



and questionnaire-based surveys) where inspection teams are in direct contact with school management and pedagogical staff and monitor activities of pupils in classes. This part of inspection evaluation contributes to the description of the internal environment of the school (school climate); it checks whether school education programmes duly take into account supported groups of pupils defined in the Education Act. In general, such data represent quality subjectively perceived by selected target groups. Nevertheless, such data are significant for evaluations of e.g. the effectiveness of support for pupil personality development. In order to reduce the risk of being subjective, different forms of evaluation and assessment are used, for example the triangulation method (inspection triangle), team evaluations and publication of the National Quality Framework together with a detailed description of signs indicating whether the criterion was successfully met (predictability of requirements of an inspection evaluation).

The indicators selected for the National Quality Framework can be divided into groups as follows:

- a. the data determining the position of a school in four categories of required quality in relation to twelve evaluated criteria (see four-grade inspection scale for evaluation);
- b. further valuable data resulting from thematic surveys, which are not included in the evaluated position of a school but which enable evaluation of the effectiveness of the education system and trends over time.

This solution allows for the data to be aggregated in categories relating to priorities of strategic documents for education (for example Long-term Policy Objectives of Education and the Development of the Educational System in the Czech Republic) and thus provide information on the current situation of the whole education system and all its parts at different levels (national, regional and local).

By introducing different inspection cycles, conditions for the monitoring of trends and progress made over time were created. In this way it is also possible to find out what impacts measures of implemented state policies have and what their benefits are.

Findings arising from inspection observations and evaluation results have been arranged for individual levels on the panel of result evaluations and prerequisites of schools in six key areas of the evaluation. This process enables the progress to be monitored in different areas over time and to identify the risks inherent in the system.

