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**Orig.: EN**

**Audit Report (nursery, primary, secondary S1-S7) – European School of Tallinn**

Board of Governors

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

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# I. General information

A. Current audit

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| Aim of audit | To renew both Agreements for the years Nursery-Primary, Secondary S1-S7 of the Tallinn European Schooling |
| Inspectors | Mr Alex Coenen, Secondary InspectorMr Per-Olov Ottoson, Primary inspector |
| Dates of audit | 26th – 30th November 2018 |

B. General information about the school

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| Name of the school | Tallinn European School | Organization(School provider) | SA Innove |
| Street address  | Tehnika 18, 10149 Tallinn, Estonia | Postal address | Lõõtsa 4, 11415 Tallinn, Estonia |
| Postal address  | Tehnika 18, 10149 Tallinn, Estonia | Telephone | +372 735 0500 |
| Contact person | Birgit Lao |
| Telephone | +372 735 0550 | E-mail | innove@innove.ee;Birgit.Lao@innove.ee  |
| Contact person | Mrs Auli Udde |
| Telephone | + 372 7350 557+ 372 51 42 391 |
| E-mail | director@est.edu.ee  |
| Website | [tes.edu.ee](http://www.tes.edu.ee)  |
| Legal status of the school (independent / public funding of school etc.) | The owner of the school is the state-owned Foundation Innove. The school is funded by the state and by tuition fees. From the first of January 2019 the owner of the school will be the new TES foundation that is being created by the Estonian government. |
| Reason for the introduction of European schooling | Tallinn is hosting the eu-LISA agency (European Agency for the operational management of large-scale IT systems in the area of freedom, security and justice). The Government of the Republic of Estonia assumed the obligation to offer children of the agency’s employees a possibility to study according to the European School curriculum. In addition, TES provides a notable increase in availability of international general education to foreigners in Tallinn. In addition to eu-LISA, the representation of European Commission, the Information Bureau of European Parliament and NATO Cooperative Cyber Defence Centre of Excellence and some internationally operated companies like Microsoft Estonia, the development team of Skype, Sony Ericsson and other international companies reside in Tallinn to whom the provision of a European School is important to facilitate mobility of European families. |
| Language sections | Nursery  | Primary  | SecondaryFR, DE | Total number of different language sections |
| EN / FR | EN / FR  | EN | 2 |
| Number of classes | Nursery | Primary | Secondary | Total |
| 4 | 11 | 7 | 22 |
| Number of pupils | Nursery | Primary | Secondary | Total |
| 40 | 163 | 91 | 294 |
| Number and (%) of Category 1 pupils | Nursery | Primary | Secondary | Total |
| 4 / 10% | 16 / 9,8% | 14 / 15,4% | 34 8 11,6% |
| Number and (%) of SWALS pupils | Nursery | Primary | Secondary | Total |
| N/A | 64 / 39,3% | 36 / 44,4% | 100 / 35,2% |
| L1 taught in the school  | Nursery  | Primary | Secondary | Total number of different L1 taught in school |
| N/A | 11 | 7 | 11 |
| Subjects taught in L2 in S 3-5  | Economics, Ethics, Geography, History, Human Sciences |
| S Subjects taught in L2 in S 6-7 | Economics, Geography, History |
| Tuition in the language of the country (compulsory / optional | One compulsory Estonian lesson per week from P3 to P5Estonian L1 for Estonian pupils in Primary (25) and Secondary (14)Possibility to choose Estonian as L3 and L4 in Secondary cycles (7 pupils have chosen Estonian L3, nobody Estonian L4) |
| Composition of management and middle management staff | Director Mrs Auli UddeDeputy director for nursery, primary and learning environment Mrs Sigrid MeltsDeputy director for secondary and academic development Mr Riccardo LariniAdministrative middle management (administrative manager Mr Sven Laats, HR manager Ms Dagny Aalde, office manager Mrs Iris Mäeker, activities manager Mrs Kaidi Tärk, communication manager Mr Louis Biasin)Pedagogical middle management – subject coordinators Ms Agne Junolainen (Maths and Sciences), Mr Gerry Massa (Languages 1), Mr Guillaume Raboutot (Languages 2 to 5); Primary coordinator Mrs Rachel Heath, Nursery coordinator Ms Kirsti Lepp, Secondary class teachers’ coordinator Mrs Tuula Friman, BAC coordinator Ms Kristin Külm |

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| Number of teachers | Nursery | Primary | Secondary | Total |
| Full time | 4 | 20 | 22 | 46 |
| Part time | 1 | 12 | 14 | 27 |
| Number and (%) of qualified teachers | Nursery | Primary | Secondary | Total |
| Full time | 4/4 = 100% | 16/20 = 80% | 16/22 = 73% | 36/46 = 78% |
| Part time | 1/1 = 100% | 10/12 = 83% | 9/14 = 64% | 20/27 = 74% |

C. Information about previous audits and accreditations

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| Dates of first accreditation of the school | Accreditation agreement signed the 11/02/2014 (period covered: 01/09.2013-31.08.2016). Accreditation agreement was renewed the 29.09.2016 (period covered: 01.09.2016 to 31.08.2019)  |
| Dates of first accreditation of years 6 and 7 | 10-14 April 2017 Additional agreement for the Secondary years S6-S7 |
| Dates of previous audits  | 16-20 September 2013 7-11 March 2016 |
| Recommendations from the last audit | **Audit 2016 (for Nursery-S5)**1. The school must offer mother tongue for every SWALS for category I.
2. The school should encourage the efforts done regarding the transition within the Secondary cycle.
3. The school should continue, develop and cultivate cooperation with other schools (European and Accredited) including exchange of good practices etc.
4. The school should go on to facilitate communication between all the members of the school community.
5. The school should be prepared for the transfer and setting up to a new building taking into account the increasing number of pupils.
6. For the Secondary cycle and in order to assure high quality teaching combined classes should be avoided, if possible.
7. TES should clearly develop and enforce the European spirit.

**Audit 2017 (for the years S6-S7)**1. The school should make efforts to soon offer a more multilingual education and to build a multilingual environment and thereby make the European spirit stronger and more visible.
2. In-service training for all secondary teachers in ES syllabi, ES regulations and ES marking should be offered and a mentoring/tutoring system in cooperation with some of the European Schools is recommended.
3. The training of secondary teachers for the S7 procedures, pre-baccalaureate examination, preparations, oral examinations, assessment etc. should start immediately. Preparation of the same areas for the S6 students should start immediately as well.
4. It is recommended that the EB coordinators and the deputy director in charge of the EB cycle make a tutorial visit to the schools mentioned earlier during the EB session 2016-2017 in order to observe the organisation of the examinations, both written and orals.
 |

# II. 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:

The self-evaluation contained links to many documents including:

* development plan of Tallinn European School 2016-2020
* Tallinn European School’s development plan 2019-2021
* TES Development Plan 2016-2020 overview and updates of the developments
* Language Policy in Tallinn European School

**The audit activities included:**

Meetings with

* Management
* Members of the Schoolboard
* Parents
* Teachers representatives
* Representative of the Innove foundation
* Bacc coordinator
* SEN coordinator
* Students representatives

Lesson observations in all the language sections and of different subjects

* 4 lessons in nursery cycle
* 12 lessons in primary cycle
* 14 lesson in secondary cycle

Analysis of relevant documents:

* Previous audits
* Development plan of Tallinn European School 2016-2020
* Tallinn European School’s development plan 2019-2021
* TES Development Plan 2016-2020 overview and updates of the developments
* Language Policy in Tallinn European School
* Forward planning
* Overview of Teachers qualifications
* Educational support policy
* Support plans
* Admission and exclusion policy

Feedback meeting with the management

# III. Summary of main findings, recommendations

*General conclusion*

The Tallinn European School has developed from its creation in 2013 into a complete school providing education from nursery to S7 in a new functional building. Now that the school is ‘up and running’ it should focus on the further development of the quality of teaching and learning.

*Organisation of the school*

The school is presently run by the Innove Foundation. This foundation is involved in many aspects of Estonian education throughout the country. From the first of January 2019 the school will have its own foundation that will be run by the Estonian government. The change from being a very small part of a large foundation to a foundation that exists specifically for the TES is an opportunity for the school to develop further.

The school has 300 pupils and is expected to grow to 600.

*Previous recommendations*

The school has followed the recommendations from the previous accreditations.

The school offers L1 for every SWALS of category I. In the present school year the TES school offers L1 in eleven languages in primary (Bulgarian, English, Estonian, Finnish, French, German, Greek, Hungarian, Italian, Latvian and Lithuanian) and in seven languages in secondary (English, Estonian, Finnish, French, Italian, Latvian and Lithuanian).

The school has developed the cooperation with other European schools. Several coordinators have participated in training in Brussels and the school is cooperating with the accredited schools in Copenhagen and Helsinki.

*Communication*

The school has appointed a communications officer who is responsible for digital communication and marketing. The eKool web-based platform is used to spread information between the different stakeholders.

*School climate*

The new building taken into use this school year (2018/2019) offers good conditions for teaching and learning including Wi-Fi throughout the building.

The school has a calm, organised and respectful climate. Students seems to be happy with their school.

There are elements of the European dimension visible in the school, for example assemblies to celebrates national days and special events organise with the parent’s board. However, the European dimension should be more visible in the school.

*Transition*

The school clearly pays attention to the transition from nursery to primary and primary to secondary. The P5-S1 school camp is an example of good practice. Teachers from Secondary teach some subjects in P5 and teacher from Primary teach some subjects in Secondary on a regular basis.

*Teaching and learning*

The school has difficulty appointing qualified teachers that can teach in English or French. Many of the teachers have the academic skills but not an appropriate teacher training. In many of the observed lessons (especially in the secondary cycle) it was clear that the teachers were familiar with their subject, but less with teaching and learning strategies.

The teaching strategies of the European schools are not observed in many lessons, especially in the area of variation in teaching and learning methods and differentiation.

The European dimension was not visible in most of the observed lessons.

All language lessons follow the principle that the teacher consequently speaks the language that is being taught resulting in high quality teaching and learning.

*Planning*

There is a common template for forward planning and this is applied by most teachers. There is little reference to differentiation or the European dimension in the planning

Most of the forward planning followed the syllabuses of the European schools and most of the observed lessons followed the planning.

In Primary planning follows a holistic approach up to year 5 where subjects like mathematics, L1 and art are thematically planned based on the content of the DoW-syllabus.

*ICT*

The school has facilities for the integration of digital tools into teaching and learning, these were not often applied in the observed lessons.

*Support*

The school has a well organised system with a well-functioning team for the recognition and support of students who need extra support.

*Quality* *assurance*

The school has a coherent system of development plans. The development plans have a systematic cyclical structure. They concern the quality of education, the school identity and ethos, quality of governance and partnership and growth.

The European dimension is not part of the development plans.

**Recommendations**

1. The European dimension should be more visible in the school, in the building in the development plans, in the lesson plans, in the lessons and in all aspects of school life.
2. The school should ensure that the teaching standards of the European schools are applied in the lessons. A broader range of teaching and learning methods and a variety of different pedagogical approaches should be applied.
3. The school must make it clear how many of the teaching staff have trained as teachers and how the school is supporting the professional development of the staff who have not trained as teachers.

# IV. Final conclusion

The audit team proposes to renew the Accreditation agreement of the Tallinn Europeans School.

# V. 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.
 | * Time allocation corresponds to the ES system: all compulsory subjects are provided.
* The total number of hours corresponds to the ES system.
* The school uses the ES syllabi.
* The Estonian language syllabus has been written for TES by Foundation Innove.
* Three vehicular languages EN, FR and GE are offered as L2.
* ES, FR, GE and SP are offered as L3.
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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.
 | * S7 has been offered since September 2017, S6 since September 2016.
* The first 2 students have been awarded the EB in June 2018.
* All syllabi for compulsory subjects correspond to the ES syllabi for S6 and S7.
* Time allocation for S6 and S7 corresponds to the ES system.
* There are EN, FR and GE as L2 in S6 and S7.
* TES offers ES, SP, FR and GE as L3 in S6 and S7.
* TES offers the following optional subjects for S6 and S7: ICT 2 period, L5 FI 2 period, L5 IT 2 period, L5 SP 2 period courses.
* No students are admitted in S7 and all candidates taking the EB exams have had schooling in the ES system in their final two years.
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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 personal level.
* Records of activities of continuous pedagogical development are kept at school and personal level.
 | * There is evidence of activities relating to the professional development of the staff. There are 5 training days in August, 2 school development days during the year and 15 teachers visited training in other Europeans schools in 2017/2018.
* The school does not have a plan for continuous professional development.
* The planning of general and individual training of school staff following development interviews is an objective of the school’s 2019-2021 development plan.
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| **II.2 The school management enables and encourages cooperation and coordination within and between sections, subjects and cycles** |
| * There is evidence of management role to harmonise pedagogical procedures within and between sections, subjects and cycles.
* There is evidence of teachers exchanging professional experiences and expertise between levels, sections, schools, etc.
* There is evidence of meetings, projects, etc. supporting cooperation and coordination within and between sections, subjects and cycles.
 | * There are coordinators (L1's, L2-5, maths, science, bacc, level (nursery, primary, and secondary)
* There are pedagogical council meetings, level group meetings and subject group meetings.
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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 from N2 to P1 classes is carried out according to the transition from Nursery to P1 calendar.
* P5 and S1 have a transition camp for the three days in February.
* There are parents’ meetings for N2 and P5 parents in spring where the choice of languages as well the organising the studies will be discussed.
* There is a transition day for P5 pupils and transition lessons for N2 pupils in June.
* Joint Class Council with N2 and P1 teachers in May.
* P5 class teachers stay with the class in 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.
 | * All category 1 pupils have mother tongue tuition. The school offers 11 L1’s.
* Forward planning is based on the European syllabuses.
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| **II.5 The school management ensures an effective use of teaching time** |
| * Timetabling ensures an equitable distribution of subject time through the week/half term.
* Measures are taken to make best use of teaching time (including replacements).
 | * The timetable is comprehensive and includes all the required subjects.
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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.
 | * There was little evidence of the European dimension in planning or in lessons.
* The school offers four L3’s and three L5’s.
* National days are celebrated in assemblies.
* The school organizes communal events for the whole school.
* The school has two language sections (EN & FR) in primary and one (EN) in secondary.
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| **III.2 The physical environment reflects the purpose of teaching and learning** |
| * There are an adequate number of rooms of appropriate size.
* Classrooms and public areas are clean, safe, and tidy and are in good repair.
* There are displays of work and other materials in corridors and classrooms related to the European dimension.
 | * The physical environment in the new building (taken into use this school year) offers excellent environment and facilities for teaching and learning including Wi-Fi throughout the school, a lab and an ICT room.
* There could be more displays of work and other material in the school, especially on the European dimension. This lack could also be due to the newness of the school.
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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 climate is very positive. Students are happy and feel safe.
* Due to the small size of the school students soon know all their fellow students and all the staff.
* The school is implementing the KiVa anti-bullying program.
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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.
 | * The school has a comprehensive website with links to many documents.
* The school has internal and external newsletters.
* The school has appointed a communications manager, especially for digital communication (social media) and marketing.
* The school uses the eKool system for communicating with parents about their child’s progress.
* The major stakeholder (eu-Lisa) is represented in the school board.
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| **III.5 Co-operation with the society** |
| There is evidence of co-operation with* local community,
* local schools,
* trade and industry,
* schools abroad (including European Schools, international co-operation).
 | * There is evidence of co-operation with the local community. The aim of the school, is not to be isolated. An interesting example is the compulsory work experience in S5/6.
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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.
 | * In secondary most of the teachers have made a planning based on the curriculum that is reviewed every year. The management has access to the planning.
* In Nursery and Primary planning is based on the curriculum and reviewed every year
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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.
 | All planning is on the SharePoint and thus accessible to all teachers. This is an example of good practice. |

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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.
 | * In secondary the school has a common template consisting of main objectives, methodology/teaching strategies, differentiation, main resources, assessment, outings and European dimension and values.
* In Nursery and Primary the planning differs between year groups 1-2, 3-4 and 5. In the lower classes a holistic approach of planning is carried out that will be developed for all cycles.
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| **IV.4 Individual needs of pupils are respected in planning** |
| * Differentiation is taken into account in planning.
 | * In secondary there is very little or no differentiation taken into account in the planning. When differentiation is mentioned it is usually not more than ‘extra time and guidance if necessary’.
* In primary differentiation cannot be specifically noticed in planning but is recognised during lessons in some cases.
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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 qualification of the teachers is unclear. The school has developed its own qualification system with a 1-6 scale from not qualified to completely qualified. However it is clear that many teachers, although trained in their subject, are not qualified to teach. During the audit the school could not tell us how many teachers had actually followed teacher training.
* Most of the lessons are taught in English, although most teachers are not native speakers their English is fully adequate.
* All L1 teachers are native speakers.
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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.
 | * The school is well equipped including a lab, an ict room, a library, an art room, a music room and i-pads.
* The school has functioning Wi-Fi throughout the building.
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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 very little evidence for the use of European or multicultural resources being integrated into the teaching.
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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 and related 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.
 | * Most lessons were related to the European School syllabuses.
* In secondary some lessons lacked structure.
* There was little evidence of the integration of culture, history and geography of different countries into the teaching and learning.
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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 secondary there was very little evidence of the use of a variety of teaching and learning methods. Many of the teachers were very focused on the subject content of the lesson and did not have a clear teaching strategy. In this area there is clearly room for improvement.
* In Nursery and Primary there was some variety of methods during lessons although frontal teaching was the most common approach.
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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.
 | * The pupils of the TES were actively involved in teaching and learning when this was required of them
* There is very little evidence of pupils being responsible for their own learning.
* Although the school has ICT facilities there was little evidenced of these being used during lessons.
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| **VI.4 Teachers take care of pupils' individual needs in their teaching** |
| Differentiation is practiced in lessons. | * There was very little evidence of differentiation in the lessons. Even in small groups all pupils were usually taught the same material in the same way.
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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.
 | * There are no problems with discipline in the lessons.
* There is no loss of teaching time due to bad management. There is always 5 minutes between lessons to move between classrooms.
* The school has many resources, these could be used more.
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| **VII. Assessment and achievements** |
| **VII.1 Teachers apply the school guidelines on assessment** |
| * School has guidelines on assessment.
* Teachers apply the school guidelines on assessment.
* Teachers assess pupils´ progress (formative and summative) on a regular basis.
* A range of different assessment methods is used to provide a broad picture of pupils’ competences (knowledge, skills and attitudes).
 | * The school has guidelines on assessment and assesses pupil’s progress regularly.
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| **VII.2 The European Schools´ assessment system is used** |
| * Record of child´s development, portfolio in Nursery cycle.
* School report in Primary cycle and S1–5.
* Harmonised tests and exams in S5.
* The European Schools´ marking system in S6–7.
 | * The school is applying the European schools assessment system, for example implementing the new marking scale.
* At the moment there is little need for harmonisation between teachers, however as the school grows harmonization of tests and exams will become more important.
* In Nursery and Primary the school follows the policies of the European schools concerning reports including the use of portfolio.
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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 assessment is related to the contents of the syllabuses. Pupils know when they are going to be assessed.
* Pupils progress is recorded in the eKool system to which pupils and parents have access. Twice a year the pupils receive reports.
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| **VII.4 Pupils develop the ability to assess their own work and that of their peers.** |
| There is evidence of self-assessment and peer assessment. | * There is very little evidence of self-assessment and peer assessment.
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| **VIII. Educational Support** |
| **VIII.1 Pupils individual needs are recognised and pupils get educational support** |
| * School has guidelines on educational support.
* There are harmonised procedures to identify pupils individual learning needs.
* Pupils individual needs are appropriately supported.
* Pupils receive support in learning the language of the section into which they are integrated when needed.
* ILPs (Individual Learning Plans) are compiled, reviewed and updated.
* Given support is monitored, progress and results are registered.
 | The School has guidelines that are in line with the educational support policy of the European Schools.The support for language teaching of pupils that are not native speakers in their section is well developed. Pupils with support are given ILP with clear goals to reach in the actual subjects. Depending of the needs of the pupil some ILP have more general goals to strive towards.The support team works professionally together with the class teachers to identify the pupils that needs support and takes adequate action e.g. do tests, interviews, meeting with parents etc..The support coordinator also makes observations in class and gives advice to the class teacher how to support pupils with special needs in the class room situation. Talented pupils are recognised and given specific material to work with and are in some cases moved to the class above. |

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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.
 | Digital tools for support are available and time is allocated for support during school time or after school.In some cases, personal assistants are present in the class to help certain pupils. |

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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 development plan and a document ‘overview and updates of the developments’.
* The development plan is accessible and well structured. It contains clear objectives and success criteria. This is an example of good practice.
* Stakeholders such as teachers and school board were involved in the production of the development plan.
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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.
 | * The document ‘overview and updates of the developments’ gives a structure to the systematic quality assurance.
* The evaluation of the development plan is communicated with the school board and the Innove foundation.
* There is no external evaluation other than the accreditation by the European schools.
* Management visits all teachers lessons once a year.
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**Opinion of the Joint Board of Inspectors**

**The JBI expressed a favourable opinion on the Report on the Audit conducted from 26 to 30 November 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 and to renew the Additional Agreement covering S6 and S7.**