****

**Part 2**

**Evaluation of ethos**

**Introduction**

**Nursery schools**

Published by the Controlled Schools’ Support Council

E: info@csscni.org.uk

T: 028 9531 3030

W: [www.csscni.org.uk](http://www.csscni.org.uk)

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 that CSSC is not responsible for the content of external websites, the contents of which may not reflect the Council’s view.

****

**Part 2**

**Evaluation of ethos**

**Feedback analysis**

**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 |  |  |

1. Use a blank questionnaire for each stakeholder group to:
2. Tally the number of returns for each questionnaire item and response category.
3. 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.

1. **Analysis**

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

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

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

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

|  |
| --- |
| **Figure 3. What do PUPILS think? (structured conversation)** |
|  | **STRENGTHS** | **AREAS FOR IMPROVEMENT** |
| **A caring atmosphere and safety***Questionnaire nos: 3,4,5* |  |  |
| **The learning environment***Questionnaire nos: 1,2,4,5* |  |  |
| **Expectations and achievements** |  |  |
| **Relationships and morale** |  |  |
| **Good behaviour***Questionnaire no: 6* |  |  |
| **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** |
| **A caring atmosphere and safety***Questionnaire nos: 1, 2* |  |  |
| **The learning environment***Questionnaire nos: 3,4* |  |  |
| **Expectations and achievements***Questionnaire nos: 5,6* |  |  |
| **Relationships and morale***Questionnaire nos: 7,8,9,10* |  |  |
| **Good behaviour** |  |  |
| **Parents – relationships and communication***Questionnaire nos: 11,12* |  |  |
| **Extra-curricular activities** |  |  |
| **Outside agencies: their contribution and value** *Questionnaire no: 13* |  |  |
| **Wider community perceptions***Questionnaire no: 14* |  |  |
| **Christian morals and values***Questionnaire no: 15* |  |  |

|  |
| --- |
| **Figure 5. What do NON-TEACHING STAFF (NOT CLASSROOM BASED) think?** |
|  | **STRENGTHS** | **AREAS FOR IMPROVEMENT** |
| **A caring atmosphere and safety***Questionnaire nos: 1, 2* |  |  |
| **The learning environment***Questionnaire no: 3* |  |  |
| **Expectations and achievements***Questionnaire nos: 4,5* |  |  |
| **Relationships and morale***Questionnaire nos: 6,7,8* |  |  |
| **Good behaviour** |  |  |
| **Parents – relationships and communication***Questionnaire nos: 9,10* |  |  |
| **Extra-curricular activities** |  |  |
| **Outside agencies: their contribution and value**  |  |  |
| **Wider community perceptions***Questionnaire no: 11* |  |  |
| **Christian morals and values***Questionnaire no: 12* |  |  |

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

|  |
| --- |
| **Figure 7. What does the WIDER COMMUNITY think?** |
|  | **STRENGTHS** | **AREAS FOR IMPROVEMENT** |
| **A caring atmosphere and safety***Questionnaire no: 1* |  |  |
| **The learning environment***Questionnaire no: 2* |  |  |
| **Expectations and achievements***Questionnaire nos: 3,4* |  |  |
| **Relationships and morale***Questionnaire no: 5* |  |  |
| **Good behaviour** |  |  |
| **Parents – relationships and communication***Questionnaire no: 6* |  |  |
| **Extra-curricular activities** |  |  |
| **Outside agencies: their contribution and value** *Questionnaire no: 7* |  |  |
| **Wider community perceptions***Questionnaire no: 8* |  |  |
| **Christian morals and values***Questionnaire no: 9* |  |  |
| **Figure 8. What do OUTSIDE AGENCIES think?** |
|  | **STRENGTHS** | **AREAS FOR IMPROVEMENT** |
| **A caring atmosphere and safety***Questionnaire nos: 1, 2,3* |  |  |
| **The learning environment***Questionnaire nos: 4,5* |  |  |
| **Expectations and achievements***Questionnaire nos: 6,7* |  |  |
| **Relationships and morale***Questionnaire nos: 8,9* |  |  |
| **Good behaviour** |  |  |
| **Parents – relationships and communication***Questionnaire nos: 10,11* |  |  |
| **Extra-curricular activities** |  |  |
| **Outside agencies: their contribution and value** *Questionnaire no: 12* |  |  |
| **Wider community perceptions***Questionnaire no: 13* |  |  |
| **Christian morals and values***Questionnaire no: 14* |  |  |

**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:*

|  |
| --- |
| * *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;’*
 |

 *(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.*****Additional information cont.…*** |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **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 a 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.***(What happens in your classroom?**What happens over there? (Point to different areas))* |  |
| **2.** | **Do you like learning new things at school?***(Why? What do you learn? What do you like doing best? What do you like to play with?)* |  |
| **3.** | **How do you feel at nursery school?***(Are you happy?**Do you feel safe?)* |  |
| **4.** | **Do you like your teachers?***(Do they help you at school?**Are they nice and kind?)* |  |
| **5.** | **Do you like coming to school?***(Do you come every day?**Are there any days when you don’t feel like coming to school?)* |  |
| **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 a 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.

**Parent/carer questionnaire (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.** | My child enjoys 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 school works well with outside agencies for the benefit of all children. |  |  |  |  |  |
| **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.

**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.** |