

**Part 2**

**Evaluation of ethos**

**Introduction**

**Primary schools**

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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 primary 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.

**Primary schools with nursery units**

Separate questionnaires are included for nursery unit teaching staff and non-teaching staff (classroom based) in primary schools with nursery units, and a pupil structured conversation form for nursery children is also included. However, all the materials are transferable between all phases of education. There is much overlap between the ‘primary school’ and ‘nursery school’ questionnaires and structured conversation forms. Primary schools with nursery units can further adapt the primary materials or use/adapt the materials provided for nursery schools, as appropriate.

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.

The themes listed above are recurring themes for all phases of education. The CSSC ethos questionnaires for all phases of education address these themes.

**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**

**Primary 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. Please note: nursery unit (NU) questionnaire items are included for teaching staff, pupils (structured conversation form) and non-teaching staff (classroom based), see Figures 2, 4 and 5.

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* |  |  |
| **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*  *NU questionnaire nos: 1,2,4* |  |  |
| **The learning environment**  *Questionnaire nos: 3,4*  *NU questionnaire nos: 3,5* |  |  |
| **Expectations and achievements**  *Questionnaire nos: 5,6*  *NU questionnaire nos: 6,7* |  |  |
| **Relationships and morale**  *Questionnaire nos: 7,8,9*  *NU questionnaire nos: 8,9* |  |  |
| **Good behaviour**  *Questionnaire no: 10* |  |  |
| **Parents – relationships and communication**  *Questionnaire nos: 11,12,13*  *NU questionnaire nos: 10,11,12* |  |  |
| **Extra-curricular activities**  *Questionnaire no: 14* |  |  |
| **Outside agencies: their contribution and value**  *Questionnaire no: 15*  *NU questionnaire no: 13* |  |  |
| **Wider community perceptions**  *Questionnaire no: 16*  *NU questionnaire nos: 14* |  |  |
| **Christian morals and values**  *Questionnaire nos: 17,18*  *NU questionnaire nos: 15* |  |  |

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

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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*  *NU questionnaire nos: 1,2* |  |  |
| **The learning environment**  *Questionnaire nos: 3,4*  *NU questionnaire nos: 3,4* |  |  |
| **Expectations and achievements**  *Questionnaire nos: 5,6*  *NU questionnaire nos: 5,6* |  |  |
| **Relationships and morale**  *Questionnaire nos: 7,8,9*  *NU questionnaire nos: 7,8,9,10* |  |  |
| **Good behaviour**  *Questionnaire no: 10* |  |  |
| **Parents – relationships and communication**  *Questionnaire nos: 11,12,13*  *NU questionnaire nos: 11,12* |  |  |
| **Extra-curricular activities**  *Questionnaire no: 14* |  |  |
| **Outside agencies: their contribution and value**  *Questionnaire no: 15*  *NU questionnaire no: 13* |  |  |
| **Wider community perceptions**  *Questionnaire no: 16*  *NU questionnaire no: 14* |  |  |
| **Christian morals and values**  *Questionnaire nos: 17,18*  *NU questionnaire no: 15* |  |  |

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| **Figure 6. What do TEACHING STAFF (nursery unit, primary schools) think?** | | |
|  | **STRENGTHS** | **AREAS FOR IMPROVEMENT** |
| **A caring atmosphere and safety**  *Questionnaire nos: 1, 2* |  |  |
| **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: 10,11* |  |  |
| **Extra-curricular activities**  *Questionnaire no: 12* |  |  |
| **Outside agencies: their contribution and value** |  |  |
| **Wider community perceptions**  *Questionnaire no: 13* |  |  |
| **Christian morals and values**  *Questionnaire no: 14,15* |  |  |

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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* |  |  |
| **Expectations and achievements**  *Questionnaire nos: 4,5* |  |  |
| **Relationships and morale**  *Questionnaire nos: 6,11* |  |  |
| **Good behaviour**  *Questionnaire no: 7* |  |  |
| **Parents – relationships and communication**  *Questionnaire nos: 9,10* |  |  |
| **Extra-curricular activities**  *Questionnaire no: 8* |  |  |
| **Outside agencies: their contribution and value**  *Questionnaire no: 12* |  |  |
| **Wider community perceptions**  *Questionnaire no: 13* |  |  |
| **Christian morals and values**  *Questionnaire nos: 14,15* |  |  |

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| **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* |  |  |

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| --- | --- | --- |
| **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.

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

**Evaluation of school ethos**

**Questionnaire - governors**

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

***INSERT STATEMENT OF ETHOS***

At \_\_\_\_\_\_\_\_\_\_\_\_ Primary 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 (Primary), 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 (primary schools)**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item number** |  | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** | **Not applicable** |
| **1.** | The general atmosphere in\_\_\_\_\_\_\_\_ Primary School is welcoming and positive. |  |  |  |  |  |
| **2.** | There is a safe, caring and inclusive culture. |  |  |  |  |  |
| **3.** | Children have opportunities to actively contribute to school life. |  |  |  |  |  |
| **4.** | Children enjoy learning at \_\_\_\_\_\_\_\_\_ Primary School. |  |  |  |  |  |
| **5.** | Children achieve well in a culture of high expectations. |  |  |  |  |  |
| **6.** | All children’s 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.** | Children are respectful and well-behaved in \_\_\_\_\_\_\_ Primary School. |  |  |  |  |  |
| **11.** | Parents are valued as partners in their child’s education, are well supported and informed about their child’s learning and progress. |  |  |  |  |  |
| **12.** | Children have opportunities to benefit from after-school clubs and activities. |  |  |  |  |  |
| **13.** | The support of outside agencies benefits children’s 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:** | | | | | | |

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

**Evaluation of school ethos**

**Questionnaire - Teaching staff**

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

***INSERT STATEMENT OF ETHOS***

At \_\_\_\_\_\_\_\_\_\_\_\_ Primary 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:*

* *there is a safe, secure and well-organised learning environment for all members of the school community;*
* *relationships for learning are characterised by mutual respect, openness and trust*

*(Inspection and Self Evaluation Framework (Primary), 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.

**Ethos questionnaire - Teaching staff (primary schools)**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-school** | **Foundation Stage** | **Key Stage 1** | **Key Stage 2** |
|  |  |  |  |

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Year 7** |
|  |  |  |  |  |  |  |  |  |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item number** |  | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** | **Not applicable** |
| **1.** | The general atmosphere in \_\_\_\_\_\_\_\_Primary School is welcoming and positive. |  |  |  |  |  |
| **2.** | There is a safe, caring and inclusive culture. |  |  |  |  |  |
| **3.** | Children are valued and have opportunities to contribute to school life. |  |  |  |  |  |
| **4.** | Children enjoy learning at \_\_\_\_\_\_\_\_\_\_\_\_\_ Primary School. |  |  |  |  |  |
| **5.** | All children achieve well in a culture of high expectations. |  |  |  |  |  |
| **6.** | All children’s achievements are recognised and celebrated. |  |  |  |  |  |
| **7.** | I enjoy working in \_\_\_\_\_\_\_\_\_\_ Primary 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.** | Children are respectful and well-behaved in \_\_\_\_\_\_\_ Primary School. |  |  |  |  |  |
| **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.** | Children have opportunities to benefit from after-school clubs and activities. |  |  |  |  |  |
| **15.** | The support of outside agencies benefits children’s 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: | | | | | | |

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

**Evaluation of school ethos**

**Questionnaire - Teaching staff (nursery unit, primary schools)**

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

***INSERT STATEMENT OF ETHOS***

At \_\_\_\_\_\_\_\_\_\_\_\_ Primary 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:*

* *There is an inclusive ethos which respects and values difference;’*

*(Inspection and Self Evaluation Framework (Pre-School) 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.

**Ethos questionnaire - Teaching staff (nursery units, primary schools)**

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

**What my school is like?**

**Pupil questionnaire (primary schools)**

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Item number** |  | **Strongly agree**  😀 | **Agree**  🙂 | **Disagree**  🙁 | **Strongly disagree**  ☹️ |
| **1.** | I feel safe and happy at \_\_\_\_\_\_\_\_\_ Primary School. |  |  |  |  |
| **2.** | I have opportunities to give my opinions about school life and my opinions matter. |  |  |  |  |
| **3.** | I enjoy learning at \_\_\_\_\_\_\_\_\_\_\_\_ Primary School. |  |  |  |  |
| **4.** | Learning is fun and interesting, and I have opportunities to do different types of activities. |  |  |  |  |
| **5.** | Teachers help me if I am stuck. |  |  |  |  |
| **6.** | I am doing well at school and I am making good progress. |  |  |  |  |
| **7.** | I am praised and rewarded for my achievements. |  |  |  |  |
| **8.** | Children are well supported and well treated by teachers at \_\_\_\_\_\_\_\_\_\_\_ Primary School. |  |  |  |  |
| **9.** | Teachers treat children fairly in \_\_\_\_\_\_\_\_\_P.S. |  |  |  |  |
| **10.** | Children behave well at \_\_\_\_\_\_\_\_\_ Primary School. |  |  |  |  |
| **11.** | I take part in and enjoy after-school clubs and activities. |  |  |  |  |
| **12.** | I enjoy school assemblies. |  |  |  |  |

**Evaluation of school ethos (primary 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 fun/interesting?)* |  |
| **3.** | **Do teachers praise you when you do well?**  **Do teachers help you when you are stuck?** |  |
| **4.** | **Are you doing 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 you opinion about school life?**  *(Do you feel you are listened to? Do your opinions matter?)* |  |
| **7.** | **Do children behave well at school?**  **Do you behave well?** |  |
| **8.** | **Do you take part in after-school clubs and activities?** (*Which clubs/activities?*  *Do you enjoy them?)* |  |
| **9.** | **Do you enjoy school assemblies?**  *(Why do you say that? Tell me more about school assemblies.)* |  |

**Evaluation of school ethos (nursery units, primary schools)**

**Structured conversation form (pupil)**

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

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

|  |  |  |
| --- | --- | --- |
| **Item number** | **QUESTIONS** | **CHILDREN’S RESPONSES** |
| **1.** | **Tell me about your classroom.**  *(What happens in your classroom?*  *What happens over there? (Point to different areas))* |  |
| **2.** | **Do you like learning new things at school?**  *(Why? What do you learn? What do you like doing best? What do you like to play with?)* |  |
| **3.** | **How do you feel at nursery?**  *(Are you happy?*  *Do you feel safe?)* |  |
| **4.** | **Do you like your teachers?**  *(Do they help you at school?*  *Are they nice and kind?)* |  |
| **5.** | **Do you like coming to nursery?**  *(Do you come everyday?*  *Are there any days when you don’t feel like coming to nursery?)* |  |
| **6.** | **Sometimes boys and girls don’t behave very well.**  **Do you see boys and girls at your nursery who don’t behave well?**  **What do the teachers do?** |  |

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

**Evaluation of school ethos**

**Questionnaire - Non-teaching staff (classroom based)**

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

***INSERT STATEMENT OF ETHOS***

At \_\_\_\_\_\_\_\_\_\_\_\_ Primary 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:*

* *there is a safe, secure and well-organised learning environment for all members of the school community;*
* *relationships for learning are characterised by mutual respect, openness and trust*

*(Inspection and Self Evaluation Framework (Primary), 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.

**Ethos 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** |
|  |  |  |  |

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Year 7** |
|  |  |  |  |  |  |  |  |  |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item number** |  | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** | **Not applicable** |
| **1.** | The general atmosphere in \_\_\_\_\_\_\_\_Primary School is welcoming and positive. |  |  |  |  |  |
| **2.** | There is a safe, caring and inclusive culture. |  |  |  |  |  |
| **3.** | Children enjoy learning at \_\_\_\_\_\_ Primary School. |  |  |  |  |  |
| **4.** | Children are valued and actively contribute to school life. |  |  |  |  |  |
| **5.** | Children achieve well in a culture of high expectations. |  |  |  |  |  |
| **6.** | All children’s achievements are recognised and celebrated. |  |  |  |  |  |
| **7.** | I enjoy working in \_\_\_\_\_\_\_ Primary School. |  |  |  |  |  |
| **8.** | All staff are committed, positive and work well together as a team. |  |  |  |  |  |
| **9.** | I am a valued member of staff and have opportunities to contribute to decision-making processes. |  |  |  |  |  |
| **10.** | Children are respectful and well-behaved in \_\_\_\_\_\_\_ Primary School. |  |  |  |  |  |
| **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.** | Children have opportunities to benefit from after-school clubs and activities. |  |  |  |  |  |
| **15.** | The support of outside agencies benefits children’s 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.** | | | | | | |

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

**Evaluation of school ethos**

**Questionnaire - Non-teaching staff (nursery units, classroom based)**

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

***INSERT STATEMENT OF ETHOS***

At \_\_\_\_\_\_\_\_\_\_\_\_ Primary 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:*

* *There is an inclusive ethos which respects and values difference;’*

*(Inspection and Self Evaluation Framework (Pre-School) 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.

**Ethos questionnaire - Non-teaching staff (nursery units, classroom based)**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item number** |  | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** | **Not applicable** |
| **1.** | The general atmosphere in \_\_\_\_\_\_\_\_Nursery Unit is welcoming and positive. |  |  |  |  |  |
| **2.** | There is a safe, caring and inclusive culture. |  |  |  |  |  |
| **3.** | Children enjoy learning at \_\_\_\_\_\_\_\_\_\_\_ Nursery Unit. |  |  |  |  |  |
| **4.** | Children are valued and have opportunities to contribute to school life. |  |  |  |  |  |
| **5.** | All children achieve well in a culture of high expectations. |  |  |  |  |  |
| **6.** | All children’s achievements are recognised and celebrated. |  |  |  |  |  |
| **7.** | I enjoy working in \_\_\_\_\_\_\_\_\_\_ Nursery Unit. |  |  |  |  |  |
| **8.** | All staff are committed, positive and work well together as a team. |  |  |  |  |  |
| **9.** | My views are valued, and I work effectively in partnership with teachers to maximise children’s learning. |  |  |  |  |  |
| **10.** | I have opportunities to contribute to decision-making processes. |  |  |  |  |  |
| **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.** | The support of outside agencies benefits children’s learning. |  |  |  |  |  |
| **14.** | The school is well respected in and important to the community. |  |  |  |  |  |
| **15.** | Christian morals and values permeate school life. |  |  |  |  |  |
| **Please add any additional information here.** | | | | | | |

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

**Evaluation of school ethos**

**Questionnaire - Non-teaching staff (not classroom based)**

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

***INSERT STATEMENT OF ETHOS***

At \_\_\_\_\_\_\_\_\_\_\_\_ Primary 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:*

* *there is a safe, secure and well-organised learning environment for all members of the school community;*
* *relationships for learning are characterised by mutual respect, openness and trust*

*(Inspection and Self Evaluation Framework (Primary), 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.

**Ethos 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 \_\_\_\_\_\_\_\_Primary School is welcoming and positive. |  |  |  |  |  |
| **2.** | A safe, caring and inclusive culture exists in which children are valued. |  |  |  |  |  |
| **3.** | Children enjoy learning at \_\_\_\_\_\_ Primary School. |  |  |  |  |  |
| **4.** | Children achieve well in a culture of high expectations. |  |  |  |  |  |
| **5.** | All children’s achievements are recognised and celebrated. |  |  |  |  |  |
| **6.** | I enjoy working in \_\_\_\_\_\_\_ Primary 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.** | Children are respectful and well-behaved in \_\_\_\_\_\_\_ Primary School. |  |  |  |  |  |
| **10.** | Parents are valued as partners in their child’s education. |  |  |  |  |  |
| **11.** | Parents are keen to support their child’s learning. |  |  |  |  |  |
| **12.** | Children have opportunities to benefit from after-school clubs and activities. |  |  |  |  |  |
| **13.** | The school is well respected in and important to the community. |  |  |  |  |  |
| **14.** | Christian morals and values permeate school life. |  |  |  |  |  |
| **15.** | Everyone in the school benefits from assembly. |  |  |  |  |  |
| **Please add any additional information here.** | | | | | | |

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

**Evaluation of school ethos**

**Questionnaire - Parent/carers**

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

***INSERT STATEMENT OF ETHOS***

At \_\_\_\_\_\_\_\_\_\_\_\_ Primary 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 other stakeholder feedback to inform the review of the ethos of our school.

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

Thank you for your feedback.

**Ethos questionnaire - Parents/carers (primary schools)**

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Pre-school** | | **Foundation Stage** | | **Key Stage 1** | | **Key Stage 2** | | |
| **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Year 7** |
|  |  |  |  |  |  |  |  |  |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item number** |  | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** | **Not applicable** |
| **1.** | The general atmosphere in \_\_\_\_\_\_\_\_ Primary 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 is well supported and making good progress. |  |  |  |  |  |
| **5.** | My child’s achievements are recognised and celebrated. |  |  |  |  |  |
| **6.** | My child’s self-esteem and individuality are highly valued by the staff. |  |  |  |  |  |
| **7.** | My child behaves well at school and strives to do well. |  |  |  |  |  |
| **8.** | My child enjoys and benefits from after-school clubs and activities. |  |  |  |  |  |
| **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 the school and part of a school community. |  |  |  |  |  |
| **12.** | The support of outside agencies benefits my child’s learning. |  |  |  |  |  |
| **13.** | The school is well respected in and important to the community. |  |  |  |  |  |
| **14.** | Christian morals and values permeate school life. |  |  |  |  |  |
| **15.** | Assembly benefits my child. |  |  |  |  |  |
| **Please add any additional information here.** | | | | | | |

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

**Evaluation of school ethos**

**Questionnaire - Outside agencies**

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

***INSERT STATEMENT OF ETHOS***

At \_\_\_\_\_\_\_\_\_\_\_\_Primary 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Primary 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.** | \_\_\_\_\_\_\_\_ Primary School is a welcoming and positive place. |  |  |  |  |  |
| **2.** | There is a safe, caring and inclusive culture. |  |  |  |  |  |
| **3.** | I enjoy coming into \_\_\_\_\_\_\_\_\_\_\_ Primary School. |  |  |  |  |  |
| **4.** | Children have opportunities to contribute to school life. |  |  |  |  |  |
| **5.** | Children enjoy learning at \_\_\_\_\_\_\_\_\_ Primary School. |  |  |  |  |  |
| **6.** | Children achieve well in a culture of high expectations. |  |  |  |  |  |
| **7.** | All children’s 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.** | Children are respectful and well-behaved in \_\_\_\_\_\_\_ Primary School. |  |  |  |  |  |
| **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.** | Children have opportunities to benefit from after-school clubs and activities. |  |  |  |  |  |
| **14.** | The school works well with outside agencies for the benefit of all children. |  |  |  |  |  |
| **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.** | | | | | | |

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

**Evaluation of school ethos**

**Questionnaire - Wider community**

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

***INSERT STATEMENT OF ETHOS***

At \_\_\_\_\_\_\_\_\_\_\_\_ Primary 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 \_\_\_\_\_\_\_\_\_\_ Primary 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.

**Ethos 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.** | \_\_\_\_\_\_\_\_ Primary School is a welcoming, positive and caring place. |  |  |  |  |  |
| **2.** | Children enjoy learning at \_\_\_\_\_\_\_\_\_ Primary School. |  |  |  |  |  |
| **3.** | Children achieve well in a culture of high expectations. |  |  |  |  |  |
| **4.** | Children’s 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.** | Children are respectful and well-behaved in \_\_\_\_\_\_\_ Primary School. |  |  |  |  |  |
| **7.** | Parents are valued as partners in their child’s education, are well supported and informed about their child’s learning and progress. |  |  |  |  |  |
| **8** | Children have opportunities to benefit from after-school clubs and activities. |  |  |  |  |  |
| **9.** | The school works well with outside agencies for the benefit of all children. |  |  |  |  |  |
| **10.** | The school is well respected in and important to the community. |  |  |  |  |  |
| **11.** | Christian morals and values permeate school life. |  |  |  |  |  |
| **Please add additional information here.** | | | | | | |