

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/principal or another person appointed by the headteacher/principal. 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)	SC001Q01TA01 <input type="radio"/>
A small town (3 000 to about 15 000 people)	SC001Q01TA02 <input type="radio"/>
A town (15 000 to about 100 000 people)	SC001Q01TA03 <input type="radio"/>
A city (100 000 to about 1 000 000 people)	SC001Q01TA04 <input type="radio"/>
A large city (with over 1 000 000 people)	SC001Q01TA05 <input type="radio"/>

Is your school:*(Please select one response.)*

Maintained via the local authority (in England and Wales) or grant-aided (in Northern Ireland) (for example, community school, controlled school)?	SC013C01TA01 <input type="radio"/>
Maintained by central government (for example, city technology college, academy)?	SC013C01TA02 <input type="radio"/>
An independent school?	SC013C01TA03 <input type="radio"/>

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.)

For most schools that are academies, maintained by the local authority or grant-aided, 100% of funding would come from government. For most independent schools, a high percentage of funding would come from student fees. However, your school may be different.

	%
Government (includes DfE, WG, DENI, EA, LA)	SC016Q01TA01 <input type="text"/>
Student fees or school charges paid by parents	SC016Q02TA01 <input type="text"/>
Benefactors, donations, bequests, sponsorships, parent fundraising	SC016Q03TA01 <input type="text"/>
Other	SC016Q04TA01 <input type="text"/>

SC016E01

Consistency check rule

Rule: If ($\text{^SC016Q01TA01} + \text{^SC016Q02TA01} + \text{^SC016Q03TA01} + \text{^SC016Q04TA01}$) >100 OR
($\text{^SC016Q01TA01} + \text{^SC016Q02TA01} + \text{^SC016Q03TA01} + \text{^SC016Q04TA01}$) < 100

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

Is your school's capacity to provide teaching hindered by any of the following issues?
(Please select one response in each row.)

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

At your school, who has the main responsibility for careers guidance of students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland)?

(Please select all that apply.)

Not applicable, careers guidance is not available in this school	SC161Q01SA01 <input type="checkbox"/>
All teachers share the responsibility for careers guidance	SC161Q02SA01 <input type="checkbox"/>
Specific teachers have the main responsibility for careers guidance	SC161Q03SA01 <input type="checkbox"/>
We have one or more specific careers guidance counsellors employed at school	SC161Q04SA01 <input type="checkbox"/>
We have one or more specific careers guidance counsellors who regularly visit the school	SC161Q05SA01 <input type="checkbox"/>

SC161R01

Branching rule

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

SC162

If careers guidance is available at your school, which of the statements below best describes the situation for students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland)?

(Please select one response.)

Careers guidance is sought voluntarily by students	SC162Q01SA01 <input type="radio"/>
Careers guidance is formally scheduled into students' time at school	SC162Q01SA02 <input type="radio"/>

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.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The number of digital devices connected to the internet is sufficient	SC155Q01HA01 <input type="radio"/>	SC155Q01HA02 <input type="radio"/>	SC155Q01HA03 <input type="radio"/>	SC155Q01HA04 <input type="radio"/>
The school's internet bandwidth or speed is sufficient	SC155Q02HA01 <input type="radio"/>	SC155Q02HA02 <input type="radio"/>	SC155Q02HA03 <input type="radio"/>	SC155Q02HA04 <input type="radio"/>
The number of digital devices for teaching is sufficient	SC155Q03HA01 <input type="radio"/>	SC155Q03HA02 <input type="radio"/>	SC155Q03HA03 <input type="radio"/>	SC155Q03HA04 <input type="radio"/>
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 <input type="radio"/>	SC155Q04HA02 <input type="radio"/>	SC155Q04HA03 <input type="radio"/>	SC155Q04HA04 <input type="radio"/>
The availability of adequate software is sufficient	SC155Q05HA01 <input type="radio"/>	SC155Q05HA02 <input type="radio"/>	SC155Q05HA03 <input type="radio"/>	SC155Q05HA04 <input type="radio"/>
Teachers have the necessary technical and pedagogical skills to integrate digital devices in teaching	SC155Q06HA01 <input type="radio"/>	SC155Q06HA02 <input type="radio"/>	SC155Q06HA03 <input type="radio"/>	SC155Q06HA04 <input type="radio"/>
Teachers have sufficient time to prepare lessons that integrate digital devices	SC155Q07HA01 <input type="radio"/>	SC155Q07HA02 <input type="radio"/>	SC155Q07HA03 <input type="radio"/>	SC155Q07HA04 <input type="radio"/>
Effective professional resources for teachers to learn how to use digital devices are available	SC155Q08HA01 <input type="radio"/>	SC155Q08HA02 <input type="radio"/>	SC155Q08HA03 <input type="radio"/>	SC155Q08HA04 <input type="radio"/>
An effective online learning support platform is available	SC155Q09HA01 <input type="radio"/>	SC155Q09HA02 <input type="radio"/>	SC155Q09HA03 <input type="radio"/>	SC155Q09HA04 <input type="radio"/>
Teachers are provided with incentives to integrate digital devices in their teaching	SC155Q10HA01 <input type="radio"/>	SC155Q10HA02 <input type="radio"/>	SC155Q10HA03 <input type="radio"/>	SC155Q10HA04 <input type="radio"/>
The school has sufficient qualified technical assistant staff	SC155Q11HA01 <input type="radio"/>	SC155Q11HA02 <input type="radio"/>	SC155Q11HA03 <input type="radio"/>	SC155Q11HA04 <input type="radio"/>

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 <input type="radio"/>	SC156Q01HA02 <input type="radio"/>
Its own written statement specifically about the use of digital devices for pedagogical purposes	SC156Q02HA01 <input type="radio"/>	SC156Q02HA02 <input type="radio"/>
A scheme to use digital devices for teaching and learning in specific subjects	SC156Q03HA01 <input type="radio"/>	SC156Q03HA02 <input type="radio"/>
Regular discussions with teaching staff about the use of digital devices for pedagogical purposes	SC156Q04HA01 <input type="radio"/>	SC156Q04HA02 <input type="radio"/>
A specific scheme to prepare students for responsible internet behaviour	SC156Q05HA01 <input type="radio"/>	SC156Q05HA02 <input type="radio"/>
A specific policy about using social networks (e.g. Facebook) in teaching and learning	SC156Q06HA01 <input type="radio"/>	SC156Q06HA02 <input type="radio"/>
A specific scheme to promote collaboration on the use of digital devices among teachers	SC156Q07HA01 <input type="radio"/>	SC156Q07HA02 <input type="radio"/>
Scheduled time for teachers to meet to share, evaluate or develop teaching materials and approaches that employ digital devices	SC156Q08HA01 <input type="radio"/>	SC156Q08HA02 <input type="radio"/>

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 <input type="radio"/>
There is one other school in this area that competes for our students.	SC011Q01TA02 <input type="radio"/>
There are no other schools in this area that compete for our students.	SC011Q01TA03 <input type="radio"/>

How often are the following factors considered when students are admitted to your school?

(Please select one response in each row.)

	Never	Sometimes	Always
Student's record of academic performance (including 11-plus and entrance exams)	SC012Q01TA01 <input type="radio"/>	SC012Q01TA02 <input type="radio"/>	SC012Q01TA03 <input type="radio"/>
Recommendation of feeder schools	SC012Q02TA01 <input type="radio"/>	SC012Q02TA02 <input type="radio"/>	SC012Q02TA03 <input type="radio"/>
Parents' endorsement of the instructional or religious philosophy of the school	SC012Q03TA01 <input type="radio"/>	SC012Q03TA02 <input type="radio"/>	SC012Q03TA03 <input type="radio"/>
Whether the student requires or is interested in a special programme	SC012Q04TA01 <input type="radio"/>	SC012Q04TA02 <input type="radio"/>	SC012Q04TA03 <input type="radio"/>
Preference given to family members of current or former students	SC012Q05TA01 <input type="radio"/>	SC012Q05TA02 <input type="radio"/>	SC012Q05TA03 <input type="radio"/>
Residence in a particular area	SC012Q06TA01 <input type="radio"/>	SC012Q06TA02 <input type="radio"/>	SC012Q06TA03 <input type="radio"/>
Other	SC012Q07TA01 <input type="radio"/>	SC012Q07TA02 <input type="radio"/>	SC012Q07TA03 <input type="radio"/>

SC042

Some schools organise instruction differently for students with different abilities.

What is your school's policy about this for students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland)?

(Please select one response in each row.)

	<i>For all subjects</i>	<i>For some subjects</i>	<i>Not for any subjects</i>
Students are grouped by ability into different classes.	SC042Q01TA01 <input type="radio"/>	SC042Q01TA02 <input type="radio"/>	SC042Q01TA03 <input type="radio"/>
Students are grouped by ability within their classes.	SC042Q02TA01 <input type="radio"/>	SC042Q02TA02 <input type="radio"/>	SC042Q02TA03 <input type="radio"/>

In your school, are assessments of students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland) used for any of the following purposes?

(Please select one response in each row.)

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

In your school, is achievement data used in any of the following accountability 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 <input type="radio"/>	SC036Q01TA02 <input type="radio"/>
Achievement data is tracked over time by an administrative authority	SC036Q02TA01 <input type="radio"/>	SC036Q02TA02 <input type="radio"/>
Achievement data is provided directly to parents	SC036Q03NA01 <input type="radio"/>	SC036Q03NA02 <input type="radio"/>

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

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 <input type="radio"/>	SC061Q01TA02 <input type="radio"/>	SC061Q01TA03 <input type="radio"/>	SC061Q01TA04 <input type="radio"/>
Students skipping classes	SC061Q02TA01 <input type="radio"/>	SC061Q02TA02 <input type="radio"/>	SC061Q02TA03 <input type="radio"/>	SC061Q02TA04 <input type="radio"/>
Students lacking respect for teachers	SC061Q03TA01 <input type="radio"/>	SC061Q03TA02 <input type="radio"/>	SC061Q03TA03 <input type="radio"/>	SC061Q03TA04 <input type="radio"/>
Student use of alcohol or illegal drugs	SC061Q04TA01 <input type="radio"/>	SC061Q04TA02 <input type="radio"/>	SC061Q04TA03 <input type="radio"/>	SC061Q04TA04 <input type="radio"/>
Students intimidating or bullying other students	SC061Q05TA01 <input type="radio"/>	SC061Q05TA02 <input type="radio"/>	SC061Q05TA03 <input type="radio"/>	SC061Q05TA04 <input type="radio"/>
Students not paying attention	SC061Q11HA01 <input type="radio"/>	SC061Q11HA02 <input type="radio"/>	SC061Q11HA03 <input type="radio"/>	SC061Q11HA04 <input type="radio"/>
Teachers not meeting individual students' needs	SC061Q06TA01 <input type="radio"/>	SC061Q06TA02 <input type="radio"/>	SC061Q06TA03 <input type="radio"/>	SC061Q06TA04 <input type="radio"/>
Teacher absenteeism	SC061Q07TA01 <input type="radio"/>	SC061Q07TA02 <input type="radio"/>	SC061Q07TA03 <input type="radio"/>	SC061Q07TA04 <input type="radio"/>
Staff resisting change	SC061Q08TA01 <input type="radio"/>	SC061Q08TA02 <input type="radio"/>	SC061Q08TA03 <input type="radio"/>	SC061Q08TA04 <input type="radio"/>
Teachers being too strict with students	SC061Q09TA01 <input type="radio"/>	SC061Q09TA02 <input type="radio"/>	SC061Q09TA03 <input type="radio"/>	SC061Q09TA04 <input type="radio"/>
Teachers not being well prepared for classes	SC061Q10TA01 <input type="radio"/>	SC061Q10TA02 <input type="radio"/>	SC061Q10TA03 <input type="radio"/>	SC061Q10TA04 <input type="radio"/>

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:	<div>SC002Q01TA01</div> <input type="text"/>
Number of girls:	<div>SC002Q02TA01</div> <input type="text"/>

Please estimate the percentage of students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland) at your school who have the following characteristics.

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

(Please move the slider to the appropriate percentage.)

<p>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.)</p> <p>In Welsh-medium schools, please answer for students whose heritage language is not Welsh.</p>	<div>SC048Q01NA01</div> <div><div></div></div> <div>0%100%</div>
<p>Students with special educational needs</p>	<div>SC048Q02NA01</div> <div><div></div></div> <div>0%100%</div>
<p>Students from socioeconomically disadvantaged homes</p>	<div>SC048Q03NA01</div> <div><div></div></div> <div>0%100%</div>

The goal of the following set of questions is to gather information about the student-computer ratio for students in Year 11 (England and Wales) or Year 12 (Northern Ireland) 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 Year 11 (England and Wales) or Year 12 (Northern Ireland)?	SC004Q01TA01 <input type="text"/>
Approximately how many computers are available for these students for educational purposes?	SC004Q02TA01 <input type="text"/>
Approximately how many of these computers are connected to the internet?	SC004Q03TA01 <input type="text"/>
Approximately how many of these computers are portable (e.g. laptop, tablet)?	SC004Q04NA01 <input type="text"/>
Approximately how many interactive whiteboards are available in the school altogether?	SC004Q05NA01 <input type="text"/>
Approximately how many data projectors are available in the school altogether?	SC004Q06NA01 <input type="text"/>
Approximately how many computers with internet connection are available for teachers in your school?	SC004Q07NA01 <input type="text"/>

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.

Regarding the qualification level, please refer only to the teacher's **highest qualification level**.

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

	Full-time	Part-time
Teachers in TOTAL	SC018Q01TA01 <input type="text"/>	SC018Q01TA02 <input type="text"/>
Teachers with Qualified Teacher Status (England and Wales) or deemed eligible to teach by the Department of Education (Northern Ireland)	SC018Q02TA01 <input type="text"/>	SC018Q02TA02 <input type="text"/>
Teachers with a university Bachelor's degree (e.g. BA, BSc, BEd) qualification	SC018Q05NA01 <input type="text"/>	SC018Q05NA02 <input type="text"/>
Teachers with a university Master's degree (e.g. MA, MSc, MBA) qualification	SC018Q06NA01 <input type="text"/>	SC018Q06NA02 <input type="text"/>
Teachers with a doctorate or higher degree (e.g. MPhil, PhD) qualification	SC018Q07NA01 <input type="text"/>	SC018Q07NA02 <input type="text"/>

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).)



Does your school host teachers visiting from other countries?*(Please select only one response.)*

Yes	SC159Q01HA01 <input type="radio"/>
No	SC159Q01HA02 <input type="radio"/>

What is the average size of English classes in your school for Years 10 and 11 (England and Wales) or for Years 11 and 12 (Northern Ireland)?

If yours is a Welsh-medium school, please answer for Welsh classes.

(Please select one response.)

15 students or fewer	SC003Q01TA01 <input type="radio"/>
16-20 students	SC003Q01TA02 <input type="radio"/>
21-25 students	SC003Q01TA03 <input type="radio"/>
26-30 students	SC003Q01TA04 <input type="radio"/>
31-35 students	SC003Q01TA05 <input type="radio"/>
36-40 students	SC003Q01TA06 <input type="radio"/>
41-45 students	SC003Q01TA07 <input type="radio"/>
46-50 students	SC003Q01TA08 <input type="radio"/>
More than 50 students	SC003Q01TA09 <input type="radio"/>

This academic year, which of the following activities does your school offer to students in Years 10 and 11 (England and Wales) or in Years 11 and 12 (Northern Ireland)?

(Please select one response in each row.)

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

Does your school offer any of the following options to students whose heritage language is not English (or Welsh in Welsh-medium schools)? Please answer for students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland).

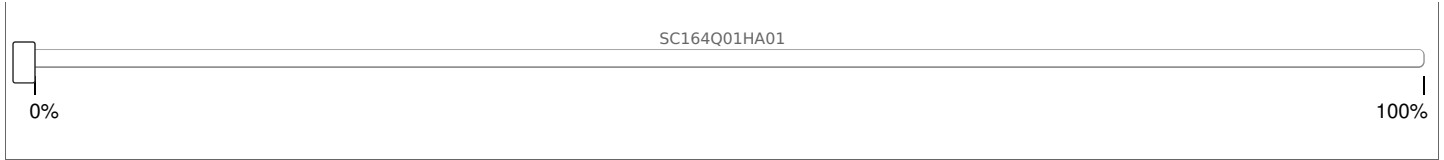
('heritage language' is a language learnt at home that a student acquired as a mother tongue before learning English, or alongside English.)

(Please select one response in each row.)

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

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.)



SC164E01

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.	<div>SC064Q01TA01 %</div> <div><div></div><div>0%</div><div>100%</div></div>
Discussed their child's progress on the initiative of one of their child's teachers.	<div>SC064Q02TA01 %</div> <div><div></div><div>0%</div><div>100%</div></div>
Participated in local school governance, e.g. as a parent governor.	<div>SC064Q03TA01 %</div> <div><div></div><div>0%</div><div>100%</div></div>
Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening, school play, sports, field trip)	<div>SC064Q04NA01 %</div> <div><div></div><div>0%</div><div>100%</div></div>

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

If yours is a Welsh-medium school, please answer about Welsh lessons.

(Please select one response.)

Yes	SC152Q01HA01 <input type="radio"/>
No	SC152Q01HA02 <input type="radio"/>

Branching rule

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

What is the purpose of these additional English lessons?

(Or additional Welsh lessons in Welsh-medium schools.)

(Please select one response.)

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

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 <input type="radio"/>	SC052Q01NA02 <input type="radio"/>
Staff help with homework	SC052Q02NA01 <input type="radio"/>	SC052Q02NA02 <input type="radio"/>
Peer-to-peer tutoring	SC052Q03HA01 <input type="radio"/>	SC052Q03HA02 <input type="radio"/>

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