

class observations were conducted. They were focused mainly on Czech language, foreign language and mathematics as well as on the educational area *Man and the World*. Health education was monitored during all class observations.

Some positive findings on conditions, course and results of basic education:

- Educational offer is stable in basic schools, there were only minimum changes within the schools' network.
- Due to demographic development the number of pupils in first five grades continued to increase and the number of lower secondary pupils ceased to decrease.
- School Educational Programmes for Basic Education are being continuously improved.
- No problems were recorded in implementation of SEP changes as a consequence of FEP revision (integration of new topics, corrections in education area mathematics and its applications, compulsory introduction of another foreign language).
- The percentage of qualified staff on both stages of primary education has slightly increased in comparison with previous year.
- Improved school equipment most of all in the ICT area, higher frequency of usage of modern technologies also during other than ICT instructions. The EU project *Money to Schools* has had a positive impact in this area. The competencies of pedagogues in the ICT use have improved.
- The pupils in the 4th and the 8th grades proved a good level of FEP achievements during a selective verification of education results (education area *Man and the World* in the 4th grades, language skills in the 8th grades).

Some negative findings on conditions, course and results of primary education:

- Although the quality of SEP has generally improved, the shortcomings persist in processing the teaching curricula for individual subjects.
- The trend of non-existing guidance of pupils towards self- assessment and mutual assessment during teaching persists. These activities are introduced rather exceptionally or sporadically. Impairments to assure individual support to pupils with SEN also persist as well as impairments to implement of suitable measures aiming at equalizing their health or social disadvantages.
- There is still not enough specialists in schools (social pedagogues, school psychologists). Their increased activity in schools was observed as a consequence of the EU project *Money to Schools*, but after its termination the schools often lack financial means. Thus, the inclusive education is not sufficiently supported.
- The analysis of pupil's questionnaires which were part of selective testing of the educational results of pupils in the 4th and the 8th grades showed, that quite a large percentage of pupils has no ambitions to improve their educational results (one fifth of pupils in 8-grades and one third of 4th-graders). This proportion corresponds to findings from international reviews.
- Only one third of schools are wheel chair-accessible, only a minimal percentage of schools has included the construction of a wheelchair access into their priorities, considering the material conditions.

CSI recommendations for primary education:

- Implement a support designed for school principals who lack the required level of management skills.