

School

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Teacher

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## YEAR 6

### QUESTIONNAIRE FOR THE CLASS TEACHER

**This questionnaire is for the Year 6 class teacher.**

**It asks about the physical environment of the classroom, the class structure, the school ethos and the stresses and strains you may be feeling.**

*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.**



29/05/02



## **SECTION A: ABOUT THE CLASS**

A1. What is the age range of children in your class?

from      **years**      **months**      to      **years**      **months**

          [ ] • [ ][ ]      [ ][ ] • [ ][ ]

A2. a) How many children are there on the class register?

[ ][ ] children

b) How many of your class have been excluded from school since the beginning of this school year?

[ ][ ] for a fixed term      [ ][ ] permanently

c) How many are entitled to free school meals? [ ][ ] children

d) How many pupils have statements (or are in the process of being statemented) for special educational needs?

[ ][ ] pupils

e) For how many children in your class do you have to keep medication?

**No. of children**

(i) Ventolin/inhaler for asthma

[ ]	[ ]
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(ii) Ritalin

[ ]	[ ]
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(iii) Anti-convulsants (for epilepsy)

[ ]	[ ]
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(iv) Adrenalin/Epipen (for allergic reactions)

[ ]	[ ]
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(v) Other (please give number of children and state name(s) of medication)

[ ]	[ ]
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- A2. f) How many children in your class keep their own regular medication when they come to school?

**No. of children**

(i)	Ventolin/inhaler for asthma	<input type="text"/>	<input type="text"/>
(ii)	Ritalin	<input type="text"/>	<input type="text"/>
(iii)	Other (please give number of children and state name(s) of medication)	<input type="text"/>	<input type="text"/>

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- A3. 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%	<input type="text"/>	25-49%	<input type="text"/>
75-99%	<input type="text"/>	10-24%	<input type="text"/>
50-74%	<input type="text"/>	less than 10%	<input type="text"/>

- A4. How many children in your class are from homes where English is not the first language?

<input type="text"/>	<input type="text"/>	children
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- A5. In this class are there ability groups (or setting) for:

	<b>Yes</b>	<b>No</b>
(i) Literacy	<input type="text"/>	<input type="text"/>
(ii) Maths	<input type="text"/>	<input type="text"/>
(iii) Other (please describe)	<input type="text"/>	<input type="text"/>

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- A6. a) How many children in your class have problems of health, behaviour, speech, vision, hearing or development which you consider affects their everyday life in school?

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children

- b) How many children in your class are receiving the following:

**No. of children**

- (i) Remedial reading help

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- (ii) Remedial mathematics help

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- (iii) Formal help with behavioural difficulties

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- (iv) Music lessons during class time

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- A7. Approximately how many hours a week does the class spend on the following?  
(If none, write 00.00)

**hours**

**mins**

- a) Literacy/English

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- b) Numeracy/Maths

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- c) Science

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- d) ICT/Computing

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- e) History

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- f) Geography

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- g) Design & technology

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- h) Art

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- i) PE/games/dance

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- j) Music

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- k) RE

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- l) Personal and social  
education

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A8. How confident are you about teaching the following to this class:

	<b>Very</b>	<b>Fairly</b>	<b>Not</b>
a) Numeracy	<div>1</div>	<div>2</div>	<div>3</div>
b) Literacy	<div>1</div>	<div>2</div>	<div>3</div>
c) Science	<div>1</div>	<div>2</div>	<div>3</div>

A9. In the past year, has there been any class discussion/teaching on:

	<b>Yes</b>	<b>No</b>	<b>Don't know</b>
a) Cigarette smoking	<div>1</div>	<div>2</div>	<div>9</div>
b) Sex education	<div>1</div>	<div>2</div>	<div>9</div>
c) Drug/solvent abuse	<div>1</div>	<div>2</div>	<div>9</div>
d) Healthy diet	<div>1</div>	<div>2</div>	<div>9</div>
e) Exercise	<div>1</div>	<div>2</div>	<div>9</div>

A10. a) How often is homework given in term time?

not at all	<div>1</div>	→ <b>Go to A11 on page 8</b>
occasionally (less than once a week)	<div>2</div>	
once a week	<div>3</div>	
2-4 times a week	<div>4</div>	
every day	<div>5</div>	

A10. b) Which members of your class are usually given homework?

only the most able	<input type="text" value="1"/>
only the least able	<input type="text" value="2"/>
all are given homework	<input type="text" value="3"/>
no homework is given	<input type="text" value="4"/>

c) Is the homework:

confined to reading and study tasks	<input type="text" value="1"/>
part reading/study and part assignments due for teacher checking	<input type="text" value="2"/>
confined to assignments due for teacher checking	<input type="text" value="3"/>

d) On average, how long do you expect pupils in your class to spend on a typical piece of homework?

up to 10 minutes	<input type="text" value="1"/>	11-20 minutes	<input type="text" value="2"/>	21-30 minutes	<input type="text" value="3"/>
31-40 minutes	<input type="text" value="4"/>	more than 40 minutes	<input type="text" value="5"/>		

e) What do you do if pupils do not do their homework? (Tick all that apply)

(i) Ask them to do it another time	<input type="text" value="1"/>	
(ii) Use sanctions or punishments	<input type="text" value="1"/>	
(iii) Other (please describe)	<input type="text" value="1"/>	.....
(iv) Do nothing	<input type="text" value="1"/>	

f) What contribution do you think homework makes to pupils' learning?

large contribution	<input type="text" value="1"/>	small contribution	<input type="text" value="2"/>	no contribution	<input type="text" value="3"/>
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A11. Are the children in your class given homework or projects to do during half term and/or school holidays?

Yes

No





## **SECTION B: THE TEACHING STAFF**

B1. How many of the following paid teaching staff work with your class? (Do not include teachers who do individual tuition for music or special needs)

	<b>No. of male</b>	<b>No. of female</b>
a) Full-time teachers (including yourself)	<input type="text"/>	<input type="text"/>
b) Part-time teachers (including yourself)	<input type="text"/>	<input type="text"/>
c) Paid classroom assistants (not teachers)	<input type="text"/>	<input type="text"/>

B2. How many unpaid adult assistants help with your class?

	<b>No. of male</b>	<b>No. of female</b>
(i) parents	<input type="text"/>	<input type="text"/>
(ii) volunteers	<input type="text"/>	<input type="text"/>

B3. How many sessions in the last 3 months has temporary staff cover been used?

never	<input type="text"/>
1-10 sessions	<input type="text"/>
11-20 sessions	<input type="text"/>
21-30 sessions	<input type="text"/>
31 or more sessions	<input type="text"/>

B4. a) How long have you been a teacher 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 taught 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>

d) Please give the year in which you qualified for teaching  
(If none, write NONE and go to C1).

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e) Please list your teaching qualifications.

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## **SECTION C: THE ENVIRONMENT**

C1. How noisy is your school classroom usually?

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

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

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

(i) Noise of other classes through the walls of your classroom:

- |                                    |                          |
|------------------------------------|--------------------------|
| can hear clearly and is a problem  | <input type="checkbox"/> |
| can hear clearly but not a problem | <input type="checkbox"/> |
| can hear but not clearly           | <input type="checkbox"/> |
| hardly ever hear                   | <input type="checkbox"/> |

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

- |                                    |                          |
|------------------------------------|--------------------------|
| can hear clearly and is a problem  | <input type="checkbox"/> |
| can hear clearly but not a problem | <input type="checkbox"/> |
| can hear but not clearly           | <input type="checkbox"/> |
| hardly ever hear                   | <input type="checkbox"/> |

C1. c) Is there double glazing in the outside windows?

Yes

No

**The school building(s):**

C2. 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

**If yes,** please describe

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## **SECTION D: STRESSES AND STRAINS**

Often teachers nowadays are under considerable stress. The following questions will enable us to assess your well-being, and have been used in many studies.

**Please indicate the way you feel**

		<b>Very Often</b>	<b>Often</b>	<b>Not very often</b>	<b>Never</b>
D1.	Do you feel upset for no obvious reason?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D2.	Do you get troubled by dizziness or shortness of breath?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D3.	Have you felt as though you might faint?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D4.	Do you feel sick or have indigestion?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D5.	Do you feel that life is too much effort?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D6.	Do you feel uneasy and restless?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D7.	Do you feel tingling or prickling sensations in your body, arms or legs?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D8.	Do you regret much of your past behaviour?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D9.	Do you sometimes feel panicky?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D10.	Do you find that you have little or no appetite?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
D11.	Do you wake unusually early in the morning even when you haven't been woken by any children you may have?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

		<b>Very Often</b>	<b>Often</b>	<b>Not very often</b>	<b>Never</b>
D12.	Do you worry a lot?	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
D13.	Do you feel tired or exhausted?	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
D14.	Do you experience long periods of sadness?	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
D15.	Do you feel strung-up inside?	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
D16.	Can you go to sleep all right?	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
D17.	Do you ever have the feeling you are going to pieces?	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
D18.	Do you often have excessive sweating or fluttering of the heart?	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
D19.	Do you find yourself needing to cry?	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
D20.	Do you have bad dreams which upset you when you wake up?	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
D21.	Do you lose the ability to feel sympathy for others?	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
D22.	Can you think as quickly as you used to?	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
D23.	Do you have to make a special effort to face up to a crisis or difficulty?	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>

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

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

### **E1. 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	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
b) The teachers have high expectations of the pupils' standards of achievement	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
c) The school sets educational goals that are appropriate for each pupil's ability to achieve	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
d) The standards set for pupils at this school are not high enough	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
e) All teachers set homework every week for their classes	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
f) All teachers mark and return homework promptly	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
g) All teachers start their classes on time	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
h) The teachers spend all of the time in lessons teaching or on learning activities for pupils	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
i) Teacher absenteeism is low at this school	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
j) Poor performance by teachers is not tolerated in this school	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

		<b>Agree strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree strongly</b>
E1.					
k)	All teachers expect high standards of behaviour in class from their pupils	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
l)	All pupils are required to come to lessons on time	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
E2.	<b>Staff unity on school values and practices:</b>				
a)	Teachers at this school believe that all pupils can achieve regardless of their social background	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
b)	Teachers at this school are all committed to the school's aims and values	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
c)	Teachers follow the same set of rules about pupil behaviour	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
d)	There is general agreement amongst the teachers about what are effective teaching approaches	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
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	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
f)	Teachers and the headteacher agree on how teachers and pupils should behave towards each other	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
g)	There is a lot of disagreement between staff	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>



E2.		<b>Agree strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree strongly</b>
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h)	There are some staff who do not support the headteacher's aims and policies for the school	1 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	2 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	3 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	4 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>
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**E3. Teacher-pupil reactions in the school:**

a)	Teachers are only interested in the pupils who do well in tests and examinations	1 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	2 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	3 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	4 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>
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b)	Teachers show respect towards pupils	1 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	2 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	3 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	4 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>
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c)	Pupils show respect towards teachers and other staff	1 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	2 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	3 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	4 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>
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d)	Teachers and pupils get on well in this school	1 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	2 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	3 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	4 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>
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e)	Teachers take care to ensure that their teaching is appropriate for pupils with special educational needs	1 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	2 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	3 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	4 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>
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f)	Pupils' views are listened to and taken seriously	1 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	2 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	3 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	4 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>
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g)	Pupils organise activities for themselves	1 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	2 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	3 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	4 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>
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**E4. Pupil performance monitoring and rewards in the school:**

a)	A pupil who works hard or makes good progress is noticed and praised	1 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	2 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	3 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>	4 <input style="border: 1px solid red; width: 30px; height: 20px;" type="text"/>
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		<b>Agree strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree strongly</b>
E4.					
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	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
c)	The school regularly monitors pupils' actual attainments against those expected given their prior attainment or ability	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
d)	Pupils who are under-achieving are identified and attempts made to motivate them	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
E5.	<b>Home-school relationships:</b>				
a)	The school frequently communicates its expectations of pupils to parents and governors	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
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"/>

		<b>Agree strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree strongly</b>
E5.					
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"/>
E6.	<b>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"/>
f)	There are very few pupils at this school whose behaviour in class prevents other pupils from learning	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>
g)	Most pupils behave well in class	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>

E6. **Agree strongly** **Agree** **Disagree** **Disagree strongly**

h) There is not much bullying or name-calling of each other by pupils

E7. **Teacher involvement in the school:**

a) Teachers participate on a regular basis in the development of school policies

b) Teachers at this school are often involved in activities that improve pupils' enjoyment of school

c) Teachers are encouraged by the head teacher to be involved in school improvement activities

d) Teachers are actively involved in creating school development or improvement plans

e) The head teacher takes most of the decisions with little staff consultation

E8. What proportion of parents attend parents' evenings:

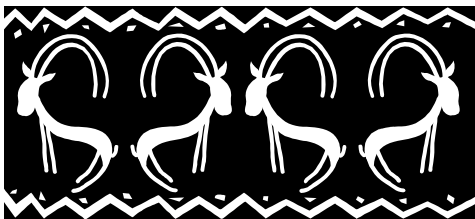
Almost all About two-thirds About half Much less than half

## **SECTION F: YOUR OPINION OF YOURSELF**

Below are some statements. Please say how true they are of you.

		<b>Almost always true</b>	<b>Often true</b>	<b>Sometimes true</b>	<b>Seldom true</b>	<b>Never true</b>
F1.	I feel that I am a person of worth, at least equal to others	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
F2.	I feel I have a number of good qualities	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
F3.	I am able to do things as well as most other people	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
F4.	I feel I do not have much to be proud of	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
F5.	I take a positive attitude towards myself	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
F6.	Sometimes I think I am no good at all	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
F7.	I am a useful person to have around	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
F8.	I feel I cannot do anything right	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
F9.	When I do a job I do it well	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>

	<b>Almost always true</b>	<b>Often true</b>	<b>Sometimes true</b>	<b>Seldom true</b>	<b>Never true</b>
F10. I feel that my life is not very useful	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
F11. I am unlucky	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>



## **SECTION G: YOUR ATTITUDE TOWARDS TEACHING**

		<b>Strongly agree</b>	<b>Mildly agree</b>	<b>Can't say</b>	<b>Mildly disagree</b>	<b>Strongly disagree</b>
G1.	I really enjoy teaching	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
G2.	I would prefer to get out of teaching	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
G3.	I like the challenge of making children understand	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
G4.	I really enjoy teaching numeracy skills	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
G5.	Changes in the curriculum are an exciting challenge	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
G6.	Being a teacher is really worthwhile	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>

PLEASE NOW TURN TO THE BACK COVER TO FINISH OFF

**SECTION H:**

H1. This questionnaire was completed by:

a) The class teacher

b) Other   
(please describe)

.....

H2. Date of completion of this questionnaire

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

**THANK YOU VERY MUCH FOR YOUR HELP**

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

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 9288487

*For office use only*

*coder*

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