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**Orig: EN**

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| **Audit Report of the**  **Europese School Den Haag Rijnlands Lyceum**  **Board of Governors of the European Schools**  Meeting on 12-14 April 2016 – Copenhagen |
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**Opinion of the Joint Board of Inspectors**

**The JBI expressed a favourable opinion on the Report on the audit of the *Europese School Den Haag Rijnlands Lyceum*. It recommends that the Board of Governors should renew the accreditation of *Europese School Den Haag Rijnlands Lyceum*.**

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1. **General information**

A. Current audit

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| Aim of audit | |  | | --- | | Renewal of the Accreditation of Nursery and Primary school | |
| Inspectors | |  | | --- | | Anne O’ Sullivan, Per Olov Ottosson | |
| Dates of audit | |  | | --- | | 16-20 November 2015 | |

B. General information about the school

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| Name of the school | |  |  | | --- | --- | |  | | | Europese School  Den Haag | | | | | Organization  (School provider) | | Stichting Het Rijnlands Lyceum  Backershagenlaan 5  2243 AB Wassenaar   |  | | --- | |  | | | |
| Street address | |  | | --- | | Houtrustweg 2,  2566 HA Den Haag | | | | Postal address | | |  | | --- | | P.O. Box 64833  2506 CE Den Haag | | | |
| Postal address | |  | | --- | | P.O. Box 64833  2506 CE Den Haag | | | | Telephone | | |  | | --- | | +31 (0)71 573 0910 | | | |
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| Contact person | |  | | --- | | Lisa Poot | | | |
| Telephone | |  | | --- | | +31 (0)70 700 1606 | | | |
| E-mail | |  | | --- | | [l.poot@eshthehague](mailto:l.poot@eshthehague).  nl | | | |
| Website | |  | | --- | | www.eshthehague.nl | | | |
| Legal status of the school (independent / public; funding of school etc.) | |  |  | | --- | --- | | De *Europese School Den Haag* has a status similar to that of other  Dutch national schools that offer international education, and will  receive a regular subsidy from the Ministry of Education like all  other publicly-funded schools in the Netherlands. Apart from this  regular subsidy, the School will receive a supplementary subsidy  for international education, like all the Dutch publically funded  schools that offer international education. The Dutch Ministry of   |  | | --- | | Education will exercise its legal responsibility concerning  pedagogical and administrative aspects. In compliance with Dutch  Law, many responsibilities have been delegated to the Board  of the School, i.e. the Executive Director of the *Rijnlands Lyceum*  Foundation, which, in compliance with Dutch Law, will delegate  most responsibilities to the Principal, but will supervise the school  with respect to finances, legal obligations and educational quality.  The Board also acts as the formal employer of all staff. The  Principal will be responsible for the proper organization and the  day-to-day management of the School. The School will be  supervised by the Dutch Inspectorate of Education. The Board of  the School, i.e. the Executive Director(s) of the *Rijnlands Lyceum*  *Foundation*, will have ultimate responsibility. | | | | | | | | | |
| Reason for the introduction of European schooling | |  | | --- | | To provide education for children of the staff members of the  European Organisations: Europol, Eurojust, EPO, ESA-ESTEC. | | | | | | | | |
| Language sections | Nursery  NE, EN, FR, DE, ES | Primary  NE, EN, ES 1-5  FR 1-4  DE 1 | | | Secondary  NE, FR 1-3  EN 1-4 | | | Total number of different language sections  5 |
|
| Number of classes | Nursery | Primary | | | Secondary | | | Total |
| 10 | 23 | | | 11 | | | 44 |
| Number of pupils | Nursery | Primary | | | Secondary | | | Total |
| 164 | 374 | | | 141 | | | 679 |
| Number and (%) of Category 1 pupils | Nursery | Primary | | | Secondary | | | Total |
| 131/80% | 274/73% | | | 103/73% | | | 508/75% |
| Number and (%) of SWALS pupils | Nursery | Primary | | | Secondary | | | Total |
| 75/46% | 199/53% | | | 41/29% | | | 315/46% |
| L1 taught in the school | Nursery  NE, EN, FR, DE, IT, GR | Primary  NE, EN, FR, IT, DE, FI, GR | | | Secondary  EN, FR, NE,  IT, ES, DE | | | Total number of different L1 taught in school |
|  |  | | |  | | | 7 |
| Subjects taught in L2 in S 3-5 | human science, history, geography, ethics | | | | | | | |
| S Subjects taught in L2 in S 6-7 | N.A. | | | | | | | |
| Tuition in the language of the country (compulsory / optional | In Nursery and Primary school all pupils must follow 3 Dutch language lessons per week.  In Secondary school Dutch is offered as L3 and optional. However pupils with the Dutch nationality are obliged to follow Dutch L1 or Dutch L3 lessons. | | | | | | | |
| Composition of management and middle management staff | Directorate: director, deputy director Primary, deputy director Secondary.  Management Team: Directors, Support Leader for Primary and Secondary school, Facility Manager  Middle management in Primary: Section Coordinators, Curriculum Coordinator, Nursery Coordinator, L2 Coordinator | | | | | | | |
| Number of teachers  Full time | Nursery / Primary | | Secondary | | | | Total | |
| |  | | --- | | 9/ 28 6 |  |  | | --- | |  | | | | | | | 43 | |
| Part time | 1/15 19 | | | | | | 35 | |
| Number and (%) of qualified teachers | Nursery/Primary | | Secondary | | | | Total | |
| Full time | 8/27=87,5%/96% 6=100%  2 teachers’ qualifications not recognized by  Dutch authorities. | | | | | | 41/95% | |
| Part time | 1/14 17  3 teacher’s qualification not recognized by Dutch authorities. | | | | | |  | |

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

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| Dates of first accreditation of the school | 11/01/2013 |
| Dates of first accreditation of years 6 and 7 | N.A. |
| Dates of previous audits | 3-7 September 2012 Audit Nursery and Primary school  17-21 November 2014 Audit Secondary school |
| Recommendations from the last audit | “The school should consider offering mother tongue tuition to all category I pupils. The main objective in opening up the ES system has been the mobility of the staff of European institutions by guaranteeing to their children a smooth transition from one ES school to another.  Attention should be paid to the regular and real-time communication between the school and the stakeholders, especially with the parents.  Timetabling, especially the time of the PE lessons should be reconsidered keeping in mind the physiological and health perspectives”. |

**2. Methodology of the audit**

The audit was carried out according to the document “Accredited European Schools” (2013-01-D-64-en-4).

Prior to the audit a school self-evaluation form, following the structure of the criteria and indicators for audits, was sent to the school.

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

* INSET - document
* Appraisal - Evaluation Cycle
* Communication and Participation of parents
* Communication and Participation of teachers
* Transition
* Management Policy
* Time Tables
* Advisory Board
* Management Meetings
* Support Documents
* Year Reports
* Support Plan 2014-2018 Primary School
* School Plan 2014-2018

**The audit activities included:**

Meetings with

* Directorate of the School
* Parents representatives from Parent Teacher Association (PTA) Participation Council (PC) and class representatives
* Teachers’ representatives
* Representatives’ of European Agencies (Eurojust, Europol, ESA/ESTEC)
* Executive Director of the Stichting Rijnlands Lyceum
* Support team
* Middle Management Team
* Selected pupils from P3, P4 and P5

Lesson observations in all the language sections and of different subjects

* 6 lessons in nursery cycle
* 22 lessons in primary cycle
* Analysis of relevant documents: INSET-document
* Appraisal-Evaluation Cycle
* Communication and Participation of parents
* Communication and Participation of teachers
* Transition
* Management Policy
* Time Tables
* Advisory Board
* Management Meetings
* Support Documents
* Year Reports
* Support Plan 2014-2018 Primary School
* School Plan 2014-2018

Feedback meeting with the management on Friday the 20 th of November 2015.

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

* The school is very well managed by a committed and enthusiastic directorate. This effective team meets very regularly. Roles and duties are clearly defined and appropriately assigned.
* The directorate delegates responsibility to the middle management level which in turn promotes and encourages implementation of taken decisions.
* The process of school development and improvement is integral to the work of the management team. They actively engage in school self-evaluation and review. They contribute effectively to building and sustaining a positive school climate.
* Despite the phenomenal growth of pupil numbers (2012 – 107 pupils, 2015 – 679 pupils) the Dutch authorities and the school management have managed to establish a fully-functioning and well-resourced school.
* A safe, very good pedagogical, social, learning and working environment is provided for pupils.
* The school is inclusive and it welcomes pupils with special educational needs.
* The quality of teaching, learning and pupil achievement is very good overall, with some exemplary practice in evidence.
* Teachers are talented and hard-working, with well-developed classroom management skills.
* Teachers encourage, promote and practice cooperation and collaboration in the development of a committed team that is truly collegial.
* Harmonized approaches are implemented in planning and thematic teaching.
* There is a strong focus on pupil attainment in literacy and numeracy.
* The outcomes of pupils’ competences are visible in disposition of their work in class rooms and corridors.
* There are high expectations of pupil behaviour and pupil achievement.
* The school has fostered a strong culture of pupil self-evaluation.
* The Executive Director of the Rijnlands Lyceum is very supportive of the work of the school.
* The Parent Teacher Association (PTA), the Participation Council (PC) and the parent class representatives contribute to the overall welfare of the school.
* The stakeholders - Europol, Eurojust, EPO, ESA-ESTEC - express the importance of the school for their employees and underline the good cooperation with the school management.

Recommendations:

* Maintain the quality of teaching and learning provision that is currently available.
* Establish a pupil council for pupils in the Primary Section.
* Maintain and further develop the good communication processes already established.

**4. Final conclusion**

The Audit Team wholeheartedly recommends continued accreditation of the European Schooling of The Hague.

# **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. | N/A |

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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. | N/A |
| **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. | Continuous pedagogical development both at school and at personal level is a key priority of management. In-service is provided at school level and teachers are encouraged to pursue pedagogical, management, leadership and support courses. All in-service is documented. The information and knowledge gained is shared with the rest of the team. |

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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. | | Much evidence exists of various professional exchanges of experiences and expertise within levels, cycles, subjects and schools.  Harmonization – across and within cycles and sections – is promoted and practiced. Collaboration and cooperation within and between sections and levels is evident. Teachers are enthusiastic about this exchange of ideas and practice and are fulsome of the support and encouragement by management. |
| **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.). | Strong evidence of effective procedures for transition of information and support from nursery to primary and from primary to secondary is available. The individual needs of pupils are considered. Transition policies exist and discussions, programmes and projects are implemented. | |
| **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. | Allocated time and groupings are organized for mother-tongue tuition.  All of the European Schools’ L1 syllabuses are followed. | |

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| **II.5 The school management ensures an effective use of teaching time** | |
| * Timetabling ensures an equitable distribution of subject time through the week/half term. * Measures are taken to make best use of teaching time (including replacements). | Timetabling provision is effective. Provisions are in place for teacher substitution/replacement. This ensures a smooth transition and continuity for pupils. |

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| **III. School Ethos and Climate** | |
| **III.1 A European Context is established in order to foster mutual understanding and respect for diversity in a multicultural setting** | |
| * The European dimension is integrated in subjects’ syllabuses, teachers planning and lessons. * A rich provision of European language courses and high standards in them is ensured (L3, L4). * Pupils work together across language sections. * There is evidence of celebration of national festivals and reference to national current affairs. * School organises communal events which bring together pupils and teachers (and parents) from different language sections. | A strong European ethos is evident. The European dimension is integrated in teachers’ planning and lessons, in European projects and during *European Hours* lessons.  National festivals and traditions are celebrated and this fosters mutual understanding and respect for diversity. |

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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. | A previous school building was newly renovated in 2012. Ten temporary classrooms were constructed during the summer of 2015. Further plans are well-advanced for an increase in permanent classrooms to meet the demands of increased pupil enrolment. All areas and facilities are in good repair.  Quality displays with respect to the European dimension are evident in corridors, in classrooms and in common areas. |

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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. | Mutually respectful relations and pleasant atmospheres are in evidence between teacher-teacher, teacher-pupil and pupil-pupil. The pupils’ behaviour and attendance is constantly monitored and recorded. |

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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. | Communication in the school has improved since the last audit. A monthly newsletter is welcomed by parents. This is managed by a communications officer. Parent-teacher information meetings take place. Parents’ representatives have expressed satisfaction with the availability of teachers and management for meetings. Although informal and some formal meetings take place between management and representative groups, further formal meetings could be established on a more regular basis. |

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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). | Very good relations and cooperation exists between the school authorities and various European institutions whose members serve on the Advisory Board. Very good links have been established with local schools, international schools and local communities and companies. Through these links, the school has the opportunity to exchange experiences and share best knowledge and practice.  Some projects and activities with European schools and other accredited schools take place e.g with the European Schools in Bergen and Munich. |

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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 quality of school planning is very good. Curricular policies provide good guidance for the work of the school. There is a collaborative approach to the development of the school plan. All teachers provide long-term and short-term planning. An agreed format is in use for individual teachers’ plans and monitoring of progress. These plans cater for the variety of pupils’ learning needs within classes. |

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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. | A commendable process and procedure for transfer to substitute teachers is in place throughout the school. Teachers have files and folders of evidence from pupils’ previous teachers. |

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| **IV.3 The planning within and across the sections is harmonised** | |
| * The school has guidelines for short and long term planning which are followed by the teachers. * The school has planning templates which are used by the teachers. | The school has devised a credible harmonised approach across the school with guidelines and planning templates for short and long term planning which are used by all of the teachers. |

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| **IV.4 Individual needs of pupils are respected in planning** | |
| * Differentiation is taken into account in planning. | Careful differentiation is planned and implemented to ensure that the wide range of learning needs in the various classes is met. |

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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. | A budget for individual and group training is available. Very good professional development opportunities are offered to teachers. Many engage in ongoing personal professional development including post-graduate studies resultant in the school having a highly skilled and knowledgeable staff. Many members of the nursery, support and middle management teams have attended specific courses. |

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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 quality of the management of resources is very good. All classrooms are well resourced and very attractively presented. A strong work ethic is evident amongst both teachers and pupils. Particularly effective use is made of information and communication technologies (ICT). All pupils have opportunities to visit and borrow books from a very well-organized library. |

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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. | Different kind of European, multicultural and national resources are used during lessons in all language sections. |

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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 “*Early Education Curriculum*” of the European Schools is the basis for educational provision in the nursery section. Harmonized teaching is organized around themes from this curriculum and from the objectives of the mother-tongue (L1) curriculums. Cross curricular themes and links are well-used. |

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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. | A wide range of methodologies is used with an emphasis on activity-based learning. Most lessons were very effectively structured during the evaluation, with a clear focus on learner outcomes which were shared with the class. Cooperative learning, pair and small group work are key didactic principles of education at the school. ICT was integrated in most of the lessons observed and was of a high quality. |

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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. | In all lessons observed pupils are focused on their work and very active in both individual and group oriented activities.  ‘Pupils as active learners’ has been given extra attention during class observations made by school management. Cooperative learning strategies is a topic of the development plan for 2015 in which pupil feedback, pupil responsibility is an integral part of the training of teachers.  Pupils using ICT is an integral part of the lessons. Pupils have some basic competence in using ICT-tools like Word and Power Point. |

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| **VI. 4 Teachers take care of pupils' individual needs in their teaching** | |
| * Differentiation is practiced in lessons | The school is aware of the importance of differentiation in lessons. Evidence of differentiation was found during lesson observations.  Teachers cooperate with the support department to adapt methods individually especially for the pupils with special needs. |

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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. | Classrooms in the school are well equipped as well as organized in a stimulating way with learning resources presented in aim to inspire pupils e.g posters, books. The resources are used effectively. In a majority of observed classes the ICT-facilities were used to support teaching and learning.  All lessons observed started and ended in right time due to the given schedule. |

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| **VII. Assessment and achievements** | |
| **VII.1 Teachers apply the school guidelines on assessment** | |
| * School has guidelines on assessment. * Teachers apply the school guidelines on assessment. * Teachers assess pupils´ progress (formative and summative) on a regular basis. * A range of different assessment methods is used to provide a broad picture of pupils’ competences (knowledge, skills and attitudes). | Assessment (on-going, self- and peer-assessment, appraisal) is an important part of teaching and learning in the school. The assessment overview is adapted from the assessment policy of the European Schools which is based on the learning outcomes of the various syllabuses. This approach is highly commendable. The support team has commenced to track individual pupil attainments in literacy and numeracy year-on-year and a whole-school approach to standardized assessment is in place. The support team has commenced to track individual pupil attainments in literacy and numeracy year on year and to benchmark these against performance. Some useful *Assessment for Learning* (AfL) strategies are in use in the school. |

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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 pupil entry profile is in use. It is modified for use in ESH in three forms: nursery entry, primary 1 entry and primary 2-5 entry. Portfolios are well-utilized in the nursery cycle. As an Accredited School, the school now has access to the School Report and has begun to use it. |

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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. | | The school is in process implementing guidelines concerning Assessment Guidelines related to the learning objectives of different subjects. This year the class teachers have started to develop harmonized tests across the sections within the year group for mathematics. |
| * Records of pupils’ progress are maintained. * Pupils’ results are analysed. * Pupils’ attainments are communicated to their parents regularly. | In the Dutch and English section teachers discuss the outcome of assessment with the pupils. In other sections this procedure is under development. The school is developing formal assessment tools available for all language sections during 2015.  All information related to the development and progress of pupils, the entry profile, test results, observations, psychological test etc, are registered in the school’s digital admin system.  Teachers frequently analyses pupils’ results. Group consultations take place at least twice a year. This is based on a fixed procedure, i.e. the Action-Centered Approach cycle, with the class teacher and the support team both being present. The group overviews and curriculum planning are discussed and the performance of the pupils in the class is examined, on an individual level and class level. In preparation, teachers fill in the checklist for the group consultation.  Parents are invited three times a year, November, February and July, to discuss the progress and development of their child. Twice a year the pupils receive their report cards. Parents can always ask for an appointment to discuss the development of their child. In the case of support, parents are informed more frequently about the results and development. | |

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| **VII.4 Pupils develop the ability to assess their own work and that of their peers.** | |
| There is evidence of self-assessment and peer assessment. | There is a strong emphasis on developmental assessment across the school. |

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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’s “Support Plan Primary School 2014-2018” is a very comprehensive document. It is part of the School Development Plan 2014-2018. It adopts a structured “Action Centred Approach (ACA)” model where the educational needs of the pupil are central. A dedicated support team assists pupils, parents and teachers. They are responsible for the development, implementation and monitoring of policy with regard to support for pupils in the school. Pupils’ abilities are assessed throughout the year and analysis of these results determines the level of support provided. Individual and small group support is provided both in class and on a withdrawal basis. Target pupils benefit from these support structures. Exceptionally gifted pupils are also supported. Pupils with special educational needs are well-monitored. Individual educational plans (IEPs) are shared with parents. SMART targets are set and are measurable. Progress is recorded and maintained. |

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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. | Three types of support are provided for pupils: language support, support for individual learning needs and behavioral support. ICT and other concrete support materials are available and easy to access. Due recognition is afforded gifted and talented pupils and many strategies are in place to support these pupils. However, the school has targeted further development in this area for specific materials for gifted-talented, motor skills, L1, L2 and mathematics. Access to external assistance and referral is available and the school is affiliated with the regional body, *Samenwerkingsverband (SWV)* SPPOH. |

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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 aims, objectives and mission statement can be found In Chapter 5.2, 5.3 and 5.6 of the School Plan.  The School (Development) plan is based upon the latest satisfaction survey amongst parents, staff and pupils, the inspection report of the Dutch inspectorate, the Accreditation Report and class visits. The plan was developed through a joint effort of the management team and contributions made by the Advisory Board, the full staff and the Participation Council. The school plan has been presented in various stages to the entire team. The members of the Participation Council and the Advisory Board were also consulted. Both the Participation Council and the Executive Board are in agreement with this version of the school plan 2014-2018.  The results and conclusions that emerged from the various reports and discussions with all stakeholders are summarized within this plan and form the basis for the formulation of mid- and long term aims and objectives on areas for improvement. |

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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 based its school development plan upon different outcomes of evaluation: Accreditation report, Dutch Inspection report, Satisfaction Surveys, Class visits, pupils results, financial report staffing planning. Each year the director writes an Evaluation Report for the official annual report of the whole *Foundation Rijnlands Lyceum* and the Ministry of Education.  At the end of a school year an INSET day is planned to evaluate the school year. At the end of a school year an evaluation report, related to the development topics of the school year, is written by the deputy director. This results in activity planning for development for the next school year.  There is a strong involvement by all stakeholders in evaluation. In the satisfaction surveys (which are carried out every other year) parents, pupils and teachers are involved. During national inspection visits inspectors meet with all stakeholders. The budget plan must be advised by the Participation Council, while the Staffing Plan requires approval of the teachers’ delegates on the Participation Council.  The school was evaluated by the Dutch Inspectorate in 2014. Pupils are further evaluated by external testing companies (Cito, INCAS, PM benchmarking, PIPS) and their results can be compared with the scores of other groups of age equivalent pupils.  The school is transparent in communicating the results of evaluations to the different stakeholders. The outcomes of the satisfaction surveys have been presented to all parents at a parents evening, have been discussed with the Participation Council, the Advisory Board and the staff. Inspection reports are discussed with the staff, the Participation Council and the Advisory Board. A summary of the reports are published for all parents ; the full reports are available for interested parents. The school plans to communicate the overall testing results starting this school year. |