

Under Section 174 (15) of Act No. 561/2004 Coll. on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act) as amended, the Czech School Inspectorate (hereinafter referred to as the 'CSI') is submitting the Annual Report encompassing summarised data on the situation in education and the educational system gathered through inspections carried out in the school year 2009/2010.

Inspection evaluations of schools were implemented in compliance with the "Plan of Principal Assignments of Inspection Activities in the School Year 2009/2010" approved by the Minister of Education, Youth and Sports on the basis of the 29th Management Meeting of the MEYS of 18 August 2009.

Inspection evaluations of schools according to the "Criteria for Evaluation of the Conditions, Progress and Results of Education" approved under the 29th Management Meeting of the MEYS of 18 August 2009 (see Annex 1) focused on certain areas of educational activities of schools such as meeting the principle of equal opportunities for education, effective support aimed at developing the personality of children and pupils, and the development of reading and mathematical literacy at all levels of education. The CSI continued its first formal evaluation of new school education programmes in pre-school, basic, and secondary education.

The CSI Annual Report is one of the principal instruments for evaluating and auditing the system of education in the Czech Republic. The aim of inspections is to detect and reveal problems of schools and to determine whether the extent of the respective ascertained risks requires an intervention by the state. Inspection evaluations are based on the principle of legality and evaluate impacts on school practice of the Education Act and its amendments. Amendments to legal regulations are included in Annex 2.

CSI findings also indirectly evaluate how strategic objectives and particular goals encompassed in the valid 2007–2011 Long-term Policy Objectives of Education and the Development of the Educational System in the Czech Republic are met.

For the first time in the development of inspection evaluations of schools the CSI assessed new procedures for the evaluation of the educational achievement of children and pupils according to school education programmes (SEPs). As regards technical and vocational education the CSI assessed an option to carry out evaluations whilst using international tools and EU procedures (participation in the EQAVET project).

Activities of the CSI have traditionally been oriented towards inspections of the environment in schools in terms of health and safety. Public-administrative audits monitored, in compliance with Act No. 320/2001 Coll. on Financial Checks in Public Administration and on the Amendment to Some Other Acts (the Act on Financial Checks), as amended, inter alia, efficient, economical and effective management of the resources provided to schools from the state budget.

In the school year 2009/2010 in total 240 school inspectors and 86 control officials worked for the CIS together with 244 external education experts who were invited to participate in inspections. In the course of the school year 2009/2010 the CSI visited in total 4,843 schools and school facilities and performed 11,907 class and subject observations. 4,448 school education programmes were evaluated within their first reading. As regards secondary education, inspections primarily focused on educational fields provided by secondary general schools (gymnázium). Summarised data are further processed on the basis of 2,136 published inspection reports and 2,193 checklists (non-public documents) as well as on participation in 463 selection interviews (tenders). The CSI received 416 complaints encompassing 796 items. The Annual Report includes results of analyses of certain selected areas. Databases of the Institute for Information in Education (IIE), the Ministry of Education, Youth and Sports (MEYS), the National Institute of Technical and Vocational Education (NITVE) and the CSI were used for analyses, which described important implications of the indicators used.