primary level. Almost in 56% of BSs (at the primary level of BS), however, only in 35% of BSs (at the lower secondary level of BS) pupils with SEN did solve assigned tasks in a differentiated manner. More than 42% of BSs (at the primary level of BS) and more than 18% of BSs (at the lower secondary level of BS) excelled in motivating pupils. More than one quarter of BSs at the primary level and more than 17% of BSs at the lower secondary level ensured model support to gifted pupils. In three quarters of BSs pupils learnt at the primary level of BS to work through their own mistakes. In 85% of mathematics lessons taught at the primary level and in 63% of lessons taught at the lower secondary level pupils solved interesting tasks from practice and used the experience they had gained in other subjects. 65% of BSs excelled in developing social competences at the primary level of basic school, yet only 30% of basic schools do the same at the lower secondary level of basic education.
In the majority (92%) of mathematics lessons at both levels of basic schools pupils worked with interest, they cooperated mutually, discussed the problems and there was a creative climate in classes, as they listened to each other and accepted the opinions of their classmates. In more than 82% of BSs at the primary level cooperation of pupils prevailed over competitiveness. In almost all mathematics lessons (96%) pupils raised questions and expressed their views. More than 18% of BSs implemented mathematical projects at the primary level of basic education but only 4% of BS implemented such projects at the lower secondary level of basic education. Pupils were oriented towards self-evaluation and peer-assessment in 70% of mathematics lessons at the primary level of BS and in 63% of lessons taught at the lower secondary level of basic school.

CSI found at the primary level of basic school that pupils established ideas about quantity and relations among numbers, they learnt to understand the meaning of texts and symbols and were able to use mathematical terminology appropriately. Half of basic schools excelled at the primary level in developing pupils' learning skills. Development of skills of geometric imagination was missing in 10% of observed mathematics lessons and pupils in 7% of mathematics lessons did not understand geometric relations. More than 52% of basic schools at their primary level, but only 15% of BSs at the lower secondary level of basic education, excelled in developing the communicative competences of pupils. In 87% of mathematics lessons at the primary level of basic schools pupils learnt to discuss the assigned problems, they could select different ways to solve tasks and when debating and solving tasks they were able to correctly recognise and appropriately formulate the problem or the goal of the assigned task. In 80% of mathematics lessons pupils demonstrated their achievement. At the primary level of basic schools pupils in only 49% of mathematics lessons worked with different quantitative information, for example with tables and diagrams. More than 42% of BSs excelled at the primary level in developing skills aimed at solving mathematical problems.

As regards teaching of mathematics at the lower secondary level of basic schools CSI found that in almost 78% of schools teachers used methods of working which helped pupils to find their own solutions. In almost all lessons (96%) pupils were led to perceive wider causalities, to show their knowledge to correctly use terms and symbols. In all the mathematical lessons taught at the lower secondary level of basic schools work with the occurrence of an error was perceived as an opportunity to obtain new knowledge. In almost 93% of BSs pupils were led, at the lower secondary level of BSs, to discuss the given problems and tasks and in more than 81% of lessons pupils were oriented towards recognising and formulating goals. Discussion of the effectiveness of proposed solutions was seen in 52% of mathematics lessons taught at the lower secondary level of basic schools. In more than 59% of schools pupils worked with tables and graphs and they were able to understand them. More than 22% of BSs excelled at their lower secondary level in developing the skills of pupils to solve problems. In 85% of mathematics lessons taught at the lower secondary level