

Staff survey summary: Cambridge AP Academy

Dec 2015

School quality and ethos	Teachers	Support staff
Staff enjoy their work for most of the time	50%	67%
Staff would recommend the school to others as a good place to work	25%	50%
The school is well resourced in respect of books, ICT, facilities, equipment etc.	N/A	83%
Staff morale is high	25%	33%
Pupils		
Pupils are motivated and work hard	0%	20%
Bullying is dealt with effectively	50%	50%
Classroom practice		
Staff have high expectations of pupils	25%	83%
Classroom control is good	0%	17%
Pupils receive regular feedback, are helped to set targets and are praised for their work	75%	83%
Professional development and support		
CPD provided by the school is of a high or very high quality	100%	33%
Feedback from SLT is always or mostly welcome	25%	67%
Leadership and management		
SLT provides good leadership	25%	33%
SLT are highly visible and approachable	25%	83%
Communication and the sharing of information is good	33%	67%

1. Areas for development	
Staff morale	Changes in leadership, working practices, increased numbers of learners on site, and staff skill base in restraining/de-escalating led to a negative impact on all staff during T1/2. Need to ensure all staff are trained in TBAP systems, from Team Teach to TBAP Way. Staff meetings to enable staff to share concerns and to share responsibility for solutions.
Motivation of learners	The impact of changes has had a negative effect on learners' motivation. Need to 'divide' groups of learners who are persistently disruptive, initiate Learner Voice so that students begin to take responsibility and have ownership of decision-making process.
Bullying amongst pupils	Need for staff to be trained in mentoring. Need for therapeutic support for learners. TBAP vision to be shared and culture of achievement and respect to be embedded.
Classroom control	On going behaviour management training for all staff. TSA to provide School to School support. Recruitment of high quality staff.
SLT provides good leadership	Need to develop a full SLT model at CBAPA.
2. Key actions & outcomes	
Staff morale	2 staff well-being days have been organised (2 November, Christmas party) A well-being coordinator has been appointed, to join the TBAP-wide team. Update March 2016: changes of senior staffing & wider team now in place; adjustment to learners' timetables; performance management targets and clear R&R for all staff, have all contributed to improvements in staff morale improving during T4.
Motivation of learners	Since T4, a large number of learners have been targeted for off-site and 1:1 teaching. Learners now have a mix of work experience, therapeutic activities, and intensive teaching for Y11s. This has had a positive impact on the motivation of learners, with teaching groups now being positive experiences.
Bullying amongst learners	Adjustments to groups has ensured that learners who fight are educated separately. Learners who bully have been isolated. Introduction of the TATE ensures that poor behaviour is sanctioned, with

	learners taught off-site. There has been a significant reduction in bullying during T4.
Classroom control	All of the above interventions have enabled teachers to gain control over their classrooms and to be increasingly confident in their ability to teach good lessons.
SLT provides good leadership	Change of HOS from the start of T4. Newly appointed Executive Head (TBAP East) maintains a visible presence for up to 3 days per week on site. DOL and SSM increasingly confident in their roles and receiving ongoing support and training. Staff are noticeably happier, feeling supported, and therefore able to step up with their own responsibilities.