Table 35: Evaluation of work quality with students who have SEN within the instruction in natural sciences in secondary schools

Monitored indicators of quality of school work	Frequency of rating degrees		
	3 (+)	2 (+/-)	1 (-)
Support of students with SEN	28 %	66 %	6 %
The work of a school with students with SEN	25 %	72 %	3 %
Education of students with SEN in natural science subjects	11 %	80 %	9 %

One quarter of SSs ensured support of gifted students in a distinctive manner. 34% of SSs differentiated natural science activities according to the needs of gifted students and 45% of SSs offered gifted students the opportunity to select from more activities within school instruction. 22% of SSs organised competitions and Olympics for gifted students in the subjects concerned and nearly 64% of schools offered students some other activities relating to natural sciences.

Table 36: Evaluation of work quality with gifted students within the instruction in natural sciences in secondary schools

Monitored indicators of quality of school work	Frequency of rating degrees		
	3 (+)	2 (+/-)	1 (-)
Support of gifted students	25 %	65 %	10 %
Education of gifted students in natural science subjects	16 %	74 %	10 %
Further natural science related activities offered to gifted students	22 %	58 %	19 %

The majority of secondary schools (87%) reflected current educational trends in the teaching of natural sciences. Students of 85% of SSs participated in activities aimed at environmental protection and students of more than three fifths of schools took part in natural science competitions. An overview of evaluation of individual aspects of teaching with regard to application of up-to-date forms and methods of teaching is included in Table 37.

Table 37: Evaluation of application of up-to-date methods and forms of teaching of natural sciences in secondary schools

Monitored indicators of up-to-date methods and forms of teaching	Frequency of rating degrees		
	3 (+)	2 (+/-)	1 (-)
Differentiated approach towards students	15 %	73 %	12 %
Work with information; independently obtained information from different sources	31 %	54 %	15 %
Knowledge application in practice	48 %	47 %	5 %
Forming civil competences (environmental issues)	35 %	60 %	5 %
Students' activity - discussion	21 %	68 %	11 %
Utilising evaluation and self-evaluation of students to motivate them	7 %	78 %	14 %
The share in making school friendly towards the environment	36 %	59 %	5 %