



A.2.7

Conclusions**Material Differences among Basic Schools**

The CSI compared the results of incomplete BSs (BSs only with elementary grades) and complete BSs and tried to find the influence of the size of the school. It can be seen that there are more visible differences between groups of small schools (up to 150 pupils) and groups of large schools (more than 150 pupils). Findings were almost identical in small schools and incomplete schools.

If overall evaluation is considered, more indicators differ substantially between small and large schools. Small schools take into account mainly the education needs of individuals, have a safer environment for education, are better organised, teachers give more support to pupils during class teaching, pupils are more involved and cooperate in all activities and are typically evaluated on an ongoing basis. On the other hand, large schools have better provision of advisory services, the content of their education is better developed, they are better at strategic planning and, of course, their material and financial preconditions for school activities are also better. They are more open to partnership and evaluate their cooperation with founders more positively than small schools.

The CSI compared schools of different founders and their level achieved through an evaluation of individual categories of the National Framework. The differences in attention paid to the education needs of the individual were statistically significant. Private schools were evaluated as the best while municipal basic schools were evaluated as the worst. With regard to the advisory services provided by schools private schools were the best whilst regional schools ranked among the worst. With respect to the development of SEPs church schools were the best and regional schools were the worst. As regards the "head teacher criterion" the best head teachers managed church schools and the least successful head teachers were those who managed municipal schools.

Conditions relating to staffing were evaluated most positively in church schools with the worst being in regional schools. Material and financial prerequisites were the best in private schools and the worst evaluation was reported from regional schools. Organisation of education was excellent in private schools whereas regional schools displayed the poorest results.

Support for the personality of a pupil by a teacher was evaluated as best in private schools but on the other hand the most risky schools were also among the private schools. As far as security systems are concerned private schools were the best and problems occurred in particular among municipal schools. However, municipal schools were the best at meeting the objectives and principles of law and ensuring compliance with the FEP whilst private schools were the worst.

Areas Selected for Improvement in Basic Education

Measures adopted at the level of schools aimed at the removal of deficiencies detected in the area of school education programmes (77.5% of schools), improving systems of OHS (31.8% of BSs) and improving managements of funds allocated from the state budget (27.7% of BSs).

12.3% of basic schools did not have functional systems of self-evaluation.

The system for the identification and support of socially disadvantaged pupils was not proven in 46.4% of schools.

The highest number of injuries per pupil is traditionally reported from basic schools with the most frequent injuries being in the lessons of physical training. Physical fitness of basic school pupils demonstrates, according to the findings of the CSI, a downward trend.

The proportion of unqualified teachers is on the rise mainly in social science subjects taught in BSs and the need for qualified teachers of English persists.

