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**Orig. : EN**

**Audit report – Ecole Européenne Bruxelles-Argenteuil**

Board of Governors

**Meeting on 9-12 April 2019 – Athens (Greece)**

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1. **General information**

A. Current audit

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| Aim of audit | Renewal of the Accreditation agreement for the Nursery, Primary and Secondary (S1-S5) cycles |
| Inspectors | Mr. H. Guerreiro and Mr. J. Garralón |
| Dates of audit | September 17-21, 2018 |

B. General information about the school

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| Name of the school | Ecole Européenne Bruxelles-Argenteuil | | | Organization  (School provider) | | | Lycée Molière | | | |
| Street address | Square d’Argenteuil,  5 | | | Postal address | | | Avenue Franklin  Roosevelt, 21 1050  Bruxelles | | | |
| Postal address | 1410 Waterloo,  Belgium | | | Telephone | | | 02/347 32 23 | | | |
| Contact person | | | Félix de Merode | | | |
| Telephone | +32 357 06 70  +32 488 24 23 05 | | | E-mail | | | fm@eeba.be | | | |
| Contact person | Charlotta Nordström | | |
| Telephone | +32 488 90 18 45 | | |
| E-mail | [chnordstroem@eeba.be](mailto:chnordstroem@eeba.be) | | |
| Website | http://www.europeanschool.be/ | | |
| Legal status of the school (independent / public; funding of school etc.) | ASBL EECCA (Association sans but lucratif)  Independent not-for-profit school with private funding | | | | | | | | |
| Reason for the introduction of European schooling | The objective is to offer the residents in Brussels and of  surrounding areas a first Accredited European School in Belgium, allowing any pupil to access European Baccalaureate education, at present mainly restricted to children whose parents are employed by the European Union institutions.  The project began with a request made in February 2013 to the management of Lycée Molière by the Wallonia-Brussels  Federation delegation on the Board of Governors of the European School and by an Inter-Ministerial Committee for Host Nation Policy envisaging the opening of a European section of Lycée Molière, enabling a response to be offered to the problem of the shortage of places in the four European Schools in Brussels.  In the school year 2018-2019 an Italian section opened, on an experimental basis. It is aimed at meeting the needs of a numerous Italian community living in the region of Brussels. It is planned that in 2019-2010, the compulsory classes of the existing Scandinavian School, located in the same campus of the European school and that has collaborated to create the EEBA, will close and will be transferred to a Swedish section that will be created at EEBA. Thus, pupils and staff will be transferred to the European School. | | | | | | | | |
| Language sections | Nursery  EN/FR | Primary  EN/FR/IT\* | | | Secondary    EN/FR | | | Total number of different language sections  3 | |
|
| Number of classes | Nursery | Primary | | | Secondary | | | Total | |
| 1  N1/N2 combined | 5  (P1/P2 EN  P1/P2 FR  P1/2/3 IT\*  P3 EN  P4/P5 EN  P3/P4/P5 FR) | | | 7  (S1FR  S1EN  S2FR  S2EN  S3FR  S3EN  S4FR/EN) | | | 13 | |
| Number of pupils | Nursery | Primary | | | Secondary | | | Total | |
| 10 | 64 | | | 42 | | | 116 | |
| Number and (%) of Category 1 pupils | Nursery | Primary | | | Secondary | | | Total | |
| N/A | N/A | | | N/A | | | N/A | |
| Number and (%) of SWALS pupils | Nursery | Primary | | | Secondary | | | Total | |
| N/A | N/A | | | N/A | | | N/A | |
| L1 taught in the school | Nursery | Primary | | | Secondary | | | Total number of different L1 taught in school | |
| EN/FR | EN/FR/L1 | | | EN/FR | | | 3 | |
| Subjects taught in L2 in S 3-5 | Human Science and Ethics | | | | | | | | |
| S Subjects taught in L2 in S 6-7 | N/A | | | | | | | | |
| Tuition in the language of the country (compulsory / optional | French L1 and L2 (compulsory)  Flemish L3 (optional) | | | | | | | | |
| Composition of management and middle management staff | School leadership and management team  General Director  EEBA Principal  EEBA Administration and Human Resources  Bursar  SEN coordinator  Nursery coordinator  Transition coordinator for Nursery-Primary  Maths Primary co-ordinator  Transition coordinators for Primary-Secondary  Maths and Sciences Secondary co-ordinator | | | | | | | | |
| Number of teachers  Full time | Nursery / Primary | | Secondary | | | P/S | | | Total |
| 2/7 | | 8 | | |  | | | 17 |
| Part time | 0/1 | | 4 | | | 6 | | | 11 |
| Number and (%) of qualified teachers | Nursery/Primary | | Secondary | | |  | | | Total |
| Full time | 7 (77,8%) | | 7 (87,5%) | | |  | | | 14 (82,4%) |
| Part time | 1 (100%) | | 4 (100%) | | | 4 | | | 9 (81,8%) |

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

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| Dates of first accreditation of the school | The first Accreditation agreement was signed on 13.03.2018 (covered from 01.09.2016 to 31.08.2019) |
| Dates of first accreditation of years 6 and 7 | Not applicable |
| Dates of previous audits | 13-17 mars 2017 |
| Recommendations from the last audit | * After finalizing the process of the accreditation, links with the Central Office in Brussels and National Inspectors by providing appropriate support for those who require it are needed. Teachers should have opportunity to communicate with their colleagues from other European Schools, by taking part in the in-service trainings provided by the European Schools. The possibility of exchanging experience and good practice should be developed at ES level for the benefit of the school and the teachers. * A more detailed School Development Plan for years 2017-2020 could be elaborated with a specific system of quality assurance and could also refer to pedagogical matters. * The management of the school should spread information between parents about their children’s rights regarding mother tongue tuition.   (2017-04-D-17-en-2) |

**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:

* Dossier of conformity – Nursery-Primary-Secondary (S1-S5) cycles
* Self-evaluation
* Audit report (2017-04-D-17-en-2)
* Agenda of the visit
* Website (www.europeanschool.be) and Facebook page

**The audit activities included:**

Meetings with

*Coordinators of Preschool, Primary and Educational Support*

*Coordinators of Secondary*

*Representatives of parents*

*Representatives of Primary pupils*

*Representatives of Secondary students*

Lesson observations in all the language sections and of different subjects:

* *number* lessons in nursery cycle – 1 (the only one; a bilingual FR/EN group of children)
* *number* lessons in primary cycle - 5
* *number* lesson in secondary cycle - 6

Analysis of relevant documents:

DOCUMENTS FORWARDED BY THE SCHOOL:

• Dossier of conformity – Nursery-Primary-Secondary (S1-S5) cycles

• Self evaluation

• Audit report (2017-04-D-17-en-2)

• Agenda of the visit

• Website (www.europeanschool.be) and Facebook page

DOCUMENTS SCRUTINIZED DURING THE VISIT:

• List of teachers, qualifications and CVs

• Plan Scolaire Annuel 2018/2019

• Multi Annuel Plan Scolaire 2018/2022

• EEBA Year Book 2017-2018

• Timetable of the lessons for Nursery, Primary and Secondary

• In service training policy

• EEBA homework policy

• Professional code of ethics

• Emergency Response Plan and Management Procedures

• Transition procedures

• List of tutors/mentors

• Application forms for students for the choice of L3 in Secondary

• Support philosophy of EEBA

• Information to new parents

• Procedure for Study visits (teachers observing colleagues’ lessons)

• Programme of In service training day “Active learners”

• ABC guide for teachers, parents and students (general information)

• Announcement of Active Reading Workshop

• Report on the eco project “Inter-dependance 2018” (Planète-vie)

• Presentation “Bienvenue Nouveaux Parents”

• Students projects: Sport, Livre de recettes…

• Schedule and calendar of assessment and follow up of pupils

• In service training day on assessment

• Convention de soutien intensif (contract between parents and director for school support)

• Bilan de la rentrée Août 2017

• Monthly reports of the director

• Estimation de la valeur de l’école

• Different brochures of the EEBA

* Set of Pre-school documents

Feedback meeting with the management

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

Main findings

The Ecole Européenne Bruxelles-Argenteuil started its activity on 1st September 2016. The school began with the English language section in the Nursery N1 – N2 and Primary P1 – P5 classes. In September 2017 the first three years of Secondary started, as well as the French section in the Nursery, Primary and Secondary. In September 2018, therefore, the Secondary comprises from year 1 to year 4.

* The school has a beautiful historical building, besides other more modern buildings, in the middle of a forest, near the town of Waterloo, and benefits of a pleasant, supportive, intercultural school environment.
* The management of the school is carried out by a dynamic enthusiastic team, really interested in promoting the school and is actively engaged in daily life of the school. The team has a realistic picture of strengths and areas with room for improvement.
* Teachers are hardworking, passionate with very good classroom management skills and excellent qualifications. There are mutual respectful relations between all stakeholders of the school community. Tolerance and mutual respect is both nurtured and fostered and pupils, teachers and parents feel happy and proud of belonging to the school community.
* The background of the staff shows evidence of a great variety of origins, languages, profiles an previous experiences, which is clearly positive for the school. The national inspectors or other national authorities have not been consulted to confirm that they are fully qualified,
* The school has not developed all the levels and sections yet and the number of pupils is still very low: 116. Although stakeholders appreciate having low numbers of children in the classes and knowing each other well, they also see that the school needs to grow to be financially viable, to broaden the pedagogical possibilities and to enrich the school community.
* Parents appreciate professional cooperation and communication with the management of the school and the teachers.The easy communication and cooperation with the management is much appreciated by parents, as well as the efforts made by teachers to provide high level of teaching in a nice, creative atmosphere.
* The size of every classroom is appropriate and adjusted to number of pupils. Classrooms are properly equipped with various educational aids and ICT resources.
* The music room is equipped with many musical instruments which are actively used during music lessons. The school has access to a gym, which offers a rich environment for sports, games and extracurricular activities. The laboratories and workshops are modern and well furnished.
* ICT is used to support the learning process and to encourage pupils to develop their skills and knowledge. It should be underlined that every class is well equipped with ICT facilities and the teachers often use a computer and smart board during their lessons.
* Nursery pupils have a big outdoor playground with sand. The Green School campus is used to the full. Students and teachers make excellent use of the eco-garden and the forest cabin.
* Classes are taught mainly in combined groups, however there is no reduction of teaching time. Combined groups may mean, in some cases, an obstacle for the quality of teaching and learning.
* Teachers and pupils treat the portfolio as an important element of the assessment policy. Additionally, in P3 – P5 the portfolio is divided into 3 parts to help students separate their achievements.
* In 2017-2018 the school organized in-service training for the teachers in order to acquaint with the European School system and syllabuses and teachers have participated in trainings organized in other schools for single subjects.
* The school follows the European School syllabuses. European dimension is clearly taken into account in planning and teaching. To emphasize the European dimension classrooms are decorated with flags, maps, drawings, etc.
* At school an on-line platform exists which spreads information and facilitates communication between the management, teachers and parents.
* The school keeps a healthy food policy e.g. delivering gluten-free, sugar-free and lactose-free dishes, and caters for students with special dietary requirements. One day a week (Wednesday) there is a “vegetarian menu”.
* Regarding the recommendations of the last audit, it has been observed that the school has given teachers the chance to participate in trainings and communicate and share experiences and good practice with their colleagues of other schools. The recommended “School Development Plan” has been made, under the name of “Plan scolaire annuel 2018-2019” and “Multi Annuel Plan Scolaire 2018-2022”, even if they should include a more detailed and concrete Quality Assurance Plan. As for the recommendation of spreading information among parents about their children´s right to receive mother tongue tuition, the parents seem to be now sufficiently informed.

Recommendations

* The process to organize a portfolio and its use for self-assessment and formative and summative assessment should strengthened, as well as its use for transition purposes.
* A detailed, well-structured and concrete Plan of Quality Assurance is still missing in the EEBA, even if efforts are clearly made by all stakeholders to improve all aspects of the school. We recommend that such plan is built and that it begins to be implemented in the the current school year, engaging not only teahers, but also parents and other stakeholders.
* The absence of an acoustic signal should be monitored from time to time, in order to ensure that there are no losses of lesson time.
* As school becomes bigger and grows, it will bring about new organizational challenges. The school must be proactive and prepare itself for such growth, namely by improving the plans of professional development and adapting its regulations and guidelines to the new context

**4. Final conclusion**

The audt team recommends the renewal of the accreditation of the European School Brussels - Argenteuil

# **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 time allocation of lessons in all cycles CORRESPONDS to the ES system, except that Latin is obligatory in S2 and S3.  The three vehicular languages are offered, but only French and English were demanded.  L3 lessons are offered in Flemish, Danish, Swedish and Spanish from S1 upwards. |

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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. | The first European Baccalaureate programme is planned to begin in September 2020. So far the secondary cycle comprises S1 to S4. |
| **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. | The school seeks that a number of teachers attend training sessions organised by the Central Office, namely on the new marking scale, maths, European Hours and L1 and L2.  Individual teachers meetings are held with the principal to plan for in-service training or when other support is needed.  Every school year, the school organizes two full days of training activities addressing all teachers. One of them focus on the use of smartboards.  All new teachers attend introduction training the week before the start of the school year, as part of their introduction activities.  The school organized study visits to the ES Bx II for all the Nursery cycle teachers and individually for the Danish teacher to meet the Danish teachers. In addition, some cooperation with BEBIN school and the Colegio Europeo de Madrid has been organized.  Besides these organized training contexts, the weekly meetings of teachers enable them to exchange views, knowledge and materials.  Records of continuous pedagogical development will be kept in the school’s administrative system. |

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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. | Every week there is a whole staff meeting to harmonise and share experiences.  During the school year 2018-2019 a weekly staff meeting will be held together with the staff of the Scandinavian school, that next year will become the Swedish section of EEBA.  Although it is not still widespread, some initiatives of peer observation among primary teachers have taken place. |

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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.). | Regular meetings take place with a focus on harmonised planning, assessment and pedagogical approaches across sections, subjects and cycles.  Cross-curricular projects and trips are organised.  The school has a transition programme from Nursery to Primary and from Primary to S1. |

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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. | The school mother tongue tuition is offered in the language of the sections: French and English, as well as Italian in Primary, starting this year.  The ES syllabi are followed. |

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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). | Timetabling is according to the system requirement. Lessons last 30 or 45 minutes with a 5 minutes transition time in Secondary and upper-primary.  In case of an absent teacher, as it is a small school, colleagues have ensured the teaching of the pupils. |

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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 the subject syllabuses, as the school follows the European School curriculum, and in the rooms many artifacts remind us of the European diversity.  In Primary, the European Hours are a privileged curricular subject to approach such diversity in many different ways, evidenced by the outputs that are being prepared.  A range of L3 and L4 is offered. SE, ES, DK, DE, Flemish.  Also, pupils are together for Sport, L3, Musical activities, pupil campus council (with representatives of students) and in extra-curricular activities.  The national festivals are celebrated, as well as the Swedish festival of St. Lucia, St Nicholas, and the Campus Day where the three schools (European, Swedish and Norwegian) are involved.  Some study visits have put together students from different sections, such as Brussels town visit, visit to an animal farm, as well as plays organized by the Francophone and Anglophone sections, and some other activities.  The school is placed in a campus that integrates the Scandinavian and the Norwegian schools. Some joint activities are developed, namely the Friday meeting that assembles all students on the football pitch. |

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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. | All classes have allocated classrooms and they have an appropriate size and adequate conditions for the level taught.  The classrooms and public areas are clean, safe and tidy, making it pleasant to walk through them.  Although before summer break teachers free up the walls for new exhibitions, when the audit took place, in Nursery and Primary, it was already possible to see the classrooms and corridors well-decorated, although mostly with didactic materials, and some artifacts reminding us of the European dimension of the school. As the school year started a few weeks ago, only some rooms already have pupils’ works displayed. |

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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. | It was observed a calm, safe and respectful atmosphere within and across sections and cycles, promoting good learning conditions.  Class teachers are the first responsible to monitor behavior and attendance of pupils/students.  In special circumstances, individual tutoring is provided, both in primary and secondary. Records of these actions are kept in the pupils file.  A pedagogical advisor was recently appointed. |

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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. | There are several means that ensure a fast and effective communication between management, teachers, parents and pupils.  There are weekly staff meetings, every two weeks the principal has a meeting with the Parents Association and there are informal meetings with teachers. Twice a month, there is a management campus meeting, involving the leaders of the three schools. The campus uses the school management system - School Soft - as the main communication channel.  Parents received a login on arrival and all notices, information letters and are posted there.  Several classes are using the Class dojo application.  Parents also organize informal activities that facilitate the communication between them and the school management and teachers. |

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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). | EEBA participates in the Accredited European school network and in the Directors meeting organised by the system.  EEBA participates in the International School network in Brussels.  It has also kept contact with the Centre Libellules therapy centre for children in Waterloo and with a pedagogical farm near Argenteuil. |

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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. | Teachers have a long-term plan and a 6-week plan that is saved and sent electronically every 6 weeks.  The teachers also have a daily lesson plan, very often included in the weekly one. |

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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. | Teachers work jointly for their planning documents, which keeps all the teachers informed about the progress made within and across sections and that can be easily accessed by any substitute teacher.  Teachers meet to transfer and ensure continuity. |

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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. | All the teachers have to send to the Director their mid and long term planning.  Teachers follow the same template for their long term and their 6-week planning. |

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| **IV.4 Individual needs of pupils are respected in planning** | |
| * Differentiation is taken into account in planning. | Teachers ensure that individual needs are addressed and they apply differentiation.  Frequently it is observed in the weekly and daily planning, but not in the mid-term planning.  Some diagnosis on specific needs of pupils are still underway. |

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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. | Two teachers have accomplished their teaching degrees certificate with success during the school year 2017- 2018, and in 2018-2019, two teachers are studying for the accreditation.  The other teachers are qualified and native speakers.  So far, the national authorities have not been contacted. It is to underline that some of the teachers graduated outside the European Union. |

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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. | Some equipment for special needs or differentiated learning has been prepared and gathered.  There is a computer room in the library, and it is possible to use tablets and computers. In addition, most classrooms have a smartboard.  The library has books in Swedish, Danish, Finnish, French and English and a refreshment is underway, in order to correspond to the needs of 21st century and the new ways of learning autonomy.  The school also has well-equipped laboratories and music rooms, good sport facilities and handicraft rooms.  The surroundings with the forest and the vast area of the campus are frequently used for outdoor activities. For instance, once a week the Nursery children spend the whole day outside and one hour per week the Primary pupils are taught outside, as well. |

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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. | There is a wide range of European multicultural and national resources spread in the school, from the individual classrooms to the Library and the staff room. The staff, itself, is a mirror of such diversity, taking into account their backgrounds.  Besides the class activities, where the European curriculum is implemented, there are others that foster the use of a wide range of European resources outside the school, by means of study visits, namely to the nearby city of Brussels, where many European institutions are placed. |

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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 emphasized. | The teachers, in general, are very dedicated and show a good knowledge of the subject. Most of them provide a high level of teaching in a nice and creative atmosphere, which is really appreciated by children and parents.  Almost all the observed lessons were planned properly and well-structured. Pupils were engaged in the process of lessons. They participated enthusiastically in all observed lessons.  Some multicultural and cross curricular themes were incorporated in the observed lessons.  However, in some classes the fact that different levels and language sections are mixed was an obstacle for the planning and development of the lesson. |

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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. | Competences and objectives to be reached in the lessons are communicated to the pupils.  Various methods of teaching were observed - e.g. frontal teaching, work in group, individual activities or the whole class activities. Only in a few cases it would have been desirable to improve variety.  Transfer of skills to new situations (competences) is taken into account in the lessons. Cross-curricular approaches have been observed in the classrooms (combining, for instance, Geography with Maths).  Quite often classes outside the school are organized, the Green Campus and the eco-garden.  Teachers try to engage pupils creating a friendly atmosphere during lessons without any negative emotions. Nevertheless, in the classes where different levels and sections (and some pupils with special needs) were mixed this was not completely achieved.  Almost every classroom is equipped with ICT facilities and the teachers often use a computer and a smartboard during their lessons to support the learning process and to encourage pupils to develop their skills and knowledge. |

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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. | Classrooms are arranged to encourage collaborative learning, making use of pair  and group work, peer assessment and reflection. The walls and the classrooms in Primary/Nursery are decorated with posters, maps and works made by pupils. They are enabled to be aware of their own strengths and weaknesses and guided to consider ways to improve.  During most observed lessons pupils were eager to solve the problems and to answer questions.  In the observed lessons, Secondary students used ICT in learning very often, while in Primary lessons had the support of a smartboard, mostly used as a beamer. Only one visited room had no ICT devices. |

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| **VI. 4 Teachers take care of pupils' individual needs in their teaching** | | |
| Differentiation is practiced in lessons. | The small size of the classes enables teachers to meet pupils’ individuals needs and to teach in a customized way, adapting the teaching to the circumstances, knowledges and capacities that they have.  This fact has been clearly appreciated by the representatives of parents and pupils. | |
| **VI.5 Teachers show effective class room management** | | |
| * Teachers create a stimulating learning environment. * Teachers use resources effectively. * Teachers use teaching time effectively. | | The teachers observed and interviewed are hardworking and passionate and show good classroom management skills. They encourage pupils to create a stimulating environment in the classrooms, by decorating them with posters, photographs, maps and various works made by themselves during the schoolyear.  They use resources in an effective way and manage time effectively. The beginning and the end of the lessons is not pointed out by an acoustic signal (bell, music, siren…). Nevertheless, teachers are careful and start and finish their class periods at the right time. |

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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 follows the ES assessment guidelines. Teachers have been trained on the new marking scale and know the ES evaluation procedures.  Teachers assess pupils’ progress on a regular basis, both for formative and summative purposes. Teachers use a variety of assessment methods including observation and written evidences.  They assess knowledge, skills and attitudes of the pupils. |

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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. | In Nursery classes teachers use a record of the child’s development and a portfolio is kept, though it is not organized according to the framework of the curriculum.  The School report is used in every class of Primary cycle and S1 to S4.  Currently S6-7 are not provided by the school. |

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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. | The programs of the subjects are published and the students and their families are informed about them. Teachers share learning objectives with pupils including specific competences, which are to be developed over time.  Information about learning outcome is given by teachers both informally and formally during class councils.  Parents receive regular information during parent-teacher meetings once or twice termly.  Mid-term progress is sent to the parents termly.  Official school report is given out each semester. |

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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. | Self-assessment is reported to happen both on individual and class levels. It is also part of the portfolio process.  Nevertheless concrete evidence of self-assessment and peer assessment has not been observed during the visits to the classes to attend the lessons. |

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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 follows the ES policy and procedures on educational support, though a document with the EEBA Guidelines on Educational Support has not been made yet.  Pupil’s individual needs are evaluated by a class teacher, an educational psychologist and an ES educational support coordinator. All matters are discussed during educational support case meetings which are held twice a year or more frequently if necessary.  There is evidence of conventions between the families of some pupils and the school director for the provision of educational support. |

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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. | Support materials are provided at class level. Again, the small size of the school and the fact that the full range of levels has not developed yet makes it easy to encounter the special needs of students in every class.  Time allocation of support is found in the weekly timetable of classes and teachers. |

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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 school has described its vision and its areas of improvement in the annual (Plan Scolaire Annuel 2018-2019) and multi-annual (Multi Annuel Plan Scolaire 2018/2022) planning documents. Both plans, however, still lack a specific system of quality assurance and concrete references to pedagogical matters.  The development activities were discussed with pupils, parents and the staff of the school. |

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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. | An integrated system of quality assurance  and development should be taken into account by the management of the school in planning.  Every month parents’ and students’ representatives participate in a meeting with the school management and teachers.  Stakeholders (staff, pupils, parents) can express their opinion and suggestions by different ways, as they have stated in the meetings held.  There is no evidence of external evaluation of the school other than the audits carried out by the OSG of the ES. |

**Opinion of the Joint Board of Inspectors**

**The JBI expressed a favourable opinion on the Report on the Audit conducted from 17 to 21 September 2018. It recommended that the BoG approve it and mandate the Secretary-General to renew the Accreditation Agreement covering the nursery cycle up to S5.**