



Schola Europaea

Office of the Secretary-General

General Secretariat

Réf. : 2014-09-D-1-en-2

Orig.: EN

Audit Report- Europa School UK

Board of Governors of the European Schools

Meeting on December 2-4, 2014 in Brussels

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1. General information

A. Current audit

Aim of audit	Signature of an Accreditation Agreement covering the Nursery and Primary cycles.
Inspectors	Mrs Ursula Laczynska - Mrs Dagmar Rucys
Dates of audit	16-20 June 2014

B. General information about the school

Name of the school	EUROPA SCHOOL UK	Organization (School provider)	Educational Funding Agency UK
Street address	Thame Lane,	Postal address	Sanctuary Building Great Smith Street London SW1P 3BT GB
Postal address	Culham OX 14 3 DZ	Telephone	0044(0)1235 524 060
		Contact person	Lesley Davonport
Telephone	0044(0)1235 524 060	E-mail	
Contact person	Peter Ashbourne principal		
E-mail	p.ashboune@europaschooluk.org		
Website	europaschooluk.org		
Legal status of the school (independent / public; funding of school etc.)	Free school state funded		
Reason for the introduction of European schooling	Popularity of existing European School – parents initiative high local demand for European profile, employment policy and outlook of local businesses and research centre		

Language sections	Nursery Bilingual En/Fr and En/Ger	Primary Bilingual En/Fr and En/Ger	Secondary not applicable	Total number of different language sections
Number of classes	Nursery	Primary	Secondary	Total
	2 (4)	4 (6)	not applicable	8
Number of pupils	Nursery	Primary	Secondary	Total
	56 (112)	112 (168)	n/a	224
Number and (%) of Category 1 pupils	Nursery	Primary	Secondary	Total
	none	None		none
Number and (%) of SWALS	Nursery	Primary	Secondary	Total
	/	/	/	/
L1 taught in the school	Nursery	Primary	Secondary	Total number of different L1 taught in school
	3	3	n/a	3
Subjects taught in L2 in S 3-5	not applicable			
Subjects taught in L2 in S 6-7	not applicable			
Tuition in the language of the country (compulsory / optional)	English is compulsory for all. Studies are so organized that all pupils have half of their teaching in English and the other half in either French or German.			
Composition of management and middle management staff	Peter Ashbourne, principal Pascal Marechau, head of primary Nicola Tenner, Finance administration officer			
Number of teachers	Nursery / Primary	Secondary		Total
	4			

Full time			
Part time	10		
Number and (%) of qualified teachers	Nursery/Primary	Secondary	Total
Full time	4 (100%)		
Part time	10 (100%)		

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

Dates of first accreditation of the school	N/A
Dates of first accreditation of years 6 and 7	N/A
Dates of previous audits	N/A
Recommendations from the last audit	N/A

I.

II. 2. Methodology of the audit

The audit was carried out according to the following documents:

1. "Report of Troika Working Group II European Bacallaureate and Cooperation with other schools" (ref: 2005-D-342-en-4)
2. "Accreditation of Types II and III Schools: Organisation of Audits" (2009-D-109-en-1).

The school forwarded the following documents to the inspectors, which were analysed before the school visit: self-evaluation report, relevant Dossier of Conformity and agenda for our visit

At school we were provided with:

Minutes of staff meetings

Evaluations of teachers

Teachers' files

Minutes of meetings with the board of governors

The audit activities included:

- Meetings with:
school management
teachers, teachers coordinators and maths support teacher
representatives of parents of ESC and ESUK
various members of the board of governors
- Lesson observations in all the language sections and of different subjects
2 .. lessons in nursery cycle
6 .. lessons in primary cycle
- Analysis of relevant documents: several policy documents, planning documents, minutes of meetings, evaluation documents, projects, school development plan, plan of in-service-training, mid-year and year-end school reports,
- Feedback meeting with the management of the school

III. 3. Summary of main findings, recommendations

At the end of the audit the management and board of governors was informed about the main findings and final conclusion;

The imminent closure of the European School Culham in 2017 (ESC) was the reason for very engaged parents to take the initiative to launch The Europa school UK (ESUK) . It was their wish to secure the further possibility of an European education for their children.

This parental group are still supporting the school as members and on the board of governors.

The school is well received in the community. The classes run at full capacity and a waiting list exists.

All subjects but religion are taught 50% in English and 50 % in either French or German. So the three vehicular European languages are represented.

The ESUK became the first state-funded bi-lingual school.

As most bi-lingual teaching implies that certain subjects are taught in L2, we had some reservations, fearing that translating would be part of the lessons. But that is not the case at all.

There are two teachers who are assigned to the same class or year group. They cooperate very closely to harmonize long term, short term and weekly planning.

There is a switch of teachers and languages in the middle of the week.

The children adapt surprisingly easy to this.

ICT is used to support the learning process and to encourage pupils to develop their skills and knowledge. It should be underlined that the school is well equipped with ICT facilities and the teachers often use a computer and smart board during their lessons.

Where help is needed, it is supplied by a math support teacher or teacher assistants.

At the same time as our audit, the Ofset inspection of the UK took place. The bi-lingual inspectors were favorably impressed.

After observing the lessons and talking to the teachers we recommend a special in-service-training in regards to the process of language acquisition (how do we learn foreign languages... at what stage of the acquisition process is the child....) and how to support the children through pedagogical measures.

The school is very fortunate to count two language specialists in their board of governors, who are very willing to be of assistance here.

Although the present audit's concern is merely the new school in operation, we did have discussions with the parents of the ESC. They support the ESUK but are concerned about the transfer of the secondary cycle from the ESC to the ESUK. They want precise information about steps taken.

So they very much appreciate the newly established working group.

IV. 4. Final conclusion

V. The audit team recommends accreditation of the EUROPA SCHOOL UK.

VI. 5. Findings

I. Pedagogical equivalence	
I.1 Correspondence of organisation of studies and subjects to that of the European Schools system until secondary Y5	
Subjects and organisation of studies correspond to the regulations of the European Schools system.	
<ul style="list-style-type: none"> ● Organisation of studies (nursery, primary, secondary Y1-5) Time allocation to the different subjects and cycles (nursery, primary, secondary Y1-5) ● Syllabi used in different subjects (nursery, primary, secondary Y1-5) ● Three vehicular languages as L2 are offered ● L3 tuition is offered 	<p>The subjects taught respect the allocation of areas, organisation and time of the ES programme.</p> <p>The school entry is within the UK admission code decided by birth within the academic year and therefore the pupils are on average four months older than their European School counterparts.</p> <p>The three vehicular languages are taught in a bi-lingual way, English and French or German are offered in subject teaching.</p>

	L3 will be offered in the secondary branch.
1.2. Correspondence of organisation of studies and subjects to that of the European Schools system on Y6-7 and organisation of the European Baccalaureate	
<ul style="list-style-type: none"> • The school organises / has an intention to organise the European Baccalaureate • Organisation of studies in Y6-7 corresponds to the regulations of the European Schools system • Time allocation to the different subjects in Y6-7 corresponds to the regulations of the European Schools • Teaching in Y6-7 is entirely consistent with the European Schools syllabuses • The school offers three vehicular languages as L2 • The school offers L3 tuition • The range of options in Y6-7 are conducive to pupils subsequent admission to the higher education courses • All students preparing for the European Baccalaureate have had European schooling in Y6-7 	<p>The Baccalaureate will be offered from Sept. 2017 onwards.</p> <p>The first BAC exams will already take place in June 2018 for the pupils who will have had their first baccalaureate year with the European School of Culham in the previous school year.</p> <p>A Working group has been set up to organize the transition from ESC to ESUK.</p> <p>The Baccalaureate will be in full compliance with the regulations.</p>

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	
<p>There is evidence of</p> <ul style="list-style-type: none"> • planning and follow-up of in-service trainings (system / school / personal level) • in-service trainings taken place during last 3 years (subject / themes ; number of teachers); • participation of teachers in in-service trainings is monitored 	<p>We have checked the documents concerning the in-service-trainings. Teachers have five training days per year (part- time pro- rata).</p> <p>The following topics have been covered:</p> <p>Enquiry based learning, learning maths through problem solving, dealing with bullying, dissemination of the new European</p>

<ul style="list-style-type: none"> ● implementation of outcomes of in-service training ● portfolios, etc. 	<p>School assessment and reporting method. German and French as L2.</p> <p>The staff of the ESUK participate in sessions organized for the ESC.</p> <p>Recommendations in regards to in-service training see under C/3.</p>
<p>II.2 The school management enables and encourages cooperation and coordination within and between sections, subjects and cycles</p>	
<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. ● There is evidence of meetings, projects, etc. supporting cooperation and coordination within and between sections, subjects and cycles 	<p>We had access to minutes of staff meetings. They take place on a weekly base. Teachers as well have allocated times for meeting colleagues who share a class or year group.</p> <p>There are as well meetings across streams (sections), particularly for harmonisation.</p>
<p>II.3 The school has guidelines for transition of pupils from nursery to primary and from primary to secondary</p>	
<p>There is evidence of procedures for transition of information from nursery to primary and from primary to secondary (meetings, visits, projects, etc).</p>	<p>Towards the end of the summer term pupils are given a “taster” in their next class. Teachers from the old and new classes meet to exchange information on pupils.</p> <p>New pupils are invited to spend time in school with their parents.</p>
<p>II.4 The management ensures mother tongue tuition to pupils without their own language section</p>	

<ul style="list-style-type: none"> • There is evidence of school organising mother tongue tuition for SWALS • In nursery and primary cycles L1 courses for SWALS are allocated according to the principles of European Schools • In the secondary cycle L1 courses for SWALS are organised according to the principles of European Schools • The school organises teaching in combined groups (consecutive classes) • The school applies the reduction of teaching time • The school follows the European Schools's L1 syllabuses 	<p>The pupils enter the school either into the bi-lingual stream of English-French or English-German.</p> <p>So there are no SWALS.</p> <p>However the curriculum is designed to accommodate extra language streams in the future.</p>
<p>II.5 The school management ensures an effective use of teaching time</p>	
<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) • There is a homework policy 	<p>The timetable was checked. As a matter of fact the pupils have five full days – so they are longer in their schools as in the ES. All subjects of the curriculum are taught correctly.</p> <p>The homework policy reflects the various pedagogical practices represented among teaching staff. It is clearly defined and shared with parents.</p>
<p>II.6 The school management ensures teaching in Y 6-7 is entirely consistent with the practices in force in the European Schools</p>	
<p>The school management ensures that teachers are aware of the arrangements for implementing the regulations for the European Baccalaureate, including the assessment procedures</p>	<p>not yet applicable</p>
<p>III. School Ethos and Climate</p>	
<p>III.1 A European Context is established in order to foster mutual understanding and respect for diversity in a multicultural setting</p>	

<ul style="list-style-type: none"> ● 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 	<p>We could observe, that lessons include many elements, which reflect the wide culture and origins of the pupils and the culture behind the three working languages.</p> <p>The staff are drawn from eight European nationalities and model the openness to multiculturalism and multilingualism that is expected of pupils.</p> <p>Various cultural events are marked throughout the year, both within the school or jointly with the European School of Culham. (for instance St. Martin's, St. Lucia, Bafana, European day of languages etc.)</p> <p>The handwriting policy encourages the development of styles from French and German speaking countries.</p>
III.2 The physical environment reflects the purpose of teaching and learning	
<ul style="list-style-type: none"> ● There is an adequate number of rooms of appropriate size classrooms and public areas are clean, safe, tidy and are in good repair 	<p>The classroom space is currently still restricted but in accordance with the site-sharing agreement 2012-01-D-47-1.</p>

<ul style="list-style-type: none"> ● There are displays of work and other materials in corridors and classrooms related to the European dimension 	<p>There is ample outdoor space, with specific allocation for nursery outdoor lesson time.</p> <p>Classroom and public areas are tidy and fairly clean.</p> <p>Classroom displays reflect the diversity of pupils and demonstrate a strong commitment to multicultural and multilingual education and to European culture.</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 ● knowledge of and respect for the school rules, established corporately and clearly communicated to all ● Pupils behaviour and attendance is monitored 	<p>There is a cheery atmosphere in the schoolyard and the hallways. We have been informed that the school is founded on the basis of inclusivity. All are made to feel welcome and an important part of the school community.</p> <p>There is a pupil council which meets with management involvement on a half-termly base.</p> <p>There is a weekly assembly that unites the entire school and gives an opportunity for pupil voice.</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>We had access to the minutes of the regular meetings with the board of governors.</p> <p>The community is invited to take part on various school festivities.</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, international co-operation 	<p>There really is a great local interest in the school. The waiting list is proof of that.</p> <p>Companies and centres of research see the school as supporting their work through offering a possibility for education to families coming from abroad.</p> <p>The management informed us about meetings with leaders of projects situated in Culham and in the Harwell research centres to facilitate better interaction with the school.</p> <p>The school cooperates well with the local authority through admissions and harmonisation of standards. The school has to be accountable within the national as well as the European system.</p> <p>A science project and teacher training was run in conjunction with the Université de Lyon.</p> <p>The teachers had meetings with local teachers to share experiences and harmonisation</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>We had access to the long and short term planning – handed in to the management.</p> <p>Long-term planning takes into account the expectations that all pupils will communicate and learn competently through two languages.</p> <p>For all the lessons observed we were given carefully prepared plans. They did show differentiation in areas of weaknesses as well as ensuring that pupils’ strengths are developed individually and collectively.</p>
IV.2 There is continuity and progression from year to year	
<ul style="list-style-type: none"> • There is evidence of continuity and progression from year to year in teachers’ planning • There is evidence of transfer of planning 	<p>Pupils’ learning is regularly monitored. Records of pupil progress are entered.</p>

<ul style="list-style-type: none"> ● Planning is easily accessible to the substitute teachers 	<p>Hand-over meetings between teachers are held each year.</p> <p>There is monitoring by nation-wide tests.</p>
<p>IV.3 The planning within and across the sections is harmonised</p>	
<ul style="list-style-type: none"> ● The school has common guidelines for short and long term planning ● The school planning guidelines are followed by the teachers ● The school’s planning templates are used ● The school has procedures to assure the planning across the language sections 	<p>We inspected the short and long term planning. The full-time teachers have shared responsibility for two classes and so bring harmonisation across and between year groups.</p> <p>Long-term planning templates are standardized and in use. Lesson planning respects the traditions of the teachers – but teachers plan together.</p> <p>There are teacher coordinators for each language. Teachers meet for planning within language, class, year and level groupings.</p> <p>There are regular class visits by management. We had access to their evaluations.</p>
<p>IV.4 Individual needs of pupils are respected in planning</p>	
<ul style="list-style-type: none"> ● Differentiation is taken into account in planning. 	<p>Emphasis is placed on a differentiated approach to learning and we could assure ourselves within our class visits. SEN support is provided by teaching assistants and a math support teacher is in place.</p>

V. Resources	
V.1 Human resources are managed efficiently	
<ul style="list-style-type: none"> • 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 European Schools system's regulations • 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 	<p>We could check the teachers' files. All teachers have the necessary teachers trainings and experience.</p> <p>Just about all subjects are taught in both languages through the bi-lingual approach. By watching lessons in progress we could assure ourselves, that the language skills are according to the European Schools system's regulations.</p> <p>All teachers are qualified and are native or native-equivalent speakers</p>
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 <p>There is a school library / media centre</p>	<p>The school has been open for nearly two years and is gathering equipment to meet the needs of each age group.</p> <p>All classes are equipped with smart boards and has two fixed posts.</p> <p>An ICT room is available and in use. All teachers have individual lap tops.</p> <p>Each class room has its own small library and school library facilities are existent and in development – both within the school and in conjunction with the European School.</p> <p>Facilities for PE and sport are shared with the European School.</p>
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>Resources are drawn from various sources.</p>

	<p>Intermaths is used throughout the school, supplemented by English, French and German maths texts as appropriate.</p> <p>French and German resources are used widely in the school.</p>
VI. Teaching and Learning (based on class-visits)	
VI.1 Teachers realise the programme/planning	
<ul style="list-style-type: none"> ● Lessons are planned, well-structured and related to the syllabus ● Teachers show knowledge of the subject and the European School syllabuses ● 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 	<p>The teachers and teaching assistants are very dedicated. Most have chosen this school because of its particular European nature and the bi-lingual approach.</p> <p>The ES syllabuses are the basis of their plans as we did find out, when perusing the plans.</p> <p>We did observe multicultural and cross-curricular themes incorporated in the lessons.</p>
VI.2 Teachers employ a variety of teaching and learning methods appropriately used to the content to be taught	
<ul style="list-style-type: none"> ● Teachers communicate the aims, objectives and competences to be accomplished to their pupils ● The teaching where possible encourages awareness of broadened context outside the classroom or the particular lesson ● Teachers create an environment in which pupils can learn independently and collaboratively and support each other's learning ● Teachers involve all pupils actively ● Teachers integrate ICT into their lessons 	<p>Aims and objectives of the lessons are transparent to the pupils.</p> <p>Auditory, kinaesthetic and visual approaches are mixed in teaching and encouraged among learners. Progression from the concrete to the abstract is carefully paced with recognition of the varied pace of learning among pupils.</p> <p>Various learning styles of pupils are considered. Transfer of skills to new situations is seen as key competence from the start of teaching.</p>

	<p>We have seen whiteboards in use as teaching medium. There are computers in each classroom for pupils to use.</p>
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VI.3 Teachers motivate pupils to be 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>We watched very eager pupils during lessons. Classrooms are arranged to encourage collaborative learning, making use of pair and group work, peer assessment and reflection. Pupils are enabled to be aware of their own strengths and weaknesses and guided to consider ways to improve.</p>
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VI. 4 Teachers take care of pupils' individual needs in their teaching	
Differentiation is practiced in lessons	Differentiation is completely integral to teaching and learning in the school. Not only to help with the basics of acquired knowledge but as well to ensure challenge and stimulus.
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>Classrooms are well equipped and organised to facilitate differentiated groups working at their appropriate levels.</p> <p>We witnessed teachers using a variety of media. There is a strong feedback to pupils through both oral and written comments.</p>
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 (formatively and summatively) 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>There are regular assessment periods every half-term in which core subjects are tracked. Expectations are based on measures of attainment and progress over time. Assessment is as well compared to the national system for quality assurance.</p> <p>Progress in language acquisition is measured against the European Framework made age-appropriate.</p> <p>Teachers use a wide variety of assessment methods including observation as well as written evidence.</p>
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 Secondary Y1-5 ● Harmonised tests and exams in S5 ● The European Schools' marking system in S6-7 	<p>The school has a working group to develop the work on a portfolio.</p>
<p>VII.3 Assessment methods are valid, reliable and transparent</p>	
<ul style="list-style-type: none"> ● Assessment is clearly related to the learning objectives ● Information about learning objectives, assessment criteria, time of assessment is available for pupils ● Records of pupils progress are maintained ● Pupils' results are analysed ● Pupils' achievements are communicated to their parents 	<p>Teachers share learning objectives with pupils including specific competences which are to be developed over time.</p> <p>Pupil progress records are retained electronically and analysed regularly with summary reports to the government body.</p> <p>A new MIS is being implemented to facilitate this reporting.</p> <p>Each class has two principal teachers, one for each language. Grading is agreed on the basis of evidence of both sources.</p> <p>Parents receive regular reports in line with European School norms. There are two official parent meetings each year and weekly opportunities to meet teachers after work.</p>
<p>VII.4 Pupils develop the ability to assess their own work and that of their peers.</p>	
<p>There is evidence of self-assessment and peer assessment.</p>	<p>Peer assessment could be watched during lessons.</p>
<p>VIII. Support (LS, SWALS, SEN, Rattrapage)</p>	
<p>VIII.1 Pupils individual needs are recognised and pupils are supported</p>	
<p>The Sen policy has developed as the school has grown. The SENCo has established clear processes, leading provision for support of individuals and groups.</p> <p>New pupils with limited command of the languages of the class are, wherever possible, supported through another pupil, a teaching assistant or teacher speaking the child's home language. Additionally they are enabled to acquire the necessary new language skills through small group work.</p>	
<p>VIII.2 Resources for support are in place</p>	

- Support materials are available (ICT, national materials etc.) and easy to access
- Time allocation of support is transparent and flexible
- School has guidelines on support
- There are harmonised procedures to identify pupils individual learning needs
- SWALS pupils receive support in learning the language of the section into which they are integrated

- Pupils individual needs are appropriately supported
- ILPs (Individual Learning Plans) are compiled, reviewed and updated.
- Given support is monitored, progress and results are registered

Two teaching assistants are trained in English and German Braille to assist a visually impaired pupil.

Two pupils make regular use of ICT to overcome specific difficulties.

TAs are trained with specific needs. (nurture group, maths, behaviour, language etc.

A provision map of support is regularly maintained and discussed with parents of those concerned.

Progress of SEN is monitored analysed and reported to the Governing Body.

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 area of improvement
- The school has guidelines on ICT

The school's aims and objectives are founded on an approach to local demand and interest for European School type education.

The members of the Governing Body, who are ultimately responsible for the school guarantee the retention of its original vision and aim.

Plans are designed to achieve an all-through (3 – 19) school following the European's School curriculum and culminating in the EB. The school specialises in both languages and science.

ICT usage by staff and pupils is guided by ESUK's ICT policy.

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
- Different stakeholders take part in the quality assurance procedures
- The school takes part in external evaluations (including pedagogical monitoring of national authorities of host country)

Results of evaluations are communicated to the school community and key stakeholders

The school has to date followed a clear path towards its establishment and future security, taking into account governance, its future educational offer, its site issues and financial considerations.

We had access to surveys that have been conducted during the first two years to obtain parental and staff feedback.

Ofsted as well has conducted a survey with good results. Their inspection ended with a favourable feed-back to management and Body of Governors.

Pupils feedback to management through their council.

External verification within the UK comes through National reporting of assessment at age 7, through standardised testing each year from NFER, from criteria based assessment against the common framework for languages and through formal moderation of assessment at age 5, 7 (and 11).

Assessment at age 7 (and 11) is reported to the local and national authorities.

Analysis of attainment and progress is presented regularly to the Governing Body. National based level assessments are added to school reports to enable parents to make comparisons.

● **X. Best practices and innovations identified**

see as well our summary of main findings

The establishing of the first state-funded bi-lingual (primary) school of the UK combined with the adherence to the ES curricula.

Recommendation of the Joint Board of Inspectors

At its meeting on October 8, 2014, the Joint Board of Inspectors has examined the Audit Report related to the Nursery and Primary cycles at the Europa School UK (Great Britain). prepared by the team of inspectors on June 16-20, 2014.

It recommends to the Board of Governors to give a mandate to the Secretary-General to sign an Accreditation Agreement covering Nursery and Primary cycles for three years.

VII.