

St George's Hanover Square C of E Primary School

Staff Questionnaire May 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 told us that they value high levels of communication which helps every member of staff to be kept up-to-date. 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 commented that it was helpful that they 'everyone is flexible and willing to support one another'.

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. Support through working with colleagues across the partnership and having a 'well-planned and clearly sequenced curriculum' which 'supports professional development' were examples given of helping to manage workload and ensure all children can progress in their learning, for example, by 'adjusting teaching planning for specific pupils who need more support'.

Many staff commented on the professionalism of staff and that the school is a place with 'effective communication between members of staff' and 'maintains a collaborative and supportive work environment'.

Staff were appreciative of school standard operating systems that support them such as the behaviour policy. Many staff commented on the effectiveness and consistency of the implementation of behaviour policy throughout the school, and with high expectations for all pupils. Many staff commented on the helpfulness of other staff and also commented on how leadership are encouraging and use a positive coaching model to support staff at all levels. Many staff mentioned the high quality 'support with professional development and training opportunities'.

Some members of support staff said that their timetables were very busy. Teaching Assistants roles have developed significantly since being 'helpers' in one class and are now targeted at supporting pupils with SEND across the school as well as supervising breaks and lunchtimes so that class teachers can prepare for their next lessons. We are grateful to support staff for adapting to the school's needs and will always help when something is identified as not working. We will use our weekly support staff meetings to regularly review timetables so that they remain efficient.

Thank you for helping us with this. 😊

14 staff responses

		Strongly agree	Agree	Disagree	Strongly disagree
1	I am proud to be a member of staff at this school	79% (100% positive)	21%	0%	0%
2	All staff are treated fairly and with respect at this school	64% (100% positive)	36%	0%	0%
3	The school is well led	71% (100% positive)	29%	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)	89% (100% positive)	11%	0%	0%
5	Children are safe in this school	100% (100% positive)	0%	0%	0%
6	Unacceptable behaviour from pupils is consistently well managed	79% (100% positive)	21%	0%	0%
7	Unacceptable behaviour from parents is consistently well managed	71% (100% positive)	29%	0%	0%
8	Leaders support staff well in managing behaviour	89% (100% positive)	11%	0%	0%
9	The school deals with any cases of bullying of pupils effectively	79% (100% positive)	21%	0%	0%
10	Leaders enable staff to support all pupils (including those who are disadvantaged or have additional needs)	64% (100% positive)	36%	0%	0%
11	The school is effective in supporting pupils' well-being	89% (100% positive)	11%	0%	0%
12	When pupils lack key foundational skills, quick action is taken to address them (for example, in reading, writing or maths)	64% (100% positive)	36%	0%	0%
13	Leaders take workload into account so as to avoid placing unnecessary burdens on staff	50% (100% positive)	50%	0%	0%
14	Leaders are considerate of staff well-being and listen if I have a concern	57% (100% positive)	43%	0%	0%