



tive self-perception highlights a possible occurrence of risks in the social area of more numerous classes. In such classes less attention was paid to activities supporting education towards health, in particular activities regarding OHS.

In contrast with basic schools in less numerous classes of SSs there was a slightly higher **share of foreign nationals**. However, neither in these classes were different methods and forms of teaching aimed at supporting functional literacy applied. Activities targeting the development of reading literacy, especially work with texts, search for and use of information can be considered as being an exception.

The share of students **diagnosed as extraordinarily gifted and talented students** was tiny, even lower than in basic schools (out of 58,174 students present in the observed classes only **60 students** were diagnosed as gifted, **which accounts for 0.1 %**). Comparisons with international parameters in this area are negative for the Czech Republic since foreign statistical data report an approximately 2 % share of talented individuals in the population. However, the work with gifted individuals is moderately better than in basic schools but systematic search for talent is not deep-rooted. These students had more opportunities to participate in different contests and out-of-school activities, which is positive.

### Evaluation of Class Climate

Evaluation of the climate in classes was, when compared to other segments, at the lowest level. An emphasis on the democratic environment, mutual communication and motivation of students to become interested in teaching was evaluated negatively in approximately 11 % of the classes observed. There was a good working climate in about 34 % of the lessons visited. A more favourable climate and higher interest in education were detected mainly in classes where the content of instruction respected *cross-subject links* and classes where *opportunities for students with SEN and talented students* were created. Regular evaluation of students' achievement and links of the content of instruction to practice and the life situations of students mostly contributed to the establishment of a favourable climate and growth in the interest in education.

### Assessment of Overall Success of Students in Secondary Education

The CSI identified the rate of success of students according to statistical data concerning students who repeated grades and at the same time monitored the achievement of students in selected subjects of the 1<sup>st</sup> grade of SSs, the first implementation of the reformed school-leaving examination and the progress made in preparations for the final examination (zaverečna zkouska).

The total number of students–repeaters in all grades of SSs was 12,271, which means that their number increased by 9.6 % when compared to the previous year. In the completed school year 2009/2010 the distribution of failed students was more or less even across individual grades, where the share of students repeating the 1<sup>st</sup> grade was stable at the level of approximately 3 %, in the 3<sup>rd</sup> grade there were about 24 % of repeaters and in the 4<sup>th</sup> grade approximately 11 % of students of the total number of repeaters had to repeat the grade.