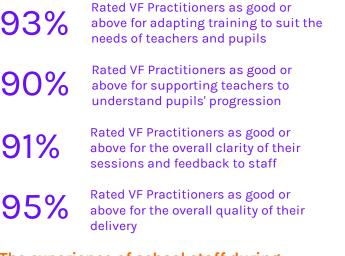
Mid-Year School Survey 21/22:

Summary of Key Findings

Qualities of Voices Foundation (VF) Practitioners, rated by school staff:



The experience of school staff during Voices Foundation programmes:

As a result of taking part in the Continuing Professional Development (CPD) programme so far, school staff noticed that they were:

- Equipped with more techniques and materials for teaching music
- Implementing newly learned musical skills and knowledge in their teaching, with particular emphasis on pitch, delivering warms-ups, and using appropriate musical terminology
- Leading more music and singing activities in their schools, with increased confidence
- Using music as a tool across the school day to support behaviour for learning, engineering efficiency, and cross-curricular learning
- Able to better support pupils' learning, including improving their singing, increasing their music knowledge, and differentiating tasks to meet pupils' needs
- Improving their planning and assessment of music

"Children respond well to music lessons. I see an improvement in their behaviour during these sessions and I can take things from these sessions to my everyday teaching and the children respond by showing good behaviour for learning." **Teacher**



VoicEs

School staff noticed that their participation in the CPD programme was resulting in benefits for their pupils. Pupils were showing:

- Increased musical knowledge and skills
- Increased confidence in singing and music activities, including in solo singing, ensemble singing, leading activities, and performances
- High enjoyment and engagement in music
- Improved wellbeing, behaviour for learning, teamwork, peer relationships, and listening
- A role in making music part of the school culture, including taking ownership of their engagement in music outside the classroom

"This is amazing for our pupils, this is great for mental health and wellbeing of all, teaching patience, coordination and teamwork. Children are happiest when singing together." **Teacher**

School staff were asked to describe the most challenging aspect of the programme so far. In order of frequency, the challenges included:

- Concerns around timing, logistics, and staffing. Multiple participants reported experiencing challenges finding time to fit music activities into the curriculum
- A lack of confidence to lead singing and music activities
- Challenges relating to their own learning and skill development, including difficulties learning the songs, developing skills, and remembering new learning
- Difficulties planning music activity/lessons
- Challenges in meeting pupils' needs
- Limitations in the resources available

Outcomes achieved by school staff so far:



Voices Foundation mid-year school survey, conducted in Feb-March 2022 with school staff taking part in a year-long Voices Foundation Continuing Professional Development (CPD) programme. The results are based on 165 responses.