



Schola Europaea

Office of the Secretary-General

Audit report

EUROPESE SCHOOL DEN HAAG

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1. General information

A. Current audit

Aim of audit	Signature of an Additional Convention (S6-S7).
Inspectors	Mrs. M. Kalogridou and Mr. J. Garralon
Dates of audit	13 to 17 November 2017

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	Dhr Frans van de Kerkhof		
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E-mail	f.vandekerkhof@eshthe Hague.nl		
Website	www.eshthe Hague.nl		

Legal status of the school (independent / public; funding of school etc.)	De Europese School Den Haag has a status similar to that of other Dutch national schools 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 Law, many responsibilities have been delegated to the Board of the School, i.e. the Executive Director of the Rijnlands Lyceum 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 Rijnlands Lyceum Foundation, will have ultimate responsibility.			
Reason for the introduction of European schooling	Providing education for children of the staff members of the European Organisations: Europol, Eurojust, EPO, ESA-ESTEC			
Language sections	Nursery	Primary	Secondary	Total number of different language sections
	EN/ FR/ DE/ ES/NE	EN/ FR/ NE/ ES/ DE (P1-2)	EN (S1-S6) FR (S1-S5) NE (S1-S5)	5
Number of classes	Nursery	Primary	Secondary	Total
	13	33	21	67

Number of pupils	Nursery	Primary	Secondary	Total
	206	563	324 (including 3 exchange students)	1093
Number and (%) of Category 1 pupils	Nursery	Primary	Secondary	Total
	177 (86%)	439 (78%)	229 (71%)	845/1093 (77%)
Number and (%) of SWALS pupils	Nursery	Primary	Secondary	Total
	135 (65%) That receive MT tuition 40-(19%) That don't receive MT tuition -95 (46%)	377 (66.9%) That receive MT tuition 121-(21%) That don't receive MT tuition- 256(45%)	175 (54%) That receive MT tuition 66-(20%) That don't receive MT tuition 109 (34%)	687 (62%)
L1 taught in the school	Nursery	Primary	Secondary	Total number of different L1 taught in school
	EN, FR, DE, ES, NE, FI, GR, IT,SL	EN, FR, DE, ES, NE, FI, GR, IT,SL	EN, FR, DE, ES, IT, NE	9
Subjects taught in L2 in S 3-5	Ethics Human Science (S3 only) Geography (S4-S5 only) History (S4-S5 only)			

Subjects taught in L2 in S 6-7	Ethics (S6 only) Geography (S6 only) History (S6 only)		
Tuition in the language of the country (compulsory / optional)	In Nursery and Primary school all pupils must follow 3 Dutch language lessons per week. 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.		
Composition of management and middle management staff	Management team: Director, Deputy Director Primary, Deputy Director Secondary, Support Leader, Facility Manager. Middle Management Primary: Support Coordinator, Section Coordinators, Curriculum Coordinator Middle Management Secondary: Observation Cycle Leader, Pre-Orientation Cycle Leader, Orientation Cycle Leader, Assistant Deputy Director		
Number of teachers	Nursery / Primary	Secondary	Total
Full time	12/47	14	73
Part time	1/45	43	89
Number and (%) of qualified teachers	Nursery/Primary Total of 105 teachers Nursery: 13 13 qualified = 100% Primary: 92 89 qualified = 97%	Secondary Total of 57 teachers 48 qualified = 84% 2 exemption application 7 following course of study	Total
Full time	Nursery: 12 Primary: 47	14	73

Part time	Nursery: 1 Primary 45	43	89
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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	13th to 17th of November 2017
Dates of previous audits	3-7 September 2012 Audit Nursery and Primary school 17-21 November 2014 Audit Secondary school 16-20 November 2015 Audit Nursery and Primary school 5-9 December 2016 Re-Accreditation Secondary
Recommendations from the last audit	1.The school should encourage peer observation of teachers, collegial learning with a view to classroom management, teaching methods, use of ICT tools and smart boards in particular 2.The school should make sure all planning materials are prepared and recorded on the appropriate platforms by all teachers 3.The school should speed up introducing on-line information channels for parents

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
- Floor plan European School of Hague (Schedule Inspection visit)

Additionally, the school sent attached the documents of the Secondary School prior to the visit, which were also available during the stay of the Inspectors.

A folder including the following documents and notes was offered:

- Dossier of Conformity Ref.: 2011-01-D-2-en-2
- Dossier of Conformity Ref.: 2015-02-D-9-en-2
- Teacher appraisal and capability
- School guide secondary (2)
- Secondary school plan
- Staffing plan
- Task policy
- Management
- Timetables
- INSET
- Appraisal Cycle
- Support and Quality Assurance
- Transition primary-secondary
- Participation Council Secondary
- Advisory Board
- Communication and participation parents and teachers
- Year reports
- Planning
- Budget
- Calendars of holidays and activities etc.

For a more detailed overview of the provided documents see appendix I.

The audit activities included:

Meetings with

- Information meeting with the management (Director and Deputy Director)
- Representatives of the European Agencies
- Parents and Guardian representatives
- Executive Director Stichting Rijnlands Lyceum
- Assistant Deputy Director and Admissions Officer

- Middle Management
- Support leader
- Educational Advisor and Cycle Leader Orientation Cycle
- Teachers representatives
- Student Council (S1, S2, S3, S4, S5, S6, S7)
- Feedback meeting with Directors

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

Lessons observations in all the language sections and of different subjects

- 0 lessons in nursery cycle,
- 0 lessons in primary cycle
- 14 lessons in secondary cycle

3. Summary of main findings, recommendations

The driving vision for the European School den Haag is that every pupil should develop a deep understanding and enjoy learning. The school provides a multicultural, multilingual, responsible and tolerant learning environment.

From September 2017 the school has an S6 secondary cycle.

Main positive findings:

- The transition between the S5 and the S6 was formulated a few years ago covering pedagogical and academic matters and offering mutual cooperation. A clear purpose/challenge for the school is to create circumstances which permit the students to perform to the best of their capacities and to develop their talents. The school recognizes the importance of the good preparation of S7 (Bacc 2019) and wants to create a stimulating learning environment. All the stakeholders taking account of planning and environmental constraints emphasise that the move next school year of the secondary school to a new building needs a structured approach for ensuring that the changes to the conditions of examinations, ways/arrangements of working, building rules (e.g. parking procedures, security and amenity details), transport conditions (journeys between home and the school) will be thoroughly and smoothly implemented. The pupils should quickly settle into an academic routine. The relevant Dutch authorities and the management of the school propose realistic and pragmatic solutions to issues and concerns.
- The management of the school and the teachers are committed to provide a good quality of teaching and learning in supportive environment, always looking for the balance between outcomes and the educational process, respecting the standards of achievement and continually developing the extent of use of resources and materials. For example, the management of the school oversees the process of the digitization of the

well-equipped library stock and motivates the various members of the school community involved, directing responsibilities.

- The ICT equipment was first purchased in the first year of the school and has steadily been extended and improved as the needs arose. The use of ITC, as a learning platform with access for all members concerned, is helpful, useful and should be entirely covered by the *personal data protection* regulatory framework.
- There is a very positive school climate and the respectful relationship between all members of the school community is in evidence. In general, pupils were happy with the school environment.
- The development of the individual potential of each pupil includes support for pupils with special educational needs (SEN). Implementing fair and transparent procedures, respecting regulations and rules, supports a culture of quality assurance.
- There are improvements in some aspects of the timetable (fewer free periods) even if, according to the information provided, the progress and the results of these changes are not yet formally recorded and clearly analysed.
- The Management of the school share with teachers, pupils and parents' information and new ideas, trying to hear the "voice" of all the members of the school community e.g. bringing together representatives from each class and giving feedback to pupils. In this context, students are encouraged to discuss concerns openly with teachers and management when they are affected by an issue. Management should continue to remain transparent in their dealings with students and open to their concerns.

Recommendations of the audit team:

Challenges for improvement

- The school should ensure compliance with aims and objectives, to put into practise all success criteria. Some aspects of the recommendations of the last Audit are realized, but there is room for more *improvement* concerning the teaching and learning methods, the use of ICT tools and the on-line information available.
- The lack of space for the entire secondary school, in crowded, building provokes many practical inconveniences. For example, the Director has to walk from his office for about 5 minutes to reach the school, which means a considerable waste of time and energy. In one way or other some classrooms are not very suitable or well equipped.
- To prepare the moving of the secondary cycle to a new location, as confirmed and approved recently by all the interested stakeholders, will demand huge efforts to enhance security solutions, to pursue state money and alternative resources for renovation of the old school premises during the current school year. At the beginning of the next school year, the new building should provide teachers and students with all necessary ITC facilities, well-equipped laboratories etc.
- The school should develop long-term strategies in order to deal with the different language knowledges/skills/competences of pupils in L1. Since a number of students change schools frequently the emphasis should be on how to provide effective

differentiated methods, to strengthen educational support provision, to offer e-learning if is necessary and to cultivate interaction between subject specialists.

- Especially in the third cycle (S6-S7), the school should continue to ensure that as many subject options as possible are offered, to foster learning. In this context, the pupils of the ES Den Haag, will develop a wide range of competences, and will have the opportunity to be well prepared and in compliance with national regulations academically for access to higher education anywhere in Europe and beyond.
- Teachers of the same subject in the same subject area should work more closely together, with regards to sharing planning and approaches- this could help with the induction of new colleagues and make sure that a solid foundation is laid on which to build in the future. Coordinators could be given more responsibility in inducing the colleagues and establishing a common approach. The preparation of a significant number of new and part time teachers/newcomers this school year, demands not only the information provided by *Itslearning* but more effective tools, strategies, resources and a clear vision of the most important measures required as part of the ongoing process of induction. Continuous professional dialogue by the coordinators could help and facilitate the teaching team and subject groups. To be in permanent contact and in cooperation with other accredited ES or to visit other European Schools Type I is a beneficial solution, too. Well-informed teachers bring new proven pedagogical practices to the school and enhance the process of self-evaluation for both teachers and students.
- The school should follow the timetables of most of the other ES Type I and II schools for organizational and practical reasons e.g. including in the schedule time for 5 minute breaks so that the school avoids the late arrival of the students to class.
- The school should offer more materials, books, photos, decoration and provide more activities, which reinforce the European dimension of the school.

4. Final conclusion

The Audit team recommends accreditation for S6 – S7 of the European School Den Haag

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 	<p>In secondary cycle the school starts at 8h30 and ends at 16h00. Taking into consideration the Dutch school holiday</p>

<p>(nursery, primary, secondary S1–5) corresponds to the ES system.</p> <ul style="list-style-type: none"> • Three vehicular languages as L2 are offered. • L3 tuition is offered. 	<p>scheme, the pupils are in total (in average) 189 days in school per school year.</p> <ul style="list-style-type: none"> • The teaching time for the different subjects in the Secondary school is: 45 minutes per period. The number of teaching periods correspond the ES regulations. • All syllabuses prescribed by the European Schooling system (S1-S6) are used for the subjects offered. All staff have these syllabuses and plan their lessons accordingly. • All three L2 languages are offered. <p>L3 tuition is offered from S1. ES, DE, FR, EN and NL are taught as L3. The school informs the Audit team that also other languages were offered as L3 but were not chosen (some languages are not taught because they have been chosen by fewer than 5 students). No evidence of teaching L4</p> <p>All criteria are described in the convention's document</p>
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1.2. Organisation of studies and subjects correspond to the ES system on S6–7	
<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. 	<p>The school has opened the S6 class in the academic year 2017-2018 and has the intention to organise the European Baccalaureate in summer 2019. It means that the students who will be entered for the European Baccalaureate will have European schooling in S6.</p> <p>All three L2 languages are offered.</p> <p>L3 tuition is offered from S1 onwards in ES, DE, FR, EN and NL. A L3 course can be created in S6 if there are at least 5 pupils enrolled</p> <p>The number of teaching periods corresponds</p>

<ul style="list-style-type: none"> • Three vehicular languages as L2 are offered. • The school offers L3 tuition. • The range of options in S6–7 is conducive to pupils’ subsequent admission to the higher education courses. • All students preparing for the European Baccalaureate have had European schooling in S6–7. 	<p>to the ES regulations.</p> <p>The range of the options in S6-7 is limited due to the requirement of a minimum of 5 pupils, the availability of the teachers etc. The school could establish a distance learning lab. The teaching and learning of L1 could be carried out through distance learning with other European schools.</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. 	<ul style="list-style-type: none"> • There is an annual plan for continuous Collective Professional Development and for personal level/development. • There are Records of activities of four year cycle (2016-2020) <p>The individual school continuous pedagogical plans are kept at school and held as part of the Appraisal Cycle.</p> <p>Records of activities are kept by HR.</p> <p>The school focus is on the implementation of a digital competence file (called a “Bekwaamheidsdossier”) 2017-2018</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, 	<p>Cooperation and harmonization across sections and between cycles can be observed. The harmonization is visible in planning forms, assessments carried out and recorded in agendas. The management organizes meetings and minutes of them are collected.</p>
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<p>sections, schools, etc.</p> <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>Teachers exchange their professional experience in regular meetings. In general, teachers exchange information (in) formally. The school has appointed Cycle Leaders and Subject Coordinators. The coordinators should be provided with guidance on their respective roles and responsibilities. It would be useful to create a coordinator for all L3 languages.</p>
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II.3 The school has guidelines for transition of pupils from nursery to primary and from primary to secondary	
<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>The school has guidelines for transition for pupils from S5 to S6. Pupils are encouraged to question processes for marking, reports and harmonisation. The school assures smooth change from one cycle to the other. The school communicates objectives and competencies to be accomplished using a variety of methods in order to actively involve all pupils. The school community knows that in S6 the school follows exactly the assessment criteria used in ES.</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>As prescribed in the Dossier of Conformity, the possibility of opening up Mother Tongue classes is investigated as soon as there are five students who have the same mother tongue as their dominant language. If the outcome of this investigation is positive, a new mother tongue class is opened. Needs of language support of pupils in L1/SWALS can be taken in consideration.</p>

	The school could facilitate the teaching of the L1 curriculum for all the SWALS within the Cat I, adopting initiatives for effective distance learning and supporting the use of ICT/ electronic resources according to the educational needs of these students.
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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>The timetable is created in accordance with European School guidelines on the amount of teaching periods per week (subject time is distributed evenly over the weekdays) and the options offered. It has a maximum of 9 lessons a day. Teaching time is lost because of the timetable of 45 minutes without movement time. At the beginning of the lesson pupils are very often late and the teaching time is not always used effectively.</p> <p>When a teacher is ill for short-long term, measures are taken by the school to ensure his/her suitable replacement. Where possible, short-term absence (1-2 days) will be covered by fellow subject teachers, part-time teachers, teachers who have designated cover hours in their contract, or by subject-specialists.</p> <p>Some planning and work is arranged by the absent member of staff.</p> <p>Additionally, the teachers' planning is visible on Itslearning for staff, students and parents. All planning documentation on Itslearning is saved as a template at the end of the year by the Itslearning Coordinator.</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 	The management and staff's goal is to foster

<p>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>mutual understanding and acceptance of diversity, with respect for the development of the cultural and individual identity of each student. Teachers are encouraged to integrate culture, history, geography of different countries and the European dimension in the teaching and learning process in the classes, when relevant. The tasks may have a common theme, but allow each pupil to be challenged at their appropriate level.</p> <p>All language classes are taught by native speakers and pupils have the possibility to familiarize themselves with many foreign languages.</p> <p>Cultural experiences are shared through joint activities and events. There is evidence of celebration of national festivals, the European Day of Languages, organization of monthly assemblies, language activities, and events for parents and students with themes reflecting the diversity of the school community, celebration of National days and holidays in the language sections and L1 classes.</p> <p>Further emphasis could be given to the celebration of national days of all the students and not only of the language sections and L1 classes.</p> <p>In Art, Physical Education, Music and ICT, students are in daily contact with students from different language sections.</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 is situated between the city center and the beach of Scheveningen. Many pupils arrive at school by bike or bus.</p> <p>All classrooms are equipped with an interactive whiteboard. Some classrooms are inadequate to teaching and learning and cannot be used fully for their key purpose, e.g. some labs are occupied as regular</p>

	<p>classes.</p> <p>The public areas are clean and safe. The playground is small. The school cultivates a familiar, warm and friendly atmosphere. As noted earlier in the report, a great deal of work will be done to prepare the moving of the secondary school. There are not sufficient displays of work and other materials in corridors and classrooms related to the European dimension.</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. • Pupils' behaviour and attendance is monitored. 	<p>The school values mutual respect and has implemented a whole-school behavior policy. By appointing mentors to each class and providing them with a mentor lesson as well as additional hours to hold meetings with students a culture of respectful and well-developed relationships between staff and students is cultivated. Together with the cycle leader, the anti-bullying coordinator (the school has appointed this coordinator from 2017-2018) and a full time support coordinator behavior is thus managed and monitored.</p> <p>The data system is used to record and monitor not only the academic progress of pupils, but also behavior and attendance. A procedure for sanctions for poor behavior (detentions, community service) has been established.</p> <p>For student's attendance in accordance with the school's Policy on Leave the school uses a national system for student administration/absences, called SOMtoday.</p> <p>The school management is open to the</p>

	<p>members of the school community (teachers, students, parents) and there is a climate of mutual respect amongst them. The legal framework, the ES Regulations are acknowledged and respected. Stars are posted on the classroom walls which indicate to the students how they should behave in response to a particular situation or stimulus. The fact that very often groups of pupils are very reduced (1, 2 or 3 students in many cases) makes it easy to attract and keep their attention during lessons.</p> <p>The school is able, in general, to deal with conflict issues and with bullying, to identify any inappropriate conduct. The school has a clear policy for the use of mobile phones with notices posted on the walls for the information of students.</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>Some parents complain that it is difficult for them to receive all the information they need especially for formative and summative assessment. They believe that the feedback of the written examinations can be accessed online.</p> <p>In general, the school provides access to and facilitates by a number of channels easy home-school communication: ES Den Haag employs emails and shared email boxes to collect all queries and questions as they are raised by stakeholders, newsletters for parents & students, messages via the timetabling software, messages via Itslearning (the school's virtual learning environment), information evenings, parent teacher evenings and individual meetings between mentors and students or teachers and parents (contact hour in the week).</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>There is evidence of cooperation, exchanges and visits with European Schools, the local community, local schools and schools abroad.</p> <p>The school is part of a foundation, which oversees five Secondary schools and, in compliance with the national regulations, permit, where appropriate, the collaboration between these schools on the level of staff, support coordinator and management, as well as the possibility of students attending events at each other's schools.</p> <p>The school has set up the work experience program for S5 students and fosters strong links and joint activities with the European School in Bergen. In 2017, the school has also participated in an exchange program with a school in Osnabruck, Germany.</p> <p>Very often teachers support their teaching with examples from context outside the classroom – the real world - and encourage pupils to do the same.</p> <p>During the Audit, pupils attended a presentation about Degrees in International Relations, given by Leiden University)</p>

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 	<p>Teachers generally write and plan their lessons in the short and in the long term. Annual planning is based on the curriculum, created for the whole year and is divided into two semesters. These documents are developed, stored centrally and made use of in trustful cooperation.</p>

the management.	<p>Teachers have recorded their forward planning of their teaching in the school's VLE Itslearning. All planning documentation on Itslearning is saved as a template by the Itslearning Coordinator.</p> <p>The management of the school and subject coordinators can monitor and oversee all planning documentation on Itslearning which is also available for staff, students and parents.</p> <p>The inspection has found a variety of evaluation tools, including summative and formative assessment and that the teachers are aware of the objectives of their subjects.</p>
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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>All planning documentation on Itslearning is saved as a template at the end of the year.</p> <p>The teachers produce and use a harmonized planning document for each of their courses and what has been taught. Substitute teachers also have access via a temporary login to the system, otherwise the subject teacher who is absent has printed out the detailing planning for them.</p>

IV.3 The planning within and across the sections is harmonised

<ul style="list-style-type: none"> • 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. 	<p>The school has guidelines as pre-described, for short and long-term planning and how the digital templates stored in Itslearning should be used.</p> <p>Regular meetings with teachers who teach the same subject have been planned. Many subjects are working towards more harmonized assessment.</p> <p>The discussion about the issue of harmonizing teaching and evaluation/assessment of L1 in S5 or S6 (e.g. doc: 2013-05-D-34-en-4 on harmonized examinations) will also support the introduction of the new marking scheme.</p>
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IV.4 Individual needs of pupils are respected in planning	
<ul style="list-style-type: none"> • Differentiation is taken into account in planning. 	<p>Differentiation is seen on some teachers' planning. In their schedules, the teachers provide details about the topics to be covered including a testing/assessment schedule and differentiation strategies to be used. In fact, when the group is very small (1, 2 or 3 pupils) there can be difficulties organizing some differentiated learning and teaching activities.</p> <p>For differentiation, using ICT tools is very important. Some teachers integrate ICT into their lessons, but pupils are not always invited to use ICT during the lessons. There is a smartboard in almost every classroom but it is not used in a constructive way. In most cases, laptops and textbooks are not used during the classes.</p>

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 either fully qualified to teach their subjects at the required level or are in the process of completing their studies which makes them fully qualified.

Due to the number of new teachers who joined this year from abroad, there is a higher number than normal of teachers waiting to have their qualifications recognised by DUO.

All staff have the required language skills or are in the process of following courses to improve their language skills where they are teaching subjects in their own L2.

L1, L2 and L3 teachers are all native speakers in the language that they teach.

All diplomas and certificates are validated by the organising body for education from the Dutch Government (DUO). This organisation validates all teachers by comparing their qualifications abroad to Dutch standards and will license them to teach in the Netherlands or specifically at the ESH as registered subject teachers.

However, the fact that there are so many new teachers every year makes it necessary to implement strategies and tools to train them in the European Schools system.

Examining teacher qualifications in a rigorous way is part of each recruitment procedure. National inspectors should be consulted regarding the qualifications of new teachers.

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>All subjects are resourced with the required materials to teach their subjects. Books and other resources are provided by the school. Subject coordinators also keep budgets for their subjects which enables them to purchase more resources as the school grows further and develops every year.</p> <p>Next to interactive whiteboards in each class, there is a designated ICT lab with desktop computers available. The school also has a number of digital cameras and video cameras available for lessons.</p> <p>The media centre/library is fully equipped with a large selection of subject related books, novels, magazines and online resources such as encyclopedia in all languages present in the school community. The school tries to digitize the well-equipped library stock, to provide and receive information in faster, easier and more effective ways by media-centre or by e-library.</p> <p>In most cases, pupils don't have at their disposal enough books and other didactic materials in the classrooms. Text books are seldom used and the teachers produce their own materials.</p> <p>It would be desirable that every classroom could also have a number of books e.g. dictionaries and other materials for the use of students during the lessons.</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>All resources used come from a variety of nationalities and are used across language sections, facilitated by professional exchange in the regular subject meetings. The school, nevertheless, is encouraged to intensify and foster the European dimension.</p> <p>The European dimension is integrated in subject curricula. However, it was not always visible at the planning level, or even in the</p>

	<p>lessons.</p> <p>The classrooms are not equipped with a lot of different maps of Europe and the world. Some can be seen on the walls of the main hall and corridors.</p>
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VI. Teaching and Learning (based on class-visits)	
VI.1 Teachers realise the ES syllabuses	
<ul style="list-style-type: none"> 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. 	<p>All staff attends ES INSET trainings to ensure they are fully aware of the content of the syllabuses.</p> <p>Lessons are planned in relation to the syllabuses and in some cases extend from it, where learning objectives might not always be clearly defined. Where possible, staff highlights the different facets of the countries in the European Union and through collaboration with their peers in different language sections; this is a continuous process of growth. Cross-curricular links are explored and used in lessons, with specific school development focus on this topic for the school year 2018-2019 and 2019-2020.</p> <p>Again, the significant number of teachers arriving at the school every year requires an additional effort to familiarize them with the European Schools system.</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 objectives and competences to be accomplished to their pupils. When possible teaching encourages 	<p>Since planning is available on <i>Itslearning</i> for all students, they can see in advance and in detail what the expected content will be for the coming eight weeks.</p> <p>Teachers actively integrate contemporary</p>

<p>awareness of broadened context outside the classroom or the particular lesson.</p> <ul style="list-style-type: none"> Teachers use variable methods (work in pairs, groups, teams, individually etc. Teachers involve all pupils actively. Teachers integrate ICT into their lessons. 	<p>world affairs into their lessons by focusing on current events.</p> <p>Teachers have been trained in specific teaching strategies for more active learning styles, for example, a primer training was given in 2015-2016 on Kagan's Cooperative Learning Strategies. These strategies are based on equal participation of all students. The continuous involvement of ICT on a global scale means that the tools available are integrated more and more into subject lessons.</p> <p>However, during the observation of lessons it could be detected that some teachers need to use more peer to peer, group and participative learning and a wider variety of methods e.g. less frontal teaching method more strategies for instruction by differentiation and active activities.</p> <p>In classes self-evaluation, peer correction and assessment of other pupils were not very often seen.</p>
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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>By establishing a whole school behaviour policy (with <i>Potential</i> as one of the five core areas) that was created with student input, the school has drawn up statements that encourage active participation and fosters a culture of learning with incorporated feedback.</p> <p>Through the use of <i>Itslearning</i>, ICT has a natural part in the lessons, either by using school laptops, school computers or the personal devices that the students bring to the school. Personal computers are not offered to students by the school.</p>

VI. 4 Teachers take care of pupils' individual needs in their teaching	
Differentiation is practiced in lessons.	Staff will always, where applicable, cater to the different levels in their classroom, either

	<p>individually or in collaboration with the support coordinator for specific cases. This year, dedicated language support teachers were hired to help support the growing number of SWALS students in the school.</p> <p>However, very little differentiated teaching was observed during the lessons. Even if the method of differentiation is included in the planning of the teachers.</p> <p>Teachers are invited to apply a differentiated curriculum for each student depending on their specific needs. The primary goal is to respect and meet the specific needs of each pupil individually. The educational support coordinators help the teachers to fulfil that task.</p> <p>In cooperation with the national inspectors of the European Schools, teachers were instructed in Differentiated Teaching.</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>All staff are qualified and are familiar with the tools they have to teach their subject. By having a clearly defined timetable with a central school bell, students know when to be where, making sure that teaching time is used as effectively as possible.</p> <p>There is not a 5 minutes transition from one class period to the next, which causes a loss of time (sometimes longer than 5 minutes) when teachers and/or students have to move between classrooms. This loss of time means that, in practice, many class periods do not reach the 45 minutes duration.</p> <p>In secondary the Smartboards are mainly used as black boards.</p>

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 follows the guidelines on assessment as described in the general rules for the European Schools, together with an assessment system available in *SOMtoday*. All grades for tests and assignments are registered there and are graded on the assessment scale of 0 to 10. The teachers are informed about the implementation process of the new marking scale.

A range of formative and summative assessment activities are included in the forward planning based on the skills taught. The school has also implemented the B-Tests for S4 as well as the harmonised S5 exams, and, for the first time, preparing for exams and assessments in S6.

Some parents, however, complain about not having easy access to the results of their children's tests. They seem to need more clear information about evaluation and marking criteria.

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.

The school has implemented the school report as described by the European Schools, by dividing the school year into two semesters composed of two periods each, where four report cards are handed out per year. For S4, the B-Tests are organised four times a year. For S5, the harmonised exams are being carried out for the first time in both the Dutch and French sections this academic year. The school complies with the ES assessment system.

Oral and written self- and peer evaluation of the pupils was not observed.

The secondary cycle follows the current system of the European Schools in terms of pupil evaluation, numerically and descriptively.

	The management and the appointed representative of the school attend all briefings organized for the implementation of the ES New Marking Scale in the secondary cycle.
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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>Students know what they need to study and what topics will be covered for each assessment. All outcomes are registered in <i>SOMtoday</i> and tests are discussed in lessons afterwards.</p> <p>There is an online test schedule in <i>Itslearning</i> where teachers can upload and register their tests, to ensure that not too many tests are scheduled in the same week for students. <i>SOMtoday</i> has been made accessible to parents, making it possible for grades to be visible to parents at any time. The school reports are handed out four times a year at the end of each period. There are two parent evenings, one after period 1 (November) and one after period 3 (February-March).</p>

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.	Very little evidence of self-assessment and peer assessment has been found during the observation of lessons and the analysis of the documents.

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 	The school has described its guidelines on

<p>educational support.</p> <ul style="list-style-type: none"> • 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>educational support in a <i>Support Plan</i>. The procedures to identify students are part of this plan as well. By implementing provisions for students with additional learning needs, they are given the greatest chance to access the school curriculum.</p> <p>For L1 and L2, specific focus is given on language support and this is expected to be expanded as the school and its population grow. The school uses an integrated system for Learning Support called <i>EduKey Learning Plan & provision map writer</i>. This online system automates the process of assigning provisions and writing individual learning plans. Support is monitored and evaluated through this system. All additional student documentation is also stored here.</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 subject teachers who have been given additional hours for support lessons have also ordered additional resources to provide support lessons with. Support lessons are timetabled according to the availability of the subject teacher & student(s). The lessons are evaluated on an eight-weekly basis to see whether support is still necessary or whether additional students should join.</p> <p>The school is part of a larger network of schools in the The Hague area, called the <i>Samenwerkingsverband</i>. A consultant and counsellor are provided for the school and together with these two professionals the school can link to a wide range of external agencies for additional support.</p> <p>The school can also employ services from the Hague Educational Services, the “HCO” for additional psychological assessment, class observations or specific coaching and training facilities, as well as coaching by other Accredited schools.</p>

	Relevant teachers are informed about the needs of the pupils.
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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>In the academic year 2015-2016, the school organised a whole-school survey (questioning staff, students and parents on all areas of the school organization). The outcome of this survey was used as the foundation for the school development plan in relation to the development plan of the Rijnlands Lyceum. This development plan was then further refined in a staff INSET day and discussed in the school participation council and advisory board. After approval was obtained for this plan, it was put into effect as a four year development plan (for 2016 to 2020). The objectives are written on a per-year basis, immediately providing input on the focal areas for each academic year. As part of this plan subject coordinators are asked to set and obtain a number of objectives in their subject area.</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>The school uses an integrated system for evaluation called <i>Kwaliteitscholen</i> which questions all stakeholders in the school community on the overall development and provides a satisfaction rating.</p> <p>Apart from this extensive survey, which includes parents, staff and students, the school employs other tools to ensure that quality management is an integral part of the school management, coordinated by the support leader.</p> <p>As well as the accreditation from the ES system, the school is to be inspected by the Dutch national inspectorate too, with the first audit scheduled for the academic year 2018-2019.</p> <p>Outcomes from the ES inspectorate are shared with key stakeholders and the outcome of the Dutch inspectorate is published on the Dutch inspectorate website, making it a public document.</p> <p>Furthermore, the school publishes relevant parts of its organisation to a national system called “Vensters voor Verantwoording” as a tool for accountability.</p>
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APPENDIX I

<ul style="list-style-type: none"> • Practical Information 	<p>Information Sheet for Inspection Visit</p> <p>Floor Plan ESH Secondary</p> <p>Schedule Inspection visit</p> <p>Self-Evaluation Form Accreditation S6 S7 European School The Hague 2017</p> <p>2015-01-D-35 en – 2 Audit Report of the Europese School Den Haag</p> <p>2016-02-D-2-en-2 Audit Report of the Europese School Den Haag</p> <p>2017-01-D-22-en-2 Audit Report of the Europese School Den Haag</p>
<ul style="list-style-type: none"> • Policy Documents 	<p>Dossier of Conformity 2011-01-D-2-en-2</p> <p>Dossier of Conformity 2017-01-D-35-en-2</p> <p>ESH School Guide Secondary School 2016-2017</p> <p>ESH School Guide Secondary 2017-2018</p> <p>ESH Secondary School Plan 2016 – 2020</p> <p>ESH Alphabet</p> <p>Staffing Plan ESH SEC 2016-2017</p> <p>Staffing Plan ESH SEC 2017-2018</p> <p>Task Policy ESH Secondary 2017-2018</p>
<ul style="list-style-type: none"> • Management 	<p>Management Structure:</p> <p>Organisation Structure Secondary 2017</p> <p>Organisation Structure Secondary 2016</p> <p>Senior Management:</p> <p>(example) Agenda Management Meeting Nov. 14 2016</p> <p>Middle Management Secondary:</p> <p>MiMa Meetings Agenda and Action Points 2017</p>
<ul style="list-style-type: none"> • Timetables 	<p>Student Timetables Exemplar</p> <p>Student timetables S1-S6 Week 41</p> <p>Teacher timetables Week 41</p>

	Classroom timetable Week 41
<ul style="list-style-type: none"> • INSET 	INSET overview 2017 Induction programme MONDAY 21ST AUGUST 2017 Induction Presentation 2017 Feedback form Induction days Feedback Form Analysis 12.09.17 Guide to facilitating professional development Application Form for Professional Development Facilities Claim Form Professional Development Expenses ESH 2016-2017 Professional Development ESH Staff Overview Qualifications Teaching Staff
<ul style="list-style-type: none"> • Appraisal Cycle 	Appraisal Cycle Policy SRL Target-setting form Examples Target-setting Reviews Appraisal Interview Form Performance Review Examples Lesson Observation Report Lesson observation form Overview Appraisal Cycle Schedule Appraisal Cycle Appraisal 2017 Teacher Presence Overview 1718
<ul style="list-style-type: none"> • Support and Quality Assurance 	Quality Management 2016-2020 ESH Pupil Charter Code of Behaviour Europese School Den Haag ESH Behaviour Sheets ESH Behaviour Booklet – Staff ESH Behaviour Booklet – Pupils ESH Evaluation Survey Secondary School 2016 ESH Support Plan Secondary

	Support Profile of the European School The Hague
<ul style="list-style-type: none"> Transition Primary – Secondary 	Presentation Information Evening Transition P5 to S1 Transition Programme Welcome to the Media Centre EN/NL/FR
<ul style="list-style-type: none"> Participation Council Secondary 	Regulations for the Participation Council of ESH Secondary Agenda SPC Meeting 6.2.2017 Minutes of SPC Meeting 6.2.2017
<ul style="list-style-type: none"> Advisory Board 	Signed Regulations for the Advisory Board of the ESH (example) Conclusions Advisory Board Meeting November 3rd 2016
<ul style="list-style-type: none"> Communication and Participation Parents 	Secondary Newsletter 15.09 Secondary Newsletter 29.09 (examples) Parent information evening - mentor evening presentations Minutes Joint SPC 21 09 2017
<ul style="list-style-type: none"> Communication and Participation Teachers 	News of Today 24.08.2017 Examples Minutes Staff Meetings example Minutes Subject Meetings example Minutes Mentor Meeting Minutes Joint SPC 21 09 2017
<ul style="list-style-type: none"> Year Reports 	Year Report ESH SEC 2015 ESH Secondary Year Calendar
<ul style="list-style-type: none"> Planning 	Forward Planning Semester 1 Pro Forma Examples Forward Planning (examples) Subject Development BAC PLANNING
<ul style="list-style-type: none"> Budget 2017 	Budget 2017-2020 ESH SEC Budget Text ESH SEC 2017

