

CZECH SCHOOL INSPECTORATE ANNUAL REPORT

School Year
2014/2015

ABSTRACT | CSI Draft Translation




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A note on the abridged version

Foreign readers of the Annual Report will find that the present translation is only a broader annotation of the full Annual Report of the Czech School Inspectorate for the school year 2014/2015. This annotation, however, contains all basic statistical data on the various stages of education and an overview of the findings of the Czech School Inspectorate during the given period, including the proposed recommendations.

If you are interested in more information, please contact the office of the Deputy Chief School Inspector

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Foreword by the Chief School Inspector



The Annual Report of the Czech School Inspectorate for the 2014/2015 school year presents a summary of findings gathered through inspection activities on the state of initial education and the education system as a whole. The obligation of the Czech School Inspectorate to submit annual reports is anchored in the Education Act (Act. No. 561/2004 Coll.).

Since 2013 The Czech School Inspectorate has undergone some important changes which are centred round the improvement of quality of its inspection activities. The outputs of the Czech School Inspectorate should not only provide objective feedback, they should also assist in improving the quality of education in schools and school facilities. The main change lies in the shift from formal inspection checks to evaluation of teaching and learning processes. These changes are particularly motivated by the desire to provide schools and school facilities with practical methodological support which ought to contribute to the continuous improvement of the quality of education for every child, pupil or student.

Since 2013 The Czech School Inspectorate has also striven to fulfil another important task: creating such methods, processes and procedures, which in addition to their use in the evaluation of education processes conducted by the Czech School Inspectorate, should also serve as practical tools adopted by individual schools. The school year 2014/2015 was marked by the completion of the National Quality Framework in Education which defines the model of the Quality School. The Quality School model includes criteria for evaluation of conditions, course and results of education; methodologies of inspection activities and a set of forms for recording evaluated and controlled information and data relating to education. Besides, the Czech School Inspectorate has prepared a set of new tools for evaluation of support and attainment in reading, mathematics, science, language, social, and information literacies. All of these tools are a further contribution of the Czech School Inspectorate to an ongoing discussion about what quality in education means and signifies. All the mentioned tools are also available for the use of schools and school facilities as well as for the participants in education such as school founders or teacher training universities. Another form of methodological support provided by the Czech School Inspectorate lies in linking the external and internal evaluations of individual schools. Furthermore, during the school year 2014/2015, the Czech School Inspectorate completed development and implementation of new information systems under the InspIS, as for example a system for electronic evaluation of educational achievement; a system used for monitoring and evaluation of school educational programs or a web platform for school presentations which enables sharing information with the public. All these systems are publicly available and free of charge.

In its activities, the Czech School Inspectorate focuses primarily on monitoring and evaluation of the given conditions, course and results of education. These areas therefore correspond with the structure of the annual report for each stage of education. We strongly believe that the quality of education could only be understood as a reflection of the conditions in which education processes take place, of the processes themselves and last but not least, the results of these processes.

In addition to evaluating the quality and efficiency of pre-school, elementary and secondary education, the annual report provides information on the quality of basic art and music education or after school and leisure education. It also presents inspection findings from facilities for institutional or protective care. Furthermore, detailed information concerning the implementation of new methods, processes and tools used in inspection activities is submitted. What is more, the report focuses briefly on the description of activities with an international importance and pinpoints cooperation of the Czech School Inspectorate with relevant international partners. The Annual Report also includes summarized findings of the inspection activities as well as tables for quick reference. All the important chapters of the annual report are submitted including summaries of the positive and negative findings as well as recommendations the Czech School Inspectorate offers with an objective of improving the quality of education at the given stage.

I believe that this annual report will provide relevant, objective and useful information to everybody interested in quality and efficiency in initial education. Hopefully, it will also serve as inspiration for setting up effective educational policies in the Czech Republic.



1 Pre-school Education

In the Czech Republic, institutional pre-school education is provided by nursery schools. Generally, children from three to six years of age are admitted. However, pre-school facilities can accommodate children younger than three year olds or children with postponement of elementary education.

According to the Education Act, children in the last year before starting compulsory primary education receive priority over younger children. In other words, the children of this age group are entitled to placement in the nursery school by law. The highest participation of children in pre-school education is within one or two years before entering primary school.

The number of nursery schools has slightly increased in the last couple of years in reflection of high demand for the placement of the children. In the school year 2014/2015, **5,158 nursery schools** were registered, which means an increase by 73 schools over the previous year.

In the school year 2014/2015, a total of **367,603 children attended pre-school education** according to the data of the Ministry of Education, Youth and Sport, which is an increase of more than 4,000 children from the previous school year. The proportion of children with special educational needs did not change; it has remained at roughly the same level for several years (2.8%). The share of foreign children increased to 2.0% (in the previous year it was 1.7%). Similarly, there was a slight increase in the proportion of children under three years of age to 10.3% (in the previous year it was 9.1%).

Figure 1

Pre-school education – performance indicators

Monitored parameter in the Czech Republic	School Year		
	2012/2013	2013/2014	2014/2015
Total number of number of nursery schools	5 011	5 085	5 158
Number of nursery schools for children with SEN	110	113	115
Percentage of private nursery schools	3,9	4,9	5,8
Percentage of church nursery schools	0,8	0,8	0,9
Percentage of small nurseries (up to 50 children)	51,9	51,7	52,1
Total number of children attending nursery schools in the Czech Republic	354 340	363 568	367 603
Number of inspected nursery schools	840	831	829
Number of inspected lessons in nursery schools	2 363	2 591	2 626

In calendar year 2014, the **expenditure on pre-school education amounted to 10.8%** (19 317 700 000 CZK) **out of the total public expenditure on education.**

In the school year 2014/2015, a total of 829 entries were made to facilities providing pre-school education by the Czech School Inspectorate. In total, 2,626 classroom observations were made with an emphasis on conditions, the course and results of provided pre-school education. The inspectors checked, among other things, spatial, material, safety and financial conditions. They were interested in the school management, staffing, system of school counselling and prevention of risky behaviour. They also focused on ensuring equal opportunities in education, supporting children with special educational needs and gifted children, promoting the development of language skills and supporting the development of knowledge and skills of the children. Moreover, it was monitored how nursery schools prepare children for the first year of the compulsory schooling; if children younger than three years of age are accepted or if healthy lifestyle is promoted.

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.*

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.*

2 Primary Education

Primary education in the Czech Republic, where pupils complete their compulsory school attendance, takes place in primary schools, special primary schools, in grammar schools (gymnasium) and conservatories. According to the International Standard Classification of Education ISCED, basic schools in the Czech Republic provide two levels of education ISCED 1 (primary education) and ISCED 2 (lower secondary education).

In the school year 2014/2015, a total of **4,106 primary schools** provided primary education to pupils.

According to data from the Ministry of Education, Youth and Sport, the **number of pupils in primary education** in the school year 2014/2015 increased to a total of **854,137** (in the school year 2013/2014 it was 827,654). The share of exceptionally gifted pupils remains largely unchanged (0.1%), but the proportion of pupils with special educational needs is gradually increasing. The share of foreign pupils in primary education increased slightly year on year to 1.9%.

Figure 2

Primary education – performance indicators

Monitored parameter in the Czech Republic (statistics of the Ministry of Education, Youth and Sport)	School Year		
	2012/2013	2013/2014	2014/2015
Total number of elementary schools	4 095	4 095	4 106
Number of elementary schools for pupils with SEN	409	397	393
Percentage of private elementary schools	2,2	2,6	3,0
Percentage of church schools	1,0	1,0	1,0
Percentage of elementary schools associated with a nursery school	47,7	48,4	48,8
Percentage of small elementary schools (up to 150 pupils)*	53,7	52,9	52,3
Total number of pupils of elementary schools in the Czech Republic	807 950	827 654	854 137
Number of inspected elementary schools	767	748	787
Number of observed lessons in elementary schools	7 318	8 595	8 478

* Ministry of Education statistics

In calendar year 2014, there was an increase in public expenditure on primary education (compared to 2013) by 6.2% to 58, 180, 000 CZK. The **share of expenditure on elementary education** of the total public expenditure on education has increased by 1% to **32.6%**.

In the school year 2014/2015, the Czech School Inspectorate carried out a total of 787 entries in 773 primary schools. Overall, in the reporting period, there were 8478 class observations performed in the inspected primary schools.

In the school year 2014/2015, inspection activities in elementary school focused on evaluation of conditions, course and results of education of pupils, based on the content and implementation of school educational programs. The inspectors checked, among other things, spatial, material, safety and financial conditions. They were interested in the school management, staffing conditions, system of school counselling, prevention of risky behaviour and last but not least ensuring equal opportunities in education. Within inspection activities, the inspection teams focused mainly on education processes in relation to evaluation of conditions in which these processes take place and learning outcomes of pupils. The Czech School Inspectorate also monitored availability of specialists, support for pupils with SEN and gifted pupils. Furthermore, interaction and communication between participants in educational processes were observed as well as the development of skills and abilities of pupils and support provided to the development of individual literacies (ICT, language, etc.). Workers of the Czech School Inspectorate were also interested in the maturity,

adaptation and preparation of children for the first year of compulsory school attendance and education of children in preparatory classes and the preparatory stage of special primary schools. Moreover, health education focused on the development of healthy eating; physical skills of pupils and their physical fitness were other monitored areas. Other tasks of the Czech School Inspectorate in elementary schooling included: checking on the safety of pupils in schools, educating pupils in socially excluded localities and education of pupils with a different mother tongue. Furthermore, a sample survey focused on the results of pupils of the ninth grades of primary schools and the corresponding grade in grammar schools in sciences and social sciences was conducted through the inspection electronic system of testing InspIS SET.

An integral part of inspection activities the Czech School Inspectorate have been organizing and conducting international surveys. In 2015, apart from the piloting survey PIRLS 2016, two main data collections were conducted: PISA 2015 and TIMSS 2015.

Summary of Inspection Activity

Positive Findings

- *The sphere of primary education is characterized by stability in the offer of educational institutions and facilities and availability of school/school facilities for children. Also, due to favourable demographic trends, the capacities of elementary schools increase to cover higher demand.*
- *An increasing number of pupils with SEN is entering mainstream education. This trend was caused, among other things, by the amendment of relevant decrees that supported individual integration of pupils with SEN into mainstream elementary schools. The amendment also made the presence of an assistant teacher in the classroom possible or more available; and (through clearly defined rules of cooperation) simplified communication between experts from the school counselling facilities and the school teachers.*

An assistant teacher for students with disabilities was available in 55.4% of the monitored elementary schools.

- *Schools are more successful in ensuring smooth adaptation of children entering elementary education. Generally, elementary schools put these strategies among their priorities. In this area, schools successfully cooperate with nursery schools, parents of the children and school counselling facilities.*

Professional psychological care was most often provided outside an elementary school (in 82.1% of the cases). Services of an external psychologist were used by 18.4% of schools; internal school psychologist was available in 13.1% of schools.

- *The rate of active cooperation between teachers in the school and between schools is also increasing. Mutual class and lesson observations are gradually put into practice by basic school teachers. These feedback strategies are used by approximately one fifth of the teachers.*
- *Schools are successful in developing cooperation with other partners of the school, especially parents, and direct it to a specific area of education.*

Some form of a partnership was actively developed by a total of 98.1% of elementary schools. In addition to working closely with their obvious partners (guardians of pupils or school counselling facilities), the schools cooperated prevalently with other schools (80.3%) and partners in their municipalities or regions. Their cooperation lied mostly in organizing or preparing different cultural events (88.9%). Approximately half of the schools also closely cooperate with non-governmental organizations.

- *In the area of material conditions of elementary schools, there was a shift from focusing on ICT equipment to other teaching aids. The quality of teaching is increasing due to the efficient use of modern teaching aids and increasing competencies of teachers in their use.*

The Czech School Inspectorate findings showed schools are well equipped with ICT (only 0.1% of schools have shortcomings in this area) and availability of teaching aids for pupils is also very good. Effectiveness of the use of teaching aids (used in 96.5% lessons) then contributes to the quality of the teaching.

- *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.*

3 Secondary Education and Education at Conservatories

According to the International Standard Classification of Education ISCED, secondary schools in the Czech Republic provide education on levels ISCED 2, ISCED 3 and ISCED 4. Successful graduates of upper-secondary and post-secondary education achieve secondary education, secondary education with a vocational certificate or secondary education with a final exam (maturita examination).

In the Czech Republic, secondary education can be obtained in secondary schools which could be divided into grammar schools (gymnasium), secondary technical schools, secondary vocational schools and conservatories. Secondary education can be concluded in the daytime, evening, distance and combined forms. For students with disabilities, special secondary schools are established.

In the school year 2014/2015, **1,310 secondary schools** were entered in the school register (annual decrease of 1.6%), of which 149 schools catered for pupils with special educational needs (increase by 2.1%). Art and music education was provided in 18 conservatories.

According to statistics of the Ministry of Education, Youth and Sport, a **total of 435,542 students** were enrolled in secondary education by September 30, 2014. The number of pupils, in the context of demographic trends, decreased by 3%. The proportion of students with disabilities in daily form of education was 4.6%. This proportion has been slightly increasing in the last three years. The trend of increasing number of foreigners educated in secondary schools stopped.

Figure 3

Secondary education – performance indicators

Monitored parameter in the Czech Republic	School Year		
	2012/2013	2013/2014	2014/2015
Total number of secondary schools	1 347	1 331	1 310
Percentage of state schools	74,0	74,2	74,2
Percentage of private schools	23,2	23,0	22,8
Percentage of church schools	2,7	2,8	3,0
Number of classes in all secondary schools	19 440	18 823	19 771
Percentage of classes in schools offering secondary education	1,3	1,4	1,5
Percentage of classes in schools offering vocational certificate	25,3	25,8	26,0
Percentage of classes in schools offering maturita examination	73,4	72,8	72,5
Number of pupils in secondary schools	470 754	448 792	435 542
Number of inspected secondary schools	285	245	285
Number of class observations in secondary schools	3 826	3 877	3 869

All secondary schools, irrespective of the founder, are mostly financed by funds provided from the state budget for non-investment expenditure (**18.2% of public resources on education goes for secondary education**).

In the school year 2014/2015, the Czech School Inspectorate performed inspection activities in 285 schools. As part of the inspection activities, a total of 3,869 lessons were observed.

Moreover, in the same year, the Czech School Inspectorate also conducted electronic surveys targeted at funding school meals, education of pupils with a different mother tongue and management of educational processes and its possible support.

In the inspected secondary schools (as well as in nurseries and primary schools), the Czech School Inspectorate examined the spatial, material and safety conditions; financial conditions; management of the school and the staffing conditions. School inspectors also monitored the

system of school counselling and prevention of risky behaviour. Moreover, the Czech School Inspectorate also investigated preserving equal opportunities in access to education; support for pupils with SEN and gifted pupil and monitored communication between all participants in the educational process. In the secondary technical schools, the Czech School Inspectorate controlled conditions, course and results of education. Other monitored areas included support given to the development of skills of students, ICT conditions, language and other literacies and emphasis placed on health education. The inspectors also assessed adaptation and preparation of students for the first year of secondary education. Attention was also paid to overall results of the pupils and preparation for the final exams both for the matura exam and the vocational certificate.

Summary of Inspection Activity

Positive Findings

- *Continuing modernization of technical backgrounds of secondary schools. Improvement in the quality of ICT equipment and regular use of these devices in the classroom (computer labs, overhead projectors, laptops and tablets). The use of electronic and information equipment to keep documentation (electronic class book, school register, registration of outcomes of pupils' education with remote access for their legal representatives).*

Improving the hardware and software equipment of schools allows a wider use of computers by teachers and pupils in teaching and learning. In this area, a very positive part was played by the project EU money to secondary schools which helped a lot of schools improve their computer and presentation equipment. It also helped the teachers who prepared digital teaching materials (DUM) as part of the project. Inclusion of these materials helped change methods of work in favour of methods based on active participation of students in the learning process.

- *Obtained funding from the ESF had a positive impact on the conditions and the course of education. Schools participating in the project mostly focused on supporting the teaching of foreign languages, the use of information and communication technologies and the development of science and technology education.*
- *A significant number of pupils and teachers took part in exchanges, internships and study visits to other schools and organizations both in the Czech Republic and abroad, which contributed to raising the professional level and language skills of the participants.*

For the development of expert and language skills of pupils, schools organized internships and fellowships. Pupils from 25.7% and teachers from 27.7% of different fields of secondary schooling went abroad to broaden their practical skills. 62.3% of these pupils' stays took place abroad and 44.6% at foreign businesses. 70.2% of the teachers' internships were also carried out abroad and 37.2% of them were realized at foreign businesses.

- *Developing partnerships with employers, with primary and other secondary schools and universities, with professional associations and guilds, with the cities in which the school operates - had a positive impact on the course and conditions of education (e.g. joint projects, providing practical training, organization of competitions, organization of lectures and seminars, providing information about the situation on the labour market, training of teachers in new technologies).*

Nearly 98% of secondary schools were active in some form of a partnership.

Cooperation with other secondary and primary schools, the founder and local businesses seems to thrive. Schools are also often engaged in social and cultural life at the level of their municipalities and regions. An important part of relationships was also formed by bilateral cooperation with non-governmental organizations. The least frequent form of cooperation is cooperation between secondary schools and research institutions (only 17.7% of the evaluated schools). Moreover, it is becoming increasingly common for secondary schools to be involved in international projects and programs, which were dominated by joint projects with partner schools abroad. These forms of cooperation also encouraged mobility of students and teachers and participation in international competitions and field trips. Furthermore, successful cross-border cooperation of schools with a similar focus was observed in border regions of the country.

- *There is an increasing number of employers or businesses who are interested in the realization of practical training at their workplaces.*

Cooperation with businesses on the local level serves, among other things, as a motivating factor and it makes practical training meaningful and more attractive to pupils. Other motivating factors include grants awarded for good school grades provided by schools (15.5% subjects), founders of schools (16.3%) and some employers.

In 59.9% of the cases (inspected schools), the practical training took place at a local business at least partly, in 10.2% of the inspected subjects, the whole of the practical training was facilitated by local businesses.

- *The quality of provided school counselling services improved, especially in the availability of specialists for school counselling and prevention of risky behaviour. There also was an increase in the number of educational counsellors who have completed specialized studies.*

In 85.7% cases of secondary schools, an educational advisor was appointed and in 80.6% of the inspected secondary schools, there was a school prevention specialist appointed.

Most educational advisors (61%) were graduates of a specialized study programmes.

- *Successful implementation of a uniform final exam.*

Negative Findings

- *The content of some of the framework educational programmes does not match the current level of technological development and equipment of schools. These programmes then cannot perform its function of basic documents which outline the strategies of individual schools.*

- *As far as the teaching staff is concerned, schools are faced with restrictions on the employment of experts for teaching vocational or technical subjects.*

- *There is a high number of secondary schools where very similar or the same specializations are taught. This continuously results in significantly higher offer of places than is the demand. The structure of the secondary education does not fully correspond with the needs of the labour market.*

- *Most secondary schools prefer quantity over quality when accepting new students. The main aim being filling classes with a corresponding number of pupils regardless of their academic competences and motivation, which is then negatively reflected in their school results and later particularly in success in the final examinations. This results in the fact that many pupils do not reach either the planned level of education or the desired professional qualification.*

There were pupils in secondary education, who after successful completion of three years of a particular secondary school, failed the school-leaving examinations (in most cases the state part of the maturita exam). These students were subsequently - in compliance with the law - admitted into senior year of the secondary school again and in 2014/2015 underwent further unsuccessful attempts at passing the graduation exam. It is evident that this is not an exceptional failure, but the result of lacking academic competences – a fact that should have been detected during the admission process into that particular school. Limits for re-sitting the final exam should be strictly set because the current situation allows some students to be for the third time admitted into the senior year of the school. The mentioned students will start the third series of attempts at passing the graduation exam next year.

- *Low success rate of students in the didactic test of mathematics in the state school-leaving examinations corresponds with the findings of the Czech School Inspectorate during the lessons. Pupils often demonstrate deficiency in knowledge and mathematical skills, which is a limiting factor not only in mathematics, but also in science and technical subjects where the use of mathematical tools is an essential prerequisite for solving the tasks successfully.*

A failure rate for the school-leaving exam in mathematics was 23.9%.

In the long term, pupils experience difficulty in passing the math didactic test, especially in post-secondary education where the percentage of failed students increased from 53% to 60.1%. In all tests of the school-leaving examinations pupils from post-secondary education achieve results twice as worse than the results of students in other fields of vocational education. In the school part of the final exam, however, students of post secondary education demonstrate better results by 0.7% than pupils from similar type of secondary education.

- *Teachers of vocational training secondary schools also fail to use cooperative forms of teaching.*
- *Inclusion of self-assessment and peer assessment of pupils is still only exceptional, despite their vital importance for the development of pupil's personality.*
- *High pupil absence (excused and unexcused), particularly in vocational education with no school leaving exam (maturita) is negatively reflected in the results achieved during the pupils' training as well as in the school completion rate. Measures that schools in many cases apply (restrictions or learners' motivation in the form of scholarships or various financial contributions tied to attendance) do not help solve the adverse situation.*
- *Low internal motivation of pupils and little interest in the progress and outcomes of education from legal guardians of students especially in vocational programs. All these are associated with the high rate of school failure and dropping out of school.*

Recommendations for Secondary Education

- *Create groups of framework educational programs in similar fields of education and modify their content in line with the state of technological development and knowledge.*
- *Systemically enable and support forms of secondary education aimed at simultaneously achieving secondary education with an apprenticeship (vocational) certificate and vocational (technical) secondary education with the maturita exam.*
- *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 management competence and also on personal development.*
- *Reduce capacity of schools (-25%), which in the medium and long term stands no chance of being filled.*
- *Ensure systemic financial support for realization of the uniform final exam at vocational schools.*
- *Expand cooperation between schools and employers in implementing practical teaching - expert practice, on spot training and the use of experts for improving teaching new technologies, work practices and trends in the various educational fields.*
- *Use of an electronic platform InspIS ŠVP for creating and modifying school educational programs; InspIS SET for formative and summative assessment of pupils and school self-evaluation, and InspIS PORTAL for communicating with the public.*



4 Basic Art and Music Education

Basic art and music education takes place in art and music schools and provides basic education in individual artistic disciplines (music, dance, art, literature and drama). The aim is to capture the interest of students and also to prepare participants for professional work or further study. Basic art and music schools prepare pupils for education in secondary art schools, in conservatories and universities.

Statistical data show long-term, very gradually increasing number of art and music schools and at the same time a significant increase in the number of areas where this type of education is provided.

Basic art and music schools formed more than 90% of the total **487 schools providing education in art and music**. 48.7% of them were run by municipalities and 40.9% were run by regional authorities. 9.7% of these schools were founded by private entities and only 0.8% was founded by church or the Ministry of Education, Youth and Sport. In the school year 2014/2015, a total of **244,349 pupils were registered in basic art and music education** and the total number of pupils increased by 0.6% in comparison with the previous year.

Figure 4

Basic art and music education

Basic art and music education	2014/2015
Number of basic art and music schools in the Czech Republic	487
Number of pupils of basic art and music schools in the Czech Republic	244 349
Number of inspected schools	94
Number of lesson observations	921

Figure 5

Numbers and percentages of pupils in individual fields of basic art and music schools in the school year 2013/2014

Artistic field	Total number of pupils: 244 349	Percentage
Music (individual, group or collective lessons)	159 472	65,2 %
Dance	26 768	10,9 %
Visual Arts	48 557	19,9 %
Literary and drama (individual, group or collective lessons)	9 552	3,9 %

In the school year 2014/2015, the Czech School Inspectorate realized an inspection activity in almost a fifth of the music and art schools in the Czech Republic (19%).

Basic sources of financing of the basic art and music education consisted of funds from the state budget, funds provided by the founder and other sources. Funding provided through the state budget accounted for at least $\frac{3}{4}$ of the total expenditure and were used primarily for salaries and related charges.

Summary of Inspection Activity

Positive Findings

- *Long-term and successful presentation of educational outcomes from all fields of basic art and music education in the area where the school is situated. Successful interdisciplinary collaboration; presentations of educational outcomes at the national and international levels.*

Overviews listing successes of pupils in shows and competitions at regional, national and international levels provide effective feedback on the quality of preparation of pupils. Gifted individual pupils or groups of pupils compare their skills with others on the international and even global levels. Regular concert and exhibition activities of schools significantly influence the cultural and social life of cities, villages and their surroundings.

- *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*

facilities for school teachers, a large variance in the distribution of classrooms; lacking concert halls, lack of separate space for fine arts, etc.

- *Shortcomings in further education of the teachers. Further education and training is often only formal or unsystematic. Minimal participation of teachers in further education. Inadequate care for beginning teachers.*

Recommendations for Basic Art and Music Education

- *Further development of the current system of management. Improvement of management skills and their effective use in managerial work. Continuous innovation of management processes to fit the needs and sizes of the schools.*
- *Increase the efficiency of class or lesson observations by the school management so that the observations serve as effective feedback for the work of teachers.*
- *Management of educational processes should be directed to support the interaction between the school management and teachers, cooperation between the two parties should be encouraged. To do this, informal links and formal institutions of the schools (educational council, subject boards, etc.) ought to be used.*
- *Planned and systematic promotion and support in the area of further education of teachers; broader involvement of teachers in this area, focusing primarily on teachers displaying lower quality of teaching (literary-drama field, musical theory); systematic methodological assistance to new teachers.*
- *Further work on and use of evaluation processes to improve the quality of educational outcomes in all areas; use of the found results to identify areas of weakness, followed by adopting related measures. Higher rate of implementation of peer evaluation and self-assessment is also recommended.*
- *Respect for differences in skills and talents of individual pupils, especially in case of mixed-age groups.*
- *Increase the effectiveness by use of effective, clear and targeted final evaluation. Recap of the lesson with the possible inclusion of peer evaluation and self-assessment should be used. In art classes, joint evaluation should be used as an integral part of the lesson.*

5 After School and Leisure Education

After school and leisure education takes place in schools, in after-school child care centres, school clubs and leisure or youth centres. All these facilities provide participants with an opportunity of spending their leisure time meaningfully. All the mentioned facilities also contribute to prevention of social pathologies and risk behaviour in children and teenagers.

After school care centres and school clubs usually offer educational activities which happen regularly and are usually planned but the degree of spontaneity is much higher when compared to school education. Similarly, leisure or youth centres also offer regular and planned activities but in addition to that they also organize camping trips and lectures, they care for gifted children and pupils, and in cooperation with schools and other institutions organize competitions and different kind of quizzes.

In the reporting period of the school years 2012/2013 to 2014/2015 there is an overall increase in the number of after school and leisure education facilities and the number of participants in these forms of education is rising.

Figure 6

After school and leisure education

After school and leisure education	2014/2015
Number of after school care facilities	4 004
Number of school clubs	552
Number of leisure/youth centres	312
Number of registered participants in after school care centres	301 990
Number of registered participants in school clubs	44 873
Number of registered participants in leisure/youth centres	272 744
Number of inspected facilities	169
Number of activity observations	286

As a result of an ongoing rise in the number of first grade pupils of primary schools and pupils in preparatory classes, an effort is made to increase the capacity of after school care centers and school clubs by the school directors. There is a tendency to increase the number of school clubs and to accept as many pupils as the capacity allows. Unfortunately, the capacity of after school care centers still does not meet the demand and especially older pupils of 4th and 5th grades are often not accepted.

Figure 7

Number of participant in after school and leisure education

Monitored parameter (Ministry of Education statistics)	2012/2013	2013/2014	2014/2015
Registered participants – after school care centres	269 935	284 177	301 990
Registered participants – school clubs	44 950	44 547	44 873
Registered participants – leisure/youth centres	268 379	270 699	272 744

In the school year 2014/2015, the Czech School Inspectorate carried out inspections in 169 facilities providing after school or leisure education.

After school and leisure education is typically provided for a fee, which is turned into an income of legal persons performing activities of the school or school facility. In the process of the fee creation, the founder ought to reflect regional economic factors and conditions. In smaller communities, there is a tendency to determine the amount of fee at the cost of subsidizing the facility.

Summary of Inspection Activity

Positive Findings

- *The course of education was positively influenced by improving the personnel system, organization management and more frequent checks performed by the management.*
- *The quality in the training of the staff improved in comparison with the school year 2013/2014. The proportion of professionally qualified teachers (educators, free time pedagogues) rose in the reporting period.*

In the school year 2014/2015 - compared with the previous school year - the proportion of qualified educators in school centres and clubs increased from 81.8% to 92.4%. The share of qualified teaching staff in selected leisure centres increased from 68.3% in the school year 2013/2014 to 87.9% in 2014/2015. The reason is the influence of mentors in the system of training of internal staff and completion of qualifications of some teachers. Another factor is training of freelancers in the system of preparation, management and development of free-time and after school educators.

Negative Findings

- *Given the demographic trends (high number of pupils in 1st and 2nd grades), the capacity of after school care centres is insufficient. Especially for pupils from the 4th and 5th grades who are thus excluded from this service.*
- *Spatial conditions of after-school care centres and clubs did not undergo great change, the percentage of unsuitable premises remained basically preserved (a quarter of after-school care centres and clubs do not have separate spaces or variable classrooms).*
- *There is still a lack of wheelchair access to the places where after school education takes place. It is only available in less than one quarter of the facilities.*
- *After-school care centres and school clubs pay less attention to the development of giftedness, while at leisure/youth centres less attention is paid to planning and creating conditions for more spontaneous activities.*

Recommendations for After School and Leisure Education Facilities

- *School educational programs in after-school care centres and school clubs should be consistently connected with an educational program of that particular school. As far as leisure centres are concerned, their programmes should be synchronized with those of their partner schools.*
- *The versatility of stem classes ought to be extended in order to include play and relaxation areas used by after school care centres and school clubs.*

6 Facilities for Institutional or Protective Education

School facilities for institutional, protective care or preventive care are generally intended for children and youth aged 3-18 years who need protection due to the adverse effects of a dysfunctional family or other socially disadvantaged environment. They provide foster care in order to ensure the children's healthy development, proper upbringing and education.

Children without educational problems attend mainstream primary and secondary schools while for children with serious behavioural disorders special elementary or secondary schools with appropriate educational programs are set up. Children are placed here on the basis of a court decision or at the request of their legal representatives.

A revolutionary change and an important condition for improving childcare facilities for institutional and protective upbringing is an introduction of....

In this school year, the Ministry of Education, Youth and Sport issued Standards of Child Care in Institutional and Protective Education serving as guidelines with an aim of setting and regulating quality of care for children in institutional and protective facilities. The issued standards present qualitative criteria and at the same time indicate the desired development of these facilities. The Czech School Inspectorate actively participated in the pilot testing of these standards from September to December 2014.

In the school year 2014/2015, a total of 214 facilities for institutional and protective education and preventive care were registered in the Czech Republic while a total of 6,495 children (most of them in children's homes - 66.4%) were placed in them.

Figure 8

Number of children in various types of educational facilities for institutional or protective education

School year 2014/2015	Facilities		Children and Youth	
	Number	Percentage (%)	Number	Percentage (%)
Children's Home	144	67,3	4 314	66,4
Children's home with school	29	13,6	679	10,5
Therapeutic boarding school	28	13,1	1 081	16,6
Diagnostic Institute	13	3,1	421	6,5
Total	214		6 495	

Comprehensive inspection activities were performed in 27 facilities in the school year 2014/2015. Children's homes are founded by regional authorities and other institutions are founded by the Ministry of Education, Youth and Sport. Private founders run only a negligible portion of these facilities. In none of the inspected facilities, number of children exceeded the total capacity of the institution. A new trend can be detected, though. The number of children under 3 years of age is rising as well as the number of children 18 years or older that stay in the institution until they finish their initial education.

Summary of Inspection Activity

Positive Findings

- *Increasingly, the institutions and facilities try to resemble or simulate the family and household environment, with areas for dining, relaxing and preparing for classes.*
- *A fairly good representation of workers with psychotherapeutic training can be found in the diagnostic and therapeutic boarding schools.*

- *There is a visible effort to encourage the children placed in these facilities to participate in organization of these institutions.*
- *The children's homes are trying to create an authentic family environment with the transfer of certain responsibilities on the children themselves. The idea is that this might prepare them better for their independent lives.*

Negative Findings

- *A higher proportion of men in the personnel and consequently the male-pattern are still missing.*
- *In children's homes and children's homes with schools, the number of workers with psychotherapeutic training should be higher.*

Recommendations for Institutional or Protective Educational Facilities

- *Implementation of the Standards of Childcare in Institutional and Protective education into practice.*
- *Ensuring intensive cooperation with authorities specializing in child protection during field work with families of children with ordered institutional education.*
- *Improving the process of realization and practical use of the child's personality development programs.*
- *Respect the rights and duties of children, especially in the areas of equal conditions in the payment of pocket money, during the dining, going out, visits and contacts with members of their families.*
- *Ensure that the children are accommodated appropriately for their ages. I.e. avoid situations when major inmates share rooms with much younger children.*

7 The One-Year Post-Secondary Courses in Language Schools with Accreditation for the State Language Examinations

In the school year 2014/2015, a total of thirteen language schools authorized to organize state language examinations and also accredited to provide training in one-year post-secondary studies were operating in the Czech Republic. In total, these schools were attended by 2,896 pupils. These were most commonly English language courses (elementary, intermediate, and other levels) and German language courses (elementary to intermediate).

The Czech School Inspectorate inspected eleven of these language schools. Most post-secondary courses are focused mainly on preparation for internationally recognized exams. Students are especially interested in learning the English language. Courses in other languages, with the exception of the German language are offered only to a small extent. Interest of pupils in state exam tends to decrease.



8 Implementation of New Inspection Methods, Procedures and Tools

The Czech School Inspectorate is an authority with nation-wide powers in the fields of evaluation and monitoring of the conditions, processes and outcomes of the education processes in schools and other school facilities entered into the Register of Schools and School Facilities. The Czech School Inspectorate, moreover, evaluates the quality and effectiveness of the education system as a whole. In doing so, it applies and makes use of various methods, procedures and tools. The Czech School Inspectorate has already innovated or newly developed many of the mentioned methods, procedures and tools as part of the running project called National System of Inspection Evaluation of the Education System in the Czech Republic (NIQES). During the school year 2014/2015 these methods/tools were gradually implemented into the main activities of the organization. A number of outputs were then made available free of charge directly to schools and school facilities for their voluntary use.

The Quality School Model and Evaluation Criteria

The dominant part of these methods, procedures and tools is a national framework for quality in education. This particularly includes the so-called **Quality School Model** with the inspection criteria for the evaluation of the conditions, course and results of education (hereinafter the "evaluation criteria"), accompanied by the methodology of inspection activities and forms for recording information and data relating to education.

Each school and each school facility should undergo complete assessment and scrutiny by the Czech School Inspectorate at least once every six years. A comprehensive inspection activity is based on the evaluation criteria structured into six areas:

1. *The school concept*
2. *School management*
3. *Quality of the teaching staff*
4. *Education processes*
5. *Results of education*
6. *Support provided to children, pupils and students in education (equal opportunities)*

Each model area contains three to five inspection evaluation criteria (a total of 26 criteria). Descriptions for each level are modified for preschool education, elementary education, secondary general education, secondary vocational education and higher vocational education in order to reflect the specific quality parameters for these types of education. The Quality School Model and inspection criteria are supplemented by the characteristics of the external environment in which the school operates.

A new element will be introduced which will include descriptions of rating levels for each sub-criterion on a **four-level scale**. The levels are defined as excellent, expected, requiring improvement, and unsatisfactory. Achieving unsatisfactory levels at the key criteria may serve as a reason leading to a proposal for the dismissal of the school director or deletion from the school register.

InspIS Information Systems

Within the NIQES project the Czech School Inspectorate also developed some important information systems for evaluation of initial education, some of which can also be used directly

by individual schools. It is a conglomerate of systems under InspIS (inspection information system) and some of its components are offered for the direct use of the schools in the Czech Republic. These modules include especially InspIS SET - test applications; InspIS ŠVP - a system for working with school educational programs; InspIS PORTAL - a web platform for presentations of schools and InspIS E-LEARNING – a platform for distance education.

Apart from the components of InspIS which can be used directly by individual schools, there is a crucial module of InspIS called InspIS DATA. It is the main tool for collecting and processing the inspection data and for organizing inspection activities. It is compulsory for all schools/school facilities in the Czech Republic to be registered in InspIS DATA system. This system helps the Czech School Inspectorate fulfill part of its legal obligations, particularly concerning realization of electronic inspection surveys or other activities or submission of records on injuries. The InspIS system also includes a module called InspIS HELPDESK which serves as a unified platform for communication between schools/school facilities with the Czech School Inspectorate.



9 CSI International Activities and Cooperation

Czech School Inspectorate Involvement in the European Schools in the School Year 2014/2015

In the school year 2014/2015 the Czech Republic was chairing the Board of Governors of the European Schools for the first time. Priorities of the Czech presidency were approved before the beginning of the school year by the Ministry of Education, Youth and Sport and presented to the administrative bodies of the European Schools during their October meetings. The Czech delegation at the Board of Governors of the European Schools was composed of the members of the Ministry of Education, Youth and Sport as well as representatives of the Czech School Inspectorate, who were responsible for implementation of the approved priorities.

During the Czech Presidency in April 2015, Prague became a place of meetings of the Board of Governors of the European Schools, and there were several working groups established.

The national inspector for primary and nursery section and the national inspector for the secondary section of the European Schools were responsible for implementing priorities in the field of education.

The Czech School Inspectorate is – through the activities of the inspector for primary and nursery section - involved in several key international working groups. The main task of these groups is the development of the European Schools in the following areas: pre-school education, the education of pupils with SEN, pupil assessment and designing a new curriculum for the school subject music.

International Schools

International schools which are established in the Czech Republic are monitored and regularly checked by the Czech School Inspectorate for meeting the conditions for compulsory school attendance of pupils. The outcome of the inspection activities is an evidence form of inspection.

In the school year 2014/2015, six out sixteen international schools, which are authorized to provide compulsory education, were inspected.

Unlike previous years, only sporadic violations of § 38a paragraph. 6 point. d) concerning publication of educational programs in the Czech language have been found. The inspected international schools where violations were detected cooperated with the inspection staff and the deficiencies in the publication of educational programs in the Czech language were removed within the specified period. Other monitored or inspected conditions for teaching/learning were kept. Moreover, in comparison with schools that are entered in the register of schools and educational institutions, the international schools generally demonstrated superior quality of education. Furthermore, the international schools routinely used modern methods and forms of pedagogical work and very effectively met the standards defined by their educational programs.

Participation in International Surveys, Mapping of Knowledge and Skills of Pupils

The Czech School Inspectorate holds responsibility for the Czech Republic's involvement in international surveys, which aim at determining the level of knowledge and skills in mathematical, scientific, reading, computer and information literacies. The Czech Republic has participated in surveys organized by the IEA (International Association for the Evaluation of Educational Achievement) and the OECD (Organisation for Economic Cooperation and Development) since 1995.

PISA 2015 Survey

The main PISA survey was held from March 23 to April 17 in 345 schools in the Czech Republic. Over 7000 pupils of ninth and tenth grades education who were born in 1999 have been involved. About 6,000 teachers, who have completed the teacher questionnaire, took part in the survey too.

The sixth cycle of international investigation focused on scientific literacy.

TIMSS 2015 Survey

In the period of May 4 to 29, 2015, the Czech School Inspectorate realized the international survey TIMSS 2015 (Trends in International Mathematics and Science Study), which determines the level of knowledge and skills of pupils of 4th and 8th grades in primary education in mathematics and science subjects. The testing was carried out in 159 elementary schools in the Czech Republic involving over 5,000 pupils of the 4th grade (testing in the 8th grade does not take place in the Czech Republic).

PIRLS 2016 Survey (pilot testing)

A pilot survey whose main objective was to test new questions and questionnaire items took place in spring 2015 (March 9 to 20). The pilot testing served as a preparation for an international survey PIRLS 2016 (Progress in International Reading Literacy Study) focused on determining the level of reading literacy of the 4th grade pupils of primary schools.

The pilot data were gathered from all regions of the Czech Republic, involving a total of 38 elementary schools, 60 classes, 1,186 students, 59 teachers and 38 school directors. The questionnaires were also filled by the parents of pupils.

Continuation of TALIS 2013 Survey

Following some interesting findings, which were brought through the data collection in TALIS 2013 survey, three new activities focusing on areas in which the Czech Republic stays behind were introduced.

A training program introduced by the Czech School Inspectorate called "Educational Leader" was implemented. This pilot project focuses on the school management training and professional growth.

The survey findings of TALIS 2013 showed that Czech teachers are little involved in some form of continuing professional education. One of the reasons might simply be lack of opportunity. Therefore, the Czech School Inspectorate started piloting an activity called a Lesson Study. This project is targeted both at supporting teachers and their professional training. The aim was to pilot an innovative method of training teachers of mathematics introduce in the Czech Republic.

The third activity related to the TALIS survey in 2013 was a survey investigating the leadership and managerial skills of the directors of elementary schools.

The Czech School Inspectorate Involvement in SICI Project

The Czech School Inspectorate as one of the founding members of the Standing International Conference of Inspectorates (SICI) is a very active member.

With the financial support of SICI, the Czech School Inspectorate realizes a project of cross-border cooperation between the Czech School Inspectorate and the State School Inspection in the Slovak Republic called Comparing Tools of Inspection Activity. The project was approved and signed in December 2014 and is scheduled for two years.

A Czech School Inspectorate representative is a member of senior management of SICI, in the position of deputy secretary.



The Czech School Inspectorate also manages the official website of SICI:

<http://www.sici-inspectorates.eu/>.

Evaluation of International Commitments of the CSI for the School Year 2014/2015

Apart from being an active participant in the project of European Schools, the Czech School Inspectorate is a member of SICI and a partaker in numerous international surveys. It is also obliged to fulfil tasks arising from the international commitments of the Czech Republic, mainly from membership in the European Union, Council of Europe and the OECD. Representatives of the Czech School Inspectorate are invited to and regularly attend meetings of experts and working groups, where recommendations and methodologies related to European educational policy are generated. The Czech School Inspectorate has also its place in the Governing Board of CERI OECD, which has been since 1968 one of the top organizations in providing information about education.

The Czech School Inspectorate encourages bilateral cooperation, where the key activities are mutual exchange visits of meetings during inspections of schools and school facilities, and during which participants learn about the practice in the partner institutions. Apart from the above mentioned cooperation with Slovakia, the Czech School Inspectorate staff is currently involved in cross-border cooperation with Germany, Poland and Austria.

10 School Catering and Health and Safety checks

Control Activities Aimed at School Catering

The Czech School Inspectorate also inspects school canteens. In the school year 2014/2015, 862 checks in school canteens or other school catering facilities were conducted.

The quality of school catering has changed for the better over the past few years; particularly the range of services provided by school catering facilities has improved. The monitored dining environment is mostly pleasant, neat and clean. Most school cafeterias and canteens devote considerable attention to drawing up nutritionally balanced menus. Moreover, schools and other school facilities extend the range of healthy alternatives with an aim of improving pupils' eating habits (mainly fruit, milk and other dairy products).

On the other hand, there is a problem concerning availability of meals for pupils with special diets (only 9.2% of the checked schools or other school facilities offered these to pupils). The Czech School Inspectorate therefore recommends that school catering facilities offer dietary meals to children with chronic medical conditions or other diet limitations.

Control Activities Concerning Accidents Happening at Schools

Health education and provision of safe learning and teaching are integral parts of educational programs at all levels of initial education. The Czech School Inspectorate pays particular attention to:

- *Ensuring that health and safety regulations in education and other directly related activities are followed and observed*
- *Providing the necessary information to children, pupils and students to ensure health and safety measures are observed*
- *Checking that records of injuries of children, pupils and students are duly kept and records of injuries are submitted to institutions defined by the Education Act.*

Schools/school facilities are obliged to notify the Czech School Inspectorate of accidents resulting in the absence of a pupil at the school/school facility; of accidents or injuries where compensation will be required; and of injuries or accidents leading to death. In the school year 2014/2015, the Czech School Inspectorate was sent 38,710 records on injuries/accidents (as of August 31, 2015). In comparison with the previous school year 2013/2014, it is about 7,269 more accidents, the increase amounts to 23.1%. The overall injury rate index is 2.3%. The highest absolute number of accidents is reported by elementary school. In the school year 2014/2015 one fatal accident was recorded.