SCIntro1

Thank you for participating in this study. This questionnaire asks for information about:
- *School background information*
- *School management*
- *Teaching staff*
- *Assessment and evaluation*
- *Targeted groups*
- *School climate*

This information will help illustrate the similarities and differences between groups of schools in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement – both within and between countries.

The questionnaire should be completed by the headteacher or another person appointed by the headteacher. It should take about 35 minutes to complete.

For some questions specific expertise may be needed. You may consult experts to help you answer these questions.

If you do not know an answer precisely, your best estimate will be adequate for the purpose of the study.

Please note that the forward button used to proceed to the next question is located in the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.

Your answers will be kept confidential. They will be combined with answers from other schools to calculate totals and averages in which no one school can be identified.

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

(Please select one response.)

A village, hamlet or rural area (fewer than 3 000 people)	SC001C01TA01 ○
A small town (3 000 to about 15 000 people)	SC001C01TA02 ○
A town (15 000 to about 100 000 people)	SC001C01TA03 ○
A city (100 000 people or more)	SC001C01TA04 ○

Is your school a state or an independent school?

(Please select one response.)

A state school *(This is a school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise.)*	SC013Q01TA01 ○
An independent school *(This is a school managed directly or indirectly by a non-government organisation; e.g. a church, trade union, business or other private institution.)*	SC013Q01TA02 ○

Is your school a state or an independent school?

(Please select one response.)

About what percentage of your total funding for a typical school year comes from the following sources?

(Please enter a percentage for each response. Enter "0" (zero) if no funding comes from that source.)

	%
Government (includes departments, local and national)	SC016Q01TA01
Student fees or school charges paid by parents	SC016Q02TA01
Benefactors, donations, bequests, sponsorships, parent fundraising	SC016Q03TA01
Other	SC016Q04TA01

Consistency check rule

Rule: If (^SC016Q01TA01 + ^SC016Q02TA01 + ^SC016Q03TA01 + ^SC016Q04TA01) >100 OR (^SC016Q01TA01 + ^SC016Q02TA01 + ^SC016Q03TA01 + ^SC016Q04TA01) < 100

Message: Sum does not add to 100%. Please check your response.

SC017

Is your school's capacity to provide instruction hindered by any of the following issues?

(Please select one response in each row.)

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

SC161

Who has the main responsibility for careers guidance of students in S4 at your school?

(Please select all that apply.)

Not applicable, career guidance is not available in this school	SC161Q01SA01 ☐
All teachers share the responsibility for career guidance	SC161Q02SA01 ☐
Specific teachers have the main responsibility for career guidance	SC161Q03SA01 ☐
We have one or more specific career guidance counsellors **employed** at school	SC161Q04SA01 ☐
We have one or more specific career guidance counsellors who regularly **visit** the school	SC161Q05SA01 ☐

SC161R01

Branching rule

Rule: IF (^SC161Q01SA01=1) THEN GOTO ^SC155 ELSE GOTO ^SC162

If careers guidance is available at your school, which of the statements below best describes the situation for students in S4?

(Please select one response.)

Careers guidance is sought voluntarily by students	SC162Q01SA01 ◯
Careers guidance is formally scheduled into students' time at school	SC162Q01SA02 ◯

If careers guidance is available at your school, which of the statements below best describes the situation for students in S4?

(Please select one response.)

SC155

To what extent do you agree with the following statements about your school's capacity to enhance learning and teaching using digital devices?

(Please select one response in each row.)

(Please think of different kinds of digital devices, for example, desktop computers, laptops, tablet computers or interactive whiteboards)

	Strongly disagree	Disagree	Agree	Strongly agree
The number of digital devices connected to the internet is sufficient	SC155Q01HA01 ○	SC155Q01HA02 ○	SC155Q01HA03 ○	SC155Q01HA04 ○
The school's internet bandwidth or speed is sufficient	SC155Q02HA01 ○	SC155Q02HA02 ○	SC155Q02HA03 ○	SC155Q02HA04 ○
The number of digital devices for teaching is sufficient	SC155Q03HA01 ○	SC155Q03HA02 ○	SC155Q03HA03 ○	SC155Q03HA04 ○
Digital devices at the school are sufficiently powerful in terms of computing capacity (i.e. they are not too slow or do not crash frequently)	SC155Q04HA01 ○	SC155Q04HA02 ○	SC155Q04HA03 ○	SC155Q04HA04 ○
The availability of adequate software is sufficient	SC155Q05HA01 ○	SC155Q05HA02 ○	SC155Q05HA03 ○	SC155Q05HA04 ○
Teachers have the necessary technical and pedagogical skills to integrate digital devices in teaching	SC155Q06HA01 ○	SC155Q06HA02 ○	SC155Q06HA03 ○	SC155Q06HA04 ○
Teachers have sufficient time to prepare lessons that integrate digital devices	SC155Q07HA01 ○	SC155Q07HA02 ○	SC155Q07HA03 ○	SC155Q07HA04 ○
Effective professional resources for teachers to learn how to use digital devices are available	SC155Q08HA01 ○	SC155Q08HA02 ○	SC155Q08HA03 ○	SC155Q08HA04 ○
An effective online learning support platform is available	SC155Q09HA01 ○	SC155Q09HA02 ○	SC155Q09HA03 ○	SC155Q09HA04 ○
Teachers are provided with incentives to integrate digital devices in their teaching	SC155Q10HA01 ○	SC155Q10HA02 ○	SC155Q10HA03 ○	SC155Q10HA04 ○
The school has sufficient qualified technical assistant staff	SC155Q11HA01 ○	SC155Q11HA02 ○	SC155Q11HA03 ○	SC155Q11HA04 ○

Does your school have any of the following?

(Please select one response in each row.)

	Yes	No
Its own written statement about the use of digital devices	SC156Q01HA01 ○	SC156Q01HA02 ○
Its own written statement specifically about the use of digital devices for pedagogical purposes	SC156Q02HA01 ○	SC156Q02HA02 ○
A scheme to use digital devices for teaching and learning in specific subjects	SC156Q03HA01 ○	SC156Q03HA02 ○
Regular discussions with teaching staff about the use of digital devices for pedagogical purposes	SC156Q04HA01 ○	SC156Q04HA02 ○
A specific scheme to prepare students for responsible internet behaviour	SC156Q05HA01 ○	SC156Q05HA02 ○
A specific policy about using social networks (e.g. Facebook) in teaching and learning	SC156Q06HA01 ○	SC156Q06HA02 ○
A specific scheme to promote collaboration on the use of digital devices among teachers	SC156Q07HA01 ○	SC156Q07HA02 ○
Scheduled time for teachers to meet to share, evaluate or develop teaching materials and approaches that employ digital devices	SC156Q08HA01 ○	SC156Q08HA02 ○

SC011

We are interested in the options parents have when choosing a school for their children.

Which of the following statements best describes the schooling available to students in your location?

(Please select one response.)

There are two or more other schools in this area that compete for our students.	SC011Q01TA01 ○
There is one other school in this area that competes for our students.	SC011Q01TA02 ○
There are no other schools in this area that compete for our students.	SC011Q01TA03 ○

SC012

When students apply for admission to your school, how often are the following factors considered?

(Please select one response in each row.)

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

SC042

Some schools organise instruction differently for students with different abilities.

What is your school's policy about this for students in S4?

(Please select one response in each row.)

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

SC154

In your school, are assessments of students in S4 used for any of the following purposes?

(Please select one response in each row.)

	Yes	No
To guide students' learning	SC154Q01HA01 ○	SC154Q01HA02 ○
To inform parents about their child's progress	SC154Q02WA01 ○	SC154Q02WA02 ○
To make decisions about students' retention or promotion	SC154Q03WA01 ○	SC154Q03WA02 ○
To group students for instructional purposes	SC154Q04WA01 ○	SC154Q04WA02 ○
To compare the school to local or national performance	SC154Q05WA01 ○	SC154Q05WA02 ○
To monitor the school's progress from year to year	SC154Q06WA01 ○	SC154Q06WA02 ○
To make judgements about teachers' effectiveness	SC154Q07WA01 ○	SC154Q07WA02 ○
To identify aspects of instruction or the curriculum that could be improved	SC154Q08WA01 ○	SC154Q08WA02 ○
To adapt teaching to the students' needs	SC154Q09HA01 ○	SC154Q09HA02 ○
To compare the school with other schools	SC154Q10WA01 ○	SC154Q10WA02 ○
To award certificates to students	SC154Q11HA01 ○	SC154Q11HA02 ○

In your school, is achievement data used in any of the following reporting procedures?

*Achievement data includes **aggregated** school or year-group test scores or grades, or rates of school completion.*

(Please select one response in each row.)

	Yes	No
Achievement data is posted publicly (e.g. in the media)	SC036Q01TA01 ◯	SC036Q01TA02 ◯
Achievement data is tracked over time by an administrative authority	SC036Q02TA01 ◯	SC036Q02TA02 ◯
Achievement data is provided directly to parents	SC036Q03NA01 ◯	SC036Q03NA02 ◯

Do the following arrangements aimed at quality assurance and improvements exist in your school? If so, on what basis?

(If you need further explanation of the term "internal school evaluation" or "external school evaluation", please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

External school evaluation: Evaluation as part of a process controlled and headed by an external body. The school does not define the areas which are judged.

	Yes, this is mandatory, e.g. based on local or national government policies	Yes, based on school initiative	No
Internal evaluation / Self-evaluation	SC037Q01TA01 ○	SC037Q01TA02 ○	SC037Q01TA03 ○
External evaluation	SC037Q02TA01 ○	SC037Q02TA02 ○	SC037Q02TA03 ○
Written specification of the school's curriculum and educational goals	SC037Q03TA01 ○	SC037Q03TA02 ○	SC037Q03TA03 ○
Written specification of student performance standards	SC037Q04TA01 ○	SC037Q04TA02 ○	SC037Q04TA03 ○
Systematic recording of data such as teacher or student attendance and professional development	SC037Q05NA01 ○	SC037Q05NA02 ○	SC037Q05NA03 ○
Systematic recording of student test results and rates of school completion	SC037Q06NA01 ○	SC037Q06NA02 ○	SC037Q06NA03 ○
Seeking written feedback from students (e.g. regarding lessons, teachers or resources)	SC037Q07TA01 ○	SC037Q07TA02 ○	SC037Q07TA03 ○
Teacher mentoring	SC037Q08TA01 ○	SC037Q08TA02 ○	SC037Q08TA03 ○
Regular consultation aimed at school improvement with one or more experts over a period of at least six months	SC037Q09TA01 ○	SC037Q09TA02 ○	SC037Q09TA03 ○
Implementation of a standardised policy for reading subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	SC037Q10NA01 ○	SC037Q10NA02 ○	SC037Q10NA03 ○

Do the following statements reflect teachers' practices for multicultural learning in your school?

(Please select one response in each row.)

	Yes	No
In our school, students learn about the histories of diverse cultural groups that live in the UK.	SC165Q01HA01 ○	SC165Q01HA02 ○
In our school, students learn about the histories of diverse cultural groups that live in other countries.	SC165Q02HA01 ○	SC165Q02HA02 ○
In our school, students learn about the cultures (e.g. beliefs, norms, values, customs or arts) of diverse cultural groups that live in the UK.	SC165Q03HA01 ○	SC165Q03HA02 ○
In our school, students learn about different cultural perspectives on historical and social events.	SC165Q04HA01 ○	SC165Q04HA02 ○
Our school supports activities that encourage students' expression of diverse identities (e.g. national, religious, ethnic or social identities).	SC165Q05HA01 ○	SC165Q05HA02 ○
Our school offers an exchange programme with schools in other countries.	SC165Q06HA01 ○	SC165Q06HA02 ○
Our school organises multicultural events (e.g. cultural diversity day).	SC165Q07HA01 ○	SC165Q07HA02 ○
In our school, we celebrate festivities from other cultures.	SC165Q08HA01 ○	SC165Q08HA02 ○
In our school, students are encouraged to communicate with people from other cultures via the internet or social media.	SC165Q09HA01 ○	SC165Q09HA02 ○
Our school adopts different approaches to educate students about cultural differences (e.g. teamwork, peer-to-peer learning, simulations, problem-based learning, music, art, etc).	SC165Q10HA01 ○	SC165Q10HA02 ○

To what extent do the following statements reflect an opinion held by your teaching staff?

(Please select one response in each row.)

	Held by none or almost none of them	Held by some of them	Held by many of them	Held by all or almost all of them
It is important for students to learn that people from other cultures can have different values.	SC166Q02HA01 ○	SC166Q02HA02 ○	SC166Q02HA03 ○	SC166Q02HA04 ○
Respecting other cultures is something that students should learn as early as possible.	SC166Q03HA01 ○	SC166Q03HA02 ○	SC166Q03HA03 ○	SC166Q03HA04 ○
In the classroom, it is important that students of different origins recognise the similarities that exist between them.	SC166Q05HA01 ○	SC166Q05HA02 ○	SC166Q05HA03 ○	SC166Q05HA04 ○
When there are conflicts between students of different origins, they should be encouraged to resolve the argument by finding common ground.	SC166Q06HA01 ○	SC166Q06HA02 ○	SC166Q06HA03 ○	SC166Q06HA04 ○

Is there any formal curriculum for the following for S4 students?

(Please consider national, local or school policies.)

(Please select one response in each row.)

	Yes	No
Communicating with people from different cultures or countries	SC167Q01HA01 ○	SC167Q01HA02 ○
Knowledge of different cultures	SC167Q02HA01 ○	SC167Q02HA02 ○
Openness to intercultural experiences	SC167Q03HA01 ○	SC167Q03HA02 ○
Respect for cultural diversity	SC167Q04HA01 ○	SC167Q04HA02 ○
Foreign languages or other national languages (e.g. Gaelic)	SC167Q05HA01 ○	SC167Q05HA02 ○
Critical thinking skills	SC167Q06HA01 ○	SC167Q06HA02 ○

Is there any formal curriculum for the following topics in S4?

(Please consider national, local or school policies.)

(Please select one response in each row.)

	Yes	No
Climate change and global warming	SC158Q01HA01 ◯	SC158Q01HA02 ◯
Global health (e.g. epidemics)	SC158Q02HA01 ◯	SC158Q02HA02 ◯
Migration (movement of people)	SC158Q04HA01 ◯	SC158Q04HA02 ◯
International conflicts	SC158Q07HA01 ◯	SC158Q07HA02 ◯
Hunger or malnutrition in different parts of the world	SC158Q08HA01 ◯	SC158Q08HA02 ◯
Causes of poverty	SC158Q09HA01 ◯	SC158Q09HA02 ◯
Equality between men and women in different parts of the world	SC158Q12HA01 ◯	SC158Q12HA02 ◯

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

(Please select one response in each row.)

	Not at all	*Very little*	*To some extent*	*A lot*
Student truancy	SC061Q01TA01 ○	SC061Q01TA02 ○	SC061Q01TA03 ○	SC061Q01TA04 ○
Students skipping classes	SC061Q02TA01 ○	SC061Q02TA02 ○	SC061Q02TA03 ○	SC061Q02TA04 ○
Students lacking respect for teachers	SC061Q03TA01 ○	SC061Q03TA02 ○	SC061Q03TA03 ○	SC061Q03TA04 ○
Student use of alcohol or illegal drugs	SC061Q04TA01 ○	SC061Q04TA02 ○	SC061Q04TA03 ○	SC061Q04TA04 ○
Students intimidating or bullying other students	SC061Q05TA01 ○	SC061Q05TA02 ○	SC061Q05TA03 ○	SC061Q05TA04 ○
Students not paying attention	SC061Q11HA01 ○	SC061Q11HA02 ○	SC061Q11HA03 ○	SC061Q11HA04 ○
Teachers not meeting individual students' needs	SC061Q06TA01 ○	SC061Q06TA02 ○	SC061Q06TA03 ○	SC061Q06TA04 ○
Teacher absenteeism	SC061Q07TA01 ○	SC061Q07TA02 ○	SC061Q07TA03 ○	SC061Q07TA04 ○
Staff resisting change	SC061Q08TA01 ○	SC061Q08TA02 ○	SC061Q08TA03 ○	SC061Q08TA04 ○
Teachers being too strict with students	SC061Q09TA01 ○	SC061Q09TA02 ○	SC061Q09TA03 ○	SC061Q09TA04 ○
Teachers not being well prepared for classes	SC061Q10TA01 ○	SC061Q10TA02 ○	SC061Q10TA03 ○	SC061Q10TA04 ○

What was the total number of students enrolled at your school on 1 October 2018?

(Please enter a number for each response. Enter "0" (zero) if there were none.)

Number of boys:	SC002Q01TA01
Number of girls:	SC002Q02TA01

Please estimate the percentage of students in S4 in your school who have the following characteristics.

(Students may fall in to more than one category.)

(Please move the slider to the appropriate percentage.)

Students whose heritage language is not English ('Heritage language' is the language learnt at home that a student acquired as a mother tongue before learning English, or alongside English)	SC048Q01NA01 0% 100%
Students with additional support needs	SC048Q02NA01 0% 100%
Students from socioeconomically disadvantaged homes	SC048Q03NA01 0% 100%
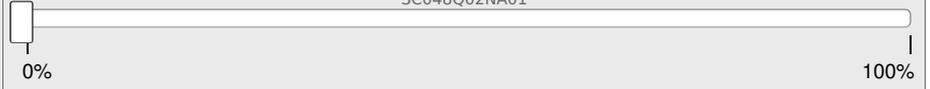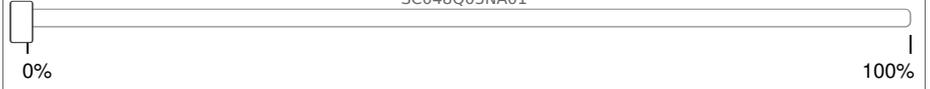
SC004

The goal of the following set of questions is to gather information about the student-computer ratio for students in S4 at your school.

(Please enter a number for each response. Enter "0" (zero) if there are none.)

	Number
At your school, what is the total number of students in S4?	SC004Q01TA01
Approximately how many computers are available for these students for educational purposes?	SC004Q02TA01
Approximately how many of these computers are connected to the internet?	SC004Q03TA01
Approximately how many of these computers are portable (e.g. laptop, tablet)?	SC004Q04NA01
Approximately how many interactive whiteboards are available in the school altogether?	SC004Q05NA01
Approximately how many data projectors are available in the school altogether?	SC004Q06NA01
Approximately how many computers with internet connection are available **for teachers** in your school?	SC004Q07NA01

How many of the following teachers are on the staff of your school?

Include both full-time and part-time teachers. *A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.*

When asked about qualifications, please answer referring to teachers' **highest level qualifications**.

(Please enter a number in each space provided. Enter "0" (zero) if there are none.)

	Full-time	Part-time
Teachers in TOTAL	SC018Q01TA01	SC018Q01TA02
Teachers fully certified by the General Teaching Council for Scotland	SC018Q02TA01	SC018Q02TA02
Teachers with first degrees (e.g. BA, BSc, BEd) or equivalent	SC018Q05NA01	SC018Q05NA02
Teachers with postgraduate degrees (e.g. MSc, MA, MBA) or equivalent	SC018Q06NA01	SC018Q06NA02
Teachers with a doctorate or higher degree (e.g. MPhil, PhD)	SC018Q07NA01	SC018Q07NA02

During the last three months, what percentage of teaching staff in your school has attended a programme of professional development?

A programme of professional development here is a formal programme designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognised qualification. The programme must last for at least one day in total and have a focus on teaching and education.

(Please move the slider to the appropriate percentage. If none of your teachers participated in any professional development activities select "0" (zero).)

Of all the teaching staff at your school	SC025Q01NA01 0% 100%
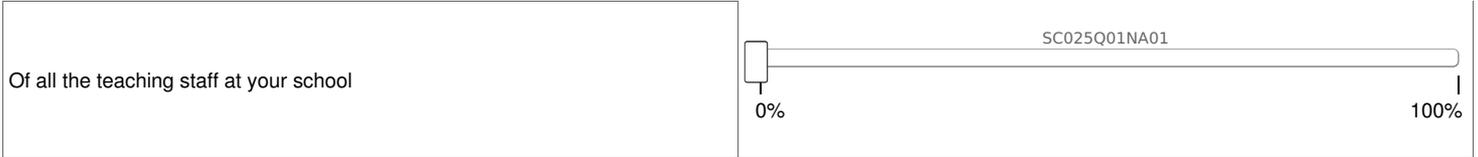
Does your school host teachers visiting from other countries?

(Please select only one response.)

Yes	SC159Q01HA01 ○
No	SC159Q01HA02 ○

What is the average size of English classes in S4 in your school?

(Please select one response.)

15 students or fewer	SC003Q01TA01 ○
16-20 students	SC003Q01TA02 ○
21-25 students	SC003Q01TA03 ○
26-30 students	SC003Q01TA04 ○
31-35 students	SC003Q01TA05 ○
36-40 students	SC003Q01TA06 ○
41-45 students	SC003Q01TA07 ○
46-50 students	SC003Q01TA08 ○
More than 50 students	SC003Q01TA09 ○

This academic year, which of the following activities does your school offer to students in S4?

(Please select one response in each row.)

	Yes	No
Band, orchestra, instrumental group or choir	SC053Q01TA01 ◯	SC053Q01TA02 ◯
School play or school musical	SC053Q02TA01 ◯	SC053Q02TA02 ◯
School yearbook, newspaper or magazine	SC053Q03TA01 ◯	SC053Q03TA02 ◯
Volunteering or service activities, e.g. a local community volunteering programme, Duke of Edinburgh's Award	SC053Q04TA01 ◯	SC053Q04TA02 ◯
Book club	SC053Q12IA01 ◯	SC053Q12IA02 ◯
Debating club or debating activities	SC053Q13IA01 ◯	SC053Q13IA02 ◯
Art club or art activities	SC053Q09TA01 ◯	SC053Q09TA02 ◯
Sports teams or sports activities	SC053Q10TA01 ◯	SC053Q10TA02 ◯
Lectures and/or seminars (e.g. guest speakers such as writers or journalists)	SC053Q14IA01 ◯	SC053Q14IA02 ◯
Collaboration with local libraries	SC053Q15IA01 ◯	SC053Q15IA02 ◯
Collaboration with local newspapers	SC053Q16IA01 ◯	SC053Q16IA02 ◯
School club or school competitions for foreign languages	SC053Q11TA01 ◯	SC053Q11TA02 ◯

SC150

Does your school offer any of the following options to students in S4 whose heritage language is not English?

('heritage language' is a language learnt at home that a student acquired as a mother tongue before learning English, or alongside English.)

(Please select one response in each row.)

	Yes	No
These students attend mainstream classes and receive additional periods of instruction aimed at developing their English skills (e.g. reading, grammar, vocabulary, communication).	SC150C01IA01 ○	SC150C01IA02 ○
Before transferring to mainstream classes, these students attend a preparatory programme aimed at developing their English skills (e.g. reading literacy, grammar, vocabulary, communication).	SC150C02IA01 ○	SC150C02IA02 ○
Before transferring to mainstream classes, these students receive some instruction in school subjects in their heritage language.	SC150C03IA01 ○	SC150C03IA02 ○
These students receive significant amounts of instruction in their heritage language aimed at developing proficiency in both languages.	SC150C04IA01 ○	SC150C04IA02 ○
Class size is reduced to cater to the special needs of these students.	SC150C05IA01 ○	SC150C05IA02 ○
These students are given support by classroom assistants in mainstream classes.	SC150C06HA01 ○	SC150C06HA02 ○

During the last academic year, what proportion of students left your school, after their final year, without qualifications that would allow them to enter post-school destinations, such as university, technical, further or vocational education, apprenticeships or employment?

(Please move the slider to the appropriate percentage. Select "0" (zero) if no students left without such qualifications.)

SC164Q01HA01

0%   100%
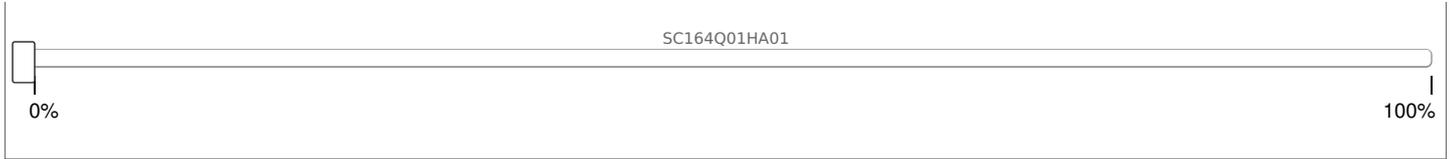
Consistency check rule

Rule: IF ^SC164Q01HA01 > 50

Message: The value is greater than 50%. Please check your response.

During the last academic year, what proportion of students' parents (or guardians) have participated in the following school-related activities?

(Please move the slider to the appropriate position. If no parents participated in the activity, please select "0" (zero). Select "100" (one hundred) if all parents participated in the activity.)

Discussed their child's progress with a teacher on their own initiative	SC064Q01TA01 0% 100%
Discussed their child's progress on the initiative of one of their child's teachers	SC064Q02TA01 0% 100%
Participated in local school governance, e.g. parent council or school management committee	SC064Q03TA01 0% 100%
Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening, school play, sports, field trip)	SC064Q04NA01 0% 100%
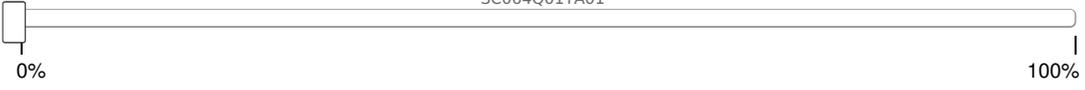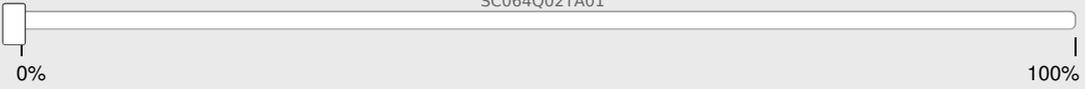
SC152

Does your school offer additional English lessons beyond those that are part of the normal school timetable?

(Please select one response.)

Yes	SC152Q01HA01 ○
No	SC152Q01HA02 ○

SC152R01

Branching rule

Rule: If (^SC152Q01HA02 = 1) then GOTO ^SC052 ELSE GOTO ^SC160

What is the purpose of these additional English lessons?

(Please select one response.)

Solely to stimulate and challenge students of higher ability	SC160Q01WA01 ○
Solely to help students who have fallen behind their peers	SC160Q01WA02 ○
For both purposes (challenging high achievers and helping lower achievers)	SC160Q01WA03 ○
For neither specific purpose (the lessons are not aimed at a particular ability level)	SC160Q01WA04 ○

For 15-year-old students, does your school provide the following study help?

(Please select one response in each row.)

	Yes	No
Room(s) where the students can do their homework	SC052Q01NA01 ○	SC052Q01NA02 ○
Staff help with homework	SC052Q02NA01 ○	SC052Q02NA02 ○
Peer-to-peer tutoring	SC052Q03HA01 ○	SC052Q03HA02 ○

SCEnd01

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