



National Assessments were carried out in Spring 2021, following COVID-19-related disruptions to education.

English reading: **5044** Second class pupils

Mathematics: **5395** Sixth class pupils

Total **188** schools

Including 58 DEIS Urban Band 1, 30 DEIS Urban Band 2, 50 Urban Non-DEIS schools.

Pupils, teachers and principals completed questionnaires on the home, classroom and school context.

Widespread access across school contexts to resources at home

- Internet ($\geq 96\%$ at Second class; $\geq 98\%$ at Sixth class across all school contexts).
- Pupils in DEIS schools were more likely to have a TV in their bedroom, and more likely to have access to their own mobile phone, than pupils in Urban Non-DEIS schools.



Sixth class pupils demonstrated high levels of connections with their school community and this was positively associated with Mathematics achievement

Across all school contexts...

Almost all agreed that "I have friends in school".



Most agreed that "I like being at school".



Higher average reading achievement was associated with more frequent leisure reading at Second class

- About one-fifth of Second class pupils in Urban Non-DEIS schools and about one-third in Urban DEIS schools reported 'never' reading books on their own for fun.
- These pupils had lower average reading scores than pupils who reported reading books on their own for fun on 'most days'.



Smaller class sizes in DEIS schools (in line with policy for reduced class sizes)

Average numbers of pupils in classrooms at...	Second class	Sixth class
Urban Band 1	20	22
Urban Band 2	23	27
Urban Non-DEIS	26	27



Principals: high levels of job satisfaction, but also high levels of stress

Difficulties with teacher recruitment and with sourcing qualified substitute teachers

No statistically significant differences between DEIS and Non-DEIS schools on these issues.

