

St Mary's C of E Primary School

Staff Questionnaire Summer term 2024

We gather the views of staff in a number of different ways throughout the school year:

- discussions at morning briefings
- professional development meetings
- 1-1 professional development days
- anonymous 'post 'it' sessions
- annual questionnaire

Staff views help us to move the school forward and are an effective way of checking that we are getting things right. School leaders take them into account when we are planning for the future of our school.

As always, staff are invited to talk to senior leaders if they are worried about anything, have a question or have a great idea.

We were very heartened by the huge number of positive staff comments about our school.

Staff comments

Many staff were keen to tell us how much they value the clear and effective communication in the school which ensures that 'all staff are well prepared for each day' and that the 'school runs smoothly.' Staff highlighted the daily morning briefing, the morning book, the week to view, weekly whole-staff PDMs and weekly support staff meetings as helpful means of communicating what is happening in school.

Many staff commented on the effectiveness of support staff timetables and how 'children make good progress in reading' because of timetabling support staff, as well as teachers, to work with phonics and reading practice groups every day. Other staff commented on the helpfulness of 'structured timetables' in allowing supply teaching assistants to effectively work with children when staff are absent.

Staff were appreciative of the 'quick access to new resources' which ensures that everyone has everything they need to do their job effectively.

Staff felt that managing workload is a priority in the school and this helps staff to carry out their jobs well because unreasonable work is not burdening staff. Staff appreciate having 'well thought out planning for all subjects' and being provided with 'regular updates' on any changes to the curriculum during PDMS. Staff commented on how this supports them to 'focus on teaching' and ensuring that children 'achieve well.'

Many staff commented on the effectiveness of 'training and support for new staff' and commented on how 'if support is needed, it will be provided without judgement.' Staff commented on how they were appreciative of the 'professional development opportunities' that the school provides.

Many staff commented on the calm atmosphere in which 'staff are warm and welcoming'. Staff said that there is effective teamwork and that 'staff are helpful.'

Staff were appreciative of school standard operating systems commenting that 'there is a strong level of consistency in everything the school does'. Staff felt that consistency in the implementation of behaviour policy ensures that the 'school runs smoothly.' Many staff commented on the helpfulness of access to senior leaders in ensuring that 'all issues are dealt with quickly' and commented that this makes them feel 'supported and listened to'.

Many staff said that there was nothing that the school needs to do even better. We are pleased that many staff think this, however, we know that we can always make things even better.

One member of staff asked if Professional Development Meetings could take place every two weeks in order to support with workload. However, many members of staff commented on how helpful it is to have weekly PDMs to support their professional development. We avoid having lots of meetings after school and only have one PDM a week, which lasts an hour at the most. We do look at particularly busy periods for teacher workload and identify where it is possible to provide additional time to complete tasks, such as an afternoon out of class to write reports. We will continue to at ways to support staff to manage their workload.

Another member of staff asked for more EYFS based PDMs. The majority of PDMs delivered are relevant to all year groups, including Reception and Nursery. We also have termly EYFS Project Groups where we provide additional training specific to Early Years. We understand that not all information shared in PDMs will always be relevant to every year group, however, it is useful for all staff to be aware of what is being taught throughout the school.

Another member of staff asked if more small group work could be timetabled for children 'struggling with Maths and English.' Research shows that most children learn best when they remain in class and are taught by their class teacher. When children leave the classroom for additional Maths and English, they are missing out on the rest of the curriculum which they cannot catch up on. Teachers provide scaffolds and carefully adapt resources to allow all children to access the ambitious curriculum. Support staff are timetabled to deliver some small group interventions to children with SEN/D, as agreed within children's SEN Support Plans. However, we ensure that children are in class the majority of the time so that they do not miss out on important learning delivered by a teacher.

Thank you for helping us with this. 😊

23 staff responses

		Strongly agree	Agree	Disagree	Strongly disagree
1	I am proud to be a member of staff at this school	87% (100% positive)	13%	0%	0%
2	My contribution to the school is valued	83% (100% positive)	17%	0%	0%
3	I know what we are trying to achieve as a school	91% (100% positive)	9%	0%	0%
4	Leaders use professional development to encourage, challenge and support my improvement	83% (100% positive)	17%	0%	0%
5	The school is well led	87% (100% positive)	13%	0%	0%
6	Line managers listen to me if I have a concern	91% (100% positive)	9%	0%	0%
7	The school runs smoothly on a daily basis	87% (100% positive)	13%	0%	0%
8	Children are safe in this school	100% (100% positive)	0%	0%	0%

9	Any unacceptable behaviour from pupils is consistently well managed	78% 22% (100% positive)	0%	0%
10	Any unacceptable behaviour from parents is consistently well managed	83 % 17% (100% positive)	0%	0%
11	Leaders support staff well in managing behaviour	83 % 17% (100% positive)	0%	0%
12	The school deals with any cases of bullying of pupils effectively	91% 9% (100% positive)	0%	0%
13	The school challenges all pupils to make at least good progress	96% 4% (100% positive)	0%	0%
14	Leaders take workload into account so as to avoid placing unnecessary burdens on staff.	70% 30% (100% positive)	0%	0%
15	Leaders and managers are considerate of my well-being as a member of staff	70% 30% (100% positive)	0%	0%
16	All staff are treated fairly and with respect at this school	70% 30% (100% positive)	0%	0%