

# Evaluation report

IB World Schools Department

## Programme Evaluation Report

**Head of School:** Nigel Brown

**School Name:** The English College in Prague - Anglické gymnázium

**School Code:** 000821

**School Address:** The English College in Prague - Anglické Gymnázium,  
o.p.s. Sokolovská 320 190 00 Praha 9 – Vysočany Czech Republic

**IB Programme(s):** Diploma Programme

**Programme Coordinator:** Stephen Hudson

**Date:** Wednesday 19 February 2025

### Evaluation Team

#### Diploma Programme

**Evaluation Leader:** Elke Heinicke

**Programme Leader:** Pedro Martinez Marecos

## School and Programme Leadership

Dear Nigel Brown,

Thank you for completing the programme evaluation self-study process. The International Baccalaureate (IB) recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme(s).

Please review the feedback in this report carefully as it provides important guidance for the development of the programme(s) that will help your school achieve the optimum outcomes for students.

IB programme evaluation is built on the premise that IB programmes, when implemented with fidelity, ultimately lead to the achievement of the IB mission. The primary aim is to support schools in continuously developing their capacity to implement IB programmes in order to have a greater impact on student outcomes through the development of teacher and leader practice.

We hope that through this process school leadership will gain a deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development. The process supports the school—as a learning community—to develop the capacity to work intentionally and strategically to develop its IB programme(s) and enable school leaders and teachers to better direct their efforts and resources.

## **A. School Context**

### **School & Community Description**

The English College prides itself on offering an education to help students develop into well-rounded individuals, capable of adapting to life after school and going on to have successful and happy lives.

The school is highly selective based mainly on academic achievements. Several scholarships are provided for families in need, which helps to guarantee access for a diverse student body.

All students do the full IB Diploma, mostly the Bilingual IB Diploma. The majority of students earn the Czech Maturita by sitting exams in Czech Literature and proving their Czech language skills.

The main school building has been under renovation/reconstruction for several years which created the need to relocate some classes, among them all IB DP students, to another site.

Teachers at the school are mostly from a British background. The majority of students are mostly Czech native speakers and are local residents or come from long-term expat families.

From grade 5 to 9, the Czech curriculum is taught in English. Grade 10 is a transition year which prepares students explicitly for the IB DP. The English College was the first school in Prague to offer both the Czech Maturita and the IB Diploma.

## B. Programme strengths

### Purpose: Sharing an important mission

- Purpose (0101)
  - **Purpose 1:** The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)
    - The concepts of community, diversity, inclusion and compassion permeate and frame the work of all members in the school community, giving access to the programme to a wide range of students, by granting scholarships and special support to communities in need, such as the Roma and Ukrainian youths.
    - The governing body play a positive and supportive role in articulating and aligning the school's purpose for learning with the IB's mission and philosophy. Their thorough knowledge of the IB philosophy and DP requirements guide the school's strategic planning.

### Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)
  - **Leadership 4:** The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)
    - The pedagogical leadership team has established a system to monitor the impact of programme development initiatives on learning and teaching, which are demonstrated by a well-structured IB DP and the continuously high exam results in the past sessions.
    - The school uses examination data effectively to make decisions regarding school priorities and strategic planning.
- Student support (0202)
  - **Student support 4:** The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)
    - The school provides extensive support for students and families making transitions into, and out of, the school and between programmes and learning stages. The school's career counselling offers one to one counselling,

student and parent events, university trips, visits at Czech universities and an extensive guest speaker programme.

- Teacher support (0203)
  - **Teacher support 2:** The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)
    - The school has developed a comprehensive professional development plan and budget that support teachers' growth and meets the needs of the programme.

## Culture: Creating positive school cultures

- Culture through policy implementation (0301)
  - **Culture 1:** The school secures access to an IB education for the broadest possible range of students. (0301-01)
    - School policies and procedures are published and communicated to all members of the school community through the website and handbooks for parents, students and staff. New students are introduced to school policies and procedures during an induction week.
    - The school's commitment to educational equity and access for students of all backgrounds and abilities is highly evident from the admissions, inclusion and scholarship policies.

## Learning: Ensuring effective education

- Designing a coherent curriculum (0401)
  - **Coherent curriculum 1:** The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01)
    - The curriculum is broad, balanced and sequenced in a way to support student progression. The school offers a wide variety of DP subjects, and it supports students' choice of subjects in the years preceding the DP. New subjects are added in response to students' interests.
    - The curriculum is rigorous whilst supporting students' academic, social, physical and emotional needs. Teachers design their lessons to foster the development of the learner profile attributes in their students.

## C. Requirements

Based on the review of the programme documentation, observations of the team during the visit and in conversations with members of the school community, all requirements are in place.

## D. Development of IB Standards

<b>Purpose:</b> Sharing an important mission	<b>School Self-Assessment</b>	<b>IB Evaluation Team</b>	<b>Comments on School Development of IB Standards</b>
<b>Purpose (0101)</b> Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	<b>DP:</b> Shows notable development	<b>DP:</b> Shows notable development	

<b>Environments:</b> Providing essential structures, systems and resources	<b>School Self-Assessment</b>	<b>IB Evaluation Team</b>	<b>Comments on School Development of IB Standards</b>
<b>Leadership and governance (0201)</b> The leadership and governance of IB World Schools create and sustain high-quality learning environments.	<b>DP:</b> Shows notable development	<b>DP:</b> Shows notable development	
<b>Student support (0202)</b> Learning environments in IB World Schools support student success.	<b>DP:</b> Shows notable development	<b>DP:</b> Shows development beyond requirements	<b>DP:</b> Currently, the school uses provisional buildings on two sites and thus has limited access to the library, laboratories and studios.
<b>Teacher support (0203)</b> Learning environments in IB World Schools support and empower teachers.	<b>DP:</b> Shows notable development	<b>DP:</b> Shows notable development	

<b>Culture:</b> Creating positive school cultures	<b>School Self-Assessment</b>	<b>IB Evaluation Team</b>	<b>Comments on School Development of IB Standards</b>



<b>Culture through policy implementation (0301)</b> Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	<b>DP:</b> Shows notable development	<b>DP:</b> Shows notable development	
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<b>Learning:</b> Ensuring effective education	<b>School Self-Assessment</b>	<b>IB Evaluation Team</b>	<b>Comments on School Development of IB Standards</b>
<b>Designing a coherent curriculum (0401)</b> Learning in IB World Schools is based on a coherent curriculum.	<b>DP:</b> Shows notable development	<b>DP:</b> Shows notable development	
<b>Students as lifelong learners (0402)</b> Learning in IB schools aims to develop students ready for further education and life beyond the classroom.	<b>DP:</b> Shows notable development	<b>DP:</b> Shows development beyond requirements	<b>DP:</b> The approaches to learning skills are not yet explicitly taught.
<b>Approaches to teaching (0403)</b> IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.	<b>DP:</b> Shows development beyond requirements	<b>DP:</b> Shows development beyond requirements	
<b>Approaches to assessment (0404)</b> Learning, teaching, and assessment effectively inform and influence one another.	<b>DP:</b> Shows development beyond requirements	<b>DP:</b> Shows development beyond requirements	

## **E. Feedback on the planning and analysis and reflection of programme development**

### **Programme development strengths**

#### **Planning**

- The area of focus is attuned to the school's strategic plan which addresses the continuing improvement of relationships in the community, as the heart of effective leadership, classroom practices and parental and governor involvement.
- The programme development plan has a clear focus on positively affecting the student experience by encouraging constructive student feedback.
- The school clearly identified a question and achievable goal in the area of focus for programme development.
- The school set an appropriately challenging goal that motivated the school community by clearly explaining the aims and objectives to everybody involved. By choosing this goal, the school embraced a student initiative brought forward by the student council.

#### **Evidencing and analysing**

- The school showed perseverance and a high level of commitment in implementing their programme development plan.
- The school identified appropriate data sources, thoroughly analysed the data to ensure that students' voice is heard, reflected on and that it will lead to further programme development.

#### **Reflection**

- The whole school showed insight in reflecting on the impact of the programme development for improving teaching practices.
- The school was able to make systemic improvements as a result of the programme development process and students' feedback and teachers' response are now an established school practice.
- The school used rich data accurately and appropriately in analysing the impact of the programme development on students.

### **Areas for consideration**

As the school engages in further efforts to develop the programme, it may wish to consider:

#### **Planning**

- linking the plan closely to IB practices.

#### **Evidencing and analysing**

- setting interim milestones for each step of the programme development plan to assess and adapt efforts where needed and communicating progress to all stakeholders.

## Reflection

- ensuring that time is set aside to engage in meaningful reflection on the efficiency of the collaborative process of programme development as a tool of change management.
- developing an established calendar and protocol for the reflection process of further programme development plans.

## **F. Opportunities for future or further programme development**

### **The school identified the following areas as priorities for programme development**

#### **Priorities:**

- opening the newly renovated building and moving the whole school community back on one site.
- strengthen the CAS programme, aiming at having a stronger impact on the wider community.
- assessment for learning.

### **The Evaluation team has identified the following areas of the programme(s) for the school to consider for future or further development**

Future or further development:

Environments / Teacher support (0203) / Teacher support 3:

- The school would benefit from utilizing a structured collaborative meeting protocol for further developing a shared understanding and implementing of programme requirements and philosophy including, but not limited to, the approaches to teaching.

Learning / Students as lifelong learners (0402) / Lifelong learners 1:

- The school might want to consider a more explicit teaching of the approaches to learning skills and using them for reflecting on learning and teaching.

Learning / Approaches to teaching (0403) / Approaches to teaching 1:

- The school may wish to consider the fostering of independent and inquiry-based learning to support students in becoming lifelong learners.

## **G. Conclusions of the Evaluation team**

Guided by a dedicated and knowledgeable pedagogical leadership team that maintains a solid and ongoing commitment to the IB philosophy, The English College in Prague has developed a very mature, well-structured and resourced IB Diploma programme. The school is currently challenged by the hardship of teaching on two sites and, in particular, the commuting demands for most of the teachers.

The English College in Prague has focused on strengthening student voice in learning to further develop the programme.

All stakeholders understand and live up to IB values and are committed to further developing the programme.

The programme development plan was initiated by the student council and supported by the school leadership and teachers, and the development focus has shown a noticeable impact on student learning.

The school continues its ongoing commitment to create a high-quality learning environment for students, and to sustain the fidelity of IB programme implementation.

## **H. Conclusion of the IB on the school status as an IB World School**

### **Diploma Programme**

The school's implementation of the programme shows close alignment with the IB Programme standards and practices.

We trust that the information found in this report will support the school's continued development of its IB programme(s). Your IB World School manager, Terri Walker (terri.walker@ibo.org), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,

A handwritten signature in black ink, appearing to read 'Adrian Kearney'.

Adrian Kearney  
Director, IB World Schools