

Kaleidoscope

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Experience in Educational Data Collection

Kaleidoscope is an independent research and innovation organisation specialising in Data for Inclusion. We work with universities, researchers, evaluators, government bodies and national organisations, alongside schools, trusts and local authorities, on research at organisational, regional and national levels.

We offer established survey instruments, digital data collection, intersectional analysis and the co-design of bespoke research tools. Partners can work with us on a specific research project or draw on our expertise to support a wider survey programme.

Co-design with participants and researchers is central to our approach. Our Kaleidoscopic Data™ (KD) framework was developed through doctoral research and collaboration involving the universities of Surrey, Kent, UCL, Goldsmiths and Bournemouth, alongside hundreds of schools and educational organisations, including the Institute of School Business Leadership (ISBL). Our tool development has also involved 50 student councils. For Parent & Carer Voice, we worked with organisations collectively representing 500,000 families.

These collaborations bring research expertise, professional knowledge and lived experience into the development of our tools. They inform what we ask, whose perspectives we seek and how experiences are understood in context.

Our current research collaborations include work with the British Association for Applied Linguistics (BAAL) and UCL on making language visible in school equity, diversity and inclusion through a Kaleidoscopic Data approach.

Since 2022, the team's work has supported data collection across approximately 400 schools and colleges in more than 30 countries. The September 2026 Kaleidoscope Inclusion Index draws on 36,000+ voices and approximately 2.82 million recorded quantitative and qualitative responses.

Our specialist contribution is mixed-methods collection and interpretation of lived-experience evidence. Areas include belonging, safety, participation, curriculum representation, staff experience and parent and carer perspectives. Established instruments include the Staff Index, Student Index, Parent & Carer Voice and Leadership Inclusion Audit.

Kaleidoscopic Data™ is informed by Dr Ponsford's doctoral research, *Intentional Inclusion: Investigating Equitable Education and Intersectional EdTech* (2025). It brings together five lenses: Identity, Environment, Experience, Voice and Social Capital. These support enquiry into how experiences differ across groups and contexts, including differences that aggregate findings can conceal.

Specialist areas include SEND experience, disadvantage, EAL learner voice, neurodivergence, staff workforce inclusion and parent and carer perspectives. Participant-reported demographics support intersectional enquiry and complement administrative classifications such as recorded SEND or FSM status.

Experience spans early years, primary, secondary and post-16 settings. Browser-based surveys support collection across multiple settings, with age-appropriate instruments and school-led administration where pupils are participating. Deployment windows typically range from 1 to 12 weeks.

Field Force Capacity and Expertise

Kaleidoscope combines central research and operations coordination with designated leads in participating organisations and settings. This supports coordinated delivery across individual organisations, groups of settings and regional projects.

Within schools, designated leads are known as Champions. They typically include senior leaders, SENDCOs, pastoral or inclusion leads, research leads and trust or regional improvement staff.

Central coordination covers onboarding, deployment planning, administration guidance, response-rate monitoring and liaison with participating settings. Champions receive completion protocols, accessibility and demographic guidance, and escalation routes for

participation or safeguarding concerns. Preparation resources support discussion with designated safeguarding leads and school leadership before rollout.

Many of our team come from teaching and education leadership backgrounds, bringing first-hand understanding of school routines, workload and the practicalities of involving staff, students and families in research. This practitioner experience informs our survey design, communication and support for participating settings.

The team's delivery experience extends across the UK and internationally.

Each commissioned project is assigned a named lead from the research team.

Communication Systems

Commissioning organisations, researchers and evaluators

Each project has a named research lead who coordinates communication with the commissioning organisation and its research or evaluation team. This includes agreeing the research requirements, deployment arrangements, timelines and responsibilities.

For bespoke survey projects, communication also supports the co-design process, bringing together the research team and relevant participants or organisational partners to develop tools suited to the research questions.

Participating organisations and settings

The operations team coordinates onboarding and communication with designated organisational leads and school Champions. Agreed completion windows, administrator guidance and reminder communications support local scheduling.

Response-rate monitoring informs follow-up where participation is lower than expected. Participating settings have a named liaison route for access, administration and participation questions.

Quality Assurance Strategies

Quality begins with the design of the research tools. Co-design with participants and researchers brings relevant expertise and lived experience into survey development, supporting questions that reflect the people and contexts being studied.

During delivery, consistent instruments and administration guidance are supported by preparation with participating settings, accessibility-informed participation and response-rate monitoring.

Where participation is incomplete, the team can coordinate reminders, additional completion opportunities and further Champion support. Participants can skip questions.

Digital capture avoids routine manual re-entry of survey responses. Additional central coordination, Champion briefings or revised completion windows can be agreed where required.

Project Leadership

Dr Nicole Ponsford FCCT, Founder & Director of Research & Impact, provides overarching research and interpretation leadership. An award-winning educator and researcher, she has led the development of inclusion-focused data collection through collaboration with universities, educational organisations, schools, trusts, local authorities and international partners.

Her doctoral research introduced the Kaleidoscopic Data™ framework, supporting ethical, intersectional interpretation of lived experience in education. Her work brings together research expertise, practitioner knowledge and participant voice to understand inclusion across different identities and contexts.

Gemma Hubert, Director of Operations & Sustainability, oversees operational coordination, onboarding, liaison with participating organisations and deployment timelines.

Thomas Freeney, Director of Strategy, Development & Innovation, leads on strategy, partnership development and innovation within Kaleidoscope's leadership team.

Each project is assigned a named lead from the research team.

Additional Data Services Offered

Kaleidoscope supports partners through both established platform capabilities and bespoke research collaboration.

The platform includes demographic variable mapping, intersectional analysis, qualitative response organisation, leadership insight capture and summary reporting as standard. Staff, student and family perspectives can be considered alongside one another, with their different samples and contexts clearly identified.

We can co-design, develop and test bespoke surveys using our Kaleidoscopic Data™ (KD) framework for staff, students, families and other participant groups. Working with researchers, commissioning organisations and participants, we tailor surveys to specific research questions and contexts, supporting standalone projects and wider organisational, regional or national survey programmes.

Our contribution brings the five KD lenses into survey design and interpretation, helping partners explore how identity, environment, experience, voice and social capital relate to their research questions.

We can support research into leadership priorities and experiences, independently or alongside evidence from staff, students and families. This enables partners to explore where perspectives align and differ, with each group's responses understood in context.

Co-design can involve researchers, practitioners and participants, drawing on our experience of working with universities, schools, student councils, educational organisations and organisations representing parents and carers.

Cost Model and Pricing Structure

Research partnerships and bespoke survey projects are scoped and costed individually according to the research requirements, co-design activity, scale of collection, analysis and support required.

The following annual platform partnership prices provide a reference for individual settings and groups:

- UK state-funded school setting: £1,495.
- Independent school setting: £2,095.
- International school setting: £2,995.

Individual settings can begin with a one-year partnership.

Trust and group partnerships start at £7,500 for five or more settings, including central onboarding and ongoing reporting.

Local authority and system partnerships start at £15,000 annually, with scope tailored to the place, participating settings, rollout, evidence requirements and support model.

Repeated use of included evidence streams carries no additional survey-window charge, subject to reasonable technical fair use. Additional work, such as bespoke analysis, tailored reporting, translation or strategic research and evaluation, is separately scoped.

Published pricing: <https://kaleidoscope-research.org/partnerships>

Data Protection

Kaleidoscope's approach centres on anonymous participation, proportionate demographic collection and controlled access to reporting.

Standard survey delivery does not require pupil identifiers. Reporting uses anonymity thresholds, with access restricted to authorised roles.

School-led administration is supported by guidance on confidentiality, appropriate completion conditions and the handling of sensitive information.

Safeguarding

School-led administration operates within each setting's safeguarding arrangements and under its designated safeguarding lead. Champions receive guidance on preparation, age-appropriate participation, accessibility and escalation routes.

Participants can skip questions. Concerns raised directly during administration are managed through the setting's established safeguarding procedures.

Project Examples

These examples describe the team's research, co-design and data collection experience, including work undertaken before Kaleidoscope launched in September 2026. The current BAAL and UCL collaboration is identified as ongoing.

Project	Partners and contributors	Participants or scope	Research and data collection	Description
Development of Kaleidoscopic Data™ and research tools	Universities of Surrey, Kent, UCL, Goldsmiths and Bournemouth; hundreds of schools; educational organisations including ISBL; 50 student councils	Researchers, education professionals and student representatives	Collaborative development of the KD framework and participant-informed research tools	Brought together academic expertise, professional knowledge and lived experience to develop an approach to multidimensional and intersectional inclusion research.
Making Language Visible in School EDI through a Kaleidoscopic Data™ approach	BAAL and UCL	School equity, diversity and inclusion research	Current research collaboration using KD	Ongoing work exploring language within school equity, diversity and inclusion.

National Parent and Carer Survey, 2026	Parent and carer organisations and education networks, including organisations collectively representing 500,000 families	Parents and carers	Co-design and collection of Parent & Carer Voice	Survey ran from 16 March to 4 May 2026, exploring inclusion, trust, communication, safety and school experience. The 500,000 figure describes the families represented by collaborating organisations, not the number of survey respondents.
Kaleidoscope Inclusion Index, September 2026	Participating schools, trusts, local authorities and families	School-age pupils, staff, parents and carers	Staff and Student Indices; Parent & Carer survey	36,000+ voices and approximately 2.82 million recorded quantitative and qualitative responses. Includes incomplete starts and separate stakeholder samples.
26,000 Voices dataset	UK and international partner schools	Staff and pupils across school phases	Staff and student surveys; demographic questions	Earlier dataset capturing approximately 26,000 respondents across approximately 350 schools, exploring belonging, representation, support and participation.
Portsmouth inclusion programme	Portsmouth City Council and participating schools; DfE PEIA funding	Primary and secondary settings	Student and staff surveys; leadership insight	Coordinated collection of staff and student inclusion data to inform local authority inclusion strategy.

Welsh leadership Innovation grant	National Academy for Educational Leadership, Wales, and participating schools	Primary and secondary settings	Staff and student surveys; leadership insight	Supported school leaders to understand workforce and pupil experience as part of a leadership development and inclusion improvement initiative.
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Examples include successive work with developing datasets. Their participant figures should not be added together as independent reach.