



- c. *A school entity achieves, within the given criterion, a typical regional or national standard prescribed for the same type of school and school facility.*
- d. *Activities of a school entity are in some areas above the standard or they are evaluated as an example of good practice (the scheme prepared by the Research Education Institute for examples of good practice was used).*

When evaluating the provision of education 86.8 % of BSs conformed to the standard requirements. The CSI points out the risks concerning the provision of education in 13.2 % of the BSs visited where school managements were provided with deadlines in order to complete their SEPs. The year-on-year growth in the number of schools included in this category was 6 %. The persisting occurrence of the same mistakes in SEPs and a year-on-year decline in the number of schools evaluated at the level of the required standard (a decrease by 5.8 % when the figures of the previous school years are compared) reveals shortcomings in the FEP system.

When the overall evaluation of results is taken into account, 91.4 % of basic schools conformed to the standard requirements. The decline by 3.8 %, when figures are compared to those of the previous year, was accompanied by the growth in the number of schools exhibiting some kinds of risks (also by 3.8 %). Outcomes of self-evaluations and evaluations performed by the CSI, including some selected statistical data, were incorporated in the overall evaluation. The Czech Republic does not possess tools for the nation-wide assessment of the educational achievement of pupils, as goals of long-term objectives leading to the introduction of testing in key points of the education path have not yet been implemented. On the other hand, it is positive that in the past school year the CSI was supported in launching the development of testing methods for nation-wide surveys.

In the evaluation of impacts of innovative and preventive programmes relevant activities were seen in 96.0 % of BSs. Innovations in the content of SEPs and project activities of basic schools involved in the ESF Operational Programme Education for Effectiveness, namely in the “EU Money for Schools” project and in other MEYS development programmes, had positive effects.

Altogether 90.5 % of BSs met the requirements of the overall evaluation in terms of management and strategies. However, the number of schools displaying risks in this area grew by 8.4 % when compared to the previous school year. Only 0.5 % of schools were included in the category of schools exhibiting serious risks. The findings of the CSI were quite often an impetus for school founders to recall head teachers of such schools. There was a year-on-year growth in the number of schools that had a standard level – an increase by 3.1 %, nonetheless the number of schools at the level of good practice fell (by 11 %).

As regards the support for pedagogical staff the number of schools displaying some risks in this area increased in comparison to the previous year, which means that support for teachers was not at a very good level at these schools. In some cases risks were caused by non-functional systems of feedback from management. Further adverse effects, such as the ageing of teachers, the decline in an average salary of teachers and the decrease in funds for the further edu-