

Sample Questionnaires

This section provides a series of sample questionnaires for pupils, staff, parents, governors and church representatives. The aim of the questions is to provide evidence for the eleven areas of Church school ethos.

Schools need to adapt the questionnaires to their particular focus and circumstances, adding or deleting questions as appropriate. There is no intention that groups will work through all the questions at any one time. In many cases it will be better to discuss the questions in an appropriate lesson or at a meeting rather than set them as a written exercise. The group involved also needs to be aware of the purpose for which the questions are being discussed.

Sample Questions for Primary School Pupils

Pupils (p 4)

Do you enjoy coming to school? Why or why not?

What happens if someone is unkind / hurtful / nasty to you in school? What do teachers do? What do the other children do?

What's special about you?

What's special about our school?

What makes our school the best?

Why do you come to school?

What lessons do you like best when you are in school?

What do you enjoy most about school?

Who do you talk to in school about important things? When?

Does your headteacher know you?

Relationships (p 10)

Tell me about your friends

Is there a time or place in school where you don't feel safe?

What would you do if you or your friends were being bullied / treated unfairly? Who would help?

Could you ask an older child for help in school?

Do older children help you in the playground / at lunchtime at other times?

Do all the adults you know in school listen to you?

Worship (p 16. See also the Diocesan booklet School self-evaluation of worship)

What is your favourite worship song and why?

What is special about worship time?

What do you like most about worship?

Is there anything you don't like about worship time?

Does worship time make you feel special?

Tell us what happens in your assemblies.

Why do we have worship?

Do you think worship is important in your school?

What is your favourite type of worship e.g. *whole school; smaller groupings; class worship; in church; children taking part in worship; the vicar leading worship; visiting speakers; visiting groups; Communion or Eucharist?*

What do you like about it / them?

Teaching and learning (p 18)

What is your favourite subject and why?

Can you work quietly in your classroom without being disturbed by other pupils?

What happens when you do really good work?

What happens when you find work difficult?

Do you know where to find things that will help you do your work?

Is there ever too much to do in school?

What can be done to make school more enjoyable and manageable when there is a lot to do?

How is homework important?

What do you like best about homework? What sorts of homework do you like best?

Extra-curricular activities (p 20)

Have you been on a school trip? Where did you go / Why did you go?

Have you done anything in school that would help other people?

Apart from lessons, what is the best bit of the school day for you?

Are there any clubs that you would like to have at lunchtime or after school?

Which visitors in school have you enjoyed the most?

The physical environment (p22)

Have you seen anything in school that would tell visitors that we are a church school? What / Where?

Do you know what our school badge shows?

Do you know why it shows?

Do you have anything special to look at during worship? Why do we?

How do we care for our school?

Are there times and places where you sit quietly during the school day?

Where is your favourite place in school?

What do you like about the displays in school?

Equality and justice (p24)

Do you know what the class / school rules are?

Why do we have class / school rules?

Do you feel you are ever treated unfairly?

What do you do if you have been treated unfairly? What do you do if your friend has been treated unfairly?

Do you think a school council is a good thing?

Does your teacher listen to you?

Do you know anyone in school who is different from you?

How do you treat children who are different from you?

Sample Questions for Secondary School Students

Pupils (p 4)

Which adults in school know your name?

Which older groups of pupils know your name?

Do you think it is important that they do? Why or why not?

Are there things you are good at which the teachers do not know about?

Would you like them to know? Why or why not?

If you have been off ill would most teachers welcome you back?

What are the top 5 things you like about the school?

Do you feel that school allows you to be yourself?

If you have a problem is there anyone you can turn to? e.g. teacher, head of year / house, peer mentor, learning mentor

Do you feel you have any opportunity to influence what happens in school? e.g. through a school council

Do you feel aware that you are part of a church school? In what ways?

Would you recommend the school to a friend? Why?

Relationships (p 10)

How many staff know you well?

Do you feel comfortable going to a member of staff if you have a problem?

In lessons do you generally feel comfortable with your teachers?

In lessons do you generally feel comfortable with your fellow pupils?

In lessons do you generally feel comfortable participating in the lesson?

In lessons do you generally feel comfortable with expressing your views?

Do you feel that in general pupils treat each other with kindness and respect?

If not, do you think that the school deals with it well?

If a pupil is being bullied would you expect other pupils to support the victim?

If someone is upset will they be helped?

Community and Church (p 14)

What are the school links with the church?

Worship p (16 See also the Diocesan booklet School self-evaluation of worship)

By worship we mean the time during assembly when there is religious content or when you have quiet and reflective times. It may be the whole or part of assembly.

Do you enjoy worship? Why or why not?

Do you enjoy other school religious services? e.g. voluntary services, services in church

Does worship make you feel better or happier?

What do you learn in worship?

What do you feel is the benefit of worship to you?

Do you like to be involved in leading worship?

Do you like to see other pupils / students leading worship?

Are pupils involved enough in worship?

How does worship bring the school together?

Teaching and learning (p 18)

When do you feel involved in / stimulated by your lessons?

Do you have opportunities to take the initiative in lessons?

Do you experience a variety of activities in your lessons? List some of your favourites.

Do you feel listened to?

Are you aware of how you are expected to behave in lessons?

How far do you meet these expectations?

In your lessons do pupils help one another to learn by their behaviour and or even by actively giving advice to others?

Do you feel able to make mistakes in your lessons?

Are you able to get good access to resources when you need them? e.g. *library, computers,*

Do you have a say in setting your targets?

Do you feel that teachers learn from the pupils?

Extra-curricular activities (p 20)

What have you enjoyed on school visits? What have you learnt?

Have you done anything in school that would help other people? e.g. *the local community or through charity events*

Apart from lessons, what is the best bit of the school day for you?

What other activities could the school offer at lunchtime or after school?

Which speakers or groups in school have you enjoyed the most? Why? What have you learnt from them?

Why do you think it is important that school organises visits or visitors?

How have extra-curricular activities broadened your experience?

The physical environment (p 22)

If you were a new student or visitor, how would you know this is a church school?

Do you know what our school badge represents?

What religious symbols are displayed during worship? Why do we have these?

How do you help to care for our school environment?

Are there times and places in school where you are able to sit quietly to reflect?

Do you think it is important to have such times and places? Why?

Where is your favourite place in school? Why?

What do you like about the displays in school?

What improvements would you like to see to the school environment?

Does the school feel welcoming? Why (not)?

Do you feel safe in school? Why (not)?

Equality and justice (p24)

Do you know where to find the school rules?

Which do you think are the most important?

Why are school rules important?

Do you play a part in devising rules for your class or for the school?

Do you feel that school generally treats students fairly?

Do you think rules are applied consistently?

What procedures are there if you feel you have been treated unfairly?

What are the benefits of a school council?

Do you feel that the teachers generally respect your views?

How do you treat children who are from different backgrounds to you?

Are there equal opportunities for boys and girls in school? Can you give examples?

If you have done something wrong do you feel that you are given a chance to make amends?

If someone has problems do you think they are dealt with sympathetically?

How does the school encourage understanding of different cultures?

Sample Questionnaire for Parents

Pupils (p 4)

Is your child happy at school?

What does your child tell you about school?

How is your child rewarded at school?

Does your child feel special at school? In what ways?

Does the school offer good support for spiritual, moral, social and cultural development of pupils?

School leadership (p 8)

Do you feel that the school is well managed?

Do you think that the school leadership promotes the school as a church school?

Relationships (p 10)

Which members of staff know your child?

Does your child know who to go to if problems arise in school?

Does your child feel safe at school?

Do you believe that the school cares for people?

Parent – school relationships (p 12)

Are you aware of the Christian / Church of England Foundation of the school?

In which ways are you encouraged to get involved at school?

Are you informed of good work and behaviour of your child?

Are you consulted on policies?

Are you informed of school news?

Do you feel welcome to come into school with any concerns / worries?

Are school events held at a good time for you?

Do you attend school events? Why (not)?

What else would you like school to provide for parents?

How might more parents become involved?

Community and church (p 14)

Do you feel welcome at school assemblies and school services in church?

Are you content that the school has sufficient links with the local church(es)?

Do you feel that the school makes links with the wider community?

Does the local community support the school?

Does the school support the local community?

Worship (p 16)

Are you happy that the school offers good opportunities for collective worship?

Do you think collective worship has the right amount of Christian content? Why (not)?

Does your child enjoy collective worship?

Teaching and Learning (p 18)

Do you feel that the work provided for your child matches their needs?

Does your child receive the right amount of support in school work?

Are you happy with the amount of homework your child receives?

Does your child, in general, feel secure at school and enjoy their learning?

Are you aware of your child's targets?

Does your child feel valued for their contribution in class?

Do you feel that you are involved in, and make a valued contribution to, the education of your child?

e.g. comments on reports; teacher consultation; home / school agreements.

Do you think the school expects and receives good behaviour from pupils?

Do you think pupils make good progress in religious education?

Are you kept well informed of the work your child does in religious education?

Extra curricular (p 20)

Are you aware of the range of extra-curricular provision?

Is the balance of provision and opportunities for activities suitable?

Does your child take part in extra-curricular activities?

What do they gain from doing so?

Is there open and equal access to activities?

Does the school foster positive relationships ~ within school and beyond?

Would you be willing to contribute to the school's extra-curricular activities? How?

Is the school generous in supporting charities?

Are pupils well supported at lunchtime?

The physical environment (p 22)

Is the school well maintained?

Do pupils look after the school well?

Do all the staff look after the school well?

What features do you think the school lacks?

What features or parts of the school could be improved?

Can you tell from its appearance that the school is a church school? How?

Is your child's work usually on display?

Equality and justice (p 24)

Does the school deal quickly and effectively with poor behaviour?

Does the school deal quickly and effectively with your enquiries?

Do you know what the school expects of your child?

Do you know what the school expects of you?

Does the school know of your expectations?

Do you feel that the school treats all its pupils equally? Why (not)?

Do you think that the school can treat all its pupils exactly alike? Why (not)?

Do you feel that the school deals fairly with its pupils? Why (not)?

Do you feel that respect is shown to all pupils?

Sample Questions for Clergy and Church Members

School leadership (p 8)

Do you think the headteacher and foundation governors effectively promote the school as a church school?

What examples can you give to support your judgement?

Relationships (p 10)

How do you feel the Christian “ethos” is displayed? Can you provide examples?

Do you think the relationships in school reflect Christian love?

Community and Church (p 14)

What links do you have with the school?

Would you like to have more links with the school? In what ways?

How often and in what context do you visit the school?

What does the school and church do together?

Do you feel these joint activities are valuable?

How are you informed of what is going on in school?

Does the church appreciate and support the school?

Does the school appreciate and support the church?

Does the local community appreciate and support the school?

Does the school appreciate and support the local community?

Worship (p 16)

Have you attended an act of collective worship in school? Why (not)?

Have you led an act of collective worship in school? Would you like to?

Do you feel that school worship reflects its church foundation?

The physical environment (p 22)

Does the appearance of the school show that it is a church school?

Is the school a welcoming place? What shows this?

Is the school cared for?

Equality and Justice (p 24)

Do you feel the school cares for its pupils and staff? Why (not)?

Do you think the school deals fairly with pupils and staff?

Do you think the school is an orderly place?

Sample Questions for Teaching Staff

Pupils (p 4)

In what ways does the school show that it values pupils?
Does the school value their academic achievements?
Does school value their wider development?
How can you tell when pupils enjoy school and find it worthwhile?
How do pupils show a sense of pride in the school?

Staff (p 6)

How does school make you feel valued?
What opportunities are there for you to contribute in the decision making process?
What opportunities are there for you to meet, interact / talk with other staff members on an informal and formal level.
Do you feel that your opinions are listened to?
If you have a concern, do you know who to go to in order to voice it?
Do you feel that new members of staff are welcomed and supported?

Relationships (p 10)

Is the school's Mission Statement known to everyone?
Is it true to everyday life in school?
How far are parents involved in the life of the school? Are they made welcome?
What do you think the role of the PTA / Friends is? Do they fulfil this role?
Are you aware of the school's Behaviour policy? Do you feel that it supports both pupils and staff?
Do you feel it is used consistently across the school?
Do you feel supported and comfortable in school?
What do you gain from daily contact with pupils?

Parent – school relationships (p 12)

Do you feel that parents are partners in their children's education?
What information do you give parents?
Do you feel that you are kept up to date with school issues?
Do you feel that parents' contributions are valued?
How do you show that parents' contributions are valued?

Community and Church (p 14)

Do you feel supported by the local community? In what ways?
What do you do to support the local community?
Do you feel supported by the church? In what ways?
What do you do to support the church?
Do you think the school is understood by the local community and church?

Worship (p 16 See also the Manchester Diocesan Guidelines for School Self-evaluation of Collective Worship)

How does the school show that collective worship is important?
Does the worship co-ordinator help staff with resources and ideas if called upon?
Does the collective worship reflect the school's Christian foundation?
What do you gain from collective worship?
Do you value the worship? Why or why not?

Teaching and Learning (p 18)

Do you enjoy teaching?
What is exciting about teaching?
What is dull about teaching?
How do you encourage pupils to develop independence and inter-dependence?
How do the majority of pupils behave?
What do you do to develop pupils' talents?

Extra-curricular activities (p 20)

What do you gain from extra-curricular activities?
How do you broaden children's experiences?
What do children gain from extra-curricular activities?

The physical environment (p 22)

How does the school show that it is a church school?
Would a visitor to your classroom know that they were in a church school?
How does the school welcome visitors?
Do displays excite the children and others?
Is school a safe environment for everyone?
How do pupils care for their school?
How do staff show that they care for the school?

Equality and justice (p 24)

How do you try to treat pupils fairly?
Does the school tell children about issues of equality and justice?
Are all pupils recognised for their good achievements in some way?
Are pupils supported in improving their behaviour?
Are your views listened to?
Are there structures for consultation?
Are there structures for listening to staff problems or grievances?

Sample Questions for Governors

Pupils (p 4)

What evidence do you have that the school values all pupils?
Do you have a link with a particular class or group of pupils?
Do you see a difference between pupils' personal development and their academic development?
Do you see one as more important than the other? Which and why?
How can you tell that pupils have a sense of pride in themselves and the school?
What does the governing body do to make pupils feel valued?
Is the governing body involved with pastoral support for children?

Staff (p 6)

Do you show staff that they are valued? How?
Do you provide professional support for staff? How?
Do you provide pastoral support for staff? How?
Do you meet with staff on a regular basis?
Do you know how staff feel and think on important school issues? How?

School leadership (p 8)

Where is the school Mission Statement? What aspects of this specifically show the Christian ethos?
Does the school use the National Society contracts?
How are church members involved in school?
Do you ask advice from the Diocese?
Which diocesan training have you attended or do you know of?
Do you observe Education Sunday?
How does the church support the school?
How does the school support the church?
How do governors support the curriculum and worship?
How are governors involved in the life of the school?
How do governors gain the evidence they need to provide leadership?
How do governors support the headteacher?
How do governors challenge the headteacher?

Relationships (p10)

What evidence do you have that relationships exhibit the Christian qualities expected?
How do you promote relationships characterised by Christian values?

Parent – school relationship (p12)

How do you encourage parental partnership with the school and their child's education?
What arrangements do you make to encourage parental involvement?
How can you further improve parental involvement?
How aware are you of parental feeling and thinking on school issues?
How do you obtain parental views?
How are parents kept informed and up-to-date with school events and plans?
How do you encourage parents to be aware of and support the school's Christian ethos?
How do you take parental views into account when making policy or decisions?
How do you recognise parental contributions to school life?

Community and Church (p 14)

- Does the governing body feel supported by the local church?
- What is the main way of showing this?
- Does the governing body feel supported by the local community?
- What is the main way of showing this?
- Does the church understand the school?
- Are foundation governors aware of their specific role?
- What are the main points of agreement and / or disagreement?
- Does the local community understand the school?
- What are the main points of agreement and / or disagreement?
- How does the school support the local church(es)?
- How does the school support the local community?

Worship (p 16 See also the Manchester Diocesan Guidelines for School Self-evaluation of Collective Worship)

- What responsibility do you consider the governing body has to school worship?
- How important is school worship?
- What would the school lose if it there were no collective worship?
- Does the worship reflect the school's Christian foundation?
- What do you think the core elements of worship to be?
- How do you know what happens in school worship?
- Do you take part in school worship?
- How do governors support collective worship?
- Do you find it to be inspiring and spiritually uplifting?

Teaching and Learning (p 18)

- Do members of the governing body have link subjects?
- Are these fairly distributed?
- How do you carry out your work as a link governor?
- Do you find that teaching is stimulating?
- Do you find that teaching and support staff care for the pupils?
- Do pupils interact well with each other and the teacher and support staff?
- Do children respond well to the teaching and content?
- Are classrooms stimulating environments in which to teach and learn?
- Is the school well resourced? e.g. *books, ICT, adult – pupil ratio*
- What responsibilities do the pupils take for the resources?
- How do the governors reward pupils who achieve high standards?
- In what areas are the high standards expected?

Extra-curricular activities (p 20)

- What guidance does the governing body give on extra-curricular activities?
- What support do you give to extra-curricular activities?
- How important do you consider extra-curricular activities to be to the life of the school?

The physical environment (p 22)

How obvious is the Church foundation to a person visiting school?

How does the school convey a welcoming atmosphere?

How does the school provide for the security of pupils and staff?

By what means do the governors care for the school?

Do the governors encourage the school to provide places for reflection and silence?

Equality and justice (p 24)

Does the governing body have a policy of inclusion?

How does the governing body monitor an inclusion policy?

How do the governors ensure equal opportunities in employment of staff?

Do the admissions criteria embody the principles of equality and justice?

Do the school policies embody the principles of justice and equality?

How do the governors ensure justice in matters of pupils' discipline?

How does the school weigh the needs of all against the needs of an individual?

Sample Questions for Support Staff

Pupils (p 4)

In what ways does the school show that it values pupils?
How well are pupils known?
Does the school value their academic achievements?
Does school value their wider development?
How can you tell when pupils enjoy school and find it worthwhile?
How do pupils show a sense of pride in the school?

Staff (p 6)

How does school make you feel valued?
Are staff involved in the life of the school? If so, how?
What opportunities are there for you to contribute in the decision making process?
What opportunities are there for you to meet, interact / talk with other staff members on an informal and formal level.
Do you feel that your opinions are listened to?
If you have a concern, do you know who to go to in order to voice it?
Do you feel that new members of staff are welcomed and supported?

Relationships (p 10)

Is the school's Mission Statement known to everyone?
Is it true to everyday life in school?
How far are parents involved in the life of the school? Are they made welcome?
What do you think the role of the PTA / Friends is? Do they fulfil this role?
Are you aware of the school's Behaviour policy? Do you feel that it supports both pupils and staff?
Do you feel it is used consistently across the school?
Do you feel supported and comfortable in school?
What do you gain from daily contact with pupils?
What does the school do to improve and maintain good relationships between children and adults?
How does the school show appreciation of your work?

Parent – school relationships (p 12)

Do you feel that parents are partners in their children's education?
What information do you give parents?
Do you feel that you are kept up to date with school issues?
Do you feel that parents' contributions are valued?
How do you show that parents' contributions are valued?

Community and Church (p 14)

Do you feel supported by the local community? In what ways?
What do you do in school to support the local community?
Do you feel supported by the church? In what ways?
What do you do in school to support the church?
Do you think the school is understood by the local community and church?
Are the staff committed to Christian values?

Worship (p 16 See also the Manchester Diocesan Guidelines for School Self-evaluation of Collective Worship)

How does the school show that collective worship is important?
How often do you have an opportunity to attend collective worship?
How often do you have an opportunity to contribute to collective worship?
Does the collective worship reflect the school's Christian foundation?
What do you gain from collective worship?
Do you value the worship? Why or why not?

Teaching and Learning (p 18 – mainly aimed at classroom assistants)

Do you enjoy being in the classroom?
Are you as involved as you would wish to be?
What is exciting about being involved in the teaching?
What is dull about being involved with the teaching?
How do you encourage pupils to develop independence and inter-dependence?
How do the majority of pupils behave?
What do you do to develop pupils' talents?

Extra-curricular activities (p 20)

Are you as involved as you would want to be in extra-curricular activities?
How do you help to broaden children's experiences?
What do children gain from extra-curricular activities?

The physical environment (p 22)

How does the school show that it is a church school?
Would a visitor to your classroom know that they were in a church school?
How does the school welcome visitors?
Do displays excite the children and others?
Is school a safe environment for everyone?
How do pupils care for their school?
How do the staff show that they care for the school?

Equality and justice (p 24)

How do you try to treat pupils fairly?
Are pupils treated equally?
Do children show that they understand about issues of equality and justice?
Are pupils expected to behave the same for everyone?
How are you supported in your treatment of pupils?
Are all pupils recognised for their good achievements in some way?
Are pupils supported in improving their behaviour?
Are your views listened to?
Are there structures for consultation?
Are there structures for listening to staff problems or grievances?