

- *There is an effort on part of the school management to raise additional funds for the school. The number of schools involved in projects to support the education of pupils is also very high. Besides the funds provided from public sources, the directors of elementary schools sought to raise additional funds for the improvement of school activities. This trend was observed in 93.8% of the assessed schools. Typically, more sources of funding were observed at one school. The most common sources included funding from the European Union (80.5% of schools) and funds from commercial sources (40.5% of schools). Parents also significantly contributed to the development of the school; civil association; development projects of the Ministry of Education, Youth and Sport and last but not least complementary school activities (e.g. providing and selling meals from school canteens, classroom rentals and gym hires).*

### Negative Findings

- *The evaluation indicates inadequate staffing conditions in some cases, especially concerning some specialized positions in schools (fluctuation of teacher assistants and lack of funds for the employment of school psychologists).*
- *Insufficient use of appropriate teaching strategies, respecting the needs of students in relation to the achievement of educational goals. Particularly use of methods that build on cooperation between pupils, use of cooperative and active learning methods, multi-sensory attitudes and self-activity of students need further attention.*
- *For the ongoing evaluation of individual students' results and monitoring their progress during education, other forms of evaluation (method test - retest, interrogation techniques during the lesson, assessment of the set objectives through tests, portfolios, presentations, projects, etc.) are underexploited.*  
The most widely used methods, which the school employed in tracking the progress of individual pupils, were an individual teacher evaluation (in 95.4% of schools) and external testing (in 52.2% of schools). A third of schools evaluated pupils' progress by using the pupil portfolio. Only a small number of schools (42 schools) used their own test surveys.
- *Development of individual literacies across more school subjects was not really successful. Financial literacy was one of the least developed literacies.*

### Recommendations for Elementary Education

- *Create a system of financial stability which would ensure high personnel standards in elementary schools. Such system would guarantee provision of services necessary for the development of quality in educational processes. The system should especially support services of an educational consultant, school prevention specialist, career counsellor, special education teacher, school psychologist, etc.*
- *Systematically support forms of further teacher training designed to develop professional and subject didactics, practical use of modern teaching aids and education of pupils with special educational needs.*
- *Provide systematic support to head teachers focused on managerial competence and also on personal development. Use outcomes of the project Competence III - „educational leader“.*
- *Further education of the teaching staff ought to be directed to educational activities carried out within the schools. More complex forms such as „blended learning“ should be taken advantage of.*
- *Develop skills aimed at communication with parents and communication in crisis situations.*
- *Promote professional attitudes of teachers; focus on managing their own worries and avoiding prejudice and stereotyping.*
- *Use an electronic platform InspIS ŠVP for creating and modifying of school educational programs, InspIS SET for formative and summative assessment of pupils and school self-evaluation, and InspIS PORTAL for communication with the public.*