

- Provision of education for gifted and talented pupils in basic education has prevailed, for a long time, in the form of institutionalised education. The share of pupils who leave the elementary level of basic schools for the lower secondary level of six- and eight-year secondary general schools and conservatoires was still very high (11.3 %). The hopes of regional authorities to make the number of schools optimal were not fulfilled and, moreover, the number of private six- and eight-year secondary general schools increased.
- Methodological support for schools concerning the practical diagnostics of gifted and talented pupils and the preparation of strategies for the education of socially disadvantaged pupils was low.
- Individual speech therapy is not provided sufficiently by basic schools.
- The high occurrence of cases of risky behaviour being resolved is a warning and this highlighted more frequent problems in basic school pupils' behaviour.

With regard to the majority of selected financial indicators, year-on-year comparisons demonstrated a decline in six key areas of inspection evaluations. Expenditure per pupil decreased by 3 % and the reduction in the average salaries of teachers adversely affected evaluations of the school climate.

### Overall Evaluation of the Situation in Basic Schools

The table below contains an overall evaluation of the situation in basic education in six key areas of inspection evaluation. There are also the shares of schools (as %) included in quality categories according to a four-grade rating scale.

Table 46 Overall evaluation of basic schools in the school year 2010/2011

Key areas of evaluation A		Share of schools in the achieved level of evaluation (%)			
		B	C	D	
<b>Results of basic schools</b>					
K1	Provision of education	0.0	13.2	79.6	7.2
K2	Overall results of education and effectiveness of support for personality development of pupils	0.0	8.6	84.9	6.5
K3	Impacts of innovative and preventive programmes	0.0	4.0	88.8	7.2
<b>Prerequisites of basic schools</b>					
K4	School management and an effective strategy of education	0.5	9.6	81.8	8.1
K5	Support for pedagogical staff (personnel, material and financial prerequisites)	0.0	14.6	82.0	3.4
K6	School's self-evaluation systems and checks	0.0	5.2	81.6	13.2

*Key for individual levels of evaluation:*

- a. *Situation displays high risks which can lead to the removal of a school from the Register of Schools pursuant to the provisions of Sec. 150 of the Education Act.*
- b. *A school entity does not achieve a prescribed standard; identified risks can be corrected within the given deadline.*