

- *There is an increasing public interest in this form of education in various artistic fields with a strong predominance of interest in individual tuition in music. Increase in the number of pupils; long-term repletion to a maximum capacity of schools. The number of applicants often exceeds the capacity of the facilities. Frequent tendency to “go after” pupils in different parts of the region.*

- *Unique and highly functional interconnection between educational programs of elementary schools and art and music schools and the way they are implemented.*

Partnerships with elementary schools were realized by organizing joint events (mainly exhibitions, concerts, drama or dance performances). Art and music schools also organized educational concerts for pupils of elementary and nursery schools. These events lead to creating partnerships and exchange of educational experience, between individual schools, but also within organizations themselves, where different fields of music and art school cooperate. A high number of primary school pupils attend a partner art and music school, often attending more than one field of art. There are examples where 99.5% of elementary school pupils attend a basic art and music school. Schools with specialized classes for extended music education are also good examples of effective interconnection between an elementary school and basic art and music school. The program of extended musical education offers versatile musical development to pupils which cannot be realized in any different type of school. Pupils of these classes with extended music education are at the same time pupils of art and music schools and have an opportunity to play one or more musical instruments.

- *As a rule, basic art and music school demonstrate effective and optimally adjusted models of school management. These models correspond with the size, organizational structure and nature of activities of these facilities.*

- *Effective motivation of teachers which helps create friendly atmosphere and establishes favourable environment of the basic art and music schools. Generally, the quality of different fields of the basic art and music schools is very balanced. The influence of teachers on students’ personalities is positive and formative. In some cases, this influence was designated as an example of good practice.*

An analysis of school climate questionnaires for teachers revealed prevailing, approximately 90% satisfaction of teachers concerning material, relational and communication areas.

Part of the teachers was regularly involved in artistic life of their communities (musicians in bands or orchestras, actors, puppeteers, etc.). Some also worked for other basic art and music schools or as teachers at secondary schools. Many of them were often valued as experts in their fields, and this served as further motivation for their pupils. Some teachers were also invited as members to competition juries.

- *Support for personalized instruction leading to the development of art, personality and social and cultural competences of pupils and their talents. Appropriate and effective methods of work affect the development, progress and overall results of the pupils in basic art and music schools.*

- *Participation in international projects, development programs and grants and implementation of their own school projects have a positive impact on improving the quality of arts education within the curriculum reform and the related realization of meaningful leisure activities for children and pupils.*

Contacts with important personalities (performers of classical music, conductors, artists, renowned teachers, choir conductors, etc.), with renowned artistic ensembles (e.g. Czech Philharmonic Orchestra or Musica Bohemica), developing cooperation with institutions (e.g. The National Heritage Institute) and the media all contribute to additional presentation of the results of art and music schools.

Negative Findings

- *Shortcomings in the management and control activities of certain facilities, inadequate system of internal control, less functional evaluation processes with an impact on the level and extent of further education; qualification of some teaching staff.*
- *Lack of a uniform attitude in assessing pupils in their exams.*
- *The difference in the frequency of classification and evaluation of pupils' progress with individual teachers.*
- *Occasionally, inappropriate or inadequate spatial and material conditions for teaching; lack of*