



analysis of PISA results correlated with the results of inspection evaluations. As regards reading literacy a positive influence of professionally qualified teachers of the Czech language was seen. Among the methods observed in the lessons of the Czech language only the method of structuring findings (terms and coherence of information) correlated positively methods of critical thinking and the work with texts, as well as development of abstract imagination, appeared to be a weakness. Smaller differences between the best and worst schools were detected among teachers involved in development projects. The degree to which teachers were engaged in the development of SEPs positively affected PISA results in the schools tested.

With respect to mathematical literacy a positive effect of the professional qualifications of teachers of mathematics was detected. The weakness was especially the development of logical thinking, while the participation of teachers in the further education of teachers and their involvement in the development of SEPs seemed to be beneficial. National testing was stopped in 2008 so the aforementioned comparisons only indicate hypotheses which can be tested in 2012 when the survey of PISA 2012 is carried out and nation-wide testing is conducted in the 5th and 9th grades. For the first time it will be possible to evaluate the impacts of curricular reform in the education system in the Czech Republic.

Control Systems in Basic Schools

During their inspections the CSI attempted to find whether the specific provisions of the Education Act were respected. Specialised control events focused on the area of OHS and public-legal audits. Detailed results are gathered in Part B. The following table contains the overview of serious mistakes of schools where the CSI granted deadlines for the adoption of measures for removal of deficiencies found. The CSI most often intervened on the basis of complaints and when inconsistencies between SEP and FEP were revealed.

Table 44 Summarised numbers of deadlines provided to basic schools

Monitored areas	Number of BSs
Deficiencies of SEP, non-compliance with FEP	141
Violations of provisions of the Education Act	9
Provision of meals in schools	17
Justified suggestions and complaints	223
OHS	107
of which	
Staffing in the area of OHS	5
Instruction of children and pupils in the area of OHS	2
Safety of school premises	62
School injuries	34
Safety during out-of-school activities	4
Total number of deficiencies for removal of which deadlines were granted	497

