

## Czech School Inspectorate Criteria for Evaluation of Conditions, Course and Results of Education for the School Year 2014 and 2015

	Evaluation Criteria	Requirements for Fulfilling the Criteria	Legal References
1.	<b>Equal Opportunities in Admission to Education</b>	<ul style="list-style-type: none"> <li>• School/school facility informs about education offer and about admission process, the information shall be accessible to all applicants. <b>The admission of applicants is in compliance with relevant regulations.</b></li> <li>• <b>School/school facility identifies and registers (in school/school facility's documentation) children, pupils and students with special educational needs (SEN) and gifted children, pupils and students.</b></li> <li>• <b>School/school facility in cooperation with school advisory centres provides information and counselling in matters of education.</b></li> <li>• School is helpful while changing the educational programme, takes measures towards eliminating social, health and safety barriers in the course of education; ensures systematic support of children with SEN.</li> <li>• <b>School transfers children with SEN to another educational programme in accordance with legal provisions.</b></li> <li>• During educational process school respects individual educational needs of all pupils and children.</li> <li>• School/school facility provides effective preventive tools to avoid accidents, school failure and risky behaviour (namely bullying, drug addiction, truancy, aggression towards teachers or pupils) and continually monitors and evaluates their fulfilment of preventive tools.</li> </ul>	<p>Education Act No. 561/2004 Section 2 Letter 1 a) and b) <i>Principles and Goals of Education</i>; Section 5 <i>School Educational Programmes</i>; Section 16 <i>Educational of Children, Pupils and Students with Special Educational Needs</i>; Section 17 <i>Education of Gifted Children, Pupils and Students</i>; Section 20 <i>Education of Foreigners</i>; Section 29 Letter 1 <i>Safety and Health protection at Schools and School Facilities</i>; Section 30 <i>School Rules or Order, Internal Rules of Order and Scholarship Rules</i></p> <p><b>Further legal provisions:</b> <b>Basic schools:</b> Decree No. 48/2005 Coll.; No. 73/2005 Coll.; No. 72/2005 Coll.; Antidiscrimination Act; Convention on child rights; corresponding FEP; Section 150 <i>Removal from the Register of Schools School Facilities</i> (Education Act No. 561/2004) <b>Nursery schools:</b> Section 34 <i>Organization of Pre-school Education</i> (Education Act No. 561/2004) <b>Basic schools:</b> Section 36 <i>Satisfying Compulsory School Attendance</i> and Section 37 <i>Postponement of Compulsory School Attendance</i> (Education Act no. 561/2004); Section 15, Par. 9 of Decree No. 48/2005 Coll. <b>Secondary schools and conservatories:</b> Section 60 through 64 <i>Admission to Education in Secondary Schools</i>; Section 72 <i>Accomplishment of Secondary Education</i>; Section 88 <i>Admission to Education at Conservatories</i>; Section 90 <i>Absolutorium at Conservatories</i> (Education Act No. 561); Decree No. 671/2004; Coll. 177/2009 Coll.; Decree No. 47/2005 Coll.; Decree No. 13/2005 Coll.; Long Term Objectives CR (2011/2015)</p>

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2.	<b>School Educational Programme (hereinafter SEP)</b>	<ul style="list-style-type: none"> <li>• The school/school facility provides education and school services in accordance with the valid Education Act, the school's offer corresponds to registered fields of study in the School and School Facility Register.</li> <li>• School Educational Programmes (SEP) are elaborated in accordance with the goals, plan activities and expected outcomes stated in the Framework Educational Programme (FEP).</li> <li>• The school/school facility's education offer takes into account the real conditions and possibilities of the school/school facility as well as external influences (social and regional).</li> <li>• SEP is fulfilled in accordance with the requirements of relevant FEP.</li> <li>• Changes and innovations within the SEP are in accordance with legislative changes and the accepted measures are based on principles and goals of the valid Education Act and at the same they are based on priorities stated in Long Term Objectives CR.</li> <li>• Educational offer in secondary schools enables both vertical and horizontal permeability of educational fields.</li> </ul>	<p>Education Act No. 561/2004 Section 5 <i>School Educational Programmes</i>; Section 142 <i>Effects of a Record in the Register of Schools and School Facilities</i></p> <p><b>Further legal provisions</b> Decree No. 74/2005 Coll.; No.108/2005 Coll.; relevant FEP; Section 150 <i>Removal from the Register of Schools and School Facilities (Education Act no. 561/2004)</i></p>
3.	<b>School Management</b>	<ul style="list-style-type: none"> <li>• School/school facility meets requirements for professional and pedagogical standards of provided education and school services.</li> <li>• School/school facility regularly submits data on its activities (e.g. accounting, annual report).</li> </ul>	<p>Education Act No. 561/2004 Section 10 <i>Annual Reports</i>; Section 12 <i>Evaluation of Schools, School Facilities and the Educational System</i>; Section 28 <i>Documentation of Schools and School Facilities</i>; Section 30 <i>School Rules of Order, Internal Rules of Order, and Scholarship Rules</i>; Section 164 <i>Head Teachers of Schools and Directors of School Facilities</i></p>

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3.		<ul style="list-style-type: none"> <li>• Management standards correspond to the type of school /school facility, its size and personal composition, decision making is aligned with following executive competencies and appropriate resources.</li> <li>• The school has set clear and measurable goals upon which the planning system is based.</li> <li>• Further school/school facility employees (pedagogical board, methodology bodies, guidance counsellor, prevention specialist, etc.) participate at the strategic management and regular evaluation.</li> <li>• The school has created control and evaluation mechanism to assess achieved results. The school takes measures for improvement and innovates plans and aims.</li> <li>• Organization structure supports current needs and strategic aims for school/school facility development, in internal rules (e.g. School Rules of Order) rights and duties of all participants in the education process are sufficiently described, their compliance is regularly monitored and evaluated (e.g. in pedagogical board).</li> <li>• The school/school facility provides supervision over children and underage pupils.</li> <li>• School cooperates during realization of programmes organized by the Ministry of Education, Youth and Sports of the Czech Republic (MEYS) for inquiries focused on education outcomes.</li> <li>• School/school facility works with CSI evaluation findings and in case of identified imperfections takes measures to remove them.</li> </ul>	<p><b>Further legal provisions</b> Education Act No. 561/2004 Section 150 <i>Removal from the Register of Schools and School Facilities</i></p>

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4.	<b>Personnel Conditions</b>	<ul style="list-style-type: none"> <li>• School/school facility takes measures to minimize personnel risks (e.g. <b>qualification</b>, age structure, fluctuation).</li> <li>• School/school facility systematically supports beginning pedagogical workers with experience up to 3 years.</li> <li>• School remuneration system supports SEP implementation.</li> <li>• Structure and use of teachers working hours is in compliance with regulations in effect (e. g. <b>direct and indirect teaching activity</b>).</li> <li>• <b>School/school facility provides opportunities for further education of pedagogical workers (FEPW)</b>, school FEPW system prefers SEP implementation, in regards to all pedagogical workers it prefers improvement of ICT skills, mastering the assessment methods, communication skills in Czech and possibility of specialization extension (e. g. guidance counsellor, ICT coordinator, SEP coordinator, teacher–specialist, prevention specialist).</li> <li>• School/school facility supports mobility of pedagogical workers (abroad internships, Leonardo, exchange stays).</li> </ul>	<p>Education Act No. 561/2004 Section 164, Letter 1, c) and e) <i>Head Teachers of Schools and Directors of School Facilities</i> Act on Pedagogical Staff No. 563/2004</p> <p><b>Further legal provisions</b> Decree No. 317/2005 Coll., Government Regulation No. 75/2005 Coll., relevant FEP</p>
5.	<b>Material Prerequisites</b>	<ul style="list-style-type: none"> <li>• <b>School/school facility ensures safe environment for education and healthy social, mental and physical development of children, pupils and students during all activities organized by the school/school facility.</b></li> <li>• <b>School/school facility takes measures to maintain and improve space conditions for education in compliance with subject profile, safety and health</b></li> </ul>	<p>Education Act No. 561/2004 Section 29 , (1) and (2) <i>Safety and Health Protection at Schools and School Facilities</i></p> <p><b>Further legal provisions</b> Decree No. 410/2005 Coll., corresponding FEP, Section 150 <i>Removal from the Register of Schools and School Facilities</i>; Section 23 <i>Organization of Schools</i> (Education Act No. 561/2004)</p>

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5.		<p>protection and fire protection rules, school meets requirements for barrier-free access.</p> <ul style="list-style-type: none"> <li>• School/school facility ensures renewal and development of material and technical conditions for SEP implementation in accordance with FEP.</li> <li>• School/school facility ensures modernization of ICT equipment and its proper utilisation during learning and teaching and in administration.</li> <li>• School/school facility continuously improves equipment necessary for practical learning and teaching, ensures its modernisation and proper use during instruction.</li> <li>• School/school facility continuously improves quality of equipment necessary for physical education and ensures their effective use during instruction.</li> </ul>	<p><b>Nursery Schools:</b> Decree No. 14/2005 Coll. <b>Basic schools:</b> Decree No. 48/2005 Coll. <b>Secondary schools, conservatories:</b> Decree No. 13/2005 Coll.</p>
6.	<b>Financial Prerequisites</b>	<ul style="list-style-type: none"> <li>• <b>School/school facility effectively and economically uses funds allocated from the state budget in accordance with SEP and the purposes for which they were allocated.</b></li> <li>• School/school facility sets priorities according to its budget, monitors partial expenses in chosen areas along the priorities of Long Term Objectives; intention for conceptual school development is approved and supported by the school founder.</li> <li>• School/school facility appropriately uses opportunities within both developmental projects of MEYS, namely ESF projects (e.g. operational projects, regional grants etc.) and opportunities in other activities.</li> </ul>	<p>Education Act No. 561/2004 Section 160 through 163 <i>Financing schools and school facilities from the state budget</i> Act No. 306/1999 Coll.</p> <p><b>Further legal provisions</b> Act No. 563/1991 Coll.; Education Act No. 561/2004 Section 23 <i>Organization of Schools, Section 150 Removal from the Register of Schools and School Facilities</i>; Decree No. 14/2005 Coll.; Decree No. 48/2005 Coll.; Decree No. 13/2005 Coll.</p>

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6.		<ul style="list-style-type: none"> <li>Further physical or legal entities participate in school/ school facility funding in accordance with legal regulations (school founder, sponsor donations, parent's and pupil's payments).</li> </ul>	
7.	<b>Effective Organization of Education</b>	<ul style="list-style-type: none"> <li><b>School/school facility fulfils educational plans according to approved SEP and along the Education Act and FEP.</b></li> <li>Organization of education, choice of suitable learning and teaching methods and work forms effectively support SEP fulfilment.</li> <li>Usage of available lessons, offer of compulsory and voluntary subjects is aligned with the profile set by SEP and supports pupil's achievement.</li> <li>School organizes theoretical and practical instruction in accordance with legal provisions (start and finish of lessons, number of lessons within one day, frequency and length of breaks, contracts on content, extent and conditions of practical lessons, number of pupils in one class or in a group).</li> <li>School ensures practical lessons also within the employment sphere in real work conditions.</li> <li><b>School organizes suitable forms of education that correspond to the needs of children and pupils with SEN, foreigners and the gifted children an pupils.</b></li> <li>School has an approach to home preparation of pupils in cooperation with their family (effective support of educational development of pupils, cooperation with family).</li> <li>School ensures an early support to children and pupils with risks of failure (postponing of enrolment, tutoring,</li> </ul>	<p>Education Act No. 561/2004 Section 7 (2) <i>Educational System, Schools and School Facilities</i>; Section 16 <i>Education of Children, Pupils and Students with Special Educational Needs</i>; Section 17 <i>Education of Gifted Children, Pupils and Students</i></p> <p><b>Further legal provisions</b> Relevant FEP Education Act No. 561/2004 Section 34 <i>Organisation of Pre-school Education</i>; Section 46 <i>Organization of Basic Education</i>; Section 65 <i>Organization of Secondary Education</i>; Section 150 <i>Removal from the Register of Schools and School Facilities</i>; Decree No.73/2005 Coll.; Decree No. 14/2005 Coll.; Decree No. 48/2005 Coll.; Decree No.13/2005 Coll.</p>

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7.		taken measures in case of family cooperation failure, taken measures towards pedagogues in case of the not following educational needs of and individual, etc.).	
8.	<b>Effective Support of Personality Development of Children and Pupils</b>	<ul style="list-style-type: none"> <li>• Educational forms enable educational process improvement based on science and research finding.</li> <li>• Modern pedagogic methods and approaches are applied in the process of education.</li> <li>• Educational activities support development of key competencies of children and pupils in accordance with FEP.</li> <li>• Pedagogical workers motivate children and pupils towards participation on various educational and free-time activities including specialized competitions, shows, etc.</li> <li>• Pedagogical workers differentiate their demands and requirements according to children and pupils' abilities.</li> <li>• Pedagogical workers guide pupils to individual work and apply individualized teaching.</li> <li>• Pedagogical workers apply rules in classes according to the School Rules of Orders.</li> <li>• Pedagogical workers apply educational diagnostics in pupils' and children assessment.</li> <li>• Pedagogical workers both provide and gain an appropriate feedback to/from children and pupils (self-assessment development, acquiring suitable learning strategies, support of lifelong learning).</li> </ul>	<p>Education Act No. 561/2004 Section 2 <i>Principles and Goals of Education</i>; Section 30 <i>School Rules of Order, Internal Rules of Order, and Scholarship Rules</i>; Section 116 <i>School Advisory Facilities</i>; Decree No. 72/2005 Coll.</p> <p><b>Further legal provisions</b> Relevant FEP</p>
9.	<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• School/school facility cooperates with legal representatives of children and pupils, eventually with persons with maintaining obligation to adult pupils (information, participation in school bodies, communication</li> </ul>	<p>Education Act No. 561/2004 Section 12 <i>Evaluation of Schools, School Facilities and the Educational System</i>; Section 21 <i>Rights of Pupils, Students and Statutory Representatives of Children and Minor Pupils</i>; Section 167 <i>School Board</i></p>

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9.		<p>with school/school facility, common activities of school/school facility and legal representatives of pupils, children).</p> <ul style="list-style-type: none"> <li>• School creates conditions for work of the School Council where it is in accordance with the Education Act established and allows the Council to participate at school administration.</li> <li>• School supports the existence of pupil self-government and enables it to participate at school administration.</li> <li>• School/school facility cooperates with further partners while creating educational offer; while SEP development and innovation; while ensuring FEPW; cooperates in assessment of vocational education outcomes; in finishing of education and while ensuring practical teaching (e.g. employers, partnership schools, NGOs, counselling facilities, research institutions).</li> <li>• School/school facility supports pupils' mobility (abroad internships, Leonardo, exchange stays).</li> </ul>	<p><b>Further legal provisions</b> Relevant FEP</p>
10.	<p><b>Effective Support of Children and Pupils' Functional Literacy</b></p>	<ul style="list-style-type: none"> <li>• School educational strategy is aimed at development of functional literacy of children and pupils including those with SEN, talented and foreigners, namely in reading, mathematical, financial, social, science, information literacy and in communication skills in Czech in accordance with FEP.</li> <li>• Legal representatives of children and pupils are correctly and in time informed about course of education and about required achievements in individual areas of education along the SEP and FEP.</li> </ul>	<p>Education Act No. 561/2004 Section 2 (1) g) <i>Principles and Goals of Education</i></p> <p><b>Further legal provisions</b> Relevant FEP</p>



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10.		<ul style="list-style-type: none"> <li>• School/school facility takes measures to improve the support of functional literacies (e.g. innovation of the content of education, adaptation of organizational structures etc.).</li> <li>• School/school facility offers further activities and special programmes for gifted children and pupils.</li> </ul>	
11.	<p><b>Systematic Evaluation of Individual and Group Achievements in Education of Children and Pupils</b></p>	<ul style="list-style-type: none"> <li>• School continually identifies and evaluates the quality of outcomes in areas defined by FEP, according to standards valid for the corresponding education level (e.g. school didactical tests).</li> <li>• In accordance with FEP the school achieves required outcomes in selected compulsory subjects (Czech, English, Math).</li> <li>• School has a plan for monitoring children and pupil's successfulness during their transition from a lower to a higher education level (e.g. nursery-basic school, lower-upper secondary level, adaptation of pupils).</li> <li>• School uses opportunities for comparison of group and individual achievements from various sources (e.g. internal testing, verification of learning and teaching outcomes using the inspection e-testing system iSET, other external testing).</li> <li>• During educational activities the pedagogical workers continually assess progress and achievements of children and pupils in accordance with rules anchored in SEP and in the School Rules or Orders. They use the strategy of formative assessment.</li> </ul>	<p>Education Act No. 561/2004 Section 2 (1) g) <i>Principles and Goals of Education</i>; Section 30 (2) and (4) <i>School Rules of Order, Internal Rules of Order and Scholarship Rules</i></p> <p><b>Further legal provisions</b> Relevant FEP</p>

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12.	<b>System Evaluation of Overall Educational Achievements of the School</b>	<ul style="list-style-type: none"> <li>• School/school facility monitors and evaluates the overall achievements of children and pupils in applied educational programmes and also monitors the compliance of educational outcomes stated in SEP with requirements stated in FEP (completion of education and achieved educational level, eventually nodal points of the educational pathway).</li> <li>• School monitors frequency and causality of drop outs, evaluates them and takes measures.</li> <li>• School/school facility monitors effectiveness and successfulness of school systems in the area of safety and health protection, prevention of risky behaviour, and takes measures to correct the found imperfections.</li> <li>• School uses the external assessment of educational outcomes (e.g. comparison of achievements with other schools on regional, national and international level).</li> <li>• School monitors further success of the graduates (further study, labour market).</li> <li>• School/school facility monitors benefits of realized developmental project applied for SEP implementation.</li> <li>• School publishes educational results (e.g. www, school fairs).</li> </ul>	<p>Education Act No. 561/2004 Section 2 (1) g) <i>Principles and Goals of Education</i>; Section 10 <i>Annual Reports</i>; Section 12 <i>Evaluation of Schools, School Facilities and the Educational System</i></p> <p><b>Further legal provisions</b> Relevant FEP Long Term Objectives of the Czech Republic (2011-2015)</p>

- 1) The respective criteria for evaluation are used in relation to characteristics of the inspected school or school facility. The criteria are always to be judged in mutual relation.
- 2) The **orange color** denotes the features which are prerequisite for status required. Their non-fulfillment constitutes imposition of a deadline for removing imperfections.  
The **red color** denotes features the non-fulfillment of which constitutes a proposal to erasure from the school register.