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Through their control and evaluation activities the CSI strove to find out the situation in schools with regard to:

- respect for the law (the legality principle);
- protection of pupils (the principle of equal treatment, safeguarding safe and healthy environment);
- education quality (identification of successful schools and procedures, orientation towards the success rate of pupils, i.e. effectiveness of support for the pupils' personality development, early and targeted attention paid to disadvantaged groups as well as to gifted and talented pupils);
- aims of education (long-term policy objectives resulting from the Education Act and strategic goals of school policies – innovation); and at the same time
- the CSI directs their activities in particular to helping enhance the work quality of schools (partner self-evaluation of schools).
- When evaluating individual parts of the education system the CSI used their own findings gathered from the schools and school facilities visited (hereinafter referred to as “schools”), results of self-evaluations of such schools, ministerial reports and central statistical data. All institutions are proposed to have the common framework of evaluation which is annually approved by the MEYS and is published, together with relevant comments, on the CSI web pages. The National Quality Framework of Educational Institutions is based on the principle of the continual improvement of schools:
 - it helps determine priorities of where schools should improve (it makes it possible to utilise indicators to point out desirable situations or progress made in a given school);
 - it strives to find out and take into account thought-provoking information provided at the middle level (school, its founder);
 - it strives to find out and evaluate thought-provoking information provided by all participants and partners in education.

What should be taken as an initial point is the fact that evaluation of schools cannot be reduced only to statistical indicators but the real basis is the quality of the education service provided by institutions. The meaning of inspection evaluations is to evaluate education achievement in relation to both current and future prerequisites for the provision of education in compliance with the Education Act. At the same time inspection should capture and cover the development of a school since the previous visit of inspectors.

Schools are evaluated according to the environment they offer to the pupils and whether they support the development of pupils' skills in the key areas of education. The criteria decided on cover three main phases of processes, the conditions, course and education achievement, thus affecting both the main pedagogical process and management and supportive processes occurring in school activities.

