

The Czech School Inspectorate monitored the quality of schools and school facilities as a process of planning, organising and self-assessing, which is based on proper selection of priorities and the educational objectives of schools and on the necessity to modify, on an ongoing basis, the educational strategy of a school in compliance with the aims of national and regional education policies.

Inspections observed whether the strategy and planning of the school support establishment and implementation of school education programmes, whether the school has a climate promoting strategic goals and changes in activities of the school concerned, whether organisational structures are adapted to current needs, whether principles of participative management are being applied, and how schools benefit from strategic partnerships.

When assessing the prerequisites for the activities of a given school, inspections focused on how equipment and facilities available to a school are made use of and how they affect teaching, whether textbooks, teaching aids, school rooms and their capacity are efficiently and rationally used to support teaching and learning, and whether pupils and students work with all the resources available to the school during the course of education.

The Czech School Inspectorate also checked formal conditions according to the records included in the Register of Schools (see Table 1) and audited the funds provided to schools and school facilities from the state budget, pursuant to Sections 160 through 162 of the Education Act in accordance with indicators for setting the amount of funding by using a normative method.

Table 1: Results of comparison of founding documents of schools with reality

Monitored indicator	Kindergartens	Basic schools	Secondary schools
School possesses a valid deed of foundation	100,0 %	99,8 %	99,7 %
School provides education in compliance with its records in the Register of Schools	99,5 %	99,8 %	100,0 %
Education in a secondary school is provided in compliance with permitted fields of study	-	-	99,7 %
Head teacher holds a certificate of appointment	98,6 %	99,0 %	99,0 %

Information obtained within selection interviews with prospective head teachers and the involvement of CSI trainers in training courses for teachers became an import source of knowledge on school managements.

1. School Management

1.1 Strategy and Planning

In conformity with the requirement to implement pre-school and basic education according to school education programmes from 1st September 2007, management of kindergartens and basic schools decided to re-evaluate and renew their educational strategies and plans. The content of the innovations and the formulation of educational objectives were harmonised with national and regional priorities and newly drawn up school education programmes. Planning was mostly in compliance with the actual conditions of schools. Almost all schools informed their partners about respective school objectives (for more details see Table 2).