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**Ref.: 2018-12-D-16-en-2**

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**Audit Report - EUROPA SCHOOL UK**

Board of Governors

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

**TABLE OF CONTENTS**

[1. General information 3](file:///\\Bsgpcs\secretariat\ECOLES%20AGREEES\Règlement%20EEA\Annex%20to%20the%20doc.%202013-01-D-64.docx#_Toc336432314)

2. METHODOLOGY OF THE AUDIT…………………………………………………………. 7

[3. Summary of main findings, recommendations 9](file:///\\Bsgpcs\secretariat\ECOLES%20AGREEES\Règlement%20EEA\Annex%20to%20the%20doc.%202013-01-D-64.docx#_Toc336432315)

[4. Final conclusions ………………………………………………………………](file:///\\Bsgpcs\secretariat\ECOLES%20AGREEES\Règlement%20EEA\Annex%20to%20the%20doc.%202013-01-D-64.docx#_Toc336432316)11

5. Findings……………………………………………………………………………. 12

1. **General information**

A. Current audit

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| Aim of audit | Renewal of Accreditation of Nursery, Primary and Secondary (S1-S7) cycles |
| Inspectors | George Mifsud – Franz Schimek |
| Dates of audit | September 10 -14, 2018 |

B. General information about the school

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| Name of the school | Europa School UK | | | Organization  (School provider) | | Board of Trustees | | | |
| Street address | Thame Lane | | | Postal address | | Culham  Abingdon  OX14 3DZ  United Kingdom | | | |
| Postal address | Culham  Abingdon  OX14 3DZ  United Kingdom | | | Telephone | | 01235 524060 | | | |
| Contact person | | Lynn Wood | | | |
| Telephone | 01235 524060 | | | E-mail | | l.wood@europaschool.uk | | | |
| Contact person | Lynn Wood | | |
| Telephone | 01235 524060 | | |
| E-mail | l.wood@ europaschool.uk | | |
| Website | https://europaschool.org/ | | |
| Legal status of the school (independent / public; funding of school etc.) | UK State funded Free School | | | | | | | |
| Reason for the introduction of European schooling | High local demand for European profile. There is a strong Pro-European support in Oxfordshire. Also, the multi-linguistic education offered by the ES system is as asset for the area. The school is getting more and more attractive having substantial waiting list for students to enrol and future plans for extensions. | | | | | | | |
| Language sections  (L1-L2) | Nursery  3 language streams  EN FR  EN-DE  ES-EN | Primary  P1-2 only:  3 options  EN-FR  EN-DE  ES-EN  P3-5 :  2 options  EN-DE  EN-FR | | | Secondary  EN | | | Total number of different language sections  1 |
|
| Number of classes | Nursery | Primary | | | Secondary | | | Total |
| 6 | 12 | | | 14 | | | 32 |
| Number of pupils | Nursery | Primary | | | Secondary | | | Total |
| 168 | 334 | | | 371 | | | 873 |
| Number and (%) of Category 1 pupils | Nursery | Primary | | | Secondary | | | Total |
| 0 | 0 | | | unknown[[1]](#footnote-1) | | | 0 |
| Number and (%) of SWALS pupils | Nursery | Primary | | | Secondary | | | Total |
| 0 | 0 | | | 65 (17.5%) | | | 65 (7.4%)[[2]](#footnote-2) |
| L1 taught in the school  L2 taught in the school (nur/pri) | Nursery  EN/ES/FR/DE | Primary  EN/ES/FR/DE | | | Secondary  EN/DE/DA/  FR/IT/NL/PT | | | Total number of different L1 taught in school  8 |
| FR/DE/EN | FR/DE/EN | | |  | | |  |
| Subjects taught in L2 in S 3-5 | Human Sciences, History and Geography | | | | | | | |
| S Subjects taught in L2 in S 6-7 | History and Geography | | | | | | | |
| Tuition in the language of the country (compulsory / optional | In Primary students spend 50% of teaching time in English and 50% in stream language. | | | | | | | |
| Composition of management and middle management staff | Principal.  Head of Primary.  Head of Secondary, vacant but Principal still in charge, supported by two interim Directors of Teaching & Learning.  Business Manager.  Human Resources Manager.  Subject Coordinators.  Special Educational Needs & Disability Coordinator.  Careers and Work Experience Coordinators.  Head of Counselling Team. | | | | | | | |
| Number of teachers  Full time | Nursery / Primary | | Secondary | | | | Total | |
| 3 | | 11 | | | | 14 | |
| Part time | 30 | | 33 | | | | 63 | |
| Number and (%) of unqualified teachers | Nursery/Primary | | Secondary | | | | Total | |
| Full time | 0 | | 0 | | | | 0 (0%) | |
| Part time | 0(0.0%) | | 4 (12%) | | | | 4 (6.3%) | |

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

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| Dates of first accreditation of the school | 26.01.2015 |
| Dates of first accreditation of years 6 and 7 | May 2018 |
| Dates of previous audits | January 26th 2015 Accreditation[[3]](#footnote-3)  14-18th November 2016 (Nursery and Primary).  26-28th September 2017 (Secondary). |
| Recommendations from the last audit | Nursery and Primary Audit   * to create more transparent system of running of the school including responsibilities of the members of the school management, delegation of competences to the staff members and time frame for achievement of the tasks, * to continue in teachers’ professional training according to the needs of the bilingual school, * to continue the harmonised development process of planning based on shared experience, * to prepare opening of the secondary cycle and admission of the pupils from the ES Culham (staff, curriculum, processes for cooperation between the cycles in order to ensure smooth transition of the pupils).   Secondary Audit   * Pursue state money and alternative resources for the renovation of the school premises, developing ICT facilities in the whole school and refitting the school laboratories. * Develop long-term strategies about how to deal with the different language skills of pupils in L1 and L2 at the beginning of the secondary cycle. * Establish a policy for the replacement of Teachers. * Find a solution for strengthening the educational support provision in order to have a readiness for more pupils with SEND. |

**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 provided the following documents to the inspectors, which were analysed before and during the school visit:

* School self-evaluation report
* Teachers’ planning documents
* Several school policies
* National audit reports of the school

**The audit activities included:**

Meetings with:

* Principal and Senior management team
* Human resources Director and administration representative
* The two interim learning Directors for teaching and learning
* Parents’ representatives from both primary and secondary cycles
* Students’ representatives from both primary and secondary
* Chair and members of the Board of Governors representing both the primary and secondary sector
* Teachers’ representatives
* SEN coordinators from both primary and secondary
* BAC coordinator and career advisor

A special different assembly for both cycles was also observed by the respective inspectors. Also informal meetings with members of the staff were held during coffee and lunch breaks in staffrooms or canteen.

Lesson observations in all the language sections and of different subjects

* *2* lessons in nursery cycle
* *8* lessons in primary cycle
* 8 lessons in secondary cycle

Analysis of relevant documents:

* Europa School Ofsted Report 2014
* School Behaviour Policy
* School Multi Annual Planning 2018-2023
* School development Plan 2018-2019
* School Assessment Policy
* School Homework Policy for the primary and for the secondary
* Safeguarding/Child Protection Policy
* Europa Anti-Bullying Policy
* Europa School Special Needs Policy
* Europa School Guidelines for transition from primary to secondary
* SEN Report to Board of Governors regarding the evaluation of SEN provision and pupil progress for 2017-2018
* Europa School Secondary – School Evaluation Report September 2018.
* Careers Programme 2018
* Europa Language Policy

**Feedback meeting with the management**

During the audit the inspection team had several consultation and interim feedback sessions throughout the audit – not only with the management team but also with teachers, parents and the school governors.

At the end of the audit the inspection team had a well-received concluding session with the Principal and deputy director primary of the school where the findings and recommendations were presented. There was full understanding and no objections were raised.

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

**3.1. Findings**

* The school ethos of the Europa School UK is high, and everybody seems to be happy and very committed to develop the vision of a fully functioning school where you can see and feel the European dimension to be lived in the daily life of the school.
* The management team is highly motivated and efficient and fosters very good relations with all the stakeholders.
* The teaching staff is very enthusiastic, full of commitment and initiatives. They are willing to invest more time and resources than required.
* The students appreciate the uniqueness and the special character of European education even under difficult circumstances and uncertainties. Their level of achievement is high compared to national and European standards.
* The parents are proud of sending their children to Europa School UK and play an active role in school life.
* There is strong support from the governing body. They are often present at the school and very much involved in the welfare, in the organisation and in the teaching and learning.
* The school generally follows the regulations and the curricula of the European School System taking into account the fact that is a UK state funded school. That means that they have to meet certain requirements.
* The level of teaching is very good focusing on child-centred approaches with due consideration to the individual learning needs.
* After a rather difficult period of transition the school managed to establish a good structure of management and developed a consistent series of policies (e.g. assessment policy, support policy, etc.)
* Tuition for SWALS students in their first language is provided in the fading out European School. The audit team appreciates that measures are taken to offer language tuition for SWALS students in the Europa School UK amongst other various extra school activities.
* The audit team highly appreciates the set-up of the governing body which includes other professionals besides the parents and teachers.

**3. 2. Recommendations**

* The school campus needs a lot of maintenance to ensure and guarantee the best learning environment. Considering the growing number of students, it will be necessary to provide more learning space in the near future.
* An increasing number of student population requires an enlarged management team. For the Primary School the audit team suggests the creation of an associate deputy head. (A clear job description will be required.)
* In the Secondary School the audit team welcomes the creation of a permanent middle management team according to clearly defined tasks.
* The Language Policy of the European School System is implemented. However, the audit team suggests the use of adequate terminology. This means that the same terminology should be used in both primary and secondary. In Nursery and Primary L1 are English/French/German/Spanish and L2 are German, French and English. According to the audit team’s opinion, the broad description of the levels of achievement in the L1/L2 curriculum suits well the particular situation of ES UK.
* As for Spanish in the Primary School a specific syllabus still needs to be developed on the basis of the ones for French and German.
* There is great willingness to introduce and follow the national requirements in ICT but the present infrastructure needs urgent upgrades and improvements.
* Even though the school cannot follow the SEN Policy of the European Schools, there are very committed SEN Coordinators that have successfully set up a system of SEN tuition which needs to be sustained and enlarged in the future. This means that there will be the need for more Teaching Assistants together with a programme of ongoing training and funding. When the necessary maintenance works are being done, accessibility for students with mobility problems must be taken in consideration.
* For the future the school needs to develop a transparent system of quality assurance (e.g. feedback and evaluation referring to the targets set in the annual school development plans, quality of teaching, etc.).

**4. Final conclusion**

The group of inspectors responsible for the audit is very much impressed by the commitment and enthusiasm of all the stakeholders to implement European Schooling at the Europa School UK under difficult circumstances and a lot of uncertainty of future political developments. With a lot of professionalism, the school has set up an innovative model of the European School System taking in consideration the specific situation in the UK.

**Thus the audit team recommends the prolongation of the Accreditation of the Europa School UK for all cycles.**

# **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. | * According to UK regulations, Nursery and Primary Education start at the age of four with Reception Classes to be followed by 6 primary classes. The classes follow a streamline model, i.e. in half of the time English/French/German/Spanish are used as a medium of instruction (L1) and in the other half English/French/German are introduced as a medium of instruction (L2). The L1 and L2 objectives are met in this streamline model. * There is full correspondence to the ES system in all the other subjects and in secondary with the exception of the obligatory use of the locally agreed syllabus for Religion and Computer studies. * The three vehicular languages are offered at a standard of at least L2. L2 is offered in the three vehicular languages in S3-S5 and in DE & FR in S1 & S2 due to the Europa intake being an English section with no SWALS. * L3 tuition is offered in S1-S5. Choice is between DE/ FR/ ES/ IT. Courses are created in S1 with a requirement of a minimum of 7 students. |

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| **I.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 school organised a Baccalaureate session for 2017-18 with 42 students and achieved a 100% pass rate. * The organisation of studies in the senior secondary corresponds to the regulations of the ES system. * Time allocations for S6-S7 corresponds to the ES regulations. Combined lesson for History and Geography are on a 2+2 basis where number of students is less than 7. Lesson reductions are also applied where combination cannot be applied. * Teaching in S6-7 is entirely consistent with the European School’s syllabuses * L2 tuition is offered in DE, EN and FR across both year groups with corresponding Humanities courses in students’ L2. * L3 tuition is offered in FR, DE, ES and IT. An L3 course can be created in S6 if there are at least 7 students enrolled. * The range of options is good (Biology, Chemistry, Physics, Economics, L3, L4, Philosophy, Art, Music are all offered in S6 & S7 and satisfy in a good way the general required requisites for University entrances in UK.   All students preparing for BAC in S7 have had European schooling in Europa School UK S6-S7. |

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| **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 at personal level. * Records of activities of continuous pedagogical development are kept at school and personal level. | * According to UK regulations all the teachers are appraised annually by the management. The focus lies on the individual pedagogical development. By setting up learning walks for teachers the school promotes an ongoing exchange of experience. Teachers of Europa School UK participate in-service training courses organized within the ES System. * They also attend relevant regional courses and make use of on-line opportunities. Planning is in place at school level for pedagogical and professional development. In the pedagogical days at the start of the term, training was provided for IT support, mathematics support in primary and the new marking system in secondary. The school also ensures that training and refresher training is organised for safeguarding, use of data and first aid. * Records of pedagogical development are kept as part of the appraisal process and the training data is updated by the Human Resources Manager. |

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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. | * The management team very much supports the exchange of experience across sections, subjects and cycles. In Primary School every Wednesday teachers have got separately set time when they could meet plan and coordinate their teaching. Specified time in the teachers’ timetable is set for planning and assessment discussion between teachers of same subject/year etc. * In secondary, paired teacher lesson observations are conducted (at least two per academic year). Also staff participate in learning walks and produce a short report. * The school organises harmonised Humanities projects and activities in lower Secondary including trips about local and world History and Geography. * The school also participated in several events such as in Eurosport, FAMES, ESSS, MEC, Secondary S1 science day, Secondary S1-3 Drama workshops. * Pedagogical calendar shows meeting organised weekly (full staff, departmental, coordinators) to facilitate this. Meetings are minuted with action points. The school has an S4 language exchange committee established comprising the Head of Secondary (HOS) and Language Teachers. * At the moment these very demanding coordination tasks are carried out and fulfilled successfully by a small very committed management team. The school is very popular and there is already a waiting-list of pupils who want to be enrolled. So in the near future numbers will increase enormously. This means that an enlarged management team is required. For the Primary School the audit team suggests the creation of an associate deputy head with a clear definition of tasks. For the secondary, once the vacancy of deputy is filled, the creation of a permanent middle management team according to clearly defined tasks is highly recommended. |

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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.). | * Transition is an important issue at the EUROPA School UK. In the primary cycle transition is supported by a variety of activities, e.g. joint meetings of secondary and primary school teachers, mutual class visits, join teaching activities (secondary class teacher in a primary class and vice-versa). Secondary pupils support primary school children when entering the secondary cycle. The school organizes common school events, celebrations and projects where primary and secondary pupils can meet, play and work together. A well-explained school policy document regarding the transition is in place available to all stakeholders. * The transition from ES Culham to Europa School UK was a big challenge but the management did a great job with a high rate of student and staff retention. |

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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. | * At the Europa School UK, L1 is English/French/Spanish/German. The school not only follows ES L1 syllabus but also fulfils the national requirements. * German, French and English are taught according to the ES L2 syllabuses. In secondary mother tongue tuition is offered in DE, FR, EN, NL & PT& IT (through distance learning) for students caught in the phasing out of ES Culham. Also, concrete measures are being taken by the school to offer additional language tuition for present SWALS students as part of the after school activities. | |
| **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). | | * In the nursery and primary cycle there is a flexible and effective use of learning and teaching time. Generally teaching assistants replace teachers if they are absent. They are informed beforehand what they are expected to teach. Teaching materials are provided. * In secondary, the students have an equivalent timetable as in the ES. S1-S5 have one afternoon with no scheduled lessons. An improved cover management system has been implemented with cover managers and supervisors recruited. |

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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 that bring together pupils and teachers (and parents) from different language sections. | * The European dimension can be experienced throughout the daily school-life. Multiculturalism and multilingualism are not seen as exception or disadvantage but are embraced as enrichment for the entire school There are various celebrations of national festivals and cultural events. There are concerts and exhibitions presenting European music and European pieces of art. * Teachers and support staff provide role models of multicultural and multilingual learning. * The European dimension forms part of the Secondary forward planning template. * L3 offered across all years * L4 courses in Spanish in S6. No L4 courses in S4 and S5 due to lack of demand. * Europa Secondary has a single language section. Students from the previous ESC language sections are mixed across the range of subjects particularly Maths, Sciences, Art, Music, PE and ICT * There are celebrations of National festivals and various cultural events throughout the year (St. Martin, St Nicholas, Christmas Concert,) Epiphany 6th January is celebrated yearly. Parents support this event by organising a drama performance to explain the significance of this religious event. The French class makes a Galette to share with other classes. * 25/9/18 – The secondary will celebrate the ‘European Day of Languages’. Plans are in place to celebrate more festivals such as St Nikolaus and European day. Also various music soirees are held during the year. S7 organise various events for the school and teachers including bratwurst sale, junior balls, S7 celebration day, inter-year football and basketball. |

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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. | * Europa School UK is situated in a spacious campus. There are ample sports and free-time facilities. At the moment there is an adequate number of rooms. Some of the rooms, especially the ones in the “HUTS” are not of appropriate size for a group of 28 pupils. Generally the premises are clean and tidy but the school campus needs a lot of maintenance to ensure and guarantee the best learning environment. Considering the growing number of students it will be necessary to provide more learning space in the near future. When the necessary maintenance works are being done, accessibility for students with mobility problems must be taken in consideration. * In Secondary the school has a large overall space, but this is poorly proportioned to accommodate larger group sizes (of up to 30). The school has a longer-term project, but planning has already started. * Class rooms have benefited from recent refurbishment across the school (Primary classroom, Art, Music, Maths & Science). The school is working towards improving the general state of the classroom after several years of neglect due the closing phase of ES Culham. |

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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 school offers a very positive learning environment that promotes not only successful learning but also encourages social contacts within the school community. Teachers are not only available during lessons but also in the breaks. * Pupils appreciate the way how they are respected. This generally influences their behaviour. * The school is supported by a very committed Governing Team. The audit team highly appreciates the set-up of the governing body, which includes other professionals besides the parents and teachers. They are very much involved in the development of the school and are of great assistance when needed. * The Student Councils both in Primary & Secondary give students a voice in the running of the school and are encouraged to develop as responsible future citizens. * In Secondary the school has a Head Educational Advisor with two part-time Counsellors who monitor and address behaviour across the school. The school has in place a data management system (SchoolBase) to record and monitor behaviour and attendance. It also managed to establish a procedure for sanctions for poor behaviour (detentions, community service) guided by a *Behaviour Policy*. * Pupils attendance is recorded systematically on School base. Absences are checked and parents are contacted if necessary. |

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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. | * Europa School UK uses School Base as its main communication channel which also includes a parent and student portal. * The school uses Google Classroom as a platform for communications between teachers and students. * The teachers have a video screen in the lobby outside the staff room which provides information and covers school participation in events (FAMES, MEC, Readathon etc.) * The school produces a *Staff Daily Notice* (on staff notice board) and a weekly staff electronic *Newsletter* and a Primary and Secondary *Parent’s Newsletter*. * The audit team could experience various communication measures that have been taken within the school (in the staff room, in the lobby, on the notice board, use of electronic channels). * There is a Parents’ Association and an Extra-curricular Activities Coordinator employed by the school. * The Senior Leadership Team and Governors hold parents’ meetings at least twice a year. * The google drive ‘governors’ facilitates a communication channel between school leadership and governing body. |
| **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). | * The Europa School UK is closely linked to the local community. It is part of several local schools’ networks and forms partnerships with local schools (e.g. the primary school is part of the local Abingdon School Partnership). The school uses regional services (e.g. bus service, National Health Service Oxford). They are in contact with local enterprises (e.g. Rutherford Appleton, JET, BMW). * The school has established links with other European Schools and Associated European Schools (ES Brussels II, AES Manosque, AES Rhein-Main). * In order to offer mother tongue tuition in languages not being taught at the school distance learning courses have been set up with teachers working abroad (Dutch, Portuguese, Italian) |

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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. | * Planning is based on the European School Curriculum and the UK Curriculum. * Long term and short-term planning is generally evident at Primary. In languages teachers focus on the development of language to enhance oral communication, on the development of reading skills and on the development personal writing skills. Planning is reviewed regularly and saved in Staff Share. * Teachers need to complete the forward planning for first semester by the end of the first month of school. Then they are uploaded and stored centrally on the Secondary Google drive to be available to all teachers including cover and replacement teachers. |

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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 evidence of cross-level and cross-subject planning based on the pupils’ development in learning. The proof of the planning process was experienced in the actual delivery in the classroom. * The teachers’ forward plans are uploaded and stored centrally on the Secondary Google drive to be available to all teachers including cover and replacement teachers. |

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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. | * The school provides a harmonised secondary Forward Planning document and teachers need to complete the forward planning for first semester by the end of the first month of school. |

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| **IV.4 Individual needs of pupils are respected in planning** | |
| * Differentiation is taken into account in planning. | * Primary teachers differentiate their lessons in order to accommodate different learning styles and different abilities. Examples such as important vocabulary written on board, differentiated worksheets, extra time and support offered to specific children. * The secondary teachers forward planning template has specifically a column for noting differentiation strategies. Also teachers can use the school’s handbook on differentiation strategies * SENCO provide ILP for all SEND students to facilitate individual planning and teachers attend transition meetings/ intensive support meetings/ Class Councils to assist with future planning. * SENCO’s give support and advice for individual pupils and groups of pupils and together with the pedagogical teams they liaise with external educational support professionals. * Yearly reports are compiled by the school to show the actions and progress of the students involved. |

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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 school employs 74 staff that are appropriately qualified. UK authorities were consulted in recruitment and they have confirmed the appropriateness of the qualification of the teaching position. Also where needed, EU member state authorities were asked to carry out checks on all teaching qualifications to ensure they meet the requirements of the certifying EU state for the same post. Vetting of Teacher qualifications is rigorous in the recruitment procedure. * There are also 2 teachers who are NQT’s (newly qualified teachers) and will follow an induction programme whilst 5 unqualified (but experienced) teachers will be guided to pursue teacher training courses during the academic year. All new staff are assigned Teacher Mentors. * Due to the particular circumstances the school passed through because of the transition from ES Culham to ESUK, having some teachers leaving the system, several changes had occurred in the teaching staff list. Now it seems that the staff is settling in. * In secondary, most teachers in the English section are native English speakers. The teachers, where English is L2, the school makes sure that they have the appropriate language skills. Also the majority of L1 teachers are native speakers or have C1 language competence. * The school also makes sure that all subject teachers have the required language skills as well. |

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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 nursery and primary there is an adequate supply of teaching and learning equipment. ICT equipment is available. * As a state school, ESUK provides all textbooks to deliver the core curriculum for Primary and S1-S5. Booklists for S6 and S7 have been issued. The school also is planning booklists for S1-S5 for reference once acquisition phase is completed. * There are three ICT suites and sets of laptops available in the library. * There is a computer in each classroom and an increasing number of Teachers have school laptops. * ESUK inherited two school libraries (primary and secondary) and have a secondary Librarian. The primary library is managed by a team of dedicated volunteers. Presently the school is digitising the secondary library stock. Plans for replenishing the libraries with more up to date texts and resources are in place. |

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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 multicultural and national resources available for teaching and learning, especially a wide range of reading and reference materials for the L1 studied at school. |

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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. | * Europa School UK is a UK school and thus has to meet the UK regulations. In Nursery and Primary Education it has to meet UK curriculum requirements. In the reception classes (i.e. N1 in the ES System) and in P1 (i.e. N2 in the ES System) children have to achieve the goals set in the UK Programme (maths and literacy) in order to be ready for Key Stage I assessment. From Primary 2 onwards the school follows the ES syllabuses more closely. * The streamline model introduces L2 as a medium of instruction right from the beginning. Half of the teaching time is devoted for implementing the curriculum in F, G and ES. Thus children have to meet the learning objectives in English (L1) in 2.5 days of the week. This is possible for several reasons : * Generally in the weekly timetable there is more learning time in five full days provided (27.5 periods) compared with the ES structure. * Parents accept these specific requirements and are very willing to support the learning process (See homework policy.) * The use of L2 as a medium of instruction in Discovery of the World, Art, Music, PE generally supports the acquisition of knowledge and skills. * There is no evidence that the acquisition of L2 is a burden or an obstacle for L1 acquisition. Reading and writing in L2 are introduced at a later stage (P2 - P3) in order not to influence L1 acquisition. The outstanding results in the Key Stage 1 exams provide proof of the effectiveness of the streamline model. * As an important prerequisite of this unique streamline model is the strong L1 language exposure in the English-speaking environment. * The very good competences students have achieved in L2 by the end of Primary Education support the introduction of L2 subject-wise in the secondary cycle. * Teachers plan and structure the lessons very carefully and closely cooperate across languages and year-groups. * Some teaching and learning activities are linked to events taking place outside the school, e.g. a choir participating in a festivity at Christ Church College. * In the secondary, the teachers follow the ES syllabuses with some adaptations to meet also the national requirements, especially in Maths and English so that students can also be able to sit for local exams. * The level of teaching observed is very good and teachers had well-planned lessons with various learning activities. |

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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. | * In primary education pupils are very much involved in an active learning environment that allows students to talk and listen, read, write, and reflect as they approach learning content through problem-solving exercises, informal small working groups, case studies outside the classroom, role playing, etc. * In some of the classes learning space is very limited and only allows a restricted amount of open space learning. * During the lessons observed in secondary the teachers explained the lesson objectives to the class at the beginning. Teachers also did extend the context outside the classroom and gave exemplars and situations from everyday life where the skill and knowledge could be applied. * Students were actively involved during most of the lessons observed by taking part in discussions, group work, etc. * Some teachers did integrate basic ICT usage in their lessons, especially some specific Maths software that is compatible with both the ES and National Syllabuses; however, the whole school infrastructure needs an upgrade to meet this growing demand and if teachers are to be encouraged to increase the use of technology in their 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. | * Children have made a positive start in the reception classes. As a result of effective teaching, they are very attentive and motivated throughout primary education. * Teachers constantly praise effort of the learning achievements of the individual child. * In the secondary students are active learners and every teacher creates hands-on activities for students to learn by doing. Constant feedback and encouragement is provided by the teacher whenever needed, especially when extra effort was done by the student. * The present infrastructure is not well-equipped and strong enough to have students working with technological tools in the class. The school has future plans to introduce gradually ICT tools in classes so that students will eventually be able to use them in their learning. |

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| **VI. 4 Teachers take care of pupils' individual needs in their teaching** | |
| Differentiation is practiced in lessons. | * In the nursery and primary cycle individual differences of pupils are very much acknowledged. Teachers personalise the learning for their pupils. They understand that students develop at different rates and that in every classroom there is a range of pupils’ abilities and aptitudes. They accommodate the different needs of pupils. Examples: use of language, differentiated teaching materials, extra time and support offered to specific children. * Secondary teachers have support from SENCO’s to help them adapt their teaching to the needs of particular students. Some teacher assistants (TA) are employed by the school to help these students. Also it was noted that teachers are fully aware to challenge gifted students by providing extra work to them so that they can extend their skills and competencies as well. |

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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. | * In the nursery and primary classrooms are inviting and safe, supportive learning environment is generally created in order to be used for activities that support learning. In some of the classrooms the spatial structure of the classroom is very restricted. In the “HUTS“ 28 pupils have only little space to move around in the classroom. * The secondary classes are on the whole spacious and can accommodate the classes. A good amount of resources are available, though the school has ongoing plans for increasing these tools. * The classrooms are well decorated with educational resources and teachers are able to create a stimulating environment for students to enjoy learning. |

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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). | * Assessment strategies are foremost used for motivating pupils, for building up their confidence and self-esteem. At primary school pupils’ assessment is mainly formative including an ongoing monitoring of literacy and numeracy skills. This monitoring helps early identification and remediation of learning difficulties. * Teachers of the primary cycle use ES four-point scale and ES criteria for achievement of subject objectives. * For the secondary the school has a detailed assessment policy which the teachers follow. Several tests, both formative and summative, are scheduled throughout the years whilst a varied range of methods and tools is used for the purpose. |

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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. | * Records of the child’s development and the Early Years Portfolio are used in the nursery classes. * The ES primary school report cards are used in the Primary Cycle. Attainment Descriptors have been introduced. According to UK regulations the following summative tests are carried out : * Primary Year 2 and Year 6 have Standard Assessment Tests (SATs) * Key Stage 1 : Primary 2 * (i.e. ES Primary 1) * Key Stage 2 : Primary 6 * (i.e. ES Primary 5) * Primary Years 3,4,5, have standardized assessments in English and Maths. * Ongoing formative assessment describes the pupils’ learning progress. Pupil progress meetings for all primary years are held three times a year. * The school provides a schedule for assessment days for the secondary. Progress reports are sent regularly to parents to inform about the student’s progress. * The school had been disseminating information to parents and students and training to teachers about the new ES marking scale from the early years of the secondary. |

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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. | * In order to provide sound evidence of the extent of a pupil's learning the assessment is representative of the area of learning being assessed. Assessing content is clearly based on ES syllabuses. Records are kept. The school complies with ES written reports and hold parents’ meetings to discuss pupils’ progress. * In secondary the school has introduced a new marking procedure and is holding assemblies to explain the new marking scheme. * All Teachers maintain their personal mark books with pupil progress recording. * The school complies with ESS written reports and hold Parents’ Evenings to discuss Student progress. |

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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 primary classes pupils have a self-evaluation form at end of a piece of work where they reflect on learning objectives. * The classes maintain portfolios for pieces of work that they are particularly proud of. * In secondary teachers are encouraged to use self-assessment and peer assessment strategies across all subjects |

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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. | * Even though the school cannot follow the SEN Policy of the European Schools due to some national restrictions and obligations, there are very committed SEN Coordinators (SENCOs) that have successfully set up a system of SEN tuition (with a clear school policy build on national obligations) which needs to be sustained and enlarged in the future. * In the Nursery and Primary Cycle (P1 and 2) there are permanent teaching assistants who take care of the individual learning needs. From Primary 3 onwards pupils receive learning support when needed. * For the secondary assistant are assigned according to the child’s needs and they help and support the teacher to adapt the work accordingly. * Also the school offers extra learning support on Wednesday afternoons in the vehicular languages. * The school management supports the ongoing expansion of expertise in the field of SEN education. Thus they promote professional development of the SENCOs and the teaching assistants involved. * When needed external specialists are brought in or consulted on specific support matters. |

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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. | * Teachers and assistants have at their disposal appropriate resources in classrooms and in small group intervention areas. Time allocation of educational support is transparent and flexible. National Health Services provide professional advice and support when needed and asked for by the school. * In secondary, support is timetabled using a mix of within class and outside class support. |

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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 a detailed *School Development Plan 2018-19* which includes all aspects related to the organisation and well-functioning of a school. Matters not only of teaching and of learning nature are catered for but also those of infrastructural and political nature, such as the future of BAC provision and possible alternatives as a consequence of BREXIT. * The development plan was scrutinised by governing body committees and available to all staff on google drive. All interested parties were consulted. |

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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. | * In primary, the school participates in summative assessment at national level which are externally moderated and reported to the national authorities for comparative data analysis. * Summary data is analysed by management, including progress of vulnerable groups, and reported to governors. * UK Ofsted National inspectors carry out whole school inspections whose reports are published. * Parents receive individual results of their children. * The school has no in-house evaluation mechanism that can from time to time gauge the progress in certain important aspects related to the school life, especially those related to the proposed school’s annual development plan. The audit team recommends that a system is developed whereas all primary stakeholders (mainly students, teachers and parents) will be able to give their opinions on the targets set by the school. The collection and analysis of this data will be beneficial for the SMT to assess what has been achieved and for better planning for the future. |

**Opinion of the Joint Board of Inspectors**

**The JBI examined the report on the audit of Europa School UK conducted from 10 to 14 December 2018, for the nursery, primary and secondary cycles up S5 and for S6-S7. From a purely pedagogical viewpoint, it recommended that the BoG approve it, subject to the necessary changes. However, from a legal viewpoint, a possible extension of accreditation would depend on the conditions of the Brexit envisaged. In the event of a Withdrawal Agreement, accreditation could continue until 31 August 2021. In the event of a ‘No Deal’ Brexit, continuation of accreditation beyond 31 August 2019 would depend on a decision taken, following examination of the legal opinion received, by the BoG at its April 2019 meeting.**

1. We are a state free school with no Category 1 recognition so maybe the entry should be 0 (Lynn Wood) [↑](#footnote-ref-1)
2. Although the school offers only one language section, EN, it is temporarily offering SWALS tuition for those senior students who came over from ES Culham and where enrolled in different language sections. Eventually this will be phased out and the school will be having one main section. [↑](#footnote-ref-2)
3. Our very furst audit was in the week commencing 16 June 2014 (Lynn Wood) [↑](#footnote-ref-3)