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**Czech School Inspectorate Prague Inspectorate**

**Arabská 683, 160 66 Prague 6**

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**INSPECTION REPORT**

Ref. No. ČŠIA-3736/24-A

File No. ČŠIA-S-605/24-A

**Title**

The English College in Prague - Anglické gymnázium, o.p.s.

**Headquarters**

Sokolovská 139/320, 190 00 Prague 9 - Vysočany

E-mail office@englishcollege.cz

Company ID 25 719 815

Identifier 600 006 140

Legal Form Public Benefit Company

Representative Dr. Nigel Brown

Establishment The English College Foundation

**Inspection Activity Location**

Sousedíkova 1044/8, 190 00 Prague 9 - Vysočany

Špitálská 885/2, 190 00 Prague 9 - Vysočany

On-site Inspection Activity November 18, 2024 – November 21, 2024

The inspection activity was initiated by presenting the mandate for the inspection activity.

**Subject of the Inspection Activity**

Evaluation of the conditions, course, and results of education provided by the secondary school according to § 174 paragraph 2 letters b) and c) of Act No. 561/2004 Coll., on preschool, basic, secondary, higher vocational, and other education (School Act), as amended. Inspection activity at the request according to § 174 paragraph 6 of the School Act.

**Characteristics**

The English College in Prague - Anglické gymnázium, o.p.s. (hereinafter referred to as "the school" or "the gymnasium") has been providing education in the field of bilingual gymnasium since the 2021/2022

school year in all grades of a six-year program. Bilingual education connects the British and Czech education systems, ensuring high-quality English language teaching for both Czech and foreign students in the community environment of the gymnasium. Studies are concluded with the International Baccalaureate (IB) external examination and the Czech language and literature maturity exam or only the IB exam (based on the student's choice). The education purposefully supports the all-round development of students' personalities as well as their language proficiency (offering German, French, Spanish, and Russian languages). Teaching is complemented by numerous extracurricular and interest activities. The school also enables education for motivated students from various social backgrounds.

Since the last inspection activity in 2019, the school has maintained a stable number of students and classes, with approximately 21% being students with a different mother tongue or from a bilingual environment. As of September 30, 2024, a total of 362 students were being educated, of which 111 were fulfilling compulsory school attendance. The highest permissible number of students (440) was utilized at 82%. As of November 2023, education has been provided in temporarily rented premises at Sousedíkova 1044 due to the reconstruction of the building at the school's headquarters Sokolovská 139. The second place of education remained preserved (Špitálská 885).

The gymnasium collaborates with a number of Czech and foreign educational institutions and is an accredited center for training and practice for teachers in the network of British international schools.

### **Evaluation of Education Conditions**

Since the last inspection evaluation in 2019, some organizational and partial personnel changes needed for the functioning of the gymnasium have been implemented, e.g., a change in the position of the deputy for education and care, a temporary new place for provided education. Based on the conclusions of the self-evaluation and recommendations from the Czech School Inspectorate (ČŠI), the school principal (hereinafter referred to as "the principal") has taken certain measures to improve education and care for students, among others, the innovation of the school's educational program (hereinafter referred to as "ŠVP") by including a new subject for teaching Czech realities, adjustment of the methodology for preparing students for examinations in the Pre-IB program, establishment of a mentoring program for peer support for students, or evaluation questionnaires. The functional use of the school's electronic system as a communication portal and a tool for sharing documents and educational resources has also expanded. The principal continuously fulfills the established conceptual intentions for the development of the bilingual gymnasium with an emphasis on holistic learning, community building, and the formation of common values in the multicultural environment of the school. Developed partnerships with regional, Czech, and foreign institutions or schools contribute to students' profiling, sharing educational experiences, and examples of good practice, including language exchanges, internships, and joint projects. The gymnasium's leadership supports the active involvement of students in the school operations, e.g., student council, traditional school events, and their volunteer and public benefit activities. The school community is also enriched by social events organized by the Parents' Association, whose representatives also convey feedback to the school management regarding the events at the school.

The characteristic connection between the British and Czech educational programs is reflected in the specific organization and evaluation of education (dividing the school year into terms and semesters, standardized evaluation converted to the Czech grading scale, a different way of completing studies with graduation exams) or in the formation of so-called houses, where students and teachers are grouped

across grades. However, this interconnectedness also places increased demands on meeting the different requirements of both educational systems for the functioning of the school and the implementation of education. Inspection findings indicated that the organizational arrangement of teaching to ensure education at two sites was not set and implemented correctly. The established time organization of the school day in the years 2023/2024 and 2024/2025 did not respect the relevant legal regulations or psychohygienic principles (absence of breaks between some classes, exceeding the length of classes). Inspection findings also revealed that while students and parents were timely informed by the principal about the reasons for the temporary timetable adjustments, some legal representatives of students did not agree with them.

Numerous communication tools in graphical and electronic form ensure ongoing information for the education stakeholders and make internal documents available in a bilingual format, including portals and guides for parents and students, online annual meetings, and individual online meetings with the principal or responsible educational staff. Communication with the legal representatives of students is typically based on common group or mass meetings typical of the British education system. The principal perceives the need of some parents to expand the opportunity for personal meetings with the class teacher in the format customary in the Czech educational environment (class meetings). The gymnasium has clearly established rules of school culture, which include the way to address suggestions. Regular monitoring of the opinions of the parent community represents an opportunity for improvement.

A functional multi-level management system is based on clear delegation of powers and responsibilities of the school leadership and designated staff for defined areas, namely four deputy principals, heads of dormitories, class teachers, and heads of subject departments. The delegation of some competencies to employees in managerial-support positions facilitates the smooth operation of the school and reduces the administrative burden on educators. An effective internal information transfer and a system of regular meetings allow for responses to identified needs of students and the implementation of necessary measures, such as setting rules for the use of artificial intelligence and mobile devices, and wellbeing.

Active management of educational processes includes comprehensive observation activities and multi-level evaluation of the quality of education, including repeated observations by school leadership, heads of subject departments, or joint teaching observations by two teachers with mutual assessment of contributions. The qualitative progress of pedagogical work is systematically evaluated. Sharing conclusions at the school level positively reflects in the adherence to required standards in teaching as well as in unified educational influence. Other control mechanisms are mostly functional, with partial identified shortcomings. Other control mechanisms are predominantly functional, and the partial identified deficiencies have been addressed during the inspection activities. The conceptual personnel work of the school management allows for the provision of bilingual education at a very good level. Since the last inspection evaluation, there has been a partial turnover in the teaching staff, while the high level of professional qualification among teachers has been maintained. Education is provided by 56 educational staff, of whom more than three-quarters are native speakers with the relevant subject specialization. Newly appointed and beginning teachers are provided with systematic support.

The specifics of the school are reflected in the planned implementation of professional development for

teachers, which includes thematic education at the school level, subject sections, and collaboration with Czech and international entities, such as sharing methodologies and examples of teaching practice for foreign and Czech teachers, conferences, and workshops. Numerous mutual observations complemented by detailed evaluative feedback are exemplary utilized to achieve personal and common goals. The process of coaching is now also used to develop individual pedagogical competencies. The teamwork of teachers and the integration of acquired knowledge into teaching is reflected in the effectiveness of the applied teaching methods.

Through the reconstruction and expansion of the building at the school's location, the principal is creating the necessary spatial infrastructure and favorable conditions for the further development of the gymnasium. The existing material and financial conditions allow for the implementation of the school educational program as well as the smooth functioning of the school. The purposeful use of financial resources has resulted in the improvement of equipment with information technologies and presentation techniques (mobile classrooms, laptops, interactive panels) as well as an expansion of support for students. A wide range of scholarship programs (as of the inspection date, 28% of students were receiving scholarships) and individual financial rewards allow for the education of students from various social backgrounds and provide motivational recognition for students.

Temporarily rented spaces in a modern primary school building (Sousedíkova) provide a cultivated educational environment for regular teaching, ensuring specialized classrooms (multifunctional art studio, drama studio, science and computer labs) as well as relaxation areas for students. The spatial and aesthetic conditions of the second workplace (Špitálská) show rather below-average standards. An advantage is the location of the library with a study room that has a rich multilingual collection and an electronic lending system. All classrooms at both locations are equipped with multimedia and computer technology, which is functionally utilized. Rotational laboratory exercises for students take place at a collaborating university. Physical education classes are conducted in appropriately rented spaces and as part of various sports courses. Student meals are contractually ensured. The safety of students at both educational sites is enhanced by an electronic entry system and round-the-clock personnel supervision at the reception. The frequency of student transfers between the two locations, which is common practice in secondary education, is reduced due to the stable distribution of years. The frequency of student transfers between the two workplaces, which is a common practice in secondary education, is reduced due to the stable arrangement of grades. Inspection findings indicate that students were informed about safety rules and educators conducted practical training for moving between buildings along the recommended route.

### **Evaluation of the educational process**

The long-term application of a differentiated education system in individual subjects (groups of students according to their level of knowledge and skills, according to the profiling in the IB program), lower student numbers, and a unified teaching methodology contribute to achieving maximum learning progress for students. The development of students' potentials, both academic and personal competencies, is supported by a variety of follow-up educational activities and extracurricular activities,

such as thematic projects, expeditions, and discussion forums. A positive aspect is also the formation of students' cultural and social awareness, the updating of discussed topics, and their connection to the Czech environment. The acquisition of a personal learning strategy (home preparation, scheduled tasks) combined with formative assessment (personal challenges, portfolios, reflective journals) supports students' internal motivation and shared responsibility for their results. The unified pedagogical guidance of teachers has reflected in improved assessment skills of students, language culture in Czech language classes, and more effective educational influence on students since the last inspection activity. A negative finding is the insufficient consideration of age-specific characteristics and needs of students in part of the teaching concerning the set duration. A negative finding is the insufficient consideration of age-specific characteristics and needs of students in part of the teaching concerning the set length of the lesson. A characteristic feature of the observed teaching was the partnership approach of teachers towards students, the predominance of activity-based learning, and the purposeful use of digital platforms. Emphasis was placed on the interconnection of contexts, interdisciplinary relationships (both natural and humanities subjects), and the development of students' logical and creative thinking. Most of the observed lessons were characterized by a well-thought-out structure, utilizing a diverse range of teaching forms and methods to achieve knowledge, skills, and attitude goals. The comprehensive implementation of assignments in artistic subjects also supported students' creativity and emotional development. Teachers across subjects balanced cooperative work forms with independently completed tasks, guiding students to develop their own strategies or compare solution variants. Typical inclusion of peer learning (team outputs, mutual assistance, and corrections) usually developed communicative and social competencies, interactive speaking skills, or students' independent oral expression. There were also opportunities for mutual criterion-based assessment or reflection on their learning progress. Teachers also created space for both guided and spontaneous debate, during which students demonstrated their ability to argue and clearly present their opinions in various languages using appropriate vocabulary. Digital technologies were used in a controlled manner, primarily to support visualization, occasional information retrieval, or practice of the curriculum. The focus of preparing students for external exams lies in the gradual acquisition and application of work processes and problem-solving strategies. While completing assignments, students had the option to choose while respecting the difficulty appropriate to the given group/year. An integral part of language education was the continuous work with graphic texts of varying difficulty, the application of critical reading and writing methods, as well as their practical use according to standardized procedures. In both English and Czech, emphasis was placed on mastering the quality requirements of written and spoken expression. Students demonstrated a very good level of analysis, comparison, and deduction. Systematic support for reading literacy (accelerated, experiential, reflective reading) was reflected in the students' ability to independently interpret works based on their own reading experience or use its elements in creative writing. In the teaching of all foreign languages, instructors paid attention to the balanced development of students' productive and receptive language skills. In mathematics and science subjects, students were encouraged to think independently, draw conclusions, and connect them with everyday practice. Teachers usually took individual differences among students into account as needed, for example, by increasing time, visualizing assignments, or enriching vocabulary. The effectiveness of part of the teaching, given the nature of the subject, was reduced by improper organization of education (a 60-minute lesson, a two-hour block). Teachers always included a break in the monitored block lessons, but its duration depended on their decision or circumstances, such as a hygiene break or shortening the lesson to allow students to move to another classroom. Given the length of the lesson and the intense

involvement of students in the learning process, age-specific characteristics and physiological needs, especially of lower gymnasium students, were not sufficiently respected, for example, by not incorporating relaxation activities, stretching exercises, and movement-related didactic games. A partial opportunity for improvement in some Czech language and literature classes is the more consistent support for students' continuous spoken expression.

#### Assessment of educational outcomes

Achieving the desired educational outcomes in a demanding study program is supported by a comprehensive system of adaptation and support activities for students throughout the entire gymnasium cycle. Students are admitted to education based on a multi-stage admission process, which includes a personal interview with the principal to assess the student's motivation and language proficiency. A functional multi-level system of counseling services is based on a well-thought-out establishment of the competencies and responsibilities of individual teaching staff, i.e., the deputy principal for education and care, prevention methodology, coordinator for working with students with special educational needs, class teachers, and study advisors.

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Edinburgh's Award, as well as charitable activities and a diverse range of extracurricular events. A significant factor is also the systematic motivational assessment of students for partial and significant academic, artistic, and sports achievements.

The effectiveness of the applied preventive mechanisms is positively reflected in the low incidence of socially pathological phenomena and in the decrease of the average student absenteeism in classes. However, due to occasional manifestations of certain psychological issues, it is desirable to enhance the quality of psychological care in the school by ensuring the support of a qualified psychologist.

The connection between both educational systems is reflected in the specific way of assessment and the adjustment of conditions upon completion of studies. Standardized assessment rules in individual subjects and their sharing allow for objective evaluation of overall, group, and individual results. A sophisticated system of internal and external testing is complemented by formative feedback in the form of verbal assessments in individual subjects, as well as evaluating the degree of student participation in education (dual report cards with the standard Czech grading system and English verbal formative assessments). Throughout their education, students achieve excellent long-term results. In the observed period of the two school years 2022/2023 and 2023/2024, all students passed, with up to half of the students achieving honors; as of June 30, 97% of students had their grades properly finalized. Students in the 4th year of the gymnasium also consistently demonstrate excellent results in externally and internally assessed exams and certified foreign language exams. Furthermore, data from the selective survey by the Czech School Inspectorate indicates that students in both levels of the gymnasium have achieved an excellent level of reading literacy. Evidence of the fulfillment of the bilingual gymnasium concept is also reflected in the proportion of students who simultaneously complete their education with the external IB exam and the Czech language and literature graduation exam (up to two-thirds). During the observed period, all students registered for the graduation exam were successful, and there was also an improvement in their results in the common part. The average success rate of the didactic test taken by students in the 5th year increased to 78%. Students' results in the international IB program have consistently been above the global average, with individuals regularly achieving the maximum number of points. The success of students in their further educational paths is supported by systematically implemented career counseling. Regular presentations are also ensured, among other things. Regular presentations of both Czech and foreign universities of various specializations are ensured, in which graduates of the school are also appropriately involved. Given the nature of the study program, graduates of the gymnasium predominantly continue their tertiary education at prestigious foreign (about 75%) and Czech universities.

## **Conclusions**

### **School Development**

- Since the last inspection in 2019, the school has maintained a stable number of students and teachers, there has been a personnel change in the position of deputy director for education and care, and the teaching staff has been partially renewed.

- Since the 2021/2022 school year, the bilingual gymnasium program has been taught in all grades, the curriculum has been innovated by introducing a new subject for teaching Czech realities, and the methodology for preparing for internal and external exams, the so-called Pre-IB program, has been adjusted.
- As of November 2023, there has been a temporary change in the location of the educational provision due to the reconstruction of the building at the school's headquarters.
- A mentoring program for peer support and evaluation questionnaires for students have been introduced.
- The equipment with digital technology and the use of functionalities of the electronic information system have improved.
- Partnership cooperation with Czech and foreign educational institutions has deepened.
- The gymnasium maintains a higher standard of education provided and excellent results of students upon graduation, as well as in the final externally assessed IB exam.

### **Strengths**

- Continuous fulfillment of the concept of a bilingual gymnasium with an emphasis on holistic learning, community building, and shaping common values in the multicultural environment of the school (1.1)
- Functional multi-level evaluation of the educational process contributes to the professional development of teachers, teamwork, and improvement of the quality of education and educational influence (2.3)
- Staffing of education with professionally qualified teachers with the appropriate subject specialization, predominantly native speakers (3.1)
- Methodologically and didactically well-developed teaching methods for achieving knowledge, skills, attitudinal, and emotional goals (4.2)
- The applied system of standardized, formative, and motivational assessment allows for monitoring the progress achieved by students and supports their shared responsibility for their results (5.1)
- Long-term excellent results of students upon completion of their education, including international external examinations and the success of graduates in gaining admission to higher education (5.2)
- Systematic differentiation of teaching according to the level of knowledge and preferences of students, along with above-standard involvement in follow-up educational activities, develops their individual potential, academic, and personal competencies (5.3)

The numerical designation refers to the criterion code in the relevant modification. The wording of the criterion is available at: [kriteria.csicr.cz](http://kriteria.csicr.cz)

### **Weaknesses (areas for improvement)**

- Incorrect time organization of the school day insufficiently respects psychohygienic principles (2.1)
- Less effective communication tools for personal interaction with some legal guardians of students (1.3)
- In part of the instruction, a lower degree of consideration for the age-specific characteristics and physiological needs of students, especially in the lower level of the gymnasium due to the length of the teaching unit (4.3)

The numerical designation refers to the criterion code in the relevant modification. The wording of the criterion is available at: [kriteria.csicr.cz](http://kriteria.csicr.cz)



**Example of inspiring practice**

– Systematic support for each student throughout the entire educational cycle of the gymnasium based on individual detection of needs and regular evaluation of the student's academic and personal prerequisites in relation to their achieved results. Establishing optimal educational procedures and evaluating their effectiveness allows for the achievement of the student's personal maximum. (5.1)

**Recommendations for improving the school's activities**

- Properly set the time organization of the school day – the length of the teaching hour and the placement of breaks
- Expand communication tools for personal interaction between legal guardians and class teachers
- Include periodic surveys to gather opinions from the parent community
- To a greater extent, consider the specifics of the age category of lower gymnasium students in instruction in relation to their needs and psychohygienic principles
- More consistently support the continuous spoken expression of students in the Czech language
- Ensure a school psychologist for professional psychological care at the gymnasium

For the purpose of increasing subsidies, the legal entity performing the activities of a school achieves the evaluation results required under Section 5, paragraph 3, letter b) of Act No. 306/1999 Coll., on providing subsidies to private schools, preschool and educational institutions, as amended.

**Setting the Deadline**

**The Czech School Inspection Authority, in accordance with Section 175, paragraph 1 of the Education Act, requires the school principal to take measures to eliminate deficiencies identified during the inspection activities within 30 days from the expiration of the deadline for submitting comments on the content of the inspection report, or from the delivery of the statement regarding the comments. These deficiencies are formulated in the section on weaknesses (areas for improvement). Within the same deadline, inform the Czech School Inspection Authority in writing about the measures taken, via the data box (g7zais9).**

**List of documents on which the inspection findings are based**

1. Decision of the Ministry of Education, Youth and Sports regarding the consent to a different method of completing education with a graduation examination, Ref. No. MSMT-29303/2020-15, dated September 30, 2020
2. Decision of the Ministry of Education, Youth and Sports regarding the registration of changes in data in the register of schools and educational institutions (registration of the location of education provided at Sousedíkova 1044/8 Prague 9) effective from September 1, 2023
3. Appointment of the school principal to the position dated August 29, 2016

4. School educational program for full-time education in the field of Bilingual Gymnasium valid at the time of the inspection activities
  5. School rules of the secondary school The English College in Prague - Anglické gymnázium, o.p.s. valid at the time of the inspection activities, including updates
  6. Selection from electronically maintained class registers, school years 2023/2024 and 2024/2025 as of the date of inspection activities
  7. Selection from student records (school registry) as of the date of inspection activities
- 9/9
8. Class schedule for the school year 2024/2025 and organization of the school day for school years 2023/2024 and 2024/2025 in appendices to the School Educational Program No. 5 and No. 6
  9. Records from pedagogical councils and selection from subject section meetings, school years 2023/2024 and 2024/2025 as of the date of inspection activities
  10. Selection from personnel documentation maintained as of the date of inspection activities
  11. Portfolio of counseling and prevention maintained as of the date of inspection activities
  12. Annual reports on the school's activities for the school years 2022/2023 and 2023/2024
  13. Accident book maintained as of the date of inspection activities
  14. Documentation regarding the school's financial conditions

### **Instruction**

**According to § 174 paragraph 11 of the Education Act, the school principal may submit comments on the content of the inspection report to the Czech School Inspectorate within 14 days of its receipt. Any comments should be sent via data box (g7zais9) addressed to the principal of the inspectorate. The inspection report, along with comments and the position of the Czech School Inspectorate regarding their content, is sent by the Czech School Inspectorate to the founder and the school council. The inspection report, including comments, is public and is stored for a period of 10 years at the school or educational institution concerned, and at the locally competent inspectorate.**

**The inspection report, including comments, is public and is stored for 10 years at the school or educational facility concerned, as well as at the locally competent inspectorate of the Czech School Inspectorate. At the same time, the inspection report is published on the website of the Czech School Inspectorate and in the information system InspIS PORTAL.**

### **Composition of the inspection team and date of completion of the inspection report**

Mgr. Petra Stoklasová, school inspector, head of the inspection team

Mgr. Hana Vejrážková, school inspector

Ing. Jindra Malíková, school inspector

Ing. Ivana Černá, control worker

In Prague, December 6, 2024