



## The Granby Well-Being Survey Results 2017

This questionnaire is for school staff to complete as a measure of well-being. A survey is undertaken annually, last in April 2016. This year's survey was sent out on 16<sup>th</sup> June, to be returned by 23<sup>rd</sup> June; although surveys were still added into the report after that date. Surveys are done at different times of the year as we know that pressures are different throughout.

**Instructions:** For each of the following questions, staff were asked to enter the number matching the description which most closely represents how you feel.

**1 = Not at all    2 = Not much    3 = Sometimes    4 = Mostly    5 = Very much so**

	1	2	3	4	5
Do you feel able to concentrate on what you're doing at school?			6	20	6
Do you feel that you are playing a useful part in school life?			6	15	11
Do you feel capable of making decisions at school?		4	6	16	10
Do you generally feel relaxed in your home and school life?		5	8	15	4
Do you feel that most problems you encounter at school can be surmounted?			11	16	5
Do you generally manage to keep your sense of humour?			4	20	8
Do you feel happy at work, all things considered?	1		2	21	8
Are you sleeping well?	2	1	10	9	10
Are you eating well?	1		3	13	15
Are you drinking sensibly?			5	10	17
Do you cope well with changes to your job?			4	20	8
Do you have a reasonable amount of energy?		3	9	13	7
Do you feel in control of your job?		3	12	12	4
Do you feel you are coping well in the classroom?		1		22	6
Do you receive appropriate support when you need it?		1	7	13	11



	1	2	3	4	5
Do you get on well with pupils?				9	23
Do you get on well with your colleagues?			1	10	21
Do you get on well with your managers?			2	22	8
Do you feel free from the threat of bullying / harassment at school?		2	3	9	18
Do you enjoy a reasonable degree of autonomy, unaffected by excessive monitoring regimes?			7	22	3
Do you manage to leave work 'on time' fairly regularly?		1	6	18	14
Do you find your job satisfying and fulfilling?	1		1	17	15
Do you have a life outside work?		2	7	8	14
Do you intend to remain in school for the foreseeable future?		1	3	11	16
Do you look forward to returning to school after a weekend or holiday?	1	2	11	12	5

## Contextual information

The questionnaire was emailed to 68 members of staff who were given a week to complete and return the completed questionnaire. These are still being received. Staff had the option of returning electronically or via hard copy. The ballot boxes were placed in the staff room and the KS1 hall to facilitate easy and confidential return of the questionnaires if required. Hard copies of the questionnaire were provided alongside the ballot boxes.

A total of 32 questionnaires were returned, which is 47% return rate (June 2017). This seems to be a downward trend as returns were 52% (April 2016) and 80% (March 2015) in previous years. Of the 32 returned, 10 people identified themselves as teachers (32%); 9 as TAs (29%); and 4 as other support staff (13%).

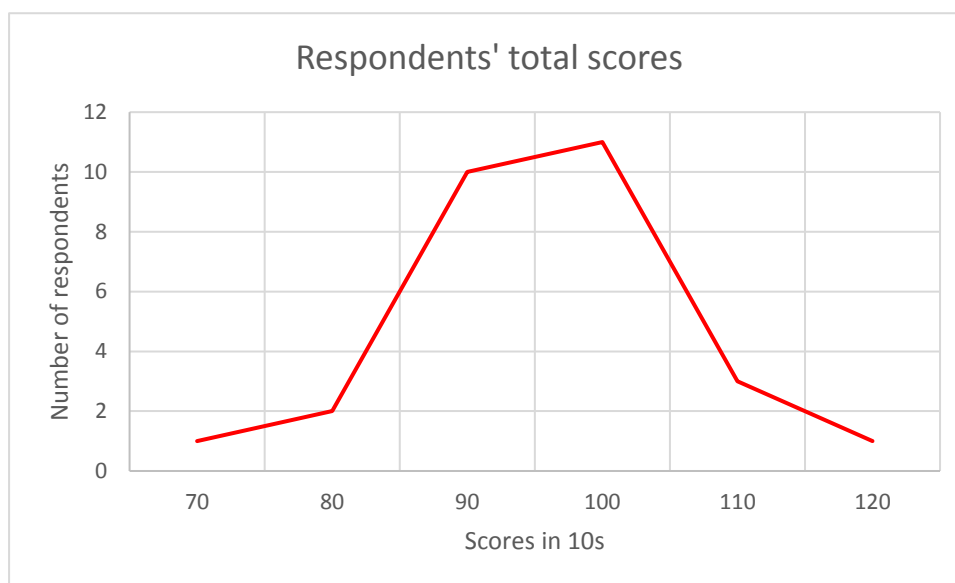
7 people (21.9%) chose to give their names in an optional box (2 teachers, 2 TAs, 3 other support staff).



## Overall scoring

Higher scores suggest greater levels of well-being amongst subjects of the questionnaire, whilst lower totals tend to indicate elevated degrees of stress/poor mental health. Please note that a score of 100 or more does not necessarily indicate the absence of a problem.

The overall distribution of the results ranged from 76 at the lowest, to 125 (the maximum score) at the highest. The graph below shows how many people scored in the 70s, 80s, 90s, 100s, 110s and 120s.



The average score was 100 out of the 125 maximum possible score.

Respondents were also invited to add any other comments. These can be found in Appendix One.

## Lowest scoring questions

There were five questions which received a score of 1 meaning 'Not at all'. One respondent marked all these questions with a 1. (These are marked in red). We would like to be able to offer support to this member of staff particularly, and hope that we can encourage this person to come forward.

A total of twelve questions received a score of 2, meaning 'Not much'. (These are marked in amber). A small but significant number of staff may need support in these areas.

## Highest scoring questions

The top three questions scoring 5 'Very much so' have been highlighted in green. It is perhaps unsurprising that the top two relate to getting along with pupils and staff respectively. It is



notable that a large number of respondents feel free from the threat of bullying / harassment at school. Previous wellbeing surveys have sometimes highlighted workplace bullying as an issue and indeed, 2 respondents here replied to this questions with a '2'.

## **Next steps**

The next steps will be:

- to share this feedback with staff and governors;
- consider the findings from a governor's 'well-being monitoring' visit;
- prioritise areas of work;
- develop an action plan.

Staff will be invited to meetings in the new term to participate in this process and once the action plan is drawn up, to monitor its implementation. The action plan will go to Governors' Pay & Personnel Committee for regular reporting.



**Appendix One – Any other comments:**

- I do feel that we, as a school, take into account 'well-being' as much as possible within the restrictions of our jobs/roles.
- Little things make a huge difference – like providing us with a meal on Parents' Evenings
- Sometimes things can feel very rushed and crammed into a small amount of time. In my role, I don't always get time to appreciate the valuable support you provide.
- I have personally experienced being pressured into doing school related activities that are supposedly 'voluntary' with no consideration for pressures and personal circumstances outside of work.
- Clearer communication would alleviate a lot of problems with staff.
- Too many staff are stressed, including some SLT – which impacts on the 'team'.
- We all have to believe this day only comes once – make the best of it.
- One of the greatest thoughts to give children is confidence, to try, to learn, to cope.
- A smile costs nothing and travels from one to another.
- The hours I have worked this year have had an impact on my home life and relationships with my family. I feel like I have invested a lot emotionally into making my NQT year a success and this is something I would like to address next year. However, I do think that lessons I have learnt this year will allow me to begin to make those changes.
- I'm not good with technological changes.