Improving the way Ofsted inspects education

1. About this consultation

This consultation seeks your views on our proposed reforms to inspecting early years, state-funded schools (including maintained schools, academies and free schools), non-association independent schools, further education and skills and initial teacher education.

We welcome responses both from individuals and from those submitting on behalf of an organisation. The survey includes an option to specify this.

- **Part 1** of this survey is about how we report. This is relevant to all those who use our inspection reports, particularly parents and carers.
- **Part 2** of this survey is about what we look at when we inspect and how we carry out inspections. This part is particularly relevant to those working in the areas we inspect. Parents and carers may choose to skip this section.

In our consultation analyses and response, we will provide breakdowns only at the level of the areas we inspect. In the methodology section, we will provide an overview of how many children and learners, parents and carers, education professionals and 'others' responded to the survey. We will use any additional information gathered, such as types of provider, to monitor reach across the various sectors we inspect.

Closing date

This consultation closes at **11:59pm on 28 April 2025.**

Supporting documentation

The consultation document (opens in new window), and other supporting materials are available from the Ofsted website, please refer to them when completing the survey.

Accessibility

Use the 'Next page' and 'Previous page' buttons to navigate through the survey.

Use the 'save and continue later' link if you would prefer to complete your response at another time.

If you have any difficulties using this smart survey, please email accessibilityandtechnicalissues@ofsted.gov.uk with the details.

2. Privacy statement

The information you provide in this survey will be used for the purposes of producing our consultation response and research to help us to become more effective. It will assist us when developing our policies and informing our inspection and regulatory practice. It will not influence the outcome of future inspections.

Participation in this survey is voluntary. This survey forms part of the consultation and is being administered by Ofsted using a survey system provided by a third party, SmartSurvey. By continuing with this survey, you consent to the transfer of your responses to questions from SmartSurvey to Ofsted and that your responses might be processed by a third party. We may use artificial intelligence software to support our analysis process.

Keeping your identity private

Once responses have been submitted our aim is to maintain the anonymity of respondents. Please avoid providing information in your responses that could identify you or lead to your identification. Once submitted, your response cannot be removed.

Raising concerns

We will not be able to reply to comments submitted or to individual complaints raised in the survey. If you do have a query about the consultation, please contact us through enquiries@ofsted.gov.uk or 0300 123 1231.

You must not use the free text boxes to disclose information about safeguarding concerns. You must instead raise safeguarding concerns through your organisation's processes, in line with the Department for Education's statutory guidance set out in 'Keeping children safe in education', or by contacting us through enquiries@ofsted.gov.uk including 'Safeguarding Concern' in the subject line or 0300 123 1231.

Incomplete survey responses

If you choose to start this survey and then save it to return to later, you will be asked for an email address and name. These details will be stored by SmartSurvey. SmartSurvey will delete these details 7 days after a completed survey has been submitted or, if the survey is not completed, they will delete these details within 2 months of the consultation closing.

Your name and email address will also be visible to the Ofsted survey team until you submit the completed survey or, if it is not submitted, until 30 days after the consultation has closed. The Ofsted survey team may need to access this data solely to provide assistance with recovering individual survey links to partially

completed surveys. It will not otherwise be used by Ofsted to identify any respondents.

Additional information about you

Towards the end of the survey, you will be given the option to provide us with some additional information about yourself. This is to help us evaluate and report on how successfully we are gathering views from all sections of society and to help us improve our consultations in the future.

By continuing with this survey, you confirm that you have read and accepted the terms and conditions of this consultation survey.

3. Where you work

1. Are you responding on behalf of an organisation (including charities and interest groups)?

- [ ] Yes
- [ ] No

4. About your organisation

2. Please provide the name of your organisation

5. About you

3. Please tell us in which capacity you are completing this survey (select all that apply):

- [ ] Child/learner
- [ ] Parent/carer
- [ ] Education professional
- [ ] Current or former education or regulatory inspector
- [ ] Non-inspection staff for an inspectorate or regulator
- [ ] Chief executive officer or chair of an association
- [ ] Local authority staff
- [ ] Social care professional
- [ ] Health-care professional
- [ ] Charity, third sector, academic, research or policy professional
- [ ] Member of the public
- [ ] Prefer not to say
- [ ] Other (please specify):

6.

4. Please tell us where you work:

Registered early years and/or childcare provider

- [ ] Childminder who works alone
- [ ] Childminder who works with other childminders and/or assistants
- [ ] Childminder without domestic premises
- [ ] Childcare on domestic premises
- [ ] Childcare on non-domestic premises
- [ ] Before and/or after school provider

Academy or free school (including studio schools and technology colleges)

- [ ] Academy or free primary school
- [ ] Academy or free junior school
- [ ] Academy or free middle school
- [ ] Academy or free secondary school
- [ ] Academy or free all-through school
- [ ] Academy or free special school
- [ ] Alternative provision

Maintained school (including community, foundation and voluntary schools)

- [ ] Maintained nursery school
- [ ] Maintained primary school
- [ ] Maintained junior school
- [ ] Maintained middle school
- [ ] Maintained secondary school
- [ ] Maintained all-through school
- [ ] Maintained special school
- [ ] Pupil referral unit

Independent school

- [ ] Independent primary school
- [ ] Independent secondary school
- [ ] Independent all-through school
- [ ] Independent special school
- [ ] Independent residential special school or boarding school
- [ ] Independent alternative provision

Further education and skills provider

- [ ] General further education (FE)/tertiary college
- [ ] Sixth-form college
- [ ] Independent learning provider
- [ ] Prison or young offender institution
- [ ] Local authority adult education service
- [ ] Independent specialist college
- [ ] Higher education institution
- [ ] 16 to 19 academy

Initial teacher education/initial teacher training provider

- [ ] School-centred initial teacher training provider
- [ ] General further education/tertiary college
- [ ] Independent learning provider
- [ ] Higher education institution

Other

- [ ] Multi-academy trust, diocese or other school group/chain
- [ ] Online education provider
- [ ] Children's social care setting
- [ ] Prefer not to say
- [ ] Other (please specify):

5. Does your school or organisation have a faith ethos?

- [ ] Yes
- [ ] No

7. Part 1: how we report

Proposal 1: Report cards

Proposal 1 sets out our proposed evaluation areas, the evaluation scale and the proposed layout of our new report cards. For more information, please refer to the consultation text about proposal 1 and the video demonstration below.

6. What do you think about the layout of our new report cards?

The evaluation areas in report cards

We would like to know what you think about our proposed evaluation areas for the remits you are interested in (for example, early years, schools, further education and skills and initial teacher education).

Choose the remits you want to comment on below. You will be able to tell us your views on the next page.

7. Which specific evaluation areas would you like to comment on? (please select as many as you wish)

I want to comment on:

- [ ] early years evaluation areas
- [ ] state-funded schools evaluation areas
- [ ] independent schools evaluation areas
- [ ] further education and skills evaluation areas
- [ ] initial teacher education evaluation areas
- [ ] general comments

8. Part 1: how we report

Proposal 1: report cards

Proposal 1 sets out our proposed evaluation areas, the evaluation scale and the proposed layout of our report cards. For more information, please refer to the consultation text about proposal 1 and the video demonstration below.

8. What do you think about our evaluation areas?

early years evaluation areas	
state-funded schools evaluation areas	
independent schools evaluation areas	
further education and skills evaluation areas	
initial teacher education evaluation areas	
general comments	

9. What do you think of our proposed 5-point scale for reporting our inspection findings? (the scale ranges from 'causing concern' to 'exemplary')

10. What do you think about our approach to 'exemplary' practice?

11. What do you think about the other evaluation scales we have considered? (these are set out in the consultation document)

12. Do you have any other ideas we could consider?

13. What do you think about including data alongside report cards, for example information about how well children and learners achieve?

9. Part 2: how we inspect

Part 2 of this survey is about what we look at when we inspect and how we carry out inspections. It is particularly relevant to those working in the areas we inspect. **Parents and carers may choose to skip this section.**

For more details, please refer to the consultation text.

14. Would you like to give your views on these proposals?

- [ ] Yes
- [ ] No - take me straight to the closing questions

10. Part 2: how we inspect

What the proposed changes mean for early years inspections

Proposals 2 and 3 are relevant to early years inspections. For more details, please refer to the consultation text.

15. Would you like to give your views on what our proposals mean for early years settings?

- [ ] Yes
- [ ] No, but I do have comments about what the proposals mean for other areas (that is state-funded schools, independent schools, further education and skills or initial teacher education)
- [ ] No, take me straight to the closing questions

11. Part 2: how we inspect

What the proposed changes mean for early years inspections

Proposal 2: education inspection toolkits

To answer the following questions about our proposed early years inspection toolkit, please refer to the consultation text about proposal 2 and the education inspection toolkit for early years.

We would like to know what you think about the toolkit for early years. The toolkit contains the standards for all evaluation areas. Choose the evaluation area you want to comment on below. You will be able to tell us your views on the next page.

16. Which evaluation area would you like to comment on? (select as many as you wish)

- [ ] General comments about the toolkit
- [ ] Leadership and governance
- [ ] Achievement
- [ ] Curriculum
- [ ] Developing teaching
- [ ] Behaviour, attitudes and establishing routines
- [ ] Children's welfare and well-being
- [ ] Inclusion
- [ ] Safeguarding

12. Part 2: how we inspect

What the proposed changes mean for early years inspections

Proposal 2: education inspection toolkits

To answer the following questions about our proposed early years inspection toolkit, please refer to the consultation text about proposal 2 and the education inspection toolkit for early years.

17. What do you think about the toolkit for early years in relation to:

General comments about the toolkit	
Leadership and governance	
Achievement	
Curriculum	
Developing teaching	
Behaviour, attitudes and establishing routines	
Children's welfare and well-being	
Inclusion	
Safeguarding	

18. In relation to early years, what do you think about the research, statutory guidance and professional standards that we have considered? Are there any others we should consider?

19. In relation to early years, what do you think about our working definition of inclusion, and how we will inspect inclusion?

20. In relation to early years, do you think the toolkit will be suitable for different types of providers?

13. Part 2: how we inspect

What the proposed changes mean for early years inspections

Proposal 3: Inspection methodology

To answer the following questions about our proposed inspection methodology, please refer to the consultation text about proposal 3.

21. In relation to early years, what do you think about our proposed changes to how we carry out an inspection?

14. Part 2: how we inspect

What the proposed changes mean for early years inspections

22. What do you consider are the likely workload and well-being implications of these proposals for early years?

23. What could we do to help reduce or manage any unintended consequences?

24. Is there anything else about the changes to the inspection of early years that you would like to tell us?

15. Part 2: how we inspect

What the proposed changes mean for state-funded school inspections

Proposals 2, 3, 4 and 5 are relevant to state-funded school inspections. For more details, please refer to the consultation text.

25. Would you like to give your views on what our proposals mean for state-funded schools?

- [ ] Yes
- [ ] No, but I do have comments about what the proposals mean for other areas (that is, independent schools, further education and skills or initial teacher education)
- [ ] No, take me straight to the closing questions

16. Part 2: how we inspect

What the proposed changes mean for state-funded school inspections

Proposal 2: education inspection toolkits

To answer the following questions about our proposed education inspection toolkit, in relation to state-funded school inspections, please refer to the consultation text about proposal 2 and the education inspection toolkit for state-funded schools.

We would like to know what you think about the toolkit for state-funded schools. The toolkit contains the standards for all evaluation areas. Choose the evaluation area you want to comment on below. You will be able to tell us your views on the next page.

26. Which evaluation area would you like to comment on? (please select as many as you wish)

- [ ] General comments about the toolkit
- [ ] Leadership and governance
- [ ] Curriculum
- [ ] Developing teaching
- [ ] Achievement
- [ ] Behaviour and attitudes
- [ ] Attendance
- [ ] Personal development and well-being
- [ ] Inclusion
- [ ] Early years in schools
- [ ] Sixth form in schools
- [ ] Safeguarding

17. Part 2: how we inspect

What the proposed changes mean for state-funded school inspections

Proposal 2: education inspection toolkits

To answer the following questions about our proposed education inspection toolkit, please refer to the consultation text about proposal 2 and the education inspection toolkit for state-funded schools.

27. What do you think about the toolkit for state-funded schools in relation to:

General comments about the toolkit	
Leadership and governance	
Curriculum	
Developing teaching	
Achievement	
Behaviour and attitudes	
Attendance	
Personal development and well-being	
Inclusion	
Early years in schools	

Sixth form in schools	
Safeguarding	

28. In relation to state-funded schools, what do you think about the research, statutory guidance and professional standards that we have considered? Are there any others we should consider?

29. In relation to state-funded schools, what do you think about our working definition of inclusion, and how we will inspect inclusion?

30. In relation to state-funded schools, how suitable is the toolkit for use in special schools and alternative providers?

31. In relation to state-funded schools, do you think the toolkit will be suitable for different phases of education and other types of providers?

18. Part 2:how we inspect

What the proposed changes mean for state-funded school inspections

Proposal 3: Inspection methodology

To answer the following questions about our proposed inspection methodology, please refer to the consultation text about proposal 3.

32. In relation to state-funded schools, what do you think about our proposed changes to how we carry out an inspection?

19. Part 2: how we inspect

What the proposed changes mean for state-funded school inspections

Proposal 4: full inspections and monitoring inspections, state-funded schools

To answer the following questions about our proposed changes to full and monitoring inspections of state-funded schools, please refer to the consultation text about proposal 4.

33. What do you think about our proposed changes to monitoring?

20. Part 2: how we inspect

What the proposed changes mean for state-funded school inspections

Proposal 5: Identifying state-funded schools causing concern

To answer the following questions about our how we identify schools causing concern, please refer to the consultation text about proposal 5.

34. What do you think about how we propose to identify schools causing concern?

21. Part 2: how we inspect

What the proposed changes mean for state-funded inspections

35. What do you consider are the likely workload and well-being implications of these proposals for state-funded schools?

36. What could we do to help reduce or manage any unintended consequences?

37. Is there anything else about the changes to the inspection of state-funded schools that you would like to tell us?

22. Part 2: how we inspect

What the proposed changes mean for independent school inspections

Proposals 2, and 3 are relevant to independent school inspections. For more details, please refer to the consultation text.

38. Would you like to give your views on what our proposals mean for independent school inspections?

- [ ] Yes
- [ ] No, but I do have comments about what the proposals mean for other areas (that is, further education and skills or initial teacher education)
- [ ] No, take me straight to the closing questions

23. Part 2: how we inspect

What the proposed changes mean for independent school inspections

Proposal 2: education inspection toolkits

To answer the following questions about our proposed education inspection toolkit, in relation to independent school inspections, please refer to the consultation text about proposal 2 and the education inspection toolkit for independent schools.

We would like to know what you think about the toolkit for independent schools. The toolkit contains the standards for all evaluation areas. Choose the evaluation area you want to comment on below. You will be able to tell us your views on the next page.

39. Which evaluation area would you like to comment on? (please select as many as you wish)

- [ ] General comments about the toolkit
- [ ] Leadership and governance
- [ ] Curriculum
- [ ] Developing teaching
- [ ] Achievement
- [ ] Behaviour and attitudes
- [ ] Attendance
- [ ] Personal development and well-being
- [ ] Inclusion
- [ ] Early years in schools
- [ ] Sixth form in schools
- [ ] Safeguarding

24. Part 2: how we inspect

What the proposed changes mean for independent school inspections

Proposal 2: education inspection toolkits

To answer the following questions about our proposed education inspection toolkit, please refer to the consultation text about proposal 2 and the education inspection tool kit for independent schools.

40. What do you think about the toolkit for independent schools in relation to:

General comments about the toolkit	
Leadership and governance	
Curriculum	
Developing teaching	
Achievement	
Behaviour and attitudes	
Attendance	
Personal development and well-being	
Inclusion	
Early years in schools	

Sixth form in schools	
Safeguarding	

41. In relation to independent schools, what do you think about the research, statutory guidance and professional standards that we have considered? Are there any others we should consider?

42. In relation to independent schools, what do you think about our working definition of inclusion, and how we will inspect inclusion?

43. In relation to independent schools, how suitable is the toolkit for use in special schools and alternative providers?

44. In relation to independent schools, do you think the toolkit will be suitable for different phases of education and other types of providers?

45. What do you think about our proposed approach to align the inspection of non-association independent schools and state-funded schools as far as possible?

25. Part 2: how we inspect

What the proposed changes mean for independent school inspections

Proposal 3: Inspection methodology

To answer the following questions about our proposed inspection methodology, please refer to the consultation text about proposal 3.

46. In relation to independent schools, what do you think about our proposed changes to how we carry out an inspection?

26. Part 2: how we inspect

What the proposed changes mean for independent school inspections

47. What do you consider are the likely workload and well-being implications of these proposals for independent schools?

48. What could we do to help reduce or manage any unintended consequences?

49. Is there anything else about the changes to the inspection of independent schools that you would like to tell us?

27. Part 2: how we inspect

What the proposed changes mean for further education and skills inspections

Proposals 2, and 3 are relevant to further education and skills inspections. For more details, please refer to the consultation text.

50. Would you like to give your views on what our proposals mean for further education and skills inspections?

- [ ] Yes
- [ ] No, but I do have comments about what the proposals mean for other areas (that is, initial teacher education)
- [ ] No, take me straight to the closing questions

28. Part 2: how we inspect

What the proposed changes mean for further education and skills inspections

Proposal 2: education inspection toolkits

To answer the following questions about our proposed education inspection toolkit, in relation to further education and skills inspections, please refer to the consultation text about proposal 2 and the education inspection toolkit for further education and skills.

We would like to know what you think about the toolkit for further education and skills. The toolkit contains the standards for all evaluation areas. Choose the evaluation area you want to comment on below. You will be able to tell us your views on the next page.

51. Which evaluation area would you like to comment on? (please select as many as you wish)

- ☐ General comments about the toolkit

Provider as whole

- ☐ Leadership
- ☐ Inclusion
- ☐ Safeguarding

Provider as a whole, but only in colleges and specialist designated institutions

- ☐ Contribution to meeting skills needs

For each type of provision offered (education programmes for young people, provision for learners with high needs, apprenticeships and adult learning programmes)

- ☐ Curriculum
- ☐ Developing teaching and training
- ☐ Achievement
- ☐ Participation and development

29. Part 2: how we inspect

What the proposed changes mean for further education and skills inspections

Proposal 2: education inspection toolkits

To answer the following questions about our proposed education inspection toolkit, please refer to the consultation text about proposal 2 and the education inspection toolkit for further education and skills.

52. What do you think about the toolkit for further education and skills in relation to:

General comments about the toolkit	
Leadership	
Inclusion	
Safeguarding	
Contribution to meeting skills needs	
Curriculum	
Developing teaching and training	
Achievement	
Participation and development	

53. In relation to further education and skills, what do you think about the research, statutory guidance and professional standards that we have considered? Are there any others we should consider?

54. In relation to further education and skills, what do you think about our working definition of inclusion, and how we will inspect inclusion?

55. In relation to further education and skills, do you think the toolkit will be suitable for different types of providers?

30. Part 2:how we inspect

What the proposed changes mean for further education and skills inspections

Proposal 3: Inspection methodology

To answer the following questions about our proposed inspection methodology, please refer to the consultation text about proposal 3.

56. In relation to further education and skills, what do you think about our proposed changes to how we carry out an inspection?

31. Part 2: how we inspect

What the proposed changes mean for further education and skills

57. What do you consider are the likely workload and well-being implications of these proposals for further education and skills?

58. What could we do to help reduce or manage any unintended consequences?

59. Is there anything else about the changes to the inspection of further education and skills that you would like to tell us?

32. Part 2: how we inspect

What the proposed changes mean for initial teacher education inspections

Proposals 2, and 3 are relevant to initial teacher education inspections. For more details, please refer to the consultation text.

60. Would you like to give your views on what our proposals mean for initial teacher education inspections?

- [ ] Yes
- [ ] No, take me straight to the closing questions

33. Part 2: how we inspect

What the proposed changes mean for initial teacher education inspections

Proposal 2: education inspection toolkits

To answer the following questions about our proposed education inspection toolkit, in relation to initial teacher education inspections, please refer to the consultation text about proposal 2 and the education inspection toolkit for initial teacher education.

We would like to know what you think about the toolkit for initial teacher education. The toolkit contains the standards for all evaluation areas. Choose the evaluation area you want to comment on below. You will be able to tell us your views on the next page.

61. Which evaluation area would you like to comment on? (please select as many as you wish)

- [ ] General comments about the toolkit
- [ ] Leadership
- [ ] Inclusion
- [ ] Curriculum
- [ ] Teaching
- [ ] Achievement
- [ ] Professional behaviours, personal development and well-being

34. Part 2: how we inspect

What the proposed changes mean for initial teacher education inspections

Proposal 2: education inspection toolkits

To answer the following questions about our proposed education inspection toolkit, please refer to the consultation text about proposal 2 and the education inspection toolkit for initial teacher education.

62. What do you think about the toolkit for initial teacher education in relation to:

General comments about the toolkit	
Leadership	
Inclusion	
Curriculum	
Teaching	
Achievement	
Professional behaviours, personal development and well-being	

63. In relation to initial teacher education, what do you think about the research, statutory guidance and professional standards that we have considered? Are there any others we should consider?

64. In relation to initial teacher education, what do you think about our working definition of inclusion, and how we will inspect inclusion?

65. In relation to initial teacher education, do you think the toolkit will be suitable for different types of providers?

35. Part 2:how we inspect

What the proposed changes mean for initial teacher education inspections

Proposal 3: Inspection methodology

To answer the following questions about our proposed inspection methodology, please refer to the consultation text about proposal 3.

66. In relation to initial teacher education, what do you think about our proposed changes to how we carry out an inspection?

36. Part 2: how we inspect

What the proposed changes mean for initial teacher education

67. What do you consider are the likely workload and well-being implications of these proposals for initial teacher education?

68. What could we do to help reduce or manage any unintended consequences?

69. Is there anything else about the changes to the inspection of initial teacher education that you would like to tell us?

37. Public sector equality duty (Equality Act 2010)

Please refer to the equality impact assessment text when completing this question.

70. Please tell us how you think our proposals may or may not impact equality.

38. Feedback

71. We are committed to making sure that our consultations are accessible. To enable us to improve our consultation processes and reach, would you be willing to tell us a bit about yourself and how you found this survey?

- [ ] Yes
- [ ] No - submit survey response

We ask a little bit about yourself and what you thought about the survey. We will use the information you give to help us improve consultation and our reach in the future.

Your feedback here will be processed separately from your consultation response.

39.

Feedback about the consultation

72. How did you hear about this consultation?

- [ ] Ofsted website
- [ ] Coverage on broadcast news (for example TV news)
- [ ] Social media
- [ ] Newspaper
- [ ] Word of mouth
- [ ] From my union/representative groups
- [ ] From another organisation/website
- [ ] Other (please specify):

How did you find the consultation?

73. I found the consultation information clear and easy to understand.

- [ ] Agree
- [ ] Neither agree nor disagree
- [ ] Disagree

74. I found the consultation easy to find on the Ofsted website.

- [ ] Agree
- [ ] Neither agree nor disagree
- [ ] Disagree

75. I had enough information about the consultation topic.

- [ ] Agree

- [ ] Neither agree nor disagree
- [ ] Disagree

76. I would take part in a future Ofsted consultation.

- [ ] Agree
- [ ] Neither agree nor disagree
- [ ] Disagree

77. Is there anything you would like us to improve on or do differently for future consultations?

40.

Additional questions about you

Your answers to the following questions will help us to evaluate how successfully we are gathering views from all sections of society. We would like to assure you that all responses are confidential and you do not have to answer every question.

78. Sex

- [ ] Male
- [ ] Female
- [ ] Prefer not to say
- [ ] Prefer to self-describe:

79. Age

- [ ] 14-18
- [ ] 19-24
- [ ] 25-34
- [ ] 35-44
- [ ] 45-54
- [ ] 55-64
- [ ] 65 and over
- [ ] Prefer not to say

80. How would you describe your ethnic group?

Asian or Asian British

- [ ] Indian
- [ ] Pakistani
- [ ] Bangladeshi

- [ ] Chinese
- [ ] Any other Asian background (specify below if you wish)

Black, Black British, Caribbean or African

- [ ] Caribbean
- [ ] African
- [ ] Any other Black, Black British or Caribbean background (specify below if you wish)

Mixed or multiple ethnic groups

- [ ] White and Black Caribbean
- [ ] White and Black African
- [ ] White and Asian
- [ ] Any other Mixed or multiple ethnic background (specify below if you wish)

White

- [ ] English, Welsh, Scottish, Northern Irish or British
- [ ] Irish
- [ ] Gypsy or Irish Traveller
- [ ] Roma
- [ ] Any other White background (specify below if you wish)

Other ethnic group

- [ ] Arab
- [ ] Any other ethnic group (specify below if you wish)

81. Other ethnic group

82. Sexual orientation

- [ ] Straight/Heterosexual
- [ ] Gay or lesbian

- [ ] Bisexual
- [ ] Prefer not to say
- [ ] Prefer to self-describe:

83. Religion/belief

- [ ] Buddhist
- [ ] Christian
- [ ] Hindu
- [ ] Jewish
- [ ] Muslim
- [ ] Sikh
- [ ] None
- [ ] Prefer not to say
- [ ] Other (please specify):

84. Do you consider yourself to have special educational needs?

- [ ] Yes
- [ ] No
- [ ] Prefer not to say

85. Do you consider yourself to have a disability?

- [ ] Yes
- [ ] No
- [ ] Prefer not to say

You have completed the survey

Would you like to submit your response now?