



In three further key evaluation areas (known as prerequisites) inspections focused on management systems and strategies aimed at meeting the goals of new school education programmes but also on preconditions of schools concerning human resources, financial and economic areas in order to meet their education programmes and on key results and the performance of school self-evaluation systems along with internal preventive and control systems. The CSI monitored the actual staffing of the schools visited, examined school managers, teachers who had taught for less than three years, and the professional level of teachers. When doing so the CSI concentrated on whether the requirements stipulated by the Education Act, Act No. 563/2004 Coll. on Pedagogical Staff and on the amendment to some other acts, as amended, Government Regulation No. 75/2005 Coll. on specifying the scope of direct teaching, direct education, direct teaching of pupils with special education needs, and direct pedagogical and psychological activities carried out by pedagogical staff are met.

## A.1

## Kindergartens

Pre-school education in the Czech Republic takes place in kindergartens, special kindergartens, in preparatory classes of basic schools and in preparatory classes of special basic schools.

Table 1

Overall evaluation of kindergartens by the Czech School Inspectorate in the school year 2008/2009

Key evaluation areas		Share of schools in the achieved level of evaluation (as %)			
		A	B	C	D
<b>Results of kindergartens</b>					
K1.	Provision of pre-school education, drawing up and introduction of school education programmes	0.2	1	67.1	31.7
K2.	Overall results of kindergartens, group and individual support in selected fields of education	2.1	12.9	59.5	25.6
K3.	Supporting development of functional literacy	0	5.2	68.2	26.6
<b>Prerequisites of kindergartens</b>					
K4.	Adherence to legal regulations valid in the area of pre-school education	0.2	3.4	73.8	22.6
K5.	Personnel, financial and economic prerequisites to meet SEP for pre-school education according to the requirements of the FEP for pre-school education	0	7.2	60.5	32.3
K6.	Self-evaluation systems, preventive and internal control systems	1.4	11.1	62.2	25.3

Key for individual levels of evaluation:

- A Situation displays high risks which can lead to the removal of a school from the Register of Schools pursuant to the provisions of Section 150 of the Education Act.
- B A school entity does not achieve a prescribed standard; identified risks can be corrected within the given time limit.
- C A school entity achieves, within the given criterion, a typical regional or national standard prescribed for the same type of school and school facility.
- D Activities of a school entity are in some areas above the standard or they are evaluated as an example of good practice (the scheme prepared by the Research Education Institute for examples of good practice was used).

In the last year the CSI visited 1,686 kindergartens, which accounts for 35.1 % of the total number of kindergartens. Altogether 3,189 inspections were carried out. In the school year 2008/2009 in total 1,092 SEPs of preschool education were evaluated. The summarised evaluation of pre-school education also encompasses data resulting from examinations of 40 complaints containing 98 indications of possible problems and from