

## *Primary School Administration*

The inspectorate reviewed the concept documents and the strategic priorities of the schools and the progress in the preparations being made for implementing school educational programmes.

The concept plans for the further development of the school, which were to a varying extent prepared by 97.4% of the inspected primary schools, are based on education documents prepared at both national and regional levels and these plans fully respect the new tasks, which are to be addressed by the schools as part of the ongoing changes. The key priority at all primary schools was the preparation of an school educational programme, based on the 'Framework Educational Programme for Primary Education' and the creation of the conditions for implementing the programme in the 1<sup>st</sup> and the 6<sup>th</sup> grades. Another key priority was the continuing education of academic staff.

Primary schools have certain key areas around which they are focusing their curriculum, including support for information and communication technologies education and support for foreign languages (95% and 81% of the schools). With respect to ensuring equal access to educational opportunities, the concept plans focus on support for students with special educational needs (96%). Out of this group however, there is less focus on support for socially disadvantaged students (69%) and there is also less focus on support for particularly talented students (50%). 94% of the schools included in their concept documents strategies for the prevention of sociopathological problems.

All of the primary schools were in the process of drawing up school educational programmes. The testing of these programmes in the 1<sup>st</sup> and 6<sup>th</sup> grades was underway at 15% of the schools. Of the total number of students enrolled at the inspected schools, 2.6% were already getting their education through these school educational programmes. When developing their own school educational programmes, the administrators of the schools were making use of the practical experience obtained by schools participating in the 'Pilot Z' project as well as the results of their own testing of those parts of the programme that had already been finalized. In the process of upgrading and improving their existing curriculum, the schools were able to effectively take advantage of the opportunity to build upon the previously implemented 'Class' project.

The administrators of 60% of the inspected schools had already completed their own internal evaluations of their schools (in accordance with Decree No. 15/2005 Coll. on the requirements for long-term planning, annual reports and internal school evaluations);