



Teachers teaching in 1<sup>st</sup> grades of SSs stated as the main reasons for students' setbacks: insufficient knowledge attained in BSs (78.9% of teachers), poor preparation at home (59.9% of teachers) and low motivation of pupils for education (26.3% of teachers). A partial problem could also be unfamiliarity with the FEP as 47.4% of respondents stated that they were not aware of the FEP from the previous level of education. 52.6% of SSs used entrance (input) tests for their pedagogical diagnostics and the resulting division of students into groups according to their abilities. The fact that a range of schools (73.7%) implemented an induction course for newly enrolled students is positive. Problems with the adaptation of students coming from BSs are also confirmed by the highest number of students who repeat some grades in SSs during the course of their studies -37.9% of all learners who repeat grades in the Czech Republic.

### **Results of Education towards Health**

There are well developed systems of school consultancy and systems of prevention of socio-pathological phenomena in secondary education when compared with other levels of education. In secondary education systems are aimed at the prevention of smoking, abuse of alcohol and narcotic substances and minimising manifestations of bullying mainly in the fields of education completed by apprenticeship certificates. Preventive programmes were evaluated in 85.6% SGSs as being at a good level while 5% of schools were requested by the CSI to improve their programmes. In 29% of SSs students either did not use protective clothes and tools or they were not even equipped with them at all, which was the worst deficiency found in schools. 16% of schools did not ensure entrance and periodical medical checks for their students. Insufficient identification of pupils that come from socially disadvantaged environments in SEPs represented a risk for secondary education (32% of SGSs and 34% SVSs). A number of students do not know the rules and options of how to obtain the support of schools or other institutions. In 89% of the schools visited the CSI found utilisation of CCTV. The CSI pointed out the risks relating to the wear and tear of their own tools, equipment and items required for the performance of work in the case of 67% of students of those who participate in practical lessons (Sec. 190 (1) of the Labour Code).

In the past school year 10,338 school injuries were recorded in secondary schools. This number means that the injury index increased by 11% in comparison with previous years.

### **Results of the Development of Reading and Mathematical Skills in Secondary Education**

The CSI works in three year programme cycles and thus also in the past school year inspectors evaluated the development of reading and mathematical literacy. Using certain agreed indicators the CSI compared the situation in schools after three years. A conceptual objective of inspection activities is based on the results of international studies and the results gathered during inspections performed in 2007. The CSI focused on the systems of school self-evaluations and tried to find what measures had been adopted and implemented in secondary education.

### **Evaluation of Reading Literacy Development in Secondary Education**

Findings collected by the CSI demonstrated that the situation pertaining to the development of reading skills is as problematic as in basic schools and, moreover, when some monitored phenomena are taken into consideration the situation was detrimental for secondary education. Although information concerning this topic is provided in 100% of schools almost one third of head teachers and teachers said that they lacked some information on how schools should develop the reading literacy of students.