



were found in relation to respecting the allotment of hours for individual subjects in one grade (3.1 % of SSs) and in respecting the total hour allotment in one grade (2.9 % of SSs). The need for innovation in compliance with national strategic innovations was confirmed by 66.9 % of SSs and the need for modification within the meaning of reformed final examinations was stressed by 54.4 % of SSs. Managements of 23.4 % of SSs indicated that no changes had been necessary. The current form of teaching documents prevents innovations in 6.0 % of the schools visited. 31.1 % of SSs have altered the content of teaching documents according to the requirements for the reformed school-leaving examinations and final examinations.

Ongoing results in evaluation of SEPs being currently drawn up show some problems in practice. The CSI detected that 40.8 % of head teachers and 30.5 % of teachers were willing to innovate and establish a creative environment. This indicator is the lowest in the segment of secondary education. A number of schools accept SEPs as a necessary evil. They do not consider the benefits to be worth the efforts made. In contrast to other fields of secondary education attitudes of head teachers as well as teachers of six- and eight-year SGSs were more positive towards innovations.

The SEPs drawn up are often very long, not well-arranged and therefore less coherent, and sometimes they are not in compliance with the FEP SE.

The most frequent shortcomings are as follows: cross-cutting topics are not often included and implemented in curricula, pupils with SEN are not taken into account (classification according to the Education Act is not respected); problems relating to the evaluation of pupils persists (schools declare changes of aims and education methods in their SEPs; however, evaluations permanently focus predominantly on the content of curricula, i.e. on teaching facts), areas of self-evaluation quite often do not correspond to a relevant Decree (No. 15/2005 Coll. laying down prerequisites for preparing long-term objectives, annual reports, and school self-evaluation). Possibilities for self-reflection and self-evaluation by pupils are neglected.

By launching the implementation of SEPs no leap changes in the quality and approaches to teaching occurred. Many schools apply contemporary teaching methods, forms and approaches contributing to effective development of pupils' competencies and for work according to previous teaching documents. Contrary to this, schools building on the classical model of secondary education, which means one-way transmission of mere facts from teachers to pupils, continue to use this method even after the introduction of SEPs.

The current provision of SSs was evaluated as satisfactory in 62.3 % of schools, and as above-standard in 34.8 % of SSs.

A.3.2

Overall School, Group and Individual Results in Secondary Education

The success rate in the 1st round of the enrolment procedure was 84.5 % of SSs and in SGSs it was only 69.3 %.

Within secondary education the CSI established a low rate of individual integration. According to statistical data it was only 1 %. There were 6.3 % students with SEN integrated into classes in the schools visited. In classes with students who had SEN targeted support in lessons was ascertained in only 37 % of observed lessons. As regards gifted students these were supported in only 26 % of lessons.

In the SCGs visited the CSI detected 1.6 % of students with SEN and only 0.2 % of students were identified and registered in school registers as gifted students. Other SSs registered 5.7 % students with SEN and only 0.1 % of gifted students. Students displaying risks that they will not be successful are in technical education, in particular, they attend vocational schools.

In both groups of SSs the CSI ascertained a higher share of students with SEN who were actually supported than the registered number of such students. Schools in some