

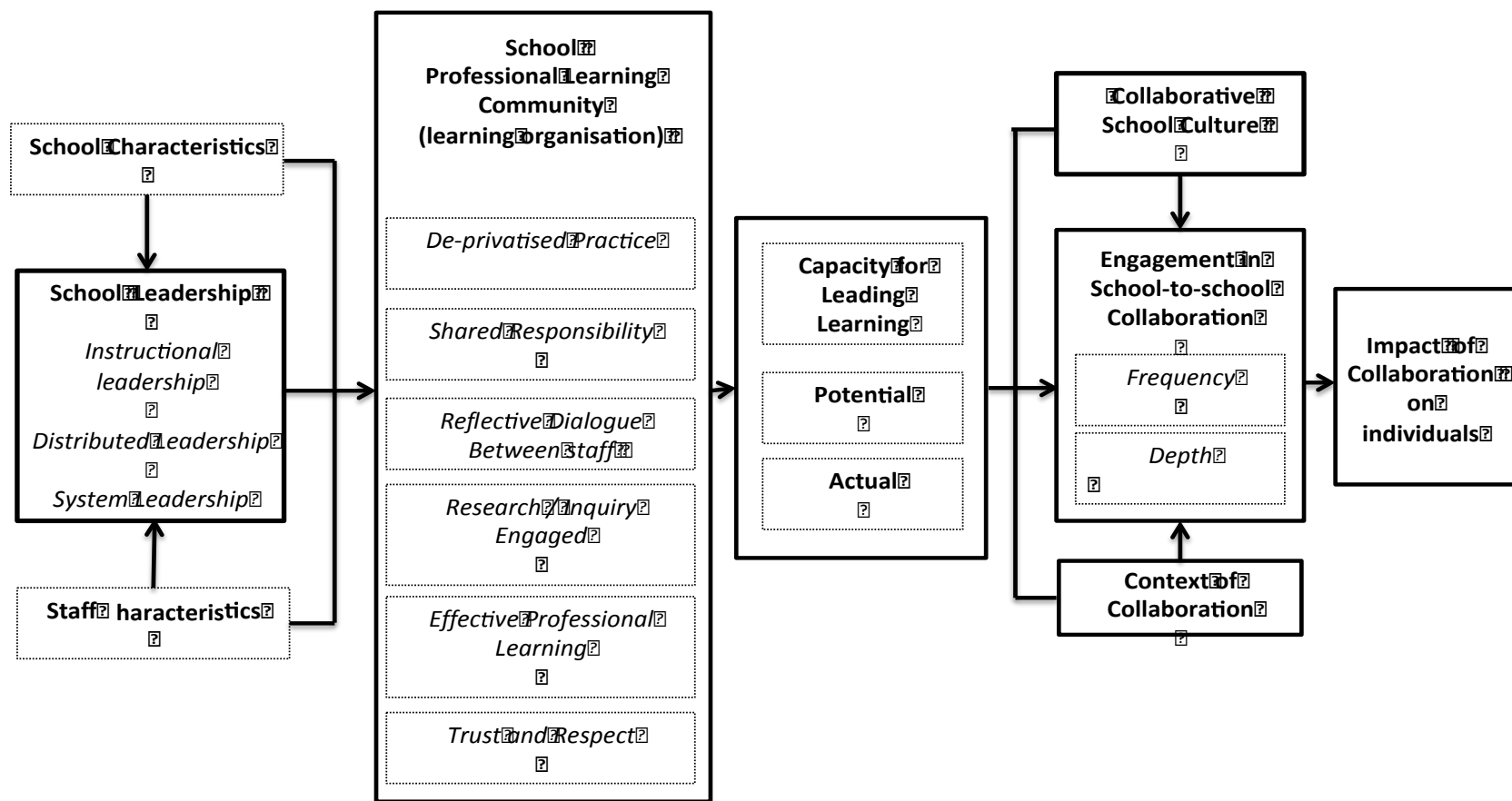
Second Annual Staff Survey

June 2018

Who is involved?

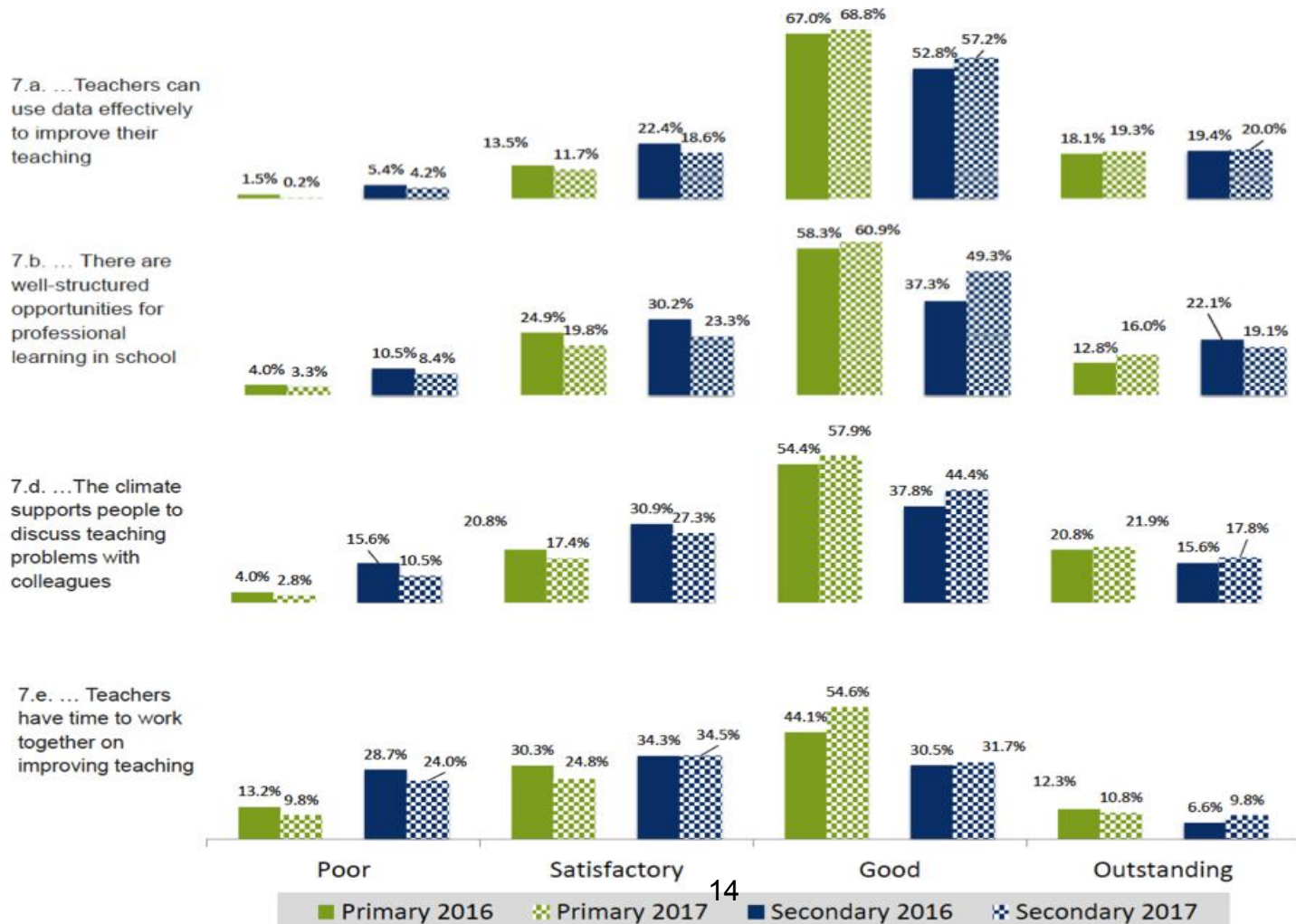
- 20% of schools using sample based on KS achievement, FSM, and locality.
- 12 secondary schools, 51 primary
- 863 staff (54% return rate) split equally between phases
- Senior leaders, middle leaders and class teacher
- 95% retention rate of schools from last year

Conceptual Framework



Instructional Leadership

Q7: How effective is the leadership in your school in ensuring that ... (a,b,c)



School leadership

(Instructional and distributed)

- Staff generally very, or ‘overly’, positive
- School culture seems a stronger influence than actual practices in influencing staff perceptions of school leadership
- Secondary staff views of instructional leadership in schools has improved
- Instructional leadership in lower achieving/ low FSM secondary schools still rated ‘poor’ by significant minority

Schools as learning communities

(Collaborative cultures and de-privatising practices)

- Staff hold very positive views about schools' collaborative cultures
- Just over half of teachers discussed specific pupil's learning on a weekly basis
- 25% of all staff had not observed a colleague teach in the last 12 months.
- More class teachers have observed others teach this year, overall 65% compared to 59%, biggest rise is in secondary teachers up to 71% from 52%.
- Overall approximately 40% of staff have been regularly mentored/coached, some 20% only once, and 40% never.

Schools as learning communities

(Professional and organisational learning)

- Significant increase in staff engaging in more extended forms of professional learning, 68% up from 39% last year
- Last year only about a quarter of staff stated they had had any involvement in action research this has increased to two thirds. Engagement in inquiry increased from just around half of staff to around three quarters.
- There is still a gap in the levels of engagement of class teachers and members of SMT in action research and inquiry but this has narrowed.

Schools as learning communities

(Professional and organisational learning)

d. Involved in the use of action research					
Phase	Never	Once a year	<u>Termly</u>	Monthly	Weekly
Primary	38.2%	24.1%	28.6%	6.3%	2.8%
Secondary	32.6%	27.4%	27.6%	11.3%	1.1%
e. Use of inquiry approach such as lesson study, learning walk etc.					
Phase	Never	Once a year	<u>Termly</u>	Monthly	Weekly
Primary	17.8%	25.3%	44.4%	9.8%	2.8%
Secondary	28.8%	24.2%	34.5%	8.7%	3.9%

Capacity for Leading Learning

(Potential and actual)

- Overall 75% of primary and 57% of secondary staff agreed/strongly agreed that they were now more willing to take on/increase their involvement in leading professional learning with colleagues in their school
- Some 66% of classroom teachers indicated a greater willingness to lead learning, based upon their enhanced understanding of what constituted effective professional learning.
- Some 20% of classroom teachers had been involved in leading an aspect of training or professional learning on at least a termly basis
- More staff engaged in frequently evaluating and improving aspects of teaching and learning

Engagement in collaboration

(Scope and depth)

- Slight decrease in scope - overall percentage of staff who have worked collaboratively reduced from 81% to 64% in primary and from 61% to 57% in secondary.
- Decrease seems due to staff, particularly class teachers, who were involved at a low level last year not being engaged at all this year
- Increase in depth – last year just over a third of staff involved in joint practice development up to 80% and from a fifth involved in inquiry to 70%.

Engagement in collaboration

Q9: In the last 12 months, how often have you worked on a cross-school project, been part of a cross-school group or involved in a professional network with teachers from other schools?

Secondary schools	Never	Once a year or less	Termly	Monthly	Weekly
Teachers (2016)	50.3%	30.1%	13.7%	2.0%	3.9%
Teachers (2017)	56.6%	16.8%	19.9%	5.1%	1.5%
Middle leaders (2016)	35.3%	24.3%	30.1%	6.6%	3.7%
Middle leaders (2017)	33.5%	30.2%	24.7%	10.4%	1.1%
SMT (2016)	7.5%	17.5%	37.5%	27.5%	10.0%
SMT (2017)	11.1%	13.9%	30.6%	27.8%	16.7%

Individual impact of collaboration

- Two thirds of primary staff felt it had enhanced their classroom practice, compared to just under half of secondary staff
- Over half of primary staff viewed it as having improved pupil learning and attainment, compared to just over 40% of secondary staff.
- One third of staff believed it had helped them in leading learning in their own schools and a fifth felt it had developed them as system leaders.

Curriculum for Wales

- Pattern of responses from primary and secondary staff remained broadly similar with the majority of staff choosing 'some change' (60-66% of primary and 48-70% of secondary).
- Divergence between the two phases at the level of middle leaders. In the primary phase significant shifts in views of middle leaders, with those reporting 'no change' dropping from 45% to 11% and those stating major changes going up to 8% from zero last year. In the secondary phase these significant shifts have not been repeated.
- The data would tend to indicate that to a degree the need to implement the new curriculum has starting to permeate through primary schools but to a degree has stalled amongst middle leaders parts of the secondary phase.

Curriculum for Wales

Q17a: To what extent have the following purposes of Successful Futures influenced your curriculum development and planning this year?

Secondary schools	No change	Little change	Some change	Major change
Teachers (2016)	15.6%	31.2%	46.8%	6.4%
Teachers (2017)	13.3%	28.9%	47.8%	10.0%
Middle leaders (2016)	11.3%	26.3%	57.9%	4.5%
Middle leaders (2017)	24.7%	20.5%	50.0%	4.8%
SMT (2016)	5.0%	20.0%	65.0%	10.0%
SMT (2017)	0.0%	15.2%	69.7%	15.2%

Conclusions and implications

- Leaders still require support to enact instructional and distributed leadership
- Evidence of greater emphasis on de-privatising practice in secondary schools
- Engagement in Inquiry and research have reached a cultural 'tipping point'
- Focus needs to be on supporting greater depth of the 2/3rd now engaged in inquiry and JPD.

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