



**Archbishop Cranmer C of E Academy**  
*'Striving for life in all its fullness' John 10:10*

**Staff Survey Response Autumn 2022**

We aim to lead the best school possible - where all staff are happy, empowered, feel valued and work seamlessly to help everyone achieve their best! To help in this, we asked you to let me know your views about the school. The response has been overwhelmingly positive and we thank you for your continued support, your hard work and commitment to school.

**Out of the 32 staff members, we had 19 responses (59%)**

Questions	Yes – a lot better	Yes – a little better	Neither better nor worse	No – a little worse	No – lot worse
Do you think this school has improved since it was last inspected?	79%	16%	5%		
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am proud to be a member of staff at this school.	100%				
Pupils are safe at this school.	100%				
<b>Behaviour and Attitudes</b>					
Staff consistently manage the behaviour of pupils well.	89%	11%			
The pupils' behaviour is at least good at this school.	100%				
Leaders support staff well in managing behaviour.	95%	5%			
The school deals with any cases of bullying of pupils effectively (bullying includes persistent name-calling, online or prejudice-based bullying).	89%	11%			
<b>Leadership and Management</b>					

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Leaders use professional development to encourage, challenge and support teachers' improvement.	79%	16%	5%		
Leaders do all they can to ensure the school has a motivated, respected and effective teaching staff.	89%	11%			
Leaders have created a climate in which teachers are trusted to take risks and innovate in ways that are right for the pupils.	95%	5%			
This school has a culture that encourages calm and orderly conduct and is aspirational for all pupils.	100%				
The school challenges all pupils to make at least good progress.	89%	11%			
This school is well led and managed.	89%	11%			
Leaders and managers take workload into account when developing and implementing policies and procedures so as to avoid placing unnecessary burdens on staff.	79%	21%			
I feel well supported working in this school.	89%	11%			
All staff are treated fairly and with respect at this school.	95%	5%			
Leaders and managers are considerate of my well-being.	95%	5%			
I enjoy working at this school.	95%	5%			

## Comments

### I enjoy working at our school:

- This is an amazing school for pupils and staff
- We all work incredibly hard and what a privilege it is to see children smile and be proud of what they've achieved, whether it a big thing or a small thing. We have a wonderful team and I know we give everything to support the children, their families and each other. I enjoy that.
- I love working at Archbishop Cranmer. I feel that the ethos of our school is modelled every day by SLT and filters down to create a caring and happy school. "Living life in all its fullness" lies at the heart of everything we do- we celebrate the successes and joys of the children and staff alike which gives us a feeling that we are all part of a big family. Our 'Take Care' values are clear to see, not only in the behaviour of the children but also in the way our staff behave towards each other and in the way we welcome in visitors or new members of our school family. It is a privilege to be

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part of such a wonderful school.

- I love working at this school, I love the children, the staff, the atmosphere, the feeling: it is a joy to come to work. They say if you enjoy what you do, you never work a day in your life and that is how I feel here - that is down to the people and ethos. We strive for life in all its fullness for today and for the future for the children and staff and the take care ethos is celebrated so positively - everyone is built up from within! and EVERYONE succeeds - equity at its best.
- Unique staff team like nowhere else I have worked.
- I am incredibly proud to work at Archbishop Cranmer. The staff team work exceptionally well in collaboration to provide excellent opportunities for our pupils to enable them to live life in all its fullness. Opportunities to develop professionally are widely afforded and encourage staff to shape the school and continually make improvements for the benefits of the pupils. The warm, family feel of our school is something you don't feel anywhere else - this is down to the supportive, kind nature of our leaders, staff and pupils!
- I had thought due to family pressures that I wouldn't have been able to re-enter teaching but ABCA has supported me at each step back into the classroom and I have once again been able to use my expertise and fulfil my passion of teaching primary children.
- There is no better school to work in, it is a privilege to be part of it. Outstanding in every way!
- Great team and lucky to work here. Extremely rewarding role.
- I couldn't ask for a better environment to work in, and for my children to attend school.
- Being part of the ABC team is fantastic. Everyone is great to work with and there is a great vibe within school. Staff support each other.
- Safe and harmonic workplace.
- Due to feeling so well valued, working with outstanding dedicated colleagues who genuinely care about each other and all those they work with. Our Take Care approach and consistent high expectations alongside us being encouraged to be ourselves means we work in a positive, stimulating environment where both staff and pupils thrive.
- Working at ABC is a joy. The ABC family, including staff, pupils and the community are supportive, inspirational and kind.
- Whenever there is not enough midday (e.g., sick leave), I found Head Teacher, Duty Head Teacher or office staff would step up to help. I see teamwork in them and they support each other whenever needed.
- It's an inspirational place to work with many amazing and dedicated professionals.
- I feel supported, valued and part of a strong team.

#### **I am proud to be a member of staff at this school:**

- This is the best school ever!
- I am proud because as a team I think we all use our strengths to give such positive outcomes to the children.
- I have been teaching for over 20 years and this is the best school I have ever worked for.
- Great school. Proud of all its achievements.
- The attentive nature of the school community means that excellence is welcomed rewarded and acknowledged.

#### **Leaders use professional development to encourage, challenge and support teachers' improvement:**

- Excellent CPD offered - lots of courses offered.
- So many varied and interesting training sessions have been organised.
- Always opportunities offered for CPD personal areas of expertise welcomed and celebrated.
- I've been impressed impressed with the variety and experts accessed by school to support staff.
- CPD opportunities are regularly shared and teachers are motivated to attend these and share best practice
- Ongoing professional development helps to keep staff feeling current and relevant in their approaches in

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the classroom.

**Leaders do all they can to ensure the school has a motivated, respected and effective teaching staff:**

- They are amazing at listening and you really feel heard. Everyone's ideas are valued and all the leadership team say 'thank you' to me at the end of the day. That 'thank you' is very much appreciated and valued.
- All staff feel a strong desire to do as much as we can to ensure that our children make good progress and enjoy school. We are encouraged to be creative and to offer opportunities to work outside (good for both children and adults) and our hard work never goes unnoticed. The Head and the Deputy frequently compliment teacher on their post on twitter, on work displayed in classrooms, on behaviour seen around school and on lessons witnessed during drop ins or when showing visitors around school. We are also encouraged to share 'butterfly' moments with colleagues to start our staff meetings and any ideas or good resources are suggested and shared to support us as we endeavour to make our lessons exciting and interesting. We are encouraged to share our areas of expertise with each other and there is absolutely no doubt that SLT trust our judgements as professionals.
- Weekly staff meetings support this, always looking out for our wellbeing and ensuring we are taking care of ourselves, all of which support the above.
- Extensive CPD opportunities, behaviour audit, shared vision and values, MAT links, CEO Mocksted's CPD effective leadership and regular staff meetings.
- Leaders go above and beyond to support the staff team. They are highly supportive, respectful and empowering where everyone is encouraged to learn from one another and lead within their area. As a result of leadership, staff work excellently as a team where strengths are built upon and celebrated - leaders empower staff to be as effective as possible which in turn motivates staff through shared ownership and love for the children and community that we serve.
- The staff are all invested in the core values of the school and know that all decisions are made with the children as the focus motivating staff to provide high quality teaching at all times. Staffs skills and passions are acknowledged and celebrated making us feel valued and respected.
- Leaders listen to staff and welcome their ideas. Lead with enthusiasm and promote and example standards and teaching.
- Great management team that respects and encourage all staff to do their best and provide exciting courses to aid effective teaching.
- Our leaders are always attentive to any needs of teachers and strive to help in any way, whether that's time to help or advice.
- Appraisals, staff meetings, staff briefings, WhatsApp groups for teachers and all staff so ensure everyone is included, inset day meetings, staff training, twilight training and addressing any issues as they arise.
- Lots of personal encouragement.
- Leaders value the contributions of all staff and empower them to be creative and themselves. Time to achieve is highly valued.
- We are motivated by a supportive, engaging and happy working environment.
- There are efficient communication and regular meeting/catch up.
- Leaders are highly effective and empathetic in their leadership style empowering all staff to be their best selves.
- SLT and subject leads are always available when support is needed and will always make time for you.

**Leaders have created a climate in which teachers are trusted to take risks and innovate in ways that are right for the pupils:**

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- We all dare to be different - active learning is encouraged! It could be launching eggs off the school roof to find out if parachutes work, to baking amazing creations or setting up our very own horticultural show which is now a successful annual event that even made it to the evening news. ALL staff are trusted.
- We recently took part in an outdoor learning (Learning through landscapes) CPD and are encouraged to 'think outside the classroom' when planning tasks. Every effort was made during the session to offer ideas that were low on preparation but that would have a positive impact on our pupils. This demonstrates not only the fact that we are trusted and encouraged to be innovative, but also that there is ALWAYS consideration for our wellbeing as staff as well as the wellbeing of the children- minimum workload but maximum impact!
- Always supported with new ideas and encouraged to discover and implement these ideas.
- Everyone a learner, everyone a leader - encouraged to do things our own way and take risks.
- Teachers are actively encouraged and supported to be creative and innovative.
- The support and empowerment offered by leaders enables staff to feel trusted in planning and delivering a curriculum that supports our pupils to live life in all its fullness. In setting an excellent example as leaders, this is passed onto teachers and therefore pupils which in turn has positive effects for the pupils - they see everyone as a learner and as a leader. Profound personal development of all pupils is at the heart of all that we provide for the pupils and without the climate provided by leaders and therefore teachers, this would not be possible - pupils are afforded with an amazing range of experiences which are intrinsic to their success within our vision.
- Each teacher is supported to provide the highest quality teaching for each individual. This may be through unique, engaging teaching approaches, resources used to support and develop learners or changing and adapting the environment to meet our children's learning needs.
- Leaders are secure that all staff have the standards and ethos of the school at heart and are encouraging for staff to take initiative to move the school forward. in a positive and enriching manner.
- Staff are encouraged to go the extra mile and use their initiative to teach effectively.
- Our teachers and leaders work effectively together to get the best from every pupil.
- Allowing teachers to book bespoke learning sessions / days either on or off site.
- Leaders are very encouraging.
- We are trusted to teach the set objectives in our own way to meet the needs of our children.
- New ideas are shared and teachers are supported to try it'll out new methods / ideas.
- Teachers are encouraged to be creative educators who provide inspirational learning and therefore are willing to take risks to provide challenge and extending learning opportunities.
- I feel trusted to do things in my own way and I will be supported to do so if needed.

**This school has a culture that encourages calm and orderly conduct and is aspirational for all pupils:**

- It is a lovely climate for learning and aspirational for children and staff. This is especially evident in the way year six behave and model behaviour to our younger pupils, whether that is walking to church, helping as reading gladiators. Pupils model good behaviour to each other.
- We have a corridor code of conduct that seeks for children to model exemplary behaviour when moving around the school. We have very high expectations of behaviour in the classroom; a quiet, calm and focussed learning environment is expected and pupils are encouraged through promotion of our take care values, to consider others at all times and not behave in ways that may distract or interfere with learning.
- Supporting and celebrating children's achievement inside and outside of school and encouraging children to be aspirational in life.
- Corridor code of conduct, behaviour policy, take care pledge, Our Futures Projects, young leaders, pupil

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parliament all contribute to raising aspirations for ALL pupils.

- Challenges for all pupils' high level of expectation for all.
- Pupils are celebrated across school for their achievements, where this is not limited solely to academia. This demonstrates to our pupils that they are recognised for their outstanding attitudes and behaviour, creating proud and calm pupils who strive to be recognised for their choices. Pupils are respected and recognised on a personal level, where all staff are able to celebrate achievements of all pupils - this enables our pupils to feel valued and special, thus encouraging them to behave in ways that demonstrate mutual respect for all around them.
- Children clearly understand rules and respect themselves, each other, adults working in school, our surroundings and our community. If a child is deregulated, the positive relationships that staff promote, help to support children through big feelings or difficult experiences. School also runs an extremely effective ELSA program to assist children to be in control of their feelings and behaviour.
- Children are made aware of the expectations of behaviour as soon as they start school. This is constantly reinforced and praised on every year level and is an example to the younger ones.
- School ethos is followed by whole school and everyone staff and pupils alike strive to be the best they can be.
- Our school encourages polite, kind behaviour from all our pupils, and respect is earned and given when such behaviour is seen.
- All staff encourage good behaviour, not just the head/teachers.
- All pupils are well mannered.
- Our Take Care, Be Proud ethos runs through all we do.
- Fundamental / Christian values are thread throughout everything we do and are lived out by all.
- The staff would encourage proper behaviour immediately whenever they find behavior issues in pupils. I see that during dinner time and before/after school.
- School is predictably calm, well led, managed and ordered.
- Children are motivated to do well in all lessons and are proud of what they do.

**Leaders and managers take workload into account when developing and implementing policies and procedures so as to avoid placing unnecessary burdens on staff:**

- I very strongly feel that SLT place staff wellbeing very firmly at the top of their priorities. Both the head and deputy appreciate how hard staff work at our school and aim to reduce workload wherever possible; the deputy will often suggest that we send class data to her and she inputs this on school systems for us; the head will arrange cover when asked so that we are able to attend to subject lead tasks inside school hours; both head and deputy are more than willing to share writing assessments with class teachers to offer support, advice and to share what can be a time consuming (although very worthwhile) process; SLT have worked hard to adapt policies such as our feedback and marking policy to promote self-assessment and marking for pupils (which allows every pupil to have instant feedback and teachers to grab and grow where needed) and we use a simple but effective marking system which adopts symbols that children can gain from at a glance, rather than lengthy comments. I could offer other examples but suffice to say that every effort is made to keep our workload as manageable as possible.
- DH and Head take on a lot of pressures to support staff with their workload and work/life balance, policies and procedures are only done with a secure rationale behind them, we only implement what we believe in and what will positively impact the children, staff and school community, we do not implement for the sake of implementing if it does not work with our context.
- Leaders consider workload whenever implementing policies and procedures and work alongside staff to enable them to have a voice in what is implemented to ensure that unnecessary burdens are avoided.

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This reflects our practice of 'Everyone a Learner, Everyone a Leader' as decisions are shared with staff as much as possible. Staff workload is also greatly supported by leaders where by working as a team supports where ever possible.

- Very aware of work life balance.
- Staff are always helped by leaders, and nothing is a problem if help is need. We are always encouraged to balance work and life.
- Staff share the workload. Time and assistance offered where needed.
- Leaders provide staff meeting/INSETs time to complete tasks such as keeping up with policies.

### I feel well supported working in this school:

- Time to achieve, friendly team, everyone willing to help one another
- I have my own family and I am lucky enough to have also gained a school family. We support and care for each other as families do. I think this makes us very special at ABC and really quite unique.
- I know I am not alone in feeling extremely thankful that I work with such a supportive, encouraging and efficient team. We have, as a staff team, an exceptional level of expertise and talent across the curriculum. This allows us the benefit of always having someone we can ask if we are unsure or need support. SLT are always available to support any behaviour or friendship issues. Teaching colleagues are always offering advice and support to enable class teachers to offer the very best lessons which promote high levels of engagement amongst the children. Tps are always keen to support teachers, as well as offering practical solutions to help low ability pupils, not to mention support with resourcing lessons and creating useful learning environments. We are encouraged to ask for help and I know exactly which team member to go to for subject/tech/classroom support. There is always someone there to listen and support.
- Supported staff family where we all support and help one another.
- All members of staff support each other and senior leadership are supportive and inspirational and have an open-door policy.
- Staff work collegiately with great respect for one another - this is supported by leaders and reflects in the excellent opportunities that are created for our pupils daily. We work effectively as a team and champion one another professionally and personally.
- Personally, I am currently working on supply basis but have a long history with the school. Since returning to school, I have felt supported by all members of staff. Everyone has made me welcome and assisted me to ensure that I can produce my best for the children in my class. The senior leadership team have been fantastic, I have a child with additional needs and they have been very mindful of my home situation.
- I feel I can approach any of the leaders with anything I need to talk about.
- The management team are always available to answer any queries.
- If I need anything in my day-to-day work, I wouldn't hesitate to ask, and our leaders would do their best to help in any way
- Regular meetings and catch ups. Headteacher always available to help address any issues or problems that occur.
- Always considerate and supportive when I raise any concern
- Leaders always offer support in terms of time, knowledge or expertise and are always ready to listen.
- I have always been supported by an enthusiastic leadership team. Supportive materials are also always offered such as positive well-being.
- I know who to talk to when I have problems and they always respond efficiently.
- There are strong collaborative relationships between staff which ensures all staff feel supported.

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- Everyone makes time when I need help, I feel comfortable to ask and I am checked on even if I haven't asked.

### **All staff are treated fairly and with respect at this school:**

- It is the whole team who is valued eg. whole school group chat, socials etc. No hierarchy. Everyone a learner, everyone a leader.
- All staff are treated fairly and with kindness.
- Every member of our team has a vital part to play in our school being the wonderful place it is. Lunchtime staff communicate well with the team to help support children to ensure they are eating a good meal, adopting good manners, enjoying their playtimes and have all they need when out on trips. Children are encouraged to thank dinner staff for their efforts. Our caretaker keeps our school environment, inside and out, safe and looking nice- we are encouraged to help him by keeping areas clear or reminding the children to be thoughtful and clear up behind them and to uphold our take care values. Children are taught to take care of their work but also each other and our school, and all staff lead by example by treating each other and their pupils with kindness, fairness and respect. Our Teaching partners are invited to join teachers in meetings, for CPD and to attend staff meetings when appropriate and all opinions or suggestions are listened to regardless of the position held.
- Everyone a learner, everyone a leader, everyone is treated fairly and with respect- policies to support this.
- Open door policy staff wellbeing prioritised.
- Everyone is treated fairly and with respect; leaders have created a great sense of this through empowering all staff to be involved with decision making and leadership opportunities across school. This shared-ownership fosters mutual respect and effective teamwork.
- Every member of this team is treated with the up most respect by all. We understand that we can only accomplish what we do when we work together. That is cleaning staff, catering, middays, support staff, teaching assistants, teachers, senior leadership, governor's, parents and our local community.
- Same standards apply to all.
- Happy, effective team, treated with respect by each other.
- We are all respectful of people's opinions and beliefs, both in a personal and professional manner.
- All staff are invited to all staff meetings and relevant training. Everyone is encouraged to get involved. WhatsApp group for all staff so that everyone is aware of messages and information, not just teachers.
- Everyone is kind and respect each other.
- Leaders show respect to all.
- Staff are treated fairly and with respect.
- Everyone is known, valued and appreciated.
- Even as an ECT I feel like my contributions are valued.

### **Leaders and managers are considerate of my well-being:**

- Wellbeing standard, time to achieve, all requests for time off fairly considered.
- Recently both my parents were rushed to hospital and had could not have asked for a more supportive team. Thank you.
- Wellbeing is very much a priority at ABC; this comes from leadership who lead by example and take the time to notice, to talk, to support and to cover when necessary. All staff work hard, but we are appreciated by our colleagues, praised when things go well and supported when something is difficult. Although it is not always easy to keep workload manageable, every effort is made to ensure that the

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work we do is beneficial and will have a positive impact.

- Nothing is implemented without this being taken into consideration.
- Always supported and listened to.
- All decisions made by leaders are considerate of well-being. The policy is well considered and recognises that to be able to support pupil well-being, staff well-being must come first. This is prioritised and reflected.
- They have been so supportive about supporting me back into school after a break from teaching. They have also supported me with balancing my home life and my child with Autism. I feel very lucky to work in such a considerate school.
- Very conscious of the importance of good mental health and wellbeing, and support offered if necessary.
- Actively supportive management team.
- If staff need help with their professional or personal lives, there's always someone who will give their time to help or encourage you to feel better
- Always encouraged to I leave at a reasonable time!
- Always caring.
- We are encouraged to create a good work life balance through going home in reasonable time at least 1 night a week and knowing there is no expectation for us to be in work so early or so late and no judgement will be made if we wish not to do this.
- Materials to support mental well-being are shared regularly and I feel supported by a group of friendly, trusting colleagues.
- I once did a class storytelling before Christmas. Both the Head teacher and teaching assistant would come to show appreciation afterward for this small help. I feel so respected by this school.
- High expectations of staff and children is matched with thoughtful consideration and concerns for all staff and their well being.
- Leaders take on extra tasks where necessary to reduce our workload and they make sure everything we are doing is necessary for the school and children.

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