Neither confident nor unconfident	35 (8%)	34 (6%)	40 (7%)	50 (12%)
Somewhat confident	117 (28%)	145 (25%)	187 (33%)	131 (31%)
Very confident	191 (45%)	346 (61%)	265 (47%)	126 (30%)
Column n	421	569	561	423

Filter: State funded schools; Technician, not selected 'Do not support'; Unweighted; base n = 421-569

For each of the key stages that you teach, how confident are you in teaching biology, chemistry and/or physics subject content to these key stages? If you don't teach the particular subject content to a key stage, either as a single subject or as part of a combined science course, select 'Do not teach'.

	Biology at KS3	Biology at KS4	Biology at KS5	Chemistry at KS3	Chemistry at KS4
Very unconfident	15 (3%)	18 (3%)	74 (22%)	9 (2%)	8 (1%)
Somewhat unconfident	9 (2%)	34 (7%)	40 (12%)	4 (1%)	16 (3%)
Neither confident nor unconfident	18 (3%)	35 (7%)	44 (13%)	6 (1%)	31 (6%)
Somewhat confident	87 (15%)	160 (31%)	63 (19%)	73 (12%)	130 (23%)
Very confident	452 (78%)	275 (53%)	108 (33%)	498 (84%)	376 (67%)
Column n	581	522	329	590	561

	Chemistry at KS5	Physics at KS3	Physics at KS4	Physics at KS5
Very unconfident	56 (15%)	11 (2%)	17 (3%)	110 (30%)
Somewhat unconfident	50 (13%)	14 (2%)	44 (8%)	52 (14%)
Neither confident nor unconfident	25 (7%)	18 (3%)	31 (6%)	28 (8%)
Somewhat confident	67 (18%)	124 (21%)	165 (30%)	49 (14%)
Very confident	179 (47%)	422 (72%)	299 (54%)	123 (34%)
Column n	377	589	556	362

Filter: State funded schools; Teacher, not selected 'Do not teach'; Unweighted; base n = 329-590

On a scale of 0 to 10, where '0' is not satisfied at all and '10' is completely satisfied, how satisfied are you with your job as a teacher?

	%
Mean	6.3
Column n	641

Filter: State funded schools; Teachers only; Unweighted; base n = 641

On a scale of 0 to 10, where '0' is not satisfied at all and '10' is completely satisfied, how satisfied are you with your job as a technician?

	%
Mean	7.0
Column n	603

Filter: State funded schools; Technicians only; Unweighted; base n = 603

Would you recommend science teaching as a career to a friend?

	%
Yes	219 (34%)
No	261 (41%)
Don't know/not sure	161 (25%)
Column n	641

Filter: State funded schools; Teachers only; Unweighted; base n = 641

Would you recommend being a science technician as a career to a friend?

	%
Yes	235 (39%)
No	225 (37%)
Don't know/not sure	143 (24%)
Column n	603

Filter: State funded schools; Technicians only; Unweighted; base n = 603

Section C

Learner/student outcomes and practical work

Summary

81% of respondents reported an overloaded curriculum as having a detrimental effect on student learning outcomes since February 2025. Not enough non-contact time (78%) and insufficient support for SEND (64%) are also reported to be impacting outcomes.

Hands-on practical work is conducted most frequently with key stage 3 classes but declines through key stages 4 and 5. 57% of respondents feel that practical science activities are underfunded.

In your own teaching experience, which (if any) of these factors have had a detrimental effect on learner/student learning outcomes in the last year (since February 2025)?

	%
Insufficient departmental funding	369 (58%)
Lack of specialist teachers within the sciences	259 (41%)
Lack of science technicians	184 (29%)
An overloaded curriculum	514 (81%)
An out of date/irrelevant curriculum	255 (40%)
Insufficient support for learner/student special educational needs and disabilities (SEND)/additional learning needs (ALN)	409 (64%)
Not enough non-contact time (e.g. for planning, marking, practicing practical work)	494 (78%)
Other	55 (9%)
None of the above	0 (0%)
Column n	636

Filter: State funded schools; Teachers only; Unweighted; base n = 636

Thinking about the last 12 months, with each of your KS3/Third Level/ Junior Cycle classes, how often did you generally do the following in science lessons?

	Hands-on practical work	A teacher demonstration of a practical	Watching a video of a practical
At least once a week	149 (26%)	146 (25%)	91 (16%)
At least once a fortnight	249 (43%)	228 (39%)	109 (19%)
At least once a month	145 (25%)	150 (26%)	127 (22%)
Once every couple of months	25 (4%)	34 (6%)	93 (16%)
Less often	7 (1%)	18 (3%)	120 (21%)
Never	3 (1%)	3 (1%)	36 (6%)
Don't know / Not sure	0 (0%)	1 (0%)	4 (1%)
Column n	578	580	580

Filter: State funded schools; Teachers only + Teach at age range; Unweighted; base n = 578-580

Thinking about the last 12 months, with each of your GCSE/National 5/Transition Year classes, how often did you generally do the following in science lessons?

	Hands-on practical work	A teacher demonstration of a practical	Watching a video of a practical
At least once a week	77 (13%)	84 (14%)	70 (12%)
At least once a fortnight	221 (36%)	207 (34%)	120 (20%)
At least once a month	244 (40%)	221 (36%)	190 (32%)
Once every couple of months	64 (10%)	63 (10%)	89 (15%)
Less often	7 (1%)	35 (6%)	117 (20%)
Never	2 (0%)	3 (0%)	27 (5%)
Don't know/not sure	0 (0%)	2 (0%)	2 (0%)
Column n	613	610	586

Filter: State funded schools; Teachers only + Teach at age range; Unweighted; base n = 586-613

Thinking about the last 12 months, with each of your A-level/Higher/Senior Cycle classes, how often did you generally do the following in science lessons?

	Hands-on practical work	A teacher demonstration of a practical	Watching a video of a practical
At least once a week	42 (10%)	30 (7%)	11 (3%)
At least once a fortnight	155 (36%)	102 (25%)	48 (13%)
At least once a month	171 (40%)	123 (31%)	101 (28%)
Once every couple of months	52 (12%)	67 (17%)	59 (16%)
Less often	5 (1%)	80 (20%)	147 (40%)
Never	3 (1%)	26 (6%)	62 (17%)
Don't know/not sure	0 (0%)	0 (0%)	1 (0%)
Column n	425	402	366

Filter: State funded schools; Teachers only + Teach at age range; Unweighted; base n = 366-425

In terms of equipment and chemicals, do you feel that practical science activities in your school are currently:

	%
Overfunded	7 (1%)
Adequately funded	498 (40%)
Underfunded	707 (57%)
Don't know/not sure	32 (3%)
Column n	1244

Filter: State funded schools; Unweighted; base n = 1244

Do you want required/core practicals to be retained as the primary method of assessing practical understanding at GCSE following reform?

	%
Yes	380 (59%)
No	113 (18%)
Don't know/not sure	148 (23%)
Column n	641

Filter: State funded schools; Teachers only + England; Unweighted; base n = 641

Do you ever get your learners/students to think about the environmental impact of their school practical work?

	%
Yes	240 (37%)
No	401 (63%)
Column n	641

Filter: State funded schools; Teachers only; Unweighted; base n = 641

What does your school do to minimise the environmental impact of practical work? Please select all that apply.

	%
Using microscale for some practical activities	543 (51%)
Carefully selecting the type and amount of chemicals used	648 (61%)
Minimising single use plastics	453 (43%)
Reusing equipment	1001 (94%)
Recycling materials	714 (67%)
Optimising energy and water use	138 (13%)
Running fewer practicals	93 (9%)
Other	25 (2%)
None of the above	0 (0%)
Column n	1063

Filter: State funded schools; Unweighted; base n = 1063

Section D

Curriculum

Summary

45% of teacher respondents anticipate that their department will offer a 'genuine' entitlement to triple science for all students. Teachers believe that the triple science entitlement will benefit students (50% agreed) but only 30% feel the entitlement will benefit teachers. Teachers identified multiple anticipated barriers to offering the triple science entitlement, including timetabling constraints (64%) and understaffing of teaching staff (44%).

When teaching sustainability and climate change content, 52% of respondents use local examples.

Are you required to follow a set, centrally designed curriculum provided by your school? E.g. in a MAT, LA, bought-in scheme.

	%
Yes	56 (36%)
No	92 (59%)
Don't know/not sure	9 (6%)
Column n	157

Filter: State funded schools; Teachers only; Unweighted; base n = 157

Will you need to recruit additional teachers for the following subjects to provide the triple science entitlement?

	Biology	Chemistry	Physics
Yes	17 (11%)	34 (22%)	50 (32%)
No	112 (72%)	96 (62%)	78 (50%)
Don't know/not sure	27 (17%)	26 (17%)	28 (18%)
Column n	156	156	156

Filter: State funded schools; Teachers only; Unweighted; base n = 156-156

Do you think the learner/student entitlement to triple science will...?

	Benefit learners/ students	Benefit teachers	Benefit employers	Benefit society
Yes	77 (50%)	46 (30%)	52 (34%)	60 (39%)
No	56 (36%)	78 (50%)	76 (49%)	61 (39%)
Don't know/not sure	22 (14%)	31 (20%)	27 (17%)	34 (22%)
Column n	155	155	155	155

Filter: State funded schools; Teachers only; Unweighted; base n = 155-155

Do you anticipate your department offering a 'genuine' entitlement to triple science for all learners/students? By 'genuine', this means no prior attainment barrier, free choice by learners/students.

	%
Yes	70 (45%)
No	50 (32%)
Don't know/not sure	34 (22%)
Column n	154

Filter: State funded schools; Teachers only; Unweighted; base n = 154

What do you anticipate the barriers will be in your school to offering the triple science entitlement, if any? Please select all that apply.

	%
Timetabling constraints	98 (64%)
Understaffing of technicians	43 (28%)
Teaching outside of specialism	62 (40%)
Insufficient lab access	51 (33%)
Insufficient funding	60 (39%)
Understaffing of teaching staff	68 (44%)
Other	13 (8%)
There are no barriers	34 (22%)
Column n	154

Filter: State funded schools; Teachers only; Unweighted; base n = 154

When teaching sustainability and/or climate change content, do you use local examples?

	%
Yes	79 (52%)
No	74 (48%)
Column n	153

Filter: State funded schools; Teachers only; Unweighted; base n = 153

Section E

Professional development

Summary

Over the period of February 2025 to February 2026, 48% of those teaching chemistry did not access any subject-specific professional development (compared to 52% of those teaching biology and 43% of those teaching physics). 37% of science technicians did not access any role-specific professional development in the same period.

50% of those teaching chemistry felt that the amount of time they undertook subject-specific professional development was insufficient or somewhat insufficient.

Teachers reported that course cost & expenses to attend (72%), a lack of funding for cover teachers (64%) and having to attend courses in their own time (54%) were the biggest barriers to accessing subject-specific PD. The top barriers to technicians accessing role-specific PD included course cost & expenses to attend (60%) and the availability of courses (50%).

Thinking about the last 12 months (since February 2025), please select the number of hours of subject-specific professional development that you received for each of the following subject. If you didn't teach this subject in the last 12 months, please select 'Not applicable – don't teach this subject'.

	Biology	Chemistry	Physics	General Science	Non-science subjects
0 hours – Didn't access any professional development	257 (52%)	265 (48%)	232 (43%)	260 (52%)	140 (36%)
Up to 5 hours	123 (25%)	156 (28%)	144 (27%)	122 (24%)	48 (12%)
5–9 hours	35 (7%)	45 (8%)	58 (11%)	34 (7%)	47 (12%)
10–14 hours	14 (3%)	25 (5%)	26 (5%)	16 (3%)	34 (9%)
15–19 hours	7 (1%)	8 (1%)	14 (3%)	14 (3%)	19 (5%)
20–24 hours	5 (1%)	8 (1%)	15 (3%)	9 (2%)	28 (7%)
25–29 hours	1 (0%)	6 (1%)	6 (1%)	4 (1%)	13 (3%)
30–34 hours	2 (0%)	2 (0%)	4 (1%)	3 (1%)	16 (4%)
35+ hours	6 (1%)	5 (1%)	11 (2%)	4 (1%)	20 (5%)
Don't know	41 (8%)	35 (6%)	32 (6%)	37 (7%)	21 (5%)
Column n	491	555	542	503	386

Filter: State funded schools; Teachers only; Not selected 'Not applicable – don't teach this subject'; Unweighted; base n = 386-555

Thinking about the last 12 months (since February 2025), please select the number of hours of role-specific professional development that you received.

Role-specific PD	%
0 hrs – Didn't access any professional development	224 (37%)
Up to 5 hours	130 (22%)
5–9 hours	106 (18%)
10–14 hours	54 (9%)
15–19 hours	19 (3%)
20–24 hours	21 (3%)
25–29 hours	4 (1%)
30–34 hours	3 (0%)
35+ hours	6 (1%)
Don't know	0 (0%)
Column n	603

Filter: State funded schools; Technicians only; Unweighted; base n = 603

Thinking again about the last 12 months since February 2025, was the amount of time that you undertook subject-specific professional development for each subject...? If you didn't teach this subject in the last academic year, please select 'Not applicable – don't teach this subject'.

	Biology	Chemistry	Physics	General Science	Non-science subjects
Insufficient	203 (41%)	198 (36%)	219 (40%)	181 (36%)	74 (22%)
Somewhat insufficient	64 (13%)	78 (14%)	64 (12%)	64 (13%)	22 (6%)
Neither sufficient nor insufficient	88 (18%)	106 (19%)	77 (14%)	95 (19%)	63 (19%)
Somewhat sufficient	52 (10%)	67 (12%)	70 (13%)	48 (10%)	40 (12%)
Sufficient	61 (12%)	77 (14%)	91 (17%)	68 (14%)	93 (27%)
Don't know/can't remember	31 (6%)	30 (5%)	30 (5%)	44 (9%)	48 (14%)
Column n	499	556	551	500	340

Filter: State funded schools; Teachers only; Not selected 'Not applicable – don't teach this subject'; Unweighted; base n = 340-556

Thinking again about the last 12 months since February 2025, was the amount of time that you undertook role-specific professional development...?

	%
Insufficient	201 (33%)
Somewhat insufficient	90 (15%)
Neither sufficient nor insufficient	141 (23%)
Somewhat sufficient	65 (11%)
Sufficient	85 (14%)
Don't know/can't remember	21 (3%)
Column n	603

Filter: State funded schools; Technicians only; Unweighted; base n = 603

Which of the following barriers apply to your own experience of accessing subject-specific professional development? Please select all that apply.

	%
Lack of funding for cover teachers	411 (64%)
Lack of available cover teachers	308 (48%)
Course cost & expenses to attend courses	461 (72%)
School policy restricts the type of courses I can attend	154 (24%)
Having to attend PD courses/training in my own time	348 (54%)
Availability of courses	241 (38%)
Lack of knowledge about opportunities	233 (36%)
Not having access to the required technology/software/learning platforms, etc.	39 (6%)
Prohibitive travel time/distance	247 (39%)
Other	40 (6%)
There are no barriers	20 (3%)
Column n	641

Filter: State funded schools; Teachers only; Unweighted; base n = 641

Which of the following barriers apply to your own experience of accessing role-specific professional development? Please select all that apply.

	%
Lack of funding for cover staff	74 (12%)
Lack of available cover staff	89 (15%)
Course cost & expenses to attend courses	361 (60%)
School policy restricts the type of courses I can attend	51 (8%)
Having to attend PD courses/training in my own time	47 (8%)
Availability of courses	302 (50%)
Lack of knowledge about opportunities	108 (18%)
Not having access to the required technology/software/learning platforms, etc.	19 (3%)
Prohibitive travel time/distance	290 (48%)
There are no barriers	56 (9%)
Column n	603

Filter: State funded schools; Technicians only; Unweighted; base n = 603

The RSC is currently developing a portfolio of self-led professional development courses hosted online. In addition to subject knowledge courses, courses related to other aspects of teaching chemistry will be published. Please select from the list the top 4 courses that would be of most value to you.

	%
AI in chemistry education	192 (32%)
Digital skills for chemistry	108 (18%)
Teaching sustainability in chemistry	119 (20%)
Enquiry-based and project learning	202 (33%)
Maths skills for chemistry	236 (39%)
Literacy skills for chemistry	158 (26%)
Practicals with purpose	370 (61%)
Teaching with stretch and challenge	356 (59%)
Behaviour management in the chemistry classroom	113 (19%)
Cognitive science and chemistry teaching	221 (36%)
Lesson planning	43 (7%)
Adaptive teaching	212 (35%)
Assessment	87 (14%)
Other	15 (2%)
Column n	608

Filter: State funded schools; Teachers only + Teach Chemistry; Unweighted; base n = 608

Section F

Learners/students' connection with science

Summary

At the time of surveying, 21% of respondents work with external organisations to provide chemistry-related enrichment opportunities. The barriers to working with such organisations include limited time (80%), funding (63%), and a lack of awareness of opportunities (54%).

Do you currently work with any external organisations to provide enrichment opportunities in the following subjects for your learners/students?

	Biology	Chemistry	Physics	General Science
Yes	113 (18%)	137 (21%)	156 (24%)	133 (21%)
No	528 (82%)	504 (79%)	485 (76%)	508 (79%)
Column n	641	641	641	641

Filter: State funded schools; Teachers only; Unweighted; base n = 641

What are the barriers for you working with external organisations to support your learners/students to build a meaningful connection to science? Please select all that apply.

	%
Limited time	514 (80%)
Funding	406 (63%)
Class behaviour	92 (14%)
Lack of support and encouragement from senior leaders	165 (26%)
Safeguarding concerns	25 (4%)
Lack of awareness of opportunities	345 (54%)
Other priorities/pressures (e.g. Ofsted)	212 (33%)
Other	39 (6%)
There are no barriers	16 (2%)
Column n	641

Filter: State funded schools; Teachers only; Unweighted; base n = 641

How can external organisations support the enrichment of the curriculum for your learners/students to support building a meaningful connection to science? Please select the most important 3.

	%
Providing contacts for external speakers to visit your school	346 (54%)
Arranging visits to local higher education institutions	193 (30%)
Providing connections with local industry and workplaces	322 (50%)
Organising competitions and/or challenges to be held within your school	212 (33%)
Organising competitions and/or challenges to be held outside of your school setting	77 (12%)
Providing funding for outreach events linked to science	324 (51%)
Providing activities that can be used in lesson time to contextualise curriculum topics	259 (40%)
Providing careers activities linked to the curriculum	175 (27%)
Other	15 (2%)
Column n	641

Filter: State funded schools; Teachers only; Unweighted; base n = 641

Section G

Digital technology

Summary

57% of respondents have used AI at some point in their role. The most common uses of AI for teachers include creating resources (79%) and question writing (68%). Although not done as frequently, teachers cite using AI to write reports as particularly impactful (positively).

Have you ever used AI within your role?

	%
Yes	714 (57%)
No	530 (43%)
Column n	1244

Filter: State funded schools; Unweighted; base n = 1244

Have you had any support to use AI in your role?

	%
Yes	58 (32%)
No	124 (68%)
Column n	182

Filter: State funded schools; Technicians only + Used AI; Unweighted; base n = 182

Which of the following have you used AI for in your teaching role? Please select all that apply.

	%
Creating resources	419 (79%)
Question writing	361 (68%)
Writing reports	153 (29%)
General admin	221 (42%)
Lesson planning	155 (29%)
Giving feedback/marking	82 (15%)
Other	39 (7%)
Column n	532

Filter: State funded schools; Teachers only + Used AI; Unweighted; base n = 532

Of the tasks selected, on a scale of 1–10, how much of a positive impact did using AI have?

	Creating resources	Question writing	Writing reports	General admin	Lesson planning	Giving feedback/marking	Other
1	19 (5%)	13 (4%)	1 (1%)	6 (3%)	5 (3%)	3 (4%)	1 (3%)
2	36 (9%)	21 (6%)	12 (8%)	13 (6%)	12 (8%)	8 (10%)	3 (8%)
3	28 (7%)	27 (8%)	5 (3%)	7 (3%)	17 (11%)	7 (9%)	2 (5%)
4	28 (7%)	15 (4%)	11 (7%)	20 (9%)	16 (11%)	7 (9%)	2 (5%)
5	52 (13%)	44 (12%)	18 (12%)	22 (10%)	14 (9%)	7 (9%)	5 (14%)
6	67 (16%)	38 (11%)	15 (10%)	22 (10%)	30 (20%)	11 (14%)	2 (5%)
7	53 (13%)	63 (18%)	21 (14%)	41 (19%)	13 (9%)	8 (10%)	3 (8%)
8	51 (12%)	54 (15%)	21 (14%)	32 (15%)	18 (12%)	15 (19%)	8 (22%)
9	35 (8%)	39 (11%)	15 (10%)	21 (10%)	7 (5%)	3 (4%)	1 (3%)
10	46 (11%)	44 (12%)	32 (21%)	34 (16%)	20 (13%)	12 (15%)	10 (27%)
Top 4 (7–10)	185 (45%)	200 (56%)	89 (59%)	128 (59%)	58 (38%)	38 (47%)	22 (59%)
Bottom 4 (1–3)	83 (20%)	61 (17%)	18 (12%)	26 (12%)	34 (22%)	18 (22%)	6 (16%)
Column n	415	358	151	218	152	81	37

Filter: State funded schools; Teachers only + Used AI + Selected task; Unweighted; base n = 37-415

Do you follow any education influencers on social media? E.g. science influencers on TikTok, Instagram, YouTube or podcasts.

	%
Yes	314 (25%)
No	859 (69%)
Don't know/not sure	71 (6%)
Column n	1244

Filter: State funded schools; Unweighted; base n = 1244

Section H

Additional support and resources

Summary

46% of teachers somewhat or strongly agree that students with SEND/ALN have access to the support and resources needed to engage in science lessons comparably with their peers. Similarly, 53% of teachers somewhat or strongly agree that students with SEND/ALN have access to support and resources needed to participate in all practical activities in science lessons.

70% of respondents felt that more teaching assistant support would improve the equitable experience of students with SEND/ALN in science lessons.

How far do you agree with the following statements?

	Learners/students with SEND/ ALN have access to any additional support/resources needed to engage in science lessons comparably to their peers	Learners/students with SEND/ ALN have access to any additional support/resources needed to participate in all practical activities in science lessons
Strongly agree	54 (8%)	74 (12%)
Somewhat agree	246 (38%)	264 (41%)
Neither agree nor disagree	102 (16%)	102 (16%)
Somewhat disagree	160 (25%)	126 (20%)
Strongly disagree	69 (11%)	65 (10%)
Don't know/not sure	10 (2%)	10 (2%)
Column n	641	641

Filter: State funded schools; Teachers only; Unweighted; base n = 641

For your school/department, what would improve the equitable experience of learners/students with SEND/ALN in science lessons? Please select all that apply.

	%
More teaching assistant support	842 (68%)
Specialist practical equipment (materials, ear defenders, quiet classroom areas etc.)	399 (32%)
More training on specific strategies for SEND learners/students	562 (45%)
Teaching resources that are accessible for SEND learners/students	530 (43%)
Specialist technology	243 (20%)
Other	49 (4%)
Don't know/not sure	200 (16%)
Column n	1244

Filter: State funded schools; Unweighted; base n = 1244

Section A

About your school

Summary

The highest levels of understaffing seen in departments are for teaching assistants (75%) and science technicians (47%). 33% of respondents reported understaffing of physics teachers, with chemistry teacher understaffing at 20%.

Equivalent data is available for Wales, Northern Ireland, England and Republic of Ireland.

Which of the following best describes your current job role?

	%
Head of department/principal teacher – Science	12 (10%)
Head of department/principal teacher – Chemistry	5 (4%)
Head of department/principal teacher – Physics	2 (2%)
Head of department/principal teacher – Biology	2 (2%)
Classroom teacher of science, biology, chemistry and/or physics	77 (61%)
FE lecturer of science, biology, chemistry and/or physics	0 (0%)
Science technician	24 (19%)
Trainee/student science teacher	0 (0%)
Other staff member with science teaching responsibilities, e.g. SLT	4 (3%)
Column n	126

Filter: State funded schools; Unweighted; base n = 126

Which of the following best describes the school where you work?

	%
Local authority, Community, Foundation, or ETB	123 (98%)
Academy (standalone)	1 (1%)
Academy (in a MAT)	1 (1%)
Grammar school/selective school (any type of state school with selective admissions)	1 (1%)
Column n	126

Filter: State funded schools; Unweighted; base n = 126

Does your school have a sixth form?

	%
Yes	94 (91%)
No	9 (9%)
Column n	103

Filter: State funded schools; Unweighted; base n = 103

Does your sixth form offer the three sciences at A-level/Higher/Leaving Certificate?

	%
Yes	94 (91%)
No	9 (9%)
Column n	103

Filter: State funded schools; Unweighted; base n = 103

Which geographical setting best describes where your school is based?

	%
Urban	90 (71%)
Rural	35 (28%)
Don't know/not sure	1 (1%)
Column n	126

Filter: State funded schools; Unweighted; base n = 126

Please describe the staffing at your school or college in each of the following areas. By understaffed, we mean that you do not feel that the current provision is sufficient for your school.

	Biology teachers	Chemistry teachers	Physics teachers	Science technicians	Teaching assistants
Overstaffed	14 (11%)	7 (6%)	3 (2%)	0 (0%)	0 (0%)
Adequately staffed	89 (71%)	90 (71%)	76 (60%)	64 (51%)	7 (6%)
Understaffed	20 (16%)	25 (20%)	42 (33%)	59 (47%)	94 (75%)
Don't know/not sure	1 (1%)	2 (2%)	3 (2%)	0 (0%)	15 (12%)
Not applicable	2 (2%)	2 (2%)	2 (2%)	3 (2%)	10 (8%)
Column n	126	126	126	126	126

Filter: State funded schools; Not select 'Not applicable'; Unweighted; base n = 126-126

Does your senior leadership team (SLT) have a science teacher in it?

	%
Yes	57 (45%)
No	68 (54%)
Don't know/not sure	1 (1%)
Column n	126

Filter: State funded schools; Unweighted; base n = 126

Have you ever taken a break from teaching of more than 2 consecutive years?

	%
Yes	6 (6%)
No	96 (94%)
Column n	102

Filter: State funded schools; Teachers only; Unweighted; base n = 102

Section B

About your role

Summary

Technicians broadly report good levels of confidence in supporting the three sciences across the three key stages.

Teachers similarly feel confident in teaching the three sciences, with confidence dropping at key stage 5 (for chemistry, the number of teachers feeling somewhat or very confident in teaching KS4 is 91%, but for KS5 this drops to 66%).

For which of these subjects, if any, would you define yourself as a specialist? Please select all that apply.

	%
Biology	35 (34%)
Chemistry	56 (55%)
Physics	20 (20%)
General Science	55 (54%)
None of the above	1 (1%)
Don't know / Not sure	0 (0%)
Column n	102

Filter: State funded schools; Teachers only; Unweighted; base n = 102

Including the current academic year, how many years have you been teaching the sciences? Please do not include your training year.

	%
1-2 YRS	4 (4%)
3-4 YRS	11 (11%)
5-9 YRS	17 (17%)
10+ YRS	70 (69%)
Don't know/Can't remember	0 (0%)
Prefer not to say	0 (0%)
Column n	102

Filter: State funded schools; Teachers only; Unweighted; base n = 102

Including the current academic year, how many years have you been working as a science technician?

	%
1-2 YRS	3 (13%)
3-4 YRS	3 (13%)
5-9 YRS	5 (21%)
10+ YRS	13 (54%)
Don't know/Can't remember	0 (0%)
Prefer not to say	0 (0%)
Column n	24

Filter: State funded schools; Technicians only; Unweighted; base n = 24

For each of the levels, how confident are you in supporting biology, chemistry and/or physics?

	Biology at N4	Biology at N5	Biology at Higher	Human Biology at Higher	Biology at Advanced Higher
Very unconfident	2 (8%)	2 (8%)	2 (9%)	1 (5%)	2 (8%)
Somewhat unconfident	0 (0%)	0 (0%)	0 (0%)	2 (9%)	1 (4%)
Neither confident nor unconfident	1 (4%)	1 (4%)	2 (9%)	2 (9%)	2 (8%)
Somewhat confident	4 (17%)	4 (17%)	7 (32%)	6 (27%)	9 (38%)
Very confident	17 (71%)	17 (71%)	11 (50%)	11 (50%)	10 (42%)
Column n	24	24	22	22	24

	Chemistry at N4	Chemistry at N5	Chemistry at Higher	Chemistry at Advanced Higher
Very unconfident	2 (8%)	2 (8%)	2 (8%)	2 (8%)
Somewhat unconfident	0 (0%)	0 (0%)	0 (0%)	3 (13%)
Neither confident nor unconfident	1 (4%)	1 (4%)	1 (4%)	2 (8%)
Somewhat confident	4 (17%)	5 (21%)	6 (25%)	6 (25%)
Very confident	17 (71%)	16 (67%)	15 (63%)	11 (46%)
Column n	24	24	24	24

	Physics at N4	Physics at N5	Physics at Higher	Physics at Advanced Higher
Very unconfident	0 (0%)	1 (4%)	4 (18%)	5 (26%)
Somewhat unconfident	7 (30%)	6 (26%)	6 (27%)	6 (32%)
Neither confident nor unconfident	6 (26%)	6 (26%)	5 (23%)	4 (21%)
Somewhat confident	3 (13%)	4 (17%)	4 (18%)	2 (11%)
Very confident	7 (30%)	6 (26%)	3 (14%)	2 (11%)
Column n	23	23	22	19

Filter: State funded schools; Technician, selected 'Do not support'; Unweighted; base n = 19-24

For each of the levels that you teach, how confident are you in teaching biology, chemistry and/or physics subject content to these levels? If you don't teach the particular subject content to a level, either as a single subject or as part of a combined science course, select 'Do not teach'.

	Biology at N4	Biology at N5	Biology at Higher	Human Biology at Higher	Biology at Advanced Higher
Very unconfident	5 (11%)	6 (14%)	4 (14%)	5 (16%)	7 (21%)
Somewhat unconfident	3 (7%)	1 (2%)	4 (14%)	2 (6%)	2 (6%)
Neither confident nor unconfident	2 (4%)	2 (5%)	2 (7%)	1 (3%)	1 (3%)
Somewhat confident	8 (18%)	4 (10%)	3 (10%)	10 (32%)	14 (42%)
Very confident	27 (60%)	29 (69%)	16 (55%)	13 (42%)	9 (27%)
Column n	45	42	29	31	33

	Chemistry at N4	Chemistry at N5	Chemistry at Higher	Chemistry at Advanced Higher
Very unconfident	7 (10%)	9 (13%)	12 (20%)	12 (24%)
Somewhat unconfident	4 (6%)	4 (6%)	2 (3%)	9 (18%)
Neither confident nor unconfident	6 (9%)	2 (3%)	3 (5%)	1 (2%)
Somewhat confident	12 (17%)	4 (6%)	7 (12%)	12 (24%)
Very confident	40 (58%)	48 (72%)	36 (60%)	17 (33%)
Column n	69	67	60	51

	Physics at N4	Physics at N5	Physics at Higher	Physics at Advanced Higher
Very unconfident	1 (3%)	2 (7%)	6 (21%)	10 (34%)
Somewhat unconfident	5 (14%)	5 (17%)	4 (14%)	5 (17%)
Neither confident nor unconfident	1 (3%)	0 (0%)	0 (0%)	0 (0%)
Somewhat confident	8 (22%)	4 (13%)	4 (14%)	6 (21%)
Very confident	21 (58%)	19 (63%)	15 (52%)	8 (28%)
Column n	36	30	29	29

Filter: State funded schools; Teacher, not selected 'Do not teach'; Unweighted; base n = 29-69

On a scale of 0 to 10, where '0' is not satisfied at all and '10' is completely satisfied, how satisfied are you with your job as a teacher?

	%
Mean	6.3
Column n	102

Filter: State funded schools; Teachers only; Unweighted; base n = 102

On a scale of 0 to 10, where '0' is not satisfied at all and '10' is completely satisfied, how satisfied are you with your job as a technician?

	%
Mean	6.4
Column n	24

Filter: State funded schools; Technicians only; Unweighted; base n = 24

Would you recommend science teaching as a career to a friend?

	%
Yes	42 (41%)
No	43 (42%)
Don't know/not sure	17 (17%)
Column n	102

Filter: State funded schools; Teachers only; Unweighted; base n = 102

Would you recommend being a science technician as a career to a friend?

	%
Yes	13 (54%)
No	8 (33%)
Don't know/not sure	3 (13%)
Column n	24

Filter: State funded schools; Technicians only; Unweighted; base n = 24

Section C

Learner/student outcomes and practical work

Summary

69% of respondents reported an overloaded curriculum as having a detrimental effect on student learning outcomes since February 2025. Not enough non-contact time (84%) and insufficient support for SEND (89%) are also reported to be impacting outcomes.

Hands-on practical work is conducted most frequently with Third level classes but declines through National 5 and Higher classes. 82% of respondents feel that practical science activities are underfunded.

In your own teaching experience, which (if any) of these factors have had a detrimental effect on learner/student learning outcomes in the last year (since February 2025)?

	%
Insufficient departmental funding	66 (65%)
Lack of specialist teachers within the sciences	18 (18%)
Lack of science technicians	41 (40%)
An overloaded curriculum	70 (69%)
An out of date/irrelevant curriculum	21 (21%)
Insufficient support for learner/student special educational needs and disabilities (SEND)/additional learning needs (ALN)	91 (89%)
Not enough non-contact time (e.g. for planning, marking, practicing practical work)	86 (84%)
Other	16 (16%)
None of the above	0 (0%)
Column n	102

Filter: State funded schools; Teachers only; Unweighted; base n = 102

Thinking about the last 12 months, with each of your KS3/Third Level/ Junior Cycle classes, how often did you generally do the following in science lessons?

	Hands-on practical work	A teacher demonstration of a practical	Watching a video of a practical
At least once a week	74 (74%)	41 (41%)	14 (14%)
At least once a fortnight	23 (23%)	35 (35%)	9 (9%)
At least once a month	3 (3%)	15 (15%)	22 (22%)
Once every couple of months	0 (0%)	6 (6%)	21 (21%)
Less often	0 (0%)	3 (3%)	27 (27%)
Never	0 (0%)	0 (0%)	6 (6%)
Don't know/not sure	0 (0%)	0 (0%)	1 (1%)
Column n	100	100	100

Filter: State funded schools; Teachers only + Teach at age range; Unweighted; base n = 100-100

Thinking about the last 12 months, with each of your GCSE/National 5/Transition Year classes, how often did you generally do the following in science lessons?

	Hands-on practical work	A teacher demonstration of a practical	Watching a video of a practical
At least once a week	29 (30%)	16 (17%)	11 (12%)
At least once a fortnight	39 (40%)	32 (34%)	15 (16%)
At least once a month	17 (18%)	27 (29%)	18 (20%)
Once every couple of months	8 (8%)	12 (13%)	19 (21%)
Less often	4 (4%)	7 (7%)	29 (32%)
Never	0 (0%)	3 (3%)	5 (5%)
Don't know/not sure	0 (0%)	0 (0%)	0 (0%)
Column n	97	94	92

Filter: State funded schools; Teachers only + Teach at age range; Unweighted; base n = 92-97

Thinking about the last 12 months, with each of your A-level/Higher/Senior Cycle classes, how often did you generally do the following in science lessons?

	Hands-on practical work	A teacher demonstration of a practical	Watching a video of a practical
At least once a week	17 (19%)	10 (12%)	8 (10%)
At least once a fortnight	27 (31%)	15 (18%)	8 (10%)
At least once a month	23 (26%)	25 (29%)	15 (18%)
Once every couple of months	16 (18%)	18 (21%)	16 (20%)
Less often	5 (6%)	17 (20%)	35 (43%)
Never	0 (0%)	3 (4%)	6 (7%)
Don't know/not sure	0 (0%)	0 (0%)	0 (0%)
Column n	88	85	82

Filter: State funded schools; Teachers only + Teach at age range; Unweighted; base n = 82-88

In terms of equipment and chemicals, do you feel that practical science activities in your school are currently:

	%
Overfunded	0 (0%)
Adequately funded	19 (15%)
Underfunded	103 (82%)
Don't know/not sure	4 (3%)
Column n	126

Filter: State funded schools; Unweighted; base n = 126

Do you ever get your learners/students to think about the environmental impact of their school practical work?

	%
Yes	52 (51%)
No	50 (49%)
Column n	102

Filter: State funded schools; Teachers only; Unweighted; base n = 102

What does your school do to minimise the environmental impact of practical work? Please select all that apply.

	%
Using microscale for some practical activities	40 (44%)
Carefully selecting the type and amount of chemicals used	62 (68%)
Minimising single use plastics	43 (47%)
Reusing equipment	80 (88%)
Recycling materials	59 (65%)
Optimising energy and water use	11 (12%)
Running fewer practicals	10 (11%)
Other	0 (0%)
None of the above	0 (0%)
Column n	91

Filter: State funded schools; Unweighted; base n = 91

Section D

Curriculum

Summary

74% of teachers reported that they are aware of, or have been involved in, the curriculum improvement cycle for Science in Scotland. The majority of teachers heard about the curriculum improvement cycle through an Education Scotland email (46%) or through school communications (38%).

When teaching sustainability and climate change content, 62% of respondents use local examples.

Are you aware of, or have you been involved with, the curriculum improvement cycle for Science in Scotland?

	%
Yes	26 (74%)
No	9 (26%)
Don't know/not sure	0 (0%)
Column n	35

Filter: State funded schools; Teachers only; Unweighted; base n = 35

Where did you hear about this?

	%
Education Scotland on X (Twitter)	2 (8%)
Education Scotland Instagram	1 (4%)
Education Scotland website	4 (15%)
Education Scotland email	12 (46%)
Education Scotland Curriculum Improvement Cycle (CIC) blog	7 (27%)
Education Scotland Sciences blog	2 (8%)
Education Scotland Sciences webinar programme	3 (12%)
Via school communications	10 (38%)
Via local authority communications	4 (15%)
Word of mouth	4 (15%)
Other	4 (15%)
Column n	26

Filter: State funded schools; Teachers only; Unweighted; base n = 26

When teaching sustainability and/or climate change content, do you use local examples?

	%
Yes	16 (62%)
No	10 (38%)
Column n	26

Filter: State funded schools; Teachers only; Unweighted; base n = 26

Section E

Professional development

Summary

Over the period of February 2025 to February 2026, 21% of those teaching chemistry did not access any subject-specific professional development (compared to 35% of those teaching biology and 29% of those teaching physics). 42% of science technicians did not access any role-specific professional development in the same period.

42% of those teaching chemistry felt that the amount of time they undertook subject-specific professional development was insufficient or somewhat insufficient.

Teachers reported that course cost & expenses to attend (72%), a lack of funding for cover teachers (68%) and lack of available cover teachers (60%) were the biggest barriers to accessing subject-specific PD. The top barriers to technicians accessing role-specific PD included course cost & expenses to attend (75%) and the availability of courses (58%).

Thinking about the last 12 months (since February 2025), please select the number of hours of subject-specific professional development that you received for each of the following subject. If you didn't teach this subject in the last 12 months, please select 'Not applicable – don't teach this subject'.

	Biology	Chemistry	Physics	General Science	Non-science subjects
0 hours – Didn't access any professional development	17 (35%)	15 (21%)	12 (29%)	26 (27%)	10 (20%)
Up to 5 hours	10 (21%)	16 (23%)	10 (24%)	22 (23%)	6 (12%)
5–9 hours	7 (15%)	10 (14%)	8 (20%)	15 (16%)	7 (14%)
10–14 hours	3 (6%)	6 (9%)	3 (7%)	8 (8%)	8 (16%)
15–19 hours	0 (0%)	1 (1%)	1 (2%)	5 (5%)	2 (4%)
20–24 hours	3 (6%)	6 (9%)	1 (2%)	4 (4%)	7 (14%)
25–29 hours	0 (0%)	5 (7%)	1 (2%)	1 (1%)	3 (6%)
30–34 hours	2 (4%)	2 (3%)	0 (0%)	0 (0%)	2 (4%)
35+ hours	1 (2%)	2 (3%)	1 (2%)	4 (4%)	1 (2%)
Don't know	5 (10%)	7 (10%)	4 (10%)	10 (11%)	4 (8%)
Column n	48	70	41	95	50

Filter: State funded schools; Teachers only; Not selected 'Not applicable – don't teach this subject'; Unweighted; base n = 41-95

Thinking about the last 12 months (since February 2025), please select the number of hours of role-specific professional development that you received.

Role-specific PD	%
0 hrs – Didn't access any professional development	10 (42%)
Up to 5 hours	5 (21%)
5–9 hours	3 (13%)
10–14 hours	3 (13%)
15–19 hours	0 (0%)
20–24 hours	0 (0%)
25–29 hours	1 (4%)
30–34 hours	1 (4%)
35+ hours	0 (0%)
Don't know	0 (0%)
Column n	24

Filter: State funded schools; Technicians only; Unweighted; base n = 24

Thinking again about the last 12 months since February 2025, was the amount of time that you undertook subject-specific professional development for each subject...? If you didn't teach this subject in the last academic year, please select 'Not applicable – don't teach this subject'.

	Biology	Chemistry	Physics	General Science	Non-science subjects
Insufficient	17 (35%)	19 (26%)	12 (28%)	28 (29%)	6 (13%)
Somewhat insufficient	9 (19%)	12 (16%)	9 (21%)	18 (19%)	5 (10%)
Neither sufficient nor insufficient	5 (10%)	8 (11%)	4 (9%)	8 (8%)	8 (17%)
Somewhat sufficient	9 (19%)	20 (27%)	4 (9%)	25 (26%)	7 (15%)
Sufficient	7 (15%)	11 (15%)	8 (19%)	15 (16%)	16 (33%)
Don't know/can't remember	1 (2%)	4 (5%)	6 (14%)	2 (2%)	6 (13%)
Column n	48	74	43	96	48

Filter: State funded schools; Teachers only; Not selected 'Not applicable – don't teach this subject'; Unweighted; base n = 43-96

Thinking again about the last 12 months since February 2025, was the amount of time that you undertook role-specific professional development...?

	%
Insufficient	10 (42%)
Somewhat insufficient	3 (13%)
Neither sufficient nor insufficient	4 (17%)
Somewhat sufficient	5 (21%)
Sufficient	2 (8%)
Don't know / Can't remember	0 (0%)
Column n	24

Filter: State funded schools; Technicians only; Unweighted; base n = 24

Which of the following barriers apply to your own experience of accessing role-specific professional development? Please select all that apply.

	%
Lack of funding for cover teachers	69 (68%)
Lack of available cover teachers	61 (60%)
Course cost & expenses to attend courses	73 (72%)
School policy restricts the type of courses I can attend	27 (26%)
Having to attend PD courses/training in my own time	59 (58%)
Availability of courses	49 (48%)
Lack of knowledge about opportunities	34 (33%)
Not having access to the required technology/software/learning platforms, etc.	9 (9%)
Prohibitive travel time/distance	49 (48%)
Other	7 (7%)
There are no barriers	1 (1%)
Column n	102

Filter: State funded schools; Teachers only; Unweighted; base n = 102

Which of the following barriers apply to your own experience of accessing role-specific professional development? Please select all that apply.

	%
Lack of funding for cover staff	6 (25%)
Lack of available cover staff	6 (25%)
Course cost & expenses to attend courses	18 (75%)
School policy restricts the type of courses I can attend	2 (8%)
Having to attend PD courses/training in my own time	3 (13%)
Availability of courses	14 (58%)
Lack of knowledge about opportunities	8 (33%)
Not having access to the required technology/software/learning platforms, etc.	4 (17%)
Prohibitive travel time / distance	9 (38%)
There are no barriers	1 (4%)
Column n	24

Filter: State funded schools; Technicians only; Unweighted; base n = 24

The RSC is currently developing a portfolio of self-led professional development courses hosted online. In addition to subject knowledge courses, courses related to other aspects of teaching chemistry will be published. Please select from the list the top 4 courses that would be of most value to you.

	%
AI in chemistry education	30 (43%)
Digital skills for chemistry	24 (34%)
Teaching sustainability in chemistry	18 (26%)
Enquiry-based and project learning	22 (31%)
Maths skills for chemistry	12 (17%)
Literacy skills for chemistry	12 (17%)
Practicals with purpose	39 (56%)
Teaching with stretch and challenge	48 (69%)
Behaviour management in the chemistry classroom	15 (21%)
Cognitive science and chemistry teaching	34 (49%)
Lesson planning	1 (1%)
Adaptive teaching	17 (24%)
Assessment	4 (6%)
Other	4 (6%)
Column n	70

Filter: State funded schools; Teachers only + Teach Chemistry; Unweighted; base n = 70

Section F

Learners/students' connection with science

Summary

At the time of surveying, 29% of respondents work with external organisations to provide chemistry-related enrichment opportunities. The barriers to working with such organisations include limited time (82%), funding (70%) and a lack of awareness of opportunities (49%).

Do you currently work with any external organisations to provide enrichment opportunities in the following subjects for your learners/students?

	Biology	Chemistry	Physics	General Science
Yes	18 (18%)	30 (29%)	20 (20%)	33 (32%)
No	84 (82%)	72 (71%)	82 (80%)	69 (68%)
Column n	102	102	102	102

Filter: State funded schools; Teachers only; Unweighted; base n = 102

What are the barriers for you working with external organisations to support your learners/students to build a meaningful connection to science? Please select all that apply.

	%
Limited time	84 (82%)
Funding	71 (70%)
Class behaviour	22 (22%)
Lack of support and encouragement from senior leaders	26 (25%)
Safeguarding concerns	8 (8%)
Lack of awareness of opportunities	50 (49%)
Other priorities/pressures (e.g. Ofsted)	24 (24%)
Other	16 (16%)
There are no barriers	1 (1%)
Column n	102

Filter: State funded schools; Teachers only; Unweighted; base n = 102

How can external organisations support the enrichment of the curriculum for your learners/students to support building a meaningful connection to science? Please select the most important 3.

	%
Providing contacts for external speakers to visit your school	47 (46%)
Arranging visits to local higher education institutions	26 (25%)
Providing connections with local industry and work places	62 (61%)
Organising competitions and/or challenges to be held within your school	35 (34%)
Organising competitions and/or challenges to be held outside of your school setting	10 (10%)
Providing funding for outreach events linked to science	45 (44%)
Providing activities that can be used in lesson time to contextualise curriculum topics	40 (39%)
Providing careers activities linked to the curriculum	36 (35%)
Other	5 (5%)
Column n	102

Filter: State funded schools; Teachers only; Unweighted; base n = 102

Section G

Digital technology

Summary

62% of respondents have used AI at some point in their role. The most common uses of AI for teachers include creating resources (87%) and question writing (71%). Although not done as frequently, teachers cite using AI to write reports as particularly impactful (positively).

Have you ever used AI within your role?

	%
Yes	78 (62%)
No	48 (38%)
Column n	126

Filter: State funded schools; Unweighted; base n = 126

Have you had any support to use AI in your role?

	%
Yes	0 (0%)
No	3 (100%)
Column n	3

Filter: State funded schools; Technicians only + Used AI; Unweighted; base n = 3

Which of the following have you used AI for in your teaching role? Please select all that apply.

	%
Creating resources	65 (87%)
Question writing	53 (71%)
Writing reports	24 (32%)
General admin	20 (27%)
Lesson planning	25 (33%)
Giving feedback/marking	12 (16%)
Other	6 (8%)
Column n	75

Filter: State funded schools; Teachers only + Used AI; Unweighted; base n = 75

Of the tasks selected, on a scale of 1–10, how much of a positive impact did using AI have?

	Creating resources	Question writing	Writing reports	General admin	Lesson planning	Giving feedback/ marking	Other
1	4 (6%)	3 (6%)	1 (4%)	0 (0%)	1 (4%)	1 (8%)	0 (0%)
2	2 (3%)	3 (6%)	1 (4%)	3 (15%)	3 (12%)	2 (17%)	0 (0%)
3	5 (8%)	3 (6%)	0 (0%)	2 (10%)	0 (0%)	0 (0%)	0 (0%)
4	4 (6%)	4 (8%)	1 (4%)	3 (15%)	1 (4%)	0 (0%)	0 (0%)
5	9 (15%)	9 (17%)	2 (9%)	0 (0%)	4 (16%)	1 (8%)	2 (33%)
6	7 (11%)	8 (15%)	1 (4%)	3 (15%)	5 (20%)	1 (8%)	1 (17%)
7	8 (13%)	5 (9%)	1 (4%)	1 (5%)	2 (8%)	1 (8%)	0 (0%)
8	11 (18%)	8 (15%)	7 (30%)	3 (15%)	3 (12%)	3 (25%)	2 (33%)
9	6 (10%)	2 (4%)	6 (26%)	4 (20%)	2 (8%)	1 (8%)	0 (0%)
10	6 (10%)	8 (15%)	3 (13%)	1 (5%)	4 (16%)	2 (17%)	1 (17%)
Top 4 (7–10)	31 (50%)	23 (43%)	17 (74%)	9 (45%)	11 (44%)	7 (58%)	3 (50%)
Bottom 4 (1–3)	11 (18%)	9 (17%)	2 (9%)	5 (25%)	4 (16%)	3 (25%)	0 (0%)
Column n	62	53	23	20	25	12	6

Filter: State funded schools; Teachers only + Used AI + Selected task; Unweighted; base n = 6-62

Do you follow any education influencers on social media? E.g. science influencers on TikTok, Instagram, YouTube or podcasts.

	%
Yes	34 (27%)
No	87 (69%)
Don't know/not sure	5 (4%)
Column n	126

Filter: State funded schools; Unweighted; base n = 126

Section H

Additional support and resources

Summary

32% of teachers somewhat or strongly agree that students with SEND/ALN have access to the support and resources needed to engage in science lessons comparably with their peers. Similarly, 37% of teachers somewhat or strongly agree that students with SEND/ALN have access to support and resources needed to participate in all practical activities in science lessons.

84% of respondents felt that more teaching assistant support would improve the equitable experience of students with SEND/ALN in science lessons.

How far do you agree with the following statements?

	Learners/students with SEND/ ALN have access to any additional support/resources needed to engage in science lessons comparably to their peers	Learners/students with SEND/ ALN have access to any additional support/resources needed to participate in all practical activities in science lessons
Strongly agree	3 (3%)	6 (6%)
Somewhat agree	30 (29%)	32 (31%)
Neither agree nor disagree	11 (11%)	11 (11%)
Somewhat disagree	35 (34%)	29 (28%)
Strongly disagree	23 (23%)	24 (24%)
Don't know/not sure	0 (0%)	0 (0%)
Column n	102	102

Filter: State funded schools; Teachers only; Unweighted; base n = 102

For your school/department, what would improve the equitable experience of learners/students with SEND/ALN in science lessons? Please select all that apply.

	%
More teaching assistant support	106 (84%)
Specialist practical equipment (materials, ear defenders, quiet classroom areas etc.)	55 (44%)
More training on specific strategies for SEND learners/students	66 (52%)
Teaching resources that are accessible for SEND learners/students	78 (62%)
Specialist technology	38 (30%)
Other	5 (4%)
Don't know/not sure	9 (7%)
Column n	126

Filter: State funded schools; Unweighted; base n = 126

Section A

About your school

Summary

The highest levels of understaffing seen in departments are for teaching assistants (68%) and science technicians (52%). 47% of respondents reported understaffing of physics teachers, with chemistry teacher understaffing at 33%.

Equivalent data is available for England, Northern Ireland, Scotland and Republic of Ireland.

Which of the following best describes your current job role?

	%
Head of department/principal teacher – Science	11 (14%)
Head of department/principal teacher – Chemistry	6 (7%)
Head of department/principal teacher – Physics	3 (4%)
Head of department/principal teacher – Biology	4 (5%)
Classroom teacher of science, biology, chemistry and/or physics	20 (25%)
FE lecturer of science, biology, chemistry and/or physics	0 (0%)
Science technician	37 (46%)
Trainee / student science teacher	0 (0%)
Other staff member with science teaching responsibilities, e.g. SLT	0 (0%)
Column n	81

Filter: State funded schools; Unweighted; base n = 81

Which of the following best describes the school where you work?

	%
Local authority, Community, Foundation, or ETB	79 (98%)
Academy (standalone)	0 (0%)
Academy (in a MAT)	1 (1%)
Grammar school/selective school (any type of state school with selective admissions)	1 (1%)
Column n	81

Filter: State funded schools; Unweighted; base n = 81

Does your school have a sixth form?

	%
Yes	59 (73%)
No	22 (27%)
Column n	81

Filter: State funded schools; Unweighted; base n = 81

Does your sixth form offer the three sciences at A-level/Higher/Leaving Certificate?

	%
Yes	53 (90%)
No	6 (10%)
Column n	59

Filter: State funded schools; Unweighted; base n = 59

Which geographical setting best describes where your school is based?

	%
Urban	42 (52%)
Rural	34 (42%)
Don't know/not sure	5 (6%)
Column n	81

Filter: State funded schools; Unweighted; base n = 81

Please describe the staffing at your school or college in each of the following areas. By understaffed, we mean that you do not feel that the current provision is sufficient for your school.

	Biology teachers	Chemistry teachers	Physics teachers	Science technicians	Teaching assistants
Overstaffed	11 (14%)	2 (2%)	1 (1%)	0 (0%)	0 (0%)
Adequately staffed	50 (62%)	48 (59%)	39 (48%)	37 (46%)	12 (15%)
Understaffed	16 (20%)	27 (33%)	38 (47%)	42 (52%)	55 (68%)
Don't know/not sure	4 (5%)	4 (5%)	3 (4%)	2 (2%)	13 (16%)
Not applicable	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (1%)
Column n	81	81	81	81	81

Filter: State funded schools; Not select 'Not applicable'; Unweighted; base n = 81-81

Does your senior leadership team (SLT) have a science teacher in it?

	%
Yes	38 (47%)
No	42 (52%)
Don't know/not sure	1 (1%)
Column n	81

Filter: State funded schools; Unweighted; base n = 81

Have you ever taken a break from teaching of more than 2 consecutive years?

	%
Yes	0 (0%)
No	44 (100%)
Column n	44

Filter: State funded schools; Teachers only; Unweighted; base n = 44

Section B

About your role

Summary

As in 2025, technicians broadly report good levels of confidence in supporting the three sciences across the three key stages. Teachers also feel confident in teaching the three sciences, with confidence dropping at key stage 5 (for chemistry, the number of teachers feeling somewhat or very confident in teaching KS4 is 80%, but for KS5 this drops to 57%).

23% of teacher respondents would recommend science teaching as a career to a friend, compared to 32% of technician respondents recommending being a science technician.

For which of these subjects, if any, would you define yourself as a specialist? Please select all that apply.

	%
Biology	20 (45%)
Chemistry	24 (55%)
Physics	19 (43%)
General Science	10 (23%)
None of the above	0 (0%)
Don't know / Not sure	1 (2%)
Column n	44

Filter: State funded schools; Teachers only; Unweighted; base n = 44

Including the current academic year, how many years have you been teaching the sciences? Please do not include your training year.

	%
1-2 YRS	3 (7%)
3-4 YRS	1 (2%)
5-9 YRS	6 (14%)
10+ YRS	34 (77%)
Don't know/Can't remember	0 (0%)
Prefer not to say	0 (0%)
Column n	44

Filter: State funded schools; Teachers only; Unweighted; base n = 44

Including the current academic year, how many years have you been working as a science technician?

	%
1-2 YRS	6 (16%)
3-4 YRS	5 (14%)
5-9 YRS	8 (22%)
10+ YRS	18 (49%)
Don't know/Can't remember	0 (0%)
Prefer not to say	0 (0%)
Column n	37

Filter: State funded schools; Technicians only; Unweighted; base n = 37

For each of the key stages, how confident are you in supporting biology, chemistry and/or physics?

	Biology at KS3	Biology at KS4	Biology at KS5	Chemistry at KS3	Chemistry at KS4
Very unconfident	3 (8%)	3 (8%)	0 (0%)	3 (8%)	3 (8%)
Somewhat unconfident	0 (0%)	0 (0%)	5 (18%)	1 (3%)	1 (3%)
Neither confident nor unconfident	2 (5%)	6 (16%)	4 (14%)	1 (3%)	2 (6%)
Somewhat confident	6 (16%)	8 (22%)	8 (29%)	5 (14%)	7 (19%)
Very confident	26 (70%)	20 (54%)	11 (39%)	27 (73%)	23 (64%)
Column n	37	37	28	37	36

	Chemistry at KS5	Physics at KS3	Physics at KS4	Physics at KS5
Very unconfident	0 (0%)	3 (8%)	2 (6%)	5 (19%)
Somewhat unconfident	3 (11%)	3 (8%)	9 (25%)	5 (19%)
Neither confident nor unconfident	3 (11%)	2 (5%)	4 (11%)	4 (15%)
Somewhat confident	10 (37%)	10 (27%)	8 (22%)	7 (27%)
Very confident	11 (41%)	19 (51%)	13 (36%)	5 (19%)
Column n	27	37	36	26

Filter: State funded schools; Technician, not selected 'Do not support'; Unweighted; base n = 26-37

For each of the key stages that you teach, how confident are you in teaching biology, chemistry and/or physics subject content to these key stages? If you don't teach the particular subject content to a key stage, either as a single subject or as part of a combined science course, select 'Do not teach'.

	Biology at KS3	Biology at KS4	Biology at KS5	Chemistry at KS3	Chemistry at KS4
Very unconfident	4 (10%)	4 (11%)	6 (29%)	4 (9%)	4 (10%)
Somewhat unconfident	1 (2%)	2 (6%)	2 (10%)	1 (2%)	0 (0%)
Neither confident nor unconfident	1 (2%)	4 (11%)	4 (19%)	1 (2%)	4 (10%)
Somewhat confident	6 (14%)	9 (25%)	5 (24%)	7 (16%)	10 (26%)
Very confident	30 (71%)	17 (47%)	4 (19%)	30 (70%)	21 (54%)
Column n	42	36	21	43	39

	Chemistry at KS5	Physics at KS3	Physics at KS4	Physics at KS5
Very unconfident	6 (23%)	4 (9%)	4 (11%)	6 (25%)
Somewhat unconfident	2 (8%)	0 (0%)	1 (3%)	4 (17%)
Neither confident nor unconfident	3 (12%)	2 (5%)	4 (11%)	2 (8%)
Somewhat confident	5 (19%)	7 (16%)	12 (32%)	4 (17%)
Very confident	10 (38%)	30 (70%)	17 (45%)	8 (33%)
Column n	26	43	38	24

Filter: State funded schools; Teacher, not selected 'Do not teach'; Unweighted; base n = 21-43

On a scale of 0 to 10, where '0' is not satisfied at all and '10' is completely satisfied, how satisfied are you with your job as a teacher?

	%
Mean	5.9
Column n	44

Filter: State funded schools; Teachers only; Unweighted; base n = 44

On a scale of 0 to 10, where '0' is not satisfied at all and '10' is completely satisfied, how satisfied are you with your job as a technician?

	%
Mean	6.0
Column n	37

Filter: State funded schools; Technicians only; Unweighted; base n = 37

Would you recommend science teaching as a career to a friend?

	%
Yes	10 (23%)
No	26 (59%)
Don't know/not sure	8 (18%)
Column n	44

Filter: State funded schools; Teachers only; Unweighted; base n = 44

Would you recommend being a science technician as a career to a friend?

	%
Yes	12 (32%)
No	16 (43%)
Don't know/not sure	9 (24%)
Column n	37

Filter: State funded schools; Technicians only; Unweighted; base n = 37

Section C

Learner/student outcomes and practical work

Summary

86% of respondents reported not enough non-contact time as having a detrimental effect on student learning outcomes since February 2025. Insufficient departmental funding (70%) and an overloaded curriculum (58%) are also reported to be impacting outcomes.

Hands-on practical work is conducted most frequently with key stage 3 classes but declines through key stages 4 and 5. 72% of respondents feel that practical science activities are underfunded.

In your own teaching experience, which (if any) of these factors have had a detrimental effect on learner/student learning outcomes in the last year (since February 2025)?

	%
Insufficient departmental funding	30 (70%)
Lack of specialist teachers within the sciences	14 (33%)
Lack of science technicians	14 (33%)
An overloaded curriculum	25 (58%)
An out of date/irrelevant curriculum	13 (30%)
Insufficient support for learner/student special educational needs and disabilities (SEND)/additional learning needs (ALN)	23 (53%)
Not enough non-contact time (e.g. for planning, marking, practicing practical work)	37 (86%)
Other	5 (12%)
None of the above	0 (0%)
Column n	43

Filter: State funded schools; Teachers only; Unweighted; base n = 43

Thinking about the last 12 months, with each of your KS3/Third Level/ Junior Cycle classes, how often did you generally do the following in science lessons?

	Hands-on practical work	A teacher demonstration of a practical	Watching a video of a practical
At least once a week	12 (28%)	12 (28%)	4 (9%)
At least once a fortnight	18 (42%)	11 (26%)	5 (12%)
At least once a month	10 (23%)	16 (37%)	12 (28%)
Once every couple of months	3 (7%)	2 (5%)	4 (9%)
Less often	0 (0%)	1 (2%)	15 (35%)
Never	0 (0%)	1 (2%)	2 (5%)
Don't know/not sure	0 (0%)	0 (0%)	1 (2%)
Column n	43	43	43

Filter: State funded schools; Teachers only + Teach at age range; Unweighted; base n = 43-43

Thinking about the last 12 months, with each of your GCSE/National 5/Transition Year classes, how often did you generally do the following in science lessons?

	Hands-on practical work	A teacher demonstration of a practical	Watching a video of a practical
At least once a week	4 (9%)	5 (12%)	1 (3%)
At least once a fortnight	12 (28%)	14 (33%)	7 (18%)
At least once a month	19 (44%)	15 (36%)	14 (36%)
Once every couple of months	7 (16%)	4 (10%)	7 (18%)
Less often	1 (2%)	4 (10%)	10 (26%)
Never	0 (0%)	1 (2%)	3 (8%)
Don't know/not sure	1 (2%)	1 (2%)	2 (5%)
Column n	43	42	39

Filter: State funded schools; Teachers only + Teach at age range; Unweighted; base n = 39-43

Thinking about the last 12 months, with each of your A-level/Higher/Senior Cycle classes, how often did you generally do the following in science lessons?

	Hands-on practical work	A teacher demonstration of a practical	Watching a video of a practical
At least once a week	2 (8%)	2 (8%)	1 (5%)
At least once a fortnight	9 (35%)	5 (21%)	3 (15%)
At least once a month	13 (50%)	5 (21%)	8 (40%)
Once every couple of months	0 (0%)	6 (25%)	5 (25%)
Less often	2 (8%)	6 (25%)	3 (15%)
Never	0 (0%)	2 (8%)	5 (25%)
Don't know/not sure	1 (4%)	1 (4%)	2 (10%)
Column n	26	24	20

Filter: State funded schools; Teachers only + Teach at age range; Unweighted; base n = 20-26

In terms of equipment and chemicals, do you feel that practical science activities in your school are currently:

	%
Overfunded	0 (0%)
Adequately funded	20 (25%)
Underfunded	58 (72%)
Don't know/not sure	3 (4%)
Column n	81

Filter: State funded schools; Unweighted; base n = 81

Do you ever get your learners/students to think about the environmental impact of their school practical work?

	%
Yes	16 (36%)
No	28 (64%)
Column n	44

Filter: State funded schools; Teachers only; Unweighted; base n = 44

What does your school do to minimise the environmental impact of practical work? Please select all that apply.

	%
Use microscale for some practical activities	33 (55%)
Carefully selecting the type and amount of chemicals used	30 (50%)
Minimising single use plastics	24 (40%)
Reusing equipment	53 (88%)
Recycling materials	44 (73%)
Optimising energy and water use	6 (10%)
Run fewer practicals	5 (8%)
Other	1 (2%)
None of the above	0 (0%)
Column n	60

Filter: State funded schools; Unweighted; base n = 60

Section D

Curriculum

Summary

94% of teacher respondents anticipate that their department will teach 'The Sciences' in September 2026, 76% anticipate they will teach 'Separate Sciences'. 53% of teachers said students would be given a choice in which science qualification they undertake.

Teachers reported having a good understanding of the reformed pathways through the sciences in Wales, with 71% saying that they understand 'a lot' or 'everything'. However, when teachers were asked about learner and parent/guardian understanding, they reported that 88% of learners and 76% of parents/guardians had little or no understanding of the reformed pathways through the sciences.

Which science qualifications will your department be teaching in September 2026? Please select all that apply.

	%
The sciences	16 (94%)
Integrated science	3 (18%)
Foundation certificate science	2 (12%)
Separate sciences (biology, chemistry, physics)	13 (76%)
Column n	17

Filter: State funded schools; Teachers only; Unweighted; base n = 17

Will learners/students be given the choice of science qualification they undertake?

	%
Yes	9 (53%)
No	6 (35%)
Don't know/not sure	2 (12%)
Column n	17

Filter: State funded schools; Teachers only; Unweighted; base n = 17

Which science qualification do you anticipate the majority of your learners/students will undertake?

	%
The sciences	11 (65%)
Integrated science	3 (18%)
Foundation certificate science	0 (0%)
Separate sciences (biology, chemistry, physics)	2 (12%)
Don't know/not sure	1 (6%)
Column n	17

Filter: State funded schools; Teachers only; Unweighted; base n = 17

Has your department had to make any changes (e.g. approach to subject delivery, qualifications offered, timetabling, staffing etc.) as a result of Qualifications Wales retaining the separate sciences?

	%
Yes	7 (41%)
No	6 (35%)
Don't know/not sure	4 (24%)
Column n	17

Filter: State funded schools; Teachers only; Unweighted; base n = 17

Do you feel the number of science qualifications available for first teaching in September 2026 is:

	%
Too many	1 (6%)
About right	11 (65%)
Not enough	2 (12%)
Don't know/not sure	3 (18%)
Column n	17

Filter: State funded schools; Teachers only; Unweighted; base n = 17

How much do you, your learners/students, and their parents/guardians understand of the reformed pathways through the sciences? For example, their features and progression opportunities.

	You	Your learners/students	The parents/guardians of your learners/students
Everything	3 (18%)	0 (0%)	0 (0%)
A lot	9 (53%)	1 (6%)	0 (0%)
A little	5 (29%)	9 (53%)	8 (47%)
Nothing	0 (0%)	6 (35%)	5 (29%)
Don't know/not sure	0 (0%)	1 (6%)	4 (24%)
Column n	17	17	17

Filter: State funded schools; Teachers only; Unweighted; base n = 17-17

When teaching sustainability and/or climate change content, do you use local examples?

	%
Yes	2 (100%)
No	0 (0%)
Column n	2

Filter: State funded schools; Teachers only; Unweighted; base n = 2

Section E

Professional development

Summary

Over the period of February 2025 to February 2026, 50% of those teaching chemistry did not access any subject-specific professional development (compared to 61% of those teaching biology and 53% of those teaching physics). 32% of science technicians did not access any role-specific professional development in the same period.

65% of those teaching chemistry felt that the amount of time they undertook subject-specific professional development was insufficient or somewhat insufficient.

Teachers reported that course cost & expenses to attend (82%), a lack of funding for cover teachers (77%) and lack of available cover teachers (57%) were the biggest barriers to accessing subject-specific PD. The top barriers to technicians accessing role-specific PD included course cost & expenses to attend (73%) and prohibitive travel time/distance (73%).

Thinking about the last 12 months (since February 2025), please select the number of hours of subject-specific professional development that you received for each of the following subjects. If you didn't teach this subject in the last 12 months, please select 'Not applicable - don't teach this subject'.

	Biology	Chemistry	Physics	General Science	Non-science subjects
0 hours – Didn't access any professional development	19 (61%)	19 (50%)	18 (53%)	18 (47%)	9 (35%)
Up to 5 hours	5 (16%)	10 (26%)	4 (12%)	7 (18%)	3 (12%)
5–9 hours	3 (10%)	2 (5%)	3 (9%)	5 (13%)	0 (0%)
10–14 hours	0 (0%)	1 (3%)	1 (3%)	0 (0%)	7 (27%)
15–19 hours	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (8%)
20–24 hours	1 (3%)	3 (8%)	1 (3%)	2 (5%)	1 (4%)
25–29 hours	0 (0%)	0 (0%)	1 (3%)	0 (0%)	0 (0%)
30–34 hours	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
35+ hours	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Don't know	3 (10%)	3 (8%)	6 (18%)	6 (16%)	4 (15%)
Column n	31	38	34	38	26

Filter: State funded schools; Teachers only; Not selected 'Not applicable – don't teach this subject'; Unweighted; base n = 26-38

Thinking about the last 12 months (since February 2025), please select the number of hours of role-specific professional development that you received.

Role-specific PD	%
0 hrs - Didn't access any professional development	12 (32%)
Up to 5 hours	8 (22%)
5 - 9 hours	7 (19%)
10 – 14 hours	6 (16%)
15 – 19 hours	2 (5%)
20 - 24 hours	2 (5%)
25 - 29 hours	0 (0%)
30 - 34 hours	0 (0%)
35+ hours	0 (0%)
Don't know	0 (0%)
Column n	37

Filter: State funded schools; Technicians only; Unweighted; base n = 37

Thinking again about the last 12 months since February 2025, was the amount of time that you undertook subject-specific professional development for each subject...? If you didn't teach this subject in the last academic year, please select 'Not applicable – don't teach this subject'.

	Biology	Chemistry	Physics	General Science	Non-science subjects
Insufficient	19 (58%)	18 (49%)	18 (49%)	19 (51%)	7 (30%)
Somewhat insufficient	3 (9%)	6 (16%)	7 (19%)	6 (16%)	2 (9%)
Neither sufficient nor insufficient	4 (12%)	7 (19%)	5 (14%)	7 (19%)	5 (22%)
Somewhat sufficient	2 (6%)	3 (8%)	2 (5%)	2 (5%)	4 (17%)
Sufficient	2 (6%)	1 (3%)	1 (3%)	0 (0%)	2 (9%)
Don't know/can't remember	3 (9%)	2 (5%)	4 (11%)	3 (8%)	3 (13%)
Column n	33	37	37	37	23

Filter: State funded schools; Teachers only; Not selected 'Not applicable – don't teach this subject'; Unweighted; base n = 23-37

Thinking again about the last 12 months since February 2025, was the amount of time that you undertook role-specific professional development...?

	%
Insufficient	14 (38%)
Somewhat insufficient	7 (19%)
Neither sufficient nor insufficient	7 (19%)
Somewhat sufficient	6 (16%)
Sufficient	3 (8%)
Don't know/can't remember	0 (0%)
Column n	37

Filter: State funded schools; Technicians only; Unweighted; base n = 37

Which of the following barriers apply to your own experience of accessing subject-specific professional development? Please select all that apply.

	%
Lack of funding for cover teachers	34 (77%)
Lack of available cover teachers	25 (57%)
Course cost & expenses to attend courses	36 (82%)
School policy restricts the type of courses I can attend	10 (23%)
Having to attend PD courses/training in my own time	15 (34%)
Availability of courses	19 (43%)
Lack of knowledge about opportunities	15 (34%)
Not having access to the required technology/software/learning platforms, etc.	2 (5%)
Prohibitive travel time/distance	17 (39%)
Other	5 (11%)
There are no barriers	0 (0%)
Column n	44

Filter: State funded schools; Teachers only; Unweighted; base n = 44

Which of the following barriers apply to your own experience of accessing role-specific professional development? Please select all that apply.

	%
Lack of funding for cover staff	6 (16%)
Lack of available cover staff	8 (22%)
Course cost & expenses to attend courses	27 (73%)
School policy restricts the type of courses I can attend	5 (14%)
Having to attend PD courses/training in my own time	4 (11%)
Availability of courses	24 (65%)
Lack of knowledge about opportunities	12 (32%)
Not having access to the required technology/software/learning platforms, etc.	1 (3%)
Prohibitive travel time/distance	27 (73%)
There are no barriers	2 (5%)
Column n	37

Filter: State funded schools; Technicians only; Unweighted; base n = 37

The RSC is currently developing a portfolio of self-led professional development courses hosted online. In addition to subject knowledge courses, courses related to other aspects of teaching chemistry will be published. Please select from the list the top 4 courses that would be of most value to you.

	%
AI in chemistry education	12 (28%)
Digital skills for chemistry	15 (35%)
Teaching sustainability in chemistry	10 (23%)
Enquiry-based and project learning	16 (37%)
Maths skills for chemistry	13 (30%)
Literacy skills for chemistry	12 (28%)
Practicals with purpose	24 (56%)
Teaching with stretch and challenge	23 (53%)
Behaviour management in the chemistry classroom	9 (21%)
Cognitive science and chemistry teaching	17 (40%)
Lesson planning	5 (12%)
Adaptive teaching	9 (21%)
Assessment	6 (14%)
Other	1 (2%)
Column n	43

Filter: State funded schools; Teachers only + Teach Chemistry; Unweighted; base n = 43

Section F

Learners/students' connection with science

Summary

At the time of surveying, 25% of respondents work with external organisations to provide chemistry-related enrichment opportunities. The barriers to working with such organisations include limited time (82%), funding (73%) and a lack of awareness of opportunities (34%).

Do you currently work with any external organisations to provide enrichment opportunities in the following subjects for your learners/students?

	Biology	Chemistry	Physics	General Science
Yes	6 (14%)	11 (25%)	13 (30%)	8 (18%)
No	38 (86%)	33 (75%)	31 (70%)	36 (82%)
Column n	44	44	44	44

Filter: State funded schools; Teachers only; Unweighted; base n = 44

What are the barriers for you working with external organisations to support your learners/students to build a meaningful connection to science? Please select all that apply.

	%
Limited time	36 (82%)
Funding	32 (73%)
Class behaviour	12 (27%)
Lack of support and encouragement from senior leaders	11 (25%)
Safeguarding concerns	4 (9%)
Lack of awareness of opportunities	15 (34%)
Other priorities/pressures (e.g. Ofsted)	10 (23%)
Other	3 (7%)
There are no barriers	0 (0%)
Column n	44

Filter: State funded schools; Teachers only; Unweighted; base n = 44

How can external organisations support the enrichment of the curriculum for your learners/students to support building a meaningful connection to science? Please select the most important 3.

	%
Providing contacts for external speakers to visit your school	20 (45%)
Arranging visits to local higher education institutions	14 (32%)
Providing connections with local industry and work places	25 (57%)
Organising competitions and/or challenges to be held within your school	13 (30%)
Organising competitions and/or challenges to be held outside of your school setting	5 (11%)
Providing funding for outreach events linked to science	20 (45%)
Providing activities that can be used in lesson time to contextualise curriculum topics	22 (50%)
Providing careers activities linked to the curriculum	13 (30%)
Other	0 (0%)
Column n	44

Filter: State funded schools; Teachers only; Unweighted; base n = 44

Section G

Digital technology

Summary

64% of respondents have used AI at some point in their role. The most common uses of AI for teachers include creating resources (87%) and question writing (72%). Although not done as frequently, teachers cite using AI to give feedback/mark and write reports as particularly impactful (positively).

Have you ever used AI within your role?

	%
Yes	52 (64%)
No	29 (36%)
Column n	81

Filter: State funded schools; Unweighted; base n = 81

Have you had any support to use AI in your role?

	%
Yes	4 (31%)
No	9 (69%)
Column n	13

Filter: State funded schools; Technicians only + Used AI; Unweighted; base n = 13

Which of the following have you used AI for in your teaching role? Please select all that apply.

	%
Creating resources	34 (87%)
Question writing	28 (72%)
Writing reports	21 (54%)
General admin	15 (38%)
Lesson planning	15 (38%)
Giving feedback/marking	5 (13%)
Other	1 (3%)
Column n	39

Filter: State funded schools; Teachers only + Used AI; Unweighted; base n = 39

Of the tasks selected, on a scale of 1–10, how much of a positive impact did using AI have?

	Creating resources	Question writing	Writing reports	General admin	Lesson planning	Giving feedback/marking	Other
1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
2	2 (6%)	0 (0%)	1 (5%)	0 (0%)	2 (13%)	0 (0%)	0 (0%)
3	2 (6%)	2 (7%)	2 (10%)	1 (7%)	3 (20%)	0 (0%)	0 (0%)
4	2 (6%)	2 (7%)	1 (5%)	0 (0%)	1 (7%)	0 (0%)	0 (0%)
5	4 (12%)	4 (14%)	2 (10%)	4 (27%)	1 (7%)	0 (0%)	0 (0%)
6	6 (18%)	6 (21%)	1 (5%)	3 (20%)	3 (20%)	0 (0%)	0 (0%)
7	7 (21%)	3 (11%)	1 (5%)	1 (7%)	2 (13%)	3 (60%)	1 (100%)
8	6 (18%)	8 (29%)	6 (29%)	2 (13%)	1 (7%)	0 (0%)	0 (0%)
9	4 (12%)	2 (7%)	2 (10%)	3 (20%)	0 (0%)	1 (20%)	0 (0%)
10	1 (3%)	1 (4%)	5 (24%)	1 (7%)	2 (13%)	1 (20%)	0 (0%)
Top 4 (7–10)	18 (53%)	14 (50%)	14 (67%)	7 (47%)	5 (33%)	5 (100%)	1 (100%)
Bottom 4 (1–3)	4 (12%)	2 (7%)	3 (14%)	1 (7%)	5 (33%)	0 (0%)	0 (0%)
Column n	34	28	21	15	15	5	1

Filter: State funded schools; Teachers only + Used AI + Selected task; Unweighted; base n = 1-34

Do you follow any education influencers on social media? E.g. science influencers on TikTok, Instagram, YouTube or podcasts.

	%
Yes	23 (28%)
No	56 (69%)
Don't know/not sure	2 (2%)
Column n	81

Filter: State funded schools; Unweighted; base n = 81

Section H

Additional support and resources

Summary

41% of teachers somewhat or strongly agree that students with SEND/ALN have access to the support and resources needed to engage in science lessons comparably with their peers. Similarly, 46% of teachers somewhat or strongly agree that students with SEND/ALN have access to support and resources needed to participate in all practical activities in science lessons.

72% of respondents felt that more teaching assistant support would improve the equitable experience of students with SEND/ALN in science lessons.

How far do you agree with the following statements?

	Learners/students with SEND/ ALN have access to any additional support/resources needed to engage in science lessons comparably to their peers	Learners/students with SEND/ ALN have access to any additional support/resources needed to participate in all practical activities in science lessons
Strongly agree	3 (7%)	3 (7%)
Somewhat agree	15 (34%)	17 (39%)
Neither agree nor disagree	10 (23%)	6 (14%)
Somewhat disagree	9 (20%)	11 (25%)
Strongly disagree	6 (14%)	6 (14%)
Don't know/not sure	1 (2%)	1 (2%)
Column n	44	44

Filter: State funded schools; Teachers only; Unweighted; base n = 44

For your school/department, what would improve the equitable experience of learners/students with SEND/ALN in science lessons? Please select all that apply.

	%
More teaching assistant support	58 (72%)
Specialist practical equipment (materials, ear defenders, quiet classroom areas etc.)	40 (49%)
More training on specific strategies for SEND learners/students	38 (47%)
Teaching resources that are accessible for SEND learners/students	43 (53%)
Specialist technology	26 (32%)
Other	4 (5%)
Don't know/not sure	7 (9%)
Column n	81

Filter: State funded schools; Unweighted; base n = 81

Section A

About your school

Summary

The highest levels of understaffing seen in departments are for physics teachers (41%), followed by science technicians (38%). The understaffing of teaching assistants is the lowest of all the nations of the UK (19%). 34% of respondents reported understaffing of chemistry teachers.

Equivalent data is available for Wales, England, Scotland and Republic of Ireland.

Which of the following best describes your current job role?

	%
Head of department/principal teacher – Science	10 (17%)
Head of department/principal teacher – Chemistry	4 (7%)
Head of department/principal teacher – Physics	3 (5%)
Head of department/principal teacher – Biology	3 (5%)
Classroom teacher of science, biology, chemistry and/or physics	13 (22%)
FE lecturer of science, biology, chemistry and/or physics	0 (0%)
Science technician	23 (40%)
Trainee / student science teacher	0 (0%)
Other staff member with science teaching responsibilities, e.g. SLT	2 (3%)
Column n	58

Filter: State funded schools; Unweighted; base n = 58

Which of the following best describes the school where you work?

	%
Local authority, Community, Foundation, or ETB	27 (47%)
Academy (standalone)	2 (3%)
Academy (in a MAT)	0 (0%)
Grammar school/selective school (any type of state school with selective admissions)	29 (50%)
Column n	58

Filter: State funded schools; Unweighted; base n = 58

Does your school have a sixth form?

	%
Yes	53 (91%)
No	5 (9%)
Column n	58

Filter: State funded schools; Unweighted; base n = 58

Does your sixth form offer the three sciences at A-level/Higher/Leaving Certificate?

	%
Yes	40 (75%)
No	13 (25%)
Column n	53

Filter: State funded schools; Unweighted; base n = 53

Which geographical setting best describes where your school is based?

	%
Urban	47 (81%)
Rural	10 (17%)
Don't know/not sure	1 (2%)
Column n	58

Filter: State funded schools; Unweighted; base n = 58

Please describe the staffing at your school or college in each of the following areas. By understaffed, we mean that you do not feel that the current provision is sufficient for your school.

	Biology teachers	Chemistry teachers	Physics teachers	Science technicians	Teaching assistants
Overstaffed	7 (12%)	0 (0%)	0 (0%)	0 (0%)	3 (5%)
Adequately staffed	42 (72%)	35 (60%)	31 (53%)	32 (55%)	34 (59%)
Understaffed	6 (10%)	20 (34%)	24 (41%)	22 (38%)	11 (19%)
Don't know / Not sure	2 (3%)	2 (3%)	2 (3%)	1 (2%)	3 (5%)
Not applicable	1 (2%)	1 (2%)	1 (2%)	3 (5%)	7 (12%)
Column n	58	58	58	58	58

Filter: State funded schools; Not select 'Not applicable'; Unweighted; base n = 58-58

Does your senior leadership team (SLT) have a science teacher in it?

	%
Yes	27 (47%)
No	29 (50%)
Don't know/not sure	2 (3%)
Column n	58

Filter: State funded schools; Unweighted; base n = 58

Have you ever taken a break from teaching of more than 2 consecutive years?

	%
Yes	6 (17%)
No	29 (83%)
Column n	35

Filter: State funded schools; Teachers only; Unweighted; base n = 35

Section B

About your role

Summary

As in 2025, technicians broadly report good levels of confidence in supporting the three sciences across the three key stages. Teachers also feel confident in teaching the three sciences, with confidence dropping at key stage 5 (for chemistry, the number of teachers feeling somewhat or very confident in teaching KS4 is 71%, but for KS5 this drops to 50%).

54% of teacher respondents would recommend science teaching as a career to a friend (the highest levels of all the nations), compared to 48% of technician respondents recommending being a science technician.

For which of these subjects, if any, would you define yourself as a specialist? Please select all that apply.

	%
Biology	17 (49%)
Chemistry	13 (37%)
Physics	6 (17%)
General Science	14 (40%)
None of the above	1 (3%)
Don't know / Not sure	0 (0%)
Column n	35

Filter: State funded schools; Teachers only; Unweighted; base n = 35

Including the current academic year, how many years have you been teaching the sciences? Please do not include your training year.

	%
1-2 YRS	1 (3%)
3-4 YRS	1 (3%)
5-9 YRS	1 (3%)
10+ YRS	32 (91%)
Don't know/Can't remember	0 (0%)
Prefer not to say	0 (0%)
Column n	35

Filter: State funded schools; Teachers only; Unweighted; base n = 35

Including the current academic year, how many years have you been working as a science technician?

	%
1-2 YRS	5 (22%)
3-4 YRS	1 (4%)
5-9 YRS	5 (22%)
10+ YRS	12 (52%)
Don't know/Can't remember	0 (0%)
Prefer not to say	0 (0%)
Column n	23

Filter: State funded schools; Technicians only; Unweighted; base n = 23

For each of the key stages, how confident are you in supporting biology, chemistry and/or physics?

	Biology at KS3	Biology at KS4	Biology at KS5	Chemistry at KS3	Chemistry at KS4
Very unconfident	3 (14%)	3 (17%)	3 (17%)	2 (9%)	2 (10%)
Somewhat unconfident	0 (0%)	0 (0%)	0 (0%)	2 (9%)	2 (10%)
Neither confident nor unconfident	0 (0%)	0 (0%)	1 (6%)	1 (5%)	1 (5%)
Somewhat confident	4 (19%)	3 (17%)	5 (28%)	3 (14%)	3 (14%)
Very confident	14 (67%)	12 (67%)	9 (50%)	14 (64%)	13 (62%)
Column n	21	18	18	22	21

	Chemistry at KS5	Physics at KS3	Physics at KS4	Physics at KS5
Very unconfident	2 (10%)	1 (5%)	1 (5%)	1 (5%)
Somewhat unconfident	2 (10%)	3 (14%)	3 (15%)	4 (20%)
Neither confident nor unconfident	3 (14%)	1 (5%)	3 (15%)	6 (30%)
Somewhat confident	6 (29%)	4 (18%)	2 (10%)	4 (20%)
Very confident	8 (38%)	13 (59%)	11 (55%)	5 (25%)
Column n	21	22	20	20

Filter: State funded schools; Technician, not selected 'Do not support'; Unweighted; base n = 18-22

For each of the key stages that you teach, how confident are you in teaching biology, chemistry and/or physics subject content to these key stages? If you don't teach the particular subject content to a key stage, either as a single subject or as part of a combined science course, select 'Do not teach'.

	Biology at KS3	Biology at KS4	Biology at KS5	Chemistry at KS3	Chemistry at KS4
Very unconfident	2 (11%)	2 (11%)	3 (27%)	2 (11%)	1 (6%)
Somewhat unconfident	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (6%)
Neither confident nor unconfident	0 (0%)	1 (6%)	1 (9%)	0 (0%)	1 (6%)
Somewhat confident	1 (6%)	4 (22%)	2 (18%)	1 (6%)	6 (33%)
Very confident	15 (83%)	11 (61%)	5 (45%)	15 (83%)	9 (50%)
Column n	18	18	11	18	18

	Chemistry at KS5	Physics at KS3	Physics at KS4	Physics at KS5
Very unconfident	2 (20%)	2 (11%)	1 (6%)	2 (25%)
Somewhat unconfident	1 (10%)	0 (0%)	0 (0%)	1 (13%)
Neither confident nor unconfident	1 (10%)	0 (0%)	2 (11%)	2 (25%)
Somewhat confident	4 (40%)	1 (6%)	7 (39%)	2 (25%)
Very confident	2 (20%)	15 (83%)	8 (44%)	1 (13%)
Column n	10	18	18	8

Filter: State funded schools; Teacher, not selected 'Do not teach'; Unweighted; base n = 8-18

On a scale of 0 to 10, where '0' is not satisfied at all and '10' is completely satisfied, how satisfied are you with your job as a teacher?

	%
Mean	6.7
Column n	35

Filter: State funded schools; Teachers only; Unweighted; base n = 35

On a scale of 0 to 10, where '0' is not satisfied at all and '10' is completely satisfied, how satisfied are you with your job as a technician?

	%
Mean	7.2
Column n	23

Filter: State funded schools; Technicians only; Unweighted; base n = 23

Would you recommend science teaching as a career to a friend?

	%
Yes	19 (54%)
No	9 (26%)
Don't know/not sure	7 (20%)
Column n	35

Filter: State funded schools; Teachers only; Unweighted; base n = 35

Would you recommend being a science technician as a career to a friend?

	%
Yes	11 (48%)
No	9 (39%)
Don't know/not sure	3 (13%)
Column n	23

Filter: State funded schools; Technicians only; Unweighted; base n = 23

Section C

Learner/student outcomes and practical work

Summary

76% of respondents reported not enough non-contact time and 62% reported insufficient departmental funding as having a detrimental effect on student learning outcomes since February 2025. An overloaded curriculum (71%) is also reported to be impacting outcomes.

Hands-on practical work is conducted most frequently with key stage 3 classes (80% once a week/fortnight) but declines through key stage 4 (53%). The frequency does however increase again for key stage 5 classes (60%). 55% of respondents feel that practical science activities are underfunded.

In your own teaching experience, which (if any) of these factors have had a detrimental effect on learner/student learning outcomes in the last year (since February 2025)?

	%
Insufficient departmental funding	21 (62%)
Lack of specialist teachers within the sciences	15 (44%)
Lack of science technicians	16 (47%)
An overloaded curriculum	24 (71%)
An out of date/irrelevant curriculum	4 (12%)
Insufficient support for learner/student special educational needs and disabilities (SEND) / additional learning needs (ALN)	5 (15%)
Not enough non-contact time (e.g. for planning, marking, practicing practical work)	26 (76%)
Other	1 (3%)
None of the above	0 (0%)
Column n	34

Filter: State funded schools; Teachers only; Unweighted; base n = 34

Thinking about the last 12 months, with each of your KS3/Third Level/ Junior Cycle classes, how often did you generally do the following in science lessons?

	Hands-on practical work	A teacher demonstration of a practical	Watching a video of a practical
At least once a week	10 (32%)	3 (10%)	4 (13%)
At least once a fortnight	15 (48%)	9 (29%)	5 (16%)
At least once a month	5 (16%)	16 (52%)	8 (26%)
Once every couple of months	1 (3%)	2 (6%)	5 (16%)
Less often	0 (0%)	1 (3%)	7 (23%)
Never	0 (0%)	0 (0%)	1 (3%)
Don't know / Not sure	0 (0%)	0 (0%)	1 (3%)
Column n	31	31	31

Filter: State funded schools; Teachers only + Teach at age range; Unweighted; base n = 31-31

Thinking about the last 12 months, with each of your GCSE/National 5/Transition Year classes, how often did you generally do the following in science lessons?

	Hands-on practical work	A teacher demonstration of a practical	Watching a video of a practical
At least once a week	4 (12%)	3 (9%)	4 (13%)
At least once a fortnight	14 (41%)	8 (24%)	6 (19%)
At least once a month	14 (41%)	13 (38%)	9 (28%)
Once every couple of months	1 (3%)	5 (15%)	5 (16%)
Less often	1 (3%)	5 (15%)	8 (25%)
Never	0 (0%)	0 (0%)	2 (6%)
Don't know / Not sure	0 (0%)	0 (0%)	0 (0%)
Column n	34	34	32

Filter: State funded schools; Teachers only + Teach at age range; Unweighted; base n = 32-34

Thinking about the last 12 months, with each of your A-level/Higher/Senior Cycle classes, how often did you generally do the following in science lessons?

	Hands-on practical work	A teacher demonstration of a practical	Watching a video of a practical
At least once a week	1 (4%)	3 (13%)	2 (8%)
At least once a fortnight	14 (56%)	4 (17%)	4 (17%)
At least once a month	7 (28%)	7 (29%)	7 (29%)
Once every couple of months	2 (8%)	5 (21%)	4 (17%)
Less often	1 (4%)	5 (21%)	7 (29%)
Never	1 (4%)	2 (8%)	2 (8%)
Don't know / Not sure	0 (0%)	0 (0%)	0 (0%)
I don't teach this age range	25	24	24

Filter: State funded schools; Teachers only + Teach at age range; Unweighted; base n = 24-25

In terms of equipment and chemicals, do you feel that practical science activities in your school are currently:

	%
Overfunded	0 (0%)
Adequately funded	23 (40%)
Underfunded	32 (55%)
Don't know / Not sure	3 (5%)
Column n	58

Filter: State funded schools; Unweighted; base n = 58

Do you ever get your learners/students to think about the environmental impact of their school practical work?

	%
Yes	13 (37%)
No	22 (63%)
Column n	35

Filter: State funded schools; Teachers only; Unweighted; base n = 35

What does your school do to minimise the environmental impact of practical work? Please select all that apply.

	%
Use microscale for some practical activities	18 (50%)
Carefully selecting the type and amount of chemicals used	24 (67%)
Minimising single use plastics	16 (44%)
Reusing equipment	33 (92%)
Recycling materials	22 (61%)
Optimising energy and water use	10 (28%)
Run fewer practicals	3 (8%)
Other	0 (0%)
None of the above	0 (0%)
Column n	36

Filter: State funded schools; Unweighted; base n = 36

Section D

Curriculum

Summary

20% of respondents report being required to follow a set, centrally designed curriculum, with 20% also unsure if they do so. Respondents were also asked if they used local examples when teaching sustainability and climate change, but sample size is too small for comment.

Are you required to follow a set, centrally designed curriculum provided by your school? E.g. in a MAT, LA, bought-in scheme.

	%
Yes	4 (20%)
No	12 (60%)
Don't know/not sure	4 (20%)
Column n	20

Filter: State funded schools; Teachers only + England, Northern Ireland; Unweighted; base n = 20

When teaching sustainability and/or climate change content, do you use local examples?

	%
Yes	0 (0%)
No	3 (100%)
Column n	3

Filter: State funded schools; Teachers only; Unweighted; base n = 3

Section E

Professional development

Summary

Over the period of February 2025 to February 2026, 55% of those teaching chemistry did not access any subject-specific professional development (compared to 61% of those teaching biology and 58% of those teaching physics). 48% of science technicians did not access any role-specific professional development in the same period.

61% of those teaching chemistry felt that the amount of time they undertook subject-specific professional development was insufficient or somewhat insufficient. Teachers reported that availability of courses (74%) was the biggest barrier to accessing subject-specific PD, followed by course cost & expenses to attend (69%), a lack of funding for cover teachers (66%) and a lack of available cover teachers (60%). Technicians similarly identified the availability of courses (87%) as the top barrier to accessing role-specific PD, followed by prohibitive travel time/distance (65%) and course cost & expenses to attend (48%).

Thinking about the last 12 months (since February 2025), please select the number of hours of subject-specific professional development that you received for each of the following subjects. If you didn't teach this subject in the last 12 months, please select 'Not applicable - don't teach this subject'.

	Biology	Chemistry	Physics	General Science	Non-science subjects
0 hrs - Didn't access any professional development	17 (61%)	17 (55%)	15 (58%)	16 (55%)	9 (39%)
Up to 5 hours	4 (14%)	5 (16%)	4 (15%)	4 (14%)	4 (17%)
5 - 9 hours	2 (7%)	6 (19%)	1 (4%)	3 (10%)	2 (9%)
10 – 14 hours	1 (4%)	1 (3%)	0 (0%)	1 (3%)	1 (4%)
15 – 19 hours	0 (0%)	0 (0%)	1 (4%)	0 (0%)	1 (4%)
20 - 24 hours	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (9%)
25 - 29 hours	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
30 - 34 hours	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (4%)
35+ hours	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Don't know	4 (14%)	2 (6%)	5 (19%)	5 (17%)	3 (13%)
Column n	28	31	26	29	23

Filter: State funded schools; Teachers only; Not selected 'Not applicable – don't teach this subject'; Unweighted; base n = 23-31

Thinking about the last 12 months (since February 2025), please select the number of hours of role-specific professional development that you received.

Role-specific PD	%
0 hrs - Didn't access any professional development	11 (48%)
Up to 5 hours	4 (17%)
5 - 9 hours	3 (13%)
10 – 14 hours	1 (4%)
15 – 19 hours	0 (0%)
20 - 24 hours	0 (0%)
25 - 29 hours	0 (0%)
30 - 34 hours	0 (0%)
35+ hours	1 (4%)
Don't know	0 (0%)
Column n	23

Filter: State funded schools; Technicians only; Unweighted; base n = 23

Thinking again about the last 12 months since February 2025, was the amount of time that you undertook subject-specific professional development for each subject...? If you didn't teach this subject in the last academic year, please select 'Not applicable – don't teach this subject'.

	Biology	Chemistry	Physics	General Science	Non-science subjects
Insufficient	11 (39%)	14 (50%)	12 (48%)	11 (39%)	4 (22%)
Somewhat insufficient	6 (21%)	3 (11%)	3 (12%)	6 (21%)	1 (6%)
Neither sufficient nor insufficient	7 (25%)	4 (14%)	5 (20%)	6 (21%)	5 (28%)
Somewhat sufficient	0 (0%)	2 (7%)	2 (8%)	0 (0%)	1 (6%)
Sufficient	2 (7%)	4 (14%)	1 (4%)	4 (14%)	5 (28%)
Don't know / Can't remember	2 (7%)	1 (4%)	2 (8%)	1 (4%)	2 (11%)
Column n	28	28	25	28	18

Filter: State funded schools; Teachers only; Not selected 'Not applicable – don't teach this subject'; Unweighted; base n = 18-28

Thinking again about the last 12 months since February 2025, was the amount of time that you undertook role-specific professional development...?

	%
Insufficient	11 (48%)
Somewhat insufficient	3 (13%)
Neither sufficient nor insufficient	4 (17%)
Somewhat sufficient	2 (9%)
Sufficient	2 (9%)
Don't know / Can't remember	1 (4%)
Column n	23

Filter: State funded schools; Technicians only; Unweighted; base n = 23

Which of the following barriers apply to your own experience of accessing subject-specific professional development? Please select all that apply.

	%
Lack of funding for cover teachers	23 (66%)
Lack of available cover teachers	21 (60%)
Course cost & expenses to attend courses	24 (69%)
School policy restricts the type of courses I can attend	7 (20%)
Having to attend PD courses/training in my own time	18 (51%)
Availability of courses	26 (74%)
Lack of knowledge about opportunities	15 (43%)
Not having access to the required technology/software/learning platforms, etc.	0 (0%)
Prohibitive travel time / distance	15 (43%)
Other	2 (6%)
There are no barriers	0 (0%)
Column n	35

Filter: State funded schools; Teachers only; Unweighted; base n = 35

Which of the following barriers apply to your own experience of accessing role-specific professional development? Please select all that apply.

	%
Lack of funding for cover staff	2 (9%)
Lack of available cover staff	1 (4%)
Course cost & expenses to attend courses	11 (48%)
School policy restricts the type of courses I can attend	3 (13%)
Having to attend PD courses/training in my own time	2 (9%)
Availability of courses	20 (87%)
Lack of knowledge about opportunities	7 (30%)
Not having access to the required technology/software/learning platforms, etc.	2 (9%)
Prohibitive travel time / distance	15 (65%)
There are no barriers	0 (0%)
Column n	23

Filter: State funded schools; Technicians only; Unweighted; base n = 23

The RSC is currently developing a portfolio of self-led professional development courses hosted online. In addition to subject knowledge courses, courses related to other aspects of teaching chemistry will be published. Please select from the list the top 4 courses that would be of most value to you.

	%
AI in chemistry education	16 (47%)
Digital skills for chemistry	10 (29%)
Teaching sustainability in chemistry	3 (9%)
Enquiry-based and project learning	11 (32%)
Maths skills for chemistry	7 (21%)
Literacy skills for chemistry	4 (12%)
Practicals with purpose	26 (76%)
Teaching with stretch and challenge	19 (56%)
Behaviour management in the chemistry classroom	6 (18%)
Cognitive science and chemistry teaching	10 (29%)
Lesson planning	0 (0%)
Adaptive teaching	12 (35%)
Assessment	11 (32%)
Other	1 (3%)
Column n	34

Filter: State funded schools; Teachers only + Teach Chemistry; Unweighted; base n = 34

Section F

Learners/students' connection with science

Summary

At the time of surveying, 37% of respondents work with external organisations to provide chemistry-related enrichment opportunities. The barriers to working with such organisations include limited time (91%), funding (74%) and a lack of awareness of opportunities (57%). These are common barriers to other nations in the UK.

Do you currently work with any external organisations to provide enrichment opportunities in the following subjects for your learners/students?

	Biology	Chemistry	Physics	General Science
Yes	7 (20%)	13 (37%)	7 (20%)	8 (23%)
No	28 (80%)	22 (63%)	28 (80%)	27 (77%)
Column n	35	35	35	35

Filter: State funded schools; Teachers only; Unweighted; base n = 35

What are the barriers for you working with external organisations to support your learners/students to build a meaningful connection to science? Please select all that apply.

	%
Limited time	32 (91%)
Funding	26 (74%)
Class behaviour	3 (9%)
Lack of support and encouragement from senior leaders	5 (14%)
Safeguarding concerns	1 (3%)
Lack of awareness of opportunities	20 (57%)
Other priorities/pressures (e.g. Ofsted)	11 (31%)
Other	1 (3%)
There are no barriers	0 (0%)
Column n	35

Filter: State funded schools; Teachers only; Unweighted; base n = 35

How can external organisations support the enrichment of the curriculum for your learners/students to support building a meaningful connection to science? Please select the most important 3.

	%
Providing contacts for external speakers to visit your school	19 (54%)
Arranging visits to local higher education institutions	6 (17%)
Providing connections with local industry and work places	24 (69%)
Organising competitions and/or challenges to be held within your school	12 (34%)
Organising competitions and/or challenges to be held outside of your school setting	2 (6%)
Providing funding for outreach events linked to science	27 (77%)
Providing activities that can be used in lesson time to contextualise curriculum topics	11 (31%)
Providing careers activities linked to the curriculum	4 (11%)
Other	0 (0%)
Column n	35

Filter: State funded schools; Teachers only; Unweighted; base n = 35

Section G

Digital technology

Summary

67% of respondents have used AI at some point in their role. The most common uses of AI for teachers include creating resources (76%) and writing reports (72%). Teachers cite using AI to write reports as particularly impactful (positively).

Have you ever used AI within your role?

	%
Yes	39 (67%)
No	19 (33%)
Column n	58

Filter: State funded schools; Unweighted; base n = 58

Have you had any support to use AI in your role?

	%
Yes	1 (10%)
No	9 (90%)
Column n	10

Filter: State funded schools; Technicians only + Used AI; Unweighted; base n = 10

Which of the following have you used AI for in your teaching role? Please select all that apply.

	%
Creating resources	22 (76%)
Question writing	14 (48%)
Writing reports	21 (72%)
General admin	10 (34%)
Lesson planning	8 (28%)
Giving feedback/marking	2 (7%)
Other	0 (0%)
Column n	29

Filter: State funded schools; Teachers only + Used AI; Unweighted; base n = 29

Of the tasks selected, on a scale of 1–10, how much of a positive impact did using AI have?

	Creating resources	Question writing	Writing reports	General admin	Lesson planning	Giving feedback/ marking	Other
1	0 (0%)	0 (0%)	1 (5%)	0 (0%)	0 (0%)	1 (50%)	...
2	4 (18%)	2 (14%)	1 (5%)	1 (10%)	2 (25%)	0 (0%)	...
3	2 (9%)	1 (7%)	1 (5%)	0 (0%)	1 (13%)	0 (0%)	...
4	5 (23%)	1 (7%)	2 (10%)	1 (10%)	1 (13%)	0 (0%)	...
5	2 (9%)	3 (21%)	3 (14%)	0 (0%)	1 (13%)	0 (0%)	...
6	1 (5%)	2 (14%)	1 (5%)	2 (20%)	1 (13%)	1 (50%)	...
7	1 (5%)	1 (7%)	3 (14%)	1 (10%)	0 (0%)	0 (0%)	...
8	4 (18%)	2 (14%)	4 (19%)	1 (10%)	0 (0%)	0 (0%)	...
9	1 (5%)	0 (0%)	3 (14%)	1 (10%)	1 (13%)	0 (0%)	...
10	2 (9%)	2 (14%)	2 (10%)	3 (30%)	1 (13%)	0 (0%)	...
Top 4 (7–10)	8 (36%)	5 (36%)	12 (57%)	6 (60%)	2 (25%)	0 (0%)	...
Bottom 4 (1–3)	6 (27%)	3 (21%)	3 (14%)	1 (10%)	3 (38%)	1 (50%)	...
Column n	22	14	21	10	8	2	0

Filter: State funded schools; Teachers only + Used AI + Selected task; Unweighted; base n = 0-22

Do you follow any education influencers on social media? E.g. science influencers on TikTok, Instagram, YouTube or podcasts.

	%
Yes	15 (26%)
No	41 (71%)
Don't know/not sure	2 (3%)
Column n	58

Filter: State funded schools; Unweighted; base n = 58

Section H

Additional support and resources

Summary

72% of teachers somewhat or strongly agree that students with SEND/ALN have access to the support and resources needed to engage in science lessons comparably with their peers. As in 2025, this is significantly higher than for the other nations of the UK. Similarly, 66% of teachers somewhat or strongly agree that students with SEND/ALN have access to support and resources needed to participate in all practical activities in science lessons.

53% of respondents felt that both more training on specific strategies for SEND learners and teaching resources that are accessible for those learners would improve the equitable experience of students with SEND/ALN in science lessons.

How far do you agree with the following statements?

	Learners/students with SEND/ ALN have access to any additional support/resources needed to engage in science lessons comparably to their peers	Learners/students with SEND/ ALN have access to any additional support/resources needed to participate in all practical activities in science lessons
Strongly agree	8 (23%)	9 (26%)
Somewhat agree	17 (49%)	14 (40%)
Neither agree nor disagree	3 (9%)	5 (14%)
Somewhat disagree	5 (14%)	3 (9%)
Strongly disagree	1 (3%)	3 (9%)
Don't know / Not sure	1 (3%)	1 (3%)
Column n	35	35

Filter: State funded schools; Teachers only; Unweighted; base n = 35

For your school/department, what would improve the equitable experience of learners/students with SEND/ALN in science lessons? Please select all that apply.

	%
More teaching assistant support	16 (28%)
Specialist practical equipment (materials, ear defenders, quiet classroom areas etc)	28 (48%)
More training on specific strategies for SEND learners/students	31 (53%)
Teaching resources that are accessible for SEND learners/students	29 (50%)
Specialist technology	15 (26%)
Other	2 (3%)
Don't know / Not sure	9 (16%)
Column n	58

Filter: State funded schools; Unweighted; base n = 58

Section A

About your school

Summary

The highest levels of understaffing seen in departments are for science technicians (41%) and teaching assistants (34%). These figures are significantly lower than those reported in 2025. 24% of respondents reported understaffing of chemistry teachers in their department.

Equivalent data is available for [Wales](#), [Northern Ireland](#), [Scotland](#) and [England](#).

Which of the following best describes your current job role?

	%
Head of department/principal teacher – Science	3 (10%)
Head of department/principal teacher – Chemistry	9 (31%)
Head of department/principal teacher – Physics	2 (7%)
Head of department/principal teacher – Biology	3 (10%)
Classroom teacher of science, biology, chemistry and/or physics	12 (41%)
FE lecturer of science, biology, chemistry and/or physics	0 (0%)
Science technician	0 (0%)
Trainee/student science teacher	0 (0%)
Other staff member with science teaching responsibilities, e.g. SLT	0 (0%)
Column n	29

Filter: State funded schools; Unweighted; base n = 29

Which of the following best describes the school where you work?

	%
Local authority, Community, Foundation, or ETB	28 (97%)
Academy (standalone)	1 (3%)
Academy (in a MAT)	0 (0%)
Grammar school/selective school (any type of state school with selective admissions)	0 (0%)
Column n	29

Filter: State funded schools; Unweighted; base n = 29

Does your school have a sixth form?

	%
Yes	16 (55%)
No	13 (45%)
Column n	29

Filter: State funded schools; Unweighted; base n = 29

Does your sixth form offer the three sciences at A-level/Higher/Leaving Certificate?

	%
Yes	12 (75%)
No	4 (25%)
Column n	16

Filter: State funded schools; Unweighted; base n = 16

Which geographical setting best describes where your school is based?

	%
Urban	22 (76%)
Rural	7 (24%)
Don't know/not sure	0 (0%)
Column n	29

Filter: State funded schools; Unweighted; base n = 29

Please describe the staffing at your school or college in each of the following areas. By understaffed, we mean that you do not feel that the current provision is sufficient for your school.

	Biology teachers	Chemistry teachers	Physics teachers	Science technicians	Teaching assistants
Overstaffed	5 (17%)	1 (3%)	1 (3%)	1 (3%)	0 (0%)
Adequately staffed	22 (76%)	21 (72%)	21 (72%)	4 (14%)	2 (7%)
Understaffed	2 (7%)	7 (24%)	5 (17%)	12 (41%)	10 (34%)
Don't know/not sure	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not applicable	0 (0%)	0 (0%)	2 (7%)	12 (41%)	17 (59%)
Column n	29	29	29	29	29

Filter: State funded schools; Not select 'Not applicable'; Unweighted; base n = 29-29

Does your senior leadership team (SLT) have a science teacher in it?

	%
Yes	14 (48%)
No	15 (52%)
Don't know/not sure	0 (0%)
Column n	29

Filter: State funded schools; Unweighted; base n = 29

Have you ever taken a break from teaching of more than 2 consecutive years?

	%
Yes	2 (7%)
No	27 (93%)
Column n	29

Filter: State funded schools; Teachers only; Unweighted; base n = 29

Section B

About your role

Summary

Teachers feel varying levels of confidence in teaching the sciences, with confidence lower for Junior Cycle Earth and Space (22% of teachers are very or somewhat unconfident), Transition Year (21% very or somewhat unconfident) and Leaving Certificate Chemistry and Physics (80% very or somewhat unconfident).

45% of teacher respondents would recommend science teaching as a career to a friend.

For which of these subjects, if any, would you define yourself as a specialist? Please select all that apply.

	%
Biology	16 (55%)
Chemistry	16 (55%)
Physics	8 (28%)
General Science	15 (52%)
None of the above	0 (0%)
Don't know/not sure	0 (0%)
Column n	29

Filter: State funded schools; Teachers only; Unweighted; base n = 29

Including the current academic year, how many years have you been teaching the sciences? Please do not include your training year.

	%
1–2 years	0 (0%)
3–4 years	3 (10%)
5–9 years	8 (28%)
10+ years	18 (62%)
Don't know/can't remember	0 (0%)
Prefer not to say	0 (0%)
Column n	29

Filter: State funded schools; Teachers only; Unweighted; base n = 29

For each of the key stages that you teach, how confident are you in teaching biology, chemistry and/or physics subject content to these key stages? If you don't teach the particular subject content to a key stage, either as a single subject or as part of a combined science course, select 'Do not teach'.

	Junior Cycle Biological World	Junior Cycle Chemical World	Junior Cycle Physical World	Junior Cycle Earth and Space	Transition Year Science
Very unconfident	0 (0%)	0 (0%)	2 (7%)	1 (4%)	1 (4%)
Somewhat unconfident	2 (7%)	2 (7%)	2 (7%)	5 (18%)	4 (17%)
Neither confident nor unconfident	0 (0%)	1 (4%)	2 (7%)	5 (18%)	3 (13%)
Somewhat confident	5 (18%)	6 (21%)	9 (32%)	9 (32%)	11 (46%)
Very confident	21 (75%)	19 (68%)	13 (46%)	8 (29%)	5 (21%)
Column n	28	28	28	28	24

	Leaving Cert Biology	Leaving Cert Ag Science	Leaving Cert Chemistry
Very unconfident	2 (11%)	0 (0%)	1 (6%)
Somewhat unconfident	2 (11%)	1 (14%)	3 (18%)
Neither confident nor unconfident	1 (5%)	3 (43%)	0 (0%)
Somewhat confident	3 (16%)	2 (29%)	4 (24%)
Very confident	11 (58%)	1 (14%)	9 (53%)
Column n	19	7	17

	Leaving Cert Physics	Leaving Cert Chem and Physics	Leaving Cert Computer Science
Very unconfident	2 (18%)	1 (20%)	2 (40%)
Somewhat unconfident	1 (9%)	3 (60%)	0 (0%)
Neither confident nor unconfident	0 (0%)	0 (0%)	1 (20%)
Somewhat confident	6 (55%)	0 (0%)	1 (20%)
Very confident	2 (18%)	1 (20%)	1 (20%)
Column n	11	5	5

Filter: State funded schools; Teacher, Republic of Ireland only + not selected 'Do not teach'; Unweighted; base n = 5-28

On a scale of 0 to 10, where '0' is not satisfied at all and '10' is completely satisfied, how satisfied are you with your job as a teacher?

	%
Mean	7.4
Column n	29

Filter: State funded schools; Teachers only; Unweighted; base n = 29

Would you recommend science teaching as a career to a friend?

	%
Yes	13 (45%)
No	9 (31%)
Don't know/not sure	7 (24%)
Column n	29

Filter: State funded schools; Teachers only; Unweighted; base n = 29

Section C

Learner/student outcomes and practical work

Summary

82% of respondents reported an overloaded curriculum as having a detrimental effect on student learning outcomes since February 2025 (comparable to England). Not enough non-contact time (71%) and a lack of science technicians (71%) are also reported to be impacting outcomes.

Hands-on practical work is conducted least frequently with Junior Cycle classes but increases through Transition Year and Senior Cycle; this is the opposite trend to the nations of the UK. 45% of respondents feel that practical science activities are underfunded.

In your own teaching experience, which (if any) of these factors have had a detrimental effect on learner/student learning outcomes in the last year (since February 2025)?

	%
Insufficient departmental funding	8 (29%)
Lack of specialist teachers within the sciences	1 (4%)
Lack of science technicians	20 (71%)
An overloaded curriculum	23 (82%)
An out of date/irrelevant curriculum	1 (4%)
Insufficient support for learner/student special educational needs and disabilities (SEND)/additional learning needs (ALN)	12 (43%)
Not enough non-contact time (e.g. for planning, marking, practicing practical work)	20 (71%)
Other	6 (21%)
None of the above	0 (0%)
Column n	28

Filter: State funded schools; Teachers only; Unweighted; base n = 28

Thinking about the last 12 months, with each of your KS3/Third Level/ Junior Cycle classes, how often did you generally do the following in science lessons?

	Hands-on practical work	A teacher demonstration of a practical	Watching a video of a practical
At least once a week	3 (11%)	2 (7%)	7 (26%)
At least once a fortnight	12 (44%)	11 (41%)	5 (19%)
At least once a month	8 (30%)	5 (19%)	2 (7%)
Once every couple of months	4 (15%)	4 (15%)	4 (15%)
Less often	0 (0%)	5 (19%)	5 (19%)
Never	0 (0%)	0 (0%)	4 (15%)
Don't know/not sure	0 (0%)	0 (0%)	0 (0%)
Column n	27	27	27

Filter: State funded schools; Teachers only + Teach at age range; Unweighted; base n = 27-27

Thinking about the last 12 months, with each of your GCSE/National 5/Transition Year classes, how often did you generally do the following in science lessons?

	Hands-on practical work	A teacher demonstration of a practical	Watching a video of a practical
At least once a week	6 (33%)	6 (38%)	6 (43%)
At least once a fortnight	8 (44%)	2 (13%)	1 (7%)
At least once a month	3 (17%)	2 (13%)	1 (7%)
Once every couple of months	1 (6%)	1 (6%)	3 (21%)
Less often	0 (0%)	5 (31%)	3 (21%)
Never	2 (11%)	4 (25%)	6 (43%)
Don't know/not sure	0 (0%)	0 (0%)	0 (0%)
Column n	18	16	14

Filter: State funded schools; Teachers only + Teach at age range; Unweighted; base n = 14-18

Thinking about the last 12 months, with each of your A-level/Higher/Senior Cycle classes, how often did you generally do the following in science lessons?

	Hands-on practical work	A teacher demonstration of a practical	Watching a video of a practical
At least once a week	3 (10%)	3 (12%)	5 (19%)
At least once a fortnight	15 (52%)	10 (38%)	4 (15%)
At least once a month	6 (21%)	5 (19%)	9 (33%)
Once every couple of months	2 (7%)	5 (19%)	5 (19%)
Less often	3 (10%)	3 (12%)	4 (15%)
Never	0 (0%)	3 (12%)	2 (7%)
Don't know/not sure	0 (0%)	0 (0%)	0 (0%)
Column n	29	26	27

Filter: State funded schools; Teachers only + Teach at age range; Unweighted; base n = 26-29

In terms of equipment and chemicals, do you feel that practical science activities in your school are currently:

	%
Overfunded	0 (0%)
Adequately funded	14 (48%)
Underfunded	13 (45%)
Don't know/not sure	2 (7%)
Column n	29

Filter: State funded schools; Unweighted; base n = 29

Do you ever get your learners/students to think about the environmental impact of their school practical work?

	%
Yes	15 (52%)
No	14 (48%)
Column n	29

Filter: State funded schools; Teachers only; Unweighted; base n = 29

What does your school do to minimise the environmental impact of practical work? Please select all that apply.

	%
Using microscale for some practical activities	2 (9%)
Carefully selecting the type and amount of chemicals used	11 (48%)
Minimising single use plastics	10 (43%)
Reusing equipment	23 (100%)
Recycling materials	16 (70%)
Optimising energy and water use	3 (13%)
Running fewer practicals	2 (9%)
Other	0 (0%)
None of the above	0 (0%)
Column n	23

Filter: State funded schools; Unweighted; base n = 23

Section D

Curriculum

Summary

50% of teachers in ROI are still unsure of how much time they plan to spend with their students on the new AAC (project) component of the new leaving certificate, despite the qualification being delivered this year (note: small sample size).

Teachers do not feel professionally supported to deliver the new leaving certificate in chemistry. They are also unsure of the clarity of the new specification, and none of the respondents feel confident with the proposed content of the new qualification (note: small sample size).

How much time have you planned to spend with your learners/students on the AAC (project) component of the new leaving certificate in chemistry?

	%
Less than 20 hours	1 (25%)
20 hours	0 (0%)
More than 20 hours	1 (25%)
Don't know/not sure	2 (50%)
Column n	4

Filter: State funded schools; Teachers only; Unweighted; base n = 4

To what extent do you agree with the following statements?

	The new leaving certificate chemistry specification is clear	I feel professionally supported to deliver the new leaving certificate in chemistry	I am confident with the proposed content of the new leaving certificate in chemistry
Strongly agree	0 (0%)	0 (0%)	0 (0%)
Agree	0 (0%)	0 (0%)	0 (0%)
Neither agree nor disagree	2 (50%)	0 (0%)	0 (0%)
Disagree	0 (0%)	1 (25%)	1 (25%)
Strongly disagree	0 (0%)	1 (25%)	1 (25%)
Don't know/not sure	2 (50%)	2 (50%)	2 (50%)
Column n	4	4	4

Filter: State funded schools; Teachers only; Unweighted; base n = 4-4

When teaching sustainability and/or climate change content, do you use local examples?

	%
Yes	4 (67%)
No	2 (33%)
Column n	6

Filter: State funded schools; Teachers only; Unweighted; base n = 6

Section E

Professional development

Summary

Over the period of February 2025 to February 2026, all teachers accessed some amount of professional development. This is a significant change from 2025, where 47% of those teaching chemistry did not access any subject-specific professional development. 30% of teachers received up to 9 hours in that period.

32% of those teaching chemistry felt that the amount of time they undertook subject-specific professional development was insufficient or somewhat insufficient. Teachers reported that having to attend courses in their own time (79%) and the availability of courses (59%) continue to be the biggest barriers to accessing subject-specific PD.

Broadly, as in 2025, teachers in the Republic of Ireland have the greatest access to subject-specific professional development, and are more satisfied with the time spent doing so, compared to teachers in all the other nations surveyed.

Thinking about the last 12 months (since February 2025), please select the number of hours of subject-specific professional development that you received for each of the following subjects. If you didn't teach this subject in the last 12 months, please select 'Not applicable - don't teach this subject'.

	Biology	Chemistry	Physics	General Science	Non-science subjects
0 hours – Didn't access any professional development	0 (0%)	0 (0%)	0 (0%)	7 (32%)	3 (19%)
Up to 5 hours	0 (0%)	2 (12%)	3 (33%)	7 (32%)	3 (19%)
5–9 hours	3 (21%)	3 (18%)	1 (11%)	3 (14%)	4 (25%)
10–14 hours	5 (36%)	2 (12%)	2 (22%)	1 (5%)	5 (31%)
15–19 hours	1 (7%)	3 (18%)	2 (22%)	0 (0%)	0 (0%)
20–24 hours	1 (7%)	3 (18%)	0 (0%)	0 (0%)	0 (0%)
25–29 hours	0 (0%)	3 (18%)	1 (11%)	2 (9%)	0 (0%)
30–34 hours	1 (7%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)
35+ hours	3 (21%)	0 (0%)	0 (0%)	0 (0%)	1 (6%)
Don't know	0 (0%)	0 (0%)	0 (0%)	2 (9%)	0 (0%)
Column n	14	17	9	22	16

Filter: State funded schools; Teachers only; Not selected 'Not applicable – don't teach this subject'; Unweighted; base n = 9-22

Thinking again about the last 12 months since February 2025, was the amount of time that you undertook subject-specific professional development for each subject...? If you didn't teach this subject in the last academic year, please select 'Not applicable – don't teach this subject'.

	Biology	Chemistry	Physics	General Science	Non-science subjects
Insufficient	3 (18%)	3 (16%)	2 (18%)	6 (23%)	5 (29%)
Somewhat insufficient	4 (24%)	3 (16%)	1 (9%)	5 (19%)	0 (0%)
Neither sufficient nor insufficient	0 (0%)	1 (5%)	0 (0%)	4 (15%)	3 (18%)
Somewhat sufficient	4 (24%)	4 (21%)	2 (18%)	3 (12%)	0 (0%)
Sufficient	3 (18%)	6 (32%)	4 (36%)	8 (31%)	7 (41%)
Don't know/can't remember	3 (18%)	2 (11%)	2 (18%)	0 (0%)	2 (12%)
Column n	17	19	11	26	17

Filter: State funded schools; Teachers only; Not selected 'Not applicable – don't teach this subject'; Unweighted; base n = 11-26

Which of the following barriers apply to your own experience of accessing subject-specific professional development? Please select all that apply.

	%
Lack of funding for cover teachers	6 (21%)
Lack of available cover teachers	6 (21%)
Course cost & expenses to attend courses	8 (28%)
School policy restricts the type of courses I can attend	4 (14%)
Having to attend PD courses/training in my own time	23 (79%)
Availability of courses	17 (59%)
Lack of knowledge about opportunities	9 (31%)
Not having access to the required technology/software/learning platforms, etc.	5 (17%)
Prohibitive travel time/distance	9 (31%)
Other	3 (10%)
There are no barriers	0 (0%)
Column n	29

Filter: State funded schools; Teachers only; Unweighted; base n = 29

The RSC is currently developing a portfolio of self-led professional development courses hosted online. In addition to subject knowledge courses, courses related to other aspects of teaching chemistry will be published. Please select from the list the top 4 courses that would be of most value to you.

	%
AI in chemistry education	8 (28%)
Digital skills for chemistry	7 (24%)
Teaching sustainability in chemistry	8 (28%)
Enquiry-based and project learning	19 (66%)
Maths skills for chemistry	6 (21%)
Literacy skills for chemistry	4 (14%)
Practicals with purpose	19 (66%)
Teaching with stretch and challenge	9 (31%)
Behaviour management in the chemistry classroom	2 (7%)
Cognitive science and chemistry teaching	8 (28%)
Lesson planning	9 (31%)
Adaptive teaching	7 (24%)
Assessment	10 (34%)
Other	0 (0%)
Column n	29

Filter: State funded schools; Teachers only + Teach Chemistry; Unweighted; base n = 29

Section F

Learners/students' connection with science

Summary

At the time of surveying, 24% of respondents work with external organisations to provide chemistry-related enrichment opportunities. The barriers to working with such organisations include limited time (76%), a lack of awareness of opportunities (52%) and funding (38%).

Do you currently work with any external organisations to provide enrichment opportunities in the following subjects for your learners/students?

	Biology	Chemistry	Physics	General Science
Yes	7 (24%)	7 (24%)	3 (10%)	9 (31%)
No	22 (76%)	22 (76%)	26 (90%)	20 (69%)
Column n	29	29	29	29

Filter: State funded schools; Teachers only; Unweighted; base n = 29

What are the barriers for you working with external organisations to support your learners/students to build a meaningful connection to science? Please select all that apply.

	%
Limited time	22 (76%)
Funding	11 (38%)
Class behaviour	1 (3%)
Lack of support and encouragement from senior leaders	5 (17%)
Safeguarding concerns	3 (10%)
Lack of awareness of opportunities	15 (52%)
Other priorities/pressures (e.g. Ofsted)	5 (17%)
Other	2 (7%)
There are no barriers	2 (7%)
Column n	29

Filter: State funded schools; Teachers only; Unweighted; base n = 29

How can external organisations support the enrichment of the curriculum for your learners/students to support building a meaningful connection to science? Please select the most important 3.

	%
Providing contacts for external speakers to visit your school	17 (59%)
Arranging visits to local higher education institutions	13 (45%)
Providing connections with local industry and work places	15 (52%)
Organising competitions and/or challenges to be held within your school	5 (17%)
Organising competitions and/or challenges to be held outside of your school setting	4 (14%)
Providing funding for outreach events linked to science	12 (41%)
Providing activities that can be used in lesson time to contextualise curriculum topics	15 (52%)
Providing careers activities linked to the curriculum	6 (21%)
Other	0 (0%)
Column n	29

Filter: State funded schools; Teachers only; Unweighted; base n = 29

Section G

Digital technology

Summary

90% of respondents have used AI at some point in their role, which is significantly higher than all the other surveyed nations. The most common uses of AI for teachers include creating resources (77%) and question writing (77%). Although not done as frequently, teachers cite using AI to give feedback or for marking as particularly impactful (positively).

Have you ever used AI within your role?

	%
Yes	26 (90%)
No	3 (10%)
Column n	29

Filter: State funded schools; Unweighted; base n = 29

Which of the following have you used AI for in your teaching role? Please select all that apply.

	%
Creating resources	20 (77%)
Question writing	20 (77%)
Writing reports	11 (42%)
General admin	7 (27%)
Lesson planning	12 (46%)
Giving feedback/marking	6 (23%)
Other	0 (0%)
Column n	26

Filter: State funded schools; Teachers only + Used AI; Unweighted; base n = 26

Of the tasks selected, on a scale of 1–10, how much of a positive impact did using AI have?

	Creating resources	Question writing	Writing reports	General admin	Lesson planning	Giving feedback/ marking	Other
1	0 (0%)	0 (0%)	1 (9%)	0 (0%)	0 (0%)	0 (0%)	...
2	1 (5%)	1 (5%)	0 (0%)	0 (0%)	1 (8%)	0 (0%)	...
3	1 (5%)	3 (15%)	1 (9%)	1 (14%)	1 (8%)	0 (0%)	...
4	0 (0%)	0 (0%)	1 (9%)	0 (0%)	3 (25%)	0 (0%)	...
5	6 (30%)	0 (0%)	1 (9%)	1 (14%)	1 (8%)	0 (0%)	...
6	0 (0%)	6 (30%)	0 (0%)	0 (0%)	2 (17%)	1 (17%)	...
7	4 (20%)	2 (10%)	1 (9%)	2 (29%)	1 (8%)	1 (17%)	...
8	3 (15%)	4 (20%)	2 (18%)	1 (14%)	1 (8%)	1 (17%)	...
9	3 (15%)	2 (10%)	3 (27%)	1 (14%)	0 (0%)	3 (50%)	...
10	2 (10%)	2 (10%)	1 (9%)	1 (14%)	2 (17%)	0 (0%)	...
Top 4 (7–10)	12 (60%)	10 (50%)	7 (64%)	5 (71%)	4 (33%)	5 (83%)	...
Bottom 4 (1–3)	2 (10%)	4 (20%)	2 (18%)	1 (14%)	2 (17%)	0 (0%)	...
Column n	20	20	11	7	12	6	0

Filter: State funded schools; Teachers only + Used AI + Selected task; Unweighted; base n = 0-20

Do you follow any education influencers on social media? E.g. science influencers on TikTok, Instagram, YouTube or podcasts.

	%
Yes	14 (48%)
No	13 (45%)
Don't know/not sure	2 (7%)
Column n	29

Filter: State funded schools; Unweighted; base n = 29

Section H

Additional support and resources

Summary

44% of teachers somewhat or strongly agree that students with SEND/ALN have access to the support and resources needed to engage in science lessons comparably with their peers. Similarly, 52% of teachers somewhat or strongly agree that students with SEND/ALN have access to support and resources needed to participate in all practical activities in science lessons.

69% of respondents felt that more teaching assistant support would improve the equitable experience of students with SEND/ALN in science lessons.

How far do you agree with the following statements?

	Learners/students with SEND/ ALN have access to any additional support/resources needed to engage in science lessons comparably to their peers	Learners/students with SEND/ ALN have access to any additional support/resources needed to participate in all practical activities in science lessons
Strongly agree	3 (10%)	4 (14%)
Somewhat agree	10 (34%)	11 (38%)
Neither agree nor disagree	4 (14%)	3 (10%)
Somewhat disagree	6 (21%)	4 (14%)
Strongly disagree	5 (17%)	6 (21%)
Don't know/not sure	1 (3%)	1 (3%)
Column n	29	29

Filter: State funded schools; Teachers only; Unweighted; base n = 29

For your school/department, what would improve the equitable experience of learners/students with SEND/ALN in science lessons? Please select all that apply.

	%
More teaching assistant support	20 (69%)
Specialist practical equipment (materials, ear defenders, quiet classroom areas etc.)	8 (28%)
More training on specific strategies for SEND learners/students	19 (66%)
Teaching resources that are accessible for SEND learners/students	19 (66%)
Specialist technology	9 (31%)
Other	0 (0%)
Don't know/not sure	1 (3%)
Column n	29

Filter: State funded schools; Unweighted; base n = 29

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