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**Ref. : 2019-01-D-16-en-2**

**Orig.: EN**

**Audit Report - International School Junglinster**

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 | Signature of an Accreditation Agreement for the Nursery, Primary and Secondary cycles (S1-S5) |
| Inspectors | Ms. Urszula LACZYNSKA and Mr. Per-Olov OTTOSSON |
| Dates of audit | 19th – 23rd November 2018 |

B. General information about the school

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| Name of the school | International School Junglinster | | | Organization  (School provider) | | Ministry of National Education Childhood and Youth, Luxembourg | | |
| Street address | 2, Rue Victor Ferrant  L-6122 Junglinster | | | Postal address | | 29, Rue Aldringen  L-2926 Luxembourg | | |
| Postal address | 2, Rue Victor Ferrant  L-6122 Junglinster | | | Telephone | | +352 247 85 131 | | |
| Contact person | | Ms. Viviane Rhein | | |
| Telephone | +352 27 69 63 213 | | | E-mail | | viviane.rhein@men.lu www.men.lu | | |
| Contact person | Mr. Tom Nober | | |
| Telephone | +352 27 69 63 201 | | |
| E-mail | tom.nober@llj.lu | | |
| Website | www.llj.lu | | |
| Legal status of the school (independent / public; funding of school etc.) | Public school entirely financed by the Luxembourgish State | | | | | | | |
| Reason for the introduction of European schooling | The objective is to offer the residents of municipality of Junglinster and of surrounding areas multicultural, multilingual and European education. The setting up the Accredited European School at Junglinster is intended to provide a further response to the growing heterogeneity of the pupil population and to offer a state education in which each pupil has a chance to succeed, irrespective of the language spoken at home. | | | | | | | |
| Language sections | Nursery  N/A | Primary  English  German | | | Secondary  English  German | | | Total number of different language sections  2 |
|
| Number of classes | Nursery | Primary | | | Secondary | | | Total |
| N/A | 7 English  1 German | | | 2 English  2 German | | | 9 English  3 German |
| Number of pupils | Nursery | Primary | | | Secondary | | | Total |
| N/A | 86 | | | 56 | | | 142 |
| Number and (%) of Category 1 pupils | Nursery | Primary | | | Secondary | | | Total |
| N/A | 0 (0%) | | | 0 (0%) | | | 0 (0%) |
| Number and (%) of SWALS pupils | Nursery | Primary | | | Secondary | | | Total |
| N/A | 0 (0%) | | | 0 (0%) | | | 0 (0%) |
| L1 taught in the school | Nursery | Primary | | | Secondary | | | Total number of different L1 taught in school |
| N/A | EN and DE | | | EN and DE | | | 2 |
| Subjects taught in L2 in S 3-5 | Not applicable  At this moment the school has only S1 classes. | | | | | | | |
| S Subjects taught in L2 in S 6-7 | Not applicable  At this moment the school has only S1 classes. | | | | | | | |
| Tuition in the language of the country (compulsory / optional | One of the two language section at school is German, which in Luxembourg is an official language. Furthermore, all classes in the Primary and Secondary cycles, of both sections, take a two period/week obligatory course in Luxembourgish. | | | | | | | |
| Composition of management and middle management staff | Director (Mr. Tom Nober)  Deputy Director (Mr. Aloyse Trausch)  2 Cycle Coordinators (one Primary / Secondary each)  (Mr. Ben Wilhelm and Mr. Ben Lufi) | | | | | | | |
| Number of teachers  Full time | Nursery / Primary | | Secondary | | | | Total | |
| 12 | | 18 | | | | 30 | |
| Part time | 1 | | 4 | | | | 5 | |
| Number and (%) of qualified teachers | Nursery/Primary | | Secondary | | | | Total | |
| Full time | 12 (100%) | | 18 (100%) | | | | 30 (100%) | |
| Part time | 1 (100%) | | 4 (100%) | | | | 4 (100%) | |

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 to the school.

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

* Self evaluation form
* Agenda of the visit

**The audit activities included:**

Meetings with

* School Management
* Cycle Coordinators for Primary and Secondary
* Teachers’ representatives
* Representatives of Se PAS
* Represenative of Day Care
* Representative of Support to Pupils
* Parents’ representatives
* Pupils’ representatives

Lesson observations

* 8 lessons in Secondary cycle
* 9 lessons in Primary cycle

Analysis of relevant documents:

* Self evaluation form
* Annual School Development Plan 2018-2019
* List of the staff and academic qualifications
* Enrolment form and Pupil school profile
* Student self-evaluation plan and policy in Primary
* Estimation of needs for the Secondary School
* Student timetable
* Tests schedule 2018-2019
* Scheme of Integrated Science Assessment 2018-2019
* Role of Subject Coordinators and description of their tasks, Coordination in Primary school
* Two-Year plan for Implementation of ICT Skills
* Student Peer and Self-evaluation Plan
* Timetable of the lessons for Primary and Secondary classes
* Transition Plan 2018-2019
* Introduction to the Secondary 2018/2019
* Evaluation policy in Secondary cycle
* Portfolio in Primary school
* Educational Support in Primary
* School report
* Klass+ project
* My class one team project
* My School – My Team project
* School Homework Policy
* Year, period and weekly planning for different subjects
* Website (www.llj.lu) and Facebook page

Feedback meeting with the management

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

At the end of the audit, the management of the school was informed about the main findings and recommendations. Here is a summary.

* The communication and great cooperation between all stakeholders from the ministry level to the local level is developed in a very professional way.
* The management team of the school is interested in promoting the school and is actively engaged in the daily life of the school. They are visible, accessible and ready to help.
* Teachers are dedicated and hard working with very good classroom management skills.   
  Daily school life is running very smoothly, and the willing and well-motivated staff tries to do their very best to offer high quality teaching, as well as to establish a friendly and safe environment which helps each student to achieve the goals described by the syllabi.
* Pupils and parents seem to be very happy and proud of the school. There is a nice and friendly atmosphere between pupils in classrooms as well as in corridors and in the canteen.
* The school makes effort to organise trips, sport events, cultural projects and other events, in aim to increase the cooperation between classes, language sections and with the Lënster Lycée Junglinster.
* The school benefits from the national system e.g. in the area of support for pupils needed and Day Care organisation.
* Coordinators and majority of the teachers have long experience from the European Schools system.
* The whole school building is constructed in a sustainable way and pupils get aware of sustainable development in daily school life.
* The facilities of the school are excellent with big, modern and well-equipped classrooms. There are laboratories, special classrooms for science and computer exercises. The library is well organised with a special room with computers and areas for reading and studying. There is a big gym with a rich equipment and a swimming pool, as well.
* Digital tools are used to support the learning process and encourage pupils to develop their skills and knowledge. It should be underlined that the school is well equipped with tablets, computers and smart boards used by teachers and pupils.
* Every student from secondary cycle received IPad from the Ministry of National Education, Childhood and Youth, which can be used at home. IPads are also given to the pupils from P3 – P5. For P1 – P2 pupils IPads will be available from January 2019.
* The school has guidelines for mid-term and long-term planning. A common framework and a well-structured template are used. Planning, information, well-structured procedures and various documents are available to all the teachers on the school Intranet called Web Units. Ways of differentiation are clarified in the planning for both Primary and Secondary cycle.
* Portfolio in Primary cycle is kept in all classes in a uniformed way in line with the assessment policy of the European Schools. Additionally, during maths lessons Intermath books are regularly used.

**Recommendations:**

* The school should make adjustment of scheduling in aim to make it possible for pupils to be on time to start next lesson after Physical Education and swimming.
* It would be recommended, especially for the secondary cycle, to use broader range of teaching and learning methods and a variety of different pedagogical approaches in aim to involve all pupils actively.
* The school should develop recognition of level of pupils’ knowledge in languages and differentiate the teaching.
* It would be useful to put more emphasis on promoting the European spirit at school in more areas of the daily school life e.g. more decorations in physical environment, especially in Secondary level.

**4. Final conclusion**

**The audit team recommends accreditation of the International School Junglinster.**

# **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–S5) corresponds to the ES system. * Syllabuses used in different subjects (nursery, primary, secondary S1–S5) corresponds to the ES system. * Three vehicular languages as L2 are offered. * L3 tuition is offered. | All subjects have the time allocation, as requested in the ES syllabuses.  Luxembourgish language is an additional subject. Every pupil is obliged to learn this subject what is really appreciate by parents and students because knowledge of Luxembourgish language enables pupils easier and faster integration into the local community.  EN, DE, FR are the vehicular languages taught as L2.  EN, DE, FR as L3 courses are run at school.  PT is also offered. |

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| **I.2. Organisation of studies and subjects correspond to the ES system on S6–7** | |
| * The school organises / has an intention to organise the European Baccalaureate. * Organisation of studies in S6–7 corresponds to the regulations of the European Schools system. * Time allocation to the different subjects in S6–7 corresponds to the regulations of the ES system. * Teaching in S6–7 is entirely consistent with the European Schools syllabuses. * Three vehicular languages as L2 are offered. * The school offers L3 tuition. * The range of options in S6–7 is conducive to pupils’ subsequent admission to the higher education courses. * All students preparing for the European Baccalaureate have had European schooling in S6–7. | The first BAC exam will be organised in the scholastic year 2024-2025. This school year only S1 classes have been opened in English and German sections. |
| **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 at both school and personal level. * Records of activities of continuous pedagogical development are kept at school and personal level. | The preparation of the pedagogical concept of the school started with the Working Group from February 2018. Teachers who then started the school last September, worked together for several months before to create a coherent pedagogical concept that would be European Teaching in nature, adapted at best with the concept of Lënster Lycée Junglinster.  With the start of the school, each teacher has a disponibility period during the week which she/he has to dedicate to professional development. Every teacher will have to complete 48 hours of such training within the first three years, on topics that are defined as priority by the school management.  Already this year the following teacher trainings have taken place:  New Marking Scale (two sessions); Use of Web Units; Use of Interactive Whiteboard and Use of IPads in classrooms.   * There is continuous sharing of experience and resources among the teachers coming from the ES system and others.   There is a calendar of National Professional Development trainings to be followed obligatorily by all teachers in the first three years and sanctioned by the National Institute of Educational Training (IFEN www.ifen.lu), where every teacher is able to follow her/his own professional development needs, within the offer of this institution certification in the file.  Trainings are also organised by the school management. All teachers receive certification of the professional training they participate in. |

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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 school management has provided samples of subject annual planning following the best practice of the European School Luxembourg I.  The management of the school assures that teachers of the same Department, in the two linguistic sections, routinely share their ideas, planning, methodology of lesson delivery and resources with each-other.  The management has put at the disposal of teachers meeting time where they can consult/share their experience, as well as work on harmonization. The case of Integrated Science and Mathematics is an example.  Teachers of Integrated Science and Maths have a common concertation period in their timetable, to harmonize work and evaluation across DE and EN sections.  Teachers of the same subject in different sections follow a common planning.  In Primary, subject coordinators are installed and they enhance, support and guarantee the harmonization between the different levels and sections in the school.  There is dedicated time for teachers meetings, sharing experience and even subject planning on Friday’s afternoon, as well as during the week. Teachers frequently meet during the day and even exchange class visits, within and between sections.  In Primary most of the projects are already planned for the whole year and they are already realized between sections and levels. Exchange of methods, and teachers help each other to support the children.  All teachers in one subject who care about the organization and quality of teaching in this subject meet several times per trimester. All teachers teaching the class, as well as staff of the socio-psycho-pedagogical service, meet at least twice a trimester. The class teachers of one year meet as needed to answer questions concerning the respective grade.  In addition, the Friday afternoons are used for further conferences and teacher training.  The school makes effort to organise trips, sport events, cultural projects and other events, in aim to increase the cooperation between classes, language sections and with the Lënster Lycée Junglinster. |

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| **II.3 The school has guidelines for transition of pupils from nursery to primary and from primary to secondary** | |
| There is evidence of procedures for transition of information from nursery to primary and from primary to secondary (meetings, visits, projects, etc.). | The school management has a working list of planned activities to ensure a smooth transition from Primary to Secondary according to the document Ref.: 2015-09-D-41-en/fr/de-2 Framework for school-specific guidelines for transition nursery/primary/secondary.  Visits and common activities are planned in Science, PE, Art and languages. Teachers of Science will organize specific experiments during the P5 visits to the Secondary that will enhance the interest of the young kids for scientific discovery. The Art teachers will also organize common lessons with drawings and artistic techniques that will surely appeal to the pupils. The school also plans to organize a half-day Sports activities engaging both the Primary and Secondary classes.  Most importantly the teachers will be sharing valuable experience and pass information to each other during the year, but specifically during a session organized specifically for this purpose in June 2019. The P5 students’ specific developmental needs will be discussed between primary and secondary teachers.  The aim of the management is to arrive by next year at specific projects in most of the subjects that can be started in P5and concluded at the end of S1. This asks for the cooperation of the teachers, and will tackle a fundamental aspect of transition – that of personal and academic development within a new environment.  The process of transition includes the parents as an important component. Therefore, a presentation meeting is planned at the beginning of May 2019 for all the parents of P5 pupils that will come to the secondary the next year. Pupils from P5 will also be invited (together with the parents), and they can themselves put questions and consolidate opinions on the new cycle they are about to attend.  The school wish also to benefit from the already established experience of Lënster Lycée Junglinster regarding transition.  The school is willing to realise the national program ORIKA in which the primary pupils in their last two years come to the school for 4-6 hours to gain information regarding Secondary cycle. They visit two workshops in the classical subjects, as well as two technical workshops and they have a tour at school. |

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| **II.4 The management ensures mother tongue tuition to pupils whose mother tongue does not correspond to the language of the section** | |
| * There is evidence of school organising mother tongue tuition (including allocated time, grouping etc.). * The school follows the ES L1 syllabuses. | Mother tongue tuition in the two sections is assured. There are no SWALS in the school system at this point.  Mother-tongue tuition follows ES directives and syllabi, approved by the BoG. Teachers of L1 have been put in contact with experienced colleagues from the European School Luxembourg I and Luxembourg II. Additionally, the school management is willing to allow L1 teachers to participate in meetings of various working groups. |

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| **II.5 The school management ensures an effective use of teaching time** | |
| * Timetabling ensures an equitable distribution of subject time through the week/half term. * Measures are taken to make best use of teaching time (including replacements). | The amount of allocated hours for subject follows that of the European Schools, and the instructions in each subject syllabus. Teaching time is well distributed in the week. The timetables are done by the school management. The coordination work at school will be proactive in the planning stages of timetabling to ensure this important aspect of teaching in future.  Students have a solid timetable that treats all the curriculum, with lessons every-day from 8am till 4pm, and Friday being a half-day. Lessons in Primary ends on Tuesday, Thursday and Friday at 12.15. There is an assured lunch time for the students daily. Pupils are always supervised in case of replacements.  According to the policy followed by the school, teachers are strongly encouraged to send/leave work in case of absence. Replacement folder is installed in every classroom of the Primary with the most important information. Replacements are managed by Web Units.  A permanent replacement position is in place in the Primary, assuring that all absence of teachers doesn’t affect students’ supervision/lessons.  Further to the above teaching time, the school offers a follow-up program for all students from 4pm till 6pm. Pupils can participate voluntary in homework-time, help with specific subjects, or a wide variety of specific activities available to all pupils at different level.  In general lessons start in time according to the schedule. Nevertheless it happens that lessons after Physical Education and swimming start later because ot the distance from the PE and swimming facilities. |

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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. | Coordinators and majority of the teachers have long experience from the European Schools system. Therefore, they easily incorporate European dimension into planning and teaching their subjects.  There is a very good cohesion being created among pupils, nourished by the dedicated work of teachers. Pupils of different sections often are together in different activities.  Important national and European dates e.g. National Days are brought up by the teachers during lessons and different activities are organised. Primary pupils celebrated the European day of Languages, together.  So far following communal events for pupils from different classes and sections have been organised: October Fest, Halloween Celebrations, Welcome-drink for pupils and families during the Parents' Day. All those events integrate pupils and their families across classes and sections.  End-of-year concert and class parties are also being prepared enforcing the feeling of working and living together enjoyably.  Pupils and parents seem to be very happy and proud of the school. There is a nice and friendly atmosphere between pupils in classrooms, in corridors and in the canteen. |

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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 whole school building is constructed in a sustainable way and pupils get aware of sustainable development in daily school life.  The facilities of the school are excellent. There are an adequate number of classrooms which are big, modern and well equipped and enable pupils to learn in very comfortable conditions. In every class there is a smart board and a black board. There are laboratories, special classrooms for science and computer exercises. The library is well organized with a special room with computers and areas for reading and studying. There is a big gym with a rich equipment and a swimming pool, as well.  Nowadays Primary classes are located on a separate floor. However, it is planned to move Primary classes in January 2019 to a new building which is being build and equipped according to the best standards as the main school building.  Classrooms are serviced every day. Pupils are made aware of the work done and help by lifting the chairs over the desks for a more efficient cleaning, after the last lesson of every day.  The school intends to introduce the Clean School Project, whereby all classes, once per trimester, dedicate time to cleaning the immediate environment under the supervision of a teacher. Pupils are given gloves and refuse bags and they will go in groups around the corridors and immediate outside area collecting refuse. This project strengthens pupils’ civic responsibilities.  In Primary school some wall-displays in classes and corridors reinforce the European character of the educational environment. However, it would be useful to put more emphasis on promoting the European spirit in Secondary level. |

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| **III.3 The social climate promotes successful learning and fosters tolerance and mutual respect** | |
| * There is evidence of -mutually respectful relations between members of the school community, in particular across language sections. * Pupils’ behaviour and attendance is monitored. | The management team of the school is actively engaged in daily life of the school. They are visible, accessible and ready to help.  The school is striving to create a cohesion with pupils who have arrived from different educational backgrounds. A project My School - My Team, with overnight stay, is a contribution in this respect.  Attendance of pupils is monitored daily, after being recorded in the system. There is a very positive attitude from pupils, displayed in this start of the school year. Class teachers have a clearly defined responsibility to follow class attendance of pupils. From the first day of school the class teachers were given a file with all the tasks and responsibilities expected of them in the follow-up of pupils.  The school adopted Internal Rules, disciplinary procedures and a dress code.  Thanks to Web Units tool, teachers, parents and pupils themselves have the possibility to check on notes concerning presence, homework and behavior. |

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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 communication and great cooperation between all stakeholders from the ministry level to the local level is developed in a very professional way.  The open-door policy is applied in communication with the teachers along the whole year. The teachers really appreciate it that they feel comfortable at school and have direct contact with the school management and middle-management. It is very important that teachers can put questions, ask for help having difficulties and concerns.  Other exchange of information follows several channels of communication like email, sharing in 0365, but also daily personal encounters among teachers.  Parents’ meetings are organized on regular basis. Parents can contact teachers easily and they are informed about daily life in school.  Besides, the handing of the reports to the parents is done by inviting them to come for a face-to-face meeting to school.  Professional training channels (e.g. with IFEN) are open all along the year, and the same goes for communication with the European Schools Luxembourg I and Luxembourg II, or other national and international schools in Luxembourg.  Communication regarding the progress of pupils is the most important information to share. The class teachers organise on regular basis during the year feedback meetings on academic progress, with a formal meeting organized at the end of each trimester and preceding the school reports. The information from such meeting is then transmitted to the class council attended by the school management. |

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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 preparing to take part in the ES Science Symposium in Mol, this school year. In the years to come the school is going to participate, among others, in all European Schools activities like MEC, Eurosport, Art & Music Festival, etc.  Nowadays the school tightly cooperates with Lënster Lycée Junglinster and organizes exhibitions, projects, and other activities with the national community. |

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| **IV. Curriculum and Planning** | |
| **IV.1 There is a long term and short term planning based on the curriculum** | |
| * Teachers have their short term and long term planning based on the curriculum. * The planning of the curriculum is regularly reviewed and revised. * Teachers hand over their planning to the management. | Planning is based on the teachers experience as well as the samples provided on best experience from the ES.  Teachers have been guided towards using ES syllabus. Then teachers have had the opportunity to discuss their preparations in subject meetings, as well as during the trainings and exchanges at this opening stage of the school.  The best experience of the European School  Luxembourg I is noticed participating in individual exchanges between schools, or taking part in the Central Office organized trainings for individual subjects.  Planning is handed over to the management in line with the rules in the European Schools. |

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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 already sharing of good planning practices and talking examples of planning from experienced teachers in the ES. Teachers of the same subject exchange their planning across sections and follow the same guidelines.  Web Units from the Luxembourgish school system is used. The idea is, to create a pool of resources linked to the subject, available for the replacement teachers, so as replacements approach effective lessons. |

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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 guidelines for mid-term and long-term planning. A common framework and a well-structured template are used. Planning, information, well-structured procedures and various documents are available to all the teachers using Web Units. Ways of differentiation are clarified in the planning for both Primary and Secondary cycle. |

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| **IV.4 Individual needs of pupils are respected in planning** | | |
| * Differentiation is taken into account in planning. | The process is being established, suiting the level of teaching to the needs of the class (internal and/or external differentiation), particularly in this first year, when the intake of the classes could not be as homogeneous as in a school with feeder sections.  This, and the pupil individual needs are being observed in gaging the planning and the level of lesson delivery by then teachers.  For this purpose, the FOFA lessons offered by the Luxembourgish system are used in tackling the difficulties and bringing the classes up to level to follow the normal curriculum. | |
| **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. | | Teacher qualification equivalence has passed through a rigorous process by the Ministry of National Education, Childhood and Youth. Highest qualification is sought from the interviewing process by the school management.  All teachers have the necessary language skills for the subject they teach. All of them have had previous experience of teaching their subjects in a given language, either in the European School system or in a similar environment.  L1 teachers are native speakers of the language they teach.  There is a very rigorous process of equivalence of diplomas which takes careful account of qualifications obtained outside Luxembourg. All teachers have passed through this scrutiny. |

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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. | Classrooms are properly equipped with various educational aids.  Digital tools are used to support the learning process and encourage pupils to develop their skills and knowledge. It should be underlined that the school is well equipped with tablets, computers and smart boards used by teachers and pupils.  Every student from secondary cycle received IPad from the Ministry of National Education, Childhood and Youth which can be used at home. IPads are also given to the pupils from P3 – P5. For P1 – P2 pupils IPads will be available from January 2019. |

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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. | Textbooks are acquired from the best European editions produced and in use in the EU countries.  In Primary Intermath books are used regularly during maths lessons.  Primary classrooms are decorated by maps and flags created by children to show from which different countries pupils come. |

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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. | All planning is being done based on ES syllabuses.  Teaching of Ethics and Religion has been replaced by a subject called Life and Society (VISO-lessons), which broadly covers philosophical topics of life in a society. This subject is from the Luxembourgish curriculum. In VISO-lessons religious aspects are also discussed. No specific religion courses are offered.  Teachers use a harmonized template to structure their lessons, as well as year-long planning.  Cultural and historic elements are part of the development curricula chosen by the ES that the school closely follows.  An important example of cross-curricular links is the harmonized way the teachers of different subjects are dealing with digital tools. |

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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. | Teachers communicate the objectives and competences to be accomplished to their pupils generally at the start of the new school year, but also several times along the year according to the needs. Teachers also explain the objectives of the lessons at the beginning of each new chapter, or more often, as necessary.  Trips, visits or initiatives to broaden the classroom experience are encouraged.  Varied methods suited to the needs of the particular class/pupil are used by teachers.  However, in Secondary pupils could be involved in the lesson in more active way by using broader range of teaching and learning methods and different pedagogical approaches.  Collaborative teaching environment, where pupils learn from a teacher and from each other is a daily life routine at school.  The school uses the IPad Project, which closely incorporates digital resources in active learning. |

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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. | IPad Project has equipped every student with a new digital tool that also will involve Primary cycle from January 2019. |

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| **VI. 4 Teachers take care of pupils' individual needs in their teaching** | |
| Differentiation is practiced in lessons. | Differentiation is done through teachers’ ahead planning; special seating of pupils; individually dedicated time during the lesson; differentiated tasks and expectations. FOFA support classes, available all the year, help to bridge gaps of knowledge in groups of students and create more cohesive working environments in classes. |

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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. | Teachers are dedicated and hard working with very good classroom management skills.  Daily school life is running very smoothly and the willing and well-motivated staff tries to do their very best to offer high quality teaching, as well as to establish a friendly and safe environment which helps each student to achieve the goals described by the syllabi.  Pupils are engaged during the lesson, in board, in group activities, as well as through their participation in the lesson.  Textbooks, projector, Internet, lab equipment are all used effectively in classes.  Teaching time in benefits effectively from a 5 minutes more per lesson than in the European Schools as every lesson lasts 50 minutes. |

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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). | Training on assessment in the European Schools in general and the New Marking Scale has formally taken place from September, and will be continuous. Different kind of harmonized assessment tools, like self-evaluation and Portfolio, are used in the Primary.  Explanation and discussion has taken place on assessment in both Primary and Secondary. Teachers actively take part in discussion and helpful exchanges among themselves.  Formative assessment is given priority, bringing the classes to level, and encouraging them to bridge the gaps that exist due to pupils coming from different educational establishments.  Class and homework, group-work, common projects, portfolios, mini-tests and tests, evaluation of participation in class, initiative and good will to learn, are all being taken account of in assessing the pupils. |

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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 New Marking Scale and the Assessment Policy of the European Schools have fully been adopted at school. Examples are shared and teachers continually exchange their experience in this area.  Each subject and teacher has devised assessment plans for their particular subject with weighting for each assessment method they 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. | Learning objectives from the syllabus guide the subject treated in every lesson. Learning objectives are made clear to the pupils with the start of the lesson, so when they receive their assessment the pupils are able to link that to the realization of the objectives. In all lessons where suitable in Primary pupils were asked what they learned during the lesson.  Through pupil self-assessment plan, the pupils are able then to reflect on their performances and fine-tune the expectations in the next achievement plan.  Pupils’ results are analyzed. This is part of teachers planning and transparency in communication with pupils. Pupils have been made aware of the NMS in the European School, and the difference that this will bring in their assessment reports.  Every teacher keeps records of attendance, test results, attitudes, and particular difficulties or special achievement of each pupil. In communication among teachers all along the year, and formally during Friday teacher meetings for this purpose, as well as in the class councils.  Parents are asked to come to school at least three times a year and receive their children’s report in person, assuring a personalized exchange of information. Parents have access to the school’s record system of presence and pupil evaluation. Parents are encouraged to contact teachers each time they find it useful. |

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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. | The school has a carefully devised and proven plan to put in practice regarding pupil self-evaluation. Self-evaluation is included in the Portfolio of the Primary. |

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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 very much follows the principles and rules for educational support stated in the Luxembourgish system. In general, this system corresponds to the policies and rules of the European school system.  In the school, according to the procedure of the Luxembourgish schools, there is a crew of social workers employed (PAS) specialized in different areas ready to observe and help pupils during daily school life.  Regular meetings of classroom teachers can help identify issues quickly. The legislation allows the school to act at different points and to meet the students through deficit compensation. For more difficult cases, there is the inclusion commission. This can be called by the parents or the headmaster to create a dossier, if necessary, with diagnostic procedures, in order to request further assistance from the Ministry. This commission also monitors the further development, evaluates the situation and adjusts the aid.  The school offers different forms of support for pupils with behavioral and emotional disorders. The three types of support offered are accommodation, modification, and remediation.  Given support is monitored, progress and results are registered. |

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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. | These are created by teachers per class or Lab room.  The local system of support is applied. Small groups, teacher differentiation and FOFA program are being used successfully all the year. Pupils with statemented learning difficulties present the psycho-educational report to the school inclusion board (equivalent to ES’s Advisory Group, that reviews the case and takes an informed decision as to the best ways a pupil could be helped. Individual support concept is installed in the Primary. |

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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. | Aims and objectives are placed in the School’s Annual Plans. The school management is working on proposals which are discussed with all stakeholders, primarily teachers. Teachers are fully aware of all objectives and incorporate them in their plans of work with the pupils in class and other activities.  Starting 2018-19 every secondary school must install a three-year school development plan (PDS). For this and the following years, the main-objectives are: improving sustainability in teaching and administration; developing infrastructure to make it more attractive; implementing an accompanying strategy including guidance and remediation/support that takes into account the individual project of the student; adopting a school-organization that is flexible and focused on students’ needs. |

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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 is following the principals for quality assurance and development stated for the Luxembourgish schools.  The school is ready to participate in all evaluation activities as part of Lënster Lycée Junglinster. Staff, pupils and parents are important stakeholders in this process.  The school is willing to participate in every assessment process both in a local and ES level. Results will be made public, and a cyclic process of reporting, planning and eventual improvement will take place every time.  According to the Luxemburgish law there are defined four representative commissions at school: school’s conference (all people who work at school), committee of the school’s conference (an elected group out of the school’s personnel), parents’ committee (elected representatives of the parent’s association) and pupils’ committee (elected representatives of pupils).  There is also educational board which is composed of the headmaster, four representatives of the school’s conference, two representatives of the parents’ committee and two representatives of the pupils’ committee.  All major decisions in school have to be validated by this board, including the school’s annual budget. |

**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.**