

In the past school year the CSI provided schools with 1,067 deadlines for adopting measures and removing deficiencies found during inspections and provided the relevant bodies with 84 reports giving information to be further reviewed by other authorities. The Chief School Inspector submitted to the Minister of Education, Youth and Sports one proposal to remove a school from the Register of Schools. The MEYS commenced the relevant proceedings and the school was subsequently deleted from the Register. In the course of the last school year the CSI raised suggestions and comments in the legislative area concerning draft amendments to the Education Act and relating to relevant secondary legislation within the consultation procedure (i.e. documents are submitted for comments from other departments and authorities) or on the basis of inspection results. An overview of legislative proposals submitted by the CSI is included in Annex 3.

The Annual Report is divided into two main parts. The first one is divided into three chapters according to individual educational levels. The chapters encompass findings on how efficient education provided by the network of schools is, what the education quality is (pupils' achievement) and what the conditions for education in individual types of schools are.

Effectiveness is measured on the basis of a year-on-year comparison of changes that occurred within the given level of the education system with a view to identifying substantial and necessary features of individual parts of the education system and to understanding how they mutually relate. Thus quantitative and qualitative changes in the education provided by the school network are ascertained in order to find how they reflect demographic development, evaluate the accessibility of education using certain indicators and assessing demand, supply and "transit" through individual levels of education.

The course and results of education are evaluated in terms of quality. Education is evaluated, in particular, according to new school education programmes (SEPs) and on the basis of gathered information indicating how SEPs affect the achievement of children and pupils.

The evaluation of prerequisites of schools results from monitoring the conditions for education and such evaluations make it possible to define the connections between overall results of schools, including pupils' achievement, and school staffing, equipment and financial resources. The Report pays detailed attention to an evaluation of staffing since the change in the role of teachers, whose approach is important for the translation of objectives encompassed in school education programmes into the practice of schools and for the overall success rate of children, is a fundamental precondition for the implementation of all the changes relating to the enhancement of education quality and effectiveness.

Summary information on the results of inspection activities is provided for each level of education.

As a consequence of the urgency of assignments, arising, in particular, from transitional provisions of the Education Act, the CSI focused on mainstream schools (kindergartens, basic schools, and secondary schools) in compliance with the approved 2009/2010 Plan of the Principal Tasks of the Czech School Inspectorate. Visits to other schools and school facilities were mainly limited to occasional inspections – also in view of the limited capacities of the CSI.

Conclusions of the first part (Part A) contain proposals for the improvement of education at different levels according to the results of inspection evaluations, including suggestions for legislative amendments.

For the needs of education experts the second part (Part B) offers more detailed structural analyses (using tables), the introductory overview of which is included in the section entitled Tables B. Further details resulting from inspection findings collected in the past school year are available in published thematic reports, which are included in Annex 4 or in public inspection reports from specific schools, which are accessible on the web pages of the CSI – www.csicr.cz.