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Institute of Education
University of London

Date: School name: Post code:

UPMAP 2010 School Physics Questionnaire

Dear Head of Physics/Science,

To further assist us in looking at possible relationships between school-related factors and post-16 participation in physics, please complete this questionnaire at a convenient time and return it with the student questionnaires. You can also complete this online, via the following link:

<http://www.surveymonkey.com/s/UPMAP-school-physics>

Your help so far with the project has been immensely appreciated. These questionnaires are the final stage of the project, and your input is crucial to help the project.

Contact telephone number: and/or email address:	<input type="text"/>
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A. About you

1. Your name:	<input type="text"/>
2. Your position:	<input type="text"/>
3. How many years' teaching experience do you have?	<input type="text"/>
4. For how many of these years have you taught physics?	<input type="text"/>

B. Opportunities for progression

1. Has your school taken part in any enrichment activities with a view to increasing AS and/or A2 participation in physics? No Yes

		Very frequently	Frequently	Occasionally	Rarely	Very rarely	Almost never
2.	How often would students in your school have the opportunity to participate in enrichment activities in physics of the following kinds?						
a.	Physics clubs	<input type="checkbox"/>					
b.	Physics fairs	<input type="checkbox"/>					
c.	Physics competitions	<input type="checkbox"/>					
d.	Extra-curricular physics projects	<input type="checkbox"/>					
e.	External physics experts coming into the school, engaging with students about physics	<input type="checkbox"/>					
f.	Students going out of school to external physics organisations	<input type="checkbox"/>					
g.	Research in physics education conducted by teachers in the school	<input type="checkbox"/>					
h.	Research in physics education led by external organisations	<input type="checkbox"/>					

C. Is your school's capacity to teach physics hindered by any of the following?

	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
1. A shortage of qualified physics teachers	<input type="checkbox"/>					
2. A lack of science/physics technicians	<input type="checkbox"/>					
3. A lack of other support personnel	<input type="checkbox"/>					
4. Shortage or inadequacy of teaching equipment	<input type="checkbox"/>					
5. Shortage or inadequacy of library materials	<input type="checkbox"/>					
6. Shortage or inadequacy of audio-visual resources	<input type="checkbox"/>					
7. Shortage or inadequacy of computers for teaching	<input type="checkbox"/>					
8. Shortage or inadequacy of computer software for teaching	<input type="checkbox"/>					
9. Lack or inadequacy of Internet connectivity	<input type="checkbox"/>					
10. Limited time for professional development for physics staff	<input type="checkbox"/>					
11. Lack of appropriate supply cover	<input type="checkbox"/>					
12. Shortage or inadequacy of textbooks	<input type="checkbox"/>					

D. Participation

		Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
1.	Which of the following factors do you believe contribute to AS and/or A2 participation in physics?						
a.	A student's natural predispositions for physics	<input type="checkbox"/>					
b.	How highly valued among students it is to be good at physics	<input type="checkbox"/>					
c.	How good the student is at physics	<input type="checkbox"/>					
d.	How good the student thinks s/he is at physics	<input type="checkbox"/>					
e.	The way physics is taught	<input type="checkbox"/>					
f.	Whether the student's parents/carers promote physics	<input type="checkbox"/>					
g.	How relevant the student feels physics is to his/her life and career	<input type="checkbox"/>					
h.	The content of the school physics curriculum	<input type="checkbox"/>					
i.	The school's involvement in physics education research projects, e.g. through collaboration with universities	<input type="checkbox"/>					
j.	The student's psychological and personality traits	<input type="checkbox"/>					
k.	The student's involvement in extra-curricular activities in physics	<input type="checkbox"/>					
l.	The student's enthusiasm for and enjoyment of physics	<input type="checkbox"/>					
m.	The importance attached by the school to physics	<input type="checkbox"/>					
n.	Their physics teachers' personalities	<input type="checkbox"/>					

E. About your school's science department

1. What percentage of your science KS3 teaching staff are physics specialists?

2. What percentage of your science KS4 teaching staff are physics specialists?

3. What percentage of your science staff (KS3 & KS4) left the science department in the academic year 2009-2010?

4. What proportion of KS3 physics classes are taught by specialist physics teachers?

	<25%	25-49%	50-74%	75-100%
4. What proportion of KS3 physics classes are taught by specialist physics teachers?				
5. What proportion of KS4 physics classes are taught by specialist physics teachers?				

5. What proportion of KS4 physics classes are taught by specialist physics teachers?

6. For each of the questions please tick one choice that best represents your response to each statement.

Strongly agree
Agree
Slightly agree
Slightly disagree
Disagree
Strongly disagree

a. Your schools physics/science department is much more important than the whole school in determining whether students go on to post-16 physics.

b. Ensuring students are taught physics so that they enjoy it is more important than ensuring they are taught it simply to get through exams

c. Instilling students with the enthusiasm to enjoy physics as an end to itself is more important than ensuring they gain the knowledge to progress to physics-related careers

d. Our department ensures all students have the opportunity to discuss what they can do with a post-16 physics qualification

e. Our department ensures only those students who have the potential to go on to do post-16 physics have the opportunity to discuss what they can do with a post-16 physics qualification

7. In your department meetings, do you discuss the following?

	Very frequently	Frequently	Occasionally	Rarely	Very rarely	Almost never
a. Movements of students between sets	<input type="checkbox"/>					
b. Resources	<input type="checkbox"/>					
c. Problems students have learning physics	<input type="checkbox"/>					
d. Revision sessions	<input type="checkbox"/>					
e. Exam booster sessions	<input type="checkbox"/>					
f. Extra-curricular activities for physics	<input type="checkbox"/>					
g. Liaising with outside organisations	<input type="checkbox"/>					
h. Professional development for staff	<input type="checkbox"/>					
i. Teaching and learning physics	<input type="checkbox"/>					
j. Assessment and monitoring students' progress	<input type="checkbox"/>					
k. Progression to AS and A2 physics	<input type="checkbox"/>					

F. Your department's links with outside establishments

1. Does your department have links with physics departments in other schools? No Yes
2. Does your department have links with any 16-19 institutions (e.g. FE or Sixth Form Colleges)? No Yes
3. Does your department have links with any higher education institutions? No Yes
4. How much is your department involved with external projects in physics education?
Very often Sometimes Occasionally Almost never

G. Your school

1. Has there been any change of status of the school (e.g. you have become an Academy)? No Yes
2. Have there been any major changes of leadership in the school – in Senior Management (Head or Deputies)? No Yes

a. If yes, what has been the impact on the organisation of physics?

3. Have there been any major changes of leadership in the science/physics department? No Yes

a. If yes, what has been the impact on the organisation of physics?

4. Have there been any specific changes in the physics curriculum adopted in last 12 months? No Yes

a. If yes, why and what are the effects to date?

5. Have there been any specific changes in physics teaching organisation and approaches (e.g. streaming) in the last 12 months? No Yes

a. If yes, why and what are the effects to date?

H. Physics-related careers

In your opinion to what extent do teachers in your school concentrate on developing in students the skills and knowledge that will help them progress towards physics-related careers?

	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
1. These skills and knowledge are incidental to the teaching of physics	<input type="checkbox"/>					
2. These skills and knowledge occur within the teaching of physics but are not emphasised	<input type="checkbox"/>					
3. These skills and knowledge are important aspects of the teaching of physics in our school	<input type="checkbox"/>					

I. Continuing Professional Development (CPD)

How satisfied are the teachers of physics in your school with:

	Completely satisfied	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Completely dissatisfied
1. their overall physics-specific CPD opportunities?	<input type="checkbox"/>					
2. time to engage with CPD?	<input type="checkbox"/>					
3. funds to support specific CPD?	<input type="checkbox"/>					
4. the overall quality of the physics-specific CPD available?	<input type="checkbox"/>					
5. the availability of a variety of professional development opportunities for teachers?	<input type="checkbox"/>					
6. the overall focus of the physics CPD?	<input type="checkbox"/>					
7. the time and opportunity teachers have to learn with colleagues within the physics department?	<input type="checkbox"/>					
8. the time teachers have to engage in school-based research to improve the way they teach physics?	<input type="checkbox"/>					
9. the time and opportunity teachers have to participate in networking with physics teachers in other schools?	<input type="checkbox"/>					

Thank You