# Strategic Stakeholder Feedback

## A good practice guide to stakeholder surveying in schools


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## Foreword

In my years working with school leaders, I've encountered a wide spectrum of opinions regarding stakeholder feedback. Some insist it's an invaluable aspect of effective school management, while others dismiss it as a futile diversion from more pressing concerns.

I now believe that both views are correct. The significance of stakeholder feedback hinges on the unique circumstances of each school and how it is approached. For many schools, feedback, if not conducted thoughtfully, can fall short of its true potential, and in some cases, it might even prove counterproductive, undermining the organisational culture and engagement of its people.

So, what does it mean to do stakeholder feedback well? In our view (as the title of this guide subtly suggests) it is about adopting a strategic approach. It entails setting clear objectives, formulating hypotheses, carefully selecting participants, and framing pertinent questions. It involves timing the stakeholder feedback process with your school improvement cycle, assigning responsibilities for action planning, and dedicating time to refine your ideas for improvement. It is all about effective communication with your stakeholders, both before, during, and after seeking their feedback. It necessitates trimming away non-essential elements and honing the entire process. It is frankly a lot of work.

However, most schools or trusts don't embark on this journey with a well-thought-out strategy. More often than not, it's a board's realisation that staff voices have been unheard for too long, a parental complaint prompting a broader investigation, or an impending inspection that prompts action. Unfortunately, these triggers rarely leave much time for a strategic approach to stakeholder feedback.

That is where this resource comes in. Over the past decade we have helped thousands of schools launch and refine their approach to parent, pupil and staff voice. Through these experiences, we've come to understand what it takes to derive genuine insight. When executed effectively, it can be truly transformative. Stakeholder feedback can become a wellspring of informed decision-making, a catalyst for community cohesion, a means to secure staff buy-in, and a driver of collaboration.

This guide outlines our methodology for strategic stakeholder feedback surveys, founded on a continuous cycle. While we have applied this approach with our clients, it is universally applicable, adaptable to any school or trust, irrespective of the manner in which you seek input from your stakeholders.

I take immense pride in the collective efforts of our team that culminated in this guide. And I am grateful to our customers and partners whose insights have enriched its content, rendering it a grounded and practical resource for all.

**Ernest Jenavs**
Co-founder and CEO, Edurio

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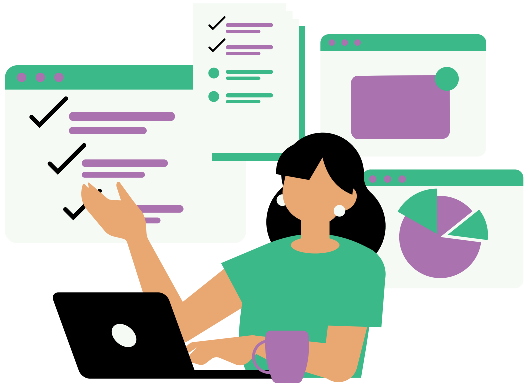
# Introduction

## Starting with a story

David A. Nadler, a theorist and consultant on organisational design and development, spearheaded the idea that any organisational change needs to be data-based[1]. However, he adds that "collection and feedback of data do not of themselves lead to lasting organisational change." It's the people working with the data who will bring it to action. We share with you a story, based on the story from Nadler's book, to bring you into the world of data and organisational change.



Not long ago, a CEO of a schools trust became concerned with the health and wellbeing of the pupils across their schools. Having heard that many organisations use surveys as a way of discovering what concerns pupils, they decided it would be worthwhile to use a questionnaire. After a short search online, the CEO found a set of questions about "Pupil Wellbeing" and decided to use those across their organisation.

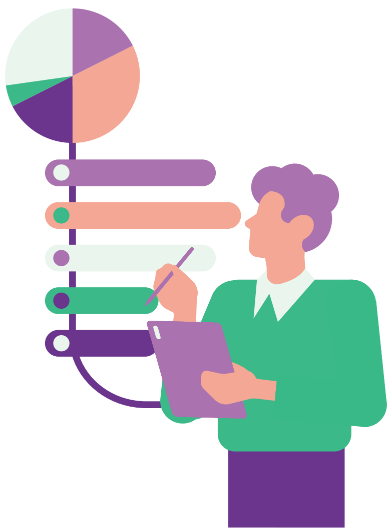
The survey was soon sent out to all pupils via email. Many pupils didn't fill out the survey, but the CEO viewed the 35% response rate as good enough to move forward. The CEO asked a member of staff to review the data results and provide an executive summary with a short description of the data.

A week later, when the CEO received the summary report, all the survey points seemed to show that the pupils in the higher year groups had lower scores on their health and wellbeing. The CEO was angry and puzzled. They had already known that the higher year groups struggled with their health and wellbeing, so this wasn't any news. The summary data presented some interesting points, but they didn't know how to use the data. Meanwhile, the CEO heard from some of the teachers that pupils have felt even worse since the survey was administered.

The CEO concluded that the survey had not told them anything new, commenting to one staff member that "surveys only tell you what you already know. I know that there are problems with pupils' health and wellbeing. What is the use of bringing up those problems over and over again?"

The CEO concluded that surveys don't really provide any new insights. In fact, they may make things worse by bringing problems to the forefront of the pupils' minds. They hoped that any further problems caused by the survey would settle down and decided never to do anything that foolish again.

Regrettably, such instances are not uncommon. Many school leaders have employed surveys, questionnaires, or other data-collection methods with the intention of obtaining valuable insights to enhance their schools, only to encounter disappointment when the information gathered fails to teach them anything new and proves challenging to translate into actionable changes.



While this particular situation may be discouraging, the experience of many others has provided a completely different picture. Information can be a useful tool to help change and improve organisations. However, it is only a useful tool if those in the organisation (and any people they are partnering with) understand why information is important, how data can change behaviour, and how to make use of data-based methods.

1 Nadler, David A. *Feedback and Organization Development: Using Data-Based Methods*. Addison-Wesley, 1977.

Therefore we developed this guide, to help those in charge of facilitating change in education answer this basic question: "How can we effectively make use of data for improving our schools?"

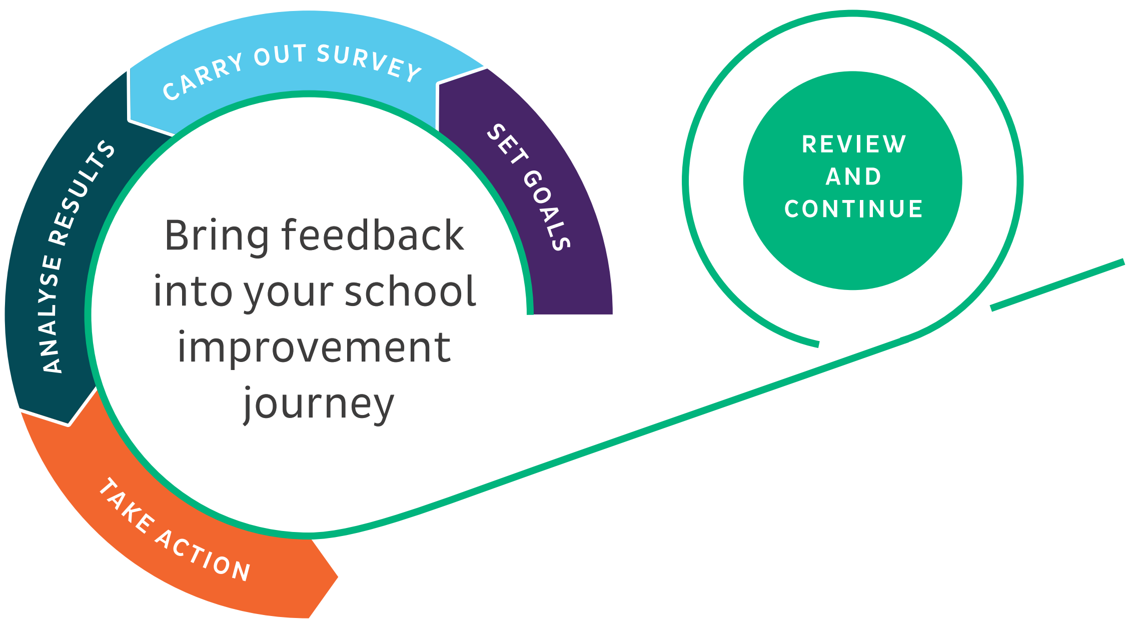
This guide outlines ways of using information - stakeholder feedback specifically - as a tool, based on research from the field of organisation development, school improvement and practical experience from Edurio's 9 years in the field.

## What's *your* starting point?

You're here, so you have made some sort of commitment to stakeholder feedback. Great! But, before we jump in, let's take a moment to consider your starting point. Did you relate to the story about the CEO? Or have you had more positive examples of using feedback survey data in an actionable way?

Often, the main change agent looking for stakeholder feedback will be the senior executive leader and their team, taking on the task of collecting feedback to inform their strategy and report back to the trust or governing board. There may be situations where the trust as a whole wishes to conduct a survey across all its schools and stakeholders. Sometimes, there may be more specific needs for stakeholder feedback, such as a human resources head or safeguarding officer collecting feedback to inform their role-specific decisions. Depending on your role and what you want to achieve, the type of stakeholder feedback you will collect may differ. However, the process of collecting quality stakeholder feedback is the same.

### STRATEGIC FEEDBACK SURVEY CYCLE




Among other things, stakeholder feedback can be a powerful tool for improving education processes and relationships, outcomes and scores in an organisation. Collecting this type of evidence can:

- help you **improve communication** within your organisation;
- help **focus on the areas of improvement** which will yield the biggest impact;
- **create better alignment** about decision making and next steps;
- **be a form of accountability** to share progress and reflection.

By integrating stakeholder feedback into your work you will have a better sense of the strategies and actions that will work for your organisation and the people in it, and will have an easier time defining a clear path for your improvement journey.

To successfully gather information, you need to pay attention to both the content and the process.

### Content

The “what” of the interaction

Example of content:

1. The questions in the survey
2. The decisions from the survey
3. The assignments from the action plan

### Process

The “how” of the interaction

Example of process:

1. Who designs the questions
2. How decisions are made
3. How teams collaborate for success

We’re here to help you use stakeholder feedback to become more evidence-informed in your work. In this guide you will find sources of inspiration and concrete tools to help you gather accurate data and make informed decisions to improve your organisation.

We’ll take you through each step, to help you define your goal for collecting stakeholder feedback, give tips on how to design and carry out a survey, guide you through analysing and drawing conclusions about your survey results, and provide support for taking the next steps with the data you have collected.

We’re excited to be with you on this journey, let’s get to it!

## Here's what you need to know to get started:

## What is stakeholder feedback?

**Stakeholder feedback is asking the people in your school or trust what they think, feel and experience**. There are many data points that are collected to measure the quality of education. Academic data, such as exam results, is one way to see how your school or trust is doing. However, non-academic data, such as stakeholder feedback, can give equally vital information on the way the school is run and how stakeholders feel about it.

Research shows that there is a link between wellbeing and outcomes, for example, if people are not feeling happy in school they may be achieving less than they would otherwise. Collecting stakeholder feedback and checking in with your people to see how they are doing can have a positive effect on the people and culture of your school or trust, but there are things to keep in mind so that this process is successful. And that is what we're here to help you do with this guide!

Let's think back to the CEO and the wellbeing of his pupils

The CEO was interested to learn about the wellbeing of his pupils. Any information that would help him learn about this is the **feedback**, and anyone with this information is a **stakeholder**. Their information will help him gather an accurate image of the present situation.

### Key stakeholders in education

Teaching and learning is about people, and it is important to check in regularly with the various stakeholders in your school or trust to understand how they are experiencing the day to day processes. **The key stakeholders in an education organisation are pupils, staff and parents**. Each of these stakeholder groups can give insights into different aspects of the education process, but are intricately linked. Changes to any one group often affect the other two groups. For accurate data collection in any educational context, we suggest considering these three stakeholders.

For example, if the CEO decided to offer a weekly lesson on healthy habits, pupils would have access to new information about healthy lifestyles, which might improve their situation. However, this would impact the teachers (lesson planning, timetabling) and the parents (pupils may wish to change diet and exercise routine at home). The decision might be a successful one, but there is a need for considering all the perspectives to find a solution that everyone can get behind.

### Different types of stakeholder feedback

Stakeholder feedback can be collected through a variety of channels, such as **surveys, interviews, observations, and focus groups**. In this guide we will be focusing on **surveys** as an effective tool to collect feedback systematically across your school or trust.

Our CEO could have interviewed several pupils one-to-one, or hosted a focus group with a small group of pupils about their wellbeing. He chose to go with the survey, often the tool used to get more voices in an efficient way.

## Different types of surveys

| Diagnostic survey | Deep-dive survey | Check-in/Pulse survey |
|---|---|---|
| A general feedback survey that covers a broad range of topics that will help you see the current state of things at your school or trust. This type of "experience survey" will help you identify strengths and areas for improvement and is great for reviewing impact of previous work or strategising future growth or vision plans for your school or trust. | A focused survey on a particular topic, for example where earlier collected evidence or a general sense of the current situation has helped to identify a problem for stakeholders. This type of hypothesis-driven survey will give you concrete answers to a specific topic that will help you prioritise your next steps to see improvement. | A short, timely survey designed to measure a limited number of topics frequently and monitor changes more closely. For example, some focus topics from the general diagnostic survey. |
| The CEO could create surveys to collect a general sense of how the health and wellbeing is viewed, covering themes such as health and emotional wellbeing, safeguarding and workload. | If the CEO already had evidence to point in the direction that sense of safety was one of the key elements hindering the wellbeing of pupils, he could explore this theme in more detail. | As the CEO moved towards a set goal for improving the health and wellbeing of pupils, using a pulse survey would be one way to measure progress and make sure pupils feel support and investment. |

### When a survey isn't the best choice

If you don't know what you need to find out or the topics you want to ask about are hard to recall accurately, you may need to take a step back and consider if a survey on this topic is really necessary at this point. Or you may need to consider the priorities in your school or trust improvement plan to see if there is another topic or stakeholder group that requires more dedicated attention. A survey may not be the best method for collecting feedback at this time. Consider whether you can find answers to your questions in other ways or continue on with this guide to uncover how to get the most out of a survey.

Additionally, because the process of collecting and analysing stakeholder feedback data takes time and commitment, being clear on what you wish to achieve and the impact you hope to make will be vital for the road ahead. Data is purely an enabler of action, which means you shouldn't treat data as the end-goal. We will guide you through dedicating time to analyse and to take action on your data later in this guide.

**WARNING!**

Be careful that this is not just a tick-box exercise. Asking stakeholders to fill out your survey just for the sake of it can be risky. They might feel you wasted their time, you might have a harder time collecting responses in the future, or stakeholder buy-in might be weakened as a result of asking for stakeholder feedback and not showing any follow up. That's why it's important to consider why you're doing a stakeholder feedback survey and to make sure you show how responses are impacting the way decisions are made and how things are being done.

## How can you do this well?

**We believe that stakeholder feedback is a vital piece of evidence to be incorporated into decision making for any role in the education system**.

Often, evidence is collected in a reactive way - responding to enquiry, criticism - the need is to prove one's performance. However, when collecting evidence proactively, it can be used to go above and beyond - to *improve* performance. Evidence-informed leaders look for ways to collect all types of data, analyse the data taking into account their context, to make informed decisions about what next steps need to be taken. Collecting and analysing stakeholder feedback data can be time consuming, so it is important to have responsibilities delegated before you begin the process.

We're here to help you do this well! This document outlines the practical 'content' questions you need to consider in a 'process' that has been used by healthy schools around the world. What is needed from you is time, energy and the desire to influence your school positively!

### What you'll find in this guide:

If you are new to this process, we suggest starting at the beginning and following the steps we've outlined to give you all the information you will need to be successful in your stakeholder feedback journey. If you are looking for specific answers, you can dive into the sections that are most relevant to your current needs.

Along with the descriptive guide of each step, we've included materials to help you make the most of this process.

You can also visit our website for the full guide and all materials.
**https://home.edurio.com/solutions/stakeholder-feedback**

On our website, you can find all of these materials and more, available in various formats that will help you plan your process, execute the process and communicate with your stakeholders. We hope you find the materials and templates useful for your work!

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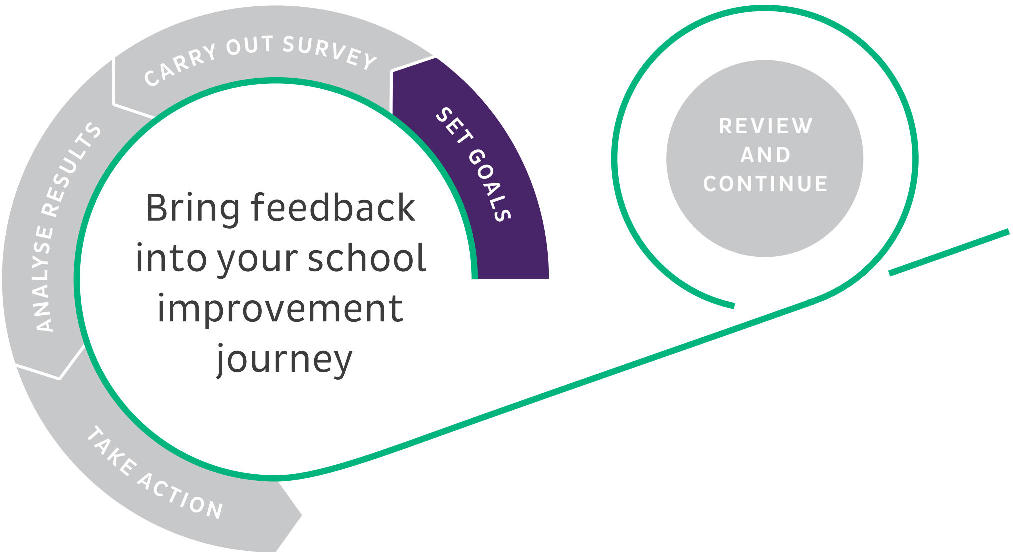
# Set Goals




## Why is setting a goal for improvement important?

Goals guide our focus. Organisations and teams that are clear on their shared goals can channel their energy productively. Without shared goals, a survey's ability to make change drastically lowers. This can often be a challenging task, but we recommend taking the time to clearly engage across the school or trust to ensure you're beginning a process that is viewed as valuable and encouraged. Keeping "WHY, WHAT, WHO" in the foreground of your work will be your guiding light and constant reminder of why you are fighting the good fight.

## SET YOUR GOAL

**GOAL**

| Why | What | Who |
| --- | --- | --- |
| Aligned with organisation's vision of quality education and school improvement plan | Diagnostic "Experience" survey<br>Deep-dive "Hypothesis" survey | Key stakeholder group to help/reach/engage |

### Be as clear as possible about your WHY

Make sure the reason you're doing a survey is aligned with your vision and values as an organisation and is not just a tick-box exercise. How will the information you collect from the survey help you improve the lives of these stakeholders? You want to have a clear sense of the information you need to understand, what you need to change, and how you need to change it.

To define your WHY, ask yourself, *"What would happen if we don't do this now?"*

By imagining what life would be like in a few months or a few years after not collecting this feedback data you could consider the risks for you and your stakeholders. If we don't ask pupils about safeguarding, we could see a rise in safeguarding incidents in our school, we could see pupils missing more days of school and not knowing the reasons why. If we don't ask staff about their workload, we could risk a higher amount of staff members leaving our school or we could see staff who are less engaged in their work.

## Figure out what you want to find out

Start with the end in mind: Imagine the feedback from your survey was clear and gave you everything you needed to know how to improve your school or trust. What did you learn? The clarity with which you can answer this question will directly relate to the quality of your survey. Being clear at the start guides the time, energy, and resources of organisations and their stakeholders, towards solutions, not resistance.

Once you're clear on what you want to learn, you'll often find it easier to identify what level of detail to survey about. A helpful metaphor when exploring this step is to think about yourself as a medical professional - and your school/trust as your patient. Are you looking to do a general health overview, or to dive deep within a speciality?

## Identify which stakeholder group you are trying to help/reach/engage

In the Introduction, we mentioned that each of the stakeholder groups can give valuable insights into different aspects of the education process, but are intricately linked to one another. Changes to any one group often affect the other two groups. For accurate data collection in any educational context, we suggest considering these three stakeholder groups together.

So, for example, you may be keen on understanding **how staff members are feeling** about their current roles and growth potential, or you may want to better understand how to retain your staff members in their positions. You have chosen staff members as your target stakeholder group because you understand that staff who feel highly valued and supported are more able to support pupils in attaining higher achievements. Consider if there is any evidence pointing to the need to explore pupil or parent experiences so that later you can compare these results to the feelings of staff members.

Or, you may be taking into account previously collected information that **pupils are sometimes being bullied or feeling unsafe**. Your goal is to better understand the current situation about pupil safeguarding and which areas need the most improvement so your pupils feel safe and heard while in your care. With the deep-dive survey results you plan to implement strategies and solutions that will improve the lives of your pupils, but what if pupils feel most unsafe outside of school? In this case, asking parents how they view their role in educating and maintaining safeguarding would be just as critical to understand.

| | Do you want to understand the general experience of stakeholders? | Do you want to explore a topic in depth? |
|---|---|---|
| **What** | **Diagnostic survey**<br>A general feedback survey that covers a broad range of topics that will help you see the current state of things at your school or trust. This type of "experience survey" will help you identify strengths and areas for improvement and is great for strategising future growth or vision plans for your school or trust, or reviewing impact of previous work. | **Deep-Dive survey**<br>Earlier collected evidence or a general sense of the current situation has helped to identify a problem for stakeholders. This type of hypothesis-driven survey will give you concrete answers to a specific topic that will help you prioritise your next steps to see improvement. |
| **Who** | Parents, Pupils or Staff | Targeted members of Parents, Pupils or Staff |
| **Why** | To get a broad overview of how each group is doing | To get an insight into a specific area |
| **How** | Large range of questions around their overall experience, covering many parts | Less questions, with a shared focus on a topic of inquiry |
| **When** | Most organisations wouldn't do this more than once a year | Most organisations do this as needed, when something emerges from a Diagnostic survey or through other discovery |

## Define your stakeholder feedback goal

Pulling together all of your thoughts, it's important to have a concise and clear goal statement. These statements are most powerful when aligned to the direction that your school/trust is working towards.

**Make these statements practical and direct, something a pupil, staff or parent can read to understand your intention and desired outcome.**

Consider the timeliness of the goal to set a sense of when you plan to see the impact of the information you are gathering. You may also want to add a logistical element specifically about the execution of the survey process, analysis and action, for example, wanting to reach a certain percentage of respondents, which will give you leverage to say that your findings are robust. Again we say, start with the end in mind to set some deadlines for yourself so that you aren't floating in the "in-between" of having collected data, but not taking action with it.

**Be aware of biases**

At any point in the process, it might be tempting to jump to conclusions or assumptions when considering the strengths and struggles of your stakeholders. Our minds jump to conclusions easily, as we are very good at finding patterns, creating stories, and then confirming our beliefs. At the goal stage just try to be aware of any biases impacting your views on the WHY WHAT WHO and trust that gathering evidence will help you make more unbiased decisions.

Here are some examples:

### Staff wellbeing

Our goal is to be a workplace where teachers and staff love to work. In order to become a more thriving workplace, we want to know how staff are currently feeling and to hear their suggestions on how to improve.

We're also starting to plan our long term retention strategy and want to put staff wellbeing at the centre of it. We have seen higher turnover rates for staff the past two years and recognise if we don't take action now, this trend may continue and we will not be in a good position to move forward.

Our goal is to reach 85-100% of staff with this survey by Autumn 2, with analysis of the data performed during Spring 1, and an action plan drafted and shared in Spring 2 with the full school.

### Pupil safeguarding

Our goal is to create a safer environment for pupils at our school and to understand what pupils view as their biggest concerns regarding safeguarding. We want this to be a deep dive survey, so we will look at ways to improve the physical environment and the systems in place to check that different zones are safe for pupils. We also want to review our curriculum and support teachers and parents in their key roles in educating pupils in safeguarding topics.

We understand this can be a sensitive subject, so we will be very mindful of our initial communication with pupils about what we hope to gain from their feedback and proactive to ensure that each pupil has a chance to give honest feedback when filling out the survey.

We want to focus on secondary pupils and believe we can achieve at least 60% response rate by Spring 1. Analysis of data would happen during Spring 2, and the action plan needs to be drafted before the summer holiday, so that we can begin the new school year with the plan in place.

### Parental engagement

We value community and want to know how to better engage parents and carers, understanding that if parents and carers feel they are an important part of our organisation, pupils will also be more engaged.

Our goal is to review our current systems of engagement and make plans to address the most pressing issues brought forth by parents and carers.

Logistically, our goal is to reach the parents and carers of at least half the pupils from every year group to have a broad view of the topics that matter to parents at different stages. After we analyse results we want to host a town hall for parents and carers to join and collaboratively contribute to an action plan that works for everyone, so that by next year we can see changes in engagement.

### Trust vision and values

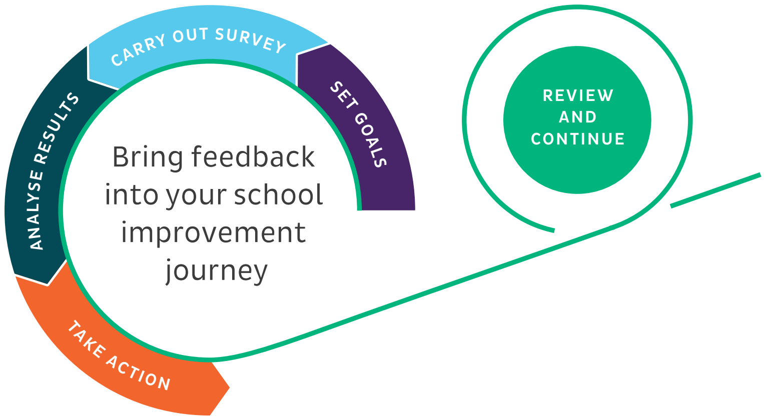
As a trust we have grown in the past year, adding 2 new schools to our group. Our goal is to find out how stakeholders view the trust at a school level and see how well the trust vision and values reflect the everyday work going on.

We'd especially like to find out how parents view the trust and if they see the benefits of their child going to a school that is a part of our group. By gaining these insights we will be able to plan our communication strategies going forward and work on ways to build stronger relationships among the schools in our trust.

The feedback cycle looks like a straightforward, rational, step-by-step process, with each stage in a specific order, and each step viewed to have equal importance. Actually, this is a distorted picture, as most things in life are a little messy. The order in which these steps proceed and the time you need to plan for them, in reality, is often quite different from the sequenced model.

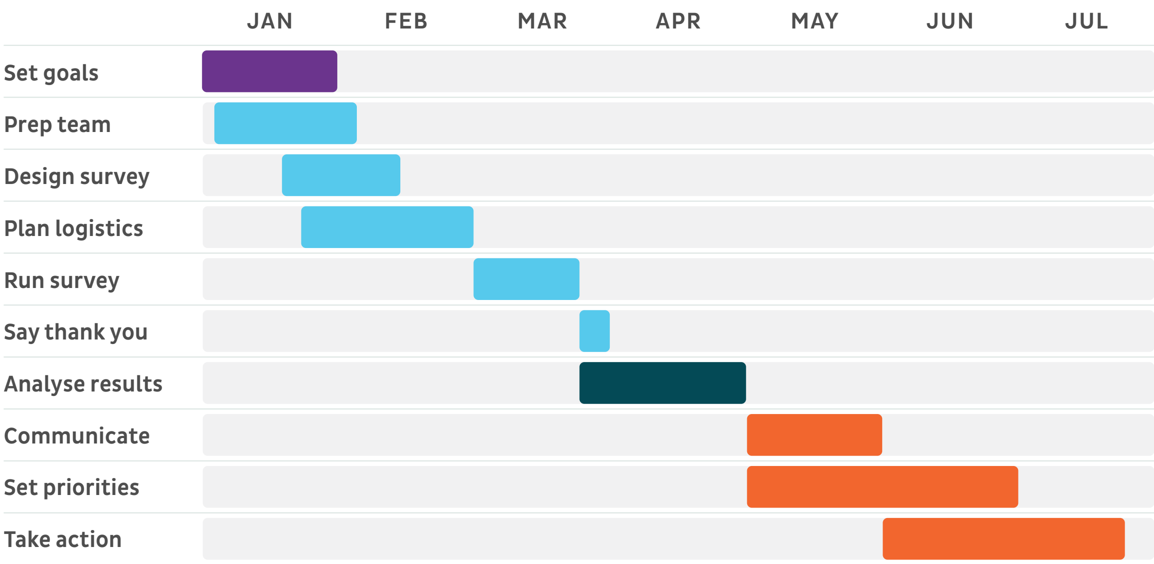
Collecting the right sort of feedback is the most important part of the cycle, as major and lasting change comes about largely through feedback, as opposed to the other activities in the cycle: action planning is much harder if you don't have a clear sense of where you are now. The real payoff for this process is when your school or trust has its data and problem solving begins.

## STRATEGIC FEEDBACK SURVEY CYCLE




**Planning should, therefore, work backwards from the place you want to see the goals of your research realised: a place where staff love to work, addressing the most pressing issues brought forth by parents, a thriving environment for pupils of all walks of life. To determine what factors are needed to make feedback effective, you need to start with a clear goal.**

## SURVEY TIMELINE




On our website, you can find all of these materials and more, available in various formats that will help you plan your process, execute the process and communicate with your stakeholders. We hope you find the materials and templates useful for your work!

**go.edurio.com/feedback** **go.edurio.com/template**

## Set goals: worksheet

Remember to keep in mind WHY WHAT WHO when formulating your goals. You may also want to add a logistical goal that will guide your survey implementation, review and action processes.

**Questions to ask when formulating your goals:**

1. Why is this important to us?

2. What do we want to find out more about this topic?

    a) In order to make those changes occur, what kind of feedback do we envision?

3. What do we already know about this topic?

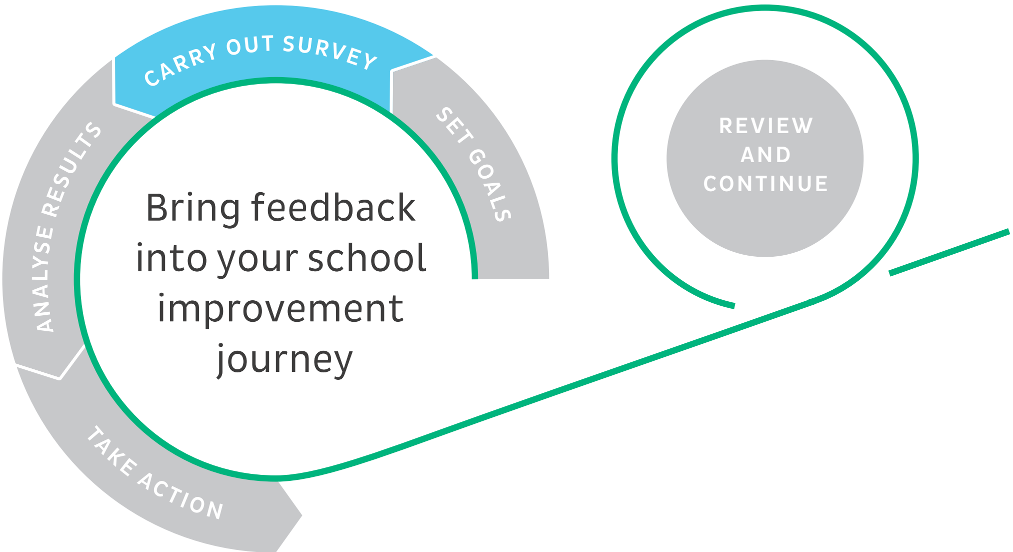
4. What kind of results or changes do we want to see in the context of this topic?

    a) Content: What do we want to change?

    b) Process: What do we want to happen?

GOAL:

# Carry out the Survey




Once you have defined the goal for your survey, you can turn efforts to carrying it out. This step includes three key phases that you will need to go through to ensure the feedback you collect is valid and useful to better understand your goal.

## CARRY OUT SURVEY

| PLAN | DESIGN | RUN |
|---|---|---|
| Team<br>Logistics<br>Timeline | Questions<br>Responses<br>Order<br>Length | Launch<br>Monitor<br>Close |

**The Plan phase**
Get the right people to the table as you set up and align as a team to work on this data-gathering mission. Plan logistics and set up a timeline that includes preparation of the survey, but also commits time for analysis and further problem solving after you have collected the results.

**The Design phase**
Design a survey that is focused on your goal and structured in a way that is clear and understandable to your key respondent group so that you get quality information that will give you the answers you have been looking for.

**The Run phase**
Finally, run the survey and bring the goal and questions you have been working on to your target stakeholders. Invite them into this process and be mindful of how you communicate about the survey to make sure you are reaching as many people as possible and that they trust the process and the content they are giving feedback about.
By following these three key phases of carrying out the survey, you bring focus and energy to the topic you are exploring and put it into the hands of the people who will bring the information to life and ultimately, action for improvement.

# Plan for the survey

## Who do I need to involve in this process?

School improvement at any level is a collaborative process. Involve those who will help make this process successful. It is important to design this process around the unique situations of each school, trust, team, and community. We recommend collaborating with a few colleagues on this process.

### CARRY OUT SURVEY

| PLAN | DESIGN | RUN |
|---|---|---|
| Team<br>Logistics<br>Timeline | Questions<br>Responses<br>Order<br>Length | Launch<br>Monitor<br>Close |

Ask yourself, "Who has been involved in successful change initiatives in our school/trust? What have they done to be successful?" These two questions may give you insight into potential team members to invite and to seek advice from for designing your unique process.

This collaboration can be very useful for keeping emotions at bay and biases in check, as not everyone will come to the table with the same past experiences and views in mind. By working together in this way you will establish openness and let everyone get a better picture of the evidence. You may also want to look outside your organisation and outsource some parts of the process, for example survey design, to ensure a level of quality and to save time.

### Form your team

Teams exist to help us do what we can't do alone and we suggest you create a team for this process. Ideally, you'll want to have:

1. **Change Agent**
   That's likely you, reading this. It's someone who is taking the time to study and guide the successful process. You don't have to be the CEO/Principal to lead on this, but you do have to get the approval of those who can help you move forward.

2. **SLT/Exec Representative**
   Who can represent the voice of leadership and help make decisions to move the process forward.

3. **IT**
   Who can help with the tech side of all things needed

4. **Stakeholder Representatives**
   Depending on what you're interested in learning about, having one or two people from that group guiding the questions, process, and analysis gives you immediate feedback on different approaches.

We suggest no more than 6 members on your team. Having more than 6 people shifts your team from a small group to a large group, which drastically changes group dynamics. For ease of time, collaboration, and leaving space for dialogue, keep your team under 6 people, remembering you can consult others beyond the core team.

A contracting conversation at the start of this project with your team will be important to ensure that the team is clear on the goals, their roles, the process, and how you'll work together (timelines, decision-making, etc.). It's healthy to schedule regular check-ins with your team to start the project as you're learning to work together, and then to adjust as the project demands.

Here are the key tasks to divide amongst the team members. You will need to agree on who will be responsible to lead and who will be involved for support.

| Task | Responsible | Involve |
|---|---|---|
| Oversee the survey project, timelines, goals, results, next steps | | |
| Choose the survey tool<br>Design the survey content | | |
| Plan and execute survey logistics:<br>a) informing respondents<br>b) managing survey platform | | |
| Analyse the survey results | | |
| Hold feedback sessions about results | | |
| Communicate survey results | | |
| Plan next steps | | |

## Align your team

It is vital that you and your team are dedicated to finding solutions to problems and are prepared for the tasks ahead. As each team on a school or trust level is a unique unit with its own experiences and needs, keep these characteristics in mind when considering team dynamics.

Getting everyone on the same page might mean addressing any doubts about collecting and implementing stakeholder feedback. Here are some of the most common reasons[1] why people may be hesitant to engage with your project along with some tips on what you can do to address them:

1 DATADRIVE: The Power of Data to Take Smart Decisions for School Improvement. Erasmus+ Project Training materials. 2019-2021. *Reasons why teachers could be hesitant.* https://sites.google.com/edurio.com/datadrivetrainingmaterials/training-materials

**They feel the transition to evidence-informed decision-making is a sign of distrust of their professionalism.**
Acknowledge any and all concerns they may have about the process and share the intentions you've envisioned for the process. Encourage them that data will help them become even more engaged in finding the best solutions for their stakeholders. Be more transparent with your decision-making processes and focus on the evidence you use to inform decisions to model the trust and respect you hope to see in this process from your colleagues.

**They feel they already know how to make good decisions for and about their schools/pupils.**
Sometimes we make decisions based on past experiences, other times we make decisions based on feelings or intuition. There is merit to experience and tenure in working in education, and the intuition or gut feelings that grow with this experience. Help people reflect on times they addressed root problems using quantitative and qualitative data rather than relying too much on emotional reactions based on past experiences.
The experience of one individual (working 30+ years) is still limited and quantitative and qualitative data can allow you to consider the experiences of thousands of stakeholders. Similarly, even experienced leaders do not have all the answers and sometimes work on their assumptions. Therefore, looking at data can still provide valuable insights to enhance their expertise (rather than diminish it).

**They feel overwhelmed by the potential time and resources a feedback survey (and the work before and after) will take.**
This is a reality that needs to be addressed quickly and efficiently. Your role is to make data-related work a priority, which means being very selective about what new things you ask team members to do and considering what things can be cut to make room for new work.

**They feel the transition to evidence-informed decision-making is a sign of distrust of their professionalism.**
Evidence-informed decision-making, at its core, is not about accountability but about using data to make informed decisions across the organisation. This is also critically related to the working environment you establish for the team - is this a safe space to work and share ideas? Are people open to receiving and giving feedback? Emphasise that this is not meant to be a tool to punish staff or pupils but a way to open communication channels and to think outside the box about the reasons things are (or are not) working to ensure impact and improvement.

**They feel they do not have enough knowledge or skills related to evidence-informed decision-making.**
Consider the general experience and education of your team. Not everyone will think they are savvy statisticians ready to take on data compilation and analysis. As a part of addressing the working environment, remind team members that this process will include a lot of learning together as colleagues and that sharing knowledge and experience is key to the success of this process. Additionally, have clear support structures in place as you go through the steps for people to reach out and get the support they need when they need it.

## Seek diverse input

There are various ways to implement a collaborative team approach when planning your survey steps. However, there are key areas of this process to seek input for before moving forward, to minimise resistance down the road.

Planning regular check-ins for input from leadership, staff, parents, and sometimes, even pupils will give you a broader range of perspectives and help you maintain alignment throughout the process.

You may also want to get an external view on your topic of focus by working with other schools, trusts or advisors. This can help you reduce bias and give you fresh ideas for what to look for, by having someone ask guiding questions that will help you organise your train of thought.

**We suggest ensuring that you check in and communicate frequently with:**

**Leadership of the school/trust** – keeping them involved and informed will limit the resistance they may feel to the validity of the data later on. We suggest the following points:

- [ ] Start of Project
- [ ] Formation of Team
- [ ] Overview of Plan/Process + Budget Request
- [ ] First Draft of Survey (and final draft, if their approval is requested)
- [ ] Launch of Survey
- [ ] Closing Survey and Approach to Analysis
- [ ] Their attendance to a feedback session
- [ ] Proposal for Action
- [ ] Reflections on Process, and Next Steps

**Staff in the school/trust** – even if your staff aren't filling in the survey (for example if you're surveying pupils or parents), they will have helpful feedback on the questions, language, and context of the pupils and parents.

- [ ] Start of Project (with an invitation to join the team if you're interested in volunteers)
- [ ] Formation of Team
- [ ] Launch of Survey
- [ ] Closing Survey and Approach to Analysis
- [ ] Their attendance to a feedback session (per invitation and desire)
- [ ] Proposal for Action
- [ ] Reflections on Process, and Next Steps'

**Parents** – unless directly engaging with parents, you can limit communication to a few lines in the weekly newsletter so they have an awareness of what is happening and a contact point for any questions/concerns. If the survey does involve them, the engagement would mirror the staff touchpoints.

**Pupils** – their engagement really depends on the context of your situation. You don't have to inform them of staff or parent surveys. It is helpful to get their feedback about questions or language in a pupil survey to ensure they can engage with it meaningfully.

## What planning do we need to do?

**Choose between a DIY survey tool or an external partner**

The first and most important aspect for you to ask yourself is: "How do we want to use the survey data to make a change?"
The answer should guide you to select the tool that will provide you with the technology to produce helpful and clear data. We suggest schools and trusts use platforms that are able to analyse staff, pupil, and parent data through sub-groups of demographic (age, class, year group) data.

Other considerations should include how you want to work with the results data (ex. export raw data to a spreadsheet), how the results will be presented, how respondents will be able to access the survey, and how different members of your team (trust/schools) will be able to access the survey and results.

### DIY tools

Quick, easy and often free, these tools are probably already a part of your daily life or the lives of your respondents. While cheaper, these tools often offer limited ways to analyse the data and present clear information. These are best for small surveys with 5–10 questions. The responsibility lies with you to ensure the quality of the survey questions and the end analysis.

### External survey providers

External services often come with a price tag, but they bring their survey design expertise that can be catered to your needs, and support you in setting up and getting the survey to respondents, as well as in-depth ways of analysing your results.

## Design your survey content

Be focused and targeted about the content of your survey, making sure it is aligned with the goal you set. By keeping in mind what you want to gain from your survey, you can have a clearer idea of what questions to include and remove in your survey. Go to the Design the Survey section for more step-by-step guidance on how to design your survey.

## Plan survey logistics

### Find the best time to run and review the survey

It may seem there's never a good time for running a survey, but by taking it step by step, you'll find which time window works best for your trust and schools. Be aware of the larger picture and the time during which you're running the survey. A few things you can take into consideration:

- **School schedule and availability of respondents – school and bank holidays, exam schedules**

  Find a time period that works best for your respondent group, which may be different for staff, pupils, parents, or governors. Similarly, think about what periods you should avoid for each respondent group – are they busy with planning for exams; are they out of school on holidays? Make sure your respondent group has the headspace to sit down for the survey and to recollect the information you are asking them to comment on. To make sure you capture all voices, consider new joiners and whether they'll have enough experiences to have formed opinions. Let everyone settle in in September before asking questions! Similarly, try to run a survey whilst everybody's still at school and haven't left for holidays (i.e. thinking about year 11 and 13 pupils finishing early). In our experience, late Autumn or Spring is a good time to run the survey for pupils taking into account both of these considerations.

- **Important milestones – strategy planning sessions, trust days, trustees' meeting**

  When will you start the work on analysing the results? Is there a deadline for when you would like to share the results of the survey? Is there a day when everybody comes together and you could dedicate time to complete the survey? Knowing the milestones that are important to you, you can decide on a deadline or a start date and work it out from there.

- **Other happenings – Ofsted inspections, industrial action**

  Work around all dates you know of and be mindful about the events that may come up unexpectedly.

### Decide how long to keep the survey open

Taking into account your calendar and the time when you've decided to run your survey, consider how long to keep it open. At Edurio, our experience shows that around 3 weeks is a good time window that's long enough for everybody to find the time to complete the survey, without dragging it out too long (a limited window provides the sense of urgency some need!). There are some things to keep in mind:

- If you have a large group of schools and/or are planning a pupil survey, you may need longer to allow for everyone to have access to computers or tablets.
- If you see that the response rate is not what you expected, you may want to extend the survey by another week along with an extra communication push to encourage people to fill out the survey.

### Ensure all respondents have time and technology to access the survey

Running the survey digitally will mean your respondents will need a smartphone, tablet or computer to complete the survey. Consider how to reach those respondents who may not have access to these tools:

- For parents and staff, you can dedicate a computer in school that can be used for completing the survey. Consider setting aside 20-30 minutes during staff or parent gatherings to allow everyone who hasn't had the opportunity to answer the questions to do so.
- For pupils, we've found that the best way is to dedicate time for all classes to get in a classroom with computer facilities. This will ensure pupils have the time and technology to complete the survey. Additional tip: designate an adult supervisor to support the class taking the survey - the supervisor can introduce the survey, explain the mechanics of how to answer the questions and support those who need additional guidance

### Plan for analysis and next steps

The analysis and action planning will take time. This is the point where you risk having just asked stakeholders for their opinions without showing anything for it. How much time you will need will depend on the size of your organisation and the scope of the data you are collecting, as well as the depth of analysis you want to achieve. Here, you should also consider whether you will rely on any external support (data experts, school improvement experts, online tools) for the analysis of the data. In accordance with data sharing regulations in your region, you may need to ensure you outline clearly to your respondents what you intend to do with the data, including any third parties you may share it with.

**Schedule time for analysis now while you're in the planning stage, so you don't lose momentum later.**

To give you a sense of the type of input needed and allow you to set expectations around the time and effort required for analysis and next steps, read our sections *Analyse Results* and *Take action.*

### Evaluate the repeatability of the survey

Repeatability is something to keep in mind during the planning process, but also in the design of the survey itself. If your question set is well designed and with a clear goal in mind, you will gain a lot of valuable information from asking these questions again and again, even multiple years in a row. This will provide you with a benchmark of data to be able to compare changes happening between the surveys (for example, year to year or term to term), to monitor the progress you are making in implementing various strategies to work towards your goals.

However, it is very normal for the context in your organisation and the education sector itself to shift. In these cases, the survey will likely change and be updated to a certain degree from year to year to include things that are relevant and exclude the topics or questions that are no longer relevant to your analysis and ultimately, decision-making.

On our website, you can find all of these materials and more, available in various formats that will help you plan your process, execute the process and communicate with your stakeholders. We hope you find the materials and templates useful for your work!

**go.edurio.com/feedback** **go.edurio.com/template**

# Team alignment worksheet

It is vital that you and your team are dedicated to finding solutions to problems and are prepared for the tasks ahead. As each team is a unique unit with its own experiences and needs, keep these characteristics in mind when considering team dynamics.

Use this worksheet to reflect on the team and the processes in place for working together.

## The team

| | |
|---|---|
| Who is in our team? | |
| How well do we know each other? (learning and working styles, habits, and various pressures) | |
| What are our strengths and weaknesses? | |

## The process

| | |
|---|---|
| What are the structures we currently have in place to guide our collaborative work? | |
| How do we currently communicate? Is it as effective as it could be? | |
| Do we set time for meaningful conversations and constructive co-working time? | |

# Design the Survey

## How do we design a survey?

The design of your survey is an integral part of a successful stakeholder feedback exchange. This is the tool you've chosen to figure out the key elements related to your goal, so it must be purpose-driven, well-rounded, and provide you with the types of data you are looking for.

**CARRY OUT SURVEY**

| PLAN | DESIGN | RUN |
|---|---|---|
| Team<br>Logistics<br>Timeline | Questions<br>Responses<br>Order<br>Length | Launch<br>Monitor<br>Close |

Is the topic something you are exploring for the first time or is this going to be a continuation of some work that you've done previously? This is where you commit to either a new or repeat survey. Once you know this, you can start working on other considerations for the survey you wish to create.

### Choose the survey type

We already mentioned the various types of surveys in the *Introduction* and *Set Goals* sections. Here is a refresher on the three key types and what you can gain from them.

| | **Do you want to understand the general experience of stakeholders?** | **Do you want to explore a topic in depth?** | **Do you want to check in on the experience of stakeholders?** |
|---|---|---|---|
| **What** | **Diagnostic survey**<br>A general feedback survey that covers a broad range of topics that will help you see the current state of things at your school or trust. This type of "experience survey" will help you identify strengths and areas for improvement and is great for strategising future growth or vision plans, or reviewing the impact of previous work. | **Deep-Dive survey**<br>Earlier collected evidence or a general sense of the current situation has helped to identify a problem for stakeholders. This type of hypothesis-driven survey will give you concrete answers to a specific topic that will help you prioritise your next steps to see improvement. | **Check-in/Pulse survey**<br>Measure a limited number of small things frequently to monitor changes more closely. For example, some focus topics from the general diagnostic survey. |
| **Example** | Annual survey<br>KPIs<br>Overall experience<br>Vision/Mission check<br>Alignment between parents, pupils, and staff | Safeguarding<br>Teaching & Learning<br>Event feedback<br>Workload<br>Feedback on an upcoming change | Measuring how initiative X is perceived to get a quick response |

| | Do you want to understand the general experience of stakeholders? | Do you want to explore a topic in depth? | Do you want to check in on the experience of stakeholders? |
|---|---|---|---|
| **Who** | Parents, Pupils or Staff | Targeted members of Parents, Pupils or Staff | Parents, Pupils or Staff |
| **Why** | To get a broad overview of how each group is doing | To get insight into a specific area | To ask something specific and to get a quick response |
| **How** | Large range of questions around their overall experience, covering many parts | Fewer questions, with a shared focus on a topic of enquiry | Focused, small set of questions with a specific topic in mind |
| **When** | Most organisations wouldn't do this more than once a year | Most organisations do this as needed, when something emerges from a Diagnostic survey or through another discovery | Regular intervals to monitor changes to stakeholder feelings about the topic, like measuring how implemented actions are working |

### Identify survey respondents

Who needs to fill out the survey to give you the answers and clarity you need? In schools and trusts, usually, these are pupils, staff or parents. It's important to know who will fill out your survey to ensure you use the appropriate invitation, questions, language, technology, and timing to gain their insight.

Identifying the target survey respondents will make sure that the correct questions go to the correct people who will provide us with the most useful data about the topic we're interested in.

| SURVEY TOPIC | KEY STAKEHOLDERS (receiving information about) | RESPONDENTS (giving information) |
|---|---|---|
| Staff wellbeing | Staff members | Staff members<br><br>Other possible respondents:<br>• Pupils to ask about behaviour (which may be affecting staff wellbeing)<br>• Parents to ask their view on levels of trust and respect for school staff |
| Pupil safeguarding | Pupils | Pupils<br><br>Other possible respondents:<br>• Parents to ask about their understanding of online dangers<br>• Staff to ask about their comfort in teaching pupils how to be safe |

| SURVEY TOPIC | KEY STAKEHOLDERS (receiving information about) | RESPONDENTS (giving information) |
|---|---|---|
| Parental engagement | Parents and carers | Parents and carers<br><br>Other possible respondents:<br>• Staff to ask about their view of the relationship between the school and parents |
| Trust vision and values | Staff members<br>Pupils<br>Parents | Staff members<br>Pupils<br>Parents |

Within each survey, we recommend you include a few demographic questions which will help you with analysis later in the process. To deepen the survey analysis and your understanding of the stakeholder groups it is valuable to add additional demographic questions on protected characteristics like gender, ethnic group, disability, sexual orientation, etc.

The most frequently used demographic subgroups are:

| Staff | Pupils | Parents and carers |
|---|---|---|
| 1. Role in Trust | 1. Phase | 1. Phase of Pupil |
| 2. Role in School | 2. Year Group | 2. Year Group of Pupil |
| 3. Time in Role | 3. Class | 3. Gender of Pupil |
| 4. Contract Type | 4. Gender | |
| 5. Age | 5. Ethnic Group | |
| 6. Gender | 6. Religion (Secondary only) | |
| 7. Sexual Orientation | 7. Sexual Orientation (Year 9 and up) | |
| 8. Ethnic Group | | |
| 9. Disability | | |
| 10. English as a First Language | | |
| 11. Parent/carer Status | | |
| 12. Relationship Status | | |

## One or multiple respondent groups

Ask yourself: "**To understand the context and be able to enact change in your school/trust, how many perspectives do you need?**"
There is most likely one key respondent group that is directly related to the focus of your survey goal. This respondent group will be able to give you the most accurate insights into how they are doing in regard to your topic of interest.

By surveying multiple respondent groups, you will expand the various perspectives on the topic and will have more ways to analyse and triangulate the results. This is a bigger undertaking for sure, but it is worth evaluating the potential impact this can have on your ability to identify key problems and where to go from there.

### Consider the respondents' ability to answer the questions - year level, experience, etc.

Keep in mind the particular needs of each possible respondent group:

**Pupils:** Consider their year level and ability to read and understand survey questions, and provide responses. At Edurio, we create simpler and shorter surveys for primary pupils. Also, take into account the experiences of pupils and whether they will have something to say about the topics of your survey.

**Staff:** Staff in different roles will have different experiences and types of feedback they will be able to give you. If you're surveying all staff, consider separate sections for more specific groupings of questions, for example, asking those roles who are regularly interacting with pupils about pupil behaviour.

**Parents and carers:** Take into account the demographics of your parent and carers population, considering if there is a need for translation options of the survey. Remember to ask questions about areas that parents and carers will have had access to and experience in.

### Decide on the anonymity of the survey

When any respondent is requested to provide their voice and reflection, one of their main concerns is "Who will see this and in what form?" While some individuals will be comfortable answering honestly, regardless of who sees their answers, others will be concerned about the protection of their attitudes and feelings for fear of a negative impact or reaction to them. It is therefore crucial to guarantee the anonymity of individual survey responses.

We, at Edurio, take this commitment exceptionally seriously and do our part to limit the identification of individual voices.

We strongly recommend you make your surveys truly anonymous and avoid the complex dynamics that arise with identified surveys.

#### Anonymous survey

- Anonymity provides the respondent with a sense of ease and contributes to greater honesty in their responses and opens to a greater variety of voices in your organisation
- Less biased responses due to personal relationships or power dynamics
- Reduced likelihood of respondents giving socially desirable responses (telling what they think you want to hear)
- Higher response rates mean that your results will have a better stakeholder body representation

## How do we write the content of a survey?

### Write survey questions

Designing a good survey question primarily means two things:
**that the question is valuable to you and that the respondent can give a meaningful answer**.

## 1 Generate ideas

If you are creating your own questions for the survey (rather than customising or re-using questions from a previously built survey), we suggest gathering your team together and throwing around all the ideas that come to mind around the following prompts:

- What are the different areas to explore to get a clear and well-rounded picture?
- What are the most direct questions we can ask about this topic to get clear answers?
- What questions might help us understand the context?
- What questions might give us clear guidance about the best direction/solution for a situation?

In this step, don't worry about the language or the type of the question, just ask it! This step is about getting all the ideas out so you have a starting point to design your survey.

**WARNING!**

Stick to only asking questions that will be valuable to you - ask about things that you don't have answers to, or that help you validate your hypotheses, and that you can use to inform your actions post-survey. The questions you ask should be geared towards helping you achieve the goals you set out during planning. It can be tempting to include "interesting to find out" questions, but remember that every question you add is an additional bit of work for your respondent, as well as yourself when you'll be exploring the data after the survey.

## 2 Focus your survey

Shift from the idea-generating stage to giving your survey structure and shape by:

1. Placing similar questions together by theme;
2. Removing duplicate questions so you can see the full list of questions;
3. Ensuring you have a well-rounded question set for each of the themes you're interested in;
4. Naming the different themes/buckets of questions;
5. Going back to your goal and discussing which themes are essential to get the information you need for this survey to be successful;
6. Deciding which themes to keep and which to skip for this survey. Remember, more is not better when it comes to a survey!

Once you've identified your themes and have drafted questions, it's time to dive into cleaning up the questions and deciding the best way to invite participants to answer them.

## 3 Question types

| Single answer questions | Multiple answer questions | Open questions |
|---|---|---|
| Respondents choose one response of the choices you have provided. | Respondents select all of the responses that apply to them. | Respondents write the answer to the question in their own words. |

## 4 Key factors of question design

When writing your questions, focus on asking about the observations and feelings of your respondents, taking into account:

| | Instead of this | Use this |
|---|---|---|
| **Ask questions that respondents will feel able to answer** | Does your teacher organise his / her work well? | Does your teacher start his / her lessons on time? |
| **Avoid leading questions** | Why does the school leadership treat you with respect? | How respected by the leadership do you feel? Why? |
| **Avoid combining two questions into one (double-barrelled questions)** | How often do you give and receive feedback with other pupils at your school? | 1. How often do you **give** feedback to other pupils at your school?<br>2. How often do you **receive** feedback from other pupils at your school? |
| **Make questions as specific and concrete as possible** | How often are your lessons disturbed? | How often are your lessons disturbed by external noise? |
| **Avoid double negatives** | I am not disrespected by my teacher. | How strongly do you agree with this statement: I am respected by my teacher. |
| **Avoid "reverse-scored" items. They are usually designed to identify invalid data, but these items tend to decrease the reliability of the survey** | My class does not behave the way our teacher wants. | How strongly do you agree with this statement: My class behaves the way our teacher wants. |

## 5 Think about the language

Be specific and intentional in the language you use and focus on the respondents' point of view. As you're writing the questions, ask yourself:

- **What is the simplest way to ask this question?**
- **Will the respondent know what you mean by the terms you use?**
  - Use clear wording without abbreviations or jargon.
  - Be sure it is clear what time period you are referring to for each question (where relevant).
  - Pay attention to nuance and context to give respondents a clear question they understand and don't need to interpret.

- **Are you asking about something that relates to the experiences of that particular demographic?**
  - Make sure that every question applies to every respondent who is asked that question. If you have specific questions for a subset of the survey, some tools allow you to ask questions based on pre-loaded data or how respondents answer a question earlier in the survey.
  - When writing questions for pupils, adapt your questions to be appropriate for their age, reading level, and experience.
  - Be sure that all respondents are fluent enough to answer questions in the language of the survey. Or, consider using a tool that offers your survey in a different language for those in your respondent group that may not be fluent in English.

All of these considerations will help you create questions that take less effort to answer, which can greatly improve the overall survey-filling experience of the respondent and, in turn, improve the quality and quantity of the data you receive.

## Choose appropriate response options

As important as the quality of your question text is to get the key information from respondents, the type of response format that you choose to pair it with is equally vital. There are different types of response formats and each of them gives us various types of information.

At Edurio, we mostly create surveys using various types of multiple choice questions with a combination of open and demographic questions (demographics are explained in detail above).

### Closed-ended questions

Multiple choice, also known as **closed-ended questions**, provide a list of responses to choose from and will give you quantitative information about the topic. Multiple choice questions can ask for a single or multiple responses to be selected out of the options presented.

The **single-response** format is mostly used for rating scale questions and usually asks the respondent to rate their experiences, attitudes, feelings, and observations on a response scale spanning from the most positive to the most negative response, but could also ask to select one neutral option that applies to them.

The **multiple-response** format typically asks the respondent to select multiple options that apply to them from a list where none of the choices presented are more or less positive than the others.

A couple of **examples of a single-response question** would be asking the respondent what is the number of hours they sleep at night on average and providing them with a list of numbers to choose from or, as a rating scale question, asking the respondent to select how rested they feel when they wake up on a scale from "Very rested" to "Not rested at all".

An **example of a multiple-response question** would be asking the respondent to select which after-school activities they most often attend and then providing them with a comprehensive list from which they can select all that apply to them. Using closed-ended questions that are well made enable us to turn data into reliable and useful scores and percentages.

### Open-ended questions

**Open-ended questions** ask for a written, free-form response. These can give a wealth of qualitative information but require a lot more effort from the respondent. Open-ended questions should be used purposefully and sparingly, for example, to get an in-depth understanding of a particular topic, to give respondents a chance to bring up whatever they feel like at the end of a survey, or even as a follow-up to a particular answer option provided by the respondent. Make sure you will be able to dedicate adequate time and effort to read and analyse them after the survey.

### Why 5 response options is a good format

At Edurio we mostly use 5 response options for questions. When compared to a 3-point scale, the 5-point provides more granular information, which allows for more in-depth analysis where necessary. We often find the 7 response option to offer information that is too granular, requiring more time from the respondent than we believe is needed. As an odd-numbered scale, it also provides a natural midpoint between the most positive and the least positive answer options.

We understand that you want to get concrete answers to your questions. But we need to remember that respondents are people with their own experiences and feelings, therefore including "middle of the road" options is a part of life.

On rating scales, make sure the respondents have the option to select a neutral response option, for example, "Sometimes", "Neither easy nor difficult" or "Moderately confident", as we believe that being neutral about something is a valid part of the human experience and it's important to have a chance to be reflected in the data.

### Useful response categories

If you want to know how often something occurs, ask for the exact number of times or ask **"How often..."** and choose from the following categories:

| | |
|---|---|
| Very often | Always |
| Quite often | Often |
| Sometimes | About half the time |
| Rarely | Rarely |
| Never | Never |

If you want to find out the degree of people's feelings, attitudes, or beliefs, try to ask the question directly: **"How confident?"**, **"How comfortable?"**, **"How well?"**, **"How easy?"** etc. and use the following response scale:

| | | | |
|---|---|---|---|
| Very confident | Very comfortable | Very well | Very easy |
| Quite confident | Quite comfortable | Quite well | Quite easy |
| Moderately confident | Moderately comfortable | Moderately well | Moderately easy |
| Not very confident | Not very comfortable | Not very well | Not very easy |
| Not confident at all | Not comfortable at all | Not well at all | Not easy at all |

However, if you want to formulate the question with **"To what extent..."** then use the following set of responses:

| |
|---|
| Fully |
| To a great extent |
| To a moderate extent |
| To a small extent |
| Not at all |

If you want to find out people's intentions or check if something has taken place, you can start a question with **"Do you..."**, **"Have you..."** or **"Will you..."** and ask them to choose from the following categories:

| | |
|---|---|
| Yes | Yes, I have |
| No | No, I have not |

It's essential that your question and response options are **mutually exclusive and collectively exhaustive** (also known as MECE), meaning that these groups do not overlap and that they cover all possible options in the given context.

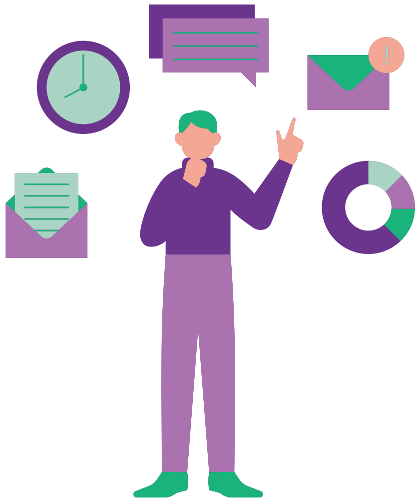
For example, if you're asking pupils about people they talk to about their troubles, make sure you create clear categories that don't overlap (like "friends" and " online friends") and that reflect groups with whom they are most likely to interact.

This means also accounting for the fact that you might not have thought of everybody and including an option "Someone else (please comment)" to give them an opportunity to share it.

To make the options truly MECE, take into account that maybe they don't share their troubles much outwardly and add an option "Nobody". Give respondents the option to provide a response like "Other", "Don't know" or "Not applicable" where applicable or to not reply at all.

| Question | Instead of this | Use this |
|---|---|---|
| **When you feel sad or worried, who do you talk to?** | Friends | **Classmates** |
| | Parents | **Friends outside of school** |
| | Family | **Online friends** |
| | Teachers | My parents |
| | Friends online | **My siblings** |
| | | Teachers |
| | | **Someone else (please comment)** |
| | | **Nobody** |

## How do we structure the survey?



Once we have our questions and answer formats sorted out, it's time to think about making the surveying experience as pleasant as possible for the respondents.

**The respondent burden is the effort that it will take for respondents to complete a survey from start to finish**. Lessening the burden can improve the chances of respondents giving quality feedback and increase their satisfaction about having taken part in the survey.

Some of the elements contributing to respondent burden will be beyond your control, but being clear about the contents of the survey, why this feedback is important to you, and how you plan to use it, will help them be more committed to participating fully.

### 1 Consider the length

The length of the survey can have a direct impact on the response and completion rates. The longer the survey, the less likely respondents will feel inclined to complete it or to start it altogether.

In our experience, **60 questions or less is an optimal length for a diagnostic type of survey** as it allows adults to complete in about 15 minutes, without it having a negative impact on the quality of the data received.

If your respondents are children, young people or people with special educational needs, then you should take this into account and commit to a smaller number of questions in the survey and, in addition, consider other methods of collecting feedback. In our experience the optimal number of questions for these groups are starting from 20 to 55.

As funny as it may sound, **the most impactful tool at your disposal is the delete button!** Every question you ask that you don't take action on is a waste to you and your respondents. So, as much as you can, review and edit down where possible.

### 2 Be mindful of the order of questions

Much can be achieved by putting thought into how the survey questions are ordered. This can go a long way towards a surveying experience that is logical and smooth for the respondent.

- Hierarchy of importance: *Are there any parts of the survey you expect to be more important than others?* This could be any key questions/topics or ones that the rest of the survey hinges upon. Think about it this way: if you asked only one question in your survey would you have a clear understanding of the situation and be able to take actionable next steps? In the Edurio pupil safeguarding survey, the "feelings of safety" section was the most important in terms of the research objective - do pupils feel safe, and do they know what to do if they do not? If everyone had said they felt safe, most of the other questions would have been less important.
- Survey flow: Group together questions around the same topic. This will help save your respondents time and energy and make sure they don't have to mentally keep switching between various topics across the survey.
- General demographics at the beginning: When collecting some general demographic information usually a good place for these questions is at the start of the survey (for example, role, work experience and contract type or your respondent's phase and year group they're in).

- Sensitive demographics at the end: If you wish to collect additional demographic information from your respondents, perhaps to know more about their protected characteristics like age, gender, ethnic group, disability, etc., we prefer to place these at the end of the survey to minimise the risk of an early drop off due to too many questions of a personal nature at the start, and to allow respondents to consider whether they would like to provide this information given the questions they've answered elsewhere in the survey. Ensure that these questions are optional and not required for the completion of your survey.
- Neutral questions before sensitive questions: If there are some sensitive topics or questions that you need to ask, it's best to leave them towards the end of the survey. Take this into account within different thematic sections as well - it helps to ground the respondent in the topic by starting from general questions and then moving to more in-depth, specific queries.
- Open questions at the end: Ask open questions towards the end of the survey where possible because those generally take more effort to engage with and might pose a risk of respondents dropping off if they encounter having to type a lot early in the survey.

### 3 Clarify and guide where needed

There are a few additional tools at your disposal that can help make the survey experience more pleasant for those participating. Please note that the ability to include these elements will depend on the survey tool you choose to work with.

#### Intro text

Communicate to the respondent what the purpose of the survey is, how their responses will be used (including any relevant information regarding data protection laws), whether the survey is anonymous, how long it's going to take to fill the survey, and any other administrative information that is crucial to share beforehand.

#### Outro Text

Make sure to thank your respondents at the end of the survey in an outro text to show that their efforts are appreciated.

#### Guiding/header texts

Guiding or header texts can be a great way to move the survey along and create a sense of progression through the questions. They can also be used to provide framing for those sections, where it feels necessary. For example, in our EDI survey, we added header texts to all the sections and used it as an opportunity to provide definitions for the concepts we are asking about (diversity, inclusion, recruitment, etc.) and what topics the following questions are going to ask about.

#### Question tips (Q-tips) with explanations or definitions

Additional explanations and definitions can be provided through Question tips (Q-tips).
Add Q-tips to give more context on the specifics of what you are trying to ask from respondents. For example, what specific roles you perceive to belong to middle or other leadership positions in schools in your organisation.
Use Q-tips to add definitions for more complex terms or specific terms that could be useful for the respondent. For example, in a pupil survey, provide definitions for concepts like feedback and bullying, which tend to be widely used but can be misused or misunderstood.

## How do we test a survey?

To make sure you've designed a survey that will help serve your organisation's needs and achieve your goals, it should be tested with your intended respondent group. This enables you to figure out what to revise and amend prior to launching the survey.

First, try thinking about what you would do with the results – would you know how to interpret the responses? Then, pretend to be a respondent for a while and try to "break" your survey by imagining a wide variety of opinions that would need to be captured by these questions – can your survey accommodate all situations? Finally, pilot the survey to test it with actual respondents.

1

**Set up a pilot group**

A pilot test is usually done with a small sample of respondents that the survey is designed for. A pilot test will help make sure that you can get an estimation of how long the survey takes to complete, how the respondents take to the language and the survey flow. It will also help you identify any mistakes or false assumptions in what you're asking and find any other flaws the survey might have.

2

**Give them the survey**

- Consider testing the whole process around the survey – test the communication before and after the survey (how will you talk to them about it, what will an introduction email look like, etc.)
- Consider how you want to get feedback from the pilot respondents – will you ask them to come to a room and discuss the survey immediately after they've completed it? Will you email them the survey?
- Make sure that you get back as much feedback as possible from the pilot test group about their experience while filling out the survey. Were there any words they didn't understand? Was it too long? Was there something that didn't make sense in the context of the topic or perhaps there were questions that felt redundant?

3

**Implement revisions**

The feedback from your pilot respondents will enable you to polish up your survey and survey communication before you take it to the entire respondent group.

**Survey design checklist:**

- [ ] Choose the survey type
- [ ] Identify survey respondents
- [ ] Decide on the anonymity of the survey
- [ ] Write survey questions
- [ ] Choose appropriate response options
- [ ] Revise and remove any redundant questions
- [ ] Revise the grouping and order of questions
- [ ] Add clarifications and guidance where needed
- [ ] Test the survey with a pilot group
- [ ] Gather feedback from the pilot group
- [ ] Implement final revisions

# Run the Survey

**CARRY OUT SURVEY**

| PLAN | DESIGN | RUN |
|---|---|---|
| Team<br>Logistics<br>Timeline | Questions<br>Responses<br>Order<br>Length | **Launch<br>Monitor<br>Close** |

## Launch the survey!

Once you have your team on board, goals set, survey designed, and logistics planned out, you're ready to launch your survey! In your communications to respondents, include:

### Goals and reasoning behind the survey

Recognise that these are extra minutes you're asking from your community's busy schedules. Seeing the larger goal and why you're asking to do this task will help build motivation around completing the survey. Match your tone to the context around the survey depending on if it is an exciting and inviting opportunity or something that calls for a more professional and measured tone to match the weight of the situation.

### Practical information on how the survey will be carried out

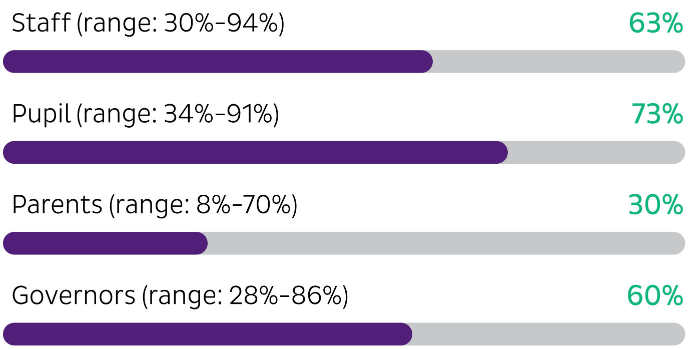
- Is the survey anonymous?
- What's the deadline for completing the survey?
- Where to find the link?
- Give all of the practical information to your respondents so that the process is as clear as possible, including what will happen with their data and how you plan to use it to make decisions going forward. Let them know who to contact in case of any additional questions.

## Monitor the survey

### What's a good response rate?

At Edurio, we like to say that gathering at least half of your stakeholder voices is excellent! Striving for a 100% response rate is often unrealistic and there's no point in setting yourself up against an almost impossible goal. Keep in mind, the response rates can differ among each of your organisation's groups - staff, pupils, parents, governors, and trustees. If you have run a survey for the same respondent group before, aim to have a slightly larger response rate the next time, as you may have better insight into getting them to respond.

The averages and ranges we have seen for Edurio-facilitated surveys:




*A note about parent respondents:* Parents and carers are one of the hardest respondent groups to reach and measure. Define your achievable response rate, considering how many parents and carers you want to respond (one response per child or separate responses from main carers), what to do in cases where two children from the same family attend the school, etc.

At Edurio, we suggest inviting parents to complete the survey once for each child, meaning we would see 1 response for each pupil in the survey results. This is especially important in a case where parents have multiple children attending the same school but the experiences with each child are different - trying to answer for both and finding the middle can risk results ending up being muddy.

**If you're seeing that the response rates after the first week are below 20%, talk to your team to understand what could be the reason and if you're able to mitigate that**. It might turn out you need to provide more information about the survey or extend the timeline for completion.

## How to maximise the response rate?

Now that you have a rough idea of what response rate you could achieve for each respondent group, let's talk about how you can maximise your response counts while the survey is live.

- [ ] Clearly explain the importance of the information you are trying to collect. If possible, give examples of how you've used the results before, like You said/We did, "In the last survey you said XXX, and we did XXX."
- [ ] Use different channels to send reminders
  We all digest information in different ways. Utilise most channels you have at your disposal to reach each respondent and to make sure your message is heard. Your communications setup could include:
  - email sent to all respondents
  - physical posters put up in schools
  - leadership teams reminding staff/parents to share their voices in regular meetings
  - sending out internal reminders using internal message boards
  - add a personal message from the head/CEO (ex. on video) to emphasise that this is not just a tick-box
- [ ] Give your respondents time and space for completing the survey
  You can dedicate 15-20 minutes during staff or parent gatherings so anybody who hasn't had the time to answer the survey questions, has it.
- [ ] Assign survey champions for various schools or year groups
  Reach out to special helpers to get involved by helping with communication and by motivating respondents to participate in the survey.
- [ ] Start a friendly competition
  If you're running the survey together with your partner schools, start up a friendly school competition. Who can take pride in being the most active school or team? Share the response rates with school leaders if you're doing this in a group, or create a league table so everyone can follow along with progress.
- [ ] Offer an additional incentive
  You can also take the friendly school competition (see the previous point) to the next level and offer a prize to the group with the most respondents. It could be something delicious, a monetary prize for collective goods or anything else your community would appreciate. Be mindful, however, that this does not turn completing the survey into a transactional process, so maybe keep the prize a surprise for later!

## FAQs from respondents

Prepare yourself for possible questions from respondents about the survey.

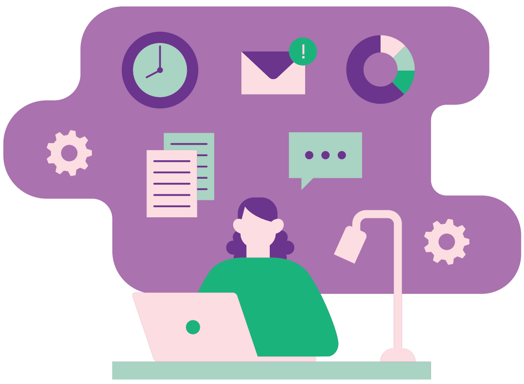
Here are some questions respondents frequently ask about Edurio-facilitated surveys:

1. Is this survey really anonymous?
2. Why do you want to know my [age/gender/sexual orientation]?
3. Won't you be able to tell who I am from my answers?

Emphasise once again what your goals are and that the survey is not intended to place blame in any direction, but to open up communication and plan for positive changes. Consider compiling FAQs from the pilot group who tested the survey before the launch, especially if there were any questions that came up more often. You can include some prepared answers in the initial communication about the survey.

## Close the survey

The survey has closed! You're one step closer to seeing what kind of feedback your respondents gave. Before you go ahead and analyse the results, take a moment to reflect on the survey completion process itself and to thank your respondents.



### What to do after the survey has closed?

It may take a few weeks or months to work through all of the insights in your survey results. To have everybody on the same page, communicate with your respondents right after the survey is closed:

#### Say thanks

Your community has spent their time sharing their thoughts. Thank them for their time, effort and feedback given. Let them know they've been heard! This will go a long way.

#### Communicate initial highlights

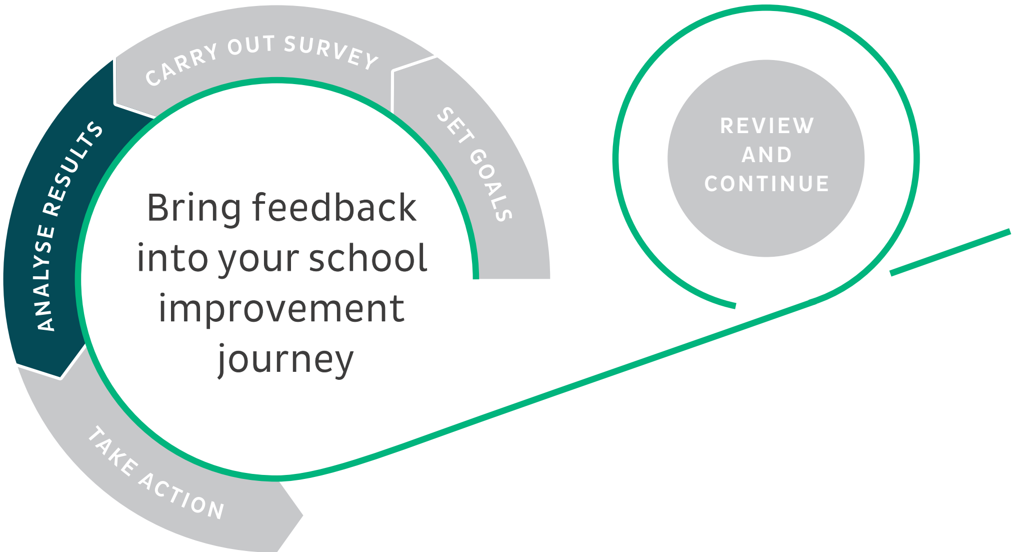
Celebrate the response rate, acknowledging all the people who took part in the survey. This can help build excitement around the collaborative work everybody has participated in. Remind people about the survey topic and themes that you asked them to respond about.

#### Share your plan for the next steps

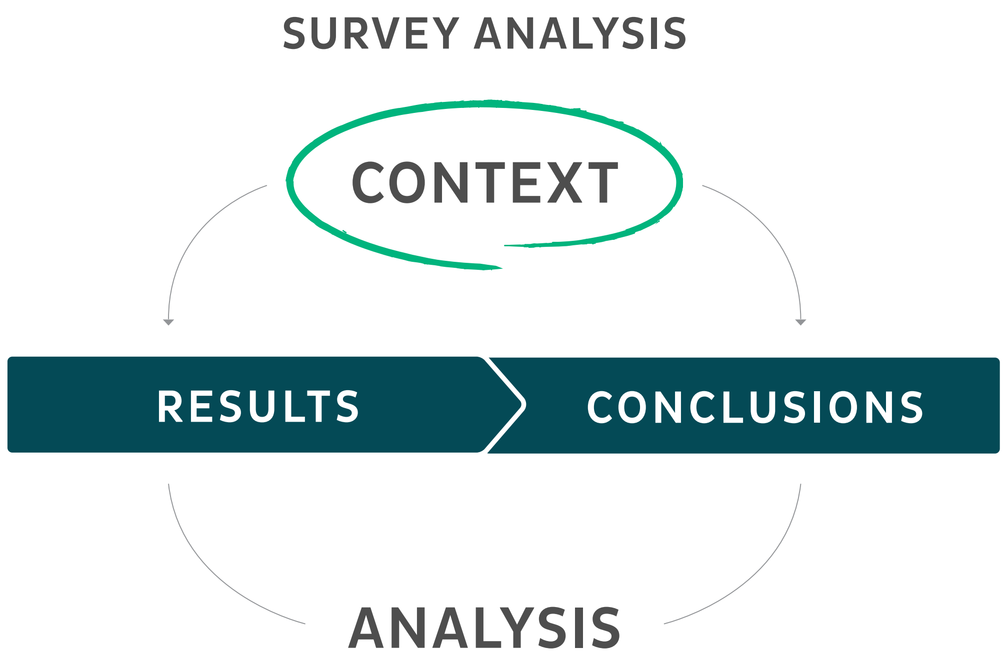
It's important that respondents know the results will truly be analysed and used, as this is the reason people took the time to fill in the survey in the first place. Give a brief plan for what's happening next – it can include the planned timelines or just the next few phases (think – a) analysing the results, b) setting priorities, c) sharing the results and next steps). Let respondents know who they can reach out to if they have any further questions or comments about the survey or next steps.

On our website, you can find all of these materials and more, available in various formats that will help you plan your process, execute the process and communicate with your stakeholders. We hope you find the materials and templates useful for your work!

**go.edurio.com/feedback** **go.edurio.com/template**




You've made it this far! Your respondents have completed your survey and the moment you've been waiting for has arrived – it's time to find out what they said! Exploring the results of the survey can feel both exciting and daunting. Where do we begin? What do we do if we see results that are not what we expected? What does it all mean?




Survey analysis is essentially a process of asking questions about the data, and therefore it's helpful to have a set of questions in mind. These questions should link directly to the purpose and goals of your survey. Asking questions helps us identify the data that gives us a clear picture of the situation.

By the end of the analysis, you should be poised to use the data to initiate change. A survey data report, at best, can only initiate change; it cannot bring it about. In our *Introduction*, we opened with David A. Nadler's idea that "collection and feedback of data do not of themselves lead to lasting organisational change." **People in groups making use of the data can create change**. According to theory and research, feedback data can cause changes in behaviour through the creation and direction of energy. We begin analysis by exploring how to find impactful feedback that will generate energy towards change.

Your internal team is ideally suited to engage with this endeavour initially, even before sharing any 'results' or 'summaries' with others in the organisation. We suggest setting aside substantial time to review the data together to ensure that you sift out the information that is relevant, understandable, impactful, and verifiable. What we don't want is volume upon volume of computer output onto an overwhelmed, confused, but supposedly grateful SLT/staff/parent body who can't do anything with that much information.

## How do we start analysing the survey results?

Start with a broad overview of the data you have. Looking through the entire data set, rather than immediately focusing on details will allow you to identify important patterns in the feedback and get a better understanding of your situation. The visual summary and accessibility of the results will depend on the survey platform you are working with. You may be someone who loves working with raw data and will export everything into a spreadsheet to start crunching numbers. Or, you may need to get your best data guru to help you. Possibly, you're working with a platform that provides results visualisation.

No matter how comfortable you feel working with the results, start with an overview, looking at the bigger picture from which you can decide which direction to take when exploring the data in-depth.

**As you go through the results, ask yourself these questions:**

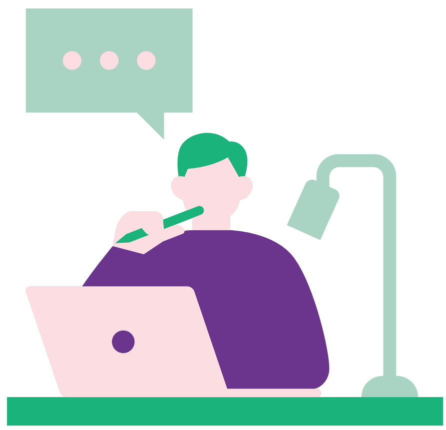
| | |
|---|---|
| Which areas are the strongest? | Which areas are the weakest? |
| Which respondent group has the highest results? (consider this only if you have grouped results by respondent groups) | Which respondent group has the lowest results? (consider this only if you have grouped results by respondent groups) |
| Are there any surprising results? | What are the most important results? |

### 1 Find the positive

Whether or not you are an optimist, don't forget to highlight the positive results. This is a great way to celebrate what is working well in your school or trust. However, as you are just starting to explore the results and what they mean, note any questions or ideas about why these results are the way they are. What might you know or want to find out about the processes in place that would lead respondents to answer positively about these areas? Consider if there are specific respondent groups with higher results all around and ask yourself why that could be. You have identified the positive aspects, but let's hold off still on rushing to conclusions about why they are so.

### 2 Face the negative with an open mind

It's not always easy to face areas of weakness, but if we ignore them, there is no opportunity for growth. When looking through your results, take note of the areas that are the weakest or the groups that show the lowest results. Keeping an open mind, try not to jump to conclusions or explanations yet. Instead, note questions that will help guide your exploration of these results as you try to come to the root cause of why respondents responded that way. Working with a critical mind, do your best not to take the results personally and imagine viewing things from the outside to distance yourself from any biases you may have.



## 3 Look out for surprising results

If at any point you find yourself saying, "Oh, I wasn't expecting that!" or feeling surprised by any of the results in your survey, note these questions down- whether the surprise is positive or negative. Perhaps you were expecting results in a certain area to be better or worse than they seem to be - these might be clues to areas where there is misalignment or misunderstanding among stakeholders and leadership. Make sure to discuss these questions later to see if other people on your team were equally surprised, or if they have any input on how things are.

## 4 Understand open response answers

If you included open response questions in your survey, decide how you want to go about analysing what people wrote. Open response questions allow respondents to provide free-form answers, which can result in a large amount of unstructured data that is difficult to analyse. These responses can add insightful nuance to the numeric scores of the rest of the survey, by giving clarity on how respondents understood questions, or by sharing examples of their specific experiences. Most significantly, open text answers let you hear the voice of your respondents - how they think about things and the language they use to think about these things. There are a few ways you can go about analysing the texts.

**Coding:** Look for patterns in the open texts. As you first browse through the responses, identify themes that seem to frequently appear and then count how many comments match each theme. This can be done manually by assigning a label to each response or by using specialised software designed to understand words that frequently appear together, synonyms, similar sentences, and so on. Once all the responses have been coded, you can analyse the data by examining the frequency of different codes, identifying patterns or trends within and across codes, and exploring relationships between different themes.

**Using a word cloud app:** Word clouds are visual representations of text data that display the most frequently used words in a set of text. They are a quick analysis tool that gives a high-level idea of the most used words in responses. Word clouds need to be used in conjunction with other forms of analysis (such as coding) to provide a more complete understanding of the text data. Generate word clouds using a variety of online tools or software programs that allow you to input your text data and customise the appearance of the word cloud.

**AI language models (such as Chat GPT):** Consider using newer technology in your open response analysis, like ChatGPT. Enter the text into the chat and ask ChatGPT to look for specific patterns that interest you. After the analysis is complete, you can continue interacting with ChatGPT and ask for summaries, visualisations, or structured data output depending on the type of analysis performed and ask further questions about the data.

## 5 Check the reliability of the data

Keep in mind these core survey analysis elements to make sure your survey data is reliable and that you can draw strong conclusions about the feedback your stakeholders gave.

**Response rate**. The response rate is the percentage of people who finished the survey out of the total number that were eligible to participate. Depending on the survey tool you use, it is possible that the response rate does not include people that dropped off without completing the survey in full. As a result, you might notice a higher respondent number to some survey questions. **The higher your response rate the more reliable the results**.

**Sample size**. Ensure the sample size is sufficient for drawing meaningful conclusions. Larger sample sizes generally provide more reliable results, whereas small samples might have limited statistical power. Small sample sizes can still be reliable if they are associated with high response rates. For example, if you have a sample size of 10 staff, but your school has 12 staff in total, then you can make reliable inferences about the experience of staff in your school. Questions that are only asked to certain groups will have smaller respondent sizes. If you chose to sample certain groups, then looking at the respondent size might not be as important as ensuring a high response rate.

**Response bias**. Be cautious about potential response bias in the results. Respondents might tend to choose certain response options more frequently, leading to skewed results. There are different types of biases, such as answering as societal norms expect us to, or attempting to predict how the person creating the survey wants us to answer. Evaluate response patterns and consider whether the nature of the question might make it more likely that respondents select a particular answer. Be cautious about relying on the results if you have identified a bias and be sure to explore additional data sources to understand root causes. There are many resources online where you can read more in-depth about the most common types of survey response bias and how to avoid them.

**Group comparisons**. When analysing data you will likely look at comparisons between different groups. For example, if 74% of TAs answered positively to a question in comparison to 50% of teachers, you may want to conclude that TAs and teachers answered differently. However, just looking at the differences between group averages is not sufficient. Variations in sample sizes and response patterns can mean that groups that seem different based on average scores, are not actually measurably different. To determine if the difference between two groups is statistically significant, you need to conduct a t-test (you can perform this, for example, in Excel). You can learn more about t-tests by searching for resources online, such as watching tutorials on YouTube.

## 6 Consider the most important results to take further

Once you have explored the results of all questions and categorised the strengths and weaknesses of the results, checking the reliability of the data, you can start putting together an idea of which question results will be most important in guiding your next steps.

**Compare what you see against your goal**. Did the questions you identified as most important when designing your survey provide the information you needed to achieve your goal? These might include any questions that had disturbingly negative results that caught you off guard. Or, if you found positive confirmation in your results about a topic, these might be the most important to use for communicating going forward.

For example, with a health and wellbeing survey, if your goal was to improve the health and wellbeing of pupils, look to which year group rate themselves healthiest, and which rate themselves as feeling most unhealthy.

## 7 Make it a team effort

There are various ways to implement a collaborative team approach to analysing your survey results. First, you may want a smaller group of the leadership team to explore the results together. This will give you a sense of the leadership's perspective. You may also want to create a more mixed team to look at the results, which will give you a broader range of perspectives and input when analysing the data. Leadership, middle leaders, and teachers may have quite different takes on what they see in the results and together you may be able to fill in any blanks more quickly.

Another way to work collaboratively in the analysis stage is to plan a workshop for the key stakeholders involved to work with the results and to hear their thinking on what the results mean. For example, planning a workshop for teachers to talk through the results of a pupil behaviour survey.

Maybe you want to get an external view of your results by working with other schools, trusts or advisors. This can help you reduce bias and give you fresh ideas for what the results may mean for you, by having someone ask guiding questions that will help you organise your train of thought. Note, however, that if you are planning to use external support, it's important that this was made clear to respondents when you were collecting the data, in accordance with data protection regulation.

## How does this fit into our context?

Once you have finished the initial review of your results and organised strengths and weaknesses, having been mindful not to jump to conclusions, you can start filling in the picture around the meaning of the results. You want to put your survey results into the context of your school or trust and the context of your stakeholders. You may also want to compare your results to a broader set of data that might put your results in a completely different position than within your more local context.

**Remember to be aware of your biases**

During analysis, it will be tempting to try to explain why respondents responded the way they did or even start thinking about who may have said what. Our minds jump to conclusions easily, as we are very good at finding patterns, creating stories, and then confirming our beliefs. As good as it feels to say, “Aha! I knew it! They are always the troublemakers!” or “Oh, that makes sense, since we just implemented a new policy- it must be working!” be mindful that you do not fill in the gaps too quickly. Explore other possible reasons behind your survey results, as well as considering the possible respondents' biases as mentioned above, so you can draw well-informed conclusions.

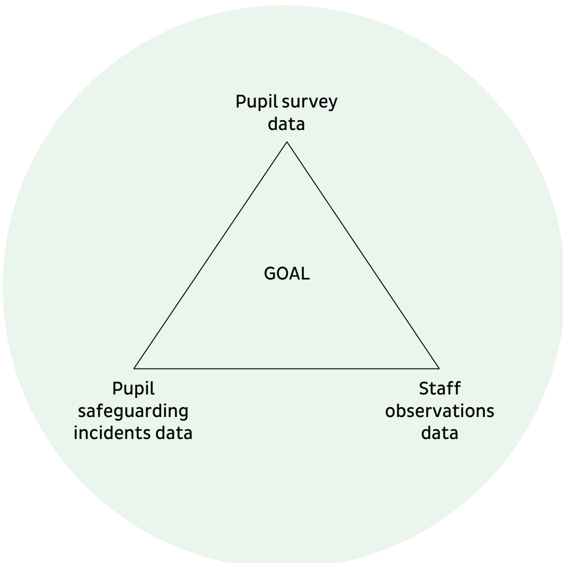
### 1 Explore your survey results with other data sources

More often than not, one data source will not be enough to completely understand your situation and its root causes. That is why it is necessary to:

- consider other data sources;
- compare your sources;
- find similarities and contrasting information;
- explore one factor from your data source more deeply.

This is the point of **triangulation**, where we try to think of what other data sources might be able to give explanations for the results.

Think of this step as gearing up for supporting your argument. You have one data source (the survey) telling you one thing, it will be much more reliable and believable if you have other data sources pointing in the same direction. This is key for communicating the results and conclusions to others and vital for moving towards evidence-informed action and improvement.



Let's take a look at some other data sources you could explore alongside your survey results.

By stakeholder group:

### Staff related data

- Other surveys
- Classroom observations
- Focused discussions
- Statistics about staff demographics
- Staff absences/sick day data
- Staff turnover, reasons for leaving
- Staff appreciation, support systems

### Pupil related data

- Other surveys
- Classroom observations
- Safeguarding and other behaviour incidents
- Focused discussions
- Statistics about pupil demographics
- Pupil attendance data
- Formative assessments
- Summative assessments
- Other pupil achievements
- Staff observations
- Policy analysis
- Ofsted reports

### Parent related data

- Other surveys
- Focused discussions
- Statistics about parent demographics
- Parent-teacher, parent-school communication systems/strategies
- Parent events, attendance
- Parent view results
- Complaints
- Ofsted reports

### Trust related data

- Other surveys
- Vision/values communication strategy
- Regular communication strategy
- Town halls, attendance, results
- Ofsted reports

By survey theme:

### Staff wellbeing survey

- Survey respondents - staff
- Notes from staff meetings mentioning wellbeing
- Staff absences, sick days, etc.
- Staff turnover, reasons for leaving
- Pupil behaviour
- Staff appreciation, support systems
- Ofsted reports.

### Trust vision and values survey

- Survey respondents - staff, parents, pupils
- Vision communication strategy
- Focused discussion with staff
- Town hall with staff, parents, pupils
- Behaviour policy analysis

## 2 Compare your results to benchmarks

Benchmarks are a great way to put your results into various contexts, comparing where you match up in comparison to a different point of reference. As tempting as it is to see where you measure up against others, be mindful not to use benchmarks just for the sake of it. Use the benchmark just in the areas that are helpful to understand your goal.

### Progress benchmarks - differences over time

If you have done similar surveys in the past, compare your current results to previous results to see if there have been any positive or negative changes. This will help you keep an eye on the progress you are making and if your action goals have brought the desired outcomes. For example, if you find some feedback scores might still be lower than you hoped, but you can see progress since before, you can be reassured that your actions are working. Or, if you see areas that stay along the benchmark where you know you haven't put in any targeted effort, or areas that drastically change from the previous benchmark, you can react accordingly.

### School-group level benchmarks

If you are working at a trust level, analysing survey results from a group of schools, consider your trust level benchmark as a way to compare how the schools within your network are performing. Where possible, allow each school to see their results in comparison to the trust-level average. This type of analysis will point out strengths and weaknesses within the group and be an amazing opportunity to open the discussion to share knowledge and practice on a trust level and for school-level staff engaged in improvement work.

### National or regional benchmarks

Comparing your results to broader benchmarks that take into account national or regional trends, if those are available, will give you a different angle to analyse how your school or trust is performing. A result that might seem very worrying for your school may turn out to be something similar to the national level, indicating that it is a systemic problem, not just a local one and many schools are struggling in the same way. You may be able to identify areas where your school or trust is outperforming the benchmark, allowing you to feel confident that the processes in place are working well. On the other hand, you may see areas where your school or trust is below the benchmark, which may put additional pressure on these areas to be explored in greater detail to understand why. This also presents an opportunity for capacity-sharing at the system level; if you are outperforming in a particular area, what could other schools or trusts learn from you? What could you stand to learn from others?

**Check out our Edurio reports page to find our extensive library of publications where we explore national trends on various topics in the sector through the lens of our surveys.**

**https://home.edurio.com/insights**

## 3 Put the results alongside your specific context (stakeholders, key events)

Any given amount of variables could have affected the way respondents filled out your survey. Considering the stakeholders, key events and other possibilities will help you start to answer any questions you noted about your results. For example, a new head teacher trying out different work schedules for staff might be a contextual reason why one school's workload results stand out among the rest.

### Stakeholders

- Roles and relationships within the organisation, at different levels
- Behaviours of stakeholders and the effect on the environment
- Feelings of stakeholders, reactions to situations and decisions

### Key events

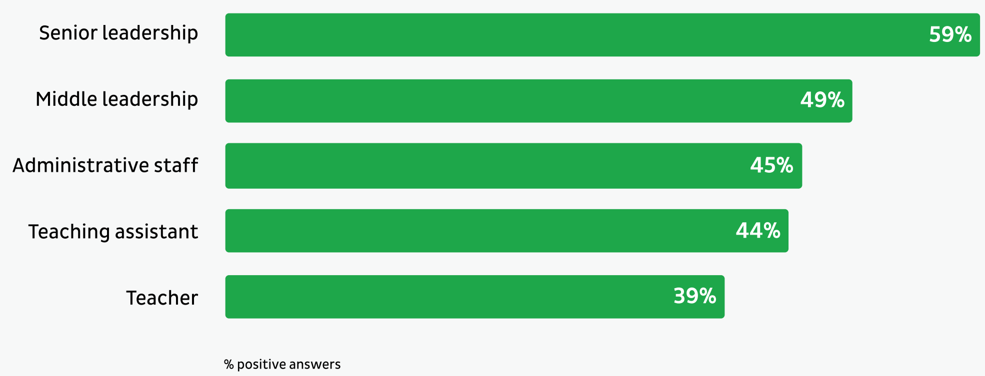
- Everyday processes, practices, and habits that affect how things happen in your organisation
- Changes in the organisation that may disrupt (or have disrupted in the past) the environment and stakeholders

This is also the time to look at any demographic factors you included in your survey to see if a group with specific demographics differs from the average response.

**Differences between subgroups – demographics, roles, locations, etc. can show various underlying factors influencing how stakeholders feel in the school environment.**

For example, when we at Edurio analyse results, we always explore the responses of different roles among respondents. Below you can see how confidence in trust leadership to address the professional needs of staff differs greatly between senior leadership respondents and teachers. So, even though this support might be leaning in a positive direction overall, when looking at differences between subgroups, a different story may appear that can lead to further exploration between relationships, processes and communication channels in place.

FIGURE 7: **CONFIDENCE THAT THE TRUST LEADERSHIP ACTIVELY WORK TO ADDRESS THE PROFESSIONAL NEEDS OF THE STAFF**




This figure is taken from our 2021 Trusting in Trusts report. Take a deeper look at similar findings by role on our Reports page. **https://home.edurio.com/insights**

## What do the results mean for us? Drawing conclusions

### Check back on your goal – WHY WHAT WHO

Although we hope you have been reminding yourself of the goal you set at the beginning of this process, if you have let it slip aside, now is the time to bring it to the forefront once again. Checking back to what you initially set out to find out about the topic and stakeholders, as well as why you decided to go in this direction in the first place, needs to be compared to what you now know. After analysing the results and considering other data points to explore, you now can confirm or deny your previous perceptions on this topic.

At the end of this step you should have a smaller set of results you wish to go forward with to communicate to your stakeholders and to take action on. A summary that is intentional, not too long, direct, and clear. Finish your analysis by considering who would benefit from seeing what data, so that the communication of your results, which we'll cover in the next section, is focused and actionable.

On our website, you can find all of these materials and more, available in various formats that will help you plan your process, execute the process and communicate with your stakeholders. We hope you find the materials and templates useful for your work!

**go.edurio.com/feedback** **go.edurio.com/template**

# Analysing results together guide

Implement a collaborative team approach to analysing your survey results. Use this guide to help plan the process of analysing your survey results together as a group.

## Collaborative process planning steps

1. Who is attending the meeting?

2. What preparations do you want them to do? Do you want them to look at some results ahead of time? Any other homework or thoughts they should prepare?

3. At the beginning of the meeting, remind everyone of the context.

   a. The goal of the survey, the survey design and completion process

   b. Share the survey stats: time it was open for filling, response rate, etc

4. Present the data you want to analyse

   a. Consider allocating some time for solo work and note taking, especially if people are seeing data for the first time

5. Compile everyone's initial thoughts

   a. On post-its

   b. Going around the room to share

   c. In small groups or rotating stations

6. Choose some topics to dig into in more detail, using the data at the core, try to uncover as much as you can about the topic

   a. Topics that came up a lot

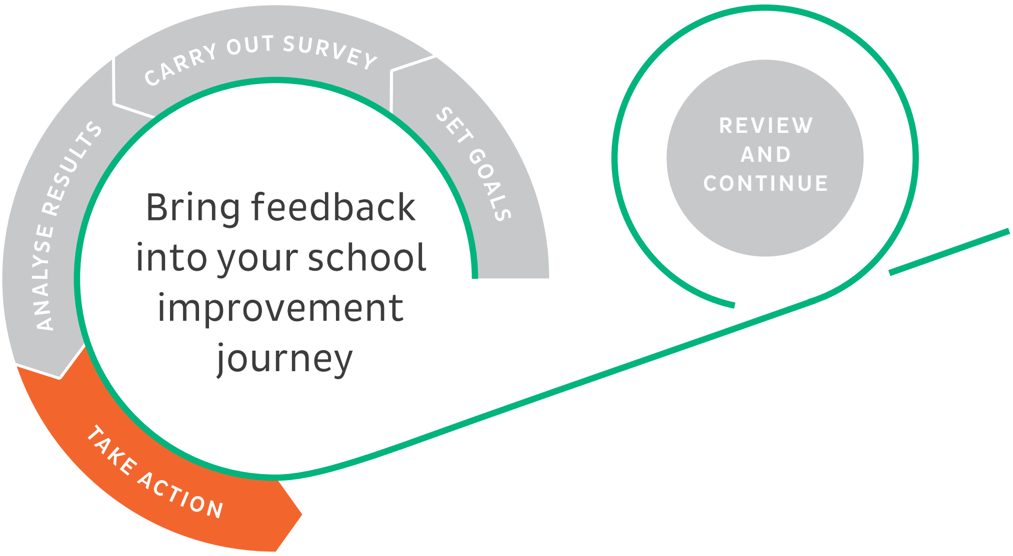
   b. Topics that people had different opinions on

   c. Topics that seem urgent

7. Highlight areas of investigation for after the meeting

   a. Set clear next steps and confirm alignment from attendees.

# Take Action




Only once you have a realistic view of where you are can you know where to go next. At the beginning of this process, we helped you define a goal for the change you want to make and established where you are by analysing your survey results. Now is the time to use the data to guide people in deciding how to move forward.

Taking action after collecting evidence is the next logical step for improvement. Translating data into action is the only way to make sure that the effort you put into data collection and analysis is not wasted. Clear action plans are also inspirational - if the data leads to action, pupils, staff, and parents will give better and better feedback in the future. Everyone appreciates you listening and taking their point of view into account.

There are two key parts to talking about taking action. The first, and very important step, is hosting meaningful, change-making conversations in your organisation about the outcomes of the survey. The second is making a timeline to help manage implementation measures, including setting priorities for action, taking into account your results, and thinking about what else you need to figure out about your goal and stakeholders. By aligning your action plan with the impact you hope to make, you have a strong foundation for an evidence-informed school improvement journey.

## How do we communicate the survey results?

One of the key factors in becoming an evidence-informed organisation that successfully works towards continuous improvement is open communication with stakeholders. By giving targeted information that is timely and valuable, stakeholders will be able to get a clear picture of their role in the organisation and what needs to be done to see improvements. They will also feel heard and understood.

### 1 Consider who needs to receive this information

After your analysis, curate the results for your stakeholders so they know what they can work with. Be mindful that you do not overburden others with too much information so that they lose themselves in a pool of data. Keep this information focused on your goal and the conclusions you have made.

Depending on the level from which you carried out your survey, who needs to receive this information may differ. Consider the following:

### Highest authority in your school or trust

The governing body, such as a Board of Trustees, will benefit from seeing the key results of the survey. Take your analysis to them to work on strategy and to confirm potential next steps.

### Trust level

If you are an executive team working on this across a group of schools or a trust, the trust as a whole will need to consider the way the results play into any improvement plan that you have going forward and strategise priorities for action.

### School level

Headteachers, staff members, pupils and their families will also benefit from seeing the results in the context of their school, compared to other schools in the trust or more broadly, with an emphasis on how the conclusions drawn from the results might impact their daily lives.

### Sub-Group level

You may also need to share results with smaller groups within the school/community such as year groups or classes, parents of pupils with SEND needs or TAs within the school.

## 2 Prepare the results in an accessible way

Once you've settled who needs to see the results, prepare the results in an appropriate way for each group. Think of presenting your data as a way to educate your stakeholders. This is not only about showing them graphs and figures, but helping them understand the data, so use language that is appropriate and tailored to them.

Getting people working together with the data you have collected in creative and interactive ways will build a greater sense of community and shared accountability for improvement. Check out resources about workshop facilitation techniques online for ideas. Strive for this collaborative effort, but remember that not everyone feels comfortable with data at first and it will take some time and practice to get a proactive, data-informed conversation to happen among stakeholders.

Hold shared events, like town hall meetings or assemblies to talk about the results and to open up a discussion with stakeholders. Staff kick-off events or meetings to present the results and to work on action steps together help to create opportunities for talking about data and for becoming more comfortable doing so. Dedicated events like these give everyone a unique opportunity to listen to one another's perspectives in a safe environment.

There are plenty of opportunities to display your results to stakeholders. Put data in plain sight by making a poster for the notice board for parents to see as they come to the school or for staff in the staff room. Include results in a weekly newsletter, share them on social media, and shout your praises from the rooftops!

## 3 Summarise the results

**Stakeholders need to feel the data they are being shown is valid and they need to see a clear connection to their roles and responsibilities in the data**. If people feel the data is not valid, or do not see their responsibility to the data, there is a risk that the process will not have enough collective energy to go further.

Therefore, the summary should have two sections:

1. An overview of how the data was collected and analysed - who led the process, how you selected the questions, who filled out the survey, and how you analysed the data.

2. The content of the analysis - this should ideally present only a limited amount of data (with the full data set being available to those that are interested). This section should contain data that is particularly meaningful to the goal. It should be presented in a way that anyone who scans the presentation or picks up the report can read and interpret. Graphs and images are helpful here.

Just like you were full of anticipation to start reviewing the results of your survey, stakeholders also want to see how their responses look compared to other respondents. Plan to share the strengths that shine through in the results and celebrate success with your stakeholders. Highlight to them what they said they are happy with or commend those people who have put in effort to ensure that these areas are strengths for your school or trust. Likewise, prepare to address the areas of improvement that came up in the results, sharing your analysis of possible reasons for this, while being careful not to make excuses. Present preliminary solutions on how these areas will be addressed. This is not the time to debate who is right or wrong or to place blame in any one direction, but an opportunity to be open, objective and encouraging for the work to be done.

### 4 Find the best time to present results

You should have a sense of the time it will take to present your results, factoring in the conclusions you have made. If you are planning to go through the results in more detail with school heads, this will possibly take more coordination to plan than, for example, preparing an email to send to parents with the key takeaways. Consider whether you want to present your conclusions and leave time for discussion or questions and answers. Be careful not to rush through results when presenting them, as this can be seen as avoiding negative areas or not taking the results seriously. Also, be mindful not to come off as being too prescriptive and putting responsibility to take action on the audience without the guidance and support to make it meaningful. The human element- doubt, anxiety, resistance, enthusiasm, etc. - at this stage can greatly impact (push forward or halt) the process, therefore, where possible, do it in person, so people can ask questions right away and you can address concerns before they become problems.

### 5 Prepare for different reactions

It helps to prepare for possible reactions from stakeholders so you can feel more measured with your responses. Especially when talking about areas of improvement, it can be hard to put aside emotions and look at the data objectively. Since you have already had time to process the meaning and impact of the results of the survey, you can lead others in understanding the results and helping them overcome any more emotional reactions they may have, by acknowledging them, helping them explore why they feel that way, and then channelling that energy towards and being goal-oriented.

## How do we take action?

### 1 Set priorities

The question “Where are we going?” should be at the forefront of your thinking at this stage, taking into account the goal you set at the beginning of this process and the stakeholders you want to impact.

Review the work you did at the planning stage, when deciding on the core team, as well as the touch points for various stakeholders along the way to understand who needs to be involved in action-planning.

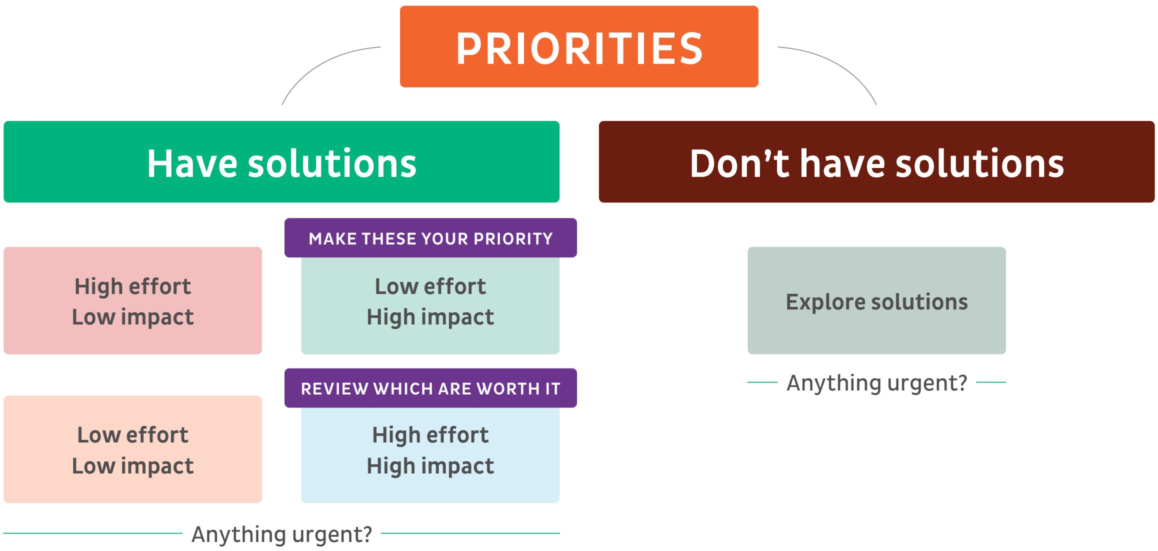
You may use feedback collected from the communication step to inform your next steps, or you may need to gather additional input from stakeholders on how they see their role in moving the process forward.

There are many tools and strategies you can use to organise your thoughts to set priorities for action.

Here's a flow we suggest going through when figuring out where to start with your action steps.

## TAKE ACTION

**Organize priorities looking at solutions and effort required**




### Reflect on feasibility

When evaluating your priorities take into consideration their feasibility and the availability of resources. The feasibility[1] of the approaches should reflect the context of your organisation and take into account the people, support, training, and resources you may need to be successful. Consider what the criteria are for your priorities and if you cannot guarantee the majority of these for your priority, you may have a harder time implementing your plan and struggle to see impactful change for stakeholders.

For example, the priority:

- [ ] Has administrative support
- [ ] Has staff support
- [ ] Staff are trained
- [ ] There is available training
- [ ] There is available funding
- [ ] There are other available resources
- [ ] We have time to plan and monitor
- [ ] It addresses the root cause
- [ ] It is based on sound research
- [ ] It is endorsed by other trusts/schools
- [ ] It targets our population of pupils

### Solutions

Remember your goal. Connect your solutions back to the reason you started this in the first place. There may be many different directions that priorities and solutions can take you, but choose the ones that are most closely related to addressing your goal and the impact you want to achieve. Think about the problems and opportunities you identified and the potential solutions at your disposal to work on them. Look for areas with quick wins that can easily be implemented in a short turnaround, as these encourage stakeholders (and yourself!) that the work being done will have an impact. Evaluate any potential consequences if action is not taken around areas where you need to explore more information to understand the area more fully. Go back to the *Analyse results* section and consider other data points to understand the problem.

1 DATADRIVE: The Power of Data to Take Smart Decisions for School Improvement. Erasmus+ Project Training materials. 2019-2021. *Feasibility of Implementation Checklist.* https://sites.google.com/edurio.com/datadrivetrainingmaterials/training-materials

### Effort and impact

Take a moment to consider the effort and impact of the people involved in implementing changes. High effort actions will be harder to sell as they may mean bigger changes to the day-to-day work of stakeholders in terms of workload. Be aware of priorities that might not have a high impact, as these can leave you feeling underwhelmed when reviewing how things are going later on. But anything that will be low effort for staff with a high impact for pupils (or another key stakeholder group related to your goal), should be high on the priority list.

### Urgency

If any priorities from your analysis seem more urgent than others, make sure to evaluate them accordingly. For example, if there are any worrying areas around safeguarding, that might impact the safety and wellbeing of pupils or staff members, this is something that needs attention quickly. Urgent and important, high-value tasks are time sensitive and have consequences if not completed in time.

### Reflect on possible roadblocks

Possible roadblocks include dwelling too much on your current state, focusing only on your vision, but not your current state, or trying all kinds of possible strategies without seeing them through to impact. Will the biggest roadblock be getting people on board with your plans? Where do you see your biggest risk and why? Now, think about steps you can take to push through and keep going!

### 2 Make a timeline: WHY WHAT WHO

To make sure you are still moving towards your goal, you need to divide the work up into different time periods, outlining what will happen and how often. Carve the change project into smaller steps, try identifying some short-term, medium-term, and long-term milestones, as short-term wins are hugely important in encouraging people to keep going, and long-term milestones help you to see system-wide impact. Plan and align this timeline with your school or trust improvement cycle, so workload is taken into account and you are aware of heavy burden times in the school year, as well as any other ongoing priorities that need to be addressed.

**Keep the "why" at the centre of your work- prioritise and focus efforts**

As we've said throughout this process, the WHY of your work should be a positive and encouraging reminder of the work you are doing. Communicating this goal and getting others excited about it will help to keep the momentum going. Think about little ways to remind yourself and others of the impact you want to achieve by making posters or signs, and starting meetings with check-ins or stories of positive examples of the work being done. Let the work inspire you and your stakeholders that the road you are on leads to great things!

## Set milestones to measure progress

Set up a timeline with milestones so you will purposefully allow for work to happen. Check in periodically to see how you are getting on in the process.

Create clear criteria to evaluate your success. How will you know you have reached your goal? What kind of data will you use for evidence?

Think about the data you need to collect along the way to measure progress. Think not only about how you will organise it, but how you will share it in a way that stakeholders have a chance to share their experience and get feedback on the progress they are making.

When coming up with your action plan, try to be as specific as possible. Collectively discuss what success will look like – feedback is crucial at this stage to get everyone on board.

| Time period | **Short-term (everyday) work:**<br>What will need to be done in everyday practice to see change happen? Is it a daily change in communication between staff and parents? Is it a type of task staff need to implement to see change in pupil behaviours or skills? | **Medium-term work:**<br>How will we check in to see that people have been dedicated to the priority and have been working on it? How can we come together to review progress and adjust plans if needed? | **Long-term work:**<br>How will we know we have made real change and improvement? What will be our big success measure? |
|---|---|---|---|
| Milestones | Daily or weekly progress data collected by staff.<br>Example: Observation summaries of key behaviours related to safeguarding, incident reports analysis, to see if strategies are having an impact, with the opportunity to adjust along the way. | Data collected to see progress to review the work done so far and help predict future growth.<br>Example: improved communication (with a clear measurement, such as number of correspondences or in-person meetings) between parents, pupils and staff about safeguarding incidents and concerns. Decrease in safeguarding incidents or decrease in absences from school due to safety issues. | Data collected at regular intervals by the school or at the trust or national levels. This data can also be used to benchmark with other schools.<br>Example: yearly survey shows pupils feeling safer at school and having a clearer idea of where to get help if needed. |
| Deadlines | Set high expectations, and be realistic with deadlines.<br>Everyday work will take commitment and dedication from staff to implement and collect data to follow along with progress. At first, you may need to give support to staff who may feel overwhelmed by the new responsibility. | Set deadlines for staff to come together and share their collected data, share in practice and have an opportunity to reflect and get help if they have not seen as much progress as they would have liked. | These deadlines are usually known well in advance and cannot be changed. Knowing when these long-term check-ins will happen makes planning your work easier and much more focused. |

**Who to get involved**

Involve people whose participation in the change process you wish to see and who would be needed to see the change successfully manifest. This will be more successful if this is not a top-down assignment of tasks, but a collaborative effort where everyone involved agrees on the work to be done.

Make sure that there are clearly assigned responsibilities to manage the actions that follow and that these are aligned with your priority and goal. As you decide on roles and responsibilities, you should discuss how you plan to collaborate and set clear expectations for those taking on a task.

Keep everyone informed and gather feedback on your plans. This helps ensure that you have not missed anything important and lets others plan their workload. This also increases the sense of ownership and support for your school improvement project.

A note for trust-level readers:

If you're looking at this resource from a trust's perspective, you might be asking yourself how to translate all of this information for schools to start working in an evidence-informed way.

Here is a list of possible actions to take with your school teams:

- Ask school heads to go through this resource with a small team to get background knowledge on stakeholder feedback surveys.
- Host a workshop for the key people leading implementation on a school level to introduce them to the action plan and next steps, and give them a chance to give input.
- Find ways to share best practices within your trust, as those who are performing better can share what they are doing with others who may be struggling.
- Ask schools to explore the survey data themselves and choose one priority they would like to work on.

With a clear plan in place and responsibilities divided amongst the team members and stakeholders, you should have everything in place to get to work. Remember that this is not a linear process. As this is a human-driven journey, there are bound to be hiccups along the way. Statistics in the business world say that around 80% of change initiatives fail. Most of the time it's not because the content or data is pointing in the wrong direction, but because the process itself is not managed as well as it could be. The process is about the people involved, doing the work and ensuring that they have the energy, motivation and resources to keep doing the work.

Follow up regularly to check in on how things are going. Together with your team evaluate:

1

**Progress**

Are we reaching our milestones? Where are the blockers?

2

**Time management**

Is there enough time to work on this? Are people spending time on this?

3

**Collaborative work**

Are people coming together to do this? Are people sharing experiences and getting help when they need it?

4

**Collective vision**

Is this still our priority? Do we need to focus on anything else? Are we all on board? Is everyone informed about the progress?

On our website, you can find all of these materials and more, available in various formats that will help you plan your process, execute the process and communicate with your stakeholders. We hope you find the materials and templates useful for your work!

**go.edurio.com/feedback** **go.edurio.com/template**

# Data comunication plan

A data communication plan is necessary to keep stakeholders informed of the work you are doing and to allow for any feedback they may have on the process so far. It can also be a helpful way to make people feel included in the process, boosting a sense of ownership of the results and the progress to be made.

| | |
|---|---|
| Who needs to hear/see this information? | |
| When is the best time to present it? | |
| Where will we do this? | |
| How will we do this? | |
| What reactions do we anticipate? | |
| What form will we use to present the data? | |

## Recommendations for communicating results

Collaboration with stakeholders in the results analysis and the decision-making process will give real value to the work you have done so far. A key element of the process is how you share the information you have gained.

### Be open

Being open and honest is critical to communicating results. Do not try to position results to be better or worse than they are. How you talk about results sets the tone for receiving continued honest feedback and ideas for improvement. Openness builds trust.

### Be goal oriented

Refer to the priority, goal and its context, including when it happened, who participated and how active was stakeholder participation (for example, in surveys, what the response rate was). Explain what you plan to do with the results and why they are important.

### Be clear

Be as clear and concise as possible when you share the results. Avoid jargon and commentary that will create confusion.

### Be objective

When communicating results, do your best to play the role of a neutral observer. Communicate the findings without including personal opinions.

### Be encouraging

Encourage stakeholders to comment as you discuss results. Make stakeholders feel as though you are talking with them instead of at them. This will foster an ongoing conversation.

### Be mindful of sensitive topics

If the evidence you have collected includes sensitive or private topics, be mindful of how the discussion is held and in how much detail you will explain it.

### Do not blame respondents

Stakeholders should never feel like they have to change their responses or actions. Try to understand why they responded or acted the way they did. Feedback gives the opportunity for all sides to listen to a wide range of views.

### Do not debate who is right or wrong

Debating right versus wrong answers sends the message that not all stakeholders’ feelings and experiences are considered valid. Look for ways to find common ground.

### Do not try to change opinions

Even if you are unhappy about the results, take them for what they are and don’t try to change the opinions of stakeholders.

### Lead action

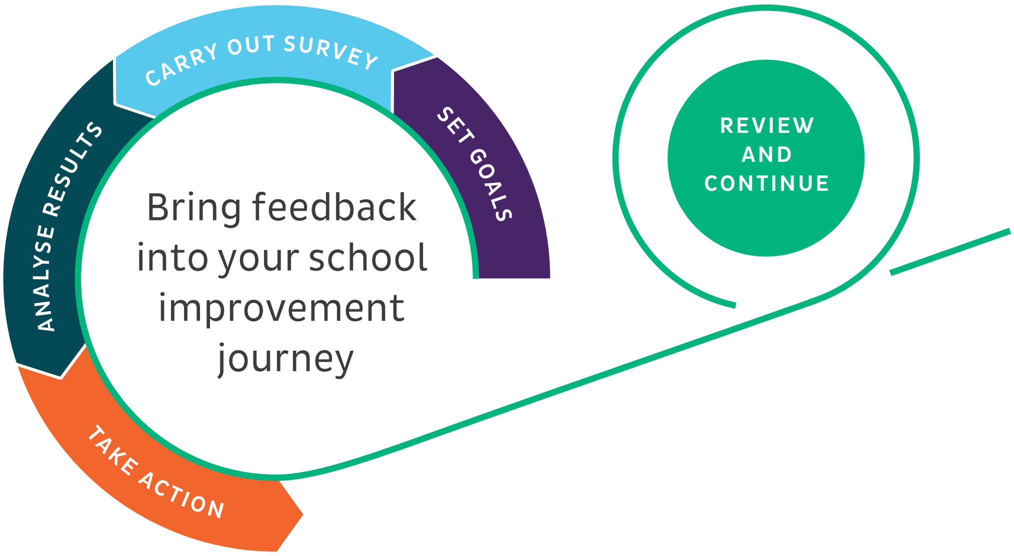
Engage in a discussion about what kind of additional information may be necessary to better understand the results, or what kind of changes your organisation needs to make before taking next steps.

### Agree on next steps

Your evidence-informed work will only have impact when you take thoughtful and timely actions going forward.

## Review and Continue

### STRATEGIC FEEDBACK SURVEY CYCLE




We hope the stakeholder feedback survey process has been a positive experience for you and your school or trust. As a feedback organisation, we think reviewing the process itself is important to reflect on what worked and what could be improved next time. So, remember to take a moment to review the various parts of the stakeholder feedback survey journey. Do this with your team to get a variety of input and a clearer understanding of how the different roles and responsibilities played out when executing your plans.

## How did the survey process go?

By reviewing the process of the survey you will know what to keep and what to change so things go more smoothly the next time you plan a survey.

| | What went well | What we could do better next time |
|---|---|---|
| **Set goals**<br>Clarity and focus on the goal and desired impact | | |
| **Carry out the survey**<br>Plan, Design, Run | | |
| **Analyse results**<br>Analysing and triangulating data to gain a deeper understanding of the priority | | |
| **Take action**<br>Embedding gained knowledge into everyday work | | |
| **Time**<br>Time to plan, time to work collaboratively, time to collect, time to analyse | | |
| **Communication**<br>Getting all stakeholders involved in school improvement | | |

## How to celebrate our achievements?

Think about ways you can thank people who were involved, how you can recognise those people who went the extra mile, or who made the most progress. Celebrating the success of hard work creates a collective growth mindset, showing everyone that with dedication and a clear plan, school improvement and change can be achieved.

### Just say it

Almost no effort involved, but lots of boosted morale!

### Organise a team event

Celebrate by organising a bigger team event, doing something special and possibly out of the ordinary

### Share success stories

Emails, newsletters, social media, etc. that share success stories with others

### Set up a hall of fame

Consider ways to highlight staff members for their achievements, but be mindful that the process is fair and representative. Let staff members vote for the "colleague of the month!"

### Pay it forward

Give an opportunity for people to share their gratitude for those who helped them or went the extra mile recently in their work

### Have an awards ceremony

If you want to go above and beyond, you can host a ceremony to celebrate your success. Depending on the budget, you can get staff members involved in creating the celebration (a great team bonding activity in itself), or you can outsource the work and give them a grand surprise!

### Get together socially

Sometimes, even a quick get-together that doesn't have added work pressure can give people a breath of fresh air

## Where to go from here?

A continuous cycle of evidence-informed school improvement can bring your school or trust from good to great. Our hope is that you will be able to take these steps and integrate them into the culture and daily practices of your organisation - focusing on the right kind of evidence, translating that into an action plan and building a culture of collaborative inquiry.

The processes we describe in this guide are bound to require some adaptation for your needs as you go through the steps. The context of each school or trust will require modifying your approach, cutting some parts and expanding others, but we hope that these guidelines are a good start. We would love to hear your feedback and stories of school improvement at **hello@edurio.com**.

If you are interested in reading more about feedback and organisational change systems, we suggest these resources:

1. Terms of Engagement: New Ways of Leading and Changing Organizations by Richard H Axelrod
2. Schools That Learn (Updated and Revised): A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares about Education by Peter M Senge, Nelda Cambron-McCabe, Timothy Lucas, Bryan Smith, Janis Dutton
3. Humble Leadership: The Power of Relationships, Openness, and Trust by Edgar H. Schein

## Good luck on your journey towards school improvement!

On our website, you can find all of these materials and more, available in various formats that will help you plan your process, execute the process and communicate with your stakeholders. We hope you find the materials and templates useful for your work!

**go.edurio.com/feedback** **go.edurio.com/template**

## About the Authors

**Imanta Nigals**
Imanta works with the Edurio Insights team to build meaningful resources for schools and trusts around effective stakeholder feedback. She has developed and implemented guidebooks, seminars and other resources tailored to the needs of customers looking to get the most out of their survey data.

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Ernest is the CEO of Edurio. He is a frequent public speaker both in the UK and internationally on the effective use of stakeholder feedback in schools and has published extensive research on stakeholder feedback, staff wellbeing and school improvement.

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Beatrise is the survey content developer and research specialist in the Edurio Insights team. She works on developing new surveys for Edurio and their partners, as well as supports customers in adapting Edurio surveys to their specific needs.

## Contributing Editor

**Gopi Bloch**
Gopi is the Organisation Culture Lead for the Avanti Schools Trust where he supports the CEO with trust-wide culture-based changes. He uses data and feedback to create interventions and change at Avanti, be it in small groups of five (such as 360° Feedback) or large groups of six hundred (such as a trust-wide INSET Days).

## About Edurio

Edurio is England's leading provider of staff, pupil, and parent feedback surveys for schools and multi-academy trusts, working with over 150 trusts and 2000 schools across England and internationally.

Edurio's platform and nationwide dataset allow trust and school leaders to benchmark their performance against national averages on topics like staff wellbeing, parental engagement, pupil wellbeing and others.

By measuring the often difficult-to-track elements of education quality, Edurio can help school leaders make informed decisions, develop engaging relationships with staff and communicate their values to their community.

Featuring surveys designed in partnership with academic experts, Edurio has developed an advanced survey management and data visualisation platform for schools and school trusts to easily access these important insights.

Edurio has developed guidance for conducting school stakeholder feedback surveys. Follow the steps of the Strategic Feedback Survey Cycle to bring feedback into your school improvement journey. See it here: **home.edurio.com/solutions/stakeholder-feedback**

By using Edurio to centrally manage your stakeholder feedback across the trust, you can:

- Reduce effort to analyse data and ensure high response rates due to the use of a trusted partner
- Strengthen relationships between school leadership and the staff and parent community
- Provide an understanding of where your resources and support are needed
- Identify areas for professional learning and growth opportunities
- Find areas of good practice and celebrate strengths
- Improve staff wellbeing and student achievement

If you're interested in learning how Edurio can help your school or trust achieve its goals, email **contact@edurio.com** or visit our homepage **home.edurio.com**.

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# Strategic Stakeholder Feedback



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