



**British School
Overseas**
Inspected by Penta International

Inspection report

**The English College in
Prague**

Czech Republic

Date **24th – 26th September 2018**
Inspection number **201810924**

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom. The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements. This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas. During the inspection visit, over 50 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school on three days.

The lead inspector was Dr Mark Evans. The team members were David Berry and Yasmin Tabram.

2. Compliance with regulatory requirements

The English College in Prague meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

The English College in Prague (ECP) is one of the leading schools in the country with many outstanding features: the standards of academic attainment, the behaviour of the pupils, the leadership provided by the headmaster, the care and support offered to pupils, and some of the teaching is excellent. The *:more* programme is outstanding.

3.1 What the school does well

There are many strengths at the College, including the following:

- Academic and extra-curricular standards are high.
- This high level of attainment combines with an outstanding curriculum, much good and outstanding teaching and very high-quality pastoral care, means that the overall standards at the College are high.
- There are strong relationships between pupils and teachers, which supports good learning – spiritual, moral, social and cultural development are excellent.
- Most of the teaching is good or excellent: none is unsatisfactory.
- The best lessons are inspirational.
- There is a powerfully positive impact from the pastoral system, supporting pupils, promoting their learning and their self-development.
- The highly successful manner in which the school merges British and the international models of education with Czech curriculum requirements.
- There is a high standard of spoken English amongst the pupils.
- The headmaster and his senior leadership team's continued drive for school improvement, built around a strong ethos of teamwork and shared vision.
- Very good progress made since the last inspection.
- The manner in which the governors protect and celebrate the legacy of the school.

3.2 Points for improvement

While not required by regulations, the school might wish to consider the following development points:

- improve the good quality of assessment further, so that the overall quality matches that of the best, including by
 - promoting a greater understanding in pupils of how they can improve their work, using the new ECP standardised assessment framework
 - ensuring all pupils have a full comprehension of success criteria in all lessons
- encourage creative and engaging teaching techniques in all subjects, including by continuing the excellent start made in involving staff teams in the development of learning and teaching, existing examples include increasing the number of learning walks and the focus on CEM data
- improve classroom environments so that all match those of the best, using pupils' work, posters etc.

4. The context of the school

Full name of school	The English College in Prague				
Address	Sokolovská 320, Prague 9, 190 00, Czech Republic				
Telephone number	+420 283 893 113				
Fax number	+420 283 890 118				
Website	www.englishcollege.cz				
Email address	headmaster@englishcollege.cz				
Head	Dr. Nigel Brown				
Chairman of Board of Governors	Ann Lewis CMG BA				
Age range	12-19 years				
Total number of pupils	365	Boys	163	Girls	202
Numbers by age	0-2 years	0	11-16 years	202	
	3-5 years	0	17-18 years	124	
	5-11 years	0	18+ years	39	
Total number of part-time children	n/a				

The English College in Prague (ECP) is a not-for-profit co-educational school, providing a British-style education for Czech and international pupils from the age of 12 to 19 years. The school was founded in September 1994 after the Velvet Revolution, with HRH Prince Charles and Václav Havel as Patrons. The school offers many bursaries and scholarships.

The school has 6 year groups referred to as year 1, year 2 etc. It is the equivalent of year 8, year 9 and so in the UK. The sixth form is therefore years 5 and 6.

As well as aiming to be an English grammar school, the College is licensed under the jurisdiction of the Czech Ministry of Education. It is both on the register of Czech Schools (as six-year bilingual *gymnasium* allowing those pupils who wish to sit the Czech *maturita*

examinations), and is an international-style independent school offering IGCSEs (currently) and the IB Diploma programme.

In 1995, it became the first school to offer the International Baccalaureate in the Czech Republic and every year all pupils take the full IB Diploma exams. Most ECP graduates go on to study at universities mainly in the UK, but also in the Czech Republic and elsewhere in the world. The College is a public benefit organisation (ie the Czech equivalent of a UK charity), established by the English College Foundation, legally operating under a two-tier Statutory and Supervisory Boards in Czechia but operationally overseen by a board of unpaid Governors.

Since the creation of a Czech National Curriculum, and because of the requirements of the Czech Ministry of Education, the UK and Czech systems are now combined in a single programme of study for all pupils up to IB. This meets the requirements of the Czech National Curriculum.

The school is moving away from IGCSE in the next two years, with the exception of mathematics and English, replacing it with a two-year pre-IB course. In years 5 and 6, pupils can opt for taking the IB Diploma only or choose to study for IB and the *Czech Maturita*, the national school leaving qualification. The latter requires additional national examinations in Czech literature and language.

It is situated on two sites which are 5 minutes' walk apart. The main school is in older building leased from the municipality, whilst the top two years receive most of their lessons in a dedicated sixth Form centre in a nearby modern office block.

The majority of teachers are UK-trained and professional development is focused around UK courses, mainly through HMC and IBO-accredited programmes, as well through the Association of Central European Schools. UK universities remain the destination of choice for around half the pupils.

4.1 British nature of the school

The school is supported by a charitable trust in the UK, the English College Foundation. The foundation entrusts the daily management of the College to the headmaster and his team, but they are overseen by a group of nominated governors. The governors bring a range of professional expertise from the positions they hold in the UK and in the Czech Republic. Governors meet three times per year. There are two patrons of the school: HRH The Prince of Wales and Karel Schwarzenberg, a renowned Czech politician.

The Foundation organises a programme of work experience in London twice a year giving pupils valuable opportunities to experience the world of work.

ECP is British in terms of the style of education. It has a pastoral care system that is recognisably British, operating through form tutors and housemasters (called senior tutors). Parents report that their children feel challenged academically and by being exposed to different perspectives and ideas, in the style of a UK liberal education. They also suggest their children talk about trusting and open relationships with teachers, because the ‘teachers want to know them as people’.

The school employs a significant proportion of native English teachers, the vast majority of whom are PGCE trained and have experience in the UK. There is a well-funded continuous professional development (CPD) programme for all staff, a significant proportion of which is for UK-based training. Staff both attend and present at HMC, COBIS and IB conferences. Many are connected with UK educational entities on social media such as the Chartered College of Teaching, the National Association for the Teaching of English and the Department for Education.

Child protection policies are derived from UK best practice and there is regular consultation with a UK based child protection expert. All staff are required to complete regular training through the EduCare online platform, as well as attend annual refresher sessions with the designated safeguarding lead (DSL).

Culturally the school’s links with the UK remain strong, and there are frequent school cultural trips and exchange visits. Recent examples include a visit from the British Ambassador and a poet/journalist from the UK. The school participates in the annual Remembrance Day poppy appeal. The vast majority of fiction books and magazines in school library are UK publications.

Many parents choose ECP because of the track record of getting pupils into the UK universities, including Oxford and Cambridge. Pupils visit other countries often through languages exchanges or school visits (e.g. France, Germany, Spain, Russia) but also go to Austria and Slovakia through the Duke of Edinburgh’s International Award scheme. In 2017, a university and cultural trip went to Edinburgh, and prior to that, there was a school visit to Liverpool. Each year, some pupils do work experience in London – an opportunity that is unique in Prague.

5. *Standard 1*

The quality of education provided by the school

Overall the quality of education provided is very good, with many aspects that are outstanding. The College fully meets the standards for BSO.

5.1 Curriculum

The quality of the curriculum is excellent. It supports the College's aims for breadth and balance of provision. It also successfully addresses the needs of the English national curriculum with adaptations for local requirements. Thorough planning was evident and up-to-date departmental handbooks are available to support teachers.

The College celebrates and emphasises its Britishness, in terms of teaching style, pastoral care and the grammar school ethos. Staff consider themselves to be an unashamedly liberal school founded on liberal values: thus the curriculum emphasises open-mindedness, tolerance and internationalism. The schemes of work are required to address "local and global" context as an approach to learning. Staff have been involved in two sessions of after-school training on this and (eight other approaches to teaching and learning) last year to help them to embed it in the curriculum.

Last year, ECP's theme was 'Internationalism' and there were a number of events, activities and displays that supported this, including Amnesty International workshops, a school debate on populism and a reading week that showcased writers from around the globe.

The school also involve pupils in curriculum development. Year 6 pupils were surveyed anonymously about their educational, social and emotional experiences at ECP and there is a strong and confident pupil council. There are lower school and upper school assessment reviews where small groups of pupils are asked about the assessment. They feedback on what is happening in their subjects and then fed back to heads of faculty.

Faculties are in the process this year of developing curriculum maps that take into account the aptitudes of pupils across all grade levels. In English especially, learning has been mapped not only by year group but also English ability.

There is a full-time teacher of pupils who have special educational needs (SEN) who leads the learning support department. This provides for pupils with specific learning difficulties, learning gaps, and/or difficulties with organisation and study skills, so they can access the curriculum fully. There is in-house testing for some learning difficulties and referrals are possible to educational psychologists for others. Where needed, the SEN teacher applies for testing accommodation for pupils.

5.2 Teaching and assessment

The quality of teaching and assessment is good and improving fast: there is no unsatisfactory teaching and much is excellent.

The College ensures that pupils acquire new knowledge, and they make good progress in accordance with their ability. They are confidently increasing their understanding and developing their skills. In most lessons, teachers ensure that pupils apply intellectual, physical and creative effort, show interest in their work, and engage with their learning well. Lessons are well-planned, teaching methods are effective and suitable activities are used. Teachers demonstrate appropriate knowledge and understanding of the subject matter they teach. Pupils are familiar with rules and routines, including being on a split site: this is well supported by the teachers.

In the best lessons, teachers are innovative, creative and exciting, provoking enthusiastic learning. The range of techniques used in some lessons is more limited. The best teaching really encourages pupils to apply thought, make intellectual, physical or creative efforts and take on responsibility for their learning. A year 3 biology lesson was an excellent example of pupils engaging in and influencing the direction and pace of a lesson. Similarly, a year 5 geography lesson comparing the population pyramids in Ethiopia 1970 > 2015, the teacher used a very interactive activity which really enthused pupils. In these and similar lessons, pupils demonstrate advanced learning skills. Their answers are detailed and accurate: their questions are perceptive.

The best teachers really focus on the pupils' needs: in a year 2 mathematics lesson on rationalising surds, for one pupil, the teacher had noted in the lesson plan, that 'taking a photograph using the mobile phone' was a useful strategy.

Pupils throughout the school enjoy going to lessons. Behaviour is excellent. Very occasional off-task behaviour is dealt with effectively by the teachers. Pupils and teachers enjoy very good professional relationships. This ensures a safe and productive learning environment in which pupils feel confident both answering and asking questions. Even when lessons are using techniques which are more innovative, like 'inviting the Sultan of Ying Yang Island' into the class to answer questions about his long-term developmental strategies, pupils are both sensible and focussed on the lesson objectives. In nearly all lessons across the school, pupils are enthusiastic about their learning and they work with interest at the tasks set.

At its best, teaching is inspiring. The main characteristic evident in the best teaching across a wide range of subjects, is the high level of expectation and challenge. In a year 3 history lesson on the industrial revolution, there was an excellent clear PowerPoint presentation, very detailed planning and good use of the picture 'Death of liberty': but the defining feature of the lesson was the way the teacher continually challenged the pupils to improve their thinking and their answers.

Classroom resources are of good quality, quantity and range. The library has a good selection of English-language books, and sets of books in Czech and other modern languages. It is well managed.

There is an appropriate framework in place to assess pupils' work regularly and thoroughly. Pupils' work books shows good quality marking in the vast majority of cases, and there is usually high-quality effective feedback given. Nevertheless, some pupils do not feel confident talking about how to make their work better, or how to improve their grades. In particular, there was a lack of understanding about how to self-assess.

In addition to strong general tutor support, there is strong SEN support, in terms of testing, monitoring and dissemination. Screening in years 1 and 2 identifies pupils in need of support, and delivers assessment that differentiates requirements, based on specific learning and second language needs.

Overall, the styles of teaching, learning and assessment equip pupils well with the knowledge and skills necessary to enter (or re-enter) the UK educational system at an appropriate level.

5.3 Standards achieved by pupils

Standards are high. Academic attainment combined with an excellent curriculum, some good and outstanding teaching and high-quality care means that the standards at the College are high.

The pupils' enthusiasm and commitment to learning is commendable, as is their willingness to work individually, with partners or in small groups. Most impressive is how well pupils do when they are expected to self-regulate their own learning. They show a high level of maturity and a real thirst for knowledge. As a result, the vast majority of pupils make at least good or better progress. The College has implemented a comprehensive system of tracking pupil progress. In addition, when there is concern, the College responds quickly and ensures appropriate support is put in place. Senior leaders are understandably proud of this system and they rightly believe it has made a significant difference to the standards that the pupils are attaining.

Most pupils enter the College with a reasonable grasp of English. Nevertheless, there is an expectation, which was observed in many lessons, that pupils use the language of each subject discipline. In fact, this level of expectation is a real strength of the teaching. Lessons are conducted in English and pupils are confident in seeking clarification about any aspect of the learning focus.

Pupil attainment for IB for 2018 was 33 points; in contrast, the worldwide average was 30 points. The College is moving towards an IB curriculum because demand for the IGCSE is diminishing. In 2018, the number of pupils achieving at IGCSE A* - A was 49%, and at A* - C, it was 91%. More than 45% of pupils were accepted at UK universities. The College has indicated that moving forward, it will maintain IGCSE in some subjects, such as mathematics, because they believe these exams prepare pupils for the challenges of the IB Diploma. Underpinning this success, is a strong programme that combines high quality care, linked to its pastoral programme with that of high academic expectations.

Pupils are very well behaved and display a really positive attitude to their learning. Where teaching is good or better, they are quick to respond with enthusiasm. The College is very successful in helping pupils to develop their personal skills and qualities. Pupils are thoughtful and well behaved. By the time they leave school, they have strong personal and social skills that will help them move successfully to the next stage of their lives.

Attendance has slowly improved over the years and is currently around 90%. Additional systems of checking attendance and promoting its importance have been introduced. Pupil punctuality is inconsistent. In some lessons observed, pupils arrived several minutes late and this lateness was not always challenged. At times, the flow of the lesson was disrupted with the teacher having to explain the learning focus to the late arrivals .

6. Standard 2

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural (SMSC) development of the pupils is outstanding. Throughout their time at the College, pupils develop their understanding through a carefully organised curriculum, weekly planned personal, moral and social education (PSME) lessons, the Duke of Edinburgh Award, themed assemblies and the superbly organised co-curricular activities.

Co-curricular activities are carefully organised to support the IB curriculum. The additional clubs include: science, samba drum, United Nations, rock guitar, language club, debating club, yoga, Russian culture club and many more.

Spiritual development is excellent. Pupils are actively involved in their own learning and they demonstrate a high-level of self-awareness and confidence when meeting the high expectations observed in many lessons. In addition, they show a maturity in how they work with each other and in the relationships with their teachers and other adults. The outstanding curriculum enables pupils to show resilience and determination in lessons. Moreover, they appear to enjoy the stretch and challenge demanded from their teachers. During lessons observed, pupils were highly respectful and appreciative of the contributions made by their peers.

Cultural development is outstanding. The Czech, UK and IB curricula enable ECP pupils to demonstrate excellent dispositions and attitudes to learning. The pupils have a thorough grasp of global matters and they place great value on being at an international school. The interpersonal relationships observed in lessons were exceptional with pupils being proud of their school, and the varied community it serves with a strong emphasis on mutual respect. In addition, the Czech culture and language is taught in Years 1-4. There is an abundance of trips and extended visits to countries such as the UK, USA and Austria.

When interviewed, pupils spoke highly of all that the College has to offer them. As one pupil remarked, 'I feel that it is a privilege to come to the College'. The quality of drama, music and specifically art is very impressive. Throughout the College, pupils' excellent artwork is displayed.

In all lessons observed, the behaviour of pupils was excellent. The moral development of pupils throughout the College is outstanding. The College works hard to ensure that the pupils have a good understanding of democracy, tolerance, respect and being active members in a forward-thinking society. The pupils are proud of their own heritage but are also keen to understand Britishness and become active global citizens. Pupils are diligent, polite and represent all that is positive about the College.

Social development is excellent. An important aspect of the College is the Caritas programme, which complements the notion of 'service' that is integral to the IB. As a result, pupils are actively engaged in supporting local causes and initiatives. Pupils work very well together and genuinely support and assist one another.

7. Standard 3

The welfare, health and safety of the pupils

The provision for the welfare, health and safety of pupils is generally of an excellent standard, given the constraints of the building. It is in line with the local regulatory framework, but there are some aspects that be further improved.

The welfare, health and safety of pupils is a priority in many aspects at ECP. The College fully complies with the relevant health and safety laws in the host country in terms of the site maintenance, health and safety, and fire safety regulations. There is an excellent risk assessment procedure in place for school trips and excursions off site.

The deputy head pastoral is the College's designed safeguarding officer, delegating to the deputy designated safeguarding lead, in his absence. Both have completed the advanced child protection training. The College records appropriate information about all staff in a single central register. The safeguarding policy is shared with staff at the start of the academic year and can be found in the staff and parent handbooks. All staff complete child protection training online, annually, using a suite of online training materials.

Pupils have a clear understanding of how to report concerns and to whom they should report them.

The pupils are well supervised at all times on each site. They are not supervised when off site during break or lunch times or when transitioning to the annex and sporting facility. The College has a duty under Czech law to allow pupils to leave the school building to purchase food during break and lunchtimes because there are not sufficient facilities on site to provide hot meals to pupils. Parents sign a waiver to absolve the College from responsibility should anything happen to the pupil while they are offsite in such circumstances.

Fire drills are carried out appropriately. Extinguishers are checked and maintained in accordance with local ministry requirements. Spiral fire exit staircases have been installed to ensure a safe exit from more areas of the building. The fire drill involves a two-man sweep of every floor to ensure all pupils are out of the building. In the event of a fire, it may not be possible to complete a two-man sweep of every floor.

All visitors to the College have to produce a proof of ID in order to be issued with badges. The administration team maintains an up to date pupil health register, which is shared with staff and displayed clearly for reference on the staff room notice board.

First aid kits can be found in every classroom. Currently, all staff are required to undertake online first aid training, administered by the Czech government.

The College site is kept clean throughout the day and the maintenance staff are effective in the application of their duties.

Appropriate lighting is present in the classrooms and around the College buildings. The sizes of classrooms is adequate. ECP does experience some restrictions when allocating classrooms resulting in rooms generally not being dedicated to a subject or department; but the school site is a listed building, in a built-up area, so the College does its best when timetabling and allocating subjects to learning spaces as there is no scope to expand. The ICT room is well lit and suitably equipped. It was noted that the room can become warm, particularly in the summer, due to the heat omitted from the equipment as there are only two stand up fans in place to cool the room.

The College aims to promote self-discipline and a sense of responsibly which is clearly reflected in the mature and compliant nature of the pupils observed in lessons; in their movement around the College and during discussions with staff and pupils across all year groups. There is an effective pastoral system in place. A new central record of behaviour incidents has been established by the deputy head pastoral, enabling him to maintain a real-time oversight of any incidents and associated follow up action taking place across the College. This supports the early identification of any issues or patterns so the appropriate intervention may be applied.

There is a comprehensive school code which does include a policy for the consumption of food and drinks in class, although this was not consistently applied in practice. There is currently no reference in the policy to the consumption of hot drinks in classrooms or whilst moving around the school building: this was observed on occasion and could pose a potential hazard to health and safety.

The College promotes a strong sense of caring and respect through its pastoral system. This includes an effective anti-bullying policy, the impact of which is reflected in the low level of reported incidents. A focus group of pupils stated that any unpleasantness is dealt with well and pupils appreciate and make use of a specific school email address to report any incidents discretely. There is also a cyberbullying policy in all handbooks, which ensures pupils and parents are aware of what is constituted as cyberbullying and the zero-tolerance approach ECP takes to this.

The College's onsite catering facilities are limited. However, the College has a strong relationship with the neighbouring Czech national school, which allows all pupils from the College to use their school dining facilities to access reasonably priced, good quality hot meals. The pupils do also benefit from a selection of healthy snack options on site. It is a legal Czech requirement to have healthy food options available on site for pupils in Year 1 and 2 which contain a limited sugar or salt content. The College provides such items in line with the regulatory standards, which can be purchased in the College refectory.

Admission and attendance registers conform to local regulatory requirements. They are appropriately maintained.

8. *Standard 4* The suitability of the proprietor and staff

The proprietor and staff are highly suitable. The College was originally established with monies raised by a charitable trust in the UK, the English College Foundation. It is now a separate foundation based in the Czech Republic.

The College is well staffed with both qualified teachers and support staff. More than 70% of the teaching staff come from the UK. Teachers are experienced and all are well qualified to teach their specialist subject/s. Staffing is helped by a high retention rate (about 95%). The number of teachers at the College is generous enough to absorb short-term absences, through cover provision. If members of staff are ill for longer periods, either the timetable is rearranged or staff from the UK are employed to cover (for example an ex-deputy head who came back to teach economics).

There are appropriate procedures in place to ensure the suitability of staff appointments. The Board and Headmaster are fully mindful of the requirements for safer recruitment: wherever possible, the school interviews personally, in the UK. Prior to appointment, appropriate checks are made to confirm identity, qualifications, medical fitness and to establish that they have the right to work in the Czech Republic. All key recruitment staff have had safer recruitment training. Checks on the suitability of potential teaching staff to work with young people, including the UK enhanced criminal check are made. The school maintains a comprehensive file of all staff and volunteers and their records.

Although Czech regulations do not require that all governors undergo criminal record checking, it has become standard practice at the College, in order to meet UK standards of best practice.

There is an excellent sense of teamwork at the College. There has been great emphasis given to good relationships, professional trust and autonomy, in particular the senior/middle leadership teams. This has been significant in helping to embed procedures and policies, as they are not seen in any sense as being top-down strategies imposed by management. One example of this is the action research being conducted by 'Teaching and Learning Group' teams in their annual pedagogical research cycle. This involves all staff, meeting in cross-curricular groups of 5-7 staff for a period a week to discuss their interest in trying out new strategies. All staff have clear job descriptions. The line management structure and annual professional review process give multiple opportunities for staff to clarify their roles and discuss longer term objectives.

9. Standard 5 The premises and accommodation

The College meets the required standard. It is situated in an old listed building steeped in English and Czech history. ECP complies with all the local regulatory requirements including fire, water, hygiene standards, lighting and acoustics. It has passed all associated safety checks, including the electrical equipment and fire extinguishers contained in the buildings.

There are adequate toilets available on each floor for boys and girls. There is no scope within the constraints of the building to house entirely separate staff toilets. However, every attempt has been made in the bathroom design to limit the negative impact of this. The staff toilet is situated on the other side of the bathroom with its own lockable cubicle for staff use only. There is a row of sinks which also acts as a division between the staff and pupil toilets. The wash basins supply both hot and cold water. Currently there are no signs near the sinks to warn users the water may get hot. There is a separate toilet facility on the ground floor next to the Headmaster's office which can be used by visitors.

Appropriate provision is made for the medical examination and treatment of pupils via the quiet room facility, which is also an area where pupils may lie down and rest or recover, if required. The quiet room is positioned close to a female bathroom facility. The College has a school medical officer and all staff receive basic first aid training online from the Czech government, to be able to respond appropriately to incidents or accidents.

General water is supplied by *Pražské vodovody a kanalizace*, the main provider in Prague and the buildings are connected to town drainage system run by the same company. There is no reason to believe that the water supply does not meet local regulatory requirements. Drainage is appropriate for hygienic purposes and for the disposal of waste water. There is one drinking water dispenser available to pupils in the refectory. This dispenser can draw a long but orderly queue at the end of break times. There is also one drinking water dispenser available to staff which is located in the staff room.

The College building is unable to accommodate the physical education curriculum internally, so to overcome this barrier, ECP make good use of an excellent sporting complex which is a 10-minute walk from the campus. The venue caters for a wide variety of indoor and outdoor team sports and athletics in a modern well-equipped facility. There are excellent examples of pupil accomplishments in the arts, displayed beautifully around the wide staircase and corridors.

The outdoor areas in the College site are compact but safe. Some effort has been made to brighten up the outdoor areas recently, particularly in the courtyard and plans are also underway for a College garden.

10. Standard 6

The provision of information for parents, carers and others

The provision of information by the College is outstanding in terms of its quality, variety, comprehensiveness and the depth of information.

The website has recently been significantly improved. A parent group confirmed that it is informative and user friendly. They also reported the benefits of easy access to items such as the calendar of events, pupil timetables or attainment grades via the parent portal.

The College reports on pupil progress to parents frequently throughout the year. In compliance with Czech national requirements, reports are issued in January and at the end of the academic year in the required Czech reporting format. Additionally, this is complemented by the internal reporting cycle which involves three progress-check reports, one in the first half term, the second in January and the third in March. The progress check reports are essentially a summary of effort and attainment in each subject area. There is also a mid-year report which includes subject specific comments and can trigger action plans for pupil intervention.

Parent meetings are generally scheduled once a year for each year group, with additional evenings scheduled in key year groups such as year 1 and year 4. There is an online booking system for the parents' evenings, which was reportedly easy to use and more convenient than a paper-based booking method.

IGCSE and IB performance data are published and celebrated: available on the school website for stakeholders to access and review.

The College established a parent body in June 2016, the English College Parent Association (ECPA). This is a focus group, steered by the deputy head pastoral, which meets three times a year. The ECPA has provided parents with greater opportunities to feed back on their experience of life at ECP and contribute further to its growth and development. The focus group of parents were very positive about the level of communication offered by the school. They also commented on the sense of trust they have in the school, and that pastorally they strongly feel their children are cared for, alongside which, academic performance was generally high.

The College produces impressive publications for parents. This includes the Parent Handbook which is updated and published annually on the parent portal and also in a printed format. The guide for prospective pupils and their parents is bright, well-produced and reflects the rich experiences you could take advantage of as a pupil at ECP. Similarly, slick publications also exist for the *more* at ECP - ECA programme and the Experience Book for pupils, which allows them to record and reflect on their journey of discovery (of the world and themselves) through the PSME curriculum and other experiences afforded to ECP's pupil body.

Information is available on the College website which provides advice and support with the application and admissions process for universities including the UCAS application procedure for pupils applying to a university in the UK, which is quite common for graduates of ECP. An up to date collection of both English and Czech books, catalogues and audio-visual materials are available to assist pupils when deciding which university or course is right for them. The careers department also provides guidance and advice on suitable pathways throughout the pupils' time at ECP.

A detailed school newsletter is published on a monthly basis which highlights the school's events and curriculum activities, while also show casing and celebrating pupils' accomplishments, trips and visits throughout the school year.

While communication with the parents is of a very high standard, at this time, the College does not conduct annual parent surveys to enable them to analyse the feedback and suggestions from the wider parent body.

11. Standard 7

The school's procedure for handling complaints

Complaints are very rare, but the College has a clear written policy and procedures in place which reflect good practice from the UK. As a result, the school easily meets the standard.

Parents can review the publicly displayed complaint policy to confirm how formal complaints are to be submitted and the subsequent process. They appreciate the access they have to the teachers and senior staff. The policy sets out clear time scales for the management of a complaint. It also allows for a complaint to be made and considered initially on an informal basis.

Where the parent is not satisfied with the response to the complaint made, the policy establishes a formal procedure for the complaint to be made in writing. If there is still concern, there is provision for a hearing before a panel appointed by or on behalf of the proprietor. This panel now consists of at least three people who were not directly involved in the matters detailed in the complaint. One panel member would be independent of the management and running of the school.

If a panel hearing takes place, the parent can attend and be accompanied if they wish. The panel makes findings and recommendations, and stipulates that a copy of those findings and recommendations is provided to the complainant and, where relevant, the person complained about, and is available for inspection on the school premises by the proprietor and the head teacher.

A written record is kept of all complaints including noting whether they are resolved following a formal procedure, or proceed to a panel hearing. The action taken by the College as a result of the complaint is also noted, regardless of whether they are upheld. Correspondence, statements and records relating to individual complaints are kept confidentially, unless Czech legal requirements permit access.

12. Standard 8

Leadership and management of the school

Leadership and management are very good: many aspects are outstanding. The school has made excellent progress since the last inspection, building on a successful foundation.

The headmaster has been in post for just over two years. He is a strong, successful and thoughtful leader, who has emphasised teamwork and delegation, inspiring further success at the school. For the first time, the headmaster has recently gone through a very successful appraisal process and obtained positive comments from staff, parents and pupils. He has also received some personal targets to work on, with an experienced ex-HMC Head as appraiser. He is supported by an enthusiastic and effective leadership team which includes the senior deputy head, deputy head (pastoral), deputy head (co-curricular), deputy head (upper school/teaching and learning) and the business and operations manager.

The highly successful board of governors is responsible for the financial and strategic direction of the school. It comprises members drawn from many walks of life in the Czech Republic and the UK. Board member positions are honorary and as such, unpaid. About half the governors live in the UK. They have an increasingly outstanding impact on the life, long-term security and quality of education provided at the College.

They have been for many years strong and successful stewards of the financial, pupil welfare and facility-related components of the College. They have now started to have the same impact on the quality of learning and teaching, through their strong relationship with the headmaster. They are clearly unified and able to deal with their role as *critical friend* to the school. Now that the school's mission statement has been reviewed, and the aims updated, they have given the headmaster operational freedom to deliver on these aims. The school is held to account and guided through (for example) 3 governors' meetings, all held in Prague, an academic forum, which reviews results and departmental performance and plans, 3 finance committee meetings, a newly-established buildings, health and safety sub-committee and 3 education committee meetings.

All decisions and planning are linked through careful linking of meeting minutes from senior to middle leaders and to other groups. The draft school development plan is shared with all staff in August and ratified by governors at their Autumn term meeting.

The school has appropriate policies and procedures, and the board review them for effectiveness and appropriateness. The aims of the school are very clear: to provide an English-medium education which is second to none academically, but also develops every individual pupil's potential to the full and prepares them for the practical, social, intellectual and moral challenges of today's globalised society. Aspects of the school's mission statement and aims are routinely mentioned in key College events.