Table 30: Evaluation of establishing mathematical skills and the development of key competences of pupils in basic schools

Monitored indicators	Frequency of rating degrees		
	3 (+)	2 (+/-)	1 (-)
Establishing mathematical skills	18 %	79 %	3 %
Motivation	22 %	71 %	7 %
Social competences, class climate	53 %	47 %	-
Learning competences, active self-learning	21 %	76 %	3 %
Communicative competences, mathematical terminology and symbols	31 %	65 %	4 %
Competences to solve problems	20 %	77 %	3 %

More than 32% of BSs prepared and organised teaching and applied modern methods and forms of work at an excellent level. More than 77% of schools prepared individual education plans for pupils with SEN. Teachers in almost four fifths of basic schools worked individually in the mathematics lessons with pupils who had SEN and the care for such pupils was above average in more than one quarter of the schools. 77% of BSs offered supplementary activities relating to mathematics. More than 53% of schools worked with gifted pupils. Almost 73% of BSs, when teaching mathematics, carried out activities aimed at developing the capabilities of gifted pupils. However, 12% of BSs really excelled in work with gifted pupils and 18% of schools were very good at developing the competences of pupils which they need to improve their mathematical literacy (For more details concerning individual aspects of developing pupils' competences see Table 30).

When observing the primary level of basic education in 43 basic schools and the lower secondary level of basic education (know also as lower secondary education) in 28 basic schools, CSI found in all these basic schools that teachers, when teaching mathematics, fully respected school education plans. Almost all teachers teaching at both the levels of basic schools used effective time management (97%) and selected appropriate strategies, methods and forms with regard to specified goals of their lessons, the curriculum content and composition of classes (96%). Mathematics was taught at all basic schools (primary level of BS) in functional, aesthetic and clean classrooms. Almost 77% of BSs (primary level of BS) had workshop corners enabling pupils' independent work and communication in small-sized groups in their classrooms for teaching mathematics. Pupils in nearly 88% of BSs (primary level of BS) effectively worked with aids developed for the demonstration of explained problems. Available teaching devices were used effectively only by 41% of BSs (primary level of BS) and by 52% of BSs (the lower secondary level of BS). Pupils in 23% of BSs (primary level of BS) and in 19% of BSs (the lower secondary level of BS) worked efficiently with information technologies in mathematics lessons. Almost 38% of BSs ensured above-average material support for teaching mathematics (at the primary level of BS); however, only 18% of BSs ensured such support at the lower secondary level of basic education. 55% of BSs excelled in organising their lessons at the primary level and one third of BSs was very good at organising lessons at their lower secondary level. In 11% of mathematics lessons at the lower secondary level of basic school teachers neglected on-going checks of assigned tasks and provision of assistance to weaker pupils.

Almost 89% of BSs at the primary level and nearly 77% of BSs at the lower secondary level created conditions for the education of pupils with SEN. 38% of schools provided excellent support to such pupils (at the primary level of BSs) and only 15% of schools excelled when supporting pupils with SEN at the lower secondary level of basic education. An individual approach towards pupils who have SEN was applied by 80% of BSs at the