Student Evaluation Results 2026-2027
October 2026

Mission

At the International School Ikast-Brande, we are committed to the happiness and sustainability of our community. With strong values and high expectations, we focus on excellent academics and developing individual skills and attributes to prepare students for the challenges of an ever-changing world.

Purpose of Evaluation

Our Student Representative Council annually reviews the students' observations of their school. To ensure the mixed methods questionnaires were appropriate for age – it was decided that there would be two questionnaires:

- ✓ Early Years – Year 5
- ✓ Year 6 – Year 10

Both questionnaires included areas that evaluated:

- ✓ Environment
- ✓ Safety
- ✓ Academics
- ✓ Inclusivity and Belonging
- ✓ Additional Information
- ✓ Overview

Overview of Evaluation

The Early Years – Year 5 evaluation was conducted through Homeroom classes using a paper-based format that encouraged both quantitative and qualitative feedback. A total of 75 responses were collected, using a smiley face scale to represent students' impressions.

The Year 6 – Year 11 survey was conducted online, gathering 94 responses. Students used a Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree) to express their views.

This academic year, the Student Representative Council also reviewed and updated several questions to the older students' survey to provide further insight into additional aspects of students' school experiences.

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Early Years – Year 5 Evaluation Results

The majority of respondents responded positively to the following statements:

- ✓ I love my school
- ✓ My teachers are kind
- ✓ I feel safe in school
- ✓ I have friends at school
- ✓ I know what to do if there is a fire at my school

The Early Years to Year 5 results indicate a strong level of satisfaction across key areas, maintaining an overall rating, consistent with the previous two years.

Students responded particularly positively to the kindness of their teachers, their friendships and feeling safe at school. Fire safety awareness and students' affection for their school were also identified as areas of strength.

Cleanliness and playground provision remain priorities for further discussion within the Student Representative Council, including additional equipment and opportunities for different activities. The level of challenge in lessons will also be explored further, with particular consideration given to how students interpret the question and their qualitative feedback. This will help provide a clearer understanding of students' perceptions of academic challenge, whilst maintaining the strong sense of safety and belonging.

Overall, the findings highlight a happy and supported younger student body and the continued benefit of acting on student feedback.

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Year 6 – Year 10 Results

The strongest results indicate that the majority of our students responded positively to the following areas:

- ✓ Can get support from teachers when they do not understand
- ✓ Have friends they can talk to at school
- ✓ Teachers are respectful
- ✓ Know what to do in an emergency
- ✓ Feel safe at school
- ✓ Feel they belong to the ISIB community

The Year 6 to Year 11 results similarly show positive progress, with the overall rating increasing over the past three academic years.

Most students responded positively to statements about teacher support, friendships, respectful relationships, safety and belonging, indicating strong engagement and wellbeing. The results particularly highlight the importance of positive relationships between staff and students.

The level of challenge in lessons emerged as an area for further consideration. Further qualitative feedback will be explored to better understand students' interpretations of the question and their perceptions of academic challenge, whilst maintaining the strong levels of teacher support. The Student Representative Council will also explore opportunities to strengthen student voice, alongside further discussion relating to the topics of noise, classroom furniture and clubs.

Encouragingly, perceptions of bullying remain positive, with further improvements noted compared with last year. Whilst the findings reflect the continued success of the school's approach to addressing bullying, opportunities for further development have been identified. These include strengthening students' understanding of how concerns are addressed, ensuring appropriate feedback and follow-up, and continuing to promote a safe and supportive environment during breaks and lunch through increased staff presence.

Overall, students across the upper year groups expressed increasing confidence and satisfaction in their school experience, with results reflecting the positive impact of collaborative efforts between staff and students.