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Audit Report of the Europese School Den Haag

BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS

Meeting of 15-17 April 2015 in Prague (Czech Republic)

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1. General information

A. Current audit

Aim of audit	Accreditation of the Secondary cycle, years S1 to S5
Inspectors	Mrs Zsuzsanna Nyiro – Mr George Mifsud
Dates of audit	17 to 21 November 2014

B. General information about the school

Name of the school	Europese School Den Haag	Organization (School provider)	Stichting het Rijnlands Lyceum
Street address	Houtrustweg 2	Postal address	Backershagenlaan 3 2243 AB Wassenaar
Postal address	Houtrustweg 2 2566 HA Den Haag	Telephone	+31 (0)71 573 0910
		Contact person	Marjolein van Kruistum
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Contact person	M.A. de Graaf		
Telephone	+31 6 30 15 38 37		
E-mail	m.degraaf@eshthehague.nl		
Website	www.eshthehague.nl		
Legal status of the school (independent / public; funding of school etc.)	De <i>Europese School Den Haag</i> has a status similar to that of other Dutch national schools that offer international education, and will receive a regular subsidy from the Ministry of Education like all other publicly-funded schools in the Netherlands. Apart from this regular subsidy, the School will receive a supplementary subsidy for international education, like all the Dutch publically funded schools that offer international education. The Dutch Ministry of Education will exercise its legal responsibility concerning pedagogical and administrative aspects. In compliance with Dutch		

	<p>Law, many responsibilities have been delegated to the Board of the School, i.e. the Executive Director of the <i>Rijnlands Lyceum</i> Foundation, which, in compliance with Dutch Law, will delegate most responsibilities to the Principal, but will supervise the school with respect to finances, legal obligations and educational quality. The Board also acts as the formal employer of all staff. The Principal will be responsible for the proper organisation and the day-to-day management of the School. The School will be supervised by the Dutch Inspectorate of Education. The Board of the School, i.e. the Executive Director(s) of the <i>Rijnlands Lyceum</i> Foundation, will have ultimate responsibility</p>			
Reason for the introduction of European schooling	<p>Providing education for children of the staff members of the European Organisations: Europol, Eurojust, EPO, ESA-ESTEC</p>			
Language sections	Nursery	Primary	Secondary	Total number of different language sections
	EN, NE, DE, FR, ES	EN, NE, ES (1,2,3,4), FR (1,2)	EN, FR, NE	5
Number of classes	Nursery	Primary	Secondary	Total
	10	16	7	33
Number of pupils	Nursery	Primary	Secondary	Total
	163	282	75	520
Number and (%) of Category 1 pupils	Nursery	Primary	Secondary	Total
	139 / 85%	194 / 69%	50/67%	383/74%
Number and (%) of SWALS pupils	Nursery	Primary	Secondary	Total
	94 / 58%	156 / 55%	29/ 39%	51%

L1 taught in the school	Nursery	Primary	Secondary	Total number of different L1 taught in school
	NE, EN, FR, DE, IT, FI, GR	NE, EN, FR, IT, DE, FI	EN, FR, NL, IT, ES, DE	7
Subjects taught in L2 in S 3-5	Subjects taught in L2 in S3: Human science and Ethics S4 and S5 NA			
Subjects taught in L2 in S 6-7	not relevant			
Tuition in the language of the country (compulsory / optional)	<p>In Nursery and Primary school all pupils must follow 3 Dutch language lessons per week.</p> <p>In Secondary school Dutch is offered as L3 and optional. However pupils with the Dutch nationality are obliged to follow Dutch L1 or Dutch L3 lessons.</p>			
Composition of management and middle management staff	<p>Management team: director, deputy director Primary, deputy director Secondary.</p> <p>Middle management in Primary: Support Coordinator, Section Coordinators, Curriculum Coordinator.</p>			
Number of teachers	Nursery / Primary	Secondary	Total	
	33	5	38	
Full time				
Part time	16 *	17*	30 (*3 teachers work at N/P and Secondary)	
Number and (%) of qualified teachers	Nursery/Primary	Secondary	Total	
	96%	100%		
Full time	31	5	36	
Part time	16	17	30 (3 teachers work both in Primary and Secondary)	

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

Dates of first accreditation of the school	11/01/2013
Dates of first accreditation of years 6 and 7	Not relevant
Dates of previous audits	3-7 September 2012
Recommendations from the last audit	<p>“The school should consider offering mother tongue tuition to all category I pupils. The main objective in opening up the ES system has been the mobility of the staff of European institutions by guaranteeing to their children a smooth transition from one ES school to another.</p> <p>Attention should be paid to the regular and real-time communication between the school and the stakeholders, especially with the parents.</p> <p>Timetabling, especially the time of the PE lessons should be reconsidered keeping in mind the physiological and health perspectives”.</p>

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
- relevant Dossier of Conformity,
- list of teachers and classes,
- the Secondary School Guide,
- Secondary Transition Letter,
- Induction Programme for ESH Secondary Staff,
- Integrity Code,

- Undesirable conduct policy,
- Regulations concerning electronic means of communication and information,
- Social media protocol.

The audit activities included:

Meetings with

- School's Management Team, including the Director and Deputy for the Secondary,
- Deputy for the Secondary,
- Support team teachers,
- Coordinators,
- Students' representatives,
- Parents' representatives,
- Advisory Council member,
- Executive Director of the Foundation.

Lesson observations in all the language sections and of different subjects

- 14 lessons in secondary cycle

Analysis of relevant documents:

- several policy documents
- planning documents
- minutes of meetings
- student support files and procedures for providing support
- advisory board minutes and procedures,
- data about the teachers' qualifications,

Feedback meeting with the management

3. Summary of main findings, recommendations

The European School of the Hague started secondary tuition in September 2014 with 75 pupils in 3 language sections (English, French and Dutch) in classes in the first cycle S1-S3. 29 of the pupils are SWALS.

In the secondary cycle a total of 6 languages are taught as L1: Dutch, English, French, German, Italian and Spanish. English, French and German are taught as L2 and English, Dutch, French, German and Spanish are taught as L3.

At present the school employs 5 full-time and 17 part-time teachers in the secondary cycle, 3 of whom work both in nursery/primary. All the teachers are qualified in the subject they teach and native speakers where required. The language skills of those who teach mixed group (art, music, PE) is at the required level. In addition to the validation by the seconding country the

qualifications of the teachers are validated by the Dutch Ministry of Education according to the Dutch law.

Based on the lessons observed the quality of teaching is high. Teachers use various methods and students participate actively in the lessons. The objectives of learning are clearly explained and the different needs of pupils are addressed. Differentiation could be observed in classroom management and in assigning various tasks and homework. Self assessment and peer assessment was observed in some classes.

Harmonisation of planning, teaching and assessment across language sections is coordinated by subject coordinators with an active participation of all secondary teachers.

ICT is widely used by teachers and partly by pupils during classes. All rooms are equipped with smart boards and the school has the facility of portable laptops that can be used in classrooms.

The environment of the classroom and the school itself is stimulating, conducive to learning. Pupils' works are exhibited in the corridors.

The social climate is very positive. Pupils, teachers and the management form a good community. All actors in the school respect each other, and pupils feel safe and free to turn to any member of the staff or the management. The school practices an open door policy.

Learning support is very well organised. It is coordinated by the primary LS coordinator who works also in the secondary cycle and has a team of three teachers responsible for this area. The support structure was introduced to parents and to all secondary teachers. In addition to support available at school, the various institutions that can be cooperated with were also presented. Special education needs are understood in broad term. High achievers are taken care of as well. The school building is accessible for those with physical disabilities.

Since the last audit communication with parents has improved, the school uses some direct communication channels. Nevertheless, parents would welcome regular structured meetings with the management.

Best practices and innovations include a class mentor system as being the first point of reference for students/parents, developing a portfolio for secondary pupils, having a mobile laptop trolley available to teachers in order to facilitate and enhance the use of ICT in class during lessons, induction week for new teachers, a very well functioning support team, involvement of students in developing the school environment such as the decoration of the canteen area, corridors and library.

Recommendations:

1. The school should develop a quality assurance plan.
2. The school should further strengthen the European context including European dimension in the lessons where possible and in day to day life of the school.
3. The school should reconsider the minimum number for guaranteed mother tongue tuition to category I pupils and provide it for all SWALS.

4. Final conclusion

The Audit team recommends accreditation of the Secondary cycle, years S1-S5, of the Europese School Den Haag Rijnlands Lyceum.

5. Findings

I. Pedagogical equivalence

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

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| <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>The time allocated for the lessons is according to the rules of the ES. There is an interval of five minutes between each lesson to give time to students to change rooms and to have an effective full 45minute lesson with the least loss of time. The ES official syllabi are followed and L2 lessons in the three vehicular languages are offered to all year groups. L3 lessons are offered in Dutch, German, English, French and Spanish.</p> |
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1.2. Organisation of studies and subjects correspond to the ES system on S6–7

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| <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.• The school offers L3 tuition.• The range of options in S6–7 is conducive to pupils' subsequent | <p>Not applicable since the school is in the setting up of the first two cycles of the Secondary. The school will continue to expand year by year and the intention is to organise the first BAC in 2019.</p> |
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admission to the higher education courses. <ul style="list-style-type: none"> • All students preparing for the European Baccalaureate have had European schooling in S6–7. 	
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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

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| <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>All newly recruited secondary teachers attended a compulsory INSET training at the beginning of the school year. According to the Dutch Collective Labour Agreement teachers with a fulltime position are entitled to 166 hrs per year to further their professionalism. This can partly be initiated by the teachers themselves and also by the school. Some subject teachers did attend specialised language training organised by foreign institutions like the Goethe Institute and French Embassy. The school expects all teachers to attend training days organised by inspectors of the European schools. Teachers are willing to cooperate and take part in professional developments and a healthy peer contact has already been established from the start with ES Bergen and other International Schools that are members of the same Foundation. Records of teachers' continuous pedagogical development will be kept in the schools' administrative system as requested by Dutch law. All teachers attended an induction week before the start of the school year.</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. • There is evidence of meetings, projects, etc. supporting cooperation and coordination within and between sections, subjects and cycles. 	<p>From evidence gathered through investigation of documents, meetings with coordinators and lesson observations, subject teachers did work on harmonised lesson planning, development of assessment criteria to be used for a formative first school report, on cross curricular themes and pedagogical/didactical approaches for their lessons. Teachers hold regular meetings and keep record of both the agenda and minutes on a harmonised template easily available to SMT/audit team. The school has close collaboration with ES Bergen on both management and teachers' level. Regular staff meetings are organised to harmonise planning and assessment between sections and year groups.</p>
II.3 The school has guidelines for transition of pupils from nursery to primary and from primary to secondary	

- There is evidence of procedures for transition of information from nursery to primary and from primary to secondary (meetings, visits, projects, etc.).

Since there was no secondary before the school made some interim adjustments to the already developed procedure that it has already in place which is built in the transition document of the ES system. A letter was sent to all parents involved explaining the procedure to be adopted. The P5 pupils visited lessons in the S1 at the ES Bergen. Several meetings for teachers were organised and an induction programme was developed and implemented. The support coordinator for the primary was also actively involved in this activity.

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 the language of the sections: French, English and Dutch, in addition German, Spanish and Italian mother tongue lessons are organised. According to the Dossier of conformity courses in other languages will be organised if there is a request from at least 5 pupils. Some groups already have 4 students.</p> <p>However during some lessons it was observed that there were some students who were struggling with learning (mainly due to the language barrier) and it would be beneficial for them if they were given mother tongue tuition which could help them better integrate in the system.</p> <p>Some classes were combined in consecutive groups due to small numbers taking L3 (EN, FR, DE,) and also those taking L1 ES and IT. Lessons were reduced for L1 DE in S1; ES in S3 and IT in S3. All these were reduced from 5 lessons to 4. Some L3 lessons in EN group S1+2 and L3 DE group S1+2 have been increased by one lesson.</p> <p>All planning documents and lessons presented to the audit team are based on the ES syllabi.</p>
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II.5 The school management ensures an effective use of teaching time

- Timetabling ensures an equitable distribution of subject time through the week/half term.
- Measures are taken to make best use of teaching time (including replacements).

Lessons are well distributed during the whole day to make the best use of teaching time. The school has a policy that in the morning pupils can enter school 15 minutes before the start of the lessons, to ensure that they are settled so that the first lesson can start on time. Replacement teachers are available to cover up for absent teachers. Cancelled lessons are not so frequent.

Each lesson in the timetable is allotted 50 minutes, i.e an extra five minute above the normal 45 minutes. This is an allowance so that students can go from one class to another/ exchange textbooks or use the lockers during this short period and be in time for the next lesson. A short ring of the bell is sounded at the beginning of the lesson. There is no bell sounded at the end of the lesson and it is the teacher who is to send the students 5 minutes early for the successive lesson. Sometimes this proved to be a problem having teachers going on with the lesson and students arriving late for the next lesson. The students were in favour of having two short bells both at the beginning and end of each lesson. The SMT acknowledges the problem but having some primary classes on the same floor as the secondary, the bell ringing in different times will cause some disruption. For next year when the secondary will be expanded on the top two floors the bell will sound to begin and end the lesson in time.

III. School Ethos and Climate

III.1 A European Context is established in order to foster mutual understanding and respect for diversity in a multicultural setting

- The European dimension is integrated in subjects' syllabuses, teachers planning and lessons.
- A rich provision of European language courses and high standards in them is ensured (L3, L4).
- Pupils work together across language sections.
- There is evidence of celebration of national festivals and reference to national current affairs.
- School organises communal events which bring together pupils and teachers (and parents) from different language sections.

The secondary cycle has been running only for two and a half months, nevertheless some evidence was already found in nurturing the European spirit within the school. For Human Science, teachers are using European resources. Teachers started working on this and are eager to further develop this aspect, especially if they had access to Learning Gateway where they can pool and discuss good practices with other European peers. Being in a Foundation for International Schools, this European perspective is largely valued both by the ES The Hague staff and the Foundation's Central Administration.

The teachers have been made aware of the importance of the European dimension during the induction week and it is regularly referred to during staff meetings. This is an area for further development and the SMT is willing to help the staff by all means, especially with the LG access. (Only teachers in S6 and S7 get access to the LG according to the policy of the BSG.) The language courses are offered according to the ES curricula and to the rules as agreed upon in the Dossier of Conformity. L3 is offered from S1 onwards. Because of the recent start of the school especially in S2 and S3 for a relatively high number of pupils L2 and L3 courses are completely new. Therefore it is a challenge for the teachers to ensure that the students attain the expected proficiency and for these students appropriate language support is in place. L4 is NA yet.

During PE, Art and Music students work together in mixed groups across language sections. This is also the case during extracurricular activities, e.g. space week, choir, school orchestra, excursions. Also events for the whole school such as Christmas festivities, summer fair, book and cake fair, children's book week are organised with the help of parents and the community.

The SMT is aware of the importance of celebrating national festivals in enhancing the European dimension of the school, and is in the process of developing this area.

III.2 The physical environment reflects the purpose of teaching and learning

- There are an adequate number of rooms of appropriate size.
- Classrooms and public areas are clean, safe, and tidy and are in good repair.
- There are displays of work and other materials in corridors and classrooms related to the European dimension.

At present the school has an ample number of classrooms, well equipped ICT-room, Science labs, Multimedia centre, music room, art room, gymnasium and canteen facilities. With the dynamic growth of the school an extension to the present building is planned.

The canteen offers a variety of healthy hot snacks and both students and parents are very satisfied with its services. The lending library is being set up and organised whilst the teachers have the facility of a mobile trolley to use individual laptops during lessons.

The classrooms are well decorated with charts and reference material used during the lesson. Classrooms and public areas are safe and well cleaned and kept daily.

There are some displays in the corridors celebrating the students' work but the SMT and teachers are aware that this needs to be stepped up especially with material related to the European dimension.

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. • Pupils' behaviour and attendance is monitored. 	<p>The school climate is very positive and mutual respect between all stakeholders, including parents was felt and observed. The SMT follows an open door policy and the students feel safe and well cared for both by the class teacher and secondary director whose presence is very reassuring and appreciated by the students. Students know the school rules and they feel that they are treated respectfully by the staff. The parents acknowledge that the school was successful in creating a very positive atmosphere where their children liked going to this school more than other previous schools because of the special learning environment they find here.</p> <p>The class mentor plays an important role and s/he is frontline person that parents/pupils go to first. This role is very helpful to the support team and SMT since s/he is the person who knows most the student in the particular class under his/her mentorship.</p> <p>Students' attendance is monitored very carefully in the administrative system. There is a very strict attendance policy accordingly to Dutch law. This is also clearly communicated to parents and students, as explained in the School Guide.</p> <p>Having small classes for the time being, teachers did give particular and special attention to particular student's behaviour. This behaviour was being monitored by the support group for providing necessary support and action.</p>
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>Formal management meetings are held every week apart from the daily informal meetings. Regular formal staff meetings, together with the support team and Deputy, are held in which updates are given and discussions on organisation of seasonal events are held. Also several section and subject teachers do meet informally to discuss and plan their work together as was the case with L1 harmonisation projects, common assessment criteria for the school formative report and in cross curricular themes such as in maths and science lessons.</p> <p>Students' representatives have been elected and plans are in place by the SMT for the setting up of formal meetings with the class representatives. Daily useful and extra-curricular information is communicated by the information screens.</p> <p>Before the start of the school year parents received the School Guide with all relevant information concerning the school year.</p> <p>In September the first parents' evening was scheduled to inform parents about the program and general information relevant for the classes. Parents' evenings to discuss the progress of students will be organised during the school year, in line with the ES system.</p> <p>A monthly newsletter is sent to all parents and there is frequent email contact between parents and school.</p> <p>Class Mentors, subject teachers and management will schedule <i>ad hoc</i> meetings with parents whenever necessary. Parents can make appointments with teachers and management if they feel there is a need for that.</p> <p>The school is in the process of setting up a Participation Council (PC) which is an official body required by Dutch law. It is made up of representatives of parents, pupils and teachers. This PC must be consulted by the management for a number of issues concerning staffing, budget, school organisation and holidays. The PC has an advisory as well as a deciding vote on certain matters.</p> <p>The school has also an Advisory Board consisting of two representatives of each of the European Agencies. They meet 3 times a year with the management of the school and the executive director of Rijnlands Foundation. This board must be consulted by the SMT about major strategic and operational policies.</p>
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>Forming part of a schools' Foundation, the SMT attends several meetings at different levels with fellow schools, amongst which features the monthly meetings with the directors of these schools and the executive director of the Foundation. Several times a year the school holds planned meetings with all schools in The Hague offering international education (British, German, French, American schools).</p> <p>The school attends also activities organised by the Information Office of the European Parliament in The Hague. The students were also invited to attend events specifically organised by the International Peace Palace. Regular contact is in place with representatives of the European Agencies. Also cooperation is established between the school and the Alliance Francaise, the Goethe Institute and the British Council. Some teachers have already followed specialised courses in some of these institutions.</p> <p>The school is part of the local network of Dutch and International schools for Secondary and Special Education, the so called 'Samenwerkingsverband Passend Onderwijs'. This network can be consulted about pupils with special needs. The support team works hand in hand with these outside agencies and has a procedure on referring special cases to the relevant professionals.</p> <p>The school is also active in the ES family with active participation in meetings with staff of both accredited and traditional ES. Most of the teachers have visited another European school to get to know the system whilst close collaboration is established with ES Bergen and ES Munich.</p>
IV. Curriculum and Planning	

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

- Teachers have their short term and long term planning based on the curriculum.
- The planning of the curriculum is regularly reviewed and revised.
- Teachers hand over their planning to the management.

Teachers' plans (both short and long term) are based on the ES Syllabi and contain the necessary teaching and learning steps conducive to positive and exciting learning experiences for the students. The teaching/learning process is well constructed with clear and definite aims and objectives as prescribed by the respective syllabuses.

There is a shared folder on the schools' server to which all teachers have access, so all planning forms can be looked at by all teachers and the school management.

The teachers also expressed their professional frustration that sometimes they feel somehow isolated from sharing and accessing other teachers' good practices/resources due to the limited (or no access) to the pedagogical good practices and resources available on the Learning Gateway but accessible only to traditional ES.

IV.2 There is continuity and progression from year to year

<ul style="list-style-type: none"> • There is evidence of transfer of planning documents from teacher to teacher. • Planning is easily accessible to the substitute teachers. 	<p>Being a small school, the atmosphere of collegiality is easily felt and fostered between the teachers. Teachers are aware of the levels to be achieved at the end of the first cycle and they discuss problems and possibilities during meetings. Also the teachers feel the need that as the school keeps on growing and progressing from one cycle to another, it will be imperative that they are given all training opportunities to get to know all the dynamics of each stage to be prepared in advance to guide their students to the final goal i.e. achieving the Baccalaureate Diploma and Certification. The SMT is aware of this and will provide such opportunities.</p> <p>All teaching planning is available on the shared folder and is teacher friendly enough that a newcomer or substitute teacher can easily continue with the programme already initiated.</p>
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IV.3 The planning within and across the sections is harmonised

- The school has guidelines for short and long term planning which are followed by the teachers.
- The school has planning templates which are used by the teachers.

There are coordinators for L1, L2 and L3, for Human Science, Integrated Science and mathematics. The need to have a balance between a more clearly defined goals and aims to be achieved by the coordinators whilst allowing them enough room and space to be flexible and diverse was clearly emphasised by the coordinators. They are proud to be the ‘founders’ and ‘developers’ of the school but they feel the need for a clear policy in establishing functional roles in the school’s hierarchy.

A lot of initial effort has been done as regards to harmonisation across subjects. There is still the need to find and have cross curricular themes across the subjects taught in ES. General common assessment criteria to be used for the first school qualitative report were thoroughly discussed by teachers during staff meetings and were very much appreciated by the parents.

Being in its initial establishing stages, the SMT of the school is still discussing and planning the setting up of certain procedures, templates and guidelines. Some major policies are already in place such as the healthy canteen, bullying and behaviour guidelines. The SMT is committed to continue on these lines in establishing the other necessary guidelines regulating the day to day smooth running of the school.

IV.4 Individual needs of pupils are respected in planning

- Differentiation is taken into account in planning.

Several examples of practices were observed during the lessons. Having small classes with various levels of language/subject competence was a challenge well met by the teachers observed. The teachers catered for all competence level of the students (which sometimes varied from A1 (beginner) to B2 (very proficient) in the same group) which were assigned appropriate tasks. Extra support/work was also given to high ability students as well as those having learning difficulties. Also differentiated tasks and learning objectives were observed in lesson plans of various subject teachers.

It was also noted that some SWALS students (which may increase in the future) who were not offered L1 tuition due to not reaching the required number (as agreed in the Dossier of Conformity), were not actively involved in participating in the lessons due to the language barrier.

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.

All teachers are fully qualified secondary teachers for the subject they teach. Language teachers are native speakers and the other subject teachers meet quite satisfactorily the language requirements according to the ES system.

All teachers had been teaching the subject in their national school system as qualified teachers. In addition by Dutch law all qualifications must officially be validated by the Dutch Ministry of Education.

V.2 A range of adequate equipment is available

- There is an adequate supply of subject-related equipment.
- There is an adequate supply of ICT equipment.
- There is a school library / media centre with adequate range of relevant books and ICT-material.

All classrooms are equipped with Smart boards and most of the teachers observed made an effective use of this technology during the lessons. There is a fully equipped ICT room, provided with desktops and laptops. There are also desktops available in the library to be used by the students. There are extra trolleys with laptops available for teachers to be used in any classroom or lesson. Desktops are also available in the staffroom for teachers to work on and there is also a quiet study room for teachers.

The school library/multimedia centre is available and beginning to function after only 2 months. A librarian is daily present and working on further organisation and setting procedures. The students are already frequenting it for studying, research/reading or book lending. Plans are in place for the library to be well equipped and furnished with both books and resources that cater for all the (present and future) needs of a secondary school to the highest levels.

V.3 A range of European dimension resources is used

- European, multicultural and national resources are used appropriately and integrated into the teaching.

The school needs to develop further this area in developing and maintaining the European dimension and diversity in all its aspects. The exposure of teachers/students to multicultural resources will be an important first step towards the realisation of this goal. Also the school needs to find appropriate ways how to emphasize the importance and celebrate national and European festivities to raise and strengthen the European spirit amongst its students.

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.

From the lesson observed all teachers had the necessary documentation in place and it was well structured. The lessons were built on the objectives as described in the respective syllabuses. Lessons observed were of a high quality level and very conducive to learning, something that excited the students and was well appreciated by the parents. Almost all the students were engaged fully and actively participated during the different lesson activities. All conditions to realise high quality teaching and learning have been put in place both by the staff and SMT. The cultural, historical and geographical dimension of different countries needs to be more emphasised by the teachers in class and across all subjects. This is an area for discovery and improvement for the teachers and SMT. The school management is scheduling class observations for this school year before the official evaluation of the teachers for prolongation of their contract.

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.

Most of the teachers made the lesson objectives clear to their students at the start of every lesson. A brief explanation of the various activities to be done during the lesson was sometimes given by some teachers observed. In some lessons observed there was also reference to a broader and wider context sometimes familiar to the students. Some lessons also had short presentations prepared and given by the students that formed part of the lesson. Peer learning was observed especially in language classes where mixed levels of students worked together on the same task but at different levels appropriate to their language skill. Also in some lessons group work was planned and done, especially in differentiated tasks to achieve the set learning goals. Several other practices were observed and all were satisfactorily planned and carried out both by the teacher and the class. In all classrooms there is an interactive whiteboard and the teaching staff started the school year with a short training course to ensure that all teachers know how to use the board and make use of it during their lessons. However in a few lessons observed there are still some teachers that need to start using the ICT devices in classes and some encouragement and practical help from peers or ICT experts in the school will surely help them to improve this skill.

VI.3 Pupils are active learners

- Pupils show an active learning attitude during the lessons (fingers in the air, eager to answer, not busy with other things, working on their own etc.).
- Pupils get feedback in order to improve their learning.
- Pupils are responsible for aspects of their own learning.
- Pupils use ICT in learning.

During the lessons observed the majority of the students showed a very active and participative attitude. Also they were very much involved in the delivery of the lesson. Very few students showed that they can pose some behaviour problems but were instantly and efficiently addressed by teacher and/or mentor. The support team provides the teachers with all necessary information with regards to these behavioural problem students and measures were being taken appropriately. The school has a class mentor system which is proving to be beneficial to these students. The school has developed a set of assessment criteria which gives qualitative feedback for students in this first term. No marks were given but comments on abilities, skills and attitudes. They were discussed by the class mentor during the parents' meeting and in the presence of the students. Students are very much aware of their responsibilities in the school and know how to be responsible for their own learning. An example was given during a language lesson where they were using their mobile phones to translate some difficult word from Dutch. Also during the interview with the students' representatives, it emerged clearly that they liked to be respected by their teachers and SMT and they knew that to keep this respect they had to be responsible for their own actions, mainly the learning process each day. For many assignments and during the ICT lesson the students had to use ICT and other technology.

VI. 4 Teachers take care of pupils' individual needs in their teaching

- Differentiation is practiced in lessons.

Differentiation at all levels was observed during the lessons. Teachers did give different tasks according to ability and subject/language mastery of the individual students. Also groups were distributed and assigned tasks according to the participants' needs and competence. The school also caters for both struggling learners and highly motivated ones. In fact support is given to both categories of students.

VI.5 Teachers show effective class room management

- Teachers create a stimulating learning environment.
- Teachers use resources effectively.
- Teachers use teaching time effectively.

The classes were well equipped classes (apart from ICT resources and scientific lab equipment) with reference charts, students' works and readers. Some specific subjects need to work more on embellishing the class environment with material that induces the student to learn more. On the whole the lesson time was well planned and used by the teachers. The students affirmed that they were happy and felt very safe in the school, especially with their relation with the teachers and Secondary Deputy.

VII. Assessment and achievements

VII.1 Teachers apply the school guidelines on assessment

- School has guidelines on assessment.
- Teachers apply the school guidelines on assessment.
- Teachers assess pupils' progress (formative and summative) on a regular basis.
- A range of different assessment methods is used to provide a broad picture of pupils' competences (knowledge, skills and attitudes).

The school is in the process of developing clear school policy and guidelines of assessment and is committed to develop on the regulations of the ES system. Also the first school report was issued and communicated to parents who liked its formative style. During the lessons observed the teachers gave continuous feedback to the students and also different forms of formative and summative assessment were observed in the annual teachers' plans. Harmonised assessment is also one of the priorities for school development.

VII.2 The European Schools' assessment system is used

- Record of child's development, portfolio in Nursery cycle.
- School report in Primary cycle and S1–5.
- Harmonised tests and exams in S5.
- The European Schools' marking system in S6–7.

Not applicable to the secondary cycle/ no tests held in S5 since there are no S5 classes yet.

VII.3 Assessment methods are valid, reliable and transparent

- Assessment is clearly related to the learning objectives.
- Information about learning objectives, assessment criteria, and time of assessment is available for pupils.
- Records of pupils' progress are maintained.
- Pupils' results are analysed.
- Pupils' attainments are communicated to their parents regularly.

From the lesson plans observed the teachers adopt various modes of assessment which are all related to the learning objectives of the lesson/unit. These are based on tests (written and oral), on observations and on specific attitudes the students show in class. The school is in the process of discussing and establishing such assessment guidelines and as soon as they are finalised they will be communicated to parents and students. Students' progress will be registered also within the administration system (SOM) as required by Dutch law.

Apart from the regular semester reports there are two midterm reports, which are communicated to the parents. Where needed the mentor can contact the parents to discuss any matters related to a particular student's progress.

VII.4 Pupils develop the ability to assess their own work and that of their peers.

- There is evidence of self-assessment and peer assessment.

During some lessons the students were given the opportunity to check the answers of the activity they were doing by looking at them on the backside of the whiteboard. Also other practices included that students presented a short presentation to the whole class which then asked them questions on the theme. In other cases it was observed that a good student gave a presentation to his classmates to encourage them in the speaking and listening skills of that particular language. In some group works a common practice was that each group had its work assessed by another group. It is a good practice that needs to be further fostered by all teachers.

VIII. Educational Support

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

- School has guidelines on educational support.
- There are harmonised procedures to identify pupils individual learning needs.
- Pupils individual needs are appropriately supported.
- Pupils receive support in learning the language of the section into which they are integrated when needed.
- ILPs (Individual Learning Plans) are compiled, reviewed and updated.
- Given support is monitored, progress and results are registered.

A good dynamic support team is already paving the way and helping in the development of guidelines for educational support. Some measures are already in place and the school is committed to respect both the ES Support policy documents and the Dutch regulations. The school has already developed a solid network of institutions that can offer types of support that can't be offered in school. For a number of students procedures for support by an external specialist or need for further diagnosis have been started in cooperation with the schools' support coordinator.

The support coordinators have already identified and are giving the necessary support required by students with learning needs. Such is the case for some L2 students. It is too early in the existence of the secondary cycle to show evidence of monitoring the support. The support team offers also good data accessibility to all teachers regarding the students taking support.

VIII.2 Resources for educational support are in place

- Support materials are available (ICT, national materials etc.) and easy to access.
- Time allocation of support is transparent and flexible.
- Relevant services for educational support are available.

According to the needs support materials are provided. An overview of the allocated time for support is available, which is very flexible according to the needs. There are some teachers that have time available in their timetable to provide support.

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 issued a general aims and objectives booklet known as the School Guide which was distributed to all stakeholders and is available on-line on the school's website.</p> <p>At present the school, being in its early stages, has not yet developed a long term school plan. By Dutch law the school must provide a school guide every year and a School (Development) Plan for 4 years to the Dutch Inspectorate. The School (development) plan must be agreed upon by the Participation Council and will be developed in the course of this year in cooperation with the members of staff.</p>
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>For the QA of the school, a self evaluation quality assurance system is being worked upon and will be installed and linked to the schools' administrative system. Part of this system is a yearly parents', pupils' and teachers' questionnaire to evaluate their satisfaction with the quality of education and services offered by the school. Also the annual results of the students will be analysed and used for evaluating the standards the school has achieved. These results will be communicated to the Participation Council, the teachers, the parents, the Advisory Board and the Executive Director of the Foundation.</p>

Opinion of the Joint Board of Inspectors

The JBI expressed a favorable opinion on the Report on the November 2014 audit of the Europese School Den Haag Rijnlands Lyceum. It recommended that the Board of Governors should grant accreditation for years S1-S5 to the Europese School Den Haag Rijnlands Lyceum.