

## KJS ESF Stakeholder Survey Results Summary - 2023

The ESF Stakeholder Survey was conducted in February 2023 and invited feedback from three distinct stakeholder groups - students (Y4-6 at KJS), parents, and staff. All eligible KJS students, 426 KJS families, and 87 KJS staff members engaged with the survey. These numbers reflect sample sizes that make the survey powerful enough for us to draw some conclusions in terms of strengths and areas for improvement, in particular.

The following summary contains three sections, one for each stakeholder group (including strengths and areas for improvement). Feedback alignment and misalignment between stakeholder groups has also been highlighted throughout.

\*Please note that I have mainly focused on reported clear agreement and disagreement regarding the results in this summary. I have, however, commented on stakeholders taking a neutral stance in the instances where we think that we have some understanding of what those data sets are telling us.

### Section One - Students

#### Strengths:

- Students enjoy school - 87% of students enjoy school at KJS, and 3% of students expressed that they do not.
- Students feel safe at school - 81% of students feel safe at school, and 4% expressed that they do not.
- Teachers care about me and my wellbeing - 87% of students said that teachers care about them, and 2% felt that they do not.
- Making progress - 91% of students think they are making progress, and 2% think that they are not.
- Receiving regular feedback from teachers to support learning - 82% of students said that they are receiving regular feedback that supports their learning, and 2% said that they are not. Feedback related to Learning Intentions and Success Criteria has been a strategic development focus across the whole school since the

beginning of the school year, and survey data align with our internal data collection and analysis that has revealed that our students are on a journey towards a better understanding of what feedback is and how to best use it to support their learning.

- Exploring the world through technology - 82% of our students shared that they are able to explore the world through technology at KJS, and 3% said that they are not.

#### Areas for Development:

- Valued and respected as an individual at school - 73% of students said that they are valued and respected, and 5% said that they are not. The opportunity for development here is mostly in relation to the 22% percent that took a neutral stance (neither agree or disagree). The relatively high number of students that sit in the middle may suggest that those students don't fully understand what being valued and respected means in a school context. This is because people usually feel, and therefore know, if they are being valued and respected. We have the chance to inquire further and then support students' learning in response to what we discover. As a final note, this finding doesn't fully align with the 87% of students who said that their teachers cared about them, as being valued and respected are closely related to care.
- Teachers and Educational Assistants know me well - 73% of students said that their teachers and educational assistants know them well, and 4% shared that they don't. Again, we have a relatively large percentage of students - 23% - who took a neutral stance when responding to this question. Perhaps we need to dig deeper to find out what students understand 'knowing me well' to mean in a school context? Finding this out may help us to build even stronger relationships with students at KJS.
- Given the chance to suggest ways to improve learning and teaching at school - 70% of students agreed that they are, and 4% disagreed. As with the two questions above, 23% took a neutral stance which might suggest that they sometimes are and sometimes aren't given the opportunity. Of course, this may indicate something else completely, so finding out ways in which

they would like to suggest improvements seems like a constructive way forward.

## Section Two - Parents

### Strengths:

- Understanding KJS' vision, mission, and values - 86% of parents said that they understand, and 4% said that they did not.
- My child enjoys school - 95% of parents agreed that their children enjoy school, and 1% disagreed. This aligns with the feedback we received from our students.
- My child feels safe at school - 89% of parents agreed that their children feel safe at school, and 3% disagreed. This aligns with the feedback we received from our students.
- KJS values inclusion and diversity - 87% of parents agreed, and 3% disagreed.
- KJS Staff are caring - 84% of parents agreed, and 3% disagreed. This aligns with the feedback we received from our students.
- KJS Teachers and EAs know my child well - 83% of parents agreed with this statement, and 3% disagreed. This is not fully aligned with our student feedback - please see the student areas for development section above for more information.

### Areas for Development:

- I am informed about my child's learning and progress - 69% agreed, and 12% disagreed. 19% of parents took a neutral stance, which is a relatively large percentage in the context of this survey. Combining the neutral and disagree percentages tells us that we could certainly improve in this area. KJS is currently on a journey to becoming more data-informed and is also beginning to explore different ways of sharing data with parents to support them in understanding their children's learning and progress. Our aim is to share more user-friendly data more often, and we hope to be able to do this through an ESF-wide platform that all primary schools and the ESF Centre Team are starting to discuss.
- KJS helps me to support my child - 61% of parents agreed, and 14% disagreed. As with the related area above, a relatively large

number of parents - 25% - took a neutral stance. Combining the neutral and disagree percentages, again, indicates that this is an area of development for KJS. We will begin to explore ways to provide more support, such as parent education sessions focused on the supporting learning at home.

### Section Three - Staff (Teachers, Educational Assistants, and Support Staff)

#### Strengths:

- Understanding KJS's vision, mission, and values - 92% of staff members said they understood, and nobody said they didn't. This aligns with parent feedback.
- Students social and emotional needs are met at KJS - 88% agreed, and 1% disagreed. This aligns with both student and parent feedback.
- Students are making progress at KJS - 83% agreed, and nobody disagreed. This aligns with student feedback.
- Classroom-based staff are caring and committed at KJS - 89% agreed, and 1% disagreed. This aligns with both student and parent feedback.
- I have access to the resources needed to do my job well - 84% agreed, and 4% disagreed.
- KJS values inclusion and diversity - 89% agreed, and 3% disagreed. This aligns with parent feedback.
- I have positive and supportive relationships with my colleagues - 87% agreed, and 2% disagreed.

#### Areas for Development:

- KJS supports my wellbeing - 73% agreed, and 4% disagreed. 23% of staff took a neutral stance, suggesting that there may be an opportunity to ask 'what more could we be doing to support wellbeing?'. This is also an ongoing conversation across ESF, so there is the opportunity to discuss it further in that context.
- KJS provides access and upskilling to current and emerging technologies - 68% agreed, and 10% disagreed. 22% of staff took a neutral stance, so when we combine this with the disagree

percentage, then it becomes clear that we could improve in this area. The E-Learning Leader and Advocacy Team have been working hard in connection to this aim this school year, and they will be sharing some of that work and a number of initiatives with all staff in the near future. Hopefully, these next steps will help to move KJS forward in this area. Interestingly, this feedback is misaligned with the student feedback that highlights the use of learning technology as a strength in their learning at KJS. Though the feedback is misaligned, it could be interpreted positively as a teachers and educational assistants expressing a strong desire to provide KJS students with even better learning technology experiences.

In conclusion, the data across all stakeholder groups suggest that KJS is a caring, safe, and supportive school that puts students' learning and wellbeing at the centre of all that it does. Additionally, engagement with the identified areas for development in this summary will help KJS to become even better in the next 12 months.