



Schola Europaea

Office of the Secretary-General

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Audit report (S1-S5 and S6-S7)

EUROPA SCHOOL UK

BOARD OF GOVERNORS

Meeting on December 5-7, 2017 - Brussels

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1. General information

A. Current audit

Aim of audit	Signature of a Convention for the S1-S5 and an Additional Convention for S6-S7.
Inspectors	Mrs. O. Drapalova and Mrs. K. Nilsson
Dates of audit	25 to 29 September 2017

B. General information about the school

Name of the school	Europa School UK	Organization (School provider)	
Street address	Thame Lane	Postal address	Abingdon
Postal address	Abingdon OX14 3DZ	Telephone	+44 1235 524060
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E-mail	p.ashbourne@europaschool.uk		
Website	europaschooluk.org		
Legal status of the school (independent / public; funding of school etc.)	Public, state funded school		

Reason for the introduction of European schooling	Popularity of existing European Schools, ongoing high local demand for European education, European profile, employment policy and outlook of local business and research				
Language sections	Nursery N/A	Primary N/A	Secondary EN	Total number of different language sections 1 English section	
Number of classes	Nursery N/A	Primary N/A	Secondary 14	Total N/A	
Number of pupils	Nursery N/A	Primary N/A	Secondary 361	Total N/A	
Number and (%) of Category 1 pupils	Nursery N/A	Primary N/A	Secondary 0	Total N/A	
Number and (%) of SWALS pupils	Nursery	Primary	Secondary 114, 31,6%	Total	
L1 taught in the school	Nursery N/A	Primary N/A	Secondary EN, FR, DE, DK ES, IT, PT, NL	Total number of different L1 taught in school N/A	
	N/A	N/A	8	N/A	
Subjects taught in L2 in S 3-5	History, Geography				

Subjects taught in L2 in S 6-7	History, Geography		
Tuition in the language of the country (compulsory / optional)	Compulsory Since English is compulsory for all, the school has only an English section with SWALS arrangements for various L1s		
Composition of management and middle management staff	Management Principal Head of Primary Head of Secondary School Business Manager	Pedagogical middle leadership Primary: SENCO, language and subject coordinators Secondary: SENCO, faculty coordinators	
Number of teachers	Nursery / Primary	Secondary	Total
	N/A	11	N/A
Full time			
Part time	N/A	32	N/A
Number and (%) of qualified teachers	Nursery/Primary	Secondary 41, 95%	Total
Full time	N/A	11, 100%	N/A
Part time	N/A	30, 94%	N/A

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

Dates of first accreditation of the school	26.01.2015
Dates of first accreditation of years 6 and 7	Not relevant
Dates of previous audits	14-18 November 2016 (Nursery and Primary)

	16-20 June 2014 (Nursery and Primary)
Recommendations from the last audit	Not relevant to this audit

2. Methodology of the audit

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

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

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

- Self-evaluation report
- Dossier of Conformity, Ref.: 2015-02-D-9-en-2

English School UK Secondary Development plan 2017-18

- Europa Secondary Staff Handbook
- Teacher appraisal and capability

The audit activities included:

Meetings with

- members of the school management
- several coordinators including the bac coordinator
- teacher representatives
- pupil representatives
- representatives of parents
- member of the Governing Body
- coordinator educational support

Lesson observations in all the language sections and of different subjects

- 0 lessons in nursery cycle
- 0 lessons in primary cycle
- 17 lessons in secondary cycle

Analysis of relevant documents: several policy documents, planning documents, evaluation documents, bac documents

Feedback meeting with the management

3. Summary of main findings, recommendations

The Europa School UK (ESUK) is a state-funded free school. It offers European Education to pupils in and around Oxfordshire. The driving vision for the school is that every pupil should develop a deep understanding and enjoy learning, particularly the Sciences. Pupils who will graduate should be fluent and literate in at least two languages. The school is well supported by the Governing Body.

From September 2017 the ESUK has a complete secondary cycle, including pupils completing their Baccalaureate examinations at the end of the academic year. This unusual course of events is due to an agreement that pupils of the European School of Culham (ESC) transferred to the ESUK immediately following the closure of their former school on 31 August 2017.

The pupils in the ESUK's S7 have completed and passed S6 at ESC with exception of one pupil who has transferred from the ES Luxembourg I. Those joining S6 have also completed S5 at the mentioned school. The fundamental model adopted for the secondary cycle is that of English section with SWALS. This model allows various L1 courses to be offered to pupils with L1 other than English.

Nearly all teachers are appropriately qualified. Newly qualified teachers will follow an induction programme. Two unqualified, but experienced, teachers will pursue teachers training courses during the academic year.

The school inherited buildings with a library, teaching aids and ITC equipment from the ESC.

It should be emphasized that there is a very positive school climate, exceptional commitment of the management of the school. Development of the individual potential of each pupil is supported by the use of different learning and teaching methods, including support for pupils with special educational needs (SEN) and also for talented pupils.

The "pupil voice" is heard through an elected council bringing together representatives from each class which is developed in secondary.

The teachers use a variety of evaluation tools, including summative, formative and pupil's self and peer assessment.

Main positive findings:

- the transition between the ESC and the ESUK was formulated three years ago covering the social and academic matters, mutual cooperation between both schools was carried out during the last two years in order to assure smooth change, moreover, some key persons were appointed during the previous academic year
- huge efforts were done during the summer to prepare the secondary cycle
- the school provides effective differentiated methods in many subjects in order to meet the needs of each individual pupil
- since the beginning of the current school year the school has established a well-equipped lab for effective distance learning in various subjects
- the management of the school and the teachers are committed to provide a good quality of teaching and learning in supportive environment
- the respectful relationship between all members of the school community is evident

Recommendations of the audit team:

- to pursue state money and alternative resources for renovation of the school premises, developing ICT facilities in the whole school and refitting the school laboratories
- to develop long-term strategies how to deal with the different language skills of pupils in L1 and L2 at the beginning of the secondary cycle
- to establish a policy for teachers' cover and supply
- to find a solution for strengthening the educational support provision in order to have a readiness for more pupils with SEN

4. Final conclusion

Audit team strongly recommends both accreditations for S1 – S5 as well as for S6 – S7 of the Europa School UK (Signature of a Convention for the S1-S5 and an Additional Convention for S6-S7).

I. 5. Findings

I. Pedagogical equivalence

I.1 Organisation of studies and subjects correspond to the European Schools (ES) system until S5

<ul style="list-style-type: none"> ● 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. 	<p>All subject allocations correspond to the standard ES time in S1 – S5, with the exception of 1 period of extra PE in S1.</p> <p>Human Science is taught in L2 from S1.</p> <p>Syllabuses used in different subjects in S1 – S5 also correspond to the ES system.</p> <p>Religious Education is delivered according to United Kingdom (UK) regulations following the locally agreed syllabus.</p> <p>Ethics, following the ES syllabus, is offered to those opting out of the Religious Education.</p> <p>L2 is offered in the three vehicular languages (EN, FR and GE) in S2–S5 and in two vehicular languages (FR and GE) in S1.</p> <p>L3 tuition is offered in S1–S5 with the choice of GE, FR, IT and ES.</p> <p>Courses are created in S1 with the requirement of a minimum of 7 pupils.</p>
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1.2. Organisation of studies and subjects correspond to the ES system on S6–S7

<ul style="list-style-type: none"> ● 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. 	<p>The school is organizing a European Baccalaureate session for 2017/18 with 42 pupils.</p> <p>Organization of studies and time allocations to the different subjects in S6–S7 correspond to ES regulations.</p> <p>Combined lesson in History and Geography are on a 2+2 basis where the number of students is less than 7.</p> <p>Teaching in S6–7 is entirely consistent with the ES syllabuses.</p> <p>L2 tuition is offered in EN, FR and GE across all year groups with corresponding Humanities courses in pupils' L2.</p>
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<ul style="list-style-type: none"> • 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. 	<p>L3 tuition is offered in FR, GE, ES and IT. A L3 course can be created in S6 if there are at least 7 pupils enrolled.</p> <p>The range of options in S6–S7 is conducive to pupils’ subsequent admission to the higher education courses.</p> <p>41 pupils who attended S6 have been transferred from ESC and 1 pupil has been transferred from ES Luxembourg I.</p> <p>There are no special arrangements required for the current S7. Special arrangements for S6 have been agreed and are in place. The school is still following up the use of a computer for one student.</p>
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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

<ul style="list-style-type: none"> • 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. 	<p>The management will carry out annual appraisal of all staff focusing on pedagogical development at school level as well as at personal level. An initial meeting at the beginning of the school year, followed by a check-up meeting ending in a final review at the beginning of the next school year.</p> <p>A combination of the ES appraisal form and that of the UK national system is used.</p> <p>The results of the evaluations form the base of continuous pedagogical development at individual as well as school level and are recorded.</p>
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II.2 The school management enables and encourages cooperation and coordination within and between sections, subjects and cycles

<ul style="list-style-type: none"> • 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. 	<p>The inspection gives evidence of a close cooperation between subject teachers within and between cycles.</p> <p>Teachers from the former ESC and newly appointed teachers share planning, tests etc. The Math teachers have for example early on uploaded all their material on Google Drive for mutual access.</p> <p>During two pedagogical days at the beginning of the school year harmonization</p>
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<ul style="list-style-type: none"> There is evidence of meetings, projects, etc. supporting cooperation and coordination within and between sections, subjects and cycles. 	<p>of the pedagogical procedures were in focus.</p> <p>At weekly meetings on Monday afternoons staff meets in different constellations to deal with common pedagogical matters.</p>
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II.3 The school has guidelines for transition of pupils from nursery to primary and from primary to secondary	
<ul style="list-style-type: none"> There is evidence of procedures for transition of information from nursery to primary and from primary to secondary (meetings, visits, projects, etc.). 	<p>Guidelines for transition from primary to secondary are written in accordance with the ES framework published on the school website. Aims, objectives and activities are presented for the whole school year. These guidelines will annually be updated.</p>

II.4 The management ensures mother tongue tuition to pupils whose mother tongue does not correspond to the language of the section	
<ul style="list-style-type: none"> There is evidence of school organising mother tongue tuition (including allocated time, grouping etc.). The school follows the ES L1 syllabuses. 	<p>Mother tongue tuition is offered in DE, FR, ES, NL (distance learning) PO, IT, DK.</p> <p>The school follows the L1 syllabuses.</p>

II.5 The school management ensures an effective use of teaching time	
<ul style="list-style-type: none"> 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). 	<p>Subject time is distributed evenly over the weekdays. Full time teachers work 30 periods per week. Shorter absences (1-2 days) are covered by fellow subject teachers, part-time teachers and/or through self-studies. For longer absences replacements are appointed by an external agency. A cover supervisor is planned.</p> <p>A policy on replacements is not yet in place.</p>

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	
<ul style="list-style-type: none"> The European dimension is integrated in subjects' syllabuses, teachers planning and lessons. 	<p>The European dimension is integrated in subjects' syllabuses, teachers' planning and lessons.</p>

<ul style="list-style-type: none"> ● 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. 	<p>L3 is offered across all years. L4 courses are offered in ES and IT in S6 and S7. No L4 courses in S4 and S5 due to lack of demand. ESUK has a single language section. Pupils from the previous ESC language sections are mixed in different subjects, particularly Art, Music, Physical Education and ICT. During the audit (26/9/17), the school – celebrated the European Day of Languages. Pupils had the possibility to familiarize with many foreign languages (Finnish, Slovakian, Portuguese, Croatian, Czech, Welch, Dutch, Braille). There is evidence of celebration of national festivals. Parents Association organizes communal events (breakfast for parents, fairs, barn dances etc.) for school community with themes reflecting the diversity of the school community. S7 form committees organizing events for students (Junior and Senior balls, Bratwurst, cake sales etc.).</p>
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III.2 The physical environment reflects the purpose of teaching and learning

<ul style="list-style-type: none"> ● 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. 	<p>The school took possession of the site on 1st September 2017. Wherever possible, a great deal of work was done over the summer to prepare the secondary school. There is still work in order to do and develop the school premises, for example to improve the quality of displays across the secondary school related to European dimension, to rebuild small classes into larger ones and to refit the school laboratories.</p>
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III.3 The social climate promotes successful learning and fosters tolerance and mutual respect

<ul style="list-style-type: none"> ● There is evidence of -mutually respectful relations between members of the school community, in particular across language sections. 	<p>The school has appointed a head educational advisor with two part-time counsellors. The data system School Base is used to record and monitor academic progress, behavior and attendance of pupils. A procedure for sanctions for poor behavior</p>
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<ul style="list-style-type: none"> Pupils' behaviour and attendance is monitored. 	<p>(detentions, community service) has been established.</p> <p>It is to be noted that there is strong evidence of mutually respectful relations between members of the school community.</p>
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III.4 Communication is rapid and appropriate

<ul style="list-style-type: none"> There are formal and informal communication channels within the school community. There are formal and informal communication channels with stakeholders outside the school. 	<p>The school uses the data management system, School Base, as its main communication channel with a parent and student portal giving parents access and facilitating easy home-school communication.</p> <p>There is a parents' association and an extra-curricular activities coordinator engaged by the school.</p>
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III.5 Co-operation with the society

<p>There is evidence of co-operation with</p> <ul style="list-style-type: none"> local community, local schools, trade and industry, schools abroad (including European Schools, international co-operation). 	<p>There is evidence of cooperation with local community, local schools, trade and industry and schools abroad. The school is looking to arrange student visits to local research laboratories (Rutherford Appleton) and companies (BMW).</p> <p>It has students in mobility schemes at ES Varese, Rhein-Main and Manosque.</p> <p>Pupils participate in CoSup, the pupils union of the ES. Mentoring new teachers using the other European schools and new courses have been established. L1 DK and a History course in FR. are carried out through distance learning with schools abroad.</p>
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IV. Curriculum and Planning

IV.1 There is a long term and short term planning based on the curriculum

<ul style="list-style-type: none"> 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. 	<p>Deadline for handing in completed forward planning for the first semester is the 30th of September 2017. These are scrutinized by the management regularly. The coordinators check that the syllabi are covered.</p>
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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.

The inspection has shown that planning documents are developed, stored and made use of in trustful cooperation.

Forward plans are stored centrally on Google Drive.

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 teachers are obliged to produce forward plans using a harmonized planning document for each of their courses as well as backward plans detailing what has been taught.

IV.4 Individual needs of pupils are respected in planning

- Differentiation is taken into account in planning.

In their weekly schedules the teachers provide details about the topics to be covered including a testing/assessment schedule and differentiation strategies to be used.

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.

There are 43 teachers, 41 teachers are appropriately qualified. Newly qualified teachers will follow an induction program. Two unqualified teachers will pursue teacher training courses during the academic year.

Most teachers in the English section are native English speakers. The teachers for whom English is their L2, have the appropriate language skills.

	<p>All L1 teachers are native speakers. Examining the teacher qualifications in a rigorous way is part of each recruitment procedure.</p> <p>A Single Central Register in compliance with national regulations, and subject to inspection holds qualifications and professional records. The school submits teacher data to the national census.</p>
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V.2 A range of adequate equipment is available

<ul style="list-style-type: none"> ● 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. 	<p>As a state school, it is necessary to provide all textbooks to deliver the core curriculum for S1-S5. During the summer the school ran a textbook donation scheme that has been very successful. Subject teams are working to acquire up to date-textbooks and electronic resources to facilitate teaching the ES curriculum.</p> <p>Decommissioned ICT equipment has been inherited from ESC. Re-commissioning the equipment following a data clean procedure performed by ESC over the summer is well advanced and on-going. The school has established a distance learning lab and has working ICT suites.</p> <p>There is a school library which is inherited from ESC and a librarian has been recruited. The management of the school are planning to digitize the library stock and to set up a media centre.</p>
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V.3 A range of European dimension resources is used

<p>European, multicultural and national resources are used appropriately and integrated into the teaching.</p>	<p>The library is well stocked with a good range of multicultural and national resources.</p> <p>European, multicultural and national resources are used and integrated into teaching.</p>
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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 and related 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.

Many teachers have been recruited from the ESC, therefore, they show good knowledge of the subjects and the ES syllabuses.

Lessons are planned, well-structured and related 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.

Two days of induction prior to opening, combined with regular full and faculty staff meetings, have allowed the school to develop confidence that those new to the ES have understood the pedagogical principles and can access necessary resources.

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 objectives and competencies to be accomplished using a variety of methods in order to involve all pupils actively. Emphasis is on recording pupil progress at individual level, interaction between subject specialists, and differentiation both by outcome and when necessary by task.

ICT is well used by many teachers, but availability is varied across classrooms. The school has been obliged to re-establish and reinstall all operating systems. This is work in progress and highly prioritised.

VI.3 Pupils are active learners

<ul style="list-style-type: none"> ● 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. 	<p>Almost all pupils from the former ESC have common practices and have quickly settled to good working practices.</p> <p>Independent learning, well supported and guided by staff, is a feature of the school.</p> <p>Giving feedback to pupils in order to improve their learning was evident during observations.</p> <p>Pupil use of ICT is growing as equipment becomes available.</p> <p>Good use is being made of interactive online facilities, particularly for homework.</p>
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VI. 4 Teachers take care of pupils' individual needs in their teaching

<p>Differentiation is practiced in lessons.</p>	<p>Given the way in which the secondary school has come into existence, differentiation is very important, particularly in languages and subjects taught in L2.</p> <p>Good practice of differentiation was evident in many lessons, a perfect example was observed in a Music lesson.</p> <p>Teachers are encouraged to use tasks which may have a common theme, but with flexibility to allow each pupil to be challenged at their appropriate level.</p> <p>Interaction among pupils benefits all pupils (learning to explain, seeking clarification, deepening understanding).</p>
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VI.5 Teachers show effective class room management

<ul style="list-style-type: none"> ● Teachers create a stimulating learning environment. ● Teachers use resources effectively. ● Teachers use teaching time effectively. 	<p>Teachers create a stimulating learning environment and use resources and teaching time effectively.</p> <p>Pupils have quickly settled to a studious routine in which they are involved and take responsibility for their own learning.</p> <p>Pupils are encouraged to put questions during lessons.</p>
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VII. Assessment and achievements

VII.1 Teachers apply the school guidelines on assessment

<ul style="list-style-type: none">● 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).	<p>In the Europa Secondary Staff Handbook guidelines are set for marking, reports and harmonisation.</p> <p>The assessment of pupils' progress is carried out regularly.</p> <p>Pupils are encouraged to engage in self-assessment. A range of assessment methods - peer-marking, oral feed-back, etc. - is put into practice.</p>
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VII.2 The European Schools' assessment system is used

<ul style="list-style-type: none">● 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.	<p>NA</p> <p>Written reports will be issued in S1-S6 four times a year, full reports with marks and comments in January and July and additional mid-semester reports in November and April.</p> <p>In S1 to S5 the school is exempted from national requirements in order to follow exactly the assessment routine used in ES. Harmonization in S5 will be achieved within the school where possible and in cooperation with other accredited ES.</p> <p>The European Schools' marking system in S6-7 is used.</p>
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VII.3 Assessment methods are valid, reliable and transparent

<ul style="list-style-type: none"> ● 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. 	<p>The inspection shows that the teachers are aware of the objectives of their subjects and how assessment is related to these.</p> <p>All planning will be up-loaded on Google Drive for teachers. For pupils an overall information by year level is given by the management at the beginning of the school year on objectives, assessment criteria and time of assessment and detailed information throughout the year by the teachers.</p> <p>Summative assessment can be accessed by pupils and parents online. Extracts are taken four times a year for reports and for analysis.</p> <p>The management will be looking at students' exercise books and marked work over the academic year by requesting a small sample of books to be reviewed in order to check the progress of learning and the use of formative assessment for each pupil.</p>
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VII.4 Pupils develop the ability to assess their own work and that of their peers.	
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<p>There is evidence of self-assessment and peer assessment.</p>	<p>There is evidence that pupils are encouraged to engage in self-assessment and peer assessment.</p>
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VIII. Educational Support

VIII.1 Pupils individual needs are recognised and pupils get educational support

<ul style="list-style-type: none"> ● 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. 	<p>The guidelines on educational support are based on the European school document and are now in a process of revision.</p> <p>With agreement of parents and pupils, Individual Learning Plans (ILP) have been passed on from ESC to ESUK and are now being implemented and brought up to date.</p> <p>Support is given in the language of the section and when needed in L2.</p> <p>ILPs are about to get up-loaded on the school data base with access for all teachers concerned. Progress and results are not yet registered and analysed.</p>
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VIII.2 Resources for educational support are in place

<ul style="list-style-type: none"> ● 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. 	<p>All materials eligible are not yet in place.</p> <p>Educational support is implemented according to clearly identified needs but individual support is given sparsely. For some students with visual impairment or learning difficulties teacher assistants are employed.</p> <p>The coordinator of educational support sees to it that differentiation is implemented and has a guiding role for the assistants.</p>
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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

<ul style="list-style-type: none"> ● 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. 	<p>The school has clearly stated its aims and objectives.</p> <p>School Development plan (SDP) is regularly reviewed by the Governing Body to ensure compliance with aims and objectives and meeting success criteria.</p> <p>Self-evaluation is used to feedback to the SDP and to frame the next development.</p>
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IX.2 There is an integrated system of quality assurance and development

<ul style="list-style-type: none"> ● 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. 	<p>The development cycle is monitored through sub-committees of the Governing Body (Education Committee, Premises Committee and Finance Committee).</p> <p>The Governing Body includes parent elected members.</p> <p>Pupil representatives are involved in school development.</p> <p>The school is subject to OFSTED inspection and to monitoring of results by department of education through the funding.</p> <p>Outcomes of inspection are published on the school website. Self-evaluation reports are shared with pupils and parents.</p>
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OPINION OF THE JOINT BOARD OF INSPECTORS

By means of the written procedure initiated on 21 November 2017 and ended on 28 November 2017, the Joint Board of Inspectors approved the Audit Report – Europa School UK (Years S1–S5 and S6–S7) - Document 2017-11-D-25-en-1.