

The 2014 National Assessments of English Reading and Mathematics

e-Appendix to Context Report

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Overview

This document contains additional statistical detail for data presented in Chapters 4-7 of The 2014 National Assessments of Mathematics and English Reading Context Report (Kavanagh, Shiel & Gilleece, 2015)¹ Tables are, in general, presented in the order in which the corresponding tables appear in the text of the main report.

How to interpret correlations

The value of a correlation between two continuous variables can range from -1 to +1. A positive correlation coefficient indicates that as one variable increases, so does the other. A negative correlation indicates that as one variable increases, the other decreases. A correlation coefficient close to 0 indicates little or no relationship, while the closer the value is to ± 1 , the stronger the relationship. The following rule of thumb can be used to interpret the strength of the correlation coefficients reported in this appendix:

• Weak	< .1
• Weak to moderate	.1 to .24
• Moderate	.25 to .39
• Moderate to strong	.4 to .55
• Strong	>.56

How to interpret comparisons of groups of pupils

The tables in this appendix provide more detailed information than the corresponding tables in the main report. Unless otherwise stated, percentages included in tables refer to **percentages of pupils**. The first column (**%T**) shows the *total* percentage of pupils who fall into a particular category, including those for whom data were missing. The next column (**%A**) shows the total percentage of pupils for whom data are *available* for the variable under consideration. The column titled **Mean** shows the mean reading / mathematics score for pupils in that category. The **SE** column gives the standard error of that mean.

In the example table, just over 90% of Second class pupils for whom data were available were born in Ireland. These pupils had a mean reading score of 266.2 and a mean mathematics score of 265.7. At the Sixth class level, just over 88% of pupils (for whom data were available) were born in Ireland. These Sixth class pupils had a mean reading score of 265.2 and a mean mathematics score of 262.3.

¹ Kavanagh, L., Shiel, G. & Gilleece, L. (2015). *The 2014 National Assessments of Mathematics and English Reading. Volume 2: Context Report*. Dublin: Educational Research Centre.

Example Table: Pupil place of birth and mean reading and mathematics scores, by grade level

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Born in Ireland	87.9	90.3	266.2	1.63	87.7	90.2	265.7	2.00
	Born elsewhere	9.4	9.7	246.9	3.30	9.6	9.8	251.9	4.14
	Total	97.3	100	264.3	1.63	97.3	100	264.3	1.95
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Born in Ireland – born elsewhere	19.3	3.31	12.7	25.9	13.2	4.18	5.5	22.2
Sixth	Born in Ireland	86.1	88.5	265.2	1.47	86.2	88.3	262.3	2.19
	Born elsewhere	11.2	11.5	251.2	3.50	11.4	11.7	260.2	2.79
	Total	97.3	100	263.6	1.54	97.6	100	262.0	2.09
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Born in Ireland – born elsewhere	14.0	3.31	7.4	20.6	2.1	2.76	-3.4	7.6

Significant differences in **bold**.

The **Comparisons** sections of the table provide comparisons between one group of pupils, (the reference group), and all other groups. In the example table above, *Born in Ireland* is the reference group. The **Diff** column gives the difference between the mean scores of the compared groups, while the **SED** column presents the standard error of the difference. The **95% BCI** is the 95% Bonferroni Confidence Interval, i.e. the range of scores within which we can be 95% certain that the “true” difference between the groups falls.

In cases where the mean score of a group is statistically significantly different from that of pupils in the reference group, the BCI is presented in **bold font**. As can be seen from the example table, Second class pupils who were born in Ireland have significantly higher mean English reading and mathematics scores than those who were not. Similarly, Sixth class pupils who were born in Ireland have a significantly higher mean reading score than those who were not born in Ireland. However, the mean mathematics score of Sixth class pupils born in Ireland (262.3) is not statistically significantly different than the mean mathematics score of Sixth class pupils born elsewhere (260.2).

Where comparisons are made between the mean scores of more than two groups, such as in the example above, alpha levels are adjusted in order to control for Type 1 error (i.e. to guard against declaring a difference to be statistically significant when it is not). The method of alpha adjustment used was the Bonferroni correction, whereby the chosen alpha level (0.05) is divided by the number of tests. Therefore, if three comparisons are made, the alpha level used to construct the confidence interval is $.05/3$, or 0.0167.

So, while the size of the difference between two scores is important, the error associated with the estimated scores and their differences is also taken into account, as is the number of comparisons being made. For these reasons, scale-score point differences of the same size may be significant in one case, but not in another. It should also be noted that even if a small difference in means attains statistical significance, it may not necessarily be of substantive importance.

Chapter 4: School Factors

For assistance in interpreting these tables, see *How to Interpret Comparisons of Groups of Pupils* on page 3.

Table A4.1: School location and mean reading and mathematics scores, Second class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
City	27.1	27.1	265.4	4.30	27.0	27.0	263.9	5.28
Large Town	14.2	14.2	256.0	4.56	14.2	14.2	262.7	3.60
Small Town	22.2	22.2	262.4	2.25	22.3	22.3	264.8	2.84
Village or Rural	36.5	36.5	267.0	2.22	36.5	36.5	263.0	3.01
Total	100.0	100.0	264.0	1.65	100.0	100.0	263.6	1.96
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
City – Large Town	9.4	6.42	-6.3	25.1	1.1	6.50	-14.7	17.0
City – Small Town	3.0	4.66	-8.4	14.4	-0.9	6.22	-16.1	14.2
City – Village/Rural	-1.6	5.02	-13.9	10.6	0.8	6.27	-14.5	16.2

City: city or suburbs of Dublin, Cork, Galway or Waterford; Large town: Other large town or city, with population greater than 10,000; Small town: town with population between 1500 and 10,000; Village or Rural: A village or rural community with population less than 1,500. Significant differences in **bold**.

Table A4.2: School location and mean reading and mathematics scores, Sixth class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
City	30.0	30.0	264.0	4.12	30.5	30.5	258.8	4.54
Large Town	15.6	15.6	254.5	2.78	15.2	15.2	250.9	3.28
Small Town	22.2	22.2	260.5	2.54	22.5	22.5	260.9	2.91
Village or Rural	32.3	32.3	267.9	1.91	31.8	31.8	270.2	2.79
Total	100.0	100.0	263.0	1.55	100	100	261.7	2.06
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
City – Large Town	9.5	5.14	-3.1	22.1	7.9	5.47	-5.5	21.3
City – Small Town	3.5	4.67	-7.9	14.9	-2.0	4.76	-13.7	9.6
City – Village/Rural	-3.8	4.63	-15.2	7.5	-11.4	5.03	-23.7	0.9

City: city or suburbs of Dublin, Cork, Galway or Waterford; Large town: Other large town or city, with population greater than 10,000; Small town: town with population between 1500 and 10,000; Village or Rural: A village or rural community with population less than 1,500. Significant differences in **bold**.

Table A4.3: School size and mean reading and mathematics scores, Second class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Small	13.1	13.1	263.7	5.07	13.1	13.1	260.8	3.85
Medium	44.1	44.1	264.2	2.37	44.1	44.1	261.3	3.42
Large	42.8	42.8	263.8	2.62	42.8	42.8	266.8	2.82
Total	100.0	100.0	264.0	1.65	100.0	100.0	263.6	1.96
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Large - Medium	-0.5	3.62	-8.8	7.8	5.5	4.64	-5.1	16.1
Large – Small	0.1	5.71	-13.0	13.2	6.1	4.77	-4.8	17.0

Significant differences in **bold**.

Small = 1-100, Medium = 101-260; Large >261.

Table A4.4: School size and mean reading and mathematics scores, Sixth class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Small	11.5	11.5	274.3	4.36	11.1	11.1	270.4	4.54
Medium	44.7	44.7	261.4	2.40	44.4	44.4	260.2	2.82
Large	43.8	43.8	261.7	2.37	44.5	44.5	261.0	3.40
Total	100.0	100.0	263.0	1.55	100.0	100.0	261.7	2.06
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Large - Medium	0.3	3.28	-7.2	7.8	0.8	4.29	-9.0	10.6
Large – Small	-12.6	4.93	-23.8	-1.3	-9.3	5.67	-22.3	3.7

Significant differences in **bold**.

Small = 1=100, Medium = 101-260; Large >261.

Table A4.5: School gender composition and mean reading and mathematics scores, Second class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Girls	10.4	10.4	267.2	3.89	10.4	10.4	261.6	1.63
Boys	7.2	7.2	257.3	6.30	7.2	7.2	264.7	2.83
Mixed	82.4	82.4	264.1	1.85	82.4	82.4	263.8	0.81
Total	100.0	100.0	264.0	1.65	100.0	100.0	263.6	0.74
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Mixed - Boys	6.9	6.63	-8.3	22.1	-1.0	7.91	-19.1	17.1
Mixed – Girls	-3.1	4.20	-12.7	6.5	2.2	4.19	-7.4	11.8

Significant differences in **bold**.

Girls: All girls, Second to Sixth Classes; Boys: All boys, Second to Sixth classes.

Table A4.6: School gender composition and mean reading and mathematics scores, Sixth class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Girls	12.5	12.5	261.7	4.91	12.4	12.4	261.4	4.63
Boys	9.6	9.6	248.5	5.72	9.7	9.7	248.6	6.82
Mixed	78.0	78.0	265.0	1.74	77.9	77.9	263.4	2.36
Total	100.0	100.0	263.0	1.55	100.0	100.0	261.7	2.06
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Mixed - Boys	16.5	6.07	2.6	30.4	14.8	7.32	-2.0	31.6
Mixed – Girls	3.4	5.12	-8.4	15.1	2.0	5.08	-9.6	13.7

Significant differences in **bold**.

Girls: All girls, Second to Sixth Classes; Boys: All boys, Second to Sixth classes.

Table A4.7: Average school percentage attendance rate (First Quarter, 2014), by grade level and domain

		%T	%A	Mean Percent	SE
Second	Reading	95.3	100.0	93.8	0.36
	Mathematics	95.3	100.0	93.8	0.36
Sixth	Reading	92.9	100.0	93.8	0.28
	Mathematics	92.1	100.0	93.9	0.27

Table A4.8: Average school percentage attendance rate (First Quarter, 2014), in Second class, by DEIS status

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Urban Band 1	8.3	8.3	91.3	0.51	8.3	8.3	91.3	0.52
Urban Band 2	7.3	7.3	93.2	0.45	7.3	7.3	93.2	0.45
Urban Non-DEIS	43.9	43.9	93.8	0.72	43.9	43.9	93.8	0.71
Rural-SSP	6.5	6.5	94.1	0.65	6.5	6.5	94.1	0.65
Rural-Non-SSP	34.0	34.0	94.6	0.34	34	34	94.6	0.35
Total	100.0	100.0	93.8	0.36	100	100	93.8	0.36
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Band 1 – Band 2	-1.9	0.68	-2.9	-1.9	-1.9	0.69	-3.2	-0.5
Band 1 – Urban Non-DEIS	-2.5	0.89	-3.9	-1.1	-2.5	0.89	-4.3	-0.7
Band 1 – Rural-SSP	-2.8	0.83	-4.1	-1.5	-2.8	0.83	-4.5	-1.1
Band 1 – Rural-Non-SSP	-3.3	0.64	-4.3	-2.3	-3.3	0.65	-4.5	-2.0

Significant differences in **bold**.

Table A4.9: Average school percentage attendance rate (First Quarter, 2014), in Sixth class, by DEIS status

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Urban Band 1	8.1	8.1	92.1	0.55	8.1	8.1	92.1	0.56
Urban Band 2	8.0	8.0	93.1	0.55	8.2	8.2	93.1	0.51
Urban Non-DEIS	47.1	47.1	93.9	0.50	47.1	47.1	93.9	0.47
Rural-SSP	4.4	4.4	93.5	0.86	4.1	4.1	93.5	0.84
Rural-Non-SSP	32.4	32.4	94.4	0.35	32.5	32.5	94.5	0.34
Total	100.0	100.0	93.8	0.28	100.0	100.0	93.9	0.27
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Band 1 – Band 2	-1.0	0.78	-3.0	1.0	-1.0	0.73	-2.8	0.9
Band 1 – Urban Non-DEIS	-1.8	0.77	-3.8	0.2	-1.8	0.73	-3.7	0.1
Band 1 – Rural-SSP	-1.5	1.02	-4.1	1.2	-1.4	1.01	-4.0	1.2
Band 1 – Rural-Non-SSP	-2.3	0.68	-4.0	-0.6	-2.4	0.67	-4.1	-0.7

Significant differences in **bold**.

Table A4.10: Main language of the school and mean reading and mathematics scores, Second class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
English	89.1	89.1	263.2	1.75	89.2	89.2	263.3	1.98
Gaeilge	10.9	10.9	270.0	5.60	10.8	10.8	266.4	9.04
Total	100.0	100.0	264.0	1.65	100.0	100.0	263.6	1.96
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
English - Gaeilge	-6.7	6.00	-18.7	5.2	-3.1	9.37	-21.7	15.6

Significant differences in **bold**.

Table A4.11: Main language of the school and mean reading and mathematics scores, Sixth class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
English	91.6	91.6	262.4	1.67	91.8	91.8	261.8	2.12
Gaeilge	8.4	8.4	269.5	3.99	8.2	8.2	261.3	7.54
Total	100.0	100.0	263.0	1.55	100.0	100.0	261.7	2.06
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
English – Gaeilge	-7.1	4.44	-15.9	1.8	0.5	7.76	-15.0	15.9

Significant differences in **bold**.

Table A4.12: Average percentage of pupils whose speak a mother tongue other than English or Irish, by grade level and domain

		%T	%A	Percent	SE
Second	English Reading	97.6	100.0	9.5	1.08
	Mathematics	97.6	100.0	9.5	1.08
Sixth	English Reading	95.5	100.0	10.0	1.29
	Mathematics	95.7	100.0	10.0	1.24

Table A4.13: Percentage categories of pupils whose mother tongue is a language other than English or Irish, and mean reading and mathematics scores, Second class

Category (% non-speakers)	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
0%	20.1	20.6	263.0	3.73	20.1	20.5	260.5	5.28
GT 0% and LEQ 5%	37.8	38.7	270.9	2.39	37.8	38.7	269.1	3.08
GT 5% and LEQ 10%	13.2	13.5	270.2	3.39	13.1	13.5	270.7	3.55
GT 10%	26.5	27.2	252.5	3.13	26.6	27.2	254.7	3.23
All	97.6	100.0	264.2	1.70	97.6	100.0	263.6	2.01
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
0% - GT0% and LEQ5%	-7.2	5.13	-19.8	5.4	-8.6	6.10	-23.6	6.3
0% - GT5% and LEQ10%	-7.2	5.13	-19.8	5.4	-10.3	6.43	-26.0	5.5
0% - GT10%	10.5	4.88	-1.4	22.5	5.7	6.10	-9.2	20.7

Significant differences in **bold**.

Table A4.14: Percentage categories of pupils whose mother tongue is a language other than English or Irish, and mean reading and mathematics scores, Sixth class

Category (% non-speakers)	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
0%	15.2	15.9	269.2	4.11	15.5	16.2	272.1	7.41
GT 0% and LEQ 5%	40.4	42.3	267.5	1.89	40.4	42.2	265.9	2.41
GT 5% and LEQ 10%	13.9	14.6	264.2	5.79	13.6	14.2	253.1	6.86
GT 10%	26.0	27.2	252.1	3.13	26.2	27.4	253.2	3.02
All	95.5	100.0	263.1	1.61	95.7	100.0	261.6	2.06
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
0% - GT0% and LEQ5%	1.8	4.50	-9.3	12.8	6.1	7.67	-12.7	24.9
0% - GT5% and LEQ10%	5.1	7.43	-13.1	23.3	19.0	10.15	-5.9	43.8
0% - GT10%	17.1	5.17	4.4	29.8	18.9	7.99	-0.7	38.5

Significant differences in **bold**.

Table A4.15: Average percentage of pupils who have identified themselves as members of the Traveller community, by grade level and domain

		Percentage of Pupils in Analysis		Percentage of Pupils in Traveller Community	
		%T	%A	Percent	SE
Second	English Reading	98.9	100.0	2.1	0.78
	Mathematics	98.9	100.0	2.1	0.78
Sixth	English Reading	98.7	100.0	2.6	0.94
	Mathematics	98.7	100.0	2.7	0.98

Table A4.16: Percentage categories of pupils who have identified themselves as members of the Traveller community, and mean reading and mathematics scores, Second class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
0%	64.2	65.0	267.7	2.13	64.2	65.0	266.7	2.51
GT 0% and LEQ 5%	26.1	26.4	259.2	3.07	26.0	26.3	259.9	3.00
GT 5%	8.6	8.7	249.3	4.86	8.6	8.7	251.4	5.81
Total	98.9	100.0	263.9	1.67	98.9	100.0	263.6	1.98
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Zero – GT % and LEQ 5%	8.5	3.89	-0.4	17.4	6.7	3.96	-2.3	6.7
Zero – GT 5%	18.4	4.93	7.1	29.7	15.3	5.65	2.3	15.3

Significant differences in **bold**.

Table A4.17: Percentage categories of pupils who have identified themselves as members of the Traveller community, and mean reading and mathematics scores, Sixth class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
0%	58.8	59.6	268.9	1.64	57.4	58.2	268.4	2.47
GT 0% and LEQ 5%	27.9	28.3	258.6	2.67	28.4	28.8	256.9	3.30
GT 5%	11.9	12.1	243.4	3.98	12.8	13.0	241.6	5.44
Total	98.7	100.0	262.9	1.57	98.7	100.0	261.6	2.09
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Zero – GT % and LEQ 5%	10.3	3.21	2.9	17.6	11.5	4.19	1.9	21.1
Zero – GT 5%	25.5	4.31	15.6	35.3	26.8	5.84	13.4	40.2

Significant differences in **bold**.

Table A4.18: Average percentage of pupils identified as members of the Traveller community, by DEIS status, Second class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Urban Band 1	8.0	8.0	6.3	3.10	8.0	8.0	6.3	3.09
Urban Band 2	7.0	7.0	2.7	1.08	7.0	7.0	2.7	1.08
Urban Non-DEIS	45.7	45.7	2.7	1.58	45.6	45.6	2.7	1.58
Rural-SSP	6.2	6.2	0.0	0.00	6.2	6.2	0.0	0.00
Rural-Non-SSP	33.2	33.2	0.5	0.27	33.2	33.2	0.5	0.27
Total	100.0	100.0	2.1	0.78	100.0	100.0	2.1	0.78
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Band 1 – Band 2	3.6	3.15	-4.5	11.7	3.6	3.14	-4.4	11.7
Band 1 – Urban Non-DEIS	3.6	3.44	-5.2	12.5	3.6	3.44	-5.2	12.5
Band 1 – Rural-SSP	6.3	3.10	-1.6	14.2	6.3	3.09	-1.6	14.2
Band 1 – Rural-Non-SSP	5.8	3.11	-2.1	13.8	5.8	3.11	-2.1	13.8

Significant differences in **bold**.

Table A4.19: Average percentage of pupils identified as members of the Traveller community, by DEIS status, Sixth class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Urban Band 1	8.8	8.8	8.9	3.16	9.3	9.3	9.1	2.97
Urban Band 2	7.6	7.6	2.6	0.89	7.6	7.6	2.5	0.89
Urban Non-DEIS	48.1	48.1	1.4	0.28	48.3	48.3	3.2	1.87
Rural-SSP	4.1	4.1	0.0	0.00	3.8	3.8	0.0	0.00
Rural-Non-SSP	31.5	31.5	0.4	0.19	31.0	31.0	0.5	0.23
Total	100.0	100.0	1.8	0.40	100.0	100.0	2.7	0.98
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Band 1 – Band 2	6.6	3.09	-1.3	14.5	6.6	3.09	-1.3	14.5
Band 1 – Urban Non-DEIS	5.9	3.48	-3.0	14.8	5.9	3.48	-3.0	14.8
Band 1 – Rural-SSP	9.1	2.97	1.5	16.7	9.1	2.97	1.5	16.7
Band 1 – Rural-Non-SSP	8.7	2.98	1.0	16.3	8.7	2.98	1.0	16.3

Significant differences in **bold**.

Table A4.20: Principal status (teaching or administrative) and mean reading and mathematics scores, Second class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Principal – Teaching	28.2	28.2	264.8	3.06	28.2	28.2	263.5	2.92
Principal – Admin Only	71.8	71.8	263.6	1.95	71.8	71.8	263.7	2.51
Total	100.0	100.0	264.0	1.65	100.0	100.0	263.6	1.96
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Teaching – Admin	1.2	3.63	-6.1	1.2	-0.2	3.90	-8.0	7.6

Significant differences in **bold**.

Table A4.21: Principal status (teaching or administrative) and mean reading and mathematics scores, Sixth class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Principal – Teaching	24.6	24.6	270.3	2.12	23.5	23.5	266.8	3.36
Principal – Admin Only	75.4	75.4	260.6	1.92	76.5	76.5	260.2	2.50
Total	100.0	100.0	263.0	1.55	100.0	100.0	261.7	2.06
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Teaching – Admin	9.7	2.93	3.8	9.7	6.7	4.22	-1.7	15.1

Significant differences in **bold**.

Table A4.22: Principals' years' experience as principal and mean reading and mathematics scores, Second class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
1-5 years	30.2	30.6	263.1	2.67	30.1	30.5	264.3	2.72
6-10 years	23.7	24.1	260.9	3.89	23.7	24.0	261.9	4.08
11-15 years	22.4	22.7	264.9	3.89	22.4	22.7	264.2	4.02
16 years or higher	22.4	22.7	265.9	3.45	22.4	22.7	263.4	5.23
Total	98.7	100.0	263.6	1.67	98.7	100.0	263.5	1.99
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
1-5 – 6-10	2.2	4.80	-9.6	13.9	2.4	4.82	-9.4	14.2
1-5 – 11-15	-1.7	4.56	-12.9	9.4	0.1	4.86	-11.8	12.0
1-5 – 16+	-2.7	4.48	-13.7	8.2	0.9	6.01	-13.8	15.6

Significant differences in **bold**.

Table A4.23: Principals' years' experience as principal and mean reading and mathematics scores, Sixth class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
1-5 years	33.6	33.3	259.8	2.76	33.4	33.8	257.7	3.74
6-10 years	22.2	25.0	259.8	3.37	23.6	23.9	257.5	4.16
11-15 years	17.9	19.5	266.9	3.33	19.5	19.8	265.2	3.60
16 years or higher	25.1	22.2	265.6	2.94	22.3	22.6	267.5	3.35
Total	98.8	100.0	262.5	1.46	98.7	100.0	261.3	2.07
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
1-5 – 6-10	0.0	4.66	-11.4	11.4	0.2	5.62	-13.6	14.0
1-5 – 11-15	-7.1	4.69	-18.6	4.4	-7.4	5.14	-20.1	5.2
1-5 – 16+	-5.7	3.89	-15.2	3.8	-9.8	4.70	-21.3	1.7

Significant differences in **bold**.

Table A4.24: Percentages of pupils in schools with varying configurations of library facilities and dedicated computer room, Second and Sixth class

	Second		Sixth	
	%	SE	%	SE
Room used as school library, exclusive or not	46.8	3.94	48.4	4.28
Room used <i>exclusively</i> as a central library	27.5	3.57	29.9	3.68
Room used as school library & other uses	22.5	3.15	21.4	3.36
Classroom library in some classrooms	11.2	2.96	13.3	3.13
Classroom library in every classroom	87.5	3.18	83.0	3.60
A dedicated computer room	27.3	4.19	29.2	4.23

Data from Second and Sixth class reading databases.

Table A4.25: Percentages of pupils in schools with varying configurations of library facilities and dedicated computer room, by school size, Second class

	Small		Medium		Large	
	%	SE	%	SE	%	SE
Room used as school library whether exclusive or not.	36.7	11.58	37.2	6.02	59.3	6.18
Room used <i>exclusively</i> as a central library	2.8	2.88	18.9	4.94	43.5	6.43
Room used as school library & other uses	21.8	5.78	19.7	4.05	22.5	3.15
Classroom library in some or all classrooms	100.0	0.00	95.2	2.93	96.2	2.70
Classroom library in some classrooms	9.2	8.96	9.2	3.55	13.8	5.12
Classroom library in every classroom	90.8	8.96	88.1	4.35	85.8	5.25
A dedicated computer room	7.2	5.76	25.7	5.84	35.1	6.77

Small = 1=100, Medium = 101-260; Large >261. Data from Second class reading database.

Table A4.26: Percentages of pupils in schools with varying configurations of library facilities and dedicated computer room, by school size, Sixth class

	Small		Medium		Large	
	%	SE	%	SE	%	SE
Room used as school library whether exclusive or not.	42.0	12.27	43.9	6.73	54.6	6.81
Room used <i>exclusively</i> as a central library	2.5	2.56	23.4	4.90	43.7	6.49
Room used as school library & other uses	39.5	12.31	22.3	6.19	15.9	4.66
Classroom library in some or all classrooms	100.0	0.00	90.8	4.54	94.2	3.53
Classroom library in some classrooms	12.2	11.25	11.3	4.13	15.5	5.13
Classroom library in every classroom	87.8	11.25	82.4	5.56	82.2	5.67
A dedicated computer room	5.0	3.56	24.9	5.50	39.9	6.69

Small = 1=100, Medium = 101-260; Large >261. Data from Sixth class reading database.

Table A4.27: Mean numbers of library books in all libraries in school, mean number and percentage of books not in English or Irish, mean number and percentage of new library books, percentage of pupils in schools with no e-books, and percentage of pupils in schools with no print books in languages other than English or Irish, by grade level

	Second		Sixth	
	Mean	SE	Mean	SE
Print books contained in all libraries in school (Number)	3057.8	227.19	3199.7	223.56
Print books in a language other than English/Irish (Number)	22.1	5.55	22.6	6.21
Print books in a language other than English/Irish (% of all books)	1.0	0.29	1.0	0.30
New print titles added to school's libraries since September 2013 (Number)	246.6	35.63	228.7	30.17
New print titles added to school's libraries since September 2013 (% of all books)	10.4	1.17	10.0	1.29
E-books that pupils currently have access to (Number)	16.7	8.28	15.3	6.56
Pupils in schools with no e-books (%)	79.1	4.16	79.8	3.16
Pupils in schools with no print library books in languages other than English/Irish (%)	62.3	4.42	62.4	4.29
Ratio of Print Library Books to Pupils	12.4	0.95	14.7	2.17

Data from Second and Sixth class reading databases.

Table A4.28: Mean numbers of library books in all libraries in school, mean number and percentage of books not in English or Irish, mean number and percentage of new library books, and percentage of pupils in schools with no e-books, by school size, Second class

	Small		Medium		Large	
	Mean	SE	Mean	SE	Mean	SE
Print books contained in all libraries in school (Number)	1261	206.72	2264.5	216.34	4494.5	498.09
Print books in a language other than English/Irish (Number)	28.6	18.23	12.9	3.72	29.7	11.57
Print books in a language other than English/Irish (% of all print books)	2.6	1.56	0.8	0.28	0.8	0.39
New print titles added to school's libraries since September 2013 (Number)	103.0	43.33	186.1	32	358.2	74.57
New print titles added to school's libraries since September 2013 (% of all print books)	9.3	3.53	10.2	1.65	10.9	1.93
E-books that pupils currently have access to (Number)	0.8	0.55	2.2	1.03	37.5	19.56
Pupils in schools with no e-books (%)	93.5	4.40	81.4	6.22	72.2	7.08
Pupils in schools with no books in languages other than English or Irish (%)	51.9	11.07	64.1	7.10	63.7	7.12
Ratio of Print Library Books to Pupils	17.3	2.98	12.8	1.37	10.4	1.22

Small = 1-100, Medium = 101-260; Large >261. Data from Second class reading database.

Table A4.29: Mean numbers of library books in all libraries in school, mean number and percentage of books not in English or Irish, mean number and percentage of new library books, percentage of pupils in schools with no e-books, percentage of pupils in schools with no books in languages other than Irish, and ratio of pupils to print library books, by school size, Sixth class

	Small		Medium		Large	
	Mean	SE	Mean	SE	Mean	SE
Print books contained in all libraries in school (Number)	1422.8	279.6	2628.1	291.79	4327.2	503.87
Print books in a language other than English/Irish (Number)	25.5	19.25	13.8	3.48	31.2	12.98
Print books in a language other than English/Irish (% of all books)	2.1	1.61	0.8	0.24	0.9	0.42
New print titles added to school's libraries since September 2013 (Number)	158.2	77.42	185.6	35.44	295.4	52.35
New print titles added to school's libraries since September 2013 (% of all books)	1.0	0.3	14.1	5.8	9.2	1.57
E-books that pupils currently have access to (Number)	0.7	0.58	1.8	0.69	34.1	15.16
Pupils in schools with no e-books (%)	91.0	7.99	83.8	4.45	72.8	4.92
Pupils in schools with no books in languages other than English or Irish (%t)	52.3	13.62	62.5	6.47	65.0	5.63
Ratio of Print Library Books to Pupils	19.3	3.44	13.9	1.45	9.8	1.28

Small = 1-100, Medium = 101-260; Large >261. Data from Sixth class reading database.

Table A4.30: Mean numbers of library books in all libraries in school, mean number and percentage of books not in English or Irish, mean number and percentage of new library books, and percentage of pupils in schools with no e-books, by percentage categories of non-English/Gaeilge speakers, Second class

	0%		GT 0 and LEQ 5		GT 5 and LEQ 10		GT 10	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Print books contained in all libraries in school (Number)	1329.2	246.7	2714.2	274.53	3014.6	722.52	4980.3	704.03
Print books in a language other than English/Irish (Number)	6.9	2.95	26.6	9.04	11.9	7.52	33.5	17.71
Print books in a language other than English/Irish (% of all print books)	0.7	0.47	1.3	0.61	0.5	0.36	1.1	0.59
New print titles added to school's libraries since September 2013 (Number)	133.5	37	210.2	42.48	276.8	84.14	386.5	105.62
New print titles added to school's libraries since September 2013 (Percentage of all print books)	10.7	1.53	9.9	1.67	11.2	4.18	10.8	2.58
E-books that pupils currently have access to (Number)	6.4	3.13	6.4	3.13	6.4	3.13	6.4	3.13
Pupils in schools with no e-books (%)	65.9	10.94	87.4	4.69	79.3	9.90	75.8	8.10
Pupils in schools with no books in languages other than English or Irish (%)	65.8	10.98	62.9	6.33	70.4	11.44	54.0	9.62
Ratio of Print Library Books to Pupils	10.6	2.46	11.6	1.14	12.6	2.79	14.9	2.14

Data from Second class reading database.

Table A4.31: Mean numbers of library books in all libraries in school, mean number and percentage of books not in English or Irish, mean number and percentage of new library books, and percentage of pupils in schools with no e-books, by percentage categories of non-English/Gaeilge speakers, Sixth class

	0%		GT 0 and LEQ 5		GT 5 and LEQ 10		GT 10	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Print books contained in all libraries in school (Number)	1243.6	227.24	3073.9	309.33	2590.8	637.31	4556.4	655.27
Print books in a language other than English/Irish (Number)	6.9	3.59	22.9	7.76	12.6	6.44	39.3	19.18
Print books in a language other than English/Irish (% of all print books)	0.9	0.59	1.0	0.51	0.5	0.3	1.3	0.65
New print titles added to school's libraries since September 2013 (Number)	119.4	33.9	214.5	43.84	185.1	56.87	357.6	96.02
New print titles added to school's libraries since September 2013 (% of all print books)	10.3	1.85	10.3	2.18	9.8	4.24	10.2	2.27
E-books that pupils currently have access to (Number)	4.3	2.35	3.9	2.53	13.3	11.32	44.1	24.5
Pupils in schools with no e-books (Percent)	69.4	10.09	65.3	5.85	63.4	12.40	50	8.07
Pupils in schools with no books in languages other than English or Irish (Percent)	65.6	10.47	84.8	5.01	78.8	9.95	77.9	7.82
Ratio of Print Library Books to Pupils	9.7	1.33	12.8	1.36	12.0	2.59	15	2.22

Data from Sixth class reading database.

Table A4.32: Mean numbers of library books in all libraries in school, mean number and percentage of books not in English or Irish, mean number and percentage of new library books, and percentage of pupils in schools with no e-books, by DEIS status, Second class

	Urban DEIS 1		Urban DEIS 2		Urban non-DEIS		Rural SSP		Rural Non-SSP	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Print books contained in all libraries in school (Number)	4424.8	1591.57	4755.2	1016.99	3793.5	431.32	1344	745.82	1799.1	206.81
Print books in a language other than English/Irish (Number)	10.5	7.62	19.0	8.31	30.9	11.08	8.4	3.71	16.7	7.93
Print books in a language other than English/Irish (% of all print books)	0.3	0.28	0.5	0.25	1.0	0.38	0.6	0.35	1.5	0.72
New print titles added to school's libraries since September 2013 (Number)	342.0	134.12	233.1	119.89	313.2	66.26	139.7	73.3	164.7	29.88
New print titles added to school's libraries since September 2013 (% of all print books)	14.9	7.1	4.2	1.42	9.5	1.47	16.9	5.58	10.7	1.9
E-books that pupils currently have access to (Number)	42.4	29.35	1.3	1.29	20.7	17.07	6.7	5.71	11.3	7.36
Pupils in schools with no e-books (%)	70.7	15.00	93.5	6.45	81.7	5.58	66.7	28.56	76.9	7.03
Pupils in schools with no books in languages other than English or Irish (%)	65.8	15.31	54.1	16.60	59.9	6.49	46.7	25.28	69.3	6.60
Ratio of Print Library Books to Pupils	15.3	4.19	17.7	4.02	11.6	1.31	12.1	7.61	11.8	1.18

Data from Second class reading database.

Table A4.33: Mean numbers of library books in all libraries in school, mean number and percentage of books not in English or Irish, mean number and percentage of new library books, and percentage of pupils in schools with no e-books, by DEIS status, Sixth class

	Urban DEIS 1		Urban DEIS 2		Urban non-DEIS		Rural SSP		Rural Non-SSP	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Print books contained in all libraries in school (Number)	3796.1	952.25	5959.8	1243.06	3726.4	406.57	939.8	335.68	1943.3	204.69
Print books in a language other than English/Irish (Number)	15.9	8.67	19.2	9.63	30.3	11.8	10.5	5.23	15.4	8.19
Print books in a language other than English/Irish (% of all print books)	11.5	5.52	11.5	5.52	11.5	5.52	11.5	5.52	11.5	5.52
New print titles added to school's libraries since September 2013 (Number)	225.1	88.89	248.1	154.3	269.8	54.29	118.5	43.73	179.7	38.04
New print titles added to school's libraries since September 2013 (% of all print books)	11.5	5.52	3.7	1.5	8.6	1.3	25.2	13.42	11.2	2.46
E-books that pupils currently have access to (Number)	52.0	39.11	2.00	2.09	16.3	11.58	2.5	2.42	9.8	5.56
Pupils in schools with no e-books (%)	66.2	15.79	90.2	10.09	83.4	3.80	87.6	12.08	74.5	7.11
Pupils in schools with no books in languages other than English or Irish (%)	51.3	17.07	53.4	15.73	61.0	6.15	50.9	20.45	70.7	7.32
Ratio of Print Library Books to Pupils	15.4	3.97	21.2	4.3	11.8	1.46	7.5	3.11	12.5	1.12

Data from Sixth class reading database.

Table A4.34: Mean numbers of computing devices available for use by pupils in English and mathematics in schools, and mean ratio of pupils to computers, by grade level

	Second		Sixth	
	Mean	SE	Mean	SE
Devices in central room	6.9	0.92	8.0	0.93
Devices in classroom/ resource rooms	23.3	1.84	23.5	1.75
Total number of devices	30.2	1.97	31.4	1.95
Ratio of pupils to devices	13.9	1.92	14.7	2.17

Data from Second class reading and Sixth class mathematics databases.

Table A4.35: Mean numbers of computing devices available for use by pupils in English and mathematics in schools, and average ratio of pupils to computers, by school size, Second class

	Small		Medium		Large	
	Mean	SE	Mean	SE		
Devices in central room	1.5	0.57	5.9	1.2	9.5	1.61
Devices in classroom/ resource rooms	13.2	2.24	16.1	1.23	33.5	3.87
Total number of devices	14.6	2.22	21.9	1.78	43	4.17
Ratio of pupils to devices	6.8	0.95	15.0	4.15	14.9	1.53

Data from Second class reading database.

Table A4.36: Mean numbers of computing devices available for use by pupils in English and mathematics in schools, and average ratio of pupils to computers, by school size, Sixth class

	Small		Medium		Large	
	Mean	SE	Mean	SE		
Devices in central room	1.2	0.42	7.0	1.4	10.8	1.64
Devices in classroom/ resource rooms	12.7	2.46	16.9	1.2	33.3	4.02
Total number of devices	13.9	2.37	23.9	1.85	44	4.46
Ratio of pupils to devices	7.4	1	14.2	3.56	16.7	2.93

Data from Sixth class mathematics database.

Table A4.37: Mean numbers of computing devices available for use by pupils in English and mathematics in schools, and average ratio of pupils to computers, by school size, Second class

	Urban Band 1		Urban Band 2		Urban Non-DEIS		Rural SSP		Rural Non-SSP	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Devices in central room	19.6	2.31	20.4	4.62	6.5	1.32	0.0	0.0	3.1	1.08
Devices in classroom/ resource rooms	22.7	6.44	21.5	6.3	29.2	3.52	15.3	2.05	17.0	2.21
Total number of devices	42.3	7.24	41.9	4.74	35.7	3.81	15.3	2.05	20	2.42
Ratio of pupils to computers	7.6	0.75	8.1	1.07	14.6	1.49	10.9	3.22	16.1	5.44

Data from Second class reading database.

Table A4.38: Mean numbers of computing devices available for use by pupils in English and mathematics in schools, and average ratio of pupils to computers, by school size, Sixth class

	Urban Band 1		Urban Band 2		Urban Non-DEIS		Rural SSP		Rural Non-SSP	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Devices in central room	19.3	2.97	21.1	4.71	7.9	1.5	0	0	3.4	1.21
Devices in classroom/ resource rooms	22.5	8.08	28.3	3.42	14.5	2.71	17.5	2.47	23.7	2.01
Total number of devices	44.3	5.13	43.6	6.13	36.2	3.89	14.5	2.71	20.9	2.68
Ratio of pupils to computers	7.2	0.62	8.1	1.04	16.0	2.64	12.8	3.86	15.8	4.96

Data from Sixth class mathematics database.

Table A4.39: Mean numbers of interactive whiteboards available for teaching English and mathematics in schools, and mean ratio of pupils to whiteboards, by grade level

	Second		Sixth	
	Mean	SE	Mean	SE
Interactive whiteboards in a central room (number)	0.1	0.03	0.2	0.03
Interactive whiteboards in classroom/resource rooms (number)	12.0	0.49	12.5	0.48
Total number interactive whiteboards	12.1	0.49	12.7	0.49
Ratio of pupils to interactive whiteboards	26.3	1.34	26.8	1.57

Data from Second class reading and Sixth class mathematics databases.

Table A4.40: Mean numbers of interactive whiteboards available for teaching English and mathematics in schools, and mean ratio of pupils to whiteboards, Second class

	Small		Medium		Large	
	Mean	SE	Mean	SE	Mean	SE
Interactive whiteboards in a central room	0.0	0.0	0.1	0.04	0.2	0.06
Interactive whiteboards in classroom/resource rooms	3.9	0.22	7.8	0.43	18.6	0.88
Total number interactive whiteboards	3.9	0.22	7.9	0.44	18.9	0.89
Ratio of pupils to interactive whiteboards	20.3	1.15	25.5	1.75	28.9	2.51

Data from Second class reading database.

Table A4.41: Mean numbers of interactive whiteboards available for teaching English and mathematics in schools, and mean ratio of pupils to whiteboards, by school size, Sixth class

	Small		Medium		Large	
	Mean	SE	Mean	SE	Mean	SE
Interactive whiteboards in a central room	0.0	0.0	0.1	0.05	0.3	0.06
Interactive whiteboards in classroom/resource rooms	3.9	0.25	8	0.37	19	0.8
Total number interactive whiteboards	3.9	0.25	8.1	0.37	19.3	0.82
Ratio of pupils to interactive whiteboards	12.7	0.49	12.7	0.49	12.7	0.49

Data from Sixth class mathematics database.

Table A4.42: Mean numbers of computing devices available for use by pupils in English and mathematics in schools, and average ratio of pupils to computers, by DEIS status, Second class

	Urban Band 1		Urban Band 2		Urban Non-DEIS		Rural SSP		Rural Non-SSP	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Interactive whiteboards in a central room	0.3	0.16	0.2	0.11	0.2	0.05	0.0	0.0	0.0	0.03
Interactive whiteboards in classroom/resource rooms	15.9	2.9	12.9	1.94	15.7	1.00	4.7	0.85	7.3	0.56
Total number interactive whiteboards	16.3	3.03	16.3	3.03	16.3	3.03	16.3	3.03	16.3	3.03
Ratio of pupils to interactive whiteboards	26.6	8.75	27.5	6.72	28.4	2.29	27.5	2.73	22.8	0.61

Data from Second class reading database.

Table A4.43: Mean numbers of computing devices available for use by pupils in English and mathematics in schools, and average ratio of pupils to computers, by DEIS status, Sixth class

	Urban Band 1		Urban Band 2		Urban Non-DEIS		Rural SSP		Rural Non-SSP	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Interactive whiteboards in a central room	0.2	0.13	0.2	0.12	0.2	0.06	0.0	0.00	0.1	0.04
Interactive whiteboards in classroom/resource rooms	17.2	3.26	11.7	1.22	15.6	0.91	5.4	0.93	7.7	0.58
Total number interactive whiteboards	17.4	3.32	11.9	1.22	15.8	0.91	5.4	0.93	7.8	0.58
Ratio of pupils to interactive whiteboards	29.5	9.30	29.5	7.02	28.8	2.46	24.8	1.46	22.7	0.62

Data from Sixth class mathematics database.

Table A4.44: Percentages of pupils in schools where there is a teacher whose post of responsibility includes library duties and mean reading scores, by grade level

	Second				Sixth			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	39.5	40.3	261.5	2.96	38.3	39.0	259.2	2.72
No	58.7	59.7	266.0	1.88	59.8	61.0	265.8	2.04
Total	98.2	100.0	264.2	1.63	98.0	100.0	263.2	1.55
Comparisons	Diff	SED	95%BCI	Diff	SED	95%BCI	Diff	SED
Post – No Post	-4.6	3.56	-11.7	2.5	-6.6	3.66	-13.9	-6.6

Significant differences in **bold**. Data from Second and Sixth class reading databases.

Table A4.45: Percentages of pupils in schools where there is a teacher whose post of responsibility includes library duties, by school size, Second class

	Small		Medium		Large	
	%	SE	%	SE	%	SE
Yes	23.4	10.76	27.2	6.56	58.6	58.6
No	76.6	10.76	72.8	6.56	41.4	41.4

Data from Second class reading database.

Table A4.46: Percentages of pupils in schools where there is a teacher whose post of responsibility includes library duties, by school size, Sixth class

	Small		Medium		Large	
	%	SE	%	SE	%	SE
Yes	21.4	10.08	29.2	6.31	53.7	6.32
No	78.6	10.08	70.8	6.31	46.3	6.32

Data from Sixth class reading database.

Table A4.47: Percentages of pupils in schools where there is a teacher whose post of responsibility includes library duties, by DEIS status and grade level

	Second		Sixth	
	%	SE	%	SE
DEIS Band 1	75.1	13.73	88.4	8.74
DEIS Band 2	43.4	16.23	49.2	18.46
Urban non-DEIS	48.7	6.35	44.8	5.64
Rural – SSP	39.1	27.46	29.7	18.58
Rural – Non SSP	20.6	7.38	16.4	6.66

Data from Second class reading and Sixth class mathematics databases.

Table A4.48: Percentages of pupils in schools where a parent programme for English reading has/has not been implemented in the 2013-14 school year, and mean reading scores, by grade level

	Second				Sixth			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	38.6	40.8	262.9	3.47	37.9	39.7	259.2	2.64
No	56.2	59.2	264	1.74	57.6	60.3	265.2	1.99
Total	94.8	100.0	263.6	1.71	95.5	100.0	262.8	1.62
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Yes - No	-1.1	3.97	-9.0	6.8	-6.1	3.36	-12.8	0.6

Significant differences in **bold**.

Table A4.49: Percentages of pupils in schools where a parent programme for mathematics has/has not been implemented in the 2013-14 school year, and mean mathematics scores, by grade level

	Second				Sixth			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	29.6	31.3	256.9	4.77	29.7	31.0	252.6	3.71
No	65.1	68.7	266.5	2.04	66.0	69.0	265.4	2.69
Total	94.8	100.0	263.5	1.96	95.7	100.0	261.4	2.15
Comparisons	Diff	SED	95%BCI		Diff	Diff	Diff	
Yes - No	-9.7	5.50	-20.6	1.3	-12.8	4.70	-22.1	-3.4

Significant differences in **bold**.

Table A4.50: Percentages of pupils in schools where a workshop/information session for English reading has/has not been implemented in the 2013-14 school year, and mean reading scores, by grade level

	Second				Sixth			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	31.6	33.3	256	3.28	30.5	32.0	256.9	2.79
No	63.2	66.7	267.3	1.82	65.0	68.0	265.6	2.01
Total	94.8	100.0	263.6	1.71	95.5	100.0	262.8	1.62
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Yes - No	-11.4	3.79	-18.9	-3.8	-8.8	3.57	-15.9	-1.6

Significant differences in **bold**.

Table A4.51: Percentages of pupils in schools where a workshop/information session for mathematics has/has not been implemented in the 2013-14 school year, and mean mathematics scores, by grade level

	Second				Sixth			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	23.0	24.3	256.1	5.72	25.0	26.1	247.4	5.16
No	71.7	75.7	265.9	1.93	70.8	73.9	266.4	1.78
Total	94.8	100.0	263.5	1.96	95.7	100.0	261.4	2.15
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Yes – No	-9.8	6.14	-22.0	2.5	-19.0	5.27	-29.5	-8.5

Significant differences in **bold**.

Table A4.52: Percentages of pupils in schools where sharing resources with parents for English reading has/has not been implemented in the 2013-14 school year, and mean reading scores, by grade level

	Second				Sixth			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	70.3	74.1	263.9	2.02	65.0	68.0	264.6	2.07
No	24.5	25.9	262.5	2.9	30.6	32.0	258.9	2.7
Total	94.8	100.0	263.6	1.71	95.5	100.0	262.8	1.62
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Yes – No	1.4	3.44	-5.5	8.3	5.7	3.45	-1.2	12.6

Significant differences in **bold**.

Table A4.53: Percentages of pupils in schools where sharing resources for mathematics has/has not been implemented in the 2013-14 school year, and mean mathematics scores, by grade level

	Second				Sixth			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	56.8	60.0	262.5	2.75	52.6	54.9	261.4	2.71
No	37.9	40.0	265.0	2.78	43.1	45.1	261.5	3.4
Total	94.8	100.0	263.5	1.96	95.7	100.0	261.4	2.15
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Yes - No	-2.5	4.00	-10.5	5.4	-0.2	4.32	-8.8	8.4

Significant differences in **bold**.

Table A4.54: Percentages of pupils in schools where parent programmes for English reading and mathematics have been implemented in the 2013-14 school year, by school size and grade level

	Small		Medium		Large	
	% Yes	SE	% Yes	SE	% Yes	SE
English – Second	22.1	11.58	40.9	6.95	46.7	7.16
English – Sixth	20.8	10.68	42.0	7.86	42.6	7.49
Mathematics – Second	12.0	7.65	33.0	7.11	35.8	6.72
Mathematics – Sixth	10.2	6.53	35.4	6.89	32.1	5.87

Small = 1=100 pupils, Medium = 101-260; Large >261.

Table A4.55: Percentages of pupils in schools where a workshop/information session on English reading and mathematics has been implemented in the 2013-14 school year, by school size and grade level

	Small		Medium		Large	
	% Yes	SE	% Yes	SE	% Yes	SE
English – Second	19.1	8.27	23.7	5.86	47.9	8.04
English – Sixth	19.0	11.02	22.9	5.52	44.6	6.67
Mathematics – Second	10.4	7.31	19.9	5.60	33.4	6.65
Mathematics – Sixth	11.9	8.07	21.1	5.75	34.7	6.82

Small = 1=100 pupils, Medium = 101-260; Large >261.

Table A4.56: Percentages of pupils in schools where sharing of resources with parents for English reading and mathematics has been implemented in the 2013-14 school year, by school size and grade level

	Small		Medium		Large	
	% Yes	SE	% Yes	SE	% Yes	SE
English – Second	73.7	11.37	69.5	7.55	79.1	4.91
English – Sixth	71.0	12.31	66.0	6.38	69.2	6.65
Mathematics – Second	67.8	11.62	55.4	8.56	62.1	6.43
Mathematics – Sixth	63.5	13.40	54.1	7.67	53.6	6.63

Small = 1=100 pupils, Medium = 101-260; Large >261.

Table A4.57: Percentages of pupils in schools where a parent programme for English reading has/has not been implemented in the 2013-14 school year, by DEIS status and grade level

	Urban Band 1		Urban Band 2		Urban Non-DEIS		Rural SSP		Rural Non-SSP	
	% Yes	SE	% Yes	SE	% Yes	SE	% Yes	SE	% Yes	SE
English – Second	73.4	14.43	51.3	17.75	41.9	7.36	11.1	11.51	35.0	8.62
English – Sixth	67.6	15.50	68.3	16.12	34.9	6.99	19.4	17.94	35.3	7.72
Mathematics – Second	70.8	14.99	74.7	16.74	30.3	6.55	11.1	11.51	18.6	6.86
Mathematics – Sixth	59.6	17.83	91.1	8.70	25.1	5.58	21.0	19.19	18.4	6.67

Table A4.58: Percentages of pupils in schools where a workshop/information session on English reading and mathematics has been implemented in the 2013-14 school year, by DEIS status and grade level

	Urban Band 1		Urban Band 2		Urban Non-DEIS		Rural SSP		Rural Non-SSP	
	% Yes	SE	% Yes	SE	% Yes	SE	% Yes	SE	% Yes	SE
English – Second	79.5	11.42	54.6	17.74	42.6	7.48	8.9	9.38	10.0	3.80
English – Sixth	62.7	15.98	67.2	18.47	35.7	5.93	17.3	16.26	11.2	5.25
Mathematics – Second	85.2	10.12	54.1	17.78	26.7	6.02	16.4	12.81	2.1	2.07
Mathematics – Sixth	87.3	9.99	71.0	14.79	22.9	5.44	19.3	13.96	2.2	2.25

Table A4.59: Percentages of pupils in schools where sharing of resources with parents for English reading and mathematics has been implemented in the 2013-14 school year, by DEIS status and grade level

	Urban Band 1		Urban Band 2		Urban Non-DEIS		Rural SSP		Rural Non-SSP	
	% Yes	SE	% Yes	SE	% Yes	SE	% Yes	SE	% Yes	SE
English – Second	86.1	9.72	68.8	15.76	77.9	5.17	48.2	26.05	72.1	7.79
English – Sixth	67.3	15.58	64.8	16.20	72.0	5.72	36.4	19.13	67.0	6.86
Mathematics – Second	86.1	9.70	47.4	17.80	60.3	6.37	23.8	15.99	62.4	8.53
Mathematics – Sixth	62.0	17.80	47.5	16.80	54.4	6.73	40.5	20.15	57.1	8.63

Table A4.60: Percentages of pupils whose principal teachers indicated the extent to which various factors hindered progress in teaching and learning in their schools, Second class

	Not at all		Very little		To some extent		A lot	
	%	SE	%	SE	%	SE	%	SE
Shortage or inadequacy of computers for teaching	12.6	3.14	21.5	3.84	38.6	4.55	27.3	4.10
Slow Internet speed	16.8	3.83	15.9	3.00	34.1	4.33	33.1	3.76
Shortage or inadequacy of teaching software	5.2	1.93	26.4	4.10	44.9	4.82	23.5	3.52
Shortage or inadequacy of reading materials	20.0	3.00	39.7	4.13	29.8	3.83	10.5	3.39
Shortage or inadequacy of classroom space	18.2	3.38	21.3	3.70	31.4	4.03	29.1	3.84
Lack of support for children from their parents	9.8	2.91	40.0	4.34	32.4	4.16	17.7	3.70
Shortage of practical materials for teaching	11.2	2.64	39.8	4.23	40.5	4.04	8.5	2.91
Insufficient CPD for teachers	11.1	3.05	25.1	4.03	45.0	4.60	18.9	4.25
Emphasis on use of standardized test results	25.8	4.49	41.9	4.52	30.1	4.59	2.3	1.17
Large class sizes	5.5	2.17	7.2	1.92	38.3	4.90	49.0	4.86
Pupils coming to school tired	11.2	3.13	38.2	4.50	40.4	4.52	10.1	2.80
Pupils coming to school hungry	36.4	4.51	43.6	4.31	19.0	3.39	1.0	0.81
Low levels of motivation to learn among pupils	15.7	3.26	50.7	4.91	26.5	4.20	7.2	2.04
Low oral language proficiency of pupils	12.8	2.94	35.3	3.90	31.5	4.37	20.4	3.19
Other	15.6	7.72	4.8	4.65	19.3	9.18	60.3	9.99

Data from Second class reading database.

Table A4.61: Percentages of pupils whose principal teachers indicated the extent to which various factors hindered progress in teaching and learning in their schools, Sixth class

	Not at all		Very little		To some extent		A lot	
	%	SE	%	SE	%	SE	%	SE
Shortage or inadequacy of computers for teaching	11.4	2.75	24.8	3.87	41.8	4.42	22.0	3.46
Slow Internet speed	18.7	4.07	18.9	3.51	34.6	4.08	27.8	3.78
Shortage or inadequacy of teaching software	5.1	1.96	26.8	4.13	48.3	4.71	19.8	3.06
Shortage or inadequacy of reading materials	14.5	3.03	41.0	4.20	34.7	3.77	9.9	2.87
Shortage or inadequacy of classroom space	18.2	3.32	21.4	3.52	34.6	4.27	25.7	3.31
Lack of support for children from their parents	7.7	2.37	37.9	4.57	34.2	4.18	20.2	3.94
Shortage of practical materials for teaching	8.8	2.58	38.5	3.66	47.7	4.05	5.1	1.79
Insufficient CPD for teachers	9.5	2.78	25.7	4.02	48.2	4.63	16.5	3.60
Emphasis on use of standardized test results	28.5	4.53	41.1	4.42	28.3	4.28	2.2	1.23
Large class sizes	4.5	2.02	9.6	2.92	38.7	4.73	47.2	4.69
Pupils coming to school tired	9.5	2.75	38.9	4.35	41.6	4.26	10.0	2.89
Pupils coming to school hungry	31.9	4.48	43.9	4.04	22.8	3.80	1.5	1.06
Low levels of motivation to learn among pupils	14.5	3.02	44.8	4.50	31.1	4.01	9.6	2.87
Low oral language proficiency of pupils	11.6	2.72	36.4	4.09	30.8	3.81	21.2	3.64
Other	12.4	7.09	14.2	4.69	7.1	4.85	66.2	9.14

Data from Sixth class mathematics database.

Table A4.62: Mean number of officially-sanctioned GAM/EAL and additional language support posts per school, and total number of officially sanctioned posts, by grade level

	Second Class Reading		Sixth Class Reading		Second Class Mathematics		Sixth Class Mathematics	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Officially sanctioned GAM/EAL support posts	2.4	0.10	2.5	0.12	2.4	0.10	2.5	0.11
Percentage of pupils in schools with no GAM/EAL posts	1.9	1.01	2.4	1.26	1.9	1.00	2.5	1.31
Additional, officially-sanctioned language support posts	0.4	0.06	0.4	0.08	0.4	0.06	0.4	0.07
Percentage of pupils in schools with no additional, officially-sanctioned language posts	76.1	3.67	79.0	3.72	76.1	3.67	79.3	3.66
Total GAM/EAL and language support posts	2.8	0.13	2.9	0.17	2.8	0.13	2.9	0.15

Table A4.63: Mean number of officially-sanctioned GAM/EAL and additional language support posts per school, and total number of officially sanctioned posts, by school size, Second class

	Small		Medium		Large	
	Mean	SE	Mean	SE	Mean	SE
Officially sanctioned GAM/EAL support posts (Number)	0.9	0.12	1.5	0.09	3.8	0.20
Percentage of pupils in schools with no GAM/EAL posts	5.5	3.89	2.8	1.95	0.0	0.00
Additional, officially-sanctioned language support posts (Number)	0.0	0.05	0.1	0.05	0.8	0.13
Percentage of pupils in schools with no additional, officially-sanctioned language posts	95.6	4.71	84.4	5.71	61.8	6.30
Total GAM/EAL and language support posts (Number)	0.9	0.14	1.7	0.11	4.6	0.27

Data from Second class reading database.

Table A4.64: Mean number of officially-sanctioned GAM/EAL and additional language support posts per school, and total number of officially sanctioned posts, by DEIS status, Second class

	DEIS Band 1		DEIS Band 2		Urban, Non-DEIS		Rural SSP		Rural Non-SSP	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Officially sanctioned GAM/EAL support posts	3.4	0.57	2.9	0.43	3.1	0.19	0.9	0.13	1.4	0.12
Percentage of pupils in schools with no GAM/EAL posts	0.0	---	0.0	0.00	0.8	0.79	14.9	11.93	1.9	1.96
Additional, officially-sanctioned language support posts	1.2	0.51	0.6	0.41	0.6	0.10	0.1	0.11	0.0	0.04
Percentage of pupils in schools with no additional, officially-sanctioned language posts	52.5	16.47	63.8	16.72	68.5	5.83	75.5	22.94	95.1	3.60
Total GAM/EAL and language support posts	4.7	0.92	3.5	0.72	3.7	0.24	1.0	0.18	1.4	0.12

Data from Second class reading database.

Table A4.65: Percentages of pupils accessing language and learning support for English, by gender and grade level

	Second Class		Sixth Class	
	Mean Percent	SE	Mean Percent	SE
Percentage of all boys accessing learning support for English	14.1	1.44	14.9	1.46
Percentage of all girls accessing learning support for English	11.6	0.97	10.7	1.00
Percentage of all pupils accessing learning support for English	12.9	0.93	12.7	0.92
Percentage of all boys accessing language support for English	1.9	0.42	2.2	0.60
Percentage of all girls accessing language support for English	2.7	0.53	1.7	0.47
Percentage of all pupils accessing language support for English	2.3	0.38	2.0	0.39
Percentage of all boys accessing language support or learning support for English	15.4	1.41	16.5	1.53
Percentage of all girls accessing language support or learning support for English	14.1	1.15	12.0	1.01
Percentage of all pupils accessing language support or learning support for English	14.7	0.97	14.2	0.95

Based on teachers' reports in respect of individual pupils. Data from Second and Sixth class reading databases.

Table A4.66: Percentages of pupils accessing learning support for mathematics, and learning/language support for English and learning support for mathematics, by gender and grade level

	Second Class		Sixth Class	
	Mean Percent	SE	Mean Percent	SE
Percentage of all boys accessing learning support for mathematics	9.2	1.13	9.4	1.11
Percentage of all girls accessing learning support for mathematics	10.6	1.12	10.6	1.01
Percentage of all pupils accessing learning support for mathematics	9.9	0.97	10.0	0.79
Percentage of boys accessing language/learning support for English and learning support for mathematics	5.8	0.73	6.9	1.05
Percentage of girls accessing language/learning support for English and learning support for mathematics	5.4	0.72	5.9	0.68
Percentage of all pupils in receipt of language/learning support for English and learning support for mathematics	5.6	0.57	6.4	0.67

Data from Second and Sixth class mathematics databases.

Table A4.67: Percentages of pupils accessing learning support/resource teaching for English, language support for English, and learning support for mathematics, by school size, Second class

	All Schools		Small		Medium		Large	
	%	SE	Mean	SE	%	SE	%	SE
Pupils accessing learning support for English	12.9	0.93	18.9	3.17	13.0	1.57	10.8	1.04
Pupils accessing language support for English	2.3	0.38	2.3	1.58	2.2	0.51	2.4	0.50
Pupils accessing learning support for mathematics	9.9	0.97	12.3	2.65	8.9	1.35	10.1	1.64

Data from Second class reading and mathematics databases.

Table A4.68: Percentages of pupils accessing learning support/resource teaching for English, language support for English, and learning support for mathematics, by school size, Sixth class

	All Schools		Small		Medium		Large	
	%	SE	Mean	SE	%	SE	%	SE
Pupils accessing learning support for English	12.7	0.98	15.4	3.17	13.7	1.69	11.0	0.88
Pupils accessing language support for English	2.0	0.41	4.0	2.02	1.4	0.50	2.0	0.51
Pupils accessing learning support for mathematics	10.0	0.79	9.3	2.54	10.5	1.39	9.6	0.85

Data from Sixth class reading and mathematics databases.

Table A4.69: Percentages of pupils accessing language and learning support for English, and learning support for mathematics, by DEIS status, Second class

	All Schools		DEIS Band 1		DEIS Band 2		Urban Non-DEIS		Rural DEIS*		Rural Non-DEIS	
	%	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
Pupils accessing learning support for English	12.9	0.93	13.6	2.78	9.9	2.51	10.9	1.04	27.8	3.34	13.2	1.77
Pupils accessing language support for English	2.3	0.38	5.3	2.43	3.5	1.32	2.5	0.57	1.5	1.57	1.2	0.51
Pupils accessing learning support for mathematics	9.9	0.97	7.3	1.98	9.0	2.41	10.0	1.61	14.7	6.61	9.6	1.40

* Percentages for rural DEIS schools should be interpreted with great care, as they represent a small number of schools. Data from Second class reading and mathematics databases.

Table A4.70: Percentages of pupils accessing language and learning support for English, and learning support for mathematics, by DEIS status, Sixth Class

	All Schools		DEIS Band 1		DEIS Band 2		Urban Non-DEIS		Rural DEIS*		Rural Non-DEIS	
	%	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
Pupils accessing learning support for English	12.7	0.98	15.3	3.52	16.7	7.14	11.4	0.93	13.2	3.84	13.1	1.65
Pupils accessing language support for English	2.0	0.41	6.5	1.95	1.0	0.78	1.7	0.44	0.8	0.72	1.5	0.77
Pupils accessing learning support for mathematics	10.0	0.79	17.1	2.63	11.6	2.45	9.6	1.00	7.4	2.78	8.4	1.58

* Percentages for rural DEIS schools should be interpreted with great care, as they represent a small number of schools. Data from Sixth class reading and mathematics databases.

Table A4.71: Mean achievement scores of pupils in receipt/not in receipt of learning support/resource teaching for English, language support for English, and learning support/resource teaching for mathematics, and percentages at each proficiency level, Second class

			Reading		Below Proficiency Level 1		Proficiency Level 1		Proficiency Level 2		Proficiency Level 3		Proficiency Level 4	
	%	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Pupils in receipt of learning support for English														
Yes	12.9	0.93	217.5	3.21	22.4	3.02	39.2	3.73	29.2	3.90	7.9	1.84	1.4	0.61
No	87.1	0.93	271.0	1.64	2.5	0.39	13.1	0.89	33.4	1.04	35.6	1.21	1.4	0.61
Total	100.0	0.00	264.1	1.64	5.1	0.59	16.5	0.90	32.9	0.95	32.0	1.09	13.5	0.87
Pupils in receipt of language support for English														
Yes	2.3	0.38	214.0	5.55	24.1	5.24	44.0	5.57	21.5	4.80	10.4	4.46	0.0	0.00
No	97.7	0.38	265.3	1.62	4.6	0.56	15.8	0.93	33.2	0.99	32.6	1.08	13.9	0.88
Pupils in receipt learning support for mathematics														
Pupils in receipt learning support for mathematics														
Yes	9.9	0.97	210.2	5.13	2.8	0.40	4.1	0.51	1.9	0.30	0.9	0.29	0.2	0.14
No	90.1	0.97	269.7	2.05	3.3	0.47	15.3	1.30	25.2	0.92	32.0	1.25	14.4	0.93
Total	100.0	0.00	263.8	1.94	6.1	0.54	19.4	1.22	27.1	0.95	32.8	1.25	14.6	0.92

Data from Second class reading and mathematics databases.

Table A4.72: Mean achievement scores of pupils in receipt/not in receipt of learning support/resource teaching for English, language support for English, and learning support/resource teaching for mathematics, and percentage at each proficiency level, Sixth class

			Reading		Below Proficiency Level 1		Proficiency Level 1		Proficiency Level 2		Proficiency Level 3		Proficiency Level 4	
	%	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Pupils in receipt of learning support for English														
Yes	12.7	0.98	208.4	2.81	24.0	2.88	48.7	3.01	21.7	2.76	5.6	1.53	0.0	0.00
No	87.3	0.98	270.9	1.58	2.3	0.33	15.7	1.07	32.7	0.83	33.0	1.10	16.4	1.05
Total	100.0	0.00	262.9	1.55	5.0	0.53	19.9	0.93	31.3	0.72	29.5	1.01	14.3	0.90
Pupils in receipt of language support for English														
Yes	2.0	0.41	200.7	9.00	31.6	8.50	42.5	7.97	24.1	6.94	1.8	1.28	0.0	0.00
No	98.0	0.41	264.2	1.45	4.5	0.48	19.4	0.89	31.5	0.75	30.0	1.00	14.6	0.91
Pupils in receipt learning support for mathematics*														
Mathematics														
Below Proficiency Level 1														
Proficiency Level 1														
Proficiency Level 2														
Proficiency Level 3														
Proficiency Level 4														
	%	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Yes	10.0	0.79	204.4	2.72	27.8	2.96	47.4	3.24	21.0	3.78	3.6	1.29	0.2	0.20
No	90.0	0.79	268.1	2.08	3.0	0.52	17.9	1.44	32.6	1.45	29.8	1.26	16.6	1.29
Total	100.0	0.00	261.7	2.06	5.6	0.64	20.9	1.37	31.4	1.32	27.1	1.17	14.9	1.16

* Data for proficiency levels (Sixth class mathematics) based on pupils who completed the full form of the test (n = 3312); Data from Sixth class reading and mathematics databases.

Table A4.73: Percentages of pupils in schools which chose to focus on English reading/literacy and/or mathematics/numeracy in the initial stages of school self-evaluation

	Second Class Reading		Sixth Class Reading		Second Class Mathematics		Sixth Class Mathematics	
	%	SE	%	SE	%	SE	%	SE
English/Literacy only	47.7	4.46	50.6	4.39	47.8	4.46	51.2	4.45
Mathematics/Numeracy only	22.6	3.48	21.1	3.78	22.5	3.48	20.9	3.42
Both English/Literacy and Mathematics/Numeracy	29.7	4.23	28.3	3.83	29.7	4.23	27.9	3.93

Table A4.74: Uses of standardised tests results in English reading and mathematics, Second class

	English		Mathematics	
	% Yes	SE	% Yes	SE
Feedback to pupils	50.3	4.36	48.9	4.47
Feedback to parents	98.9	1.09	95.2	2.25
Feedback to Board of Management	92.6	2.54	89.9	2.51
Identifying pupils with learning difficulties	98.9	1.09	95.2	2.25
Setting school-level targets	90.1	2.85	86.4	3.36
Informing School Self-evaluation	97.9	1.32	93.8	2.41
Informing classroom teaching	96.4	1.82	91.9	2.69

Data from Second class reading database.

Table A4.75: Uses of standardised tests results in English reading and mathematics, Sixth class

	English		Mathematics	
	% Yes	SE	% Yes	SE
Feedback to pupils	48.0	4.14	46.1	4.14
Feedback to parents	99.2	0.78	95.6	1.96
Feedback to Board of Management	90.6	2.75	87.2	2.94
Identifying pupils with learning difficulties	99.2	0.78	95.6	1.96
Setting school-level targets	87.5	3.35	83.9	3.68
Informing School Self-evaluation	96.8	1.64	92.2	2.63
Informing classroom teaching	95.5	2.09	91.0	2.75

Data from Sixth class mathematics database.

Table A4.76: Percentages of pupils whose principal teachers indicated the extent to which goals relating to various initiatives (e.g., National Strategy to Improve Literacy and Numeracy, school self-evaluation) have had a positive impact on teaching and learning in their school, Second class

	Not at all		Very little		To some extent		A lot		Too early to judge	
	%	SE	%	SE	%	SE	%	SE	%	SE
Raising overall reading literacy standards	0.7	0.66	2.4	1.65	43.4	4.23	27.2	4.14	26.3	4.07
Raising reading literacy standards of lower-achieving pupils	0.7	0.66	7.8	1.95	46.1	4.53	28.1	4.24	17.4	3.82
Increasing children's application of reading skills across the curriculum	1.6	1.11	3.1	1.86	44.9	4.39	35.7	4.72	14.7	3.41
Raising overall mathematics standards	1.5	1.10	2.5	1.70	45.5	4.78	21.3	4.12	29.2	4.42
Raising mathematics standards of lower-achieving pupils	0.7	0.67	5.8	2.32	46.6	4.69	20.6	3.69	26.4	4.25
Interpreting outcomes of formative assessment (assessment for learning)	0.7	0.66	1.8	1.32	51.3	4.53	33.2	4.50	12.9	2.93
Interpreting outcomes of summative assessment (assessment of learning)	0.7	0.67	1.8	1.33	48.2	4.46	39.1	4.32	10.1	2.86
Raising teaching standards	3.0	1.85	5.0	2.11	47.5	3.97	34.5	4.30	9.9	2.60
Engaging parents in children's learning	3.4	1.87	9.9	2.86	57.7	4.66	20.4	4.02	8.6	2.62

Data from Second class reading database.

Table A4.77: Percentages of pupils whose principal teachers indicated the extent to which goals relating to various initiatives (e.g., National Strategy to Improve Literacy and Numeracy, School Self-Evaluation) have had a positive impact on teaching and learning in their school, Sixth class

	Not at all		Very little		To some extent		A lot		Too early to judge	
	%	SE	%	SE	%	SE	%	SE	%	SE
Raising overall reading literacy standards	0.8	0.84	2.9	1.65	44.4	4.30	26.7	3.85	25.3	3.84
Raising reading literacy standards of lower-achieving pupils	0.8	0.84	10.3	2.81	47.1	4.19	22.9	3.49	18.9	3.77
Increasing children's application of reading skills across the curriculum	1.5	1.06	3.7	1.85	47.6	4.34	32.5	4.27	14.7	3.43
Raising overall mathematics standards	1.5	1.06	1.7	1.29	47.7	4.99	20.4	3.51	28.6	4.34
Raising mathematics standards of lower-achieving pupils	0.9	0.85	8.0	2.87	47.8	4.63	18.1	3.45	25.3	4.06
Interpreting outcomes of formative assessment (assessment for learning)	0.8	0.84	2.9	1.72	51.0	4.54	32.5	3.96	12.8	3.07
Interpreting outcomes of summative assessment (assessment of learning)	0.9	0.85	2.9	1.73	44.6	4.29	41.0	3.98	10.6	3.08
Raising teaching standards	2.5	1.51	4.7	2.05	44.5	4.16	38.8	4.21	9.5	2.72
Engaging parents in children's learning	3.1	1.61	9.6	2.85	60.9	4.39	18.4	3.50	8.0	2.65

Data from Sixth class mathematics database.

Table A4.78: Percentages of pupils in schools with a School Development/Improvement Plan, by grade level

	Second			Sixth		
	%T	%A	SE	%T	%A	SE
Yes	91.4	93.9	2.03	92.0	93.7	2.11
No	5.9	6.1	2.03	6.2	6.3	2.11
Total	97.3	100	-	98.2	100	-

Data from Second class reading and Sixth class mathematics databases.

Table A4.79: Percentages of pupils in schools with varying content in the School Development/Improvement Plan, by grade level

	Second		Sixth	
	%	SE	%	SE
School-level targets for English reading	59.1	4.62	57.8	4.54
Grouping pupils for English reading	41.5	4.74	35.8	4.18
Teaching literacy across the curriculum	59.5	5.08	58.0	4.74
School-level targets for mathematics	57.9	4.39	57.2	4.38
Grouping pupils for mathematics	41.3	4.42	36.8	4.27
Teaching numeracy across the curriculum	55.4	4.81	54.4	4.48

Data from Second class reading and Sixth class mathematics databases.

Table A4.80: Percentages of pupils in schools with varying targets for English reading, Second class

Category	%	SE	Example
No target given	25.1	4.08	---
Various targets – miscellaneous	22.5	3.74	That each child will read a minimum of 10 books for pleasure
Targets related to reading tests – specific	14.8	3.55	To reduce numbers in 17-50%ile and increase those in 50-84.
Reading comprehension – general	14.5	3.12	Comprehension strategies, namely predicting connecting, comparing, inferring, synthesising
Multiple targets – general	12.5	2.68	Increase reading levels and improve writing levels
Oral language – general	10.5	2.98	A self-evaluation of and an improvement in oral language

Data from Second class reading database.

Table A4.81: Percentages of pupils in schools with varying targets for mathematics, Sixth class

Category	%	SE	Example
No target given	29.8	3.67	---
Various targets –miscellaneous	20.4	3.87	Decrease withdrawal of small groups for mathematics support by 5% per year
Problem solving – general	20.1	3.33	Improve problem solving in mathematics
Targets related to mathematics tests – specific	19.5	3.19	That 20% of children will be below the 20%ile. That 25% of children will be at or above 80%ile.
SIP currently in progress	10.1	2.6	We are currently self-evaluating mathematics, improvement plan to follow.

Data from Sixth class mathematics database.

Table A4.82: Percentages of pupils whose principal teachers characterised each of several aspects of teacher, parent, and pupil involvement from very high to very low, Second class

	Very High		High		Medium		Low		Very Low	
	%	SE	%	SE	%	SE	%	SE	%	SE
Teachers' job satisfaction	18.5	3.42	60.9	4.85	18.8	3.79	1.8	1.16	0.0	0.00
Teacher morale	18.7	3.51	49.6	4.53	27.8	4.61	3.9	1.69	0.0	0.00
Teachers' understanding of the school's targets and goals	27.2	4.03	61.7	4.69	11.2	3.13	0.0	0.00	0.0	0.00
Teachers' success in achieving the school's targets and goals	21.1	3.68	64.6	4.01	13.3	3.16	1.0	1.00	0.0	0.00
Teachers' expectations for pupil achievement	30.7	4.29	61.0	4.36	8.3	2.76	0.0	0.00	0.0	0.00
Parental support for pupil achievement	19.9	4.01	43.7	4.87	33.1	3.91	1.9	0.98	1.5	1.16
Parental involvement in school activities	11.8	2.85	46.6	4.53	29.2	4.02	10.3	2.47	2.1	1.10
Pupils' regard for school property	28.2	3.98	59.9	4.38	11.9	2.94	0.0	0.00	0.0	0.00
Pupils' desire to do well in school.	23.5	3.97	62.3	4.67	13.8	2.90	0.4	0.45	0.0	0.00

Data from Second class reading database.

Table A4.83: Percentages of pupils whose principal teachers rated aspects of teacher, parent, and pupil involvement from very high to very low, Sixth class

	Very High		High		Medium		Low		Very Low	
	%	SE	%	SE	%	SE	%	SE	%	SE
Teachers' job satisfaction	18.3	3.56	62.2	4.67	17.1	3.45	2.5	1.46	0.0	--
Teacher morale	20.7	3.68	45.9	4.59	27.7	4.49	5.7	2.16	0.0	--
Teachers' understanding of the school's targets and goals	3.77	20.4	4.34	49.7	3.68	6.3	0.0	--	0.0	--
Teachers' success in achieving the school's targets and goals	22.3	3.62	58.3	4.39	18.5	3.98	0.9	0.86	0.0	--
Teachers' expectations for pupil achievement	28.0	4.05	60.2	4.12	11.8	3.49	0.0	--	0.0	--
Parental support for pupil achievement	19.5	3.82	39.3	4.47	36.4	4.29	4.2	2.16	0.7	0.70
Parental involvement in school activities	11.2	2.78	40.5	4.42	33.7	4.03	11.4	3.14	3.2	1.62
Pupils' regard for school property	23.8	3.90	60.3	3.99	15.8	3.51	0.0	--	0.0	--
Pupils' desire to do well in school.	20.2	3.68	62.2	4.64	17.0	3.79	0.7	0.70	0.0	--

Data from Sixth class mathematics database

Chapter 5: Classroom and Teacher Factors

For assistance in interpreting these tables, see *How to Interpret Comparisons of Groups of Pupils* on page 3.

Table A5.1: Teachers' years' experience as teachers, and mean reading and mathematics scores, by grade level

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	1-5 years	26.2	26.3	260.2	2.56	26.1	26.2	262.6	3.26
	6-10 years	32.3	32.4	264.8	2.49	32.3	32.5	263.9	2.45
	11-15 years	17.8	17.9	266.9	3.44	17.8	17.9	262.2	5.20
	16-20 years	2.0	2.0	266.5	16.60	2.0	2.0	269.4	12.60
	More than 20 years	21.2	21.3	264.5	3.65	21.2	21.3	265.2	4.74
	Total	99.6	100.0	263.9	1.66	99.4	100	263.6	1.97
	Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
	1-5 years – 6-10 years	-4.5	3.08	-12.4	3.3	-1.3	3.76	-10.9	8.4
	1-5 years – 11-15 years	-6.7	4.01	-16.9	3.6	0.5	6.20	-15.4	16.4
	1-5 years – 16-20 years	-6.3	16.87	-49.5	37.0	-6.8	13.01	-40.1	26.6
	1-5 years – More than 20	-4.3	4.09	-14.8	6.2	-2.5	5.44	-16.5	11.4
Sixth	1-5 years	17.9	18.5	257.5	2.59	17.3	17.9	253.9	3.77
	6-10 years	33.9	35.0	262.6	2.09	33.8	34.9	259.7	3.83
	11-15 years	18.9	19.5	263.2	2.87	19.5	20.2	262.6	3.53
	16-20 years	5.1	5.3	264.9	9.45	5.2	5.4	267.5	9.45
	More than 20 years	21.0	21.7	267.9	2.52	20.9	21.6	269.3	3.71
	Total	96.8	100	263.0	1.55	96.7	100.0	261.8	2.14
	Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
	1-5 years – 6-10 years	-5.2	2.75	-12.2	1.89	-5.8	5.09	-18.8	7.2
	1-5 years – 11-15 years	-5.7	3.67	-15.1	3.68	-8.7	5.08	-21.8	4.3
	1-5 years – 16-20 years	-7.4	9.54	-31.9	17.03	-13.6	9.66	-38.3	11.2
	1-5 years – More than 20	-10.4	3.49	-19.3	-1.4	-15.4	5.06	-28.4	-2.5

Significant differences in **bold**.

Table A5.2: Mean teaching experience of teachers of pupils, by grade level

Teaching Experience	Second		Sixth	
	Mean	SE	Mean	SE
Average	12.2	0.81	13.2	0.76

Data from Second class reading and Sixth class mathematics databases.

Table A5.3: Teacher status (permanent, temporary, substitute) and mean reading and mathematics scores, by grade level

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Permanent	81.7	82.4	265.1	1.83	81.5	82.4	264.9	2.21
	Temporary	12.3	12.4	257.6	2.96	12.3	12.4	259.0	4.71
	Substitute	5.1	5.2	262.3	5.80	5.1	5.2	256.8	7.60
	Total	99.1	100.0	264.1	1.68	98.9	100	263.7	2.00
	Comparisons	Diff	SED	95%BCI	Diff	SED	95%BCI		
	Permanent - Temporary	7.6	3.18	3.9	11.3	5.9	5.23	-6.0	17.9
	Permanent - Substitute	2.9	5.72	-3.8	9.5	8.1	7.65	-9.4	15.6
Sixth	Permanent	88.8	90.8	263.2	1.70	89.1	91.1	262.7	2.25
	Temporary	4.8	4.9	255.9	3.94	4.6	4.7	254.0	7.25
	Substitute	4.2	4.3	264.9	6.13	4.0	4.1	252.4	9.07
	Total	97.8	100	262.9	1.56	97.8	100.0	261.8	2.12
	Comparisons	Diff	SED	95%BCI	Diff	SED	95%BCI		
	Permanent - Temporary	7.3	4.35	-2.7	17.3	8.7	7.52	-8.6	25.9
	Permanent - Substitute	-1.7	6.55	-16.7	13.3	10.2	9.37	-11.2	31.7

Significant differences in **bold**.

Table A5.4: Teacher gender and mean reading and mathematics scores, by grade level

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Male	93.22	9.3	265.6	4.90	9.1	9.1	266.7	6.99
	Female	90.3	90.7	263.8	1.75	90.3	90.9	263.3	2.09
	Total	99.6	100.0	263.9	1.66	99.4	100	263.6	1.97
	Comparisons	Diff	SED	95%BCI	Diff	SED	95%BCI		
	Female – Male	-1.8	5.17	-12.1	8.5	3.4	7.37	-11.3	18.1
Sixth	Male	32.0	32.1	262.0	2.62	31.9	31.9	262.0	4.00
	Female	67.8	67.9	263.9	1.80	68.1	68.1	261.6	2.07
	Total	99.8	100	263.3	1.54	100.0	100.0	261.7	2.06
		Comparisons	Diff	SED	95%BCI	Diff	SED	95%BCI	
	Female – Male	-1.9	3.03	-7.9	4.2	-0.4	4.17	-8.7	7.9

Significant differences in **bold**.

Table A5.5: Percentages of pupils whose teachers teach varying numbers of class levels, and mean reading and mathematics scores, by grade level

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	One	67.9	69.2	263.8	1.95	69.0	69.6	265.0	2.22
	Two	23.1	23.6	264.9	3.67	23.1	23.3	262.3	4.95
	Three	5.7	5.8	259.9	3.02	5.7	5.8	249.6	4.67
	Four	1.4	1.4	258.3	13.60	1.4	1.4	273.6	6.54
	Total	98.0	100.0	263.7	1.67	99.2	100	263.6	1.98
	Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
	One – Two	-1.2	4.10	-11.2	8.9	12.7	7.17	-4.9	30.2
	One - Three	3.8	3.57	-4.9	12.6	-11.3	9.07	-33.6	10.9
	One - Four	5.5	13.73	-28.2	39.1	-1.3	4.16	-11.5	8.9
Sixth	One	69.7	71.0	260.5	2.03	70.8	71.8	261.4	2.51
	Two	23.0	23.4	269.4	2.12	22.4	22.7	260.9	3.67
	Three	4.6	4.7	267.0	2.31	4.6	4.6	263.9	7.70
	Four	1.0	1.0	291.9	12.0	0.9	0.9	304.8	11.67
	Total	98.3	100	263.2	1.56	98.6	100	261.8	2.10
	Comparisons	Diff	SED	95%BCI					
	One – Two	-8.9	2.85	-15.9	-1.9	0.5	4.12	-9.6	10.6
	One - Three	-6.5	3.15	-14.2	1.2	-2.4	8.11	-22.3	17.4
	One - Four	-31.5	12.16	-61.3	-1.7	-43.4	11.95	-72.7	-14.1

Significant differences in **bold**.

Table A5.6: Percentages of pupils in single and multi-grade classes, and mean reading and mathematics scores, by grade level

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Single	69.2	69.5	264.1	1.94	69.0	69.6	265.0	2.22
	Multi	30.3	30.5	263.6	3.07	30.2	30.4	260.4	3.95
	Total	99.6	100.0	263.9	1.66	99.2	100	263.6	1.98
	Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
	Single - Multi	0.5	3.59	-6.7	7.6	4.6	4.50	-4.4	13.6
Sixth	Single	69.7	71.0	260.5	2.03	70.8	71.8	261.4	2.51
	Multi	28.6	29.0	269.8	1.74	27.8	28.2	262.8	3.00
	Total	98.3	100	263.2	1.56	98.6	100	261.8	2.10
	Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
	Single - Multi	-9.3	2.63	-14.5	-4.1	-1.4	3.61	-8.6	5.8

Significant differences in **bold**.

Table A5.7: Average class sizes (all pupils), single and multi-grade classes, by grade level

Class Type	Second				Sixth			
	%T	%A	Mean Size	SE	%T	%A	Mean Size	SE
Single	69.5	69.5	25.4	0.46	70.8	71.8	25.9	0.46
Multi	30.5	30.5	25.0	0.57	27.8	28.2	25.3	0.95
All	100.0	100.0	25.3	0.36	98.6	100	25.8	0.44

Significant differences in **bold**. Data from Second class reading and Sixth class mathematics databases.

Table A5.8: Average overall class size by DEIS Status, Second and Sixth classes

	Second				Sixth			
	%T	%A	Mean Size	SE	%T	%A	Mean Size	SE
DEIS Band 1	7.9	7.9	20.5	1.46	9.3	9.3	21.0	0.99
DEIS Band 2	6.9	6.9	25.7	0.82	7.5	7.5	26.2	1.10
Urban Non-DEIS	45.4	45.4	26.3	0.64	48.0	48.0	27.7	0.48
SSP-Rural	6.2	6.2	25.6	1.22	3.8	3.8	21.4	1.86
Non-SSP Rural	33.6	33.6	24.9	0.57	31.4	31.4	24.9	0.93
Total	100.0	100.0	25.3	0.36	100.0	100.0	25.8	0.44

Data from Second class reading and Sixth class mathematics databases.

Table A5.9: Percentages of pupils whose teachers reported that they had studied mathematics education in initial teacher education, and percentages whose teachers reported that they had studied mathematics in a degree course, and mean mathematics scores, Sixth class

	Mathematics Education				Mathematics as Degree Subject			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes	87.5	90.6	261.0	2.25	19.9	20.2	263.4	4.64
No	9.0	9.4	267.0	3.31	78.7	79.8	261.4	2.23
Total	96.5	100.0	261.5	2.14	98.6	100.0	261.8	2.10
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Yes – No	-6.0	3.65	-13.3	1.3	2.0	4.93	-7.9	11.8

Significant differences in **bold**.

Table A5.10: Teachers' additional qualifications (Masters or Ph.D. related to their teaching), and mean reading and mathematics scores, by grade level

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Yes	12.2	12.3	263.3	1.80	12.3	12.3	263.3	6.18
	No	87.3	87.7	264.0	4.19	87.1	87.7	263.7	2.06
	Total	99.6	100.0	263.9	1.66	99.4	100	263.4	1.97
	Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
	Yes – No	-0.7	4.54	-9.8	8.3	-0.4	6.47	13.3	12.6
Sixth	Yes	86.8	11.8	263.1	1.67	11.5	11.7	260.2	6.51
	No	11.6	88.2	263.0	3.63	87.1	88.3	262.0	2.01
	Total	98.5	100	263.1	1.56	98.6	100.0	261.8	2.10
	Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
	Yes – No	-1.0	3.92	-7.9	7.7	-1.8	6.31	-14.4	10.8

Significant differences in **bold**.

Table A5.11: Average numbers of hours of CPD attended by teachers on the teaching of English, Second class

	Hours – Regular School Year		Hours – Summer		Total Hours	
	Mean	SE	Mean	SE	Mean	SE
Attend external CPD on teaching English	2.4	0.48	3.1	0.66	5.6	0.88
Participate in in-school activities related to teaching of English	5.4	0.52	0.5	0.19	5.8	0.57
Online CPD for English	0.3	0.12	9.1	1.03	9.4	1.02
Other forms of CPD for English	0.4	0.17	0.2	0.14	0.5	0.21
Total CPD	8.5	0.97	12.9	1.12	21.4	1.44

Data from Second class reading database.

Table A5.12: Average numbers of hours of CPD attended by teachers on the teaching of mathematics, Sixth class

	Hours – Regular School Year		Hours – Summer		Total Hours	
	Mean	SE	Mean	SE	Mean	SE
Attend external CPD on teaching mathematics	2.0	0.48	3.1	0.61	5.1	0.68
Participate in in-school activities related to teaching of mathematics	3.9	0.48	0.4	0.18	4.3	0.52
Online CPD for mathematics	0.8	0.26	6.0	0.79	6.8	0.81
Other forms of CPD for mathematics	0.6	0.21	0.2	0.12	0.7	0.31
Total CPD	7.2	0.97	9.7	1.14	16.9	1.46

Data from Sixth class mathematics database.

Table A5.13: Percentages of pupils whose teachers reported that they had attended some CPD vs. no CPD, and mean reading (Second) and mathematics (Sixth) scores

	CPD - Reading (2nd)				CPD - Mathematics (6th)			
	%T	%A	Reading	SE	%T	%A	Maths	SE
Some CPD	79.4	79.8	264.0	1.81	78.7	79.8	261.3	2.21
No CPD	20.1	20.2	263.6	3.30	19.9	20.2	263.6	3.49
Total	99.6	100.0	263.9	1.66	98.6	100.0	261.8	2.10
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Yes – No	0.5	3.56	-6.6	7.6	-2.3	3.47	-9.2	4.6

Significant differences in **bold**.

Table A5.14: Percentages of pupils whose teachers have an additional responsibility for English (Second class) or mathematics (Sixth class) and mean reading (Second) and mathematics (Sixth) scores

	Reading (2nd)				Mathematics (6th)			
	%T	%A	Mean Rdg	SE	%T	%A	Mean Math	SE
Yes	12.6	12.7	263.6	4.50	8.5	8.6	264.9	6.95
No	87.0	87.3	264.0	1.79	90.1	91.4	261.5	2.13
Total	99.6	100.0	263.9	1.66	98.6	100.0	261.8	2.10
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
Yes – No	-0.4	4.85	-10.0	9.3	3.3	7.04	-10.7	17.4

Significant differences in **bold**.

Table A5.15: Average time allocated to the teaching of English reading during class time and across the curriculum, Second class

	English at Second class			
	Mean (Minutes per week)	SE	Max	Min
Subject class time	294.3	8.14	120.0	450.0
Time in other subject areas	149.2	11.81	0.0	990.0
Total time	438.2	16.87	165.0	1290.0

Table A5.16: Average time allocated to the teaching of mathematics during class time and across the curriculum, Sixth class

	Mathematics at Sixth			
	Mean (Minutes per week)	SE	Max	Min
Subject class time	283.2	3.55	100.0	540.0
Time in other subject areas	30.9	2.73	0.0	250.0
Total time	314.1	4.40	200.0	600.0

Table A5.17: Percentages of pupils with teachers indicting varying levels of satisfaction with time allocated to teaching English (Second) and mathematics (Sixth) and mean reading (Second) and mathematics (Sixth) scores

	English (2nd)				Mathematics (6th)			
	%T	%A	Mean	SE	%T	%A	Mean	SE
More than sufficient	8.7	8.7	259.8	4.07	6.4	6.5	265.4	5.13
About right	81.1	81.8	265.2	1.86	67.2	68.1	261.3	2.37
Insufficient	9.3	9.4	257.4	4.20	25.1	25.4	262.2	3.86
Total	99.1	100.0	264.0	1.68	98.6	100.0	261.8	2.10
Comparisons	Diff	SED	95%BCI		Diff	SED	95%BCI	
About right – More	5.4	4.34	-5.2	16.0	-4.1	5.30	-14.7	6.4
About right - Insufficient	7.8	4.48	-3.1	18.8	-0.8	4.16	-9.1	7.5

Significant differences in **bold**.

Table A5.18: Percentages of pupils with teachers indicting varying frequencies with which they organise reading classes using various groupings, Second class

	Most lessons		Some lessons		Rarely or never	
	Percent	SE	Percent	SE	Percent	SE
Whole class teaching	69.7	3.50	28.4	3.48	1.9	1.06
Small group work – similar ability	16.4	3.42	67.6	3.94	16.0	3.32
Small group work – mixed ability	6.6	2.05	80.3	3.45	13.1	3.01
Small group work – pairs	12.0	2.72	73.9	3.91	14.1	3.17
Individual (independent) work	55.9	4.07	42.3	4.11	1.8	1.10
Team teaching with a class teacher	2.3	1.08	20.4	3.57	77.3	3.75
Team teaching with a support teacher	8.1	2.32	39.5	4.11	52.4	4.11

Data from Second class reading database.

Table A5.19: Percentages of pupils with teachers who grouped students for reading instruction and mean reading scores, Second class

	%T	%A	Mean	SE
Most lessons	3.5	3.5	259.6	10.82
Some lessons	91.0	91.4	263.8	1.68
No lessons	5.1	5.2	269.5	4.47
Total	99.6	100.0	263.9	1.66
Comparisons	Diff	SED	95%BCI	
Most – some lessons	-4.2	10.65	-28.6	20.2
Most – no lessons	-9.9	11.69	-36.6	16.9

Based on averaging and rounding individual frequencies across small group work – similar ability, small group work-mixed ability; and small group work- pairs (Table A5.18); Significant differences in **bold**.

Table A5.20: Percentages of pupils with teachers who engaged in team teaching during English lessons with varying degrees of frequency, and mean reading scores, Second class

	%T	%A	Mean	SE
Most lessons	1.5	1.5	243.1	13.72
Some lessons	24.2	24.3	255.9	3.10
No lessons	73.9	74.2	267.0	1.69
Total	99.6	100.0	263.9	1.66
Comparisons	Diff	SED	95%BCI	
Most – some lessons	-12.9	13.63	-44.1	18.3
Most – no lessons	-23.9	13.94	-55.8	8.0

Based on averaging frequencies across team teaching with class teacher and team teaching with a support teacher (Table A5.18); Significant differences in **bold**.

Table A5.21: Percentages of pupils with teachers indicating varying frequencies with which they organise mathematics lessons using various groupings, Sixth class

	Most lessons		Some lessons		Rarely or never	
	%	SE	%	SE	%	SE
Whole class teaching	84.8	3.3	14.1	3.16	1.1	0.91
Small group work – similar ability	21.2	3.09	64.5	3.43	14.3	2.98
Small group work – mixed ability	8.9	2.1	71.0	3.29	20.1	2.8
Small group work – pairs	19.9	3.04	71.9	3.31	8.1	2.18
Individual (independent) work	71.4	3.76	27.2	3.73	1.4	0.83
Team teaching with a class teacher	11.5	32.02	20.3	19.59	85.1	4.28
Team teaching with a support teacher	15.5	3.23	24.3	3.5	60.2	4.24

Data from Sixth class mathematics database.

Table A5.22: Percentages of pupils with teachers who grouped students for mathematics and mean mathematics scores, Sixth class

	%T	%A	Mean	SE
Most lessons	10.8	11.0	254.5	6.91
Some lessons	80.7	82.4	262.5	2.09
No lessons	6.4	6.6	265.3	7.54
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Most – some lessons	-8.0	6.83	-21.7	5.6
Most – no lessons	-10.8	10.08	-30.9	9.3

Based on averaging and rounding individual frequencies across small group work – similar ability, small group work-mixed ability; and small group work- pairs (Table A5.21); Significant differences in **bold**.

Table A5.23: Percentages of pupils with teachers who engaged in team teaching during mathematics lessons with varying degrees of frequency, and mean mathematics scores, Sixth class

	%T	%A	Mean	SE
Most lessons	3.6	3.6	242.4	6.54
Some lessons	24.3	24.9	257.0	4.25
No lessons	70.0	71.5	264.5	2.29
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Most – some lessons	-14.7	7.38	-29.4	0.1
Most – no lessons	-22.1	7.14	-36.3	-7.9

Based on averaging frequencies across team teaching with class teacher and team teaching with a support teacher (Table A5.21); Significant differences in **bold**.

Table A5.24: Percentages of pupils taught by teachers who used selected reading materials with varying degrees of frequency in English classes, Second class

	Most days		Once or twice a week		Once or twice a month		Hardly ever or never	
	Percent	SE	Percent	SE	Percent	SE	Percent	SE
Published reading schemes / materials	77.7	3.14	20.3	3.05	1.3	0.67	0.6	0.49
Children's literature/novels (<i>additional to reading schemes</i>)	26.7	3.70	49.4	4.56	20.6	3.49	3.4	1.68
Informational texts (<i>e.g., description, biography</i>)	1.8	0.88	41.3	4.09	51.0	3.85	5.9	2.22
Narrative texts (<i>e.g., stories</i>)	21.4	3.18	59.8	4.01	15.8	2.66	3.0	1.75
Reference materials (<i>e.g., encyclopaedia</i>)	3.2	1.44	24.0	4.01	48.3	4.33	24.4	3.49
'Real-life' texts or documents (<i>e.g., newspaper articles, maps, menus</i>)	1.3	0.94	10.0	2.38	61.6	3.79	27.2	3.43
Texts authored by children (<i>e.g., stories, captions, poems, newspaper articles, etc.</i>)	2.5	1.30	19.8	3.35	44.1	4.07	33.5	3.46
Workbooks or worksheets	41.6	4.63	50.8	4.44	5.3	1.78	2.3	1.64
E-books	6.1	2.02	12.1	2.53	23.5	3.28	58.3	3.72
Other digital texts (<i>e.g., webpages</i>)	8.2	2.13	32.7	4.31	33.6	3.87	25.5	3.85

Data from Second class reading database.

Table A5.25: Percentages of pupils whose teachers reported using published reading schemes at least weekly vs. twice monthly or less often, and mean reading scores, Second class

	%T	%A	Mean	SE
At least weekly	97.2	98.0	264.1	1.66
Twice monthly or less	1.9	2.0	260.3	6.99
Total	99.1	100.0	264.1	1.65
Comparisons	Diff	SED	95%BCI	
Weekly – less often	3.8	7.05	-10.3	17.8

Significant differences in **bold**. Data from Second class reading database.

Table A5.26: Percentages of pupils whose teachers reported using children’s literature/ novels at least weekly vs. twice monthly or less often, and mean reading scores, Second class

	%T	%A	Mean	SE
At least weekly	75.1	76.1	263.5	2.05
Twice monthly or less	23.6	23.9	265.8	2.64
Total	98.8	100.0	264.0	1.67
Comparisons	Diff	SED	95%BCI	
Weekly – less often	-2.3	3.35	-9.0	4.4

Significant differences in **bold**. Data from Second class reading database.

Table A5.27: Percentages of pupils whose teachers reported using informational texts at least weekly vs. twice monthly or less often, and mean reading scores, Second class

	%T	%A	Mean	SE
At least weekly	42.6	43.1	265.7	2.64
Twice monthly or less	56.3	56.9	262.4	2.18
Total	98.9	100.0	263.8	1.66
Comparisons	Diff	SED	95%BCI	
Weekly – less often	3.3	3.49	-3.6	10.3

Significant differences in **bold**. Data from Second class reading database.

Table A5.28: Percentages of pupils whose teachers reported using narrative texts at least weekly vs. twice monthly or less often, and mean reading scores, Second class

	%T	%A	Mean	SE
At least weekly	80.8	81.2	264.0	1.86
Twice monthly or less	18.8	18.8	263.8	3.40
Total	99.6	100.0	263.9	1.66
Comparisons	Diff	SED	95% BCI	
Weekly – less often	0.2	3.81	-7.4	7.8

Significant differences in **bold**. Data from Second class reading database.

Table A5.29: Percentages of pupils whose teachers reported using reference materials at least weekly vs. twice monthly or less often, and mean reading scores, Second class

	%T	%A	Mean	SE
At least weekly	26.8	27.2	270.7	2.72
Twice monthly or less	71.7	72.8	261.4	1.92
Total	98.5	100.0	263.9	1.67
Comparisons	Diff	SED	95%BCI	
Weekly – less often	9.3	3.26	2.8	15.8

Significant differences in **bold**. Data from Second class reading database.

Table A5.30: Percentages of pupils whose teachers reported using real-life texts or documents at least weekly vs. twice monthly or less often, and mean reading scores, Second class

Studied	%T	%A	Mean	SE
At least weekly	11.2	11.2	268.5	5.61
Twice monthly or less	88.4	88.8	263.4	1.59
Total	99.6	100.0	263.9	1.66
Comparisons	Diff	SED	95%BCI	
Weekly – less often	5.1	5.50	-5.8	16.1

Significant differences in **bold**. Data from Second class reading database.

Table A5.31: Percentages of pupils whose teachers reported using texts authored by children at least weekly vs. twice monthly or less often, and mean reading scores, Second class

Studied	%T	%A	Mean	SE
At least weekly	21.9	22.3	266.0	3.99
Twice monthly or less	76.0	77.7	263.7	1.75
Total	97.9	100.0	264.2	1.65
Comparisons	Diff	SED	95%BCI	
Weekly – less often	2.4	4.29	-6.2	10.9

Significant differences in **bold**. Data from Second class reading database.

Table A5.32: Percentages of pupils whose teachers reported using workbooks or worksheets at least weekly vs. twice monthly or less often, and mean reading scores, Second class

Studied	%T	%A	Mean	SE
At least weekly	90.7	92.4	263.5	1.74
Twice monthly or less	7.5	7.6	265.2	5.67
Total	98.2	100.0	263.6	1.70
Comparisons	Diff	SED	95%BCI	
	-1.7	5.79	-13.2	9.8

Significant differences in **bold**. Data from Second class reading database.

Table A5.33: Percentages of pupils whose teachers reported using e-books at least weekly vs. twice monthly or less often, and mean reading scores, Second class

Studied	%T	%A	Mean	SE
At least weekly	18.0	18.2	264.1	3.52
Twice monthly or less	81.1	81.8	263.8	1.86
Total	99.1	100.0	263.8	1.66
Comparisons	Diff	SED	95%BCI	
Weekly – less often	0.3	3.94	-7.5	8.2

Significant differences in **bold**. Data from Second class reading database.

Table A5.34: Percentages of pupils whose teachers reported using other digital texts at least weekly vs. twice monthly or less often, and mean reading scores, Second class

Studied	%T	%A	Mean	SE
At least weekly	40.2	40.9	267.1	2.26
Twice monthly or less	58.1	59.1	261.4	1.94
Total	98.3	100.0	263.7	1.69
Comparisons	Diff	SED	95%BCI	
Weekly – less often	5.7	2.69	0.3	11.1

Significant differences in **bold**. Data from Second class reading database.

Table A5.35: Percentages of pupils with teachers indicating varying frequencies with which pupils read books of their own choosing during reading classes, Second class

Frequency – choosing own books	%T	%A	Mean	SE
Every day (Ref)	34.5	34.8	270.4	2.59
Most days	40.8	41.2	262.2	2.19
A few times a month	17.8	18.0	255.8	3.57
Rarely or never	5.9	5.9	261.3	6.46
Total	98.9	100.0	263.9	1.67
Comparisons	Diff	SED	95%BCI	
Every day – Most days	8.2	3.13	0.5	15.9
Every day – A few/month	14.6	4.39	3.8	25.3
Every – Rarely or never	9.1	7.50	-9.2	27.5

Significant differences in **bold**. Data from Second class reading database.

Table A5.36: Percentages of pupils taught by teachers who used selected mathematics materials with varying degrees of frequency in mathematics classes, Sixth class

Resource	Most days		Once or twice a week		Once or twice a month		Hardly ever or never	
	Percent	SE	Percent	SE	Percent	SE	Percent	SE
Textbooks	91.5	2.46	8.1	2.43	0.4	0.4	0.0	0.00
Workbooks/worksheets	44.4	4.07	39.2	3.87	12.6	2.28	3.7	2.22
ICTs / digital resources	35.3	3.68	38.4	3.82	19.9	3.29	6.4	1.88
Mathematical diagrams	25.8	4.1	41.2	3.95	25.8	3.6	7.1	1.63
Mathematics games	19.4	3.56	39.2	4.44	30.8	3.78	10.5	2.59
Table books	17.7	3.36	20.2	3.09	18.4	2.86	43.8	4.31
Calculators	11.6	2.71	46.4	3.93	34	3.76	8.0	2.18
Real-life materials (e.g., timetables, weights)	9.8	2.63	41.5	4.15	47	4.06	1.6	0.68
Manipulatives	2.1	0.96	24.4	3.28	55.5	4.14	18.0	2.71

Data from Sixth class mathematics database.

Table A5.37: Percentages of pupils whose teachers reported using textbooks in mathematics classes at least weekly vs. twice monthly or less often, and mean mathematics scores, Sixth class

Textbooks	%T	%A	Mean	SE
At least weekly	97.5	99.6	261.8	2.13
Twice monthly or less	.4	0.4	256.9	.
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Weekly – less often	4.9	.	.	.

Significant differences in **bold**. Too few pupils in Twice monthly or less category to permit computation of standard error.

Table A5.38: Percentages of pupils whose teachers reported using workbooks/worksheets in mathematics classes at least weekly vs. twice monthly or less often, and mean mathematics scores, Sixth class

Workbooks/ worksheets	%T	%A	Mean	SE
At least weekly	81.9	83.7	261.9	2.09
Twice monthly or less	16.0	16.3	261.3	6.62
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Weekly – less often	0.6	6.80	-13.0	14.2

Significant differences in **bold**.

Table A5.39: Percentages of pupils whose teachers reported using ICTs/digital resources in mathematics classes at least weekly vs. twice monthly or less often, and mean mathematics scores, Sixth class

ICTs/Digital Resources	%T	%A	Mean	SE
At least weekly	72.2	73.7	260.7	2.71
Twice monthly or less	25.7	26.3	264.8	2.94
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Weekly – less often	-4.1	4.10	-12.3	4.1

Significant differences in **bold**.

Table A5.40: Percentages of pupils whose teachers reported using mathematical diagrams in mathematics classes at least weekly vs. twice monthly or less often, and mean mathematics scores, Sixth class

Mathematical diagrams	%T	%A	Mean	SE
At least weekly	65.7	67.1	260.8	2.72
Twice monthly or less	32.2	32.9	263.8	2.55
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Weekly – less often	-2.9	3.50	-9.9	4.1

Significant differences in **bold**.

Table A5.41: Percentages of pupils whose teachers reported using mathematical games in mathematics classes at least weekly vs. twice monthly or less often, and mean mathematics scores, Sixth class

Mathematical games	%T	%A	Mean	SE
At least weekly	57.4	58.7	259.1	2.77
Twice monthly or less	40.5	41.3	265.6	2.50
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Weekly – less often	-6.5	3.49	-13.4	0.5

Significant differences in **bold**.

Table A5.42: Percentages of pupils whose teachers reported using table books in mathematics classes at least weekly vs. twice monthly or less often, and mean mathematics scores, Sixth class

Table books	%T	%A	Mean	SE
At least weekly	37.1	37.9	257.4	3.07
Twice monthly or less	60.8	62.1	264.5	2.32
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Weekly – less often	-7.1	3.30	-13.7	-0.6

Significant differences in **bold**.

Table A5.43: Percentages of pupils whose teachers reported using calculators in mathematics classes at least weekly vs. twice monthly or less often, and mean mathematics scores, Sixth class

Calculators	%T	%A	Mean	SE
At least weekly	56.7	58.0	263.3	2.22
Twice monthly or less	41.1	42.0	259.7	3.38
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Weekly – less often	3.6	3.67	-3.7	10.9

Significant differences in **bold**.

Table A5.44: Percentages of pupils whose teachers reported using real-life materials in mathematics classes at least weekly vs. twice monthly or less often, and mean mathematics scores, Sixth class

Real-life materials	%T	%A	Mean	SE
At least weekly	50.2	51.3	259.2	2.96
Twice monthly or less	47.6	48.7	264.6	2.57
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Weekly – less often	-5.4	3.63	-12.6	1.9

Significant differences in **bold**.

Table A5.45: Percentages of pupils whose teachers reported using manipulatives in mathematics classes at least weekly vs. twice monthly or less often, and mean mathematics scores, Sixth class

Manipulatives	%T	%A	Mean	SE
At least weekly	25.9	26.5	265.9	3.54
Twice monthly or less	72.0	73.5	260.3	2.51
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Weekly – less often	5.5	4.22	-2.9	13.9

Significant differences in **bold**.

Table A5.46: Percentages of pupils whose teachers reported using calculators in mathematics classes for routine calculations with varying degrees of frequency, and mean mathematics scores, Sixth class

Calculators for routine calculations	%T	%A	Mean	SE
Most or all lessons (R)	7.6	7.8	256.6	6.44
Once or twice a week	30.9	31.6	265.7	3.18
Once or twice a month	23.9	24.4	258.0	3.71
Rarely or never	35.5	36.2	262.1	2.91
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Most – Once/twice week	-9.1	7.40	-19.4	1.3
Most – Once/twice a month	-1.4	7.25	-11.6	8.7
Most – Rarely or never	-5.5	6.83	-15.0	4.1

Significant differences in **bold**.

Table A5.47: Percentages of pupils whose teachers reported using calculators in mathematics classes for checking answers with varying degrees of frequency, and mean mathematics scores, Sixth class

Calculators for checking answers	%T	%A	Mean	SE
Most or all lessons (R)	18.2	18.5	261.8	4.71
Once or twice a week	37.9	38.7	264.8	2.58
Once or twice a month	24.6	25.1	261.7	4.31
Rarely or never	17.2	17.6	255.5	3.99
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Most – Once/twice week	-3.0	5.27	-10.4	4.4
Most – Once/twice a month	0.1	6.33	-8.7	9.0
Most – Rarely or never	6.3	5.71	-1.7	14.3

Significant differences in **bold**.

Table A5.48: Percentages of pupils whose teachers reported using calculators in mathematics classes for developing number concepts with varying degrees of frequency, and mean mathematics scores, Sixth class

Calculators for developing number concepts	%T	%A	Mean	SE
Most or all lessons (R)	6.0	6.1	251.0	7.54
Once or twice a week	14.8	15.2	260.8	3.60
Once or twice a month	39.1	40.0	259.8	3.54
Rarely or never	37.7	38.6	266.0	2.47
Total	97.5	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Most – Once/twice week	-9.8	7.90	-20.8	1.2
Most – Once/twice a month	-8.8	7.42	-19.1	1.6
Most – Rarely or never	-15.0	7.70	-25.7	-4.2

Significant differences in **bold**.

Table A5.49: Percentages of pupils whose teachers reported using calculators in mathematics classes for developing estimation skills with varying degrees of frequency, and mean mathematics scores, Sixth class

Developing estimation skills	%T	%A	Mean	SE
Most or all lessons (R)	4.5	4.6	248.4	5.86
Once or twice a week	27.0	27.6	264.2	3.15
Once or twice a month	44.4	45.3	260.5	3.22
Rarely or never	22.0	22.5	264.2	3.66
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Most – Once/twice week	-15.8	6.77	-25.3	-6.4
Most – Once/twice a month	-12.1	6.62	-21.4	-2.9
Most – Rarely or never	-15.8	7.01	-25.6	-6.0

Significant differences in **bold**.

Table A5.50: Percentages of pupils whose teachers reported varying levels of confidence in teaching higher-achieving pupils in reading and mean reading scores, Second class

Teaching higher-achieving pupils	%T	%A	Mean	SE
Very confident	57.9	58.1	263.1	2.23
Somewhat confident	38.9	39.1	264.9	2.30
Not confident	2.8	2.8	267.6	8.37
Total	99.6	100.0	263.9	1.66
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	-1.8	3.08	-8.8	5.3
Very – Not	-4.5	8.61	-24.2	15.2

Significant differences in **bold**.

Table A5.51: Percentages of pupils whose teachers reported varying levels of confidence in working with lower-achieving pupils in reading and mean reading scores, Second class

Working with lower-achieving pupils	%T	%A	Mean	SE
Very confident	47.7	48.1	263.3	2.40
Somewhat confident	48.8	49.2	264.5	2.16
Not confident	2.7	2.8	262.5	8.16
Total	99.3	100.0	263.9	1.66
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	-1.8	3.08	-8.8	5.3
Very – Not	-4.5	8.61	-24.2	15.2

Significant differences in **bold**.

Table A5.52: Percentages of pupils whose teachers reported varying levels of confidence in teaching reading comprehension strategies and mean reading scores, Second class

Teaching reading comprehension strategies	%T	%A	Mean	SE
Very confident	59.6	60.2	263.8	2.11
Somewhat confident	36.9	37.2	262.8	2.34
Not confident	2.6	2.6	280.5	14.11
Total	99.1	100.0	263.8	1.67
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	1.0	3.00	-5.9	7.9
Very – Not	-16.8	14.25	-49.4	15.9

Significant differences in **bold**.

Table A5.53: Percentages of pupils whose teachers reported varying levels of confidence in teaching reading (literacy) skills across the curriculum and mean reading scores, Second class

Teaching reading across the curriculum	%T	%A	Mean	SE
Very confident	58.3	58.8	263.8	2.18
Somewhat confident	40.8	41.2	264.3	2.22
Not confident	0.0	0.0	---	---
Total	99.0	100.0	264.0	1.67
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	-0.5	2.91	-7.2	6.1

Significant differences in **bold**.

Table A5.54: Percentages of pupils whose teachers reported varying levels of confidence in using ICTs to teach English and mean reading scores, Second class

Using ICTs to teach English	%T	%A	Mean	SE
Very confident	26.8	27.1	262.7	3.01
Somewhat confident	55.3	55.7	264.0	2.15
Not confident	17.0	17.2	265.7	4.04
Total	99.1	100.0	263.9	1.67
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	-1.3	3.70	-9.8	7.1
Very – Not	-3.0	4.97	-14.4	8.4

Significant differences in **bold**.

Table A5.55: Percentages of pupils whose teachers reported varying levels of confidence in setting targets to improve overall performance in reading, and mean reading scores, Second class

Setting targets to improve reading	%T	%A	Mean	SE
Very confident	30.9	31.3	265.6	2.44
Somewhat confident	59.9	60.6	262.9	1.98
Not confident	7.9	8.0	262.5	5.27
Total	98.7	100.0	263.7	1.67
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	2.7	2.81	-3.7	9.1
Very – Not	3.2	5.48	-9.4	15.7

Significant differences in **bold**.

Table A5.56: Percentages of pupils whose teachers reported varying levels of confidence in developing children’s oral language in English classes, and mean reading scores, Second class

Developing oral language – English classes	%T	%A	Mean	SE
Very confident	48.8	49.0	263.6	2.51
Somewhat confident	48.9	49.1	264.1	2.13
Not confident	1.9	1.9	268.7	8.63
Total	99.6	100.0	263.9	1.66
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	-0.5	3.20	-7.8	6.8
Very – Not	-5.1	8.94	-25.5	15.4

Significant differences in **bold**.

Table A5.57: Percentages of pupils whose teachers reported varying levels of confidence in developing children’s oral language in other classes, and mean reading scores, Second class

Developing oral language – other classes	%T	%A	Mean	SE
Very confident	47.8	48.0	266.4	2.37
Somewhat confident	49.9	50.1	261.4	2.12
Not confident	1.9	1.9	268.7	8.63
Total	99.6	100.0	263.9	1.66
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	5.0	2.98	-1.8	11.8
Very – Not	-2.3	8.88	-22.6	18.1

Significant differences in **bold**.

Table A5.58: Percentages of pupils whose teachers reported varying levels of confidence in teaching the process of writing, and mean reading scores, Second class

Teaching the process of writing	%T	%A	Mean	SE
Very confident	50.5	50.7	264.8	2.24
Somewhat confident	45.3	45.5	263.2	2.13
Not confident	3.8	3.8	261.5	10.04
Total	99.6	100.0	263.9	1.66
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	1.5	2.80	-4.9	7.9
Very – Not	3.2	10.39	-20.6	27.0

Significant differences in **bold**.

Table A5.59: Percentages of pupils whose teachers reported varying levels of confidence in working with parents to raise children’s literacy, and mean reading scores, Second class

Working with parents to improve literacy levels	%T	%A	Mean	SE
Very confident	27.8	27.9	266.8	3.33
Somewhat confident	60.1	60.3	263.4	2.00
Not confident	11.7	11.7	260.0	4.72
Total	99.6	100.0	263.9	1.66
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	3.4	3.93	-5.6	12.4
Very – Not	6.8	5.81	-6.5	20.1

Significant differences in **bold**.

Table A5.60: Percentages of pupils whose teachers reported varying levels of confidence in increasing pupils’ motivation and engagement, and mean reading scores, Second class

Increasing pupils’ motivation and engagement	%T	%A	Mean	SE
Very confident	52.9	53.4	263.0	2.47
Somewhat confident	45.7	46.1	265.5	2.02
Not confident	.4	0.4	223.1	.
Total	99.1	100.0	264.0	1.68
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	-2.4	3.15	-9.7	4.8
Very – Not	39.9	.	.	.

Significant differences in **bold**.

Table A5.61: Percentages of pupils whose teachers reported varying levels of confidence in teaching understanding of vocabulary, and mean reading scores, Second class

Teaching understanding of vocabulary	%T	%A	Mean	SE
Very confident	64.0	64.3	264.7	1.98
Somewhat confident	33.8	34.0	263.6	2.33
Not confident	1.8	1.8	242.8	8.38
Total	99.6	100.0	263.9	1.66
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	1.2	2.79	-5.2	7.6
Very – Not	22.0	8.59	2.3	41.6

Significant differences in **bold**.

Table A5.62: Percentages of pupils whose teachers reported varying levels of confidence in teaching reading fluency, and mean reading scores, Second class

Teaching reading fluency	%T	%A	Mean	SE
Very confident	57.0	53.4	263.0	2.47
Somewhat confident	40.4	46.1	265.5	2.02
Not confident	1.9	0.4	223.1	.
Total	99.3	100.0	264.0	1.68
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	-2.4	3.15	-9.7	4.8
Very – Not	39.9	--	--	--

Significant differences in **bold**.

Table A5.63: Percentages of pupils whose teachers reported varying levels of confidence in teaching building children’s prior knowledge relating to a text and mean reading scores, Second class

Building children’s prior knowledge	%T	%A	Mean	SE
Very confident	55.9	56.1	262.1	2.39
Somewhat confident	43.7	43.9	266.2	2.04
Not confident	0.0	0.0	---	---
Total	99.6	100.0	263.9	1.66
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	-4.1	3.08	-11.1	3.0

Significant differences in **bold**.

Table A5.64: Percentages of pupils whose teachers reported varying levels of confidence leading discussion around a text to extend children’s understanding, and mean reading scores, Second class

Leading discussion around a text	%T	%A	Mean	SE
Very confident	60.6	53.4	263.0	2.47
Somewhat confident	37.8	46.1	265.5	2.02
Not confident	1.2	0.4	223.1	.
Total	99.6	100.0	264.0	1.68
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	-2.4	3.15	-9.7	4.8
Very – Not	39.9	--	--	--

Significant differences in **bold**.

Table A5.65: Percentages of pupils whose teachers reported varying levels of confidence in teaching mathematical language, and mean mathematics scores, Sixth class

Teaching mathematical language	%T	%A	Mean	SE
Very confident	70.1	71.6	262.2	2.59
Somewhat confident	27.8	28.4	260.9	2.96
Not confident	0.0	0.0	261.8	2.12
Total	97.9	100.0	262.2	2.59
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	1.3	3.71	-7.2	9.8

Significant differences in **bold**.

Table A5.66: Percentages of pupils whose teachers reported varying levels of confidence in teaching numeracy across the curriculum, and mean mathematics scores, Sixth class

Teaching numeracy across the curriculum	%T	%A	Mean	SE
Very confident	68.0	69.5	263.5	2.62
Somewhat confident	28.8	29.4	257.4	2.76
Not confident	1.1	1.1	271.0	6.69
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	6.1	3.41	-1.7	13.9
Very – Not	-7.4	7.54	-24.7	9.8

Significant differences in **bold**.

Table A5.67: Percentages of pupils whose teachers reported varying levels of confidence in encouraging children to talk about their mathematical thinking, and mean mathematics scores, Sixth class

Encouraging children to talk about their mathematical thinking	%T	%A	Mean	SE
Very confident	61.8	63.1	262.2	2.71
Somewhat confident	34.9	35.6	260.4	2.88
Not confident	1.2	1.3	281.6	4.52
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	1.8	3.83	-7.0	10.5
Very – Not	-19.4	4.39	-29.5	-9.4

Significant differences in **bold**.

Table A5.68: Percentages of pupils whose teachers reported varying levels of confidence in teaching children to reason mathematically and solve mathematical problems, and mean mathematics scores, Sixth class

Reason mathematically and solve problems	%T	%A	Mean	SE
Very confident	51.6	52.7	262.0	3.17
Somewhat confident	43.8	44.8	261.1	2.30
Not confident	2.5	2.5	270.5	5.23
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	0.9	3.51	-7.1	8.9
Very – Not	-8.5	6.39	-23.1	6.2

Significant differences in **bold**.

Table A5.69: Percentages of pupils whose teachers reported varying levels of confidence in identifying children’s learning difficulties in mathematics, and mean mathematics scores, Sixth class

Identifying pupils’ learning difficulties in mathematics	%T	%A	Mean	SE
Very confident	50.3	51.4	265.1	3.11
Somewhat confident	43.8	44.7	257.8	2.46
Not confident	3.8	3.9	263.5	10.39
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	7.3	3.61	-1.0	15.6
Very – Not	1.7	11.05	-23.6	27.0

Significant differences in **bold**.

Table A5.70: Percentages of pupils whose teachers reported varying levels of confidence in extending the mathematical understanding of higher-achieving pupils, and mean mathematics scores, Sixth class

Extending the mathematical understanding of higher-achieving pupils	%T	%A	Mean	SE
Very confident	49.9	51.6	260.6	2.90
Somewhat confident	44.0	43.8	262.4	3.36
Not confident	4.0	2.5	270.1	3.99
Total	97.9	97.9	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	-1.8	4.48	-12.1	8.5
Very – Not	-9.5	4.70	-20.3	1.3

Significant differences in **bold**.

Table A5.71: Percentages of pupils whose teachers reported varying levels of confidence in working with children who have learning difficulties in mathematics, and mean mathematics scores, Sixth class

Working with children who have learning difficulties in mathematics	%T	%A	Mean	SE
Very confident	47.4	48.5	262.3	3.44
Somewhat confident	48.0	49.0	261.9	2.23
Not confident	2.5	2.5	251.6	13.22
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	0.4	3.91	-8.6	9.3
Very – Not	10.7	13.63	-20.6	41.9

Significant differences in **bold**.

Table A5.72: Percentages of pupils whose teachers reported varying levels of confidence in setting targets to improve performance in mathematics, and mean mathematics scores, Sixth class

Setting targets to improve performance in mathematics	%T	%A	Mean	SE
Very confident	41.4	42.3	263.8	2.77
Somewhat confident	53.2	54.4	260.2	3.00
Not confident	3.2	3.3	262.6	8.08
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	3.5	3.94	-5.5	12.6
Very – Not	1.2	8.32	-17.9	20.2

Significant differences in **bold**.

Table A5.73: Percentages of pupils whose teachers reported varying levels of confidence using ICTs to teach mathematics, and mean mathematics scores, Sixth class

Using ICTs to teach mathematics	%T	%A	Mean	SE
Very confident	40.7	41.5	260.2	3.08
Somewhat confident	44.7	45.6	263.5	3.36
Not confident	12.6	12.8	260.7	3.87
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Very – Somewhat	-3.3	4.32	-13.2	6.6
Very – Not	-0.5	4.90	-11.7	10.8

Significant differences in **bold**.

Table A5.74: Percentages of pupils whose teachers indicated varying levels of agreement with statements on learning mathematics, Sixth class

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
a) When pupils can't solve problems, it's usually because they can't remember the right formula or rule	3.6	1.57	29.2	3.50	27.0	3.50	32.4	4.04	7.8	2.19
b) If primary school pupils use calculators, they won't learn the mathematics they need to know	7.2	2.05	21.4	2.66	25.6	3.72	39.8	3.63	6.1	2.03
c) In learning mathematics, pupils must master topics and skills at one level before going on	20.7	3.24	53.1	3.97	13.5	2.80	11.6	2.60	1.1	0.91
d) Mathematics is a subject in which natural ability matters a lot more than effort	3.3	1.50	16.1	2.87	23.3	3.03	52.9	3.57	4.5	1.53
e) Because older children can reason abstractly, the use of models and other visual aids becomes less necessary as pupils progress through primary school	1.7	0.88	12.1	2.75	16.4	3.20	56.1	3.99	13.6	3.25
f) If pupils get into arguments about ideas or procedures in mathematics class, it can impede their learning of mathematics	1.8	0.93	7.3	2.56	5.6	1.89	59.1	3.96	26.3	3.61
g) Many pupils who struggle with word problems cannot read the problems, but know the underlying mathematics	12.6	2.81	50.0	3.89	19.2	3.04	16.5	2.95	1.6	0.84
h) To do well, pupils must learn facts, principles and formulas in mathematics	16.9	2.83	65.0	3.63	10.1	2.13	8.0	2.26	0.0	7.20
i) The range of ability in most classes makes whole class teaching in mathematics virtually impossible	7.2	2.05	21.4	2.66	25.6	3.72	39.8	3.63	6.1	2.03
j) The most important issue is <u>not</u> whether the answer to any mathematics problem is correct, but whether pupils can explain their answers	26.4	3.79	46.4	4.01	18.5	3.33	8.3	2.22	0.4	0.37
k) Teachers should follow the mathematics textbook that is used in their school	1.2	0.71	22.0	3.81	36.1	3.97	30.2	3.83	10.5	2.30
l) Teachers should not necessarily answer students' questions but should let them puzzle things out themselves	10.9	2.58	43.3	3.5	29.9	3.68	15.0	2.63	0.8	0.82

Data from Sixth class mathematics database.

Table A5.75: Correlation matrix - teacher ratings on statements about teaching and learning mathematics, Sixth class

Statement	Correlations										
	B	C	D	E	F	G	H	I	J	K	L
A To do well, pupils must learn facts, principles and formulas in mathematics	.248	.182	-.070	.091	.189	.097	.244	.057	.019	.190	.061
B The range of ability in most classes makes whole class teaching in mathematics virtually impossible	1.000	.143	.096	.211	.146	.083	.079	-.020	.063	.097	.074
C The most important issue is <u>not</u> whether the answer to any mathematics problem is correct, but whether pupils can explain their answers	.143	1.000	.042	.007	.151	.168	.164	-.015	-.119	.186	-.033
D Teachers should follow the mathematics textbook that is used in their school	.096	.042	1.000	.231	-.012	.079	.071	.145	-.061	.016	-.015
E Teachers should not necessarily answer students' questions but should let them puzzle things out themselves	.211	.007	.231	1.000	.153	.039	.052	-.139	-.154	.195	.125
F If pupils get into arguments about ideas or procedures in mathematics class, it can impede their learning of mathematics	.146	.151	-.012	.153	1.000	.134	.152	-.005	-.033	.307	-.076
G Many pupils who struggle with word problems cannot read the problems, but know the underlying mathematics	.083	.168	.079	.039	.134	1.000	.142	.130	-.053	.040	.035
H To do well, pupils must learn facts, principles and formulas in mathematics	.079	.164	.071	.052	.152	.142	1.000	-.063	.076	.106	.085
I The range of ability in most classes makes whole class teaching in mathematics virtually impossible	-.020	-.015	.145	-.139	-.005	.130	-.063	1.000	.042	-.075	-.008
J The most important issue is <u>not</u> whether the answer to any mathematics problem is correct, but whether pupils can explain their answers	.063	-.119	-.061	-.154	-.033	-.053	.076	.042	1.000	-.130	.140
K Teachers should follow the mathematics textbook that is used in their school	.097	.186	.016	.195	.307	.040	.106	-.075	-.130	1.000	-.048
L Teachers should not necessarily answer students' questions but should let them puzzle things out themselves	.074	-.033	-.015	.125	-.076	.035	.085	-.008	.140	-.048	1.000

Table A5.76: Factor analysis of teacher ratings on statements about teaching and learning mathematics, and variance explained, Sixth class

Component	Initial Eigen Values			Extraction Sums of Squared Loadings			Rotation SS Loadings
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	2.063	17.195	17.195	2.063	17.195	17.195	1.948
2	1.324	11.035	28.229	1.324	11.035	28.229	1.307
3	1.249	10.409	38.639	1.249	10.409	38.639	1.460
4	1.233	10.272	48.910	1.233	10.272	48.910	1.248
5	.976	8.130	57.040				
6	.906	7.548	64.588				
7	.889	7.407	71.995				
8	.827	6.891	78.886				
9	.773	6.445	85.332				
10	.647	5.388	90.720				

Table A5.77: Factor analysis of teacher ratings on statements about teaching and learning mathematics, and variance explained

Item	Components			
	1	2	3	4
If pupils get into arguments about ideas or procedures in mathematics class, it can impede their learning of mathematics	.575			
When pupils can't solve problems, it's usually because they can't remember the right rule or formula	.565	.334		
Teachers should follow the mathematics textbook that is used in their school	.563	-.326		
In learning mathematics, pupils must master topics and skills at one level before going on to the next	.497			
If primary school pupils use calculators, they won't learn the mathematics they need to know	.493			
To do well, pupils must learn facts, principles and formulas in mathematics	.460	.359		
The most important issue is <u>not</u> whether the answer to any mathematics problem is correct, but whether pupils can explain their answers		.685		
Teachers should not necessarily answer students' questions but should let them puzzle things out themselves		.479	.402	-.317
Mathematics is a subject in which natural ability matters a lot more than effort			.669	.388
Because older children can reason abstractly, the use of models and other visual aids becomes less necessary as pupils progress through school	.449	-.308	.581	
The range of ability in most classes makes whole class teaching in mathematics virtually impossible				.709
Many pupils who struggle with word problems cannot read the problems, but know the underlying mathematics	.357			.510

Data from Sixth class mathematics database.

Table A5.78: Correlations between factors underlying teachers' beliefs about teaching and learning mathematics and pupils' mathematics scores, Sixth class

Factor (Teacher Beliefs)	Correlation with mathematics performance			
	r Unweighted	r Weighted	SE Weighted	t
1. Mathematics as rule-based, and teaching and learning mathematics as structured and textbook driven	-0.03	0.01	0.03	0.33
2. Mathematics as rule-based, and teaching and learning mathematics as constructivist and discussion based.	0.04	0.04	0.04	1.00
3. Mathematics as requiring natural ability, and teaching and learning as constructivist, though fewer models or concrete materials are available as pupils develop.	-0.03	-0.05	0.04	-1.25
4. Mathematics as requiring natural ability, and teaching and learning as structured and abstract in nature.	0.05	0.03	.03	1.0

r = correlation coefficient; SE = standard error; t = t coefficient (correlation divided by its SE)

Statistically significant correlations in **bold**.

Table A5.79: Percentages of pupils whose teachers administered standardised tests with varying degrees of frequency, and mean reading scores, Second class

Administering standardised tests of reading	%T	%A	Mean	SE
Once	58.4	59.3	264.5	2.11
Twice	35.0	35.5	263.4	2.64
Three or more times	3.6	3.6	261.3	7.35
Not assessed	1.5	1.5	261.3	12.07
Total	98.5	100.0	263.9	1.66
Comparisons	Diff	SED	95%BCI	
Once- twice	1.1	3.25	-6.4	8.5
Once – three+	3.1	7.65	-14.4	20.7
Once – not assessed	3.2	12.13	-24.6	31.0

Significant differences in **bold**.

Table A5.80: Percentages of pupils whose teachers reported varying frequencies for the administration of standardised tests of mathematics and mean mathematics scores, Sixth class

Administration of standardised tests of mathematics	%T	%A	Mean	SE
Once	81.3	83.0	262.3	2.17
Twice	11.3	11.5	255.8	5.65
Three or more	3.6	3.7	260.7	11.14
Not assessed	1.8	1.8	278.7	12.36
Total	97.9	100.0	261.8	2.12
Comparisons	Diff	SED	95%BCI	
Once – twice	6.5	5.68	-7.4	20.5
Once – three or more	1.6	11.12	-25.6	28.9
Once – Not assessed	-16.4	12.60	-47.3	14.5

Significant differences in **bold**.

Table A5.81: Percentages of pupils taught by teachers who used reported using each of several non-standardised assessment methods in reading with varying degrees of frequency, Second class

Type of non-standardised assessment	At least weekly		Monthly		Once a term		Once or twice a year		Never	
	%	SE	%	SE	%	SE	%	SE	%	SE
Teacher-designed tests	41.0	4.05	25.9	3.62	25.4	3.46	5.5	1.83	2.3	1.55
Teacher-designed checklists	21.3	3.79	32.3	3.97	28.2	4.03	12.1	2.92	6.2	2.05
Documented observations	28.8	3.83	25.3	3.62	28.5	4.26	12.5	2.84	4.9	1.60
Published progress tests or checklists	5.2	2.02	10.9	2.42	27.0	4.08	30.3	4.11	26.7	4.08
Self-assessment by children	29.0	3.88	31.5	3.68	13.4	2.92	11.7	2.58	14.3	2.85
Curriculum profiles	1.7	0.81	14.6	3.03	14.0	2.91	9.2	2.58	60.5	4.57
Portfolios	6.5	1.69	23.9	3.14	22.8	3.47	12.3	2.41	34.5	4.22
Diagnostic tests	1.0	0.73	4.0	1.47	13.4	3.05	60.3	3.80	21.2	3.30
Computer-based tests	0.2	0.25	0.4	0.26	1.8	0.96	11.0	2.14	86.6	2.20
Error analysis of oral reading	13.0	2.95	11.4	2.69	12.9	2.87	25.9	3.64	36.7	3.88
Teacher-designed rubrics	2.7	1.35	15.6	3.23	11.5	2.28	14.2	2.33	56.0	3.73
Published rubrics	1.0	0.98	2.1	1.16	6.9	2.77	15.4	2.82	74.5	3.81
Student conferences	9.8	2.51	15.2	3.04	13.2	3.09	12.7	3.07	49.1	4.62

Data from Second class reading database.

Table A5.82: Percentages of pupils taught by teachers who used reported using each of several non-standardised assessment methods in mathematics with varying degrees of frequency, Sixth class

Type of non-standardised assessment	At least weekly		Monthly		Once a term		Once or twice a year		Never	
	%	SE	%	SE	%	SE	%	SE	%	SE
Teacher-designed tasks	43.6	4.23	42.8	4.32	11.9	2.61	1.1	0.62	0.5	0.54
Teacher-designed checklists	17.7	2.8	33.6	3.71	21.8	3.6	12	2.6	14.8	3.03
Documented observations	19	3.18	29.5	4.03	24	3.49	14.5	2.84	13	2.55
Published progress test	4.7	1.94	16.7	3.08	30.7	3.16	29.7	3.36	18.1	3.35
Self-assessment by children	40.9	4.08	21.3	2.99	17.7	3.13	10.5	2.52	9.6	2.22
Diagnostic mathematics tests	0.9	0.65	6	2.01	11.6	2.27	63.9	3.87	17.5	2.83
Portfolios	4.9	1.62	11.7	2.24	13.1	2.63	8.9	1.98	61.4	3.75
Reflective journals	3.4	1.42	3.1	1.3	3.6	1.3	7.3	2.1	82.5	3.01
Error analysis	42.4	3.95	10.2	2.18	8.3	2.3	13.3	2.6	25.9	3.03
Computer-based tests	3.2	1.4	6.5	2.15	5.2	1.91	14.6	2.59	70.5	3.87

Data from Sixth class mathematics database.

Table A5.83: Percentages of pupils taught by teachers who used reported using each of several reading initiatives with varying degrees of frequency, Second class

Initiative	At least weekly		Monthly		Once a term		Once or twice a year		Never	
	%	SE	%	SE	%	SE	%	SE	%	SE
First Steps – Reading	11.9	2.71	8.4	2.26	1.9	1.04	4.9	1.58	72.8	3.90
First Steps – Writing	18.6	3.27	7.5	2.31	3.9	1.61	3.6	1.51	66.4	4.01
First Steps – Oral Language	9.6	2.50	9.1	2.07	1.1	0.69	5.4	1.60	74.8	3.54
Power Hour	7.4	2.12	2.4	1.10	3.1	1.53	2.9	1.49	84.2	2.81
Literacy Lift Off	9.6	3.01	3.4	1.32	3.6	1.25	5.6	1.99	77.9	3.85
Write to Read	5.8	1.99	6.7	2.55	0.2	0.20	3.2	0.91	84.1	3.20
Jolly Phonics	49.3	4.42	8.7	2.23	0.9	0.67	3.7	1.68	37.4	4.69
Paired Reading	50.7	4.19	21.1	3.34	12.4	2.19	7.8	2.41	8.0	2.07
Reading for Fun	77.6	3.43	5.6	2.01	1.8	1.28	1.2	0.70	13.8	2.90
Other	31.3	3.92	2.7	1.21	1.3	1.00	3.0	1.80	61.6	4.19

Data from Second class reading database.

Table A5.84: Percentages of pupils taught by teachers who used reported using First Steps – Reading with varying degrees of frequency, by DEIS Status, Second class

First Steps – Reading DEIS Status	At least weekly		Monthly		Once a term		Once or twice a year		Never	
	%	SE	%	SE	%	SE	%	SE	%	SE
DEIS Band 1	53.4	15.03	22.1	14.12	0.0	0.00	0.0	0.00	24.6	13.20
DEIS Band 2	43.7	16.24	32.8	11.79	12.6	7.98	0.0	0.00	10.9	7.23
Urban Non-DEIS	6.9	2.55	6.5	3.17	1.7	1.73	3.5	2.99	81.4	5.01
Rural SSP	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Rural Non-SSP	4.2	2.99	4.4	3.07	0.8	0.79	9.9	4.52	80.7	5.99

Data from Second class reading database.

Table A5.85: Percentages of pupils taught by teachers who used reported using First Steps – Writing with varying degrees of frequency, by DEIS Status, Second class

First Steps – Writing DEIS Status	At least weekly		Monthly		Once a term		Once or twice a year		Never	
	%	SE	%	SE	%	SE	%	SE	%	SE
DEIS Band 1	67.0	16.13	22.6	14.94	0.0	0.00	0.0	0.00	10.4	10.03
DEIS Band 2	37.7	13.45	41.5	12.38	12.6	7.98	0.0	0.00	8.2	5.40
Urban Non-DEIS	14.3	4.44	4.2	2.43	2.4	1.87	1.2	0.85	77.9	5.13
Rural SSP	0.0	0.00	0.0	0.00	11.1	11.51	0.0	0.00	88.9	11.51
Rural Non-SSP	12.6	4.80	2.6	2.58	3.6	2.86	9.0	4.29	72.2	6.93

Data from Second class reading database.

Table A5.86: Percentages of pupils taught by teachers who used reported using First Steps – Oral Language with varying degrees of frequency, by DEIS Status, Second class

First Steps – Oral Language DEIS Status	At least weekly		Monthly		Once a term		Once or twice a year		Never	
	%	SE	%	SE	%	SE	%	SE	%	SE
DEIS Band 1	37.8	13.87	29.6	11.48	0.0	0.00	0.0	0.00	32.6	16.08
DEIS Band 2	39.0	15.40	29.2	12.10	12.6	7.98	0.0	0.00	19.1	10.69
Urban Non-DEIS	6.8	2.84	4.5	2.31	0.0	0.00	6.5	3.60	82.2	4.89
Rural SSP	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Rural Non-SSP	2.3	2.28	7.8	3.32	0.8	0.79	7.4	3.72	81.7	5.31

Data from Second class reading database.

Table A5.87: Percentages of pupils taught by teachers who used reported using First Steps – Literacy Lift Off / Power Hour with varying degrees of frequency, by DEIS Status, Second class

Literacy Lift Off / Power Hour DEIS Status	At least weekly		Monthly		Once a term		Once or twice a year		Never	
	%	SE	%	SE	%	SE	%	SE	%	SE
DEIS Band 1	36.5	15.69	2.5	2.50	0.0	0.00	0.0	0.00	61.0	15.59
DEIS Band 2	23.2	14.75	12.8	8.92	0.0	0.00	19.8	13.99	44.2	15.82
Urban Non-DEIS	4.5	2.33	1.4	1.00	2.7	1.94	7.5	3.10	83.8	4.46
Rural SSP	42.2	27.01	0.0	0.00	0.0	0.00	0.0	0.00	57.8	27.01
Rural Non-SSP	1.2	0.92	4.9	3.07	6.9	2.67	2.3	2.28	84.6	4.84

Data from Second class reading database.

Table A5.88: Percentages of pupils taught by teachers who used reported using Write to Read with varying degrees of frequency, by DEIS Status, Second class

Write to Read DEIS Status	At least weekly		Monthly		Once a term		Once or twice a year		Never	
	%	SE	%	SE	%	SE	%	SE	%	SE
DEIS Band 1	17.5	11.09	0.0	0.00	2.5	2.50	0.0	0.00	80.0	11.09
DEIS Band 2	4.7	4.54	4.6	4.45	0.0	0.00	12.6	7.98	78.2	8.57
Urban Non-DEIS	3.9	2.03	5.0	2.56	0.0	0.00	5.1	1.41	86.0	3.44
Rural SSP	0.0	0.00	33.3	28.56	0.0	0.00	0.0	0.00	66.7	28.56
Rural Non-SSP	7.0	3.91	6.2	3.24	0.0	0.00	0.0	0.00	86.9	4.88

Data from Second class reading database.

Table A5.89: Percentages of pupils taught by teachers who used reported using Jolly Phonics with varying degrees of frequency, by DEIS Status, Second class

Jolly Phonics DEIS Status	At least weekly		Monthly		Once a term		Once or twice a year		Never	
	%	SE	%	SE	%	SE	%	SE	%	SE
DEIS Band 1	43.3	12.16	9.6	6.85	0.0	0.00	2.6	2.61	44.5	14.97
DEIS Band 2	55.9	14.53	17.3	8.41	0.0	0.00	0.0	0.00	26.8	11.23
Urban Non-DEIS	48.9	5.91	6.0	3.46	0.0	0.00	4.0	2.38	41.2	6.51
Rural SSP	60.6	24.30	0.0	0.00	0.0	0.00	0.0	0.00	39.4	24.30
Rural Non-SSP	47.9	7.84	11.9	5.37	2.6	1.94	5.0	3.73	32.6	7.70

Data from Second class reading database.

Table A5.90: Percentages of pupils taught by teachers who used reported using Paired Reading with varying degrees of frequency, by DEIS Status, Second class

Paired Reading DEIS Status	At least weekly		Monthly		Once a term		Once or twice a year		Never	
	%	SE	%	SE	%	SE	%	SE	%	SE
DEIS Band 1	37.5	13.29	25.8	10.00	10.8	7.15	0.0	0.00	25.9	10.86
DEIS Band 2	29.5	13.29	35.4	12.49	11.0	7.65	19.4	9.90	4.7	4.54
Urban Non-DEIS	45.2	5.85	23.5	5.10	15.2	5.03	8.8	3.28	7.3	3.05
Rural SSP	57.5	24.76	8.9	9.38	9.1	9.53	24.5	22.94	0.0	0.00
Rural Non-SSP	64.1	8.07	16.3	6.35	9.9	4.65	3.0	2.15	6.7	4.13

Data from Second class reading database.

Table A5.91: Percentages of pupils taught by teachers who used reported using Reading for Fun with varying degrees of frequency, by DEIS Status, Second class

Reading for Fun DEIS Status	At least weekly		Monthly		Once a term		Once or twice a year		Never	
	%	SE	%	SE	%	SE	%	SE	%	SE
DEIS Band 1	39.0	13.31	26.2	13.84	0.0	0.00	3.1	3.13	31.7	10.73
DEIS Band 2	91.4	8.42	0.0	0.00	0.0	0.00	8.6	8.42	0.0	0.00
Urban Non-DEIS	80.6	4.80	3.8	2.35	0.0	0.00	0.8	0.59	14.8	4.42
Rural SSP	57.5	24.76	18.0	13.86	0.0	0.00	0.0	0.00	24.5	22.94
Rural Non-SSP	83.6	5.56	1.9	1.89	5.4	3.65	0.0	0.00	9.2	4.04

Data from Second class reading database.

Table A5.92: Percentages of pupils taught by teachers who used reported using other initiatives with varying degrees of frequency, by DEIS Status, Second class

Other Initiatives DEIS Status	At least weekly		Monthly		Once a term		Once or twice a year		Never	
	%	SE	%	SE	%	SE	%	SE	%	SE
DEIS Band 1	6.7	4.73	4.1	4.05	6.0	5.95	0.0	0.00	83.2	8.27
DEIS Band 2	43.0	16.42	0.0	0.00	0.0	0.00	2.1	2.10	54.9	16.83
Urban Non-DEIS	41.2	5.72	4.6	2.39	0.0	0.00	3.1	2.15	51.2	6.33
Rural SSP	14.9	11.93	0.0	0.00	0.0	0.00	24.5	22.94	60.6	24.30
Rural Non-SSP	24.6	7.31	0.9	0.93	2.6	2.53	0.0	0.00	71.9	7.59

Data from Second class reading database.

Table A5.93: Percentages of pupils taught by teachers who used reported using each of several mathematics initiatives with varying degrees of frequency, Sixth class

Initiative	At least weekly		Monthly		Once a term		Once or twice a year		Never	
	%	SE	%	SE	%	SE	%	SE	%	SE
Maths Recovery	2.3	1.23	3.3	1.36	1.2	0.70	2.0	1.39	91.2	2.55
Ready, Steady, Go Maths	0.3	0.27	0.5	0.49	0.8	0.59	1.8	1.35	96.6	1.34
JUMP maths	0.0	0.00	0.0	0.00	0.0	0.00	1.3	1.32	98.7	1.32
Maths for Fun	5.6	2.13	5.6	1.74	2.1	1.02	6.5	2.15	80.2	2.97
Paired Maths	19.8	3.37	13.3	2.62	9.2	2.30	3.5	1.33	54.2	3.84
Other	8.8	2.51	1.1	0.64	1.7	0.79	2.0	1.27	86.4	2.81

Data from Second class reading database.

Table A5.94: Percentages of pupils taught by teachers who selected various priority topics for English CPD, Second class

Priority Topic - ICT	% T	% A	SE
Writing	39.0	43.7	4.55
Comprehension/ Strategies	25.8	28.9	4.45
Oral Language	23.8	26.7	3.4
Assessment	20.7	23.2	3.92
Addressing learning differences	20.6	23.1	3.99
ICT	16.4	18.4	3.08
Initiatives and Programmes	14.7	16.5	3.18
Spelling	10.6	10.6	2.59
Fluency	8.6	9.6	2.21
Phonics/Word Identification/Phonemic Aw.	7.8	8.7	2.60
Vocabulary	6.6	7.4	2.46
Parents	1.5	1.7	0.88
Motivation and Engagement	1.1	1.2	0.71
Other	17.4	19.5	4.09

Data from Second class reading database.

Table A5.95: Percentages of pupils taught by teachers who selected various priority topics for mathematics CPD, Sixth class

Priority Topic - CPD	% T	% A	SE
Problem Solving / reasoning	43.9	51.8	4.56
ICT	26.4	31.2	3.57
Specific Mathematics Content (Strand/strand unit)	25.1	29.7	3.94
Mathematics activities / manipulatives /resources / games	14.5	17.1	3.27
Working with children of varying abilities / differentiation	11.8	13.9	2.73
Assessment, Recording	9.1	10.7	2.81
Conceptual development/abstract thinking/strategic thinking	7.0	8.2	2.63
Planning for mathematics / target setting	7.1	7.1	2.31
Programme/approach	6.0	7.0	2.26
Mental arithmetic/facts/tables	5.8	6.9	2.41
Learning difficulties	4.4	5.2	1.73
Post-primary, secondary mathematics/project maths	3.5	4.1	1.83
Language/vocabulary	2.9	3.5	1.37
Team teaching	2.3	2.8	1.45
Mathematics across the curriculum	1.2	1.4	1.02
Other	13.9	16.4	2.73

Table A5.96: Percentages of pupils taught by teachers who indicated varying levels of agreement with statements relating to provision of CPD for English, Second class

Priority Topic - ICT	Strongly Agree			Agree			Disagree			Total		
	%A	% T	SE	%A	% T	SE	%A	% T	SE	%A	% T	SE
I would benefit from external CPD in the teaching of English provided face-to-face	57.2	58.3	4.43	37.3	38.0	4.22	3.7	3.7	1.73	98.2	100	0.00
I would benefit from taking online courses on the teaching of English	20.5	20.7	3.33	61.3	62.1	3.90	17.0	17.2	3.12	98.8	100	0.00
All my CPD needs in English can be met at school level (e.g., in school planning meetings)	3.4	3.5	1.32	27.3	27.7	3.57	67.8	68.9	3.77	98.5	100	0.00

Table A5.97: Percentages of pupils taught by teachers who indicated varying levels of agreement with statements relating to provision of CPD for mathematics, Sixth class

Priority Topic - ICT	Strongly Agree			Agree			Disagree			Total		
	%A	% T	SE	%A	% T	SE	%A	% T	SE	%A	% T	SE
I would benefit from external CPD in the teaching of mathematics provided face-to-face	51.0	53.4	4.09	39.1	40.9	3.99	5.4	5.6	1.63	95.5	100	0.00
I would benefit from taking online courses on the teaching of mathematics	18.3	19.2	3.52	54.4	57.2	3.94	22.5	23.6	3.56	95.2	100	0.00
All my CPD needs in mathematics can be met at school level (e.g., in school planning meetings)	6.7	7.1	2.16	18.4	19.5	2.48	69.4	73.4	3.17	94.6	100	0.00
I would benefit from taking a course to improve the mathematics I teach	21.3	22.1	3.16	43.3	45.0	3.94	31.7	32.9	3.87	96.3	100	0.00

Table A5.98: Percentages of pupils taught by teachers who indicated varying approaches to setting class-level targets for English reading, Second class

Priority Topic - ICT	%A	% T	SE
I set class-level targets based on school-level targets.	49.7	55.0	4.38
I set class-level targets independent of school-level targets.	23.0	25.5	3.82
I do not set class-level targets.	17.7	19.5	3.35
Total	90.4	100.0	0.00

Table A5.99: Percentages of pupils taught by teachers who indicated varying approaches to setting class-level targets for mathematics, Sixth class

Priority Topic - ICT	%A	% T	SE
I set class-level targets based on school-level targets.	42.7	44.3	3.69
I set class-level targets independent of school-level targets.	30.5	31.7	3.77
I do not set class-level targets.	23.2	24.0	3.8
Total	96.4	100.0	0.00

Table A5.100: Percentages of pupils taught by teachers who indicated varying levels of impact from various sources on targets for reading set for pupils in Second class

Source	To a great extent			To some extent			To a small extent			Not at all			Total		
	%A*	% T	SE	%A	% T	SE	%A	% T	SE	%A	% T	SE	%A	% T	SE
National targets in National Strategy	20.5	23.1	4.98	41.1	46.2	5.03	17.0	19.1	4.16	10.3	11.6	3.04	88.8	100.0	0.00
School-level targets to improve literacy (e.g. as part of School Improvement/Development Plan)	47.2	52.5	5.19	35.9	39.9	4.92	4.6	5.1	2.29	2.3	2.6	1.66	90.0	100.0	0.00
Assessed needs of pupils in class	61.6	66.8	5.36	26.7	29	5.16	3.9	4.2	2.41	0.0	0.0	0.00	92.1	100.0	0.00
Other	0.3	4.2	4.25	2.3	29.2	13.37	.8	9.8	9.54	4.5	56.8	15.96	7.9	100.0	0.00

*Based on teachers who indicated that they set class-level targets based on school-level targets or independent of them. Data from Second class reading database.

Table A5.101: Percentages of pupils taught by teachers who indicated varying levels of impact from various sources on targets for mathematics set for pupils in Sixth class

Source	To a great extent			To some extent			To a small extent			Not at all			Total		
	%A*	% T	SE	%A	% T	SE	%A	% T	SE	%A	% T	SE	%A	% T	SE
National targets in National Strategy	13.7	15.7	3.41	43.5	49.6	5.33	19.1	21.8	4.23	11.3	12.9	3.32	87.6	100.0	0.00
School-level targets to improve literacy (e.g. as part of School Improvement/Development Plan)	37.2	41.9	4.64	38.8	43.7	5.09	7.6	8.5	2.52	5.3	5.9	2.45	88.8	100.0	0.00
Assessed needs of pupils in class	58.3	62.9	4.58	29.0	31.3	4.66	5.4	5.9	2.34	92.7	0.0	0.00	7.3	100.0	0.00
Other	5.0	31.1	11.73	5.2	32.5	11.98	.0	0.0	0.00	5.8	36.4	10.97	16.0	100.0	0

*Based on teachers who indicated that they set class-level targets based on school-level targets or independent of them. Data from Sixth class mathematics database.

**Table A5.102: Data on classroom libraries,
Second class**

	Mean	SE
Number of books in class library	255.7	22.83
Ratio of books to pupils	10.6	0.92
Percentage of books in languages other than English / Gaeilge	1.0	0.22
Percentage of pupils in classes with no books in other languages	78.8	
Number of new books added since September 2013	30.3	4.10
Percentage of pupils in classrooms with no new books	25.5	3.18
Percentage of books that are new	12.8	1.36
Types of Books in Class Library		
Percentage of Books – Fiction	69.0	1.44
Percentage of Books - Non-fiction	19.2	0.87
Percentage of Books – Reference	9.3	0.59
Percentage – Other	2.5	0.91

Data from Second class reading database.

**Table A5.103: Percentages of pupils in classrooms with specified ICT resources,
Second class**

Resource	%T	%A	SE
Computers/computing devices for pupils' use	67.0	67.8	3.96
An interactive whiteboard	88.4	89.5	2.68
A digital projector (linked to computer)	69.6	70.5	3.90
Electronic books (e-books for pupils)	26.3	26.7	3.51
Digital camera/video camera	67.4	68.2	4.16
Broadband Internet	93.9	95.1	2.00

Data from Second class reading database.

**Table A5.104: Percentages of pupils in classrooms with specified ICT resources,
Sixth class**

Resource	%T	%A	SE
Computers/computing devices for pupils' use	67.0	68.8	3.88
An interactive whiteboard	84.9	87.1	3.06
A digital projector (linked to computer)	70.9	73.0	3.36
Electronic books (e-books for pupils)		---	--
Digital camera/video camera	64.1	65.7	3.94
Broadband Internet	91.9	94.7	2.11

Data from Sixth class mathematics database.

Table A5.105: Percentages of pupils in receipt of various forms of learning support for English, Second class

Type of support	%T	%A	SE
In-class support	46.5	47.1	4.17
In-class support only	2.2	2.3	1.00
Withdrawal from class – in a group	85.7	86.7	2.53
Withdrawal from class – in a group, only	22.4	22.6	3.57
Withdrawal from class – individually	55.2	56.2	4.06
Withdrawal from class – individually, only	6.8	6.9	1.71
No additional support provided	2.1	2.1	1.13

Data from Second class reading database.

Table A5.106: Percentages of pupils in receipt of various forms of learning support for mathematics, Sixth class

Type of support	%T	%A	SE
In-class support	43.7	45.2	4.15
In-class support only	8.6	9.3	2.60
Withdrawal from class – in a group	75.8	77.8	3.42
Withdrawal from class – in a group, only	25.8	27.8	3.88
Withdrawal from class – individually	47.3	48.6	4.22
Withdrawal from class – individually, only	4.0	4.3	1.52
No additional support provided	5.5	5.7	1.87

Data from Sixth class mathematics database.

Table A5.107: Percentages of pupils whose teachers perceived varying levels of coherence between classroom and learning support/resource programmes, Second class

Agreement with degree of coherence	%T	%A	SE
A great extent	41.0	42.0	4.04
Some extent	45.2	46.3	4.26
Little or none	11.5	11.8	3.18

Data from Second class reading database.

Table A5.108: Percentages of pupils whose teachers perceived varying levels of coherence between classroom and learning support/resource programmes, Sixth class

Agreement with degree of coherence	%T	%A	SE
A great extent	51.7	54.6	3.94
Some extent	35.0	37.0	4.00
Little or none	7.9	8.3	2.65

Data from Sixth class mathematics database.

Table A5.109: Percentages of pupils of teachers who made a comment about the teaching and learning of English, by comment category, Second class

Comment Category	%	SE
At least one comment provided	17.1	3.07
Resources (e.g., library, levelled readers, reading schemes)	2.4	1.33
Multi-ability classes, multi-class teaching, class size	3.8	1.47
Assessment	2.6	1.05
Time/Curriculum overload	3.0	1.29
Instructional strategies for reading (library, levelled readers, reading schemes)	3.7	1.59
Paperwork/recording	0.5	0.48
Specific aspects of English (e.g., writing)	0.3	0.34
Interest, engagement and motivation	2.3	1.61
Planning/outcomes	3.6	1.47
English as a second language	1.3	0.83
Continuing professional development	0.6	0.43
Promoting Literacy at Home	1.0	0.75
Other	0.6	0.43

Table A5.110: Percentages of pupils of teachers who made a comment about the teaching and learning of mathematics, by comment category, Sixth class

Comment Category	%	SE
At least one comment provided	30.2	3.87
Mixed ability classes/multi-class teaching/class size	4.4	1.77
Time/curriculum overload	8.7	2.56
Assessment/target setting	4.6	1.61
Resources/support	3.1	1.30
Curriculum/textbooks	6.2	2.14
Teaching strategies/initiatives	4.4	1.53
CPD	4.3	1.39
Other	6.2	2.03

Chapter 6: Pupil Factors

For assistance in interpreting these tables, see *How to Interpret Comparisons of Groups of Pupils* on page 3.

Table A6.1: Pupil place of birth and mean reading and mathematics scores, by grade level

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Born in Ireland	87.9	90.3	266.2	1.63	87.7	90.2	265.7	2.00
	Born elsewhere	9.4	9.7	246.9	3.30	9.6	9.8	251.9	4.14
	Total	97.3	100	264.3	1.63	97.3	100	264.3	1.95
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Born in Ireland – born elsewhere	19.3	3.31	12.7	25.9	13.2	4.18	5.5	22.2
Sixth	Born in Ireland	86.1	88.5	265.2	1.47	86.2	88.3	262.3	2.19
	Born elsewhere	11.2	11.5	251.2	3.50	11.4	11.7	260.2	2.79
	Total	97.3	100	263.6	1.54	97.6	100	262.0	2.09
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Born in Ireland – born elsewhere	14.0	3.31	7.4	20.6	2.1	2.76	-3.4	7.6

Significant differences in **bold**.

Table A6.2: Language(s) spoken at home and mean reading and mathematics scores, Second class

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
English	Yes	91.8	93.4	265.7	1.60	91.7	93.3	264.9	2.02
	No	6.5	6.6	241.2	5.8	6.6	6.7	249.8	5.83
	Total	98.3	100	264.1	1.64	98.3	100	263.9	1.95
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	24.5	5.85	12.9	36.2	15.1	6.15	2.9	27.4
Irish	Yes	15.5	16.0	274.2	3.15	15.2	15.8	274.5	3.10
	No	80.9	84.0	262.0	1.63	81.2	84.2	262.0	2.02
	Total	96.4	100	263.4	1.63	96.4	100	264.0	1.91
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	12.2	3.07	6.0	18.3	12.5	3.28	6.0	19.1
A different language	Yes	13.6	13.9	251.8	3.20	13.9	14.3	258.8	3.58
	No	84.2	86.1	266.2	1.70	83.9	85.7	264.9	2.11
	Missing	97.8	100	264.2	1.65	97.9	100	264.0	1.96
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	-14.4	3.40	-21.2	-7.6	-6.1	3.86	-13.8	1.6

Significant differences in **bold**.

Table A6.3: Language(s) spoken at home and mean reading and mathematics scores, Sixth class

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
English	Yes	93.7	97.9	264.9	1.49	93.9	97.8	262.3	2.16
	No	2.1	2.1	232.6	4.19	2.1	2.2	256.5	5.34
	Total	95.8	100	264.2	1.51	96.0	100	262.2	2.10
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	32.3	4.12	24.0	40.5	5.8	6.09	-6.3	18.0
Irish	Yes	13.6	13.9	282.8	2.56	13.6	13.9	281.5	3.64
	No	84.2	86.1	260.4	1.53	84.5	86.1	258.8	2.07
	Total	97.8	100	263.5	1.54	98.1	100	261.9	2.07
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	22.4	2.89	16.6	28.1	22.7	3.55	15.6	29.8
A different language	Yes	11.7	11.9	250.3	3.22	11.9	12.1	263.7	2.78
	No	86.2	88.1	265.3	1.49	86.2	87.9	261.7	2.23
	Missing	97.9	100	263.5	1.54	98.1	100	262.0	2.07
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	-15.0	3.05	-21.1	-8.9	2.0	3.06	-4.1	8.1

Significant differences in **bold**.

Table A6.4: Language spoken most frequently at home and mean reading and mathematics scores, by grade level

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	English	89.1	90.6	266.3	1.59	88.9	90.4	265.3	2.01
	Irish	0.9	1.0	279.8	18.55	0.9	0.9	271.0	16.89
	Language other than English or Irish	8.3	8.5	239.3	3.36	8.6	8.7	248.7	4.15
	Total	97.8	100	264.1	1.64	98.4	100	263.9	1.95
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	English – Irish	-13.6	18.51	-56.0	28.8	-5.6	16.94	-44.4	33.2
	English – Different language	27.0	3.48	19.0	34.9	16.6	4.36	6.6	26.6
Sixth	English	90.3	92.4	265.2	1.47	90.4	92.3	265.2	2.18
	Irish	0.4	0.5	289.3	1.76	0.4	0.4	289.3	20.24
	Language other than English or Irish	7.0	7.1	239.7	2.89	7.1	7.3	239.7	2.78
	Total	97.7	100	263.5	1.54	98.0	100	262.0	2.08
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	English – Irish	-24.0	2.21	-29.1	-19.0	-22.7	20.39	-69.4	24.0
	English – Different language	25.5	2.80	19.1	32.0	2.9	3.06	-4.1	9.9

Significant differences in **bold**.

Table A6.5: Frequency of English and mathematics homework and mean reading and mathematics scores, by grade level

		English				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Most school days	90.1	93.2	265.2	1.62	76.2	80.7	266.1	2.16
	2 or 3 times a week	5.4	5.5	261.2	4.40	13.9	14.8	266.6	4.89
	Hardly ever	1.2	1.2	244.0	15.09	4.3	4.6	245.2	7.05
	Total	96.7	100	264.7	1.63	94.5	100	265.2	1.94
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Most school days – 2 or 3 times a week	4.0	4.32	-5.9	13.9	-0.5	5.39	-12.8	11.9
Most school days – Hardly ever	21.1	15.00	-13.2	55.5	20.9	7.22	4.4	37.5	
Sixth		English				Sixth			
		%T	%A	Mean	SE	%T	%A	Mean	SE
	Every school day	60.8	62.5	263.6	1.90	63.7	65.7	260.8	2.32
	3 or 4 times a week	31.3	32.2	263.9	2.01	31.1	32.1	265.8	2.75
	Once or twice a week	4.4	4.5	263.2	5.88	1.9	1.9	250.0	16.04
	Hardly ever	0.8	0.8	265.7	28.92	0.4	0.4	261.2	39.18
	Total	97.3	100	263.7	1.54	97.0	100	262.2	2.09
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Every day – 3 or 4 times a week	-0.3	2.28	-5.9	5.3	-5.0	2.83	-12.0	1.9
Every day – once or twice a week	0.4	6.34	-15.1	16.0	10.8	16.32	-29.3	50.8	
Every day – Hardly ever	-2.1	29.03	-73.2	69.1	-0.4	39.11	-96.3	95.5	

Significant differences in **bold**.

Table A6.6: Frequency of English homework activities and mean reading scores, Second class

		Reading			
		%T	%A	Mean	SE
Answer questions in English workbook	Most days	30.5	31.6	262.1	2.53
	Some days	45.1	46.6	266.3	2.22
	Never	21.1	21.8	265.2	3.00
	Total	96.6	100	264.7	1.58
	Comparisons	Diff	SED	95% BCI	
	Most days – Some days	-4.1	3.12	-11.3	3.0
Most days – Never	-3.1	3.51	-11.1	4.9	
Learn English spellings	Most days	89.3	91.7	265.8	1.67
	Some days	7.3	7.5	252.2	4.83
	Never	0.8	0.8	232.7	5.75
	Total	97.5	100	264.5	1.60
	Comparisons	Diff	SED	95% BCI	
	Most days – Some days	13.6	5.00	2.1	25.0
Most days – Never	33.1	5.38	20.8	45.5	
Read a book	Most days	76.3	78.9	266.9	1.73
	Some days	17.6	18.2	256.4	3.24
	Never	2.8	2.9	249.8	9.29
	Total	96.8	100	264.5	1.63
	Comparisons	Diff	SED	95% BCI	
	Most days – Some days	10.5	3.36	2.8	18.2
Most days – Never	17.2	9.34	-4.2	38.5	
Use a computer	Most days	6.9	7.1	243.5	4.54
	Some days	28.7	29.6	268.5	2.05
	Never	61.2	63.3	265.1	1.61
	Total	96.7	100	264.5	1.62
	Comparisons	Diff	SED	95% BCI	
	Most days – Some days	-24.9	4.33	-34.8	-15.0
Most days – Never	-21.5	4.40	-31.6	-11.5	
Write a story	Most days	6.9	7.1	251.0	6.35
	Some days	51.3	52.8	265.9	2.13
	Never	39.0	40.1	264.8	1.96
	Total	97.2	100	264.4	1.62
	Comparisons	Diff	SED	95% BCI	
	Most days – Some days	-14.9	6.43	-29.6	-0.1
Most days – Never	-13.8	6.18	-28.0	0.4	

Significant differences in **bold**.

Table A6.7: Pupil practices during mathematics homework and mean mathematics scores, Sixth class

		Mathematics			
		%T	%A	Mean	SE
Ask someone for help	Always	7.1	7.3	221.4	3.65
	Often	18.0	18.5	246.0	2.43
	Sometimes	57.0	58.5	266.2	2.16
	Never	14.9	15.4	286.1	3.57
	Total	96.9	100	262.3	2.08
	Comparisons	Diff	SED	95% BCI	
	Always – Often	44.9	3.43	36.5	53.3
	Always – Sometimes	20.2	2.09	15.1	25.3
	Always – Never	-19.9	2.94	-27.1	-12.7
Ask someone to check your answers	Always	12.4	12.8	244.6	3.54
	Often	17.4	18.0	253.5	2.62
	Sometimes	35.0	36.1	263.5	2.46
	Never	32.0	33.1	272.6	2.67
	Total	96.8	100	262.3	2.08
	Comparisons	Diff	SED	95% BCI	
	Always – Often	19.0	3.49	10.4	27.5
	Always – Sometimes	10.1	2.54	3.8	16.3
	Always – Never	-9.1	2.48	-15.2	-3.0
Use a calculator	Always	2.1	2.2	228.8	5.87
	Often	7.3	7.6	244.0	4.22
	Sometimes	43.3	44.9	262.4	2.27
	Never	43.8	45.9	266.8	2.69
	Total	96.5	100	262.3	2.09
	Comparisons	Diff	SED	95% BCI	
	Always – Often	33.6	6.10	18.7	48.6
	Always – Sometimes	18.4	4.18	8.1	28.7
	Always – Never	-4.4	2.34	-9.9	1.1
Use a computer / computing device	Always	1.6	1.7	228.0	5.60
	Often	4.6	4.8	244.0	5.47
	Sometimes	24.5	25.6	262.4	2.70
	Never	65.0	67.9	266.8	2.23
	Total	95.8	100	266.0	2.09
	Comparisons	Diff	SED	95% BCI	
	Always – Often	30.5	6.01	15.8	45.2
	Always – Sometimes	16.9	5.56	3.3	30.6
	Always – Never	-7.0	2.20	-12.4	-1.6
Use things at home to help solve problems	Always	2.9	3.0	230.1	3.76
	Often	9.3	9.7	249.5	3.51
	Sometimes	36.5	37.8	263.8	2.22
	Never	47.7	49.5	266.0	2.58
	Total	96.5	100	262.5	2.09
	Comparisons	Diff	SED	95% BCI	
	Always – Often	33.7	4.18	23.5	44.0
	Always – Sometimes	14.3	3.49	5.7	22.9
	Always – Never	-2.2	2.10	-7.4	2.9

Significant differences in **bold**.

Table A6.8: Pupil attendance of out-of-school lessons in English and mean reading scores, by grade level

	Second				Sixth			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Attends	6.1	6.3	242.1	4.31	3.4	3.5	226.9	5.78
Does not Attend	91.3	93.7	265.8	1.69	93.7	96.5	265.1	1.57
Total	97.4	100	264.3	1.63	97.2	100	263.7	1.53
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Yes – No	-23.7	4.69	-33.0	-14.3	-38.2	5.81	-49.8	-26.6

Significant differences in **bold**.

Table A6.9: Pupil attendance of out-of-school lessons in mathematics and mean mathematics scores, by grade level

	Second				Sixth			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Attends	7.5	7.8	252.3	3.22	4.5	4.6	243.3	3.53
Does not attend	89.3	92.2	265.7	1.89	92.9	95.4	263.1	2.14
Total	96.8	100	264.6	1.87	97.5	100	262.2	2.07
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Yes – No	-13.4	3.16	-19.7	-7.1	-19.8	3.76	-27.3	-12.3

Significant differences in **bold**.

Table A6.10: Pupil attitudes towards reading and mean reading scores, Second class

		Reading			
		%T	%A	Mean	SE
I like reading	Yes	86.8	88.5	267.2	1.61
	No	11.3	11.5	240.9	2.46
	Total	98.1	100	264.2	1.62
	Comparisons	Diff	SED	95% BCI	
	Yes – No	26.3	2.29	21.8	30.9
I really want to do well at reading	Yes	92.7	94.7	264.8	1.61
	No	5.2	5.3	251.2	3.85
	Total	98.0	100	264.1	1.62
	Comparisons	Diff	SED	95% BCI	
	Yes – No	13.7	3.68	6.32	21.0
My teacher thinks that I am good at English reading	Yes	91.3	93.4	266.0	1.58
	No	6.4	6.6	239.2	4.04
	Total	97.8	100	264.2	1.63
	Comparisons	Diff	SED	95% BCI	
	Yes – No	26.8	3.71	19.4	34.2
I like to tell my family about what I am reading	Yes	68.7	93.4	264.6	1.71
	No	29.1	6.6	263.1	2.28
	Total	97.9	100	264.1	1.62
	Comparisons	Diff	SED	95% BCI	
	Yes – No	1.5	2.17	-2.8	5.8
I like to read about things I am interested in	Yes	90.8	70.2	265.6	1.56
	No	7.2	29.8	246.6	3.98
	Total	98.0	100	264.2	1.63
	Comparisons	Diff	SED	95% BCI	
	Yes – No	19.0	3.66	11.7	26.3
I like to talk to my friends about what I am reading	Yes	46.3	47.3	262.0	1.85
	No	51.5	52.7	266.1	1.94
	Total	97.8	100	264.2	1.63
	Comparisons	Diff	SED	95% BCI	
	Yes – No	-4.11	1.97	-8.0	-0.2

Significant differences in **bold**.**Table A6.11: Pupils' assessment of their own reading ability and mean reading scores, Second class**

	Reading			
	%T	%A	Mean	SE
Very good	56.4	57.6	273.6	1.88
OK	37.0	37.8	254.5	1.97
Not so good	4.5	4.6	225.8	3.25
Total	97.9	100	264.2	1.63
Comparisons	Diff	SED	95% BCI	
Very good – OK	19.1	2.09	14.3	23.9
Very good – Not so good	47.8	3.57	39.6	56.0

Significant differences in **bold**.

Table A6.12: Correlation matrix - pupil ratings on statements about reading, Sixth class

Statement	Correlations														
	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
A I like reading	-.729	-.623	.570	-.668	.614	-.432	-.567	.298	-.332	-.399	.323	.411	.497	.397	.325
B Reading is boring	1.000	.643	-.541	.713	-.570	.432	.578	-.274	.345	.405	-.297	-.361	-.423	-.368	-.278
C I only read if I have to	-.643	1.000	-.487	.640	-.491	.506	.588	-.223	.333	.366	-.236	-.299	-.381	-.313	-.272
D I feel happy if I get a book as a present	-.541	-.487	1.000	-.558	.583	-.338	-.431	.212	-.297	-.337	.270	.318	.341	.331	.271
E For me, reading is a waste of time	.713	.640	-.558	1.000	-.550	.447	.604	-.260	.324	.388	-.316	-.333	-.401	-.331	-.254
F I enjoy going to a bookshop or a library	.570	-.491	.583	-.550	1.000	-.318	-.453	.222	-.250	-.298	.312	.330	.359	.368	.258
G I read only to get the information I need	.432	.506	-.338	.447	-.318	1.000	.439	-.168	.247	.254	-.124	-.178	-.242	-.176	-.148
H I cannot sit and read for more than a few minutes	.578	.588	-.431	.604	-.453	.439	1.000	-.276	.330	.359	-.254	-.310	-.384	-.314	-.286
I My teacher thinks I am a good reader	-.274	-.223	.212	-.260	.222	-.168	-.226	1.000	-.214	-.168	.241	.493	.573	.355	.335
J I don't like reading something when the words are too difficult	.345	.333	-.297	.324	-.250	.247	.330	-.214	1.000	.536	-.123	-.297	-.374	-.260	-.382
K Complicated stories are no fun to read	.405	.366	-.337	.388	.254	.254	.359	-.168	.536	1.000	-.157	-.254	-.308	-.245	-.325
L It is important for me to do well at reading	-.297	-.236	.270	-.316	.312	-.124	-.254	.241	-.123	-.157	1.000	.399	.291	.245	.235
M I know I will be good at reading next year	-.361	-.299	.318	-.333	.330	-.178	-.310	.493	-.297	-.254	.3999	1.000	.647	.447	.405
N I am a good reader	.423	-.381	.341	-.401	.359	-.242	-.384	.573	-.374	-.308	.291	.647	1.000	.488	.472
O I learn more from reading than most other pupils in the class	.397	-.368	-.313	.331	.368	-.176	-.314	.355	-.260	-.245	.245	.447	.488	1.000	.462
P I can understand the most difficult school books I am asked to read	-.278	-.272	.271	-.254	.258	-.148	-.286	.335	-.382	-.325	.235	.405	.472	.462	1.000

Data from Sixth class reading database

Table A6.13: Factor analysis of pupil ratings on statements about reading, and variance explained, Sixth class

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation SS Loadings
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	6.726	42.040	42.040	6.726	42.040	42.040	4.733
2	1.741	10.879	52.919	1.741	10.879	52.919	3.143
3	1.155	7.220	60.140	1.155	7.220	60.140	1.747
4	.861	5.382	65.521				
5	.766	4.787	70.308				
6	.665	4.159	74.467				
7	.571	3.570	78.037				
8	.508	3.177	81.214				
9	.483	3.021	84.235				
10	.445	2.779	87.015				
11	.432	2.701	89.716				
12	.415	2.591	92.307				
13	.362	2.263	94.570				
14	.322	2.012	96.582				
15	.301	1.884	98.466				
16	.245	1.534	100.000				

Table A6.14: Factor loadings of pupil ratings on statements about reading, Sixth class

Item	Component		
	1	2	3
I like reading	-.774		
Reading is boring	.797		
I only read if I have to	.769		
I feel happy if I get a book as a present	-.679		
For me, reading is a waste of time	.810		
I enjoy going to a bookshop or a library	-.703		
I read only to get the information I need	.615		
I cannot sit and read for more than a few minutes	.695		
My teacher thinks I am a good reader		.727	
I don't like reading something when the words are too difficult			.800
Complicated stories are no fun to read			.733
It is important for me to do well at reading		.508	
I know I will be good at reading next year		.786	
I am a good reader		.758	
I learn more from reading than most other pupils in the class		.624	
I can understand the most difficult school books I am asked to read		.573	-.462

Table A6.15: Correlations between factors underlying pupil attitudes towards reading and pupil reading scores, Sixth class

	Correlations with reading achievement			
	r unweighted	r weighted	SE	t
Pupil enjoyment of reading	0.29	0.27	0.02	13.5
Pupil self-concept relating to reading	0.19	0.18	0.02	9.0
Pupil willingness to expend energy on reading	0.31	0.31	0.02	15.5

r = correlation coefficient; SE = standard error; t = t coefficient (correlation divided by its SE)
 Statistically significant correlations in **bold**.

Table A6.16: Factor scores on factors underlying pupil attitudes towards reading, by gender, Sixth class

		Reading			
		%T	%A	Mean	SE
Pupil enjoyment of reading	Boys	43.3	48.0	-0.2	0.04
	Girls	46.9	52.0	0.2	0.04
	Total	90.2	100	0.01	0.032
	Comparisons	Diff	SED	95% BCI	
	Boys – Girls	0.5	0.05	0.4	0.6
Pupil self-concept relating to reading	Boys	43.3	48.0	-0.02	0.04
	Girls	46.9	52.0	0.02	0.04
	Total	90.2	100	0.00	0.03
	Comparisons	Diff	SED	95% BCI	
	Boys – Girls	0.04	0.04	-0.04	0.12
Pupil willingness to expend energy on reading	Boys	43.3	48.0	0.13	0.03
	Girls	46.9	52.0	-0.12	0.03
	Total	90.2	100	0.00	0.03
	Comparisons	Diff	SED	95% BCI	
	Boys – Girls	-.3	0.04	-0.34	-0.17

Factor scores computed using Anderson-Rubin method.

Table A6.17: Pupil enjoyment of reading and mean reading scores, Sixth class

		Reading			
		%T	%A	Mean	SE
I like reading	Agree	72.2	74.8	271.3	1.57
	Not sure	13.5	14.0	242.5	2.20
	Disagree	10.7	11.1	239.1	3.22
	Total	96.5	100	263.7	1.53
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	28.8	2.29	23.6	34.0
	Agree – Disagree	32.2	3.16	25.0	39.4
Reading is boring	Agree	12.7	13.1	236.3	2.29
	Not sure	14.0	14.6	253.0	2.91
	Disagree	69.7	72.3	270.9	1.55
	Total	96.4	100	263.7	1.54
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	-16.7	3.50	-24.7	-8.9
	Agree – Disagree	-34.6	2.22	-39.7	-29.5
I only read if I have to	Agree	17.2	17.9	233.5	2.26
	Not sure	10.8	11.3	254.8	2.72
	Disagree	68.1	70.9	272.7	1.50
	Total	96.1	100	263.7	1.56
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	-21.3	3.09	-28.4	-14.3
	Agree – Disagree	-39.2	2.28	-44.5	-34.0
I feel happy if I get a book as a present	Agree	57.8	60.2	271.7	1.55
	Not sure	18.2	18.9	257.5	2.65
	Disagree	20.0	20.8	272.7	2.13
	Total	96.0	100	263.6	1.54
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	14.2	2.57	8.3	20.1
	Agree – Disagree	25.7	2.15	20.8	30.7

Significant differences in **bold**.

Table A6.18: Pupil willingness to expend effort on reading and mean reading scores, Sixth class

		Reading			
		%T	%A	Mean	SE
I don't like reading something when the words are too difficult	Agree	35.1	36.4	245.8	2.03
	Not sure	16.3	16.9	262.5	2.46
	Disagree	45.0	46.7	277.9	1.67
	Total	96.3	100	263.6	1.55
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	-16.7	2.57	-22.6	-10.8
	Agree – Disagree	-32.2	1.96	-36.7	-27.7
Complicated stories are no fun to read	Agree	35.1	36.6	245.8	2.17
	Not sure	17.5	18.2	262.5	2.57
	Disagree	43.3	45.1	277.9	1.54
	Total	95.9	100	263.8	1.56
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	-12.9	2.67	-19.0	-6.8
	Agree – Disagree	-27.9	2.14	-32.8	-23.0

Significant differences in **bold**.

Table A6.19: Pupil reading self-concept and mean reading scores, Sixth class

		Reading			
		%T	%A	Mean	SE
I know I will be good at reading next year	Agree	58.7	61.0	268.9	1.73
	Not sure	32.8	34.1	259.0	2.26
	Disagree	4.7	4.9	230.9	3.90
	Total	96.2	100	263.7	1.56
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	10.0	2.21	4.9	15.1
Agree – Disagree	38.1	3.90	29.1	47.0	
I am a good reader	Agree	59.9	62.3	274.7	1.71
	Not sure	28.1	29.2	249.3	2.14
	Disagree	8.2	8.6	231.7	3.12
	Total	96.1	100	263.6	1.56
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	25.4	2.19	20.4	30.5
Agree – Disagree	43.1	3.12	35.9	50.2	
I learn more from reading than most other pupils in the class	Agree	21.8	22.7	273.6	2.60
	Not sure	52.7	54.7	266.1	1.68
	Disagree	21.8	22.6	247.3	2.02
	Total	96.3	100	263.5	1.55
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	7.4	2.52	1.7	13.2
Agree – Disagree	26.3	2.73	20.0	32.5	
I can understand even the most difficult school books I am asked to read	Agree	42.1	43.6	277.9	1.94
	Not sure	34.1	35.3	257.1	1.81
	Disagree	20.3	21.1	245.1	2.15
	Total	96.5	100	263.7	1.55
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	20.8	2.06	16.1	25.5
Agree – Disagree	22.6	1.97	18.1	27.1	
My teacher thinks I am a good reader	Agree	41.8	43.6	274.9	2.19
	Not sure	48.2	35.3	257.7	1.86
	Disagree	5.9	21.1	234.4	2.86
	Total	95.9	100	263.8	1.55
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	17.1	2.89	11.9	22.4
Agree – Disagree	40.5	3.23	33.1	47.9	
It is important for me to do well at reading	Agree	80.2	83.5	264.7	1.60
	Not sure	11.0	11.4	259.6	2.78
	Disagree	4.9	5.1	257.4	5.21
	Total	96.1	100	263.7	1.57
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	5.1	2.70	-1.1	11.3
Agree – Disagree	7.3	5.05	-4.3	18.9	

Significant differences in **bold**.

Table A6.20: Correlation matrix - pupil ratings on statements about mathematics, Sixth class

Statement	Correlations													
	B	C	D	E	F	G	H	I	J	K	L	M	N	O
A I often think about how I can use maths in everyday life	.370	.342	.374	.270	.250	-.025	-.143	-.103	.216	.206	.208	.193	-.067	.359
B I often think of other ways to get the answer to a problem	1.000	.302	.399	.263	.239	-.050	-.148	-.093	.236	.223	.221	.255	-.049	.310
C I learn as much maths as I can off by heart	.302	1.000	.416	.324	.316	-.086	-.186	-.138	.233	.261	.263	.265	-.077	.402
D I try to understand new ideas in maths by thinking about what I already know	.399	.416	1.000	.357	.338	-.070	-.170	-.129	.231	.254	.229	.252	-.098	.376
E I go through examples again and again to help me remember them	.263	.324	.357	1.000	.403	.150	.059	.062	.000	.007	-.015	.005	.088	.236
F I try to remember every step when doing a problem	.239	.316	.338	.403	1.000	.067	-.024	-.074	.117	.106	.085	.072	.028	.265
G I worry that I will find maths class hard'	-.050	-.086	-.070	.150	.067	1.000	.583	.571	-.477	-.510	-.489	-.487	.601	-.220
H I am not very good at maths	-.148	-.186	-.170	.059	-.024	.583	1.000	.563	-.612	-.630	-.650	-.589	.497	-.321
I I get worried when I have to do maths homework	-.093	-.138	-.129	.062	-.074	.571	.563	1.000	-.494	-.524	-.491	-.470	.493	-.275
J I get good marks in maths	.236	.233	.231	.000	.117	-.447	-.612	-.494	1.000	.652	.611	.576	-.431	.332
K I learn maths quickly	.223	.261	.254	.007	.106	-.510	-.630	-.524	.652	1.000	.688	.672	-.433	.364
L Maths is one of my best subjects	.221	.263	.229	-.015	.085	-.489	-.650	-.491	.611	.688	1.000	.662	-.423	.425
M In my maths class, I understand even the hardest problems	.255	.265	.252	.005	.072	-.487	-.589	-.470	.576	.672	.662	1.000	-.426	.367
N I worry that I will get poor marks in maths	-.049	-.077	-.098	.088	.028	.601	.497	.493	-.431	-.443	-.423	-.426	1.000	-.178
O I enjoy learning new things in maths lessons	.310	.402	.376	.236	.265	-.220	-.321	-.275	.332	.364	.425	.367	-.178	1.000

Table A6.21: Factor analysis of pupil ratings on statements about mathematics, and variance explained, Sixth class

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation SS Loadings
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	5.456	36.376	36.376	5.456	36.376	36.376	4.968
2	2.620	17.466	53.842	2.620	17.466	53.842	3.108
3	.876	5.842	59.683				
4	.749	4.996	64.680				
5	.701	4.675	69.355				
6	.646	4.307	73.662				
7	.588	3.919	77.581				
8	.577	3.844	81.425				
9	.545	3.634	85.059				
10	.480	3.202	88.261				
11	.427	2.849	91.111				
12	.387	2.583	93.693				
13	.345	2.303	95.996				
14	.315	2.097	98.094				
15	.286	1.906	100.000				

Table A6.22: Factor loadings of pupil ratings on statements about mathematics, Sixth class

Item	Component	
	1	2
I often think about how I can use maths in everyday life		.631
I often think of other ways to get the answer to a problem		.613
I learn as much maths as I can off by heart		.661
I try to understand new ideas in maths by thinking about what I already know		.706
I go through examples again and again to help me remember them		.666
I try to remember every step when doing a problem		.628
I worry that I will find maths class hard'	-.778	
I am not very good at maths	-.824	
I get worried when I have to do maths homework	-.737	
I get good marks in maths	.748	
I learn maths quickly	.800	
Maths is one of my best subjects	.789	
In my maths class, I understand even the hardest problems	.761	
I worry that I will get poor marks in maths	-.700	
I enjoy learning new things in maths lessons		.576

Table A6.23: Correlations between pupil self-concept relating to mathematics and mathematics achievement scores, Sixth class

	Correlation with mathematics achievement			
	r unweighted	r weighted	SE	t
Pupil self-concept relating to mathematics	0.51	0.52	0.01	52.0

r = correlation coefficient; SE = standard error; t = t coefficient (correlation divided by its SE)
 Statistically significant correlations in **bold**.

Table A6.24: Factor scores on pupil self-concept relating to mathematics factor, by gender, Sixth class

		Reading			
		%T	%A	Mean	SE
Pupil self-concept relating to mathematics	Boys	44.7	48.4	0.23	0.03
	Girls	47.5	51.6	-0.20	0.04
	Total	92.2	100	0.01	0.03
	Comparisons	Diff	SED	95% BCI	
	Boys – Girls	0.44	0.042	0.52	0.35

Factor scores computed using Anderson-Rubin method.

Table A6.25: Pupil mathematics self-concept and mean mathematics scores, Sixth class

		Mathematics			
		%T	%A	Mean	SE
I worry that I will find mathematics class hard	Agree	36.3	37.4	243.8	2.37
	Not sure	18.3	18.9	253.9	2.60
	Disagree	42.6	43.8	281.3	2.19
	Total	97.2	100	262.1	2.09
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	-10.1	2.25	-15.3	-4.9
Agree – Disagree	-37.5	1.91	-41.9	-33.1	
I am not very good at mathematics	Agree	20.6	21.4	229.3	2.58
	Not sure	22.7	23.5	250.3	2.43
	Disagree	53.3	55.1	280.4	2.06
	Total	96.6	100	262.4	2.11
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	-21.1	2.33	-26.4	-15.7
Agree – Disagree	-51.2	2.20	-56.2	-46.1	
I get worried when I have to do mathematics homework	Agree	12.6	13.0	228.5	2.28
	Not sure	10.8	11.1	241.1	2.62
	Disagree	73.5	75.9	271.4	2.05
	Total	96.9	100	262.4	2.08
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	-12.6	2.31	-17.9	-7.3
Agree – Disagree	-42.9	1.81	-47.0	-38.7	
I get good marks in mathematics	Agree	63.2	65.7	275.7	2.18
	Not sure	24.0	25.0	242.6	1.97
	Disagree	9.0	9.4	221.9	2.58
	Total	96.2	100	262.4	2.08
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	33.1	1.78	29.0	37.1
Agree – Disagree	53.8	2.27	48.6	59.0	
I learn mathematics quickly	Agree	54.7	56.4	278.9	2.08
	Not sure	24.0	24.7	249.1	2.71
	Disagree	18.3	18.9	230.7	2.12
	Total	97.0	100	262.4	2.07
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	29.8	2.09	25.0	34.6
Agree – Disagree	48.2	1.81	44.1	52.3	
Mathematics is one of my best subjects	Agree	49.5	50.8	280.7	2.28
	Not sure	18.6	19.1	255.6	2.57
	Disagree	29.2	30.0	235.3	2.18
	Total	97.3	100	262.3	2.08
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	25.2	2.40	19.7	30.7
Agree – Disagree	45.4	1.74	41.5	49.4	

Significant differences in **bold**.

Table A6.25: Continued

In mathematics class, I understand even the hardest problems	Agree	31.5	32.4	285.9	2.51
	Not sure	30.1	31.0	261.8	2.45
	Disagree	35.7	36.7	241.6	2.15
	Total	97.3	100	262.2	2.08
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	24.1	2.32	18.8	29.4
Agree – Disagree	44.3	2.01	39.7	48.9	
I worry that I will get poor marks in mathematics	Agree	35.2	36.2	247.4	2.47
	Not sure	17.2	17.7	252.3	2.47
	Disagree	44.9	46.2	277.9	2.06
	Total	97.3	100	262.3	2.08
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	-4.9	2.01	-9.5	-0.3
Agree – Disagree	-30.5	1.96	-35.0	-26.0	

Significant differences in **bold**.

Table A6.26: Enjoyment of learning new mathematics concepts and mean mathematics scores, Sixth class

		Mathematics			
		%T	%A	Mean	SE
I enjoy learning new things in mathematics lessons	Agree	64.4	65.8	264.2	2.32
	Not sure	19.5	19.9	262.3	2.63
	Disagree	13.9	14.2	252.6	3.28
	Total	97.8	100	262.2	2.08
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	1.9	2.46	-3.7	7.5
Agree – Disagree	11.5	3.24	4.1	19.0	

Significant differences in **bold**.

Table A6.27: Pupils' reported liking of school mean reading and mathematics scores, Second class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes, like school	56.2	57.5	264.2	2.03	56.3	57.7	263.3	2.42
Not sure	27.6	28.3	271.5	2.13	27.2	27.8	272.8	2.09
Don't like school	13.8	14.2	249.7	2.31	14.2	14.5	250.3	3.70
Total	97.7	100	264.2	1.63	97.7	100	264.1	1.94
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Like – not sure	-7.3	2.49	-13.0	-1.6	-9.5	2.43	-15.1	-3.9
Like – dislike	14.5	2.78	8.1	20.8	13	4.24	3.8	22.7

Significant differences in **bold**.

Table A6.28: Pupils' educational aspirations and mean reading and mathematics scores, Sixth class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
College or university	79.2	82.6	270.5	5.82	79.4	82.6	270.5	6.42
Leaving Certificate	2.8	5.1	232.8	3.75	4.9	5.1	232.8	4.29
Junior Certificate	1.2	1.4	211.3	1.49	1.3	1.4	211.3	2.07
Don't know	10.6	11.0	232.9	2.79	10.6	11.0	232.9	3.30
Total	95.8	100	263.7	1.53	96.2	100	262.2	2.08
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
University/College – Leaving Certificate	37.7	3.99	27.9	47.5	38.2	4.24	27.8	48.6
University/College – Junior Certificate	59.2	5.86	44.8	73.6	56.5	6.16	41.4	71.6
University/College – Don't know	37.7	2.81	30.8	44.5	30.6	2.96	23.2	37.8

Significant differences in **bold**.

Table A6.29: Pupils' educational expectations and mean reading and mathematics scores, Sixth class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
College or university	70.4	73.0	270.9	1.58	70.7	73.0	269.2	2.17
Leaving Certificate	10.1	10.5	235.2	2.50	10.1	10.4	234.9	2.78
Junior Certificate	0.6	0.7	196.3	6.13	0.7	0.8	199.0	6.04
Don't know	15.3	15.8	251.5	2.83	15.4	15.9	249.8	2.97
Total	96.5	100	263.6	1.55	96.9	100	262.0	2.07
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
University/College – Leaving Certificate	35.6	2.92	28.5	42.8	34.3	2.78	27.5	41.1
University/College – Junior Certificate	74.6	6.22	59.3	89.9	70.2	6.18	55.1	85.3
University/College – Don't know	13.1	2.55	13.1	25.6	19.4	2.36	13.6	25.2

Significant differences in **bold**.

Table A6.30: Frequency of reading activities in the home and mean reading scores, Second class

		Reading			
		%T	%A	Mean	SE
Read with parent	Most days	32.6	33.4	259.2	2.32
	Some days	41.7	42.7	263.5	1.87
	Never	23.4	23.9	272.7	2.79
	Total	97.7	100	264.3	1.61
	Comparisons	Diff	SED	95% BCI	
	Most days – Some days	-4.4	2.51	-10.1	1.4
Most days – Never	-13.5	3.15	-20.8	-6.3	
Read with another adult at home	Most days	8.9	31.6	262.1	2.53
	Some days	32.4	46.6	266.3	2.23
	Never	55.8	21.8	265.2	3.00
	Total	97.1	100	264.7	1.58
	Comparisons	Diff	SED	95% BCI	
	Most days – Some days	-4.1	3.12	-11.3	3.0
Most days – Never	-3.1	3.51	-11.1	4.9	
Read books on your own for fun	Most days	44.5	45.5	275.7	1.82
	Some days	39.2	40.1	258.7	2.03
	Never	14.0	14.3	243.8	2.39
	Total	97.7	100	264.3	1.61
	Comparisons	Diff	SED	95% BCI	
	Most days – Some days	17.0	2.27	11.8	22.2
Most days – Never	32.1	2.56	26.3	38.0	
Read magazines or comics on your own for fun	Most days	19.1	19.6	257.6	1.97
	Some days	31.7	32.5	268.8	2.30
	Never	46.8	47.9	263.9	2.03
	Total	97.6	100	264.3	1.62
	Comparisons	Diff	SED	95% BCI	
	Most days – Some days	-11.2	2.57	-17.1	-5.3
Most days – Never	-6.3	2.42	-11.8	-0.7	

Significant differences in **bold**.

Table A6.31: Amount of time spent reading for enjoyment and mean reading scores, Sixth class

		Reading			
		%T	%A	Mean	SE
Time spent reading for enjoyment on an ordinary day	Less than 30 minutes	38.4	39.5	246.1	1.62
	30 minutes - 1 hour	37.2	38.3	268.2	2.20
	1-2 hours	14.2	14.6	282.1	2.46
	2 hours or more	7.5	7.7	296.1	3.13
	Total	97.2	100	263.6	1.54
	Comparisons	Diff	SED	95% BCI	
	Less than 30 – 30 to 1 hour	-22.1	1.99	-27.0	-17.2
Less than 30 – 1 to 2 hours	-36.0	2.82	-42.9	-29.1	
Less than 30 – 2 hours or more	-50.0	3.41	-58.3	-41.6	
Time spent reading for enjoyment on a weekend day	Less than 30 minutes	48.3	50.3	248.8	1.62
	30 minutes - 1 hour	28.1	29.3	269.5	2.06
	1-2 hours	11.4	11.9	286.1	2.64
	2 hours or more	8.3	8.6	299.5	3.14
	Total	96.1	100	263.7	1.55
	Comparisons	Diff	SED	95% BCI	
	Less than 30 – 30 to 1 hour	-20.7	1.95	-25.5	-15.9
Less than 30 – 1 to 2 hours	-37.3	2.53	-43.5	-31.0	
Less than 30 – 2 hours or more	-50.7	3.54	-59.4	-42.0	

Significant differences in **bold**.

Table A6.32: Frequency of reading activities in the home on an ordinary day and mean reading scores, Sixth class

		Reading			
		%T	%A	Mean	SE
Magazines or comic books	Every day or most days	6.1	6.3	257.1	3.62
	Once/twice a week	20.1	20.7	258.3	2.05
	A few times a month	21.4	22.0	266.1	2.14
	Hardly ever	49.6	51.0	265.6	2.05
	Total	97.2	100	263.7	1.55
	Comparisons	Diff	SED	95% BCI	
	Every/most – once/twice a week	-1.2	3.71	-10.3	7.9
	Every/most – few times a month	-8.9	3.79	-18.2	0.4
	Every/most – hardly ever	-8.5	3.69	-17.5	0.6
Stories or novels	Every day or most days	41.9	43.1	280.0	1.76
	Once/twice a week	22.8	23.5	260.1	1.98
	A few times a month	16.8	17.3	250.5	2.55
	Hardly ever	15.7	16.1	239.2	2.66
	Total	97.2	100	263.7	1.54
	Comparisons	Diff	SED	95% BCI	
	Every/most – once/twice a week	19.9	2.40	14.0	25.8
	Every/most – few times a month	29.5	2.99	22.2	36.9
	Every/most – hardly ever	40.8	2.72	34.1	47.5
Information books	Every day or most days	6.4	6.7	270.3	3.70
	Once/twice a week	21.0	21.7	266.0	2.28
	A few times a month	30.7	31.8	269.2	1.89
	Hardly ever	38.4	39.8	256.8	1.97
	Total	96.5	100	263.6	1.53
	Comparisons	Diff	SED	95% BCI	
	Every/most – once/twice a week	4.3	4.03	-5.6	14.2
	Every/most – few times a month	1.1	3.88	-8.5	10.6
	Every/most – hardly ever	13.5	3.71	4.4	22.6
Newspapers	Every day or most days	7.6	7.9	254.2	4.47
	Once/twice a week	18.8	19.5	263.8	2.07
	A few times a month	20.6	21.3	272.3	2.40
	Hardly ever	49.8	51.4	261.8	1.90
	Total	96.9	100	263.8	1.52
	Comparisons	Diff	SED	95% BCI	
	Every/most – once/twice a week	-9.6	4.46	-20.6	1.3
	Every/most – few times a month	-18.2	4.93	-30.2	-6.1
	Every/most – hardly ever	-7.6	4.50	-18.6	3.4

Table A6.32: Continued

Emails and Internet	Every day or most days	38.0	39.3	263.4	2.00
	Once/twice a week	26.0	26.9	266.8	2.10
	A few times a month	13.4	13.8	268.0	2.60
	Hardly ever	19.4	20.0	257.5	2.51
	Total	96.8	100	263.8	1.52
	Comparisons	Diff	SED	95% BCI	
	Every/most – once/twice a week	-3.4	2.20	-8.8	2.0
	Every/most – few times a month	-4.5	2.68	-11.1	2.0
	Every/most – hardly ever	6.0	2.85	-1.0	12.9
E-books	Every day or most days	5.7	5.9	276.0	3.98
	Once/twice a week	8.0	8.3	264.6	3.28
	A few times a month	10.2	10.6	270.6	3.28
	Hardly ever	72.5	75.1	262.0	1.62
	Total	96.5	100	263.9	1.53
	Comparisons	Diff	SED	95% BCI	
	Every/most – once/twice a week	11.4	5.54	-2.2	25.0
	Every/most – few times a month	5.4	4.78	-6.3	17.1
	Every/most – hardly ever	14.0	3.64	5.1	22.9
Social media	Every day or most days	41.2	42.6	260.1	2.00
	Once/twice a week	13.8	14.3	263.4	2.58
	A few times a month	6.1	6.3	260.2	3.73
	Hardly ever	35.8	36.9	268.3	1.78
	Total	96.8	100	263.6	1.55
	Comparisons	Diff	SED	95% BCI	
	Every/most – once/twice a week	-3.3	2.30	-8.9	2.4
	Every/most – few times a month	-0.1	4.19	-10.4	10.2
	Every/most – hardly ever	-8.2	2.09	-13.3	-3.1

Significant differences in **bold**.

Table A6.33: Pupils' borrowing of books from a public library and mean reading scores, Second class

		Reading			
		%T	%A	Mean	SE
Borrow books from library outside of school	Yes	60.7	63.3	272.7	1.51
	No	36.7	36.7	250.5	1.80
	Total	97.5	100	264.3	1.62
	Comparisons	Diff	SED	95% BCI	
	Yes – No	24.7	3.15	18.4	30.9

Significant differences in **bold**.

Table A6.34: Frequency of borrowing books from a public library and mean reading scores, Sixth class

		Reading			
		%T	%A	Mean	SE
Borrow books from class/school library	Every day or most days	6.4	6.6	258.4	4.95
	Once/twice a week	26.3	27.1	257.9	2.44
	A few times a month	32.3	33.3	267.9	2.19
	Hardly ever	32.1	33.0	265.1	2.14
	Missing	97.1	100	263.6	1.54
	Comparisons	Diff	SED	95% BCI	
	Every/most – once/twice a week	-0.5	5.28	-13.4	12.4
	Every/most – few times a month	-10.0	3.15	-17.8	-2.3
	Every/most – hardly ever	-7.2	2.67	-13.7	-0.7
Borrow books from a local library	Every day or most days	1.5	1.5	258.9	7.83
	Once/twice a week	10.8	11.2	264.6	2.96
	A few times a month	33.3	34.3	270.7	1.93
	Hardly ever	51.6	53.1	259.0	1.77
	Missing	97.2	100	263.6	1.54
	Comparisons	Diff	SED	95% BCI	
	Every/most – once/twice a week	5.7	8.15	-14.3	25.7
	Every/most – few times a month	-6.1	2.87	-13.1	1.0
	Every/most – hardly ever	5.6	2.98	-1.7	12.9

Significant differences in **bold**.

Table A6.35: Pupil practices upon encountering a new word while reading and mean reading scores, Second class

		Reading			
		%T	%A	Mean	SE
Skip the word	Yes	13.7	14.1	240.5	3.17
	No	83.5	85.9	268.2	1.58
	Total	97.2	100	264.3	1.64
	Comparisons	Diff	SED	95% BCI	
	Yes – No	-27.7	2.96	-33.6	-21.8
Try to sound it out	Yes	82.2	84.4	262.2	1.73
	No	15.5	15.6	274.8	2.71
	Total	97.4	100	264.1	1.63
	Comparisons	Diff	SED	95% BCI	
	Yes – No	-12.7	2.74	-18.2	-7.2
Use the words around it to figure it out	Yes	60.2	47.6	262.2	1.82
	No	36.7	52.4	266.2	2.20
	Total	96.8	100	264.3	1.64
	Comparisons	Diff	SED	95% BCI	
	Yes – No	-4.1	2.42	-8.9	0.8
Use the picture to figure it out	Yes	56.6	58.6	256.9	1.81
	No	40.0	41.4	274.7	2.05
	Total	96.6	100	264.3	1.65
	Comparisons	Diff	SED	95% BCI	
	Yes – No	-17.8	2.07	-21.9	-13.7
Ask someone for help	Yes	60.0	62.2	259.3	1.84
	No	36.5	37.8	272.6	2.10
	Total	96.6	100	264.4	1.63
	Comparisons	Diff	SED	95% BCI	
	Yes – No	-13.3	2.22	-17.7	-8.9

Significant differences in **bold**.

Table A6.36: Pupil practices while reading a story alone and mean reading scores, Second class

		Reading			
		%T	%A	Mean	SE
Think about what the story might be about before starting	Yes	67.8	69.2	264.1	1.67
	No	30.2	30.8	264.4	2.45
	Total	97.9	100	264.2	1.64
	Comparisons	Diff	SED	95% BCI	
	Yes – No	-0.3	2.26	-4.8	4.2
Ask yourself questions to see if you understand the story	Yes	38.6	39.5	257.7	1.92
	No	59.2	60.5	286.4	1.94
	Total	97.8	100	264.2	1.64
	Comparisons	Diff	SED	95% BCI	
	Yes – No	-10.8	2.23	-15.2	-6.3
Compare the people in the story to yourself	Yes	46.5	47.6	262.2	1.82
	No	51.1	52.4	266.2	2.20
	Total	97.7	100	264.3	1.64
	Comparisons	Diff	SED	95% BCI	
	Yes – No	-4.1	2.42	-8.9	0.8

Significant differences in **bold**.

Table A6.37: Pupil practices before reading in English class and mean reading scores, Sixth class

		Reading			
		%T	%A	Mean	SE
I make some guesses about what will happen	Always	11.2	11.6	267.5	4.04
	Often	24.7	25.4	271.9	1.88
	Sometimes	44.5	45.7	259.4	1.82
	Never	17.0	17.4	259.9	2.49
	Total	97.4	100	263.6	1.54
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	-8.1	2.88	-17.6	1.5
	Sometimes – Often	-12.5	2.02	-17.4	-7.5
Sometimes – Never	-0.4	2.51	-6.5	5.8	
I think about what I am going to read	Always	20.4	21.0	268.9	2.58
	Often	29.8	30.7	266.6	2.17
	Sometimes	32.1	33.0	259.6	1.91
	Never	14.8	15.3	258.8	2.58
	Total	97.2	100	263.6	1.54
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	-9.4	2.74	-16.1	-2.6
	Sometimes – Often	-7.0	2.35	-12.8	-1.2
Sometimes – Never	0.7	2.74	-6.0	7.5	
I ask questions I would like answered	Always	13.2	13.6	264.4	3.62
	Often	19.3	19.9	265.1	2.09
	Sometimes	34.8	35.9	264.3	1.73
	Never	29.6	30.6	261.8	2.17
	Total	96.8	100	263.7	1.54
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	-0.1	3.56	-8.8	8.6
	Sometimes – Often	-0.8	2.07	-5.8	4.3
Sometimes – Never	2.5	2.20	-2.9	7.9	
I read the title to see what the story (or poem) is about	Always	61.5	63.3	268.2	1.68
	Often	17.0	17.5	260.2	2.20
	Sometimes	12.8	13.1	253.7	2.85
	Never	5.9	6.1	246.1	5.92
	Total	97.2	100	263.6	1.54
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	-14.6	2.66	-21.1	-8.1
	Sometimes – Often	-6.5	3.47	-15.0	2.0
Sometimes – Never	7.5	6.08	-7.4	22.5	

Significant differences in **bold**.

Table A6.38: Pupil practices while reading in English class and mean reading scores, Sixth class

		Reading			
		%T	%A	Mean	SE
I check to see if I understand what has happened so far	Always	33.1	34.0	265.0	2.04
	Often	30.1	30.9	265.5	1.74
	Sometimes	26.4	27.2	262.3	2.52
	Never	7.7	7.9	253.5	3.73
	Total	97.3	100	263.5	1.54
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	-2.7	2.85	-9.7	4.3
	Sometimes – Often	-3.3	2.54	-9.5	3.0
Sometimes – Never	8.9	4.13	-1.3	19.0	
I see if I can answer the questions I asked before I started reading	Always	10.1	10.4	261.4	2.89
	Often	21.4	22.1	263.5	2.42
	Sometimes	33.3	34.3	264.3	1.86
	Never	32.2	33.2	263.4	2.05
	Total	97.0	100	263.5	1.55
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	2.9	2.92	-4.3	10.0
	Sometimes – Often	0.7	2.27	-4.8	6.3
Sometimes – Never	0.9	2.14	-4.4	6.1	
I try to work out what will happen next	Always	23.8	24.5	266.9	2.65
	Often	29.0	29.8	269.5	1.93
	Sometimes	31.3	32.2	260.4	1.84
	Never	13.1	13.5	252.0	2.54
	Total	97.2	100	263.6	1.55
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	-6.5	2.55	-12.8	-0.2
	Sometimes – Often	-9.1	2.20	-14.6	-3.7
Sometimes – Never	8.4	2.50	2.3	14.6	
I re-read parts that I don't understand	Always	41.6	42.8	267.3	2.08
	Often	23.8	24.4	267.9	1.97
	Sometimes	22.6	23.3	257.2	2.20
	Never	9.3	9.5	251.2	3.75
	Total	97.3	100	263.6	1.54
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	-10.1	2.80	-16.9	-3.2
	Sometimes – Often	-10.7	2.49	-16.8	-4.6
Sometimes – Never	6.0	4.41	-4.8	16.8	

Table A6.39: Pupil practices after reading in English class and mean reading scores, Sixth class

		Reading			
		%T	%A	Mean	SE
I check to see if I found out what I wanted to	Always	17.6	18.0	261.9	2.50
	Often	26.4	27.2	265.3	2.32
	Sometimes	33.8	34.7	263.7	2.01
	Never	19.5	20.1	262.4	2.42
	Total	97.4	100	263.6	1.54
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	-2.7	2.85	-9.7	4.3
	Sometimes – Often	-3.3	2.54	-9.5	3.0
Sometimes – Never	8.9	4.13	-1.3	19.0	
I check to see if I understand the main points	Always	28.6	29.4	265.8	2.13
	Often	30.2	31.0	265.0	2.02
	Sometimes	27.8	28.6	261.1	2.18
	Never	10.8	11.1	260.1	3.60
	Total	97.3	100	263.6	1.54
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	-4.7	2.73	-11.4	2.0
	Sometimes – Often	-3.9	2.53	-10.2	2.3
Sometimes – Never	1.0	3.94	-8.7	10.7	
I think about how I would act if I were the main character	Always	21.5	22.1	271.2	2.22
	Often	23.1	23.7	266.6	2.27
	Sometimes	28.3	29.0	263.7	2.63
	Never	24.5	25.2	254.0	1.90
	Total	97.3	100	263.6	1.54
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	4.7	2.22	0.2	9.1
	Sometimes – Often	7.6	2.91	1.8	13.4
Sometimes – Never	17.2	2.73	11.8	22.7	
I compare the story to other stories I have read	Always	13.4	13.8	268.9	3.19
	Often	22.0	22.6	268.1	2.18
	Sometimes	33.5	34.4	266.3	2.17
	Never	28.4	29.2	254.3	1.90
	Total	97.3	100	263.6	1.53
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	-2.6	3.21	-10.5	5.2
	Sometimes – Often	-1.8	2.58	-8.1	4.5
Sometimes – Never	12.0	2.54	5.7	18.2	

Table A6.40: Frequency of activities during mathematics lessons at school and mean mathematics scores, Sixth class

		Mathematics			
		%T	%A	Mean	SE
I use a calculator	Always	1.1	1.1	241.0	11.89
	Often	8.3	8.5	243.8	3.37
	Sometimes	66.0	68.2	265.9	2.05
	Never	21.5	22.2	259.4	3.49
	Total	96.8	100	262.3	2.08
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	24.9	11.82	-4.1	53.9
	Sometimes – Often	22.0	3.35	13.8	30.3
	Sometimes – Never	6.5	3.14	-1.2	14.2
I use a computer/ computing device	Always	0.9	0.9	234.3	20.72
	Often	5.2	5.4	264.6	6.87
	Sometimes	21.0	21.8	262.0	3.42
	Never	69.6	71.9	262.7	2.15
	Total	96.7	100	262.4	2.07
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	27.8	10.92	1.0	54.5
	Sometimes – Often	-2.6	7.12	-20.0	14.9
	Sometimes – Never	-0.7	3.16	-8.4	7.1
I estimate the answer to a sum before doing it	Always	4.9	5.1	237.4	5.41
	Often	20.8	21.6	263.1	3.10
	Sometimes	49.1	50.9	265.8	2.16
	Never	21.6	22.4	259.3	2.30
	Total	96.4	100	262.3	2.09
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	28.4	4.64	17.0	39.8
	Sometimes – Often	2.8	2.69	-3.8	9.4
	Sometimes – Never	6.6	2.34	0.8	12.3
I work in a pair or small group	Always	3.9	4.0	232.2	10.77
	Often	16.8	17.4	263.2	3.39
	Sometimes	55.9	58.0	265.8	2.11
	Never	19.8	20.5	257.7	3.12
	Total	96.3	100	262.3	2.09
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	33.6	10.4	8.1	59.2
	Sometimes – Often	2.57	3.65	-6.4	11.5
	Sometimes – Never	8.1	3.02	0.7	15.1
I use mathematics equipment (e.g. weighing scales, measuring tape) to solve problems	Always	2.7	2.8	235.9	4.42
	Often	14.3	14.7	257.9	2.75
	Sometimes	53.4	55.1	265.1	2.17
	Never	26.5	27.4	262.2	2.84
	Total	96.8	100	262.4	2.09
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	29.2	4.70	17.7	40.7
	Sometimes – Often	7.2	2.46	1.2	13.2
	Sometimes – Never	2.9	2.29	-2.7	8.5

Table A6.40: Continued

I do a mathematics test	Always	20.1	20.8	251.4	3.61
	Often	43.8	45.4	268.6	2.13
	Sometimes	30.8	31.9	261.5	2.55
	Never	1.8	1.9	247.8	4.66
	Total	96.5	100	262.4	2.09
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	10.1	3.41	1.7	18.4
Sometimes – Often	-7.2	2.32	-12.9	-1.5	
Sometimes – Never	13.7	4.80	2.0	25.5	
We talk about a mathematics problem before doing it on our own	Always	46.4	48.0	254.1	2.39
	Often	32.6	33.8	271.2	2.41
	Sometimes	14.9	15.5	267.2	3.20
	Never	2.6	2.17	267.2	9.12
	Total	96.5	100	262.3	2.06
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	13.1	3.22	5.2	21.0
Sometimes – Often	-4.0	3.18	-11.8	3.8	
Sometimes – Never	0.1	9.71	-23.8	23.9	
I explain to the teacher how I got the answer to a question	Always	29.0	30.1	259.9	2.73
	Often	33.7	35.0	267.4	2.03
	Sometimes	28.8	29.9	261.9	2.57
	Never	4.8	5.0	246.1	5.49
	Total	96.4	100	262.4	2.09
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	2.1	2.60	-4.3	8.4
Sometimes – Often	-5.4	2.24	-10.9	0.1	
Sometimes – Never	15.8	5.26	2.9	28.7	
I begin my homework in class	Always	2.4	2.5	255.8	8.38
	Often	5.5	5.7	264.7	4.38
	Sometimes	29.8	30.9	262.9	2.78
	Never	58.8	60.9	262.1	2.41
	Total	96.6	100	262.3	2.09
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	7.0	8.40	-13.6	27.6
Sometimes – Often	-1.8	4.24	-12.2	8.6	
Sometimes – Never	0.7	2.95	-6.5	8.0	
I do a sum on the board in front of the class	Always	2.4	2.5	233.9	7.00
	Often	11.6	12.0	259.7	3.29
	Sometimes	57.8	59.8	264.0	2.02
	Never	24.9	25.8	262.2	3.40
	Total	96.8	100	262.3	2.08
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	30.2	6.77	13.6	46.8
Sometimes – Often	4.3	3.22	-3.6	12.2	
Sometimes – Never	-5.7	3.05	-5.7	9.3	
I use a table book	Always	3.6	3.8	230.0	6.13
	Often	4.6	4.7	233.8	4.25
	Sometimes	21.7	22.4	245.0	3.07
	Never	67.1	69.2	271.6	2.10
	Total	97.0	100	262.3	2.08
	Comparisons	Diff	SED	95% BCI	
	Sometimes – Always	15.0	7.15	-2.5	32.5
Sometimes – Often	11.2	4.80	-0.6	23.0	
Sometimes – Never	-26.6	2.66	-33.1	-20.0	

Significant differences in **bold**.

Table A6.41: Practices and strategies used when doing mathematics and mean mathematics scores, Sixth class

		Mathematics			
		%T	%A	Mean	SE
I often think about how I can use mathematics in everyday life	Agree	61.1	62.6	265.3	2.07
	Not sure	22.7	23.2	256.1	2.90
	Disagree	13.9	14.2	258.1	3.67
	Total	97.7	100	262.2	2.07
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	9.2	2.67	3.1	15.3
Agree – Disagree	7.3	3.26	-0.2	14.7	
I often think of other ways to get the answer to the problem	Agree	70.4	72.0	265.0	2.09
	Not sure	15.9	16.3	253.1	3.15
	Disagree	11.4	11.7	257.5	3.68
	Total	97.7	100	262.2	2.08
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	11.9	2.47	6.2	17.5
Agree – Disagree	7.5	3.39	-0.3	15.2	
I learn as much mathematics as I can off by heart	Agree	63.6	65.2	263.3	2.40
	Not sure	20.9	21.4	261.2	2.07
	Disagree	13.1	13.4	258.6	3.70
	Total	97.5	100	262.2	2.08
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	2.0	2.54	-3.8	7.9
Agree – Disagree	4.7	3.21	-2.7	12.0	
I try to understand new ideas in mathematics by thinking about what I already know	Agree	70.0	71.7	264.1	2.08
	Not sure	19.5	20.0	258.8	3.35
	Disagree	8.1	8.3	254.6	4.07
	Total	97.6	100	262.2	2.09
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	5.2	2.95	-1.5	12.0
Agree – Disagree	9.4	3.57	1.3	17.6	
I go through examples again and again to help me remember	Agree	60.7	62.3	258.0	2.05
	Not sure	19.5	20.0	263.6	2.78
	Disagree	17.3	17.7	275.8	3.12
	Total	97.5	100	262.3	2.07
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	-5.6	2.04	-10.3	-1.0
Agree – Disagree	-17.8	2.53	-23.6	-12.0	
I try to remember every step when doing a problem	Agree	81.5	83.7	261.8	2.02
	Not sure	10.4	10.7	260.1	3.69
	Disagree	5.5	5.6	272.2	5.92
	Total	97.4	100	262.2	2.07
	Comparisons	Diff	SED	95% BCI	
	Agree – Not sure	1.8	3.22	-5.6	9.1
Agree – Disagree	-10.4	5.55	-23.1	2.3	

Significant differences in **bold**.

Table A6.42: Frequency of engagement in after-school activities and mean reading and mathematics scores, Second class

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Watch TV/DVDs/ videos	Most days	38.2	39.5	262.8	2.04	38.2	39.6	262.7	2.70
	Some days	51.6	53.3	266.3	1.60	51.3	53.0	266.5	1.72
	Never	7.0	7.2	264.5	3.38	7.2	7.4	265.5	3.65
	Total	96.8	100	264.8	1.57	96.7	100	264.9	1.91
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Most days – Some days	-3.5	1.92	-7.9	0.9	-3.8	2.28	-8.3	0.8
Most days – Never	-1.8	2.97	-8.6	5.1	-2.8	3.41	-9.6	4.0	
Play games on computer or console	Most days	30.3	31.2	255.8	1.83	30.6	31.5	257.3	2.67
	Some days	40.9	42.2	270.0	1.98	40.5	41.8	271.0	2.10
	Never	25.8	26.6	266.0	2.34	26.9	26.7	263.1	2.99
	Total	97.0	100	264.5	1.60	97.0	100	264.5	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Most days – Some days	-14.2	2.20	-19.3	-9.2	-13.7	2.62	-19.7	-7.7
Most days – Never	-10.2	2.54	-16.0	-4.4	-5.8	3.36	-13.5	1.91	
Use the Internet	Most days	25.5	26.4	258.3	2.33	25.7	26.7	257.0	2.70
	Some days	42.6	44.1	268.5	1.84	42.3	43.8	270.2	2.12
	Never	28.5	29.5	264.1	2.77	28.4	29.5	263.2	2.83
	Total	96.6	100	264.5	1.62	96.2	100	264.6	1.94
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Most days – Some days	-10.3	2.67	-16.4	-4.2	-13.2	2.65	-19.3	-7.2
Most days – Never	-5.9	3.55	-14.0	2.25	-6.2	3.49	-14.2	1.78	
Do jobs at home	Most days	38.1	39.6	262.2	2.30	38.2	39.7	263.5	2.27
	Some days	46.3	48.1	268.1	1.75	45.9	47.7	265.5	2.31
	Never	11.8	12.3	258.5	2.81	12.1	12.5	253.2	3.55
	Total	96.3	100	264.6	1.61	96.2	100	264.6	1.95
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Most days – Some days	-8.6	2.43	-14.1	-3.0	-4.9	2.39	-10.4	0.5
Most days – Never	3.7	2.74	-2.6	9.9	10.4	3.49	2.4	18.4	
Read a book for fun	Most days	40.9	42.3	272.0	2.24				
	Some days	41.7	43.1	262.5	1.72				
	Never	14.1	14.6	249.3	2.64				
	Total	96.6	100	264.6	1.61				
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Most days – Some days	9.5	2.46	3.9	15.2				
Most days – Never	22.7	2.95	15.9	29.4					
Read magazine or comic for fun	Most days	16.6	17.4	250.8	2.09				
	Some days	34.1	35.6	269.5	2.13				
	Never	45.1	47.1	266.4	2.09				
	Total	95.8	100	264.8	1.61				
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Most days – Some days	-18.7	2.60	-24.7	-12.8				
Most days – Never	-15.6	2.20	-20.6	-10.5					

Table A6.42: Continued

Play sports	Most days	50.5	52.4	263.3	1.81	50.7	52.4	267.3	2.39
	Some days	36.0	37.3	267.8	2.07	35.8	37.1	263.9	2.36
	Never	10.0	10.4	259.8	3.50	10.1	10.5	254.3	3.96
	Total	96.5	100	264.6	1.63	96.7	100	264.7	1.96
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Most days – Some days	-4.4	2.06	-9.2	0.3	3.5	2.63	-2.6	9.5
Most days – Never	3.5	3.31	-4.1	11.1	13.0	3.85	4.2	21.8	
Go to activities or clubs	Most days	29.3	30.4	262.7	2.11	29.1	30.2	262.6	2.64
	Some days	40.4	42.0	271.4	2.04	40.4	41.9	271.1	2.32
	Never	26.6	27.6	256.5	2.10	26.9	28.0	257.2	2.32
	Total	96.4	100	264.6	1.62	96.4	100	264.7	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Most days – Some days	-8.7	2.08	-13.5	-4.0	-8.5	2.63	-14.5	-2.5
Most days – Never	6.3	2.56	0.4	12.1	5.4	2.69	-0.7	11.6	
Play with friends	Most days	57.0	58.8	260.5	1.68	56.8	58.6	261.9	2.07
	Some days	33.9	34.9	269.7	2.07	33.9	35.0	268.5	2.66
	Never	6.1	6.3	272.7	4.54	6.2	6.4	266.0	4.09
	Total	96.9	100	264.5	1.60	97.0	100	264.5	1.91
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Most days – Some days	-9.2	2.02	-13.8	-4.5	-6.7	2.69	-12.8	-0.5
Most days – Never	-12.2	4.45	-22.4	-2.0	-4.1	4.08	-13.5	5.2	
Play by yourself	Most days	26.4	27.3	268.8	2.36	26.6	27.5	265.9	2.99
	Some days	40.6	42.0	267.6	2.09	40.0	41.4	269.6	2.33
	Never	29.7	30.7	256.5	1.93	30.0	31.1	256.9	2.38
	Total	96.7	100	264.5	1.63	96.5	100	264.6	1.92
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Most days – Some days	1.3	2.66	-4.8	7.4	-3.7	3.04	-9.8	2.4
Most days – Never	12.4	2.55	6.5	18.2	8.9	3.30	2.4	15.5	

Significant differences in **bold**.

Table A6.43: Amount of time spent engaging in after-school activities and mean reading and mathematics scores, Sixth class

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Watch TV/DVDs/videos	2 hours +	14.4	14.8	257.7	2.70	14.6	15.0	253.1	3.43
	1-2 hours	43.1	44.4	266.2	1.70	43.0	44.2	265.0	2.19
	Less than an hour	33.3	34.3	262.7	2.20	33.5	34.5	262.8	2.49
	No time	6.2	6.4	263.3	4.92	6.3	6.4	259.7	4.46
	Total	97.0	100	263.5	1.53	97.4	100	262.1	2.08
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	1-2 hours – 2 hours	8.5	2.60	2.1	14.8	11.9	2.77	5.1	18.7
	1-2 hours – Less than an hour	3.4	2.30	-2.0	9.1	2.2	2.32	-3.5	7.9
1-2 hours – No time	2.8	4.88	-9.1	14.8	5.4	4.43	-5.5	16.2	
Play games on computer or console	2 hours +	14.5	15.0	249.9	2.62	14.5	14.9	248.4	3.11
	1-2 hours	22.3	23.1	258.4	1.99	22.7	23.4	256.7	2.51
	Less than an hour	31.6	32.7	268.2	1.84	31.6	32.6	268.9	2.40
	No time	28.3	29.3	263.3	2.22	28.1	29.0	266.3	2.66
	Total	96.6	100	263.8	1.52	96.9	100	262.2	2.08
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	1-2 hours – 2 hours	8.6	2.92	1.4	15.7	3.0	3.05	0.8	15.8
	1-2 hours – Less than an hour	-9.8	2.38	-15.6	-3.9	-12.2	2.49	-18.3	-6.1
1-2 hours – No time	-11.6	2.44	-17.6	-5.7	-9.5	2.61	-15.9	-3.1	
Use the Internet	2 hours +	31.4	32.5	258.2	2.09	31.5	32.5	254.7	2.53
	1-2 hours	28.2	29.2	266.9	2.32	28.3	29.2	265.3	2.53
	Less than an hour	30.1	31.2	267.2	1.73	30.1	31.0	269.0	2.22
	No time	6.8	7.0	259.3	3.95	7.1	7.3	253.7	4.24
	Total	96.5	100	263.6	1.54	96.9	100	262.2	2.09
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	1-2 hours – 2 hours	8.7	2.62	2.3	15.1	10.5	2.51	4.4	16.7
	1-2 hours – Less than an hour	-0.3	2.46	-6.3	5.8	-3.8	2.33	-9.5	1.9
1-2 hours – No time	7.6	4.28	-2.9	18.1	11.6	4.20	1.3	21.9	
Do jobs at home	2 hours +	8.7	9.0	241.4	4.12	8.5	8.8	241.9	4.19
	1-2 hours	27.0	27.9	260.4	1.71	27.6	28.4	260.4	2.24
	Less than an hour	54.7	56.5	271.8	1.86	54.6	56.2	271.8	2.25
	No time	6.4	6.6	241.3	3.76	6.4	6.6	241.3	5.01
	Total	96.8	100	263.9	1.55	97.2	100	262.3	2.10
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	1-2 hours – 2 hours	19.0	4.10	8.9	29.0	19.2	4.14	9.0	29.3
	1-2 hours – Less than an hour	-11.4	2.06	-16.5	-6.4	-7.4	2.06	-12.5	-2.4
1-2 hours – No time	19.1	3.89	9.5	28.6	20.1	4.76	8.4	31.7	

Table A6.43: Continued

Read a book for fun	2 hours +	8.6	8.9	287.5	2.90				
	1-2 hours	23.6	24.3	275.0	2.14				
	Less than an hour	42.9	44.2	263.5	1.84				
	No time	21.9	22.6	242.4	2.06				
	Total	97.1	100	263.7	1.51				
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	1-2 hours – 2 hours	-12.5	3.77	-21.8	-3.3				
1-2 hours – Less than an hour	11.5	2.26	6.0	17.1					
1-2 hours – No time	32.6	2.72	25.9	39.3					
Read a magazine or comic for fun	2 hours +	1.9	2.0	247.9	8.03				
	1-2 hours	7.9	8.2	253.0	2.50				
	Less than an hour	31.5	32.8	264.1	1.58				
	No time	54.9	57.1	265.8	1.96				
	Total	96.2	100	263.8	1.51				
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	1-2 hours – 2 hours	5.0	8.18	-15.0	25.1				
1-2 hours – Less than an hour	-11.2	2.61	-17.6	-4.8					
1-2 hours – No time	-12.8	2.69	-19.4	-6.2					
Play sports	2 hours +	32.0	33.0	252.5	1.91	32.4	33.3	254.8	2.49
	1-2 hours	41.0	42.3	270.0	1.77	41.0	42.2	269.0	1.98
	Less than an hour	15.4	15.9	269.8	2.49	15.3	15.8	264.8	3.20
	No time	8.5	8.8	265.2	4.01	8.5	8.8	253.2	3.95
	Total	97.0	100	263.7	1.51	97.3	100	262.3	2.05
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	1-2 hours – 2 hours	17.5	1.74	13.2	21.8	14.2	1.79	9.8	18.6
1-2 hours – Less than an hour	0.2	2.54	-6.0	6.5	4.2	3.06	-3.3	11.7	
1-2 hours – No time	4.8	4.00	-5.0	14.6	15.6	3.87	6.4	25.4	
Go to activities or clubs	2 hours +	18.2	18.9	260.0	2.39	18.6	19.2	257.1	3.27
	1-2 hours	39.6	41.2	270.6	1.75	39.4	40.8	269.3	2.38
	Less than an hour	9.1	9.4	275.6	4.12	9.1	9.5	273.0	3.66
	No time	29.3	30.5	253.4	2.01	29.4	30.5	252.6	2.18
	Total	96.3	100	263.8	1.52	96.6	100	262.2	2.09
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	1-2 hours – 2 hours	10.5	2.57	4.2	16.8	12.2	2.91	5.0	19.3
1-2 hours – Less than an hour	-5.0	4.09	-15.1	5.0	-3.8	3.46	-12.2	4.8	
1-2 hours – No time	17.2	2.30	11.6	22.9	16.7	2.52	10.5	22.8	

Table A6.43: Continued

Play with friends	2 hours +	38.3	39.6	251.0	2.10	38.4	39.6	249.7	2.26
	1-2 hours	30.1	31.2	269.0	2.17	30.4	31.3	267.7	2.45
	Less than an hour	18.0	18.6	275.6	2.75	18.1	18.6	276.0	3.26
	No time	10.2	10.6	275.9	2.60	10.2	10.5	269.9	3.07
	Total	96.7	100	263.8	1.55	97.0	100	262.4	2.08
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	1-2 hours – 2 hours	18.0	2.51	11.9	24.2	18.0	2.38	12.1	23.8
1-2 hours – Less than an hour	-6.7	2.97	-13.9	0.6	-8.3	2.74	-15.0	-1.6	
1-2 hours – No time	-6.9	3.24	-14.8	1.0	-2.2	3.64	-11.1	6.8	
Play by yourself	2 hours +	9.6	9.9	261.7	2.73	9.5	9.9	259.7	3.11
	1-2 hours	16.0	16.6	268.2	2.31	16.2	16.8	267.1	3.03
	Less than an hour	34.6	35.9	269.6	1.94	34.4	35.6	268.6	2.34
	No time	36.2	37.6	256.9	2.48	36.4	37.7	255.1	3.07
	Total	96.3	100	263.8	1.54	96.6	100	262.4	2.07
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	1-2 hours – 2 hours	6.5	3.63	-2.4	15.4	7.4	4.24	-3.0	17.8
1-2 hours – Less than an hour	-1.3	2.85	-8.3	5.7	-1.6	3.22	-9.4	6.4	
1-2 hours – No time	11.3	3.19	3.5	19.2	12.0	3.73	2.9	21.2	
Take part in a hobby (not already mentioned)	2 hours +	19.4	20.2	255.1	2.28	19.5	20.3	253.7	3.11
	1-2 hours	34.4	35.8	264.5	1.62	34.1	35.4	263.7	3.03
	Less than an hour	19.3	20.1	271.2	2.97	19.6	20.4	269.3	2.34
	No time	23.0	24.0	263.4	2.63	23.0	23.9	260.8	3.07
	Total	96.0	100	263.7	1.55	96.2	100	262.4	2.07
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	1-2 hours – 2 hours	9.4	2.59	3.1	15.7	7.4	4.24	-3.0	17.8
1-2 hours – Less than an hour	-6.7	2.99	-14.0	0.7	-1.6	3.22	-9.4	6.4	
1-2 hours – No time	1.1	2.54	-5.1	7.3	12.0	3.73	2.9	21.2	

Significant differences in **bold**.

Table A6.44: Access to technology in the home and mean reading and mathematics scores, Second class

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Computer or tablet	Yes	92.8	94.8	264.9	1.61	92.6	94.5	264.8	1.92
	No	5.1	5.2	255.2	4.25	5.4	5.5	255.4	5.08
	Missing	97.9	100	264.4	1.61	98.0	100	264.3	1.92
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	9.7	4.06	1.6	17.8	9.4	4.94	-0.4	19.3
Games console	Yes	79.2	81.0	264.2	1.58	79.3	81.1	265.4	1.86
	No	18.6	19.0	265.2	3.06	18.5	18.9	260.4	3.08
	Missing	97.7	100	264.4	1.62	97.8	100	264.4	1.91
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	-1.0	2.74	-6.5	4.5	5.0	2.53	-0.04	10.0
Internet	Yes	90.0	92.1	265.4	1.65	89.9	92.0	265.6	1.95
	No	7.7	7.9	251.4	3.27	7.8	8.0	249.3	4.51
	Missing	97.7	100	264.3	1.62	97.8	100	264.3	1.92
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	14.0	3.28	7.5	20.5	16.3	4.47	7.4	25.2
TV in bedroom	Yes	41.6	42.5	250.1	1.67	42.0	42.9	251.1	2.23
	No	56.3	57.5	274.8	1.91	55.9	57.1	274.0	2.17
	Missing	97.9	100	264.3	1.62	97.9	100	264.2	1.92
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	-24.7	2.30	-29.3	-20.1	-22.9	2.66	-28.2	-17.6
Mobile/ smartphone	Yes	33.1	33.9	254.0	1.85	33.3	34.1	256.0	2.23
	No	64.6	66.1	269.5	1.78	64.4	65.9	268.5	2.17
	Missing	97.7	100	264.3	1.62	97.7	100	264.2	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	-15.5	2.01	-19.5	-11.5	-12.5	2.29	-17.1	-8.0
Personal music player	Yes	56.3	57.6	261.7	1.61	56.4	57.8	261.7	2.10
	No	41.4	42.4	268.1	2.21	41.3	42.2	267.6	2.56
	Missing	97.7	100	264.4	1.63	97.7	100	264.2	1.95
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	-6.4	1.92	-10.3	-2.6	-5.9	2.51	-10.9	-0.9

Significant differences in **bold**.

Table A6.45: Access to technology in the home and mean reading and mathematics scores, Sixth class

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Computer or tablet	Yes	94.8	97.3	264.6	1.50	94.9	97.2	263.2	2.03
	No	2.7	2.7	232.5	6.48	2.7	2.8	228.7	5.63
	Total	97.4	100	263.7	1.53	97.7	100	262.2	2.07
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	32.1	6.41	19.3	44.9	34.5	5.31	23.9	45.1
Games console	Yes	90.0	92.7	264.0	1.50	90.2	92.6	262.9	2.11
	No	7.1	7.3	259.7	4.29	7.2	7.4	254.9	3.97
	Total	97.1	100	263.7	1.54	97.4	100	262.3	2.10
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	4.3	4.00	-3.7	12.3	7.9	3.64	0.7	15.2
Broadband Internet	Yes	90.9	93.8	265.3	1.58	91.3	93.9	265.3	2.05
	No	6.0	6.2	241.3	3.99	5.9	6.1	241.3	3.71
	Total	96.9	100	263.8	1.53	97.2	100	262.2	2.09
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	24.0	4.12	15.8	32.2	25.9	3.39	19.1	32.6
TV in bedroom	Yes	46.0	47.7	249.4	1.64	46.2	47.8	249.4	2.24
	No	50.5	52.3	276.7	1.70	50.6	52.3	276.7	2.27
	Total	96.5	100	263.6	1.52	96.8	100	262.1	2.09
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	-27.2	2.36	-31.9	-22.5	-27.1	2.64	-32.3	-21.8
Calculator	Yes	90.0	93.0	265.4	1.50	90.1	92.9	265.4	1.95
	No	6.8	7.0	241.7	3.60	6.9	7.1	241.7	4.13
	Total	96.9	100	263.8	1.53	97.1	100	262.3	2.09
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	23.8	3.74	16.3	31.2	26.9	3.83	19.3	34.6
Mobile/ smartphone	Yes	90.6	93.2	263.7	1.65	90.8	93.1	263.7	2.08
	No	6.6	6.8	262.6	5.10	6.7	6.9	262.6	4.90
	Total	97.2	100	263.6	1.55	97.5	100	262.1	2.10
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	1.1	5.48	-9.8	12.0	-1.6	4.48	-10.5	7.4
Personal music player	Yes	73.7	76.0	264.0	1.60	73.8	76.0	264.0	2.19
	No	23.2	24.0	262.8	1.98	23.4	24.0	262.8	2.60
	Total	96.9	100	263.7	1.51	97.2	100	262.2	2.10
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	1.2	1.81	-2.4	4.9	1.0	2.14	-3.3	5.2

Significant differences in **bold**.

Chapter 7: Home and Family Factors

For assistance in interpreting these tables, see *How to Interpret Comparisons of Groups of Pupils* on page 3.

Table A7.1: Parents' educational attainment and mean reading and mathematics scores, Second class

Responding Parent	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Primary school	2.6	2.9	229.9	4.57	2.7	2.9	227.3	5.89
Inter or Group or Junior Certificate	7.0	7.7	239.6	3.29	7.2	7.8	238.8	4.37
Leaving Certificate (General or Vocational)	11.7	12.7	257.8	2.72	11.8	12.9	259.4	2.80
Leaving Certificate (Applied)	3.0	3.3	241.9	4.19	3.0	3.3	248.9	4.15
Apprenticeship or PLC	8.9	9.7	255.6	2.71	8.7	9.5	260.1	3.26
Third-Level Certificate or Diploma (not degree)	26.9	29.3	266.6	1.92	26.8	29.2	265.6	2.45
University Degree or Postgraduate Diploma	20.5	22.4	284.0	2.13	20.4	22.2	282.1	2.52
Master's Degree or Doctorate	7.6	8.3	284.7	3.16	7.9	8.6	285.1	3.96
Other	3.4	3.7	259.8	4.91	3.4	3.7	263.6	5.06
Total	91.7	100	265.7	1.54	91.7	100	265.8	1.91
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Cert/Dip – Primary	36.7	5.03	22.5	50.9	38.4	6.33	20.6	56.2
Cert/Dip – Inter/Group/Junior	27.0	3.49	17.2	36.8	26.9	4.21	15.0	38.7
Cert/Dip – LC (Gen/Voc)	8.8	3.32	-0.5	18.2	6.2	3.02	-2.3	14.7
Cert/Dip – LC (Applied)	24.7	4.55	11.9	37.5	16.8	4.27	4.8	28.8
Cert/Dip – Apprenticeship/PLC	11.0	2.83	3.0	19.0	5.6	3.68	-4.8	15.9
Cert/Dip – Degree/PG Dip	-18.0	3.31	-27.4	-8.7	-16.5	2.56	-23.7	-9.3
Cert/Dip – Master's/PhD	6.8	5.31	-8.2	21.7	-19.4	4.47	-32.0	-6.9
Cert/Dip – Other	0.8	1.40	-3.2	4.7	2.0	5.29	-12.9	16.9
Partner	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Primary school	3.7	4.6	229.0	6.23	3.8	4.7	228.8	7.73
Inter or Group or Junior Certificate	11.8	14.8	251.0	2.43	11.9	14.9	250.1	3.27
Leaving Certificate (General or Vocational)	10.6	13.3	264.0	3.02	10.5	13.2	265.5	3.06
Leaving Certificate (Applied)	3.2	4.0	256.2	7.45	3.3	4.1	262.8	6.07
Apprenticeship or PLC	9.9	12.4	262.6	2.18	9.9	12.5	263.2	3.51
Third-Level Certificate or Diploma (not degree)	15.6	19.6	273.3	2.09	15.4	19.2	274.6	2.86
University Degree or Postgraduate Diploma	15.6	19.5	281.6	2.27	15.5	19.4	280.2	2.93
Master's Degree or Doctorate	7.3	9.2	292.0	3.10	7.6	9.5	289.2	3.69
Other	2.1	2.6	266.8	6.25	2.0	2.6	255.5	13.31
Total	7.2	100	267.9	1.48	79.9	100	267.7	1.97

Table A7.1: Continued

Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Cert/Dip – Primary	44.3	6.22	26.8	61.8	45.8	7.19	25.3	66.0
Cert/Dip – Inter/Group/Junior	22.4	3.33	13.0	31.7	24.5	4.14	12.9	36.2
Cert/Dip – LC (Gen/Voc)	9.4	3.00	1.0	17.8	9.1	3.52	-0.8	19.0
Cert/Dip – LC (Applied)	17.2	7.60	-4.2	38.6	11.8	6.16	-5.5	29.1
Cert/Dip – Apprenticeship/PLC	10.8	3.22	1.7	19.8	11.4	4.04	0.1	2.8
Cert/Dip – Degree/PG Dip	-8.3	2.75	-16.0	-0.5	-5.7	3.43	-15.3	4.0
Cert/Dip – Master's/PhD	-18.6	3.35	-28.1	-9.2	-14.6	4.59	-27.5	-1.7
Cert/Dip – Other	6.5	6.26	-11.1	24.1	19.1	13.01	-17.5	55.7
	Reading				Mathematics			
Highest of two parents	%T	%A	Mean	SE	%T	%A	Mean	SE
Primary school	2.4	2.6	221.1	3.83	2.4	2.7	217.3	5.92
Inter or Group or Junior Certificate	5.1	5.6	241.5	4.02	5.2	5.8	239.3	5.03
Leaving Certificate (General or Vocational)	10.1	11.1	253.9	3.00	10.3	11.4	255.0	3.14
Leaving Certificate (Applied)	2.7	3.0	238.0	5.27	2.7	3.0	248.0	5.17
Apprenticeship or PLC	8.7	9.7	250.6	2.84	8.5	9.4	256.8	3.05
Third-Level Certificate or Diploma (not degree)	24.7	27.3	263.4	1.93	24.6	27.2	264.5	2.74
University Degree or Postgraduate Diploma	24.2	26.8	279.1	1.87	24.0	26.5	276.6	2.46
Master's Degree or Doctorate	12.4	13.8	288.2	2.49	12.7	14.1	286.4	3.24
Total	90.3	100	265.6	1.56	90.4	100	265.8	1.93
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Cert/Dip – Primary	42.3	4.39	30.1	54.5	47.1	6.36	29.5	64.8
Cert/Dip – Inter/Group/Junior	21.9	4.21	10.2	33.6	25.1	4.80	11.8	38.5
Cert/Dip – LC (Gen/Voc)	9.5	3.40	0.0	18.9	9.4	3.52	-0.3	19.2
Cert/Dip – LC (Applied)	25.3	5.00	11.5	39.2	16.5	5.11	2.3	30.7
Cert/Dip – Apprenticeship/PLC	12.7	3.18	3.9	21.6	7.6	3.76	-2.8	18.1
Cert/Dip – Degree/PG Dip	-15.8	2.32	-22.2	-9.3	-12.2	2.92	-20.3	-4.1
Cert/Dip – Master's/PhD	-24.9	2.98	-33.1	-16.6	-22.0	4.11	-33.4	-10.5

Significant differences in **bold**.

Table A7.2: Parents' educational attainment and mean reading and mathematics scores, Sixth class

Responding Parent	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Primary school	3.1	3.5	219.7	5.40	3.0	3.3	214.4	2.16
Inter or Group or Junior Certificate	8.9	9.8	243.3	3.33	9.0	10.0	239.0	1.00
Leaving Certificate (General or Vocational)	14.8	16.4	255.2	2.93	14.8	16.3	260.5	1.84
Leaving Certificate (Applied)	3.9	4.3	253.9	3.95	4.0	4.4	254.8	3.59
Apprenticeship or PLC	8.6	9.4	261.6	2.51	8.5	9.3	261.5	3.11
Third-Level Certificate or Diploma (not degree)	24.3	26.8	268.7	1.66	24.7	27.2	267.5	0.49
University Degree or Postgraduate Diploma	17.7	19.6	281.3	2.44	17.6	19.4	276.8	0.82
Master's Degree or Doctorate	6.3	7.0	290.2	3.53	6.3	6.9	287.8	1.07
Other	2.9	3.2	256.5	5.33	2.9	3.2	263.1	3.08
Total	90.6	100	264.6	1.46	90.7	100	263.7	0.44
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Cert/Dip – Primary	49.0	5.56	33.3	64.6	53.1	2.07	38.9	67.3
Cert/Dip – Inter/Group/Junior	25.3	3.78	14.7	36.0	28.5	0.81	22.9	34.1
Cert/Dip – LC (Gen/Voc)	13.5	3.39	3.9	23.0	7.0	1.74	-5.0	18.9
Cert/Dip – LC (Applied)	14.7	4.19	2.9	26.5	12.7	4.06	-15.2	40.6
Cert/Dip – Apprenticeship/PLC	7.1	3.02	-1.5	15.6	6.0	3.34	-17.0	28.9
Cert/Dip – Degree/PG Dip	-12.6	2.84	-20.6	-4.6	-9.4	0.49	-12.8	-6.0
Cert/Dip – Master's/PhD	-21.5	5.57	-32.3	-10.7	-20.4	0.96	-27.0	-13.8
Cert/Dip – Other	3.9	1.75	-1.1	8.8	3.8	1.75	-1.2	8.7
Partner	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Primary school	4.6	5.9	234.3	4.65	4.6	5.8	233.4	5.91
Inter or Group or Junior Certificate	13.0	16.7	251.3	2.54	13.1	16.7	251.1	2.46
Leaving Certificate (General or Vocational)	13.0	16.6	259.9	3.15	12.7	16.3	264.7	2.85
Leaving Certificate (Applied)	3.2	4.1	254.2	3.90	3.2	4.1	258.1	3.94
Apprenticeship or PLC	9.6	12.3	267.6	2.54	9.8	12.5	262.4	2.81
Third-Level Certificate or Diploma (not degree)	14.6	18.7	275.7	2.17	14.6	18.7	275.1	2.53
University Degree or Postgraduate Diploma	12.1	15.5	284.7	2.49	12.3	15.7	283.0	2.53
Master's Degree or Doctorate	6.5	8.3	292.7	3.86	6.4	8.2	287.1	4.10
Other	1.6	2.0	269.1	7.59	1.5	1.9	266.1	7.66
Total	78.2	100	267.4	1.42	78.2	100	266.7	1.84

Table A7.2: Continued

Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Cert/Dip – Primary	41.4	4.88	27.6	55.1	41.7	5.91	25.0	58.3
Cert/Dip – Inter/Group/Junior	24.5	3.21	15.4	33.5	24.0	3.12	15.2	32.8
Cert/Dip – LC (Gen/Voc)	15.8	3.88	4.9	26.7	10.5	3.04	1.9	19.1
Cert/Dip – LC (Applied)	21.5	4.68	8.3	34.7	17.1	4.58	4.2	30.0
Cert/Dip – Apprenticeship/PLC	8.1	3.76	-2.5	18.7	12.8	3.36	3.3	22.2
Cert/Dip – Degree/PG Dip	-9.0	3.15	-17.9	-0.2	-7.9	3.00	-16.3	0.5
Cert/Dip – Master's/PhD	-17.0	4.33	-29.2	-4.8	-12.0	3.93	-23.1	-0.9
Cert/Dip – Other	8.4	2.19	2.2	14.5	8.4	1.91	3.0	13.8
			Reading				Mathematics	
Highest of two parents	%T	%A	Mean	SE	%T	%A	Mean	SE
Primary school	2.4	2.6	219.4	6.13	2.3	2.6	217.4	7.34
Inter or Group or Junior Certificate	7.2	8.2	238.3	3.62	7.1	8.0	235.2	3.59
Leaving Certificate (General or Vocational)	12.4	13.9	250.4	3.21	12.3	13.8	256.1	2.76
Leaving Certificate (Applied)	3.6	4.1	244.2	3.39	3.6	4.1	244.0	4.37
Apprenticeship or PLC	7.8	8.7	259.0	2.43	7.7	8.6	257.8	3.41
Third-Level Certificate or Diploma (not degree)	22.2	25.0	266.6	1.53	22.5	25.2	266.3	2.12
University Degree or Postgraduate Diploma	21.5	24.2	279.0	2.24	21.8	24.5	275.4	2.27
Master's Degree or Doctorate	11.8	13.3	289.5	2.96	11.8	13.2	285.9	3.20
Total	88.9	100	264.7	1.43	89.1	100	263.7	1.91
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Cert/Dip – Primary	47.2	6.11	30.2	64.2	48.9	7.66	27.6	70.2
Cert/Dip – Inter/Group/Junior	28.3	4.02	17.1	39.4	31.1	3.51	21.3	40.9
Cert/Dip – LC (Gen/Voc)	16.2	3.55	6.3	26.1	10.2	2.94	2.0	18.4
Cert/Dip – LC (Applied)	22.4	3.77	11.9	32.9	22.3	4.66	9.3	35.2
Cert/Dip – Apprenticeship/PLC	7.5	2.74	-0.1	15.1	8.5	3.23	-0.6	17.5
Cert/Dip – Degree/PG Dip	-12.4	2.71	-19.9	-4.9	-9.1	2.43	-15.8	-2.3
Cert/Dip – Master's/PhD	-22.9	3.24	-31.9	-13.9	-19.7	3.49	-29.4	-10.0

Significant differences in **bold**.

Table A7.3: Family characteristics and mean reading and mathematics scores, Second class

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Parent employed	Yes	77.9	85.8	269.6	1.40	78.0	85.8	269.2	3.21
	No	12.9	14.2	245.2	3.10	12.9	14.2	247.6	1.93
	Total	90.8	100	266.1	1.50	90.9	100	266.2	1.90
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	24.4	3.06	18.3	30.5	21.7	3.22	15.2	28.1
Lone parent	Yes	17.4	19.1	249.7	2.57	17.4	19.1	252.9	2.29
	No	73.9	80.9	269.5	1.62	73.8	80.9	268.9	2.20
	Total	91.3	100	265.7	1.60	91.3	100	265.8	1.95
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	-19.8	2.68	-25.2	-14.5	-16.0	2.75	-21.5	-10.5
Medical card	Yes	32.5	35.8	250.0	1.80	32.5	35.8	249.4	1.94
	No	58.4	64.2	274.7	1.68	58.4	64.2	275.1	2.30
	Total	90.9	100	265.9	1.60	90.9	100	265.9	1.97
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	24.5	2.06	20.7	28.9	-25.7	2.37	-30.4	-20.9
No. of siblings	0-3	84.5	92.8	267.2	1.53	84.4	95.2	267.3	1.87
	4 or more	6.6	7.2	246.4	3.97	4.2	4.8	250.2	7.92
	Total	91.1	100	265.7	1.56	88.6	100	266.5	1.88
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	20.8	3.84	13.1	28.5	17.2	7.83	1.5	32.8
Language spoken at home	English	85.0	91.3	267.5	1.55	84.9	91.2	266.5	2.02
	Irish	0.8	0.9	269.1	15.76	0.8	0.9	250.0	10.39
	Other	7.3	7.8	240.6	2.81	7.4	8.0	254.3	3.84
	Total	93.1	100	265.4	1.56	93.2	100	265.4	1.90
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	English – Irish	-1.6	15.8	-37.8	34.5	16.5	10.84	-8.3	41.3
English – Other	26.8	2.93	20.1	33.5	12.2	4.11	2.8	21.6	
Financial standing	Poor	7.3	8.2	246.4	3.02	7.6	8.4	244.1	4.42
	Average	70.9	78.8	264.3	1.48	70.5	78.3	264.8	1.92
	Well off	11.8	13.1	286.4	2.99	12.0	13.3	285.7	3.58
	Total	90.0	100	265.8	1.60	90.0	100	265.9	1.94
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Average – Well off	17.9	3.04	10.9	24.8	20.7	4.39	10.7	30.8
	Average – Poor	-22.1	2.86	-28.6	-15.5	-20.9	3.34	-28.5	-13.2

Significant differences in **bold**.

Table A7.4: Family characteristics and mean reading and mathematics scores, Sixth class

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Parent employed	Yes	78.3	86.1	268.5	1.38	78.1	85.8	236.6	2.47
	No	12.6	13.9	239.7	3.16	12.9	14.2	268.4	0.32
	Total	90.9	100	264.5	1.96	91.0	100	263.9	0.51
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	28.9	3.25	22.4	35.3	31.7	2.73	23.1	40.4
Lone parent	Yes	20.0	22.0	250.2	2.37	19.9	21.9	240.0	2.14
	No	71.2	78.0	268.6	1.44	71.2	78.1	266.9	0.54
	Total	91.2	100	264.6	1.46	91.1	100	262.4	0.45
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	18.4	2.40	13.6	23.2	21.8	2.53	13.7	29.8
Medical card	Yes	33.3	36.9	244.1	1.75	33.4	37.1	244.0	0.81
	No	57.0	63.1	276.0	1.41	56.8	62.9	274.9	0.39
	Total	90.3	100	264.3	1.48	90.3	100	263.5	0.57
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	31.9	2.06	27.8	36.0	30.9	0.78	28.5	33.4
No. of siblings	0-3	81.1	90.2	266.7	1.42	80.7	89.7	266.2	0.24
	4 or more	8.8	9.8	243.3	3.82	9.2	10.3	243.0	2.46
	Total	89.9	100	264.4	1.49	89.9	100	263.8	0.50
	Comparisons	Diff	SED	95% BCI			SED	95% BCI	
	Yes – No	23.4	3.71	16.0	30.8	23.2	2.24	16.1	30.3
Language spoken at home	English	84.6	91.7	266.1	1.42	84.4	91.5	263.7	0.72
	Irish	0.5	0.6	283.1	7.12	0.5	0.5	292.5	10.75
	Other	7.1	7.7	242.7	2.69	7.3	7.9	261.4	2.43
	Total	92.3	100	264.4	1.47	92.2	100	263.7	0.48
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	English – Irish	-17.0	7.04	-33.2	-0.9	-28.8	10.76	-73.8	16.1
English – Other	23.4	2.70	17.2	29.6	2.8	3.06	-10.5	15.1	
Financial standing	Poor	7.6	8.5	251.1	4.30	7.8	8.7	249.3	5.81
	Average	71.3	79.3	262.7	1.49	71.1	79.2	262.0	0.90
	Well off	11.0	12.3	283.7	3.16	10.9	12.1	284.4	3.92
	Total	90.0	100	264.3	1.46	89.8	100	263.6	0.61
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Average – Well off	11.6	4.47	1.4	21.9	12.8	5.51	-10.3	35.7
	Average – Poor	-21.0	3.35	-28.6	-13.3	-22.4	4.47	-41.1	-3.8

Significant differences in **bold**.

Table A7.5: Number of books in the home and mean reading and mathematics scores, Second class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
None	0.9	1.0	211.1	6.84	0.9	1.0	216.7	8.27
1-10	6.2	6.7	228.1	3.01	6.3	6.9	234.4	4.25
11-50	21.6	23.5	249.5	1.49	21.6	23.5	254.1	2.25
51-100	21.3	23.2	261.8	2.11	21.3	23.1	262.4	2.62
101-250	19.4	21.0	275.1	2.19	19.5	21.2	271.5	3.06
251-500	14.4	15.6	256.9	2.42	14.0	15.2	283.6	2.94
More than 500	8.3	9.0	292.7	3.65	8.4	9.1	290.3	3.88
Total	92.2	100	265.6	1.54	92.1	100	265.8	1.90
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
11-50 – None	38.5	6.80	20.0	56.9	37.5	8.43	14.6	60.4
11-50 – 1-10	21.5	3.03	13.3	29.7	19.7	4.62	7.2	32.3
11-50 – 51-100	-12.3	2.59	-19.3	-5.3	-8.2	2.67	-15.5	-1.0
11-50 – 101-250	-25.6	2.34	-31.9	-19.2	-17.4	2.95	-25.4	-9.4
11-50 – 251-500	-37.4	2.61	-44.5	-30.3	-29.4	3.21	-38.2	-20.7
11-50 – More than 500	-43.2	3.85	-53.7	-32.7	-36.1	4.20	-47.5	-24.7

Significant differences in **bold**.

Table A7.6: Number of books in the home and mean reading and mathematics scores, Sixth class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
None	1.2	1.4	212.0	4.03	1.3	1.5	210.3	6.61
1-10	8.7	9.5	228.8	2.47	8.6	9.4	234.4	3.50
11-50	20.9	22.8	249.0	1.99	20.7	22.6	252.9	2.61
51-100	19.7	21.5	261.0	2.10	19.8	21.7	262.6	2.54
101-250	18.9	20.6	275.3	1.84	19.1	20.8	272.4	2.00
251-500	13.7	14.9	283.8	2.67	13.7	15.0	276.8	2.78
More than 500	8.6	9.4	298.7	3.25	8.3	9.1	291.3	4.18
Total	91.6	100	264.4	1.47	91.5	100	263.8	1.93
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
11-50 – None	37.0	4.51	24.7	49.2	42.6	7.20	23.0	62.1
11-50 – 1-10	20.2	2.97	12.2	28.3	18.6	3.60	8.8	28.3
11-50 – 51-100	-12.1	2.91	-20.0	-4.2	-9.7	3.30	-18.6	-0.7
11-50 – 101-250	-26.3	2.72	-33.7	-18.9	-19.5	2.63	-26.7	-12.4
11-50 – 251-500	-34.8	3.13	-43.3	-26.3	-23.9	3.41	-33.1	-14.6
11-50 – More than 500	-49.7	3.80	-60.1	-39.4	-38.4	4.61	-50.9	-25.9

Significant differences in **bold**.

Table A7.7: Library membership of family members and mean reading and mathematics scores, Second class

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Child themselves	Yes	68.1	73.1	271.2	1.49	67.8	72.7	270.1	2.00
	No	25.1	26.9	249.4	2.53	25.4	27.3	252.6	2.22
	Total	93.1	100	265.4	1.55	93.2	100	265.4	1.90
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	21.8	2.54	16.7	26.9	17.5	2.16	13.2	21.8
At least one family member	Yes	71.9	77.2	268.8	1.55	71.8	77.1	268.4	1.95
	No	21.2	22.8	253.9	2.31	21.4	22.9	255.2	2.64
	Total	93.1	100	265.4	1.55	93.2	100	265.4	1.90
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	14.9	2.25	10.4	19.4	13.1	2.58	8.0	18.3

Significant differences in **bold**.

Table A7.8: Library membership of family members and mean reading and mathematics scores, Sixth class

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Child themselves	Yes	71.3	77.1	268.0	1.45	70.9	76.2	266.8	1.98
	No	21.1	22.9	252.0	2.35	21.5	23.8	253.5	2.42
	Total	92.4	100	264.3	1.47	92.3	100	263.6	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	15.3	2.23	11.5	20.4	13.3	2.20	8.9	17.7
At least one family member	Yes	70.5	76.3	267.9	1.42	22.0	76.8	266.8	0.45
	No	21.9	23.7	252.7	2.56	70.4	23.2	253.2	1.38
	Total	92.4	100	264.3	1.47	92.3	100	263.6	0.47
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	15.3	2.52	10.2	20.3	13.6	1.58	8.6	18.7

Significant differences in **bold**.

Table A7.9: Frequency with which parent reads for his/her own pleasure and mean reading and mathematics scores, Second class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Every day/almost every day	47.8	52.2	270.0	1.65	47.9	52.3	268.7	2.19
Once or twice a week	22.2	24.2	262.0	2.55	21.9	24.0	265.0	2.65
Once or twice a month	12.2	13.3	263.4	2.54	12.1	13.3	261.7	2.54
Never/hardly ever	9.4	10.3	254.4	3.36	9.5	10.4	258.1	3.28
Total	91.6	100	265.6	1.54	91.5	100	265.8	1.90
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Every day – Once or twice a week	8.0	2.52	1.8	14.2	3.7	2.57	-2.6	10.0
Every day – Once or twice a month	6.6	2.60	0.3	13.0	7.0	2.59	0.7	13.4
Every day – Never/hardly ever	15.6	3.28	7.8	23.6	10.7	3.19	2.8	18.5

Significant differences in **bold**.

Table A7.10: Frequency with which parent reads for his/her own pleasure and mean reading and mathematics scores, Sixth class

	Reading				Mathematics			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Every day/almost every day	47.6	52.3	270.9	1.56	47.7	52.3	268.2	2.08
Once or twice a week	22.0	24.2	262.5	2.58	22.0	24.1	263.0	2.52
Once or twice a month	11.8	12.9	253.8	2.64	11.8	12.9	256.4	3.08
Never/hardly ever	9.6	10.5	251.5	2.36	9.7	10.6	253.9	3.54
Total	91.0	100	264.6	1.45	91.1	100	263.9	1.91
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Every day – Once or twice a week	8.5	2.92	1.3	15.6	5.2	2.63	-1.2	11.7
Every day – Once or twice a month	17.1	2.35	11.4	22.9	11.8	3.09	4.2	19.4
Every day – Never/hardly ever	19.5	2.39	13.6	25.3	14.3	3.33	6.1	22.5

Significant differences in **bold**.

Table A7.11: Percentages of pupils who use or have access to educational resources at home, and mean reading and mathematics scores, Second class

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Educational games	Yes	78.9	84.8	268.2	1.47	79.0	84.7	268.2	1.89
	No	14.2	15.2	249.9	3.15	14.2	15.3	249.8	3.42
	Total	93.1	100	265.4	1.55	93.2	100	265.4	1.90
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	18.3	2.99	12.3	24.2	18.4	3.29	11.8	24.9
Electronic books	Yes	34.1	36.7	268.7	1.58	34.4	37.0	267.2	2.25
	No	59.0	63.4	263.5	1.82	58.8	63.0	264.3	1.94
	Total	93.1	100	265.4	1.55	93.2	100	265.4	1.90
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	5.2	1.64	2.0	8.5	17.5	2.16	13.2	21.8
Broadband Internet	Yes	82.5	88.6	268.0	1.46	82.5	72.7	270.1	2.00
	No	10.6	11.4	245.2	3.53	10.7	27.3	252.6	2.22
	Total	93.1	100	265.4	1.55	93.2	100	265.4	1.90
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	22.8	3.35	16.1	29.4	17.5	2.16	13.2	21.8
Quiet place to do homework	Yes	87.1	93.5	266.4	1.55	82.5	93.5	266.7	1.92
	No	6.0	6.5	250.1	3.37	10.7	6.5	246.6	3.79
	Total	93.1	100	265.4	1.55	93.2	100	265.4	1.90
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	16.4	3.17	10.1	22.7	20.1	3.70	12.7	27.5
Reference books	Yes	77.9	83.6	266.4	1.55	77.7	83.3	269.5	1.86
	No	15.3	16.4	250.1	3.37	15.5	16.7	244.7	2.85
	Total	93.1	100	265.4	1.55	93.2	100	265.4	1.90
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	26.5	2.46	21.6	31.4	24.5	2.78	19.3	30.4

Significant differences in **bold**.

Table A7.12: Percentages of pupils who use or have access to educational resources at home, and mean reading and mathematics scores, Sixth class

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Educational games	Yes	71.8	77.7	266.8	1.47	71.9	77.8	266.4	1.87
	No	20.6	22.3	255.5	2.47	20.5	22.2	253.9	2.90
	Total	92.4	100	264.3	1.47	92.3	100	263.6	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	11.4	2.38	6.6	16.1	12.5	2.46	7.6	17.4
Electronic books	Yes	36.9	95.1	273.8	1.84	36.8	39.8	271.2	1.97
	No	55.5	4.9	258.0	1.86	55.6	60.2	258.6	2.30
	Total	92.4	100	264.3	1.47	92.3	100	263.6	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	15.8	2.30	11.2	20.4	31.6	4.5	22.6	40.6
Broadband Internet	Yes	87.2	94.4	265.8	1.41	87.7	95.0	265.2	1.82
	No	5.2	5.6	235.3	4.79	4.6	5.0	233.6	5.03
	Total	92.4	100	264.3	1.47	92.3	100	263.6	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	30.5	4.76	21.0	40.0	31.6	4.5	22.6	40.6
Quiet place to do homework	Yes	83.4	90.3	266.1	1.41	87.2	94.4	265.1	1.93
	No	9.0	9.7	234.9	3.30	5.2	5.6	239.2	3.99
	Total	92.4	100	264.3	1.47	92.3	100	263.6	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	31.2	3.06	25.1	37.3	25.9	4.01	17.9	33.9
Reference books	Yes	83.4	90.3	266.7	1.35	83.4	90.3	266.2	1.81
	No	9.0	9.7	241.8	3.26	8.9	9.7	240.2	3.54
	Total	92.4	100	264.3	1.47	92.3	100	263.6	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	24.9	2.93	19.1	30.7	25.9	3.23	19.5	32.4

Significant differences in **bold**.

Table A7.13: Frequency with which parents report that their children need help with homework and mean reading and mathematics scores, Second class

		Reading			
		%T	%A	Mean	SE
Needs help with English homework	Never/hardly ever	32.2	35.0	286.8	1.81
	Once/twice a month	21.6	23.5	272.6	2.02
	Once/twice a week	22.7	24.7	252.7	2.23
	Almost every day	15.5	16.8	230.0	2.44
	Total	92.5	100	265.5	1.54
	Comparisons	Diff	SED	95% BCI	
	Never/hardly ever – Once/twice a month	14.3	2.18	9.0	19.6
	Never/hardly ever – Once/twice a week	34.2	2.29	28.6	39.8
	Never/hardly ever –Almost every day	56.8	2.61	50.5	63.2
		Mathematics			
		%T	%A	Mean	SE
Needs help with mathematics homework	Never/hardly ever	27.8	30.3	291.9	2.28
	Once/twice a month	24.6	26.8	274.5	2.19
	Once/twice a week	24.6	26.8	252.4	2.32
	Almost every day	14.8	16.1	222.9	3.03
	Total	81.7	100	265.5	1.92
	Comparisons	Diff	SED	95% BCI	
	Never/hardly ever – Once/twice a month	17.5	2.25	12.0	23.0
	Never/hardly ever – Once/twice a week	39.6	2.11	34.4	44.8
	Never/hardly ever –Almost every day	69.1	2.87	62.1	76.1

Significant differences in **bold**.

Table A7.14: Frequency with which parents report that their children need help with homework and mean reading and mathematics scores, Sixth class

		Reading			
		%T	%A	Mean	SE
Needs help with English homework	Never/hardly ever	45.7	50.3	281.2	2.01
	Once/twice a month	24.5	27.0	258.8	2.03
	Once/twice a week	15.1	16.6	241.5	2.39
	Almost every day	5.5	6.1	214.4	3.53
	Total	90.8	100	264.5	1.46
	Comparisons	Diff	SED	95% BCI	
	Never/hardly ever – Once/twice a month	22.5	2.36	16.7	28.2
	Never/hardly ever – Once/twice a week	39.7	2.48	33.6	45.8
	Never/hardly ever – Almost every day	66.8	3.75	57.6	76.0
		Mathematics			
		%T	%A	Mean	SE
Needs help with mathematics homework	Never/hardly ever	29.6	32.6	288.8	1.73
	Once/twice a month	28.8	31.7	267.3	0.77
	Once/twice a week	22.9	25.2	245.6	2.34
	Almost every day	9.6	10.6	219.0	2.44
	Total	90.9	100	263.7	0.41
	Comparisons	Diff	SED	95% BCI	
	Never/hardly ever – Once/twice a month	21.5	2.42	9.8	33.2
	Never/hardly ever – Once/twice a week	43.2	4.06	23.5	62.9
	Never/hardly ever – Almost every day	69.8	3.47	52.9	86.6

Significant differences in **bold**.

Table A7.15: Parental confidence in providing homework assistance and mean reading and mathematics scores, Second class

		Reading			
		%T	%A	Mean	SE
Confidence helping with English homework	Very	68.9	74.8	272.6	1.61
	Fairly	20.0	21.8	247.4	1.88
	Not very	2.7	2.9	221.7	3.74
	Not at all	0.5	0.5	223.7	14.4
	Total	92.1	100	265.4	1.56
	Comparisons	Diff	SED	95% BCI	
	Very – Fairly	25.2	2.29	19.6	30.9
	Very – Not very	50.9	3.90	41.4	60.5
Very – Not at all	38.9	14.58	3.2	74.6	
		Mathematics			
		%T	%A	Mean	SE
Confidence helping with mathematics homework	Very	63.4	69.2	272.9	2.16
	Fairly	24.1	26.3	252.2	1.95
	Not very	3.6	3.9	232.6	4.49
	Not at all	0.5	0.6	211.5	14.88
	Total	91.6	100	265.5	1.89
	Comparisons	Diff	SED	95% BCI	
	Very – Fairly	20.7	2.42	14.8	26.6
	Very – Not very	40.3	4.32	29.7	50.9
Very – Not at all	61.3	14.8	25.1	97.6	

Significant differences in **bold**.

Table A7.16: Parental confidence in providing homework assistance and mean reading and mathematics scores, Sixth class

		Reading			
		%T	%A	Mean	SE
Confidence helping with English homework	Very	51.9	57.0	274.3	1.51
	Fairly	33.1	36.4	255.1	1.70
	Not very	5.2	5.7	232.3	5.26
	Not at all	0.9	1.0	235.4	10.44
	Total	91.1	100	264.6	1.44
	Comparisons	Diff	SED	95% BCI	
	Very – Fairly	19.2	1.91	14.5	23.9
	Very – Not very	42.0	5.37	28.8	55.2
	Very – Not at all	38.9	10.51	13.1	64.7
			Mathematics		
		%T	%A	Mean	SE
Confidence helping with mathematics homework	Very	33.8	37.3	277.9	1.72
	Fairly	39.0	43.0	260.6	1.40
	Not very	14.8	16.3	244.8	1.47
	Not at all	3.1	3.4	245.4	2.95
	Total	90.6	100	263.9	0.30
	Comparisons	Diff	SED	95% BCI	
	Very – Fairly	17.3	3.08	2.3	32.2
	Very – Not very	33.1	1.09	27.8	38.3
	Very – Not at all	32.4	2.71	19.3	45.6

Significant differences in **bold**.

Table A7.17: Parental confidence in finding on the Internet that information which they need to help their children with English and mathematics homework, Second class

	%T	English			Mathematics	
		%A	SE		%T	%A
Very	49.3	55.7	1.09	46.2	52.7	0.96
Fairly	29.9	33.7	1.30	30.2	34.5	1.17
Not very	6.7	7.5	0.56	8.1	9.2	0.56
Not at all	2.7	3.0	0.4	3.1	3.6	0.39
Total	88.5	100	-	87.5	100	-

Table A7.18: Parental confidence in finding on the Internet that information which they need to help their children with English and mathematics homework, Sixth class

	English			Mathematics		
	%T	%A	SE	%T	%A	SE
Very	44.7	50.1	1.19	37.0	42.2	1.01
Fairly	33.3	37.4	1.24	33.0	37.6	0.92
Not very	8.2	9.2	0.53	13.0	14.8	0.73
Not at all	3.0	3.4	0.44	4.7	5.3	0.55
Total	89.2	100	-	87.7	100	-

Table A7.19: Parent satisfaction with amount of English homework given to children, Sixth class

	English		
	%T	%A	SE
Too much homework	4.0	4.4	0.41
About the right amount	76.2	83.6	0.99
Too little homework	10.9	12.0	0.94
Total	91.2	100	-

Table A7.20: Parent satisfaction with amount of mathematics homework given to children, Sixth class

	Mathematics		
	%T	%A	SE
Too much homework	7.4	8.1	0.82
About the right amount	75.6	83.0	0.81
Too little homework	8.1	8.9	0.65
Total	91.0	100	-

Table A7.21: Correlations between time spent on English homework and reading achievement, by grade level

	Correlations with reading achievement			
	r unweighted	r weighted	SE	t
Second	-0.230	-0.208	0.020	10.4
Sixth	-0.016	-0.006	0.021	0.3

r = correlation coefficient; SE = standard error; t = t coefficient (correlation divided by its SE)
 Statistically significant correlations in **bold**.

Table A7.22: Correlations between time spent on mathematics homework and mathematics achievement, by grade level

	Correlations with mathematics achievement			
	r unweighted	r weighted	SE	t
Second	-0.267	-0.240	0.024	10.0
Sixth	-0.026	-0.003	0.018	0.2

r = correlation coefficient; SE = standard error; t = t coefficient (correlation divided by its SE)
Statistically significant correlations in **bold**.

Table A7.23: Parent attendance at course/information evening aimed at helping child with English and mean reading scores, Second class

		Reading			
		%T	%A	Mean	SE
Attended course-English	Yes	6.3	6.8	258.8	4.79
	No	85.7	93.2	265.9	1.53
	Total	91.9	100	265.5	1.55
	Comparisons	Diff	SED	95% BCI	
	Yes – No	-7.2	4.58	-16.3	2.0

Significant differences in **bold**.

Table A7.24: Parent attendance at course/information evening aimed at helping child with mathematics and mean mathematics scores, Sixth class

		Mathematics			
		%T	%A	Mean	SE
Attended course-Mathematics	Yes	5.9	6.4	257.7	4.22
	No	85.9	93.6	266.0	1.96
	Total	91.8	100	265.5	1.91
	Comparisons	Diff	SED	95% BCI	
	Yes – No	-8.3	4.23	-16.8	0.1

Significant differences in **bold**.

Table A7.25: Percentages of parents who would attend a course/information evening for English and/or mathematics, were one offered by their child's school, by grade level

		Second			Sixth		
		%T	%A	SE	%T	%A	SE
English	Yes	69.5	76.0	0.94	63.6	70.9	1.11
	No	21.9	24.0	0.94	26.1	29.1	1.11
	Total	91.4	100	-	89.8	100	-
Mathematics	Yes	71.7	78.4	0.93	67.6	75.2	0.85
	No	19.7	21.6	0.93	22.3	24.8	0.85
	Total	91.4	100	-	89.9	100	-

Table A7.26: Parent home practices and mean reading and mathematics scores, Second class

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
I set aside time for my child to read for fun or enjoyment on most days	Strongly agree	38.8	42.3	279.7	1.65	38.8	42.4	273.6	2.53
	Agree	43.3	47.3	256.5	1.77	43.2	47.2	260.4	1.73
	Don't know	4.0	4.4	245.5	4.21	4.0	4.4	250.8	6.68
	Disagree	5.2	5.7	253.7	3.22	5.2	5.7	266.8	3.47
	Strongly disagree	0.3	0.3	238.2	24.9	0.3	0.3	240.7	20.90
	Total	91.6	100	265.7	1.53	91.5	100	265.9	1.91
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Strongly agree – agree	23.2	1.77	18.7	27.7	12.1	2.06	7.8	18.4
	Strongly agree – not sure	34.2	4.46	22.8	45.6	22.7	6.89	5.0	40.4
	Strongly agree – disagree	26.1	3.26	17.7	34.4	6.8	3.47	-2.1	15.7
Strongly agree – strongly disagree	41.6	24.6	-21.5	104.6	32.8	20.43	-19.5	85.2	
I agree rules with my child for his or her behaviour at home	Strongly agree	56.3	61.3	270.3	1.77	56.0	61.2	269.8	2.32
	Agree	33.3	36.3	259.1	2.03	33.4	36.5	259.9	2.16
	Don't know	1.4	1.5	248.8	12.97	1.4	1.5	259.0	12.79
	Disagree	0.7	0.8	251.4	9.24	0.7	0.8	271.2	13.41
	Strongly disagree	0.1	0.1	173.0	29.11	0.1	0.1	181.9	29.17
	Total	91.8	100	265.7	1.55	91.6	100	265.9	1.92
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Strongly agree – agree	11.3	2.39	5.1	17.4	9.9	2.20	4.3	15.6
	Strongly agree – not sure	21.6	12.50	-10.5	53.6	10.8	12.84	-22.2	43.7
	Strongly agree – disagree	19.0	9.32	-4.9	42.9	-1.4	13.88	-37.0	34.2
Strongly agree – strongly disagree	97.4	29.04	22.9	171.8	87.9	28.89	13.8	161.9	
I agree rules with my child about completing homework	Strongly agree	59.3	64.5	270.0	1.67	58.7	64.1	269.4	2.23
	Agree	30.3	33.0	257.6	2.04	30.6	33.4	258.7	2.19
	Don't know	1.0	1.1	248.9	16.00	0.9	1.0	256.2	17.68
	Disagree	1.0	1.0	260.0	6.33	1.0	1.1	281.2	9.44
	Strongly disagree	0.3	0.3	260.3	39.80	0.3	0.3	269.8	24.72
	Total	91.9	100	265.6	1.54	91.6	100	265.8	1.90
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Strongly agree – agree	12.4	2.24	6.7	18.1	10.7	2.36	4.7	16.7
	Strongly agree – not sure	21.2	15.85	-19.5	61.8	-32.1	17.67	-32.1	58.5
	Strongly agree – disagree	10.1	6.05	-5.4	25.6	-11.8	9.80	-36.9	13.3
Strongly agree – strongly disagree	9.7	39.53	-91.6	111.0	-0.4	24.31	-62.7	61.9	

Significant differences in **bold**.

A7.27: Parental ratings of aspects of children’s English performance and mean reading scores, by grade level

		Second				Sixth			
		%T	%A	Mean	SE	%T	%A	Mean	SE
English reading	Very good	53.6	58.3	284.5	1.59	51.3	56.3	285.0	1.66
	Good	27.4	29.9	246.9	1.99	29.5	32.4	245.0	1.92
	A bit weak	8.9	9.7	223.1	2.83	8.6	9.4	232.2	2.32
	Very weak	2.0	2.2	200.8	3.85	1.8	2.0	194.6	8.47
	Total	91.9	100	265.5	1.56	91.2	100	264.5	1.47
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Very good – Good	37.7	2.00	32.8	42.6	40.1	1.91	35.4	44.8
	Very good – A bit weak	61.4	2.58	55.1	67.8	61.8	2.74	55.1	68.6
Very good – Very weak	83.7	3.76	74.5	92.9	90.4	8.29	70.1	110.7	
English spelling	Very good	46.4	50.6	282.1	1.51	47.7	52.2	281.3	1.61
	Good	32.2	35.2	256.3	2.31	31.6	34.6	253.4	2.00
	A bit weak	9.6	10.5	235.3	3.40	9.2	10.1	229.5	3.25
	Very weak	3.4	3.7	215.7	5.13	2.8	3.1	219.7	5.18
	Total	91.6	100	265.6	1.55	91.2	100	264.5	1.46
		Diff	SED	95% BCI		Diff	SED	95% BCI	
	Very good – Good	25.8	2.12	20.6	31.0	27.9	1.90	23.2	32.5
	Very good – A bit weak	46.8	3.24	38.9	54.7	51.8	3.40	43.5	60.2
Very good – Very weak	66.4	5.23	53.5	79.2	61.5	4.94	49.4	73.7	
English writing	Very good	35.4	38.7	284.5	1.87	42.8	47.0	281.2	2.10
	Good	40.1	43.7	260.1	1.88	36.0	39.5	255.2	1.93
	A bit weak	12.9	14.1	241.4	2.54	10.0	10.9	234.7	2.56
	Very weak	3.2	3.5	220.7	4.27	2.4	2.6	230.4	6.39
	Total	91.6	100	265.5	1.56	91.1	100	264.5	1.46
		Diff	SED	95% BCI		Diff	SED	95% BCI	
	Very good – Good	24.4	2.10	19.3	29.6	26.0	2.52	19.9	32.2
	Very good – A bit weak	43.2	2.70	36.6	49.8	46.5	3.04	39.1	54.0
Very good – Very weak	63.8	4.37	53.1	74.5	50.9	6.19	35.7	66.0	
English oral language	Very good	52.4	57.7	280.2	1.60	52.7	58.1	279.5	1.75
	Good	31.9	35.0	250.9	1.75	31.5	34.7	248.3	1.68
	A bit weak	5.4	5.9	222.8	3.30	5.7	6.3	226.5	3.10
	Very weak	1.9	1.4	214.9	6.49	0.8	0.9	207.3	10.84
	Total	90.9	100	265.5	1.56	90.8	100	264.7	1.43
		Diff	SED	95% BCI		Diff	SED	95% BCI	
	Very good – Good	29.3	1.67	25.2	33.4	31.2	1.61	27.2	35.1
	Very good – A bit weak	57.5	3.30	49.4	65.5	52.9	3.17	45.2	60.7
Very good – Very weak	65.3	5.94	50.8	79.9	72.2	11.04	45.1	99.3	

Significant differences in **bold**.

Table A7.28: Parental ratings of aspects of children’s mathematics performance and mean mathematics scores, by grade level

		Second				Sixth			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Tables/ facts	Very good	40.4	44.4	287.3	1.92	41.5	45.6	288.0	0.81
	Good	37.0	40.7	259.1	1.81	34.7	38.2	254.3	0.91
	A bit weak	10.7	11.8	225.0	2.67	12.0	13.2	223.7	1.45
	Very weak	2.9	3.2	198.8	7.51	2.7	3.0	190.4	4.30
	Total	91.1	100	265.7	1.86	91.0	100	263.7	0.41
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Very good – Good	28.2	1.66	24.2	32.3	33.7	0.43	31.6	35.8
	Very good – A bit weak	62.3	2.40	56.4	68.2	64.3	1.11	58.9	69.7
	Very good – Very weak	88.5	7.49	70.2	106.9	97.6	3.95	78.4	116.7
	Sums	Very good	44.8	48.9	285.8	2.08	40.4	44.4	290.4
Good		35.9	39.2	255.9	1.96	35.3	38.8	252.8	0.76
A bit weak		9.0	9.8	219.8	3.32	12.9	14.2	223.1	1.62
Very weak		1.9	2.1	194.6	8.80	2.4	2.6	195.0	5.42
Total		91.7	100	265.7	1.86	91.0	100	263.8	0.42
Comparisons		Diff	SED	95% BCI		Diff	SED	95% BCI	
Very good – Good		30.0	1.93	25.3	34.7	37.7	0.29	36.3	39.1
Very good – A bit weak		66.1	3.48	57.6	74.6	67.3	1.03	62.4	72.3
Very good – Very weak		91.3	8.92	69.4	113.1	95.4	5.52	68.6	122.2
Word problems		Very good	31.3	34.4	292.5	2.15	27.7	30.6	298.9
	Good	40.9	45.0	263.8	1.90	35.4	39.2	262.6	0.62
	A bit weak	15.4	16.9	229.5	2.39	21.6	23.9	236.2	1.38
	Very weak	3.4	3.7	202.5	6.07	5.7	6.4	207.2	2.49
	Total	90.9	100	265.6	1.87	90.4	100	263.9	0.41
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Very good – Good	28.8	1.86	24.2	33.3	36.3	0.42	34.3	38.3
	Very good – A bit weak	63.0	2.13	57.8	68.2	62.7	1.52	55.3	70.1
	Very good – Very weak	90.0	6.08	75.1	104.9	91.7	2.06	81.7	101.7

Significant differences in **bold**.

Table A7.29: Parents' concerns about aspects of their children's English performance, Second class

Concern	n	% of parents who listed a concern	% of all parents	% of concerns
Spelling	290	31.5	7.8	21.3
Handwriting	232	25.2	6.2	17.1
Reading (general)	189	20.5	5.1	13.9
Pronunciation	70	7.6	1.8	5.1
Grammar	59	6.4	1.6	4.3
Teaching	51	5.5	1.4	3.8
Specific learning disability	49	5.3	1.3	3.6
Comprehension	47	5.1	1.3	3.5
Oral language (general)	41	4.5	1.1	3.0
Fluency (unspecified)	36	3.9	1.0	2.6
Creative writing	34	3.7	0.9	2.5
Rushing/carelessness/lack of concentration when completing work	30	3.3	0.8	2.2
Reading for pleasure (not doing so/not doing so enough)	25	2.7	0.7	1.8
Vocabulary	24	2.6	0.6	1.8
Child unstimulated/not challenged enough	20	2.2	0.5	1.5
Expressive language	10	1.1	0.3	0.7
All aspects	9	1.0	0.2	0.7
Low proficiency in English/English as an additional language	9	1.0	0.2	0.7
Assessment issues (e.g. difficulty with cloze tests)	8	0.9	0.2	0.6
Reading rate	6	0.7	0.2	0.4
General concern (e.g. about child's ability for his/her age)	5	0.5	0.1	0.4
Essay writing	4	0.4	0.1	0.3
Other/Miscellaneous	114	12.4	3.1	8.4

Table A7.30: Parents' concerns about aspects of their children's mathematics performance, Sixth class

Concern	n	% of parents who listed a concern	% of all parents	% of concerns
Problem solving	467	45.6	12.2	28.4
Fractions	214	20.9	5.6	13.0
Teaching	99	9.7	2.6	6.0
Times tables	91	8.9	2.4	5.5
Percentages	84	8.2	2.2	5.1
Division	75	7.3	2.0	4.6
General concern	68	6.6	1.8	4.1
Reading/language difficulties	57	5.6	1.5	3.5
Decimals	49	4.8	1.3	3.0
All aspects	40	3.9	1.0	2.4
Rushing/carelessness	29	2.8	0.8	1.8
Multiplication	28	2.7	0.7	1.7
Time	27	2.6	0.7	1.6
Difficulty with new concepts	26	2.5	0.7	1.6
Area	20	2.0	0.5	1.2
Assessment issues	20	2.0	0.5	1.2
Specific learning difficulty	19	1.9	0.5	1.2
Algebra	17	1.7	0.4	1.0
Shapes and angles	17	1.7	0.4	1.0
Concerns about parental ability to support learning (e.g. helping with mathematics homework)	16	1.6	0.4	1.0
Ratio	15	1.5	0.4	0.9
Worries about mathematics at post-primary level	15	1.5	0.4	0.9
Child not stimulated/challenged enough	9	0.9	0.2	0.5
Addition	8	0.8	0.2	0.5
Weight	7	0.7	0.2	0.4
Child slow to complete work	6	0.7	0.2	0.4
Checking work	6	0.7	0.2	0.4
Reasoning	6	0.6	0.2	0.3
Class size/disruptive influence of other pupils	5	0.5	0.1	0.3
Formulae	3	0.3	0.1	0.2
Volume	3	0.3	0.1	0.2
Probability	2	0.2	0.1	0.1
Other/miscellaneous	102	10.0	2.7	6.2

Table A7.31: Parent expectations for child's future reading performance and mean reading scores, Second class

		Reading			
		%T	%A	Mean	SE
I expect my child to do well in English reading next year	Strongly agree	54.3	59.0	280.5	1.64
	Agree	33.0	35.9	247.4	1.71
	Don't know	3.6	3.9	225.1	5.35
	Disagree	0.8	0.8	209.9	7.56
	Strongly disagree	0.3	0.3	183.9	8.99
	Total	92.1	100	265.5	1.55
	Comparisons	Diff	SED	95% BCI	
	Strongly agree – agree	33.1	1.68	28.8	37.4
	Strongly agree – not sure	55.4	5.12	42.3	68.3
	Strongly agree – disagree	70.6	7.28	52.0	89.3
	Strongly agree – strongly disagree	96.6	9.24	72.9	120.2

Significant differences in **bold**.

Table A7.32: Parent expectations and beliefs about mathematics and mean mathematics scores, Sixth class

		Mathematics			
		%T	%A	Mean	SE
It is important for my child to do well at mathematics at school	Strongly agree	73.5	80.2	267.8	2.07
	Agree	17.7	19.4	247.4	2.89
	Don't know	0.3	0.3	221.3	29.52
	Disagree	0.1	0.1	229.4	12.07
	Strongly disagree	0.0	0.0	-	-
	Total	91.6	100	263.7	1.93
	Comparisons	Diff	SED	95% BCI	
	Strongly agree – agree	20.4	3.05	12.9	27.9
	Strongly agree – not sure	46.6	29.28	-25.2	118.4
	Strongly agree – disagree	38.4	12.06	8.9	38.0
	Strongly agree – strongly disagree	-	-	-	-
My child's school has done a good job preparing him or her for mathematics at post-primary level	Strongly agree	41.7	45.9	269.7	2.66
	Agree	37.4	41.2	261.5	1.98
	Don't know	8.0	8.8	254.1	2.81
	Disagree	3.4	3.7	243.5	4.01
	Strongly disagree	0.4	0.4	225.2	33.66
	Total	91.0	100	263.8	1.95
	Comparisons	Diff	SED	95% BCI	
	Strongly agree – agree	8.2	2.43	2.0	14.5
	Strongly agree – not sure	15.6	3.26	7.3	24.0
	Strongly agree – disagree	26.2	3.95	16.1	36.4
	Strongly agree – strongly disagree	44.6	33.86	-42.2	131.4

Significant differences in **bold**.

Table A7.32: Continued

		Mathematics			
		%T	%A	Mean	SE
I expect my child to do well in mathematics at post-primary level	Strongly agree	42.0	46.3	277.7	2.44
	Agree	37.5	41.3	159.0	2.05
	Don't know	9.4	10.4	234.0	3.13
	Disagree	1.4	1.5	211.2	5.33
	Strongly disagree	0.4	0.4	181.3	15.23
	Total	90.6	100	264.0	1.93
	Comparisons	Diff	SED	95% BCI	
	Strongly agree – agree	18.7	1.99	13.6	23.8
	Strongly agree – not sure	43.7	3.29	35.3	52.1
	Strongly agree – disagree	66.4	6.03	51.0	81.9
Strongly agree – strongly disagree	96.4	15.56	56.4	136.3	
I expect my child to work in a job that requires a good knowledge of mathematics	Strongly agree	20.1	22.2	280.3	2.88
	Agree	25.9	28.6	264.2	2.38
	Don't know	37.2	41.1	261.8	2.13
	Disagree	6.1	6.8	232.6	3.20
	Strongly disagree	1.3	1.4	213.4	9.71
	Total	90.5	100	263.9	1.91
	Comparisons	Diff	SED	95% BCI	
	Strongly agree – agree	16.1	1.99	10.8	21.5
	Strongly agree – not sure	18.5	3.29	12.1	24.9
	Strongly agree – disagree	47.7	6.03	36.6	58.9
Strongly agree – strongly disagree	66.9	15.56	41.5	92.2	
I considered my child's ability in mathematics in deciding to which post-primary school to send him/her	Strongly agree	10.9	12.1	267.6	3.31
	Agree	17.2	19.1	255.5	2.41
	Don't know	14.6	16.2	261.6	3.44
	Disagree	38.2	42.5	266.9	2.10
	Strongly disagree	9.0	10.0	267.9	3.74
	Total	89.9	100	264.1	1.91
	Comparisons	Diff	SED	95% BCI	
	Strongly agree – agree	12.1	3.54	3.0	21.2
	Strongly agree – not sure	6.1	3.15	-2.0	14.1
	Strongly agree – disagree	0.7	3.28	-7.7	9.1
Strongly agree – strongly disagree	-0.3	4.04	-10.6	10.1	
I am good at mathematics myself	Strongly agree	16.6	18.3	272.2	3.59
	Agree	44.1	48.7	266.6	1.88
	Don't know	8.2	9.1	263.8	4.29
	Disagree	18.5	20.4	252.9	2.70
	Strongly disagree	3.2	3.6	245.2	5.37
	Total	90.6	100	263.8	1.92
	Comparisons	Diff	SED	95% BCI	
	Strongly agree – agree	5.6	3.42	-3.2	14.4
	Strongly agree – not sure	8.4	5.08	-4.7	21.4
	Strongly agree – disagree	19.3	3.74	9.7	28.8
Strongly agree – strongly disagree	27.0	5.90	11.8	42.1	

Significant differences in **bold**.

Table A7.33: Parental membership (current or previous) of school committees, and mean reading and mathematics scores, Second class

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Board of Management	Yes	3.4	4.1	268.6	4.77	3.4	4.2	270.3	5.68
	No	77.8	95.9	264.9	1.59	78.1	95.8	265.1	1.95
	Total	81.0	100	265.0	1.58	81.5	100	265.4	1.91
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	3.8	4.92	-6.0	13.6	5.2	5.78	-6.3	16.7
Parents' Association	Yes	21.2	23.6	272.6	2.39	20.8	23.2	271.9	2.58
	No	68.7	76.4	263.4	1.72	69.0	76.8	263.9	2.12
	Total	89.9	100	265.6	1.55	89.8	100	265.7	1.89
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	9.2	2.68	14.5	3.9	8.0	2.86	2.3	13.7
Other committee	Yes	8.8	10.7	273.6	3.02	8.6	10.4	274.5	4.36
	No	73.1	89.3	264.3	1.58	73.6	89.6	264.6	2.00
	Total	81.9	100	265.3	1.58	82.1	100	265.6	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	9.3	2.89	15.0	3.5	10.0	4.48	1.1	18.9

Significant differences in **bold**.

Table A7.34: Parental membership of school committees (current or previous), and mean reading and mathematics scores, Sixth class

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Board of Management	Yes	4.6	5.7	283.9	5.64	4.5	5.5	281.7	1.13
	No	76.3	94.3	261.9	1.65	76.5	94.5	262.5	0.59
	Total	80.9	100	263.2	1.56	80.9	100	263.2	0.54
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	22.0	6.05	10.0	34.1	19.5	1.19	15.7	23.3
Parents' Association	Yes	22.3	25.1	275.8	1.80	22.3	25.1	271.0	1.61
	No	66.5	74.9	260.2	1.66	66.5	74.9	260.7	0.48
	Total	88.7	100	264.1	1.49	88.7	100	263.3	0.48
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	15.6	2.15	11.3	19.9	10.3	1.68	5.0	15.7
Other committee	Yes	10.9	13.4	278.5	2.85	10.6	13.1	276.4	3.70
	No	70.3	86.6	261.2	1.67	70.7	87.0	261.6	2.08
	Total	81.2	100	263.5	1.63	81.3	100	263.5	2.01
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	17.4	3.03	11.3	23.4	14.9	3.80	7.3	22.5

Significant differences in **bold**.

Table A7.35: Parent-teacher discussion about child's progress during the year, and mean reading and mathematics scores, Second class

		Reading			
		%T	%A	Mean	SE
English	Yes	82.4	89.7	265.4	1.57
	No	9.5	10.3	265.1	3.07
	Total	91.8	100	265.4	1.54
	Comparisons	Diff	SED	95% BCI	
	Yes – No	0.3	2.95	-5.6	6.2
		Mathematics			
		%T	%A	Mean	SE
Mathematics	Yes	82.5	89.8	266.0	2.01
	No	9.3	10.2	261.4	3.61
	Total	91.9	100	265.5	1.88
	Comparisons	Diff	SED	95% BCI	
	Yes – No	4.6	3.97	-3.4	12.5

Significant differences in **bold**.

Table A7.36: Parent-teacher discussion about child's progress during the year and mean pupil reading and mathematics scores, Sixth class

		Reading			
		%T	%A	Mean	SE
English	Yes	77.7	85.7	263.4	1.39
	No	13.0	14.4	271.8	2.91
	Total	90.8	100	264.6	1.45
	Comparisons	Diff	SED	95% BCI	
	Yes – No	-8.4	2.41	-13.2	-3.6
		Mathematics			
		%T	%A	Mean	SE
Mathematics	Yes	79.1	87.2	263.2	1.77
	No	11.6	12.8	268.8	3.74
	Total	90.6	100	263.9	1.88
	Comparisons	Diff	SED	95% BCI	
	Yes – No	-5.7	2.89	-11.4	0.1

Significant differences in **bold**.

Table A7.37: Parent perceptions of the school and mean reading and mathematics scores, Second class

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Discipline is good in the school	Agree	88.1	96.2	265.6	1.58	87.9	96.0	265.9	1.90
	Don't know	2.2	2.4	270.7	7.42	2.2	2.4	264.4	7.26
	Disagree	1.3	1.5	250.3	7.09	1.4	1.5	260.7	8.21
	Total	91.6	100	265.5	1.55	91.6	100	265.8	1.92
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-5.1	7.43	-22.1	11.9	1.5	6.72	-13.9	16.9
Agree – disagree	15.4	7.13	-1.0	31.7	5.3	8.29	-13.7	24.2	
The school is well run	Agree	87.6	95.3	266.0	1.57	87.4	95.1	266.3	1.82
	Don't know	2.5	2.7	259.9	7.65	2.5	2.7	253.5	7.78
	Disagree	1.9	2.1	252.2	6.36	2.0	2.2	257.7	13.01
	Total	91.9	100	265.5	1.55	91.9	100	265.7	1.92
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	6.1	7.64	-11.4	23.6	12.7	7.23	-4.3	29.7
Agree – disagree	13.8	6.29	-0.6	28.2	8.6	12.55	-20.2	37.3	
Overall, I am happy with the school	Agree	88.1	96.0	265.8	1.55	88.0	95.9	266.0	1.89
	Don't know	2.0	2.2	269.7	10.39	2.0	2.2	266.5	9.89
	Disagree	1.7	1.9	244.5	6.32	1.7	1.9	250.4	10.13
	Total	91.8	100	265.5	1.56	91.7	100	265.7	1.94
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-3.9	10.39	-27.7	19.9	-0.5	9.80	-23.0	21.9
Agree – disagree	21.3	6.06	7.4	35.2	15.6	9.58	-6.3	37.6	
Teaching is good in the school	Agree	88.2	96.2	265.8	1.56	88.1	96.2	265.8	1.87
	Don't know	2.6	2.9	255.6	6.07	2.6	2.9	264.2	8.74
	Disagree	0.9	1.0	262.3	11.28	0.9	1.0	263.1	13.76
	Total	91.7	100	265.5	1.54	91.6	100	265.7	1.90
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	10.2	6.02	-3.6	24.0	1.6	8.25	-17.3	20.5
Agree – disagree	3.5	11.2	-22.1	29.2	2.8	13.94	-29.2	34.7	
My child is doing well in school	Agree	88.3	96.3	266.9	1.51	88.2	96.4	267.3	1.86
	Don't know	2.6	1.9	234.6	8.27	1.8	2.0	242.9	10.35
	Disagree	0.9	1.8	231.4	7.66	1.5	1.6	223.7	8.19
	Total	91.7	100	265.7	1.53	91.5	100	266.1	1.94
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	32.3	7.99	14.0	50.6	24.4	9.78	2.0	46.8
Agree – disagree	35.6	7.45	18.5	52.6	43.6	8.03	25.2	62.0	
My child likes school	Agree	87.5	95.2	266.4	1.55	87.4	95.2	266.4	1.89
	Don't know	1.3	1.4	260.3	8.82	1.3	2.0	260.6	8.35
	Disagree	3.1	3.4	243.6	3.90	3.1	1.6	248.4	5.83
	Total	91.9	100	265.5	1.55	91.8	100	265.7	1.92
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	6.1	8.70	-13.8	26.0	5.8	8.39	-13.4	25.0
Agree – disagree	22.8	3.61	14.5	31.2	18.0	5.19	6.1	29.9	

Table A7.37: Continued

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
My child is safe in school	Agree	89.0	97.0	265.8	1.52	88.8	97.0	265.8	1.90
	Don't know	1.9	2.1	259.6	9.72	2.0	2.1	261.2	10.07
	Disagree	0.8	0.9	261.0	10.18	0.8	0.9	259.1	11.05
	Total	91.7	100	265.6	1.55	91.6	100	265.7	1.94
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	6.2	9.61	-15.8	28.2	4.7	9.86	-17.9	27.2
Agree – disagree	4.8	9.82	-17.7	-5.7	6.8	10.52	-17.3	30.9	
Facilities are good in the school	Agree	79.0	86.8	264.4	1.62	79.0	86.8	265.0	1.87
	Don't know	3.5	3.9	261.9	5.32	3.4	3.8	262.8	5.32
	Disagree	8.5	9.4	278.9	4.05	8.6	9.5	274.2	6.81
	Total	91.1	100	265.6	1.56	91.0	100	265.8	1.95
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	2.4	5.23	-9.5	14.4	2.2	5.17	-8.1	12.5
Agree – disagree	-14.5	4.20	-24.2	-4.9	-9.2	6.54	-22.3	3.8	
I am happy with the size of classes in the school	Agree	63.2	68.9	262.4	1.86	63.5	69.3	263.4	1.93
	Don't know	5.1	5.6	263.0	4.82	5.1	5.6	264.9	5.17
	Disagree	23.4	25.5	274.2	1.95	23.0	25.1	271.8	2.66
	Total	91.6	100	265.5	1.54	91.6	100	265.6	1.89
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-0.5	4.82	-11.5	10.5	-1.5	4.78	-12.4	9.5
Agree – disagree	-11.7	2.62	-17.7	-5.7	-8.4	2.40	-13.9	-2.9	
There is a good atmosphere in the school	Agree	86.7	94.2	265.3	1.62	86.5	93.9	265.5	1.97
	Don't know	3.8	4.2	270.8	4.87	3.8	3.0	265.7	6.03
	Disagree	1.5	1.6	270.6	5.46	1.5	3.2	273.6	5.34
	Total	92.0	100	265.6	1.56	91.9	100	265.8	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	4.5	4.42	-5.7	14.6	-0.2	6.25	-14.5	14.1
Agree – disagree	15.7	5.57	2.9	28.4	-8.1	4.99	-19.5	3.4	
The school is welcoming to parents	Agree	86.3	93.9	265.3	1.62	86.2	93.9	265.5	1.97
	Don't know	2.7	3.0	270.8	4.87	2.7	3.0	265.7	6.03
	Disagree	2.8	3.1	270.6	5.46	2.9	3.2	273.6	5.34
	Total	91.8	100	265.6	1.56	91.8	100	265.8	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-5.4	5.19	-17.3	6.4	-0.2	6.25	-14.5	14.1
Agree – disagree	-5.2	5.53	-17.9	7.4	-8.1	4.99	-19.5	3.4	
Parents are invited to contribute their views about school policies	Agree	69.1	75.5	264.1	1.70	69.2	75.6	263.8	1.99
	Don't know	13.9	15.2	269.2	2.26	13.8	15.0	270.8	3.32
	Disagree	8.5	9.3	272.2	4.63	8.5	9.3	273.5	4.60
	Total	91.6	100	265.6	1.56	91.5	100	265.7	1.95
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-5.1	2.39	-10.6	0.4	-7.0	3.24	-14.5	0.4
Agree – disagree	-8.1	4.72	-18.9	2.7	-9.7	4.34	-19.6	0.3	

Table A7.37: Continued

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
The school is helping my child to progress with reading	Agree	88.7	96.1	265.4	1.56				
	Don't know	2.4	2.6	258.6	5.90				
	Disagree	1.2	1.3	291.2	9.42				
	Total	92.2	100	265.6	1.56				
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	6.8	5.94	-6.8	20.4				
Agree – disagree	-25.8	9.27	-47.0	-4.6					
The school is helping my child to progress with mathematics	Agree					87.4	94.9	265.8	1.94
	Don't know					3.6	3.9	263.1	6.25
	Disagree					1.1	1.2	267.3	10.38
	Total					92.1	100	265.7	1.90
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know					2.7	6.40	-11.9	17.4
Agree – disagree					-1.5	10.34	-25.2	22.2	
The school keeps me informed about my child's progress in English reading	Agree	73.0	79.3	264.1	1.65				
	Don't know	5.7	6.2	271.8	3.30				
	Disagree	13.3	14.5	271.4	2.59				
	Total	92.0	100	265.7	1.56				
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-7.7	3.17	-15.0	-0.5				
Agree – disagree	-7.7	2.62	-13.3	-1.3					
The school keeps me informed about my child's progress in mathematics	Agree					72.8	79.1	265.3	1.99
	Don't know					5.7	6.2	268.1	4.38
	Disagree					13.6	14.8	266.8	3.16
	Total					92.1	100	265.7	1.90
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know					-2.8	4.06	-12.1	6.5
Agree – disagree					-1.5	3.08	-8.5	5.6	
The school supports me if my child has a difficulty	Agree	74.9	81.8	263.5	1.63	74.9	81.8	263.7	1.91
	Don't know	14.2	15.5	279.4	2.20	14.2	15.5	279.6	2.33
	Disagree	2.5	2.7	252.7	6.30	2.4	2.7	245.4	12.19
	Total	91.6	100	265.7	1.55	91.6	100	265.6	1.88
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-5.6	2.93	-12.3	1.2	-15.9	2.28	-21.1	-10.7
Agree – disagree	-4.4	2.65	-10.5	1.7	79.2	1.13	76.6	81.8	
The school supports my child if he or she has a difficulty	Agree	78.5	85.8	263.8	1.66	78.5	85.8	263.5	1.97
	Don't know	11.4	12.4	280.4	2.67	11.4	12.4	282.6	2.78
	Disagree	1.6	1.8	257.6	4.95	1.6	1.7	253.7	8.19
	Total	91.4	100	265.7	1.57	91.4	100	265.7	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-16.6	2.76	-23.0	-10.3	-19.1	2.53	-24.9	-13.3
Agree – disagree	6.2	5.04	-5.3	17.8	9.8	8.10	-8.7	28.3	

Table A7.37: Continued

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
The school makes me feel welcome if I need help	Agree	82.5	90.0	265.0	1.66	82.5	90.0	264.7	2.06
	Don't know	7.2	7.8	275.3	3.99	7.2	7.8	277.9	3.17
	Disagree	2.0	2.1	264.6	6.27	2.0	2.2	266.7	5.23
	Total	91.6	100	265.8	1.57	91.7	100	265.8	1.90
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-10.2	4.08	-19.6	-0.9	-13.2	3.87	-22.0	-4.3
	Agree – disagree	0.4	6.51	-14.5	15.3	-2.0	5.27	-14.0	9.9
The school has good communication with parents	Agree	81.0	88.4	265.8	1.64	80.8	88.3	266.2	1.89
	Don't know	5.1	5.6	259.4	5.49	5.2	5.7	259.0	6.97
	Disagree	5.5	6.0	270.1	4.28	5.5	6.1	264.2	3.63
	Total	91.6	100	265.7	1.58	91.6	100	265.7	1.92
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	6.4	5.30	-4.2	17.0	7.3	6.51	-7.7	22.2
	Agree – disagree	-4.3	4.64	-13.6	5.0	2.0	3.74	-6.6	10.6
I feel involved in my child's schooling	Agree	80.8	88.5	265.7	1.61	80.7	88.4	266.2	1.88
	Don't know	5.8	6.3	263.0	4.79	5.9	6.5	256.6	6.35
	Disagree	4.7	5.2	269.8	4.66	4.7	5.1	267.7	4.30
	Total	91.4	100	265.8	1.57	91.3	100	265.8	1.91
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	2.7	4.83	-8.4	13.8	6.6	5.96	-7.1	20.2
	Agree – disagree	-4.0	4.64	-14.6	6.6	-1.5	4.37	-11.5	8.5
I feel that my child's school provides a supportive environment for parents	Agree	77.5	85.0	265.5	1.62	77.4	85.0	265.7	1.88
	Don't know	9.3	10.3	265.5	3.90	9.4	10.3	266.9	4.34
	Disagree	4.3	4.7	271.9	4.74	4.2	4.6	265.9	4.27
	Total	91.1	100	265.8	1.58	9.1	100	265.8	1.91
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-0.1	3.75	-8.6	8.5	-1.2	3.82	-9.9	7.5
	Agree – disagree	-6.4	5.05	-18.0	5.1	-0.2	4.38	-10.3	9.8

Significant differences in **bold**.

Table A7.38: Parent perceptions of the school and mean reading and mathematics scores, Sixth class

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Discipline is good in the school	Agree	87.0	95.4	264.7	1.48	87.1	95.5	263.7	1.97
	Don't know	2.0	2.1	260.9	4.88	1.9	2.1	269.6	5.21
	Disagree	2.3	2.5	256.6	8.88	2.1	2.3	257.5	7.80
	Total	91.3	100	264.4	1.44	91.1	100	263.7	1.92
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	3.8	4.93	-7.5	15.1	-5.9	5.36	-18.2	6.4
Agree – disagree	8.1	9.08	-12.7	28.8	6.2	7.83	-11.7	24.2	
The school is well run	Agree	86.5	94.6	264.8	1.50	86.6	94.7	264.0	1.97
	Don't know	2.5	2.8	264.1	7.51	2.5	2.8	270.5	5.72
	Disagree	2.4	2.7	250.1	8.89	2.3	2.5	245.7	10.63
	Total	91.5	100	264.4	1.49	91.4	100	263.7	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	0.7	7.33	-16.1	17.5	-6.6	5.28	-18.6	5.6
Agree – disagree	14.7	9.17	-6.3	35.7	18.3	10.89	-6.7	43.3	
Overall, I am happy with the school	Agree	87.2	95.1	264.7	1.49	87.2	95.1	264.0	1.97
	Don't know	2.1	2.3	262.5	7.0	2.2	2.4	265.0	5.88
	Disagree	2.3	2.5	253.5	7.25	2.2	2.4	248.4	7.49
	Total	91.7	100	264.4	1.44	91.6	100	263.6	1.92
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	2.3	6.99	-13.8	18.3	-1.0	5.89	-14.5	12.5
Agree – disagree	17.3	6.42	2.6	32.0	15.6	7.59	-1.8	33.0	
Teaching is good in the school	Agree	86.7	95.0	264.6	1.48	86.8	95.0	263.6	1.95
	Don't know	3.2	3.5	266.9	8.30	3.1	3.4	264.5	8.06
	Disagree	1.4	1.6	247.4	6.44	1.4	1.6	263.9	7.57
	Total	91.4	100	264.4	1.46	91.3	100	263.7	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-2.3	8.35	-21.4	16.9	-0.9	8.10	-19.4	17.7
Agree – disagree	17.3	6.42	2.6	32.0	-0.3	7.44	-17.3	16.7	
My child is doing well in school	Agree	88.1	96.3	265.8	1.50	88.1	96.4	265.0	1.96
	Don't know	2.0	2.1	231.6	6.72	1.9	2.1	230.4	7.03
	Disagree	1.4	1.5	218.8	5.46	1.4	1.5	228.2	7.90
	Total	91.5	100	264.4	1.46	91.5	100	263.7	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	34.2	6.76	18.7	49.7	34.6	7.22	18.1	51.2
Agree – disagree	47.0	5.50	34.4	59.6	36.8	7.88	18.7	55.0	
My child likes school	Agree	84.8	93.0	265.7	1.51	84.7	92.8	264.9	1.92
	Don't know	1.8	2.0	252.3	6.75	1.9	2.1	253.4	6.92
	Disagree	4.5	5.0	246.0	4.25	4.7	5.1	246.9	4.94
	Total	91.2	100	264.5	1.46	91.3	100	263.7	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	13.5	6.74	-2.0	28.9	11.5	6.73	-4.0	26.9
Agree – disagree	19.8	4.56	9.3	30.2	18.0	4.62	7.4	28.6	

Table A7.38: Continued

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
My child is safe in school	Agree	89.3	97.6	263.6	1.55	89.3	97.6	263.8	1.92
	Don't know	1.5	1.7	275.1	4.44	1.5	1.7	259.7	7.81
	Disagree	0.6	0.7	255.6	7.91	0.7	0.8	242.4	8.51
	Total	91.5	100	264.3	1.47	91.5	100	263.6	1.92
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-11.5	4.52	-21.8	-1.1	4.2	7.64	-13.3	21.6
Agree – disagree	8.1	8.07	-10.4	26.6	21.5	8.19	2.7	40.2	
Facilities are good in the school	Agree	78.1	85.6	264.4	1.46	78.3	85.8	262.4	2.06
	Don't know	3.3	3.6	260.9	8.15	3.3	3.6	263.1	4.78
	Disagree	9.8	10.7	247.9	8.24	9.6	10.6	275.6	2.97
	Total	91.2	100	264.2	1.46	91.2	100	263.9	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	3.5	8.13	-12.7	19.7	-0.7	4.66	-11.3	10.0
Agree – disagree	16.5	8.18	0.2	32.8	-13.2	3.35	-20.9	-5.5	
I am happy with the size of classes in the school	Agree	64.1	70.3	260.6	1.57	64.1	70.4	260.7	2.15
	Don't know	4.4	4.8	259.0	4.10	4.2	4.7	262.0	4.65
	Disagree	22.7	24.9	276.2	2.16	22.8	25.0	272.7	2.34
	Total	91.2	100	264.4	1.46	91.1	100	263.8	1.92
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	1.7	4.12	-7.8	11.1	-1.3	4.66	-12.0	9.4
Agree – disagree	-15.6	2.30	-20.9	-10.4	-12.1	2.67	-18.2	-5.9	
There is a good atmosphere in the school	Agree	85.1	93.2	264.7	1.51	85.3	93.3	264.1	2.01
	Don't know	4.2	4.6	269.5	4.26	4.2	4.6	265.5	4.06
	Disagree	2.0	2.2	245.8	8.50	2.0	2.2	247.7	10.49
	Total	91.4	100	264.5	1.45	91.4	100	263.8	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-4.8	4.17	-14.4	4.7	-1.4	4.07	-10.8	7.9
Agree – disagree	18.9	8.90	-1.5	39.3	16.4	10.69	-8.1	40.8	
The school is welcoming to parents	Agree	85.7	93.5	264.3	1.50	85.8	93.7	263.6	1.97
	Don't know	2.3	2.5	269.7	5.84	2.3	2.5	270.7	4.29
	Disagree	3.7	4.0	262.4	5.30	3.5	3.8	260.0	5.48
	Total	91.6	100	264.4	1.46	91.6	100	263.6	1.92
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-5.3	5.61	-18.2	7.5	-7.1	4.24	-16.9	2.6
Agree – disagree	1.9	5.50	-10.7	14.5	3.6	5.53	-9.1	16.3	
Parents are invited to contribute their views about school policies	Agree	67.9	74.3	262.8	1.63	68.1	74.6	262.2	2.12
	Don't know	13.5	14.8	263.6	2.50	13.2	14.5	265.3	2.93
	Disagree	10.0	10.9	276.6	2.71	10.0	10.9	271.6	3.52
	Total	91.4	100	264.4	1.45	91.3	100	263.7	1.92
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-0.9	2.72	-7.1	5.4	-3.1	3.03	-10.1	3.8
Agree – disagree	-13.9	2.83	-20.3	-7.4	-9.4	3.62	-17.7	-1.1	

Table A7.38: Continued

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
The school is helping my child to progress with reading	Agree	86.0	93.9	264.3	1.52				
	Don't know	3.0	3.3	263.7	4.42				
	Disagree	2.6	2.9	266.6	8.45				
	Total	91.7	100	264.4	1.47				
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	0.6	4.35	-9.3	10.6				
Agree – disagree	-2.2	8.73	-22.2	17.8					
The school is helping my child to progress with mathematics	Agree					84.7	92.5	264.5	2.00
	Don't know					4.0	4.4	255.6	4.43
	Disagree					2.8	3.1	250.3	6.73
	Total					91.6	100	263.7	1.94
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know					8.9	4.33	-1.0	18.9
Agree – disagree					14.2	6.80	-1.3	29.8	
The school keeps me informed about my child's progress in English reading	Agree	79.6	77.2	263.4	1.59				
	Don't know	5.7	6.2	266.6	3.70				
	Disagree	15.2	16.6	267.7	2.34				
	Total	91.4	100	264.3	1.46				
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-3.2	3.52	-11.3	4.8				
Agree – disagree	-4.3	2.65	-10.4	1.8					
The school keeps me informed about my child's progress in mathematics	Agree					71.3	77.7	262.9	1.99
	Don't know					5.4	6.2	264.5	3.92
	Disagree					14.6	16.2	266.6	2.65
	Total					91.3	100	263.6	1.95
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know					-1.6	3.16	-8.9	5.6
Agree – disagree					-3.6	2.44	-9.2	2.0	
The school supports me if my child has a difficulty	Agree	74.1	81.3	261.8	1.53	71.3	81.4	261.1	2.02
	Don't know	12.9	14.2	179.9	2.57	5.4	14.5	281.0	2.61
	Disagree	4.1	4.5	259.3	5.70	14.6	4.1	252.0	6.41
	Total	91.1	100	264.2	1.48	91.3	100	263.6	1.94
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-18.2	2.57	-24.0	-12.3	-19.8	2.44	-25.4	-14.3
Agree – disagree	2.5	5.81	-10.8	15.8	9.1	6.40	-5.5	23.8	
The school supports my child if he or she has a difficulty	Agree	77.1	84.9	262.2	1.54	77.3	85.1	261.8	1.97
	Don't know	10.7	11.8	279.7	3.01	10.7	11.8	279.9	2.99
	Disagree	3.0	3.3	265.5	5.31	2.9	3.2	253.2	5.72
	Total	90.8	100	264.4	1.49	90.8	100	263.7	1.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-17.5	3.13	-24.6	-10.3	-18.1	2.75	-24.4	-11.8
Agree – disagree	-3.2	5.37	-15.5	9.1	8.6	5.60	-4.2	21.5	

Table A7.38: Continued

		Reading				Mathematics			
		%T	%A	Mean	SE	%T	%A	Mean	SE
The school makes me feel welcome if I need help	Agree	80.8	88.3	263.6	1.55	80.8	88.3	263.0	2.03
	Don't know	7.5	8.2	275.1	4.44	7.6	8.3	274.9	3.52
	Disagree	3.3	3.6	255.6	7.91	3.1	3.4	251.9	8.57
	Total	91.5	100	264.3	1.47	91.4	100	263.6	1.94
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-11.5	4.52	-21.8	-1.1	-11.9	3.43	-19.8	-4.0
Agree – disagree	8.1	8.07	-10.4	26.6	11.0	8.76	-9.0	31.1	
The school has good communication with parents	Agree	80.0	87.5	263.5	1.55	80.2	87.8	263.5	2.06
	Don't know	5.8	6.3	273.8	3.29	5.6	6.1	269.0	3.83
	Disagree	5.6	6.2	266.0	5.35	5.5	6.1	260.1	4.49
	Total	91.4	100	264.3	1.46	91.3	100	263.7	1.94
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-10.3	3.41	-18.1	-2.5	-5.4	4.03	-14.7	3.8
Agree – disagree	-2.5	5.51	-15.1	10.2	3.4	4.51	-6.9	13.7	
I feel involved in my child's schooling	Agree	79.2	86.8	264.0	1.52	79.2	86.7	263.7	2.03
	Don't know	6.3	6.9	266.5	3.98	6.3	6.9	264.4	4.23
	Disagree	5.8	6.3	264.5	5.05	5.7	6.2	261.7	4.55
	Total	91.3	100	264.2	1.47	91.2	100	263.6	1.94
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-2.4	3.85	-11.2	6.4	-0.7	4.05	-10.0	8.6
Agree – disagree	-0.4	5.10	-12.1	11.2	2.1	4.56	-8.4	12.5	
I feel that my child's school provides a supportive environment for parents	Agree	76.0	83.4	263.3	1.57	76.3	83.7	262.9	2.05
	Don't know	9.7	10.6	272.0	3.24	9.4	10.4	271.2	3.19
	Disagree	5.5	6.0	263.3	5.44	5.4	5.9	261.0	6.29
	Total	91.1	100	264.3	1.48	91.1	100	263.7	1.92
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Agree – don't know	-8.7	3.41	-16.5	-0.9	-8.2	3.18	-15.5	-1.0
Agree – disagree	0.0	5.50	-12.6	12.6	1.9	6.42	-12.8	16.6	

Significant differences in **bold**.

Table A7.39: Correlation matrix - parent ratings on statements about their child's school, Second class

Statement	Correlations								
	B	C	D	E	F	G	H	I	J
A The school is helping my child to progress with reading	.759	.522	.487	.489	.511	.467	.441	.461	.470
B The school is helping my child to progress with maths	1.000	.523	.546	.491	.511	.470	.445	.457	.469
C The school keeps me informed about my child's progress in English reading	.523	1.000	.939	.570	.579	.483	.557	.546	.552
D The school keeps me informed about my child's progress in mathematics	.546	.939	1.000	.569	.560	.469	.551	.542	.548
E The school supports me if my child has a difficulty	.491	.570	.569	1.000	.877	.684	.598	.561	.625
F The school supports my child if he/she child has a difficulty	.511	.579	.560	.877	1.000	.682	.595	.576	.631
G The school makes me feel welcome if I need help	.470	.483	.469	.684	.682	1.000	.698	.622	.727
H The school has good communication with parents	.445	.557	.551	.598	.595	.698	1.000	.719	.790
I I feel involved in my child's schooling	.457	.546	.542	.561	.576	.622	.719	1.000	.757
J I feel that my child's school provides a supportive environment for parents	.469	.552	.548	.625	.631	.727	.790	.757	1.000

Table A7.40: Factor analysis of parent ratings on statements about their child's school, and variance explained, Second class

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation SS Loadings
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	6.244	62.440	62.440	6.244	62.440	62.440	4.153
2	1.058	10.579	73.019	1.058	10.579	73.019	3.149
3	.816	8.159	81.178				
4	.683	6.828	88.005				
5	.330	3.298	91.303				
6	.249	2.492	93.795				
7	.244	2.440	96.235				
8	.198	1.980	98.215				
9	.123	1.234	99.449				
10	.055	.551	100.000				

Table A7.41: Factor loadings of parent ratings on statements about their child's school, Second class

Item	Component	
	1	2
The school is helping my child to progress with reading		.767
The school is helping my child to progress with maths		.767
The school keeps me informed about my child's progress in English reading		.812
The school keeps me informed about my child's progress in mathematics		.789
The school supports me if my child has a difficulty	.723	.419
The school supports my child if he/she child has a difficulty	.718	.436
The school makes me feel welcome if I need help	.826	
The school has good communication with parents	.829	
I feel involved in my child's schooling	.771	
I feel that my child's school provides a supportive environment for parents	.850	

Table A7.42: Correlation matrix - parent ratings on statements about their child's school, Second class

Statement	Correlations								
	B	C	D	E	F	G	H	I	J
A The school is helping my child to progress with reading	.681	.493	.469	.441	.462	.437	.436	.433	.443
B The school is helping my child to progress with maths	1.000	.493	.519	.476	.505	.458	.462	.431	.476
C The school keeps me informed about my child's progress in English reading	.493	1.000	.935	.534	.512	.494	.521	.530	.536
D The school keeps me informed about my child's progress in mathematics	.519	.935	1.000	.545	.508	.496	.529	.532	.529
E The school supports me if my child has a difficulty	.476	.534	.545	1.000	.844	.667	.605	.569	.629
F The school supports my child if he/she child has a difficulty	.505	.512	.508	.844	1.000	.702	.638	.575	.641
G The school makes me feel welcome if I need help	.458	.494	.496	.667	.702	1.000	.748	.651	.749
H The school has good communication with parents	.462	.521	.529	.605	.638	.748	1.000	.668	.796
I I feel involved in my child's schooling	.431	.530	.532	.569	.575	.651	.668	1.000	.722
J I feel that my child's school provides a supportive environment for parents	.476	.536	.529	.629	.641	.749	.796	.772	1.000

Table A7.43: Factor analysis of parent ratings on statements about their child's school, and variance explained, Sixth class

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation SS Loadings
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	6.133	61.328	61.328	6.133	61.328	61.328	4.179
2	1.084	10.837	72.166	1.084	10.837	72.166	3.037
3	.822	8.221	80.387				
4	.626	6.258	86.646				
5	.361	3.606	90.252				
6	.317	3.169	93.420				
7	.248	2.480	95.901				
8	.198	1.981	97.882				
9	.150	1.501	99.383				
10	.062	.617	100.000				

Table A7.44: Factor loadings of pupil ratings on statements about mathematics, Sixth class

Item	Component	
	1	2
The school is helping my child to progress with reading		.733
The school is helping my child to progress with maths		.734
The school keeps me informed about my child's progress in English reading		.822
The school keeps me informed about my child's progress in mathematics		.821
The school supports me if my child has a difficulty	.749	
The school supports my child if he/she child has a difficulty	.778	
The school makes me feel welcome if I need help	.850	
The school has good communication with parents	.822	
I feel involved in my child's schooling	.737	
I feel that my child's school provides a supportive environment for parents	.835	

Table A7.45: Correlations between factors underlying parents' beliefs about their children's schools and pupils' reading scores, by grade level

Factor	Correlation with reading performance			
	r Unweighted	r Weighted	SE Weighted	t
Parent perceptions of school support for families- Second	0.073	0.045	0.027	1.6
Parent perceptions of school support for literacy and numeracy- Second	-0.026	-0.002	0.024	0.1
Parent perceptions of school support for families- Sixth	0.047	0.063	0.025	2.5
Parent perceptions of school support for literacy and numeracy- Sixth	-0.018	-0.012	0.023	0.5

r = correlation coefficient; SE = standard error; t = t coefficient (correlation divided by its SE)

Statistically significant correlations in **bold**.

Table A7.46: Correlations between factors underlying parents' beliefs about their children's schools and pupils' mathematics scores, by grade level

Factor	Correlation with mathematics performance			
	r Unweighted	r Weighted	SE Weighted	t
Parent perceptions of school support for families- Second	0.074	0.045	0.026	1.7
Parent perceptions of school support for literacy and numeracy- Second	-0.014	0.010	0.026	0.4
Parent perceptions of school support for families- Sixth	0.051	0.054	0.018	1.2
Parent perceptions of school support for literacy and numeracy- Sixth	-0.019	-0.021	0.018	1.2

r = correlation coefficient; SE = standard error; t = t coefficient (correlation divided by its SE)

Statistically significant correlations in **bold**.