

Mid-Year School Survey 21/22: Summary of Key Findings

Voices

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

93% Rated VF Practitioners as good or above for adapting training to suit the needs of teachers and pupils

90% Rated VF Practitioners as good or above for supporting teachers to understand pupils' progression

91% Rated VF Practitioners as good or above for the overall clarity of their sessions and feedback to staff

95% Rated VF Practitioners as good or above for the overall quality of their delivery

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 warm-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**



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:

98% Agree that they understand the benefits that musical activity can have for pupils

74% Agree that they want to provide music education for pupils themselves

63% Agree that they are confident leading music activity with pupils

65% Agree that they have subject knowledge and skills to lead music activities with pupils