

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

STRICTLY CONFIDENTIAL

65/1

# EDUCATIONAL ASSESSMENT NATIONAL CHILD DEVELOPMENT STUDY

(1958 Cohort)

Adam House, 1, Fitzroy Square, London, W.1

EUS100 4263

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N4				N1					
Local Authority Code Number				Child's Code Number					
Col.	2	3	4	5	6	7	8	9	10

Region N624

1. CHILD'S NAME (Surname)

(Christian Names)

N622 2. SEX

(Please ring appropriate number)

Boy

Girl

3. DATE OF BIRTH... / 3 / 58

4. TODAY'S DATE... / / 65

5. NAME AND ADDRESS OF PRESENT SCHOOL

6. TELEPHONE NUMBER OF SCHOOL

7. NAME OF HEADMASTER/HEADMISTRESS

8. DATE OF CHILD'S ADMISSION TO PRESENT SCHOOL... N19 / N18

9. 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.

10. NAME OF TEACHER COMPLETING SECTIONS "C" TO "E" OF THIS QUESTIONNAIRE

The INTRODUCTORY NOTES AND INSTRUCTIONS are inserted in the centre of this Booklet.

Col. 1

Card No.

1

Leave blank

Col. 11

1

2

Col. 12

Leave blank

Col. 13-14

Leave blank

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

SECTION A

This section would, most appropriately, be completed by the Headmaster/Headmistress

11. Does your school have:

Day pupils only? \_\_\_\_\_

Boarders only? \_\_\_\_\_

Some day pupils and some boarders? \_\_\_\_\_

Please ring  
appropriate  
number

Col. 15

1

2

3

FOR SCHOOLS MAINTAINED BY A LOCAL EDUCATION AUTHORITY  
(All others please ring code "0" for Questions 12 and 13)

Col. 16

N20 12. Please indicate appropriate category:

Infant School \_\_\_\_\_

Junior with Infants School (or Primary with Infants) \_\_\_\_\_

All-age \_\_\_\_\_

Day Special School (please specify type/s of handicap) \_\_\_\_\_

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

Other (please specify) \_\_\_\_\_

Inapplicable \_\_\_\_\_

1 (2)

2 (3)

3 (4)

4 (5)

5 (6)

6 (7)

0 (1)

7 (8)

8 (9)

N21 13. Has your school a "nursery class"? (as specified by your Local Education Authority)

Yes \_\_\_\_\_

No \_\_\_\_\_

Inapplicable \_\_\_\_\_

Col. 17

1 (2)

2 (3)

0 (1)

FOR SCHOOLS NOT MAINTAINED BY A LOCAL EDUCATION AUTHORITY  
(L.E.A. maintained schools please ring code "0" in Questions 14 and 15)

Col. 18

N22 14. Please indicate appropriate category:

Independent School (to include grant-aided schools) catering wholly or mainly for children who are not handicapped \_\_\_\_\_

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

Other (please specify) \_\_\_\_\_

Inapplicable \_\_\_\_\_

1 (2)

2 (3)

3 (4)

0 (1)

N23 15. Has your school a "nursery" or "kindergarten" class?

Yes \_\_\_\_\_

No \_\_\_\_\_

Inapplicable \_\_\_\_\_

Col. 19

1 (2)

2 (3)

0 (1)

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

2

16. Numbers of Pupils at present on School Roll

(Please enter the numbers in the boxes, e.g. if 66 children, enter 

0	6	6
---	---	---

; if none, enter 

0	0	0
---	---	---

).

Number of Children 7 years of age or older on 2nd September, 1964 \_\_\_\_\_

Number of Children at present on roll who will be under 5 years of age on the last day of the current school term \_\_\_\_\_

The Remainder (i.e. those under 7 years of age on 2nd September, 1964, and at least 5 years old on the last day of the current term) \_\_\_\_\_

N24 Total Number on Roll \_\_\_\_\_

Col. 20-21-22

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Col. 23-24-25

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Col. 26-27-28

--	--	--

Col. 29-30-31

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Contacts between School and Parents of Infants

(All questions apply whether or not there is a Parent/Teacher Association)

Please ring appropriate number

N27 17. Is there a parent/teacher association?

Yes

No

Col. 32

1

2

N28 18. Are meetings arranged for parents, by school or association, on educational matters?

Yes

No

Col. 33

1

2

N29 19. Are any social functions organised for parents?

Yes

No

Col. 34

1

2

N30 20. Do parents provide substantial help for school in money, kind or labour?

Yes

No

Col. 35

1

2

N31 21. Are you able to allow pre-school children to spend some time in school before they actually start?

Yes

No

Col. 36

1

2

Other contacts (please specify)

.....

.....

.....

.....

.....

.....

.....

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

3

# SECTION B

This section would, most appropriately, be completed by the Headmaster/Headmistress

N32

22. At what age was the systematic teaching of phonics (i.e. letter sounds) commenced with this child in school?

Under 5 years of age \_\_\_\_\_  
From 5 years to 5 years 5 months \_\_\_\_\_  
From 5 years 6 months to 5 years 11 months \_\_\_\_\_  
From 6 years to 6 years 5 months \_\_\_\_\_  
From 6 years 6 months to 6 years 11 months \_\_\_\_\_  
From 7 years to 7 years 5 months \_\_\_\_\_  
Not commenced \_\_\_\_\_  
Don't know (e.g. commenced in another school) or can't answer the question \_\_\_\_\_

Please ring appropriate number

Col. 37

1 (2)  
2 (3)  
3 (4)  
4 (5)  
5 (6)  
6 (7)  
7 (8)  
0 (1)

23. Please comment on this or any other factors about the approach to reading in your school which relate to this child.

Col. 38

N33

24. At what age was this child introduced to "sums" (i.e. "formal" written arithmetic) in school?

Under 5 years of age \_\_\_\_\_  
From 5 years to 5 years 5 months \_\_\_\_\_  
From 5 years 6 months to 5 years 11 months \_\_\_\_\_  
From 6 years to 6 years 5 months \_\_\_\_\_  
From 6 years 6 months to 6 years 11 months \_\_\_\_\_  
From 7 years to 7 years 5 months \_\_\_\_\_  
Not commenced "sums" \_\_\_\_\_  
Don't know (e.g. commenced at another school) or can't answer the question \_\_\_\_\_

1 (2)  
2 (3)  
3 (4)  
4 (5)  
5 (6)  
6 (7)  
7 (8)  
0 (1)

Please comment on this or any other factors about the approach to arithmetic, or mathematics in your school which relate to this child.

Col. 39

N34

25. Is the child, because of a physical or sensory handicap (e.g. partial hearing loss), in a teaching unit attached to your school?

Yes  
No

1  
2

If Yes, please state category of unit

Col. 40

N35

26. Apart from anything which the class teacher may be able to do in the normal way, is the child receiving any help within the school because of educational or mental backwardness?  
(Ring "0" if the child is in a special school)

Yes \_\_\_\_\_  
No \_\_\_\_\_  
Inapplicable \_\_\_\_\_

1 (4)  
2  
0

27. If not, do you consider he/she would benefit from such help within the school, at the present time?  
(Ring "0" if the child is in a special school)

Yes \_\_\_\_\_  
No \_\_\_\_\_  
Inapplicable \_\_\_\_\_

3 (2)  
4 (3)  
0

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

4

		Please ring appropriate number
28. Do you consider, irrespective of the facilities in your area, that the child:		
N37	(a) Would benefit now from attendance at a special school? (Ring "0" if child is already in a special school)	Col. 41
	Yes _____	1 (2)
	No _____	2 (3)
	Can't say _____	3 (4)
	Inapplicable _____	0 (1)
N38	(b) Is likely to need some form of special schooling or other special educational help within the next two years? (Ring "0" if child is already in a special school)	Col. 42
	Yes _____	1 (2)
	No _____	2 (3)
	Can't say _____	3 (4)
	Inapplicable _____	0 (1)
N39	29. Has the child, because of difficulties which have affected his progress or behaviour in school, been referred to your knowledge to any agency? (e.g. School Health Service, Child Guidance Clinic, School Psychological Service, Education Welfare Service or School Attendance Officer, Children's Department, General Practitioner, Private Specialist). (Include referrals made at a routine medical examination, and any made by another school or by the parents, if known.)	Col. 43
	Yes _____	1
	No _____	2
	If Yes, please state agency/agencies involved and, briefly, the reasons for referral	Col. 44
	_____	
	_____	
	_____	
	_____	
N40	30. Has the child to your knowledge had difficulties which have affected his progress or behaviour in school but which have now disappeared? (Do not include any difficulties which have prompted referral to an outside agency, as above).	
	Yes _____	1
	No _____	2
	If Yes, please outline, briefly, the difficulties	
	_____	
	_____	
	_____	
	_____	
N41	31. Since September, 1964, have the parents taken the initiative to discuss the child, even briefly, with you or any member of your teaching staff?	Col. 45
	Yes _____	1
	No _____	2
N42	32. Has there been any such discussion with the parents at the instigation of you or your teaching staff?	Col. 46
	Yes _____	1
	No _____	2

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

5

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

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 or inapplicable \_\_\_\_\_

N43 Please ring appropriate number N44

Col. 47 Mother	Col. 48 Father
1 (2)	1 (2)
2 (3)	2 (3)
3 (4)	3 (4)
4 (5)	4 (5)
0 (1)	0 (1)

N45

34. When the child started at your school, did he/she:

(Ring "0" if child has been with you less than 3 months)

Settle down within a month? \_\_\_\_\_

Settle down within 1-3 months? \_\_\_\_\_

Remain unsettled after 3 months? \_\_\_\_\_

Can't say \_\_\_\_\_

Inapplicable \_\_\_\_\_

Col. 49

1 (2)

2 (3)

3 (4)

4 (5)

0 (1)

### SECTION C

This and subsequent sections would, most appropriately, be completed by the class teacher or the teacher who knows the child best.

35. For how many school terms do pupils usually stay in the child's present class? \_\_\_\_\_

(Please enter actual number of terms in box, e.g. for 6 terms enter   ; if you find it impossible to answer, enter   and give reason).

Col. 50 - 51

<input type="text"/>	<input type="text"/>
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N46

36. Number of Pupils in Child's Present Class

(Please enter the number in the boxes, e.g. if 9 children enter   ; if none enter  .

Number of Pupils 7 years of age or older on 2nd September, 1964 \_\_\_\_\_

The Remainder (i.e. those pupils under 7 years of age on 2nd September, 1964) \_\_\_\_\_

Total Number of Pupils in Child's Present Class \_\_\_\_\_

Col. 52 - 53

<input type="text"/>	<input type="text"/>
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Col. 54 - 55

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Col. 56 - 57

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Col. 58

37. Is the child's class single sex?

Yes

1

No

2

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

6

N48 38. How is this class formed? (Please ring one code only.)

- All the infants are in this one class \_\_\_\_\_
- A deliberate cross-section by age and ability of more than one year group of children —sometimes called "family grouping" \_\_\_\_\_
- By age in year groups (e.g. one class per year, or parallel classes) \_\_\_\_\_
- Selected by age within the year group (e.g. children born in the first half of the year in one class, and the remainder in another) \_\_\_\_\_
- An upper ability (or attainment) class within the school \_\_\_\_\_
- A middle ability (or attainment) class within the school (e.g. of 3 classes) \_\_\_\_\_
- A lower ability (or attainment) class within the school \_\_\_\_\_
- Other arrangement (please specify) \_\_\_\_\_

Please ring appropriate number

Col. 59  
1  
2  
3  
4  
5  
6  
7  
8

39. Please enter in the boxes below the approximate numbers of fathers of the children in this class who fall in the three occupational groups. What is required is an estimate only, without putting you to the trouble of enquiring amongst parents or children, which in any case might be difficult. If you feel you cannot answer this question, please enter 9 9 in the boxes.

OCCUPATIONS

N49 (a) Professional, Managerial, Clerical and Skilled Non-Manual, e.g. Doctors, Teachers, Civil Service and Local Government Employees (Administrative, Executive and Clerical Grades), Service Officers, Inspectors and other Senior Police Officers, Draughtsmen, Surveyors, Sales Representatives, Shop Salesmen and Assistants \_\_\_\_\_

Col. 60 - 61

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N51 (b) Skilled and Semi-skilled Manual, e.g. Market Gardeners, Electricians, Fitters, Foremen, Bus Drivers and Conductors, Miners, Police Constables, Packers, Caretakers, Roundsmen, Butchers, Fishmongers, Agricultural Workers, Street Vendors, Hawkers \_\_\_\_\_

Col. 62 - 63

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N53 (c) Unskilled Manual, e.g. Unskilled General Labourers, Stevedores, Porters, Casual Workers, Kitchen Hands, Lorry Drivers' Mates, Window Cleaners \_\_\_\_\_

Col. 64 - 65

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N55 (d) Unknown. (Please enter 0 0 if none) \_\_\_\_\_

Col. 66 - 67

--	--

N57 40. How many children are there in your class whose parents have seen you (or the Headteacher) to discuss their child, since September, 1964? (Please enter the actual number in the box. If you have not had charge of the class since this date, enter 9 9; if you share the class with another teacher, please enter a total figure) \_\_\_\_\_

Col. 68 - 69

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N59 41. Number of possible half-day attendances for this child since September, 1964 \_\_\_\_\_

Col. 70 - 71 - 72

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N62 42. Number of half-days absent during this period \_\_\_\_\_

Col. 73 - 74 - 75

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

# SECTION D

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 truly 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 this age* (i.e., not just his present class or, even, school) by ringing the number opposite the appropriate description.

			Please ring appropriate number
			Col. 76
N65	43. Oral Ability	In conversation expresses himself well—	1
		In conversation, or oral lessons, has good vocabulary and variety of phrases in relation to his age—	2
		Average oral ability for his age—	3
		Below average oral ability, tends to use simple word groupings—	4
		Markedly poor oral ability—	5
			Col. 77
N67	44. Awareness of the world around him	Exceptionally well-informed for his age—	1
		Good background of general knowledge—	2
		Average in this respect—	3
		Rather limited knowledge—	4
		Largely ignorant of the world around him. Lack of general knowledge is a substantial handicap in school—	5
			Col. 78
N68	45. Reading	Avid reader. Reads fluently and widely in relation to his age—	1
		Above average ability. Comprehends well what he reads—	2
		Average reader—	3
		Poor reader. Limited comprehension—	4
		Non-reader, or recognises very few words—	5
			Col. 79
N69	46. Creativity (e.g. in free writing, telling a story, hand-work, painting, drawing, dramatic work)	Shows marked originality or creativity in most areas—	1
		Usually produces good, original work—	2
		Shows some imagination or originality in most areas—	3
		Little originality or creativity in all areas—	4
		Never shows a trace of originality or creativity in any of his work—	5
			Col. 80
N70	47. Number Work	Extremely good facility with number and/or other mathematical concepts. Grasps new processes very quickly. Shows insight and understanding—	1
		Understanding of number work well developed. Grasps new processes without 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 virtually no understanding at all—	5



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

8

Card No. 2

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10
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Please leave blank

N81

48. Basic Reading Scheme used by this child.....

Please detail child's present reading standard:

Beyond basic reading scheme \_\_\_\_\_  
At present on Book 4 \_\_\_\_\_  
At present on Book 3 \_\_\_\_\_  
At present on Book 2 \_\_\_\_\_  
At present on Book 1 or introductory book \_\_\_\_\_  
On pre-reading activities only \_\_\_\_\_  
Don't know or inapplicable \_\_\_\_\_

Please ring appropriate number

Col. 11

1 (2)  
2 (3)  
3 (4)  
4 (5)  
5 (6)  
6 (7)  
0 (1)

### SECTION E

Below are a few descriptions of behaviour shown by some children. It is assumed that any one particular description will fit only a minority of children, but the proportion of seven-year-old children who show at least one of the aspects of behaviour listed below in some degree is, possibly, considerable. It is hoped that this section will throw some light on this question.

If the child certainly fits the description, 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".

Certainly applies    Applies somewhat    Doesn't apply    Don't know

N82

49. Poor control of hands (e.g., in writing, drawing, handwork, or buttoning coat) \_\_\_\_\_

1 (2)	2 (3)	3 (4)	0 (1)	Col. 12
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N83

50. Squirmy, fidgety child \_\_\_\_\_

1 (2)	2 (3)	3 (4)	0 (1)	Col. 13
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N84

51. Poor physical co-ordination (e.g., in running, jumping, or throwing) \_\_\_\_\_

1 (2)	2 (3)	3 (4)	0 (1)	Col. 14
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N85

52. Clumsy \_\_\_\_\_

1 (2)	2 (3)	3 (4)	0 (1)	Col. 15
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N86

53. Often running or jumping about; hardly ever still \_\_\_\_\_

1 (2)	2 (3)	3 (4)	0 (1)	Col. 16
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N87

54. Over-dependent upon mother \_\_\_\_\_

1 (2)	2 (3)	3 (4)	0 (1)	Col. 17
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N88

55. Difficult to understand because of poor speech \_\_\_\_\_

1 (2)	2 (3)	3 (4)	0 (1)	Col. 18
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N89

56. Imperfect grasp of English (i.e., when native language is other than English) \_\_\_\_\_

1 (2)	2 (3)	3 (4)	0 (1)	Col. 19
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