

## Introduction

The Czech School Inspectorate submits the annual report for the 2006/2007 school year. The report has been compiled in accordance with Section 174, Subsection 15 of Act No. 561/2004 Coll. on preschool, basic, secondary, tertiary professional and other education (The Education Act), as last amended. Over the past school year, CSI has undergone the second phase of the changes that are part of its process of developing a standard inspection system in accordance with the requirements of the Education Act. These standardized inspection activities have been coordinated with the objectives and implementation of the Czech educational reforms and they have also been put into a broader European context. When developing the new inspection procedures, the inspectorate has taken advantage of the results of prior research and development efforts related to the assessment of the quality and the effectiveness of educational systems. In order to keep to a minimum the administrative burden being placed on schools, the inspectorate has reduced its number of surveys. For its work in evaluating the conditions provided for, the course of and the results of the educational process, CSI has used evaluation criteria approved by the Ministry of Education, Youth and Sports of the Czech Republic, as posted on the inspectorate's website (<http://www.csicr.cz>).

During the past school year, CSI launched a three-year school evaluation cycle. With this approach, the inspectorate has been able to eliminate a large number of instances in which a school had not been evaluated for an extended period of time – in many cases for more than 8 years. The primary focus areas being looked at in the evaluation of educational services are selected based on existing framework educational programmes and the guidelines stipulated in the "Recommendation of the European Parliament and Council on Key Competencies for Lifelong Learning" (2006/962/EC) and on the "Comprehensive Framework of Indicators and Reference Criteria for Monitoring Progress in Implementing the Lisbon Objectives in the Area of Education and Professional Training". In the past school year, these primary focus areas were 'the child and its mental processes – language and speech' in kindergartens and activities promoting the development of reading and mathematics skills in primary and secondary schools.

In the 2006/2007 school year, the inspectorate looked at the potential risks that exist in the current educational system. Major problems in the setup and the implementation of internal evaluation procedures were identified in school administrative bodies at all levels. A frequently observed mistake in the area of strategic planning was the poor level of