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**Audit Report - European School of Ljubljana**

Board of Governors

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

**TABLE OF CONTENTS**

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

2. METHODOLOGY OF THE AUDIT ………………………………………………………....6

[3. Summary of main findings, recommendations 8](file:///\\Bsgpcs\secretariat\ECOLES%20AGREEES\Règlement%20EEA\Annex%20to%20the%20doc.%202013-01-D-64.docx#_Toc336432315)

[4. Final conclusion 9](file:///\\Bsgpcs\secretariat\ECOLES%20AGREEES\Règlement%20EEA\Annex%20to%20the%20doc.%202013-01-D-64.docx#_Toc336432316)

[5. Findings 10](file:///\\Bsgpcs\secretariat\ECOLES%20AGREEES\Règlement%20EEA\Annex%20to%20the%20doc.%202013-01-D-64.docx#_Toc336432317)

1. **General information**

A. Current audit

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| Aim of audit | Signing of the Initial Accreditation Agreement for the nursery to Secondary 5 cycle. |
| Inspectors | Yvonne Gammelgaard, Helder Guerreiro |
| Dates of audit | 10 to 14 September 2018 |

B. General information about the school

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| Name of the school | European School Ljubljana  (Evropska šola Ljubljana) | | | Organization  (School provider) | | School Centre Ljubljana  (Šolski Center Ljubljana) | | | |
| Street address |  | | | Postal address | | 1000 Ljubljana | | | |
| Postal address |  | | | Telephone | | +386 1 241 16 18 | | | |
| Contact person | | Ms. Špela Vodopivec Musek | | | |
| Telephone |  | | | E-mail | | [spela.vodopivecmusek@sclj.si](mailto:spela.vodopivecmusek@sclj.si) | | | |
| Contact person | Mrs. Darinka Cankar | | |
| Telephone | +386 40 716 330 | | |
| E-mail | [darinka.cankar@sclj.si](mailto:darinka.cankar@sclj.si) | | |
| Website | http://eslj.sclj.si | | |
| Legal status of the school (independent / public; funding of school etc.) | The European School Ljubljana was established by the Republic of Slovenia as a public school and is organised as a unit of the School Centre Ljubljana. Partly it is funded by the state budget of the Republic of Slovenia, and from contributions of the European Commission for category I pupils. Financing agreements will also be signed, from contribution by parents and other resources. | | | | | | | |
| Reason for the introduction of European schooling | There is the Agency for the Cooperation of Energy Regulators (ACER), the Representation of the European Commission, the European Parliament Information Office and the International Center for Promotion of Enterprises (ICPE) in Ljubljana.  The establishment of the European School Ljubljana increases the offer of education in different languages for a growing number of foreign citizens living in Ljubljana, namely staff of the EU institutions, and also for children of persons employed in diplomatic representations of foreign countries, foreign and international companies, for children of Slovenian parents who are moving abroad or returning from work abroad and to other Slovenian children until the places are filled. | | | | | | | |
| Language sections | Nursery | Primary  English  Slovene | | | Secondary | | | Total number of different language sections  2 |
|
| Number of classes | Nursery | Primary | | | Secondary | | | Total |
|  | 2 (One per section - each one is a mixed class of P1 and P2) | | |  | | | 2 |
| Number of pupils | Nursery | Primary | | | Secondary | | | Total |
|  | 10 | | |  | | | 10 |
| Number and (%) of Category 1 pupils | Nursery | Primary | | | Secondary | | | Total |
|  | 4 (40 %) | | |  | | | 4 (40%) |
| Number and (%) of SWALS pupils | Nursery | Primary | | | Secondary | | | Total |
|  | 2 (20%)  (plus 4 pupils Cat III) | | |  | | | 1 |
| L1 taught in the school | Nursery | Primary | | | Secondary | | | Total number of different L1 taught in school |
|  | English  Slovene  German  Lithuanian | | |  | | | 4 |
| Subjects taught in L2 in S 3-5 |  | | | | | | | |
| S Subjects taught in L2 in S 6-7 |  | | | | | | | |
| Tuition in the language of the country (compulsory / optional | Compulsory 2 periods for English Language Section | | | | | | | |
| Composition of management and middle management staff | Director of the School Centre Ljubljana  Head teacher of the European School Ljubljana | | | | | | | |
| Number of teachers  Full time | Nursery / Primary | | Secondary | | | | Total | |
| 4 | | | | | | 4 | |
| Part time | 2 | | | | | | 2 | |
| Number and (%) of qualified teachers | Nursery/Primary | | Secondary | | | | Total | |
| Full time | 3 (75%) | | | | | | 3 (75%) | |
| Part time | 1 (50%) | | | | | | 1 (50%) | |

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

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| Dates of first accreditation of the school | There were no previous audits. This report concerns the first audit, which took place from 10 to 14 September 2018 |
| Dates of first accreditation of years 6 and 7 |  |
| Dates of previous audits |  |
| Recommendations from the last audit |  |

**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:

* *mention all documents that were forwarded by the school*
  + *Self-evaluation form*
  + *General Interest File (217)*
  + *Dossier of Conformity*
  + *European School Ljubljana Programme*
  + *Rules on the implementation of the European School Ljubljana programme*
  + *Learning Objectives by individual time periods (long and short term planning)*
  + *Establishment – documents in Slovenian language*
  + *Syllabuses*

**The audit activities included:**

Meetings with

* *mention all the meetings carried out during the audit visit* 
  + *Management of the School Centre Ljubljana*
  + *Director of the School Centre*
  + *National Authority of the Ministry of Education, Science and Sport*
  + *Representatives of the Agency for the Cooperation of Energy Regulators (ACER)*
  + *Teachers (all of them)*
  + *Parents’ representatives of both sections*

Tour of the School Centre Ljubljana

Lesson observations in the two language sections and of different subjects

* *number* lessons in nursery cycle 0
* *number* lessons in primary cycle 11
* *number* lesson in secondary cycle 0

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

* Self-evaluation form
* Teacher’s Qualifications
* General Interest File (217)
* Dossier of Conformity
* European School Ljubljana Programme
* Rules on the implementation of the European School Ljubljana programme
* Learning Objectives by individual time periods (long and short term planning)
* Leaflet – Joined in a rainbow of diversity (information about the Ljubljana School Centre / European School)
* Website of the European school and of the School Centre

Feedback meeting with the Head teacher of the European School Ljubljana

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

Main findings

The European School Ljubljana (ESL) is located in a central area of the city of Ljubljana, in the beautiful ancient state-owned building of the School Centre Ljubljana, renewed and adapted to the current provision of a wide range of secondary education courses, from general to vocational education, attended by youngsters. The area is well-served by a service of public bus.

The provider and the main stakeholders – Ministry of Education, Agency for the Cooperation of Energy Regulators (ACER), parents – have shown commitment with the development of the European School Ljubljana. The national decision to open the school was taken in January 2018 and the Head teacher was appointed two months later, little before the submission of the project to the Board of Governors in April 2018. The induction of the teachers and the joint preparation of the school year started on the first week of August and on Monday, 3rd September 2018 the school started its activity.

* The European school considers training opportunities organized by the European Schools, although the overall planning is still limited. Induction of new teachers relies on informality and was not included in planning.
* The atmosphere of the European School is calm, friendly-like, underpinned by a close cooperation between management, teachers and parents.
* Good physical conditions have been created to host the European School: the classrooms are spacious and pleasant, the available equipment is good, outside a playground was created and adapted for primary children and the school plans to allocate some additional rooms to provide P3-P5 next school year in 2019-2010.
* Most observed lessons gave evidence of a good scientific and pedagogical preparation of teachers – despite the small size of the classes, a diversity of methods was used, seeking to respond to the diversity of pupils’ needs.
* Good examples of formative evaluation were observed, aimed at raising pupils’ awareness about their learning and at giving teachers the feedback about the effectiveness of teaching.
* The overall work of the European School is liable to be scrutinized by national authorities and by the headship of the School Centre, to whom the ESL Director reports. So far, the European School Quality Assurance is part of the overall QA of the School Centre.

**Recommendations**

* More information about the European School of Ljubljana, the uniqueness of some of the European School system, the quality of teaching and learning and the conditions offered should reach more effectively the target public.
* The induction of any new teachers arriving to the European School system should be planned and included in the in-service training documents too, so that teachers familiarize with the curriculum and other key features of the system.
* Whenever a teacher does not have pedagogical competencies for teaching Primary pupils, despite having the scientific knowledge of the subject, some additional training focused on pedagogy should be provided.
* There was among the teachers a consciousness of the European dimension and the value of the European diversity. This should be more evident in planning and implemented during the school year.
* In a scenario of an increased number of pupils and classes of the European School some of the existing resources provided by the School centre shared by all other courses, need either to be expanded and/or adapted, such as the gym and the library.

**4. Final conclusion**

The audit team recommends that the European School Ljubljana (Evropska šola Ljubljana), should be granted the initial accreditation for nursery to secondary 5 level.

# **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. In 2018-19, this situation is observed in P1 and P2.  All syllabuses corresponds to the ES system, Three vehicular languages as L2 are offered, although have only parents chosen German and English.  For the students of the English section, Slovenian tuition is also provided two periods per week.  L3 tuition is not offered yet. |

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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. | Anticipated date of opening of year S6 is school year 2022/23 and the date foreseen for the first European Baccalaureate is 2023/24. |
| **II. Management and Organisation** | |
| **II.1 The school management ensures that teachers are up-to date with current pedagogical developments both in terms of subject content and methodology** | |
| * There is a plan for continuous pedagogical development both at school and personal level. * Records of activities of continuous pedagogical development are kept at school and personal level. | There are short term and long term plans. The short term plan comprises training on a range of issues, such as the use of a smartboard or the participation of a teacher in the Intermath meeting.  Besides this, the school has prepared a set of induction activities, since August 1st 2018 for the teachers who would start the ESL. |

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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. | All the teacher meetings assemble all ESL teachers regardless of language section. They meet twice a week.  The teachers of both sections prepare the planning together and they also use similar approaches.  A lot of joint work has already been done, though it was still the beginning of the school year. |

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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.). | It is the first school year of the ESL. This question is not applicable. | |
| **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. | | Mother tongue tuition was organized for one German student and for a Lithuanian one.  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). | Timetabling ensures a balanced distribution of subject time, respecting the developmental needs of students. |

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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. | Some activities are planned aiming at the development of the European Dimension, namely the European Sports Day, and European Language Day.  There is awareness among the teachers and the management of the importance of promoting the European dimension at all levels of school life.  In long term teacher planning, there were evidences of activities meant to celebrate national holidays and other important dates. |
| **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 were renovated and they offer very good conditions for teaching and learning. Also the playground was new and it had new equipment, appropriate for P1 and P2 children. All the areas were safe and tidy.  The school can use the gym of the School Centre, but the space is small and has to be shared with students attending upper secondary and vocational education. There is an urgent need that either the school creates a space for Primary pupils (whose number will increase in the coming years) to have gym lessons or the other students need another appropriate space for their gym lessons.  The school year had just started. Nevertheless, it was already possible to see pupils’ works and other materials displayed. |

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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 the moment, it is a very small school with two classes of P1 and P2. There has been a lot of cooperation between its members, who keep a very respectful and friendly relationship between them.  Pupils' behaviour and attendance is easily monitored. |

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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. | Formal and informal channels were active throughout all day and communication with the stakeholders is fluent (with the ministry of education, the agency – ACER, ...) |

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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 planning some cooperation with the Municipality of Ljubljana and the Police Station.  Two of the teachers attended the meeting with Primary Head Teachers of European Schools from Frankfurt and Brussels. The school will also participate in the meeting of accredited schools to be held in Helsinki. |

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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. | Teachers have short and long term planning based on the curriculum, which is harmonised across the sections. The management has access to teachers 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. | There is a regular joint work between teachers, which includes a permanent transfer of planning. |

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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 planning templates and those templates are followed by the teachers. |

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| **IV.4 Individual needs of pupils are respected in planning** | |
| * Differentiation is taken into account in planning. | Both classes comprise P1 and P2. The planning for each level is different.  There is a pupil who needs intensive support. Although she already has differentiated activities in the classroom, the school is preparing an Individual Learning Plan that will take into account the diagnosis and proposals made by that the school psychologist. |

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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. | Three of class teachers are appropriately qualified and one of them is expected to take final exams to achieve full professional qualification for teaching.  All L2 teachers have the required language skills according to the ES system and L1 teachers are native speakers of the language they teach.  Authorities of the country in which teachers are qualified have not been consulted in recruitment, so far. |

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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. | There is an adequate supply of subject-related equipment, but the school is still acquiring more material for P1 and P2.  There is an adequate supply of ICT equipment.  Currently the school library has not an appropriate space for P1 and P2 pupils and does not have books or other material addressed to these children. At the moment of the visit, the school was investing more in the libraries within each class. |

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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. | As the audit took place at the very beginning of the school year, there were little evidences of the use of European, multicultural and national resources in the classroom, or integrated into teaching. |

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| **VI. Teaching and Learning (based on class-visits)** | |
| **VI.1 Teachers realise the ES syllabuses** | |
| * Teachers show knowledge of the subject and the European School syllabuses. * Lessons are planned, well-structured 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 have a good knowledge of the subjects and the European School syllabuses. Lessons are well planned and, in general, well-performed.  Lessons are well-planned and structured and related to the syllabus.  As the audit took place at the very beginning of the school year, it was not possible to observe properly how far culture, history and geography of different countries could be integrated in the teaching and learning process. |
| **VI.2 Teachers employ a variety of teaching and learning methods appropriately used to the content to be taught** | |
| * Teachers communicate the objectives and competences to be accomplished to their pupils. * When possible teaching encourages awareness of broadened context outside the classroom or the particular lesson. * Teachers use variable methods (work in pairs, groups, teams, individually etc. * Teachers involve all pupils actively. * Teachers integrate ICT into their lessons. | In general, teachers communicate the objectives and competences to be accomplished to their pupils.  A variety of teaching methods was observed and pupils are involved actively by their teachers. |

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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 in P1 and P2 show an active learning attitude and appropriately get the feedback about their learning.  Pupils are aware of their responsibility for their ownership of the learning and some activities are developed with a lot of autonomy.  It was not observed pupils using ICT in learning. |

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| **VI. 4 Teachers take care of pupils' individual needs in their teaching** | |
| Differentiation is practiced in lessons. | As the classes mix P1 and P2, differentiation was a practice commonly observed. |

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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 general, teachers create a stimulating learning environment and use the resources, time included, 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). | Teachers are informed about the guidelines on assessment and follow the Assessment tools for the Primary cycle of the European School system.  Good examples of formative evaluation aimed at raising pupils’ awareness of their own learning were observed. |

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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. | Both P1 and P2 classes are already organizing pupils’ portfolios, engaging and informing pupils about its use. |

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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. | So far, no assessment record was observed.  Parents and children are aware of the use of portfolio. |

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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. | No assessment has been done yet. |

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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 does not have guidelines on educational support aligned with the ES system. Instead, it follows the Slovenian legislative framework, where the individual needs of children and especially educational support are very well developed.  A P1 pupil needs intensive support, the School Centre Psychologist was appointed to make a diagnosis of needs and to prepare the ILP, together with the class teachers. |

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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 Psychologist, who is now designing the ILP for the pupils who needs educational support, will include the necessary resources in the document. She also has some time allocated for Educational Support work.  The school also considers to have the support of different professional institutions like National Education Institute Slovenia. |

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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 and objectives of the European School Ljubljana are stated in the following documents: European School Ljubljana Programme (development plan), Rules on the implementation of the ESL and on the Dossier of Conformity and General interest file. | |
| **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. | | It was not possible to evaluate any procedure for the evaluation of the progress and development, as the school opened a week before the audit started.  Besides the audits in the scope of the European Schools, the school work will have external evaluations undertaken by the Inspectorate of Slovenia and will be submitted to public scrutiny of different stakeholders, namely ACER and parents. Where self-evaluation is concerned, the ES Ljubljana is seen as part of the School Centre and integrates any process developed by the Centre.  So far, no steps for Quality Assurance were taken. |

**Opinion of the Joint Board of Inspectors**

**The JBI expressed a favourable opinion, with the necessary changes, on the Report on the Audit conducted from 19 to 23 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.**