



The average number of pupils attending one class in the visited schools was 16.8 pupils. In small basic schools there were 10.3 pupils per class and in large schools there were 19.9 pupils in one class. The average attendance was 14.5 per class, which corresponded to participation of 86.4 %. Comparisons of average participation in individual school subjects proved that there was quite balanced attendance. Differences are negligible; the hypothesis of the higher targeted absence in “unpopular” subjects (mathematics, physics and so on) was not confirmed.

Pupils with SEN were more often present in less crowded classes; on the other hand, **registered socially disadvantaged pupils** were found predominantly in classes attended by a lot of pupils. As regards classes with a higher share of pupils with SEN their presence was more accepted in classes with lower numbers of pupils, as teachers could create opportunities for education with respect to pupils’ needs in such classes. Teachers were not so successful in more crowded classes.

The share of **foreign nationals** was 1.3 % in the schools visited. The larger share of foreign nationals was seen in more crowded classes because their inclusion in such classes was not the reason for reducing the number of pupils in the given class to the standard number. The motivating potential of variable application of different forms and methods of teaching aimed at supporting the development of functional literacy was not sufficiently utilised in such classes. Some activities meant to support multicultural education and the creation of opportunities for recognition of local culture were an exception.

Support for Gifted and Talented Pupils

Identification of gifted pupils was problematic in mainstream BSs. Teachers were not provided with methodological guidelines or opportunities for further education of teachers pertaining to this area. In classes of mainstream basic schools visited the share of pupils **diagnosed as gifted** was 15 times higher than in kindergartens; however, it was still very low (out of 84,112 pupils present **only 263 pupils, i.e. 0.3 % of pupils**, were taught as gifted pupils in the observed classes). Work with them was not systematic, searching for talent in mainstream BSs is not deep-rooted and comparisons with international parameters pertaining to this area are not favourable to the Czech Republic.

The continuing decline in the number of schools and pupils with extended teaching of certain subjects was a negative fact. The table below contains an overview of extended teaching and an international comparison.