

Grammar school fit questionnaire

This questionnaire is designed to help you think carefully and calmly about whether this programme — and the grammar-school pathway more broadly — is a good fit for your child *at this stage*. You may find it helpful to complete this after attending the webinar or reading the overview guide.

There are no right or wrong answers, and no particular outcome is expected or preferred. Many children thrive in grammar schools, and many thrive just as well in non-selective settings. Deciding *not* to pursue grammar schools can be a thoughtful, positive, and well-informed choice.

The questionnaire will not be used to allocate places or assess eligibility. It is for your reflection only, to support decision-making that takes account of your child's learning style, emotional wellbeing, confidence, and your family's practical circumstances.

You do not need to complete this in one sitting. Many parents find it helpful to work through one or two sections at a time and return to it later.

Above all, this is intended as a supportive tool, not a test — of your child or of you.

Section A — Curiosity, Motivation & Attitude to Learning

1. When learning something new, your child is:
 - A. Excited and curious
 - B. Interested if it's presented well
 - C. Mildly interested
 - D. Reluctant

2. Your child asks questions about how things work:
 - A. Very often
 - B. Sometimes
 - C. Occasionally
 - D. Rarely

3. Motivation to achieve personal goals:
 - A. Strong
 - B. Moderate
 - C. Needs encouragement
 - D. Little self-motivation

4. When facing difficulty, your child:
 - A. Keeps trying
 - B. Tries with reassurance
 - C. Gives up unless helped

- D. Avoids trying
- 5. Attitude toward challenge:
 - A. Enthusiastic
 - B. Willing with support
 - C. Prefers easy tasks
 - D. Avoids challenge

Section B — Independence & Responsibility

- 6. Independence with tasks (homework, chores, organisation):
 - A. Highly independent
 - B. Mostly independent
 - C. Needs prompting
 - D. Needs close supervision
- 7. Organisation of belongings and routines:
 - A. Very well-organised
 - B. Mostly organised
 - C. Inconsistent
 - D. Often disorganised
- 8. Handling responsibilities or deadlines:
 - A. Manages independently
 - B. With reminders
 - C. With frequent prompting
 - D. Avoids or becomes anxious
- 9. Coping in structured or busy environments:
 - A. Very well
 - B. Generally well
 - C. Sometimes overwhelmed
 - D. Often overwhelmed
- 10. Responding to clear expectations:
 - A. Follows easily
 - B. Follows with reminders
 - C. Needs repeated explanation
 - D. Finds expectations difficult

Section C — Emotional Wellbeing & Resilience

- 11. Reaction to making mistakes:
 - A. Calm and reflective

- B. Frustrated but recovers
 - C. Discouraged
 - D. Upset or distressed
12. Sensitivity to pressure or time limits:
- A. Handles pressure well
 - B. Mildly stressed
 - C. Easily stressed
 - D. Very anxious
13. Social confidence:
- A. Very confident
 - B. Generally confident
 - C. Sometimes hesitant
 - D. Often anxious
14. Response to competition:
- A. Motivated and enthusiastic
 - B. Neutral
 - C. Uncomfortable
 - D. Distressed
15. Recovery from setbacks:
- A. Very quick
 - B. Fairly quick
 - C. Slow
 - D. Very slow

Section D — Learning Behaviours & Thinking Style

16. Approach to complex ideas or puzzles:
- A. Enjoys them
 - B. Tries with guidance
 - C. Gets confused
 - D. Avoids
17. Attention to detail:
- A. Very strong
 - B. Good
 - C. Inconsistent
 - D. Weak
18. Curiosity about language, stories, and vocabulary:
- A. Very curious
 - B. Somewhat curious

- C. Occasionally curious
- D. Rarely curious

19. Curiosity about numbers, patterns, or puzzles:

- A. Very curious
- B. Somewhat curious
- C. Occasionally curious
- D. Not curious

20. Managing multi-step tasks:

- A. Very well
- B. Well with guidance
- C. Needs regular help
- D. Struggles significantly

Section E — Reading, Focus & Working Pace

21. Approach to reading:

- A. Loves reading
- B. Reads willingly
- C. Reluctant reader
- D. Avoids reading

22. Understanding of reading material:

- A. Above age expectations
- B. At age expectations
- C. Slightly below
- D. Below

23. Ability to focus on quiet tasks:

- A. Very strong
- B. Good
- C. Easily distracted
- D. Finds focus difficult

24. Working pace:

- A. Fast and accurate
- B. Steady
- C. Slow
- D. Very slow

25. Response to timed activities:

- A. Calm and efficient

- B. Generally fine
- C. Easily stressed
- D. Very anxious

Section F — Social, Emotional & School Life Fit

26. Coping with long school days or a busy week:
- A. Thrives
 - B. Copes well
 - C. Manageable but tiring
 - D. Very tiring/overwhelming
27. Reaction to new clubs, activities, or environments:
- A. Excited
 - B. Open
 - C. Hesitant
 - D. Very anxious
28. Coping with high expectations:
- A. Responds positively
 - B. Manages with support
 - C. Often stressed
 - D. Overwhelmed
29. Comfort asking for help:
- A. Very comfortable
 - B. Generally comfortable
 - C. Hesitant
 - D. Avoids asking
30. Balance of schoolwork and rest/play:
- A. Very good balance
 - B. Generally good
 - C. Sometimes struggles
 - D. Regularly struggles

Section G — Academic Readiness

31. General learning ability:
- A. Very strong
 - B. Good
 - C. Average
 - D. Below average

32. Learning speed for new concepts:
- A. Very quick
 - B. Average pace
 - C. Slow
 - D. Very slow
33. Maths confidence:
- A. Very confident
 - B. Confident
 - C. Hesitant
 - D. Very hesitant
34. Vocabulary and language confidence:
- A. Very confident
 - B. Fairly confident
 - C. Needs support
 - D. Struggles
35. Attitude to reasoning tasks (verbal/non-verbal):
- A. Enjoys them independently
 - B. Tries with help
 - C. Gets confused
 - D. Avoids them

Section H — Values, Preferences & Fit with Grammar School Culture

36. Preferred learning style:
- A. Fast-paced and structured
 - B. Moderately structured
 - C. Flexible and hands-on
 - D. Very flexible and non-academic
37. Comfort with regular assessments:
- A. Very comfortable
 - B. Comfortable
 - C. Somewhat stressed
 - D. Uncomfortable
38. Response to peer competition:
- A. Motivated
 - B. Unbothered
 - C. Uncomfortable
 - D. Distressed

39. Coping with heavier reading/written workload:

- A. Well
- B. Manageably
- C. With difficulty
- D. Very difficult

40. Overall attitude toward school:

- A. Positive and enthusiastic
- B. Generally happy
- C. Mixed
- D. Negative or anxious

Section I — Travel, Logistics & Family Impact

41. How long would your child's grammar school commute be (one way)?

- A. Under 20 minutes
- B. 20–40 minutes
- C. 40–60 minutes
- D. Over 60 minutes

42. How well does your child cope with early mornings?

- A. Very well
- B. Fairly well
- C. With difficulty
- D. Very poorly

43. How would your child manage a long journey after a full school day?

- A. Easily
- B. Manageably
- C. With fatigue
- D. With significant difficulty

44. How would regular travel affect your child's after-school energy?

- A. Still energetic and ready for homework/activities
- B. Slightly tired but manageable
- C. Often tired
- D. Very tired/exhausted

45. How manageable would the travel be for your family overall?

- A. Very manageable
- B. Mostly manageable
- C. Somewhat challenging
- D. Very challenging

Section J — Finance, Travel Costs & Practical Affordability

Please be aware that the charity can help a little with some of these costs (bus fare, uniform, school trips) and there is another local charity (Jane Cook foundation) which can also help if applied to by yourself. The grammar schools also often have funds to help students once they are in school. However, none of this can be banked on and so it is important to consider the following questions.

46. How manageable would the ongoing costs of a grammar school place be for your family (e.g., travel, uniform, trips)?

- A. Easily manageable
- B. Manageable with planning
- C. Somewhat difficult
- D. Very difficult

47. How would the cost of a daily bus fare to Gloucester or Stroud grammar schools impact your family budget?

(Typical annual bus costs can range from £750–£1,200 depending on route and provider)

- A. Easily affordable
- B. Affordable with planning
- C. A significant stretch
- D. A major financial challenge

48. How comfortable would you feel covering additional academic or extracurricular costs (e.g., music lessons, sports kit, revision materials)?

- A. Very comfortable
- B. Comfortable with budgeting
- C. Only selectively affordable
- D. Not realistically affordable

49. How would school trip costs (often £20–£60 for day trips; £300+ for optional residential) affect your ability to participate fully?

- A. No difficulty
- B. Manageable with planning
- C. Sometimes difficult
- D. Often difficult

50. If independent tutoring (before or during secondary school) became necessary to support your child, how manageable would this expense be?

- A. Easily manageable
- B. Manageable with planning
- C. A stretch
- D. Not affordable

SCORING

Each answer is given a score:

- **A = 3 points**
- **B = 2 points**
- **C = 1 point**
- **D = 0 points**

The maximum possible score is **150**.

The score is **not** a measure of your child's intelligence, ability, effort, or future success. It simply reflects how closely the grammar-school environment — including academic pace, assessment pressure, travel, and costs — may align with your child and family *at this point in time*.

Interpreting your score (out of 150)

122–150 → Strong Fit

The grammar-school environment, expectations, travel, and financial considerations are likely to align well. This does not guarantee success, but it suggests the demands are broadly manageable.

95–121 → Moderate Fit

Many aspects may be manageable, but there are some areas that warrant careful thought — often around pressure, workload, travel, or cost. Support and monitoring would be important.

65–94 → Mixed Fit

This suggests a number of potential pressure points. It may be helpful to consider whether the academic, emotional, or practical demands could create ongoing strain for your child or family.

0–64 → Likely Not the Best Fit at Present

This indicates that the grammar-school environment or associated demands may be challenging. This does *not* reflect a lack of ability, but rather a possible mismatch between the system and your child’s current needs.

What to do with your score

This score is not a judgement, and it is not a prediction.

If the score is high, it suggests that the grammar-school environment *may* suit your child at this point.

If the score is lower, it often reflects things like anxiety, tiredness, pace, or practical pressures — not ability.

When thinking about your result, the most important questions are:

- Does this kind of school environment help my child feel confident and settled?
- How does my child usually cope with pressure, tests, and busy days?
- Would this level of demand feel manageable for our family over several years?

There is no advantage in choosing a path that causes ongoing stress. Children usually make the best progress when they feel safe, supported, and able to enjoy learning.