

in development projects, which accounts for a year-on-year decline of 89 %. This situation was caused by restrictions in the resources allocated from the state budget for development projects in general, transfer of part of the funds from development projects aimed at increasing unclaimable salary components in regional schools to a per capita fund. Very limited access of kindergartens to support from ESF also affected this adverse situation.

VI. School Systems of Self-evaluation and Checks

As regards this area, in the school year 2010/2011 inspection evaluations focused on assessing the success rate of schools concerning the establishment of systematic assessment of group and individual results of education and on the level of respecting valid education regulations.

The CSI perceives **school systems of self-evaluation** as partner systems, aims at their outputs and monitors what measures schools adopted to remove deficiencies found in self-evaluation and how they managed to implement such measures. Despite some problems, progress was made in the majority of the monitored indicators of self-evaluation. In comparison with the previous school year 2 % of schools have improved and as regards overall appraisal of school self-evaluation systems more than 10 % of kindergartens displayed serious risks and only 4.6 % of schools had self-evaluation systems at a very good level. Weaknesses were as follows:

- wrong setting of the self-evaluation system;
- rights and obligations of children and their parents (statutory representatives) are not interconnected with education achievement evaluation;
- competences and responsibilities of individual stakeholders are not clear;
- problems with identification of groups of children with SEN limit the effectiveness of support for them;
- passivity of pedagogical boards persisted in the area of assessment of education achievement; overall success of children was not evaluated in relation to the goals encompassed in SEPs.

The low level of school self-evaluation systems was reflected in the lower quality of written documents. Different definitions encompassed in three valid regulations (namely the Education Act, the relevant Decree and FEP PE), absence of outcome standards of pre-school education, unclear terminology and a high administrative burden had negative impacts on the development of self-evaluation. Therefore, schools managed to establish coordinated and interconnected systems and to increase the effectiveness of adopted measures only with difficulty.

With regard to **adherence to selected provisions of valid school regulations** the main indicators are the numbers of deadlines to grant schools enough time to adopt measures and to remove the deficiencies detected through inspections, followed by records of school injuries, the number of justified complaints and suggestions, and/or conclusions of follow up inspections. The following overview contains summarised numbers of the established deadlines.