

All of the level one primary school teachers were able to select appropriate teaching methods and procedures and the classes were being taught in functional, aesthetically pleasing and clean classrooms. 56% of the classrooms had secluded work areas where students could work together in small groups. The students were able to work with tools that could help them to better understand the subject matter and in 14% of the inspected classes ICT tools were being utilized. Level two primary school teachers were able to choose appropriate teaching methods and procedures in 87% of the inspected classes. They gave their students time to think things out on their own and to come up with logical arguments and they monitored their work on an ongoing basis. Educational equipment was used in half of the inspected classes and educational tools were used in 78% of the classes. In one-quarter of the classes inspected, there was a shortage of material support.

In 33% of the inspected primary schools, the inspection teams rated the level of support provided to students with special educational needs as 'exemplary'; and, in 20% of the schools, it was just the opposite, with the level of support being rated as 'insufficient'. Teachers are working with exceptionally talented students as part of the classes (62%) and the schools are also trying to organize after-school activities targeted at helping talented students (77%).

The level of motivation in students at 1st and 2nd primary school levels varied; but, in all of the inspected classes, students were interested in the related coursework, they were cooperative and they weren't afraid to ask questions, express their own opinions and they felt free to discuss things with others. The students were being trained in the use of the proper terminology and symbols and were learning how to analyze and subsequently present a problem (85%); as well as learning to work with different types of information of a quantitative nature (64%). The teaching process also involved the use of heuristic methods (76%), the ability to step back and perceive a broader context and make connections between different pieces of information (87%), work with errors (79%) and the presentation of solutions by students (70%). To develop their abilities, the students were given problems to solve. Estimates of the results and the verification of the accuracy of these estimates were carried out in 68% of the inspected level one primary school classes, but in only 40% of the inspected level two classes.

In other subjects – i.e. other than mathematics – mathematical symbols were used correctly (100%). In 76% of the inspections, students were able to perceive of a problem mathematically. In 76% of the inspections, the students were also able to solve the problem and provide proof of the results.