

Table 31

Evaluation of the level of managerial activities of secondary school head teachers

Monitored indicator	Frequency of achieving required status (%)		
	2008/2009	2008/2009	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	36.6	
Participation in projects	43.4	83.1	++

Head teachers have markedly improved their project management, which can be seen when results are compared with those in previous years. In the past school year the CSI evaluated 25.4% head teachers of SGSs as exemplary and the same can be said about 17.3% of head teachers of secondary technical and vocational schools.

Evaluation of School Education Programmes in Secondary Schools

Summarised findings arising from the first evaluation of SEPs were published in the thematic report and are disclosed separately for four-year secondary general schools (see Table B7) and for other secondary schools (see Table B8).

In the school year 2009/2010 the CSI commenced checks of SEPs in four-year SGSs and in the upper grades of six- and eight-year SGSs and performed, within the first reading, evaluation of the compliance of 463 SEPs with relevant FEPs SE. Of the total number of evaluated SEPs 183 (39.5%) SEPs fully complied with the FEP for SGSs. All the monitored SGSs submitted their SEPs (in the range of 200–800 pages), the structure of which corresponded with the present FEP. However, some SEPs also encompassed a number of excessive quotations from the FEP. Secondary general schools are very successful in drawing up a profile of students who are to complete a SGS and they define their strategic priorities well. Their abilities to enter into active cooperation with partners are evaluated very positively and their profiles are, in the majority of cases, correctly focused on exceptionally gifted students. Nevertheless, it seems to be too early to indicate trends and imply conclusions on the impact of SEPs on school practice only on the basis of initial evaluations of SEPs. In their current documents schools have worked out sections such as “Organisation of Enrolment Proceedings” and “Organisation of School-Leaving Examinations” very well as they fully comply with the valid FEP and this fact is evaluated positively. Schools coped with changes relating to the admission of students and managed to tackle them both formally and in terms of organisation, although a possible risk concerning legislative amendments to the school-leaving examination can be assumed.

In the school year 2009/2010 the CSI launched inspections of SEPs pertaining to secondary technical and secondary vocational education in branches which were incorporated in the FEPs drawn up in the first wave. FEPs contain an obligation to introduce class teaching according to such programmes from the school year 2009/2010. Comparative analyses of 930 SEPs were made to compare these SEPs with FEPs SVE relevant for the given field of study. Of the total number of evaluated SEPs 250 (26.8%) of them fully conformed to the FEP SVE. With regard to technical and vocational education the CSI was involved in the development of tools for evaluating and ensuring the quality of technical and vocational education in the EU.