



Kyra Needs & Impact Survey 2016 - Summary Report

The Kyra Teaching School alliance undertook its annual 'Needs and Impact' survey during June and July 2016. The survey is used to gauge the opinions of headteachers, senior leaders, teachers and support staff on Kyra's impact both on their schools and on themselves as individual professionals. It also allows the alliance to anticipate the emerging needs of its schools and to seek suggestions around areas of potential future innovation and development.

This year's survey is the third such exercise in as many years and provides a useful insight into the alliance's successful development and any potential areas of weakness or need for improvement.

Experience of working with Kyra

This year's survey shows a 20% increase in those respondents who consider their experience of working with Kyra as being 'very positive' (82%). A further 15% consider their experience to be 'positive', with the remainder (3%) considering it as being 'somewhat positive'.

The alliance's strong ethos and culture of support are highly valued by respondents, who feel that Kyra provides a place where leaders and teachers can be vulnerable and ask for help, as well as seek challenge and further insight into best educational practices. The focus on children, and the values-driven nature of the alliance is highly valued.

"KYRA is a strong alliance of like minded schools who share a strong moral purpose; I believe this is what sets it apart."

The development of professional networks and forums has been very well received. Kyra's role in 'horizon scanning' and helping leaders and schools respond to a changing education landscape – particularly through these Forums and update communications - is highly valued by respondents.

"For me, it continues to be about two things - integrity and provocation. KYRA is always true to its DNA, it constantly comes back to its core purpose. KYRA makes me think, it is never standing still and is constantly looking for how it can further improve schools."

The programmes and support delivered by the alliance are well received, with a number of respondents referring to the professionalism and knowledge demonstrated within Kyra's provision. One respondent went so far as to state that: *"Kyra has been a life line through a tough year for my school. The support provided and the contacts I have made have greatly impacted on the improvement in my school."*

The alliance's communications are generally considered to be of a high quality.

There are some underlying concerns from a few around accessibility of Kyra's provision and a sense that some schools may be inadvertently 'left out' from some aspects of provision. This lack of accessibility is often down to geographical issues, but in a minority of cases there is a perception that some schools have a closer relationship with the alliance than others.

There is a sense that Kyra's CPD offer could be more responsive, with some respondents requesting that more is done to match the needs of schools and to ensure that there is CPD for those staff operating at all levels. Only 28% of respondents had engaged in the CPD network and only 24% cited involvement in 'formal CPD'.

Practical & improvement linked provision such as moderation workshops, peer review and SEF writing/review exercises has been well received. There were some suggestions that the timing of these should be reviewed in order that they are as beneficial as possible in terms of school improvement planning.

Nature of engagement with Kyra

The majority of respondents had attended one of Kyra's professional forums. Indeed, the forums, conferences and the Kyra Council were the most cited form of engagement – with schools clearly finding the 'networking' and 'relational' provision to be most accessible. It is extremely encouraging to see so many respondents whose pupils are engaged in the work of the Kyra Council or in the Kyra Ignite Games – however, this still falls some way short of half of respondents (31%).

In terms of professional development / support provision, the alliance's moderation workshops are proving to be popular, with almost 40% of respondents having

attended one or more of these. The percentage of those having engaged in 'formal CPD' or 'school to school' support is relatively low, standing at approximately 25% of respondents.

Most significantly, only 11% of respondents had engaged in any form of research activity within Kyra during the past year. One respondent stated that they were "*disappointed at the guidance and level of support received*" in relation to research. It is evident that significantly fewer respondents were 'very positive' about their experience of research activity. However, the majority of respondents remained 'positive' about Kyra's research work.

When asked about Kyra's impact on their professional development, 56% said it had been 'very positive' (an increase of 16% on 2014/15) and 34% said it had been 'positive.' However 10% were only 'somewhat' positive about this, representing an increase of 6% since last year.

Impact on teaching and leadership

86% of headteacher/governor respondents were 'very positive' or 'positive' about the impact that Kyra's provision has had on the quality of teaching and leadership in their schools. 11% were 'somewhat positive', whilst 3% were 'not positive'.

The 'very positive' or 'positive' rating of 86% represents a 3% decrease on this rating since 2014/15 (and a 5% decrease since 2013/14).

However, when asked how they felt Kyra's CPD had benefited those staff who had engaged with it, 48% were 'very positive' and 39% were 'positive'. Whilst a greater percentage of headteachers/governors were 'very positive' this year, the combined total of 87% does however represent a decrease of 4% on last year's satisfaction rating.

Feedback on key strands of activity

ITT/NQT: 94% of those schools that were engaged with Newly Qualified Teacher / Initial Teacher Training programmes rated its quality as being 'very positive' (50%) or 'positive' (44%). This represents a decrease of 6% on 2014/15, however it should be noted that this decrease represents feedback from just one respondent. It should also be noted that the 'very positive' rating has increased by 6% since last year.

Research: 81% rated as 'very positive' (36%) or 'positive' (45%). 14% were 'somewhat' positive' and 5% were 'not positive'. In 2014/15 71% rated as 'very positive' or 'positive'.

School to School Support: 95% rated as 'very positive' (67%) or 'positive' (29%). In 2014/15 90% rated school to school support as 'very positive' or 'positive'

Forums (Heads' forums; Governors' forums & - from 2015/16 including -ASBM forums): 96% rated as 'very positive' (64%) or 'positive' (31%). In 2014/15 94% rated the forums as 'very positive' or 'positive';

Kyra's communications: 95% rated as 'very positive' (65%) or 'positive' (35%). In 2014/15 97% rated Kyra's communications as 'very positive' or 'positive'.

Of those aspects of provision included above, only research did not see its 'very positive' rating increase between 2014/15 and 2015/16. There was a 17% decrease in the number of respondents that considered research to be 'very positive' since 2014/15.

Opportunities for children

For the first time, this year's survey captured respondent's views on the quality of the alliance's provision for children (including the Kids' Council and Ignite Games.)

The feedback on this is very positive, **with 97% of respondents considering it 'very positive' (70%) or 'positive' (27%).**

Respondents were also asked for their views on how alliance-wide opportunities for children could be enhanced further, and we have included a sample of comments below:

"KYRA parliament We could have a learning council team that have a specific monitoring focus, feedback to staff. E.g a Worship focus, learning environment, British Values etc."

"Kyra football and competitive sports tournaments, Kyra art gallery of children's work from our schools, Kyra performances or kyra holiday clubs for gifted and talented."

"Kyra Kids Times - providing real life stories from schools across the Alliance, including news articles, challenges etc written by the children."

"Music or arts based opportunities"

"Have you considered training some of older pupils to take active part in research?"

"Perhaps it would be good to have a children's art exhibition that travel across schools - this model could be applied to a writing competition or exhibition (real or virtual). Could also have a junior Kyra choir or band - an after school event."

Recommending Kyra

89% of respondents would recommend a vacancy to a colleague based on the fact that the role was in a Kyra school.

Future expectations

Respondents made a number of suggestions regarding the areas Kyra should be developing for the future. This included:

- Greater support with managing the academisation agenda;
- Developing more senior leadership development opportunities, including a coherent route through the National Professional Qualifications;
- Delivery of CPD that is more responsive to changes in the educational landscape and ensuring that provision is available for staff at levels;
- Looking to address issues around location and timing of provision so that it is as accessible as possible;
- The gathering of more data and 'soft intelligence' on schools in order to inform school improvement and school to school support work.

