



## Staff survey summary: The Octagon AP Academy

Dec 2015 (Figures in brackets show % variation from last year's survey)

School quality and ethos	Teachers	Support staff
Staff enjoy their work for most of the time	77% (-23%)	92% (-1%)
The school has a distinct mission and ethos	62% (-27%)	17% (+17%)
The school gives every pupil the chance to realise their potential	46% (-54%)	25% (+17%)
The physical environment is generally pleasant	83% (-17%)	75% (+13%)
Bullying is dealt with effectively by staff	54% (-16%)	42% (+11%)
<b>Pupils</b>		
Staff satisfaction with pupils' behaviour in school	8% (-42%)	25% (+2%)
Pupils are motivated and work hard	17% (-13%)	67% (+5%)
Pupils relationships with other pupils are pleasant and respectful	23% (+3%)	17% (+1%)
Teachers have experienced physical violence from one or more pupil	77% (+13%)	75% (+8%)
<b>Classroom practice</b>		
Staff have high expectations	92% (+22%)	58% (+4%)
Classroom control is good	38% (+5%)	45% (+7%)
Pupils receive regular feedback, are helped to set targets and are praised for their work	92% (+12%)	N/A
<b>Professional development and support</b>		
CPD provided by the school is of a high or very high quality	54% (-36%)	55% (+1%)
Feel successful as teachers/LSPs	92% (+2%)	83% (+19%)
Teachers work is well known to and appreciated by the HT and SLT	54% (-6%)	33% (+8%)
Feedback from SLT is always or mostly welcome	62% (-28%)	100% (no change)

<b>Leadership and management</b>		
SLT provides good leadership	46% (-54%)	50% (+27%)
SLT are highly visible and approachable	62% (-38%)	58% (no change)
Staff are supported to deal with difficult pupils by SLT	69% (-11%)	
Communication and the sharing of information is good	54% (-35%)	42% (-4%)
Staff are given the opportunity to express their views about the direction the school is taking	30% (+1%)	45% (+2%)
<b>Areas for development</b>		
<p><b>The school gives every pupil the chance to realise their potential:</b>            More literacy interventions for learners who cannot access the curriculum.            Regular interventions/mentoring programmes for learners.            Increase the wave interventions in numeracy/literacy.            Emotional needs of learners are not addressed. Too many academic targets. More therapeutic support and mentoring required.            Structured mentoring programmes for staff.            TATE used for interventions.            Reduce changes to timetables for learners.            More after-school clubs.</p>		
<p><b>Staff satisfaction with pupil behaviour in school:</b>            Acknowledgement that the 'bar is rising' in relation to what behaviours are accepted.            Staff want more consistent support from SLT when dealing with difficult learners. SLT need to listen to the views of support staff and teachers.            Listen to learners more and show them how to improve.            Consistent consequences from all staff: detentions, more parental input.            Explicit sanctions with 'step up' for escalating behaviours.            Consistency in sanctions for serious incidents.            Do not accommodate learners who want to determine where they want to go. SLT to be more rigid.            Reduce bullying with improved mentoring.            Zero tolerance of physical violence towards staff.</p>		

**CPD provided by the school is of a high quality:**

Regular fixed slots in the timetable; a balance of theory and practice.

Differentiate CPD according to the needs of individuals and allow time for embedding info, reflecting on the process and then re-visit training.

Use of outside speakers and the skills of local staff.

TBAP reporting systems are too close together/too much admin for teachers.

Training for staff to be fully confident in using TBAP reporting systems.

CPD topics should meet local need and daily operational duties.

More training required on BWS/Sims.

More well-being days for staff to appreciate TBAP values.

Staff to have options rather than being 'assigned'.

CPD can be repetitive for long-term staff.

**Communication and the sharing of information is good:**

Try to minimise changes to staff timetable wherever possible.

More specific feedback to staff relating to their subject/classes.

Clearer communication from SLT when changing timetables.

More transparency in decision-making and for staff to feel genuinely listened to.

Repetition of tasks is unnecessary.

More people cc'd in to e-mails.

More explicit appreciation from SLT: make staff feel worthy and valued.

Staff suggestion box for improving communication.

**Summary for the TBAP Trust****1. Key strengths/areas for development.**

Confidence in classroom practice has improved significantly.

In most areas, support staff showed increased satisfaction with all aspects of their job.

There was a marked contrast in the responses of teachers and LSPs. Staff indicated that they were influenced by their line manager in making their judgements.

All staff took part in a meeting in December 2015, when the results of the survey were shared, and staff identified priorities for development. It was very impressive to see that most staff linked their own job satisfaction with improved outcomes for learners.

## **2. Key actions.**

**The school gives every pupil the chance to realise their potential:** there are more interventions taking place for individual learners, including the delivery of a mentoring programme by Tottenham Hotspur football Club.

**Staff satisfaction with pupil behaviour in school:** a detention rota is established for every day after school. Consistency remains a common discussion point at daily briefing.

**CPD provided by the school is of a high quality:** Wednesday afternoon sessions are used to share new CPD and to give staff additional training in Sims/BWS.

**Communication and the sharing of information is good:** SLT are making a concerted effort to communicate clearly with all staff.

Other activities include bowling for staff at end of T2 & T3. There is now a well-being coordinator working with TBAP-wide team.

## **3. Outcomes**

A change of staffing (DOL) has had a significant impact on teachers' motivation and their sense of being supported.

Informal discussions with staff indicate that they feel they have been listened to and that concerns are being addressed.

## **4. Staff morale**

Staff activities are planned for the end of each term. Planned changes to TBAP's reporting systems from Sept 2016 will have a significant impact of teachers' well-being.