

schools substantially decreased while, on the other hand, the quality and effectiveness of inspections were enhanced.

When evaluating the conditions, course and results of education, the Czech School Inspectorate built on the principles and objectives of education stipulated by the Education Act with the fundamental criterion being, in particular, effective support for the development of the personality of the child, pupil and student as well as achievement of educational aims in specific schools and school facilities. The Czech School Inspectorate verified a set of criteria for assessing schools and school facilities previously approved and published by the Ministry of Education, Youth and Sports (see Annex 1). The following principal areas were defined for assessment of individual schools: school and/or school facility management, prerequisites of a school to meet the school education programme or compulsory content of education in accordance with valid educational documents during the transitional period, school partnership, processes on how to meet educational aims during education, and monitoring the overall success of children, pupils and students with regard to the educational programmes of a particular school.

In the school year 2007/2008 CSI completed a three-year cycle of inspections carried out in compliance with given topics and aimed at both assessing individual educational areas and verifying new inspection procedures in order to find out whether functional literacy, in particular in natural and social sciences, is supported. Inspection activities concentrated on observing key factors indicating the efficiency of schools – a safe and healthy environment for education, staffing, and economical, effective and efficient management of funds provided to schools in compliance with the Education Act. In the past year the Czech School Inspectorate completed a total of 13,297 inspections, visited 1,716 schools and school facilities, carried out 8,674 observations of classes with the aim of observing the teaching of individual subjects, and interviewed 8,751 teachers and other pedagogical staff.

Summarised findings have been collected on the basis of 1,534 inspection reports, 1,763 protocols on checks, 462 selection interviews (tenders) and 27 surveys made for the PISA project. CSI provided schools with 339 extra time limits for removing deficiencies found during inspections, detected 564 serious violations of valid regulations, provided the relevant authorities with 22 reports giving information on breaches of budgetary discipline and 48 reports including other information. The Chief School Inspector filed one proposal for removing a school from the Register of Schools; however, this proposal was not accepted by the Ministry of Education, Youth and Sports (MEYS) and proceedings on deleting the said school from the Register were not initiated. Schools filed 87 comments and objections against inspection results, which represents 2.6% of total inspections. A new demanding task of the transitional period of the Education Act was to launch evaluation of school education programmes for pre-school and basic education and to ensure compliance of the said programmes with the effective Framework Education Programmes. CSI makes use of characteristic features and principles of education programmes laid down in the Education Act alongside principles and criteria set out in currently valid Framework Education Programmes. In total 1,015 school education programmes were assessed, whereby opinions on each of these programmes were submitted by at least three assessors. Inspection teams also comprised professionals from schools and cooperated with 415 external assessors. Results of comparative analyses of school education programmes made it possible to transfer some inspection activities out of schools (in-house inspection, i.e. on the basis of correspondence and ex-ante evaluation) and thus to shorten on-the-spot inspections and decrease the burden on schools and school facilities related to the implementation of the three-year inspection cycles.

This Report also encompasses the main findings arising from individual topics and their analyses. In the course of the school year 2007/2008 CSI issued ten reports classified by