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**Ref.:2019-01-D-40-en-2**

**Orig. : EN**

**Audit Report - École Internationale Differdange et Esch-sur-Alzette**

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 …………………………………………………………7

3. Summary of main findings, recommendations…………………………........8

4. Final conclusion............................................................................................................10

5. FINDINGS................................................................................................................................11

1. **General information**

A. Current audit

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| Aim of audit | Renewal of the Accreditation agreement (Nursery, Primary and  Secondary (S1-S5) cycles) |
| Inspectors | Dana MUSILOVA (CZ)  Violeta VALIUSKEVICIENE (LT) |
| Dates of audit | 12th – 16th November 2018 |

B. General information about the school

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| Name of the school | Ecole internationale  Differdange et  Esch-sur-Alzette | | | Organization  (School provider) | | Ministère de l’Éducation  nationale, de l’Enfance et  de la Jeunesse | | | |
| Street address | **Site: Differdange**  Primary School  2, rue de la  Montagne  L-4630 Differdange  Secondary School  Campus de l’EIDE  L-4573 Differdange  **Site: Esch-sur-**  **Alzette**  Primary and  Secondary School  91, rue Victor Hugo  L-4141 Esch-sur-  Alzette | | | Postal address | | 29, rue Aldringen  L-2926 Luxembourg | | | |
| Postal address | B.P. 7  L-4501 Differdange | | | Telephone | | 00352 2478 5131 | | | |
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| E-mail | secretariat@eide.lu | | |
| Website | [www.eide.lu](http://www.eide.lu) | | |
| Legal status of the school (independent / public; funding of school etc.) | Public school has been created with the amended law of 26  February, 2016 and is entirely funded by the Luxembourg State. | | | | | | | |
| Reason for the introduction of European schooling | The European Schools have been conceived on the EU level to integrate pupils with different native languages in one school.  This model meets the needs of Luxembourg due to the country's multilingual situation and the heterogeneity of its school population. The International School Differdange (EIDE) offers the European Schools’ official curricula for primary and secondary education that lead to the European Baccalaureate, which is recognized in all EU countries. This form of education hence introduces a more flexible offer of language learning to the public school system.  Students can not only choose their language section – between French, German or English speaking section – but also among several different European languages.   * Respond to the growing heterogeneity of the school population: by providing international education within the public system (from nursery to baccalaureate) in which every student has a chance to succeed, regardless of the language spoken at home. * The EIDE is aimed at children and adolescents with a migrant background, as well as at any student wishing to progress his/her skills in an international context. The EIDE offers schooling to children of Luxembourgish origin and newcomers’ children under the same roof, to integrate them more easily into Luxembourgish society. * Structural development of the economy in the south of the country. * Establishment of the University of Luxembourg in Belval. | | | | | | | |
| Language sections | Nursery  Opening scheduled at the earliest for 2021/22; infrastructure to be built | Primary  FR and EN  Opening of the DE section scheduled at the earliest for 2021/22; infrastructure to be built | | | Secondary  FR/EN/DE | | | Total number of different language sections: 3 |
| Number of classes | Nursery | Primary | | | Secondary | | | Total |
| NA | 17 | | | 16 | | | 33 |
| Number of pupils | Nursery | Primary | | | Secondary | | | Total |
| NA | 321 | | | 341 | | | 662 |
| Number and (%) of Category 1 pupils | Nursery | Primary | | | Secondary | | | Total |
| NA | 0 | | | 0 | | | 0 |
| Number and (%) of SWALS pupils | Nursery | Primary | | | Secondary | | | Total |
| NA | 15/4,7% | | | 69/20,2% | | | 84/12,7% |
| L1 taught in the school | Nursery | Primary | | | Secondary | | | Total number of different L1 taught in school |
| NA | FR/EN/PT | | | FR/EN/DE/PT | | | 4 |
| Subjects taught in L2 in S 3-5 | Human sciences in S3  NA: S4 from 2019/2020, S5 from 2020/2021 | | | | | | | |
| Subjects taught in L2 in S 6-7 | NA: S6 from 2021/22, S7 from 2022/23 | | | | | | | |
| Tuition in the language of the country (compulsory / optional | Luxembourgish (compulsory)  Physical Education: Instructions are given in Luxemburgish, everything can be repeated in English or French.  Music: Different languages apply; Luxembourgish and the language of the section, students can express themselves in the language they prefer. | | | | | | | |
| Composition of management and middle management staff | **Management:**  Headmaster/Director  Deputy Headmaster/Deputy Director  Management of the “Service d’éducation et d’accueil” (SEA)  **Middle-management:**  4 associates  Coordinators: 18 thematic coordinators  **Team Speakers:**  6 team speakers (& substitutes) | | | | | | | |
| Number of teachers  Full time | Nursery / Primary | | Secondary | | | | Total | |
| 31 | | 48 | | | | 79 | |
| Part time | 1 | | 5 | | | | 6 | |
| Number and (%) of qualified teachers | Nursery/Primary | | Secondary | | | | Total | |
| Full time | 29/94% | | 44/92% | | | | 73/93% | |
| Part time | 1/100% | | 5/100% | | | | 6/100% | |

In addition to the 33 primary and secondary ES system classes, there are two reception classes (ACCU: 30 students) for newcomers from the age of 11 to 14 years, who speak only one of the languages the school offers. Moreover, accordingly to the Luxembourgish system, 5 preparatory classes (VP- voie préparatoire: 48 students) for students who, at the end of primary education, did not acquire the basic skills in order to be able to serenely attend secondary education. Thus, the total number of the pupils in the school is 740.

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

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| Dates of first accreditation of the school | Convention signed: 16.05.2017  Period covered: 01.09.2016-31.08.2019 |
| Dates of first accreditation of years 6 and 7 | Not applicable |
| Dates of previous audits | 17-21 October 2016 |
| Recommendations from the last audit | Ref.: 2017-20-D-29-en-2   * A more detailed School Development Plan for years 2017-2020 should be elaborated, and a road map should be drawn up, regarding the various areas of Schooling. * Additionally, in the above Plan should be integrated a more clear and specific system of quality assurance of the whole process of school development. * Besides, the above Plan should include an in-service training program, based on teachers’ needs and on the unique character of the school. * Emphasis should be given to the improvement of the practice of teaching, especially targeting the time management, the lesson structure, the differentiation, the language teaching and the adoption of the student’s portfolio system, the cross curricular links, the use of a more detailed common template for lessons’ planning and the active participation of students. * The inclusion of the 8 Key competences in the long and short term planning is also of great importance, as well as the development of attainment descriptors. * The school should also find ways of documentation of the work that has already been done so as facilitate the continuous process of development. * Special attention should be paid, by the national system authorities, to the aspect of teachers’ selection and recruitment. * The European and International dimension of the school should be more visible in the lessons, in school activities, in the classrooms and generally in the school buildings. * The self evaluation form should be completed with a more critical view, regarding the assets the constraints and the 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:

* Self-evaluation form
* Multi-annual plan
* Annual plan

**The audit activities included:**

Meetings with

* School Management
* Coordinators (subject coordinators, level coordinators etc.)
* Coordinators of Educational Support
* Coordinator of the teachers´ professional development
* Teachers´ representatives
* Pupils´ representatives
* Parents´ representatives
* External stakeholders (Ministry of Education, Luxembourgish Primary Inspector for the ES, Municipality, Head of the Delegation of the BoG, Miami University, Directors of the regional schools etc.)

Lesson observations in all the language sections and of different subjects

* 10 lessons in primary cycle
* 10 lessons in secondary cycle, 1 lesson in VP (voie préparatoire) class, 1 lesson in ACCU class

Analysis of relevant documents:

* Teachers´ Handbook
* Parents´ Handbook
* Educational Support Policy
* Plan of the Teachers´ Continuous Professional Development
* Report of the previous audit
* List of the extra-curricular activities
* Timetables
* Teachers´ diplomas
* Teachers´ long-term and short-term planning
* Individual Learning plans of pupils with special educational needs
* Minutes of the meetings
* others

Feedback meeting with the management took place on Friday, November the 16th

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

The École internationale Differdange et Esch-sur-Alzette (EIDE) is an innovative project based on a combination of the main characteristics of the European School system and the Luxembourgish State School; for both of which the principles of international dimension, multiculturalism and multilingualism are fundamental.

At the École internationale Differdange et Esch-sur-Alzette, the inspectors met a very dedicated, enthusiastic and professional team. The professionalism of the members of the school management, their hard working profile, rich experience in the ES system and very good knowledge of the national system of education are crucial factors for the progress and development of the school. Pupils, staff and stakeholders really believe in the concept of the European School. This is reflected in a positive school climate, cooperation and friendly and supportive relations.

The school is located in three premises, two of which are situated in Differdange and the third one in Esch-sur-Alzette. A new school campus in Differdange is being constructed with estimated opening in September 2020.

Since its opening in September 2016, the EIDD has progressed and developed in many areas and the number of pupils has increased from 142 to 662(740) in September 2018. It is evident that the school management took into account the recommendations from the previous audit seriously and systematically followed many of them. The audit team appreciates huge amount of work done in the key areas of the school development and life, especially:

* Creation of a Multi-annual School Development Plan 2018 – 21, which declares the mission, vision and values of the school and includes the main objectives to be achieved by 2021, especially on the pedagogical area, on the areas of the professional development and the school organization. The document outlines the main ways of self-evaluation and indicators for the quality assurance. The objectives for the school year 2018/19 are further concretised in the Annual plan 2018/19.
* Very positive school climate, unusual commitment of the school management and staff.
* Improvement of the organisation and practice of teaching and learning: common planning, time management and human resources management, differentiation, cross curricular links etc. Continuance of this practice and more intensive share of experience and practices (e.g. via mutual class visits and debriefing sessions) of teachers of different language sections and cycles would contribute to further improvement of the quality teaching and learning.
* Well organized and well applied system of educational support based on early identification of pupil needs, on development of individual potential and combining appropriately the ES and Luxembourgish policies and practices.
* Well-planned and coordinated system of teacher professional development.

It is important to mention that the supplementary system of the ACCU and VP classes, adopted from the national system, very well complements the European School system of academic education and contributes to proper development of individual potential of each pupil.

Recommendations of the audit team:

* To continue in further positive development of the areas mentioned above: teaching and learning, educational support and teacher professional development.
* To support both the European dimension and the national identities and mother tongues of individual pupils during the whole process of teaching and learning.
* To establish and implement in practice a functional system of formative assessment and pupils’ self-assessment.
* To strengthen cooperation of primary and secondary teachers and to take further measures for smooth pupil transition between the cycles.
* To develop a functional cyclic system of quality assurance based on Plan-Do-Check-Act, where new actions are based on thorough evaluation and findings of previous ones in all areas of the school development.

**4. Final conclusion**

**The audit team strongly recommends renewal of the Accreditation agreement.**

# **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. | LIII education is offered in DE/EN/FR/PT.  The time allocated to subjects and cycles corresponds to the ES system as well as to the syllabuses with one exception in the primary cycle: The subject European Hours is not a part of the curriculum of the International School Differdange. On the contrary, Luxembourgish has been taught starting from P1 as a compulsory subject.  Three vehicular languages (DE/EN/FR) are offered as LII. Tuition in LIII is offered in DE/EN/FR/PT.  According to the Luxembourgish system of education the VP (voie préparatoire – preparatory) classes are offered to those pupils after P5 either for the pupils, who need more time to prepare themselves for the secondary studies or for those who will later continue in a vocational school. These VP classes can last to three years, but in most cases, students do not attend them more than one or two years.  Moreover, the ACCU (accueil) classes with intensive language learning are organised for the pupils who come to the school without relevant mastering of the language of schooling to help them to be able to follow the language of instruction for different subjects. |

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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. | Not yet applicable; the school plans to organise its first European Baccalaureate in 2022-2023 school year. | |
| **II. Management and Organisation** | | |
| **II.1 The school management ensures that teachers are up-to date with current pedagogical developments both in terms of subject content and methodology** | | |
| * There is a plan for continuous pedagogical development both at school and personal level. * Records of activities of continuous pedagogical development are kept at school and personal level. | The area of the continuous pedagogical development is coordinated by a coordinator who is partially seconded for this mission and based on a plan composed on four parts:  – training during internal pedagogical days at school (at least 2 whole days per school year),  – Fridays’ consultation meetings (every Friday from 14.00 to 16.00),  – specific in-house training sessions organized in case of need (e.g. training taking care of diabetic students in class),  – external training in the context of ES or in the context of the continuous training for public school teachers in Luxembourg organised by the Institut de Formation de l’Éducation Nationale - Training Institute for National Education (IFEN).  The teaching team consists of 6 teams chaired by team speakers, who make records of the meetings.  All teachers are obliged to attend 16 hours of continuous training per year (documented and transferred for information to the Ministry of National Education). The documentation of this compulsory training is done electronically with the IFEN.  The results of the consultation meetings are regularly documented in the teacher's guide, which is an evolving document that incorporates the essential elements of the school's internal policy. | |
| **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. | | Work on the harmonization of the pedagogical processes is a recurring item of the agenda of the consultation meetings; a whole day was dedicated to this issue during the insertion week before the beginning of the school year. The consultation meeting aims – besides the training of the teachers – at teamwork, exchange by level across the sections and the exchanges by subject across the sections. Discussions and conclusions of the meetings are recorded. |

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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.). | At the end of the primary cycle, pupils are oriented either to Secondary S1 or to VP (voie préparatoire-preparatory class). The orientation is based on the skills acquired throughout Primary school. Students who have not acquired all the basic skills at the end of the primary cycle, are referred to the preparatory path. They have the opportunity to acquire these skills within 1 to 3 years and, depending on their potential, can be reoriented to the secondary cycle. For other students, who do not have this potential, one or more vocational training cycles (voie professionnelle) will be established.  The transition from Primary to Secondary school is based on the student's academic performance in the upper grades of the primary cycle. The school has set clear criteria for upgrading to the secondary cycle.  During the P5 class, a range of transition measures is organized:  – P5 pupils join secondary classes in the school restaurant after the Easter vacation,  – P5 classes visit the building and S1 classes during the last term,  – On the occasion of the oral school reports and written school reports, parents get invited to talk about the pupil’s orientation.  The audit team recommends focussing more on support of the smooth pupils´ transition process also in the year S1 and organising activities and projects, in which both pupils of the primary and secondary cycles will be involved. Mutual primary and secondary teachers´ awareness of the curricula and key learning objectives in different cycles should be supported. |

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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. | Aside from the 3 section languages (EN/DE/FR), the school offers the PT as an L1. PT is actually the mother tongue of more than half of the local population and had not yet been taught as an official language in Luxembourgish public schools. The school management is of the opinion that opening of other L1 courses would not make sense, because there are already 2 Type I European schools nearby with the respective offer.  However, as the L1 tuition and support of the national identity of the pupil is one of the most important values of the European School system, the audit team recommends either to offer L1 tuition in more languages provided that there is a bigger group of the pupils of certain language, or to look for ways how to support pupils mother tongues and national identities, e.g. during the class activities or by an offer of after school activities.  The teaching of the L1 is done according to the syllabus of the ES. | |
| **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 École internationale Differdange et Esch-sur-Alzette is, in fact, a full-time school, both on primary and secondary levels. From Monday to Thursday, the lessons last from 8.00 to 16.00 and end at 12.00 on Fridays. This leaves time to offer extracurricular activities and study time as an integral part of the timetable, as well as for optional after-school activities. In primary school, emphasis is put on the cooperation of formal education (school) with non-formal education (Service d’éducation et d’accueil - SEA).  Even if the official teaching time starts at 8:30, both pupils and teachers are obliged to come to the school at 8:00 in order to prepare themselves for the school activities. During these 30 minutes, under the guidance and supervision of the tutors, pupils can learn, talk, play, do their homework etc.  A replacement policy has been established. In Primary school, 2 full-time permanent substitutes ensure the majority of replacements. In Secondary school, replacements are largely provided by teachers on availability and by 4 supervisors (pedagogical assistants) recruited on a fulltime basis. |

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| **III. School Ethos and Climate** | |
| **III.1 A European Context is established in order to foster mutual understanding and respect for diversity in a multicultural setting** | |
| * The European dimension is integrated in subjects’ syllabuses, teachers planning and lessons. * A rich provision of European language courses and high standards in them is ensured (L3, L4). * Pupils work together across language sections. * There is evidence of celebration of national festivals and reference to national current affairs. * School organises communal events which bring together pupils and teachers (and parents) from different language sections. | The European dimension is stated in the mission of the school and supported both within language courses and by other activities.  A range of four European language courses, plus the Luxembourgish (spoken), are included in the school programs.  A German Section has been opened starting from September 2017.  Pupils work together across language sections in Arts, Physical Education and Luxembourgish. Even if the school is located in three different premises, there is an evidence of common celebration of national festivals and current affairs (such Christmas Market, Celebration of the 9th of May, Concerts, pedagogical visits, school trips etc.).  European Club has been established at school and certain activities are carried out. Working on Diplomas to be validated for the club members. The club members, usually S2-S3 students enthusiastically participated in visiting ES Frankfurt and planning to visit Accredited school Strasbourg in the current school year joining humanitarian environment.  However, as the European Hours as a subject has not been taught in the primary cycle, the school should organise a wider range of activities, connected to the European dimension and further support common activities of pupils of different language sections in order to increase pupil awareness about the EU nationalities and cultures, about the key EU ideas and in order to further develop their linguistic repertoire. The European dimension should be supported not only in language courses, but across the curriculum. |

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| **III.2 The physical environment reflects the purpose of teaching and learning** | |
| * There are an adequate number of rooms of appropriate size. * Classrooms and public areas are clean, safe, and tidy and are in good repair. * There are displays of work and other materials in corridors and classrooms related to the European dimension. | The school is spread over several sites. In Differdange, the school temporarily occupies a building with its P1 and P2 classes. The lease contract will end in 07/2020. Also, in Differdange, a campus is under construction. The first building currently hosting the Secondary school, was opened in 09/2017. The opening for the second building, currently under construction (secondary school) is scheduled for 09/2020. The construction of the Primary school is planned for 2019-2021. Meanwhile, the P3 classes are housed in a temporary structure on the campus. Since 09/2017 the school occupies a building in Esch built in 1932, which has been completely renovated 5 years ago. The classes P1 to S3 are accommodated there. Both classrooms and public areas are clean, safe, and tidy and are in good repair.  The decoration of the school is commonly developed. Especially the classes of the primary cycle are nicely decorated and stimulating; with displays of pupils´ work and other materials; a space for improvement is still in the secondary classes.  The display of works and other materials related to the European dimension are placed in some corridors and classes. Nevertheless, the European dimension still could be more visualised, especially through the exhibited results of pupils´ work on this learning area.  The school has been awarded prizes and labels that are also exhibited in the entrance halls: The Diversity Charter Ambassador School of the European Parliament European Language Label Cooperation contract with the University of Porto. |

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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 school climate is very positive, based on mutual respect and cooperation between the members of the school community, including pupils.  Children and pupils are respected in their role as young citizens and their social competences are promoted in a set of rules about how to live together in a multicultural community. Pupils seem to be self-confident, happy and safe, enjoying their learning.  Pupils’ behavior and attendance are monitored and registered. Examples of non-adequate pupil behaviour were not noticed during the audit. Nevertheless, the school has started a “Cool down project” for the pupils, with possible behavioral problems.  The internal policies, documented in the teachers' guide, and the basic rules, documented in the student agendas, demonstrate key strategies to create respectful school environment and to value differences and to understand each other. The EIDE Communication Policy, adopted by the Board of Education in June 2018, incorporates all employees of the school, but also the students and their parents. This Policy sets the general rules for communication outlines, how to proceed in case of any problem and in detail describes ways and processes of the communication with parents. |

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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. | There is a teachers' committee (school conference committee), a parents' committee, class representatives and a students’ committee as well as an education council.  The school has set up a middle management between the management and the coordinators, in particular, to organize the replacements, the schedules, the support policy, solve problems of discipline.  The teachers work together in teams; each team has its team-room and team-speaker.  The regular meetings on Fridays contributes well to good mutual communication.  The teachers have at their disposal a detailed handbook with necessary information including e.g. description of the structure and function of the school, roles and responsibilities of the school committees, job descriptions, concrete information related to the school year, necessary templates etc. The only area, which is not satisfactorily described is pupil assessment. Even if the key principles for acquirement of learning to learn competence through teacher formative assessment and pupil self-assessment are listed, concrete description of use of common tools for on-going assessment is missing.  A handbook with the most important information has been developed also for the parents.  Newly, the teachers, pupils and parents have at their disposal an electronic system of communication called WebUntis, which they currently learn to use.  Last, but not least, members of the management, teachers and pupils from different school buildings can communicate and work together through videoconferences. |

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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 well networked in the communities of Differdange and Esch / Alzette. The school constantly works with the school departments of both cities. The school management has multiple links to the political decision-makers of the two cities. The school takes part in local festivities, cultural performances, exhibitions and plays an active role (e.g. Circus exhibition in October 2018). The pupils actively participate in sport events, inter-school tournaments in several sports disciplines (football, handball, basketball, athletics, chess ...). There is a cooperation agreement with the 2 music schools of the 2 cities which partly organise their classes at our school. The school is open to citizens of both cities for adult training courses by making our infrastructures accessible after school.  Moreover, the school cooperates with the Luxembourg Science Center, located nearby the school in Differdange.  The school is also a part of the AMCHAM network: a group of schools offering English schooling in Luxembourg (public and private schools).  There is a very fruitful collaboration agreement with the MIAMI University (Ohio): currently 9 trainee-teachers are at EIDE to an internship.  The school also hosts 2 language assistants pf the « Fulbright program » in collaboration with the US Embassy.  The school is well anchored in the network of Accredited European Schools.  Cooperation agreements are being developed with schools in Germany (Ahlen), Great Britain (Sommerset), Finland (Franco-Finnish High School).  The audit team recommends strengthening also cooperation with the existing type I ES and with newly established Accredited European Schools. |

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| **IV. Curriculum and Planning** | |
| **IV.1 There is a long term and short-term planning based on the curriculum** | |
| * Teachers have their short term and long-term planning based on the curriculum. * The planning of the curriculum is regularly reviewed and revised. * Teachers hand over their planning to the management. | The school has developed common templates for the annual and period planning, which is available in the teacher handbook. The planning includes:   * Time * Topic * Activities/Differentiation * Cross-curriculum links   Ongoing assessment is not included in common template, but some teachers add it.  The teachers are obliged to transfer their planning documents to the responsible coordinators. |

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| **IV.2 There is continuity and progression from year to year** | |
| * There is evidence of transfer of planning documents from teacher to teacher. * Planning is easily accessible to the substitute teachers. | Planning is easily accessible for all the teachers via office 365. In each primary class one file per subject is available for the substitutes. It is updated periodically (between vacations).  In Secondary school, absent teachers proactively provide their class and the substitute with work.  This work is coordinated by a member of the middle management.  There is appropriate transfer of planning documents from teacher to teacher within the cycles. It is recommended to support transfer, mutual awareness and consulting of planning between the P5 and S1 teachers in order to support smooth pupils’ transition between the cycles. |

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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 teacher Handbook includes the needed instructions for planning.  The planning templates have been developed. |

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| **IV.4 Individual needs of pupils are respected in planning** | |
| * Differentiation is taken into account in planning. | Differentiation is a part of the common templates (included in the activities). However, the very specific situation of the school determines the differences in competences of the students coming from different schools and different backgrounds obliges the teachers to verify the pre-requested level of competences in every subject and to give individual help in order to diminish the range of competences.  Team teaching of L1 and Maths in the primary and help of the stagers/students from the Miami University help to differentiate the learning process. |

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| **V. Resources** | |
| **V.1 Human resources are managed efficiently** | |
| * Teachers are appropriately qualified. * Subject teachers (art, music, PE, science subjects, mathematics, L2–L4, history, geography, etc.) have the required language skills according to the ES system. * L1 teachers are native speakers of the language they teach. * Authorities of the country in which teachers are qualified to teach, are consulted in recruitment. | The teachers have contracts with the Ministry of Education, which checks the requirements for diplomas and qualifications per record.  (1) The staff of the School shall include  different categories of treatment  as provided for by the Law of 25 March 2015 laying down the treatment and conditions and procedures for advancement  State officials on the basis of the jobs provided by law amended February 6, 2009 concerning staff of basic education and by the amended law of 29 June 2005 fixing the staff of the establishments secondary and technical secondary education.  (2) Teaching can be provided by teachers of other establishments seconded to the School.  (3) The framework provided for in paragraph 1 may be supplemented by teaching staff according to the needs of the service and within the limits of the budget appropriations, under the following conditions:  (a) to have had access to the teaching profession in a member country of the European Union;  (b) have at least 10 years of professional experience in the teaching function;  c) prove by certificates that they have reached level B2 of the framework common European reference of languages in at least one of the administrative languages defined by the law of 24 February 1984 on the language regime. To benefit from a classification in category A, group compensation A1, subgroup of education as  provided for in Article 43 (4) of the law of 25 March 2015 determining the plan and allowances of employees of state, the employee must meet the requirements for a degree for admission to the recruitment contest for a function teacher of the corresponding treatment group of the treatment of public servants or to admission to the internship of this function.  To benefit from a classification in category A, group allowance A2, subgroup of education as provided for in Article 44 (3) of the law of 25 March 2015 determining the plan and allowances of employees of State, the employee must either hold a bachelor's degree or present a certificate certifying studies recognized as equivalent to the training required for the Vacancy of post requested.  The teachers are native speakers or have studied in the country of the language in which they teach.  The school has a big asset of having the opportunity to employ teachers, who have finished their 9th year contracts in a Type I European school and who bring to the EIDE very valuable experience from the ES system. |

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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. | Primary: Classrooms and common spaces in all three buildings, are very well equipped by appropriate school furniture, teaching and learning aids including adequate supply of ICT. The school libraries are at the initial position and has to be developed offer adequate range of relevant books and ICT-material. When planning school facilities and equipment, the management took into account pupils´ needs very seriously; therefore, besides the relaxing corners well-furnished and appropriately equipped for relaxation, play and also for physical activities, the school has also “workrooms”, where children can develop their fine motor and technical skills.  In the secondary the school is well equipped for different subjects to be taught: interactive boards that are actively used for teaching and learning; traditional blackboards interchanged with the smart ones; mathematical teaching aids in the classes. Equipment collections being built for Natural Sciences, Humanities, Music, Art, Physical Education and will be growing with the school into senior secondary according to the teaching/learning needs. Computer equipment for use in every classroom, a computer room with 26 computers in Esch site. The libraries in Differdange and Esch schools are under development but are provided with the necessary teaching materials.  Additionally to the above mentioned, the school had a portable Science laboratory for a couple of weeks that was willingly attended by the students from the Primary and Secondary cycles to get acquainted with the cognitive lecture on Light. |

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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 already written above, European multicultural and national resources are used, but there is still space for improvement. |

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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 basis for daily work in the different classes of primary and secondary is the ES curriculum and syllabuses.  Most teachers have a long experience in European Schools, which is a big asset.  In the primary and secondary cycles, most of the lessons were quite well planned and structured, however, assessment part was missing in some of them.  In the secondary Human Sciences special attention is paid to Luxembourg and the Greater Region as the geopolitical region in Europe and the European aspects were integrated and developed where relevant.  Cultural, history and geography of the countries of origin of different pupils should be better supported in both cycles.  Cross-curricular links were used quite often and planning usually done during Friday after school teacher meetings. |

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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. | Primary cycle:  In observed lessons, teachers informed pupils about learning objectives. The audit team recommends the criteria for achievement of concrete tasks to be more often set together with the pupils.  The structure and methodology of the observed lessons varied. Most of the teachers used appropriate teaching and learning methods, which allowed active involvement of the pupils. In many classes, the structure of the lesson enabled pupils to learn independently and/or collaboratively; team-work and peer-work were encouraged. Teachers often used a smart board to introduce the topics and tasks; in some classes pupils worked with tablets. Differentiation of learning according to pupils´ abilities were observed in many lessons, especially in those, where team teaching was applied or where was an assistant or a university student helping the class teacher. Pupils learn through practical activities and handling.  Some of the lessons were guided in rather traditional way and even if the pupils were also supported in active learning, some of the activities were too long without any changes or relaxation activities, which had an impact on pupils´ concentration.  The ICT, especially white boards, were frequently used, but sometimes rather only as a teacher presentation of a work sheet, page of the textbook etc. than a learning tools actively used by the pupils for their 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. | Primary cycle:  Teachers share a holistic view on their pupils. Not only curricular competences are transmitted, but also development of personal and social competences is expected and supported as an important part of the learning process. In many lessons, pupils were encouraged to think and work independently both individually and in groups, to ask and answer questions, communicate, discuss and present the results of their work. During the lessons, teachers observed their work and provided them with feedback, however, overall common reflection or information about achievement of lesson learning objectives as needed support of the learning to learn competence, was missing in some lessons.  In VP classes and support classes focused on development of learning to learn skills, support of learning through experience was evident. In one of this lessons, effective work with the ICT (making a film) was observed. |

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| **VI. 4 Teachers take care of pupils' individual needs in their teaching** | |
| Differentiation is practiced in lessons. | As already written above, in the primary cycle, differentiation was quite often a natural part of learning process, especially in classes, where tandem teaching was applied or where a teaching assistant or a student/trainee was present in order to help to the class teacher.  Differentiation could be observed in very few cases; more focus should be given to this area.  In the secondary cycle differentiation observed in lesson planning by the outcome, flexible homogeneous or mixed ability student grouping and variety of tasks. More advanced students work with more advanced materials were observed during the lessons. |

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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 the primary cycle, the teachers, often together with the pupils, created very stimulating classes with a wide range of materials and visualization (including pupils´ works) supporting the child´s learning.  As mentioned above, evaluation part was often missing at the end of the lessons.  During the lessons observed in secondary in most cases teaching time used very effectively, good class and time management. |

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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). | In the teachers´ handbook, the main principles of assessment are outlined in a very general way as an assessment based on on-going basis and on differentiation, with emphasis on learning to learn competence and on testing. The document brings also the European School new marking scale for the secondary cycle, but the concept and tools of assessment for the primary cycle is missing. A very brief principles of a Homework policy is mentioned.  However, this still cannot be understood as a transparent and consistent guideline on assessment.  The level of achievements of learning objectives is officially measured mostly by tests. Each long test is prepared by one or more short tests. Many of the teachers in the primary cycle used also certain tools for formative assessment, some of them also applied pupil self-assessment, however, a common policy and assessment tools should be commonly agreed and used on top of the tests. |

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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. | Not yet applicable  In the primary cycle, the school uses the national tests both for the initial and ongoing assessment. Teacher use a variety of assessment methods and tools, but here is no common tool for formative assessment. The European School Portfolio system has not been adopted; only preparation for use of the European Language Portfolio is in progress. The school has developed its own School report for the primary cycle, which, in general, corresponds with the ES School Report. |

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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. | Assessment is related to the learning objectives, but should be stronger interlinked with the attainment descriptors of each level. Current grades are sometimes more a reflection of the progression than of the actual level.  In general pupils are informed about assessment procedures, but assessment criteria should be made more explicit.  The teachers use the results of the tests as a basis for further teaching and learning, however, deeper and broader analysis of results can be a useful tool to support the quality of teaching and learning.  Pupils receive feedback about their performances and pupils and parents are informed about progression. | |
| **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. | Awareness about the importance of self- and peer-assessment is growing and the general common principles for differentiation and support of pupils´ self-reflection and self-evaluation have been defined in the teachers´ handbook. First steps of implementation have been noticed in observed lessons but deserve to be further elaborated and practiced. | |
| **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 has developed a transparent Educational support Policy and the school management nominated representatives responsible for this important area of education.  Both the European School and the national Luxembourgish system of support are combined.  There are three types of educational support:  Primary cycle:   * General support: Team teaching (2 teachers in the class) in L1 and Mathematics * Moderate support support in small groups or individualized in L+, L2 and Mathematics * Intensive support: via appeal at the School Inclusion Committee (CIS)   Secondary cycle:   * General support: L1, L2 and Mathematics * Moderate support: all subjects – modules: ”learning to learn” * Intensive support: via appeal at the School Inclusion Committee (CIS)   The CIS has been established in 2018. The members of the CIS are: a member of the Head Management (Policy coordinator), a school psychologist, a member of the teaching or the socio-educational staff, a social worker, the school medical doctor, two teacher representatives and a representative of the Centers of competences. The CIS is mainly in charge of reasonable accommodations of pupils with special educational needs including those with medical problems, of the ILPs and of appeals at the national Inclusion Commission. There are 8 so-called Competence Centers for intensive support courses, classroom assistance and for therapeutic help. The school can contact the competence centers for advice, coaching or continuous training at any time.  Besides the ways of support described above, the school realizes the Cool Down project for disruptive students, for those who are struggling or at a risk of dropping out.  In the afternoon study time, the students have opportunity to get help from teachers or tutors.  Also the students from University of Miami and Fulbright students are used to help pupils in the classes.  The ILPs are compiled, reviewed and regularly updated.  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. | The relevant materials and teaching and learning aids are available in all three school buildings.  Time allocation for educational support is transparent, flexible and effectively used.  Relevant services for educational support are available. |

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| **IX. Quality Assurance and development** | |
| **IX.1 The school has described its vision and its areas of improvement in the school development plan or related document** | |
| * The school has clearly stated its aims and objectives. * The school development plan is compiled in consultation with the different stakeholders of the school. * The development activities are linked to the objectives and to the short and long term plans on areas of improvement. | The school has included the main objectives of the school development into the School Development Plan 2018/21. The objectives have been elaborated to concrete action in the Annual plan 2018/19 and in the action plans. The planning documents are consulted with the relevant stakeholders.  The key indicators of quality assurance are listed in the School Development Plan. The ways for evaluation of concrete actions, which are linked to the objectives, are outlined mostly in the action plans.  The transparent and coherent system of the quality assurance including the responsibilities and timelines for all areas of the school development, still needs to be developed. |

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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. | Different stakeholders are involved in evaluation of their particular areas. The achievements of the objectives are discussed in the relevant meetings, appropriate measures are taken.  In the teaching and learning area, the school takes part in standardized tests of the University of Luxembourg.  Potential analysis to be done by ZpB (Zentrum fir politesch Bildung – Center for  political education) is being considered.  However, a real systematic and transparent procedure based on Plan- Do-Act-Check, where new actions are based on thorough evaluation and findings of previous ones in all areas on the school development, still needs to be developed. |

**Opinion of the Joint Board of Inspectors**

**The JBI expressed a favourable opinion on the Report on the Audit conducted from 12 to 16 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.**