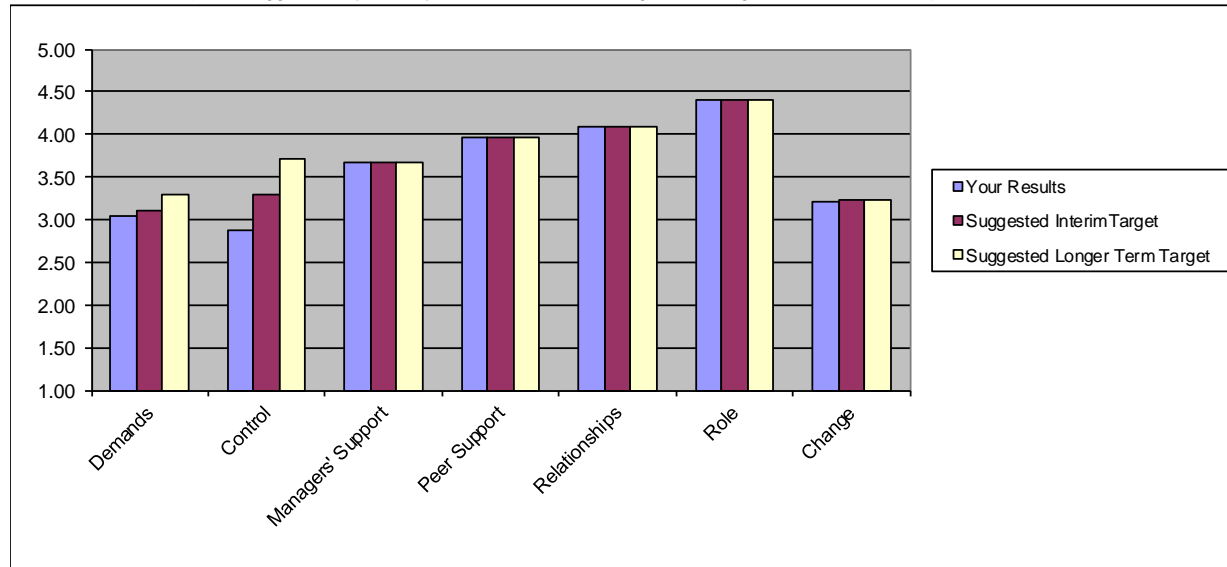


Summary of Results

	Your Results	Suggested Interim Target	Suggested Longer Term Target	Data Set: Organisational Averages
Demands	3.04	3.10	3.29	Key Doing very well - need to maintain performance Represents those at, above or close to the 80th percentile † Good, but need for improvement Represents those better than average but not yet at, above or close to the 80th percentile † Clear need for improvement Represents those likely to be below average but not below the 20th percentile † Urgent action needed Represents those below the 20th percentile †
Control	2.87	3.29	3.72	
Managers' Support	3.67	3.67	3.67 *	
Peer Support	3.96	3.96	3.96 *	
Relationships	4.08	4.08	4.08 *	
Role	4.40	4.40	4.40 *	
Change	3.21	3.24	3.24	

*You are doing very well on the following stress factors: Managers' Support, Peer Support, Relationships, Role (you are above the 80th percentile for these stress factors). We suggest that you set your own interim and longer-term targets for continuous improvement.



† Compared with results from 'Organisational Averages' (see the HSE MS Analysis Tool User Manual for more information and for caveats regarding interpretation of results)

Question	Average
Demands	
3 Different groups at work demand things from me that are hard to combine	3.06
6 I have unachievable deadlines	3.63
9 I have to work very intensively	2.06
12 I have to neglect some tasks because I have too much to do	2.97
16 I am unable to take sufficient breaks	3.35
18 I am pressured to work long hours	3.68
20 I have to work very fast	2.21
22 I have unrealistic time pressures	3.34
Overall	3.04

Question	Average
Control	
2 I can decide when to take a break	2.23
10 I have a say in my own work speed	2.88
15 I have a choice in deciding how I do my work	3.37
19 I have a choice in deciding what I do at work	2.60
25 I have some say over the way I work	3.69
30 My working time can be flexible	2.35
Overall	2.87

Question	Average
Managers' Support	
8 I am given supportive feedback on the work I do	3.34
23 I can rely on my line manager to help me out with a work problem	3.94
29 I can talk to my line manager about something that has upset or annoyed me about work	3.74
33 I am supported through emotionally demanding work	3.43
35 My line manager encourages me at work	3.89
Overall	3.67

Question	Average
Peer Support	
7 If work gets difficult, my colleagues will help me	4.03
24 I get help and support I need from colleagues	4.23
27 I receive the respect at work I deserve from my colleagues	3.71
31 My colleagues are willing to listen to my work-related problems	3.89
Overall	3.96

Question	Average
Relationships	
5 I am subject to personal harassment in the form of unkind words or behaviour	4.57
14 There is friction or anger between colleagues	3.63
21 I am subject to bullying at work	4.63 *
34 Relationships at work are strained	3.49
Overall	4.08

* 4 (11.4%) of the staff who responded report that they are always, often or sometimes bullied.

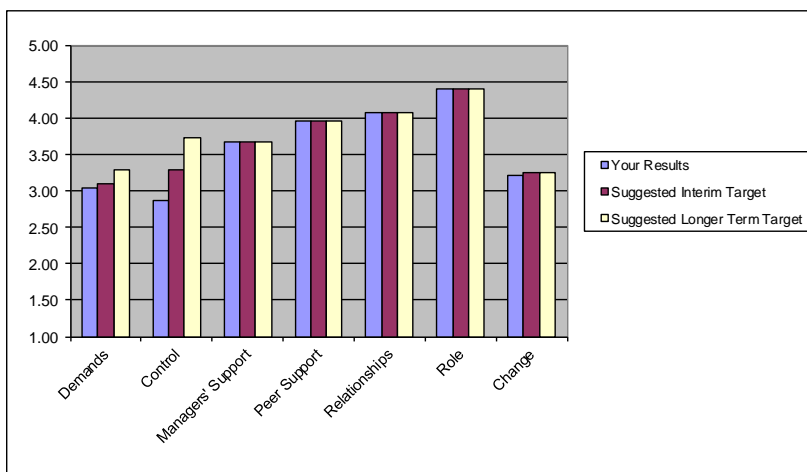
Question	Average
Role	
1 I am clear what is expected of me at work	4.37
4 I know how to go about getting my job done	4.54
11 I am clear what my duties and responsibilities are	4.51
13 I am clear about the goals and objectives for my department	4.09
17 I understand how my work fits into the overall aim of the organisation	4.48
Overall	4.40

Question	Average
Change	
26 I have sufficient opportunities to question managers about change at work	3.31
28 Staff are always consulted about change at work	3.06
32 When changes are made at work, I am clear how they will work out in practice	3.26
Overall	3.21

Key

- Doing very well - need to maintain performance. Represents those at, above or close to the 80th percentile[†]
- Good, but need for improvement. Represents those better than average but not at, above or close to the 80th percentile[†]
- Clear need for improvement. Represents those likely to be below average but not at, below or close to the 20th percentile[†]
- Urgent action needed. Represents those at, below or close to the 20th percentile[†]

Data Set: Organisational Averages



[†] Compared with results from 'Organisational Averages' (see the HSE MS Analysis Tool User Manual for more information and for caveats regarding interpretation of results)

Staff well-being survey 2015 - 2016

Analysis

The staff well-being survey was distributed to all staff on 15th April 2016, with a return date of 29th April 2016. There was a 52% response rate. All staff had an opportunity to participate. This is a lower response rate than last year. It could be argued that this might be because staff generally feel more contented with their wellbeing whilst at work.

If this were, true, there is a cautionary note to be sounded. With fewer respondents, it is likely that a greater proportion of those who did respond will be discontented with aspects of their working life. This may then skew some of the data.

Staff have now been sent a summary of the results and a question by question analysis. The analysis rated each question out of 5 and the rag rating was based on percentiles compared with organisational averages.

The survey showed that there are positive factors about working at Granby. Managers' support, peer support, relationships and roles continue to be rated green – doing very well. It is the second successive year that the section on roles has improved, so this could be a trend towards improvement. However, in 3 areas, whilst still judged to be doing well, the scores have dropped – albeit by a very small amount: between 0.05 and 0.15 of a point.

Granby continues to be judged as 'Good but needs improvement' in the area of change although it is interesting that there has been slight improvement in this area. It is disappointing to note that the section on demands has seen us move from 'Good but needs improvement' to 'Clear need for improvement'. Whilst this is only a drop of 0.15, it has taken us down a category.

We have previously documented the difficulties in the 'control' section, as we know that teachers cannot exert the same degree of control over their working practice as those working in other job roles may enjoy. It is encouraging that 1 of the 6 red rated areas has improved slightly to an amber rating, suggesting that people feel that they have slightly more control than they did last year.

Two priorities from last year were:

“My manager encourages me at work” – this has gone down by 0.09 of a point

“I am subject to bullying at work” – this has gone down by 0.02 of a point

These are very small reductions and clearly areas in which we need to continue to work. At the same time, the summary of results provided by the indicator tool provides interim and longer term targets to which we also continue to work. The graph provided shows that our priorities continues to be in the area of demands and control.

Given the difficulties we have already acknowledged, which relate to the fact that the tool doesn't accurately reflect a school context, these are challenging areas for us to address.

Next steps

The HSE provides a format to support us to plan actions to address the issues raised by the survey.

Staff are invited to have an input in the development of the action plan by either:

- Attending a meeting to work alongside any staff who are interested in developing the action plan. These are held at least termly – more often if the employee group choose
- Emailing their contributions if they were unable to attend or preferred to contribute in this way. Staff were told that all ideas are welcome and contributions or suggestions could remain anonymous.
- Speaking to Sue Foreman in school

The draft action plan was circulated for comment and staff meetings and informal opportunities were available to discuss the plan. Thoughts and suggestions were welcomed; and any aspect of this can be discussed at any time with Sue Foreman.

In relation to the points system, 5 is the maximum and 0 is the minimum. The actions below are based on all the red areas

The action plans are below:

Standard	Desired state	Current state	Practical solutions	Person	Timescales	How will staff receive feedback?	Action completed?
Demands 9 I have to work very intensively 2015 - 2.05 2016 - 2.06	Amber (or better)	Red	Reduce meeting times	PF	Spring 16	Staff meeting are 30 minutes shorter	✓
			Focus meetings more clearly	DC	Autumn 15	Dale publicises a staff meeting schedule half-termly in advance	✓
			Reduce burden of marking	PF	Autumn 15	Children peer mark and the visualizer is used in class to help reduce the burden of marking.	✓
Demands 20 I have to work very fast 2015 – 2.38 2016 – 2.21	Amber (or better)	Red					

<p>Managers support 35</p> <p>My line manager encourages me at work</p> <p>2015 – 3.80 2016 – 3.89</p>	Amber (or better)	Red	Reward schemes for staff have been investigated	SF	Summer 2016	See accompanying document	✓
<p>Control 2</p> <p>I can decide when to take a break</p> <p>2015 – 1.95 2016 – 2.23</p>	Amber (or better)	Red	Toilet facilities have been made more pleasant	SF	Summer 2016	Teachers can't decide when to go to the loo, but at least the loos are a bit nicer when they do go	✓
<p>Control 10</p> <p>I have a say in my own work speed</p> <p>2015 – 2.80 2016 – 2.88</p>	Amber (or red)	Red					

<p>Control 15</p> <p>I have a choice in deciding how I do my work</p> <p>2015 – 3.30 2016 – 3.37</p>	Amber (or better)	Red	All teaching and admin staff are involved in team planning	All	Spring 16	This gives staff some choices within their teams	✓
<p>Control 19</p> <p>I have a choice in deciding what I do at work</p> <p>2015 – 2.42 2016 – 2.60</p>	Amber (or better)	Red	All teaching and admin staff are involved in team planning	All	Spring 16	This gives staff some choices within their teams	✓
<p>Control 30</p> <p>My working time can be flexible</p> <p>2015 – 2.44 2016 – 2.35</p>	Amber (or better)	Red	Try to give support staff TOIL for appointments, children's events, etc; try to use PPA to give the same flexibility to teachers	PF	Spring 16	School life allows for little flexibility but we try to make allowances where we can	✓

Other			Look for an indicator tool which is more appropriate to a school setting.			NUT tool to be used next year	✓
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