

ANNUAL REPORT

ABSTRACT | CSI Draft Translation



2015
2016

school year

The logo for the Czech School Inspectorate (ČSI) features the letters 'ČSI' in a bold, black, serif font. Above the 'Č' is a blue downward-pointing chevron, and above the 'I' is a red downward-pointing chevron.

Czech School
Inspectorate



Annual Report
of the Czech School Inspectorate
for the School Year 2015/2016

ABSTRACT | CSI Draft Translation

Prague, December 2016

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 2015/2016. 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

CONTENT

| | |
|--|----|
| Foreword by the Chief School Inspector | 5 |
| 1 Pre-school Education..... | 7 |
| 2 Primary Education..... | 10 |
| 3 Secondary Education and Education at Conservatories..... | 14 |
| 4 Higher Professional Education..... | 17 |
| 5 Basic Art and Music Education | 18 |
| 6 After School and Leisure Education | 21 |
| 7 Facilities for Institutional or Protective Education | 23 |
| 8 Fulfilling the Strategy for Education Policy of the Czech Republic until 2020..... | 25 |
| 9 CSI International Activities and Cooperation | 28 |
| 10 School Catering and Health and Safety checks | 32 |
| Overview of Thematic Reports for School Year 2015/2016..... | 33 |

Foreword by the Chief School Inspector



Since 2013, the Czech School Inspectorate has been undergoing significant changes accentuating improvement in the quality of its inspection activities and emphasising informative value of its outputs, which should serve schools, school facilities and the education system as a whole. These outputs ought to provide relevant information in relation to evaluation of conditions, course and results of education, including specific recommendations for further action towards improving the quality of education for every child, pupil or student.

During the school year 2015/2016, the Czech School Inspectorate started to use new assessment tools in a functional mode in different types of its inspection activities. These tools had been successfully tested and now have been shared with other participants in education. The mentioned tools include criteria for evaluation of conditions, course and results of education based on the model of the Quality School. Moreover, there are tools for assessing the conditions, course and attainment in selected literacies or selected information systems under the InspIS. The new tools were then used by the Czech School Inspectorate to assess and evaluate the conditions, course and results of education in the Czech Republic. As a result, the presented annual report is a summary of inspection findings describing the current state of initial education in the Czech Republic.

The presented annual report retains its traditional structure, there are only partial, and undoubtedly useful changes. Recommendations are formulated so as to divide recommendations aimed at system changes from those which are directly aimed at schools, school facilities or their founders. The latter can be actively used to improve the quality of the services these facilities provide. Furthermore, a new chapter appears describing implementation of the key document - Strategy for Education Policy of the Czech Republic until 2020. The chapter deals with fulfilment of indicators which are set out in this strategic document.

Amongst the positive conclusions based on the inspection outcomes over the past school year is the fact that the quality of education in primary schools increases. Based on the findings gathered through lesson observations, we might state that at this stage of education, activating methods of work are used more than anywhere else and education processes are becoming more pupil centred. The quality of material and technical equipment in schools has also improved. As a result though, schools report increase in workload especially in the area of preparation and implementation of various project activities.

In this context it should be noted that the Czech Republic has relied largely on the system of European subsidies in recent years, and thus did not accept sufficient responsibility for systemic changes in regional education. For instance, findings suggest that the number of children per teacher in nursery

schools is too high. This is especially alarming considering the fact that the development of self-care and communication skills in children entering nursery schools is generally poor. All these factors form a considerable hindrance to the use of constantly modernizing teaching aids, teaching techniques and particularly innovative methods of work. This situation then reinforces privatization trends in the lower levels of the educational system.

The under-funding of schools and lack of appreciation of the teaching profession is also related to a very serious problem with aging teaching staff. The proportion of teachers under 35 years of age in all types of schools is insufficient when compared to proportion of teachers in the eldest age group. We believe that it is necessary to motivate prospective teachers as well as graduate teachers to start their teaching careers. Moreover, there are growing differences between forms and methods of work in primary schools and at higher levels of education. These correspond with the differences in the results of education processes. Also, achievement in basic literacies in the first grades of secondary vocational schools is downright alarming. It follows that differences between generally and vocationally oriented schools increase, not only in educational attainment. The quality of vocational training, on the other hand, increases while the general component of education deteriorates. Although the pressure on vocational training may improve short-term employability of students, their long-term perspective is questionable as they lack more general skills, such as communication skills or problem solving skills.

At the conclusion of the presented annual report, the Czech School Inspectorate summarizes main recommendations towards the Government, the Ministry of Education, Youth and Sports and the founders of schools. With regard to the development of education in the regions, it is essential to pay attention to regional disparities and to work towards settling them. The important role in this task can be played by individual system projects supported through the Operational Programme Research, Development and Education, especially their management and interconnection. Furthermore, targeted and continuous training of teachers in the areas of field and subject didactics is a must. Further teacher training organization, in order to be effective, must be responsive to the needs of schools in terms of time and organization. Further teacher training programmes must be long term and implemented directly in the individual schools. These changes will then provide firm basis for mutual learning and for achieving success of each child, pupil or student. Moreover, the quality of teacher training programmes at colleges remains an issue which requires quick action. The Czech School Inspectorate, based on its findings, has a lot of information, which can contribute to specific changes of teacher training programmes at colleges and also to consequential system of professional development of teachers.

The Czech School Inspectorate presents this annual report with the belief that it will be a useful compendium of information for all those who care about the quality and effectiveness of education provided to children, pupils and students, and that its contents will contribute to creation of effective education policies based on the data from direct educational practice.



1 Pre-school Education

Pre-school education in the Czech Republic is an essential part of the education system. It represents the initial level of public institutional training organized and managed by the requirements of the Ministry of Education, Youth and Sports (hereinafter „the Ministry of Education“). Pre-school education in the Czech Republic meets all requirements of the International Standard Classification of Education (ISCED 2011) for pre-primary education defined as ISCED 2011-A - 020 (formerly ISCED 1997 - zero level). It is provided by nursery schools and kindergartens registered in the Register of Schools and School Facilities, which is managed by the Ministry of Education.

Table 1

Pre-school education – performance indicators

| Monitored parameter in the Czech Republic | School Year | | |
|---|-------------|-----------|----------------|
| | 2013/2014 | 2014/2015 | 2015/2016 |
| Total number of nursery schools | 5 085 | 5 158 | 5 209 |
| Number of nursery schools for children with SEN | 113 | 115 | 115 |
| Percentage of private nursery schools | 4,9 | 5,8 | 6,4 |
| Percentage of church nursery schools | 0,8 | 0,9 | 0,9 |
| Percentage of small nurseries (up to 50 children) | 51,7 | 52,1 | 52,7 |
| Total number of children attending nursery schools in the Czech Republic | 363 568 | 367 603 | 367 361 |
| Number of inspected nursery schools | 831 | 829 | 1 004 |
| Number of inspected lessons in nursery schools | 2 591 | 2 626 | 3 011 |

The number of nursery schools has been increasing in recent years in reflection of high demand for the placement of children. In the school year 2015/2016, **5, 209 nursery schools** were registered, which means an increase by 51 schools over the previous year.

The age structure of children included in the pre-school education is fairly balanced. Of the total number of children attending pre-school education (367,361 children), the largest proportion of children falls into the category of five and six year olds (29.9%), followed by the category of four and five year olds (28.2%), slightly fewer children represent the category of three and four year olds (24.7%); children older than six make up 5.7% of the total. Children under three years of age represent 11, 6% of the total. The proportion of children with special educational needs is 2.9% (the number has remained at roughly the same level for several years). The share of foreign children increased to 2.3% (previous year amounted to 2.0%).

In the school year 2015/2016, the total of 29 513.8 members of teaching staff were employed in nursery schools in the Czech Republic.

According to a study IEA8 the Czech Republic (except for Chile – 32 children per class) has the maximum number of children per class in which children from three to six years of age are educated (24 to 28 children per class). Denmark has 20-25 as the maximum number of children per class, Estonia 20-24, Italy 18-26 and USA 17 to 20. Similarly, the analysis shows that the ratio of teaching staff to the number of children is very high in the Czech Republic, where Chile has the highest ratio of 1:16, it is followed by the Czech Republic with the ratio of 1:13, Estonia 1:10, USA 1:10 and Poland 1: 8.

In calendar year 2015, the **total public expenditure on pre-school education** increased to **19 325, 2 mil. CZK**. The expenditure on pre-school education amounted to 10, 6% out of the total public expenditure on education.

For the school year 2015/2016, the Czech School Inspectorate prepared and published a new assessment tool modified for pre-school education called ***Criteria for the Evaluation of the Conditions, Course and Results of Education in Schools and School Facilities*** based on the so-called Quality

School Model. Its intentions lie in linking external and internal evaluations of schools in accordance with strategic documents of the Czech Republic in the field of education and encouraging the use of the above mentioned criteria in school assessment and evaluation.

In the school year 2015/2016, a total of **1, 004 inspection** entries were made to schools providing pre-school education. In total **3, 011 classroom observations** were made with an emphasis on the conditions, course and results of provided pre-school education.

During classroom observations in the school year 2015/2016, school inspectors examined the quality of all-day programmes provided by the nurseries. Efficiency and effectiveness of selected methods and forms of work were assessed as well as the support the teachers provide with the aim of the optimal development of each child's personality. Moreover, the use of educational teaching aids and modern information technologies was also observed.

During its inspection activities, the Czech School Inspectorate also looked into the support given to the development of physical fitness and motor skill; children's education in the field of health and safety; prevention and protection against bullying; quality of ethics education and the quality of education provided to children gifted, extraordinarily gifted or disabled.

The Czech School Inspectorate also monitors the education of children in preparatory classes. In the past school year, there were 344 preparatory classes established, in which 4,514 children were educated. A total of 36 observations took place in these classes to monitor the conditions and the quality of education. On average, there were 13.5 children per class.

Summary of Inspection Activity

Positive findings

- The quality of material conditions of nursery schools including garden equipment and ICT equipment is significantly improving.
- Clear visions are set by nursery schools and school concepts are put into practice.
- Financial conditions of schools improve both thanks to finances allocated by the founders and also due to opportunities for obtaining additional financial resources for school activities (e.g. from projects, donations).
- The quality of education increases due to the schools involvement in projects such as polytechnic education, speech therapy prevention, further teacher training, environmental projects, English language teaching programmes etc.
- Education of children with special educational needs in special schools and classes is on a high professional level.
- Positive and friendly climate in the education of children predominates. Friendly relations between teachers and other school workers prevail in inspected schools.
- Professional skills of the teaching staff and the frequency of their further education training improve.
- Children are led to a healthy lifestyle (drinking regime is introduced, physical activities are often included, schools promote healthy eating).
- Schools achieve very good results in science education, social, mathematical and reading literacies.
- Educational outcomes in the fields of hygiene and polite behaviour and independence in self-care improve.
- Additional activities that the schools offer were generally taught in the afternoon.
- Use of the school website to inform general public was increased.

Negative findings

- There is still a significant proportion of nursery schools (almost one fifth), where the problem of insufficient skills for working with digital technologies persists. At the same time 43% of nursery schools declare the need to invest in ICT equipment.
- The interest in further education of teachers in teaching in a multicultural and multilingual environment (3%) and inclusive education in general (4%) is relatively low.
- Education of two-year old children is still to be worked on. Although the interest on the part of parents is outstanding, nursery schools are not adequately prepared. There are poor material conditions, lack of teacher training, high numbers of children in classrooms and last but not least the educational programmes defining the content and learning objectives for this age group are non-existent.
- Although the speech therapy prevention is improving, it has not yet reached the required level.
- Healthy sitting posture in children has not been suitably promoted.
- Formality persists in implementation of educational diagnostics. Some teachers cannot work properly with the information obtained; they cannot assess the information, identify individual learning needs and adapt educational processes to children's special needs or cannot differentiate demands on individual children.
- High numbers of children in classrooms make pupil-centred learning difficult.
- Class and activity observations were used with low efficiency. Teaching boards were not used effectively in order to improve the quality of the education process.
- Significant differences were noted in the use of effective and innovative methods and forms of teaching. At some schools, transmitting knowledge in forms of lectures still strongly dominated while situational learning and experiential learning methods were not observed. Smooth transitions between activities - particularly between spontaneous and directed activities – were not present.
- Children were little encouraged to provide peer feedback, undergo self-evaluation and to perform problem-solving tasks.

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).

Primary education in the schools is carried out according to school educational programmes.

In the school year 2015/2016, substantial legislative changes were made, which were reflected in the Education Act and the implementing legislation. Changes in the area of primary education were mainly motivated by issues connected with inclusive education. Amendments to the legislation were mostly issued with effect from 1 September 2016 or later. Areas affected by the changes include mainly provision of support measures for pupils, enrolment for compulsory school attendance and home schooling at the second stage of primary schools.

Table 2

Primary education – performance indicators

| Monitored parameter in the Czech Republic <i>(statistics of the Ministry of Education, Youth and Sport)</i> | School Year | | |
|--|-------------|-----------|----------------|
| | 2013/2014 | 2014/2015 | 2015/2016 |
| Total number of primary schools | 4 095 | 4 106 | 4 115 |
| Number of primary schools for pupils with SEN | 397 | 393 | 388 |
| Percentage of private primary schools | 2,6 | 3,0 | 3,5 |
| Percentage of church schools | 1,0 | 1,0 | 1,0 |
| Percentage of primary schools associated with a nursery school | 48,4 | 48,8 | 50,1 |
| Percentage of small primary schools (up to 150 pupils) | 52,9 | 52,3 | 52,0 |
| Total number of pupils attending primary education in the CR | 827 654 | 854 137 | 880 251 |
| Number of inspected primary schools | 748 | 787 | 801 |
| Number of observed lessons in primary schools | 8 595 | 8 478 | 8 888 |

As a consequence of favourable demographic development in the Czech Republic, there was a further increase in the number of **primary school pupils to 880 251**. The share of foreign pupils rose to 2.1%. These are mainly pupils of foreign nationals with permanent residence in the Czech Republic, while pupils with recognized refugee status, represent about 1.5% of this group. In individual regions the highest proportion of pupils comes from European countries, but outside the EU.

Among the constantly monitored indicators are the number of pupils with special educational needs and exceptionally gifted pupils. The proportion of pupils identified as exceptionally gifted remains largely unchanged (0.1%), which is significantly less than the numbers presented by experts. This discrepancy suggests that schools may have insufficient experience with targeting gifted children, which is related, among other things to limited experience or training in the area. In the school year 2015/2016, there was a slight increase in the proportion of pupils with special educational needs (10.7% of the total number of pupils in primary schools). This increase corresponds with the increased number of pupils who are educated with the support of individual educational plans.

In the school year 2015/2016, there was a repeated **increase in the number of primary schools** to a total of **4,115**.

With the increase in the number of pupils in primary schools, at both stages, there was also an increase in the number of classes; the average number of students per class is 20.

In calendar year 2015, the **total public expenditure on primary education** increased by approximately 4.6% to **60 849.2 miles CZK** compared to 2014. The share of expenditure on elementary education of the total public expenditure on education did 33.3%.

A total of 787 primary schools (a total of **801 entries in schools**) were assessed in terms of the conditions, course and results of education in the school year 2015/2016. Of this number, 658 cases of the assessment took form of complex inspection activities (i.e. 82.2%).

In the school year 2015/2016, inspection activity focused on the evaluation of conditions, course and results of education of pupils and implementation of the school educational programmes. Other priority areas of inspection activities (according to the approved Plan of Principal Assignments of the Czech School Inspectorate for the School Year 2015/2016 and also in response to current problems in primary education) included: role of teaching assistant; civic education; protecting pupils against bullying and discrimination, hostility or violence; promotion of development of literacies; the achieved level and results in reading, mathematical and social literacies; training in the topics of ethics; education in global development issues; physical education; teaching contemporary history at the second stage of primary education; education of gifted, and exceptionally gifted pupils; health and safety education; home schooling at the first stage of primary school; enrolments in the first years of primary education; education of Roma children; education of disabled pupils and cooperation with the authorities of social and legal protection of children.

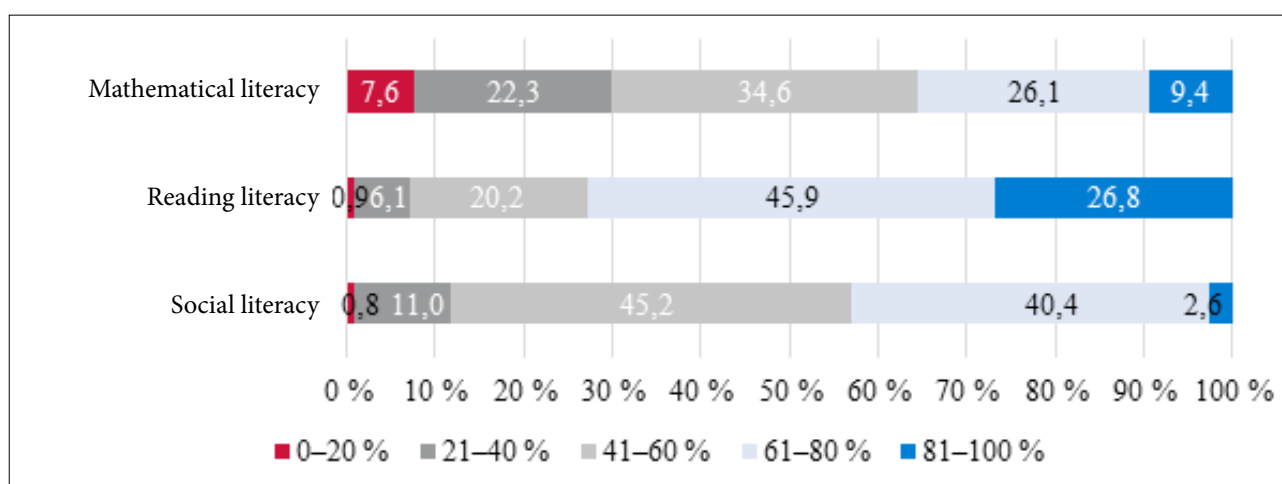
During comprehensive inspection activities in primary schools, compliance with laws and regulations that apply to provision of primary education was monitored. Emphasis was given to the area of school management, health and safety of pupils, provision of school meals and the area of drawing funds from the state budget. Last but not least, the school's obligation to keep records as required by the Education Act and the implementing legislation was observed.

The results of pupils in sample surveys

A **sample survey of results of 6th grades pupils of primary schools** and corresponding grades of grammar schools was carried out in May 2016 by the Czech School Inspectorate through the inspection electronic system InspIS SET. The aim was to assess achievement of pupils in **mathematical literacy, reading literacy and social literacy**.

Figure 1

Success of pupils in the sixth grade of elementary school testing math, reading and social literacies



Despite the relatively moderate overall result of the whole test, it appears clear - when looking at the distribution of the scores - that it is the math literacy where a fairly large group of students (8%) achieved very weak result expressed as average success rate of below 20%. Schools with a higher proportion of students with poor results will be given special attention and support in the future. Conversely, more than a quarter of pupils achieved excellent results in the test of reading literacy. The future inspection activities will include the search for inspiring practices that schools with a higher proportion of highly

successful students use and which then lead to the observed outcomes of students. In the test of social literacy, average and above average students' results significantly prevailed - most successfully solved test items included the ones where pupils suggested the best response in a variety of real life situations (average success rate 79%) while least successful tasks focused on rules and recognition of the tone of communication (41%).

It is exactly the information on the distribution of the results of pupils in a particular school which forms essential input data for comprehensive inspection. The test results of school pupils in comparison with the national average is the basis for discussions with the school management and should lead to identification of possible causes of the positive or negative state.

Summary of Inspection Activity

Positive findings

- The advantage of primary education lies in its accessibility for pupils. Schools are successful in achieving their declared objectives in the school educational programmes.
- The proportion of professionally qualified teachers in elementary schools is increasing; there were no significant difficulties in checking the professional qualifications of primary school teachers.
- Involvement of schools (teachers and managers) in the process of further education of teachers is increasing.
- Material conditions, as a consequence of involvement of schools in projects and grants, are improving. Schools are generally very well equipped with good quality teaching aids and digital technology. The rate of direct use of this technology within the classroom activity is gradually increasing. Gradually, polytechnic education is developing.
- A significant development of international cooperation in the form of student exchange and study visits for teachers was observed in elementary schools.
- Schools are successful in creating effective adaptation programmes for small pupils. These are carried out mostly in cooperation with nursery schools and parents. Many schools employ other activities such as peer collaboration.
- With financial support from school founders, security measures at schools improved significantly.
- Schools are beginning to focus systematically on prevention of risky behaviour of pupils.
- There is a growing trend of using diverse forms and methods of teaching in the first stage of primary school.

Negative findings

- Spatial conditions of schools are limited (especially at the expense of specialized classrooms) in connection with the increase in the number of pupils in primary schools.
- Teachers feel lack of support in working with pupils with SEN and inadequate support when dealing with problematic behaviour of pupils.
- Schools cannot yet adequately identify gifted pupils, or even exceptionally gifted pupils. The potential of each pupil cannot be developed to its full.
- At the same time, teachers are to a lesser extent involved in courses that build skills relevant to inclusive education. Schools are more likely to rely on the expertise of qualified school specialists (special educational needs teachers, school counsellors, school prevention specialists etc.) whose scarcity at schools makes situation worse.
- There are provisions in the area of teaching assistants' involvement in the planning and

implementation of the educational processes. Teaching assistants' cooperation with teachers in many schools is inefficient.

- Approximately one quarter of teachers stated that feedback provided on their work from the school management have little impact on their further development.
- Schools lack experience and effective tools that would ensure safety of children in cyberspace.
- There are significant differences between the 1st and the 2nd stages of elementary school in a variety of forms, methods and techniques used in teaching. The difference also lies in appropriateness of set educational objectives and integrating skill component into lesson objectives.
- Schools display low ability in setting differentiated tasks in accordance with individual abilities of pupils. Less cooperative teaching methods and activity teaching methods are used in teaching at the second stage of primary school. Individual support to pupils with SEN particularly at the second stage of primary school is not sufficient.
- Low efficiency in the use of peer evaluation and self-evaluation techniques (in order to support the development of social and communicative competence).
- Low work efficiency of teaching boards was observed as well as not sufficient methodological support and advice from subject committees.
- School assessment activities and class observations performed by school management are poorly implemented. When deficiencies are found, effective measures are not taken to improve the educational process.
- In the field of learning outcomes, results of external testing (performed by the Czech School Inspectorate or by commercial companies) is rarely taken into account and the action taken is inadequate. Feedback to participants is absent and further arrangements in connection with the assessment of learning outcomes by testing are not performed.
- Information on learning outcomes provided to pupils and their legal representatives is not always sufficient.

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 (lower-secondary education – lower stages of grammar schools (gymnasium), special practical schools), ISCED 3 (upper-secondary education – grammar schools, general secondary education, secondary education with a final examination (maturita), secondary education with a vocational certificate, conservatories) and ISCED 4 (post-secondary, non-tertiary education – continuing education, short-track education with a vocational certificate or final examination (maturita), post-maturita studies at secondary schools with rights for state language examinations).

In the Czech Republic, secondary education can be obtained in secondary schools which could be divided into grammar schools (gymnasium), secondary technical (professional) schools, secondary vocational schools and conservatories. Secondary education can be concluded in the daytime, evening, distance and combined forms. Successful completion of secondary education means obtaining a general statement of a concluding of secondary education, a vocational certificate or a school leaving certificate (maturita). Secondary schools also offer additional educational opportunities - a shortened study for acquiring secondary education with a vocational certificate and secondary education with a school leaving exam (maturita), passing various tests, re-training courses, vocational courses, and post-secondary specialization courses. For students with disabilities whose handicap requires education in specialized institutions, special secondary schools are established.

One of the key areas of interest of the Ministry of Education and at the same time the main topic for the school year 2015/2016 was the preparation and implementation of the project of inclusive education.

In secondary education, given the needs of the labour market in the Czech Republic in recent years, specialized technical education was given support. Since 2014, the Ministry announced a development program Support for Vocational Training designed for selected fields of education, which can be considered - from the perspective of the needs of the labour market, or just in terms of uniqueness and tradition - irreplaceable.

Table 3

Secondary education – performance indicators

| Monitored parameter in the Czech Republic | School Year | | |
|--|-------------|----------------|----------------|
| | 2013/2014 | 2014/2015 | 2015/2016 |
| Total number of secondary schools | 1 331 | 1 310 | 1 304 |
| Percentage of state schools | 74,2 | 74,2 | 74,5 |
| Percentage of private schools | 23,0 | 22,8 | 22,5 |
| Percentage of church schools | 2,8 | 3,0 | 3 |
| Number of classes in all secondary schools | 18 823 | 19 771 | 18 269 |
| Percentage of classes in schools offering secondary education | 1,4 | 1,5 | 1,7 |
| Percentage of classes in schools offering vocational certificate | 25,8 | 26,0 | 25,9 |
| Percentage of classes in schools offering maturita examination | 72,8 | 72,5 | 72,4 |
| Number of pupils in secondary schools | 448 792 | 435 542 | 427 107 |
| Number of inspected secondary schools | 245 | 285 | 264 |
| Number of class observations in secondary schools | 3 877 | 3 869 | 3 992 |

In the school year 2015/2016 **1, 304 secondary schools** were entered in the school register (annual decrease of 0, 5 %), of which 151 schools catered for pupils with special educational needs. Art and music education was provided by 18 conservatories.

According to statistics of the Ministry of Education, a total of **427 107 pupils** were enrolled in secondary education by September 30, 2015. The number of pupils decreased by 8, 435 pupils (1, 4 %). In the context of demographic trends, a **long-term downward trend in the total number of pupils** in secondary schools continues. This decrease in the total number of students was also reflected in the lower number of classes.

In the long term, the proportion of students with disabilities in daily form of education (4. 7%) grows slightly. Since the school year 2013/2014 there has been a decrease in the number of foreigners educated in secondary schools (8,763 foreigners in the school year 2015/2016 compared to 9,147 in the school year 2013/2014).

In calendar year 2015, the total public expenditure on secondary education in comparison with the year 2014 was increased by approximately 4.4% to 34 001, 2 mil. CZK. The share of expenditure on secondary education of total public expenditure on education did 18. 6%.

Inspection activities in secondary schools in the school year 2015/2016 proceeded according to the Plan of Principal Assignments approved by the Minister of Education, Youth and Sports. When assessing the conditions, course and results of education, the Czech School Inspectorate draws on principles and objectives stipulated by the Education Act. The fundamental criterion observed is effectiveness of support for pupils' personal development and achievement of educational goals of schools and school facilities. For secondary education specific tasks were also set: teaching contemporary history; global issues; teaching issues of ethics; physical education; support for the development of physical fitness and motor skills; education of gifted and exceptionally gifted pupils; health and safety; education of pupils in secondary schools with teaching fields of education; organization and conduct of completion of secondary education; admission to education and training in schools providing education with school leaving certificate (maturita); protecting pupils against bullying, discrimination, hostility or violence; education of students with disabilities. Development tasks were also performed by CSI such as international surveys of pupil achievement and challenges arising from the implementation of ESF projects.

In the school year 2015/2016, the conditions, the course and the results of education in a total of **264 secondary schools were assessed by the Czech School Inspectorate**. Within this inspection activity, 3,992 lessons were observed and evaluated including 399 lessons of practical training.

Summary of Inspection Activity

Positive findings

- Smooth organization and process of final examinations according to uniform requirements. No infringements were found by the Czech School Inspectorate during inspection activities conducted in the examination period. There was a qualitative change in the organization of final examinations for pupils with special educational needs in accordance with principles of inclusive education and the possibility of holding a written exam in certain fields of education on the computer was introduced.
- Involvement in school projects, grants and programmes, often co-financed from EU funds was observed. Emerging extra budgetary funding enabled schools to improve the learning conditions, particularly material-technical equipment, including computers and educational technology. Adequate ICT equipment (computers, laptops) in schools (computers, laptops) was reflected in wider introduction of electronic class registers and electronic compulsory documentation. Both internal and external information systems improve and these contribute to greater improvement in communication with pupils' legal representatives.
- Using effective methods and forms of work by teachers in practical teaching led to active participation of students in the educational process and contributed to successful fulfilment of the graduate profile in the area of vocational and practical skills. Pupils received space for independent decision-making, problem solving and application of knowledge from theoretical

teaching. During practical lessons, elements of formative assessment, self-assessment and peer review were effectively used. The progress of pupils was continuously monitored and evaluated.

- Teaching of professional skills and practical training is realised more frequently in the real environment of specialised businesses and workshops.
- The positive trend in the mobility of students and teachers continues.
- In the past three years, there were growing numbers of students with disabilities who are integrated individually. At the same time, number of classes for pupils with SEN increased.

Negative findings

- Lack of vocational teachers and teachers of practical subjects and their less favourable age structure which will call for rejuvenation of the teaching staff in the coming years. Little interest of expert in teaching profession caused by financial undervaluation. In general education, there is a lack of professionally qualified teachers especially focusing on maths, science and ICT.
- There is a long-term high failure rate of professional/technical secondary schools pupils in the didactic test of mathematics in school-leaving examinations, deteriorating results in the didactic test from Czech language and literature in grammar schools and professional/technical schools. The efficiency of the measures taken to improve pupils' achievement in these tests is low. There is a significantly higher failure rate of pupils in the school-leaving examinations in some, especially secondary professional/technical schools.
- The results of pupils in a didactic test in mathematics correspond to the lack of mathematical knowledge and skills of students in secondary schools. This finding was identified in class observations during maths lessons and other school subjects which use mathematical apparatus as a tool to achieve their specific objectives. During lessons, some pupils demonstrated ignorance of facts taught at elementary schools, which then limited them in solving tasks at the secondary school level. Moreover, methods and forms of teaching did not contribute to higher efficiency of education in observed classes. Lack of differentiation according to the abilities of pupils was noted as well as inadequate or formal (mechanical) practicing without any logical context.
- Fluctuation of pupils, high drop off rate, repeated admission in the first year of study in various fields of education were found. Furthermore, completion of the course of study but failing to pass the graduation examination is another negative trend in secondary education. There were pupils who were - after three failed attempts at passing a graduation exam - re-admitted into the senior year of the particular secondary school only to undergo another three additional unsuccessful attempts at the examination.
- High absence of pupils in the classroom negatively affects educational attainment of pupils and development of their professional and social competencies. A considerable part of pupils demonstrated very low responsibility for their education. Many schools lack support from the legal representatives of the pupils.
- There are significant reserves in the work of secondary schools in terms of use of activating methods of work, inclusion of group work or cooperative and project learning.
- The teaching aid and other teaching equipment are not used to its full potential in a number of schools.
- Only a very small percentage of schools use CLIL. There are still deficiencies in teaching foreign languages.

4 Higher Professional Education

In higher professional schools until 30 April 2015, the Czech School Inspectorate was authorized to carry out only the enforcement of legislation related to providing education and school services, public administration control of the use of state funds, and investigate complaints in these areas. Evaluation of quality and efficiency was not performed by any outside agency. The quality of higher professional education and especially the quality of services they provided depended thoroughly on the internal self-evaluation mechanisms of various schools. The absence of authorization of the Czech School Inspectorate to assess the quality of provided education in this area had long been pointed out.

By May 1, 2015 an amendment to the Education Act (Act. No. 82/2015 Coll.) came into force, which **gave the Czech School Inspectorate right to assess and evaluate the conditions, course and results of education as well as accredited educational programmes in institutions of higher professional education**. This change in legislation will equip the Czech School Inspectorate with an entirely new authority. The CSI will now be able to embrace evaluation activities throughout the whole system of regional education, from nursery schools to post-secondary level.

In this context, the school year 2015/2016 presented the Czech School Inspectorate with an extra challenge as it was necessary to prepare adequately for the new tasks. First of all, evaluation criteria for higher professional education had to prepare with the help of the Association of Higher Professional Schools. These were then pilot tested on a sample of higher professional schools during the 2015/2016 school year. The basic structure of criteria is the same as any other modifications and is also divided into 6 areas (*school concept, school management, quality of the teaching staff, the processes of teaching, learning outcomes of students, support provided to students in their learning*), each of which comprises a number of evaluation criteria.

After editing the draft criteria, the modification was included in the official assessment criteria and the summary of these criteria was approved by the Minister of Education, Youth and Sports. From the school year 2016/2017 on, higher professional schools will be assessed using these criteria by the Czech School Inspectorate and the Annual Report for the 2016/2017 school year will include a comprehensive evaluation of the conditions, course and results of education in this area.

5 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, visual art, literature and drama).

Table 4

Basic art and music education

| Basic art and music education | 2015/2016 |
|---|-----------|
| Number of basic art and music schools in the Czech Republic | 488 |
| Number of pupils of basic art and music schools in the Czech Republic | 246 943 |
| Number of inspected schools | 123 |
| Number of lessons observed | 1 585 |

In the school year 2015/2016, a long-term continuous increase in the number of art and music schools continued. At the same time there was a significant increase in the number of areas where this type of education is provided.

Table 5

Numbers and percentages of pupils in individual fields of basic art and music schools in the school year 2015/2016

| Artistic field | Total number of pupils: 246 943 | Percentage |
|--|------------------------------------|------------|
| Music (individual, group or collective lessons) | 161 409 | 65,4 |
| Dance | 26 902 | 10,9 |
| Visual arts | 49 043 | 19,9 |
| Literary and drama (individual, group or collective lessons) | 9 598 | 3,9 |

Out of **488 schools of art and music schools** in the Czech Republic, approximately **25% of these schools were inspected** in the respective school year. In some of the schools inspection activity took place twice or exceptionally three times (in case there were inquiries or complaints). The number of complaints investigated was less than a half in comparison with the previous year, which signalled satisfaction with the quality of this type of education.

In the school year 2015/2016, a total of **246, 943 pupils** (see table 5) were registered in basic art and music education. There were 2, 594 new pupils, a thousand more in comparison with the previous year, which indicates increasing interest in this type of education.

Funding provided through the state budget accounted for at least three-quarters of total expenditure of the art and music schools' principal operations and were used primarily for salaries and related charges. The funds provided to the founders of the schools were used to cover operating expenses.

Tuition ranged from 350 CZK per month to 4,750 CZK per month, the highest tuition charged concerned private schools in this area.

Summary of Inspection Activity

Positive findings

- A notable improvement of material and technical conditions, with emphasis on information technology. Increase in the use of ICT in school management and management of documents relating to education. Use of electronic record-keeping systems, including communication with legal representatives and the public.
- In response to the increase in the number of pupils and repletion to a maximum capacity of schools, new branches of schools are opened. Complementary activities such as creative

art-focused courses, summer school, summer courses and suburban camps are added to organization to schools.

- Tendency to “follow” pupils in different parts of regions. Support given to the artistic development of pupils even in remote areas of regions. An increased interest in music oriented type of education in larger towns. Existing possibility of long-term loans of musical instruments for pupils under favourable conditions for the necessary time.
- Effective and optimally adjusted models of school management. These models correspond with the size, organizational structure and nature of activities of these schools and go hand in hand with effective motivation of teachers.
- Improvement in the qualifications of teaching staff; the recognition of professional qualifications according to § 10 par. 2 Act no. 563/2004 Coll. used in practice.
- Representation of experienced teachers, renowned experts and artists in the teaching staff which works as further motivation for pupils and then naturally develops pupils’ key competencies.
- Positive impact of quiet and creative atmosphere on the quality of internal relationships. Narrow interdisciplinary contact and cooperation with all participants, which helps raise cultural awareness and shapes relationship to pupils’ school. Especially during the presentation of pupils’ work and activities.
- Frequent and successful presentations of activities; awards and prizes received in all fields of these facilities from local to regional, state to international level. Imaginative use of alternative public space in places where these schools operate; successful interdisciplinary collaboration in implementing presentations of the results of education.
- Involvement in project activities, successful participation in international projects, development programmes and grants. Creating internal projects to develop methodology and transfer of teaching experience, partly in cooperation with foreign lecturers.
- In all fields of preparatory study, competences and talents of pupils are monitored. Moreover, pupils are led to reinforce elementary routines and skills.
- Welcoming school climate and creative atmosphere during the teaching and training with the emphasis on motivation; respect to individual pace and support independent artistic expression; providing individual support in the development of individual talent in all fields of these schools.
- Gradual improvement of material conditions in close relation to the financial support from the founders and involvement of schools in the grant programmes of the region. Priorities when buying new and often financially demanding equipment are effectively set.
- Systematic improvement of spatial conditions; improvement in the design of the facilities and especially common areas, where pupils can relax and which create pleasant conditions for parents waiting for their children.
- Further improvement of personnel conditions in individual art fields in most schools, often already fully or almost fully-qualified teaching staff.
- Creating space for private initiative of teachers in planning educational events; effective sharing of experience from further teacher training courses and workshops. Developing a coherent and effective interdisciplinary collaboration and presentation of the final outputs to the public.
- There is apparent interest of managements of some schools in introducing and working with web applications in individual lessons. The quality of information and communication systems improves; computer and audio-visual equipment is used more frequently. An increasing number of schools work with school registers and documentation in electronic form and this

has positive impact on standards of communication, quality of organizational activities and internal controls.

- Public awareness of school activities is raised through schools' websites. Legal representatives of pupils are better informed of outcomes of education as they have access to schools' electronic information systems.
- Reactions of the managements to local demand for education. Willingness of the managements to expand offer of courses so far unrealized, include new and specific artistic fields and courses and fully exploit the potential of teachers and their qualifications.
- In addition to common topics and themes in visual arts, complex project activities are becoming more frequent. Increase in the number of schools integrating into the educational offer courses focused on digital processing of art themes, multimedia creation and artistic production in relation to the traditions of the region and historical roots.
- Complementary activities of schools based on the demand for this kind of education. In different artistic fields, teachers take part in various courses, seminars, training programmes or consulting services.

Negative findings

- Limited and often unchanging arrangement of spaces used simultaneously by more school subjects with a negative impact on the formation of schedules, timetables and organization of the teaching. Some classrooms are not suitable in terms of their capacity, spatial arrangement or technical reasons (sound permeability) for teaching e. g. small instrumental ensembles. Music halls, multimedia classrooms, adequate rooms for teachers, facilities where pupils and parents can spend time between classes are not satisfactory. Spatial and material support is required especially where music and art schools share classrooms with an elementary or a nursery school.
- Due to the construction and unchangeable disposition of some classrooms as well as the organization of schools, it is not always entirely possible to ensure prevention of potential danger and to protect the building against entry of unauthorized persons during the lessons.
- Problems with detached workplaces in remote places or small communities in ensuring personnel and material conditions for teaching. Demanding organization when highly qualified experts are available for only one or two days a week due to their other artistic pursuits.
- Evaluation processes not functionally set; direct feedback to teachers is not provided as school managements rarely perform lesson observations.
- Not always systematic and sufficient attention given to further education, which in some cases is realized only by teachers themselves in their own homes. Plans for further education are formal.
- Inadequate differentiation of the curriculum when it is necessary to teach music theory or non-musical disciplines (art and dance) to pupils of different age groups or teaching the same subject to beginners and relatively advanced pupils i.e. preparatory courses with the first stages of the schools together.
- Too narrow profiling of the dance field. Teaching one of the dance techniques at the expense of other dance forms (predominant orientation of teachers on preferred dance forms).
- Evaluation of individual pupils is often performed formally; limited use of the evaluation rating scale; frequent absence of ongoing evaluation of partial results of education. Support for exceptionally gifted pupils is often based only on individual approach and extended possibilities of representation.
- The use of teaching aids is not adequate as well as effective motivation in music theory subjects. Pupils are not continuously led to self-assessment and peer review.

6 After School and Leisure Education

After school education does not lead to a comprehensive system of education or to achieving a certain level of education attested by a certificate. It provides services and activities that complement education in schools. It focuses on activities that support development of the personality of participants, their talents and gifts. It helps balance the pressure the pupils might face at schools, relieve stress, teach pupils to spend their leisure time meaningfully, helps build up positive social relationships and thus contributes significantly to the prevention of dangerous phenomena. After school and leisure education takes place in schools, in after-school child care centres, school clubs and leisure or youth centres. School facilities for after school and leisure education are part of the education system.

The most common founder of this type of facilities are municipalities or associations of municipalities, both in the case of after-school centres and clubs, and in the case of leisure centres.

During the school years 2013/2014 to 2015/2016, there was a constant **increase in the total number of facilities providing after-school and leisure education.**

Table 6

After school and leisure education – performance indicators

| After School and Leisure Education | 2015/2016 | | |
|--|-----------|--|---------|
| Number of after school care facilities | 4 020 | Number of registered participants in after school care centres | 317 740 |
| Number of school clubs | 572 | Number of registered participants in school clubs | 46 980 |
| Number of leisure/youth centres | 321 | Number of registered participants in leisure/youth centres | 290 047 |
| Number of inspected facilities | 806 | | |
| Number of activity observations | 2 116 | | |

The demand for placement of pupils into after school care facilities is considerable and has long exceeded their spare capacity. Preferably, pupils from mostly the first to the third grades of primary schools are accepted. Criteria for pupils' acceptance usually include age, commuting, taking into account sibling relationships, social standard of the family and working hours of pupils' legal representatives. More serious problems with placement of pupils arise in cities and larger schools.

In compliance with the Education Act, after school and leisure education can be provided for a fee. Its amount varies and depends on many factors which are defined by the facility founder and regional differences.

The results in this type of education and in particular their quality depends on the range of activities which should ideally follow current trends and public demand. Activities such as skateboarding, digital photography, or contemporary dance are good examples. In the context of inclusive education, new activities appear which should provide assistance to children with learning problems, remedial therapy for the handicapped or speech therapy if needed.

In the school year 2015/2016, the Czech School Inspectorate carried out inspections in **806 facilities with a total number of 2 116 inspection entries.**

Summary of Inspection Activity

Positive findings

- The offer of facilities in after school and leisure education responds flexibly to social changes, requirements and needs of their participants. It is also characterized by extraordinary diversity. Moreover, this type of education is characterized by cooperation and partnership with other educational organizations.

- Accessibility of this type of education to general public and public participation in competitions, activities and events organized by these facilities.
- Comprehensive development of talents and interests of participants in leisure education is ensured. Skills and knowledge are acquired in of non-formal and relaxed way.
- Activities of Youth Information Centres and an open club activities.
- Favourable climate of the vast majority of facilities characterised by creativity and the extra efforts of teaching staff.
- An increasing number of educational institutions and the involvement of a higher number of participants in this type of education.
- An increased number of teaching staff meet the required qualifications.

Negative findings

- Most of the buildings intended for the after school and leisure education lack wheelchair access, which limits participation of the physically handicapped.
- Due to the increase of participants in after-school care facilities, many activities take place in ordinary school classrooms, which means worse conditions for relaxation (participants are still in the same environment, they have worse access to games and lack of space for spontaneous and recreational activities).
- The problem is securing funding for this type of education - after-school care facilities and school clubs in particular - and absence of specialized teaching staff (teaching assistants, psychologists, special education teachers etc.).
- The deficiencies found during inspection activities were partially related to the presence and involvement of teaching staff (especially external teaching staff) that lacked professional qualifications.
- The operation and organization of the school facilities is adversely affected by their accessibility by public transport.
- Lacking seminars or workshops focused on education of the participants with special educational needs and absence of active cooperation with the school counselling facilities to ensure quality education of all participants.

7 Facilities for Institutional or Protective Education

School facilities for institutional, protective care or preventive care are generally intended for children and youth 3-18 years of age or dependent persons over 18 years of age who are preparing for their future profession, maximally up to 26 years of age. Their main purpose is to provide education and care to children placed there. The main objective of this care is the reintegration of the child into mainstream education, their return to their original families, if possible, or their placement in foster care.

Children placed in facilities for severe behavioural disorders (children's home with a school or therapeutic boarding school) are usually educated in schools which are set up as part of the institution. Children's home with a school means that there is an elementary school attached to the institution while the therapeutic boarding schools are often organized together with a secondary school offering various courses and programmes of varying duration from one year to three years. The courses offered and flexible length of study allows students to obtain a certificate of final examination or certificate of apprenticeship. Their opportunities of employment - after leaving institutional care or protective custody - considerably increase. These institutions provide twenty-four hour care and protection.

With effect from **February 1, 2016**, the Minister of Education, Youth and Sport established **Quality Standards of Child Care in Facilities for Institutional, Protective and Preventive Care**. The purpose of these Standards is to set up and maintain a comparable level of quality of care in different facilities throughout the Czech Republic and increase the quality of child care in these facilities. These Quality Standards define the basic criteria of quality of care and also indicate the direction of the development of the services. The Quality Standards are based on current scientific knowledge and practical experience. They are applicable in a wide range of different types of institutions (children's home, children's home and school, diagnostic institute or therapeutic boarding schools). The Standards are not aimed at unifying childcare in the content sense. Therefore, they do not specify particular or desirable educational methods and procedures. Their flexibility allows every institution to choose, create and develop their own approach to the care of children. The Czech School Inspectorate conducted their inspection activities in institutions run by the Ministry of Education using the new Quality Standards from the date of their effectiveness.

In the school year 2015/2016, a total of **266 facilities for institutional care, protective and preventive care existed**. These included 144 children's homes, 28 children's homes with schools, 28 therapeutic boarding schools, 13 diagnostic institutes, 52 educational care centres and one specialized care facility for the children of foreigners. Children's homes are mostly founded by individual regions; other facilities are typically established and run by the Ministry of Education, Youth and Sport. Only a negligible portion of these facilities is run by private founders.

Table 7

Number of children in various types of educational facilities for institutional or protective education in the school year 2015/2016

| School year 2015/2016 (Statistics of Ministry of Education) | Facilities | | Children and Youth | |
|--|------------|----------------|--------------------|----------------|
| | Number | Percentage (%) | Number | Percentage (%) |
| Children's Home | 144 | 67,6 | 4 260 | 65,7 |
| Children's home with school | 28 | 13,1 | 741 | 11,4 |
| Therapeutic boarding school | 28 | 13,1 | 1 089 | 16,8 |
| Diagnostic Institute | 13 | 6,1 | 392 | 16,8 |
| Total | 213 | 100,0 | 6 482 | 100,0 |

In the school year 2015/2016, a total of **6,482 children** were placed in facilities for institutional care, protective and preventive care. There is a trend of increasing numbers of children under three years of age which is mostly based on sibling relationships, and children 18 years and older who are placed in

the facility until their vocational training has been completed.

In the school year 2015/2016, the Czech School Inspectorate carried out inspection activities in 119 of these establishments, while 666 observations were performed.

Summary of Inspection Activity

Material conditions in most facilities are continuously improving. Less than a tenth of the facilities still have problems in this area. A higher proportion of male pattern is still missing, especially in children's homes. The majority of teachers without the required qualifications, who began to study, are at their studies end now. Still, there are more than one tenth of unqualified teachers. There is an increased representation of workers with psychotherapeutic training in diagnostic institutes, children's homes with schools and therapeutic boarding schools. In children's homes, the situation is incomparably worse. The management styles correspond with the size, needs and functions of these facilities. Some weaknesses were found in the work of the managements and in the content and implementation of the educational programmes of the observed facilities. The course and results of education were significantly influenced by qualifications, professional skills, enthusiasm, personal interest and commitment of the teachers. There is a visible effort to encourage the children placed in these facilities to participate in organization of these institutions. Certain responsibilities are transferred onto the children with a belief that more independent decision-making will prepare them better for their future life.

8 Fulfilling the Strategy for Education Policy of the Czech Republic until 2020

The Strategy for Education Policy of the Czech Republic until 2020 (hereinafter the Strategy 2020), approved in July 2014, is the basic concept document for educational policy. For this reason, since the school year 2015/2016, the Czech School Inspectorate decided to include a brief report in its Annual Report on how the implementation of the Strategy 2020 develops in areas which falls into the competencies of the Czech School Inspectorate.

The Strategy 2020 sets out three main priority areas:

1. *Reduction of inequality in education*
2. *Promotion of quality teaching and recognition of teachers as key facilitators of quality teaching*
3. *Responsible and effective management of the education system*

Each of the priority areas was equipped with relevant indicators, which will be closely monitored and evaluated.

The text hereinafter refers to those indicators which have their relevance for the Czech School Inspectorate.

1. Reduction of inequality in education

Participation in pre-school education is one of the indicators in this priority area. The aim set for the year 2020 is that at least 95% of children over four years of age attend a nursery school. In recent years, participation of children in pre-school education has been continuously increasing. In the year 2015/2016, according to statistics of the Ministry of Education, the participation amounted to 91.8%. Due to the adoption of the amendment to the Education Act, which states that from September 1, 2017, the senior year in the nursery school will be compulsory, it is expected that the indicator will be fulfilled. Yet, a new task arises before the nursery schools – they must be well prepared for the education of children from less stimulating environments who have rarely attended nursery schools so far.

Another area, which this priority targets is the **level of pupils' literacy**. PISA survey was selected as the reference point and the goal for 2020 is to reduce the proportion of fifteen-year old pupils who reached a level lower than 2 in the tests. At the same time, the aim is to increase the proportion of pupils who achieve levels higher than 4 (out of a total of six levels).

At the date of the publication of the annual report, the results of PISA 2015 have not yet been available; they should be accessible in December 2016.

The Czech School Inspectorate is also preparing a secondary analysis of data from the survey. These will allow measures to be taken both at education policy level and at the level of individual schools.

Since 2014, the Czech School Inspectorate has been conducting regular surveys focusing on determining the level of literacy and evaluation of the conditions for the development of literacies. In addition to the test items, questionnaires that focus on the conditions for the development of literacies (evaluated by PISA surveys including reading, maths and science) and other areas are also used.

For the development of literacies, schools can also use the support and other methodological materials available on the web of the Czech School Inspectorate.

Sample survey of the results of pupils took place at the 6th grade of primary schools and the first-year of selected secondary schools. The findings suggest that the development of reading and mathematical literacy is very problematic and the development of literacies and educational progress in pupils is very limited.

Another relevant indicator is **Early leavers from education and training**. The aim is to ensure that in 2020, in the population of people aged 18-24, there will not be more than 5.5% of people who have reached the maximum level of education ISCED 2 (primary education) and are not in the process of formal education and training. In 2014, there were 5.4% of these pupils. In the context of early school leaving, it is appropriate to draw attention to the fact that a fairly significant number of students (nearly 5% of the total number of

pupils from the first to ninth grade of primary school) drops out every year. In the special classes, it is even 13% of pupils. For these students, if they continue their studies at all, the possibilities are limited. They can only choose the lowest levels of secondary education, which in ISCED just reaches level 2 (or 3, according to the length of study). According to the European Qualifications Framework (EQF), which focuses more on the results, finishing primary education means achieving qualification stage 2 (out of eight).

2. Promotion of quality teaching and recognition of teachers as key facilitators of quality teaching

The share of young teachers - in 2013, the share of state founded school teachers in regional education up to 35 years of age was 23.1% of the total number of teachers in these schools. The aim is to achieve by 2020 a higher proportion of teachers in this age category.

Currently, there is no available register of teaching staff. The data on age of individual teachers are therefore only available from the data obtained throughout the inspection activities of the Czech School Inspectorate in monitored schools and school facilities. We cannot therefore generalize how age structure of teachers differs according to educational areas.

In pre-school education, in the school year 2015/2016, 27.3% of teachers who came through lesson observations had completed 31-40 years of teaching experience and 2.5% 41-50 years of teaching experience. From this it is clear that in the near future new teachers will be needed. The proportion of teachers in nursery schools until the age of 25 stood at 8.5% last year. Overall, 23.8% of teachers in nursery schools fall into the age category up to 35 years of age.

The average age of school directors in the primary schools visited by the Czech School Inspectorate was in the last school year, 51 and the teachers' average age was 44.9. 9.7% of school directors and 35% of teachers fell in the age group under 40 years of age. The proportion of teachers (in primary schools without schools for pupils with SEN) under 35 years of age was 18.9%, and the trend is continuously decreasing. Therefore, there is a risk that this indicator will not be met unless measures are taken such as increased proportion of graduates of colleges of education who take up teaching as a profession. According to the findings of the Czech School Inspectorate, in the schools visited, the smallest proportion of teachers is under 35 years of age teaching mathematics, physics, chemistry and the first stage of primary school.

In inspected secondary schools, 68.4% of school directors are 50 years of age or older. The proportion of directors under the age of 40 is 9%. The average age of teachers in the monitored secondary schools was 46.5. In the age group 40 years and younger falls 31.4% of teachers.

According to the yearbook, the age group of secondary school teachers (excluding schools for pupils with SEN) up to 35 years of age comprises 13.4% of the teachers and the downward trend is steeper than in the case of primary schools. Similarly to the case of primary schools, this indicator will not be met unless effective measures are taken.

In schools for pupils with SEN, 18.1% of teachers fall in the age category until 35 years and the trend is also downward.

Another indicator of this field is the rate of teachers leaving schools for other professions. In terms of the data available to the Czech School Inspectorate, we have to rely solely on findings of other institutions and investigations of private organisations. The Ministry of Education, Youth and Sport have not presented the planned register of teaching staff yet.

The indicator Further education of teachers has not been precisely defined yet and only states the number of teachers who take part in further teacher training and education. The Czech School Inspectorate has only partial data available for this indicator.

As far as pre-school education is concerned, in the last two years, 5, 3% of surveyed directors of nursery schools have not undergone any further training. In terms of focus of the further education, school directors favoured courses on legislation in education (72.5% of school directors who participated in further education), or seminars on school management (49.9%), management of the educational process (48.9%) and health and safety issues (41, 8%). In the long term, nursery school teachers also search for new educational opportunities through further teacher training. 75.5% of teachers participated in a wide range

of educational seminars and accredited courses. Their training focused on practical areas they can use in their teaching, progressive methods and forms of work and support for the development of literacies as they are set in key competencies. So far, school managements as well as the teachers themselves have not shown much interest in the topic of inclusive education.

The directors of elementary schools and their deputies very often participate in some form of further education. In the last school year, 95.9% of school management members took part in some form of further education or training programme. More than three-quarters of school management members participated in courses and seminars focused on legislation issues. Other popular areas of further education included effective organization and management of schools, development of ICT skills, and training in effective leadership and management of educational processes. Despite the fact that further education in primary schools receives due attention, in the questionnaires completed during inspection activities, primary school teachers reported that 13.1% of them did not participate in any form of further education or training in the last two years. Other interviewed teachers participated in courses and workshops focused mainly on teaching methods and forms, on presenting new factual knowledge and expertise in the subjects they teach and on the skills in the field of ICT.

In the monitored secondary schools, more than half of the teaching staff was involved in at least one form of further education and training. The most common forms of further education were seminars focused on extending the teachers' professional qualifications, particularly in the areas of subject knowledge and expertise; methods and forms of teaching; acquiring new skills in ICT and foreign languages. As far as school managements were concerned, legislation and related topics were dominant issues in their further education.

3. Responsible and effective management of the education system

Indicator Assessment of the education system is closely tied to core activities of the Czech School Inspectorate and to the project activities that the CSI supports. Since the school year 2015/2016, the Czech School Inspectorate has assessed schools using innovative criteria of evaluation of the conditions, course and results of education based on a model called Quality School. The criteria were equipped with methodological materials, which may be used by individual schools too. Since 2014, the inspection has been carrying out surveys to evaluate the results of education. These surveys are supplemented by more thematic investigations that deal with various aspects of education, especially in terms of their conditions and the course. (Overview of thematic reports is provided in the Annex of the annual report in an abridged version.) The Czech School Inspectorate also executes many international investigations and thus interconnects and elements of external and internal evaluation of the education system.

In this context, a CSI newly prepared project Comprehensive evaluation system it is also worth mentioning. The project will be realized from the EU contribution as part of the Operational Programme Research, Development and Education. The implementation of this project will help fulfil this indicator of the Strategy 2020 considerably. In addition to further development of tools which will enable linking external and internal evaluations, the CSI is planning to focus on entirely new methods, techniques and tools for evaluation of those parts of the national curriculum, for which there were no adequate tools available. Specifically, it will be the assessment of key competencies and tools which will take into account the socio-economic and territorial backgrounds of pupils and schools to monitor the level of equity in education. Regular and systematic monitoring of socio-economic background of pupils will allow schools to pay more attention to the added value of education.

9 CSI International Activities and Cooperation

Czech School Inspectorate involvement in the European Schools in the school year 2015/2016

The school year 2015/2016 was in terms of involvement of the CSI in the system of European schools partly affected by the previous year, in which the Czech Republic was chairing the Board of Governors of the European Schools for the first time. Currently, systemic changes are underway in the European Schools in the areas of education and other fields. These reforms and changes will naturally affect the activities of inspectors of the ES.

Priorities in education of Czech pupils in the school year 2015/2016

In the primary stage of education, a new system of pupil assessment has been applied for two years now. The system is based on a holistic approach to pupils; on the assessment of competencies of subjects in school subjects and interdisciplinary education areas and on linking the interim and final summative and formative assessments. New evaluation tools are used by teachers, such as the input profile of the pupil, pupil portfolio or a new school report, which is a combination of assessment on a scale and verbal evaluation.

This new evaluation system is applied in relation to the desired differentiation and individualization of education in relation to individual needs and abilities of each student.

These new approaches are applied across the curriculum and the main priority remains the promotion of mother tongue, which is one of the main values of the European School system. Great emphasis is also placed on the development of communication and reading skills.

As far as the secondary cycle of the ES Brussels III is concerned, stabilization and development of the Czech section remains a top priority. This section began work in the school year 2011/2012. Currently, pupils from the first to fifth grades of secondary cycle are attending the Czech section. Apart from the Czech language and literature, mathematics, natural and social sciences and computer science are taught in the mother tongue. In this school year, the Czech pupils of the fifth year were for the first time choosing optional subjects for the sixth and seventh years when they start preparing for the European Baccalaureate, and subsequent studies in tertiary education.

At the secondary stage of the ES Luxembourg II, the established practice continues, when students are studying in English, French or German sections and Czech language and literature is provided through a qualified teacher.

In the school year 2015/2016, all Czech students who took the European Baccalaureate, successfully passed, and thus completed their study in the European Schools.

Through involvement of two national inspectors, the Czech School Inspectorate takes active part in the development of strategic documents of the European Schools and also participates at meetings of the Boards of Inspectors and the pedagogical committee.

Participation in International Surveys

Since 2011, 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. Involvement in these investigations means obtaining feedback for the educational system in the Czech Republic. This feedback can function as inspiration for any changes in the education policy.

An international survey **PIRLS 2016**, which focused on the reading literacy of the 4th grade pupils of primary schools, took place in the school year 2015/2016. Testing in the Czech Republic took place in

the period from 29 March to 20 April 2016. The tests were administered by the inspection staff of the Czech School Inspectorate. The survey PIRLS 2016 was conducted at 157 schools involving 270 classes, 6,148 pupils, 271 teachers and 157 school directors.

Because the evaluation of the tests and subsequent analysis of the results is managed by the schedule of the international centre, the main findings of PIRLS 2016 and the results of Czech pupils in international comparison will be published in December 2017. Secondary data analyses focusing on specific topics (e.g. test items which were the most difficult for students, etc.) will be completed even later.

During the school year 2015/2016, collaboration with the International Centres for **PISA 2015 Survey** and **TIMSS 2015 Survey** concerning cleansing data files and commenting on the structure and content of international news was in progress.

As part of participation in the PISA survey (which tests scientific, mathematical and reading literacy of 15 year old pupils), reports for schools participating in PISA 2015 Survey were prepared. Work began on preparing the publication of the results of PISA 2015 Survey and preparations were made for the **pilot testing of PISA 2018 Survey**. In March 2016, Prague hosted the first meeting of the national coordinators of the international PISA 2018 Survey. The Czech School Inspectorate in cooperation with the OECD was responsible for the meeting and its organization. It was attended by more than 180 representatives from 81 countries and economies around the world. First meetings were followed by activities related to the preparation of Czech versions of test materials and a sample selection of schools for the pilot survey, which will take place in spring 2017.

Also, in the case of TIMSS (which evaluates knowledge of the 4th grade pupils of elementary schools in mathematics and science), reports for schools involved in TIMSS 2015 Survey were prepared, and work began on preparing the publication of the results of the TIMSS 2015 Survey. In the next school year, pretesting within the framework of TIMSS 2019 Survey will take place, including participation in the new electronic module testing eTIMSS.

In the school year 2015/2016, work began on **preparing the Czech Republic's involvement in the cycle TALIS 2018**. In the framework of pre-testing and pre-piloting, group discussions with representatives of school directors and teachers were conducted. On the basis of which, it was possible to provide valuable and useful feedback on proposed questionnaires TALIS 2018, which will be used in the pilot survey carried out in February 2017.

In the school year 2015/2016, two analytical reports concerning ICILS 2013 were published. These followed the national report published in November 2014. In addition, final reports concerning related activities, which were inspired by findings from TALIS 2013, were also made available.

For completeness sake, it should be noted that the Czech Republic will not be involved in the cycle ICILS 2018. Similarly, the international investigation in civics ICCS 2016 was not conducted in the Czech Republic.

Participation of the Czech Republic in individual surveys conducted by OECD and IEA

In the introduction to this chapter it was mentioned that on the agenda of international investigations, the Czech School Inspectorate cooperates with the International Association for Educational Assessment (IEA) and the Organisation for Economic Cooperation and Development (OECD). Representatives of the Czech School Inspectorate regularly attend related steering committees (PISA Steering Committee, TALIS Steering Committee, IEA General Assembly), meetings of national coordinators of individual investigations, trainings and conferences.

One cycle of any international investigation is spread over several years and for effective participation of the Czech Republic it is necessary to plan ahead in terms of finances and expertise needed to ensure the smooth running of the current and future survey cycles. Therefore, in the last school year, the Czech School Inspectorate in cooperation with the Ministry of Education, Youth and Sports was already preparing cycles of TIMSS 2019, PIRLS 2021 and PISA 2021. With PIRLS and TIMSS, there will be a gradual transition to electronic testing in the coming cycles. In both cases, participation in electronic modules of the testing (eTIMSS ePIRLS 2019 and 2021) is planned.

The Czech School Inspectorate involvement in SICI

The Czech Republic represented by the Czech School Inspectorate has become since 1995 one of the founding members of the Standing International Conference of Inspectorates (SICI). The other countries were Bavaria, France, the Netherlands, England, Scotland, Denmark and Northern Ireland. Since the establishment of SICI, the Czech School Inspectorate is its full member and significantly contributes to the running of this international institution. There are 36 members of SICI currently, who agreed on three strategic objectives:

- *support improvements in school inspectorates and professional competence of inspectors in particular by the exchange of information;*
- *promote and support partnerships and cooperation between inspectorates;*
- *actively participate in international discussions on evaluating and improve the quality of education.*

The Czech School Inspectorate participates in the implementation of all three objectives. The CSI representatives from the ranks of inspectors regularly attend seminars and conferences organized by the SICI. The Czech School Inspectorate has its own representative on the Executive Committee of SICI, in Deputy Secretary General position, and thus has a unique opportunity to directly participate in the management and decision making of the organization.

The Standing International Conference of Inspectorates methodically and financially supports cooperation among its members. The Czech School Inspectorate is a major partner in two projects, which are carried out under the auspices of SICI. One of them is a cooperation project with the State School Inspection in the Slovak Republic called Comparing Tools of Inspection Activity. The other project is carried out in cooperation with the Austrian school inspectorate in Burgenland titled Comparison of School Managements in Czech and Austrian Schools - Methods of Inclusion used by the School Management. Both projects are supported by the inspectorate headquarters but executed by regional inspectorates. Zlin and the South Moravian Inspectorate carry out cooperation with the Slovak inspectorate and Olomouc and Prague with the Austrian inspectorate in Burgenland. Specialist studies and workshops for inspectors of both institutions will form an outcome of cooperation with Slovak colleagues; the end of the project is scheduled for 2016. The outcome of the cooperation with Austrian partners will centre on recommendations of inspection tools used for monitoring inclusion. These can be used by both partners, but also by other members of the SICI. The end of the project is scheduled for 2018.

The Czech School Inspectorate also manages the official website of the SICI: <http://www.sici-inspectorates.eu/>.

Evaluation of International Commitments of the CSI for the school year 2015/2016

The Czech School Inspectorate is obliged to perform tasks arising from the international commitments of the Czech Republic, mainly from membership in the European Union, Council of Europe and the Organisation for Economic Co-operation and Development (OECD). Apart from being an active participant in the project of European Schools, the Czech School Inspectorate is a member of the SICI and a partaker in numerous international surveys. The Czech School Inspectorate is represented in the management boards of major international organizations working in the field of education (OECD PISA, TALIS OECD, OECD CERI, SICI and IEA General Assembly). 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.

In the past school year, the Czech School Inspectorate co-hosted meetings of the OECD PISA designated for the representatives of the national centres of countries participating in PISA. In the framework of bilateral projects or at the request of the partner institutions, the Czech School Inspectorate received delegations from Austria, Slovakia and Estonia.

Table 8

Overview of international organizations, which the Czech School Inspectorate participates in (as of 1 July 2016)

| Organisation | Working group, committee, governing board etc. |
|---|--|
| European Commission | Working group, The European Indicator of Language Competence |
| The Council of Europe | National co-ordinators for Education for Democratic Citizenship and Human Rights |
| OECD Organisation for Economic Co-operation and Development | Governing Board of the Centre for Educational Research and Innovation (GB CERI) |
| | Governing Board of Programme for International Student Assessment (GB PISA) |
| | Programme for International Student Assessment: National Project Manager |
| | Governing Board of Teaching and Learning International Survey (GB TALIS) |
| | Teaching and Learning International Survey (TALIS): National Project Manager |
| Network on OECD Early Childhood Education and Care (ECEC) | |
| IEA International Association for the Evaluation of Educational Achievement | IEA General Assembly IEA |
| | Trends in International Mathematics and Science Study: National Research Coordinator |
| | Progress in International Reading Literacy Study: National Research Coordinator |
| SICI Standing International Conference of Inspectorates | Executive Committee |
| European Schools | The Board of Inspectors (nursery and primary cycle) |
| | The Board of Inspectors (secondary cycle) |

10 School Catering and Health and Safety checks

School catering

Providing nutrition to children, pupils and students have become an integral part of the educational system. In the area of school catering, which falls under the theme of health education, the goal of the Czech School Inspectorate is not only to assess the education of children, pupils and students to a healthy lifestyle, but also to check the compliance with laws relating to the provision of catering services to children, pupils and students, and thereby contribute to increasing the level of school catering.

School canteens are obliged to offer meals which will not only be varied, but will respond to all the principles of good nutrition. It is mandatory for them to meet the norms set in the so-called consumer basket - these are nutritional standards for school meals, which are based on current recommended daily dietary portions for different age groups of diners.

In the school year 2015/2016, 1,376 school canteens were subject to inspection activity in the area of school catering.

The results of the inspection findings confirm that the quality of school meals is a priority for both the school canteen workers and parents.

Innovations in school catering, varied diet, suitable combination of dishes, choice of beverages, the use of novel foods, alternative offer of meals, exceptionally pleasant environment in some schools or school facilities contribute to increasing prestige of school canteens. The benefit is also an individual approach to diners whose health condition requires alternative dietary regime. On the other hand, there are also school canteens which do not respect legal requirements. There are still reserves especially in the field of fulfilling nutrition standards (for types of food: fish, milk, dairy products, fruits and pulses); in determining financial norms; in the accounting, in the equipment standard and aesthetic quality of some facilities for diners; and in cooperation between schools and school canteens in support of health education.

School meals have their role in the education system and its importance is unquestionable. It is an important social and health factor. High quality school catering for children in pre-school and primary school age is regarded as one of the main pillars guaranteeing the healthy development of children and youth and thereby the future population.

Analysis of accidents happening at schools

In the school year 2015/2016, the Czech School Inspectorate was sent **41, 648 records on injuries/accidents**. In comparison with the previous school year 2014/2015, it is about 2, 938 more accidents; the increase amounts to 7, 6 %, which corresponds to the trend of the last three years. The increase in the number of reported accidents may actually mean increased accident rates in schools associated with declining motor skills of children and pupils, and also with the increasing tendency to riskier behaviour. However, it can also be caused by increasingly more careful and responsible approach of the teachers who prefer to report even minor incidents, for which they previously did not expect any possibility of compensation. The overall injury rate index (number of injuries per 100 students) is 2.5. The highest absolute number of accidents is reported by elementary school.

Overview of Thematic Reports for School Year 2015/2016

- Thematic report - Pupils educated in individual educational programmes for primary education
- Thematic report - The care provided by the school counselling facilities for pupils with mild mental disabilities in the school year 2014/2015
- Thematic report - Admission and enrolment to the first grade of primary education
- Thematic report - Individual education at the 1st grade of primary school (i.e. Home schooling)
- Thematic report – Conditions, course and results of education at school clubs
- Thematic report - Health and safety checks in schools and school facilities in the school year 2014/2015
- Thematic report – Education in the topics of safety and security
- Thematic report - Teaching Contemporary History at the 2nd stage of primary schools and secondary schools
- Thematic report - Ethics Education in pre-school, primary and secondary education
- Thematic report – Report of monitoring the course of State School Leaving Examination 2016 in due date
- Thematic report - Education in global and development issues in primary and secondary schools
- Thematic report - Education of pupils in teacher training secondary schools
- Thematic report - Cooperation of primary schools with Authorities for Social and Legal Protection of Children
- Thematic report - Physical education, support for the development of physical fitness and motor skills
- Thematic report - Prevention and responding to bullying and other forms of risk behaviour in schools
- Thematic report - Education of gifted and extra-gifted children and pupils
- Thematic report - Civic education in primary and secondary schools
- Thematic report - Development of reading, mathematical and social literacy at primary and secondary schools in the school year 2015/2016
- Pupils and ICT - A secondary analysis of the results of international surveys ICILS 2013 and PISA 2012
- Comparison of characteristics of less successful and very successful classes - Secondary analysis of international surveys TIMSS 2011 and PIRLS 2011
- Differences between schools in mathematical literacy - Secondary analysis of the results of PISA survey



Česká školní inspekce | Fráni Šrámka 37 | 150 21 Praha 5 | www.csicr.cz