

**Table 27: Evaluation of the quality of work with gifted pupils within the instruction in natural sciences in basic schools**

Monitored quality indicators of school work	Frequency of rating degrees		
	3 (+)	2 (+/-)	1 (-)
Support of gifted pupils	16 %	78 %	6 %
Education of gifted pupils in natural science subjects	14 %	77 %	9 %
Further natural science related activities offered to gifted pupils	17 %	82 %	1 %

The majority of basic schools (94%) reflected current educational trends in the teaching of natural sciences. An overview of the evaluation of individual aspects of teaching with regard to the application of up-to-date forms and methods of teaching is included in Table 28.

**Table 28: Evaluation of the application of up-to-date methods and forms of teaching of natural sciences in basic schools**

Monitored indicators of up-to-date methods and forms of teaching	Frequency of rating degrees		
	3 (+)	2 (+/-)	1 (-)
Differentiated approach towards pupils	25 %	69 %	6 %
Work with information; independently obtained information from different sources	24 %	67 %	9 %
Knowledge application in practice	40 %	58 %	2 %
Forming civil competences (environmental issues)	35 %	63 %	2 %
Pupils' activity - discussion	26 %	68 %	6 %
Utilising evaluation and self-evaluation of pupils to motivate them	23 %	68 %	9 %
The share in making the school friendly towards the environment	39 %	60 %	1 %

### Reading Literacy

Observations relating to reading literacy were carried out by CSI in a selected sample of 155 basic schools in 2007/2008. Nearly 79% of BSs included reading skills in the strategic documents of schools. Almost all BSs (98%) were informed on reading skills and the conditions for their development and incorporated them in their current educational programmes. More than 55% of BSs analysed the situation in the development of pupils' reading skills and 73% of schools adopted measures affecting this area of education.

15% of basic schools excellently utilised the results of their self-evaluation for the development of reading skills and 16% of schools took conceptual steps to include reading skills in their instruction. Almost one quarter of BSs implemented projects pertaining to the area of the development of reading competences and 6% of schools participated in international projects. Only in four schools did CSI find that head teachers did not possess necessary information on reading literacy. In 85% of BSs it was head teachers who carried out activities in support of the development of reading skills and in 93% of BSs it was teachers who were involved in such activities.

Staffing was, in this area, above average in 24% of BSs. Almost 73% of BSs supported the professional development of teachers in the field of reading competences. All schools, with the exception of a single school, had appropriate conditions for the development