



Barrowby Church of England Primary School

Staff Morale and Wellbeing Survey

At Barrowby Church of England Primary School we believe that:

As a Church school family, we strive for excellence, ensuring that we all feel happy, valued and loved. We aim to provide an exciting, innovative, and relevant curriculum that enables all to 'shine' and develop as creative, respectful and independent citizens. We seek to promote equal opportunities for all so that each individual is encouraged to achieve their full potential and become lifelong learners who can make a positive contribution to society.

Recently the Wellbeing Committee met to discuss our school's wellbeing provision for staff. In order to better understand staff views, we sent all staff an anonymous survey to complete. The responses will be used to evaluate, refine and identify next steps for our school.

In order to affect change, all staff were asked to be honest with their responses.

Firstly, we asked staff to indicate if they were teaching staff or non-teaching staff. The non-teaching staff include: teaching assistants, admin staff, lunchtime supervisors, site staff and wrap around care staff. In total, we had 23 responses to the survey equating to 72% of staff.

"...ensuring we all feel happy..."

We acknowledge that we come to work to perform a specific function. Research indicates that if you feel 'happy' or enjoy coming to work you will be more productive, stay longer and be more resilient.

Which statement best describes you?

I am happy at work all the time	13%	3
I am happy at work most of the time	74%	17
I am happy at work some of the time	13%	3
I am rarely happy at work		0
I am never happy at work		0

87% of staff feel happy at work most or all of the time.

Would you say you are 'happy in your work'?

Yes	96%	22
No	4%	1

If you answered no, is this due to:

Personal circumstances	100%	1
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Despite the recent challenges of COVID, the vast majority of staff seem 'happy in their work.'

Please be reminded that if you are 'not happy in your work' due to personal circumstances you can always seek support from colleagues.

Responses to comments made in this section:

At Barrowby CE Primary school workload is acknowledged and non-contact time awarded accordingly to enable all leaders to effectively undertake their role through the:

- *Allocation of Non-Contact Time for all teachers: increasing time for Core Subject Leaders to 2 hours and ensuring all teachers have at least 1-hour non-contact time in addition to their statutory PPA;*



- Allocation of non-contact time for non-teaching staff in order to fulfil roles e.g. Pastoral Support;
- Suspending School Development work during periods of school closure and all related monitoring activities so staff are not overwhelmed;
- Allowing transition periods from restricted attendance to full attendance: no directed work-where no development or monitoring activities took place to allow staff time to acclimatise to the new situations;
- Teaching staff asked to evaluate own workload and contribute to Monitoring and Evaluation Schedule for Summer term-dependent on subject need and non-contact time available and are asked to set their own timescales-linked to the SDP and Performance Management;
- Encouraging a professional dialogue between teachers and TAs to enable all TAs to have non-contact time in order to attend meetings, undergo CPD opportunities and prepare resources for interventions etc.
- The Headteacher works hard to support all staff and is flexible when arranging dates for activities and in supporting staff to manage events in their personal lives.

As a school, we work hard to ensure that all staff understand the school's expectations and that these are consistent. School expectations are published in the annual:

1. 'Lesson and Curriculum Expectation' document and the
2. 'Expectation Leaflet' given to all TAs and Teachers annually, at the start of the academic year-this year 3rd September 2020, as well as through the
3. School Development Plan and other associated documentation.

Expectations are reiterated in meetings, through Staff Update Letters, Newsletters, discussed at Performance Management, through Lesson Visits and other monitoring activities, CPD opportunities and underpin our school's ambitious vision for all. Examples of inclusive and transparent communication include:

- Managing staff expectation through the Lockdown period i.e. briefing meetings both face to face and virtually, introduction of a Staff Bulletin to explain expectations and the everchanging position due to COVID restrictions;
- Transition from restricted attendance to full attendance at school-8th March until Easter-teachers supported by receiving non-contact time and able to use at own discretion;
- Expectations communicated to staff and appropriate timescales established.

Unfortunately, due to the pandemic there have been times when changes have needed to be made in order to respond to the various situations. However, as a way of reducing anxiety for all staff the school, in addition to the list above, created a:

- Publication of our very own 'Barrowby Road Map' on 12th March and communicated to all staff-establishing clear timelines and actions up until 21st June so that all understood what was being asked of them.

As a school we work hard to acknowledge the workload of all staff and ensure appropriate time is given to support staff. It is important to note that many of the non-contact opportunities for teaching and non-teaching staff are not statutory and are awarded to all teachers and those non-teaching staff because the school recognises the increase in workload and the value of this time.

At Barrowby CE primary School, we ensure all teachers have non-contact time for PPA and leadership roles in school in order so teachers can manage their own workload and to enable all leaders to effectively undertake their role.

Next Steps for our school:

Continue to liaise with staff so that:

- Teaching staff are able to evaluate own workload and can contribute effectively to the school's self-evaluation systems e.g. SDP (subject action plan), Monitoring and Evaluation Schedule etc-identifying actions, establishing timescales and reviewing impact;
- Encourage a professional dialogue between teachers and non-teaching staff so that all staff feel able to discuss issues as they arise.



Comments were received relating to **What else could the school do to promote your happiness at work?**

Response to comments made in this section:

As a school we are accountable for the standards our pupils attain and the way in which we allocate school funds to achieve that goal.

It is important to emphasise that as an 'outstanding' school the teaching staff are 'trusted' to:

- Be responsible for managing their own workload effectively and communicate expectations to support staff.
- Organise Teaching and Learning opportunities for their children: with no requirement for submitting any form of planning for scrutiny on a regular basis.
- Evaluate own leadership workload on a termly basis i.e. review actions and timescales and contribute to the Monitoring and Evaluation Schedule-dependent on subject need and non-contact time available.
- Contribute to the School Development Plan and/or other school evaluation documents-on a weekly basis or as and when needed to ensure actions and evaluations have been communicated. This is monitored by Headteacher, Senior Leaders and Governors.

As an 'outstanding' school teaching staff are empowered to make professional decisions for the betterment of themselves, the staff that support them, the children and our school.

If, however, monitoring indicates there is a need, then teachers would be subject to further scrutiny to ensure that all are accountable for their actions and are making the most of their non-contact time for the benefit of our pupils and the school.

Next Steps for our school:

As a school we will continue to promote a broad and balanced curriculum. We will continue to:

- Encourage, coach and develop all staff through a wide range of CPD opportunities so that they are equipped to manage their own workload effectively so that they can support school development.
- Ensure all middle leaders understand their curricular responsibilities and that they communicate those curricular expectations to their colleagues as well as holding their colleagues to account so that all children access the school's broad and balanced curriculum and make the necessary progress.

If you have been unhappy in school have you spoken to a member of staff?

Yes	61%	14
No	4%	1
N/A	35%	8

If you answered No to this question, please explain why you feel you cannot approach other staff members for support. 1 comment was received.

Response to comment made in this section:

It is good to note that 61% of respondents felt able to approach a colleague for support.

Early in January 2021, the staff had the opportunity to evaluate their professional relationships in school, identifying those they felt were positive professional relationships and in whom they may seek support. As part of the 5 Ways to Wellbeing, all staff have been encouraged to connect with others in the hope of broadening interpersonal relationships.

Next Steps for our school:

As an effective work place it is important that all members of staff feel able to approach each other to: work effectively, discuss issues, seek support and/or acknowledge when colleagues are doing well.



To this end, we will continue to look for ways for all staff to broaden and strengthen their interpersonal relationships with each other so that they can work effectively for the betterment of the children.

“...ensuring we all feel happy, valued...”

It is difficult to quantify ‘value’ but this could be seen from how you are treated by your colleagues as well as how you treat others and whether you believe you are making a difference.

Do you feel valued?

Yes	61%	14
Sometimes	39%	9

100% of colleagues feel supported.

Response:

It is good to note that 100% of respondents feel valued at our school.

Comments received for **If you answered No or Sometimes, what could be done to help you feel more valued?** are answered below:

Responses to comments received:

As an ‘outstanding’ school we aim to empower all staff to fulfil their distinct roles in schools. The school works from the position of ‘trust.’ All staff are able to make professional choices regarding their role in school, as long as those decisions support the schools’ vision and enable our children to make progress, staff have autonomy.

It is really important that all staff are acknowledged when they do something well. The Headteacher works hard to praise staff, ‘where praise is due’ and this can be seen from written acknowledgements in Weekly Staff Update Letters, Newsletters, Letters and verbal feedback in Meetings, through monitoring activities or informal conversations from day to day etc.

As an outstanding school, our aim is to support all to achieve their potential; enabling all members of our school family to ‘shine’.

If staff receive development pointers or discuss an area for improvement this should not detract from any praise or acknowledgements that have been received.

As a proactive work place we strive to ensure that all staff are included in various aspects of school life irrespective of their role in school. Examples of this include:

- *Whole School Staff Training Days*
- *Regular communication through scheduled meetings*
- *Weekly Staff Letter*
- *Attendance at Staff social events*

Throughout the pandemic this has proved difficult particularly when the school was closed for long periods and staff were working on reduced timetables or indeed when staff work at different parts of the day. Nevertheless, the school works hard to encourage all to be as involved as they would like to be.

Next Steps:

As a school, we strive to ensure all staff have the opportunity to develop further within their particular role and are communicated to. Staff are given ‘freedom’ to develop systems and enhance practice when working with each other and the children so that all children make progress. Regular monitoring and feedback provide valuable opportunities for staff to reflect and refine practice further.



As a school, we will:

- Remind all staff of the importance of praise and encourage everyone to recognise this within their colleagues.

It is unfortunate that some members of staff do not feel able to discuss their concerns with their colleagues when concerns arise.

Therefore, staff should be supported to further develop resilience in the face of adversity so they:

- Feel better equipped to deal with issues as they arise with colleagues;
- Accept they are entitled to receive further support to resolve issues without fear of reprisals e.g. after discussing/raising issues with their colleague and they do not resolve;
- Put the children first and do not over-look issues out of 'mis-placed trust' of colleagues;
- Are able to maintain a positive attitude when receiving feedback and do not overly dwell on negatives;

As a proactive work place, we will continue to strive to ensure that all staff have the opportunity to be as included as they would like to be.

Do you feel supported in school?

Yes	87%	20
Sometimes	13%	3

100% of colleagues feel supported in school.

Comments received in response to **If you answered No or Sometimes, please could you explain why you do not feel supported and suggest ways that this could be improved** are answered below:

Responses to comments received:

These are unprecedented times. Unfortunately, due to the global pandemic changes have needed to be enforced quickly without little time. Thanks to the flexibility of the SLT and the whole staff we have managed to adapt quickly to various scenarios e.g. moving from full attendance and access to a full curriculum-4th January 2021 to restricted attendance and remote learning on the 5th January 2021.

At all points staff have been communicated to, whether this be through:

- Virtual Meetings
- Face to Face Briefing Meetings
- Weekly Staff Letters established to ensure all staff were given the same message
- Meetings
- Newsletters

Change is never easy, but has been unavoidable due to the pandemic.

Throughout this period, the school has continually had to evaluate and refine its provision, communicate to all stakeholders responding to the Government's 'Road Map', national COVID restrictions and the School's Guidance.

For some, this has been difficult. To support this, the school published its own 'Road Map' (see above) with clear actions and timescales including a period of no-changes-between dates e.g. 5 weeks to enable staff to come to terms with the changes.

Throughout this time, the school has reviewed Government guidance and created appropriate protective measures detailed in COVID Risk Assessments which are reviewed regularly. Once reviewed, these are disseminated to all staff through meetings and the staff weekly update letter and are made available to view via the school website, in a timely manner.



All newer implementations have been COVID secure and implemented to transition and begin easing restrictions. **The school acknowledges that it has been an incredibly difficult period for all.**

The Headteacher has worked hard to support all staff managing both their anxieties around COVID, the implications for work and the impact on their personal lives making special dispensations when necessary.

It is fair to say that this enforced period of restrictions has had an adverse effect on some individual members of staff mental and physical health. The 'fear' of COVID has then prevented them from working as effectively as they would have normally done. For those members of staff, this period of transition has been traumatic. I would ask that our whole school family empathise and support those colleagues.

Through conversations, special arrangements being implemented and/or individual Risk Assessments being implemented in collaboration with the staff member and the Headteacher, anxieties have been able to be acknowledged and managed. Therefore, helping those staff members to alleviate anxieties.

Given the appropriate amount of time, and as the transmission rates lessen, more people have their vaccinations and staff come to terms with the world in which they now live, all staff will be supported to fulfil their roles effectively in school.

Have you supported a colleague in resolving an issue recently?

Yes	70%	16
No	17%	4
N/A	13%	3

Were you satisfied with the outcome of the support you provided?

Yes	70%	16
N/A	30%	7

Comments received in relation to **If you answered No, please explain what you would have liked to have seen happen** are answered below:

Responses to comments received:

All staff have a duty of care to the children and each other. Safeguarding is everyone's responsibility.

It is important that we ensure that colleagues receive appropriate support when resolving an issue. Often being an ear and listening is enough but on occasions it will require further action.

Next steps:

It is incumbent upon us all to ensure that colleagues are supported, assistance is sought and that issues are resolved. Please ensure, if needed, that you request assistance from the Headteacher or a Senior member of staff to help resolve issues for colleagues-if they are unable to come forward themselves. Doing nothing, is not enough. Remember, all members of staff have the right to come to work and to be happy in their work.

Did you feel comfortable to support your colleague?

Yes	83%	19
N/A	17%	4

Is there any training you feel you would benefit from to better support colleagues in the future?

No	96%	22
Yes	4%	1



Comments received for **Is there any training you feel you would benefit from to better support colleagues in the future?** are answered below:

Responses to comments:

Please remember, if you have identified a course that you think would be useful within your role e.g. supports your professional development in enabling you to fulfil your role then please speak to your line manager or discuss this with your Performance Management Team Leader. Continuous Professional Development is as much the responsibility of the member of staff as well as the school.

Next steps:

If a member of staff identifies a CPD opportunity that would benefit them in their current role then it is their responsibility to raise that with their Performance Management Team Leader so it can be discussed.

“...ensuring we all feel happy, valued and loved...”

As a school family, we have a common bond-a sense of belonging. As with all families, they will be times we might disagree or squabble but we would hope to always come back together for the sake of the children, each other and our school.

Which of these have a positive impact on staff morale and wellbeing?

Barrowby Job Knobbers’ – What’s App Notice Board

Yes	79%	18
No	4%	1
N/A	17%	4

Response: If you would like to be included in the WhatsApp Notice Board, please speak to the Headteacher who will arrange for you to be added.

Coaching and Mentoring

Yes	39%	9
No	13%	3
N/A	48%	11

Response: If you feel you would benefit from coaching in a particular area or would like to find out more about Coaching and mentoring, please speak to the Headteacher.

Dedicated non-contact time e.g. Development and leadership Time

Yes	39%	9
N/A	61%	14

Response: If you feel you would benefit from non-contact time in school to better fulfil your role in school, please speak to the Headteacher to discuss your ideas.

Flexible Working Arrangements

Yes	52%	12
No	4%	1
N/A	44%	10

Free meals at school e.g. breakfast and tea

Yes	52%	12
N/A	48%	11

Free tea and coffee

Yes	78%	18
N/A	22%	5



Free Wrap Around Care		
Yes	48%	11
N/A	52%	12

Open Door Policy promoted by Headteacher		
Yes	96%	22
N/A	4%	1

Response: The Headteacher's door is open to everyone irrespective of role. All staff have access to the Headteacher to discuss issues, raise questions, concerns or observations.

Reconfigured social spaces to encourage connectivity		
Yes	70%	16
No	9%	2
N/A	21%	5

Response: It is important at this time, that as restrictions ease we begin to facilitate opportunities for staff to come together in a COVID secure way, supporting staff to 'connect' once again.

Refreshments available during school events e.g. Parent/Teacher Consultations		
Yes	48%	11
N/A	52%	12

Relaxation Classes		
Yes	26%	6
No	35%	8
N/A	39%	9

Meetings for staffing groups e.g. Admin, Teacher, TA, Dinner Supervisor, SLT, Site etc		
Yes	96%	22
No	4%	1

Staff Social Events – outside of school		
Yes	92%	21
No	4%	1
N/A	4%	1

Response: As a work place, it is difficult at times to encourage all members of staff to be included. All staff have the opportunity to attend social events – outside of school if they would like.

Staff Social Events – inside of school e.g. Fuddle		
Yes	87%	20
N/A	13%	3

Weekly Staff Letter		
Yes	87%	20
No	13%	3

Do you read the Weekly Staff Letter?		
Yes	78%	18
Sometimes	22%	5

Response: The Headteacher works hard to communicate to all staff. The Weekly Staff Update Letter is a newly developed mechanism to enable the Headteacher to communicate important messages consistently to all 33 members of staff, on a weekly basis.

As a school we pride ourselves on the environment we have created and the overall look and feel of our school. As an 'outstanding' school, it is important that our school operates effectively and efficiently and continues to attract new pupils. The Barrowby 'brand' is one in which the Headteacher, SLT, staff and Governors believe in so that all children achieve their potential.



Do you enjoy spending time with your colleagues?

Yes	92%	21
Sometimes	8%	2

Do you attend staff events and socialise with your colleagues outside of school?

Yes	61%	14
No	8%	2
Sometimes	31%	7

Response: As a work place, it is difficult at times to encourage all members of staff to be included. All staff have the opportunity to attend social events – outside of school and can be as included as they would like to be.

A variety of comments were received relating to **What else could the school do to positively to impact on staff morale and wellbeing?** and **Do you have any concerns about staff morale and wellbeing that you wish to raise?**

Responses to comments received in these sections:

It is lovely to see that staff feel we are already doing a lot to support and promote staff morale and wellbeing.

As an 'outstanding' school and an effective work place, we continually look to review how we perform; measured alongside our school's vision, ambitious targets and Government expectations so that we can continue to 'strive for excellence' and ensure that we maintain our 'outstanding/excellent' standards.

At the beginning of the year, the Directed Time Policy for Teachers was reviewed and reflects the obligations set out in the school's calendar. The school's calendars are provided for all members of staff at the beginning of the academic year and Directed Hours are discussed with teachers so that all understand the school's events and their annual commitments. The Headteacher ensures that no teachers are exceeding their 1265-hour limit, in accordance with statutory advice.

It is a shame, that prior to and during COVID, support for out of hours school-based events dwindled, with fewer members of staff supporting the same traditional events, as in previous years. By communicating the Directed Time Policy, the school ensures that all children continue to enjoy the same level of support from the teachers that have taught them, as those children in previous years.

The school acknowledges the additional support of non-teaching staff, who regularly volunteer to support children as these events.

Next steps:

As a school, it would be lovely to see all our children to continue to receive support from all members of our school family. The Headteacher thanks everyone who regularly goes 'above and beyond' to support our children and helping to maintain our 'outstanding school.'

- Teachers to regularly review school calendar and Directed Time Policy so that reminders are not needed.

Our responsibility is to ensure that all our children make progress and we do everything we can to minimise the impact of the forced school closures and the periods of isolation and in-activity for our children.

As a school, we develop policies to support all staff to understand teaching and learning practices so that all teachers, supported by non-teaching staff understand 'best practice' when delivering lessons and enable them to maintain very high standards for the children in their care. These policies and the school's aims are aligned to the OFSTED Handbook and promote 'best practice.'



It is our aim that teaching across the school, irrespective of age of children is excellent and that standards are at least maintained if not improved upon.

Teachers are supported to develop as creative, innovative teachers; reflecting on current pedagogy as well as refining all practice supported through a whole range of monitoring activities e.g. Lesson Visits, Work Scrutiny, Coaching and Mentoring and other CPD opportunities etc.

Teachers are supported to do their very best for the children in their care. If, however, through monitoring, it is evident that teachers are not following the school's Teaching and Learning Policies and/or the children do not make the necessary progress, then those teachers will be held to account and supported to reflect on their practice so that all children in our school access a broad and balanced curriculum and all make progress.

Next steps:

Continue to support all teachers to maintain excellent standards, consistently across the school.

As an 'outstanding' school, it is understandable that members of staff would like their children to attend our school.

Next steps:

The Headteacher will discuss the possibility of amending the school's Admissions Criteria to allow members of staff children to attend our school.

At this time, when staff have been isolated and have spent time away from each other, it is important that the school provides social spaces away from the working environment so staff can socialise and enjoy their lunchtime.

It is important, that those staff that do not work at lunchtime have the opportunity to socialise with each other away from their working environment e.g. in the staffroom, meeting room, in our school grounds, as well as the option of leaving the school and enjoying lunch elsewhere.

It is important for staff wellbeing that staff do not eat their lunch in their working environment e.g. office space, classroom and do not prevent other school activities from taking place such as peripatetic lessons, meetings etc

Next Steps:

Continue to evaluate social spaces for staff in-line with Government guidance and provide staff with the space away from their working environment, to socialise and enjoy lunch.

Thank you for your comments and taking the time to answer this survey.

Moving forward, it is up to all members of staff, supported by the Headteacher, SLT and Governors to ensure that we act upon and develop further the areas that staff have raised and have been identified as 'Next Steps' for our 'outstanding' school.

In that way, we might alleviate concern for staff in the future as we continue to support staff morale and wellbeing; as we strengthen interpersonal relationships so that all staff continue to feel happy, valued and loved and are supported to achieve their potential in whichever role they fulfil at our school.

Yours sincerely



Mr L Batey
Headteacher

