

# St Mary's C of E Primary School

## Staff Questionnaire Summer term 2026

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 'we work well as a team' and that the 'focus is on what is best for the children.' 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.

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 'manage their workload' knowing everything we do is with the 'focus on what is best for the children.'

Many staff commented on the effectiveness of 'professional development that makes you a better teacher' and commented on how 'supportive leadership is.' Staff commented on how they were appreciative of the 'excellent training opportunities' that the school provides.

Many staff highlighted that they were proud to be a member of staff at St Mary's, that together we work 'hard as a team.'

Staff were appreciative of school standard operating systems commenting that 'there is clear organisation of the day'. Staff felt that consistency in the implementation of behaviour policy ensures that the 'school is safe, where children thrive.' 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 there could be additional training for support staff in behaviour management and deescalating situations. We regularly provide training to our staff with regards to behaviour management, adapting the training as we see a need arise. We are building further training in consistently in consistently applying our behaviour policy for support staff.

Another member of staff asked if more small group work could be timetabled for children ‘across year groups’ 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 interventions, 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. 😊

## 24 staff responses

		Strongly agree	Agree	Disagree	Strongly disagree
1	I am proud to be a member of staff at this school	<b>79%</b> <i>(100% positive)</i>	<b>21%</b>	<b>0%</b>	<b>0%</b>
2	All staff are treated fairly and with respect at this school	<b>83%</b> <i>(100% positive)</i>	<b>17%</b>	<b>0%</b>	<b>0%</b>
3	The school is well led	<b>83%</b> <i>(100% positive)</i>	<b>17%</b>	<b>0%</b>	<b>0%</b>
4	I have the professional development I need to make me more effective in my role (eg. PDMs, Professional Development Days, INSET, coaching, external training/qualifications)	<b>58%</b> <i>(100% positive)</i>	<b>42%</b>	<b>0%</b>	<b>0%</b>
5	Children are safe in this school	<b>92%</b> <i>(100% positive)</i>	<b>8%</b>	<b>0%</b>	<b>0%</b>
6	Unacceptable behaviour from pupils is consistently well managed	<b>67%</b> <i>(96% positive)</i>	<b>29%</b>	<b>4%</b> (1 person)	<b>0%</b>
7	Unacceptable behaviour from parents is consistently well managed	<b>79%</b> <i>(100% positive)</i>	<b>21%</b>	<b>0%</b>	<b>0%</b>
8	Leaders support staff well in managing behaviour	<b>83%</b> <i>(100% positive)</i>	<b>17%</b>	<b>0%</b>	<b>0%</b>
9	The school deals with any cases of bullying of pupils effectively	<b>88%</b> <i>(100% positive)</i>	<b>12%</b>	<b>0%</b>	<b>0%</b>
10	Leaders enable staff to support all pupils (including those who are disadvantaged or have additional needs)	<b>71 %</b> <i>(100% positive)</i>	<b>29%</b>	<b>0%</b>	<b>0%</b>
11	The school is effective in supporting pupils’ well-being	<b>83 %</b> <i>(100% positive)</i>	<b>17%</b>	<b>0%</b>	<b>0%</b>
12	When pupils lack key foundational skills, quick action is taken to address them (for example, in reading, writing or maths)	<b>79%</b> <i>(100% positive)</i>	<b>21%</b>	<b>0%</b>	<b>0%</b>
13	Leaders take workload into account so as to avoid placing unnecessary burdens on staff	<b>67%</b> <i>(100% positive)</i>	<b>33%</b>	<b>0%</b>	<b>0%</b>
14	Leaders are considerate of staff well-being and listen if I have a concern	<b>88%</b> <i>(100% positive)</i>	<b>12%</b>	<b>0%</b>	<b>0%</b>