

**Part 2**

**Evaluation of ethos**

**Introduction**

**Special schools**

Published by the Controlled Schools’ Support Council

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Part 2 of the ethos self-evaluation toolkit comprises a number of questionnaires and guidance on conducting a structured conversation to assist special schools with the evaluation of their ethos.

Guidance on analysis is also provided.

The questionnaires and the structured conversation form can be used as they are or adapted/customised as a school chooses to reflect their unique/individual circumstances. For example, questionnaires can be partially or completely anonymised by removing the Key Stage and/or the Year Group options or, on the other hand, a signature option can be added for some or all stakeholder groups. Questionnaire items can be removed or adapted, or other questionnaire items can be added to suit each individual school.

Questionnaires for the following stakeholders are included:

* Governors
* Teaching staff
* Pupils
* Non-teaching staff (classroom based)
* Non-teaching staff (not classroom based)
* Parents
* Outside agencies
* the wider community.

A structured conversation form for pupils is also included.

The following recurring themes that contribute to ethos emerge from research (see Further reading). The questionnaires/structured conversation form focus on these themes:

* A caring atmosphere and safety
* The learning environment
* Expectations and achievements
* Relationships and morale
* Good behaviour
* Parents: relationships and communication
* Extra-curricular activities
* Outside agencies: their contribution and value
* Wider community perceptions
* Christian morals and values.

These materials are transferable between all phases of education and the themes listed above are recurring themes throughout the materials.

There is some overlap between the questionnaires and structured conversation form for all phases. Special schools can use/adapt the materials for other phases alongside the special school materials to suit their individual circumstances.

**Depending on the extent and depth of the evaluation to be carried out, all or some of the materials may be used.**

The information received from any evaluation exercise should prove to be invaluable and insightful for the further development of a school’s ethos.

**Further reading**

Every school a good school, a policy for school improvement

Department of Education (Northern Ireland) (2009).

<https://www.education-ni.gov.uk/publications/every-school-good-school-policy-school-improvement>

The inspection and self-evaluation framework

The Education and Training Inspectorate (2017)*.*

<https://www.etini.gov.uk/articles/inspection-and-self-evaluation-framework-isef>

The statutory curriculum in Northern Ireland

Department of Education (Northern Ireland).

<https://www.education-ni.gov.uk/articles/statutory-curriculum>

The inspection and self-evaluation framework (ISEF): effective practice and self-evaluation questions for governance

The Education and Training Inspectorate (2017).

<https://www.etini.gov.uk/publications/inspection-and-self-evaluation-framework-isef-effective-practice-and-self-evaluation-0>

Developing a positive whole school ethos and culture: relationships, learning and behaviour

Scottish Government (2018).

<https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/pages/1/>

Examples of how schools articulate ethos to the wider community via their websites.

<https://www.elmgrove.harrow.sch.uk/ethos/>

<http://www.fairviewps.co.uk/School-Ethos-Aims-and-Vision/>

Please note that CSSC is not responsible for the content of external websites, the contents of which may not reflect the Council’s view.



**Part 2**

**Evaluation of ethos**

**Feedback analysis**

**Special schools**

**Guidance - Questionnaire Analysis.**

1. Record the number of questionnaires sent to all stakeholder groups.
2. Record the number and percentage of returns.

**Returns**

|  |  |  |
| --- | --- | --- |
| **STAKEHOLDER GROUP** | **NUMBER OF RETURNS** | **% RETURNS** |
| Governors |  |  |
| Teaching staff |  |  |
| Pupils |  |  |
| Non-teaching staff (classroom based) |  |  |
| Non-teaching staff  (not classroom based) |  |  |
| Parents/Carers |  |  |
| Outside agencies |  |  |
| Wider community |  |  |

1. Use a blank questionnaire for each stakeholder group to:
2. Tally the number of returns for each questionnaire item and response category.
3. Percentage the returns for each response category.
4. **Initial ‘at a glance’ analysis**

Are there any surprises or any significant outcomes that require immediate follow-up?

Note strengths and areas for improvement that require immediate follow-up.

1. **Analysis**

Each stakeholder questionnaire addresses the following themes that contribute to ethos:

* A caring atmosphere and safety
* The learning environment
* Expectations and achievements
* Relationships and morale
* Good behaviour
* Parents: relationships and communication
* Extra-curricular activities
* Outside agencies: their contribution and value
* Wider community perceptions
* Christian morals and values.

Figures 1-9 (on the following pages) provide a format to summarise the outcomes for each stakeholder group with regard to each theme. Although individual questionnaire items provide feedback on one or more of the themes, the key theme that each questionnaire item addresses is indicated.

Consider the evidence from the summary sheets for each stakeholder group to draw conclusions about each of these themes.

These are the ETI terms used to interpret quantitative data and could be used to summarise the outcomes/ conclusions.

|  |  |
| --- | --- |
| Almost/nearly all | More than 90% |
| Most | 75-90% |
| A majority | 50-74% |
| A significant minority | 30-49% |
| A minority | 10-29% |
| Very few/a small number | Less than 10% |

(<https://www.etini.gov.uk/> )

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| **Figure 1. What do GOVERNORS think?** | | |
|  | **STRENGTHS** | **AREAS FOR IMPROVEMENT** |
| **A caring atmosphere and safety**  *Questionnaire nos: 1, 2* |  |  |
| **The learning environment**  *Questionnaire nos: 3,4* |  |  |
| **Expectations and achievements**  *Questionnaire nos: 5,6* |  |  |
| **Relationships and morale**  *Questionnaire nos: 7,8,9* |  |  |
| **Good behaviour**  *Questionnaire no: 10* |  |  |
| **Parents – relationships and communication**  *Questionnaire no: 11, 12, 13* |  |  |
| **Extra-curricular activities**  *Questionnaire no: 12* |  |  |
| **Outside agencies: their contribution and value**  *Questionnaire no: 13* |  |  |
| **Wider community perceptions**  *Questionnaire no: 14* |  |  |
| **Christian morals and values**  *Questionnaire nos: 15,16* |  |  |

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| --- | --- | --- |
| **Figure 2. What do TEACHERS think?** | | |
|  | **STRENGTHS** | **AREAS FOR IMPROVEMENT** |
| **A caring atmosphere and safety**  *Questionnaire nos: 1, 2* |  |  |
| **The learning environment**  *Questionnaire nos: 3,4* |  |  |
| **Expectations and achievements**  *Questionnaire nos: 5,6* |  |  |
| **Relationships and morale**  *Questionnaire nos: 7,8,9* |  |  |
| **Good behaviour**  *Questionnaire no: 10* |  |  |
| **Parents – relationships and communication**  *Questionnaire nos: 11,12,13* |  |  |
| **Extra-curricular activities**  *Questionnaire no: 14* |  |  |
| **Outside agencies: their contribution and value**  *Questionnaire no: 15* |  |  |
| **Wider community perceptions**  *Questionnaire no: 16* |  |  |
| **Christian morals and values**  *Questionnaire nos: 17,18* |  |  |

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| **Figure 3. What do PUPILS think? (questionnaire)** | | |
|  | **STRENGTHS** | **AREAS FOR IMPROVEMENT** |
| **A caring atmosphere and safety**  *Questionnaire nos: 1,2* |  |  |
| **The learning environment**  *Questionnaire nos: 3,4,5,6* |  |  |
| **Expectations and achievements**  *Questionnaire nos: 7,8,9* |  |  |
| **Relationships and morale**  *Questionnaire no: 10* |  |  |
| **Good behaviour**  *Questionnaire nos: 11,12* |  |  |
| **Parents – relationships and communication** |  |  |
| **Extra-curricular activities**  *Questionnaire no: 13* |  |  |
| **Outside agencies: their contribution and value** |  |  |
| **Wider community perceptions**  *Questionnaire no: 14* |  |  |
| **Christian morals and values**  *Questionnaire no: 15* |  |  |

|  |  |  |
| --- | --- | --- |
| **Figure 4. What do PUPILS think? (structured conversation)** | | |
|  | **STRENGTHS** | **AREAS FOR IMPROVEMENT** |
| **A caring atmosphere and safety**  *Questionnaire no: 1* |  |  |
| **The learning environment**  *Questionnaire nos: 2,3* |  |  |
| **Expectations and achievements**  *Questionnaire no: 4* |  |  |
| **Relationships and morale**  *Questionnaire nos: 5,6* |  |  |
| **Good behaviour**  *Questionnaire no: 7* |  |  |
| **Parents – relationships and communication** |  |  |
| **Extra-curricular activities**  *Questionnaire no: 8* |  |  |
| **Outside agencies: their contribution and value** |  |  |
| **Wider community perceptions**  *Questionnaire no: 9* |  |  |
| **Christian morals and values**  *Questionnaire no: 10* |  |  |

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| **Figure 5. What do NON-TEACHING STAFF (CLASSROOM BASED) think?** | | |
|  | **STRENGTHS** | **AREAS FOR IMPROVEMENT** |
| **A caring atmosphere and safety**  *Questionnaire nos: 1,2,3,19* |  |  |
| **The learning environment**  *Questionnaire no: 4* |  |  |
| **Expectations and achievements**  *Questionnaire nos: 5,6* |  |  |
| **Relationships and morale**  *Questionnaire nos: 7,8,9* |  |  |
| **Good behaviour**  *Questionnaire no: 10* |  |  |
| **Parents – relationships and communication**  *Questionnaire nos: 11,12,13* |  |  |
| **Extra-curricular activities**  *Questionnaire no: 14* |  |  |
| **Outside agencies: their contribution and value**  *Questionnaire no: 15* |  |  |
| **Wider community perceptions**  *Questionnaire no: 16* |  |  |
| **Christian morals and values**  *Questionnaire nos: 17,18* |  |  |

|  |  |  |
| --- | --- | --- |
| **Figure 6. What do NON-TEACHING STAFF (NOT CLASSROOM BASED) think?** | | |
|  | **STRENGTHS** | **AREAS FOR IMPROVEMENT** |
| **A caring atmosphere and safety**  *Questionnaire nos: 1, 2,15* |  |  |
| **The learning environment**  *Questionnaire no: 3* |  |  |
| **Expectations and achievements**  *Questionnaire nos: 4,5* |  |  |
| **Relationships and morale**  *Questionnaire nos: 6,7,8* |  |  |
| **Good behaviour**  *Questionnaire no: 9* |  |  |
| **Parents – relationships and communication**  *Questionnaire nos: 10* |  |  |
| **Extra-curricular activities**  *Questionnaire no: 11* |  |  |
| **Outside agencies: their contribution and value** |  |  |
| **Wider community perceptions**  *Questionnaire no: 12* |  |  |
| **Christian morals and values**  *Questionnaire no: 13,14* |  |  |

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| **Figure 7. What do PARENTS/CARERS think?** | | |
|  | **STRENGTHS** | **AREAS FOR IMPROVEMENT** |
| **A caring atmosphere and safety**  *Questionnaire no: 1* |  |  |
| **The learning environment**  *Questionnaire nos: 2,3,4* |  |  |
| **Expectations and achievements**  *Questionnaire nos: 5,6* |  |  |
| **Relationships and morale**  *Questionnaire no: 7* |  |  |
| **Good behaviour**  *Questionnaire no: 8* |  |  |
| **Parents – relationships and communication**  *Questionnaire nos: 9,10,11* |  |  |
| **Extra-curricular activities**  *Questionnaire no: 12* |  |  |
| **Outside agencies: their contribution and value**  *Questionnaire no: 13* |  |  |
| **Wider community perceptions**  *Questionnaire no: 14* |  |  |
| **Christian morals and values**  *Questionnaire nos: 15,16* |  |  |

|  |  |  |
| --- | --- | --- |
| **Figure 9. What do OUTSIDE AGENCIES think?** | | |
|  | **STRENGTHS** | **AREAS FOR IMPROVEMENT** |
| **A caring atmosphere and safety**  *Questionnaire nos: 1, 2,3,4* |  |  |
| **The learning environment**  *Questionnaire nos: 5* |  |  |
| **Expectations and achievements**  *Questionnaire nos: 6,7* |  |  |
| **Relationships and morale**  *Questionnaire nos: 8,9* |  |  |
| **Good behaviour**  *Questionnaire no: 10* |  |  |
| **Parents – relationships and communication**  *Questionnaire nos: 11,12* |  |  |
| **Extra-curricular activities**  *Questionnaire no: 13* |  |  |
| **Outside agencies: their contribution and value**  *Questionnaire no: 14* |  |  |
| **Wider community perceptions**  *Questionnaire no: 15* |  |  |
| **Christian morals and values**  *Questionnaire nos: 16,17* |  |  |

|  |  |  |
| --- | --- | --- |
| **Figure 8. What does the WIDER COMMUNITY think?** | | |
|  | **STRENGTHS** | **AREAS FOR IMPROVEMENT** |
| **A caring atmosphere and safety**  *Questionnaire no: 1* |  |  |
| **The learning environment**  *Questionnaire no: 2* |  |  |
| **Expectations and achievements**  *Questionnaire nos: 3,4* |  |  |
| **Relationships and morale**  *Questionnaire no: 5* |  |  |
| **Good behaviour**  *Questionnaire no: 6* |  |  |
| **Parents – relationships and communication**  *Questionnaire no: 7* |  |  |
| **Extra-curricular activities**  *Questionnaire no: 8* |  |  |
| **Outside agencies: their contribution and value**  *Questionnaire no: 9* |  |  |
| **Wider community perceptions**  *Questionnaire no: 10* |  |  |
| **Christian morals and values**  *Questionnaire no: 11* |  |  |

**Next steps**

The information from Figures 1-9 will inform your next steps.

Identify and celebrate strengths, prioritise areas for improvement.

The further development of ethos will be integral to the School Development Plan (SDP).

It is recommended that no more than one or two areas are taken forward within the first year of the further development of ethos.

Other areas for improvement can be taken forward in the 2nd or 3rd year of the SDP.

Ongoing monitoring and evaluation of the improvement will inform subsequent plans and actions.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School**

**Evaluation of school ethos**

**Questionnaire – governors**

**Statement of ethos - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School**

***INSERT STATEMENT OF ETHOS***

At \_\_\_\_\_\_\_\_\_\_\_\_ School, the whole school community strives to ‘live and breathe’ a positive nurturing ethos to ensure that all pupils achieve their full and unique potential.

‘*The governors and the Principal should maintain an ethos for the school that promotes the moral, spiritual, intellectual, social and personal development of all its pupils. The school’s ethos should contribute to the wider goals of the school and be clearly defined and understood by parents, pupils, staff, governors and the local community. It should also be consistent with a commitment to promote equality, good relations and diversity within the school and its community.’* *(Every School a Good School, The Governor’s Role, A Guide for Governors, DE, 2019)*

*‘Effective practice is demonstrated when:*

* *Governors communicate widely the vision, ethos and strategic direction of the school and ensure strong links between the school and its wider community.’*

*(Inspection and Self Evaluation Framework (Special Education), ETI, 2017)*

We have identified, as part of our journey of improvement, the need to review and evaluate the ethos of our school and consultation with all our stakeholders is vital.

As a governor your views on how the ethos of our school is ‘lived out’ are important and will be combined with all other stakeholder feedback to inform the review of the ethos of our school. Outcomes from the consultation exercise will be reported at governor meetings.

Please take a few minutes to complete the attached questionnaire.

Please return to \_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_

Thank you for your feedback.

**Ethos questionnaire – governors (special schools)**

**Please indicate your view with a tick.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item number** |  | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** | **Not applicable** |
| **1.** | The general atmosphere in \_\_\_\_\_\_\_\_ School is welcoming and positive. |  |  |  |  |  |
| **2.** | There is a safe, caring and inclusive culture. |  |  |  |  |  |
| **3.** | Pupils have opportunities to actively contribute to school life. |  |  |  |  |  |
| **4.** | Pupils enjoy learning at \_\_\_\_\_\_\_\_\_ School. |  |  |  |  |  |
| **5.** | Pupils achieve well in a culture of high expectations. |  |  |  |  |  |
| **6.** | All pupils’ achievements are recognised and celebrated. |  |  |  |  |  |
| **7.** | The work of the governing body is open and transparent. |  |  |  |  |  |
| **8.** | Governors work effectively with the Principal and other leaders to ensure high standards and achievements. |  |  |  |  |  |
| **9.** | All staff are valued, committed, positive and work well together as a team. |  |  |  |  |  |
| **10.** | Pupils are respectful and well behaved. |  |  |  |  |  |
| **11.** | Parents are valued as partners in their child’s education, are well supported and informed about their child’s learning and progress. |  |  |  |  |  |
| **12.** | Pupils have opportunities to benefit from after-school clubs and activities. |  |  |  |  |  |
| **13.** | The support of outside agencies benefits pupils’ learning. |  |  |  |  |  |
| **14.** | The school is well respected in and important to the community. |  |  |  |  |  |
| **15.** | Christian morals and values permeate school life. |  |  |  |  |  |
| **16.** | Everyone in the school benefits from assembly. |  |  |  |  |  |
| **Please add any additional information here.** | | | | | | |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School**

**Evaluation of school ethos**

**Questionnaire – teaching staff (special schools)**

**Statement of ethos - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School**

***INSERT STATEMENT OF ETHOS***

At \_\_\_\_\_\_\_\_\_\_\_\_ School, the whole school community strives to ‘live and breathe’ a positive nurturing ethos to ensure that all pupils achieve their full and unique potential.

*‘Effective practice is demonstrated when:*

* *A positive ethos is evident in the way that all staff provide a safe, secure environment with effective working relationships at all levels that enables the pupils to learn;’*

*(Inspection and Self Evaluation Framework (Special Education), ETI, 2017)*

We have identified, as part of our journey of improvement, the need to review and evaluate the ethos of our school and consultation with all our stakeholders is vital.

As a member of staff your views on how the ethos of our school is ‘lived out’ are important and will be combined with all other stakeholder feedback to inform the review of the ethos of our school.

Please take a few minutes to complete the attached questionnaire.

Please return to \_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_

Thank you for your feedback.

**Questionnaire – teaching staff (special schools)**

**What Key Stage(s) do you teach? Please tick**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Pre-school** | **Foundation Stage** | | **Key Stage 1** | | **Key Stage 2** | | | **Key Stage 3** | | | **Key Stage 4** | | **16-19** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**What year group(s) do you teach? Please tick.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Pre-school** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **16-19** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Please indicate your view with a tick.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item number** |  | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** | **Not applicable** |
| **1.** | The general atmosphere in \_\_\_\_\_\_\_\_ School is welcoming and positive. |  |  |  |  |  |
| **2.** | There is a safe, caring and inclusive culture. |  |  |  |  |  |
| **3.** | Pupils have opportunities to actively contribute to school life. |  |  |  |  |  |
| **4.** | Pupils enjoy learning at \_\_\_\_\_\_\_\_\_\_\_\_\_ School. |  |  |  |  |  |
| **5.** | All pupils achieve well in a culture of high expectations. |  |  |  |  |  |
| **6.** | All pupils’ achievements are recognised and celebrated. |  |  |  |  |  |
| **7.** | I enjoy working in \_\_\_\_\_\_\_\_\_\_ School. |  |  |  |  |  |
| **8.** | All staff are committed, positive and work well together as a team. |  |  |  |  |  |
| **9.** | My views are valued and I have opportunities to contribute to decision-making processes. |  |  |  |  |  |
| **10.** | Pupils are respectful and well behaved. |  |  |  |  |  |
| **11.** | Parents are valued as partners in their child’s education. |  |  |  |  |  |
| **12.** | Parents are well supported and informed about their child’s learning and progress. |  |  |  |  |  |
| **13.** | Parents are keen to support their child’s learning. |  |  |  |  |  |
| **14.** | Pupils have opportunities to benefit from after-school activities. |  |  |  |  |  |
| **15.** | The support of outside agencies benefits pupils’ learning. |  |  |  |  |  |
| **16.** | The school is well respected in and important to the community. |  |  |  |  |  |
| **17.** | Christian morals and values permeate school life. |  |  |  |  |  |
| **18.** | Everyone in the school benefits from assembly. |  |  |  |  |  |
| **Please add any additional information here.** | | | | | | |

**My School**

**Pupil questionnaire (special schools)**

**The governors and staff would like to know what you think about the school.**

**What year group are you in? \_\_\_\_\_\_\_\_\_\_\_\_**

**Please tick. √**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Item number** |  | **Strongly agree**  😀 | **Agree**  🙂 | **Disagree**  🙁 | **Strongly disagree**  ☹️ |
| **1.** | I feel safe and happy at \_\_\_\_\_\_\_\_\_ School. |  |  |  |  |
| **2.** | I enjoy coming to \_\_\_\_\_\_\_\_\_\_ School. |  |  |  |  |
| **3.** | Teachers ask me what I think about school life and my opinions matter. |  |  |  |  |
| **4.** | I am interested in learning and achieving well at school. |  |  |  |  |
| **5.** | Lessons are interesting and enjoyable. |  |  |  |  |
| **6.** | I have opportunities to choose from a wide range of subjects. |  |  |  |  |
| **7.** | When I am having difficulty, teachers help me. |  |  |  |  |
| **8.** | I am achieving well at school. |  |  |  |  |
| **9.** | My achievements are recognised and rewarded. |  |  |  |  |
| **10.** | Pupils are well supported and well treated by teachers at \_\_\_\_\_\_\_\_\_\_\_ School. |  |  |  |  |
| **11.** | Pupils behave well at \_\_\_\_\_\_\_\_\_ School. |  |  |  |  |
| **12.** | Teachers always do something about unacceptable behaviour and treat all pupils fairly. |  |  |  |  |
| **13.** | I take part in and enjoy after-school clubs and activities. |  |  |  |  |
| **14.** | People think this is a good school. |  |  |  |  |
| **15.** | School assemblies are useful and help me to feel a part of the school community. |  |  |  |  |

**Evaluation of school ethos (special schools)**

**Structured conversation form (Pupil)**

**Conversations can be carried out with individual pupils or with small groups of pupils (groups of 3, 4 or 5 pupils).**

**Key questions and statements are in bold, further prompt questions are included in italics to be used if necessary.**

|  |  |  |
| --- | --- | --- |
| **Item number** | **Questions** | **Pupil responses** |
| **1.** | **How do you feel at school?**  (*Are you happy? Do you feel safe?)* |  |
| **2.** | **Do you enjoy learning at school?**  *(What do you enjoy? Are lessons and activities interesting?*  *Do you have a wide range of subjects to choose from?)* |  |
| **3.** | **Do teachers praise and reward you when you do well?**  **Do teachers help you when you are having difficulty?** |  |
| **4.** | **Are you achieving well at school?**  *(How do you know? Do you get good feedback?)* |  |
| **5.** | **Do teachers treat pupils fairly?**  *(How do you know? Why do you say that?)* |  |
| **6.** | **Do you get opportunities to give your opinion about school life?**  *(Do you feel you are listened to? Do your opinions matter?)* |  |
| **7.** | **Do pupils behave well in this school?**  **Do you behave well?** |  |
| **8.** | **Do you take part in after-school clubs and activities? (***Which clubs/activities?*  *Do you enjoy them?)* |  |
| **9.** | **Is this a good school?**  **What do people say about this school?**  *(Why do you say that?)* |  |
| **10.** | **Do you enjoy school assemblies?**  *(Why do you say that? Tell me more about school assemblies.)* |  |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School**

**Evaluation of school ethos**

**Questionnaire – non-teaching staff (classroom based)**

**Statement of ethos - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School**

***INSERT STATEMENT OF ETHOS***

At \_\_\_\_\_\_\_\_\_\_\_\_ School, the whole school community strives to ‘live and breathe’ a positive nurturing ethos to ensure that all pupils achieve their full and unique potential.

*‘Effective practice is demonstrated when:*

* *A positive ethos is evident in the way that all staff provide a safe, secure environment with effective working relationships at all levels that enables the pupils to learn;’*

*(Inspection and Self Evaluation Framework (Special Education), ETI, 2017)*

We have identified, as part of our journey of improvement, the need to review and evaluate the ethos of our school and consultation with all our stakeholders is vital.

As a member of staff, your views on how the ethos of our school is ‘lived out’ are important and will be combined with all other stakeholder feedback to inform the review of the ethos of our school.

Please take a few minutes to complete the attached questionnaire.

Please return to \_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_

Thank you for your feedback.

**Questionnaire – non-teaching staff (classroom based)**

**What Key Stage(s) do you support? Please tick**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Pre-school** | **Foundation Stage** | | **Key Stage 1** | | **Key Stage 2** | | | **Key Stage 3** | | | **Key Stage 4** | | **16-19** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**What year group(s) do you support? Please tick**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Pre-school** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **16-19** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Please indicate your view with a tick.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item number** |  | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** | **Not applicable** |
| **1.** | The general atmosphere is \_\_\_\_\_\_\_\_ School is welcoming and positive. |  |  |  |  |  |
| **2.** | There is a safe, caring and inclusive culture. |  |  |  |  |  |
| **3.** | Pupils are valued and actively contribute to school life. |  |  |  |  |  |
| **4.** | Pupils enjoy learning at \_\_\_\_\_\_\_\_\_ School. |  |  |  |  |  |
| **5.** | Pupils achieve well in a culture of high expectations. |  |  |  |  |  |
| **6.** | All pupils’ achievements are recognised and celebrated. |  |  |  |  |  |
| **7.** | I enjoy working in \_\_\_\_\_\_\_ School. |  |  |  |  |  |
| **8.** | I am a valued member of staff and have opportunities to contribute to decision-making processes. |  |  |  |  |  |
| **9.** | All staff are committed, positive and work well together as a team. |  |  |  |  |  |
| **10.** | Pupils are respectful and well behaved. |  |  |  |  |  |
| **11.** | Parents are valued as partners in their child’s education. |  |  |  |  |  |
| **12.** | Parents are well supported and informed about their child’s learning and progress. |  |  |  |  |  |
| **13.** | Parents are keen to support their child’s learning. |  |  |  |  |  |
| **14.** | Pupils have opportunities to benefit from after-school clubs and activities. |  |  |  |  |  |
| **15.** | The support of outside agencies benefits pupils’ learning. |  |  |  |  |  |
| **16.** | The school is well respected in and important to the community. |  |  |  |  |  |
| **17.** | Christian morals and values permeate school life. |  |  |  |  |  |
| **18.** | Everyone in the school benefits from assembly. |  |  |  |  |  |
| **Please add any additional information here.** | | | | | | |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School**

**Evaluation of school ethos**

**Questionnaire – non-teaching staff (not classroom based)**

**Statement of ethos - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School**

***INSERT STATEMENT OF ETHOS***

At \_\_\_\_\_\_\_\_\_\_\_\_ School, the whole school community strives to ‘live and breathe’ a positive nurturing ethos to ensure that all pupils achieve their full and unique potential.

*‘Effective practice is demonstrated when:*

* *A positive ethos is evident in the way that all staff provide a safe, secure environment with effective working relationships at all levels that enables the pupils to learn;’*

*(Inspection and Self Evaluation Framework (Special Education), ETI, 2017)*

We have identified, as part of our journey of improvement, the need to review and evaluate the ethos of our school and consultation with all our stakeholders is vital.

As a member of staff, your views on how the ethos of our school is ‘lived out’ are important and will be combined with all other stakeholder feedback to inform the review of the ethos of our school.

Please take a few minutes to complete the attached questionnaire.

Please return to \_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_

Thank you for your feedback.

**Questionnaire – non-teaching staff (not classroom based)**

**Please indicate your view with a tick.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item number** |  | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** | **Not applicable** |
| **1.** | The general atmosphere in \_\_\_\_\_\_\_\_ School is welcoming and positive. |  |  |  |  |  |
| **2.** | A safe, caring and inclusive culture exists in which pupils are valued. |  |  |  |  |  |
| **3.** | Pupils enjoy learning at \_\_\_\_\_\_ School. |  |  |  |  |  |
| **4.** | Pupils achieve well in a culture of high expectations. |  |  |  |  |  |
| **5.** | All pupils’ achievements are recognised and celebrated. |  |  |  |  |  |
| **6.** | I enjoy working in \_\_\_\_\_\_\_ School. |  |  |  |  |  |
| **7.** | I am a valued member of staff and have opportunities to contribute to decision-making processes. |  |  |  |  |  |
| **8.** | All staff are committed, positive and work well together as a team. |  |  |  |  |  |
| **9.** | Pupils are respectful and well behaved. |  |  |  |  |  |
| **10.** | Parents are valued as partners in their child’s education and are keen to support their child’s learning. |  |  |  |  |  |
| **11.** | Pupils have opportunities to benefit from after-school clubs and activities. |  |  |  |  |  |
| **12.** | The school is well respected in and important to the community. |  |  |  |  |  |
| **13.** | Christian morals and values permeate school life. |  |  |  |  |  |
| **14.** | Everyone in the school benefits from assembly. |  |  |  |  |  |
| **Please add any additional information here.** | | | | | | |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School**

**Evaluation of school ethos**

**Questionnaire – Parents/carers**

**Statement of ethos - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School**

***INSERT STATEMENT OF ETHOS***

At \_\_\_\_\_\_\_\_\_\_\_\_ School, the whole school community strives to ‘live and breathe’ a positive nurturing ethos to ensure that all pupils achieve their full and unique potential.

We have identified, as part of our journey of improvement, the need to review and evaluate the ethos of our school and consult with parents/carers and all our stakeholders.

As a parent/carer your views to assist with the evaluation of the school’s ethos are greatly valued and we would appreciate if you would take a few minutes to complete the attached questionnaire. Your feedback will be combined with all stakeholder feedback to inform the review of the ethos of our school.

Please return to \_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_

Thank you for your feedback.

**Parents/carer questionnaire (special schools)**

1. **What year group(s) is/are your child/children in? Please tick.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Pre-school** | **Foundation Stage** | | **Key Stage 1** | | **Key Stage 2** | | | **Key Stage 3** | | | **Key Stage 4** | | **16-19** |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

**Please indicate your view with a tick.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item number** |  | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** | **Not applicable** |
| **1.** | The general atmosphere in \_\_\_\_\_\_\_\_ School is welcoming and positive. |  |  |  |  |  |
| **2.** | My child enjoys learning at \_\_\_\_\_\_\_\_ School. |  |  |  |  |  |
| **3.** | My child learns in a safe, stimulating and well-organised environment. |  |  |  |  |  |
| **4.** | My child has access to an appropriate range of activities/subject choices. |  |  |  |  |  |
| **5.** | My child is making good progress. |  |  |  |  |  |
| **6.** | My child’s achievements are recognised and celebrated. |  |  |  |  |  |
| **7.** | My child’s self-esteem and individuality are highly valued and catered for by the staff. |  |  |  |  |  |
| **8.** | My child behaves well at school and is motivated to learn. |  |  |  |  |  |
| **9.** | Staff work in partnership with me and I know how to support my child’s learning at home. |  |  |  |  |  |
| **10.** | I receive regular and helpful feedback about my child’s progress. |  |  |  |  |  |
| **11** | As a parent/carer I feel valued by and contribute to the school community. |  |  |  |  |  |
| **12.** | My child enjoys and benefits from after-school clubs/activities and school visits. |  |  |  |  |  |
| **13.** | The support of outside agencies benefits my child’s learning. |  |  |  |  |  |
| **14.** | The school is well respected in and important to the whole community. |  |  |  |  |  |
| **15.** | Christian morals and values permeate school life. |  |  |  |  |  |
| **16.** | Assembly benefits my child. |  |  |  |  |  |
| **Please add any additional information here.** | | | | | | |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School**

**Evaluation of school ethos**

**Questionnaire – Outside agencies**

**Statement of ethos - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School**

***INSERT STATEMENT OF ETHOS***

At \_\_\_\_\_\_\_\_\_\_\_\_ School, the whole school community strives to ‘live and breathe’ a positive nurturing ethos to ensure that all pupils achieve their full and unique potential.

In \_\_\_\_\_\_\_\_\_\_\_\_\_\_ School we have identified, as part of our journey of improvement, the need to review and evaluate the ethos of our school and consultation with all our stakeholders is vital.

Your views and perceptions on how the ethos of our school is ‘lived out’ are important. We would appreciate it if you would take a few minutes to complete the attached questionnaire. Your feedback will be combined with all other stakeholder feedback to inform the review of the ethos of our school.

Please return to \_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_

Thank you for your feedback.

**Ethos questionnaire – Outside agencies**

**Please indicate your view with a tick.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item number** |  | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** | **Not applicable** |
| **1.** | \_\_\_\_\_\_\_\_ School is a welcoming and positive place. |  |  |  |  |  |
| **2.** | There is a safe, caring and inclusive culture. |  |  |  |  |  |
| **3.** | I enjoy coming into \_\_\_\_\_\_\_\_\_\_\_ School. |  |  |  |  |  |
| **4.** | Pupils have opportunities to contribute to school life. |  |  |  |  |  |
| **5.** | Pupils enjoy learning at \_\_\_\_\_\_\_\_\_ School. |  |  |  |  |  |
| **6.** | Pupils achieve well in a culture of high expectations. |  |  |  |  |  |
| **7.** | All pupils’ achievements are recognised and celebrated. |  |  |  |  |  |
| **8.** | The staff are committed, positive and work well as a team for the benefit of all the pupils. |  |  |  |  |  |
| **9.** | My views are valued and I have opportunities to contribute to decision-making processes. |  |  |  |  |  |
| **10.** | Pupils are respectful and well behaved. |  |  |  |  |  |
| **11.** | Parents are valued as partners in their child’s education, are well supported and informed about their child’s learning and progress. |  |  |  |  |  |
| **12.** | Parents are keen to support their child’s learning. |  |  |  |  |  |
| **13.** | Pupils have opportunities to benefit from after-school clubs and activities. |  |  |  |  |  |
| **14.** | The school works well with outside agencies for the benefit of all pupils. |  |  |  |  |  |
| **15.** | The school is well respected in and important to the community. |  |  |  |  |  |
| **16.** | Christian morals and values permeate school life. |  |  |  |  |  |
| **17.** | Everyone in the school benefits from assembly. |  |  |  |  |  |
| **Please add any additional information here.** | | | | | | |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School**

**Evaluation of school ethos**

**Questionnaire - Wider community**

**Statement of ethos - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School**

***INSERT STATEMENT OF ETHOS***

At \_\_\_\_\_\_\_\_\_\_\_\_ School, the whole school community strives to ‘live and breathe’ a positive nurturing ethos to ensure that all pupils achieve their full and unique potential.

In \_\_\_\_\_\_\_\_\_\_ School we are reviewing and evaluating the ethos of our school.

We need to know if our ethos is ‘alive’ and how the school is perceived in the community.

As a member of the community in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your views on the perceptions of the school/ the ethos of the school are greatly valued.

We would appreciate it if you would take a few minutes to complete the attached questionnaire. Your feedback will be combined with all other stakeholder feedback to inform the review of the ethos of our school.

Please return to \_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_

Thank you for your feedback.

**Questionnaire – wider community**

**Please tell us how you are connected to the school, for example: former pupil, grandparent or member of community/ business owner for \_\_\_\_\_ years etc**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please indicate your view with a tick.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item number** |  | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** | **Not applicable** |
| **1.** | \_\_\_\_\_\_\_\_ School is a welcoming, positive and caring place. |  |  |  |  |  |
| **2.** | Pupils enjoy learning at \_\_\_\_\_\_\_\_\_ School. |  |  |  |  |  |
| **3.** | Pupils achieve well in a culture of high expectations. |  |  |  |  |  |
| **4.** | Pupils’ achievements are recognised and celebrated. |  |  |  |  |  |
| **5.** | The staff are committed, positive and work well as a team for the benefit of all the pupils. |  |  |  |  |  |
| **6.** | Pupils are respectful and well behaved. |  |  |  |  |  |
| **7.** | Parents are valued as partners in their child’s education, are well supported and informed about their child’s learning and progress. |  |  |  |  |  |
| **8.** | Pupils have opportunities to benefit from after-school clubs and activities. |  |  |  |  |  |
| **9.** | The school works well with outside agencies for the benefit of all pupils. |  |  |  |  |  |
| **10.** | The school is well respected in and important to the community. |  |  |  |  |  |
| **11.** | Christian morals and values permeate all in the life of the school. |  |  |  |  |  |
| **Please add any additional information here.**  ***Additional information contd….*** | | | | | | |