

Summary of Inspection Activity

Positive Findings

- *Pre-school education free of charge in the final year before entering compulsory elementary education was fully covered by nursery schools.*

The proportion of five year old who participate in pre-school education (out of total population of this age group) remains stable and reaches 90.6%.

- *There was a slight decrease in the number of postponements of compulsory primary education.* Last year, the share was 20%, this year it dropped to 19.2%.

- *The number of rejected applications for admission of a child to a nursery school decreased. The rejected applicants were mostly children three years of age or younger.*

In the inspected schools, a total of 6,174 children were refused for admission to pre-school education while last year it was 9,293 children. Out of the total number of unmet requests 1,326 applications were for children younger than 3 years. It is obvious that interest in receiving the smallest children does not increase significantly.

- *Healthy lifestyle was promoted especially in the form of healthy and balanced food.*
- *Favourable psychosocial climate in the classrooms positively stimulated educational processes.* The climate of nursery school classes has been traditionally described as very positive. In 97.6% of them the climate was found as favourable and stimulating, encouraging for example atmosphere in which the children were not afraid to express their opinion.
- *The inclusion of children with SEN into mainstream pre-school education was conducted naturally. Compensatory and support measures were used effectively in education of children with SEN.*

In the school year 2014/2015, 1,774 children with SEN were enrolled in the inspected schools, which make 2.8% of the total number of enrolled children. On the basis of the inspection findings, it was noted that nursery schools are places of natural inclusion of children with SEN in the mainstream education. In most observed classes (91.3%), in which children with SEN were present, various compensatory and support measures were used by the teachers. These were namely special methods, forms and procedures, (40.8%), compensation, rehabilitation and teaching aids (19.5%), special didactic materials (17.5%), providing individual support in education (77.4%) and a reduction in class sizes (24.7%). The presence of a teacher assistant in the classroom (58.2%) was found as one of the most important and also an indispensable support measure. The number of teaching assistants involved in working with disabled children has a slightly upward trend.

- *Schools made effective use of methods including situational teaching and experiential learning.*
- *In the teaching, there were activities targeted to prepare children for a higher level of education.*

Negative Findings

- *The average number of children in classrooms is very high and limits the possibility of paying proper attention to education of each and every child.*

When asked what barriers they encounter in their work, teachers most often mentioned administration (59.4%), the high number of children in classes (57.2%), low salaries (24.6%) and psychological demands of their profession (22, 3%).

- *Teachers experienced difficulty in applying consistent individualization of education (evaluation of children for the use of individualized further education)*
- *Children were little encouraged to self-evaluation, cooperation and joint implementation of tasks.*