

monitored data. 93.8 % of school principals stated that they have an active knowledge of at least one foreign language (most frequently English, German and Russian). The most of the evaluated areas showed improvement compared to the previous school year (less schools in the state of risk, more schools shifted to the required state). The overall best evaluated area in basic schools was Partnership (e.g. with statutory representatives of pupils, various organizations and other schools in the region). The area of Effective Support of Pupils' Personality Development was also classified positively.

Basic schools participate to a large extent in development projects. 96.2 % of inspected schools were engaged in projects, most frequently ESF projects (91.6%) or MEYS development programmes (45.3 %). On the other hand the schools were engaged less frequently in local projects (27.1 %).

The schools pay considerable attention to quality improvement of information systems for the public. They focus especially on webpage quality and its use for the school presentation and for mutual communication between the school and parents.

In the school year 2012/2013 continued a trend in increasing quality of personal conditions in schools. A positive shift was recognized also in the area of material prerequisites (e.g. successful implementation of ESF projects within the programme "EU Money for Schools" to acquire teaching aids and ICT technologies needed).

The most problematic evaluation area was the quality of School Educational Programs (e. g. poor arrangement and poor transparency of teaching plans). Despite this fact a positive trend of increasing quality of school documents was observed in the past three years.

Bullying (34.5 %), thefts (24.9 %), property damaging (24.7 %), smoking (24.3%), verbal aggression against teachers (22.5 %) and other (e. g. cyber bullying, racism and xenophobia) were identified by schools as the most frequent cases of risky behaviour. According to the school principals involved into a quick survey designed for the topical areas of Education towards Health and Risky Behaviour Prevention issues, approx. one half of the schools has to deal with truancy - on average two cases per a school. Cyber bullying was observed in one fifth of the schools.

As in previous years, the CSI focused on equal access to education and to inclusive education issues also in the school year 2012/2013. Barrier-free access was available only in 25.9 % of schools, a school psychologist was accessible only in 11.4 % of visited schools. While the number of teacher's assistants increased (51.7 %), the number of speech therapists remains unsatisfactory.

The school budget funds for professional development of teachers were cut, which affected negatively planning and implementation of further education of teachers. In consequence, teachers participate at educational events to a lesser extent.