

KIPS Support Staff Questionnaire – Thematic Summary Report



Overview

This report summarizes feedback from support staff at KIPS, primarily SEN Assistants and Foundation Stage Assistants, across various year groups. The questionnaire explored perceptions of school leadership, curriculum, pupil development, inclusion, and professional development.

Leadership

Support staff expressed strong confidence in school leadership:

- Majority strongly agreed or agreed that leadership is supportive, motivational, and responsive.
- Leadership is seen as having a clear vision and providing a sense of confidence for the future.
- Positive Indicators:
- High levels of trust and morale.
- Staff feel supported both professionally and personally.

Curriculum

Feedback on curriculum breadth and relevance is mostly positive:

- Staff believe pupils are provided with a broad and engaging curriculum.
- Positive Indicators:
- Curriculum design aligns with pupil engagement.
- Staff recognize efforts to maintain breadth and variety.

Pupil Development

Staff generally agreed that pupils are being developed across multiple dimensions:

- Physical, emotional, social, and spiritual development received positive feedback.
- Some disagreement suggests room for improvement, especially in spiritual and emotional areas.
- Positive Indicators:
- Holistic development is a priority.
- Staff are aware of and invested in pupil wellbeing.

Inclusion & Safeguarding

This theme received overwhelmingly positive responses:

- Staff strongly agreed that safeguarding is effective.
 - Diversity, fairness, and equality are valued and celebrated.
 - Support for pupils with special educational needs and neurodiversity is seen as effective.
- Positive Indicators:
 - Inclusive ethos is well embedded.
 - Staff feel confident in the school's approach to safeguarding and support.

Professional Development

Opinions here were mixed but mostly positive:

- Many staff agreed or strongly agreed that professional learning is promoted.
 - Some responses indicated concerns about relevance and quality of training.
- Areas for Growth:
 - Tailoring training to staff roles.
 - Increasing opportunities for classroom assistants to engage in pastoral and SENCO-related work.

Open Comments

Two notable comments were shared:

1. Parental involvement has improved and is appreciated; staff would like to see more.
2. A suggestion for greater involvement of classroom assistants in pastoral and SENCO roles, with appropriate training.

Summary

The questionnaire reveals a high level of satisfaction among support staff, especially in areas of leadership, inclusion, and safeguarding. Opportunities exist to enhance professional development and deepen pupil support in emotional and spiritual domains.