

D.1.2 Basic Education

Self-evaluation and internal control systems were maximally effective in more than 32% of the monitored basic schools. Almost three quarters of basic schools used results of self-evaluation for improving the quality of education and more than 74% of BSs utilised such results as supportive data for drawing up their annual reports. Measures aimed at enhancing the quality of schools were adopted on the basis of results of internal control systems by more than 78% of basic schools.

The majority of basic schools monitor the quality of teachers' work in the direct teaching process. In more than 32% of the total number of monitored basic schools CSI found that their self-evaluation and internal control systems were extraordinarily efficient. Almost 47% of basic schools break down self-evaluation into individual areas of education (language education, natural science education, instruction in mathematics and the Czech language, and reading) and use the conclusions for education quality management in the aforementioned areas.

Only less than 9% of BSs excelled when working with self-evaluation results of foreign language teaching while self-evaluation results pertaining to the area of social sciences were used at a very good level by almost 17% of schools. More than one fifth of basic schools worked positively with self-evaluation results arising from teaching mathematics. 28% of BSs used professional tests as a tool of self-evaluation for improving the quality of teaching of mathematics at an extraordinarily good level. The developed tools of self-evaluation were included in SEPs of 83% of basic schools. (For more information see Table 45).

Table 45: School self-evaluation in school education programmes of basic schools

Indicator	Frequency (as%)
School has specified self-assessment areas	86
School has specified self-assessment objectives	80
School has specified self-assessment criteria	71
School has developed self-assessment tools	83
School has prepared self-assessment schedule	75

Management of basic schools has begun to actively use results of self-evaluation and internal control systems for enhancing the quality of education and activities of schools as a whole (see Table 46).

Table 46: Use of school self-evaluation results

Indicator	Frequency (as%)	
	fully	partially
School uses self-assessment results for enhancing quality of education	75	12
Self-assessment has provided supportive data for annual reports	74	12
Results arising from internal control systems are supportive data for adopting measures aimed at enhancing quality of schools	78	13

CIS found that in more than 32% of the total number of monitored schools self-evaluation and internal control systems were very efficient. Active work with results of self-evaluation leads to improving the staffing of schools. Almost all basic schools provide information on the means and conditions of admitting children and pupils. 98% of basic