

to verbal-logical thinking and when they start to attain elementary knowledge of sign systems and their functions.

Teaching of Foreign Languages from 2005 to 2008

In this thematic inspection CSI concentrated on findings gathered through observing and evaluating class instruction in foreign languages from 2005 to 2008 in kindergartens, basic schools and secondary schools. The findings make it possible to assess the development of language education in schools within the last three years. Observations focused on how schools were meeting objectives of the curricular reform concerning the enhancement and modernisation of foreign language teaching. Basic data describe the conditions for teaching foreign languages and measures which schools are implementing to support foreign language teaching. In its observations CSI aimed at, inter alia, monitoring the development of the professional qualifications of foreign language teachers and of team work of teachers, the extension of foreign language teaching and motivating activities and opportunities to apply foreign language knowledge of pupils outside the curricula.

Transition to School Education Programmes in Pre-school and Basic Education

Since the school year 2005/2006 CSI has monitored activities of schools aimed at complying with the procedure in accordance with FEP. After evaluating collected findings and after methodological and practical preparation of inspections focusing on this issue CSI launched inspections of compulsory transition to school education programmes in pre-school and basic education in the school year 2007/2008. At the same time and in compliance with the Plan of Principal Assignments of CSI in the School Year 2007/2008 inspection activities aimed at gathering data and evaluating the compliance of SEP and FEP for pre-school education and basic education were commenced. Inspections were carried out through verification of the proposed set of criteria and the prepared evaluating scheme.

Can Schools Work with Gifted Pupils?

The main aim of this type of inspection was to process the findings gathered within observations and to draw up summary information on identifying gifted pupils in schools, creating conditions to satisfy the educational needs of such pupils and identifying work methods leading to further development of their talents. Another aim was to explain the theoretical and methodological approach towards solving fundamental issues pertaining to the topic in question, to clarify a practical basis for the content of proposed directives and to draft measures with a view to improving the currently unsatisfactory situation.

Injuries in Schools and School Facilities within the Past Two Years

This topic has been monitored within inspection activities comprehensively with special attention paid to safe environments in kindergartens and at the primary level in basic schools. At the lower secondary level of basic schools and in secondary schools inspections focused on preventive programmes against bullying and abuse of narcotic substances. CSI is applying a newly established system of inspections aimed at ensuring safety and protection of the health of children, pupils and students in schools and school facilities. The concept and content of inspection procedures stem primarily from relevant provisions of the Education Act and from those sections of FEP for pre-school, basic and secondary school education which encompass detailed aims and tasks of the operational programme *Health 21* pertaining to the area in question. When analysing the actual situation of safety in schools and school facilities CSI uses comparisons of absolute and relative frequencies of occurrence of injuries and as an objective parameter an indicator of the injury rate was introduced. This calculated figure expresses the ratio between the number of injuries that occurred within the monitored period