



**Low Road and Windmill
Music Federation**

STAFF SURVEY OCTOBER 2021



Introduction

The pandemic has been tough on everyone – but we can grow from adversity. The Music Federation is proud of the service provided not only to our pupils and families, but to the staff who have continued to work throughout a nationally turbulent time that no one could foresee.

“When we are faced with loss - of whatever kind - we can discover our capacity to be inventive and to adapt. We might appreciate life more; find deeper meaning in relationships and discover strength we didn't realise we had. This can lead us to fundamentally change our values and our core beliefs.”

This anonymised document contains online responses from 55 staff on site between 11.10.21 and 14.10.21. The survey was shared via text message and e-mail, using an online system to collect and gather data. Unfortunately, there was no facility to collect written opinions this time, however this is something we would look to for future surveys.

The results are outlined throughout this document alongside the proposed actions set out by The Music Federation. As always, we continuously welcome feedback from all our staff and if you would like to discuss the outcomes further, please make an appointment to do so.



Management are overwhelmed at the response having 100% of staff agreeing or strongly agreeing to them feeling proud of working for TMF. How many organisations can legitimately state that their employees are 'proud' to work for them? We think it's a pretty outstanding thing to be able to do. Having an employee who ultimately takes pride in their work brings many benefits, not only to themselves, but the families and children they serve.

Self-motivation brings the desire to deliver an excellent service – it encourages self-worth and provides job satisfaction.

An organisation that can provide its employees with the opportunity to encounter different challenges, who are given responsibility and the autonomy to thrive professionally, whilst being guided in a supportive and encouraging environment are all factors that improve morale and aid employee retention.

Key behaviours fostered by pride

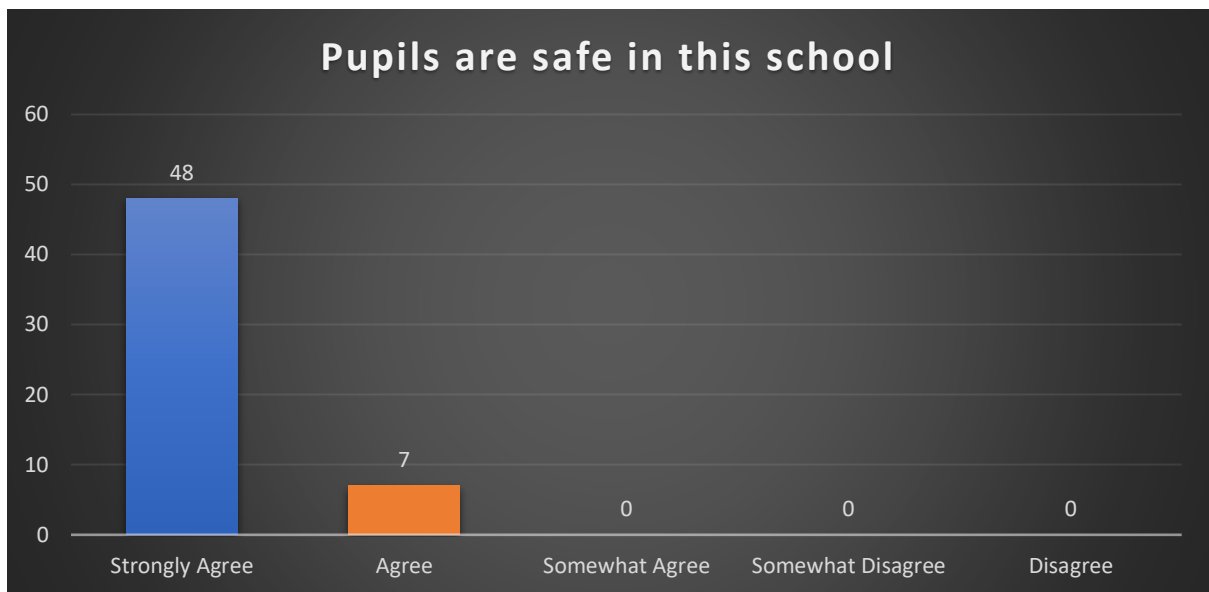
Believing in the organisation that you are employed by, or in this case, being proud of where you are working, whether for ten years or ten weeks, influences key behaviours in the workforce:

- Feeling strong loyalty to their employer
- Increase in employees telling people who they work for
- Increases how often employees tell people the organisation is a great place to work
- Employees become brand ambassadors
- Increase in employees putting in that extra effort
- Increase in employees recommending employer's services
- Decrease in employees actively looking for a job elsewhere
- Increased sense of community and belonging

Staff Voice: *I am a proud member of TMF, I feel valued and my work is noticed. I receive praise and enjoy coming to work.*

Everyone who works at TMF should be very proud of the team we are!

I have been part of TMF since starting my career as a trainee teacher. TMF have afforded me many opportunities to grow in my career for which I am thankful for. Support is always available – it is like working with a family. I am proud to work in a school that cares so much about the children's well-being and the progress they are making.



All Music Federation staff surveyed agreed that pupils are safe at school with 48/55 strongly agreeing.

Before a child can learn, they have to feel safe. When a child feels safe, that child is able to take the risks necessary to be in relationships, to explore, and to try new things. Simply put, feeling safe makes learning possible. Research has shown that children, who feel insecure, play and explore less, and have more difficulty with peer relationships. By helping children feel safe, we prepare children to learn, not just now, but well into the future.

Pupil Voice:

AO Y5 – *“We have learned about knife crime and weapons awareness. It’s a bit strange having to learn about these things, but it’s important to know about it. We had a session on gangs. That was one I needed to know about as I was in that situation and was approached to be in a gang. I told my mum but the session helped me understand what my options were and the dangers that could’ve happened to me.”*

LS Y5 – *“If you are worried about anything you can talk to a teacher or a parent/guardian or anyone who looks after you.”*

TMF continues to put the safety of pupils are the forefront of thinking by:

- a) Setting high expectations for all
- b) Weekly safeguarding e-mails
- c) Updates shared face-to-face during staff briefings
- d) Clearly sharing potential risks through revised policy and theory
- e) Offering continuously CPD for all staff - online/flexible learning where possible
- f) external providers working with KS2 staff and pupils

Staff should be proud that the robust systems in place at TMF ensure that not only pupils feel safe, but that staff recognise that pupils feel safe.

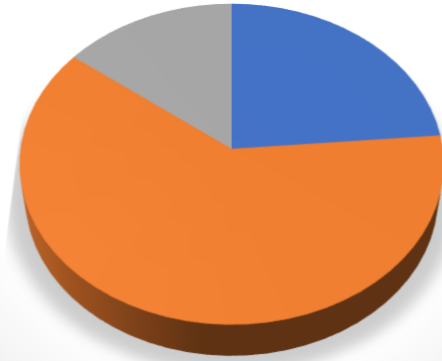
Staff voice: Pupils are well looked after in school and safe. Information sharing with teachers/SLT/office staff and Safeguarding means we are all on the same page and the child's needs are met appropriately.

Safeguarding team works hard to ensure that all referrals are followed up and there is a lot of support offered to families.

Pupils know they are supported in school. They discuss their concerns with adults and use the worry boxes in classes. They are aware of the purpose of registers, fire alarms and other safety measures inside of school. From speaking with children across the Federation, our children feel very safe and cared for.

Pupils' Behaviour is:

■ Excellent ■ Very good ■ Good ■ Disappointing ■ Bad



OFSTED previously found behaviour in both schools to be good -

'Pupils demonstrate positive attitudes to learning and behave well. They take turns and contribute fully in class, respecting the contributions other pupils make. Pupils take care with, and show a sense of pride in, the work they present in their books. Their work on displays around the school is attractive. They treat the attractive and engaging learning environment with respect. Pupils welcome and enjoy using the interactive learning displays around the school.'

Windmill

'Your pupils are impeccably behaved. They enjoy school and are very eager to learn. They are delighted to talk about their learning, including talking about their favourite books and authors. They also talk fulsomely about their musical experience and expertise. Around school, they are polite and aware of the needs of others. They are appreciative of the work that adults do to keep them safe. Pupils told me that they are alert to potential dangers because the school regularly reminds them how to keep safe through lessons and in assembly time. This includes how to stay safe when online. At breaktimes, they play and talk well together. They relish the diversity of the school. As one pupil told me: 'There are loads of different cultures and we get to learn from each other.' They also welcome the opportunities that they have to take on roles of responsibility. They love coming to school. The overall attendance at the school, including that of disadvantaged pupils and those who have special educational needs and/or disabilities, is consistently above the national average.'

Low Road

We recognise that many pupils felt anxious about their return to school following Covid and that behaviour could potentially deteriorate as a result of the impact of the covid era and resultant return to routine and normality. TMF has worked relentlessly to ensure that:

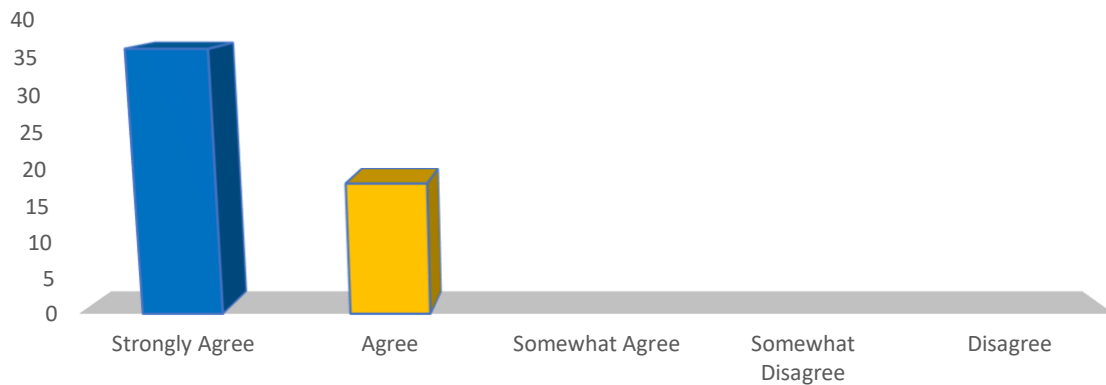
- g) Staff expectations of behaviour were clear and shared, through revised policy
- h) Interventions at the outset of the year bombarded pupils with positivity and empowered self belief. Examples include high profile of Class Dynamix/ Graft workshop
- i) Collective opportunities to focus on resilience and aspiration were maximised
- j) Subliminal messages were strong - schools displays reinvented to re-elevate school values
- k) All staff sensitive to reasons behind potential behaviour escalations/ dips in mood

Staff should be proud that the good and excellent behaviour exhibited by the children in no small part emanates from the adults' advanced skills, emotional intelligence and strategy set to de-escalate potential flares. Paired with an excellent pastoral and safeguarding approach/ team, staff have been able to triage accordingly and with impact.

Staff Voice: On the whole, pupils' behaviour is excellent. The transitions between lessons and along the corridors is good, and children are respectful of staff and pupils.

Improvements – training on ways to speak with children/ de-escalation techniques/ tone of voice.

TMF DEALS WITH ANY CASES OF BULLYING OF PUPILS EFFECTIVELY



Bullying threatens the mental and educational well-being of students and is something that the whole of TMF takes seriously.

*OFSTED: ‘...pupils were adamant that bullying did not happen at Windmill Primary. Inspection evidence, along with the views of the parents and staff, confirms this.’
Windmill*

The ability to evaluate TMF to have well behaved pupils does not happen by chance; it is down to the well trained and highly skilled staff we rely on daily to set, maintain and demonstrate high standards in behaviour.

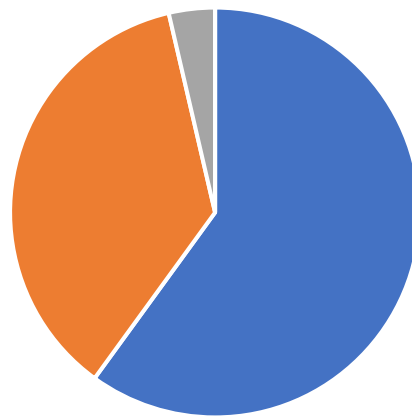
TMF undertook an evaluation of the incident forms for the academic year 2020/21 which identifies the majority of the behaviour incidents recorded are from a small number of pupils with complex behaviour needs. Case studies are available for these pupils.

SLT are eager to ensure that behaviour continues to be judged as good by:

- Structured play/games during lunch - training provided
- Continuing the 30 minute break time supervised by classroom staff as this has seen a decrease in incidents
- PDM time to share de-escalation techniques with all staff
- PSHE/Circle time sessions reinforcing expectations
- Continue to adopt positive praise within all situations
- Nurture groups to run for those who need additional support

Staff Voice: Children are aware that bullying is not a one of incident, but a repeated incident. They know that this word carries weight and it is a serious matter. This is covered in class and in computing. Matters of bullying are taken seriously, dealt with in a timely manner and monitored.

Leaders use professional development to encourage, challenge and support teachers' improvement



■ Strongly Agree ■ Agree ■ Somewhat Agree ■ Somewhat Disagree ■ Disagree

Continuing Professional Development (CPD) is widely acknowledged to be of great importance in the life of schools, contributing to professional and personal development for staff and to improvement in teaching and learning. Management are heartened to know that 53/55 members of staff agree or strongly agree that leaders use CPD to encourage, challenge and support teachers' improvement.

Strongly Agree	Agree	Somewhat Agree
33	20	2

TMF plans CPD in accordance with staff in order to progress the federation as well as all individuals. Calendars are produced in advance to ensure that all staff are aware of the upcoming CPD offer. TMF also recognises that NQTs (and now ECTs) continue to access bespoke training throughout the beginning of their careers.

CPD has been shown to:

- **increase individuals' motivation,**
- **increase individuals' confidence**
- **increase individuals' commitment to an organisation.**

Learning new skills and applying them in the classroom can lead to a more stimulating and effective teaching environment. Feedback from recent open day also confirms advances in our learning environments over the recent years:

"I am amazed by these displays; the children are so lucky to have all this." - Year 2 Low Road Parent

We are also eager to build new and future leaders and therefore CPD is often run in-house by a variety of members of staff in order

SLT asks kindly that all staff discuss their personal development journey during upcoming appraisal meetings.

Staff Voice: I have progressed professionally since joining TMF which I am grateful for. Leadership and myself have had several conversations about my future at TMF and I look forward to developing further professionally with their guidance.

Professional development is available for all staff; however this may not have been communicated to new staff since lockdown. In my experience, SLT have always been responsive, however if individuals are not motivated to progress, or aren't proactive with regards to researching opportunities to develop, then this may be a sore point. Staff need to be encouraged to research learning opportunities.



Motivation refers to how driven and happy an employee is in their role. If an employee is motivated, they are more likely to do a good job and work hard. Motivation is very important for attracting employees, retaining employees and general levels of productivity in a school environment.

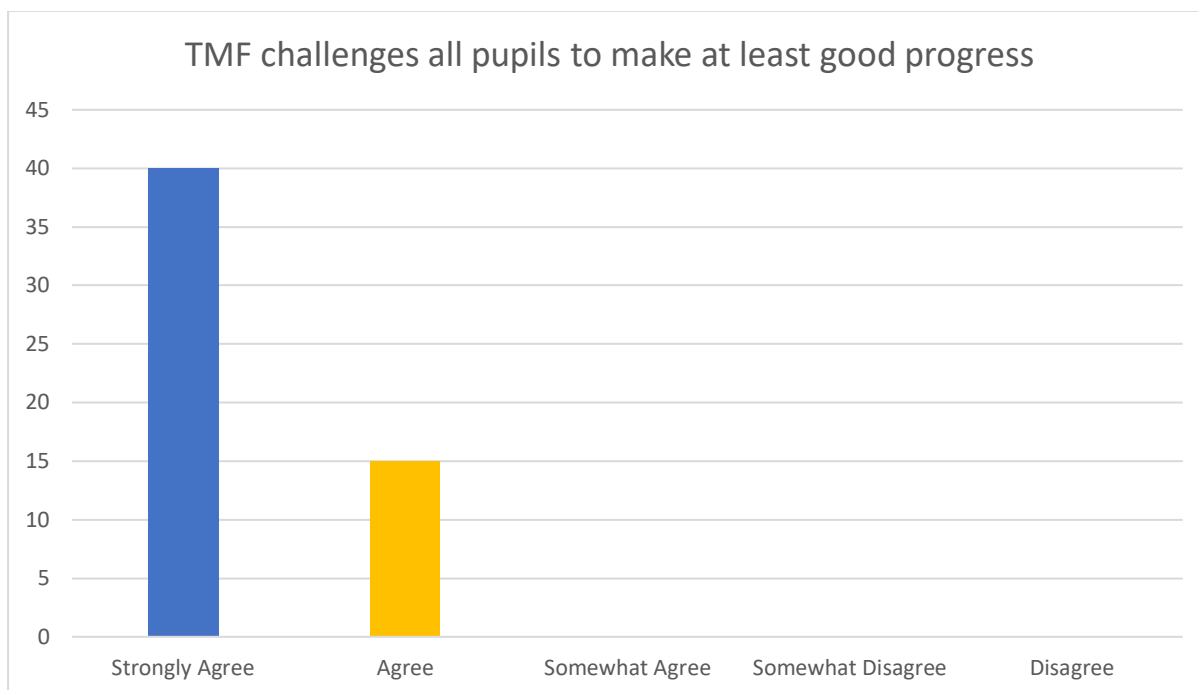
Having a motivated workforce has a range of advantages, such as:

- lower levels of absenteeism
- retention of workers and low levels of staff turnover
- improved relations between management and workers
- improved worker performance
- improved quality
- improved parental partnership

Everyone wants to know that their efforts are driving towards something. What's the next step? What does success look like for TMF? A destination helps to motivate the journey. Consequently, STL are committed to continuous improvement in sharing the vision of TMF; explaining the rationale and embedding an ethos where all staff feel able to contribute and have their ideas listened to. All employees need to know that leaders see and appreciate their efforts. Giving well-deserved recognition increases self-esteem, enthusiasm and boosts morale. Some of the ways we foster this at TMF are through staff shout-outs; personalised e-mails to staff to recognise efforts and the adoption of an open-door ethos where all staff know that there is someone willing to listen at all times.

No one wants to sit in a gloomy office and desperately wait for home time every day. If workplaces create a friendly culture, with areas for rest and play, employees will look forward to coming into work. The saying 'work hard, play hard' is important here. As motivation and mood go hand in hand, a poor mood can affect the ability to concentrate and will lower the feeling of energy in the workplace. TMF offers staff and pupils an extremely high standard of resources and learning/working spaces. Recent ground works has enabled staff the opportunity to use wellbeing gardens, SLT led interactive corridor displays, fully refurbished and resources staff areas which in turn demonstrates the respect TMF has for all staff.

Staff Voice: *Leadership listen and understand. They offer advice with any issues I have which I really appreciate.*



There is a unanimous belief that TMF challenges all pupils to make at least good progress! The 2019 externally verified KS2 SATs results were the best set and identified TMF to be on a positive 3-year trend. Windmill were among the top 20% of schools nationally with average the value added as: Reading - +6.2 (disad +5.8), Writing - +3.0 (disad +2.5), Maths - +6.4 (disad +5.5).

While the education landscape changes, all those who work in schools will agree on one constant. All young people – regardless of their background, context, attainment levels or any other labels they may acquire – can benefit from and deserve to have their specific needs catered for. This is no less the case for the more able than those identified as needing to catch-up. We must ensure that all these learners experience high-quality challenges and support to develop their ability at their own level.

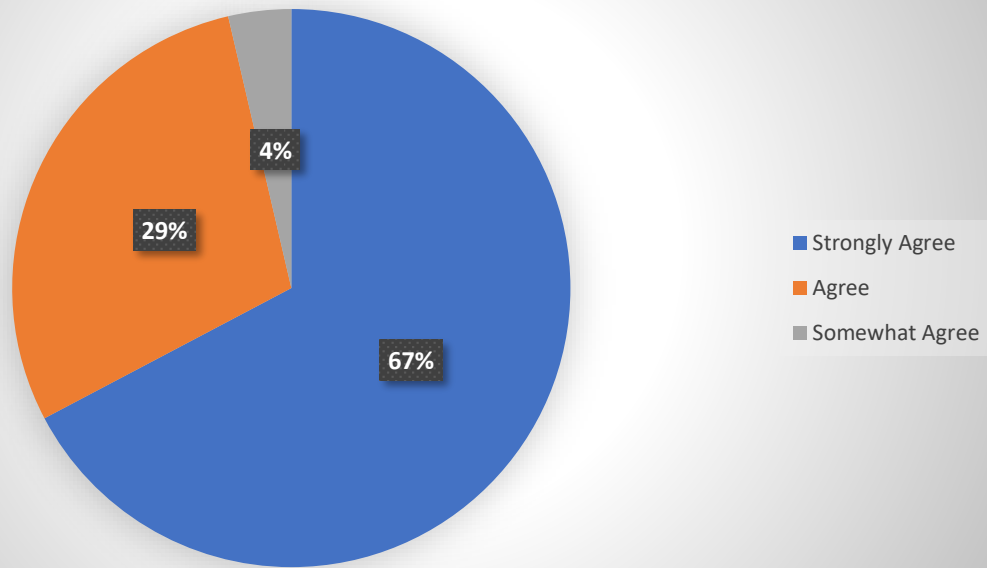
Throughout COVID lockdowns, staff have still been challenging pupils to continue to make progress in all areas of the curriculum. Upon their return, staff have supported pupils to ensure that their gaps have been identified and that all pupils receive the support needed.

Actions to ensure that this continues:

- Streaming classes in order to focus on attainment
- Year group planning meetings
- PPA time covered by external teachers ensuring core subjects taught by class teachers

Staff Voice: Environment checks, book-looks and observations track the wider picture of progress made by pupils. Some subjects have more of an emphasis on challenging pupils than others – English/ Maths. Training could be offered on how this can be addressed in foundation subjects – Art for example.

TMF is well led and managed



The leadership team pride themselves on having impact across all aspects of the organisation in order to ensure forward thinking, solution focused strategic management .

Benefits to have strong, focused leadership include:

1. Implementation of vision and values

Most schools have a vision of where they would like to be in the future and how they would like to be perceived by all stakeholders and the wider community. Sometimes both of these can get lost in the day to day activities of keeping a school running, but a strong leader will ensure staff are reminded of an organisation's vision and values and remind them to implement it into their daily actions.

2. Boosting morale

TMF is nothing without our staff. Constantly recruiting is time consuming and expensive, so boosting morale to help retain staff is important to a school's success. A happy, contented workforce who feel appreciated and involved in a school's journey will be more likely to stay loyal, whilst achieving quality-first teaching in the classroom – something which a strong leader will ensure happens.

3. Ensuring effective communication

When big decisions are made, such as a new strategy or a change in direction, it is important to ensure that everyone in the federation is informed, to reduce the risk of miscommunication. A strong leader will ensure effective communication reaches everyone via emails or staff meetings, and hearing it from a point of authority will diffuse any doubt as to whether the news is true or not.

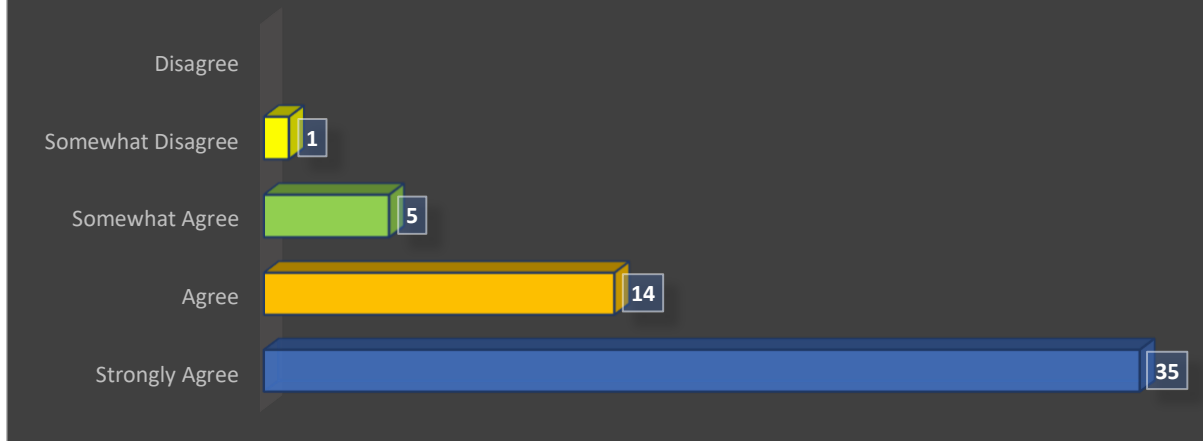
4. Motivating employees

Strong leaders will motivate employees. They should also recognise hard work and achievement where necessary, so staff feel appreciated for what they do and motivated to continue the good work.

5. Providing appropriate resources

Having the right tools to do a job effectively is important for every member of staff and a strong leader will make sure these are available for the whole organisation. Doing this will show that they care about colleagues being able to produce quality work and they will make the effort to ensure they always can.

LEADERS AND MANAGERS ARE CONSIDERATE OF MY WELL-BEING



Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment. Staff wellbeing is always a priority at TMF.

Wellbeing is all about our holistic health, including the physical and emotional. When we have good levels of wellbeing we feel that life is in balance and that we can generally cope well. We feel motivated and engaged, we're resilient and able to deal effectively with daily troubles, as well as 'bounce back' from life's challenges. TMF acknowledges that we have no control or influence over the personal situations staff find themselves in and want to support them as best we can within the boundaries of what we can offer.

SLT urges anyone who finds themselves in a situation where they need further support, to reach out.

Actions:

- Look into external providers to ensure all staff are confident and encouraged to notice and offer support early when a colleague's wellbeing is under threat. Early problem solving and support can help de-escalate difficulties.
- Focus wellbeing activities to include the whole federation
- continue to offer support to all staff

Staff Voice: TMF have always been considerate of well-being, and this is evident within both schools/ teams. However, due to Low Road being a smaller school it is easier to notice/ interact with individuals on a daily basis and recognises differences in individuals.