

however, only two-thirds of these schools have incorporated the results of their internal evaluations into their annual reports.

In the majority of the schools, the intense work required for preparing the school educational programmes had a positive affect on the activities of the teachers' boards. Boards are starting to pay more attention to their school's academic work in general and they are learning new things by discussing the academic structure of the school and the results of the internal evaluation process. However, the evaluation of the work carried out by the methodology committees and the evaluation of school projects is still only carried out very rarely and an assessment of the specific benefits of the above for the future development of the school and improvements to the quality of its services is often missing. The inspectorate has learned that only 89.6% of the inspected schools conduct an analysis of their academic results and their students' success rates.

All of the inspected schools had completed their annual reports for the previous school year. The required format (as specified in Decree No. 15/2005 Coll.) was adhered to by the schools and most of the contents of the reports consisted of descriptions of statistical data, rather than any analytical insights. There was no evidence of any integration with the internal evaluations conducted at the schools in these reports. This was probably due to the fact that the concept behind the newly introduced rating system is still not broadly understood; or, it could be due to the fact that the schools lack experience of knowing how to effectively implement the new rating system. Over one-third of the school administrators voiced complaints about data duplication and the redundant nature of the concurrent need to prepare both of the documents. Records on the discussions and approvals of annual reports by school boards suggest that their approach to these tasks is largely perfunctory.

Staffing Conditions in Primary Education

The administrators of the inspected primary schools have been in their positions for an average of 8.5 years with 97.7% of them having obtained the requisite professional qualifications (1st level primary schools only); or, an average of 9 years with 92% of them having obtained the requisite professional qualifications (1st and 2nd level primary schools). 92% of the administrators were appointed through an open hiring process. In the 2006/2007 school year, 256 new administrators were appointed at Czech primary schools and overall, the administrator turnover rate was 6.1% (according to the Institute for Information on Education