



521 children with SEN. If these numbers are compared to those of the previous year the total number of children in preparatory classes grew by 5.1 %. The most considerable increase in the number of socially disadvantaged children was in the Pardubice Region (by 56.5 %), followed by the Vysocina Region (31 %) and the Usti Region (27.1 %). On the other hand, the largest decline in the number of socially disadvantaged children was seen in the Central Bohemian Region – 38.5 % and in the Zlin Region – 24 %.

In the schools visited the CSI ascertained that 4.4 % pupils with SEN had been identified and recorded in the School Vital Records (School Registers). The difference between these numbers and higher nation-wide average numbers can be confirmed by the fact that support for such pupils was ascertained in only 56.9 % of observed lessons.

Basic schools stated that they identify mainly socially disadvantaged pupils only with difficulty.

### Provision of Basic Education for Gifted Pupils

The share of pupils leaving basic schools to start to study at either a six-year or eight-year secondary general school decreased on an annual basis by 12.2 %. Six- and eight-year secondary grammar schools reported a decline in pupils who filed an application for studies by 4 %, and the average number of pupils in one class was 32.8 pupils. The ratio between demand and supply was 1.7.

282 pupils enrolled in lower grades of conservatoires and thus these schools display a ratio between demand and supply corresponding to 2.3.

The visited schools reported only 0.2 % pupils recorded as gifted pupils. Schools have a problem identifying gifted pupils and furthermore the CSI found that targeted support was provided in only 21.7 % of the observed lessons held in classes where such pupils were recorded.

### Drawing Up and Introducing School Education Programmes for Basic Education

Schools were obliged to introduce teaching according to the Framework Education Programme for Basic Education (FEP BE) from the school year 2007/2008. Thus in the past school year schools implemented their own education programmes both at the first and second levels of education.

All the schools visited have drawn up their SEP. In the school year reviewed the CSI evaluated 1,292 SEPs and in total 1,859 such school documents were evaluated. The CSI detected that 46.3 % of head teachers and 44.5 % of teachers of basic schools demonstrated an active approach towards innovations and the establishment of a creative environment; however, when this indicator is compared with the previous year the values are slightly lower.

Table 5

Results of SEP's BE evaluations in basic schools and at the lower level of six- and eight-year secondary general schools according to obligatory chapters of the FEP BE

Obligatory chapters of the FEP BE	SEP does not comply		SEP partially complies		SEP fully complies	
	BS	SGS	BS	SGS	BS	SGS
Identification data	2.3	4.9	14.4	27.9	83.3	67.2
General description of school	1.1	0.8	45.0	37.7	53.9	61.5
Conditions for education	5.8	2.5	53.2	67.2	41.0	30.3
Organisation of education	10.9	8.2	35.9	29.5	53.2	62.3
Description of education programme	2.8	0.0	49.9	45.1	47.3	54.9
Content of education	10.3	1.6	31.2	32.8	58.5	65.6
Self-evaluation system	12.3	5.7	35.7	26.3	52.0	68.0

