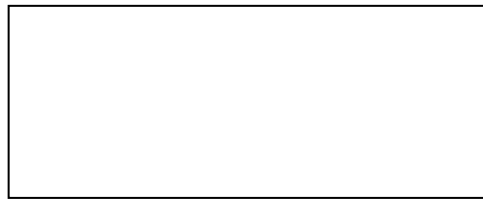


# **Educational Research Centre**

**St Patrick's College, Dublin 9**



## **National Assessments of English Reading and Mathematics 2004**

*School Questionnaire*

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The Educational Research Centre has been commissioned by the Department of Education and Science to conduct studies of English reading and mathematics among children in Primary school. As part of this work, principals are invited to complete a questionnaire concerning themselves and their schools. Your co-operation completing this questionnaire would be greatly appreciated.

On completion, this questionnaire should be sealed in the envelope provided and given to the Inspector from the Department of Education and Science when s/he visits your school to oversee administration of the assessment to pupils. The envelope will be sent unopened to the Educational Research Centre where analysis of returns will be carried out. All questionnaire responses will be treated in total confidence. Names of schools and other identification information will be deleted before analysis, in line with the Centre's policy on the management of databases in national assessments. Moreover, it will not be possible to identify any school, teacher or pupil in any report/publication that may follow.

**Please tick one box in reply to each question  
or follow later directions if they state otherwise.**

**Where a response such as a percentage or number is called for, an estimate is  
sufficient for the purposes of this survey.**

**Additional comments may be written in the spaces provided on pages 16 and 17.**

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### General Information

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#### 1. What is the type of community served by your school?

- a) The city or suburbs of Dublin, Cork, Galway, Limerick or Waterford ..... <sub>1</sub>
- b) A large town or city – **apart** from those specified above (population greater than 10,000) ..... <sub>2</sub>
- c) A town (population between 1,500 and 10,000) ..... <sub>3</sub>
- d) A village or rural community (population less than 1,500) ..... <sub>4</sub>

#### 2. Please write the number of children in your school who are members of the Travelling community.

*(If none, please write '0' (zero).)*

\_\_\_\_\_

#### 3.a) About what percentage of pupils in your school have a first language ('mother tongue') that is not English or Gaeilge?

*(Please tick one box only.)*

- 1) 40% or more ..... <sub>1</sub>
- 2) 20% or more but less than 40% ..... <sub>2</sub>
- 3) 10% or more but less than 20% ..... <sub>3</sub>
- 4) 5% or more but less than 10% ..... <sub>4</sub>
- 5) Less than 5% ..... <sub>5</sub>

#### b) What is the main language of instruction in you school?

English <sub>1</sub>      Gaeilge (Irish) <sub>2</sub>

**4.a) Does your school have an active policy for the inclusion of pupils with first languages other than English or Gaeilge?**

Yes <sub>1</sub>      No <sub>2</sub>

**b) IF YES, please describe the main aspects of this policy below.**

**5.a) Does your school provide extra tuition in the language of instruction to pupils whose first language is not English or Gaeilge?**

Yes <sub>1</sub>      No <sub>2</sub>

**b) IF YES, who provides the extra tuition?**

*(Please tick all that apply.)*

- 1) Class teacher(s)..... <sub>1</sub>
- 2) Learning-Support teacher(s)..... <sub>1</sub>
- 3) Language-Support teacher(s)..... <sub>1</sub>
- 4) Adult volunteer(s)..... <sub>1</sub>
- 5) Other..... <sub>1</sub>

*If 'Other' please specify:* \_\_\_\_\_

**6.a) Does your school have a policy on when formal instruction in English reading (e.g., using structured reading schemes) should begin?**

Yes <sub>1</sub>      No <sub>2</sub>      N/A (e.g., Senior School) <sub>3</sub>

**b) IF YES, which of the following best describes this policy?**

*(Please tick one box only.)*

- 1) All pupils begin formal instruction in English reading around the same time, in Junior Infants ..... <sub>1</sub>
- 2) All pupils begin formal instruction in English reading around the same time, in Senior Infants ..... <sub>2</sub>
- 3) Class teachers decide when it is appropriate to begin formal instruction in English reading on an individual pupil basis ..... <sub>3</sub>
- 4) Other ..... <sub>4</sub>

*If 'Other' please specify:* \_\_\_\_\_

**c) Does formal instruction in English reading begin before formal instruction in reading as Gaeilge (in Irish)?**

Yes <sub>1</sub>      No <sub>2</sub>

**7. Please write the total number of male and female pupils currently on roll in ordinary classes in your school at all class levels.**

*(If none, please write '0' (zero).)*

	<i>Junior Infants</i>	<i>Senior Infants</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>
<i>Males</i>								
<i>Females</i>								

**8. Please write the average percentage attendance rate of the entire school for the quarter 1<sup>st</sup> January up to 31<sup>st</sup> March, 2004.**

*(An estimate is sufficient.)*

\_\_\_\_\_ %

**9. Please write the percentages of pupils in 1<sup>st</sup> Class, 4<sup>th</sup> Class, 5<sup>th</sup> Class, and the whole school who are included in the 'School Books for Needy Pupils' scheme (according to current Department of Education and Science guidelines):**

- a) % pupils in 1<sup>st</sup> Class in 'School Books for Needy Pupils' scheme: \_\_\_\_\_ %
- b) % pupils in 4<sup>th</sup> Class in 'School Books for Needy Pupils' scheme: \_\_\_\_\_ %
- c) % pupils in 5<sup>th</sup> Class in 'School Books for Needy Pupils' scheme: \_\_\_\_\_ %
- d) % pupils in whole school in 'School Books for Needy Pupils' scheme: \_\_\_\_\_ %

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**Staff in your School**

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**10.a) For the current school year, what is the total number of female and male teachers in full-time teaching posts (including the principal) in your school?**

**b) Of these, how many are fully qualified Primary teachers, recognised by the Department of Education and Science?**

*(Note: Please include teachers who are fully recognised, have restricted recognition, have provisional recognition, and/or are on probation.)*

<i>Female</i>	<i>Male</i>

**11. Currently, how many officially sanctioned (a) Learning-Support (LS) posts, and (b) Resource Teaching (RT) posts are there for your school?**  
*(Please include the proportion of posts for shared positions; e.g., 1 LS teacher shared evenly between 2 schools: 0.5 posts. Also include RT posts for Travellers and special needs pupils, but not language support or special class posts.)*

\_\_\_\_\_ LS posts          \_\_\_\_\_ RT posts

12. As principal of your school, do you have full-time teaching responsibilities in the current school year?

Yes <sub>1</sub> No <sub>2</sub>

13. Since last September, about how many hours have been spent at formal staff meetings?

\_\_\_\_\_ hours

14. Since last September, on average across staff meetings (other than curriculum planning days), what percentage of time was spent discussing...

- a) ...the teaching of English? \_\_\_\_\_ %
  - b) ...the assessment of English? \_\_\_\_\_ %
  - c) ...the teaching of mathematics? \_\_\_\_\_ %
  - d) ...the assessment of mathematics? \_\_\_\_\_ %
  - e) ...all other topics? \_\_\_\_\_ %
- =100%

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**Provision of Learning-Support and Resource Teaching - ENGLISH**

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15. a) In your school, what is the total number of male and female pupils in ordinary classes currently in receipt of Learning-Support teaching for English from a sanctioned Learning-Support Teacher?

(If none, please write '0' (zero).)

\_\_\_\_\_ Male pupils in total \_\_\_\_\_ Female pupils in total

b) **Of those pupils in Q15a, how many pupils with a formally diagnosed specific learning disability (SLD) (i.e., dyslexia) are currently in receipt of Learning-Support teaching for English?**

(Please write the number of pupils in each class grouping receiving Learning-Support. If none, please write '0' (zero).)

	<i>Junior and Senior Infants</i>	<i>First and Second Class</i>	<i>Third and Fourth Class</i>	<i>Fifth and Sixth Class</i>
<i>No. pupils in LS for SLD:</i>				

c) **Of those pupils in Q15a, how many pupils with a formally diagnosed mild or moderate general learning disability (GLD) are currently in receipt of Learning-Support teaching for English?**

(Please write the number of pupils in each class grouping receiving Learning-Support. If none, please write '0' (zero).)

	<i>Junior and Senior Infants</i>	<i>First and Second Class</i>	<i>Third and Fourth Class</i>	<i>Fifth and Sixth Class</i>
<i>No. pupils in LS for GLD:</i>				

**16. a) In your school, what is the total number of male and female pupils in ordinary classes currently in receipt of Resource Teaching for English from a sanctioned Resource Teacher?**

*(Please write the total number of pupils. If none, please write '0' (zero).)*

\_\_\_\_\_ Male pupils in total \_\_\_\_\_ Female pupils in total

**b) Of those pupils in Q16a, how many pupils with a formally diagnosed specific learning disability (dyslexia) are currently in receipt of Resource Teaching for English?**

*(Please write the number of pupils in each class grouping receiving Resource Teaching. If none, please write '0' (zero).)*

	<i>Junior and Senior Infants</i>	<i>First and Second Class</i>	<i>Third and Fourth Class</i>	<i>Fifth and Sixth Class</i>
<i>No. pupils in RT for SLD:</i>				

### **Provision of Learning-Support and Resource Teaching - MATHEMATICS**

**17. In your school, what is the total number of pupils in ordinary classes currently in receipt of Learning-Support teaching in mathematics from a sanctioned Learning-Support Teacher?**

*(Please write the number of pupils in each class grouping receiving Learning Support in mathematics. If none, please write '0' (zero).)*

	<i>Junior and Senior Infants</i>	<i>First and Second Class</i>	<i>Third and Fourth Class</i>	<i>Fifth and Sixth Class</i>
<i>No. of male pupils in LS for mathematics:</i>				
<i>No of female pupils in LS for mathematics</i>				

**18. a) In your opinion, what is the percentage of pupils in your school are in need of Learning-Support teaching in mathematics (whether it is offered or not)?**

*(An estimate is sufficient.)*

\_\_\_\_\_ %

**b) What is the percentage of pupils in your school are...**

*(An estimate is sufficient.)*

- 1) ...currently receiving Resource Teaching in which support in mathematics is provided? \_\_\_\_\_ %
- 2) ...in need of Resource Teaching because of a diagnosed learning disability in mathematics? \_\_\_\_\_ %

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**School Resources - ENGLISH**

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

*(Please tick all that apply.)*

- a) A room used *exclusively* as a central school library ..... <sub>1</sub>
- b) A room used as a school library which is also used for other purposes (e.g., *class/Resource/Learning-Support teaching*)? ..... <sub>1</sub>
- c) A classroom library in *some* classrooms ..... <sub>1</sub>
- d) A classroom library in *every* classroom ..... <sub>1</sub>

**20. Approximately how many books, in total, are contained in the libraries in your school (that is, school and/or class libraries combined)?**

\_\_\_\_\_ books

**21. Approximately how many new titles were added to these libraries since September last?**

\_\_\_\_\_ titles

**22. Is there a teacher in this school whose post of responsibility includes library duties?**

Yes <sub>1</sub>                  No <sub>2</sub>

**23. How many computers are available for use in learning English reading/writing by your pupils in:**

- a) ...a central room (e.g., a computer room)? \_\_\_\_\_ computers
- b) ...classrooms / resource rooms?  
*(Enter total for **all** class / resource rooms.)* \_\_\_\_\_ computers

**24. About how often, on average, are computers used for instruction in English reading/writing?**

- |  | <i>Every day or<br/>almost every<br/>day</i> | <i>Once or<br/>twice a<br/>week</i>   | <i>Once or<br/>twice a<br/>month</i>  | <i>Never or<br/>hardly<br/>ever</i>   |
|--|--|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Junior Infants and Senior Infants .....         | <input type="checkbox"/> <sub>1</sub>        | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| b) 1 <sup>st</sup> and 2 <sup>nd</sup> class ..... | <input type="checkbox"/> <sub>1</sub>        | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| c) 3 <sup>rd</sup> and 4 <sup>th</sup> Class ..... | <input type="checkbox"/> <sub>1</sub>        | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| d) 5 <sup>th</sup> and 6 <sup>th</sup> Class.....  | <input type="checkbox"/> <sub>1</sub>        | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |



**25. Do you and your teachers experience any of the following problems in providing for the teaching and learning of English in your school?**

	<i>Not a problem</i>	<i>A problem</i>	<i>A serious problem</i>
a) Shortage of library books .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
b) Shortage of workbooks / worksheets.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
c) Availability of resource material for teachers (e.g., charts, word walls).....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
d) Availability of computer software for teaching reading and writing.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
e) Shortage of Learning-Support teaching time for English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
f) Pupil absenteeism .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
g) Time available to teach English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
h) Pupils' lack of interest .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
i) Lack of support from parents .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
j) Low parental literacy levels .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
k) Inadequate pre-service teacher training.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
l) Inadequate teacher in-career development .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
m) Shortage of qualified teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
n) Resistance to change by teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
o) High teacher turnover .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
p) Inadequate psychological services .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
q) Large classes.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
r) Multigrade class arrangements .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
s) Shortage of substitute teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
t) Lack of trained library support staff.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
u) Lack of coherence between programmes provided by Learning-Support/Resource teachers and ordinary class teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
v) Difficulty in implementing the 1999 Primary School English Curriculum .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
w) Adequate classroom accommodation .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
x) Other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

*If 'Other' please specify:* \_\_\_\_\_

**26. Of the obstacles in Question 25, which three do you consider to be most serious?**

*(Please write the **letters** of the relevant problems in the spaces below. If you wish to elaborate please do so in the space at the top of page 16.)*

- 1) The most serious problem is: \_\_\_\_\_
- 2) The second most serious problem is: \_\_\_\_\_
- 3) The third most serious problem is: \_\_\_\_\_

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**School Resources - MATHEMATICS**

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**27. Do you and your teachers experience any of the following problems in providing for the teaching and learning of mathematics in your school?**

	<i>Not a problem</i>	<i>A problem</i>	<i>A serious problem</i>
a) Shortage of calculators .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
b) Shortage of computers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
c) Availability of computer software for teaching mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
d) Availability of mathematical equipment and materials (other than calculators, computers, or computer software).....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
e) Shortage of Learning-Support teaching time for mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
f) Pupil absenteeism .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
g) Time available to teach mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
h) Pupils' lack of interest .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
i) Lack of support from parents .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
j) High teacher turnover .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
k) Inadequate pre-service teacher training.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
l) Inadequate teacher in-career development .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
m) Shortage of qualified teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
n) Large classes.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
o) Multigrade class arrangements .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
p) Shortage of substitute teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
q) Lack of coherence between programmes provided by Learning-Support/Resource teachers and ordinary class teachers.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
r) Difficulty in implementing the <i>1999 Primary School Mathematics Curriculum</i> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
s) Adequate classroom accommodation .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
t) Availability of appropriate textbooks.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
u) Other.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

*If 'Other' please specify:* \_\_\_\_\_

**28. Of the obstacles in Question 27, which three do you consider to be most serious?** *(Please write the letters of the relevant problems in the spaces below. If you wish to elaborate please do so in the space on page 17.)*

- 1) The most serious problem is: \_\_\_\_\_
- 2) The second most serious problem is: \_\_\_\_\_
- 3) The third most serious problem is: \_\_\_\_\_

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**Home-School Links**

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**29.a) Does your school have the services of a home-school-community liaison (HSCL) coordinator?**

Yes <sub>1</sub>      No <sub>2</sub>

**b) If your school has an HSCL coordinator, in what way(s) are they involved in promoting reading and writing in ENGLISH?**

**c) If your school has an HSCL coordinator, in what way(s) are they involved in promoting MATHEMATICS?**

**30.a) Has your school implemented a programme that supports parents in helping their children with ENGLISH reading at home?**

Yes <sub>1</sub>      No <sub>2</sub>

**b) IF YES, which programme(s) do you use?**

*(Please tick all that apply.)*

- 1) Promotion of informal paired/shared reading activities ..... <sub>1</sub>
- 2) Implementation of formal paired/shared reading schemes such as CAPER (Children And Parents Enjoy Reading) ..... <sub>1</sub>
- 3) Literacy classes for parents ..... <sub>1</sub>
- 4) Other ..... <sub>1</sub>

*If 'Other' please specify:* \_\_\_\_\_

**31.a) Has your school implemented a programme that supports parents in helping their children with MATHEMATICS at home?**

Yes <sub>1</sub>      No <sub>2</sub>

**b) IF YES, which type of programme(s) do you use?**

*(Please tick all that apply.)*

- 1) A class for parents on methods taught in the school ..... <sub>1</sub>
- 2) A presentation on the mathematics curriculum and materials for parents .. <sub>1</sub>
- 3) A basic mathematics skills programme for parents ..... <sub>1</sub>
- 4) Promotion of paired/shared mathematics ..... <sub>1</sub>
- 5) Other ..... <sub>1</sub>

*If 'Other' please specify:* \_\_\_\_\_

**32.a) Does your school have a Parents' Association?**

Yes <sub>1</sub>      No <sub>2</sub>

**b) If yes, do teachers attend meetings of this Association in their capacity as teachers?**

Yes <sub>1</sub>      No <sub>2</sub>

**c) Which of the following activities, if any, have been organised by a) the Parents' Association (PA), or b) school staff, to promote pupils' learning?**

*(Please tick all that apply.)*

	a) PA	b) Staff
1) Book fairs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
2) Fundraising for literacy materials for the school .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
3) Fundraising for mathematical equipment for the school .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
4) Visits to schools by authors .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
5) Other activities related to literacy .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
6) Other activities related to mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

*If 'Other' please specify:* \_\_\_\_\_

**33. In this school, since last September, about what proportion of parents have attended Parent-Teacher meetings?**

*(Tick under "No meetings held" if applicable.)*

*No meetings held*

\_\_\_\_\_ % attendance

<sub>1</sub>

**School Planning - ENGLISH**

**34.a) Do you find the FOUR STRANDS of the 1999 Primary School English Curriculum useful as a framework for planning teaching and assessment of English in your school?**

Yes      No

*(i.e., Receptiveness to language, competence and confidence in using language, developing cognitive abilities through language, emotional and imaginative development through language.)* .....

<sub>1</sub>      <sub>2</sub>

**b) Do you find the STRAND UNITS of the 1999 Primary School English Curriculum useful as a framework for planning teaching and assessment of English in your school?**

*(i.e., oral language, reading, writing.)* .....

<sub>1</sub>      <sub>2</sub>

**35. Does your School Development Plan, whether complete or in progress, include written statements, based on the 1999 Primary School English Curriculum, on the following?**

Yes      No

a) Teaching of English .....

<sub>1</sub>      <sub>2</sub>

b) Assessment of English .....

<sub>1</sub>      <sub>2</sub>

**36. Does your School Development Plan, whether complete or in progress, include statements in relation to each of the following areas of English?**

	<i>Yes</i>	<i>No</i>
a) Assessment of pupils' reading skills .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) Assessment of pupils' writing skills.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
c) Identification of pupils' reading difficulties .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
d) Identification of pupils' writing difficulties.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
e) Assessment of pupils' oral language skills.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
f) Provision of Learning Support in English .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
g) English homework practices ( <i>e.g., setting, marking, giving feedback</i> )	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
h) Communicating pupils' progress in English reading to parents.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
i) Parental involvement in pupils' reading/writing development.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
j) Use of information and communications technologies in the teaching of English.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
k) Selection of English textbooks .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
l) Library development.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
m) Library usage .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
n) Please make any further comments regarding your School Development Plan here.		

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**School Planning – MATHEMATICS**

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**37. Does your School Development Plan, whether complete or in progress, include written statements, based on the 1999 Primary School Mathematics Curriculum, on the following?**

	<i>Yes</i>	<i>No</i>
a) Teaching of mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) Assessment of mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

**38. Does your School Development Plan, whether complete or in progress, include statements about mathematics in relation to each of the following?**

	<i>Yes</i>	<i>No</i>
a) Organisation of teaching (whole class/group/individual).....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
b) Methodology for teaching computation across classes ( <i>e.g., subtraction, multiplication</i> ).....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
c) Strategies for teaching problem-solving.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
d) Engagement of pupils in mathematical activities.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
e) Procurement of equipment and materials.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
f) Inventory of equipment and materials.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
g) Tracking system for locating equipment.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
h) Distribution of materials across classes.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
i) Replacement of defective equipment.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
j) Assessment of pupils' mathematical achievement.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
k) Maintaining records on pupils' achievement in mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
l) Communicating pupils' progress in mathematics to parents.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
m) Provision for pupils with learning difficulties in mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
n) Provision of enrichment activities for advanced pupils in mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
o) Common terminology for teaching mathematics across classes ( <i>e.g., subtract versus minus versus take away</i> ).....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
p) Other.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

If 'Other' please specify: \_\_\_\_\_

**Assessment of ENGLISH**

**39. Does your school have a policy of administering early-screening tests/standardised checklists (*e.g., the BIAP or MIST*) in the Infant classes?**

Yes <sub>1</sub>      No <sub>2</sub>      N/A <sub>3</sub>

**40.a) On average, how often are standardised tests of English (*e.g., DPRT or MICRA-T*) administered to pupils in your school?**

<i>Never</i>	<i>Once every two years</i>	<i>Once a year</i>	<i>Twice a year</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**b) Please indicate the class levels at which such tests are administered at least once per year.**

*(Please tick all that apply.)*

<i>Senior Infants</i>	<i>1<sup>st</sup> Class</i>	<i>2<sup>nd</sup> Class</i>	<i>3<sup>rd</sup> Class</i>	<i>4<sup>th</sup> Class</i>	<i>5<sup>th</sup> Class</i>	<i>6<sup>th</sup> Class</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

**40.c) If standardised tests of reading are not administered, please give reasons below.**

**41. In your school, are these standardised assessments of pupils used to help with any of the following at 1<sup>st</sup> and 5<sup>th</sup> Class level?**

*(Please tick all that apply.)*

	<i>1<sup>st</sup> Class</i>	<i>5<sup>th</sup> Class</i>
a) Not applicable – tests not used at this class level .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
b) To inform parents about their child’s progress .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
c) To group students for instructional purposes .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
d) To identify pupils who have learning difficulties .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
e) To compare the school to national performance .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
f) To monitor the school’s progress from year to year .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
g) To identify aspects of instruction or the curriculum that could be improved.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
h) To compare the school with other schools .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

**42. Do any teachers in your school use English curriculum profiles to assess the reading/writing development of pupils?**

Yes <sub>1</sub>      No <sub>2</sub>

**43. What is your school policy regarding English reading texts?**

*(Please tick one box only.)*

- a) Reading is taught mainly using published Reading Scheme(s)..... <sub>1</sub>
- b) Reading is taught mainly using children’s literature (*i.e., children’s novels are used as main texts*) ..... <sub>2</sub>
- c) Reading is taught using a combination of Reading Schemes and children’s literature..... <sub>3</sub>
- d) The main texts used in teaching reading are at the discretion of individual class teachers ..... <sub>4</sub>
- e) Other ..... <sub>5</sub>

*If ‘Other’ please specify:* \_\_\_\_\_

44. Please make any additional comments relating to the teaching and assessment of English in your school below.

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**Assessment of MATHEMATICS**

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45.a) On average, how often are standardised tests of mathematics (e.g., DPMT or SIGMA-T) administered to pupils in your school?

<i>Never</i>	<i>Once every two years</i>	<i>Once a year</i>	<i>Twice a year</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

b) Please indicate the class levels at which such tests are administered at least once per year.  
(Please tick all that apply.)

<i>Senior Infants</i>	<i>1<sup>st</sup> Class</i>	<i>2<sup>nd</sup> Class</i>	<i>3<sup>rd</sup> Class</i>	<i>4<sup>th</sup> Class</i>	<i>5<sup>th</sup> Class</i>	<i>6<sup>th</sup> Class</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

c) If standardised tests are not administered to 4<sup>th</sup> Class, please give reasons below.

46. How often are progress tests (such as the mastery tests accompanying some mathematics schemes) administered to some or all classes in your school?

<i>Never</i>	<i>Once a year</i>	<i>Twice a year</i>	<i>More Often</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>



**47. How much do you agree with the following statements about the 1999 Primary School Mathematics Curriculum as it relates to your school?**

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
a) Teachers are receptive towards the curriculum.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) The curriculum has been implemented successfully .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) The curriculum has improved pupils' mathematical achievement	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Use of calculators is an important component of the curriculum.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Use of calculators in 4 <sup>th</sup> to 6 <sup>th</sup> class has led to improvements in mathematical problem-solving .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) The curriculum has increased the development of pupils' problem-solving skills.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) The curriculum has increased pupil motivation to learn mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
h) The curriculum has resulted in pupils engaging in more frequent practical activities in mathematics	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**48. Please make any additional comments relating to the teaching and assessment of mathematics in your school below.**

***Thank you for your co-operation and assistance.***

Please put the questionnaire in its envelope and seal it. It will be collected from you in the near future and delivered to the Educational Research Centre.





