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|  | **Schola Europaea**  Office of the Secretary-General  it |

**Ref: 2015-07-D-13-en-2**

**Orig.: EN**

**Audit Report – School of European Education, Heraklion**

**BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS**

Meeting on 1-3 December 2015 – Brussels

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1. **General information**

A. Current audit

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| Aim of audit | Renewal of accreditation of the Nursery, Primary and Secondary (S1-S7) cycles at the School of European Education at Heraklion |
| Inspectors | ANASTASSIADES, Loizos; GUERREIRO, Helder; LACZYNSKA, Urszula |
| Dates of audit | 4 to 8 May 2015 |

B. General information about the school

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| Name of the school | SCHOOL OF EUROPEAN EDUCATION  HERAKLION CRETE | | | Organisation  (School provider) | | Supervisory body:  Regional Directorate for Primary and Secondary Education of Crete | | | |
| Street address | Savathianon & A.Nioti 8, | | | Postal address | | Leoforos Knosou 6  71306 Heraklion  Crete | | | |
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| Website | [www.sch-eur-education.ira.sch.gr](http://www.sch-eur-education.ira.sch.gr) | | |
| Legal status of the school (independent / public; funding of school etc.) | State (public sector) school | | | | | | | |
| Reason for the introduction of European schooling | The School of European Education (SEEH) was established in Heraklion, Crete in the 2005-2006 school year, pursuant to Law No 3376/2-8-05. It belongs to the Greek State and responsibility for it lies with the Crete Regional Director of Primary and Secondary Education. It was set up to provide schooling in particular for children of the staff of the European Network and Information Security Agency (ENISA). | | | | | | | |
| Language sections | Nursery  EN, EL | Primary  EN, EL | | | Secondary  EN, EL | | | Total number of different language sections  2 |
|
| Number of classes | Nursery | Primary | | | Secondary | | | Total |
| 2 | 8 | | | 12 | | | 22 |
| Number of pupils | Nursery | Primary | | | Secondary | | | Total |
| 22 | 116 | | | 80 | | | 218 |
| Number and (%) of Category 1 pupils | Nursery | Primary | | | Secondary | | | Total |
| 3 (13.6%) | 8 (6.9%) | | | 2 (2.5%) | | | 13 (6%) |
| Number and (%) of SWALS pupils | Nursery | Primary | | | Secondary | | | Total |
| 1 (4.5%) | 3 (2.6%) | | | 7 (8.8%) | | | 11 (5%) |
| L1 taught in the school | Nursery | Primary | | | Secondary | | | Total number of different L1 taught in school |
| EL, EN, IT  (18) | EL, EN, FR  (113) | | | EN, EL  (80) | | | 211 |
| Subjects taught in L2 in S 3-5 | Human Sciences, History, Geography and Economics | | | | | | | |
| S Subjects taught in L2 in S 6-7 | History, Geography and Economics | | | | | | | |
| Tuition in the language of the country (compulsory / optional | As L1 (Primary)  Yes in Italian and French  No in Portuguese and Latvian  Provided as an option for the English section (L3) | | | | | | | |
| Composition of management and middle management staff | Director + 2 deputy directors  (there are 18 coordinators, but they are not middle management) | | | | | | | |
| Number of teachers  Full time | Nursery / Primary | | Secondary | | | | Total | |
| 4 / 20 20 | | | | | | 44 | |
| Part time | 0 / 0 0 | | | | | | 0 | |
| Number and (%) of qualified teachers | Nursery/Primary | | Secondary | | | | Total | |
| Full time | 2 / 10 (50%) 10 (50%) | | | | | | 22 (50%)\* | |
| Part time | 0 0 | | | | | | 0\* | |

\* This percentage refers to seconded teachers, who are fully qualified. The remaining 50% of the teachers are locally recruited who are not fully qualified. Nevertheless, their qualifications were considered adequate to their teaching positions by the national inspectors.

C. Information about previous audits and accreditations (Filled in by the Central Office)

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| Dates of first accreditation of the school | 15 October 2008 (Nursery and Primary cycles)  17 to 21 January 2012 (Secondary cycle, years 1 to 5). |
| Dates of first accreditation of years 6 and 7 | April 2014 |
| Dates of previous audits | 18 November - 22 November 2013 |
| Recommendations from the last audit | 1. ***Teacher recruitment***   The recruitment and appointment process for teachers should conclude by July each year, at the latest. This should be guaranteed by the responsible authorities.  ***2. Continuity***  School directors and teachers should have longer-term contracts of at least three years so that the knowledge and experience necessary to offer the BAC and a complete curriculum is provided.  The verbal commitments given by the Regional Director of Crete and the Regional Director of Education in Crete to explore this proposal with the Minister of Education in Athens are acknowledged. This will require reform of the institutional framework (legal basis) of the school. Firm, written commitments are required. This is crucial: the future of the school depends on this.  ***3. Pupil numbers***  a) It is important to regain the confidence of parents and to make every effort to increase the number of pupils, especially in the English section. This is to fulfil the requirements of the European Schools and to create a multi-cultural learning environment.  b) The current enrolment policy needs revision. The number of pupils in the English section is too small. Unless firm commitments are given by the school authorities to remedy this situation for September 2014 there will be no future for this school.  ***4. Relationships with ENISA***  Formal and frequent communications with the management of ENISA should be established. This would enhance the support of ENISA institution for the school. It could strengthen enrolment of category 1 pupils and contribute to greater confidence in the school. The reform of the enrolment policy would equally improve the situation. Other international research institutions like the Hellenic centre of Marine research and universities have indicated an interest in the school, but pupils could not be enrolled up until now.  ***5. Continuous professional development***  It is recommended that the directorate of the school establish a needs-based system of INSET for the school, review the provision annually and utilise the expertise of staff in the school to present activity-based workshops and seminars.  ***6. Learning support***  The school should devise a learning support policy and implement teacher planning and approaches to include IEPs, differentiated methods, target setting, review dates and parental involvement. It would also be useful to construct an approach to team teaching. |

**2. Methodology of the audit**

The audit was carried out according to the document “Accredited European Schools” (2013-01-D-64-en-4).

Prior to the audit a school self-evaluation form, following the structure of the criteria and indicators for audits, was sent to the school.

The school forwarded the following documents to the inspectors, which were analysed before the school visit:

* *mention all documents that were forwarded by the school*

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Self-evaluation form

Previous audit report

Statistics of pupils

School timetables

School year calendar

**The audit activities included:**

* *Meetings carried out during the audit visit*

The Deputy Directors Primary and Secondary -.

Deputy Head of ENISA

Deputy Mayor responsible for the education issues

Regional Director of Education in Crete

Regional Governor of Crete, Regional Director of Education in Crete, Mayor of Crete

ENISA’s parents

Learning Support Coordinators

BAC coordinator

Parents’ Association

School Coordinators

Representatives of primary pupils

Representatives of secondary students

*The Director was absent the whole audit week. The audit team was not previously informed that the Director would be absent during the audit days and it was not able neither to meet her nor to talk to her*

Lesson observations in all the language sections and of different subjects

* 2 lessons in nursery cycle
* 7 lessons in primary cycle
* 9 lesson in secondary cycle

Analysis of relevant documents:

School annual plan

School Vademecum – secondary cycle

School Year Evaluation Report 2013/2014

In-service training 2013-2015

Planning for the secondary cycle 2015-16

Overview of teachers and Coordinators

Learning Support - Guidelines for teachers’ use

Job description for coordinators

Visit to the University building Liable to be used as the new SEEH

Feedback meeting with the management

In the feedback meeting, the inspectors reported to the management team – here represented by the Deputy Directors Primary and Secondary – the main findings of the audit, namely those that underpin the analysis on the progress made by the school since last audit.

**3. Summary of main findings, recommendations**

The School of European Education, Heraklion *(SEEH)* is the only international school on the island of Crete. This European School is of significant value and pride for the Cretan and Greek authorities, as well as for its pupils, parents and teachers. The school programme is completely based on the guidelines and rules for European schools. Official syllabuses are the baseline for all subjects.

The audit took place little after some political changes in Crete, that brought new representatives to the audit process, namely from the headship of the Regional Directorate of Education in Crete and from the municipality of Heraklion.

The school management and the teachers, in general, are much engaged in school work, and they are putting a lot of effort to keep the European School despite the difficulties they have been facing. Such dedication has sometimes led to more emotional actions, such as public demonstrations in defence of the school. Under hard circumstances, the teachers try to provide good quality education to children.

Additionally, the interviewed school players are aware of the recommendations from last audit reports and of their correctness. Some of them were meant to be conditions *sine qua non* for the renewal of accreditation and to keep the European School project alive.

**Main findings**

As positive findings, the team of inspectors highlight the recommendations from the previous audit report that were met:

Continuity: the new legal framework on the secondment of teachers, approved coincidently with the school audit and already published in the National Gazette (ΦΕΚ), ensures a secondment for seven years. Professional stability will create the conditions for teachers to be more committed with their work and to prepare properly the provision of the European School Curricula. Staff stability is also a necessary condition to offer the BAC, because it needs experienced staff to prepare the students. Nevertheless the legal framework refers only to the seconded teachers and not the locally recruited ones.

Relationships with ENISA: ENISA and the SEEH have developed several joint activities. Every year, all classes visit ENISA to be informed about the safe use of internet. Additionally ENISA representatives visit the school when celebrating the day of Europe to meet the pupils and to make them aware of internet risks. The parents of children category I (usually called ENISA’s parents) are a relevant stakeholder of the school;

Continuous professional development – more training activities have been organised and more teachers have been involved in inset, as well as the management. Part of this attended training was organised by the European Schools. In the recent past, another aspect that deserves to be highlighted is the strengthening of links with other European Schools, in order to learn with different practices. Early in June, a European Inspector is providing training covering three important areas: nursery education, assessment policy and learning support.

Learning Support – some basic steps were taken towards the development of an effective Learning Support Policy. Two teachers were appointed as LS coordinators for primary and secondary cycles and they attended the training on Educational Support held in Mol in 2015. The school set the guidelines for educational support and two specialised teachers are providing support to SEN pupils.

As a recommendation from the previous audit report that was partly met

Teacher recruitment - it is to underscore that in the school year 2014-2015 the placement of teachers ran in a smoother way than in a previous school year. Nevertheless there was a delay (more than half a month) in starting school activities for pupils due to the long and time consuming procedure of teachers’ recruitment. There is no guarantee that this situation will not repeat itself in the next school year and in the future. Several stakeholders agreed that there is still room to make the teachers’ placement faster.

Besides the recommendations that were met, the team of inspectors also highlight the following positive findings that confirm the good atmosphere at the school:

The students feel well-supported by the teachers, they are happy and they enjoy being at school;

The availability and commitment of the deputy directors and the ‘open door policy’ that is implemented by the management that facilitates communication with the parents, pupils and staff;

The advantage taken from the small size of the school to build good relationships among pupils, teachers and parents, which contributes to a safe environment and facilitates learning. The daily meeting of the school community before the lessons begin, also contributes to such a family-like atmosphere;

European values such as tolerance towards difference are fostered;

The commitment of the Deputy Directors and most teachers, who do a lot of work beyond management and teaching and keep all services functioning, because there is no secretariat or other administration staff;

The joint struggle of the school community (teachers, pupils and parents), that share the same goal – to keep the European School of Heraklion (SEEH).

On the other hand, some aspects that were pinpointed during the last audit have not been solved, so far. These deserve urgent solutions as they are critical for the renewal of accreditation of the European School. Nevertheless, the school alone has little influence to find feasible and fast solutions:

School building - There are no vacant classrooms and the laboratories, ICT room or library are all the time occupied with regular lessons. The lack of specific rooms and resources has prevented the adequate provision of the syllabuses of some subjects (e.g. PE, Music, Biology, Chemistry and Physics). As a result, the students of Secondary cycle mainly, cannot reach the goals described in the syllabuses and experience the same curricula that other European School students do. The building is far from being suitable to provide proper education. In addition to the lack of classrooms, there is no gym and the number of sport facilities isn’t enough, the playground attended by Primary and Secondary pupils is very small. There is no courtyard for Nursery. There is no proper workspace for teachers.

The audit team, the Greek primary and secondary inspectors, the school deputies, the Regional Director of Crete and the Mayor of Heraklion participated in a meeting hosted by the Governor of Crete. The Greek authorities accepted as a feasible and fast solution the adaption of an empty building where the University of Heraklion was formerly settled. A visit to the premises was organised for the next day, with the participation of one engineer from the municipality, some technical staff and the press. All entities showed verbal commitment with the project. One week after the inspectors were on the site, a phone call from a member of the Municipal Board, who is also a representative of the parents, reported orally to the audit team the conclusions of a meeting held in Athens: the necessary amount to adapt the building (estimated € 300.000) was guaranteed, the works would start in Summer and one of the cycles – either the Primary or the Secondary – could move to the new building in January 2016.

The European Baccalaureate, is equivalent to the leaving certificate (apolytireion), awarded at the end of public Greek secondary school education, so they are entitled to seek admission to any university in the territory of any Member State on the same terms as nationals of that Member State with equivalent qualifications.

According to the Greek legal framework, all the holders of leaving certificate (apolytireion), awarded at the end of public secondary school education in the country or of an equivalent qualification, obtained in the territory of the state, have to sit for special national entrance exams for University admission.

The above Greek exams take place between mid-May and June, whilst the Baccalaureate exams come out in July. The above mismatch of dates forces the BAC students to wait one more year until they have the opportunity to do the Greek examinations, in order to seek admission to a Greek university. Therefore, SEEH students have not only to be examined the following year but also in different material, since in most of the subjects the curriculum is significantly different.

As a consequence of such situation, SEEH students hardly will enrol in S6 and S7, which may contribute to the shortage of students attending this level.

The number of pupils in total is lower comparing to the previous school year. The number of pupils in the English section tends to decrease especially in Nursery and Primary. It is important to underline that some of Secondary students leave earlier the school, because of the problem mentioned above, regarding the dates of the Baccalaureate exams and Greek Universities’ entrance examinations, and due to the recent re-allocation of the staff of the European Union Agency for Network and Information Security (ENISA) in Athens. The figures are as follows:

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***School year*** | ***Number of pupils***  ***Nursery*** | ***Number of pupils***  ***Primary*** | ***Number of pupils***  **Secondary** | ***TOTAL***  ***number of pupils*** | ***Number of pupils***  ***EN Nursery*** | ***Number of pupils***  ***EN Primary*** | ***Number of pupils***  ***EN secondary*** | ***TOTAL***  ***Number of pupils***  ***EN section*** |
| ***2006-2007*** | *36* | *144* | 0  (No secondary cycle) | **180** | *13* | *14* | 0  (No secondary cycle) | 27 |
| **2013-2014** | 10 | 135 | 72 | **217** | 10 | 23 | 10 | **43** |
| **2014-2015** | 19 | 113 | 80 | **212** | 4 | 18 | 15 | **37** |

The school does not offer mother tongue lessons for every SWALS category I. There are lessons in Italian and French but there is no tuition in Portuguese and Latvian, despite the procedures that the school made at the beginning of the school year to recruit teachers for these posts.

The school has no secretariat, administrative staff, bursar or even phone operator. The administrative tasks are assigned to teachers and to the deputies, themselves, as it happens in all Greek state schools.

The audit team also highlights some findings from the pedagogical sphere that are expected to be solved by the school itself:

Harmonisation of mid-term and long-term planning and supervision of its development across sections, which depends on the effectiveness of the action of the management and the coordinators;

More balanced provision between the sections, in nursery/primary;

In the secondary cycle, unclear allocation of classes to the rooms, which sometimes leads to a waste of time when teachers have to find a vacant space;

Poor organisation of physical education due to the lack of a gym and very scarce use of available resources, as well. Additionally, it urges to find a room where pupils may change clothes;

Lack of cohesion between the lesson planning and the activities that were delivered;

The rooms of the secondary cycle are rather neglected.

**Recommendations**

All cycles should move from the existing school to the former building the University of Crete, before 1 January 2016, thus materialising the verbal commitment of the stakeholders and leaving space for adequate use of specific rooms by all classes, giving the access to a more effective provision of the school curriculum. In the meantime, the Greek authorities should also account the OSGES in written form and regularly on the progress made for the adaptation of the building.

If needed, the school should provide some kind of extra-support to pupils, so that they may overcome the negative effects brought about by the inadequate provision of the curriculum in the first trimester of the school year (September-December), due to the lack of suitable spaces.

The competent authorities should find a solution to overcome the barriers that prevent the students who complete the European BAC in Heraklion from fulfilling the necessary conditions to apply to a Greek university the same year.

The necessary steps supporting the recruitment of teachers should be finished by the end of July 2015, in order to ensure that they will have time for an adequate preparation for the following school year, that will starting on 1st September 2015. The same timing should also apply for the locally recruited teachers.

Together with the competent authorities, the school must find a solution for gradually replacing the teachers by other staff in administration tasks, leaving the former more available to pedagogic ones.

The school should consider strategies, by means of more effective coordination and collaborative work across sections, so that sharing may bring about harmonisation and balanced pedagogical approaches, taking good practice as examples to follow.

Whenever the school is unable to find a LI teacher for SWALS pupils in due time, distance learning with native qualified teachers should be considered as an alternative. .

The organisation of physical education should be improved, so that proper spaces and time for changing clothes before/after activities may be found.

The coordinators’ actions towards harmonisation within and across sections must be more effective, namely when mid- and long-term planning is concerned.

**4. Final conclusion**

The audit team appreciates the efforts made by the school and the Greek authorities to meet the recommendations from the previous audit report, a strong will to keep the SEEH and also the fact there are no other international schools in the island, on the one hand. Nevertheless the inspectors consider that there are very important remaining critical and unsolved problems. Full accreditation can only take place when there are physical conditions for the provision of the European School curricula and thus enabling the pupils to reach the goals foreseen, supported by a legal framework that takes into account the specificities of the European School system.

Therefore, the audit team recommends

to renew the accreditation of the Nursery, Primary and Secondary (S1-S5), under the condition that both cycles will move to another setting  in the school year 2015-2016, starting before 1st January 2016, in order to ensure the necessary conditions for the provision of the Curriculum. The written undertaking signed by the Greek authorities and the director of the school is needed to make proof of the commitment of the parties about the change of the school setting;

not to renew the accreditation of S6 and S7, until the necessary conditions are created for potential students to profit from a range of curricular offers and by overcoming any kind of barriers that may delay the admission of successful BAC students to Greek universities.

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# **5. Findings**

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| **I. Pedagogical equivalence** | |
| **I.1 Organisation of studies and subjects correspond to the European Schools (ES) system until S5** | |
| * Time allocation to the different subjects and cycles (nursery, primary, S1–5) corresponds to the ES system. * Syllabuses used in different subjects (nursery, primary, secondary S1–5) corresponds to the ES system. * Three vehicular languages as L2 are offered. * L3 tuition is offered. | The subjects taught in different cycles (nursery, primary, secondary Y1-5) correspond to the European School´s curriculum.  The school offers EN, FR and DE as LII.  In L3, the school offers the three vehicular languages and also IT, ES, and EL.  The organisation of studies corresponds to the one of the European School System and the time allocation to the different subjects meets the regulations of the ES. |

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| **1.2. Organisation of studies and subjects correspond to the ES system on S6–7** | |
| * The school organises / has an intention to organise the European Baccalaureate. * Organisation of studies in S6–7 corresponds to the regulations of the European Schools system. * Time allocation to the different subjects in S6–7 corresponds to the regulations of the ES system. * Teaching in S6–7 is entirely consistent with the European Schools syllabuses. * Three vehicular languages as L2 are offered. * The school offers L3 tuition. * The range of options in S6–7 is conducive to pupils’ subsequent admission to the higher education courses. * All students preparing for the European Baccalaureate have had European schooling in S6–7. | In June 2015 will take place the first European Baccalaureate at the ES of Heraklion.  The organisation of studies and the time allocation to the different subjects in S6 and S7 correspond to the regulations of the European Schools.  The school offers three vehicular languages as L2. The school offers L3 IT, ES, EL(next year 2015-2016)tuition.  After concluding the Bac at the SEEH, the students who want to enter a Greek University have to pass the exams required in the Greek system. There is no equivalence between the BAC and the Greek examinations and there is a mismatch of their timing that delays the admission to Greek Universities for one year.  The two students who will do the European Baccalaureate in 2015 have had European schooling in years 6 and 7. |
| **II. Management and Organisation** | |
| **II.1 The school management ensures that teachers are up-to date with current pedagogical developments both in terms of subject content and methodology** | |
| * There is a plan for continuous pedagogical development both at school and personal level. * Records of activities of continuous pedagogical development are kept at school and personal level. | In 2012-2013 it was held a Pedagogical Day addressing all the teachers.  Furthermore, the Bac coordinator attended the oral examination at Brussels III ES, as an observer, to learn about the procedures, and the Integrated Sciences coordinator participated in a training meeting organised by the European Schools.  The school itself organised training on TI-Nspire calculators, used in Mathematics.  The school has organised training on Environmental Education through experiential seminars outside the school (in nature) in collaboration with Environmental Education Centres. It involved all the teachers – 1 per seminar. In 2012-2013, the theme was  "Educating the School of European Education in sustainability"  - In 2013-14, the school year started very late due to the late placement of teachers. Therefore, the school could not find enough time to develop their own inset. Nevertheless  - four teachers participated in a Grundvig project on multi-cultural environments;  - one deputy director participated in a Comenius Seminar on Leadership;  - three teachers participated on distance learning courses.  In 2014-2015, the school year started with more than a half month delay, due to the late recruitment and placement of teachers.  Nevertheless   * six teachers participated in an Erasmus+ Key Action 1; * Support Coordinators participated in a training organised by the European Schools about Educational Support in Mol; * Eleven secondary teachers participated in seminars organised by the European Inspectors and the Intermath – Primary Coordinator participated in training on Intermath.   It was also organised a pedagogical day focused on Safety, First Aid and emergency plan.  It is planned another Pedagogical Day to be held in June, on Early Education Curriculum, New Assessment Policy and Educational Support.  Many teachers have participated in training events, organised in the region by some institutions, such as the University of Crete. The certificates of participation are kept in the teachers’ portfolios, which are stored at the Regional Services of the Ministry. |

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| **II.2 The school management enables and encourages cooperation and coordination within and between sections, subjects and cycles** | |
| * There is evidence of management role to harmonise pedagogical procedures within and between sections, subjects and cycles. * There is evidence of teachers exchanging professional experiences and expertise between levels, sections, schools, etc. * There is evidence of meetings, projects, etc. supporting cooperation and coordination within and between sections, subjects and cycles. | There is not much evidence of the harmonisation across sections and between cycles, which denotes lack of cooperation and coordination. There is not a tradition of peer work among teachers.  The number of coordinators seems to be rather exaggerated - 14 - bearing in mind the number of teachers and the size of the school. Most coordinators encompass a small number of teachers.  The deputies organise regular meetings with staff of the levels they are responsible for. Some coordinators organise formal meetings. The minutes or other records are kept. |

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| **II.3 The school has guidelines for transition of pupils from nursery to primary and from primary to secondary** | |
| There is evidence of procedures for transition of information from nursery to primary and from primary to secondary (meetings, visits, projects, etc.). | There are guidelines for transition from nursery to Primary and from P5 to S1.  The S1 students present projects to P5 pupils and these do the same to Nursery children.  In the last month of the school year, primary pupils visit secondary classes and nursery pupils visit primary classes.  There are common fieldtrips and celebrations.  When a pupil enters the 1st grade, a Primary 5th grade pupil adopts “him” or “her” to help integration. |

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| **II.4 The management ensures mother tongue tuition to pupils whose mother tongue does not correspond to the language of the section** | |
| * There is evidence of school organising mother tongue tuition (including allocated time, grouping etc.). * The school follows the ES L1 syllabuses. | School is able to provide LI IT and FR. However, it is unable to find teachers who may provide PT and LV. Distance-training via Skype could be alternative, but so far it has not been implemented by the school.  In the Secondary cycle there are two category I students.  The school follows the European School syllabuses. |

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| **II.5 The school management ensures an effective use of teaching time** | |
| * Timetabling ensures an equitable distribution of subject time through the week/half term. * Measures are taken to make best use of teaching time (including replacements). | The timetables are not always easy to read, mainly in the secondary level, as some information is missing – either the subjects, the teachers or the rooms. It brings about difficulties.  Unclear allocation of classes to the rooms causes wasting of teaching time when teachers try to find a vacant space. |

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| **III. School Ethos and Climate** | |
| **III.1 A European Context is established in order to foster mutual understanding and respect for diversity in a multicultural setting** | |
| * The European dimension is integrated in subjects’ syllabuses, teachers planning and lessons. * A rich provision of European language courses and high standards in them is ensured (L3, L4). * Pupils work together across language sections. * There is evidence of celebration of national festivals and reference to national current affairs. * School organises communal events which bring together pupils and teachers (and parents) from different language sections. | The European dimension is integrated in subject curricula, when an opportunity arises. However, this is not visible very often neither at the planning level, nor in the lessons.  There is a lack of materials related to Europe and European issues, namely maps and other artefacts.  Pupils of the two existing sections do not work together on a regular basis. However, they participate in some common projects.  There is clear evidence of the celebration of national festivals. |

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| **III.2 The physical environment reflects the purpose of teaching and learning** | |
| * There are an adequate number of rooms of appropriate size. * Classrooms and public areas are clean, safe, and tidy and are in good repair. * There are displays of work and other materials in corridors and classrooms related to the European dimension. | The number of classrooms is clearly insufficient, and some of them are inadequate to teaching and learning.  The few existing specific rooms, such as the library and ICT room, cannot be used for their key purpose, as they are fully occupied with regular classes.  The public areas are clean and safe. However, students from secondary education and primary/nursery are mixed up during breaks and the playground is very small. Moreover, there is no courtyard for Nursery.  In the building area allocated to Primary, the corridors are well decorated with pupils’ works. |

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| **III.3 The social climate promotes successful learning and fosters tolerance and mutual respect** | |
| * There is evidence of -mutually respectful relations between members of the school community, in particular across language sections. * Pupils’ behaviour and attendance is monitored. | The safe and friendly environment in this small-size school contributes to a positive learning atmosphere. Disruptive behaviour is rare and properly solved.  There are 14 pupil representatives in a Committee in the secondary cycle. In all Primary cycle classes there are three representatives elected by their peers – one is the president. Such pupils’ structures enhance democratic participation in school life and contribute to the development of an active citizenship in society.  Such representatives meet the headship of the school to discuss important issues, either called by the deputy directors or on their own initiative. Therefore, they are somehow involved in decision-making process.  There is a committee of teachers that supervises the misbehaviour of secondary cycle pupils.  Whenever there is a pupil who misbehaves in primary, the class teacher monitors the situation, and consults the parents and the deputy director. |

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| **III.4 Communication is rapid and appropriate** | |
| * There are formal and informal communication channels within the school community. * There are formal and informal communication channels with stakeholders outside the school. | As the number of teachers is small, communication is very often made directly by the school management and by email. Some information is displayed in the teachers’ room. The coordinators inform directly their colleagues whenever any news comes out. |

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| **III.5 Co-operation with the society** | |
| There is evidence of co-operation with   * local community, * local schools, * trade and industry, * schools abroad (including European Schools, international co-operation). | There is cooperation with the Faculty of Education at the University of Crete. Some professors of the Faculty come to the school and provide some training on pedagogical issues.  A Professor at the University of Physics has helped the school to develop some projects in this area.  In the field of Biology the University provided some support on contents related to the sea.  ENISA has offered some equipment and they have also cooperated in many activities, as the one of the Day of Europe.  With the municipality some cooperation in the field of environmental education is developed. For instance, pupils have collaborated in several actions as volunteers.  There is collaboration with Non-Governmental Organisation (ONG) – with one ONG the pupils collect food for poor people in the neighbourhood; with another one they help abandoned animals.  There is collaboration with a centre for old people – they come to the school to show old games and how to make some handicraft. |

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| **IV. Curriculum and Planning** | |
| **IV.1 There is a long term and short term planning based on the curriculum** | |
| * Teachers have their short term and long term planning based on the curriculum. * The planning of the curriculum is regularly reviewed and revised. * Teachers hand over their planning to the management. | The planning is based on the curriculum. Despite the existing long-term planning, many teachers seem not to have a mid-term planning and many of them do not follow the adopted template.  The harmonisation of the mid-term and long planning is missing.  The teachers have handed over their planning to the deputy directors. |

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| **IV.2 There is continuity and progression from year to year** | |
| * There is evidence of transfer of planning documents from teacher to teacher. * Planning is easily accessible to the substitute teachers. | There is little evidence of continuity of planning from year to year in the planning documents. The uncertainty about the continuity of teachers, whose renewal has happened on an annual basis, does not help to ensure continuity in planning.  When one absence is expected, the planning is accessible to the substitute teachers. Otherwise, there is a folder with materials that may be used by the replacement teacher. |

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| **IV.3 The planning within and across the sections is harmonised** | |
| * The school has guidelines for short and long term planning which are followed by the teachers. * The school has planning templates which are used by the teachers. | Planning is not harmonised across sections, despite the existing school guidelines.  There are no school templates. |

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| **IV.4 Individual needs of pupils are respected in planning** | |
| * Differentiation is taken into account in planning. | Although some cases of teaching differentiation were observed in Primary cycle – use of a range of materials and methodologies – it was not evident that differentiation was considered in planning. |

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| **V. Resources** | |
| **V.1 Human resources are managed efficiently** | |
| * Teachers are appropriately qualified. * Subject teachers (art, music, PE, science subjects, mathematics, L2–L4, history, geography, etc.) have the required language skills according to the ES system. * L1 teachers are native speakers of the language they teach. * Authorities of the country in which teachers are qualified to teach, are consulted in recruitment. | The seconded teachers are recruited by the educational authorities in the terms of the Greek law and they are all fully qualified.  In the case of the locally recruited teachers, the inspectors of the country where he/she qualified is consulted and confirms the appropriateness of the qualifications to the teaching position.  Therefore, all teachers are appropriately qualified.  However, some subject teachers do not master English (the required vehicular language) well enough.  L1 teachers are native speakers, but all of them master Greek, as well.  The hiring of teachers also follows the Greek law and they must have a degree and be able to communicate in Greek. |

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| **V.2 A range of adequate equipment is available** | |
| * There is an adequate supply of subject-related equipment. * There is an adequate supply of ICT equipment. * There is a school library / media centre with adequate range of relevant books and ICT-material. | In Primary cycle, in contrary to Secondary cycle, the school has an adequate supply of equipment. It is to underline that all the classrooms have a smartboard, although not all of them are actually working or being used. Each classroom has some didactical material displayed or resources that can be used.  The school library is being fully used as a classroom.  There are no school laboratories in use, to support experimental learning, both in Primary and Secondary cycles. The scarce existing material cannot be used, as all the spaces are occupied with regular lessons.  There is no gym and a room for changing clothes before/after activities. The number of sport facilities isn’t enough. |

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| **V.3 A range of European dimension resources is used** | |
| European, multicultural and national resources are used appropriately and integrated into the teaching. | The European dimension is integrated in subject curricula. However, it is seldom visible at the planning level, or even in the lessons.  There is a lack of materials related to Europe and European issues, namely maps and other artefacts.  Pupils of the two existing sections do not work together, apart from the joint participation in some common projects.  There is clear evidence of the celebration of national festivals. |

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| **VI. Teaching and Learning (based on class-visits)** | |
| **VI.1 Teachers realise the ES syllabuses** | |
| * Teachers show knowledge of the subject and the European School syllabuses. * Lessons are planned, well-structured andrelated to the syllabus. * Culture, history and geography of different countries are integrated in the teaching and learning process in the classes when relevant. * Cross curricular links are emphasised. | Most teachers showed that they master very well the subjects they teach.  The lessons were related to the syllabi, but some of them seemed not to be coherent with the planning.  Whenever possible, most teachers try to integrate several areas of knowledge in the lessons they teach. Additionally, they used situations of the everyday life to illustrate and exemplify the lesson subject. |

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| **VI.2 Teachers employ a variety of teaching and learning methods appropriately used to the content to be taught** | |
| * Teachers communicate the objectives and competences to be accomplished to their pupils. * When possible teaching encourages awareness of broadened context outside the classroom or the particular lesson. * Teachers use variable methods (work in pairs, groups, teams, individually etc. * Teachers involve all pupils actively. * Teachers integrate ICT into their lessons. | Teachers seek to involve pupils actively.  Very often teachers support their teaching with examples from the context outside the classroom – the real world - and encourage pupils to do the same.  In Primary and in Secondary, despite having the pupils sitting in pairs or organised in small groups, they mostly develop individual work.  Some teachers integrate ICT into their lessons, but very seldom pupils are invited to use ICT during the lessons. |

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| **VI.3 Pupils are active learners** | |
| * Pupils show an active learning attitude during the lessons (fingers in the air, eager to answer, not busy with other things, working on their own etc.). * Pupils get feedback in order to improve their learning. * Pupils are responsible for aspects of their own learning. * Pupils use ICT in learning. | In most classes, pupils participate orderly and actively in the lessons. They have good work routines and autonomy, showing responsibility for their own learning.  Some teachers use ICT in the classes, but the pupils very seldom have the opportunity to use such devices in the classroom.  In Secondary one smart board only was observed. The teachers sometimes try to use a laptop. |

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| **VI. 4 Teachers take care of pupils' individual needs in their teaching** |
| Differentiation is practiced in lessons.  Apart from the classes with SEN pupils, differentiation is only occasionally used in practice and the inspectors did not realise that differentiation was a concern at the planning stage. |

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| **VI.5 Teachers show effective class room management** |
| * Teachers create a stimulating learning environment. * Teachers use resources effectively. * Teachers use teaching time effectively.   Most observed classes are managed effectively, avoiding waste of unnecessary resources – namely time and materials. In most classes pupils seem to be fully engaged in the activities. |

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| **VII. Assessment and achievements** | |
| **VII.1 Teachers apply the school guidelines on assessment** | |
| * School has guidelines on assessment. * Teachers apply the school guidelines on assessment. * Teachers assess pupils´ progress (formative and summative) on a regular basis. * A range of different assessment methods is used to provide a broad picture of pupils’ competences (knowledge, skills and attitudes). | The school has some guidelines on policy assessment. On regular basis, teachers evaluate students formatively and summatively.  A range of different methods are used to provide a broad picture of pupils. The European School assessment policy is followed.  The European schools’ marking system is used in S6 and S7. |

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| **VII.2 The European Schools´ assessment system is used** | |
| * Record of child´s development, portfolio in Nursery cycle. * School report in Primary cycle and S1–5. * Harmonised tests and exams in S5. * The European Schools´ marking system in S6–7. | The European assessment system is followed in Nursery and Primary. The school provides guidelines on assessment. The assessment coordinator was recently appointed.  Portfolios are organised in Nursery and pupils participate actively in the selection of materials.  In Primary, not all the classes have pupils’ records well-organised and teachers seem to proceed differently.  In Secondary teachers follow the rules of the European Schools in regard to the assessment of students (student assessment form, ‘B’ test, harmonised tests). The school management ensures complete transparency in the evaluation process and it is the obligation of each teacher to keep all the elements that support the results of the assessment, such as: portfolio, personal file for each student, work samples, copies of tests, as well as regular updates of parents.  The students’ performance is presented for discussion before the class committee. |

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| **VII.3 Assessment methods are valid, reliable and transparent** | |
| * Assessment is clearly related to the learning objectives. * Information about learning objectives, assessment criteria, and time of assessment is available for pupils. * Records of pupils’ progress are maintained. * Pupils’ results are analysed. * Pupils’ attainments are communicated to their parents regularly. | Assessment is related to the learning objectives and the content of the subjects.  Pupils and parents are informed about assessment criteria at the beginning of the school year.  The original of pupils’ assessment reports are given to parents and the teachers keep a copy of reports. |

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| **VII.4 Pupils develop the ability to assess their own work and that of their peers.** | |
| There is evidence of self-assessment and peer assessment. | In some classes of Primary, some records of self-evaluation processes were observed, but such records seem not to be common to all teachers.  There were no observed cases of peer assessment neither in Primary nor in Secondary. |

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| **VIII. Educational Support** | |
| **VIII.1 Pupils individual needs are recognised and pupils get educational support** | |
| * School has guidelines on educational support. * There are harmonised procedures to identify pupils individual learning needs. * Pupils’ individual needs are appropriately supported. * Pupils receive support in learning the language of the section into which they are integrated when needed. * ILPs (Individual Learning Plans) are compiled, reviewed and updated. * Given support is monitored, progress and results are registered. | The school has a support policy, encompassing Learning Support, SEN. SWALS and *Ratrappage* - which aim at harmonising procedures to identify pupils with individual learning needs and to support them afterwards.  There are two SEN pupils, who have individual learning plans and support of an additional teacher each.  The pupils who suffer from dyslexia have the support of a teacher, one or two hours a week.  When SWALS pupils category I enrolled in the English section are concerned, they attend 5 hours a week lessons in their mother tongue (only FR and IT) plus some additional support in English, complementing the one they attend in the class. There is no tuition in Portuguese and Latvian.  The school also provides some additional hours for the students who have learning difficulties, when the teachers have available hours. Otherwise, they teach extra hours and they are paid for them. |

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| **VIII.2 Resources for educational support are in place** | |
| * Support materials are available (ICT, national materials etc.) and easy to access. * Time allocation of support is transparent and flexible. * Relevant services for educational support are available. | There are two support teachers: one divided between one P3 and a P4 student, and another one to support exclusively the P5 student.  There are budgetary constraints, but with the cooperation of local authorities the school has overcome major difficulties. For instance, the centre for pupils with learning difficulties in Heraklion supports the school and proposes tailor-made teaching programmes with adequate materials. They also provide the school with plenty of material in electronic format. |

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| **IX. Quality Assurance and development** | |
| **IX.1 The school has described its vision and its areas of improvement in the school development plan or related document** | |
| * The school has clearly stated its aims and objectives. * The school development plan is compiled in consultation with the different stakeholders of the school. * The development activities are linked to the objectives and to the short and long term plans on areas of improvement. | The responsibility of the school management is to ensure the quality of education and its development. There is no other body incorporated into the operation of the school.  The development plan that is drawn up by the school management for the next school year, and which is submitted to the Regional Directorate of Primary & Secondary Education of Crete, always indicates the areas in which focus is needed for greater development and enhancement of quality. |

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| **IX.2 There is an integrated system of quality assurance and development** | |
| * There is systematic procedure for evaluation of progress and development (self-evaluation; Plan-Do-Check-Act). * Different stakeholders (staff, pupils, parents) are involved in evaluation. * The school takes part in external evaluations (including pedagogical monitoring of national authorities of host country). * Results of evaluations are communicated to the school community and key stakeholders. | It is the school management responsibility to ensure the quality of provision and its positive evolution.  Every year, the teachers fill in a self-evaluation form, about themselves and about the school. The pupils evaluate the teachers, as well. At the end of the school year, the statistical analysis is discussed.  The school management organises staff meetings and also meetings with the Parents Association, during which they discuss the results of the self evaluation.  When the school organises the planning of the following year, the results of internal quality assurance are taken into account. |

**OPINION OF THE JOINT BOARD OF INSPECTORS**

The JBI took note of the Report on the Audit of the School of European Education, Heraklion.

The JBI proposed the following opinion, in accordance with the indications of the Inspectors who had conducted the audit:

- No renewal of accreditation of the nursery, primary and secondary (S1-S5) cycles as long as the school had not moved to another site during the 2015-2016 school year, and the move should start before 1 January 2016 so that the requisite conditions for delivery of the curriculum would be fulfilled. A written undertaking signed by the Greek authorities and the school’s Director was required to prove the parties’ commitment to moving the school to different premises.

- No renewal of accreditation of secondary years 6 and 7 as long as the conditions had not been fulfilled to enable potential students to benefit from a curriculum offering a wide choice of subjects and the obstacles delaying the admission to Greek universities of students who had passed the Baccalaureate had not been removed.

The Report on the Audit of the School of European Education, Heraklion was forwarded to the Board of Governors, which would have to take a decision.