

Most frequently (76.7%), the school monitors the progress of children through individual teacher assessment and evaluation of the portfolio (66.6%). The individual child's achievement is typically followed (in 82% of the cases) by targeted work, and effective measures are taken to improve the outcomes of individual children. A partial deficiency lies in the fact that the assessment of individual children cannot be properly justified by the teachers and these only minimally use self-assessment of children. Working groups of children based on mutual were represented only in 23.6%.

- *Stagnation persisted in the use of cooperative learning, deliberate work with the text, physical demonstration and experimentation.*
- *Nursery schools did not target at the development of physical skills of children, including health exercise.*

Lack of attention from the teachers was paid to the development of physical skills and fitness, even though the equipment of schools is usually very good and sufficient for these purposes. Deficiencies were found not only in the field of preventive health exercises (insufficiently challenging exercise, irregular, mutually unrelated workouts, insufficient attention paid to the proper execution of exercises etc.), but especially in the development of gross and fine motor skills. These findings can be tracked from the entries in the class books. These entries confirm that children are not lead to demonstrate mastery of basic and specific motor skills, physical fitness through aerobic endurance, muscular strength and flexibility. Insufficient development of motor skills in children seriously undermines development of sensory perception, thought processes, but also the rhythm of speech and breathing and the related communicative competencies.

- *Class and activity observations as well as teaching boards were not used effectively in order to improve the quality of the education process.*

Although the directors are obliged to take follow-up actions based on the findings of the Czech School Inspectorate, it was found that 3% of the directors did not take serious steps to improve the school performance or adopted ineffective or formal measures only. The number of these increased slightly (1.8%) in comparison with the previous year.

- *The content of education was not clearly determined; material equipment and general organization of education processes did not correspond to age peculiarities and the high number of pupils in classes did not allow for individualized learning.*

Recommendations for Pre-school Education

- *Develop specialist knowledge and skills of teachers in issues of personality-oriented education, including inclusive education, and use them in everyday practice.*
- *Pay increasing attention to areas which most frequently cause the postponement of elementary educations – i. e. speech therapy prevention, development of social skills, development of motor skills and graphomotorics, support of concentration, etc.*
- *Pre-school education and early care for children from 0-6 years ought to be grasped comprehensively, in the framework of interdepartmental cooperation between the Ministry of Education, Youth and Sport and Ministry of Health.*
- *Set rules for educating children from two years of age in nursery schools (conditions, content, organization, learning outcomes).*
- *Continue the discussion on the education and further training of pre-school teachers as a key factor influencing the quality of education and care in nursery schools.*
- *Make use of an electronic platform InspIS ŠVP for creating and modifying school curricula and InspIS PORTAL for communication with the public.*