



**Positive Workplace Survey Data Profile  
Hunslet Carr Primary School (LEE00124)  
July 2017**

## Introduction

By focusing explicitly on the engagement and wellbeing of its staff, your school has taken an important step towards making a real and lasting cultural change.

This Data Profile contains all the data arising from your school's completed Positive Workplace Survey. It represents the views of the staff and will help you to identify your school's strengths as well as those areas that may need to be explored further.

The data would be used in a variety of ways including contributing to any accreditation for Investors in People and informing decisions about Continuous Professional Development. It will also enable you to monitor the impact and effectiveness of changes within your school. Actions arising from discussions about the data should form an integral part of the school's development plan.

The survey is also a key element of the new **Positive Workplace Award**, which recognises and celebrates schools who are striving to create thriving workplaces. Learn more at [www.educationsupportpartnership.org.uk/organisations/positive-workplace-award](http://www.educationsupportpartnership.org.uk/organisations/positive-workplace-award).

It is important not to focus too much on any individual piece of data contained in this Data Profile as the figures alone do not offer a complete representation of staff wellbeing in your school. Your next step will be to work together as a whole staff body to view the data in context, and draw a more complete picture from which to move forwards.

We hope that you find this information useful and are excited by the opportunities it offers.

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Chapters 1 to 7 comprise the core part of your Data Profile and are intended to provide an appropriate and useful selection of the wealth of Survey data generated. Circulating just these first seven chapters to staff members may be an efficient way of sharing the main outcomes of the Positive Workplace Survey.

**Your overall rating is 3.77**

## Chapter 1 - Demographics

# Hunslet Carr Primary School

3

This chapter gives a descriptive breakdown of the staff who completed the Education Support Partnership Positive Workplace Survey. The information is based on how staff chose to describe themselves through a series of set demographic statements.

Please note that (a) completion of the demographics section of the Positive Workplace Survey was not compulsory and (b) in order to protect confidentiality as well as to ensure relevance, breakdowns of the Survey data into demographic sub-groups are only available in this Data Profile where at least eight people described themselves as belonging to a particular sub-group.

The percentages shown are calculated by taking the number of respondents indicating that they belong to the specific category divided by the total number of responses to the Survey.

## **Study Size: 81**

Total Respondents: 57

Response Rate: 70.4%

Started but not completed: 1

SACS not used: 23

## **10.6 I have worked in this school for:**

- 1 - less than a year - 17.5%
- 2 - 1 to 3 years - 14.0%
- 3 - 4 to 7 years - 29.8%
- 4 - 8 to 15 years - 21.1%
- 5 - more than 15 years - 15.8%

## **10.1 I am:**

- 1 - less than 30 years old - 33.3%
- 2 - 30 to 39 years old - 17.5%
- 3 - 40 to 49 years old - 22.8%
- 4 - 50 to 59 years old - 17.5%
- 5 - over 59 years old - less than 10%

## **10.2 I am:**

- 1 - a teacher or trainee teacher working directly in the classroom - 28.1%
- 2 - a member of the school support team working directly in the classroom - 33.3%
- 3 - a teacher or trainee teacher working mainly outside the classroom - less than 10%
- 4 - a member of the school support team working mainly outside the classroom - 31.6%

## **10.3 Management responsibility:**

- 1 - I have a staff-management responsibility and I am a member of the Senior Management/Leadership team - less than 10%
- 2 - I have another staff-management responsibility but I am not a member of the Senior Management/Leadership team - 19.3%
- 3 - I do not consider myself to have any staff-management responsibilities - 68.4%

Demographics - 1

## **10.4 During term time in this school, I work:**

- 1 - full time - 71.9%
- 2 - part time - 26.3%

## **10.5 I have worked in education for:**

- 1 - less than a year - less than 10%
- 2 - 1 to 3 years - 21.1%
- 3 - 4 to 7 years - 22.8%
- 4 - 8 to 15 years - 24.6%
- 5 - more than 15 years - 26.3%

## Chapter 2 - Section Charts

This chapter contains your school's average (mean) ratings for the main Survey sections.

Six of the sections cover areas of work identified by the Health and Safety Executive (HSE) as being associated with poor health and wellbeing when not properly managed. An additional two sections ('culture' and 'personal wellbeing & work-life balance') are included in the Survey to provide additional information which Education Support Partnership feels helps develop a deeper understanding of your organisation's staff wellbeing.

The sections are described in more detail at the start of Chapter 3.

### **Understanding The Data**

Outcomes for All Staff are always shown. These are accompanied, where possible, by responses for the two key demographic categories identified by Education Support Partnership as having factors that often affect staff wellbeing. The categories, Job Role and Management Responsibility, are shown on different charts.

Throughout this Data Profile, data from the demographic groups is shown only if at least 8 staff have described themselves as belonging to that group.

### **Job Role**

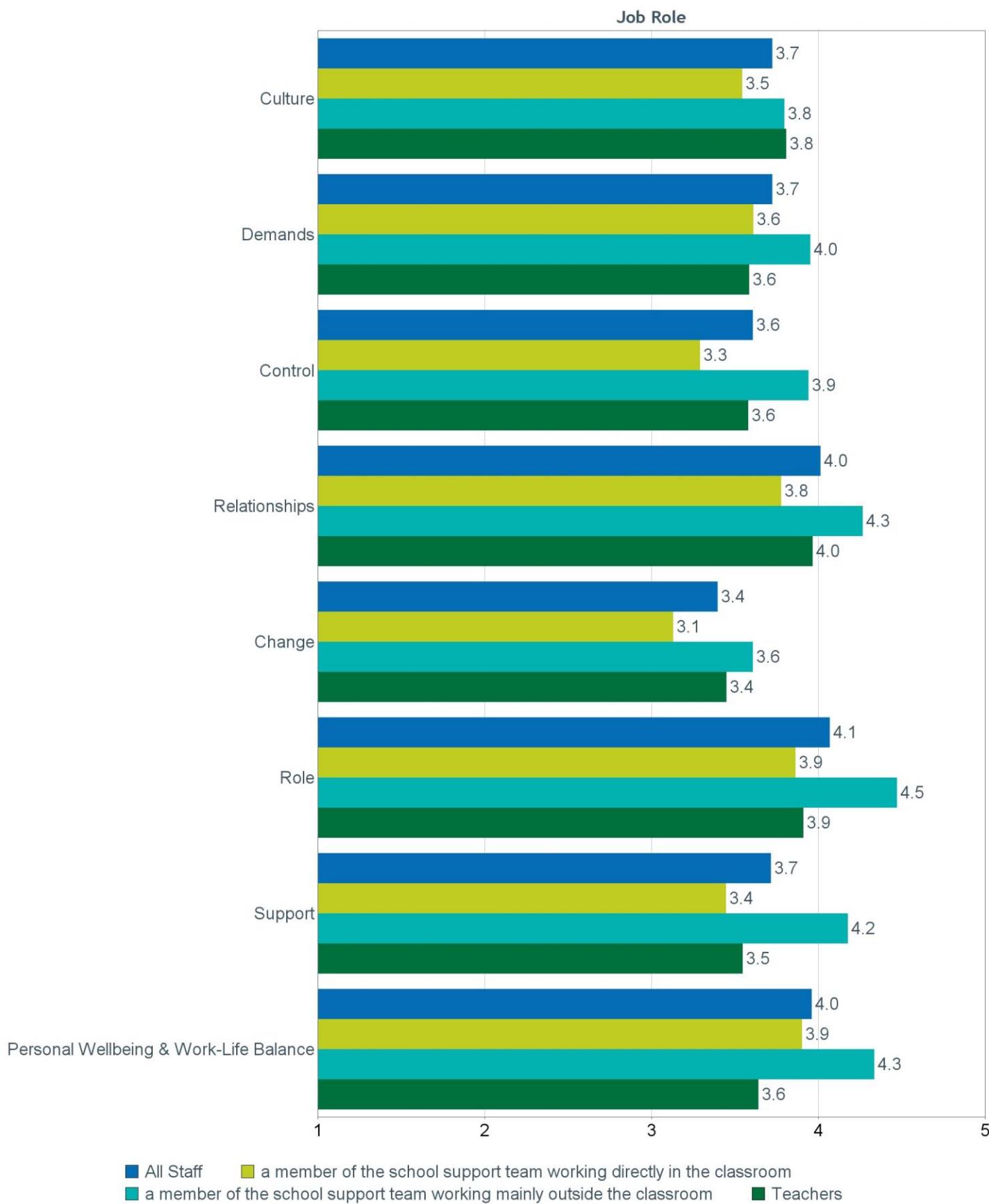
The Positive Workplace Survey offers two choices to cover teachers ("teachers or trainee teachers working directly in/mainly outside the classroom) but the responses to both options are always grouped together in the Data Profile as a single 'Teachers' category. This will be shown provided there are at least 8 staff identifying themselves as teachers.

If there are fewer than 8 responses for both of the support staff categories, the Data Profile will show responses for a single 'Support Staff' group, again provided that at least 8 staff in total identified themselves as such.

### **Management Responsibility**

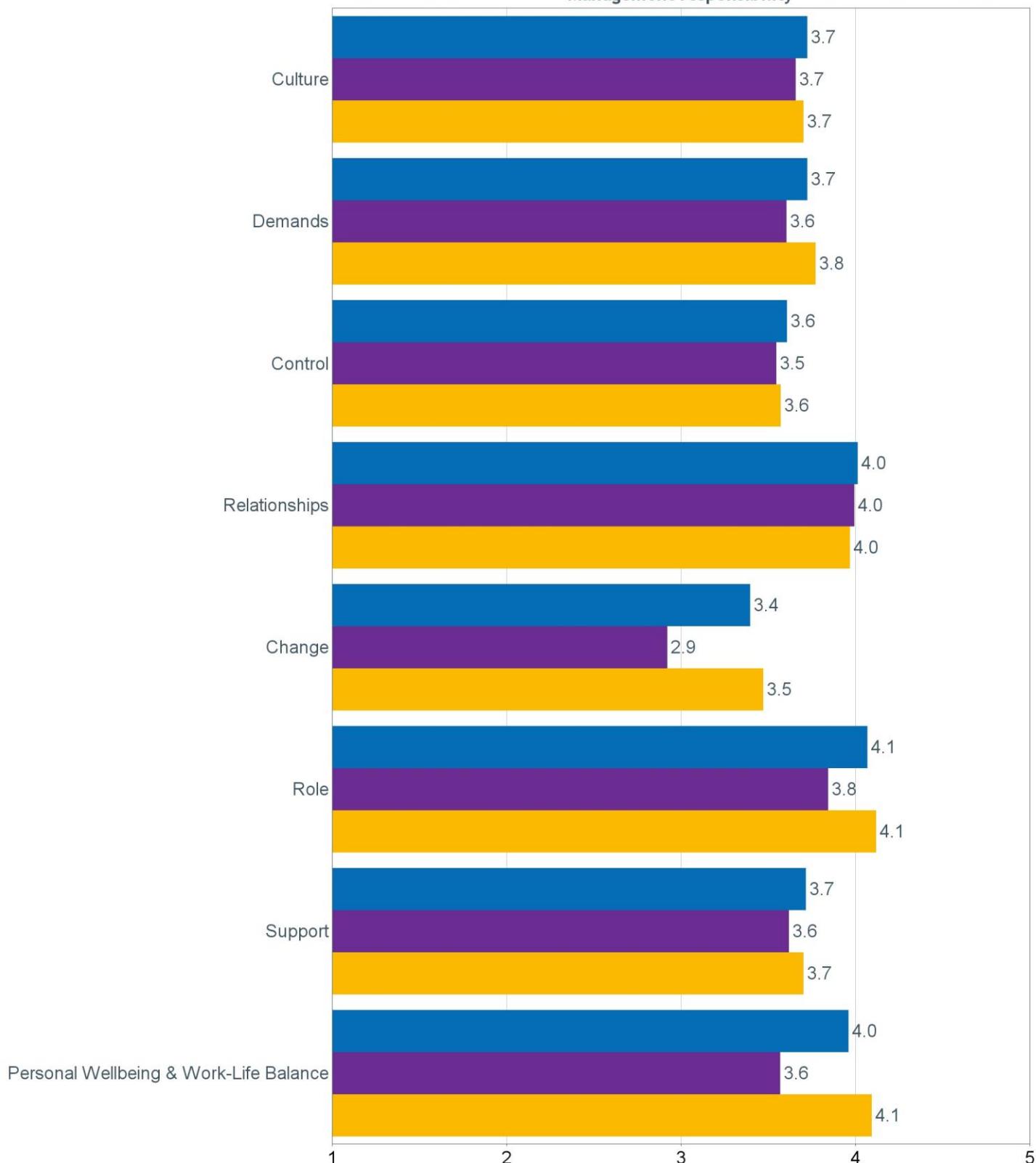
For the Management Responsibility category, the Data Profile will show a response for a Managers group if neither of the two management options (starting "I have staff management responsibility...") have at least 8 responses, provided that the total of the two categories is 8 or more.

### Section Data



### Section Data

**Management responsibility**



█ All Staff      █ I have another staff-management responsibility but I am not a member of the Senior Management/Leadership team  
█ I do not consider myself to have any staff-management responsibilities

## Chapter 4 - Additional Information on Statements

There are a number of statements for which we feel it is useful to show the range of responses rather than simply the mean. The areas covered by these statements can have a particularly strong impact on staff wellbeing. Below are a number of approaches you might like to consider in exploring these areas further.

### **Statement 4.3 I am not experiencing bullying at work**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Range of Responses	0 responses	1 - 3 responses	1 - 3 responses	16 - 18 responses	34 - 36 responses

### **Statement 4.5 I am not experiencing discrimination at work**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Range of Responses	0 responses	1 - 3 responses	1 - 3 responses	16 - 18 responses	34 - 36 responses

### **Statement 8.4 I am well able to cope with the pressures I feel at work**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Range of Responses	0 responses	4 - 6 responses	4 - 6 responses	25 - 27 responses	16 - 18 responses

If you are concerned about any of the responses in these areas, there are a number of possible approaches you could adopt:

- \* Explore with the staff what these statements actually mean to them through focus groups or other facilitated discussion groups
- \* Highlight available sources of support (for example, Employee Assistance Programmes, counselling services, Occupational Health services or relevant help lines)
- \* Raise awareness of existing policies within the organisation
- \* Contact your Human Resources service for further support and guidance
- \* Contact Education Support Partnership for information about additional consultancy support.

## Chapter 5 - Development Priorities

This chapter displays the development priorities chosen by the staff in your school. Staff were asked to choose three priorities from a list of 14 and to rate them in order of importance.

The chosen priorities were then each given a weighting that reflected the order of preference: an individual's first choice was allocated 5 points, the second choice 3 points and the third 1 point. The total number of points given to each development priority by all members of staff was divided by the total number of respondents and the resulting ratings for each priority are displayed here. The closer the rating is to 5 (the maximum), the more highly - and unanimously - this priority was rated by staff.

Outcomes for All Staff are shown first. These are followed, where possible, by responses for the two key demographic factors - Job Role and Management Responsibility - that have been identified by Education Support Partnership as having factors that often affect staff wellbeing.

Please check the rules outlined in Chapter 2 for the display of data from the demographic categories.

### **Development Priorities - All Staff**

9.13 Improve how we communicate with each other.....	1.9
9.2 Create closer links between different staff groups and teams.....	1.2
9.3 Create closer links between managers and other staff.....	1.0
9.8 Create further opportunities for personal development and advancement.....	0.7
9.4 Improve and balance workloads.....	0.6
9.5 Develop the skills and training we need to do our jobs.....	0.6
9.14 Support people to cope better with the pressures they experience.....	0.6
9.11 Acknowledge our achievements more.....	0.6
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.4
9.12 Clarify roles and responsibilities.....	0.4
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.2
9.6 Improve the physical environment.....	0.2
9.9 Create a better sense of stability.....	0.2
9.7 Improve our consultation processes.....	0.0

### **Job Role**

#### **a member of the school support team working directly in the classroom**

9.13 Improve how we communicate with each other.....	2.3
9.3 Create closer links between managers and other staff.....	1.2
9.5 Develop the skills and training we need to do our jobs.....	1.0
9.2 Create closer links between different staff groups and teams.....	0.8
9.8 Create further opportunities for personal development and advancement.....	0.8
9.12 Clarify roles and responsibilities.....	0.8
9.14 Support people to cope better with the pressures they experience.....	0.5
9.4 Improve and balance workloads.....	0.5
9.11 Acknowledge our achievements more.....	0.5
9.6 Improve the physical environment.....	0.2
9.9 Create a better sense of stability.....	0.2
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.1
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.1
9.7 Improve our consultation processes.....	0.0

9.13 Improve how we communicate with each other.....	2.3
9.2 Create closer links between different staff groups and teams.....	1.8
9.3 Create closer links between managers and other staff.....	1.2
9.8 Create further opportunities for personal development and advancement.....	1.1
9.5 Develop the skills and training we need to do our jobs.....	0.5
9.11 Acknowledge our achievements more.....	0.5
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.4
9.6 Improve the physical environment.....	0.3
9.9 Create a better sense of stability.....	0.2
9.4 Improve and balance workloads.....	0.2
9.12 Clarify roles and responsibilities.....	0.2
9.14 Support people to cope better with the pressures they experience.....	0.1
9.7 Improve our consultation processes.....	0.0
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.0

**Teachers**

9.13 Improve how we communicate with each other.....	1.4
9.14 Support people to cope better with the pressures they experience.....	1.3
9.4 Improve and balance workloads.....	1.2
9.2 Create closer links between different staff groups and teams.....	0.9
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.9
9.11 Acknowledge our achievements more.....	0.9
9.3 Create closer links between managers and other staff.....	0.7
9.5 Develop the skills and training we need to do our jobs.....	0.4
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.3
9.8 Create further opportunities for personal development and advancement.....	0.2
9.9 Create a better sense of stability.....	0.2
9.6 Improve the physical environment.....	0.1
9.7 Improve our consultation processes.....	0.1
9.12 Clarify roles and responsibilities.....	0.1

**Management responsibility****I have another staff-management responsibility but I am not a member of the Senior Management/Leadership team**

9.13 Improve how we communicate with each other.....	2.5
9.3 Create closer links between managers and other staff.....	1.3
9.2 Create closer links between different staff groups and teams.....	1.1
9.11 Acknowledge our achievements more.....	0.9
9.14 Support people to cope better with the pressures they experience.....	0.9
9.4 Improve and balance workloads.....	0.5
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.5
9.5 Develop the skills and training we need to do our jobs.....	0.5
9.12 Clarify roles and responsibilities.....	0.3
9.9 Create a better sense of stability.....	0.1
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.1
9.6 Improve the physical environment.....	0.0
9.7 Improve our consultation processes.....	0.0
9.8 Create further opportunities for personal development and advancement.....	0.0

**I do not consider myself to have any staff-management responsibilities**

9.13 Improve how we communicate with each other.....	1.8
9.2 Create closer links between different staff groups and teams.....	1.3
9.3 Create closer links between managers and other staff.....	1.1
9.8 Create further opportunities for personal development and advancement.....	1.0
9.14 Support people to cope better with the pressures they experience.....	0.7
9.4 Improve and balance workloads.....	0.6
9.5 Develop the skills and training we need to do our jobs.....	0.5
9.11 Acknowledge our achievements more.....	0.5
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.5
9.12 Clarify roles and responsibilities.....	0.4
9.6 Improve the physical environment.....	0.3
9.9 Create a better sense of stability.....	0.2
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.1
9.7 Improve our consultation processes.....	0.0

Priorities - 3

**Chapter 6 - Top 10 And Bottom 10 Statements**

This chapter shows the highest-rated and lowest-rated statements (based on mean ratings) from your school's Positive Workplace Survey.

The information contained in this part of the Data Profile may provide a useful summary of your school's strengths, which you are likely to want to retain and further build upon, as well as areas you could prioritise and develop as a whole-staff team.

Responses for All Staff are shown first. These are followed, where possible, by responses for the two key demographic factors - Job Role and Management Responsibility - that have been identified by Education Support Partnership as having factors that often affect staff wellbeing.

Please note that this more detailed data is only available when at least eight staff have described themselves as belonging to a particular demographic sub-group.

**Highest - All Staff**

- 4.5 I am not experiencing discrimination at work (4.5)
- 4.3 I am not experiencing bullying at work (4.5)
- 8.9 I feel safe at work (4.4)
- 1.10 We are achieving things we can be proud of (4.3)
- 7.4 I feel I am doing a good job (4.3)
- 1.11 I believe in our organisation (4.3)
- 6.1 I am clear about my role and responsibilities (4.3)
- 2.3 I have the skills and training to do my job well (4.3)
- 6.3 I feel comfortable in my role (4.3)
- 2.7 It is rare for me to feel that my job is dull or boring (4.3)

**Lowest - All Staff**

- 5.7 In times of change I feel part of the process (2.9)
- 2.1 It is rare for me to feel overloaded by my work (3.0)
- 5.3 When changes take place, I am kept well informed about the plan and timetable for things to happen (3.0) 3.3 I feel part of the decision-making process (3.0)
- 1.3 There is good, open communication between managers and other staff (3.1)
- 1.5 I am appropriately consulted on the decisions that affect me (3.2)
- 1.4 There is good, open communication between staff (3.2)
- 5.4 I am asked for my comments, questions and suggestions about the changes that affect me (3.2)
- 7.6 If I make an extra effort, managers and colleagues show that they appreciate it (3.2)
- 3.10 I am able to take sufficient breaks during the course of my working day (3.3)

Top / Bottom - 1

**Top / Bottom 10 Statements - Job Role**

Highest - a member of the school support team working directly in the classroom

4.3 I am not experiencing bullying at work (4.4)

4.5 I am not experiencing discrimination at work (4.4)

1.10 We are achieving things we can be proud of (4.4)

1.11 I believe in our organisation (4.4)

2.3 I have the skills and training to do my job well (4.3)

7.4 I feel I am doing a good job (4.3)

8.9 I feel safe at work (4.3)

6.1 I am clear about my role and responsibilities (4.2)

8.6 My work life does not adversely affect my personal life (4.1)

8.8 All in all, my quality of life is very good (4.1)

Lowest - a member of the school support team working directly in the classroom

5.7 In times of change I feel part of the process (2.3)

3.3 I feel part of the decision-making process (2.6)

1.3 There is good, open communication between managers and other staff (2.7)

2.1 It is rare for me to feel overloaded by my work (2.8)

1.4 There is good, open communication between staff (2.8)

5.3 When changes take place, I am kept well informed about the plan and timetable for things to happen (2.9)

3.4 I have opportunities to reflect upon and discuss best practice at work (2.9)

7.6 If I make an extra effort, managers and colleagues show that they appreciate it (2.9)

5.6 The effects of change are closely monitored so that, where necessary, adjustments can be made (3.0)

7.9 I am valued as an individual, not just a job holder (3.0)

Highest - a member of the school support team working mainly outside the classroom

6.2 I am clear about how to prioritise my work (4.7)

6.3 I feel comfortable in my role (4.7)

4.5 I am not experiencing discrimination at work (4.7)

8.9 I feel safe at work (4.7)

6.1 I am clear about my role and responsibilities (4.6)

8.1 I enjoy my job immensely (4.6)

7.4 I feel I am doing a good job (4.6)

2.3 I have the skills and training to do my job well (4.6)

2.7 It is rare for me to feel that my job is dull or boring (4.5)

3.7 I have the opportunity to use my skills and initiative in my work (4.5)

Lowest - a member of the school support team working mainly outside the classroom

5.3 When changes take place, I am kept well informed about the plan and timetable for things to happen (2.8)

1.3 There is good, open communication between managers and other staff (3.0)

1.8 Everyone gives their best (3.3)

1.5 I am appropriately consulted on the decisions that affect me (3.3)

1.4 There is good, open communication between staff (3.3)

5.4 I am asked for my comments, questions and suggestions about the changes that affect me (3.4)

3.3 I feel part of the decision-making process (3.4)

2.1 It is rare for me to feel overloaded by my work (3.4)

5.7 In times of change I feel part of the process (3.4)

2.4 I am able to do my job without being expected to take on an unreasonable level of extra tasks (3.5)

## Highest - Teachers

- 4.3 I am not experiencing bullying at work (4.4)
- 4.5 I am not experiencing discrimination at work (4.4)
- 8.9 I feel safe at work (4.3)
- 1.6 We are always searching for new ways to be better (4.3)
- 1.10 We are achieving things we can be proud of (4.3)
- 1.11 I believe in our organisation (4.2)
- 2.7 It is rare for me to feel that my job is dull or boring (4.2)
- 1.13 There are things about working here that make me want to stay (4.2)
- 3.4 I have opportunities to reflect upon and discuss best practice at work (4.1)
- 3.7 I have the opportunity to use my skills and initiative in my work (4.1)

## Lowest - Teachers

- 2.1 It is rare for me to feel overloaded by my work (2.6)
- 7.6 If I make an extra effort, managers and colleagues show that they appreciate it (2.9)
- 3.10 I am able to take sufficient breaks during the course of my working day (3.0)
- 5.7 In times of change I feel part of the process (3.0)
- 8.6 My work life does not adversely affect my personal life (3.1)
- 8.2 It is rare for me to feel under unreasonable pressure at work (3.1)
- 2.4 I am able to do my job without being expected to take on an unreasonable level of extra tasks (3.1)
- 7.7 I feel supported by my line-manager or supervisor (3.1)
- 1.5 I am appropriately consulted on the decisions that affect me (3.1)
- 2.5 I can do my job well without having to work excessively long hours (3.1)

Top / Bottom - 3

## **Top / Bottom 10 Statements - Management responsibility**

### Highest - I have another staff-management responsibility but I am not a member of the Senior Management/Leadership team

- 4.5 I am not experiencing discrimination at work (4.5)
- 7.2 I receive adequate health and safety information, training and support (4.5)
- 4.3 I am not experiencing bullying at work (4.5)
- 1.10 We are achieving things we can be proud of (4.5)
- 2.3 I have the skills and training to do my job well (4.4)
- 1.13 There are things about working here that make me want to stay (4.3)
- 1.6 We are always searching for new ways to be better (4.3)
- 7.4 I feel I am doing a good job (4.3)
- 4.12 Under pressure, we all pull together (4.3)
- 6.7 I feel that I contribute to the success of the organisation (4.2)

### Lowest - I have another staff-management responsibility but I am not a member of the Senior Management/Leadership team

- 5.3 When changes take place, I am kept well informed about the plan and timetable for things to happen (2.3)
- 5.7 In times of change I feel part of the process (2.4)
- 2.1 It is rare for me to feel overloaded by my work (2.5)
- 5.4 I am asked for my comments, questions and suggestions about the changes that affect me (2.5)
- 7.6 If I make an extra effort, managers and colleagues show that they appreciate it (2.6)
- 8.2 It is rare for me to feel under unreasonable pressure at work (2.7)
- 3.3 I feel part of the decision-making process (2.7)
- 1.5 I am appropriately consulted on the decisions that affect me (2.7)
- 5.8 We are quick to accept the need for change (2.7)
- 1.3 There is good, open communication between managers and other staff (2.8)

Highest - I do not consider myself to have any staff-management responsibilities

4.5 I am not experiencing discrimination at work (4.5)

8.9 I feel safe at work (4.5)

4.3 I am not experiencing bullying at work (4.4)

6.1 I am clear about my role and responsibilities (4.4)

1.11 I believe in our organisation (4.3)

6.2 I am clear about how to prioritise my work (4.3)

7.4 I feel I am doing a good job (4.3)

6.3 I feel comfortable in my role (4.3)

1.10 We are achieving things we can be proud of (4.3)

2.7 It is rare for me to feel that my job is dull or boring (4.3)

Lowest - I do not consider myself to have any staff-management responsibilities

5.7 In times of change I feel part of the process (3.0)

3.3 I feel part of the decision-making process (3.1)

1.3 There is good, open communication between managers and other staff (3.1)

2.1 It is rare for me to feel overloaded by my work (3.1)

1.4 There is good, open communication between staff (3.1)

5.3 When changes take place, I am kept well informed about the plan and timetable for things to happen (3.2)

1.5 I am appropriately consulted on the decisions that affect me (3.2)

5.4 I am asked for my comments, questions and suggestions about the changes that affect me (3.3)

3.9 I have the opportunities I need to advance and get ahead (3.3)

7.6 If I make an extra effort, managers and colleagues show that they appreciate it (3.4)

Top / Bottom - 4

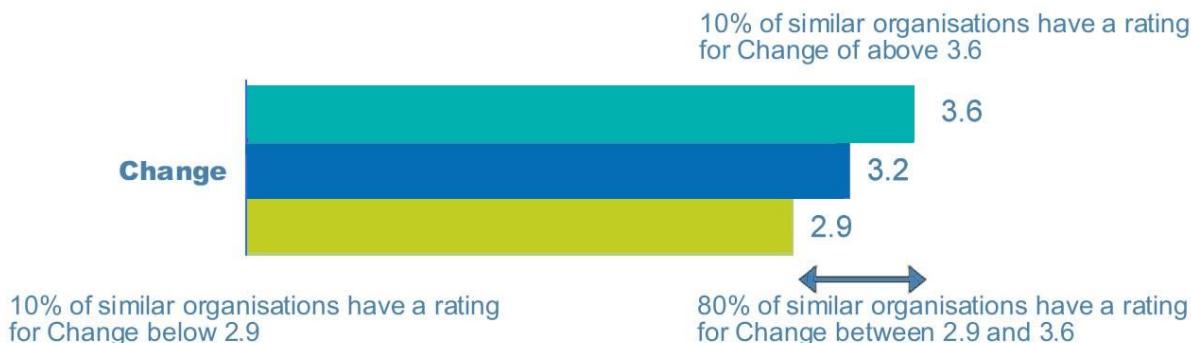
## Chapter 7 - Comparative Charts

In this part of the Data Profile, your data is compared with the national data for primary schools doing their first Positive Workplace Survey. You can use this information to highlight potential areas for further exploration and development when producing your plan of action following the survey. You can also carry out a gap analysis compare where you are now with where you might aim to be.

This process is about having something to aim for. The charts give you the opportunity to contextualise your data in order to help you identify the issues most relevant to your organisation. However, this information does not provide a direct comparison as each organisation has a unique context and embarks from a unique starting point.

### Range charts

These charts show your school's average responses to the Survey sections and themes placed on a range that has been formed by ranking the mean responses of primary schools nationally.



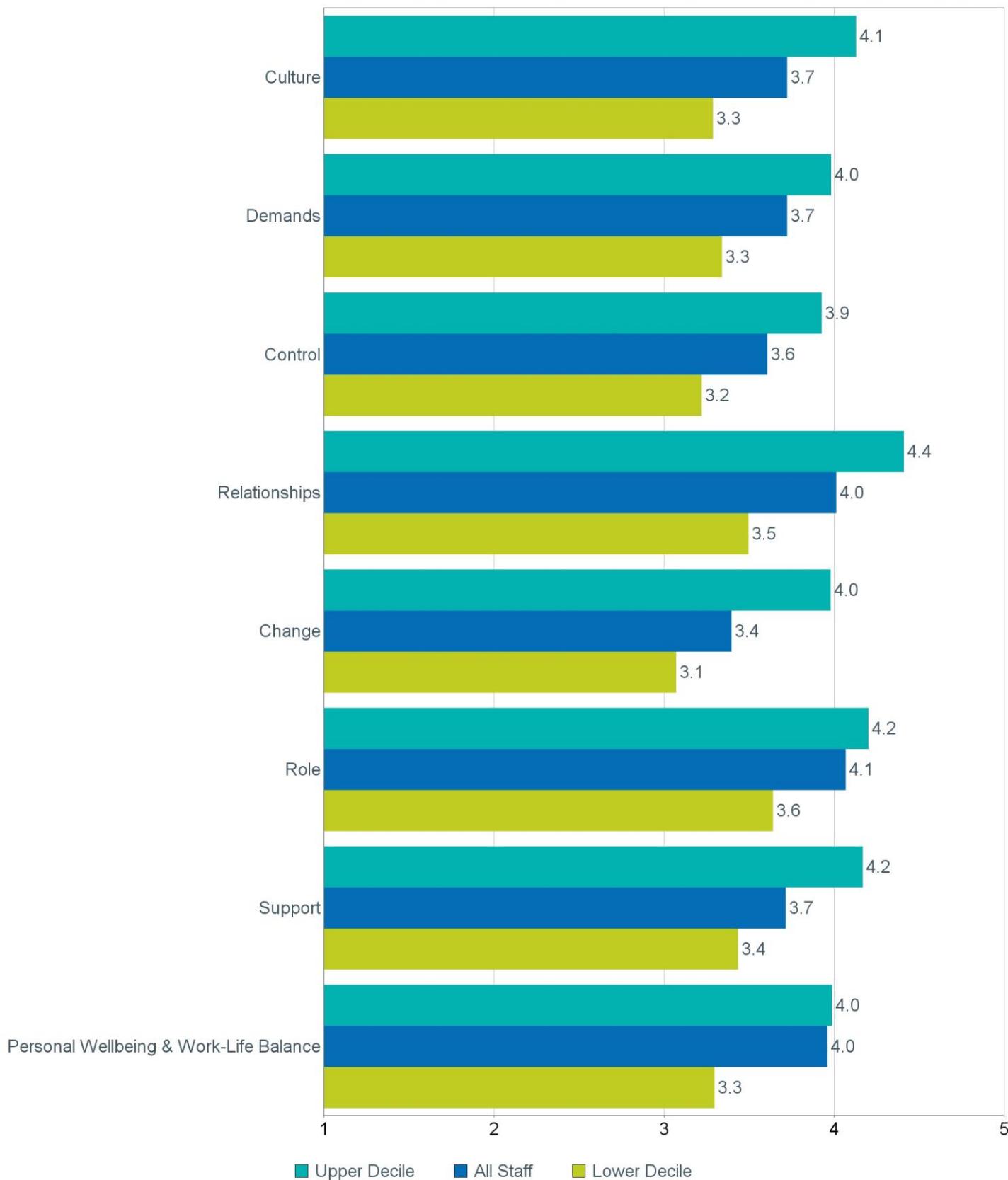
The top bar for each section or theme shows the rating for the highest 10% of values returned by other primary schools for that section or theme. Your school's value is shown on the middle bar and the third bar shows the rating for the lowest 10% of values returned by other schools. The values for 80% (or four-fifths) of schools fall in the gap between the top and bottom bars for each section and theme.

### How to use these charts

For each section and theme, you can easily see where on the range of values your school appears. The screen shot above shows the school concerned as having a value of 3.2 for 'change' which is towards the lower end of the range of values reported nationally.

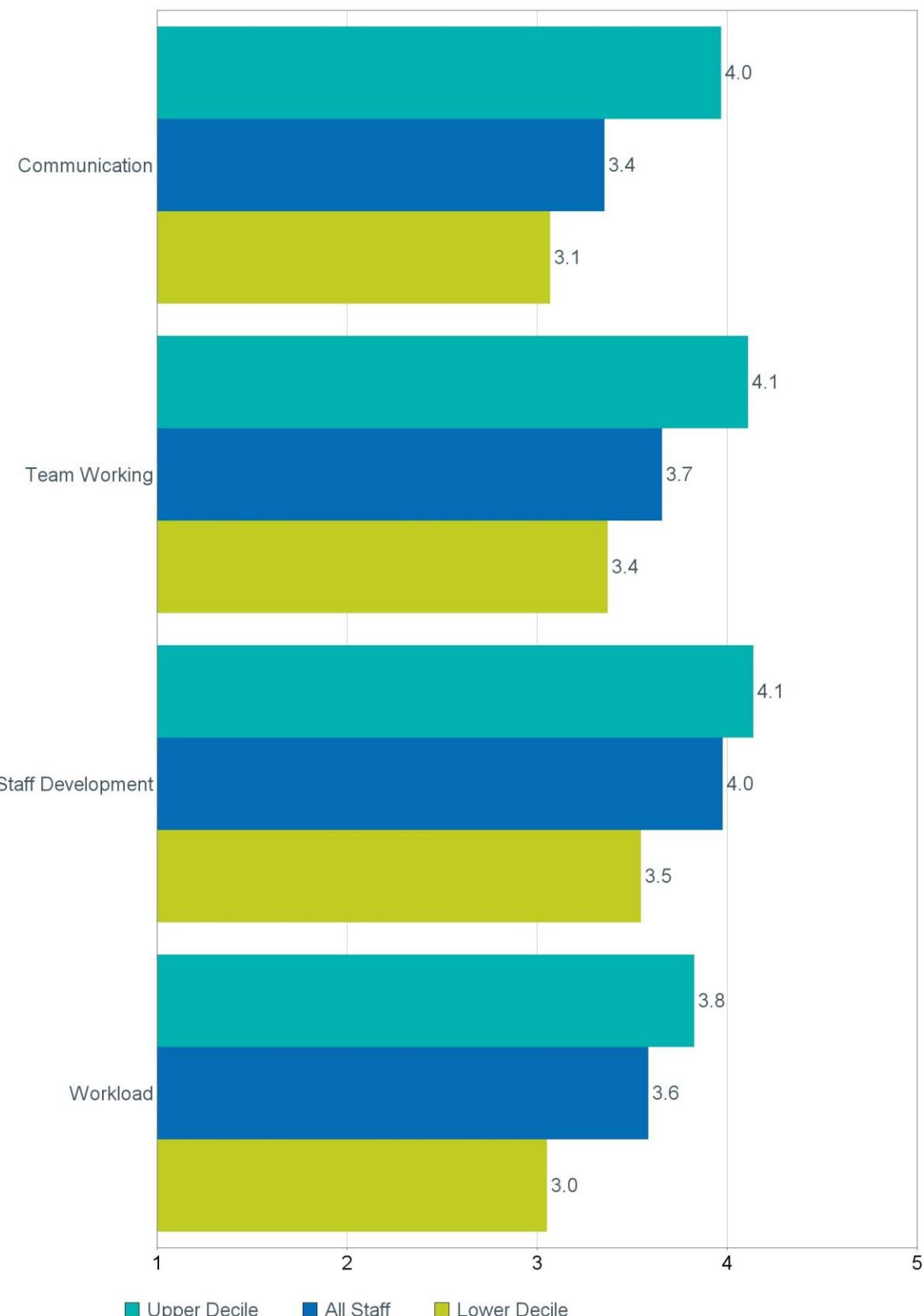
Please bear in mind that this comparison has been undertaken using average and not best ratings. You will be looking in your action planning to make your school better than average and so have values closer to the upper decile.

### Range Chart - Sections



### Comparative Charts

### Range Chart - Themes



### Comparative Charts

## **Supplementary Data - Theme Charts**

We re-group some of the statements in the Positive Workplace Survey into four different themes. Re-arranging the statements in this way is intended to provide a different insight into the data. This may help you to identify areas on which you would like to focus.

Themes Education Support Partnership has identified as useful to look at when considering staff wellbeing are:

- \* Communication
- \* Team working
- \* Staff development
- \* Workload

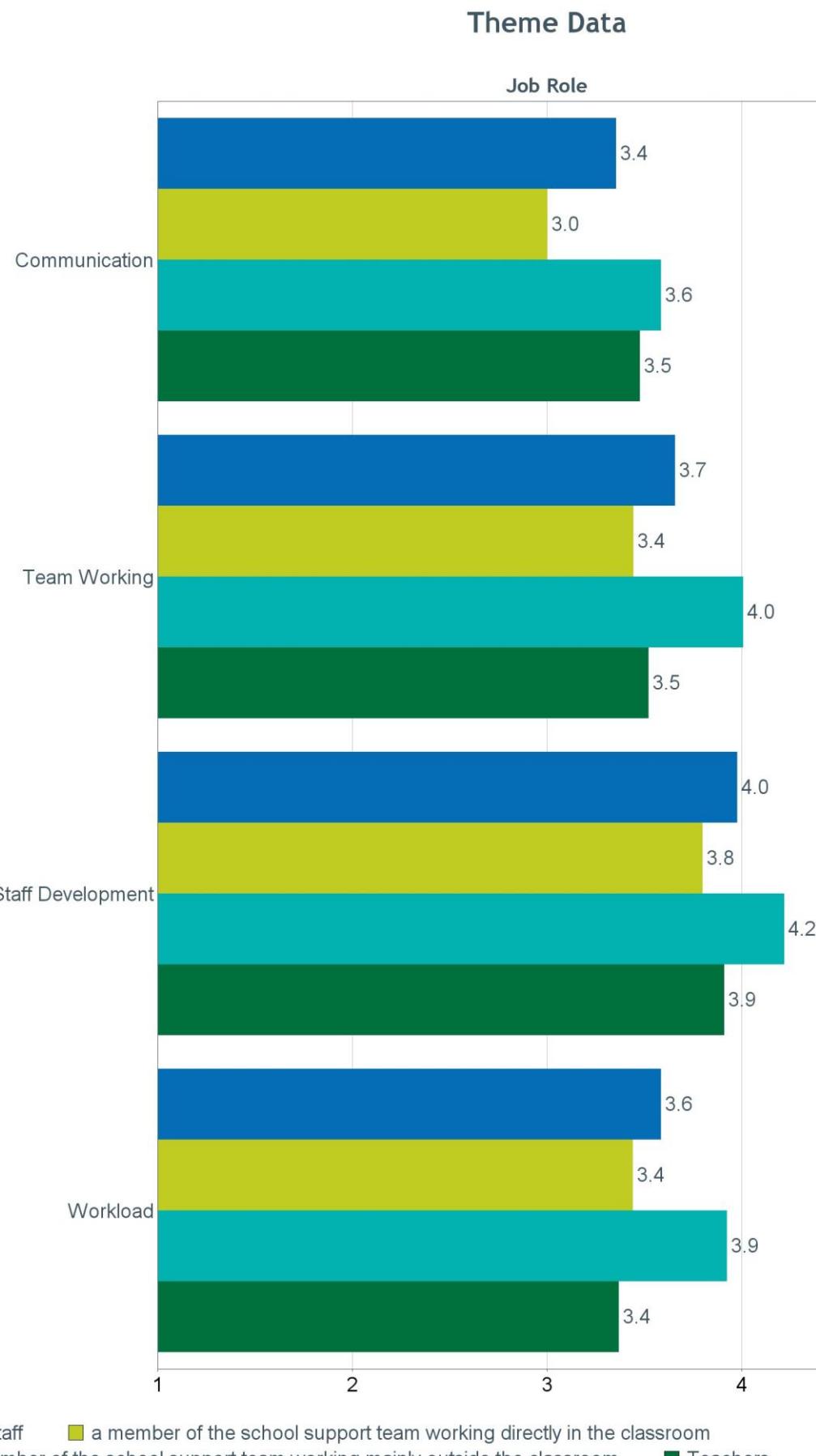
Responses for All Staff are shown first. These are followed, where possible, by responses for the two key demographic factors - Job Role and Management Responsibility - that have been identified by Education Support Partnership as having factors that often affect staff wellbeing.

Please note that this more detailed data is only available when at least eight staff have described themselves as belonging to a particular demographic sub-group.

Any other demographic breakdowns generated in your study can be found in the supplementary data at the end of this Data Profile.

## Supplementary Data - Theme Data

Theme - 2



## **Supplementary Data - Other Demographic Categories**

This part of the Data Profile displays staff responses to the main Survey sections and themes, the statements within these and the development priorities, arranged into all available demographic categories other than those discussed in chapters 2 and 3.

Please note that data is only available in this section where there are at least two categories within the same demographic factor to which at least eight members of staff described themselves as belonging.

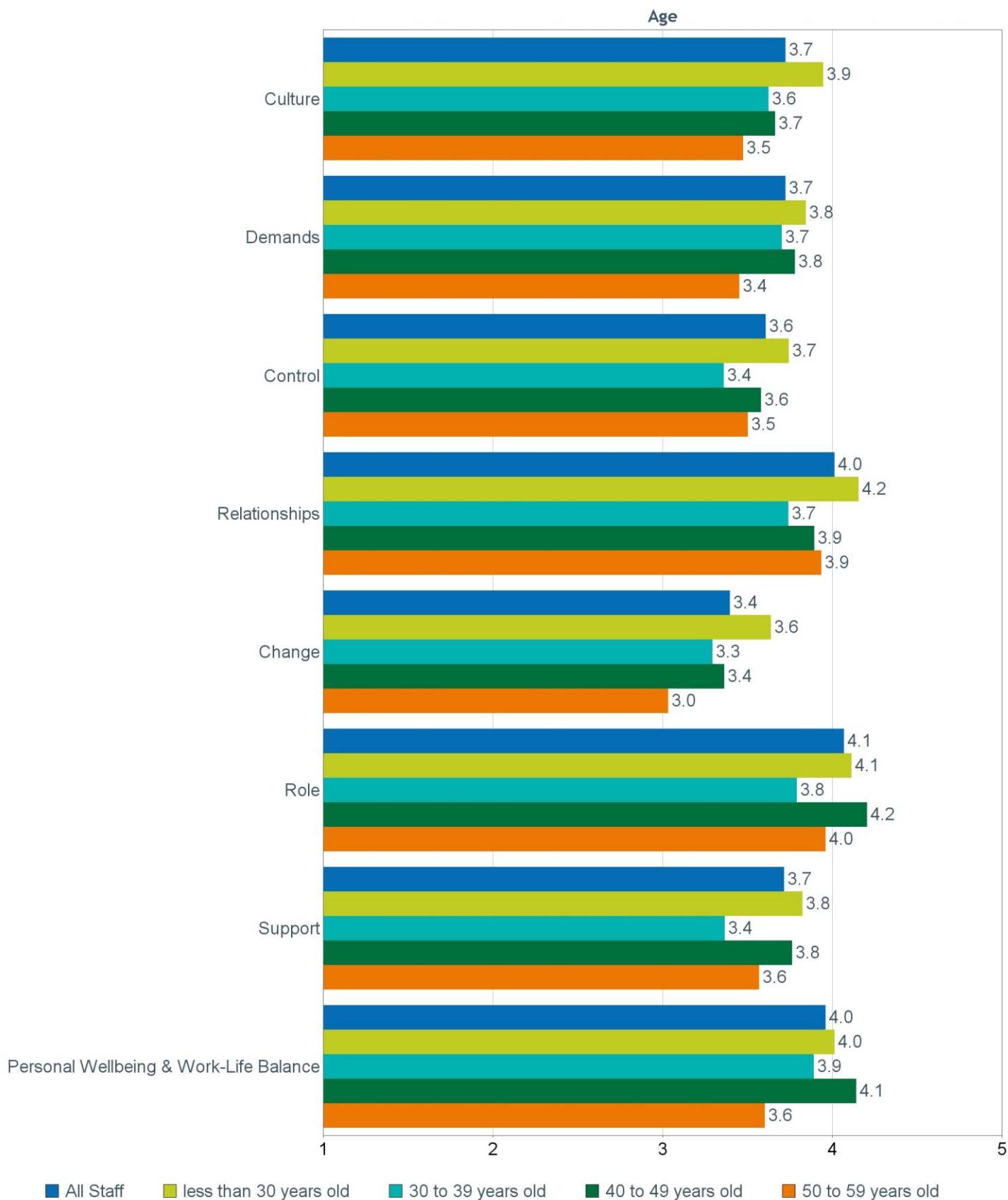
For each demographic category that can be reported, the data is arranged in the following order:

- \* Section charts
- \* Statement charts
- \* Theme charts
- \* Development priorities

## Supplementary Data - Other Demographic Categories

Other - 2

## Section Data



**Development Priorities - Age****less than 30 years old**

9.13 Improve how we communicate with each other.....	1.8
9.2 Create closer links between different staff groups and teams.....	1.0
9.14 Support people to cope better with the pressures they experience.....	0.9
9.4 Improve and balance workloads.....	0.9
9.8 Create further opportunities for personal development and advancement.....	0.8
9.3 Create closer links between managers and other staff.....	0.8
9.11 Acknowledge our achievements more.....	0.8
9.5 Develop the skills and training we need to do our jobs.....	0.6
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.5
9.9 Create a better sense of stability.....	0.3
9.12 Clarify roles and responsibilities.....	0.3
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.1
9.6 Improve the physical environment.....	0.1
9.7 Improve our consultation processes.....	0.1

**30 to 39 years old**

9.2 Create closer links between different staff groups and teams.....	2.2
9.5 Develop the skills and training we need to do our jobs.....	1.6
9.13 Improve how we communicate with each other.....	1.4
9.3 Create closer links between managers and other staff.....	1.3
9.8 Create further opportunities for personal development and advancement.....	1.0
9.12 Clarify roles and responsibilities.....	0.4
9.4 Improve and balance workloads.....	0.4
9.11 Acknowledge our achievements more.....	0.2
9.6 Improve the physical environment.....	0.1
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.0
9.7 Improve our consultation processes.....	0.0
9.9 Create a better sense of stability.....	0.0
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.0
9.14 Support people to cope better with the pressures they experience.....	0.0

**40 to 49 years old**

9.13 Improve how we communicate with each other.....	2.4
9.8 Create further opportunities for personal development and advancement.....	1.0
9.3 Create closer links between managers and other staff.....	1.0
9.11 Acknowledge our achievements more.....	0.9
9.5 Develop the skills and training we need to do our jobs.....	0.7 9.6
Improve the physical environment.....	0.6
9.12 Clarify roles and responsibilities.....	0.5
9.4 Improve and balance workloads.....	0.5
9.2 Create closer links between different staff groups and teams.....	0.4
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.4
9.14 Support people to cope better with the pressures they experience.....	0.4
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.2
9.7 Improve our consultation processes.....	0.1
9.9 Create a better sense of stability.....	0.1

## Development Priorities - Age

### 50 to 59 years old

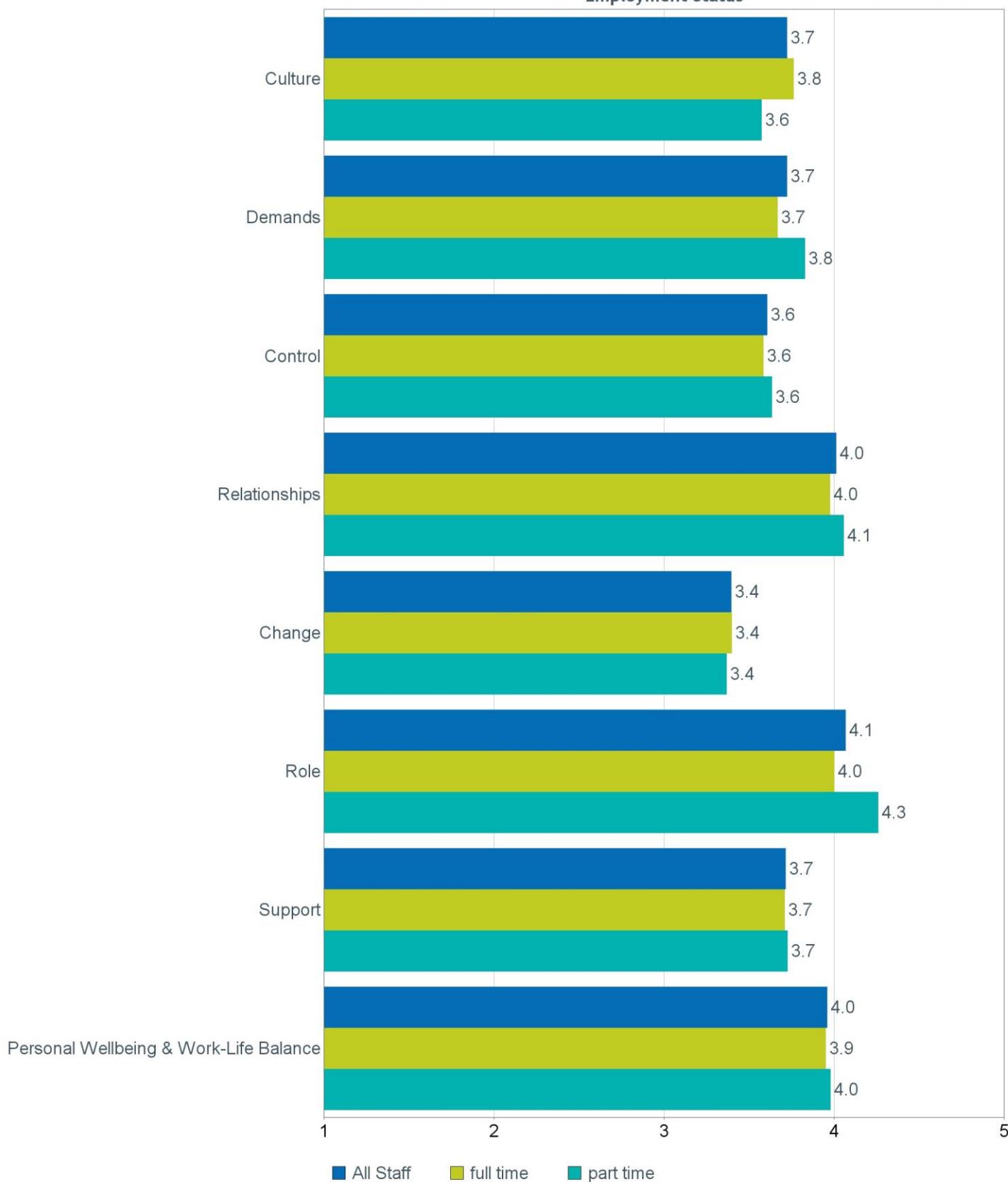
9.13 Improve how we communicate with each other.....	2.6
9.2 Create closer links between different staff groups and teams.....	1.2
9.4 Improve and balance workloads.....	0.9
9.14 Support people to cope better with the pressures they experience.....	0.8
9.3 Create closer links between managers and other staff.....	0.8
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.5
9.11 Acknowledge our achievements more.....	0.5
9.12 Clarify roles and responsibilities.....	0.5
9.9 Create a better sense of stability.....	0.4
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.3
9.6 Improve the physical environment.....	0.1
9.5 Develop the skills and training we need to do our jobs.....	0.0
9.7 Improve our consultation processes.....	0.0
9.8 Create further opportunities for personal development and advancement.....	0.0

## Supplementary Data - Other Demographic Categories

Other - 17

## Section Data

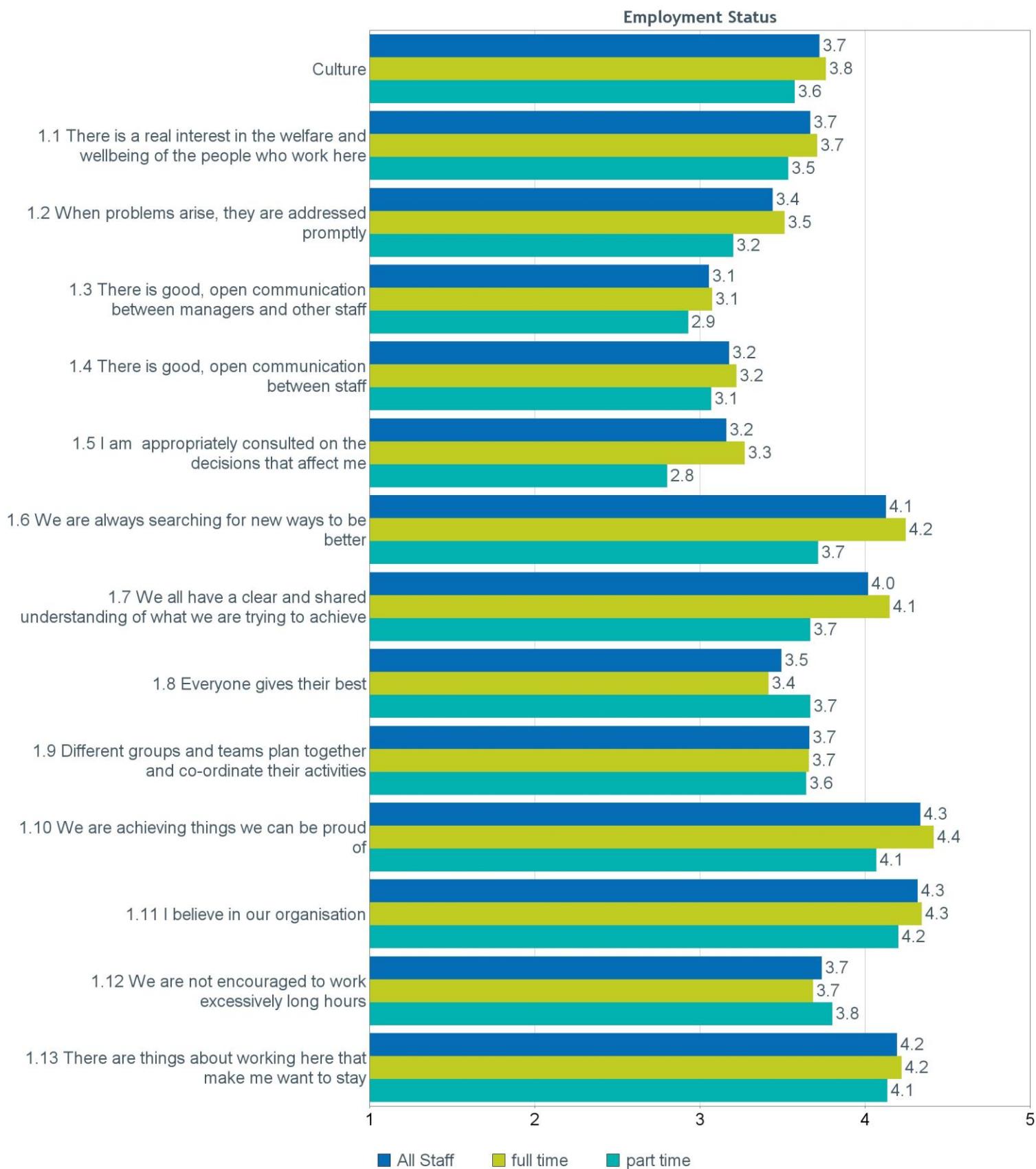
## Employment Status



Other - 18

## Supplementary Data - Other Demographic Categories

## Statements - Culture



**Development Priorities - Employment Status****full time**

9.13 Improve how we communicate with each other.....	1.8
9.2 Create closer links between different staff groups and teams.....	1.3
9.4 Improve and balance workloads.....	0.9
9.3 Create closer links between managers and other staff.....	0.8
9.11 Acknowledge our achievements more.....	0.8
9.5 Develop the skills and training we need to do our jobs.....	0.8
9.8 Create further opportunities for personal development and advancement.....	0.8
9.14 Support people to cope better with the pressures they experience.....	0.6
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.3
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.2
9.6 Improve the physical environment.....	0.2
9.12 Clarify roles and responsibilities.....	0.2
9.9 Create a better sense of stability.....	0.1
9.7 Improve our consultation processes.....	0.0

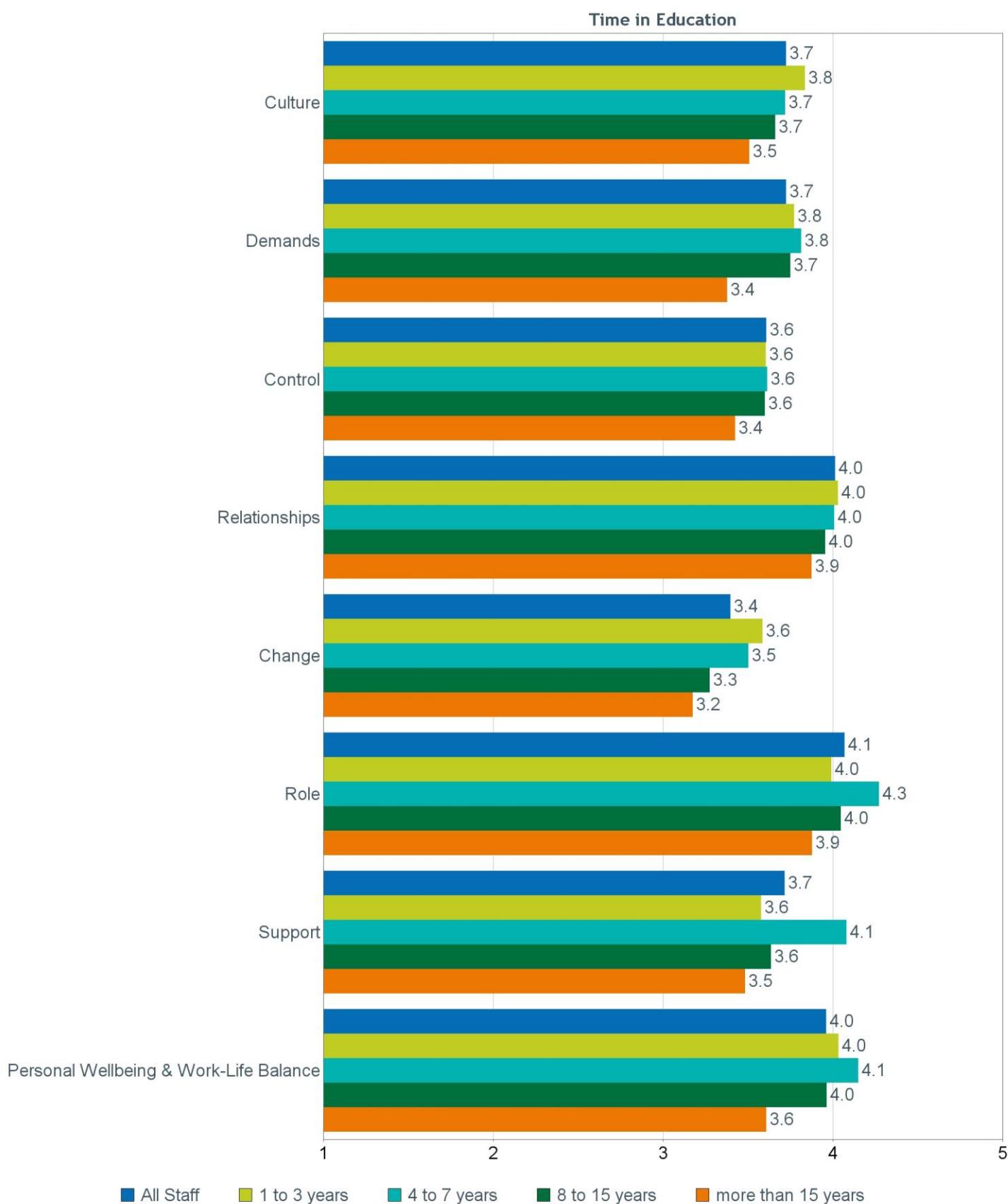
**part time**

9.13 Improve how we communicate with each other.....	2.4
9.3 Create closer links between managers and other staff.....	1.5
9.2 Create closer links between different staff groups and teams.....	1.0
9.12 Clarify roles and responsibilities.....	0.7
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.7
9.14 Support people to cope better with the pressures they experience.....	0.7
9.8 Create further opportunities for personal development and advancement.....	0.5
9.9 Create a better sense of stability.....	0.5
9.5 Develop the skills and training we need to do our jobs.....	0.3
9.11 Acknowledge our achievements more.....	0.3
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.2
9.4 Improve and balance workloads.....	0.1
9.6 Improve the physical environment.....	0.1
9.7 Improve our consultation processes.....	0.0

## Supplementary Data - Other Demographic Categories

Other - 33

## Section Data



**Development Priorities - Time in Education****1 to 3 years**

9.8 Create further opportunities for personal development and advancement.....	1.8
9.13 Improve how we communicate with each other.....	1.5
9.2 Create closer links between different staff groups and teams.....	1.1
9.11 Acknowledge our achievements more.....	1.1
9.14 Support people to cope better with the pressures they experience.....	1.1
9.3 Create closer links between managers and other staff.....	0.8
9.4 Improve and balance workloads.....	0.8
9.5 Develop the skills and training we need to do our jobs.....	0.3
9.9 Create a better sense of stability.....	0.2
9.6 Improve the physical environment.....	0.1
9.7 Improve our consultation processes.....	0.1
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.0
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.0
9.12 Clarify roles and responsibilities.....	0.0

**4 to 7 years**

9.13 Improve how we communicate with each other.....	1.9
9.2 Create closer links between different staff groups and teams.....	1.2
9.4 Improve and balance workloads.....	0.8
9.11 Acknowledge our achievements more.....	0.7
9.8 Create further opportunities for personal development and advancement.....	0.7
9.3 Create closer links between managers and other staff.....	0.7
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.6
9.12 Clarify roles and responsibilities.....	0.6
9.5 Develop the skills and training we need to do our jobs.....	0.5
9.6 Improve the physical environment.....	0.4
9.14 Support people to cope better with the pressures they experience.....	0.3
9.9 Create a better sense of stability.....	0.2
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.0
9.7 Improve our consultation processes.....	0.0

**8 to 15 years**

9.13 Improve how we communicate with each other.....	2.4
9.2 Create closer links between different staff groups and teams.....	2.0
9.3 Create closer links between managers and other staff.....	1.6
9.5 Develop the skills and training we need to do our jobs.....	0.9
9.12 Clarify roles and responsibilities.....	0.5
9.8 Create further opportunities for personal development and advancement.....	0.4
9.4 Improve and balance workloads.....	0.3
9.6 Improve the physical environment.....	0.2
9.11 Acknowledge our achievements more.....	0.2
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.1
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.1
9.9 Create a better sense of stability.....	0.1
9.14 Support people to cope better with the pressures they experience.....	0.1
9.7 Improve our consultation processes.....	0.0

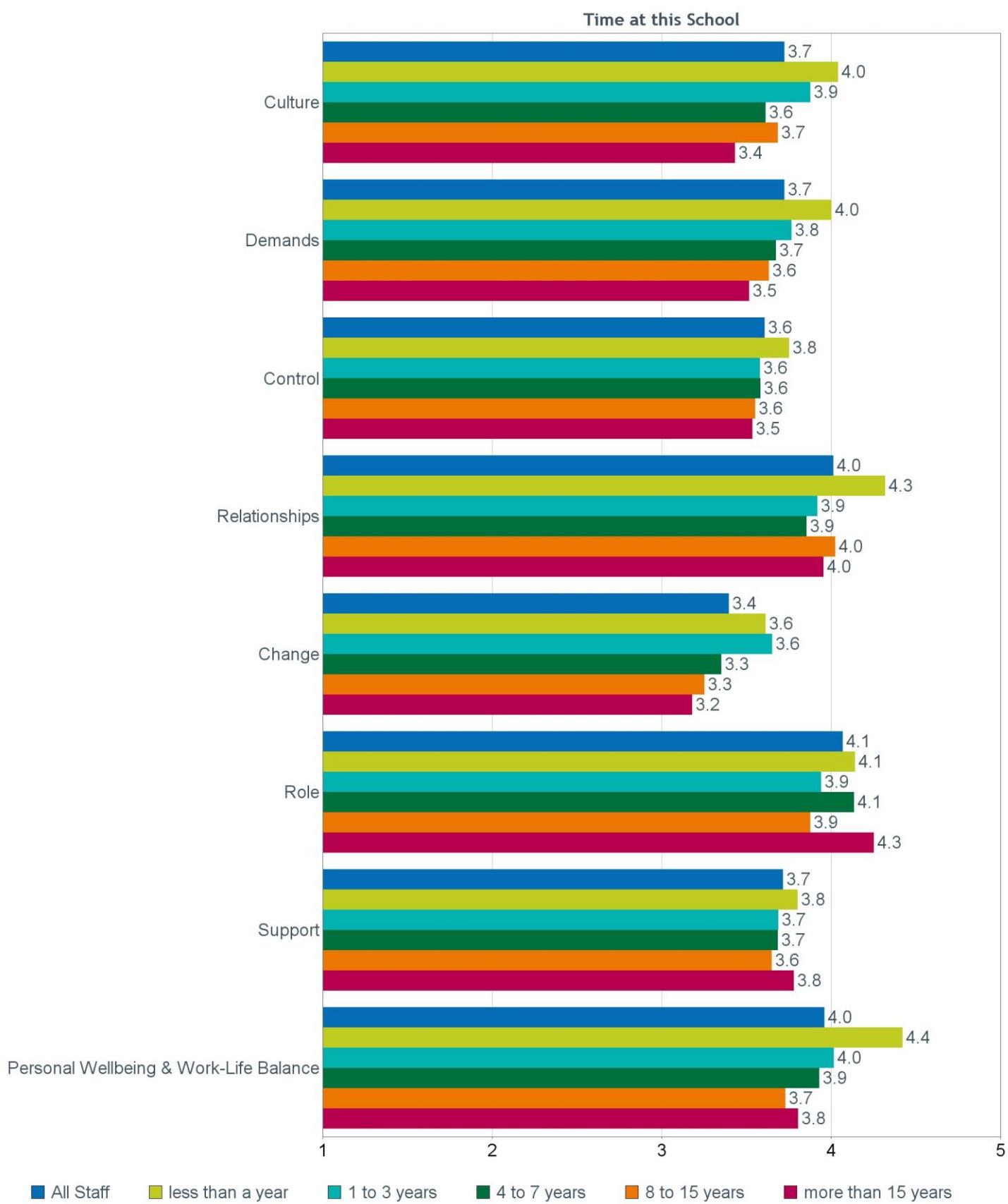
**Supplementary Data - Other Demographic Categories**

Other - 47

**Development Priorities - Time in Education****more than 15 years**

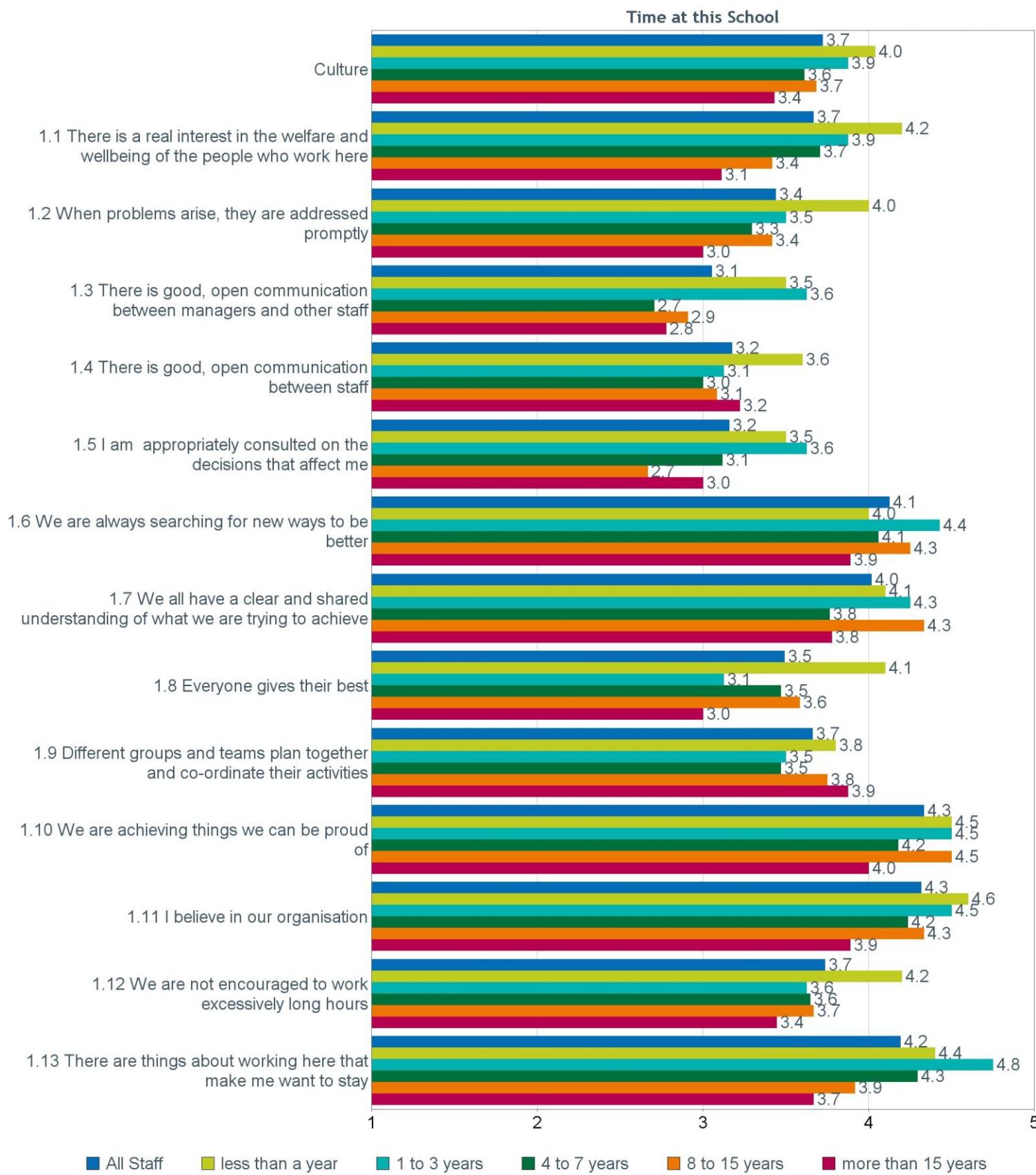
9.13 Improve how we communicate with each other.....	2.3
9.14 Support people to cope better with the pressures they experience.....	1.2
9.4 Improve and balance workloads.....	0.8
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.7
9.2 Create closer links between different staff groups and teams.....	0.7
9.3 Create closer links between managers and other staff.....	0.7
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.7
9.11 Acknowledge our achievements more.....	0.7
9.5 Develop the skills and training we need to do our jobs.....	0.3
9.12 Clarify roles and responsibilities.....	0.3
9.9 Create a better sense of stability.....	0.3
9.6 Improve the physical environment.....	0.1
9.7 Improve our consultation processes.....	0.1
9.8 Create further opportunities for personal development and advancement.....	0.0

## Section Data



## Supplementary Data - Other Demographic Categories

## Statements - Culture



**Data Tables**  
**Development Priorities - Time at this School**

**less than a year**

9.13 Improve how we communicate with each other.....	2.5
9.8 Create further opportunities for personal development and advancement.....	1.4
9.5 Develop the skills and training we need to do our jobs.....	1.1
9.4 Improve and balance workloads.....	0.8
9.14 Support people to cope better with the pressures they experience.....	0.8
9.3 Create closer links between managers and other staff.....	0.6
9.6 Improve the physical environment.....	0.4
9.9 Create a better sense of stability.....	0.4
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.3
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.2
9.2 Create closer links between different staff groups and teams.....	0.2
9.7 Improve our consultation processes.....	0.1
9.11 Acknowledge our achievements more.....	0.1
9.12 Clarify roles and responsibilities.....	0.1

**1 to 3 years**

9.13 Improve how we communicate with each other.....	1.6
9.11 Acknowledge our achievements more.....	1.6
9.2 Create closer links between different staff groups and teams.....	1.4
9.8 Create further opportunities for personal development and advancement.....	1.4
9.3 Create closer links between managers and other staff.....	1.1
9.14 Support people to cope better with the pressures they experience.....	1.0
9.4 Improve and balance workloads.....	0.5
9.5 Develop the skills and training we need to do our jobs.....	0.1
9.6 Improve the physical environment.....	0.1
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.0
9.7 Improve our consultation processes.....	0.0
9.9 Create a better sense of stability.....	0.0
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.0
9.12 Clarify roles and responsibilities.....	0.0

**4 to 7 years**

9.13 Improve how we communicate with each other.....	1.6
9.2 Create closer links between different staff groups and teams.....	1.4
9.3 Create closer links between managers and other staff.....	1.2
9.4 Improve and balance workloads.....	1.0
9.5 Develop the skills and training we need to do our jobs.....	0.6
Acknowledge our achievements more.....	0.11
9.12 Clarify roles and responsibilities.....	0.6
9.12 Clarify roles and responsibilities.....	0.5
9.8 Create further opportunities for personal development and advancement.....	0.5
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.5
9.6 Improve the physical environment.....	0.3
9.14 Support people to cope better with the pressures they experience.....	0.2
9.9 Create a better sense of stability.....	0.2
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.1
9.7 Improve our consultation processes.....	0.0

**Data Tables**

Other - 63

**Development Priorities - Time at this School****8 to 15 years**

9.2 Create closer links between different staff groups and teams.....	1.6
9.13 Improve how we communicate with each other.....	1.5
9.5 Develop the skills and training we need to do our jobs.....	1.1
9.3 Create closer links between managers and other staff.....	0.8
9.11 Acknowledge our achievements more.....	
0.7	
9.12 Clarify roles and responsibilities.....	
0.6	
9.4 Improve and balance workloads.....	0.5
9.14 Support people to cope better with the pressures they experience.....	0.5
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.4
9.8 Create further opportunities for personal development and advancement.....	0.4
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.4
9.6 Improve the physical environment.....	
0.1	
9.7 Improve our consultation processes.....	
0.1 9.9 Create a better sense of stability.....	
0.1	

**more than 15 years**

9.13 Improve how we communicate with each other.....	3.1
9.3 Create closer links between managers and other staff.....	1.4
9.2 Create closer links between different staff groups and teams.....	1.2
9.14 Support people to cope better with the pressures they experience.....	1.1
9.1 Develop a clearer shared idea of what we are trying to achieve.....	0.7
9.10 Improve how we resolve difficulties or tensions between ourselves.....	0.4
9.12 Clarify roles and responsibilities.....	0.3
9.9 Create a better sense of stability.....	0.3
9.11 Acknowledge our achievements more.....	0.2
9.4 Improve and balance workloads.....	
0.1	
9.5 Develop the skills and training we need to do our jobs.....	
0.0	
9.6 Improve the physical environment.....	
0.0	
9.7 Improve our consultation processes.....	
0.0	
9.8 Create further opportunities for personal development and advancement.....	
0.0	