



Ethos self-evaluation toolkit



Vision

'The Controlled Schools' Support Council supports controlled schools, which are open to all faiths and none, in providing high quality education for children and young people to enable them to learn, develop and grow together, within the ethos of non-denominational Christian values and principles.'

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Foreword

The Controlled Schools' Support Council (CSSC) was established in September 2016. One of the key functions of the organisation, agreed by the Executive, was to work with schools within the sector to develop and maintain its collective ethos. Ethos is critical to all aspects of school life, it is the cornerstone on which a school operates and should permeate everything that happens within a school.



The controlled sector as we know it today originated in the early 20th century, when schools managed mainly by the Protestant churches were transferred to the state. Together with schools provided directly by the state, they formed a non-denominational church-related sector delivering free education for all children irrespective of background and inclusive of children of all faiths and none.

From these beginnings of a historic faith context and a commitment to free public education, today's controlled schools provide for a more pluralist society through a diversity of schools with individual characteristics, but with core values and principles which underpin a belief in high quality education for all, regardless of faith, race, class or philosophical conviction.

The diversity of the sector is evident in the age range of pupils it serves, three to 19, as well as in the types and locations of the schools which it represents. It celebrates the inclusion of nursery, primary, special, and post-primary schools within its wide reaching community, which stretches from the remotest rural locations to the heart of the inner cities. Controlled schools welcome all young people, whoever they are and from wherever they come.

In response to CSSC's listening events held with Principals and governors during March 2017, CSSC established a working group with representatives from the Transferors' Representative Council and Stranmillis University College. The working group recommended that further consultation regarding current practice in respect of ethos, values and collective worship should take place with schools.

Extensive consultation was carried out during the 2017/18 academic year across Northern Ireland and with all types of schools within the controlled sector. Analysis of the consultations has led to the development of the CSSC ethos toolkit, which aims to assist schools to develop a statement of ethos. It provides evaluation materials that will assist schools seeking to strengthen their ethos and critically evaluate how it contributes to pupil achievement and well-being.

CSSC has been inspired by the value and importance placed on ethos and is extremely grateful for the contribution from our associate and to the schools who have assisted in the development of this toolkit.

We trust that the CSSC self-evaluation toolkit will be useful to controlled schools and will assist in exploring ethos within individual school settings.

Barry Mulholland
Chief Executive



The impact of ethos in a school

During the development of the CSSC ethos toolkit, the importance of a clear ethos to enable a school to thrive and for pupils to aspire to reach their potential became apparent.

Of course there are many controlled schools across all phases of education living the school ethos on a daily basis, and we hope you enjoy the following case studies that highlight how a number of schools embed ethos in what they do.

CASE STUDY 1

Ballymena's three bears



Ballymena Nursery School, 1st Steps Play Group and Castle Tower Nursery Unit have come together with some new friends – the three bears – to celebrate diversity and inclusion, writes Jacqueline Coulter, Principal, Ballymena Nursery School.

Celebrating diversity and inclusion in Ballymena Nursery School has been firmly embedded over the years through initiatives such as CRED (Community Relations, Equality and Diversity), Special Educational Need Inclusion Services (capacity training) and the early years media initiative.

More recently, we entered into a new phase of developing our diversity and inclusion further by joining the staff and children of 1st Steps Playgroup and Castle Tower Nursery Unit in the Sharing from the Start peace initiative from September 2018.

We have enjoyed joint stay and play dates, celebrated Christmas together by having Christmas jumper day and a visit from Santa, and music and movement sessions are planned with 'Jo-Jingles', 'Fun with Drums' and 'Beyond Skin'.

Our theme song celebrating diversity and inclusion is sung during every session to the tune of 'My Bonnie lies over the ocean' and we are currently learning accompanying Makaton hand signs:

*In our nursery we have many children,
We're different but really the same.
In our nursery we have many children,
And sometimes we share the same name...
But inside, inside, inside our hearts were the same, the same.
But inside, inside, inside our hearts we're the same.*

The common curricular thread is music and movement, while our personal, social and emotional emphasis is helping our children learn that although we may wear different coloured sweatshirts and go to different schools, we are all the same on the inside.

The inspiration for the creation of our three bears came literally from the mouths of babes. The common comment our children made from their Sharing from the Start experiences was that some children had a different sweatshirt than them.

Our three bears are dressed in our three settings sweatshirts, and help us celebrate diversity and inclusion in a child-centred and fun, hands on approach. The three bears are prominently, and naturally, featured in the children's role play in the home corner. They are offered cups of tea, fed all sorts of imaginary food, talked too, cuddled, hugged and loved by the children. We often hear the children question the bears by asking, "What's your name, what school do you go to?"

Sharing from the Start has given the children and staff regular opportunities to make new friends, share and explore new ideas and visit other school settings.

The children talk about their new friends and they enjoy visiting other schools, playing with new toys and sharing their snack, group story, paint, draw, make musical instruments, music and singing and learning to use Makaton signs together.

CASE STUDY 2

Every pupil is valued at Hardy Memorial Primary School



'Preparing Pathways to Fulfilling Dreams' is our strapline at Hardy Memorial Primary School and is central in the ethos underpinning our school, writes Principal Elaine Anderson. In Hardy Memorial we provide a caring, secure and stimulating learning environment where every pupil is valued.

We have chosen to focus on 'every pupil is valued' for the purposes of this report and show what this looks like practically in our school.

Learning

The curriculum is well planned with planning time provided for teachers in each year band. Continual evaluation of learning takes place through use of curriculum focus groups with pupils. Marking for improvement provides individualised feedback to children. Teachers use strategies such as WALT, WILF to talk confidently about their own learning. Pupils set their own individual goals and their opinions are valued. A wide range of learning experiences both inside and outside the classroom are offered with preparation for life as the central focus. A comprehensive CPD programme is ongoing and ensures continuous development of learning and strategies to support teaching and learning.

Assessment

Regular meetings take place between the Principal, assessment coordinator, SENCo and class teachers to

monitor pupil performance and progress and tailor provision to individual pupil needs. Every pupil's pathway for learning is important and valued. We have well managed SEN policy and procedures where support is provided for individual pupil need from within school and from external support agencies. Pupils with medical needs are supported and accommodated. Personal learning plans address individual children on the Code of Practice.

Pastoral Care

The physical learning environment provided values pupil's safety. School grounds have secure fencing, doors are locked and secured and clear procedures are communicated to school community. Comprehensive child protection policies and procedures support and value each pupil's pastoral needs. Our ethos sees staff providing empathetic care and understanding of a wide variety of individual pupils' needs and to deal with issues sensitively. Teaching, non-teaching staff and playground pals share collective responsibility for the pastoral needs of all children in our care.

Pupil Voice

We value pupils' input and opinions through both the Pupil Council and the Eco Council. Class assemblies value pupil contributions. Monthly celebration assemblies celebrate and value pupil success in literacy, numeracy, reading, ICT and helpfulness and good manners.

These are just a few practical examples of 'every pupil is valued', in Hardy Memorial Primary School. Although a small aspect of our overall ethos, so many aspects of school contribute to valuing each and every pupil in our care.

CASE STUDY 3

Ethos and shared education in Limavady High School



I had the pleasure of meeting with Heather McKenzie from the Controlled Schools' Support Council to discuss the importance of having a school and sector ethos, writes Darren Mornin, Principal of Limavady High School. This discussion prompted me to reflect on my own school ethos and how it relates to the vision for my school, one heavily involved in shared education.

Ethos is a Greek word meaning "character" that is used to describe the guiding beliefs or ideals of a community. When visitors come to our school they would often say, "you can feel the ethos the minute you walk through the door".

In Limavady High School our beliefs and values are based around strong Christian morals; this extends throughout all that we do day in day out.

The approach we take as a school to develop and embed these values is articulated through collective worships, not only in school assemblies but on special occasions in our local church facilitated by the local clergy and during our religious education lessons.

Children and staff of all faiths and none are welcome at Limavady High School and our school aims to promote understanding between all members of our school community. Our own core values align closely to Christian values. The values of respect, integrity, personal responsibility, teamwork and fairness were agreed by all our stakeholders and reflect the day to day life in our school.

The Limavady High School community thrives in a positive and happy environment in which there are clear and agreed expectations. For each pupil this is their 'best chance' to succeed.

All teachers and support staff represent and project the values of the school, both as a collective body and as individuals. This, in my view, is a vital component in bringing our school ethos to life.

We believe that the shared education programme has enabled us to further develop this ethos by working with our partners St Mary's Limavady. At present we have nearly 600 pupils in key stage three timetabled on a weekly basis for joint learning for life and work classes.

These classes are taught collaboratively in both schools in mixed classes. The delivery focuses around the topics of local and global citizenship, personal development and education for employability. This enables our pupils to develop the fundamental skills, knowledge, qualities and dispositions that are prerequisites for life and work in a shared setting.

I believe that there are four main concepts when bringing the ethos of a school to life.

- (1) The ethos which is closely aligned to the mission statement needs to be sold as an ideal to all the staff, pupils and all stakeholders in the school.
- (2) The staff need to believe in the guiding principles of ethos or mission statement and feel part of it.
- (3) The third concept, and probably the most important one, is that the ethos needs to extend throughout all that we do.
- (4) The final concept is to build on it and allow it to develop organically.

Developing and establishing the ethos of a school is not something that can happen overnight. It takes time to ensure that it is part of what we do on a daily basis.

CASE STUDY 4

A primary school ethos journey



Our values are explicit and displayed in the entrance of our school. We have a Disney-like protocol of naming and noticing behaviours that reinforce our ethos. Children understand from an early age that we care about them and in doing so we have effectively created a nurturing environment for them to grow.

After all, they may forget what you said, but they never forget how you made them feel.

On taking up my position as Principal a number of years ago, I felt it was important to have a consultation process with all stakeholders as to what they understood to be the ethos of the school, writes Corrine Latham, Principal of Seaview Primary School in Belfast.

Giving staff, pupils and parents an opportunity to stop and think about what was the core aim of the school was such a useful process.

We held collaborative staff and governor meetings that focussed on our purpose as an organisation, and conducted questionnaires with staff and parents. Pupils had the chance to express their views through school council meetings, questionnaires and through "Hot Chocolate Friday" with the Principal.

By doing so, every member of staff, pupil and parent developed a confidence in the school, because they knew their opinion was valued. We believe that in order for our school to be successful, everyone has a part to play and everyone must play their part.

In Seaview, we feel and see that the pupils live the school's ethos. We have cultivated this by reinforcing the school ethos in our school assembly, Rights Respecting Schools work and PDMU lessons. The Seaview pupil voice is valued and respected, and we have developed student leadership roles and given the pupils time to contribute to the direction of school travel.

CASE STUDY 5

A whole team approach to ethos development



- Listening to all
- Developing self

In Sperrinview we aim to

- Provide quality, child-centred, holistic education
- Promote communication
- Develop personal and independent living skills
- Celebrate achievement, building self-esteem and confidence
- Foster links with families, schools and our local and global communities

In Sperrinview Special School we believe that having the right ethos is invaluable, writes Paula Jordan, Principal. As a whole staff team, we worked together to agree our school logo, vision, ethos, environment and aims.

Staff, in teams, discussed each area, coming up with strengths and weaknesses within the school. Each group decided the best way to describe what we wanted for the pupils and the school and how we would like this to look. We then shared our findings and agreed the common words and phrases which everyone felt comfortable with.

These were then translated into the following:

Vision

In Sperrinview we are a school community that offers a quality education where all will be enabled to learn new and exciting skills, encouraged to explore a world of possibilities and empowered to reach for the stars.

Ethos and Environment

- Welcoming
- Happy and caring
- Organised and well-equipped
- Facilitating learning
- Opportunities for fulfilment
- Challenging and stimulating
- Peaceful and calm
- Enriching experiences

Staff were presented with the possible wording and agreed that the above would be what everyone wished to work towards.

Staff live by our school motto and strive continuously to uphold our vision, ethos, environment and aims.

CASE STUDY 6

Extra-curricular activities contributing to a school's ethos



Participating in clubs help pupils at the Armstrong Primary School to explore new interests and develop skills

The Armstrong Primary School is a co-educational, controlled primary school situated at College Hill, Armagh, serving the city and its rural hinterland. The school has a current enrolment of 540 pupils accommodated in nineteen mainstream classes and three special needs learning support centres.

A particular feature of the school's ethos is a strong commitment to a wide-ranging programme of extra-curricular activities, writes David Dickson, Principal. The school aims to develop 'the whole child'. The primary focus is on teaching and learning but children are encouraged to broaden their knowledge and experiences through participation in the extra-curricular programme – known colloquially in The Armstrong as 'clubs'.

Clubs offered include sports – boys'/girls' hockey, rugby, football, cricket, athletics and badminton etc.; technology, Forest Schools, cross stitch, musical theatre, cookery, art and craft, ICT, French, orienteering, and speech and drama. Generally between fourteen and sixteen clubs are offered each term to P4 - P7 pupils. The clubs are organised after school between 3.00pm and 4.00pm on four afternoons per week with a selection available each day. They are led by teaching staff – not by outside agencies – and are free to attend. All teaching staff including the Principal are involved in leading clubs.

The nature of the extra-curricular programme enables pupils to mix with those from other classes and year groups and gives them the opportunity to get to know a range of teachers across the school. This helps to promote and maintain the strong relationships which are so characteristic of The Armstrong. Children are given opportunities through the clubs' programme to explore new interests and to develop additional skills. It is hoped that these interests and skills will be carried forward into post-primary education and indeed into adult life.

The after-school extra-curricular programme would not exist without the enthusiasm and dedication of school staff. Teachers ensure that a culture of opportunity and inclusivity continues to be a key attribute in the ethos of The Armstrong Primary School.

Introduction to the CSSC ethos self-evaluation toolkit

Engagement with stakeholders

Ethos needs to be living and breathing in a school. It should be evident from the moment that you walk into the building, and permeate through all aspects of school life.



To ensure that ethos is owned by everyone, it is vital that all stakeholders contribute to the development of a school ethos through consultation. Consultation should involve pupils, parents, teaching and non-teaching staff, governors, the wider community and outside agencies who provide support within the school.

Schools are required to give consideration to ethos in the school development planning process, and this needs to be reviewed in connection with the curricular and non-curricular targets within the school.

Evaluation of ethos

Ethos should be evaluated at a time that is conducive to the life of the school. This may be at the start of a school year, when there is a change of leadership, or during the development of the three-year school development plan. What is certain is that it is essential to evaluate the ethos of the school in order to affirm what the school is about and what it aspires to do for its children and young people.



There are many factors that impact on ethos and bring challenges. These may be external or internal, and may include change in leadership, change in composition of school, demographics of the local area, societal influences or educational challenges.

A school's ethos needs to be strong to stand the test of time and the challenges that all schools face today.

Consultation

Using the material in the toolkit, schools may choose to complete consultations by open discussions with stakeholder focus groups, through questionnaires or a combination of both processes.

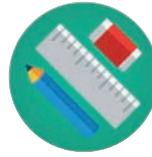


If consulting on a new ethos statement, it is essential, after a period of time, to undertake evaluation to ensure that decisions taken at the time of consultation have been implemented. It is also important to evaluate any decisions taken and consider their impact.

CSSC's ethos self-evaluation toolkit will provide you with resources to:

- a) develop a statement of ethos through consultation
- or
- b) evaluate the current ethos to consider how it contributes to school life with a view to reflecting on the outcomes from the consultation to further enhance the ethos of the school.

How to use the toolkit



Step 1

Complete the baseline activity

If you do not have a current ethos statement you may still benefit from taking some time to consider how a visitor would perceive your school – what would they see, hear, experience and so on.

Step 2

Decide whether to complete part 1 or part 2 of the toolkit

All materials are available from the e-version of the toolkit, which is available at the CSSC website www.csscni.org.uk.

Step 3

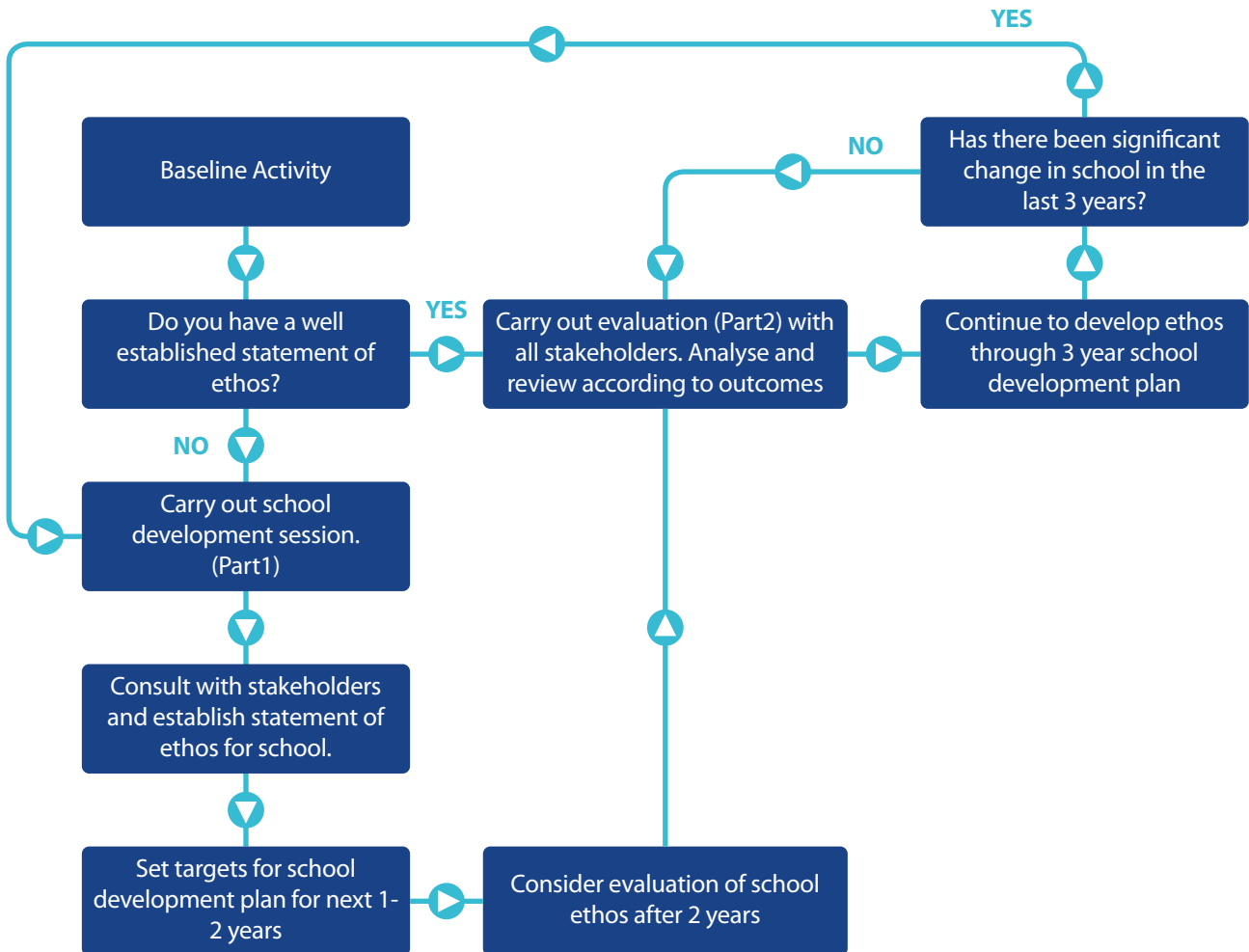
How to proceed

Suggestions for next steps are included at the end of part 1 and part 2, and provide guidance on how to proceed and embed ethos in your school development plan.

Figure 1 displays a flow chart which will help you follow the pathway that is appropriate for your school's ethos journey.

Please note timescales are only for guidance. Use the toolkit according to the needs of your school.

Figure 1 – Flowchart to guide your school’s ethos journey



Please note timescales are only for guidance.



PART 1

CSSC ethos self-evaluation toolkit

Consultation on statement of ethos



To establish what your school's ethos is, it is important to engage initially with all staff, (teaching and non-teaching) and the Board of Governors, as they will drive the ethos of the school and live it on a day to day basis.

To carry out this part of the consultation effectively, it may be conducive to have a whole staff development session and to intermingle discussion as a whole group with small group activities.

School Development Session

Suggested agenda

- Welcome
- Exploration of what ethos is and its importance
- Mission statement, vision and values – explanation
- Consideration of what constitutes an ethos?
- Group collaboration - creating statements of ethos
- Forward planning

Step by step guidance for leading a school development session

Welcome staff and convey the value that their input will make to the development of an ethos statement for your school.

(If possible arrange staff and governors in mixed groups to facilitate open discussion amongst all stakeholders present)

Exploration of what ethos is and its importance

Today you hope to spend a little time considering ethos, its importance and the values that contribute to the ethos. Webster's dictionary states that ethos is 'the distinguishing character, sentiment, moral nature, or guiding beliefs of a person, group or institution.' (Miriam Webster, 2018).

What are the characteristics of your school? – Discuss in open forum or in groups.

(Questions 1-4 on the handout – Appendix 1)

Mission statement, vision and values – explanation

The **mission statement** expresses everything a school does on a day-to-day basis.

(Question 5 on the handout – Appendix 1)

The **vision statement** expresses the aspirations of a school.

(Question 6, 7, 8 on the handout – Appendix 1)

The **core values** support the mission and vision. They reflect what a school values and are what you want your children and young people to experience in school, learn and demonstrate on a day to day basis.

List the values that you feel are important (Appendix 1).

These three different terms are intrinsically linked and contribute to the ethos of a school.

Take feedback from groups on the outcomes of the discussion activity.

Consideration of what constitutes an ethos - group collaboration activity

Through your ethos you want to establish:

1. a climate that is conducive to all aspects of learning and built on good relationships
2. high expectations - a culture of striving to achieve personal bests
3. an atmosphere of fairness and equity, where everyone is valued
4. strong partnerships - staff, board of governors, parent and wider community.

Take a few minutes to consider some words around these four headings that you believe will encompass what you want for [Insert School Name].

(Complete group collaboration activity in small groups – Appendix 2).

Challenge

Now a challenge. Using some of those words listed in the group collaboration activity, can each group form a statement that reflects the ethos of your school?

Remember ethos should be living, it should be felt as soon as you walk through the door, the welcome you receive, it's the interactions between different people in the school, how the furniture is arranged, the messages on the noticeboards etc.

(Complete ethos statement activity - Appendix 3).

Take feedback on statements.

The way forward

As a group, discuss the next steps.

By this stage you will have more than one statement of ethos, you will need to consult with all stakeholders (as detailed previously) to ascertain which statement the majority of stakeholders believe reflects the school.

(Appendix 4 provides a letter which can be customised to suit your school and forwarded for consultation with stakeholders in respect of the statement of ethos.)

The voice of the child is critical to the development of the ethos statement and the pupils can be consulted through focus group discussions to help them choose which statement they feel describes their school.

Next it is important to establish one or two targets in respect of ethos for the school development plan.

Initially you may wish to consider how you are going to articulate/promote your ethos in school and externally to the wider community.

In the second year of the school development plan you may wish to establish a target of auditing key policies e.g. pastoral care etc. to insure that the ethos is reflected through them.

In the third year of the cycle you will be ready to carry out rigorous self-evaluation and this will lead you on to the resources in part two of the toolkit.

Appendix 1 – Exploring ethos

Below are some questions to prompt discussion in your group. Please make any notes that you feel reflect your group discussion.

1. Who are we? (What is the current background information to the school?)

2. What is our history? (What is the history of [insert school name]?)

3. Where are we? (Geographical position/consider the community the school serves).

4. Where are we on our journey as a school? (Take into consideration recent changes, staffing, pupils, etc?)

5. What do we do? (Mission - day to day basis).

6. What are our goals for [insert school name]? (Vision – aspirations for those in the school).

7. What do we need to achieve these goals? (Resources, changes required, additional support).

8. How will we know that our goals for the school are becoming reality? (What outcomes/changes need to happen to affirm that we are achieving the goals?)

List the core values that you would like the children to acquire and demonstrate, through their school experience at [insert school name _____].

Appendix 2 – Group collaboration

1. Climate. (What words describe the characteristics/atmosphere of the school which enrich it as a place where people want to go to?)

2. High expectations. (What words describe the expectations you have for the pupils and staff in your school?)

3. Atmosphere of fairness and equity. (List words to describe how this is established and expressed.)

4. Strong partnerships. (List words to describe who the partnerships are with. How are they developed? Why are they developed?)

Appendix 4 – Consultation letter

[Insert school name]
[First line of address]
[Second line of address]
[Third line of address]

[Date]

Dear

Recently, the Board of Governors and the whole staff (teaching and non-teaching) of [insert school name] came together to discuss our school ethos.

Ethos is vital to a school as it reflects who we are and what we are about. It is the rock on which a school is built and should be reflected in every aspect of school life.

With this in mind we would like to consult on the following statements of ethos for our school. We would like you to select the statement which you feel best fits our school. The statement which is deemed to be the most appropriate by the majority of stakeholders will become our new ethos statement for [insert school name].

Please tick the statement which you wish to be our statement of ethos:

[Insert statement 1]

[Insert statement 2]

[Insert statement 3]

(There may be more than three statements for consideration)

Thank you for your support. Please return your response to school by [insert date].

Regards

[Principal]



PART 2

Evaluation of ethos

Introduction

Nursery schools

Part 2 of the ethos self-evaluation toolkit comprises a number of questionnaires and guidance on conducting structured conversations to assist 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, they can be anonymous or 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
- Non-teaching staff (classroom based)
- Non-teaching staff (not classroom based)
- Parents
- Outside agencies
- The wider community.

A structured conversation form for pupils is also included.

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

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

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, 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

Nursery 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		

3. Use a blank questionnaire for each stakeholder group to:
 - (a) Tally the number of returns for each questionnaire item and response category.
 - (b) Calculate the percentage 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.

5. 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 1-8 (on the following pages) provide a format to summarise the outcomes for each stakeholder group with regard to each theme. Although individual questionnaire items provide feedback on one or more of the themes, the key theme that each questionnaire item addresses is indicated.

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

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

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

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

Figure 1. What do GOVERNORS think?

	STRENGTHS	AREAS FOR IMPROVEMENT
A caring atmosphere and safety <i>Questionnaire nos: 1, 2</i>		
The learning environment <i>Questionnaire nos: 3, 4</i>		
Expectations and achievements <i>Questionnaire nos: 5, 6</i>		
Relationships and morale <i>Questionnaire nos: 7, 8, 9</i>		
Good behaviour		
Parents – relationships and communication <i>Questionnaire no: 10</i>		
Extra-curricular activities		
Outside agencies: their contribution and value <i>Questionnaire no: 11</i>		
Wider community perceptions <i>Questionnaire no: 12</i>		
Christian morals and values <i>Questionnaire no: 13</i>		

Figure 2. What do TEACHERS think?

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

Figure 3. What do PUPILS think? (structured conversation)

	STRENGTHS	AREAS FOR IMPROVEMENT
A caring atmosphere and safety <i>Questionnaire nos: 3, 4, 5</i>		
The learning environment <i>Questionnaire nos: 1, 2, 4, 5</i>		
Expectations and achievements		
Relationships and morale		
Good behaviour <i>Questionnaire no: 6</i>		
Parents – relationships and communication		
Extra-curricular activities		
Outside agencies: their contribution and value		
Wider community perceptions		
Christian morals and values		

Figure 4. What do NON-TEACHING STAFF (CLASSROOM BASED) think?

	STRENGTHS	AREAS FOR IMPROVEMENT
<p>A caring atmosphere and safety</p> <p><i>Questionnaire nos: 1, 2</i></p>		
<p>The learning environment</p> <p><i>Questionnaire nos: 3, 4</i></p>		
<p>Expectations and achievements</p> <p><i>Questionnaire nos: 5, 6</i></p>		
<p>Relationships and morale</p> <p><i>Questionnaire nos: 7, 8, 9, 10</i></p>		
<p>Good behaviour</p>		
<p>Parents – relationships and communication</p> <p><i>Questionnaire nos: 11, 12</i></p>		
<p>Extra-curricular activities</p>		
<p>Outside agencies: their contribution and value</p> <p><i>Questionnaire no: 13</i></p>		
<p>Wider community perceptions</p> <p><i>Questionnaire no: 14</i></p>		
<p>Christian morals and values</p> <p><i>Questionnaire no: 15</i></p>		

Figure 5. What do NON-TEACHING STAFF (NOT CLASSROOM BASED) think?

	STRENGTHS	AREAS FOR IMPROVEMENT
A caring atmosphere and safety <i>Questionnaire nos: 1, 2</i>		
The learning environment <i>Questionnaire no: 3</i>		
Expectations and achievements <i>Questionnaire nos: 4, 5</i>		
Relationships and morale <i>Questionnaire nos: 6, 7, 8</i>		
Good behaviour		
Parents – relationships and communication <i>Questionnaire nos: 9, 10</i>		
Extra-curricular activities		
Outside agencies: their contribution and value		
Wider community perceptions <i>Questionnaire no: 11</i>		
Christian morals and values <i>Questionnaire no: 12</i>		

Figure 6. What do PARENTS/CARERS think?

	STRENGTHS	AREAS FOR IMPROVEMENT
A caring atmosphere and safety <i>Questionnaire no: 1</i>		
The learning environment <i>Questionnaire nos: 2, 3</i>		
Expectations and achievements <i>Questionnaire nos: 4, 5, 6</i>		
Relationships and morale		
Good behaviour <i>Questionnaire no: 7</i>		
Parents – relationships and communication <i>Questionnaire nos: 8, 9, 10</i>		
Extra-curricular activities		
Outside agencies: their contribution and value <i>Questionnaire no: 11</i>		
Wider community perceptions <i>Questionnaire no: 12</i>		
Christian morals and values <i>Questionnaire no: 13</i>		

Figure 7. What do OUTSIDE AGENCIES think?

	STRENGTHS	AREAS FOR IMPROVEMENT
A caring atmosphere and safety <i>Questionnaire nos: 1, 2, 3</i>		
The learning environment <i>Questionnaire nos: 4, 5</i>		
Expectations and achievements <i>Questionnaire nos: 6, 7</i>		
Relationships and morale <i>Questionnaire nos: 8, 9</i>		
Good behaviour		
Parents – relationships and communication <i>Questionnaire nos: 10, 11</i>		
Extra-curricular activities		
Outside agencies: their contribution and value <i>Questionnaire no: 12</i>		
Wider community perceptions <i>Questionnaire no: 13</i>		
Christian morals and values <i>Questionnaire no: 14</i>		

Figure 8. What does the WIDER COMMUNITY think?

	STRENGTHS	AREAS FOR IMPROVEMENT
A caring atmosphere and safety <i>Questionnaire no: 1</i>		
The learning environment <i>Questionnaire no: 2</i>		
Expectations and achievements <i>Questionnaire nos: 3, 4</i>		
Relationships and morale <i>Questionnaire no: 5</i>		
Good behaviour		
Parents – relationships and communication <i>Questionnaire no: 6</i>		
Extra-curricular activities		
Outside agencies: their contribution and value <i>Questionnaire no: 7</i>		
Wider community perceptions <i>Questionnaire no: 8</i>		
Christian morals and values <i>Questionnaire no: 9</i>		

NEXT STEPS

The information from Figures 1-8 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.

----- Nursery School

Evaluation of school ethos

Questionnaire – Governors

Statement of ethos - ----- Nursery School

INSERT STATEMENT OF ETHOS

At ----- Nursery 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:

- | |
|--|
| <ul style="list-style-type: none"> - <i>the governors/management committee communicate widely the vision, ethos and strategic direction of the pre-school setting and ensure strong links with the parents/carers and local community;’</i> |
|--|

(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 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 (nursery schools)

Please indicate your view with a tick.

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
1.	The general atmosphere in _____ Nursery School is welcoming and positive.					
2.	There is safe, caring and inclusive culture.					
3.	Children have opportunities to actively contribute to school life.					
4.	Children enjoy learning at _____ Nursery 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.	Parents are valued as partners in their child's education, are well supported and informed about their child's learning and progress.					
11.	The support of outside agencies benefits children's learning.					
12.	The school is well respected in and important to the community.					
13.	Christian morals and values permeate school life					

Please add any additional information here.

----- Nursery School

Evaluation of school ethos

Questionnaire – Teaching staff

Statement of ethos - ----- Nursery School

INSERT STATEMENT OF ETHOS

At ----- Nursery 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 schools)

Please indicate your view with a tick.

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
1.	The general atmosphere in _____ Nursery School is welcoming and positive.					
2.	There is safe, caring and inclusive culture.					
3.	Children are valued and have opportunities to contribute to school life.					
4.	I enjoy working in _____ Nursery School.					
5.	Children enjoy learning at _____ Nursery School.					
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.

----- Nursery School

Evaluation of school ethos
Structured conversation form (pupil)

Conversations can be carried out with individual children 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. <i>(What happens in your classroom? What happens over there? (Point to different areas))</i>	
2.	Do you like learning new things at school? <i>(Why? What do you learn? What do you like doing best? What do you like to play with?)</i>	
3.	How do you feel at nursery school? <i>(Are you happy? Do you feel safe?)</i>	
4.	Do you like your teachers? <i>(Do they help you at school? Are they nice and kind?)</i>	
5.	Do you like coming to school? <i>(Do you come every day? Are there any days when you don't feel like coming to school?)</i>	
6.	Sometimes boys and girls don't behave very well. Do you see boys and girls at your school who don't behave well? What do the teachers do?	

----- Nursery School

Evaluation of school ethos

Questionnaire – Non-teaching staff (classroom based)

Statement of ethos - ----- Nursery School

INSERT STATEMENT OF ETHOS

At ----- Nursery 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.

Questionnaire – Non-teaching staff - classroom based (nursery schools)

Please indicate your view with a tick.

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
1.	The general atmosphere in _____ Nursery School is welcoming and positive.					
2.	There is safe, caring and inclusive culture.					
3.	Children enjoy learning at _____ Nursery School.					
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 School.					
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.

----- Nursery School

Evaluation of school ethos

Questionnaire – Non-teaching staff (not classroom based)

Statement of ethos - ----- Nursery School

INSERT STATEMENT OF ETHOS

At ----- Nursery 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.

Questionnaire – Non-teaching staff -not classroom based (nursery schools)

Please indicate your view with a tick.

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
1.	The general atmosphere in _____ Nursery School is welcoming and positive.					
2.	A safe, caring and inclusive culture exists in which pupils are valued.					
3.	Children enjoy learning at _____ Nursery 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.	Parents are valued as partners in their child's education.					
10.	Parents are keen to support their child's learning.					
11.	The school is well respected in and important to the community.					
12.	Christian morals and values permeate school life.					

Please add any additional information here.

----- Nursery School

Evaluation of school ethos

Questionnaire – Parents/carers

Statement of ethos - ----- Nursery School

INSERT STATEMENT OF ETHOS

At ----- Nursery 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 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 – Parent/carer

Please indicate your view with a tick.

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
1.	The general atmosphere in _____ Nursery School is welcoming and positive.					
2.	Children enjoy learning at _____ Nursery School.					
3.	My child learns in a safe, stimulating and well-organised environment.					
4.	My child is well supported and is making good progress.					
5.	My child's achievements are recognised and celebrated.					
6.	My child's self-esteem and individuality are highly valued and supported by the staff.					
7.	My child behaves well at school and strives to do well.					
8.	I am regularly informed about my child's progress.					
9.	Staff work in partnership with me and I know how to support my child's learning at home.					
10.	As a parent/carer I feel valued by the school and part of a school community.					
11.	The support of outside agencies benefits my child.					
12.	The school is well respected in and important to the community.					
13.	Christian morals and values permeate school life.					

Please add any additional information here.

----- Nursery School

Evaluation of school ethos

Questionnaire – Outside agencies

Statement of ethos - ----- Nursery School

INSERT STATEMENT OF ETHOS

At ----- Nursery 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 ----- Nursery 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, the outcomes of the analysis will inform the review of the ethos of our school. Your feedback will be combined with all other stakeholder feedback to inform the review of the ethos of our school.

Please return to ----- by -----

Thank you for your feedback.

Questionnaire – Outside agencies (nursery schools)

Please indicate your view with a tick.

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
1.	_____ Nursery School is a welcoming, positive and caring place.					
2.	There is a safe, caring and inclusive culture.					
3.	I enjoy coming into _____ Nursery School.					
4.	Children have opportunities to contribute to school life.					
5.	Children enjoy learning at _____ Nursery 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 children.					
9.	My views are valued and I have opportunities to contribute to decision-making processes.					
10.	Parents are valued as partners in their child's education, are well supported and informed about their child's learning and progress.					
11.	Parents are keen to support their child's learning.					
12.	The support of outside agencies benefits children's learning.					
13.	The school is well respected in and important to the community.					
14.	Christian morals and values permeate school life.					

Please add any additional information here.

----- Nursery School

Evaluation of school ethos

Questionnaire – Wider community

Statement of ethos - ----- Nursery School

INSERT STATEMENT OF ETHOS

At ----- Nursery 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 ----- Nursery 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 (nursery schools)

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

Please indicate your view with a tick.

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
1.	_____ Nursery School is a welcoming, positive and caring place.					
2.	Children enjoy learning at _____ Nursery 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 children.					
6.	Parents are valued as partners in their child's education, are well supported and informed about their child's learning and progress.					
7.	The school works well with outside agencies for the benefit of all children.					
8.	The school is well respected in and important to the community.					
9.	Christian morals and values permeate school life.					

Please add any additional information here.



PART 2

Evaluation of ethos

Introduction

Special schools

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

Guidance on analysis is also provided.

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

Questionnaires for the following stakeholders are included:

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

A structured conversation form for pupils is also included.

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

- A caring atmosphere and safety
- The learning environment
- Expectations and achievements
- Relationships and morale
- Good behaviour
- Parents: relationships and communication
- Extra-curricular activities
- Outside agencies: their contribution and value

- Wider community perceptions
- Christian morals and values.

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

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

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

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

Further reading

Every school a good school, a policy for school improvement

Department of Education (Northern Ireland) (2009).

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

The inspection and self-evaluation framework

The Education and Training Inspectorate (2017)

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

The statutory curriculum in Northern Ireland

Department of Education (Northern Ireland).

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

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

The Education and Training Inspectorate (2017)

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

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

Scottish Government (2018)

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

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

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

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

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



PART 2

Evaluation of ethos

Feedback analysis

Special schools

Guidance - Questionnaire Analysis.

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

Returns

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

3. Use a blank questionnaire for each stakeholder group to:
 - (a) Tally the number of returns for each questionnaire item and response category.
 - (b) Calculate the percentage 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.

5. Analysis

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

- A caring atmosphere and safety
- The learning environment
- Expectations and achievements
- Relationships and morale
- Good behaviour
- Parents: relationships and communication
- Extra-curricular activities

- Outside agencies: their contribution and value
- Wider community perceptions
- Christian morals and values.

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

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

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

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

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

Figure 1. What do GOVERNORS think?

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

Figure 2. What do TEACHERS think?

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

Figure 3. What do PUPILS think? (questionnaire)

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

Figure 4. What do PUPILS think? (structured conversation)

	STRENGTHS	AREAS FOR IMPROVEMENT
A caring atmosphere and safety <i>Questionnaire no: 1</i>		
The learning environment <i>Questionnaire nos: 2, 3</i>		
Expectations and achievements <i>Questionnaire no: 4</i>		
Relationships and morale <i>Questionnaire nos: 5, 6</i>		
Good behaviour <i>Questionnaire no: 7</i>		
Parents – relationships and communication		
Extra-curricular activities <i>Questionnaire no: 8</i>		
Outside agencies: their contribution and value		
Wider community perceptions <i>Questionnaire no: 9</i>		
Christian morals and values <i>Questionnaire no: 10</i>		

Figure 5. What do NON-TEACHING STAFF (CLASSROOM BASED) think?

	STRENGTHS	AREAS FOR IMPROVEMENT
A caring atmosphere and safety <i>Questionnaire nos: 1, 2, 3, 19</i>		
The learning environment <i>Questionnaire no: 4</i>		
Expectations and achievements <i>Questionnaire no: 5, 6</i>		
Relationships and morale <i>Questionnaire nos: 7, 8, 9</i>		
Good behaviour <i>Questionnaire no: 10</i>		
Parents – relationships and communication <i>Questionnaire nos: 11, 12, 13</i>		
Extra-curricular activities <i>Questionnaire no: 14</i>		
Outside agencies: their contribution and value <i>Questionnaire no: 15</i>		
Wider community perceptions <i>Questionnaire no: 16</i>		
Christian morals and values <i>Questionnaire nos: 17, 18</i>		

Figure 6. What do NON-TEACHING STAFF (NOT CLASSROOM BASED) think?

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

Figure 7. What do PARENTS/CARERS think?

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

Figure 8. What do OUTSIDE AGENCIES think?

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

Figure 9. What does the WIDER COMMUNITY think?

	STRENGTHS	AREAS FOR IMPROVEMENT
A caring atmosphere and safety <i>Questionnaire no: 1</i>		
The learning environment <i>Questionnaire no: 2</i>		
Expectations and achievements <i>Questionnaire nos: 3, 4</i>		
Relationships and morale <i>Questionnaire no: 5</i>		
Good behaviour <i>Questionnaire no: 6</i>		
Parents – relationships and communication <i>Questionnaire no: 7</i>		
Extra-curricular activities <i>Questionnaire no: 8</i>		
Outside agencies: their contribution and value <i>Questionnaire no: 9</i>		
Wider community perceptions <i>Questionnaire no: 10</i>		
Christian morals and values <i>Questionnaire no: 11</i>		

NEXT STEPS

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

Identify and celebrate strengths, prioritise areas for improvement.

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

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

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

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

----- School

Evaluation of school ethos**Questionnaire – Governors****Statement of ethos - ----- School****INSERT STATEMENT OF ETHOS**

At ----- School the whole school community strives to 'live and breathe' a positive nurturing ethos to ensure that all pupils achieve their full and unique potential.

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

'Effective practice is demonstrated when:

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

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

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

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

Please take a few minutes to complete the attached questionnaire.

Please return to ----- by -----

Thank you for your feedback.

Ethos questionnaire – Governors

Please indicate your view with a tick.

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

Please add any additional information here.

----- School

Evaluation of school ethos

Questionnaire – Teaching staff (special schools)

Statement of ethos - ----- School

INSERT STATEMENT OF ETHOS

At ----- School the whole school community strives to 'live and breathe' a positive nurturing ethos to ensure that all pupils achieve their full and unique potential.

'Effective practice is demonstrated when:

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

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

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

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

Please take a few minutes to complete the attached questionnaire.

Please return to ----- by -----

Thank you for your feedback.

Questionnaire – Teaching staff (special schools)

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

Pre-school	Foundation Stage		Key Stage 1		Key Stage 2			Key Stage 3			Key Stage 4		16-19	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Pre-school	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	16-19
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your view with a tick.

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
1.	The general atmosphere in _____ School is welcoming and positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	There is safe, caring and inclusive culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Pupils have opportunities to actively contribute to school life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Pupils enjoy learning at _____ School.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	All pupils achieve well in a culture of high expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	All pupils' achievements are recognised and celebrated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I enjoy working in _____ School.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	All staff are committed, positive and work well together as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	My views are valued and I have opportunities to contribute to decision-making processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Pupils are respectful and well behaved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
11.	Parents are valued as partners in their child's education.					
12.	Parents are well supported and informed about their child's learning and progress.					
13.	Parents are keen to support their child's learning.					
14.	Pupils have opportunities to benefit from after-school activities.					
15.	The support of outside agencies benefits pupils' learning.					
16.	The school is well respected in and important to the community.					
17.	Christian morals and values permeate school life.					
18.	Everyone in the school benefits from assembly.					

Please add any additional information here.





My School

Pupil questionnaire (special schools)

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

What year group are you in? _____

Please tick. ✓

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

Evaluation of school ethos (special schools)

Structured conversation form (Pupil)

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

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

Item number	QUESTIONS	CHILDREN'S RESPONSES
1.	<p>How do you feel at school?</p> <p><i>(Are you happy? Do you feel safe?)</i></p>	
2.	<p>Do you enjoy learning at school?</p> <p><i>(What do you enjoy? Are lessons and activities interesting? Do you have a wide range of subjects to choose from?)</i></p>	
3.	<p>Do teachers praise and reward you when you do well?</p> <p>Do teachers help you when you are having difficulty?</p>	
4.	<p>Are you achieving well at school?</p> <p><i>(How do you know? Do you get good feedback?)</i></p>	
5.	<p>Do teachers treat pupils fairly?</p> <p><i>(How do you know? Why do you say that?)</i></p>	
6.	<p>Do you get opportunities to give your opinion about school life?</p> <p><i>(Do you feel you are listened to? Do your opinions matter?)</i></p>	

Item number	QUESTIONS	CHILDREN'S RESPONSES
7.	<p>Do pupils behave well in this school? Do you behave well?</p>	
8.	<p>Do you take part in after-school clubs and activities?</p> <p><i>(Which clubs/activities? Do you enjoy them?)</i></p>	
9.	<p>Is this a good school? What do people say about this school?</p> <p><i>(Why do you say that?)</i></p>	
10.	<p>Do you enjoy school assemblies?</p> <p><i>(Why do you say that? Tell me more about school assemblies.)</i></p>	

----- School

Evaluation of school ethos

Questionnaire – Non-teaching staff (classroom based)

Statement of ethos - ----- School

INSERT STATEMENT OF ETHOS

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

'Effective practice is demonstrated when:

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

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

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

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

Please take a few minutes to complete the attached questionnaire.

Please return to ----- by -----

Thank you for your feedback.

Questionnaire – Non-teaching staff (classroom based)

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

Pre-school	Foundation Stage		Key Stage 1		Key Stage 2			Key Stage 3			Key Stage 4		16-19
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Pre-school	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	16-19
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your view with a tick.

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
1.	The general atmosphere in _____ School is welcoming and positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	There is safe, caring and inclusive culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Pupils are valued and actively contribute to school life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Pupils enjoy learning at _____ School.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Pupils achieve well in a culture of high expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	All pupils' achievements are recognised and celebrated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I enjoy working in _____ School.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I am a valued member of staff and have opportunities to contribute to decision-making processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	All staff are committed, positive and work well together as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Pupils are respectful and well behaved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
11.	Parents are valued as partners in their child's education.					
12.	Parents are well supported and informed about their child's learning and progress.					
13.	Parents are keen to support their child's learning.					
14.	Pupils have opportunities to benefit from after-school clubs and activities.					
15.	The support of outside agencies benefits pupils' learning.					
16.	The school is well respected in and important to the community.					
17.	Christian morals and values permeate school life.					
18.	Everyone in the school benefits from assembly.					

Please add any additional information here.

----- School

Evaluation of school ethos

Questionnaire – Non-teaching staff (not classroom based)

Statement of ethos - ----- School

INSERT STATEMENT OF ETHOS

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

'Effective practice is demonstrated when:

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

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

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

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

Please take a few minutes to complete the attached questionnaire.

Please return to ----- by -----

Thank you for your feedback.

Questionnaire – Non-teaching staff (not classroom based)

Please indicate your view with a tick.

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

Please add any additional information here.

----- School

Evaluation of school ethos

Questionnaire – Parents/carers

Statement of ethos - ----- School

INSERT STATEMENT OF ETHOS

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

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

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

Please return to ----- by -----

Thank you for your feedback.

Parents/carers questionnaire (special schools)

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

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

Please indicate your view with a tick.

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
1.	The general atmosphere in _____ School is welcoming and positive.					
2.	My child enjoys learning at _____ School.					
3.	My child learns in a safe, stimulating and well-organised environment.					
4.	My child has access to an appropriate range of activities/subject choices.					
5.	My child is making good progress.					
6.	My child's achievements are recognised and celebrated.					
7.	My child's self-esteem and individuality are highly valued and catered for by the staff.					
8.	My child behaves well at school and is motivated to learn.					
9.	Staff work in partnership with me and I know how to support my child's learning at home.					
10.	I receive regular and helpful feedback about my child's progress.					
11.	As a parent/carers I feel valued by and contribute to the school					
12.	My child enjoys and benefits from after-school clubs/activities and school visits.					

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
13.	The support of outside agencies benefits my child's learning.					
14.	The school is well respected in and important to the whole community.					
15.	Christian morals and values permeate school life.					
16.	Assembly benefits my child.					

Please add any additional information here.

----- School

Evaluation of school ethos

Questionnaire – Outside agencies

Statement of ethos - ----- School

INSERT STATEMENT OF ETHOS

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

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

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

Please return to ----- by -----

Thank you for your feedback.

Ethos questionnaire – Outside agencies

Please indicate your view with a tick.

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

Please add any additional information here.

----- School

Evaluation of school ethos

Questionnaire – Wider community

Statement of ethos - ----- **School**

INSERT STATEMENT OF ETHOS

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

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

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

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

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

Please return to ----- by -----

Thank you for your feedback.

Questionnaire – Wider community

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

Please indicate your view with a tick.

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

Please add any additional information here.



PART 2

Evaluation of ethos

Introduction

Primary schools

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, 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		

3. Use a blank questionnaire for each stakeholder group to:
 - (a) Tally the number of returns for each questionnaire item and response category.
 - (b) Calculate the percentage 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.

5. 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/>)

Figure 1. What do GOVERNORS think?

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

Figure 2. What do TEACHERS think?

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

Figure 3. What do PUPILS think? (questionnaire)

	STRENGTHS	AREAS FOR IMPROVEMENT
A caring atmosphere and safety <i>Questionnaire nos: 1, 2</i>		
The learning environment <i>Questionnaire nos: 3, 4, 5</i>		
Expectations and achievements <i>Questionnaire nos: 6, 7</i>		
Relationships and morale <i>Questionnaire nos: 8, 9</i>		
Good behaviour <i>Questionnaire no: 10</i>		
Parents – relationships and communication		
Extra-curricular activities <i>Questionnaire no: 11</i>		
Outside agencies: their contribution and value		
Wider community perceptions		
Christian morals and values <i>Questionnaire no: 12</i>		

Figure 4. What do PUPILS think? (structured conversation)

	STRENGTHS	AREAS FOR IMPROVEMENT
A caring atmosphere and safety <i>Questionnaire no: 1</i> <i>NU questionnaire nos: 3,4, 5</i>		
The learning environment <i>Questionnaire nos: 2, 3</i> <i>NU questionnaire nos: 1, 2, 3, 5</i>		
Expectations and achievements <i>Questionnaire no: 4</i>		
Relationships and morale <i>Questionnaire nos: 5, 6</i>		
Good behaviour <i>Questionnaire no: 7</i> <i>NU questionnaire no: 6</i>		
Parents – relationships and communication		
Extra-curricular activities <i>Questionnaire no: 8</i>		
Outside agencies: their contribution and value		
Wider community perceptions		
Christian morals and values <i>Questionnaire no: 9</i>		

Figure 5. What do NON-TEACHING STAFF (CLASSROOM BASED) think?

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

Figure 6. What do NON-TEACHING STAFF (NOT CLASSROOM BASED) think?

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

Figure 7. What do PARENTS/CARERS think?

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

Figure 8. What do OUTSIDE AGENCIES think?

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

Figure 9. What does the WIDER COMMUNITY think?

	STRENGTHS	AREAS FOR IMPROVEMENT
A caring atmosphere and safety <i>Questionnaire no: 1</i>		
The learning environment <i>Questionnaire no: 2</i>		
Expectations and achievements <i>Questionnaire nos: 3, 4</i>		
Relationships and morale <i>Questionnaire no: 5</i>		
Good behaviour <i>Questionnaire no: 6</i>		
Parents – relationships and communication <i>Questionnaire no: 7</i>		
Extra-curricular activities <i>Questionnaire no: 8</i>		
Outside agencies: their contribution and value <i>Questionnaire no: 9</i>		
Wider community perceptions <i>Questionnaire no: 10</i>		
Christian morals and values <i>Questionnaire no: 11</i>		

NEXT STEPS

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

Identify and celebrate strengths, prioritise areas for improvement.

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

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

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

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

----- School

Evaluation of school ethos

Questionnaire – Governors

Statement of ethos - ----- School

INSERT STATEMENT OF ETHOS

At ----- 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.

Questionnaire – Governors

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.

----- School

Evaluation of school ethos

Questionnaire – Teaching staff

Statement of ethos - ----- 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.					

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
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 - ----- 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.

Questionnaire – Teaching staff (nursery unit, primary schools)

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 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 _____ Primary School.				
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? <i>(Are you happy? Do you feel safe?)</i>	
2.	Do you enjoy learning at school? <i>(What do you enjoy? Are lessons and activities fun/interesting?)</i>	
3.	Do teachers praise you when you do well? Do teachers help you when you are stuck?	
4.	Are you doing well at school? <i>(How do you know? Do you get good feedback?)</i>	
5.	Do teachers treat pupils fairly? <i>(How do you know? Why do you say that?)</i>	
6.	Do you get opportunities to give you opinion about school life? <i>(Do you feel you are listened to? Do your opinions matter?)</i>	
7.	Do children behave well at school? Do you behave well?	
8.	Do you take part in after-school clubs and activities? <i>(Which clubs/activities? Do you enjoy them?)</i>	
9.	Do you enjoy school assemblies? <i>(Why do you say that? Tell me more about school assemblies.)</i>	

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.	<p>Tell me about your classroom?</p> <p><i>(What happens in your classroom? What happens over there? (Point to different areas))</i></p>	
2.	<p>Do you like learning new things at school?</p> <p><i>(Why? What do you learn? What do you like doing best? What do you like to play with?)</i></p>	
3.	<p>How do you feel at nursery?</p> <p><i>(Are you happy? Do you feel safe?)</i></p>	
4.	<p>Do you like your teachers?</p> <p><i>(Do they help you at school? Are they nice and kind?)</i></p>	
5.	<p>Do you like coming to nursery?</p> <p><i>(Do you come everyday? Are there any days when you don't feel like coming to nursery?)</i></p>	
6.	<p>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?</p>	

----- **Primary School**
Evaluation of school ethos
Questionnaire - Non-teaching staff (classroom based)
Statement of ethos - ----- 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 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 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.					

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
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 - ----- 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 - ----- 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 - ----- 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 Key Stage(s) do you teach? 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.	Children enjoy 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.					

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
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.

----- School

Evaluation of school ethos

Questionnaire – Outside agencies

Statement of ethos - ----- **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.					

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
16.	Christian morals and values permeate school life.					
17.	Everyone in the school benefits from assembly.					

Please add any additional information here.

----- School

Evaluation of school ethos

Questionnaire – Wider community

Statement of ethos - ----- School

INSERT STATEMENT OF ETHOS

At ----- 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 any additional information here.



PART 2

Evaluation of ethos

Introduction

Post-primary schools

Part 2 of the ethos toolkit comprises a number of questionnaires and guidance on conducting a structured conversation to assist post-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.

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.

There is some overlap between the post-primary and primary questionnaires and structured conversation forms. Post-primary schools can use/adapt the primary materials alongside the post-primary materials to suit their individual circumstances.

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

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

Further reading

Every school a good school, a policy for school improvement

Department of Education (Northern Ireland) (2009).

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

The inspection and self-evaluation framework

The Education and Training Inspectorate (2017)

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

The statutory curriculum in Northern Ireland

Department of Education (Northern Ireland).

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

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

The Education and Training Inspectorate (2017)

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

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

Scottish Government (2018)

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

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

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

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

Please note, 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

Post-primary schools

Guidance - Questionnaire Analysis.

- Record the number of questionnaires sent to all stakeholder groups.

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		

- Use a blank questionnaire for each stakeholder group to:
 - Tally the number of returns for each questionnaire item and response category.
 - Calculate the percentage returns for each response category.
- 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.

5. Analysis

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

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

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

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

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

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

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

Figure 1. What do GOVERNORS think?

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

Figure 2. What do TEACHERS think?

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

Figure 3. What do PUPILS think? (questionnaire)

	STRENGTHS	AREAS FOR IMPROVEMENT
A caring atmosphere and safety <i>Questionnaire nos: 1, 2</i>		
The learning environment <i>Questionnaire nos: 3, 4, 5, 6</i>		
Expectations and achievements <i>Questionnaire nos: 7, 8</i>		
Relationships and morale <i>Questionnaire no: 9</i>		
Good behaviour <i>Questionnaire nos: 10, 11</i>		
Parents – relationships and communication		
Extra-curricular activities <i>Questionnaire no: 12</i>		
Outside agencies: their contribution and value		
Wider community perceptions <i>Questionnaire no: 13</i>		
Christian morals and values <i>Questionnaire no: 14</i>		

Figure 4. What do PUPILS think? (structured conversation)

	STRENGTHS	AREAS FOR IMPROVEMENT
A caring atmosphere and safety <i>Questionnaire no: 1</i>		
The learning environment <i>Questionnaire nos: 2, 3</i>		
Expectations and achievements <i>Questionnaire no: 4</i>		
Relationships and morale <i>Questionnaire nos: 5, 6</i>		
Good behaviour <i>Questionnaire no: 7</i>		
Parents – relationships and communication		
Extra-curricular activities <i>Questionnaire no: 8</i>		
Outside agencies: their contribution and value		
Wider community perceptions <i>Questionnaire no: 9</i>		
Christian morals and values <i>Questionnaire no: 10</i>		

Figure 5. What do NON-TEACHING STAFF (CLASSROOM BASED) think?

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

Figure 6. What do NON-TEACHING STAFF (NOT CLASSROOM BASED) think?

	STRENGTHS	AREAS FOR IMPROVEMENT
A caring atmosphere and safety <i>Questionnaire nos: 1, 2</i>		
The learning environment <i>Questionnaire no: 3</i>		
Expectations and achievements <i>Questionnaire nos: 4, 5</i>		
Relationships and morale <i>Questionnaire nos: 6, 7, 8</i>		
Good behaviour <i>Questionnaire no: 9</i>		
Parents – relationships and communication <i>Questionnaire no: 10</i>		
Extra-curricular activities <i>Questionnaire no: 11</i>		
Outside agencies: their contribution and value		
Wider community perceptions <i>Questionnaire no: 12</i>		
Christian morals and values <i>Questionnaire nos: 13, 14</i>		

Figure 7. What do PARENTS/CARERS think?

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

Figure 8. What do OUTSIDE AGENCIES think?

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

Figure 9. What does the WIDER COMMUNITY think?

	STRENGTHS	AREAS FOR IMPROVEMENT
A caring atmosphere and safety <i>Questionnaire no: 1</i>		
The learning environment <i>Questionnaire no: 2</i>		
Expectations and achievements <i>Questionnaire nos: 3, 4</i>		
Relationships and morale <i>Questionnaire no: 5</i>		
Good behaviour <i>Questionnaire no: 6</i>		
Parents – relationships and communication <i>Questionnaire no: 7</i>		
Extra-curricular activities <i>Questionnaire no: 8</i>		
Outside agencies: their contribution and value <i>Questionnaire no: 9</i>		
Wider community perceptions <i>Questionnaire no: 10</i>		
Christian morals and values <i>Questionnaire no: 11</i>		

NEXT STEPS

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

Identify and celebrate strengths, prioritise areas for improvement.

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

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

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

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

----- School

Evaluation of school ethos

Questionnaire – Governors

Statement of ethos - ----- School

INSERT STATEMENT OF ETHOS

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

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

‘Effective practice is demonstrated when:

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

(Inspection and Self Evaluation Framework (Post-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

Please indicate your view with a tick.

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

Please add any additional information here.

----- School

Evaluation of school ethos

Questionnaire – Teaching staff (post-primary schools)

Statement of ethos - ----- **School**

INSERT STATEMENT OF ETHOS

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

'Effective practice is demonstrated when:

- *the school development planning process is: underpinned by a strong guiding vision for the school; informed to good effect by current educational research and DE policy; a rigorous analysis of a range of data; and devised in consultation with pupils, parents, staff and governors.*

(Inspection and Self Evaluation Framework (Post-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 (post-primary schools)

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

Key Stage 3	Key Stage 4	Post-16

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

Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14

Please indicate your view with a tick.

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
1.	The general atmosphere in _____ School is welcoming and positive.					
2.	There is a safe, caring and inclusive culture.					
3.	Pupils have opportunities to actively contribute to school life.					
4.	Pupils enjoy learning at _____ School.					
5.	All pupils achieve well in a culture of high expectations.					
6.	All pupils' achievements are recognised and celebrated.					
7.	I enjoy working in _____ School.					
8.	All staff are committed, positive and work well together as a team.					
9.	My views are valued and I have opportunities to contribute to decision-making processes.					

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
10.	Pupils are respectful and well behaved.					
11.	Parents are valued as partners in their child's education.					
12.	Parents are well supported and informed about their child's learning and progress.					
13.	Parents are keen to support their child's learning.					
14.	Pupils have opportunities to benefit from after-school activities.					
15.	The support of outside agencies benefits pupils' learning.					
16.	The school is well respected in and important to the community.					
17.	Christian morals and values permeate school life.					
18.	Everyone in the school benefits from assembly.					

Please add any additional information here.

Pupil school experience

Pupil questionnaire (post-primary schools)

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

What year group are you in? _____

Please tick. ✓

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

Evaluation of school ethos (post-primary schools)

Structured conversation from (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	CHILDREN'S RESPONSES
1.	<p>How do you feel at school?</p> <p><i>(Are you happy? Do you feel safe?)</i></p>	
2.	<p>Do you enjoy learning at school?</p> <p><i>(What do you enjoy? Are lessons and activities interesting? Do you have a wide range of subjects to choose from?)</i></p>	
3.	<p>Do teachers praise and reward you when you do well?</p> <p>Do teachers help you when you are having difficulty?</p>	
4.	<p>Are you achieving well at school?</p> <p><i>(How do you know? Why do you say that?)</i></p>	
5.	<p>Do teachers treat pupils fairly?</p> <p><i>(How do you know? Why do you say that?)</i></p>	
6.	<p>Do you get opportunities to give your opinion about school life?</p> <p><i>(Do you feel you are listened to? Do your opinions matter?)</i></p>	

Item number	QUESTIONS	CHILDREN'S RESPONSES
7.	Do pupils behave well in this school? Do you behave well?	
8.	Do you take part in after-school clubs and activities? <i>(Which clubs/activities? Do you enjoy them?)</i>	
9.	Is this a good school? What do people say about this school? <i>(Why do you say that?)</i>	
10.	Do you enjoy school assemblies? <i>(Why do you say that? Tell me more about school assemblies.)</i>	

----- School

Evaluation of school ethos

Questionnaire – Non-teaching staff (Classroom based)

Statement of ethos - ----- School

INSERT STATEMENT OF ETHOS

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.

Effective practice is demonstrated when:

- *the school development planning process is: underpinned by a strong guiding vision for the school; informed to good effect by current educational research and DE policy; a rigorous analysis of a range of data; and devised in consultation with pupils, parents, staff and governors.*

(Inspection and Self Evaluation Framework (Post-Primary), ETI, 2017)

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.

Non-teaching staff (classroom based)

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

Key Stage 3	Key Stage 4	Post-16

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

Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14

Please indicate your view with a tick.

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
1.	The general atmosphere in _____ School is welcoming and positive.					
2.	There is a safe, caring and inclusive culture.					
3.	Pupils are valued and actively contribute to school life.					
4.	Pupils enjoy learning at _____ School.					
5.	Pupils achieve well in a culture of high expectations.					
6.	All pupils' achievements are recognised and celebrated.					
7.	I enjoy working in _____ School.					
8.	I am a valued member of staff and have opportunities to contribute to decision-making processes.					
9.	All staff are committed, positive and work well together as a team.					
10.	Pupils are respectful and well behaved.					

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
11.	Parents are valued as partners in their child's education.					
12.	Parents are well supported and informed about their child's learning and progress.					
13.	Parents are keen to support their child's learning.					
14.	Pupils have opportunities to benefit from after-school clubs and activities.					
15.	The support of outside agencies benefits pupils' learning.					
16.	The school is well respected in and important to the community.					
17.	Christian morals and values permeate school life.					
18.	Everyone in the school benefits from assembly.					

Please add any additional information here.

----- School

Evaluation of school ethos

Questionnaire – Non-teaching staff (not classroom based)

Statement of ethos - ----- School

INSERT STATEMENT OF ETHOS

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

'Effective Practice is demonstrated when:

- *the school development planning process is: underpinned by a strong guiding vision for the school; informed to good effect by current educational research and DE policy; a rigorous analysis of a range of data; and devised in consultation with pupils, parents, staff and governors.*

(Inspection and Self Evaluation Framework (Post-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 _____ School is welcoming and positive.					
2.	A safe, caring and inclusive culture exists in which pupils are valued.					
3.	Pupils enjoy learning at _____ School.					
4.	Pupils achieve well in a culture of high expectations.					
5.	All pupils' achievements are recognised and celebrated.					
6.	I enjoy working in _____ School.					
7.	I am a valued member of staff and have opportunities to contribute to decision-making processes.					
8.	All staff are committed, positive and work well together as a team.					
9.	Pupils are respectful and well behaved.					
10.	Parents are valued as partners in their child's education and are keen to support their child's learning.					
11.	Pupils have opportunities to benefit from after-school clubs and activities.					
12.	The school is well respected in and important to the community.					
13.	Christian morals and values permeate school life.					
14.	Everyone in the school benefits from assembly.					

Please add any additional information here.

----- School

Evaluation of school ethos

Questionnaire – Parents/carers

Statement of ethos - ----- School

INSERT STATEMENT OF ETHOS

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

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

As a parent/carer your views to assist with the evaluation of the school's ethos are greatly valued and we would appreciate if you would take a few minutes to complete the attached questionnaire.

Your feedback will be combined with all other stakeholder feedback to inform the review of the ethos of our school.

Please return to ----- by -----

Thank you for your feedback.

Parents/carer questionnaire (Post-primary schools)

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

Key Stage 3			Key Stage 4		Post-16	
Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14

Please indicate your view with a tick.

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
1.	The general atmosphere in _____ School is welcoming and positive.					
2.	My child enjoys learning at _____ School.					
3.	My child learns in a safe, stimulating and well-organised environment.					
4.	My child has access to an appropriate range of activities/subject choices.					
5.	My child is making good progress.					
6.	My child's achievements are recognised and celebrated.					
7.	My child's self-esteem and individuality are highly valued and catered for by the staff.					
8.	My child behaves well at school and is motivated to learn.					
9.	Staff work in partnership with me and I know how to support my child's learning at home.					
10.	I receive regular and helpful feedback about my child's progress.					
11.	As a parent/carer I feel valued by and contribute to the school community.					
12.	My child enjoys and benefits from after-school clubs/activities and school visits.					

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
13.	The support of outside agencies benefits my child's learning.					
14.	The school is well respected in and important to the whole community.					
15.	Christian morals and values permeate school life.					
16.	Assembly benefits my child.					

Please add any additional information here.

----- School

Evaluation of school ethos

Questionnaire – Outside agencies

Statement of ethos - ----- School

INSERT STATEMENT OF ETHOS

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

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

Your views and perceptions on how the ethos of our school is 'lived out' are important. We would appreciate it if you would take a few minutes to complete the attached questionnaire.

Your feedback will be combined with all other stakeholder feedback to inform the review of the ethos of our school.

Please return to ----- by -----

Thank you for your feedback.

Ethos questionnaire – Outside agencies

Please indicate your view with a tick.

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

Item number		Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
16.	Christian morals and values permeate school life.					
17.	Everyone in the school benefits from assembly.					

Please add any additional information here.

----- School

Evaluation of school ethos

Questionnaire – Wider community

Statement of ethos - ----- **School**

INSERT STATEMENT OF ETHOS

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

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

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

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

We would appreciate 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.	_____ School is a welcoming, positive and caring place.					
2.	Pupils enjoy learning at _____ School.					
3.	Pupils achieve well in a culture of high expectations.					
4.	Pupils' achievements are recognised and celebrated.					
5.	The staff are committed, positive and work well as a team for the benefit of all the pupils.					
6.	Pupils are respectful and well behaved.					
7.	Parents are valued as partners in their child's education, are well supported and informed about their child's learning and progress.					
8.	Pupils have opportunities to benefit from after-school clubs and activities.					
9.	The school works well with outside agencies for the benefit of all pupils.					
10.	The school is well respected in and important to the community.					
11.	Christian morals and values permeate all in the life of the school.					

Please add any additional information here.

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