



# Plan of Principal Assignments of the Czech School Inspectorate for the School Year 2014/2015

## 1. Inspection Activity in Schools and School Facilities

The Czech School Inspectorate (CSI) at schools and school facilities registered in the Register of Educational Facilities (School Register) and at workplaces where practicum or vocational training is carried out shall, within its inspections:

- a) acquire and analyse information on the education of children, pupils and students, on the activities of schools and school facilities registered in the School Register, and monitor and evaluate the effectiveness of the educational system,
- b) determine and evaluate the conditions, course and outcomes in education in accordance with relevant school educational programmes,
- c) determine and assess to what extent the school educational programme is met and whether it is in compliance with legal regulations and the framework educational programme,
- d) perform state checks to determine whether legal regulations relating to provision of education and school services are met,
- e) perform a public-legal audit focused on the use of funds allocated from the state budget.

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While evaluating school services and conditions, course and outcomes of education the CSI works on the basis of educational principles and goals given by the School Act whereby the essential criterion for evaluation is the effectiveness of supporting the child's or pupil's personality development and achievement of goals by schools and school facilities.

More detailed elaboration of objectives related to conditions, course and outcomes in education and to controlling mechanisms is stated in Appendix 1.

## 2. Specific Assignments of the Czech School Inspectorate Related to Evaluation and Controlling of Education in Schools and School Facilities

The Czech School Inspectorate determines, evaluates and controls mainly:

1. Support of health education aimed at healthy eating habits, motor skills and physical ability of children and pupils.
2. Prevention of risky behaviour of children and pupils (use of addictive substances, bullying etc.).
3. Admission of children under three years of age to pre-school education.
4. Support of the achieved level and education outcomes in information and language literacy.
5. Education of children in their last year before the start of compulsory education.
6. Admission and education of pupils in preparatory classes of all basic school types and/or on-preparatory stages of basic special schools.