

St Luke's C of E Primary School

Staff Questionnaire Outcomes Summer 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 commented that they felt the school was well run and that the systems in place were consistent, enabling day-to-day operations to run smoothly. Staff also valued the high level of communication, which helps keep them informed and up to date. They noted that whole-staff morning briefings, PDMs and weekly support staff meetings are particularly effective in ensuring everyone is aware of what is happening throughout the school.

Staff commented on the positive environment and atmosphere in the school. They felt that school leaders were 'supportive', 'approachable' and were available to offer assistance or advice where needed.

Several staff members commented on the ways workload is taken into account. Examples included curriculum unit plans, which help teachers manage workload effectively, as well as additional time out of class to complete reports.

One member of staff highlighted the benefit of the wide range of trips and visitors throughout the school year, which enrich the learning experiences and opportunities provided for pupils.

Many staff felt that behaviour management is a priority within the school. Some commented positively on the consistency of behaviour systems across the school and noted that any negative incidents are dealt with appropriately by senior leaders.

Some staff commented on the range of interventions in place to support children with special educational needs in overcoming barriers to learning. They also recognised that these interventions are regularly reviewed to ensure the highest possible impact.

Staff also commented positively on the recently updated geography and science planning, noting that it is now more concise and easier to follow, enabling teachers to deliver more effective lessons.

Some suggestions for further improvement included updating the English curriculum. The English unit plans are currently being revised and aligned with the high-quality curriculum planning already in place across other subjects. The updated plans are expected to be ready for implementation from the start of the 2026/27 academic year. These revised plans will provide clearer guidance for teachers, include updated texts and support pupils in producing higher-quality writing outcomes.

Another member of staff suggested that teachers should have a dedicated space for PPA time, away from children. As a small school, we are limited in the additional space available outside of classrooms. Consequently, the extra space we do have is sometimes required for small group work or interventions with pupils. However, staff are always welcome to use the meeting room computer when the room is available.

Some staff suggested that more time could be allocated for Teaching Assistants to support within classrooms. The primary role of Teaching Assistants is to support children with special educational needs and to deliver targeted interventions. While this support sometimes takes place within the classroom, interventions are often carried out separately. These interventions are vital in helping to close gaps in learning and ensuring pupils have the best possible opportunity for success in school.

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	74% (100% positive)	26%		
2	All staff are treated fairly and with respect at this school	74% (100% positive)	26%		
3	The school is well led	89% (100% positive)	11%		
4	I have the professional development I need to make me more effective in my role (e.g. PDMs, Professional Development Days, INSET, coaching, external training/qualifications)	53% (100% positive)	47%		
5	Children are safe in this school	84% (100% positive)	16%		
6	Unacceptable behaviour from pupils is consistently well managed	58% (100% positive)	37%	5% (1 member of staff)	
7	Unacceptable behaviour from parents is consistently well managed	58% (100% positive)	42%		
8	Leaders support staff well in managing behaviour	74% (100% positive)	26%		
9	The school deals with any cases of bullying of pupils effectively	58% (100% positive)	42%		
10	Leaders enable staff to support all pupils (including those who are disadvantaged or have additional needs)	68% (100% positive)	32%		
11	The school is effective in supporting pupils' well-being	58% (100% positive)	42%		
12	When pupils lack key foundational skills, quick action is taken to address them (for example, in reading, writing or maths)	74% (100% positive)	26%		
13	Leaders take workload into account so as to avoid placing unnecessary burdens on staff	53% (95% positive)	42%	5% (1 member of staff)	
14	Leaders are considerate of staff well-being and listen if I have a concern	74% (100% positive)	26%		