

# St George the Martyr C of E Primary School

## Staff Questionnaire April 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 shared with us that communication between SLT and other staff members is excellent. Staff highlighted that the daily morning briefings, termly calendar and the newsletters are helpful means of communicating what is happening in school. A staff member shared that morning briefings are *'informative and ensures shared responsibility of the day.'* Many members of staff also added that they feel able to approach the leaders with questions or any problems. They noted *'staff are given the information they need through regular face to face contact with senior leaders this leads to the successful, smooth running of the school, 'having SLT available for clarification is very helpful in completing tasks in an efficient time manner' and 'senior leadership listens well and takes my opinion into account.'*

Staff were appreciative of the school's standard operating systems that support them, such as the clear behaviour policy. Many staff commented on the effectiveness and consistency of the implementation of the behaviour policy throughout the school sharing that *'behaviour across the school is generally good and there is a clear consistent approach and expectations'* and *'the behaviour policy, procedures and clear guidelines support with how to deal with a variety of situations.'*

Many staff commented on the strong ethos of team work, communication and respect between staff members. A member of staff stated that *'communication between staff is excellent.'* Another staff member shared there is a *'sense of community and respect, and feeling like a member of a team.'* Staff also commented on the positive learning environment for the students that there is a *'positive and inclusive learning environment'* another staff member said there is a *'supportive and welcoming environment.'*

Staff noted that professional development is a strength at St George the Martyr, including the high-quality PDMs and feedback provided on professional development days. A member of staff stated there are *'opportunities to develop my teaching – PDMs and seeing senior leaders give demonstrations'* Staff further commented that there *'is lots of opportunities for training and further development of my practise.'*

Two staff members shared that it would be helpful for supply's TAs to have clear timetables and an understanding of the timetable they are following and what break and lunch duties they are covering. We have setup a system that the office provides supply TAs with the timetable of the

staff member they are covering and break duties are outlined in the morning book and any changes shared in morning briefing.

One member of staff noticed that for children that go to Club or Corams there is not an opportunity to speak to the parent at the end of the school day about any minor first aid that was given which the office has not called about. We have reviewed this system and introduced a change to the reporting of first aid in the early years. Class teachers will ring the parent of any child that attends Corams or an afterschool club to inform the parent of any first aid that a child received.

One staff member requested full access to the school calendar for staff. We have reviewed this and it is important that there is one master copy of the calendar to ensure the head of school has central oversight of the upcoming term. However, the senior leaders have given each staff member a copy of the calendar for the upcoming term as a roadmap of what is planned next term during PDM as well as a copy that is displayed in the staff room.

One staff member suggested that the ordering of resources could be more efficient so that students do not run out of equipment before a new order has arrived. We agree it's important that teachers and children have the resources needed to be successful. We approve requests to order equipment as they are made, this requires staff to be vigilant for when resources are running low and let the office know as soon as they notice this so they can be replenished before they run out.

Many staff said that there was nothing that the school needs to improve. We are pleased that many staff think this, however, we know that we can always make things even better. Please come and talk to a senior leader if you have any suggestions.

Thank you for helping us with this. 😊

## 22 staff responses

		Strongly agree	Agree	Disagree	Strongly disagree
1	I am proud to be a member of staff at this school	73% (100% positive)	27%	0%	0%
2	All staff are treated fairly and with respect at this school	60% (100% positive)	40%	0%	0%
3	The school is well led	57% (100% positive)	43%	0%	0%
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)	73% (91% positive)	18%	9% (2 people)	0%
5	Children are safe in this school	81% (100% positive)	19%	0%	0%
6	Unacceptable behaviour from pupils is consistently well managed	72% (100% positive)	28%	0%	0%
7	Unacceptable behaviour from parents is consistently well managed	66% (95% positive)	29%	5% (1 person)	0%

8	Leaders support staff well in managing behaviour	<b>67%</b> <b>(100% positive)</b>	<b>33%</b>	<b>0%</b>	<b>0%</b>
9	The school deals with any cases of bullying of pupils effectively	<b>85%</b> <b>(100% positive)</b>	<b>15%</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>61%</b> <b>(91% positive)</b>	<b>30%</b>	<b>9%</b> (2 people)	<b>0%</b>
11	The school is effective in supporting pupils' well-being	<b>86%</b> <b>(100% positive)</b>	<b>14%</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>76%</b> <b>(100% positive)</b>	<b>24%</b>	<b>0%</b>	<b>0%</b>
13	Leaders take workload into account so as to avoid placing unnecessary burdens on staff	<b>54%</b> <b>(95% positive)</b>	<b>41%</b>	<b>5%</b> (1 person)	<b>0%</b>
14	Leaders are considerate of staff well-being and listen if I have a concern	<b>67%</b> <b>(100% positive)</b>	<b>33%</b>	<b>0%</b>	<b>0%</b>