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**Audit Report – Ecole Internationale de Mondorf-les-Bains**

Board of Governors

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

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1. **General information**

A. Current audit

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| Aim of audit | Accreditation Agreement (Nursery, Primary-Secondary S1-S5) |
| Inspectors | Margarita Kalagridou, Helder Guerreiro |
| Dates of audit | 22 to 26 October 2018 |

B. General information about the school

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| Name of the school | Ecole Internationale Mondorf-les-Bains | | | Organization  (School provider) | | | Ministère de l’Education Nationale, de l’Enfance et de la jeunesse | | | |
| Street address | 2, route de Burmerange | | | Postal address | | | 29, rue Aldringen,  L-2926 Luxembourg | | | |
| Postal address | L-5659  Mondorf-les-Bains | | | Telephone | | | +352 247-85131 | | | |
| Contact person | | | Mme Viviane RHEIN | | | |
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| Telephone | +352 281 288-201 | | |
| E-mail | [Camille.weyrich@eimlb.lu](mailto:Camille.weyrich@eimlb.lu) | | |
| Website | www.eimlb.lu | | |
| Legal status of the school (independent / public; funding of school etc.) | The EIMLB is a 100% public school open to all pupils living in Luxembourg or in the surrounding areas. | | | | | | | | |
| Reason for the introduction of European schooling | Diversifying the national school offer.  Meeting the demand of a growing number of Employees from Europe and all over the world.  Meeting the demand for different language sections, alphabetisation in other languages than German and a more flexible choice of the first, second and third languages. | | | | | | | | |
| Language sections | Nursery  The EIMLB does not offer any Nursery classes. | Primary  French  English | | | | Secondary  French  English  German | | | Total number of different language sections:  3 (Secondary)  2 (Primary) |
|
| Number of classes | Nursery | Primary | | | Secondary | | | | Total |
| 0 | 2 | | | 3 | | | | 5 |
| Number of pupils | Nursery | Primary | | | Secondary | | | | Total |
| 0 | 30 | | | 44 | | | | 74 |
| Number and (%) of Category 1 pupils | Nursery | Primary | | | Secondary | | | | Total |
| / | / | | | / | | | | / |
| Number and (%) of SWALS pupils | Nursery | Primary | | | Secondary | | | | Total |
| / | / | | | / | | | | / |
| L1 taught in the school | Nursery  / | Primary  French  English  Portuguese (Option) | | | Secondary  French  English  German | | | | Total number of different L1 taught in school:  3 (Secondary)  3 (Primary) |
| Subjects taught in L2 in S 3-5 | Does not apply until 2020. | | | | | | | | |
| S Subjects taught in L2 in S 6-7 | Does not apply until 2023. | | | | | | | | |
| Tuition in the language of the country (compulsory / optional) | A Luxembourgish language course (2 weekly periods) is compulsory for all pupils and classes from P1 to S3. | | | | | | | | |
| Composition of management and middle management staff | The management is composed of two people: M. Camille WEYRICH is the director and used to be a German language teacher. M. Stephan DUMANGE is the assistant director and used to be a medical science teacher.  For the time being, there is no specific middle management so far. However, the CDS (*cellule de développement scolaire*) is competent in matters of school development. | | | | | | | | |
| Number of teachers  Full time | Nursery / Primary | | Secondary | | | | | Total | |
| There are 3 full time teachers in Primary and 8 in Secondary. Five of them are working full time at the EIMLB and 3 also teach at another Luxembourgish school. | | | | | | | 11 | |
| Part time | There are 2 part time teachers working only at the EIMLB and one who also teaches at another school in Luxembourg | | | | | | | 3 | |
| Number and (%) of qualified teachers | Nursery/Primary  3 (100%) | | Secondary  9 (90%)  1 teacher in Secondary has a masters’ degree in biology – Scientific qualifications. However, he does not have all necessary pedagogic qualification. Until September he will be an employee and will have a tutor, while attending the national teacher programme. | | | | | Total  12 (92%) | |
| Full time | There are 3 full time teachers in Primary and 8 in Secondary. | | | | | | | 11 | |
| Part time | In Secondary and Primary , there are 3 part time teachers. | | | | | | | 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 | Not Applicable |
| Dates of first accreditation of years 6 and 7 | Not Applicable |
| Dates of previous audits | Not Applicable |
| Recommendations from the last audit | Not Applicable |

**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 by the school management.

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

* Preparation of the audit

The audit activities included:

Meetings

* Discussion with the Director and Deputy Director
* Representative of the Ministry of Education
* Intermath Coordinator
* Teachers
* Conseil d’éducation + Conférence de l’Ecole
* Parents Primary + Secondary
* Comité des élèves
* Educational Service MESA (Motivation, Education, Social Accompanying)

Lesson observations in all the language sections and of different subjects

* *number* lessons in nursery cycle – Not applicable. The school does not provide nursery cycle
* *number* lessons in primary cycle - 5
* *number* lesson in secondary cycle – 7

Analysis of relevant documents: ***mention all the*** *documents forwarded by the school and* ***scrutinized*** *by the inspection team during the inspection visit*.

* + Activités périscolaires
  + Agenda DALTON
  + Agenda requested by the team inspectors / Meetings with members of school community (Conseil d’èducation, parents, pupils,…)
  + Annual Plan P, S (teachers) 2018/2019
  + Medium term Plannig - September, October - 2018
  + Concept pédagogique
  + Dossier d’interêt general
  + Dossier de presse – *L’enseignement européen. Partie intégrante de l’óffre scolaire*
  + Dossier of conformity Ref: 2018-01-D-53-en-2
  + Fiches d’auto-évaluation (Primaire)
  + Grilles et horaires hebdomadaires des classes (P, S) and agenda for the class visits
  + IFEN – Training Programme (2018-2019 to 2020-2021)
  + Journal official du Grand-Duché de Luxembourg, nº 652 du 6 août 2018
  + Ministere de l'education nationale, de l' enhance et de la Jeunesse, 8 december 2017
  + Photo/Project Details
  + Plan annuel de l’école
  + Programme de construction d’un lycée à Mondorf-les-Bains
  + Service d’éducation et d’accompagnement SEA
  + Service éducatif MESA
  + Some examples of a portfolio
  + Subject long-term planning
* Visit to the school premises
* Visit to the campus where the new school will be built
* Feedback meeting with the management

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

The EIMLB is a public school which offers education for free, aiming at ensuring that the development of competences social skills, thus creating more opportunities and helping the pupils to find their personal place in the social and scholar environment. All the students who live near to school have the right to be enrolled in this educational multilingual and multicultural education system, to respect the European identity and to be active citizens in the future. In addition, the authorities believe that the curriculum provided by this school and by a set of three other public Luxembourgish schools following the European School system, will increase success rates among the immigrant and expat population.

**Positive aspects**

All the students stay at the school during lunch break and they choose an extracurricular activity that suits them. The supervised study and the safe school environment, including the transport facilities, ensure the smooth running of everyday school life.

* The students appreciate the efforts of all the teachers to adapt their methodology to their needs and the individual challenges beyond the syllabus, offered by the school.
* The school community understands that the implementation and the extension of this project are supported by the management, which can be directly contacted.
* The educational concept of the school embraces the principles of the Dalton pedagogy, which enables the students to become autonomous and more active learners.
* In addition, the school structure MESA, that provides non-academic socio-educational support for secondary students, has an active role in the school, aiming at the prevention of conflicts, bullying and any kind of violence. Besides a systematic interaction with students, MESA coordinates and underpins activities that contribute to the development of students as citizens.
* All the students of Secondary have an Ipad provided by the school that is used in many lessons, and contributes to the development of digital competences. The good technological devices facilitate the communication between teachers and students, enabling the latter to develop autonomous work and to organize a digital portfolio. In addition, students are having information and training on how to use the electronic platforms.
* There is a strong commitment of the Luxembourgish authorities to provide the European School System curriculum and to cultivate the European spirit within the public offer of education. The EIMLB is part of such policy. The enlargement of the provisional settlement is already underway and it is another evidence of such support, as well as the existing plans for the new school building, that will be located in a nearby campus
* There is a strong motivation of the school community around the new EIMLB School that is shared by parents. Although the school year has just begun, almost all parents and pupils believe and wish that the outcomes of the school will be very positive.
* The enlargement of the provisional settlement is already underway, giving evidence of the support of the Luxembourgish authorities, as well as the for the new school building, that will be located in a nearby campus, expected to open, in the same campus of Mondorf-les-Bains Velodrome and Sports Complex, that will make of Mondorf-les- Bains a sports destination, attracting more people from the outside to the city.

**Recommendations**

* The implementation of projects and the Dalton Agenda should be improved, avoiding to be coincidences and respecting the special needs and resources of each student. Teachers and students should decide together an adequate date to finish each project or mission.
* Communication with parents has to be increased, especially in secondary cycle where there is no parents’ association, although there are official parents’ representatives, and parents should be more involved in school life. Also the website should be available in the three vehicular languages (EN, FR, DE), in order to communicate more effectively with the school community.
* The school Quality Assurance should respond quickly to school needs of human and material resources, with regard to the Luxembourgish legislation and the regulations of the European Schools, in order to overcome some existing difficulties, namely in intensive educational, where it urges the placement of specialized staff, and the library resources and limited timetable.

* The team of inspectors noted the lack of contact with other European Schools, including those located in Luxembourg, which have a large experience and know-how about the European Schools, to learn and get more information from this System.
* The development of the European spirit is not so visible. There is a lack of artefacts related to Europe (for instance, maps in the rooms, photos or handicraft from European countries) and/or activities that promote the knowledge about the culture and history of the European countries.
* The school must be attentive to the changes brought about by the new marking scale, so that summative evaluations are made in accordance with the provisions of the General Regulation of the ES.

**4. Final conclusion**

The audit team recommends that the École Internationale de Mondorf-les-Bains, should be granted the accreditation for Nursery, Primary-Secondary S1-S5

# **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. | Time allocation to the different subjects corresponds to the ES system and the same syllabi are used.  The confessional subjects are not taught, like in the national Luxembourgish system. Instead, they were replaced by another subject – ‘Life and Society’.  In P1 there are mixed groups (i.e. from different sections) in arts, music and Luxembourgish in P1, and it is foreseen a similar situation for physical education in the near future.  In the Secondary, Life and Society, Arts and Music (Physical Education in the future) can be taught in Luxembourgish as well as in the language of each section.  The three vehicular languages are offered as L2 and tuition in L3 is offered in the three vehicular languages and in Portuguese.  The approach to the curriculum follows the methodology Dalton, that enables pupils to manage their studies with some autonomy, according to their needs and interests.  Lessons last 45 minutes. In the secondary cycle the time allocation to all the subjects is 2 periods. |

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| **1.2. Organisation of studies and subjects correspond to the ES system on S6–7** | |
| * The school organises / has an intention to organise the European Baccalaureate. * Organisation of studies in S6–7 corresponds to the regulations of the European Schools system. * Time allocation to the different subjects in S6–7 corresponds to the regulations of the ES system. * Teaching in S6–7 is entirely consistent with the European Schools syllabuses. * Three vehicular languages as L2 are offered. * The school offers L3 tuition. * The range of options in S6–7 is conducive to pupils’ subsequent admission to the higher education courses. * All students preparing for the European Baccalaureate have had European schooling in S6–7. | The school intends to organize the European Bac after 2023.  The items related to S6-7 are not applicable currently, because the school only provides S1.  The school does not offer the subjects of Religion/Ethics. Instead, it offers Life and society, which conveys the values of the different religions and questions of philosophy and ethics. Life and Society teaching is specific to Luxembourg. |
| **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 existing plan for continuous pedagogical development comprises only the main themes the school shall address in the coming years. It responds to a certain extent to the national school obligation of presenting a three-year training plan. However, it needs to be more detailed and designed to respond to the needs of teachers who will teach a different curriculum. On the other hand, training activities that were already developed and aimed at the induction of the new teachers were not considered in the mentioned plan.  A national institute that in charge of the provision of in-service training for teachers is available to provide its services to the school.  The participation of teachers in training activities is recorded on teachers’ individual files.  There is a draft highlighting the main contents for continuous pedagogical development at school level in the coming years. |

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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 has made some efforts to harmonize pedagogical procedures, such as planning using the same templates.  In addition, the adoption of the Dalton methodology and the management of school time require a joint preparation and some joint work.  In Primary, there are evidences of joint projects and of the exchange of teachers between the English and French sections, (namely in the scope of the project Music and Science).  So far, the cooperation among teachers across sections and subjects happens mostly on an informal basis.  Schooling includes a series of school trips as an integral part of the courses and the teaching concept, consultations between teachers and parents, teachers and student, with the collaboration of the two MESA educators. |

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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.). | Nursery education is not provided by the school.  Currently, only P1 and S1 are provided and no transition guidelines were prepared. |

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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. | Only EN, FR, DE, PT. Other nationalities are not comprised. There are no category 1 pupils.  The school follows the L1 syllabi of the European School system |

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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). | Timetable ensures a balanced distribution of subject time. Timetable also ensures the time frame necessary for the development of the Dalton methodology.  There is a national system for replacements that ensures the placement of teachers in the school.  The school calendar is aligned with the Luxembourgish calendar |

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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 are few evidences of the integration of the European dimension in the planning, apart from music lessons. There are no maps of Europe or other materials displayed in the rooms and corridors.  So far, the language choices for L3 are still limited: besides the three vehicular languages, only Portuguese is provided. Luxembourgish is also compulsory. At the moment L4 is not provided.  Up to the week visit, no national celebration, such as national days, took place and only Halloween was under preparation.  So far, the only project that brought together pupils and teachers was 26 September, day of the languages.  In order to integrate its international population, the school organizes communal events which bring together pupils and teachers from different language sections.  There are some communal events that the school has organized together with local institutions - Be Secure (with the Police). Munnerefer Jugendstuff, sports club, Marche de Noel a Mondorf.  The EIMLB also participates in the Commission for school inclusion (CIS), |

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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 school is situated in the rural countryside of Luxembourg. It is expected that the planned sports complex will change the characteristics of the region and will attract more people to the municipality.  As noted before, efforts are being made to shape the exterior space of the school building and to install the still missing resources. Some building construction is taking place in order to add the first floor to the existing building. The area where the works are taking place is isolated and children and school staff have no access to it.  There is an adequate number of rooms, taking into account the current school population. The size of the rooms is spacious, thus enabling a more flexible and creative management of the area.  The classrooms and public areas are clean, safe and tidy. Though the building is a provisional one, it is in very good condition.  There are many didactic materials displayed. So far, not many pupils’ works are visible.  Resources giving evidence of the European dimension of the curriculum are not used regularly. |

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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. | In general, the school prevents and cultivates the tolerance and mutual respect. There is a concern to use the school as a means to develop democratic values by experiencing democracy – pupils elect their own representatives, who take part in class assemblies, where school issues are debated and where pupils’ proposals are discussed.  The principles of the school are: curiosity, creativity, critical thinking, compassion, communication, composure, collaboration, citizenship (cultivate the democratic spirit).  There is a good relationship between members of the school community within and across language sections.  Teachers create a stimulating learning environment, where the sections work together cultivating good relationships.  The wall journal in the classroom is divided into four parts, depending on the nature of what the pupils want to say. At the beginning of the school year the class council defines the rules according to which the class community intends to function and fixes them in written form. The weekly class council meets within the Life and Society course and elects the two class delegates. They meet every 14 days in the school parliament.  Pupils’ behavior and attendance is monitored by two structures: in Primary by the “Service d'éducation et d'accompagnement (SEA)”, which is a private non-profit organization; and by MESA, in secondary. This is a school structure that provides non-academic socio-educational support for students. It aims at the prevention of conflicts, bullying and any kind of violence at school. Besides a systematic interaction with students, MESA coordinates and underpins activities that contribute to the development of students as citizens. When pupils are systematically late or absent, MESA staff try to find out the causes that bring about such situation.  When a child misbehaves, he/she is sent to MESA, where the staff keeps a dialogue and develops activities with them. |

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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 organized two meetings with parents – one for Primary and the other for Secondary. Besides that, there are the formal contacts with parents’ representatives at the Conseil d’Éducation,  Via Dalton agenda, parents of secondary are informed about the activities their children develop in the scope of the project and if they manage to accomplish and succeed with all the missions assigned to them.. There is regular communication with parents by email.  Lesson plans and other materials are updated continuously and are accessible online via the WebUntis application that is linked on the school site. Parents of Primary and Secondary may log in using the ID of their child.  The school is represented at the Conference of Schools, a new body organized by the Luxembourgish Ministry of Education. Which provides the opportunity for the schools to discuss and share with each other problems, opinions and solutions |

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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 has been little communication with the European Schools located in Luxembourg. There has been more cooperation with the accredited European School in Differdange and with the other two schools that seek accreditation in the current school year.  The municipality lent the area where the temporary EIMLB was built.  The school organizes Study Visits to local services. In the scope of one of the visits, the students watched a video about the Luxembourgish society, which may help them to better integrate. It is also planned that the school will participate in the local Christmas market.  The school is represented at the Conference of Schools, a new body organized by the Ministry of Education.  The school co-operates with and has the cooperation of the municipality, multinational companies, the University of Luxembourg, other higher education institutions etc.  Some visits took place during the period of the school inspection |

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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. | There are long and mid-term (six weeks) planning is shared by the teachers. Besides that teachers prepare their own short-term planning adapted to the specific characteristics of a class.  So far the planning was not reviewed, but the school started its activity just one month before the audit took place.  The long and mid-term planning is handed over to the management, |

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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. | Planning is available on folders in the school intranet and all the teachers have access to it, namely the substitute teachers, when a replacement is necessary. |
| **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 planning template is the same for the planning between holidays (six-week planning) and it is in use by all sections.  For short term planning teachers take into account the results of the diagnosis evaluation, that took place at the beginning of the school year, so that differentiation is considered in planning. |

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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 short term planning, prepared by individual teachers taking into account the characteristics of the classes.  Differentiation is also taken into account by teachers when organizing groups in the classes - in the observed lessons the groups tend to be homogenous, though the pupil who performs better will play the role of tutor, supporting the colleagues in the class tasks.  Dalton pedagogy, by Helen Parkhurst, has a principle that allows children to learn as independently as possible by working also in pairs, groups.  Pupils have the possibility to work actively on the contents and skills they have learnt just before.  The Dalton periods allow the implementation of practical and experimental projects, even interdisciplinary and interclass. This freedom within a frame encourages students’ autonomy and responsibility.  The students’ Dalton agenda is an official document provided by the school, which cultivates the self-assessment and offers specific planning tools, creating responsibilities and obligations at the same time.  In addition, the school designates a tutor, whom the pupils can meet him directly or make an appointment by email. |

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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 national teachers are properly qualified. The teachers that come from abroad either are fully qualified in their own countries or they have the necessary scientific qualifications. In the latter, teachers need to acquire the pedagogical qualifications,  One L1 teacher was reported not to be native speaker, due to her accent, although she was acknowledged to be an effective teacher.  The teachers are recruited following the Luxembourgish legislative procedure for State civil servants and employees.  The authorities of the country have not been consulted about the qualifications of the teachers. |
| **V.2 A range of adequate equipment is available** | | |
| * There is an adequate supply of subject-related equipment. * There is an adequate supply of ICT equipment. * There is a school library / media centre with adequate range of relevant books and ICT-material. | | In Primary there is an adequate supply of equipment for de curriculum provided.  Although the rooms are equipped with a smartboard, it is not possible to use all its potential, because the programmes enabling interactivity were just being installed. Ok  The resource centre is still poorly equipped and few books can be seen on the shelves. Also the ICT material in the library/resource-centre is rather limited.  The school is still receiving many books and some other didactic material.  The IT component is integrated into the class work and the objectives pursued in the different topics. Teachers geared to the modules of the European Computer Driving License (ECDL). At the end of the school year, the school will offer pupils the opportunity to get the certification in the ECDL covering the skills acquired during the year. |
| **V.3 A range of European dimension resources is used** | | |
| European, multicultural and national resources are used appropriately and integrated into the teaching. | The integration of multicultural and national resources into teaching was seldom observed. Only the music lessons made use of traditional children’s songs from a diversity of countries.  There are neither national nor European artefacts displayed in the rooms, not even maps of Europe. | |

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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. | Teachers are qualified - they master the subject that they teach and they are familiarized with the European Schools syllabuses.  It is clear that their own teaching is based on the standardized approach, preparation and setting of school priorities.  As required by the regulations, needs of the other European Accredited and non- Accredited Schools should be integrated in the teaching and learning when relevant.  Lessons are planned and related to the European School syllabuses and are well-structured, in general.  Some cross curricular links were observed in Primary, due to the holistic approach. In Secondary, language lessons sometimes tackle different areas, such as it is the case of literature and history. |

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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. | Pupils are aware of the objectives and competences to be accomplished. Either they communicate them at the beginning of the lesson or by means of the ‘six-week planning’, where they are stated.  In Primary, the use of context was not observed in teaching.  Although the classes are organized in groups, pupils work mostly on an individual basis.  Pupils are actively involved in classwork.  In Primary, rooms are not well equipped with ICT. It was not observed its integration into the lessons.  In Secondary all the students have an Ipad and use it on a regular basis.  The teachers consult each other about the tools, methodology and competences to be developed.  Teachers encourage~~d~~ awareness of broadened context outside the classroom. Most of the time, they communicate the aims, objectives and competences to be accomplished.  Although the classes of the primary are organized in groups, pupils work mostly on an individual basis.  Pupils are actively involved in classwork. This offers a valuable contribution to their efforts.  The school recognizes that the use of ICT is vital for students' success, their learning and achievements.  Identity and access management (IAM) enables users (pupils, teachers etc.) to connect to IT resources and applications and it gives access to school computer networks, the Education web portal, the Restopolis app, Office 365, RESTENA and to the eduroam mobile internet access system. |

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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. | Pupils participated actively in the observed lessons and are motivated. Teachers manage to use appealing strategies that succeed to engage students in classwork.  In the course of the lesson, teachers give pupils regular feedback about their performance.  The adoption of the Dalton methodology ensures a degree of freedom for students to choose their own path, enabling them to allocate 12 periods (six hours) every week to autonomous study according to their areas of interest.  In Secondary all the students use their tablets and they start to be connected to the TEAMS of the office 365 platform. |

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| **VI. 4 Teachers take care of pupils' individual needs in their teaching** | |
| Differentiation is practiced in lessons. | Differentiation was observed in the organization of groups of pupils, where a ‘tutor pupil’ – a pupil who performs better in a certain subject – plays the role of team coordinator and may try to support and foster his/her teammates to develop classwork. In P1 differentiation has mostly to do with the knowledge of the L1 of the section.  Depending of the needs and demands of the pupils, the school offers support and coaching lessons mainly for the so called ‘principal’ topics.  During the Dalton periods, the students have the opportunity to address all their questions with teachers and educators during the Dalton periods.  Support and coaching courses are limited to two weeks and a total of six hours. |

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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 most observed lessons, teachers manage to create a stimulating learning environment, engaging students in the class activities  The existing resources are effectively used, though the school is still receiving material additional resources.  In most observed lessons, teaching time was used effectively, and the planned activities were completed, |

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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). | Teachers applied the school guidelines on assessment related to the learning objectives. School reports are based on descriptive evaluation.  In Primary, the school has guidelines for assessment, setting the domains to be evaluated, the weight in the overall assessment and a description of the topics to be evaluated.  The new marking scale was not yet adopted and the evaluation in S1 is only descriptive.  A range of different assessment methods is used – organization of the notebook, homework, group work, oral presentations, portfolio, tests, etc. – also depending on the purpose: diagnostic, formative and summative. |

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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 does not provide the Nursery cycle.  In Primary pupils are now organizing portfolios, with a collection of outputs, and the pupils, in general, have feedback on the written works and on the Dalton Agenda.  The organization of electronic portfolios is already underway, thus facilitating the access to it by pupils and parents even from home.  At the school neither S5 nor S6-7 are taught. However, some training was the new marking scale was organized and provided by the secondary Luxembourgish inspector for the European School system. |

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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 audit took place at an early stage of the school year and it was not possible to observe the assessment method actually implemented. The information that was collected has more to do with the assessment principles and planning.  There can be only one test per day, except in special circumstances.. With the school timebooklet, the school gathers the personal school records that document the commitment and the initiatives beyond simple school academic results.  The written tests will be signed by the tutor or the headteacher, and by the parents or legal representatives. |

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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, some examples of peer assessment where observed, while in secondary that was not so evident. |

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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. | Though the school does not have guidelines for educational support. However, they follow national regulations on this matter while seeking to meet the needs of individual pupils.  The teachers identify the pupils with individual learning needs, but there is no harmonized procedure.  Pupils, who need it, have an individual learning plan (ILP), which is rather comprehensive and detailed. The ILPs are reviewed are expected to be reviewed from time to time.  The school service MESA also provides support to pupils who need a special assistance and when misbehavior affects the class work and the performance of the student. |

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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. | Educational Support and inclusion are issues of major concern for the school, and some material and human resources are already being allocated to it.  However, the school does not have a Psychologist, nor a nurse collaborating with the school yet, which may turn to be a handicap in the organization and provision of Educational 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 stated its aims and objectives based on the political decisions, but the long term plan needs improvement.  The management of the school will put substantial effort into developing a sound continuous policy for a harmonized approach on the basis of which the vision of the EIMLB will be linked to the regulations, the aims and the objectives of the European Schools.  In the field of teachers' competences, service training organised and run by the IFEN Institute de Formation de l' Education Nationale. They should participate in service training courses organized within the framework of the ES system, too. | |
| **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 a self-evaluation form to be applied every semester.  Different stakeholders are expected to take part in evaluation. So far, pupils participate in evaluation of their own learning. Parents are not involved yet.  There is a national agency in charge of quality assurance. Every year the school is informed about the outcomes of its evaluation, which are the basis of the school development plan. |

**Opinion of the Joint Board of Inspectors**

**The JBI expressed a favourable opinion on the Report on the Audit conducted from 26 to 29 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.**