

The Bridge AP Academy Response to Staff Survey

1. Executive Summary

The response to this year's Keele survey was varied and whilst outcomes for CPD and Management proved positive perceptions of the School quality and ethos, the Pupils and general classroom practice scored below the average for institutions using the survey nationally. When compared with historical figures outcomes at first glance were worryingly low but the fact that only 23 of a potential 32 teaching staff were present to complete the survey (some were working on alternative sites and others were absent on the day) led to some significant percentage swings and a number of contradictory outcomes. For example, 91% of teaching staff enjoy their work most of the time, 85% would recommend it as a good place to work and 68% believe that the senior leadership provide good leadership. Conversely the responses to pupils suggested something different, with only 9% satisfied with pupil behaviour and 22% suggesting pupils are motivated to work hard.

The results of the support staff survey were equally varied, but outcomes are slightly more positive in regard to pupils and slightly less positive around Leadership and Teaching.

More detailed analysis of responses to individual questions identified a trend that might be explained by the unusually high number of temporary staff members who completed the form. Where the option to enter a response 'not sure' or 'no opinion' was available as many as 43% of staff responded with that answer (e.g. The question: 'Staff here deal effectively with bullying' – 32% responded 'not sure'). Behaviour is the core business of the school and those with experience know and understand our well-established protocols where bullying is concerned.

That said, the data tells a story that reflects a drop in staff morale (although 43% are unsure) and a negative response to learners that is both below the national picture and below the performance of previous years. This cannot be ignored and our responses appear later in this document.

As the lead on wellbeing, Yvette has attended the TBAP well-being meetings and has plans and funds to deliver two bespoke activities; one before Easter and one in T5.

A 'Staff member of the term' has been implemented by Vicky Browning and staff have been voting for colleagues who have 'gone the extra mile' since we returned for term 4. The first awards will be presented just before the Easter break.

A keynote presentation (attached) was delivered to staff linking Challenge Partners Outcomes to the Keele Survey results and identifying areas for development at the start of term 3.

We have appointed a number of replacement personnel, two Learning Support Professionals and one interim Lead LSP to stabilize the intervention and school support delivery. A further two LSPs will be appointed in the next week to complete the staff team and ensure clear lines of responsibility and allows us to develop staff skill levels.

We have appointed three teachers to fill vacancies in maths, English and science. These colleagues will all be in post by September. As with the learning support staff the challenge of working with temporary staff presents issues for subject teams where work patterns are concerned.

2 Outcomes

There has been a 50% increase in the number of 1:1 interventions by learning support staff and a significant drop in sickness absence; down to 2.31% of available days from 4.2%

3 Staff Morale and Well Being –

The wellbeing lead has arranged the first of the staff events, which will take place on Monday 21st March.

A range of 'good news' stories related to staff performance and learner successes have been publicised and celebrated during routine staff briefings.

Staff supervision is being planned through the TBAP Therapeutic lead to provide further support staff.

Andre Bailey

Head of School, The Bridge AP Academy