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## QUESTIONNAIRE FOR THE HEAD TEACHER

**This questionnaire is for the head teacher.**

**It asks about the school ethos, physical environment of the school, the facilities available and the school's catchment area.**

*We would be grateful if you could answer all questions, but if there are any you feel are inappropriate please put a line through them.*

*THANK YOU VERY MUCH FOR YOUR HELP*

**This information is confidential. No person or establishment will be identified by name in any report or publication.**



30/05/02

## **SECTION A: YOUR PERCEPTION OF THE SCHOOL**

*Please indicate how much you agree or disagree with the statements below about your school*

### **A1. Expectations and standards:**

	<b>Agree strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree strongly</b>
a) The school gives high priority to raising pupils' standards of achievement	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
b) The teachers have high expectations of the pupils' standards of achievement	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
c) The school sets educational goals that are appropriate for each pupil's ability to achieve	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
d) The standards set for pupils at this school are not high enough	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
e) All teachers set homework every week for their classes	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
f) All teachers mark and return homework promptly	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
g) All teachers start their classes on time	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
h) The teachers spend all of the time in lessons teaching or on learning activities for pupils	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
i) Teacher absenteeism is low at this school	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
j) Poor performance by teachers is not tolerated in this school	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
k) All teachers expect high standards of behaviour in class from their pupils	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
l) All pupils are required to come to lessons on time	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>

**A2. Staff unity on school values and practices:**

	<b>Agree strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree strongly</b>
a) Teachers at this school believe that all pupils can achieve regardless of their social background	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
b) Teachers at this school are all committed to the school's aims and values	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
c) Teachers follow the same set of rules about pupil behaviour	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
d) There is general agreement amongst the teachers about what are effective teaching approaches	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
e) There is unity between teachers and the headteacher on the school's aims and values and how these are implemented through teaching and learning	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
f) Teachers and the headteacher agree on how teachers and pupils should behave towards each other	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
g) There is a lot of disagreement between staff	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
h) There are some staff who do not support the headteacher's aims and policies for the school	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>

**A3. Teacher-pupil reactions in the school:**

a) Teachers are only interested in the pupils who do well in tests and examinations	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
b) Teachers show respect towards pupils	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>

A3.		Agree strongly	Agree	Disagree	Disagree strongly
c)	Pupils show respect towards teachers and other staff	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
d)	Teachers and pupils get on well in this school	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
e)	Teachers take care to ensure that their teaching is appropriate for pupils with special educational needs	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
f)	Pupils' views are listened to and taken seriously	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
g)	Pupils organise activities for themselves	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>

**A4. Pupil performance monitoring and rewards in the school:**

a)	A pupil who works hard or makes good progress is noticed and praised	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
b)	The school has a system for rewarding pupils who work hard and/or make good progress even if they do not get high standards	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
c)	The school regularly monitors pupils' actual attainments against those expected given their prior attainment or ability	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
d)	Pupils who are under-achieving are identified and attempts made to motivate them	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>

**A5. Home-school relationships:**

a)	The school frequently communicates its expectations of pupils to parents and governors	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
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A5.		Agree strongly	Agree	Disagree	Disagree strongly
b)	Parents are regularly informed about the progress and achievements at school of their child	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
c)	If a pupil seriously infringes school rules parents will be informed immediately	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
d)	There is a high level of parental support for their child's learning at school	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
e)	Dealing with parental complaints and lack of co-operation from parents takes up a lot of teacher and school management time	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
f)	Parents give a lot of support to the work of the school	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
g)	Conditions in the pupils' home environment adversely affect their learning	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
<b>A6. Pupil attitudes to learning:</b>					
a)	Most pupils at this school want to do well in tests and exams	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
b)	Pupils who get good marks or work hard are teased by the other pupils	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
c)	Most pupils at this school are interested in learning	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
d)	Many pupils don't do as well as they could because they are afraid that other pupils won't like them as much	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
e)	There is good extra-curricular provision in this school	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>

A6.		Agree strongly	Agree	Disagree	Disagree strongly
f)	There are very few pupils at this school whose behaviour in class prevents other pupils from learning	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
g)	Most pupils behave well in class	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
h)	There is not much bullying or name-calling of each other by pupils	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>

**A7. Teacher involvement in the school:**

a)	Teachers participate on a regular basis in the development of school policies	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
b)	Teachers at this school are often involved in activities that improve pupils' enjoyment of school	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
c)	Teachers are encouraged by the head teacher to be involved in school improvement activities	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
d)	Teachers are actively involved in creating school development or improvement plans	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
e)	The head teacher takes most of the decisions with little staff consultation	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>

**A8. What proportion of parents attend parents' evenings:**

Almost all	About two thirds	About half	Much less than half
<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>

## **SECTION B: THE ENVIRONMENT**

B1. How much traffic is there on the road where your school is situated?

- |  |              |
|--|--------------|
| heavy traffic (lorries and buses often use it) | <div>1</div> |
| moderate traffic (mostly cars)                 | <div>2</div> |
| light traffic                                  | <div>3</div> |
| very little traffic                            | <div>4</div> |

B2. How noisy is your school environment usually?

a) Noise from outside the school (tick all that apply):

- |   |              |
|---|--------------|
| (i) Continuous loud noise (e.g. heavy traffic, machinery, etc.)         | <div>1</div> |
| (ii) Intermittent loud noise (e.g. rush-hour traffic, plane taking off) | <div>1</div> |
| (iii) Continuous moderate noise   | <div>1</div> |
| (iv) Intermittent moderate noise  | <div>1</div> |
| (v) Usually quiet   | <div>1</div> |

b) Noise from within the school perimeter (e.g. playground, other classes):

(i) Noise of other classes through the walls of most classrooms:

- |                                    |              |
|------------------------------------|--------------|
| can hear clearly and is a problem  | <div>1</div> |
| can hear clearly but not a problem | <div>2</div> |
| can hear but not clearly           | <div>3</div> |
| hardly ever hear                   | <div>4</div> |

B2. b) (ii) Noise of people moving around the school (e.g. along corridors)

can hear clearly and is a problem

☐ 1

can hear clearly but not a problem

☐ 2

can hear but not clearly

☐ 3

hardly ever hear

☐ 4

c) Is there double glazing in the outside windows?

yes throughout the school

☐ 1

yes on some windows

☐ 2

no not at all

☐ 3

B3. How is your school heated?

central boiler with radiators in classrooms

☐ 1

storage heaters

☐ 2

gas convactor heater(s) in each classroom

☐ 3

hot-air outlets (fan-driven)

☐ 4

other

(please tick and describe)

☐ 5

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B4. If there is a central boiler how is it fuelled?

gas

☐ 1

oil

☐ 2

other

☐ 3

please describe .....



**The school building(s):**

B5. Is the school generally in good repair?

Yes, very good       Yes, quite good       No, not very good   
No, many problems

B6. Do you feel there is overcrowding:

	<b>Yes serious</b>	<b>Yes occasional</b>	<b>No</b>
a) For the staff:	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
b) For the pupils:	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>

**If yes**, to either of the above,

c) Is this affecting the quality of education that you are providing?

Yes, a great deal       Yes, sometimes       No

d) Are there aspects of a school curriculum that you are having to restrict or omit because of lack of space?

Yes       No

e) Do you feel that overcrowding is affecting the morale of your staff?

Yes, a great deal       Yes, moderately       No

B7. Do you have good toilet and washbasin facilities for:

a) Your staff:	Yes <input type="text" value="1"/>	No <input type="text" value="2"/>
b) The pupils:	Yes <input type="text" value="1"/>	No <input type="text" value="2"/>

B8. Do you have a hall that can be used for the whole school at one time, e.g. for assemblies, plays, Christmas carols, parent/teacher events?

Yes  <sub>1</sub>      No  <sub>2</sub>      → If no, go to B9 below

If yes,

a) Are the floors: carpeted  <sub>1</sub>      wooden  <sub>2</sub>      other  <sub>3</sub>  
(please describe)

.....

b) Is there curtaining or noise absorption tiles to stop echoing? (Tick all that apply)

(i) Yes, curtains  <sub>1</sub>  
(ii) Yes, tiles on walls or ceiling  <sub>1</sub>  
(iii) Yes, other noise absorption materials  <sub>1</sub>  
(iv) No, nothing  <sub>1</sub>

B9. Is the outdoor play area for the children:

a) Large enough?      Yes  <sub>1</sub>      No  <sub>2</sub>  
b) Situated so that it can be easily surveyed by adults?      Yes  <sub>1</sub>      No  <sub>2</sub>  
c) Does it have grass as well as hard surface?      Yes  <sub>1</sub>      No  <sub>2</sub>

B10. a) Where are the written SATS tests to be administered this year?

in the child's normal classroom  <sub>1</sub>  
in the school hall  <sub>2</sub>  
elsewhere (please describe)  <sub>3</sub>      .....

b) Would you say that this was a quiet environment in which the children could concentrate?

no, very noisy  <sub>1</sub>      fairly quiet  <sub>3</sub>  
no, quite noisy  <sub>2</sub>      very quiet  <sub>4</sub>

## **SECTION C: ABOUT THE SCHOOL**

C1. What is the age range of children in your school?

	years		months		years		months
from	<input type="text"/>	•	<input type="text"/>	<input type="text"/>	to	<input type="text"/>	<input type="text"/>

C2. Is the school: (please tick one only)

community school	<input type="text"/>
voluntary aided school	<input type="text"/>
voluntary controlled school	<input type="text"/>
foundation school	<input type="text"/>
foundation special school	<input type="text"/>
community special school	<input type="text"/>
non-maintained special school	<input type="text"/>
independent school	<input type="text"/>

C3. Please give the usual time the sessions start and finish (use 24-hour clock) for Year 6.

	Starts	Ends
(a) Morning	<input type="text"/>	<input type="text"/>
(b) Afternoon	<input type="text"/>	<input type="text"/>

C4. a) How many children are there on the school register?

<input type="text"/>	<input type="text"/>	<input type="text"/>	children
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b) How many have been excluded from school during this school year?

<input type="text"/>	<input type="text"/>	for a fixed term	<input type="text"/>	<input type="text"/>	permanently
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C4. c) How many are entitled to free school meals? 

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 children

d) How many pupils have statements for special educational needs? 

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C5. What is your admission policy? (please tick all that apply)

- |   |   |   |
|---|---|---|
| a) Waiting list (no policy)   | <table border="1" style="width: 40px; height: 30px; line-height: 30px;"><tr><td>1</td></tr></table> | 1 |
| 1   |   |   |
| b) Priority for children with special needs                         | <table border="1" style="width: 40px; height: 30px; line-height: 30px;"><tr><td>1</td></tr></table> | 1 |
| 1   |   |   |
| c) Priority for children in catchment area                          | <table border="1" style="width: 40px; height: 30px; line-height: 30px;"><tr><td>1</td></tr></table> | 1 |
| 1   |   |   |
| d) Priority for children with siblings in the school                | <table border="1" style="width: 40px; height: 30px; line-height: 30px;"><tr><td>1</td></tr></table> | 1 |
| 1   |   |   |
| e) Parent request for particular type of teaching the school offers | <table border="1" style="width: 40px; height: 30px; line-height: 30px;"><tr><td>1</td></tr></table> | 1 |
| 1   |   |   |
| f) Other (please describe) .....                                    | <table border="1" style="width: 40px; height: 30px; line-height: 30px;"><tr><td>1</td></tr></table> | 1 |
| 1   |   |   |

.....

C6. Approximately for what proportion of the children currently on your attendance register do you feel you have grounds for concern because the child's development might be impaired by his/her home circumstances? (Please tick one box only)

- |               |  |   |   |
|---------------|--|---|---|
| 100%          |  | <table border="1" style="width: 40px; height: 30px; line-height: 30px;"><tr><td>1</td></tr></table> | 1 |
| 1             |  |   |   |
| 75-99%        |  | <table border="1" style="width: 40px; height: 30px; line-height: 30px;"><tr><td>2</td></tr></table> | 2 |
| 2             |  |   |   |
| 50-74%        |  | <table border="1" style="width: 40px; height: 30px; line-height: 30px;"><tr><td>3</td></tr></table> | 3 |
| 3             |  |   |   |
| 25-49%        |  | <table border="1" style="width: 40px; height: 30px; line-height: 30px;"><tr><td>4</td></tr></table> | 4 |
| 4             |  |   |   |
| 10-24%        |  | <table border="1" style="width: 40px; height: 30px; line-height: 30px;"><tr><td>5</td></tr></table> | 5 |
| 5             |  |   |   |
| less than 10% |  | <table border="1" style="width: 40px; height: 30px; line-height: 30px;"><tr><td>6</td></tr></table> | 6 |
| 6             |  |   |   |

C7. How many of the children in your provision do you believe have the following disadvantaged home circumstances?

	None	Few	Many	Most	Don't know
a) Overcrowding	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
b) Poor housing	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
c) Poverty	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
d) Marital difficulties	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
e) Poor parent-child relations	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
f) Child on 'at risk' register	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
g) Family ill-health	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
h) Other (please tick and describe)	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>

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C8. How many children in your school are from homes where English is not the first language?

 children

C9. a) How many children with Special Educational Needs (Additional Educational Needs) are included in classes in your school?

 children

- C9. b) How many children with SEN/AEN who spend some time in special units/classes are included in classes in your school?

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children

- c) How many children on the SEN/AEN Register are:

**No. of children**

- (i) Stage 1

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- (ii) Stage 2

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- (iii) Stage 3

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- (iv) Statemented

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- d) How many children are regularly visited/supported by the SEN/AEN Support Service?

**No. of children**

- (i) Educational psychologist

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- (ii) Peripatetic teacher of the deaf

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- (iii) Peripatetic teacher of the visually impaired

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- (iv) Behaviour support team

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- (v) Learning support team

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## **SECTION D: THE TEACHING STAFF**

D1. How many of the following teaching staff do you have (including the head teacher)?

	Male	Female
a) Full-time teachers	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
b) Part-time teachers	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
c) Teaching assistants (paid)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
d) Other adult assistants (unpaid):		
i) parents	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
ii) volunteers	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

D2. What is the overall complement of paid classroom staff (i.e. not including secretaries, caretakers etc.)?

•  Full-time equivalents

D3. For how many sessions in the last 3 months has temporary staff cover been used?

none	<input type="text"/>
1-5	<input type="text"/>
6-10	<input type="text"/>
11-15	<input type="text"/>
16 or more	<input type="text"/>

D4. How often are there staff meetings to discuss the following?

	<b>Weekly or more frequently</b>	<b>Fort- nightly</b>	<b>Monthly</b> ↓	<b>Quarterly</b> ↓	<b>Less than four a year</b>	<b>Never</b> ↓
a) Staff issues	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
b) Administration	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
c) Social issues relating to children's background	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
d) Children with special needs	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
e) Teaching policy	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
f) Curriculum	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
g) Education issues	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
h) Other (please tick and describe)	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>

.....

D5. Are the staff who coordinate the teaching of the following subjects specialists in the subject?

	<b>Yes</b>	<b>No</b>
a) Maths	<input type="text" value="1"/>	<input type="text" value="2"/>
b) Literacy/English	<input type="text" value="1"/>	<input type="text" value="2"/>
c) Science	<input type="text" value="1"/>	<input type="text" value="2"/>
d) ICT/computing	<input type="text" value="1"/>	<input type="text" value="2"/>
e) Design & technology	<input type="text" value="1"/>	<input type="text" value="2"/>



D6. The head teacher:

a) How long have you been head teacher (or acting head) at this school?

< 1 year	<div>1</div>
1-2 years	<div>2</div>
3-9 years	<div>3</div>
10 or more years	<div>4</div>

b) Are you:

Male	<div>1</div>	Female	<div>2</div>
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c) How long have you been a head teacher altogether?

< 1 year	<div>1</div>
1-2 years	<div>2</div>
3-9 years	<div>3</div>
10 or more years	<div>4</div>



## **SECTION E: SCHOOL MEALS**

E1. a) Does your school have a tuck shop?

Yes ☐ 1      No ☐ 2

b) **If yes**, please tick the types of foods and drinks available:

	Yes	No
(i) Sweets/chocolate	<input type="checkbox"/> 1	<input type="checkbox"/> 2
(ii) Fruit	<input type="checkbox"/> 1	<input type="checkbox"/> 2
(iii) Crisps/savoury snacks	<input type="checkbox"/> 1	<input type="checkbox"/> 2
(iv) Drinks	<input type="checkbox"/> 1	<input type="checkbox"/> 2
(v) Other (please describe)	<input type="checkbox"/> 1	<input type="checkbox"/> 2

.....

E2. Does your school have a water fountain?

Yes ☐ 1      No ☐ 2

E3. **At break times:**

a) Are the children allowed to eat?

Yes ☐ 1      No ☐ 2

b) **If yes**, are they allowed to eat:

any food they like ☐ 1

certain types of food only ☐ 2 → please list types: .....

food from tuck shop only ☐ 3

**E4. At break times:**

- a) Are the children allowed a drink?

Yes  No

- b) **If yes**, is it:

water only

milk or water only

any drinks, but with certain restrictions e.g. not fizzy

any drinks, no restrictions

**E5. At lunch time**

**For children with packed lunches:**

- a) Are the children allowed a drink with their packed lunch?

Yes  No

- b) **If yes**, is it:

	Yes	No
(i) Water <u>only</u>	<input type="text" value="1"/>	<input type="text" value="2"/>
(ii) Drinks brought from home with certain restrictions e.g. not fizzy drinks (please tick & describe)	<input type="text" value="1"/>	<input type="text" value="2"/> .....
(iii) Any drinks brought from home	<input type="text" value="1"/>	<input type="text" value="2"/>
(iv) Drinks available in school other than water (please describe)	<input type="text" value="1"/>	<input type="text" value="2"/>

.....

E6. What happens to food left over from packed lunches?

put back in lunch box and taken home	<input type="text" value="1"/>
put in the bin at school	<input type="text" value="2"/>
either of the above	<input type="text" value="3"/>

E7. Do the children swap foods with each other?

yes	<input type="text" value="1"/>
no, this is discouraged	<input type="text" value="2"/>
don't know	<input type="text" value="9"/>

E8. **For children who eat school lunch:**

Is there a written Nutritional Policy for planning meals in your school?

Yes	<input type="text" value="1"/>	No	<input type="text" value="2"/>	Don't know	<input type="text" value="9"/>
-----	--------------------------------	----	--------------------------------	------------	--------------------------------

**If yes,**

a) Who is responsible for carrying out the policy?

catering staff in this school	<input type="text" value="1"/>
catering person in charge of several schools	<input type="text" value="2"/>
head teacher	<input type="text" value="3"/>
other (please specify )	<input type="text" value="4"/>

.....

b) Please could you attach a copy of the policy if possible. Please include information on portion sizes if available and a copy of some menus used.

For office use

E8. c) Are the children allowed a drink with their school meal?

Yes ☐ 1 No ☐ 2

If yes, is it:

	Yes	No
(i) Water <u>only</u>	<input type="checkbox"/> 1	<input type="checkbox"/> 2
(ii) Drinks brought from home with certain restrictions e.g. not fizzy drinks (please tick & describe)	<input type="checkbox"/> 1	<input type="checkbox"/> 2 .....
(iii) Any drinks brought from home	<input type="checkbox"/> 1	<input type="checkbox"/> 2
(iv) Drinks available in school other than water (please tick & describe)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
.....		

d) Are the children allowed second helpings?

Yes ☐ 1 No ☐ 2 Sometimes ☐ 3

e) If a child leaves his/her food regularly, is there any policy to deal with this?

Yes ☐ 1 No ☐ 2

If yes,

	Yes	No
(i) Parents are informed	<input type="checkbox"/> 1	<input type="checkbox"/> 2
(ii) Other (please state)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
.....		

## **SECTION F: PARENTS' ASSOCIATIONS**

F1. Does your school have a Parents' Association?

Yes

No

→ If **no**, go to F2 on page 23

If **yes**,

a) What activities are they involved in?

	Yes	No
(i) Social events to raise funds for essential items e.g. books, computers, sports kits	<input type="text" value="1"/>	<input type="text" value="2"/>
(ii) Social events not primarily for fund raising	<input type="text" value="1"/>	<input type="text" value="2"/>
(iii) Providing parent volunteers to help class teachers e.g. hear children read, help as class assistants	<input type="text" value="1"/>	<input type="text" value="2"/>
(iv) Providing parent volunteers to help with out-of- school activities e.g. costumes for plays, school trips	<input type="text" value="1"/>	<input type="text" value="2"/>
(v) Selling school uniforms (new and/or ASNU to raise funds.	<input type="text" value="1"/>	<input type="text" value="2"/>
(vi) Other (please describe)	<input type="text" value="1"/>	<input type="text" value="2"/>

.....

b) How many parent volunteers have been helping teachers in class time during this school year?

<input type="text"/>	<input type="text"/>
----------------------	----------------------

c) Approximately how much money does the Parents' Association raise for the school each year?

£ 

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------

F2. What proportion of parents on average would you estimate tend to come to parents' evenings when pupils' progress is being discussed?

<20%  20-49%  50-74%  75-89%  90-100%

F3. How often, on average, are you involved with complaints from parents or disputes with them?

nearly every day

2-3 times/week

once a week

once a month

once a term

never/hardly ever



G1. This questionnaire was completed by: (tick all that apply)

a) Head teacher

☐

b) Other  
(please describe)

☐

.....

G2. Date of completion of this questionnaire

day		month		year			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				2	0	0	

**THANK YOU VERY MUCH FOR YOUR HELP**

Space for any comments you might like to make. Please note, for confidentiality reasons we will not be able to reply to these.

**Please remember that we would like a copy of your Nutritional Policy (if appropriate) and some recent sample menus.**

When completed please return the questionnaire to:

Professor Jean Golding  
Children of the Nineties - ALSPAC  
Institute of Child Health  
24 Tyndall Avenue  
Bristol  
BS8 1BR

Tel: 0117 928 8487

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