



The following rank among **weaknesses**, indicating areas requiring improvement:

- Local insufficiency of capacity of pre-school education.
- Low methodological guidance of teachers, insufficient background for assessment and pedagogic diagnostics as well as for identification and registration of differentiated needs of groups with SEN reduces the effectiveness of purposeful special care. There was a high occurrence of SEPs displaying risks of incompatibility with FEP PE. Teachers highlighted the fact that in comparison with other types of schools they had only few opportunities for professional education and exchange of experience.
- There was an increase in the proportion of unqualified teachers, a low level of skills to communicate in English; the highest share of schools at risk were in the category of staffing (16 %).
- There was a low level of ICT use when working with children; utilisation of ICT was not systematic in pre-school education and its effectiveness was very low.
- Only a few kindergartens were able to consider and direct their plans and implementation of education towards goals well and at the same time to respect the needs and interests of children in specific classes.
- The share of children with postponed compulsory school attendance was still very high when compared with the previous school year.
- There was a high occurrence of aggressiveness against teachers and insufficient provision of courses of further education of teachers in the area of prevention of risky behaviour.
- As regards school management it can be seen that the majority of head teachers still cannot effectively work with feedback and with results of self-evaluation; little attention is paid to monitoring the corrective measures adopted and their effects.

Overall Evaluation of the Situation in Kindergartens

The following overview demonstrates the overall evaluation of the situation pertaining to kindergartens in the past school year in six key areas of inspection evaluations. The overview shows the shares of schools (as %) included in the quality categories according to a four-grade rating scale.