



OECD Programme for International Student Assessment 2009



*England, Wales and Northern Ireland
Main Survey PISA 2009*

Date of Test / / 2009
Day Month

SCHOOL QUESTIONNAIRE

School Name

School ID

English ₃₁₃

NPD 11003-11

ScQ

Project Consortium B:

Cito Institute for Educational Measurement
University of Twente

University of Jyväskylä, Institute for Educational Research

Direction de l'Évaluation de la Prospective et de la Performance (DEPP)



This questionnaire asks for information including:

- The structure and organisation of the school;
- The student and teacher body;
- The school's resources;
- The school's instruction, curriculum and assessment;
- The school climate;
- The school policies and practices;
- The characteristics of the headteacher/principal or designate.

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/principal or another person appointed by the headteacher or principal.

It should take about 30 minutes to complete.

For some questions, specific expertise may be needed. You may consult experts to help you answer these questions.

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

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

SECTION A: THE STRUCTURE AND ORGANISATION OF THE SCHOOL

Q1 Do you have the following year groups in your school?

(Please tick one box in each row)

	<i>England and Wales</i>	<i>Northern Ireland</i>	<i>Yes</i>	<i>No</i>
a)	Year R	Year 1	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	Year 1	Year 2	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	Year 2	Year 3	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	Year 3	Year 4	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	Year 4	Year 5	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f)	Year 5	Year 6	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g)	Year 6	Year 7	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h)	Year 7	Year 8	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i)	Year 8	Year 9	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j)	Year 9	Year 10	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k)	Year 10	Year 11	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l)	Year 11	Year 12	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m)	Year 12	Year 13	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n)	Year 13	Year 14	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q2 Is your school:

(Please tick only one box)

Maintained by central government or the Local Authority (in England and Wales) or a grant-aided school (in Northern Ireland) ₁

An independent school ₂

Q3 About what percentage of your total funding for a typical school year comes from the following sources?

(Please write a number in each row. Write 0 (zero) if no funding comes from that source.)

- | | % |
|---|-------|
| a) Government (includes DCSF, DENI, DCELLS, LA, ELB) | _____ |
| b) Student fees or school charges paid by parents | _____ |
| c) Benefactors, donations, bequests, sponsorships, parent fundraising | _____ |
| d) Other | _____ |

Total	100%
-------	------

Q4 Which of the following definitions best describes the community in which your school is located?

(Please tick only one box)

A village, hamlet or rural area (fewer than 3 000 people) ₁

A small town (3 000 to about 15 000 people) ₂

A town (15 000 to about 100 000 people) ₃

A city (100 000 to about 1 000 000 people) ₄

A large city (with over 1 000 000 people) ₅

Q5 *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 tick only one box)

There are two or more other schools in this area that compete for our students ₁

There is one other school in this area that competes for our students ₂

There are no other schools in this area that compete for our students ₃

SECTION B: THE STUDENT AND TEACHER BODY

Q6 What was the total number of students enrolled at the school on 1 October 2009?

(Please write a number in each line. Write 0 (zero) if there are none.)

a) Number of boys: _____

b) Number of girls: _____

Q7 In the last academic year, about what percentage of students in your school repeated a year?

(Please write a number in each row. Write 0 (zero) if nobody repeated a year. Tick the 'not available' box if the year group is not available in your school. This question covers only compulsory schooling. Please do not include 6th form re-sits.)

- | | % | <i>Year group
not
available in
this school</i> |
|--|-------|--|
| a) The approximate percentage of students repeating a year before Year 10 (England and Wales) or Year 11 (Northern Ireland) was: | _____ | <input type="checkbox"/> ₉₉₆ |
| b) The approximate percentage of students repeating Year 10 or Year 11 (England and Wales) or Year 11 or Year 12 (Northern Ireland) was: | _____ | <input type="checkbox"/> ₉₉₆ |

Q8 About what proportion of 15-year-old students in your school have a home language that is not English?

Please answer for students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland).

(Please tick only one box)

- | | | |
|---------------------------------|--------------------------|---|
| 60% or more | <input type="checkbox"/> | 1 |
| 40% or more but less than 60% | <input type="checkbox"/> | 2 |
| 20% or more but less than 40% | <input type="checkbox"/> | 3 |
| 10% or more but less than 20% | <input type="checkbox"/> | 4 |
| More than 0%, but less than 10% | <input type="checkbox"/> | 5 |
| None | <input type="checkbox"/> | 6 |

Q9 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.

(Please write a number in each space provided. Write 0 (zero) if there are none.)

	<i>Full-time</i>	<i>Part-time</i>
a) Teachers in TOTAL	_____	_____
b) Teachers with Qualified Teacher Status (England and Wales) or deemed eligible to teach by the Department of Education (Northern Ireland)	_____	_____
c) Unqualified teachers with a Bachelor's degree	_____	_____

SECTION C: THE SCHOOL'S RESOURCES

The goal of the following set of three questions is to gather information about the student-computer ratio for 15-year-old students at your school.

Number

Q10a 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)? _____

Q10b Approximately how many computers are available for these students for educational purposes? _____

Q10c Approximately how many of these computers are connected to the internet? _____

Q11 Is your school's capacity to provide instruction hindered by any of the following issues?

(Please tick one box in each row)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) A lack of qualified science teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A lack of qualified mathematics teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) A lack of qualified English teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A lack of qualified teachers of other subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) A lack of library staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) A lack of other support personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Shortage or inadequacy of science laboratory equipment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Shortage or inadequacy of instructional materials (e.g. textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Shortage or inadequacy of computers for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Lack or inadequacy of internet connectivity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Shortage or inadequacy of computer software for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Shortage or inadequacy of library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Shortage or inadequacy of audio-visual resources	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION D: SCHOOL CURRICULUM AND ASSESSMENT

Q12 *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 tick one box in each row)

	<i>For all subjects</i>	<i>For some subjects</i>	<i>Not for any subject</i>
a) Students are grouped by ability into different classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Students are grouped by ability within their classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q13 This academic year, which of the following activities does your school offer to students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland)?

(Please tick one box in each row)

	<i>Yes</i>	<i>No</i>
a) Band, orchestra, instrumental group or choir	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) School play or school musical	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) School yearbook, newspaper or magazine	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Volunteering or service activities, e.g. a local community volunteering programme, Duke of Edinburgh's Award	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Book club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Debating club or debating activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) School club or school competition for foreign languages, mathematics or science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Academic club (e.g. creative writing group, philosophy club)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Art club or art activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Sports teams or sports activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Lectures and/or seminars (e.g. guest speakers such as writers or journalists)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Collaboration with local libraries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Collaboration with local newspapers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) ICT club or ICT activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q14 Does your school offer any of the following options to students whose home language is not English (or Welsh in Welsh-medium schools)?

Please answer for students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland).

(Please tick one box in each row)

	<i>Yes</i>	<i>No</i>
a) These students attend mainstream classes and receive additional periods of instruction aimed at developing their language skills (e.g. reading literacy, grammar, vocabulary, communication)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Before transferring to mainstream classes, these students attend a preparatory programme aimed at developing their language skills (e.g. reading literacy, grammar, vocabulary, communication)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Before transferring to mainstream classes, these students receive some instruction in school subjects in their home language	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) These students receive significant amounts of instruction in their home language aimed at developing proficiency in both languages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Class size is reduced to cater to the special needs of these students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) These students are given support from classroom assistants in the mainstream classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q15 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)?

This only includes assessment decided on by your school.

(Please tick only one box in each row)

	<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>
a) Commercially available standardised tests	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Teacher-developed tests	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Teachers' judgmental ratings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Student portfolios	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Student coursework/ projects/homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q16 In your school, are assessments used for any of the following purposes for students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland)?

This includes assessments of any type.

(Please tick only one box in each row)

	<i>Yes</i>	<i>No</i>
a) To inform parents about their child's progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) To make decisions about students' retention or promotion	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) To group students for instructional purposes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) To compare the school to local or national performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) To monitor the school's progress from year to year	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) To make judgements about teachers' effectiveness	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) To identify aspects of instruction or the curriculum that could be improved	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) To compare the school with other schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SECTION E: SCHOOL CLIMATE

Q17 In your school, to what extent is the learning of students hindered by the following?

(Please tick one box in each row)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) Teachers' low expectations of students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Student not attending school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Poor student-teacher relations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Disruption of classes by students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teachers not meeting individual students' needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teacher absenteeism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Students skipping classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Students lacking respect for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Staff resisting change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Student use of alcohol or illegal drugs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teachers being too strict with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Students intimidating or bullying other students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Students not being encouraged to achieve their full potential	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q18 Which statement below best characterises parental expectations towards your school?

(Please tick only one box)

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

 ₁

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

 ₂

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

 ₃

SECTION F: SCHOOL POLICIES AND PRACTICES

Q19 How often are the following factors considered when students are admitted to your school?

(Please tick one box in each row)

	<i>Never</i>	<i>Sometimes</i>	<i>Always</i>
a) Residence in a particular area	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Student's record of academic performance (including entry exams and 11-plus)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Recommendation of feeder schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Whether the student requires, or is interested in, a special programme	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Preference given to family members of current or former students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q20 In your school, how likely is it that a student would be transferred to another school because of the following reasons?

Please answer for students in Year 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland).

(Please tick one box in each row)

If students are never transferred, go to Q21

	<i>Not likely</i>	<i>Likely</i>	<i>Very likely</i>
a) Low academic achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) High academic achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Behavioural problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Additional support needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Parents' or guardians' request	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q21 This set of questions explores aspects of the school's accountability to parents.

(Please tick one box in each row)

- | | <i>Yes</i> | <i>No</i> |
|---|---------------------------------------|---------------------------------------|
| a) Does your school provide information to parents of students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland) on their child's academic performance relative to other students in the same year in your school? | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Does your school provide information to parents of students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland) on their child's academic performance relative to national or regional levels of achievement? | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Does your school provide information to parents on the academic performance of students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland) as a group relative to students in the same year in other schools? | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q22 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 tick one box in each row)

- | | <i>Yes</i> | <i>No</i> |
|---|---------------------------------------|---------------------------------------|
| a) Achievement data are posted publicly (e.g. in the media) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Achievement data are used in evaluations of the headteacher/principal's performance | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Achievement data are used in evaluations of teachers' performance | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Achievement data are used in decisions about instructional resource allocation to the school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Achievement data are tracked over time by an administrative authority | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q23 During the last year, have any of the following methods been used to monitor the practice of English teachers at your school?

(Please tick one box in each row)

- | | <i>Yes</i> | <i>No</i> |
|---|---------------------------------------|---------------------------------------|
| a) Tests or assessments of student achievement | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Teacher peer review (of lesson plans, assessment instruments, lessons) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Headteacher/principal or senior staff observations of lessons | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Observation of classes by inspectors or other persons external to the school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q24 Regarding your school, who has a considerable responsibility for the following tasks?

(Please tick as many boxes as appropriate in each row)

	<i>Headteacher / Principal</i>	<i>Teachers</i>	<i>School governing body</i>	<i>Local Authority or Education and Library Board</i>	<i>National education authority (e.g. DCSF, DCELLS, DENI, QCDA, CCEA, Ofsted, Estyn)</i>
a) Selecting teachers to recruit	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Dismissing teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Establishing teachers' starting salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Determining teachers' salary increases	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Formulating the school budget	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Deciding on budget allocations within the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) Establishing student disciplinary policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
h) Establishing student assessment policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
i) Approving students for admission to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
j) Choosing which textbooks are used	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁



	<i>Headteacher / Principal</i>	<i>Teachers</i>	<i>School governing body</i>	<i>Local Authority or Education and Library Board</i>	<i>National education authority (e.g. DCSF, DCELLS, DENI, QCDA, CCEA, Ofsted, Estyn)</i>
k) Determining course content	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
l) Deciding which courses are offered	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Q25 Regarding your school, which of the following bodies exert a direct influence on decision making about staffing, budgeting, instructional content and assessment practices?

(Please tick as many boxes as apply)

	<i>Area of influence</i>			
	<i>Staffing</i>	<i>Budgeting</i>	<i>Instructional content</i>	<i>Assessment practices</i>
a) Central government or other public bodies (e.g. DCSF, DCELLS, DENI, QCDA, CCEA, Local Authority, ELB, Ofsted, Estyn)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) The school's governing body	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Parent groups (e.g. parent teacher association)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Teacher groups (e.g. teachers' association, trade union)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Student groups (e.g. student association, youth organisation)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) External examination boards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁



Q26 Below you can find statements about your management of this school. Please indicate the frequency of the following activities and behaviours in your school during the last school year.

(Please tick only one box in each row)

	<i>Never</i>	<i>Seldom</i>	<i>Quite often</i>	<i>Very often</i>
a) I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I ensure that teachers work according to the school's educational goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I observe instruction in classrooms.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I use student performance results to develop the school's educational goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I give teachers suggestions as to how they can improve their teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I monitor students' work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) When a teacher has problems in his/her classroom, I take the initiative to discuss matters.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I inform teachers about possibilities for updating their knowledge and skills.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



	<i>Never</i>	<i>Seldom</i>	<i>Quite often</i>	<i>Very often</i>
i) I check to see whether classroom activities are in keeping with our educational goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) I take exam results into account in decisions regarding curriculum development.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) I ensure that there is clarity concerning the responsibility for coordinating the curriculum.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) When a teacher brings up a classroom problem, we solve the problem together.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) I pay attention to disruptive behaviour in classrooms.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) I take over lessons from teachers who are unexpectedly absent.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



SECTION G: ABOUT YOU

Q27 Are you female or male?

Female

_1

Male

_2

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



*Please return this completed questionnaire
to NFER in the pre-paid envelope supplied
within a week of the assessment.*

*Alternatively, give it to the Test
Administrator on the assessment day,
before the assessment if possible.*