

Not Answered (-1)
Does Not Apply (-2)

STRICTLY CONFIDENTIAL

Card No.
1
Col. 1

N801 N1

Local Authority Code Number	Child's Code Number
2 3 4 5 6 7 8 9 10	

Region N802

EDUCATIONAL ASSESSMENT*

NATIONAL CHILD DEVELOPMENT STUDY (1958 Cohort)

Adam House, 1, Fitzroy Square, London, W1P 5AH
01-307 4263, 45

SPONSORED AND ADMINISTERED BY:
National Bureau for Co-operation in Child Care

COSPONSORED BY:
Institute of Child Health, University of London
National Birthday Trust Fund
National Foundation for Educational Research in England and Wales

IN COLLABORATION WITH:
ENGLAND Association of Chief Education Officers
AND WALES Society of Medical Officers of Health
SCOTLAND Association of Directors of Education
Association of School Medical and Dental Officers

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SECOND FOLLOW-UP OF CHILDREN BORN 3rd-9th MARCH, 1958.

1. (a) CHILD'S NAME (Surname) ...

(Christian Names in full)

N622 (b) SEX

(Please ring appropriate number)

Boy

Girl

Col. 11

Please ring appropriate number

1

2

Leave blank

Col. 12-13

Mth. Yr.

2. (a) DATE OF BIRTH / 3 / 58.

(b) TODAY'S DATE

N810

19 N811

3. (a) NAME AND ADDRESS OF PRESENT SCHOOL

(b) SCHOOL NUMBER (as designated by the Department of Education and Science or the Scottish Education Department)

(c) TELEPHONE NUMBER OF SCHOOL

(d) NAME OF HEAD OR PRINCIPAL (MR. / MRS. / MISS)

Sex N812

(e) NAME OF CHILD'S CLASS TEACHER (MR. / MRS. / MISS)

Sex N813

4. (a) DATE OF CHILD'S ADMISSION TO PRESENT SCHOOL

N814 N815

(b) CHILD'S PREVIOUS SCHOOL (if any). Please give name and address, if known, or any other information which will enable us to trace the school.

Leave blank

Col. 18 19 20 21 22 23 24

* The Introductory Notes and Test Instructions are in the centre pages of the Test Booklet

Not Answered (-1)
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SECTION A

The six questions in this section are about the school

PLEASE ANSWER EITHER QUESTION 5 OR QUESTION 6

N824 5. For schools maintained by a Local Education Authority

Please indicate category to which your school belongs by ringing appropriate number:

Junior School
Junior with Infants School (or Primary with Infants)
All-age School
Secondary School
Day Special School (please specify type/s of handicap)

Residential Special School (please specify type/s of handicap)

Other (please specify)

Col. 25
Please ring
appropriate
number

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N825 6. For schools not maintained by a Local Education Authority

Please indicate category to which your school belongs by ringing appropriate number:

Independent School (this includes grant-aided schools) entering wholly or mainly for children who are not handicapped

Day Special School for handicapped children (please specify type/s of handicap)

Residential Special School (please specify type/s of handicap)

Other (please specify)

Col. 26
Please ring
appropriate
number

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N829 7. Total number of pupils at present on school roll (Please enter the number in the boxes, e.g. if 66 children, enter 0 6 6)

Col. 27 - 28 - 29

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N832 8. (a) How many full-time members of the teaching staff does your school currently have? (Excluding the Headteacher):

Please enter the number here.....

Leave blank
Col. 30 - 31

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N835 (b) If there are part-time members of staff, what full-time equivalent number of teachers do they represent? (E.g. 4 teachers teaching half-time would be equivalent to 2 full-time teachers):

Please enter the number here.....

Col. 32 - 33

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(c) How many of the above full-time teachers (included in 8a) have been at your school for the following lengths of time?:

Enter numbers below

N836 Temporary (or supply) teachers.....

N837 Less than one whole year.....

N838 1 or 2 whole years.....

N839 3, 4 or 5 whole years.....

N840 6, 7, 8, 9 or 10 whole years.....

N841 More than 10 whole years.....

Cols.

34

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Not Answered (-1)
Does Not Apply (-2)

3

N845 9. How old are the main school buildings? (Please enter the number of years in the box, e.g. for 8 years enter 0 0 8; if the school is situated on more than one site, please give details below)

Col. 40 - 41 - 42

N848 10. Approximately what percentage of your present eleven-year-olds do you consider as suitable for an academic secondary education leading to G.C.E. 'O' level (or Scottish Certificate of Education 'O' Grade) in five or more subjects? (Please enter the percentage in the box, e.g. for 5 per cent enter 0 5)

Col. 43 - 44

SECTION B

This section contains questions about the child and his parents which might best be answered by the class teacher in consultation with the Head

N849 11. (a) Since the beginning of the school year has either parent taken the initiative to discuss the child, even briefly, with you or any member of the teaching staff?

Please ring appropriate number

(Please ring one code only) Yes, father only
Yes, mother only
Yes, both
Neither

Col. 45

1
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3
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N850 (b) During this period has there been any such discussion with the parents at the instigation of you or your teaching staff?

Yes
No

Col. 46

1
2

12. With regard to the child's educational progress, do the father and mother appear: (Please ring one code only for each parent):

Col. 47

N851 FATHER

Over concerned about the child's progress and/or expecting too high a standard? ..
Very interested?
To show some interest?
To show little or no interest
Can't say
Inapplicable (e.g. no father)

1
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9 (DNA)

N852 MOTHER

Over concerned about the child's progress and/or expecting too high a standard? ..
Very interested?
To show some interest?
To show little or no interest?
Can't say
Inapplicable (e.g. no mother)

Col. 48

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9 (DNA)

Not Answered (-1)
Does Not Apply (-2)

13. Note: Questions 13 (a) to 13 (e) are not mutually exclusive and should all be completed.

N853

(a) In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school because of any educational or mental backwardness?

Yes
No

If the child is receiving such help, please describe briefly; if not, but you consider this necessary, detail the provision you have in mind.

Please ring appropriate number

Col. 49

1

2

N854

(b) In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school because of any educational or mental superiority?

Yes
No

If the child is receiving such help, please describe briefly; if not, but you consider this necessary, detail the provision you have in mind.

Col. 50

1

2

N855

(c) In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school because of any behaviour difficulties?

Yes
No

If the child is receiving such help, please describe briefly; if not, but you consider this necessary, detail the provision you have in mind.

Col. 51

1

2

N856

(d) In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school because of any physical or sensory disability?

Yes
No

If the child is receiving such help, please describe briefly; if not, but you consider this necessary, detail the provision you have in mind.

Col. 52

1

2

N857

(e) Do you consider, irrespective of the facilities in your area, that the child would benefit now from attendance at a special school?

Yes
No
Can't say

Col. 53

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2

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Not Answered (-1)
Does Not Apply (-2)

5

N858 14. Is the child at present receiving free school meals?

Yes
No

Please ring
appropriate
number

Col. 54

1

2

N859 15. As far as you are aware, has the child been referred to any agency because of difficulties which have affected his educational progress or behaviour? (E.g. School Health Service, Child Guidance Clinic, School Psychological Service, Education Welfare Service or School Attendance Officer, Children's Department, Doctor, Probation Officer).

(Include referrals made at a routine medical examination, and any made by another school or by the parents, if known).
Yes
No

Col. 55

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If Yes, please state agency involved and, briefly, the reasons for each referral.

N860 16. Since the child has been in your school has there been any noticeable improvement or deterioration in the rate of his educational progress or in his behaviour and adjustment?

Marked improvement
Some improvement
No noticeable change
Some deterioration
Marked deterioration
Can't say

Col. 56

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If there has been a change, please describe briefly; also mention any factors you feel may be responsible.

From your present knowledge of this child and his circumstances:

17. (a) What do you think he is likely to achieve academically at secondary school and/or in further education?

(b) What kind of job or career do you feel might best suit his abilities or aptitudes? (Please feel free to be as specific or as general as you wish.)

Not Answered (-1)
Does Not Apply (-2)

6

SECTION C

This section contains questions about the child and his class and might best be completed by the class teacher

N861 18. (a) Is the child's age group streamed* by ability?

Yes
No

Please ring appropriate number

Col. 57

1

2

N862 (b) If streamed by ability, is he in:

A higher ability class ..
An average ability class ..
A lower ability class? ..

Col. 58

1

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*If the situation in your school does not fit this coding, please describe below:

N865 19. Number of pupils in the child's present class? (Please enter the number in the boxes; include other year groups if all children are in the same class)

Col. 59 - 60

N866 20. How many teachers normally teach this class?

Enter number here

Leave blank
Col. 61

If there is more than one teacher, please enter details below:

Name of Teacher	Hours per week	Subjects or Activities

N870 21. (a) Number of possible half-day attendances for this child in the present school year. (Please enter the number in the boxes)

Col. 62 - 63 - 64

N874 (b) Number of half-days absent during this period. (Please enter the number in the boxes, e.g. if 24 half-days absent enter 0 2 4)

Col. 65 - 66 - 67

N875 22. For children in English or Welsh schools only. Will this child be proceeding to a local authority maintained or direct grant selective secondary school (i.e. Grammar, Secondary Modern, Technical School); to some form of maintained comprehensive school; or to an independent school?

Selective secondary school ..
Maintained comprehensive school ..
Independent school
Other school (please specify) ..
Don't know

Col. 68
Please ring appropriate number

1

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9

Not Answered (-1)
Does Not Apply (-2)

7

23. You are asked below to rate some aspects of the child's ability and attainment. Each area is subdivided into five categories. It is expected that in a representative cross-section of children of this age, approximately five per cent fall into the first category, the next 25 per cent would fit the second description, the middle or average group of 40 per cent would be in the third category, the next 25 per cent in the fourth category and the final five per cent in the fifth category.

In so far as your professional experience will allow, please rate the child *in relation to all children of his age* (i.e. not just his present class or even his school) by ringing the number opposite the appropriate description.

		Please ring appropriate number
N876	(a) General knowledge ..	Col. 69
	Exceptionally well-informed for his age	1
	Above average. Good background of general knowledge	2
	Average for his age in this respect	3
	Below average. Rather limited knowledge	4
	Lack of general knowledge is a handicap in school	5
N877	(b) Number work ..	Col. 70
	Extremely good facility with number and with mathematical concepts. Grasps new processes very quickly. Shows insight and understanding	1
	Understanding of number work well developed. Grasps new processes without much difficulty	2
	Average ability in this sphere	3
	Rather slow to understand new processes. Rather poor facility with numbers, although able to do some things by rote	4
	Little, if any, ability in this sphere. Shows very little understanding of number work	5
N878	(c) Use of books ..	Col. 71
	Exceptional. Reads very widely for pleasure and information	1
	Above average. Turns to books very readily	2
	Average. Skill and comprehension satisfactory for school requirements	3
	Below average. Still learning the skill of reading; not inclined to turn spontaneously to books for pleasure or information	4
	Very poor or non-reader. Recognises few words; very limited use of books because of poor skill	5
N879	(d) Oral ability ..	Col. 72
	Exceptionally good for his age. Shows extensive vocabulary and complex sentence formation	1
	Above average. Has very good vocabulary and expresses himself well orally	2
	Average for his age. Expresses himself satisfactorily in conversation and oral lessons	3
	Below average. Rather limited in vocabulary, tending to use simple phraseology	4
	Very limited oral ability for his age	5

Not Answered (-1)
Does Not Apply (-2)

8

24. Below are a few descriptions of behaviour shown by some children. Any one particular description is likely to apply to only a minority of children; moreover quite a proportion of children may show at least in some degree one of the aspects of behaviour listed below. If the description fits the child, please circle the figure 1 in the first column. If it is a marginal case, or you are in some doubt about the child's inclusion under this description, please circle the figure 2 in the next column. If the description does not fit the child at all circle the figure 3 in the third column.

		Certainly	Somewhat	Not at all	Don't know	
N880	(a) Poor control of hands (e.g. in writing, drawing, handwork)	1	2	3	4	Col. 73
N881	(b) Squirmy, fidgety child	1	2	3	4	Col. 74
N882	(c) Poor physical co-ordination (e.g. in jumping, running or throwing)	1	2	3	4	Col. 75
N883	(d) Often running or jumping about; hardly ever still	1	2	3	4	Col. 76
N884	(e) Difficult to understand because of poor speech	1	2	3	4	Col. 77
N885	(f) Imperfect grasp of English (i.e. when native language is other than English or Welsh)	1	2	3	4	Col. 78

- N886 25. (a) Compared with other children at this age, does he/she reveal outstanding ability in any area?
E.g. writing stories, drawing, chess, modelling, music, science, sport, etc.

Yes
No

If Yes, please describe.

- (b) What would you consider are this child's most favourable qualities of personality and character?

Col. 79
Please ring appropriate number

1

2

Leave blank
Col. 80

- N887 (c) What do you regard as his/her most serious weaknesses or drawbacks of personality or character?