

Self-evaluation of pupil's achievement in 1 st grades	Number	%	%
Number of pupils who failed in the 1 st grade (last closed school year)	20	0.9	%
– of whom pupils with SEN	9	0.4	45.0
Total pupils who failed mathematics (last closed school year)	10	0.4	50.0
Total pupils who failed the Czech language (last closed school year)	17	0.8	85.0

The overall success of pupils in BSs can be indirectly assessed on the basis of the opinions of teachers of secondary schools. Teachers assessed fresh students of 1st grades positively in terms of communication (44.0 %), basic orientation in life situations (32.4 %) and independence (26.0 %). The following overview highlights areas exhibiting the most frequent problems of pupils after their enrolment in secondary schools (SSs) and the comparison between study fields in secondary general schools and study fields of secondary technical and vocational schools.

Table 33 Areas exhibiting the most frequent problems of pupils in 1st grades of secondary schools

Monitored areas and indicators	Total SSs – 857		SGSs – 225		STs and SVSs – 632	
	59.8 % of the Register		59.4 % of the Register		57.2 % of the Register	
Insufficient knowledge from BSs	636	74.2	139	61.8	497	78.6
Insufficient home preparation	512	59.7	110	48.9	402	63.6
Lack of independence	369	43.1	95	42.2	274	43.4
Lack of discipline	338	39.4	41	18.2	297	47.0
Missing general social awareness of education	312	36.4	73	32.4	239	37.8
Less encouraging home environment	255	29.7	47	20.9	208	32.9

The above-mentioned findings proved that teachers in basic education should focus on preparing pupils for higher grades with regard to the key types of functional literacy, involving them in home preparation and organising more activities leading to greater independence of pupils.

Innovations in Basic Education

Support of Development of Functional Literacy

Like kindergarten teachers, teachers at both levels of basic education also strive thoroughly to respect the appropriateness of the content of topics taught and therefore minor faults were detected only in 2.3 % of the total number of 5,795 class observations. Cross-cutting education was found in 70 % of the lessons visited.

Records from class observations indicated that support of BSs is mostly oriented towards the development of functional literacy and competences with an emphasis put on orientation towards personal qualities and the cultural maturity of pupils. Schools endeavour to establish habits of positive self-perception (84.4 %), to develop pupils' aesthetic perception, feeling and experiencing (66.6 %), but