



## III.

## The Quality of Conditions of Schools Involved in Basic Education

The CSI also evaluated the quality of conditions in basic schools (so called institutional quality) with respect to the requirements arising from the Register of Schools. Inspectors primarily focused on staffing as well as on the health and safety environment in basic schools.

### Staffing Requirements to Cover the Activities of Basic Schools Head Teachers of Basic Schools

The CSI monitors how head teachers of BSs meet the demanding tasks resulting from their activities pursuant to Sec. 5 of the Act on Pedagogical Staff.

In the schools visited the CSI found that there is a proportion of 96 % of fully qualified head teachers.

The average age of head teachers in BSs is 49.6 years and the average length of their teaching time is 25.4 years. The average length of their management practice was 10.3 years, which directly relates to the low number of new head teachers. There were 173 selection interviews implemented in the past school year. For more information on selection interviews see Table B11, where selection interviews are broken down according to individual regions.

In complementary inspections the CSI found that 20.5 % of head teachers had active knowledge of English whilst 51.3 % of head teachers of BSs demonstrated only passive knowledge of this foreign language.

Benefits brought about by compulsory training in managerial skills were reflected in several monitored dimensions.

Table 18

### Evaluation of the level of managerial activities of basic school head teachers

Monitored indicator	Frequency of achieving required status (%)		
	2008/2009	2009/2010	Trend
Strategy, SEP, innovation in the content of education	81.0	80.8	-
School management, meeting tasks of a head teacher	90.0	90.9	+
Creation of staffing preconditions, risk assessment	83.3	91.1	+
Implementation of the results of system evaluation and of success rate of children	88.1	94.1	+
Development of school partnerships	95.1	94.5	-
Active knowledge of a foreign language	N/A	20.5	
Participation in projects	34.6	77.4	++

Experiences with project management showed an upward trend, personal skills were getting better and improvement in the systems of self-evaluation was considered to be positive. Unlike the quite poor skills necessary to draw up documentation relating to SEPs, head teachers did not have any problem defining the objectives of basic education and implementing them. School strategies and plans in 90.5 % of BSs support balanced fulfilment of SEP aims in all areas of education.

### Drawing Up and Implementing School Education Programmes in Basic Schools

Summarised data resulting from the first evaluation of SEPs in basic schools were published in the relevant thematic report and are included in Table B5, and results of evaluations carried out in lower grades of six- and eight-year secondary general schools are described in Table B6.