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**Orig.: EN**

**Audit Report - International School Edward Steichen Clervaux**

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 | First Audit before a signature of the Accreditation Agreement for the Nursery, Primary and Secondary Cycles (S1-S5). |
| Inspectors | Ms Linde van den Bosch  Mr George Mifsud |
| Dates of audit | 26 – 29 November 2018 |

B. General information about the school

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| Name of the school | École Internationale Edward Steichen Clervaux  (Lycée Edward Steichen Clervaux) | | | Organization  (School provider) | | Ministère de l’Éducation nationale, de l’Enfance et de la Jeunesse | | |
| Street address | 1, rue Edward Steichen  L-9707 Clervaux | | | Postal address | | 29, rue Aldringen  L-2926 Luxembourg | | |
| Postal address | 1, rue Edward Steichen  L-9707 Clervaux | | | Telephone | | +352 247-85131 | | |
| Contact person | | Madame Viviane Rhein | | |
| Telephone | +352 206 007-1 | | | E-mail | | [viviane.rhein@men.lu](mailto:viviane.rhein@men.lu) | | |
| Contact person | Mr. Jean Billa | | |
| Telephone | +352 206 007-1 | | |
| E-mail | [jean.billa@lesc.lu](mailto:jean.billa@lesc.lu) | | |
| Website | [www.lesc.lu](http://www.lesc.lu) | | |
| Legal status of the school (independent / public funding of school etc.) | Public school financed by the Luxembourgish Government. | | | | | | | | |
| Reason for the introduction of European schooling | The government of the Grand Duchy of Luxembourg has been  setting up three new Accredited European Schools for the academic  year 2018-2019 with the objective of enlarging and diversifying the  state-run school offer.  As the historical seat of European institutions and numerous  international financial, industrial and commercial enterprises and  organisations, the Grand Duchy thus aims to respond to the needs  and wishes of parents from different backgrounds and origins.  The entirety of the international and European school offer is concentrated in Luxembourg City and its surroundings (the urban agglomerations of the centre and the south of the country). Hitherto no adequate school offer is being provided to children of foreign nationals outside of the capital and its absence was sorely felt in the northern agglomeration given the linguistic situation of the student population in this area.  In order to widen, diversify and increase the availability of state-run  public education by means of multicultural, multilingual and  European education, it has therefore been planned to set up an  Accredited European School in Clervaux. The municipality of  Clervaux, situated in the north of the Grand Duchy in the canton of  the same name, is the second-largest municipality of the country by  area. Located 25 minutes north of the *Nordstad*, the economic  centre of Luxembourg’s north, the municipality of Clervaux sits at  a crossroads of several major roadways, including the axis  Luxembourg City to Ettelbrück / Diekirch to Belgium. The school  is built next to the railway line connecting Luxembourg City to  Liège.  The European School also intends to target those inhabitants of the  region who have not necessarily been exposed to a multilingual  experience previously, but who want their child to experience a  linguistically and culturally rich and diverse education. | | | | | | | | |
| Language sections | Nursery | Primary | | | Secondary  FR, DE | | | Total number of different language sections:  2 | |
| Number of classes | Nursery | Primary | | | Secondary | | | Total | |
|  |  | | | 2 | | | 2 | |
| Number of pupils | Nursery | Primary | | | Secondary | | | Total | |
|  |  | | | 30  (16 FR, 14 DE) | | | 30 | |
| Number and (%) of Category 1 pupils | Nursery | Primary | | | Secondary | | | Total | |
|  |  | | | 0 | | | 0 | |
| Number and (%) of SWALS pupils | Nursery | Primary | | | Secondary | | | Total | |
|  |  | | | 0 | | | 0 | |
| L1 taught in the school | Nursery | Primary | | | Secondary | | | Total number of different L1 taught in school | |
|  |  | | | FR, DE | | | 2 | |
| Subjects taught in L2 in S 3-5 | Seulement classes S1 en 2018-2019. | | | | | | | | |
| S Subjects taught in L2 in S 6-7 | Seulement classes S1 en 2018-2019. | | | | | | | | |
| Tuition in the language of the country (compulsory / optional | Compulsary Luxembourgish lessons.  Cours d’éducation physique en luxembourgeois (optionnel). | | | | | | | | |
| Composition of management and middle management staff | * Directeur: Mr Jean Billa * Directeurs adjoints: Mr Claude Huss; Mr Max Wolff * Attachée à la Direction: Ms Stéphanie Bracquez * Administration: Ms Cynthia Klein; Mr Rolland Allard; Mr Guy Reding * Coordinateurs – Middle management: Mr Jeff Bourgraff; Mr Claude Lagoda; Mr Sébastien Verbert; Mr Rolf Wiesemes) | | | | | | | | |
| Number of teachers | Nursery / Primary | | Secondary | | | | Total | | |
| Full time |  | | 14 enseignants, soit  100% | | | | 14 (100%) | | |
| Part time |  | |  | | | |  | | |
| Number and (%) of qualified teachers | Nursery/Primary | | Secondary  14 enseignants, soit  100% | | | | Total  14 (100%) | | |

C. Information about previous audits and accreditations

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| Dates of first accreditation of the school | 26-29 November 2018 |
| Dates of first accreditation of years 6 and 7 | N/A |
| Dates of previous audits | N/A |
| Recommendations from the last audit | N/A |

# 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:

* Self-evaluation  
  The school provided the Audit team with a very carefully prepared, comprehensive document that contained a lot of information.
* Programme

**The audit activities included:**

*Meetings with:*

* Management: Mr. Jean Billa (director) and Mr. Claude Huss (deputy director);
* Local and national authorities: Mrs. Viviane Rhein (MENJE – Head of Delegation), Mr. Emile Eicher (Député-maire – Clervaux) and Mr. Marc Schreiner (Director – Région 15);
* Librarian, Mr. Christian Steinmetz;
* Staff members: Mrs. Bracquez, Mrs. Klein and Mr. Allard;
* iTeam Coordinator, Mr. Sébastien Verbert;
* SePAS: Mrs. Joëlle Hoffmannn (Psychologist), Mrs. Linda Thillens (Social worker) and Mr. Dany Petit (Educator);
* Representatives of the Parents Council (3);
* Pupils (Class representatives and Students board);
* European Coordinator, Mr. Rolf Wiesemes;
* Representatives of teachers: Mrs. Anne-Marie Badet and Mr. Janosch Alt;
* Middle management and coordinators: Mr. Jeff Bourgraff, Mr. Claude Lagoda, Mrs. Christiane Schaack, Mrs. Carine Lambert, Mr. Stephan Schmitz;
* Feedback meeting with the management.

*Lesson observations*

* 10 lessons in secondary cycle, year 1, German and French section, including: mathematics, Language 1 (German and French), Language 2 (English), Lëtzebuergesch, Human Sciences, Music, VIESO (Vie et Société) and OSCAR

*Analysis of relevant documents:*

* Dossier of Conformity;
* Self-evaluation;
* Legal documents concerning the school;
* Documents about school specific subjects: Vie et Société (VIESO) and Lëtzebuergesch;
* Information about ICT-use and -tools in the school;
* Documents regarding the vision of the school, e.g. 21st Century Competences, OSCAR;
* Documents about the structure of the school, e.g. organigram, tasks coordinators, boards (educational board), councils (pupils, parents, teachers), key Working Groups;
* Information about key Working Groups: iTeam, Coordination pédagogique, Future Hub, Cellule d’orientation;
* Documents about practical organisation of the school, e.g. transport, school maps, surveillance;
* Règlement d’ordre interne (to be signed by management, pupil and pupil’s representative);
* Timetables;
* Action Plans subjects (Forward planning);
* Evaluation Plans (kind of tests, topics, when, weight);
* Assessment documents, e.g. school guidelines on evaluation, templates reports (bilan intermédiaire), templates self-assessment, school planning and calendar for tests and conseils de classe;
* Support documents, e.g. school guidelines, templates for support (inscriptions, ILP), guide for teachers, information about external competence centres, inclusion (CIS: Commission d’Inclusion Scolaire);
* Description of tasks *Coach*;
* Files of teachers, including information on Formations Continues, qualifications, appointments;
* Training/Formation of teachers, before opening (e.g. Journée Pédagogique de Compétences du 21e siècle), school year 2018-2019 (individual requests)
* Information brochures school;
* Information about the *Makerspace* in the school;
* Material Science Department.

During the Audit several representatives (e.g. SePAS, iTeam) presented their work, using PowerPoints. The Audit team received paper copies of presentations.

*Feedback meeting with the management*

# III. Summary of main findings, recommendations

**Main Findings**

*Strong vision*

The Lycée Edward Steichen in Clervaux (LESC) opened its doors in September 2018. The building hosts two schools: the Lycée and the European school. In a preparatory phase of several years, a steering committee succeeded in drafting a coherent, contemporary pedagogical concept. This concept is based on several important pillars:

* Holistic – head, hands and heart – development of children, providing different opportunities to learn;
* Development of 21st Century Competences;
* Extensive school days from 7:00 till 19:00;
* ICT-support of teaching and learning.

The management and staff are highly motivated and committed in putting the concept into practice. All efforts point in a clear direction and really start to pay off. As one of the staff members mentioned: *The school has a vision and makes it happen*.

*Contemporary resources*

The new building, with state of the art facilities, offers huge opportunities for discovering, learning, playing, cooperating, technical, creative and physical exploration. Even the driving principles of Edward Steichen, his ideas of *the family of men*, come alive in this school were children of different cultural backgrounds and diverse educational systems come together. A professionally equipped photo and media-lab is a nice feature in this context.

*External stakeholders*

The LESC may count on continuous support of the representatives of the national government, the region and the municipality. Also involvement of local enterprises and organisations add to a solid basis for the school provides a strong embedding in the context.

*Internal support*

Pupils, parents, teachers and management, in a way everyone is involved in offering ‘support’ and live up to the principle that every pupil counts. SePAS, tutoring, coaching, councils, working groups, at different levels but in clear conjunction, enhance the pedagogical concept.

**Recommendations**

In presenting a SWOT-analysis, the school management explained that, instead of speaking of ‘weaknesses’, they rather used the word ‘challenges’. In line with this, instead of speaking of ‘recommendations’, the Audit Team would rather speak of

‘points for attention’.

*Balance*

A key word for the school is ‘balance’:

* The team seems to be motivated by a lot of idealism, but should not lose track of realism. It’s good to believe in something and to have a strong vision, but at certain moments it’s important to step back and reflect and adjust where necessary;
* The two schools under one roof offer great opportunities, but also carry a risk of the one overshadowing the other, e.g. in identity, visibility or representation;
* The use of exciting media can open up new pathways, but also traditional and proven pathways need to be sustained;
* The development of guidelines, templates, and charters is of major importance in setting standards for the functioning of the school community. Nevertheless, there should be space for autonomy of pupils and teachers.

It will be the school’s challenge to find and keep the right balance in the areas mentioned.

*Areas for development*

* European dimension  
  The European and Global Dimension as incorporated in the 21st Century Competence ‘Culture et citoyenneté, deserves explicit visibility in the school.
* Students Without A Language Section (SWALS)

The school needs to be prepared for the enrolment of pupils with another

mother tongue different from one of the three main languages of

communication in Luxembourg. Considering the multilinguistic context of

Clervaux and the growth of the school, the staff must be aware of the specific

demands of SWALS regarding mother tongue tuition.

* Differentiation  
  In exploring, discussing and sharing, management and teaching staff can further adjust teaching and learning to individual needs.

*Future sustainability*

In the next couple of years the school will welcome many new pupils and teachers. Already in September 2019 the size of the school will be doubled. Currently the well-thought-out vision is implemented by a carefully selected and trained staff in line with this vision. To secure principles and approaches towards teaching and learning, an important point of attention of management and staff must be how to secure what is accomplished and to develop further in the intended direction.

# IV. Final conclusion

The Audit team recommends Accreditation of the Secondary Cycle (S1-S5) International School Edward Steichen in Clervaux.

# 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 (S1–5) corresponds to the ES system. * Syllabuses used in different subjects (secondary S1–5) correspond to the ES system. * Three vehicular languages as L2 are offered. * L3 tuition is offered. | The school meets the criteria.  L3 tuition is offered in German and French.  Two school specific subjects have to be mentioned:   * Lëtzebuergesch  Obligatory Lëtzebuergesch lessons are part of the curriculum; * VIESO Ethics and Religion lessons have been replaced by ‘Life and Society’ lessons (Vie et Société → VIESO).   This corresponds to the Dossier of Conformity of the school.  The OSCAR programme is specific for the whole LESC. OSCAR refers to: Orientation, Sensibilisation, Communication, Approfondissement and Renseignement. Once per week, 45 minutes, pupils from both the Lycée and the international department attend, in mixed groups, specific OSCAR modules. Examples of modules are: Learning to learning, healthy living and environment. |

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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 has an intention to organise the European BAC in the future (2024-2025).  Other criteria are not applicable yet. |

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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. | The school meets the criteria.  Each teacher has to complete at least 48 hours of officially certified continued professional development (CPD) in periods of three years. Records of CPD are kept.  Besides own, individual CPD pathways, school specific training is organised related to school vision, study programmes and syllabi. Training on pedagogical key concepts started already before the official opening of the school.  A special staff member for CPD ensures that CPD activities are coordinated and linked together meaningfully.  Teachers within the European section of the school also have a buddy/mentor in the European schools in Luxembourg City (Kirchberg or Mamer). |

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| **II.2 The school management enables and encourages cooperation and coordination within and between sections, subjects and cycles** | |
| * There is evidence of management role to harmonise pedagogical procedures within and between sections, subjects and cycles. * There is evidence of teachers exchanging professional experiences and expertise between levels, sections, schools, etc. * There is evidence of meetings, projects, etc. supporting cooperation and coordination within and between sections, subjects and cycles. | There is clear evidence of cooperation and coordination within and between sections, subjects and cycles.  That pedagogical procedures are being harmonised, is for example demonstrated by the coherent and mutually adjusted Action Plans of the different subjects.  Teachers exchange experience, expertise and good practice for example through iTunes U, a digital platform, where they share their pedagogical programmes and contribute to each other’s materials.  Several agendas and minutes of meetings of Working Groups demonstrate cooperation and coordination. Not only within the context of the International School, but also between the International School (ES) and the Lycée. The coordinators play an important task in this area. |

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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.). | The school has a SePAS team made up of Support professionals who have already established a good network with the national primaries in the neighbourhood.  The team also takes care of organising orientation visits to the European School. Also SePAS asks for the necessary information from the respective primary schools regarding any pedagogical or social support that some students will be needing in their first year of secondary.  A transition plan is being developed in line with the ES guidelines in case the school will decide to have its own primary school. |

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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. | Presently as things stand, all pupils are given tuition in their mother tongue which happens to be one of the three main languages of communication in Luxembourg. However, this situation might change, considering:   * the multilinguistic background the Clervaux area has and what is being promoted from the socio-economic side; * the growth of the school to its full potential in the coming years.   In this respect the school needs to have a plan for the provision of SWALS, should there be a demand.  The school follows the ES L1 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). | Time allocation for teaching is in line with ES regulations.  Many subject lessons are doubled (90min) on the suggestion of the teachers in the preparatory steering committee of the school, so that students have more time to learn and develop certain competencies.  The school also developed a system of individual tutorials/coaching between the teachers and students, something which was much appreciated by the students themselves.  The teachers have their own classrooms; there is no time lost in between lessons since the timetable is divided in two major teaching blocks with breaks in between.  The school also has a digitally advanced system to cater for replacing teachers. Teaching material is available both for the replacing teacher and the students on the iPad and the iTunes platform. |

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| **III. School Ethos and Climate** | |
| **III.1 A European Context is established in order to foster mutual understanding and respect for diversity in a multicultural setting** | |
| * The European dimension is integrated in subjects’ syllabuses, teachers’ planning and lessons. * A rich provision of European language courses and high standards in them is ensured (L3, L4). * Pupils work together across language sections. * There is evidence of celebration of national festivals and reference to national current affairs. * School organises communal events which bring together pupils and teachers (and parents) from different language sections. | The school is beginning to promote the European dimension which takes great importance in the specific multicultural context the school is set in. The teachers already promote a broad version of citizenship and culture as one of the 21st Century skills that are being embedded in the harmonised annual lesson plans for all subjects.  Acknowledging that the school is in its first months of operation, it is important that initiatives are in place. However, implementation is a point of attention, both in the classrooms and at other levels so that the European dimension really becomes visible and felt. The school has a coordinator responsible for this area and several projects are in the pipeline, awaiting implementation.  The two existing classes are already involved together in the OSCAR project. Other projects related to the December festive season will be starting where all classes and parents will be involved. |

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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 classrooms are subject specific and are well kept. The teachers, with the guidance of the European Coordinator, are beginning to produce decorative materials for the corridors and classrooms. Plans are being made to find a suitable system to display didactic material in the class and also to promote the European dimension throughout the school grounds. |

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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. | At school a very positive climate is felt and evidence of an existing respectful relation was found between all stakeholders. This is due to the preparatory steering group’s efforts in developing a pedagogical concept for the school, in which all stakeholders at some time or another were/will be involved.  The school developed a charter of rights and responsibilities that guides the pupils’ behaviour. The school also has in place several other programmes and initiatives where the students themselves can monitor and assess their behaviour, e.g. through ‘time-outs’ from class or the OSCAR activities. The regular attendance of the students is recorded electronically and reported to parents. Where needed, support services are provided by the school. |

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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 boasts of a very efficient technological channel of communication. Students have an iPad on which all necessary information can be found in the iTunes pedagogical platform. In this respect, the school needs to hold some more information meetings to all stakeholders, especially parents to update them on the existing technological infrastructure available. The intended ‘Family Learning’ where pupils have a role in teaching their parents, can be supportive in this area.  The school also makes use of the formal communication channels like the school report system, face to face meetings, and published material. |

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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). | The school is still establishing itself in the area. However, several contacts have been established with other both European and National schools. Visits by teachers and management team members to several different A/ES have been done and there are plans for further cooperation especially in pedagogical projects.  The school has plans with local industries so that students from S2 onwards can have some initial work experiences. On another level the school has already been involved in social, musical and sports events aimed at the local community. |

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| **IV. Curriculum and Planning** | |
| **IV.1 There is a long term and short term planning based on the curriculum** | |
| * Teachers have their short term and long term planning based on the curriculum. * The planning of the curriculum is regularly reviewed and revised. * Teachers hand over their planning to the management. | The school meets the criteria.  Common templates for Annual Action Plans (forward planning) and Lesson Plans are in use and digitally available for management and team.  The Action Plans include information on: weeks, syllabus/programme, competences and their indicators, themes, methodology, use of ICT (MTIC: Integration of Media, Technology, Images and Communication), differentiation and formative evaluation. The Action Plans also clearly show which 21st Century Competences will be addressed. It is checked by the Cellule Coordination Pédagogique to see that different Action Plans together guarantee a coverage of all competences.  The Lesson Plans offer a description of objective, methodology, resources, differentiation and the intended process of the lesson.  The European and Global Dimension are incorporated in the competence ‘Culture et citoyenneté, but deserve more visible and concrete attention in planning. |

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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. | Currently only one year level (S1) has started. Departmental coordinators will be responsible for future transition. Digital availability of planning and resources will further support this process. |

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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. | Both criteria are met. |

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| **IV.4 Individual needs of pupils are respected in planning** | |
| * Differentiation is taken into account in planning. | Differentiation is taken into account in planning, but is in most cases of a quite general nature. As Action Plans cover a whole year, it’s obvious that detailed information on differentiation cannot always be given (yet). Nevertheless, descriptions such as ‘Remediation’, ‘Partner check’ or ‘Feedback individuel’ could be elaborated in such a way that they offer more insight in didactical approaches regarding needs of pupils.  Especially Lesson Plans could be more specific. Descriptions such as ‘verschiedene Sozialformen’, ‘peer feedback pendant et après les presentations de groupe’ or ‘Aufgaben im eigenen Rhytmus erarbeiten’ do not offer much guidance. General Support in class deserves a more personalised approach. This could be an area for further development. |

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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. | Personal files of teachers and explanations of management, teachers and a governments’ representative give the impression of careful recruitment procedures and awareness of requirements of the ES-system. Also an intrinsic motivation to contribute to the school’s vision, is an important criterion for an appointment at Edward Steichen.  Currently the teachers’ files still have to be completed by the school, but Luxembourgish recruitment procedures have been respected. This implies that the management of Edward Steichen presents dossiers of candidates they wish to appoint for a post to the Ministry to decide on qualifications. Copies of these decisions are present in the files. |

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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 Audit Team was impressed by the school building and the range and level of pedagogical and didactic equipment.  All classrooms are equipped with whiteboards, beamers linked to Apple TV as well as appropriate ICT connections.  The school is developing a one2one approach, which means that all students are provided with an iPad that they use in and out of class. The school has been given the ‘FutureHub label’ for its efforts to include ICT systematically and innovatively in its practices.  The documentation and information centre of the LESC consists of a school library with a full-time librarian supported by a teacher responsible for integrating library services into day to day teaching. The Library does not only offer access to 5.000 titles and a broader library network, it is also equipped with a large offer of educational games.  A photo-lab that gives meaning to the name Edward Steichen, a Makerspace where pupils can experiment with creating all kinds of more technical objects, contemporary PE-facilities including a swimming pool, well-equipped rooms for music, science and art, are examples of the numerous extra and modern resources the LESC has available. |

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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. | In this area there is scope for development.  ICT and other teaching materials offer possibilities for integrating a European and global dimension into the teaching. However, opportunities are not always used in this respect. Some examples of Good Practice deserve to be taken forward and replicated.  Teaching with a more European and global approach could be supported by a strong, visible international presence. The team is aware of the fact that class rooms and corridors deserve more expression of the European and global dimension. Intentions and plans, e.g. for a ‘European corner’ and extra display possibilities in the classrooms, have to become reality in the upcoming months. |

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| **VI. Teaching and Learning (based on class-visits)** | |
| **VI.1 Teachers realise the ES syllabuses** | |
| * Teachers show knowledge of the subject and the European School syllabuses. * Lessons are planned, well-structured andrelated to the syllabus. * Culture, history and geography of different countries are integrated in the teaching and learning process in the classes when relevant. * Cross curricular links are emphasized. | The teachers have a good knowledge of the subject they teach and also what’s behind the didactic principle of ES. The lessons are well planned and all teachers use a common template for their lessons.  The majority of the lessons observed were of 90 minutes duration. This proposal of timetabling double periods for the subjects came from the teachers themselves in order to have more time for in-depth development of knowledge and skills. In some lessons observed, students experienced a decline in motivation and attention. For example, some activities proved to be too much for them, discussions dragged on for a long time, repeated readings of the same text led to boredom.    Some teachers’ activities related to other broader aspects in their teaching such as culture, history and geography. These examples could be shared as good practice. |

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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 various methods (work in pairs, groups, teams, individually etc. * Teachers involve all pupils actively. * Teachers integrate ICT into their lessons. | It was observed that teachers do share the objectives and structure of the lesson and the competencies to be acquired.  The school is putting a lot of emphasis on the development of the 21st Century skills. Teachers demonstrate true awareness of the school’s vision in this respect.  Teachers did employ several methods of learning such as pair work or group work. Several examples of good iPad use were observed which kept the students active and motivated during the lesson. |

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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. | Students are proud to be in this school and they show a good level of motivation to learn during the lessons.  The teachers used several different assessment strategies during their lessons. On the other side, the students were given different alternatives of obtaining feedback for their responses like checklists, results sheets for doing their own assessment or instant oral feedback.  The students are very happy to have the iPad and they were observed making good use of it during lessons. |

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| **VI.4 Teachers take care of pupils' individual needs in their teaching** | |
| Differentiation is practiced in lessons. | The school puts the first responsibility for the students learning on the teachers’ shoulders. The lessons observed had plans for differentiation. However, this was not always explicitly put into practice.  The teachers work closely with the Support team so that where needed the students’ learning difficulties are met and all necessary help is given both in and outside the class. |

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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. | The teachers are capable of creating an excellent class environment. Some more work needs to be done on putting up more displays of didactic and cultural works to embellish the class walls and corridors.  Class resources need also to be stocked up with extra challenging material for high achievers to provide them with the opportunity to extend their work on their own initiatives.  In some cases where a 90 minute lesson was observed, there was some time were students were not fully engaged. The school can next year evaluate this practice to make sure that all the time is used effectively. |

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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 developed guidelines on evaluation that are aligned to ES-policies.  Formative assessment is included in *planning*. The school has developed an *annual Calendar* for long tests to guarantee a good spread and coverage of all subjects. For each subject an *Evaluation Plan* is available that offers a global overview of type of tests, what (content and competences addressed), when, weight and criteria. The current plans offer a good starting point and can be further developed in the (near) future.  The *Midterm Report form* reflects the use of the new Marking System of the European schools. Teachers have received *training* in this area. |

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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. | This school year a start has been made with Secondary year 1. So, specific assessment requirements of the European schools for the Nursery-Primary Cycle, Secondary year 5 or the BAC-cycle are not applicable yet.  The school has implemented the new marking system and works with grades (A-B-C-D-E-F-Fx) in S1. |

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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 Action Plans (forward planning) and Evaluation Plans are clearly related and refer to corresponding content and competences. Pupils confirm that information about tests is orally explained and available on the school’s digital platform.  Student progress is monitored by the teachers and results are analysed by the entire team. The Support team (SePAS) is explicitly involved. Progress is also recorded in a national database: Fichier élèves.  Parents confirm that they can keep track of results via the digital platform and that they are invited for meetings to discuss the progress of their children. |

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| **VII.4 Pupils develop the ability to assess their own work and that of their peers.** | |
| There is evidence of self-assessment and peer assessment. | Self- and peer assessment is under development. Teachers mention it in their planning, some templates for self-assessment are available and the Audit team observed several examples during class visits. Also the module ‘Learning to learn’ in the OSCAR programme supports awareness of pupils own learning.  With a more systematic use and orientation on an in-depth approach, the teaching staff can further strengthen the development of abilities to assess own work and that of peers. |

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| **VIII. Educational Support** | |
| **VIII.1 Pupils individual needs are recognised and pupils get educational support** | |
| * School has guidelines on educational support. * There are harmonised procedures to identify pupils’ individual learning needs. * Pupils individual needs are appropriately supported. * Pupils receive support in learning the language of the section into which they are integrated when needed. * ILPs (Individual Learning Plans) are compiled, reviewed and updated. * Given support is monitored, progress and results are registered. | The school follows the support guidelines document of the ES system. The SePAS, the school’s full time support team (including a psychologist, a social worker and three educators), is widely engaged in identifying and providing the necessary support services. All teachers feel that it is their primary duty to provide the initial support for a student under the form of differentiation.  When this type of general support in the class is not enough then they refer the case to the SePAS for their attention and necessary actions which are tailor made to the student’s needs and progress.  The SePAS succeeded in combining the Support principles of the ES and the national requirements in this area. They  identified a whole range of support that falls under the general or moderate support provision which can be given in the form of after school study or individual tutoring depending on the level of need of the students. When it comes to intensive support the school seeks the help of CIS – the inclusion Unit which can direct the case to one of the nine national competence centres.  SePAS keep records of all support given, even that gathered from the national primaries the students come from before enrolment in the school. |

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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. | The support services at school are taken care of by the SePAS. Apart from specific rooms for support, the building has other areas where support can be given to students needing it. The library offers pedagogical material and games for support students. Also extra hours of support are provided whilst there is also the provision of tutoring/coaching which is available for all. When needed the SePAS can direct students to national centres who can offer more specific and professional support services. |

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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 to abide by the national law in having a CDS: a School Development Unit. The remit of this unit is described by national authorities and includes the setting up of priorities for the school development, teacher CPD and analysis of school data and records. This unit is in constant consultation with the Educational Board of the school which is made up of proportionate representatives of all stakeholders. The CDS work is still in progress and once finalised it will be communicated to all stakeholders for ownership. Several lines of actions have already been identified and are in the making. Some are being already implemented such as the embedding of 21st Century skills in class teaching across all subjects. |

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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 school has national obligations to honour regarding self-evaluation procedures, amongst which is the National Observatory of School Quality. The teachers are also establishing proper ways on how to self-evaluate. LESC students take part in standardised tests of the Luxembourg Centre for Educational Testing (LUCET).  The school needs to start planning to have systematic internal mechanisms to assist in whole school evaluation practices which will include several different methodologies. There will also be the need to find a suitable and effective way on how to involve all stakeholders in these evaluation processes and how to communicate these results to the interested parties and to obtain their feedback. |