

St James and St John C of E Primary School

Staff Questionnaire Outcomes Summer 2025

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 'excellent, consistent, 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 and staff welcome these opportunities to 'meet face-to-face' and to 'troubleshoot and ask questions in-person.'

Many staff commented that leaders are 'well-informed, approachable, supportive, empathic, compassionate, visible, helpful, hard-working and effective', with staff workload and wellbeing being a top priority. Leaders are also effective in the setting of clear expectations for staff and the defining of problems and looking for possible solutions, and many staff commented that concerns are dealt with effectively. Leaders also 'welcome questions and offer advice without judgement', with one member of staff commenting, 'Senior leaders always listen... I never feel like a question is too silly or a problem too small.'

Many staff commented on the 'positive, calm' atmosphere which is 'professional, yet friendly and welcoming' and where staff feel 'valued and appreciated' and 'part of a team where everyone has the best intentions for the children.' One member of staff commented, 'Our staff Relationship Guidelines provide a framework that supports staff in communicating with each other effectively and professionally: relationships are excellent and integrity is key.'

Staff were appreciative of the 'consistent, clear and effective' school standard operating systems that support them and ensure 'the school runs smoothly', such as the behaviour policy, the rewards system and safeguarding procedures - 'there is a strong level of consistency in everything the school does.' One member of staff summed this up very effectively in the following way: 'The simplification of many things – it is decorated well; not decorated to mask the mess inside 😊.'

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 'purposeful and informative' PDMs. Staff commented on how this supports them to 'focus on teaching' and ensuring that children 'achieve well, make the necessary progress and are successful.'

Two members of staff asked about the possibility of more sharing of resources across the partnership, e.g., Information Strips, to reduce workload even further. We are fortunate to work in a partnership of outstanding schools with exceptionally detailed lesson plans and resources for our teachers. We are looking into continuing to develop our shared curriculum resources to support teacher workload and pupil outcomes further.

One member of staff suggested that a document outlining the school's Behaviour Policy for daily supply / agency staff to read in the morning would be helpful. This is something that senior leaders will look to create and trial, moving forward.

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.

'I really look forward to coming to work... I feel supported and valued.'

Thank you for helping us with this. 😊

		Strongly agree	Agree	Disagree	Strongly disagree
1	I am proud to be a member of staff at this school	91% (100% positive)	9%	0%	0%
2	My contribution to the school is valued	77% (100% positive)	23%	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	91% (100% positive)	9%	0%	0%
5	The school is well led	100% (100% positive)		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	82% (100% positive)	18%	0%	0%
8	Children are safe in this school	100% (100% positive)		0%	0%
9	Any unacceptable behaviour from pupils is consistently well managed	95% (100% positive)	5%	0%	0%
10	Any unacceptable behaviour from parents is consistently well managed	91% (100% positive)	9%	0%	0%
11	Leaders support staff well in managing behaviour	95% (100% positive)	5%	0%	0%
12	The school deals with any cases of bullying of pupils effectively	87% (100% positive)	13%	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.	78% 22% (100% positive)	0%	0%
15	Leaders and managers are considerate of my well-being as a member of staff	78% 22% (100% positive)	0%	0%
16	All staff are treated fairly and with respect at this school	83% 17% (100% positive)	0%	0%