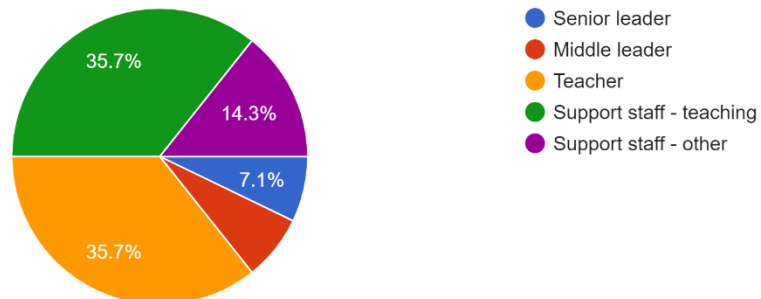


Staff Survey Oct 24

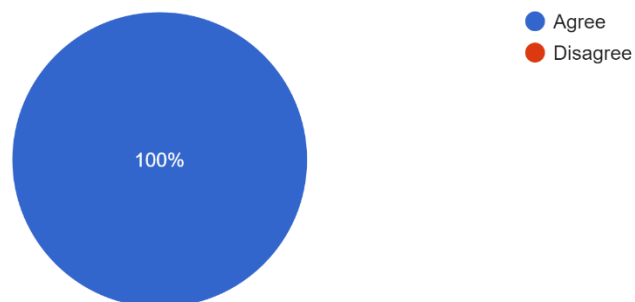
1. Management level/role (leave blank if you are worried this would identify you)

14 responses



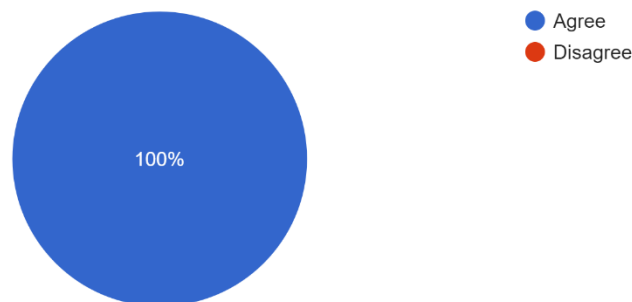
2. I am fully aware of the school's procedures for safeguarding pupils and understand how to apply them

15 responses



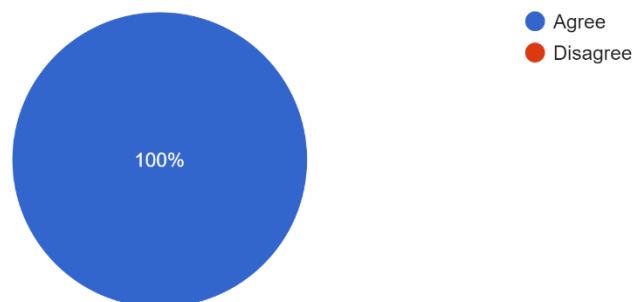
3. I believe that pupils are safe at this school

15 responses



4. School policies and professional learning support me well in dealing with any incidents of poor behaviour

15 responses



*I think the new initiative of a warning followed by a phone call home is effective in improving behaviour and helps to set boundaries for those pupils who are tempted to engage in low level disruption.

*Lots of strategies explored, expertise within school would give advice, external advice if necessary easily accessible

*I do a lot of reading for my own professional development as the school budget is really stretched & so doesn't allow for external training. School policy is well established but is also open to modification should concerns arise about poor behaviour eg there has been a recent shift to ensuring expectations of behaviour are upheld within school by implementing a zero tolerance approach (warning to pupil followed by a phone call to parents then involvement of Mrs Jones)

*Incidents of poor behaviour have been supported in my role, in terms of the senior leadership team being involved alongside liaising with external agencies so far this term to ensure pupil wellbeing and safety.

*Our training on Restrictive Practice.

*When issues have been raised, staff discussions take place on how to deal with it and actions are put in place.

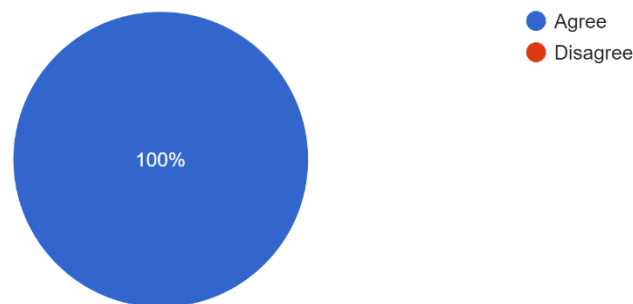
*General poor behaviour in the classroom and playground.

*Discussing behaviour with other staff and coming up with agreed strategies has been helpful, to ensure we are all following the same system and reinforcing the same rules.

*My personal professional learning enables me to evaluate my practise so that I can keep interventions dynamic and interesting thus mitigating any incidents of poor behaviour. ELSA has benefited my wider teaching practise with specific regards to clear communication and supporting children in learning how to take personal responsibility.

5. The school ensures that I can access worthwhile professional learning opportunities

15 responses



*Networks, pedagogy training, other school visits, R&E time

*Tricky question to answer honestly due to budgetary restraints but provision of R & E time for all staff allows individual staff to pursue bespoke PL interests & needs. Positive response from support staff for Welsh training & offer of payment for personal time taken to do the course.

*The in school R&E sessions have been good and very helpful

*I have been able to access Makaton training as well as ongoing professional learning within school such as a Literacy workshop (which I will be attending in November). I have also been given the opportunity to put my name forward for Welsh training.

*Our regular R and E sessions on Friday for research opportunities.

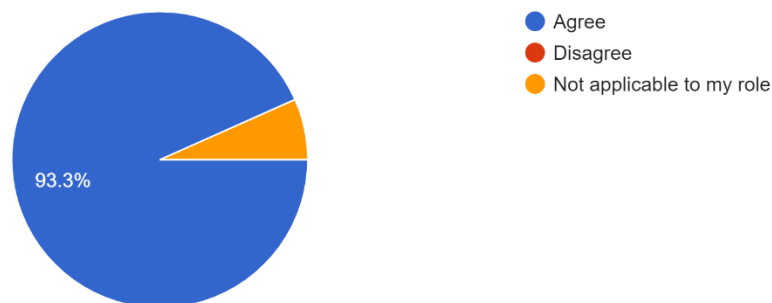
*Time given for weekly R+E, courses booked for needs of staff and alternatives rearranged when courses have been cancelled.

*Friday morning R&E sessions.

*Accessed a mentoring scheme within school

6. Leaders plan appropriate opportunities for staff to collaborate with others to develop the school's curriculum and teaching

15 responses



Professional Learning meetings/ training days/ phase meetings

Staff meetings & weekly R & E sessions as well as weekly phase meetings

R&E

To be able to discuss research with colleagues in our Friday R and E sessions. In our Phase and Whole School Staff meetings.

Time has been allocated for teachers to go into other classes to support where needed.

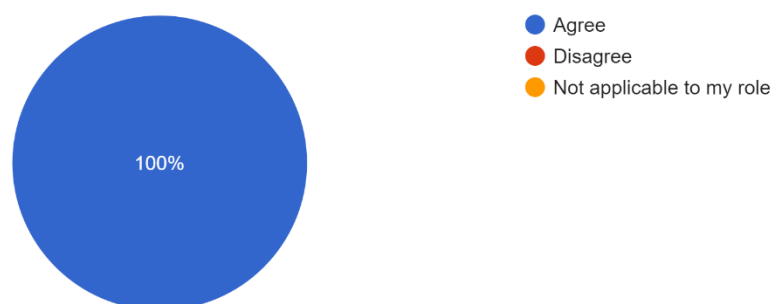
Weekly meetings

Lower school and whole school staff meetings.

R and E session

7. Leaders trust staff to innovate in ways that meet the needs of pupils

15 responses



Culture is becoming more apparent

We are allowed to trial things we have researched, even if we find they don't work.

Teachers are encouraged to try new things (drama, technology, pedagogy, etc.) in their classrooms.

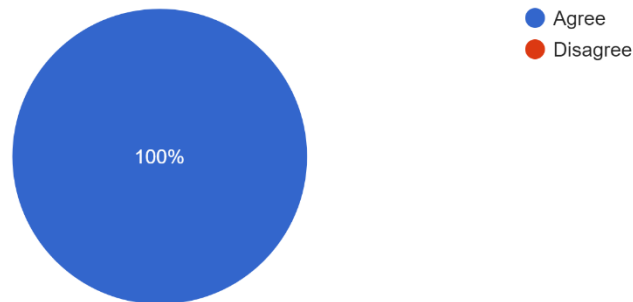
Use my ideas when covering the class at HLTA.

I feel very trusted to follow what I think is right in the next steps for our children, to move things forward and try new initiatives.

I have personally been given the space and trust to shape my intervention support role. This has included moving away from group sessions to targeted precision teaching intervention.

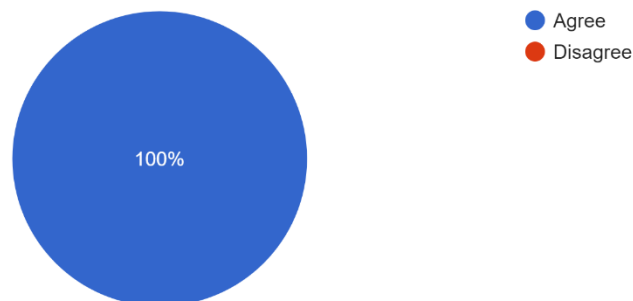
8. I believe that this school is well led and managed

15 responses



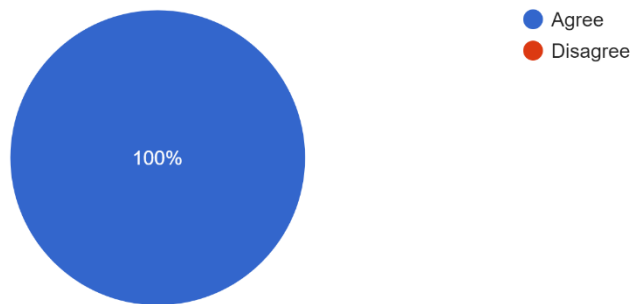
9. Leaders take my workload and wellbeing into account when developing and implementing policies and procedures, and avoid placing unnecessary burdens on staff

15 responses



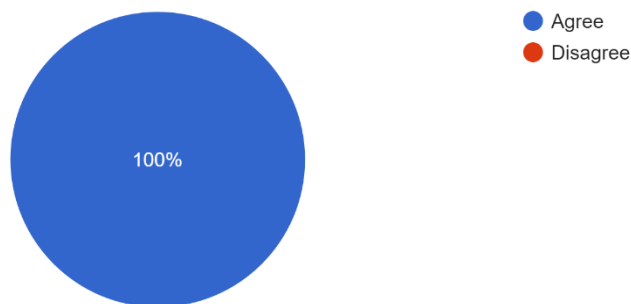
10. If I experience problems in school, I can speak to leaders about them and receive appropriate support

15 responses



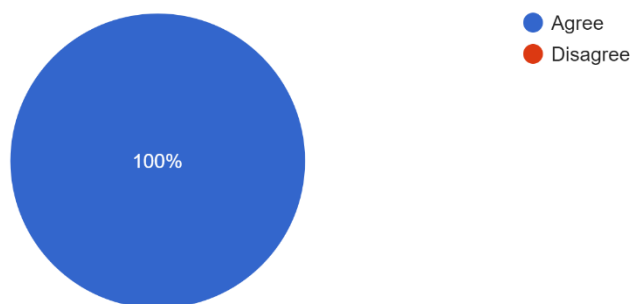
11. I feel that I contribute meaningfully to the school's self-evaluation processes

15 responses



12. I understand my role in achieving the school's strategic improvement priorities

15 responses



It is a lovely school to work at and I feel very privileged.

I think everyone works extremely hard for the sake of the children's wellbeing, education and school name. I think as a staff, we are a strong team who are there to support each other, if needed