

*Dear headteacher or PISA school administrator,*

*Thank you for participating in this study.*

*This questionnaire asks for information about:*

- *School background information*
- *School management*
- *Teaching staff*
- *Assessment and evaluation*
- *Targeted groups*
- *Learning environment and curriculum*
- *School climate*

*This information helps illustrate the similarities and differences between groups of schools in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement – both within and between countries.*

*The questionnaire should be completed by the headteacher or acting headteacher. It should take about 60 minutes to complete.*

***For some questions specific teaching expertise may be needed. You may consult specialist staff to help you answer these questions.***

*If you do not know an answer precisely, your best estimate will be adequate for the purpose of the study.*

*Please note that the forward button used to proceed to the next question is located at the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.*

***Your answers will be kept confidential. They will be combined with answers from other headteachers to calculate totals and averages in which no one school can be identified.***

*To answer questions in this questionnaire, please consider the following definitions:*

*'School science' includes all science courses referring to the domains of physics, chemistry, earth and space sciences, biology, applied sciences and technology either taught in your curriculum as separate science subjects, or taught within a single 'integrated-science' subject. It does NOT include related subjects such as mathematics, psychology, economics, nor possible earth science topics included in geography courses.*

*'School' refers to the establishment at the physical address to which the questionnaire was sent. It does not include other premises, which might be part of a wider school chain, academy or alliance.*



**Section A: School background information**

**Which of the following definitions best describes the community in which your school is located?**

*(Please select one response.)*

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A village, hamlet or rural area (fewer than 3 000 people)

SC001Q01TA01

A small town (3 000 to about 15 000 people)

SC001Q01TA02

A town (15 000 to about 100 000 people)

SC001Q01TA03

A city (100 000 to about 1 000 000 people)

SC001Q01TA04

A large city (with over 1 000 000 people)

SC001Q01TA05

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**What was the total number of students enrolled at the school on 1 February 2014?**

*(Please enter a number for each response. Enter "0" (zero) if there are none.)*

Number of boys:

SC002Q01TA01

Number of girls:

SC002Q02TA01

**What is the average size of English classes in your school for Years 10 and 11 (England and Wales) or for Years 11 and 12 (Northern Ireland)?**

*(Please select one response.)*

15 students or fewer

SC003Q01TA01

16-20 students

SC003Q01TA02

21-25 students

SC003Q01TA03

26-30 students

SC003Q01TA04

31-35 students

SC003Q01TA05

36-40 students

SC003Q01TA06

41-45 students

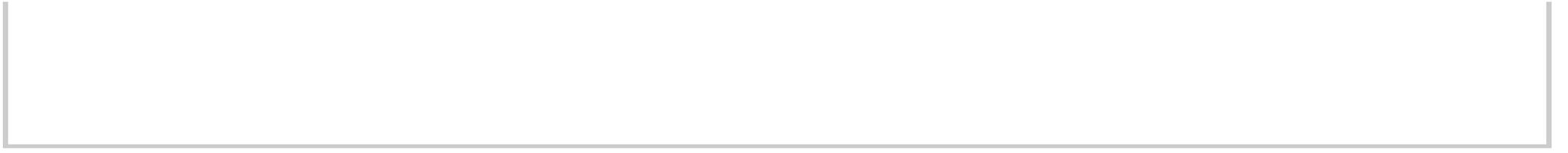
SC003Q01TA07

46-50 students

SC003Q01TA08

More than 50 students

SC003Q01TA09



**The goal of the following set of questions is to gather information about the student-computer ratio for students in Years 10 and 11 (England and Wales) or for Years 11 and 12 (Northern Ireland) at your school.**

*(Please enter a number for each response. Enter "0" (zero) if there are none.)*

*Number*

At your school what is the total number of students in Years 10 and 11 (England and Wales) or in Years 11 and 12 (Northern Ireland)?

SC004Q01TA01

Approximately how many computers are available for these students for educational purposes?

SC004Q02TA01

Approximately how many of these computers are connected to the internet?

SC004Q03TA01

Approximately, how many of these computers are portable (e.g. laptop, tablet)?

SC004Q04NA01

About how many interactive whiteboards are available in the school altogether?

SC004Q05NA01

About how many data projectors are available in the school altogether?

SC004Q06NA01

About how many computers with internet connection are available **for teachers** in your school?

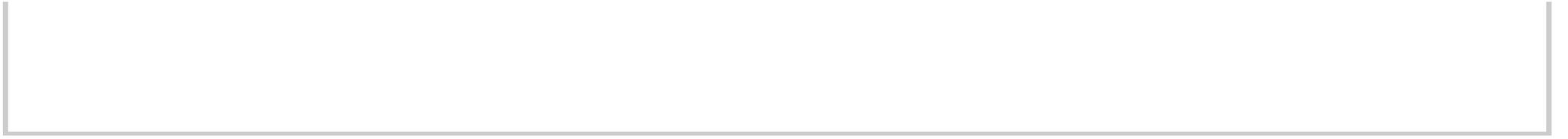
SC004Q07NA01



**Do the following statements about ICT use apply to your school?**

*(Please select one response in each row.)*

|  | Yes                                   | No                                    |
|--|---------------------------------------|---------------------------------------|
| Our school offers internet access free of charge to students via Wireless LAN.   | SC005Q01NA01<br><input type="radio"/> | SC005Q01NA02<br><input type="radio"/> |
| Students at our school are allowed to bring and use their own technical devices (such as laptops, smartphones, tablet computers) in school.        | SC005Q02NA01<br><input type="radio"/> | SC005Q02NA02<br><input type="radio"/> |
| Students at our school are allowed to bring and use their own technical devices (such as laptops, smartphones, tablet computers) in the classroom. | SC005Q03NA01<br><input type="radio"/> | SC005Q03NA02<br><input type="radio"/> |
| Our school has a media literacy education programme for students.  | SC005Q04NA01<br><input type="radio"/> | SC005Q04NA02<br><input type="radio"/> |
| Our school has a media literacy education programme for teachers.  | SC005Q05NA01<br><input type="radio"/> | SC005Q05NA02<br><input type="radio"/> |
| Our school offers accounts on school computers for students.   | SC005Q06NA01<br><input type="radio"/> | SC005Q06NA02<br><input type="radio"/> |
| Our school offers accounts on school computers for teachers.   | SC005Q07NA01<br><input type="radio"/> | SC005Q07NA02<br><input type="radio"/> |
| Our school offers intranet storage space for students.   | SC005Q08NA01<br><input type="radio"/> | SC005Q08NA02<br><input type="radio"/> |
| Our school offers intranet storage space for teachers.   | SC005Q09NA01<br><input type="radio"/> | SC005Q09NA02<br><input type="radio"/> |

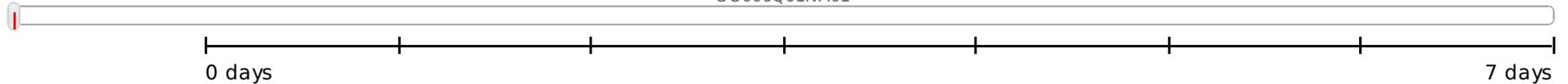


**How many instructional days per calendar week does your school provide to students in years 10 and 11 (England and Wales) or for years 11 and 12 (Northern Ireland)?**

*(In case of periodical schooling, please report the number of days by entering the average number of school days per calendar week calculated for a whole school year.)*

*(Please move the slider to the appropriate number.)*

SC006Q01NA01



## Consistency check rule

Rule: IF ^SC006Q01NA01 = 0

Message: The value you have entered is zero. Please check your response.

**How many instructional days are intended in this school year for students in years 10 and 11 (England and Wales) or for years 11 and 12 (Northern Ireland)?**

*(Please consider all scheduled school days.)*

*(Please enter a number.)*

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Days:

SC007Q01NA01

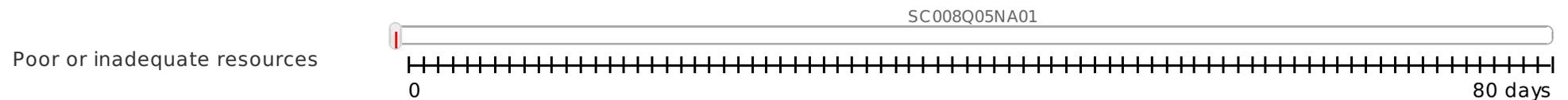
## Consistency check rule

Rule: IF (^SC007Q01NA01 < 100 OR ^SC007Q01NA01 >350)

Message: The value you have entered is smaller than 100 or greater than 350. Please check your response.

**On approximately how many days in the last 12 months was your school closed or deviated from the regular curriculum because of the following reasons?**

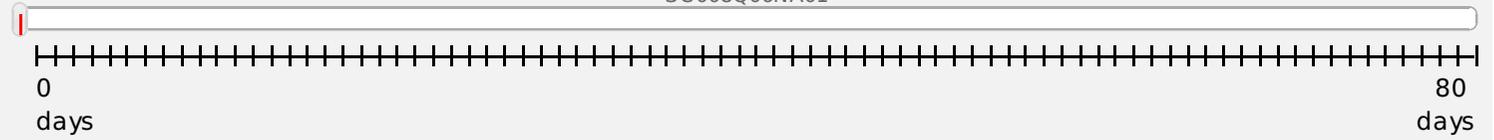
*(Please move the slider to the appropriate number. Select "0" (zero) if there was none.)*



days

SC008Q06NA01

Poor teacher or student behaviour



## **Section B: School management**

**Below are statements about your management of this school. Please indicate the frequency of the following activities and behaviours in your school during the last academic year.**

*(Please select one response in each row.)*

|   | <i>Did not occur</i>                  | <i>1-2 times during the year</i>      | <i>3-4 times during the year</i>      | <i>Once a month</i>                   | <i>Once a week</i>                    | <i>More than once a week</i>          |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| I use student performance results to develop the school's educational goals.  | SC009Q01TA01<br><input type="radio"/> | SC009Q01TA02<br><input type="radio"/> | SC009Q01TA03<br><input type="radio"/> | SC009Q01TA04<br><input type="radio"/> | SC009Q01TA05<br><input type="radio"/> | SC009Q01TA06<br><input type="radio"/> |
| I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school. | SC009Q02TA01<br><input type="radio"/> | SC009Q02TA02<br><input type="radio"/> | SC009Q02TA03<br><input type="radio"/> | SC009Q02TA04<br><input type="radio"/> | SC009Q02TA05<br><input type="radio"/> | SC009Q02TA06<br><input type="radio"/> |
| I ensure that teachers work according to the school's educational goals.  | SC009Q03TA01<br><input type="radio"/> | SC009Q03TA02<br><input type="radio"/> | SC009Q03TA03<br><input type="radio"/> | SC009Q03TA04<br><input type="radio"/> | SC009Q03TA05<br><input type="radio"/> | SC009Q03TA06<br><input type="radio"/> |
| I promote teaching practices based on recent educational research.  | SC009Q04TA01<br><input type="radio"/> | SC009Q04TA02<br><input type="radio"/> | SC009Q04TA03<br><input type="radio"/> | SC009Q04TA04<br><input type="radio"/> | SC009Q04TA05<br><input type="radio"/> | SC009Q04TA06<br><input type="radio"/> |
| I praise teachers whose students are actively participating in learning.  | SC009Q05TA01<br><input type="radio"/> | SC009Q05TA02<br><input type="radio"/> | SC009Q05TA03<br><input type="radio"/> | SC009Q05TA04<br><input type="radio"/> | SC009Q05TA05<br><input type="radio"/> | SC009Q05TA06<br><input type="radio"/> |
| When a teacher has problems in his/her classroom, I take the initiative to discuss matters.                                   | SC009Q06TA01<br><input type="radio"/> | SC009Q06TA02<br><input type="radio"/> | SC009Q06TA03<br><input type="radio"/> | SC009Q06TA04<br><input type="radio"/> | SC009Q06TA05<br><input type="radio"/> | SC009Q06TA06<br><input type="radio"/> |
| I draw teachers' attention to the importance of pupils' development of critical and social capacities.                        | SC009Q07TA01<br><input type="radio"/> | SC009Q07TA02<br><input type="radio"/> | SC009Q07TA03<br><input type="radio"/> | SC009Q07TA04<br><input type="radio"/> | SC009Q07TA05<br><input type="radio"/> | SC009Q07TA06<br><input type="radio"/> |
| I pay attention to disruptive behaviour in classrooms.  | SC009Q08TA01<br><input type="radio"/> | SC009Q08TA02<br><input type="radio"/> | SC009Q08TA03<br><input type="radio"/> | SC009Q08TA04<br><input type="radio"/> | SC009Q08TA05<br><input type="radio"/> | SC009Q08TA06<br><input type="radio"/> |

|  |                                       |                                       |                                       |                                       |                                       |                                       |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| I provide staff with opportunities to participate in school decision-making. | SC009Q09TA01<br><input type="radio"/> | SC009Q09TA02<br><input type="radio"/> | SC009Q09TA03<br><input type="radio"/> | SC009Q09TA04<br><input type="radio"/> | SC009Q09TA05<br><input type="radio"/> | SC009Q09TA06<br><input type="radio"/> |
| I engage teachers to help build a school culture of continuous improvement.  | SC009Q10TA01<br><input type="radio"/> | SC009Q10TA02<br><input type="radio"/> | SC009Q10TA03<br><input type="radio"/> | SC009Q10TA04<br><input type="radio"/> | SC009Q10TA05<br><input type="radio"/> | SC009Q10TA06<br><input type="radio"/> |
| I ask teachers to participate in reviewing management practices.             | SC009Q11TA01<br><input type="radio"/> | SC009Q11TA02<br><input type="radio"/> | SC009Q11TA03<br><input type="radio"/> | SC009Q11TA04<br><input type="radio"/> | SC009Q11TA05<br><input type="radio"/> | SC009Q11TA06<br><input type="radio"/> |
| When a teacher brings up a classroom problem, we solve the problem together. | SC009Q12TA01<br><input type="radio"/> | SC009Q12TA02<br><input type="radio"/> | SC009Q12TA03<br><input type="radio"/> | SC009Q12TA04<br><input type="radio"/> | SC009Q12TA05<br><input type="radio"/> | SC009Q12TA06<br><input type="radio"/> |
| I discuss the school's academic goals with teachers at staff meetings.       | SC009Q13TA01<br><input type="radio"/> | SC009Q13TA02<br><input type="radio"/> | SC009Q13TA03<br><input type="radio"/> | SC009Q13TA04<br><input type="radio"/> | SC009Q13TA05<br><input type="radio"/> | SC009Q13TA06<br><input type="radio"/> |

**Regarding your school, who has a considerable responsibility for the following tasks?**

*(Please select as many boxes as appropriate in each row.)*

|  | <i>Head teacher/<br/>Principal</i>       | <i>Teachers</i>                          | <i>School governing<br/>body</i>         | <i>Local Authority or<br/>ELB</i>        | <i>National education<br/>authority (e.g. DfE,<br/>DfES, DENI)</i> |
|--|--|--|--|--|--|
| Selecting teachers to recruit                    | SC010Q01TA01<br><input type="checkbox"/> | SC010Q01TB01<br><input type="checkbox"/> | SC010Q01TC01<br><input type="checkbox"/> | SC010Q01TD01<br><input type="checkbox"/> | SC010Q01TE01<br><input type="checkbox"/>                           |
| Dismissing teachers                              | SC010Q02TA01<br><input type="checkbox"/> | SC010Q02TB01<br><input type="checkbox"/> | SC010Q02TC01<br><input type="checkbox"/> | SC010Q02TD01<br><input type="checkbox"/> | SC010Q02TE01<br><input type="checkbox"/>                           |
| Establishing teachers' starting salaries         | SC010Q03TA01<br><input type="checkbox"/> | SC010Q03TB01<br><input type="checkbox"/> | SC010Q03TC01<br><input type="checkbox"/> | SC010Q03TD01<br><input type="checkbox"/> | SC010Q03TE01<br><input type="checkbox"/>                           |
| Determining teachers' salary increases           | SC010Q04TA01<br><input type="checkbox"/> | SC010Q04TB01<br><input type="checkbox"/> | SC010Q04TC01<br><input type="checkbox"/> | SC010Q04TD01<br><input type="checkbox"/> | SC010Q04TE01<br><input type="checkbox"/>                           |
| Formulating the school budget                    | SC010Q05TA01<br><input type="checkbox"/> | SC010Q05TB01<br><input type="checkbox"/> | SC010Q05TC01<br><input type="checkbox"/> | SC010Q05TD01<br><input type="checkbox"/> | SC010Q05TE01<br><input type="checkbox"/>                           |
| Deciding on budget allocations within the school | SC010Q06TA01<br><input type="checkbox"/> | SC010Q06TB01<br><input type="checkbox"/> | SC010Q06TC01<br><input type="checkbox"/> | SC010Q06TD01<br><input type="checkbox"/> | SC010Q06TE01<br><input type="checkbox"/>                           |
| Establishing student disciplinary policies       | SC010Q07TA01<br><input type="checkbox"/> | SC010Q07TB01<br><input type="checkbox"/> | SC010Q07TC01<br><input type="checkbox"/> | SC010Q07TD01<br><input type="checkbox"/> | SC010Q07TE01<br><input type="checkbox"/>                           |
| Establishing student assessment policies         | SC010Q08TA01<br><input type="checkbox"/> | SC010Q08TB01<br><input type="checkbox"/> | SC010Q08TC01<br><input type="checkbox"/> | SC010Q08TD01<br><input type="checkbox"/> | SC010Q08TE01<br><input type="checkbox"/>                           |
| Approving students for admission to the school   | SC010Q09TA01<br><input type="checkbox"/> | SC010Q09TB01<br><input type="checkbox"/> | SC010Q09TC01<br><input type="checkbox"/> | SC010Q09TD01<br><input type="checkbox"/> | SC010Q09TE01<br><input type="checkbox"/>                           |

Choosing which textbooks are used

SC010Q10TA01

SC010Q10TB01

SC010Q10TC01

SC010Q10TD01

SC010Q10TE01

Determining course content

SC010Q11TA01

SC010Q11TB01

SC010Q11TC01

SC010Q11TD01

SC010Q11TE01

Deciding which courses are offered

SC010Q12TA01

SC010Q12TB01

SC010Q12TC01

SC010Q12TD01

SC010Q12TE01

*We are interested in the options parents have when choosing a school for their children.*

**Which of the following statements best describes the schooling available to students in your location?**

*(Please select one response.)*

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There are two or more other schools in this area that compete for our students.

SC011Q01TA01

There is one other school in this area that competes for our students.

SC011Q01TA02

There are no other schools in this area that compete for our students.

SC011Q01TA03

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### How often are the following factors considered when students are admitted to your school?

(Please select one response in each row.)

|   | <i>Never</i>                          | <i>Sometimes</i>                      | <i>Always</i>                         |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| Student's record of academic performance (including 11-plus and entrance exams) | SC012Q01TA01<br><input type="radio"/> | SC012Q01TA02<br><input type="radio"/> | SC012Q01TA03<br><input type="radio"/> |
| Recommendation of feeder schools  | SC012Q02TA01<br><input type="radio"/> | SC012Q02TA02<br><input type="radio"/> | SC012Q02TA03<br><input type="radio"/> |
| Parents' endorsement of the instructional or religious philosophy of the school | SC012Q03TA01<br><input type="radio"/> | SC012Q03TA02<br><input type="radio"/> | SC012Q03TA03<br><input type="radio"/> |
| Whether the student requires or is interested in a special programme            | SC012Q04TA01<br><input type="radio"/> | SC012Q04TA02<br><input type="radio"/> | SC012Q04TA03<br><input type="radio"/> |
| Preference given to family members of current or former students                | SC012Q05TA01<br><input type="radio"/> | SC012Q05TA02<br><input type="radio"/> | SC012Q05TA03<br><input type="radio"/> |
| Residence in a particular area  | SC012Q06TA01<br><input type="radio"/> | SC012Q06TA02<br><input type="radio"/> | SC012Q06TA03<br><input type="radio"/> |
| Other   | SC012Q07TA01<br><input type="radio"/> | SC012Q07TA02<br><input type="radio"/> | SC012Q07TA03<br><input type="radio"/> |

**Is your school:**

*(Please select one response.)*

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Maintained via the local authority (in England and Wales) or grant-aided (in Northern Ireland) (for example, community school, controlled school)?

SC013Q01TA01

Maintained by central government (for example, city technology college, academy)?

SC013Q01TA02

An independent school?

SC013Q01TA03

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## Branching rule

Rule: IF (^SC013Q01TA02=1) THEN GOTO ^SC014 ELSE GOTO ^SC014R01

**What kind of organisation runs your school?**

*(Please select one response.)*

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A church or other religious organisation

SC014Q01NA01

Another not-for-profit organisation

SC014Q01NA02

A for-profit organisation

SC014Q01NA03

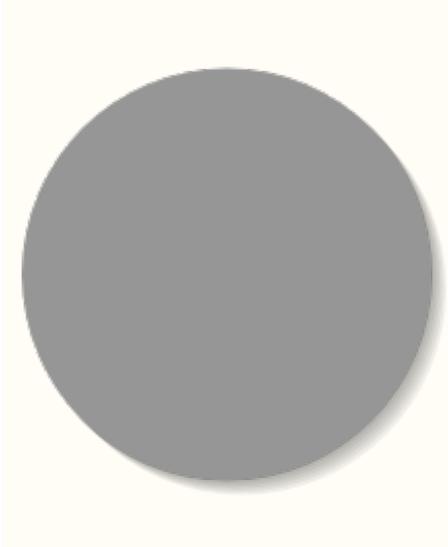
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## Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC015 ELSE GOTO ^SC016

**About what percentage of your total funding for a typical school year comes from the following sources?**

*(Please enter a number for each response. Enter "0" (zero) if there is no income for a category.)*



|  |                                      |
|--|--------------------------------------|
| Government (includes DfE, DENI, DfES, LA, ELB)                     | SC015Q01TA01<br><input type="text"/> |
| Student fees or school charges paid by parents                     | SC015Q02TA01<br><input type="text"/> |
| Benefactors, donations, bequests, sponsorships, parent fundraising | SC015Q03TA01<br><input type="text"/> |
| Other  | SC015Q04TA01<br><input type="text"/> |

## Consistency check rule

Rule: If ( $\text{^SC015Q01TA01} + \text{^SC015Q02TA01} + \text{^SC015Q03TA01} + \text{^SC015Q04TA01}$ ) >100 OR  
( $\text{^SC015Q01TA01} + \text{^SC015Q02TA01} + \text{^SC015Q03TA01} + \text{^SC015Q04TA01}$ ) < 100

Message: Sum does not add to 100%. Please check your response.

## Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC017 ELSE GOTO ^SC016

**About what percentage of your total funding for a typical school year comes from the following sources?**

*(Please enter a number for each response. Enter "0" (zero) if there is no income for a category.)*

%

Government (includes DfE, DENI, DfES, LA, ELB)

SC016Q01TA01

Student fees or school charges paid by parents

SC016Q02TA01

Benefactors, donations, bequests, sponsorships, parent fundraising

SC016Q03TA01

Other

SC016Q04TA01

## Consistency check rule

Rule: If  $(\text{^SC016Q01TA01} + \text{^SC016Q02TA01} + \text{^SC016Q03TA01} + \text{^SC016Q04TA01}) > 100$  OR  
 $(\text{^SC016Q01TA01} + \text{^SC016Q02TA01} + \text{^SC016Q03TA01} + \text{^SC016Q04TA01}) < 100$

Message: Sum does not add to 100%. Please check your response.

**Is your school's capacity to provide teaching hindered by any of the following issues?**

*(Please select one response in each row.)*

|  | <i>Not at all</i>                     | <i>Very little</i>                    | <i>To some extent</i>                 | <i>A lot</i>                          |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| A lack of teaching staff.  | SC017Q01NA01<br><input type="radio"/> | SC017Q01NA02<br><input type="radio"/> | SC017Q01NA03<br><input type="radio"/> | SC017Q01NA04<br><input type="radio"/> |
| Inadequate or poorly qualified teaching staff.   | SC017Q02NA01<br><input type="radio"/> | SC017Q02NA02<br><input type="radio"/> | SC017Q02NA03<br><input type="radio"/> | SC017Q02NA04<br><input type="radio"/> |
| A lack of support staff.   | SC017Q03NA01<br><input type="radio"/> | SC017Q03NA02<br><input type="radio"/> | SC017Q03NA03<br><input type="radio"/> | SC017Q03NA04<br><input type="radio"/> |
| Inadequate or poorly qualified support staff.  | SC017Q04NA01<br><input type="radio"/> | SC017Q04NA02<br><input type="radio"/> | SC017Q04NA03<br><input type="radio"/> | SC017Q04NA04<br><input type="radio"/> |
| A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material).                               | SC017Q05NA01<br><input type="radio"/> | SC017Q05NA02<br><input type="radio"/> | SC017Q05NA03<br><input type="radio"/> | SC017Q05NA04<br><input type="radio"/> |
| Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material).              | SC017Q06NA01<br><input type="radio"/> | SC017Q06NA02<br><input type="radio"/> | SC017Q06NA03<br><input type="radio"/> | SC017Q06NA04<br><input type="radio"/> |
| A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).                  | SC017Q07NA01<br><input type="radio"/> | SC017Q07NA02<br><input type="radio"/> | SC017Q07NA03<br><input type="radio"/> | SC017Q07NA04<br><input type="radio"/> |
| Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems). | SC017Q08NA01<br><input type="radio"/> | SC017Q08NA02<br><input type="radio"/> | SC017Q08NA03<br><input type="radio"/> | SC017Q08NA04<br><input type="radio"/> |



## **Section C: Teaching staff**

## How many of the following teachers are on the staff of your school?

**Include both full-time and part-time teachers.** A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.

Regarding the qualification level, please refer only to the teacher's **highest qualification level**.

(Please enter a number in each space provided. Enter "0" (zero) if there are none.)

|   | Full-time                            | Part-time                            |
|---|--------------------------------------|--------------------------------------|
| Teachers in TOTAL   | SC018Q01TA01<br><input type="text"/> | SC018Q01TA02<br><input type="text"/> |
| Teachers with Qualified Teacher Status (England and Wales) or deemed eligible to teach by the Department of Education (Northern Ireland)  | SC018Q02TA01<br><input type="text"/> | SC018Q02TA02<br><input type="text"/> |
| Teachers with GCE A levels or below, or equivalent qualification  | SC018Q03NA01<br><input type="text"/> | SC018Q03NA02<br><input type="text"/> |
| Teachers with a Higher Education qualification below degree level (e.g. NVQ level 4 or 5, Diploma of Higher Education, nursing qualifications or Higher levels in HNC, HND or BTEC) | SC018Q04NA01<br><input type="text"/> | SC018Q04NA02<br><input type="text"/> |
| Teachers with a university Bachelor's degree (e.g. BA, BSc, BEd) qualification  | SC018Q05NA01<br><input type="text"/> | SC018Q05NA02<br><input type="text"/> |
| Teachers with a university Master's degree (e.g. MA, MSc, MBA) qualification  | SC018Q06NA01<br><input type="text"/> | SC018Q06NA02<br><input type="text"/> |
| Teachers with a doctorate or higher degree (e.g. MPhil, PhD)  | SC018Q07NA01<br><input type="text"/> | SC018Q07NA02<br><input type="text"/> |

qualification



**How many of the following teachers are on the science staff of your school?**

**Include both full-time and part-time teachers.** A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.

(Please enter a number in each space provided. Enter "0" (zero) if there are none.)

|   | <i>Full-time</i>                     | <i>Part-time</i>                     |
|---|--------------------------------------|--------------------------------------|
| Science teachers in TOTAL   | SC019Q01NA01<br><input type="text"/> | SC019Q01NA02<br><input type="text"/> |
| Science teachers with full Qualified Teacher Status (England and Wales) or deemed eligible to teach by the Department of Education (Northern Ireland) | SC019Q02NA01<br><input type="text"/> | SC019Q02NA02<br><input type="text"/> |
| Science teachers with a university bachelor's degree (e.g. BA, BSc, Bed) or higher qualification with a specialism in teaching science                | SC019Q03NA01<br><input type="text"/> | SC019Q03NA02<br><input type="text"/> |

**How many teachers in your school are teaching any of the following science subjects?**

*(Please do not distinguish between full-time and part-time teachers. If a teacher teaches two science subjects (e.g. both physics and biology), please count him or her twice.)*

*(Please enter a number in each space provided. Enter "0" (zero) if there are none.)*

Physics

SC020Q01NA01

Chemistry

SC020Q02NA01

Biology

SC020Q03NA01

Environmental and Land-based Science or Geology

SC020Q04NA01

Applied science and technology (e.g. Engineering or mechanics specialism)

SC020Q05NA01

General, integrated, or comprehensive science course (e.g. a General Science PGCE course)

SC020Q06NA01



**Which of the following procedures for recruiting teachers is most common at your school?**

*(Please select one response.)*

---

Teachers submit a direct application to your school.

SC021Q01NA01

The Local Authority, academy sponsor or recruitment agency assigns teachers to your school.

SC021Q01NA02

The school collaborates with the Local Authority, academy sponsor or recruitment agency in the recruitment of teachers.

SC021Q01NA03

---

**Is the completion of a teacher education or training programme required to teach at your school?**

*(Please select one response.)*

Yes

SC022Q01NA01

No

SC022Q01NA02

## Branching rule

Rule: IF (^SC022Q01NA01=1) THEN GOTO ^SC023 ELSE GOTO ^SC024

**In your school the completion of a teacher education or training programme is required to teach. How strict is this rule?**

*(Please select one response.)*

The completion of a teacher education or training programme is required from the beginning of teacher service.

SC023Q01NA01

In the beginning of teacher service, teachers have a limited time span to complete a teacher education or training programme.

SC023Q01NA02

**In the last academic year, did you fill all vacant science teaching positions in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland) at your school?**

**See the preliminary note on the definition of science on the first screen.** A science teacher is defined as a teacher of the subject(s) which meet this definition.

*(Please select one response.)*

**Not applicable**

*(we had no vacant science teaching positions to be filled)*

SC024Q01NA01

**Yes**, we filled all vacant positions by appointing staff who hold a science teaching qualification.

SC024Q01NA02

**Yes**, we filled all vacant positions by appointing staff without a science teaching qualification.

SC024Q01NA03

**No** *(we could not fill one or more vacant science teaching positions)*

SC024Q01NA04

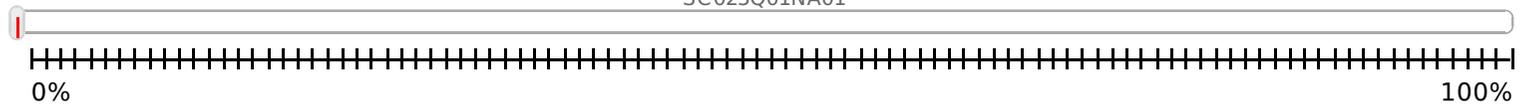
**During the last three months, what percentage of teaching staff in your school has attended a programme of professional development?**

*A programme of professional development here is a formal programme designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognised qualification. The programme must last for at least one day in total and have a focus on teaching and education.*

*(Please move the slider to the appropriate percentage. If none of your teachers participated in any professional development activities select "0" (zero).)*

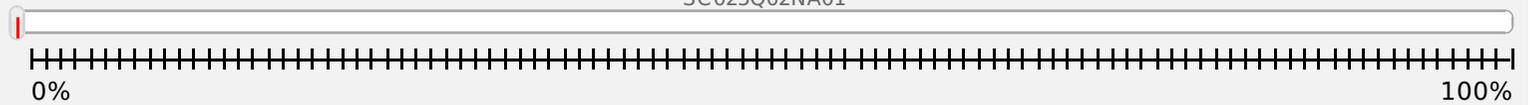
SC025Q01NA01

All teaching staff at your school



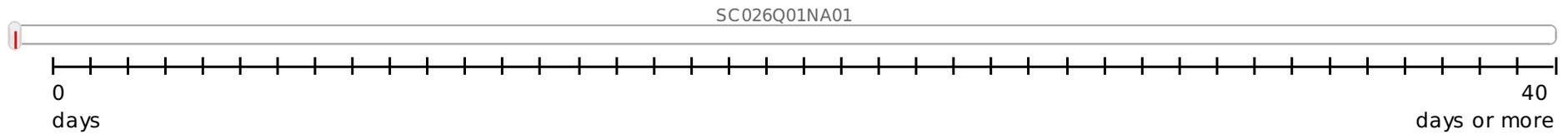
SC025Q02NA01

Science teaching staff at your school



**For how many days within a school year is a teacher in your school required to take part in professional development activities?**

*(Please move the slider to the appropriate number of days. If teachers are not required to take part in professional development activities, please select "0" (zero).)*



**Which of the following types of in-house professional development exist at your school?**

*(Please select one response in each row.)*

|  | Yes                                   | No                                    |
|--|---------------------------------------|---------------------------------------|
| The teachers in our school co-operate by exchanging ideas or material when teaching specific units or series of lessons. | SC027Q01NA01<br><input type="radio"/> | SC027Q01NA02<br><input type="radio"/> |
| Our school invites specialists to conduct in-service training for teachers.  | SC027Q02NA01<br><input type="radio"/> | SC027Q02NA02<br><input type="radio"/> |
| Our school organises in-service workshops which deal with specific issues that our school faces.                         | SC027Q03NA01<br><input type="radio"/> | SC027Q03NA02<br><input type="radio"/> |
| Our school organises in-service workshops for specific groups of teachers (e.g. newly appointed teachers).               | SC027Q04NA01<br><input type="radio"/> | SC027Q04NA02<br><input type="radio"/> |

**Does your school have an agreed school policy concerning professional development activities?**

*(Please select one response.)*

Yes

SC028Q01NA01

No

SC028Q01NA02

## Branching rule

Rule: IF (^SC028Q01NA01=1) THEN GOTO ^SC029 ELSE GOTO ^SC030

**Does your agreed school policy concerning professional development activities include the following topics?**

*(Please select all that apply.)*

Obligation to participate in professional development activities

SC029Q01NA01

Use of working time

SC029Q02NA01

Release from teaching responsibilities

SC029Q03NA01

Remuneration and reimbursement

SC029Q04NA01

Contents of professional development activities

SC029Q05NA01

Provision of resources (e.g. rooms, materials, staff)

SC029Q06NA01

**What resources does your school provide for professional development activities?**

*(Please select all that apply.)*

Specified periods of time

SC030Q01NA01

Specified rooms

SC030Q02NA01

Staff (e.g cover staff, TAs)

SC030Q03NA01

Procurement and provision of materials

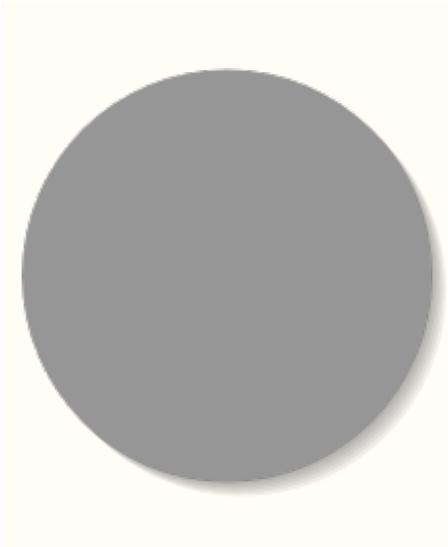
SC030Q04NA01

The next question refers only to the science teachers at your school.

**What proportion of all professional development activities attended by science teachers from your school has been dedicated to each of the following three areas?**

(For each area please enter an approximate percentage, e.g. "20" in the first row to indicate 20% of professional development activity time used for science-related and technology content matter.)

(Note that the percentages must add up to 100.)



|  |                                      |
|--|--------------------------------------|
| <b>Science-related and technology content matter:</b> knowledge and skills in any science-related discipline   | SC031Q01NA01<br><input type="text"/> |
| <b>Teaching and learning science:</b> teaching methodology related to science courses, didactical skills (e.g. use of experiments), student misconceptions | SC031Q02NA01<br><input type="text"/> |
| <b>General topics in education:</b> e.g. teacher-student interaction, classroom management, school evaluation, special education                           | SC031Q03NA01<br><input type="text"/> |
| <b>Other topics</b>  | SC031Q04NA01<br><input type="text"/> |

## Consistency check rule

Rule: IF ( $\text{^SC031Q01NA01} + \text{^SC031Q02NA01} + \text{^SC031Q03NA01} + \text{^SC031Q04NA01}$ ) >100 or  
( $\text{^SC031Q01NA01} + \text{^SC031Q02NA01} + \text{^SC031Q03NA01} + \text{^SC031Q04NA01}$ ) < 100

Message: Sum does not add to 100%. Please check your response.

## **Section D: Assessment and evaluation**

**During the last academic year, have any of the following methods been used to monitor the practice of teachers at your school?**

*(Please select one response in each row.)*

|  | Yes                                   | No                                    |
|--|---------------------------------------|---------------------------------------|
| Tests or assessments of student achievement                                  | SC032Q01TA01<br><input type="radio"/> | SC032Q01TA02<br><input type="radio"/> |
| Teacher peer review (of lesson plans, assessment instruments, lessons)       | SC032Q02TA01<br><input type="radio"/> | SC032Q02TA02<br><input type="radio"/> |
| Head teacher or senior staff observations of lessons                         | SC032Q03TA01<br><input type="radio"/> | SC032Q03TA02<br><input type="radio"/> |
| Observation of classes by inspectors or other persons external to the school | SC032Q04TA01<br><input type="radio"/> | SC032Q04TA02<br><input type="radio"/> |

**Please indicate the frequency that each of the following occurs in this school following a teacher appraisal.**

*(Please select one response in each row.)*

|  | <i>Never</i>                          | <i>Sometimes</i>                      | <i>Most of the time</i>               | <i>Always</i>                         |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Public recognition from the headteacher  | SC033Q01NA01<br><input type="radio"/> | SC033Q01NA02<br><input type="radio"/> | SC033Q01NA03<br><input type="radio"/> | SC033Q01NA04<br><input type="radio"/> |
| A change in a teacher's salary or a payment of a financial bonus   | SC033Q02NA01<br><input type="radio"/> | SC033Q02NA02<br><input type="radio"/> | SC033Q02NA03<br><input type="radio"/> | SC033Q02NA04<br><input type="radio"/> |
| A change in the likelihood of a teacher's career advancement   | SC033Q03NA01<br><input type="radio"/> | SC033Q03NA02<br><input type="radio"/> | SC033Q03NA03<br><input type="radio"/> | SC033Q03NA04<br><input type="radio"/> |
| A change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load or administrative/managerial responsibilities) | SC033Q04NA01<br><input type="radio"/> | SC033Q04NA02<br><input type="radio"/> | SC033Q04NA03<br><input type="radio"/> | SC033Q04NA04<br><input type="radio"/> |
| A development or training plan is developed for the teacher  | SC033Q05NA01<br><input type="radio"/> | SC033Q05NA02<br><input type="radio"/> | SC033Q05NA03<br><input type="radio"/> | SC033Q05NA04<br><input type="radio"/> |
| Measures to remedy any weaknesses in teaching are discussed with the teacher   | SC033Q06NA01<br><input type="radio"/> | SC033Q06NA02<br><input type="radio"/> | SC033Q06NA03<br><input type="radio"/> | SC033Q06NA04<br><input type="radio"/> |
| A mentor is appointed to help the teacher improve his/her teaching   | SC033Q07NA01<br><input type="radio"/> | SC033Q07NA02<br><input type="radio"/> | SC033Q07NA03<br><input type="radio"/> | SC033Q07NA04<br><input type="radio"/> |
| Dismissal or non-renewal of contract   | SC033Q08NA01<br><input type="radio"/> | SC033Q08NA02<br><input type="radio"/> | SC033Q08NA03<br><input type="radio"/> | SC033Q08NA04<br><input type="radio"/> |



**Generally, in your school, how often are the following methods used to assess students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland)?**

*(If you need further explanation of the term "standardised tests", please use the help button.)*

*(Please select one response in each row.)*

Standardised tests are consistent in design, content, administration and scoring. Results can be compared across students and schools. This could include past GCSE papers, for example.

|   | <i>Never</i>                          | <i>1-2 times a year</i>               | <i>3-5 times a year</i>               | <i>Monthly</i>                        | <i>More than once a month</i>         |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Mandatory standardised tests, e.g. GCSEs  | SC034Q01NA01<br><input type="radio"/> | SC034Q01NA02<br><input type="radio"/> | SC034Q01NA03<br><input type="radio"/> | SC034Q01NA04<br><input type="radio"/> | SC034Q01NA05<br><input type="radio"/> |
| Non-mandatory standardised tests (e.g. publicly or commercially available standardised test material like a CAT tests, MidYIS or APP) | SC034Q02NA01<br><input type="radio"/> | SC034Q02NA02<br><input type="radio"/> | SC034Q02NA03<br><input type="radio"/> | SC034Q02NA04<br><input type="radio"/> | SC034Q02NA05<br><input type="radio"/> |
| Teacher-developed tests   | SC034Q03TA01<br><input type="radio"/> | SC034Q03TA02<br><input type="radio"/> | SC034Q03TA03<br><input type="radio"/> | SC034Q03TA04<br><input type="radio"/> | SC034Q03TA05<br><input type="radio"/> |
| Teachers' judgmental ratings  | SC034Q04TA01<br><input type="radio"/> | SC034Q04TA02<br><input type="radio"/> | SC034Q04TA03<br><input type="radio"/> | SC034Q04TA04<br><input type="radio"/> | SC034Q04TA05<br><input type="radio"/> |

## Branching rule

Rule: IF (^SC034Q01NA02=1 or ^SC034Q01NA03=1 or ^SC034Q01NA04=1 or ^SC034Q01NA05=1 or ^SC034Q02NA02=1 or ^SC034Q02NA03=1 or ^SC034Q02NA04=1 or ^SC034Q02NA05=1 or ^SC034Q03TA02=1 or ^SC034Q03TA03=1 or ^SC034Q03TA04=1 or ^SC034Q03TA05=1) THEN GOTO ^SC035 ELSE GOTO ^SC036

**In your school, are standardised tests and/or teacher-developed tests of students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland) used for any of the following purposes?**

*(If you need further explanation of the term "standardised tests", please use the help button.)*

*(Please select either "yes" or "no" to indicate the use of standardised tests and teacher-developed tests for each of the specified purposes.)*

The term standardised tests includes standardised mandatory tests (mandated e.g. by national, state or district authorities) as well as standardised non-mandatory tests (e.g. publicly or commercially available standardised test material). These tests are consistent in design, content, administration and scoring. Results can be compared across students and schools.

|  | Standardised tests          | Teacher-developed tests     |
|--|-----------------------------|-----------------------------|
| To guide students' learning  | SC035Q01NA01<br>Select... ▾ | SC035Q01NB01<br>Select... ▾ |
| <ul style="list-style-type: none"><li>To guide students' learning ( SC035Q01NB01 )<br/>Select...<br/>Yes<br/>No</li></ul>                    |                             |                             |
| <ul style="list-style-type: none"><li>To guide students' learning ( SC035Q01NA01 )<br/>Select...<br/>Yes<br/>No</li></ul>                    |                             |                             |
| To inform parents about their child's progress   | SC035Q02TA01<br>Select... ▾ | SC035Q02TB01<br>Select... ▾ |
| <ul style="list-style-type: none"><li>To inform parents about their child's progress ( SC035Q02TB01 )<br/>Select...<br/>Yes<br/>No</li></ul> |                             |                             |
| <ul style="list-style-type: none"><li>To inform parents about their child's progress ( SC035Q02TA01 )<br/>Select...</li></ul>                |                             |                             |

Yes  
No

SC035Q03TA01

SC035Q03TB01

To make decisions about students' retention or promotion

Select... ▾

Select... ▾

- To make decisions about students' retention or promotion ( SC035Q03TB01 )  
Select...  
Yes  
No

- To make decisions about students' retention or promotion ( SC035Q03TA01 )  
Select...  
Yes  
No

SC035Q04TA01

SC035Q04TB01

To group students for instructional purposes

Select... ▾

Select... ▾

- To group students for instructional purposes ( SC035Q04TB01 )  
Select...  
Yes  
No

- To group students for instructional purposes ( SC035Q04TA01 )  
Select...  
Yes  
No

SC035Q05TA01

SC035Q05TB01

To compare the school to local or national performance

Select... ▾

Select... ▾

- To compare the school to local or national performance ( SC035Q05TB01 )  
Select...  
Yes  
No

- To compare the school to local or national performance ( SC035Q05TA01 )  
Select...  
Yes  
No

SC035Q06TA01

SC035Q06TB01

To monitor the school's progress from year to year

Select...

Select...

- To monitor the school's progress from year to year ( SC035Q06TB01 )  
Select...  
Yes  
No

- To monitor the school's progress from year to year ( SC035Q06TA01 )  
Select...  
Yes  
No

SC035Q07TA01

SC035Q07TB01

To make judgements about teachers' effectiveness

Select...

Select...

- To make judgements about teachers' effectiveness ( SC035Q07TB01 )  
Select...  
Yes  
No

- To make judgements about teachers' effectiveness ( SC035Q07TA01 )  
Select...  
Yes  
No

SC035Q08TA01

SC035Q08TB01

To identify aspects of instruction or the curriculum that could be improved

Select...

Select...

- To identify aspects of instruction or the curriculum that could be improved ( SC035Q08TB01 )  
Select...  
Yes  
No

- To identify aspects of instruction or the curriculum that could be improved ( SC035Q08TA01 )  
Select...  
Yes  
No

SC035Q09NA01

SC035Q09NB01

To adapt teaching to the students' needs

Select...

Select...

- To adapt teaching to the students' needs ( SC035Q09NB01 )  
Select...  
Yes  
No
- 

- To adapt teaching to the students' needs ( SC035Q09NA01 )  
Select...  
Yes  
No
- 

To compare the school with other schools

SC035Q10TA01  
Select... 

SC035Q10TB01  
Select... 

- To compare the school with other schools ( SC035Q10TB01 )  
Select...  
Yes  
No
- 

- To compare the school with other schools ( SC035Q10TA01 )  
Select...  
Yes  
No
- 

To award certificates to students

SC035Q11NA01  
Select... 

SC035Q11NB01  
Select... 

- To award certificates to students ( SC035Q11NB01 )  
Select...  
Yes  
No
- 

- To award certificates to students ( SC035Q11NA01 )  
Select...  
Yes  
No
-



**In your school, are achievement data used in any of the following accountability procedures?**

Achievement data include **aggregated** school or year-group test scores or grades, or rates of school completion.

(Please select one response in each row.)

Yes

No

Achievement data are posted publicly (e.g. in the media)

SC036Q01TA01

SC036Q01TA02

Achievement data are tracked over time by an administrative authority

SC036Q02TA01

SC036Q02TA02

Achievement data are provided directly to parents

SC036Q03NA01

SC036Q03NA02

**Do the following arrangements aimed at quality assurance and improvements exist in your school and where do they come from?**

*(If you need further explanation of the term "internal school evaluation" or "external school evaluation", please use the help button.)*

*(Please select one response in each row.)*

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

External school evaluation: Evaluation as part of a process controlled and headed by an external body. The school does not define the areas which are judged.

|   | <i>Yes, this is mandatory, e.g. based on national or local policies</i> | <i>Yes, based on school initiative</i> | <i>No</i>                             |
|---|---|--|---------------------------------------|
| Internal evaluation / Self-evaluation   | SC037Q01TA01<br><input type="radio"/>                                   | SC037Q01TA02<br><input type="radio"/>  | SC037Q01TA03<br><input type="radio"/> |
| External evaluation   | SC037Q02TA01<br><input type="radio"/>                                   | SC037Q02TA02<br><input type="radio"/>  | SC037Q02TA03<br><input type="radio"/> |
| Written specification of the school's curricular profile and educational goals                  | SC037Q03TA01<br><input type="radio"/>                                   | SC037Q03TA02<br><input type="radio"/>  | SC037Q03TA03<br><input type="radio"/> |
| Written specification of student performance standards  | SC037Q04TA01<br><input type="radio"/>                                   | SC037Q04TA02<br><input type="radio"/>  | SC037Q04TA03<br><input type="radio"/> |
| Systematic recording of data such as teacher or student attendance and professional development | SC037Q05NA01<br><input type="radio"/>                                   | SC037Q05NA02<br><input type="radio"/>  | SC037Q05NA03<br><input type="radio"/> |
| Systematic recording of student test results and exam grades                                    | SC037Q06NA01<br><input type="radio"/>                                   | SC037Q06NA02<br><input type="radio"/>  | SC037Q06NA03<br><input type="radio"/> |
| Seeking written feedback from students (e.g. regarding  | SC037Q07TA01<br><input type="radio"/>                                   | SC037Q07TA02<br><input type="radio"/>  | SC037Q07TA03<br><input type="radio"/> |

lessons, teachers or resources)



Teacher mentoring

SC037Q08TA01

SC037Q08TA02

SC037Q08TA03



Regular consultation aimed at school improvement with one or more experts over a period of at least six months

SC037Q09TA01

SC037Q09TA02

SC037Q09TA03



Implementation of a standardised policy for science subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)

SC037Q10NA01

SC037Q10NA02

SC037Q10NA03



Policies on negative consequences for teachers performing poorly

SC037Q11NA01

SC037Q11NA02

SC037Q11NA03



Policies on rewards for teachers performing exceptionally well

SC037Q12NA01

SC037Q12NA02

SC037Q12NA03



Policies on the continuing professional development of particular poorly performing teachers

SC037Q13NA01

SC037Q13NA02

SC037Q13NA03



## Branching rule

Rule: IF (^SC037Q01TA01=1 or ^SC037Q01TA02=1) THEN GOTO ^SC038 ELSE GOTO ^SC040R01

### Did the last internal evaluation at your school address any of the following?

(If you need further explanation of the term "internal school evaluation", please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

|   | Yes                                   | No                                    |
|---|---------------------------------------|---------------------------------------|
| School's educational resources (e.g. textbooks, computers, library materials, laboratory materials) | SC038Q01NA01<br><input type="radio"/> | SC038Q01NA02<br><input type="radio"/> |
| Educational staff (e.g. workload, personal requirements, qualifications)                            | SC038Q02NA01<br><input type="radio"/> | SC038Q02NA02<br><input type="radio"/> |
| Implementation of the curriculum  | SC038Q03NA01<br><input type="radio"/> | SC038Q03NA02<br><input type="radio"/> |
| Extra-curricular activities (e.g. such as participation, provision)                                 | SC038Q04NA01<br><input type="radio"/> | SC038Q04NA02<br><input type="radio"/> |
| Quality of teaching and learning  | SC038Q05NA01<br><input type="radio"/> | SC038Q05NA02<br><input type="radio"/> |
| Assessment practices  | SC038Q06NA01<br><input type="radio"/> | SC038Q06NA02<br><input type="radio"/> |
| Social climate in school  | SC038Q07NA01<br><input type="radio"/> | SC038Q07NA02<br><input type="radio"/> |
| Teacher co-operation  | SC038Q08NA01<br><input type="radio"/> | SC038Q08NA02<br><input type="radio"/> |

|   |                                       |                                       |
|---|---------------------------------------|---------------------------------------|
| Use of ICT for teaching and learning  | SC038Q09NA01<br><input type="radio"/> | SC038Q09NA02<br><input type="radio"/> |
| School management (e.g. leadership, mentoring, cooperation, school development) | SC038Q10NA01<br><input type="radio"/> | SC038Q10NA02<br><input type="radio"/> |
| Parental engagement in school   | SC038Q11NA01<br><input type="radio"/> | SC038Q11NA02<br><input type="radio"/> |
| Teacher professional development  | SC038Q12NA01<br><input type="radio"/> | SC038Q12NA02<br><input type="radio"/> |
| Diversity management  | SC038Q13NA01<br><input type="radio"/> | SC038Q13NA02<br><input type="radio"/> |
| Co-operation with external partners   | SC038Q14NA01<br><input type="radio"/> | SC038Q14NA02<br><input type="radio"/> |
| Student achievement   | SC038Q15NA01<br><input type="radio"/> | SC038Q15NA02<br><input type="radio"/> |
| Students' cross-curricular competencies   | SC038Q16NA01<br><input type="radio"/> | SC038Q16NA02<br><input type="radio"/> |
| Equity in school  | SC038Q17NA01<br><input type="radio"/> | SC038Q17NA02<br><input type="radio"/> |

---

**Thinking about the last internal evaluation in your school. Do the following statements apply?**

*(If you need further explanation of the term "internal school evaluation", please use the help button.)*

*(Please select one response in each row.)*

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

|  | Yes                                   | No                                    |
|--|---------------------------------------|---------------------------------------|
| We clearly defined criteria prior to evaluation.   | SC039Q01NA01<br><input type="radio"/> | SC039Q01NA02<br><input type="radio"/> |
| We derive evaluation criteria from our school's educational goals.                         | SC039Q02NA01<br><input type="radio"/> | SC039Q02NA02<br><input type="radio"/> |
| The results of internal evaluations led to changes in school policies.                     | SC039Q03NA01<br><input type="radio"/> | SC039Q03NA02<br><input type="radio"/> |
| We used the results of internal evaluations to draw up clearly defined measures.           | SC039Q04NA01<br><input type="radio"/> | SC039Q04NA02<br><input type="radio"/> |
| We used the data to plan specific action for school development.                           | SC039Q05NA01<br><input type="radio"/> | SC039Q05NA02<br><input type="radio"/> |
| We used the data to plan specific action for the improvement of teaching.                  | SC039Q06NA01<br><input type="radio"/> | SC039Q06NA02<br><input type="radio"/> |
| We put measures derived from the results of internal evaluations into practice promptly.   | SC039Q07NA01<br><input type="radio"/> | SC039Q07NA02<br><input type="radio"/> |
| The impetus triggered by the internal evaluation "disappeared" very quickly at our school. | SC039Q08NA01<br><input type="radio"/> | SC039Q08NA02<br><input type="radio"/> |

The effects triggered by the internal evaluation "disappeared" very quickly at our school.

---

SC039Q09NA01



SC039Q09NA02



**Based on your last internal school evaluation results, did your school implement any measures in the following areas?**

*(If you need further explanation of the term "internal school evaluation", please use the help button.)*

*(Please select one response in each row.)*

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

|  | Yes                                   | No, because results were satisfactory | No, for other reasons                 |
|--|---------------------------------------|---------------------------------------|---------------------------------------|
| School's educational resources (e.g. textbooks, computer, library materials, laboratory materials) | SC040Q01NA01<br><input type="radio"/> | SC040Q01NA02<br><input type="radio"/> | SC040Q01NA03<br><input type="radio"/> |
| Educational staff (e.g. workload, personal requirements, qualifications)                           | SC040Q02NA01<br><input type="radio"/> | SC040Q02NA02<br><input type="radio"/> | SC040Q02NA03<br><input type="radio"/> |
| Implementation of the curriculum   | SC040Q03NA01<br><input type="radio"/> | SC040Q03NA02<br><input type="radio"/> | SC040Q03NA03<br><input type="radio"/> |
| Extra-curricular activities (such as participation, content)                                       | SC040Q04NA01<br><input type="radio"/> | SC040Q04NA02<br><input type="radio"/> | SC040Q04NA03<br><input type="radio"/> |
| Quality of teaching and learning   | SC040Q05NA01<br><input type="radio"/> | SC040Q05NA02<br><input type="radio"/> | SC040Q05NA03<br><input type="radio"/> |
| Assessment practices   | SC040Q06NA01<br><input type="radio"/> | SC040Q06NA02<br><input type="radio"/> | SC040Q06NA03<br><input type="radio"/> |
| Social climate in school   | SC040Q07NA01<br><input type="radio"/> | SC040Q07NA02<br><input type="radio"/> | SC040Q07NA03<br><input type="radio"/> |
| Teacher co-operation   | SC040Q08NA01<br><input type="radio"/> | SC040Q08NA02<br><input type="radio"/> | SC040Q08NA03<br><input type="radio"/> |

Use of ICT for teaching and learning

SC040Q09NA01

SC040Q09NA02

SC040Q09NA03

School management (leadership, mentoring, cooperation, school development plan)

SC040Q10NA01

SC040Q10NA02

SC040Q10NA03

Parental engagement in school

SC040Q11NA01

SC040Q11NA02

SC040Q11NA03

Teacher professional development

SC040Q12NA01

SC040Q12NA02

SC040Q12NA03

Diversity management

SC040Q13NA01

SC040Q13NA02

SC040Q13NA03

Co-operation with external partners

SC040Q14NA01

SC040Q14NA02

SC040Q14NA03

Student achievement

SC040Q15NA01

SC040Q15NA02

SC040Q15NA03

Students' cross-curricular competencies

SC040Q16NA01

SC040Q16NA02

SC040Q16NA03

Equity in school

SC040Q17NA01

SC040Q17NA02

SC040Q17NA03

## Branching rule

Rule: IF (^SC037Q02TA01=1 or ^SC037Q02TA02=1) THEN GOTO ^SC041 ELSE GOTO ^SC5info

**Thinking about the last external evaluation in your school. Do the following statements apply?**

*(If you need further explanation of the term "external school evaluation", please use the help button.)*

*(Please select one response in each row.)*

External school evaluation: Evaluation as part of a process controlled and headed by an external body. The school does not define the areas which are judged.

|  | Yes                                   | No                                    |
|--|---------------------------------------|---------------------------------------|
| The results of external evaluations led to changes in school policies.                     | SC041Q01NA01<br><input type="radio"/> | SC041Q01NA02<br><input type="radio"/> |
| We used the results of external evaluations to draw up clearly defined measures.           | SC041Q02NA01<br><input type="radio"/> | SC041Q02NA02<br><input type="radio"/> |
| We used the data to plan specific action for school development.                           | SC041Q03NA01<br><input type="radio"/> | SC041Q03NA02<br><input type="radio"/> |
| We used the data to plan specific action for the improvement of teaching.                  | SC041Q04NA01<br><input type="radio"/> | SC041Q04NA02<br><input type="radio"/> |
| We put measures derived from the results of external evaluations into practice promptly.   | SC041Q05NA01<br><input type="radio"/> | SC041Q05NA02<br><input type="radio"/> |
| The impetus triggered by the external evaluation "disappeared" very quickly at our school. | SC041Q06NA01<br><input type="radio"/> | SC041Q06NA02<br><input type="radio"/> |
| The effects triggered by the external evaluation "disappeared" very quickly at our school. | SC041Q07NA01<br><input type="radio"/> | SC041Q07NA02<br><input type="radio"/> |



## **Section E: Targeted groups**

Some schools organise instruction differently for students with different abilities.

**What is your school's policy about this for students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland)?**

(Please select one response in each row.)

|   | <i>For all subjects</i>               | <i>For some subjects</i>              | <i>Not for any subjects</i>           |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| Students are grouped by ability into different classes. | SC042Q01TA01<br><input type="radio"/> | SC042Q01TA02<br><input type="radio"/> | SC042Q01TA03<br><input type="radio"/> |
| Students are grouped by ability within their classes.   | SC042Q02TA01<br><input type="radio"/> | SC042Q02TA02<br><input type="radio"/> | SC042Q02TA03<br><input type="radio"/> |

### Which policies regarding holding students back a year are implemented in your school?

(Please select one response in each row.)

|   | Yes                                   | No                                    |
|---|---------------------------------------|---------------------------------------|
| Holding back is possible on a voluntary basis, i.e. with request or permission from the parents.                      | SC043Q01NA01<br><input type="radio"/> | SC043Q01NA02<br><input type="radio"/> |
| If a student fails the minimum achievement standards at the end of the school year, he or she has to repeat the year. | SC043Q02NA01<br><input type="radio"/> | SC043Q02NA02<br><input type="radio"/> |
| Individual courses can be repeated without repeating a whole year.  | SC043Q03NA01<br><input type="radio"/> | SC043Q03NA02<br><input type="radio"/> |
| After repeating years a certain number of times, students are expected to leave the school.                           | SC043Q04NA01<br><input type="radio"/> | SC043Q04NA02<br><input type="radio"/> |
| Holding a student back a year is prohibited by national or local regulations.   | SC043Q05NA01<br><input type="radio"/> | SC043Q05NA02<br><input type="radio"/> |
| Holding a student back a year is prohibited by school policies.   | SC043Q06NA01<br><input type="radio"/> | SC043Q06NA02<br><input type="radio"/> |

**Which measures to support students at risk of academic failure are implemented in your school?**

*(Please select one response in each row.)*

|  | Yes                                   | No                                    |
|--|---------------------------------------|---------------------------------------|
| Our school has a professional counsellor for students at risk of academic failure.       | SC044Q01NA01<br><input type="radio"/> | SC044Q01NA02<br><input type="radio"/> |
| Our school provides mandatory remedial courses during the school year.                   | SC044Q02NA01<br><input type="radio"/> | SC044Q02NA02<br><input type="radio"/> |
| Our school offers remedial courses during the school year.                               | SC044Q03NA01<br><input type="radio"/> | SC044Q03NA02<br><input type="radio"/> |
| Our school offers remedial courses during the summer.                                    | SC044Q04NA01<br><input type="radio"/> | SC044Q04NA02<br><input type="radio"/> |
| Our school offers students remedial education while the student is repeating the course. | SC044Q05NA01<br><input type="radio"/> | SC044Q05NA02<br><input type="radio"/> |
| Our school offers students specific counselling while repeating a course.                | SC044Q06NA01<br><input type="radio"/> | SC044Q06NA02<br><input type="radio"/> |

**Among the students in your school's final year, what proportion of them left school in the last academic year without sufficient qualifications to support some form of continued education or training?**

*('Sufficient qualifications' allow students to enter post-school destinations such as university, technical, further or vocational education, apprenticeships or employment.)*

*(Please select a number. Select "0" (zero) if no students left without such qualifications.)*



## Consistency check rule

Rule: IF ^SC045Q01NA01 >=50

Message: Value entered is 50% or more. Please check your response.

**Does your school have a policy on additional instruction for year groups with 15-year-olds (e.g. tutoring, private lessons, additional classes)?**

*(Please select one response.)*

Yes

SC046Q01NA01

No

SC046Q01NA02

## Branching rule

Rule: IF (^SC046Q01NA01=1) THEN GOTO ^SC047 ELSE GOTO ^SC048

**How do your school and your local authority, Academy sponsor, governing body or national government handle additional instruction?**

*(Please select all that apply.)*

The Local Authority, Academy sponsor, governing body or national government pays for courses given by an instructor of the student's choice.

SC047Q01NA01

The Local Authority, Academy sponsor, governing body or national government pays for courses given by specific instructors or tutoring organisations.

SC047Q02NA01

Our school pays for courses given by an instructor of the student's choice.

SC047Q03NA01

Our school pays for courses given by specific instructors or organisations of tutoring.

SC047Q04NA01

Our school provides free additional classes for students.

SC047Q05NA01

Our school provides students with contact information for some instructors.

SC047Q06NA01

Our school provides rooms where students can meet their instructor(s).

SC047Q07NA01

Our school does not interfere with additional instruction.

SC047Q08NA01

Teachers in our school are allowed to provide additional teaching for any student in their time off duty (paid and unpaid).

SC047Q09NA01

Regulations determine which students teachers in our school can provide with additional instruction under which circumstances.

SC047Q10NA01

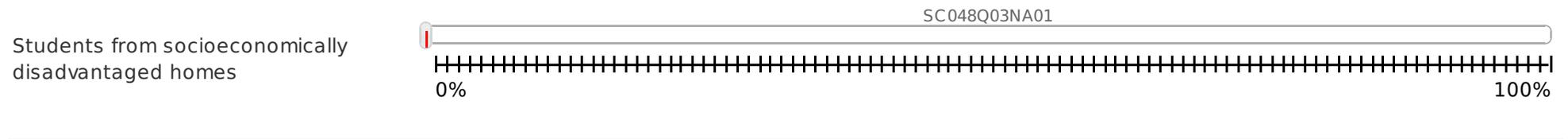
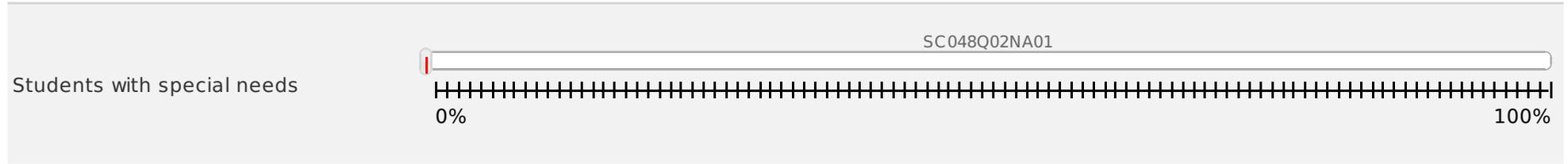
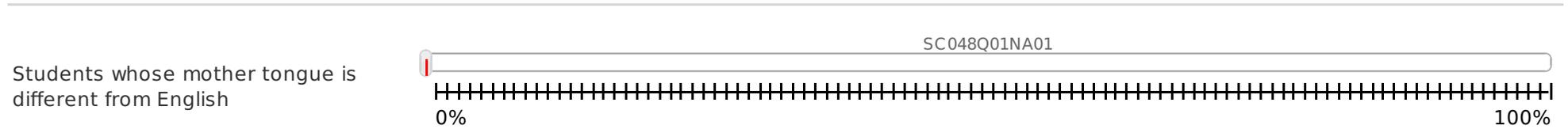
For teachers in our school, providing free of charge additional instruction for students is part of their regular teaching duties.

SC047Q11NA01

**Please estimate the percentage of students at Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland) in your school who have the following characteristics.**

*(Please consider that students may fall into multiple categories.)*

*(Please move the slider to the appropriate percentage.)*



## Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC050 ELSE GOTO ^SC049

**Schools differ in the way they address cultural diversity. For each of the following pairs of statements, please choose the statement that the majority of teachers in your school would agree with.**

*(Please select only one of the two responses in each row.)*

It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools regard their cultural differences.

SC049Q01NA01

It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools encourage them to adopt the culture and norms of the United Kingdom.

SC049Q01NA02

It is crucial for the academic success of multilingual students that schools offer additional courses in English.

SC049Q02NA01

It is crucial for the academic success of multilingual students that schools offer courses to teach students literacy in their mother tongue.

SC049Q02NA02

It is best for school cohesion when students from different cultural and ethnic backgrounds refrain from expressing their differences at school.

SC049Q03NA01

It is best for school cohesion when the school encourages the expression of cultural differences amongst their students.

SC049Q03NA02

In order to achieve the school's goals it is necessary that the school continually adapts its structures and practices to the needs of students from different cultural and ethnic backgrounds.

SC049Q04NA01

In order to achieve the school's goals it is necessary that students from different cultural and ethnic backgrounds adapt to the school's existing structures and practices.

SC049Q04NA02

It is best for school cohesion when all students speak the same language at school.

SC049Q05NA01

It is best for school cohesion when the school encourages linguistic diversity in school.

SC049Q05NA02



## Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC050 ELSE GOTO ^SC051

## How many teachers in your school would agree with the following statements?

(Please select one response in each row.)

|   | <i>None or almost none of them</i>    | <i>Some of them</i>                   | <i>Many of them</i>                   | <i>All or almost all of them</i>      |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools regard their cultural differences.  | SC050Q01NA01<br><input type="radio"/> | SC050Q01NA02<br><input type="radio"/> | SC050Q01NA03<br><input type="radio"/> | SC050Q01NA04<br><input type="radio"/> |
| It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools encourage them to adopt the culture and norms of the United Kingdom.            | SC050Q02NA01<br><input type="radio"/> | SC050Q02NA02<br><input type="radio"/> | SC050Q02NA03<br><input type="radio"/> | SC050Q02NA04<br><input type="radio"/> |
| It is crucial for the academic success of multilingual students that schools offer courses in their mother tongue.  | SC050Q03NA01<br><input type="radio"/> | SC050Q03NA02<br><input type="radio"/> | SC050Q03NA03<br><input type="radio"/> | SC050Q03NA04<br><input type="radio"/> |
| It is crucial for the academic success of multilingual students that schools offer additional courses in English.   | SC050Q04NA01<br><input type="radio"/> | SC050Q04NA02<br><input type="radio"/> | SC050Q04NA03<br><input type="radio"/> | SC050Q04NA04<br><input type="radio"/> |
| It is best for school cohesion when students from different cultural and ethnic backgrounds refrain from expressing their differences at school.  | SC050Q05NA01<br><input type="radio"/> | SC050Q05NA02<br><input type="radio"/> | SC050Q05NA03<br><input type="radio"/> | SC050Q05NA04<br><input type="radio"/> |
| It is best for school cohesion when schools encourage the expression of cultural differences amongst their students.  | SC050Q06NA01<br><input type="radio"/> | SC050Q06NA02<br><input type="radio"/> | SC050Q06NA03<br><input type="radio"/> | SC050Q06NA04<br><input type="radio"/> |
| In order to achieve the school's goals it is necessary that the school continually adapts its structures and practices to the needs of students from different cultural and ethnic backgrounds. | SC050Q07NA01<br><input type="radio"/> | SC050Q07NA02<br><input type="radio"/> | SC050Q07NA03<br><input type="radio"/> | SC050Q07NA04<br><input type="radio"/> |
| In order to achieve the school's goals it is necessary that students from different cultural and ethnic backgrounds adapt to the school's existing structures and practices.                    | SC050Q08NA01<br><input type="radio"/> | SC050Q08NA02<br><input type="radio"/> | SC050Q08NA03<br><input type="radio"/> | SC050Q08NA04<br><input type="radio"/> |

It is best for school cohesion when all students speak the same language at school.

SC050Q09NA01

SC050Q09NA02

SC050Q09NA03

SC050Q09NA04

It is best for school cohesion when the school encourages linguistic diversity in school.

SC050Q10NA01

SC050Q10NA02

SC050Q10NA03

SC050Q10NA04

**Do the following statements reflect practices for multicultural learning in your school?**

*(Please select one response in each row.)*

|   | Yes                                   | No                                    |
|---|---------------------------------------|---------------------------------------|
| In our school, students learn about the histories of diverse ethnic and cultural groups that live in the United Kingdom.  | SC051Q01NA01<br><input type="radio"/> | SC051Q01NA02<br><input type="radio"/> |
| In our school, students learn about the cultures (e.g. beliefs, norms, values, customs, or arts) of diverse ethnic and cultural groups that live in the United Kingdom. | SC051Q02NA01<br><input type="radio"/> | SC051Q02NA02<br><input type="radio"/> |
| In our school, students learn about different ethnic and cultural perspectives on historical and social events.   | SC051Q03NA01<br><input type="radio"/> | SC051Q03NA02<br><input type="radio"/> |
| Our school supports activities or organisations that encourage student's expression of diverse ethnic and cultural identities (e.g. artistic groups).                   | SC051Q04NA01<br><input type="radio"/> | SC051Q04NA02<br><input type="radio"/> |

## **Section F: Learning environment and curriculum**

**For 15-year-old students, does your school provide the following study help?**

*(Please select one response in each row.)*

Yes

No

Room(s) where the students can do their homework

SC052Q01NA01

SC052Q01NA02

Staff help with homework

SC052Q02NA01

SC052Q02NA02

**This academic year, which of the following activities does your school offer to students in Years 10 and 11 (England and Wales) or in Years 11 and 12 (Northern Ireland)?**

*(Please select one response in each row.)*

|  | Yes                                   | No                                    |
|--|---------------------------------------|---------------------------------------|
| Band, orchestra, instrumental group or choir                             | SC053Q01TA01<br><input type="radio"/> | SC053Q01TA02<br><input type="radio"/> |
| School play or school musical  | SC053Q02TA01<br><input type="radio"/> | SC053Q02TA02<br><input type="radio"/> |
| School yearbook, newspaper or magazine                                   | SC053Q03TA01<br><input type="radio"/> | SC053Q03TA02<br><input type="radio"/> |
| A local community volunteering programme, e.g. Duke of Edinburgh's Award | SC053Q04TA01<br><input type="radio"/> | SC053Q04TA02<br><input type="radio"/> |
| Science club   | SC053Q05NA01<br><input type="radio"/> | SC053Q05NA02<br><input type="radio"/> |
| Science competitions, e.g. CREST, the Big Bang Fair                      | SC053Q06NA01<br><input type="radio"/> | SC053Q06NA02<br><input type="radio"/> |
| Chess club   | SC053Q07TA01<br><input type="radio"/> | SC053Q07TA02<br><input type="radio"/> |
| Club with a focus on computers/ Information and Communication Technology | SC053Q08TA01<br><input type="radio"/> | SC053Q08TA02<br><input type="radio"/> |
| Art club or art activities   | SC053Q09TA01<br><input type="radio"/> | SC053Q09TA02<br><input type="radio"/> |
|  | SC053Q10TA01                          | SC053Q10TA02                          |

Sports teams or sports activities

SC053Q11TA01



SC053Q11TA02



School clubs or school competitions for foreign languages

SC053Q11TA01



SC053Q11TA02



**Do the following statements regarding students' lunch apply to your school?**

*(Please select one response in each row.)*

Yes

No

Our school provides free lunch for all students.

SC054Q01NA01

SC054Q01NA02

Our school provides free lunch only for students in need.

SC054Q02NA01

SC054Q02NA02

Our school provides lunch to students for a charge.

SC054Q03NA01

SC054Q03NA02

There is a cafeteria at our school.

SC054Q04NA01

SC054Q04NA02

There is a food vending machine at our school.

SC054Q05NA01

SC054Q05NA02

There is a kiosk at our school.

SC054Q06NA01

SC054Q06NA02

Our school has a policy on healthy lunch.

SC054Q07NA01

SC054Q07NA02

### Who pays for the following things at your school?

(Please select one response in each row.)

|              | <i>We don't have this at our school</i> | <i>Our school subsidises this for all students</i> | <i>Our school subsidises this only for students in need</i> | <i>Our school fully finances this for all students</i> | <i>Our school fully finances this only for students in need</i> | <i>The students (or their families) cover all expenses for this</i> |
|--------------|---|--|---|--|---|---|
| Textbooks    | SC055Q01NA01<br><input type="radio"/>   | SC055Q01NA02<br><input type="radio"/>              | SC055Q01NA03<br><input type="radio"/>                       | SC055Q01NA04<br><input type="radio"/>                  | SC055Q01NA05<br><input type="radio"/>                           | SC055Q01NA06<br><input type="radio"/>                               |
| School trips | SC055Q02NA01<br><input type="radio"/>   | SC055Q02NA02<br><input type="radio"/>              | SC055Q02NA03<br><input type="radio"/>                       | SC055Q02NA04<br><input type="radio"/>                  | SC055Q02NA05<br><input type="radio"/>                           | SC055Q02NA06<br><input type="radio"/>                               |

**Which of the following statements about science education apply to your school?**

*(A policy refers to formal rules known to those concerned with the policy.)*

*(Please select one response in each row.)*

|   | Yes                                   | No                                    |
|---|---------------------------------------|---------------------------------------|
| Science teachers in the school follow a standardised curriculum that specifies content at least on a monthly basis.   | SC056Q01NA01<br><input type="radio"/> | SC056Q01NA02<br><input type="radio"/> |
| The school follows a policy on how to use computers in science instruction (e.g. amount of computer use in science lessons, use of specific science computer programmes). | SC056Q02NA01<br><input type="radio"/> | SC056Q02NA02<br><input type="radio"/> |

**Does your school offer science lessons in addition to the science lessons offered during the usual school hours?**

*(Please select one response.)*

Yes

SC057Q01NA01

No

SC057Q01NA02

## Branching rule

Rule: IF (^SC057Q01NA01=1) THEN GOTO ^SC058 ELSE GO TO ^SC059

**What is the purpose of these additional science lessons?**

*(Please select one response.)*

Advanced science or enrichment only

SC058Q01NA01

Catch-up science classes only

SC058Q01NA02

Both advanced/enrichment science classes and catch-up science classes

SC058Q01NA03

Without differentiation depending on the prior achievement level of the students

SC058Q01NA04

**Which of the following is true for the science department of your school?**

*(Please select one response in each row.)*

|  | Yes                                   | No                                    |
|--|---------------------------------------|---------------------------------------|
| Compared to other departments, our school's science department is well equipped.               | SC059Q01NA01<br><input type="radio"/> | SC059Q01NA02<br><input type="radio"/> |
| If we ever have some extra funding, a big share goes into improvement of our science teaching. | SC059Q02NA01<br><input type="radio"/> | SC059Q02NA02<br><input type="radio"/> |
| Science teachers are among our best educated staff members.                                    | SC059Q03NA01<br><input type="radio"/> | SC059Q03NA02<br><input type="radio"/> |
| Compared to similar schools, we have a well equipped laboratory.                               | SC059Q04NA01<br><input type="radio"/> | SC059Q04NA02<br><input type="radio"/> |
| The material for hands-on activities in science is in good shape.                              | SC059Q05NA01<br><input type="radio"/> | SC059Q05NA02<br><input type="radio"/> |
| We have enough laboratory material that all courses can regularly use.                         | SC059Q06NA01<br><input type="radio"/> | SC059Q06NA02<br><input type="radio"/> |
| We have extra laboratory staff who help support science teaching.                              | SC059Q07NA01<br><input type="radio"/> | SC059Q07NA02<br><input type="radio"/> |
| Our school spends extra money on up-to-date science equipment.                                 | SC059Q08NA01<br><input type="radio"/> | SC059Q08NA02<br><input type="radio"/> |



**Do you agree with the following statements about science education at your school?**

*(Please select one response in each row.)*

|  | Yes                                   | No                                    |
|--|---------------------------------------|---------------------------------------|
| Our school has a good reputation because of its science department.                            | SC060Q01NA01<br><input type="radio"/> | SC060Q01NA02<br><input type="radio"/> |
| Our school is proud to have a good science department.   | SC060Q02NA01<br><input type="radio"/> | SC060Q02NA02<br><input type="radio"/> |
| Students and parents select our school because of our good science department.                 | SC060Q03NA01<br><input type="radio"/> | SC060Q03NA02<br><input type="radio"/> |
| It is important for our school, in particular, to have a good science department.              | SC060Q04NA01<br><input type="radio"/> | SC060Q04NA02<br><input type="radio"/> |
| Our school's science department is in particular responsible for the school's good reputation. | SC060Q05NA01<br><input type="radio"/> | SC060Q05NA02<br><input type="radio"/> |
| We spend extra effort to provide the best possible science education for our students.         | SC060Q06NA01<br><input type="radio"/> | SC060Q06NA02<br><input type="radio"/> |
| Parents' view on our science department are especially important to us.                        | SC060Q07NA01<br><input type="radio"/> | SC060Q07NA02<br><input type="radio"/> |

## **Section G: School climate**

**In your school, to what extent is the learning of students hindered by the following?**

*(Please select one response in each row.)*

|  | <i>Not at all</i>                     | <i>Very little</i>                    | <i>To some extent</i>                 | <i>A lot</i>                          |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Student truancy                                  | SC061Q01TA01<br><input type="radio"/> | SC061Q01TA02<br><input type="radio"/> | SC061Q01TA03<br><input type="radio"/> | SC061Q01TA04<br><input type="radio"/> |
| Students skipping classes                        | SC061Q02TA01<br><input type="radio"/> | SC061Q02TA02<br><input type="radio"/> | SC061Q02TA03<br><input type="radio"/> | SC061Q02TA04<br><input type="radio"/> |
| Students lacking respect for teachers            | SC061Q03TA01<br><input type="radio"/> | SC061Q03TA02<br><input type="radio"/> | SC061Q03TA03<br><input type="radio"/> | SC061Q03TA04<br><input type="radio"/> |
| Student use of alcohol or illegal drugs          | SC061Q04TA01<br><input type="radio"/> | SC061Q04TA02<br><input type="radio"/> | SC061Q04TA03<br><input type="radio"/> | SC061Q04TA04<br><input type="radio"/> |
| Students intimidating or bullying other students | SC061Q05TA01<br><input type="radio"/> | SC061Q05TA02<br><input type="radio"/> | SC061Q05TA03<br><input type="radio"/> | SC061Q05TA04<br><input type="radio"/> |
| Teachers not meeting individual students' needs  | SC061Q06TA01<br><input type="radio"/> | SC061Q06TA02<br><input type="radio"/> | SC061Q06TA03<br><input type="radio"/> | SC061Q06TA04<br><input type="radio"/> |
| Teacher absenteeism                              | SC061Q07TA01<br><input type="radio"/> | SC061Q07TA02<br><input type="radio"/> | SC061Q07TA03<br><input type="radio"/> | SC061Q07TA04<br><input type="radio"/> |
| Staff resisting change                           | SC061Q08TA01<br><input type="radio"/> | SC061Q08TA02<br><input type="radio"/> | SC061Q08TA03<br><input type="radio"/> | SC061Q08TA04<br><input type="radio"/> |
| Teachers being too strict with students          | SC061Q09TA01<br><input type="radio"/> | SC061Q09TA02<br><input type="radio"/> | SC061Q09TA03<br><input type="radio"/> | SC061Q09TA04<br><input type="radio"/> |
| Teachers not being well prepared for classes     | SC061Q10TA01<br><input type="radio"/> | SC061Q10TA02<br><input type="radio"/> | SC061Q10TA03<br><input type="radio"/> | SC061Q10TA04<br><input type="radio"/> |



**Thinking about the teachers in your school, how much do you agree with the following statements?**

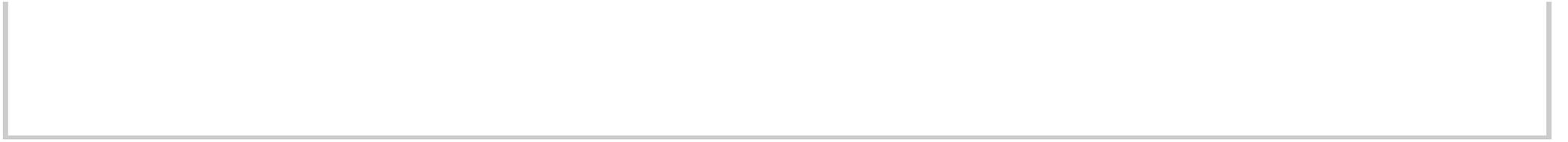
*(Please select one response in each row.)*

|  | <i>Strongly agree</i>                 | <i>Agree</i>                          | <i>Disagree</i>                       | <i>Strongly disagree</i>              |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| The morale of teachers in this school is high. | SC062Q01TA01<br><input type="radio"/> | SC062Q01TA02<br><input type="radio"/> | SC062Q01TA03<br><input type="radio"/> | SC062Q01TA04<br><input type="radio"/> |
| Teachers work with enthusiasm.                 | SC062Q02TA01<br><input type="radio"/> | SC062Q02TA02<br><input type="radio"/> | SC062Q02TA03<br><input type="radio"/> | SC062Q02TA04<br><input type="radio"/> |
| Teachers take pride in this school.            | SC062Q03TA01<br><input type="radio"/> | SC062Q03TA02<br><input type="radio"/> | SC062Q03TA03<br><input type="radio"/> | SC062Q03TA04<br><input type="radio"/> |
| Teachers value academic achievement.           | SC062Q04TA01<br><input type="radio"/> | SC062Q04TA02<br><input type="radio"/> | SC062Q04TA03<br><input type="radio"/> | SC062Q04TA04<br><input type="radio"/> |

**Do the following statements about parental involvement apply to your school?**

*(Please select one response in each row.)*

|  | Yes                                   | No                                    |
|--|---------------------------------------|---------------------------------------|
| Our school invites parents to participate in school-wide activities on a regular basis.  | SC063Q01NA01<br><input type="radio"/> | SC063Q01NA02<br><input type="radio"/> |
| Our school provides a welcoming and accepting atmosphere for parents to get involved.  | SC063Q02NA01<br><input type="radio"/> | SC063Q02NA02<br><input type="radio"/> |
| Our school designs effective forms of school-to-home and home-to-school communications about school programmes and children's progress.                                  | SC063Q03NA01<br><input type="radio"/> | SC063Q03NA02<br><input type="radio"/> |
| Our school includes parents in school decisions.   | SC063Q04NA01<br><input type="radio"/> | SC063Q04NA02<br><input type="radio"/> |
| Our school offers parent education (e.g. courses on family literacy) or family support (e.g. to assist with health or nutrition).  | SC063Q05NA01<br><input type="radio"/> | SC063Q05NA02<br><input type="radio"/> |
| Our school provides information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. | SC063Q06NA01<br><input type="radio"/> | SC063Q06NA02<br><input type="radio"/> |
| Our school identifies and integrates resources and services from the community to strengthen school programmes, family practices, and student learning and development.  | SC063Q07NA01<br><input type="radio"/> | SC063Q07NA02<br><input type="radio"/> |
| Our school keeps parents informed about their child's progress.  | SC063Q08NA01<br><input type="radio"/> | SC063Q08NA02<br><input type="radio"/> |
| There is local or national legislation on including parents in school activities.  | SC063Q09NA01<br><input type="radio"/> | SC063Q09NA02<br><input type="radio"/> |



**During the last academic year, what proportion of students' parents (or guardians) have participated in the following school-related activities?**

*(Please move the slider to the appropriate position. If no parents participated in the activity, please select "0" (zero). Select "100" (one hundred) if all parents participated in the activity.)*

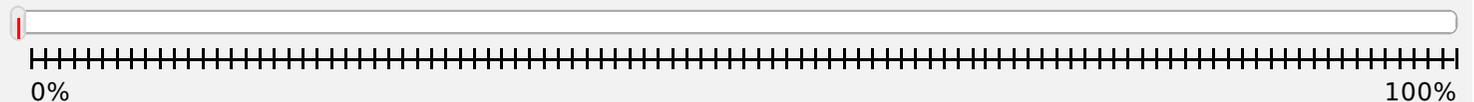
SC064Q01TA01  
%

Discussed their child's progress with a teacher on their own initiative.



SC064Q02TA01  
%

Discussed their child's progress on the initiative of one of their child's teachers.



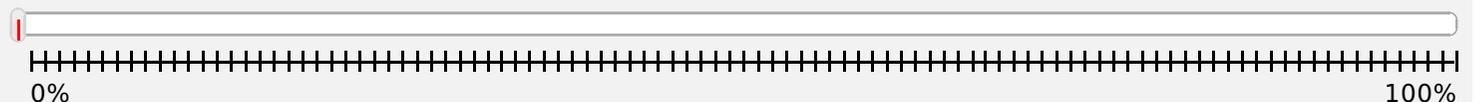
SC064Q03TA01  
%

Participated in local school governance, e.g. as a parent governor.



SC064Q04NA01  
%

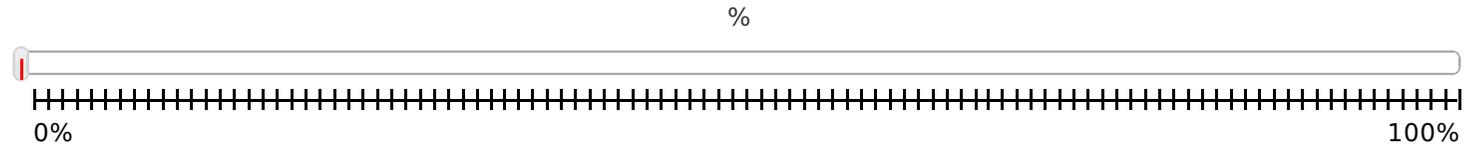
Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening, school play, sports, field trip)



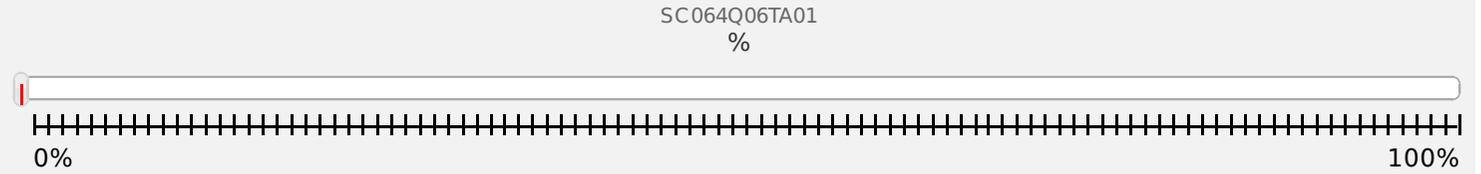
SC064Q05NA01

Volunteered to support school

volunteered to support school activities (e.g. volunteered in the school library, media centre, or canteen, assisted a teacher, appeared as a guest speaker)



Assisted in fundraising for the school.



**Which statement below best characterises parental expectations towards your school?**

*(Please select one response.)*

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There is *constant pressure* from many parents, who expect our school to set very high academic standards and to have our students achieve them.

SC065Q01TA01

Pressure on the school to achieve higher academic standards among students comes from a *minority of parents*.

SC065Q01TA02

Pressure from parents on the school to achieve higher academic standards among students is *largely absent*.

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SC065Q01TA03

**Which of the following statements about science related collaboration is true for your school?**

*(Please select one response in each row.)*

|   | Yes                                   | No                                    |
|---|---------------------------------------|---------------------------------------|
| Parents are encouraged to help us improve our science teaching.                                       | SC066Q01NA01<br><input type="radio"/> | SC066Q01NA02<br><input type="radio"/> |
| Science teachers are especially encouraged to regard parental expectations.                           | SC066Q02NA01<br><input type="radio"/> | SC066Q02NA02<br><input type="radio"/> |
| Parent consultation is particularly frequent for science teachers.                                    | SC066Q03NA01<br><input type="radio"/> | SC066Q03NA02<br><input type="radio"/> |
| Our school regularly co-operates with science organisations to improve teaching.                      | SC066Q04NA01<br><input type="radio"/> | SC066Q04NA02<br><input type="radio"/> |
| Companies in the technical and science sector are invited to share their expertise with our students. | SC066Q05NA01<br><input type="radio"/> | SC066Q05NA02<br><input type="radio"/> |

**Thank you very much for your co-operation in completing this questionnaire!**