

Educational Research Centre
St Patrick's College
Dublin 9

National Assessments of Reading and Mathematics (2014)

Questionnaire for School Principals

Please complete this questionnaire, seal in the accompanying envelope and forward to the person co-ordinating the National Assessments study in your school.

Please see inside front cover for additional information

An online version of this questionnaire is available. Please refer to the cover letter you received from the ERC.



A N R O I N N | DEPARTMENT OF
OIDEACHAIS | EDUCATION
AGUS SCILEANNA | AND SKILLS

Educational Research Centre
Foras Taighde ar Oideachas

The Department of Education and Skills has commissioned the Educational Research Centre to conduct a study of reading and mathematics among primary school pupils. As part of the study, school principals are asked to complete a questionnaire about themselves and their schools. These questionnaires will complement questionnaires completed by teachers, pupils and parents.

If you would like further information about the National Assessments, or if you have any questions, please:

- contact Lauren Kavanagh at the Educational Research Centre (na2014@erc.ie or 01 8065 205).
- visit the ERC website: www.erc.ie

What we'd like you to do

Please answer the questions in the questionnaire as well as you can. If you do not know the precise answer to a question, please give your best estimate.

When you have completed the questionnaire, please place it in the envelope provided. Seal the envelope and give it to the person co-ordinating the National Assessments Study in your school.

The envelope will be sent **unopened** to the Educational Research Centre. All questionnaire responses will be treated in total confidence. Names of schools and any other identification information will be deleted *before* analysis, in line with the Centre's policy on database management in national assessments.

About Your School

Some questions ask about 'your pupils'. If you are also a class teacher, please answer these questions with reference to the school as a whole, not just to the pupils you teach.

1. Where is your school located?

- a) The city or suburbs of Dublin, Cork, Galway, Limerick or Waterford.. ₁
- b) Other large town or city (population greater than 10,000) ₂
- c) A town (population 1,500 - 10,000) ₃
- d) A village or rural community (population less than 1,500) ₄

2. What was the average percentage attendance rate of the entire school for the quarter 1st January to 31st March, 2014?
An estimate is sufficient.

 %

3. What is the total number of pupils currently enrolled in your school?

<input style="width: 100%; height: 30px;" type="text"/>	<i>girls</i>	AND	<input style="width: 100%; height: 30px;" type="text"/>	<i>boys</i>
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4. As principal, do you have full-time teaching responsibilities in the current school year?

<i>Yes</i>	<i>No</i>
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

5a. For how many years have you been a school principal?.....

 years

5b. For how many years, in total, have you been a teacher (including years as a school principal)?.....

 years

6. About how many pupils in your school have a first language ('mother tongue') that is not English or Gaeilge?.....

 pupils

7. What is the main language of instruction in your school?

English <input type="checkbox"/> ₁	Gaeilge <input type="checkbox"/> ₂
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8. About how many pupils have identified themselves as members of the Traveller community?.....

 pupils

If none, please write '0', rather than leaving the box blank.

School Resources and Staffing

9. Which of the following do you have in your school?

Please tick **all** that apply.

- a) A room used *exclusively* as a central school library ₁
- b) A room used as a school library which is also used for other purposes (*e.g., resource teaching*)..... ₁
- c) A classroom library in *some* classrooms ₁
- d) A classroom library in *every* classroom ₁
- e) A dedicated computer room ₁

10a. About how many print books are contained in **all** libraries in your school? (*There are about 50 books per metre of shelving*)..... books

10b. About how many of these books are in languages **other than English or Gaelige**? (*Write '0' if none*) books

11. About how many new print titles were added to your school's libraries since September 2013? books

12. Is there a teacher in this school whose post of responsibility includes library duties? ₁ Yes ₂ No

13. About how many electronic books, if any, do pupils in your school currently have access to, at school? books

14. How many computing devices (desktop computers, laptops, tablets) are available for use in learning **English** and **mathematics** by your pupils in:

a) A central room (*e.g., a computer room*)?.... devices

b) Classrooms/resource rooms?..... devices
(*Enter total for all class/other rooms.*)

15. How many interactive whiteboards are available for teaching **English** and **Mathematics** in your school in:

a) A central room (*e.g., a computer room*)?..... whiteboards

b) Classrooms/resource rooms?..... whiteboards
(*Enter total for all class/resource rooms.*)

16. Has your school used any of the following strategies during the current school year to support parents in helping their children at home?

For each of English reading and maths, tick all that apply.

	English Reading	Maths
a) Implementing a programme (e.g., several meetings with same parents).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Facilitating a workshop/information session.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Sharing resources (e.g., reading lists, website addresses).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Provision of Additional Support

17a. How many officially sanctioned GAM/EAL support posts are there in your school?..... posts

Include: shared positions even if you are not the base school (e.g., one position shared evenly between two schools: 0.5 posts);

Exclude: special needs teacher posts or SNA posts.

17b. How many additional, officially sanctioned, language support posts are there in your school? posts

18. Roughly how many pupils in ordinary classes are currently in receipt of English language support?

If none, please write '0', rather than leaving the box blank.

Language Support- English boys girls

19. Roughly how many pupils in ordinary classes are currently in receipt of additional support from a learning support teacher for English and/or Mathematics? Write '0' if none.

a) Learning Support- English boys girls

b) Learning Support- Mathematics boys girls

20. Among pupils in receipt of support for English (Qs 18 and 19a above), about how many have an assessed high-incidence specific learning disability (SLD) that directly affects English reading (e.g., dyslexia)?

Do not include children in special classes for specific learning disabilities.

These pupils should be at Stage III in the continuum of support. Write '0' if none.

boys girls

Assessment, Evaluation and Planning

21. Which area has your school chosen to focus on in the initial stages of School Self-evaluation?

- | | <i>Yes</i> | <i>No</i> |
|---------------------|---------------------------------------|---------------------------------------|
| 1) English/Literacy | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| 2) Maths/Numeracy | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

22. In your school, are standardised tests in English and mathematics used to help with any of the following? Please tick *all that apply*.

- | | <i>English</i> | <i>Maths</i> |
|--|---------------------------------------|---------------------------------------|
| a) Feedback to pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ |
| b) Feedback to parents..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ |
| c) Feedback to Board of Management | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ |
| d) Identifying pupils with learning difficulties | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ |
| e) Setting school-level targets | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ |
| f) Informing School Self-Evaluation | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ |
| g) Informing classroom teaching..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ |

23. To what extent are recent initiatives (e.g., National Strategy to Improve Literacy and Numeracy, School Self-Evaluation, School Development Planning) having a positive effect on teaching and learning in your school, with respect to each of the following?

- | | <i>Not at all</i> | <i>Very little</i> | <i>To some extent</i> | <i>A lot</i> | <i>Too early to judge</i> |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Raising overall reading literacy standards | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| b) Raising reading literacy standards of lower-achieving pupils..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| c) Increasing children's application of reading skills across the curriculum..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| d) Raising overall mathematics standards.... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| e) Raising mathematics standards of lower-achieving pupils..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| f) Interpreting outcomes of formative assessment (assessment for learning)..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| g) Interpreting outcomes of summative assessment (assessment of learning)..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| h) Raising teaching standards..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| i) Engaging parents in children's learning... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

24. To what extent do the following hinder progress in teaching and learning in your school?

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) Shortage or inadequacy of computers for teaching.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Slow Internet speed.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Shortage or inadequacy of teaching software.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Shortage or inadequacy of reading materials.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Shortage or inadequacy of classroom space.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Lack of support for children from their parents...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Shortage of practical materials for teaching.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Insufficient CPD for teachers.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Emphasis on use of standardized test results.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Large class sizes.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Pupils coming to school tired.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Pupils coming to school hungry.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Low levels of motivation to learn among pupils...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Low oral language proficiency of pupils.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Other.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

If 'other', please specify: _____

25. How would you characterise each of the following within your school?

	<i>Very high</i>	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Very low</i>
a) Teachers' job satisfaction.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Teacher morale.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Teachers' understanding of the school's targets and goals.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Teachers' success in achieving the school's targets and goals.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Teachers' expectations for pupil achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Parental support for pupil achievement.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Parental involvement in school activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Pupils' regard for school property.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) Pupils' desire to do well in school.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

26. Does your school have a School Development / Improvement Plan? Yes ₁ No ₂

27. If you answered “yes” to Q.26 above, does your School Development/Improvement Plan currently include written statements on the following? Tick one box in each row.

- | | <i>Yes</i> | <i>No</i> |
|---|---------------------------------------|---------------------------------------|
| a) School-level targets for English reading | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Grouping pupils for English reading | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Teaching literacy across the curriculum..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) School-level targets for mathematics..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Grouping pupils for mathematics..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) Teaching numeracy across the curriculum.... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

28. If your school has set *specific* and *measurable* targets for English and mathematics as per your School Development/Improvement Plan, please give examples of the main targets for the current (2013-14) school year.

English – main target: _____

Mathematics – main target: _____

Your Views

29. If you wish to make any additional comments relating to the teaching and assessment of English or mathematics, please do so below.

Thank you for completing the questionnaire.