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*
- *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.

School background information

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

(Please select one response.)

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
○

What was the total number of students enrolled at the school on 1st October 2015?

(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

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 ○	SC053Q01TA02 ○
School play or school musical	SC053Q02TA01 ○	SC053Q02TA02 ○
School yearbook, newspaper or magazine	SC053Q03TA01 ○	SC053Q03TA02 ○
A local community volunteering programme, e.g. Duke of Edinburgh's Award	SC053Q04TA01 ○	SC053Q04TA02 ○
Science club	SC053Q05NA01 ○	SC053Q05NA02 ○
Science competitions, e.g. CREST, the Big Bang Fair	SC053Q06NA01 ○	SC053Q06NA02 ○
Chess club	SC053Q07TA01 ○	SC053Q07TA02 ○
Club with a focus on computers/ Information and Communication Technology	SC053Q08TA01 ○	SC053Q08TA02 ○
Art club or art activities	SC053Q09TA01 ○	SC053Q09TA02 ○
	SC053Q10TA01	SC053Q10TA02

Sports teams or sports activities	SC053Q10TA01 ○	SC053Q10TA02 ○
School clubs or school competitions for foreign languages	SC053Q11TA01 ○	SC053Q11TA02 ○

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 ○	SC059Q01NA02 ○
If we ever have some extra funding, a big share goes into improvement of our science teaching.	SC059Q02NA01 ○	SC059Q02NA02 ○
Science teachers are among our best educated staff members.	SC059Q03NA01 ○	SC059Q03NA02 ○
Compared to similar schools, we have a well equipped laboratory.	SC059Q04NA01 ○	SC059Q04NA02 ○
The material for hands-on activities in science is in good shape.	SC059Q05NA01 ○	SC059Q05NA02 ○
We have enough laboratory material that all courses can regularly use.	SC059Q06NA01 ○	SC059Q06NA02 ○
We have extra laboratory staff who help support science teaching.	SC059Q07NA01 ○	SC059Q07NA02 ○
Our school spends extra money on up-to-date science equipment.	SC059Q08NA01 ○	SC059Q08NA02 ○

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 ○

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 <u>the last academic year</u>.

(Please select one response in each row.)

	Did not occur	1-2 times during the year	3-4 times during the year	Once a month	Once a week	More than once a week
I use student performance results to develop the school's educational goals.	SC009Q01TA01 ○	SC009Q01TA02 ○	SC009Q01TA03 ○	SC009Q01TA04 ○	SC009Q01TA05 ○	SC009Q01TA06 ○
I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school.	SC009Q02TA01 ○	SC009Q02TA02 ○	SC009Q02TA03 ○	SC009Q02TA04 ○	SC009Q02TA05 ○	SC009Q02TA06 ○
I ensure that teachers work according to the school's educational goals.	SC009Q03TA01 ○	SC009Q03TA02 ○	SC009Q03TA03 ○	SC009Q03TA04 ○	SC009Q03TA05 ○	SC009Q03TA06 ○
I promote teaching practices based on recent educational research.	SC009Q04TA01 ○	SC009Q04TA02 ○	SC009Q04TA03 ○	SC009Q04TA04 ○	SC009Q04TA05 ○	SC009Q04TA06 ○
I praise teachers whose students are actively participating in learning.	SC009Q05TA01 ○	SC009Q05TA02 ○	SC009Q05TA03 ○	SC009Q05TA04 ○	SC009Q05TA05 ○	SC009Q05TA06 ○
When a teacher has problems in his/her classroom, I take the initiative to discuss matters.	SC009Q06TA01 ○	SC009Q06TA02 ○	SC009Q06TA03 ○	SC009Q06TA04 ○	SC009Q06TA05 ○	SC009Q06TA06 ○
I draw teachers' attention to the importance of pupils' development of critical and social capacities.	SC009Q07TA01 ○	SC009Q07TA02 ○	SC009Q07TA03 ○	SC009Q07TA04 ○	SC009Q07TA05 ○	SC009Q07TA06 ○
I pay attention to disruptive behaviour in classrooms.	SC009Q08TA01 ○	SC009Q08TA02 ○	SC009Q08TA03 ○	SC009Q08TA04 ○	SC009Q08TA05 ○	SC009Q08TA06 ○
I provide staff with opportunities to participate in	SC009Q09TA01	SC009Q09TA02	SC009Q09TA03	SC009Q09TA04	SC009Q09TA05	SC009Q09TA06

school decision-making.	○	○	○	○	○	○
I engage teachers to help build a school culture of continuous improvement.	SC009Q10TA01 ○	SC009Q10TA02 ○	SC009Q10TA03 ○	SC009Q10TA04 ○	SC009Q10TA05 ○	SC009Q10TA06 ○
I ask teachers to participate in reviewing management practices.	SC009Q11TA01 ○	SC009Q11TA02 ○	SC009Q11TA03 ○	SC009Q11TA04 ○	SC009Q11TA05 ○	SC009Q11TA06 ○
When a teacher brings up a classroom problem, we solve the problem together.	SC009Q12TA01 ○	SC009Q12TA02 ○	SC009Q12TA03 ○	SC009Q12TA04 ○	SC009Q12TA05 ○	SC009Q12TA06 ○
I discuss the school's academic goals with teachers at staff meetings.	SC009Q13TA01 ○	SC009Q13TA02 ○	SC009Q13TA03 ○	SC009Q13TA04 ○	SC009Q13TA05 ○	SC009Q13TA06 ○

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

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

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

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 ☐

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

(Please select one response in each row.)

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

Is your school:

(Please select one response.)

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 ○

Branching rule

Rule: IF (^SC013Q01TA02=1) THEN GOTO ^SC014 ELSE GOTO ^SC016

What kind of organisation runs your school?

(Please select one response.)

A church or other religious organisation	SC014Q01NA01 ○
Another not-for-profit organisation	SC014Q01NA02 ○
A for-profit organisation	SC014Q01NA03 ○

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 (^SC016Q01TA01 + ^SC016Q02TA01 + ^SC016Q03TA01 + ^SC016Q04TA01) >100 OR (^SC016Q01TA01 + ^SC016Q02TA01 + ^SC016Q03TA01 + ^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.)

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

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	SC018Q01TA02
Teachers with Qualified Teacher Status (England and Wales) or deemed eligible to teach by the Department of Education (Northern Ireland)	SC018Q02TA01	SC018Q02TA02
Teachers with a university Bachelor's degree (e.g. BA, BSc, BEd) qualification	SC018Q05NA01	SC018Q05NA02
Teachers with a university Master's degree (e.g. MA, MSc, MBA) qualification	SC018Q06NA01	SC018Q06NA02
Teachers with a doctorate or higher degree (e.g. MPhil, PhD) qualification	SC018Q07NA01	SC018Q07NA02

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.)

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

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).)

All teaching staff at your school

SC025Q01NA01

0%   100%
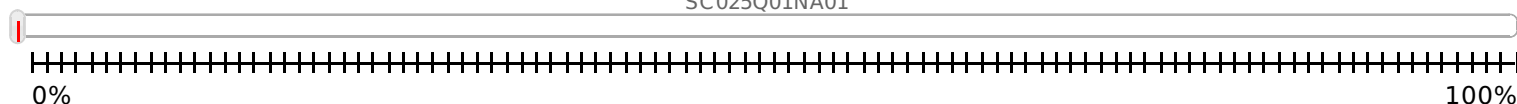
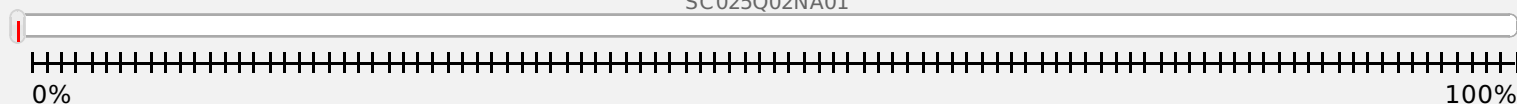Science teaching staff at your school

SC025Q02NA01

0%   100%

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 ○	SC027Q01NA02 ○
Our school invites specialists to conduct in-service training for teachers.	SC027Q02NA01 ○	SC027Q02NA02 ○
Our school organises in-service workshops which deal with specific issues that our school faces.	SC027Q03NA01 ○	SC027Q03NA02 ○
Our school organises in-service workshops for specific groups of teachers (e.g. newly appointed teachers).	SC027Q04NA01 ○	SC027Q04NA02 ○

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 ○	SC032Q01TA02 ○
Teacher peer review (of lesson plans, assessment instruments, lessons)	SC032Q02TA01 ○	SC032Q02TA02 ○
Head teacher or senior staff observations of lessons	SC032Q03TA01 ○	SC032Q03TA02 ○
Observation of classes by inspectors or other persons external to the school	SC032Q04TA01 ○	SC032Q04TA02 ○

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.

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

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*
	SC035Q01NA01	SC035Q01NB01
To guide students' learning	Select...	Select...

- To guide students' learning (SC035Q01NB01)
  Select...
  Yes
  No

- To guide students' learning (SC035Q01NA01)
  Select...
  Yes
  No

	SC035Q02TA01	SC035Q02TB01
To inform parents about their child's progress	Select...	Select...

- To inform parents about their child's progress (SC035Q02TB01)
  Select...
  Yes
  No

- To inform parents about their child's progress (SC035Q02TA01)
  Select...

Yes
No

To make decisions about students' retention or promotion

SC035Q03TA01
Select... ⬍

SC035Q03TB01
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

To group students for instructional purposes

SC035Q04TA01
Select... ⬍

SC035Q04TB01
Select... ⬍

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

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

To compare the school to local or national performance

SC035Q05TA01
Select... ⬍

SC035Q05TB01
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	SC035Q10TB01
	Select...	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	SC035Q11NB01
	Select...	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.

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

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 ○

Branching rule

Rule: IF (^SC037Q01TA01=1 or ^SC037Q01TA02=1) THEN GOTO ^SC040 ELSE GOTO ^SC040R01

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
Educational staff (e.g. workload, personal requirements, qualifications)	SC040Q02NA01 ○	SC040Q02NA02 ○	SC040Q02NA03 ○
Implementation of the curriculum	SC040Q03NA01 ○	SC040Q03NA02 ○	SC040Q03NA03 ○
Quality of teaching and learning	SC040Q05NA01 ○	SC040Q05NA02 ○	SC040Q05NA03 ○
Parental engagement in school	SC040Q11NA01 ○	SC040Q11NA02 ○	SC040Q11NA03 ○
Teacher professional development	SC040Q12NA01 ○	SC040Q12NA02 ○	SC040Q12NA03 ○
Student achievement	SC040Q15NA01 ○	SC040Q15NA02 ○	SC040Q15NA03 ○
Students' cross-curricular competencies	SC040Q16NA01 ○	SC040Q16NA02 ○	SC040Q16NA03 ○
Equity in school	SC040Q17NA01 ○	SC040Q17NA02 ○	SC040Q17NA03 ○
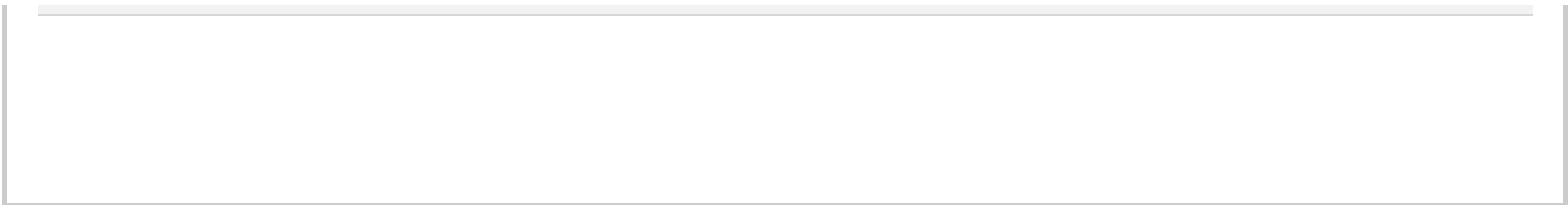
Branching rule

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 ○	SC041Q01NA02 ○
We used the data to plan specific action for school development.	SC041Q03NA01 ○	SC041Q03NA02 ○
We used the data to plan specific action for the improvement of teaching.	SC041Q04NA01 ○	SC041Q04NA02 ○
We put measures derived from the results of external evaluations into practice promptly.	SC041Q05NA01 ○	SC041Q05NA02 ○
The impetus triggered by the external evaluation "disappeared" very quickly at our school.	SC041Q06NA01 ○	SC041Q06NA02 ○

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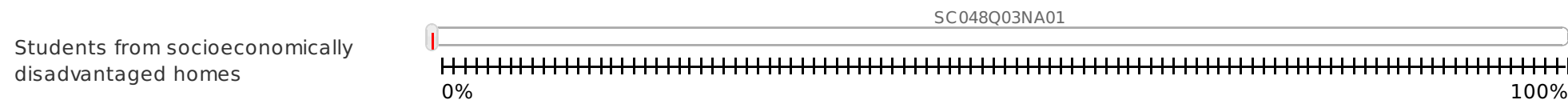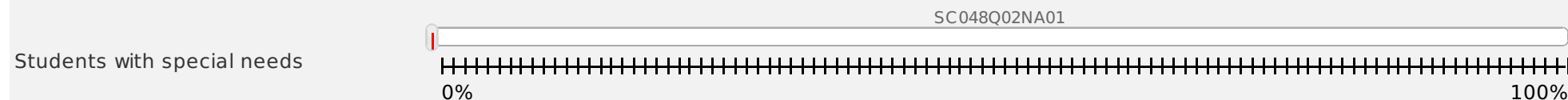
(Please select one response in each row.)

	For all subjects	*For some subjects*	*Not for any subjects*
Students are grouped by ability into different classes.	SC042Q01TA01 ○	SC042Q01TA02 ○	SC042Q01TA03 ○
Students are grouped by ability within their classes.	SC042Q02TA01 ○	SC042Q02TA02 ○	SC042Q02TA03 ○

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.)*

	SC048Q01NA01
Students whose mother tongue is different from English	0% 100%

	SC048Q02NA01
Students with special needs	0% 100%

	SC048Q03NA01
Students from socioeconomically disadvantaged homes	0% 100%

School climate

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

(Please select one response in each row.)

	Not at all	Very little	To some extent	A lot
Student truancy	SC061Q01TA01 ○	SC061Q01TA02 ○	SC061Q01TA03 ○	SC061Q01TA04 ○
Students skipping classes	SC061Q02TA01 ○	SC061Q02TA02 ○	SC061Q02TA03 ○	SC061Q02TA04 ○
Students lacking respect for teachers	SC061Q03TA01 ○	SC061Q03TA02 ○	SC061Q03TA03 ○	SC061Q03TA04 ○
Student use of alcohol or illegal drugs	SC061Q04TA01 ○	SC061Q04TA02 ○	SC061Q04TA03 ○	SC061Q04TA04 ○
Students intimidating or bullying other students	SC061Q05TA01 ○	SC061Q05TA02 ○	SC061Q05TA03 ○	SC061Q05TA04 ○
Teachers not meeting individual students' needs	SC061Q06TA01 ○	SC061Q06TA02 ○	SC061Q06TA03 ○	SC061Q06TA04 ○
Teacher absenteeism	SC061Q07TA01 ○	SC061Q07TA02 ○	SC061Q07TA03 ○	SC061Q07TA04 ○
Staff resisting change	SC061Q08TA01 ○	SC061Q08TA02 ○	SC061Q08TA03 ○	SC061Q08TA04 ○
Teachers being too strict with students	SC061Q09TA01 ○	SC061Q09TA02 ○	SC061Q09TA03 ○	SC061Q09TA04 ○
Teachers not being well prepared for classes	SC061Q10TA01 ○	SC061Q10TA02 ○	SC061Q10TA03 ○	SC061Q10TA04 ○
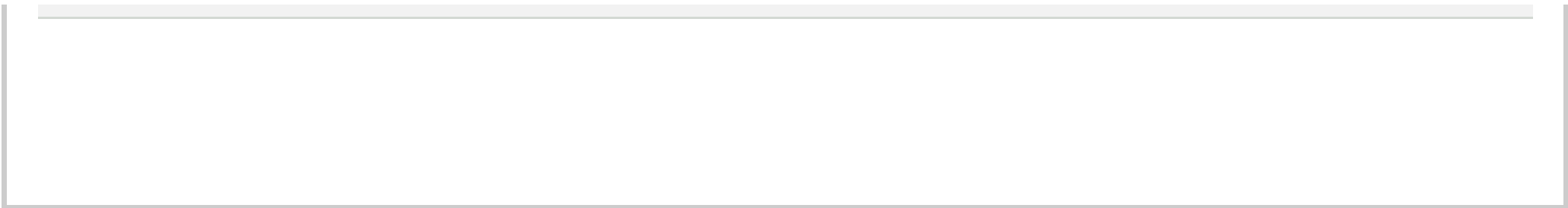
Do the following statements about parental involvement apply to your school?

(Please select one response in each row.)

	Yes	No
Our school provides a welcoming and accepting atmosphere for parents to get involved.	SC063Q02NA01 ○	SC063Q02NA02 ○
Our school designs effective forms of school-to-home and home-to-school communications about school programmes and children's progress.	SC063Q03NA01 ○	SC063Q03NA02 ○
Our school includes parents in school decisions.	SC063Q04NA01 ○	SC063Q04NA02 ○
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 ○	SC063Q06NA02 ○
Our school identifies and integrates resources and services from the community to strengthen school programmes, family practices, and student learning and development.	SC063Q07NA01 ○	SC063Q07NA02 ○
There is local or national legislation on including parents in school activities.	SC063Q09NA01 ○	SC063Q09NA02 ○

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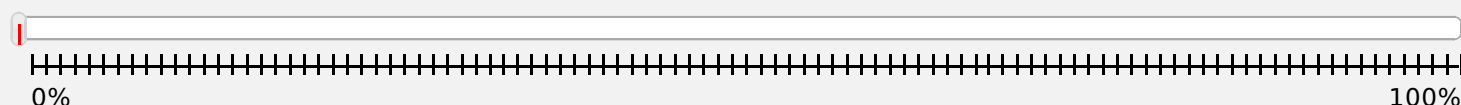
Discussed their child's progress with a teacher on their own initiative.

SC064Q01TA01
%

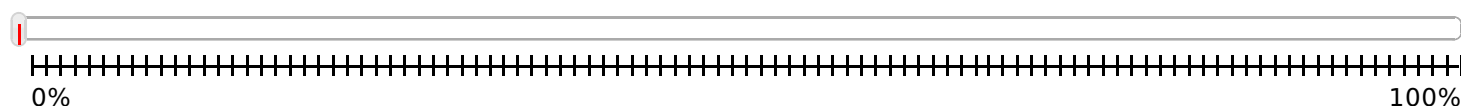0%   100%
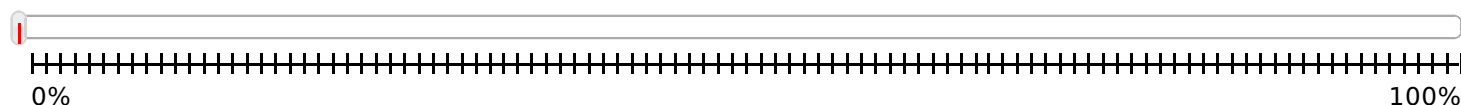
Discussed their child's progress on the initiative of one of their child's teachers.

SC064Q02TA01
%

0%   100%

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

SC064Q03TA01
%

0%   100%

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

SC064Q04NA01
%

0%   100%

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