Welcome to the English College in Prague

2026/27

A GUIDE FOR PROSPECTIVE STUDENTS AND THEIR PARENTS





ENGLISH COLLEGE IN PRAGUE








ECP

Welcome from the Headmaster

Dear Prospective Parents and possible future students of ECP!

I am proud to be welcoming you on your journey in getting to know the English College as I enter my eleventh year as Head. In this time I have come to believe that the best schools are those who understand the need to maintain just the right mix of tradition, continuity and development. After all, you, as parents, choose to send your son or daughter to a school not only as it is now, but also as you hope it will be in six years time. We feel we have the mix of what stays the same and what changes just about right. There is the unique tradition of the school, which we cherish and celebrate, and there is the continuity that we are able to maintain with a stable leadership and staff.

We have a humanistic, liberal tradition, which essentially means being open-minded, thoughtful and caring. Our primary focus is on building relationships for the purposes of improving the educational experience, but also for life in general. By following our curriculum that leads ultimately to the International Baccalaureate Diploma (IB) at 18 or 19, your son or daughter will qualify for admission to universities here in the Czech Republic, in Europe, in the United Kingdom and elsewhere in the world.

We provide an education that will generate not only the academic qualifications needed for higher education, but will also equip your son or daughter with the skills and values necessary for success in the workplace and to become a responsible citizen of an interdependent world.

Do come and visit us to see what we have to offer – a unique blend of British and Czech elements where predominantly Czech students learn to think independently, gain confidence and fluency in English, but can do so without sacrificing their Czech language, literature and heritage, but gaining both the Maturita qualification and the IB Diploma.

Once you really get to know us, I hope you find the prospect of sending your son or daughter here as exciting as we do the anticipation of them joining us.

Yours sincerely,

Nigel J Brown

Dr. Nigel Brown
Headmaster



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Our Mission Statement

The English College in Prague provides a world-class, English-medium education primarily for Czech students. We develop each individual's full potential and prepare them for the practical, social, intellectual and moral challenges of today's globalised society. Inspired by our Founder Chairman of Governors, Lord Holme of Cheltenham, our mission is guided by three principles:

- Nurturing Potential: identifying and cultivating each student's unique talents and aptitudes to help them achieve their fullest self.
- Reciprocal Community: fostering a school culture built on mutual care, respect and courtesy, where students actively contribute to the common good.
- International Understanding: educating responsible, globally aware citizens who understand that shared world problems require shared values and actions.

Our Vision

The current vision for the English College is built on the school's founding Mission Statement and Lord Holme's Three Principles. Maintaining its focus on relationships and academic aspirations, the College's 5-year vision is to routinely hit an average of 35 or 36 IB points, but without squeezing out the passion, individuality or the wellbeing of our students, nor the extensive range of co-curricular events that define the school's approach to holistic education. We aim to make this experience available to a wider range of families through the creation of an endowment fund, which will offer scholarships to potential future leaders of our societies, both locally and further afield.

Our Values

- **Freedom:** Thinking and speaking independently to empower personal growth within a supportive, intellectual community.
- **Honesty:** Practising integrity and transparency in every action to build a foundation of mutual trust and sincerity.
- **Responsibility:** Owning our choices and their impact while committing to ethical conduct and the wellbeing of others.
- **Humanity:** Leading with empathy and compassion, recognising the inherent dignity of every person and our shared global connection.



Patrons of the English College in Prague

We are proud that the late President Václav Havel and Charles, Prince of Wales, now His Majesty King Charles III, agreed to be Founder Patrons of our school when the English College was established in 1994. King Charles has visited the school on two occasions, most recently in 2010.

Charles, Prince of Wales, Now HM King Charles III

In our Royal Patron's message to us, on the occasion of the ECP's 25th anniversary, he said:

I have been delighted to see the College flourish since it first opened its doors in 1994 and can only imagine the pride that must be felt by all those who have contributed to the continued development of this outstanding school.

Over the years, during my visits to Prague, I have been particularly pleased to have the opportunity to meet so many of the staff and students and to see for myself the open and engaging environment the College provides, as well as the international outlook it encourages in its students. I am so glad to hear that many of them go on to study at top universities in the United Kingdom, and that the first graduates of the English College are now pursuing successful careers both in the Czech Republic and beyond. I have every confidence that in the years to come alumni of the College will be among the future leaders of the Czech Republic - in politics, in law, in the diplomatic service, in science and the arts, in the voluntary sector and in business.

I would like to send my very best wishes to everyone at the English College - the staff, Governors, current students and alumni, and their families. I trust that the English College will continue to provide an outstanding example of the best of British education adapted to the special circumstances of the Czech Republic, and to offer a vital and much-valued connection between our two countries.



Founder Patron

Václav Havel (+18.12.2011)

I appreciate the English College's insistence on combining high academic standards with personal achievement in areas such as art and music, sport and debating, and a strong sense of community involvement. The students emerge self-confident and articulate, fluent in English and at home on the international scene.



Václav Havel

Founder Patron

Karel Schwarzenberg (+12.11.2023)

I treat it as a singular honour to have been invited to succeed our former President Václav Havel as Joint Patron of the English College in Prague, alongside HRH The Prince of Wales. The College is a shining example of Anglo-Czech cooperation for the noblest of purposes: educating coming generations in the values and principles which have sustained our own. From the modest beginnings of the project some twenty years ago, it has developed into one of the leading educational establishments in the capital, attracting not only many gifted young Czech students, but also those from a variety of other countries living here in Prague. It is both Czech and international, a combination that brings out the best from both backgrounds.



Patron

The English College Foundation and the Origins of the ECP

The English College Foundation is a UK-registered charity established in 1992 by the late Lord Holme, Founder Governors Ann Lewis and Martyn Bond and others. Following a meeting between President Václav Havel and British Foreign Office Minister William Waldegrave, the Foundation spearheaded the effort to open the English College in Prague in September 1994, with Hubert Ward as its first Headmaster.

The College was founded to revive Prague's tradition of British-style education, originally established by the Prague English Grammar School in 1927. That historic institution was closed by the Nazis, briefly reopened after World War II, and permanently shut down by the Communist regime in 1954. After the revolution, early school supporters faced immense challenges finding a location until the Prague 9 Council and Mayor Tomáš Szennai offered the current school building on Sokolovská, which has now been extensively renovated and updated.

Members of the Board of Governors

The English College was established and developed through funds raised by the English College Foundation, a UK charitable trust. While the daily management of the school is entrusted to the Headmaster and his team, the school is overseen by a Board of Governors. Appointed from the UK and the Czech Republic for their professional expertise, these Governors serve in a voluntary capacity, without financial reward, and meet at the College three times a year.

Denis Keefe CMG, Chairman, first joined the Board in 1998 and became Chairman in 2021. He is a retired British diplomat whose extensive career includes serving as Ambassador to Tbilisi and Belgrade, Minister in Moscow, and Deputy Head of Mission in Prague during the Cold War.

Doc. Ing. Zdeněk Tůma CSc, Deputy Chairman (Czech), has been a Governor since 2001 and chairs the Finance Committee. He is a former Governor of the Czech National Bank (2000–2010), an Associate Professor at Charles University and the current Chairman of the Supervisory Board of ČSOB.

Elizabeth Cooke, Deputy Chairman (British), became a Governor in 2011 and also chairs the English College Foundation. A former UK teacher and Assistant Principal, she serves on the Education Committee, continuing a long family history of service to the College.

Simon Eliot joined the Board of Governors in 2010 and is Chairman of the Education Committee. A Cambridge History graduate, he taught at Winchester College and was Headmaster of Sherborne School. He is a trustee of several educational organisations.

Petr Fiman is a 2004 ECP graduate and in 2016, was the first alumnus to join the Board. He holds degrees from the London School of Economics and has worked in risk management for Deutsche Bank and Bank of America Merrill Lynch in London. He now works for a private investment company in Prague.

Jan Grozdanovič LLB has been a Governor since 2004 and serves on the Finance Committee. Born in Czechoslovakia, he studied Law at Charles University before defecting to the UK in 1980. Dual-qualified as an English solicitor and Czech advocate, he founded JGA Legal in 2006. He also serves as an international arbitrator and chairs the British Czech and Slovak Law Association.

The Rt Hon Sir Greg Hands studied History and Modern Languages at Cambridge and Charles University before working in finance in London and New York. He first served as an ECP Governor from 2009-2015, returning to the Board in 2025. He served as a UK Member of Parliament, holding ministerial positions including Chief Secretary to the Treasury and Chairman of the Conservative Party. He is currently a Strategic Adviser to the EP Group and is a patron of Czech heritage trusts.

Johana Heřmánková is a Charles University philosophy graduate, co-editor and former educator at the Lauder School and Jaroslav Ježek Conservatory. She has worked with Post Bellum on historical projects and founded a research programme for students at CERGE-EI. After studying Educational Leadership in Finland, she was appointed a Governor of the English College in Prague in May 2025.

James Kazi is the Under Master at Westminster School in London. He is an experienced IB examiner and a Squadron Leader in the Royal Air Force Air Cadets. He holds an MA from Cambridge in Oriental Studies and English, and previously worked in the wine trade. Half Pakistani and half British, he is a passionate choral singer and theatre enthusiast.

Miroslava Kopicová is a former Czech Minister of Education, Youth and Sports who has led European education and employment programmes since 1991. She served as the first Director of the National Training Fund and as the 1st Vice-Chairman of the Government Council for Research. She has advised two Prime Ministers and has represented the Czech Republic on numerous international institutions.

Viktor Kotlán studied in the Czech Republic, the USA and the Netherlands and holds a PhD in Economics. He is currently Executive Director, Retail Investments, at ČSOB, having held management positions at Česká spořitelna and the Czech National Bank. An ECP Governor and member of the Finance Committee since 2019, he also lectures at Charles University.

JUDr. Karel Kühnl worked as a journalist for Radio Free Europe before becoming an economic adviser to the Prime Minister in 1989, later serving as the Czech Ambassador to the UK. He has been a Member of Parliament, Minister of Industry and Minister of Defence, He has also held diplomatic posts in Croatia and St Petersburg and served as Chef de Cabinet to the Minister of Foreign Affairs. He has been a Governor since 1997 and both his children are graduates of the College.

Ann Lewis CMG spent her diplomatic career focusing on the Soviet Union and Eastern Europe, retiring as the Head of Cultural Relations at the FCO. She was one of four British officials to be expelled from Moscow in 1971 in retaliation for the UK's expulsion of 105 Soviet diplomats and officials from the UK over KGB spying allegations. A Founder Governor of the ECP, she has edited books on regional history and serves as a NGO trustee.

Katie J Schoultz is an English Solicitor and New York State Bar Attorney who has worked as a lawyer in Prague since 2001. She currently serves as General Counsel for P3 Logistic Parks and joined the ECP Board of Governors in 2016 and serves on the Finance Committee.

Natálie Skácelová studied at the LSE and practised corporate and finance law globally before becoming Senior Corporate Counsel at a technology company. She is a dedicated mentor with previous school governance experience who champions educational and gender equality.



The Academic Journey and Learning Philosophy

Unique Nature of Learning

Learning at ECP goes beyond a rich body of subject knowledge. It is an engaging, collaborative process that encourages critical thinking, risk-taking, and evaluating multiple perspectives inside and outside the classroom.

The ECP Lesson Attributes

Our teaching and assessment criteria reward analytical, evaluative and creative skills through five core pillars:

- Engagement and Challenge: inspiring aspirational and ethical attitudes.
- Making Connections: linking new material with prior learning and the wider world.
- Curiosity: driving inquiry and deep understanding through questioning.
- Guided Learning: presenting new material in manageable steps with modelled practice.
- Language and Literacy: explicitly supporting EAL (English as an Additional Language) context and rich literacy practice.

A Culture of Continuous Learning

Students are not our only learners. ECP staff cultivate a rich culture of research and reflection by observing each other's lessons and investigating evidence-based pedagogy.

A Global Training Hub

As one of only 27 COBIS Training Schools worldwide and a founding member of the Teaching Together in Europe consortium, ECP is a model for pedagogical development. We host teacher trainees from the UK, Europe and Charles University; this training environment injects fresh ideas and enthusiasm into our classrooms, keeping the College a vibrant, self-reflecting place of learning.

The Provision of English

- ECP fosters a vibrant learning environment built on liberal intellectual curiosity, critical thinking and a love of reading. Our English curriculum is tailored to support a wide range of fluencies, from native speakers to those developing English as an additional language.
- Targeted Pathways: from Year 1, courses focus on language acquisition and literacy development, preparing all students to confidently take either IB English A (Literature/ Language & Literature) or IB English B.
- Personalised Support: we actively identify students requiring extra assistance. The Heads of English and Learning Support collaborate to provide tailored language scaffolding.
- Diverse and Trusted Curriculum: our educators and librarians curate a rich, age-appropriate selection of diverse literature to broaden perspectives and prepare students to engage thoughtfully with a complex world.

Academic Programme

The English College offers a unified, English-medium curriculum designed to prepare students for global higher education while honouring local requirements.

- Years 1–4 (Foundation and Pre-IB): a unified curriculum for all students that covers the Czech national curriculum while building the foundation for the IB Diploma. All subjects are taught in English (except Czech and Modern Languages).
- Years 5–6 (The IB & Maturita): all students study for the International Baccalaureate (IB) Diploma. Students on the dual IB & Maturita Programme concurrently prepare for the Czech Maturita, receiving exemptions from all Maturita exams except Czech Language and Literature.

As well as testing whether students can recall information and present it in a coherent manner, the curriculum encourages:

- The development of literacy and practical skills
- An investigative, analytical and creative approach
- The use of initiative and logic to solve problems
- The application of skills, knowledge and understanding
- Digital literacy and the effective use of ICT

Foundation Programme (Years 1 - 2, students aged 13 - 15)

UK & Czech Equivalent Years 8 & 9

The Foundation Programme introduces students to a wide range of subjects, developing both their subject knowledge and the English skills needed to access the curriculum and communicate effectively.

Year 1 is designed to allow students to make rapid progress in English and also to become acquainted with a practical and reflective approach to learning. Students follow a broad curriculum including English, Czech, Mathematics, General Science (Physics, Chemistry and Biology), History, Geography, Computer Science, a Modern Foreign Language (French, German or Spanish), Art, Music, Drama, Physical Education (PE) and Personal, Social and Moral Education (PSME).



Pre-IB Programme (Years 3 - 4, students aged 15 - 17)

UK Equivalent: Years 10 & 11 | Czech Equivalent: 1st & 2nd Year of 4-year Czech grammar schools

Our bespoke, two-year Pre-IB curriculum is rigorously designed by ECP teachers to equip students with the factual knowledge, creative thinking and analytical skills needed to succeed in the IB Diploma Programme.

Curriculum Structure

All students are required to study a core set of subjects alongside one option:

- Compulsory Core: English Language & Literature, Czech, Mathematics, Biology, Chemistry, Physics, Changing Times & Changing World (Humanities), Physical Education* and PSME*.
- Modern Foreign Languages: one choice of French, German or Spanish.
- Options (Choose One): Visual Arts, Drama, Music, Computer Science or Business Studies. (Note: students who do not choose an arts subject must take one lesson of Cultural Studies*).

**Subjects marked with an asterisk are continually assessed with no final examination.*

Examinations & Assessment

Assessments mirror upper-level IB formats to build familiarity and confidence and include work done in class and tests. Testing includes a combination of ECP internal coursework, end-of-year exams and external qualifications in English (Cambridge English) and Modern Foreign Languages (CEFR). An optional LAMDA exam is available for Performing Arts students.

International Baccalaureate (Years 5 - 6, students aged 16 - 19)

Equivalent to UK Years 12–13 / 3rd and 4th year of Czech grammar schools

Students follow the prestigious and demanding two-year International Baccalaureate (IB) Diploma Programme, which concludes with final examinations. Following the official IBO Rules for IB World Schools, the programme is designed for highly motivated students and aims to foster critical thinking, intercultural respect and a peaceful world.

Curriculum Routes

- **Maturita Route:** requires studying Czech Language and Literature, English and another modern foreign language, leading to both the IB Diploma and the Czech Maturita qualification.
- **Non-Maturita Route:** offers greater flexibility with fewer language restrictions, leading solely to the IB Diploma.
- **Self-Taught Native Language:** for students whose native language is not Czech or English, ECP can help coordinate and supervise independent study of their native language at Standard Level. Interested students should contact the IBDP Coordinator.

To be eligible for the award of the IB Diploma all candidates must:

- Study six subjects, one subject from each of the groups listed below
- Study three of these six subjects at Higher Level and three at Standard Level
- Submit an Extended Essay of up to 4,000 words in one of the subjects of the IB curriculum
- Complete the Theory of Knowledge course
- Complete the Creativity-Action-Service programme (CAS)

Group 1: Language A (native language): The combined IB & Maturita Programme students study Czech. For other students, Language A is English or their own mother tongue (for which the College supports students following the SL self-taught route).
Group 2: Language B (second or foreign language): English B, French B, German B or Spanish B. We sometimes also offer Russian B (subject to demand and teacher availability) and an ab initio language for pupils who have not studied a language before, or whose current level of ability is not high enough to access the Language B curriculum. The courses in Language B are practical and language-based. Alternatively, students may study a second Language A and earn a bilingual IB Diploma. The IB defines Language B and ab initio as language acquisition courses. They are strictly prohibited for students who can already communicate confidently and proficiently in that language.
Group 3: Individuals and Societies: Economics, Geography, History, Environmental Systems, Philosophy or Psychology.
Group 4: Experimental Sciences: Biology, Chemistry, Environmental Systems, Physics or Computer Science.
Group 5: Mathematics: Mathematics Analysis HL and SL, Mathematics Applications SL.
Group 6: Arts: Theatre, Music or Visual Arts or a second subject from Groups 1 to 4.

Students can expect a considerable amount of homework, including reading, research and self-study.

The Extended Essay: a 4,000-word independent research essay on a topic of special academic interest.
Theory of Knowledge (ToK): an interdisciplinary course exploring "how we learn."
Creativity-Activity-Service (CAS): fostering responsible, compassionate citizens, CAS encourages students to share their energy and talents through arts, sports, community service and charity.

Subject grades range from 1 (minimum) to 7 points (maximum) at both Standard and Higher Level. To earn the Diploma, students must achieve at least 24 points and successfully complete Theory of Knowledge, the Extended Essay and CAS. ECP's IB results are consistently above the IB World Average.

The English College is unusual in Prague in that we prepare students for both the IB Diploma and the Czech State Maturita. This opens doors to top universities both locally and globally.

Czech Maturita

To earn the Maturita qualification, students must:

1. Pass the full IB Diploma.
2. Achieve a passing grade in all subjects at the end of Year 6.
3. Pass the CERMAT examinations in Czech Language and Literature (studying Czech at IB Higher or Standard Level).

Language Exemption: students who achieve a B1 qualification in a modern foreign language (French, German, or Spanish) before Year 5 are exempt from taking a third language in Years 5 and 6, unless it is chosen as an IB option.

Academic Support

All ECP students take brief, online Cambridge Assessment skills tests. Tutors combine this data with entrance exams, prior performance and teacher guidance to establish baseline expectations for academic progress. We track achievement against this baseline and intervene if a student falls behind.

Support is tailored to individual needs - whether through specific departments, tutors or the Learning Support and English support teams. Students can also work with trained teacher-coaches to unlock their potential.

This holistic, non-competitive system balances data with personalised pastoral care. We view grades as tools for reflection, not competition, encouraging students to support each other on their collaborative journey toward academic excellence.

The Learning Support Department

The Learning Support Department provides targeted assistance for students with Specific Learning Difficulties, alongside general academic support for all students. Working closely with parents and teaching staff, the Head of Learning Support ensures early identification and tailored intervention. Whether through one-on-one sessions, group work or in-class assistance, our regular or occasional support is designed to create a level playing field - empowering every student to reach their full potential.

The Lord Holme Library and Ann Lewis Reading Room

The library at the English College is an exceptional space where staff and students can access information, read or work in a peaceful environment. It is one of the best English language libraries in Prague, housing over 10,000 books, thousands of textbooks, a range of magazines and a photocopier. There are five computers available for students to use during the day and ten laptops, which students may borrow for use in lessons. In addition, the library has a large reading room that students can use throughout the day and after school for quiet reading or private study, and beanbags for a more relaxed atmosphere.

The library catalogue, Accessit, is available 24/7 giving access to over 20,000 e-books as well as a range of subscription databases such as JSTOR, Infobase and Britannica Schools, news services and magazines through The Day and Pressreader, plus providing links to other free online resources or subscriptions through other faculties.

The library staff are available before and after school and throughout the day to help students find appropriate resources, books to read or to support students with information searching or referencing.

School Life and Wellbeing

Pastoral Care

We know that happy and valued students are the ones who truly thrive. While the English College is renowned for academic ambition, our holistic approach to positive mental health and personal growth are a key to success. Overseen by our dedicated Deputy Head, our pastoral system ensures every student is supported in both their personal and academic lives. Through our Personal, Social and Moral Education (PSME) lessons and tutorial activities, we provide young people with the tools to build resilience, navigate challenges and develop into articulate, self-confident and compassionate individuals.

The House System & Tutors

To ensure every student is known and cared for, each child joins a House and is assigned a dedicated Personal Tutor. The House system creates a close-knit family within the wider school, fostering cross-year friendships, a collaborative spirit and student leadership. Tutors serve as the primary day-to-day point of contact for both students and parents. Backed by Senior Tutors, they offer consistent personal mentorship, track academic progress and build a strong, supportive partnership between home and school.

Safeguarding & Psychological Support

Student safety and mental well-being are fundamental to our school culture. Led by a dedicated safeguarding team, we offer tailored emotional and psychological guidance through an on-site school psychologist. Our senior tutors have received specialist mental health and counselling training. Through structured wellbeing initiatives, peer mentoring and a culture of humanity, we ensure every student has a safe space to be heard, supported and empowered.

Student wellbeing



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The :more Programme - learning through real life experience

The **:more programme** represents a variety of activities promoting overall student development and fostering broader understanding. It puts experience at the centre of learning and enables students to apply academic knowledge to real-life situations. Furthermore, the programme helps students develop their talents, reach their full potential and strengthen relationships within the school community and beyond. Ultimately, these activities naturally help students adopt CAS (Creativity, Activity, Service) elements into their daily lives. Here are some examples of :more Programme activities:

ECP Charity Programme

Reciprocity is one of the core ECP principles established by our first Chairman of Governors, Lord Holme. It is therefore only natural to foster a culture of helpfulness and charitable giving among our students. To support this, we have created a framework that helps students develop the skills needed to identify and effectively address societal needs.

In Years 1 and 2, students participate in the Jane Goodall Roots & Shoots programme, while in Years 3 and 4, they design and manage their own charity projects. The students' achievements are then presented and celebrated at our annual Charity Exhibition.

Student Leadership

Students are encouraged to take on responsibility and actively contribute to school life. Student leadership takes many forms - from organising student-led activities for younger students to taking on key roles within their Houses (sporting and cultural), in the Student Council or the School Council.





Mentoring Programme for Year 1 Students

Most Year 6 students become mentors, supporting Year 1 students throughout their first year at their new school. The Mentoring Programme culminates at the Graduation Ball, where Year 1 students join the graduates and are formally welcomed into the ECP community.

The Art of Reflection: Experience Books and Pre-CAS Portfolios

Reflection is a vital component of the :more programme, recorded in students' Experience Books in Years 1–2 and in their Pre-CAS Portfolios in Years 3–4. Although reflecting deeply can be challenging, students come to realise that thoughtful reflection enriches their experiences and deepens their learning.

Work Experience

With the generous support of ECP parents, we offer Parental Work Experience Placements in Prague to students in Years 4 and 5. These placements help them make informed IB subject choices and university plans. We are truly grateful for our parents' continued cooperation in helping students prepare for their future careers.

Examples of other :more Programme Activities

Extra-Curricular Activities, Trips, Prague Programme, House Competitions, Duke of Edinburgh (DofE), Lecture and Talk Programme, Discussions, Cultural Olympiad, Festival of the Arts and :more.



ENGLISH COLLEGE IN PRAGUE

The Year 1 Journey

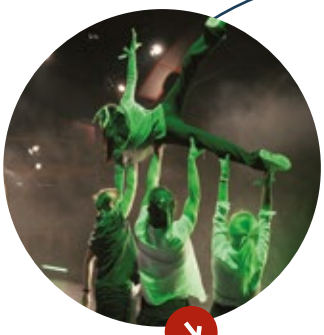
ECP provides real life experiences



Mentoring
Mentors taking care of Year 1 students
SUPPORT



‘Welcome to ECP’ Trip
Introduction to ECP and team building
WELCOME



Cultural Olympiad
Celebration of creativity
Teamwork and House identity
ENJOYMENT



Graduation Ball
Participation in the Ball with Graduates
Dancing together
CELEBRATION



Drama Performance Review
Real school drama performance as a Drama lesson
ASPIRATION



Inter House Competitions
Active involvement
HOUSE SPIRIT



ECAs

Exploring and developing talents

DEVELOPING TALENTS

Roots & Shoots Introduction to Service

Awareness of the importance of charity work and volunteering

FULFILMENT



Festival of the Arts

Team work with Year 2 students
Enjoying being on stage & having work on display

INSPIRATION





Founders Day

Involvement in a key school event celebrating the history and ethos of the school
Singing together

IDENTITY



Skiing

Sports activities, team building and building relationships with PE staff

TEAM BUILDING

Pre-DofE Trip and Courses

Introduction to DofE
Developing basic camping skills, extensive First Aid course

CHALLENGE



Experience Books

Exploring the art of reflection

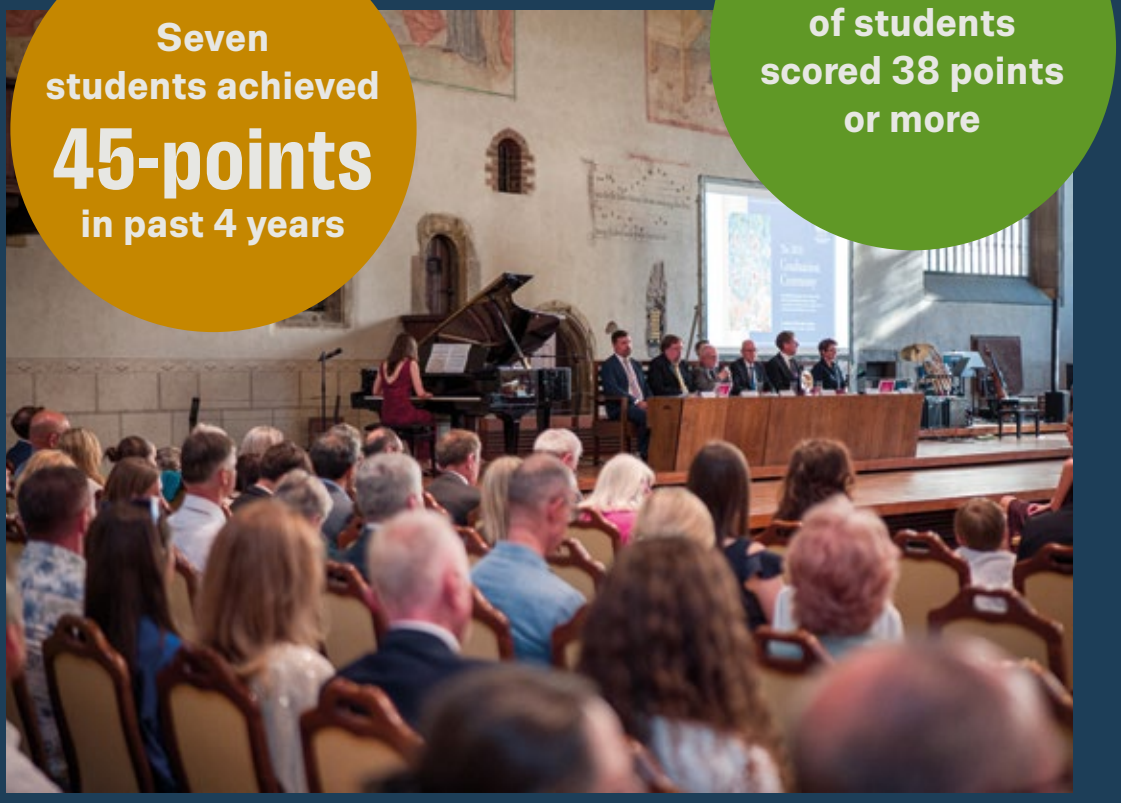
REFLECTION



Universities and Alumni

International Baccalaureate Results 2026

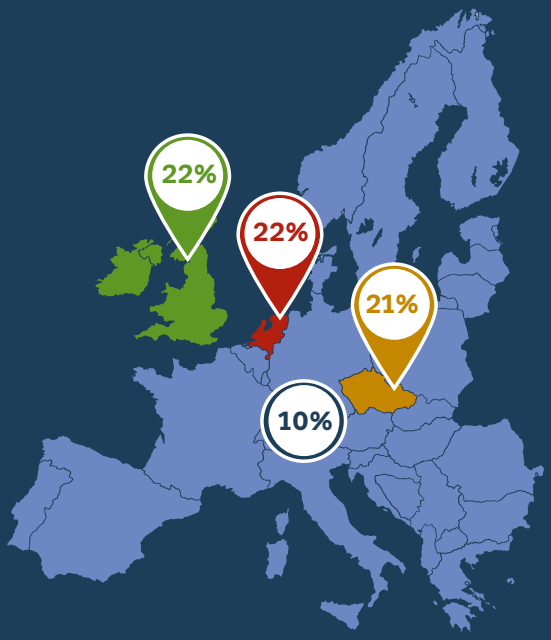
	Average over a 5-year period	2026
ECP average score	35.6	36.2
World average score	30.8	30.88
ECP highest score (Maximum possible = 45)	44.6	45
Number of students taking the Diploma	70.2	74
Number of students with 38 points or more	25.4	29
% of students with 38 points or more	36.2%	39.2%
ECP % of students gaining Diploma	99.2%	100%
World % of candidates passing Diploma	81.75%	82.61%



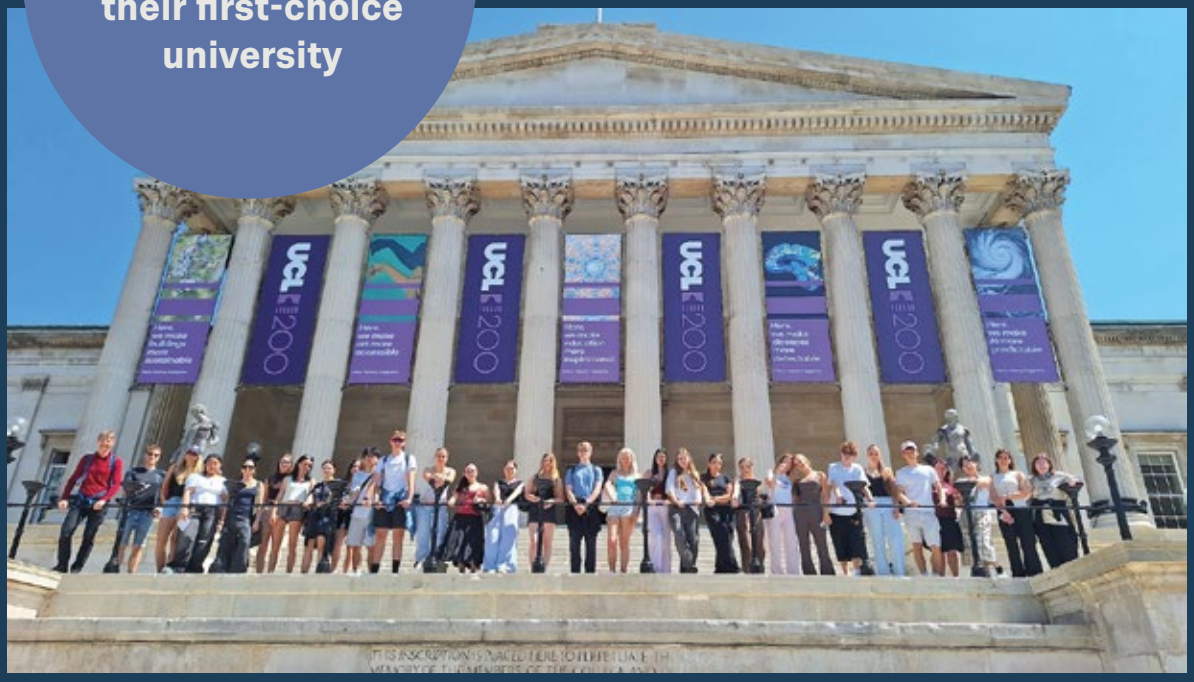
University Destinations 2026

We work closely with our students on building their experience, including work placements and alumni mentor programmes, to create profiles that support competitive applications to their choice of universities. Graduates from the English College truly embrace a global future, this year taking up places at universities in fourteen different countries with the UK, the Czech Republic and the Netherlands remaining the primary destinations. The majority of our students secure places at their first-choice university with destinations this year including **Imperial College London**, **UCL**, **Charles University**, **TU Delft**, **University of Toronto**, **University of Edinburgh**, **Trinity College Dublin** and **Bocconi**.

Czech Republic 21%
UK 22%
Netherlands 22%
Nordic countries 7%
Spain 9%
Other European 10%
Canada and the USA 6%
Middle East / gap year 3%



89%
of students get to their first-choice university



ECP Graduates

All ECP students automatically join the ECP Network (ECPN) when they leave school. Graduates regularly visit to advise current students on universities and careers, sharing practical advice to guide the next generation into adulthood. Here, they share what the English College means to them.



Tomáš Pospíšil (IB 1999)
Diplomat

The ECP primarily developed my English and critical thinking skills, teaching me to weigh arguments for and against. Learning the meaning of bias and prejudice was completely new in the early 1990s Czech society. The multicultural environment inspired my international career and helped me adapt smoothly to living in various countries worldwide.

1900+
Successful graduates



Pavel Machálek (IB 2000)
Astrophysicist

After studying physics at UCL and earning an astrophysics PhD at Johns Hopkins University, Pavel worked for NASA. In 2013, he co-founded SpaceKnow Inc in San Francisco with an ECP classmate to track global economic trends. He praises the ECP as a refreshingly intellectual, interactive environment that prepared him for lifelong learning.



Jan Barta (IB 2004)
Entrepreneur

I am an internet entrepreneur and investor behind major Czech projects like ePojisteni.cz, Tarifomat.cz and Favi.cz. Graduating in 2004, I found the ECP a fantastic launching pad. Beyond academics, it instilled vital life skills I prize highly, including staying constantly curious, reasoning to solve complex problems and giving back to society.



Michal Zapletal (IB 2018)
Architecture & Urban Planning

After earning my architecture certificate from the University of Kent, I returned to Prague to lead a major European headquarters project for a UK client. I also became a teaching assistant at CTU focusing on future cities. Every day, I use the ECP skills of critical analysis and keeping an open mind.



Karolína Zvoníčková (IB 2020)
Biomedical Sciences

The ECP helped me transition from high school science to reading Biomedical Sciences at the University of Oxford. Thanks to teacher support and the Barta Scholarship, this dream became a reality. The school's unique Caritas programme allowed me to support charitable initiatives, while the curriculum taught me to think critically from multiple perspectives.



Tereza Karbanová (IB 2021)
Medicine

I am currently a medicine scholar at Trinity College Dublin. The ECP teachers provided immense care and passion, making the gruelling IB programme manageable and thoroughly preparing me for university academics. The school encouraged my ambitions, helping me grow into a driven individual, marathon runner and President of the College Surgical Society.



Tomáš Nepala (IB 2022)
Economics

The ECP uniquely unites Czech and British education, allowing me to complete both the IB Diploma and Czech Maturita. The school fosters a highly supportive environment with passionate teachers. The administration even accommodated my individual needs by managing a complex one-year study abroad transition during Covid-19, paving my way to the Wharton School of Business.

Admissions Procedure in the Academic Year 2026/2027

Open Days:
6 November 2026, 13 January 2027, 3 February 2027

Entrance exams:	
Y1 CERMAT State Entrance Examinations	14 and 15 April 2027
Y1-Y4 Internal Entrance Examinations	20 April 2027

Before being invited for the entrance exams, all candidates will attend an introductory interview with the Headmaster or the Senior Deputy Head. The interview forms an integral part of the admissions process, it is in English and it takes about 20 minutes. Entrance exams will be set at the level appropriate for the year of entry. Samples of internal test papers as well as the exam requirements are available on the ECP website.

Candidates for Year 1 coming from Czech schools (ZŠ or gymnázium) need to take a combination of **State Entrance Exams** in Czech and Maths provided by CERMAT and our **internal exams** in Maths, English and a diagnostic Non-Verbal Reasoning test. To register for State entrance exams, parents need to submit an official application via the DiPSy portal by **20 February 2027**.

Information for the official application for CERMAT exams:
KKOV: 79-43-K/61
Obor vzdělání: dvojjazyčné gymnázium
IZO: 108 001 369
Identifikátor školy: 600 006 140

Candidates for Year 1 not taking CERMAT exams and candidates for Years 2, 3 and 4 need to submit the ECP online application by **5 March 2027**. They will be invited to sit written internal entrance exams in English language, Mathematics, Czech language (those who speak Czech) and a diagnostic Non-Verbal Reasoning test. All written exams take place at the school on the date specified above.

Admissions criteria

- Candidates must demonstrate during the interview that they are proficient and fluent enough to fully understand lessons taught in English.
- Candidates should be open-minded, internationally minded, self-motivated and willing to actively engage with both the school and the wider community.
- Previous school reports must show satisfactory or better academic achievement, behaviour and attendance.
- Candidates must achieve good results in the Czech and Maths CERMAT exams, alongside a sufficient standard in the internal entrance exams.

ECP Year	Equivalent of	Description	Expected Intake for 2027*
Year 1	8th grade of Czech primary schools, Yr 8 UK	A full 6-year bilingual gymnázium programme, culminating with the final two studying for the IB and, if they so choose, the Czech Maturita.	54
Year 2	9th grade of Czech primary schools, Yr 9 UK	Students may choose to enter Year 2 for a variety of reasons (for example, if coming from abroad or re-applying if previously unsuccessful).	8
Year 3	1st year of Czech secondary schools, Yr 10 UK	Students will follow a two-year course, at the end of which they will sit a combination of internal and external examinations in a wide range of subjects. After this they enter the IB Diploma Programme for the last two years of their study.	15
Year 4	2nd year of Czech secondary schools, Yr 11 UK	Entry to Year 4 is relatively rare and is for students who would otherwise plan to join us in Year 5. Although they will arrive mid-way through a two-year programme, it will give them time to settle into the school (both academically and pastorally) before starting the challenging IB Diploma Programme.	0
Year 5	3rd year of Czech secondary schools, Yr 12 UK	The two-year IB Diploma Programme; a high level of academic English is required.	Only exceptionally

**We aim to accept primarily students of Czech origin although around a quarter of our students are from international backgrounds.*

Preparation for Entrance Exams

English Sessions

Year 1 candidates from Czech schools who would like to study at ECP, but who are feeling unsure about whether their English is strong enough, are offered two English sessions - one will focus on grammar and reading and the other one on writing. Each session will go through the structure of the entrance exam and provide tips on what to practise and how to prepare to succeed on exam day.

Mathematics Session

The ECP entrance exams reflect the demands of the UK National Curriculum for Mathematics and the session is designed to support Year 1 candidates from Czech schools who have not experienced the English style of teaching Mathematics and may not be familiar with some of the mathematical language used. It is expected that students will have strong arithmetic skills; the main objective is to give students some reassurance that their prior knowledge can be applied in a different context, rather than to specifically teach them any new mathematics. It should be noted that the entrance exams are in both English and Czech so as not to disadvantage students who do not yet know all of the relevant terminology.

Mock Entrance Exam

To help you make your final decision, the College provides a mock entrance exam on **21 and 22 January 2027**. The mock entrance exam is not obligatory and no marks or grades will be published. It will, however, enable us to advise you on the suitability of your child for the College, in case you have any doubts about whether your child will succeed here.

Bursaries and Scholarships

One of our primary aims is to select students based on academic ability rather than their ability to pay. The College achieves this through bursaries, scholarships and fee reductions, typically allocating up to 8% of its fee income for this purpose as well as other sources of funding from external donors.

The College offers both bursaries and scholarships. Both require evidence of financial need, but scholarship students are expected to show exceptional interest or talent that is evidenced through a motivational letter in addition to making a financial application.

Bursaries

The school offers two types:

- **Ordinary Bursaries:** granted for one school year based on an assessment of family income provided in the official application. The Business Operations Manager evaluates the applications and makes recommendations to the Headmaster for final approval. Students must reapply annually and renewals are judged on the latest family income statements as well as recent attendance and effort grades.
- **Temporary Hardship Bursaries:** parents facing unexpected financial difficulties during the school year can apply directly to the Headmaster for temporary financial support to cover continuing tuition costs.

Scholarships

- **Prince of Wales Scholarship:** awarded to an ambitious, talented student of Czech descent who would not otherwise consider an independent school due to a lack of funds.
- **Schwarzenberg Scholarship:** enables a student of Czech descent to attend the final four years at ECP. It targets students whose life chances and academic success will be significantly improved by attending.
- **English College Foundation Scholarship:** supported by the UK charity that founded ECP. It assists students joining in Year 4 or 5 to study the IB and Czech Maturita who could not afford to join earlier.
- **Jan Barta Scholarships:** co-funded up to 50% by alumnus Mr Barta, covering a student's entire time at ECP. It has two strands: for students whose life choices will be significantly transformed by ECP and actively support diversity and inclusion issues, but also for students focused on innovation and the positive disruption of existing norms for the good of society.
- **Václav Havel Scholarship:** a student-led initiative providing a fully funded scholarship for a member of the Roma community. While candidates must pass standard entrance procedures, their specific circumstances are fully taken into account.
- **Prague 9 Scholarships:** provides up to a 50% fee reduction for state school students from Prague 9 based on academic potential and financial need. Awards are initially for two years, typically renewed for another two years upon sustained academic excellence.
- **Future Leaders Scholarships:** For students who feel their future path in life might allow them to offer brave and moral leadership in any area of Czech civil society.

Other scholarships are made available as funds allow.

How to apply

Bursaries & Scholarships

- Submit a bursary application.

Scholarships only

- You do not apply for a particular scholarship programme. The school will allocate available scholarships according to the circumstances and interests of the applicants.
- Along with the bursary application, the applicant also needs to independently write a motivational letter of approximately 800 words, explaining why they would like to study at the English College in Prague.
- If selected, the candidate will attend a selection panel consisting of the Headmaster and three independent, external members during which the motivational letter will be discussed in detail. Scholarship interviews will take place in May.

The deadline for Bursary and Scholarship applications for the academic year 2027-2028 is **24 March 2027**.







Sibling Discounts

Families of two siblings - discounts are automatic and consist of a 10% discount for the second and subsequent siblings' school fees. The discount terminates when the older sibling leaves. Families of three siblings - the third and final child continues to receive the 10% sibling discount for the entirety of their studies even after his/her siblings have left the school. Families of four or more siblings - as above, but the fourth and any subsequent siblings benefit from a 25% sibling discount for the entirety of their studies.

Ongoing Eligibility

All bursaries, scholarships, prizes, awards and sibling discounts at ECP are conditional on pupils achieving an attendance rate of 90% or above and Attitude to Learning (ATL) grades of A & B, unless exceptional circumstances apply. They are not dependent on ongoing academic performance, only attitude and attendance.

Finance and Fees 2026/2027

- School Fee Deposit: parents accept ECP's financial terms and confirm their child's place by paying a 50,000 CZK refundable deposit by the contractual deadline. Failure to pay releases the reserved place to another applicant. If an accepted student does not enroll, the deposit is non-refundable. Otherwise, it is deducted from the final term's fees.
- Book Deposit: parents must pay a 15,000 CZK deposit for books, which is refunded at the end of the student's studies provided all school books, materials and equipment are returned and all liabilities are settled.
- School Fees: fees are determined by the parent-school contract, payable in CZK, and reviewed annually. ECP reserves the right to adjust fees unilaterally due to inflation or other reasons.
- Early Withdrawal: if a student leaves before the end of Year 6, parents must provide written notice to the Headmaster one full term in advance or pay one term's fees in lieu of notice.

2026 / 2027 Fees	Per Term CZK	Per Year CZK
Year 1 - 2	138,000	414,000
Year 3 - 4	146,000	438,000
Year 5 - 6 IB & Maturita	156,000	468,000
Year 5 - 6 IB-Only	180,000	540,000

In addition, school fees include:

- Induction trips in September*
- Trips at the end of the school year*
- IB exams

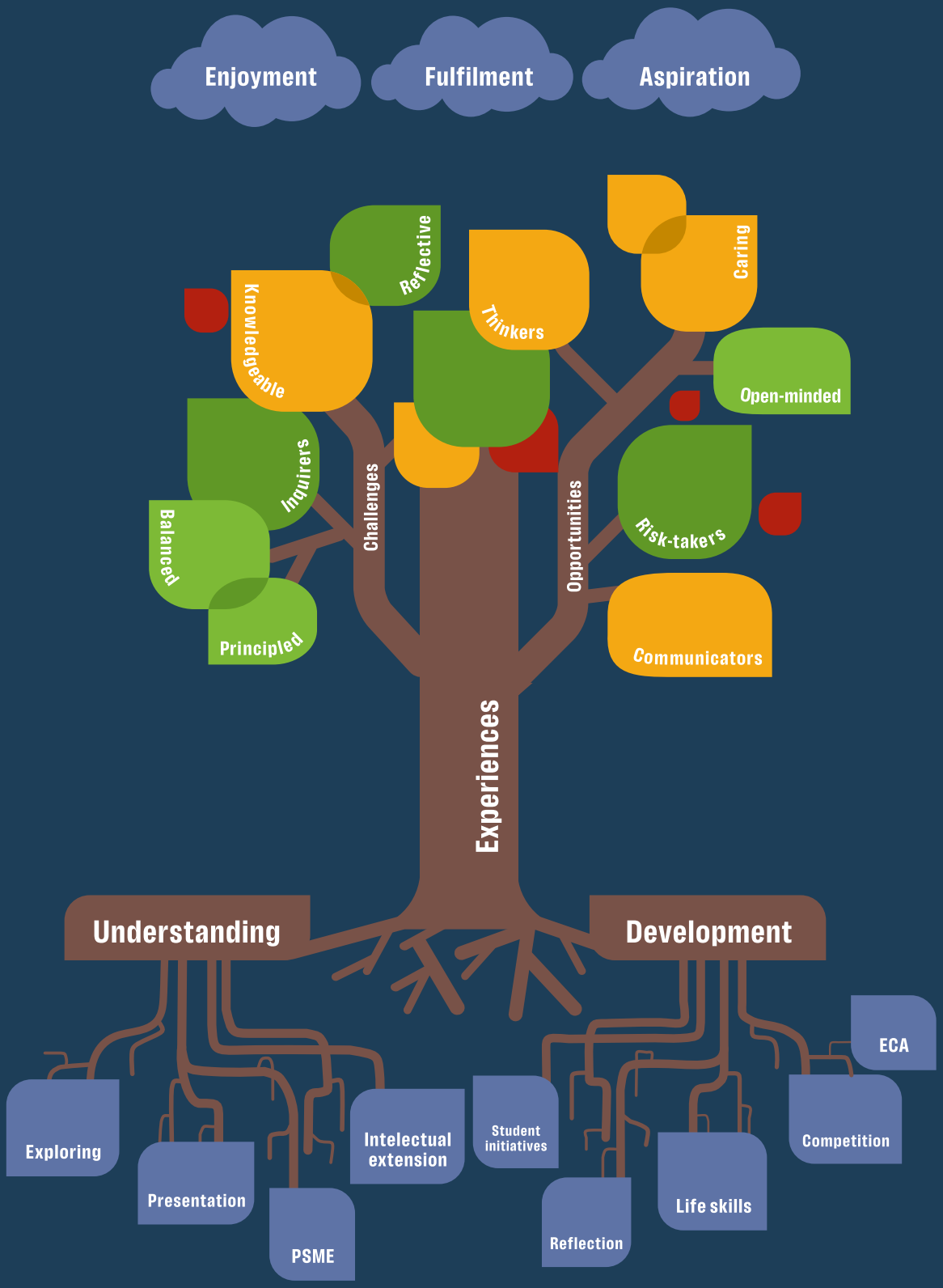
**for both events accommodation, transport and food is included*

Teaching Staff

Surname	Name	University and Degree	Teaching Qualifications
ALVAREZ	Jorge	University of Alcalá - BSc in Physical Activity and Sport Science	University of Alcalá - MA in Teacher Training for Secondary Schools
ARENAS	Leidy	Santo Tomas University, Bogota - BA in Business Administration	Cervantes Institute in Prague - Teacher of Spanish as a Foreign Language
ATHWAL	Harprit	University of Nottingham - PhD in Coordination Chemistry	University of Manchester - PGCE
BALE	Samuel	University of Sheffield - MEng in Mechanical Engineering	Birmingham City University - PGCE
BAŤKOVÁ	Monika	South Bohemian University - MA - Teacher of English and German languages	
BAXTER	Caroline	University of Wales - BA in Education	University of Wales - Certificate of Education University of Wales - BEd
BEARD	Anna	University of Wolverhampton - BA in European Studies (with German)	University of Cambridge - Certificate in Teaching of English as a Foreign Language
BIRÓ	Katalin	Eötvos Loránd University - MSc in Biology and Chemistry	Eötvos Loránd University - Teaching qualification in Biology and Chemistry
BLEAKS	Glenn	University of Cambridge - MEd	University of Cambridge - PGCE
BROOKES	David	University of Wales - BA in Geography Edge Hill University - NPQSL	University of Gloucestershire - PGCE
BROWN	Nigel	University of Leeds - PhD in Transport & Quality of Life	University of Leicester - PGCE
BUCHAROVÁ	Veronika	Hradec Králové Faculty of Education	University of Dundee - MEd
COLLIER	Teresa	University of York - MA in Political Philosophy	University of Durham - PGCE
COSSINS	Gary	University of Central Lancashire - BA in English & Journalism	University of Durham - PGCE
CUCIUC	Gabriela	The Lower Danube of Galati - BA in Physical Education and Sports	
DALY	Ann	University College Cork - BA in Geography and History	University College Cork - Diploma in Higher Education
ELDER	Stephen	University of Aberdeen - MA in English	University of Buckingham - PGCE
EMMERSON	Tony	University of London - BSc in Chemistry University of London - NPQH	University of East Anglia - PGCE
FOSTER	James	University of Nottingham - BA in German (with Spanish)	Bishop Grosseteste University - PGCE
HILL	Nicholas	University of Lancaster - BA in History and Politics University of Cambridge - MSt in Education (History)	University of Bath - PGCE
HOPWOOD	Gavin	University of Hong Kong - MSc in Information Technology in Education	Manchester Metropolitan University - PGCE
HUANG	Eric	Brooklyn College, NYC - BSc in Mathematics and Secondary Mathematics Education	Hunter College, NYC - MSc in Professional Mathematics Education
HUDSON	Stephen	University College Dublin - BA in History & Philosophy The Open University - MEd	University of Buckingham - PGCE
IBBITSON	Daniel	University of Huddersfield - BA in Interactive Multimedia	University of Huddersfield - PGCE
JANKOVÁ	Eva	Charles University - MA in Czech Language and Literature, Sinology	Charles University - Pedagogy Qualification

JARVIS	**Matthew**	University of Wales, College of Cardiff - BSc in Computing and Statistics	Loughborough University of Technology - PGCE
KERR	**Jean**	University of Sheffield - BSc in Pharmacology	Sheffield Hallam University - PGCE
KISTER	**Jaime**	University of Missouri - MA in Curriculum Design and Management	University of Missouri - BSc in Education
KLAUS	**Jan**	Charles University - MA in Physical Education and Sport	
LINDE	**Beathe**	Nordic Institute of Stage and Sound	
LÖÖF	**Jacob**	Karlstad University - BA in English Literature	Örebro University - MA in Secondary Education in Music
McGRATH	**Kilian**	Queens University Belfast - MSc in Molecular Biology and Biotechnology	University of Manchester - MA in Educational Leadership
McKENZIE	**Jesse**	University of Canterbury - BSc in Physics and Computer Science	New Zealand Graduate School of Education - Teaching Qualification
MacLEOD	**Katy**	University of Edinburgh - MA in Fine Art	University of Edinburgh - PGDE
MATTHEWS	**Alan**	Dublin City University - Bachelor of Arts in Humanities	University College Dublin - Post Baccalaureatum in Education
MORGAN	**Catherine**	University of Northumbria - BA in Performance	University of Edinburgh - PGDE
MORRISON	**Gemma**	Newcastle University - BSc in Biomedical Genetics; MRes in Medical Genetics	University of Manchester - PGCE
OGDEN	**Daniela**	Charles University - MA in Teaching of French and PE	
OTT	**Christopher**	University of Victoria - BSc in Psychology	Ontario College of Teachers - Certificate of Registration
PATERSON	**Mark**	University of Auckland - BSc in Geography and Biogeography	University of Auckland - Diploma in Secondary Teaching
PÁVKOVÁ	**Barbora**	Charles University - MA in Teaching in Secondary Schools - English and Russian	
PEERLESS	**Dana**	Charles University - MA in Teaching in Secondary Schools - Czech and English	
PUGH	**Gareth**	University College, Cardiff - BA in German	University College, Cardiff - PGCE
QUINEY	**Helena**	University of Oxford - MA of Studies in Literature and Arts	University of Oxford - PGCE
REARDON	**Gail**	University of Nottingham - LLB in Law	University of Sunderland - PGCE
SALAČOVÁ	**Michaela**	Charles University - MA in Teaching Czech as a Second Language	
SARTAIN	**Helen**	Loughborough University - BEng in Automotive Engineering Edge Hill University - MA in Education	University of Lancaster - PGCE
SLEE	**Jade**	University of Roehampton - BA in Creative Writing	Goldsmith's, University of London - PGCE
ŠVÉDA	**Josef**	Charles University - PhD in Czech Literature and Theory of Literature	Masaryk University - Teaching Qualification for Secondary Schools - Czech
ŠVEJDOVÁ	**Alena**	Charles University - MA in Teaching in Secondary Schools - Czech and English	
TOGNINI	**Francesco**	University of Strathclyde - BSc in Mathematics	University of the West of Scotland - PGDE
VASSOGNE	**Gaelle**	PhD in German Studies	Ecole Normale Supérieure of Fontenay Saint-Cloud - Agrégation d'allemand
VELLA	**Alison**	University of Malta - MA in Islands and Small States	University of Malta - PGCE
WYLLYAMS	**David**	Durham University - BSc in Economics University of Roehampton - MA in Education Leadership & Management	George Abbot SCITT - QTS
YOUNG	**Diana**	University of Durham University - PhD in Politics	University of London - PGCE

:more programme



Excellent education and something **:more...**

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