



situations. Regular physical training is possible in 61 % of schools due to good spatial and material conditions.

According to statistical data 100 BSs provided extended teaching for 6,811 pupils. Most frequently extended lessons aimed at physical training, ICT, arts and culture, and natural sciences. The targeted support to gifted pupils was provided only in 22 % of the lessons visited.

Activities aimed at targeted support of pupils with SEN were seen in the visited schools in 57 % of monitored hours.

As regards the lower secondary level of secondary general schools, support for pupils with SEN was ascertained only in 35 % of hours where such pupils were present and gifted students received targeted support only in 27 % of the visited lessons.

Overall school results, the level of group and individual support in basic education were evaluated by inspections as satisfactory in 84.1 % of schools whilst deficiencies were uncovered in 15.9 % of schools.

A.2.3

Support of Development of Functional Literacy in Basic Education

As far as basic education is concerned, all schools managed to prepare and introduce instruction in the English language from the 3rd grade. English was taught as the first foreign language in 98.3 % of the schools visited. The CSI has not yet found any school where other subjects would be taught in a foreign language. The exception was one school where several subjects were taught in English; however, it was only the first year of the project. It is positive that 23.9 % of schools made use of the European Language Portfolio when teaching the English language and 16.1 % schools used the same portfolio for their instruction of the German language.

It is also considered to be positive that schools managed, at least at the minimal level, to organise instruction in information and communication technologies according to the requirements of the FEP BE, 57 % of the schools visited offered optional ICT subjects and 65 % of schools also offer some school clubs relating to ICT. In 63 cases the CSI saw independent computer presentations of pupils. However, material background and technical equipment for supporting development information literacy appears to be poor.

Inspections monitor, on an ongoing basis, the basic criteria for supporting reading literacy in all classes visited; 96.4 % of visited lessons displayed activities of work with texts and pupils were led to understand the text they were reading. Activities aimed at supporting a positive relation to history and the arts were seen in 92 % of the classes visited. In 84 % of observed lessons teachers used inter-subject links to related educational fields and thus better consistency between different educational areas according to the FEP BE was ascertained.

99 % of the visited schools inter-linked teaching of natural sciences with environmental education and 87 % of schools reported activities of environmental education in the form of projects. Environmental education is among the optional subjects in 36 % of schools. In 70 % of basic schools pupils were involved in development programmes and in specific environmental projects (environmental education, instruction and culture), participated in environmental contests and other similar thematic activities. According to qualified estimates of school managements the funds paid for environmental projects saw an increase of about 46 % when compared to the previous school year and the growth in salary funds for coordinators of environmental education, instruction and culture activities was 143 %.

Deficiencies in the area of the support of the development of functional literacy, in differentiated and in an individualised approach were found by inspectors in 3 % of schools; other schools provided satisfactory support.