

1. S6, S7

- a) What happens if only very few students transfer?  
Is S7 in 2017 guaranteed to open with all courses needed by the students to access the Universities of their choice (made in S6)?

The ESUK will maintain the subject choices made in the ESC at S6, including options.

- b) Can FR & DE students keep their language for Maths & Sciences up to the BAC? If not, when will they change to English?

ESUK will teach in these subjects in English. No change is permitted during the Baccalaureate years (S6, S7), so students will have to start S6 with Maths and Sciences in the language with which they will complete the course.

It is important to note that the programme is identical in all languages and the examinations are harmonised.

- c) Can students change section, ie. join the EN section, next year (S5) if they want to?

This is a matter for the European School. It would be inappropriate for us to comment.

- d) Will parents know for sure the final plans and offer by the beginning of next school year, ie. by when they have to decide whether to stay or apply to other schools?

We can already confirm that we will have an S7 English Section with SWALS for 2017-18 following all compulsory requirements for the EB

- e) Teachers: will current teachers be retained? If not, how will the ESUK make sure that the new teachers are experienced enough to teach the BAC?  
Would it be better to change teachers in S6 if this is what is going to be needed to make sure that the students will not be disadvantaged?

It will always be the case that ESUK will employ competent teachers, however, we are not yet in a position to discuss staffing at this point.

- f) Options: will all options be offered? Will there be derogations on numbers to open courses considering that by the time the students have to choose their options the real number of transferring students will not be known? At the moment the ESC applies derogations when an option is needed for University; will the ESUK do the same?

ESUK will continue into S7 the options chosen through ESC in S6. We will consider derogations on a case by case basis.

## 2. The European Baccalaureate

- a) Will the EB in Accredited School be the same as in Type I schools?



Yes.

“The certificate awarded is fully recognised in all the countries of the European Union, as well as in a number of others.

European Baccalaureate certificate holders enjoy the same rights and benefits as other holders of secondary school-leaving certificates in their countries, including the same right as nationals with equivalent qualifications to seek admission to any university or institution of higher education in the European Union.” *From eursc.eu*

- b) Will the European Baccalaureate be guaranteed for all generations left in the present ES Culham?

Barring unforeseen circumstances, yes.

- c) Why take the EB and not IB/A-levels when most subjects are anyway studied in English?

ESUK is convinced of the benefits of the European Baccalaureate and particularly its suitability for students associated with the Culham site. The ESC English section in offering the EB has proved consistently attractive for fully British families. The ES system is designed to match or exceed the educational levels of all EU member states. Every country contributes to its development.



d) Will GCSEs and A-levels be also offered?

We have no intention of offering A-levels. We will be required to give account of pupil progress at age 16. Subject to negotiation with the DfE, we foresee that being achieved through the European Schools' programme rather than GSCEs.

e) What about keeping philosophy and some science in French language 1?

As we are offering the EB through English Section with SWALS, according to ES regulations Philosophy can only be offered in the language of the section and therefore all students will have Philosophy in English.

- f) Will students with L1 other than EN/FR/DE be able to keep their L1s up to the BAC, even if only one student is left in the L1?

We intend to maintain these L1 languages through SWALS arrangements. However grouping with other year groups may occur, the same situation as in the ESC.

- g) Which language sections will be available for the BAC?

English Section only, but with possibility of being a SWALS. Students currently in the German or French sections may choose at the time application whether they want to carry on with their existing L1 and L2 or swap them.

- h) Normally, when a change of L2 is approved on entry to ES Year 6 (equivalent to ESUK Y12), the former L2 remains the working language for History/Geography. Will this rule apply to pupils entering into ESUK Y12 and Y13 in 2017 if they change their L2 at that point (or have changed it the year before)?

We do not foresee this difficulty arising through our proposals. Should a derogation be needed for a well motivated case, it would be considered by the governing body.

- i) For the European Baccalaureate, will the language used for the examination in the different subjects be necessarily identical to the one used for teaching over the last year? In particular: could the current FS4, who will have followed mathematics and science in French for all but the last year of their curriculum, take their exam in French (and not in English)?

We will only be in a position to offer Maths and Science in English and therefore students wishing to join ESUK would have to follow a route that gave access to that.

- j) The current 'Arrangements for implementing the Regulations for the European Baccalaureate (Applicable for the year 2015 Baccalaureate session Document 2014-04-D-8-en-1,)' state that the examination in each individual subject must be taken in principle at the level and in the language followed in years 6 and 7. At what point is the WG envisaging the change from teaching Mathematics and Sciences in French and German to English for the current FS4 and DS4 pupils (and also a possible change of language in History/Geography)?

The ESUK will apply all changes on 1 September 2017. Requests to switch language prior to that are a matter for ESC

### 3. The EB and Universities

- a) European baccalaureate is poorly recognized by UK universities, what do you plan to improve the situation?

In fact the European Baccalaureate is highly regarded by many UK universities, 50% of all European Bacheliers throughout the system subsequently attend UK universities. The school will maintain direct contact with admissions offices to ensure that information about the content of relevant courses is disseminated.

You will find [a link to a DfE document](#) on the subject in the web version of these responses



- b) How will teachers learn how to justify the EB to UK universities (see Mr Little's role in the ESC)?

Careers guidance is compulsory for UK schools and is the subject of an improvement drive at present. As part of the European Schools' curriculum it is also compulsory. As mentioned above we will engage with admissions officers in the UK and throughout Europe/world to continue the promotion of the EB.

- c) The European Baccalaureate is covered by a brochure annexed to the UCAS site, but does not appear in the UCAS tariff table.

This is not the case. In fact UCAS gives full consideration of the EB, with a tariff applied to every course. Universities also offer the tariff directly on their web pages



d) Will UCAS charges of £250.00 be dropped?

There is a charge (currently ~£25) made by UCAS for registration, but ESUK will not add any charges for the support of student applications

e) As Maths and Science are to be taught in English from 2015, how does this effect the French European BAC - will pupils still be able to take the exam at Europa and will it be recognised in Universities abroad?

We will be teaching Maths and Science in English from 2017. The EB certificate for SWALS is identical to that for a full section and is presented in the L1 language.

4. Maths and Science in English
  - a) Why Maths + sciences in EN for all?

Accredited schools must work “within the framework of the national school networks of the Member States.” ESUK is a state funded UK school and has been asked by the DfE to teach these subjects in English. In primary the use of two languages to teach science is possible, but it would be pedagogically and organisationally unsound to continue that into secondary.

- b) How is teaching of Maths and sciences in English compatible with the curriculum of the European School and the conditions of the EB in students with L1 not being English?

Students without a language sections (SWALS) in the English section of ESC are already in this position. Indeed all SWALS throughout the European Schools follow Maths and Science in the language of their section and not their L1.

- c) Why weren't the ESC parents told earlier on that Maths and Sciences had to be in EN if this was a known requirement?

The ESUK steering group first communicated this in November, 2011 in a communication distributed to ESC parents via CESPAs and also placed on the ESUK set-up website.

- d) What provision will the ESC offer to pupils to alleviate the problem of having to change language in Maths and Sciences?

That is a matter for the ESC.

- e) Why are Maths and Sciences compulsory in English for all students if Free Schools are 'free' to choose what and how to teach?

Free schools are not so free. While it is the case that we not required to follow the English National Curriculum, many other expectations remain, particularly concerning what are seen as the core subjects of English, Mathematics and Science.

f) Where does it say that it is a state school requirement to teach Mathematics and Sciences in English? We could not find references to this in documents on the website of the Department for Education - is it purely because they are compulsory subjects up to GCSE level?



The requirement was made specifically by the DfE during the set-up of ESUK. It does, however, reflect a general government view that UK schools should teach the curriculum, and particularly core subjects, through English:

“English is both a subject in its own right and the medium for teaching”

“The Government ... believes that English should be the medium of instruction in schools.”

Some free schools, including ESUK, have gained a concession to teach additionally through other languages, but it is within limits set by the DfE.

- g) Will there be support in ESUK for students to adjust to having Maths and Sciences in English?  
How will the transition to 2017 in Maths and Sciences be managed?  
What provision will the ESC offer to pupils to alleviate the problem of having to change language in Maths and Sciences?

Students in international settings frequently meet these challenges and there is plenty of evidence to show that they rise to them and even benefit. Awareness on the part of teachers is crucial, and a broad pedagogical and cultural approach is a key factor for ESUK in recruitment and training. There will be various support structures available in the school. It is not for us to comment on what support may be offered by ESC

## 5. Europa School present and future

- a) How actual politic trends in UK (UKIP raise and anti European trends) may influence Europa's future?



There is strong support and demand for the school in Oxfordshire. The constructive approach for us is to assume that we will progress normally with providing the EB.



- b) What is the ESUK strategy to improve on recent Ofsted report, in particular with regards to differential teaching as it is already clear from the report that language knowledge and differences are significant between English speaking and bi-trilingual children.

The Ofsted report concerns the teaching and learning in the current ESUK Primary School (aged 4 to 8). It states that “pupils achievement in German and French is exceptional” (one of the inspectors was a German native speaker). Our intake has a very varied previous experience of our three languages and we deal with that appropriately.

- c) What is the language development like in the current ESUK students - our experience with ESUK students shows so far that their understanding of the L1 other than English is rather poor.

The reports from OFSTED and from the European Schools audit show that our approach has been very successful. About a third of our intake are at or close to native speaker level of French or German on arrival. Those who spoke only English have generally made excellent progress. We also have pupils who spoke none of the languages of the school who are now making rapid progress in two in addition to their own native language.

- d) How it will be determined what section the children who are already in the Europa School will be in when they reach secondary age?

We will use the same model of a typical English Section in European Schools.

- e) What are the demographics of the ESUK as compared to the European School - with it being a free school in the English state system, the admission rules are obviously less stringent regarding the knowledge and understanding of the L1 other than English.

Our admissions criteria must comply with UK laws and are based on sibling priority and on distance from, in our case, nodal points. We are not permitted to distinguish by language competence or background except for a percentage of entry to Secondary, should there be spaces. Overall the current intake to ESUK Primary has 50% English as dominant language and around a third of the children in French and German classes having respectively that dominant language.

- f) As a result of local changes, the majority of Oxfordshire secondary schools have become academies (25 of 34, with a further 4 in the process of converting) and across the country Teaching Schools Alliances have taken over from Local Authorities, how will ESUK fit in this new organization?

As a Free School, ESUK is an academy. We are automatically part of the regional section of the DfE's Academies Group. We are also a member of the Network of Accredited European Schools which is our most natural place of belonging. We have access to European Schools' training for all staff and we benefit from local provision of training within Oxfordshire. May I take the opportunity to announce the participation of accredited schools in Eurosport from 2017 onwards?

- g) Does this draft proposal for the future ESUK curriculum apply equally to all students in the European School legacy cohort and to all current and future students at ESUK?

It is the same for both schools, although there is a derogation to maintain L1 languages for SWALS students coming from the ESC.

- h) What are the plans for formal consultation with the parents of both schools on this draft and future proposals?

We are keen to engage ESC parents in dialogue and this meeting plays a important part in the process. We will place this Q&A on the web page along with a written response to your follow-up questions.

The accreditation process is between the Europa School, the UK ES delegation and the ES Board of Governors. There is no formal parental consultation as part of this process.

The Europa School structure includes elected parent governors within the governing body.

i) Why is there no 50/50 in secondary? Is it still a bilingual school?



Why the number of lessons in L1 has been cut so drastically in Secondary, compared with primary classes in the Europa School receiving an equal input of English and German (or French) lessons?

ESUK is a multilingual school, following the European Schools' curriculum. To enhance language learning the Primary school has adopted a 50/50 immersion programme. In Secondary the DfE has required that Maths, English, Sciences and RE be taught only in English.

In secondary it is in any case neither pedagogically appropriate nor advisable to teach a subject in two languages. The students would not be properly prepared for the EB. For this reason Europa secondary follows the syllabuses and number of periods of the ES system. Our accreditation for Secondary is based on an English section with L1 provision (SWALS).





j) Could you please outline the expected significant benefits of ESUK in comparison to already established and successful British schools in the vicinity?

We are unique in the UK in offering the European Baccalaureate from 2017, giving access rights to all 28 member state universities on an equal footing with those in their national systems. The curriculum meets modern expectations of a broad education through to school leaving age and has an excellent reputation even beyond the EU.



k) Which School Calendar will Europa follow: ES or UK?

ESUK will follow mainly the ES school calendar because of compulsory dates for exams. Where possible we may adjust to align with Oxfordshire's half terms.

l) What type of assessment will Europa apply?

All accredited schools are obliged to adopt the European Schools' reports and assessment model. In addition we must respond to the DfE's requests for specific assessments (for example the Phonics check in Primary)

m) If needed, would the students have a certificate of education on leaving at 16?



The European Schools already issue an S5 Certificate of Achievement for pupils who leave the system. Our Funding Agreement requires us to offer a qualification at age 16. The exact nature of this qualification is the subject of current discussion between the DfE and the European Schools.

n) Will all ESC students have priority admission in 2017?

Yes, provided their parents enforce this right, i.e. confirm the acceptance of the place, by 31 December 2016 (a form will be distributed nearer at the time).

o) Will the first changes occur in September 2017?

Yes for our part. You will be aware of the joint working group chaired by the ES Secretary General preparing the change. It is not appropriate for us to comment on ESC actions in preparation for 1st September, 2017.

- p) What happens to options if there will be a low number of students in S6? Will the same options be provided?  
When will students know the situation for their BAC?  
When will the students choose their options?  
How many pupils will be needed to open or keep a class open in Secondary Europa School?

Compulsory subjects will have to run. For options we have not yet fixed a minimum number of students to open an option, but it is likely to be a little higher than that practised in the ESC for economic reasons.

q) Can children who have L1 German or French switch to L1 English with German/French as L2 with the entry to the ESUK? Or do they have to become SWALS?



We foresee both possibilities.

r) How will the new system guarantee the level in languages if most subjects are taught in English? Will there be anything left from the European school commitment to educate the children in a bilingual, trilingual environment?



Our system makes use of the English Section and SWALS approach which has been in use in the European Schools for many years. The English section of ESC has been fully committed to the vision of the European Schools and is very successful. That is the model we are following. Furthermore, the statistics of the European School system consistently show good results in L1 for SWALS on a par with those in regular sections.

s) Will there be only Religion or also Ethics?

Religion is a compulsory subject in the UK, to be taught according to the locally agreed syllabus. However, parents can decide for their children to opt out. Arrangements for those not in RE lessons will be communicated once we know the extent.



t) How do you plan to organize classes now that everyone's 'main' working language will be English for Maths, science, etc? Which kids will take these core subjects together? Will the current streams stay together as a class more or less as they are now?

How will classes be composed from Y8 to Y13?

By subject. The students will have individual timetables. The allocation of class teachers to a class group will be determined in a way that reflects the nature of the year group. This is common practice in larger European Schools where a section may have two or three parallel classes

u) What are your planned Class sizes? Will you split classes if over 30? Will there be grouping?

Class sizes are planned up to 30. Splitting or regrouping would be according to specific rules on group sizes



## 6. Accreditation

### a) What are Accredited European Schools?

They are “schools that offer a European education that meets the pedagogical requirements laid down for the European Schools but within the framework of the national school networks of the Member States and hence outside the legal, administrative and financial framework to which the European Schools are compulsorily subject.”

b) Has Brussels validated the curriculum sent to us?



ESC Parents have been sent the Working Document that is being discussed in the ESUK/ESC Working Group. As an Accredited European School we must use the curriculum of the European Schools supplemented where necessary to meet national expectations.

- c) Is there a guarantee that the curriculum offered for 2017-18 will not be changed (unless necessary adaptations due to evolution in the European School system itself) at least until the last year group (currently in P4) reaches the EB? If not, could you provide details on curriculum that will be offered after 2018 to all years concerned?

We will maintain the curriculum as that of the European Schools subject the reorganisation of studies.

- d) Could you please outline the most important changes included in the reorganisation of studies under consideration by the Board of Governors of the European Schools that will affect students finishing the Baccalaureate after 2019?

There is currently an external evaluation of proposals being carried out by the Institute of Education, London. It would not be appropriate for us to speculate on the outcome.

e) Does Europa's EB curriculum presentation require special agreement from the Board of Governors of the European Schools or does it conform to EB norms without special agreement? If it requires special agreement, for what aspects?



To what extent does the draft proposal for the future ESUK curriculum comply with the Board of Governors of the European Schools requirements for the EB curriculum?

Accredited European Schools are required to implement fully the European Baccalaureate programme.



- f) If this draft proposal for the future ESUK curriculum is not accepted by the Board of Governors of the European Schools, what other alternatives would be considered?

ESUK is now accredited. We will continue to work with the European Schools to ensure that accreditation is maintained

- g) What is the role of the UK Department for Education and Nicky Morgan, Secretary of State for Education in development, support and approval of this and future proposals?

The accreditation of ESUK has only been possible through the continuous support of the DfE.



## 7. Support

- a) Does the school have appropriate provisions for children with SEN? and does the school have the right approach to children who have additional needs?

Yes. We are happy to be bound by the UK's regulations on SEN which are exemplary. This includes and goes beyond the European Schools' support policy.

- b) What mechanisms will be in place to support those whose L2 English is weaker and also how is ESUK going to sort out the very different skills levels in French and German?

Support of individual students is a requirement. We will assess students' needs and act accordingly. Language choices of joining ESC students in L1, L2 and L3 (and L4) will be respected.

- c) Will pupils be able to repeat a year if necessary once the Europa School takes on the ESC pupils?

There are practical difficulties in a full school to allow repeating years. Where there is clearly established necessity, there are mechanisms to allow a repeat. However, in general, a UK school cannot require a student to repeat.

## 8. Teachers

### a) Will Europa finances allow recruiting from abroad?



We have already recruited from abroad and will continue to advertise abroad. The cost is not significant compared with the advantage of ensuring a wide recruitment net given our needs.

- b) How and where will Europa recruit experienced and mother-tongue teachers for secondary?

We will exploit networks and advertisement opportunities in countries and regions which Europa languages are spoken. It should be stated that the law does not allow us to specify “mother tongue” or “native speaker”, but we are guided by the European Schools' documents on this issue.

- c) Will there be teaching assistants in ESUK secondary?

No

- d) When will we know if the current teachers will be teaching also S7 in the ESUK?

We cannot comment on what particular teachers will be doing in 2017. We will be recruiting for our needs in Secondary throughout the previous academic year.

- e) If current teachers cannot transfer, better change all teachers in 2016?

We cannot comment on that

## 9. Funding/Viability

### a) Could you explain how the school will be funded?



The Europa School UK is funded through the formula applied to all academies. We are entitled to seek capital funding to further our aims and we are actively seeking supplementary funding through our charitable status. We hope that you will consider supporting the school's endeavour, not only to ensure the continuity of European Education, but also to make the best possible use of the site, freeing resources to dedicate to education.

b) Do you have a contingency plan for September 2017 in cases your actual plan fail?



Can Europa guarantee its financial viability for the Transfer? How many children does ESUK need to have in secondary classes to be financially viable and what are the contingency plans if these numbers are insufficient? Will the structure of Europa be viable in 2023? (Projection at 5 years).

We have evaluated the proposed structure for the future of the school. The take up of the offer to join ESUK from ESC is a significant factor and there is an element of risk involved. The continued European education of pupils currently attending the ESC has been at the heart of the proposal of the Europa School from the beginning. We have therefore taken on board the financial risks involved.



- c) Is the opening of the secondary classes at ESUK guaranteed? Are there outstanding issues regarding this? In particular: is there a minimum number of pupils per year to recruit for ESUK/secondary to be viable?

We do not foresee a situation in which a year group would not be opened. The calculation for the entire ESUK is based on a year group size of 56.

- d) How much notice will there be if the project is not working or not going forward? Parents need to register their children to another school.

We have every confidence of success. Our accounts are in any case audited and made public, and we are closely scrutinised by the DfE for sound financial planning.

- e) What happens if a significant number of students moves away? Will free places be filled with new students? Or will they be left empty?



By UK rules all available spaces need to be notified to the OCC. However, the school can select 10% of the new in-year intake and will also make sure that new parents are aware of the difficulties their children may have if they join the ESUK in secondary and if they don't have L2 and L3.

- f) Will parents have all answers by the end of this school year so that they can decide whether to apply to UK Sixth Form (deadline summer 2015 for this year group)



The Working Group aims to clarify the situation for all Year Groups as soon as possible so that parents can have a clear understanding of the offer and make their decisions.